



G CONSELLERIA  
O SALUT I CONSUM  
I DIRECCIÓ GENERAL  
B SALUT PÚBLICA  
/ I PARTICIPACIÓ



G CONSELLERIA  
O EDUCACIÓ, UNIVERSITAT  
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B DIRECCIÓ GENERAL  
/ PRIMERA INFÀNCIA, INNOVACIÓ  
I COMUNITAT EDUCATIVA



Centre  
Educatiu  
Promotor  
de la Salut

# Evaluation of CEPS programme 2019-2020

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## Centres Educatius Promotors de la Salut



El Programa Centres Educatius Promotors de la Salut de les Illes Balears és una iniciativa de la Conselleria de Salut i la Conselleria d'Educació i Universitat que pretén facilitar l'adopció, per part de tota la comunitat educativa, de models de vida saludables en un entorn favorable per a la salut.

En aquest espai virtual podeu trobar informació, documentació i enllaços d'interès relacionats amb el programa Centres Educatius Promotors de la Salut de les Illes Balears. També podeu sol·licitar informació i rebre assessorament per dur-lo a terme, així com compartir experiències amb altres centres.

## Vídeo de presentació del programa



## Destacats



## EJES TEMÁTICOS de intervención



**Alimentación y vida activa**  
favorecer unos hábitos alimenticios saludables y promover la vida activa, el ejercicio físico y el ocio saludable.

### Bienestar emocional

promover habilidades para mejorar los estilos de vida y para aprender a gestionar las emociones.



**Educación afectiva y sexual**  
promover relaciones afectivas y sexuales saludables.

### Prevención de adicciones

promover estilos de vida libres de conductas adictivas y para hacer un buen uso de las tecnologías digitales.



### Prevención de riesgos y accidentes

favorecer comportamientos seguros para evitar los accidentes y prevenir las enfermedades.

## ÁREAS de intervención



**Proyecto de centro**  
Incluir la promoción de la salud en los documentos del centro: PEC, PAD, PAT, PGA, ROF...

### Entorno físico

Intervenciones estructurales que favorecen la accesibilidad, la equidad y el bienestar físico



**Ambiente social**  
Intervenciones que favorecen la convivencia y las relaciones positivas

### Competencias para la vida

Intervenciones educativas que promueven el desarrollo de conocimientos, actitudes y habilidades para el bienestar y el éxito educativo



**Comunidad**  
Establecer vínculos y actuaciones con todos los miembros de la comunidad

### Equipo del centro

Intervenciones dirigidas a promocionar la salud y el bienestar de todo el personal del centro



# Objectives

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1. To identify elements that help or make difficult the development of CEPS.
2. To identify the main results obtained by the centres that have participated in CEPS.
3. To make recommendations that could help the centres that have participated in CEPS to improve.
4. To make recommendations to the Health and Education administrations to help efficaciously to the development of CEPS, offering useful tools and eliminating obstacles.
5. To detect duplicities and excessive bureaucratization in the papers solicited.

# Methods

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## Health Promotion action means (Ottawa):

- Build healthy public policy
- Create supportive environments
- Strengthen community action
- Develop personal skills
- Reorient health services

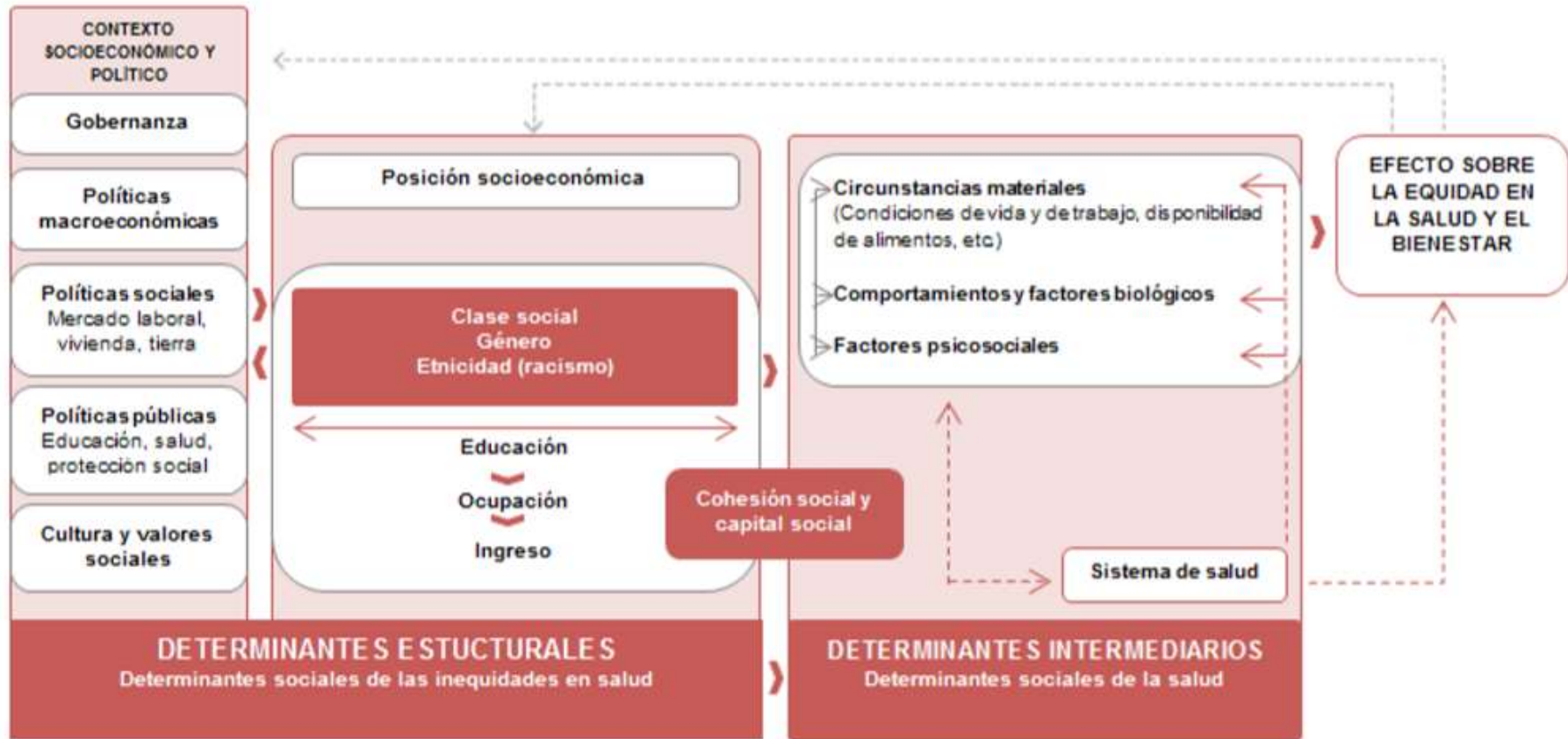
## Social determinants of Health (Dahlgren & Whitehead)



Adapted by: Cabeza E

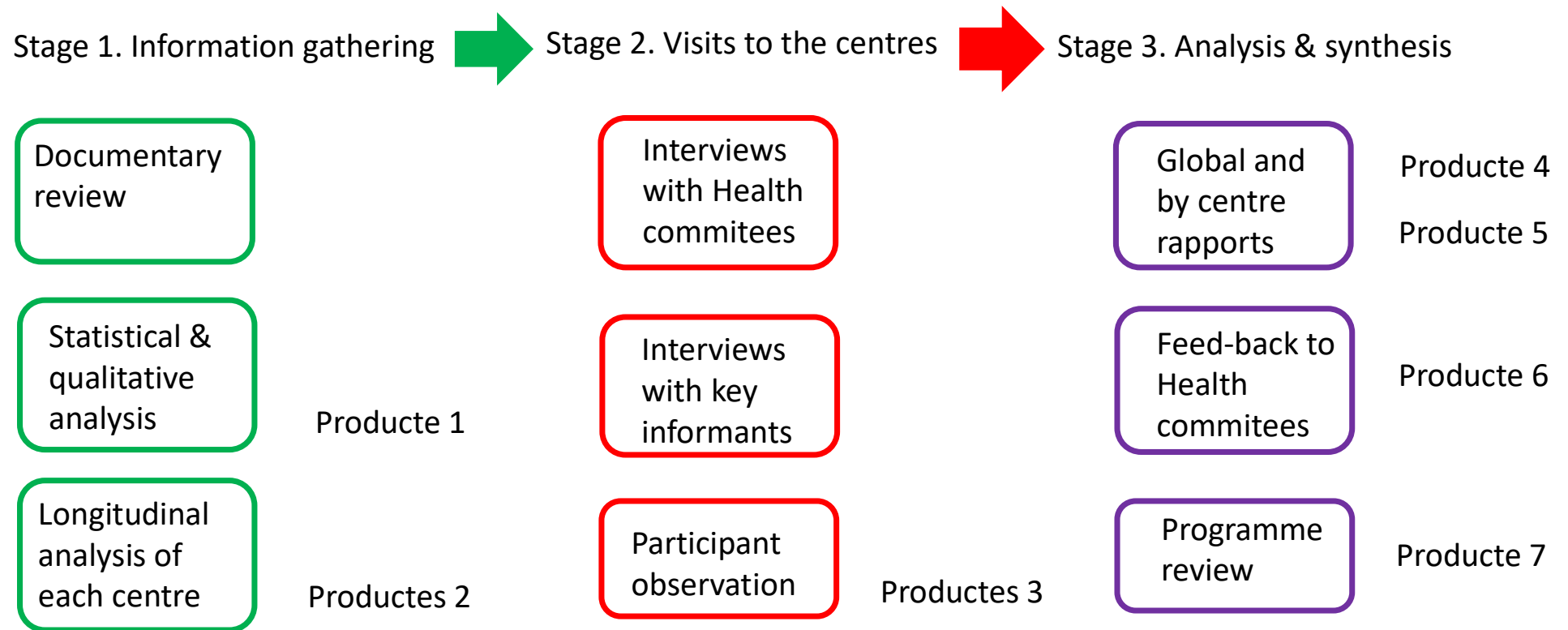


Figura 3.2 Marco conceptual de los determinantes sociales de la salud, OMS.



Fuente: Solar e Irwin, 2010.

## Avaluation of CEPS programme 2019-2020

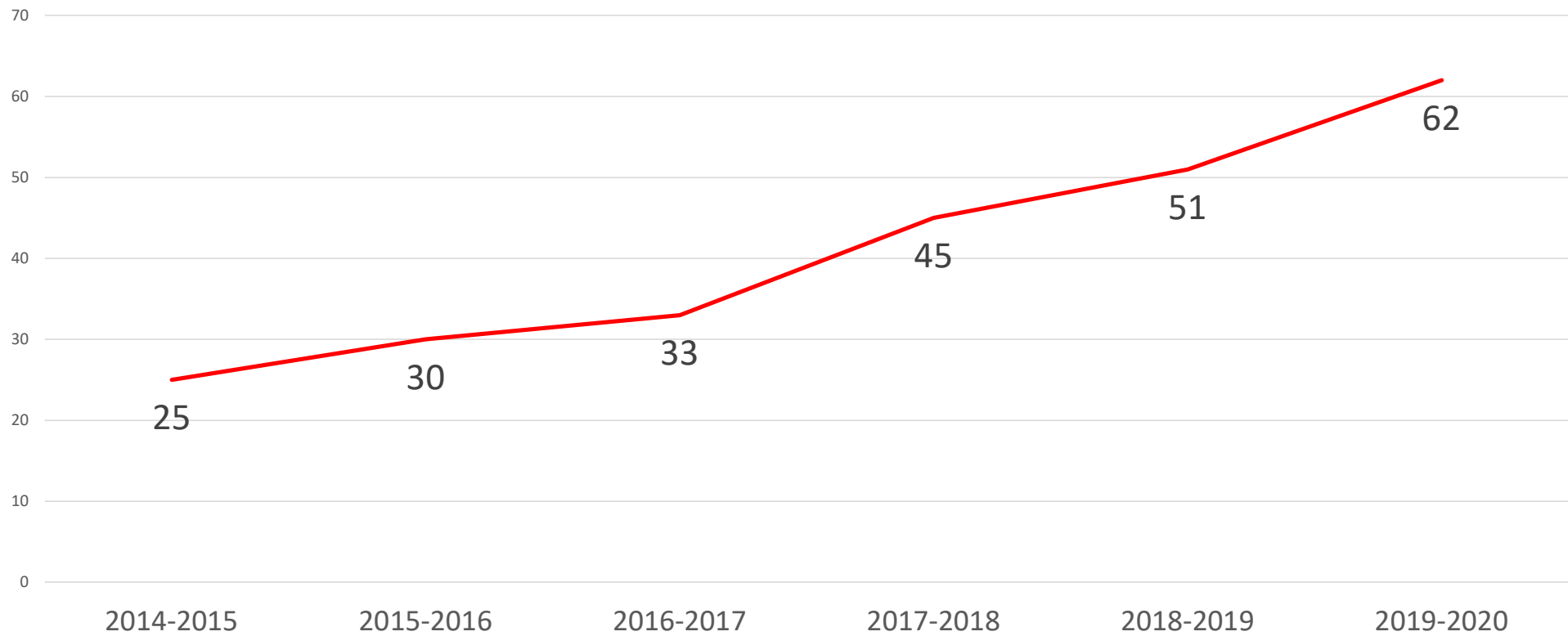




# Results

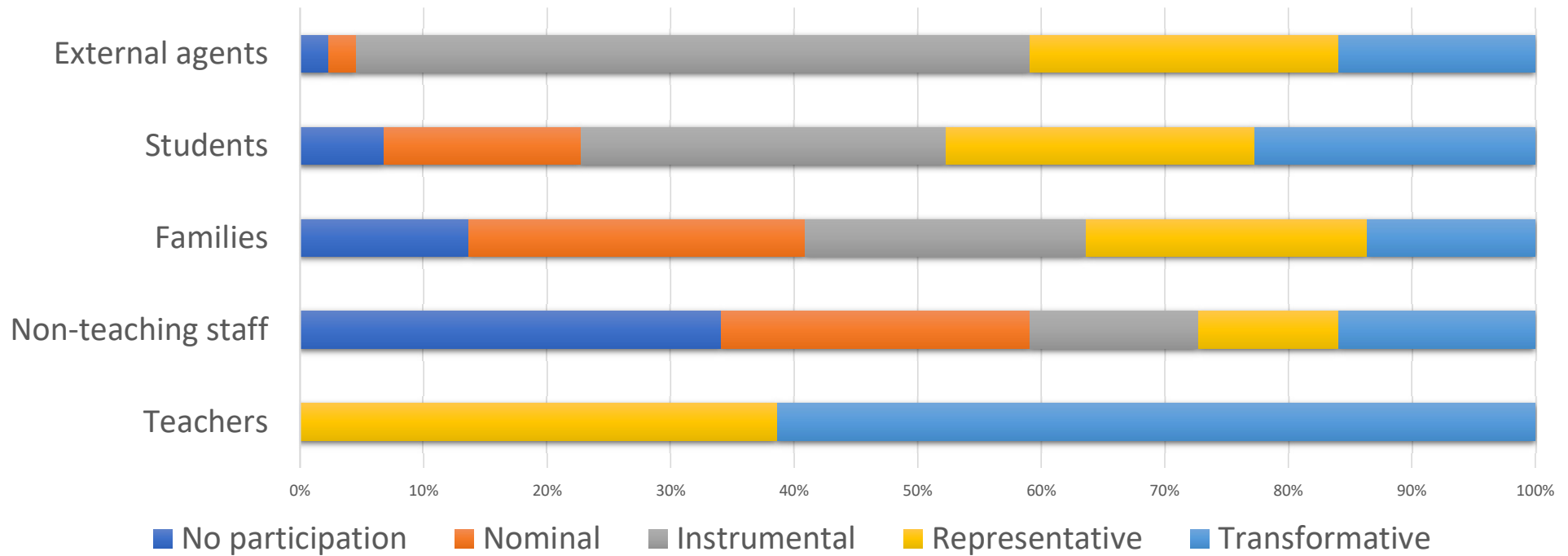
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## Number of educative centres participating in CEPS programme



**We have included 48 in evaluation (>1 year in the programme)**

### Participation of educative community in CEPS\*



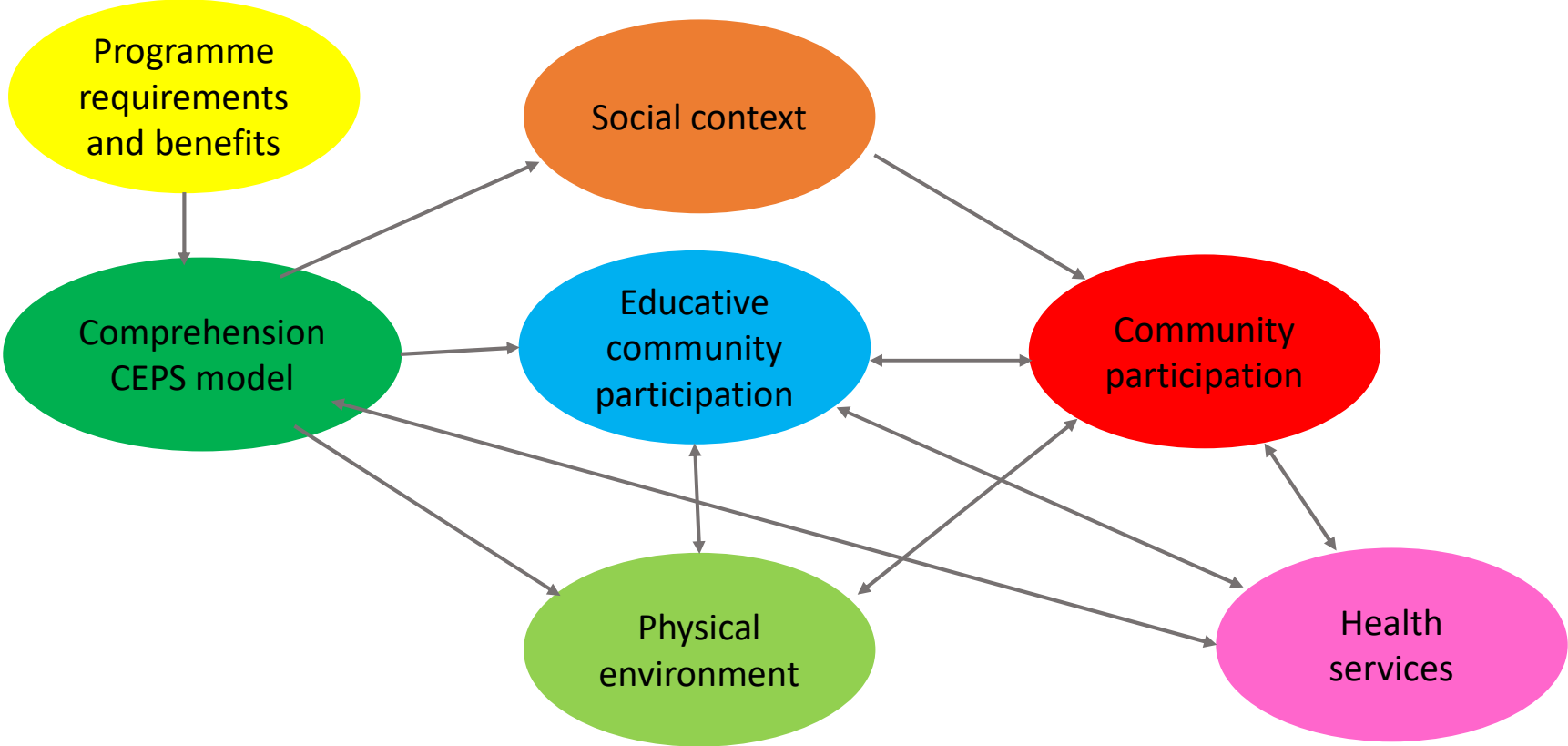
\* Scale used: White SC. Depoliticising development: the uses and abuses of participation. Development in Practice, 1996;6(1):6-15.

### Quality of the project according to HEPS\*

Dimension	Score	Núm.	Suma	Quality
Concept	0	1		
	1	13		
	2	30		
Structure	0	4		
	1	36		
	2	4		
Process	0	0		
	1	24		
	2	20		
Results	0	7		
	1	32		
	2	5		
TOTAL	0	0	4 (9,1%)	Low
	1	0		
	2	0		
	3	4		
	4	11	22 (50%)	Medium
	5	11		
	6	14	18 (40,9%)	High
	7	4		
	8	0		

\*Questionnaire used: Dadaczynski K, Paulus K, Paulus P, de Vries N, de Ruiter S, Bujis G. HEPS Inventory Tool. An inventory tool including quality assessment of school interventions on healthy eating and physical activity.

Model for development of CEPS



The schoolyard, the canteen and the entrance to the centre are the key elements of the environment for the CEPS centres. Many of them have a vegetable patch, where sometimes voluntary people from the community collaborate. Regarding to the canteen, many centres have negotiated with the person who runs it for healthy food. Entrance can help to the use of the bike, if there is a bike parking, but it can also be a problematic place, if people smoke there. The municipal police are essential to solve it.

*In the school yard, they have made a bike parking and a space to store skates. They have asked the school board for suport to eliminate the sweets and the industrial pastries in the canteen. They have got to introduce the healthy sandwich of the [C1].*

The guardian police is very present and active. Nobody smoke in the entrance, and he takes care [C31].

Interesting experiences of collaborations with other local resources through local commissions have been identified. They are also a good strategy to mobilize family associations.

*A Municipal Commission for Education, Health and Social Services was set up on the initiative of the Health Centre. All Health Promotion interventions in schools are centralized and coordinated. All schools are included. The City Council supports all these initiatives and seeks solutions to the problems. Example: Two new guardian police officers are assigned! AMIPAs (Association of parents) are present. All the activities that are done in the centres reach the families. Sometimes, family activities come together for all centres. A common CEP project is presented for all schools in the municipality [C23].*

# Conclusions

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1. Participation of teachers in CEPS programme is high, and it helps to develop the health project. There is room for improvement in participation of non-teaching staff, students and families.
2. Almost half of the Health projects of centres participating in CEPS programme are of high quality. There is room for improvement with the rest of centres.
3. Community participation is a key element for the development of CEPS programme, because it dynamizes families, allows the exchange of experiences between educative centres of the zone, facilitate the contact with other local agents and helps to obtain resources from the City Council.



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