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Years



A capacity-building approach for sustainable promotion of healthy lifestyles – the SCIP school intervention study

Workshop no 7. Implementation: A common challenge for health, equity and environmental education. Experiences from Europe (E)

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Project team

The SCIP-school setting

Österåker municipality

- 30 km north of Stockholm
- 38 000 inhabitants, 18 schools
- History of engagement in school health promotion
- Asked Karolinska Institutet for collaboration and assistance in 2008
- Funding: Stockholm county council



Anna-Karin Jälminger

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Aim

To improve dietary habits, physical activity and self-esteem in school children 6-16 years of age in order to promote a normal weight development

...by building school capacity on the issues



Capacity

“the necessary motivation and ability to identify, select, plan, implement, evaluate and sustain effective interventions”

Durlak and DuPre (2008) *Implementation matters: A review of research on the influence of Implementation on program outcomes and the factors affecting implementation*, Am J Community Psychol 41:327-350 (p.335)

Objectives (areas with expected short term effects)

- Physical and social environment
- Health education
- Health Policies
- Health Organisation on each school
- Collaboration
- Media response

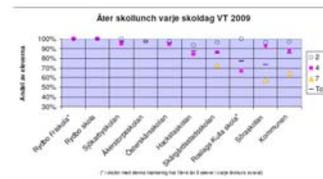
Intervention components

- Formation of multi-professional health teams by each school
- Repeated self-assessments of school health practices
- Action plan on health developed by each school
- Tool box with educational materials and methods
- Workshops for health teams
- Seminars on health to school staff
- Lectures and materials on child health and lifestyle to parents



Implementation components

- Feedback on school health practices and student health data to health teams
- On-site visits and observations
- Coaching and support
- Regular news letters to the schools
- Meetings with community officials and local politicians



Expected outcomes

School level

- Health action plans are integrated in schools regular operational plans
- Local systems for long term follow up and dissemination

Student level

- Improved dietary habits
- More physically active students
- More students with high self esteem
- More students who are satisfied with own body weight
- More students with normal weight development

Half-time!

Some lessons learned and reflections

- The participatory approach may lead to sustained local engagement
- Self-Assessment gives new insights and increased collaboration
- Action plans are not only based on weaknesses!
- Schools need support to implement their action plans
- Local systems for evaluation can support long term follow up and continuous development
- Schools have problem prioritizing health and collaborate between staff despite interest
- Each school develop own methods...

Some thoughts for discussion

- Is a “universal program” feasible or realistic?
Stakeholder involvement and contextual factors needs to be emphasized.
- How can school health promotion include all school staff and not only school health services?