

5<sup>th</sup> UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education  
– where do we stand?

# Monitoring, Measuring, Assessing & Improving to Incrementally Transform

Concurrent sessions 2

Session 2.3

**Doug McCall**, Executive Director, International School  
Health Network

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Real world, country/context-relevant, **systems**-focused

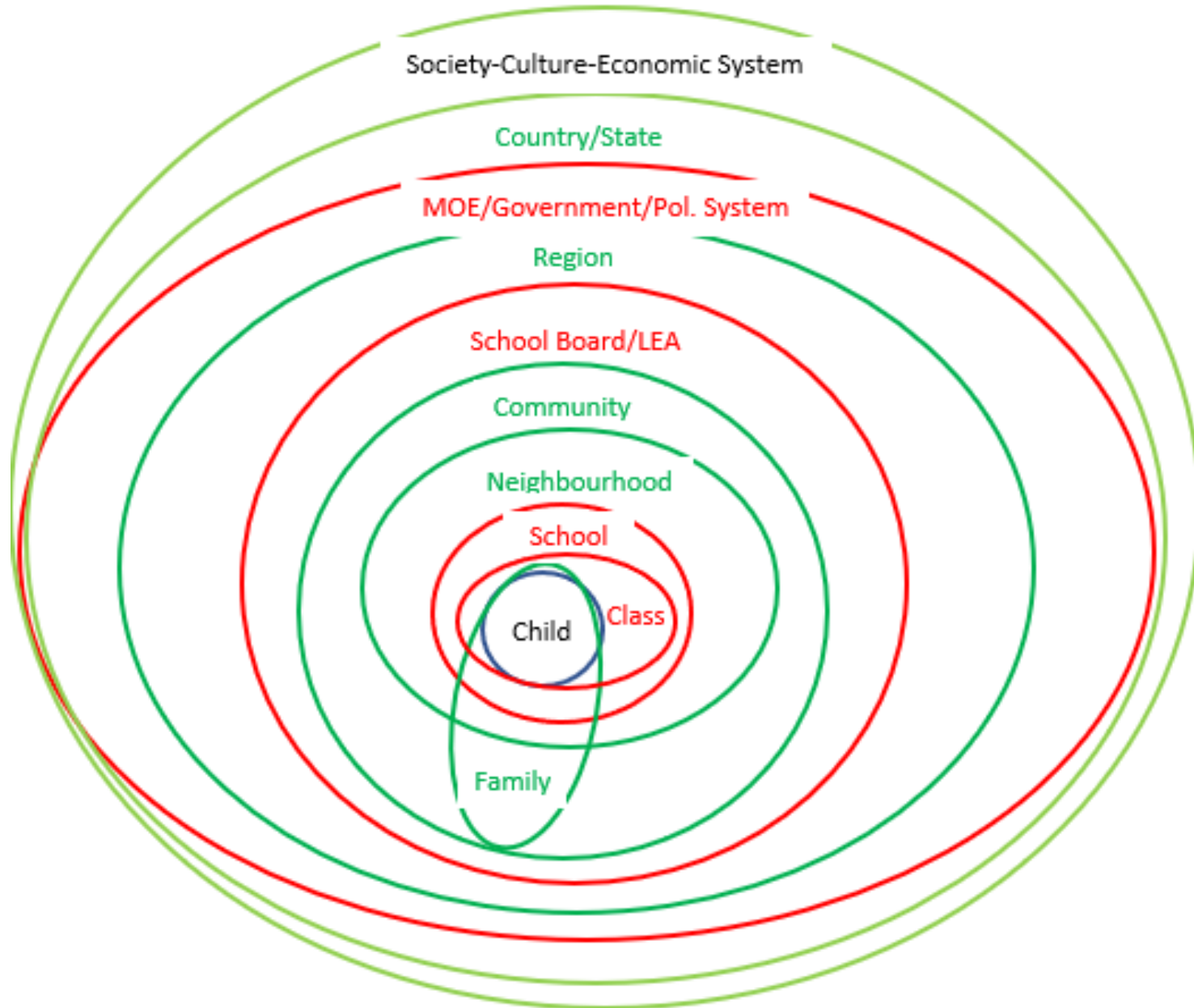
**Monitoring, Measuring, Assessing & Improving**  
**(MMAI)**  
**to Incrementally Transform**

The deadly and confusing gaps about education promoting  
health & well-being

Doug McCall  
International School Health Network  
UNESCO Forum on Transformative Education  
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With Daniel Laitsch, Simon Fraser University, Deepika Sharma, Nutrition Program UNICEF

## Ecological Analysis – School Reform Requires Ecological (Systems) Actions



### Preliminary Q&As

Q1. Transform? Re-Imagine?

Q2. What is to be transformed?

**OR (as educators suggest)**

A1. Build, Rebuild & Refocus

A2. Education & Other Systems

## Monitor, Report, Evaluate/Assess, Improve (MREI) Practices, Principles & Pitfalls

There are several MREI practices that can lead to systemic improvements, including:

- commissioned reports in different formats and regular and annual updates,
- school award/accreditation programs
- periodic policy/program/practices surveys.
- In-depth analysis of policy, guidance, curriculum documents and secondary sources as well as ministry structures, coordination, funding streams/projects, budgets, informal processes & formal procedures and partnerships, can create and maintain portraits or profiles of ministries and agencies to reveal problems, successes and challenges/opportunities
- Self-assessment tools and school recognition/incentive programs may motivate small innovations but sustained improvements will come from data-driven, collaborative decision-making embedded within the established improvement planning procedures of ministries, agencies and schools such as school improvement planning and joint sector reviews.
- Administrative and survey data on the health status, personal and social development of children and adolescents such as behaviour surveys, incident/accident and other reports on the conditions in families, communities and schools

**Measure What Matters**, not what is easy to measure or measuring to make our program/research matter

Health & Life Skills education, the key part of health & well-being, is mandated by most countries, is the best vehicle to teach vaccine literacy, personal hygiene skills, how to find, verify reliable health information - especially online, how to use protective equipment or safety precautions, how to seek help when distressed, reducing stigma about seeking help and being fundamentally concerned about the health of others rather than viewing health only as a personal possession or responsibility.

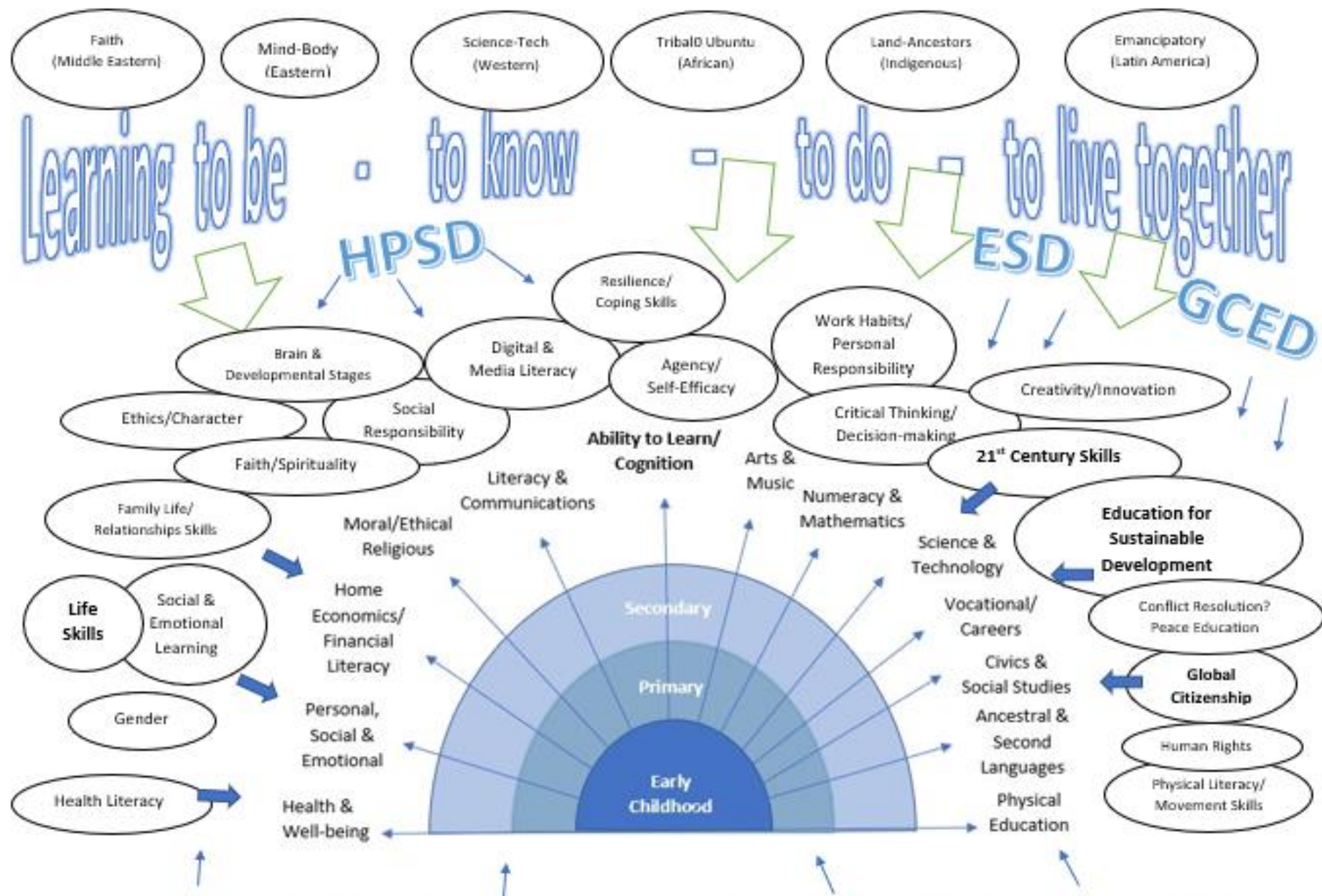
Health & Life Skills education has been poorly researched, practiced, assessed & monitored as well as deliberately ignored by SDG monitoring of Target 4.7 (p.13) and badly misunderstood by the Futures of Education Commission (p.68). Ironically, we have to raise this urgent concern here in Korea, where the 2015 Incheon Declaration (sections 9 & 10) specifically included health and life skills as part of the goals for student learning leading up to 2030.

Health & Life Skills education is a **pillar/common infrastructure** or key part of several multi-component approaches and multi-intervention programs promoted and implemented simultaneously by several sectors and UN agencies. For H&LS education to be effective, the MCAs and MIPs must see H&LS as part of their framework. As well, the other pillars (policy, student services, physical environment and psycho-social support) **need to be coordinated** and the MCAs and MIPs need to be **aligned, contextualized, implemented, coordinated, sustained, integrated within school systems, scaled up** by **incremental systems change**.

Multi-Component Approaches	Multi-Intervention Programs
<ul style="list-style-type: none"> <li>• Out-of-school, Child Rights, Inclusion (eg. <a href="#">UNICEF Child Friendly Schools</a>)</li> <li>• Students with disabilities/special needs (e.g. <a href="#">UNESCO Disability Inclusive Education</a>, <a href="#">GPE Inclusive Schooling</a>)</li> <li>• Students who have been excluded from school (e.g. <a href="#">UNGEI Girls Education</a>)</li> <li>• School Health &amp; Nutrition/ School Feeding (e.g. <a href="#">World Bank</a>, <a href="#">World Food Program</a>)</li> <li>• Healthy Schools (e.g. <a href="#">WHO Health Promoting Schools</a>)</li> <li>• Low Resource Countries (e.g. <a href="#">WFP-UNICEF Essential Package of Interventions</a>)</li> <li>• Human rights, diversity, prohibiting discrimination (e.g. <a href="#">SOROS Foundations</a>)</li> <li>• Safe Schools: Preventing Violence (e.g. <a href="#">WHO</a>, <a href="#">UNESCO</a>, <a href="#">UNICEF Violence Prevention</a>)</li> <li>• Crime Prevention (e.g. <a href="#">UNODC Education for Lawfulness, Peace, Order, Good Government</a>)</li> <li>• Safe School Construction (e.g. <a href="#">UNISDR</a>, <a href="#">ISDR</a>, <a href="#">World Bank</a>, <a href="#">INEE Safer School Construction</a>)</li> <li>• Disaster Risk Reduction (e.g. <a href="#">UNISDR DRR &amp; Recovery</a>)</li> <li>• Conflict-Affected Countries (e.g. <a href="#">INEE Education in Emergencies Standards</a>)</li> <li>• Peace Education (e.g. <a href="#">UNESCO Peace Education Framework</a>)</li> <li>• Sustainable Development/Eco-Green Schools (e.g. <a href="#">Eco-Schools Global</a>)</li> <li>• Open/Community Schools (e.g. <a href="#">UNESCO Open Schools</a>)</li> <li>• Global Citizenship (e.g. <a href="#">UNESCO Associated Schools</a>)</li> <li>• Indigenous Schooling (e.g. <a href="#">Indigenous School Health</a>)</li> <li>• Faith/Culture/Language-based Schools (e.g. <a href="#">UNICEF Partnering with Religious Communities</a>)</li> </ul> <p>-----Core Components -----</p> <ul style="list-style-type: none"> <li>• <b>Policy</b> requiring <a href="#">common, core components</a> across ministries (e.g. <a href="#">FRESH Framework</a>)</li> <li>• Multi-tiered, integrated, <b>services</b> (e.g. <a href="#">Positive Behavioural Interventions &amp; Supports</a>)</li> <li>• <b>Physical environment</b> Water, Sanitation, Hygiene (WASH) (e.g. <a href="#">UNICEF WASH in Schools</a>)</li> <li>• <b>Psycho-social environment</b> (e.g. <a href="#">UNESCO Safe &amp; non-violent learning environments</a>)</li> <li>• Instruction &amp; extended <b>education</b> (e.g. <a href="#">Health &amp; Life Skills Education</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• Child growth &amp; development/stunting</li> <li>• Vision, Hearing</li> <li>• Child Abuse &amp; Neglect</li> <li>• Family Violence</li> <li>• Child Sexual Abuse</li> <li>• Promoting mental health/managing mental illness</li> <li>• Preventing NCDs/ managing Chronic health conditions</li> <li>• Promoting Sun Safety</li> <li>• Avoiding/reducing environmental hazards</li> <li>• Managing climate crisis health threats (Heat, Floods, Zika virus, Dengue Fever)</li> <li>• Preventing Infectious Diseases/Immunization</li> <li>• Child Trafficking/ Exploitation</li> <li>• Supporting and educating refugee students/immigrants</li> <li>• Preventing Bullying, Cyber Bullying</li> <li>• Preventing, reducing gang involvement</li> <li>• Preventing student isolation, alienation, violent extremism, school shootings</li> <li>• Promoting peace</li> <li>• Preventing HIV/STI, Promoting Sexual Health</li> <li>• Preventing substance abuse/tobacco use</li> <li>• Promoting physical activity</li> <li>• Preventing accidental injury/promoting safety</li> <li>• Promoting menstrual health &amp; hygiene</li> <li>• Promoting dental/oral Health</li> <li>• Etc. etc. etc.</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Food &amp; Nutrition (School Feeding, Overweight/Obesity, Food Safety/Food Production, Food Preparation)</li> </ul>



# Society – Culture – Economic/Means of Production, Political Systems



Seeking  
Coherence  
in a  
Crowded  
Landscape

## HEALTH, PERSONAL & SOCIAL DEVELOPMENT



**Health & Life skills education** is one of several programs & practices promoting health & well-being (Health, Personal & Social Development) which are part of the socialization & care/custodial roles of schooling. It includes curricula/ classroom instruction as well as **extended education** in extra-curricular and co-curricula activities, school rules, routines & rituals, on-line and family, community-based programs.



# The Survey & Document Analysis

Rather than a narrow focus on one aspect of the whole child or one program, the facts about several approaches and programs will be reported (with one issue (nutrition) examined in detail to illustrate how specific interventions need to be coordinated).

The [Fact-Finding Survey](#) will report on the status, structures, procedures and capacities of the multi-component approaches and multi-intervention programs that promote health and well-being. Health & Life Skills education will be examined with a view to enabling on-going monitoring with the SDGs. Separate tabulations on low, middle, high resource and conflict/disaster affected countries will be prepared.

The [Document Analysis](#) will collect policies, guidance, curriculum documents and more from the education ministries and other ministries where relevant. The initial collection of documents will be made available to all countries, practitioners and independent researchers through the UNESCO Resource Centre. Initial profiles of each country, state and province will be prepared and sent to respondents & correspondents.

# Follow-up Actions to Fill the Gaps/Improve Systems using the Study

As well as various dissemination activities, there are three planned initiatives that will use the information from this study to improve policies, programs and practices:

1. An [International Research Network](#), established by the World Education Research Association, will continue its work in defining and acting on a Research/Knowledge Development agenda on Health & Life Skills education. Next event (virtual) is at the [American Education Research Association \(AERA\)](#) April 21-26, 2022 in San Diego, California
2. Several activities & resources on [School Food & Nutrition](#) using a Community of Practice strategy will be aligned with larger initiatives being led by UNICEF, WFP and other global organizations.
3. A “profiles and pathways” initiative, complementing the work already done by UNESCO on [inclusion policies](#), will create collections of documents for each country that can be used for many different analyses based on the inclusion strategies using the approaches and programs identified in the study. Please see our [prototype collection of documents for one jurisdiction](#) (Manitoba-Canada) and the [draft Manitoba profile](#) which we are creating as an example

Thank you for your interest. For more information, contact:

[dmccall@internationalschoolhealth.org](mailto:dmccall@internationalschoolhealth.org)

Or visit the project web site at:

<https://www.fresh-partners.org/fact-finding-survey-policycurriculum-analysis.html>

