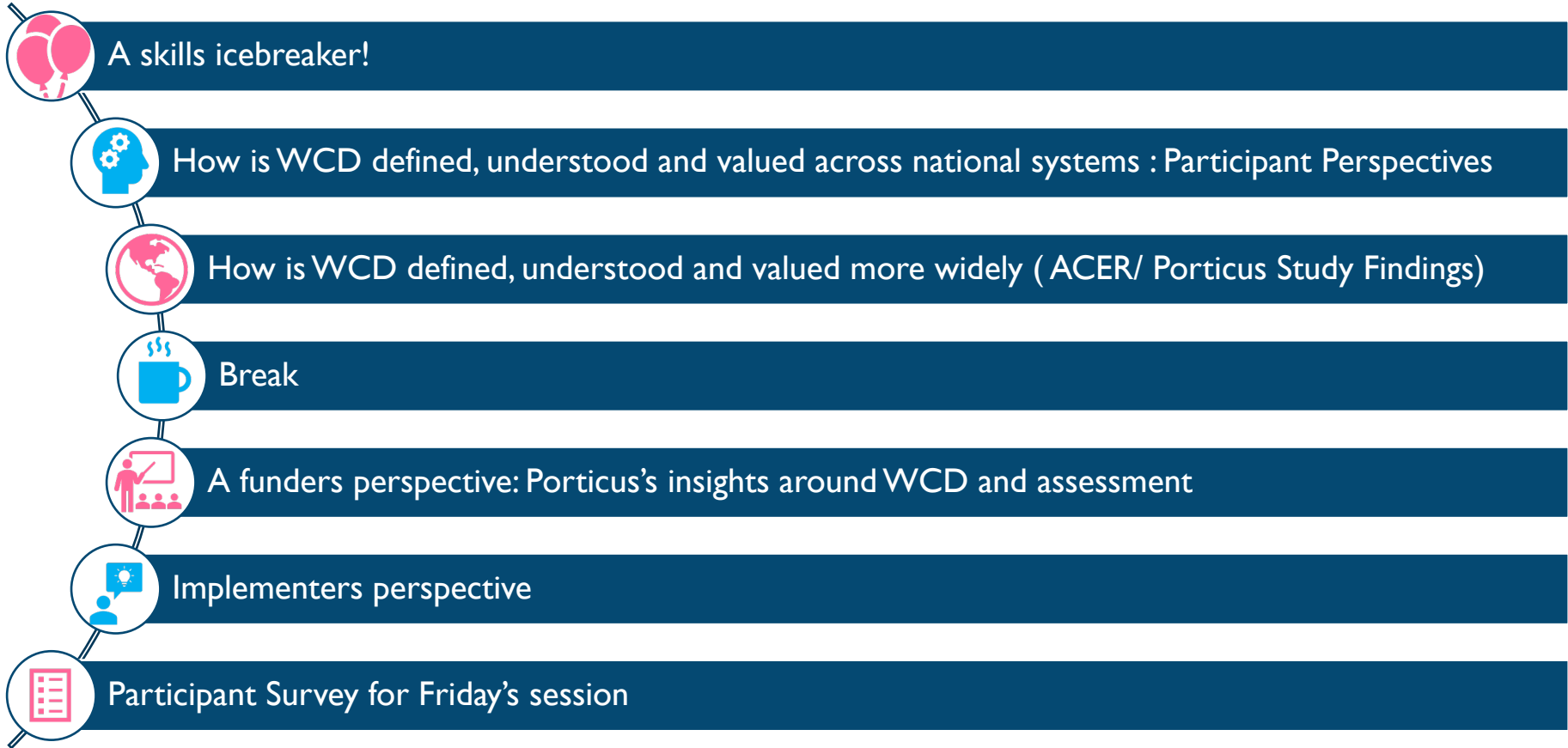


MEASURING
whatMATTERS
LEARNING
PARTNERSHIP
CONVENING

National systems

**Global Trends & Whole
Child Development**

Agenda





BREAKOUT GROUP ICE BREAKER

Which skill are you most proud of?

Which skill do you wish you had?

Which skill do you most value in others (e.g. in friends, colleagues or family)?

WCD :A policy perspective

- Despite momentum globally – there is limited evidence on how education systems **value, understand** and **define** WCD
- Policy makers and those representing national, district & city systems are an important stakeholder when considering systems change & how to bring policy down to practice and into the classroom.
- ACER/ Porticus undertook a study to establish a baseline for future assessments of where the field is in relation to WCD at a policy level & offer insights in to why those in policy – value and define a WCD approach, particularly in support of those in extreme adversity.

Key WCD themes and terms cited in the literature & policy material





Social and emotional learning

Coping skills
Emotional self-regulation
Empathy
Establish and maintain positive relationships
Identity
Resilience
Responsible decision making
Self-efficacy
Self-reflection



Academic knowledge

Arts
Digital literacy
Information literacy
Languages
Literacy (reading and writing)
Mathematics and numeracy
Science



Values

Acceptance of others and difference
Consideration
Honesty, trustworthiness
Integrity
Respect for others
Respect of rules
Self-respect
Understanding, tolerance and inclusion



Student engagement

Attitudes
Adaptability
Curiosity
Differentiated instruction
Engaging with others
Imagination
Inclusive learning environment
Initiative
Motivation
Open-mindedness
Perseverance
Personal responsibility



Life skills

21st century competencies
Collaboration
Communication
Creative thinking
Critical thinking
Global competencies
Metacognition (memory, reasoning, self-regulation)
Problem-solving
Transferrable skills



Spirituality

Compassion
Faith
Hope
Mindfulness/Awareness



Health

Hygiene

Physical and mental well-being

Physical development

Physical fitness

Nutrition



Academically challenging learning

Academic excellence

Curriculum that challenges students

Further education and career ready

Higher-order thinking and problem-solving skills

Learning a second language and culture



Community (family, school, community and global community)

Citizenship

Community engagement

Diversity

Global citizen

History of indigenous peoples

Migration background

Promotion of peace

Relationships (families, friends)



Safe environments

Caring school community

Connected and belonging

Trust



Adult support

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

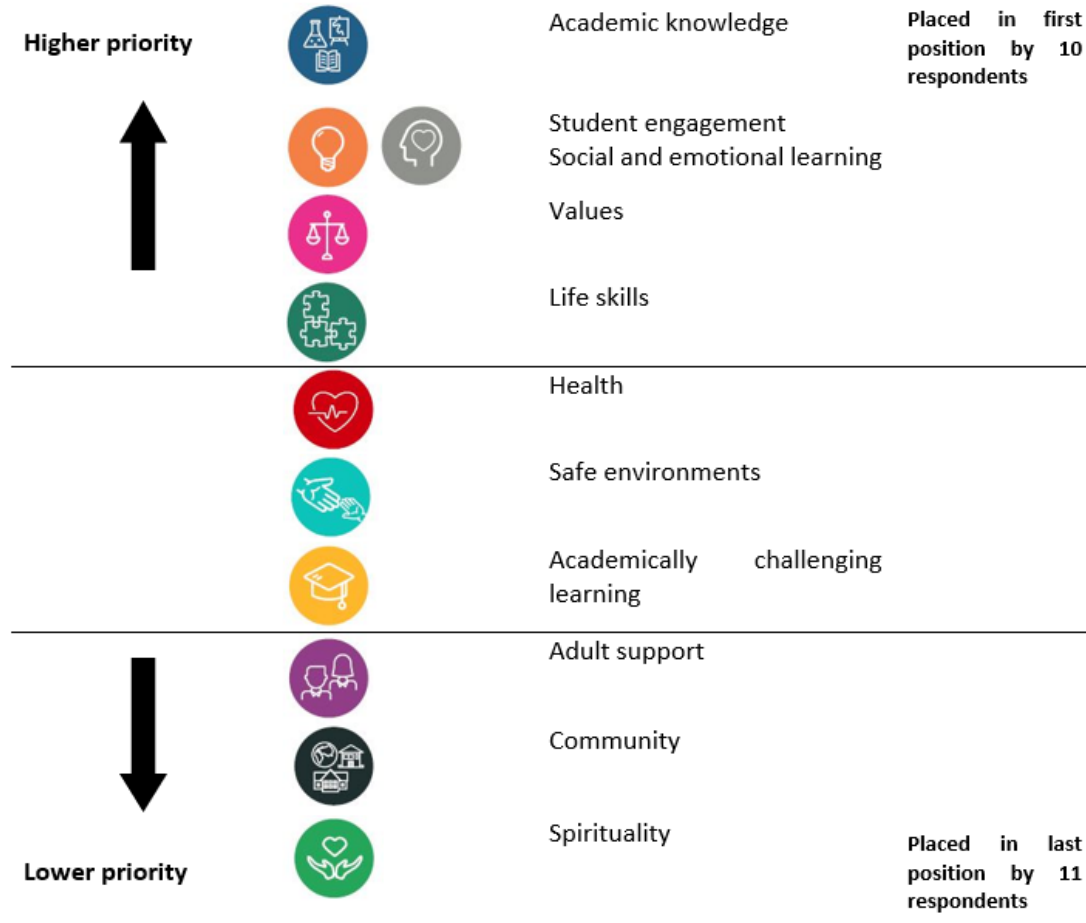
Significant adversities

Positive and caring adults

Let's Compare : How is WCD defined in policy?

- Less than half of the sites had a formal definition of WCD/ equivalent
- WCD themes most cited within definitions were: life skills, health, SEL, community, and values
- Disconnect between definition and policies - life skills & SEL prominent in definitions, but this was not reflected in actual educational policy.

Let's Compare: Priorities within WCD



Let's compare : Key reasons for investing in WCD?

- 50%+ cited:



- Improving academic outcomes



- Increasing completion rates



- Improving long-term life outcomes

- This aligns with the priority placed by sites on academic knowledge in their education policies and curriculum documents.

Let's Compare : Challenges to integrating WCD approach?

- **Classroom:** Changing beliefs of teachers, adapting to new practices, responding to the diversity of student needs, and monitoring progress
- **Systems level:** Difficulty embedding WCD while ensuring other strategic priorities were met, including the national goals for improving education access & quality

Which translate to:

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

Other key findings

- The **most common assessment tools** used to track progress on WCD areas: standardised tests and census data.
- Within the context of seeing WCD as a means of making systems more inclusive, **children with additional needs; out-of-school children; and children and students experiencing abuse or trauma** were considered the highest priority.
- Reducing youth suicide was more likely to be a high priority in high-income countries.
- Girls' education and rural populations were more likely to be rated as a high priority by low to upper-middle income countries.

Policy recommendations

- I. Develop a clear definition of WCD
- II. Strong policy enabling frameworks (e.g. institutional structures)
- III. Integration of WCD approaches in the curriculum
- IV. Prioritise investment in teacher training and teaching pedagogy
- V. Strengthen engagement with parents and the community
- VI. Develop robust monitoring and evaluation systems

For discussion:

What do you see as the implications of these findings?

Key Insights : Funder perspective

Communicating effectively the concept of WCD remains a challenge. It's important to meet policy stakeholders where they are, not where you want them to be.

The bridge to better connect LMIC's to WCD approaches is becoming stronger

A concrete pathway to making assessments more inclusive is in sight

Momentum continues to build: Challenge remains vast but there are positive signs that education systems have started to adopt WCD. MoE's are increasingly emphasizing approaches aligned with WCD

We can encourage & support innovation at the sector level by linking WCD to education outcomes; through strategic initiatives & partnerships; building relationships with those in policy; capacity development and contextualisation.

There is increased interest by the research & donor community to measure and integrate WC approaches in education systems & an increasing openness to co-creation and partnership across the sector

Consensus on which WCD skills & how to measure these skills across geographies and cultures is possible



We know there are an increasing number of national systems participating in WCD initiatives & eager to embed these skills in their systems and assessments.

In the context of your own work, are you able to identify concrete ways or opportunities to support those at a policy level?

Please share for discussion via mentimeter.