

Health Promoting School research in the Netherlands

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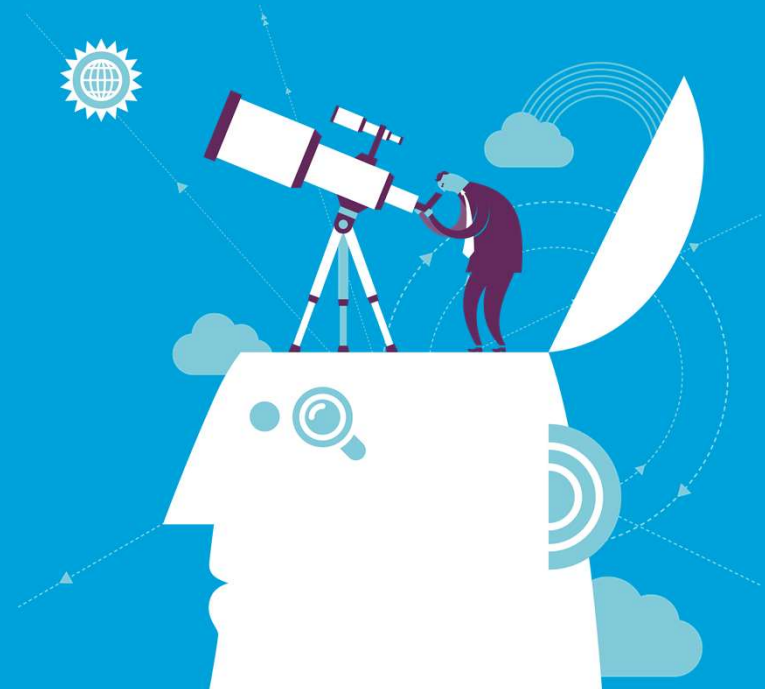
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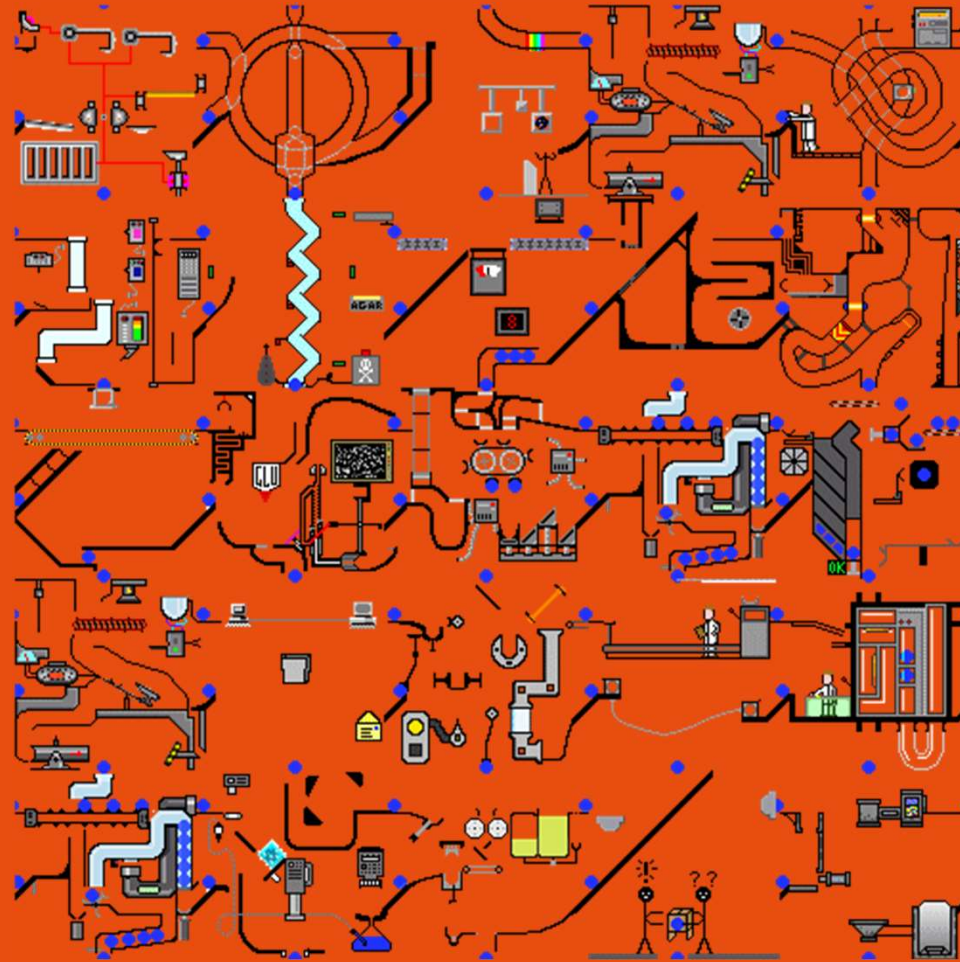
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Schools are dynamic organisations



School as a complex adaptive system

- Many interacting components (personal, environmental, organizational)
- Interactions are non-linear: large efforts can lead to nothing, small efforts can produce large effects
- Open system, nested in other systems (families, neighborhood)
- Unpredictable: no guarantee that a HP initiative creates the expected change
- Each school has own, unique context

Based on previous work of e.g. Moore, Buijs, Jourdan, Nutbeam, Darlington,

Our HPS research

All school levels: From childcare to universities

Context-oriented

Always in cooperation with organisations in the field

Three studies highlighted:

1. Evaluation of Dutch Healthy School Program
2. Capacity-building of healthy school advisors
3. Krachtvoer: educational dietary program for vocational schools

Evaluation of the Dutch Healthy School Program

- Dutch Healthy School Program
 - Aim: Healthy lifestyle in the DNA of every school in the Netherlands
 - Whole school approach
 - For primary-, secondary- and vocational education schools
 - +-17% of schools work with the program
 - Funded by the government

- Support package:



+



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Main researcher: Gerjanne Vennegoor



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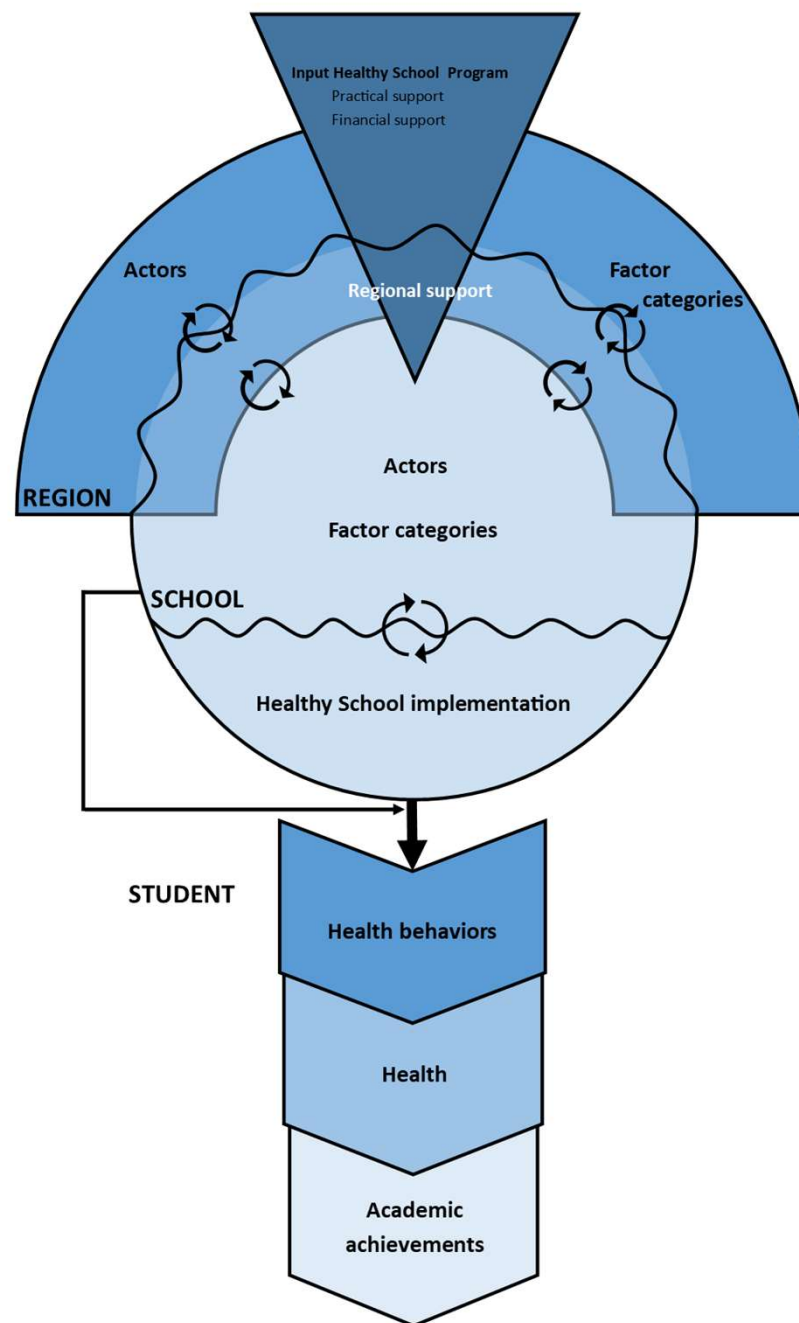
GEZONDE
SCHOOL

Evaluation study

- Effect and process evaluation
- Under which conditions does the program matter?
 - Conditions for student outcomes
 - Conditions for school implementation
 - Conditions for regional support

Project team

Maastricht University, Radboud University, TNO, & Community Health Services



Methods

Research design, data collection, interpretation of results, etc. in collaboration with our Community of Practice

Definition: *'Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.'*¹

Participants in our Community of Practice: regional Public Health services (including healthy school advisors), Healthy School Program, researchers, and other relevant organisations from the health or education domain.

¹ Wenger, E. & Trayner, B. (2015). Communities of practice. A brief introduction.

Capacity building of Healthy School Advisors

Healthy School Advisors (HSAs)

- Part of regional public health services and support schools with the implementation of the Healthy School Program
- Dealing with each unique school context is challenging for HSAs

Aim study

Develop a capacity-building module for HSAs to help them to support schools in a more adaptive and context-oriented manner.

Project team

Maastricht University, Vrije Universiteit Amsterdam, Dutch Healthy School Program

Three phases

1. Needs assessment

- Narrative review
- Interviews with HSAs (experiences, needs, wishes)

2. Development of module

- Co-creation panel of HSAs
- Module will be part of the national capacity-building trajectory

3. Pilot phase

- Co-creation process, feedback loops

Krachtvoer (Power food)

- Established educational dietary intervention for first and second year prevocational students (12- 14 years of age): fruit, snacks, drinks.
- Effective in improving dietary behaviors of the students *(Martens et.al., 2005)*.
- Previous efforts to fit it to the factors that improve the appreciation and (continued) implementation and dissemination quite successful *(Bessems et. al., 2011)*.
- Co-creation approach with action-oriented research methods to strengthen “Krachtvoer” and national dissemination, 2017-2021.

Main researcher: Marion Driessen-Willems

Strengthen Krachtvoer



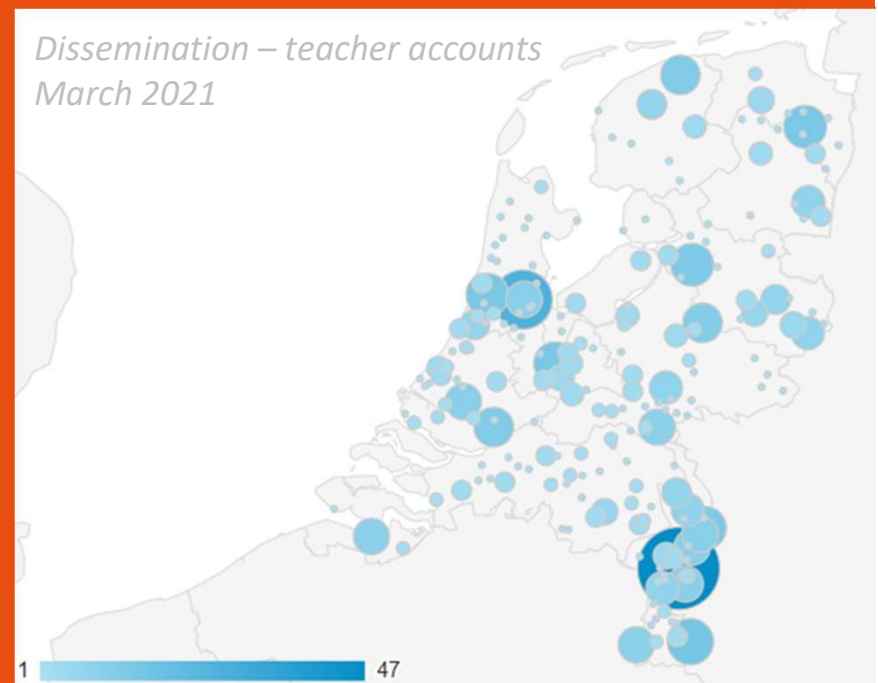
Redesign and strengthen Krachtvoer in a co-creation process with schools and students.

Position it as an appealing familiar starting point for schools to adopt the Healthy School Program, and as a catalyst for such an integral approach.

Website: www.krachtvoer.nu

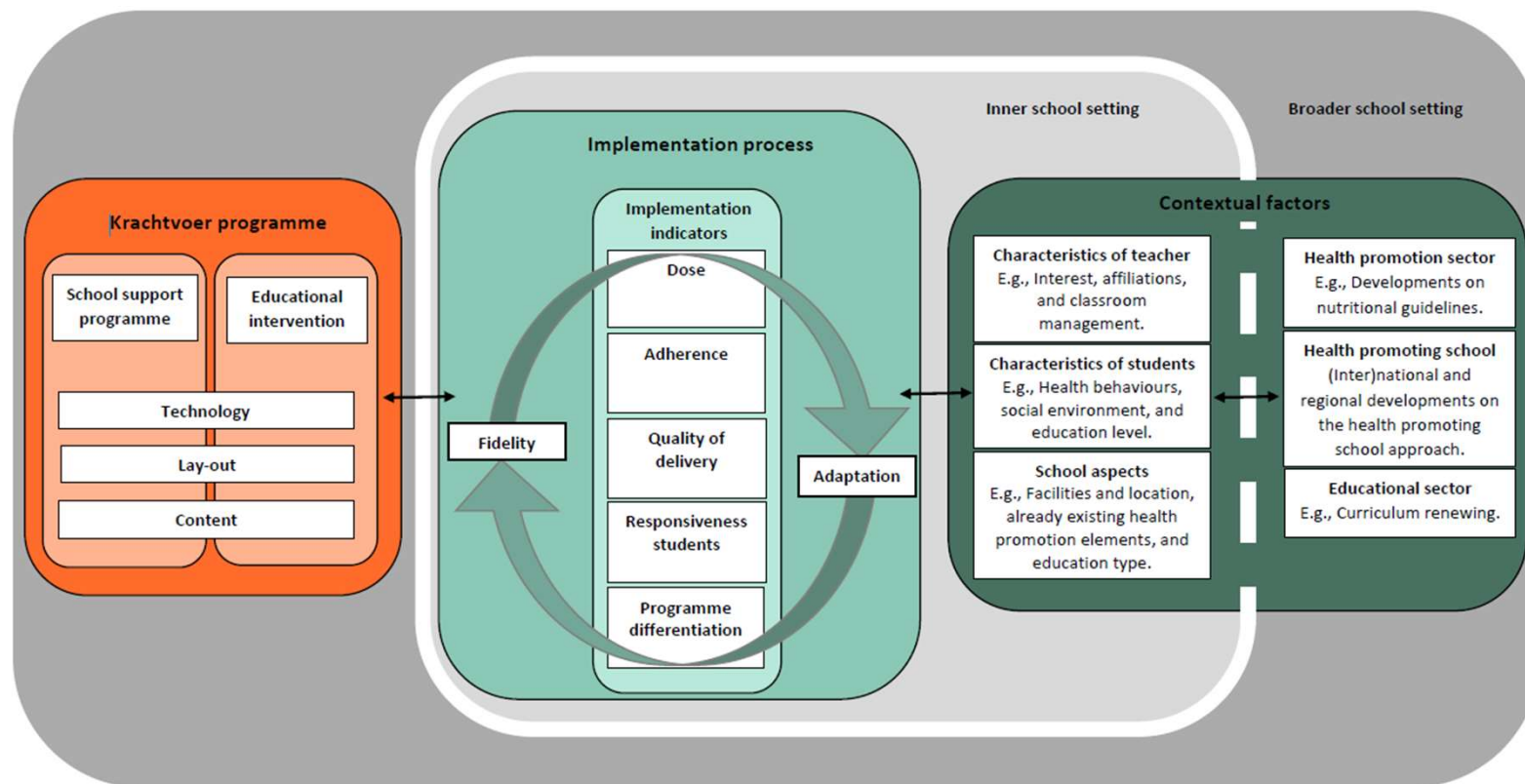
- extensive implementation support
- opportunities for capacity building
- connection with other health promotion initiatives
- enabling alignment with contextual matters

*Dissemination – teacher accounts
March 2021*



Conceptual framework of contextual fit ¹

Implementation of health promotion programmes is determined by the programme itself, the continuously changing inner and broader school contexts, and their interaction.



Action-oriented mixed research methods constantly provide input to develop the programme and its implementation strategy via continuous micro-process cycles; implementing – measuring – evaluating - adapting.

HPS research in the Netherlands

In general

- Focus on each specific context
- Co-creation
- Feedback loops

Acknowledging all our research and co-creation partners

Thank you!

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