

*This report contains the collective views of an international group of experts and does not necessarily represent the decisions or the stated policy of the World Health Organization*

**WHO Technical Report Series**

**870**

# **PROMOTING HEALTH THROUGH SCHOOLS**

Report of a WHO Expert Committee  
on Comprehensive School Health Education and Promotion



**World Health Organization**

**Geneva 1997**

WHO Library Cataloguing in Publication Data

WHO Expert Committee on Comprehensive School Health Education and Promotion (1995 : Geneva, Switzerland) Promoting health through schools : report of a WHO Expert Committee on Comprehensive School Health Education and Promotion.

(WHO technical report series ; 870)

1. Health education 2. Health promotion 3. School health services – organization and administration I. Title II. Series

ISBN 92 4 120870 8 (NLM Classification: WA 590)  
ISSN 0512-3054

The World Health Organization welcomes requests for permission to reproduce or translate its publications, in part or in full. Applications and enquiries should be addressed to the Office of Publications, World Health Organization, Geneva, Switzerland, which will be glad to provide the latest information on any changes made to the text, plans for new editions, and reprints and translations already available.

**© World Health Organization 1997**

Publications of the World Health Organization enjoy copyright protection in accordance with the provisions of Protocol 2 of the Universal Copyright Convention. All rights reserved.

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the World Health Organization concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The mention of specific companies or of certain manufacturers' products does not imply that they are endorsed or recommended by the World Health Organization in preference to others of a similar nature that are not mentioned. Errors and omissions excepted, the names of proprietary products are distinguished by initial capital letters.

**Typeset in Hong Kong  
Printed in Spain**

96/11078 – Best-set/Fotojoe – 7500

# Contents

1. Introduction	1
1.1 Health and education	2
1.2 Education and health	2
1.3 School health programmes	3
1.4 Efforts to promote health through schools	5
1.5 The Expert Committee's terms of reference	5
1.6 Key themes of the report	6
2. Trends in school health	7
2.1 Introduction	7
2.2 The role of schools	9
2.3 School health programmes: a definition	10
2.4 The current status of knowledge concerning school health	12
2.5 Rationale for investment in school health programmes	12
2.6 Strategic planning of school health programmes – from problems to action	15
2.6.1 HIV/AIDS	17
2.6.2 Nutrition and food safety	17
2.6.3 Tobacco use	18
2.6.4 Psychological problems	18
2.6.5 Malaria	19
2.6.6 Summary	19
2.7 Challenges to achieving the vision of school health programmes	20
3. Strengthening school health programmes at the international, national, and local levels	22
3.1 Organizational levels involved in school health	22
3.2 Barriers common to all levels	23
3.2.1 Inadequate vision and strategic planning	23
3.2.2 Inadequate understanding and acceptance	23
3.2.3 Inadequate collaboration and coordination	24
3.2.4 Lack of a sense of ownership, responsibility, and accountability	24
3.2.5 Lack of resources	24
3.3 International-level barriers	24
3.4 National-level barriers	25
3.5 Local-level barriers	25
3.6 Strategies applicable at all levels	26
3.6.1 Vision building and strategic planning	27
3.6.2 Advocacy	27
3.6.3 Networking and collaboration	28
3.6.4 Resource mobilization and allocation	28
3.6.5 Capacity building	29
3.6.6 Operations research	29
3.7 International-level strategies	30
3.7.1 Infrastructure development	30
3.7.2 Advocacy	31
3.7.3 Social support	32

3.7.4	Empowerment	32
3.8	National-level strategies	33
3.8.1	Antigua	34
3.8.2	Bahrain	34
3.8.3	Canada	35
3.8.4	The European Network of Health Promoting Schools: Bulgaria's experience	35
3.8.5	India	37
3.8.6	Indonesia	38
3.8.7	Pakistan	38
3.8.8	Philippines	38
3.8.9	United States	39
3.9	Local-level strategies	40
3.9.1	Environment	41
3.9.2	Health services	44
3.9.3	Water and sanitation services	46
3.9.4	Nutritional and food safety services	47
3.9.5	Counselling, psychological, and social services	49
3.9.6	Services to improve the health of personnel	51
3.9.7	Health education	53
3.9.8	Physical education	57
3.9.9	Training	58
3.9.10	Coordinating school health programmes	60
3.9.11	Key themes	63
4.	<b>Research on school health programmes</b>	64
4.1	Some examples of existing knowledge	65
4.2	Critical needs	66
4.3	Major questions for research	67
4.4	Indicators for planning and monitoring school health programmes	67
4.4.1	Indicators of health status	68
4.4.2	Indicators of ability to learn and learning achievement	68
4.4.3	Indicators of health behaviour	69
4.4.4	Indicators of the quality of various school health programmes	69
4.4.5	Improving the use of data	70
4.5	The health status of young people	71
4.6	The under-representation of girls in school	71
4.7	Assessing available infrastructure	72
4.8	The integration of school health programmes	73
4.8.1	School health environment	73
4.8.2	School health education	73
4.8.3	School health services	74
4.9	The cost-effectiveness of comprehensive school health programmes and specific interventions	75
4.10	The diffusion and adoption of innovations in school health programmes	75
4.11	The relationship of health to the school organization	76
4.12	Examples of how research influences practice	76
4.13	Improving the connection between research and practice	77

5. Recommendations	78
5.1 Principles and priorities	79
5.2 A call to action	82
Acknowledgements	83
References	85

# WHO Expert Committee on Comprehensive School Health Education and Promotion

Geneva, 18–22 September 1995

## Members

- Ms I. Capoor, Director, Centre for Health Education Training and Nutrition Awareness, Ahmadabad, India (*Vice-Chairman*)
- Dr D. Hopkins, Tutor, Institute of Education, University of Cambridge, Cambridge, England (*Rapporteur*)
- Dr L. J. Kolbe, Director, Division of Adolescent and School Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, Atlanta, GA, USA (*Chairman*)
- Dr D. O. Nyamwaya, Director, Health Behaviour and Education Department, African Medical and Research Foundation, Nairobi, Kenya
- Mrs K. Sanguor, National Coordinator for School Health and Environment Education, Ministry of Education, Manama, Bahrain
- Dr G.-J. Ye, Director, Institute of Child and Adolescent Health, Beijing Medical University, Beijing, China

## Representatives of other organizations

*Aga Khan Foundation*

Dr K. Bartlett, Programme Officer, Education, Geneva, Switzerland

*Education International*

Mr E. Jouen, Deputy General Secretary, Brussels, Belgium

*International Union for Health Promotion and Education*

Dr M. Rajala, President, Vanves, France

*United Nations Children's Fund (UNICEF)*

Dr B. Dick, Senior Youth Health Advisor, New York, NY, USA

*United Nations Educational, Scientific and Cultural Organization (UNESCO)*

Ms A. M. Barthes, Programme Specialist, Education Service, Paris, France

## Secretariat

- Mr S. Cohen, Deputy Director, Health and Human Development Programs, Education Development Center, Newton, MA, USA (*Temporary Adviser*)
- Mr J. T. Jones, Health Education and Health Promotion, World Health Organization, Geneva, Switzerland
- Dr I. Kickbusch, Director, Division of Health Promotion, Education and Communication, World Health Organization, Geneva, Switzerland
- Ms H. B. Macdonald, Health Education and Health Promotion, World Health Organization, Geneva, Switzerland
- Dr D. J. O'Byrne, Chief, Health Education and Health Promotion, World Health Organization, Geneva, Switzerland (*Secretary*)
- Dr C. Vince-Whitman, Senior Vice-President, Health and Human Development Programs, Education Development Center, Newton, MA, USA (*Temporary Adviser*)

## 1. Introduction

“Health is inextricably linked to educational achievements, quality of life, and economic productivity. By acquiring health-related knowledge, values, skills, and practices, children can be empowered to pursue a healthy life and to work as agents of change for the health of their communities”.

Dr Hiroshi Nakajima  
Director-General  
World Health Organization

To encourage educational and health institutions and agencies to coordinate their efforts to promote health through schools, WHO convened an Expert Committee on Comprehensive School Health Education and Promotion in Geneva, Switzerland, from 18 to 22 September 1995. The meeting was opened on behalf of the Director-General by Dr N. P. Napalkov, Assistant Director-General, who stressed the importance of schools as a means of influencing the health and education of future generations.

The overall objective of the Expert Committee was to make recommendations for policy measures and actions that WHO (including its Regional Offices), other United Nations agencies, national governments, and nongovernmental organizations could apply to enable schools to use their full potential to improve the health of children and young people, school staff, families, and community members.

The Expert Committee noted that the past 50 years have brought unprecedented gains in health, education, and economic status: advances in average life expectancy; reductions in child death rates; and improved nutrition programmes, immunization levels, disease prevention, and school attendance around the world. Because of these advances, about 2.5 million fewer children will die in 1996 than in 1990 (1). As more children survive to school age, the number attending school, in at least the early levels,<sup>1</sup> has increased dramatically as well. In many nations there has been progress in achieving the goal of basic education for all. The proportion of the developing world's children now completing at least 4 years of primary schooling has reached 71% overall (1, 2). Moreover, a recent report concludes that “the formal education system is . . . the developing world's broadest and deepest channel for putting information at the disposal of its citizens” (3).

---

<sup>1</sup> “Levels”, when used in this report to refer to groups of children in school, denotes those engaged in a particular year's work; they are usually numbered from the first (typically 5–6-year-olds) upwards.

### 1.1 Health and education

The World Health Organization's Expert Committee on School Health Services noted as long ago as 1950 that "to learn effectively, children need good health" (4). Research indicates that nutritional deficiencies and poor health in primary-school-age children are among the causes of low school enrolment, high absenteeism, early dropout, and poor classroom performance. Health is thus a key factor in school entry, as well as continued participation and attainment in school (5, 6). Moreover, education that provides children with both basic academic skills and specific knowledge, attitudes, and skills related to health is vital to their physical, psychological, and social well-being. This is true not only in the short term; such education lays the foundation for a child's healthy development through adolescence and across the entire life span.

A wide variety of health conditions affect learning. Among those that research (5, 6) has identified are: nutritional deficiencies (protein-energy malnutrition and iron, vitamin A, and iodine deficiency); helminth infections (especially schistosomiasis and infections with roundworm and other intestinal parasites); other infections; physical and mental disabilities; and problems related to sexual behaviour (early pregnancy, sexual violence, and sexually transmitted diseases).

### 1.2 Education and health

The connection between a child's health and education is a powerful one. Just as health exerts a powerful impact on the ability to learn, so too is regular attendance in school one of the essential means of improving health. The school itself — through its culture, organization, and management; the quality of its physical and social environment; its curricula and teaching and learning methods; and the manner in which students<sup>1</sup> progress is assessed — has a direct effect on self-esteem, educational achievement, and therefore the health of

预览已结束，完整报告链接和二维码如下：

[https://www.yunbaogao.cn/report/index/report?reportId=5\\_30627](https://www.yunbaogao.cn/report/index/report?reportId=5_30627)

