

Review of Welsh Network of Healthy School Schemes

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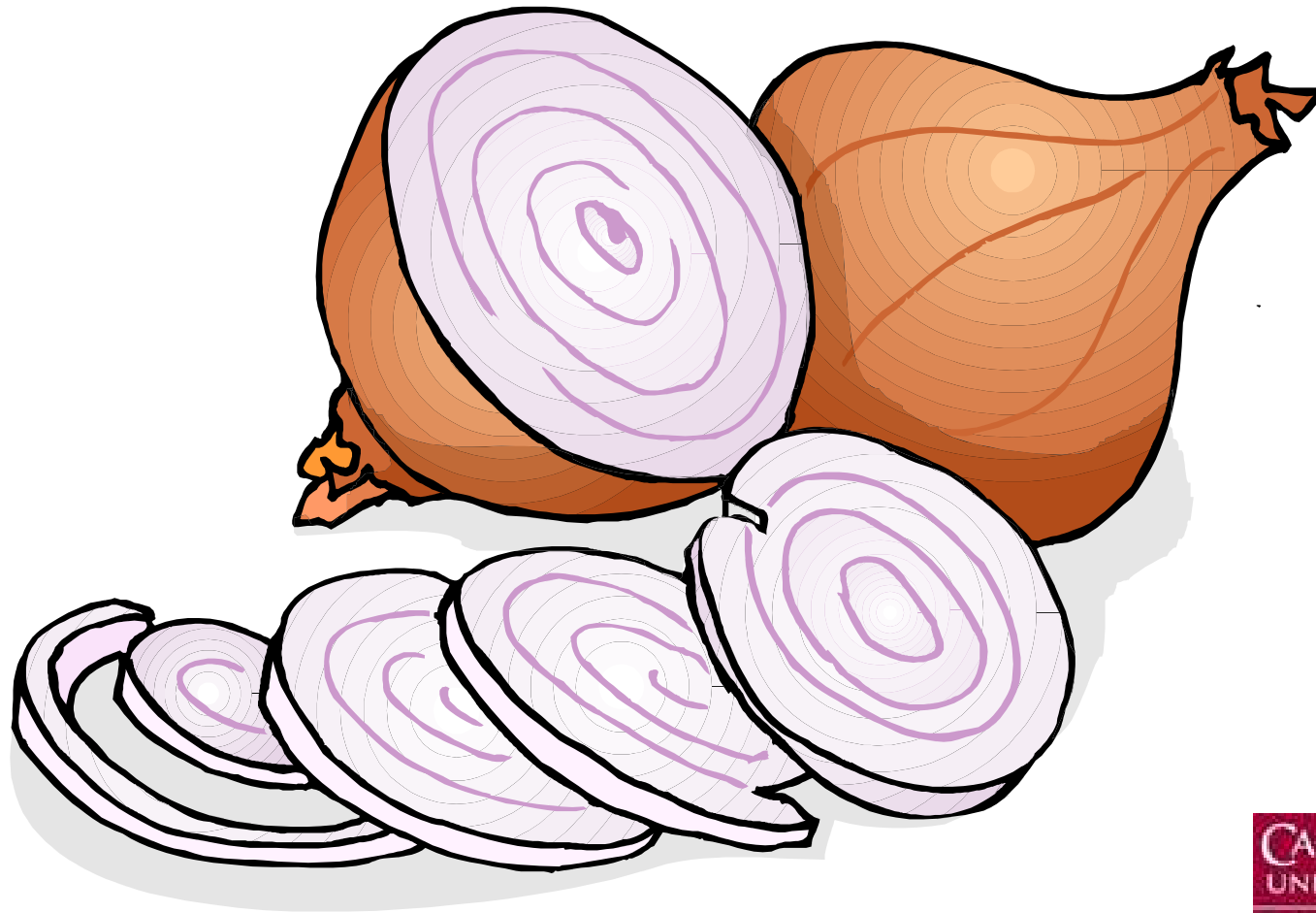


Review of Welsh Network of Healthy School Schemes – Aims of the Review

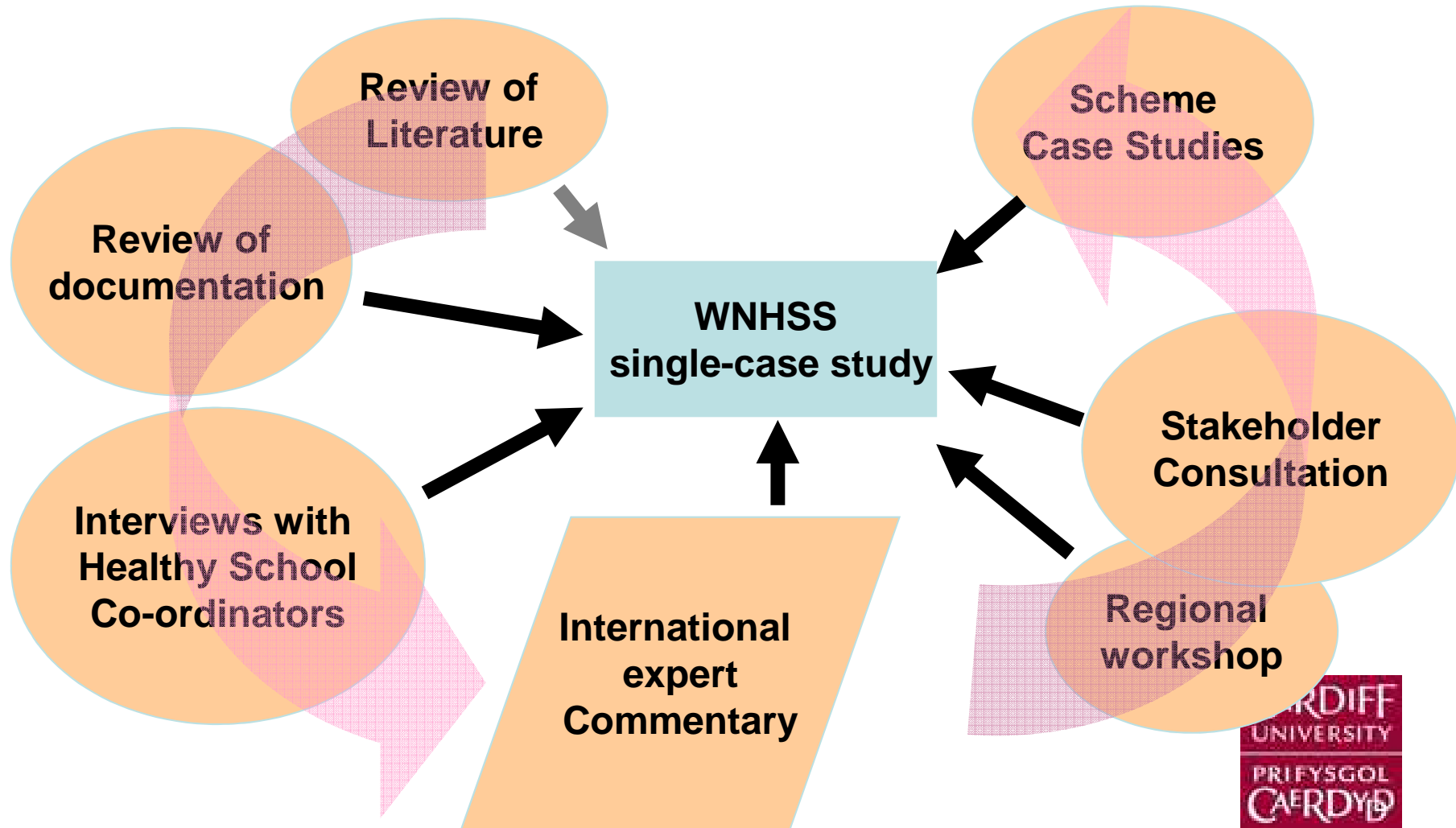
Draw together evidence of progress and achievements from a variety of sources. The review should provide overarching observations, conclusions and recommendations for future development and support of the network

- review progress with WNHSS and whether implemented as initially planned
- impacts of WNHSS and extent to which identified actions achieved
- identify strategic actions to strengthen WNHSS and advise on future levels of support
- advise on future monitoring and evaluation activities

Where do we start?



Review of Welsh Network of Healthy School Schemes – Study Design



Review of Welsh Network of Healthy School Schemes – Methods

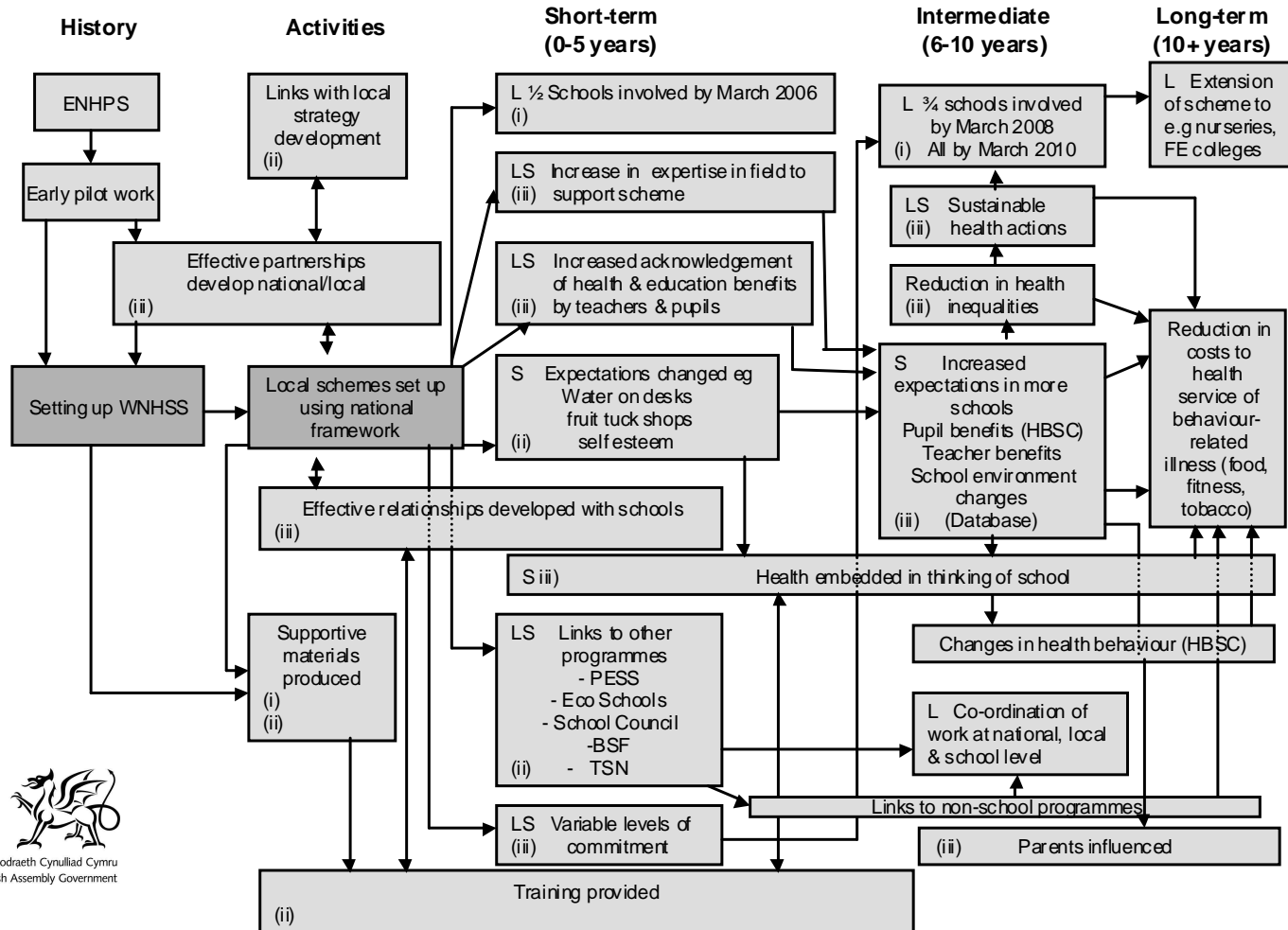
- Literature review
 - Published over 20+ years, focused on healthy schools literature
- Document review
 - Local and national policy, monitoring action planning
- Interviews
 - Semi-structured, adaptive. Often on the telephone
- Survey questionnaires
 - Stakeholder groups (+/- 2000)
- Observation
 - Meetings and school environments.

Review of Welsh Network of Healthy School Schemes – Theoretical underpinning

- A theoretical perspective...
- A foundation for the review: something to compare to, a benchmark...
 - the Assembly's Logic Model...
 - The Ottawa Charter

Review of Welsh Network of Healthy School Schemes – Approach

DRAFT LOGIC MODEL OF EXPECTED OUTCOMES/OUTPUTS/IMPACT OF IMPLEMENTATION OF WNHSS SCHEME



The Logic Model Outcomes

- **Short term (to 5 years)**
 - Involvement of half of schools; growing expertise; acknowledgement of benefits by pupils and teachers; changing expectations; links to other programmes; levels of commitment.
- **Medium term (5-10 years)**
 - All schools by 2010; sustainable health actions; reduced inequalities in health; increasing expectations; embedding; changing health behaviour; local-national coordination; links to non-school programmes; parents influenced.
- **Long term (10+ years)**
 - Scheme extended (nursery & FE); behaviour change leads to lower health costs

Review of Welsh Network of Healthy School Schemes – Theoretical underpinning

The Ottawa Charter:

“health as a resource for everyday life”

- ✓ supportive environments for promoting health
- ✓ The ‘Healthy School’ is one which takes responsibility for maintaining and promoting the health of those within it and associated with it.
- ✓ Advocacy, Equity, Mediation
- ✓ Social-ecological approach

The Ottawa Charter

Defining Health

“Health is a positive concept emphasizing social and personal resources, as well as physical capacities. Therefore, health promotion is not just the responsibility of the health sector, but goes beyond healthy life-styles to well-being.”

The Ottawa Charter

Prerequisites for Health

The fundamental conditions and resources for health are:

- peace,
- shelter,
- education,
- food,
- income,
- a stable eco-system,
- sustainable resources,
- social justice, and equity.

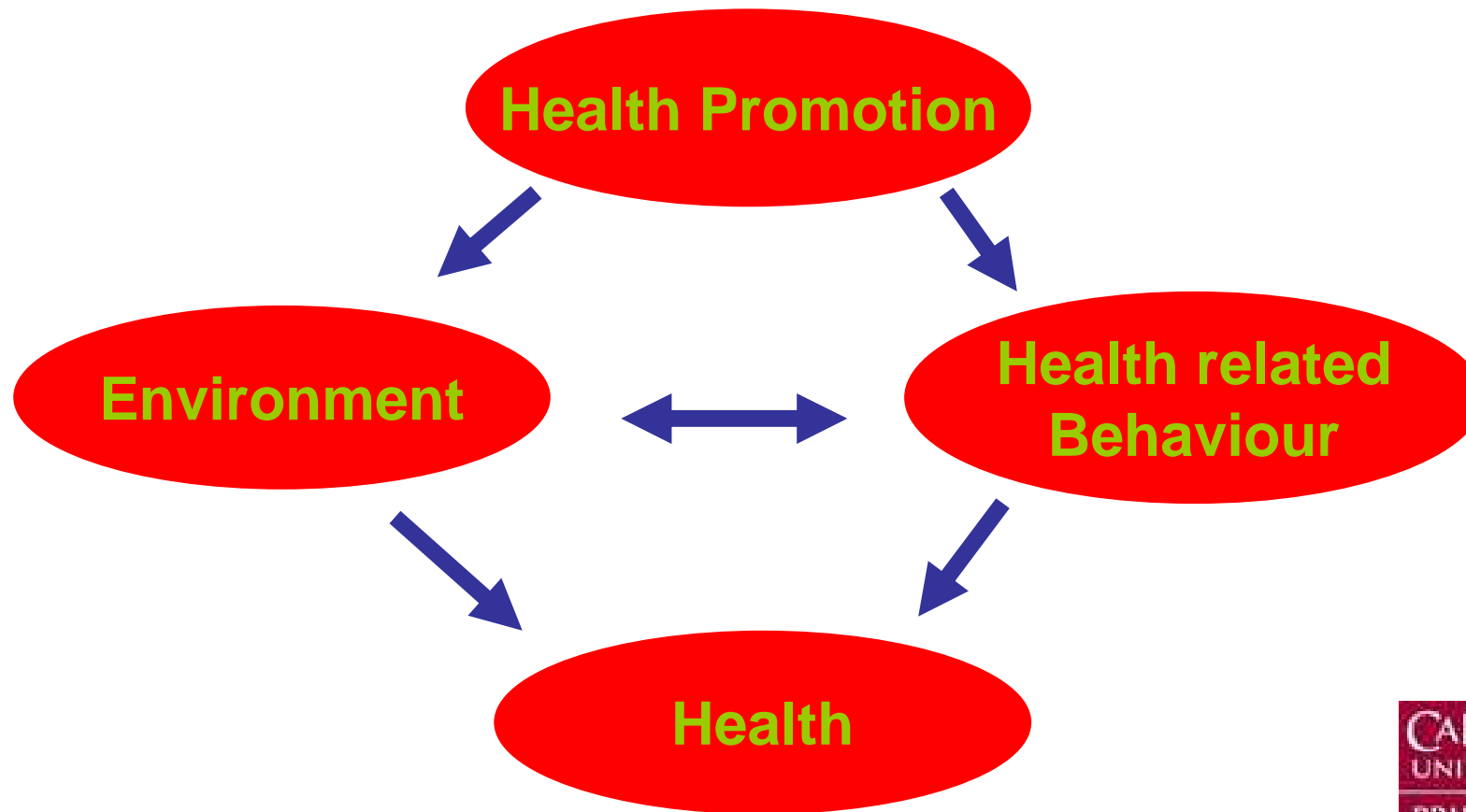
Social-Ecological Approach

‘The healthfulness of a situation and the well-being of its participants are assumed to be influenced by the multiple facets of both the physical environment...and the social environment...(environment is) an enabler of health behaviour...’ Stokols, 1992.

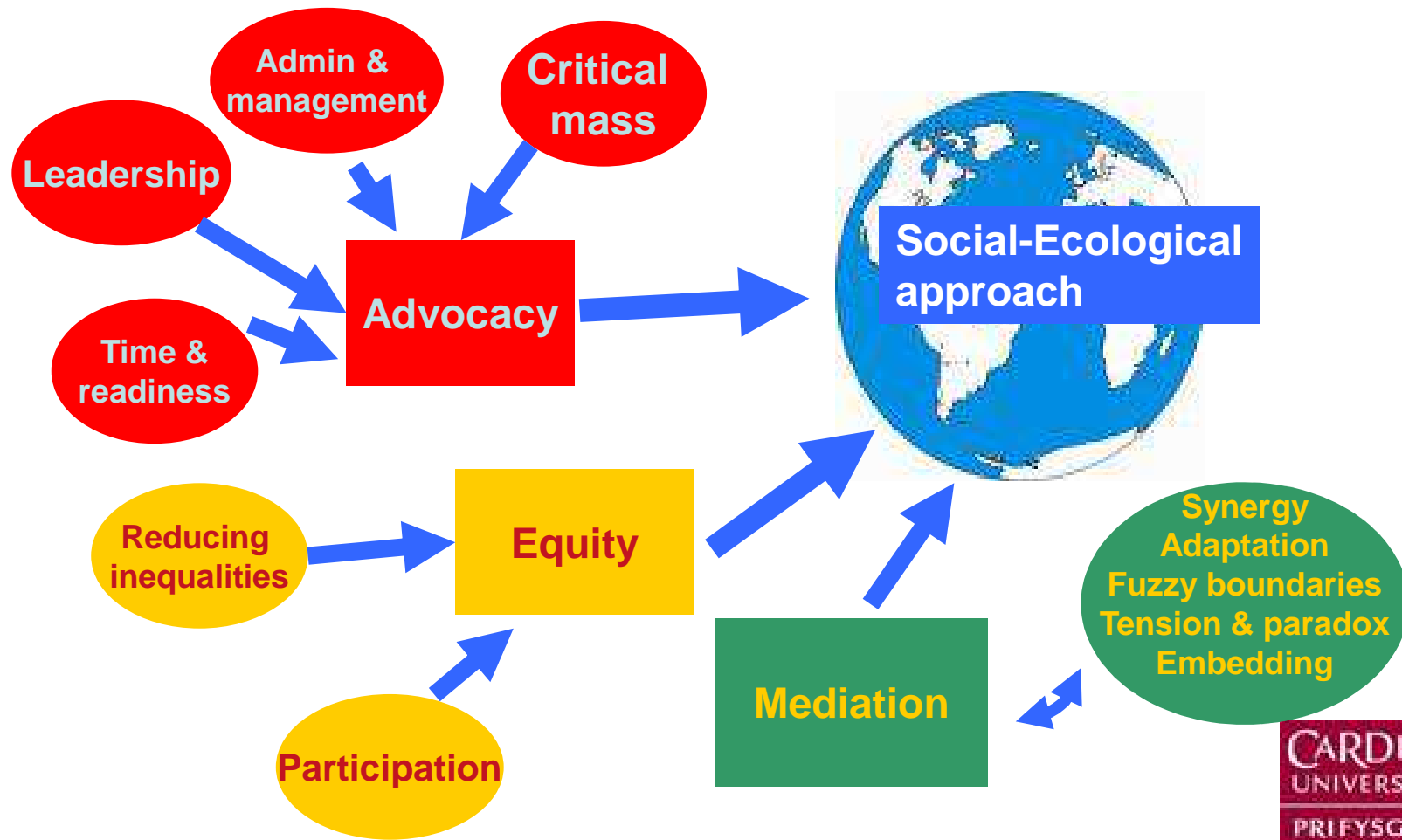
Stokols, D. (1992). Establishing and maintaining healthy environments: Toward a social ecology of health promotion. *American Psychologist*, 47, 6-22.



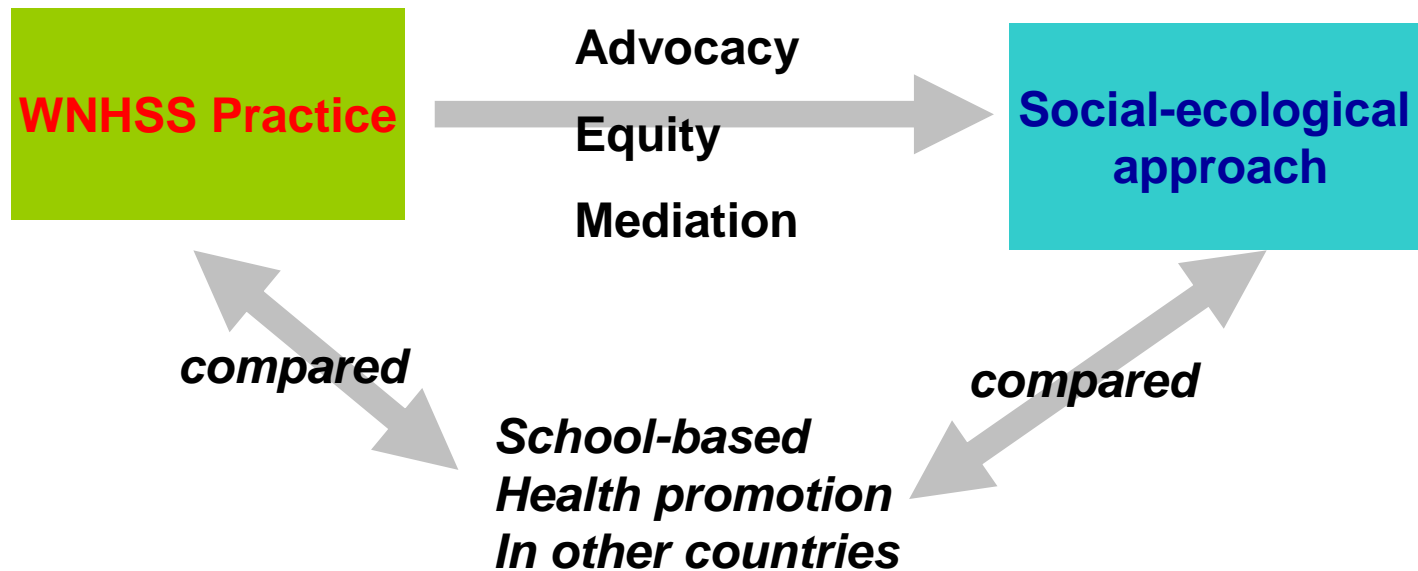
Social – Ecological Approach



Review of Welsh Network of Healthy School Schemes: Ottawa Charter



Review of Welsh Network of Healthy School Schemes – Analytical approach



Review of Welsh Network of Healthy School Schemes

Research Findings

Review of Welsh Network of Healthy School Schemes – Research Findings

“One of the most developed and comprehensive health promoting school programmes in Europe”

Expert Panel member Ian Young



Review of Welsh Network of Healthy School Schemes – Research Headlines

- Management is successful and excellent
- Coordinators work effectively with schools
- There is evidence that health promotion is embedded in some schools
- The Assembly's role is helpful and not intrusive – there is sufficient flexibility at local level
- The Network has achieved all of its short term outputs and is progressing on many of the medium and long term ones
- It has achieved well in developing mediation and quite well in developing advocacy and the social-ecological approach in general.
- There are some concerns about sustainability.
- There are some shortcomings in terms of equity which should be addressed.

Review of Welsh Network of Healthy School Schemes – quotes...

“You can walk into a school and suss it in two or three minutes, that feeling in the reception area you can tell this is a true healthy school or this is doing it to tick a box.”

Healthy Schools Co-ordinator



Review of Welsh Network of Healthy School Schemes – quotes...

You certainly see the difference, but its things we can't control, you could go into one school and their grounds are fantastic and they've got playing fields, and you go into others and you've just got a concrete yard that's on a slope with a huge stone wall around it. They're making the best of what they've got but they're not on an equal footing to start with are they?"

Healthy Schools Co-ordinator



Review of Welsh Network of Healthy School Schemes – quotes...

“Partnerships are the bread and butter of health promotion – we can’t get anything done unless we have good strong partnerships... We have to work through other organisations, we have to work through other health professionals – that’s always been a key way that health promotion works”

Healthy Schools Co-ordinator



Review of Welsh Network of Healthy School Schemes – quotes...

“(the future for health promoting schools is good)...but if it’s thought of as a project, an add-on, rather than a way of working then we’re in trouble”

International Expert



Review of Welsh Network of Healthy School Schemes – *Advocacy*

- Formal policy on the overall role of the Network is not always explicit, particularly in education policy.
 - benefit of enabling flexibility, but risks in terms of sustainability.
- Local partnerships are most effective where HSC has more seniority
- Strong management at local and national level is valued by stakeholders
- Head teacher's role in schools can drive success
 - Many expressed a strong personal belief in value of health promotion in schools (76%).
- Secondary schools are more difficult.
- Inclusion in initial teacher training would cement health promotion in school settings.
- Accrediting schools needs review.

Review of Welsh Network of Healthy School Schemes – *Supporting the network*

- Welsh Assembly support gives status and credibility at a local and school level
- Local schemes need local commitment
- Schemes valued by national public health service
- Inter and intra scheme involvement is valued.
- Local and in-school leadership is important to the success of schemes

Review of Welsh Network of Healthy School Schemes – *Equity*

- Participation in health promotion activities
 - Enabling participation of the excluded.
- ...and addressing inequalities in health... 'achieving health potential'.
 - Targetting those at a higher risk of ill health.

Review of Welsh Network of Healthy School Schemes – *Participation*

- A challenge to widen participation to non-teaching staff, all pupils, parents and the community.
- Parents a particular challenge – but a key group.
- Participation in large secondary schools very difficult.

Review of Welsh Network of Healthy School Schemes – *Inequalities*

- Addressing inequalities is long term and processes are complex!
- The importance of the social-ecological approach
- Targetting is more difficult in education, a universal service.
- The enthusiasm of staff/heads was often the best way to compensate for the local conditions

Review of Welsh Network of Healthy School Schemes – *Mediation*

- Collaboration and integration of healthy schools schemes with other local partnerships and school-based activities.
- Schools, like communities are complex, adaptive systems, where actions in one domain will have impact across the system.
- WNHSS has many of the characteristics of a true network and an adaptive system.

Review of Welsh Network of Healthy School Schemes – *Collaboration*

- Joint working occurring at all levels, though experience is variable.
- Progress towards enhanced understanding between different professional groups.
- The importance of collaboration is widely accepted.
- Within schools...between schemes – collaboration valuable.
- As a network, HSCs identify each other as an important source of support...and one that could be further exploited.
- Widespread acknowledgement of the Assembly role in the network.

Review of Welsh Network of Healthy School Schemes – *Education and Health*

- Key partnership with Education – at all levels.
- Usually a strong working relationship, with HSC role crucial.
- Senior staff at Education AND Health felt that the scheme had aided partnership.
- Personalities and personal relationships important.

Review of Welsh Network of Healthy School Schemes – *Awareness*

- Profile of the scheme varied between authorities.
- Incorporation of healthy schools into local strategies important in raising profile.
- Co-ordinator in a key position...
- National role in raising profile of the network.

Review of Welsh Network of Healthy School Schemes – Conclusions

- Consistent National coordination has been a major plus for the network.
- Sustainability may rely on continued consistency and support from the Assembly
- The network has succeeded in recruiting above its target, and local networks function well
- Network functions as it should with bottom up and top down communications.
- It has made significant progress towards many of the medium term outcomes.
- Secondary schools present a considerable challenge

Review of Welsh Network of Healthy School Schemes – Recommendations

- Broadening the base of activities not only in school, but within local and national strategy.
- The network needs consistent promotion at national and local level to maintain progress.
- Development of national standards through the network would improve consistency in assessment and transition between phases.
- Equity in employment conditions for HSCs should be an aim of the Network.
- Continued development of partnership between health and education – to build on existing work.
- Community links and those with parents should be a priority.

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- A wonderful research team!

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