



**Global School Health & Nutrition, & Development:  
Starting with the Fact-finding Survey &  
Policy/Guidance/Curriculum Analysis, Inter-agency  
partnership on SHN**

April 22, 2020

Deepika Sharma, UNICEF

Dan Laitsch, SFU

Doug McCall ISHN

Emilie Sidaner, WFP

# Overview

## Section 1

1. Describe the reasons and rationale for the survey and document analysis
2. Existing approaches
3. Methodology of the Fact Finding Survey
4. Framework of the Survey (Domains)

## Section 2

1. Discuss and share the rationale and overview of the content analysis

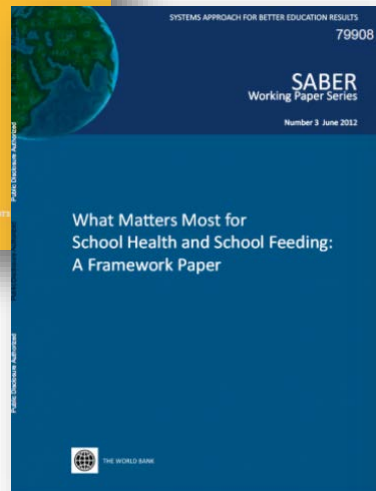
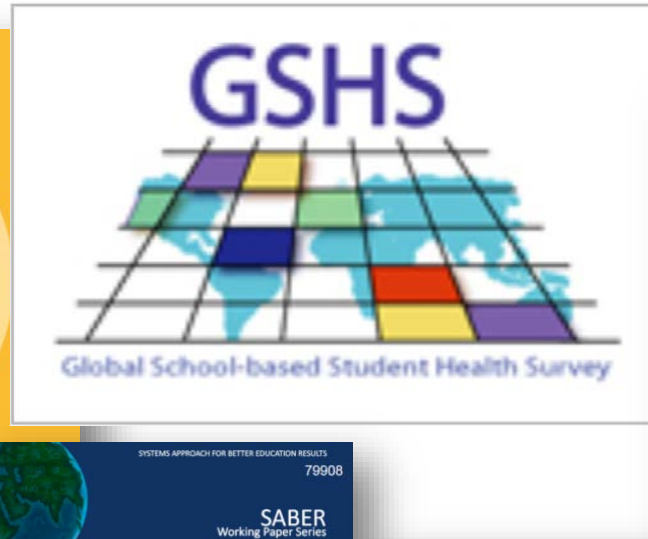
## Section 3

1. Overview of inter-agency efforts on school health and nutrition
2. Way forward

# Why?



# The Current State of Fact/Data Gathering





# Existing approaches on School Health and Nutrition

Approaches	Health Promoting Schools (HPS)	Child Promoting Schools (CFS)	FRESH (Focusing Resources on Effective School Health)	UNICEF-WFP	Nutrition Friendly School Initiative
Organizations	WHO	UNICEF	UNICEF, UNESCO, WHO, World Bank, others	UNICEF-WFP	FAO, SCN, UNICEF, UNESCO, World Bank, WFP, WHO
Year	1995	1995	2000	2002	2006
Objective	Health promotion (contextual)	Rights-based, quality basic education in a healthy environment	Improve learning outcomes through health & nutrition	Improving learning through health (focus on undernutrition)	Address the double burden of nutrition related to ill-health
Content	6 strategies on: 1. Engagement of staff, students, parents and communities 2. Safe and healthy environment 3. Skill-based health education 4. Health services 5. Health promoting policies and practices 6. Focus on community health concerns	13 characteristics: 1. Children rights 2. Whole child 3. Child centered 4. Gender Sensitive 5. Quality learning 6. Reality education 7. Flexibility, diversity 8. Inclusion 9. Mental and Physical health 10. Affordable and accessible 11. Teacher's capacity 12. Family focused 13. Community based	4 basic components: 1. Health related school policies 2. Healthy school environment 3. Skills-based health education 4. Health and nutrition services  2 strategies 1. Partnerships between teachers and health workers 2. Community partnerships 3. Pupil participation	12 cost effective interventions to improve health and nutrition of school-age children, including basic education, health education, deworming, MN supplementation etc	5 key components with 26 essential criteria regarding nutrition : 1. Nutrition friendly schools policy 2. Awareness and capacity building of the school community 3. Nutrition and health-promoting school curriculum 4. Supportive school environment and health services

- The FRESH Framework defines the core components around health related policy, school environment, health and nutrition services, skilled based health education, and safe water and sanitation environment. 15 thematic (topic/issue-focused) indicators have been defined to monitor and evaluate programmes at the national and school level
- Multi-component approaches (MCA's) includes Health Promoting Schools, Child-Friendly Schools, Nutrition Friendly School Initiatives, Safe Schools, Community Schools, WASH, ESD and others that were linked to sectors such as health, child/social protection, law/justice, municipalities (sanitation & sports/recreation) environment and others.



# Methodology

The survey will:

- Be sent to all countries and states/provinces (n=300+)
- Ask questions re core components (policy, education, services, social environment and physical environment)
- Ask if country has selected 4-5 national priority issues, components or sub-populations to focus resources
- Ask which aspects of the whole child, which ministries, which of 16 MCA's, which MIP's are addressed
- Ask if country has used evidence-based tools:
  - to do situation assessments,
  - to ensure high quality implementation, planning and assessment
- Ask if country participates in global surveys such as HBSC, GSHS, etc
- Ask if country has explicit strategy to integrate/mainstream within education system (educ. Benefits, personnel to schools etc.)
- Ask if country is synergizing with other systems/Ministries such as joint ministry budgeting, joint/paired assignments, consultations with middle managers etc. that modify system routines & structures

## Domain 1: Core components of School Based School linked Approaches

- Over-arching Ministry Policies that Require Multiple, Coordinated Interventions
- Required Health/Life Skills Education (Classroom & Extended)
- Minimum requirements for access to, delivery of Health, Social, Food and Other Services
- Minimum requirements for the Physical Environment/Conditions in and near schools
- Minimum requirements for positive Social Environment & Psychosocial Support



## Domain 2: Understanding the Country Context, Defining Explicit National Priorities



- Clearly identified national/state priorities
- Thorough Situation Analysis
- Reasonable comparisons and learning from similar countries/states





## Domain3: Systems support for Implementing, Maintaining, Scaling-up and Sustaining (IMSS) components, approaches and programs

- Using a published implementation framework or tool
- Written scale up plan prepared in advance
- Realistic cost estimates for start-up and ongoing costs, human resources, curriculum time, staff training required
- Defined roles, responsibilities, resources and mitigated risks for all partner ministries
- Use best practices in Operational Planning

# Domain 4: Building System & Organizational Capacity

- Coordinated Policy & Leadership
- Designated coordinators at all levels
- Formal & Informal Mechanisms for Coordination & Cooperation
- Ongoing Knowledge Exchange & Development
- Regular Monitoring, Reporting, Evaluation & Improvement (MREI) Planning
- Workforce Development
- Joint, Strategic Management of Priority & Emerging Issues
- Explicit Planning for Sustainability



# Domain 5: Integrating/Mainstreaming Within Core Mandates, Concerns, Constraints of Education System

- Explicit statement on the role of the education system as host & hub and need to integrate/mainstream within the education system core mandates, concerns & constraints
- Stipulate explicit benefits to education sector goals and student learning
- Support from Other Ministries for Educational Materials
- Designated Front-line Staffing to Work within and Within Schools

# Domain 6: Increasing & Improving Systems-Focused Actions & Change



- Explicit long-term plan to make a paradigm shift towards systems focused actions
- Using & developing/testing systems-focused actions & innovations





## **Section 2**

Content Analysis – Life skills, food and nutrition, and social inclusion

# A Word about Monitoring, Reporting, Evaluation Leading to Improvement



From the 2017 GEM Report:  
“Accountability means being able to act when something is going wrong, through policy, legislation and advocacy, including through ombudspersons to protect citizens’ rights. We need stronger mechanisms across the board to enshrine and enforce the right to education and hold all Governments to account for their commitments, including donors.” **this is not the approach we are taking – our intent is to encourage countries to use their own data to identify improvements they can make – e.g. data on school food & nutrition is leading into analysis and action.**

# Need to get the facts about the Status Quo

- Secured support to conduct a [fact-finding survey](#) of all country/state MOE and other ministry respondents to ask about core components, approaches, programs, inter-ministry policies and more. Will lead to (we hope) improved SDG monitoring, to a more substantive reporting and other global actions.
- The country/states survey will also collect 3000+ curriculum, policy and guidance documents and eventually house them in the UNESCO and other policy databases of education ministry policies/curricula to identify and create web links to HPSD curricula in all countries. Groups of researchers will analyze these documents in different ways. Volunteer researchers work with us to do these analyses are welcome.
- GNDE is seeking support for a capacity study of education faculties that will help us to eventually describe the status of teacher education and development programs related to equity, educational success, health & development

# These initial efforts (FFS and Doc Analysis) need to lead to ongoing MREI system – not just a report

- Monitoring means data on context, inputs, process (programs, policies), outputs and long-term outcomes, means comparisons over time, means reasonable comparisons to others or norm-referenced benchmarks or standards
- Reporting means analysis and action recommendations not just score cards or checklists
- Evaluation means asking a specific question that leads to specific changes in direction, resources, assignments,
- Improvement means structured, authorized, required, continuous, self-directed, timely, strategic, incremental and practical change at all levels and across several systems, agencies, local clinics/schools/professionals



# Whole Child: Walking the Talk

Choose all that apply

- a) equitable educational access & success to overcome barriers to learning
- b) providing school/life planning/goals, educational pathways, vocational planning & guidance, engagement with future, balanced work and life
- c) providing food and other necessities to hungry or abused/neglected students
- d) ensuring the safety of children from bullying, violence, crime
- e) providing for the security of children and youth from conflict, disasters, earthquakes, exploitation & trafficking
- f) promoting the physical and mental health of children and youth
- g) providing clean water, proper sanitation, hygiene,
- h) delivering vaccinations, immunizations and other protections from infectious diseases, /epidemics
- i) providing/promoting clean air, protection from environmental hazards, environmental citizenship, mitigation of climate change effects (e.g. pollution, sun safety, asthma)
- j) promoting personal development, social, emotional, honesty/character, moral/spiritual and/or religious development, creativity, critical thinking, decision-making
- k) social development: responsibility for others, their community, global awareness, human rights, respect for the law, peace, order, good government
- l) Another aspect of child/youth development (\_\_\_\_\_)

# Which Multi-Component Approaches (MCA's)

UN Agency Multi-Component Approaches (MCA)	Global CSO Multi-Component Approaches
<ul style="list-style-type: none"> <li>_ <a href="#">FRESH Framework (Core Components)</a> (Several UN agencies &amp; organizations promoting the core components to all MCA's)</li> <li>_ <a href="#">School Health &amp; Feeding</a> (World Bank)</li> <li>_ <a href="#">Child Friendly Schools</a> (UNICEF)</li> <li>_ <a href="#">Health Promoting Schools</a> (WHO)</li> <li>_ <a href="#">Essential Package of Interventions</a> (WFP, UNICEF)</li> <li>_ <a href="#">Water, Sanitation, Hygiene (WASH in schools)</a> (UNICEF, WHO)</li> <li>_ <a href="#">Safe Schools (preventing Violence)</a>(WHO, UNESCO, UNICEF)</li> <li>_ <a href="#">INSPIRE: Seven Strategies for Ending Violence Against Children</a> (UNODC, World Bank, UNICEF, WHO and others)</li> <li>_ <a href="#">Education for Lawfulness, Peace, Order, Good Government</a>, (UNODC)</li> <li>_ <a href="#">Safe Schools (School Construction)</a> (UNISDR, ISDR, World Bank, INEE)</li> <li>_ <a href="#">Disaster Risk Reduction</a> (UNISDR)</li> <li>_ <a href="#">Eco/Green Schools</a> (UNEP)</li> <li>_ <a href="#">Education in Emergencies Standards</a> (INEE)</li> <li>_ <a href="#">Open/ Community Schools</a> (UNESCO)</li> <li>_ <a href="#">Inclusive Schools (Disabilities)</a> (GPE)</li> <li>_ <a href="#">Inclusive Schools (All students)</a> (SOROS Foundation)</li> <li>_ <a href="#">Faith-based Schools</a> (UNICEF)</li> <li>_ <a href="#">UNESCO Associated Schools</a> (Promoting, peace, global citizenship, human rights)</li> <li>- <a href="#">Indigenous School Health</a> (Several Indigenous Nations)</li> </ul>	<ul style="list-style-type: none"> <li>_ Save the Children <a href="#">School Health &amp; Nutrition</a></li> <li>_ ICECS <a href="#">Community Schools</a></li> <li>_ PCD <a href="#">Integrated School Health</a></li> <li>_ ISHN <a href="#">School Health Promotion 21st Century</a></li> <li>_ ASCD <a href="#">Whole Schools</a></li> </ul> <p>Plus many, many variations published by regional and national organizations</p>

# Which Multi-Intervention Programs (MIP)

## Access to /Success in School

- \_ Food/ Cash Incentives to attend School
- \_ Girls Education
- \_ Dropout Prevention
- \_ Boys Education
- \_ Alternative Schools for High Risk Students
- \_ Positive Behaviour Support for Troubled Students
- \_ Mainstreaming Students with Disabilities
- \_ indigenous Schooling
- \_ Integration with Early Childhood Programs/ Early Start Programs
- \_ Transitions to secondary School Programs
- \_ Schools in Disadvantaged Communities
- \_ Refugee/Immigrant/ Displaced Students Programs
- \_ Child Soldier Programs
- \_ Effective Schools
- \_ Transition Programs for young adults not in education, employment or training (NEET)

## Genetic/Family Conditions

- \_ Child growth & development
- \_ Vision/Hearing
- \_ Individual Ed Programs for students with genetic, chronic health and other conditions
- \_ Stunting
- \_ Child Abuse & Neglect
- \_ Child Sexual Abuse
- \_ Mental Health/ Illness & Disorders

## Community/Society

### Conditions/Behaviours

- \_ Sun Safety
- \_ Infectious Diseases/Immunization
- \_ Child Trafficking/ Exploitation
- \_ Preventing Violence
- \_ Preventing Bullying
- \_ Preventing Violent Extremism
- \_ Anti-Racism Policies/Programs
- \_ Gang prevention
- \_ School Security from Armed Conflicts

## Personal Health, Safety Behaviours

- \_ HIV/Sex Education
- \_ Food & Nutrition
- \_ Substance Abuse
- \_ Tobacco Use
- \_ Physical Activity
- \_ Accidental Injury Prevention
- \_ Personal Hygiene

# Learning/Behaviour Models & Underlying Theories

The initial list of LBM's includes those listed below. There are several underlying **behavioral theories** that can explain and guide these LBM's and the interventions, programs and approaches that flow from these ideas. (Note: **Orange font** identifies webinars/concept notes completed or planned thus far by the WG.)

- **Literacy in health, security and safety**, including functional knowledge, communication skills, **digital & media literacy** and **critical thinking** as well as the ability to access/use reliable information and support from parents, peers, health and other services, protection/police services, trusted adults related to various issues such as child sexual and economic exploitation, hygiene, infectious diseases, abuse & neglect, **nutrition**, substance abuse, mental health, accidents, environmental hazards, disasters and many others
- **Life skills**, including life/social skills, coping skills related to resilience, conflict resolution skills, **social and emotional learning**, essential family life skills, financial/economic/consumer literacy, **critical thinking**, decision-making, positive youth development, self-awareness/knowledge, awareness of social influences & determinants, engagement & empowerment in family, school and community life
- **Social inclusion**, including human rights, **global citizenship**, peace education, **education for sustainable development**, gender equality, social responsibility, ethics/morals/faith/spirituality, education to prevent extremism, violence, bullying, and discrimination, education to promote diversity and inclusion of students with disabilities, **disaster risk reduction & recovery**, diverse sexual orientations/genders and alleviating disadvantages caused by gross social/economic inequities



# Policy-Curriculum Collection & Analysis

The documents will be stored in the UNESCO Clearinghouse on Health Education for researchers to access and assess. The IRN will form teams of researchers interested in different aspects of HPSD education. If interested, contact

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

Consultations now underway with FRESH Partners and key UN agencies monitoring 4.7.1 and 4.7.2

The analysis on HPSD education will ask about

- curriculum structure (H, H&LS, HPSD, H&PE etc)
- required instructional time,
- coherence with cross-curricular competency frameworks
- status of a generic or essential student learning outcomes in HPSD,
- emphasis on student agency and teacher

The content analysis will be similar to a recent OECD analysis of PE curricula in 16 HRC's, to a Brookings' preliminary analysis of 21<sup>st</sup> Century Learning skills and an IBE-UNESCO 2016 curriculum analysis that used social studies for GCE.

The analysis on social inclusion will emulate an EU analysis and several reviews measuring social & emotional learning.

In depth analyses will be done on school food & nutrition

## Sample of Policy & Curriculum Documents – Manitoba, Canada

### What is available online

Desc of country or state	Related Policy & Other Docs	Cross-curricular docs	HPSD Curricula	Social Studies Curricula	Language Arts	Moral & Religious Ed	Science & Tech	Other subjects
	<a href="#">ESD Policy</a>  <a href="#">Anti-Racism policy &amp; plan</a>  <a href="#">Safe &amp; Caring Schools</a>  <a href="#">Healthy Schools plan</a>	<a href="#">Graduation Requirements</a>  <a href="#">Elements, Integrated into Curriculum</a>  <a href="#">Four Foundation Skills</a>  <a href="#">Career Development Education Chart</a>	<a href="#">PE-H Curriculum Overview</a>  <a href="#">K-12 Physical Education/Health Education Curriculum</a>  suggested cross curricular connections for PE/H in other subjects  <a href="#">HE/HEc Middle Years Curriculum</a>	<a href="#">Grade 12 Global Issues: Citizenship and Sustainability</a>  <a href="#">Kindergarten to Grade 8 Social Studies Manitoba Curriculum Framework of Outcomes</a>  <a href="#">Grade 9 Social Studies. Canada in the Contemporary World: A Foundation for Implementation</a>	<a href="#">New ELA curricula are being phased in up to 2021</a> Note: Digital and media literacy are not mentioned  <a href="#">Literacy with ICT Across the Curriculum</a>	<a href="#">Grade 12 World of Religions: A Canadian Perspective</a>	<a href="#">Manitoba Foundations for Scientific Literacy</a>	<a href="#">Diversity Education</a>  <a href="#">English as an Additional Language</a>  <a href="#">Aboriginal Education</a>  <a href="#">International Languages</a>  <a href="#">Indigenous Education</a>

# Why the two investigations go together

Fact-finding Survey	Document Analysis
<p>1. Does the country have inter-ministry policies/MCA's promoting educational success, health and development?</p> <ul style="list-style-type: none"> <li>a) Only one MCA, or which ones of several published MCA's promoted by several UN agencies? (SHN, HPS, CFS, SS, CS SEL, etc.)</li> <li>b) Which aspects of the whole child are being addressed?</li> <li>c) If more than one MCA, are they aligned and coordinated?</li> <li>d) To what extent are different ministries involved in different MCA's? (as opposed to ST projects or single intervention programs)</li> <li>e) To what extent are different UN agencies involved in the different MCA's?</li> <li>f) To what extent are the MCA's supported by donor organizations over the long term</li> </ul>	<p>When was the policy/MCA adopted?</p> <p>Is there an inter-ministry action plan? What dates does it cover?</p> <p>Does the over-arching policy require:</p> <ul style="list-style-type: none"> <li>Sign off by each ministry</li> <li>Multiple core components?</li> <li>Emphasis on equity</li> </ul> <p>When was the policy/MCA action plan last disseminated to all agencies?</p>
<p>2. Same question regarding the many Multi-intervention programs (MIPS) on single broad issues</p>	



## Section 3

*Stepping up effective school health and nutrition*

# A renewed UN partnership to advance school health and nutrition



- Strong evidence of what works, yet not yet enough progress
- Inter-agency meeting hosted by UNESCO in July 2019 –  
Charting a new joint approach to School Health and Nutrition
- UNESCO, WHO, UNICEF, WFP, FAO, WB, Global Partnership for Education (GPE) + UNSCN
- Moving forward, aims to mobilize a wide network of partners



# Why do we need a renewed, joint approach to SHN?

**To mobilise and better align investments, bring proven approaches to scale and respond to learners' needs holistically**

- Speak one voice and mobilise support and funding jointly.
- Work on holistic, multi-component approaches, rather than fragmented initiatives at small scale.
- Stronger and more focussed partnerships for delivery -
- Greater attention to country policy-making and planning. Joint planning and coordination between education, health, other sectors (social protection, finance)
- Track progress and better use existing data and evidence

# Opportunities



- Momentum: Strong and growing commitment
- Agencies have recognized technical capacity and an important normative role
- Long experience in practice working with governments
- Existing areas of joint work; partnerships for delivery strengthened in country

# In a snapshot: A shared vision and how we can get there



## Priorities for joint work

1. Joint advocacy for elevating school health and nutrition on global and national agendas, and mobilizing funding
2. More and better data, to monitor global progress and inform policy and programming – Status Report
3. Evidence-based guidance and standards responsive to country needs
4. Coordinated policy advice and support for advancing multisectoral policies and programmes at the country level that are embedded in national education systems.

# A Status Report on School Health and Nutrition

## **First consolidated reference documenting the status of SHN core components worldwide**

- provide a global overview of current national policies and strategies regarding SHN,
- document whether countries are implementing them and at what scale,
- serve as a baseline to track progress at all levels, through future iterations
- By doing so, inform national and regional strategies to scale up effective, integrated and well-coordinated programmes



# A Status Report on School Health and Nutrition

## **Defining the approach and methodology**

- Internal consultations: Draft Concept note
- Internal advisory group and external reference group
- Analytical framework, building on FRESH
- Data sources: published and unpublished reports articles and evaluations, and raw data from existing surveys, such as the GSHS, HBSC and this survey and document review. Will we need additional primary data?
- Publication in 2021

Go through Key Aspects of the Fact-Finding Survey: Present, Stop & Ask for Comments

## Recommended Readings & Resources

<https://www.fresh-partners.org/fresh-webinarsweb-meetings.html>

- FRESH Partners (2014) [The FRESH Framework: Core Components](#), Paris, UNESCO
- [Draft Questions for Fact-Finding Survey-SH& Dev](#) (In progress)
- [Content Analysis Plan for HPSD, Inclusion & Nutrition Policy, Guidance & Curriculum Documents](#) (In progress)

Send comments to [dmccall@internationalschoolhealth.org](mailto:dmccall@internationalschoolhealth.org)