



European Crime Prevention Award and EUCPN Best Practices Annual Conference 2009 Project Entry Form

The theme for this year's European Crime Prevention Award and EUCPN's Best Practices Annual Conference is **"Preventing crime and victimisation among children and young people. Current and future challenges – school, cyberspace and recruitment to criminal groups"**.

The following are some areas that the projects may focus on:

- Crimes committed by and against young people in cyberspace. Online crime and how to prevent it.
- School as an arena for immediate and long-term prevention.
- Recruitment to criminal groups. How to turn young people away from a life of crime.

The list is not exhaustive. The projects may address any question relevant to this year's theme.

Please complete the attached form (the boxes are expandable). Note that the last point is for a one-page description of your project.

As we intend to compile a visual presentation of the entries, we kindly ask you to provide material for this (videos, photos, leaflets, etc)

Entries should be in English, but may be accompanied by a version of the entry in the national language if wished. Each country may enter one project as its ECPA entry and up to two other projects to be presented at the conference. Projects should be submitted only through the National Representatives. The full ECPA rules may be found at www.eucpn.org

Deadline for entries is **October 1st 2009**.

Send your entry or entries to: bpc.ecpa2009@bra.se

If you have any questions, please contact Lina Nilsson at lina.nilsson@bra.se



ECPA/BPC 2009

Please answer the following questions in English.

1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)

ECPA Entry

2. What is the title of the project?

Empowering Schools Initiating Health Promotion Activities

3. Please give a short general description of the project.

The health promotion approach differs sharply from traditional preventative interventions that often exclusively on modifying children's behaviour and are based on the implicit assumption that the locus of responsibility for children's crime and victimisation (or any health / behaviour problem) lies with the children. In contrast, the health promotion approach aims to tackle the different layers of responsibility and, more importantly, to improve conditions, practices and choices or possibilities at different levels: family, school and community. To this end, the Health and Citizenship Education Committee (HCEC) in Cyprus aimed at facilitating opportunities and actions to encourage support and guide schools to bring about health promotion changes themselves.

4. Please describe the objective(s) of the project.

- To encourage schools to initiate health promotion activities taking into considerations the needs, the resources and the contextual features of the school (such as resources, capabilities, special skills and interests of the educators and pupils, pupils' education background and living conditions)
- To improve school conditions
- To provide educators and pupils with an action-orientated knowledge about health promotion at school level.

5. How was the project implemented?

The committee created an application form by which schools can apply for financial support for their health promoting activities. The application form consists of sections necessary for a well-planned health promoting activities at school level (scope, aim, rationale, evaluation). It also provides information relating to good health promotion practices, which helps the applicants to seek financial support to design a sound health promotion action plan at school context. The schools are encouraged to investigate what their own needs are and to undertake appropriate initiatives based on their resources and capabilities.

6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

The application form provides guidelines relating to good health promotion practices. Among others guidelines, schools are encouraged to propose activities which involves partners in planning and/or development. Financial support is given when the proposed project is build on school-community collaboration.

7. How did you build in plans to measure the performance of the project? Has the project been evaluated? How, and by whom?

The application form includes guidelines for a good health promotion activities. These guidelines acted as an evaluating tool. For the applicants as a self-evaluation tool and for the committee as an evaluating tool in deciding whether the school gets financial support. As a consequence, schools get financial support to which enables an evaluation tool for the Committee which decides for financial support of the project.

School health promotion activities have been externally evaluated by the Research and Evaluation Department of the Ministry of Education and Culture, as part of the evaluation of Zones of Educational Priority (ZEP) in 2007 and European Network of Health Promoting Schools in 2008.

8. What were the results? How far were the objectives of the project achieved?
The application form acted for the HCEC an effective tool to monitor and support the quality of health promoting activities at school level. The committee supported financially only the schools activities which addressed systematically and effectively the guidelines for a good health promotion activities.

Schools' health promotion initiatives which were financially supported found to be positively support the implementation of the two basic health promotion projects in Cyprus.

9. Are there reports or documents available on the project? In print or on the Web?
Please, give references to the most relevant ones.

School Circular announcing the project along with health promotion guidelines and an application form

<http://www.schools.ac.cy/dde/circular/data/Doc7426a.pdf>

<http://www.schools.ac.cy/dde/circular/data/Doc7426b.pdf>

<http://www.schools.ac.cy/dde/circular/data/Doc7426c.doc>

Website of the European Network of Health Promoting Schools. In this website there are presentations of schools projects that they have been financially supported.

http://www.moec.gov.cy/dde/programs/health_promotion/parousiaseis.html

In Print: School Diary 2008-2009, Booklets, In-service journals, etc.

Evaluation Reports: "Evaluation of the Zones of Education Priority, December, 2007 and "Evaluation of the European Network of Health Promoting Schools, June 2008. Both documents are in the Greek language (reference person Athina Michaelidou).

10. Please, write a *one page* description of the project:

The Health and Citizenship Education Committee (HCEC) is an Intersectoral Committee in the Ministry of Education and Culture in Cyprus. The HCEC committee aimed at facilitating opportunities and actions to encourage support and guide schools to bring about health promotion changes themselves. To this end the Committee decentralise health promotion through an application form by which schools can apply for financial support for their health promoting activities. The application form consists of sections necessary for a well-planned health promoting activities at school level (scope, aim, rationale, evaluation). It also provides information relating to good health promotion practices, which helps the applicants to seek financial support to design a sound health promotion action plan at school context. The schools are encouraged to investigate what their own needs are and to undertake appropriate initiatives based on their resources and capabilities. The quantity of these schools applications is constantly increasing and the quality is improving. At the beginning schools were seeking financial help to disseminate information about health risks based on the implicit assumption that the locus of responsibility for health problems lies with the individual. The documents sent to schools and the dissemination of good practices, enabled the applicants to obtain financial support to carry out activities that stimulate students to critically explore and improve their living conditions, their health-related practices and choices at different levels: family, school and community. For examples many schools create supportive environment (such as unappealing indoor playground area were enriched with several game equipments, extra rooms at schools were transformed as entertainment or calming rooms), provide creative afternoons for parents and pupils (such as filming workshops, learning computers together, drama workshops music workshops etc) provide summer schools and so forth.

The provision of a flexible framework for the designing of health promotion activities at school level has the following positive outcomes which are key elements of effective health promotion programmes at school:

- It supports activities initiated by schools ensuring thus ownership and empowerment at school level
- It takes into considerations the contextual features of the school (such as resources, capabilities, special skills and interests of the educators and pupils, pupils' education background and living conditions)
- It provides educators and pupils with an action-orientated knowledge about health promotion at school level.
- It promotes effective participatory school work and collaboration with community and parents.
- It promotes environmental actions and changes in which pupils and teachers live, play and learn.
- It establish a new language of health promotion that goes beyond the pervasive discourse of individual lifestyles by encouraging schools to design practices relevant to structural factors on health.
- It promotes actions and thus the acquisition of action-competence skills
- The HCEC can monitor and support the quality of health promoting activities at school level.