

## Dialogue tool

### Introduction

This mapping tool has been created within the frame of the “Healthy Regions” project, financially supported by the EU Public Health Programme.

The dialogue tool covers the following themes:

1. Health and health promotion
2. Health and learning
3. Health and culture
4. Level of strategic health approach
5. Level of health competencies
6. Level of empowerment
7. Level of mainstreaming
8. Health as an economic growth sector

Definitions are provided to set a frame for each theme. Based on the definitions and your understanding it is possible to rate the region in three levels. To guide you to define the levels, examples are provided for each theme.

After having rated all 8 themes from 1 to 3, you can introduce the ratings on the “spider web” and draw a line between all ratings. It is possible to give ratings for your wishes for the future and introduce these ratings in the “spider web” with a different color. In this way, you get a visual overview of the present situation and where the development should lead you.

## 1. Health and health promotion

### What does it mean?

**Health promotion is the process of enabling people to increase control over, and to improve, their health.** To reach a state of complete physical, mental and social well-being, an individual or group must be able to identify and to realize aspirations, to satisfy needs, and to change or cope with the environment. Health is, therefore, seen as a resource for everyday life, not the objective of living. **Health is a positive concept emphasizing social and personal resources, as well as physical capacities. Therefore, health promotion is not just the responsibility of the health sector, but goes beyond healthy life-styles to well-being.**

### Prerequisites for Health

The fundamental conditions and resources for health are:

- peace,
- shelter,
- education,
- food,
- income,
- a stable eco-system,
- sustainable resources,
- social justice, and equity.

Improvement in health requires a secure foundation in these basic prerequisites.

Source: <http://www.who.int/healthpromotion/conferences/previous/ottawa/en/>

To what extent does your region prioritize health and health promotion?	Present level	Wishes to future level
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Level 1: Very little		
Level 2: To some extent		
Level 3: To a great extent		

**When you examine present level, please provide evidence and examples here:**



## 2. Health and learning

### What does it mean?

**Health and learning are closely intertwined and the interaction between health and learning is evident at all ages**, from early childhood through to the later stages in life.

**Health and social factors have a profound effect on learning**, while all types of education, not just health education, support good health. **Health literacy and knowledge can be a pre-requisite to making healthier lifestyle choices.**

**Health literacy represents the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health.**

Health literacy implies the achievement of a level of knowledge, personal skills and confidence to take action to improve personal and community health by changing personal lifestyles and living conditions. Thus, health literacy means more than being able to read pamphlets and make appointments. By improving people's access to health information, and their capacity to use it effectively, health literacy is critical to empowerment. Health literacy is itself dependent upon more general levels of literacy. Poor literacy can affect people's health directly by limiting their personal, social and cultural development, as well as hindering the development of health literacy<sup>1</sup>.

More recently health literacy was defined as: *'The degree to which people are able to access, understand, appraise and communicate information to engage with the demands of different health contexts in order to promote and maintain good health across the life-course'*<sup>2</sup> (2006).

Main Source:

<http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/HealthandLearning/ResearchPresentations/?Language=EN>

To what extent does your region use learning to improve health?	Present level	Wishes to future level
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<sup>1</sup> Nutbeam, D. (1998): Health promotion glossary. In: Health Promotion International, 13, 4, S. 349 -364.

<sup>2</sup> Kwan B., Frankish J., Rootman I. The Development and Validation of Measures of "Health Literacy" in Different Populations (2006) Vancouver: University of British Columbia Institute of Health Promotion Research and University of Victoria Centre for Community Health Promotion Research.

Level 1: Very little		
Level 2: To some extent		
Level 3: To a great extent		

**When you examine present level, please provide evidence and examples here:**

### 3. Health and culture

#### What does it mean?

***Cultural activities and cultural consumption are valuable complements to rehabilitation and treatment. Arts in hospitals and art as a resource for care has been developed in many countries through the last decades. However more recent scientific findings also show close links between health and being an active consumer of culture or having leisure time activities. A widening of the participation net in the cultural life in a population could be beneficial to its health. On a structural level “culture for health” contributes to fulfilling public health objectives.***

In addition to the overarching aim of creating social conditions for good health on equal terms for the entire population, several domains of public health objectives are particularly relevant to the importance of ‘culture for health’. The first domain concerns participation and influence in society. Cultural activities have an intrinsic value but also the social context within which it takes place has a positive impact on health.

Furthermore, cultural factors concern the importance of secure and favorable conditions during childhood and adolescence. It is particularly important for the health and development of young people to ensure that the physical, mental, emotional, social, intellectual and spiritual aspects of health are taken into account. Children and young people should have the opportunity to develop in all these areas that includes artistic and cultural activities.

In working life, there are a number of examples of measures that use cultural activities to prevent exhaustion and ill health as well as promote and improve the health of the employees.

Culture can also have an impact on the ongoing discussion regarding the need for a more health-promoting health care where recent research points to the value of culture in care and rehabilitation.

The concept of culture in the field of public health is used in its broad sense to incorporate individual creativity and artistic expression as well as leisure time activities, nature and the environment.

An international strategy for the idea of nature, culture and health functioning together is developed by the association Nature-Culture-Health International, founded on November 12<sup>th</sup> 2004. The inspiration comes from a Nordic concept based on the idea of wholeness thinking and emphasizing:

- Nature, out-door life and environmental activities;
- culture, art, physical activity and diet;
- health promotion, prevention and rehabilitation.

The intention is to:

- increase participants own empowerment and participation in activities in relation to strengthening their own health, quality of life and function;
- create growth in social networks that are encouraging and stimulating;
- motivate to work ability and to explore ways of coping in day-to-day activities.

MainSources and literature: [http://www.fhi.se/templates/mondosearch\\_5254.aspx?quicksearchquery=culture+for+health](http://www.fhi.se/templates/mondosearch_5254.aspx?quicksearchquery=culture+for+health)

[http://portal.unesco.org/culture/en/ev.php-URL\\_ID=18716&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/culture/en/ev.php-URL_ID=18716&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Gunnar Tellnes: Nature-Culture-Health as a Holistic Model. In Lee, YT, Kofler, Khaililow, E. Science Without Borders, Volume 2, 2005/2006. Innsbruck: International Academy of Science, 2006.

To what extent does your region use nature and cultural activities to promote health and well-being?	Present level	Wishes to future level
Level 1: Very little		
Level 2: To some extent		
Level 3: To a great extent		

**When you examine present level, please provide evidence and examples here:**

## 4. Level of Strategic Health Approach

### What does it mean?

A strategy is a broad framework for action which indicates goals, methods and underlying principles.<sup>3</sup> **A strategic approach on health** should bring together **all sectors in working towards common health objectives**<sup>4</sup>.

The purpose of the European strategy (*Together for Health: A Strategic Approach for the EU 2008-2013*) is rather to put in place a new framework to set the direction of travel. The options therefore look at different ways of putting such a framework in place.

Three levels of strategic approach, adapted to a regional level, could be set as follows<sup>5</sup>:

Level 1 - No new health strategy: most recent guidelines from European Commission and World Health Organization are not taken into account in regional health strategies and health is considered only as cost.

Level 2 - Health strategy with enhanced intersectoral action at local level.

Level 3 - Health strategy with enhanced intersectoral action, structured cooperation with health agencies in the Region and other stakeholders, and binding targets.

The relationship between health and wealth is considered in strategic planning activities.

To what extent do your regional strategies for health follow European strategies for health?	Present level	Wishes to future level
Level 1: Very little		
Level 2: To some extent		

3 Naidoo, J. and Wills, J. (2000) Health Promotion: Foundations for Practice 2nd Edition, London, Bailliere Tindall

4 Accompanying document to the WHITE PAPER "Together for Health: A Strategic Approach for the EU 2008-2013". Impact Assessment.

5 Adapted by the Accompanying document to the WHITE PAPER "Together for Health: A Strategic Approach for the EU 2008-2013". Impact Assessment. (as cited above)

Level 3: To a great extent		
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**When you examine present level, please provide evidence and examples here:**



## 5. Level of Health Competencies

### What does it mean?

Competence refers to a person's underlying characteristics that are causally related to job performance<sup>6</sup>. Competence is defined in the context of particular knowledge, traits, skills, and abilities.

**Competence can be defined as the ability to perform a specific task in a manner that yields desirable outcomes.**

This definition implies **the ability to apply knowledge, skills, and abilities successfully to new situations as well as to familiar tasks for which prescribed standards exist<sup>7</sup>.**

**Public health is about health promotion and disease and injury prevention through research, community intervention and education.** It also is about eradicating health disparities. No matter what form public health assumes, its goal is always the same: to improve people's quality of life by focusing on health promotion and disease and injury prevention.

The Council on Linkages Between Academia and Public Health Practice (Council) developed the **Core Competencies for Public Health Professionals** to help strengthen public health workforce development. This list builds on ten years of work on this subject by the Council and numerous other organizations and individuals in public health academic and practice settings (<https://www.train.org/Competencies/pb.aspx?tabID=94#definitions>).

**The Core competencies are the individual skills desirable for the delivery of Essential Public Health Services.** Intended levels of mastery, and therefore learning objectives for workers within each competency, will differ depending upon their backgrounds and job duties.

The multi-disciplinary nature of public health means that practitioners will contribute to different areas of public health practice. In addition, to deliver healthy public policy there is a need to ensure specialists in other areas are trained to understand the health implications of their work and take effective action accordingly.

There are specific competencies for providing Essential Public Health Services.

### The Ten Essential Public Health Services\*

- Monitor health status to identify community health problems
- Diagnose and investigate health problems and health hazards in the community

6 Boyatzis, R.E. 1982. The Competent Manager: A Model for Effective Performance. New York. Wiley.

7 Lane, D.S., and V.S. Ross. 1998. Defining competencies and performance indicators for physicians in medical management. American Journal of Preventive Medicine 14:229–36.

- Inform, educate, and empower people about health issues
- Mobilize community partnerships to identify and solve health problems
- Develop policies and plans that support individual and community health efforts
- Enforce laws and regulations that protect health and ensure safety
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable
- Assure a competent public health and personal health care workforce
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services
- Research for new insights and innovative solutions to health problems

\* Source: Public Health Functions Steering Committee, Members (July 1995)

To what extent does your region provide the resources and infrastructure for people to live healthy lives?	Present level	Wishes to future level
Level 1: Very little		
Level 2: To some extent		
Level 3: To a great extent		

**When you examine present level, please provide evidence and examples here:**

## 6. Level of empowerment

### What does it mean?

Empowerment has been defined as 'a process by which people, organizations and communities gain mastery over their affairs'<sup>8</sup>; with community empowerment as '**a social action process by which individuals, communities, and organizations gain mastery over their lives in the context of changing their social and political environment to improve equity and quality of life**'<sup>9</sup>.

The World Bank has defined empowerment as 'the process of increasing capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes' to 'build individual and collective assets, and to improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets'<sup>10</sup> and the 'expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives'<sup>11,12</sup>. WHO health promotion strategies have described community action and empowerment as prerequisites for health<sup>13</sup>.

**Empowerment is an action-oriented concept** with a focus on removal of formal or informal barriers, and on transforming power relations between communities and institutions and government. **It is based on an assumption of community cultural assets that can be strengthened through dialogue and action**<sup>14</sup>.

Available at: [http://www.euro.who.int/eprise/main/WHO/Progs/HEN/Syntheses/empowerment/20060119\\_2](http://www.euro.who.int/eprise/main/WHO/Progs/HEN/Syntheses/empowerment/20060119_2)

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8 Rappaport J. Terms of empowerment/exemplars of prevention: toward a theory for community psychology. *American Journal of Community Psychology*, 1987, 15(2):121–148.

9 Wallerstein N. Powerlessness, empowerment, and health: implications for health promotion programs. *American Journal of Health Promotion*, 1992, 6(3):197–205.

10 What is empowerment? The World Bank, 2005, (<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTEMPowerment/0>, content accessed 30 November 2005).

11 Narayan D. *Empowerment and poverty reduction: a sourcebook*. Washington, World Bank, 2002.

12 World Health Organization. *The Jakarta Declaration on Leading Health Promotion into the 21st Century*. Fourth International Conference on Health Promotion. Jakarta, 1997 ([http://www.who.int/hpr/NPH/docs/jakarta\\_declaration\\_en.pdf](http://www.who.int/hpr/NPH/docs/jakarta_declaration_en.pdf), accessed 15 November 2005).

13 Canadian Public Health Association, Health and Welfare Canada, World Health Organization. *Ottawa Charter for Health Promotion*. Adopted at an international conference on health promotion, *The Move Towards A New Public Health*, Ottawa, 17–21 November, 1986 ([http://www.who.int/hpr/NPH/docs/ottawa\\_charter\\_hp.pdf](http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf), accessed 15 November 2005).

14 Freire P. *Pedagogy of the oppressed*. New York, The Seabury Press, 1970.

To what extent does your region facilitate the empowerment of its citizens?	Present level	Wishes to future level
Level 1: Very little		
Level 2: To some extent		
Level 3: To a great extent		

When you examine present level, please provide evidence and examples here:

## 7. Level of mainstreaming

### What does it mean?

Mainstreaming of health, with the aim of *integrating consideration of health issues and impacts into all relevant policymaking, both at the European level and national, regional and local levels*, it's the base of the new European Health Strategy: Health in All Policies (HIAP).<sup>15</sup>

To what extent does your region make health a cross sectoral issue?	Present level	Wishes to future level
Level 1: Very little		
Level 2: To some extent		
Level 3: To a great extent		

When you examine present level, please provide evidence and examples here:

<sup>15</sup> Accompanying document to the WHITE PAPER "Together for Health: A Strategic Approach for the EU 2008-2013". Impact Assessment.

## 8. Health as an economic growth factor

### What does it mean?

**Health has been shown to be a 'robust and sizeable predictor of subsequent economic growth'** in many studies looking at differences in growth between poor and rich countries. Health policymakers have long been arguing that 'health means wealth', that a healthy population is necessary for economic productivity and prosperity, and that this is a 'virtuous circle', as wealth also leads to better health.

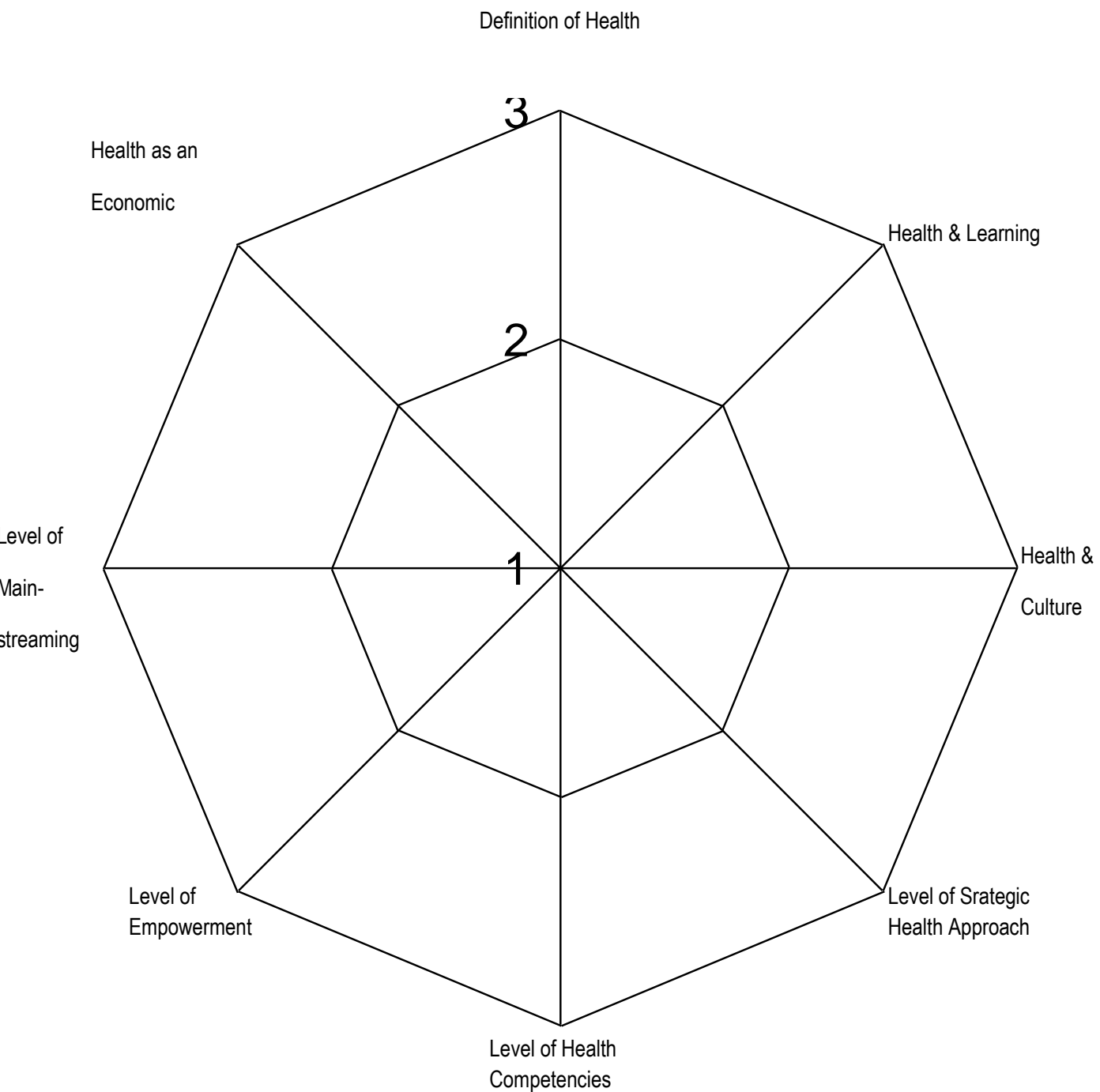
The theoretical underpinning to the '**health means wealth**' argument was developed by Becker (1964) and then further developed and strengthened by Grossman (1972), who was the first to construct a model of the demand for health applying the human capital theory<sup>16</sup>. We know that **health is determined by many factors**: genetic, economic, social, environmental and cultural and that economic models can contribute to widening health inequality; **so a regional health strategy should be based on involving partners even outside the health sector to achieve health improvements.**

To what extent does your region consider health to be an economic growth factor?	Present level	Wishes to future level
Level 1: Very little		
Level 2: To some extent		
Level 3: To a great extent		

When you examine present level, please provide evidence and examples here:

<sup>16</sup> Suhrcke M, McKee M, Stuckler D, Sauto Arce R, Tsoлова S, Mortensen J. The contribution of health to the economy in the European Union. Public Health. 2006 Nov;120(11):994-1001. Epub 2006 Oct 4.

## The Health Spider Web



**The following initiatives should be prioritized in the near future:**

(E.g. describe briefly your temporary ideas for each subject and how to move on)

1. **Health and health promotion**
  
2. **Health and learning**
  
3. **Health and culture**
  
4. **Level of strategic health approach**
  
5. **Level of health competencies**
  
6. **Level of empowerment**
  
7. **Level of mainstreaming**
  
8. **Health as an economic growth factor**