

I 健康環境 Healthy Environment

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Professor Albert Lee is Professor (Clinical) and Founding Director of the Centre for Health Education and Health Promotion of the School of Public Health and Primary Care of the Chinese University of Hong Kong (CUHK) and also holds Adjunct / Visiting Professorships in leading academic institutions in USA, UK and Australia. He obtained his medical degree from the University of London (UCL-Middlesex) in 1984 with Master and Doctorate degrees as well as professional qualifications in Public Health and Family Medicine at Fellowship level. He also obtained his Master in Research and Professional Study in Education from the University of Bristol, UK. He has published over 170 articles in international peer reviewed journals. He first pioneered the concept of Health Promoting Schools (HPS) in Hong Kong to promote child and adolescent health. His framework for development and evaluation of HPS has been widely cited in many articles and reports, and adopted by many neighbouring countries. He has been invited to serve as WHO temporary advisor on many occasions on school health, healthy city and health promotion.

健康學校 Healthy Schools

Development of Health Promoting School from Cradle to Maturity

Healthy City initiatives have often been accompanied by the adoption of healthy setting approach at elementary level through Health Promoting School (HPS). These efforts seek to improve the quality of life by addressing the social, economic, environmental and governance conditions that affect health and equity. It becomes an ecological model for improvement of health and well-being of students by addressing the wider determinants of health. The Centre for Health Education and Health Promotion (CHEP) of the Chinese University of Hong Kong (CUHK) started HPS movement by capacity building of school educators in understanding the ecology of school health and how they would make a change for better schooling. CUHK developed the Hong Kong Healthy School Award Scheme (HKHSA) with a structured system of monitoring and evaluation so a comprehensive mapping of the status of HPS and evaluation of effectiveness can be conducted. The monitoring and evaluation system would measure the shifts in risk factor prevalence and change in policy and organisational practice, rather than just simply focusing on improving personal health literacy and behaviour modification among defined individuals. Those indicators were developed based on evidence and theory of HPS and were identified to be useful and helpful to develop good practice – to identify strength and areas of good practice, and action for improvements. One would identify good practice and share with other schools in building up network of HPS. The HKHSA scheme showed positive award-related changes in terms of children's health behaviours, and that the awarded schools have a more health-promoting culture and organisation than those non-health promoting schools. During periods of health crisis such as SARS, the concept of HPS has empowered the schools to face the unprecedented challenge. The practice of HPS has been shown to improve the school environment in health and hygienic practice. The HPS model would also help the schools to combat health issues related to non-communicable diseases such as childhood obesity and unhealthy eating. CHEP has been developing a Thematic Network of HPS since 2010 so the HPS movement can be cascaded.