



# CREATING A HEALTHY SCHOOL TOGETHER

*Building community capacity as a strategy for (sustainable)  
implementation of Health Promoting Schools*

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# Adolescence: an important phase in life

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- Making choices more independently
- Tracks into adulthood
- However... often more unhealthy choices are made



# School: an influential setting



- **Education**  
*Structural attention for healthy lifestyle in the classroom*
- **Environment**  
*A social and physical environment that makes the healthy choice the easy choice*
- **Policy**  
*Embedding what you do and what you stand for*
- **Signaling**  
*Monitoring health trends and problems and prioritize accordingly*



# Becoming and remaining a Healthy School: a challenging task

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- Tailoring national program to daily practice
- Ownership and broad support





# **Building community capacity**

Developing...

Knowledge and skills

Ownership and leadership

Structures and systems

At the level of...

- ..the individual
- ..the organisation

# Four capacity-building strategies

1

**LEADERSHIP**



2

**PARTICIPATORY  
SCHOOL CUTLURE**



3

**TAILORED  
ACTIVITIES**

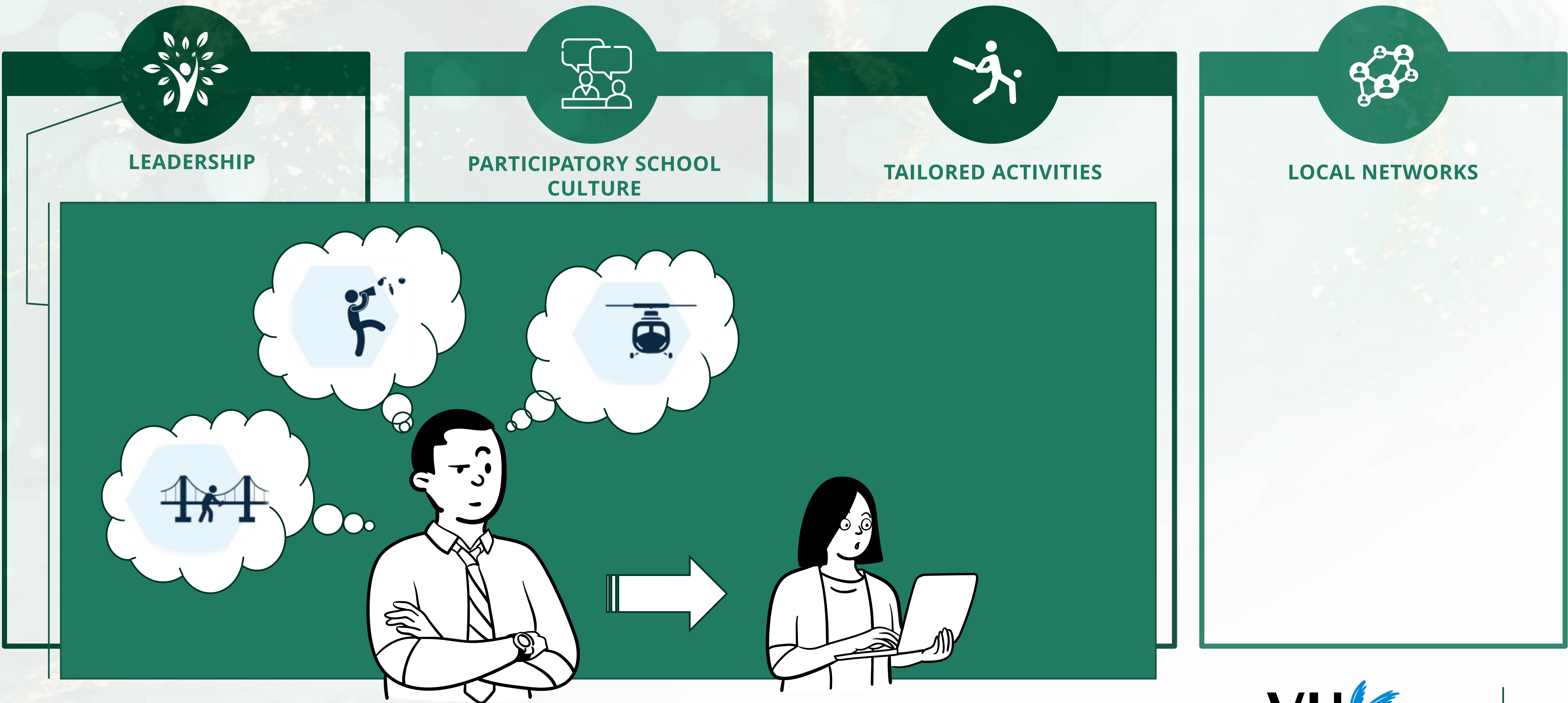


4

**LOCAL  
NETWORKS**



# Four capacity-building strategies - leadership





# Four capacity-building strategies – school culture



LEADERSHIP



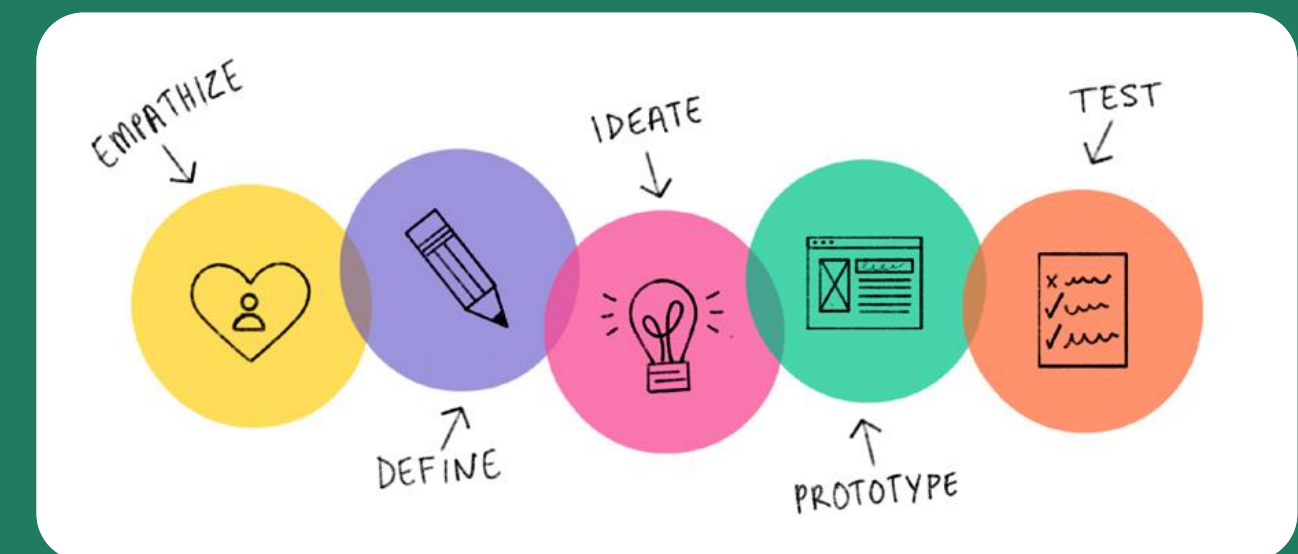
PARTICIPATORY SCHOOL  
CULTURE



TAILORED ACTIVITIES



LOCAL NETWORKS





# Four capacity-building strategies – school culture



LEADERSHIP



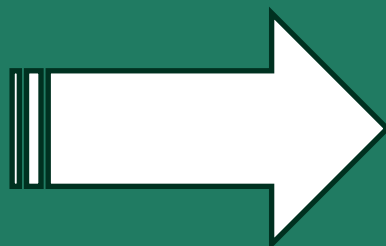
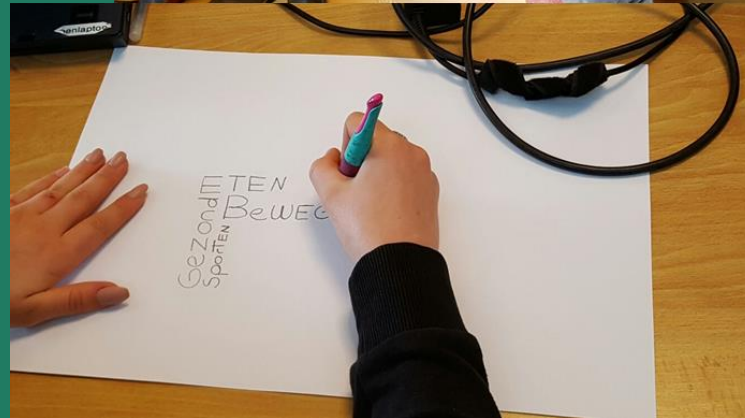
PARTICIPATORY SCHOOL CULTURE



TAILORED ACTIVITIES



LOCAL NETWORKS





# Four capacity-building strategies – school culture



LEADERSHIP



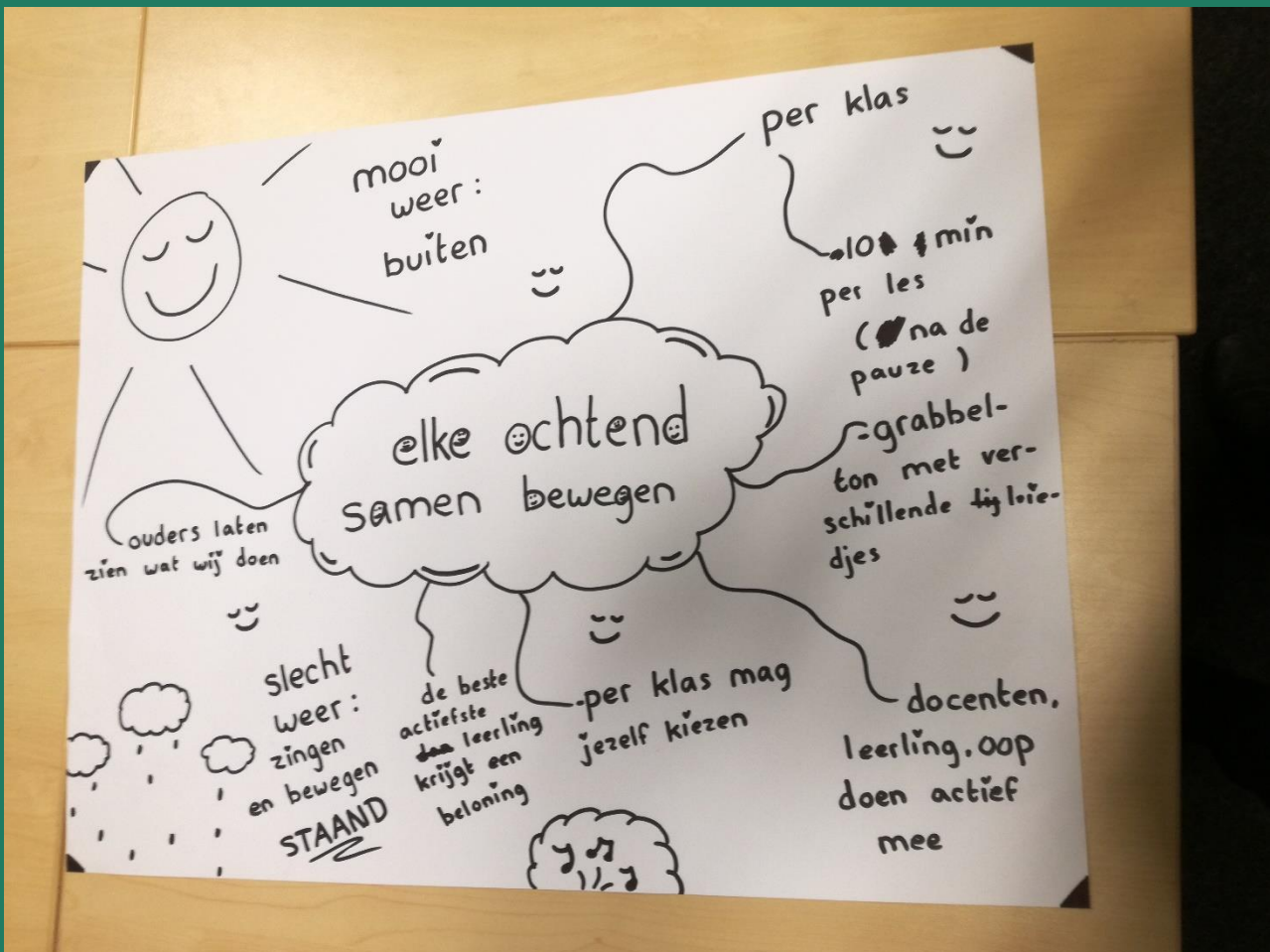
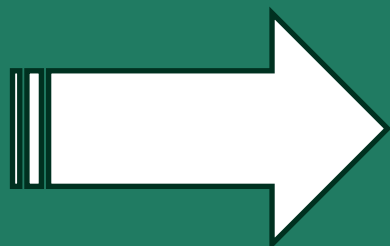
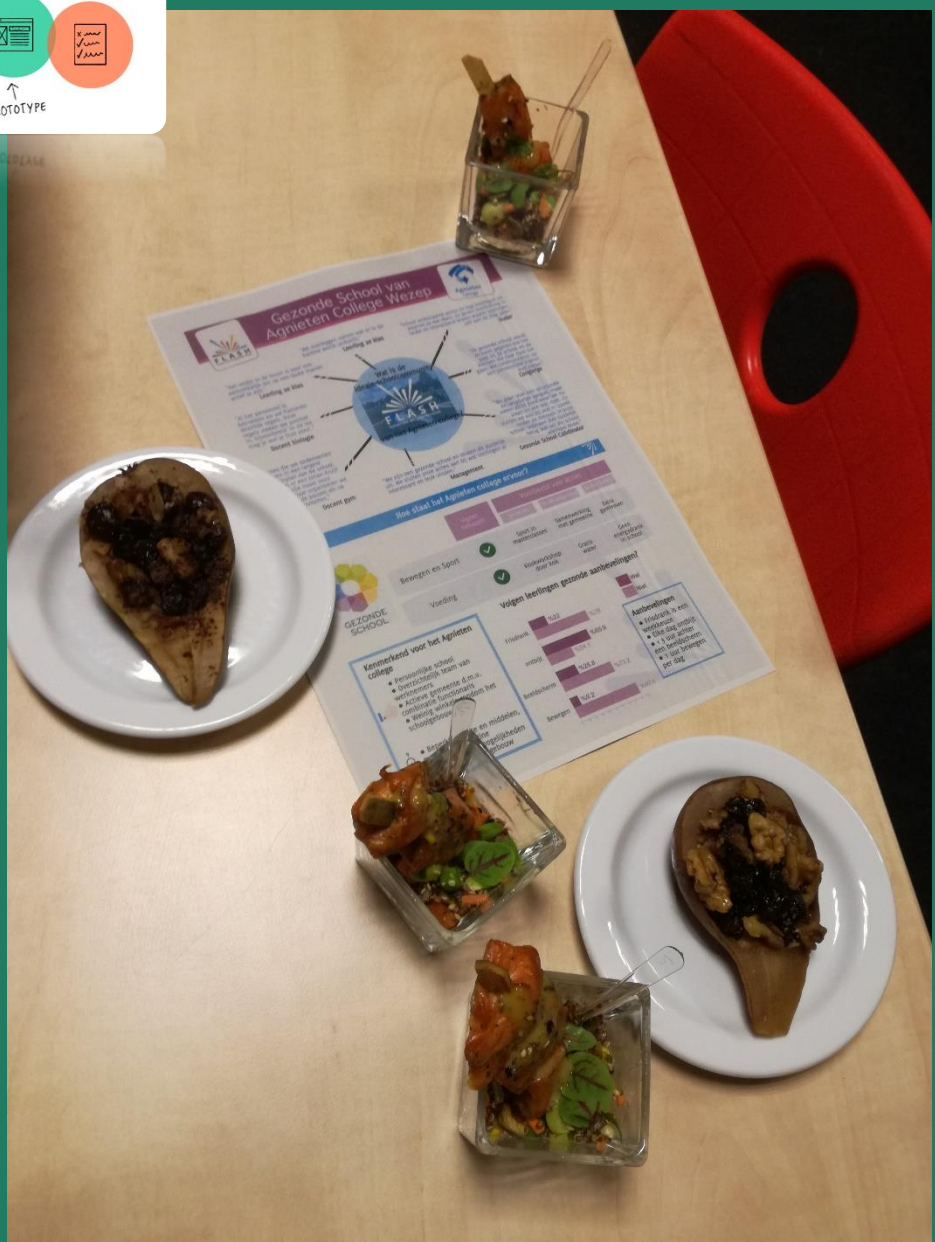
PARTICIPATORY SCHOOL CULTURE



TAILORED ACTIVITIES



LOCAL NETWORKS





# Four capacity-building strategies – tailored activities



LEADERSHIP



PARTICIPATORY SCHOOL CULTURE



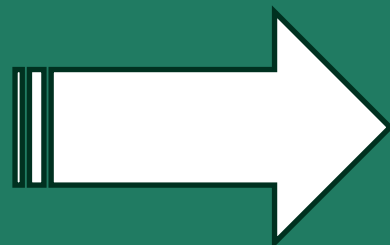
TAILORED ACTIVITIES



LOCAL NETWORKS

## Trappen estafette

<p><b>Agieten</b></p> <p>Doel = sedentair gedrag verminderen tijdens les tijd</p> <p>Activiteit:</p> <ul style="list-style-type: none"><li>* vier stobureaus aanschaffen voor biologie/lokaal</li><li>* tien wielsetkrakken aanschaffen voor kader/basisklas</li><li>* plan maken voor lesmethode rondom moestuinen</li><li>* Ouders en schoolpersoneel ook gebruik laten maken van materialen tijdens reguliere contactmomenten</li></ul> <p>Evaluatie:</p> <ul style="list-style-type: none"><li>* observeren tijdens lessen</li><li>* gebruiksvriendelijkheid materialen</li><li>- docenten</li><li>- leerlingen</li><li>* check of plan aanwezig is en wat de inhoud is</li></ul>	Planning	<p><b>Tak</b></p> <p>Doel = gezond eetgedrag (tijdens schooltijd) stimuleren</p> <p>Activiteit:</p> <ul style="list-style-type: none"><li>* strippenkaart ontwikkelen en implementeren voor gebruik in schoolkantine</li></ul> <p>Evaluatie:</p> <ul style="list-style-type: none"><li>* bijhouden verkoop strippenkaarten (en inruilen volle strippenkaarten)</li><li>* aantal berichten m.b.t. bekendheid strippenkaart</li><li>* observeren in pauzes aantal verkochte producten</li><li>* gebruiksvriendelijkheid strippenkaart</li></ul>	Planning
<p><b>Talent Stad</b></p> <p>Doel = waterconsumptie stimuleren</p> <p>Activiteit:</p> <ul style="list-style-type: none"><li>* nudgingstrategieën inzetten rondom watertap</li><li>- waterdruppelpad aanleggen</li><li>- Regies beschikbaar stellen</li></ul> <ul style="list-style-type: none"><li>* educatie in lessen Dienst &amp; Producten</li><li>* saladebar idee uitwerken en nieuw schoolplein openen</li></ul> <p>Evaluatie:</p> <ul style="list-style-type: none"><li>* observaties rondom watertap: implementatie &amp; gebruik</li><li>* waterconsumptie uit vragenlijst</li><li>* evaluatie in overleg met docent D&amp;P</li><li>* check of idee uitgewerkt is en schoolplein scan</li></ul>	Planning:	<p><b>Het Perron</b></p> <p>Doel = bewegen in en rondom school stimuleren</p> <p>Activiteiten:</p> <ol style="list-style-type: none"><li>1. lesmodule maken voor verbinding bio en lo (bloeddruk/hartslag) op zoals bij Run2Fit</li><li>* klassencompetitie opzetten met trappenestafette</li><li>* aanleg sportveld voor buitenlessen lo</li><li>2. * aanschaf watertap</li><li>* -voetstappen plaatsen richting watertap</li><li>- berichten plaatsen op digitale schermen</li></ol> <p>Evaluatie:</p> <ol style="list-style-type: none"><li>1. evaluatie lesmodule in overleg met docent</li><li>* voor- en nameting met aangeschafte activiteitsmeters</li><li>* eventueel schoolplein scan of beleidsanalyse</li><li>2. * observaties rondom watertap: implementatie en gebruik</li><li>* overzicht laten bijhouden berichten: inhoud en frequentie</li></ol>	Planning





# Four capacity-building strategies – local networks



LEADERSHIP



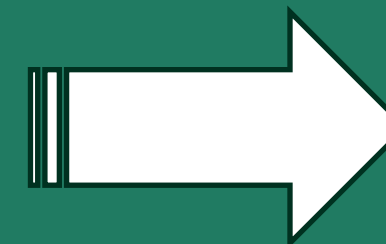
PARTICIPATORY SCHOOL  
CULTURE



TAILORED ACTIVITIES

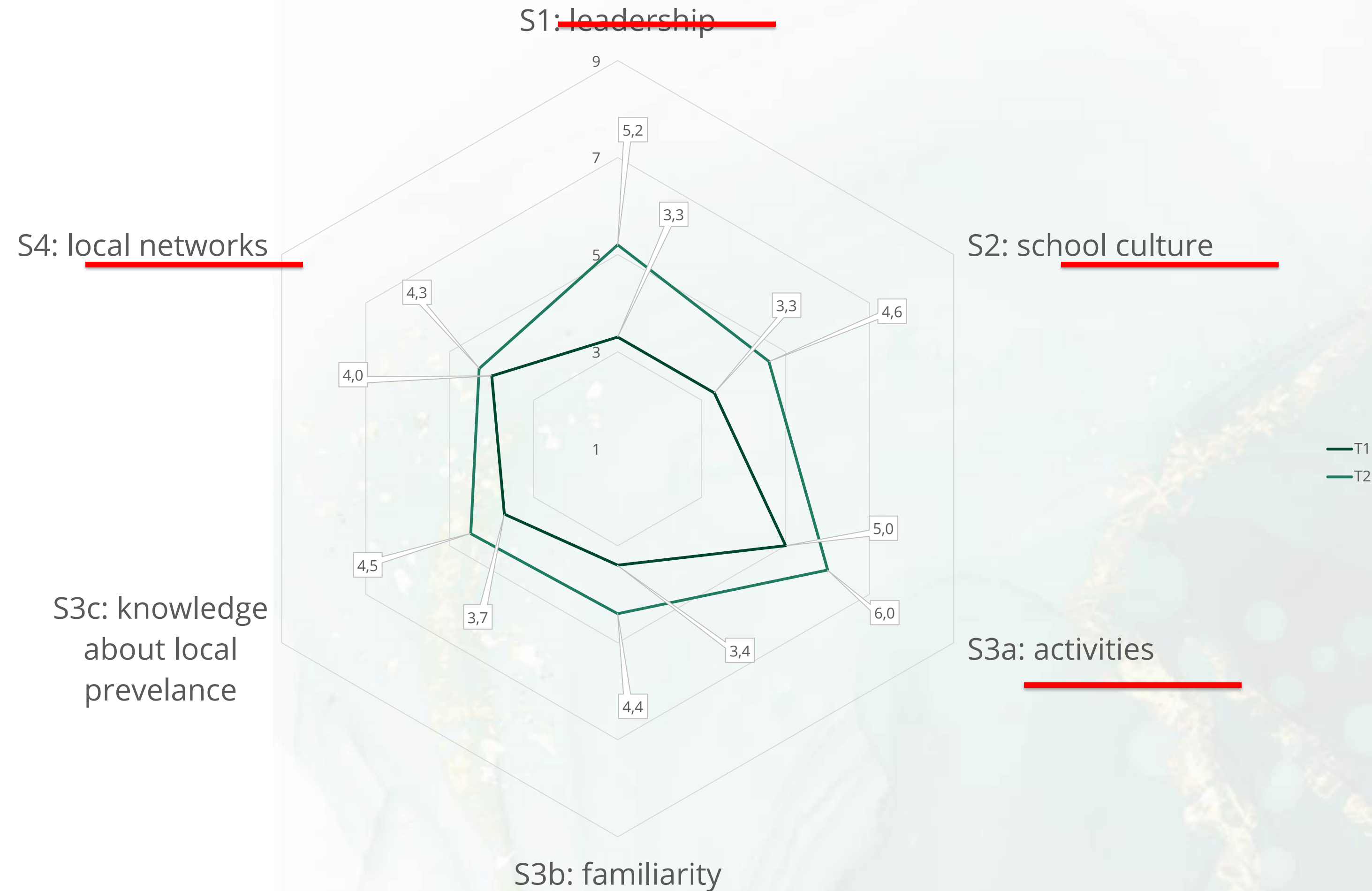


LOCAL NETWORKS





# Impact – change in community capacity



- Interviews with key stakeholders in year 1 and 3
- Segments scored on stages of readiness



# Impact – adolescents' health





# Lessons learned for building community





# Lessons for researchers for intersectoral collaboration

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- ✓ **Don't be afraid to try**
- ✓ **Look for opportunities**
- ✓ **Embrace complexity and uncertainty**
- ✓ **Be flexible**







*Only after this project I realised that my role is about bringing people together. Only then things get moving. It became not so much about the end result, but the process on how to get where we wanted to be and who we needed for that.*



The background is an abstract composition of teal and green watercolor-like washes. It is decorated with numerous circular, bubble-like patterns in various shades of teal and several diagonal, shimmering gold lines that resemble marbled paper or liquid swirls. A semi-transparent dark teal rectangle is positioned in the center of the image, serving as a backdrop for the text.

**Thank you for your attention!**