教 育 监 测 与 评 估 国 际 研 讨 会

International Conference on Educational Monitoring and Evaluation
Conférence internationale sur le pilotage et l'évaluation du système éducatif

14-15 novembre 2012 / 14-15 November 2012
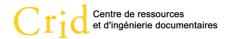
Bibliography

Well-being at school

CIeP

National Assessment of Education Quality

ICEME 2012

Ministry of Education, PRC

ministère éducation nationale

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Well-being at school

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October 2012

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Introduction

This bibliography has been produced for the "International Conference on Educational Monitoring and Evaluation" due to be held at the CIEP on 14th and 15th November 2012. The theme of this conference is well-being at school and the evaluation of schools.

This non-exhaustive bibliography lists documents on the theme of well-being at school.
The first part looks at the definition and measurement of well-being. The second part presents international surveys, followed by a section comprising national and regional studies and surveys on well-being and well-being at school of pupils and teachers. A few themes including school climate and violence will then be focused on. Lastly, the final part addresses health-promoting schools – a holistic approach involving equal opportunity, behavioural management and anti-bullying policies as well as agreements between schools and families.
A sitography rounds off this bibliography.

Bibliography finalised on 15th October 2012

Concepts of well-being and well-being at school

Well-being

BRADSHAW J., KEUNG A., REES G., et al.
Children's subjective well-being: international comparative perspectives
Children and Youth Services Review, 2011, vol.33, n° 4, p. 548-556
> This paper is a comparison of the results obtained to sample survey questions on subjective well-being of children at two contrasting levels of analysis - international macro (European Union 29) and national level micro (England). At both levels, children's well-being is accessed in terms of three subjective domains: personal well-being, relational well-being, and well-being at school. The results show that at the macro level personal well-being is associated with the material and housing circumstances. Well-being at school is not associated with any variable. Subjective health is only associated with family structure. At the micro level, although many of the demographic and socio-economic characteristics of children are found to be associated with their well-being in the domains, these factors explain only a small amount of the variation in these well-being domains.

@ POLLARD Elizabeth, LEE Patrice
Child Well-being: A Systematic Review of the Literature
Social Indicators Research, January 2003, vol. 61, n° 1, p. 59-78. Available from Internet:
http://www.springerlink.com
> A systematic review the child well-being literature in English was conducted with searches in five databases to assess the current state of child wellbeing research and answer the following questions: How is child well-being defined? What are the domains of child well-being? What are the indicators of child well-being and how is child well-being measured? This review updates and expands a previous review of the child well-being literature. Results indicate that well-being is a commonly used but inconsistently defined term frequently included in the study of child development. There are five distinct domains of child well-being: physical, psychological, cognitive, social, and economic. Positive indicators are used more often in the physical, cognitive, social, and economic domains, while more negative or deficit indicators are used in the psychological domain. There is little agreement in the research literature on how to best measure child well-being.

> Online Document

@ STATHAM June, CHAISE Elaine
Childhood Wellbeing: A brief overview
London: Childhood Wellbeing Research Centre, august 2010, 18 p. Available from Internet:
https://www.education.gov.uk
> Wellbeing is generally understood as the quality of people's lives. It is a dynamic state that is enhanced when people can fulfill their personal and social goals. It is understood both in relation to objective measures, such as household income, educational resources and health status; and subjective indicators such as happiness, perceptions of quality of life and life satisfaction. The paper provides a summary of how wellbeing is conceptualized and defined; the domains and measures employed to assess child wellbeing within the United Kingdom and internationally; how the views of children and young people are incorporated into work on child wellbeing; and some conclusions from key studies relevant to the wellbeing of children and young people in the UK.

> Online Document

Well-being at school

COLEMAN John
Well-being in schools: empirical measure, or politician's dream ?
Oxford Review of Education, 2009, vol. 35, n° 3, p. 281-292
>   This article shows how well-being has become a significant focus of much educational policy
>   in the United Kingdom, and explores how this has come about. Different definitions of well-
>   being are reviewed as is the empirical base on which many of the interventions to improve
>   well-being have been founded. Some of the major criticisms of this shift in policy are outlined,
>   and the article includes a consideration of the validity of these criticisms. Finally it is noted
>   that, while some elements of well-being are based on empirical research, much of the impetus
>   for the focus on well-being has stemmed from the political agenda in the United Kingdom
>   over the past decade.

@ KONU Anne, RIMPELLÄ Matti Konu
Well-being in schools: a conceptual model
Health Promotion international, 2002, vol 17, n° 1, p. 79-87. Available from Internet:
http://heapro.oxfordjournals.org/
>   A theoretically grounded model based on the sociological concept of well-being is needed for
>   planning and evaluation of school development programmes. The School Well-being Model
>   is based on Allardt's sociological theory of welfare and assesses well-being as an entity in
>   school setting. Well-being is connected with teaching and education, and with learning and
>   achievements. Indicators of well-being are divided into four categories: school conditions
>   (having), social relationships (loving), and means for self-fulfillment (being) and health
>   status. 'Means for self-fulfillment' encompasses possibilities for each pupil to study according
>   to his/her own resources and capabilities. The model takes into account the important
>   impact of pupils' homes and the surrounding community. Compared with others, the School
>   Well-being Model's main differences are the use of the well-being concept, the definition of
>   health and the subcategory means for self-fulfillment.

<div align="right">Online Document</div>

@ KONU Anne, LINTONEN E. RIMPELA M.
Factor Structure of The School Well-Being Model
Health Education Research, 2002, vol. 17, n° 6, p. 732-742. Available from Internet:
http://her.oxfordjournals.org
>   The aim of this study was to confirm empirically the factor structure of the School Well-being
>   Model. In this Model well-being was divided into school conditions, social relationships,
>   means for self-fulfillment and health status. However, the social relationships and the means
>   for self-fulfillment categories would have benefited from additional questions. The School
>   Well-being Model can be utilized to construct school well-being profiles both for groups of
>   pupils and for schools as a whole. The school well-being profile could highlight the area or
>   areas in which schools could make improvements in order to promote the wellbeing of its
>   pupils.

<div align="right">Online Document
http://her.oxfordjournals.org/content/17/6/732.full.pdf</div>

@ O'BRIEN Maeve
Well-Being and Post-Primary Schooling. A review of the literature and research
Dublin : NCCA : National Council for Curriculum and Assessment, 2008, 226 p. Available
from Internet: http://www.ncca.ie
>   This review of the literature on well-being seeks to capture the richness of the varying
>   perspectives. This report maps the breadth of work on well-being in order to inform a more
>   specific analysis and discussion of well-being scholarship and research, and its relation to
>   young people and to their experiences in post-primary education. The review is organized
>   into three major sections, which move from philosophical understandings and other

disciplinary perspectives on well-being generally, to conceptions of wellness with particular salience for adolescents in today's society, and finally, to theoretical work, empirical research and educational programs concerned with well-being within the specific context of post-primary schooling.

<p align="right">Online Document</p>

@ SOHLMAN Eiri

Promoting Psychosocial Well-being through School Education. Concepts and Principles

In AHONEN Arto, ALERBY Eva, JOHANSEN Ole Martin, et al. Crystals of Schoolchildren's Well-Being. Cross-Border Training Material for Promoting Psychosocial Well-Being through School Education Rovaniemi : University of Lapland, 2008, p. 17-24 Available from Internet: http://www.arctichildren.net

> In this article the discussion focuses on whether schools could take on a more significant role in promoting health and well-being not only through work by social and health care services, but also through work done by school education. The article deals with what "promoting psychosocial well-being" means in a teacher's educational work by describing some of the main concepts and principles which it is based on. Of the principles defining the school's activity, culture, dialogism, encountering and caring are discussed in this context. These principles also entail the idea of cooperation with the children's homes and the community.

<p align="right">Online Document</p>

@ SOUTTER Anne Kathryn
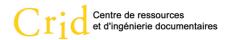
What can we learn about wellbeing in school ?

Journal of Student Wellbeing, August 2011, vol. 5, n° 1, p. 1-21. Available from Internet: http://www.decd.sa.gov.au

> In recent years, the term wellbeing has become more common as an explicit educational aim. Despite its frequent use, it is often broadly applied, and rarely explicitly defined. Typically, wellbeing is described in education policy using conceptual pairings common in political discourse, including wealth, health and happiness. Here, the author presents data collected over a three-day teaching and learning event in which students were invited to share their understandings of wellbeing as they worked to accomplish tasks related to their school examinations. The central finding was that students conceptualise wellbeing as a multi-dimensional, complex construct that holds both instrumental and intrinsic value for them as individuals, but that educational experiences did not play a prominent role in their visual or verbal communication about wellbeing.

<p align="right">Online Document</p>

http://www.decd.sa.gov.au/learnerwellbeing/pages/catalogue/readings/?reFlag=1

Evaluation of well-being, evaluation of well-being at school

AWARTANI Marwan, WHITMAN Cheryl Vince, GORDON Jean
Developing Instruments to Capture Young People's Perceptions of How School as a Learning Environment Affects Their Well-Being
European Journal of Education, March 2008, vol.43, n°1, p. 51-70
> This article describes the Universal Education Foundation's (UEF) activities to create research tools and methodologies that capture the voices of children concerning their perceptions of the effect of the school learning environment on their well-being. UEF defines well-being as the realisation of one's physical, emotional, mental, social and spiritual potential. The Voice of Children (VoC) toolkit includes a survey and techniques to conduct focus groups as ways for young people to share their views. Young people participated in the development of the pilot instruments and, perhaps more importantly, they are involved as agents of change, presenting the findings through advocacy events to those who make decisions about policies and programmes that can have a positive impact on well-being.

BACRO Fabien, RAMBAUD Angélique, FLORIN Agnès, et al.
L'évaluation de la qualité de vie des enfants de 3 à 6 ans et son utilité dans le champ de l'éducation
ANAE. Approche neuropsychologique des apprentissages chez l'enfant, 2011, n° 112-13, p. 189-194
> This article seeks, on the one hand, to list those tools that are currently available in French for evaluating the quality of life of 3 to 6 years old and, on the other, to determine the extent to which their use may prove useful for education professionals by testing their psychometric qualities among 76 pupils in the three different years of infant school. Although the psychometric qualities of the AUQUEI and KINDL-R questionnaires do not appear to be very satisfactory for normal children, this study's findings nevertheless highlight the merits of designing and validating a new tool for use with normal children and/or children with special needs.

@ BEN-ARIEH Asher
Measuring and monitoring the well-being of young children around the world. Background paper prepared for the Education for All Global Monitoring Report 2007. Strong foundations: early childhood care and education
Paris : UNESCO, 2006, 34 p. Available from Internet : http://unesdoc.unesco.org
> The goal of this paper is to offer a somewhat "new" concept of children's well-being and its relevance to measuring and monitoring young children's lives. This is followed by a focus on recent shifts in the field, before presenting the history and developments of child well-being indicators, drawn from an extensive literature review of nearly 200 "state of the child" reports worldwide published between 1950 and 2005. In section 4 of the paper, the author discusses the current measures and monitoring efforts of young children's well-being indicators, as well as some practical implications for the EFA global monitoring effort.
> <div align="right">Online Document</div>

BEN-ARIEH Asher
Indicators and Indices of Children's Well-being: towards a more policy-oriented perspective
European Journal of Education, March 2008, vol. 43, n° 1, p.37-50
> This article focuses on the potential and actual use of child social indicators and indices in the policy-making process. It opens with a brief overview of the child indicators field and it current development and trends. A discussion of these new developments follows. The third section focuses on existing knowledge on indicators of children's well-being and the information needed to enhance their policy impact. The article turns to discuss

two major efforts to measure and monitor children's well-being:the UNICEF child well-being index and the Foundation Child Development (FCD) child well-being index.

@ BOARINI Romina, JOHANSSON Asa, MIRA D'ARCOLE Marco

Les indicateurs alternatifs du bien-être : dossier

Cahiers statistiques, n° 11, 2006, 8 p. Available from Internet : http://oecd.org.fr

This special report examines the different possible components of well-being and tries to determine whether economic growth indicators can suitably reflect the development and level of well-being in OECD countries. Well-being is a complex notion generally dealing with the concepts of prosperity, health and happiness. The authors begin by looking at monetary indicators before studying diverse non-monetary indicators reflecting, for example, the social situation and quality of environment and calling into question surveys that subjectively measure happiness and life satisfaction.

Online Document

FENOUILLET Fabien

Rapport intermédiaire de l'étude sur le bien-être des élèves

Nanterre : Université Paris Ouest La Défense, 2012, 24 p.

This report lists the various tools used during the study of pupil well-being. It presents the study and its findings. This research enabled different measurements of pupil well-being to be developed. The author concludes that it is important to distinguish between a pupil's general well-being and well-being at school. The level of well-being at school seems to be fairly low and it is influenced by school level and pupil gender.

@ FRAILLON Julian

Measuring Student Well-Being in the Context of Australian Schooling: Discussion Paper

ACER : Australian Council for Educational Research, 2004, 54 p . Available from Internet: http://www.mceetya.edu.au

Well-being has been a pervasive and extensively researched construct in psychology and education for over forty years. This has given rise to a great diversity of definitions and models of well-being. Broadly, well-being has been defined from two perspectives. The clinical perspective defines well-being as the absence of negative conditions and the psychological perspective defines well-being as the prevalence of positive attributes. This report describes a specific measurement model of student well-being in the school community. Student well-being cannot be viewed in isolation from a broader school context. School communities provide both the defining context and have the potential to significantly influence well-being.

Online Document

@ GIOVANNINI Enrico, HALL Jon, MIRA D'ERCOLE Marco

Measuring well-being and societal progress

Paris : OECD, 2007, 26 p. Available from Internet http://www.beyond-gdp.eu

This paper presents a synthetic review of different approaches to the measurement of well-being. It provides an overview of what alternative approaches. The first part of this paper considers four approaches to measuring well-being, especially looking at the social side of it. The authors also consider subjective measures of happiness and life satisfaction. The second part of the paper deals with recent initiatives undertaken at international level to measure sustainable development, especially to incorporate environmental concerns and phenomena. Finally, the third part describes recent OECD initiatives: the main conclusions of the recent Istanbul Forum and the content of the Global Project launched by the OECD to measure the "Progress of Societies".

Online Document

GUIMARD Philippe, FLORIN Agnès, BACRO Fabien, et al.

Évaluation du bien-être et de la qualité de vie à l'école. Rapport à mi-parcours

Nantes : Centre de recherche en éducation de Nantes, Université de Nantes, septembre 2012, 24 p.

> This report addresses the research "Evaluation of well-being and quality of life at school", the purpose of which is to contribute to the scientific preparations for the 2nd international encounters on educational monitoring and evaluation due to be held from 14th to 16th November 2012 at the CIEP in Sèvres. The first part of the report, a bibliographic search, is a review of the theoretical and empirical research published in the international literature on the theme of quality of life and well-being at school so as to identify indicators of well-being at school. It is based on some fifty recent articles from studies conducted in several countries, including the USA, Netherlands and Australia. The second part of the report addresses the construction and validation of a questionnaire on the well-being at school of 8 to 12 year-old children.

@ HICKS Stephen, NEWTON Julie, HAYNES Joseph, et al.
Measuring Children's and Young People's Well-being
Newport : Office for National Statistics, 2011, 18 p. Available from Internet :
http://www.ons.gov.uk

> This paper provides a summary of the issues that emerged from the measuring national well-being national debate and consultation with relevant stakeholders with regard to the measurement of children's and young people's well-being.

<div align="right">Online Document</div>

@ LONG Rachel. F, HUEBNER Scott E., WEDELL Douglas, et al.
Measuring School-Related Subjective Well-Being in Adolescents
American Journal of Orthopsychiatry, 2012, vol. 82, n° 1, p. 50–60. Available from Internet:
http://onlinelibrary.wiley.com

> The tripartite model of subjective well-being (SWB) incorporates 3 components: frequent positive emotions, infrequent negative emotions, and an overall positive evaluation of life circumstances In light of the large amount of time that youth spend in school, this study investigated a tripartite model of school-related SWB among adolescents, based on 3 measures of SWB appropriate for adolescents. The measures included a measure of school satisfaction (SS) and measures of positive and negative emotions experienced specifically during school hours. Results indicated that a 4-factor model comprised of positive emotions, negative emotions, fear-related negative emotions, and SS best described the structure of school-related SWB in the current sample. The study points to the possible benefits of a contextualized approach to SWB that takes into account the specific environments in which adolescents live.

<div align="right">Online Document</div>

@ OFSTED : Office for Standards in Education, Children's Services and Skills
Indicators of a school's contribution to well-being
London : OFSTED, June 2009, 25 p. Available from Internet: http://www.ofsted.gov.uk

> Beginning in October 2008, the Department for Children, Schools and Families and Ofsted undertook a wide-ranging consultation on the proposals for developing indicators of a school's contribution to well-being. The consultation included the publication of a consultation document and a formal three-month online consultation process. This evaluation report summarises the responses.
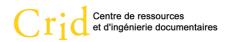
<div align="right">Online Document</div>

@ SONECOM
Inventaire raisonné des outils d'évaluation de la participation des enfants et des jeunes. Rapport final
Bruxelles : OEJAJ : Observatoire de l'Enfance, de la Jeunesse et de l'Aide à la jeunesse, juin 2009, 50 p. disponibles sur le site : http://www.oejaj.cfwb.be

> This study was conducted by an independent engineering office, SONECOM, at the request of the Observatoire de l'Enfance, de la Jeunesse et de l'Aide à la Jeunesse. The objective of this

inventory is to provide a range of tools for evaluating the participation of children and young people. Participation is defined overall by the ability to give one's opinion and be listened to. The research mainly targets other living environments than the family, i.e. the school environment and "third environment" – which organise services and projects for children and young people. In order to make a well thought-out choice of the tools to describe, an analysis was performed of all the 30 tools listed. This threw up three themes relating to three key questions: What do we evaluate? Where do we evaluate? How do we evaluate? Ten evaluation tools were chosen for their particularly relevant, innovative and transposable character.

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@ Synergies et Actions

Ce que les enfants entendent par bien-être et les leçons à en tirer pour le choix et la définition d'indicateurs de bien-être. Rapport final partie 1

Bruxelles : OEJAJ : Observatoire de l'enfance, de la jeunesse et de l'aide à la jeunesse, 2008, 106 p. disponibles sur le site : http://www.oejaj.cfwb.be

> This research follows a new trend in indicators of child well-being. It moves away from the context of survival (i.e. meeting primary needs), focusing instead on what comes "afterwards". Literature in English often uses the term 'positive well-being' to refer to the object of this new research. It gathers the subjective viewpoint of children rather than objective data. By giving precedence to positive development factors rather than the reduction of risks, it prioritises the child's life as a child rather than his or her fate as an adult.

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Well-being at school and pupils' academic results

@ DILLEY Julia

Research Review: School-based Health Interventions and Academic Achievement

Washington : Washington State Board of Health, September 2009, 32 p. Available from Internet: http://sboh.wa.gov

> What is the relationship between a student's health and academic achievement? Are they competing priorities? Or do healthy students really learn better? This report summarizes what the research shows about academic achievement and health.

<div align="right">Online Document</div>

@ DIX Katherine L., SLEE Phillip T., LAWSON Michael J., et al.

Implementation quality of whole-school mental health promotion and students' academic performance

Child and Adolescent Mental Health, vol. 17, n° 1, 2012, pp. 45–51

> This paper argues for giving explicit attention to the quality of implementation of school-wide mental health promotions and examines the impact of implementation quality on academic performance in a major Australian mental health initiative. Hierarchical linear modelling was used to investigate change in standardised academic performance across the 2- year implementation of a mental health initiative in 96 Australian primary schools that was focused on improving student social-emotional competencies. After controlling for differences in socioeconomic background, a significant positive relationship existed between quality of implementation and academic performance. The difference between students in high- and low-implementing schools was equivalent to a difference in academic performance of up to 6 months of schooling.

<div align="right">Online Document</div>

@ MURRAY-HARVEY Rosalind

Relationship influences on students' academic achievement, psychological health and well-being at school

Educational and Child Psychology, vol. 27, n° 1, 2010, p. 104-115 Available from Internet: http://www.wellbeingaustralia.com.

> For this study, data were collected from both students and teachers about students' social/emotional adjustment and academic achievement and motivation. Data were obtained for 888 students across Years 5 to 9 from 58 classes in 21 South Australia schools, about their perceptions of relationships with family, peers and teachers as sources of stress or support at school. Teachers reported on randomly selected students in each of their classes regarding their Academic Achievement and Motivation, and their Social/Emotional Adjustment to school. This analysis confirmed the strength of the connection between the student's social/emotional and academic experience of school, and highlighted that both academic and social/emotional outcomes are unambiguously influenced by the quality of the relationships between teachers and students which, when compared with that of family and peers, exert the strongest influence, on well-being and achievement outcomes for students.
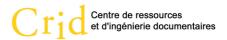
Online Document

WANG Ming-Te, HOLCOMBE Rebecca
Adolescents' Perceptions of School Environment, Engagement, and Academic Achievement in Middle School
American Educational Research Journal, September 2010, vol. 47, n° 3, p. 633–662.
Available from Internet: http://aer.sagepub.com

> This short-term longitudinal research examined the relationships among middle school students' perceptions of school environment, school engagement, and academic achievement. Participants were from a representative of 1,046 students. The findings supported the theoretical conceptualization of three different, but related dimensions of school engagement: school participation, sense of identification with school, and use of self-regulation strategies. The results also indicated that students' perceptions of the distinct dimensions of school environment in seventh grade contribute differentially to the three types of school engagement in eighth grade. Finally, the authors found that students' perceptions of school environment influenced their academic achievement directly and indirectly through the three types of school engagement. Specifically, students' perceptions of school characteristics in seventh grade influenced their school participation, identification with school, and use of self-regulation strategies in eighth grade that occur therein and, in turn, influenced students' academic achievement in eighth grade.

Online Document

International surveys

@ CURRIE Candace, ZANOTTI Cara, MORGAN Antony, et al.
Social determinants of health and well-being among young people. Health behavior in school aged children (HBSC) study :international report from the 2009/2010 survey (Health Policy for Children and Adolescents, n° 6)
Copenhagen : WHO : World Health Organization, Regional Office for Europe, 2012, 252 p.
Available from Internet: http://www.euro.who.int

> This book is the latest addition to a series of reports on young people's health by the Health Behaviour in School-aged Children (HBSC) study. It presents findings from the 2009/2010 survey on the demographic and social influences on the health of young people aged 11, 13 and 15 years in 39 countries and regions in the WHO European Region and North America. Responding to the survey, the young people described their social context (relations with family, peers and school), physical and mental health, health behaviours (patterns of eating, tooth brushing and physical activity) and risk behaviours (use of tobacco, alcohol and cannabis, sexual behaviour, fighting and bullying). Statistical analyses were carried out to identify meaningful differences in the prevalence of health and social indicators by gender, age group and levels of family affluence.
>
> Online Document

@ ETUCE : European Trade Union Committee for Education
Teachers' Work-Related Stress: Assessing, Comparing and Evaluating the Impact of Psychosocial Hazards on Teachers at their Workplace
Brussels: ETUCE, 2011, 28 p. Available from Internet: http://etuce.homestead.com

> On 8th October 2004, the European Social Partners signed the European Autonomous Framework Agreement on Work-Related Stress (WRS) – a document that constitutes the framework and an action oriented instrument for employers and workers to engage themselves in raising awareness of WRS as an occupational hazard and in preventing and tackling this problem at the work place. This European survey conducted among some 5 500 teachers of the European Union and the European Free Trade, aims to serve as a tool for member organizations of the European Trade Union of Education in order to help to implement the framework agreement of 2004. After clarification of the scope, context and purpose of the project as well as the methodology, the results of the survey are summarized. Examples of good practices and recommendations are put forward. A strategic document on the prevention, mitigation and reduction of work-related stress among teachers has also emerged.
>
> Online Document

@ European Commission
Child Poverty and Well-Being in the EU – Current status and way forward
Luxembourg: Office for Official Publications of the European Communities, 2008, 246 p.
Available from Internet: http://ec.europa.eu

> Using commonly agreed indicators, this report identifies the predominant factors affecting child poverty in each country. Indicators have not been used to name and shame but to group countries according to the common challenges they face: joblessness, in-work poverty, insufficient support to families. The report also reviews the national monitoring and evaluation systems in place and draws 15 recommendations to better assess and monitor child poverty and the multiple dimensions of child well-being across the EU.
>
> Online Document

@ GABOS András, TOTH István György

Child well-being in the European Union. Better monitoring instruments for better policies. Report prepared for the State Secretariat for Social Inclusion of the Ministry of Public Administration and Justice

Budapest : TÁRKI Social Research Institute, 2011, 122 p. Available from Internet: http://www.tarki.hu

> The European Union has always regarded as a primary objective its fight against poverty and social exclusion and is increasingly turning its focus on the issue of child well-being. As part of the European cooperation on social protection and social inclusion, the European Union has expressed its strong political commitment to combating child poverty and promoting well-being among children, regardless of their social background. The Child well-being in the European Union - Better monitoring instruments for better policies report commissioned by the State Secretariat for Social Inclusion of the Ministry of Public Administration and Justice builds on these predecessors and aims at contributing to the child mainstreaming process within the EU. The report is a close follow-up of the previous major outcomes of the child mainstreaming process.

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OECD : Organisation for Economic Co-operation and Development

The Learning Environment. In PISA 2009 Results: What Makes a School Successful? Resources, Policies and Practices (Volume IV)

Paris : OECD, 2011, p. 87-102

> Students perform better in orderly classrooms and with the support of engaged teachers and parents. Using reports from students, school principals and, for some countries, parents, this chapter describes and analyses six key aspects of the learning environment: teacher and student behaviours that affect learning, the disciplinary climate, teacher-student relations, how teachers stimulate students' engagement in reading, parents' involvement in and expectation of schooling, and school principals' leadership.

OECD : Organisation for Economic Co-operation and Development

Doing Better for Children

Paris : OECD, 2009, 192 p.

> The well-being of children is high on the policy agenda across the OECD. But what is the actual state of child well-being today? How much are governments spending on children? What social and family policies have the most impact during children's earliest years? Drawing on a wide range of data sources, this publication describes and analyses different indicators of child well-being across the OECD. These indicators cover six key areas: material wellbeing; housing and environment; education; health and safety; risk behaviours; and quality of school life. They show that no OECD country performs well in all areas and that every OECD country can do more to improve children's lives.
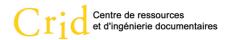
@ SUHRCKE Marc, DE PAZ NIEVES Carmen

The impact of health and health behaviours on educational outcomes in high-income countries: a review of the evidence

Copenhagen : WHO : World Health Organization Regional Office for Europe. 2011, 48 p. Available from Internet: http://www.euro.who.int

> This publication explores, specifically in high-income countries, the extent to which a causal link may also run the other way, from health to education. That is, does better health lead to a better education? The authors start with the hypothesis that this direction of the relationship has been somewhat ignored both in research and, arguably, in the public policy debate. This study aims to systematically review the current knowledge of the effect that different health conditions and unhealthy behaviours can have on educational outcomes in the context of rich countries. Specifically, the authors examine research on the following

questions. Does poor health during childhood or adolescence have a significant impact on educational achievement or performance? Does the engagement of children and adolescents in unhealthy behaviours determine their educational attainment and academic performance?

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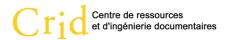
@ UNICEF Innocenti Research Centre

The Children Left Behind: A league table of inequality in child well-being in the world's rich countries. Innocenti Report Card 9

Florence : UNICEF Innocenti Research Centre, 2010, 40 p. Available from Internet : http://www.unicef-irc.org

The report presents an overview of inequalities in child well-being for 24 of the world's richest countries. Three dimensions of inequality are examined: material well-being, education, and health. In each case and for each country, the question asked is 'how far behind are children being allowed to fall?' Bringing in data from the majority of OECD countries, the report attempts to show which of them are allowing children to fall behind by more than is necessary in education, health and material well-being (using the best performing countries as a minimum standard for what can be achieved). In drawing attention to the depth of the disparities revealed, and in summarizing what is known about the consequences, it argues that 'falling behind' is a critical issue not only for millions of individual children today but for the economic and social future of their nations tomorrow.

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National and regional studies and surveys

Regional studies and surveys

@ AHONEN Arto, KURTAKKO Kyösti, SOHLMAN Eiri,
School, Culture and Well-being. ArctiChildren Research and Development Findings from Northern Finland, Sweden and Norway, and North-West Russia
Rovaniemi : Lapland University Press, 2007, 239 p. Available from Internet : http://www.doria.fi

> This book is a result of the research and development project ArctiChildren 2003-2006. The goal of the project has been to develop a cross-border network model for improving the psychosocial wellbeing, social environment and security of school-aged children in the Barents Region. The articles consist of findings from the research and development activities conducted during the project. The network model consists of dialogue, research and development activities at the schools involved as well as training seminars. This book is divided into three parts. In the first part there are general articles about research and development of psychosocial well-being. The second part – School, children and well-being- is concerned with children's psychosocial well-being in the school environment. And the third part includes findings and experiences of the teachers and parents involved in the project.

Online Document

@ AHONEN Arto, ALERBY Eva, JOHANSEN Ole Martin, et al.
Crystals of Schoolchildren's Well-Being. Cross-Border Training Material for Promoting Psychosocial Well-Being through School Education
Rovaniemi : University of Lapland, 2008, 136 p. Available from Internet: http://www.arctichildren.net

> Despite economic, social, cultural and ethnic differences between countries, the ability of children to cope in the societies of the future is crystallised into a question about the present quality of life, the psychosocial well-being the natural and developed living environment should be able to provide. At their best, the schools, parents and nearby communities offer a growth environment in which the children's psychosocial health and well-being are the focus of attention. Teachers and educators are more and more conscious of the ways in which they can foster a child's health and development by applying teaching methods related to social interaction and health promotion as well as by utilizing the opportunities provided by art and culture in teaching. This book examines the theme by offering both carefully reflected knowledge and practical examples of applications with which psychosocial well-being is being produced in schoolwork.

Online Document

@ BROUGÈRE Gilles
Le bien-être des enfants à l'école maternelle. Comparaison des pratiques pédagogiques en France et en Allemagne
Informations sociales, n° 160, 2010, p. 46-53. Available from Internet: http://www.cairn.info

> This paper seeks to demonstrate the low importance attached to child well-being in French infant schools through a comparison with German kindergartens which, by contrast, make it a central component. On the basis of empirical research, this difference is linked to the way in which learning is conceived. In France, there is a duty to be visible – which turns children into pupils more quickly. In Germany, learning cannot be conceived without considering the well-being of the child, which must take priority and be visible.

Online Document

CURCHOD-RUEDI Denise dir., DOUDIN Pierre-André dir. , LAFORTUNE Louise dir., et al.

La santé psychosociale des élèves

Québec : Presses de l'Université du Québec, 2011, 350 p. (Collection Education-Intervention)

This paper presents the risks that pupils face and reveals the protection factors that can be taken on board by the school – particularly in the context of the school and classroom. With contributions from education sciences, psychology, neuropsychology, medicine and psychiatry, the paper takes a multidisciplinary approach to pupils' psychosocial health – whether it is a matter of preventing stress, violence, at-risk behaviours or psychological distress. It seeks to be a convergence point of Quebecker, Swiss, French, Belgian and Finnish specialists. The first part is given over to psychological approaches to pupil health. The second part focuses on institutional approaches to pupil health. The last part looks at educational approaches to pupil health.

http://www.cairn.info/revue-informations-sociales-2010-4-page-46.htm

CORNU Laurence coord.

Le plaisir et l'ennui à l'école

Revue internationale d'éducation Sèvres, septembre 2011, n° 57, 176 p., bibliogr.

Teachers, philosophers, writers, psychoanalysts and sociologists from several countries (Brazil, France, India, Norway, Portugal, Senegal, UK and USA) have asked themselves what is expected from school in different parts of the world: what is expected day-to-day and "for later on", in the school's *raison d'être*, and in its daily experience. From one country to another – what are the "official" ideas of enjoying going to school and studying there? Surveys, personal stories or literature: what do the pupils, teachers, school heads and parents have to say in this regard? In practical terms, what is the atmosphere and what are the teaching practices in classes or schools?

WEBB Rosemary, VULLIAMY Graham, SARJA Anneli, et al.

Professional learning communities and teacher well-being? A comparative analysis of primary schools in England and Finland

Oxford Review of Education, 2009, vol. 35, n° 3, p. 405-422

The article is a comparative analysis of the policy and practice of professional learning communities (PLCs) in primary schools in England and Finland. The concept of PLC has become a globally fashionable one and has been explicitly advocated in policy documents in both countries. Four key themes affecting their work and well-being are identified: the primary school community; collaborative working; continuing professional development and trust and accountability. The realities of PLCs as experienced by primary teachers in each country are contrasted. Similarities in teachers' responses were found, especially in examples of education policy borrowing. While ideal notions of PLCs may be difficult to realise, it is argued that it is an important concept worth developing for its potential contribution to teacher well-being.

National studies and surveys

Belgium

@ CUYVERS Katrien, DE WEERD Gio, DUPONT Sanne, et al.
Well-being at school: does infrastructure matter?
CELE Exchange, 2011, n°10, 7 p. Available form Internet: http://www.oecd.org
> What is the impact of school infrastructure on the well-being of students in Flemish secondary schools? A study, commissioned by AGIOn (the Flemish agency that subsidises school buildings), investigated the impact of educational spaces on their users and set out to identify empirical evidence supporting the importance of school infrastructure on the well-being of students in secondary schools.

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@ OEJAJ : Observatoire de l'enfance, de la jeunesse et de l'aide à la jeunesse
Enquête sur les conditions de vie, l'acquisition de compétences sociales et les différentes formes d'implication et de participation des élèves du premier degré de l'enseignement secondaire ordinaire en Communauté française
Bruxelles : OEJAJ, 2011, 150 p. Available from Internet : http://www.oejaj.cfwb.be
> How do students in their first few years of secondary school rate their school as a place of learning and living environment? How do they see and perceive what is going on in school? How do they relate to other pupils, to teachers and to their environment? What is their view of their living conditions in school? This survey was conducted on a representative sample of students in the first stage of ordinary secondary school in the French Community of Belgium. The responses given include the quality of welcome, feeling safe, learning differences and solidarity. But boredom, a sense of injustice and the quality of relations between teachers and students and students' views on what could help them to learn more easily at school also feature.

<div align="right">Online Document</div>

Canada

@ FREEMAN John G., KING Matthew, PICKETT William, et al.
The Health of Canada's Young People: a mental health focus
Ottawa : Public Health Agency of Canada, 2011, 214 p. Available from Internet :
http://www.phac-aspc.gc.ca
> The Canadian Health Behaviour in School-aged Children (HBSC) report is part of the World Health Organization's collaborative cross-national study. It aims to contribute to new insight and increased understanding with regard to the health, well-being, and health behaviours of young people (aged 11 to 15 years) and their social settings and conditions, especially the school environment. The major theme of this report is the mental health of young Canadians. In each chapter, as well as profiling recent data pertaining to its main focus, authors explore the relationships between the different contextual factors, health behaviours and outcomes and the four mental health indicators. In recognition of the important role that school plays in young people's lives, the HBSC study includes several measures that focus on academic achievement, school climate, and school-related interactions.

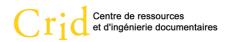<div align="right">Online Document</div>

MARANDA Marie-France, VIVIERS Simon (sous la direction de)
L'école en souffrance : psychodynamique du travail en milieu scolaire
Québec : Presses de l'université Laval, 2011, 192 p.
> This survey, conducted on staff working in a secondary school, reveals the disarray and distress of those who, on a daily basis, try to fulfill the school's mission. In an institutional and

organizational context where difficulties build up one after another, supporting young people and teaching them, whilst protecting one's own mental health at work, is an occupational health and safety challenge.

China

HUI Eadaoin K.P., SUN Rachel C.F.
Chinese children's perceived school satisfaction: the role of contextual and intrapersonal factors
Educational Psychology: An International Journal of Experimental Educational Psychology, vol. 30, n° 2, 2010, p. 155-172
> This study investigated the contribution of school contextual factors and intrapersonal factors to school satisfaction among a sample of Hong Kong Chinese primary school children. A total of 760 children completed the School Satisfaction Subscale of the Multidimensional Life Satisfaction Scale for Children along with self‑report measures of intrapersonal factors (self‑esteem and hope) and school‑related factors (teacher support, peer support, peer conflict, peer victimisation and academic performance). Findings revealed teacher support as the most significant predictor of school satisfaction across grades, followed by academic performance. The findings lend support to using developmental ecological perspective and cognitive mediation models in studying school satisfaction. The implications of the findings for future research and educational practice were discussed.

Finland

@ KONU Anne, LINTONEN T. P.
School well-being in Grades 4–12
Health Education Research, 2006, vol. 21, n°5, p. 633-642. Available from Internet: http://her.oxfordjournals.org
> The World Health Organization has encouraged a whole-school approach when trying to promote mental health and well-being in schools. The Internet-based School Well-being profile aims to be a holistic well-being evaluation tool for schools. Well-being is divided into four categories: 'school conditions', 'social relationships', 'means for self-fulfillment' and 'health status'. The present data consist of the responses to the questionnaires for the School Well-being Profile from 8 285 participants from primary, lower and upper secondary school pupils in the school year 2004–05 in Finland. Pupils in primary school experienced school conditions, social relationships and means for self-fulfillment to be better than pupils in secondary schools. When comparing gender and grades, the main finding was that girls and younger students within each school level rated school well-being more positively, except the fact that boys had fewer symptoms than girls did.
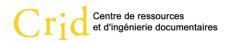>
> Online Document

@ PYHÂLTÖ Kirsi, SOINI Tiina, PIETARINEN Janne
Pupils' pedagogical well-being in comprehensive school—significant positive and negative school experiences of Finnish ninth graders
European Journal of Psychology of Education, 2010, vol. 25, n°2, p. 207-221. Available from Internet: http://www.springerlink.com
> The interrelated nature of learning and well-being is here referred to as pedagogical well-being. In this study, the authors explore Finnish comprehensive school pupils' experienced pedagogical well-being by examining the kinds of situations that pupils themselves find either highly positive or highly negative during their school career. Pupils' pedagogical well-being is empirically examined in two complementary aspects: determining the point in the pupils' school career in which the critical incidents are situated and identifying the primary contexts of pupils' experienced critical incidents of pedagogical well-being. Results showed that critical incidents for pedagogical well-being reported by the pupils were situated all along their school career. A variety of episodes causing empowerment and satisfaction, as well as disappointment and anxiety, were reported by the pupils. Pupils perceived the social

interactions within the school community as being the most rewarding as well as the most problematic part of their school career.

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France

@ BAVOUX Pascal, PUGIN Valérie
Baromètre annuel du rapport à l'école des enfants de quartiers populaires – Année 2012
Lyon : Trajectoire-Reflex, 2011, 12 p. Available from Internet : http://www.afev.fr
> The 2012 annual barometer of the Association de la fondation étudiante pour la ville (AFEV) on how children from working-class neighbourhoods relate to school was conducted on a sample of 689 primary and secondary school pupils monitored by a student from the AFEV (random sampling method). The survey's findings are presented in three sections: daily experiences at school, parents' relationship with school and practices outside of school. 1/3 of the children questioned said they didn't like school and 2/3 admitted to feeling bored at times, often or even all the time in class.

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@ FOTINOS Georges, HORENSTEIN José Mario
La qualité de vie au travail dans les lycées et collèges. Le « burnout » des enseignants
Paris : MGEN, novembre 2011, 69 p. Available from Internet : http://www.afpssu.co
> The quality of life at work for lycée (sixth-form college) and secondary school staff has recently emerged as a concern for the education system through some pioneering research and studies which show that this concept could be one of the key components in how schools work and a relevant indicator for staff health. A national survey takes stock of this reality in the field and reveals collective influential factors – particularly school climate, punishment policy and the school's status. This is rounded off by a scientific contribution on the individual consequences of a deteriorating quality of life at work – a source of burnout. Another contribution presents actions that can be taken to prevent such critical situations. Lastly, the authors put forward courses of action and tools with regard to the way the school is organized, the profession practiced, individual help and the institutional preventive structure.

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@ GODEAU Emmanuelle, NAVARRO Félix, ARNAUD Catherine (dirs.)
La santé des collégiens en France / 2010. Données françaises de l'enquête internationale Health Behaviour in School-aged Children (HBSC)
Saint-Denis : INPES : Institut national de prévention et d'éducation pour la santé, 2012, 254 p. Available from Internet : http://www.inpes.sante.fr (Collection Études santé)
> After five successive campaigns since 1994 in France, the HBSC survey is now in its 16th year, with the participation of 43 countries or regions in 2010. For the first time since France has been taking part in the HBSC survey and the French National Institute for Health Education and Prevention (Inpes) has published its findings, the authors have chosen to present the latter no longer by age – as is the norm in the international report – but by year, from year 7 to year 9, since the secondary school years are a particularly sensitive time in a student's schooling. This paper is based directly on the perceptions these very students have of the main dimensions of their life.

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@ GONTHIER-MAURIN Brigitte
Rapport d'information fait au nom de la commission de la culture de l'éducation et de la communication par la mission d'information sur le métier d'enseignant
Paris : Sénat, juin 2012, 101 p. Available from Internet : http://www.senat.fr

Given the evident deterioration in teachers' working conditions and intensified tensions within French schools, this report provides diagnostic elements of the cause of teacher ill-being and suggests avenues for reform that might restore confidence in school, particularly by thoroughly reviewing the training and recruitment system.

Online Document

@ LENOIR Marianne, BERGER Dominique
Représentations du bien-être du collégien selon la communauté éducative : étude exploratoire
Santé Publique, vol. 39, n° 5, 2007, p. 373-381.
This study set out to explore how the educational community of a secondary school in Burgundy views pupil well-being. 14 semi-directive interviews were held. The findings show that this community – and more generally the school as a whole – gives short shrift to the body and fundamental needs of pupils. The community mainly thinks of pupil well-being in material and organizational terms, by associating it with a hygienist definition of health. A need for training on the changes arising in teenage was revealed during the interviews.

RASCLE Nicole, JANOT-BERGUGNAT Laurence
Le stress des enseignants
Paris : Armand Colin, October 2008, 220 p. (Collection Hors Collection)
What are the manifestations and specific features of stress in teachers? How can these be resolved? Is teaching more stressful than other professions? Taking the phenomenon of occupational stress, across the board, as their starting point, the authors explore the reality of a teacher's job, how it is changing and the difficulties in adapting. Based on personal stories and surveys, the paper provides greater insight for the purposes of taking more effective action, and builds on its analysis with recommendations of both individual and collective preventive action.

Norway

ARROU HØSMARK Anne-Lise
Scolarité « protégée » et abandon scolaire. Les paradoxes norvégiens
Revue internationale éducation de Sèvres, septembre 2011, n° 57, p. 109-118
The author analyses the paradoxical situation prevalent in Norway, a country where the well-being of pupils at school has been explicitly identified as a factor in success and officially encouraged by institutional measures, but where school dropout is far from unknown, particularly in the area of vocational education. The problem has led to fresh discussion on pupil assessment and success. Basing her argument on testimony from pupils themselves, the author calls into question the pertinence of the "practical training vs. theoretical knowledge" paradigm, and suggests an approach that above all enables pupils to see meaning in what they learn.
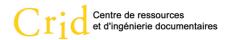
United-Kingdom

@ EVANS Maggi
Teaching happiness – A brave new world ?
The Psychologist, vol. 24, n° 5, May 2011, p. 344-347 Available from Internet: http://www.thepsychologist.org.uk
Well-being is firmly on the government agenda and from April 2011 there are plans that United Kingdom's well-being will be measured alongside GDP. This will bring numerous challenges around definition, measurement and interventions. Some of these issues have already been encountered within the field of education, which under the previous government had a clear responsibility to increase the well-being of pupils. This article explores some of the research and issues encountered by this agenda. Whilst the aim of increasing well-being is admirable, there are many concerns and potential difficulties that

merit full debate. An understanding of the approach in education may help to inform the government course as they embark on increasing the national well-being.

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@ MORRISON GUTMAN Leslie, FEINSTEIN Leon

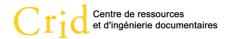**Children's Well-Being in Primary School: Pupil and School Effects**

London : Centre for Research on the Wider Benefits of Learning, Institute of Education, January 2008, 45 p. Available from Internet: http://www.education.gov.uk

The well-being and quality of life of children in the United Kingdom today are of increasing concern. These concerns are reflected in Government policy, which is placing increasing emphasis not just on educational achievement, but also on the wider well-being of the child, both in and out of school. This analysis of the Avon Longitudinal Study of Parents and Children (ALSPAC) examined four dimensions of children's well-being: mental health, pro-social behaviour, antisocial behaviour, and achievement. Most children experience positive well-being in primary school. It is children's individual experiences such as bullying, victimisation and friendships, and their beliefs about themselves and their environment, which mainly affect their well-being, rather than school-level factors such as type of school. Schools make a difference for children's well-being, but it is children's individual experiences within schools which are important. Less likely to engage in pro-social, and more likely to engage in antisocial, behaviours.

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https://www.education.gov.uk/publications/eOrderingDownload/WBL25.pdf

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Focus on a few themes

School climate and violence at school

BELLON Jean-Pierre, GARDETTE Bertrand
Harcèlement et brimades entre élèves. La face cachée de la violence scolaire
Paris : Fabert, 2010, 201 p. (Penser le monde de l'enfant)
> Alongside a highly mediatized school violence is another, older and much less apparent one – but just as painful for the pupils who fall prey to it: teasing, nasty nicknames, insults, threats, isolation manoeuvres, rumours and so on. According to the survey conducted by the authors of this study on 3,000 secondary school students, 10% of pupils are reportedly victims of such violence today. And yet a variety of prevention strategies could put a stop to this phenomenon first detected back in the '70s in Northern Europe and termed 'school-bullying'.

CARRA Cécile, FAGGIANELLI Daniel
Les violences à l'école
Paris : Presses Universitaires de France, octobre 2011, 126 p. (Que-sais-je)
> Since the early 1990s, the evidence of increasing violence at school, an evidence worth looking into, has muscled its way into the public debate. On the basis of the forms of violence in school and their progression, this paper prompts an analysis of what the word 'violence' means and what it tells us of the notions of child and adult, of school and of its role in society. It takes stock of the situation at present and sheds light on the challenges of an educational policy in this field.

@ CARRA Cécile
Tendances européennes de la recherche sur la violence et les déviances en milieu scolaire : Acquis, problèmes et perspectives.
International Journal of Violence and School, décembre 2009, n° 10, p. 97–110. Available from Internet : http://www.ijvs.org
> This article sets out to put into perspective the European research trends concerning violence at school, the main definitions, favoured methods, underlying issues and type of data available. It questions the implications while throwing light on the grey areas. It is particularly based on the national summaries of some ten European countries drawn up as part of the CRIMPREV initiative, funded by the European Commission and coordinated by the European Group of Research into Norms (GERN), and also draws from international reports.
>
> Online Document

@ Center for Social and Emotional Education
School Climate Research Summary - January 2010
School Climate Brief, January 2010, vol. 1, n° 1, 16 p. Available from Internet: http://www.schoolclimate.org
> School climate refers to spheres of school life (e.g. safety, relationships, teaching and learning, the environment) as well as to larger organizational patterns (e.g., from fragmented to cohesive or "shared" vision, healthy or unhealthy, conscious or unrecognized). This document examines the relationship between school-climate-related research findings on the one hand and educational policy, school improvement practice, and teacher education on the other. A review of the literature reveals that a growing body of empirical research indicates that positive school climate is associated with and predictive of academic achievement, school success, effective violence prevention, students' healthy development, and teacher retention. There is a glaring gap between these research findings on the one hand, and state

departments of education, school climate policy, practice guidelines, and teacher education practice on the other.

<div align="right">Online Document</div>

@ DEBARBIEUX Eric, ASTOR Ron Avi, ANTON Nathalie, et al.
Le « Climat scolaire » : définition, effets et conditions d'amélioration. Rapport au Comité scientifique de la Direction de l'enseignement scolaire
Paris : Ministère de l'éducation nationale. MEN-DGESCO/Observatoire international de la violence à l'école, juillet 2012, 25 p. Available from Internet : http://www.cafepedagogique.net

> Drawn up by an international team of researchers overseen by Eric Debarbieux, this report reviews the international research on school climate and shows the link between this and citizen training for a democratic society and school. The report shows that improving schools' climate calls for a complete overhaul of the way they are run and improvement in their physical environment. It stresses the need for community life within the school, emphasizes the importance of its democratic monitoring and questions teacher training.

<div align="right">Online Document</div>

@ DEBARBIEUX Eric, FOTINOS Georges
L'école entre bonheur et ras-le-bol. Enquête de victimisation et de climat scolaire auprès des personnels de l'école maternelle et élémentaire
Créteil : Observatoire international de la violence à l'école, septembre 2012, 76 p. Available from Internet : http://www.autonome-solidarite.fr

> This report concerns the very first survey of victimization in the school environment to have been conducted in France at national level among primary school staff. School climate is perceived positively by most primary school staff: 91.6% consider it to be quite good or good. 1 in 10 teachers thinks the climate is poor or quite poor. Victimization against staff mainly consists of verbal and symbolic violence – acts of physical violence are fairly rare. The risk of repeated victimization is four times higher for teachers depending on whether they work in the most disadvantaged or the most advantaged schools. The survey shows that it is not so much an issue of factual victimization of staff here as the feeling of a loss of meaning, social decline and complete transformation of the profession. The report ends by making a few proposals.
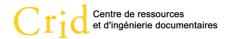
<div align="right">Online Document</div>

@ DEBARBIEUX Éric,
À l'école des enfants heureux… enfin presque. Une enquête de victimation et climat scolaire auprès d'élèves du cycle 3 des écoles élémentaires
Paris : Unicef France, 2011, 42 p. Available from Inernet : http://www.unicef.fr

> This survey was conducted by the Observatoire international de la violence scolaire at Unicef France's request. On average, 9 out of 10 pupils claim to feel good at school. However, for a significant minority of them, it is a place of suffering: 17% say that they have often been hit by other pupils; the number of victims of verbal or symbolic bullying is estimated to be around 14% of pupils and 10% claim to be victims of physical bullying. These negative findings demand a response from the public authorities and educational community. The author and his team of researchers therefore advocate for prevention measures based on training the teaching staff, raising parental awareness and consideration of the child, in accordance with the International Convention on the Rights of the Child.

<div align="right">Online Document</div>

@ DEBARBIEUX Eric, FOTINOS Georges
Violence et climat scolaire dans les établissements du second degré en France – une enquête quantitative auprès des personnels de direction des lycées et collèges
Bordeaux : observatoire international de la violence à l'école, 2010, 54 p. Available from Internet : http://www.afpssu.com
> This report presents the main findings of a "victimization and school climate" survey recently conducted on a significant sample of French national education managerial staff, in four categories: the conditions in which the staff work, school climate and its trends, victimization and how violence at school is tackled by disciplinary measures.
>
> Online Document

@ EVRARD Laetitia
Résultats de la première enquête nationale de victimation au sein des collèges publics au printemps 2011
Note d'information, DEPP : Direction de l'évaluation, de la prospective et de la performance, octobre 2011, n° 11-14, 8 p. Available from Internet: http://media.education.gouv.fr
> In France, 18,000 pupils from 300 state secondary schools answered a questionnaire on school climate and any attack they could have been victims of. 93% of them claim to be happy with their school climate. Insults, theft of school supplies and teasing are the most common forms of attack. Very few pupils declare serious acts of violence such as threats or injuries with weapons. Overall, 6% of pupils declare a number of victimizations which could indicate a situation of bullying.
>
> Online Document

@ FEYFANT Annie
Des violences à l'école
Dossier d'actualité Veille et Analyses, n°54, mai 2010, 16 p. Available from Internet : http://ife.ens-lyon.fr
> From a factual point of view, it can be observed that verbal violence is as important as physical violence, and that these one-off or incessant incidents disturb the atmosphere in the class and learning conditions, both for teachers and pupils. Standing in the way of preventing this violence is the difficulty of defining these forms of transgression. What victims (generally pupils) and witnesses (generally teachers) feel varies from one country to another and according to the educational and social contexts. Verbal deviance, bullying or attitudes of withdrawal may begin when children are very young. They are very often related to a feeling of injustice by pupils and incomprehension by teachers of these acts that do not comply with educational standards. Whatever the country of origin, research work shows how certain teaching situations encourage conflicts or, conversely, attenuates them, and how important the school and class climate is for learning and educational practice.
>
> Online Document

@ FREEMAN John G., SAMDAL Oddrun, BABAN Adriana, et al.
The Relationship Between School Perceptions and Psychosomatic Complaints: Cross-Country Differences Across Canada, Norway, and Romania
School Mental Health, 2012, vol. 4, n° 2, p. 95-104. Available from Internet : http://www.springerlink.com/
> This study examined the predictive value of school climate and peer support for psychosomatic complaints, perceived academic achievement, and school satisfaction in Canada, Norway, and Romania. While the three countries used the same measures of each construct, the questionnaires were written in three different languages. Having established linguistic equivalence, the authors examined the extent to which the patterns of relationship were similar across the countries and for two age groups (13- and 15-year-olds). There were similar cross-national patterns in relationships with stronger links between school climate and the three outcomes than between peer support and the outcomes. The peer support–perceived academic achievement path was in all instances weak or non-significant. With

respect to age differences, none were observed in Canada and Norway, but age differences were seen in Romania.

@ GALANG Benoît, PHILIPPOT Pierre, BUIDIN Geneviève, et al.
Violences à l'école en Belgique francophone : différences entre établissements et évolution temporelle
Revue Française de Pédagogie, n° 149, décembre 2004, p. 83-96
> On the basis of a survey conducted across some forty schools in the French Community of Belgium, this study seeks to answer three questions: How is someone more or less exposed to violence depending on the school s/he attends? What factors are likely to explain the variations in violence phenomena from one school to another? Can these factors also explain the change over time in the differences in victimization rates between schools? The analyses indicate that the variations in violence phenomena between schools stem from the types of pupils attending the school, the implemented teaching practices, as well as the style of school leadership.

KOHOUT-DIAZ Magdalena, DEBARBIEUX Eric
Climat et violence dans les écoles élémentaires tchèques : la relation d'autorité en question dans un pays en transition
Carrefours de l'éducation, n°29, 2010, p. 197-214
> This article is based on a comparative survey of school climate and victimization conducted through questionnaires handed out to 1,638 pupils and interviews with adults in Czech primary schools. The Czech pupils reveal that their educational relations with the school's adults are poor and admit being rude to teachers – which is at odds with an otherwise disciplined school environment. The interviews with adults show the prevalence of an exogenous and repressive idea of authority. But punishments are uncommon, which the teachers explain by the new clientelism of parents, associated with the liberalization of the education system.

@ MURAT François
Les actes de violence recensés dans les établissements publics du second degré en 2010-2011
Note d'information, DEPP : Direction de l'évaluation, de la prospective et de la performance, 2011, n° 11.13, 6 p. Available from Internet : http://media.education.gouv.fr
> Following the *États généraux de la sécurité à l'école* (French convention on safety at school) held in April 2010, major changes have been made to the SIVIS survey (Information and vigilance system on school safety) to improve detection of acts of violence. These technical improvements call for caution when interpreting the slight increase observed in state secondary schools between 2009-2010 (11.2 incidents for 1,000 students) and 2010-2011 (12.6 incidents for 1,000 students). This overall average through the 2010-2011 school year covers a wide range of situations depending on the school: there are few acts of violence in general and technological lycées (sixth-form colleges) but considerably more in secondary schools and most of all in vocational lycées. Boys commit and are victims of violence more often than girls. They particularly suffer a lot of physical violence. Girls are more concerned by verbal and sexual violence. The appendix presents the SIVIS survey.

OPDENAKKER Marie-Christine, VAN DAMME Jan
Effects of Schools, Teaching Staff and Classes on Achievement and Well-Being in Secondary Education: Similarities and Differences Between School Outcomes
School Effectiveness and School Improvement, 2000, vol. 11, n° 2, p. 165-196
> In this article, effects of schools, teaching staff and classes on achievement and on the well-being of pupils at the end of their first grade in secondary education in Belgium are explored by means of multilevel analysis. The study affirms that the relative influence of classes and schools on achievement is much higher than on well-being. The authors find that schools and

classes have main and interaction effects on both outcomes. However, the interaction effects on well-being are limited to a few class-pupil interactions. The results indicate that achievement and well-being can be considered as two different, distinctive school and class outcomes and that the school characteristics investigated act differently on these outcomes. Some school characteristics are always effective independent of the outcome criterium, while the effectiveness of other school characteristics depends on the criterium considered.

@ YOUNÈS Nathalie, JOURDAN Didier, DEBARBIEUX Eric
International Journal on Violence and Schools, n°12, septembre 2011, p. 112-133
Le climat scolaire à l'école primaire : étude de l'influence des variables de milieu sur sa perception par les élèves de 6 à 8 ans

This article is a study of the way 697 pupils aged 6-8 years old in 22 French primary schools perceive their school climate and their own well-being. The findings show that the pupils have a positive view of their schools: most pupils feel comfortable at school and only a small number do not. This feeling of well-being is linked to the quality of their social relationships and the environment conditions. Educational practices and teachers' education are also found to have a positive impact on this.

Online Document

Solutions

@ BOUTIN Gérald, FORGET Simon
Programmes québécois de lutte contre la violence scolaire : description, apports et limites
Sociétés et jeunesses en difficulté, n° 10, automne 2010,

In most industrialised countries, school violence is becoming an increasingly common subject of debate. The schemes set up to crack down on it vary from a simple warning to massive – and even coercive – intervention. Drawing on first-hand documentation, the authors of this article review several violence prevention programmes in Quebec. They reveal their theoretical foundations, objectives, how they work and lastly the types of evaluations to which these programmes are subject. To end, the authors highlight the strengths and limits of the programmes and suggest areas for consideration and action by stressing the dangers of too strict a modelling of behaviour.

@ CATHELINE Nicole
Le harcèlement entre élèves : le reconnaître, le prévenir, le traiter
Paris : Ministère de l'Éducation nationale, 2011, 39 p. Available from Internet:
http://media.education.gouv.fr

Bullying concerns around 10 to 15% of school-age children and teenagers in France. The consequences in terms of mental health and schooling decisions are now better known. The frequency of this phenomenon is almost identical worldwide. In many countries – United States, Canada, England, Australia, Poland, Norway, Finland, Israel – the public authorities, aware of the seriousness of the consequences, have made school bullying prevention a central concern of their educational policies. This guide is aimed at raising the awareness of the whole educational community about bullying between pupils and its consequences. It provides information for understanding and detecting the violence between peers that bullying constitutes, for the purposes of tackling it and preventing it, including when it begins or continues on the social networks in the form of cyber-bullying.

Online Document

@ DEBARBIEUX Éric,
Refuser l'oppression quotidienne : la prévention du harcèlement à l'école. Rapport au ministre de l'Education nationale, de la Jeunesse et de la Vie associative
Bordeaux : Observatoire international de la violence à l'école, avril 2011, 49 p. Available from Internet : http://cache.media.education.gouv.fr

> After a definition and analysis of bullying between peers at school and of its consequences on pupils' mental health and academic results, the report presents the reasons for cracking down on bullying at school and analyses what causes it. The author makes 15 proposals for combating bullying and cyber-bullying between pupils at school. These proposals are given under four key objectives: knowing and recognizing bullying between peers, using training as a solution, setting up collective forms of mobilization and "curbing bullying".

<div align="right">Online Document</div>

GALAND Benoît
La prévention des violences scolaires
In CURCHOD-RUEDI Denise dir., DOUDIN Pierre-André dir. , LAFORTUNE Louise dir., et al. La santé psychosociale des élèves, Québec : Presses de l'Université du Québec, 2011, p. 95-124 (Collection Education-Intervention)

> Ensuring the physical and mental health of pupils and professionals is one of the key missions of school, often enshrined in law. Without this safety, teaching is very difficult to carry out and learning is greatly compromised. What's more, situations of intense insecurity can have significant negative consequences on pupils' and teachers' well-being. This chapter sets out to consider how professionals working in schools can help to prevent violent behaviour. Taking a psychosocial approach, the paper tries to determine how the structuring, organization and running of schools and classes can affect the emotional, cognitive and motivational processes which in turn will influence individual behaviour.

@ Jugenddienst der Kantonspolizei Zürich
Violence à l'école
Berne : educa.ch, educa.ch, Institut suisse des médias pour la formation et la culture, octobre 2011, 20 p. Available from Internet: http://guides.educa.ch

> The purpose of this report – drawn up in liaison with the Zurich district police youth service – is to put forward measures that teachers can take to avoid violence in their classroom. It also advises on the behaviour to adopt should violent situations arise.
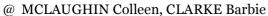
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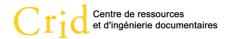
@ MAUNDER Rachel E., TATTERSALL Andrew J.
Staff experiences of managing bullying in secondary schools: The importance of internal and external relationships in facilitating intervention
Educational and Child Psychology, vol. 27, n° 1, 2010, p. 116-128. Available from Internet: http://www.wellbeingaustralia.com.

> Teachers and other school staff have a significant role to play in bullying intervention, however little research has explored how they experience this role. A sample of 14 secondary school staff comprising eight teachers, two support staff and four senior staff, participated in interviews to investigate their experiences of managing bullying. Analysis of the transcripts revealed that the quality of relationships of staff within and outside the school with their colleagues, managers, pupils and parents, had an important influence on how bullying was identified and dealt with. Within this context, individual staff made complex decisions about how they should respond to incoming information and what information should be passed on to other staff. The way bullying was being managed was, therefore, related to how the school was running as an organization. Findings highlight the importance of viewing bullying in relation to other influences in the school environment rather than treating it in isolation.

<div align="right">Online Document</div>

@ MCLAUGHIN Colleen, CLARKE Barbie

Relational matters: A review of the impact of school experience on mental health in early adolescence
Educational and Child Psychology, vol. 27, n° 1, 2010, p. 91-103

> The review of this area posited the notion of 'the supportive school' as important and one key element, the notion of school connectedness. This paper explores the part played by relationships in schools. Relationships between teachers and pupils and pupils' peer relationships are identified as the key ones. The main ways in which school-based relationships impact upon mental health are explored. First, in terms of the relationship to academic outcomes; second, the relationship between social support, feelings of emotional well-being or distress, and teacher-pupil relationships; and finally the relationship between school connectedness and mental health outcomes. The authors argue for greater attention to be paid to the interconnections between the relationships with young people and their emotional and academic well-being. The paper concludes with the implications for schools and teachers of these findings.

@ Ministère de l'Education nationale, de la Jeunesse et de la Vie associative
Équipes mobiles de sécurité (EMS) : vadémécum
Paris : Ministère de l'éducation nationale de la jeunesse et de la vie associative, 2012, 49 p.
Available from Internet : http://cache.media.eduscol.education.fr

> Safety mobile teams (EMS in French) were created by the "plan for making schools safe" in September 2009. This vade-mecum, or pocket guide, has been written for such teams, the education authority teams that oversee them and school heads. It presents four founding principles: tranquility, creating a safe environment, prevention and support – and explains how EMS teams are run and work. It ends by outlining two themes that are part of their remit: school climate and combating bullying.

<div align="right">Online Document</div>

@ MCLAUGHIN Colleen, CLARKE Barbie
Relational matters: A review of the impact of school experience on mental health in early adolescence
Educational and Child Psychology, vol. 27, n° 1, 2010, p. 91-103. Available from Internet :
http://www.wellbeingaustralia.com

> This paper explores the part played by relationships in schools. The paper draws on a review of 133 papers published mainly in the last 15 years. Relationships between teachers and pupils and pupils' peer relationships are identified as the key ones. The main ways in which school-based relationships impact upon mental health are explored. First, in terms of the relationship to academic outcomes; second, the relationship between social support, feelings of emotional well-being or distress, and teacher-pupil relationships; and finally the relationship between school connectedness and mental health outcomes. The authors argue for greater attention to be paid to the interconnections between the relationships with young people and their emotional and academic well-being. The paper concludes with the implications for schools and teachers of these findings and an argument for an acknowledgement of the importance of the social goals of education.
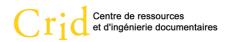
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SELIGMAN Martin, ERNST Randal M., GILHAM Jane, et al.
Positive education: positive psychology and classroom interventions
Oxford Review of Education, 2009, vol. 35, n° 3, p. 293-311

> Positive education is defined as education for both traditional skills and for happiness. The high prevalence worldwide of depression among young people, the small rise in life satisfaction, and the synergy between learning and positive emotion all argue that the skills for happiness should be taught in school. There is substantial evidence from well controlled studies that skills that increase resilience, positive emotion, engagement and meaning can be taught to schoolchildren. The authors present the story of teaching these skills to an entire school—Geelong Grammar School—in Australia, and they speculate that positive education will form the basis of a 'new prosperity', a politics that values both wealth and wellbeing.

@ TEW Marilyn
Emotional connections: An exploration of the relational dynamics between staff and students in schools
Educational and Child Psychology, vol. 27, n° 1, 2010, p. 129-142. Available from Internet: http://www.wellbeingaustralia.com.

> This paper describes the research-based PROGRESS programme that has been developed by the charity Antidote to help schools create even better learning environments. Starting from a baseline survey that investigates how capable, listened to, accepted, safe and included, staff and students feel in all aspects of school life, the programme goes through two phases of data collection to uncover the hidden factors that impair the relational dynamics of schools and limit the opportunities for young people to become engaged in their learning. The paper uses examples of schools in three different phases to show how Antidote uses diagrammatic pictures to illustrate the interconnected nature of school relationships. It then describes how the insights provided by the diagrams generate productive conversations about how to change things. The paper argues that the collaborative, relational energy produced by these conversations, with an accompanying growth in trust and confidence, have a bigger role to play in generating profound shifts in teaching, learning and well-being than the implementation of the strategies themselves.
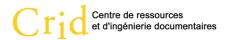
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VERHOEVEN Marie, CARRA Cécile, GALAND Benoît (dirs)
Prévenir les violences à l'école.
Paris : Presses universitaires de France, 2012, 224 p. (Apprendre),

> How can violence at school be prevented? In view of emotionally, symbolically and ideologically charged situations, this book presents analytical tools for understanding what is in question here and clearly identifies the problems so as to provide relevant and effective answers. French, Belgian, Luxembourg and Quebecker researchers from several disciplines have worked together on this publication to organize research findings and ideas for prevention and action. Their work shows that taking action on violence involves both reducing it and working on the experience and perception of it. The authors also highlight the need to coordinate intervention at two complementary levels: individual behaviours and the contexts in which these have meaning.

A holistic approach: health-promoting schools

@ BARNEKOW Vivian, BUIJS Goof, CLIFT Stephen, et al.
Health-promoting schools: a resource for developing indicators
International Planning Committee (IPC), 2006, 231 p. Available from Internet:
http://ws10.e-vision.nl

>This book emerged from a series of workshops of the European Network of Health Promoting Schools (ENHPS) initiated on practice and evaluation of the health-promoting schools approach. Chapter 1 presents a brief historical overview of the ENHPS by addressing some of the most important events and conferences. Chapter 2 discusses the stakeholders – students, teachers, parents, communities and researchers – and their potential roles in collaborating to develop healthpromoting schools. It summarizes the most important evidence on the effectiveness of the health-promoting schools approach. Chapter 3 presents the basic concepts, values and principles of a health-promoting schools approach. Despite the cultural differences in Europe, the ENHPS has contributed to developing several overall common values and principles, such as student participation, empowerment, action competence and the settings approach. A main conclusion is that, since the healthpromoting schools approach varies between countries, indicators must be developed within each country and must therefore be sensitive to context and culture.

Online Document

@ BUIJS Goof
Better Schools through Health: networking for health promoting schools in Europe
European Journal of Education, 2009, vol. 44, n°. 4, p. 507-520. Available from Internet:
http://www.niigd.ru

>Education and health have shared interests. Health promoting schools have shown evidence of improving the health and well-being of the whole school community. At the European level, the Schools for Health in Europe (SHE) network is one of the most sustainable school networks in Europe and worldwide. This article explains how health helps to create better schools. It focuses on the advantages of working as a network at a European level with direct links with schools, policy makers, practitioners and researchers. It describes the impact of networking on schools, what changes take place at the school level, and also at the regional and national level. Some examples of the results of networking are presented, including the work on developing indicators for health promoting schools within the European context. The article concludes with a report of the 3rd European Conference on health promoting schools held in June 2009 in Lithuania, with the Vilnius Resolution as its important outcome.

Online Document

CLIFT Stephen, BRUUN Bjarne
The Health Promoting School: International Advances in Theory, Evaluation and Practice
Copenhagen: Danish University of Education Press, 2005, 510 p.

>This book brings together recent international scholarship on links between education and health, and recent research evidence evaluating the processes and outcomes of health promoting schools initiatives. The book arises out of the Education and Health in Partnership conference, which took place in Egmond aan Zee, the Netherlands in September 2002. The key aims of the conference were to focus on effective partnership working for health in schools and to consider the evidence base for health promoting schools programmes. A significant outcome of the conference was the Egmond Agenda, which outlines the principal components for success in establishing health promoting schools. Contributors from across Europe, the United States, South Africa and Australia present

findings from national health promoting school projects, with a particular emphasis on the promotion of mental health.

@ DÉSY Michel
L'école en santé : recension des écrits
Montréal : Direction de santé publique Agence de la santé et des services sociaux de Montréal, 2009, 100 p. Available from Internet : http://publications.santemontreal.qc.ca
> This paper presents a report of the documents on the ecological model of young people's health in school and seeks to mark out and define the "École en santé" approach (AES). Its thematic sections are largely given over to presenting the convincing results of actions taken regarding health prevention and promotion in young people, paying particular attention to what does or does not work and pinpointing the characteristics specific to the health-promoting school approach and to the ecological approaches it is similar to. Lastly, the author looks at three problems that arise from this inventory. The first is support for this approach in general and how it links with the ecological model. The second concerns the adaptability of the approach to the populations it has been designed for, and the third is to do with its specifically participatory aspect.

Online Document

@ GAUSSEL Marie
Vers une école saine : éducation à la santé volet 2
Dossier d'actualité Veille et Analyses, n°77, septembre 2012, 18 p. Available from Internet : http://ife.ens-lyon.fr
> After publishing an initial topical report on the relations between education and health, the French Education Institute (Ife) is presenting a second report on health education. Beyond a question of curriculum, the researchers think about setting up a holistic approach to health promotion in the school context. This seeks to act on individual behaviour with regard to health, to update its expressions and to have a positive influence on academic results. This also means that the educational community as a whole must adopt this approach and put it into practice. In practical terms, how can a school adopt this type of programme, and what does it represent for the educational community and pupils? In presenting a typology of holistic approaches to health along with some international examples of such approaches, this report questions their feasibility and effectiveness.

Online Document

JOURDAN Didier
Apprendre à mieux vivre ensemble : des écoles en santé pour la réussite de tous
Lyon : Chronique sociale, 2012, 149 p.
> The approach to better community living concerns class activities, the school-family relationship and school climate. It aims at improving the latter as well as well-being at school with a view to fostering success for all pupils. It seeks to enhance pool and enrich school practices in the field of health education and citizenship. This involves enabling the development of knowledge, skills and the common core curriculum in all pupils by giving them the means to know their body, their health, the behaviours and their effects; developing their personal, social and civic skills; respecting oneself and others; having confidence in oneself and asserting oneself constructively; learning how to manage conflict, exchange and cooperate or acquire the means for a critical perspective of one's environment.

@ MUKOMA Wanjirũ, FLISHER Alan J.
Evaluations of health promoting schools: a review of nine studies
Health Promotion International, 2004, vol. 19, n° 3, p. 357-368. Available from Internet: http://heapro.oxfordjournals.org
> The concept of 'health promoting schools' has been embraced internationally as an effective way of promoting the health of children, adolescents, and the wider school community. It is only recently that attempts have been made to evaluate health promoting schools. This paper reviews evaluations of health promoting schools and draws useful evaluation methodology

lessons. The review is confined to school-based interventions that are founded explicitly on the concept of the health promoting school and employ the concept beyond one school domain. The authors included nine evaluations in this review. There was evidence that the health promoting school has some influence on various domains of health for the school community. It is also possible to integrate health promotion into the school curriculum and policies successfully. The authors discuss some of the methodological challenges of evaluating health promoting schools and make suggestions for improving future evaluations.

Online Document

@ SIMARD Claudine, DESCHESNES Marthe
Recension des écrits publiés entre 2000 et 2009 sur les résultats d'évaluation des approches globales en promotion de la santé en contexte scolaire
Québec : Institut national de santé publique du Québec, 2011, 79 p. Available from Internet : http://www.inspq.qc.ca

With a view to improving the health and well-being of school-age children, holistic approaches to promoting health in schools have been put forward by various international and national organizations. Whether this involves the Health Promoting School (HPS), *École en santé (AÉS)*, Coordinated School Health Program (CSHP) or Healthy Schools, such holistic approaches act on the individual and social determinants of young people's health and on their academic success – within the school environment. This type of approach calls for changes to be made in the way schools and their staff practise health in school – i.e. by changing from practices based on health education models in class to a holistic, integrated approach to health promotion focusing on young people's attitudes and behaviours in their environment. Drawing from an inventory of documents written on the evaluation findings of these holistic approaches, the authors summarize this knowledge so as to learn from it for the purposes of taking action, to identify the challenges it is likely to pose and to steer future research in this field.

Online Document

@ ST LEGER Lawrence, YOUNG Ian, BLANCHARD Claire, et al.
Promouvoir la santé à l'école : des preuves à l'action
Saint Denis : Union internationale de promotion de la santé et d'éducation pour la santé, 2010, 18 p. Available from Internet : http://www.iuhpe.org/

Health promotion in school may be defined as any activity undertaken to improve and/or protect the health, in the broad sense, and well-being of the entire school community. It is a broader concept than that of health education, which concerns school health policies, the physical and social environment of schools, teaching programmes and ties with partners. This paper sets out to explain how and why health promotion in school is important; to show to what extent a coherent school policy and the right management are vital, and to remind us that health promotion in school stems from validated scientific data and quality practices identified worldwide. It summarizes the convincing data and shows how personal health questions – like a balanced diet and mental health for example – are associated with a holistic approach to health and health promotion.

Online Document

@ UIPES : Union internationale de promotion de la santé et d'éducation pour la santé
Vers des écoles promotrices de santé: lignes directrices pour la promotion de la santé à l'école
Saint Denis : UIPES : Union internationale de promotion de la santé et d'éducation pour la santé, 2009, 4 p. Available from Internet : http://www.iuhpe.org/

This document presents the main principles for sustainably promoting health in school. Over the last twenty years, a considerable data set has been made available to governments, schools, non-governmental organizations, teachers, parents and pupils with regard to the effective schemes targeting health in school. Those characterized by an integrated, holistic and strategic approach are more likely to produce positive results in terms of academic

success and health than those based mainly on information and implementation solely within the classroom.

<div align="right">Online Document</div>

Case studies

@ ALBERT Lee, ST LEGER Lawrence, CHENG Frances F.K
The status of health-promoting schools in Hong Kong and implications for further development
Health promotion international, vol. 22, n°4, 2007, p. 316-326

> An evaluation framework, called the *Hong Kong Healthy Schools Award*, has been developed to enable comprehensive collection and analysis of data reflecting the status of health-promoting schools (HPS) in Hong Kong. The key findings revealed a high prevalence of emotional problems, unhealthy eating habits, physical inactivity and risk-taking behaviours, leading to both intentional and unintentional injuries among students with higher prevalence among secondary school students. The results indicated a substantial lack of health policies in schools; it also indicated health services in schools not readily accessible to students and staff, and insufficient staff training in health promotion and education. However, most schools have made initiatives in environmental protection, established safety guidelines and strategies for managing students with emotional problems.

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@ ALBERT Lee, CHENG Frances F. K., ST LEGER Lawry
Evaluating health-promoting schools in Hong Kong: development of a framework
Health Promotion International, 2005, vol. 20, n°2, p. 177-186. Available from Internet: http://heapro.oxfordjournals.org

> Health-promoting schools (HPS)/healthy schools have existed internationally for about 15 years. Yet there are few comprehensive evaluation frameworks available which enable the outcomes of HPS initiatives to be assessed. This paper identifies an evaluation framework developed in Hong Kong. The framework uses a range of approaches to explore what schools actually do in their health promotion and health education initiatives. The framework, which is based on the WHO (Western Pacific Regional Office) Guidelines for HPS, is described in detail. The appropriate instruments for data collection are described and their origins identified. The evaluation plan and protocol, which underpinned the very comprehensive evaluation in Hong Kong, are explained. Finally, a case is argued for evaluation of HPS to be more in line with the educational dynamics.

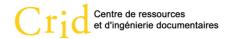<div align="right">Online Document</div>

@ XIN WEI Zhang, LI-QUN Liu, XUE-HAI Zhang
Health-promoting school development in Zhejiang Province, China
Health Promotion International, 2008, vol. 23, n°. 3, p. 220-230. Available from Internet: http://heapro.oxfordjournals.org

> In 2003, after three pilot projects successfully implemented WHO's Health-Promoting Schools (HPS) concept, officials in Zhejiang Province, China, expanded to additional 51 schools. Each school identified a health issue to begin HPS development, followed by conceptual orientation, resource mobilization, teacher training, surveys, interventions, outreach and evaluation. This study focused on the extent to which participating schools implemented the HPS concept and improved their psycho-social environments (PSEs). Forty-nine of the 51 schools met China's HPS criteria.

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Sitography

International networks and organizations

HBSC
Health Behaviour in School-aged Children (HBSC) is a cross-national research study conducted in collaboration with the WHO Regional Office for Europe. The study aims to gain new insight into, and increase our understanding of young people's health and well-being, health behaviours and their social context.
www.hbsc.org

International School Health Network (ISHN)
The ISHN is an informal network of practitioners, researchers and government officials as well as regional and other networks, international agencies and organizations concerned with health, safety, development, equity, social development, sustainability and other forms of human development. The network is recognized by the World Health Organization as well as other UN agencies and is being developed in cooperation with several international organizations, professions and networks.
http://www.internationalschoolhealth.org/

International Union for Health Promotion and Education (IUHPE)
The International Union for Health Promotion and Education is over half a century old and draws its strength from being a unique worldwide, independent and professional association of individuals and organisations committed to improving the health and wellbeing of the people through education, community action and the development of healthy public policy. IUHPE has operated a school health program for several years, ISHN and IUHPE cooperate in a number of ways, including the organization of webinars, cross-promoting various resources and events and coordinating workshops and conferences.
http://www.iuhpe.org/index.html?page=5&lang=fr

International Observatory on Violence in School
The International Observatory on Violence in School is a non-governmental organization which aims at encouraging multidisciplinary scientific research into the phenomenon of violence in school, making specific proposals for actions in the field and assisting with training teachers and professionals.
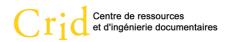http://www.ijvs.org/2-6035-Observatoire-International-de-la-Violence-a-l-Ecole.php

SHE Network
SHE Network is the Schools for Health in Europe Network. It aims to support organisations and professionals to further develop and sustain school health promotion in each country by providing the European platform for school health promotion. It's a network of National Coordinators from 43 countries in the European Region. It focus making school health promotion an integral part of policy development in the European education and health sectors. The SHE network is the European platform for school health promotion and is coordinated by NIGZ, as the WHO Collaborating Centre for School Health Promotion. SHE provides easy access to information, good practices, contacts and exchange of information.
http://www.schoolsforhealth.eu/

UNICEF Innocenti Research Centre
The UNICEF Innocenti Research Centre (IRC) was established to strengthen the capacity of UNICEF and its cooperating institutions to respond to the evolving needs of children and to

develop a new global ethic for children. The Centre undertakes research to monitor the changing situation of children, to highlight the chronic and continuing gaps in child-related data, to support and expand efforts to fill these gaps, and to influence policy decisions in favour of children.
http://www.unicef-irc.org/

Well-being-at-school.net
This website has been created as part of the European Comenius project involving six schools in five countries: France, Germany, Italy, Sweden and UK. The partner institutions in this project hope to learn from one another by comparing their positive experiences in the fields of sport, diet, balance between work and private life, urban environment and integration of pupils experiencing difficulties of any sort. The pupils undertake research and draw up strategies enabling them to make the right choices for a better and healthier lifestyle.
http://www.well-being-at-school.net/

World Health Organization (WHO)
WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.
Main Office :
http://www.who.int/

World Health Organization Regional Office for Europe (WHO Euro)
WHO/Europe supports the 53 Member States in the WHO European Region in developing and sustaining their national health policies, health systems and public health programmes; working to identify, prevent and overcome potential threats to health; anticipating future challenges; and advocating public health. Its work is a two-way exchange: gathering best expertise from key partners in national and international institutions, and analysing data and the research results to propose evidence-based public health interventions
www.euro.who.int

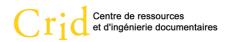# National websites

Australie

National campaign against bullying (NCAB)
The National Centre Against Bullying is a peak body working to advise and inform the Australian community on the issue of childhood bullying and the creation of safe schools and communities, including the issue of cybersafety. NCAB members were involved in important research projects commissioned by the Australian Government investigating covert bullying.
http://www.ncab.org.au/

Wellbeing Australia
Wellbeing Australia is a not-for-profit network of people and organizations committed to developing the healthy relationships that lead to individual and community wellbeing, especially in education. Wellbeing Australia is a partner in the Australian government's National Compact for social inclusion. It highlights values such as care, respect, responsibility, understanding, inclusion and friendship; relationships based on collaboration and participation. Wellbeing Australia promotes actively social and emotional competencies for individuals, groups and school organizations; school connectedness for more effective learning environments; developing resilience; putting positive and community psychology

into practice; dealing respectfully with conflict, challenging situations and difficult behaviour, including restorative approaches; personal and professional integrity and ethical behavior. It aims to share information about what is happening in Australasia. The Wellbeing Australia Network is now across all states in Australia and New Zealand.
http://www.wellbeingaustralia.com.au/wba/

Belgique

Observatoire de l'Enfance, de la Jeunesse et de l'Aide à la Jeunesse (OEJAJ)
The missions of the Observatory of Childhood, Youth and Youth Assistance (OEJAJ) – a Belgian organization based in the French Community – work towards five main objectives: learn more about children and young people, learn more about the services of the French Community of Belgium, promote the well-being and rights of children and young people, evaluate childhood and youth policies and address the application of the International Convention on the Rights of the Child in the French Community of Belgium. The OEJAJ carries out evaluations and research or commissions them. It provides assistance with public decision-making in terms of childhood and youth policies, disseminates the findings of its research and issues recommendations.
http://www.oejaj.cfwb.be/

Canada

Safe@School
This Canadian website is one of the components of the project launched jointly by the Ontario Teachers' Federation (OTF) and Centre ontarien de prévention des agressions (COPA). The "Safe@School" project sets out, firstly, to encourage such innovation and cooperation and, secondly, to promote exemplary practice through the COPA approach to preventing violence and the establishment of school and community environments that are "safe, strong and free". The website provides teachers and other people working in education with a directory of resources along with two separate vocational learning modules. These interactive modules have been developed from the latest research findings and exemplary practices on the establishment of healthy and safe school environments.
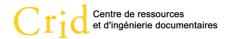http://www.safeatschool.ca/?q=fr/home

Chine

Centre for Health Education and Health Promotion (CHEP). Faculty of Medicine, School of Public health and Primary Care. The Chinese University of Hong Kong
The mission of Centre for Health Education and Health Promotion (CHEP) is to Co-ordinate Health Education and Promotion programmes and research through Education and Empowerment of key stakeholders in Partnership across different disciplines beyond boundary of health sector. CHEP has pioneered the "Healthy Setting' approach in promoting population health by bringing in the expert knowledge and skills of health to everyday life setting such as school, community and workplace. The strategic directions of CHEP can be summarised as followings: Health services re-orientation for disease prevention and health promotion, Education and Empowerment of individuals and community for better health, Advocacy for health public policies and 'healthy setting' for health improvement, Linking with partners beyond health, Transfer of knowledge and skills in adopting healthy setting approach. Health research in child and adolescent health, multi-disciplinary community based care, education development for health promotion.
http://www.cuhk.edu.hk/med/hep/HPS/e_initiatives.html

Etats-Unis

Healthy schools campaign (HSC)
Healthy Schools Campaign advocates for policies and practices that allow all students, teachers and staff to learn and work in a healthy school environment. member, regardless of race or socioeconomic background, and has equal access to a healthy school environment ; schools serve as leaders making the critical connection between learning and health ; students have fewer risks of disease, lead healthier adult lives, act as stewards of the environment and achieve their highest potential.
http://www.healthyschoolscampaign.org/

National School Climate center (NSCC)
Located in New York, the NSCC's goal is to promote positive and sustained school climate: a safe, supportive environment that nurtures social and emotional, ethical, and academic skills. NSCC is an organization that helps schools integrate crucial social and emotional learning with academic instruction. In doing so, it enhance student performance, prevent drop outs, reduce physical violence, bullying, and develop healthy and positively engaged adults. The NSCC helps translate research into practice by establishing meaningful and relevant guidelines, programs and services that support a model for whole school improvement with a focus on school climate.
http://www.schoolclimate.org/about/

France

"Agir contre le harcèlement à l'école"
The French Ministry of National Education has launched the "Agir contre le harcèlement à l'école" bullying prevention campaign over the Internet and on television so as to fight against a phenomenon affecting one in ten pupils at primary and secondary school. This information website particularly answers practical questions like "What do I do?" and "Who can I contact?", for example via freephone numbers. Internet users can also listen to advice from such experts as child psychiatrists Nicolas Catheline and Marcel Rufo or the director of "e-enfance" (protection of children on the Web), Justine Atlan. A "short introspective quiz" tests what you know about bullying. There are three films available for watching: *Les claques* (Slaps), *Les injures* (Insults) and *Les rumeurs* (Rumours).
http://www.agircontreleharcelementalecole.gouv.fr

Comité d'éducation à la santé et à la citoyenneté (CESC)
The French health and citizenship education committee (CESC) is part of the management structure of each secondary school in accordance with the provisions of the French Education Code. It is a body that deliberates, observes and makes proposals, designing, implementing and evaluating an educational plan in terms of health and citizenship education and prevention of violence, included in the main school plan. The CESC's missions are to contribute to citizenship education, prepare the prevention of violence plan, recommend actions to help struggling parents, fight against exclusion and define a health and sex education and addiction prevention programme. The CESC is chaired by the school head within each school.
http://eduscol.education.fr/pid23384-cid46871/le-cesc-sa-composition-ses-missions.html

Non-Violence Actualité (NVA)
As an accredited association by the French Ministry of National Education, the NVA is a French resource centre on managing relations and conflicts in a non-violent way. NVA specializes in preventing community violence (family, school, neighbourhood, social and professional life, etc.). It seeks to respond to the requests of individuals and institutions in search of documentation, tools, contacts and training programmes on relational and social

skills: communication, attentiveness, conflict management, mediation, non-violence action, cooperation and so on.
http://www.nonviolence-actualite.org/

Royaume-Uni

Childhood wellbeing research center (CWRC)
In United-Kingdom, the Childhood Wellbeing Research Centre (CWRC) undertakes research to inform policy to promote children's capabilities and life chances and to support strong stable families and communities. It takes a strategic approach to generating evidence, including to help protect children from neglect and abuse as well as from the more subtle pressures created by today's commercial and technology-rich environments. The CWRC develops the knowledge base through a programme of substantive research projects. The Childhood Wellbeing Research Centre is an independent research centre with funding from the Department for Education. The Centre takes a strategic approach to generating a range of evidence to influence the design and development of policies to support children's capabilities and life chances, strong stable families and communities.
http://www.cwrc.ac.uk/index.html

SchoolWellbeing
SchoolWellbeing is a one stop shop aimed at staff in schools or settings who support the health and wellbeing of children and young people in United Kingdom. The Leeds Healthy Schools and Wellbeing Service is comprised of an expert team of consultants with an proven track record of achievements over ten years within Education Leeds. In 2008 they achieved government beacon status in recognition of the cutting edge work supporting schools to embed the National Healthy Schools Standard. SchoolWellbeing supports schools with National Healthy Schools including the Health Behaviour Change Model Emotional health and targeted mental health, SEAL, Healthy eating, physical activity and prevention of obesity; PSHE, sex and relationship education (SRE), sexual health, drugs, alcohol and substance misuse, citizenship, Participation and pupil voice, Sustainable, ecofriendly schools.
http://www.schoolwellbeing.co.uk/

Suisse

Qualité de vie dans les écoles
This Swiss website presents resources and information to foster quality of life in education. Its content is organized into five chapters: quality of life at work, teaching and relations, work environment, personal life and complementary aspects.
http://www.qualite-de-vie-dans-les-ecoles.ch/

RADIX
A Swiss foundation of public utility that merged with the Swiss foundation for health education, RADIX' main themes concern mental health, a healthy body weight and addiction. The Foundation's platform contains a wealth of information on health-promoting schools, particularly on the different programmes managed or coordinated by the Foundation: the Swiss network of health-promoting schools, the Purzelbaum plus platform, "movement and a healthy diet for children", the national programme "Early intervention in the field of training", the online platform for young people feelok.ch, and the education + health Swiss network programme.
http://www.radix.ch/index.cfm/9030CE38-F4B2-231D-B8B2A9E8C969572B/?lang=fr