

# Health promoting schools network in Lombardia Region (Italy) –

## 1<sup>ST</sup> YEAR - SHE NETWORK



Brega, Baggio, Stampini, Cereda , Celata, Coppola

	state schools	private schools	
schools	5.379	2.578	7.957
students 3-18 yr	1.160.414	259.590	1.420.004
teachers	92.926	nd	
not teachers workers	26.912		



Lombardy (Italy) is one of the most industrialized regions of Europe with a population of 11 million people, a high socio-economic level, **early leavers from education and training are 17%** (population aged 18-24 with at most lower secondary education and not in further education or training); schooling rate is 76% (population aged 20-24 that has attained at least upper secondary school qualification) and the university students represent 60% of the population aged 20-24.

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# OUR STEPS...

**2011 Regional Education Authorities and Directorate General for Health, signed an agreement called "Model of Lombard Health promoting schools"**

2012 were organized meetings for teachers and health professionals about health promotion schools (more than 100 participants)

**2012 foundation of the Network (68 schools boards)**

2012 the schools of Network and health local unit founded the 12 provincial workgroups

2012/2013 provincial workgroups started to achieve a model of "health profile" (a web based device that should help schools to describe their own health status)

2012/2013 achievement of the regional "health profile" and **its online system**

**2013 Iseo meeting** : all representatives of the network and the regional coordinators worked together for 3 days to analyze the Network and to define the manual of best/good practices that every school should implement and a common strategy of the Lombard Network (Iseo chart)

2012/2013/2014 Training about

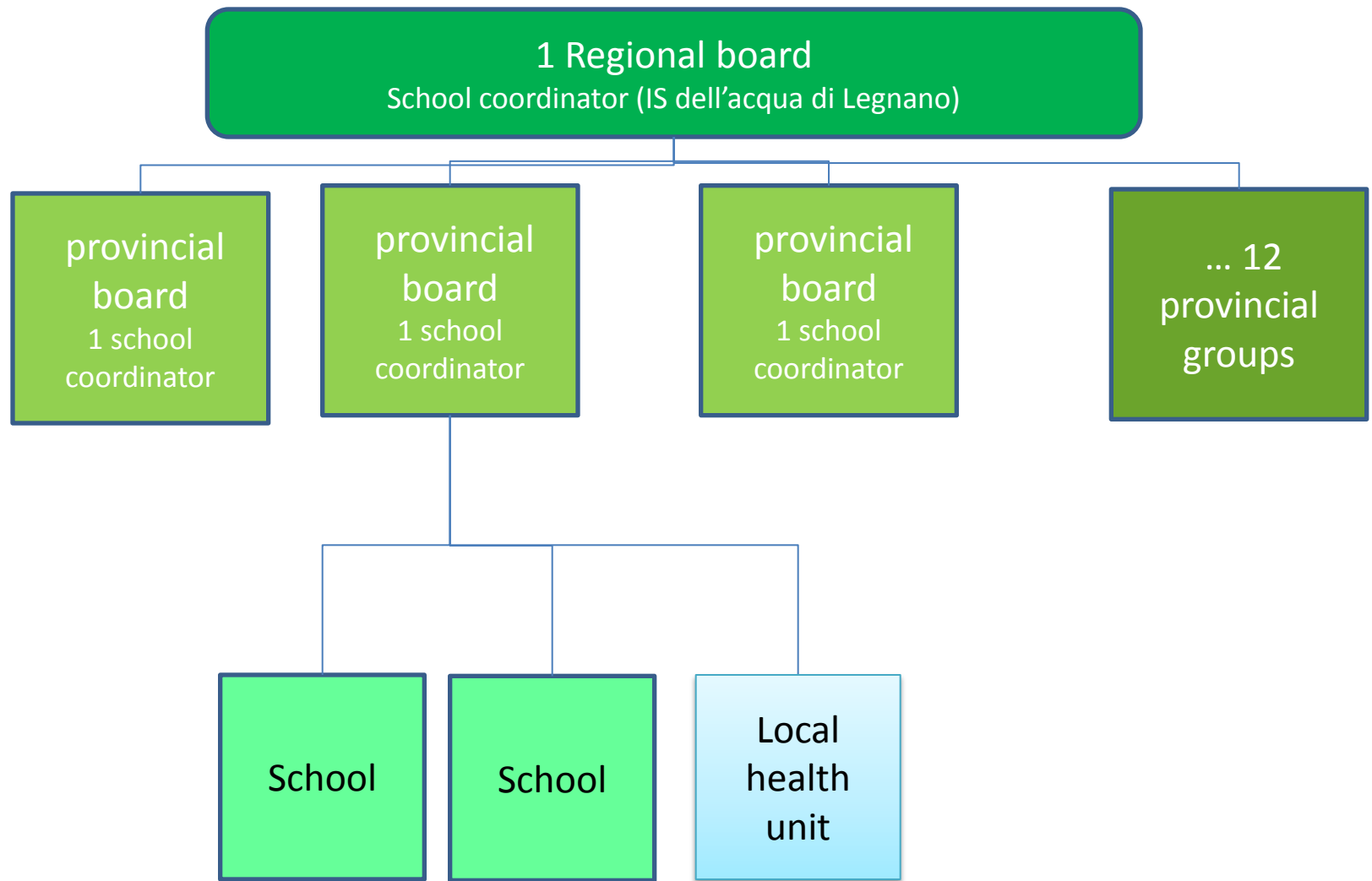
Life skill Program

Security at school (School Building Security, worker security, students security):  
"health profile"

**2014 HPS network in Lombardia becomes member of SHE**

2014 first Lombardy Network conference in Milan "La scuola che fa bene"





Over the last 3 years the Network keeps on growing: in 2012, 82 school boards ( 82.000 students) started the Network , in 2013 the schools that joined in the Network were about 192 school boards ( 192.000 students).

## What is «bad»

The main difficulty is the cultural habit to consider that health promotion is an activity to be performed “only” by health professionals .

Health professionals have to understand that they will lose the role of leaders in health promotion at school: this is difficult for all people that have worked with schools for many years.

At the same time teachers have difficulties to understand the new role in health promotion: health promotion must be in curricula and not delegated to an external actor. Furthermore, compiling the health profile is not an easy task, teachers need to reflect and look for data.

Another difficulty is that there is no people dedicated to Network management, this is a weak point but necessary because we could find resource for one or two years but not for long.



## What is «good»

The iseo chart: a guideline for best practices at school about healthy nutrition, physical activity and smoking prevention.

The number of schools boards that joined the network , now 200.  
Building a network of schools is aimed to facilitate the participation of other sectors of the society. The network has the task to do advocacy about health promotion at school not only for students, teachers and families but also other sectors of the society (eg. sport, agriculture, work).



## AREA: DEVELOPING INDIVIDUAL SKILLS

- Provide theoretical / practical educational activities about physical activity benefits (arousing interest, developing knowledge and skills) and meetings or educational/training debates (in order to give the opportunity for dialogue and discussion with experts and peers)
- Insert more physical activity promotion among extracurricular activities (starting of specific courses about easily feasible activities - for example about the discipline of the march, the fitwalking or the Nordic walking, the orienteering)
- Provide training and support for teachers about data, benefits, methods and tools to facilitate physical activity promotion

## AREA: QUALIFYING THE SOCIAL ENVIRONMENT

- Encourage the approach to sport through active and participatory testing of sport games (multisport day, mini-sports)
- Create new opportunities for physical activities during school hours (i.e. using school breaks) and promote and develop opportunities for active play (team games, the rediscovery of traditional games)
- Promote sports at school thanks to the experience of parents and volunteers active in this field

## **AREA: IMPROVING THE ORGANITATIONAL AND STRUCTURAL ENVIRONMENT**

- **Increase and enhance the physical education time (changing school day traditional structure, i.e. 1 hour of physical education five days out of five, involving children in choosing physical activities to be performed, suggesting non-traditional activities)**
- **Provide and use safe routes from home to school that encourage active modes of transport (walking bus, bicycle usage)**
- **Provide recognition (school credits) for students who participate in extracurricular physical activities for their efforts**
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## **AREA: STRENGTHENING COMMUNITY COLLABORATION**

- **Encouraging extracurricular physical activity (suggesting activities that can take place outside of the school environment alone, with friends or family, providing opportunities for physical activities / sports for free or at subsidized prices by exploiting school rooms (gymnasiums, yards) and / or through the community, sports club and local authorities involvement (rooms, facilities)**
- **Organize projects, informative/training events to provide information and make conscious students, school staff, but also families and communities about physical activity importance and benefits**
- **Understand and valorize the resources and initiatives of the local community in relation to the promotion of physical activity and sport**
- **Participate in the design and care of the environment surrounding the school in order to make available and accessible areas and safe routes for playing, walking and cycling**





# Pedibus - Walking buses

ASL	n° of children involved	Rate ‰	n° of School	% School	n° of Municipalities	% Municipalities
Bergamo	6033	106	104	32	84	34 %
Brescia	4863	83	70	26	54	33 %
Como	1166	42	28	15	17	10 %
Cremona	766	48	17	16	13	11 %
Lecco	3110	191	55	50	40	44 %
Lodi	480	43	5	7	5	8 %
Mantova	445	24	19	17	11	16 %
Milano	602	9	25	10	1	14 %
Milano 1	2159	48	45	25	25	34 %
Milano 2	1624	51	31	27	22	42 %
Monza e Brianza	2227	54	40	24	23	42 %
Pavia	1350	59	19	12	15	8 %
Sondrio	257	31	9	12	5	6 %
Varese	800	19	18	31	13	9 %
Valle Camonica Sebino	747	160	16	7	13	31 %
<b>Lombardia</b>	<b>26629</b>	<b>57 ‰</b>	<b>501</b>	<b>21 %</b>	<b>341</b>	<b>22 %</b>

The New York Times

## Students Give Up Wheels for Their Own Two Feet



Clara Yoder

Gianfranco Frizzera, a volunteer in a program aimed at reducing vehicle emissions, walked children to a cemetery in Lecco, Italy.

By ELISABETH ROSENTHAL

Published: March 25, 2009

**LECCO, Italy** — Each morning, about 450 students travel along 17 school bus routes to 10 elementary schools in this lakeside city at the southern tip of Lake Como. There are zero school buses.



Regione Lombardia



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From our experience, we understand that working together, school system and health system have some common needs:

- **time**, integration is a slow process, both actors (teachers and health professionals) have many duties to follow health promotion that **has to be supported continuously till it becomes part of daily life** at school;
- there is always the temptation to do **something easier simple but less effective**, for example: an intervention where a doctor speaks in a classroom about fruits and vegetables is easier to organize that an intervention where students have a fruits as snack every day;
- teachers and health professionals have **different points of view and methods** about education: our duty is to share the idea that health and education are linked so an healthy child is a good student too and viceversa.



For 2014/2015, the Network's aims are:

to support the schools of the Network to define their "health profile";

to collect practices carried out by the schools Network

to increase the Network by sharing evidence-based interventions and best practices of schools not belonging to the Network .



**In 2014/15 The Network will let us to evaluate:**

the number of best practices used in the schools

the number of schools that can evaluate properly their own health needs (health profile)

the number of best practices supported by health local units

the number of collaborations with voluntary associations or special needs associations (eg: handicap, celiac)

# School-based programmes for preventing smoking (Review)

Thomas RE, McLellan J, Perera R

## Authors' conclusions

Pure Prevention cohorts showed a significant effect at longest follow-up, with an average 12% reduction in starting smoking compared to the control groups. However, no overall effect was detected at one year or less. The combined social competence and social influences interventions showed a significant effect at one year and at longest follow-up. Studies that deployed a social influences programme showed no overall effect at any time point; multimodal interventions and those with an information-only approach were similarly ineffective.

Studies reporting Change in Smoking Behaviour over time did not show an overall effect, but at an intervention level there were positive findings for social competence and combined social competence and social influences interventions.





Scuole  
che promuovono salute

Guadagnare salute Piemonte

AGREEMENT

GUIDELINES

«SCHOOL HEALTH PROFILE»

**2013** 45 SCHOOLS

**2014** IMPROVEMENT OF THE NETWORK AND SHARING  
OF INSTRUMENTS (MANUAL , ONLINE SYSTEM)

## WHAT WAS GOOD

involvement of the schools

strong partnership with health system

condivisione di significati

adaptation to specific situations

## CRITICAL STEPS

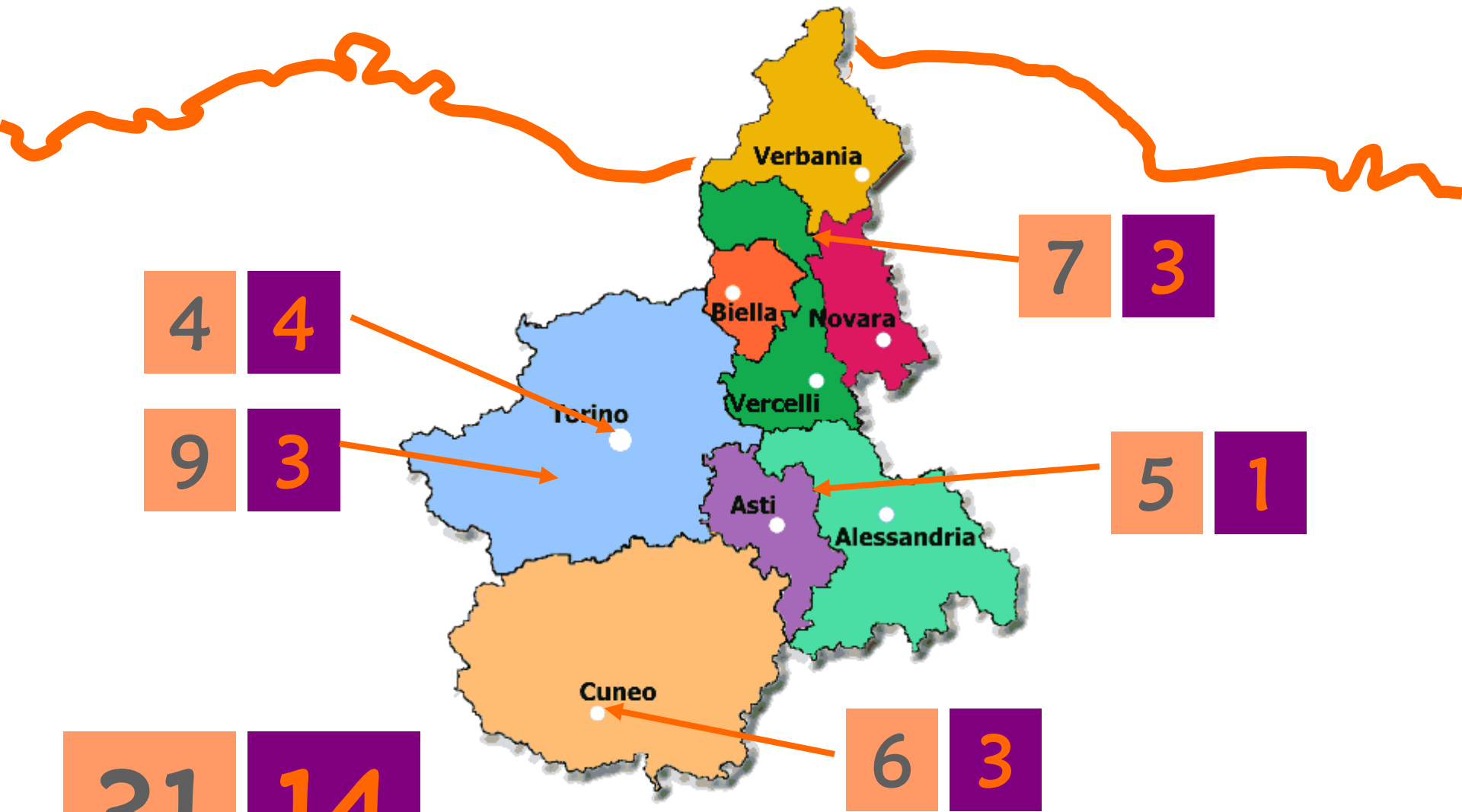
economic resources

different speeds

involvement of the all professionals (teachers...) in the schools

## LESSONS LEARNED

We need more involvement of teachers and schools





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