

Best Practices in action: how to transfer, implement, and sustain effective health promotion interventions for children (0-12)

Module 2 - Grünau Moves: a Best Practice to promote health and prevent obesity in children

Session 2.4 - Grünau Moves: Co-designing a local action program

Unit 2.4.1 – Case B “Local Action Programs: case studies in Valencia”

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Slide 1

Hi everybody, I am Javier Lera; within this module 2 “Grünau Moves the Best Practice to promote health and prevent obesity in children”.

Slide 2

We're here in the lesson 4 “Grünau Moves: Co-design a Local Action Program local action program. Local Action Programs: case studies”. In this case, I will try to explain you with my colleagues, doctor Cabero, Professor Cantarero, Oliver, Paloma and Marina what's our experience here in Cantabria within the Valdecilla Biomedical Research Institute in Spain.

Slide 3 - Collective Co-Design Process of the Local Action Program

So, let's go. Collective Co-design Process of the Local Action Program in Torrelavega, Cantabria, Spain was based on an intersectoral and participatory approach, focused on identify specific needs in vulnerable school settings. The project was developed in two neighbourhoods with a high immigrant population and families in socioeconomically vulnerable situations: Covadonga and la Inmobiliaria.

Slide 4 - Collective Co-Design Process of the Local Action Program

Now we're going to talk about the Collective Co-design Process of the Local Action Program. What about the two sides of this slide? First of all, about I'm going to talk about the local working groups. The idea is that two local working group are formed: one in each neighbourhood, serving as spaces for deliberation, shared diagnosis, and collaborative design. These two groups made together several key community stakeholders: schools, social services, the local Association, educational authorities and moreover. For the other side, the problem identification, we really think too that the activity participation of the stakeholders allows for the identification of child and adolescent health problems, talking about excess weight, obesity, sedentary lifestyles and this kind of things. The diagnosis is based on quantitative data and the exchange of knowledge among the stakeholders. And I think this is the idea.

Slide 5 - Collective Co-Design Process of the Local Action Program

The Collective Co-design Process of the Local Action Program is based on two parts. First of all, the challenge and overcoming. In this perspective the process face has many obstacles, uneven involvement and overburdened services. Moreover, these challenges are overcome

thanks to active community networks, teacher leadership, and a shared sense of responsibility among those involved. Finally, I'm going to talk about the design of intervention proposals. From this perspective, again the community proposals are developed with a collaborative and equitable approach, addressing several criteria of feasibility, sustainability, and pedagogical coherence, and this kind of entangle, linked to existing resource in the area. Finally, the schools are both addresses and drivers of change.

Slide 6 - Examples of Community Events in Pilot Sites to Prioritize Local Actions

Examples of community events in pilot sites to prioritize local actions. Within the framework of the local action program, actions have been implemented to strengthen health promotion in schools, aligned with an intersectoral and participatory approach.

Action number 1: training and evaluation session on childhood obesity. Aim: to train teaching staff on the risk factors associated with childhood obesity and preventing measures in the school city. Participants: teaching staff from educational centres with the participation of nursing staff from the Marqués de Valdecilla University Hospital. Method: informative talk followed by a joint reflection to assess the role of teachers in promoting healthy habits. And accessibility: the session was adapted to the needs and prior knowledge of the teachers, as part of the program's formative evaluation strategy.

Slide 7 - Examples of Community Events in Pilot Sites to Prioritize Local Actions

The action number 2: update and support of the new health promotion model. Aim: to update and support teachers on the new regulatory framework for school health promoted by the regional Ministry of Education of Cantabria. It has three phases. Number one: informative presentation on the new school health model. Number two: design of the School Health Plan by the centres, adapted to their needs. Finally, the review and sharing of the plan decided, sharing lessons learned and good practices. Participants: teaching staff from the Primary Schools. Accessibility: sequenced sessions adapted to the specific needs of each school, with an emphasis on participation and collaborative work. Finally, impact: these actions exemplify the shift from a top down intervention model to a transformative and inclusive approach, in which schools play a proactive role in creating healthy schools' environments.

Slide 8 - Barriers and facilitators of the process

According to the barriers of many programs are framed within strategies that promote cooperation between sectors in practice there is insufficient coordination among the actors involved. In addition, factors are just lack of knowledge of the educational system, institutional mistrust or language are difficulties have an effect on the participation of the families. On the other hand, the participation of teachers is limited by the high bureaucratic variant and the inherited daily pressure in complex context. Also, the existence of multiple programs and resources doesn't always translate into an integrated and sustainable strategy. And finally, when intersectional approaches are not applied the educational system itself can reproduce the same dynamics of exclusion that is intended to be reversed.

Slide 9 - Barriers and facilitators of the process

As key facilitators, we have found depressions of neighbourhood associations and the old local platforms or informal leadership which facilitates the mobilization of resources and the generation of trust in the school environment. Management and teaching teams with a transformative vision are represented as fundamental driving force for the change. I've just in actions to the cultural religious and linguistic diversity of the educational community is key to their effectiveness and the incorporation of mediator's materials that could be accessible for the communication and written by families when programs align with consolidated public policies the possibilities of obtaining resources and continuity are increased. And finally, the evaluation system that integrate the voices of different actors, reinforce collective commitment and allow actions to be adjusted to the real needs of their environment.

Slide 10 - Recommendations for Co-designing a Local Action Program

So, all you know, some of the recommendations that from our team we have identified here our experiencing in Cantabria the first of all it's a participatory community assessment: we need to identify health needs, we need to identify all the barriers in our neighborhood and of course our assets, what are the things we can count want in order to design this action problem, we need both quantitative and qualitative data for designing them and later for evaluated what we have done, why we need this, well in this process we need to include the voices of teachers, students, the kids, families and all the local stakeholders, policymakers, NGOs, whatever it is involved in the neighbourhood. Every stakeholder has to be included in this assessment. The second thing is sustainable intersectoral partnerships: so, we need to create a coordination team between the education, health and the social sector; so, we need somebody to coordinate all these stakeholders. So, we need to promote horizontal relationships and shared objectives; so, we need to focus on, look for that objectives that we all, all the stakeholders involved, share, we can agree on. So, with all that we can go to the co-design with an equity focus: so, we need to involve all the community when planning this kind of function programs and one of the key things is, we need to take always into account the equity focus, we need to put sunglasses based on the equity. We need to serve vulnerable groups with an intercultural and social justice perspective. That's one of the three first things that we need.

Slide 11 - Recommendations for Co-designing a Local Action Program

We ask for co-designing local action program in the school. At first it is important to use activity learning approach, help promotion should be integrated into the school curriculum for make no fool and real-life activities, things like project basic learning and we have seen that say it's like physical education and tutorial session are really valuable space to help students develop physical emotional social and even the health skills. Second, we need to set up a system of ongoing participatory evaluation that means a combining quantitative data like physical activity levels, per several health attendance or academic performance with qualitative in size front student families and staff. The idea is not yet to evaluate for the sake of it but to use the result to improve the plan over time a fair communication needs to be clear and cultural appropriate that means using a simple language visual formats and translating materials, materials we need it. It also helps to work closely with cultural mediators, local associations and over an informal network within this school community all of it will come really help to build trust with families. So, in the end if we want designing programs to be meaningful and sustainable they need to be based on community participation, equity, intersectoral collaboration and culturally sensitive that what really makes a difference.

Slide 12 - Thank you all for your participations!

Thank you very much.