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Measuring what matters: Insights on the value of Whole Child Development

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# Abbreviations and Acronyms

ACER	Australian Council for Educational Research
ANLAS	Analysis of National Learning Assessment Systems
ASCD	Association for Supervision and Curriculum Development
CASEL	Collaborative for Academic, Social, and Emotional Learning
GPE	Global Partnership for Education
ISCED	International Standard Classification of Education
MWM	Measuring What Matters
OAA	Optimising Assessment for All
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
PISA-D	PISA for Development
SABER	Systems Approach for Better Education Results
SSES	Study on Social and Emotional Skills
SDG	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UIS	Institute for Statistics (UNESCO)
WCD	Whole Child Development

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# Executive Summary

## Overview of the study

This study, *Measuring What Matters: Insights on the value of Whole Child Development*, was commissioned by Porticus with the aim of establishing a deeper understanding of the ways that holistic development is defined and valued at an education policy level. Whole Child Development (WCD)<sup>1</sup> is a holistic development approach with the goal to educate the whole child, physically, socially, emotionally, and academically, with the active engagement and support of the community. The WCD approach recognises that all children, particularly those facing extreme adversity, require a range of knowledge, skills, experiences, and core values that will enable them to engage as productive and ethical citizens. This study informs Porticus' Measuring What Matters (MWM) programme which aims to strengthen the integration of WCD measures into education systems at the individual, school and system levels.

This policy level analysis established the extent that cities and countries (sites), working under five MWM programme<sup>2</sup> initiatives, valued, integrated and measured WCD as evidenced by responses from site representatives, and in their national education policies, particularly for those children and youth facing extreme adversities. From a policy perspective, these sites also provided insights into the challenges experienced in embedding WCD in their education systems. A WCD conceptual framework was developed to provide a foundation for the study (see Section 1.3, Figure 1 and Table 2). The study involved a policy survey, with 21 sites responding, and analysis of policy documents across eight sites (see Table 1).

**Table 1 Participating sites of MWM: Insights on the value of WCD study**

Policy survey respondent sites <sup>3</sup>		Policy document analysis sites
Bhutan	Manizales, Colombia	Democratic Republic of Congo
Bogota, Colombia	Mauritania	Ethiopia
Cambodia	Moscow	Honduras
Denver, Colorado	Nepal	Mauritania
Ecuador	Ottawa, Canada	Nepal
Ethiopia	Panama	Panama
Guatemala	Senegal	Senegal
Helsinki, Finland	Sintra, Portugal	Republic of Korea
Hiroshima, Japan	The Gambia	
Honduras	Vietnam	
Houston, USA		

<sup>1</sup> WCD encompasses several terms, such as social and emotional learning, 21<sup>st</sup> century skills, transversal competencies; global competencies, and life skills.

<sup>2</sup> Sites were selected as they are participating in initiatives under Porticus' MWM programme with the OECD, Brookings Institution, GPE and Asia Society.

<sup>3</sup> Twenty-nine sites were invited to participate in the study, of those 21 contributed to the survey. Originally, 30 sites were included in the cohort, one site withdrew its participation in an MWM initiative prior to the completion of data collection.

## Summary of report findings

Results from the study show there is a growing recognition by governments of the value of WCD; as evidenced by high-level commitments in aspirational statements and goals, and institutional frameworks. This is also evident by the inclusion of WCD within national and city education policies, sector plans, curriculum documents, and to some extent in assessment frameworks. Children and youth facing extreme adversity are recognised by all sites in this study, broadly and within a local context, as a priority group deserving of special attention in the education system. They are either identified in national education policies or specific policies targeting certain populations facing extreme adversity or populations that are excluded and marginalised from the education system. However, characteristics of disadvantage differ across the sites, which reflects the diversity of children and youth facing extreme adversity.

### *How is WCD defined and presented in education policies?*

Less than half of the sites surveyed had a formal definition of WCD. All of these sites used language that emphasised holistic development in their definitions. The most frequently cited WCD conceptual framework themes<sup>4</sup> within their formal definitions were life skills, health, social and emotional learning, community, and values. There was little similarity between the definitions of WCD and the prioritisation of the WCD approach in the sites' education policies. This was evidenced by the sites identifying WCD themes, other than those in their formal definitions, as having the highest priority in their education strategies and policies. For example, academic knowledge was prioritised in the education policies of nearly all of the sites; however, it was not explicitly captured in the definitions of WCD. Life skills and social and emotional learning were prominent in the definitions, but this was not reflected in educational policy. This finding indicates that there is a lack of consistency between what Ministries of Education consider to be important at the strategic level and what is prioritised at the policy planning level. These findings show that across different sites and within each education system there is a focus on holistic development; however, there is a general lack of consensus on the meaning of WCD. This also indicates that there is a mismatch between what is considered to be WCD and how this is represented in education strategies and policy, including curriculum, pedagogy and assessment documents.

### *What motivated systems to invest in WCD?*

Sites' primary motivation for investing in a WCD approach was that it would have a positive impact on the holistic development of the child. More than half of the sites identified a number of key reasons that motivated them to invest in WCD; including to improve academic outcomes of students, to increase completion rates in secondary education, and to improve long-term life outcomes. The endorsement of these reasons for investing in WCD aligns with the priority placed by the sites on improving academic knowledge. In addition, the sites nominated a number of context specific reasons for choosing to invest in a WCD approach. Sites were looking to increase students' resilience, completion rates in primary education, and the inclusion of students previously excluded from education. Sites also placed an emphasis on improving the overall wellbeing of students and safety in schools. Slightly lower priority

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<sup>4</sup> WCD conceptual framework themes refers to the 11 key themes that comprise the conceptual framework of this study: values, life skills, social and emotional learning, spirituality, academic knowledge, student engagement, adult support, community, academically challenging learning, safe environments, and health.



ratings were placed on the WCD areas of social and emotional learning, safe environment, life skills, and student engagement.

It is important to note that these findings show that while WCD is promoted at the policy level, the extent to which it is integrated into education systems may be limited, particularly in regard to resourcing and capacity building of teachers and school leaders. Many sites emphasised the importance of teacher quality standards as essential to implement the WCD approach, but it was not evident in this study that the inclusion of a WCD approach in pre-service teacher education and in-service teacher development was common. Sites also recognised that stakeholder consultation and outreach were essential to the successful implementation of WCD approaches.

Furthermore, the findings indicate that a WCD approach to teacher and school leadership development, and community engagement had not been consistently implemented across sites; even though these were identified by the sites as central motivating factors to support the approach. Sites recognised the critical need of having qualified staff who understood the concepts and value of a WCD approach as crucial to the success of the approach, although many face significant challenges in supporting this at the education system, school and classroom levels.

#### ***What are the challenges to implementing a WCD approach?***

Overall, the top three key challenges identified by the sites in implementing a WCD approach in their systems were policy constraints (e.g., no official WCD definition or clear policy), teacher training and development, and resource constraint difficulties (e.g., monitoring progress and financial constraints). Engaging community groups, accessing and funding professional learning for school leaders and teachers, and addressing the diverse needs of the student populations were also identified as major challenges.

The sites identified other challenges, specific to their context. The examples of these challenges were not representative across sites, but indicate that some sites are aware of context specific issues. The examples provided included addressing the expectations from vocational education and higher education systems, continuity of the implementation of public policy, and promoting evidence-based policy implementation.

A few sites found that some issues were particularly difficult to address in education policies and the implementation of policies; including child safety, health and nutrition, substance abuse and teenage pregnancy as issues. The sites also noted contextual factors such as insecurity in the country, and poverty, as key challenges impacting the implementation of WCD approach.

#### ***What impacts are expected by embedding a WCD approach and are they being monitored?***

Where sites had indicated a key reason (motivation) for investing in a WCD approach in their education system, they were then asked if they were monitoring changes or planning to do so in the near future. In this way, having a strategy in place is interpreted as the site expecting WCD approaches to have an impact on a specific area motivating WCD investment.

As outlined earlier, the key reasons for investing in a WCD approach included aspirations to improve academic outcomes of students, to increase completion rates in secondary education,

and to improve long-term life outcomes. In addition, sites identified the following areas in which they were monitoring or planning to monitor the impact of their WCD investment.

- strengthening student engagement (e.g., increase inclusion of previously excluded students and reductions in absentee and truancy rates);
- creating safe school environments (e.g., increase positive discipline practises, reduce corporal punishment, increase student connectedness);
- increasing adult support (e.g., improve outcomes of teacher and school leadership professional development, and the quality of teacher education);
- improving health (e.g., improve student wellbeing);
- fostering social and emotional learning (e.g., increase student resilience); and
- engaging with community (e.g., increase parent engagement with schools). Other areas that sites expected a WCD approach to have a positive impact include the costs of educating students, youth employment, involvement in crime or violence, and long-term life outcomes.

Overall, these findings indicate that sites consider that there will be positive impacts and improvements achieved by implementing and monitoring a WCD approach in specific areas including academic knowledge, student engagement, safe environments, adult support, health, social and emotional learning, and community.

The findings show that sites are more likely to use existing information systems to gather data and monitor identified areas of academic knowledge, for example, student academic outcomes, completion of primary and secondary school. Sites are likely to use school determined and other measures to monitor safety in schools, social and emotional learning (including student resilience and wellbeing), student engagement, and adult support (including teacher and school leadership).

***How is a WCD approach applied to support children and youth facing extreme adversity?***

The study determined that there were genuine attempts by governments to include children and youth facing extreme adversity, relevant to the local context, within a WCD approach. Sites reported a diverse range of what can be considered extreme adversity; which were predominately specific to the site context and their societal challenges.

The sites reported varied areas of extreme adversity as being medium to high priority areas for their government to address within a WCD approach. These priority areas included children and youth with special needs, those experiencing abuse or trauma, children affected by poverty, victims of bullying and school violence, cultural minority groups, rural populations, displacement, and out-of-school children. Community violence, youth suicide and child labour were considered lower priorities by most sites.

The types of adversities identified by the sites were not associated with a country context in terms of income level, human development status, insecurity or educational standards. However, high-income sites identified youth at-risk of suicide as an adversity and placed it as a high priority; whereas, access to education for girls' and rural populations were identified as a high priority by low to upper-middle income sites.

At the policy level, there is evidence of enabling legal and policy frameworks (high-level strategy) supporting the inclusion of extreme adversity groups in the education system, resourcing through targeted government and external financing, and the establishment of institutional structures to support better policy coordination and programme implementation. This finding suggests that most sites have an existing policy framework in place that supports children and youth in extreme adversity, and some have strong intentions to further integrate the needs of these groups in the education system through the curriculum. At the planning level, there are clear strategies being adopted by governments to support marginalised children in the classroom, such as the introduction of mother-tongue instruction, specialised teacher training, and parent education programmes.

The sites identified resource constraints, contextual factors, and lack of high-level support as the three major challenges in developing an inclusive education system for children and youth in extreme adversity. Within these, quality training in areas such as special needs education, and deficiencies in the teacher education system were identified as significant barriers to supporting a WCD approach. This raises some concerns about the provision of comprehensive pre-service and in-service teacher training, and the level of support given to teachers and educational leaders. This has an impact on their ability to implement a WCD approach in the classroom and address the needs of children facing extreme adversity. Overall, the challenges that countries and cities are facing are high-level institutional barriers as well as contextual difficulties.

These findings suggest that systemic changes are needed, coupled with the appropriate resourcing to support implementation of robust monitoring and evaluation systems. These systems would provide governments with the necessary data to make relevant policy decisions and programme interventions to ensure the equitable inclusion of children and youth facing extreme adversity in national education systems. The study found that sites are using the information they collect to identify extreme adversity groups, but it is not clear how the data is being used to track the outcomes for these children. Monitoring of expected impacts or changes in key areas of WCD varies greatly. For the most part, sites that are not currently monitoring change do not have a plan to do so in the near future. A consistent approach to reporting and suggestions of measures against WCD areas, such as those included in the conceptual framework, may be of use to sites who do not currently have a WCD monitoring strategy.

## Policy interventions

In reflecting on the insights gathered from this study, six policy interventions emerged that could, if applied, further support national and city education systems to embed a WCD approach and contribute to improved learning and development outcomes.

1. Develop a clear definition of WCD
2. Strong policy enabling frameworks
3. Integration of WCD approaches in the curriculum
4. Prioritise investment in teacher training and teaching pedagogy
5. Strengthen engagement with parents and the community
6. Develop robust monitoring and evaluation systems

# I. Introduction

There is compelling evidence for education systems to shift from a focus on subject content to a broader set of skills and competencies. A meta-analysis by Schaub, Henck and Baker (2017) of UNICEF policy documents spanning 65 years found that children are entitled to “protection in the form of health and nutrition, preparation in the form of education for human capital, and finally, child development for self-actualization of multiple dimensions of the individual or whole child (p. 299). The economic and health challenges of current global societies have prompted the development of integrated education models and policies that respond to the learning and development needs of the whole child (Suarez-Orozco & Sattin-Bajaj, 2010; Griffith & Slade, 2018). These holistic development models or approaches recognise that although academic knowledge is essential, that in order to provide a foundation for lifelong learning and success there is a critical need to focus on a broader set of skills and competencies. A broader range of competencies and skills, beyond academic knowledge, are increasingly evident in national education policies and curricula, and is a priority of the global education agenda. This is evident in the United Nations 2030 agenda of Sustainable Development Goal 4 (SDG4)<sup>5</sup>, achieving an inclusive and quality education for all, which emphasises the development of broader competencies and skills (UNESCO, 2016; United Nations, 2019).

A way of addressing the need for broader competencies and skills is through supporting Whole Child Development (WCD) approaches across all levels of an education system. WCD is a holistic development approach which aims to create the conditions within education systems and school communities to develop the whole child, physically, socially, emotionally, and academically, with the active engagement and support of the community. A WCD approach recognises that children require a range of knowledge, skills, experiences, and core values that will enable them to engage as productive and ethical citizens. The wider community, including schools and families, also play a crucial role in cultivating the set of skills and competencies necessary to help children and youth grow and achieve their full potential. This is particularly important for individuals experiencing adversity, as adversity factors can negatively impact on their learning and engagement in school and work environments.

The Association for Supervision and Curriculum Development (ASCD)<sup>6</sup> refers to this as the whole child umbrella; relying on a collaborative approach to learning and health involving the whole school, whole community, and whole child (ASCD, 2012 2018). For children in extreme adversity (chronic and sustained stress caused by factors such as poverty, conflict, displacement or social exclusion), research has found that interventions which aim to develop resilience, self-efficacy and emotional self-regulation in a supportive learning environment can have a positive impact on children and their communities (Killen, Van der Riet, O’Neill, & Zondi, 2008; Masten, 2011; Skovdal & Campbell, 2015). Research has also found that in the early years, family environments are the major predictor of cognitive and non-cognitive

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<sup>5</sup> The SDGs are a set of 17 goals adopted by all United Nations Member States towards the 2030 Agenda for Sustainable Development. For more information, see: <https://sustainabledevelopment.un.org/?menu=1300>

<sup>6</sup> ASCD is a membership-based organisation which provides professional development, educational leaders and capacity building programmes for its members. In 2007, ASCD launched its Whole Child Initiative to ensure that each student is healthy, safe, engaged, supported and challenged.

abilities, and early years' interventions (0-5 years) have the most significant impact on improving life outcomes especially for disadvantaged children (Heckman, 2006, 2019).

There is strong global momentum supporting approaches in WCD and this is evidenced by many countries and development partners incorporating elements of WCD in their policy, curriculum and standards documents. Their aim is to support education systems to develop WCD contextual initiatives. However, there is little knowledge of how national and city education systems understand a WCD approach and their progress towards embedding WCD in education policies and practice.

## 1.1 Purpose of study

This study informs Porticus' Measuring What Matters (MWM) programme which aims to strengthen the integration of WCD measures into education systems at the individual, school and system levels.

To do this, the programme supports partners to develop WCD measurement tools, capacity building in-country and building research and evidence. MWM is currently supporting six initiatives across global and regional partners involving 34 cities and countries. Of these, five initiatives and 29 of the sites were included in this study (OECD SSES, OECD PISA-D, Brookings Institution OAA, GPE ANLAS and Asia Society 21<sup>st</sup> Century Competencies Working Group) (see Section 2.1, Table 4).

The primary purpose of this policy level analysis was to establish to what extent the 29 (21 respondents) cities and countries (sites) working under the five MWM programme initiatives define, integrate, support and value WCD as evidenced their national education policy, particularly for those children and young people facing extreme adversities.

## 1.2 Research questions

Research questions were developed in regard to the purpose of the study and they determined the type of data that were collected, analysed and reported. The research questions are consistent with the conceptual framework (see Section 1.3 and Appendix 1).

This study was based on three key research questions, and sub-questions:

1. To what extent is Whole Child Development integrated in education policies relating to strategy, planning and practice?
  - a. How do the sites define Whole Child Development?
  - b. How is Whole Child Development identified in education policies such as those around curriculum, pedagogy and assessments?
  - c. What are the challenges to integrating Whole Child Development approaches into their education systems?
  - d. What are the key drivers that have motivated the sites to invest in Whole Child Development approaches and initiatives?
  
2. Is there evidence of effective Whole Child Development approaches implemented by the sites to strengthen whole child learning and development?
  - a. What impacts are expected by the sites by embedding Whole Child Development approaches in their education policies?

- b. How do the sites monitor and measure aspects of Whole Child Development?
  - c. How do the sites engage with stakeholders (parents, youth, teachers, community, etc.) to actively strengthen education and accountability for improved results?
3. Is there evidence of Whole Child Development approaches being inclusive of children and youth in extreme adversity in their education policies?
  - a. To what extent have the sites embedded Whole Child Development in targeted programmes and interventions for children and youth in extreme adversity?
  - b. Have the sites identified appropriate ways to assess children and youth facing extreme adversity?

### **I.3 Conceptual framework**











The conceptual framework, which was developed as part of this study, was informed by WCD approaches identified in the literature; such as the ASCD whole child approach and Porticus' lens of WCD. It was also guided by the policy documentation provided by sites and informed by their responses to the policy survey questions. While it was not the intent of this study to derive or impose a definition of WCD, for a policy level analysis to be valid, reliable and comparable, some broad parameters around concepts were applied. The policy documentation informed the dominant themes and terms relating to WCD, including for example, social and emotional learning, 21<sup>st</sup> century skills, transversal competencies, health, values, and life skills. The study also focussed on identifying the key factors relating to extreme adversity. ACER identified 11 dominant themes that formed the basis for this study. (See Figure 1, Table 2 and 3.)



**Figure 1 WCD conceptual framework themes**

Table 2 below details the key WCD conceptual framework themes and the key terms under each of those themes. The themes and terms were identified in the literature and informed this study. It is not intended for the terms to comprise a comprehensive list, nor the WCD conceptual framework themes to be comprehensive. However, the conceptual framework is intended to develop as further studies are conducted.

**Table 2 WCD conceptual framework key themes and terms**

WCD key themes and terms cited in the literature and MWM programmes	
 <b>Health</b> Hygiene Nutrition Physical and mental well-being Physical development Physical fitness	 <b>Values</b> Acceptance of others and difference (empathetic, kind, caring and fair) Consideration Honesty, trustworthiness Integrity Respect for others Respect of rules Self-respect Understanding, tolerance and inclusion
 <b>Safe environments</b> Caring school community Connected and belonging Trust	 <b>Spirituality</b> Compassion Faith Hope Mindfulness/Awareness
 <b>Student engagement</b> Attitudes Adaptability Curiosity Differentiated instruction Engaging with others Imagination Inclusive learning environment Initiative Motivation Open-mindedness Perseverance Personal responsibility	 <b>Academic knowledge</b> Arts Digital literacy Information literacy Languages Literacy (reading and writing) Mathematics and numeracy Science
 <b>Adult support</b> Encouraging, interesting and personable teachers High expectations – attendance, success, behaviour High quality teaching and teachers Holistic development of individuals Nurturing individual personalities/attitudes/values Nurturing learning environments Personalised learning environments Significant adversities Positive and caring adults – personal interest in each child and their success	 <b>Life skills</b> 21 <sup>st</sup> century competencies Collaboration Communication Creative thinking Critical thinking Global competencies Metacognition (memory, reasoning, self-regulation) Problem-solving Transferrable skills Transversal competencies
 <b>Academically challenging learning</b> Academic excellence Curriculum that challenges students Further education and career ready Higher-order thinking and problem solving skills Learning a second language and culture	 <b>Social and emotional learning</b> Coping skills Emotional self-regulation Empathy Establish and maintain positive relationships Identity Resilience Responsible decision making Self-efficacy Self-reflection




WCD key themes and terms cited in the literature and MWM programmes	
 <b>Community</b> (family, school, community and global community)	
Citizenship Community engagement Diversity Global citizen History of indigenous peoples Migration background Promotion of peace Relationships (families, friends)	

Table 3 below lists a number of adversity factors that were identified in the literature and informed this study.

**Table 3 Key factors affecting children and youth facing extreme adversity**

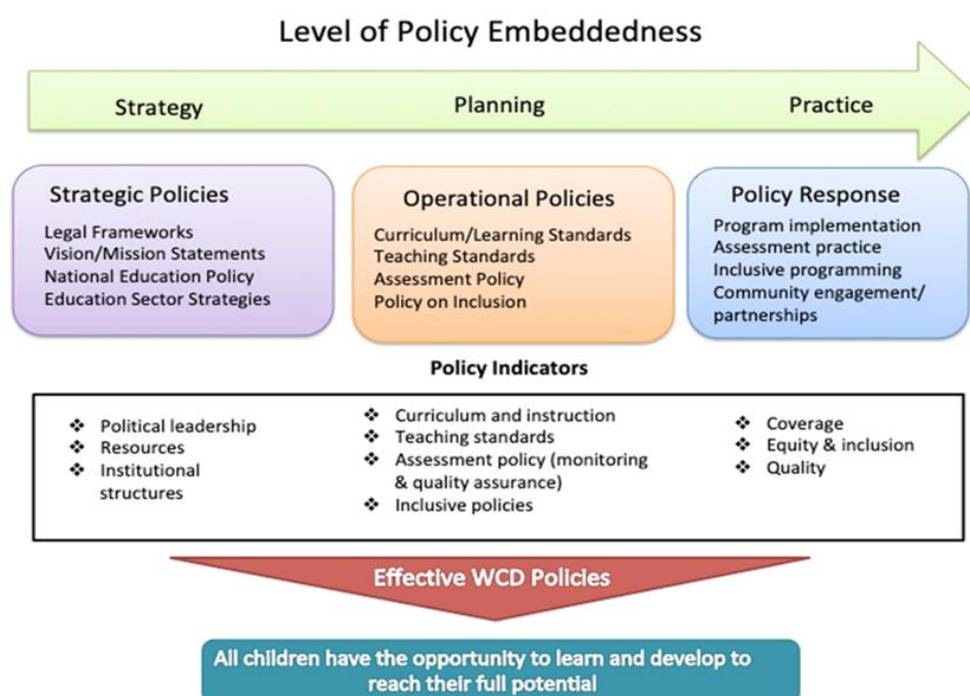
Adversity factors	
Adverse childhood experiences*	Mental/physical illness
Adverse cultural practices*	Out-of-school children
Abuse (neglect, mental, emotional, physical and sexual)	Poverty and economic hardship
Child labour	Refugees
Conflict and war	Sexuality*
Cultural minorities	Special needs and disability
Displacement	At risk of suicide
Geographically isolated (rural, remote, regional)	Toxic stress*
Girls' education	Community violence
Marginalisation*	Bullying and school violence

\*Note: Terms were not included in the survey as they were identified as terms participants may not be familiar with. These terms were kept as they were presented in the adversity literature.

## 2. Method

### 2.1 Study design

The World Bank’s Systems Approach for Better Education Results (SABER) tool (World Bank Group, 2019) for monitoring the development of policy and institutional frameworks in education systems, has been adapted in this study to help identify the different policy indicators at the strategic and planning levels (see Figure 2). The model is based on the assumption that policies supporting WCD, which are integrated and aligned across all three levels (strategy, planning and practice levels) within an education system, can contribute to WCD outcomes. The focus of this study is on the first two levels of policy embeddedness: strategy and planning. This study explored the extent to which the sites have progressed from policy formulation, to planning for integrating WCD approaches in the education system, to applying the policy at the local and school levels.



**Figure 2 Model illustrating the hierarchical link between policy and practice**

The study involved two complementary strands, **policy survey** (shared with 29 sites with 21 sites responding) and **policy document** analysis (analysis of secondary policy data across eight sites), and was based on a mixed-method approach. A higher-level analysis of the summary information of 24 participating sites was conducted to find the conceptual framework WCD key themes that were prominent in the Brookings Institution’s *Visualizing the Breadth of Skills Movement Across Education Systems* study (Care, Anderson, & Kim, 2016). Noting that 21<sup>st</sup> century skills cited by Brookings fall under the **life skills** theme (specifically communication, creativity, critical thinking and problem solving) in the conceptual framework.

This study adapted the Brookings Institution study's methodology to conduct a policy document analysis. The Brookings' study gathered information in four skills categories. For this study, the skills categories were revised to broaden the focus to WCD. The most current, publicly available policy documents were sourced from national education websites and excluded programme documents. Policy documents were also requested from MWM partners and site contacts, and where documents were not available through these channels, secondary sources were used. Relevant policy documents included in the analysis were strategic and planning policies including vision/mission statements, national education policies and/or national education sector plans. Curriculum documents used for the analysis were national curriculum frameworks and sub-sector curriculum documents at the primary and lower-secondary education levels. In addition, inclusive policies were included to identify policy responses to adversity groups of children and youth.

The document analysis focused on the basic education level, defined by the International Standard Classification of Education (ISCED) as comprising of primary education to lower secondary education (typically finishing at 14 to 16 years of age). The findings were presented in a short case study for each site, discussing the degree to which WCD is embedded at the strategic and planning policy levels in each education system (see Appendix 2). A particular focus of the discussion included the extent to which policies are embedded to support the inclusion of children and youth facing extreme adversity.

The policy survey was used to gather in-depth information from the sites about the value and promotion of WCD within their education systems, and on policies regarding children and youth facing extreme adversity (see Appendix 5). The survey was developed based on the research questions and was designed to take up to one hour to complete. It included a combination of closed-response questions (e.g., Likert scales) to establish quantitative indicators, and open-response questions in order to obtain more qualitatively rich data. The survey was translated from English into French and Spanish, and all versions were administered via a secure online survey tool.

Table 4 lists the MWM programme sites invited to be involved in this study. Seventy-two percent (21 of the targeted 29 sites) participated in the policy survey. A response rate of 50% and above is considered a good response rate compared with similar surveys conducted in the field. Twelve sites completed the English version of the survey, five completed the Spanish version and two completed the French version. The Spanish and French responses were translated to English for the data analysis.

**Table 4 MWM site participation**

Sites	
Bhutan	<b>Mauritania</b>
Bogota, Colombia	Mongolia*
Cambodia	Moscow
<b>Daegu, South Korea*</b>	<b>Nepal</b>
Denver, Colorado	Ottawa, Canada
<b>DRC*</b>	<b>Panama</b>
Ecuador	Paraguay*
<b>Ethiopia</b>	<b>Senegal</b>
Guatemala	Sintra, Portugal
Hangzhou, China*	Suzhou, China*
Helsinki, Finland	The Gambia
Hiroshima, Japan	Turkey*
<b>Honduras</b>	Vietnam
Houston, USA	Zambia*
Manizales, Colombia	

Note: Eight policy document analysis sites (bold text), 21 policy survey sites (normal text) and eight sites did not complete the survey (those with \*). Early in the study one site withdrew from an MWM initiative and is not listed as part of the cohort.

## 2.2 Study limitations

This study was designed as a baseline assessment of WCD that warrants further research and monitoring over time. There are also existing arrangements in place to evaluate the impact of the individual MWM initiatives. The study focused on 29 sites (at city and country system levels); this was not a representative sample. The policy document analysis was limited to publicly available policy documents, and was conducted for eight sites and not for all 29 sites. The 24 sites were informed by the Brookings' study, published in 2016, which had a focus on 21<sup>st</sup> century skills and not specifically on WCD.

## 3. Findings

### 3.1 WCD in education policies (strategy, planning and practice)

#### 3.1.1 WCD site definitions

Nearly half of all survey respondents (10 of the 21 sites) indicated that their country or city had a formal definition of Whole Child Development. It was not clear from the responses how these definitions were derived by each country or city, whether from a theoretical basis or from a common understanding of WCD. However, some sites referenced their legal and policy frameworks in their formal definitions, such as the constitution (Vietnam), legal instruments (Japan and Colombia), relevant policies (The Gambia and Panama) and curriculum frameworks (Finland and Ecuador).

*Not all countries and cities have a formal definition of Whole Child Development. Those that do, highlight attributes relating to life skills, health and social and emotional learning.*

The most frequently cited WCD concepts in the formal definition provided by the 10 sites were **life skills, health, social and emotional learning, community and values**. Table 5 below presents an analysis of the definitions based on the conceptual framework themes. The symbols represent which site included the themes in their WCD definition. It shows that 10 out of the 11 WCD themes in the conceptual framework are represented in the formal definitions provided by sites, with the exception of **safe environment**. In general, the definitions included terms such as ‘holistic child development’ (The Gambia), ‘whole child development’ (Vietnam), and ‘growth of the whole child’ (Denver, Colorado). Japan’s definition emphasised the role of schools in providing curriculum and the foundation ‘in order to accomplish the well-balanced development of individual students as human beings’. Portugal’s definition focused on the importance of citizenship, especially in regard to the skills that contribute to its development by children and youth.

Importantly, **academic knowledge** was not prominent in the WCD definitions, though it was overwhelmingly identified as the key driver that motivated the sites to invest in WCD. This is consistent with the policy document analysis, which found **academic knowledge** to be the most prominent theme reflected in education policies and curriculum documents across all sites, but was less commonly identified in their vision/mission statements.

These findings indicate that while **academic knowledge** may be prioritised in education systems, it is not explicitly captured in the aspirational goals or overarching definitions of WCD. It indicates a lack of consistency between what sites consider to be the most important attributes of WCD at the strategic level, and what is prioritised at the policy planning and practice levels.

Notably, of the 10 sites that had a formal definition of WCD, four highlighted the importance of WCD in early childhood, as referenced in their education sector plan (The Gambia), legal code (Colombia), early childhood development policies (The Gambia and Panama) and curriculum framework (Ecuador). This approach is supported by international research which suggests that interventions in the early years improves WCD outcomes, especially for








































children and youth facing extreme adversity (Heckman, 2006, 2019). Similarly, evidence from the policy document analysis showed that early childhood education was central to many national education policies. Examples of strategies adopted by governments to promote WCD outcomes in the early years included expansion of the basic education cycle to include pre-primary education (e.g., Nepal), developing parent education for children aged 0-3 years (e.g., Mauritania), improving teacher training in early childhood education (e.g., Mauritania), ensuring effective participation of communities in early childhood education (e.g., Senegal), and the introduction of newly integrated WCD curriculum for 3-5 year olds (e.g., Republic of Korea).

### **Example of strategies for including early childhood development in Ethiopia's Education Sector Plan**

Early Childhood Care and Education (ECCE) is a priority under Ethiopia's Education Sector Plan, which recognises that quality education in a 'healthy environment' can improve student learning outcomes in later years. The government has committed to expanding ECCE provisions for children aged 0-6 years through numerous strategies. This includes expansion of services to the most disadvantaged areas with a target Gross Enrolment Ratio of 80 per cent by 2020, enhanced teacher qualifications to improve education quality at the pre-primary level, the establishment of child health and nutrition programmes, parent education programmes, and increased community awareness and advocacy campaigns.

Table 5 presents an analysis of the definitions based on the WCD conceptual framework themes. The symbols represent which site included the themes in their WCD definition.

**Table 5 Conceptual framework themes in site WCD definitions**

	Academic knowledge	Adult support	Academically challenging learning	Community	Health	Life skills	Social and emotional	Spirituality	Student engagement	Values
Bogota, Colombia										
Denver, Colorado										
Ecuador										
Gambia										
Helsinki, Finland										
Hiroshima, Japan										
Nepal										
Sintra, Portugal										
Vietnam										
<b>Total</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>5</b>

### 3.1.2 WCD in education policies

*WCD approaches are valued by countries and cities, and are well-integrated in education policies.*

For most of the sites, WCD approaches appear to be referenced regularly and well-integrated in higher-level documents such as national education policies and strategies, sector plans and curriculum frameworks (where these exist). More than two-thirds of the sites (14 of the 21 sites) recognised the importance of WCD as articulated in their official policy or strategy on WCD (including 21<sup>st</sup> century skills, social and emotional skills, transversal competencies, etc.). These responses are presented in the Evidence Map which provides a representation of the most common response, or extent of the WCD approach, in education strategies and policies for each conceptual framework theme (see Table 6).

According to the sites, the areas of WCD most consistently included in education strategies and policies, curriculum, pedagogy and assessment documents as a focal area were **academic knowledge, values, and social and emotional learning**. However, as stated previously, there were inconsistencies in how sites prioritised the different aspects of WCD in their definition and policy frameworks. While **academic knowledge, student engagement and safe environments** had a prominent focus in policy documentation, this was not reflected in the formal definitions of WCD. In contrast, **life skills, social and emotional learning and community** (including citizenship) were prominent in the definitions, but this was not reflected in the educational policy.

These findings suggest that there is minimal alignment between the definitions of WCD at the aspirational level and the extent of the WCD approach represented in education strategies and policy, including curriculum, pedagogy and assessment documents.

This disconnect could have implications for how WCD is understood by different stakeholders within an education system and how a WCD approach is expected to be integrated from the policy, planning and practice levels. For example, while many sites indicated that WCD is emphasised through quality teaching standards, this has not always translated into practice through the inclusion of a WCD approach in pre-service teacher curricular documentation and in-service professional learning.

The findings indicated that WCD approaches relating to school leadership development and community engagement has not been consistently implemented across sites, even though these have been identified as important. These findings suggest that while WCD is promoted at the policy level, the extent to which it is being integrated into the education system may be limited, particularly in regards to resourcing and capacity building of teachers and school leaders.

Table 6 is an Evidence Map of the extent to which the WCD approach is embedded in education strategies and policies across sites (e.g., a large extent or focal area, a medium extent, etc.). The map shows icons of different size based on the *frequency* of all site responses for each of the WCD themes. For example, **values** had a high frequency of responses identifying it as a focal area in their education policies and strategies. Table 7 presents, for each site, the extent to which their policies and strategies had a WCD focus. The WCD themes are ordered as prioritised by each of the sites as represented in Table 8.



**Table 6 Evidence map: The extent of WCD approach in education strategies and policies**

	Academically challenging learning	Student engagement	Values	Health	Adult support	Safe environments	Spirituality	Academic knowledge	Life skills	Social & emotional learning	Community
	Academic excellence ♦ Curriculum that challenges students ♦ Preparation for further education & career ♦ Learning other languages & cultures ♦ Real-world learning environments	Attitudes ♦ Adaptability ♦ Curiosity ♦ Motivation	Acceptance of others & difference ♦ Integrity ♦ Respect for others ♦ Respect for self	Hygiene ♦ Nutrition ♦ Growth & development ♦ Physical & mental health	High expectations for behaviour ♦ Quality teaching & teachers ♦ Personalised learning environments ♦ Positive & caring adults	Trust ♦ Caring schools communities ♦ Connection & belonging	Compassion ♦ Faith ♦ Hope ♦ Mindfulness & awareness	Arts ♦ Science ♦ Languages ♦ Mathematics ♦ Literacy & numeracy	Collaboration & problem-solving ♦ Critical thinking ♦ Metacognition ♦ Transferable skills ♦ Transversal competencies ♦ 21st century skills	Empathy & reflection ♦ Maintaining relationships ♦ Resilience ♦ Self - efficacy ♦ Emotional regulation	Family ♦ Schools ♦ Local & global communities
To a large extent (This is a focal area)											
To a medium extent											
To some extent											
Not at all											
Icon key	Large extent	Medium extent	Small extent	Not at all							

**Table 7 Extent of representation of WCD themes in policy per site**














WCD Themes	Bhutan	Bogota, Colombia	Cambodia	Denver, USA	Ecuador	Ethiopia	Gambia	Guatemala	Helsinki, Finland	Hiroshima, Japan	Honduras	Houston, USA	Manizales, Colombia	Mauritania	Moscow, Russia	Nepal	Ottawa, Canada	Panama	Senegal	Sintra, Portugal	Vietnam	
Academic knowledge																						
Values																						
Social emotional learning																						
Safe environments																						
Health																						
Student engagement																						
Adult support																						
Academically challenging learning																						
Life skills																						
Community																						
Spirituality																						

Icon key



Sites were asked to prioritise the 11 WCD conceptual framework themes of a WCD approach. This produced a ranking of key themes including **academic knowledge**, **student engagement**, **social and emotional learning**, and **values** as having the highest priority in education strategies and policies. However, sites indicated that **social and emotional learning** was as high a priority as **student engagement**, but this was not reflected in the extent of its representation in the policy documents (see Table 8).

**Table 8 WCD areas from the highest to lowest priority**

<p>Higher priority</p> 		Academic knowledge	<p>Placed in first position by 10 respondents</p>
	 	Student engagement Social and emotional learning	
		Values	
		Life skills	
 <p>Lower priority</p>		Health	<p>Placed in last position by 11 respondents</p>
		Safe environments	
		Academically challenging learning	
		Adult support	
		Community	
		Spirituality	

Our analysis of the Brookings Institution’s *Visualizing the breadth of skills across a changing world* summary data was consistent with these findings. The focus of the Brookings’ study was on “a broad skills agenda beyond traditional academic knowledge” (Care et al, 2016, p. 7). **Academic knowledge** was consistently the most prominent theme cited in policy documents for the 24 sites in our sample. Considering Brookings’ focus on 21<sup>st</sup> century skills, **life skills** was the only other prominent theme in both studies. Similarly, a deeper analysis of policy documentation for eight sites showed that **academic knowledge** and **life skills** were the most common themes cited in national education policies and curriculum documents.

This study adapted the Brookings' methodology for the policy document analysis of eight sites (South Korea, DRC, Ethiopia; Honduras, Mauritania, Nepal, Panama, and Senegal) and four skills categories were revised to broaden the focus to WCD.

1. The mission or vision statements on education websites (aspirational statements).
2. Whether skills related to the mission were identified, either in the mission and vision or in other documents (skills identified).
3. Evidence of integration of skills in curriculum documents (skills in the curriculum).
4. Evidence of assumptions about progressing levels of skills (skills progression).

Table 9 represents a summary of the most prominent WCD themes identified in the policy document analysis of eight sites. It displays the high level support for WCD approaches in the education systems of all eight countries, as evidenced by the inclusion of WCD concepts in their vision and mission statements and policy documentation. The most frequently cited WCD concepts in national education policy and curriculum documents were **academic knowledge, life skills, values, health** and **community**. Out of these, the only two WCD themes that were included in the policy documents of all of the eight sites were **academic knowledge** and **life skills**. **Student engagement** was featured in the vision and mission statements of two sites (Senegal and South Korea), but this theme was less prominent in their policy documents. There was evidence that countries were measuring student competencies across various WCD areas through the progression of knowledge, skills and attitudes in the curriculum.

**Table 9 Policy document analysis WCD themes by site**

Site	Category 1. WCD in vision/mission statements (prominent themes identified)	Category 2. WCD in policy documentation (most frequently identified themes)	Category 3. WCD in curriculum documents (most frequently identified themes)	Category 4. Progression of WCD concepts in the curriculum (examples)	Category 5. The inclusion of children and youth in adversity in policies (groups identified)
<b>DRC</b>					Education Sector Plan: Out of school children. Specific policies: Literacy and Non-Formal Education, and Girls' Education.
<b>Ethiopia</b>					Education Sector Plan: Poverty, special needs and gender. Specific policies: Special Needs/Inclusive Education and HIV/AIDS
<b>Honduras</b>					Education Sector Plan: poverty, cultural minority, disability National Basic Curriculum: Special Education. Specific policies: Inter-cultural Bilingual Education, Indigenous People's Plan
<b>Mauritania</b>	WCD identified in vision/mission statement but no explicit themes stated				Education Sector Plan: Girls' education, out of school children and rural population.
<b>Nepal</b>					Education Sector Plan: Indigenous population, low castes, poverty, rural population, girls' education and disabilities/special needs.
<b>Panama</b>					Education Policy: Poverty. Specific policies: Inclusive Education.
<b>Senegal</b>					Education Policy: Out of school children and girls' education. Specific policy: Inclusive Education
<b>South Korea</b>					Education Policy: low income, out of school, multicultural, rural, disability/special needs, school violence, and child abuse. Specific policy: End of Child Abuse



### 3.1.3. Key reasons to invest in WCD approaches

*Academic outcomes, high school completion rates and long-term life outcomes were the most common motivating factors for investing in WCD approaches.*

The responses from sites indicated that there were a number of reasons that motivated policymakers to invest in WCD approaches. However, there were no observable patterns in the reasons identified amongst the sites or differences across regions to determine how countries and cities prioritise areas for investment in WCD.

Issues that were identified, by more than half of the sites, as key reasons to invest in WCD included: improving academic outcomes of students; increasing completion rates in secondary education; and improving long-term life outcomes. The endorsement of these reasons for investing in WCD aligns with the priority placed by the sites on **academic knowledge** in their education policies and curriculum documents. It is worth noting that monitoring changes in student learning outcomes and completions rates is a relatively straightforward exercise for many sites (where they have access to the information), whereas monitoring improvements in long-term life outcomes may be less clearly determined due to the complexity of measuring indicators for life outcomes.

Other key reasons for choosing a WCD approach that were nominated by many sites included:

- increasing the capacity of students to cope with challenges (resilience);
- increasing the completion rates in primary education;
- increasing the inclusion of students previously excluded from education;
- improving physical, social and emotional wellbeing of students; and
- improving safety in schools.

Slightly lower priority ratings were placed on the WCD areas of **social and emotional learning, safe environment, life skills, and student engagement**.

Two issues strongly endorsed by sites as being influential in the decision to invest in WCD approaches were focused on outcomes for educators and other staff. These included the improvement of professional learning outcomes of education system staff, teachers and school staff and to improve the quality of teacher education programmes.

It should be noted that the sites highlighted the benefits of a WCD approach for both educators as well as students, as considerable investment is required in educators in order to successfully integrate a WCD approach in an educational system. Sites recognised the importance of having qualified, trained staff who understood the concepts and value of a WCD approach as crucial to the success of the approach, although many face challenges in this area.

While many sites recognise the importance of teacher training and development in a WCD framework, there was limited evidence in this study of a WCD approach being integrated in teacher education and training systems. This may be related to the resource and capacity constraints faced by education systems.

### 3.1.4 Challenges to integrating WCD approaches in education systems

*Challenges to integrating a WCD approach were identified at the systems level, classroom level and community level.*

There was no clear consensus across the sites regarding the challenges they face in introducing and promoting a WCD approach in education systems. However, of the suggested challenges the sites more frequently identified, engaging community groups, accessing and funding professional learning for school leaders and teachers, and addressing the diverse needs of the student populations were major challenges. This finding is aligned with key reasons to invest in WCD (e.g., teacher training, school leadership development and community engagement).

Overall, the main challenges in embedding a WCD approach within the education system can be categorised under three areas below. Most sites highlighted at least one of these three areas as a barrier to integrating WCD approaches:

- **Policy constraints**, including incoherence of policies supporting WCD and a lack of high-level commitment/awareness.
- **Teacher training and capacity**, specifically relating to a lack of understanding of WCD approaches and inconsistency in the teacher training systems.
- **Resource constraints** related to financing, infrastructure and technical capacity.

Sites were also asked to specify if there were any other challenges in introducing and promoting a WCD approach in education policies. The responses were related to constraints in policy implementation (including limited scope for implementation, and in difficulties measuring and monitoring progress) and financial constraints. Specific policy areas that were identified as challenging in relation to addressing and supporting children and youth facing adversity included: child safety, health and nutrition, and substance abuse and teenage pregnancy. Sites also noted contextual factors such as insecurity in the country, poverty, inequality gaps in education, and lack of community engagement as key challenges impacting the implementation of WCD approaches.

In the classroom, the key constraint noted by many sites included implementation of WCD pedagogy, such as changing beliefs of teachers, adapting to new practices, responding to the diversity of student needs, and monitoring progress. At the systems level, some sites noted the difficulty of embedding WCD while trying to ensure other strategic priorities were met, including the national goals for improving education access and quality, and promoting a culture of evidence-based policy implementation. Other systems level constraints included gaps between policy and practice, complexity of governance, and the challenges of stakeholder engagement, particularly with families and the community. Table 10 presents the key challenges sites face in embedding WCD.

**Table 10 Challenges of embedding a WCD approach within education systems**

<b>Stakeholder &amp; community engagement</b>	<b>Teacher training and capacity</b>	<b>Reliable data</b>	<b>Funding and resources</b>	<b>Attitudes of educators</b>	<b>Lack of cooperation or coordination</b>	<b>Difficulties with policy</b>
Community participation	Conceptual understanding and capacity	Achieving national coverage of pupils in the education system	Funding	Challenge with educators not seeing how this is part of the work, and not an addition to the work	Sectoral biases and power struggles	Clearly embedding Whole Child Development in policy documents
Getting stakeholders up to speed	Teachers' professional development	Developing a reference framework	Budget	Some teachers still focus on knowledge and skills, and hold a light opinion of other domains	Competing priorities	Review of the Legal Framework for the defence of child development
Stakeholder participation	Teacher training	Accurately monitoring progress	Resource constraint	Teachers have inconsistent views on life skills, values, social and emotional development, etc.	Constant review of education policies and plans	The absence of a national curriculum
Increased involvement and discussion with families	Not enough attention to the life skills, social and emotional development etc. in teachers' education programmes		Guarantee of financing	Unfavourable educational environment	Government officials and faculty who do not meet the optimal profile	No specific policy on this
	Not clearly defined in teaching practice and learning			Lack of awareness of faculty and government officials at local levels regarding the rights and fairness approaches in comprehensive education	Work instability High turnover in the public sector	No official definition
	Paradigm shift of educators			Traditional school setting that prevents the child to be in the centre/an active player	Inter-sectoral coordination in the territory for the development of strategies	Lack of clear policy
	Teacher training not preparing for pre-service teachers for a WCD approach					



## 3.2 Evidence of effective WCD approaches

### 3.2.1 Expected impacts of embedding WCD approaches in education policies

*Most countries and cities are measuring impact across a number of WCD areas relating to both individual outcomes and external/environmental factors.*

To explore the extent in which sites are measuring the impact of WCD approaches in their education system, they were asked to indicate if they have a strategy for monitoring changes in a key issue relating to WCD. In this way, having a strategy in place is interpreted as the site expecting WCD approaches to have an impact on a specific area motivating WCD investment. For example, a site may highlight student academic outcomes as a key reason for introducing a WCD approach in their system, and be using national examinations

or participation in an international comparison study to measure improvements in students' academic outcomes. This site would then be considered as expecting an impact in the WCD area of **academic knowledge**.

Results from this study found that most sites were expecting that the introduction of a WCD approach would have a positive impact in their education systems, as indicated by attempts to measure progress in the following WCD areas:

1. **Academic knowledge** - increases in the rates of primary and secondary school completion and improved student academic outcomes
2. **Student engagement** - increased student participation and engagement with school, increased inclusion of previously excluded students, and reduced absentee and truancy rates
3. **Safe environments** - increased use of positive discipline practises in schools, improved safety, and reduced use of corporal punishment
4. **Adult support** - improved outcomes of professional development for school staff, improvements in the quality of teacher education programmes, and in teacher and school leadership
5. **Health** - improvements in student wellbeing
6. **Social and emotional learning** - increased student resilience
7. **Community** - increased parent engagement with schools

Other areas in which some sites expected a WCD approach to have a positive impact included costs of educating students, improvement in long-term life outcomes, rates of youth employment, and involvement in crime or violence.

Overall, these findings indicate that sites consider there will be positive impacts and improvements achieved by implementing a WCD approach in specific areas including academic knowledge, student engagement, safe environments, adult support, health, social and emotional learning, and community.

### 3.2.2 Strategies for monitoring key drivers of WCD investments

*The most common assessment tools used to track progress on WCD areas are standardised tests and census data. However, there are challenges relating to the integrity of available data, particularly for populations facing adversity.*

While results show the vast majority of sites had a strategy in place for monitoring change (impact) across several key drivers for WCD investments, the assessment tools employed varied depending on the issues being monitored. For some areas, such as student completion rates (related to **academic knowledge**), monitoring progress is readily done through standardised measures such as national examinations, census or population data and school-determined measures. Other areas, such as reducing the use of corporal punishment (related to **safe environments**), are not as straight forward to monitor. Of the three sites that monitor corporal punishment in schools, one site mentioned developing additional protocols

for dealing with violent situations or the introduction of legal rights as ways of addressing the issue, without identifying a means to monitor any changes these interventions may provoke. It could be argued that these sites are demonstrating a desire to measure the impacts of their investments in WCD by tracking improvements in the areas which they see as having the most significant impact on WCD outcomes, such as **academic knowledge** and **safe environments**.

It should also be noted that although some areas may lend themselves well to monitoring through centralised information systems (census or population data), a number of sites indicated that this can be a challenge, particularly for tracking information on those identified as belonging to an adversity group or those previously excluded from education. For example, Honduras, Mauritania and Ecuador noted the lack of census records or missing data for these populations of children and youth, which make monitoring and measurement inherently difficult.

The conceptual framework theme, **life skills** was not identified as a key motivation for investing in a WCD approach by any of the sites (and thus not covered by questions focusing on monitoring change). However, communication skills (a term in **life skills**) was frequently identified in the curriculum documentation of all eight policy document analysis sites, with a description of how these skills were expected to develop as students progress through the stages of education. In this way, these sites have identified appropriate ways of monitoring change in outcomes in the area of **life skills** (communication), although the specific means of gathering the relevant information about the skill development were not specified.

These findings suggest that sites are more likely to use existing information systems, where they exist, to gather data on identified areas of WCD. They are less likely to develop specific measurement tools to capture information on WCD, particularly in areas which are more complex such as long-term life outcomes.

### Example of monitoring skills progression in the curriculum: Ethiopia

Ethiopia provides an example of monitoring skills development through the curriculum framework. **Life skills** was identified in the Curriculum Framework as the first of seven key competencies that students should develop, with a strong focus on communication. Familiarity with language is a core component of communication, and Ethiopian students receive instruction in three languages, being their mother tongue, Amharic and English. Formal instruction in mother tongue and English begins in Grade 1, with Amharic beginning in Grade 3.

Alongside these language skills, the Ethiopian curriculum includes references to how students use their communication skills in other subject areas. At the pre-primary level, communication skills feature in the key learning area of Relating with Others, as well as in Developing Literacy. Students must also demonstrate “assertiveness and interpersonal communication skills” in Health, with a focus to help in preventing the spread of HIV/AIDS. At the lower secondary level, aspects of communication feature in Civics and Ethics education. At this level, students receive instruction of most subjects in English, and so the importance of communications skills such as “subject survival skills, confidence and learning strategies” are emphasised.

### 3.2.3 Stakeholder engagement to strengthen WDC education outcomes

*Countries and cities recognise the importance of community engagement as part of a WCD approach, as evidenced by a number of strategies used to facilitate greater participation of parents, teachers and the school community.*

Whole Child Development approaches recognise the important role the broader community plays in a child’s development. This is reflected in the WCD conceptual framework through themes such as **health, adult support, safe environments,** and **community**. This is supported by a review of social-emotional programming for pre-school and elementary schools by CASEL (2013), which found that the most effective programmes focused on both classroom-based and community-wide contexts to promote social and emotional learning.

Sites were asked to share the top three strategies they have used to increase involvement of key stakeholders (including schools, families, teachers, students or community leaders) to strengthen education for improved WCD outcomes. The findings show that all sites have engaged with stakeholders through at least one of the following three approaches:

- **Stakeholder consultation and outreach** including advocacy and broad consultations with families, the school community and teachers. This involves advocacy campaigns when a new policy is introduced, regular meetings with community leaders and school management committees, and parent consultations at the school level to share project impact and results.
- The use of **policy tools** to promote WCD including strategies to promote inclusive policies for children and youth in adversity, introduction of community-based structures and reviewing the education law.

- **Teacher training and development** including a greater emphasis on pre-service and in-service teacher training including changes to university entrance exams, reforming teacher training courses and upskilling of teachers through workshops and short-term training programmes.

Other strategies used by countries and cities included the introduction of new programmes and initiatives to support the integration of WCD in the classroom and the wider community. These programmes and initiatives include classroom-based activities focusing on individual learners, such as artistic expression and tailored programmes to support the diversity of learners (Moscow, Russia and Bogota, Colombia). Parent education and community programmes have also been introduced by sites to encourage greater participation of the community in children's development, such as support for parent education in early childhood care and development (Panama, Ecuador and Sintra, Portugal) and establishment of community participation structures (Nepal, The Gambia and Bogota, Colombia).

### **Example of engaging the community to improve WCD outcomes: Republic of Korea**

The **Republic of Korea** provides a good example of strengthening school-community partnerships to improve WCD outcomes for children and youth. In particular, the Character Education programme was introduced to develop students' competencies in democratic citizenship and community, and relies on the cooperative support system between home, school and the community (Ministry of Education, n.d). Character Education is integrated throughout the curriculum, across all subject areas and involves classroom-based activities, extra-curricular activities, parent education sessions, and volunteering opportunities in the community. Importantly, the programme also recognises the essential role of teachers in developing children's character and includes programmes to support pre-service and in-service teacher training.

## **3.3 WCD approaches and children and youth in extreme adversity**

*The prioritisation of groups affected by adversity varied across all countries and cities, with no observable differences across regions or socio-economic contexts.*

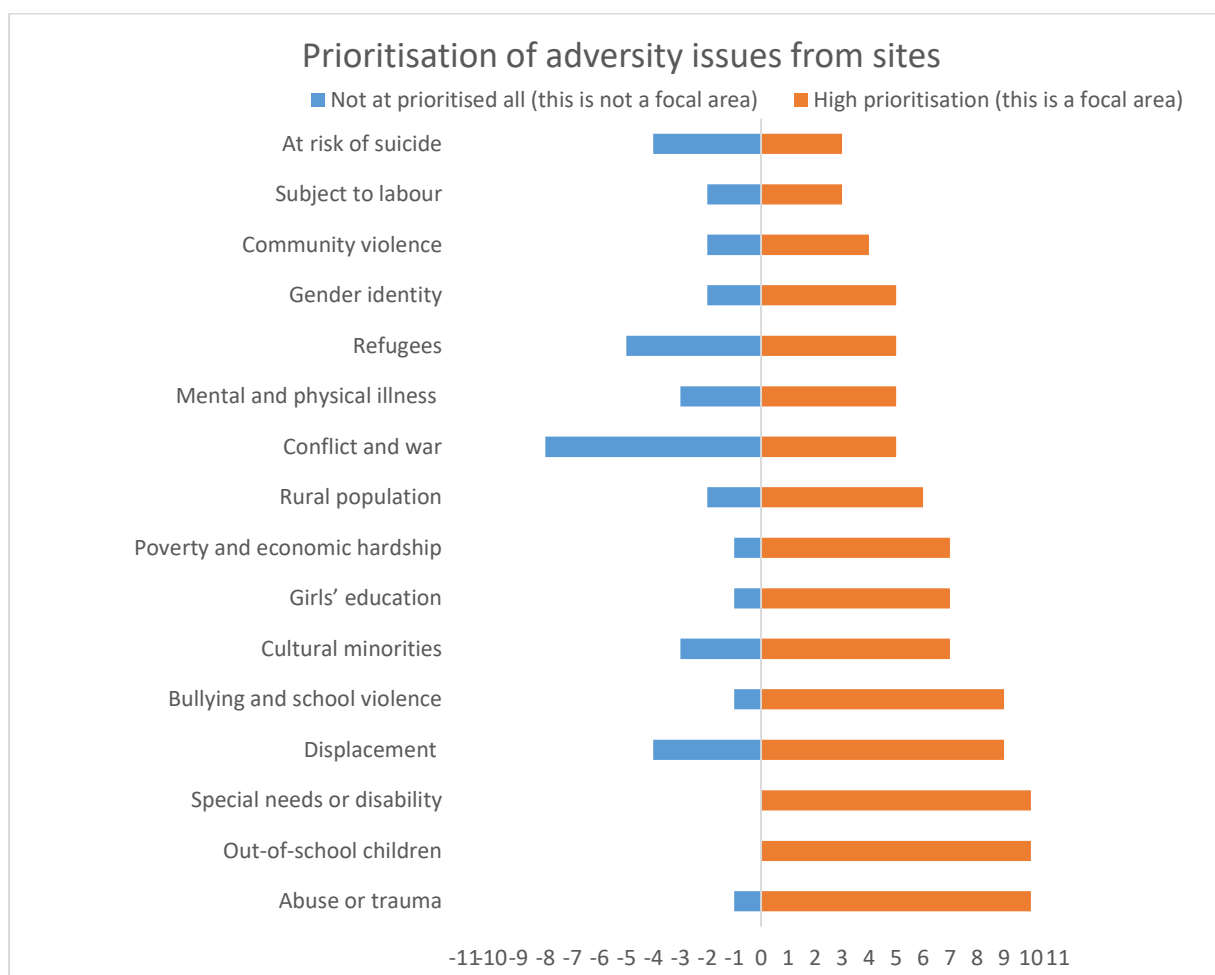
This study recognises that conditions of adversity caused by factors such as poverty, conflict, displacement or social exclusion of various kinds, can have a profound impact on children's education and development. It sought to establish which populations are identified as those 'facing extreme adversity' by countries and cities, how national policies and plans on WCD include children and youth facing extreme adversity, and what strategies are in place to assess adversity amongst these groups.

The groups of children and youth identified by sites as facing extreme adversity can be broadly categorised based on the following factors:

- **Social and emotional factors** - children affected by mental/emotional/physical/sexual abuse, trauma, bullying, suicide;
- **Cultural factors** - children belonging to specific cultural/ethnic groups;
- **Geographical factors** - children living in rural areas, children affected by conflict and war, refugees, displaced children, community violence;

- **Poverty factors** - children experiencing poverty and economic hardship, out-of-school children, child labour;
- **Gender related factors** – girls’ education and gender identity; and
- **Special needs** - children with special/additional needs or a mental/physical disability.

Figure 3 presents the key adversity factors and how they were prioritised by sites.



**Figure 3 Adversity factors identified and prioritised by sites**

The findings show that three groups were identified as high priority by most sites when considering what is defined as adversity: children with special needs; out-of-school children; and children and youth experiencing abuse or trauma. Other groups most commonly rated as high priority were those affected by bullying and school violence and displaced populations. In general, the groups identified by sites as the most important are those most affected by factors relating to special need conditions, social and emotional factors, poverty and geographical factors.

The three groups of children and youth facing extreme adversity that received the most attention were not specific to any particular country context, indicating that they were commonly recognised as a high priority across a variety of different settings, regardless of the country’s socio-economic status. For example, out-of-school children were as much a concern in high-income countries (such as Finland) as they were in low-income countries (such as

Ethiopia). Similarly, displaced children were equally identified as a high priority in Canada as they were in Senegal.

Children with special needs and out-of-school children were the only two categories that did not receive a zero-priority rating, meaning that these two groups were prioritised in the national education strategies or plans of all sites. The data also indicated that children experiencing conflict and war were not recognised as a priority for nearly half of all sites surveyed. This is consistent with a study conducted by UNESCO (2010) on the identification of marginalisation in 44 national education plans. It found that conflict-affected groups, including refugees, were rarely included as a specific focus group in educational plans. In addition, survey responses in this study revealed that the priority placed on refugees could vary widely depending on the context they are in, based on the even spread of priorities placed by sites for this group.

*Youth suicide was more likely to be a high priority in high-income, Western countries than low-income countries.*

There were no observable regional variations in the prioritisation of adversely-affected groups. However, high-income, Western countries in our sample (including Ottawa, Canada, Finland and Denver and Houston, United States) tended to place a higher priority on youth suicide, while girls' education and rural populations were more likely to be rated as a high priority by low to upper-middle income countries. The focus on youth suicide is understandable for those countries facing high suicide rates. According to the latest data from the OECD (2017), Canada and Finland showed some of the highest rates of youth suicide among OECD countries, with a ranking of fifth and ninth, respectively.

In the case of girls' education, the link between socio-economic status and gender parity in education is not so clear-cut. The survey results showed that of the countries that had a gender parity index (GPI)<sup>7</sup> of less than one favouring boys at the primary level, three countries (Cambodia, Colombia and Ethiopia) rated girls' education as a high priority (UIS, 2019). In contrast, the policy document analysis found that countries which did not appear to be experiencing gender disparity in their education system have made girls' education a central focus in their education policies.

This finding indicates that the motivations for prioritising certain groups of children and youth facing adversity in the education system can be variable, and there may be factors other than socio-economic development, that determine which groups are prioritised and how they are defined.

<sup>7</sup> Gender Parity Index is the ratio of female to male, which measures progress towards education participation where a value less than 1 indicates a disparity in favour of boys and a value greater than 1 indicates a disparity in favour of girls.

### 3.3.1 WCD targeted programmes for children and youth in extreme adversity

*Most countries and cities have policies supporting children and youth in adversity within their education system.*

Two thirds (12 of 19) of the sites in this study indicated that children and youth in extreme adversity were a central focus in either their official policies or strategies on WCD; national education strategies, plans or policies, or curriculum frameworks.

This finding shows that most countries or cities have an existing policy framework in place that supports children and youth in adversity, and some have a strong intention to further integrate the needs of these children in the education system through the curriculum.

This is supported by results from the policy document analysis which showed that groups facing adversity are often included in national education policies as priorities of the government, with clear strategies and set targets to track progress in these areas. While most sites have identified specific interventions to support marginalised groups in their national plans, some sites have established separate policies targeting children and youth in extreme adversity. In some countries, the government has established institutional structures to support the implementation of these policies, such as special directorates and implementation units within the Ministry of Education. These structures provide oversight and greater coordination across government organisations and key stakeholders to improve the outcomes for children facing extreme adversity.

#### Targeting girls' education in the Democratic Republic of Congo (DRC)

The DRC's policy response to promote the inclusion of women and girls provides an example of how countries and cities are addressing specific groups facing extreme adversity in their education systems. The government in DRC has adopted a number of international and national legal instruments to protect the rights of women and girls, including the development of the *National Strategy for Girls' Education*. Its aim is to provide "quality, equitable schooling to guarantee the development of human capital, the development of girls and boys alike, so that they will be able to meet the challenges of national development, the promotion of peace and active democratic citizenship" (Consortium International de Developpement en Education, 2015, p. 27). To achieve this, the strategy proposes the targeting of provinces where girls' access and retention rates are the lowest. It also recognises the important role the broader community plays in promoting the inclusion of girls in education through female role models, the provision of safe places for girls and removing social and cultural barriers that lead to early marriage or pregnancy. Specific programmes include grants to subsidise school fees for girls, safe schools that include latrines, non-formal education pathways for girls who have dropped out of school and a gender inclusive curriculum. By adopting a number of targeted interventions the government of DRC is demonstrating a concerted effort to promote greater access and outcomes for girls in the education system.

*A key challenge identified by sites is the deficiencies in the teacher education system to address the needs of children and youth in adversity.*

While most sites have demonstrated a high level of commitment to including children and youth in extreme adversity in their national policies and plans, one key challenge many sites noted is limited focus on teacher education and training to support these children. However, a few sites (Ethiopia, Vietnam, Cambodia, Panama, Portugal, and Bogota, Colombia) indicated that quality standards for teachers and school leaders, pre-service teacher curricular and in-service professional learning, were central to their policy documents targeting children and youth in adversity.

The findings show that deficiencies in the teacher education system was highlighted as one of the three main challenges faced by sites in embedding a WCD approach. It raises some concerns about the general lack of support for teachers and their ability to implement a WCD approach in the classroom, particularly to address the needs of children and youth in adversity.

There is evidence from the document analysis that shows some governments are making a genuine attempt to improve teacher training and employment conditions to cater for students who are commonly excluded from the education system. Strategies supporting teachers working with children in extreme adversity include improved pre-service teacher education for working with special needs children, teacher training in mother tongue instruction for indigenous communities, financial incentives for teachers working in rural and remote areas, and the hiring of female teachers to increase education access for girls.

In identifying the particular challenges of developing an inclusive education system for children and youth in extreme adversity, the survey results identified three common themes across all sites:

- **Resource constraints:** These include budgetary constraints, limited capacity at the institutional level for effective coordination, limited capacity of professionals working in this area including teachers (particularly in special needs education), lack of institutional infrastructure to monitor progress and lack of classroom infrastructure to support children with special needs.
- **Contextual factors:** For example, poverty, conflict, population diversity (migrant children) and other conditions that make it difficult to design and implement quality education programmes to address the needs of all children. The lack of participation from parents and the school community was also noted as a key challenge in creating an inclusive education for children and youth in adversity.
- **Lack of high-level support:** Particularly stemming from a lack of national level policies, or difficulties in interpreting policies and legal frameworks. Three sites noted a lack of high-level commitment to inclusive programming for children and youth in adversity due to poor perceptions, or competing strategic priorities, often related to the broader goals of achieving education access and quality.

Sites also identified challenges in developing and implementing new, population specific programmes such as adult education, life skills training, vocational education, and programmes for gifted children.



While many sites indicated that youth and children in extreme adversity were captured within their national education policies, the lack of specific policies and monitoring information targeting these populations were also highlighted as a constraint by some sites. This suggests that general statements included in national policies may not be concrete enough to provide practitioners with the mandate to implement strategies or programmes for intervention. However, the document analysis did not find any clear evidence that targeted policies (such as those focusing on indigenous populations, girls' education and HIV/AIDs prevention) have a greater impact in bringing positive outcomes for certain populations of children and youth in extreme adversity.

Another institutional barrier noted by the sites is the lack of appropriate resources (finance, capacity and infrastructure) for implementing policies and programmes to support children and youth in adversity. Evidence from the document analysis showed that where this is the case, governments have tended to partner with external funders to address the resource gap in providing services to specific populations of children and youth in adversity. In other countries, donors themselves have filled the gap where government services are limited or do not reach the most disadvantaged.

These findings suggest the challenges countries and cities are facing are high-level institutional barriers, as well as contextual difficulties, in integrating WCD approaches for children and youth in adversity. Contextual factors relating to adversity are inherently complex with multiple dimensions, which makes it difficult to design and implement programmes for a diverse population of at-risk children.

### 3.3.2 Measuring changes in outcomes for children and youth in adversity

*Countries and cities rely on census data or classroom-based assessments to monitor children and youth in adversity.*

Overall, the majority of countries and cities have an existing monitoring system to capture information on children and youth in extreme adversity. The majority of the sites in the survey (17 of 21 sites) indicated that they were currently monitoring outcomes for children and youth in extreme adversity, by relying on a mix of demographic surveys and classroom-based assessments. However, there were four sites which indicated they had no foreseeable plans for monitoring outcomes of children and youth in extreme adversity. Ten sites indicated they used standardised measures or instruments and seven sites collect census or population data for these groups. Six sites used school-determined measures and seven used census or population data. Four sites used additional measures to assess populations facing adversity, including programme-based performance tracking, administrative records and adjusted standardised tests for people with disability. There were five sites who identified other measurement tools that they used to monitor children and youth in extreme adversity. These included: research involving focus groups and interviews; using administrative records; and tracking and follow-up using early childhood information and centres.

These findings suggest that sites are using this information to identify groups of children and youth who are normally excluded from the education system, but it is not clear what sort of information is collected and how the data is being used to track the outcomes for these children.

*Resource and capacity constraints are key limiting factors in implementing assessment systems.*

From the policy document analysis, there are no clear examples to show how sites are using data for decision-making or programme interventions. Interestingly, where national education policies and plans include targets for measuring outcomes relating to certain groups of children and youth in extreme adversity (e.g., reducing the number of out-of-school children in Mauritania, increasing girls' access to school in Nepal, and measures against HIV/AIDS prevention in Ethiopia) these are more general in nature. Often, national plans propose a series of strategies focused on specific adversity groups without any targets. Further research would be required to examine what data is being collected and how they are being used as policy tools to create a positive impact for children and youth in extreme adversity at the school and classroom levels.

The findings indicate that the degree with which assessments are being used varies across the sites. This is due to differences in capacity and resources to support implementation, creating challenges that were identified by the sites. These challenges are grouped into three broad categories including resource constraints, limitations in the monitoring and evaluation system, and contextual factors.

These three challenges are described as:

- **Resource constraints** relating to technical capacity of policy makers and practitioners to understand and translate results into practice. This is due to the complexities of measuring and reporting on populations facing adversity. Sites also noted the lack of a culture of evidence-based practice at the institutional level, resulting in a lack of strong policies and budget support for monitoring and evaluation. Additionally, there is limited institutional coordination for information gathering and dissemination across government departments and with stakeholder groups.
- **Limitations in the monitoring and evaluation system** to capture appropriate data on children and youth facing adversity. In particular, difficulties were identified relating to the validity of existing data on these populations (e.g. lack of census data, duplication across various systems, and overlap of adversity groups such as migrant populations and out-of-school children). In addition, sites noted the limitations in the design and implementation of assessment tools, including issues with adapting measures already in use in the general student population for use with children and youth in adversity.
- **Contextual factors** were also cited as a key challenge including socio-cultural sensitivities around adversity and the labelling of these children. For example, many parents do not want to disclose information on poverty or domestic violence. Similarly, geographical or economic barriers may make it difficult to capture information about certain at-risk groups (such as out-of-school children, refugees and

displaced populations) if they do not attend school or participate in formal surveys. Other challenges relating to context include a lack of community awareness and participation.

### 3.3.3 Challenges faced in measuring outcomes

The challenges in measuring and monitoring the outcomes of children and youth in adversity vary across different sites, at different levels of implementation. While some sites noted difficulties in data collection, others indicated limited capacity in analysing and disseminating results. Of the sites which responded to this question, half identified resources (including financial, infrastructure and human capacity) as a key constraint to measuring outcomes for children and youth facing extreme adversity, indicating that it is the most common issue faced by sites.

These findings suggest that appropriate resourcing to support implementation of a robust monitoring and evaluation system would provide governments with the necessary data to make relevant policy decisions and programme interventions to ensure the equitable inclusion of children and youth facing extreme adversity in national education systems.

## 4. Conclusion and policy interventions

The findings from this study demonstrate that countries and cities are making a concerted effort to include a WCD approach in their education systems. This is evident in the adoption of WCD in national education policies, sector plans, curriculum documents, and to some extent in assessment frameworks, across a wide range of sites. It shows there is growing recognition by governments of the value of WCD, which are being translated into high-level commitments in aspirational statements and goals, and institutional frameworks.

While many sites have adopted a WCD approach in their policies, how it is defined and reflected at different levels of the education system differs. The formal definition of WCD provided by sites, and aspirational goals as expressed in their national policies, were most commonly related to concepts such as **life skills, social and emotional learning and community**. Yet, the overwhelming motivation for adopting a WCD approach was related to the area of **academic knowledge**. This is understandable, as academic knowledge was rated as one of the key drivers for measuring successful WCD investment, in which sites were able to draw on existing standardised measures or demographic tools to easily track progress. Other WCD areas such as **safe environment** and **adult support** would be more difficult to measure. The lack of connection between what is defined as WCD at the policy formulation level and how it is being translated into policy planning and student assessment, is an issue that requires further research.

Children and youth in extreme adversity are recognised by all sites in this study as a priority group deserving of special attention in the education system. They are either identified in national education policies or specific policies targeting certain at-risk populations. However, characteristics of marginalisation differ across the sites, which reflects the diversity of groups of children and youth facing extreme adversity. The three most common groups of children identified as a high-priority were children with **special needs** or a **disability, out-of-school children**, and children and youth experiencing **abuse** or trauma. Yet, there were no specific patterns across site contexts in terms of income level, human development status, insecurity or educational standards. There are some examples of genuine attempts by governments to include children and youth in extreme adversity within a WCD approach. At the policy level, this includes evidence of enabling legal and policy frameworks supporting the inclusion of groups in extreme adversity in the education system, resourcing through targeted government and external financing, and the establishment of institutional structures to support better policy coordination and programme implementation. At the planning level there are clear strategies being adopted by governments to support marginalised children in the classroom, such as the introduction of mother-tongue instruction, specialised teacher training, and parent education programmes.

Effective strategies used by sites in this study provide important examples of how WCD approaches can be integrated within the curriculum, including explicit instruction in WCD skills, knowledge and attitudes, as well as providing students with the opportunity to practice and reinforce these skills within and outside the classroom context. Based on the findings from this study, six key policy intervention areas are highlighted:

1. **Develop a clear definition of WCD, underpinned by a theoretical basis and contextual priorities**, to facilitate better policy integration of WCD approaches throughout the education system. This would promote better alignment between the policy planning processes and implementation of WCD at the classroom level. A WCD definition is needed to determine and inform appropriate measures and to monitor progress.
2. **Strong policy enabling frameworks** to support the integration of a WCD approach across different levels of the education system. This includes appropriate resourcing and the establishment of institutional structures to ensure WCD objectives are integrated with other national education goals such as access, quality and equity. For children facing extreme adversity, this is particularly important for identifying adversity issues and to develop strategies to support their integration in the education system.
3. **Integration of WCD approaches in the curriculum** to develop the skills, knowledge and attitudes of students through academic instruction. This is both within subject-based curriculum (e.g. mathematics, languages, sciences) and specialised curricular content areas (e.g. civic education). The learning objectives should be clearly identified with sequencing and assessment at each competency level. In addition, students should be provided with opportunities to practice skills through classroom-based and extra-curricular activities.
4. **Prioritise investment in teacher training and teaching pedagogy**. It is recognised that teachers and school leaders play a key role in student learning and development. Therefore, it is important that they are supported with relevant pre-service and in-service professional learning to ensure the effective integration of a WCD approach. There is a need to reform teacher education systems to ensure a focus on pedagogical approaches that promote a WCD approach, particularly to address the needs of children and youth in adversity.
5. **Strengthen engagement with parents and the community** to promote positive influences for children and youth in the family and the wider community. Programmes such as parent education, support services for families and volunteering in the community helps develop partnerships that can reinforce knowledge, skills and attitudes mastered in the classroom.
6. **Develop robust monitoring and evaluation systems** to monitor outcomes of WCD approaches to determine the effectiveness of programmes and interventions, and plan for improvements. This could include reviewing current assessment systems for monitoring WCD programmes and identify new ways of assessing WCD outcomes.

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# Appendix I: Map of policy survey questions against research questions

## Research Question I

To what extent is Whole Child Development integrated in education policies relating to strategy, planning and practice?

### Sub-questions

How do the sites define Whole Child Development?	How is Whole Child Development identified in education policies such as curriculum, pedagogy and assessments?	What are the key drivers that have motivated the sites to invest in Whole Child Development approaches and initiatives?	What are the key reasons that have motivated the sites to invest in Whole Child Development approaches and initiatives?
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### Survey items

[PSQ 1 – WCD1] Does your country or city have a formal definition of what a Whole Child Development (including social and emotional learning, 21 <sup>st</sup> century skills and transversal competencies) approach is?	[PSQ 2 - WCD 2] To what extent are each of the following Whole Child Development areas (including social and emotional learning, 21 <sup>st</sup> century skills and transversal competencies) included in your country's or city's education strategies and education policies, including curriculum, pedagogy and assessment documents?	[PSQ 5a – WCD5a] List the top three challenges your country or city faces in embedding a Whole Child Development approach (or equivalent) within your education system.	[PSQ 6 – WCD6] Below is a list of reasons policymakers might invest in Whole Child Development approaches and initiatives. Select which of the following reasons influenced your country's or city's decision to prioritise or invest in Whole Child Development approaches or initiatives.
[PSQ 1a - WCD1a] Please provide your country's or city's formal definition of Whole Child Development (including social and emotional learning, 21 <sup>st</sup> century	[PSQ 3 – WCD3] Rank the following Whole Child Development areas from the highest priority to lowest based on their representation in your country's or city's education strategies and	[PSQ 26. – WCD26] Policymakers might face a range of challenges in introducing and promoting a Whole Child Development approach in their education policies. Indicate how great a challenge each of the	



skills and transversal competencies) in the space below.	policies, including curriculum, pedagogy and assessment documents.	following areas have been for your country or city.	
	[PSQ 5 – WCD5] To what extent do each of the following education policy and strategy documents for your country or city include (references or identifies) Whole Child Development approaches?	[PSQ 31 - CYA4] List the top three challenges your country or city face in measuring and monitoring the outcomes for children and youth in adversity.	
		[PSQ 32 - CYA5] List the top three challenges your country or city face in developing an inclusive education system for children and youth experiencing adversity.	

## Research Question 2

To what extent is Whole Child Development integrated in education policies relating to strategy, planning and practice?

### Sub-questions

What impacts are expected by the sites by embedding Whole Child Development approaches in their education policies?	How do the sites monitor and measure aspects of Whole Child Development?	How do the sites engage with stakeholders (parents, youth, teachers, community, etc.) to actively strengthen education and accountability for improved results?
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### Survey items

[PSQ 7. – WCD7] Is your country or city currently using any measures to monitor a decrease in <i>key reason in PSQ 6</i> ?	[PSQ 27. – WCD27] List three strategies your country or city has implemented to increase involvement of key stakeholders (including schools, families, teachers, students or community leaders) to strengthen education for improved Whole Child Development outcomes.
[PSQ 7a. - WCD7a] Which of the following measures does your country or city use to monitor change in <i>key reason in PSQ 6</i> ??	
[PSQ 7b. WCD7b] List the other measure/s that your country or city is using to monitor change in <i>key reason in PSQ 6</i> .	
[PSQ 7c – WCD7c] Does your country or city plan to use measures to monitor if there has been a decrease in <i>key reason in PSQ 6</i> ?	
[PSQ 7d. - WCD7d] Which of the following measures is your country or city planning to use to monitor change in <i>key reason in PSQ 6</i> ?	
[PSQ 7e. – WCD7e] List the other measure/s that your country or city is planning to use to monitor change in <i>key reason in PSQ 6</i> .	

### Research Question 3

Is there evidence of Whole Child Development approaches being inclusive of children and youth in extreme adversity in their education policies?

#### Sub-questions

To what extent have the sites embedded Whole Child Development in targeted programmes and interventions for children and youth in extreme adversity?

Have the sites identified appropriate ways to assess children and youth facing extreme adversity?

#### Survey items

[PSQ 28- CYA1] Thinking of children and youth who are experiencing significant adversity; which of the following does your country or city identify as an adversity factor and how is it prioritised in policy?

[PSQ 30. – CYA3] Is your country or city currently using any measures to monitor changes in outcomes for children and youth in adversity?

[PSQ 29 – CYA2] To what extent do each of the following education policy and strategy documents for your country or city include (references or identifies) approaches, strategies or programmes specifically targeting children and youth in adversity?

[PSQ 30a- CYA3a] Which of the following measures does your country or city use to monitor changes in outcomes for children and youth in adversity?

[PSQ 30b - CYA3b.] List the other measure/s that your country or city is using to monitor changes in outcomes for children and youth in adversity.

[PSQ 30c - CYA3c] Does your country or city plan to use measures to monitor changes in outcomes for children and youth in adversity?

[PSQ 30d. – CYA3d] Which of the following measures is your country or city planning to monitor changes in outcomes for children and youth in adversity?

[PSQ 30e. – CYA3e] List the other measure/s that your country or city is planning to monitor changes in outcomes for children and youth in adversity.

[PSQ 31 - CYA4] List the top three challenges your country or city face in measuring and monitoring the outcomes for children and youth in adversity.

## Appendix 2: Policy document analysis (eight sites)

### Democratic Republic of Congo: Policy document analysis

#### The education context

The education system in the Democratic Republic of Congo (DRC) is divided into three levels: Pre-primary, primary and secondary. Education is compulsory at the primary level for children aged six to 11 years. The secondary level is split into two cycles: The first cycle starts at age 12, for two years; and the second cycle runs for four years for those aged 14-17 years (UIS, 2016). Vocational education provides an alternative pathway for students who have graduated from primary school and want to take up a trade or craft, and normally lasts up to five years (Scholaro, 2018).

The World Bank estimated the extreme poverty rate in DRC was 73 per cent in 2018, making it one of the poorest countries in sub-Saharan Africa (World Bank, 2019). Extreme poverty is most prevalent in rural areas where over 60 per cent of the population reside. Protracted conflict and continuing insecurity has impacted the education sector in DRC, which is plagued by low coverage and poor quality. Schools have become targets for attacks by non-state armed groups as well as government forces (U.S. Department of Labor, 2017). Children face barriers in attending school and face disruption in their schooling due to internal displacement, fear of violence, recruitment by armed groups, and sexual assault on their way to school (U.S. Department of Labor, 2017).

As a result, DRC has one of the highest rates of out-of-school children in the world (GPE, 2019). According to estimates by the Government of DRC, there are 3.5 million (26.7 per cent) primary school aged children who are out-of-school, the majority of whom live in conflict-affected areas (2.75 million) (République Démocratique du Congo, 2015). Children who are not in school are more likely to be engaged in the workforce. In 2013-2014, it was estimated that 35.8 per cent of children aged five to 14 years were engaged in what is considered by the International Labour Organisation as the worse forms of child labour, including forced mining, sexual exploitation, illicit activities and forced recruitment by armed groups (U.S. Department of Labor, 2017).

Of those who do attend school, only 67 per cent who enter the first grade will complete Grade 6 (USAID, 2019). While the gender parity index has improved from 0.81 per cent in 2007 to 0.91 per cent in 2014, girls still lag behind boys (République Démocratique du Congo, 2015). Further, children who are in school are not learning. Latest test results show that almost half of all fourth graders and one-fifth of sixth graders could not read a single word (République Démocratique du Congo, 2015). According to the CONFEMEN Systems Analysis Programme (PASEC/CONFEMEN, 2011) which conducted national assessments in DRC in 2010, the average score for children in Grade 5 was 39.2 in French and 45.2 in Mathematics, suggesting that the majority of students scored below the expected standard of 40 out of 100 for French, and just over the expected standard for Mathematics. Children in adverse situations are disproportionately affected by poor learning outcomes, particularly in

comparison to other adversity groups across the region (République Démocratique du Congo, 2015).

**Table 1 Democratic Republic of Congo key education indicators**

Total population size 81,340,000 (2017)	Pre-primary	Primary	Lower secondary	Upper secondary
<b>Age group</b>	3 to 5	6 to 11	12 to 13	14 to 17
<b>Official school age population</b> (2015)	8,095,128	14,178,081	11,198,470 <i>Lower and upper secondary</i>	
<b>Net enrolment rate</b> (total/females/males) [year]	4/4/4 (2013)	No data	No data	No data
<b>Gross enrolment ratio</b> (total/females/males) [year]	4/5/4 (2015)	108/108/108 (2015)	46/36/56 <i>Lower and upper secondary</i> (2015)	

From UNESCO Institute of Statistics (2019) and Education Policy and Data Centre (2018).

### Category I: Vision/mission statements

*The education system's aspiration, as expressed in its mission and vision statements, is clearly linked with the development of a broad range of knowledge, skills, attributes and values that are important for the holistic development of an individual learner. WCD characteristics as defined in the conceptual framework are identified.*

The Government of DRC has made education a national priority to tackle the challenges of poor school attendance, low completion rates and poor learning outcomes. The Education Sector Plan 2016-2025 was developed with the vision “to construct an inclusive and quality education system that effectively contributes towards national development, the promotion of peace and active democratic citizenship” (République Démocratique du Congo, 2015, p. 9). In addition to this, it aims “to anchor the values of civic-mindedness, morality, peace, work, solidarity and transparency, through education to management, peace and citizenship” (République Démocratique du Congo, 2015, p.9). These statements encapsulate the skills, values and attributes of WCD, with an emphasis on concepts relating to **values** and **community**.

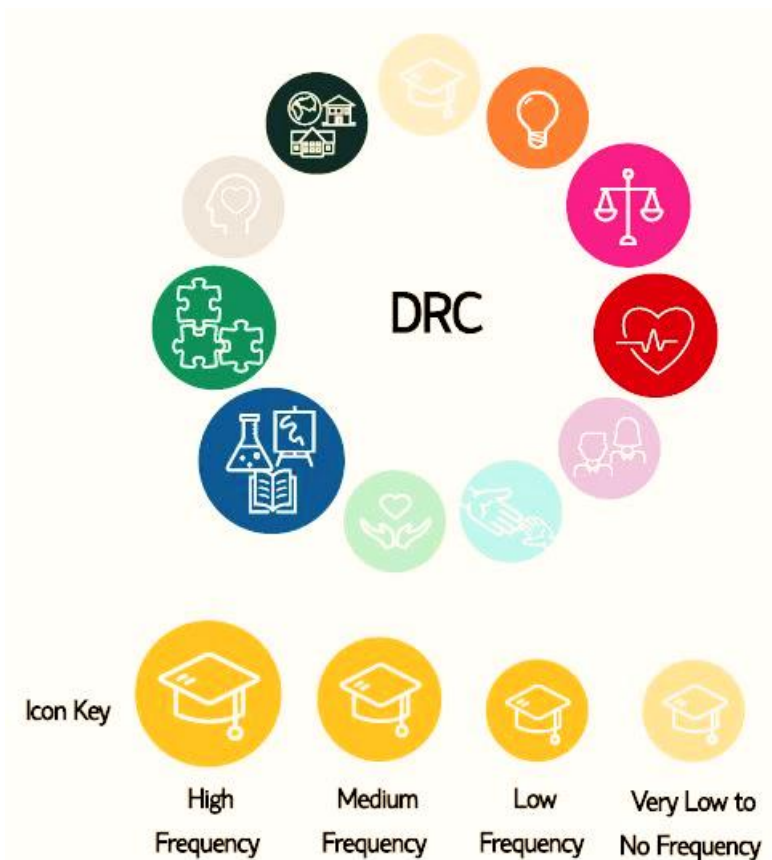
The aspirational goals of the Education Sector Plan focuses on three strategic objectives (GPE, 2019):

1. Promoting an equitable education system to drive growth and employment including expanding basic education to eight years, measures to support disadvantaged populations and children with special needs, adapting learning to promote the integration of young people.
2. Create a quality education system by developing monitoring and quality assurance systems, provision of learning resources and teacher training.
3. Improving governance and management of the education sector by establishing transparent and equitable mechanisms for resource allocation including partnerships with community and civil society actors.

## Category 2: Knowledge, skills, attributes and values identified in the vision/mission

Specific knowledge, skills, attributes and values relating to WCD are identified in government strategic policy documents. Examples of these knowledge, skills, attributes and values may be related to the following themes: health, safe environments, student engagement, adult support, academically challenging learning, values, spirituality, academic knowledge, life skills, social and emotional learning and community. This identification implies that governments value these types of knowledge, skills, attributes and values, with the intention of integrating them in the education system. However, explanations of these types of knowledge, skills, attributes and values are not necessarily provided.

Figure 1 shows the WCD themes identified across a range of education policy and curriculum documents for DRC. **Academic knowledge, life skills, values** and **health** were the most common themes identified in the documents. In addition, all other concepts relating to WCD were cited in the documents except **adult support**.



**Figure 1 Knowledge, skills, attributes and values**



**Academic knowledge:** Arts, languages and mathematics were featured in the sector plan and across all curriculum documents. Given national assessments show that students in Grade 5 are failing to reach the minimal standards in French and Mathematics, it is not surprising that the government has prioritised academic knowledge in its policy documents.



**Values** is a key theme discussed in the Education Sector Plan and the curriculum documents. Recognising DRC's history of conflict and insecurity, the government is committed to using the education system as a tool for promoting peace and citizenship at all levels of education and training, including the governance and administration of the education sector. One of the strategic priorities of the Education Sector Plan is the development of a New Citizenship programme to establish "a new type of education for a new type of citizen". It further states that:

This strategy should view education for new citizenship as a transformative learning process involving a profound structural change in the early stages of thought, feelings and actions. It should focus on the one hand upon coaching for both employed or unemployed young people, learning through the introduction of civic and citizen education modules into school programmes, learning modules highlighting republican and moral values and civic classes and, on the other hand, doing voluntary work and compulsory public service for all young people aged 18 years for an appropriate period. (République Démocratique du Congo, 2015, p. 94)

### Category 3: Integration of knowledge, skills, attributes and values in the curriculum

*The curriculum framework or the sub-sector curriculum documents outline how or where the identified knowledge, skills, attributes and values will be addressed within basic education provision. This provides evidence that opportunities for embedding skills into education systems have been explored.*

A sample set of curriculum documents was used to examine how and where WCD themes are identified. These include the pre-primary and primary curriculum and the Grade 7 subject-based curriculum in Mathematics and Life Sciences.

Within the sample set of curriculum documents, **academic skills, health, values and life skills** were the most common themes identified. **Academic skills** relating to the areas of mathematics, arts, languages and science were cited across all sub-sectors of the curriculum. The primary curriculum covers the areas of art, languages and mathematics, while the Grade 7 curriculum was more focused on the areas of mathematics and languages. For example, the primary curriculum is divided into five learning domains:

- Languages, which includes French and Congolese languages;
- Maths, Science and Technology, which brings together mathematics, science and technology;
- Social and Environmental Studies, which includes geography, history, civic and moral education, and health and environmental education;
- Arts, which is a section dedicated to artistic education; and
- Personal Development, which includes initiation into productive work, physical and sports education, and religion. (MEPSP, 2011, p. 9)



**Health:** Concepts relating to **health** including hygiene, nutrition, and physical development, were more prominent in the primary curriculum. Health is included in the curriculum as one of 12 learning objectives which students are expected to achieve by the end of the primary level. At the pre-primary level,

the curriculum adopts a holistic approach to early childhood development which includes “notions relating to education (early learning), health, nutrition, protection, hygiene, water and sanitation” (MEPSP, 2008, p. 11). At the lower secondary level, health is also integrated in the Mathematics curriculum in Grade 7, where students are expected to successfully and acceptably deal with situations requiring essential knowledge in solving problems related to health, the environment and economics/trade (MEPSP, 2018).

#### Category 4: Progression of knowledge, skills, attributes and values in the curriculum

*There is some evidence/example of how specific knowledge, skills, attributes and values are understood to develop over time and across different education levels. The description of the progression may indicate that learning is hierarchical and is associated with progression through the curriculum in general.*

The education system in DRC is bilingual, where Congolese or the local language is the medium of instruction in Grade 1 and 2, with French introduced as a second language focused on oral communication. In the third and fourth grades, Congolese continues to be the language of instruction, with reading and writing in French taught as a subject. In the final years of primary school, Grade 5 and 6, French becomes the language of instruction until the end of schooling. Given the low achievement levels in French at the primary level, the national curriculum provides specific learning objectives for student learning outcomes in the French language.



**Life skills:** Under the theme of life skills, communication was the most common skill cited in the curriculum documents. Communication is central to the learning domains relating to the Congolese and French languages in the pre-primary and primary curriculum.

In the pre-primary curriculum, one of the stated learning objectives is that “the infant will be able to resolve, in the local language or in the language of instruction, a situation of everyday life related to communication between the child and others, care, advice and acquisition of values” (MEPSP, 2008, p. 12). Communication skills are identified in specific learning objectives, activities and teaching guides. For example, to develop oral language skills using story-telling “the teacher will gradually introduce the fundamental structures of basic French. She will use narratives, storytelling and various illustrations (images, drawings) as supporting media for communication activities” (MEPSP, 2008, p.14).

In the early years of primary education, teaching of the French language is focused on oral communication skills. Grade 1 students are expected to be able to “spontaneously name people, animals, plants and objects in a communication situation”, which is followed by communicating using the correct pronunciation and intonation in Grade 2 (MEPSP, 2011, p. 37). By Grade 3, as part of the French competencies, students are expected to “speak verbally in a simple, correct and clear manner in common communication situations” (MEPSP, 2011, p. 74). At the end of the primary level, students should be competent in using communication skills in French by demonstrating the ability to read and comprehend a simple text, use the right pronunciation in oral expression and freely compose sentences or short texts (MEPSP, 2011).



## Category 5: Policies that address learners experiencing adversity

The Education Sector Plan is committed to improving the reach of the education system to provide equal access to a quality education for poor and marginalised groups, particularly to address the high population of out-of-school children. This includes specific strategies to address low school attendance and completion rates in disadvantaged areas through targeted resource allocation for school infrastructure, teacher training and the provision of learning materials. To this end, the sector plan has set specific targets including:

- Free primary education and the expansion of universal access to basic education to eight years;
- Prioritising pre-school enrolment to 15 per cent by 2025;
- 90 per cent transition rate to high school by 2025;
- Enrolling 40 per cent of upper secondary graduates into technical and vocational training;
- Provision of non-formal education for 175,000 children aged 9-14 who did not go to school. (République Démocratique du Congo, 2015)

These priorities are also highlighted in the document analysis, with concepts such as **war**, **conflict**, **poverty**, **refugees** and **violence** appearing most frequently in the documents.

To support the implementation of education services for adversity groups, the Ministry of Primary, Secondary and Technical Education has established a Directorate of Special Education. According to a statement on the Directorate website, its purpose is to “provide school education for adversity groups considered to be marginalised, as well as specific social categories... It is aimed at the socio-professional integration of these groups by organising the fundamental tools and skills needed to meet their particular needs” (MEPSP, 2019, para 1).

In line with the Education Sector Plan, the Government of DRC has also developed specific policies to support disadvantaged groups, such as the *National Strategy for Development of Literacy and Non-Formal Education* (AENF) and the *National Strategy for Girls' Education*. The goal of the AENF is “to provide more citizens, especially the most at-risk, with opportunities to access quality, non-formal literacy and education programmes, addressing the inequalities linked to gender, age and geography, in order to enable them to acquire skills for modern life, to fully exercise their rights, and to effectively combat poverty and its consequences for sustainable development” (République Démocratique du Congo, 2012, p. 7). Its target population are out-of-school children, children in adverse situations including street children, child labourers, victims of conflict, orphans children living with HIV/AIDS, and illiterate adults and young people.

To address the challenges faced by women and girls in the DRC, the government has adopted a number of international and national legal instruments to protect the rights of women and girls. The development of the *National Strategy for Girls' Education* is aligned with the goals of the Education Sector Plan with the aim of providing “quality, equitable schooling to guarantee the development of human capital, the development of girls and boys alike, so that they will be able to meet the challenges of national development, the promotion of peace and active democratic citizenship” (Consortium International de Développement en Education,

2015, p. 27). To achieve this, the strategy proposes the targeting of provinces where girls' access and retention rates are the lowest. It also recognises the important role the broader community plays in promoting the inclusion of girls in education through female role models, the provision of safe places for girls and removing social and cultural barriers that lead to early marriage or pregnancy. Specific programmes include grants to subsidise school fees for girls, safe schools that include latrines, non-formal education pathways for girls who have dropped out of school and a gender inclusive curriculum.

Through the commitments articulated in the Education Sector Plan and various policies supporting children and youth in adversity, the Government of DRC has demonstrated a political willingness to respond to the challenges faced by these groups in accessing education services. These include the targeted resourcing of disadvantaged regions in the country with the highest rates of out-of-school children, girls' education, special education and non-formal education pathways.

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## Ethiopia: Policy document analysis

### The education context

Entry into the Ethiopian education system begins at age 4, with three years of pre-primary education (age 4 to 6). These early years of education are not compulsory, and attendance is most common in urban, wealthier communities. Compulsory education in Ethiopia covers six years at the primary level, beginning at age 7, and two years at the lower secondary level. Upper secondary school covers the subsequent two years. Students who leave formal education at any level before the end of compulsory education in Grade 10 are eligible for non-formal training in literacy and numeracy skills, or non-formal training and vocational education.

Ethiopia has a highly ruralised population, therefore ensuring access to basic education for children and youth in rural areas remains a challenge. At the same time, national assessments have also revealed a large gap between learning outcome targets and achievements, particularly in relation to literacy and retention in the last years of compulsory education (Ministry of Education, 2015).

**Table 2 Ethiopia key education indicators**

Total population size	Pre-primary	Primary	Lower secondary	Upper secondary
104,957,000 (2017)				
Age group	4 to 6	7 to 12	13 to 16	17 to 18
Official school age population (2015)	8,526,664	16,246,524	15,177,726	<i>Lower and upper secondary</i>
Net enrolment rate (total/females/males) (2015)	29/28/29	85/82/89	31/30/31	<i>Lower and upper secondary</i>
Gross enrolment ratio (total/females/males) (2015)	30/29/31	102/97/107	35/34/36	<i>Lower and upper secondary</i>

From Education Policy and Data Centre (2018) and UNESCO Institute of Statistics (2019).

### Category I: Vision/mission statements

*The education system's aspiration, as expressed in its mission and vision statements, is clearly linked with the development of a broad range of knowledge, skills, attributes and values that are important for the holistic development of an individual learner. WCD characteristics as defined in the conceptual framework are identified.*

The vision of Ethiopia's Ministry of Education is to "sustainably build an education and training system that ensures quality and equitable education for all citizens and that continuously produces a competent and competitive workforce fueling (sic) the country's economic development" (Ministry of Education, n.d, para 1).

The Ministry's mission is to ensure:

...effective, quality and equitable education and training system through building the implementation capacity of the education sector at all levels, designing and regulating standards of efficiency, expanding standardized education throughout the country, as well as complementing and leveraging education sector development interventions with strategic communications and public awareness.

Emphasis is placed on seven key values: “effectiveness and efficiency, quality, equity, participatory, exemplary, commitment, excellence” (Ministry of Education, n.d, para. 3).

The Education Sector Development Programme V (ESDP-V) is the central strategy document for educational development, covering the years 2015 to 2020 (Ministry of Education, 2015). Key issues identified in this document included equity and access to (basic) education, and the quality of training of current educators and future educators, in the form of current students. The priorities of the ESDP-V are to:

- Provide equal opportunities and participation for all, with special attention to disadvantaged groups;
- Deliver quality education that meets the diverse learning needs of all children, youth and adults;
- Develop competent citizens who contribute to social, economic, political and cultural development through creation and transfer of knowledge and technology;
- Promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilising and using resources efficiently;
- Assist children, youth and adults to share common values and experiences and to embrace diversity. (Ministry of Education, 2015, pp. 33-34)

While a Whole Child Development approach is not named explicitly in these documents, elements can be seen through Ethiopia's focus on equity and diversity. In addition to this, other themes from Whole Child Development are represented, such as **life skills** (creativity, transfer of knowledge and technology), and **values** (common values and diversity).

## Category 2: Knowledge, skills, attributes and values identified in the vision/mission

*Specific knowledge, skills, attributes and values relating to WCD are identified in government strategic policy documents. Examples of these knowledge, skills, attributes and values may be related to the following themes: health, safe environments, student engagement, adult support, academically challenging learning, values, spirituality, academic knowledge, life skills, social and emotional learning and community. This identification implies that governments value these types of knowledge, skills, attributes and values, with the intention of integrating them in the education system. However, explanations of these types of knowledge, skills, attributes and values are not necessarily provided.*

Figure 1 shows the Whole Child Development themes identified across a range of education policy and curriculum documents sourced from Ethiopia's Ministry of Education. Elements of all themes in the WCD conceptual framework, except **academically challenging learning**, were present in the national level policy documents. Of these, the most prominent concepts identified were **academic knowledge, life skills, community and health**.

Two of these – **academic knowledge** and **life skills** – can also be seen in the vision and mission statements of the Ministry, and also in the priorities set by the ESDP-V.



**Figure 2 Knowledge, skills, attributes and values**



Given the Ministry’s goal of providing quality education for all children and youth, it is not surprising that **academic knowledge**, particularly literacy and numeracy, should be a focus of Ethiopia’s ESDP-V and Education and Training Policy. For example, the ESDP-V demands “access to high-quality basic education and special efforts to improve the overall literacy and numeracy level of the population” (Ministry of Education, 2015, p 12) and provides a table of key performance indicators (KPIs) focused on improving literacy and numeracy outcomes for students at various levels of education. The KPIs also aim to address the illiteracy rate for the adult population.



**Life skills** was another theme present across the policy documents. Areas of focus relating to the sub-themes of life skills were communication, creativity, problem solving and entrepreneurship.

### Category 3: Integration of knowledge, skills, attributes and values in the curriculum

*The curriculum framework or the sub-sector curriculum documents outline how or where the identified knowledge, skills, attributes and values will be addressed within basic education provision. This provides evidence that opportunities for embedding skills into education systems have been explored.*

The Curriculum Framework for Ethiopian Education (Ministry of Education, 2009b, p. 4) states:

Tomorrow's young people in Ethiopia will be:

- Literate and numerate
- Creative thinkers
- Problem solvers
- Active innovators
- IT literate
- Informed decision makers
- Democratic and tolerant
- Able to adapt to a changing world

Elements of all WCD themes, with the exception of **adult support**, were identified across the Ethiopian pre-primary, primary and lower secondary curriculum.

**Academic knowledge, values and life skills**, and aspects of these themes were the most prominently cited.



The importance of **values** is evident in the key principle of the curriculum, that students respect their own cultural heritage while also respecting the diversity of cultures that make up Ethiopia as a nation, and the outlining of the values that underlie the curriculum, such as “respect for themselves and others” and “equality between all sections of society” (Ministry of Education, 2009b, p. 6).

In terms of explicit instruction in **values**, this falls under the area of Civics and Ethical Education. Offered mainly at a secondary school level, the subject aims to:

- Develop personality traits that create informed, responsible, competent and committed citizens;
- Contribute to the development of intellectual powers (including observation, understanding, critical and logical thinking, reasoning, judgement and decision making);
- Foster positive attitudes and dispositions (including self-education, right-duty consciousness, cooperation and tolerance);
- Equip each learner with participatory skills in political participation, community participation, school participation, self-governance, negotiation and compromise. (Ministry of Education, 2009b, p. 32)



## Category 4: Progression of knowledge, skills, attributes and values in the curriculum

*There is some evidence/example of how specific knowledge, skills, attributes and values are understood to develop over time and across different education levels. The description of the progression may indicate that learning is hierarchical and is associated with progression through the curriculum in general.*



**Life skills** was identified in the Curriculum Framework as the first of seven key competencies that students should develop, with a strong focus on communication. For example, “Students should learn to communicate and interact effectively with a diverse range of people. They should have the ability to listen actively, recognise different points of view, negotiate and share ideas”. (Ministry of Education, 2009b, p. 7)

Familiarity with language is a core component of communication, and Ethiopian students receive instruction in three languages, being their mother tongue, Amharic and English. Formal instruction in mother tongue and English begins in Grade 1, with Amharic beginning in Grade 3. The WCD conceptual framework recognises learning a second language as a key component of an **academically challenging learning** environment.

Alongside these language skills, (including minimum competencies in Listening and Speaking in each language which align closer to **academic knowledge**), the Ethiopian curriculum includes references to how students use their communication skills in other subject areas.

At the pre-primary level, communication skills feature in the key learning area of Relating with Others, as well as in Developing Literacy.

At the primary level, students are expected to be able to follow instructions and listen, and respond to personal questions in English and Amharic. Students must also demonstrate “assertiveness and interpersonal communication skills” in Health, with a focus to help in preventing the spread of HIV/AIDS (Ministry of Education, 2008).

At the lower secondary level, aspects of communication feature in Civics and Ethics education. At this level, students receive instruction of most subjects in English, and so the importance of communications skills such as “subject survival skills, confidence and learning strategies” are emphasised (Ministry of Education, 2009b, p. 23).

## Category 5: Policies that address learners experiencing adversity

Ethiopia’s ESDP-V states that:

Throughout [the implementation of the proposed strategies], the needs of the most disadvantaged children will be prioritised. By doing so, inequities that exist in current provision of education, both in relation to gender, abilities (physical and mental), geographic location and family characteristics, will be reduced. (Ministry of Education, 2015, p 77)

The sector plan identifies seven specific issues as challenges which are present across the entire education system, pre-primary through to higher education and training, labelled as ‘cross-cutting issues’:

- Gender
- Special needs and inclusive education
- HIV/AIDS
- Education in emergencies
- School health and nutrition
- Drug and substance abuse prevention
- Water, sanitation and hygiene

While these are not labelled as adversity issues, there is a high degree of overlap, particularly in relation to the cross-cutting issues of gender (equitable access for female students), **special needs** and inclusive education. **Poverty** is another adversity factor that is recognised by the ESDP-V as underlying educational outcomes, such as access and demand for secondary education.

Thus, **special needs, disability** and **poverty** were the targeted adversity factors identified in the sector plan.

Gender, or more specifically equitable access to education for female students, is highlighted in the ESDP-V as a challenge that requires special consideration in Ethiopia. Despite increases in recent years, participation at most levels of education remains lower among female students, while outcomes, as measured by completion rates and exit examination scores, also tend to be lower on average for female students than for their male counterparts (Ministry of Education, 2015).

**Special needs** are the focus of Ethiopia’s Special Needs/Inclusive Education Strategy (Ministry of Education, 2012). Its overall objective is “to build an inclusive education system which will provide quality, relevant and equitable education and training to all children, youth and adults with SEN [Special Educational Needs] and ultimately enable them to fully participate in the socio-economic development of the country” (Ministry of Education, 2012, p. 8). Specific objectives are listed as:

- Ensure that children, youth, women and adults with disabilities have equal educational opportunities as the non-disabled members of the society;
- Increase society’s awareness on the rights of LSEN [Learners with Special Educational Needs] to an inclusive education, to attain appropriate attitude and provide relevant educational services;
- Strengthen SNE/IE [Special Needs Education/Inclusive Education] programmes in teacher education institutions in order to produce competent teachers who have both theoretical and practical knowledge in the field of special needs education;
- Expand and strengthen functional support system in all educational settings;
- Adapt the curriculum to meet the educational needs of all children which also enables them to receive livelihood training.

Ethiopia has a particular focus on the impact of HIV/AIDS on education, which is identified as a ‘cross-cutting issue’ in the ESDP-V, and specifically addressed in the Policy and Strategy on HIV&AIDS in Ethiopia (Ministry of Education, 2009a). The HIV/AIDS epidemic has impacted on education through the loss of teaching and other staff, an increase in the number of orphaned children needing support and care from educational institutions (if they can access education), and a need to educate the population about how the disease spreads. The extent of the issues is highlighted through awareness of how HIV/AIDS is spread and how it may be prevented is a “measure of performance” of the educational system (Ministry of Education, 2015, p. 26).

The Policy and Strategy on HIV&AIDS represents “the formalization of not only the rights, but also the roles and responsibilities of every person, institution and organization directly or indirectly involved in the education sector, to respond to the impact of the epidemic” (Ministry of Education, 2009a, p. 5).

Accordingly, the policy’s objectives are:

- To prevent the spread of HIV in Public/Private and Formal/Informal education sectors by targeting learners/trainees, teachers, facilitators, families, children, and other education sector staff in the country;
- To mitigate the impact of HIV and AIDS on the sector by creating supportive learning and teaching environment that is free from stigma and discrimination;
- To mainstream HIV and AIDS interventions into the education sector’s structures and processes;
- To integrate HIV and AIDS issues as pertinent research topics of the tertiary level institutions.

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## Honduras: Policy document analysis

### The education context

As part of a major reform to the Education Law in 2012, Honduras has increased basic education from Grade 6 to Grade 9, including one year of compulsory schooling at the pre-primary level (GPE, 2019). Following basic education, the academic track covers two additional years of schooling, while the technical and normal track lasts three years (OECD, 2016). Since the amendment to the Education Law, there has been an expansion in education access, with an 83 percent net enrolment rate at the primary level, however, access at the lower-secondary level is lagging with only 45 percent net enrolment (see Table 3). Despite government efforts to improve the quality of education through curriculum reforms and teacher training and supervision, challenges remain with low learning outcomes and high repetition rates (World Bank, 2013).

One of the critical challenges facing the Honduran education system is the high level of violent crime, especially affecting its youth. According to UNODC (2019), Honduras continues to have one of the highest homicide rates in the world (41.7 murders per 100,000 inhabitants in 2017) linked to youth gangs and the transnational drug trade. According to a World Bank study, the high prevalence of violent crime, within and outside schools, has prevented many children and youth from attending school and dropping out before completing high school due to fears for their safety and recruitment into gangs (World Bank, 2013). In 2017, 43.61 percent of adolescents and youth were out-of-school (UIS, 2019). Other factors contributing to the high rate of out-of-school children include poverty and lack of access, especially for those in rural and indigenous areas.

**Table 3 Honduras key education indicators**

<b>Total population size</b> 9,265,000 (2017)	<b>Pre-primary</b>	<b>Primary</b>	<b>Lower secondary</b>	<b>Upper secondary</b>
<b>Age group</b>	3 to 5	6 to 11	12 to 14	15 to 16
<b>Official school age population</b> (2017)	566,693	1,169,265	1,209,301	<i>Lower and upper secondary</i>
<b>Net enrolment rate %</b> (total/females/males) (2017)	38/39/38	83/84/83	45/48/43	<i>Lower and upper secondary</i>
<b>Gross enrolment ratio</b> (total/females/males) (2017)	43/43/43	95/95/95	66/68/64	42/47/37

From Education Policy and Data Centre (2018) and UNESCO Institute of Statistics (2019).

## Category 1: Vision/mission statements

*The education system's aspiration, as expressed in its mission and vision statements, is clearly linked with the development of a broad range of knowledge, skills, attributes and values that are important for the holistic development of an individual learner. WCD characteristics as defined in the conceptual framework are identified.*

Honduras is in the process of finalising a new Education Sector Plan 2018-2030. Importantly, it recognises education as a tool for reducing the prevalence of violence through several initiatives, including:

1. An 'open schools program' which promotes schools as safe spaces for lifelong learning, accessible to the whole community.
2. Prioritising early childhood education to help young children develop emotional, social and intellectual skills which can help deter them from violence and crime later in life. The Plan includes strategies to improve teacher training, to better respond to those with special needs and to better address the social contexts in the community.
3. Improving equity so that all children and youth in the community have equal access to a quality education. This can help break the cycle of disadvantage which has been linked to violence, especially affecting those from poor or under-educated backgrounds. (GPE, 2018)

The previous Education Sector Plan 2014-2018 is based on a 'public value'<sup>8</sup> approach and includes elements of a Whole Child Development framework in its vision, mission and strategic areas. For example, the mission statement commits the government to:

...ensuring the access of children, young people and adults to educational services with quality, fairness, transparency and participation for overall human well-being, so that they can contribute to the economic, scientific, technological, social and cultural development of the country. (Government of Honduras, n.d., p. 8)

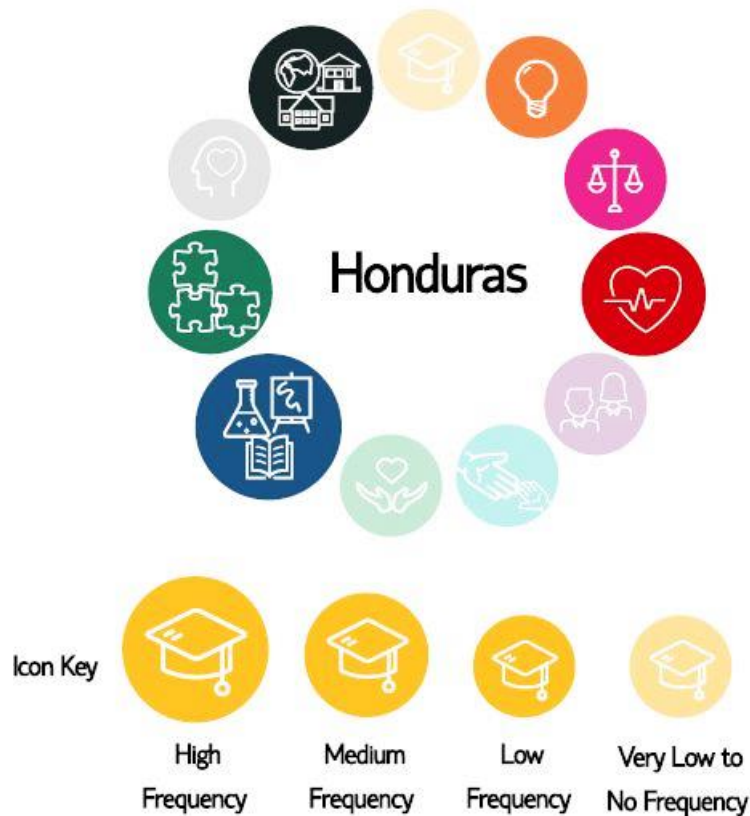
## Category 2: Knowledge, skills, attributes and values identified in the vision/mission

*Specific knowledge, skills, attributes and values relating to WCD are identified in government strategic policy documents. Examples of these knowledge, skills, attributes and values may be related to the following themes: health, safe environments, student engagement, adult support, academically challenging learning, values, spirituality, academic knowledge, life skills, social and emotional learning and community. This identification implies that governments value these types of knowledge, skills, attributes and values, with the intention of integrating them in the education system. However, explanations of these types of knowledge, skills, attributes and values are not necessarily provided.*

Figure 3 shows the WCD themes identified in the education sector policy and sample curriculum documents in Honduras. All themes in the WCD conceptual framework, with the exception of safe environment, were identified in the Education Sector Plan 2014-2018 and across the curriculum. The most prominent themes are **academic knowledge, values, community and life skills**, which are in line with several strategic areas of the Education

<sup>8</sup> The concept of 'public value' refers to the 'value created by government through services, laws, regulation and other actions' and is measured by public satisfaction and trust based on the outcomes of the services provided (Faulkner & Kaufman, 2017).

Sector Plan 2014-2018. This indicates a political commitment at the policy level to integrate the concepts and attributes of WCD into the education system.



**Figure 3 Knowledge, skills, attributes and values**

In particular, Strategic Area 2 of the Education Sector Plan 2014-2018 prioritises a quality education system that encompasses **academic knowledge, values, life skills** and **community engagement**:

It is the achievement of relevant and pertinent learning in the areas of knowledge, values, social practices and the requirements of the world of work...all of which aimed at shaping a citizen capable of effectively producing and transforming their own socio-cultural environment. (Government of Honduras, n.d., p. 11)



**Academic knowledge** is a key theme identified across all policy documents. Specifically, the subject areas relating to academic knowledge such as languages, mathematics and science are clearly represented in the strategic goal of the Education Sector Plan 2014-2018, suggesting that these subject areas are prioritised by the Government of Honduras.

Progress in the provision of quality educational services should be reflected in the students' learning and in their knowledge in the Communication curriculum areas (mother tongue, Spanish and English as their first foreign language), Mathematics, Natural Sciences, Social Sciences, values and citizenship training, which must be constantly measured to ensure their progress. (Government of Honduras, n.d., p. 11).

### Category 3: Integration of knowledge, skills, attributes and values in the curriculum

*The curriculum framework or the sub-sector curriculum documents outline how or where the identified knowledge, skills, attributes and values will be addressed within basic education provision. This provides evidence that opportunities for embedding skills into education systems have been explored.*

A set of curriculum documents including pre-primary, primary and lower secondary curriculum in science and mathematics were used to examine the extent to which WCD is embedded in the basic curriculum. It was found that all WCD themes, except safe environment, were identified across all levels of the basic curriculum. **Academic knowledge, values, life skills** and **community** were the most dominant themes featured in the curriculum. Reflecting the aspirational goals of the Education Sector Plan 2014-2018 to address gaps in learning achievement, there is a strong emphasis in the curriculum on **academic knowledge** with a particular focus on the curricular areas of communication, mathematics, social and natural sciences.

Across the curriculum, concepts relating to WCD are more commonly discussed in the pre-primary and primary curriculum than in the subject-based curriculum at the lower-secondary level. For example, **life skills** (relating to communication, creative thinking and critical thinking) were more frequently represented in the pre-primary and primary curriculum than in the science or mathematics curriculum. Similarly, concepts relating to **student engagement** (such as attitudes and initiative) were more prominent in the pre-primary and primary curriculum.



**Life skills:** Communication is identified as a core skill across the pre-primary, primary and lower-secondary education curriculum. At the pre-primary level, communication is included in the subject area ‘Communication and Representation’ and is focused on the development of different forms of communication including verbal language, body expression, mathematics and music. The learning objective at this level is described as the “use oral language and written expression as a means for planning, regulation and control of their own activities and those of others to respond to the demands of life” (República de Honduras, 2011, p. 17). Communication is also one of five subject areas taught at the primary and lower secondary levels. One of the key learning objectives described in the basic curriculum is to “properly use the mother tongue and Spanish as an instrument of communication, personal expression and critical thinking, interacting in society through the use of language” (República de Honduras, 2003, p. 38).

### Category 4: Progression of knowledge, skills, attributes and values in the curriculum

*There is some evidence/example of how specific knowledge, skills, attributes and values are understood to develop over time and across different education levels. The description of the progression may indicate that learning is hierarchical and is associated with progression through the curriculum in general.*

The Honduran pre-primary and basic curriculum (primary and lower secondary levels) is divided into different cycles that build the acquisition of skills, knowledge and values that support WCD. At the pre-primary level (up to six years of age), the “construction of identity (including physical, cognitive, social emotional and linguistic development) is considered



important for a child's integration into the school and community" (República de Honduras, 2003, p. 30).

The first cycle of the basic curriculum (six to nine years of age), focuses on the development of communication skills and the introduction of concepts in the social and natural sciences. In this cycle, the formation of identity is deepened through the promotion of social cultural values, respect for work and participatory democracy. The second cycle (nine to 12 years of age) reinforces the curricular content of the previous cycle and promotes the development of skills and attitudes related to technology and scientific research, mathematical thinking and socialisation in the community, region and the country. The third cycle (12 to 15 years of age) prepares students for upper secondary education where students develop abstract thinking and scientific reasoning related to the socio-economic and cultural environment. At this stage, "values are consolidated and individual identities are strengthened through social relationships" (República de Honduras, 2003, p. 37).

The learning objectives described at each cycle of the curriculum suggests that there is evidence of the progression of skills, attitudes and values relating to WCD in the curriculum. This is consistent with the results of the analysis, which showed that **academic knowledge** (relating to mathematics and science), **values, health, life skills** (relating to communication and creative thinking), **social and emotional learning** (relating to identity) and **community** were identified across all subsectors of the curriculum.



**Social and emotional learning:** The concept of identity, under the theme of social and emotional learning, is identified as one of the 12 principles of the basic curriculum. It is defined as "the processes of shaping the individual in their pursuit of their national and personal identity, based on ethnic, sexual and sociocultural diversity" (República de Honduras, 2003, p. 17). At the pre-primary level, identity is included in the curriculum area of Personal and Social Development where it is seen as the crucial stage for the development of identity beyond the family to the school environment. At the primary level, the concept of identity is introduced in the Social Science curriculum, with the objective to "critically and thoughtfully incorporate the civic, socio-cultural and spiritual values of their heritage and national identity" (República de Honduras, 2003, p. 40). At the lower secondary level, students are expected to reaffirm their national identity by demonstrating the ability to "consciously build [their] personal, family, community and national identity within the framework of a changing world, with national and universal values" (República de Honduras, 2003, p. 46).

### Category 5: Policies that address learners experiencing adversity

Concepts relating to adversity cited in the policy documents were **poverty, cultural minority** and **disability**. The Education Sector Plan 2014-2018 discussed poverty in the context of the National Development Plan for Honduras and the role of education in reducing the incidence of poverty through equitable access and quality education services, particularly for rural populations. The National Basic Curriculum framework includes a section on diversity, which addresses special education, adult education and indigenous education. Inclusive policies are also included in the Education Sector Plan 2014-2018, with clear indicators for "the establishment of an organisational structure to support diversity in education" (Government of Honduras, n.d., p.32).

Special Education is recognised in the National Basic Education Curriculum framework as the responsibility of the Ministry of Public Education, which: “1) Ensures the inclusion of children, youth and adults with special educational needs into the regular classroom; 2) Provides special education for teacher training and development; and 3) Facilitates the active participation of parents” (República de Honduras, 2003, p. 56).

Youth and Adult Education is included in the National Basic Education Curriculum under three different modalities:

- **Functional Literacy:** For those who did not have access to written culture and basic calculus. This activity is done through the efforts of the State and civil society, using different forms of educational service delivery.
- **Basic Adult Education:** Developed from the foundations of the Basic National Curriculum and tailored to the particular needs of the population requiring it, but it must cover at least 70% of the official study schedules and programmes. Demand for this education will be met through conventional and alternative systems. Formal, non-formal and informal forms of participation may be used in its methodology. Participants who graduate from this level can access intermediate-level studies.
- **Intermediate Adult Education:** It is based on the Basic National Curriculum and it may be tailored to the particular needs of the population. It will preferably be aimed at vocational training. Educational demand will be handled by conventional and alternative systems, under specific regulations set forth by the Ministry of Education. Young and adult students graduating from this level may enter Higher Education, in accordance with current regulations. (República de Honduras, 2003, p. 57)

According to the 2013 Population and Housing Census (Instituto Nacional de Estadística, 2015), approximately 8 per cent of the Honduran population identifies as indigenous or Afro-Honduran. The protection of the rights of the indigenous people of Honduras are enshrined in various legal and policy instruments, including the Law for the Protection of the National Cultural Heritage and the Constitution of the Republic of Honduras which protects and promotes the use of languages that are part of the country’s cultural heritage. A legislative decree in 1997 established the Intercultural Bilingual Education (IBE) model which promotes linguistic and cultural diversity through the use of mother tongue instruction. The IBE programme is being implemented by the Sub-Directorate of Education for Indigenous and Afro-Honduran People within the Ministry of Education.

The Indigenous Peoples Plan aims to improve education access and quality for indigenous children. This includes the implementation of the IBE model through expansion of pre-primary education to rural areas, improve teacher training in mother tongue instruction, increase community participation in school level management and integration of IBE schools into the national system for evaluating learning outcomes (Secretaría de Educación, 2015).

The National Basic Curriculum framework outlines the competencies and learning outcomes for IBE students in line with the national curriculum. For example, indigenous students are expected to acquire the same skills in the areas of communications as their non-indigenous counterparts.

[IBE graduates are] self-confident, they appreciate and use their native language and culture; likewise, they value the national culture and they are fluent in Spanish. They speak, read and write, develop and enrich the language of their community (where possible); likewise, they are fluent in Spanish and they have the ability to switch from one language to the other. (República de Honduras, 2003, p. 54)

In addition, the National Basic Curriculum framework lists nine characteristics that forms the profile of an ideal IBE teacher. This includes being a member of an ethnic community in which they teach, is trained in bilingual and cultural education, has an understanding of the principles and values of indigenous culture and national culture and is committed to the well-being of the community.

The inclusion of indigenous education in the legal framework and national policies indicates a high level of commitment by the Government of Honduras to promote cultural and linguistic diversity in its education system. The adoption of the IBE programme and the creation of the Sub-Directorate of Education for Indigenous and Afro-Honduran People, is evidence that implementation of the IBE programme is well supported and resourced. However, while the IBE programme has been funded externally through an International Development Assistance loan from the World Bank since 2001, it is not clear within the scope of this research how much is financed from the government's own budget.

The inclusion of indigenous education in the curriculum framework indicates that there are efforts by the government to further integrate it at the school level. An evaluation of the IBE programme found that many milestones had been achieved at the local level including: adaption of the Basic National Curriculum for seven linguistic groups at the pre-primary and primary levels, the expansion of IBE schools in indigenous areas, upgrading of teacher accreditation, and capacity building of school administrators (Secretaria de Educacion, 2015). These results provide evidence of a strong policy-enabling environment supporting the implementation of indigenous education in Honduras.

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## Mauritania: Policy document analysis

### The education context

According to UNESCO Institute of Statistics, the education system is divided into four stages, of which compulsory education lasts nine years from age six to 14 years (UIS, 2019). Pre-primary education starts at three years of age, followed by primary education (six to 11 years of age), lower secondary education (12 to 15 years of age) and upper secondary education (16 to 18 years of age). In addition, there is a vocational education track at the lower secondary and upper secondary levels.

Over the last 15 years, sustained economic growth has seen a significant reduction in the poverty rate and progress on a number of Millennium Development Goals such as malnutrition and gender parity in primary education. However, universal access to primary education has not been achieved, with a net enrolment rate of 76 percent (Braham, 2018). This is marked by a large number of out-of-school children (24 percent aged 6 to 15 years) and a low retention rate, where approximately one third of primary school students drop out before the end of Grade 6 (Braham, 2018). Access to secondary education also remains low with a net enrolment rate of 22 per cent in lower secondary and even lower in upper secondary (11 per cent). There are vast regional disparities in access to schools, particularly in the south-east regions due to their remoteness, poor socio-economic status and nomadic lifestyles of these populations (Salomon, 2018).

Learning outcomes continue to be a challenge, with recent national assessments showing a decrease in Mathematics and French (Braham, 2018). The persistent challenges faced by the education system are thought to be the cumulative effect of a reform process introduced in 1999, where the government centralised the education system by bringing together the French and Arabic curriculum into a single system (Salomon, 2018). Teachers were not bilingual nor were they trained to teach a bilingual curriculum. In addition, the change in the language of instruction for Mathematics at Grade 3 from Arabic to French may have had an impact on poor student achievement in Mathematics.

Religious (*mahadras*) education, provide educational services for an estimated 167,000 students in 2010, 30 per cent of whom were girls (Braham, 2018). For these students, the lack of integration between *mahadras* education and the formal curriculum has meant that transition to government schools at the secondary level continues to be a challenge.

**Table 4 Mauritania key education indicators**

Total population size 4,420,000 (2017)	Pre- primary	Primary	Lower secondary	Upper secondary
<b>Age group</b>	3 to 5	6 to 11	12 to 15	16 to 18
<b>Official school age population</b> (2017)	371,902	674,793	664,893 <i>Lower and upper secondary</i>	
<b>Net enrolment rate</b> (total/females/males) [year]	No data	76/78/74 (2017)	25/25/26 <i>Lower and upper secondary</i> (2017)	
<b>Gross enrolment ratio</b> (total/females/males) [year]	10/11/9 (2015)	95/98/93 (2017)	32/32/33 <i>Lower and upper secondary</i> (2017)	

From UNESCO Institute of Statistics (2019).

### Category I: Vision/mission statements

*The education system's aspiration, as expressed in its mission and vision statements, is clearly linked with the development of a broad range of knowledge, skills, attributes and values that are important for the holistic development of an individual learner. WCD characteristics as defined in the conceptual framework are identified.*

Mauritania's second education sector plan (PNDSE II 2011-2020) reaffirms the government's commitment to further develop the education sector since the introduction of structural reforms in 1999. Its priorities are:

- Controlling the functioning of the education system both in quantitative terms (access and flow management) and qualitative terms (quality of learning and relevance of training at different levels of the system), with a view to fostering contribution to social development and economic growth.
- The gradual reduction of geographical disparities and economic inequalities in individual school pathways, as well as gender disparities.
- Implementation of standards, technical tools and institutional mechanisms to improve the management of the system and to track the transformation of the funds allocated to the sector into acquisitions for students. (République Islamique de Mauritanie, 2011, p. 48)

The priorities outlined above express the government's commitment to reduce inequalities in the education sector, specifically focusing on disparities in gender, geographic and socio-economic conditions. In addition to addressing these issues at all levels of the education system, the government has introduced programmes targeting the education of girls and the promotion of school health and education, environmental and civic education. This indicates that aspects of a Whole Child Development (WCD) approach is evident in the PNDSE II and that there is a political commitment to promoting WCD in the development of the education sector.

## Category 2: Knowledge, skills, attributes and values identified in the vision/mission

Specific knowledge, skills, attributes and values relating to WCD are identified in government strategic policy documents. Examples of these knowledge, skills, attributes and values may be related to the following themes: health, safe environments, student engagement, adult support, academically challenging learning, values, spirituality, academic knowledge, life skills, social and emotional learning and community. This identification implies that governments value these types of knowledge, skills, attributes and values, with the intention of integrating them in the education system. However, explanations of these types of knowledge, skills, attributes and values are not necessarily provided.

Figure 4 shows the WCD themes identified across a range of education policy and curriculum documents for Mauritania. **Academic knowledge, life skills** and **health** and were the most common themes identified in the documents. All other concepts relating to WCD were cited in the documents except **adult support** and **academically challenging learning**.

Given the sector plan is focused on improving the quality and relevance of the education system, **academic knowledge** is prioritised across all policy documents. In particular, subject areas relating to languages, mathematics and science are most prominent, suggesting that there is recognition and a commitment by the government to address the gaps in student learning outcomes specific to these areas.

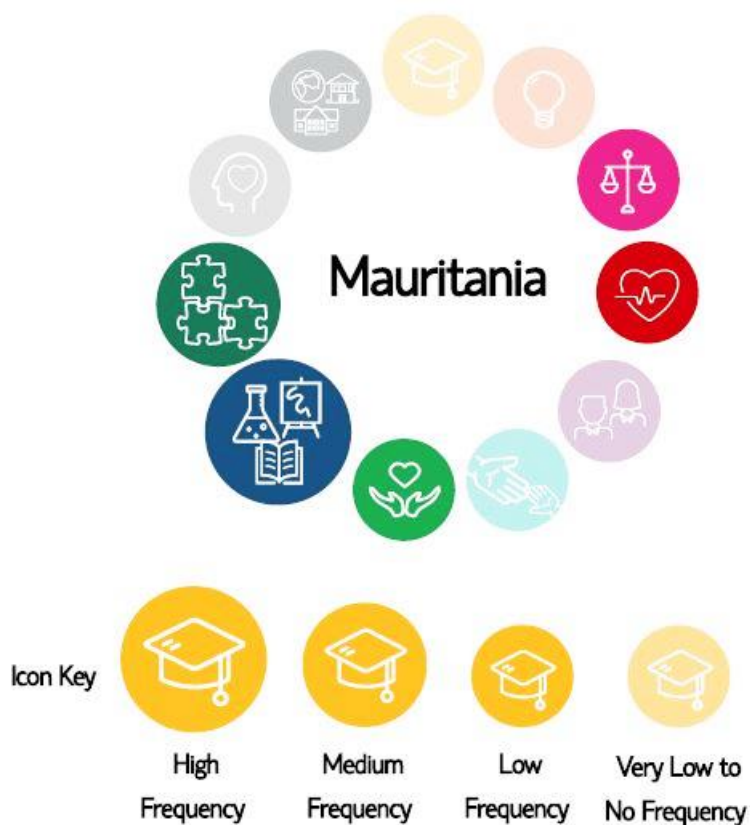


Figure 4 Knowledge, skills, attributes and values



**Life skills:** Communication and reasoning were featured across all policy and curriculum documents, while problem solving was only identified in the secondary mathematics curriculum and collaboration was only discussed in the sector plan.



**Health** is another theme that features prominently across the policy and curriculum documents. In the PNDSE II, **health** is identified as a key priority under the strategic area of improving education quality and relevance. It states:

Education on health, the environment and family life is an essential guarantee for achieving comprehensive and sustainable human development. Indeed, establishing a national school health programme to meet national needs is a way of supporting socio-economic development as it improves school outcomes and increases social equity; such a programme is a very cost-effective development strategy. For this purpose, a health and hygiene policy in the school context will be established in close collaboration with the relevant institutions. Health and nutritional education should be an integral part of school programmes and teacher training programmes at all levels. (République Islamique de Mauritanie, 2011, p.75-76)

### Category 3: Integration of knowledge, skills, attributes and values in the curriculum

*The curriculum framework or the sub-sector curriculum documents outline how or where the identified knowledge, skills, attributes and values will be addressed within basic education provision. This provides evidence that opportunities for embedding skills into education systems have been explored.*

A sample of curriculum documents was used to explore how and where WCD concepts are identified. These include the primary curriculum and subject-based curriculum in Mathematics and Natural Science at the secondary level. There was no pre-primary curriculum publicly available for this analysis.

Within the curriculum documents, **academic knowledge**, **life skills** and **health** were the most common themes identified, followed by **values** and **spirituality**. **Academic knowledge** relating to languages, mathematics and science were discussed across different subject areas and sub-sectors of the curriculum. However, some concepts were only present in the primary curriculum, while others were only featured in the secondary curriculum. For example, concepts relating to **values** (such as honesty and tolerance) and concepts relating to **life skills** (memory) were only cited in the curriculum at the primary level. In contrast, concepts relating to **health** (hygiene and nutrition), **student engagement** (attitudes and curiosity), **values** (fair and trustworthiness), **safe environment** (trust), **social and emotional learning** (identity and responsible decision making), **community** (diversity) and **spirituality** were only represented in the curriculum at the secondary level. This suggests that different WCD concepts are introduced at different levels of the curriculum, where they may be subject specific (for example nutrition is discussed as part of the Natural Science curriculum) or only relevant to a certain age group.





**Life skills:** In the French primary curriculum, communication skills are expressed in several learning objectives related to reading, writing and comprehension. At each grade level, students are expected to demonstrate communication skills across different competencies and assessed against specific knowledge areas. For example, in oral language, Grade 3 students should be able to demonstrate “simple elements of communication (who is talking, to whom, when)” and assessed based on the ability to “break down the communication situation in a simple way: Who is speaking? To whom? Where? When?” using role plays or speaking in the classroom (Ministère de l’Education Nationale, 2018, p. 61).

#### Category 4: Progression of knowledge, skills, attributes and values in the curriculum

*There is some evidence/example of how specific knowledge, skills, attributes and values are understood to develop over time and across different education levels. The description of the progression may indicate that learning is hierarchical and is associated with progression through the curriculum in general.*



**Health** is identified as a key priority in the education sector plan, where education for health is considered necessary for the Mauritania’s economic and human development.

Under the theme of **health**, the concept of hygiene is introduced in Grade 5 as part of the Natural Science curriculum. At this level, students are expected to identify the different functions of the body and how they are related to hygiene. At the end of the 6 years of basic education “the student should now be capable of defining a balanced diet, hygiene measures, prevention methods against the most prevalent diseases in his or her area or against hazards that threaten his or her environment” (Ministère de l’Education Nationale, 2018, p. 27). One of the learning objectives at this level is the ability to understand the relationship between hygiene and preventative actions against the contraction of diseases such as HIV/AIDS.

At the secondary level, the concept of hygiene is introduced in the Grade 8 Natural Science curriculum under the area of Food and Digestion (Ministère de l’Education Nationale, 2016). This assumes progression of knowledge from the primary curriculum with a focus on the relationship between hygiene and the digestive, circulatory and respiratory systems. In Grade 9, students are taught reproductive health and preventative actions against HIV/AIDS and sexually transmitted diseases. The curriculum also includes lessons on the nervous system and the impact of stress, addiction and stimulants.

## Category 5: Policies that address learners experiencing adversity

Mauritania's education sector plan, PNDSE II, recognises and addresses inequitable access to quality education for certain adversity groups including **out-of-school** children, **girls**, and **rural** and **remote** populations. **Girls' education** is highlighted as one of three cross-cutting strategic areas, where the government has committed to developing measures to increase girls' access to schooling and retention rates, with a clear focus on:

- Building on the achievements in terms of girls' education on the Basics, and adopting measures specific to those *wilayas* that have not yet achieved perfect parity.
- Achievement of parity in the 1st cycle of secondary education by 2015.
- Implementation of incentive policies to increase girls' participation in the 2nd cycle of secondary education, vocational and Higher Education. (République Islamique de Mauritanie, 2011, p. 55)

Latest statistics suggests improvements in the number of girls attending school at the primary level in recent years. However, girls at the lower secondary are still lagging behind their male counterparts and their participation is dropping (UIS, 2019). These trends suggests that while targeted actions by the government is seeing an impact at the primary level, more needs to be done to improve the completion rate and enrolment at the lower-secondary level.

The PNDSE II includes a specific target to address the high number of out-of-school children and youth by introducing intervention programmes to reduce this number by 65,000 between the period 2012-2016 (République Islamique de Mauritanie, 2011). This was to be included in the strategy for technical and vocational training, which would establish alternative, non-formal education pathways for out-of-school children and youth. However, while latest data from the UNESCO Institute of Statistics (2019) show a recent downward trend in the out-of-school population in Mauritania, there was an estimated 23 per cent increase in the number of out-of-school children during the PNDSE II intervention period.

In 2015, the Government of Mauritania launched a five year programme to expand education coverage to rural and remote areas, referred to as the *Zones d'Éducation Prioritaires* (Priority Education Zones Support Project) (Agence Mauritanienne D'Information, 2015). The aim was to facilitate the coordination of activities to reduce regional disparities in education access and outcomes. However, an evaluation of the *Plan d'Actions Triennial 2016-2018*<sup>9</sup> (Triennial Action Plan 2016-2018) noted that the activities related to the Priority Education Zones policy were never implemented (Salomon, 2018).

Although the PNDSE II does not identify HIV/AIDS as a strategic area of intervention in the education sector due to a relatively low prevalence rate, the government has established a Sectoral Coordination of AIDS Control (CSLS) unit within the Ministry of Education to implement the National Strategic Framework for the Fight against AIDS. This includes the development of an HIV/AIDS education and prevention programme for administrators, teachers and students. The CSLS has developed a specific module for HIV/AIDS education for integration into the Natural Sciences curriculum.

Its purpose is to:

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<sup>9</sup> The Triennial Action Plan is a series of three-year plans attached to the PNDSE II. It outlines the Government's priorities, actions and results framework for implementing the PNDSE II.

1. Provide the designers of the programmes with finalised curriculum content on HIV/AIDS, to be fully integrated into the current basic teaching programmes, when opportunity presents.
2. Provide the designers of the textbooks with the reference materials necessary for the development of learning sequences to be introduced into textbooks, across all the supporting subjects, at the time of reprints.
3. Provide teachers with the educational benchmarks necessary for planning, designing, implementing and then evaluating learning activities for HIV/AIDS education.  
(Ministère de l'Éducation Nationale, 2011, p. 5)

Considering the various high level commitments within the PNDSE II to include children and youth experiencing extreme adversity in the development of the education system, there has been mixed results in the government's targeted response to populations facing adversity.

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## Nepal: Policy document analysis

### The education context

Nepal's formal public education system was established in 1956, where access to school education was previously only available to the affluent. In 2015, Nepal's new federal constitution affirmed that basic and secondary education would be free for every citizen, and basic education would be compulsory (GPE, 2016). The Nepalese education system recognises and provides for the physical, psychological and social development of children under four years old through Early Child Development Centres (ECED). Children above four years of age complete one year of pre-primary education. Basic level education is from Grade 1 to 8, as defined by the Education Act, and secondary level education is from Grade 9 to 12 (Government of Nepal, 2010). Basic education schools provide the ECEDs and pre-primary education (PPE) to Grade 8, as defined by the Education Act. Some schools only cater for ECED/PPE to Grades 3 and 5 (GPE, 2016).

Nepal's School Sector Development Plan (SSRP) (July 2016 to 2023), which is aligned to Sustainable Development Goal 4, presents national policy that education is for all children. In particular the SSRP addresses the need for disadvantaged ethnic groups, girls and children in difficult circumstances (GPE, 2016). Education For All (EFA) is the basis of Nepal's Consolidated Equity Strategy which recognises that the large diversity of geography and population is a continuing challenge that needs to be addressed to improve equity in education (Government of Nepal, 2014). Nepal's Consolidated Equity Strategy emphasises the need to strengthen equity including access to basic and secondary education, participation and engagement in schooling, and learning outcomes that meet the learning potential and needs of the child and cover life skills (Government of Nepal, 2014).

**Table 5 Nepal key education indicators**

<b>Total population size</b> 29,305,000 (2017)	<b>Pre-primary</b>	<b>Primary</b>	<b>Lower secondary</b>	<b>Upper secondary</b>
<b>Age group</b>	3 to 4	5 to 9	10 to 12	13 to 16
<b>Official school age population</b> (2017)	1,104,670	3,008,087	4,642,671	<i>Lower and upper secondary</i>
<b>Net enrolment rate</b> (total/females/males) (2017)	58/55/61	95/93/96	55/57/53	<i>Lower and upper secondary</i>
<b>Gross enrolment ratio</b> (total/females/males) (2017)	86/83/89	134/138/130	71/75/68	<i>Lower and upper secondary</i>

From Education Policy and Data Centre (2018) and UNESCO Institute of Statistics (2019).

## Category 1: Vision/mission statements

*The education system's aspiration, as expressed in its mission and vision statements, is clearly linked with the development of a broad range of knowledge, skills, attributes and values that are important for the holistic development of an individual learner. Whole Child Development characteristics as defined in the conceptual framework are identified.*

Nepal's national vision and mission is to graduate from the status of a Least Developed Country by 2022 and to reach the status of a middle-income country by 2030. Nepal's national vision is integral and aligned to Nepal's School Sector Development Plan (SSDP) 2016-2023 vision (GPE, 2016).

The SSDP's vision is to:

“Contribute to the development of self-sustainable, competitive, innovative and value-oriented citizens for the socioeconomic transformation of the nation,” and its mission “to produce the needed human resources to elevate Nepal's status from a Least Developed Country by 2022 and to reach the status of a middle-income country by 2030”. (GPE, 2016, p. v)

The goal of the SSDP is:

To contribute to socioeconomic development and reduce disparities in the country through the continuous and inclusive development of its human resources capacity by facilitating all citizens with opportunities to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and needs and with regards to the forthcoming federalization of the country. (GPE, 2016, p. v)

The School Sector Development Plan (SSDP) outlines a number of core dimensions that aim to support achieving its goal (GPE, 2016, p. v). These include:

- Equity: Ensuring that the education system is inclusive and equitable for all children especially those with the lowest levels of access, participation and learning outcomes.
- Quality: Improve the relevance and quality of the learning environment, the curriculum, teaching methods, learning materials, and assessments.
- Efficiency: Strengthen education sector governance and management to improve accountability for the minimum teaching and learning standards.
- Governance and management: Ensure sustainable financing and strong financial management in the education sector to accommodate its restructuring and cost-sharing between central, provincial, and local governments.

## Category 2: Knowledge, skills, attributes and values identified in the vision/mission

*Specific knowledge, skills, attributes and values relating to WCD are identified in government strategic policy documents. Examples of these knowledge, skills, attributes and values may be related to the following themes: health, safe environments, student engagement, adult support, academically challenging learning, values, spirituality, academic knowledge, life skills, social and emotional learning and community. This identification implies that governments value these types of knowledge, skills, attributes and values, with the intention of integrating them in the education system. However, explanations of these types of knowledge, skills, attributes and values are not necessary provided.*

Figure 5 shows the WCD themes identified across a range of education policy and curriculum documents for Nepal. Elements of all themes in the WCD conceptual framework were present in the national policy level documents. Of these, the most prominent concepts identified were **academic knowledge, community and health** followed by **life skills** and **values**. These themes are aligned with the aspirational goal presented in Nepal’s SSDP which specifically refers to providing “citizens with opportunities to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life” (GPE, 2016, p. v). Although these themes were not specifically used in the mission and vision, it is clear that these are necessary Whole Child Development attributes that would be fundamental to the development of “self-sustainable, competitive, innovative and value-oriented citizens” (GPE, 2016, p. v).



**Figure 5 Knowledge, skills, attributes and values**

One of the most prominent WCD concepts discussed across the SSDP was **academic knowledge**.



**Academic knowledge:** Nepal’s goal to provide all children with the opportunity to become Knowledge, skills, attributes and values literate and numerate, and develop the life skills needed to be productive citizens is fundamental to their vision of Education For All (EFA) and to transform the nation socially and economically. Nepal’s curriculum includes compulsory subjects such as Nepali, English, Mathematics, Social Studies (including population and civics; and moral education) and Science (including health and physical education, environment education).

### Category 3: Integration of knowledge, skills, attributes and values in the curriculum

*The curriculum framework or the sub-sector curriculum documents outline how or where the identified knowledge, skills, attributes and values will be addressed within basic education provision. This provides evidence that opportunities for embedding skills into education systems have been explored.*

All WCD themes were identified across Nepal's national curriculum, and primary level curriculum documents. The most prominent theme was **academic knowledge**, followed by **community, health, life skills, values** and **student engagement**. The theme **adult support** was only represented in the policy documentation by the term holistic development which is listed in the conceptual framework under the theme adult support.



**Community:** The theme **community** is prominent in the basic education (Grade 1-8) and secondary education (Grade 9-12) curriculum. There is a strong focus on citizenship through the development of positive attitudes to democracy, civic awareness, cultural diversity, human rights, social justice and peace. The Ministry of Education stated in the National Curriculum

Framework that the aim of basic education is to “produce citizens who are loyal to the nation and democracy and aware of their responsibility towards the social and natural environment” (p. 41). The curriculum also emphasises that “the aim of secondary level education is to produce competent and healthy citizens who can contribute to economic development and are familiar with national traditions, cultural and social heritage, and democratic values” (Government of Nepal, 2007, p. 42).

### Category 4: Progression of knowledge, skills, attributes and values in the curriculum

*There is some evidence/example of how specific knowledge, skills, attributes and values are understood to develop over time and across different education levels. The description of the progression may indicate that learning is hierarchical and is associated with progression through the curriculum in general.*

One of the most prominent WCD concepts discussed across Nepal's education policy documents was **life skills**.



**Life skills** appeared prominently in both the basic (Grade 1-8) and secondary education curriculums (Grade 9-12). The progression of knowledge, skills and attributes and values related to **life skills** is evident in the descriptions of these skills in both the basic and secondary education curriculum. The Ministry of Education stated in their National Curriculum Framework that the main

purpose of education is that it develops “life skills (communication skill, problem solving skill, social and interpersonal skill and self management skill)” in children (Government of Nepal, 2007, p.36).

**Life skills** are defined in the curriculum:

Life skill means the skill through which one can solve the problems that crop up in daily life and handle the problems that come all of sudden. Therefore, a proper place will be given to such skill in the school curricula. (p. 36)



Nepal's curriculum framework specifically refers to problem solving, creative thinking, decision making, collaboration, self-reliance, critical and analytical thinking, and communication as key skills the Ministry of Education labels as **life skills**.

### Category 5: Policies that address learners experiencing adversity

The adversity factors that were most commonly discussed in the government strategic policy documents included **cultural minority, marginalised, poverty, special needs, and conflict**. Being of a **cultural minority** was identified across all the key policy documents as a significant adversity factor. Nepal's School Sector Development Plan (SSDP) highlighted that the country catered for a diverse cultural population and recognised that children enrol in basic education with a first language other than Nepali. Different ethnic groups and castes, **disability, poverty**, marginalised communities and remote locations, and gender disparities impacted on children's participation in education (GPE, 2016; Government of Nepal, 2014).

Access to education is impacted by Nepal's diverse geographical areas, **marginalised communities and rural population**. Nepal's country context was also made more complex in 2015 with earthquakes damaging over 35,000 classrooms, impacting the education of over one million children and their access to safe learning environments (GPE, 2016).

Nepal's School Sector Development Plan (SSDP) emphasised that improvements in access to education for the most disadvantaged, marginalised and rural children was not consistent with the national increase in the access to education. There is a widening the gap between these groups and the rest of the school-aged population. Nepal identified children who are the most disadvantaged as those from **indigenous minorities**, low castes, **poverty** stricken homes and communities, and children living in **remote** areas of Nepal. Nepal's SSRP identified children as belonging to specific marginalised groups such as *Chepangs, Rautes, Badis, Musahars, Doms, Chamars, Dusadhs, Rajmamas and Kusundas* (GPE, 2016). The number of children living in school catchment areas ranges from only a few in the high mountains to hundreds in the Terai plains, and these areas have the highest number of out-of-school children. The Nepal Government recognises that these factors inhibit these groups of children from accessing and participating in education that would otherwise enable them to achieve quality life outcomes and well being (GPE, 2016).

Nepal's focus on access to Education For All includes also increasing **girls'** access to and participation in school, and their secondary education completion. The aim is to increase the education of girls, and end early marriage and increase the expectation of girls' contribution to the community beyond the home. Education For All's inclusivity focus is also to strengthen the provision of education for children with **disabilities and special needs**.

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## Panama: Policy document analysis

### The education context

Basic education is compulsory in Panama, which consists of two years at the pre-primary level, six years at the primary level and three years at the lower secondary level. Upper secondary education for students aged 15 to 18 is optional and is divided into two tracks: academic and vocational. Efforts by the Government of Panama over the last decade to improve the education sector has resulted in better access and quality of education, including universal coverage at the primary level. In addition, curriculum reforms in 2010 saw an increase in retention rates (Oxford Business Group, 2015). However, according to the World Economic Forum's Global Competitiveness Report 2017-2018, Panama ranks 102 out of 137 countries worldwide on the quality of its primary education system (Schwab, 2017).

Despite being one of the fastest growing economies in the Latin American and Caribbean region, there is persistent inequality, particularly affecting an estimated 418,000 people from Panama's 12 indigenous territories (World Bank, 2018). Indigenous people suffer disproportionately from extreme poverty, malnutrition, disease and illiteracy.

**Table 6 Panama key education indicators**

Total population size 4,099,000 (2018)	Pre-primary	Primary	Lower secondary	Upper secondary
Age group	4 to 5	6 to 11	12 to 14	15 to 17
Official school age population (2018)	154,831	448,196	426,393	<i>Lower and upper secondary</i>
Net enrolment rate (total/females/males) [year]	61/62/60 (2016)	87/87/87 (2015)	70/72/67 (2015)	<i>Lower and upper secondary</i>
Gross enrolment ratio (total/females/males) (2016)	61/62/61	93/92/94	82/83/81	<i>Lower and upper secondary</i>

From Education Policy and Data Centre (2018) and UNESCO Institute of Statistics (2019).

### Category I: Vision/mission statements

*The education system's aspiration, as expressed in its mission and vision statements, is clearly linked with the development of a broad range of knowledge, skills, attributes and values that are important for the holistic development of an individual learner. WCD characteristics as defined in the conceptual framework are identified.*

Under the Constitution of Panama, education is considered the duty of the State. Its vision for education, as articulated by the Ministry of Education, recognises the training of "well-rounded, multilingual citizens, with values and life skills that contribute to the development of the country (Ministerio de Educacion, 2019c, para. 1).

Its mission is “to ensure a values-based Education System of excellence, with fairness and accountability, supported by the best material, financial, and professional resources that promote the acquisition of strong humanistic, technological, and scientific knowledge as well as life skills, to contribute to the comprehensive and ongoing training of people and to the development the country” (Ministerio de Educacion, 2019c, para. 2).

## Category 2: Knowledge, skills, attributes and values identified in the vision/mission

*Specific knowledge, skills, attributes and values relating to WCD are identified in government strategic policy documents. Examples of these knowledge, skills, attributes and values may be related to the following themes: health, safe environments, student engagement, adult support, academically challenging learning, values, spirituality, academic knowledge, life skills, social and emotional learning and community. This identification implies that governments value these types of knowledge, skills, attributes and values, with the intention of integrating them in the education system. However, explanations of these types of knowledge, skills, attributes and values are not necessarily provided.*

Figure 6 shows the WCD themes identified across education policy and curriculum documents for Panama. All themes in the WCD conceptual framework, except **adult support**, were present in the national level policy documents. Of these, the most prominent concepts identified were **academic knowledge, life skills, community** and **values**. These four themes are also aligned with the aspirational goals of the education system, as articulated in the vision and mission statements.



**Figure 6 Knowledge, skills, attributes and values identified in the vision/mission**

The Panama *Políticas Educativas 2014-2019* (National Education Policy) broadly defines five policy goals which emphasises a more equitable and inclusive education system that fosters the development of responsible citizens who are capable of “respond[ing] to the demands of the 21<sup>st</sup> century and contribute to the development of the country” (Ministerio de Educacion, n.d., p. 1). The themes identified in the policy document include **health, values, life skills** and **community**. However, these are not explicitly defined.



**Community:** For example, the National Education Policy prioritises the concept of ‘society’ under the theme of **community**. It highlights “society’s dutiful participation in the protection of the ecosystem and the resolution of local and national issues, forging a culture of peace and tolerance” and commits the Government to increase investments in education “to attain an education of quality and fairness that enables the society to meet 21<sup>st</sup> century challenges” (Ministerio de Educacion, n.d., p. 1).

### Category 3: Integration of knowledge, skills, attributes and values in the curriculum

*The curriculum framework or the sub-sector curriculum documents outline how or where the identified knowledge, skills, attributes and values will be addressed within basic education provision. This provides evidence that opportunities for embedding skills into education systems have been explored.*

All WCD themes, with the exception of **adult support**, are identified across the Panama pre-primary, primary and lower secondary curriculum. In particular, **academic knowledge, community** and **life skills** are the most prominent themes cited across the curriculum.



**Life skills:** Communication and creative thinking were the two most prevalent skills mentioned in curriculum documents. Communication is explicitly defined as one of eight competencies in the basic education curriculum (Grade 1-9). It refers to:

The use of language as tool for oral and written communication, representation, interpretation and understanding of reality, and construction and communication of knowledge; in addition, for the organisation and self-fulfilment of thought, emotion and conduct necessary to improve communicative interaction within the social environment. (Ministerio de Educacion, 2014c, p. 13)

Creative thinking is expressed as a key objective of the basic education curriculum to “ensure that the student engages in critical and reflective thinking, developing their creativity and imagination” (Ministerio de Educacion, 2014c, p. 4).

## Category 4: Progression of knowledge, skills, attributes and values in the curriculum

*There is some evidence/example of how specific knowledge, skills, attributes and values are understood to develop over time and across different education levels. The description of the progression may indicate that learning is hierarchical and is associated with progression through the curriculum in general.*



**Values:** One of the most prominent WCD concepts discussed across the Panama curriculum is **values**. In the pre-primary, primary and lower secondary curriculum, **values** is articulated in the purpose and objectives of the education system and identified across numerous competencies and learning assessments.

For example, Ethical and Moral Values is a key subject area taught at the pre-primary level, which focuses concepts such as responsibility, solidarity, respect, tolerance, cooperation and friendship. A key learning outcome at this level is “demonstrating respect for peers and adults, engaging in positive relationships and friendships” (Ministerio de Educacion, 2014d, p. 36).

At the primary level, Ethical and Moral Values is taught as part of the Physical Education curriculum, where student learning and assessment is based on concepts similar to those at the pre-primary level. However, the learning outcome is broader than personal relationships and requires the student to “categorise and practice values in collaborative activities inside and outside of school” (Ministerio de Educacion, 2014b, p. 262).

At the lower secondary level, **values** is identified across a wide range of subject areas including Natural Sciences, Mathematics, Technology and Civic Education. For example, in the Civic curriculum, democratic values is identified under the learning objective “the role of education in a citizen’s ethical and moral training” and is assessed based on the student’s ability to “put the rules and standards of coexistence in school and society into practice in the classroom, at school and in the community” (Ministerio de Educacion, 2014a, p. 51).

## Category 5: Policies that address learners experiencing adversity

**Poverty** was the only adversity factor identified in the National Education Policy. It is expressed under Policy Area 3 ‘Education for Development’, which aims to make education the means to reduce poverty and extreme poverty. In the curriculum documents, the most commonly discussed adversity factors relate to **war and conflict**, **violence** and **poverty**. Panama has a National Plan for Inclusive Education (Ministerio de Educacion, 2006). Its objectives are to:

- Develop quality educational practices that accommodate individual differences and place emphasis on diversity in a school for everyone.
- Provide meaningful learning opportunities to children, girls and young people in order to minimise barriers to learning.
- Strengthen an inclusive culture and practices that provide opportunities for fair, quality participation to students while paying special attention to diversity in order to ensure their retention, participation and educational advancement.
- Generate community involvement in education processes and in the enrichment of values that promote participation, tolerance, respect of differences and peaceful coexistence.

While no evidence was found in the policy documents relating to minority or indigenous populations, the Ministry of Education has a National Directorate of Bilingual Intercultural Education whose purpose is “to guarantee the Intercultural Bilingual Education development in all levels and forms of the Education System, to ensure that culturally differentiated people develop education with quality and equity, eliminating exclusion and marginalization through a process of intercultural education (Ministerio de Educación, 2019a). According to the National Directorate website, the objective of Bilingual Intercultural Education is “to offer indigenous peoples an education that takes into account their cultural characteristics and develops their communication skills in all levels of bilingual intercultural education, to strengthen their identity, appropriation of the national culture, to consolidate their oral and written language skills in their mother tongue (L1), and the acquisition in oral and written form of Spanish and English as second languages (L2); thus, overcoming the political, social and economic inequalities that limit their full and equitable participation in the country (Ministerio de Educación, 2019b).

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## Republic of Korea: Policy document analysis

### The education context

Education is compulsory in the Republic of Korea (ROK) for children aged six to 15 years (UIS, 2019). The education system is divided into three levels: primary education (lasting six years from six to 12 years of age), followed by three years of lower secondary (12 to 15 years of age) and upper secondary which follows an academic or vocational track. Pre-primary education is free for children between the ages of three and five, but is not compulsory. Korea has been able to transform its remarkable economic growth over the last 50 years to become the world's 15<sup>th</sup> largest economy today (World Bank, 2018). Through priorities in educational investments focused on improving its human capital to build a skilled labour force, and research and development in science and technology, Korea has become one of the OECD's top performers in mathematics, reading and science (OECD, 2016). Due to policies promoting equity in education, enrolment at early and pre-primary education are among the highest in OECD countries (OECD, 2016). Educational attainment is also high, where nearly all young people have an upper secondary qualification or a tertiary-level qualification (OECD, 2019). Korea is the number one ranked country with the highest percentage of 25-64 year olds with a tertiary level degree (OECD, 2019). This age group also has a higher than average employment rate than other OECD countries (OECD, 2019).

Korea has made significant efforts in promoting social equity to ensure equal education access and quality for all its citizens, including a special emphasis on at-risk groups including students from multicultural families, students from low-income families, those with mental health issues and students with **special needs**. An OECD study (2016) found that Korea is experiencing rapid growth in the number of students from multicultural families due to rising immigration and an increasing number of international marriages. This creates challenges in the education system to ensure that this group of students are adequately supported and fully integrated into the formal school system. A recent national survey of Korean youth found that violence victimisation is a serious public health concern, leading to an increased risk of mental health issues and suicide among adolescents (Park, Lee, Jang & Jo, 2017). The results also indicate that one of the risk factors for violence victimisation was being from a multicultural family.

**Table 8 Republic of Korea key education indicators**

Total population size 51,181,299 (2018)	Pre- primary	Primary	Lower secondary	Upper secondary
<b>Age group</b>	3 to 5	6 to 12	13 to 15	16 to 18
<b>Official school age population</b> (2017)	677,181	1,711,447	2,239,418	<i>Lower and upper secondary</i>
<b>Net enrolment rate %</b> (total/females/males) [year]	No data	No data	90/91/90	<i>Lower and upper secondary (2015)</i>
<b>Gross enrolment ratio</b> (total/females/males) [year]	No data	88/88/88 (2018)	93/93/92	<i>Lower and upper secondary (2015)</i>

From UNESCO Institute of Statistics. (2019).

### Category I: Vision/mission statements

*The education system's aspiration, as expressed in its mission and vision statements, is clearly linked with the development of a broad range of knowledge, skills, attributes and values that are important for the holistic development of an individual learner. WCD characteristics as defined in the conceptual framework are identified.*

In the Korean education system, approaches to WCD are deeply embedded, as evidenced by the Ministry of Education's recent reforms in the curriculum and policies to support WCD implementation. Central to this process was the introduction of the Revised Curriculum in 2015 and a blueprint for an education system that responds to the needs of a rapidly changing society, characterised by continuously low birth rates, an ageing population and the demands of an information and knowledge driven economy (Ministry of Education, n.d.-a). According to the Ministry of Education, "It is necessary to shift to an education system that emphasises creativity, cooperation, communication and regard for others" (Ministry of Education, n.d.-a, p. 8).

There is clear political support for the reform process with a statement by the Deputy Prime Minister and Minister for Education highlighting the importance of WCD:

Under the philosophy of 'People-centered Education of the Future,' the Ministry of Education aims to create an education system that cherishes the great value of cooperation and co-existence, while focusing on promoting comprehensive growth of students. Part of our work also involves providing personalized education to our students to meet the demands of their different life cycles, while respecting their unique aptitudes and capacities. (Ministry of Education, n.d.-b, para. 1)

These statements provide an example of the high value placed on WCD in the education system, particularly relating to characteristics identified in the WCD conceptual framework such as **life skills, values and student engagement**.

## Category 2: Knowledge, skills, attributes and values identified in the vision/mission

Specific knowledge, skills, attributes and values relating to WCD are identified in government strategic policy documents. Examples of these knowledge, skills, attributes and values may be related to the following themes: health, safe environments, student engagement, adult support, academically challenging learning, values, spirituality, academic knowledge, life skills, social and emotional learning and community. This identification implies that governments value these types of knowledge, skills, attributes and values, with the intention of integrating them in the education system. However, explanations of these types of knowledge, skills, attributes and values are not necessarily provided.

Figure 8 shows the WCD themes identified in the 2016 Education Policy Plans and the National Guidelines for Elementary and Secondary Curriculum. Overall, concepts relating to **academic knowledge**, **health** and **community** were the most frequently identified WCD themes, followed by **life skills** and **student engagement** to a lesser degree. **Spirituality** was the only theme not mentioned in the documents.

There was a different emphasis on WCD concepts between the two types of documents. Only four (**academic knowledge**, **community**, **health** and **values**) of the 11 themes in the conceptual framework were common across both documents. The curriculum framework discussed themes relating to **safe environment**, **student engagement**, **academically challenging learning**, **life skills** and **social and emotional learning**, which were not present in the Policy Plans. In contrast, **adult support** (relating to holistic development) was identified in the Policy Plans but was not present in the curriculum framework.



Figure 8 Knowledge, skills, attributes and values

WCD concepts are implicit in the *2016 Education Policy Plans*, which are integrated across five strategic areas, with clear action plans and performance targets:

1. Providing education that nurtures dreams and talents
2. Fostering human resources that meet social demand
3. Providing education that leaves no child behind
4. Creating safe school environment
5. Promoting Korean education that leads the world

Under the policy of ‘Happy Education for All Students’, the Government of ROK has introduced a Free Semester system in all lower secondary schools, with the aim to “enhance the happiness and well-being of students by giving them opportunities to explore dreams and aptitudes through participatory instructions, diverse learning experiences, and flexible curricula” (Ministry of Education, n.d.-c, para. 1). This includes integrating experiential learning into subject-based classes (e.g. debates, experiments) and community-related activities (e.g. career exploration, arts/physical education) to encourage students to develop their career aspirations (Ministry of Education, n.d.-a, p. 37). The introduction of the Free Semester system shows that the government recognises the importance of fostering **student engagement** in the classroom to help students develop their full potential.



**Academic knowledge:** There is a strong focus on **academic knowledge** in both the *Education Policy Plans* and the curriculum guidelines. For example, under Strategic Area 1 of the *Education Policy Plans*, the teaching of mathematics, arts, history and science are designed to foster students’ “creative talent” and “holistic development” (Ministry of Education, 2016).

**Community:** Korean culture places a high value on the importance of ‘character’ and this is seen as key role for the education system to “raise intelligent learners who are able to communicate well with others and have balanced growth of strength, virtue, and wisdom” (Ministry of Education, n.d.-c, para. 2). These values are mandated under the Character Education Promotion Act (2015) and the Character Education 5 Year Comprehensive Plan (2016). Character Education is taught throughout the curriculum across subject areas such as ethics, Korean language, mathematics and science, art and physical education. The aim is to develop students’ competencies in WCD areas relating to **community** and citizenship. The programme also recognises the essential role teachers, parents and school communities play in developing children’s character. It includes programmes to support the training of pre-service and in-service teachers, and parent education programmes such as the Building and Living in a Harmonious Community Project and Empathy Class for Parents and Children (Ministry of Education, n.d.-c, para. 3). To build community support for Character Education, the government has established a national campaign to disseminate information to all citizens.

### Category 3: Integration of knowledge, skills, attributes and values in the curriculum

*The curriculum framework or the sub-sector curriculum documents outline how or where the identified knowledge, skills, attributes and values will be addressed within basic education provision. This provides evidence that opportunities for embedding skills into education systems have been explored.*

The national curriculum was revised in 2015 and is being phased in over several years, with complete implementation expected by 2020. According to the Ministry of Education website,

the revised curriculum focuses on developing students' competencies such as "self-management competency, knowledge-information processing skills, creative thinking skills, aesthetic-emotional competency, communication skills, and civic competency" (Ministry of Education, n.d.-c, para. 2). These competencies are aligned with the skills, values and attributes identified in the WCD conceptual framework related to **student engagement, academic knowledge, life skills, social and emotional learning and community**. An analysis of the 2015 National Curriculum Framework showed that **academic skills, health, community and life skills** were the most common themes identified. **Adult support and spirituality** were the only two themes not identified in the curriculum framework. Students follow the national curriculum from Grade 1 to upper secondary school, which consists of key competencies as well as subject-specific competencies. The educational goals for each level reflect a broad range of WCD attributes such as the development of **values, life skills** (e.g. problem solving, critical thinking), **community** (e.g. citizenship, diversity) and **social and emotional learning** (e.g. identity). Creative Experiential Learning activities and cross-curricular themes (such as Health Education, Democratic Citizenship, Unification Education and Environmental Sustainability) are also incorporated into the curriculum, designed to nurture children's holistic development and create a greater sense of **community** through club participation, career development and volunteering (Ministry of Education, 2015).



**Academic knowledge:** There is a strong focus on **academic knowledge** across all curriculum levels, particularly in the subject areas of science, arts, languages and mathematics. Given the value placed on WCD, the curriculum also includes opportunities for students at all levels to develop broader skills and attributes by allowing schools the autonomy to adapt the curriculum to their school's needs, for example through Creative Experiential Learning activities that foster **student engagement, values, life skills and community**.

At the primary school level, students in the early grades are introduced to Korean language and mathematics, with science, social studies, English, physical education, music and arts added in the upper grades. In the lower secondary level, students further develop competencies in these subject areas as well as the Free Semester classes in which students design their own non-traditional courses. At the upper secondary level, students receive instruction in Korean, mathematics, English, Korean history, social studies, science, physical education and arts. They also choose electives including technology, home economics, Chinese, a second foreign language and liberal arts. In addition, the vocational track offers students the opportunity to undertake general academic courses as well as practical courses designed to develop job-related skills.

It is clear that approaches to WCD are strongly embedded in the education system at the policy level and there are strong indications that the government is making a concerted effort to further integrate WCD through the curriculum reform process across all educational levels.

## Category 4: Progression of knowledge, skills, attributes and values in the curriculum

*There is some evidence/example of how specific knowledge, skills, attributes and values are understood to develop over time and across different education levels. The description of the progression may indicate that learning is hierarchical and is associated with progression through the curriculum in general.*

In Korea, students are assessed at all levels using school-based tests. There is also a National Assessment of Educational Achievement which is administered annually to all students in Grade 9 and Grade 11 in Korean, mathematics and English (NCEE, 2019a). The results are not reported by individual student but are intended for policy decisions in providing additional support to targeted schools.

The national curriculum framework provides clear guidelines for the assessment of skills and knowledge with the aim of: 1) monitoring student learning achievement, and 2) improving the quality of teaching and learning (Ministry of Education, 2015). It is specific about assessing students based on both content knowledge and skills, including cognitive and emotional skills. Schools are encouraged to use relevant tools such as short answer questions, essays and performance assessments to monitor both the results and process of learning, including a consideration for the contents and characteristics developed through Creative Experiential Learning activities.

The Ministry of Education has committed to effective implementation and improvement of the national curriculum through support for school assessments. This includes conducting national achievement tests across different subject areas and grade levels, supporting school-based assessments through the distribution of assessment methods, tools and procedures for subject-based tests and using national assessment results to improve the quality and effectiveness of the curriculum (Ministry of Education, 2015).



**Health:** Health is included in the national curriculum as both as specific subject area and as a cross-curricular theme. In the primary curriculum, health education is integrated as part of a related subject area and through Creative Experiential Learning activities. In lower secondary school, health education is included as an elective subject along with other foreign languages, environmental education and career and occupations. In upper secondary school, health is offered as a specialised subject based on the National Competency Standards.

## Category 5: Policies that address learners experiencing adversity

The Government of ROK has a number of policies and initiatives in place to support disadvantaged children and youth in the education system. The *2016 Education Policy Plans* prioritises the needs of students facing adversity through specific intervention strategies that promote equal access to education services and safe school environments.

Under Strategic Area 3: ‘Providing Education that Leaves No Child Behind’, the Education Policy Plans support early and pre-primary school aged children, students from low-income families, **out-of-school children**, students from multicultural families and those from **rural areas**. Since 2012, the government has extended free access to early childhood education for

children aged three to five years and has recently introduced a common curriculum (the Nuri Curriculum) to foster WCD in this age group to “help children to develop growth of mind and body, and to nurture good character in becoming a democratic citizen” (Ministry of Education, n.d.-c, para. 13). Other support services for pre-primary children include programmes targeting children from multicultural families through Korean language classes for carers and home visits from specialists in early childhood development. The Ministry of Education coordinates with the Ministry of Health and Welfare to deliver the Dream Start programme – a comprehensive service for disadvantaged children from birth to aged 12 (NCEE, 2019b, para. 2).

For at-risk primary and secondary students, the government provides financial support to school districts with students from low socio-economic backgrounds and **rural areas**. The government also provides additional support services to at-risk students. This includes one-on-one mentoring services for North Korean students who defected to the South, an increase in the number of schools offering services for students from multicultural families (e.g. customised curriculum, counselling and welfare services), improved access for students with **disabilities** (e.g. early diagnostic tools and intervention measures) and expanded classes for alternative education and counselling services for students who drop-out of school (Ministry of Education, 2016). Students with **special needs** are encouraged to remain in mainstream institutions, while those with severe handicaps are served by special education schools (NCEE, 2019b, para. 9). In addition to these services, teachers are offered financial and workplace incentives for working in low socio-economic and rural areas, such as higher salaries, smaller class sizes, reduced instruction time and a choice in future placements (NCEE, 2019b, para. 4).

Under Strategic Area 4: ‘Creating Safe School Environment,’ the Government of ROK aims to address issues of **school violence** and child **abuse** by promoting safe school policies. According to the Ministry of Education website (n.d.-c, para. 17), there has been a rapid increase in the incidence of school violence related to **bullying**, stalking and assault over the past few decades which has become a public health concern. In response, the government introduced the End of Child Abuse Plan in 2016 to monitor child safety in schools. This includes an expansion of prevention programmes in schools, increased monitoring of at-risk students and counselling services and treatment for students through the Wee (We+education+Emotion) Project (Ministry of Education, 2016).

There is evidence of strong policies and intervention programmes in place to support children and youth facing adversity to ensure they have equal access to a quality education and pathway to employment. The Government of ROK has made a concerted effort in its response to at-risk students including investments to expand support services at the school and district levels, teacher education and training, improved coordination with other government departments to monitor adversity in the education system and increased engagement with parents and the community. However, there is no public information available on how effective these policies and strategies have been in supporting youth in adversity in the education system.



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## Senegal: Policy document analysis

### The education context

The education system in Senegal is divided into four levels: pre-primary, primary (Grade 1-6), lower secondary (Grade 7-10) and upper secondary (Grade 11-13). Education is free and compulsory for 10 years covering the primary to lower secondary levels (GPE, 2019a). There has been a consistent rise in the number of children enrolling and completing school at the primary and lower-secondary levels, particularly for girls who currently outnumber boys (GPE, 2019b). However, low quality and inequitable access to educational services has led to poor learning outcomes and high drop-out rates, particularly among disadvantaged children who come from the conflict-affected regions in southern Senegal (USAID, 2019).

According to an International Labour Office report (International Labour Office, 2013) *talibé*<sup>10</sup> children, and children of migrant workers, were identified as some of the most at-risk to trafficking, child labour and other illicit work. It was estimated that more than half of the children who are forced to beg in the Dakar region come from neighbouring countries, often as victims of trafficking. These children mainly consist of boys aged between four and 12 years of age, who have little access to healthcare and education, and are at-risk of physical and psychological abuse if they do not meet their quota from begging.

**Table 7 Senegal key education indicators**

<b>Total population size</b> 15,851,000 (2017)	<b>Pre- primary</b>	<b>Primary</b>	<b>Lower secondary</b>	<b>Upper secondary</b>
<b>Age group</b>	3 to 5	6 to 11	12 to 15	16 to 18
<b>Official school age population</b> (2017)	1,454,770	2,612,259	2,451,560 <i>Lower and upper secondary</i>	
<b>Net enrolment rate</b> (total/females/males) (2017)	15/16/14	74/78/70	37/39/35 <i>Lower and upper secondary</i>	
<b>Gross enrolment ratio</b> (total/females/males) (2017)	16/17/15	84/90/78	45/47/43 <i>Lower and upper secondary</i>	

From UNESCO Institute of Statistics (2019) and Education Policy and Data Centre (2018).

<sup>10</sup> A *talibé* is a boy, usually from Senegal, the Gambia, Guinea, Guinea-Bissau, Mali or Mauritania, who studies the Quran at a *daara*. This education is guided by a teacher known as a *marabout*. In most cases *talibés* leave their parents to stay in the *daara*.

## Category 1: Vision/mission statements

*The education system's aspiration, as expressed in its mission and vision statements, is clearly linked with the development of a broad range of knowledge, skills, attributes and values that are important for the holistic development of an individual learner. WCD characteristics as defined in the conceptual framework are identified.*

Senegal's education sector policy is set out in the *Education and Training Quality, Equity and Transparency Improvement Programme (PAQUET-EF) 2018-2030*, updated to align with the Sustainable Development Goal for Education (SDG4). According to the PAQUET-EF, its vision is to create:

A peaceful and stable Education and Training System (SEF), diversified and integrated to include each and every individual in complete equality, a system that is both motivating and of the highest quality for the success of all, relevant and effective as a tool for developing the skills necessary to build a prosperous and unified Senegal. (République du Sénégal, 2018, p. 18)

Its mission is to guarantee the right to education by raising the intellectual, cultural and scientific skill level of the population, to better serve the nation and participate in the 21<sup>st</sup> century. In addition, the mission statements include concepts of WCD, such as aspirations for:

An inclusive social model where the prevailing principles are rule of law, good governance, democracy, respect for fundamental human freedoms and rights, citizen participation, cooperation and solidarity, social justice and people-focused development, gender equality and autonomy of girls and women, social protection and health for all, preservation of the environment, and a spirit of tolerance and peace. (République du Sénégal, 2018, p. 18)

These statements highlight the importance of WCD concepts in the Senegalese education sector, particularly relating to **academic knowledge, values, health, student engagement and community**.

## Category 2: Knowledge, skills, attributes and values identified in the vision/mission

*Specific knowledge, skills, attributes and values relating to WCD are identified in government strategic policy documents. Examples of these knowledge, skills, attributes and values may be related to the following themes: health, safe environments, student engagement, adult support, academically challenging learning, values, spirituality, academic knowledge, life skills, social and emotional learning and community. This identification implies that governments value these types of knowledge, skills, attributes and values, with the intention of integrating them in the education system. However, explanations of these types of knowledge, skills, attributes and values are not necessarily provided.*

Figure 7 shows the WCD themes identified in the education sector policy and sample curriculum documents in Senegal. All themes in the WCD conceptual framework, except **adult support**, were present in the policy documents. Of these, the most prominent themes identified were **community, values, academic knowledge, life skills and health**. These themes are consistent with those represented in the vision and mission statements identified in the PAQUET-EF.



**Figure 7 Knowledge, skills, attributes and values**

The PAQUET-EF focuses on three strategic objectives:

1. Quality education and training that serve to form a critical mass of citizens, skills, and training and knowledge-sharing mechanisms in order to meet the requirements for the transformation of society, the economy and the climate.
2. Fair and inclusive access to quality education and training that meets the needs of everyone, including children outside of school, and which ensures the effectiveness of the fundamental right to Education and Training for a decent job.
3. A sectoral governance and management system focused on achieving quality, fairness and relevance, promoting accountability among decentralised actors, territorial communities and local communities, and promoting efficiency and transparency in public spending and action. (République du Sénégal, 2018, p. 18-19)

The sector plan specifically recognises the “holistic, integrated and diversified vision of lifelong education” and adopts an inter-sectoral approach for the planning, implementation and monitoring of the PAQUET-EF across several ministries (République du Sénégal, 2018, p. 84).



**Values:** As a key objective of the sector plan, the concept of equity (a concept relating to **values**) features prominently in the PAQUET-EF. For example, it is included in the performance framework to measure progress on equity of access and equitable allocation of resources to address disparities and adversity at all levels of the education system.

### Category 3: Integration of knowledge, skills, attributes and values in the curriculum

*The curriculum framework or the sub-sector curriculum documents outline how or where the identified knowledge, skills, attributes and values will be addressed within basic education provision. This provides evidence that opportunities for embedding skills into education systems have been explored.*

This analysis examined a sample set of curriculum documents at the primary level (mathematics) and lower secondary level (life sciences, art/music and civic education). All WCD themes, with the exception of **adult support** and **social and emotional learning**, were identified across the Senegalese basic curriculum. The most prominent themes cited were **academic knowledge** (relating to mathematics, arts and science), **community** and **life skills**. The common set of core skills is organised into five major development spheres: 1) communication skills; 2) math, science and technology skills; 3) preparation skills for the world of work; 4) cultural, social and civic skills; 5) personal development skills (République du Sénégal, 2018, p. 41).

Different subject curricular have different areas of focus in relation to WCD. For example, concepts relating to **health** (such as hygiene and nutrition) are included in the Life and Earth Sciences subject, while concepts relating to **community** (such as peace) are discussed more prominently in the Civic Education curriculum. In the primary Mathematics curriculum, themes such as **academic knowledge** (in relation to mathematics) and **life skills** (in relation to reasoning and problem solving) were more prominent.



**Values:** The Civic Education curriculum specifies three learning objectives: 1) Seamlessly integrate the family and local community; 2) Foster a patriotic spirit and respect for the values of civic engagement, solidarity and openness; 3) Develop personal and social potentials. (Inspection Générale de l'Education et de la Formation, 2017, p. 5)

### Category 4: Progression of knowledge, skills, attributes and values in the curriculum

*There is some evidence/example of how specific knowledge, skills, attributes and values are understood to develop over time and across different education levels. The description of the progression may indicate that learning is hierarchical and is associated with progression through the curriculum in general.*

Concepts relating to **academic knowledge** and **life skills** were found across all levels of the primary and lower secondary curriculum, while some concepts relating to **health, safe environment, student engagement** and **community** were only present in the lower secondary curriculum.



**Community:** The Civic Education curriculum provides clear evidence of the requirements for the progression of knowledge, skills, attributes and values. For example, students are expected to develop a gradual understanding of democratic citizenship within the family, school, national and regional contexts. At the first level, students should “Become familiar with the decentralised and local structures and bodies” (Inspection Générale de l'Education et de la Formation, 2017, p. 5), then “Recognise its African citizenship” (Inspection Générale de

l'Education et de la Formation, 2017, p. 7) and “Recognize the great contemporary challenges facing Africa” (Inspection Générale de l'Education et de la Formation, 2017, p. 9). At the final level students should be able to “Understand the strategic role of solidarity in establishing peace and in development” (Inspection Générale de l'Education et de la Formation, 2017, p. 11).

### **Category 5: Policies that address learners experiencing adversity**

The PAQUET-EF outlines strategies for supporting **out-of-school** children, **girls' education** and **marginalised** children. The Basic Education for Illiterate Youth and Adults (EBJA) is a non-formal education programme, delivered through community schools and bridging classes, aimed at out-of-school children aged eight to 15 years.

The PAQUET-EF also includes specific strategies to promote gender equity in the education pathway for girls by strengthening “institutional and technical capacities of education and training structures (ministries, territorial communities, centres/offices) to better address the specific needs and interests of girls and women in their decisions, policies and interventions” (République du Sénégal, 2018, p. 32). This includes the capacity building and leadership of women in the education sector, promotion of girls in science and technology, support equitable access for women in the labour market, establish secure school environments, actions to address high drop-out rates of boys in some areas of the country.

The Inclusive Education Policy cited in the PAQUET-EF ensures equal access to educational opportunities for adversity populations. One of the strategies proposed is through implementation of adversity mapping to identify those with learning difficulties related to individual, family and school characteristics in order better target interventions. The adversity maps will be integrated with demographic tools such as census data and the OECD PISA-D contextual questionnaire.

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## Appendix 3: Policy survey analysis (tables)

**Research question 1: To what extent is Whole Child Development integrated in education policies relating to strategy, planning and practice?**

**Table 1 Conceptual framework themes in policy analysis study and Brookings' study**

WCD integrated in education policy		Brookings' study
WCD definitions	Policy documents	High-level analysis
Life skills	Academic knowledge	Life skills
Health	Student engagement	Academic knowledge
Social and emotional learning	Values	Community
Community	Health	Social and emotional learning
Values	Safe environment	Academically challenging learning
Academic knowledge	Life skills	Values
Academically challenging learning	Social and emotional learning	Health
Student engagement	Academically challenging learning	Adult support
Adult support	Community	Student engagement
Spirituality	Adult support	Safe environments
Safe environment	Spirituality	Spirituality

**Table 2 Whole Child Development themes in education policies**

WCD conceptual framework themes	Not at all	To some extent	To a medium extent	To a large extent (this is a focal area)
<b>Health</b> (including hygiene, nutrition, growth & development, physical & mental health)	0	5	<b>9</b>	7
<b>Safe environments</b> (including trust, caring schools & communities, connection & belonging)	0	5	<b>8</b>	<b>8</b>
<b>Student engagement</b> (including attitudes, adaptability, curiosity, motivation)	0	3	<b>12</b>	6
<b>Adult support</b> (including high expectations for behaviour, quality teaching and teachers, personalised learning environments, positive & caring adults)	0	<b>8</b>	7	6



WCD conceptual framework themes	Not at all	To some extent	To a medium extent	To a large extent (this is a focal area)
<b>Academically challenging learning</b> (including academic excellence, curriculum that challenges students, preparation for further education and careers, learning other languages and cultures, real-world learning environments)	0	7	<b>9</b>	5
<b>Values</b> (including acceptance of others & difference, integrity, respect for others, respect for self)	1	3	6	<b>11</b>
<b>Spirituality</b> (including compassion, faith, hope, mindfulness & awareness)	4	<b>9</b>	6	2
<b>Academic knowledge</b> (including arts, science, languages, mathematics, literacy & numeracy)	0	2	6	<b>13</b>
<b>Life skills</b> (including collaboration, critical thinking, metacognition, problem-solving, transferable skills, 21 <sup>st</sup> century skills, transversal competencies)	1	6	<b>10</b>	4
<b>Social and emotional learning</b> (including empathy & reflection, maintaining relationships, resilience, self-efficacy, emotional regulation)	3	4	6	<b>8</b>
<b>Community</b> (including family, schools, local and global communities)	2	6	<b>9</b>	4

**Table 3 Extent Whole Child Development is referenced in policies and strategies by sites**

	Is not referenced at all	Is referenced at least once	Is referenced multiple times and integrated into the system	Is a central part of the policy and referenced in different sections of the document
National education strategy	0	3	8	10
Education policies, plans and statements	0	2	8	11
Curriculum frameworks and statements	0	2	7	12
Quality standards for teachers and school leaders	2	3	9	7
Pre-service teacher education curriculum documents	6	7	2	6
In-service teacher professional learning	5	5	6	5

School improvement and school leadership policies and programmes	4	5	6	6
Community partnership policies and programmes	6	5	7	3

**Table 4 Challenges to integrating Whole Child Development**

	Not a challenge	Minor challenge	Medium challenge	Major challenge
Engaging other policymakers around the importance of WCD	3	6	5	6
Engaging teachers and school leaders around the importance of WCD	2	8	2	8
Engaging parents around the importance of WCD	2	8	2	8
Engaging students	2	8	3	7
Engaging community groups	2	6	4	8
Access to professional learning for school leaders and teachers	2	6	3	9
Funding for professional learning for school leaders and teachers	2	6	4	8
Access to education programmes or interventions	2	6	6	6
Diverse needs of student population, including students experiencing adversity	2	6	3	9
*Other challenge	4	7	2	7

**Table 5 Reasons influencing investment in WCD approaches**

	This reason had no influence	This reason had little influence	This reason had some influence	This is a key reason and had substantial influence
Decrease absenteeism and truancy	1	7	7	6
Decrease number of youth involved in crime and violence	3	5	9	4
Decrease per student cost to complete primary and secondary education	4	6	6	5
Improve academic outcomes of students	0	1	8	12
Increase capacity of students to cope with challenges (resilience)	2	3	7	9
Increase completion rates in primary education	2	3	7	9
Increase completion rates in secondary education	1	1	8	11
Increase inclusion of students previously excluded from education	4	3	6	8
Increase parent engagement in schools	5	4	7	5
Increase student participation/engagement in schools	4	3	7	7
Increase youth employment and economic wellbeing	4	2	11	4
Increase use of positive discipline practices in schools (defined as those practices aimed at developing mutually respectful relationships)	4	5	5	7
Decrease corporal punishment practices in schools	8	8	0	5
Improve long-term life outcomes	2	2	5	12
Improve physical, social and emotional wellbeing of students	1	2	9	9
Improve safety in schools	1	5	6	9
Improve teacher and school leadership standards	3	6	4	8
Improve professional learning outcomes of education system staff, teachers and school staff	3	3	6	9
Improve quality of teacher education programmes	4	2	6	9

**Research question 2: Is there evidence of effective Whole Child Development approaches implemented by the sites to strengthen whole child learning and development?**

**Table 6 Expected impact of embedding Whole Child Development approaches in policies**

WCD area	Key Issue	Number of sites who expect impact (have measures or plan to measure)	
		Yes	No
Health	Student wellbeing (emotional, mental and physical)	3	1
Safe environments	Positive discipline practices	5	2
	Use of corporal punishment	3	2
	Safety at school	9	0
Student engagement	Absenteeism or truancy	5	1
	Inclusion of previously excluded students	7	1
	Student participation and engagement	7	0
Adult support	Professional development outcomes for school staff	8	1
	Quality of teacher education programmes	8 (7 current, 1 planned)	1
	Teacher and school leadership	7	1
Academic knowledge	Completion of primary school	7	1
	Completion of secondary school	10	1
	Student academic outcomes	11	1
Social and emotional learning	Resilience	7 (6 current, 1 planned)	2
Community	Parent engagement	4 (3 current, 1 planned)	1
Other areas	Cost per student to complete primary and secondary school	3	2
	Long-term life outcomes	7	5
	Youth employment	3	1
	Youth involvement in crime and violence	3	1

**Table 7 Measuring and monitoring aspects of Whole Child Development**

Key Issue	Measurement tools in use/ planned to use	
<b>Health</b>		
Student wellbeing (emotional, mental and physical)	Standardised measures or instruments	1
	School-determined measures	0
	Census or population data	0
	Satisfaction surveys	1
	Other	0
<b>Safe environments</b>		
Positive discipline practices	Standardised measures or instruments	2
	School-determined measures	4
	Census or population data	0
	Satisfaction surveys	1
	Other	0
Use of corporal punishment	Standardised measures or instruments	1
	School-determined measures	1
	Census or population data	0
	Satisfaction surveys	0
	Other	1
	Protocols for dealing with violent situations	
	Prevention and protection campaigns Minimal legal framework for the comprehensive protection of the rights of minors Responses provided for more in line with campaigns and other interventions to address the issue, rather than ways of monitoring change	
Safety at school	Standardised measures or instruments	3
	School-determined measures	5
	Census or population data	1
	Satisfaction surveys	4
	Other	3

Key Issue	Measurement tools in use/ planned to use	
	Follow-up through inter-institutional projects and programmes Studies on facility insecurity Head teacher reports Results and follow-up of interventions/workshops Head teacher reports	
	<b>Student engagement</b>	
Absenteeism or truancy	Standardised measures or instruments	4
	School-determined measures	3
	Census or population data	2
	Satisfaction surveys	0
	Other	1
	Inspection Visits	
	Topical studies: teacher absenteeism	
	Student Parents' Associations	
	Inspections	
	Topical research Reports from other associations	
Inclusion of previously excluded students	Standardised measures or instruments	4
	School-determined measures	3
	Census or population data	4
	Satisfaction surveys	1
	Other	2
	Basic Education for Young and Adults	
	Visits, assistance and support by the Ministry's technical teams for secretaries of education and educational institutions Educational Equalisation and Acceleration Hospital classrooms Focused policies/strategies that require reporting	
	Standardised measures or instruments	2

<b>Key Issue</b>	<b>Measurement tools in use/ planned to use</b>	
Student participation and engagement	School-determined measures	3
	Census or population data	0
	Satisfaction surveys	3
	Other	1
	Citizen participation training workshops, which include a beginning and ending assessment (pre/post-test) Results and follow-up of interventions/workshops	
<b>Adult support</b>		
Professional development outcomes for school staff	Standardised measures or instruments	5
	School-determined measures	5
	Census or population data	0
	Satisfaction surveys	1
	Other	3
	Diagnostic Evaluation training courses	
	Initial training evaluations provided by the Primary school teacher training college	
	Open badge system	
	Statistics	
	Support and follow-up on the results for the Everybody's Learning Program	
	Evaluation of the level of current teachers, performed by the Ministry of Education	
	One-to-one discussions	
	Results from the continuous training and postgraduate processes	
Results and follow-up of interventions/workshops		
Evaluations of training by participants		
External evaluation of staff		
Quality of teacher education programmes	Standardised measures or instruments	5/1
	School-determined measures	5
	Census or population data	1
	Satisfaction surveys	3
	Other	2

Key Issue	Measurement tools in use/ planned to use		
	Rewrite of programmes, performed by an international research office Review of the curricula taking into account gaps observed in student teacher's academic and linguistic knowledge Educational follow-up during and after the practical internship period for student teachers and student professors		
Teacher and School leadership	Standardised measures or instruments	4	
	School-determined measures	4	
	Census or population data	0	
	Satisfaction surveys	2	
	Other	2	
	A leadership school is being developed to strengthen this in teacher administrator teams		
	National Education System State Report Sectoral Reviews Sectoral analysis		
Completion of primary school	Standardised measures or instruments	7	
	School-determined measures	3	
	Census or population data	2	
	Satisfaction surveys	0	
	Other	1	
	Sectoral Reviews Sectoral analysis		
Completion of secondary school	Standardised measures or instruments	9	
	School-determined measures	5	
	Census or population data	2	
	Satisfaction surveys	1	
	Other	1	
	Annual report on results of national exams, drafted by the Examinations and Competitive Examination Board		
	The Statistical Yearbook (Ministry of National Education and Vocational Training) Examination results Sectoral analysis		



Key Issue	Measurement tools in use/ planned to use	
	Statistics	
Student academic outcomes	Standardised measures or instruments	11
	School-determined measures	7
	Census or population data	3
	Satisfaction surveys	2
	Other	3
	Annual Report	
	National standardised exams	
	National monitoring instruments on different subjects	
	Head teacher reports	
	Participation in the international comparative studies (like PISA)	
Examination results		
Statistics		
Participation in comparative studies		
<b>Social and emotional learning</b>		
Resilience	Standardised measures or instruments	5/1
	School-determined measures	1/1
	Census or population data	1
	Satisfaction surveys	2
	Other	1
	Follow up on the results of socio-emotional skills reinforcement workshops and processes	
	Results and follow-up of interventions/workshops	

<b>Community</b>			
Parent engagement	Standardised measures or instruments	1/1	
	School-determined measures	0	
	Census or population data	0	
	Satisfaction surveys	2	
	Other	0	
<b>Other areas</b>			
Cost per student to complete primary and secondary school	Standardised measures or instruments	0	
	School-determined measures	1	
	Census or population data	2	
	Satisfaction surveys	0	
	Other	2	
	National Department of Education Analysis and Information is responsible for determining costs		
	Sectoral analysis [National Education System State Report]		
Sectoral analysis/statistics			
Long-term life outcomes	Standardised measures or instruments	6	
	School-determined measures	2	
	Census or population data	2	
	Satisfaction surveys	1	
	Other	3	
	Annual reports		
	Quasi experimental evaluations		
	Research programmes with the university		
	Head teacher reports		
Youth employment	Standardised measures or instruments	1	
	School-determined measures	1	
	Census or population data	2	
	Satisfaction surveys	0	

	Other	0	
Youth involvement in crime and violence	Standardised measures or instruments	2	
	School-determined measures	1	
	Census or population data	3	
	Satisfaction surveys	1	
	Other	1	
	Inter-institutional strategy implementation results (e.g. Ministry of Education and National Police)		

**Table 7a Ranking of measures used to monitor change in WCD priority areas**

Standardised measures or instruments + census data	
Student academic outcomes	14
Completion of secondary school	11
Completion of primary school	9
Inclusion of previously excluded students	8
Long-term life outcomes	8
Absenteeism or truancy	6
Quality of teacher education programmes	6
Resilience	6
Professional development outcomes for school staff	5
Youth involvement in crime and violence	5
Safety at school	4
Teacher and School leadership	4
Youth employment	3
Student wellbeing (emotional, mental and physical)	2
Positive discipline practices	2
Student participation and engagement	2
Cost per student to complete primary and secondary school	2
Use of corporal punishment	1
Parent engagement	1
School determined + satisfaction survey + other measures	
Professional development outcomes for school staff	18
Student academic outcomes	18
Safety at school	14
Completion of secondary school	12
Quality of teacher education programmes	11
Teacher and School leadership	10
Absenteeism or truancy	9
Inclusion of previously excluded students	9
Student participation and engagement	8
Long-term life outcomes	8
Completion of primary school	6
Positive discipline practices	5
Use of corporal punishment	5
Resilience	5
Cost per student to complete primary and secondary school	4
Student wellbeing (emotional, mental and physical)	3
Youth involvement in crime and violence	3
Parent engagement	2
Youth employment	1

**Research question 3: Is there evidence of Whole Child Development approaches being inclusive of children and youth in extreme adversity in their education policies?**

**Table 8 Adversity factors identified and prioritised by sites**

	Not at prioritised all (this is not a focal area)	Low prioritisation	Medium prioritisation	High prioritisation (this is a focal area)
Children and youth experiencing abuse or trauma (neglect, mental, emotional, physical and sexual)	1	2	6	10
Children and youth subject to labour	2	7	7	3
Children and youth experiencing conflict and war	8	3	3	5
Cultural minorities	3	3	6	7
Children and youth that are displaced	4	3	3	9
Rural population	2	3	8	6
Children and youth experiencing mental and physical illness	3	3	8	5
Girls' education	1	6	5	7
Out-of-school children	0	5	4	10
Children and youth experiencing poverty and economic hardship	1	3	8	7
Refugees	5	5	4	5
Gender identity	2	6	6	5
Children with special needs or a disability	0	1	8	10
Children and youth at risk of suicide	4	7	5	3
Community violence	2	9	4	4
Bullying and school violence	1	5	4	9

**Table 9 Extent that policy targets children and youth in extreme adversity**

	Is not referenced at all	Is referenced at least once	Is referenced multiple times and integrated into the system	Is a central part of the policy and referenced in different sections of the document
Official country or city policy or strategy on Whole Child Development, including 21 <sup>st</sup> century skills, social and emotional skills, transversal competencies, etc.	1	5	6	9
National education strategy	0	4	9	8
Education policies, plans and statements	1	2	9	9
Curriculum frameworks and statements	2	2	9	8
Quality standards for teachers and school leaders	6	6	3	6
Pre-service teacher education curriculum documents	7	7	4	3
In-service teacher professional learning	3	8	7	3
School improvement and school leadership policies and programmes	5	3	8	5
Community partnership policies and programmes	6	4	7	4

**Table 10 Outcome measurement in children and youth in extreme adversity**

<b>Measurement tools in use</b>	
Standardised measures or instruments	10
School-determined measures	6
Census or population data	7
Satisfaction surveys	4
Other:	5
Research programmes (including focus groups for specific research)	
Children and young people's own experiences	
Administrative records	
Tracking and follow-up through EEC and the early childhood information system	

## Appendix 4: Policy survey – English version

### Measuring What Matters - Whole Child Development

#### About this survey

This survey focuses on **Whole Child Development** in the education of children and youth. The term Whole Child Development encompasses **social and emotional learning, 21<sup>st</sup> century skills, and transversal competencies**. The purpose of a Whole Child Development approach is to provide a foundation for success in all aspects of life. Whole Child Development is embedded in a holistic development approach with the goal to educate the whole child with the active engagement and support of the community. The whole child approach fosters meaningful child growth, innovative and supportive learning environments, personal development and community engagement.

Whole Child Development focuses on providing learning environments that promote health, safety, student engagement, adult support, academic challenges, values, spirituality, life-skills, academic knowledge and social and emotional learning. Whole Child Development includes the different terms used across global geographies, and this survey uses the term Whole Child Development as a broad term that encompasses all areas of child development.

Please keep in mind the description above of Whole Child Development and your understanding of Whole Child Development *in your local context*. Please answer the following questions to the best of your knowledge and understanding of your own country's or city's approach to Whole Child Development. It would be helpful for you to have access to your country's or city's national education strategy. Below are a list of documents types that will be helpful references while you are completing the survey.

- Education mission/values statements (from Education Ministry/Directorates websites)
- National Education Policy/Plan/Strategy
- Education Sector Plan/Strategy (if different to above)
- National Curriculum Framework
- Sub-sector curriculum/learning standards/competencies for early childhood education, primary and early secondary education
- Education policies/strategies that relate to students facing adversity (for example, relating to special needs/disability, indigenous students, ethnic minorities, religious minorities, poverty, girls, conflict/displacement/refugees and out of school students).

#### How to complete this survey

Please complete all the questions represented to you. The structure of the survey provides a number of questions that are only presented when a particular response to a previous question is selected. The survey mainly comprises closed questions such as tick box, multiple choice, yes/no, and drag and drop. A small number of open-ended questions require a short response of no more than a few sentences.

The survey allows responses to be saved and accessed again for completion. The survey allows navigation back to questions.



**Introduction**

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Please enter your four digit code included in the survey participation email sent to you with the link to the survey: \_ \_ \_ \_

The questions in this survey can be answered from a national level (i.e. reflecting on your country as a whole) or from a city level (i.e. reflecting on your city, which may be different to the country or national level).

Please indicate whether you will be answering the survey from a national level or city level. Please enter the name of your location (country/city) in the comment box.

Choose **only one** of the following:

- Country level
- City level

Name of your location (country/city):

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**Section 1: Whole Child Development in Education**

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[PSQ 1 – WCD1] Does your country or city have a formal definition of what a Whole Child Development (including social and emotional learning, 21<sup>st</sup> century skills and transversal competencies) approach is? (*mandatory*)

Choose **only one** of the following:

- Yes (*conditional response to PSQ 1a\**)
- No

[PSQ 1a - WCD1a] \*Please provide your country's or city's formal definition of Whole Child Development (including social and emotional learning, 21<sup>st</sup> century skills and transversal competencies) in the space below.

Write your answer here:

[PSQ 2 - WCD 2] To what extent are each of the following Whole Child Development areas (including social and emotional learning, 21<sup>st</sup> century skills and transversal competencies) included in your country's or city's education strategies and education policies, including curriculum, pedagogy and assessment documents? (*mandatory*)

Choose the appropriate response for each item:

	Not at all	To some extent	To a medium extent	To a large extent (this is a focal area)
<b>Health</b> (including hygiene, nutrition, growth & development, physical & mental health)				
<b>Safe environments</b> (including trust, caring schools & communities, connection & belonging)				
<b>Student engagement</b> (including attitudes, adaptability, curiosity, motivation)				
<b>Adult support</b> (including high expectations for behaviour, quality teaching and teachers, personalised learning environments, positive & caring adults)				
<b>Academically challenging learning</b> (including academic excellence, curriculum that challenges students, preparation for further education and careers, learning other languages and cultures, real-world learning environments)				
<b>Values</b> (including acceptance of others & difference, integrity, respect for others, respect for self)				
<b>Spirituality</b> (including compassion, faith, hope, mindfulness & awareness)				
<b>Academic knowledge</b> (including arts, science, languages, mathematics, literacy & numeracy)				
<b>Life skills</b> (including collaboration, critical thinking, metacognition, problem-solving, transferable skills, 21 <sup>st</sup> century skills, transversal competencies)				
<b>Social and emotional learning</b> (including empathy & reflection, maintaining relationships, resilience, self-efficacy, emotional regulation)				
<b>Community</b> (including family, schools, local and global communities)				

[PSQ 3 – WCD3] Rank the following Whole Child Development areas from the highest priority to lowest based on their representation in your country's or city's education strategies and policies, including curriculum, pedagogy and assessment documents. (*mandatory*)

Double-click or drag-and-drop items in the left list to move them to the right - your highest ranking item should be on the top right, moving through to your lowest ranking item.

- |                                     |           |
|-------------------------------------|-----------|
| • Health                            | 1. _____  |
| • Safe environments                 | 2. _____  |
| • Student engagement                | 3. _____  |
| • Adult support                     | 4. _____  |
| • Academically challenging learning | 5. _____  |
| • Values                            | 6. _____  |
| • Spirituality                      | 7. _____  |
| • Academic knowledge                | 8. _____  |
| • Life skills                       | 9. _____  |
| • Social and emotional learning     | 10. _____ |
| • Community                         | 11. _____ |

[PSQ 4- WCD4] Does your country or city have an official policy or strategy on Whole Child Development (including 21<sup>st</sup> century skills, social and emotional skills, transversal competencies, etc.) (*mandatory*)

- Yes
- No

[PSQ 5 – WCD5] To what extent do each of the following education policy and strategy documents for your country or city include (references or identifies) Whole Child Development approaches? (*mandatory*)

Choose the appropriate response for each item.

	Is not referenced at all (or document does not exist)	Is referenced at least once	Is referenced multiple times and integrated into the system	Is a central part of the policy and referenced in different sections of the document
National education strategy				
Education policies, plans and statements				
Curriculum frameworks and statements				
Quality standards for teachers and school leaders				
Pre-service teacher education curriculum documents				
In-service teacher professional learning				
School improvement and school leadership policies and programmes				
Community partnership policies and programmes				

[PSQ 5a – WCD5a] List the top three challenges your country or city faces in embedding a Whole Child Development approach (or equivalent) within your education system.

Write your answer/s here:

Challenge 1 \_\_\_\_\_

Challenge 2 \_\_\_\_\_

Challenge 3 \_\_\_\_\_

[PSQ 6 – WCD6] Below is a list of reasons policymakers might invest in Whole Child Development approaches and initiatives. Select which of the following reasons influenced your country’s or city’s decision to prioritise or invest in Whole Child Development approaches or initiatives. (*mandatory*)

Choose the appropriate response for each item:

	This reason had no influence = 0	This reason had little influence = 1	This reason had some influence = 2	This is a key reason and had substantial influence = 3
Decrease absenteeism and truancy				
Decrease number of youth involved in crime and violence				
Decrease per student cost to complete primary and secondary education				
Improve academic outcomes of students				
Increase capacity of students to cope with challenges (resilience)				
Increase completion rates in primary education				
Increase completion rates in secondary education				
Increase inclusion of students previously excluded from education				
Increase parent engagement in schools				
Increase student participation/engagement in schools				
Increase youth employment and economic wellbeing				
Increase use of positive discipline practices in schools (defined as those practices aimed at developing mutually respectful relationships)				
Decrease corporal punishment practices in schools				
Improve long-term life outcomes				

Improve physical, social and emotional wellbeing of students				
Improve safety in schools				
Improve teacher and school leadership standards				
Improve professional learning outcomes of education system staff, teachers and school staff				
Improve quality of teacher education programmes				

*\*All of these follow-up questions are now conditional on a rating of “key reason” for, PSQ 6.*  
 [PSQ 7. – WCD7] *\*Is your country or city currently using any measures to monitor a decrease in absenteeism and truancy?*

- Yes *[conditional response to PSQ 7a.]*
- No *[conditional response to PSQ 7c-e]*

[PSQ 7a. - WCD7a] *\*Which of the following measures does your country or city use to monitor change in absenteeism and truancy?*  
 Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other *[conditional response to PSQ 7b]*

[PSQ 7b. WCD7b] *\*List the other measure/s that your country or city is using to monitor change in absenteeism and truancy.*

Measure 1: \_\_\_\_\_  
 Measure 2: \_\_\_\_\_  
 Measure 3: \_\_\_\_\_

[PSQ 7c – WCD7c] \*Does your country or city plan to use measures to monitor if there has been a decrease in absenteeism and truancy?

- Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 7*]
- Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 7*]
- Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 7*]
- There is no plan to use measures to monitor change

[PSQ 7d. - WCD7d] \*Which of the following measures is your country or city planning to use to monitor change in absenteeism and truancy?

Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other [*conditional response to PSQ 7e*]

[PSQ 7e. – WCD7e]\*List the other measure/s that your country or city is planning to use to monitor change in absenteeism and truancy.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ 8. - WCD8] \*Is your country or city currently using any measures to monitor a change in the cost per primary and secondary education student?

- Yes [*conditional response to PSQ 8a*]
- No [*conditional response to PSQ 8c-e*]

[PSQ 8a - WCD8a] \*Which of the following measures does your country or city use to monitor change in the cost per primary and secondary education student?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other [*conditional response to PSQ 8b*]

[PSQ 8b. – WCD8b] \*List the other measure/s that your country or city is using to monitor change in cost per primary and secondary education student.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 8c. – WCD8c.] \* Does your country or city plan to use measures to monitor if there has been a change in the cost per primary and secondary education student?

- Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 8*]
- Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 8*]
- Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 8*]
- There is no plan to use measures to monitor change

[PSQ 8d. – WCD8d.] \*Which of the following measures is your country or city planning to use to monitor if there has been a change in the cost per primary and secondary education student?

Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: [*conditional response to PSQ 8e*]



[PSQ 8e. – WCD8e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in the cost per primary and secondary education student.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ 9. – WCD9] \*Is your country or city currently using any measures to monitor change in positive discipline practices in schools?

Yes (*conditional response to PSQ 9a*)

No (*conditional response to PSQ 9c-e*)

[PSQ 9a. – WCD9a.] \*Which of the following measures does your country or city use to monitor change in positive discipline practices in schools?

Choose **all** that apply:

Standardised measures or instruments

School-determined measures

Census or population data

Satisfaction surveys

Other: [*conditional response to PSQ 9b*]

[PSQ 9b. – WCD9b.] \*List the other measure/s that your country or city is using to monitor change in positive discipline practices in schools.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 9c. – WCD9c.] \* Does your country or city plan to use measures to monitor change in positive discipline practices in schools?

Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 9*]

Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 9*]

Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 9.*]

There is no plan to use measures to monitor change

[PSQ 9d. – WCD9d.] \*Which of the following measures is your country or city planning to use to monitor change in positive discipline practices in schools?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 9e]*

[PSQ 9e. – WCD 9e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in positive discipline practices in schools.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ 10. – WCD10] \*Is your country or city currently using any measures to monitor change in corporal punishment in schools?

- Yes *[conditional response to PSQ 10a]*
- No *[conditional response to PSQ 10c-e]*

[PSQ 10a.] \*Which of the following measures does your country or city use to monitor change in corporal punishment practices in schools?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 10b]*

[PSQ 10b.] \*List the other measure/s that your country or city is using to monitor change in corporal punishment practices in schools.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 10c.] \* Does your country or city plan to use measures to monitor change in corporal punishment practices in schools?

- Yes, plan to use measures to monitor change within the next 12 *months* [conditional response to PSQ 10]
- Yes, plan to use measures to monitor change within the next 2 *years* [conditional response to PSQ 10]
- Yes, plan to use measures to monitor change within the next 5 *years* [conditional response to PSQ 10]
- There is no plan to use measures to monitor change

[PSQ 10d.] \*Which of the following measures is your country or city planning to use to monitor change in corporal punishment practices in schools?

Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: [conditional response to PSQ 10e]

[PSQ 10e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in corporal punishment practices in schools.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 11.] \*Is your country or city currently using any measures to monitor change in the inclusion of students previously excluded from education?

- Yes [conditional response to PSQ 11a]
- No [conditional response to PSQ 11c-e]

[PSQ 11a.] \*Which of the following measures does your country or city use to monitor change in the inclusion of students previously excluded from education?

Choose **all** that apply:

- Standardised measures or instruments

- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 11b]*

[PSQ 11b.] \*List the other measure/s that your country or city is using to monitor change in the inclusion of students previously excluded from education.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 11c.] \* Does your country or city plan to use measures to monitor change in the inclusion of students previously excluded from education?

- Yes, plan to use measures to monitor change within the next 12 months *[conditional response to PSQ 11]*
- Yes, plan to use measures to monitor change within the next 2 years *[conditional response to PSQ 11]*
- Yes, plan to use measures to monitor change within the next 5 years *[conditional response to PSQ 11]*
- There is no plan to use measures to monitor change

[PSQ 11d.] \*Which of the following measures is your country or city planning to use to monitor change in the inclusion of students previously excluded from education?

Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 11e]*

[PSQ 11e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in the inclusion of students previously excluded from education.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ 12.] \*Is your country or city currently using any measures to monitor change in parent engagement in schools?

- Yes [conditional response to PSQ 12a]  
 No [conditional response to PSQ 12c-e]

[PSQ 12a.] \*Which of the following measures does your country or city use to monitor change in parent engagement in schools?

Choose **all** that apply:

- Standardised measures or instruments  
 School-determined measures  
 Census or population data  
 Satisfaction surveys  
 Other: [conditional response to PSQ 12b]

[PSQ 12b.] \*List the other measure/s that your country or city is using to monitor change in parent engagement in schools.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 12c.] \* Does your country or city plan to use measures to monitor change in parent engagement in schools?

- Yes, plan to use measures to monitor change within the next 12 months [conditional response to PSQ 12]  
 Yes, plan to use measures to monitor change within the next 2 years [conditional response to PSQ 12]  
 Yes, plan to use measures to monitor change within the next 5 years [conditional response to PSQ 12]  
 There is no plan to use measures to monitor change

[PSQ 12d.] \*Which of the following measures is your country or city planning to use to monitor change in parent engagement in schools?

Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 12e]*

[PSQ 12e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in parent engagement in schools.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 13.] \*Is your country or city currently using any measures to monitor change in primary education completion rates?

- Yes *[conditional response to PSQ 13a]*
- No *[conditional response to PSQ 13c-e]*

[PSQ 13a.] \*Which of the following measures does your country or city use to monitor change in primary education completion rates?

Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other *[conditional response to PSQ 13b]*

[PSQ 13b.] \*List the other measure/s that your country or city is using to monitor change in primary education completion rates.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 13c.] \* Does your country or city plan to use measures to monitor change in primary education completion rates?

- Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 13*]
- Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 13*]
- Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 13*]
- There is no plan to use measures to monitor change

[PSQ 13d.] \*Which of the following measures is your country or city planning to use to monitor change in primary education completion rates?

Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: [*conditional response to PSQ 13e*]

[PSQ 13e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in primary education completion rates.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 14.] \*Is your country or city currently using any measures to monitor change in professional learning outcomes of education system staff, teachers and school staff?

- Yes [*conditional response to PSQ 14a*]
- No [*conditional response to PSQ 14c-e*]

[PSQ 14a.] \*Which of the following measures does your country or city use to monitor change in professional learning outcomes of education system staff, teachers and school staff?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 14b]*

[PSQ 14b.] \*List the other measure/s that your country or city is using to monitor change in professional learning outcomes of education system staff, teachers and school staff.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 14c.] \* Does your country or city plan to use measures to monitor change in professional learning outcomes of education system staff, teachers and school staff?

- Yes, plan to use measures to monitor change within the next 12 months *[conditional response to PSQ 14]*
- Yes, plan to use measures to monitor change within the next 2 years *[conditional response to PSQ 14]*
- Yes, plan to use measures to monitor change within the next 5 years *[conditional response to PSQ 14.]*
- There is no plan to use measures to monitor change

[PSQ 14d.] \*Which of the following measures is your country or city planning to use to monitor change in professional learning outcomes of education system staff, teachers and school staff?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 14e]*



[PSQ 14e] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in professional learning outcomes of education system staff, teachers and school staff.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ 15.] \*Is your country or city currently using any measures to monitor change in the quality of teacher education programmes?

Yes [*conditional response to PSQ 15a*]

No [*conditional response to PSQ 15c-e*]

[PSQ 15a.] \*Which of the following measures does your country or city use to monitor change in the quality of teacher education programmes?

Choose all that apply:

Standardised measures or instruments

School-determined measures

Census or population data

Satisfaction surveys

Other: [*conditional response to PSQ 15b*]

[PSQ 15b.] \*List the other measure/s that your country or city is using to monitor change in the quality of teacher education programmes.

Measure1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 15c.] \* Does your country or city plan to use measures to monitor change in the quality of teacher education programmes?

Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 15*]

Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 15*]

Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 15.*]

- There is no plan to use measures to monitor change

[PSQ 15d.] \*Which of the following measures is your country or city planning to use to monitor change in the quality of teacher education programmes?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 15e]*

[PSQ 15e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in the quality of teacher education programmes.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 16.] \*Is your country or city currently using any measures to monitor change in safety in schools?

- Yes *[conditional response to PSQ 16a]*
- No *[conditional response to PSQ 16c-e]*

[PSQ 16a.] \*Which of the following measures does your country or city use to monitor change in safety in schools?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 16b]*

[PSQ 16b.] \*List the other measure/s that your country or city is using to monitor change in safety in schools.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 16c.] \* Does your country or city plan to use measures to monitor change in safety in schools?

- Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 16*]
- Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 16.*]
- Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 16.*]
- There is no plan to use measures to monitor change

[PSQ 16d.] \*Which of the following measures is your country or city planning to use to monitor change in safety in schools?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: [*conditional response to PSQ 16e*]

[PSQ 16e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in safety in schools.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 17.] \*Is your country or city currently using any measures to monitor change in teacher and school leadership standards?

- Yes [*conditional response to PSQ 17a*]
- No [*conditional response to PSQ 701c-e*]

[PSQ 17a.] \*Which of the following measures does your country or city use to monitor change in teacher and school leadership standards?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 17b]*

[PSQ 17b.] \*List the other measure/s that your country or city is using to monitor change in teacher and school leadership standards.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 17c.] \* Does your country or city plan to use measures to monitor change in teacher and school leadership standards?

- Yes, plan to use measures to monitor change within the next 12 months *[conditional response to PSQ 17]*
- Yes, plan to use measures to monitor change within the next 2 years *[conditional response to PSQ 17]*
- Yes, plan to use measures to monitor change within the next 5 years *[conditional response to PSQ 71]*
- There is no plan to use measures to monitor change

[PSQ 17d.] \*Which of the following measures is your country or city planning to use to monitor change in teacher and school leadership standards?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 17e]*

[PSQ 17e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in teacher and school leadership standards.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 18.] \*Is your country or city currently using any measures to monitor change in secondary education completion rates?

Yes [conditional response to PSQ 18a]

No [conditional response to PSQ 18c-e]

[PSQ 18a.] \*Which of the following measures does your country or city use to monitor change in secondary education completion rates?

Choose all that apply:

Standardised measures or instruments

School-determined measures

Census or population data

Satisfaction surveys

Other: [conditional response to PSQ 18b]

[PSQ 18b.] \*List the other measure/s that your country or city is using to monitor change in secondary education completion rates.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 18c.] \* Does your country or city plan to use measures to monitor change in secondary education completion rates?

Yes, plan to use measures to monitor change within the next 12 months [conditional response to PSQ 18]

Yes, plan to use measures to monitor change within the next 2 years [conditional response to PSQ 18]

Yes, plan to use measures to monitor change within the next 5 years [conditional response to PSQ 18]

There is no plan to use measures to monitor change

[PSQ 18d.] \*Which of the following measures is your country or city planning to use to monitor change in secondary education completion rates?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 18e]*

[PSQ 18e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in secondary education completion rates.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ 19.] \*Is your country or city currently using any measures to monitor change in student academic outcomes?

- Yes *[conditional response to PSQ 19a]*
- No *[conditional response to PSQ 19c-e]*

[PSQ 19a.] \*Which of the following measures does your country or city use to monitor change in student academic outcomes?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 19b]*

[PSQ 19b.] \*List the other measure/s that your country or city is using to monitor change in student academic outcomes.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 19c.] \* Does your country or city plan to use measures to monitor change in student academic outcomes?

- Yes, plan to use measures to monitor change within the next 12 *months* [conditional response to PSQ 19]
- Yes, plan to use measures to monitor change within the next 2 *years* [conditional response to PSQ 19]
- Yes, plan to use measures to monitor change within the next 5 *years* [conditional response to PSQ 19]
- There is no plan to use measures to monitor change

[PSQ 19d.] \*Which of the following measures is your country or city planning to use to monitor change in student academic outcomes?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: [conditional response to PSQ 19e]

[PSQ 19e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in student academic outcomes.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ 20.] \*Is your country or city currently using any measures to monitor change in the capacity of students to cope with challenges (resilience)?

- Yes [conditional response to PSQ 20a]
- No [conditional response to PSQ 20c-e]

[PSQ 20a.] \*Which of the following measures does your country or city use to monitor change in the capacity of students to cope with challenges (resilience)?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 20b]*

[PSQ 20b.] \*List the other measure/s that your country or city is using to monitor change in the capacity of students to cope with challenges (resilience).

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 20c.] \* Does your country or city plan to use measures to monitor change in the capacity of students to cope with challenges (resilience)?

- Yes, plan to use measures to monitor change within the next 12 months *[conditional response to PSQ 20]*
- Yes, plan to use measures to monitor change within the next 2 years *[conditional response to PSQ 20]*
- Yes, plan to use measures to monitor change within the next 5 years *[conditional response to PSQ 20]*
- There is no plan to use measures to monitor change

[PSQ 20d.] \*Which of the following measures is your country or city planning to use to monitor change in the capacity of students to cope with challenges (resilience)?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 20b]*



[PSQ 20e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in the capacity of students to cope with challenges (resilience).

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 21] \*Is your country or city currently using any measures to monitor change in student participation/engagement in school?

Yes [conditional response to PSQ 21a]

No [conditional response to PSQ 21c-e]

[PSQ 21a.] \*Which of the following measures does your country or city use to monitor change in student participation/engagement in school?

Choose all that apply:

Standardised measures or instruments

School-determined measures

Census or population data

Satisfaction surveys

Other: [conditional response to PSQ 21b]

[PSQ 21b.] \*List the other measure/s that your country or city is using to monitor change in student participation/engagement in school.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 21c.] \* Does your country or city plan to use measures to monitor change in student participation/engagement in school?

Yes, plan to use measures to monitor change within the next 12 months [conditional response to PSQ 21]

Yes, plan to use measures to monitor change within the next 2 years [conditional response to PSQ 21]

Yes, plan to use measures to monitor change within the next 5 years [conditional response to PSQ 21]

There is no plan to use measures to monitor change

[PSQ 21d.] \*Which of the following measures is your country or city planning to use to monitor change in student participation/engagement in school?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 21e]*

[PSQ 21e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in student participation/engagement in school.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ22.] \*Is your country or city currently using any measures to monitor change in student wellbeing (physical, social and emotional)?

- Yes *[conditional response to PSQ 22a]*
- No *[conditional response to PSQ 22c-e]*

[PSQ 22a1.] \*Which of the following measures does your country or city use to monitor change in student wellbeing (physical, social and emotional)?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 22b]*

[PSQ 22b.] \*List the other measure/s that your country or city is using to monitor change in student wellbeing (physical, social and emotional).

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 22c.] \* Does your country or city plan to use measures to monitor change in student wellbeing (physical, social and emotional)?

- Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 22*]
- Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 22*]
- Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 22*]
- There is no plan to use measures to monitor change

[PSQ 22d.] \*Which of the following measures is your country or city planning to use to monitor change in student wellbeing (physical, social and emotional)?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: [*conditional response to PSQ 22e*]

[PSQ 22e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in student wellbeing (physical, social and emotional).

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 23] \*Is your country or city currently using any measures to monitor change in long-term life outcomes?

- Yes [*conditional response to PSQ 23a*]
- No [*conditional response to PSQ 23c-e*]

[PSQ 23a.] \*Which of the following measures does your country or city use to monitor change in long-term life outcomes?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 23b]*

[PSQ 23b.] \*List the other measure/s that your country or city is using to monitor change in long-term life outcomes.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 23c.] \* Does your country or city plan to use measures to monitor change in long-term life outcomes?

- Yes, plan to use measures to monitor change within the next 12 months *[conditional response to PSQ 23]*
- Yes, plan to use measures to monitor change within the next 2 years *[conditional response to PSQ 23]*
- Yes, plan to use measures to monitor change within the next 5 years *[conditional response to PSQ 23]*
- There is no plan to use measures to monitor change

[PSQ 23d.] \*Which of the following measures is your country or city planning to use to monitor change in long-term life outcomes?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 23e]*

[PSQ 23e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in long-term life outcomes.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of "key reason" for PSQ 6.*

[PSQ 24.] \*Is your country or city currently using any measures to monitor change in youth employment and economic wellbeing?

Yes [*conditional response to PSQ 24a*]

No [*conditional response to PSQ 24c-e*]

[PSQ 24a.] \*Which of the following measures does your country or city use to monitor change in youth employment and economic wellbeing?

Choose all that apply:

Standardised measures or instruments

School-determined measures

Census or population data

Satisfaction surveys

Other: [*conditional response to PSQ 24b*]

[PSQ 24b.] \*List the other measure/s that your country or city is using to monitor change in youth employment and economic wellbeing.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 24c.] \* Does your country or city plan to use measures to monitor change in youth employment and economic wellbeing?

Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 24*]

Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 24*]

Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 24*]

There is no plan to use measures to monitor change

[PSQ 24d.] \*Which of the following measures is your country or city planning to use to monitor change in youth employment and economic wellbeing?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 25e]*

[PSQ 24d.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in youth employment and economic wellbeing.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

*\*All of these follow-up questions are now conditional on a rating of “key reason” for PSQ 6.*

[PSQ 25.] \*Is your country or city currently using any measures to monitor change in the number of youth involved in crime and violence?

- Yes *[conditional response to PSQ 25a]*
- No *[conditional response to PSQ 25c-e]*

[PSQ 25a.] \*Which of the following measures does your country or city use to monitor change in the number of youth involved in crime and violence?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 25b]*

[PSQ 25b.] \*List the other measure/s that your country or city is using to monitor change in the number of youth involved in crime and violence.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 25c.] \* Does your country or city plan to use measures to monitor change in the number of youth involved in crime and violence?

- Yes, plan to use measures to monitor change within the next 12 months [*conditional response to PSQ 25*]
- Yes, plan to use measures to monitor change within the next 2 years [*conditional response to PSQ 25*]
- Yes, plan to use measures to monitor change within the next 5 years [*conditional response to PSQ 25*]
- There is no plan to use measures to monitor change

[PSQ 25d.] \*Which of the following measures is your country or city planning to use to monitor change in the number of youth involved in crime and violence?

Choose all that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: [*conditional response to PSQ 25e*]

[PSQ 25e.] \*List the other measure/s that your country or city is planning to use to monitor if there has been a change in the number of youth involved in crime and violence.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 26. – WCD26] Policymakers might face a range of challenges in introducing and promoting a Whole Child Development approach in their education policies. Indicate how great a challenge each of the following areas have been for your country or city. (mandatory)

Choose the appropriate response for each item:

	Not a challenge	Minor challenge	Medium challenge	Major challenge
Engaging other policymakers around the importance of WCD				
Engaging teachers and school leaders around the importance of WCD				
Engaging parents around the importance of WCD				
Engaging students				
Engaging community groups				
Access to professional learning for school leaders and teachers				
Funding for professional learning for school leaders and teachers				
Access to education programmes or interventions				
Diverse needs of student population, including students experiencing adversity				
*Other challenge				

[PSQ 26.a – WCD26a]\* Provide a brief description of the ‘other challenge’ in introducing and promoting a Whole Child Development approach in education policies. [Conditional response to ‘Other challenge’ being selected as a minor, medium or major challenge.]

Please write your answer here:

[PSQ 27. – WCD27] List three strategies your country or city has implemented to increase involvement of key stakeholders (including schools, families, teachers, students or community leaders) to strengthen education for improved Whole Child Development outcomes.

Please write your answer(s) here:

Engagement strategy 1: \_\_\_\_\_

Engagement strategy 2: \_\_\_\_\_

Engagement strategy 3: \_\_\_\_\_



## Section 2: Children and Youth in Adversity

The following questions focus on Whole Child Development approaches being inclusive of the needs of children and youth in significant adversity.

Adversity includes conditions such as poverty, social exclusion, conflict, displacement, abuse, violence and those children and youth who are excluded from education systems.

[PSQ 28- CYA1] Thinking of children and youth who are experiencing significant adversity; which of the following does your country or city identify as an adversity factor and how is it prioritised in policy? (*mandatory*)

Choose the appropriate response for each item:

	Not at prioritised all (this is not a focal area) = 0	Low prioritisation = 1	Medium prioritisation = 2	High prioritisation (this is a focal area) =3
Children and youth experiencing abuse or trauma (neglect, mental, emotional, physical and sexual)				
Children and youth subjected to labour				
Children and youth experiencing conflict and war				
Cultural minorities				
Children and youth that are displaced				
Rural population				
Girls' education				
Children and youth experiencing mental and physical illness				
Out-of-school children				
Children and youth experiencing poverty and economic hardship				
Refugees				
Gender identity				
Children and youth with special needs or a disability				
Children and youth at risk of suicide				
Community violence				
Bullying and school violence				

[PSQ 29 – CYA2] To what extent do each of the following education policy and strategy documents for your country or city include (references or identifies) approaches, strategies or programmes specifically targeting children and youth in adversity? (*mandatory*)

Choose the appropriate response for each item:

	Is not referenced at all (or document does not exist)	Is referenced at least once	Is referenced multiple times and integrated into the system	Is a central part of the policy and referenced in different sections of the document
Official country or city policy or strategy on Whole Child Development, including 21 <sup>st</sup> century skills, social and emotional skills, transversal competencies, etc.				
National education strategy				
Education policies, plans and statements				
Curriculum frameworks and statements				
Quality standards for teachers and school leaders				
Pre-service teacher education curriculum documents				
In-service teacher professional learning				
School improvement and school leadership policies and programmes				
Community partnership policies and programmes				

[PSQ 30. – CYA3] \*Is your country or city currently using any measures to monitor changes in outcomes for children and youth in adversity? (*mandatory*)

- Yes [*conditional response to PSQ 30a*]
- No [*conditional response to PSQ 30c-e*]

[PSQ 30a- CYA3a] \*Which of the following measures does your country or city use to monitor changes in outcomes for children and youth in adversity?

Check any that apply:

- Standardised measures or instruments
- School-determined measures

- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 30b]*

[PSQ 30b - CYA3b.] \*List the other measure/s that your country or city is using to monitor changes in outcomes for children and youth in adversity.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 30c - CYA3c] \*Does your country or city plan to use measures to monitor changes in outcomes for children and youth in adversity?

- Yes, plan to use measures to monitor change within the next 12 months *[conditional response to PSQ 30]*
- Yes, plan to use measures to monitor change within the next 2 years *[conditional response to PSQ 30]*
- Yes, plan to use measures to monitor change within the next 5 years *[conditional response to PSQ 30]*
- There is no plan to use measures to monitor change

[PSQ 30d. – CYA3d] \*Which of the following measures is your country or city planning to monitor changes in outcomes for children and youth in adversity?

Choose **all** that apply:

- Standardised measures or instruments
- School-determined measures
- Census or population data
- Satisfaction surveys
- Other: *[conditional response to PSQ 30e]*

[PSQ 30e. – CYA3e]\*List the other measure/s that your country or city is planning to monitor changes in outcomes for children and youth in adversity.

Measure 1: \_\_\_\_\_

Measure 2: \_\_\_\_\_

Measure 3: \_\_\_\_\_

[PSQ 31 - CYA4] List the top three challenges your country or city face in measuring and monitoring the outcomes for children and youth in adversity.

Write your answer(s) here:

Challenge 1: \_\_\_\_\_

Challenge 2: \_\_\_\_\_

Challenge 3: \_\_\_\_\_

[PSQ 32 - CYA5] List the top three challenges your country or city face in developing an inclusive education system for children and youth experiencing adversity.

Write your answer(s) here:

Challenge 1: \_\_\_\_\_

Challenge 2: \_\_\_\_\_

Challenge 3: \_\_\_\_\_

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Thank you for your valuable contribution to this study.

If you have any further feedback about Whole Child Development in your country or city, please contact the Project Director for Measuring What Matters: Policy level analysis project, Dr Pina Tarricone via email ([Pina.Tarricone@acer.org](mailto:Pina.Tarricone@acer.org))

Submit your survey.

Thank you for completing this survey.