

France - The health, citizenship and environmental education committee of each school

Title of inspiring practice	The health, citizenship and environmental education committee of each school (<i>"Le comité d'éducation à la santé, à la citoyenneté et à l'environnement (CESCE) de chaque établissement scolaire"</i>)
Geographical area	France, in public schools at all levels, including vocational upper secondary schools.
Period of implementation	Initially, the scope of these committees was limited to health and citizenship education. The scope was then expanded by the Law to environmental education in August 2021 (when the Law related to combatting climate change and building resilience in regards of its effects was passed). In April 2022, the application Decree was approved. Then the practice concerning environmental education is being implemented gradually from September 2021 and is compulsory for all schools since September 2022.
Rationale	<p>The health, citizenship and environmental education committee of each school proposes, through a single body and around the same educational continuum woven between health promotion, citizenship education and environmental education, to coordinate all transversal education and to articulate all the pedagogical bodies of the school and the school with its external partners.</p> <p>The committee is at the same time an incubator of ideas, a body allowing cross-views, a structure identifying specific needs and issues, an interlocutor identifiable by the entire school community and a relay of education policies.</p> <p>The structuring of health, citizenship and environmental education through those committees is a lever to be exploited to build, through a systemic approach, a coherent, progressive educational project, understandable by the beneficiaries and beneficial to both students and the school community.</p>
Scope of the practice	Initial Education, including Initial Vocational Education
Educational level	The Health, Citizenship and Environmental Education Committee (<i>"CESCE"</i>) is relevant for any school from primary education to upper secondary education, including upper secondary vocational education, leading to level 4 EQF.
Introduction and context	<p>The Health, Citizenship and Environmental Education Committees (<i>"CESCE"</i>) of each school are under the initiative of the Ministry of National Education and Youth.</p> <p>Initially, the scope of these committees was limited to health and citizenship education. The scope was then expanded by the Climate and Resilience Act of 22 August 2021 to include "education for the environment and sustainable development". Today, the "CESCE" committees cover a particularly wide field with three major educational themes: health, citizenship and environment.</p> <p>This expansion offers even more opportunities to work, within schools and involving all stakeholders including students and parents, on the relationships and interdependencies between these three themes and on the synergy of these transversal educations.</p> <p>The committee is chaired by the head of the school, and its overall mission is to include education for health, citizenship and sustainable development in each school project approved by the board, and to propose actions within the framework of the school plan. Under the chairmanship of the head of the school, the committee brings together:</p> <ul style="list-style-type: none"> • the principal education adviser , nurse, social worker of the establishment;

	<ul style="list-style-type: none"> • representatives of teaching staff from all disciplines, even if some may be spontaneously privileged; • parents; • pupils, appointed by the head of school on a proposal from the board; • representatives of the municipality or community of municipalities and the territorial authority who are members of the board; • resource persons representing partners; • any person whose opinion is considered useful according to the subjects treated. <p>In terms of financing, the members of the committee must both mobilise the school's own resources but also look for subsidies that can be allocated by various partners, local authorities, the State, the ecological transition agency, non-governmental organisations, private funds, sponsors, European funds, etc.</p>
<p>Key activities and outcomes</p>	<p>The committee provides support to school actors in fighting exclusion and in particular, it strengthens the links between the educational institutions, parents and external partners. It contributes to initiatives aiming at preventing early school leaving, improving relationships with families, promoting social mediation, artistic and cultural education, preventing risky behaviour and violence, as well as preventing and fighting school bullying.</p> <p>It contributes to the promotion of physical, mental and social health. This promotion includes projects for sexual and nutrition education and the prevention of addictive behaviour.</p> <p>This committee contributes to citizenship education, the transmission of values and principles of the Republic, the promotion of the principle of secularism and supports initiatives preventing and combatting all forms of discrimination, involving teachers, pupils, parents and external partners.</p> <p>This committee also has the mission of fostering and promoting collective approaches in the field of environmental education and sustainable development, by involving teachers, students, parents and external partners. These steps are an integral part of the school plan.</p> <p>The committee is a strategic place for reflection and organisation of projects for health promotion, violence prevention, fight against harassment, prevention of risky behaviour, education for the environment and sustainable development, in connection with the teachings and trainings delivered. These actions should follow a global logic of openness on the territory and work with local partners, such as other public services (police, justice, customs, social services, etc.), local education authorities services, territorial services (town hall, public institutions of intermunicipal cooperation, local or regional authority), associations, students involved in health studies, etc.</p> <p>The committee meets regularly on the initiative of the head of the school or at the request of the board and each committee determines its operating procedures, such as the calendar of meetings, projects, participation of the various partners, etc.</p> <p>Committee members evaluate projects and produce a report of the various actions, which finds its place in the balance sheet and the annual operating report of the school.</p> <p>The head of the school informs the board about the functioning and actions of the committee.</p> <p>The members of the committee must mobilise both the school's own resources but also look for subsidies that can be allocated by various partners, local authorities, the State,</p>

	<p>the ecological transition agency, non-governmental organisations, private funds, sponsors, European funds, etc.</p> <p>Examples of actions of a committee</p> <p>Under the “CESCE” initiative, a vocational upper secondary school in the regional education authority of Toulouse developed two main projects.</p> <p>The first project involved the creation of a living space in the courtyard of the school. At the beginning of 2022, the existing high school courtyard, considered as an asset for its grassy space, was noted to be not invested in the life of the high school. The idea was to create a living space in every sense of the word: a producer of biodiversity and a facilitator of a good-living student community.</p> <p>The second project focused on the exhibition of the masterpiece "City and energy of the future", organised as part of the Week of Education for Sustainable Development in the school in May-June 2022. Pupils in their last training year in electricity (certificat d’aptitude professionnelle, CAP, level 3 EQF) use the following words to describe the project: "For the past two years, we have been working on the issue of energy, with a view to sustainable development. We have created a plan of the city of the future, imagining concrete solutions for an urban planning integrating renewable energy, more respectful of the environment. In the entrance hall of the school, we highlighted the actions carried out at the school, by all students and staff, to contribute to sustainable development."</p>
<p>Contacts and sources</p>	<p>Regulation</p> <p>Climate and Resilience Act of 22 August 2021 : “Loi n° 2021-1104 du 22 août 2021 portant lutte contre le dérèglement climatique et renforcement de la résilience face à ses effets”</p> <p>Decree of 12 April 2022 on the Health, Citizenship and Environmental Education Committee : Décret n° 2022-540 du 12 avril 2022 relatif au comité d'éducation à la santé, à la citoyenneté et à l'environnement</p> <p>Education Code</p> <p>General information and tools :</p> <p>https://www.ih2ef.gouv.fr/comite-deduction-la-sante-et-la-citoyennete-et-lenvironnement-cesce</p> <p>https://eduscol.education.fr/2192/quaeduc-un-outil-de-qualite (Qualéduc)</p> <p>Responsibility and safety education: https://eduscol.education.fr/1010/eduquer-la-responsabilite-eduquer-la-securite</p> <p>Education for sustainable development (“<i>éducation au développement durable, EDD</i>”): https://eduscol.education.fr/1118/qu-est-ce-que-l-education-au-developpement-durable</p> <p>Vade-mecum EDD: https://eduscol.education.fr/document/5239/download?attachment</p> <p>Health education: https://eduscol.education.fr/2346/sante</p> <p>Vade-mecum on schools and health: https://eduscol.education.fr/document/1689/download?attachment</p> <p>Vade-mecum on food and taste education: https://cache.media.eduscol.education.fr/file/alimentation/94/7/Vademecum_education-alimentation12102020_1337947.pdf</p>
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