

## Healthy Universities Program

The Healthy Universities Program is one of the World Health Organization's preventive program and it aims to create a health-promoting environment within universities through partnership and cooperation between various sectors.

The Healthy University adopts a comprehensive concept of health; and aspires to create an educational environment and organizational culture that promotes the health, well-being and sustainability of its community and empowers people of achieving their full potential.

### **Goals:**

1. Forming community partnerships to establish supportive and health-promoting environments in the universities.
2. Promote sustainable health policy and planning throughout the University.
3. Provide a healthy work environment.
4. Ensure a healthy and sustainable physical and social environment.
5. Encourage broader academic interest and developments in health promotion.
6. Develop links with the community.
7. Demonstrate improvement of services and academic performance at the university when health standards are upheld.

**Target group:** Students and employees of the university

### **Mechanism of action:**

The World Health Organization has set standards to achieve the objectives of the Healthy Universities Program, which universities implement, and they are followed up and evaluated by the Health Promotion Directorate at the Ministry of Health through periodic evaluation visits and providing the entity with reports and recommendations on the level of standards required in preparation for the final evaluation visit and accreditation from the World Health Organization.

Healthy universities are accredited by the World Health Organization, if 80% of the required standards are met, and the evaluation is carried out every 3 years.



## “Healthy Universities” Indicators

Score: 0 – Not completed, 1 – Partially, 2 – Completed

SN	Indicator	Added Notes	Rational
<b>1. General Indicators (total 19 items)</b>			
<b>1.1</b>	<p><b>Organization and mobilization for health and development (7 items):</b></p> <p><b>1.1.1</b> Students and staff <b>volunteers</b> are selected, trained on needs assessment, prioritization, data collection, analysis, project preparation, monitoring, recording, and reporting mechanisms.</p> <p><b>1.1.2</b> Students and staff are encouraged and provided a space for innovative and creative ideas with documenting success stories</p> <p><b>1.1.3</b> The healthy university executive <b>committee</b> has been formed with clear tasks and responsibilities along with setting performance indicators for each committee</p> <p><b>1.1.4</b> The healthy university coordinating committee <b>monitors and supervises</b> interventions, records, achievements and constraints and identifies solutions for the problems</p> <p><b>1.1.5</b> The healthy university executive committee looks for <b>resources and builds relationships</b> with potential partners.</p> <p><b>1.1.6</b> Availability of mechanisms to ensure that all health promotion policies at university level are aligned with national and international guidelines, policies, laws and regulations. Availability of effective communication strategy that actively involve students, staff, stakeholders, partners and community to ensure accountability and transparency</p>		
<b>1.2</b>	<p><b>Inter-sectoral collaboration, partnership, and advocacy (4 items):</b></p> <p><b>1.2.1</b> Members of the healthy university executive committee from other sectors are nominated officially by different sectors</p> <p><b>1.2.2</b> The inter-sectoral team and subcommittees meet on regular basis to provide technical advice and support. All minutes of meetings are documented and shared</p> <p><b>1.2.3</b> Potential partners are mapped and contacted and at least one joint project with partners is being conducted as per the themes of the sub-committees.</p> <p><b>1.2.4</b> Success stories are documented, published and used for advocacy. A comprehensive strategy and tools for advocacy taking into consideration local culture have been created and are being implemented</p>		

1.3	<p><b>Information Centre (4 items):</b></p> <p><b>1.3.1</b> A healthy university information Centre has been established for collecting relevant information, analyse it and use it for planning</p> <p><b>1.3.2</b> Key information is displayed and shared with the community and other relevant sectors/partners for advocacy, planning and monitoring purposes</p> <p><b>1.3.3</b> Baseline survey forms, its results, and information on current projects are well documented, up to date, and available</p> <p><b>1.3.4</b> A university profile is created, regularly updated and used for planning and monitoring purposes</p>		
1.4	<p><b>Skills development, and capacity-building (5 items):</b></p> <p><b>1.4.1</b> Local skills, interests and appropriate technologies of the students are assessed and promoted.</p> <p><b>1.4.2</b> Skills training centres that are linked to the local market have been contacted to provide services for the students and interested staff.</p> <p><b>1.4.3</b> The healthy university coordinating committee gives priority to the provision of microcredit loans to students</p> <p><b>1.4.4</b> Registry database is developed to record innovative people in the university and document innovative activities conducted inside and outside the university</p> <p><b>1.4.5</b> Students are actively involved in conducting health promotion studies and suggesting new research topics as per needs and context</p> <p>Health Promotion is integrating in art and human science and academic curricula</p>		

## 2. Indicators related to the University Environment (total 22 items)

2.1	<p><b>University Building (7 items):</b></p> <p><b>2.1.1</b> Availability of adequate rooms and classes (4 square meters per student)</p> <p><b>2.1.2</b> Availability and implementation of safe measures in different places of the buildings including laboratories, classes, offices, halls, stairs</p> <p><b>2.1.3</b> The university has wide corridors to prevent congestion</p> <p><b>2.1.4</b> The university has adequate gardens and green areas with enough shading</p> <p><b>2.1.5</b> Availability and implementation of maintenance plans for electrical supply, wires, sources...etc.</p> <p><b>2.1.6</b> Adequate light (natural and white lamps) and ventilation inside classrooms and labs, humidity level and air exchange and to avoid the accumulation of objectionable odors and harmful fumes)</p>		
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	<p><b>2.1.7</b> Availability of reconstruction and renovation plans for classrooms, bathrooms, equipment (at least once per scholastic year and as needed)</p>		
<b>2.2</b>	<p><b>Water and Sanitation (7 items):</b></p> <p><b>2.2.1</b> Availability of safe drinking water sources/points in the University</p> <p><b>2.2.2</b> Availability of adequate number of toilets with adequate sanitation facilities</p> <p><b>2.2.3</b> There are separate toilets for males and females</p> <p><b>2.2.4</b> Availability of enough and functioning sinks/basins with liquid soap for hand hygiene (at least 1/ 50 students)</p> <p><b>2.2.5</b> Toilets and sinks are cleaned at least twice per day</p> <p><b>2.2.6</b> Availability of maintenance plans for water sources</p> <p><b>2.2.7</b> Availability of plans for ensuring quality of water supply including regular cleaning and checking of water tanks</p>		
<b>2.3</b>	<p><b>Waste Management (3 items):</b></p> <p><b>2.3.1</b> Availability of systematic waste management plans and system</p> <p><b>2.3.2</b> Students and staff are educated and trained on reducing waste and recycling concepts and are applying them</p> <p><b>2.3.3</b> Segregation of waste for recycling is performed at collection point</p>		
<b>2.4</b>	<p><b>Pollution (5 items):</b></p> <p><b>2.4.1</b> Decrease chemical use and pesticide exposure</p> <p><b>2.4.2</b> Staff, students, parents and community representatives are involved in cleaning and tree plantation campaigns on regular basis</p> <p><b>2.4.3</b> There is regular inspection of furnaces, gas water heaters, and clean air conditioners, humidifiers</p> <p><b>2.4.4</b> There are limited use of carpets and fabric curtains (as it collects dust and insects)</p> <p><b>2.4.5</b> There is safe storage of cleaning supplies, pesticides and solvents</p>		
<b>3. Indicators related to “Promoting Healthy Lifestyle” (total 16 items)</b>			
<b>3.1</b>	<p><b>Healthy Eating (6 items):</b></p> <p><b>3.1.1</b> Implementation/enforcement of the national nutrition policy regarding types of foods provided in educational facilities meals and cafeterias</p> <p><b>3.1.2</b> Availability of safe healthy tasty and affordable different food and drinks options in canteen/cafeteria</p> <p><b>3.1.3</b> Conducting health education sessions on healthy dietary habits for students and staff including peer to peer education</p> <p><b>3.1.4</b> Transferring healthy eating knowledge and skills to family members at home to improve the health of the wider community</p>		

	<p><b>3.1.5</b> Students and teachers are aware of key facts about nutrition and healthy life style related to a balanced diet (eating fruits and vegetables at 3 times per day and limit intake of carbonated drinks) and how to ensure safe consumption of food and water</p> <p><b>3.1.6</b> Encouraging students to cultivate vegetables and fruits in university's gardens and transfer acquired knowledge to home gardens</p>		
<b>3.2</b>	<p><b>Physical Activity (6 items):</b></p> <p><b>3.2.1</b> Availability of qualified and trained physical education trainer</p> <p><b>3.2.2</b> Availability of safe and clean space/s for physical education classes and special needs reasonable environment.</p> <p><b>3.2.3</b> Students are protected from heat and sun during physical activities</p> <p><b>3.2.4</b> University has a place where boys or girls can separately and privately change clothes before and after physical education</p> <p><b>3.2.5</b> Arranging sports activities and competitions on regular basis after completion of pre-medical clearance for each participant and community members encourage to participate including students with special needs</p> <p><b>3.2.6</b> Availability of physical activity and physical fitness plans for students and staff including special needs.</p>		
<b>3.3</b>	<p><b>Implementing Smoke Free Policies (4 items):</b></p> <p><b>3.3.1</b> Drafting/enforcing smoke free policy with proper signage and implementation modalities with clear roles and responsibilities</p> <p><b>3.3.2</b> Raising awareness of students, staff and parents on smoking hazards (active and second-hand smoking) through seminars, wall magazines and different art activities</p> <p><b>3.3.3</b> Implementing community-based tobacco control campaigns with active participation of students, staff and parents</p> <p><b>3.3.4</b> Referring cases to smoking quitting services as needed.</p>		
<b>4. Indicators related to “Health Development” (total 28 items)</b>			
<b>4.1</b>	<p><b>Requirements (2 items):</b></p> <p><b>4.1.1</b> University has a full or part-time nurse and/or physician with clear protocol for referral for both physical and mental health.</p> <p><b>4.1.2</b> The university health clinic is well equipped with needed supplies and equipment</p>		
<b>4.2</b>	<p><b>Mental health (6 items):</b></p>		

	<p><b>4.2.1</b> Availability of staff/student connection programs, peer support programs or mental health promotion programs.</p> <p><b>4.2.2</b> The university has a recreational plan and social activities for students, staff and parents</p> <p><b>4.2.3</b> Building capacity of university social workers to strengthen their role in identification and dealing with students with mental problems (early detection of warning signs such as withdrawing from social activities, deterioration of marks, isolation, sadness, aggression .... etc.)</p> <p><b>4.2.4</b> Arranging for regular screening for mental health and learning problems and referral as needed</p> <p><b>4.2.5</b> Students receive sessions about violence and bullying</p> <p><b>4.2.6</b> Staff has been trained on how to avoid bullying and violent punishment.</p>		
<p><b>4.3</b></p>	<p><b>Reproductive Health (4 items):</b></p> <p><b>4.3.1</b> Conducting raising awareness activities about reproductive health through a variety of methods including peer to peer training, printed materials, mass media, health displays, classes, workshops, and presentations to groups and individuals</p> <p><b>4.3.2</b> Building the capacity of university social workers and strengthen their role to discuss any related problems and queries</p> <p><b>4.3.3</b> Building capacity of parents to be able to convey the reproductive health messages in a suitable way to their sons and daughters</p> <p><b>4.3.4</b> Implementing and enforcing zero tolerance policy of sexual harassment, gender-based violence, and other inappropriate behavior by staff and students</p>		
<p><b>4.4</b></p>	<p><b>Oral, Eye and Ear health (3 items):</b></p> <p><b>4.4.1</b> Availability of appropriate sanitary facilities for personal, eye and oral hygiene</p> <p><b>4.4.2</b> Students and their families receive awareness sessions about oral, eye and ear health</p> <p><b>4.4.3</b> Having established oral, eye and ear health care services, or systems for screening/referral for suitable</p>		
<p><b>4.5</b></p>	<p><b>Communicable Disease Prevention (6 items):</b></p> <p><b>4.5.1</b> Improving knowledge about hand hygiene (washing and using sanitizers), as the first defense against the stomach bugs and food poisoning, awareness on spread of diseases through coughs, common colds and flu</p>		

	<p><b>4.5.2</b> Building capacity of students, staff and families on taking days off when they are sick</p> <p><b>4.5.3</b> All cases of infectious diseases have been recorded over the last 6 months and reported to MoH</p> <p><b>4.5.4</b> Encouraging staff, staff, students and their families to keep up to date with immunizations as per national EPI.</p> <p><b>4.5.5</b> Conducting health education programs on personal hygienic measures targeting students, families and communities</p> <p><b>4.5.6</b> Availability of plans to implement campaigns and ensuring cleanness of the important places in the university: such as the cafeteria, bathrooms .... etc.</p>		
<p><b>4.6</b></p>	<p><b>Regular medical check - up and screening program (7 items):</b></p> <p><b>4.6.1</b> Availability of a joint plan of action with MOH on regular medical checkup (particularly weight, height, hearing and sight testing and oral health) and immunization of the students as needed</p> <p><b>4.6.2</b> Developing health file for each student and health folder for each classroom where health information of students is recorded</p> <p><b>4.6.3</b> Ensuring health and wellbeing of staff and employees</p> <p><b>4.6.4</b> Designating a health team inside the university to be responsible for early detection/ screening, reporting, referral of suspected communicable cases for advanced investigation</p> <p><b>4.6.5</b> Raising awareness of the students and staff about disease prevention including non-communicable diseases</p> <p><b>4.6.6</b> Conducting awareness activities/campaigns for parents and families about reporting any abnormal condition of their sons/daughters</p> <p><b>4.6.7</b> Arranging with interested NGOs to host/participate in screening, health education campaigns in different health issues (tobacco control, NCDs, anemia, healthy lifestyle .... etc.)</p>		

**5. Indicators related to “Safety and Emergency Preparedness and Response” (total 10 items)**

<p><b>5.1</b></p>	<p><b>Physical Safety and Injury Prevention (5 items):</b></p> <p><b>5.1.1</b> Building capacity of students and staff on skills to carry out injury preventing behaviors and manage risks</p> <p><b>5.1.2</b> Raising awareness and building capacity on safe driving, road safety and injury prevention of students and staff especially bus drivers and supervisors (if any) on</p> <p><b>5.1.3</b> Designing supportive environments (including physical environments) that reduce the risks of injury e.g., having parking places, uneven sidewalks or walkways, entry obstruction including rugs and mats, extension cords and other cables etc.</p> <p><b>5.1.4</b> Students are informed about safe use of science labs, chemicals and the hazardous properties they contain, how to properly dispose the outdated and unused chemicals, maintain neat, orderly work and storage areas, ensure the use of personal protective equipment</p> <p><b>5.1.5</b> Implementing sun safety measures such as building indoor sports halls, building awareness about prolonged sun exposure and planting shade trees around grounds to reduce the risk of overexposure to sun’s ultraviolet rays</p>		
<p><b>5.2</b></p>	<p><b>Emergency Preparedness and Response (5 items):</b></p> <p><b>5.2.1</b> Developing a university plan to identify hazards, evaluate safety and emergency preparedness and response with clear role assignment</p> <p><b>5.2.2</b> Mapping students who are in need of special assistance to help them as a first priority in case of emergency</p> <p><b>5.2.3</b> Availability of first aid equipment particularly at high risk places (such as laboratories, playing grounds, dorms, kitchens, cafeteria.....etc.), at least 5% of staff and 5 student from each class volunteers in first aid measure are trained )</p> <p><b>5.2.4</b> Availability of emergency response charts that include immediate actions and put in obvious places</p> <p><b>5.2.5</b> Implementing drills on emergency response plans in collaboration with civil defense</p>		
<p><b>6. Indicators related to “Community participation and sustainability” (total 5 items)</b></p>			
<p><b>6.1</b></p>	<p><b>6.1.1</b> Community members including parents and families are involved in needs assessment, prioritizing and implementing activities</p> <p><b>6.1.2</b> Availability of regular communication modalities with parents and community representatives in the catchment area</p> <p><b>6.1.3</b> Surrounding community including parents and families can benefit from university facilities and activities for health promotion and wellbeing</p>		



	<p><b>6.1.4</b> University receives support from civil society and private sector in the form of volunteerism, sponsorship and partnership</p> <p><b>6.1.5</b> University supports/twins other universities or schools including post-graduate students</p>		
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