



— UNESCO CHAIR —
**Global Health
& Education**

About the UNESCO Chair Global Health and Education



Our vision

A world where students of all ages are ready to learn and thrive, and where – in turn – quality education supports life-long well-being. Supported by equitable systems, motivated teachers, cross-sector collaboration, ethical technologies, and the principle: ‘nothing about them, without them’.

Our aim

The overall aim is to contribute to social change for the health of all, especially children and young people, within systems that foster equity and the shared well-being of individuals, communities and the planet

Flagship Programmes 2022-2026

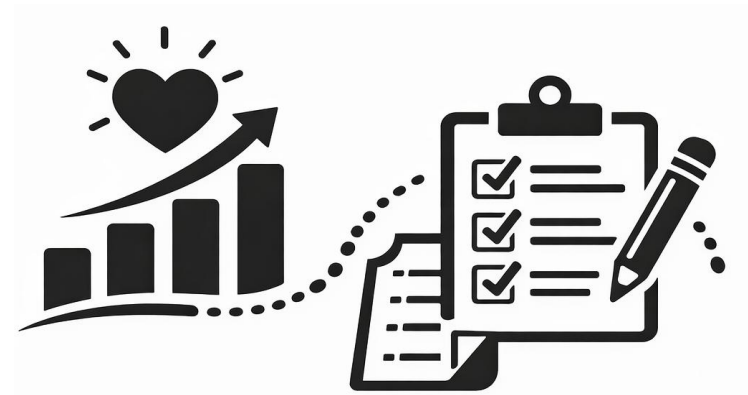


There is No Well-being Without Work Well Done

1. Well-being at work is NOT just about comfort measures

2. It comes from the possibility of performing quality work

3. Meaning and fulfilment emerge when individuals can recognise themselves in work done well



4. Recognition matters when it acknowledges the value and quality of work accomplished

What is Work Well Done?



Quality

Work that meets professional standards and reflects your expertise



Purpose

Work aligned with values and making a meaningful contribution



Recognition

Acknowledgment from yourself and others of your efforts

Creating Conditions for Work Well Done



Autonomy

Freedom to make decisions about your work



Resources

Tools and support needed for quality



Feedback

Recognition of achievements and improvement



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale

i-BEST

The International Barometer on the Health and Well-being of Education Staff

3rd edition



International Barometer of Education Staff

International report | I-BEST 2023



International Barometer on Education Personnel's Health and Well-being

International Report | 2021



I-BEST 2023

2nd edition

International Barometer of Education Staff

International report | I-BEST 2023



- 26,281 education staff from 11 territories on 4 continents (including 4 territories that had already taken part in 2021) responded to the online survey
 - 18,932 in Europe
 - 5,311 in the Americas
 - 1,477 in Africa
 - 561 in Asia
- 90% are teachers
- 72% are women
- 49% are working
- Average age: 44 years old



I-BEST 2023: Five key challenges

1. Inequality in access to professional digital equipment

2. High levels of work-related stress

3. Workplace violence has increased compared with 2021



4. Low professional recognition and limited career development opportunities



5. Concerning levels of negative psychological experiences

From challenges to action: Why job crafting matters

I-BEST highlights
challenging working
conditions affecting
education staff well-
being



Job crafting refers to
proactive, self-initiated
changes people make
in their work

Job crafting helps translate challenges into action

Job crafting: Three common ways

Task crafting

Shaping the boundaries and processes of job tasks



Relational crafting

Shaping their relationships with colleagues

Cognitive crafting

Shaping how one thinks about their job

Task crafting in practice

Examples drawn from interview data

Developmental crafting

Developing new skills and knowledge, and supporting professional growth

I tend to take on the most difficult tasks and simplify systems, so that work can be sustained over time.

I hope to have the basic ability, so I took time to learn. I asked my colleagues to teach me again and again



Utilisation crafting and Relational crafting

I brought the idea of professional learning communities into the school to reshape how teaching was organised, leading teachers to recognise expertise and adjust teaching roles.

Utilisation Crafting

Making use of existing skills and knowledge

I used to learn memory strategies and found that they can be useful at this age, such as pegging, stacking, or some other image memory method that is helpful.

Relational and cognitive crafting in practice

Examples drawn from interview data

Relational crafting

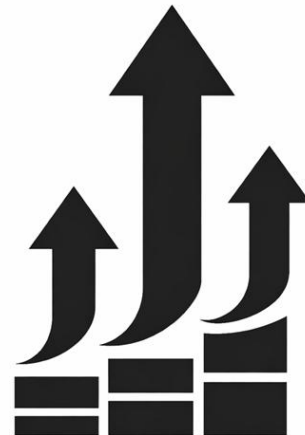


I worked closely with a colleague by dividing tasks according to our strengths— I handled planning, while he focused on interacting with the elderly.

Cognitive crafting



With experience, I became more mature and stable at work, developed greater empathy, and learned to consider situations from others' perspectives.



Supporting job crafting: A top-down approach

What school leadership can do



Protect autonomy and enable flexibility

Respecting professional judgement and enabling adaptation



Minimise unnecessary administrative burden

Streamline reporting and remove unnecessary administrative tasks that distract from meaningful teaching



Align recognition with meaningful work

Value quality, meaning, and professional contribution, not only compliance or outputs

References:

- Leana et al. (2009)
- Lichtenthaler & Fischbach (2019)
- Berg et al. (2010)



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Thank you 😊

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