
International Symposium

LINKING HEALTH, EQUITY AND SUSTAINABILITY IN SCHOOLS

LIER SANTÉ, ÉQUITÉ ET DÉVELOPPEMENT DURABLE DANS LES ÉCOLES

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SYNTHÈSE DES CONFÉRENCES ET DES ATELIERS PRÉPARÉE EN VUE DU SYMPOSIUM



Lier santé, équité et développement durable dans les écoles Linking health, equity and sustainability in schools

10-11.07.2010 – CICG, Genève

En préambule à la Conférence mondiale de l'UIPES sur la promotion de la santé, le **réseau suisse** (RSES), le **réseau européen** (SHE) et le **réseau international** (ISHN) **des écoles en santé** organisent un symposium dans l'optique de favoriser l'intégration des approches de la promotion santé, de l'équité et du développement durable dans le domaine scolaire. Des acteurs suisses issus du milieu de la promotion santé dans les écoles (RES, **éducation + santé Réseau suisse**) mais aussi la **fondation pour l'éducation au développement** (FED) et la **fondation pour l'éducation à l'environnement** (FEE) se sont alliés pour mettre sur pied cet espace participatif afin d'apprendre les uns des autres et de tenter de favoriser l'implantation constructive et pragmatique de ces thématiques dans l'école. L'attention est focalisée tant sur les expériences et enseignements issus de la pratique, que sur les observations de spécialistes et les acquis de programmes de différents pays.

Les supports de présentation sont disponibles sur www.radix.ch.

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Key conferences

I. Linking Health, Equity and Sustainability: A New and Traditional Way of Thinking and Acting

- **Shirley Tagalik**, Inukpaujaq Consulting, National Collaborating Centre for Aboriginal Health

The Indigenous School Health Framework is a result of a co-consultative process with Indigenous communities from across North America, New Zealand, Greenland and Australia. The goal of the project is to provide a framework that can ground school health programming in the strengths, knowledge and practices of Indigenous communities. Many of the health challenges and issues which Indigenous populations grapple with result from inequities in access to services, and the provision of services which are not culturally supportive or respectful of cultural perspectives. These disparities may never be addressed through the existing service systems which operate with a different worldview. For example, in Indigenous communities the land/nature is known to have healing properties while in mainstream thought it is viewed as a natural resource either to be exploited or conserved and protected. This latter view implies some kind of role of owner or overseer while the Indigenous view is that of mutually supportive/interconnected reliance. As well, there are social determinants of health common to Indigenous populations which significantly impact on Indigenous health, but are not always recognized by mainstream health service systems. These social determinants may include language loss, cultural and economic marginalization, trauma associated with colonization, racism and toxic policies of exclusion. Often the provision of social safety nets has served to undermine the existing Indigenous systems that supported groups historically. Loss of heritage lands has led to intergenerational dislocation, inadequate housing and poverty. The resulting stress created within families contributes to family violence, substance abuse, depression and dysfunction. Children of these families often do poorly in school; have higher levels of learning disabilities, illness and absenteeism. The result of many well-intentioned policies has been the establishment of disparate relationships of dependency and privilege between Indigenous and mainstream populations. The contexts for establishing equity in Indigenous communities include control, inclusion and recognition of culturally specific social determinants of health. These can be more effectively addressed using the framework - a holistic approach grounded in strength-based cultural principles for promoting wellness.

The Indigenous School Health Framework is presently being applied in the mainly Inuit jurisdiction of Nunavut. Early observations regarding the effectiveness of *Aulajaaqtut*, the new school health curriculum and the implications for educators are very positive. This school health curriculum may provide effective approaches for reducing inequities through building strengths in a holistic student-centred approach, and through policy embedded in cultural worldview. The approach, which is based on the application of cultural principles and beliefs, was initially designed to address the horrific statistics around youth suicide in Nunavut. What emerged from the classroom experiences were outcomes of connectedness, belonging, self-reliance, resilience, self-respect and collective identity, advocacy and improved health awareness.

Other outcomes from this initiative speak to good educational practices which can be replicated in culturally diverse contexts. The traditional pedagogy identified by Inuit Elders is supported by much educational research and theory. The key Inuit precept of “teaching to the heart” may also be a key mechanism for building capacity for wellness and resiliency in the individual student. It is believed by Inuit that only through building this capacity will each student be able to “live a good life” and “contribute to the common good”. It is this repositioning of youth as self-reliant contributors which marks their status in Inuit society as having become “human beings”. When youth can finally view themselves from within their own cultural perspectives, they have the opportunity to connect as equals. This becomes very empowering and gives them hope for their futures. The great equalizer for Inuit youth is hope. This hope comes through developing skills and providing opportunities to contribute those skills. The re-ignition of hope in Indigenous communities is what will sustain them though they may continue to face enormous inequities in access to health services and programs.

II.a Practical steps and examples of integrated practice at school in Health, equity and sustainable Development

- **Reiner Mathar**, Service Centre School and Health, representative of Education for Sustainable Development, Germany

Joint practical work in school to support the development of student's skills for a sustainable, healthy and socially and globally just world.

The School & Health programme combines all thematic areas which belong to the topic of this meeting (Health, equity and sustainability):

- Movement, sports and perception
- Nutrition- and consumers education
- Addiction and Violence Prevention
- Teacher's health
- Environmental education and education for sustainable development
- Traffic and Mobility education

Movement, sports and perception is organised in an including manner, it integrates beside movement practice, nature experience and perception.

Nutrition and consumers education combines aspects of nutrition and general consumers' education including of impacts of nutrition on climate change.

Addiction and Violence Prevention includes aspects of equity and justice and the social context.

Traffic and mobility education combines programmes for a secure participation in traffic with the impacts of mobility on nature and social living conditions.

Environmental education/ Education for sustainable development include questions of healthy living conditions and social development.

In Hessen (part state of Germany) schools can apply for certificates for all these thematic areas and show their practice to local authorities and parents. Having received four different certificates the school can apply for a developing process which ends with the title "Health promoting school". Each certificate includes the areas:

- Curriculum and subject work
- School as a living area / pedagogical base line of the and culture of school
- School programme and school development

The development and the process of certification is assisted by a state wide service centre and local assistant people, based on the local education authority, materials and a web portal www.schuleundgesundheit.hessen.de. This portal provides material, guidelines and offers of partner organisations in all thematic areas of the programme. The service centre is the central partner for all schools, teacher, headmasters, parents and students and offers help and assistance by organising the use of online-tools (questionnaires, studies, check-lists) and helping schools with experts and by organising conferences and workshops.

More than 500 schools have already got certificates and 15 schools have reached the status of a "Health promoting school".

Perspective:

Starting in one thematic area the schools step by step explore the whole field of health, equity and sustainability. The thematic areas have the function of different doorways into a integrated practice of all areas. This opens the possibility for those schools and groups in the schools to start at one concrete step which they can fulfil with their competence and possibilities. Having got the first certificate most of them start to work on the next topic and establish structures to integrate different areas. One of the main parts of improving this development at schools is the offer to get assistance and concrete feedback on their everyday practice. The programme health & school does not pretend a closed set of working steps, structure and topics but assists schools to find their own questions, steps and solutions.

This – open for different solutions and colourful practice – background of the programme is symbolised by the logo of the programme, a colourful flower. Each petal stands of a different thematic area and the yellow centre for the whole structure of health, equity and sustainability at school.



Fazit:

The promotion of health must take into account issues of justice, which is not possible without long-term preservation of natural conditions.

The achievement of equality and justice in the global scale must also integrate aspects of health-promoting conditions such as the issue of environmentally sustainable development. The sustainable development must ultimately take into account equally questions of global justice, protection of the natural environment and basic conditions of health-promoting living conditions.

II.b Education for Sustainability Perspectives: Health Systems

- **Jaimie Cloud**, The Cloud Institute for Sustainability Education, USA

In this presentation, Jaimie Cloud explains the ways in which The Cloud Institute for Education frames Education for Sustainability.

Select EfS Standards:

- Responsible Local/Global Citizenship

The rights, responsibilities and actions associated with leadership and participation toward healthy and sustainable communities.

- The Dynamics of Systems & Change

A system is made up of two or more parts in a dynamic relationship that forms a whole whose elements 'hang together' and change because they continually affect each other over time. Fundamental patterns of systems include growth, decline and vacillation, knowledge of which will inform the choices that will affect our future.

- Sustainable Economics

The evolving theories and practices of economics and the shift towards integrating our economic, natural and social systems, to support and maintain life on the planet. Students will know and understand 21st century economic practices and will produce and consume in ways that contribute to the health of the financial, social and natural capital.

- Healthy Commons

Healthy Commons are that upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.).

- Natural Laws and Ecological Principles

The laws of nature and science principles of sustainability. Students will see themselves as interdependent with each other, all living things and natural systems. They will be able to put their knowledge and understanding to use in the service of their lives, their communities and the places in which they live.

- Inventing and Affecting the Future

The vital role of vision, imagination and intention in creating the desired future. Students will design, implement and assess actions in the service of their individual and collective visions.

- Multiple Perspectives

The perspectives, life experiences and cultures of others, as well as our own. Students will know, understand, value and draw from multiple perspectives to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

- A Sense of Place

The strong connection to the place in which one lives. Students will recognize and value the interrelationships between the social, economic, ecological and architectural history of that place and contribute to its continuous health.

Select EfS Enduring Understandings

- A healthy and sustainable future is possible.
- We are all in this together. We are interdependent on each other and on the natural systems. Self interests are best served through mutually beneficial relationships.
- Recognize and Protect the Commons. We all depend on and are responsible for the creations of nature and society that we inherit jointly and freely, and hold in trust for future generations.
- Reconcile Individual Rights with Collective Responsibilities
- Diversity makes our lives possible and is required to support rich complex systems, to build strength, and to develop resilience.
- Create change at the source not the symptom. Distinguish goals from indicators and problems from symptoms. Identify the most upstream problem you can address within your sphere of influence, and then solve more than one problem at a time while minimizing the creation of new problems.
- Think 1000 years. Envision the kind of future we want and start working towards it. We do not have to sacrifice our children's future to meet our needs.
- We need to pay attention to the results of our behavior on the systems upon which we depend.
- It all begins with a change in thinking. Thinking drives behavior and behavior causes results. The significant problems we face cannot be solved with the same level of thinking we used to create them. (Einstein) Think systems, cycles and out of the box.
- We must operate within the natural laws and principles rather than attempt to overcome them.
- We are All Responsible. Everything we do and everything we don't do makes a difference.

The habits of mind and core content fostered by EfS have many applications beyond environmental concerns. Exploring the reaches of Education for Sustainability, Ms. Cloud aligns the EfS standards with health education concepts and scientific research in order to inform the notion of sustainable health systems.

III. Integrated approaches to health, sustainability and equity: addressing the challenges

- **Prof. Carol Tannahill**, Director, Glasgow Centre for Population Health

Schools across Europe are trying to achieve optimal outcomes for children. Investment in the early years of life has become an important policy objective in Scotland in light of our relatively poor health record and the growing body of evidence demonstrating the benefits that result from children having a good start in life. This 'good start' is much less easily achieved for children living in poorer circumstances than for those born into more favourable family, social and economic environments. It represents one of the most important health equity challenges we face. To add to the complexity, approaches need to be sensitive to the wider global context affecting health now and in the future. Of particular relevance to this symposium is the environmental context, although global economic and cultural dimensions are also major influences.

Action to integrate approaches to health, sustainability and equity requires the adoption and realisation of systems perspectives. History is littered with examples of good projects whose potential impact has not been fully realised because they only focus on one part of the picture, paying inadequate attention to issues of context and inter-relationship. Systems approaches bring a focus on the whole: in this case on the health of children across generations and whatever their circumstances. They highlight the relationships between component parts within the system, and between sub-systems, and require clarity about the contribution of those parts and sub-systems.

Using Scotland as a case study, this plenary presentation will describe five nested systems with the potential to support or deliver integrated approaches to health, sustainability and equity. These are:

- (i) The political system at national level, where policy-making can support cross-government action on these issues in a way that gives leadership for other organisations and for the Scottish population and maximises synergies between different policy areas.
- (ii) The governance system, which establishes where accountability lies and measures the contributions made by organisations to national outcomes, indicators and targets.
- (iii) The municipal level, using the example of the city of Glasgow as a system. Any such municipal system has the potential to create health and to take action on sustainability and equity.
- (iv) Community – the local system of which schools are a key component. This system is comprised of the environmental, social, human, cultural, economic and educational assets of the community.
- (v) The school system, where the pupils, parents, and staff can take a whole school approach to promoting health, sustainability and equity.

Examples will be presented at each level of approaches which seek to integrate attention to health, equity and sustainability. Each example illustrates opportunities, challenges and prerequisites for progress. Three challenges evident at each system level will be the focus of further attention.

The first is the challenge of 'vertical integration' across the nested systems. What can be achieved at each system level is affected by the other systems. Take the municipal level for example. Here, several of the requirements and constraints on action are set by the national political system (through processes such as ring-fenced budgets, policy imperatives, and party-political priorities). The levers and incentives for municipal action will also be influenced by the governance system: targets set in one area (for example educational attainment) will result in attention and resources being focussed there, usually to the detriment of other areas of activity. And the community and school systems will also exert influence through democratic, campaigning, management and other routes.

Secondly, the approach taken to evaluation requires attention. Issues of timescales for change and for impacts to be achieved; suitable measurement tools; the relationship between 'problem space' and 'solution space'; and systems approaches to evaluation are all conceptual as well as practical challenges.

Third is the workforce challenge. What are the skills and approaches needed to achieve the integration that we are seeking? How might these be developed? What sort of leadership is needed?

The overarching challenge is for policy, politics and academic work to help support integrated delivery with the sort of bite needed for impact.

IV. Panel about the political and international perspectives

- **Sean Slade**, Association for Supervision and Curriculum Development (ASCD), Washington, USA
- **Koji Miyamoto**, Centre for Educational Research & Innovation, Organization for Economic Cooperation & Development (OECD), Paris, France
- **Dolf van Veen**, Urban Education and Youth Policy, Ambassador Education, Health and Human Services Partnerships for the Dutch Ministry of Education, Holland
- **Charles Basch**, Professor of Health and Education at Teachers College, Columbia University, United States
- Moderators : **Douglas McCall** (ISHN) and **Goof Buijs** (SHE Network)

This session examines how health, equity and environmental concerns can be integrated within the educational mandate and constraints of the school system. This is perhaps the greatest challenge to the sustainability of school human development programs.

ASCD, an educational leadership organization dedicated to advancing best practices and policies for the success of each learner and the development of the Whole Child, recognizes this challenge. Over the past 4 years ASCD has developed and implemented 'Healthy School Communities (HSC)' into schools across North America. HSC is a worldwide effort to promote the integration of health and learning and the benefits of school-community collaboration. It is part of a large, multiyear plan to shift public dialogue about education from a narrow curriculum-centric and accountability system focus, to a whole child approach that encompasses all factors required for successful student outcomes.

The OECD has been working on the development of indicators and analyses on the "wider benefits of education" which includes better health and environmental awareness as well as reduced crime and social inequalities. The presentation will describe the social challenges facing the OECD countries, emerging inter-governmental actions to tackle these challenges, and the role of schools in addressing them. The presentation will be partly based on the findings from the OECD's Social Outcomes of Learning (SOL) project.

Research done by Charles Basch in the United States has clearly identified how specific health inequities affect educational outcomes, a prime motivator for educators to become involved.

Advocates for health, environmental and equity programs should recognize this as an opportunity for solidifying their programs within the core concerns of educators.

Critical to the success of school-based efforts is the school principal/headmaster.

This session concludes the symposium with strategic and practical advice on how to engage school systems in our future efforts. It will feed into the closing statement of the symposium that will be used during the coming IUHPE World Conference.

Workshops

1. Tabac en classe !

- **François Bourqui**, chargé de cours « formation générale » à la HEP-FR et collaborateur du Dispositif d'Education générale du service de l'enseignement obligatoire de langue française à la DICS-Fribourg
- **Myriam Bouverat**, géographe et collaboratrice pédagogique à la Fondation Education et Développement, intervenante dans le cours « formation générale » à la HEP-FR

Le tabac n'est pas qu'une problématique de santé. C'est aussi un secteur économique important dans de nombreux pays dont le développement a des conséquences environnementales. Par ailleurs, la mise en œuvre de politiques antitabac dans différents pays a de nombreux impacts sur la population.

Thématique complexe, le tabac peut être vu comme un objet d'enseignement pour une éducation en vue du développement durable.

Après un bref panorama de ce qui se fait et se dit dans le cadre de la prévention santé en Suisse romande, nous analyserons les enjeux économiques et environnementaux qui sont liés au tabac à l'échelle locale et mondiale et présenterons quelques outils pour les travailler de manière systémique dans l'idée d'une éducation en vue du développement durable.

Aborder la question du tabac en classe, c'est aussi poser une réflexion sur les valeurs et la responsabilité aussi bien individuelle que collective.

3. La participation, une compétence transversale nécessaire en éducation en vue du développement durable et à la santé

- **Roland Battus**, Direction générale du Cycle d'orientation, Formation continue
- **Sophie Lagana**, Service de santé de la jeunesse, Genève

La participation est une préoccupation commune de l'éducation au développement durable et de la promotion de la santé dans les écoles.

L'éducation au développement durable tend à promouvoir un esprit de participation auprès des élèves en les associant, par exemple, à des démarches agenda 21 d'établissement scolaire. Il s'agit par là de prendre conscience de l'impact de nos modes de vie sur la planète. Le projet participatif « Le pouvoir de la goutte d'eau » mettra en avant l'importance de l'action individuelle dans la construction d'un projet de société.

Pour la promotion de la santé, la participation est essentielle afin que les individus aient un meilleur contrôle sur leur santé. En milieu scolaire, cela implique la participation des directions et des professionnel-le-s entourant les élèves pour les amener à une réflexion adéquate et à des choix judicieux pour leur santé.

L'éducation au développement durable et la promotion de la santé à l'école tendent vers un même but : la création d'un milieu convivial propice au respect et à la sécurité des individus et de la collectivité. Par le développement d'un climat scolaire constructif, le bien-être individuel et social est soutenu, condition nécessaire à des apprentissages de qualité.

La participation est donc au cœur des deux entrées éducatives que sont l'éducation au développement durable et la promotion de la santé, notamment dans la recherche de solutions permettant à l'individu d'agir dans son milieu. Dans cet atelier, des facettes de la participation seront illustrées par des exemples provenant d'écoles genevoises.

Les réflexions sur les liens entre promotion de la santé et éducation au développement durable relèveront l'importance de créer des synergies entre tous les acteurs concernés par ces démarches. Ces deux entrées éducatives sont en effet complémentaires. Pour créer des ponts dans le futur, il sera nécessaire pour les professionnel-le-s, de mieux connaître les richesses conceptuelles et les expériences de ces deux approches.

4. From a one-day intervention to a whole school program: How health promotion and education for sustainable development are supporting school development

- **Fritz Schellenbaum**, Verantwortlicher für Gesundheitsförderung an der Schule Petermoos, Zürich, CH
- **Edith Lanfranchi**, Nationale Koordinatorin Schweizerisches Netzwerk, Gesundheitsfördernder Schulen, RADIX, CH
- Moderator: **Reiner Mathar**, Servicestelle Schule&Gesundheit; BNE Beauftragter, Hessen D

Am Beispiel der Schule Petermoos, Zürich, CH und dem Instrument [Qualitätskriterien](http://www.gesunde-schulen.ch/data/data_576.pdf) http://www.gesunde-schulen.ch/data/data_576.pdf wird aufgezeigt, was ‚Settingansatz‘ bedeutet. Im Workshop wird auch diskutiert und erarbeitet, wie die Erfahrungen aus der Gesundheitsförderung auf die Themen der Nachhaltigen Entwicklung übertragen werden können.

In der Schule Petermoos stand vor 12 Jahren die Forderung der Eltern, dass sich die Schule auch um das Leben der Kinder ausserhalb der Schule zu kümmern und auf brennende Probleme wie Drogensucht Antworten zu liefern habe. Mit der Rückbesinnung auf die vorhandenen Qualitäten, mit der Ausbildung von Lehrkräften, in Gesundheitsförderung und Suchtprävention und mit dem Einbinden des Kollegiums, der Behörden, der Eltern, des Hauspersonals sowie der SchülerInnen in eine geleitete, auf wissenschaftlichen Erkenntnissen beruhende Schulentwicklung versucht die Schule Petermoos immer näher an ihr Leitbild zu gelangen, das Menschlichkeit als Fundament, Respekt vor den Anderen als Prinzip, Vertrauen als Grundsatz und Engagement als treibende Kraft festhält. Aus einzelnen Intervention und Aktionen der Gesundheitsförderung und Suchtprävention wurden Abläufe, welche die gleiche Verbindlichkeit haben wie ein Curriculum in Französisch oder Mathematik.

2007 hat das SNGS ein Instrument zur Qualitätsentwicklung erarbeitet, welches von allen Schulen genutzt werden kann und Gesundheitsförderung als Teil von Bildung für nachhaltige Entwicklung aufzeigt.

Das Instrument unterstützt die interne Evaluation, Planung und konkrete Ausgestaltung gesundheitsfördernder Massnahmen.

Es besteht aus 14 Qualitätskriterien mit je maximal 10 Indikatoren und bildet vier Ebenen ab:

1. Strukturen und Schulprogramm
2. Prozesssteuerung: gesundheitsförderliche Schulentwicklung und Projektmanagement
3. Handlungsprinzipien: Partizipation, Empowerment, Chancengleichheit, Langfristigkeit
4. Themen: psychosoziale Gesundheit, Bewegung und Entspannung, Ernährung, Gewaltprävention, Suchtprävention, Sexuelle Gesundheit

5. Promoting health and equity through high-quality and healthy early childhood centers and schools

- **R. Bockhorst**, Bertelsmann Stiftung, Germany
- **Prof. P. Paulus**, Leuphana Universität Lüneburg, Germany

The processes of structural, socio-economic and cultural change in our society have made their way into early childhood centres and schools, presenting new challenges that require them to redefine their educational mandate. One of the biggest challenges in German society is the rise of inequity and inequality regarding opportunities in health and education. Much evidence exists regarding the high correlation between the health and education status of children and young people and their socio-economic, cultural and family background.

The concepts of “Good and Healthy Early Childhood Centers” and “Anschub.de”, the Alliance for Sustainable School Health and Education in Germany, are initiatives from the Bertelsmann Stiftung that aim to strengthen health and education and therefore strengthen equity and reduce inequalities among children and young people. The two programs are committed to using the topic of health as a tool for realizing sustainable, holistic development.

The programs aim to promote health (linked with education) by incorporating health into the overall goals and development of the early childhood centres and schools and by viewing health as an integral element of the educational mandate. The projects' primary objective is to achieve sustainable improvement of education by investing in health. High-quality, healthy early childhood centres and schools know their educational mandate and implement it successfully, thereby creating an educational prerequisite for sustainable development.

The workshop of the Bertelsmann Foundation present aims, concepts, methods and evaluation data of the two programs “Good and Healthy Early Childhood Centers” and “Anschub.de”. The main focus is set on the question of how healthy childcare centres and schools can strengthen equity and contribute to the reduction of inequalities in health and education among children and young people. Strategies were discussed, e.g. how programs can build capacity in the system through coordinated policies, e.g. by building up networks and intersectoral cooperation.

7. Implementation: A common challenge for health, equity and environmental education. Experiences from Europe

Educational Approaches to linking health and sustainability in schools – a European Perspective

- **Monica Carlsson**, Research Programme for Environmental and Health Education, Danish School of Education, Aarhus University
- **Venka Simovska**, Research Programme for Environmental and Health Education, Danish School of Education, Aarhus University

The aim of the workshop is to discuss principles and methodologies in educational practices targeting health and sustainability issues, as well as experiences with potentials and barriers of working with linking the issues in a health promotion program aimed at addressing determinants of health.

The theoretical framework is based on theory of health promotion, health education, and education for sustainable development, focusing on concepts and methodologies of knowledge- and action orientation, school-community collaboration and participation.

With a starting point in an analysis of guiding principles for working with health and sustainable development issues in schools, the workshop critically reflects on key educational approaches when attempting to link health and sustainability in educational practices in schools. The methodological framework of The Shape Up project - a European health promotion program aimed at addressing determinants of childhood obesity, will be outlined, and experiences with how barriers during the implementation process were overcome will be discussed.

The workshop presents findings that lead to a better understanding of learning and participation in relation to sustainability and health. As part of this, constraints and dilemmas that influence the processes of school-community collaboration and participatory learning are identified. The findings pointed to the need to better understand how issues of health and sustainable development can be linked in meaningful ways in school-based educational practices.

Implementation: A common challenge for health, equity and environmental education. Experiences from Europe

- **Anna-Karin Jälminger**, Department of Public Health Sciences, Karolinska Institute, Stockholm, Sweden

A capacity-building approach for sustainable promotion of healthy lifestyles – the SCIP school intervention study

The aim is to build capacity for school health practices within the areas nutrition, physical activity and self-esteem. The school staff identifies and selects focus areas of action through use of a self-assessment tool and writes their own action plans. The research team coaches the school staff in implementation, evaluation and eventually institutionalization of the action plan through on-site visits, coaching and feedback on school health practices and student health data.

Evaluation plan and study design

A 3 year quasi-experimental trial including 17 schools in Österåker municipality with medium to high SES. Schools are self-selected to intervention (9 schools) and comparison (8 schools). A validated health questionnaire is answered by all students in 2nd, 4th and 7th grade at baseline (April 2009) and followed up after 2 and 3 years. Height and weight measurements are collected by school health staff. Assessment of impact and implementation process at school level is done by repeated use of the Self Assessment Tool, observations, interviews and document analysis.

Some lessons learned at half-time

- The capacity-building approach holds potential for a sustained engagement in health issues in schools and municipalities.
- The links between student lifestyle, well-being and academic achievement need to be emphasized to schools.
- Use of the Self-Assessment Tool leads to new insights among school staff and awareness of strengths and weaknesses in school health practices.

- Intervention schools require considerable support in order to implement their action plans.
- Local systems for evaluation should be developed to support long term follow up as well as continuous school development on the issues.

The Welsh Network of Healthy School Schemes - National Quality Award

- **Sue Bowker**, Welsh Assembly Government, UK
- **Lynne Perry**, Public Health Wales, UK

Background

The Welsh Network of Healthy School Schemes (WNHSS) was launched in 1999 by the Welsh Assembly Government to encourage the development of local healthy school schemes within a national framework. Currently 1775 schools (99%) are actively involved in the WNHSS. The WNHSS was set up with clearly defined national and local responsibilities.

The National Quality Award

To ensure all Welsh schemes are consistent in levels of achievement and address health, equity and sustainability the National Quality Award (NQA) has been developed. There are assessment criteria which recognise high standards and achievements in promoting and embedding health in schools that have been involved in the scheme for at least 9 years.

The award criteria has 7 health aspects

Food & Fitness, Environment, Personal Development & Relationships, Safety, Mental & Emotional Health & Well Being, Hygiene, Substance Use & Misuse.

Each aspect has indicators which interlink the health aspects with equity, inclusion and sustainability under 4 headings:

Leadership and Communication

Curriculum

Ethos and Environment

Family and Community Involvement

Independent assessors visit the school and assess on evidence provided for each of the criteria.

The NQA has been well received and the first schools have been successful in achieving the award.

The NQA ensures a consistent quality standard across Wales; the emphasis is on quality and schools that achieve this award are exemplary.

8. Teacher development: Building cooperative structures and professional learning communities

Lack of cooperative structures – a possible barrier to school health promotion

- **Edith Flaschberger**, Ludwig Boltzmann Institute Health Promotion Research, Vienna, Austria

Authors: Edith Flaschberger, Martina Nitsch, Karin Waldherr

Background: A pilot training course has been developed in Austria following the health promoting school (HPS) approach, aiming at helping schools to implement the concept in their own school, supported by management tools like the management cycle.

Linking to symposium themes of Health, Equity, Sustainability: Teacher education for health promotion (HP) is seen as an important factor in the proliferation of the HPS approach. When aiming at identifying effective teacher training for HP, it is also important to take sustainability into account.

Theoretical Framework/ Evidence Base/ Experiential Basis: Most research on teacher training in HP is centred around classroom-based approaches with a focus on knowledge transfer rather than changing the living conditions. A more comprehensive approach of HP requires different approaches of implementation and therefore of teacher training.

Method(s): We conducted focus groups with the participants of the pilot training course during the feedback seminar. For analysis of the data, we applied a coding method for thematic analysis.

Main results: The central result of the study was the compatibility between the pilot training course and the school setting. Internal and external collaboration/ cooperation structures in the project played a very important role in the implementation phase of the pilot training course and could ultimately influence the sustainability of the intervention.

Conclusions: In order to achieve sustainability of teacher training, it may be important to put even more emphasis on prerequisites such as team building. For a comprehensive approach to school HP, skills for collaboration and coordination are indispensable. However, according to the literature, a lack of collaborative structures is apparent in most schools in most countries. Professional development for teachers also frequently doesn't focus on collective learning.

Implications: The concept of professional learning communities (PLCs) with its focus on teacher collaboration could be considered when studying teacher education in HP. PLCs are described as sustained, collective professional development and could be a way of institutionalising HP in the school setting.

Teacher development: Building cooperative structures and professional learning communities

- **Dr Patricia Mannix McNamara**, Co Director Research Centre for Education and Professional Practice, Education and Health Sciences, University of Limerick, Ireland

Background: Ireland has introduced subject specific health curriculum- Social Personal and Health Education (SPHE). While there are distinct merits in this approach it also means that health promotion then becomes the responsibility of one teacher. There is no university based nationally coherent system of teacher education for this subject in Ireland.

Linking to symposium themes of Health, Equity, Sustainability: Teacher education for health promotion (HP) is essential in order to build teacher capacity in the implementation of a fully integrated Health Promoting School approach. In order for the sustainability of health promotion in schools, all teachers need to be supported in the development of commitment to HPS.

Theoretical Framework/ Evidence Base/ Experiential Basis: Little research exists with pre service teachers specific to their interest or intention with regard to their potential role as health promoters. A more comprehensive understanding is needed so as to inform effective teacher training practice.

Method(s): A survey of all final year teacher education students was conducted in the University of Limerick, Ireland in order to ascertain their interest and intentions with regard to health promotion and the teaching of SPHE.

Main results: The central result of the study was the lack of knowledge of SPHE (of concern as these final year students should have experienced it as a subject in their schooling). Also of concern was their reluctance to engage with SPHE and the motivating factors that might persuade them to engage with health promotion in schools.

Conclusions: In order to achieve sustainability of teacher training, it may be important to put even more emphasis on prerequisites such as teacher identity development and the understanding of the self as teacher as part of a team contributing to a comprehensive approach to school HP.

Implications: The lack of collaborative structures in schools and the over identification with subject expertise may create the individualised cultures that precludes comprehensive HPS implementation. Professional development needs to focus on collective teacher identity as promoters of health.

Team work and cooperation in schools: an ethnographic approach of the impact of a health promotion program based on professional development and team support

- **Pr. Didier Jourdan**, Blaise Pascal University, Clermont-Ferrand, France

Evidence shows that a whole school approach, where there is coherence between the school's policies and practices that promote social inclusion and commitment to education, actually facilitates improved learning outcomes, increases emotional wellbeing and reduces health risk behaviours. Fundamentally, it is most effective where the school uses its full organisational potential, to promote health among students, staff, families and community members. Team work and cooperation in school are then key factors of implementation.

For some teachers, it's something "natural": "Everything depends on the time I have. I make choices [...] if it's only informational lectures, I'm not interested, I only put a lot of myself in real projects" (teacher 1); "As I said, in collaboration with a team, with the nurse, the school staff, the other teachers, for me, its no problem being involved [...] I think we need to communicate among all teachers, there is a need to build a collective project" (teacher 2). But in France, it's only a minority of teachers (15% in the recent study of Jourdan et al. 2010), there is a need to promote a culture of collaboration.

An HP program was designed specifically to address this issue and enable the school staff to collectively implement an HP policy. The evaluation framework for this HP project was based on the "theory-driven" approach to evaluation defined by Chen and Rossi (1983). This approach "is not the global conceptual scheme of the grand theorists, but more prosaic theories that are concerned with how human organizations work and how social problems are generated [...]. What we are strongly advocating is the necessity for theorizing, for constructing plausible and defensible models of how programs can be expected to work before evaluating them". It suggests that the strategies developed through the program (professional development, staff support, resources and tools, and institutional lobbying) can positively influence teachers' HP practices and the schools' health promoting environment and enhance the well-being of children and teachers at school, improve the relationship between schools and families, develop children's health knowledge, attitudes and skills and possibly improve children's social, emotional and physical health. This model is based on the assumption that the outcomes and strategies interact with the general and local contextual factors and the way in which the program is implemented (i.e. rules, organizational structure and personnel who are responsible for managing the program).

This presentation will be focused on one aspect of the research, the collective work generated by the implementation of the HP program. This qualitative study was based on the analysis of 1) 698 documents collected during a 3 years period in the 22 primary schools involved in the program and 2) interviews of the teachers (113) involved in the program. Results show that school staff had 4 different modes of collective work: opportunist, innovator, operator and opponent.

These data will be discussed in order to define the way in which it will be possible “to build strong professional cultures of collaboration to create ongoing professional learning cultures for teacher that replace patterns of staff development, which are individualized, episodic and weakly linked to the priorities of schools”.

Professional learning community

- **Palo Almond**, University of Southampton, UK

The UK provides free compulsory education and health care at the point of usage, but has several public health challenges. The reduction in child and young people's morbidity and mortality has tested health care organisations. Consequently state run systems such as education have been involved in tackling childhood health problems. The South East Public Health Teaching Network draws together public health specialists and academics that collaborate with non-health professionals and has created partnerships with providers of initial teacher training programmes in two universities.

We have established mechanisms and processes to form an inter-professional and cross faculty and cross universities group. We have developed links between compulsory school education providers, health providers, universities, and university departments. Though these are complex they have been rewarding. Together we have found solutions to overcome challenges faced in developing a professional learning community. Our research outputs have contributed to the sustainability of our professional learning community. Our experience of being a professional learning community has been very positive. The group's rich diversity and its different foci and agendas created a synergy that sustained the collaboration.

10. Exemples inspirants : une action pratique, écologique et sociale en forêt de montagne et ses effets sur la santé

Une application efficace de soutien au développement général de l'adolescent par une action pratique, écologique et sociale en forêt de montagne

- **Jean-Romain Ebener**, Atelier forêt de montagne AFM

La particularité de "Atelier forêt de montagne" AFM, est l'étroite relation entre travail pédagogique et travaux pratiques. Nous entreprenons des travaux forestiers et alpestres manuels et dirigeons des jeunes en petits groupes encadrés par des spécialistes compétents et bénéficiant d'une formation pédagogique. La liaison ciblée du travail avec l'éducation écologique et sociale se base sur un concept de formation éprouvé qui différencie clairement **AFM** des autres projets en faveur de l'environnement.

Nos semaines de projet pour les jeunes se présentent comme suit : Chaque jour, les groupes de travail, composés d'env. 6-8 personnes, exécutent pendant 7-8 heures des travaux spécialisés pour nos mandants (surtout propriétaires de forêt, consortages d'alpage, communes de montagne, sections de protection de la nature). Durant la semaine de projet, les groupes opèrent des rotations aux diverses places de travail de manière à obtenir une vue d'ensemble du travail en forêt ou de l'exploitation alpestre. Nos principaux groupes cibles sont les classes de tout genre à partir d'env. 15 ans et les groupes d'apprentis d'entreprises.

Grâce à une méthode de travail appropriée et à un outillage professionnel, le travail manuel permet d'obtenir un rendement considérable et de respecter des standards de sécurité élevés. L'intégration voulue de thèmes écologiques et sociaux aide à transformer le mot "développement durable", souvent vide de sens, en une expérience concrète !

Des chantiers adaptés sont importants pour nous et se répercutent également sur la qualité du travail et le rendement :

- La pente du terrain peut certes représenter un défi, mais ne doit en aucun cas être dangereuse.
- Les travaux doivent, en règle générale, pouvoir être exécutés de façon manuelle. L'assistance de machines (p. ex. tronçonneuse pour le nettoyage du parterre de coupe) est possible.
- Chaque chantier doit être bien adapté à un groupe de 6-8 personnes.
- Idéalement, la variété des travaux doit offrir, durant la semaine de projet, un mélange équilibré dans 3 ou 4 domaines différents ex. travaux techniques, entretien des forêts, récolte de bois, mesures nature paysage ou gibier.

Gesundheitsrelevante Wirkungen der Waldpädagogik – Kriterien und Indikatoren zu waldpädagogischen Projekten sowie die Effektanalyse eines ausgewählten Projekts mit dem Ansatz „Suchtprävention und Life Skills“

- **Michael Fraiss**, Haute Ecole Pédagogique, Zürich

During the mountain forest weeks organised by SILVIVA (today Bildungswerkstatt Bergwald) school classes or groups of apprentices live, learn and work in a mountain forest for one week. This initiative was launched by SILVIVA 20 years ago. Since then, a multitude of field reports have been made available emphasising the benefit and educational value for participating youth in forest projects. For the first time, an evaluation of the project within the framework of EU COST Action 39 aims to systematically evaluate the effects on human health and well-being. For this purpose, a new evaluation tool was developed to provide valid results in this under-researched area. A procedure to analyse and evaluate interventions was developed as a by-product of the research process. In 2008, 162 teenagers took part in a summary during their stay in the „Bergwaldwochen“ at the Bildungswerkstatt Bergwald. The results show that through their development of protective factors such as personal resources effects and a general enhancement to the individual's health was achieved.

11. Finding your way in a complex world: Systems thinking as a central skill for sustainability and health education

- **Brigitte Bollmann**, Professor, Zurich University of teacher education, CH
- **Ueli Nagel**, Professor, Zurich University of teacher education, CH
- **Sandra Wilhelm-Hamiti**, Professor, University of applied sciences of Zurich ZHAW, Wädenswil, CH

An insight into the interconnectedness of systems. An understanding of cycles and feedback loops. The capacity to change perspectives. Grasping the long term impact of any action. All these skills are crucial to sustainability as well as to health education. And systems thinking is bringing them all together. You may think, this is way too complex for schools, particularly for younger children. However, evidence shows that even pre-school children are able to develop an understanding of interaction, connectedness and feedback. They can be taught how to summarise temporal events in qualitative behaviour-over-time-graphs. But how can this be achieved?

In this workshop you will be introduced to the basic concepts, tools and habits of systems thinking by means of short activities, some of them with surprising outcome. By applying some of these concepts and tools to a variety of different systems, you will be shown how to experience complexity and how to develop an understanding of interconnected systems. Different didactic approaches to integrate systems thinking in the classroom will be introduced and practical examples of teaching material for K-9 will be presented. You will have the opportunity to discuss ways of how to apply systems thinking to your own educational situation and what it may imply for sustainability and health education in schools.

12. Working with practice based methods to learn for Health, Equity and Sustainability

- **Regina Steiner**, Manageress of the Forum Environmental Education Salzburg, Austria
- **Jaimie Cloud**, President of the Cloud Institute for Sustainability Education, New York, USA
- **Franziska Oswald**, Manageress of Sprouts – Learning & Creating for the Future, Bern, Switzerland

The participants will receive at the workshops presentation and hands on experience of practice based, easy and innovative methods to enable learning for Health, Equity and Sustainability in schools. The presented methods support student centered-, place based- and cooperative learning for a healthy, just and sustainable future. The participants will be able to take instructions and concrete ideas for the classroom with them.

The methods will be shared by two experts of Sustainability Education with profound experience in theory and practice in learning and teaching for a healthy and sustainable future:

- Frau Dr. Regina Steiner

- Jaimie P. Cloud

The workshop is facilitated by Franziska Oswald.

Contribution of Regina Steiner:

APPRECIATIVE INQUIRY

The Goal of this method is to focus on the strength, the potentials and the positive aspects of a group or a team and to get change processes for a healthy and sustainable future underway from a positive self-perception. Phases of Appreciative Inquiry are: Discovery, Dream, Design and Destiny/Realization.

FUTURESHOP

Through this method students are encouraged and supported to develop scripts for a desired future. They learn to work on specific problems without fears and to challenge personnel and institutional constraints. The method works with a variety of creative elements very much appreciated by students.

Contribution of Jaimie Cloud:

INTEGRATING OUR HEALTH WITH A SENSE OF PLACE

Understanding our connection to and impact on the world as well as leveraging positive change through economic, environmental, and community-based education are fundamental components of a sustainable future. Using our three ways of knowing --intuition, fact finding, and pattern making-- we will explore our surroundings and connect developing a sense of place to our health and our children's health.

13. Promotions to increase sustainable consumption and healthy behaviours among school children

A comparative analysis study among public primary / secondary schools in Denmark, Germany, Finland and Italy

- **Bent Egberg Mikkelsen**, Professor, PhD, Researchgroup for Food, People & Design, Department of Development and Planning, Aalborg University Denmark

One of the most interesting perspectives of Public Organic food Procurement (POP) policies seems to be that the implementation seems to fuel a food service redesigns that tend to induce healthier eating environments. Since budgets in the cost sector catering in most cases are fixed in the public, menu planners, decision makers, public health nutritionists are often forced to involve “less meat more vegetable” strategies, which comply well with current nutritional advice. The health reasons are the one most important reason for consumers to buy organic and more important than concerns for environment and nature. Experience based data suggest that the introduction of organic foods induces a changed dietary pattern. The heavy users of organic foods may have a lifestyle and dietary habits that simply comply more easily with recommendations.

Evidence from Danish organic public procurement projects shows that POP policies often result in adoption Food and Nutrition Policies (FNPs) at local institutions. Results suggest that the processes and dynamics tend to create an organisational and structural environment that is conducive to healthy eating in public food systems. In addition, experience based data suggest that the POP induced and FNP supported changes in school nutrition might influence the values, attitudes and behaviour of children thus resulting in student integrating the behavioural patterns learnt at school into their after school behaviour and that these behaviours will tack into adulthood. It seems that healthy eating and organic consumption agenda seem to pull in the same direction, but although evidence suggest that green attitudes is associated with healthier serving practices and environment. There is still a need to study that an organic procurement policy induces healthier eating when tested on individual intake basis.

14. Engaging students in change through dialogue and identity development

Evaluation through dialogue with children

- **Ulla Pedersen**, University College South Denmark, Center for Health Promotion, Haderslev, Denmark

A new evaluation method concerning children's action competence regarding health has been developed and piloted in a Danish context. The method is called New Story/Dialogue Method for Children, and as the name indicates data are generated through dialogue with children.

The theoretical background of this empowerment evaluation consists of the participatory and action oriented health education, combined with the Appreciative Inquiry Theory (by Cooperrider) and Affordances Theory (by Gibson). It is an evaluation tool but also includes a process to increase empowerment in a group of children.

A 'reflective circle' and 'insight notes' are used as tools to gain reflection about health issues. Playing elements are used to experience different learning strategies and in addition to physical activity and team building elements the playing atmosphere increases a sense of community and creativity. The evaluator facilitates participation and dialogue through appreciative questions and physical and verbal matching. The children are guided to support each other, and the evaluator ensures that vulnerable children get positive process experiences and feel confident.

A pilot project was used to test the method in a group of 5 children in the age of 12 to 15 who had participated in a project for overweight children. The study revealed positive perspectives for assessing action competence. The process of evaluative dialogue increased the children's motivation; the ability to develop creative visions as well as critical sense. The children developed several new ideas to implement in their settings. For example a vision showing their school as the center in health promotion in collaboration with the local community – which meant there would be less stigma involved in being an overweight child.

The New Story/Dialogue Method for Children will be introduced in Danish health promotion arenas as a tool to develop and increase children's participation in evaluation as well as in health promotion processes.

The method should be tested in larger scale and further research is needed to explore how the evaluator's approach facilitates dialogue in the best way.

Engaging students in change through dialogue and identity development Schoolchildren-identity as an important part of sustainability

- **Dan Grabowski**, Steno Health Promotion Center, Gentofte, Denmark
- **Bjarne Bruun Jensen**, Steno Health Promotion Center, Gentofte, Denmark
- **Jens Aagaard-Hansen**, Steno Health Promotion Center, Gentofte, Denmark
- **Kjeld Poulsen**, Steno Health Promotion Center, Gentofte, Denmark

The development and maintenance of identities is essential in order to obtain a feeling of sustainability for the individual schoolchildren, the school-staff and the school itself.

These identities are constructed in the mutual observation and understanding of each others identities, actions and communications in the different contexts in the school setting.

Qualitative interview studies show significant differences in how Danish schools are capable of creating an environment that is inclusive and open to the process of constructing identities. These differences seem to create inequalities among the children, and it is therefore of the utmost importance, that the school-practitioners has an understanding of this process and that further research is directed at developing concrete tools and intervention-guidelines for the day-to-day identity-promoting contact with schoolchildren.

The sustainable identities of the children depend on the sustainable identities of the staff. If children are able to observe the significant others as meaningful and understandable adults in a setting that makes sense, it will be easier to understand their own identities in a meaningful way. In this sense the construction of meaning is also the reduction of risk and complexity. Sustainable identities create a secure environment, which is an important factor in a whole school approach to support the overall feeling of mental health.

On the basis of empirical findings, the presentation will discuss how it is possible to develop these guidelines that will make the daily "identity-work" with schoolchildren a concrete part of the daily routines in a health promoting school and thereby be a part of securing school sustainability. It is important to create an environment that everyone can identify with in a meaningful manner in order to make the complicated process of sustaining an acceptable and observable identity more natural.

16. Relier la santé et l'environnement : des idées pratiques pour les enseignantes et les enseignants

- **Marina Gruslin**, CERISE (centre d'éducation relative aux interactions santé environnement), Département pédagogique de la Haute Ecole Charlemagne, Liège, Belgique

Nous présenterons l'historique du dispositif CERISE (centre d'éducation relative aux interactions santé environnement), initié il y a 10 ans dans le département pédagogique de la Haute Ecole Charlemagne. Cette formation continue s'insère dans le contexte du système éducatif de l'enseignement supérieur de la Communauté française de Belgique, grâce au soutien du fonds social européen. Nous présenterons le dispositif mis en place et les innovations de thématiques qu'il a permis d'aborder.

Le cursus dans sa globalité est en soi une innovation pour la transversalité et un exemple d'apprentissage à la systémique. Un ensemble de modules permettent de comprendre les interactions entre santé et environnement et les axes pédagogiques du DD à développer. Les trois axes du développement durable (environnemental, sociétal et économique) y sont donc développés. La formation est suivie d'un stage d'insertion professionnelle de 4 semaines pendant lequel les stagiaires développent ou s'insèrent dans un projet pédagogique. Cette formation est accessible gratuitement à 20 demandeurs d'emploi de profils variés et cela deux fois par an.

Les projets pédagogiques initiés visent à réduire, par des changements de comportements, les risques liés à l'environnement et aux modes de vie des populations. Des démarches de recherche et de résolution de problème et des sorties de terrain sont proposés, ainsi qu'une compréhension de certains enjeux et problématiques sociétales, dans les domaines de l'environnement, de la santé, des économies locales.... L'équipe de formateurs développe la mise en interaction des connaissances, une réflexion éthique et critique selon le modèle d'apprentissage allostérique proposé par A. Giordan et C. Souchon. Nous entamerons en septembre 2010 la rentrée de sa 17^{ème} session de formation (plus de 340 intervenants éducatifs formés et un taux de réinsertion de plus de 50% d'entre eux).

Nous décrirons l'évolution du dispositif, les innovations apportées et difficultés rencontrées, mais aussi les intérêts pour le département pédagogique de la Haute Ecole.

Cette formation a amené diverses régulations du dispositif, une évolution positive et quelques perspectives d'avenir que nous évoquerons.

Working sessions

A. Allons-y ! Obstacles et ressources à la mise en commun des démarches santé, équité et développement durable

L'Education en vue du développement durable: une filiation à assumer, des défis à affronter

- **Pierre Varcher**, Membre du groupe d'experts d'évaluation et d'expertise pour la Décennie des Nations Unies pour le Développement durable, Chargé de cours UNIGE, Commission suisse de l'UNESCO

L'éducation au développement durable (EDD) est en chantier et peine à sortir de son image de protection de l'environnement et à s'imposer comme une priorité. Même la définition de l'EDD n'est pas encore précise. Pour permettre une contextualisation locale de l'EDD, les débats nationaux et locaux vont prendre une place de plus en plus cruciale. Dans cette perspective, il nous semble que, dans notre cadre national ou régional, nous avons intérêt à identifier les défis principaux et les obstacles à une réelle mise en œuvre de l'EDD.

École et travail en réseau une opportunité ou une utopie?

- **Laurent Duruz**, Consultant, Service de Médiation scolaire SMS Le Point DIP Genève
- **Marinette Clavijo-Gallay**, Référente des pratiques infirmières et de la santé communautaires, Service Santé de la Jeunesse DIP Genève

Un Réseau à l'école des Libellules.

Au printemps 2000, l'inspectrice de l'école nous interpelle pour l'aider à mettre en place un réseau dans le cadre de son école. Ce quartier suburbain de la ville de Genève, situé sur la commune de Vernier, accueille une population fragilisée de personnes ayant recours aux services sociaux du canton de Genève. L'école est en interaction constante avec son environnement, son préau faisant office de place du village. La recrudescence de violence et les difficultés de communication ont été les faits moteurs d'un processus qui a abouti à la mise en place d'une structure "le réseau". Les acteurs de l'école au moment de sa création se sont fixés les objectifs suivants : la mise en place de nouvelles formes de coopération doit permettre aux partenaires de se connaître, d'échanger sur les problématiques ainsi que d'identifier et de mobiliser les ressources.

Le Réseau est piloté par le Groupe de Suivi, composé de deux ou trois enseignant-e-s avec le soutien de l'intervenant du SMS Le Point. Le groupe organise la réflexion, prépare l'animation des réunions, rédige les comptes rendus. Le Réseau se réunit quatre fois par ans. Actuellement il est composé des représentants de l'école : le directeur, trois enseignantes, l'éducateur scolaire, l'infirmière, le concierge, des représentants des services sociaux de la commune, de l'aide sociale l'Hospice général, du Service de protection des mineurs, des représentants de la crèche, du centre d'hébergement des réfugiés, de travailleurs sociaux hors murs, du conseiller social du cycle d'orientation, des îlotiers de gendarmeries et de la police communale.

Après dix ans de fonctionnement ce symposium est une opportunité pour évaluer le processus de mise en place d'une telle démarche, soupeser les points forts, les opportunités et freins mais c'est aussi pour nous l'occasion de rendre hommage à ces acteurs de l'école, les enseignant-e-s, de mettre en évidence leur courage et leur volonté, mais surtout leur force de croire que, parfois, l'utopie ça vaut le coup.

B. Community approach: Schools in connection with their quarters and towns

Linkages between Communities and Schools

- **Christine Jones**, Executive Director, International Centre on Community Schools, UK

Global issues have an impact on everyone and come into the classroom, having an impact on children's ability to learn. Community Schools are growing all over the world because they make an essential contribution to addressing these issues. There are several concrete examples showing how Community Schools can help children, their families and the wider community to cope. They help integrate migrant communities, health, economic transition and sustainability. Even though they are working very well, their future is not secure. Schools in particular are prone to the vagaries of political ideologies. To maximise their benefits we need four key components in place: coordination, data, good leadership and quality. Networking is essential and this is the core of ICECS' work. We would love to hear from you if you would like to join us. www.icecs.com

EPODE: Ensemble Prévenons l'Obésité de l'Enfant

- **Christophe Roy**, Coordinator of the EPODE European Network, France

EPODE purposes

The EPODE methodology, initially developed in 10 pilot towns in France from 2004, is a coordinated, capacity-building approach for communities to implement effective and sustainable strategies to prevent childhood obesity.

The EPODE vision statement is that childhood obesity will be reduced by local environments, childhood settings and family norms all being strongly supportive of children enjoying healthy eating, active play and recreation.

The aim of EPODE is to create the political commitment, resources, support services and evidence base to enable community stakeholders to implement effective and sustainable strategies to prevent childhood obesity.

EPODE Methodology

The EPODE model is based on the involvement of the community for the community, at the very heart of the "ecological niche": the town. It is a long-term programme and methodology that integrates the family daily life and its constraints. It is a positive, concrete and step-by-step learning process on food and physical activity. EPODE is a behaviour-centred approach, with an educational philosophy prompting fun and non-stigmatization of any food and behaviours.

A national coordination team using social marketing and organizational techniques trains and coaches a local project manager. Dedicated roadmaps, methodological and communication tools are prepared by the National Coordination team and delivered to the project manager who will mobilize and get stakeholders involved at local level.

The local authority leader (the mayor in France) appoints the project manager who is in charge of the EPODE implementation at local level, using the tools provided by the national coordination team. The local project manager establishes the networks and coordinates a local multidisciplinary steering committee (education, school catering, sports, health, community life, etc). This methodology enables the entire community (teachers, school catering, health professionals, parents, media...) to be empowered and contribute to create a healthy environment that facilitates social norms changes and facilitates healthier behaviours.

The involvement of local authorities is a core component of the EPODE methodology, which aims at curbing the progression of childhood obesity.

C. Intégration des éducations à la santé et au développement durable dans les plans d'études et l'enseignement

Formation des enseignant-e-s et développement durable: un exemple d'intégration

- **François Bourqui**, Chargé de cours « Formation générale », Collaborateur du dispositif d'Education générale du service de l'enseignement obligatoire, Haute Ecole Pédagogique, Fribourg, Suisse
- **Bertrand Gremaud**, Formateur, Haute Ecole Pédagogique, Fribourg, Suisse

Le profil « Formation générale » de la HEP Fribourg s'intéresse à la **tâche éducative de l'école**. Elle est un domaine du nouveau PER qui est le futur cadre de référence de la scolarité obligatoire en Suisse romande et elle a pour but de répondre aux attentes relatives à l'introduction de la Formation générale dans l'enseignement, attente tant cantonale, qu'intercantonale (PER).

La HEP-FR se donne pour mandat, depuis quelques années, de former des étudiant-e-s qui seront des personnes ressources dans ce domaine.

Le profil Formation générale (FG) s'articule autour des trois principes suivants:

- développer ses compétences à analyser et chercher des solutions pour résoudre les problématiques relatives à l'éducation à l'école;
- se spécialiser dans la conception et la mise en œuvre de projets éducatifs en lien avec la vie intra et extra scolaire;
- devenir une personne de référence dans le domaine de l'éducation générale au sein d'un établissement scolaire.

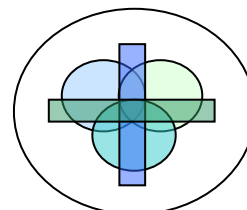
Objectifs et compétences visées

- Objectifs
 - Identifier, analyser et proposer des solutions pour des situations éducatives
 - Planifier, réaliser et évaluer un projet éducatif dans le cadre scolaire
 - Analyser des formes d'interdépendance entre l'environnement, la société et l'économie en utilisant les compétences de l'éducation vers un développement durable

- Outil d'analyse

Le développement durable peut aussi être vu comme une grille d'analyse permettant d'étudier les enjeux de société. Cette grille est composée de cinq dimensions s'inscrivant dans le cadre des droits humains et des bases de la vie :

- ✓ Trois domaines interdépendants : économie, social, environnement
- ✓ Deux axes : spatial, temporel



Dispositif de formation

Le profil EG comprend 4 semaines de formation en 2FI et 3FI sous forme de modules et d'un stage d'enseignement en 3FI.

- Modules et calendrier

Module	Période	Descriptif
Module 1	1 semaine en septembre de la 2 ^{ème} année	Définitions et contextes de la Formation générale Découverte de ressources documentaires et institutionnelles

		Présentation d'outils théoriques et méthodologiques pour conduire un projet FG et répondre à des situations éducatives complexes.
Module 2	1 semaine en juin de la 2 ^{ème} année	Construction d'un projet interdisciplinaire en lien avec la société. Expérience pratique.
Module 3	1 semaine en septembre de la 3 ^{ème} année	Construction d'un projet FG de classe Elaboration d'un document de projet en vue de sa mise en œuvre lors du stage d'enseignement.
Stage	4 semaines en novembre	Dépôt du document de projet et mise en œuvre du projet FG de classe
Module 4	1 semaine en janvier de la 3 ^{ème} année	Bilan du projet réalisé en classe Présentation publique du projet Dépôt du document de validation du projet FG

- Validation du profil F

La validation du profil se fait sur la base de trois principes :

- ▶ La remise de travaux à réaliser durant les semaines « profil ».
- ▶ L'élaboration et la mise en œuvre d'un projet de classe interdisciplinaire
- ▶ La présentation du projet et de son bilan (sous forme écrite et orale)

Former les enseignantes et les enseignants au domaine de la Formation générale: comment et pourquoi?

- **Françoise Pasche Gossin**, Professeure et Coordinatrice de projets, Haute Ecole Pédagogique BEJUNE, Suisse

La question de la Formation générale est un domaine de réflexion du futur Plan d'étude romand (PER) pour la scolarité obligatoire en Suisse romande. Ce domaine tend à visibiliser des apports éducatifs en matière de santé, de citoyenneté, d'environnement et de médias.

Pour répondre aux besoins de formation des enseignants du préscolaire, du primaire et du secondaire 1, la Haute-école pédagogique des cantons de Berne francophone, Jura et Neuchâtel (HEP-BEJUNE) propose - au travers d'un Centre de compétences PROMESCE (PROMotion aux Médias, à l'Environnement, à la Santé et à la Citoyenneté dans un processus Educatif) – plusieurs documents de cadrage et diverses ressources dont un concept de formation visant à renforcer les compétences professionnelles des enseignant-e-s et des étudiant-e-s.

Ce concept modulaire de formation assure :

- l'acquisition de connaissances nouvelles en savoir et savoir-faire propres à assurer l'enseignement dans ce domaine,
- la conduite de séquences didactiques et pédagogiques dans les quatre axes d'éducation,
- la capacité à innover ou à améliorer ses pratiques professionnelles dans ce domaine par une démarche de réflexivité.

Pour cette session de travail, nous présenterons concrètement nos modules dispensés à la formation continue et à la formation initiale tout en y apportant une réflexion tant sur la construction de la formation que sur son application dans les écoles.

D. The different school networks: how can we promote collaboration?

- **Dwayne Provo**, Chair, International Council, American School Health Association
- **Charles Basch**, Professor of Health and Education at Teachers College, Columbia University, United States
- **William Potts-Datema**, Chief, Program Development and Services, USA Centers for Disease Control and Prevention

There are different types of school networks such as healthy schools, green schools, safe schools and community schools. An example the healthy schools and community schools movements working together to promote equity and alleviate disadvantage will be presented before exchanging the experiences and the advantages and disadvantages of different scenarios.

One of the discussion papers (on health & equity) that is to be discussed prior to the conference is an example of collaborative work that began with a WHO Technical Meeting held in Vancouver in 2007. Canadian and American as well as experts from other countries have been working to articulate a shared but not merged vision of their shared interests and concerns. The session will begin with a clear articulation of the issues that truly reflect a shared interest in the various sectors that work with schools. In this case, it will be an evidence-based description of the socio-economic barriers that hinder educational achievement and health. Participants will leave this session with a better understanding of some of the "tripwires" and "pitfalls" that can impede progress. These include over-attention to merging models, the use of words that have controversial meaning for some, a tendency to see our model or previous way of operating as all-encompassing rather than just an alternative approach.