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# Developing Sustainable Partnerships with Education Systems for Health Promotion and Social Development

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## Partnerships for health promotion in Schools

- International agencies, WHO/UNESCO and many others; (Policy)
- Government ministries, Education, Health and relevant others; (Policy)
- Education Authorities and Health partners (Policy/Delivery)
- Schools and their partners at parental/family /community level
- Research agencies
- pupils/students

## Partnership challenges

- The nature of Professions;
- Misunderstanding of other profession's role;
- Professional language and jargon: concept of health promotion or curriculum;
- Political barriers: working across departmental goals;
- The nature of schools;
- Budget issues;
- Inequality issues.

## Partnership solutions

- Meaningful Communication;
- Developing shared goals;
- Challenging bureaucratic territories;
- Compromising on who has power and control;
- Sustain changes by building them in to the education system.
- Use research on school improvement from Education system

## Phases in the development of health promoting schools

- Initial Experimental phase
- Strategic Development phase
- Establishment phase
- Young I (2005) Promotion and Education: 12: p 112-117

### 1 Initial Experimental Phase

- Early Innovators (mainly from the health sector) raise the issue of health promotion with colleagues in the education sector
- The Education sector at first tends to perceive health in biomedical terms rather than a social model
- Developments driven (and resourced) by political concerns about specific topics such as HIV/AIDS or substance abuse

## 2 Strategic Development Phase

- The Education Sector starts to perceive the benefits of health promoting schools in meeting social and educational needs.
- School Health Services embrace a health promotion role
- Partnership working leads to a more strategic approach
- Shared Posts/jobs; Shared research

## 3 Establishment Phase

- Policy statements at national level that initially tend to be in health sector feed into education sector
- Policy statements on specific issues eg school food provision, are placed in the context of health promoting schools
- Health promotion integrated into education policies, core values, assessment instruments and school ways of working.

## Scottish Model

- HPS embedded in Govt policy and legislation (Education and Health ministries)
- Embedded with Curriculum guidelines
- Links with research eg HBSC
- Links with related developments
- Local networks

## Key Policy Documents in Scotland

- 1 "Curriculum for Excellence"  
Scottish Executive 2004

This recognizes that mental, emotional, social and physical wellbeing are essential for successful learning

## Key Policy Documents in Scotland

### 2 "The Schools (Health Promotion and Nutrition) (Scotland) Act, 2007"

Scottish Government, 2007

An act of law which states that schools have a duty to promote the mental, emotional, social and physical health/well-being of all pupils.

[www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition](http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition)

## Developing Partnerships with research agencies

- For example, the Health Behaviour in School-Aged Children (HBSC) Survey conducted since 1980's.
- Provides information on behavioural trends in young people

## **The Health Behaviour in School-aged children survey (HBSC) Influencing Policy and Practice in Scotland and across Europe**

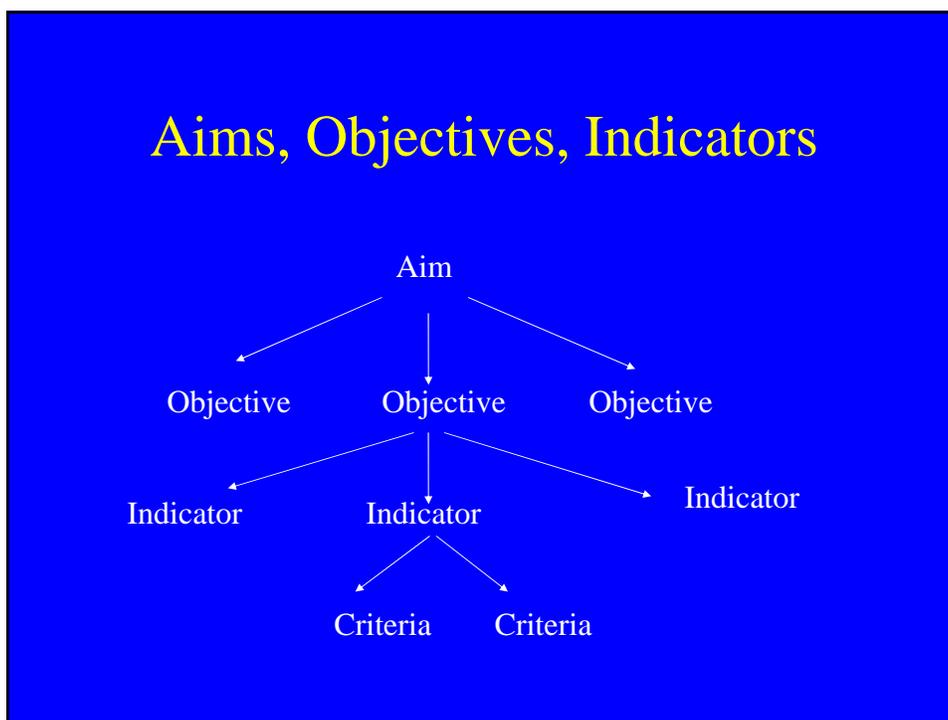
- The Health Behaviour in School-aged children survey (HBSC) is based at the University of St Andrews Scotland;
- Director Dr Candace Currie;
- Email [cec53@st-andrews.ac.uk](mailto:cec53@st-andrews.ac.uk)
- [www.hbsc.org](http://www.hbsc.org)



## **Measuring success: Indicators of Effectiveness**

- Indicators are signs which give a fair and accurate representation of the workings of a complex system and changes within it.
- Can be selected to focus on key measurements that are necessary and sufficient to permit a judgement to be made about aspects of the process of innovation and its outcomes.

HPS Indicators of Effectiveness – Levels			
Level	Stakeholders	Emphasis/Drivers	
International	International Planning Group (IPC) WHO/EU/CE	Political	Health promotion
National	National Co-ordinators Ministries of Education and Health National Institutes of Public Health Universities ENHPS researchers		
Regional	Regional Ministries (where appropriate) Universities Regional Co-ordinators		
Local Education	Local Education Authorities Local Government		
School	Head Teachers/Principals Teachers Students Parents Community School Health Service	Educational Attainment	Research



## Selection of Indicators

- Indicators of success should be set at a challenging level but need to take account of the human and financial resources available to achieve objectives.
- There is a need to consider the objectives, indicators and criteria used in the mainstream education system to increase the possibility of adoption within the education sector.

## Selection of Indicators

- Indicators are also required which measure the **process** of innovation and dissemination as well as the outcomes. Process indicators could be obtained from sources such as self reporting, observation studies or programme records.

## Indicators

May be **quantitative**, for example

- Number of member states which have integrated health promoting school policy into national education policy
- number of education authorities with a dedicated schools health promotion co-ordinator at regional level
- percentage of schools having an anti-bullying policy
- Percentage of young people who say school is a nice place to be
- Levels of attendance at school – students/staff

## Indicators in Scottish Ed.system

- A 'template' exists for a comprehensive system of evaluation of school effectiveness in Scotland
- This is used not only by government education inspectors but also by regional education authorities and by schools for self evaluation.
- It was originally based on a document entitled, 'How good is our school?'

## Scottish Health Promoting Schools:

National Accreditation Scheme and Local Authority Accreditation Schemes in 32 Local Authorities

<http://www.scotland.gov.uk/Publications/2005/03/29121050/10523>

## Good news....

- In some countries education policy makers are starting to see health promotion in schools as part of the agenda on quality improvement in schools.
- Can this can provide an opportunity for health promotion to integrate its objectives and indicators with education in a kind of symbiotic relationship?

## Educational Attainment and Health

- It is now more understood that educational attainment is inextricably linked to the health promotion agenda.
- Research tends to show that young people who are more engaged in the life of a school, are in turn less likely to be involved in high risk behaviours.

## Schools and Health Promotion

- Research indicates that students **most engaged** in school (enjoy school and are progressing academically), more likely to **succeed academically** and to display **positive health behaviours**
- students who are **most alienated** (least like school and are academically achieving less well) are more likely to engage in risk behaviours
- Nutbeam et al, 1993, Jnl . Paed. Child Health, 29. s25-30

