

Way of Life Healthy Home Tutors Model

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Introduction: Why Healthy Home Tutors?

What is the Healthy Home Tutors model?

Healthy Home Tutors is one of three project models in the Way of Life programme. The Way of Life programme is a pilot programme providing an opportunity to test family-based interventions to identify what works and what does not work.

Projects that use this model will recruit, train and support a team of tutors to work with families to increase healthy eating and physical activity. They will do this through tailored advice and support in designing home-based programmes that will be practical, fun and engaging. Tutors will work predominantly in home-based settings, but they may also work with families in established community settings or as part of existing initiatives in promoting healthy lifestyles.

Purpose of this brief

This brief shows you why we have developed the Healthy Home Tutors model. It highlights lessons learnt from other programmes that use similar approaches. It also provides examples of good practice.

This brief will help you to develop a Healthy Home Tutors project. However, it is not a definitive list of what works and what does not work. Rather than providing a detailed account of all the research reviewed to inform the model development, it summarises the key lessons.

The main sources for the research comprise of research reports and websites and these are listed in Appendix 1. If requested, Hall Aitken can provide details of evidence sources for further reading.

The power of parental and family support-based approaches

Research shows that family-based interventions can produce changes in families' immediate environments, including the home. We have evidence that:

- using parental support can encourage all members of the family to be more physically active
- family interventions are most effective where exercise becomes an intrinsic part of the lifestyle of the family (and this is also true for nutrition)
- diet and eating habits of younger children are particularly influenced by their immediate food environment

Evaluation of projects where the whole family has been involved shows that parental support for children's behaviour is important. Programmes extending parental education and understanding can be particularly successful. Research conducted in

the United States highlights a number of successful projects that include educating parents in nutrition. This evidence has shown that:

- when provided with information about diet and exercise, mothers with children aged 6 -12 years can change their behaviour sufficiently to lose weight
- programmes that encouraged both children and their parents to self-monitor their weight over the long term showed positive results
- family-based work can change parental perceptions of traffic and road safety and, through increased opportunities for play, can improve physical activity levels in children

Working in a home setting

To provide a theoretical framework for developing models, we reviewed several theories of behaviour change. They highlight that:

- it is important to include parents because of the influence they have on children's behaviour
- the family setting is significant for encouraging changes in behaviour
- the support that individuals receive from their family and friends, and how that support is interpreted, is important in promoting behaviour change

Research also indicates the importance of the 'behaviour-setting' environment, including the home. Accordingly, project activity should include environmental support as well as targeting behaviour change directly. Theories of change suggest that successful projects are those where:

- connections are made
- autonomy is developed
- new skills are gained
- healthy norms are established

There is evidence that projects that influence food choice usually involve more than just 'food'. Specifically:

- projects are successful when providing nutritional advice and cooking skills in a setting that participants identify with
- projects succeed where they bring together different combinations of professionals, voluntary agencies and local families
- influencing children's eating behaviour requires the whole family to work together

In addition, school-based work can develop important knowledge about the link between healthy eating and overall health.

Removing common barriers

Research identifies a number of common barriers to healthy eating and physical activity. They include access to facilities and opportunities and low levels of awareness. Lack of time (due to work commitments) is also often cited as a key barrier to opportunities for physical activity and healthy eating.

This model concentrates on family-focused solutions including:

- the removal of barriers that prevent families from accessing opportunities as much as they could, for example taking away the need to travel to a sports centre or community facility
- designing responses to an individual family's needs, interests and preferences, particularly in relation to younger children
- provision of long-term support

Changing attitudes and behaviour

Evidence that home-based tutoring schemes can change attitudes and behaviour in **both** nutrition and physical activity is limited, but we do know that tutoring schemes in general can successfully change behaviour.

Our research also indicates key lessons learnt from several projects that intervene separately in healthy eating and physical activity. The Healthy Home Tutors model will test some of these ideas and lessons in changing attitudes and behaviour towards healthy eating and physical activity. This section outlines the main findings.

Healthy eating

After reviewing programmes focused on changing attitudes and behaviour towards healthy eating, we found several key underlying factors:

- it is easier to change attitudes to healthy eating than to change eating behaviour
- changing eating behaviour is challenging and difficult to measure
- using food as a reward for good behaviour is unhelpful;
- there are many links between food and emotion – however, not all of these links are positive
- education and support programmes should be routinely delivered by health professionals and practitioners as well as peer supporters. These programmes should be based on local population needs
- media programmes help improve and shift attitudes

*The evaluation of the **5-a-day Programme** in England reported greater levels of improvement in awareness and understanding than in overall behaviour change.*

Our research review also identified some project-specific issues that may be helpful to consider. These suggest that successful projects:

- need flexible management and delivery, sound project design and efficient organisation
- create networks and involve professionals in project design
- work with a range of partners, sharing knowledge and resources
- have good links with existing groups and between professionals and volunteers - empowering local people to work in partnership with professionals in public, voluntary and private organisations
- are about more than just 'food' – for example, they might also provide nutritional advice and help with cooking skills
- use several suitable and relevant settings
- encourage parents to take part and provide further support for children
- incorporate the views of both practitioners and service users

- target action towards disadvantaged populations where required

It is important to note that no single formula guarantees success.

Physical activity

We reviewed a number of programmes aimed at increasing physical activity among children and young people. Although many programmes are well established, evaluation findings and transferable lessons are limited. But we found a number of underlying issues, including:

- both school and community settings are important for promoting physical activity in children
- projects offering wide social support are particularly effective in changing physical activity behaviour
- small changes in behaviour can have big impacts.

Our research review also identified project-specific characteristics that may be helpful to Healthy Home Tutor projects. These suggest that successful projects:

- offer consistent and reliable measurements so progress can be clearly identified and maintained
- use goal setting, self-monitoring and evaluation
- provide positive feedback and praise
- understand and respond proactively to differing needs within the target population
- include supportive promotional campaigns
- base activities around familiar settings (including the home)
- aim to reduce sedentary behaviour as well as promoting activity
- include parents!

Integrating children's play

The Way of Life programme is part of the Healthy Families initiative, which in turn includes the Childs Play programme. There is potential for projects to use play in promoting physical activity, and those developing projects should explore links with the Childs Play programme. The Healthy Schools scheme, working in local communities, is another important initiative that project developers should be aware.

Research highlights many potential benefits of play, such as:

- helping children develop social skills such as co-operation
- helping children to express feelings and emotions and build their imagination
- helping children to identify and manage risk
- providing a foundation for learning
- providing an opportunity for more physical activity
- helping children to develop decision-making skills

A family-based approach

The Way of Life programme specifically focuses on children under 12 and their families. Accordingly, understanding how families should be engaged in projects is important. However, our research found little evidence demonstrating the effectiveness of family-based approaches and few transferable lessons. Where family-based interventions have been delivered, they are often linked with schools, primary care environments and with programmes specifically targeting obese children. This means that Healthy Home Tutors projects will provide opportunities to test new approaches and to add to the evidence base.

Our research suggests that Healthy Home Tutor projects need to consider the barriers faced by families, such as:

- a lack of facilities or equipment
- the time constraints that mean parents have little time to get involved in activities with their children
- parents' belief that their children do not want to join in exercise, activities or games.

Lifestyle change programmes

Through reviewing existing and past projects, we found several features common to successful projects. Effective projects that help individuals or small groups change their lifestyles often include the following characteristics:

- goal setting and self-monitoring
- regular feedback on progress
- specialist support (from a dietician or physical activity specialist)
- social support
- approaches that are not too prescriptive – young people lose interest if they have limited choices.

Our research results also suggested that successful programmes are set in a national context, provide follow-up support and have a clear definition of success. Ensuring that people remain committed to projects is also a key to their success. Important features of projects that sustain commitment include:

- creating partnerships between participants and project workers
- involving local neighbourhood and community resources
- engaging parents, promoting inter-generational links and encouraging peer and group support
- providing clear and consistent advice and support
- involving volunteers
- planned follow-up and long-term support, especially where this includes social contracts and social support such as 'buddying'

Effective projects include presumed pathways of action – that is, they are planned logically and have clear outcomes. It is important to understand how your project will make a difference. When designing your project, you should remember that modest goals combined with more ambitious targets work well.

Summary

The research identifies effective elements of projects addressing healthy eating and physical activity that use family-based interventions. It also draws on experience from other projects focused on changing lifestyles.

From these insights, we know that projects need to be carefully planned and monitored. Both professionals and participants need to be involved in project design. Projects need to include a wide range of partners and social support, and they need to tackle a number of common barriers.

The Healthy Home Tutors model addresses these factors through providing:

- activities in the home or a familiar, accessible community setting to remove access barriers (Practicalities section)
- sample research questions for assessing the local need for the project (Practicalities section)
- ideas and examples of tools for measuring progress and self-evaluation (Outcomes section)
- guidance on promotion, engaging potential partners in designing and delivering a project, and possible locations (Practicalities section)
- a checklist of local programmes and initiatives that projects should link with, such as established and planned community dietetic programmes and NOCN Community Food and Nutrition Skills training programmes (Practicalities section)
- a summary of barriers and ideas for overcoming such barriers (Needs and solutions section)

Case Studies

This section summarises several case studies of projects that are similar to Healthy Home Tutors. These examples show how projects have implemented some of the lessons identified earlier in this brief. We include projects that use a number of settings (not necessarily the home), that are delivered through partnerships, and that are linked to delivery by professionals.

Not all projects are suitable for this programme. Some aim to address only physical activity or nutrition, but they still provide useful ideas for planning and developing Healthy Home Tutor projects.

Where some evaluation has taken place, we highlight the key lessons learnt. Links to further information about these projects are included in Appendix 1 at the end of this brief.

Getting Our Active Lifestyles Started! (GOALS), Liverpool (England)

GOALS is a healthy lifestyle project aimed at supporting overweight children and young people and their families in making practical, gradual lifestyle changes. It is part of Liverpool's 'Taste for Health' strategy and is managed by Liverpool John Moores University. A number of partners are involved, including three Primary Care Trusts and Liverpool Community Dietetics Department. The project commenced in September 2006, following a year-long pilot.

The pilot activities comprised nineteen weekly sessions which lasted for two hours apiece. Sessions focused on healthy eating, behaviour change and physical activity. Psychological support was also offered. Sessions were fun and interactive and run by trained staff to support families to make sensible and enjoyable changes that fit into their daily lives.

The pilot project evaluation focused on the experiences of four families. It highlighted a number of positive changes in attitude and behaviour. Parents reported leading a healthier lifestyle themselves and felt able to say 'no' to their children's requests for food. They also improved their awareness of physical activity and eating patterns. This meant that changes occurred in the participating children's attitudes and enthusiasm for physical activity. They also reported a greater willingness to try new foods, and that their confidence and social skills had improved.

Children were more enthusiastic towards physical activity, more willing to try new foods and had improved confidence and social skills.

The pilot project helped to develop an evaluation framework for future activities. A range of self-reported data is being collected, for example on physical activity, food intake behaviour and self-esteem. Qualitative information through focus groups will also inform future evaluation.

The GOALS project is expanding to involve 200 families, gathering both qualitative and quantitative information. Its key success factors include:

- o involving relevant partners and professionals
- o involving families in designing activities
- o focusing on realistic and sustainable changes to lifestyles
- o ensuring support continues over a duration sufficient to empower beneficiaries to manage their own lifestyle change

The Good Food Project, Lancashire (England)

This project is a partnership involving the Department of Nutrition and Dietetics at a local Primary Care Trust, SureStart, and Lancashire County Council. It aims to teach children about the complete lifecycle of the food they eat. The delivery team's tutoring staff includes a community dietician, a community food co-ordinator and seven multi-lingual community food workers.

Project activities are extensive. They involve a healthy schools programme, gardening and allotment clubs, cookery clubs and healthy snack schemes. Baby-food preparation demonstrations and a healthy and ethical catering service are also part of the project. In addition, holiday schemes for children and parents include visits to farms, gardens, markets and bakeries.

An evaluation has shown that the project led to considerable improvements in the diets of children, directly related to the number of project sessions attended. It also helped foster independence, responsibility and creative thinking.

Activities such as cooking classes and gardening help foster independence, responsibility and creative thinking.

The project also led to a number of wider (unplanned) benefits. For example, it has helped local schools purchase local food and enhanced the local environment through new and improved allotments. It has also increased cultural awareness by including cuisines from different cultures and led to work opportunities and support for disadvantaged people.

The key success factors for the programme include:

- o a robust needs assessment and research to inform project design
- o strong partnership working
- o using a significant number of project activities
- o working with a wider network of support organisations

Watch It! Community-based programme, Leeds (England)

This programme targets young people aged 8-16 and their families. It specifically targets obese children, with beneficiaries who are both self-referred and referred professionally.

Watch It! is managed by the NHS with delivery via approved health trainers, supervised by health professionals. In addition the project staff work closely with the local authority Leisure Services department. The trainers are appointed for their

personal qualities; they require no professional qualifications, as they receive two weeks training and on-going support from a professional team. Activities comprise regular clinics and group sessions. These take place in familiar community settings and outside school time. They are holistic and directed at the whole family. Project Programme activities include initial weekly individual appointments (child and parent), a teaching package covering eating behaviour and physical activity, group activity sessions and follow-on parental group sessions (for on-going support).

An initial evaluation of the project indicates that it has been successful. Attendance was excellent, and few participants dropped out before the end. Those completing the activities, especially girls and teenagers, experienced a significant reduction in weight. Involvement in the project led to an improvement in confidence and self-esteem. Knowledge about healthy eating and lifestyles increased, and there was a reported improvement in nutritional status.

Knowledge about healthy eating and lifestyles increased.

The key success factors for the programme include:

- strong partnership working
- access to appropriate community facilities and settings for clinics
- involvement of health professionals in leading the project
- access to wider professional support

Other projects using home-based learning and tutoring approaches

We identified a number of projects using home-based learning, educational resources and tutor-led approaches.

Minnesota Home Team (USA)

This was part of a larger project that compared a home team with a school-based team in an educational programme to alter dietary fat and sodium consumption. The home team involved children completing a five-week correspondence course, which needed parental support.

Evaluation found that participation in the home team was particularly high, at over 80 per cent. Children who took part in the home-based part of the programme reported increased behaviour change, and they had reduced the total fat, saturated fat and monounsaturated fat in their diets. They also retained more of the pre-identified beneficial foods in their homes.

The results highlight the importance of parental involvement in health-behaviour changes for children of primary school age.

Pathways project (USA)

Pathways was a multi-site, school-based health promotion and obesity prevention programme targeted at Native American schoolchildren. It included a classroom curriculum, a family component, a food service component, and a physical activity

component. The materials developed for each component are available for use by interested teachers, school personnel and health promotion practitioners.

The Sutton Trust and Active Planet – physical activity ideas for children (England)

The programme is based on the Top Tots scheme in England and the accredited, innovative Kiwi Baby and Toddler scheme in New Zealand. The project provides parents with activity ideas for physical activity amongst children, combined with low-cost and easy-to-follow resources. The target groups for these programmes are parents of children aged 1-3 years old. The programmes are based on increasing parent-child bonding, enhancing children's movement skills, and involving parents in their development. The parent target group is teenage mothers on local housing estates.

Cook it! - Western Health and Social Service Board (Northern Ireland)

This Northern Ireland programme comprises participatory sessions related to healthy eating, hygiene and practical cooking. In this case, it is not exclusively aimed at children and their families. A team comprising a dietician, development officer and administrative assistant has been established, with tutors recruited from diverse sources and backgrounds and specially trained to deliver the activities.

A Cook it! programme lasts six sessions. It covers the principles of healthy eating using the Balance of Good Health plate model, basic food hygiene and hands-on cooking, with opportunities to sample completed dishes. It provides practical experience of food preparation and allows participants to enhance their cooking skills, while removing the financial risk involved for people on a low budget experimenting with new dishes.

The evaluation showed that the project was having beneficial impacts on shopping habits, delivering new cooking skills and increasing confidence. Social relationships were particularly important to the project in terms of on-going, informal support.

Strategy and policy background

The Way of Life programme has been designed to fit with, and contribute to, many key strategic objectives set out by the Welsh Assembly Government and its partners. The programme will also complement existing initiatives operating throughout communities in Wales. To achieve the most cost-effective outcomes, it is important that projects complement and add value to existing services and activities.

Applicants will need to consider both national and local policies and strategies to help identify the need for your project and to avoid duplicating existing measures.

This section identifies some of the key strategies and policies within which Healthy Home Tutors projects will work. It provides a brief outline of:

- public health strategies
- joint nutrition and physical activity action (focused on young people)
- food and nutrition strategies
- sport and physical activity strategies
- play strategy and policy

It also highlights relevant funding programmes and initiatives established to address strategy recommendations; and it identifies partnerships with which Healthy Home Tutor projects should consider establishing links.

More information about possible links with existing initiatives is included in the Practicalities section of the Model guide.

Joint nutrition and physical activity action

Food and Fitness – 5-year implementation plan (2006)

The implementation plan identifies actions that build on national strategies and initiatives. It provides a framework for integrating action on nutrition and physical activity for children and young people. A key aim is to improve the integration of nutrition and physical activity policies and programmes. Emphasis is also placed on the need for co-ordinated activities.

Seven key areas of action are identified, specifically:

- extension of the Welsh Network of Healthy Schools Schemes
- improvement of the food and drink consumed throughout the school day
- the provision of high-quality PE, health-related exercise and practical cookery skills
- creation of an environment that will encourage children and young people to use opportunities for physical activity and healthier foods
- development of skills enabling children and young people to take part in physical activity and prepare healthier foods (including a specific action to deliver the Way of Life programme)

- development and delivery of training on food and fitness for those working with children and young people
- support evidence-based actions, evaluate innovation and share findings

A number of initiatives delivered under the strategy are currently active.

Health strategy

Wales: A Better Country (2003)

This strategy outlines the strategic health agenda for the Welsh Assembly Government (WAG). It recognises improving health as one of the key challenges facing Wales.

Priorities relevant to the Way of Life programme include:

- ensuring children and future generations enjoy better prospects
- supporting people to live healthy and independent lives

The strategy also identifies local partnerships as key to delivering these priority actions.

Health Challenge Wales (2004)

This strategy provides a new national focus to drive forward all efforts to improve health. It states that everyone – all levels of government, organisations and individuals – can do more about the health of the population. This shared responsibility for health was developed in ‘Wales: A Better Country’.

National Public Health Service for Wales (NPHS) (<http://www.wales.nhs.uk/>)

The National Public Health Service for Wales (NPHS) provides support for the Welsh Assembly Government, Health Commission Wales, local Health Boards, Local Authorities and NHS Trusts. The aim is to protect and improve health, well-being and the services that support health in Wales.

Two research studies published by the NPHS are important to the Way of Life programme:

- the ‘Health and social circumstances of children in Wales’ and
- the ‘Health needs assessment 2006: children and young people’.

The studies highlight findings relevant to the Way of Life programme. Specifically:

- 11-12 year old boys are less likely than their older counterparts to get four hours or more physical activity outside school
- both boys and girls aged 11-12 are more likely to eat chips than those 13-16 years old
- the likelihood of eating fresh fruit daily decreases with age

Nutrition strategy

Food and well-being: reducing inequalities through a nutrition strategy for Wales (2003)

This strategy is published jointly by the Food Standards Agency and the Welsh Assembly. It brings together several strategies and actions on improving health in children and young people.

It contains many recommendations to improve the diet of people in Wales. One key recommendation is to ensure that suitable local initiatives are in place to tackle the main barriers to improving nutrition. Infants, children and young people are also identified as key target groups (Level One priority group).

The key delivery partners for these actions include: policy and decision makers; health, nutrition and catering professionals; practitioners and educators at national and local levels; and the food production and retail industries.

Sport and physical activity strategy

Climbing Higher (2005)

The Welsh Assembly Government's sport and physical activity strategy sets out a 20-year strategic vision. The key priority for this strategy is recognising that links between active recreation and healthy eating need to be increased.

Following from this strategy, 'Climbing Higher – next steps' provides a framework for action. It highlights partner organisations that have an essential role to play in its delivery. These include Communities First Partnerships, Sports Development and Leisure Services at a local level.

Active young people are also a key objective for the strategy. Main actions include the Dragon Sport programme and supporting increased physical activity through youth organisations. Healthy Home Tutors projects may link with these. It identifies £4.4m up to 2009 to support extra-curricular sporting activities for primary school children.

Play strategy

Play in Wales – Play Policy Implementation Plan (2006)

The plan outlines that *“play is the elemental learning process by which humankind has developed”* and that *“play is so critically important to all children in the development of their physical, social, mental, emotional and creative skills that society should seek every opportunity to support it and create an environment that fosters it”*.

The plan also recognises the importance of play in school settings: *“Schools can play a key role in creating and improving opportunities for play and informal*

recreations.” Emphasis is also placed on developing a community focus and making playgrounds accessible outside school hours.

Play Wales, the Welsh organisation for children’s play, has also published ‘Richer Play in Schools: A guide for schools wishing to improve play opportunities for children and young people’ in which Play Wales advises schools on play spaces.

Specific families and children’s policies

A Framework for Partnership (2002)

‘A Framework for Partnership’ requires each local authority area to establish:

- a Children and Young People’s Framework Partnership (0-25 years)
- a Children’s Partnership (0-10 years)
- a Young People’s Partnership (11-25 years)

Early Entitlement

‘Early Entitlement - Supporting Children and Families in Wales’ details guidance for the Early Entitlement plans for services for children aged 0-10 years. These are to be produced in each local authority area. Children’s Partnerships (a sub-group of the Children and Young People’s Partnerships) were asked to produce children’s plans.

Extending Entitlement

‘Extending Entitlement’ is the policy for youth support services in Wales. It includes all services, support and opportunities for young people between the ages of 11 and 25. The Welsh Assembly defines ten entitlements including health and well-being. Relevant to the Way of Life programme is the aim to ensure all young people have enough information and choice to make informed decisions about their health.

Children and Young People: Rights to Action

‘Children and Young People: Rights to Action’ is based on the United Nations Conventions on the Rights of the Child. It has seven core aims. Of particular relevance to the Way of Life programme is the aim for all children and young people to have access to play, leisure, sporting and cultural activities. A safe community that supports physical and emotional well-being is another key aim.

Children and Young People’s Assembly

The Welsh Assembly has helped set up ‘Funky Dragon: the Children and Young People’s Assembly’. This is a peer-led organisation that aims to give 0–25 year olds the opportunity to get their voices heard on issues that affect them. It works closely with the Welsh Assembly Government and youth forums run by unitary authorities, enabling it to influence decision making at different political levels.

Partnerships

BIG expects organisations to work together to develop and deliver their projects. In order to facilitate this approach, BIG requires the projects and lead applicant to be identified through the Health, Social Care and Well-being Partnerships.

In taking a strategic approach to planning, developing and delivering projects, it is essential to consider which of the three models best suits the needs of the local area. It is also essential to identify suitable partners with relevant expertise in public health, play, nutrition and physical activity. It is important to involve bodies that already work with children and families, and liaise with the Children and Young People's Framework Partnerships. There should be a partnership agreement setting out the roles and responsibilities of each organisation involved.

Health, Social Care and Well-being Partnerships

Under the National Health Reform Act 2002, local authorities, local health boards and other partners were required to work more closely together. As a result, Health, Social Care and Well-being partnerships were developed in 2005.

Partners in the area are tasked with developing health, social care and well-being strategies. The first Health, Social Care and Well-being strategies covered the three-year period between 2005 and 2008. Subsequent strategies will have an active period of five years. It is important that all Healthy Home Tutors projects fit with the key objectives of these strategies.

Children and Young People's Partnerships

Children and Young People's Framework Partnerships are established in all 22 local authority areas. They represent local authorities, health services and the voluntary sector.

Partnerships have responsibility for agreeing a five-year strategy for services to children and young people aged up to 25 years. Strategies are wide-ranging. They cover preventative action and regulation to improve health and reduce the risk of ill-health. They also cover care services provided by the local authority, the NHS, the voluntary sector and the private sector. Their purpose is to:

- provide a strategic vision to which the work of all local bodies affecting children and young people will contribute
- give a clear description of how national strategies, policies and priorities will be tackled locally
- establish jointly determined strategic objectives for services to promote the well-being of children and young people
- offer a new perspective on corporate and service priorities across the whole range of sectors by considering their impact on children and young people and ensuring that they are consistent and mutually supportive

In addition, they develop and exist alongside other strategic plans ensuring that issues are tackled in a co-ordinated manner. The first strategic plans covered the five-year period from April 2003 to March 2008.

Framework plans must consider the views of children, young people and families. Authorities were asked to set up sub-groups to implement the Framework strategic priorities:

- Children's Partnerships focus on children aged 0-10 years
- Young People's Partnerships focus on young people aged 11-25 years

EU policy

Nutrition, physical activity and obesity are key priorities in the 'Public Health Action Programme (2003-2008)'. The programme has a long-term objective to work towards setting up a coherent and comprehensive EU strategy on diet, physical activity and health. Projects funded under the Way of Life programme will help to provide evidence on progress.

In December 2005, the European Commission published a Green Paper on healthy diets and physical activity, setting out different policy choices. Most respondents called for a multi-sector approach, involving coherent action across EU policies.

The BIG Lottery Fund in Wales

The BIG Lottery Fund in Wales has run a number of programmes that have provided similar or complimentary activities to the Way of Life. Four programmes are particularly relevant: Mentro Allan; Healthy Living Centres; Out of School Hours and New Opportunities for PE and Sport. With the exception of Mentro Allan these are UK based programmes which have a specific Wales-based remit. Further information can be found on BIG's website.

Mentro Allan

The Mentro Allan programme aims to increase activity levels among the 'hard to reach' sedentary population. It promotes the use of the natural environment, including parks, waterways, coastal environments and the countryside for physical activity. Evaluation is an important part of Mentro Allan activities and is being used to increase the evidence base of what works in changing behaviour. Mentro Allan supports the national strategic direction outlined in 'Climbing Higher' (and 'Next Steps'). Projects have been helped in their development by the Mentro Allan National partnership formed for programme management and support. Fifteen projects have been approved across Wales.

Healthy Living Centres (HLCs)

The Healthy Living Centres programme targets the most disadvantaged sectors of the population. They also seek to address the wider determinants of health and health inequalities, such as social exclusion, lack of access to services and socioeconomic deprivation. There are 28 HLCs in Wales, many led by a Local Authority, and which offer a big range of activities and services to the community.

Out of School Hours Learning

Under this programme schools offer a variety of activities including drama, dance, mentoring schemes and volunteering opportunities. Although the programme has closed, many activities will continue to benefit young people.

The evaluation of the Welsh programme highlighted the importance of providing year-round activities and considering how participants move on and out of the programme. Further, the evaluation supported other finding from BIG programmes which demonstrate that children need to be engaged from the start in both evaluation and consultation.

New Opportunities for PE and Sport (NOPES)

This programme aims to change the provision of sporting facilities for children and their communities. It is delivered by local education authorities. Evaluation results point to the good ethos of partnership working in Wales. Evidence also shows that NOPES was increasing the quality and quantity of PE and Sport. Some specific

activities are taking place which support the wider social outcomes of the programme.

Government-sponsored programmes in Wales

There are many programmes providing similar or complementary activities to those of the Way of Life programme. Projects will need to include research on these initiatives in their project design and development. Some of the key programmes are summarised below.

Local Public Health Teams

Local Public Health Teams develop strategies for each local area, run projects and lead initiatives. They work in 12 areas relating to health including nutrition, physical activities and the Healthy Schools Scheme. They also link with Health Challenge Wales projects on cooking and healthy eating. Examples of projects run by the Teams in different areas include the following.

Cardiff

A Food and Health Strategy and Action Plan and a Physical Activity and Health Strategy and Action Plan for Cardiff have been established. Cardiff LPHT is working closely with Cardiff Health Alliance, Cardiff Council, Cardiff and Vale NHS Trust and Cardiff Local Health Board to implement and monitor a Cardiff-wide strategy and action plan.

Projects include Food Matters, funded by the Big Lottery Fund. This involves young people in Ely and Caerau, providing training in food-growing and preparation skills and working with school caterers and teachers. The project is providing increased opportunities for young people to access healthy food.

Food co-operatives have been established in St Melons and Butetown with support from the local healthy living centres, and a Walk for Health initiative, led by the Health Alliance, has been supported to establish a number of walks in local communities.

Carmarthenshire

Carmarthenshire is undertaking a number of projects for children and young people including the Integration of physical activity within the local Healthy Schools Scheme. It supports Dragon Sport, Physical Education and School Sport (PESS), Class Moves, Top Tots and Top Start (physical activity and play for under 7 year olds) and free swimming.

Carmarthenshire is also working on community-based nutrition improvement initiatives, in particular the development of '1, 2, 3...Eat Healthily'. This is an OCN-accredited resource for raising awareness of healthy eating messages (including physical activity messages). Get Cooking projects are being rolled out via the WI, and through an inequalities-in-health community nutrition programme.

Rhonda Cynon Taf

The Team in this area is working on nutrition programmes for children, young people and families. For example, Small Steps and Small Tastes are designed to change eating habits, working with small groups and families. Both initiatives are being carefully evaluated to determine how effective they are at bringing about sustainable

changes in skills and knowledge. The Healthy Dragons Club is a family-based programme for children that are overweight or obese. Its second phase, focused on psychological support, is about to start.

Welsh Network of Healthy School Schemes (WNHSS)

This network comprises a partnership between health and education. Healthy School Co-ordinators help local schools identify what they need to develop policies and practices to encourage schoolchildren to follow healthy lifestyles. Support is provided to implement appropriate action. Several initiatives are linked to the overall Healthy Schools programme.

Welsh Assembly Food and Fitness Grant Scheme

This grant scheme provides financial support for community projects that tackle obesity by encouraging both active lifestyles and healthier eating within priority groups. The main target group for the scheme comprises people within socially disadvantaged communities. Within those communities, organisations bidding for grant support may identify their own target groups based on local needs assessment. Projects funded through the Way of Life programme need to take account of local initiatives funded by Food and Fitness.

Cymorth: Children and youth support fund

The Cymorth fund is managed by the Welsh Assembly to support the work of Children and Young People's Partnerships. The Cymorth Fund has been established to *'provide a network of targeted support for children and young people within a framework of universal provision.'* Cymorth aims to improve the life opportunities of children and young people from some of the most deprived and disadvantaged communities in Wales.

PE and School Sport (PESS)

The Sports Council for Wales manages and co-ordinates this programme. PESS aims to raise the standards of physical education in primary and secondary schools and to increase participation in extra-curricular activities.

Dragon Sport

Dragon Sport is a Sports Council for Wales initiative funded by the National Lottery. It offers 7-11 year olds fun and enjoyable sporting opportunities in extra-curricular time. There is potential for Healthy Home Tutors projects to link with schools involved in Dragon Sport.

Free Swimming initiative

The Welsh Assembly Government, in partnership with the Welsh Local Government Association and the 22 Welsh Local Authorities, manages the Free Swimming scheme. This provides free swimming with free, water-based activities to children and young people aged 0-16 during school holidays.

Health Challenge Wales Voluntary Sector Grant Scheme

To help voluntary organisations, the Welsh Assembly Government set up the Health Challenge Wales Voluntary Sector Grant Scheme. It supports applications that respond to the health challenge by, for example:

- o helping individuals and groups to improve their health
- o helping to communicate the 'better health' message more effectively

Children and Young People's Research Network for Wales

This is one of the networks within the Clinical Research Collaboration Cymru (CRC Cymru). CRC Cymru is a new research and development organisation for Wales and represents the National Assembly's response to the UK Clinical Research Collaboration (UKCRC).

Welsh Participation Consortium

The Participation Consortium is a national multi-agency strategic body. It is developing children's and young people's (0-25 years) participation in decision-making in Wales. Children's and young people's participation in this work, the Consortium and the Welsh Assembly Government Participation Project is fundamental, as is working in partnership with participation practitioners across Wales.

Participation training for young people

The Welsh Assembly Government's participation team ran participative training from July to December 2006 to help develop young people's (11-25) involvement in the work of organisations in their area.

Other programmes in Wales

There are many other programmes and projects taking place or under development in Wales. Consequently, this is not an exhaustive list, but it aims to show the extent to which statutory and non-statutory bodies are working in health and nutrition across Wales. Examples include:

- o Carnegie Young People's Initiative
- o Patient Advice and Liaison Service (PALS)
- o Children in Wales: 'Feeding Family Learning' Workshops
- o Flora Pro-active Test the Nation Programme

Relevant UK programmes

Healthy Start (UK-wide)

Healthy Start is a voucher scheme run by the NHS. It provides pregnant women, breastfeeding mothers and young children in low-income families with vouchers that they exchange for fresh fruit and vegetables, milk and infant formula.

Appendix 1 – More Information

Using family-based learning and tutoring

Epstein, L. H. et al. (1980) Comparison of family-based behaviour modification and nutrition education for childhood obesity, 'Journal of Pediatric Psychology', 5 (1): 25-36.

Germann, J. N. et al. (2007) Child and parental self-monitoring as determinants of success in the treatment of morbid obesity in low-income minority children, 'Journal of Pediatric Psychology', 32 (1): 111-121.

Lamerz, A. et al. (2005) Social class, parental education, and obesity prevalence in a study of six-year-old children in Germany, 'International Journal of Obesity' 29: 373-80.

McLean, N. et al. (2003) Family involvement in weight control, weight maintenance and weight-loss interventions: a systematic review of randomised trials, 'International Journal of Obesity', 27(9): 987-1005.

Timperio, A. et al. (2005) Perceptions of local neighbourhood environments and their relationships with overweight and obesity, 'International Journal of Obesity', 29: 170-5.

Successfully changing attitudes and behaviour

Reports and articles

Bandura, A. Social Learning Theory. Further information is available at <http://www.learning-theories.com/social-learning-theory-bandura.html>

Brug, J., Oenema, A. and Ferreira, I. (2005) Theory, evidence and intervention mapping to improve behaviour nutrition and physical activity interventions, 'The International Journal of Behavioral Nutrition and Physical Activity', 2:2.

D'Souza, L., Renfrew, M. et al. (2006) *Food support programmes for low-income and socially disadvantaged childbearing women in developed countries*. 'Systematic review of the evidence', NICE, available at <http://www.nice.org.uk/page.aspx?o=346184>

Dzewaltowski, D., Estabrooks, P. and Johnston, J. (2002) Healthy youth places promoting nutrition and physical activity, 'Health Education Research', 17 (5): 541-51.

Fawcett, S.B. et al. (1995) Using empowerment theory in collaborative partnerships for community health and development, 'American Journal of Community Psychology', 23 (5): 677-697.

Goldfield, G. S. et al. (2001) Cost-effectiveness of group and mixed family-based treatment for childhood obesity, 'International Journal of Obesity', 25 (12): 1843-9.

Le Bigot Macaux, A. (2001) Eat to live or live to eat? Do parents and children agree? 'Public Health Nutrition' 4 (1A): 141-146.

McGlone, P., Dobson, B. et al. (1999) 'Food projects and how they work'; Joseph Rowntree Foundation. York Publishing Services, 64 Hallfield Road, Layerthorpe, York, YO31 7ZX (01904 430033).

Muller, M.J et al. (1999) Physical activity and diet in 5-7 years old children, 'Public Health Nutrition', 2 (3A): 443-444

Reilly, J.J. and McDowell, Z.C. (2003) Physical activity interventions in the prevention and treatment of paediatric obesity: systematic review and critical appraisal, 'Proceedings of the Nutrition Society', 62: 611-619.

Task Force on Community Preventive Services (2002) Recommendations to increase physical activities in communities, 'American Journal of Preventive Medicine' 22 (4): 67-72.

TNS Social (March 2006) '5-A-DAY Evaluation Programme Final Report.' http://www.biglotteryfund.org.uk/er_eval_5aday_report_evaluation.pdf

Wechsler, H. et al. (2000) Using the school environment to promote physical activity and health eating, 'Preventive Medicine', 31(2S): 121-S137.

Williden, M. et al. (2006) The APPLE project: an investigation of the barriers and promoters of healthy eating and physical activity in New Zealand children aged 5-12 years, 'Health Education Journal', 65 (2): 135-148.

Useful website links

<http://www.edu-cyberpg.com/Literacy/Play1.asp>

http://www.yale.edu/hixon/research/pdf/LFisman_Playgrounds.pdf

<http://www.5aday.nhs.uk/>

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/pdf/F329.pdf>

<http://www.nice.org.uk/page.aspx?o=346184>

<http://www.nal.usda.gov/fnic/pubs/bibs/gen/childlit.html>

www.nice.org.uk

Case studies – further information

GOALS project: Further information is available at <http://www.ljmu.ac.uk/ecl/psd/reach/CPGoals.htm>

The Good Food project: Further information is available at <http://www.sd-mmission.org.uk/publications/downloads/Good%20Food%20Project-PiP.pdf>

Watch IT: Further information is available at
<http://www.cdhpp.leeds.ac.uk/services/watch.php?PHPSESSID=99470d021ba9327a77f0718ed677f78e>

Minnesota Home Team: Further information is available at
<http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1349385&blobtype=pdf>

Pathways project: Further information is available at
<http://hsc.unm.edu/chpdp/projects/pathways.htm>

Sutton Trust and Active Planet: Further information is available at
<http://www.suttontrust.com/earlyyears.asp>

Cook It: Further information is available at
http://www.westernhaz.org/filestore/documents/Cook_it!_Evaluation_First_Progress_Report.doc

Strategy and policy context - key documents

Food Standards Agency (2003) 'Food and Well-being: Reducing Inequalities through a Nutrition Strategy for Wales'.

National Health Service, Wales (2003) 'Health, Social Care and Well-being Strategies (Wales) Regulations 2003', Regulations 3 & 4.

Play Wales (2005) 'Richer Play in Schools: A guide for schools wishing to improve play opportunities for children and young people'.

Welsh Assembly Government (2000) 'A Framework for Partnership'.

Welsh Assembly Government (2002) 'Play Policy'

Welsh Assembly Government (2003) 'Health and Well-Being for Children and Young People'.

Welsh Assembly Government (2003) 'Strategy for Children and Young People – Framework for Partnership' based on the UN Convention on the Rights of the Child.

Welsh Assembly Government (2003) 'Wales: A Better Country – The Strategic Agenda of the Welsh Assembly Government'

Welsh Assembly Government (2004) 'Framework for Partnership: Children and Young People: Rights to Action'.

Welsh Assembly Government (2005) 'Climbing Higher'.

Welsh Assembly Government (2006) 'Climbing Higher – Next Steps'.

Welsh Assembly Government (2006) 'Food and Fitness – 5-Year Implementation Plan'.

Welsh Assembly Government (2006) 'Play Policy Implementation Plan – Play in Wales'.

Section 24 of the 'National Health Service Reform and Healthcare Professions Act 2002' placed a duty on each Local Health Board and Local Authority in Wales to jointly formulate and implement a health strategy. On the 29th January 2003, the National Assembly for Wales approved the 'Health, Social Care and Well-being Strategies (Wales) Regulations 2003', which subsequently came into force on 31st March 2003.

Useful website links

[http://www2.nphs.wales.nhs.uk:8080/hiatdocs.nsf/85c50756737f79ac80256f2700534ea3/a4406024b6955c4a80257291005475ed/\\$FILE/20061012_ChildrenandYoungPeopleHNA2006_V2b.doc](http://www2.nphs.wales.nhs.uk:8080/hiatdocs.nsf/85c50756737f79ac80256f2700534ea3/a4406024b6955c4a80257291005475ed/$FILE/20061012_ChildrenandYoungPeopleHNA2006_V2b.doc)

<http://www.wales.nhs.uk/sites3/documents/368/ChildrenProfile200407.pdf>

<http://new.wales.gov.uk/docrepos/40382/40382311111/improvement/food/403823220212/food-fitness-implement-e?lang=en>

<http://www.wales.nhs.uk/newsitem.cfm?contentid=5711>

<http://www.funkydragon.org/>

Partnerships

Health, Social Care and Well-being Partnerships: Further information is available from 'National Health Service, Wales, the Health, Social Care and Well-being Strategies (Wales) Regulations 2003, Regulations 3 & 4'.

EU Policy

Further information about EU policy on health and well-being can be found at

http://ec.europa.eu/health/ph_programme/programme_en.htm

http://ec.europa.eu/health/ph_determinants/life_style/nutrition/documents/nutrition_gp_en.pdf

Government-sponsored programmes

Children and Young People's Research Network for Wales: Further information is available at

<http://www.childreninwales.org.uk/areasofwork/research/cypresearchnetwork/index.html>

Cymorth: Further information is available at

http://www.cypswansea.co.uk/media/word/7/n/Cymorth_Guidance_07-08_Final_Version.doc

Dragon Sport: Further information is available at <http://www.dragonsport.co.uk/>

Free Swimming Initiative: Further information is available at

http://new.wales.gov.uk/topics/cultureandsport/sportandactiver recreation/free_swimming/?lang=en

Health Challenge Wales: Further information is available at
<http://new.wales.gov.uk/subsite/healthchallenge/?lang=en>

Healthy Schools Initiative: Further information is available at
<http://new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=en>

Local Public Health Teams is available at
<http://www.wales.nhs.uk/sites3/page.cfm?orgid=719&pid=22973>

PE and School Sport Programme: Further information is available at
http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/12704421-wag/?lang=en

Welsh Assembly Food and Fitness Grant Scheme Further information is available at <http://new.wales.gov.uk/topics/health/improvement/food/grants/?lang=en>

Welsh Network of Healthy School Schemes (WNHSS) Further information available at
<http://new.wales.gov.uk/topics/health/improvement/children/schools/wnhss/?lang=en>

Welsh Voluntary Grants Scheme: Further information is available at
<http://new.wales.gov.uk/topics/housingandcommunity/grants/voluntary/healthchallenge/?lang=en>

Welsh Participation Consortium: Further information is available at
<http://www.funkydragon.org.uk/en/fe/page.asp?n1=2&n2=1478&n3=1482>

Other Welsh programmes

Carnegie Young People's Initiative: Further information is available at
http://cypi.carnegieuktrust.org.uk/cypi/our_work/sharing_good_practice/wpc

Child's Play: Further information is available at
<http://www.playwales.org.uk/page.asp?id=83&detail=> and at
http://www.biglotteryfund.org.uk/prog_healthy_families_childs_play?regioncode=-uk&progStatus=open&country=%20UK&status=theProg&chan=funding&title=Healthy%20Families:%20Child's%20Play

Children in Wales: 'Feeding Family Learning' Workshops: Further information is available at <http://niace.rcthosting.com/en/rppprojectsdetail.asp?Section=10&Ref=79>

Flora Proactive Test the Nation Programme: Further information is available at
<http://www.florahearts.co.uk/testingthenation/?style=1>

Patient Advice and Liaison Service (PALS): Further information is available at
<http://www.palsglos.org.uk/>

UK-wide programmes

Healthy Start Programme: Further information is available at
<http://www.wales.nhs.uk/newsitem.cfm?contentid=5711>

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