

Framework UNESCO Chair and WHO Collaborating Centre Global Health & Education

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The purpose of this framework is to define the framework within which the activities of the UNESCO Chair¹ and WHO Collaborating Centre Global Health & Education are carried out. It is expected to be widely shared.

The Chair's activities refer to the strategies of both UNESCO and WHO. It is part of the United Nations dynamics within the overall perspective of the 2030 Sustainable Development Goals. The Chair contributes to building and interpreting the evidence base for SDG 3 (Ensure healthy lives and promote well-being for all at all ages), SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG 17 (Strengthen the means of implementation and revitalize the global partnership for sustainable development).

The UNESCO Chair operates as an open community. Its vision is to create the conditions for all children and young people to take charge of their lives and develop as individuals, as members of their community and as global citizens for all matters related to health. Organisations and people from different backgrounds, countries and cultures with a common interest in health and education are actively involved in different activities at a global level.

Mission and objectives

The Chair promotes a strategy of social change by introducing an innovative way of practicing prevention, health education and health promotion. It combines the knowledge of health determinants with social-cultural practices. This leads to a balanced approach between environmental changes and capacity building.

As defined in the agreement with UNESCO, the following strategic objectives support the overall vision:

1. Collaborate globally on research, training and dissemination;
2. Conduct applied research and produce knowledge for evidence-informed policies and practices;
3. Promote and conduct training and capacity building;
4. Disseminate and implement action-oriented knowledge at local, regional, national and global levels.

Core values

The core values of the UNESCO Chair include:

1. Every child and young person has a fundamental right to education, well-being and a healthy life;
2. Non-discrimination, solidarity, equality of opportunity and treatment, and universal access to education, health and well-being underpin all activities of the Chair;

¹ In this document we use the term 'UNESCO Chair': in 2019 there are two UNESCO Chairs Global Health & Education, one hosted by University Clermont-Auvergne in France, one hosted by Osaka University in Japan

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3. Development of autonomy of children and young people in order to prepare them to be free and responsible citizens in democratic processes of decision-making;
4. Active involvement of all children and young people, enabling them to work as powerful agents of healthy change in their own life, in schools, in families and in local communities;
5. Celebrate, value and learn from global diversity of knowledge, perspectives and experiences;
6. Cultural pluralism and appropriateness of activities and recommendations are recognized and taken into account as health and education of children and young people are rooted in different socio-economical, environmental, political, cultural and religious contexts.

Principles

The principles of the UNESCO Chair are:

1. **Holistic approach.** People's health is developed through the networking of a triple perspective: the relationship to oneself, the relationship to others and the relationship to the environment. The Chair's activities aim to take into account this ecology as a whole and its complexity;
2. **Global perspective.** Activities will (1) be carried out in genuine collaboration between partners from different parts of the world and (2) strengthen the common good;
3. **Coordinated intersectoral approach.** Linking the different settings of children's life and promoting intersectoral seamless collaboration between key partners and stakeholders to facilitate optimal synergy and effectiveness for young people's health and education;
4. **Cultural sensitivity and ethical acceptability.** New and innovative global models developed by the Chair will have to be carefully operationalized according to various geographic, cultural and religious contexts;
5. **Diversity of knowledge sources.** Knowledge from various sources (individuals, communities and scientific and administrative institutions) has to be taken into account, valued and articulated in a coherent way;
6. **Effective participatory approaches.** Participation should be considered crucial in research, training and practice; stakeholders and users at all levels will be actively involved in developing, testing and implementing new models;
7. **Capacity building.** All stakeholders' competences, health and development will be considered essential and will be addressed in close relation to the innovative approaches developed by the Chair;
8. **Integrated implementation.** New and innovative approaches introduced to schools and other educational settings should align with these sectors' core business ('add-in') and not be an extra burden ('add-on') for professionals;
9. **Diversity of research approaches.** Research will aim to (1) develop new and effective approaches, (2) test their feasibility and effectiveness and (3) implement and upscale new interventions. The three steps are closely related and should not be viewed as a strict linear process.

This framework is subject to ongoing 'work in progress' under the authority of the Scientific and Ethical Committee of the UNESCO Chair.