

S·H·E

Schools for Health in Europe

Applying Health Promotion in schools: International differences and perspectives

Building a Healthy Ireland: Promoting Health and Wellbeing in
Educational Settings

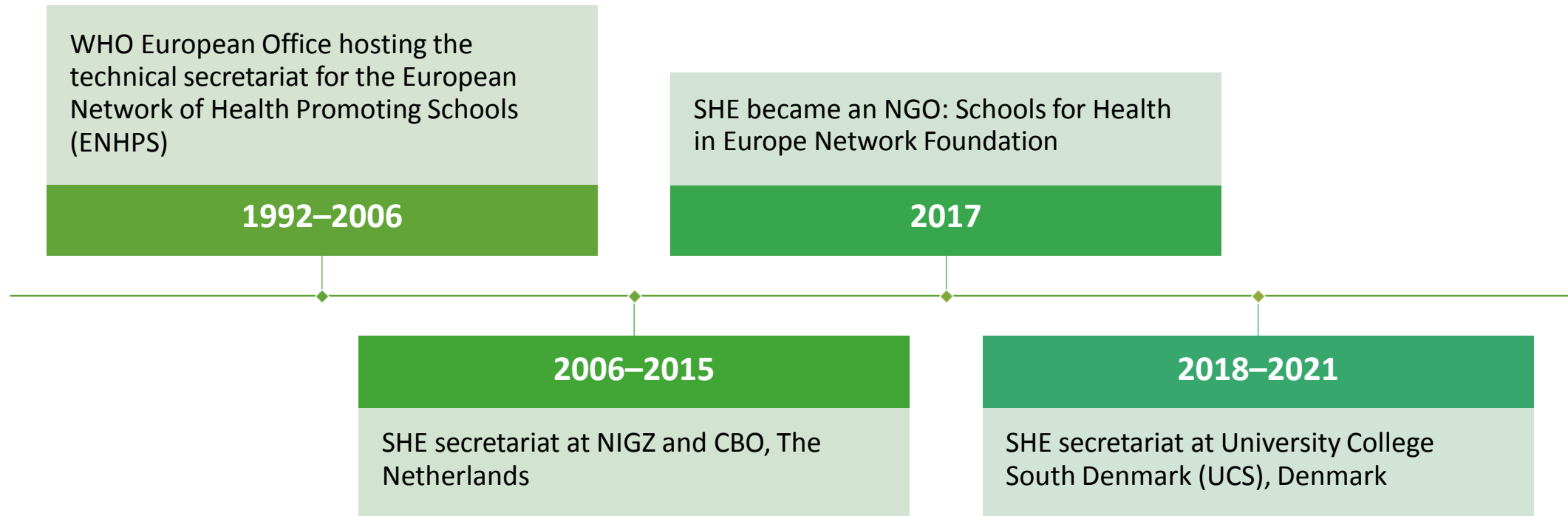
Content

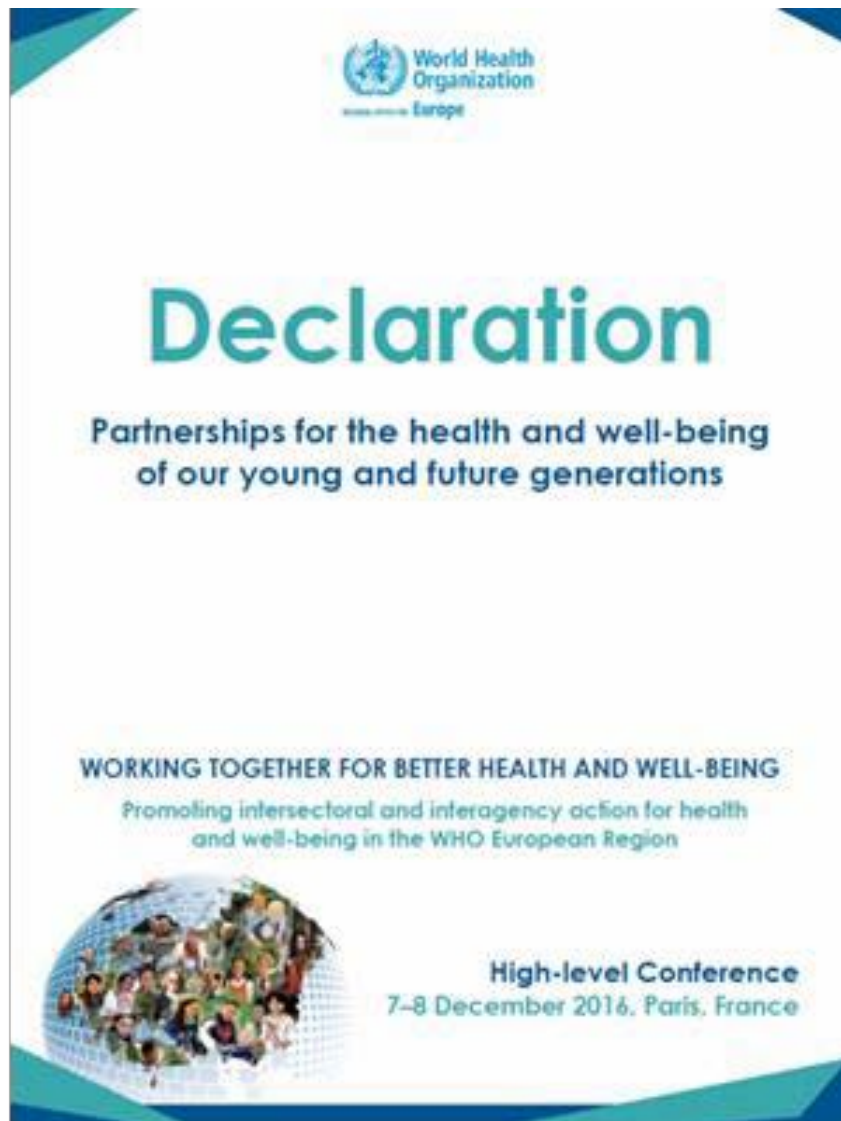
- School for Health in Europe Network foundation – short presentation
- Whole School Approach
- 3 pillars in school health promotion
- General challenges in applying schools health promotion
- Examples of HPS implementation in Europe
- School for Health in Europe Network foundation - activities

What is SHE

- A network of national coordinators from 33 countries in the WHO European Region working with school health promotion.
- A research group – 80 researchers from 21 countries.
- Supported by WHO and the European Commission.

The history of SHE

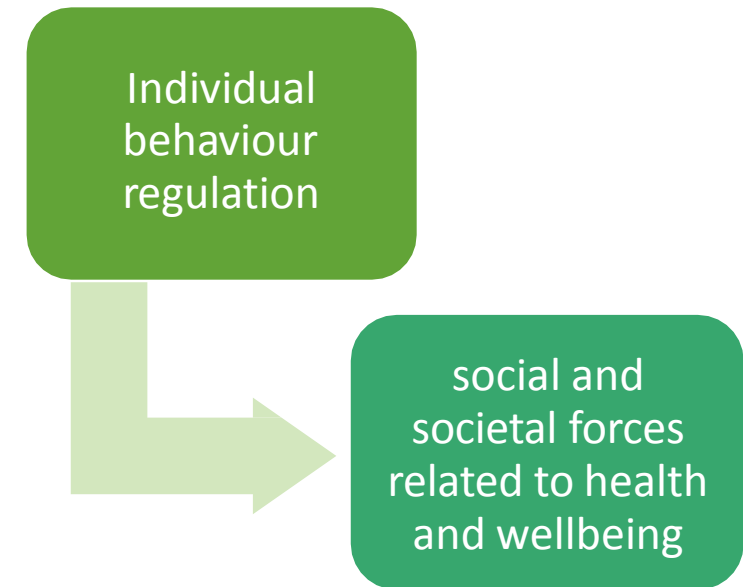




- Support and expand the Schools for Health in Europe network, which in this framework would include proposing Europe-wide standards for early childhood development.
- Strengthening collaboration between the Schools for Health in Europe network and the WHO European Healthy Cities Network and Regions for Health Network.

Whole School Approach

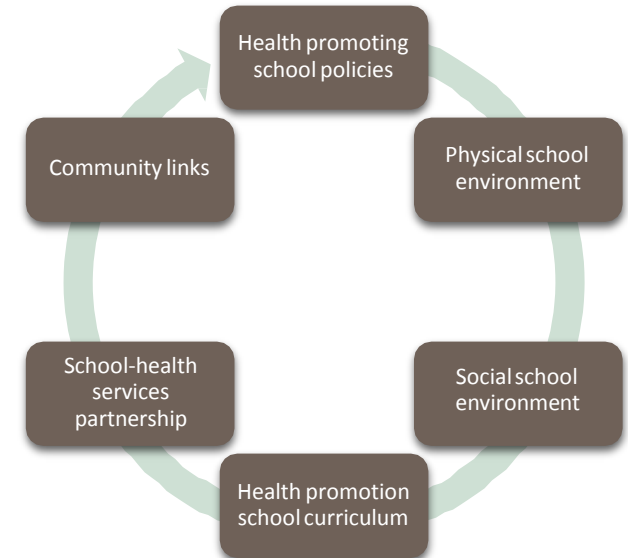
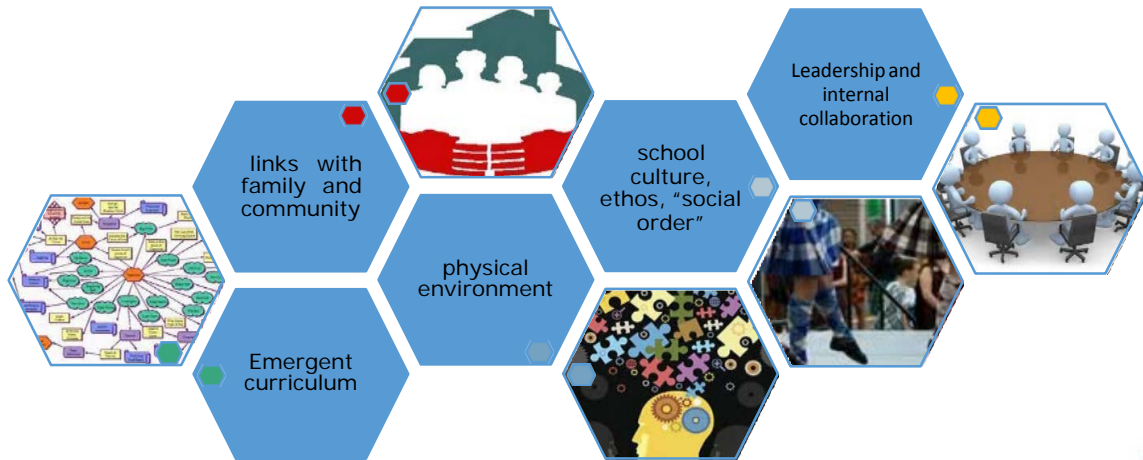
- Ottawa Charter (WHO, 1986).
- Drew attention to the ways in which the everyday places dynamically interact with people's health and wellbeing.



Whole School Approach (the setting approach)

- A ‘setting for health and wellbeing’ is defined by the WHO as a social context where people engage in daily activities and in which cultural, historical, environmental, organizational and personal dynamics interact to affect health and wellbeing.
- Applied to schools, the definition is as follows:
 - [A] health promoting school is a school that has constant focus on providing children and young people with opportunities to live, learn and play (WHO, 1991).

Whole School Approach



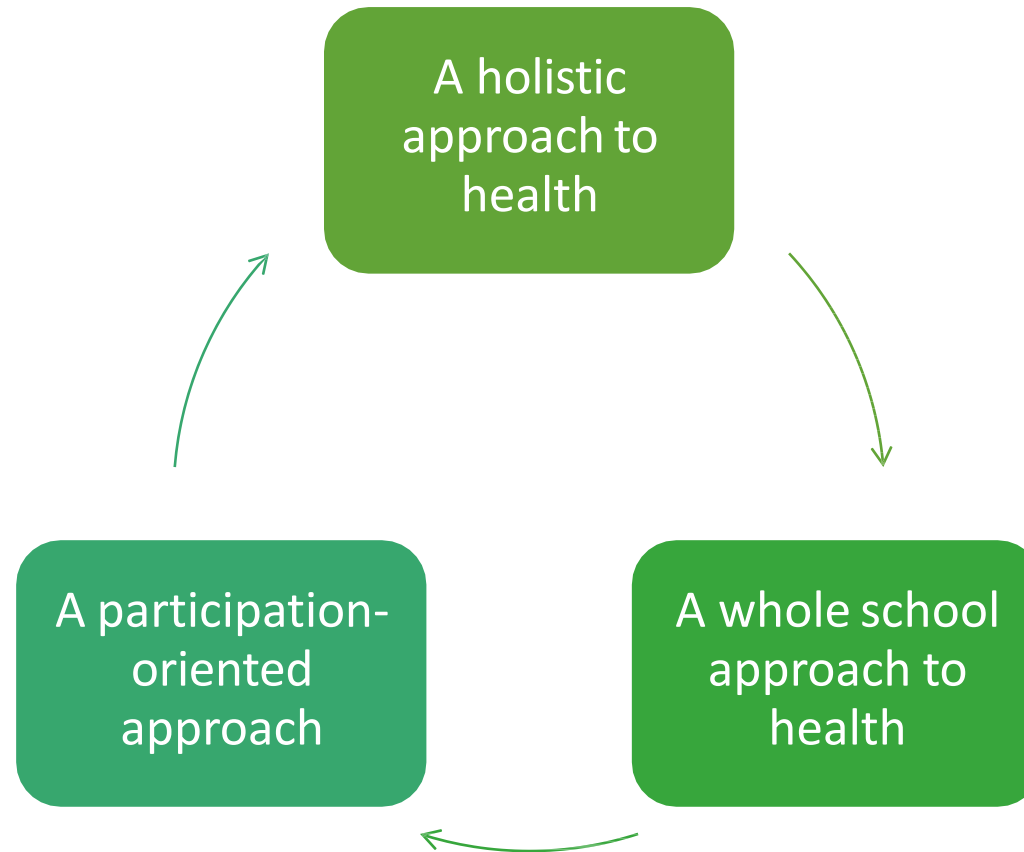
WSA principles

1. **Health promotion policy:** schools must develop a coherent and interdisciplinary health policy, guiding day-to-day functioning of the school and build safe and effective spaces for learning and development.
2. **Physical environment of the school:** Schools must create a healthy physical environment.
 - size of the classrooms
 - good indoor climate, lighting, noise
 - interior design, furniture and facilities
 - hygiene
 - outdoor facilities
 - architecture
3. **Social environment / school's culture:** Schools must ensure quality of relationships among the students and between students and teachers, other staff and with the school leadership.
4. **Professional development:** schools must ensure that teachers and other school staff receive competence development to ensure quality on health education.

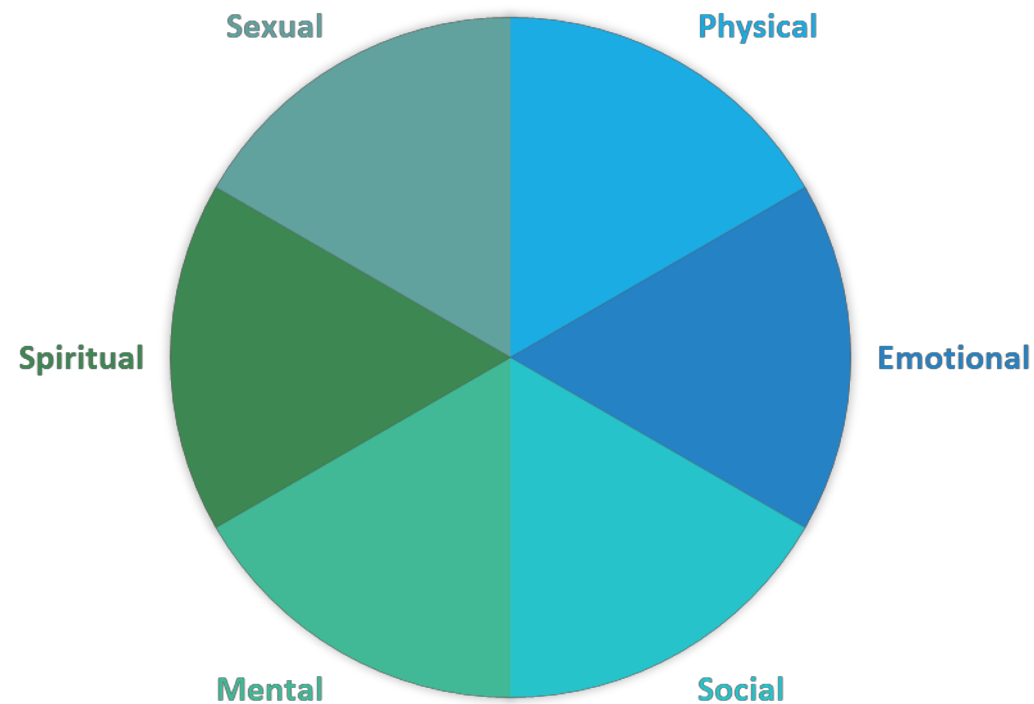
WSA principles

5. **Emergent curriculum:** Schools must promote individual health skills and action competencies through health education. Such curriculum is not only concerned with the key subjects and test results, but also considers the wider links between health, wellbeing, learning, play, personal and societal development.
6. **School health service partnership:** schools must collaborate with school health services health professionals to insure a systematically and coherent effort.
7. **Links with families and local community:** schools must collaborate with parents and families, with local authorities and other stakeholders.
8. **School leadership:** school leadership must support the professional collaboration between the teachers, school nurses and other involved professional groups within the school.

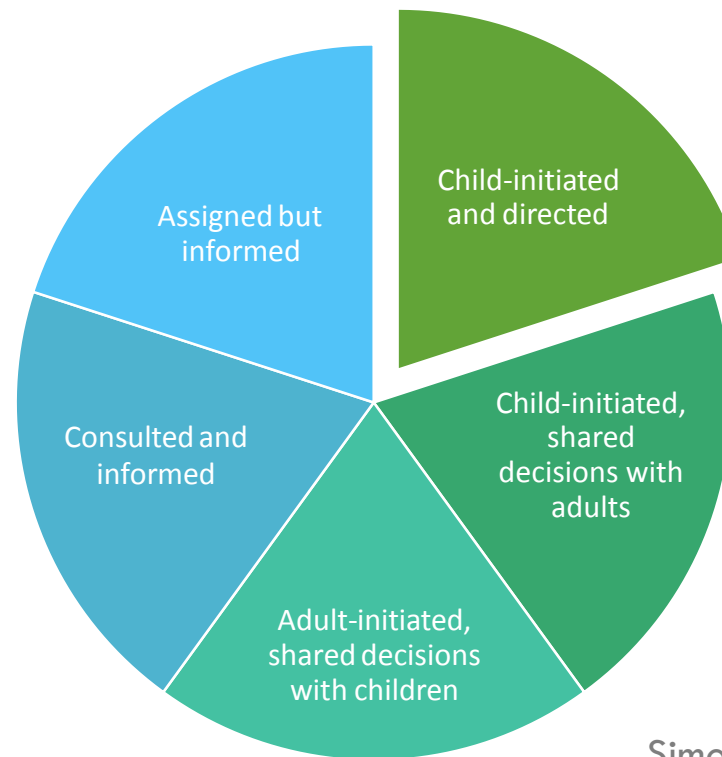
3 pillars in school health promotion



A holistic approach to health



Non hieratical form of participation



Simovska, 2005, after Hart, 1997

The IVAC approach



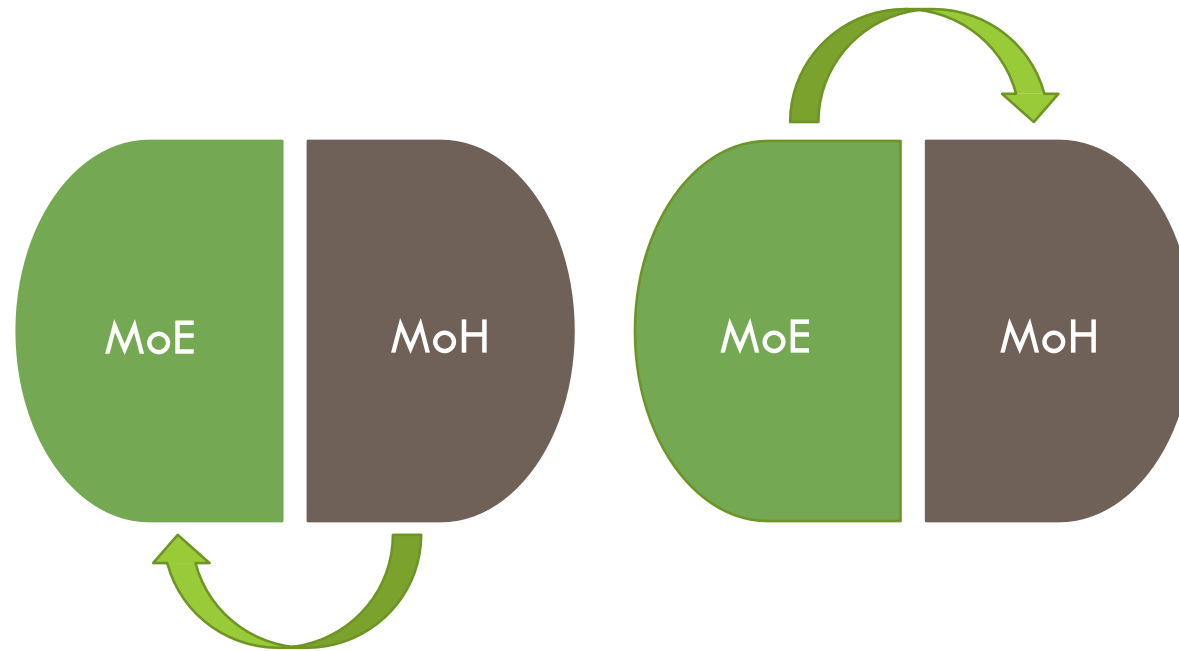
(Simovska et al., 2006)

Operationalizing the concept of participation

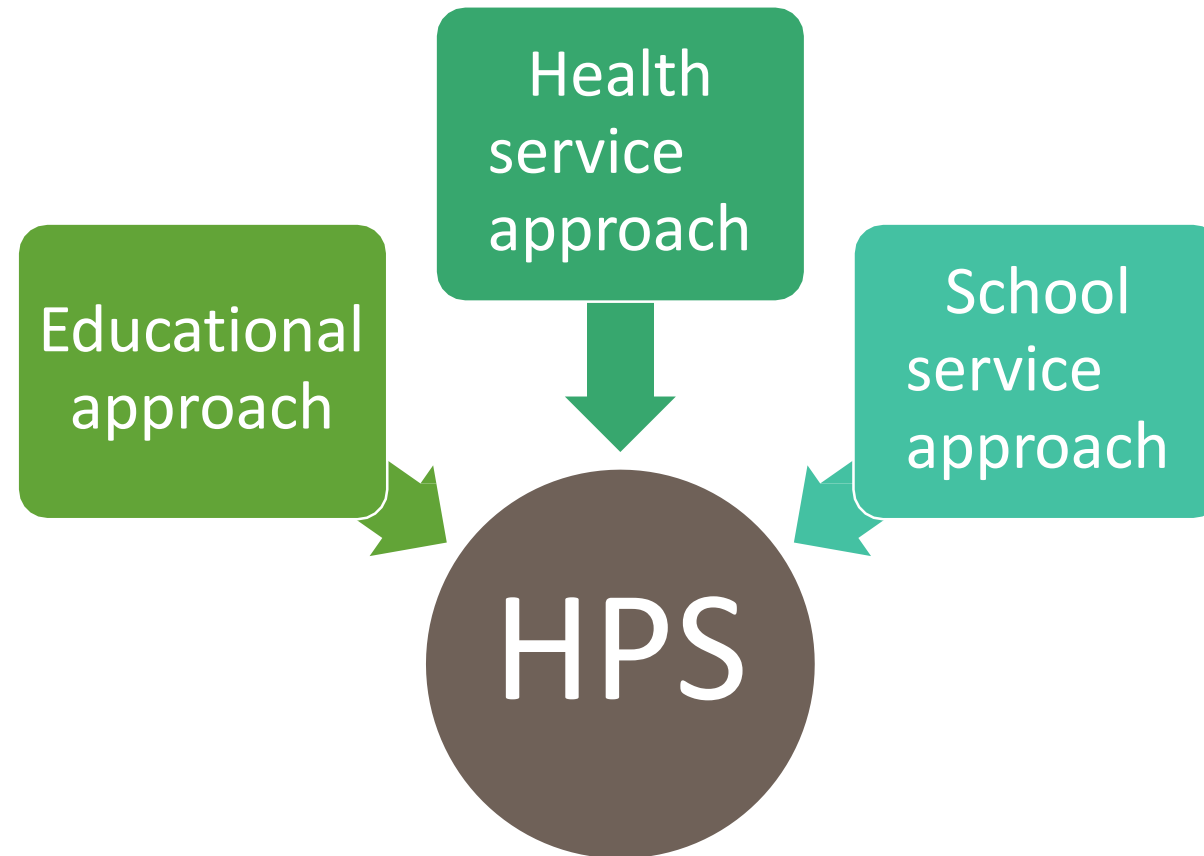
	A. Involved in the project	B. Selecting the theme	C. Investi- gation	D. Vision/ goals	E. Actions	F. Evalua- tion/ follow-up
5. Young people suggest, dialogue, common decisions with adults						
4. Young people suggest, dialogue, young people's independent decisions						
3. Adults suggest, mutual dialogue, common decisions						
2. Adults suggest, no dialogue, young people accept or reject						
1. Given decisions (by adults, legislation etc.), no dialogue, young people clearly informed						

Simovska & Jensen, 2009

General challenges in applying HPS

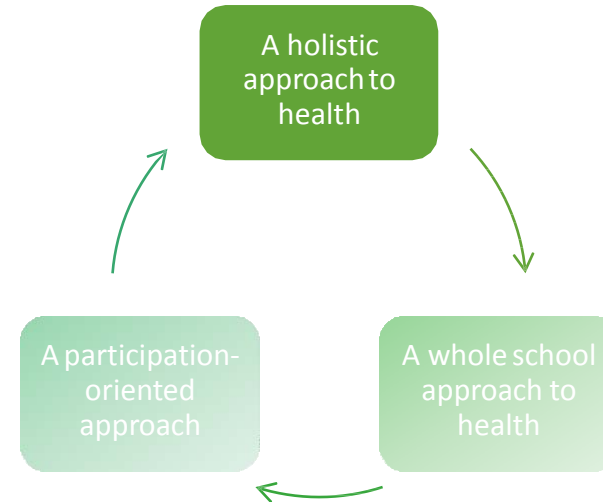


Different approaches to HPS



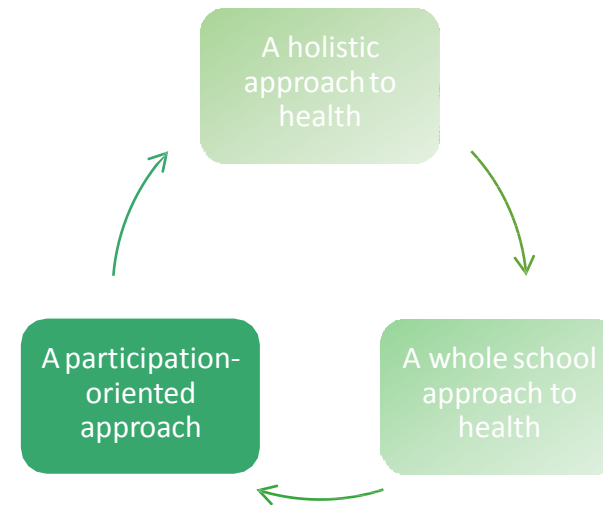
General challenges in applying HPS

- Only focus on traditional health subjects.



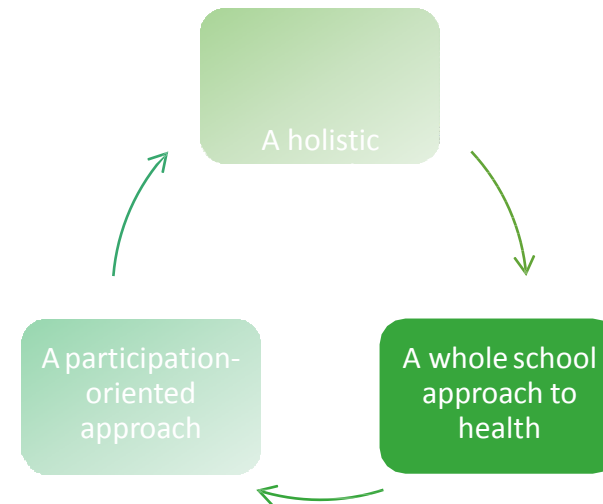
General challenges in applying HPS

- Lack of student involvement.

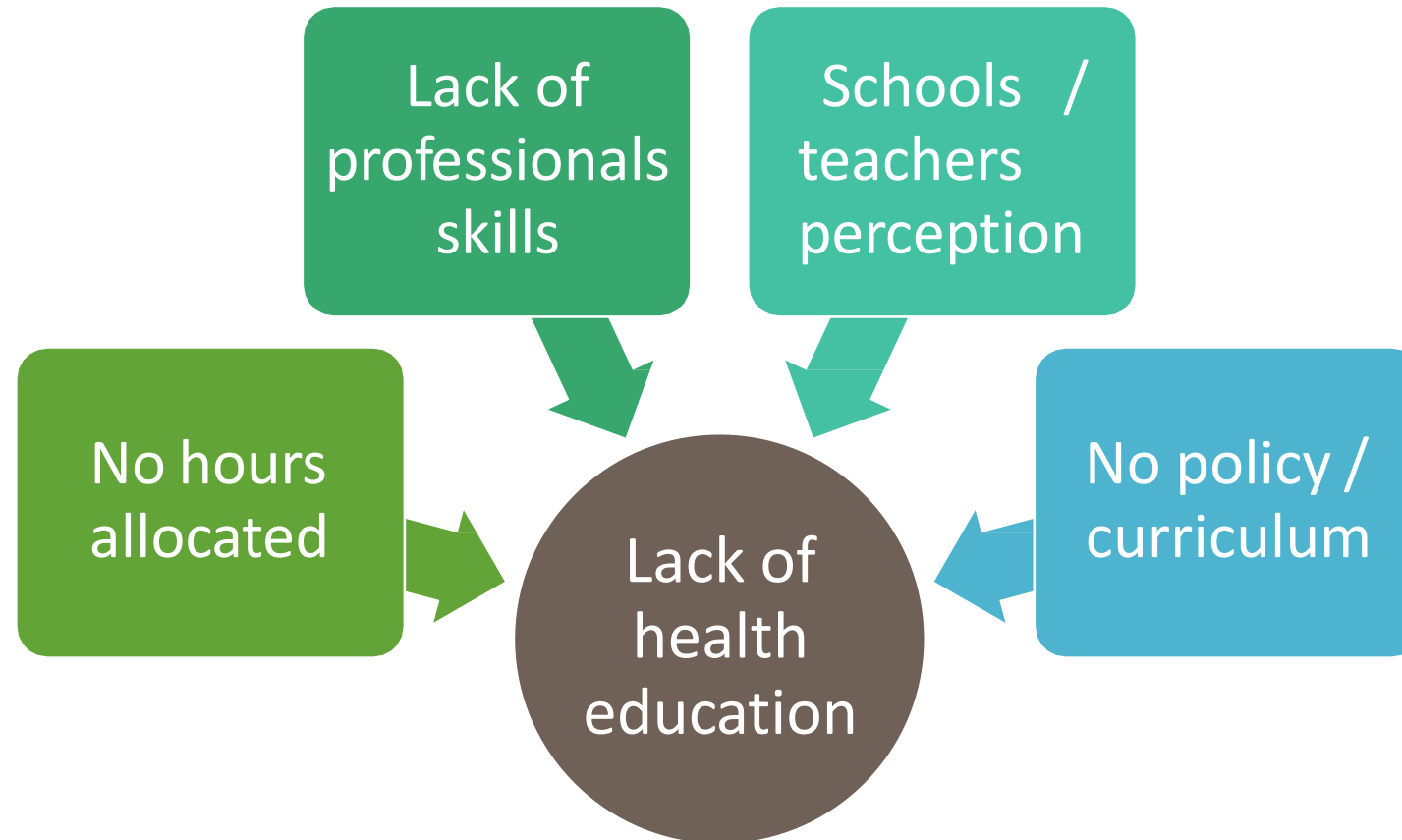


General challenges in applying HPS

- Lack of community links.
- Lack of collaboration between school and health service.
- Lack of health education.



Lack of health education in general



HPS implementation in Denmark

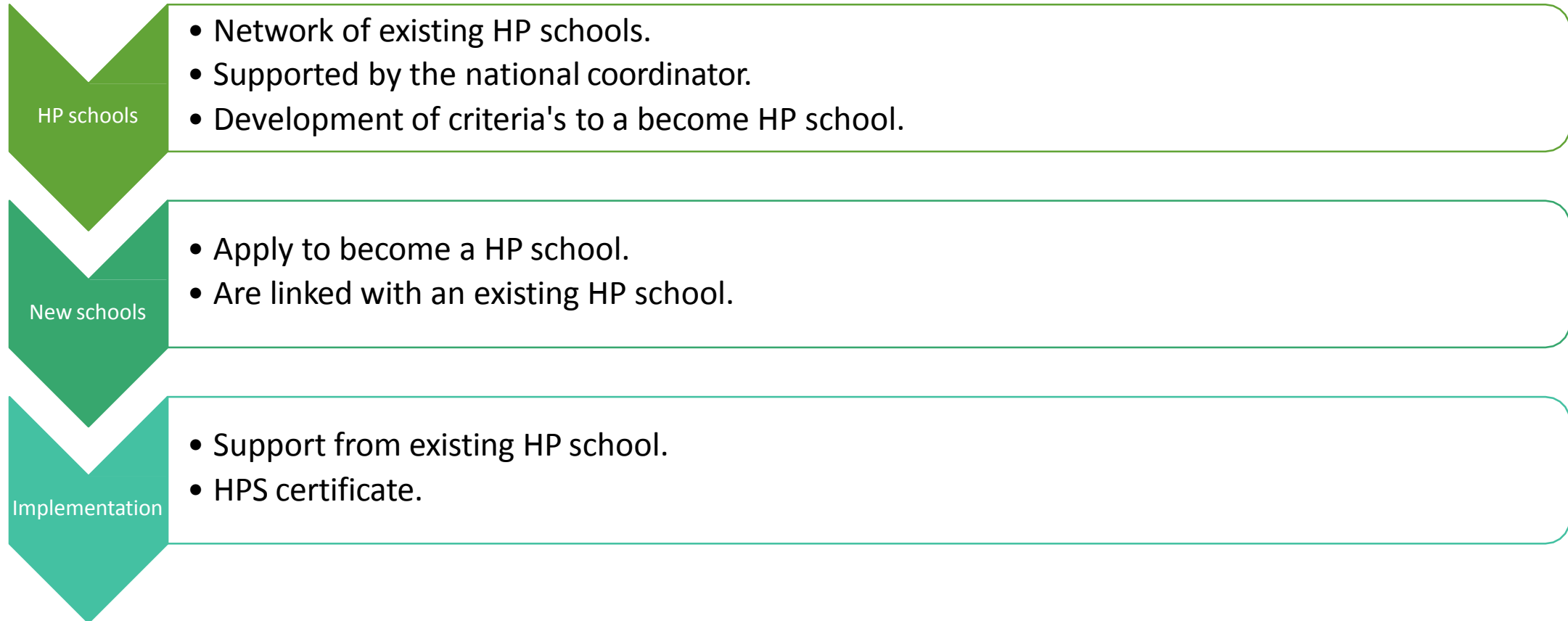
- A national policy on health and well-being in schools.
- A national curriculum focusing on all aspects of HPS.

- BUT no hours allocated.
 - Lack of priority
 - Lack of professionals skills
 - Schools / teachers perception

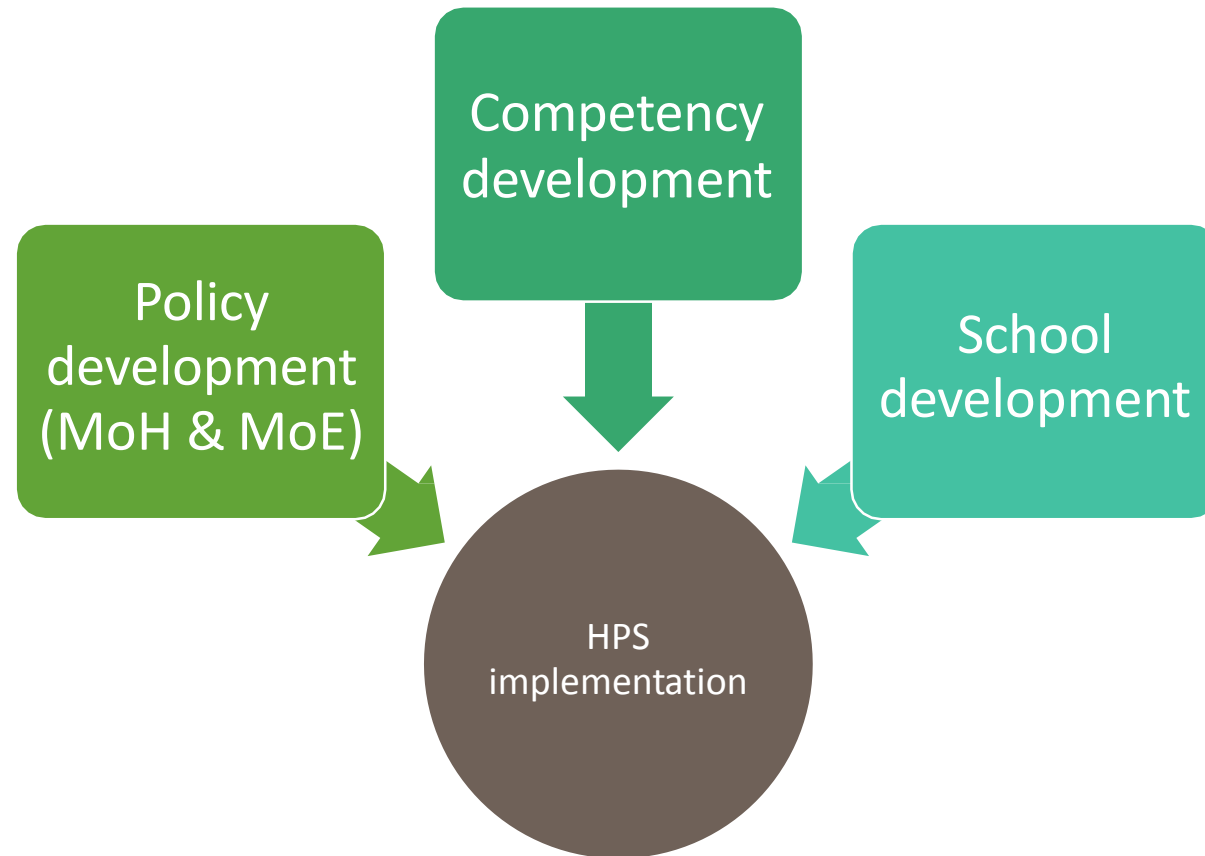
HPS implementation in Italy

- Development of the “Lombardian model” (cultural adaption of the SHE-approach).
- Close collaboration between Regione Lombardia and MoH.
- Lobbying in other regions.
- National conference presenting the “Lombardian model”.
- Collaboration between MoH and MoE.
- National policy on school health promotion.

HPS implementation in Croatia



HPS implementation in Kazakhstan

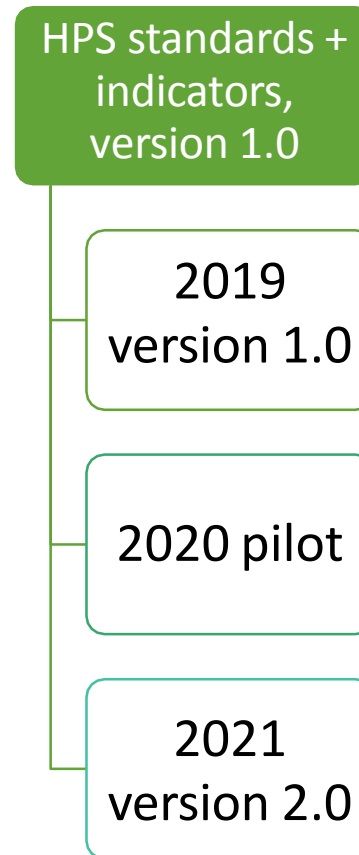


Different country focus

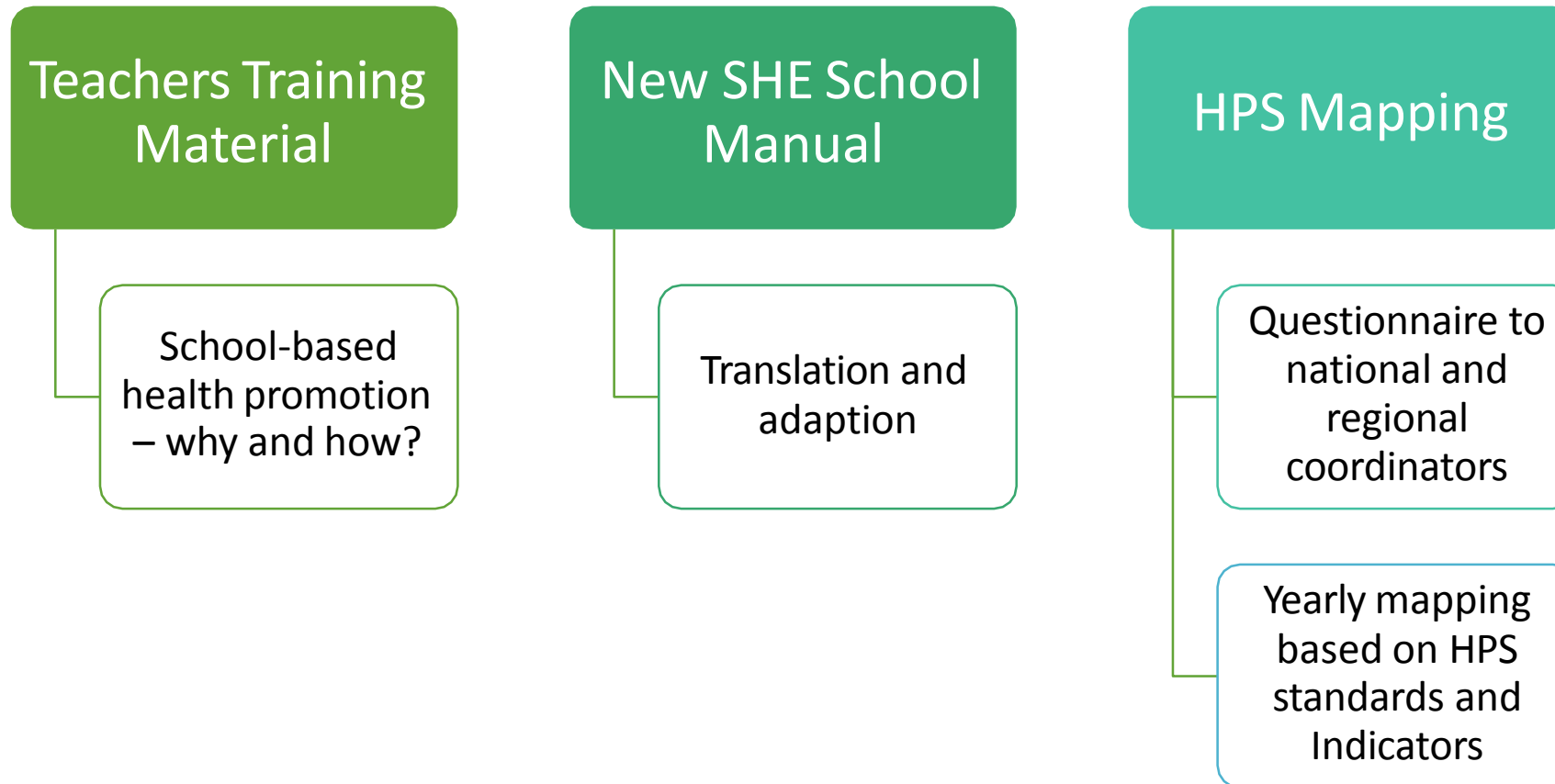
Scotland	Croatia	Iceland	Denmark
A whole-school approach integrating health promotion into every aspect of school life	Re-orienting health services towards HPS through training	Promotion healthy lifestyles by facilitating and acquisition of relevant knowledge and skills	Students' active participation

A need for standards and indicators

- Implication: How do we acknowledge country differences and needs?



SHE activities 2019



SHE activities 2019

SHE factsheet
no 5

State of the art
on school health
promotion

Animated
video

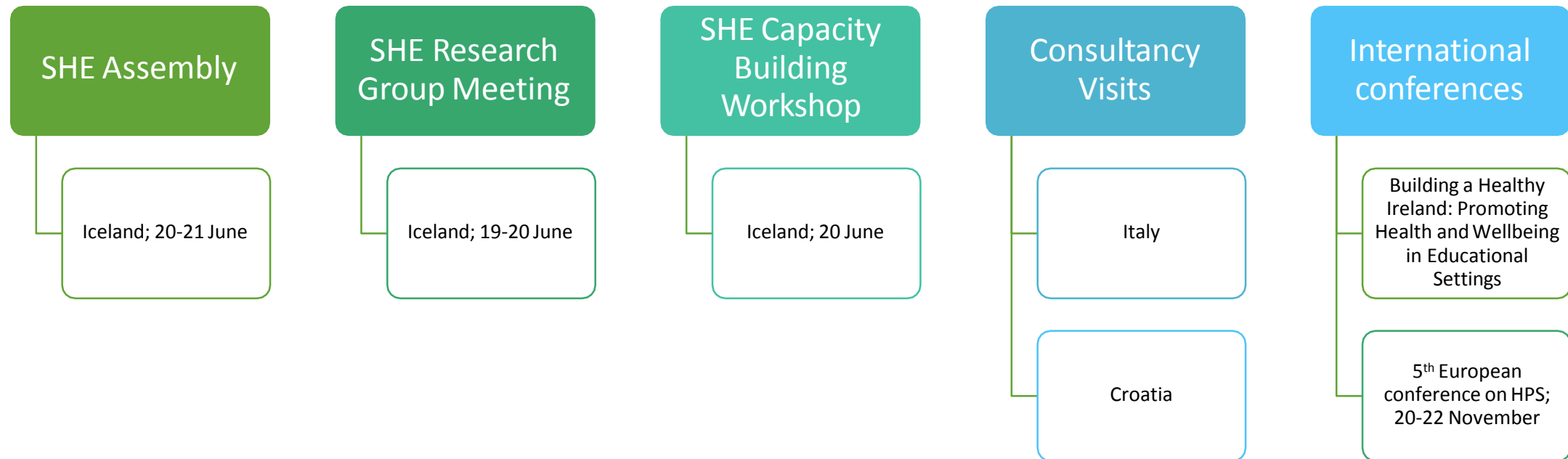
State of the art
on school health
promotion

SHE online
glossary

SHE academy

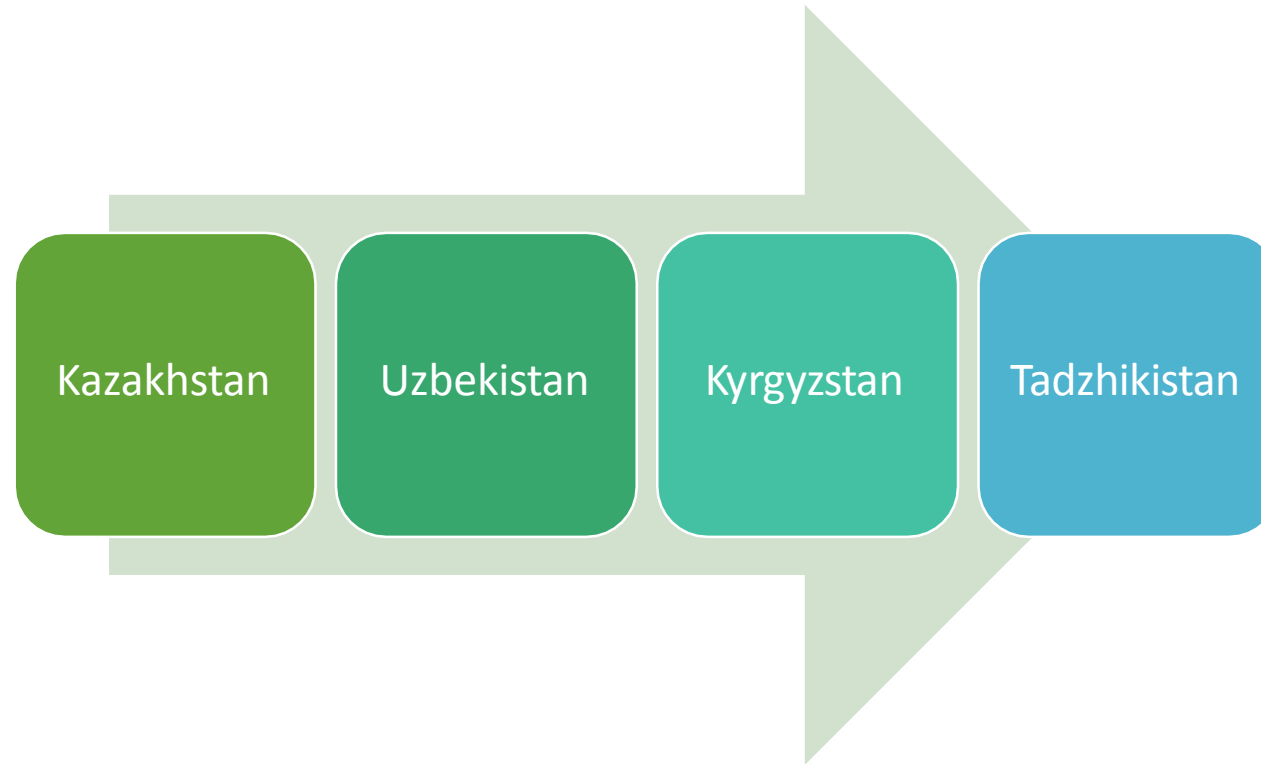
Lyon, France; 4-6
November

SHE activities 2019



SHE activities 2019

- Country missions together with WHO and SHE Branch Office in Moscow.



SHE activities

- SHE newsletter.
- SHE social media.
- SHE helpdesk.



S·H·E

Schools for Health in Europe

Schools for Health in Europe

Network Foundation

p/a UC South Denmark

Lembckesvej 7

6100 Haderslev - Denmark

www.schoolsforhealth.org