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GLOBAL MODEL WHO 2025

ZERO DRAFT RESOLUTION

MENTAL HEALTH, YOUTH AND LEARNING ENVIRONMENTS

The Third Global Model World Health Assembly,

Having considered the report by the Director-General on promoting mental health and well-being through the life course;¹

Recalling resolutions WHA66.8 on the comprehensive mental health action plan 2013–2030 and WHA76.5 on accelerating action on school health and well-being;

Recognizing that good mental health is fundamental to overall health, well-being and human development, and that the school setting plays a vital role in shaping emotional, social and cognitive development;

Noting with concern that depression, anxiety, and other mental health conditions are among the leading causes of illness and disability among adolescents, affecting one in seven young people aged 10–19, and that suicide remains the third leading cause of death among those aged 15–29, while global spending on mental health averages less than two percent of national health budgets, leaving most adolescents without access to needed care, Acknowledging that schools and learning environments can be both protective and risk factors for mental health, depending on the inclusiveness, safety, and social support they provide;

Emphasizing the importance of reducing stigma, promoting inclusion, and ensuring equitable access to mental health services, particularly for marginalized and vulnerable youth;

Recognizing the need to strengthen collaboration between the education and health sectors to create environments that promote social connection, resilience, and mental well-being;

Noting that the COVID-19 pandemic disrupted education and social relationships for millions of students, exacerbating stress, isolation, and learning loss;

Welcoming WHO's Global School Health Initiative and the WHO-UNESCO partnership for promoting health and learning, which emphasize mental health as a key component of holistic education;

Determined to advance coordinated national and international efforts to strengthen mental health support for young people within schools and other learning environments,

¹ Document A77/14.

1. URGES Member States:

- (1) to strengthen national strategies and policies to promote mental health and well-being among children and youth within education systems;
- (2) to integrate mental health promotion, prevention, and early intervention into school health programmes;
- (3) to train teachers, counselors, and school staff to identify and support students with mental health needs;
- (4) to ensure that all students, particularly marginalized and vulnerable youth, have access to mental health services in the educational institutions where they are enrolled;
- (5) to develop or strengthen comprehensive school health education programmes, and ensure that mental health is integrated within them, emphasizing skills for understanding and managing emotions, building empathy, coping with stress, and developing resilience to life challenges;
- (6) to promote coordinated, whole-of-school approaches to mental health that engage school leadership, teachers, students, families, and the wider community in creating safe, supportive, and inclusive learning environments that foster well-being and belonging;
- (7) to address stigma and discrimination by implementing awareness campaigns and peer-support initiatives;
- (8) to collect and use data on youth mental health and well-being to inform policy and evaluate programmes;
- (9) to allocate resources and strengthen partnerships between the education, health, and social protection sectors, including services that support families, children, and vulnerable populations, to promote mental health and well-being in schools;

(10) to prioritize equity, ensuring that interventions reach marginalized and vulnerable groups;

2. INVITES international, regional, national, and local partners and stakeholders from across the health, education, and social sectors, as appropriate:

(1) to share best practices and evidence-based approaches for school mental health programmes;

(2) to collaborate on research identifying effective interventions to promote resilience and well-being in schools;

(3) to support national efforts to promote mental health in schools through funding, capacity building, and technical assistance;

(4) to include youth voices in the design, implementation, and evaluation of mental health initiatives in schools;

(5) to encourage private sector engagement in expanding access to digital tools and services that promote mental health in schools, while ensuring data protection and ethics;

(6) to strengthen collaboration with media and technology companies to promote positive digital engagement and reduce cyberbullying;

(7) to engage faith-based organizations in supporting mental health initiatives in religious schools;

(8) to encourage cooperation and exchange of good practices among developing countries, with support from international partners, on effective school mental health and well-being programmes;

3. REQUESTS the Director-General:

(1) to continue supporting Member States in implementing the comprehensive mental health action plan 2013–2030;

(2) to develop additional technical guidance on integrating mental health promotion into school health programmes;

(3) to strengthen partnerships with UNESCO, UNICEF, and other relevant organizations to expand the Global School Health Initiative;

(4) to facilitate regional networks for knowledge sharing on youth mental health that can be integrated into programmes implemented in different learning environments;

