

SHE monitoring report 2020:

Country-specific results of Sweden

Schools for Health in Europe Network Foundation

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Schools for Health in Europe



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Background and methodology

The Schools for Health in Europe network foundation (SHE) monitors the implementation of school health promotion in SHE member countries. This country-specific report summarizes the results of the SHE monitoring survey in Sweden. The survey was conducted in September 2020 and the findings represent the perceptions of the SHE national coordinator on school health promotion and the Health Promoting School (HPS) approach in schools in this country. The survey is based on existing questionnaires and information sources including the SHE Mapping Survey 2019¹, the SHE Rapid Assessment Tool² and the fifth SHE Factsheet³. The complete survey is available at www.schoolsforhealth.org.

School health promotion and the HPS approach in Sweden

In this report, a distinction is made between **school health promotion** and the **formal HPS approach** in schools. SHE aims to strengthen the formal HPS approach among all schools in the European Region. However, not all schools are formally working according to the HPS approach or are working under the specific HPS label. Despite this, many schools do take efforts to promote the health of their staff and pupils with concrete school health promotion activities.

School health promotion

This relates to various health promotion activities in schools. These activities can focus on multiple health-related themes such as physical activity and mental health, for example in the curriculum or in the policy of the school. This can, but does not necessarily, imply that the school has a structured and systematic plan according to the principles of a formal health promoting school.

Formal HPS approach

According to SHE, the formal HPS approach relates to schools that implement a structured and systematic plan for the health, well-being and the development of social capital of all pupils and of teaching and non-teaching staff. This is characterized as a 'whole school approach' and these schools actively involve pupils, staff and parents in the decision-making and implementation of health promoting interventions in the whole school system.⁴

All schools in Sweden implement health-related activities, however less than 25% of all primary schools formally work in accordance to the principles of the HPS approach.

Table 1 shows the estimated percentage of schools involved in school health promotion and schools working according to the formal HPS approach in Sweden. All schools implement health promotion activities. Less than 25% of the primary schools in Sweden formally work in accordance to the 'whole school approach' defining schools as Health Promoting Schools.

Table 1. The estimated percentage of schools involved in school health promotion and working according to the HPS approach in Sweden

| Health promotion in schools | % of schools | Health Promoting Schools (HPS) | % of schools |
|-----------------------------|--------------|--------------------------------|--------------|
| Preschools | 100% | Preschools | - |
| Primary schools | 100% | Primary schools | <25% |
| Secondary schools | 100% | Secondary schools | - |
| Vocational schools | 100% | Vocational schools | - |

In Sweden, there are no national or regional guidelines, but there are standards or indicators to support schools in becoming a HPS. The tools shared by SHE, such as the SHE online school manual and the rapid assessment tool, are not used by the schools in this country. It implies that schools work with the principles of the HPS using their own tools. The national government makes funding available to promote health promotion. There is currently no national monitoring and evaluation program for health promotion in schools on a governmental or ministry level. However, local monitoring and evaluation programs exist, such as the free digital tool of the non-profit organisation ‘Generation Pep’.

The rest of this report summarizes the results of aspects of the HPS approach that are already part of schools in Sweden. These schools are not necessarily formal Health Promoting Schools.

Creating a healthy and supportive environment in schools in Sweden

The HPS approach as defined by SHE, targets the following six components: 1) healthy school policies, 2) the school’s physical environment, 3) the school’s social environment, 4) individual health skills and action competencies, 5) community links, and 6) health services.

Table 2 shows the implementation of the HPS components in schools in Sweden. It shows that components 1 to 4 are all required and/or recommended by national policies. Further, a combination of measures enhances the link between schools and community stakeholders (component 5) and with local and regional health services (component 6) in the majority of schools in the country.

Table 2. The implementation of the Health Promoting School components in Sweden

| | |
|--|---|
| <p>1. Healthy School Policies</p>  <p>Required by national policies</p> <ul style="list-style-type: none"> - Health promotion is part of the schools’ educational goals and of the curriculum - Schools have a written policy on students' and/or staffs’ health and wellbeing - Schools apply a whole school approach to promote health and wellbeing | <p>2. Physical environment</p>  <p>Required by national policies</p> <ul style="list-style-type: none"> - School facilities such as the playgrounds, classrooms, toilets, canteens and corridors are student-friendly, safe, clean and promote hygiene for all students. These are appropriate with regards to students with special needs - School physical activity facilities and canteens follow national safety and hygiene standards |
|--|---|

Table 2. continued

| | |
|--|--|
| <ul style="list-style-type: none"> - The SHE values are part of the schools' approach to health promotion | <ul style="list-style-type: none"> - School buildings are kept at a comfortable temperature, are well-lit and ventilated <p>Recommended by national policies</p> <ul style="list-style-type: none"> - The routes to schools are safe and designed to encourage students to engage in physical activity (e.g., cycling or walking) <p>Not mentioned by national policies</p> <ul style="list-style-type: none"> - Students and staff have access to school facilities for physical activity outside school hours - School canteens, food shops and vending machines offer food and drinks that follow national food standards |
| <p>3. Social environment</p>  <p>Required by national policies</p> <ul style="list-style-type: none"> - Trusted persons (e.g. class tutor/mentor) are available for students to privately share concerns or thoughts - Health professionals (doctor/nurse), social worker or psychologist) are involved in individual and whole school health promotion and work together with the school management to integrate health topics into the school curriculum and policy - Educational professionals (e.g. pedagogists) are available to pupils, parents and teachers to optimize education for example by mapping the support needs of pupils and translate these into action-oriented advice for teachers. - Support services and accommodations are in place at schools for students with special learning, developmental and physical needs - Schools have systems for identifying and referring students with special needs to outside professionals if those needs exceed the scope of expertise within the schools <p>Recommended by national policies</p> <ul style="list-style-type: none"> - Spaces in the canteen, playground, classrooms and corridors are organized to promote student socialization and wellbeing | <p>4. Individual skills and action competences</p>  <p>Required by national policies</p> <ul style="list-style-type: none"> - Healthy eating is part of daily life in schools - Teaching/learning methods that enhance mental health and wellbeing are part of daily life in schools - Health literacy and action competence are integral parts of the schools' policies - Schools have clear rules that promote healthy behaviors <p>Recommended by national policies</p> <ul style="list-style-type: none"> - Physical education and other forms of physical activity, e.g. activity breaks, are part of daily life in schools - E-learning methods are used to promote health skills and action competences of students |

Table 2. continued

| | |
|--|--|
| <p>Not mentioned by national policies</p> <ul style="list-style-type: none"> - Health education and health promoting activities are included in after-school programs | |
| <p>5. Community Links </p> <p>Applies to most schools</p> <ul style="list-style-type: none"> - Schools arrange for parents of students to become active participants in the school community - Schools establish connections with local partners such as sport and youth clubs, community or regional health agencies, counselling services, health insurances, local shops, etc. - Schools arrange regular student visits to local partners/stakeholders to encourage healthy eating, physical activity, the development of emotional/ social health, etc. <p>Applies to less than half of the schools</p> <ul style="list-style-type: none"> - Schools involve all key people in the community in co-creating health promotion action plans at schools | <p>6. Health services </p> <p>Applies to most schools</p> <ul style="list-style-type: none"> - Health professionals are involved in health promoting activities at a school - There is a school doctor available to support students - There is a school nurse available to support students - There is a social worker available to support students - There is a psychologist available to support students - There is a pedagogist available to support students |

SHE core values

The HPS approach is based on the core values equity, sustainability, inclusion, empowerment and democracy. Figure 1 shows the estimation of the SHE national coordinator on how much the SHE-core values⁴ are reflected in schools in Sweden on a scale from 1 (not reflected at all) to 10 (reflection to the highest degree). The score for all values is 10.

Figure 1. Generalization of the representation of the SHE-core values in schools in Sweden

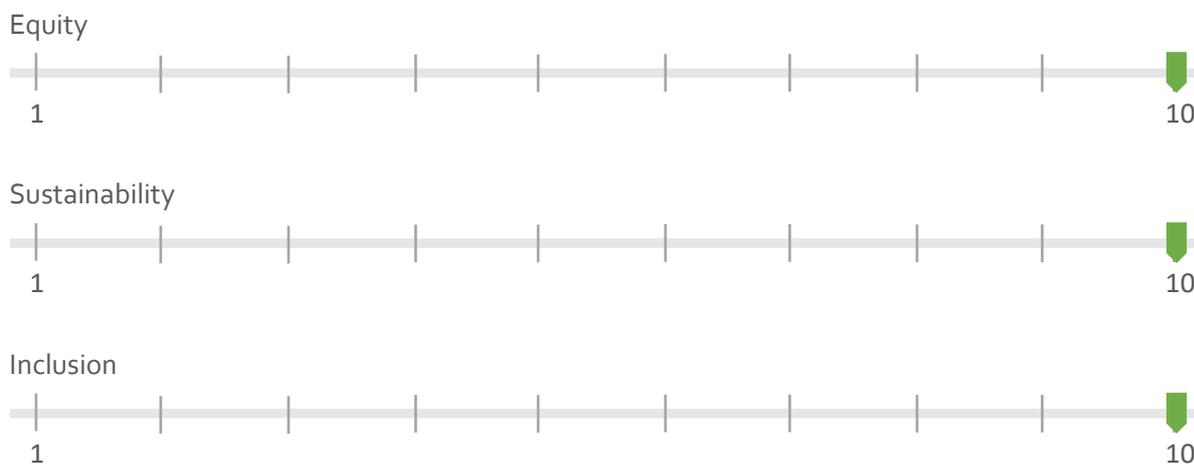
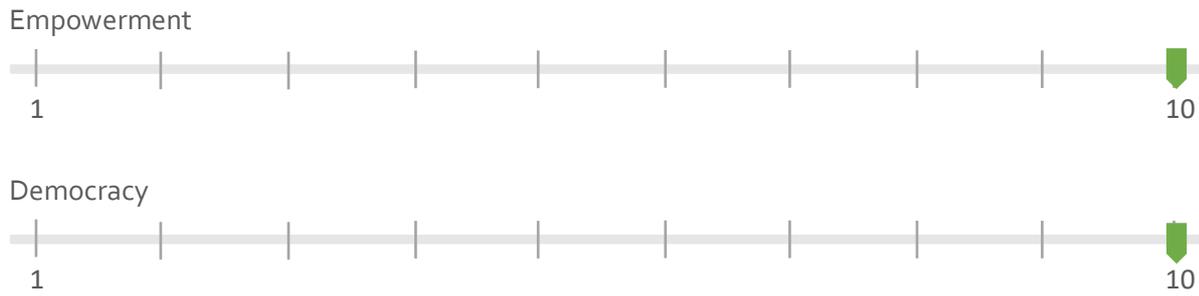


Figure 1. continued



Implementation of health promotion in schools

Schools in Sweden integrate health promotion as specific subjects and in several (cross-)curricular and non-curricular educational activities and projects, in which subjects are interlinked. Transversal competences are reinforced by all teachers in all educational and curricular activities. Health issues are addressed in more than one subject at a time, creating a holistic approach that integrates health into all aspects of the school. Active learning strategies are used to involve students while addressing health topics in schools, such as discussion strategies, student investigations, experiential methods, action-oriented approaches, and participatory strategies. Figure 2 shows the most commonly addressed health promotion topics in schools in the country. The list is quite diverse ranging from lifestyle related topics such as alcohol and smoking to COVID-19.

Figure 2. Most commonly addressed HP topics in schools in Sweden



Tailored translation of the HPS approach on seven spectra in schools in Sweden

The tailored translation of the HPS approach creates a variety of choices regarding the optimal implementation of the HPS approach in a specific context. This variety can be illustrated by seven different spectra. A detailed explanation of each spectrum can be found in the fifth SHE factsheet³. Figure 3 shows the estimation from the SHE national coordinator of Sweden of the general placement of schools on the seven different spectra.

Figure 3. The Health Promoting School spectra in Sweden



This refers to the level of involvement of stakeholders (e.g. pupils) in the decision-making and implementation of the HPS approach

Figure 3. continued



The place on the spectrum refers to the number of HPS core-component that are addressed in the HPS-approach



This relates to the development of the new or the adoption of existing interventions resulting from the HPS approach



This relates to the level of disruptiveness of interventions as part of the HPS approach. Non-disruptiveness refers to small changes that can smoothly enter, while disruptiveness means large health promoting changes that can create a positive disruption in the school system.



This relates to the compatibility of interventions within the school curriculum. An intervention can be added-on to the current core curriculum obligations as an additional task, or added-in the current curriculum becoming part of the curriculum without reducing time from core curriculum obligations.



This refers to different types of research designs that can be used to evaluate the HPS approach going from controlled designs with a strong focus on internal validity to action-oriented approaches focusing on external validity and understanding the implementation process in schools.



This refers to the dissemination of the HPS approach at a local level characterized by an optimal fit with each school context, or at national level, reaching more pupils.

Facilitators and barriers to health promotion in schools

An exploration of the important potential barriers for the implementation of health promotion in schools in Sweden by the national coordinator resulted in 14 facilitating factors and 12 barriers. These are reported in table 3.

Table 3. Perceived facilitators and barriers for school health promotion according to the national coordinator

| Facilitators | Barriers |
|--|---|
| <ul style="list-style-type: none"> - Collaboration between the health and education sectors, intersectoral collaboration - The national educational policies and curriculum - Becoming an obligatory school working with health and well-being - Sufficient funding - Interest of schools in health promotion - Active involvement of students - Motivation of teachers - Support from school management - Participatory processes - Exchange of good practices - Education training and support for health school coordinators - Support from local authority - Country coordinators network - Existence of supporting guidelines | <ul style="list-style-type: none"> - Lack of time and energy of school staff - Lack of funding - Many simultaneous “competing”, not collaborative, projects in schools - Health promotion is considered an additional activity - Deficient interaction between the Ministries of Education and Health - Schools lack understanding about the benefits of participating in HPS activities - Absence of support from school administration - Absence of support from the local authorities - Teachers are or feel overloaded - Actions, good practices and standards should be better defined - Lack of teacher/regional coordinator training in certain regions - Lack of political will on the agenda |

COVID-19 pandemic

Since spring 2020, the COVID-19 pandemic drastically altered school health promotion due to the country-specific measures for combating the pandemic. The government of Sweden closed secondary schools during a national lock-down from March until August 2020. Elementary schools remained open during the pandemic. The national government provided support on home education via online learning, however the absence of teachers and students was a major challenge.

References

1. SHE Mapping survey 2019. Available from: <https://www.schoolsforhealth.org/resources/materials-and-tools/mapping-she>
2. SHE Rapid Assessment Tool. Available from: <https://www.schoolsforhealth.org/resources/materials-and-tools/how-be-health-promoting-school/rapid-assessment-tool>
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If you need dialogue about the health promotion school and its key concept and activities, please contact the national or regional coordinator in your country. He or she will be happy to help you.

Find the coordinators here:

www.schoolsforhealth.org/about-us/member-countries

If your country doesn't have a national coordinator, contact the helpdesk in the SHE secretariat on email: info@schoolsforhealth.org



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