

# Guidelines for Health-Promoting Schools



Department of Education and  
Department of Health in collaboration  
with the World Health Organization



## **Acknowledgments**

For the compilation of these Guidelines the following publications are used:

NSW Department of Health, NSW Department of School Education, Catholic Education Commission, NSW Association of Independent Schools. *Towards a Health Promoting School*. Ryde, NSW, NSW Department of School Education, 1996.

South Australian Health Commission & Department for Education and Children's Services. *An introduction to Health-Promoting Schools in South Australia*. Adelaide, SA, Health Promotion Unit, SA Health Commission.

Pacific Network of Health-Promoting Schools. *A manual*. Suva, Fiji, Pacific Network of Health-Promoting Schools, 1997.

The ideas are adapted for use in Papua New Guinea's Health-Promoting Schools initiative. The editor gratefully acknowledges their contribution.

Departments of Education and Health acknowledge the continued collaboration and support of the World Health Organization.

1999.

# Foreword

Good health supports successful learning and successful learning supports good health. Education and health are inseparable.

In Papua New Guinea too many children and mothers die of preventable diseases. Despite the efforts made the health status of the people in PNG remains a challenge. A change is necessary in our way of dealing with the health situation of our people, specially children and mothers.

It has been realized that health and education professionals must work closely with a wide range of other groups and disciplines to plan and execute activities which ensure the best use of limited resources. The system must stress the responsibilities of individuals for their actions, in the context of community support. The school is an excellent setting where the education and health sectors can play an important role at the community level involving families, individuals and community groups for developing self-reliance.


A health-promoting school is a place where all members of the school community work together to provide students with integrated and positive experiences and structures which promote and protect their health. This includes both the formal and informal curricula in health, the creation of safe and healthy environments, the provision of appropriate health services and the involvement of the family and wider community efforts to promote health.

In recognition of the importance of health-promoting schools in the sustainable promotion of health and development at the community level, the Department of Health and the Department of Education have formally endorsed the health-promoting schools(HPS) programme as a national policy.

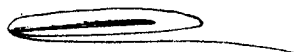
The HPS approach is designed to build the skills, knowledge, community networks and confidence that will allow young people to share fully in tackling the range of personal and community health issues that will arise in the course of their lives.

Health-promoting schools is part of the concept of "Healthy Islands" which has been endorsed by the National Executive Council on 26 January 1998.

We hope that these Guidelines will be useful in implementing the expansion and strengthening of the HPS programme in Papua New Guinea.



Mr. Peter Baki  
Secretary,  
Department of Education



Dr Puka Temu  
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# My Dream School

*My dream is to be in a special school.  
A school where I can feel safe  
Where I am treated the same as every other child  
Where I am treated with respect and dignity  
A place where I feel that I belong  
Where I feel free to explore myself and my environment.  
A place where I find love, peace and security  
Where I have nutritious food to eat when I am hungry  
Where I can turn on the tap and drink  
Fresh, cool, clean water when I am thirsty  
Where I have a shade tree to sit under when the sun is too hot  
Where the grass is green and I have a place to play.  
A place where I find lots of friends  
Where my teachers are caring  
And my parents are supportive.  
A place where I am excited to go each day.  
A place where I am not abused or harassed  
A place free of drugs and full of fun  
And lots of beautiful flowers, red, yellow, white and all sort of colours.*

*My special school is a place where I am free to love, to learn  
And to grow in every way  
A place where I am protected from the wind, the sun, the rain and cold.  
Regardless of my race, my religion, my culture, or where I come from  
I am nurtured as a very, very special person*

*This is my dream school.  
Is it possible?  
Can my dream be fulfilled?  
Who can make my dream come true?*

My Dream School is dedicated to the children of Papua New Guinea under the UN Declaration of Children's Rights.  
Adapted by Pauline Doonar, Foundation Chairperson NCC - Health-Promoting Schools from a speech by Dr Paul Chen, WHO Representative, to the Health-Promoting Schools Workshop organised in Papua New Guinea, 1995.

# Introduction

One of the challenges Papua New Guinea faces today, is the health of its people. Changing life-styles and a deterioration of our environment will have its effect. Diseases such as cancer, heart diseases, diabetes and AIDS are on the increase. The number of women who die each year from complications of childbirth is the highest in the Western Pacific Region.

Many of these can be prevented, through education, health promotion and protection.

A child who grows up with an adequate education, a balanced diet, safe space for play and exercise, and emotional support for the development of his or her personality is best equipped to meet the challenges of later life.

An informed young person will be more likely to have self-esteem and avoid tobacco, drugs and alcohol.

It is essential to ensure that children are given the opportunity and support for developing healthy behaviour in environments conducive to health. Students, who adopt healthy life-styles, are likely to adhere to those throughout their life.

This is what a Health-Promoting School is all about.

## Background

The Health-Promoting Schools (HPS) programme is an international movement which has its origins in WHO initiatives and programmes. These include the Health for All by the Year 2000, proclaimed in Alma-Ata in 1978. It is also closely linked to the UNESCO world declaration on Education for All (Jomtien, Thailand, 1990) which states that

*“Every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs”*

In 1995 the Departments of Education and Health in collaboration with the World Health Organization introduced Health-Promoting Schools in Papua New Guinea. Five schools and one Teacher’s College in Central and Western Highlands Provinces were initially chosen. Gradually the programme will be expanded to the rest of the country.

*Health Promotion is a process of enabling people to increase control over and improve their health. ~ Ottawa Charter for Health-Promotion (WHO, 1986)*

Most importantly health promotion is people centred and multi-sectoral.

The Health-Promoting School concept is already accepted internationally as the approach to health education. Schools in Europe, Canada and Australia have accepted the model. The journal HEALTH PROMOTION INTERNATIONAL, published by the Oxford University Press in the United Kingdom, contains articles about strategies and implementation of health-promoting schools activities.

The Conference of Ministers of Health of the Pacific Islands re-affirmed the importance to achieve healthy islands.

*Healthy islands should be places where children are nurtured in body and mind. ~ Yanuca Island Declaration. (WHO, 1995)*

In 1995 the Pacific Network of Health-Promoting Schools was established, based in Suva, Fiji.

## **What is a Health-Promoting School?**

A Health-Promoting School attempts to balance the curriculum and classroom teaching with action directed towards improving the school environment.

A Health-Promoting School assists all members of the school community to develop knowledge, skills and attitudes necessary to contribute to their own health as well as the health of the community at large.

A Health-Promoting School challenges the teachers to provide real learning experiences to benefit both the students and the community at large.

A Health-Promoting School endeavours to make integral human development a reality.

## **The components of the Health-Promoting Schools model**

The Health-Promoting Schools presents a model, which is collaborative, interactive and participatory. The components are:

- the formal curriculum
- the school ethos (social & physical environment and school policies)
- the links between the school and the community
- the links with health and other welfare services

### **The formal school curriculum**

Health topics are covered in different subject-areas in the PNG curriculum. In Primary schools they are part of Health and Physical Education. In Secondary schools Health and Physical Education, Personal Development, Home Economics, Social Science, Guidance and Counselling all teach health issues.

A Health-Promoting School wants to integrate the teaching of these issues across the curriculum to develop health literacy and health skills.

### **The social and physical environment of the school (the school ethos)**

The ethos of the school is the climate and atmosphere in which students and staff learn and work. School policies and procedures, cultural values, the social and physical environment are all part and parcel of this.

It is essential that students develop healthy behaviours and adopt values in an environment that is conducive to learning.

### **Links between school, home and community**

A Health-Promoting School recognises the central role of parents and guardians to support learning and their influence upon school policies and procedures.

A Health-Promoting School recognises their role to support “healthy” families.

Community members, including officers from government departments and NGOs can be invited to contribute to teaching so that learning becomes practical and relevant. Students and teachers may also choose to work with and within the community to address issues that are impacting on health.

### **Health and Welfare Services**

The health and welfare services provide support in the form of health information and regular check-ups by eg. Dental Services.

First aid kit is available at the school.

## **What will students gain from Health-Promoting Schools?**

A Health-Promoting School gives a clear message that it is interested in all students. It acknowledges that confidence, self esteem, communication and relationship skills are all vital to well being and mental health.

Encouraging student input into school decision making is very important. Students’ learning and experience at school should assist them to reach their full health potential.

Healthy behaviour and values adopted during childhood and adolescence are likely to continue throughout life.

*A Health-Promoting School is about building health to improve quality of life and promoting health and well being.*

*Health is a resource for everyday living and learning.*



# How to become a Health-Promoting School

Curriculum and practices in many schools have already aspects of Health-Promoting Schools concept. Awareness, planning, implementation and evaluation are important for the programme to be successful.

## **Awareness**

Call a meeting and introduce the idea of Health-Promoting Schools. Parents, teachers, students, Board of Management, and community members are invited. Show the Health-Promoting Schools video to raise awareness.

If necessary hold further meetings, conduct a forum and other activities to raise awareness of current health issues, affecting the school community.

Select a Health-Promoting School committee and a coordinator for the day-to-day running of the programme.

Develop a shared vision amongst members of the school community

## **Planning**

Convene a planning meeting and identify health needs and problems in the school.

Create a picture or a vision of your Health-Promoting School, taking into account the components of Health-Promoting Schools.

Develop an action plan to make your visionary Health-Promoting School a reality. Short- and long-term goals are part of this action plan. Put in your action plan indicators for monitoring and evaluation.

## **Implementation**

Launch the programme and carry out your action plan. Start with an “easy” short-term goal that does not need a huge capital input.

Document what you do. Inform others, celebrate your accomplishments.

## **Journals**

Keeping a diary of happenings can be useful. A weekly or fortnightly overview of activities would be sufficient.

## Evaluation

From the very beginning build in indicators to monitor progress and evaluate the programme. This is essential, so you know what you are doing and where you are going.

Plan for future activities, using the experience gained during your earlier action. It helps to improve implementation. You can identify weaknesses and remedy these as you go along. Other schools can learn from your experiences.

Provide regular feedback and communicate the results to the school community. Also it provides feedback for donors and sponsors.

## Check-List

The simplest and probably most effective way to evaluate progress is to use a checklist.

The checklist should include everything that is in the school action plan, but may include additional items as well.

## Key issues in establishing Health-Promoting School

**The support by the Board of Management and the community at large** are essential for success of a Health-Promoting School.

**Appoint one coordinator or working-committee of two** to oversee implementation. Make somebody responsible and feel they “own” the programme.

**A specific local health issue** is a good way to successfully start a Health-Promoting School programme.

**Regularly evaluate, update and adjust your action plan.** Incorporate new issues and problems when they occur in your plan.

**Human resources.** Build a network of interested stakeholders. Committed and knowledgeable teaching (and other school) staff who will serve as role models and who will play key roles in establishment and maintaining Health-Promoting Schools programme. Many Boards of Management members and parents have special skills and knowledge, which can be utilised. The wider community, whose support and involvement can play a crucial role.

**Material resources.** Obviously a range of such resources can boost Health-Promoting Schools. However, these need not be costly. Plants, seedlings, posters and other relevant resources which can serve a dual role of making the school environment beautiful and healthy, while also educating all members of the school community.

**Training needs.** In the very early stages workshops should be conducted to introduce and advocate the Health-Promoting School concept.

It is important to identify and address training needs of all key players in the development of a Health-Promoting School. Examples:

- First aid
- Environmental awareness
- Awareness-raising workshops on various health topics, such as STDs, AIDS, drugs, poor nutrition and advantages of a healthy life-style.
- Counselling: basic training in children's likely psychological problems and how to deal with these.

**Liase** with Provincial and National Coordinating Committees.

# Develop action plans

## *Planning Summary #1*

Let us create a vision for our healthy school!

**Goal: students and teachers create a vision of a healthy school**

Imagine your school, as you would like it to be.

Our vision of a healthy school is one that .....  
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.....  
.....  
.....  
.....  
.....  
.....

Meeting Date.....Number of participants.....

Participants were:

.....  
.....  
.....  
.....  
.....  
.....

## *Planning Summary #2*

SELECT THE PRIORITY HEALTH ISSUES

**Goal: agree on issues to create a healthier school environment**

PRIORITY ISSUES

OBJECTIVES

.....  
.....  
.....  
.....  
.....  
.....

Meeting Date.....Number of participants.....

Participants were:

(List names of participants, eg. parents, other teachers, school health nurse, principal, etc plus classes involved)

.....  
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.....

# Planning Summary #3

## DEVELOP THE ACTION PLAN

### Goal: make a realistic plan of action for each of the health issues

Start with a simple one, celebrate your successes and learn from your mistakes

HEALTH ISSUE #1: .....

OBJECTIVE:.....

.....

.....

#### ACTION STEPS

What are we going to do?	Who is involved?	When will this be done?
Eg. check whether the food sold to schoolchildren is healthy/nutritious or not?	Students, parents, librarian, provincial nutritionist, school nurse, etc.	(Time frame)
1..... 2..... 3..... etc.		

HEALTH ISSUE #2: .....

OBJECTIVE: .....

.....

.....

#### ACTION STEPS

What are we going to do?	Who is involved?	When will this be done?
1..... 2..... 3..... etc.		

Use more sheets if needed.

## Sample action plan format for a Health-Promoting School

<b>Focus area:</b> School-home-community interface		<b>Goal:</b> To improve communication links between the school, home and the community				
Intended outcomes	Strategies	Indicators of success	Personnel	Resources	Cost	Time line
<b>Evaluation</b>						

## A term planner for a Health-Promoting School

Weeks	1	2	3	4	5	6	7	8	9	10
The formal curriculum		<u>Growth &amp;</u>	<u>develop</u>	<u>ment:</u>	<u>Fitness</u> <u>the body</u>	<u>health</u> <u>decision</u>	<u>choices:</u> <u>making</u>	<u>nutrition</u>		
School ethos	HP committee plan for staff meeting on school fitness	Staff meeting on school fitness program	HP committee and staff organize fitness program timetable and resources		Notice to parents in school bulletin on "Come and Try" Day	Personal invitation to parents and friends	Health Day "Come and Try" Day			Fitness testing for students and teachers
School, home, community interface		Staff meeting with guest speakers, school nurse					Parents take part in "Come and Try" Day. Media visit school health day		Visit by local high school PE teacher and senior students for staff in-service on fitness testing	



## Planning Summary #4

### PUT PLAN INTO ACTION

#### **Goal: launch the project and carry out the action plan**

Let us take the planning summary that was completed in #3 with the priority health issues and the proposed action plans.

Step 4 entails “making your objectives work”. This means carrying out the specific tasks outlined.

Record all the action steps in a **project journal or review**. This will keep track of the progress, address any obstacles that arise and revise the action steps as needed.

It is also helpful to keep track of names of individuals and contacts that could be used by others at a future time. Comments in the journal should highlight both the things that helped achieve the objectives plus any potential barriers.

That action plan might be carried over a short period of time (one week) or might take the entire school term or year. Whatever the plans, be sure to celebrate your progress along the way and ensure as many students and other participants as possible are actively involved in the process.

Action step	Progress	Obstacles	Revision
1.			
2.			
3.			
4.			
5.			
etc.....			

## Reviewing health issues in the context of a Health-Promoting School

Health issues	The formal curriculum	School ethos	School-home-community links
<b>NUTRITION</b>	<ul style="list-style-type: none"> <li>• balanced diet</li> <li>• individual food choices</li> <li>• energy intake and energy expenditure</li> <li>• student diary for food intake and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• world food day</li> <li>• school canteen committee formed</li> <li>• nutrition policy written for canteen</li> </ul>	<ul style="list-style-type: none"> <li>• “Come and try” luncheon for parents, guardians or students</li> <li>• newsletter article on ideas for cheap healthy lunches</li> <li>• guest speaker, eg. local athlete to discuss diet at assembly</li> </ul>
<b>SAFETY</b>	<ul style="list-style-type: none"> <li>• need for safety rules around school and playground</li> <li>• student survey of traffic flow around the school neighbourhood</li> <li>• poster competition, “How can I make my school a safe place?”</li> <li>• first aid activities</li> <li>• water safety and learn-to-swim classes</li> </ul>	<ul style="list-style-type: none"> <li>• students identifying potential hazards in playground</li> <li>• teacher in-service on school safety</li> <li>• posters on safety displayed around the school</li> <li>• development of safety policy</li> </ul>	<ul style="list-style-type: none"> <li>• St John Ambulance course for parents, caregivers or staff</li> <li>• police talk on safety at meeting of parent group</li> </ul>
<p><b>Sample follow up questions</b> Outline how each key learning area can support health promotion in all these areas.</p>			

## *Planning Summary #5*

Goal: inform others about your activities, celebrate your accomplishments and plan for the future.

School name: .....

Address: .....

Contact person: .....

Telephone # .....Fax # .....

Date your project started: .../.../..... Date Project completed: .../.../.....

Approx. number of participants: .....

Outline briefly the activities carried out by your class / school and health issues that were addressed. ....

.....  
.....  
.....  
.....

Things that were really helpful to the project: .....

.....  
.....  
.....  
.....

The project made the following contributions/benefits to the school community: .....

.....  
.....  
.....  
.....

How did you celebrate your accomplishments? .....

.....  
.....  
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.....



From top:

- Launching of Health Promoting Schools programme in Alotau.
- Launching of Health Promoting Schools programme in Goroka.
- Planning meeting at start Health-Promoting Schools.



From top:

- Viewing of Health-Promoting Schools video in one of the foundation schools of the Health-Promoting Schools programme, Gomore, Central Province. Standing at right is foundation chairman of the Gomore Health-Promoting School Committee, the late Reverend Buri Veneo.
- Nutrition garden in St. Anselm School, Banz, WHP
- The Health-Promoting Schools Team in Minj, WHP; from left John Koi, Chairman, Esther Karmel, Teacher in charge of Health Promoting School programme and Anthony Nendi, Headmaster.

The planning guide helped in the following way: .....

.....  
.....  
.....  
.....

The planning guide would have been useful if it included:.....

.....  
.....  
.....  
.....

What are your plans for the future? .....

.....  
.....  
.....  
.....

Other comments not mentioned above: .....

.....  
.....  
.....  
.....

The Chairman NCC-Health-Promoting Schools  
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Waigani (NCD)

## Checklist approach through rating scheme

### *Evaluating the school environment*

This activity allows you to evaluate aspects of the school environment by using a five star rating scheme. One star would indicate a low rating (ie. In need of significant improvement) and five stars would indicate a high rating.

### Example of school environment evaluation

Environment	Rating					Suggested improvement
Our school has:	☆	☆☆	☆☆☆ ☆	☆☆☆ ☆☆	☆☆☆ ☆☆☆ ☆	
1. adequate designed play areas						
2. playground supervision at all necessary times of the day						
3. adequate safety rules which are enforced in the playground						
4. adequate fencing of the playground						
5. safely designed equipment and sport areas						
6. adequate levels of qualified supervision for sporting activities						
7. suitable wet weather areas for students						
8. any hazards clearly marked						
9. effective procedures for dealing with hazards						
10. ongoing and regular maintenance (cleaning, repairs)						
11. adequate seating available in good condition						
12. procedures to ensure safe travel to and from school by students						
13. safety policies which are actively implemented and regular reviewed						

# The awards for Health-Promoting Schools

Health-Promoting Schools can be acknowledged for their achievements with an award. Schools can gain an award by meeting certain standards and criteria.

The award is in the form of a certificate to the school by the National Coordinating Committee for Health-Promoting Schools. The certificate will describe level and year of the award.

School Inspectors make the external assessment from Provincial Education Office, Health Inspector from Provincial Health Office and a senior member of the Health-Promoting Schools Committee in the Province. The team uses the guidelines for assessment of Health-Promoting Schools in Papua New Guinea, developed by NCC-Health-Promoting Schools. If the assessment team does not reward a school after an assessment, the team will explain the reasons to the school. This description will detail, the criteria and standards which were not met, and proposals for improvement will be suggested. A copy of the assessment will be forwarded to the NCC-Health-Promoting Schools.

Schools, who have reached the gold level in the award system, can request for renewed assessment after two years. A new gold level award can thus be issued every second year, if the school still meets the criteria and standards for this.

## The Gold Award

To attain this level schools need to demonstrate that they:

- ☺ Have developed a “Charter or Mission Statement for a Health-Promoting School”.
- ☺ Have been active for over three years in the four areas.
- ☺ Meet the minimum requirements for the gold level.
- ☺ Have supported another school to become a Health-Promoting School.

## The Silver Award

To attain this level schools need to demonstrate that they:

- ☺ Have developed a “Charter or Mission Statement for a Health-Promoting School”.
- ☺ Have been active for over two years in the four areas.
- ☺ Meet the minimum requirements for the silver level.



## **The Bronze Award**

To attain this level schools need to demonstrate that they:

- ☺ Have developed a “Charter or Mission Statement for a Health-Promoting School”.
- ☺ Have been active for over one year in the four areas.
- ☺ Meet the minimum requirements for the bronze level.

In the Appendix details of the minimum requirements can be found.

# Possible support groups

Parents and Citizens Associations (P & C) of the school

Boards of Management of the school

Boards of Governors of the school

National Coordinating Committee Health-Promoting Schools, Port Moresby

Provincial Coordinating Committee Health-Promoting Schools

Health Promotion & Education Division, Department of Health

Department of Education

World Health Organization, Port Moresby

Provincial Divisions of Health and Education

# Suggested activities

## *Key questions to help schools develop the Health-Promoting Schools programme*

### **Formal curriculum**

- ☺ Are teachers encouraged and supported to design lessons that will result in effective learning experiences for all students?
- ☺ Have teachers easy access to professional development and in-service training?
- ☺ Are the benefits considered of teachers working in teams in order to combine teachers' skills and to reduce professional isolation?

### **Classroom environment, from the students' viewpoint**

- ☺ Are classes conducted in an atmosphere of warmth, trust, openness and mutual respect?
- ☺ Is each student's need for, and right to, confidentiality and privacy respected?
- ☺ Do students relate to each other and to the teachers in a positive manner?

### **Teaching methods, from the teachers' viewpoint**

- ☺ Are the teachers actively seeking student input and feedback in relation to teaching style, assessment methods and curriculum content?
- ☺ Are activities carefully planned and stimulating so that students are motivated to discover and develop skills for themselves, also in practical situations?
- ☺ Is the teachers' behaviour conducive to health and well being; do they show towards students tolerance, acceptance, self-respect, respect of others, appreciation and celebration of diversity?
- ☺ Are the learning attempts of all students supported equally, and are students recognised and valued as individuals?

## **School ethos**

### **School policies and procedures**

- ☺ Do existing school policies and procedures promote health and protect the welfare of the students?

### **School environment**

- ☺ Is the physical environment of the school grounds worthy of a Health-Promoting School? Have fences been erected to stop intruders and wild animals getting into the school grounds?
- ☺ Does the school have a greening programme? Fruit and nut trees or “house wind” provide shade. The grass is mowed regularly and beautiful flowers are planted. Are areas designated as play ground, or lunch-area?
- ☺ Do you regularly carry out maintenance? Are broken desks repaired?
- ☺ Do students and teachers share responsibility for maintaining an attractive and clean environment? For example, do teachers pick up papers along side students
- ☺ Do students and staff work in classrooms that are well ventilated, have reasonable air temperature ranges and are well lit?
- ☺ Do the classrooms have cement floors so children do not sit on dirt floors?
- ☺ Do students and staff have hygienic and clean toilet facilities, including toilet paper and soap?
- ☺ Do students and staff have access to hygienic, clean and safe drinking water?

### **Injury prevention**

- ☺ Are there regular safety audits of the grounds, classrooms and immediate local area (eg. pedestrian crossing, vehicle drop-off points) conducted by appropriate personnel in collaboration with Board of Management or Governors, students and teachers?
- ☺ Is risk assessment incorporated into the curriculum and are students and staff encouraged to report accidents and near misses, breakages, leakages, damaged furniture, unsafe appliances and unsafe playground equipment etc. to appropriate personnel promptly?
- ☺ Is road safety part of the school curriculum?
- ☺ Is there adequate supervision in the schoolyard at all times?
- ☺ Are emergency and evacuation procedures developed, maintained and communicated to all members of the school community?

## **Minimise the risk of sporting injuries**

Do teachers and coaches responsible for team sports and exercise instructions ensure that:

- ☺ Students use protective gear.
- ☺ Students do pre- and post- warm-up exercises to reduce the risk of injury.
- ☺ They have up-to-date first aid training and basic first aid equipment is in order.
- ☺ They have information about students' medical conditions that may present a health risk.

## **School bus**

- ☺ If your school runs a school bus, are adequate measures taken to ensure that the bus is well maintained and in good order and that the driver is a fit and capable driver?
- ☺ Are standards for appropriate passenger behaviour articulated and are mechanisms in place to check compliance?

## **The social environment**

- ☺ Have you considered creative and cost-efficient ways to enhance the aesthetics of the school environment; for example mural art, tree planting?
- ☺ Do you have signboards to guide visitors? Are the cultural values and interests of all tribes reflected in displays and classroom decorations?
- ☺ Do you have interpreters of the local languages to facilitate communication with parents who can only speak their own local language?
- ☺ Do the parents and the community all work together to solve the problems of the school?
- ☺ Is cultural and religious diversity respected to ensure that learning takes place in a non-threatening, non-violent manner?
- ☺ Are problems solved in a loving and caring atmosphere?

## **Personal safety**

- ☺ Is your school designed or modified with crime prevention and personal safety in mind, with minimal entry points and appropriate landscaping for clear visibility?
- ☺ Are students and staff views actively sought about safety in the schoolyard and buildings, and are their concerns responded to appropriately?
- ☺ Are policies in place to stop harassment and unwanted behaviour?

## **Valuing individuals' opinion**

- ☺ Are all students involved in problem solving and school improvement activities?
- ☺ Are a variety of structured student forums organised in which all students can raise issues, contribute ideas and participate in decision making?
- ☺ Is a suggestion box used to encourage student input and idea generation?

## **Social relations**

- ☺ Do students and staff share a sense of ownership and pride in their school?
- ☺ Are there positive relationships between teachers and students, and among students?
- ☺ Do staff and students trust, care and respect each other?
- ☺ Are students and staff given positive recognition for their efforts?

## **Encouraging pro-social behaviour**

- ☺ Is there a firm, unambiguous message to students and staff that bullying will not be tolerated?
- ☺ Is there a firm, unambiguous message to students and staff that racism will not be tolerated?
- ☺ Are cultural, ethnic (=tribal) and religious differences of staff and students respected?
- ☺ Does your school have a behaviour management policy that is satisfactory to teachers, students, parents and the wider school community, and is that policy regularly reviewed?
- ☺ Are all students taught skills in conflict resolution, mediation and alternatives to aggression, as well as communication and interpersonal relationships?

## **Physical health needs**

- ☺ Does the school have clear policies and procedures in relation to meeting the physical health needs of student? For example asthma management, epilepsy, administration of medication, emergency procedures, checks for enlarged spleens.
- ☺ Do students have clear policies to follow when they are unwell when at school, do they have access to appropriate trained personnel and is a sickbay available?
- ☺ Are individual student health management plans developed and regularly reviewed for all students who have chronic illnesses?
- ☺ Does your school have policies in place for the personal care needs of students with disabilities?

- ☺ Are there Health Record cards for students which they can use from Primary, through Secondary and up to Tertiary level?
- ☺ Does your school have a clear policy to deal with students or staff with infectious diseases like HIV or TB to ensure confidentiality of the individual but at the same time to protect the school community?

### **Mental health needs**

- ☺ Does your school have clear policies and procedures in relation to meeting the mental health needs of students? For example, appropriate teacher response to students displaying indicators of abuse or mental health problems; suspected substance abuse; school response to critical incidents; repeated absenteeism.
- ☺ Has staff training been provided on understanding, recognising and responding to students with mental health problems or showing signs of potential health problems?
- ☺ Do students feel comfortable in approaching at least one adult staff member with regard to school-based problems they may have? Has your school taken steps to find out if this is the case; for example, through undertaking a simple survey?

### **Links between school, home and community**

- ☺ Does your school provide a welcoming atmosphere for students, parents or guardians? For example, you may have considering having students' work displays, display of photographs of school activities, of school staff and signs.
- ☺ Do all parents or guardians have access to school information and school policies in language they understand?

### **Communication**

- ☺ Does your school clearly communicate to parents and guardians the ways in which they can support their child's school-based learning? For example do you keep parents informed of curriculum content and invite comment on curriculum content and delivery; have communication mechanism that provide ease of communication between school and home; communicate with and enlist the support of parents, particularly when a child is experiencing difficulties in his/her learning or with peer relations.

### **Health and well-being**

- ☺ Do you encourage parents to inform the school of issues and circumstances that may be relevant to their child's well being and learning; for example parental separation, death of a relative?

- ☺ Are parents aware of their responsibility to inform the school of their child's medical conditions and associated treatment when regular or emergency care may need to be provided by school staff?

### **Promote partnerships with the community**

- ☺ Do teachers actively seek to complement the curriculum through collaborating with, and drawing on the expertise of community agencies groups and individuals?
- ☺ Do teachers promote a sense of community responsibility and provide opportunities for students to contribute to community well being?
- ☺ Does your school examine the possibilities of sharing physical resources with the community?
- ☺ Does your school negotiate with agencies to facilitate training for staff on specific health-related issues?
- ☺ Does your school examine ways in which local health agencies can complement the curriculum?
- ☺ Does your school work with health agencies to develop specific health promotion programs?



# Appendix

## Award system

### The Bronze Award

To attain this level, schools need to demonstrate that they:

- Have developed a “Charter / Mission Statement for a Health Promoting School “.
- Have been active for over one year in the four areas.
- Meet the minimum requirements for the Bronze level.

### Minimum requirements for the Bronze level

CHECK-LIST
<p>Curriculum</p> <p><b>1. The curriculum approaches health issues in a coherent and holistic way</b></p> <ul style="list-style-type: none"><li>• The health curriculum is designed to be interesting, engaging and relevant to students.</li><li>• The learning process places an emphasis on student participation</li><li>• The contents reflects issues which students can relate to in their own community, and which draws on their own experience, and which supports their routine health-care management.</li><li>• The curriculum provides developmentally appropriate learning experiences for children.</li><li>• Sufficient time per week is allocated to health in the overall curriculum.</li></ul>
<p>School environment</p> <p><b>2. The school has a policy on healthy food</b></p> <ul style="list-style-type: none"><li>• The school has taken action to ensure healthy locally grown foods are available to students.</li><li>• Teachers act as role models by eating healthy food in school.</li><li>• Healthy food is made available at school social events like sports days.</li></ul>

**3. The school is smoke-free. Alcohol, betelnuts and drugs are banned**

- The school has developed a strategy for phasing out smoking completely within the premises, with a deadline for being totally smoke-free: this policy applies to all staff, students and visitors.
- The school has prepared an appropriate action plan to eliminate alcohol, betelnut chewing and drugs in school grounds / activities.

**4. The school provides a safe environment for the school community**

- In selecting any new play and sporting equipment the school takes safety into account and, if appropriate, ensures that guidelines for their use are in place.
- The school checks all buildings and equipment to ensure they are safe.
- The school and community take action to minimize local traffic hazards.
- The school puts procedures in place to see that students are protected from unwanted visitors to the school.

**5. Adequate sanitation and water is available**

- There are sufficient toilets for both males and females. Toilets are clean.
- Safe and clean water is available for drinking and hand washing.
- An adequate quantity of water is available for washing facilities and sanitation.

**6. Students are encouraged to take care of the school facilities**

- The school has an adequate garbage disposal system.
- Students participate in keeping the school clean. The school ground is clean.
- Students participate in beautifying the school, e.g. By painting murals and planting trees and flowers.

**7. The school ethos / rules is supportive of the mental health and social needs of students and staff**

- Teachers do not use harsh discipline and are supportive of and respectful towards students.
- Students are encouraged to participate in school decision-making processes.
- Students are encouraged to be active participants in the learning process.

**8. The school creates an environment of care, trust and friendliness which encourages students attendance and involvement**

- The school actively discourages physical and verbal violence, both among students and by staff towards students.

Link with the community

**9. Family and community involvement in the life of the school is fostered**

(two of the check-points below)

- Families are involved in making decisions about suitable health-promoting activities, e.g. Food policies, the development of a school garden, physical activities.
- The curriculum contains health-related activities which involve children working with their families / community.
- Local groups with an interest in child and young peoples health and health organizations providing services in the local community participate collaboratively in school activities.

Health Services

**10. Basic health services which address local and national needs are available to students and staff**

- The school actively seeks immunization for its students.
- Appropriate health screening is provided, e.g. Vision and hearing. Grade 1 and 6 screened by health worker.
- Appropriate basic dental health services are provided, e.g. Annual examination, sealant application and restoration of teeth.
- Appropriate health records are kept on children's health status by relevant authorities.
- Counselling and support services are available for socially and emotionally distressed students and those with medical problems.

## The Silver Award

To attain this level, schools need to demonstrate that they:

- Have developed a “Charter / Mission Statement for a Health Promoting School “.
- Have been active for over two years in the four areas.
- Meet the minimum requirements for the Silver level.

### Minimum requirements for the Silver level

In addition to the requirements for the Bronze level, the following standards and criteria are required.

CHECK-LIST
<p>Curriculum</p> <p>Over 50% of the areas covered in both knowledge and skills</p> <p><b>1. The curriculum approaches health issues in a coherent and holistic way:</b></p> <ul style="list-style-type: none"><li>• The health curriculum is designed to be interesting, engaging and relevant to students.</li><li>• The learning process places an emphasis on student participation</li><li>• The contents reflects issues which students can relate to in their own community, and which draws on their own experience, and which supports their routine health-care management.</li><li>• The curriculum provides developmentally appropriate learning experiences for children.</li><li>• Sufficient time per week is allocated to health in the overall curriculum.</li></ul>
<p>School environment</p> <p><b>2. The school upholds practices which support a sustainable environment</b></p> <ul style="list-style-type: none"><li>• Recycling of renewable resources such as paper, glass and aluminum is undertaken.</li><li>• The use of disposable plastic containers is discouraged.</li></ul>
<p><b>3. The school provides appropriate support and assistance to students who are at a particular disadvantage</b></p> <ul style="list-style-type: none"><li>• The school and / or the education authorities recognize that some students have special needs and ensure appropriate facilities, learning aides and programmes are offered to students with disabilities and students from less advantaged backgrounds.</li></ul>

#### **4. The school has a policy and programme on first-aid**

- There are adequate first-aid kits for the school population.
- An appropriate number of teachers is trained in first-aid procedures.
- Students are offered training in first aid.
- Emergency procedures are set out in the event that the urgent referral of a student or a teacher to a hospital or clinic is indicated.

#### **5. The school has a safety plan for implementation in the event of natural or other disasters**

- The school has an evacuation plan in the event of fire: students are drilled in the carrying out of this plan.
- The school has emergency plans for other circumstances such as flood, typhoon, earthquake, volcano eruption and physical attack in the event of hostilities, as appropriate.

Link with the community

#### **6. The school is pro-active in linking with its local community**

- Students and teachers participate in local events on a regular basis, e.g. Culture, sports.
- The school informs the local community of its health initiatives, e.g. Through the use of local media, school open days, and healthy school displays at community functions.

Health Services

#### **7. Local health services contribute to the school's health programme**

- There is consultation between health services personnel and teachers about the design and implementation of the health related curriculum.
- Health services personnel complement the work of teachers by participating in the delivering of relevant aspects of the curriculum.
- Health service agencies are active in approaching schools with offers to support to them in their work on health promotion.
- Local health services support schools in explaining and implementing health campaigns.

## The Gold Award

To attain this level, schools need to demonstrate that they:

- Have developed a “Charter / Mission Statement for a Health Promoting School “.
- Have been active for over three years in the four areas.
- Meet the minimum requirements for the Gold level.
- Supported another school to become a Health Promoting School.

### Minimum requirements for the Gold level

In addition to the requirements for the Silver level, the following standards and criteria are required.

CHECK-LIST
<p>Curriculum</p> <p>Over 80% of the areas covered in both knowledge and skills for 1 and 2.</p> <p><b>1. The curriculum approaches health issues in a coherent and holistic way</b></p> <ul style="list-style-type: none"><li>• The health curriculum is designed to be interesting, engaging and relevant to students.</li><li>• The learning process places an emphasis on student participation</li><li>• The contents reflects issues which students can relate to in their own community, and which draws on their own experience, and which supports their routine health-care management.</li><li>• The curriculum provides developmentally appropriate learning experiences for children.</li><li>• Sufficient time per week is allocated to health in the overall curriculum.</li></ul>
<p><b>2. Teachers are adequately prepared for their role as key participants in Health Promoting Schools</b></p> <ul style="list-style-type: none"><li>• Pre-service and in-service programmes on health promotion (e.g. Short courses and workshops with refresher and update opportunities) are provided to teachers.</li><li>• Teachers are supported by receiving adequate information, on an ongoing basis, about</li><li>• The availability and use of health resources.</li></ul>

### **3. The curriculum is designed to improve students' theoretical understanding of health issues and how to apply this in practice**

- Students gain a basic understanding relevant to their age and culture of nutrition, disease prevention and hygiene, physical activity, safety, mental health, sexuality (including HIV / AIDS), tobacco and drug use prevention, dental health and environmental issues.
- Students have an opportunity to gain skills with respect to specific and relevant health issues, e.g. Resistance to tobacco and drug use, maintaining oral hygiene.
- Students are helped to acquire skills in problem-solving, decision-making, effective communication, interpersonal relationships, coping with emotions and stress and critical and creative thinking, with a view to enhancing their own well-being and their effectiveness as advocates of health.

#### **School Environment**

One of 4.1 to 4.5

#### **4.1. The school upholds equity principles by ensuring that girls and boys have equitable access to school resources**

- The school has reviewed customs and practices prevailing within the school with respect to the utilization of play space, equipment, teacher time and other resources and, where necessary, take action to redress inequities between girls and boys.

*Or*

#### **4.2. The school has formal procedures in place relating to the distribution of medication**

- All medication distributed by the school is recorded.
- Local health officials provide advice on suitable storage and distribution of medication.

*Or*

#### **4.3. Where appropriate the school has a policy on the control of helminth and other parasites**

- Students are taught basic knowledge and prevention methods.

*Or*

#### **4.4. The school has a policy on sun protection**

- Students are not permitted to play in the sun without protective clothing.
- Teachers act as role models by wearing protective clothing while in the sun.

*Or*

**4.5. The school has a policy on closure in the event of emergencies or other circumstances which would endanger students' health**

Students are dismissed, after consultation with local health officers, for one of the following reasons:

- A continuing interruption to the supply of fresh water.
- An outbreak of infectious disease.
- Extreme heat or cold, from which they cannot be protected adequately.
- The sanitation arrangements are considered health threatening.

**5. The school provides a fully inclusive environment in which all students are valued and differences are respected**

- The school provides opportunities to celebrate cultural, religious and tribal diversity, e.g. through food, costume, dance, craft, displays, festivals and exhibitions.
- The curriculum provides opportunities for students to learn about cultural, religious and racial diversity.

**6. The school endeavours to enrich learning by ensuring the physical conditions are the best they can be**

- Adequate ventilation exists in all school areas where students gather.
- The lighting is adequate.
- Care is taken to reduce unnecessary sound disturbances.

Link with the community

**7. The school has supported another school to become a Health Promoting School for at least one year.**

Health Services

**8. Health services contribute to teacher training**

- Relevant health services personnel provide training programmes for teachers in appropriate topics, e.g. helminth control, first aid.



HEALTH - PROMOTING SCHOOLS (HPS), PAPUA NEW GUINEA

# My Dream School, Is it possible?

My dream is to be in a special school.

A school where I can feel safe

Where I am treated the same as

every other child

Where I am treated with respect and dignity

A place where I feel that I belong

Where I feel free to explore myself

and my environment.

A place where I find love, peace and security

Where I have nutritious food to eat when I am hungry

Where I can turn on a tap and drink

fresh cool clean water when I am thirsty

Where I have a shade tree to sit under

when the sun is too hot

Where the grass is green and I have a place to play.

A place where I find lots of friends

Where my teachers are caring

and my parents are supportive.

A place where I am excited to go to school each day.

A place where I am not abused and harassed

A place free of drugs and full of fun

and lots of beautiful flowers, red, yellow, white

and all sorts of colours.

My special school is a place where I am free

to love, to learn and to grow in every way.

A place where I am protected from the wind,

the sun, the rain and the cold.

Regardless of my race, my religion, my culture,

or where I come from,

I am nurtured as a very special person.

This is my dream school.

Is it possible?

Can my dream be fulfilled?

Who can make my dream come true?

## Who can make my dream come true?

HPS PROGRAMME CO-SPONSORED BY  
DEPARTMENT OF HEALTH, DEPARTMENT OF EDUCATION  
IN COOPERATION WITH THE WORLD HEALTH ORGANIZATION



FOR INFORMATION ON HEALTH - PROMOTING SCHOOLS PROGRAMME  
PLEASE CONTACT: HPS NATIONAL COORDINATING COMMITTEE  
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HEALTH-PROMOTING SCHOOLS DEDICATED TO THE CHILDREN OF PNG AND THE RIGHTS OF THE CHILD