WHO COLLABORATING CENTER

UNESCO CHAIR
**Global Health
&Education**

Nicola Gray & Didier Jourdan – Co-Chairs

Health Inequalities & the School Setting

# The field of health promotion - health education - prevention

A STRATEGY

• A set of coordinated intersectoral actions that aims to **orient and support social change** in order to improve health for all and reduce health inequalities.

> • Action on life ecosystems
> • Life Long Learning

A focus on the life ecosystem of children and young people

Family

Health, social and educational sectors

Children and young people

Schools
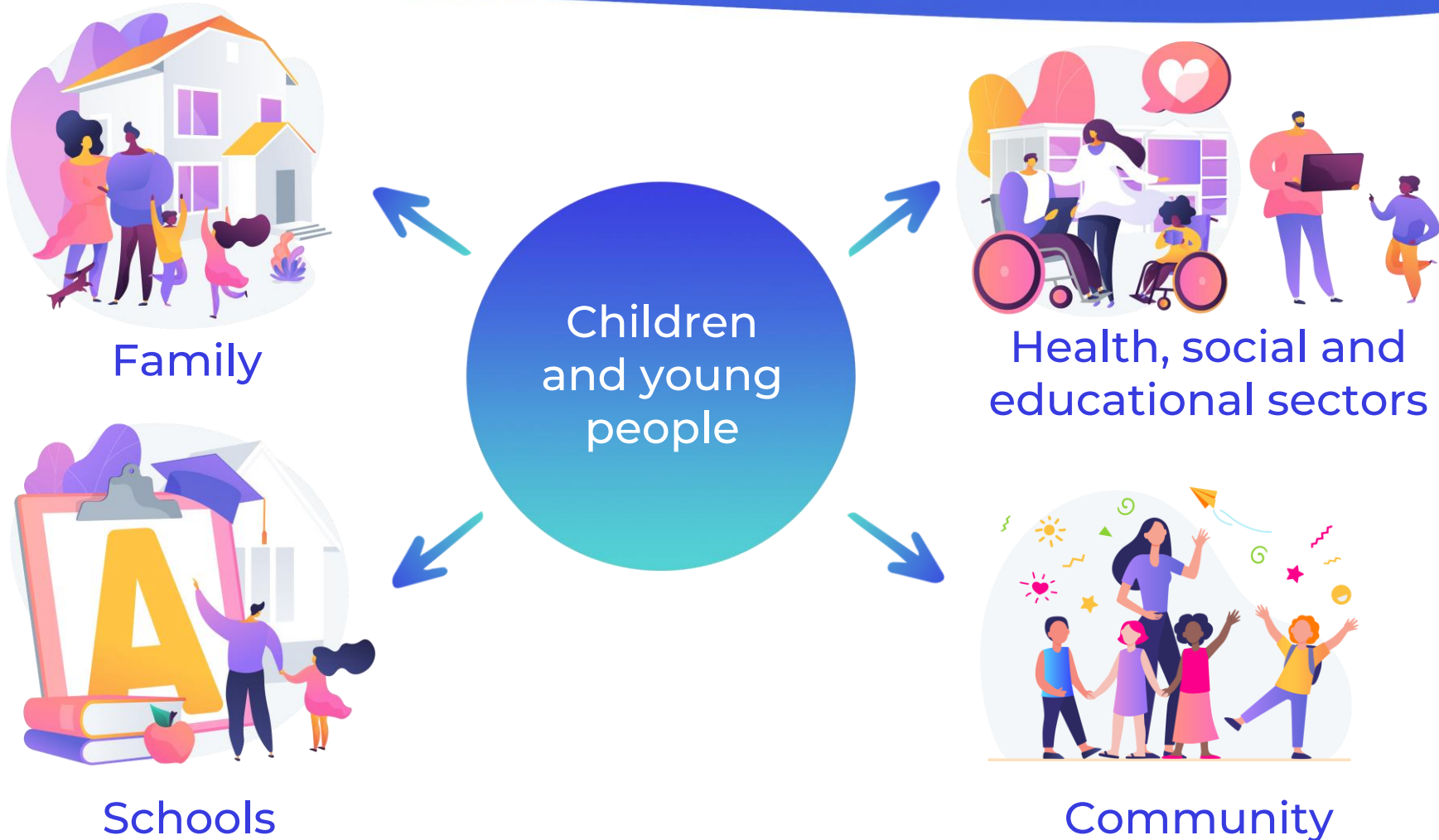
Community

UNESCO Chair vision

- Create conditions for children and young people to take charge of their lives

- As individuals, members of their community and as global citizens

- For all matters related to health

The Lancet Child & Adolescent Health

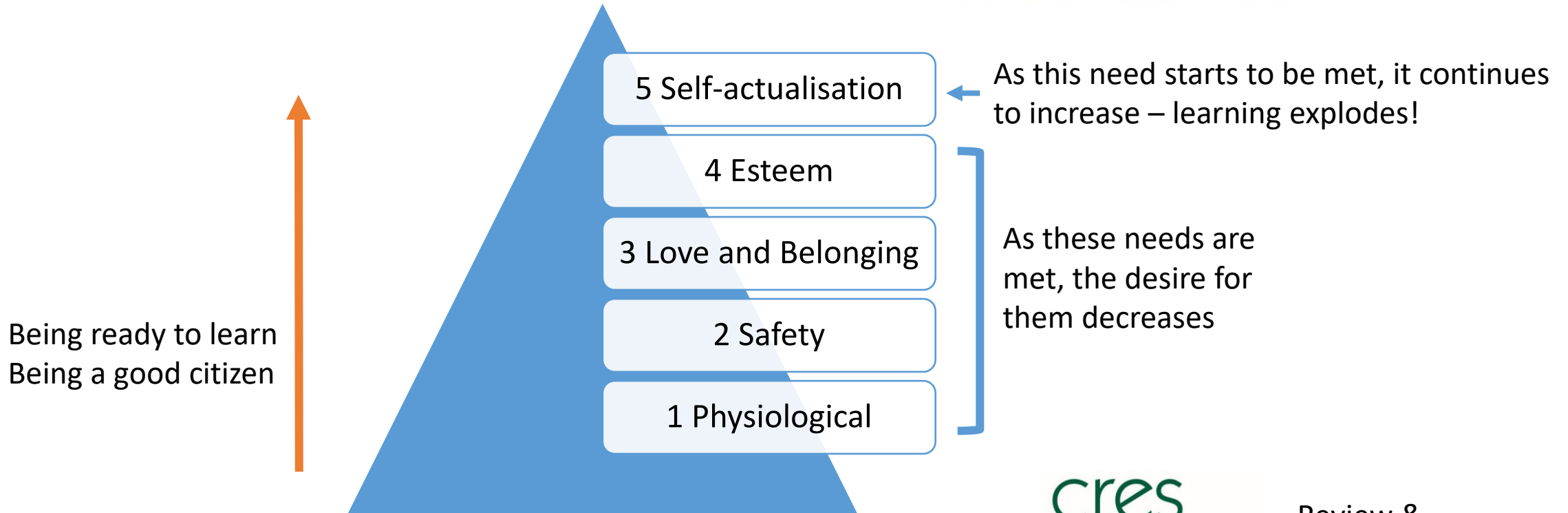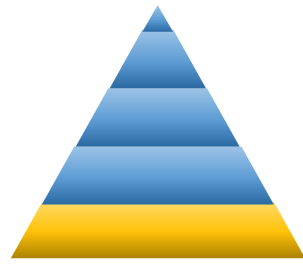Volume 5, Issue 4, April 2021, Pages 295-303

ELSEVIER

Viewpoint

Supporting every school to become a foundation for healthy lives

Prof Didier Jourdan PhD [a], Nicola J Gray PhD [a, b], Prof Margaret M Barry PhD [c, d], Sonja Caffe PhD [e], Christophe Cornu MA [f], Fatou Diagne PhD [g], Fadi El Hage PhD [h], Mychelle Y Farmer PhD [b, i], Sean Slade MEd [j], Prof Sir Michael Marmot PhD [k], Prof Susan M Sawyer MD [b, l]

unesco
Chair

Global Health
&Education

Maslow's Hierarchy of Needs

5 Self-actualisation ← As this need starts to be met, it continues to increase – learning explodes!

4 Esteem

3 Love and Belonging

As these needs are met, the desire for them decreases

2 Safety

Being ready to learn
Being a good citizen

1 Physiological

cres
Comité régional
d'éducation pour la santé
PROVENCE-ALPES-COTE D'AZUR

Review &
Report 2021

# 1 – Physiological needs

Water

Food

Sleep

**Other
(Air, Clothes, Toilets)**

- Water to drink
  - Unintended consequences of mandating the provision of water with school meals (as part of an anti-obesity intervention) that could increase health inequalities (Ramirez *et al.,* 2013)

- Water to clean with
  - Making sure that Water, Sanitation and Hygiene (WASH) systems in schools cater for the needs of girls and students with a disability (Redman-Maclaren *et al.*, 2018)

# 1 – Physiological needs
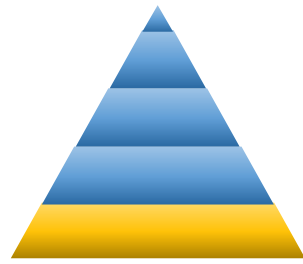
Water

Food

Sleep

Other
(Air, Clothes, Toilets)

- There are many papers about the impact of the school as a 'food environment' and the impact of food-based interventions on Health Inequalities

- Aspects of food provision studied include:
  - School meals
  - School snacks
  - Retail food environments clustered round schools

- The link between food and education studied is two-fold
  - Readiness to learn because the child is not hungry
  - Optimising children and adolescents' diets

1 – Physiological needs
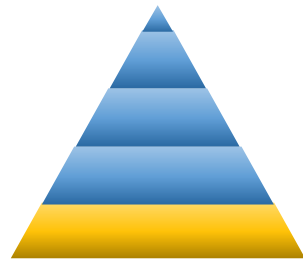
Water

Food

Sleep

Other
(Air, Clothes, Toilets)

- School meals
  - Positive effects among low SES students of breakfast initiatives (Moore *et al.*, 2014)
  - Free school meals – Mixed findings about HI impact
  - Impact of canteen staff on reinforcing social inequalities (Vancil Leap, 2016)
  - School identity and feeding e.g. 'poor food' (Silva, 2018)
  - Snacks – negative effects of having mostly 'better-off' peers (Elgar *et al.,* 2016)
  - Allergen control plans – greatest improvement in small schools and in low SES areas (F-Famadas *et al.,* 2018)
  - COVID-19 school closures & food insecurity (Akech, 2020)

1 – Physiological needs
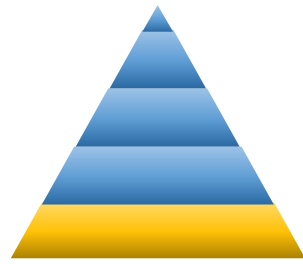
Water

Food

Sleep

Other
(Air, Clothes, Toilets)

- Interventions regarding sleep are not referenced in many papers
- Interesting in combination e.g. EBRBs
- Energy-Balance Related Behaviours
  - Fruit and vegetable consumption
  - Tap water intake
  - Physical inactivity
  - Sleep
- EPODE study (Mantziki et al., 2014, 2016)
- Sleep deficits linked to SES (Ribeiro, 2014)

1 – Physiological needs
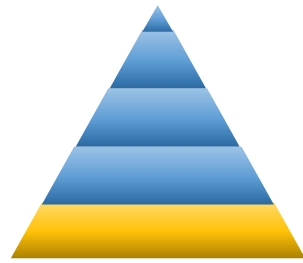
Water

Food

Sleep

Other
(Air, Clothes, Toilets)

- Low SES schools experience more exposure to air pollutants (Mullen *et al.*, 2020)

- Cost of uniforms can impact on inequalities (Gasson, 2017)

- Uniforms can reduce socioeconomic differences (Woo, 2020)

- Inappropriate toilet use for urination reveals gender inequalities – by more girls than boys (Chometon *et al.*, 2020)

2 – Safety needs
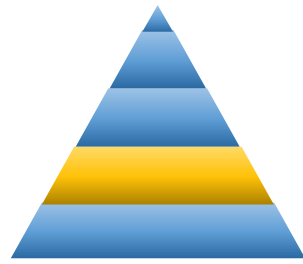
Environment

Accidents

Health & Wellbeing

- School-level violence experience can shape future trajectories of health and reinforce HI (Boen *et al.*, 2020)

- School discipline/surveillance seen as racially disproportionate (Kupchik 2020; Nance 2014)

- Active school transport may pose more danger in low SES neighbourhoods (e.g. Hwang *et al.*, 2017; Chaufan *et al.*, 2015)

- Safety in school e.g. bullying by sexual orientation, race/ethnicity; migrant status; gender (e.g. Shattuck 2020)

- Organised sport injuries (McQuillan & Campbell, 2006)
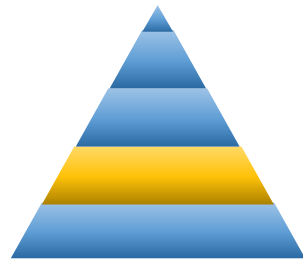
2 – Safety needs
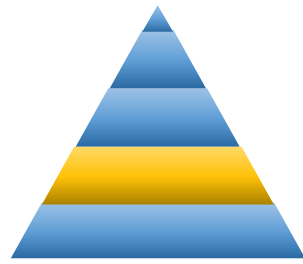
Environment

Accidents

Health & Wellbeing
Maslow includes health & wellbeing education within safety to protect against illness and injury

- Many intervention studies exist about healthy diet and physical exercise
  - Mixed findings – some increase the gap
    (e.g. PRALIMAP Mannville 2019, Langlois 2016, Grydeland 2014)
  - Some reduce inequalities (e.g. Vander Ploeg 2014)
  - Girls, ethnic minority students and LGBTQ groups may be disadvantaged in sport (e.g. Azzarito 2012; Lentillon 2006)
- Sexual health studies also have mixed results
  - Gender, LGBTQ disparities (e.g. Jones 2020)

2 – Safety needs

Environment

Accidents

Health & Wellbeing

Maslow includes health & wellbeing education within safety to protect against illness and injury

- Swimming interventions did not reduce health inequalities (Pilgaard 2020)

- Cycle helmet initiatives did benefit students from low SES (Kendrick 2003, 2004)

- Low SES students may have different concepts of health (Grimminger 2020)

- Cultural bias may be present in current health education (Soriano Ayala 2019)
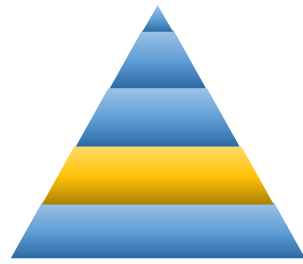
2 – Safety needs

Environment

Accidents

Health & Wellbeing

Maslow includes health & wellbeing education within safety to protect against illness and injury

- Providing school health services results in mixed outcomes for inequalities

  - Contact with school nurses benefit low SES students (Borup 2004)

  - School dental services/interventions could increase inequalities (e.g. Burgess-Allen 2018, Qadri 2018)

  - School head lice programme reduced treatment HI (Ibarra 2007)

  - Telehealth useful for rural students (Langbecker 2019, Estai 2018)

  - HPV Vaccination programmes reduce inequalities but rural girls may not get 2nd dose of HPV vaccine (Barbaro 2014)

  - Vaccination consent challenges for minority groups (B Ferrer 2016)

3 – Love and Belonging Needs
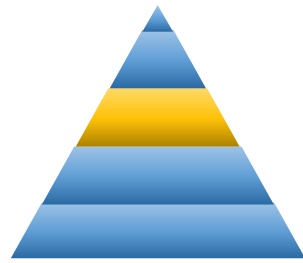
Environment

- Mitigation of racial microaggressions through sense of belonging (Riel 2021, Rodriguez 2021, Kende 2021)

- School sport promoting belonging, but also ongoing gender inequalities (Sumption 2021)

- Community-school partnerships may reinforce HI (Rodriguez 2020)

- School belonging may reduce inequalities for sexual and gender minority students (Fenaughty 2019)

- 1-hour social belonging school intervention improved minority grades over a long period of time and reduced the achievement gap (Walton 2012; Kent-Butler 2012; Walton 2011)

- Racial disparities in perception of school climate (Bottiani 2014)

4 – Esteem Needs
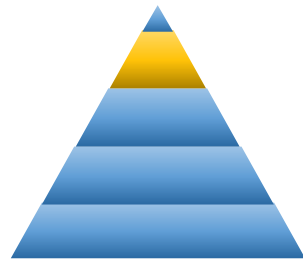
Respect

Maslow believed that respect and reputation were the crucial concepts for children and adolescents – that led to true self-esteem later in life

- Freirean approach to respect for gender and sexual diversity in school can promote equality (De Araujo Ribeiro 2021)

- Intervention during PE can deconstruct prejudiced/discriminatory concepts to promote gender equality (Lima 2020)

- Music-based intervention to promote respect and appreciation of differences (Rodrigo-Martin 2020)

- Implementing a programme about diversity and inclusion to bring educators and learners closer together and to be more respectful of each other (Ferreira 2013)

Levers of Educational Reform

Educational policies and plans***

Curriculum and assessment system***

Mobilization of the civil society***

School Management **

Educational practices***

School environment*

Services for vulnerable students*

HP Intervention practices*

School-families-community links***

Policies

Structures and systems

Practices

Human ressources

Professional devlopment**

Support**

Nature of the evidence
* Direct evidence of impact on health inequalities
** Evidence of potential impact on health inequalities
*** Evidence from inclusion and equity in education in general

HP = Health Promotion

Levers of Educational Reform

Policies	Practices
• Inequalities are NOT inevitable • The first priority is to have all students in schools • Civil society plays an important role in educational change	• Having high expectations for students' achievement and giving them feedback • Meaningful student participation • Create a wide range of activities
Human Resources	**Structures & Systems**
• Attract the most talented staff to the most disadvantaged schools • Facilitate a continuous process of pre-service and in-service staff professional development and support	• Improving school management has a powerful effect • Community & parental engagement is consistently associated with students' success in schools • Improve school climate

Contribution of HP to HI Reduction

Political function
Contributing to change toward more inclusive and equitable educational policies at national, regional and local levels

Technical function
Support schools and communities by offering data, methodology, support for school policy development, intervention tools

School Health Promotion Interventions

Capacity building function
Building the capacities (health, education and social sectors) within schools and around schools

Scientific function
Strengthening the evidence base, producing data about policies and practices

Closing Comments

- Schools have the potential to reduce HI for their students
- The relationship between the school setting and HI is complex
- Thinking about the levers for change, in the light of the literature, could offer ways to stimulate positive change

Thank you!

nicola.gray@unescochair-ghe.org

Platform	URL
Facebook	https://www.facebook.com/UNESCOChairGHE
Twitter	https://twitter.com/UNESCOchairGHE
LinkedIn	https://www.linkedin.com/groups/12137866/
YouTube channel	https://www.youtube.com/c/ChaireUNESCOÉducationSSanté
Websites	https://unescochair-ghe.org/ https://chaireunesco-es.org/
Webinar series	https://unescochair-ghe.org/webinars/ https://chaireunesco-es.org/ressources/les-webinaires-global-health-and-education/

Please join our Community!