

Creating a life long learning for Health Pathway in Kirkstrees

23-24 April 2025



Conversation flowed
as people introduced
themselves...



We've brought
food for
thought



Co-chaired by
Nicola Gray & Didier Jourdan

to get ideas

flowing in
creative
ways!!



UNESCO CHAIR
Global Health
& Education



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University of
HUDDERSFIELD
Inspiring global professionals

Thanks to the Participants

The UNESCO Chair would like to thank all those who gave up their time to come and discuss this project:

Emma Andrews, Usman Anwar, Zobia Ayub, Rowan Bailey, Paula Barber, Michelle Black, Philippe Bohelay, Emma Brayford, Fiona Buckmaster, Emily Charlesworth, Sue Charlesworth, Lauren Coetzee, Emmanuel Courmaire, Ella Daley, Rachel Dixon, Karen Duke, Stacey Durham, Warren Gillibrand, Isabelle Goddard, Gill Hawksworth, Alison Hemsworth, Pauline Hughes, Valérie Ivassenko, Dimi Kaneva, Charlie Kennedy, Claire Kenworthy, Leanne Kirkpatrick, Emily Parry-Harries, Gill Poole, Adele Poppleton, Christine Rhodes, Palvinder Singh, Vicki Stadnicki, Leigh-Anne Stradeski, Hassaan Syed, Liz Towns-Andrews, Raúl Valdés-Cotera, Qiu Wang, Chenlu Ye

And the (inspiring) Aspiring Practitioners' Group from Kirklees College.

And the conference organising team, led by Claire Rushambuza:

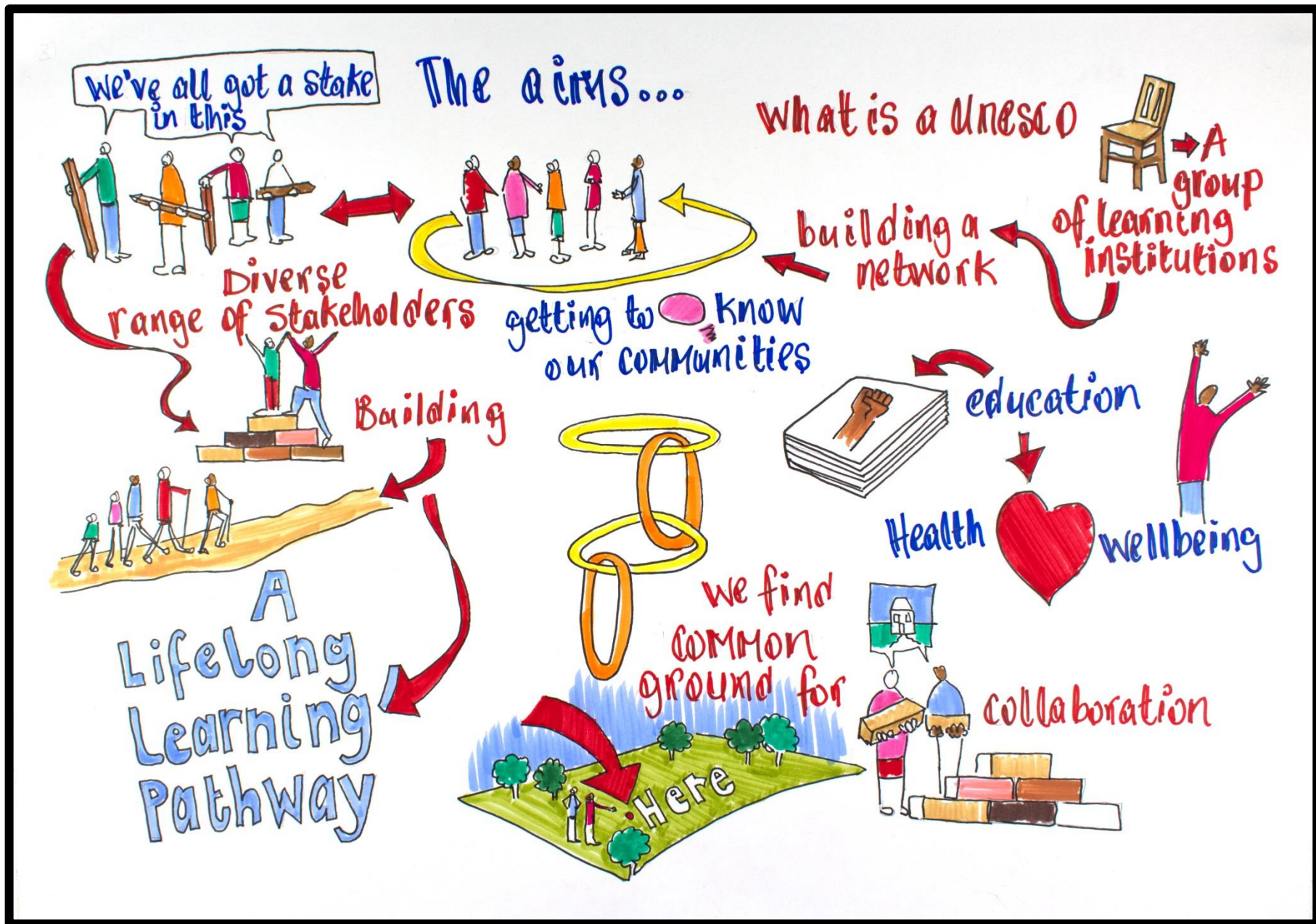
Jayne Amos, Charlie Bastin, Louise Corless, Sybilla Daley, Milly Dennison, Valentine Jourdan-Pantier, Jasmine Powell, Jo Roberts, Julie Rogers, Greta Sagris, Niamh Steeles, Min-Chien Tsai, Matt Worden

From the Hosts:

Goof Buijs (Manager), Nicola Gray (Co-Chair – University of Huddersfield), Didier Jourdan (Co-Chair - Université Clermont Auvergne)

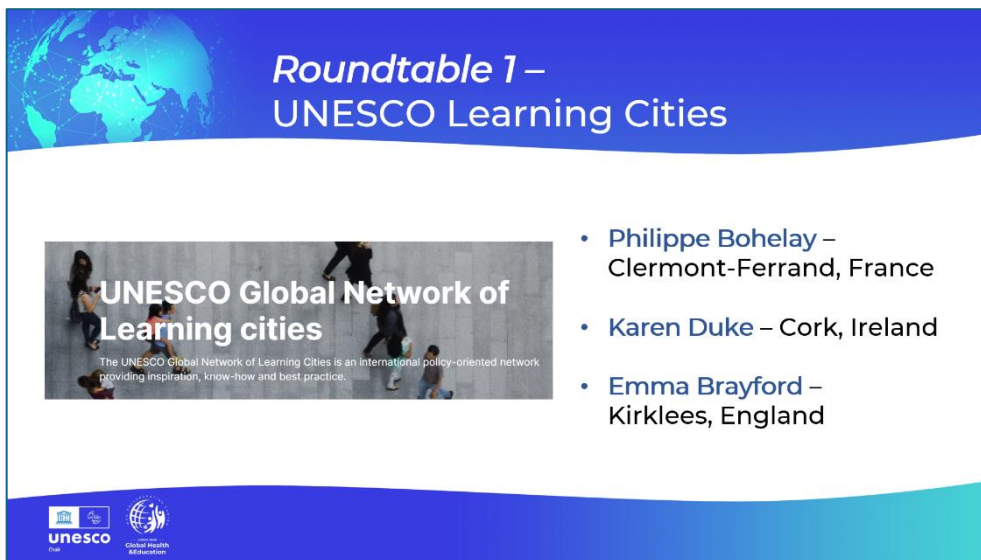
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Session 1 - Orientation and Context: What are we doing in our learning cities – and what resources do we have?

We gathered here in Kirklees as a grouping of organisations with a UNESCO mandate. [Clermont-Ferrand](#) (2016) and [Cork](#) (2015) are well-established, award-winning UNESCO Learning Cities who came and shared their experience of the Network with us, as [Kirklees](#) (2022) colleagues. During this first roundtable session, we invited each of the Learning City representatives - **Philippe Bohelay** (Clermont-Ferrand), **Karen Duke** (Cork) and **Emma Brayford** (Kirklees) - to share their activities and goals relating to lifelong learning – especially as it relates to building health literacy. **Didier Jourdan** gave us an introduction to the work done in Clermont-Ferrand, which serves as the foundation of the work we might do in Kirklees. **Nicola Gray and Lauren Coetzee** spoke about high street healthcare hubs (pharmacies and opticians).



Roundtable 1 – UNESCO Learning Cities



- Philippe Bohelay – Clermont-Ferrand, France
- Karen Duke – Cork, Ireland
- Emma Brayford – Kirklees, England

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Roundtable 2 – Resources in our Neighbourhoods



- Didier Jourdan – Co-Chair, UNESCO Chair GHE and Université Clermont-Auvergne
- Nicola Gray & Lauren Coetzee – University of Huddersfield

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Philippe Bohelay: Clermont Ferrand a UNESCO Lifelong Learning City
for health city
Difficult to define.. what is a learning city?

A story from history...
Clermont Ferrand

the volcanic geography defined this place before people & the industry...

our Learning City is a Multi ethnic community

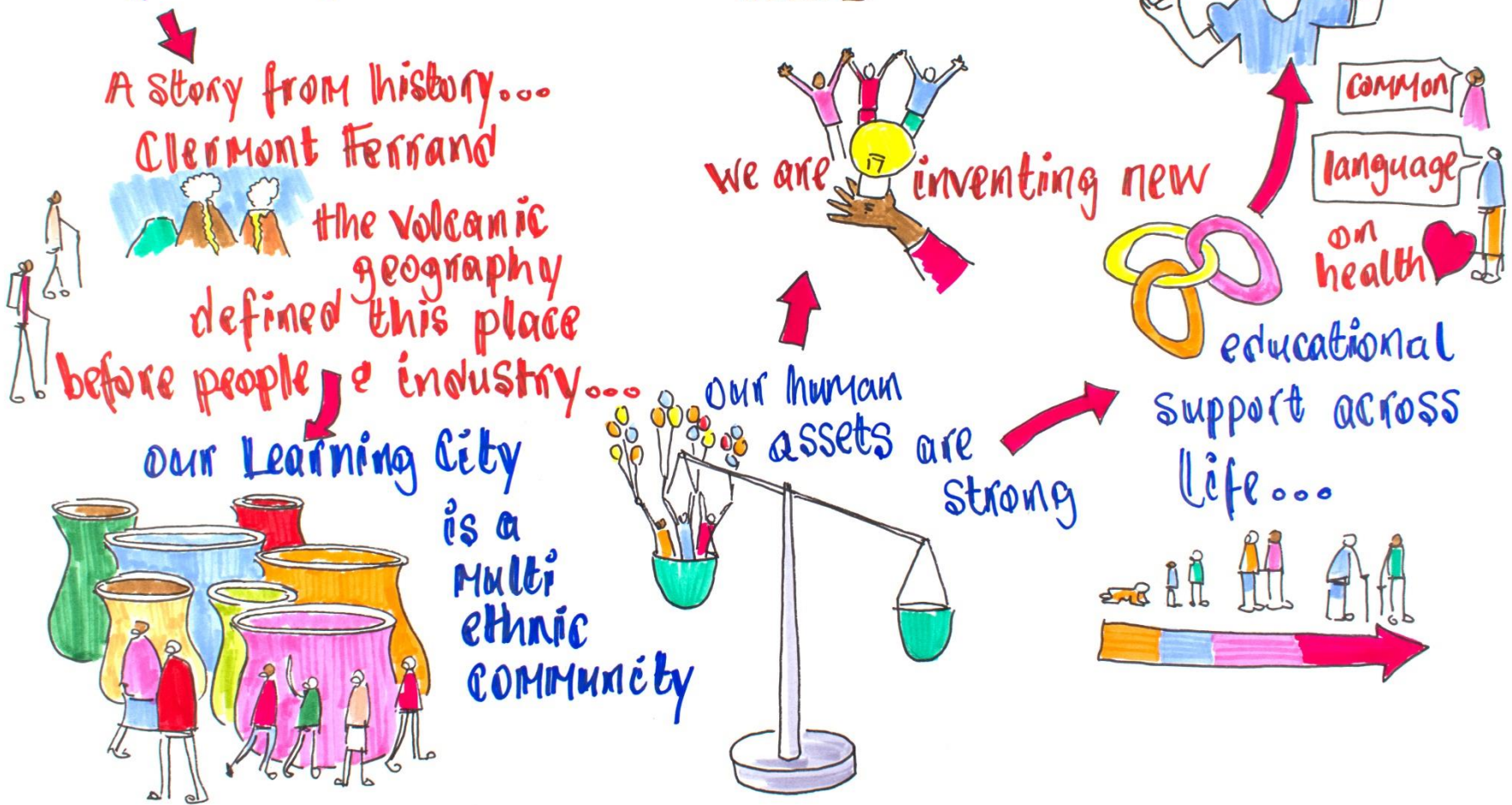
We are inventing new

our human assets are strong

empower our citizens

Common language on health

educational support across life...



Philippe Bohelay – UNESCO Learning City Lead, Clermont-Ferrand, France



Philippe reflected on his journey with the UNESCO Learning City of Clermont-Ferrand. He used the book "[*Le tour de la France par deux enfants*](#)" to illustrate examples of everyday learning.

His reflections included much about partnership and trust and intersectoral working, including the value of working with an experienced body like the UNESCO Chair

- Create the conditions for a “common grammar” among all stakeholders in the territory;
- Empower as many people as possible (democratic ideal);
- Produce “territorial knowledge” to be shared with other territories;

He spoke of challenges, opportunities and ambition – and the imperative – as it relates to “enabling everyone to take charge of their own health, and care for others.”

OUR LEARNING CITY : A JOINT PROJECT INVOLVING ALL CITY AND METROPOLITAN SERVICES

Our “Learning City” aims to federate and intensify educational support for everyone, from the very youngest to the oldest among us, in every aspect of our lives. With youth (up to age 25): an experimental territory

An “educational alliance” with the French Ministry of Education, higher education, community partners in the city and metropolitan area, institutions, government departments, etc.

The infographic features a central logo for 'Cité's éducatives' surrounded by various educational and social service categories:

- MAISON**: Famille, Vieilles, Jeunes, Handicapés, Autisme
- EQUIPEMENT SPORTIF**: Stades, Piscines, Centres de loisirs, Clubs
- ENTREPRISE**: Entrepreneurs, Apprenants, Alternance, Formation, Recherche, Innovation, Créativité, Culture de l'usage
- ESPACE SOCIAL**: Citoyenneté, Démocratie, Vieilles, Jeunes, Handicapés, Autisme, Apprenants, Agence CCAG, Médiation
- SERVICE**: Communauté, Apprenants, Alternance, Formation, Recherche, Innovation, Créativité, Culture de l'usage
- ÉCOLE**: Prématernel, Maternel, Élémentaire, Collège, Lycée, Université, Apprenants, Alternance, Formation, Recherche, Innovation, Créativité, Culture de l'usage
- LIEUX CULTURELS**: Artisans, Médiateurs culturels, Médiateurs culturels et enseignants
- UNIVERSITÉ**: Recherche, Enseignement, Apprenants, Alternance, Formation, Recherche, Innovation, Créativité, Culture de l'usage

Logos for UNESCO, Clermont-Ferrand Métropole, and the French Ministry of Education are visible at the bottom.

“Don’t try to find a model of a successful Learning City... You are your own model.”

Karen Duke
Cork UNESCO learning city

There's **no** challenge



with very



complex systems



Lots of organisations

and

communities



working together



Sustainable Development Goals



We work on many

pathways...

local

High Level

Taking holistic approaches to health education



right across our generations and communities

built on



respectful engagement

Karen Duke - UNESCO Learning City Team, Cork, Ireland



Karen spoke about the 12 months that she has spent so far with the Cork Learning City team. The challenges of a Learning City can be summarised thus:

- No blueprint
- Complexity
- Organisations traditionally work in silos
- How to maintain motivation and continue to innovate

This requires respectful engagement and lots of listening.

The key is embedding a culture of lifelong learning into local policy.

LEARNING FOR WELL-BEING 2020
SUPPORTING RESILIENCE IN LEARNING CITIES
3 & 4 DECEMBER 2020

Webinar Report
UNESCO
Global Network of Learning Cities
Cluster of Learning Cities for Health and Well-being

Erin Reid
Dr. Stephen O'Sullivan
Davis Barrett
Siobhán Mc Carthy

CORK IRELAND

partnerships • well-being • innovation • networking • workshops • inspiration • support

#LEARNINGFORWELLBEING2020

Well Being :

We learned and harnessing the benefits of both health and education not only improves health and well being, but also enhances learning and personal growth, fosters healthy and resilient individuals, families and communities.

Raul Valdes Coteria, UNESCO Institute for Lifelong Learning

‘In Ireland, the promotion of well being for all of our children and young people is central to our mission to enable our young people to achieve their full potential and be the best they can be.’

Taoiseach Micheál Martin TD



“No one organisation can do it alone”

EMMA Brayford: Kirklees UNESCO learning city

by video



Kirklees Futures
Underpinning 2022-30
our learning Strategy

Informed by **Listening** and **to our Communities**
They know best!



Change



3 obsessions

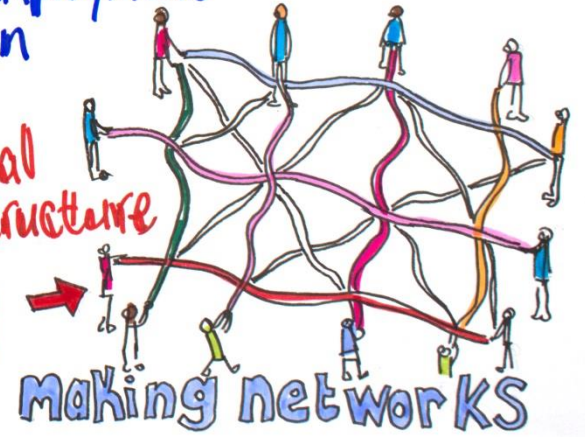


creating **optimistic communities**
with **access to flexible**

Improving employment & inclusion



using **cultural infrastructure**



Emma Brayford - Senior Kirklees Learning Partner (Kirklees UNESCO Learning City representative), Kirklees UK



Emma reflected on the different initiatives in the new Learning City of Kirklees that support health and well-being for children and young people aged 0-19. For 'Our Kirklees Futures' the actions of the programme leads are to:

- Listen to learners
- Collaborate
- Support schools
- Prioritise our early years
- Safeguard early support and help
- Enable smooth transitions
- Tackle inequalities
- Harness digital technologies
- Value our people
- Promote well-being

BY 2030, KIRKLEES IS A PLACE WHERE CHILDREN, YOUNG PEOPLE AND LEARNERS HAVE THE BEST START IN LIFE AND ARE:

Safe
By 2030, all learners are safe and feel safe from harm.
Children, young people, and adult learners in Kirklees are safe because they benefit from exceptional safeguarding practice as recognised by Ofsted outcomes and external reviews
Children, young people, and adult learners in Kirklees are safe because safeguarding practitioners are recognised as leading practice through our safeguarding partnerships, social care, and early support
Children, young people, and adults report as feeling safe and know where to access help and support.

Healthy
By 2030, all learners live healthy lifestyles and maintain these into adulthood.
Help people to make informed choices to support their physical and mental wellbeing throughout Kirklees
Mental health is prioritised for early intervention, support, and resourcing.

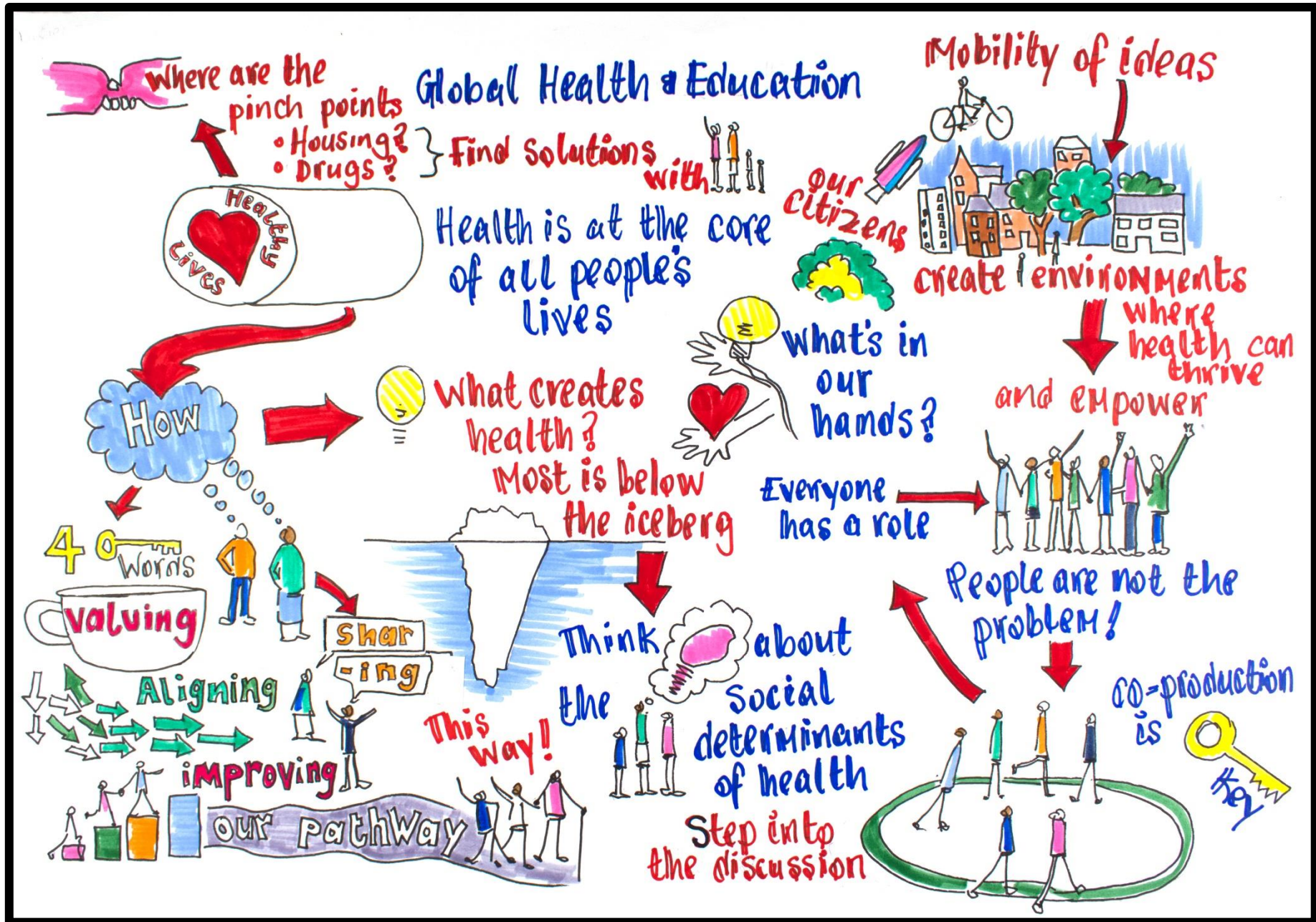
Achieving
All learners access a high performing education system, enjoying access to the best cultural, creative, sporting, and social opportunities.
Learners across Kirklees make outstanding progress as measured against National metrics.

They access a high performing education system that is benchmarked against Local, Regional and National comparisons.
Learners achieve well in external examinations as evidenced by validated, published data.
Learners enjoy a curriculum offer that celebrates cultural, creative, sporting, and social pursuits that are amongst the best in the country.
Gaps in achievement for those deemed disadvantaged or with additional needs are significantly and consistently reduced, with inequalities addressed.

Happy
All learners are happy and optimistic about their future.
Learners report that their learning experiences provide them with positive pathways, and lead to optimism about their future aspirations.
Social, moral, spiritual, and cultural values are recognised and championed, leading to an ethos where all learners report as being included, happy and successful.

Attending
All learners have access to an excellent local school or setting which they regularly attend. Participation in lifelong learning is valued and links to our Skills strategy.
Attendance across our education system is higher than national average and we engage with families where attendance is a challenge, understanding the barriers to engagement.
Ensuring provision is of high quality and communicates how participation in lifelong learning is important for skills and opportunities for employment in later life.
Two-year old provision take-up is encouraged and impacts positively on outcomes across the district.
Transition between ages and stages secures progression and enables those not in employment, education, and training to be provided with positive pathways
All Kirklees learners can access their local school, setting or college.

“The future of Kirklees is in the strong and safe hands of our children and young people. It is our collective responsibility to ensure that their aspirations, rights, and talents are acknowledged, nurtured and celebrated. They deserve nothing less than the best.”



Didier Jourdan – Co- Chair, UNESCO Chair ‘Global Health & Education’ and Director, WHO CC ‘Research in Education & Health’, Université Clermont Auvergne, Clermont-Ferrand, France



Didier introduced the meeting to the work done to create Lifelong Learning for Health pathways in the UNESCO Learning City of Clermont-Ferrand. His work is founded on the Yeonsu Declaration of 2021, where the Global Network of Learning Cities committed to building capacity for health.

The levers available at municipal level to promote pathways include governance, urban planning, environment, mobility, access to health services, and lifelong learning strategies.

None of these activities are possible without the will of local people. And there are many local resources that can be deployed to build the population’s capacity.

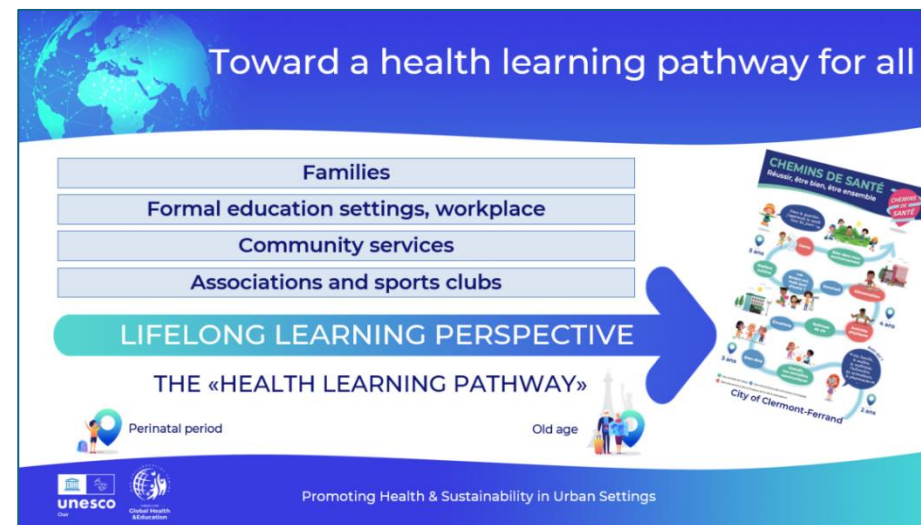
These resources include all types of learning settings:

- Formal (e.g. schools, nurseries)
- Non-formal (e.g. sports clubs, faith groups)
- Informal (e.g. family, social media)

It is vitally important that organisations working together across the city work on **valuing, sharing, aligning and improving** resources in the movement towards the pathway.

Kingdon’s ‘[multiple streams framework](#)’ shows that 3 things are needed in order to implement health-promoting policies at city level: perceiving a problem, offering solutions, and having political will among the city leadership. When these come together, there is a ‘window of opportunity’.

“The population is not the problem: it is part of the solution to health and climate crises.”



Health on the highstreet

Where do patients get their info about health?

Ice-berg
They are getting it from

Multiple places!
The Covid 19 pandemic
our responses to public health

Messaging

A story...

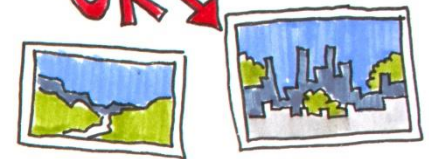
12 yr old blind girl came for an eye test

Not blind!
just needs glasses

Mother
No!!
I'll loose her benefits

There is complexity in people's lives

Optometry in UK



different landscapes of access

Use data as learning opportunity and see



Links across pathway of health!

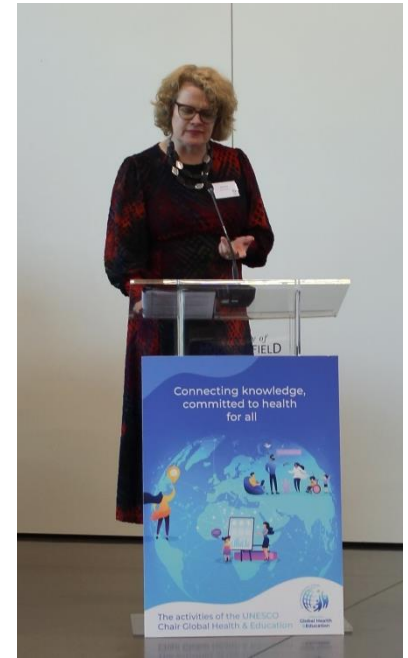
Nicola Gray / Lauren Coetzee – School of Applied Sciences, University of Huddersfield, UK

Nicola and Lauren and colleagues from the School of Applied Sciences spoke about primary care health resources on the high street, coming from pharmacy and optometry.

The challenge had already been identified about silo working. There are opportunities for healthcare professionals on the high street to be more connected to lifelong learning pathways for health.

For example, if the local healthcare professionals are briefed about health and well-being topics taught in school, they can use visits by children, young people and families to tap into the curriculum – ‘What have you learned about this at school?’

It would also be good to see trainee professionals having placements in schools to have a greater appreciation of children and young people’s lives therein.



Lauren shared an initiative from her experience in South Africa where a child had been considered blind, but the intervention of an optometry team determined that what the child actually needed was a tailored pair of glasses and then they would be able to re-engage with their education.

This is life-changing, as health and education are mutually beneficial. Making the most of health hubs on the high street was an important objective for lifelong health learning pathways.

The parent of this child, however, was most worried that they would lose their disability benefits – there are always a number of interconnecting issues and agendas of which we must be aware.

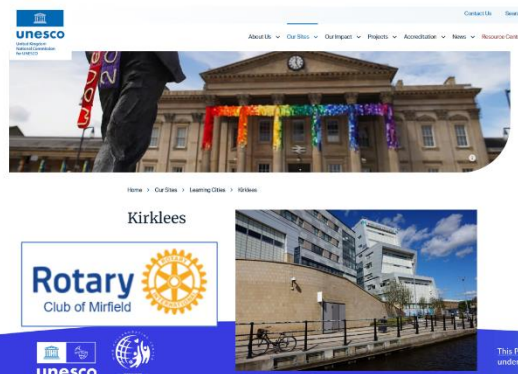
“We need to make the most of the ‘health hubs’ on the high street.”

Session 2 - A deep dive into Kirklees: Understanding our area

The municipal area of Kirklees is an area of rich and proud history, diversity and opportunity. In 2025 it is [celebrating 200 years of technical education](#), reflecting its long-term commitment to improving lives through lifelong learning. In this session, we looked at some of the macro statistics and characteristics of the area, and some of the neighbourhoods therein.

Palvinder Singh narrated a personal journey of opportunity opened up by education, and his return to **Kirklees College** as Principal. **Liz Towns-Andrews** and **Emily Parry-Harries** reviewed data relating to public health and social determinants. **Gill Hawksworth**, **Sue Charlesworth** and **Gill Poole**, from **Mirfield Rotary Club**, provided a pen portrait of Mirfield as a possible demonstration site. **Dimi Kaneva** reflected on the early years health and well-being curriculum in Kirklees nurseries and schools. **Rowan Bailey** described the creative health agenda in Kirklees and providing access to interactive culture on the high street.

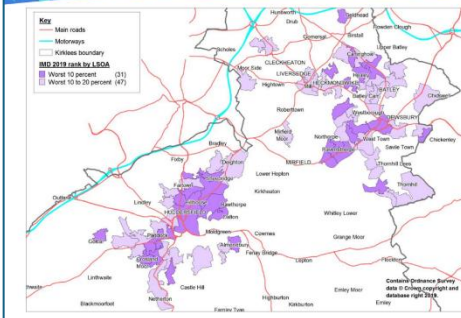
Roundtable 3 – Exploring Kirklees past and present



- Palvinder Singh – Principal, Kirklees College
- Dimi Kaneva – University of Huddersfield
- Gill Hawksworth / Gill Poole / Sue Charlesworth – Mirfield Rotary Club

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Roundtable 4 – The context of Kirklees



- Liz Towns-Andrews – University of Huddersfield
- Emily Parry-Harries – Public Health, Kirklees
- Rowan Bailey – University of Huddersfield

Growing up in Kirklees



"If the child doesn't learn the way you teach, start teaching the way they learn"

Education is 

It changed my life 

I bring this  knowledge in my  job

Principle of Kirklees college

 Be ambitious & use knowhow & experiences well



"Born in Huddersfield I know there is no one size fits all..." 

"Kirklees is a diverse community" 

"I went to a school with **PEDAGOGY** Strong A diverse School"



"Lots of my school friends didn't do too well"

"I moved schools" 



Palvinder Singh – Principal, Kirklees College



Palvinder is the Principal of Kirklees College. Born and raised in Huddersfield, he reflected on the trajectories of his peers in the 1980s and how many young Asian British men do not achieve their full potential. He followed a route through secondary and higher education to his current role. Most of his peers – shown on a poignant photograph from his own adolescence – would not share that path into further and higher education and would take up jobs such as driving taxis and working in restaurants.

He was committed to providing the best education for his students. He reflected on the image of different colleges in the area – that the ‘best students’ went to a certain institution and that there was a perceived academic ‘hierarchy’. Kirklees College was not at the top of that hierarchy, but his goal was that should not affect the morale or aspirations of the students.

Schools and colleges have a really important role to play in lifelong learning pathways for health and well-being.

“Born in Huddersfield, I know that there is no ‘one size fits all’ ”

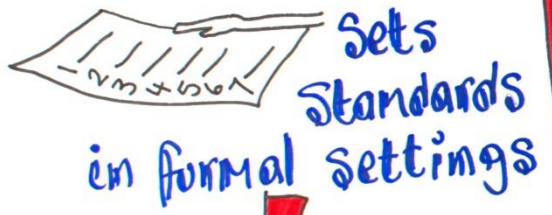


Promoting children's health & wellbeing in the early years

When are the early years?

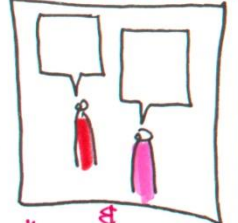


Early years foundation stage



7 domains

Communication



Language

Physical



development

Personal

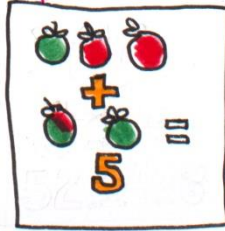


Social & emotional



Literacy

Maths



Understanding



the world

Expressive arts



& design

Health promotion



To help young people thrive

HOW?



Food & Nutrition

Online safety



Toilet training



Oral Health



Mental Health



Dimi provided important background about the Early Years Foundation Stage (EYFS) curriculum in England and its implementation in Kirklees.

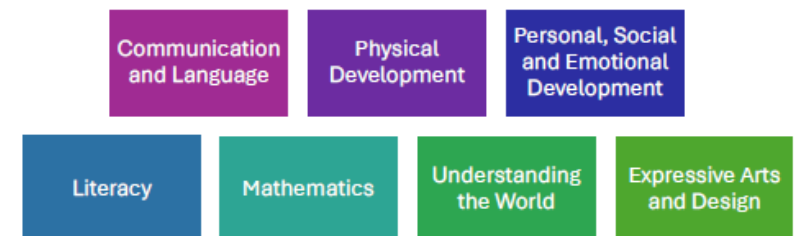
Health and wellbeing are integral parts of the EYFS, and they are embedded across the prime and specific areas of learning. The prime areas, which are communication and language, physical development and personal, social and emotional development, are underpinned by practices that encourage the development of healthy habits and lifestyles in early childhood. Examples of strategies across early years providers include:

There are a number of examples of strategies to increase health and well-being in Kirklees, in response to local needs:

- Stay and Play session in key locations: early years settings, schools, children’s centres, local charities.
- Parental education and support, e.g. Fresh Futures young parents’ groups, Kirklees Success Centre’s Get Ready for School.
- Localised and targeted learning support in early years and primary schools, e.g. Speech Stars.
- Healthy eating and sensory food education through tailored and nutritional menus and activities in settings.

“Young children develop and learn best when their physical, emotional and social needs, including the need for self-expression, are met. Speech Stars is an example of a Kirklees short-term speech and language intervention for children who need some additional support following social isolation during the Covid-19 pandemic.”

Health and wellbeing promotion within the EYFS areas of learning (DfE 2024)



Minfield Rotary



club

Minfield: a possible demonstration

Service is our Site?

creating a life long learning



pathway

We give our Young people



insights about global connections

Minfield: north kirklees

active in community



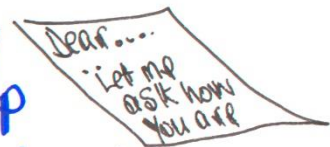
20K pop.



Maslow's Hierarchy of needs informs our



locally we help tackle



loneliness through letter writing

Follow Me



We've run Rotary Youth Leadership Skills Workshops

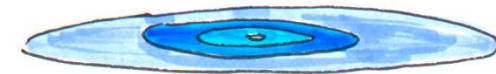


Rotary/UNESCO share vision &



AIMS

You never know where the ripples land!



Pebbles in the pond

Gill Hawksworth, Gill Poole and Sue Charlesworth – Mirfield Rotary Club



The trio of members of Mirfield Rotary Club came to speak about Mirfield as a possible demonstration site for the lifelong health learning pathway project. Mirfield Rotary has been a supporter of the UNESCO Chair from the application process for the Huddersfield co-Chair in 2022. The members represent a diverse group of senior local figures in many sectors, including healthcare, education and the business community.

Rotary International's 6 areas of focus include child health; basic education and literacy, and community development – which are in close alignment with the mission of the Chair. Rotary youth programmes include a Rotary Youth leadership award, to enable

young people to develop leadership and team working skills that they can use in their future careers, and the 'Young Chef' competition to enable young people to plan and make healthy meals. They are linked to local pharmacy, optometry, dentistry and care home businesses.

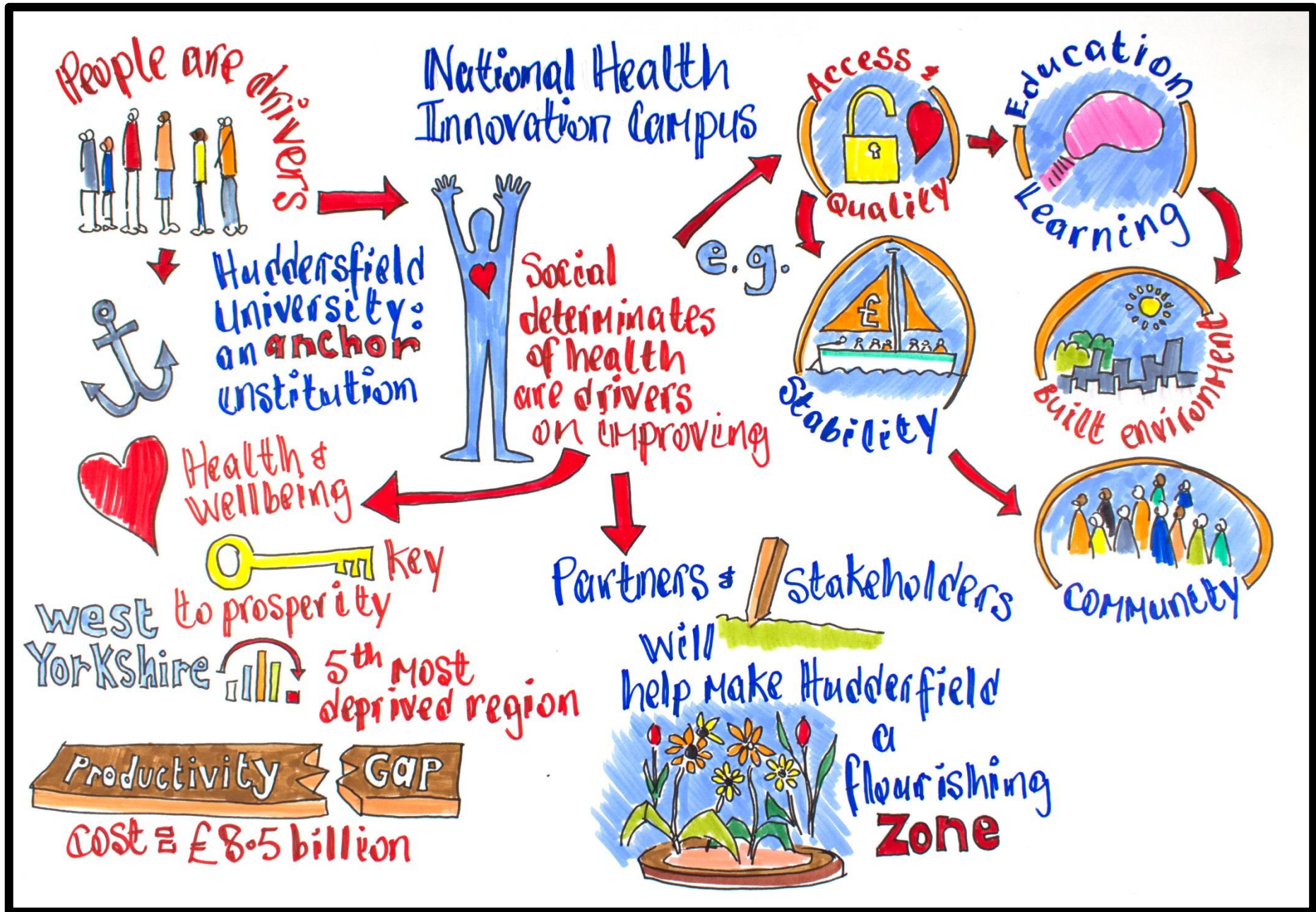
Members in early years education commend the Maslow and Montessori models to nurture children's emotional and physical needs.

The Lifelong Learning Pathway for Health can benefit from existing local work by Rotary members, including links to a Baby Bank, to local primary schools, and a women's refuge. Mirfield is an area of diversity – there are affluent areas and more deprived areas represented within its boundaries.

“These projects are like pebbles in a pond – you never know where the ripples are going to land.”



Roundtable 4 – The context of Kirklees

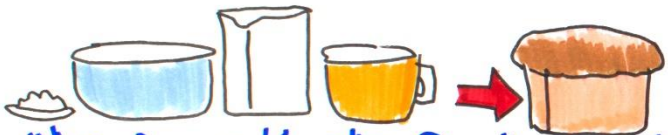


In Public Health we used to say **STOP** Public Health in Kirklees

to say **STOP** that's bad for you!



Now it's about creating



the ingredients for better health



Kirklees has multiple levels of deprivation

and lots of people describe their health as poor



SMOKING is the one single issue that would have a massive impact on public health



Creative Health

Arts, culture & lifelong learning on the high street

It's Culture 
It's Sport 

It's non-clinical
HEALTH 



Create culture that inspires people

our gallery



It's loads of partnerships

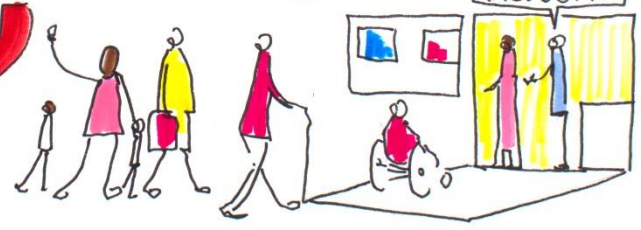
Create a system where people can

Use empty shops for creative activities

walk across the threshold and find their



The **ARTS** are for



Potential

EVERYONE

Rowan Bailey - Director of Enterprise and Knowledge Exchange, School of Arts and Humanities, University of Huddersfield



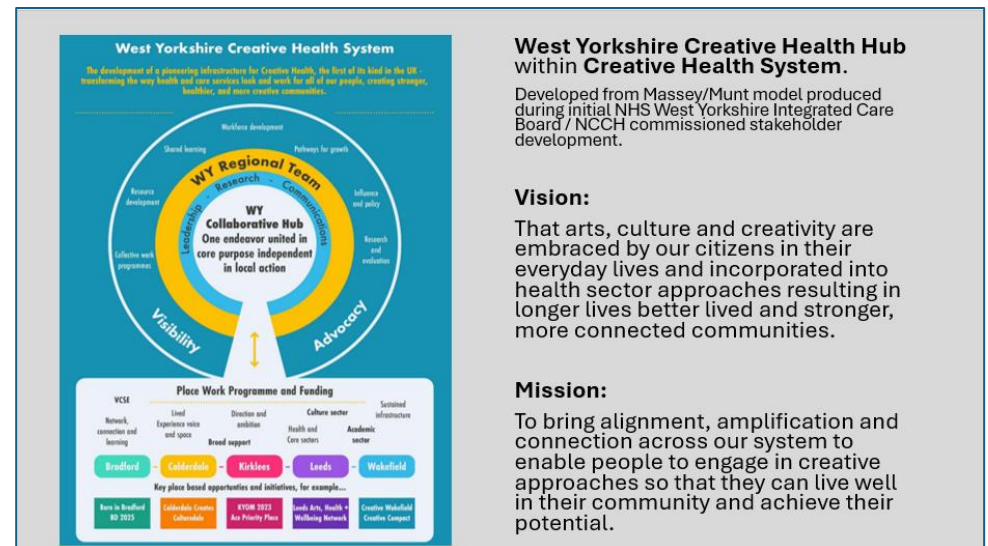
Rowan described the Creative Health Hub now established in partnership with the NHIC. It is a consortium network of partners working in collaboration towards delivering the vision and mission of the creative health system.

In an initiative in the regenerating town centre of Huddersfield, “Temporary Contemporary”, disused premises were turned into workshops and galleries that people could visit at no charge. This might be the first contact that people had had with the arts, and it was extremely popular.

The ethos of place-based cultural development includes the following:

- Develop new approaches to **place-based curation** and cultural development as a **civic university**.
 - Develop new **knowledge and cultural exchange** approaches to **working with local partners** to develop cultural infrastructure in Huddersfield and regionally.
 - Develop new models of **public engagement** as a university through a public programme engaging with the **cultural assets (organisations and people) of the town**.
 - Develop **researcher capabilities** in place-based research and partnership working.
- Develop conditions of opportunity for **lifelong learning on the high street**.
 - Develop awareness and understanding of the **value of culture** on the high street through curatorially focused public programming.

“Culture helps people to cross the threshold into new experiences, giving them confidence, energy and life force”



Thursday 24 April

Planning the project: local context, resources and existing networks

Session 3 – 10am-1.30pm - Focus: Recap and Co-create

The third session began with a recap for newcomers of key topics of Day 1, and of the project in France. **Leigh-Anne Stradeski**, Chief Executive of Eureka! The National Children’s Museum, located close to Kirklees, shared its experience as a health information resource for children and families.

This was followed by a video from **Valérie Ivassenko** (UNESCO Chair GHE Project Officer) and **Emmanuel Courmaire** from the project in Clermont-Ferrand, which described the operation of the lifelong learning for health pathway in the context of primary school education.

These reflections enabled a launch into a session where the stakeholders formed two groups to generate ideas for the (a) content and (b) operation of a pathway in Kirklees. The stakeholders were asked to optimise collaborative working between education and health professionals in neighbourhoods as part of this exercise.

• 1992 → Now 9 million visitors

EUREKA!

The National Children's Museum



Sparks ideas

Learning



Exploring



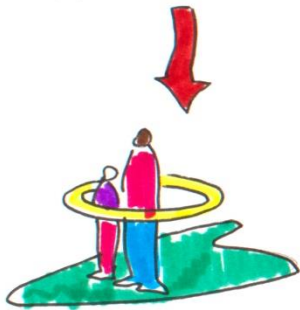
35k School visitors

STEM Learning

Our aim: accessibility EVERY child is



WELCOME



Safe space



Inclusion



Sensory experiences



Minimum screens

More than a MUSEUM:
a SPACE
where children thrive

Leigh-Anne Stradeski, Chief Executive – Eureka! National Children’s Museum



Leigh-Anne spoke from her experience of designing and curating well-being resources for children and families. Accessibility of the museum to all children and families is vital – for some families, it may be the first time that they have visited a museum. It can have value as a safe space for families to enjoy a day out together, away from the stress of daily life. The needs of neurodivergent children, and those with mental or physical disabilities, are considered for them to have a good experience.

The museum is popular with schools, numbering 35,000 of the visitors in the past year. Leigh-Anne was interested to find, as she reviewed visit data in preparation for this talk, that visitors from Kirklees comprised a surprisingly low number within the visits overall, and she would be pleased to work with others to address that. She saw value in being able to connect with trainee practitioners from the FE colleges in Kirklees.

Leigh-Anne spoke often of the joy found by children and families in the museum through physical exercise and discovery. Eureka! is fun, but it’s also an early intervention with lasting impact.

The museum brings health and science topics to life through interactive shows like:

- **Grossology** – explores digestion, germs, and bodily functions with hilarious, sticky detail
- **The Senses** – helps children understand how their bodies connect them to the world
- **From the Chew to the Poo** – a playful, memorable journey through digestion and nutrition

Not just facts – Eureka! empowers children to understand and take care of their bodies.

“In a screen-dominated world, Eureka! makes movement irresistible”

A Holistic Approach to Wellbeing

- Eureka! provides a rich, holistic experience, supporting:
 - Mental health
 - Physical activity
 - Emotional development
 - Social connection
- Meets children and families where they are
- Promotes empathy, inclusion, and playful learning

The graphic features a central orange circle with the text 'A Holistic Approach to Wellbeing'. To the right of the circle are three small images: the top one shows a group of children and adults sitting on the floor; the middle one shows a child running on a path; the bottom one shows a woman and a child sitting on the floor.

Important excerpts from Valérie's video presentation:

Co-designing the Health Learning Pathway

Co-designing the health learning pathway

- Co-definition of themes and competencies
- Evidence + field experience + local needs

Integrating health into daily teaching

- Within disciplinary activities
- Reinforce teacher legitimacy and confidence

A shared educational plan

- Supported by school nurses and local partners

Mapping and engaging

- Mapping of local actors resources and practices
- Understanding the children's living's environment
- Meetings with schools, health, social and community actors
- Shared diagnosis
- Supporting a collective dynamic around health and education

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Valérie sent a video to show the stages of development of the project in Clermont-Ferrand.

A local initiative to tackle inequalities

The Health learning Pathway aims to take concrete action on both health and educational success.

Its objectives are to:

- Highlight the neighbourhood's formal, non formal and informal health education offer
- Integrate it into a coherent and accessible framework for all
- Enrich it with interventions that adress unmet needs
- Facilitate access for all to available services with the goal of reducing educational and health inequalities

Take action as close as possible to where people live, to improve the health of all

CHEMINS DE SANTÉ

Valérie Ivassenko

“Communication is at the heart of the health learning pathway – it’s not just a tool, it’s a goal in itself”

Emmanuel Courmaire, a teacher in the project, spoke about working in a more integrated way, bringing well-being into the everyday activities of a teacher rather than seeing it as something different or extra. This included bringing questions into story time about the choices and moods and motivations of characters.

“We had subject-based entry points, which allows colleagues and myself to learn - little by little - how to include health topics in everyday activities, without planning a special session, which can sometimes feel a little bit complicated to organise because of curriculum requirements”

YouTube

Search

What I am trying to experience today is working in a more integrated way.

Integrating health into classroom practices

Unlisted

UNESCO Chair Global Health &...
1.12K subscribers

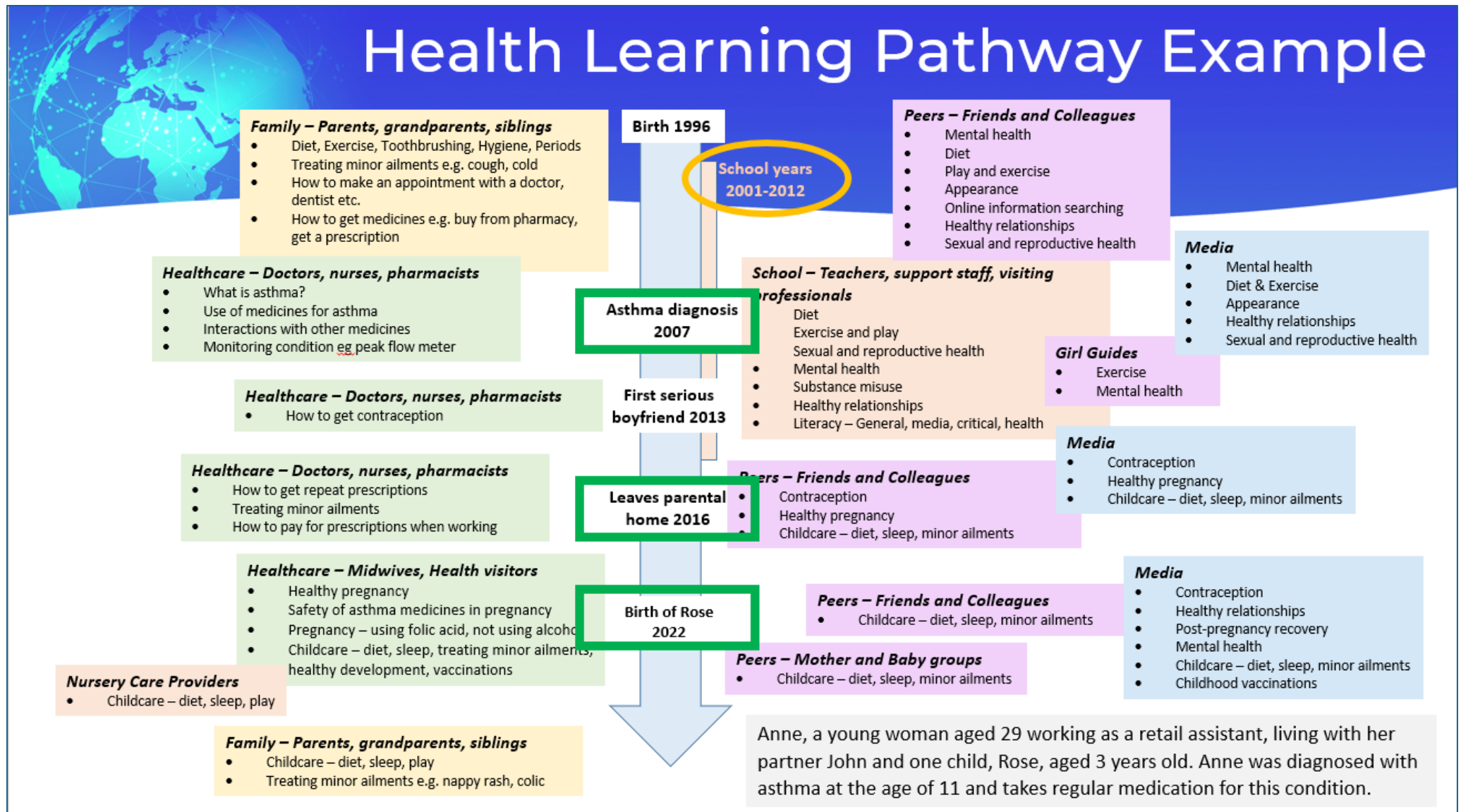
Subscribed

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Share

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Example of an individual's Health Learning Pathway



Nicola Gray – co-Chair, UNESCO Chair ‘Global Health & Education’

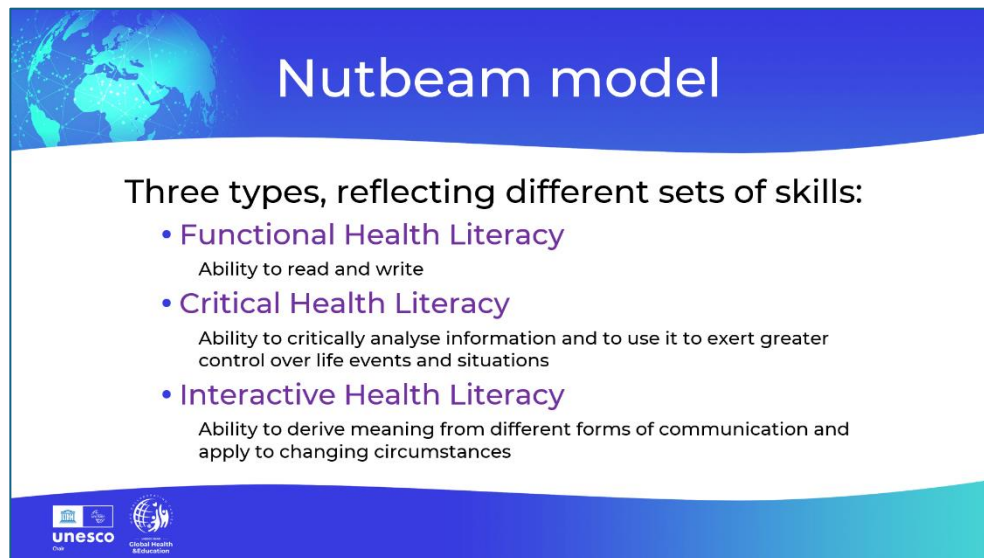


[A fire alarm on the morning of the meeting stopped Nicola from delivering this presentation, but a video will be available on the website]

The pathway opposite shows a fictitious character but the pathway includes common critical life events that spark learning about health:

- Diagnosis of a chronic illness
- Becoming sexually active
- Leaving home to set up your own household (less reliance on parents for information)
- Becoming pregnant
- Becoming a parent

Health literacy has been defined as “The personal characteristics and social resources needed for individuals and communities to access, understand and appraise and use information and services to make decisions about health”. A model developed by Prof Don Nutbeam – former Head of Public Health at the DoH in England – organises this into 3 types of health literacy – functional, critical and interactive.



The slide features a blue header with a globe icon and the title 'Nutbeam model'. Below the header, it lists three types of health literacy with their respective descriptions. At the bottom, there are logos for UNESCO and the Global Health Education Chair.

Nutbeam model

Three types, reflecting different sets of skills:

- **Functional Health Literacy**
Ability to read and write
- **Critical Health Literacy**
Ability to critically analyse information and to use it to exert greater control over life events and situations
- **Interactive Health Literacy**
Ability to derive meaning from different forms of communication and apply to changing circumstances

unesco
Global Health Education Chair

Some of the information needs to be ‘pushed’ e.g. vaccination schedules for babies, and some will be ‘pulled’ by the individual e.g. contraception methods

“Within the local community, which resources are available to help people to get the information they need – at the time they need it?”

Stakeholder Discussions

Following the Thursday morning presentations, the students from Kirklees College took part in a creative workshop facilitated by Matt Worden from Art Social, assisted by Creative Health Fellows Stacey Durham and Emma Andrews. (please see next section). (Appendix 1 and Appendix 2)

The other stakeholders were able to choose from 2 groups

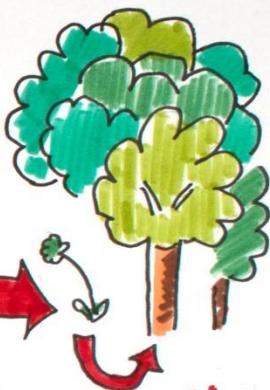
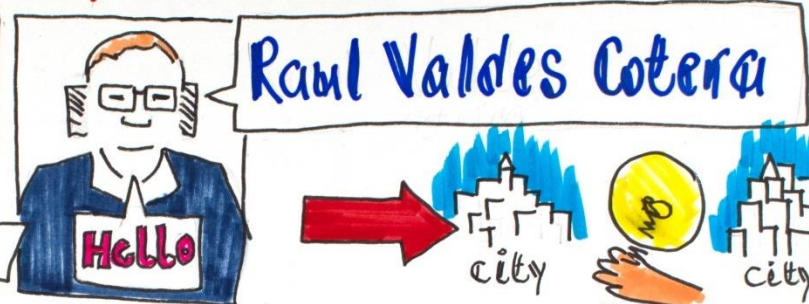
- What would be the content of a health learning pathway? (Facilitated by **Didier Jourdan and Dimi Kaneva**)
- How would the pathway operate? (Facilitated by **Nicola Gray and Liz Towns-Andrews**)





Creating a lifelong learning for Health Pathway in Kirklees

Hybrid Session



We've spent last 2 days



to ❤️ in our community of Kirklees



complexity



Advancing

We are building a UNESCO academy to life long learning across partner cities



collaboration

Session 4 – 2.30pm-4pm - Focus: Reflect and Share

The final session was a hybrid meeting enabling stakeholders from the University of Huddersfield and beyond to find out more about the main findings of the 3 business sessions. The session started with a presentation by **Raúl Valdés-Cotera**, Director of the Learning Cities Network at UNESCO headquarters in Paris.

The Learning City representatives from Clermont and Cork and Kirklees – **Philippe Bohelay, Emma Brayford and Karen Duke** - were each invited to reflect on the value of the Learning City network. Audience members in the room and online will be able to ask questions and share their own experiences. Young professionals were invited to give the ‘last word’.

The session was co-hosted by **Goof Buijs** (UNESCO Chair GHE) and **Charlie Kennedy** (UK National Commission for UNESCO).

Lifelong Learning for Health: a course for city leaders and planners

This course will transform the insights from the guide into a structured online learning experience for city-level officials, offering them actionable frameworks, tools, and community-based strategies to improve urban health outcomes.

WHO Academy & UIL

Equip city level officials and planners with the tools to integrate lifelong learning for health into urban strategies

© Geneva School of Health Professions

A course is going to be developed by Didier Jourdan and UNESCO to support city planners to create lifelong learning pathways for health.

GNLC: A background

Supporting cities worldwide in advancing lifelong learning for sustainable development since 2013.

Founded in 2013; from 12 partner cities to 356 cities today.

Focus on advancing SDG 4 (Quality Education) and SDG 11 (Sustainable Cities).

356 MEMBER CITIES

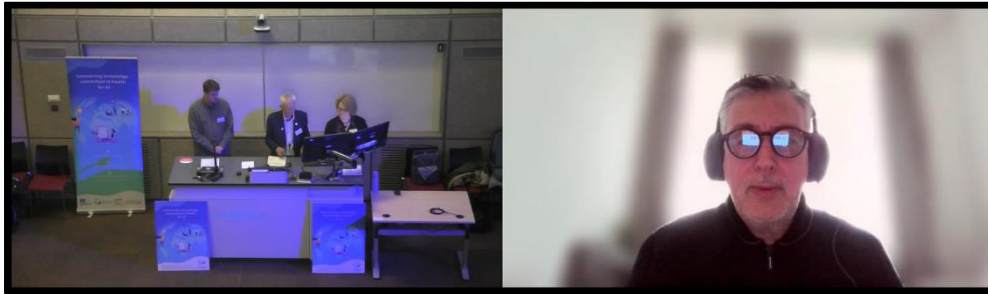
79 COUNTRIES

360M PEOPLE

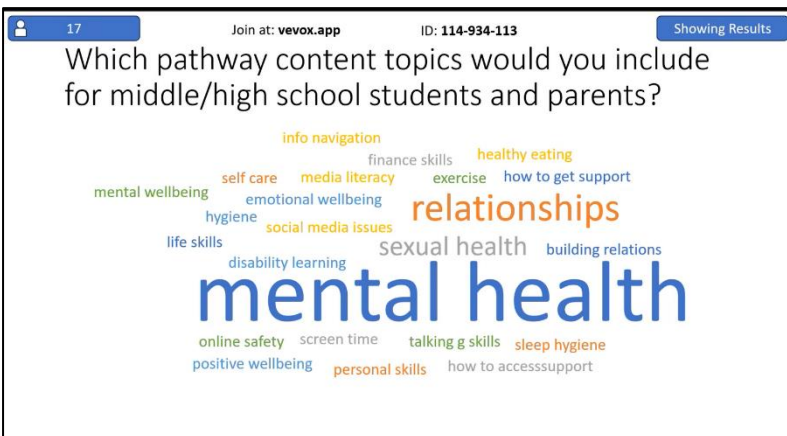
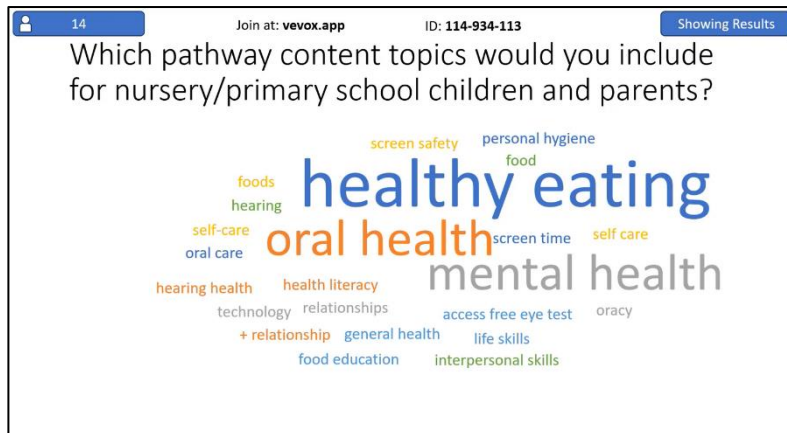
4 QUALITY EDUCATION

AGENDA 2030

11 SUSTAINABLE CITIES AND COMMUNITIES



During the session we asked all attendees to offer suggestions about the pathway content for children and young people. The 'word cloud' results are shown bottom left. There are some interesting and understandable differences in topics felt to be appropriate at each developmental stage.



Next steps

The UNESCO Chair GHE team will be taking forward a number of actions to develop the project over the next 12 months:

- Confirming at least 2 demonstration sites in Kirklees – starting with Mirfield and Ravensthorpe
- Creating a small number of Task and Finish groups to look at the following elements of the project:
 1. Scoping books and other materials from the current EYFS that can become resources
 2. Mapping health and well-being resources – methodology
 3. Supporting teacher well-being and capacity building for the project
 4. Links with the National Health Innovation Campus
 5. Policy and curriculum development
 6. Evaluation development
- Co-design with early career professionals from FE and HE sites in Kirklees (starting with trainee educators and health and social care professionals)
- Harnessing the experience of the UNESCO Learning Cities of Kirklees, Clermont-Ferrand and Cork

If you would like to know more about any of these opportunities, please contact Nicola Gray N.J.Gray@hud.ac.uk and Claire Rushambuza C.Rushambuza@hud.ac.uk

Appendix 1 – Notes from the Content of the Pathway Discussion Group (Courtesy of Dimi Kaneva)

Summary of potential ways forward:

- Mapping of existing health promotion initiatives within communities (to include education providers and health providers)
- Integration of existing pathways for health promotion starting with the Healthy Child Programme 0-5 (health visiting alongside nursery education and family education). There is a need to integrate existing silos and better understand what different stakeholders and professionals across health, education and communities can offer (mapping exercise)
- Content of the pathway needs to reflect key local needs within communities – work with stakeholders, schools and children to identify key needs to focus on in each community. Lots of ideas of potential content below, what stands out is focus on sleep, the rest was expected.
- Co-production of the pathway with children and young people – listening to their needs and active involvement in their communities, education and health promotion, understanding health promotion and communities from the standpoint of children and young people.
- Potential sites: Mirfield and Dewsbury

Description of idea – participants' notes:

- Strategic 'buy in' on the need to invest in children and young people in an aging society, focusing on two key time-points: early childhood development and adolescence.
- A pathway from early childhood into adolescence
- Critical time points in early childhood are antenatal to 2.5 years old; involve health visitors, school nurses
- Potential topics: diabetics, social media and screen time, mental and emotional health, dental health, vaping, sleeping, self-regulation and confidence, decision-making
- Potential content of the pathway: sleep, diet, exercise, awareness of where to get health support, i.e. not just GP, staying healthy, talk about preventing future events of ill health
- Content: diet, exercise, healthy social media interaction, fake news, smoking/vaping/drug use, sexual health and relationships, sleep, positive mental health management
- Content: the basics are nutrition, sleep, exercise, support to access services and triage, public health issues specific to certain groups and targeted response, links to other services, scaffolding, engagement, reply to a need.
- Content: awareness of eye tests, myopia awareness, nutrition, eye screening pathways, importance of outdoor activities
- Content: oral health, vaping, cost of living, keeping safe, sleeping well
- Content to focus on online harms, social media use, self-regulation, risks from gambling, vaping
- Potential health topics: emotional health and wellbeing, sexual health, nutrition, smoking and substance misuse, bullying, relationships, mental health.

- Understand what all sectors within healthcare can offer, not just hospitals and GPs. At present the public understand the GPs and A&E departments as the first point of contact for healthcare. In reality, research shows that 1.2 million people every day access a community pharmacy in England for a health-related issue.
- Collaboration of services to provide swift access and referrals for post 16s (background is college education, e.g. 1200+ students, vulnerable cohorts of all ages, including young people and parents; 65% not achieving well in English and maths at school; low-income families)
- More partnership working and more funding needed (background is Community Connections- Fresh Futures, leading on Families Together, research focus on young adults needed)
- Health messages into the community, community champions model to focus on health topics, e.g. Fresh Futures; Families Together – research on what do families need.
- Educating people on how to access healthcare
- Building strong relationships/partnerships between health professionals/services and education providers within the community (background is lack of awareness in certain communities regarding certain health issues, e.g. heart disease; health and education professionals currently work together but it's a 'dip in' relationship, only engaging when needed, no consistent ongoing relationship)

Next steps – participants' notes:

- Pathway to provide coherent messaging
- Developing true and sustainable partnerships between health professionals and educators
- Investment in services for adolescents needed (e.g. youth clubs)
- Promote greater knowledge of initiatives like Pharmacy First and Optometry First
- Stakeholder strategic meeting
- Build on research findings with regards to children's mental health, Special educational Needs and Disabilities (SEND), cost of living crisis, domestic abuse
- Involve local businesses to promote awareness of pathway: hairdressers, beauticians, barbers, gyms
- Working with local communities
- Health and education professionals coming together to explore how relationships and services can be brought together to provide a strong offer to children and families
- Identifying key specific needs within communities to inform pathway content
- Raising awareness of what health professionals do and what they can support with, the GP does not always need to be the first point of contact.

Who should be involved – participants' notes:

- Community organisations, young people, teachers, healthcare staff
- Partnership with GPs, pharmacy, community health, families, building a common culture around health promotion

- Community health providers engaging with educators – those in the community who know the context of the families for health education to be woven into everyday life.
- Integrated Care Board
- Representative committees like CPC, LOC, etc.
- All sectors, GPs to work more with schools
- Schools, colleges, universities
- Early years setting have a key role to play
- Community and voluntary sector, have community champions
- Pharmacies – push for families to access this
- GPs as instant point of contact for lots of families, opportunities to ‘learn’ from GPs
- Local healthcare providers, e.g. GPs and local authority
- Community based health professionals and schools/educators
- Extra-curricular activity providers within communities

Appendix 2 - Notes from the **Operation of the Pathway** Discussion Group (Courtesy of Nicola Gray)

People and Places

- Student HCPs and education/early years professionals can identify community needs as part of their course = sustainable workforce = capacity-building
- Have school placements for early career health professionals (nurses, pharmacists, optometrists...)
- Engage the grandmas = 'gogos' = the matriarchs in a community
- Engage Jeanette Powell (sp?) in adult learning
- Brownies/Guides/Cubs/Scouts
- 2nd year pharmacy public health projects – link to schools via NHIC?
- UoH Student Community Ambassadors – 60% of our students are from deprived areas
- KMC Democracy Team – 'Capture Children's Voice' regarding their needs
- In Dewsbury and Batley, the South Asian communities can be engaged through their mosque education centre activities
- Community Ambassadors (students in FE colleges)
- Diamond Wood Academy (primary school) offered BP checks and did activities for International Women's Day (targeting parents?)
- Consider intergenerational events – children/YP going into care homes and older people going into schools
- Mirfield Rotary has links to Ravenshall (SEND) school in Ravensthorpe
- Local libraries as 'activity hubs'
- Use community pharmacy windows for public health and well-being messages, targeted to local areas – public health 'messaging hubs'
- Include parents (and grandparents) – families must work together
- Engage the volunteer workforce who already go into schools – TSL – Speech Stars, Maths Mates
- Remember childminders among other early years providers
- Engage with the Students' Union
- All 3 forms of learning are important in the pathway – formal, non-formal, informal
- Identify and approach key members of communities and discuss their specific needs/wants
- Could we have a 'community health champion' in each school, working with the other champions linked to the Kirklees public health leads? (Student CYP and teacher?)
- Integrate projects and utilise young professionals to tailor workshops and initiatives, working with local institutions

Sustainability/Funding

- Funding partner idea - Santander – Open Academy
- Cannot operate on goodwill
- IAA Grant
- Ravensthorpe as a demo site – next to Mirfield – contrasting areas – we can also consider Dewsbury and Batley

- European Researchers' Night (contacts: TT and LT-A) and Researchers at School – bid for 26-27 event – collaboration between Kirklees, Cork and Clermont-Ferrand under a UNESCO umbrella
- CSR – STADA Community Fund, Cummings, Dr Reddy
- Can we have a social responsibility programme in universities so that students and staff also have to engage in community activities?
- We need a strategic focus and business mindset to streamline differences in health initiatives in a more coherent, accountable manner
- We could learn from the business model of big pharmacy multinational companies to integrate different ideas and market innovation
- There is a financial challenge facing all institutions eg hospices
- Aim to collaborate with local commercial enterprises and organisations that can fund initiatives – often does not need a lot of money
- Take key ideas from South Africa's projects (ref: Lauren)

Motivation

- Can we give a reward to people for moving along the pathway?
- Role models and case studies of people who have achieved – 'inspire cohort'
- Food is a motivator for young people to attend events! There is a 'transition to university' event for young people that talks about subjects like 'shopping for your own food' – and they provide food at the event - popular – and an opportunity for Health Promotion
- For the South Asian population, links into health and well-being through food could be productive – a popular focus and unifying topic
- If not mandatory, and linked to faith-based groups, South Asian families likely to go

Resources

- Public Health Resource Centre used to exist – leaflets, equipment – revive!
- Create a central resource hub with a 'menu' of topics that communities can choose from

Digital context

- School apps for parents overload them with information, but could they be used in a more focused or targeted way?
- Be careful of digital literacy inequality (do not make everything digital)
- Schools are still very paper-based
- An app will only work for those who are already engaged with / interested in the topic

Topics needed

- Screens and mental health

- Coherence of health/well-being with everyday general reading and writing
- Oral health
- Eye health and screens
- Heart disease
- Diabetes
- Cancer
- Vaping
- How to access healthcare services, and what is available – target minority ethnic groups
- Need transcultural communication
- Some content is already there in EYFS but not connected to local healthcare professionals

Impact/Evaluation

- What impact has it had? How will we know?
- Do a needs analysis in each community, sensitive also to needs of different cultures
- Do an audit (*NB – relates to venn diagram from one of the presentations – check back for topics?*)
- How can we tackle social determinants of health eg housing, which account for 70% of outcomes?
- Needs monitoring