HOW DOES STAKEHOLDERS PERCEIVE HEALTH AT VOCATIONAL SCHOOL – QUALITATIVE RESULTS FROM SURVEY AT HOLSTEBRO VOC SCHOOL

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Denmark is the clear winner

‘Kiss And Fly’ Zone At Aalborg Airport Limits Goodbye Smooches To 3 Minutes (PHOTO)
Welcome to the masculine foodscapes

http://www.youtube.com/watch?v=uizKQ7Bmk58

The RCT approach

Vocational schools agenda DK
- High Drop out
- High absenteesim
  “we can be psychologistd all of us”
- New focus on handicraft
- Study ambience and health as “a remedy”
- New school reform 45 min PA /8 hours teaching
  “do something”
Conceptual: Whole School Approach
- Vocational school students
- Management
- Middle management
- Teaching staff
- Canteen staff

Conceptual: Foodscapes
Food, People & Places

FoodScapes exploring affordances
"We are behaving in the environment but we are perceivers of it"
"Affordances is about sensing action possibilities in the environment"

Gibson, 1979
A foodscape captures

- The existing food reality. How things are
- The imagined food reality. How things could be
- Food in hospital
- Outside hospital
- The food world
- The world associated with food

- The structures of food environment
- The agency of its agents/stakeholders
- The physical food reality
- The way we speak about it

Foodscape Songlines

Aboriginal mythological foundation

- Assumes that the world is created by singing it alive (Marling, 2003).
- Each of the places where a new experience occurred represented a sacred place for the ancestors descendants to revisit and use.
- These sacred places and the lines that can be drawn in between them, including the distance, represents a "song line".
- The walkabout illustrates a path across the land and ancestors would go for walkabouts and follow these songlines.


Foodscape Songlines

Conceptual foundation 1

- As places and artefacts in the land can be considered sacred, places of importance in a foodscape context can be considered at as potential hotspots = action or hotspots
- Hotspots/touch points are places with affordances = action possibilities

Foodscape Walkabouts
2 parts

1. Unstructured. The first exploratory situational analysis. The initial wandering, the curious go looking tour of the place in question. It results in maps of the place

2. Structured. Participatory walks with mediators or end users with visually assisted data collection and with emphasis on hotspots and touchpoints

F-Songlines approach step by step

- FW 1. Get a first impression. Snapshot
- Plan next steps. How to engage with citizens
- Mapping: how things appear = “food reality”
- FW 2. Structured, v-assisted and participatory
- Draft stories. How the foodscape COULD be
- Do a moodboard. Present visually
- Create storyboard. Present visually

Gitte Marling: Urban Songlines – Hverdagslivets drømmespor
LC-FAT - Local Community Foodscape Assessment Tool

Gearing Up the Body 2014-2015

Intervention program

- Conducted at UCH Holstebro
- Part of the Gearing Up the Body
- Targeting “Auto” and “Transport” educational programs.
- Mixed method approach
- Quantitative: Baseline 2014 1st Follow up 2015 2nd Follow up 2015
- Qualitative: multistakeholder double loop interviews

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Methods

• Mixed method approach
• Interventional
• Observational
• How?:
  • action research
• Quantitative: Baseline 2014 1st Follow up 2015 2nd Follow up 2015
• Qualitative: multistakeholder double loop interviews

Stakeholders

• Top management
• Middle management
• Teachers
• Students
• Canteen staff

UCH foodscapes
Aim of analysis

- Identify important nodes & themes
- Identify barriers for change
- In order to inform future interventions
- And eventually future policies for vocational schools
- Specifying the role of the headmaster, teachers & politicians.

Its ancillary

“I think there is something morally to how much to we engage in people’s lives since we have a right to choose how we live our lives. But I feel that the school has a responsibility to influence the young people or but we also have a moral responsibility to stop when the going is good.”

Middle managers
Not a core business

“The students and the teachers are here in order to develop professional skills as the first priority but of course topics such as diet and nutrition and how to live a healthy life need to go into their mindset and this is not how we used to work in the school.”

Senior managers

Understanding schoolscape

“For example last week where we had a meeting the new Health Council, but it was decided for a week, where in fact students were out on an internship in companies.”

Senior managers

Process needed

“We need a process where we discuss health along with the teachers that is supposed to implement it in real life, get an understanding of what health is and make them want to grow it from the shop floor level.”

Middle managers
Norms for participation

“.....so they were unhealthy many of them and did not want to expose themselves in public doing exercise and the norm was that it was OK to sit inside the class drinking energy drinks instead of exercising”

Middle managers

the "social" is important

“For the breakfast we at the transport and logistics really managed to turn it into a social event”

Middle managers

the right tools missing

“We do not have the necessary facilities to pump up the pulse and make them sweat”

Middle managers
Obesity & body is an issue

“We've had some obese students that came around at some occasions and events and soon after I said to myself: what the hell!!! – since he came around fit as a sports man. At that time he had lost over 100 kg”

Middle managers

Body & career

this guy we thought was sick but the simple explanation was that he could not perform his work, he could not stand up in a car and repair the one he could not lean over the engine room and he could not get in under the car”

Middle managers

Results

themes & nodes

• Breakfast club
  • Positive effects
  • No frame of references
• Canteen activities (nudging, candy etc.)
  • The students bring their own lunch (expensive prices)
  • Candy and energy drinks are the biggest change (positive)
• PA initiative
  • Perceived positively (45 min)
• Quit smoking initiative
  • Little support
• Weight loss initiative
  • Students are not aware of it (negative)
Results
Opinions on the organisation of health
- Health council
  - Students and staff are not aware of it
- Organisation of smoking/weight stop – UCH or municipality?
  - Disagreement among staff and students
- Health, careers and jobs
  - Do we have the right tools, training etc.?
    - In need of educational tools (staff)
- Knowledge about health
  - Organisational. Inhouse or subcontracting?
    - School staff are positive about cooperation
    - In need of interest and help from the municipality

Take home & reflect
"Any plan will do" (Weick)
- “Health” programs as a catalyst
- How to balance political correctness with participation
- How do we bring employers into the loop
- How do we use “the social” and the “masculine”
- How do we fit “health” into a daily life perspective