

Health and Citizenship Education Committee (CESC) in France

1. Need/challenge addressed

- Behaviour;
- Pupil well-being;
- Social issues;
- Physiological issues;
- Citizenship;
- Health;
- Partnership.

2. Level of intervention

Universal (applies to all pupils):

- primary school pupils aged from 6 to 10 years in the case of CESC's operating in primary to secondary school transitions;
- lower and upper secondary school and high school students, aged 11 to 19 years;

3. Level of intervention

The CESC meets regularly on the initiative of the head teacher, or as requested by the governing board.

Actions are both regular - since the CESC's activity is determined by meetings - and continuous, since they take place throughout the school year.

4. Conditions and steps were required to implement the programme

■ In the first phase

The CESC is based on an educational diagnosis drawn up by the management team, which includes the head teacher and their deputy/ies, who have expertise in pedagogy or/and finance.

This diagnosis takes into account:

- The educational data collected by bodies, such as the teaching board, the class councils, and the hygiene and safety committee (CHS);
- Pupils' needs and expectations, including those expressed in high school Student Councils;
- Indicators and observations provided by teachers, teaching-, counselling-, guidance-, health- and social staff, as well as administrative, technical, maintenance and service personnel;
- Information provided by parent representatives, or by local external partners (regional authorities, police, gendarmerie, justice, associations, etc.);
- The conclusions of the school safety assessment.

■ In the second phase

The CESC analyses this educational diagnosis and puts it in perspective, both within the local context, in terms of environment and resources, and in line with national and local authority guidance.

■ In the third phase

The CESC puts in place a programme of coherent actions, which fits within the time frame and educational pathway, appropriate for pupils. It draws together all actions taken within the school and by partners. It aims at establishing links between these actions, lesson content and school life. This programme is integrated into the school plan and presented to the governing board. It should be debated by the High school Student Council.

According to requirements, the CESC may consider a staff training plan, or local training to ensure its objectives are met.

5. Stakeholders involved in decisions relating to determining the most appropriate type of support, and its level and intensity

- The head teacher is initially involved in decisions, with the approval of the governing board.
- The education authority inspectors (i.e., the directors of departmental services in charge of National Education (IA-DASEN))¹ are responsible where a departmental CESC is set up.
- The Recteur² or his representative implements, gives impetus to and supports CESC policy by leading the education authority CESC.

6. Cooperation between stakeholders

The CESC is chaired by a head teacher in secondary schools together with the Education inspector in charge of a district's primary schools, in the case of a Health and Citizenship Education Committee covering primary to secondary transitions.

The total number of members and of representatives of each staff category represented is approved by the governing board.

In balanced proportions it comprises:

- The schools education-, social- and health staff;
- Representatives of teaching staff, from both primary and secondary schools, in the case of a CESC covering primary to secondary transitions;
- Parents and pupils designated by the head teacher, based on proposals put forward by members of the governing board belonging to their respective categories; and,
- Representatives of the municipality and of the community connected with the governing body.

The CESC may involve in its work - according to the issues dealt with - any partners likely to make a useful contribution to the establishment's education and prevention policy, in particular, the school's safety police or gendarmerie contact in accordance with everyone's competences and roles.

¹ The IA-DASEN are responsible for leading and implementing the educational policy of the Minister for Education at *département* level, working with the Chief Education Officers in education authorities.

² The *recteur* is the devolved authority representing the Ministry of Education at the regional level.

■ **The special position of pupils and their parents**

In order for the CESC's actions to best fit within the dynamic of the school or establishment, and for them to have genuine impact, the greatest importance must be given to the active participation of all members of the education community.

It is particularly important to encourage pupil involvement, so as to develop their independence, sense of initiative and responsibility for genuine citizenship education.

Similarly, all parents must be kept informed well in advance of the planned actions. It is important to suggest actions to parents that have the potential to strengthen their educational role and equip them to better deal with any problems they may encounter in relation to their children's schooling, i.e., by providing them with:

- Information on the importance of healthy living and of behaviours that promote health and school achievement;
- A better understanding of the education system (school rules, educational pathways, the principle of secularism, etc.).

7. Overall responsibility for implementing the programme

■ **Management at school level**

The CESC is a process specific to each educational establishment and its management is adapted to each individual situation.

The willingness and commitment of the head teacher are key to the implementation and the dynamics of the CESC. They are also key to its management, monitoring and evaluation of planned actions; and, the annual report presented to the establishment's governing board.

Structured, dynamic internal communication is essential to the success of projects. It fosters awareness among all members of the educational community, thereby promoting interactions. The resulting clarity for all concerned of the whole set of actions undertaken will enable them to be shared and their effects to be optimised.

■ **Management at department level**

The networking approach of the CESC's ensures the consistency and continuity essential to effective educational action within an area, from pre-school to high school, but without diminishing the priorities defined within the school on the basis of its educational self-assessment.

The education authority inspector, who is director of departmental services in charge of National Education (IA-DASEN), establishes a departmental CESC in order to disseminate and give impetus to the education authority policy and to coordinate the network of CESC's in the department's areas.

■ **Management at education authority level**

The *Recteur* of the education authority must take every possible measure to ensure that the CESC's are supported by the momentum, representatives, coordination and training that will enable them to complete their planned tasks in full.

Within the education authority policy, led by the Chief Education Officer, the CESC sits within the 'Pupil life' programme. This programme was established in application of the Organic Law on Finance Laws (LOLF), under which citizenship education and combating violence are placed.

A steering group provides the operational impetus for schools and social- and health-related educational policy in favour of pupils. This steering group coordinates the CESC network and draws up an annual report of activities.

8. Obstacles encountered in implementing the and how they were overcome

The head teachers interviewed cite a lack of time, timetable restrictions or a lack of motivation on the part of some teaching staff as several problems in setting up a CESC.

The most effective levers for overcoming problems include: commitment of teachers; the budget allocated to actions for health and citizenship education; the integration of the actions into the curriculum; working in partnership; and, the support of parents.

9. Monitoring / evaluation of the programme

The programme is monitored within the establishment, under the authority of the head teacher. The CESC's activities and their results are presented to the governing board.

10. Results

Approximately 88 % of head teachers interviewed state that their establishment's CESC is functioning, while 89 % of them include health education in their school action plan, the majority having two priorities: "education to citizenship" and "ensuring pupils acquire knowledge relating to health".

Of all prevention actions undertaken within the framework of the CESC's, 96 % related to addictive behaviours, 94 % to sex education, 73 % to food and nutrition education and 77 % to education to address risks (including first aid training).

11. Resources / funding

The actions can be funded by various sources, such as:

- The establishment's own funds;
- Education authority funds;
- Subsidies allocated by the affiliated community and by partner organisations (departmental administrations (préfectures), including the Interdepartmental Funds for the Prevention of Delinquency (FIFD), the Interdepartmental Mission against Drugs and Addictive Behaviours (MILDECA), regional health agencies (ARS), etc.);
- Mobilising other sources of financing (associations, non-governmental organisations, private funds, sponsors, etc.);
- The European Social Fund (FSE).

12. Current status of the programme

The CESC has been progressively established in all secondary schools (and some combined primary and secondary schools) and high schools, since 1998. The current aim is to unify their activity at departmental level.