



Zamora, Spain

Trilema Zamora

**How to make healthy living
habitual**



**WORLD'S
BEST SCHOOL**
Supporting
Healthy Lives

FUNDAÇÃO

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**WORLD'S
BEST SCHOOL
PRIZES**

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Introduction

Trilema Zamora is located in Zamora, Spain, and has embarked on an innovative programme that teaches its students – many of whom come from low-income, immigrant, and ethnic minority backgrounds – healthier ways to eat, sleep, exercise, and even breathe.



Profile:



Fundación
TRILEMA

ZAMORA
María Inmaculada



Country:
Spain



Region:
Zamora



School type:
Private school



Location area:
Urban



Student population:
301 to 500



Prize Category:
Supporting Healthy Lives

“The self-esteem of the school has changed so much, and we’ve demonstrated – really demonstrated – that we’re excellent, though our kids are vulnerable and have lots of risky factors. We’ve managed to change their self-esteem and their expectations about their future.”

**– Carmen Pellicer,
President and Director,
Fundación Trilema**



In-depth look

CONTEXT AND CHALLENGE

While Trilema Zamora dates to the 1970s, it only became a state-subsidised school in 2017, under the ownership of the Fundación Trilema (Spain's board of education). The reason for the change of ownership was that the school was in danger of closing due to severe financial constraints. "The starting point of the school was a very low self-esteem – professional self-esteem," says Carmen Pellicer, the President and Director of Fundación Trilema. With a strong, ethnically- and financially-diverse student population, the school adopted an educational model that sought to instil an interdisciplinary work ethic and that connected its students to the issues that impact wider society. A further challenge was the number of students with learning disabilities.

At the same time, the COVID-19 pandemic caused a general feeling of anxiety among the students, some of whom began to gain weight due to their more sedentary lifestyle during the lockdown. This showed the school that it would need to incorporate children's health and self-care into its educational model. "In one-way," says Pellicer, "COVID-19 helped the project because it put health at the centre of social worry."

In the school's eyes, students who ate and drank the right things, and who received the proper emotional and mental support, were more likely to develop well, both physically and academically. This led to the FLUYE programme, which was aligned with the council of the European Union's 2018 recommendation for "personal, social, and learning to learn" competencies as key for personal development.



And while COVID-19 helped the school gain the community's support for FLUYE, there were still barriers in making it happen.


The first of these barriers was in establishing the procedures to measure the programme's impact on the students and the community. There were also challenges in integrating the programme and its other healthy lifestyle initiatives into the core school curriculum. In some cases, teachers met with resistance from colleagues as the programme would require additional training, reviewing external research, and sourcing different types of expertise.

The school had to design assemblies based on the school's model of vertical tutoring and had to adapt their current technology to suit the project, with specific training on the applications used within the programme. The school also had to consult its stakeholders, such as parents, and create relevant materials to help them

understand the programme and how it would be implemented.

Another challenge was the Spanish educational system itself, which, in the eyes of Trilema Zamora, was strict and slow to adapt to alternative teaching methods. Trying to implement a model that focused on holistic development proved to be difficult. "In Spain, you have to do what the textbook says," says Pellicer, "and if you jump a topic, the parents go berserk."





“We have been searching for allies in order to make it grow and to make students aware of the importance and provide them a bright future.”

**- Miguel Ignacio Garcia Morell,
Teacher, Trilema Zamora**



EXPERTISE AND APPROACH

A key aspect of the school's initiative was to generate a long-term impact in improving children's health by changing their habits when it came to eating and hydrating. They wanted to highlight that these did not only help a person live well, but also helped them feel happy with living a healthier lifestyle.

Trilema Zamora's teachers, staff, and community were all fully trained to deliver the FLUYE programme. The school spent over a year researching ways of centring its educational model around student wellbeing and overall health, and it was only by chance that prominent European institutions started to develop models along this same line of thought. "FLUYE is a very systemic intervention for big aspects of wellbeing and health," Pellicer explains.

The first aspect was self-regulation, where students had to learn to shape their behaviours around healthier choices when it came to their diet and physical wellbeing – training themselves to drink water instead of coke, for example. The school had also published their research and methodology on how to enable this type of behaviour in young children.

Another aspect revolved around teaching students to understand the underlying reasons for this behaviour, that these choices were ultimately for their overall health and for the environment. "Any habit to do with sustainability and health," said Pellicer, "you need reasons to do it. It's not enough to know what to do – you actually have to have the motivation to choose to do the right thing."

The hope was that, eventually, students would become the



protagonists of their own learning and would be encouraged to act independently of their core studies, thinking and pursuing projects that met their own interests. The school, therefore, launched its FLUYE Happy & Healthy Kids project, which was designed to educate students, from infant to secondary level, on how to make healthier life choices. The idea was that, by starting young, the tips and techniques – which included eating the right food, using certain sleep patterns, breathing techniques, and physical exercise – would become second nature by the time the students were older.

The project's values were later incorporated into classroom material, in particular Physical Education, Science, and other subjects like Values and Wellbeing and Tutor Time. Teachers received more than 20 hours of training to properly implement the programme and educational model in the classroom, particularly where they would need to adapt elements to the appropriate educational stage.

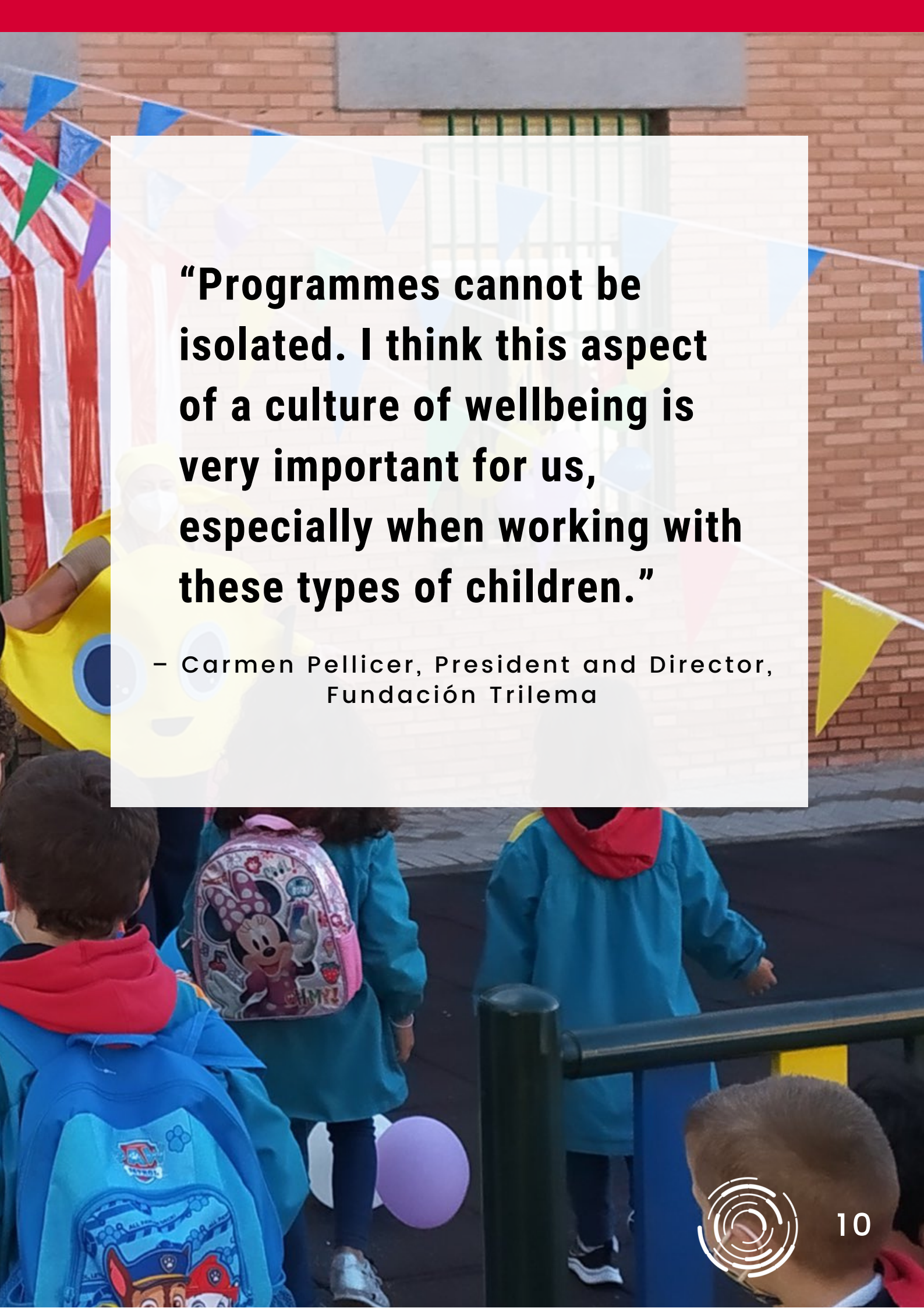
FLUYE integrates everyone's participation, from management and teachers to school monitors, carers, administrative, and service staff. Parents' associations and families also play a role as stakeholders. Knowing and practising good habits from an early age, especially in the first years of life, is crucial for a healthy and well-balanced future.

Fundamentally, it was the coordinated efforts on the part of the teachers that make FLUYE work, where the teachers determined at what times to carry out the initiative, not as an add-on to the curriculum but as part of it.



There are many programmes aimed at youth health, but Trilema Zamora believed it was doing something different by focusing on developing personal competence, emotional balance, healthy habits, and soft skills (self-care, autonomy, self-regulation) that go beyond the school context.





“Programmes cannot be isolated. I think this aspect of a culture of wellbeing is very important for us, especially when working with these types of children.”

– Carmen Pellicer, President and Director,
Fundación Trilema



OUTCOMES AND RESULTS

Trilema Zamora distinguishes itself from other schools in the area by the rigour of its project-based learning and its commitment to promoting interest in reading and autonomous learning.

“Compared to other Spanish schools, we are breaking through the system,” Pellicer says, explaining how the time-intensive FLYUE programme is a heavy part of the school’s overall educational model.

The school day is divided into two parts, where the first focus on traditional subjects like Mathematics and the second is allotted to FLUYE project work. Students also get time for reflective training that focuses on emotional training, contemplation, and additional socio-economic work. Other schools across the country have begun to appreciate the programme’s benefits and have requested that their faculty receive similar training, creating collaborative partnerships with Trilema Zamora.

During the pandemic, the school designed and implemented a ‘5 colours, 5 days’ project, where students created a different coloured face-covering every day over a five-day period and then use them as part of their daily uniform. The initiative received media attention and was replicated in other schools. The students were found to have responded well to the programme. Having been shown the tools for reflective thinking and overall wellbeing, they began to show signs of not only recognising the reasons behind their healthy behaviours but actively putting them into practice.



Key Steps



OUTLINING CORE VALUES

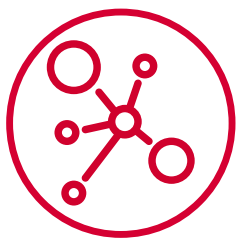
Convinced that education is essential for the development of all aspects of life and of the student's future role in wider society, the school wanted to generate a long-term impact on children's health through healthy eating and hydration habits while highlighting that these changes helped people not only live well and healthily but also made them happy in their lifestyle.



RESPONDING TO SUSTAINABLE DEVELOPMENT GOALS

The Fundación Trilema strongly believes that schools can contribute to what will be one of the great educational priorities of the future. The FLUYE programme is a direct response to the UN Sustainable Development Goals, and was developed and incorporated into the school's core educational model.





PERSONAL COMPETENCE

The program is divided into four educational stages: Early years, the First cycle of Primary, Second cycle of Primary, and Third cycle of Primary. The content has been organized according to the definition of a new, personal competence that includes 4 major aspects: knowledge and responsible care of oneself, the practice of healthy habits (regarding food, hydration, rest and exercise, breathing, safety, hygiene, and personal image), the sustainable relationship with Nature and the environment, and emotional management and balance.



SOCIAL BACKGROUND

It was essential to establish a clear School Educational Project that took into account all the different academic stages with the same goals: giving answers to face life's daily situations by promoting collaborative work among students, promoting social entrepreneurship projects, and looking for solutions to the current situation of the context the school is in.



Advice and Guidance


The school dedicated a lot of time to training the teachers to get them to implement the programme correctly and effectively. “It’s not the same to train healthy habits or train emotions than to teach the French Revolution or Maths,” says Pellicer. “You need training – very systemic training.” The school believed that one of the most powerful aspects of the project was the ‘Seven Steps to Change a Habit’ tool, which formed a core part of the school’s methodology and led to the success of this type of initiative. Institutions should adhere strictly to the guides outlined in the research phase.

More information

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 **<https://trilemazamora.fundaciontrilema.org/>**

**Learn more about their work by
watching their event at 2022's T4 World
Education Week: [watch here](#)**

