



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Health Promoting Schools

2. Country or countries where the practice is implemented *

Global

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

WHO & UNESCO

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Health-promoting schools promote health through school's policies, physical environment, social environment, health curriculum, involvement with the community and health services.

6. What makes it a best practice? *

Health Promoting Schools ensure the health of children to support their educational journey and have been found to positively impact their body mass index, physical activity, physical fitness, fruit and vegetable intake, tobacco use, and being bullied.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Health-promoting schools (HPS) promote health through six pillars: a school's policies, physical environment (including school feeding/meals programmes), social environment, health curriculum, involvement with the community and health services. In 1995, WHO launched the Global School Health Initiative, which has a goal to improve child, adolescent and community health through HPS. HPS have been found to be effective in improving several aspects of student health. Recently, WHO, UNESCO and other United Nations partners launched the "Making Every School a Health Promoting School" initiative, with the objective of strengthening the capacity of the education sector to integrate health and wellbeing considerations and promote health through a whole-school approach. As part of the initiative, global standards for HPS and systems have been established, including one standard that sets the requirement for access to comprehensive schoolbased or school-linked health services that address students' physical, emotional, psychosocial and educational health-care needs.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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WHO and UNESCO: Making every school a health promoting school- Implementation Guidance.
<https://apps.who.int/iris/bitstream/handle/10665/341908/9789240025073-eng.pdf>

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.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Making every school a health-promoting school – Country case studies:
<https://www.who.int/publications/i/item/9789240025431>

No education system is effective unless it promotes the health and well-being of its students, staff and community. These strong links have never been more visible and compelling than in the context of the COVID-19 pandemic. A health-promoting school (HPS) approach was introduced over 25 years ago and has been promoted globally since. In 2018, WHO and UNESCO announced an initiative for the development and promotion of global standards and indicators for HPS and their implementation. The initiative is expected to serve over 1.9 billion school-aged children and adolescents and will contribute to attainment of the target of WHO's 13th General Programme of Work of "making 1 billion lives healthier" by 2023. The initiative will also support attainment of the United Nations Sustainable Development Goals for both education and health, including the target "all learners acquire the knowledge and skills needed to promote sustainable development ... human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity" by 2030.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

Making every school a health-promoting school – Country case studies:
<https://www.who.int/publications/i/item/9789240025431>

These profiles aim to identify the barriers to and enablers of health promotion in schools in LMIC for global guidance on HPS. Focusing on LMIC enabled identification of the issues in implementation of HPS in these countries, which could then be addressed by implementation guidance, where possible. The purpose of the case profiles was to explore:

- the types of collaboration among different organizations, sectors, schools and the local community in setting policies for HPS
- governance, monitoring and accountability practices and resource allocation models for health promotion in schools, government and other organizations
- the relations and roles of government, other organizations and schools in day-to-day implementation of HPS
- lessons from implementation of HPS to inform implementation guidance for HPS

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Every school should be a health promoting school. No education system is effective unless it promotes the health and well-being of its students, staff and community. These strong links have never been more visible and compelling than in the context of the COVID-19 pandemic. 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.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

WHO and UNESCO: Making every school a health promoting school- Implementation Guidance.
<https://apps.who.int/iris/bitstream/handle/10665/341908/9789240025073-eng.pdf>

WHO and UNESCO: WHO Guideline on school health services.
<https://apps.who.int/iris/bitstream/handle/10665/341910/9789240029392-eng.pdf>

WHO and UNESCO: Making every school a health promoting school- Global Standards and indicators <https://apps.who.int/iris/bitstream/handle/10665/341907/9789240025059-eng.pdf>

WHO and UNESCO: Making every school a health-promoting school – Country case studies:
<https://www.who.int/publications/i/item/9789240025431>