



EuTEACH

European Training in Effective Adolescent
Care and Health

SCHOOL HEALTH

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School Health: OBJECTIVES

- 1.** Outline some of the theoretical frameworks used in prevention & health promotion) activities in the school setting
- 2.** Using practical examples and issues, describe the obstacles and constraints linked with the implementation of preventive/promotional interventions within the school health setting

Talking Piece Exercise

In your country/setting:





1. What is the role of school health?
2. Which frameworks/ programs do you relate to implement school health?
3. What are the core elements of school health?
4. ...other...

The Role of School Health: Strong interrelation between health and education

➤ *... "without proper education health suffers, without proper health good education is not possible".*

Gro Brundtland, WHO

Schools as sites for health promotion

-  schools reach most children
-  amount of time spent in schools by each child
-  role of the school in shaping behaviour and social values
-  schools present an infrastructure that
 - links health and education, sanitation and nutrition programs
 - is already there
 - is usually linked to the community

Frameworks for School Health

 „FRESH“: Focusing Resources on
Effective School Health (2000)

 „Health Promoting Schools“ (WHO Euro)

 Declaration on School Health (2005)

FRESH

A joint
initiative
by



WHO



Unesco



Unicef



World Bank






Four Core Components



Three Supporting Strategies

Goals of the FRESH Initiative




An Effective School Health Programme

-  Responds to a new need
-  Increases the efficacy of other investments in Child development
-  Ensures better educational outcomes
-  Achieves greater social equity
-  Is a highly cost effective strategy







European Network of Health Promoting Schools








Basic principles:

-  Health and education are indivisibly linked → integration of health and education sector
-  Social model of health: Focus on the young person as individual in an dynamic environment, the school
-  More than 40 EU-countries involved

Core Components of the Health Promoting School

-  1. school health policies
-  2. the physical environment of the school
-  3. the social environment of the school
-  4. school/community relationships
-  5. the development of personal health skills
-  6. school health services.

ENHPS: Social Environment: Look at the „hidden curriculum“

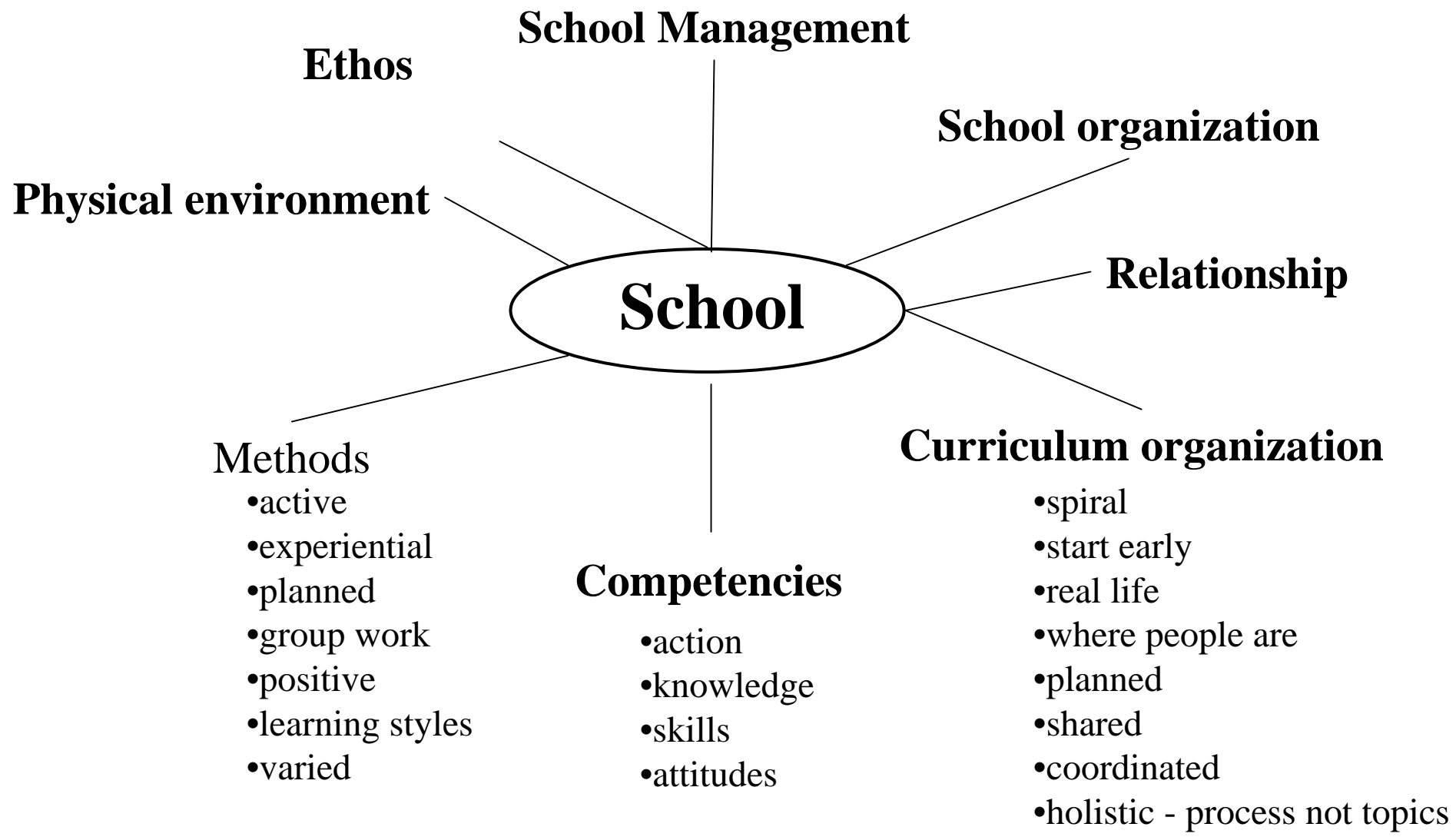
-  • the ethos (culture) established by the atmosphere of the school
-  • the school's code of discipline
-  • the prevailing standards of behaviour
-  • the attitudes adopted by staff towards pupils
-  • the values implicitly asserted by its mode of operation.

Some guidelines for HPS

- development of good relationships within the school
- the promotion of staff health and well-being
- promotion of self-esteem among pupils
- consideration of staff exemplars in health-related issues.









The school as a health promoting setting




School Health Promotion: What works (1)*

 Mental health promotion (incl. Prevention of violence and aggression): most effective.






Essential features/findings:

-  Long duration
-  High intensity
-  Whole school involvement
-  Focus on primary prevention: medium-large effect
-  Focus on self-esteem: modest effect
-  Focus on knowledge: not effective

School Health Promotion: What works (2)

 Promotion of healthy eating and physical activity: effective.




Essential features/findings:

-  Multifactorial interventions
-  Inclusion of changes in school environment (e.g. healthy food in school canteens)
-  Greater benefit for girls and older students
-  Effectiveness of peer-led interventions for young women
-  Importance of training for the teachers involved

School Health Promotion: What works (3)







Suicide prevention: effective in the general population

Essential features/findings:

-  Focus on behavioural change and coping strategies
-  In high risk population: focus on skill training and social support
=> Reduction of risk factor and enhancement of protective factors
-  Harmful effects only described in studies with less rigorous design




Substance use prevention: relatively ineffective!

Health Promoting School: Does it work?





-  No study found of schools that implemented all 6 components of the HPS-approach
-  Beneficial effect of the HPS-approach on
 -  Social and physical environment of the school
 -  Staff development
 -  Provision of school lunch and exercise programs
 -  School's social atmosphere

Health Promoting School: Does it work (2)?

Some evidence of

-  improvement of health related behaviour (e.g. dietary intake)
-  Improvement of aspects of health (e.g. physical fitness)
-  Benefits for mental and social well-being (greater self-esteem, less bullying)

Some questions arising from the evaluation

-  RTCs might not be an adequate research design in the field of health promotion
-  Appropriateness of program implementation?=> process evaluation needed
-  Quantitative and qualitative approaches?
-  Outcomes appropriate to the population studied






THE DUBROVNIK DECLARATION ON SCHOOL HEALTH CARE IN EUROPE (2005)*

- 1. School Health Care is a success story for more than 100 years**
- 2. Inequalities in health during childhood and adolescence are increasing**
- 3. New health priorities are challenging us in the 21th century**
- 4. School health care should be of the highest political priority**

THE DUBROVNIK DECLARATION ON SCHOOL HEALTH CARE IN EUROPE (2005)*

5. School health care should be organised without thresholds
6. The school is an ideal setting to reach children and adolescents for health care programmes
7. Evidence-based school health care should be aimed for by supporting scientific research
8. Highly qualified school health professionals are needed

• Example: School Health Services Zürich, CH

-  Provision of health services: immunizations, screening for disability, developmental delay, poor hearing and vision, growth (height and weight)
-  Indepth investigation for developmental problems and referral to therapy
-  Health promotion in schools (e.g. sexual health, healthy eating, physical activity)
-  Monitoring of health related indicators
-  Participation in the ENHPS: 1/3 of schools participate


Your examples!





Panel discussion

**Using practical examples and issues,
discuss strengths and weaknesses,
obstacles and constraints linked
with the implementation of
preventive/promotional
interventions within the school
health setting**

Bibliography

-  **Stewart-Brown S (2006). What is the evidence on school health promotion in improving health or preventing disease and, specifically, what is the effectiveness of the health promoting schools approach? Copenhagen, WHO Regional Office for Europe (Health Evidence Network report; <http://www.euro.who.int/document/e88185.pdf>, accessed 01 March 2006).**

-  **World Education Forum 2000, Final Report: FOCUSING RESOURCES ON EFFECTIVE SCHOOL HEALTH: a FRESH Start to Enhancing the Quality and Equity of Education. www.unicef.org**

-  **THE DUBROVNIK DECLARATION ON SCHOOL HEALTH CARE IN EUROPE 15 OCTOBER 2005 www.eusuhm.org (accessed June 29, 2006)**