

FRESH Strategic Plan 2024-2026

The mission of the FRESH Partnership Mission

- The FRESH Partners are a coalition of UN agencies, networks, donors and global organizations
- The primary purpose is to share information & knowledge and promote the use/application of core components of comprehensive approaches and multi-intervention programs that coordinate school-based and school-linked programs and policies
- Such comprehensive approaches and programs are intended to nurture educational success (inclusion & equity), health, safety, personal, social & sustainable development

The strategic value of the FRESH Partnership is that we promote alignment of the many approaches, programs and frameworks that use the school as a hub to promote the development of the whole child, every child. Originally founded with a focus on health, the mission has evolved to promote a whole child, whole school, whole government approach.

This 2024-26 work plan was circulated to FRESH Partners and its network in July 2024 and will be finalized in January 2025.

1. Partnership Project with the Education Development Centre (EDC) and others on Whole of Government (WoG) and capacity-building strategies to scale up, sustain and coordinate Intersectoral Policy-Program Coordination Frameworks (IPPCFs) that use the school as a hub

FRESH Partners submitted a ["best practices" brief](#) based on the FRESH Framework to the UN Transforming Education Summit. The brief recommended better use of [Intersectoral Policy-Program Coordination Frameworks \(IPPCFs\)](#) as part of any efforts to transform school systems. We cannot expect schools to address the many equity, health & social problems unless other ministries are funded to provide staffing and services to schools as part of their respective core mandates. To do this, we need to build intersectoral capacities and use Whole of Government (WoG) practices, strategies and structures.

There are many (65+) IPPCFs which sector-wide [multi-component approaches](#) (e.g. healthy schools, safe schools, SEL, green schools etc.) and thematic or topic-specific [multi-intervention programs](#) (e.g. bullying, dropout prevention, child abuse etc.) which promote educational inclusion & equity as well as safety, health, personal, social and sustainable development. We, who work in health and development, may not traditionally view education sector programs such as supporting out of school children to attend school or including students with disabilities as a "framework" but they, like all of the other IPPCFs, often use the [core components](#) defined by the FRESH Framework such as policies, education, services and changes to the school social and physical environment. The preliminary findings of an [ISHN-UNICEF-UNESCO-SFU study](#) as well as several recent country reviews found that most countries are trying to implement about 10 of the frameworks as they address the issues that are relevant to them.

There is extensive research and experience reporting that using these IPPCF frameworks to coordinate interventions is effective at the school level in experimental conditions. However, extensive research also reports that almost all of them are not fully implemented, are not sustainable without ongoing external funding and always struggle to scale up and institutionalize the approach or program. Further, they often compete with each other and often end up disappearing after their crisis fades or other issues/sectors emerge to demand attention.

The call for a Whole of Government (WoG) and capacity-building approach as well as selected examples, research and several global statements are contained in recent documents such as the UN Sec-Gen [Vision Statement](#), an [analysis of country commitments](#) and [UN Guidance Note](#) on TES country follow-up prepared for the [UN Transforming Education Summit](#), the [UNESCO Recommendation](#) (policy/program framework) on

country policies and programs, the [OECD Declaration](#) on equity & schools, a [joint statement on systems transformation](#) from global educator organizations and the Education Commission/EDC/Dubai Cares [proposal to "rewire" education systems](#). These documents and the research & reports are cited in the attached draft paper. (Go to the Appendices on pp 18 & 19 for a list of the frameworks as well as draft practices in capacity-building and WoG approaches.)

There are several organizations currently working on multisectoral and intersectoral coordination. Our first step will be to reach out and see if and how we can align our knowledge and activities. We are also exploring potential funding sources to develop a foundations paper and multi-year work plan. If you are interested in more information or would like to participate in developing these ideas further, contact Scott Pulizzi at SPulizzi@edc.org or Doug McCall at dmccall@internationalschoolhealth.org.

Activities

- 1.1 Approach Dubai Cares re their Rewiring Report– delayed due to personnel turnover, will write to ask about 2025 Forum and continuing also identify and approach other funders
- 1.2 Secured commitment from EDC leadership
- 1.3 Drafted wiki-summaries and lists of good WoG practices using the school as a hub
- 1.4 Prepared relevant concept notes
- 1.5 Drafted research summary, prepare policy brief
- 1.6 Form leadership group of UN agencies, NGOs, researchers interested in WoG
- 1.7 Engage with relevant UN initiatives to show how WoG helps them to achieve their goals
- 1.8 Secure funding for a series of webinars on good WoG practices, with commissioned papers rolled up into a book and submitted to journals
- 1.9 Identify countries in different contexts to illustrate applications, provide technical assistance
- 1.10 Create and maintain a global Community of Practice on WoG practices using the school as a hub

2. Engaging the leaders of the many Intersectoral Policy-Program Coordination Frameworks (IPPCFs), Sharing their Work

Another step in the Intersectoral/whole of government plan coincides with earlier planned activities of the [FRESH Working Group on Inclusion & Equity](#). We are building a list of organizations currently leading the many IPPCF frameworks. There are usually two or three prominent variations of each framework which reflect different contexts or perspectives.

First, we will be identifying the lead individuals or organizations for each of the frameworks and signing up to receive their newsletters or "follow" them on their social media. Second, we will contact them to see if they would be willing to be part of a webinar discussing their work and how they are advising countries on how to scale up and sustain the programs implementing their respective frameworks.

Third, we have started to share the news and knowledge from these many organizations on the FRESH web site in a [shared blog and listing of over 100 organizations](#) and their information sources. We will be looking for a FRESH Partner take the lead on this process once we have done the legwork. The simple format of the [shared blog](#) allows for a dynamic small-sized "widget" to be placed on the web sites of other organizations to display the postings in a simple format for their own members and constituencies.

Activities

- 2.1 Created list of 2-3 leading global examples of each of the 70 IPPCF frameworks, with brief excerpts, newsletters/blogs and contacts

- 2.2 Approaching these leading organizations (beginning with FRESH Partners) to secure their involvement in webinar series
- 2.3 Create brief summaries on each framework (see Healthy schools example)
- 2.4 Commission writing of 1-2 page summaries on each capacity-building practices (See 2.3 Started/testing a shared blog “clipping” items from all newsletters/blogs related to whole child, whole school, whole government approaches, programs and initiatives. This can be posted on multiple web sites in a simple, non-branded widget. Position as a FRESH initiative.
- 2.4 Secure funding for curation of items for the blog and identify organization to do the posting.
- 2.5 Hold periodic FRESH Partner meetings to review trends and upcoming opportunities to promote educational equity, health and development

3. Crowd-sourced Listing of Country/State/Provincial Policy, Guidance and Curriculum Documents

The [Global Network of Deans of Education \(GNDE\)](#) will be asking national, state and provincial associations of Deans of Education to take over and update the lists of documents for their jurisdiction which were prepared in the earlier [ISHN-UNICEF-SFU study](#). The wide lens approach on inclusion, equity and systems change permits us to adapt and create a [Template for Locating & Categorizing the Policy, Curriculum and Other Documents](#) for most aspects of school systems. Examples of how this template can be used can be seen with these prototype lists of documents from [Manitoba-Canada](#) and [South Africa](#).

Researchers, officials and practitioners will have access to the database through their respective national/state/provincial associations of Deans of Education which have agreed to take over and update the list of documents for their jurisdiction.

There are many different types of analyses of these documents that can be done within a or across several jurisdictions. The [document template](#) suggests several types of inquiries derived from the global/UN sources used to construct the template as well as questions related to equity, health and development. From the perspective of ISHN and FRESH Partners, there is immediate interest in determining if national policy and procedures are in place to coordinate the school intersectoral (IPPCF) frameworks being used (see above). As well, examining the guidance and curriculum documents related to health & life skills (personal, social and health) education (see below).

If you are interested in building and using this crowd-sourced document database, contact dmccall@internationalschoolhealth.org

Activities

- 3.1 Created template for listing and sharing documents, tested template with about 75 jurisdictions
- 3.2 Secured support from GNDE Steering Committee
- 3.3 Publicize initiative in GNDE Newsletter, annual symposia
- 3.4 Write to national associations of deans of education
- 3.5 Explore linkages with UNESCO monitoring of Recommendation on Education for Peace, Human Rights and Sustainable Development and or with new survey on education transformation

4. Advocacy & Research on Health & Life (Living) Skills curricula and education

You may recall that ISHN organized a FRESH Open Web Meeting on October 23, 2023 on the status of health & life skills curricula within the proposed (now adopted) [UNESCO Recommendation on Education for Peace](#).

[Human Rights & Sustainable Development](#). This overall framework of recommended policies and programs is good, but Health & Life Skills (called Health & Well-being) were not included in the curriculum section of the document. During the Web Meeting, several UNESCO representatives assured participants that, while the text of the Recommendation could not be changed at that point, there is opportunity for groups like FRESH to be involved in developing the implementation guidance and monitoring materials (anticipated to be every four years). It also became clearer during the webinar that we should pursue the objective that HWB curricula "should be understood to have the same status as the other subjects" listed in the curriculum section. Our followup [letter to the UNESCO DG](#) requested confirmation of that understanding and that UNESCO should consider the wording and intent of different parts of the Recommendation "such that Health & Well-being is understood to be equivalent to the other recommended core curricula". The subsequent [response from the UNESCO ADG](#) stated that "UNESCO will seek to ensure health and well-being is meaningfully considered" when developing the implementation guide and referred us to [UNESCO's strategy on HWB](#) and its broad program of work in promoting school health.

We are tracking the UNESCO consultations and preparation of the implementation guidance and monitoring tools for the Recommendation. A workshop on the Implementation guide was held on March 26-27, 2024 with organizations engaged in global citizenship. The first of a series of regional policy meetings was held in Bangkok on June 5-7, 2024 for [Asia Pacific countries](#). Unfortunately, the documentation for these two events is not yet available.

in related news, UNESCO & UNICEF have launched the "[building strong foundations for Education for Health & Well-Being](#) (FEHW)" initiative promoting education for health and well being in primary schools. The new initiative was launched in May 2024 at a symposium in Lusaka, Zambia. It includes [four technical briefs](#) that define [foundational education for health and well-being](#) is, [what to teach and how to design content](#), how to [involve the whole school](#) and how to [put this work into practice](#) in the classroom. The two-year process included a literature review, regional online consultations and a global meeting attended by 60 experts from diverse countries and sectors. Nine key topics and corresponding instructional programs have been identified as particularly vital for FEHW. They include health and well-being, social relations, understanding gender, Violence prevention, Values, rights and culture, the human body and development, sexual and reproductive health, mental health and psycho-social well-being, nutrition and physical activity

Notably, preventing infectious diseases, vaccine and other basic health literacy concepts are not covered except for an unexplained sub-title called "personal hygiene" on page 22 and two learning objectives on page 34 of [Brief Two](#). Other gaps in the list of topics, such as mitigating the human health effects of climate change (e.g. sun safety, recycling), avoiding accidental injury (e.g. road safety), and responding to disasters (e.g. personal & family emergency plan) show the limitations of starting with a list of topics rather than a description of overall health & development and generic skills, knowledge and attitudes in a curriculum within which topics determined and documented to be relevant to the children in the country can be addressed. The FEHW initiative covers only primary schools where teachers have the freedom to integrate content across several subjects in their teaching. Experienced primary teachers can do this effectively

This new UNESCO-UNICEF initiative is welcome as a contribution to our collective knowledge about health & life skills education. The initiative is a good collection of instructional programs but the initiative does not recommend that countries adopt a [curriculum](#) with a proper scope and sequence for learning defined HWB competencies which include knowledge, skills & attitudes. Further, the initiative wrongly suggests that complementary (co-curricular) and supplementary (extra-curricular) activities can act as replacement for classroom instruction focused on defined learning objectives in a curriculum. As well, it suggests the unproven strategy of inserting HWB content into other core subjects can also replace core instruction in a defined subject or discipline.

The Annex in [Brief Two](#) (pp 30-37) does present a list of illustrative learning objectives for the nine topics which could be used in curricula, syllabi, teaching manuals, lessons plans or other educational materials. But it does

not recommend that countries should develop such a core HWB curriculum to address the topics. (Ironically, the countries in which the contributing experts are based all have such core HWB curricula.) It is also important to note that the initiative does not extend to secondary schools, making it even more difficult to define, describe and adapt age-appropriate student learning objectives for the adolescent years that should obviously be considered when planning primary school instruction.

FRESH Working Group and Research Network

Between 2018 and 2021, the [FRESH Working Group on Health Literacy, Life Skills & Social Inclusion](#) worked with over 70 experts to organize several web meetings and publish concept notes defining the [scope of education](#) promoting HSPSSD, [health literacy](#), [life skills/social & emotional learning](#), [critical thinking](#), [digital & media literacy](#), [extended \(extra-curricular\) learning activities](#), relevant [behaviour theories](#), [curriculum coherence](#) and long term [workforce development planning](#) for teachers and others.

The next phase of the WG will build on those findings as well as that of an [International Research Network](#) established within the World Education Research Association. This research network suggested that a minimum literacy level (basic knowledge, skills, access, support) be used in curriculum design rather than the traditional lengthy listing of optimal learning objectives for selected topics which are usually used. This requires research to define the minimal vs optimal student learning objectives for each topic, consideration of the instructional time needed (estimated at 5-10 hours per grade when covering a topic) and clarity on the instructional time defined in the HWB/HLS curriculum. This in-depth research will help us better understand that can be realistically achieved in high, low and conflict/disaster affected countries through their core curricula.

The second phase of the FRESH Working Group/Research Network will use the curriculum documents collected by members of the Global Network of Deans of Education to answer these fact-finding questions:

- How many countries have a core H&LS curriculum in primary and secondary schools?
- What curriculum structures (H&LS, health stand alone, life skills. PE, H'Ec etc) are being used in the countries and states/provinces?
- How many intended hours of instruction are required in the curriculum documents?
- To what extent are generic health & life skills adequately described in country statements of core or cross-curricular competencies?
- Are H&LS curricula designed around health & social topics or around generic competencies (skills, knowledge, attitudes)?
- To what extent are infectious diseases & vaccines covered in H&LS curricula?
- Are students learning to value the health and welfare of others? (Extent to which this goal is included in HLS curricula)
- Are extended education learning programs promoting H&Ls (SEL attachments) in a planned or ad-hoc manner? Do all students benefit from extended education equitably?

ISHN and FRESH will be reaching out to experts and organizations concerned with H&LS education as well as others to develop a more detailed work plan.

Activities:

- 4.1 Convene a small group of H&LS experts to lead FRESH activities on H&LS education.
- 4.2 Secure the involvement of national and global H&LS educator organization (UK, New Zealand, IAHPEDS, SEL alliance etc)
- 4.3 Review previous work of FRESH Working Group (scope, clarifying key concepts, practical considerations of instructional time etc)
- 4.4 Define initial research questions arising from content analysis of HLS curricula (See above)

- 4.5 Begin document analysis
- 4.6 Apply for renewal as WERA Interest Group
- 4.7 Reach out to 40+ countries working on HLS education (as per UNESCO recent survey)

5. Adding Preventing Infectious Diseases/Pandemic Preparedness to the list of [FRESH Framework thematic indicators](#).

In 2019, FRESH Partners began the process of updating the FRESH thematic or topic-focused indicators originally developed between 2010 and 2014. We updated the [FRESH Cross-Cutting Themes](#) in 2020 and our plan is to gradually update the Thematic Indicators as circumstances permit. Funding from Plan International (UK) enabled us to update the indicators on physical activity, substance abuse and food/nutrition and to start one on mental health.

We plan to start discussions of a new topic derived from the experiences of the Covid 19 pandemic. A thematic indicator or multi-Intervention program on preventing infectious diseases is urgently needed. The current responses to the Covid 19 pandemic have been focused on short-term problems & solutions, including in-school transmission, closing/opening schools, better communications with parents, remote learning, “learning losses” and providing mental health services.

Evidence and experience suggest that longer-term investments in preventing/managing future outbreaks and promoting child/student development are needed,. These include more and better health & life skills education, especially on vaccines, health literacy skills and concern for the health of others, more investment in extra-curricular learning to promote social & emotional development, greater use of in-school vaccination campaigns & clinics which reach young people more effectively, more investments in school nurses in schools to monitor student health and more investments in school, public health, social protection and emergency coordination & infrastructure to ensure continuation of school feeding programs, adequate washrooms & supplies, clean water, protective equipment, ventilation, emergency response procedures, student health monitoring & staff training.

The 2023 [Political Declaration of the United Nations General Assembly High-level Meeting on Pandemic Prevention, Preparedness and Response](#) calls for countries to “Take measures including countering vaccine hesitancy to foster trust in public health systems and authorities, including by increasing public health education, literacy and awareness...”. This high level call to action underlines the need for action that includes school systems. Indeed, as many will know, many countries are taking backward steps in vaccine policy, health education and being prepared for the next pandemic.

A [FRESH webinar on 17 May 2022](#) began that discussion with an earlier 2014 article on [school prevention of infectious diseases](#). We will seek funding to expand and promote this topic. We hope to identify a FRESH Partner and other organizations who can take the lead on this important and urgent issue. Contact dmccall@internationalschoolhealth.org if you would like to contribute.

Activities

- 5.1 Approach Canadian funders working on pandemic preparedness
- 5.2 Approach staff following up in UN Declaration on Pandemic Preparedness, GAVI etc
- 5.3 Define a Concept Note and work plan

6. Using www.schools-for.all.org as a repository of quick start (Encyclopedia) summaries

Most of our partners in school health & development may not have noticed our practice of collecting and summarizing the knowledge gained from our work over the past two decades in a Wikipedia style web site

called www.schools-for-all.org. The collection of [wiki-summaries](#) and [discussion groups](#) on over 25 concepts and strategies that ISHN has facilitated since 2004 is extensive. The web site does not compete with the many, many web sites and social media sources that provide in-depth coverage and resources on their programs, research and knowledge exchange activities. The focus, like an encyclopedia, is to provide the reader with a quick start/overview on a topic and then refer them to other resources. We now have hundreds of summaries and pages on the many facets, approaches programs promoting educational inclusion & equity as well as promoting health, safety, personal, social, & sustainable development through schools (i.e. a schools for all philosophy).

Recently, we have been experimenting with AI to create first drafts of our many wiki-summaries. (Previously we had extracted paragraphs from leading journal articles or publications to start working on a "glossary term".) When using AI, we transparently display the AI responses to our "prompts" as we edit the first drafts using other sources and after verifying/changing the AI generated material. To see an example, scroll to the bottom of our summary on [Education Reform Commissions](#)) Our experience thus far has been that Chat GPT and other similar platforms can act as a super search engine or as an unpaid grad student. This is useful in starting a discussion but certainly cannot substitute for analysis by experts, officials and practitioners.

Our next step, while completing the transfer of previous material to the web site is to investigate how more sophisticated AI platforms can assist groups of people working together on a specific topic. If you are also experimenting with AI, please contact dmccall@internationalschoolhealth.org

Activities

6.1 Complete transfer of previous web site content

6.2 Seek funding from AI tech sector (Apache Foundation, Microsoft, ChatGPT etc.)) to do prototype knowledge creation projects

6.3 Continue to use platform as project repository

7. Working with and through the newly formed Group of Educator Organizations

FRESH Partners helped to create a group of international educator organizations representing education support workers (PSI) , teachers (EI), principals (ICP), counsellors (IAC), nurses (ISNA), psychologists (ISPA), school district administrators (AASA, CASSA), senior leaders (ASCD-ISTE) and education deans (GNDE). The educator organizations developed a [joint statement on rebuilding, renewing and transforming school & other systems](#) that includes several elements supporting FRESH concerns. The statement advocates a whole child approach, using the school as a hub for student services and social development, health and life (living) skills curricula, several recovery steps from Covid and a whole of government approach. FRESH Partners are encouraged to [endorse the statement](#) and use it when advocating for school programs and systems change.

The educator organizations are promoting the statement as a source of practice-based, incremental and strategic advice when countries try to reform or improve their school systems. There are several UN and global education reform initiatives currently reaching inflection points. These include:

- Follow-up to the 2022 UN Transforming Education Summit (TES) which includes country-based UN coordinating committees following steps suggested in the post-TES guidance note and national commitments made by most countries. These global and country-based activities have been melded with equally important steps from the UN Summit on the Future held in New York in September 2024.
- A renewal of the OECD Education 2030 program in October 2024 in Japan as well as a declaration on how education can build equitable societies
- A stocktaking and updated planning/monitoring steps related to SDG Goal 4 and other targets launched at a G20 (education) session and Global Education Meeting in Brazil in early November 2024

- Several teacher related initiatives including a UN Commission on the Status of the Teaching Profession, a UNESCO report on education leadership, an OECD emphasis on building a “teaching compass” and a focus on teacher development in the UNESCO Teacher Task Force

The ten educator organizations are launching a mini campaign to influence these four sets of activities. The main message is that these and other global initiatives need to help countries to focus their resources on:

1. Truly building back better from Covid (which has fallen out of most policy discussions) to ensure that their countries are prepared for the next pandemic and are addressing infectious diseases through school health & life skills curricula promoting health & vaccine literacy, expanded social & emotional programs (including mental health services), strengthening of school vaccine policies and campaigns, ensuring emergency procedures for supplying food if schools are closed, providing school health/nursing services and other pandemic preparedness steps need to be the first milestone to be achieved. .
2. Recognize that most countries will not achieve most of the UN 2030 Goals and monitoring efforts are devolving back to a focus on a narrow range of outputs that de-emphasize social development, health & safety. Countries should work with their stakeholders on a limited but balanced number of SDG targets. Schools can be the hub for many of these programs by using some of the many evidence-based intersectoral policy-program coordination frameworks.
3. While many countries are taking small, strategic steps suggested by the UN, very few are taking large-scale actions to transform their systems. System-reforming actions such as education reform commissions, joint sector reviews, large-scale public consultations, comprehensive compilations of reports on the status/development of children are needed if the goals, missions, core curricula, EMIS systems, and other key elements of school systems are to be changed and aligned.
4. Governments around the world are scrambling to respond to employee shortages and reduced employee morale in almost every sector. The UN, UNESCO and OECD initiatives to generate advice to countries have just been started or renewed but they seem to be narrowly focused on only some employees. Earlier reports recommending a well-planned, diversified, interprofessional education workforce have been largely ignored. Long-term workforce development plans in each ministry for each type of employee that recognize broad scopes of practice, provide rewards through decent working conditions, career paths and compensation levels and re-align the assignments for each type of worker are required.

The educators see whole of government approaches as being necessary to reach these four milestones. The high-level UN guidance note¹ on follow-up to the UN Transforming Education Summit (TES), the vision statement from the Secretary General² & recent UN paper on transforming education³, and the OECD Declaration on Building Equitable Societies⁴ have all recommended that countries adopt such whole of

¹ High Level Steering Committee (2022) [From commitment to action: A guidance note for translating national commitments into action in follow-up to the Transforming Education Summit](#), Global Education Cooperation Mechanism. UN, p.2

² UN Secretary General (2022) [Transforming Education: An urgent political imperative for our collective future. Vision Statement of the Secretary-General on Transforming Education](#), New York, United Nations, p.7

³ UN (2023) [Our Common Agenda: Policy Brief 10 Transforming Education](#), New York, United Nations, p 11

⁴ OECD (2022) [Declaration on Building Equitable Societies Through Education](#), Paris, OECD

government approaches. These have been described in research and reports ⁵, ⁶, ⁷. The Education Commission/Dubai Cares report, *Rewiring Education for People and the Planet*,⁸ highlighted the processes needed to break down government silos as well as promote shared funding and shared accountability across ministries. However, to reach the milestones suggested here, the vague, aspirational references to “whole of government” and “whole of society” efforts in many recent global statements will need to be defined, implemented and sustained by new policies, practices, structures and multi-year, inter-ministry action plans led and supported by First Ministers, Cabinets, legislation and mandated and equipped intersectoral mechanisms.

The educator organization mini-campaign is intended to identify and influence the key staff and decision-makers leading the global initiatives through open letters to the heads of those organizations, journal articles, a joint news release, background paper, policy brief and presentations to global conferences such as the Comparative & International Education Society (CIES) in March 2025. FRESH Partners can be involved in some of these activities as they pertain directly to many of our shared concerns about the education, health and development of children and their schooling. Contact dmccall@internationalschoolhealth.org if you want more information or to be involved.

Activities

- 7.1. Organize CIES session
- 7.2 Complete and send open letters
- 7.3 Finalize background paper and first journal article (CIES journal)
- 7.4 Issue joint news release
- 7.5 Make and continue contact with UN staff leading the initiatives, report back to educator group
- 7.7 Expand group to include development and relief aid workers, tech officers, facilities managers, school social workers

⁵ Tom Christensen, Per Lægheid (2007) [The Whole-of-Government Approach to Public Sector Reform](#), Public Administration Review, Volume 67, Issue 6 2007 Pages 1059-1066 doi.org/10.1111/j.1540-6210.2007.00797.x

⁶ International School Health Network (In Progress) [Whole of Government Strategies](#), World Encyclopedia on Health, Safety, Social & Sustainable Development, The generic qualities needed for WoG approaches have been listed as follows: This harmonization of government efforts requires: strong leadership, policy and mandate coordination, the capacity to bring together all departments and key stakeholders, the appointment of a senior officials with authority on inter-ministry boundaries, the establishment of a coordinating body within government, the ability to overcome differences in visions, priorities and terminologies, interoperability of systems, personnel, funding mechanisms and more.

⁷ The Education Development Center and FRESH Partners are developing an [extensive list of good WoG practices](#) using the school as a hub. These include: - Macro-Policy on Children & Youth, WoG Policy/Plan on Whole Child, Required Use of IPPCF Frameworks, Required Coordination of Programs, Several Data Sources/ Regularly Compiled, Defined National Priorities/IPPCFs for Child/Youth, Focus Resources on 4-5 National Priorities, Regular Surveys of Policies & Programs, Reciprocal, Negotiated, Strategic Inter-Ministry Partnerships, Education Ministry as Host & Co-Lead, Anchor Other Ministry Roles in their Core Mandates & Programs, Defined Composite Roles for Front-Line Staff and Local Agencies, Regular reports on IPPCF Capacities, Senior & Middle Manager Involvement, Negotiate Formal & Informal Boundaries, Use of Inter-Ministry Mechanisms/Agencies, Comprehensive Inter-Ministry Agreements, Support for Core Components (Core H&LS curriculum, integrated student services etc from each IPPCF and ministry, Use of Joint/Multi Sector Reviews & Planning, Jointly named Inter-Ministry Coordinators, Defined job descriptions, competencies and training for Inter-Ministry Coordinators, Donors & Internal Funding Enable “blended funding” at local or regional levels

⁸ Education Commission (2022) [Rewiring Education for People and the Planet](#), Dubai Cares Foundation, Dubai

End Notes