

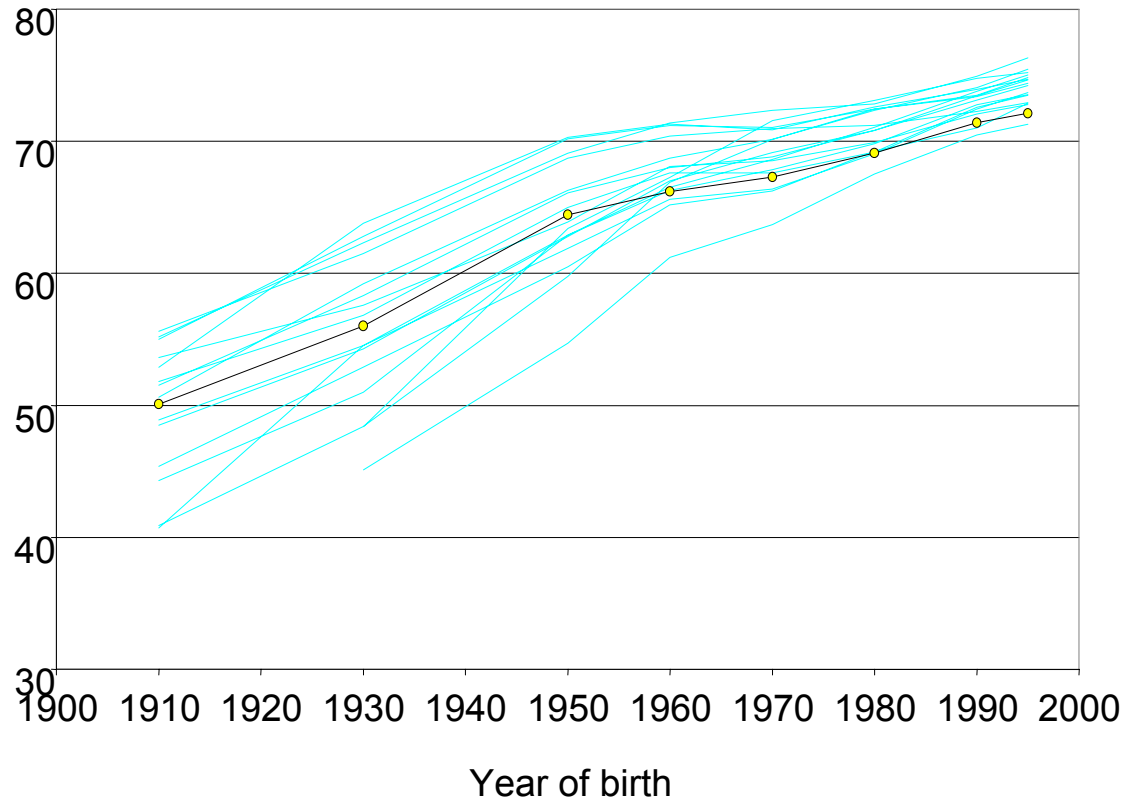
Integrated approaches to health, sustainability and equity

Prof Carol Tannahill



20th century trends in life expectancy in Scotland and 16 other Western European countries

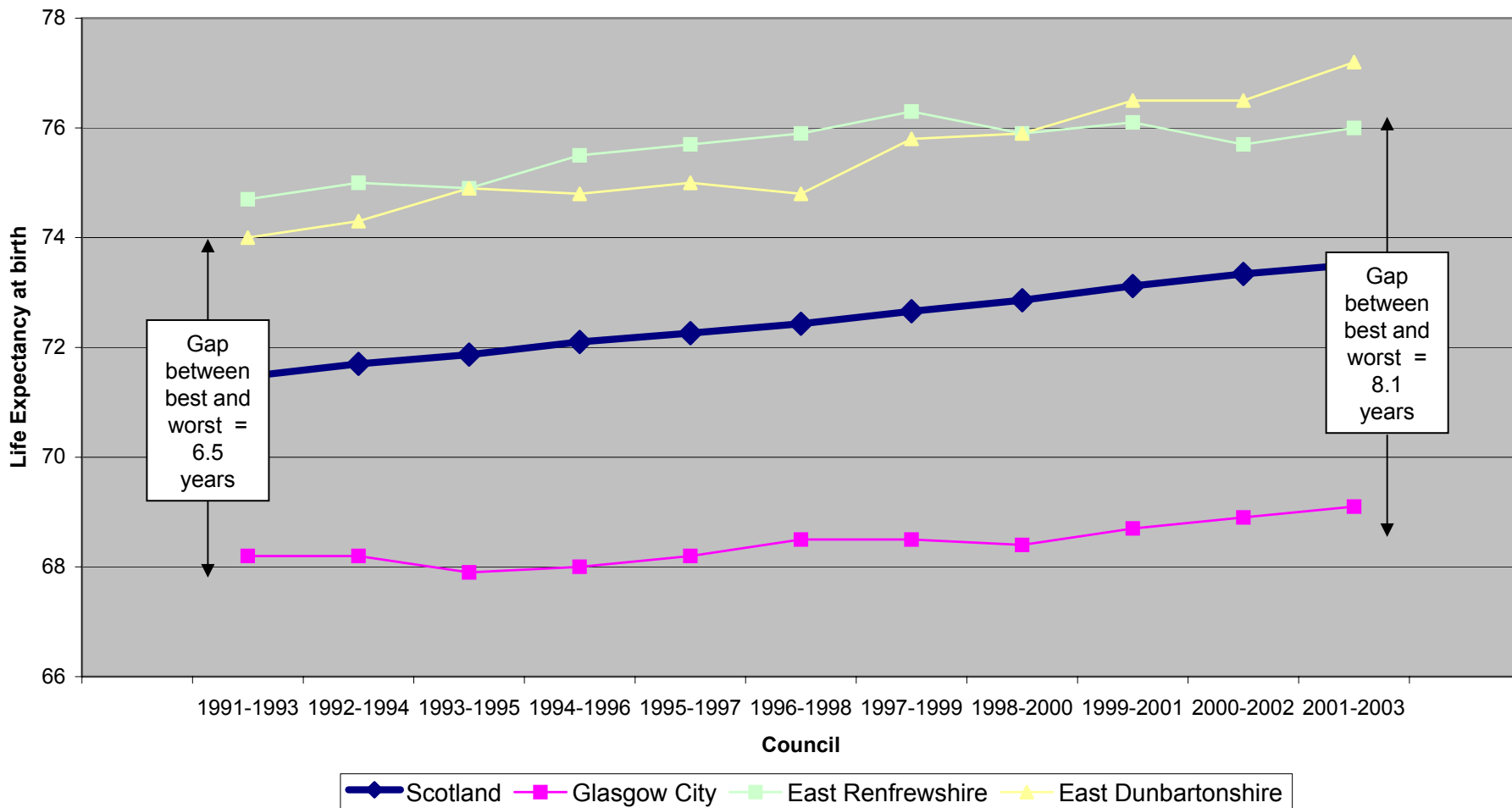
Males



Life expectancy: the gap within Scotland

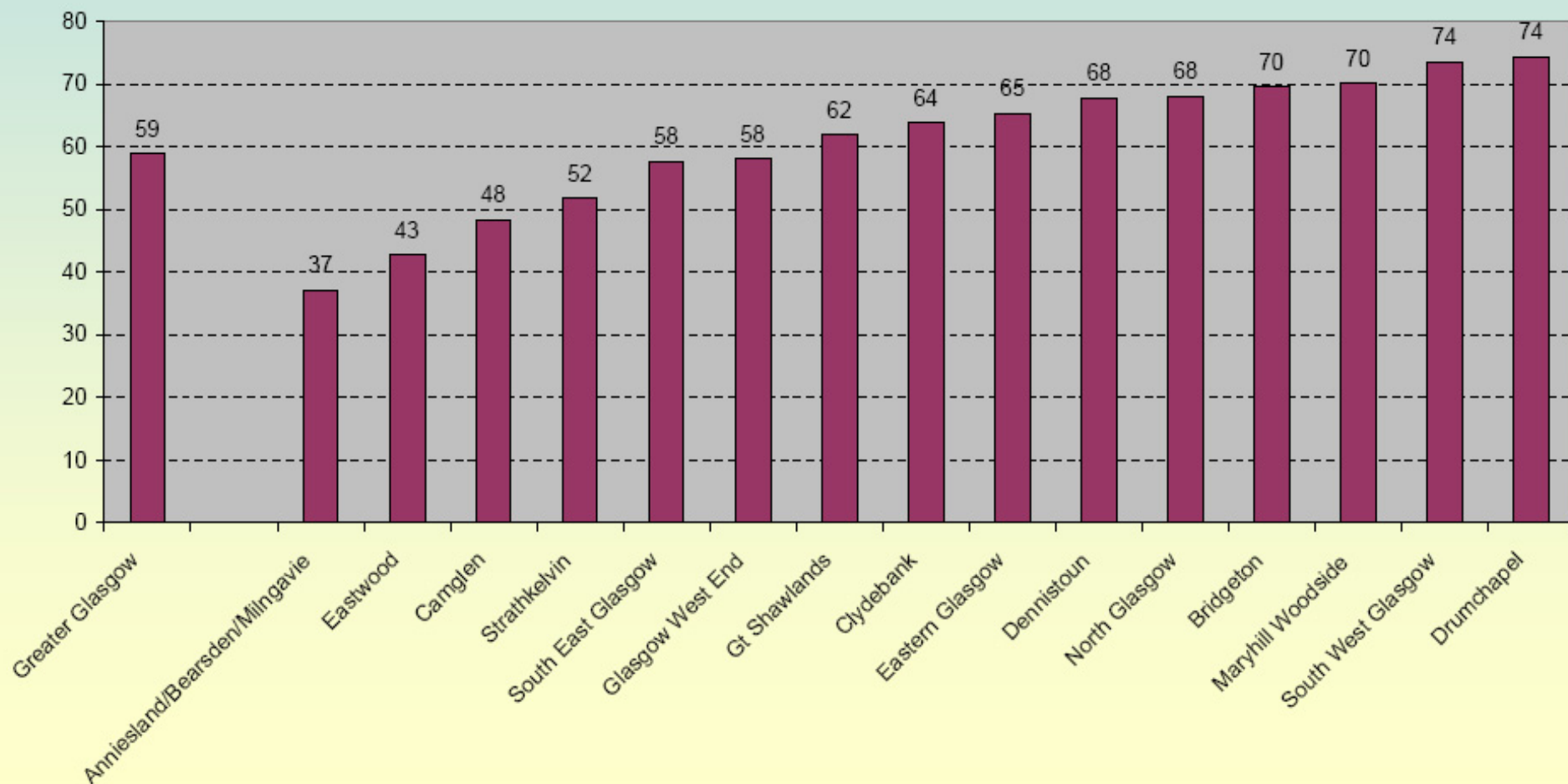
**Male Life Expectancy at Birth (years); West of Scotland Council Areas vs Scotland;
1991-1993 to 2001-2003**

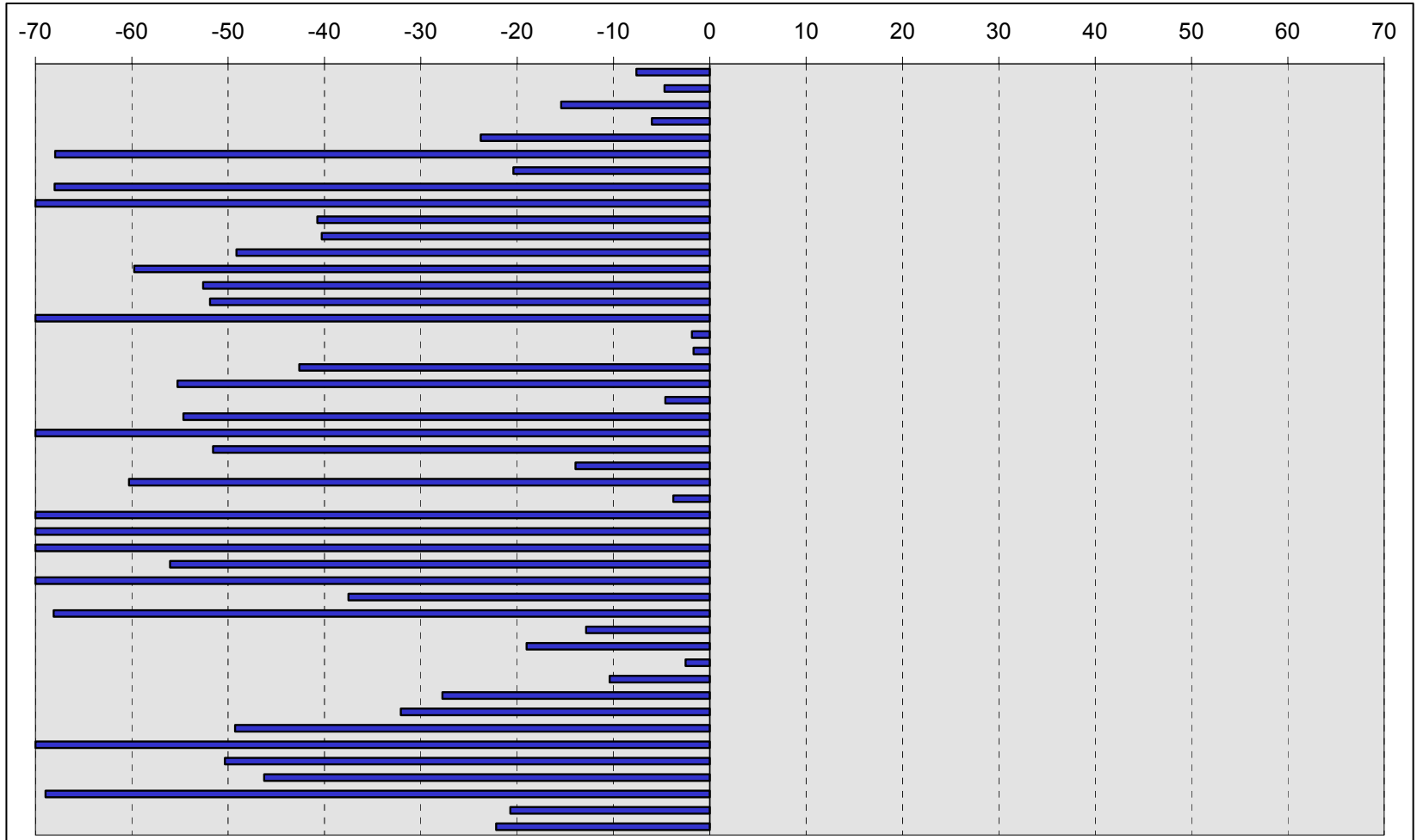
Source: Office for National Statistics



Dental health

**Dental decay: % of 5 year-old children with obvious/advanced decay (risk level 2-3)
by LHCC area, Greater Glasgow 2003-04**
Source: NDIP

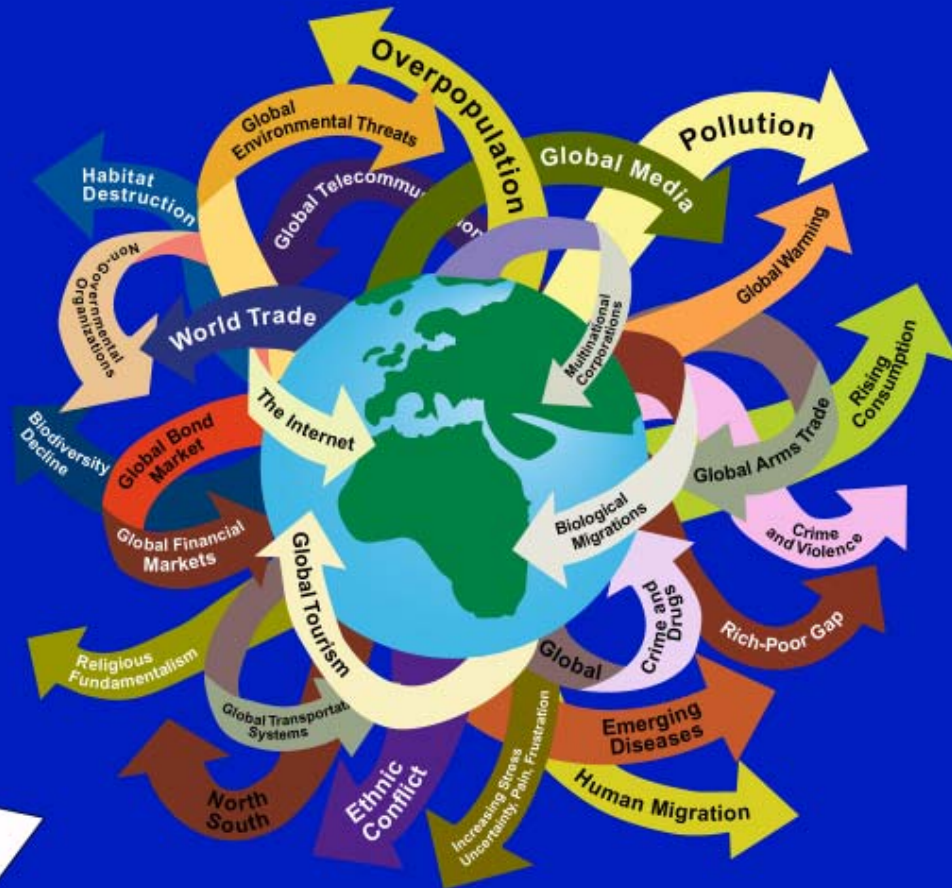




Globalization and its consequences

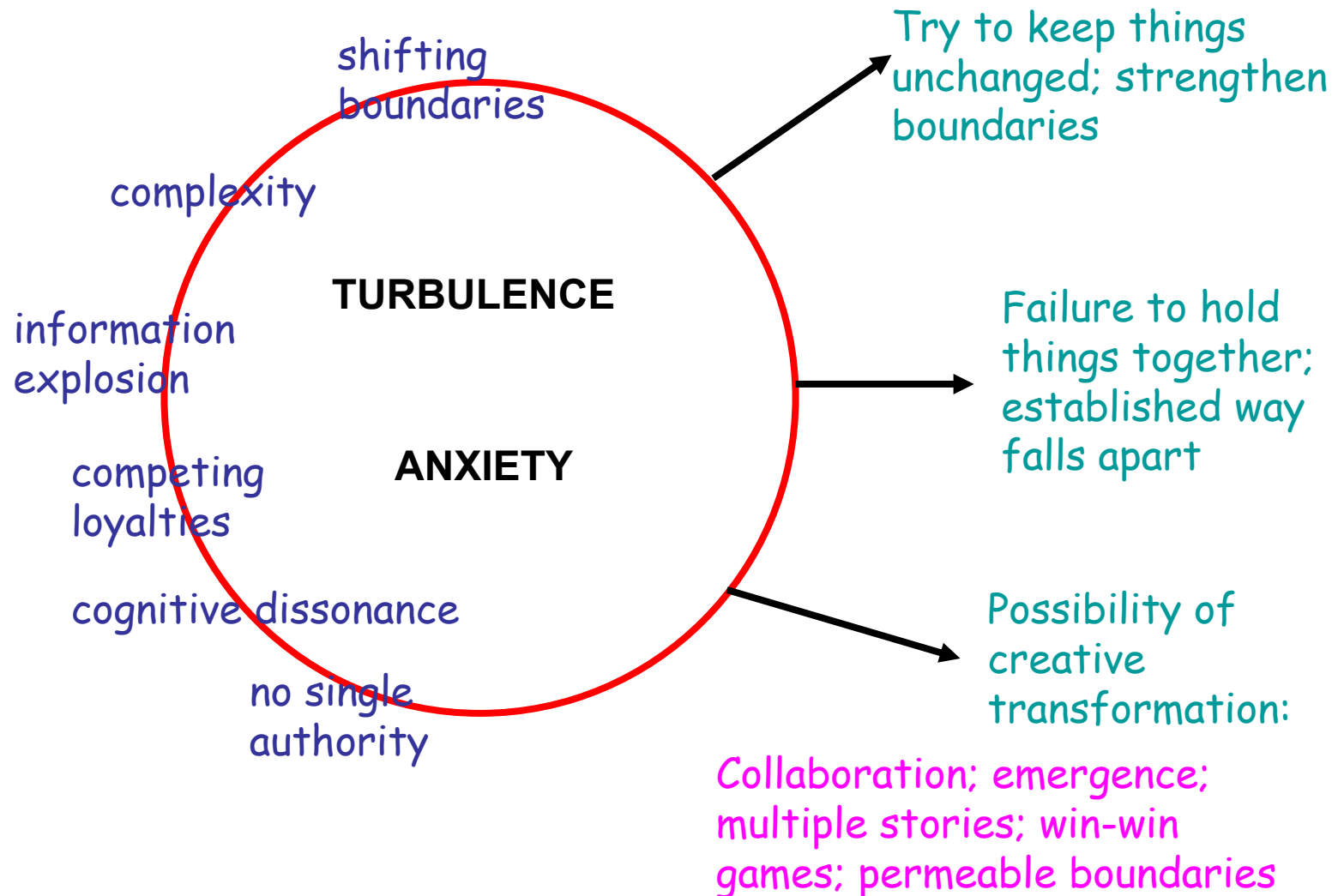


**This map
is not
working!**



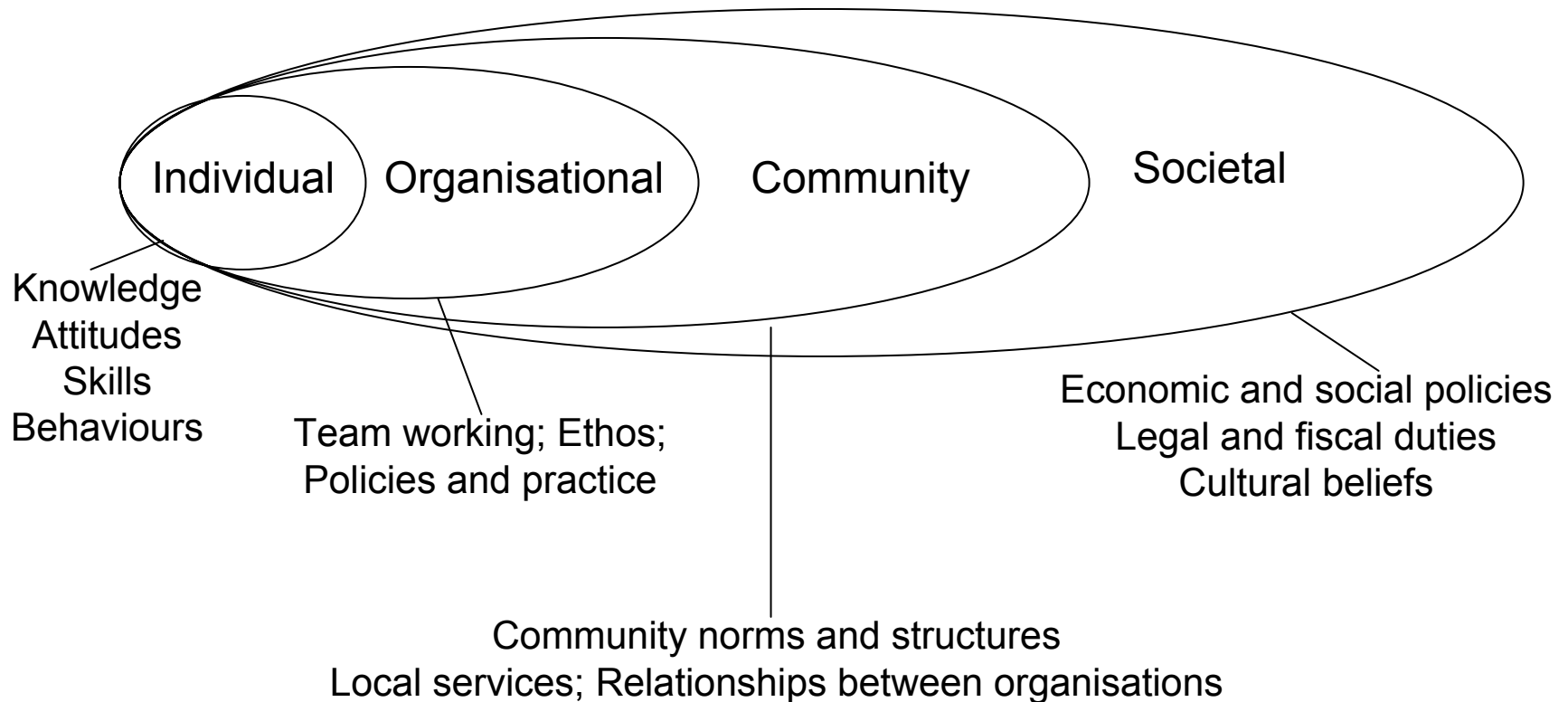
Finding the transformative response

(after Maureen O'Hara, GCPH 2005)



Ecological systems

- Recognise the relationships that exist between an individual and their environments
- Each system contains roles, norms and rules



1. Health inequalities policy: An example of integration at the public policy level



Task force membership

Ministers for:

- Public health
 - Community safety
 - Schools & skills
 - Communities & sport
 - Children & early years
 - Enterprise, energy & tourism
 - Environment
-
- Chief medical officer
 - Local government
 - NHS
 - Private enterprise
 - Public health

Inputs

- Monthly meetings, themed in relation to Government's 5 strategic objectives:
 - Smarter Scotland
 - Wealthier and Fairer Scotland
 - Greener Scotland
 - Safer and Stronger Scotland
 - Healthier Scotland

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- Distinguish between
 - *Does it work to improve health?*
 - *Does it work to reduce health inequities?*

Examples:

- Written materials
- Initiatives reliant on people 'opting in'
- Campaigns/messages designed for the whole population
- Whole school health education approaches
- Approaches which involve significant price or other barriers
- Information based campaigns

Examples:

- Structural changes in the environment
- Legislative and regulatory controls
- Fiscal policies
- Income maximisation
- Reducing price barriers
- Improving accessibility of services
- Prioritising disadvantaged groups
- Offering intensive support
- Starting young

2. National Performance Framework: an example of integration at the governance system level



1 Purpose

7 Purpose Targets

5 Strategic Objectives

15 National Outcomes

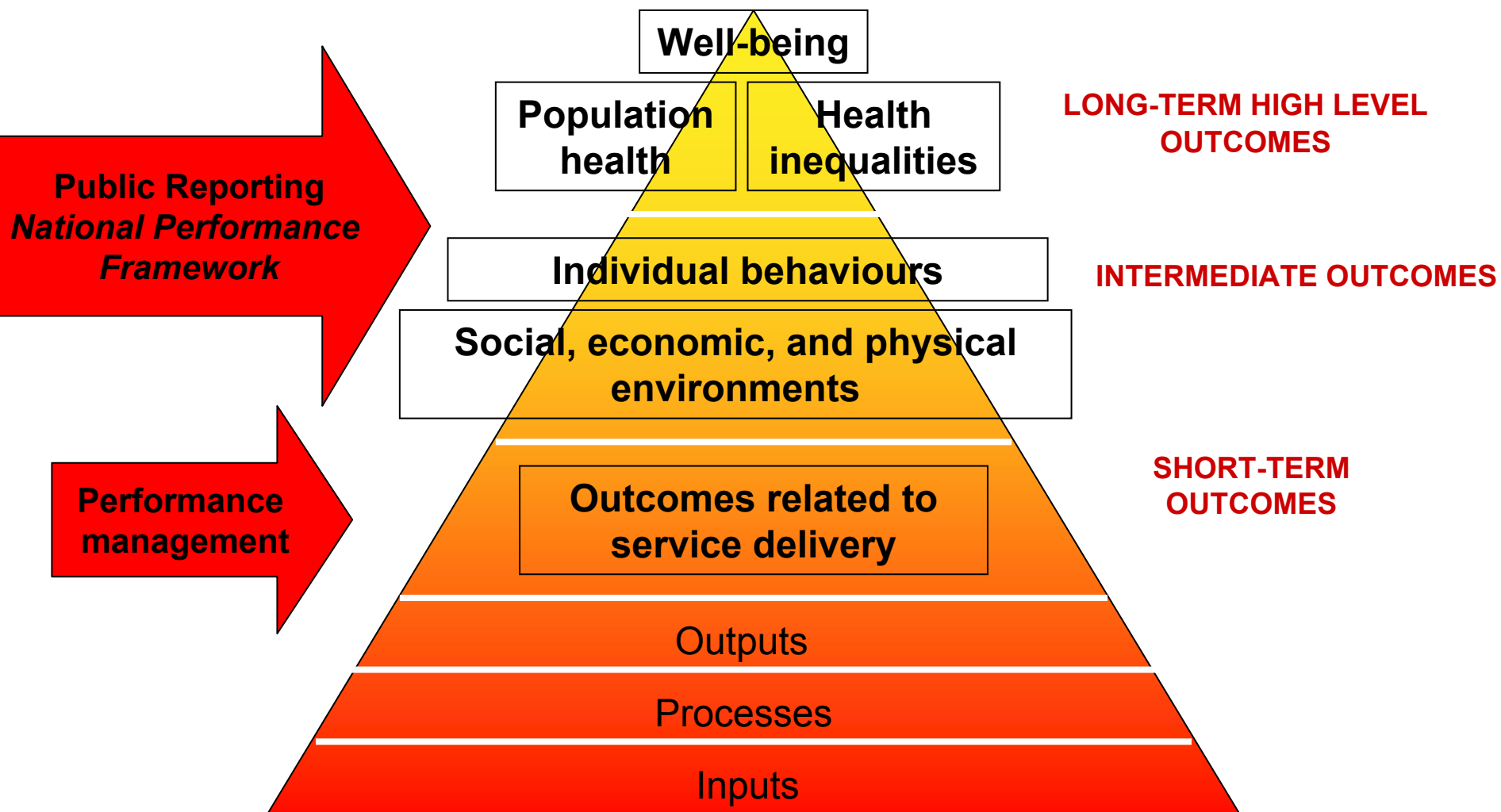
45 National Indicators and Targets:

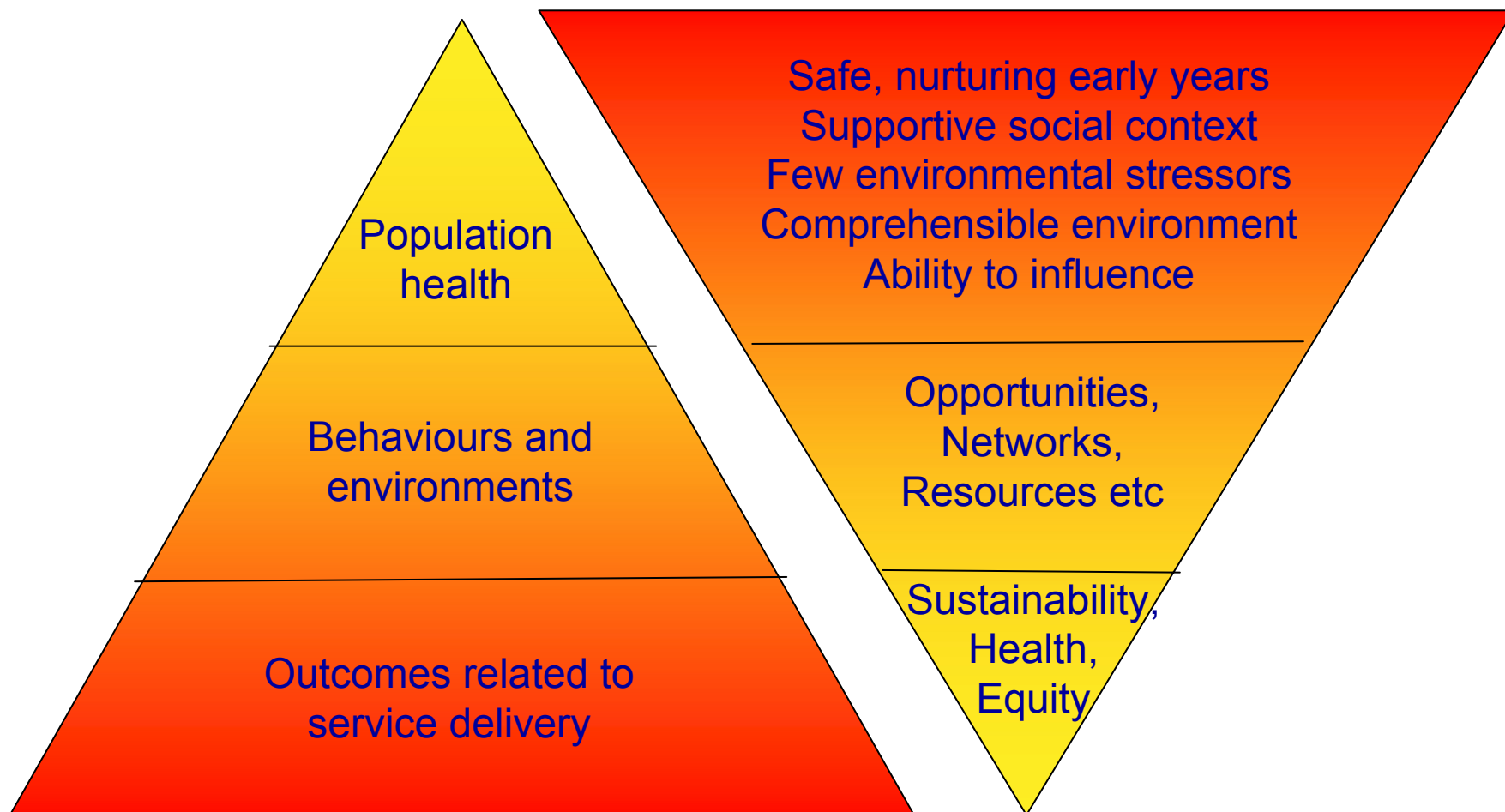
30 HEAT Targets and 33 HEAT Key Performance Measures and Delivery Trajectories

55 SOA local indicators +/- or locally selected indicators

Healthier Scotland

to help people sustain and improve their health, esp. in
disadvantaged communities
ensuring better, local and faster access to health care.





3. The Glasgow Health Commission: an example of integration at the municipal system level



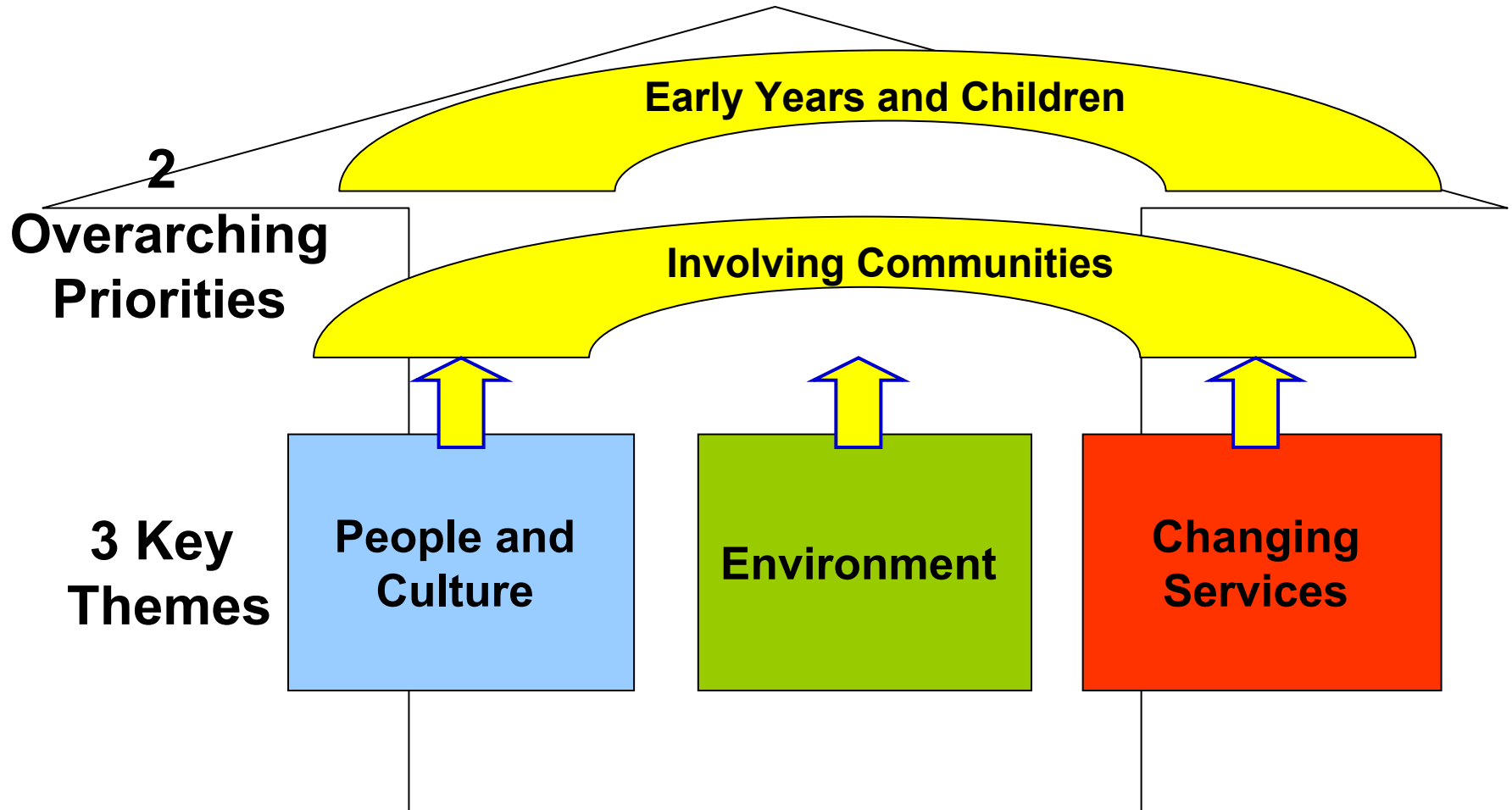
The ecological model

- The structural or regulatory level (eg farming and trade policies, food labelling regulations, smoking in public places, advertising regulations, income and benefits levels)
- The local level (eg support for 'healthy' social enterprise, free fruit in schools, planning and licensing decisions, policies to ensure the provision of affordable and healthy foods in deprived areas)
- The individual or household level (eg weight loss clinics and smoking cessation services, benefits advice, pre-employment training, parenting support).

Attend to issues of

- power,
- social networks,
- trust,
- participation,
- control

Key Recommendations



The Environment

creating
mandatory 20mph
zones in residential
areas

supporting
green travel
plans

shifting
emphasis and resources
towards safe, active and
sustainable modes
of transport

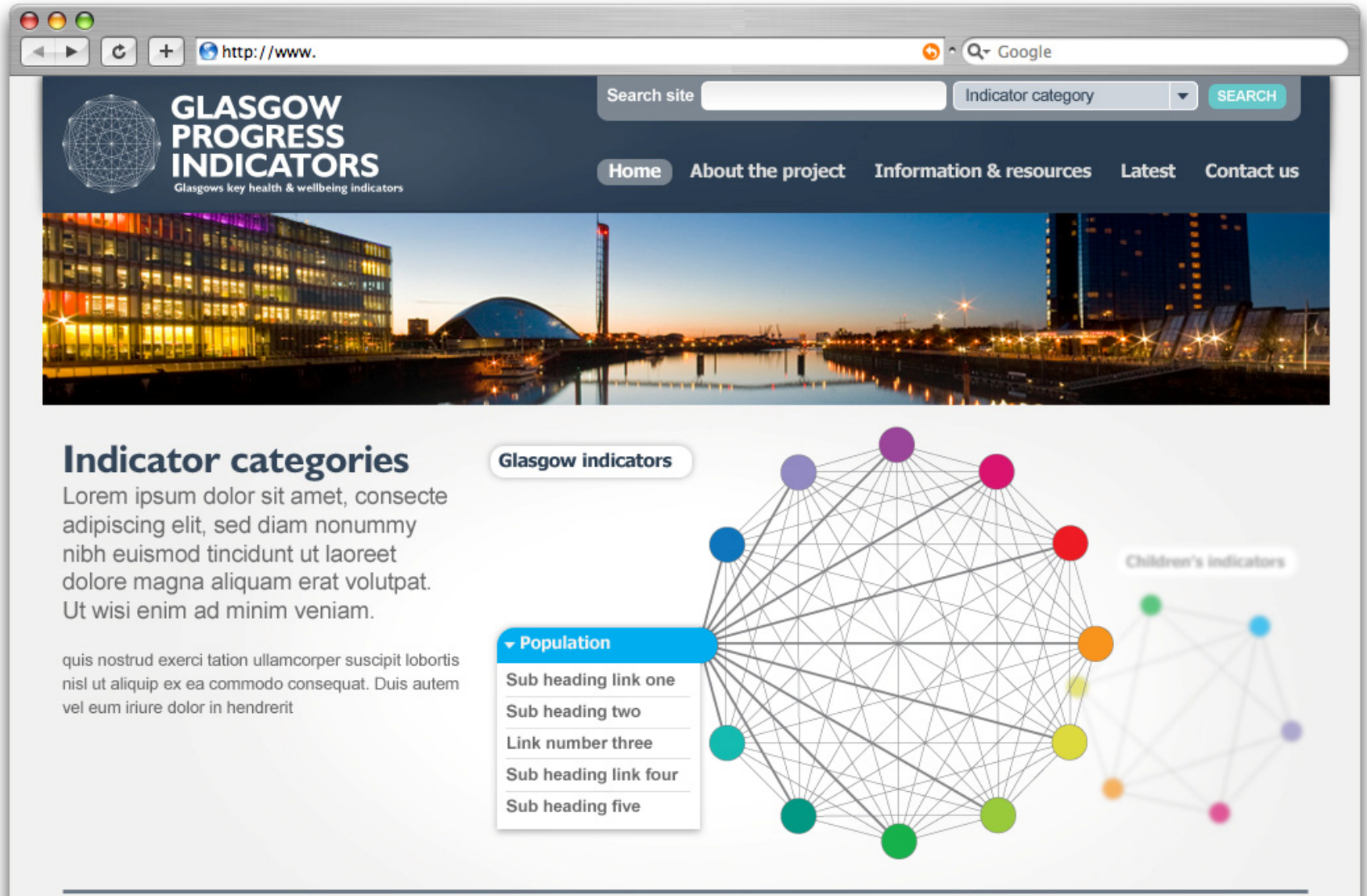
enhancing
housing and neighbourhood
design through greater public
engagement

using
licensing powers to
tackle alcohol-related
harm

extending
the pilot on
secondary school
lunchtimes

incorporating
health considerations
in planning

improving
connectivity
across the city



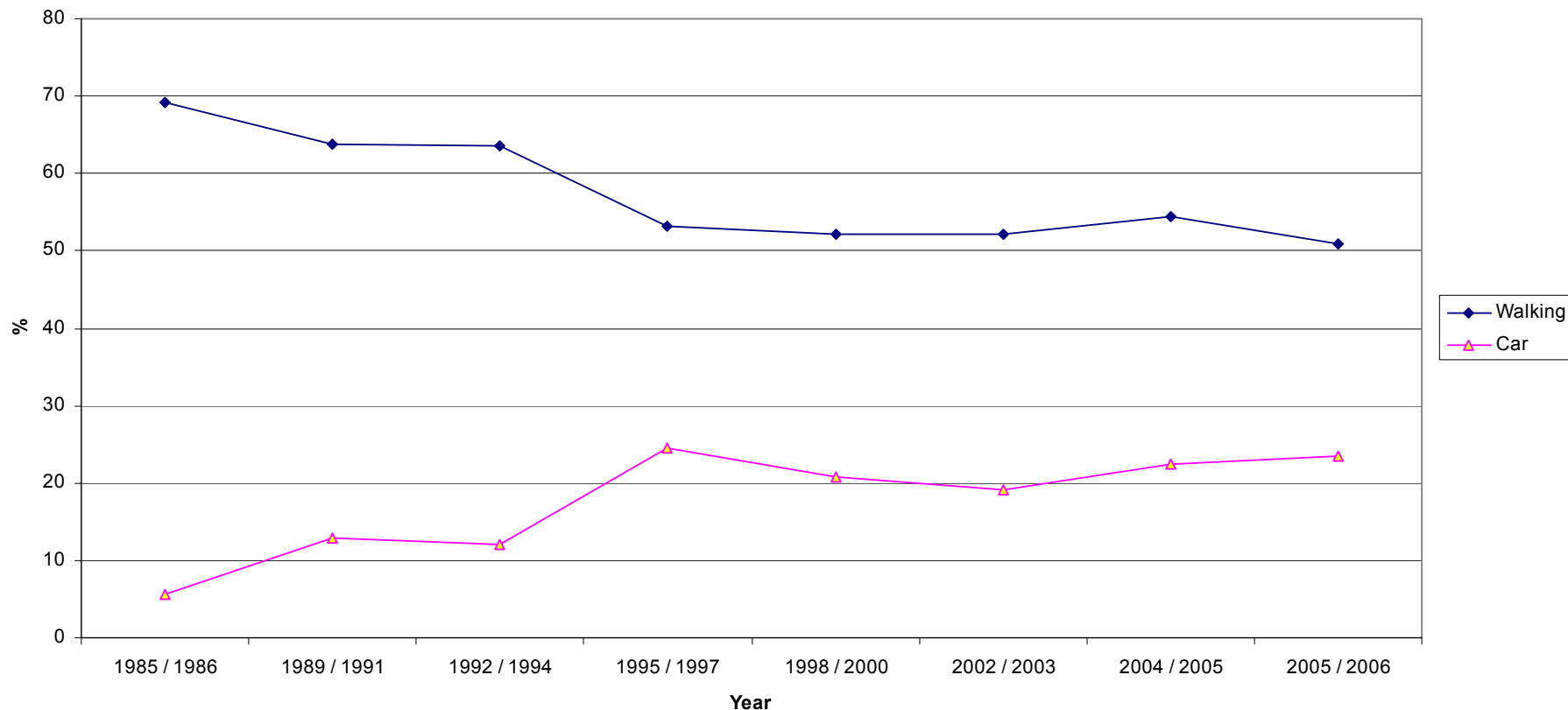
4. Active, sustainable school travel: an example of the need for integration at the community system level



Scottish trends for travel to and from school

(Source : National Travel Survey)

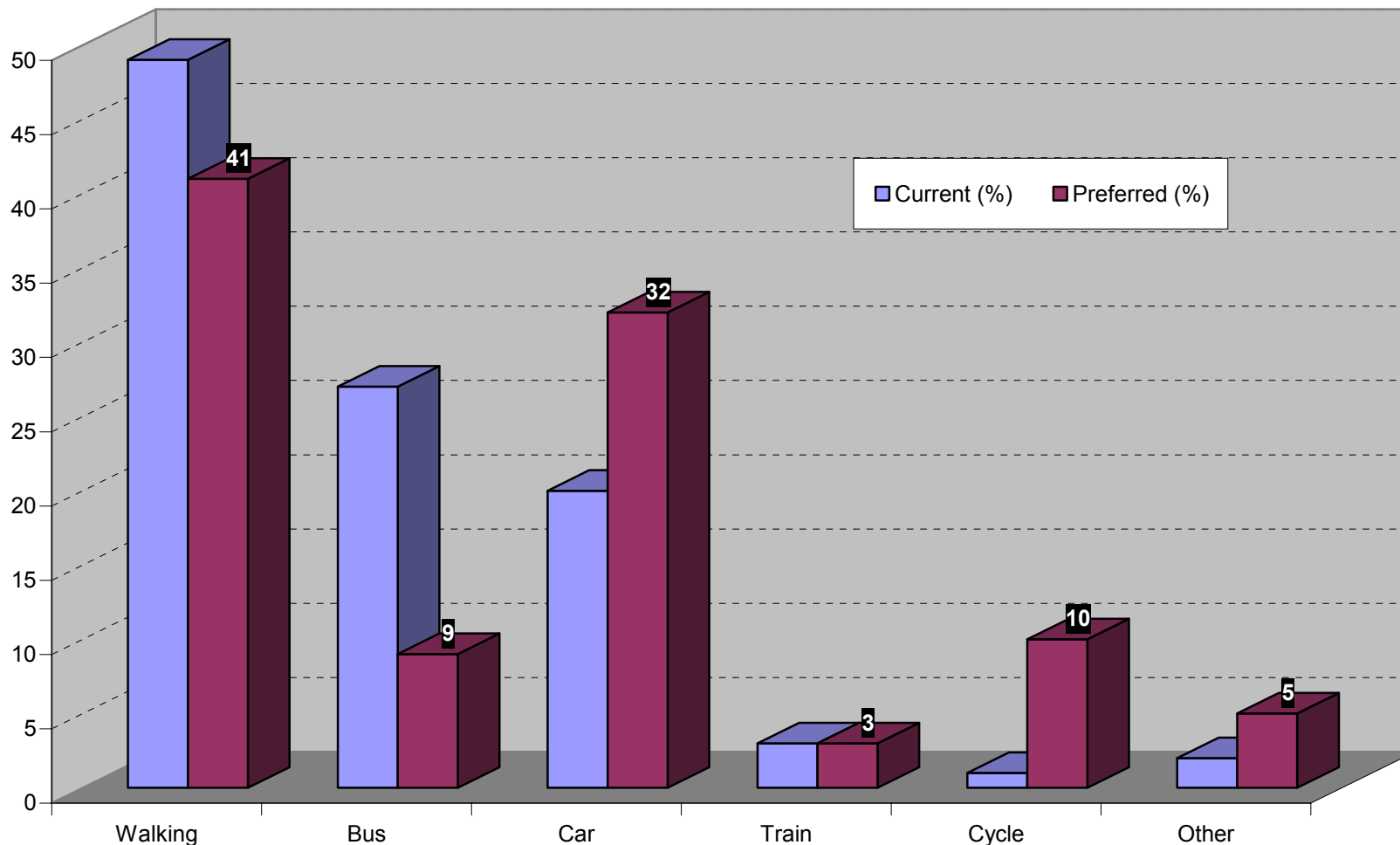
Travel to/from school (pupils aged 5 to 16)



Current and preferred methods of travel to school in Glasgow

Current and preferred methods of travel to school, S1-S4 Pupils in Glasgow

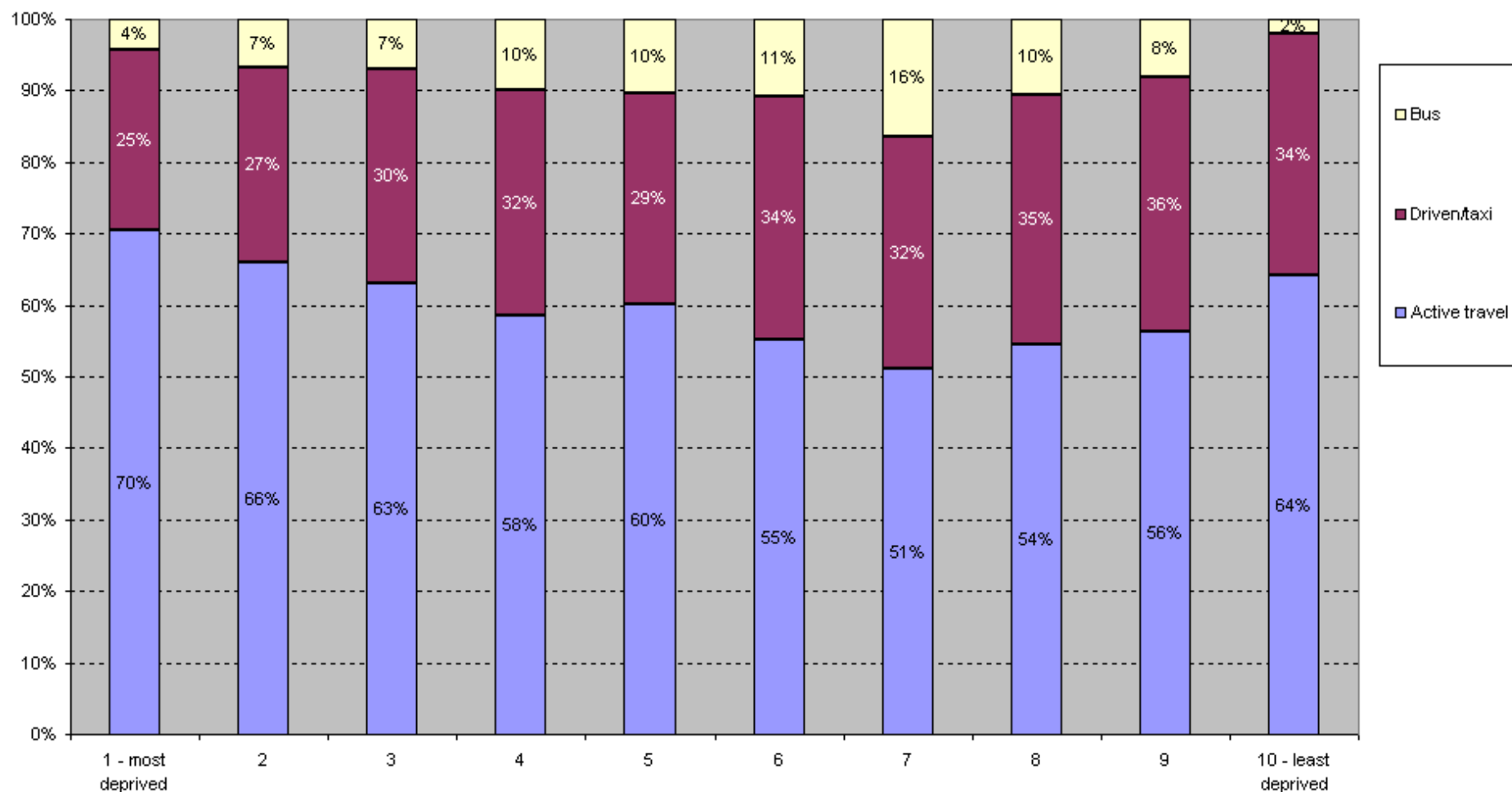
Source: Schools Survey - Health and Well-being of S1-S4 Pupils in
New Learning Community Schools in Glasgow City, 2008



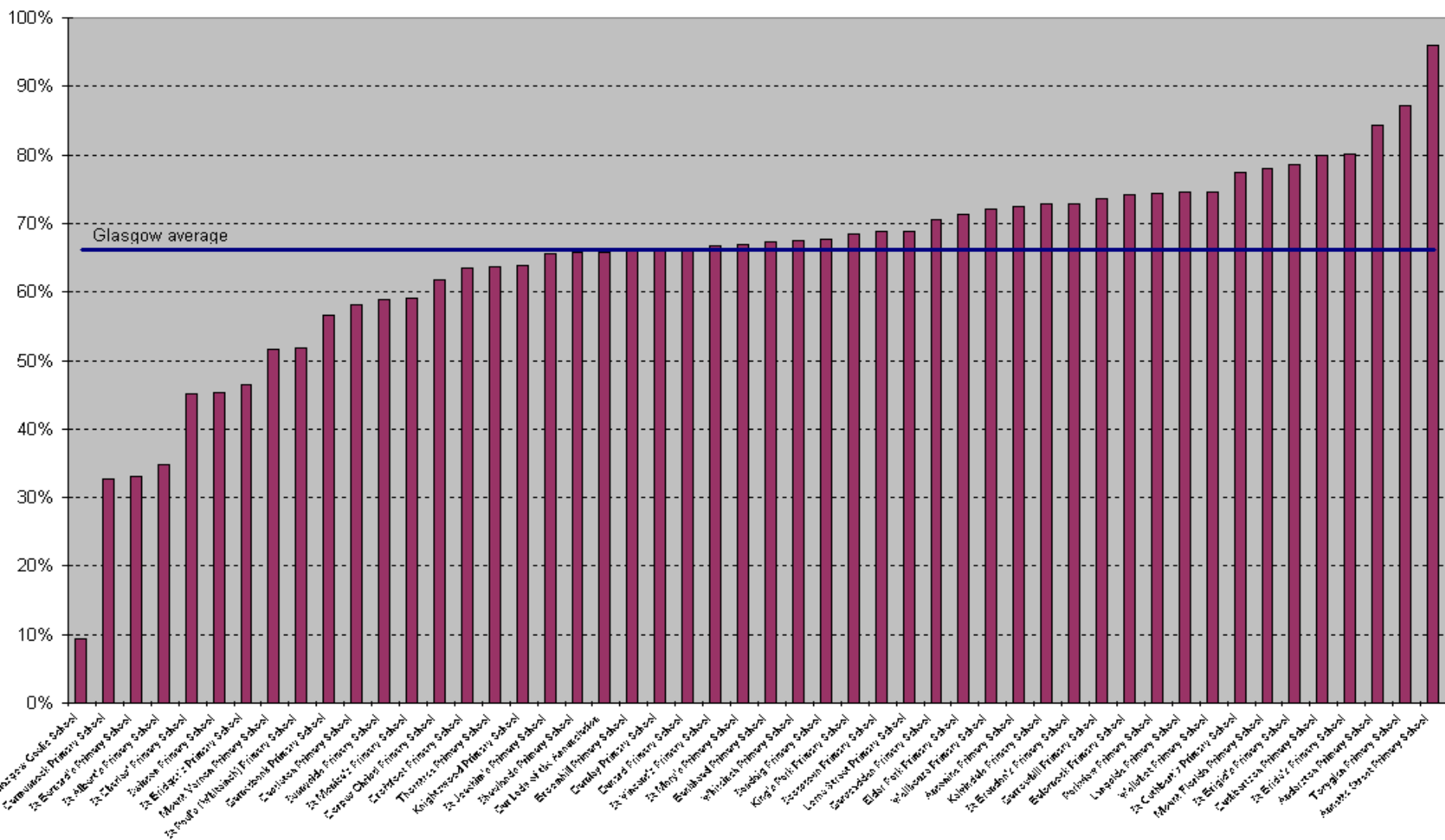
Travel mode to primary school by deprivation

Travel mode to Primary School by SIMD of school (average based on pupils' residence)
Glasgow and Clyde Valley, excluding E & W Dunbartonshire

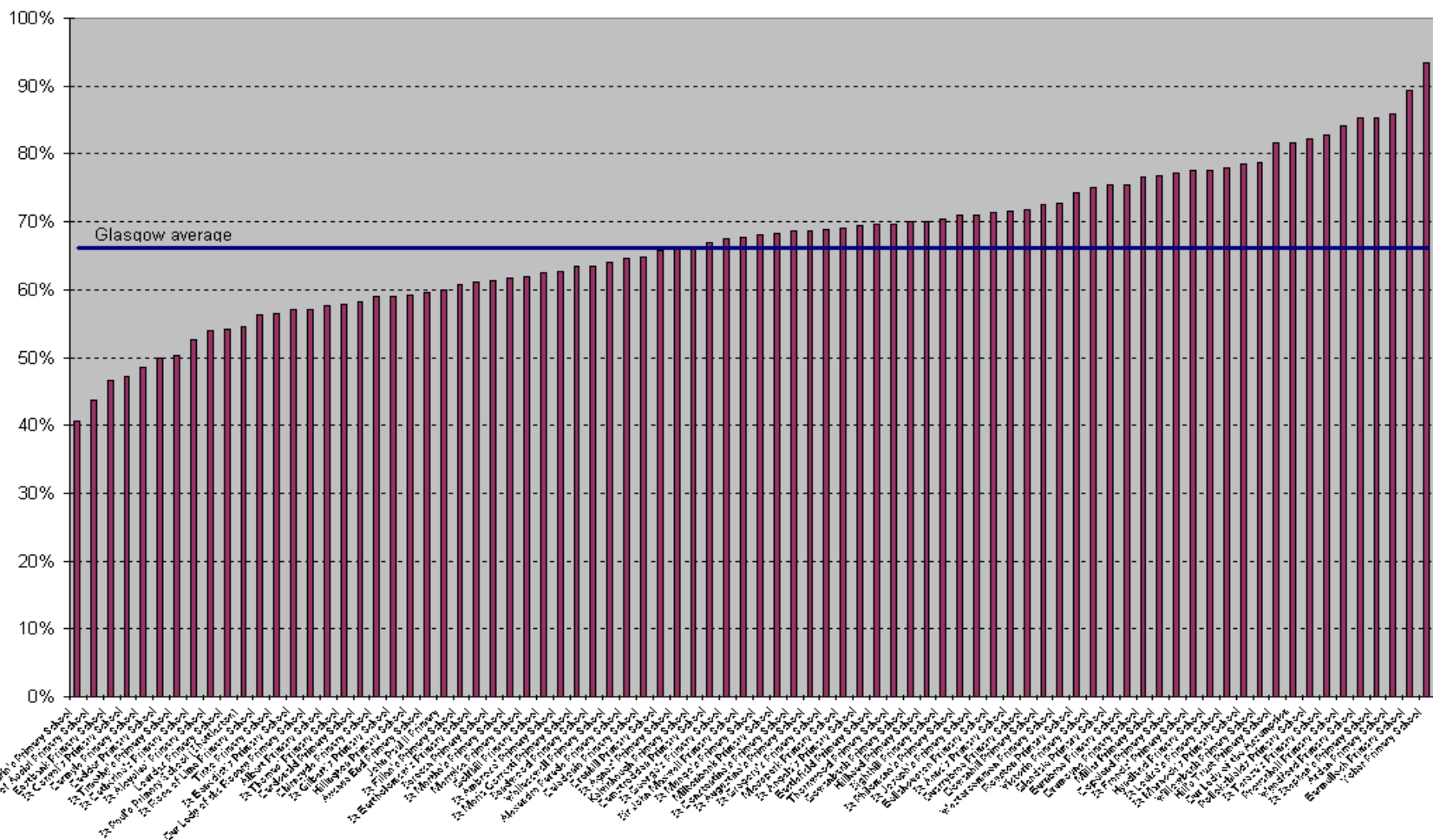
Source: Hands Up Survey, 2008



Source: Hands Up Survey, 2008



Source: Hands Up Survey, 2008



Frameworks and principles of health promoting schools

‘one in which all members of the school community work together to provide pupils with integrated and positive experiences and structures, which promote and protect their health. This includes the formal and informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health’

WHO 1995

GENERAL MODEL

- Ethos and Climate
- Formal Curriculum
- Informal Curriculum

SCHOOL TIME MODEL

- Before school
- Curriculum time
- Break times and lunchtime
- After school time

Health promoting schools

GENERAL MODEL

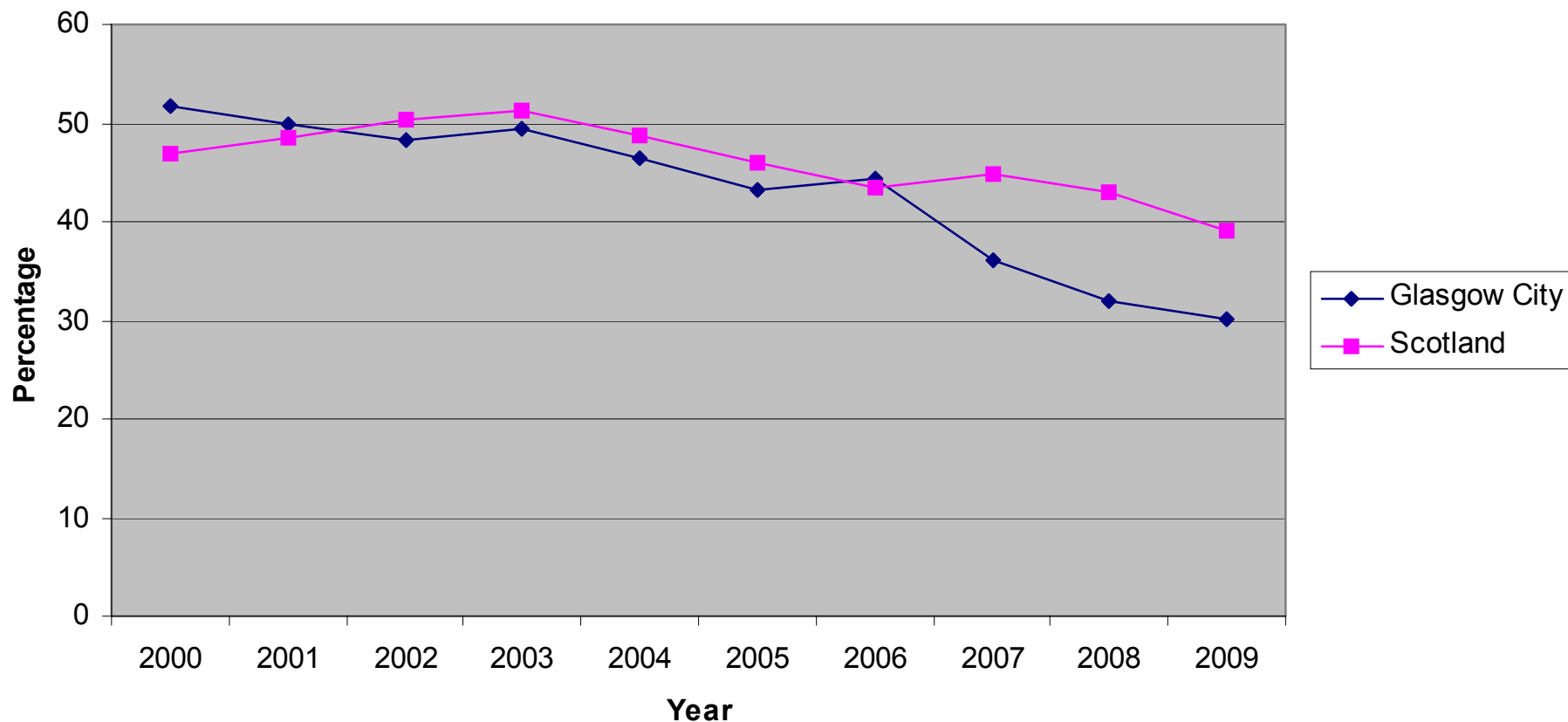
- Ethos and Climate
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SCHOOL TIME MODEL

- Before school
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Trends in school meal uptake

**Percentage of secondary pupils taking school meals
2000-2009**



Source: School Meals in Scotland 2009

GLASGOW'S BIG EAT IN

5. An example of integration at the school system level



Lunchtimes are Changing

Your secondary school will be taking part in an exciting lunchtime initiative.

You will be able to stay in school and have the opportunity to take part in a range of specially arranged clubs and activities.

Time to Eat

You can:

- Bring your own lunch
- Visit the Fuel Zone
- Grab 'n' Go - beat the queue with a pre-ordered pre packed lunch
- Go home (parental permission will be required)

Time to Take Part

Find out about:

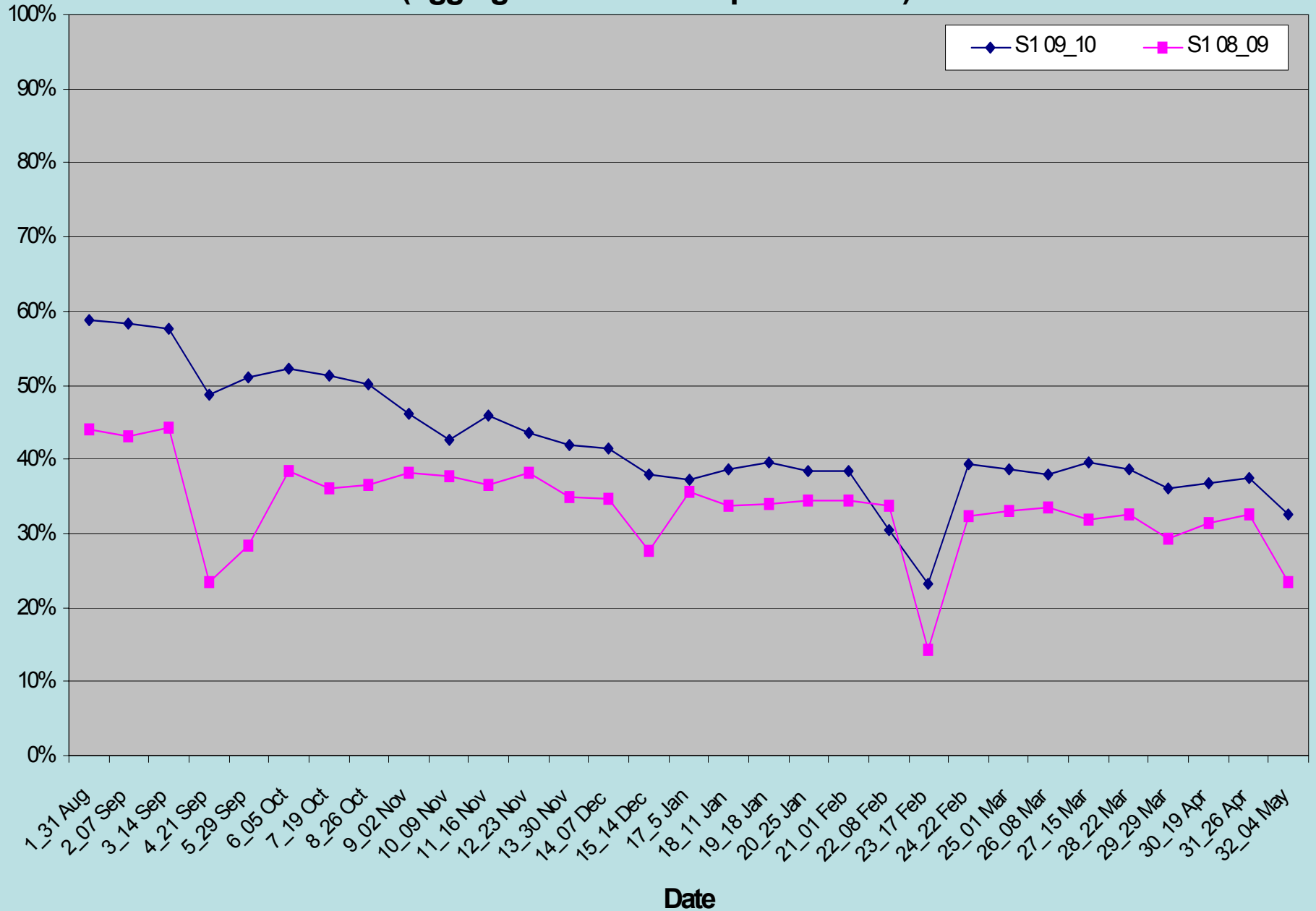
- Sports, dance and arts activities
- Taster sessions and master classes
- Games activities
- Homework sessions

Check out www.fuelzone.co.uk for menu details and the chance to earn prizes

Qualitative research findings

- Activities enjoyed in almost all schools
- Some respondents thought they would have left school at lunchtime if BEI not operating
- Most thought BEI should continue, as successful, safe, would have health benefits and activities enjoyable
- Parents said to value safety over other benefits

Comparison of S1 Rate of Uptake, 08_09 and 09_10 (Aggregated data from 8 pilot schools)



Bringing the systems together

HEALTH, EQUITY, SUSTAINABILITY

EQUALLY WELL	PERFORMANCE MANAGEMENT	CITY-LEVEL STRATEGY	COMMUNITY-LEVEL STRATEGY	SCHOOL-LEVEL STRATEGY
•Emphasis on early years •Cross-government strategy •Health inequalities in all policies •Supported by issue-specific policies	•For individual organisations (NHS, Education) •For local systems (Single Outcome Agreements) •Results chains •Reflecting national outcomes and local priorities	•Reflecting (and influencing) national context •Aim of 'child-friendly city' •Specific actions •Cross-cutting processes •Indicators of progress	•Active, sustainable travel to school •Requires more than school travel plans	•National policy context •Integrated approach across school •Ethos and culture

What's required for integration?

- Looking outwards and forwards
- Vision: long-term and inclusive
- Paying attention to context
- Collaboration: having authority to act; doing so beyond traditional boundaries
- Building consensus: finding the 'win-wins', focusing on common cause
- Monitoring, evaluation and feedback

What's required for evaluation?

- Clarity about the important questions; knowing what progress would look like
- Adding to knowledge (taking a systems approach)
- Measuring the right things – and looking for subgroup differences
- Understanding the timeframes – and taking these into account
- Recognising that solution space is not the mirror of problem space

What's required to translate concepts into reality?

- Workforce development: are new skills needed? Or different environments to facilitate new ways of working?
- Leadership (within each sub-system): open, facilitative, innovative, flexible, systemic
- Valuing and generating new types of knowledge: assets not deficits, holistic not reductionist
- Knowledge transfer: across boundaries
- Incentives to behave differently: what might these be?

Summary

- The importance of taking a systems perspective and finding transformational responses
- Recognition of different systems within the ecological model – and the potential of each system level to make a difference (lots of examples)
- As a priority, attend now to the challenges of integration/synergy across systems; better evaluation; and support for change.