

Supporting every community & every school to become a foundation for healthy lives

Adolescent care, Leaving no one behind

Pr. Didier Jourdan

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



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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 levers for Change
5. Building school's capacities to become a foundation for healthy lives



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An introduction to The lecture of Khalid Siddeeg

Making every school; a health promoting school
Khalid Siddeeg (WHO/EMRO)



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

3 GOOD HEALTH AND WELL-BEING
3.7: Ensure universal access to sexual and reproductive health-care services, including for family planning, information and education

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

5 GENDER EQUALITY
5.6 Ensure universal access to sexual and reproductive health and reproductive rights

6 CLEAN WATER AND SANITATION
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 PEACE, JUSTICE AND STRONG INSTITUTIONS
16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children



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4 QUALITY EDUCATION

The image shows a grid of 17 Sustainable Development Goals. Goal 4, 'Quality Education', is highlighted in a larger red box at the top right. Two white curved arrows point from the grid towards this highlighted box. The grid includes icons for each goal: 1. No Poverty (family), 2. Zero Hunger (bowl), 3. Good Health and Well-being (heart and pulse), 4. Quality Education (book and pencil), 5. Gender Equality (gender symbol), 6. Clean Water and Sanitation (water tap), 7. Affordable and Clean Energy (sun), 8. Decent Work and Economic Growth (bar chart), 9. Industry, Innovation and Infrastructure (cubes), 10. Reduced Inequalities (scales), 11. Sustainable Cities and Communities (buildings), 12. Responsible Consumption and Production (infinity symbol), 13. Climate Action (globe), 14. Life Below Water (fish), 15. Life on Land (tree), 16. Peace, Justice and Strong Institutions (dove), 17. Partnerships for the Goals (interlocking circles), and the Sustainable Development Goals logo.



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Global Goals for Adolescent Health and Education

1. ensure that all girls and boys complete **free, equitable and quality primary and secondary education** leading to relevant and effective learning outcomes
2. ensure **equal access** for all women and men to affordable and quality technical, vocational and tertiary education, including university
3. eliminate **gender disparities in education and ensure equal access** to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
4. ensure that all youth and a substantial proportion of adults, both men and women, achieve **literacy and numeracy**
5. ensure that all learners acquire the **knowledge and skills needed to promote sustainable development**



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Global Goals for Adolescent Health and Education

1. build and upgrade **education facilities** that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
2. increase the **supply of qualified teachers**



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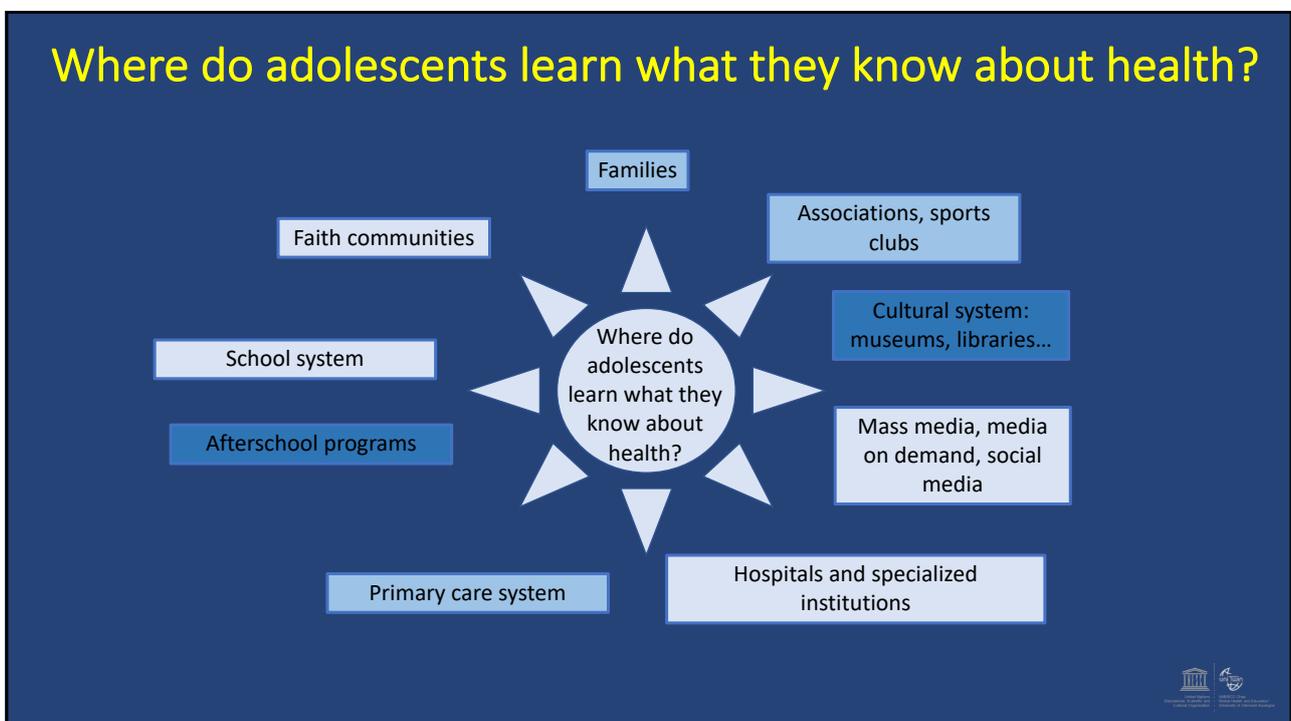
Where do adolescents learn

- Formal
- Non formal
- Informal

Creating the conditions for learning for health and well-being



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From an educational point of view

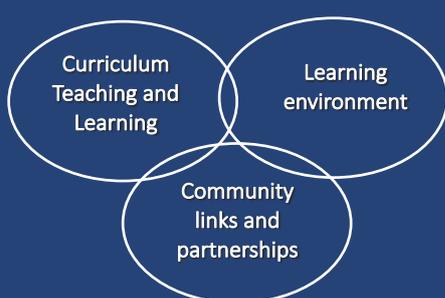
Two main reasons to **take health into account in school policies**:

- 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...



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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 educational success

{ Teaching & learning
Learning environment



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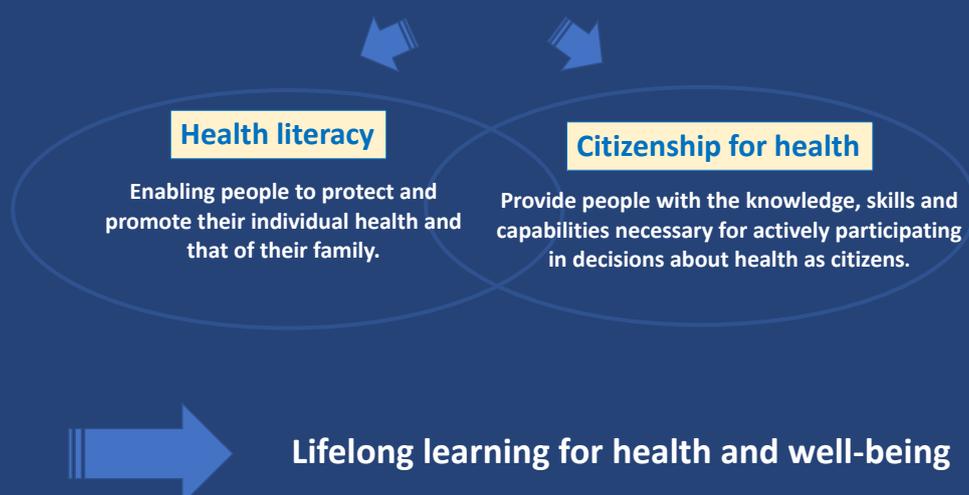
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Learning for health and well-being



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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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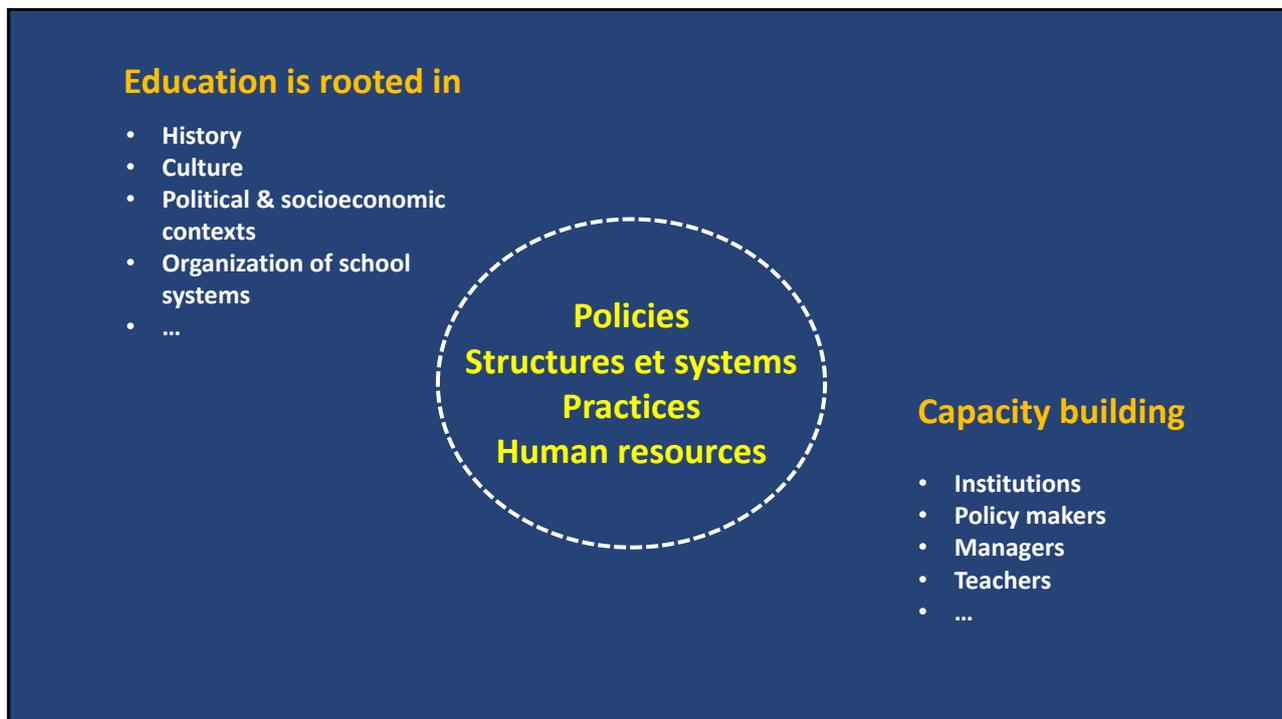
Identifying bottlenecks

- Broad context (socioeconomic context, violence, conflict and situations of emergencies, gender equality...)
- A narrowing of the broad SDG4 agenda with neglect of youth and adult education and skills development, both formal and non-formal
- Conditions and status of teachers
- Financing of education
- Limited capacity for policy design and implementation informed by research and evidence
- Poor mainstreaming of Education for Sustainable Development and Global Citizenship Education.

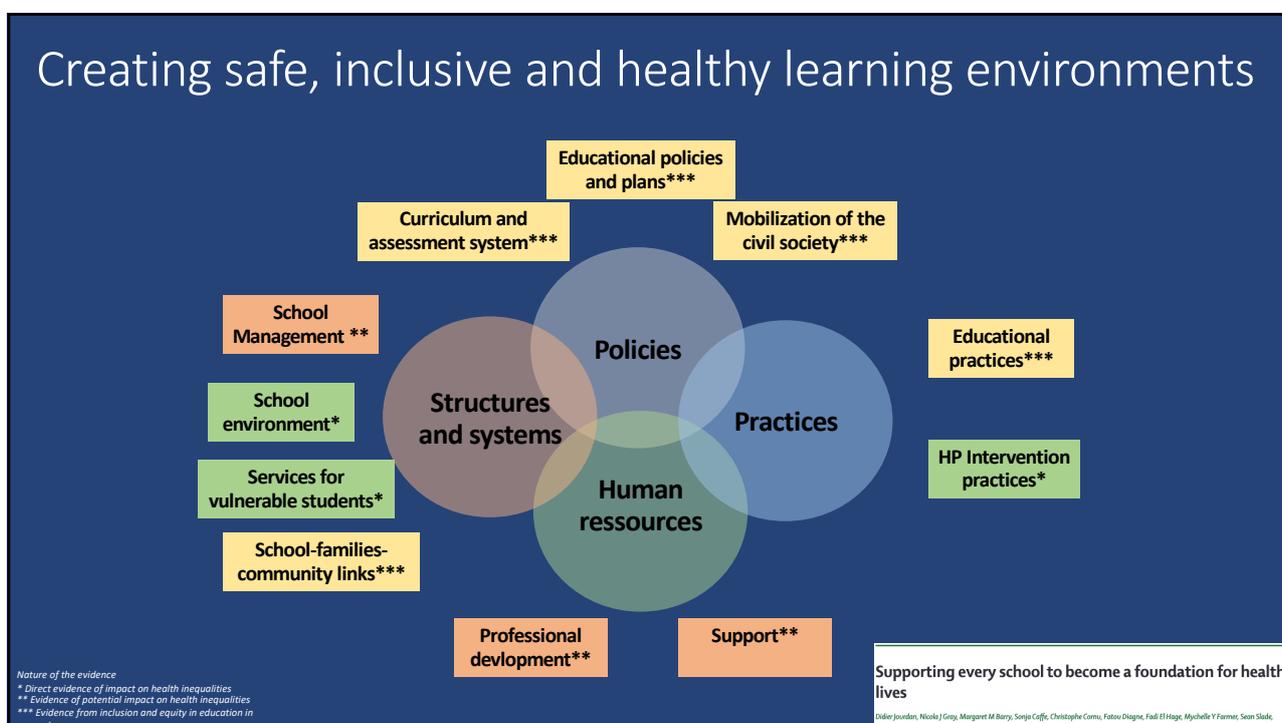
SDG-Education 2030 Steering Committee



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The workload of the professionals...



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An understanding of the positioning and constraints of all the professionals

- Health and education professionals are not robots performing a prescribed series of actions, but are subject to a set of constraints on their actions, and from these constraints emerges a way of performing professional activities.
- Health promotion in schools has to help professionals to build coherence in their activity.
- The challenge of professional training.

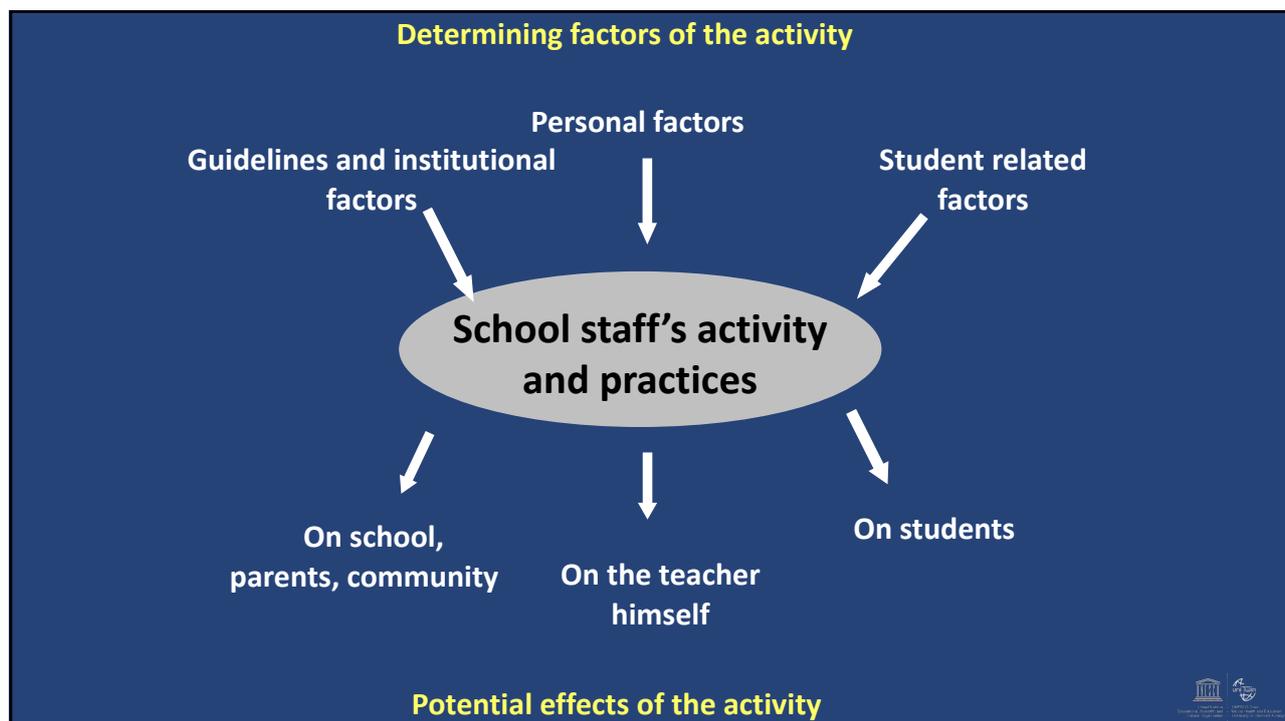


A need for coherence

*Toward a renewed
professional identity*



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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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