



**The Lebanese Order of Pharmacists**  
26<sup>th</sup> Annual Congress



**Teaming Up for Excellence in Patient Care**  
**معاً للتميز في رعاية المريض**

# **Health Promoting Schools, a Review of the Approach and its Challenges: The Need of a National Lebanese Survey**

Marwan Akel, Pharm. D, MPH

Clinical Associate Professor

Chairperson Pharmacy Practice Department

Lebanese International University



**November 16-18, 2018. Hilton Habtoor Grand. Beirut - Lebanon**



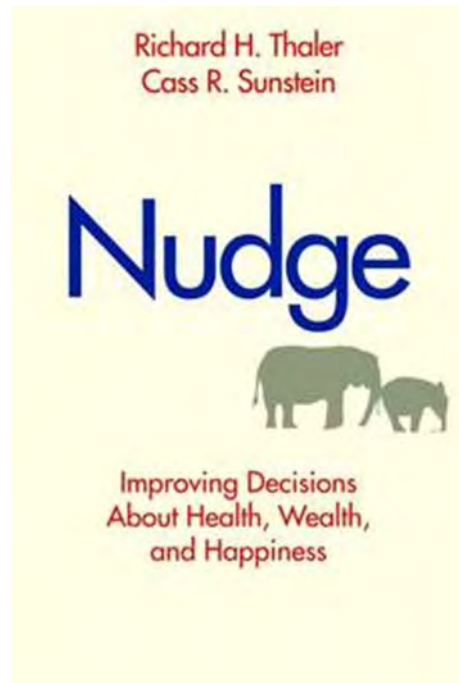
# Disclosure



I, Marwan Akel, declare to meeting attendees that there are no financial relationships with any for-profit companies that are directly or indirectly related to the subject of this presentation



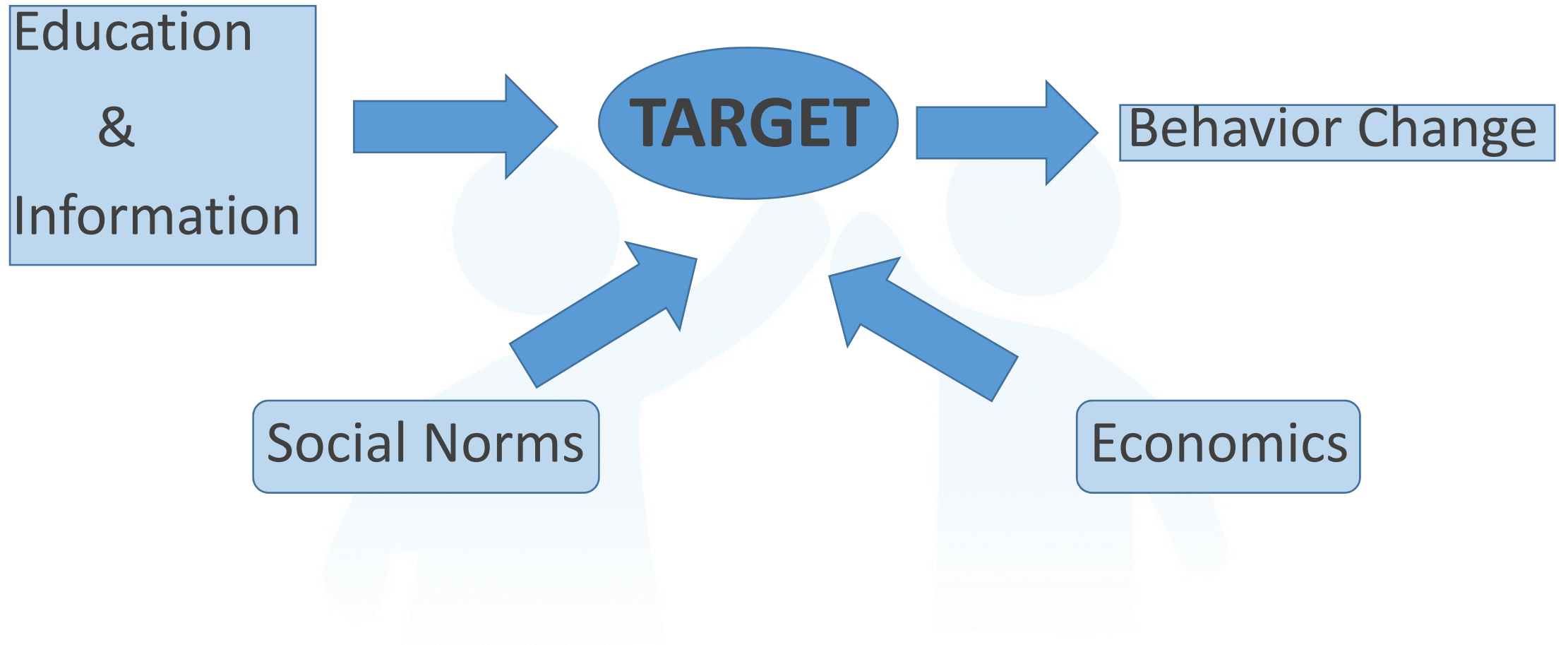
# Richard H Thaler



- Nobel Prize in Economics 2017
- Small design changes that can markedly affect individual behavior...



# Health Promotion







## Publications

- **Health Promoting Schools, a Review of the Approach and its Challenges: The Need of a National Lebanese Survey ( Conference proceeding )** The Eighth International Arab Conference on Quality Assurance in Higher Education
- **Are Lebanese Schools Adopting a Health Promotion Approach in their Curricula? A National Screening ( Journal Article )**  
Health Education Journal



# Learning Outcomes

---

- **HPS Overview**
- **HPS Features**
- **Phases of HPS Implementation**
- **HPS Advantages**
- **HPS Challenges**
- **An Experience to Start in Lebanon**
- **Lebanese Results**



# Health Assessment Tool for Schools (HATS)



Centers for Disease Control and Prevention  
CDC 24/7: Saving Lives. Protecting People™



## Characteristics of an Effective Health Education Curriculum



### Health Education in Schools – The Importance of Establishing Health Education Programs



[Am J Public Health](#). 1981 December; 71(12): 1384–1391.

PMCID: PMC1619951

### The contribution of school health education to community health promotion: what can we reasonably expect?

#### 4. What are the effects of education on health?

PROMOTING HEALTH IN SCHOOLS  
FROM EVIDENCE TO ACTION

By Leon Feinstein, Ricardo Sabates, Tashweka M. Anderson, Annik Sorhaindo and Cathie Hammond\*



IUHPE

INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION





# HPS Overview

- Childhood and adolescence years are key periods that lay the foundation for future adult health and economic well-being
- Experiences, attitudes and behaviors toward health during these years will influence the individuals' health later in adult life
- Schools are vital units that can play an extremely important role in health promotion among children and adolescents





# HPS Overview

- Late 1980s, the World Health Organization (WHO) developed the Health Promoting Schools (HPS) framework
- HPS constantly strengthen their capacity as a healthy setting for living, learning and working
- Despite varied definitions, HPS have three key characteristics including:
  - School curriculum
  - Environment or ethos
  - Families or communities



# HPS Overview

- The Global School Health Initiative, launched by WHO in 1995, was designed to improve the health of:
  - Students
  - School personnel
  - Families
  - Members of the community
- By increasing the number of HPS

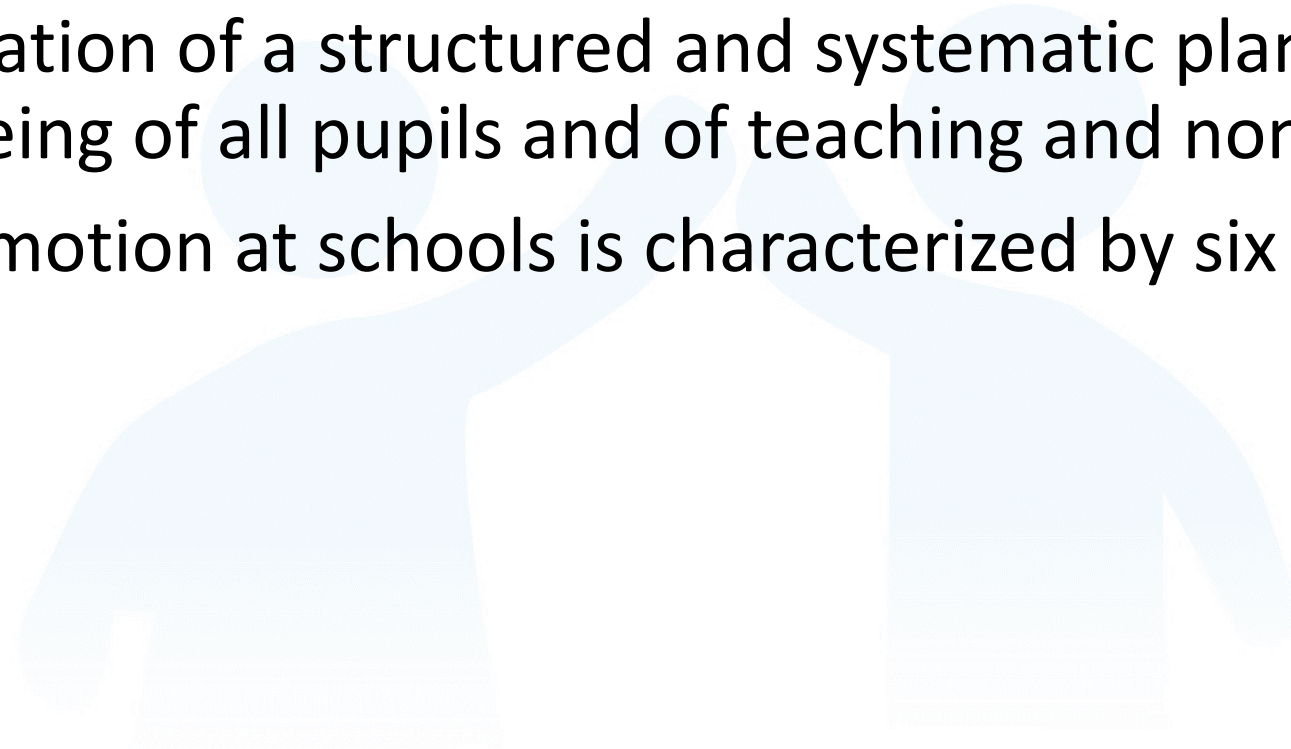




# HPS Features

---

- A HPS framework is a whole-school approach
- Implementation of a structured and systematic plan for the health and well-being of all pupils and of teaching and non-teaching staff
- Health promotion at schools is characterized by six main features





# HPS Features: I

- HPS should promote health by engaging:
  - Health and education officials
  - Administrators
  - Staff members
  - Teachers
  - Students
  - Parents
  - Community leaders







## HPS Features: II

---

- Schools should provide a safe environment:
  - Sufficient sanitation and water
  - Freedom from abuse and violence
  - Social support
  - Mental health promotion
  - Safe school grounds
  - Opportunities for physical education and recreation



## HPS Features: III

- Curricula at HPS should:
  - Improve students' understanding of factors that influence their health and enable them to adopt healthy behaviors throughout their lives
  - Support information and activities appropriate to children's intellectual and emotional abilities
  - Provide training and education for teachers and parents



## HPS Features: IV

- Health promotion at schools should entail access to health services such as:
  - Screening
  - Diagnosis
  - Monitoring growth and development
  - Vaccination
  - Selected medications or procedures
- May be most efficiently provided in the school setting, depending on the resources
- Partnerships with local health agencies might be helpful by:
  - Providing services
  - Developing nutrition and food safety programs



## HPS Features: V

- Schools should implement health-promoting policies and practices that help prevent or reduce physical, social and emotional problems, including:
  - Healthy psychosocial environment
  - Equal treatment for all students
  - Drug and alcohol use
  - Tobacco smoking
  - First aid
  - Violence

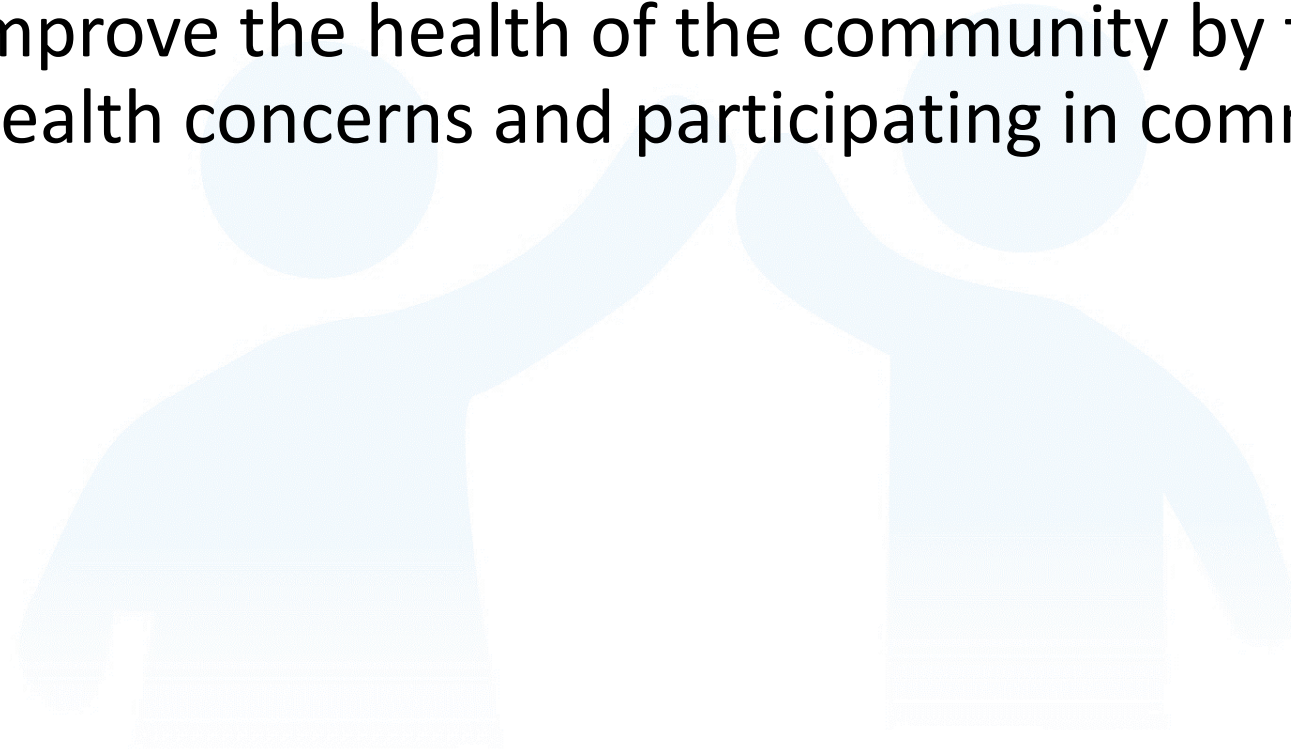






## HPS Features: VI

- HPS should improve the health of the community by focusing on community health concerns and participating in community health projects





# Phases of HPS Implementation

- The implementation of health promotion program at schools is:
  - On-going project
  - Cyclical process
  - Divided into five phases





# Phase One

---

- Making the **commitment** to become a HPS
- Ensuring the **support** of school leaders that is important for a long-term evolving process
- Gaining school community support who need to share similar vision for health promotion
- Engaging other stakeholders which can **lead** to greater support from the broader community
- Identifying the available **human and financial resources**
- Setting up a working group who are **motivated** to participate
- Starting to plan for **communication** and evaluation



## Phase Two

- **Determining starting point and setting priorities:**
  - Assessing the schools health status is a central point for organizational, physical and personal factors and how these factors encourage or hinder the school's health promoting activities
  - The HPS working group can then supervise the school in setting priorities regarding which health topics to focus on





## Phase Three

---

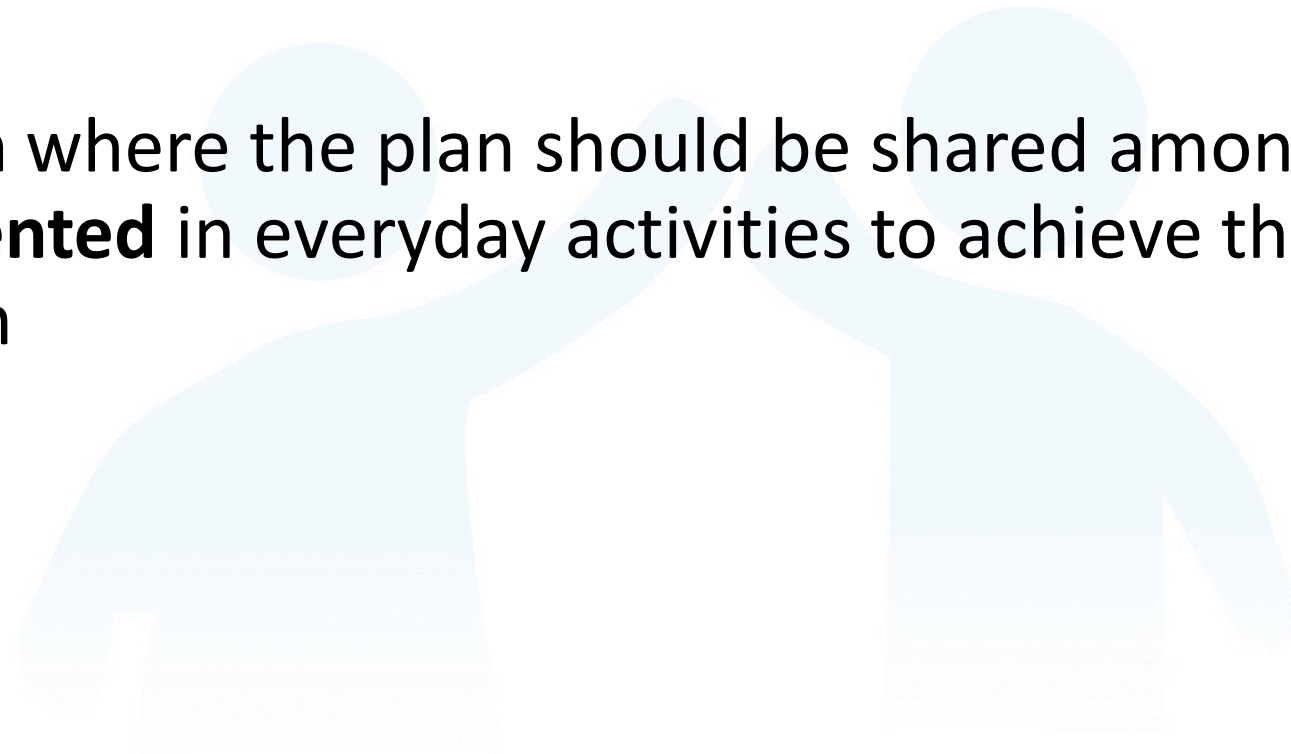
- The school must choose an **appropriate evaluation** method, such as **interviews, observations** or **questionnaires**, depending on several factors, including time, resources and indicators
- The results from the **initial assessment** of the school's starting point serve as a reference for the health promoting school evaluation



## Phase Four

---

- **Taking action** where the plan should be shared among all members and **implemented** in everyday activities to achieve the objectives of this approach

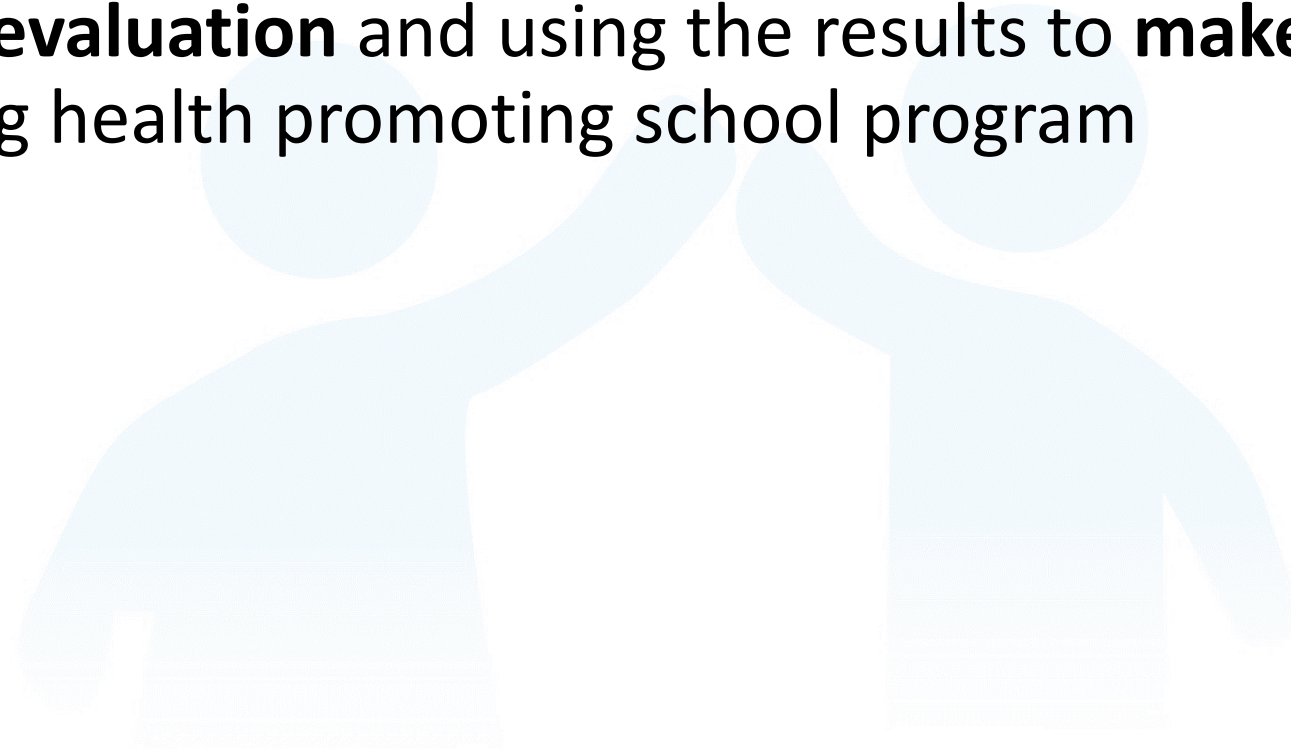




## Phase Five

---

- Carrying the **evaluation** and using the results to **make adjustments** to the existing health promoting school program

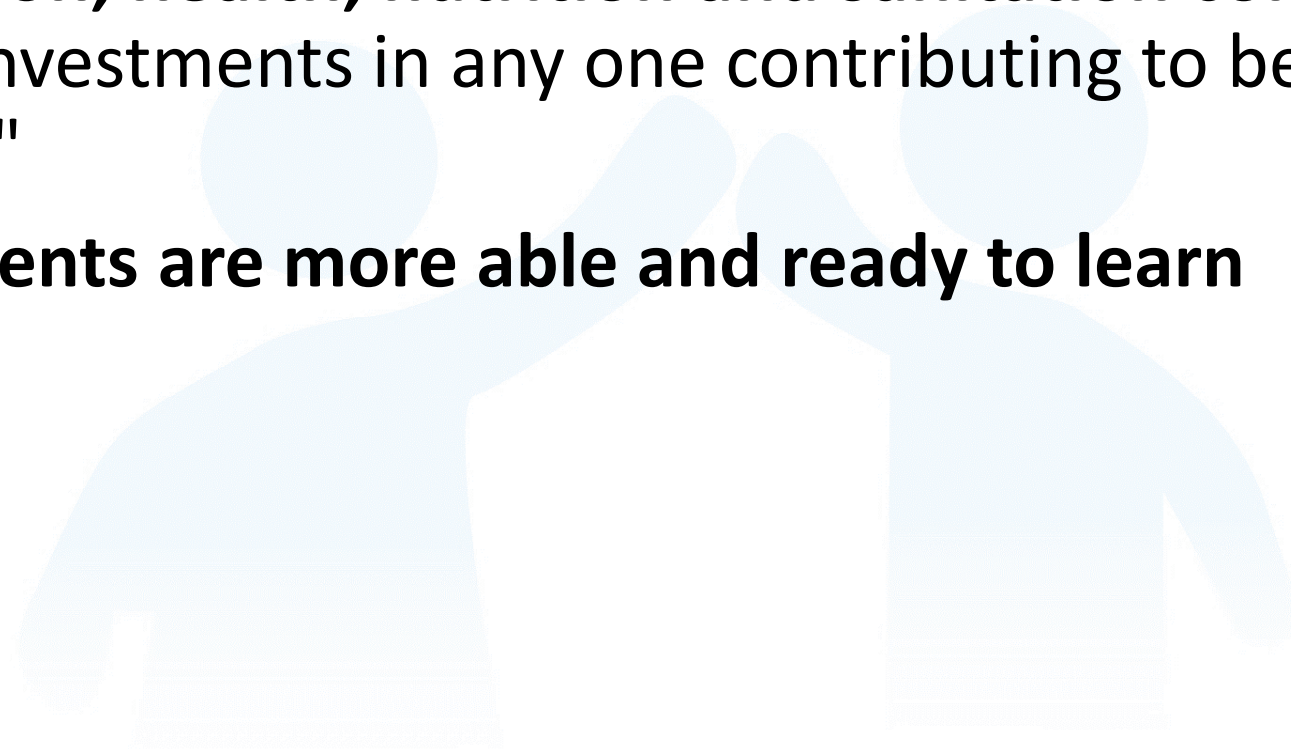




# HPS Advantages

---

- The United Nations' 2010 Human Development Report clearly stated that "**education, health, nutrition and sanitation complement each other**, with investments in any one contributing to better outcomes in the others"
- **Healthy students are more able and ready to learn**







# HPS Advantages

- Schools have a potential role in promoting healthy eating habits, where good nutrition offers better:
  - Growth
  - Brain function
  - Intelligence
  - Immunity to infections
  - Dental health
  - Prevention of lifestyle diseases



# HPS Advantages

- Students with **proper nutrition** tend to demonstrate:
  - Better classroom learning behaviors
  - Fewer disciplinary problems
  - Enhanced attention
  - Reduced eating disorders and disturbances
  - Proper weight control
  - Increased physical activity



# HPS Challenges

---

- **Inconsistent health messages** in the students' home or community environment
- **Communication barriers** between health and education communities
- Most approaches toward health promotion in a schools focus on specific, **short-term interventions, not on long-term outcomes**



# HPS Challenges

- **Resistance** to the messages presented in health interventions
- School students do not respond well if they see the intervention as a threat to their **freedom** to determine their health status
- The **less educating** a health intervention is, and the more health promoting it becomes, the less likely is to be rejected by the children and adolescents

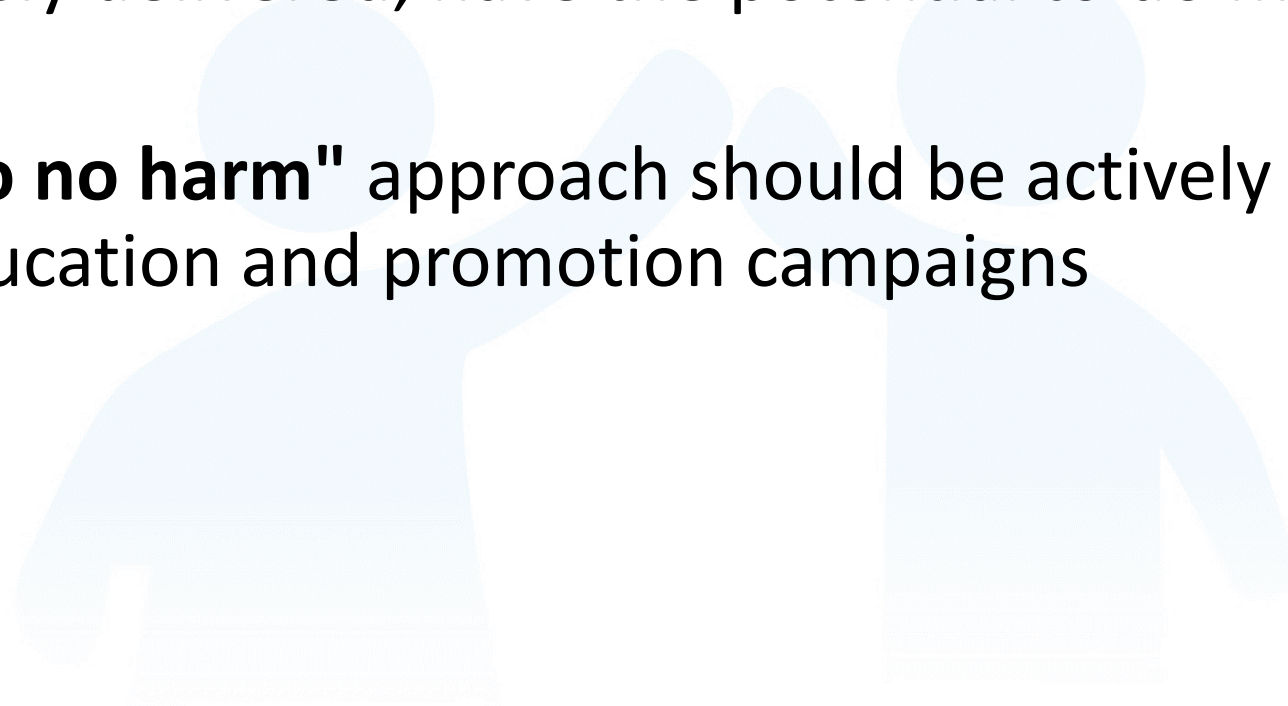




# HPS Challenges

---

- Health promotion programs that are not adequately planned or inappropriately delivered, have the potential to do more harm than good
- The "**First, do no harm**" approach should be actively considered for all health-education and promotion campaigns





# An Experience to Start in Lebanon

- The main objective of the study will be to evaluate the health programs and policies adopted at different Lebanese schools
- This will be a prospective observational study where 50 schools from all Lebanese districts (Beirut, Bekaa, Nabatieh/South, Mount Lebanon, and North Lebanon) accepted our proposal to participate in the study



# An Experience to Start in Lebanon

- The study will have two outcomes:
  - the primary outcome assessing the **schools status as health promoting** centers with a designated committee to plan, coordinate, monitor and evaluate the activities and policies
  - the secondary outcome assessing **the program involved** whether it responds to the school **community needs** and covers the related health topics



# Materials and Methods

---

- Prospective observational study
- Convenient sampling method was followed and from 62 schools approached, only 50 accepted to participate in the study
- A proposal was sent to the schools prior to study enrollment and the study did not pose any risk to the participants
- Interviews were performed on site
- The final data collection sheet included 26 questions





# Materials and Methods

---

- Statistical analysis was performed using the Statistical Package for the Social Science software (SPSS version 22.0)
- Descriptive statistics were used to describe schools characteristics with frequencies and percentages for categorical variables
- Chi-square/ Fisher Exact two by two testing was performed to reveal significant differences in health topics addressed among the different schools locations



## Activités Scolaires et Parascolaires Liées à la Santé dans les écoles

1: Etablissement: -----

2: Région:  Beyrouth       Mont Liban       Sud       Nord       Bekaa

3: Nombre d'élèves:  <1000       de 1000 à 2000       > 2000

4: Langue principale:     Français       Anglais

5: La communauté scolaire (étudiants, enseignants, personnel scolaire, administrateurs, parents et membres de la communauté) développe une vision commune de promotion de la santé à l'école:  Oui     En cours       Non

6: Les élèves, les enseignants, le personnel scolaire, les administrateurs, les parents et les membres de la communauté sont des participants actifs au sein du Comité, dont le but principal est de développer et mettre en œuvre un plan scolaire Promouvoir la santé:  Oui  En cours  Non

7: Les élèves, les enseignants, le personnel scolaire, les administrateurs, les parents et les membres de la communauté, sans distinction de sexe, d'âge, de capacité, de race, de religion ou du statut socio-économique, sont invités à participer. Tous les événements sont accessibles à tous les étudiants:  Oui       En cours       Non

8: Le Comité encourage les partenariats et les communications avec les parents et les membres de la communauté pour soutenir le plan de promotion de la santé de l'école:  Oui       En cours       Non

9: Les élèves sont engagés dans des expériences de qualité d'apprentissage pour atteindre les résultats inclus dans tous les programmes du bien-être:  Oui       En cours       Non



10: Les enseignants, le personnel scolaire, les administrateurs, les parents et les membres de la communauté ont un accès constant à des possibilités d'apprentissage liées à la promotion de la santé:  Oui  En cours  Non

11: Les élèves, les enseignants, le personnel scolaire, les administrateurs, les parents et les membres de la communauté sont engagés et se sentent connectés à l'environnement scolaire:  Oui  En cours  Non

12: L'environnement scolaire fournit un support physique pour une vie saine; et les installations sont maintenues pour la sécurité et l'accès:  Oui  En cours  Non

13: Les politiques, les exigences et les initiatives de l'école sont élaborés pour soutenir une promotion de la santé:  
 Oui  En cours  Non

14: Le Comité élabore un plan visant à assurer que les objectifs, les initiatives et les ressources appuient la vision partagée de la communauté scolaire:  Oui  En cours  Non

15: Le Comité rassemble et examine les données pour démontrer l'efficacité du plan scolaire de la Promotion de la santé:  
 Oui  En cours  Non

16: Offrez-vous des cours liés à la santé dans votre programme:  Oui  Non

17: Incluez-vous des chapitres liés à la santé dans vos cours:  Oui  Non

18: organisez-vous des séminaires / ateliers / présentations liés à la santé:  Oui  Non

19: Si la réponse à la question 18 est oui, quelle est la fréquence de ces activités?

une fois par semaine  une fois toutes les 2 semaines  une fois par mois  une fois semestre



- 20: Impliquez-vous vos élèves dans du travail communautaire / activités sociales liées à la santé:  Oui  Non
- 21: Avez-vous organise des campagnes de sensibilisation relatives à la santé dans votre établissement :  Oui  Non
- 22: Si la réponse à la question 21 est oui, quelle est la fréquence de ces activités?  
 une fois par semaine  une fois toutes les 2 semaines  une fois par mois  une fois semestre
- 23: Quels sont les sujets liés à la santé que vous discutez de votre établissement:  
 le sevrage tabagique  la nutrition  la santé dentaire  l'activité physique  
 les maladies  le comportement sexuel  l'alcool  la santé mentale
- 24: Incluez-vous des séances d'éducation physique dans votre programme:  Oui  Non
- 25: Si la réponse à la question 24 est oui, quelle est la fréquence de ces sessions?  
 une heure par semaine  2 heures par semaine  3 heures par semaine  4 heures par semaine
- 26: Est-ce que vous participez / organisez des activités physiques parascolaires:  Oui  Non



## Are Lebanese schools adopting a health promotion approach in their curricula?

Health Education Journal

1–10

© The Author(s) 2018

Article reuse guidelines:

[sagepub.com/journals-permissions](http://sagepub.com/journals-permissions)

DOI: 10.1177/0017896918001716

[journals.sagepub.com/home/hej](http://journals.sagepub.com/home/hej)



**Marwan Akel<sup>a,b,c</sup>, Iqbal Fahs<sup>a</sup>, Pascale Salameh<sup>c,d,e</sup>  
and Emmanuelle Godeau<sup>b,f</sup>**

<sup>a</sup>School of Pharmacy, Lebanese International University, Beirut, Lebanon

<sup>b</sup>UMR 1027 Inserm-Université Paul Sabatier, Toulouse, France

<sup>c</sup>Institut National de Santé Publique, d'Épidémiologie Clinique et de Toxicologie (INSPECT-LB), Faculty of Public Health, Lebanese University, Beirut, Lebanon

<sup>d</sup>Faculty of Pharmacy, Lebanese University, Beirut, Lebanon

<sup>e</sup>Faculty of Medical Science, Lebanese University, Beirut, Lebanon

<sup>f</sup>Service médical du rectorat de l'académie de Toulouse, Toulouse, France



# School Characteristics

**Table 1.** Participating school characteristics.

Characteristics	N (%)
<b>Location</b>	
Beirut	7 (14)
Mount Lebanon	28 (56)
Bekaa	7 (14)
North	2 (4)
South	6 (12)
<b>Number of students/school</b>	
<1,000	31 (62)
1,000–2,000	11 (22)
>2,000	8 (16)
<b>Co-language</b>	
French	26 (52)
English	16 (32)
Both	8 (16)



# School's Status

**Table 2.** Schools' status as centres of health promotion.

Variable	Yes N (%)	In process N (%)	No N (%)
Shared vision of promoting health in schools	35 (70)	9 (18)	6 (12)
All school–community members are active participants in the health committee	30 (60)	15 (30)	5 (10)
All events are accessible to all students	39 (78)	7 (14)	4 (8)
Partnership with the community to support the health promoting plan	30 (60)	11 (22)	9 (18)
Students engaged in quality learning experiences	24 (48)	19 (38)	7 (14)
The school and the community members have consistent access to health promotion learning opportunities	28 (56)	14 (28)	8 (16)
School and community members feel connected to the school environment	34 (68)	14 (28)	2 (4)
The school provides physical support and facilities	33 (66)	13 (26)	4 (8)
Policies are developed at the school to support health promotion	33 (66)	14 (28)	3 (6)
The committee develops a plan to ensure goals	22 (44)	23 (46)	5 (10)
The committee reviews data to ensure effectiveness	19 (38)	18 (36)	13 (26)



# Health Promotion Programmes

**Table 3.** Health promotion programmes in participating schools.

Characteristics	Yes N (%)
Students are involved with health-related work/activities	38 (76)
Health-related seminars/workshops/presentations are conducted	30 (60)
Frequency of seminars or workshops conduction	
Once weekly	3 (9.1)
Once every 2 weeks	4 (12.1)
Once/month	7 (21.2)
Once/semester	19 (57.6)
Health-related awareness campaigns are conducted	35 (70)
Frequency of awareness campaigns conduction	
Once weekly	5 (13.9)
Once every 2 weeks	2 (5.6)
Once/month	10 (27.8)
Once/semester	19 (52.8)
Physical education sessions are included in the curriculum	49 (98)
Frequency of physical education sessions	
Once weekly	30 (62.5)
Once every 2 weeks	18 (37.5)
The school organises extracurricular activities	39 (78)





# Health Related Topics

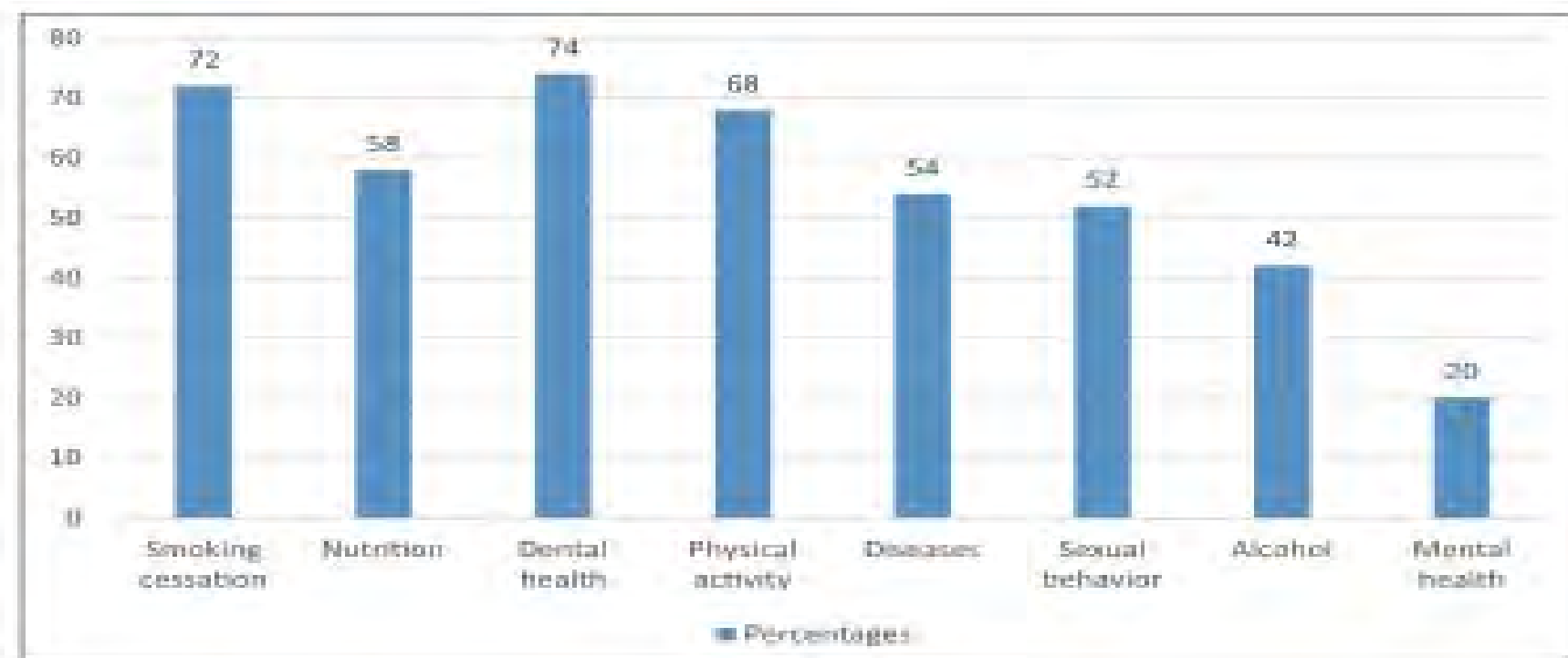


Figure 1. Health-related topics discussed in participating schools.



## Health Related Topics by Location

**Table 4.** Health-related topics addressed by location.

Variable	Beirut N (%)	Mount Lebanon N (%)	Bekaa N (%)	North N (%)	South N (%)	p value
Health-related courses	2 (28.6)	23 (82.1)	7 (100)	2 (100)	2 (33.3)	.003
Physical activity	1 (14.3)	21 (75)	7 (100)	1 (50)	4 (66.7)	.009
Sexual behaviour	6 (85.7)	15 (53.6)	5 (71.4)	0 (0)	0 (0)	.012
Extracurricular activities	7 (100)	22 (78.6)	4 (57.1)	0 (0)	6 (100)	.014



# Discussion

---

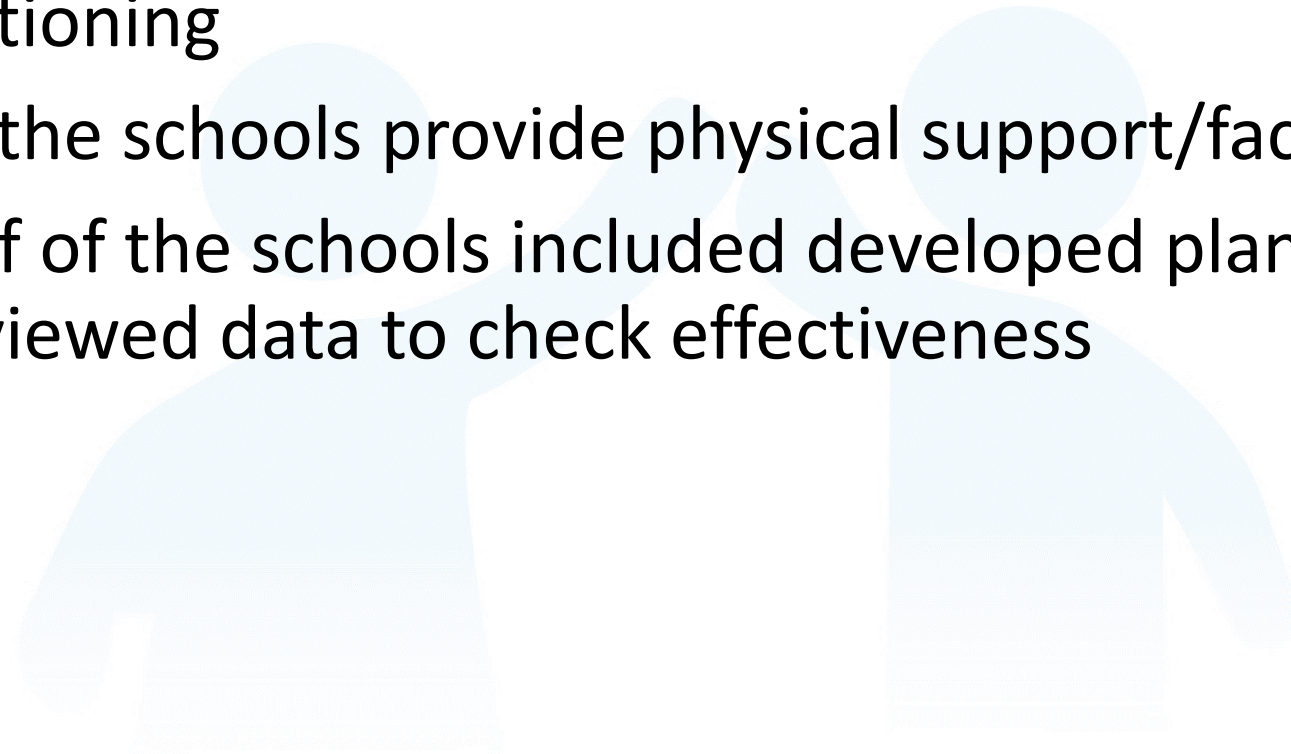
- Most of the schools surveyed were health promoting centers: committee to coordinate and monitor the health related activities and policies
- Majority of schools had a shared vision of promoting health: participation of the school and community members
- 48% of these schools engaged their students in quality learning experiences: active workshops, with staff members being as role models



# Discussion

---

- Hong Kong: teachers as role models for students and are central to a school's functioning
- Two-third of the schools provide physical support/facilities
- Less than half of the schools included developed plans to ensure goals and reviewed data to check effectiveness

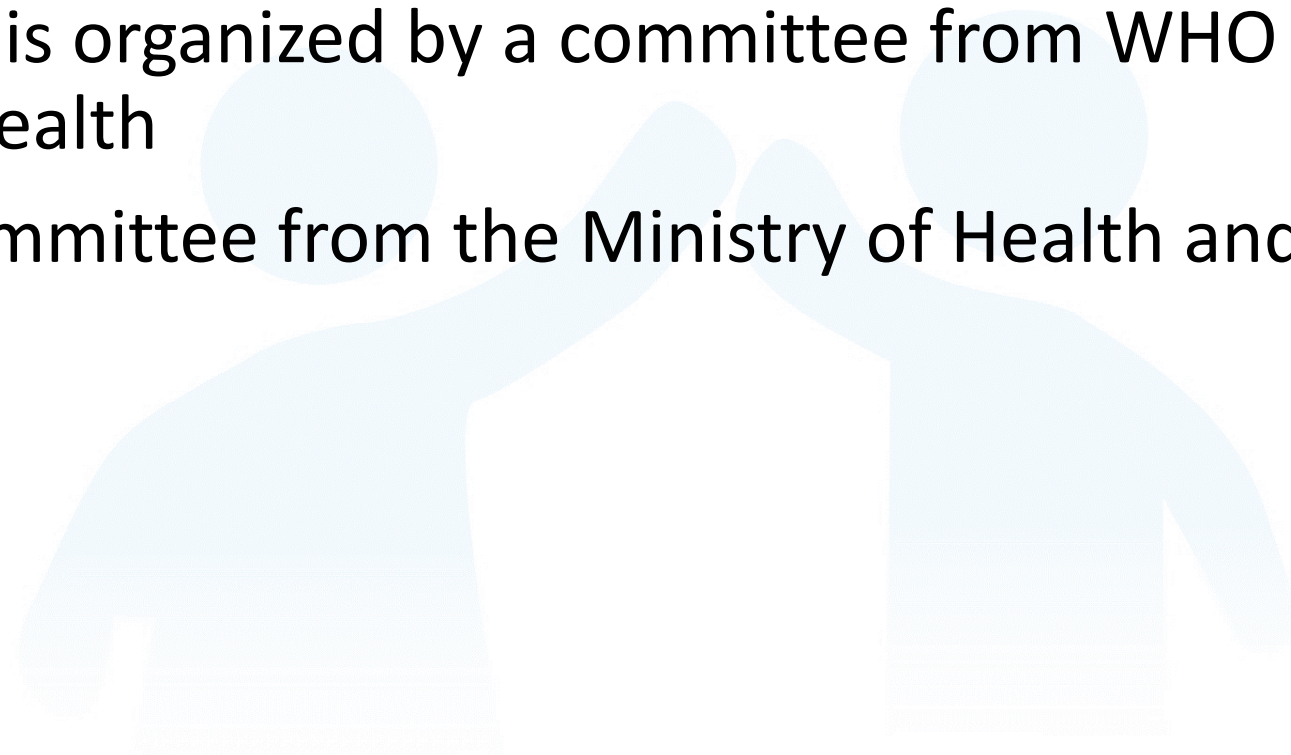




# Discussion

---

- Bahrain, HPS is organized by a committee from WHO and the Ministry of Health
- In Jordan, committee from the Ministry of Health and Education







# Discussion

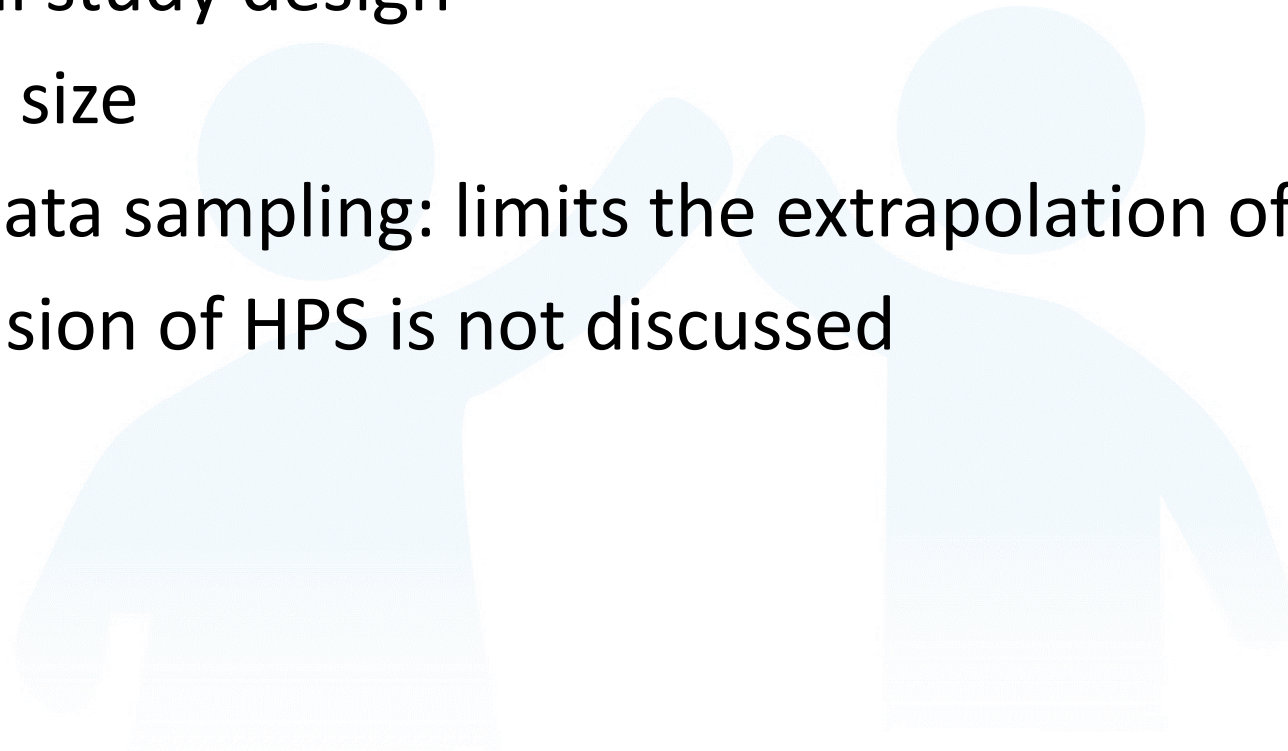
- Education about health issues is effective if it begins at least two years before the behavior is likely to start
- Sexual behavior topics were mostly addressed among Beirut schools, physical activity was the least discussed in this area.
- Discrepancies among the different topics discussed between the districts
- Mental health the least discussed among all districts



# Limitations

---

- Observational study design
- Small sample size
- Convenient data sampling: limits the extrapolation of the results
- Safety Dimension of HPS is not discussed





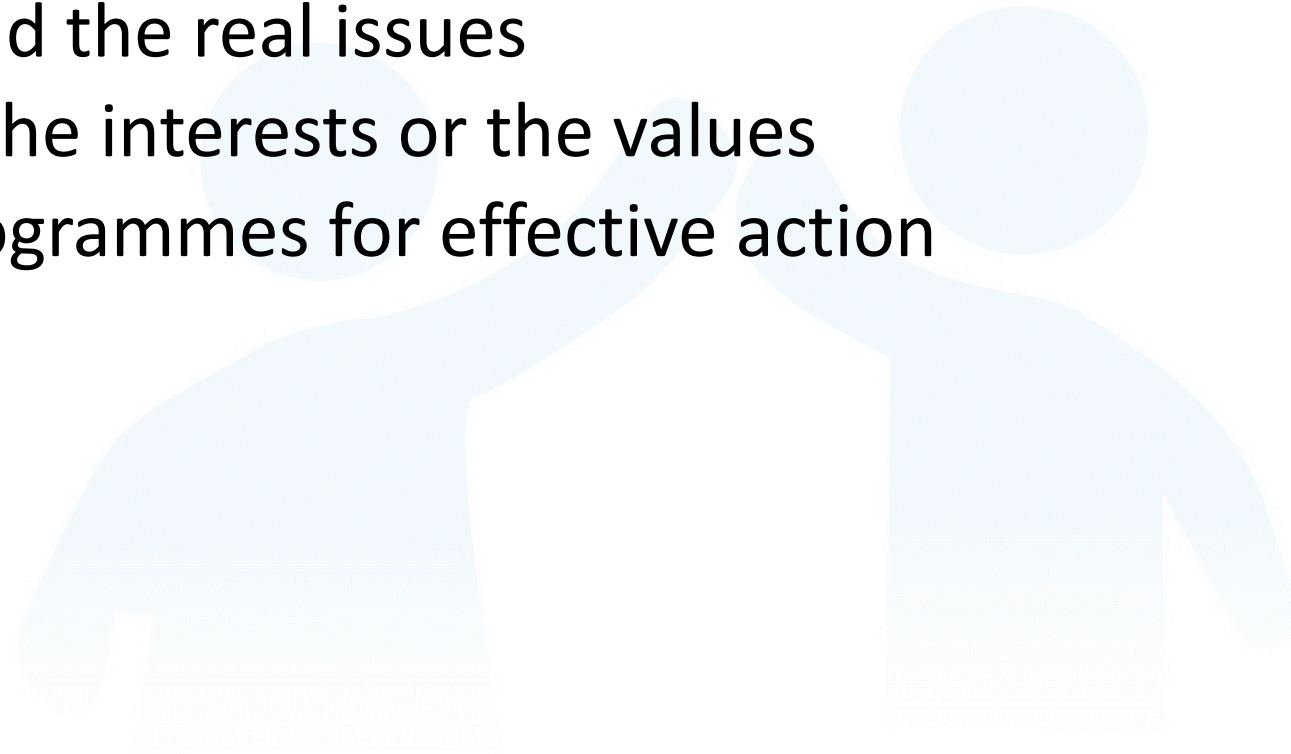
# Ottawa Charter for Health Promotion

- “Political, economic, social, cultural, environmental, behavioral and biological factors can all favor or harm health”
- Health promotion
  - Aims to make these conditions favorable through advocacy for health
  - Seeks to make “ the healthy choice the easy choice and the unhealthy choice the more difficult choice ”



# Advocacy, Advocacy, Advocacy

- Communication strategy
  - Understand the real issues
  - Confront the interests or the values
  - Define programmes for effective action



*“HEALTH is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO)*

**E mail:** [marwan.akil@liu.edu.lb](mailto:marwan.akil@liu.edu.lb)

**Tel:** +961 3 500434

**Facebook:** Marwan Akel

**Twitter:** @marakel83

**Instagram:** marakel83

