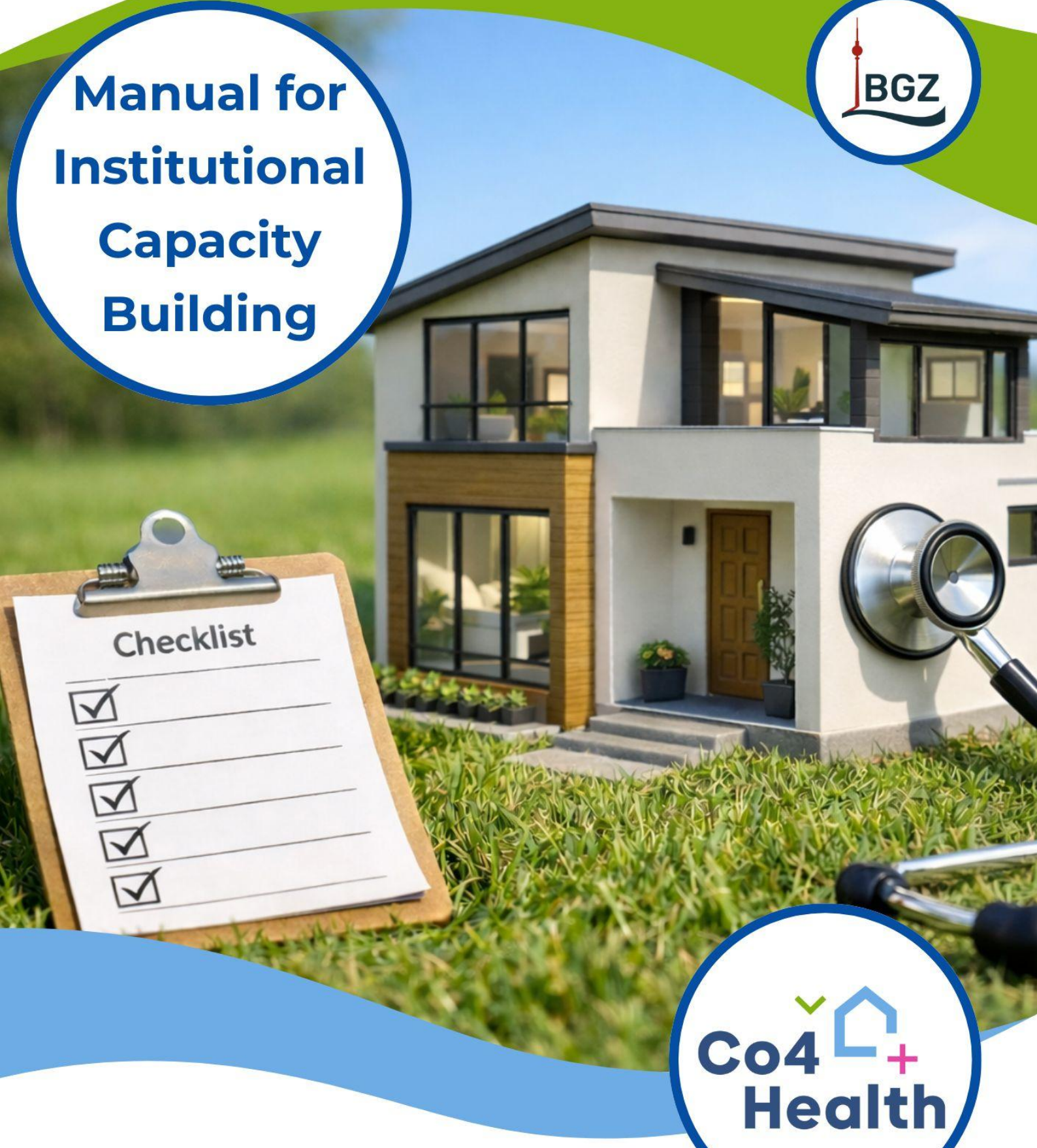
Manual for Institutional Capacity Building



Co4 Health

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Table of Contents

Introduction

In an era where the health and well-being of individuals are at the forefront of our concerns, it is essential to understand the importance of creating environments that promote health.

Through this research, the partners of the *Co4Health* project aim to provide a significant contribution to the key elements to implement sustainable development and improve the healthiness of buildings, constructions and life in general inside them.

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Climate change and environmental sustainability are crucial elements, closely linked to health consequences. Health, in this context, refers both to buildings (construction itself) and to the occupants, including workers. With these considerations, it becomes fundamental for the construction sector to redefine standards to increase knowledge and training on this topic.

During the project, we asked ourselves: building efficient, safe, and environmentally friendly buildings helps reduce the ecological impact, but does it also help improve the well-being of the people who live in them?

What must a building have to promote the well-being of its occupants?

The partners analyzed the characteristic elements, highlighting the current state of their structures to understand where and how to intervene to implement the knowledge and teaching of the concepts of a Healthy Building. Among the topics analyzed are staff training, process improvement and knowledge of concept closely connected to the life and psychophysical well-being of the inhabitants of the structures.

The objectives of this manual are multiple: to provide an understanding of the principles of healthy buildings and promote capacity building.

Through this journey, we hope to contribute to improving the quality of life of building occupants and to thereby create healthier and more resilient communities.

Capacity Building - Background

In our project *Co4Health*, partners focused on healthy construction building and professions, taking environmental and sustainability aspects into consideration as well.

The partners brought together good practices and new approaches to shape into healthy practices for vocational education institutions.

Through the research, it was determined that this topic could be seen from different points of view:

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- building construction,
- inner life,
- life inside the building,
- ways of using the building,
- new needs emerging from users of building construction,
- designing the building,
- and other aspects connected to integration and more.

Capacity building involves enhancing the capabilities, resources, and effectiveness of organizations and includes training staff, improving processes, adopting advanced technologies, and strengthening governance structures to achieve higher levels of knowledge.

Capacity Building is important for ensuring the long-term adaptability of an institution to the development of new technologies and concepts, such as the project results of *Co4Health*.

Surveys for Institutions

The following table was presented to Co4Health partners. They were tasked with evaluating their own institution on the capacities they have for implementing more learning offers related to healthy construction.
The goal was to gather information on the biggest issues that institutions have to improve on in order to teach concepts of healthy construction.

	Category	*Indicators*	*Status quo*	*Strengths*	*Weaknesses*	*Needs*
1	**School structure and resources**	• Premises and facilities • Technical equipment • ICT equipment and internet connectivity • Financial resources • Staffing • ISO/other certification				
2	**Curricula, courses and programs**	**Objectives to achieve with capacity-building program** • Knowledge of the elements of healthy building • Knowledge of health risks. • Knowledge of preventive measures. • Knowledge of healthy building materials • Knowledge of the use of materials and techniques of use • Knowledge of deconstruction and recycling • Quality and innovation of teaching and training material				
3.	**Staff competences**	• Knowledge and skills on the topic. • Digital skills • Innovative teaching methods • Feedback collection to identify improvements area • Assessments on individual knowledges • Availability to update knowledges				
4	**Learning process**	• Flexibility and formats for teaching and learning • Participatory approaches • Leverage technology for e-learning module				

		• Issuance of certifications • Assessments to measure the effectiveness of training				
5	**Networking and cooperation**	• School networks cooperation with higher education • Connections to / Cooperation with companies • Cooperation with educational authorities, administrations • International cooperation (partner schools, membership in international networks etc.) • International projects • Cooperation with other professional sectors				
6	**Quality assurance, monitoring and assessment, development strategies**	• Quality management system • Methods and tools for assessment of learning progress • Self-evaluation tools Staff development processes • School development plan				
7	**Health-Promoting architecture**	• Do you integrate principles of health promotion into architectural design to create environments that support physical, mental, and social well-being in your organisation?				
8	**Pedagogical Concept of Democracy promotion**	• How are designed pedagogical approaches that effectively cultivate democratic principles such as equality, participation, and respect for diversity? within your educational programs?"				
9	**Inclusion**	• ***What does inclusion mean within your organization?*** • Why is it important for your work culture and outcomes?				

		• What strategies you employ to ensure that diverse voices are heard and valued in decision-making processes? • How you enhance recruitment and hiring practices to attract and retain a more diverse workforce? • How could be measured the progress towards greater inclusion and ensure accountability for achieving inclusion goals?				

Feedback for Capacity Building

The partners emphasized different needs in different aspects of their structures. The analysis reveals a strong awareness of the topic of healthy construction. However, there is clear potential for improvement, which can be achieved by actively listening to the needs of the building's users, and adapting the structures of the institution accordingly. In the following pages, we offer suggestions for enhancement based on the results of the surveys from project partners.

1. School structure and resources

To analyze the capacity building needs of VET (Vocational Education and Training) schools, focusing on improving health construction, we can consider several key areas:

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1. **Premises and facilities**: All schools report having excellent structures adapted to teaching, although more space would be useful to implement teaching paths. The space we occupy can significantly affect our mental health. Well-designed spaces can promote feelings of calm and relaxation, while poorly designed spaces can lead to stress and anxiety we should keep in mind that everyone needs a certain amount of personal space to feel comfortable and secure. Adequate space helps in reducing conflicts and promoting harmony among inhabitants.
2. **Technical and ITC equipment**: partners are equipped with technical equipment. However, the lack of funds leads to inevitable aging of the equipment, which, due to rapid evolution, suffers from a lack of updating. While Germany points out that WIFI is undersized for their needs, Italy emphasizes the lack of demand from the labor market for workers with digital skills or on specific topics.

Technology malfunctions can create a sense of helplessness and loss of control. When devices or systems don't work as expected, it can be frustrating and anxiety-inducing, especially if the issue is beyond one's technical expertise. Additionally, technology failures often occur at the most inconvenient times, such as during important meetings or deadlines, increasing pressure and anxiety as individuals scramble to find solutions quickly.

3. **Staffing**: partners have qualified teachers, although there is difficulty in finding professionals to teach topics that evolve quickly with market demand for sustainability and green practices, furthermore the change in relationship management affects the well-being of everyone's life, it is important to be prepared to face and manage conflicts to reduce sources of stress.
4. **Financial resources**: partners would benefit from obtaining more funds to fill these gaps and invest more in their structures and teaching paths.
5. **Certifications**: There is a high interest in certifications, but cost and bureaucracy often lead to forgoing those that are not necessary or avoiding them at all. A European regulation clearly stating the requirements aligning all EU countries' schools or sectors would be more beneficial than relying on numerous certifications.

2. Curricula, courses and programs

Developing robust curricula, courses, and programs that meet student needs and professional demands involves designing and updating educational content to ensure relevance and alignment with industry standards. VET schools can provide comprehensive education by incorporating industry feedback, interdisciplinary approaches, and technology. Continuous evaluation ensures programs remain dynamic and responsive, preparing students for successful careers:

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1- **Knowledge of healthy elements – health risks – preventive measures:** These aspects are fundamental in VET schools' educational paths. Energy-saving directives are changing building requirements, necessitating updates for stakeholders and teachers. However, the lack of time and the abundance of new techniques highlight the need for specific teaching units. Increasing collaborations with companies would be beneficial, but finding skilled employees is challenging.

2- **Knowledge of healthy building materials – deconstruction and recycling:** Finland has a strong tradition of deconstruction and recycling, which is integrated into school curricula. In other countries, the situation differs as the market shows little interest in these topics. Reducing recycling and deconstruction costs could boost market demand, highlighting the need to rethink building designs. Therefore, it is crucial to invest more in training young people to raise awareness of this issue.

3- **Quality and innovation of teaching and training:** School curricula align with market needs, covering the most requested topics. However, schools with limited time and funding may not invest in research. The variety of practices and materials often leads schools to focus on fewer topics.

It's worth highlighting that the University of Poznan stands out significantly from professional training centers. Due to its nature, PUT excels in research, development, and innovation.

3. Staff competences

Capacity building in professional schools is vital for developing and enhancing staff competencies, which are crucial for delivering high-quality education. This process involves continuous professional development, training programs, and opportunities for staff to acquire new skills and knowledge. By focusing on staff competencies, professional schools can ensure that educators and administrative personnel are well-equipped to meet the evolving demands of the educational landscape.

Key areas include pedagogical skills, subject matter expertise, leadership abilities, and the integration of technology in teaching. Investing in staff competencies not only improves the quality of education but also fosters a culture of excellence and innovation within the institution.

Through targeted capacity building efforts, schools can create a supportive and dynamic environment that empowers staff to excel and contribute to student success:

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1. **Knowledge and skills on the topic:** 50% of VET centers in this research report have high skills and knowledge, while the other 50% have basic knowledge specific to building materials and their processes, including health risks during processing and recycling. All agree on the need to increase competencies and the necessity for learning units or high-level teaching staff.
2. **Digital skills:** This issue is considered significant by all, particularly concerning the most common applications used in the construction field in each country. Improvement in this area is closely tied to the costs of updating hardware and the time required to train staff in new software. Both time and financial investments are critical factors that hinder progress in this regard.
3. **Innovative teaching methods:** All partners are working to innovate their training courses, especially practical activities. European research projects and mobility initiatives support this innovation, benefiting both trainers and students. More funding would be suitable for this.
4. **Feedback collection to identify improvements:** Most centers collect feedback in an more or less organized manner. Implementing a periodic and standardized collection system could further enhance improvement efforts.
5. **Assessment of individual knowledge:** There is a general lack of assessment of individual skills. Creating a system to test knowledge could be useful, though it may be complex due to the broad and transferable nature of teachers' knowledge.
6. **Availability to update knowledge:** Teachers are open to professional updates, but time constraints limit participation. The volume of new standards, products, and techniques requires significant updating time, which is challenging to fulfill.

PUT stands out significantly in this area. In April 2024, they opened a modern teaching center offering numerous high-level training courses on digital skills. They provide online courses and conduct surveys of students and teachers every two years.

4. Learning process

Developing and implementing strategies that support effective teaching and learning practices is crucial for professional schools. By focusing on the learning process, the institutions can create environments that foster student engagement, critical thinking, and practical skills development. Key elements include curriculum design, instructional methods, and the integration of technology to facilitate interactive and personalized learning experiences. Continuous professional development for educators and the use of data-driven insights to refine teaching approaches are also crucial. Through these efforts, professional schools can build their capacity to deliver high-quality education that meets the evolving needs of students and the demands of the professional world:

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1. **Flexibility and formats for teaching & learning:** Capacity building in schools should emphasize flexibility and diverse teaching formats, allowing training to be conducted either in person or online, depending on the topic and subject. The biggest challenges include managing class sizes, optimizing classroom space, and developing new teaching methodologies that cater to today's students.
2. **Participatory approaches:** In training centers, the most common approach is to stimulate teamwork and foster communities of practice. This includes promoting entrepreneurship through apprenticeship collaborations. Conversely, universities often allow students to follow individualized paths. Italy benefits from the flexibility to adapt training content to specific needs, while Poland faces challenges in modifying programs to meet current market demands. Finland seeks the freedom to separate education from the traditional school environment. VET students, who are more inclined towards practical learning, would benefit from more experiential learning opportunities. It is important to develop an evaluation system to recognize and certify the skills and knowledge gained through these experiences.
3. **Leverage technology for e-learning modules** Each institute has a unique approach to integrating technology in education:
   ZSB1: Utilizes e-learning to provide flexibility.
   JEDU: Implements online courses for theoretical subjects like mathematics and literature and plans to extend this to construction courses.
   PUT: Has established its own comprehensive e-learning platforms.
   Italy and Germany: Are more cautious with e-learning; **SCVAP** focuses on practical training, while **BFW**-**KOMZET** does not mention it.
   Adapting the format to fit each institute's teaching methodology and approach is beneficial for all.
4. **Issuance of certification:** Vocational schools typically issue diplomas that certify knowledge and skills, rather than certificates. Although the schools can be certified (as in the case of PUT with PKA KAUT) but this is limited to the national level, it would be interesting to develop a EUROPEAN certification system to which all institutes could be accredited. This would simplify the understanding of the students' level compared to the European scale.
5. **Assessment to measure the effectiveness of training:** Assessments to measure learning are typically conducted using traditional methods. In Finland, this process is monitored by the Ministry of Education. Capacity building should incorporate robust assessment methods to evaluate the effectiveness of training, ensuring that educational programs achieve their objectives and continuously improve based on data-driven insights. Standardizing this process would help align competencies and knowledge at the European level.

5. Networking and cooperation

Networking and cooperation are key components of the capacity building process, enabling institutions to share resources, best practices, and expertise. By establishing strong networks and cooperative relationships, professional schools can enhance their educational offerings, support faculty development, and create opportunities for students. These partnerships facilitate the exchange of knowledge and experiences, promote joint initiatives, and strengthen the overall educational ecosystem. Through effective networking and cooperation, professional schools can build their capacity to deliver high-quality education and prepare students for successful careers.

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1. **School networks cooperation with higher education:** Thanks to funded projects, professional schools have established valuable relationships with universities. PUT has created a robust network with both European and local universities, enhancing students' skills development. However, the age and aptitude of professional school students can make it challenging to structure collaborations with other institutes, especially on an international level. To address these challenges, we suggest developing specific programs tailored to the age and aptitude of professional school students.
Identifying common goals and interests, such as sustainability or technology, can unite students from diverse backgrounds and motivate active participation. These focused projects can foster meaningful collaboration and enrich the educational experience for all involved.

Connection to / cooperation with companies: Schools and companies benefit from mutual collaboration. It is important to further implement these collaborations to enhance educational and practical outcomes so that we should consider the following suggestions:

For Schools:

- **Curriculum Integration**: Incorporate practical construction projects into the curriculum, focusing on sustainable and healthy building practices.
- **Workshops and Seminars**: Organize workshops and seminars led by industry professionals to provide students with real-world insights and hands-on experience.
- **Research Collaborations**: Partner with companies on research projects that focus on innovative and sustainable construction techniques.

For Companies:

- **Mentorship Programs**: Develop mentorship programs were experienced professionals guide students through projects and career development.
- **Joint Projects**: Collaborate on joint projects that allow students to work on real-world problems and develop practical solutions.

Mutual Benefits:

- **Skill Development**: Students gain valuable skills and experience, while companies benefit from fresh perspectives and innovative ideas.

- **Workforce Readiness**: Companies can help shape a future workforce that is well-prepared and knowledgeable about healthy construction practices.
- **Innovation and Research**: Collaborative research can lead to new technologies and methods that benefit both education and industry.

Implementing these strategies can create a robust framework for capacity building in healthy construction, benefiting both educational institutions and companies.

2. **Cooperation with educational authorities,** the connection with educational authorities is strong for all institutions, although political instability and bureaucratic delays can complicate these relationships. Streamlining procedures would greatly benefit these connections.
3. **International cooperation & International projects:** International collaborations, mostly in VET research or mobility, are common. Each institute reports varying levels of detail on their participation in such projects. PUT, by its nature, has extensive collaborations. Securing funding sources is crucial for implementing these collaborations.
4. **Cooperation with other professional sectors**: Currently, cooperation between construction schools and other sectors is somewhat limited. This is a common issue that many institutions encounter, the solution could be:

- **Identify Common Goals**: Establish clear, mutual objectives that benefit both the construction schools and other sectors. This can help in aligning interests and fostering collaboration.
- **Networking Opportunities**: Organize networking events, forums, and conferences to facilitate connections between construction schools and other sectors.
- **Pilot Projects**: Start with small-scale pilot projects to demonstrate the value of collaboration. Successful outcomes can encourage broader partnerships.
- **Cross-Sector Committees**: Form committees with representatives from various sectors to regularly discuss and plan collaborative initiatives.

By enhancing cooperation, between sectors is possible to drive innovation, improve educational outcomes, and address industry challenges more effectively.

6. Quality assurance monitoring and assessment, development strategies

Implement monitoring and evaluation mechanisms alongside strategic development initiatives. These measures ensure that educational programs meet established standards and achieve desired outcomes. Continuous monitoring and evaluation provide valuable insights into the effectiveness of teaching methods and student performance, enabling timely interventions and improvements. Development strategies aim to enhance institutional capacities, foster innovation, and promote sustainable growth. Together, these elements create a dynamic and responsive educational environment that prepares students for successful careers.

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1. **Quality management system:** Each school follows criteria that are dictated by existing regulations (Ministry/region) and in some cases Certification paths (process). A single and standardized system at a European level could bring many benefits, especially for students who would see their knowledge recognized everywhere in Europe.
2. **Methods and tools for assessment of learning progress:** Tests to evaluate learning progress are already established by all instructors. In some cases, these activities could be further enhanced with the help of digital platforms. Additionally, creating a system of standardized assessments would be beneficial to ensure compatibility not only within the same nation, but also across the EU.
3. **Self-evaluation tool staff development process:** Each school has created and implemented its own methodologies to meet its own needs, the assessment of skills always remains a complex step to implement, especially at a time when it is difficult to find professional figures to include in teaching.
4. **School development plan:** The school development plan, although for some it is relevant only for the institute, for others it is drawn up based on educational factors. Today's schools should learn from the world of work to be more effective. Developing a clear vision would help increase the results and effectiveness of all actors involved.

7. Health promoting architecture

Health promotion involves implementing strategies and programs that enhance the physical, mental, and emotional well-being of students and staff. In vocational schools, health promotion can foster a culture of well-being that supports both academic success and personal development. Key initiatives include health education, access to well-being resources, mental health support, and the promotion of healthy lifestyles. Collaborating with healthcare providers and community organizations can further strengthen these efforts. By focusing on capacity building in health promotion, vocational schools can ensure a holistic approach to education that prioritizes the well-being of the entire school community.

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1. **Integration of principle of health promotion into architectural design to create environment supporting physical, mental, and social well-being:** Training centers and PUT have begun implementing practices to support student well-being. Well-being is a personal condition and varies for everyone. As a relatively new focus, institutions may initially implement these practices in a limited way, as adapting facilities to meet new needs is necessary. Increasing awareness of the importance of well-being among young people is crucial for fostering greater attention to this topic in the future. It is also important to invest in research and funding, and to listen to the needs of those living inside the building, to make continuous improvements in this area.

8. Pedagogical concept of democracy promotion

Capacity building in the context of democracy promotion involves equipping educators and institutes with the tools, knowledge, and strategies necessary to foster democratic values and practices within educational settings. This pedagogical approach emphasizes the development of critical thinking, active participation, and a deep understanding of democratic principles among students.

By integrating democracy promotion into curricula, schools can create environments where students learn to appreciate diversity, engage in respectful dialogue, and participate in decision-making processes. This not only prepares students to be informed and active citizens but also strengthens the overall democratic fabric of society.

Key strategies for capacity building in this area include professional development for teachers, the incorporation of democratic practices in school governance, and the use of participatory teaching methods. Continuous evaluation and adaptation of these strategies ensure that educational institutions remain responsive to the evolving needs of both students and society.

Through these efforts, it is possible to play a pivotal role in nurturing a culture of democracy, ultimately contributing to the development of more inclusive, equitable, and resilient communities.

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1. **How are pedagogical approaches that effectively cultivate democratic principles such as equality, participation, respect for diversity within educational programs designed: to promote democracy, all schools offer courses open to all regardless of age, sex, religion, nationality.** Special attention is paid to the inclusion of girls on the courses and specific projects are developed in this regard. Further to this, anti-bullying measures are also covered in the courses and, to accommodate families, extracurricular activities and educational material are offered free of charge to make studying easier for children with economic difficulties. However, preparing staff requires time and money to invest in training. It would be very important to be able to conduct periodic and timely training to keep the level of the pedagogical approach updated.

9. Inclusion

Capacity building in the realm of healthy construction emphasizes creating environments that promote physical well-being and foster inclusivity and accessibility for all individuals. This approach recognizes that a truly healthy space accommodates the diverse needs of its occupants, ensuring that everyone, regardless of their physical abilities, social backgrounds, or economic status, can benefit from the environment.

Incorporating inclusive design principles into construction projects involves a commitment to universal design, which aims to create spaces usable by all people to the greatest extent possible without the need for adaptation or specialized design. This includes features such as accessible entrances, clear signage, adequate lighting, and the use of non-toxic materials to ensure a safe and healthy indoor environment.

Moreover, promoting inclusivity in construction also means engaging with a wide range of stakeholders, including community members, to understand their needs and preferences. This participatory approach ensures that the resulting spaces are not only functional but also culturally and socially relevant.

By focusing on both health and inclusion, capacity building efforts in construction can lead to the development of environments that support the well-being of all individuals, fostering a sense of belonging and community. This holistic approach ultimately contributes to the creation of more equitable and resilient societies.

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What does inclusion mean within your organization: For professional centers, inclusion means creating a favorable climate that facilitates learning and welcomes everyone. To overcome barriers of prejudice, it is important for the construction sector to invest in promotion and normalize access for women.

1. **Why is it important for your culture and outcomes:** The construction industry is experiencing a dramatic drop in workers. Including historically excluded groups, such as women, could bring significant benefits by increasing the workforce and introducing diverse skills into the market. Although many projects in Europe aim to include women, more efforts are needed.
2. **What strategies do you employ to ensure that diverse voices are heard and valued in the decision-making process?** Schools often lack structured strategies to ensure diverse voices are heard. While some have implemented exchange and involvement activities, a comprehensive guide would be useful to develop these strategies further.
3. **How do you enhance recruitment and hiring practice to attract and retain a more diverse workforce?** Recruitment in public schools follows established criteria that vary between countries, while private schools have more flexibility. The construction sector faces a shortage of professionals, forcing centers to make compromises. Implementing employer branding and simplifying the collection of valuable professional figures could be effective.
4. **How could progress towards greater inclusion be measured and ensure accountability for achieving inclusion goals:** Several strategies can be implemented:

Establish Clear Metrics and Benchmarks:

- Define specific, measurable goals related to inclusion, such as the percentage of accessible facilities, diversity in student and staff populations, and participation rates in inclusive programs.
- Set benchmarks to track progress over time.
- Regular Monitoring and Reporting:
- Conduct regular assessments and audits to evaluate the current state of inclusion.
- Publish annual reports detailing progress, challenges, and areas for improvement.

Feedback Mechanisms:

- Implement systems for collecting feedback from students, staff, and other stakeholders about their experiences and perceptions of inclusion.
- Use surveys, focus groups, and suggestion boxes to gather diverse perspectives.

Inclusive Policies and Practices:

- Develop and enforce policies that promote inclusion, such as anti-discrimination policies, accessibility standards, and inclusive hiring practices.
- Ensure these policies are regularly reviewed and updated.

Training and Development:

- Provide ongoing training for staff and educators with inclusive practice and cultural competency.
- Encourage professional development opportunities that focus on diversity and inclusion.

Stakeholder Engagement:

- Involve a wide range of stakeholders, including marginalized groups, in decision-making processes.
- Create advisory committees or councils to provide input and oversight on inclusion initiatives.

Transparency and Accountability:

- Make inclusion goals and progress publicly available to ensure transparency.
- Hold leaders and managers accountable for meeting inclusion targets through performance evaluations and incentives.

Continuous Improvement:

- Foster a culture of continuous improvement by regularly reviewing and refining inclusion strategies.
- Adapt to new challenges and opportunities to enhance inclusion efforts.

By implementing these strategies, organizations can effectively measure progress towards greater inclusion and ensure accountability in achieving their inclusion goals.

Conclusion

Developing knowledge of healthy building is essential for creating safe, sustainable, and inclusive environments that promote health and well-being.

By investing in research and actively listening to stakeholders, we can ensure that all involved are well-prepared to meet the evolving needs of well-being in buildings.

Promoting a culture of listening and participation within schools and other activities will enhance the general well-being of the community.

Equipping staff with the necessary skills and knowledge enables schools to play a critical role in fostering healthy practices.

Through targeted capacity building efforts, schools can create dynamic and supportive learning environments that empower both teachers and students to excel and succeed in their future careers.