

Health promotion in pre-schools and schools in Stockholm County: translating into action the lesson of effective environmental prevention

Maria Rosaria Galanti

**Department of Public Health Sciences, Karolinska Institutet, and
Centre for Epidemiology and Community Medicine,
Stockholm County Council
Sweden**

Collaborators

- Tom Bellander, Centre for Occupational and Environmental Medicine, SCC
- Gergö Hadzlacky, Centre for Suicide Prevention, SCC
- Christel Lynch, research assistant and website developer, SCC
- Finn Rasmussen, Unit for Child and Youth Health, SCC
- Liselotte Schäfer- Elinder, Unit for Method Development and Evaluation, SCC

26 municipalities
2,163 mill. inhabitants
523 th. 0-19 years

511 compulsory
schools

223 high schools

7233 pre-school
sections

Source: SKL, 2014



Karolinska
Institutet

Background: why did we start?

- Schools and pre-schools in Sweden have a definite commitment to prevention and health promotion
- Few (if any) adopt a systematic and evidence based approach
- Learning goals as opposed to health goals
- Duplication and inefficiency

The rationale for the intervention: why environmental prevention?

- Generally weak and transient effects of school-based prevention targeting individual changes
- Cost-effectiveness
- Equality issues
- Organization and sustainability

Environmental changes contribute to behavioural changes

Examples:

- Climbing stairs if no elevator
- Stopping at red traffic-light
- Buying food based on shop location

”Nudging”¹ and ”Choice architecture” interventions

¹Marteau T et al. *BMJ* 2011;342:d228

Swinburn B. et al. Preventive Medicine 1999; 29:563-70

TABLE 2
Examples of Microenvironmental Settings and
Macroenvironmental Sectors

Microenvironmental settings	Macroenvironmental sectors
Homes	Technology/design (e.g., labor-saving devices, architecture)
Workplaces	Media (e.g., women's magazines)
Schools	Food production/importing
Universities/tertiary institutions	Food manufacturing
Community groups (e.g., clubs, churches)	Food marketing (e.g., fast food advertising)
Community places (e.g., parks, shopping malls)	Food distribution (e.g., wholesalers)
Institutions (e.g., hospitals, boarding schools)	Food catering services
Food retailers (e.g., supermarkets)	Sports/leisure industry (e.g., instructor training programs)
Food service outlets (e.g., lunch bars, restaurants)	Urban/rural development (e.g., town planning, local councils)
Recreation facilities (e.g., pools, gyms)	Transport system (e.g., public transportation systems)
Neighborhoods (e.g., cycle paths, street safety)	Health system (e.g., Ministry of Health, medical schools, professional associations)
Transport service centers (e.g., airports, bus stations)	
Local health care (e.g., GP, hospital)	

Definition of micro-environmental changes

- Physical environment and infra-structure
- Norms, modeling
- Organisation
- Communication system

Prioritized health goals

- Reduce exposure to noise
- Reduce exposure to allergens
- Increase healthy eating patterns
- Increase physical activity
- Prevent mental ill health and bullying
- Prevent/reduce tobacco, alcohol and drugs use
- **Spin-off: learning!**

The process so far

Preparation

- Inter-departmental agreements
- Anchoring regional government

Development

- Literature review (based on PICO questions)
- "Manual" of possible actions
- Check lists and student health assessment
- Web-site ("Student Health Portal")

Testing

- Pilot study

Check-list school/pre-school I



Skolans hälsoarbete med fysisk aktivitet	Poäng	Poär			
F1. Daglig fysisk aktivitet	3	2			
F2. Ansvar för daglig fysisk aktivitet	3	2			
F3. Kunskap om fysisk aktivitet och hälsa	3	2			
F4. Utepedagogik	3	2			
F5. Rastverksamheten	3	2			
F6. Skolgårdens utformning	3	2			
F7. Nyttjande av närområdet	3	2			
F8. Tillgång till gymnastik- och idrottslokaler	3	2	i	u	
F9. Tillgång till lek- och idrottsredskap	3	2	1	0	
F10. Innemiljöns utformning	3	2	1	0	
F11. Möjlighet att gå eller cykla till skolan	3	2	1	0	
F12. Individuell hänsyn i undervisningen inom Idrott och hälsa	3	2	1	0	
F13. Fysisk aktivitet efter skoltid	3	2	1	0	
F14. Fysisk aktivitet i fritidsverksamhet	3	2	1	0	
SUMMA (maxpoäng 42)		+	+	+	=

The "manual of possible actions": physical activity

	Pre-school	School
Physical environment	Modification of the play-ground	Modification of the school yard
Norms	Personnel engage in active play	"Walking school-bus"
Organization	Daily outdoor activities on scheme	Increase hours of compulsory physical activity; increase recess time
Communication	Parent involvement	Prompts on school-website-

Pilot study

På uppdrag av
Stockholms läns landsting



Questions

- Understanding
- Judgment on usefulness
- Orientation in the website

- Appraisal of instruments

- Implementation

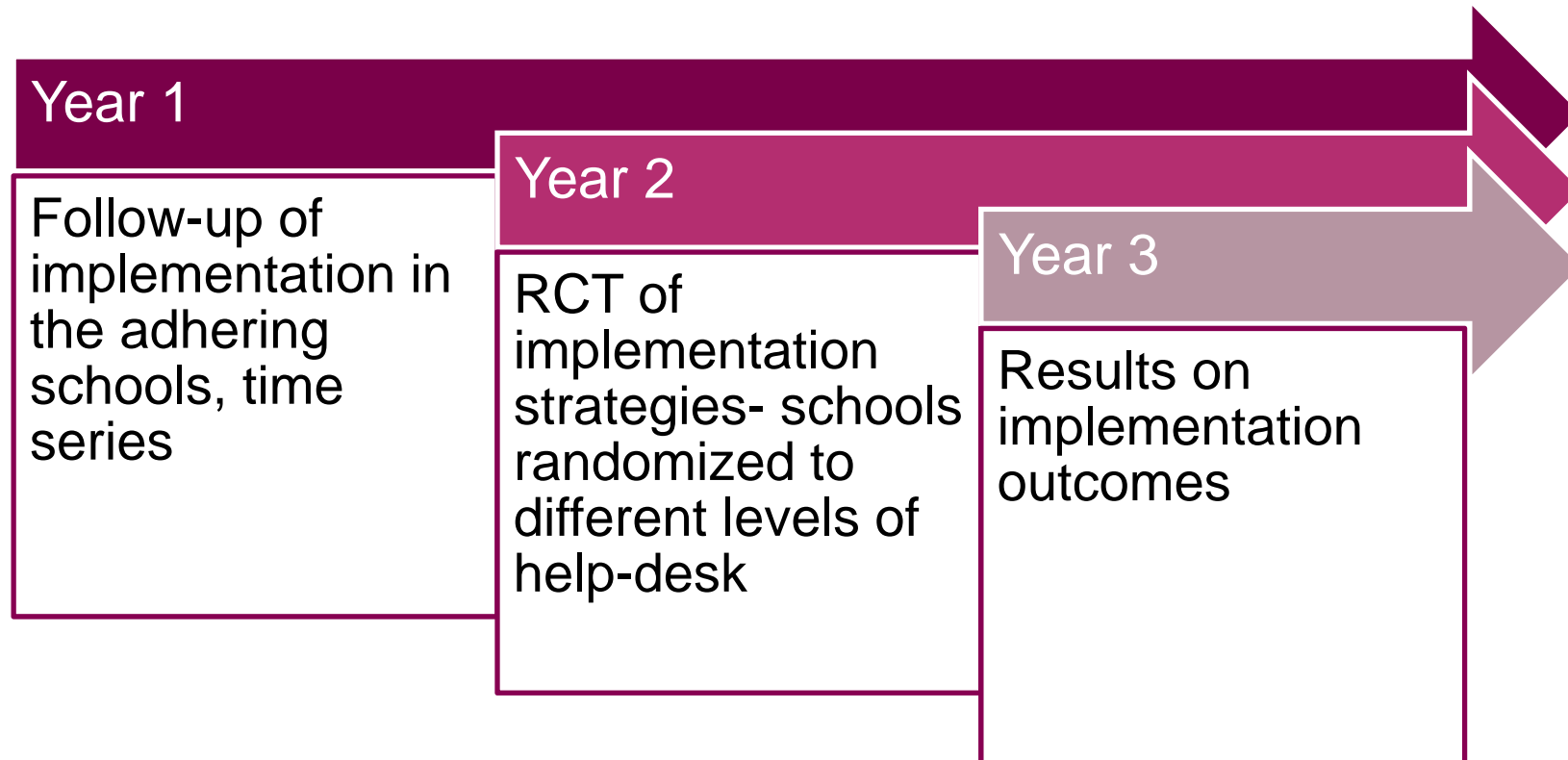
Methods

- Face interviews with school leaders

- Questionnaire to health team

- Application case
 - Log book
 - Interviews

Evaluation



Thanks for listening!

Rosaria.galanti@ki.se

