

Health promoting schools work

The evidence from systematic reviews in high-income countries shows that the HPS approach can contribute to improving children's health by reducing the risk factors for NCDs, e.g. by improving body mass index, increasing physical activity, increasing intake of fruit and vegetables and reducing tobacco use.^{1,5,10,11,12,13,14}

In low- and middle-income countries, school-based interventions have been successfully implemented to prevent communicable diseases and other health problems, such as worm infection, malaria, diarrhoea, iron deficiency, malnutrition and oral diseases, over the past 20 years.^{15,16} However, evidence to prove the effectiveness of the HPS approach in controlling the risk factors for NCDs is scarce, but promising.



WHO/Student t-Screen

Useful links

WHO School health and youth health promotion:
http://www.who.int/school_youth_health/en/
 WHO Global school-based student health survey (GSHS):
<http://www.who.int/chp/gshs/en/>
 WHO Global youth tobacco survey (GYTS):
<http://www.who.int/tobacco/surveillance/gyts/en/>
 Focusing Resources on Effective School Health (FRESH):
<http://www.schoolsandhealth.org/Pages/Background.aspx>

The Global school-based student health survey (GSHS) monitors health-related behaviours, mostly among younger adolescents, in countries around the world. The text marked with an asterisk (*) is based on the most recent GSHS data available (2006 to 2016, both genders, 11–15 years) among Member States.

What are the essential components of a health promoting school?

An HPS (WHO) is a school that:

- fosters health and learning with all the measures at its disposal;
- engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place;
- strives to provide a healthy environment, school health education, and school health services along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion;
- implements policies and practices that respect an individual's well-being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements; and
- strives to improve the health of school personnel, families and community members as well as pupils, and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

HEALTH PROMOTING SCHOOLS (HPS)



Key features of HPS

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World Health Organization

For further information, please contact:
 Health Promotion Unit, WHO Prevention of Noncommunicable Diseases
noncomm@who.int

Health Promoting School In Action

**UNESCO, United Nations Children's
Fund, World Food Programme**



Health Promoting School In Action:

The Health Promoting School Bjarne Bruun Jensen, Stephen Clift, 2005-12-31 This book brings together recent international scholarship on the links between education and health and recent research evidence evaluating the processes and outcomes of health promoting schools initiatives The book arises out of the Education and Health in Partnership conference which took place in Egmond aan Zee the Netherlands in September 2002 The key aims of the conference were to focus on effective partnership working for health in schools and to consider the evidence base for health promoting schools programmes A significant outcome of the conference was the Egmond Agenda which outlines the principal components for success in establishing health promoting schools Contributors from across Europe the United States South Africa and Australia present findings from national health promoting school projects with a particular emphasis on the promotion of mental health The volume will be of interest to all education and health professionals interested in the contributions of schools in promoting health empowerment action competence and wellbeing of young people

The Health Promoting School Susan Denman, Alysoun Moon, Carl Parsons, David Stears, 2003-09-02 Under the UK Labour Government 1997 2001 there have been clear signs of a willingness to revive the pastoral curriculum in schools and to develop stronger links between the health and education sectors This book based on empirical work undertaken in England and throughout Europe explores such government policy and in particular the development of the health promoting school The authors provide a detailed examination of the health promoting school movement in Europe including application of concepts policies research and practice to the National Healthy Schools Standards in England A whole school approach to the promotion of health well being and educational achievement is taken throughout the book This approach includes analysis of such subjects and issues as personal social and health education citizenship environmental education democracy self esteem social capital and empowerment The Health Promoting School Policy Research and Practice is a timely publication that will serve to inform the practice of teachers in schools and higher education school management student teachers and health professionals health promotion and public health specialists

Making every school a health-promoting school, 2021-04-20 Governments and school communities recognize increasingly that health well being and educational outcomes are closely intertwined and that schools are important resources for influencing the health and well being of students families and the wider community The school closures due to the COVID 19 pandemic have made these links particularly clear A health promoting school is a school that constantly strengthens its capacity as a safe and healthy setting for living learning and working The concept of health promoting schools HPS is a whole school approach to promoting health and educational attainment in school communities by capitalizing on the organizational potential of schools to foster the physical social emotional and psychological conditions for health as well as for positive education outcomes The HPS approach and related whole school approaches to health have been associated with considerable improvements in many domains of student health well being

nutrition and functioning
(Organization),2021-06-23

Making every school a health-promoting school UNESCO,WHO (World Health Organization),2021-06-23
The Implementation of Health Promoting Schools Oddrun Samdal,Louise Rowling,2013

Developing a healthy school has been a key aim for many schools across the globe yet achieving successful implementation and sustaining the positive benefits has proven to be challenging This text draws upon their wide range of international expertise and experience to demonstrate how guidelines can best be implemented

Creating a Healthy School David K. Lohrmann,Sandra Vamos,Paul Yeung,2011 Successful students are not only knowledgeable but also emotionally and physically healthy motivated civically engaged prepared for work and economic self sufficiency and ready for the world beyond their own borders To help students meet this standard a school must use a coordinated evidence based approach that supports learning teaching and student growth in short the school must create a healthy school community This action tool and accompanying online scoring and analysis tool offers a practical strategy for structuring your school environment to support the development of students who have the knowledge skills and abilities to make healthy choices Updated to reflect current research new standards and best practices the second edition of the action tool guides you through the four steps of the Healthy School Report Card Canadian Edition process with rationale tips from successful participants and easy to use tools Tools for organizing can help you develop a school level process for working with your community You can then use the scoring tools to assess your school s current health programming and create an evidence based environment that supports learning and teaching With the tools for reporting you can use the Healthy School Report Card Canadian Edition to meet required guidelines and identify and prioritize areas for improvement The data you collect can assist your ongoing efforts to garner the support of policymakers family members and the community

Case Studies in Global School Health Promotion Cheryl Vince Whitman,Carmen E. Aldinger,2009-04-29 A growing body of research identifies strong links between children s health social and educational outcomes it also notes the reciprocal benefits of access to quality education on individual and family health status In response to these findings the World Health Organization developed the concept of the Health Promoting School HPS a living catalyst for healthy lives and for positive changes that students can take home and into the community Case Studies in Global School Health Promotion provides readers with a theoretical and research base needed to understand the methods used in communities all over the world to put this captivating concept in place Case examples from over two dozen countries representing urban and rural areas in developing and developed nations outline the strategies taken to implement HPS programs in individual schools municipalities and nations For each program case study authors explain the problems they tackled their motivation and supports to respond creatively and the barriers they faced In the cases authors describe the capacities and infrastructure they created and mechanisms for cooperation as well as the personnel financial and time requirements involved Case studies were drawn from the following regions Africa The Americas Europe Eastern Mediterranean South and Southeast Asia Western Pacific Case Studies in Global School Health Promotion

offers a world of insights ideas and guidance to those addressing social determinants of health at this formative stage including education and health policy makers professionals and administrators and researchers in national governments universities local schools community non governmental organizations and civil society The material provides interesting and useful information to those dedicated to these issues within WHO FRESH Partners and other United Nations agencies It is also an instructive text for graduate students in public health education allied health professions and social sciences

Health Promotion Mary-Louise Fleming, 2020-07-16 An excellent introduction to the theory and practice of health promotion in a developed country such as Australia From the foreword by Professor Brian Oldenburg This widely used text offers a comprehensive overview of the field of health promotion Drawing on current Australian and international research the authors provide a detailed review of health promotion principles They demonstrate how these principles fit into the broader public health context and how they can be integrated into practice in a range of settings including the workplace schools rural communities Indigenous communities and health care organisations The authors also include a step by step guide to program management from planning to evaluation This third edition includes new material on the use of evidence in health promotion practice and on the increasing importance of an ecological perspective The text has been fully revised with new data and case studies and planning models have been updated to reflect current practice Health Promotion is an essential text for students and a valuable resource for health professionals

Using School Wellness Plans to Help Fight Childhood Obesity United States. Congress. House. Committee on Education and Labor. Subcommittee on Healthy Families and Communities, 2008

Action Research in Practice Bill Atweh, Stephen Kemmis, Patricia Weeks, 2002-09-11 This book presents a collection of stories from action research projects in schools and a university This collection is more than simply an illustration of the scope of action research in education it shows how projects that differ on a variety of dimensions can raise similar themes problems and issues The book begins with theme chapters discussing action research social justice and partnerships in research The case study chapters cover topics such as school environment how to make a school a healthier place to be parents how to involve them more in decision making students as action researchers a state system a collaborative effort between university staff and a state education department gender how to promote gender equity in schools improving assessment in the social sciences staff development planning doing a PhD through action research writing up action research projects

Making every school a health-promoting school World Health Organization, United Nations Educational, Scientific and Cultural Organization, Scientific and Cultural Organization, 2021-06-22 A health promoting school HPS approach was introduced over 25 years ago and has been promoted globally since however the aspiration of a fully embedded sustainable HPS system has not yet been achieved and very few countries have implemented and sustained the approach at scale This publication is based on an extensive review of global evidence on the barriers to and enablers of implementation maintenance and scaling up of the health promoting school

approach Its aim is to guide adaptation and implementation of the global standards for HPS National and subnational stakeholders in all sectors involved in identifying planning funding implementing monitoring and evaluating the HPS approach will find this publication useful for understanding what should be done how it should be done and who should be involved in making every school a health promoting school Understanding Personal, Social, Health and Economic Education in Primary Schools Nick Boddington, Adrian King, Jenny McWhirter, 2014-03-20 This book is a gift for anyone teaching PSHE whether they are new to the profession or experienced practitioners Sound pedagogical discussion is combined with practical advice to ensure lessons are relevant meet the needs of learners and allow sensitive issues to be explored in a safe and supportive way Liz Griffiths Lead Assessor National PSHE CPD Programme Personal Social Health and Economic Education PSHEe is a challenging subject and when well taught of great value Drawing from theory and practice in education health and welfare it encompasses sensitive issues such as relationships drugs safety and bullying and is influenced by political concerns of the day such as childhood obesity and the health of the economy This book written for those training to teach and early career primary teachers provides clear guidance on how to tackle sensitive issues and informed ideas to help you to develop into a confident PSHE educator It has been endorsed as a PSHE Association quality assured resource The PSHE Association is the national subject association supporting teachers and other professionals working in the field of personal social health and economic education Key features Full of practical strategies and examples from schools that clearly demonstrate how to teach PSHEe with primary aged children A focus on best practice teaching enabling you to plan flexibly to meet the needs of your learners Nick Boddington acts as National Subject Adviser for the PSHE Association Jenny McWhirter is the Research Associate for the PSHE Association and both her and Adrian King are experienced PSHE authors and education consultants **How can we Co-Create Solutions in Health Promotion with Users and Stakeholders?** Ines Keygnaert, Sonia Dias, Christiane Stock, Annika Frahsa, Timo Dietrich, 2022-01-24

Childhood Obesity Prevention Jennifer A. O'Dea, Michael P. Eriksen, 2010 Childhood obesity is an international public health concern with a high profile in both the media and government policy Controversial issues in the prevention of childhood obesity need to be considered early in the development of school clinical or community prevention programs as these issues are often the ones that promote the success or failure of attempts to ameliorate the problem at hand This book combines health education theory research and practice to guide researchers students educators community health workers and practitioners in the prevention of childhood obesity and the promotion of child and adolescent health and well being It examines controversy in childhood obesity including the link with poverty and the difficulty of addressing obesity whilst also tackling the issue of eating disorders The prevalence of childhood obesity is covered with international chapters examining the importance of factors such as social class and ethnic differences and global and local trends are identified Approaches to prevention are presented and the book concludes with the successful outcome of various interventions demonstrating how

the whole school community can collaborate to promote health among young people A Modern Epidemic Professor Louise A Baur, Stephen M Twigg, Roger S Magnusson, 2012-03-21 Obesity and diabetes are not just problems for the individual They pose risks to the environmental psychological and economic stability of the entire world The solutions therefore need to be equally wide ranging and accessible to all The authors write about the causes and consequences of obesity and diabetes as well as prevention and treatment *Ready to learn and thrive* UNESCO, United Nations Children's Fund, World Food Programme, 2023-02-04

Global Accelerated Action for the Health of Adolescents (AA-HA!) World Health Organization, 2023-10-11 The second edition of the AA HA guidance is a collaborative effort spearheaded by the World Health Organization in collaboration with UNAIDS UNESCO UNFPA UNICEF UN WOMEN World Bank the World Food Program and PMNCH Building on the solid foundation of the first edition and voices of adolescents and young adults around the world this multi agency product has evolved to incorporate valuable learnings from the past five years including of the COVID 19 pandemic s impacts Latest estimates of mortality and disease burden updated evidence and a broader focus on wellbeing make our second edition a cutting edge resource for policy makers in the area of adolescent health and well being AA HA 2 0 offers insights into the current health and well being landscape of the world s over 1 2 billion adolescents underlining evidence based solutions and presenting strategies for priority setting planning implementing and evaluating health and well being programmes The inclusion of key implementation strategies and real world case studies make this guide a practical tool for governments in designing and implementing a new generation of adolescent health and well being programmes

Comprehensive School Physical Activity Programs Russell Carson, Collin A. Webster, 2019-03-12 Schools are the ideal place to promote and apply the recommended accumulation of 60 minutes of daily physical activity But until now it has been difficult to bridge the gap between research in this area and day to day practice in order to establish solid programs That s where Comprehensive School Physical Activity Programs Putting Research Into Evidence Based Practice comes in CSPAP Model Brought to Life The comprehensive school physical activity program CSPAP model originally outlined as a 2008 position statement by the National Association for Sport and Physical Education to promote physical activity throughout K 12 is brought to life through this comprehensive all in one resource In the decade since that position statement CSPAP has been spreading through numerous initiatives which have mobilized a CSPAP field of study and a national framework for physical activity and physical education CSPAP acts as a hub supporting physical activity through multiple components that can include physical education physical activity before during and after school staff involvement and family and community engagement Moreover each CSPAP component can serve to strengthen and reinforce the academic goals of physical education Accommodates Needs of Diverse Audiences Comprehensive School Physical Activity Programs published in association with SHAPE America accommodates the growing needs of academic researchers school practitioners district coordinators educators advocates organizations university faculty and students who want to learn more about CSPAP or

undertake ways to increase daily physical activity opportunities in and around schools

The Text's Strengths This text does all of the following and more

- Synthesizes all the foundational and emerging research theory and practice on CSPAP
- Synthesizes all the foundational and emerging research theory and practice on CSPAP
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Comprehensive School Physical Activity Programs was written by a diverse team of pioneers and leaders in the CSPAP field This team brings national and international perspectives on all aspects related to implementing and maintaining CSPAP in K 12 schools These recognized experts provide incisive guidance in and understanding of the most prominent concepts issues and developments in the field

Book Organization The text is organized into six sections Part I provides the historical and foundational perspectives and policy landscapes of the CSPAP approach Part II outlines internal external and psychological factors to consider in program design implementation and sustainability In part III the contributors examine and interpret the research on the effectiveness of established programs and previous interventions Part IV highlights special considerations for effective programming within urban and rural settings reviews current and ongoing international CSPAP initiatives and addresses the application of the model to alternative contexts beyond the K 12 school setting In part V the contributors focus on using assessments to determine the physical activity promotion needs of a school community on the instruments and procedures for measuring school wide programming and on the processes for evaluating and advocating for CSPAPs Part VI examines current reform efforts within preprofessional programs in teacher education reviews the tools and future potential for using technology to deliver and assess CSPAP efforts and looks at future directions for the disciplines of study that inform the CSPAP knowledge base Each chapter uses a format that opens with a review of current research offers knowledge claims based on the research notes knowledge gaps and directions for future research offers evidence based recommendations and applications and concludes with questions to consider for discussion and case examples to demonstrate the practical recommendations

An Invaluable Resource The rapid growth of the field and the increasing number of diverse and exceptional scholars many of whom are contributors to this book are indications of the need for this resource

Comprehensive School Physical Activity Programs offers unique perspectives about how to generate and sustain successful initiatives to increase youth physical activity and promote long term engagement in active behavior It provides access to leading thought invaluable tools and challenging questions that will propel the CSPAP field to its next level of depth and clarity

Human Kinetics is proud to publish this book in association with SHAPE America the national organization that defines excellence for school based health and physical education professionals across the United States

The Prevention of Oral Disease John J. Murray, June H Nunn, James G Steele, 2003-06-05

Comprehensively covering all the pertinent aspects of preventive dental

care taking an evidence based approach this book covers all the relevant dental diseases and conditions with essential points listed as bullets as well as line diagrams and colour illustrations Each chapter has been written by experts *Globalizing Approaches in Early Childhood Education* Arufe Giráldez, Víctor, Sanmiguel-Rodríguez, Alberto, Alvarez, Oliver Ramos, Padín, Rocío Rodríguez, 2024-12-06 In early childhood education it has opened doors to shared resources innovative teaching methods and a broader understanding of developmental practices that benefit young learners However it also presents challenges such as the risk of cultural homogenization and the difficulty of adapting global standards to fit diverse local needs By balancing global influences with respect for local contexts educators can harness the benefits of globalization to enrich early childhood education while preserving cultural uniqueness *Globalizing Approaches in Early Childhood Education* presents theoretical concepts and practical tasks linked to the main areas of knowledge established in the educational curriculum of early childhood education It discusses global approaches that allow teachers to design multidisciplinary proposals to enrich the skills and aptitudes of children in the stage from 0 to 6 years Covering topics such as children's rights motor skills and work education this book is an excellent resource for researchers academicians policymakers international development organizations educators and more

Uncover the mysteries within Crafted by is enigmatic creation, **Health Promoting School In Action** . This downloadable ebook, shrouded in suspense, is available in a PDF format (PDF Size: *). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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Table of Contents Health Promoting School In Action

1. Understanding the eBook Health Promoting School In Action
 - The Rise of Digital Reading Health Promoting School In Action
 - Advantages of eBooks Over Traditional Books
2. Identifying Health Promoting School In Action
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Health Promoting School In Action
 - User-Friendly Interface
4. Exploring eBook Recommendations from Health Promoting School In Action
 - Personalized Recommendations
 - Health Promoting School In Action User Reviews and Ratings
 - Health Promoting School In Action and Bestseller Lists
5. Accessing Health Promoting School In Action Free and Paid eBooks
 - Health Promoting School In Action Public Domain eBooks
 - Health Promoting School In Action eBook Subscription Services
 - Health Promoting School In Action Budget-Friendly Options
6. Navigating Health Promoting School In Action eBook Formats

- ePub, PDF, MOBI, and More
- Health Promoting School In Action Compatibility with Devices
- Health Promoting School In Action Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Health Promoting School In Action
 - Highlighting and Note-Taking Health Promoting School In Action
 - Interactive Elements Health Promoting School In Action
- 8. Staying Engaged with Health Promoting School In Action
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Health Promoting School In Action
- 9. Balancing eBooks and Physical Books Health Promoting School In Action
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Health Promoting School In Action
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Health Promoting School In Action
 - Setting Reading Goals Health Promoting School In Action
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Health Promoting School In Action
 - Fact-Checking eBook Content of Health Promoting School In Action
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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