ADDRESSING HEALTH PROMOTION THROUGH AN INTEGRATED ‘WHOLE SCHOOL’ APPROACH TO EATING IN SECONDARY SCHOOL - RESULTS FROM THE LOMA-NYMARKSKOLEN CASESTUDY.

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Acknowledgements
Introduction

This study applies an interdisciplinary theoretical framework:

Democratic health education (WHO 1986, White paper 2007)

‘Sense of coherence’ and ‘quality of life’ (Antonovsky 1987)

Communities of practice (Wenger 2000)

Public Health Promotion = health policy x health education (Green and Tones 2010)

Health Promoting Schools framework. Involving students in learning and health promotion processes. (Jensen and Simovska 2005)

Foodscape studies. Images of foodscapes (Mikkelsen et. al 2011)
Introduction

• Food scape studies...

“The institutional foodscape is the physical, organisational and socio-cultural space in which clients/guests encounter meals, food and food related issues, including health-related messages”
(Mikkelsen et. al. Images of foodscapes 2011)

• School food scapes...

‘Protected spaces’ – arenas for promoting healthier eating habits among students’
Fig. 1 Illustration of the LOMA school food scape

Whole school and integrated approach
+ a ‘local perspective’
Fig. 1 Illustration of the LOMA school food scape

- **Physical**
  - Food
  - Kitchen manager orders local food

- **Organisational**
  - A joint meal

- **Socio-cultural**
  - Students participate in cooking
  - Health and Math curricular project

- Whole school and integrated approach + A local perspective
1. School food must be healthy according to NNR and made from scratch.

2. Students participate in planning and cooking together with professionals as part of curriculum. The kitchen is designed in a way that supports this.

3. The production kitchen has professional equipment in order to recruit and retain professional staff.

4. Food is sourced from local producers if possible (preferably organic).

5. LOMA aim to be sustainable in terms of energy and water consumption and also as a workplace.

6. LOMA can be established in existing or new buildings.
• Students plan, cook, present, serve, clean up – enjoy!

• 250 meals a day

• Weekly shifts
Students and teachers shared a joint meal each day.

Either food from LOMA kitchen or packed lunch from home.
The intervention

The hypothesis was that the LOMA (Lokal Mad) intervention would contribute to promote health by improving:

1. Students’ food and health related action competences (knowledge and insight, motivation, practical and social skills)
2. Healthier eating habits
3. ‘Quality of life’ and ‘sense of coherence’

In addition to contribute to

4. Sustainable local food production and consumption
5. Cooperation between school and local producers on learning
Methods

Design
A single-case study design. Action research approach involved teachers, students and administrative staff.

Data collection - via mixed methods

- Focus group interviews
- Single person interviews
- Video
- Photo
- Documents (e.g. students work and own evaluations)
- Questionnaire on students intranet
- Online survey in quasi-experimental pilot study (pre-post, control)
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<tr>
<th>Time</th>
<th>Field events</th>
<th>Methods for capturing data about events</th>
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<tbody>
<tr>
<td>2011</td>
<td>New school structure. New Policy.</td>
<td>Decision on applying the LOMA concept. Project organisation, with Community of Practice: 'LOMA-CoP’ including Staff, teachers and researchers.</td>
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<td></td>
<td>Implementation of policy, Nymarkskolen as secondary school.</td>
<td>Initiating case study, qualitative methods. single-case study.</td>
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<td>2012</td>
<td>Investment</td>
<td>Pilot projects for 6th, 7th and 8th grade in order to test and train the programme.</td>
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Methods - analysis

Qualitative data

• Analysed according to time series and themes
• Selected data organised and analysed by Nvivo10 software

Quantitative data from pilot intervention study

• Analysed by STATA
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<td><strong>Students’ health related action competences. Participation in LOMA generated:</strong></td>
<td><strong>Students’ healthier eating habits at school. Implementation of LOMA generated:</strong></td>
<td>‘Quality of life’ and ‘sense of coherence’ at school were identified:</td>
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<td>Knowledge about vegetables</td>
<td>More students eat lunch after the implementation of LOMA</td>
<td>Students and teachers report that LOMA has improved the school ‘ethos’ by adding a sense of coherence and meaningfulness.</td>
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<td>Practical cooking skills</td>
<td>Teachers and students report improved concentration and motivation for learning in afternoon lessons.</td>
<td>Improved relations between students.</td>
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### Results (extract)

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<td>Contributed to local food production and consumption.</td>
<td>Established educational links between school and local producers</td>
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<td>• Municipal contracts for public food procurement facilitated cooperation on food supply with local producers.</td>
<td>• Municipal contracts facilitated excursions and training modules for students.</td>
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This talk…

Presented some of the results from the case study of the LOMA-Local Food program at Nymarkskolen in Svendborg. Applied a food scape and interdisciplinary approach and discussed some implications for practice and research.

Finally concludes that

Further research is needed in order to investigate to which extend the mechanisms identified in the LOMA intervention can be transferred to other school food scapes and generate similar health related outcomes.
Thanks for your attention!

Acknowledgements

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Links:

Video about a LOMA pilot project for 6th grade students at you tube.

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