

# HEALTH PROMOTING SCHOOLS

## COMPARISON BETWEEN PORTUGAL AND THE NETHERLANDS

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A Health-Promoting School views "health" as physical, social and emotional well-being. It strives to build health into all aspects of life at school and in the community.

From country to country, and even within the different regions and communities of the same country, schools have distinct strengths and needs. By building on those strengths and drawing on the imagination of students, parents, teachers and administrators, every school can find new ways to improve health and address health problems. This is the heart of the process of becoming a Health-Promoting School (HPS).

### MAIN AIM

To understand the success of the Dutch and the Portuguese programmes in the field of Health Promotion in Schools (HPS).

### AREAS OF ANALYSIS

Dimensions	National Level	Regional Level	Local Level	
<b>Indicators</b>	<ul style="list-style-type: none"> <li>-Programmes/Legislation</li> <li>-Objectives</li> <li>-National structure</li> <li>-Competencies</li> <li>-N. of schools (NNHPS)</li> <li>-Difficulties</li> <li>-Goals</li> </ul>	<ul style="list-style-type: none"> <li>-Activities and tasks</li> <li>-Objectives</li> <li>-Organisational structure</li> <li>-Resources</li> <li>-Community links</li> <li>-Difficulties</li> <li>-Goals</li> </ul>	<b>School Institution</b> <ul style="list-style-type: none"> <li>-Practical actions (Activities)</li> <li>-Objectives</li> <li>-Resources</li> <li>-Community environment</li> <li>-Difficulties</li> <li>-Goals</li> </ul>	<b>Pupils (students)</b> <ul style="list-style-type: none"> <li>-Programme opinions</li> <li>-Different needs</li> <li>-Future health behaviours and attitudes</li> <li>-Information source (School; family; community, etc )</li> </ul>

### METHODOLOGY & RESEARCH PARTICIPANTS

#### National Level: two interviews

- In the Netherlands with a National Co-ordinator for ENHPS, who is also the NIGZ President.
- In Portugal, with a National Co-ordinator for ENHPS, who is also the CCPES President.

#### Regional Level: three interviews

- The Netherlands: Regional Director for HPS (Limburg Region).
- Portugal: Regional Director for HPS (Centre Region) & with a member of the Local Support Team of Coimbra for HPS

#### Local Level: six interviews & one questionnaire

- Interview - school co-ordinator for HPS: Stella Mares School (The Netherlands) D. Dinis School (Portugal)
- Interview - two students from each school in the two countries.
- Questionnaire - 52 students, 26 from each country.

### RESULTS & DISCUSSIONS

✓At all levels of analysis (national, regional and local) the Dutch results in terms of HPS are unfavourable as compared with the Portuguese ones.

	Portugal	The Netherlands
<b>National Level</b>	<ul style="list-style-type: none"> <li>• HPS programmes seem to have more consolidation and stability, at least in terms of: legislation, national structure, way of action, networking, research and articulation between both sectors (Health and Education).</li> <li>• Portugal has a common act (national network) for carrying out Health Promotion in Schools with its respective legislation.</li> <li>• Portugal has around 35% of the student population included in the HPS programme.</li> </ul>	<ul style="list-style-type: none"> <li>• The Dutch System has a complex national structure. Dutch institutions are constantly preventing information, materials and training from reaching the schools, among which there is no real link.</li> <li>• The Dutch system does not have a common act yet and has serious legal limitations.</li> <li>• The Dutch system has around 15% to 20% of the total number of pupils included in the HPS Programme.</li> </ul>
<b>Regional Level</b>	<ul style="list-style-type: none"> <li>• Portugal has a coherent action at regional level. All Portuguese schools at the beginning of each school year make a diagnosis (research of the situation) and build a plan of activities related to their main needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Dutch region (Limburg) has at least 5 institutions without links among one other which want to carry out Health Promotion in Schools. At the moment, schools just take what they want without any kind of preliminary research.</li> </ul>
<b>Local Level</b>	<ul style="list-style-type: none"> <li>• There is constant articulation of work between community and school.</li> <li>• The way schools act in HPS is more connected with activities outside the classroom (extra-curricular activities).</li> <li>• Pupils have a very positive opinion about the significance and importance of the HPS programme.</li> <li>• The school areas of action (safe sex, drugs, tobacco, alcohol, nutrition, etc.) are suited to the pupils' needs (this can be explained by the above-mentioned diagnosis carried out by each Portuguese school at the beginning of the school year).</li> </ul>	<ul style="list-style-type: none"> <li>• The articulation between community and school is done through sporadic actions.</li> <li>• The way schools act in HPS is more connected with curricular activities within the school (school lessons).</li> <li>• Pupils have a very negative opinion about the significance and importance of the HPS programme.</li> <li>• In the Netherlands, these areas of action are not well adjusted to the pupils' needs.</li> </ul>