

Health in All Policies (HiAP) Workshop - the case of air pollution, urban health and sustainability

Washington DC, USA, 18– 20 June, 2018

Instructions for Preparatory Exercise

Workshop participants are requested to complete a preparatory exercise, and associated readings prior to coming to the workshop. The exercise helps to prepare for the individualised action plan, which will be completed during the workshop. The completion of this exercise will also enable participants coming from different disciplines and contexts to share a minimum of common knowledge related to determinants of health, the health in all policies approach and problems associated with air pollution. The reading list covers a general reading matter, as well as important readings for Day 1 and part of Day 2.

Depending on the interest of the participant, the participant should choose one preparatory exercise. The assumption is that participants more interested in transforming public health education and training may opt for Exercise B, while those working for governments to bring about policy changes may opt for Exercise A. But it is up to each individual participant to choose.

Participants should bring their completed exercise in electronic form to the Workshop. Participants will be invited to share the results of their work during sessions and when designing individualised action plans. An electronic folder will be made available for sharing.

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| <p>PREPARATORY EXERCISE A: defining the problem and stakeholders</p> | <ul style="list-style-type: none"> • Task for public health practitioners implementing policy and services <ul style="list-style-type: none"> ○ Health framing and determinants ○ The SDGs ○ Stakeholders • If you have questions please contact: Nicole Valentine (valentinen@who.int) |
| <p>PREPARATORY EXERCISE B: identifying needed skills</p> | <ul style="list-style-type: none"> • Task for public health academia designing courses and teaching <ul style="list-style-type: none"> ○ What skills are necessary to perform multisectoral / intersectoral collaboration? ○ What skills do you or your organization already have? ○ What skills do you still need to teach? ○ What are the supportive elements in your environment? • If you have questions please contact: Julian Fisher (fisher.julian@mh-hannover.de) |

The exercise is expected to take between 4-6 hours excluding background readings.

Preparatory Exercise Option A [Do with Information Note A1 in this document]

Defining the problem and stakeholders

Learning objective

- To appraise the way a health problem is framed in terms of determinants, and how the argument for prioritizing health is made.

Exercise

1. Select a health problem related to air pollution, urban health and sustainability, that you are most interested in using a multisectoral or intersectoral to address.
2. Analyse how the problem is being framed in the media, by prominent community members, academia, government, lobby groups or other actors by finding at least 3 sources of information on the topic. The sources could refer to statements by champions, or key stakeholders, new data revelations or news about technology or other types of solutions (e.g. journal paper, newspaper article, or web-based sources that have data on the issue).
3. Using the Worksheet A, write a short paragraph on each of the 3 sources describing the following:
 - which group of determinants of health are being cited (see Reading 1 under Preparatory Exercise A readings/resources) and what evidence related to causes of ill-health and actions is presented (considering resources for cities, air pollution and health Readings 3-5);
 - indicate when any of this evidence relates to the SDGs that are most relevant for local authorities and communities (see Reading 2);
 - appraise how health is being framed by reviewing the arguments shown in Information Note A (next page).
4. Using the Worksheet B:
 - list at least 6 actors mentioned in any of the 3 sources;
 - describe qualitatively the main framing actors use for their argument and rate their interest or stake in the issue as high or low. From the references chosen, identify which groups each of the key stakeholders belong to.

Resources. To complete: Preparatory Exercise Workbook Sheets A, B

Reading list (all) - Essential general reading; Essential browsing
Essential reading/resources for Preparatory Exercise A
Information Note A1 (over page)

Preparatory Exercise A, Information Note A1: Approaches to framing health

Source: WHO Health in All Policies Training Manual, pgs 88-89
apps.who.int/iris/bitstream/10665/151788/1/9789241507981_eng.pdf

Prioritizing health in the policy discourse

If you believe it relevant, you might want to describe some of the common approaches to arguing for health to be given greater importance in policy discourses.¹ This issue can be raised at many points during the workshop, including but not limited to here and in Module 8 on negotiations.

In general, these lines of arguments can be persuasive in encouraging policy actors to take health into account in public policies:

- 1. Health argument.** Health has intrinsic value. A powerful argument for policy-makers to act can arise from understanding of the health impacts deriving from a particular risk factor (e.g. tobacco or alcohol consumption, occupational health hazards) or determinant of health. Failure to comply with obligations arising from ratified international laws or constitutional rights can also be used to build this argument. For example, all WHO Member States acknowledge that governments are responsible for the health of their populations.
- 2. Health-to-other-sectors argument.** Improved health and equity can support realization of the mandates and goals of other government sectors. The evidence shows that complementary interventions are also prerequisites for successful implementation. This is about highlighting co-benefits to get other sectors on board.
- 3. Health-to-societal-goal argument.** Improved health and equity can also contribute to wider societal gain, including well-being, economic and social development and financial and environmental sustainability.
- 4. In support of all three arguments is economic evidence.** For example, assessing the financial benefits for health and social care, productivity gain or increased tax revenues is important. It can also make explicit the trade-offs arising from different policy choices.

Example of report-back matrix (see workbook Sheet A)

| Source of information including link (if possible) | Determinants | Health argument |
|--|--------------|-----------------|
| 1. | | |
| 2. | | |
| 3. | | |

Preparatory Exercise Option B

Identifying skills for dealing with complex challenges, and transforming public health education and training

Learning objectives

- To examine the competencies / skills necessary to perform multisectoral / intersectoral collaboration and to address complex problems; and
- To assess the adequacy of current approaches to public health education and training for addressing determinants of health in general and air pollution in particular.

Exercise

Part 1

1. Consider your (current or future) role as a public health champion in promoting health in all policies, and identify what skills are needed to perform multisectoral / intersectoral collaboration.
2. Using the diagram 1 and table 1 in the Exercise B Companion Guide to complete the following in Workbook Sheet C:
 - identify and list skills / competencies necessary to perform multisectoral / intersectoral collaboration and to address health equity;
 - identify and list skills that your organization has;
 - identify and list skills that you need to teach;
 - record qualitatively your opinion on any additional skills / competencies that you consider are necessary but are not covered in the table.

Part 2

3. Select a challenge or issue related to public health education and training with respect to taking action on the determinants of health in general and air pollution in particular, that you are most interested in addressing. It can be pre-service, undergraduate, or in-service training, continuing professional development.
4. Analyse what reforms and actions would be necessary, and the enabling environment needed to integrate a health in all policies approach within lifelong learning framework, so that all public health workers have the competencies / skills that match the health needs of populations and can work to their full potential.
5. Using the table in Workbook Sheet D and referring to the Workbook Companion Guide:
 - select (D1) and prioritize (D2) enabling environment activities related to your challenge or issue;
 - select (D1) and prioritize (D2) institutional design activities that relate to your challenge or issue;
 - select (D1) and prioritize (D2) instructional design activities that relate to your challenge or issue;
 - record qualitatively your opinion on any aspects that you consider are necessary but are not covered in the table.

Resources. To complete: Preparatory Exercise Workbook Sheets C, D1, D2

Reading list (all) - Essential general reading; Essential browsing

Essential reading/resources for Preparatory Exercise B in particular see [Workbook Companion Guide](#)