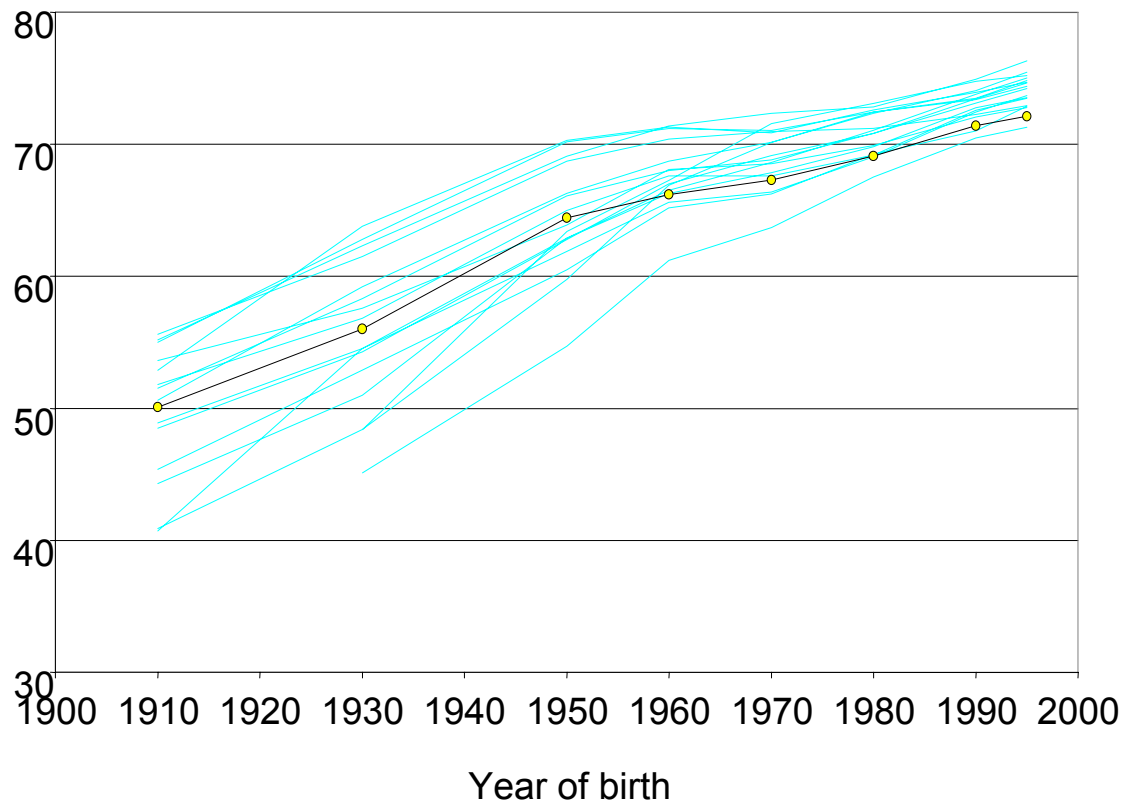


***Integrated approaches to health,  
sustainability and equity***  
**Prof Carol Tannahill**



# 20<sup>th</sup> century trends in life expectancy in Scotland and 16 other Western European countries

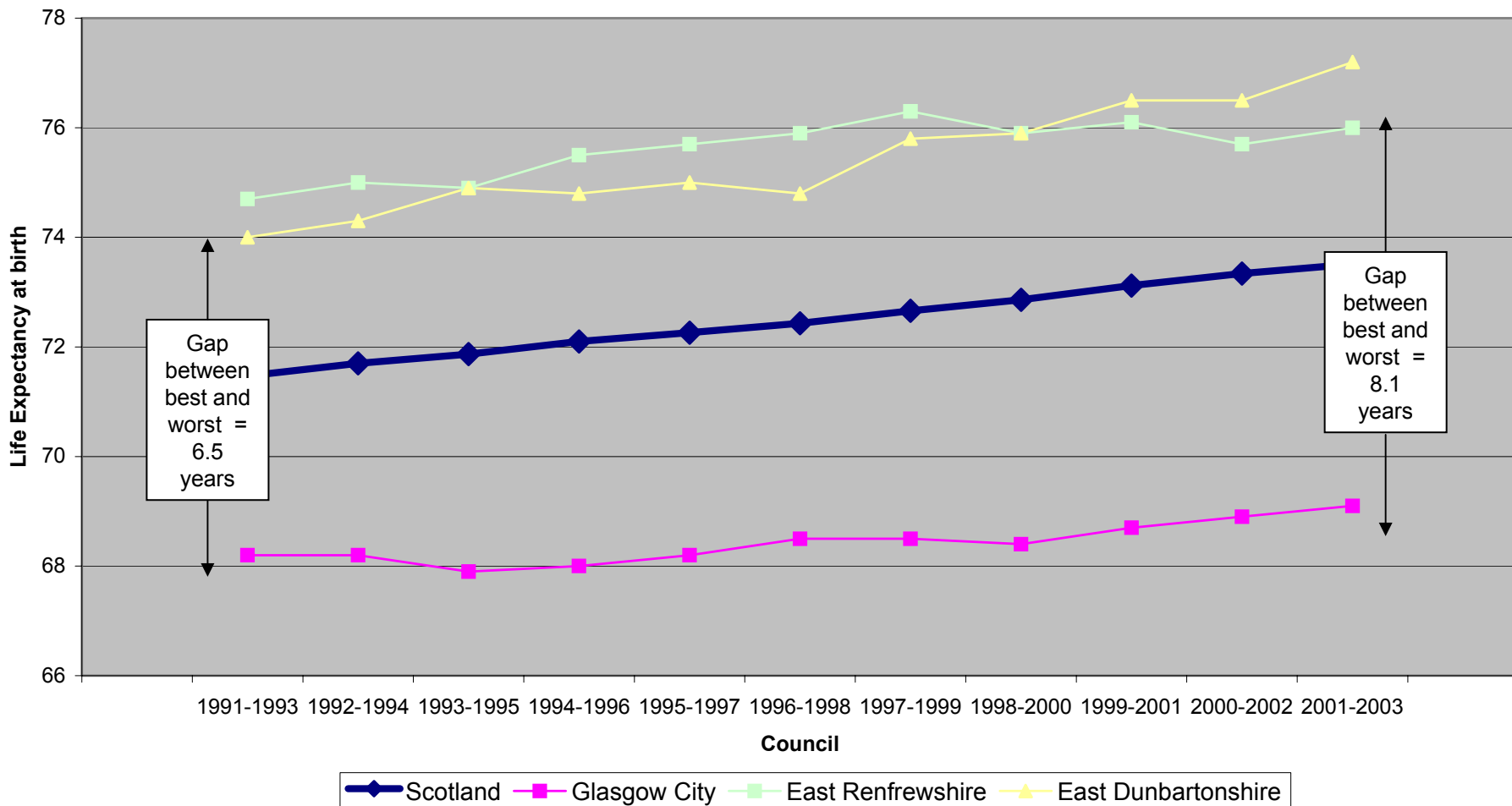
Males



# Life expectancy: the gap within Scotland

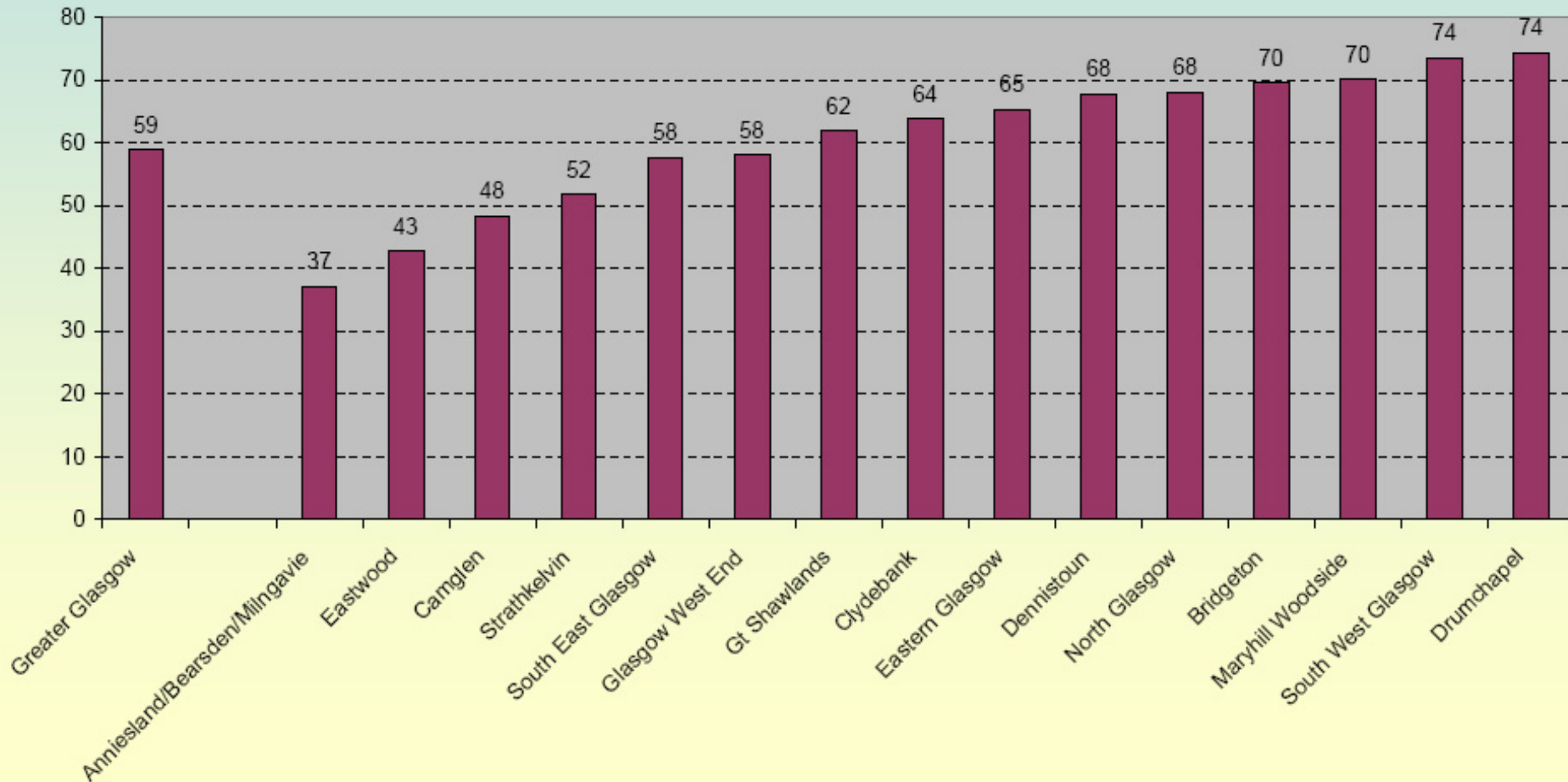
**Male Life Expectancy at Birth (years); West of Scotland Council Areas vs Scotland;  
1991-1993 to 2001-2003**

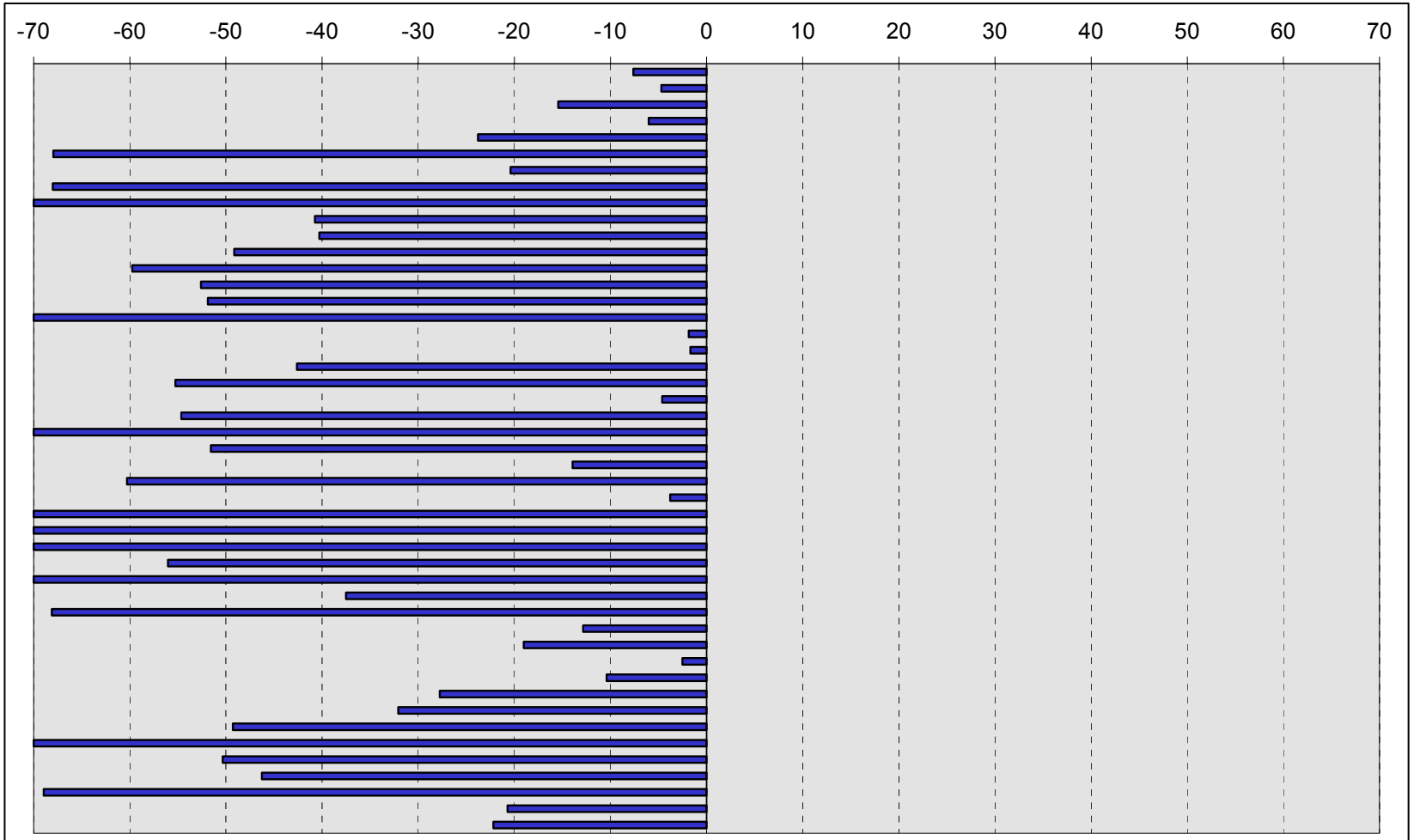
Source: Office for National Statistics

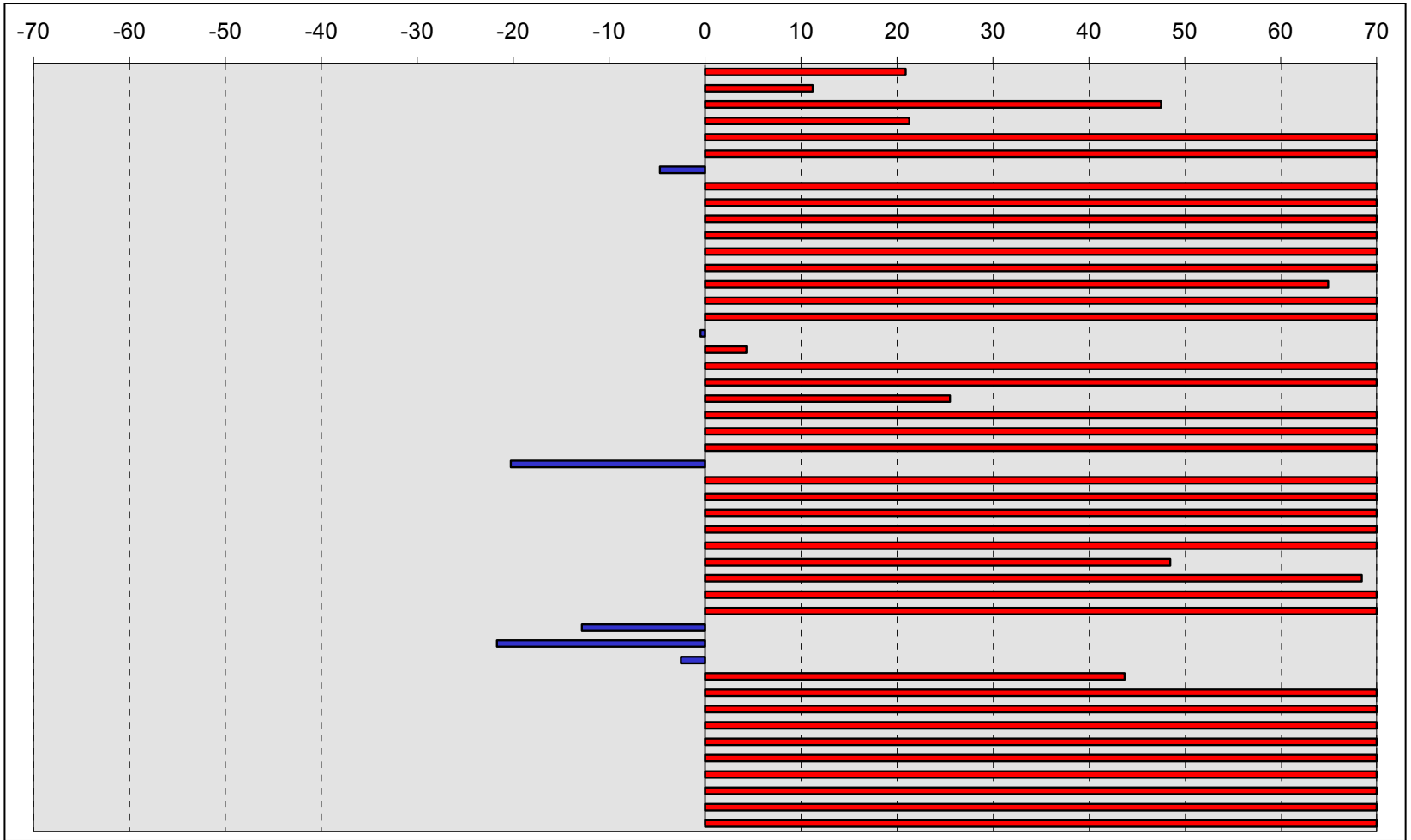


# Dental health

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



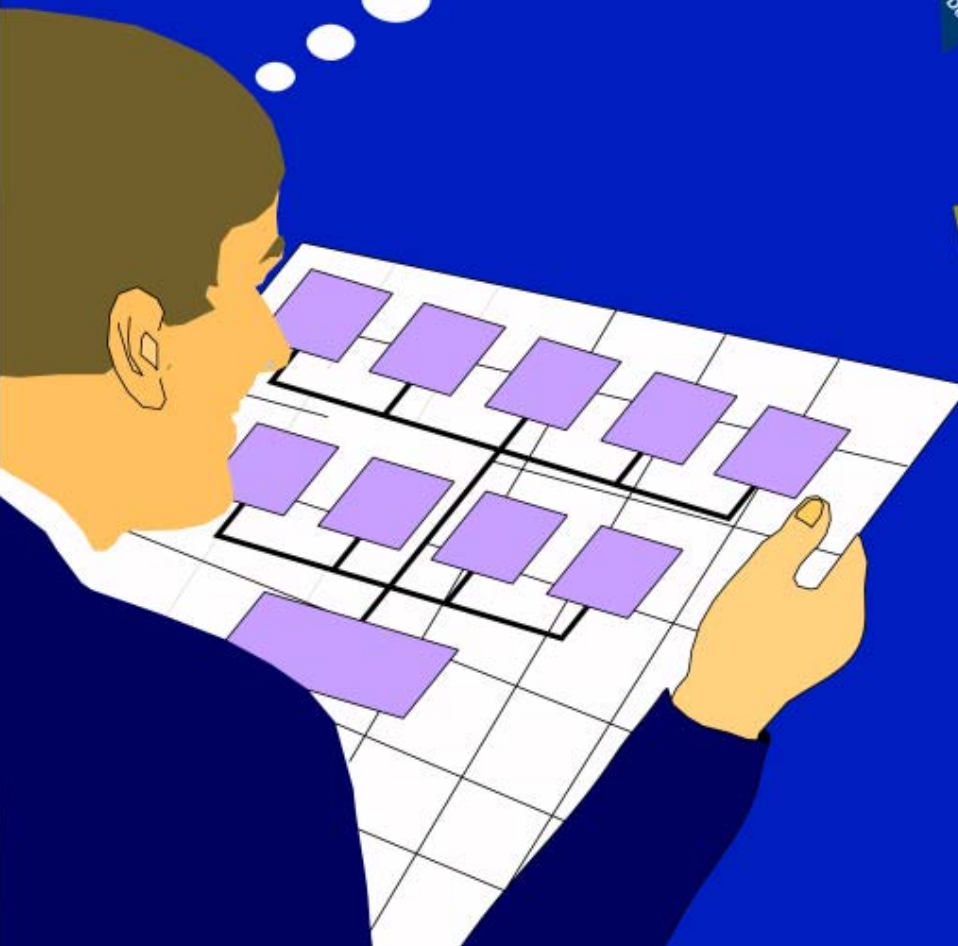




## Globalization and its consequences



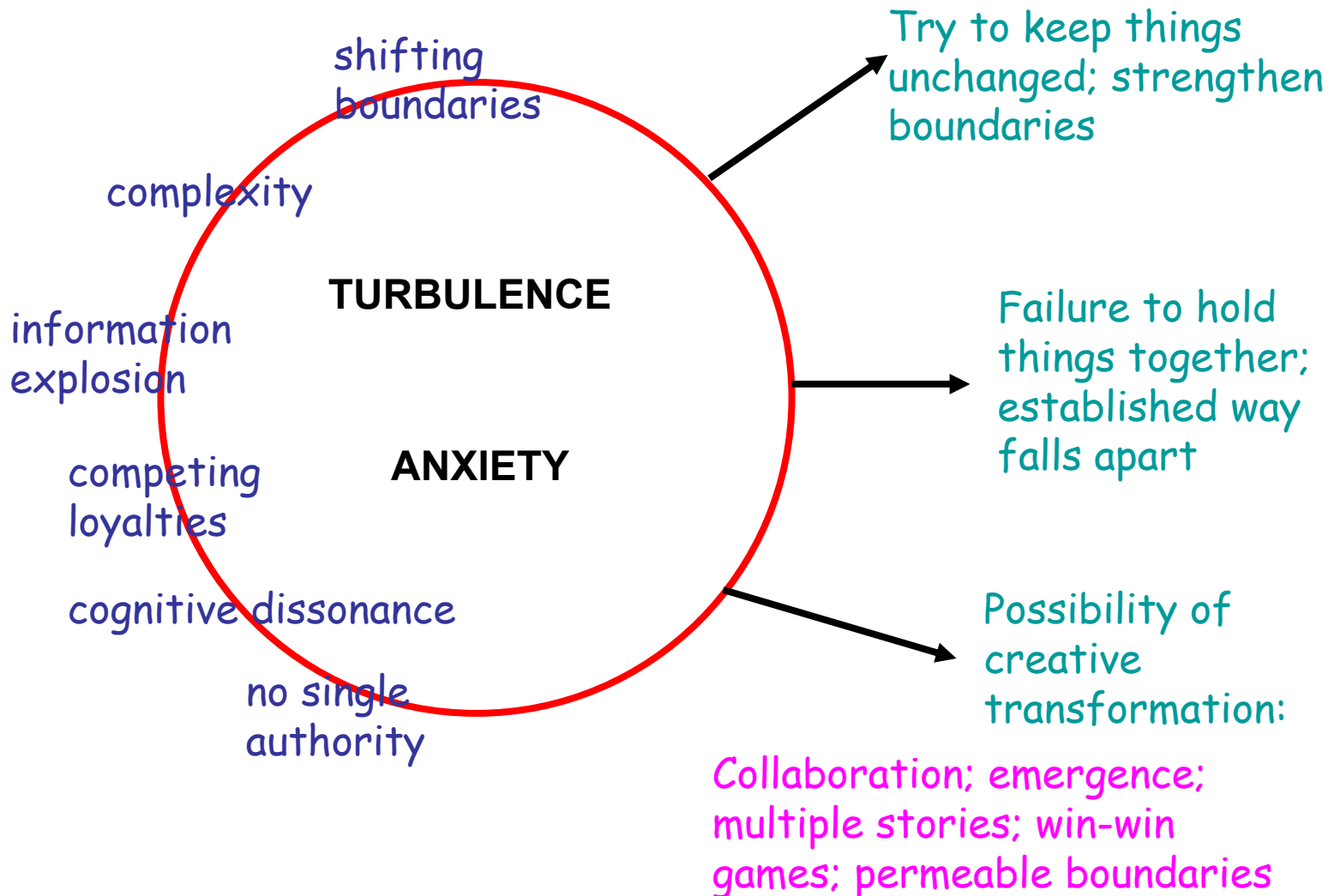
**This map  
is not  
working!**





# 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

# 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

- 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**

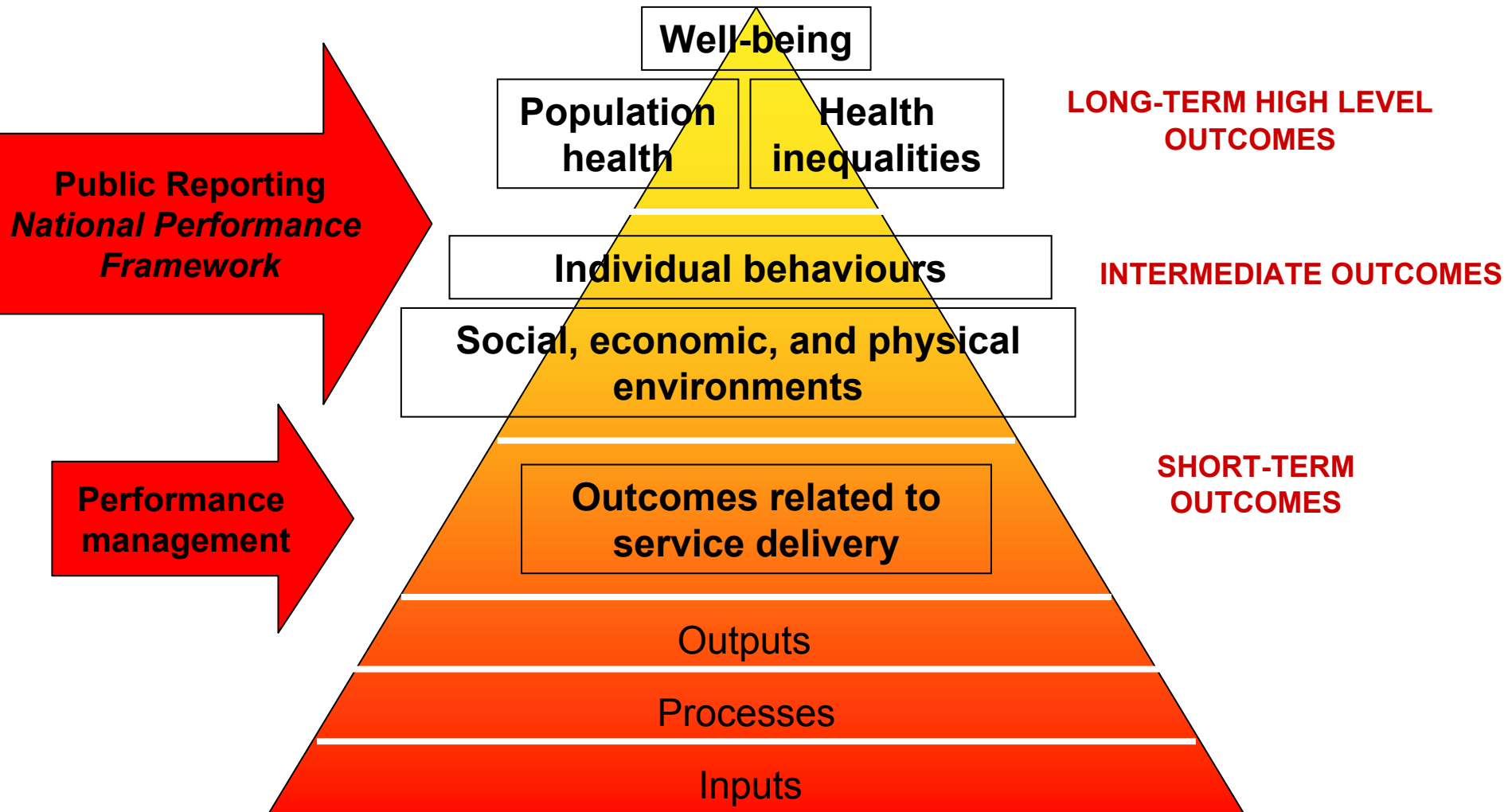
**45 National Indicators and Targets:**

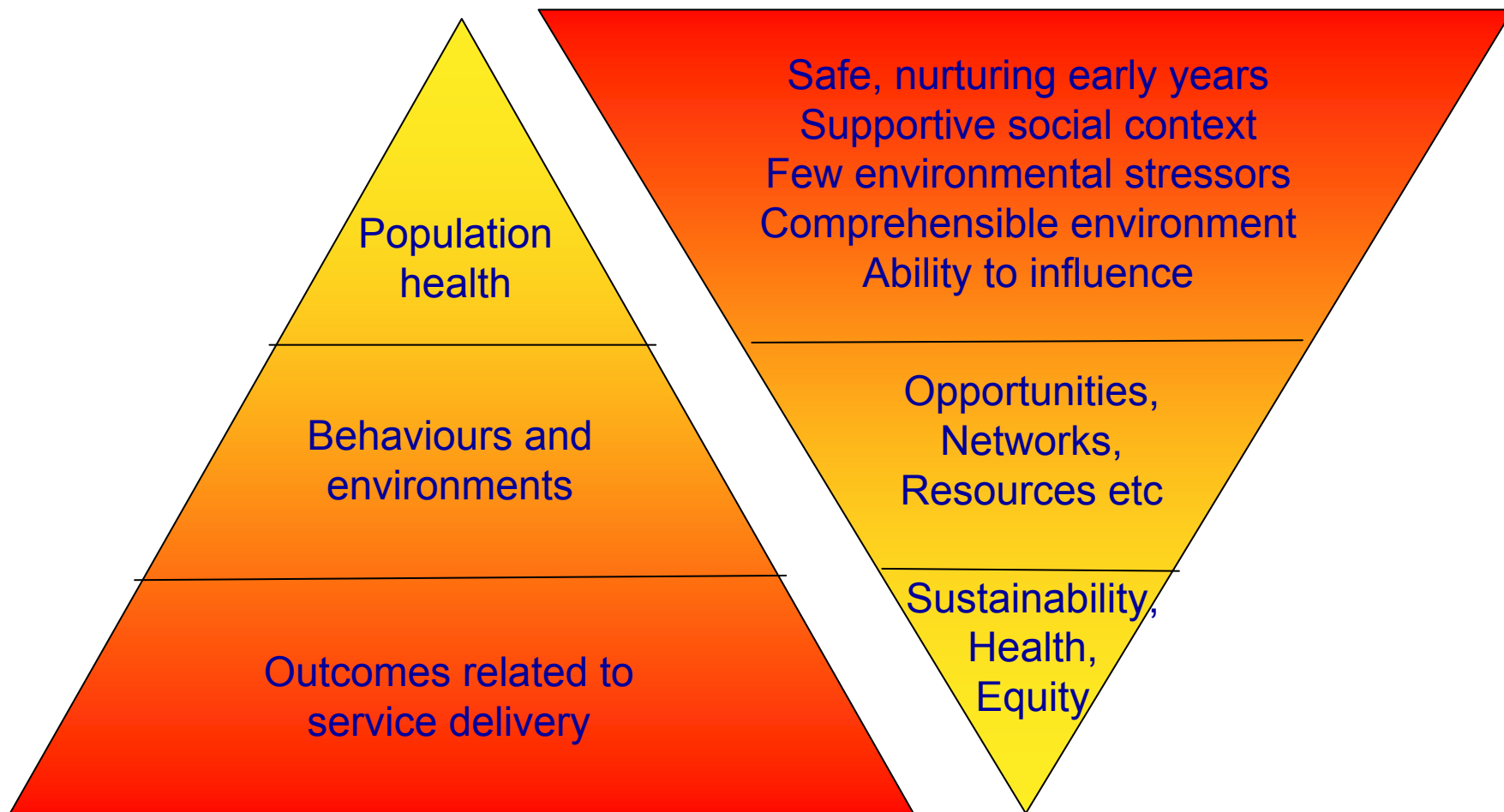
**30 HEAT Targets and 33 HEAT Key Performance Measures and Delivery Trajectories**

**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**



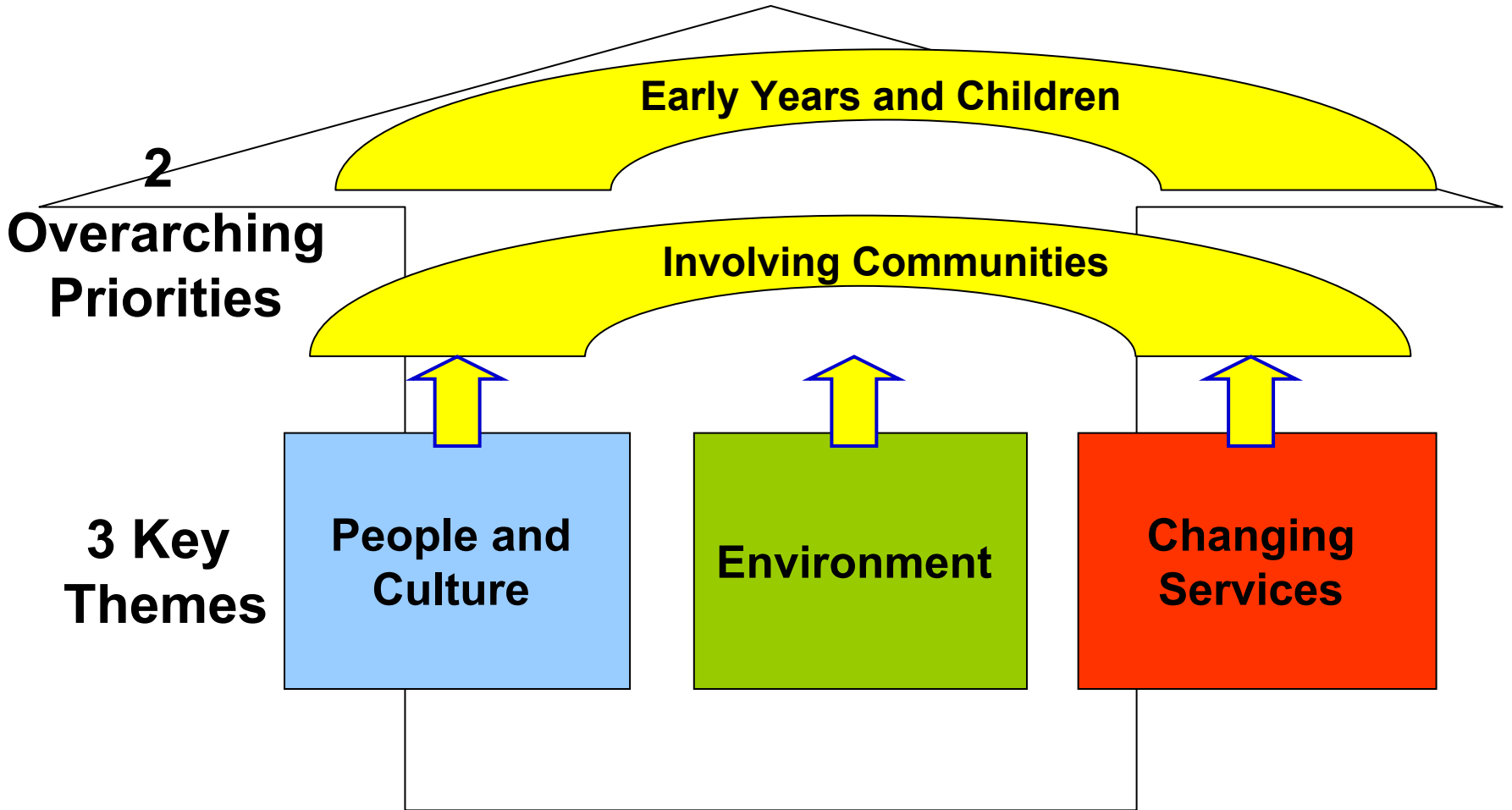
## The ecological model

- **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



Search site  Indicator category

**GLASGOW PROGRESS INDICATORS**  
Glasgows key health & wellbeing indicators

[Home](#) [About the project](#) [Information & resources](#) [Latest](#) [Contact us](#)

## Indicator categories

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**Glasgow indicators**

- Population
  - Sub heading link one
  - Sub heading two
  - Link number three
  - Sub heading link four
  - Sub heading five

**Children's indicators**

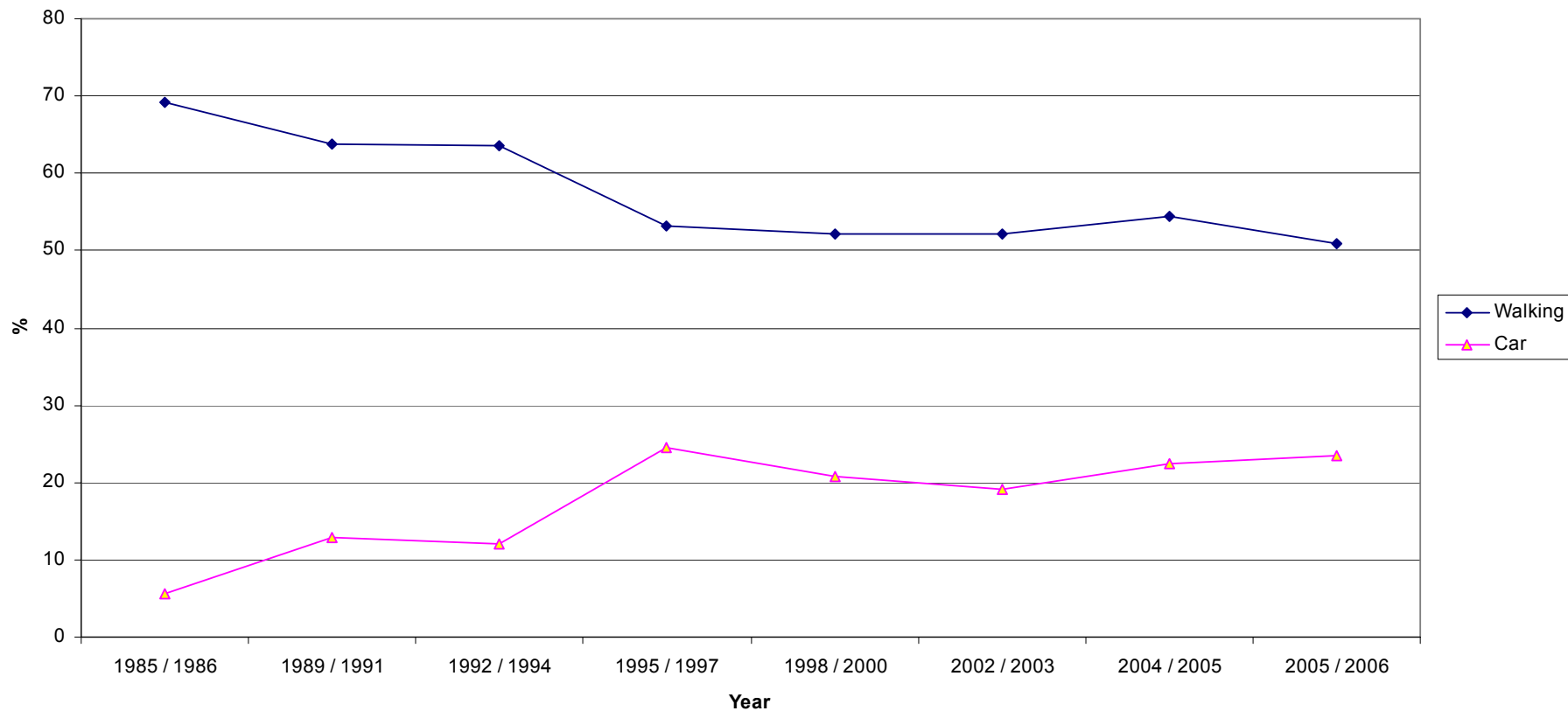
# 4. Active, sustainable school travel: an example of the need for integration at the community system level



# Scottish trends for travel to and from school

(Source : National Travel Survey)

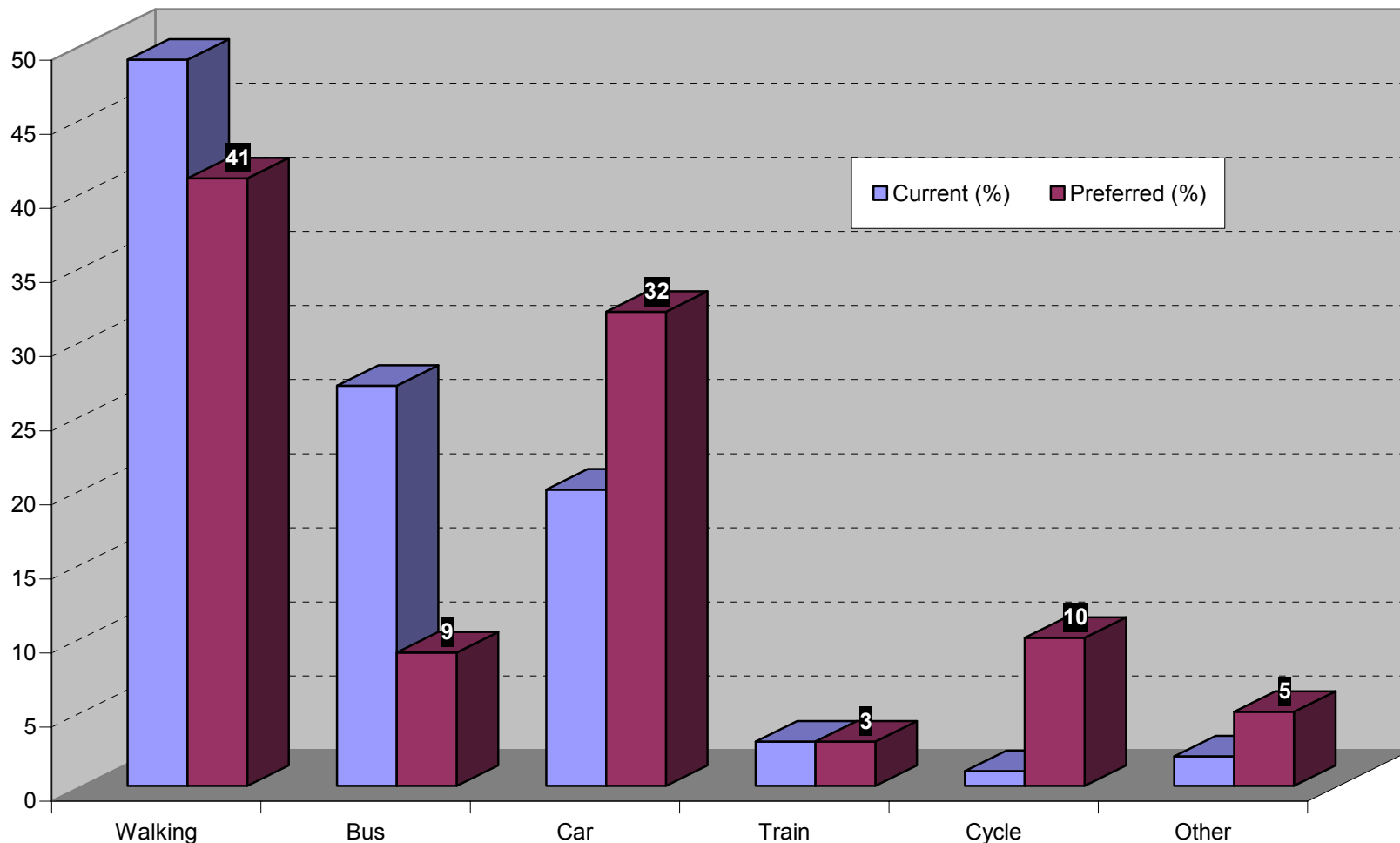
## Travel to/from school (pupils aged 5 to 16)



# Current and preferred methods of travel to school in Glasgow

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

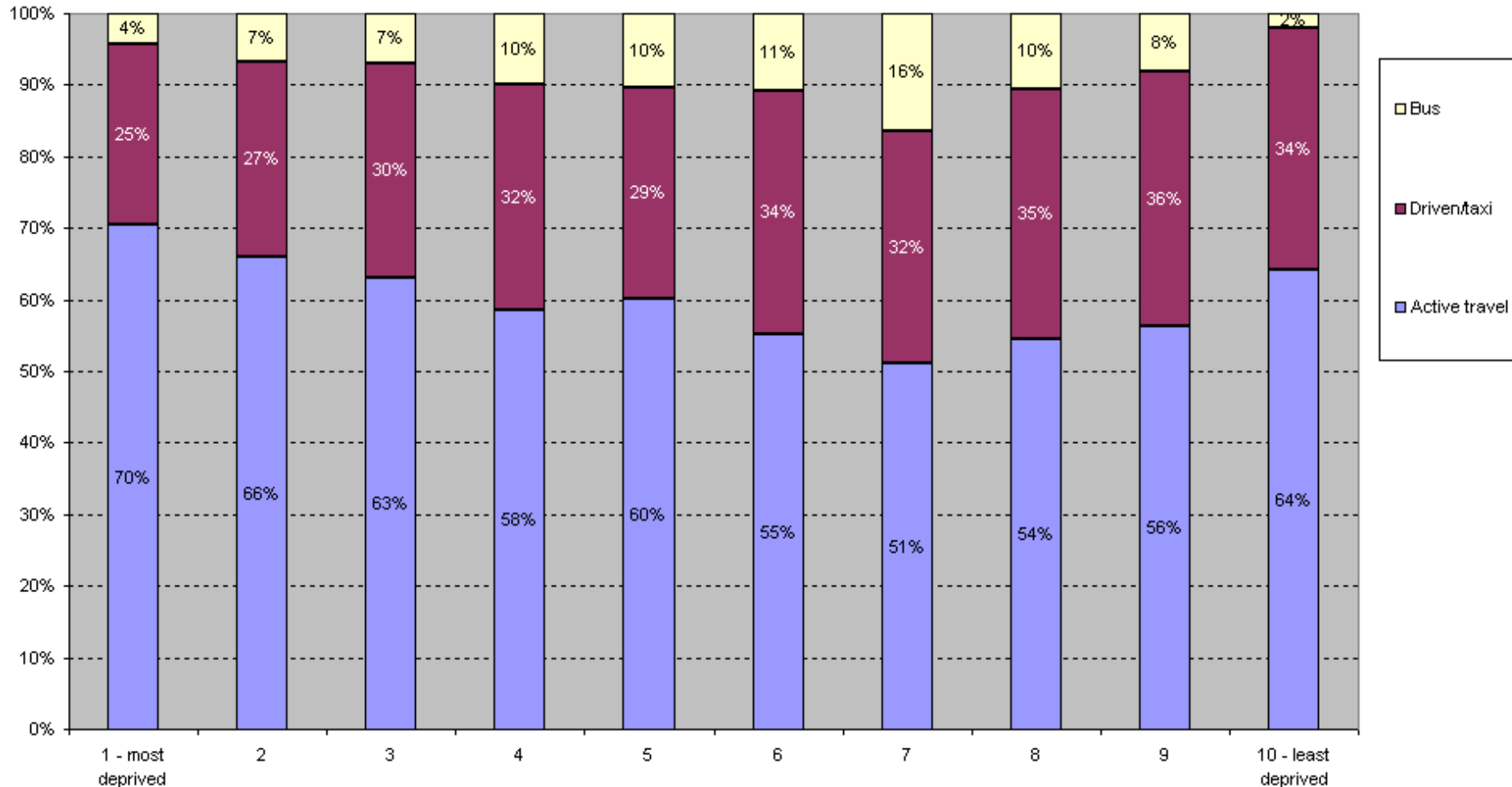
Source: Schools Survey - Health and Well-being of S1-S4 Pupils in  
New Learning Community Schools in Glasgow City, 2008



# 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

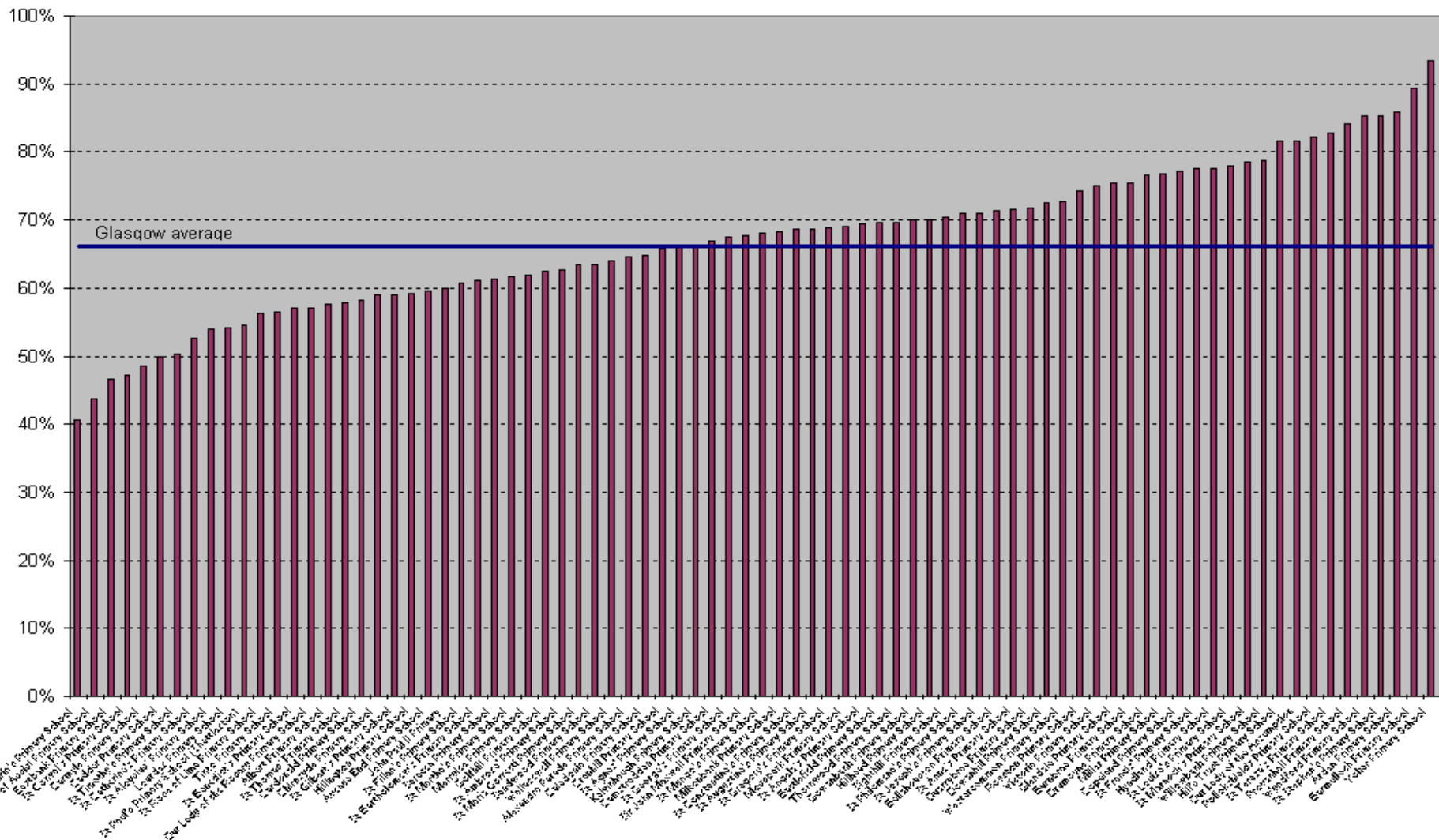




# Travel mode to primary schools without a travel plan

Active travel for primary schools without a travel plan, Glasgow

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

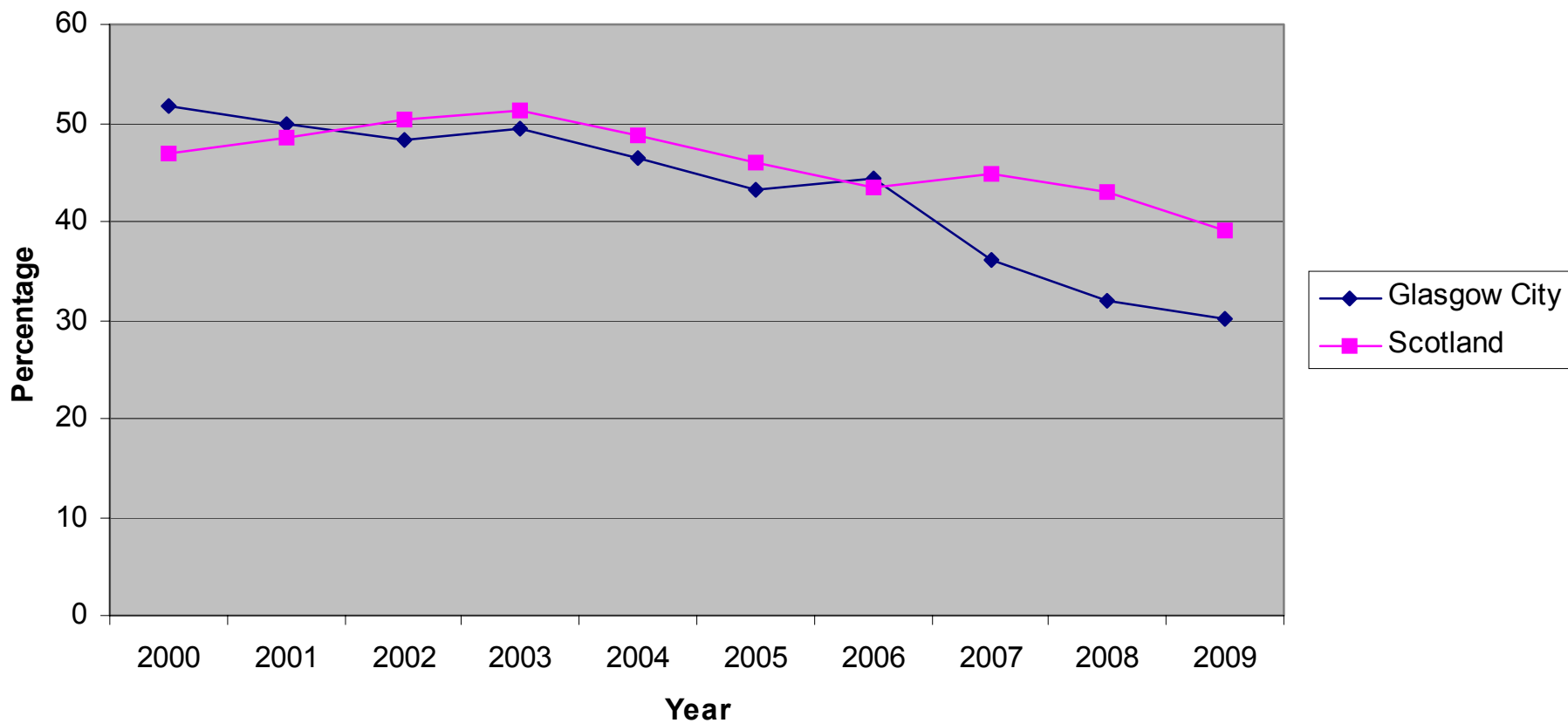
- Ethos and Climate
- Formal Curriculum
- Informal Curriculum

## SCHOOL TIME MODEL

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

# 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:

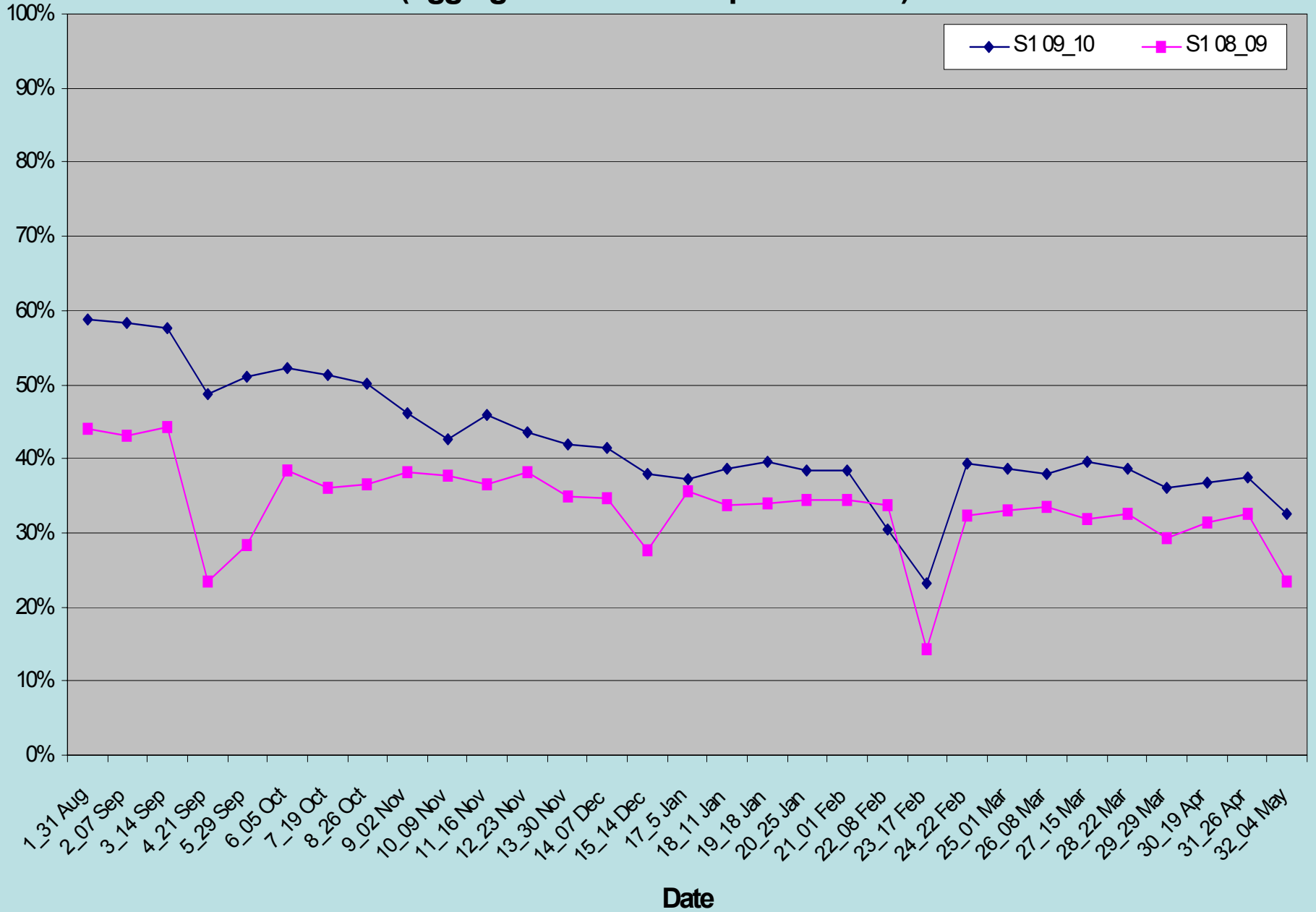
- Sports, dance and arts activities
- Taster sessions and master classes
- Games activities
- Homework sessions

Check out [www.fuelzone.co.uk](http://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

<p>EQUALLY WELL</p> <ul style="list-style-type: none"> <li>•Emphasis on early years</li> <li>•Cross-government strategy</li> <li>•Health inequalities in all policies</li> <li>•Supported by issue-specific policies</li> </ul>	<p>PERFORMANCE MANAGEMENT</p> <ul style="list-style-type: none"> <li>•For individual organisations (NHS, Education)</li> <li>•For local systems (Single Outcome Agreements)</li> <li>•Results chains</li> <li>•Reflecting national outcomes and local priorities</li> </ul>	<p>CITY-LEVEL STRATEGY</p> <ul style="list-style-type: none"> <li>•Reflecting (and influencing) national context</li> <li>•Aim of 'child-friendly city'</li> <li>•Specific actions</li> <li>•Cross-cutting processes</li> <li>•Indicators of progress</li> </ul>	<p>COMMUNITY-LEVEL STRATEGY</p> <ul style="list-style-type: none"> <li>•Active, sustainable travel to school</li> <li>•Requires more than school travel plans</li> </ul>	<p>SCHOOL-LEVEL STRATEGY</p> <ul style="list-style-type: none"> <li>•National policy context</li> <li>•Integrated approach across school</li> <li>•Ethos and culture</li> </ul>

## 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.