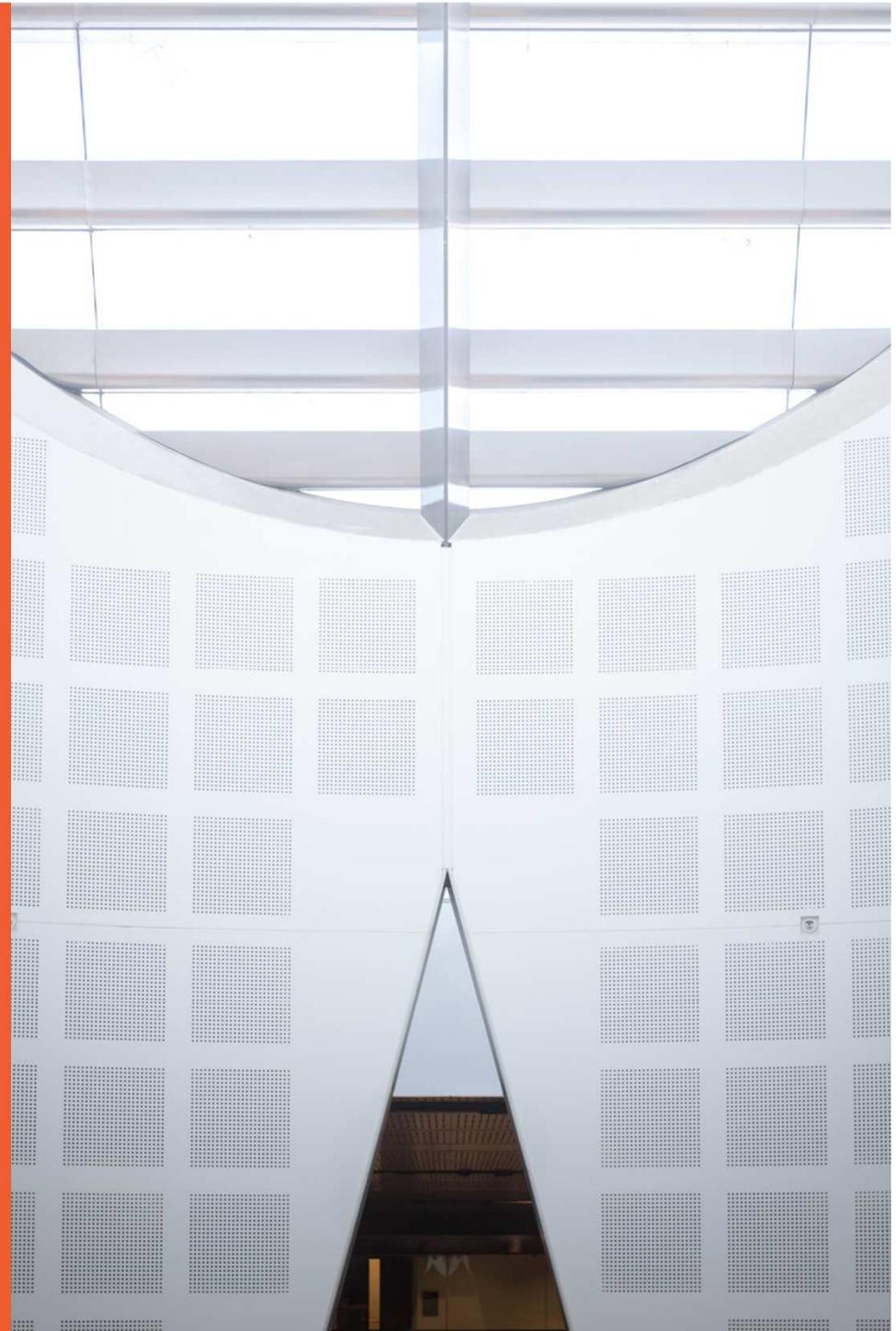


Health Promotion: fundamental concepts from the *Ottawa Charter* to the present day

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Treviso, Italia, December 2019



What is health education ?

- Health Education comprises constructed opportunities for learning involving some form of communication designed to improve health literacy , including improving knowledge, and developing life skills which are conducive to individual and community health

WHO, Health Promotion Glossary, 1998

Where have we come from?

A brief history of health education

- Health education has formed part of responses to public health challenges for more than 150 years
- Early efforts were instructive, formal and often moralising
- Some campaigns were very successful, but post 1950 were increasingly overwhelmed by more sophisticated commercial marketing



Where have we come from?

A brief history of health education

- Since 1970's new generation of health education campaigns focussed on the **social context** of decision-making, the development of personal **health-related skills**
- Informed by evolving **psycho-social theories** (such as health belief model, social-cognitive theory) S
- Supported by more sophisticated understanding of media, and adaptation of **social marketing** techniques to health campaigns



Health education and health promotion

Health promotion evolved as a concept, as a response to:

- **Individual-behavioural focus** of many existing health education programs
- Perceived failure to adequately address underlying **social, economic and environmental determinants** of health, and health related behaviours
- It led to increasing emphasis on **combining different forms of public health intervention** to achieve greater impact and outcome



What is health promotion?

Health promotion concept developed through the *Ottawa Charter*

- *The Charter* is a consensus statement on the “new” public health developed by WHO at the first international conference on health promotion in Ottawa, Canada in 1986
- It uses the term “health promotion” to summarize new approaches to public health intervention.

The *Charter* defines health promotion as:

- the process of enabling people to increase control over the determinants of health and thereby improve their health

WHO, Ottawa Charter for Health Promotion, 1986



Ottawa Charter concepts and principles

The Ottawa Charter emphasises five strategies for health promotion:

- Build healthy public policy
- Create supportive environments
- Strengthen community action
- Develop personal skills
- Re-orient health services

Enable, mediate advocate



Concepts and principles of health promotion

- a holistic and **functional** concept of health - beyond absence of disease
- directed towards **all determinants** of health - operation in different sectors
- **multiple actions** combine to tackle multiple determinants
- health promotion is directed towards **improving control** over the **determinants** of health
- health promotion is **enabling** - done by, with and for people, not on them

Figure 1: A logic model for health promotion planning - Starting at the end

Priority Health Outcomes

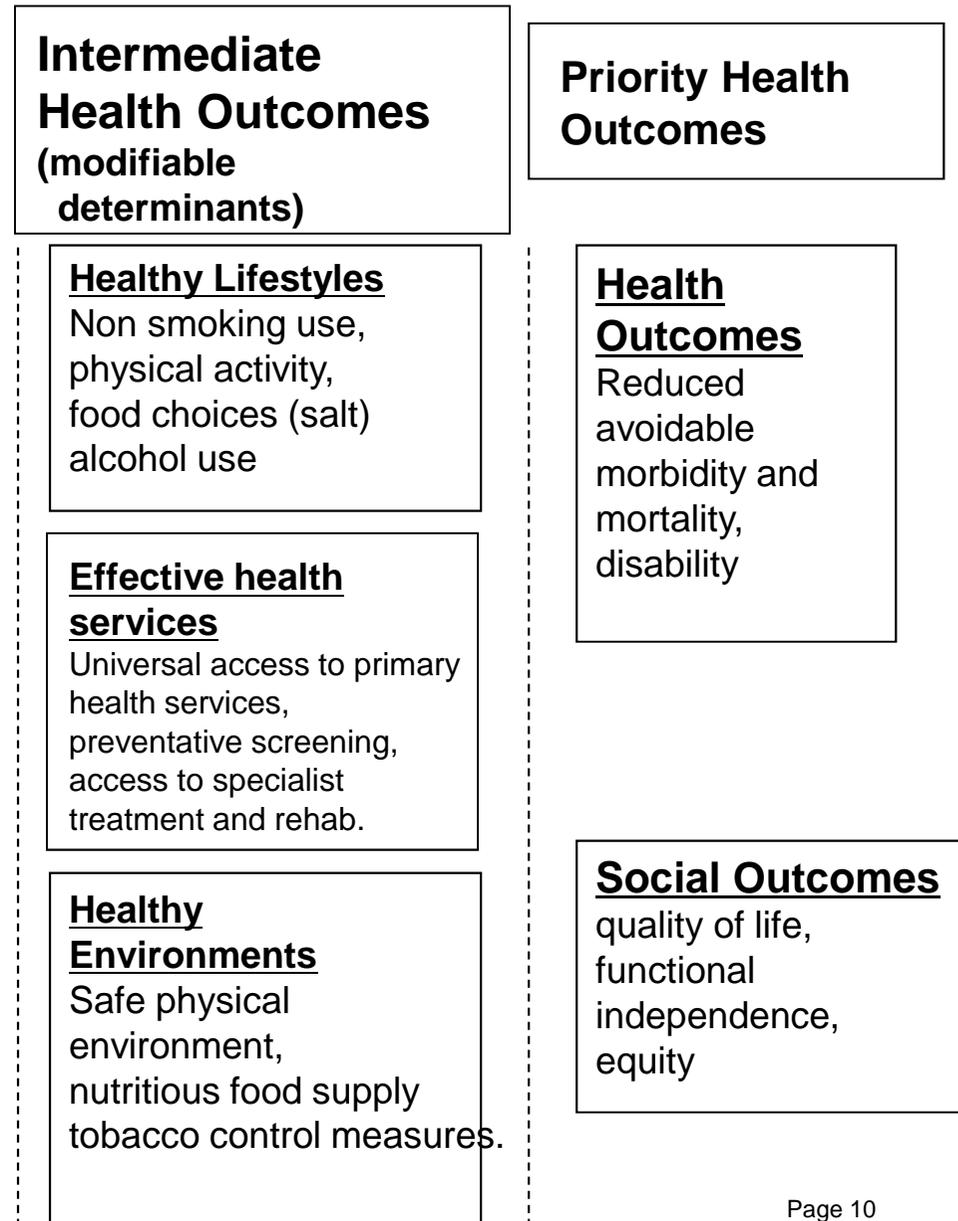
Health Outcomes

Reduced avoidable morbidity and mortality, disability

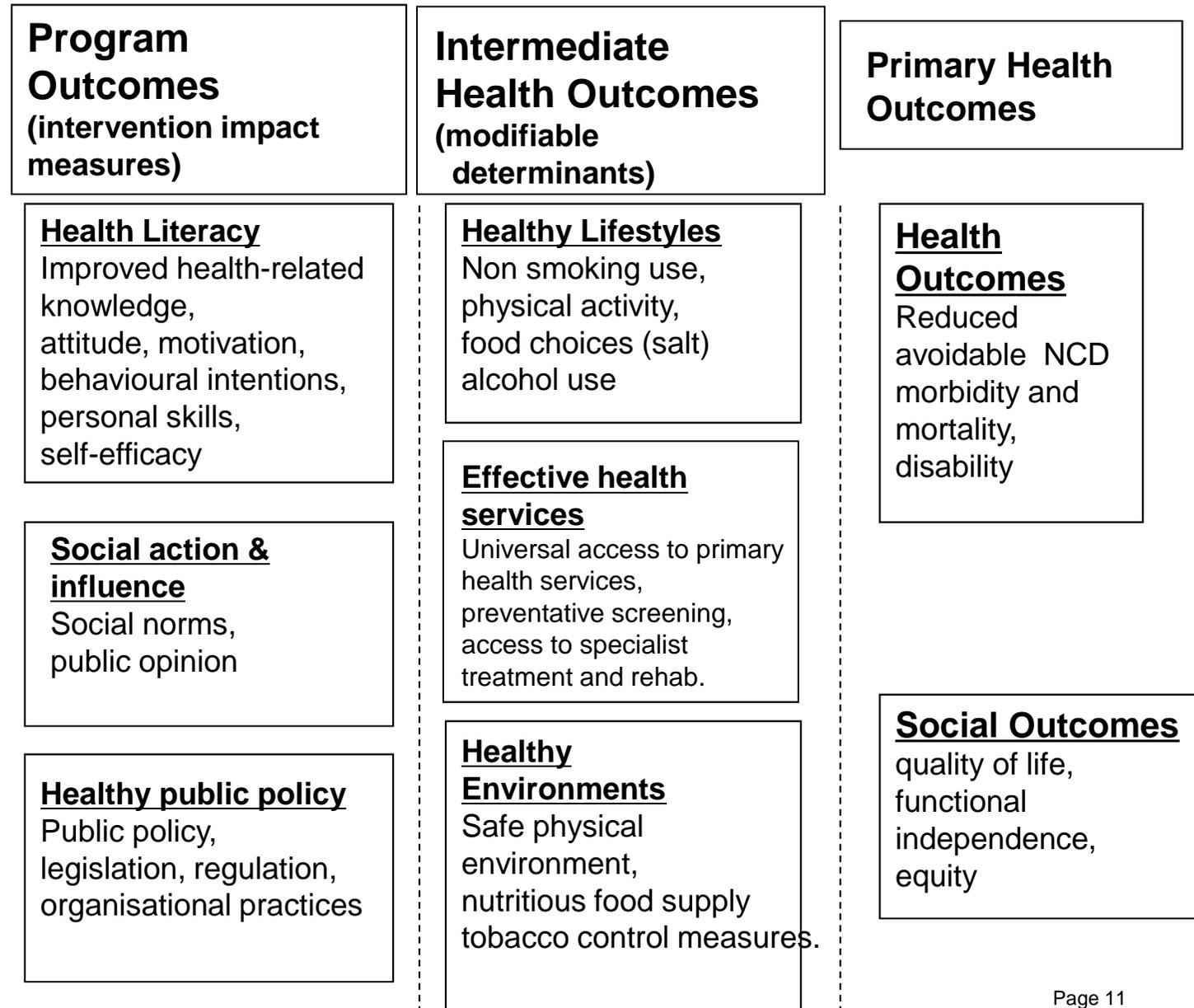
Social Outcomes

quality of life, functional independence, equity

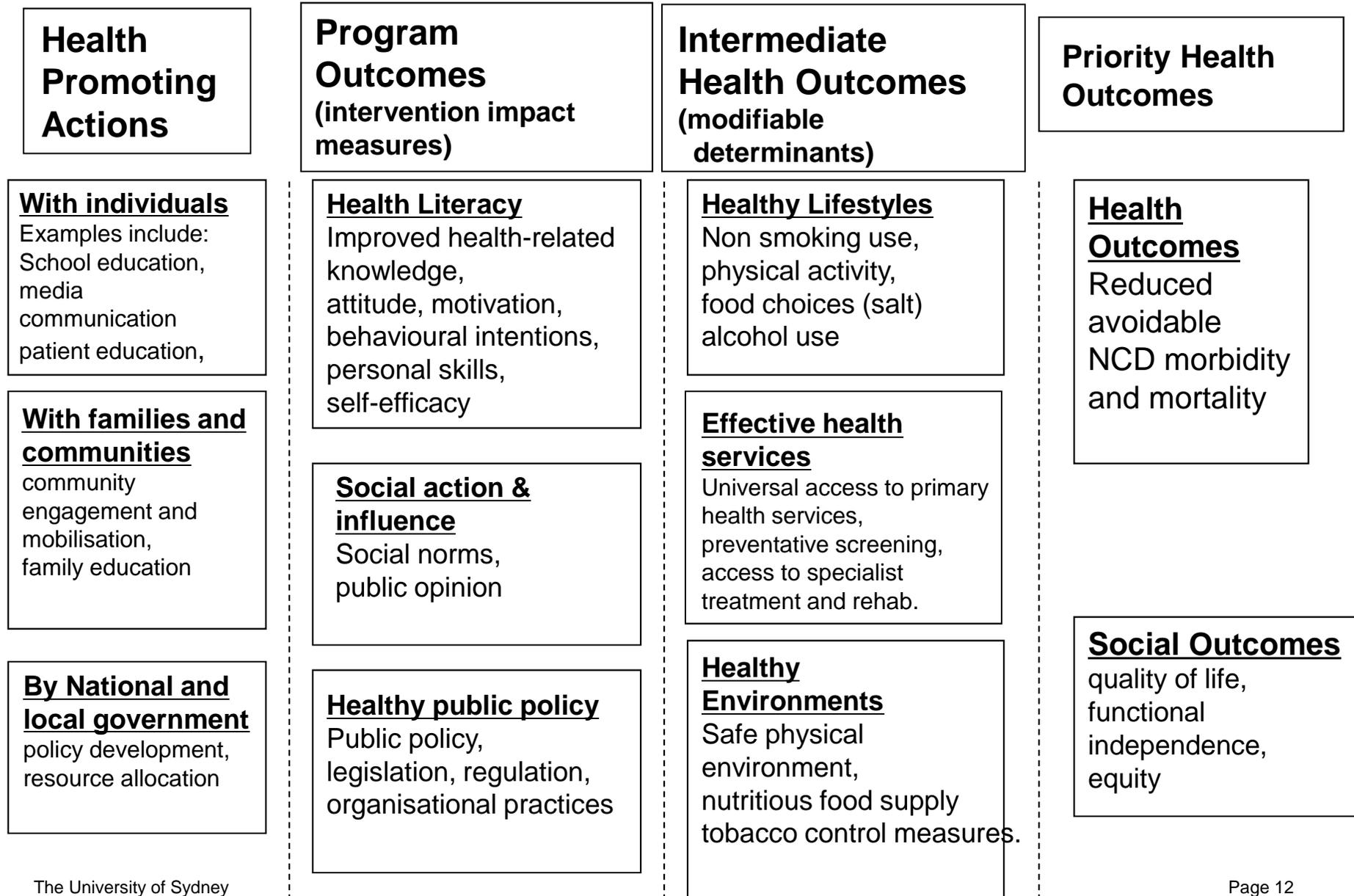
Figure 1: A logic model for prevention planning - **What are the determinants we want to change?**



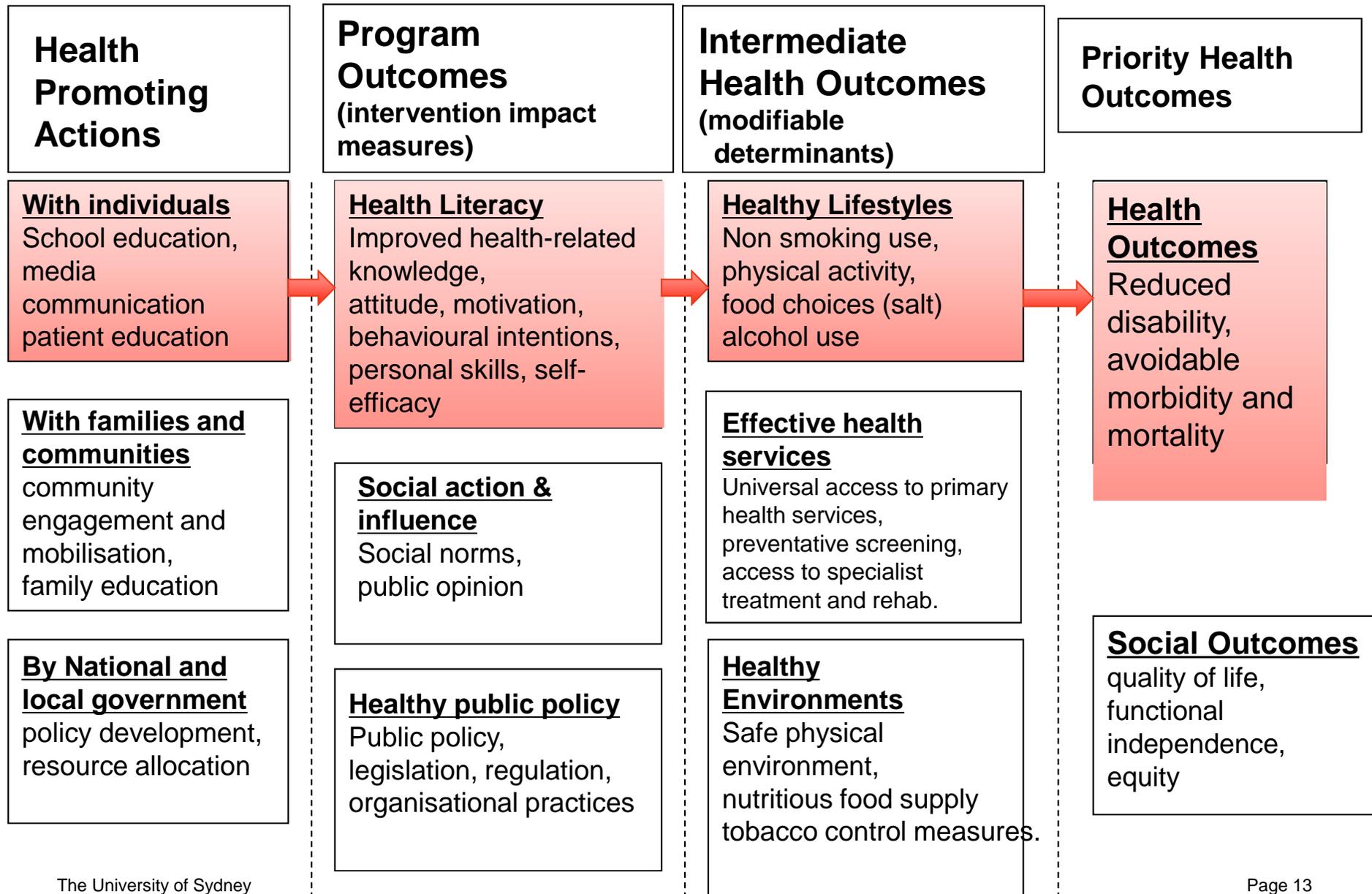
Logic model for prevention planning: **What influences the health determinants we want to change?**



A logic model for prevention planning: **What actions are needed at different levels?**



What can educational programs achieve?



What can educational programs achieve – depends on content

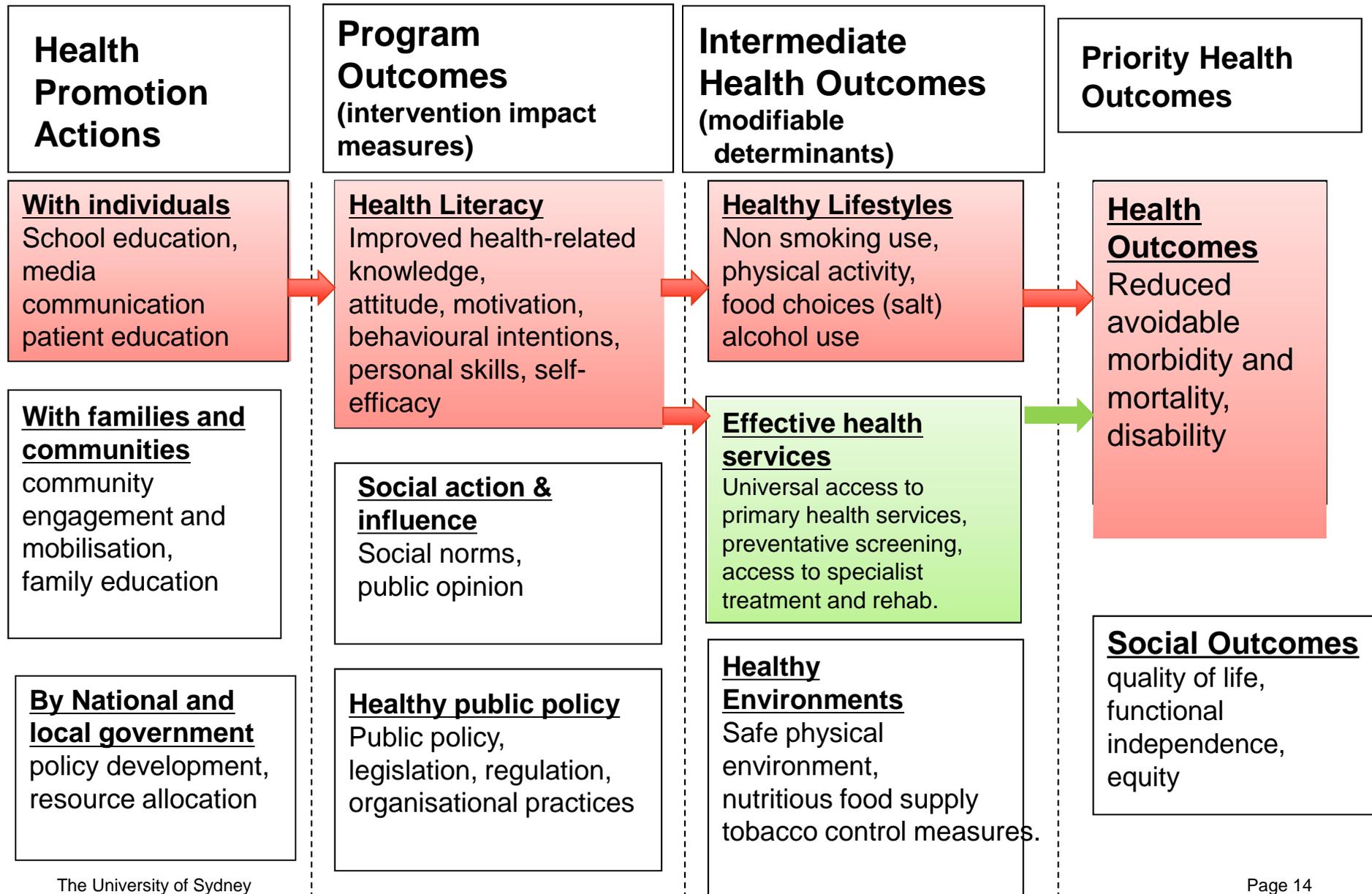


Figure 1: Logic model for prevention planning
What can educational programs achieve – depends on purpose

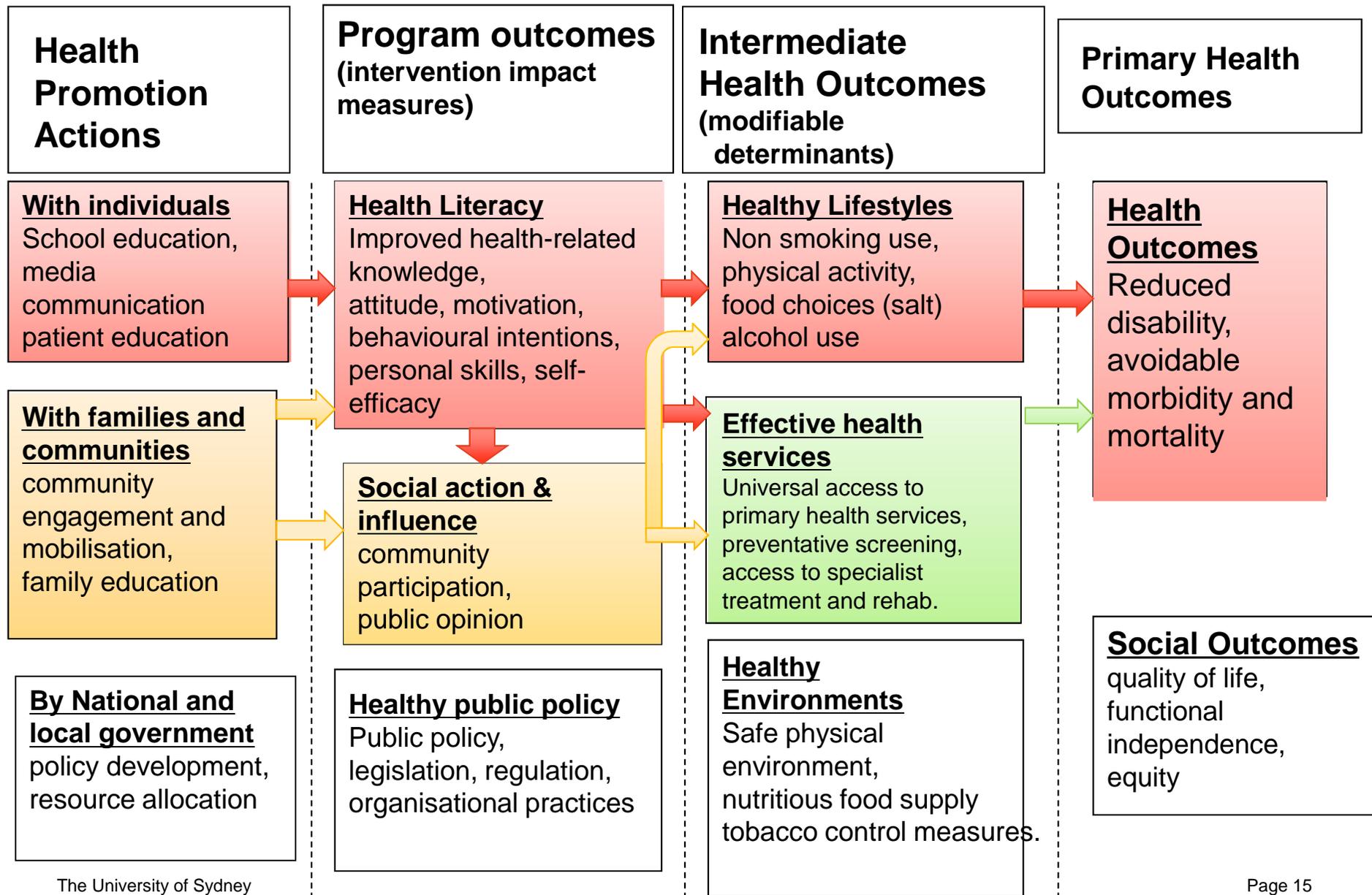
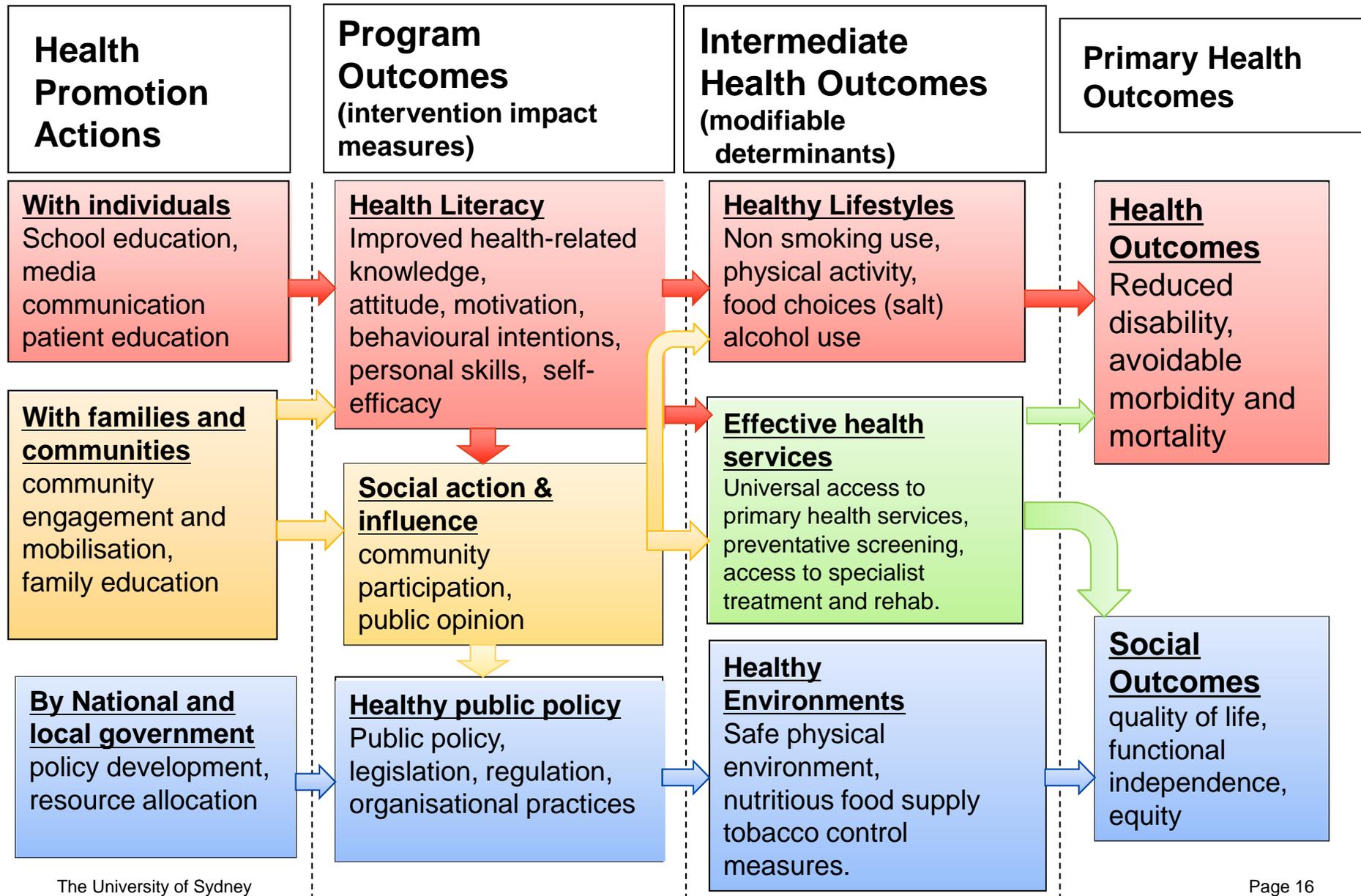
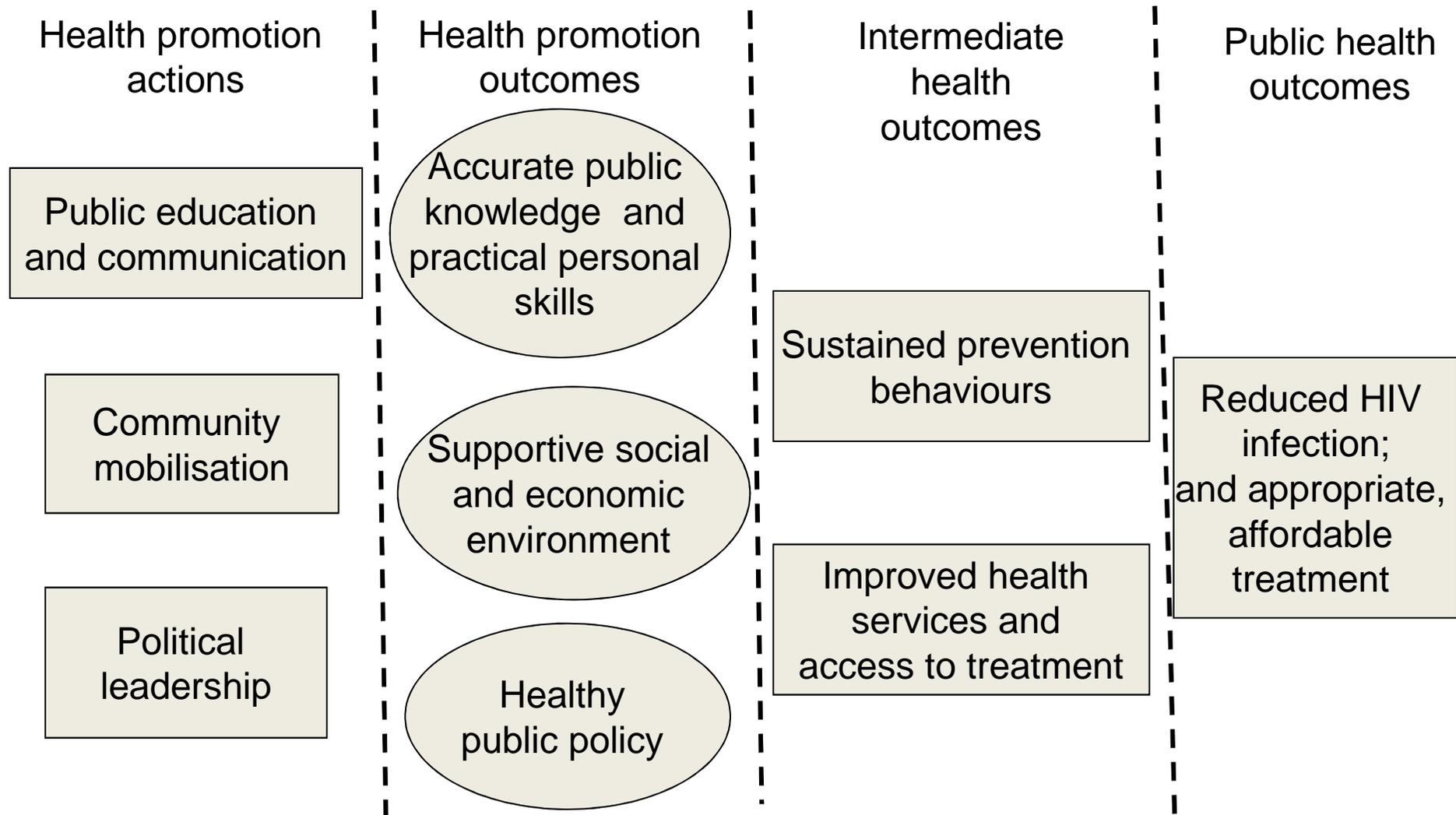


Figure 1: Logic model for prevention planning
What can governments do – make healthy choices, easy choices



A health promotion logic model for HIV prevention and management



Nutbeam D, Padmadas S, Maslovkaya O, Wu A. A health promotion logic model to review progress in HIV prevention in China. *Health Promotion International*. 2015. 30.2: 270-280. doi:10.1093/heapro/dat037
The University of Sydney

Uses (and misuses) of logic models

Logic models can

- Help you to plan actions and consider their intended impact and outcomes in a logical framework
- Provide a “whole” picture of possible actions, impacts and outcomes, and provide perspective to what is possible
- Signal relevant and achievable indicators of impact and outcome to shape evaluation

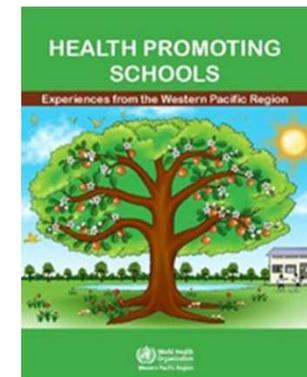
Logic models cannot

- Provide a formulaic explanation of causality

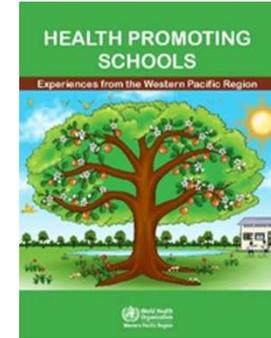
Multiple levels - multiple theories

Health promotion is most effective when:

- operating at different levels (individual, community, government),
- utilising different intervention strategies (education, community mobilisation, environmental change)
- WHO has advocated a “healthy settings” approach to operationalize the concept of health promotion (http://www.who.int/healthy_settings/about/en/)
 - Healthy cities
 - Health promoting schools
 - Health promoting hospitals
 - Healthy workplaces



ESSENTIAL ELEMENTS OF PROMOTING HEALTH IN SCHOOLS



A Health Promoting School (HPS) has six essential components (IUHPE 2009):

- **Healthy school policies:** clearly defined in documents or in accepted practices e.g. policies that enable healthy food practices; policies which discourage bullying.
- **The school's physical environment:** e.g. buildings, grounds and equipment that are safe, and provide basic amenities such as safe drinking water and sanitary toilets
- **The school's social environment:** the quality of the relationships among and between staff and students.

ESSENTIAL ELEMENTS OF PROMOTING HEALTH IN SCHOOLS



- **Individual health skills and competencies:** resulting from both the formal and informal learning
- **Community links:** the connections between the school and the students' families, key local groups and individuals.
- **Health services:** school-based or school-linked services, for child and adolescent health care and promotion.

Health promotion continues to evolve: The Shanghai declaration 2016

- In response to social, economic, demographic and technological change



The image is a blue-themed graphic with a city skyline silhouette at the bottom. It features a logo in the top right corner and a list of bullet points on the left. The main title is on the right side.

9th Global Conference
on Health Promotion
Shanghai · 21-24 November, 2016

- **Political action** is required across many different sectors and regions,
- **Good governance** is crucial for health
- **Health literacy** empowers and drives equity
- **Cities and communities** are critical settings for health

**Shanghai Declaration
on promoting health
in the 2030 Agenda
for Sustainable
Development**

Launching the Shanghai declaration 2016



What makes an effective health promotion program?

- Planned on the basis of a **full analysis of the problem** and its determinants - identify the scope and feasibility of successful intervention
- Informed by **established theory**
(see Theory in a Nutshell)
- Built on **past practice**, and on the experience of practitioners **to test and develop** promising ideas
- Focus on creating the necessary **conditions for successful implementation** - develop capacity and secure resources
- Draw upon a **full range of health promotion methods** (education, community mobilization, creating supportive environment)
- Intervention of sufficient **size, duration and focus** to make a difference to the problem

