**Schools that Promote Health, Well-being and Educational Success in the next decade**
*New Understandings, Better Integration, Sustainable & Equitable Actions*
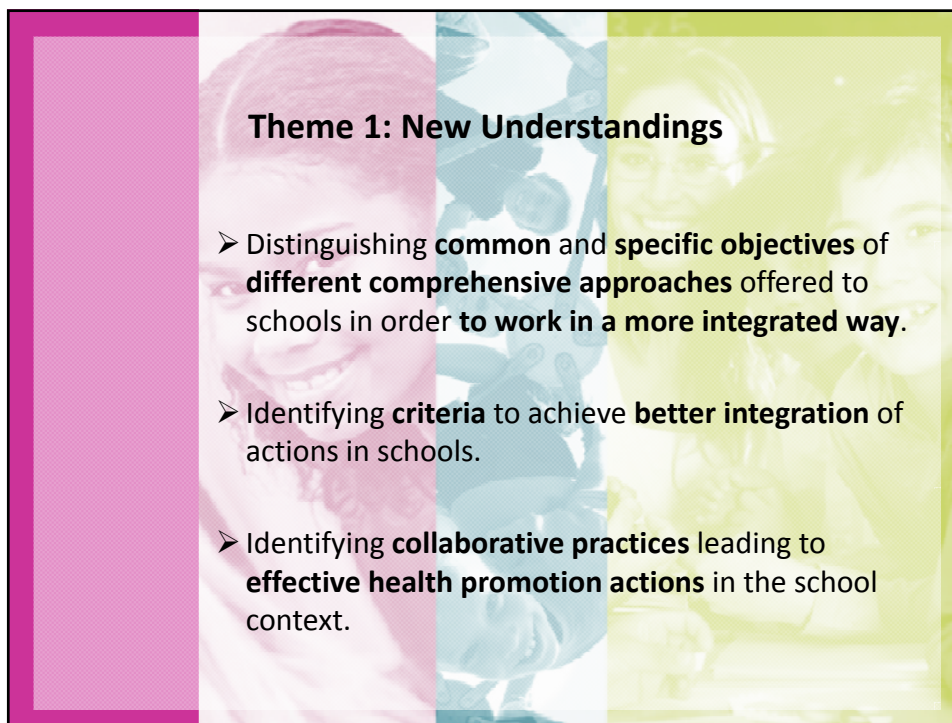
**WS1.8 & WS2.8**

**Health promotion and disease prevention initiatives that integrate comprehensive approaches to health effectiveness criteria**

**A1.8 & A2.8**

**Initiatives de promotion de la santé et de prévention qui intègrent les critères d'efficacité des approches globales de la santé**

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**Theme 1: New Understandings**

➢ Distinguishing **common** and **specific objectives** of **different comprehensive approaches** offered to schools in order **to work in a more integrated way**.

➢ Identifying **criteria** to achieve **better integration** of actions in schools.

➢ Identifying **collaborative practices** leading to **effective health promotion actions** in the school context.

## Workshop outline

| | |
|---|---|
| 15 minutes | 1 - Focusing on the SCHOOL in Health Promoting Schools. **Alberta, Canada** *(Doug Gleddie and Antony Card)* |
| 15 minutes | 2 - A Drug Prevention Strategy for Canada's Youth. **Ontario, Canada** *(Asma Fakhri)* |
| 10 minutes | *3*- Implementing comprehensive school health programs—a workshop for practitioners. **Global** *(Claire Blanchard, Carmen Aldinger & Ian Young)* |
| 20 minutes | 4- Group Work |
| 20 minutes | 5- Discussions within the panel (comprising all four presenters and moderators) and the audience |
| 10 minutes | 6- Conclusions, key messages, concrete suggestions to explore |

## Theme 2: Better Integration of approaches, of actors/stakeholders, of actions

➢ Distinguishing **common** and **specific objectives** of **different comprehensive approaches** offered to schools in order **to work in a more integrated way**.

➢ Identifying **criteria** to achieve **better integration** of actions in schools.

➢ Identifying **collaborative practices** leading to **effective health promotion actions** in the school context.

## Workshop outline

| | |
|---|---|
| 15 minutes | 1 - Mental Health: Whole school integration, an Australian model. **Australia** *(Jo Mason)* |
| 15 minutes | 2 - Homophobie en milieu scolaire : Interventions à éviter et à préconiser. **Québec, Canada** *(Gabrielle Richard)* |
| 10 minutes | 3- Implementing comprehensive school health programs— a workshop for practitioners. **Global** *(Claire Blanchard, Carmen Aldinger & Ian Young)* |
| 20 minutes | 4- Group Work |
| 20 minutes | 5- Discussions within the panel (comprising all four presenters and moderators) and the audience |
| 10 minutes | 6- Conclusions, key messages, concrete suggestions to explore |

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## Implementing Health Promoting Schools / comprehensive school health programs
## a workshop for practitioners

*Claire Blanchard (IUHPE Programme Officer)*
*cblanchard@iuhpe.org*

*Carmen Aldinger (Associate Center Director, Global Programs, Education Development Center, Inc.)*
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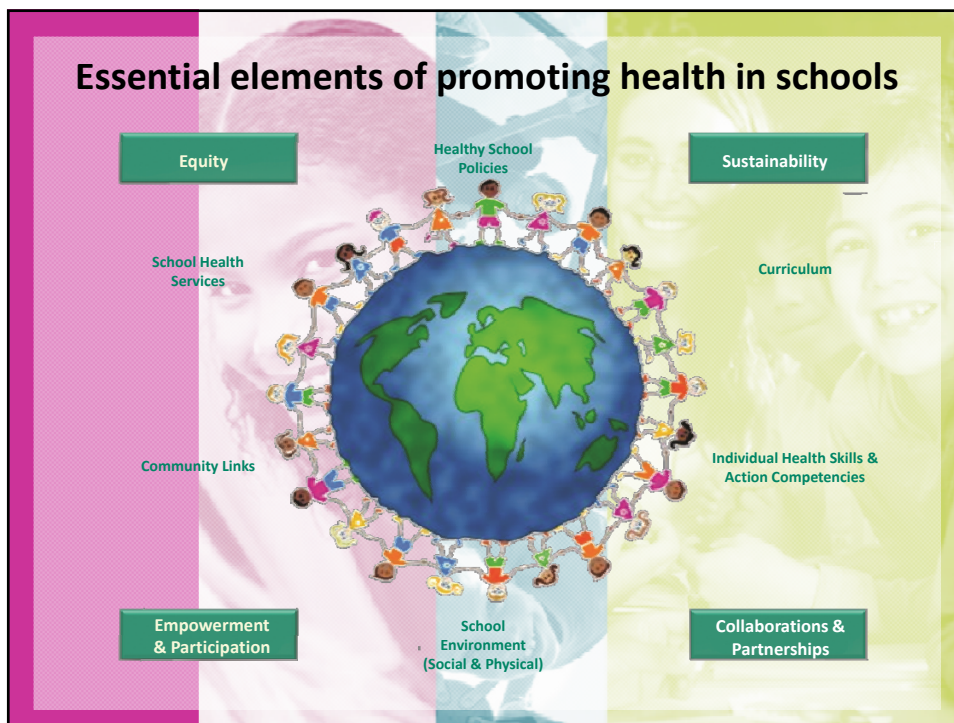
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# A number of guidelines and existing resources



# Essential elements of promoting health in schools

## What works

- Developing and maintaining a **democratic** and **participatory school community**.
- Developing **partnerships between** the policy makers of both the **education and health** sectors.
- Ensuring **students** and **parents** feel they have some sense of **ownership** in the life of the school.
- Implementing a **diversity of learning and teaching strategies**.
- Providing adequate **time** for **class-based** activities, organisation and coordination, and **out-of-class activities**.
- Exploring **health issues within the context** of the students' lives and community.
- Using **a whole-school approach** rather than primarily a classroom learning approach.

## What works (cont.)

- Providing **ongoing capacity-building** opportunities for **teachers** and associated **staff**.
- **Creating** an excellent social **environment** which **fosters** open and honest **relationships** within the school community.
- Ensuring a **consistency** of **approach** across the school and between the school, home, and wider community.
- Developing both **a sense of direction** in the goals of the school and clear **and unambiguous leadership** and **administrative support**.
- Providing **resources** that **complement the fundamental role of the teacher** and which have a sound theoretical and accurate factual base.
- **Creating a climate** where there are high expectations of students in their social interactions and educational attainments.

**World Health Organization**
**Information Series on School Health**

- Selected health issues as entry points:
    - Family life, reproductive health
    - Healthy nutrition
    - Malaria prevention
    - Oral health
    - HIV/AIDS/STDs
    - Physical activity
    - Helminth infections
    - Sun protection
    - Tobacco use
    - Violence prevention
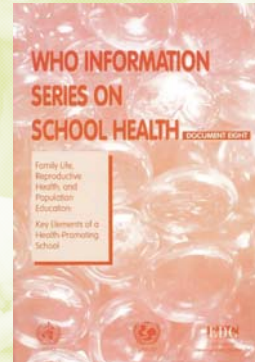
**World Health Organization**
**Information Series on School Health**

- Addressing components of school health:
    - Psycho-social school environment
    - Physical school environment
    - Skills-based health education

http://www.who.int/school_youth_health/resources/information_series/en/index.html
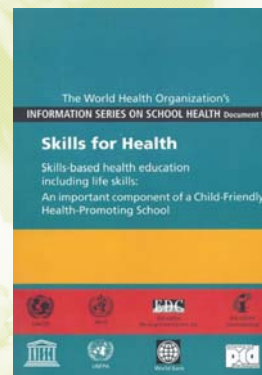
## Case studies in global school health promotion

Case studies from 26 countries around the world analyzed by evidence-based factors for implementation of policy and practice

Cheryl Vince Whitman
Carmen E. Aldinger
*Editors*

Case Studies
in Global
School Health
Promotion
From Research to Practice

⌐ Springer
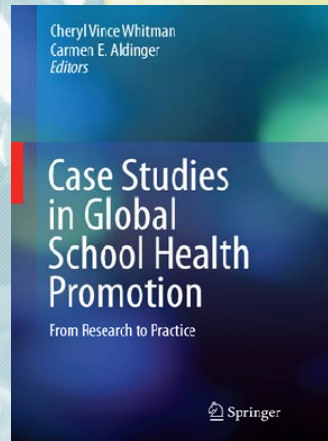
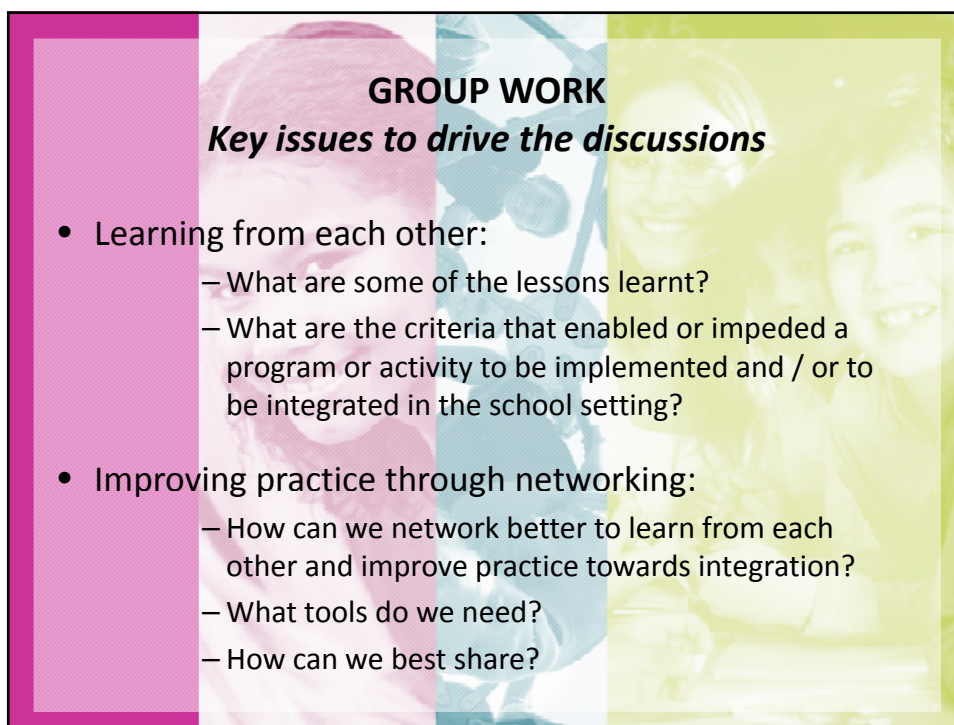## Building on specific examples: Using experience to identify universal criteria
### *Key issues to drive the discussions*

- Learning from each other:
  - What are some of the lessons learnt?
  - What are the criteria that enabled or impeded a program or activity to be implemented and / or to be integrated in the school setting?

- Improving practice through networking:
  - How can we network better to learn from each other and improve practice towards integration?
  - What tools do we need?
  - How can we best share?

**Discussions**

– Group work

→ *20 minutes*

– Discussions with presenters, moderators and the audience

→ *20 minutes*

– Conclusions, key messages, concrete suggestions to explore

→ *10 minutes*

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**GROUP WORK**
*Key issues to drive the discussions*

- Learning from each other:
  - What are some of the lessons learnt?
  - What are the criteria that enabled or impeded a program or activity to be implemented and / or to be integrated in the school setting?

- Improving practice through networking:
  - How can we network better to learn from each other and improve practice towards integration?
  - What tools do we need?
  - How can we best share?

**DISCUSSIONS**
*Key points*

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**CONCLUSIONS, KEY MESSAGES, CONCRETE SUGGESTIONS**

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Thank you and enjoy the rest of the event!
Claire, Carmen and Ian

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