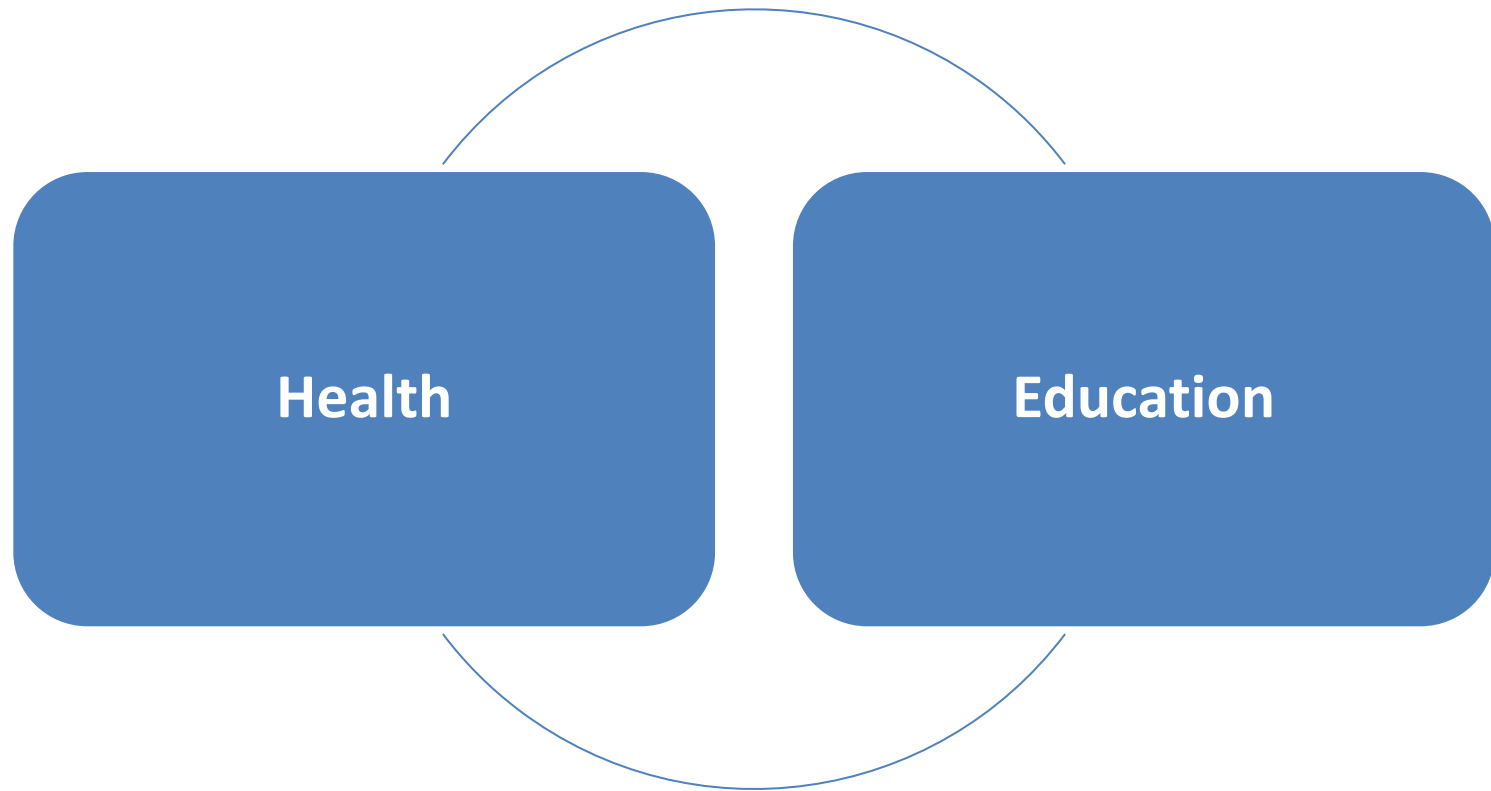# Education promotion through health
Status and perspectives of the good healthy schools

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Linking Health and Education

Health

Education

Key concepts / Agenda of topical issues (McCall 2011)

(1) **Basic functions of school**

(2) School reform vs. school improvement

(3) Effective or good schools

(4) Educational change theories and models

(5) Congruence with current theories and models of learning

(6) Diverse types and sizes of schools

(7) Schools serve diverse types of communities

(8) Segmented layers and roles in school systems

(9) Sociological makeup of teachers

(10) The work lives and career patterns of educators

Key concepts / Agenda of topical issues (McCall 2011)

(11) Lack of planning time, isolation when working and reluctance to collaborate with other teachers or professionals

(12) Professional norms in education

(13) Socio-political norms and ideologies that govern and constrain schools and educators

(14) Educator perceptions of health, social development, safety & similar programs

(15) Teacher education: Pre-service training

(16) Teacher & staff development models and methods

(17) The front-line and middle manager: School principal / headmaster

Key concepts / Agenda of topical issues (McCall 2011)

(18) School structures, organizations, routines

(19) The characteristics of school systems

(20) The complex nature of school ecologies

(21) Accountability and improvement processes in education

(22) Working with whole school models developed by educators

(23) Working with other comprehensicve approaches, coordinated agency-school programs and whole school strategies

(24) Sustainable models and planning from the outset to assure educators

(25) Using a capacity-building approach to strengthen integration within school mandates and constraints

Health and school

Health

Input	Throughput	Output / Outcome
Health behavior and **health status** of school staff and students	**Health education/ promotion / prevention:** Teaching, learning, doing health	**Health Education / promotion / Prevention:** Health Literacy; Well-Being; Health Behavior
Health quality of whole school as educational setting	**Health interventions :** Across all dimensions of school quality	**Health quality** of whole school as educational setting
		Work: Performance of staff;
		Health behavior and **health status** of school staff and students
Educational quality of whole school as educational setting	**Education:**	**Education**: School attainment; Academic performance;

Health and schools

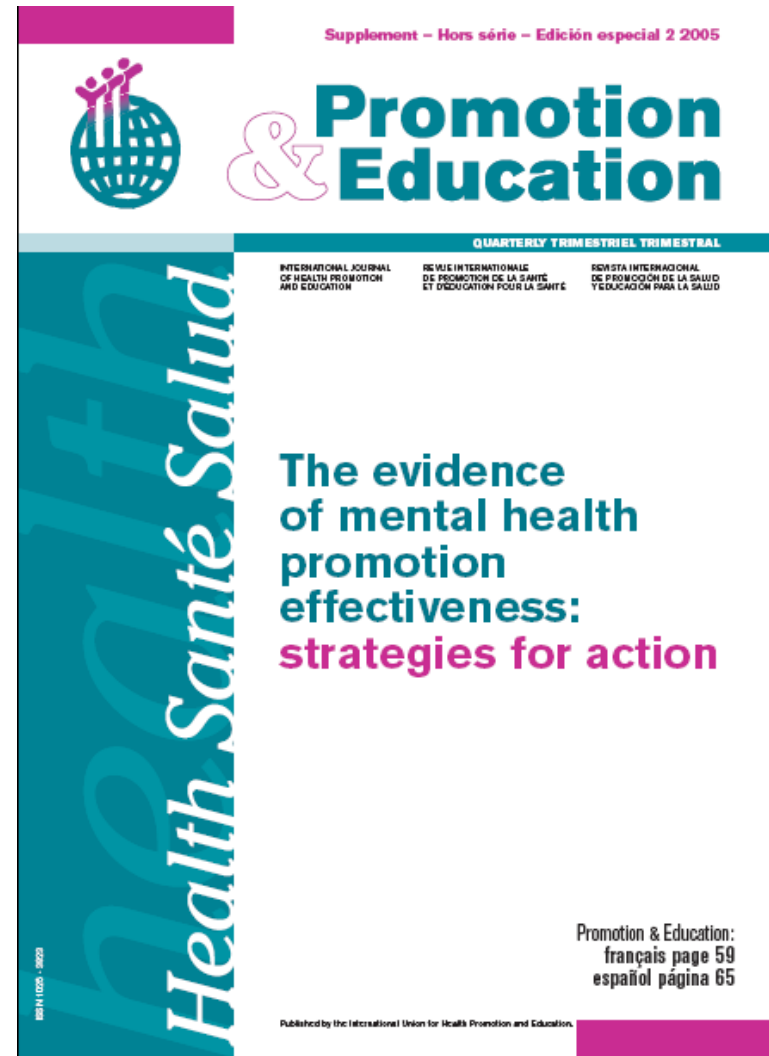**(1) Schools promote** → **Health**

(2) Health promotes → **Schools**

Evidence base for health promotion in the school setting: The case of mental health promotion
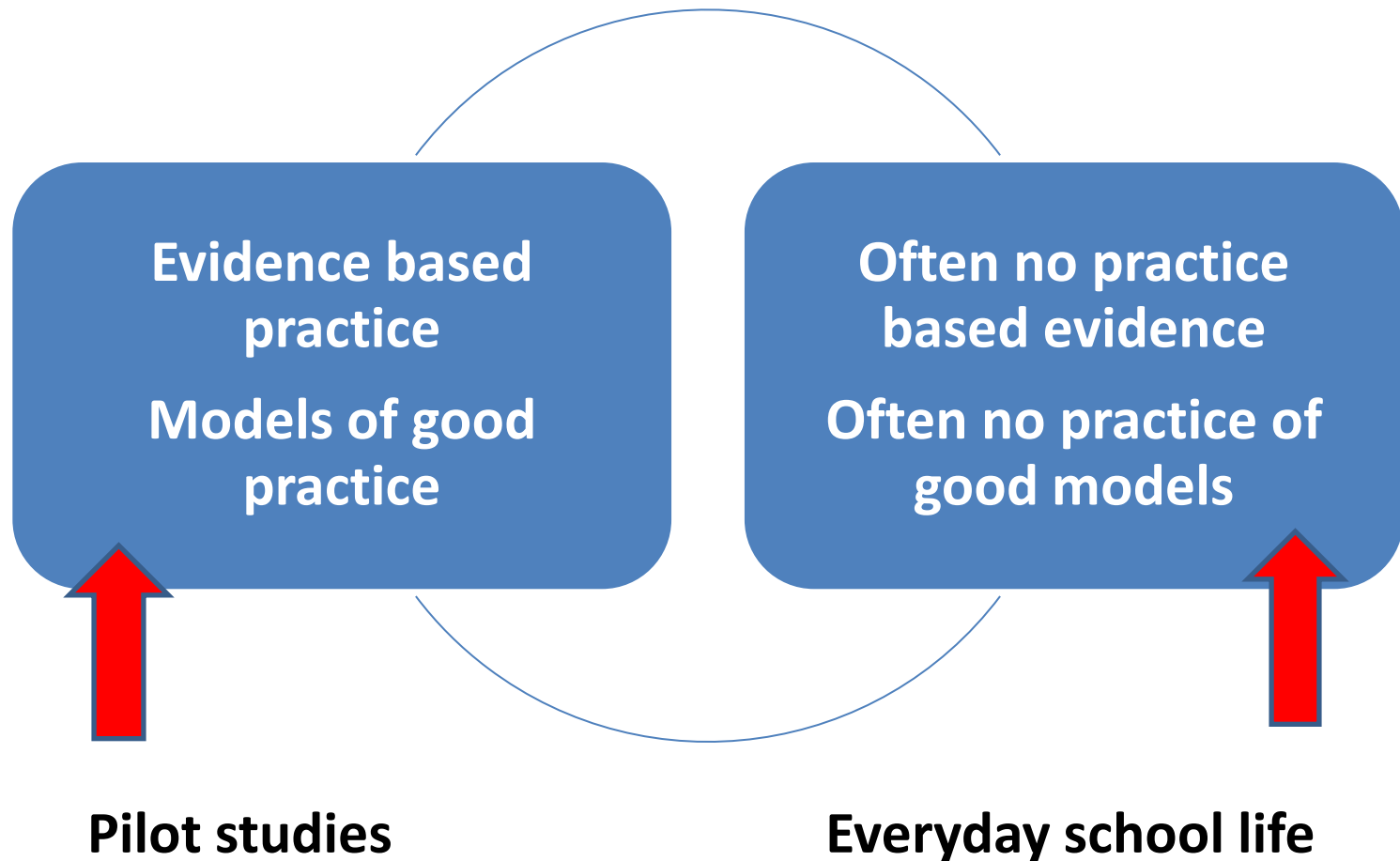
„Evidence from systematic reviews and interventions trials on mental health promotion in schools highlights that comprehensive programmes that target multiple health outcomes in the context of co-ordinated whole school approaches are the most consistently effective approach"

(Jané-Llopis, Barry, Hosman & Patel 2005, p. 13)

Supplement – Hors série – Edición especial 2 2005

Promotion & Education

QUARTERLY TRIMESTRIEL TRIMESTRAL

INTERNATIONAL JOURNAL OF HEALTH PROMOTION AND EDUCATION

REVUE INTERNATIONALE DE PROMOTION DE LA SANTÉ ET D'ÉDUCATION POUR LA SANTÉ

REVISTA INTERNACIONAL DE PROMOCIÓN DE LA SALUD Y EDUCACIÓN PARA LA SALUD

The evidence of mental health promotion effectiveness: strategies for action

Health Santé Salud

Promotion & Education:
français page 59
español página 65

Published by the International Union for Health Promotion and Education.

Reality of setting based approaches in school health promotion

Evidence based practice

Models of good practice

Often no practice based evidence

Often no practice of good models

Pilot studies

Everyday school life

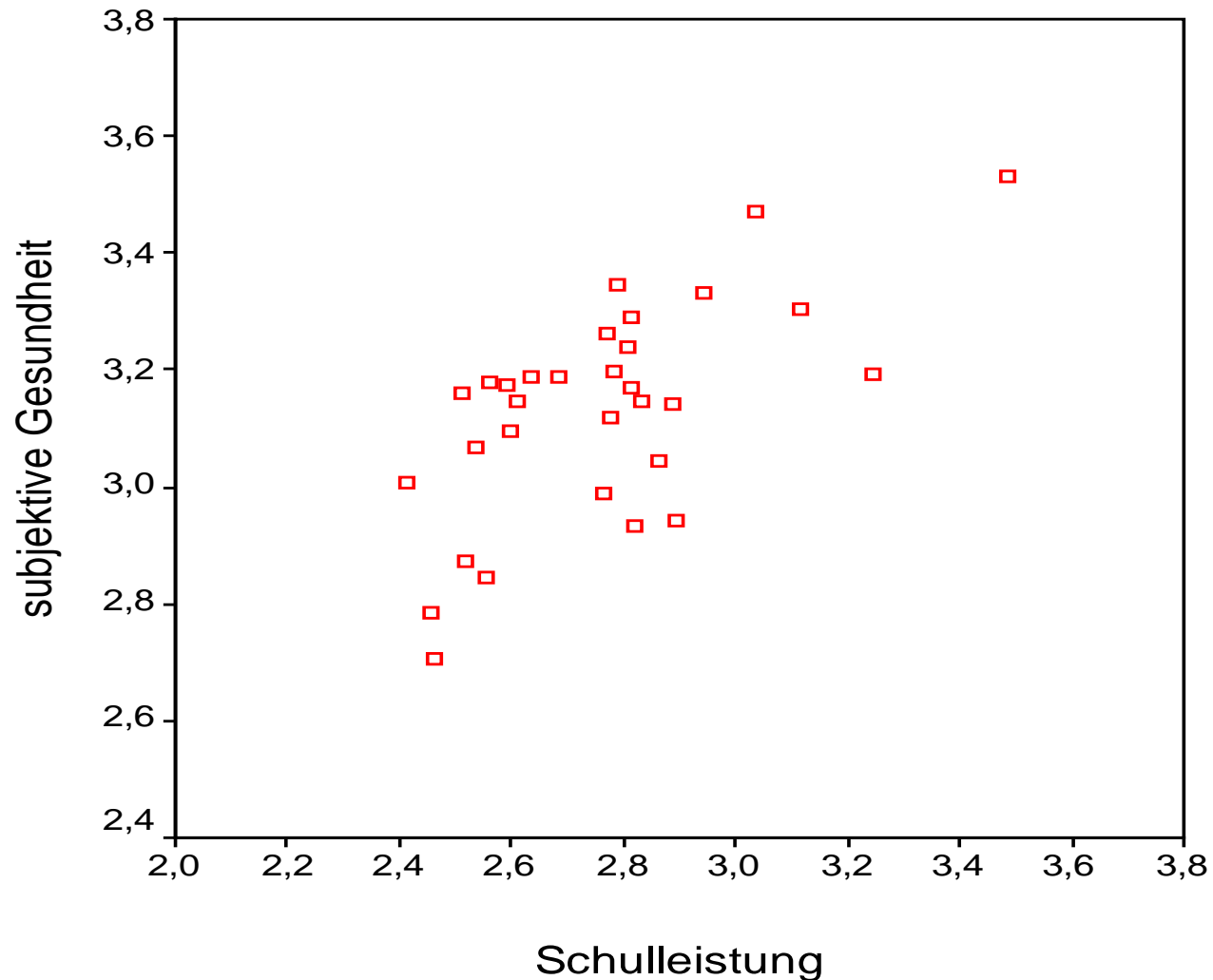# The health promoting school approach: successes and failures

- Health Promoting School approach was a innovative step forward in the 1990 away from traditional health education

- Approx. only 14% of all schools in Germany state that they work with a health promoting school approach (Paulus & Witteriede 2008)

- Much less do it really

- Teachers (and principals) often feel that dealing with health (probems) in schools is not their core business

- Feel not well trained to cope with these problems

- Experience it as an extra burden

Health and education

"**Good health supports successful learning. Successful learning supports health. Education and health are inseparable.**"
(Desmond O´Byrne, WHO-Headquarter Geneva, 2001)

Health and educational outcomes
Source: WHO-HBSC-Survey 2002, international Dataset

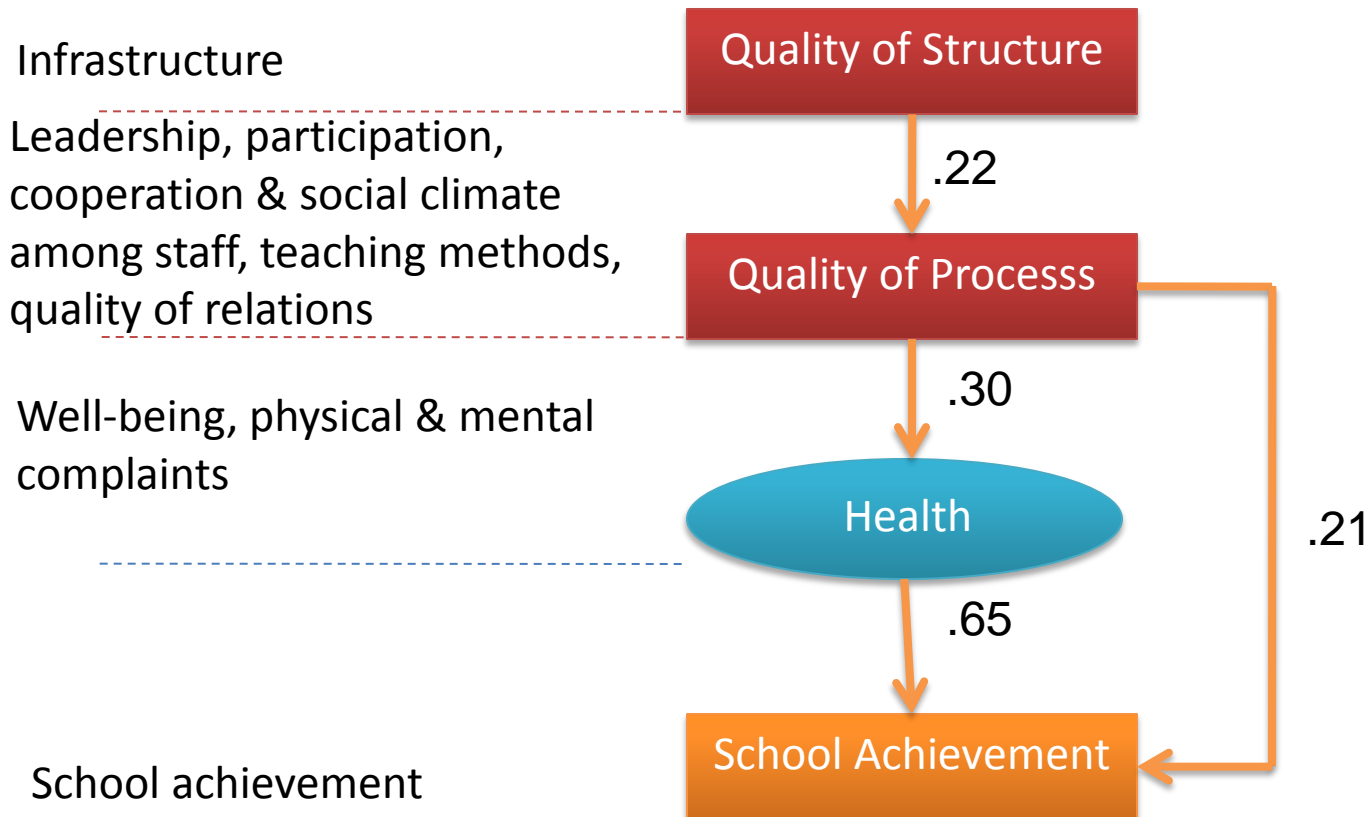Correlation of school achieve-ment and subjective health (Mean scores of 35 countries n =162.305 ; r = 0,696)

**Relationship between health and education.
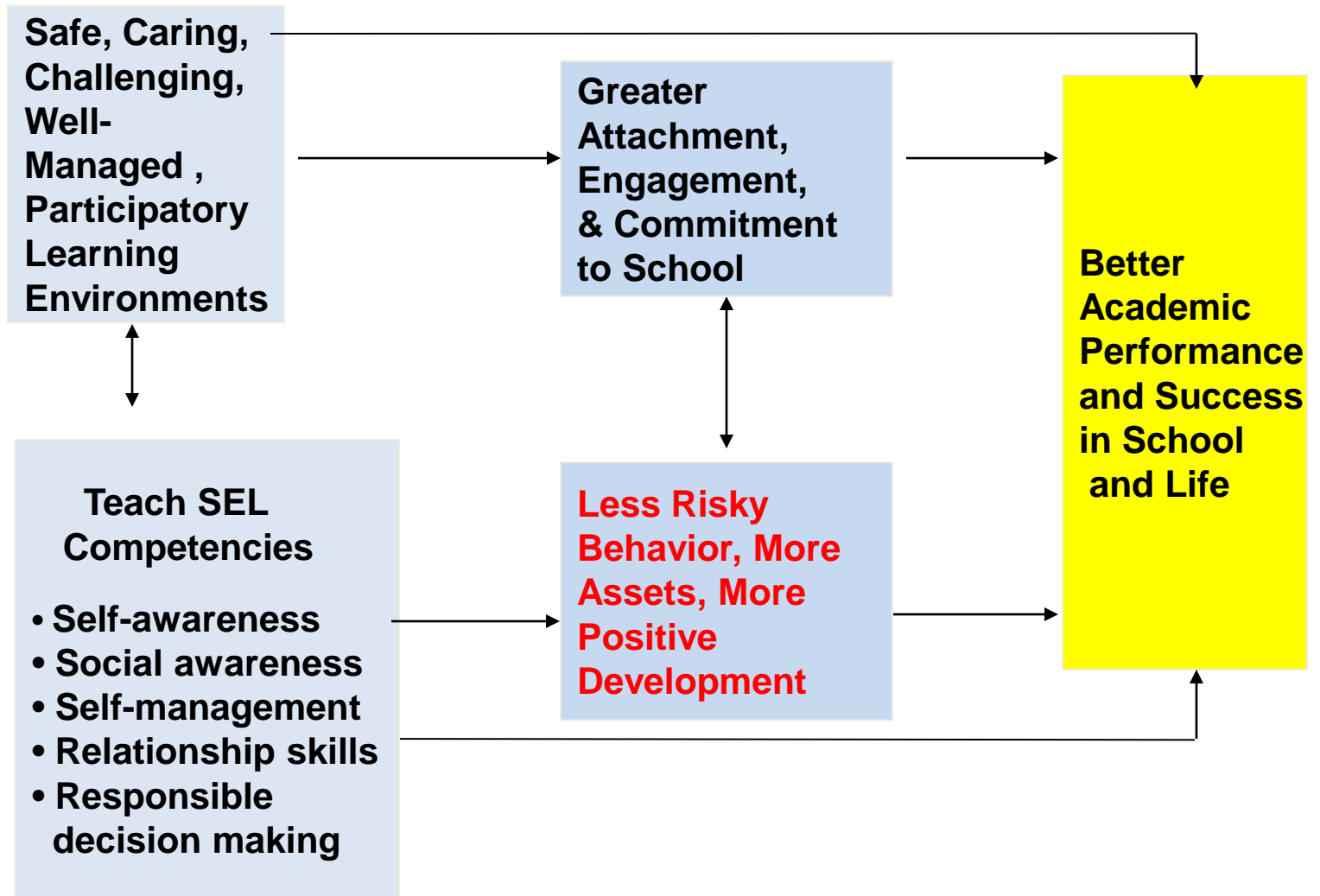Results from 42 longitudinal studies** (Dadaczynski, in press)

overweight,

obesity,

reduced physical activity,

mental health problems

school performance,

school attendance,

school attainment

Health and school achievement: Results from the HBSC-Study

Infrastructure

Quality of Structure

Leadership, participation, cooperation & social climate among staff, teaching methods, quality of relations

.22

Quality of Processs

.30

Well-being, physical & mental complaints

Health

.65

.21

School Achievement

School achievement

Griebler et al., 2009

How Social and Emotional Learning (SEL) supports good outcomes for kids (www.casel.org)

Safe, Caring, Challenging, Well-Managed , Participatory Learning Environments

Greater Attachment, Engagement, & Commitment to School

Better Academic Performance and Success in School and Life

Teach SEL Competencies

- **Self-awareness**
- **Social awareness**
- **Self-management**
- **Relationship skills**
- **Responsible decision making**

Less Risky Behavior, More Assets, More Positive Development

Changing the perspective: From school health promotion to education promotion through health

„Better Schools through Health"

Better Schools through Health:
the Third European Conference
on Health Promoting Schools

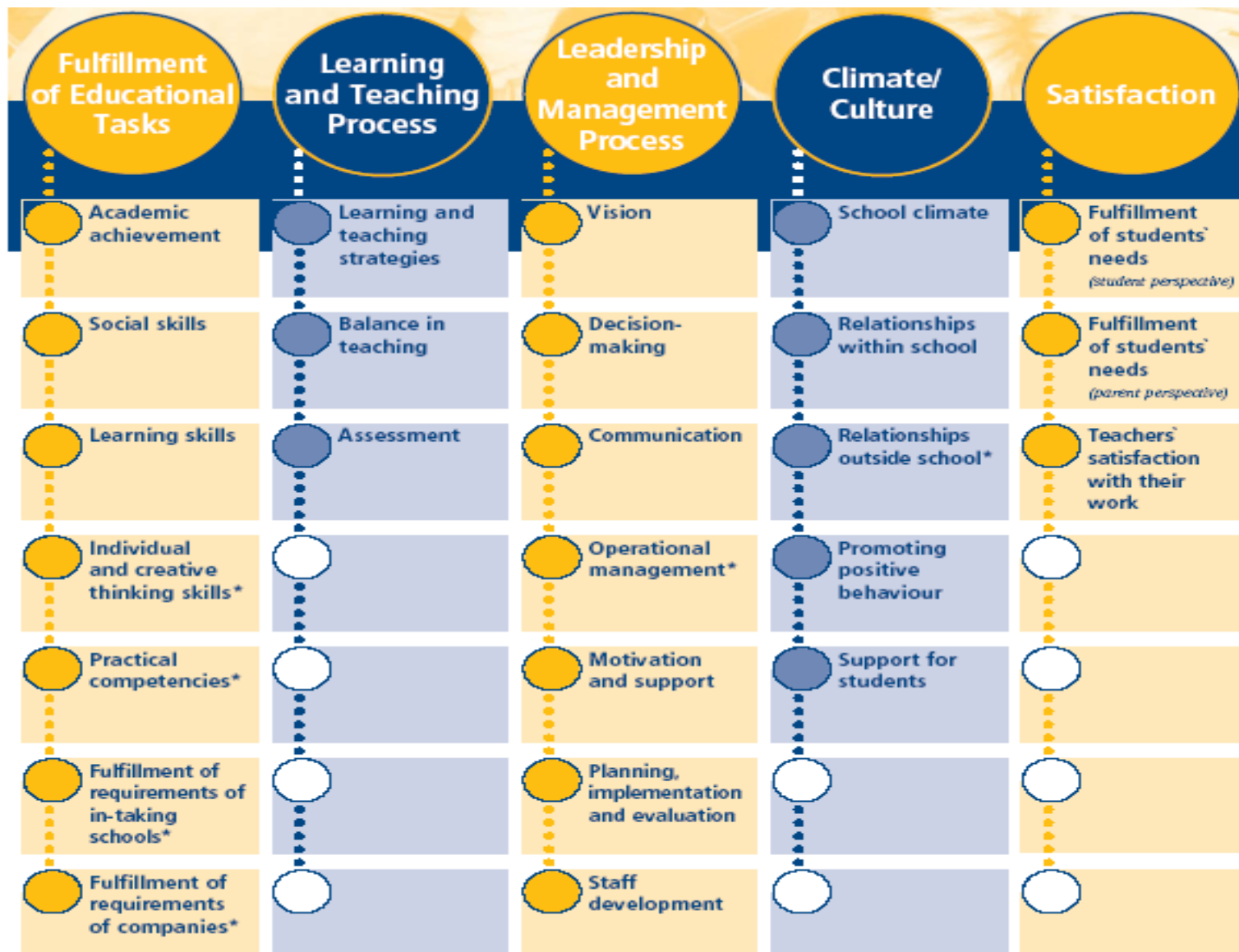15–17 June 2009, Vilnius, Lithuania

Good healthy school: A paradigmatic shift in school health promotion

- Linking health and education in an innovative way

- Crossing the river: From health to education

- Bringing health for education to schools

- Health as an input and throughput for teaching, learning and educational school development

- Health as a driver of education

- Changing the perspective: What has health to offer education in schools?

- Final aim is to promote education through or with health

- „To make good schools through health"

Linking health and education: „The good healthy school"

- The good healthy school

  …is a school clearly committed to work on the quality dimensions of a good school

  …applies special health interventions in order to fulfill the demands of school quality

  … has as its overarching aim, the sustainable and efficient increase of its teaching and education quality.

Quality of a good school – SEIS-Concept

Fulfillment of Educational Tasks	Learning and Teaching Process	Leadership and Management Process	Climate/ Culture	Satisfaction
Academic achievement	Learning and teaching strategies	Vision	School climate	Fulfillment of students' needs (student perspective)
Social skills	Balance in teaching	Decision-making	Relationships within school	Fulfillment of students' needs (parent perspective)
Learning skills	Assessment	Communication	Relationships outside school*	Teachers' satisfaction with their work
Individual and creative thinking skills*		Operational management*	Promoting positive behaviour	
Practical competencies*		Motivation and support	Support for students	
Fulfillment of requirements of in-taking schools*		Planning, implementation and evaluation		
Fulfillment of requirements of companies*		Staff development		

Indicators of a good healthy school.
The case of mental health

Health Promoting Schools Resource

Health Promoting Schools Resource

European Network of Health Promoting Schools
Technical Secretariat
WHO Regional Office for Europe
8 Scherfigsvej
DK-2100 Copenhagen, Denmark

http://www.euro.who.int/ENHPS

(2) Learning and teaching process

Learning and teaching strategies

In the good healthy school…

► the rooms, seating arrangements, furniture and ambience are created with health-promoting principles in mind (e.g. offering emotional security, enabling sufficient mobility, eye-contact between pupils and ensuring sufficient fresh air supply)

► health-promoting aspects are considered with respect to organisation of time-tables (e.g. avoiding work-overloading, providing opportunities for activity, taking refreshments, relaxation)

► active and ergonomical learning and living are introduced as a natural element of school-life (classes, playground/ playtime, fitness rooms, time-out rooms, active classrooms, health-promoting staff-rooms)

(2) Learning and teaching process

Balance in teaching

In the good healthy school…

► staff are concerned that pupils understand lessons as comprehensible and meaningful and are thus supported in their behavioural capacities/skills (self-effectiveness, self-esteem)

► specifically designated extracurricular venues are involved (e.g. sport clubs)

► staff ensures interdisciplinary teaching of health matters, including "practising what they preach"

(3) Leadership and management process

Vision

In the good healthy school…

► good health is integrated into school curricula as a concept with content and method

Decision making|Communication

In the good healthy school…

► staff cooperates with frankness and trust when developing collectively plans pertaining to teaching and upbringing, hereby furthering their self-confidence

(3) Leadership and management process

Operational Management

In the good healthy school…

► an optimal supply is offered of suitable types of sports activities fulfilling pupils´ requirements for movement, sufficient, accessible games and sports facilities, ergonomically designed furniture

► attention is paid to correct lighting, good ambience (e.g. ventilation), protection from toxins, reduction of noise, cleanliness and hygiene (e.g. toilet facilities)

► the school administration ensures the existence of a well-functioning security system (health-care, safety at work, fire-prevention, evacuation plans, fittings and equipment)

…

(3) Leadership and management process

Operational Management

In the good healthy school…

….

► the school administration acts as a role model through responsible moral behaviour (i.e. lives healthy, does not smoke…)

► the school administration organises the creation of a team of persons who are responsible for health matters pertaining to the school in which they work

► nutrition is ensured in the shape of healthy breakfasts/lunches, cafeterias, supply of milk, sufficient drinking water

(3) Leadership and management process

Motivation and Support

In the good healthy school…

► constructive problem-solving strategies for dealing with pressures at work are developed with members of staff

Planing, Implementation und Evaluation

In the good healthy school…

► a "status quo" analysis of the health- and educational situation of the school allows for tailored planning of health-promoting measures

► regular evaluation of the health- and educational quality of the school is made

(3) Leadership and management process

Staff Development

In the good healthy school…

► the school administration is aware of work-related physical and psychological pressures are brought to bear on the staff, and implements measures to keep them to a minimum

(4) Climate and culture

Promoting positive behaviour

In the good healthy school…

► rules of behaviour governing social interaction of all school participants are developed together with pupils

► modes of coping with crises and conflict are offered for all members of school (moderators, mediators, psychological advice/ guidance

Support for students

In the good healthy school…

► there are support systems for newcomers (e.g. mentors) and school-leavers(e.g. partnerships/ networks for practical training courses/ internships/apprenticeships, further-education application information evenings)

(4) Climate and culture

School climate

In the good healthy school…

► the school makes sure that all members (pupils, staff, parents) are given the opportunity to participate (e.g. in "health-circles" in which all parties are represented)

► gender -specific differences are administered to with respect to how healthy living is experienced or put into practice ("Gender Mainstreaming")
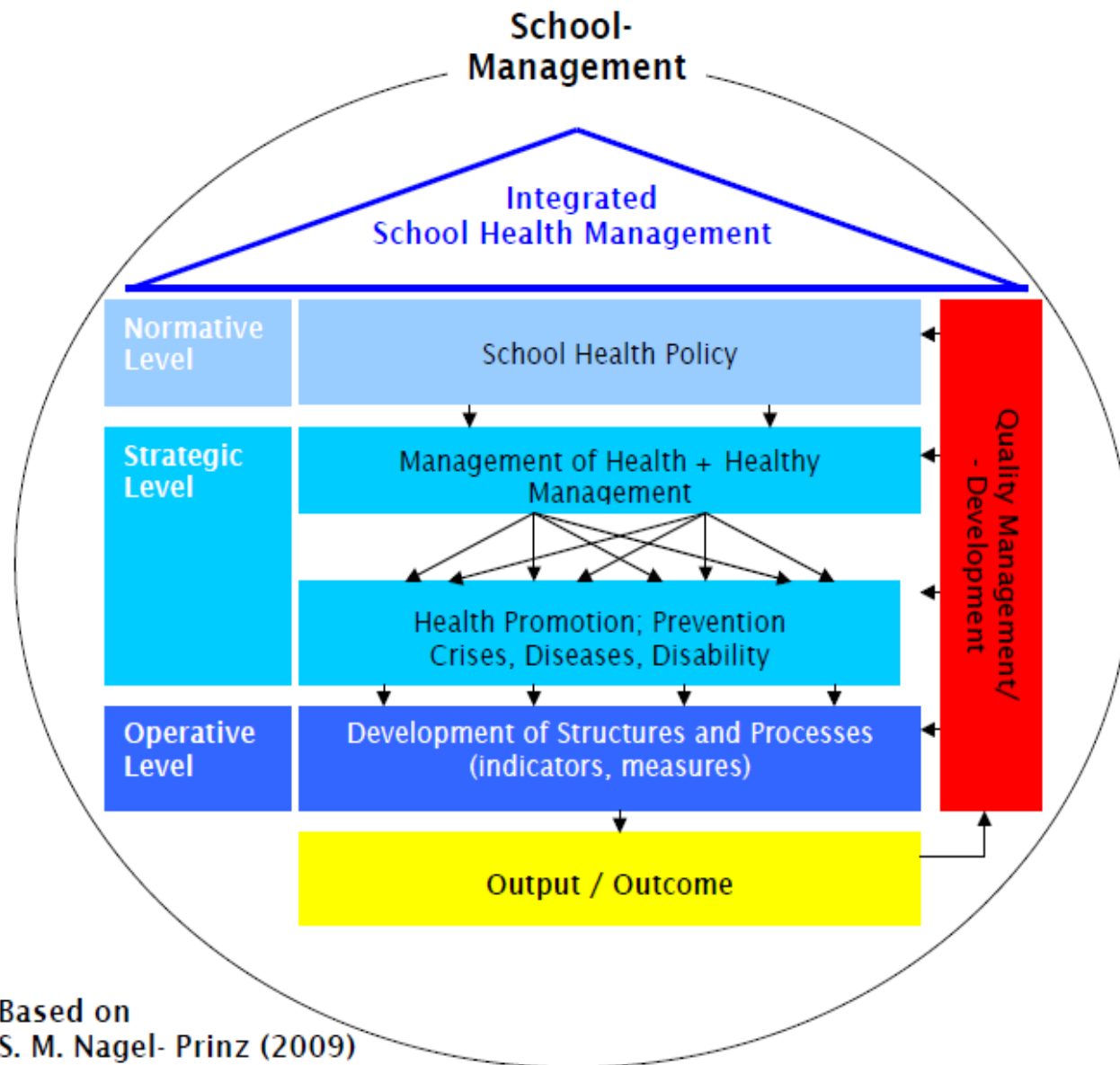
(4) Climate and culture

Relationships within school

In the good, healthy school…

► various social gatherings, like meetings on good-health information, nutrition counselling, cooking and relaxation /leisure courses, sports activities etc., encourage solidarity between all members of the school (including parents) and greater identification with the school

Integrated school health management

School-Management

Integrated School Health Management

Normative Level	School Health Policy
Strategic Level	Management of Health + Healthy Management
	Health Promotion; Prevention Crises, Diseases, Disability
Operative Level	Development of Structures and Processes (indicators, measures)

Quality Management/ - Development

Output / Outcome

Based on
S. M. Nagel- Prinz (2009)

Health and school development
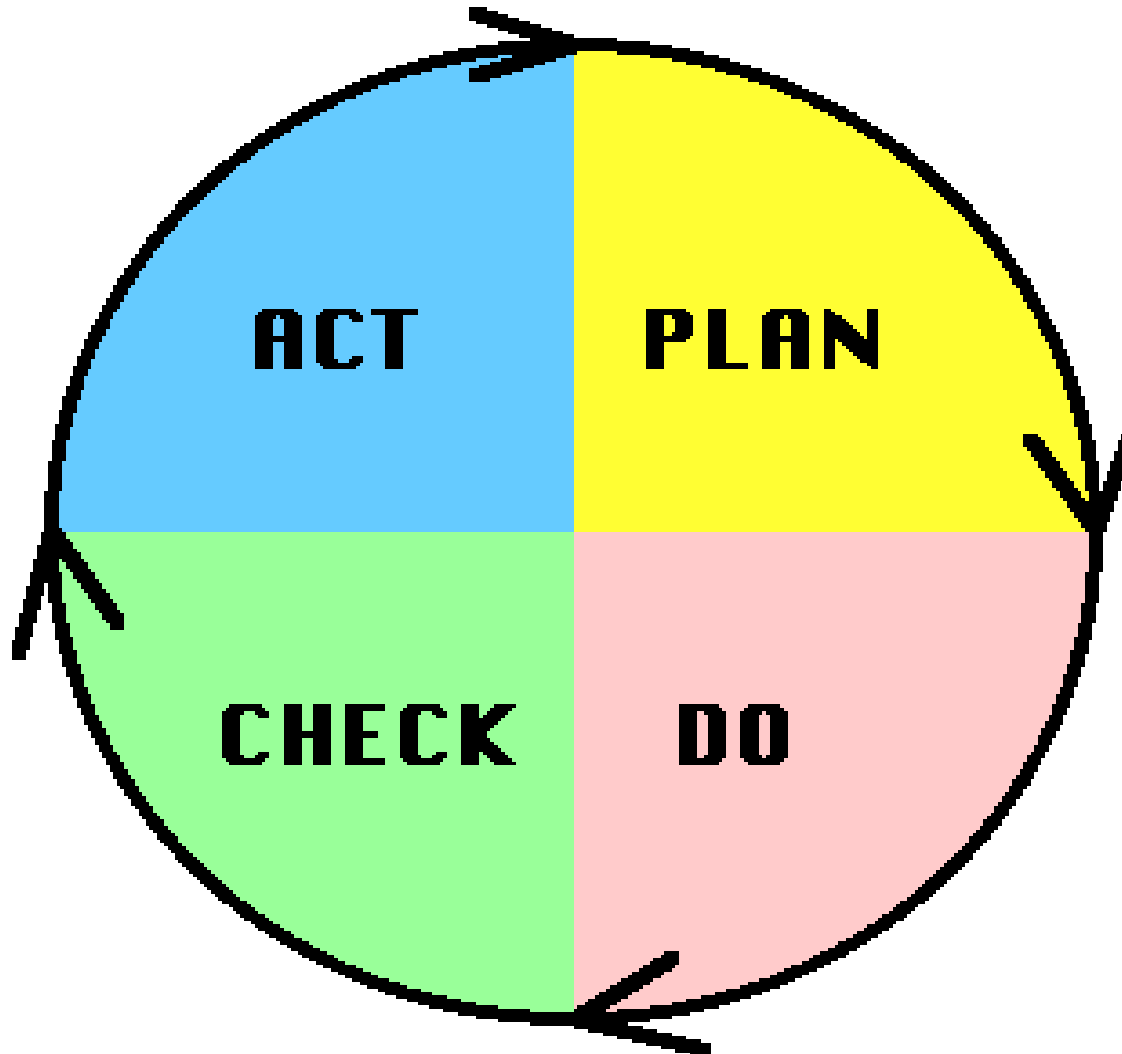
Anschub.de – Program for the good healthy school

Anschub is an

www.anschub.de

Allianz für
nachhaltige
Schulgesundheit
und
Bildung in

Deutschland

Anschub is nation wide programme in five states („Länder") in Germany with more than 2000 schools and more than 60 institutions involved

Good schools with mental health

A ressource for secondary schools

MindMatters and the good healthy school: Improving schools with mental health

Schools for Health in Europe (SHE)

- www.schoolsforhealth.nl

Acting for better schools, leading to better lives

Further developments

Linking good healthy school with good healthy growing up of children and young people

Linking good healthy school development with good healthy community development

Growing up needs more than a school

- „It takes a village to raise a child to be a healthy and well educated child"

- But also: „A child needs a village to grow up good and healthy"

Eight features of positive developmental settings : Creating good healthy schools
(Larson, Eccles and Apellton Gootman 2004)

- Physical an psychological safety

- Clear and consistent structure and appropriate supervision

- Supportive relationships

- Opportunities to belong

- Positive social norms

- Support for efficacy and mattering

- Opportunities for skill building

- Integration of family, school and community efforts

Mental health promotion :
Prevention and health promotion pay offs
(Return on Investment Knapp et al. 2011)

Economic pay-offs per £1 investment	NHS	Other public sector	Non-public sector	Total
Early identification and intervention as soon as mental disorder arises				
Early intervention for conduct disorder	1.08	1.78	5.03	7.89
Health visitor interventions to reduce postnatal depression	0.40	-	0.40	0.80
Early intervention for depression in diabetes	0.19	0	0.14	0.33
Early intervention for medically unexplained symptoms [b]	1.01	0	0.74	1.75
Early diagnosis and treatment of depression at work	0.51	-	4.52	5.03
Early detection of psychosis	2.62	0.79	6.85	10.27
Early intervention in psychosis	9.68	0.27	8.02	17.97
Screening for alcohol misuse	2.24	0.93	8.57	11.75
Suicide training courses provided to all GPs	0.08	0.05	43.86	43.99
Suicide prevention through bridge safety barriers	1.75	1.31	51.39	54.45
Promotion of mental health and prevention of mental disorder				
Prevention of conduct disorder through social and emotional learning programmes	9.42	17.02	57.29	83.73
School-based interventions to reduce bullying	0	0	14.35	14.35
Workplace health promotion programmes	-	-	9.69	9.69
Addressing social determinants and consequences of mental disorder				
Debt advice services	0.34	0.58	2.63	3.55
Befriending for older adults	0.44	-	-	0.44

Good healthy school

„**Nothing is possible without men and women, but nothing is lasting without institutions."**

(Jean Monnet, 1888-1979, one of the fathers of the European Community)

Thank you very much for your attention

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