Scotland Chikwawa Health Initiative

Health Promoting School Orientation

Introduction
“Good health supports successful learning. Successful learning supports health. Education and health are inseparable. Worldwide, as we promote health, we can see our significant investment in education yield the greatest benefits.”

Dr. Desmond O’Byrne
(Health Promotion, Non communicable Disease Prevention and Surveillance, WHO)
Aim

To impart knowledge of concepts which will empower and help in creation of a health promoting school.
Outcomes

By the end of the orientation participants should be able to:

– know the origin of HPS
– know HPS concepts: What it is, Significance of HPS, how it works, components, who is involved and also duties and responsibilities of the HPS team.
– develop school health policies, structure and school improvement plans with regards to HPS.
– Connect HPS as a component to a healthy setting approach project
– Identify ways of ensuring HPS sustainability
– To identify tools to monitor HPS progress
– Commit to HPS Charter (Agreement).
What is a Health Promoting School?

• “A school community that takes action and places priority on creating an environment that will have the best possible impact on the health of students, staff and the wider school community”

• “A health promoting school takes action to promote and protect the health of its members, where health encompasses the dimensions of social, physical, intellectual, mental and emotional wellbeing”
How HPS improve health and education?

*It reduces absenteeism of learners and even teachers.*

Why are people absent in your school?

• Illness
• Unclean school environment or lack of sanitary facilities
• Parents don’t give basic needs to their children
• Students fear violence or abuse on the way to, from or in school.
How HPS improve health and education?

*Enhances the learning process in schools*

– Children who are ill, hungry, weakened by parasitic disease, malnourished, scared, or tired are not capable of learning well.

– Early or unintended pregnancy as well as violence, sexually transmitted diseases, emotional difficulties and other preventable health and mental health problems can interfere with learning in older children in whom much time and effort have already been invested.
How HPS improve health and education?

_Schools have the potential to promote health unlike many other social institutions_

– Where do children spend most of their time?
– Where do our children learn or access the following?
  • Safe water and sanitary facilities
  • Protection from infectious diseases
  • Protection from discrimination, harassment, abuse and violence
  • Prevent tobacco use, alcohol and substance abuse, and sexual behaviours
  • Practices that foster active, healthy nutrition and conditions that are conducive to mental health.
How does everyone benefit from HPS?

**Children**

- Learn skills to maintain health when they are young and are able to apply them in their adult lives and pass them along to their children.

- They enjoy enhanced physical, psychological and social well-being and the ability to take full advantage of every opportunity for education.

- They benefit from their parents' participation in the school.
How does everyone benefit from HPS?

**Schools**

- Parental and community input and support.

- Establishing links to important services and resources in the community.

- School staff, who experience improved morale and skills, can do their jobs more effectively and improve their own health.

- School and health systems can maximize the efficient use of scarce resources as well as reducing waste.
How does everyone benefit from HPS?

*Parents and community members*

- Broader knowledge base about local health problems, learning important new health information and skills, and taking part in their children’s education.

- Gain assurance that their neighborhood school is open to their ideas and participation.
How does everyone benefit from HPS?

**Community groups and organizations**

- Benefit by having students and teachers involved in community activities.
- Working in collaboration with the school can also help organizations make their services or products known or accessible.
- Educated and healthy people are an asset to the community as a whole.

**Businesses**

- Can expect better-educated and more productive employees.

**The nation**

- Healthier and better-educated men and women, has a stronger basis for economic development.
What Should an HPS follow in order to succeed?

• Child rights and protection
• Community mobilisation and participation
• Sustainability
• Equity
• HIV prevention
• Advocacy
• Confidentiality and privacy
Key elements of the HPS package

1. School based healthy policy

2. School physical environment
   *(Grounds and location, Water and sanitation, Productive school environment, Healthy eating)*

3. School social environment

4. Health services

5. Community links

6. Individual health skills and action competences
1. School Based Health Policy

• Set of decisions and actions, or statements of intended action

• A Policy can...
  – Provide a set of procedures for managing incidents
  – Clarify expected behaviors and roles of school community members
  – Create a supportive school environment
  – Demonstrate to the school community that the school is committed to health.
1. School Based Health Policy

• How to develop a policy

• Content of a policy

• Example of a policy

• Policy/content review checklist
2. School physical environment

Grounds and location

- Position of the school; Safe, permanent, well-maintained structures; Safety of the buildings
- Cleanliness; Space
- Lighting; Ventilation
- Grounds & Fencing
2. School physical environment

Water and sanitation

• The Malawi SHN guidelines
  • 1 latrine to 25/60 boys
  • 1 latrine to 20/50

• Hand washing stations
  • should be functioning properly

• Schools should have adequate safe water for drinking and cleaning for the learners every day of the year
2. School physical environment

*Productive school environment*

- creative teaching and learning for teachers, learners and the surrounding communities.
- growing food, medicines, building supplies, fences, fuel
- showcase the economic benefits of sustainable land use design
- develop life skills and positively influence to health
Healthy eating

• School food services should be integrated with health and nutrition education and with other components of the health-promoting school to reinforce lessons on healthy eating and ensure nutrition support

• Prevention should be a priority of school food services
3. Social School Environment

The school should be a place where all students are free from fear, exploitation, and where codes against misconduct exist and are enforced.

There should be:

• freedom from abuse and violence
• a climate of care, trust and respect
• social support and mental health promotion
• opportunities for physical education and recreation
School children should be provided with comprehensive school health services which are both school and community based to ensure that their diverse needs and those of their families are met.

4. Health Services

For example:

- Partnerships with local health agencies that will provide services
- Nutrition and food safety programmes
- Health promotion and preventive health services
- Education, role modeling healthy lifestyles, physical assessments, records indicating health issues,
- Targeted preventative treatments for micronutrients, de-worming, bilharzias.
- Disease surveillance
- Identifying illness/disease, and simple ailments treated properly
- Proper referral and follow up as needed
5. Community Links

• Families have a major role in supporting learning, contributing to school activity and influencing school policy and procedures.

• Schools using a *health promoting schools* approach make sure opportunities are created to maximize family and student participation in school decision-making.

• Schools which actively solicit parent involvement and engage community resources and services respond more effectively to the health-related needs of learners.

• Mutually supportive relationships between the *school and organizations, businesses, government and nongovernment agencies* can improve outcomes for students through the provision of information, resources, and other services.
5. Community Links

- Curriculum, teaching and learning
- Partnerships and services
- School organisation, ethos and environment
6. Individual health skills and action competences

Formal and informal curriculum, where learners gain knowledge, understandings, skills and experience, to improve the health and well being of them and others in their community, and which enhances their learning outcomes.

- Critical health and life skills, e.g. promoting health and well-being as well as preventing important health problems,

- Approaches such as teaching and learning using locally available resources (TALULAR) and Permaculture (a method of designing sustainable systems while making the most of our resources) are becoming more widespread and are encouraged.
Who will make HPS happen?

- Individuals like you?
- The School?
- Parents?
- Non Governmental Organizations?
- Government?
- The HPS Team?
How to make HPS happen?

Community Advisory Committee

Health Promoting School Committee

School Health Team
Responsibilities of stakeholders

- District SHN Coordinator (District
- District School Health Coordinator (District Health Office)
- Primary Education Advisor (Education Zone Office)
- Health Surveillance Assistants.
- Agricultural Extension Development Officer
- Head Teacher/SHN coordinator
- Teachers
- Learners
- Parent Teacher Association (PTA)
School Health Team

| **Head Teacher/SHN coordinator** | **Coordinating school-level SHN activities**  
• Liaising with the local community on SHN resource mobilisation  
• Planning and implementing SHN activities.  
• Ensuring that school follows the SHN Guidelines.  
• Identify staff to lead SHN at the schools in collaboration with SMC  
• Collect; compiling, and analyzing, data, and reporting  
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| **Teachers** | Implementing curriculum and all school programmes  
• Helping organise age-appropriate activities  
• Using environment to support the curriculum  
• Providing role model by following SHN principles around at home  
• Ensuring adherence to guidelines  
• M&E of SHN activities  
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| **Learners** | • Actively participate on SHN subcommittee  
• Reporting any malpractices to the teachers and SMC  
• Actively learn about SHN by taking part in age-appropriate SHN activities  
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| **Parent Teacher Association (PTA)** | • Providing moral support for productive school environment  
• Providing material support in the form of seeds, seedlings, land, Water, tools, labour etc.  
• Ensuring produce and profit from the garden is used appropriately  
• Provide security and maintenance of SHN materials and resources at the school.  
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School Health Team

– You may encounter controversy over sensitive health issues and the role of schools in addressing them.

– A Community Advisory Committee that represents all sectors of the community will be helpful in reconciling conflicting perspectives.
<table>
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<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tr>
<td><strong>Primary Education Advisor</strong></td>
<td>• Supporting SHN programmes in the Zones</td>
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<td><strong>(Education Zone Office)</strong></td>
<td>• Compiling reports on SHN activities</td>
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<td>• Ensuring that the rights of all parties are upheld</td>
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<td>• Providing venues for training courses at Teacher Development Centres (TDC)</td>
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<td>• Ensuring the Guidelines are being adhered to</td>
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<td>• Checking that schools have well-managed environments that are used appropriately as a teaching and learning aid</td>
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<td>• Collecting data and monitoring SHN in schools</td>
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<td>• Initiating SHN role-model activities at the TDC</td>
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<td>• Encouraging head-teachers to role model SHN at home</td>
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<td></td>
<td>• Providing technical support and resources</td>
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<td></td>
<td>• Role modelling SHN at home</td>
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<td><strong>Health Surveillance Assistants</strong></td>
<td>• Supporting schools directly in health education, technical issues, M&amp;E</td>
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<td><strong>Agricultural Extension Development Officer</strong></td>
<td>• Providing technical support - irrigation, beekeeping, food processing and utilization.</td>
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<td>• Mobilizing resources</td>
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<td>• Encouraging and helping the community to take part in the school garden and create sustainable gardens at home</td>
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<td>• M&amp;E</td>
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<td>• Setting up demonstration gardens at home</td>
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<tr>
<td>Community Development Assistants, Social Welfare Assistants, Community Child Protection Officers</td>
<td>• Mobilizing, sensitizing and training school committees</td>
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| Chiefs, leaders, parents | • Supporting school and their children’s learning, including SHN  
  • Providing material support in whatever form possible e.g. seeds, seedlings, land, water, tools, work, managing livestock etc  
  • Providing role model by following SHN principles around at home |
| Non-government school proprietors, NGOs / CBOs / Faith-Based Organizations | • Providing technical and financial support at all levels.  
  • Implementing agreements with Ministry of Education |
What makes a suitable candidate

• Are smart, energetic and can make things happen
• Embrace the idea of a health-promoting school
• Understand the importance of health education, health services, efforts to create a healthy environment and other health-promotion actions in establishing a health-promoting school
• Are interested in ideas and approaches that show promise of success, a new role for the schools and strong community participation
• Can work well in a team
• Can make a commitment to work over a long period of time
• Will make up a gender-balanced team of men and women, boys and girls
What next?

• **Raising awareness of HPS activities amongst parents, broader community and within the school**
  
  • Share ideas and examples about what a health-promoting school is, what it does and what it offers to the community as a whole.

  • Schools, in exchange, will benefit from hearing what the community thinks about local health issues and how the school can help address them
Raising Awareness

- Meet with community leaders to discuss the basic ideas
- Talk with parents and students to share information and get their ideas.
- Invite the general public to an informational meeting.
- Write a flyer or brochure to help sell the idea of Health-Promoting Schools.
- Use other public-education techniques such as radio, speeches and posters.
- Hold a contest to develop a local theme or slogan.
- Street display in a busy area of the community
Resources are essential to achieve HPS. All schools (urban or rural); whether they have many or few resources they can create an HPS.

Commitment and use of locally available resources is a great input to sustainability of HPS.

External input is also essential, but the stakeholders should properly use of external resources and be accountable.

Activeness of the school team is another resource which ensures community resource mobilization.
How will we know we are doing it?

• Health-Promoting School needs to demonstrate success in meeting its goals.

• Conducting regular reviews of your team’s efforts is a way to:
  – Gain information about the programme that can guide your future actions
  – Demonstrate, publicize, and celebrate your school’s achievement
  – Show others the process your team used so that others can learn from your experiences.
**How will we know we are doing it?**

**Demonstrating progress**

The School Health Team can collect *process information* to show the steps and activities that have led to change. Think of gathering information that will answer these questions:

- How many people were involved? How many people were affected?
- Did the intended steps actually occur? If not, why not?
- Did anything unexpected occur?
- What do people conducting the programme and people affected think about it? What resources were used, and were they adequate?
- How can the action plan be improved?
- Anecdotally, through storytelling, find out what people gained from participating. What were the benefits and lessons learned?


How will we know we are doing it?

Collecting information
Written material is useful to document your efforts. Tools and sources of information include:

• Written records that team members keep, such as a log/diary of key events
• Minutes from meetings
• Reports from small group discussions
• Checklist/questionnaires that you ask others to complete (keep them simple)
• Interviews with people who worked on the programme or were affected
• A drawing or flowchart that shows a picture of what happened
• Any media coverage, newsletters, reports, or journals that mention your work
• Children's or adolescents’ work
Where do we find help?

• The advisory team is one of the easiest source of information and help.

• Ministries of Health or Education may have a representative who is participating in School Health and Nutrition.

• Other stakeholders
Thank you for your attention

Any Questions, Comments