



Ministry of Education



Ministry of
Foreign Affairs

5th UNESCO Forum on Transformative Education

for Sustainable Development, Global Citizenship,

Health and Well-being

The implementation of transformative education
– where do we stand?

Creating safe, inclusive and healthy learning environments

Pr. Didier Jourdan

UNESCO Chair and WHO collaborating center in 'Global Health & Education'



5 ideas to be shared



1. Education and Health are mutually intertwined
2. Learning for Health and Well-being
3. A safe, inclusive and healthy Learning Environment
4. Political and strategic Lever for Change
5. Success Indicators that effectively facilitate Transformations in the Learning Environment



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2.2: End all forms of malnutrition, address the nutrition needs of adolescent girls



3.7: Ensure universal access to sexual and reproductive health-care services, including for family planning, information and education



4.7 Ensure all learners acquire the knowledge and skills needed...to promote ... human rights, gender equality, peace and non-violence



5.6 Ensure universal access to sexual and reproductive health and reproductive rights



6.2 Achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations



16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

Learning to take informed decisions and actions

Where do people learn
what they know about
health?

- Formal
- Non formal
- Informal



From an educational point of view

Two main reasons to take health into account in school policies:

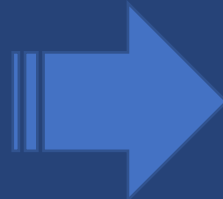
- Poor health inhibits learning. This is the main reason schools should embrace health-related initiatives—to enhance their fundamental task of maximizing learning outcomes for students.
- Health education is an essential part of the culture handed down from generation to generation in all civilisations. A way to share with family and the wider community. A question of citizenship...

Education and Health are mutually intertwined



Evidence show where there is coherence between the school's policies and practices that promote social inclusion, commitment to education and health, learning outcomes are improved, social and emotional well-being increases and health risk behaviours are reduced

Empower learners to take informed decisions and actions at the individual, community and global levels.



Creating the conditions for transformative education

{ Teaching & learning
Learning environment

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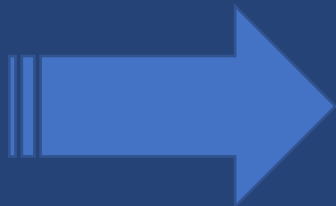
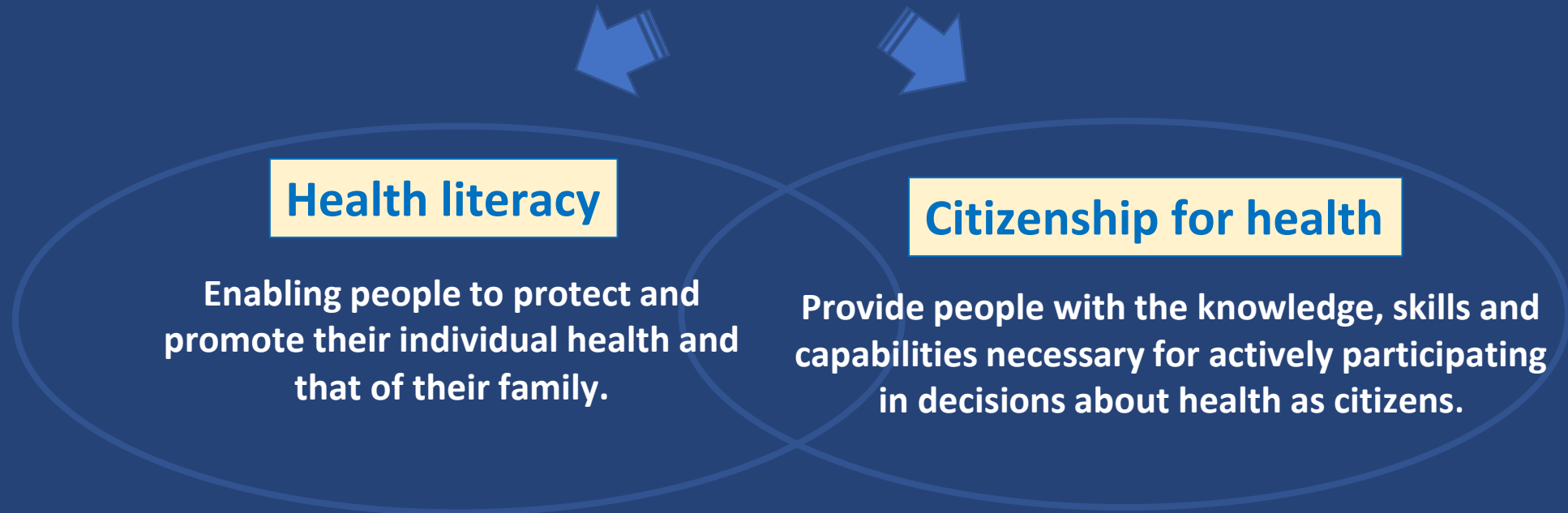


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Learning for health and well-being



Lifelong learning for health and well-being

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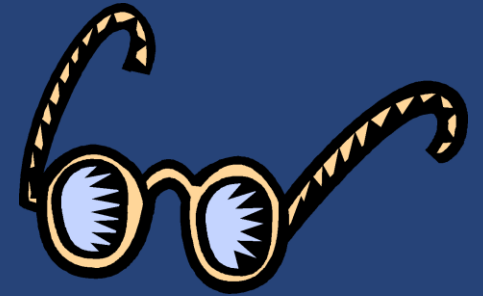
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Various situations all over the World

Depending on individual countries, health is not taken into account in educational policies in the same way. Because ...

- political organization
- priorities
- organisation and goals of education systems
- context
- constraints

... Differ from one country to another



From thematic interventions to whole-school approaches

- Thematic interventions (e.g. nutrition, mental health, addictions, sexuality, intestinal worms...) for children and adolescents
- Setting approaches (i.e. strategies aiming to act in various ways on policies and practices, re-shape environments, build partnerships, bring about sustainable change through the school setting)
 - ☐ health sector (Health Promoting School, Comprehensive school health...)
 - ☐ education sector (Whole School-Whole Community-Whole Child, Critical Health Education...)
 - ☐ intersectoral partnership (Good healthy schools, “Focusing Resources on Effective School Health” ...)

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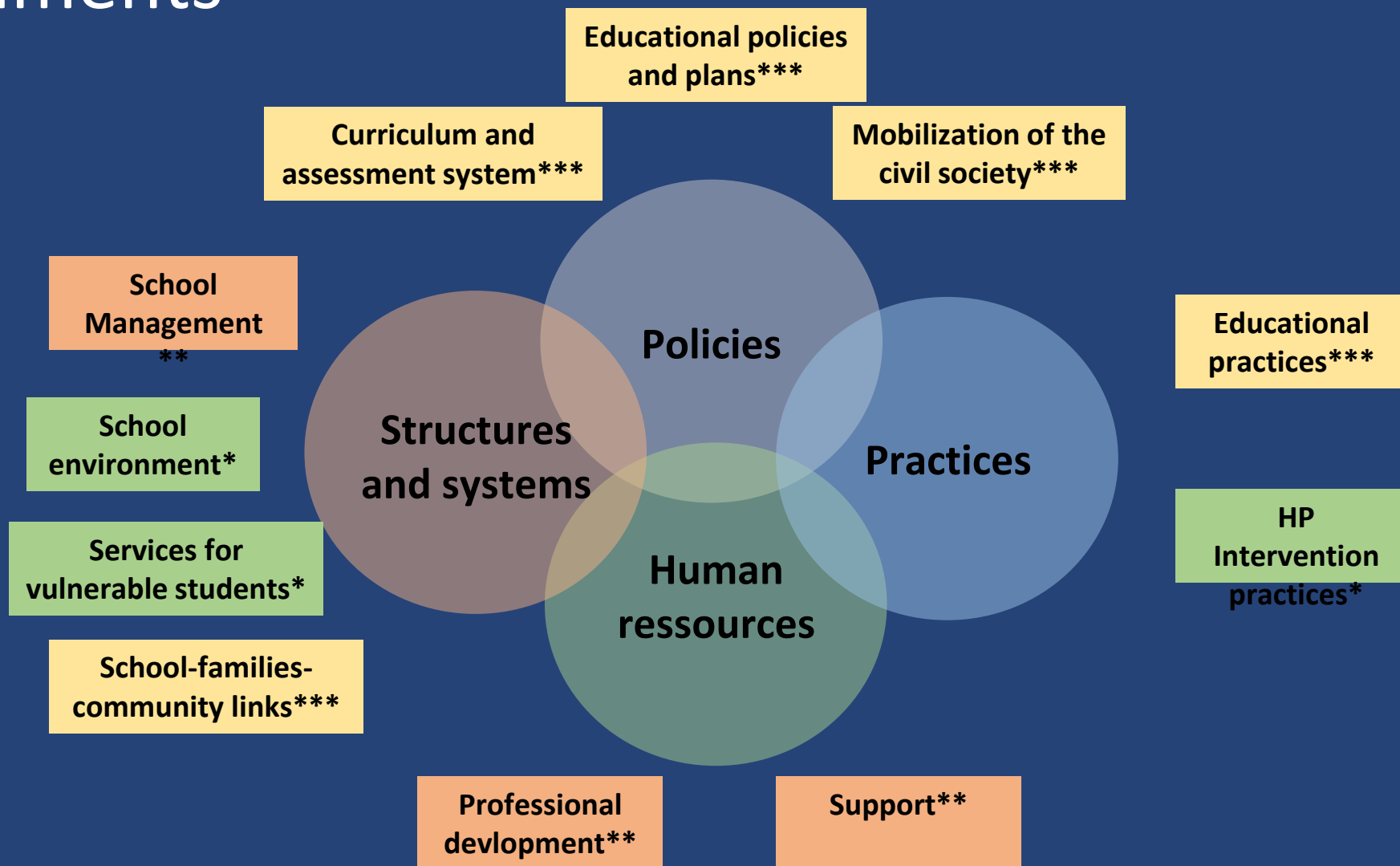


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Creating safe, inclusive and healthy learning environments



Nature of the evidence

** Direct evidence of impact on health inequalities*

*** Evidence of potential impact on health inequalities*

**** Evidence from inclusion and equity in education in general*

Determining factors of the activity



Potential effects of the activity

From implementation to improvement in education systems

- Considering the fact that we're not starting from scratch on the one hand, and that school culture and contexts are different from each other,
- The key question is more to **improve the quality and outcomes of the service provided to students** than to implement a program to be followed step by step.
- What counts is to improve the quality and outcomes of the service delivered to ALL students.

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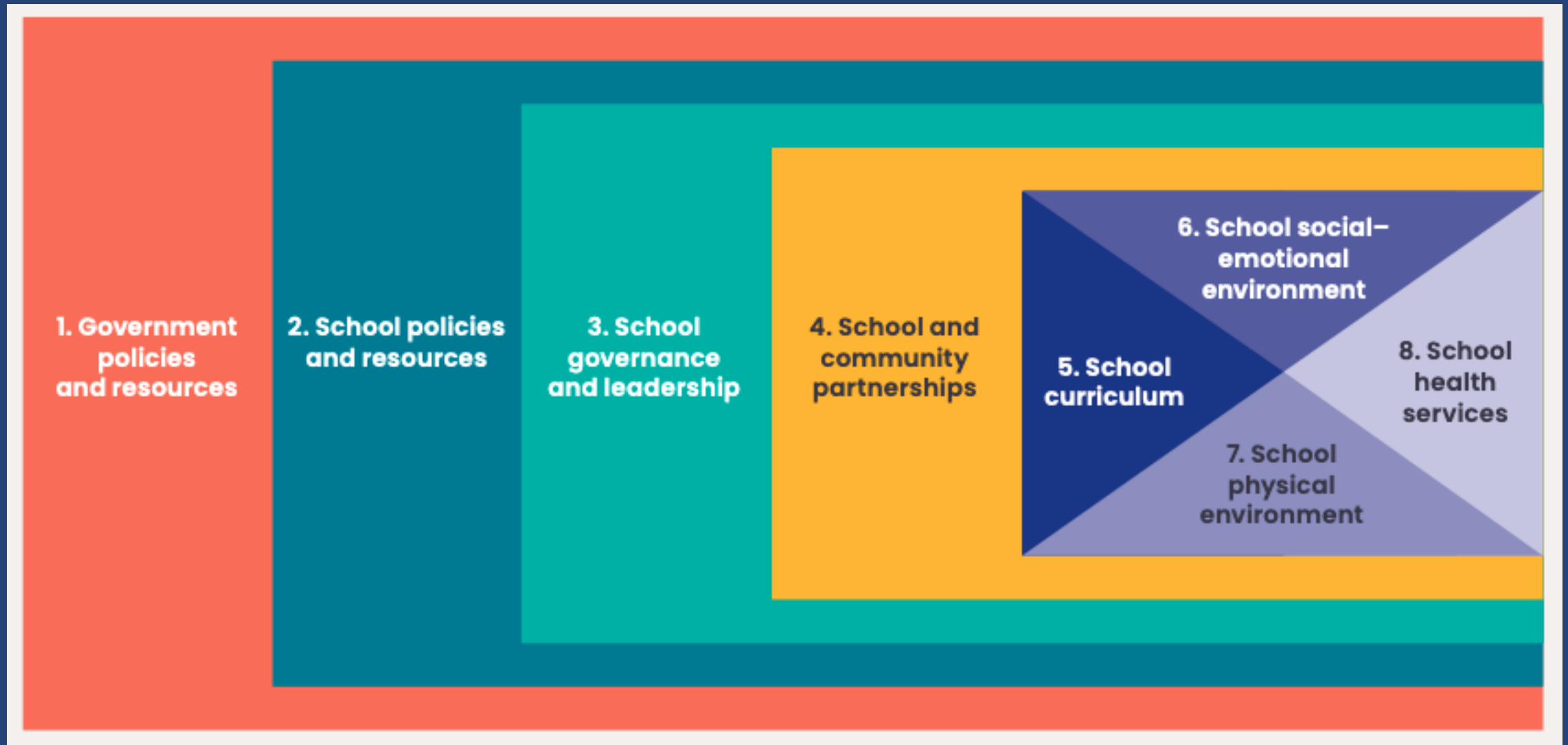
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2021

Global standards and indicators



Making every school a health-promoting school



Standard components

1. School policies set clear directions for the desired social-emotional environment in the school, including making any necessary improvements and feedback.	<div>1.1 The desired elements of the social-emotional environment in the school are agreed by all stakeholders in the school and local community.</div> <div>1.2 The school social-emotional environment fosters equity, including gender equity, by promoting inclusiveness and welcoming diversity within the school and local community.</div> <div>1.3 Individuals in the school community treat each other with respect and kindness in all interactions (e.g. no tolerance of discrimination, bullying, corporal punishment or harassment).</div> <div>1.4 The school has high expectations of students, school staff and local communities in relation to social interactions and health and education outcomes (where relevant).</div> <div>1.5 The school social-emotional environment fosters good relationships and builds self-esteem and confidence in all individuals.</div> <div>1.6 The school fosters all aspects of the social-emotional environment, even during distance or virtual learning (e.g. student engagement, reaching out to students at risk, promoting the school culture).</div>
2. The school has made adequate investment and has adequate resources to promote a safe, supportive social-emotional environment.	<div>2.1 Teachers receive professional training to develop the skills to support a healthy, safe school climate, including by enhancing connections with students and families.</div>
3. The social-emotional environment in the school is monitored regularly, and improvement and feedback actions are taken to ensure a positive environment.	<div>3.1 The school has mechanisms to detect and responds to any disruption of the socio-emotional environment by students and teachers</div>

Standard components

1. School policies ensure a safe environment for all members of the school community that is aligned with national policy.	<div>1.1 The school physical and learning environment is accessible for and adapted to the needs of all individuals in the school community, including those with additional needs and disabilities.</div> <div>1.2 The school physical environment complies with relevant government hygiene and safety standards and regulations at relevant government levels (when they exist; e.g. fire safety, sun safety, pest management).<ul style="list-style-type: none">- The school has a clean water supply, safe and adapted sanitation (e.g. separate, secure toilets for girls and menstrual hygiene management facilities), proper drainage, adequate lighting, clean air, temperature control and proper waste and refuse disposal.- Any school outdoor and sports facilities are safe, gender-sensitive, secure and properly maintained (e.g. well-lit, lockable toilets).- The school food environment is healthy and accessible (e.g. adheres to government food and nutrition standards and regulations such as on food safety, clear definition of "healthy foods", adequately furnished and maintained facilities).- The immediate school surroundings are safe and conducive to health and well-being (e.g. with consideration of injury prevention, can be adapted for different forms of physical activity, adhere to regulations on banning of the marketing and sales of alcohol, tobacco, unhealthy food and sugar-sweetened beverages).- The school has provisions for disaster management and evacuation (e.g. basic first aid).- The school ensures a safe, secure, healthy, inclusive environment to foster healthy distance or virtual learning (e.g. provision of physical supplies such as laptops, home ergonomic workstation, assessment of staff) and interactive teaching and safe use of digital technologies (e.g. online safeguards).- The school physical environment, both inside and outside the classroom, supports the development of social-emotional environments that promote learning and well-being (e.g. quiet spaces, "buddy benches", spaces for play, mindfulness and stress management, personal space for spiritual practices, green spaces).</div>
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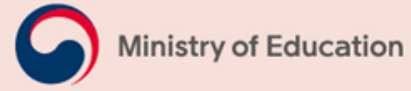
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Thank you

