

data was selected for collection. As soon as this collection is completed, a cluster analysis will be performed.

Results

All the participating countries and regions answered to the availability questionnaire. As expected the data availability is not as good at sub-regional level as at regional or national level. Thus, if demographic and mortality data availability is very good, many problems appeared concerning the availability and the comparability of socio economic data, data on health care, data on morbidity. Data on health habits (body mass index, percentage of smokers) are unavailable at the sub-regional level in almost all the countries and regions.

The data collection is in progress. The first responses from six of the eight participating countries and regions shows an effective availability of the data and capacity of the I2sare partners to collect these sub-regional data.

Cluster analysis will be performed during this year and the results presented at the conference.

Discussion

The initial results of this work shows the possibility of collecting and analysing data at sub-regional level in different countries and regions of the European union.

5.7. Workshop: Ethics in public health: teaching and practice

Chairs: Theodore Tulchinsky, Israel and Els Maeckelberghe, The Netherlands

Organizer: ASPHER Working Group on Ethics and Values in Public Health
 ASPHER has appointed a Working Group of Ethics and Values in Public Health, which is to be developed jointly with EUPHA. The purpose of this Workshop is to address issues related to ethics and values teaching in Schools of Public Health to devise an ethical framework for public health teaching and in public health practice and to promote its adoption by ASPHER and EUPHA.

The Workshop will address the following questions:

- To prepare Statement of Public Health Ethics recommended for adoption by ASPHER and EUPHA and for use in members of ASPHER and EUPHA.
- To recommend a core curriculum on Ethics and essential crosscutting study for bachelors and master level in public health.
- To recommend topics for PhD studies in Ethics of public health.

Introduction and background: by co-chair persons

First Guest Speaker: Representative of US Association of Schools of Public Health.

Second Guest Speaker: Peter Schröder-Bäck—Maastricht University, Department of International Health: Case studies for teaching public ethics to European MPH students.

Discussion: Teaching and practice of public health should incorporate ethics and values issues ranging from the 'do no wrong' of the Hippocratic oath, to 'do nothing' in failure to adopt current 'best practices' in PH, to care of minorities and high risk groups, to many other ethical questions of individual health, public policy and population health.

Conclusions

ASPHER's Working paper on Values and Ethics in Public Health (2007) provides a starting point, along with EUPHA Section on Ethics reports and similar activities in other public health Associations. The ASPHER's Working Group Work Plan will include development of a special issue of the Public Health Reviews on Ethics in the New Public Health. The discussion will help the Working Group to understand the issues seen by interested members of EUPHA and ASPHER for inclusion in our activities and report.

5.8. Workshop: New practical tools for nutrition education in kindergartens and schools

Chairs: Stina Algotson Sweden and Enni Mertanen, Finland

Organizer: EUPHA section on Food and Nutrition

Objectives

Children adopt their healthy eating habits for the whole life span during early years. Children's day care and school represent a natural and daily surrounding where most children are met. It has been paid a lot of interest on nutrition education as a part of health promotion in preschools and schools. However, there is a lack of effective methods for children's nutrition education.

Sapere method is an innovation using children's natural curiosity, sensory training and experimental learning. It is known that children need for learning sensory information, own exploration and examination. Also playing is significant in child's development. Especially in nutrition education, children's own experiences of food are important when they develop their like or dislike of foodstuffs and adopt their eating habits. Sapere method enables children to discover their five senses and use the sensory awareness to explore a range of sensations offered by different foods and food culture as a whole. It is a simple method including also playing offering a joyful tool for nutrition education of children.

The Sapere method was originally developed in France in early seventies. It was adapted and implemented for the Swedish school in 2000. Thereafter, the Swedish material has been imported to Finland as a part of a public health project. Many tool books for professionals have been published recently. Sapere-based nutrition education programmes are going in many European countries at the moment. The workshop introduces Sapere method and several projects that are using it. The Sapere method applications can be adopted to all cultures and within different branches of children's early and school education.

Programme

The programme includes four oral presentations, to begin with the theoretical basis and background of the Sapere method, and then three examples of the Sapere method applications for preschoolers and school children in different countries: Professor Judith Annett from Sweden will start: 'Introduction to the theoretical concepts underlying SAPERE method'. Second, Arja Lyytikäinen from Finland introduces two applications: 'Sapere'—toolbook for daycare staff and how a pedagogic menu developed for a new approach on preschooler's nutrition education. Then Stina Algotson from

Sweden talks Sapere taste lessons in Swedish pre-schools, the 'Allebarnsrätten-campaing'. And finally, Hante Meester from The Netherlands tells about taste lessons in primary schools in The Netherlands, the 'Smaaklessen'—programme.

Introduction to the theoretical concepts underlying SAPERE method

Judith Annett

J Annett
Sweden

Finding an effective strategy to change children's eating patterns towards more healthy dietary intakes is an urgent humanitarian and fiscal necessity. Any strategy must acknowledge that it is the total social and cultural environment which ultimately will interact with genetic determinants to produce the current nutritional status of any individual.

Although genetic predisposition may in part determine taste perception, unhealthy food preferences and choices are malleable. Developmental patterns are not fully understood, but infants and young children are sensitive to sensory and perceptual training. Parental influences begin prenatally and food preferences at age 2–3 are predictive of later food preferences.

The importance of sensory experience in children's development and learning, at a general level, has been noted in educational thinking since at least the 17th century (Comenius). The suggestion also that education should go beyond nutrition education and address sensory aspects of food behaviour is not new. More than 20 years ago in France, Jacques Puisais developed 12 'taste lessons' 'Les classes de Gout'. Covering the five senses, basic tastes and flavours, cuisine and regional specialities, food preservation and consumption, meal composition and food preferences, Puisais's approach was to train children. He hypothesized that such sensory-based training would develop in children the pleasure of eating a large variety of foods and that this would modify food consumption patterns.

He thought that sensorial lessons incorporated into school curricula, and linked to education in health, exercise, environment, food/cooking, etc. particularly if combined with other psychosocial variables, would have potential to form an effective intervention.

It is these 'Classes de Gout' which form the basis for the SAPERE approach which is presented here today. This introductory talk will explain the theoretical basis of SAPERE and how these theoretical concepts relate to practice.

Applied Sapere—method and pedagogic menu as a new approach on preschooler's nutrition education

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Problem

Children's increasing overweight challenges health professionals to seek effective methods to get children to eat varied food and balance their diet with bigger amount of vegetables, fruits and berries. Daycare staff feels unskilled to solve children's eating problems. There is a lack of practical tools for preschooler's nutrition education. Sapere-method, using sensory training and children's own perceptions is a promising instrument. The aim of the project is to develop, test and implement new Sapere-based tools in early education.

Results

Daycare staff ($n=650$) from eight cities was involved in the Sapere-project. Courses for staff contained the theory of the method and sensory tasks. The method gave practical skills and

willingness to apply Sapere activities with children. Paedagogic menu was developed as a new tool for kitchen staff to offer services for Sapere activities. The menu contains meals and a selection of food components. Food themes are built in menu. Results show that the paedagogic menu gives a frame for nutrition education and offers a lot of sensory activation. Children ate more varied and bigger amounts of fruits, berries and vegetables, tasted unfamiliar foods and enjoyed food tasks. The paedagogic menu fulfilled the nutrition recommendations better than a usual menu, and it included more local foodstuffs. However, its costs were slightly higher (+0.23 €/day/child).

Lessons

Sapere method with sensory training, cooking and other activities with real food, and a paedagogic menu, is a promising approach to improve children's nutrition in early education. The new tools increase cooperation among the daycare and catering staff, and inspire them to develop children's nutrition education.

Sapere-taste lessons in Swedish pre-schools

Stina Algotson

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In Sweden, 85% of children attend pre-school. Lunch and snacks are served every day in 10 000 preschools. Some of are very competent and cook in-house, others lack facilities, interest and knowledge of professional food preparation. Still, the Swedish preschool system represents an important platform and potential resource to influence the lifelong relationship children in regard of food and the meal. Allebarnsrätten is a 3-year knowledge campaign with the mission to strengthen the status of food in pre-schools. The strategy is to gather, develop, package and disseminate knowledge on healthy and tasty food. Allebarnsrätten co-operates with 11 pilot pre-schools in the development of cookbooks, advice and a webpage. The work is carried out in interaction with parents, pre-school teachers and cooks in pre-schools. Presently, a Sapere handbook for pre-school teachers is being developed in order to use food and the meal as a paedagogical tool. Sapere is latin for 'to feel and to know'. Sapere teaches children the function of our senses and is implemented through laboratory lessons. By awakening the joy of exploring the method triggers children to:

- know their own senses
- a language to express what they experience
- dare testing new products
- a more varied food intake
- see food as an interesting and attractive issue
- understand the connections of food to nature and culture
- become more critical consumers

Allebarnsrätten will adapt the Sapere method, offer it in complement to cookbooks and target to disseminate it to every one of the 10 000 pre-schools in the country, in co-operation with the Swedish Teachers Union.

Taste Lessons in primary schools in The Netherlands

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Problem

Consumers themselves are responsible for making reasonable choices about their eating pattern. However, trends in society such as the increasing number of people that are overweight

and panic reactions in times of crises concerning food safety indicate that consumers are not always able to live up to this responsibility. In order to change this situation, consumers have to become more aware of food and nutrition. A suitable approach appears to be addressing primary school children, for 'what is learnt in the cradle lasts till the tomb'.

Description of the problem

The aim of Taste Lessons is to increase, by means of sensorial and practical education, the knowledge of, the interest in and the ability to make choices concerning nutrition & health and food & food quality of youngsters in primary schools. The programme consists of practical lessons in which taste is the main aspect. Children will discover new flavours and products, and will learn more about food and aspects that are linked to food, e.g. the composition, the origin and the ways it can be produced and prepared. The children's curiosity will increase,

as will their knowledge on food. Primary school teachers teach the lessons themselves. To be able to do this they receive a box with teaching material. In addition they can be present during an instruction meeting. An additional possibility is to receive a visit of a chef or a student in the class.

Results

Taste Lessons started in The Netherlands in 2005. In 2010 ~25% (2000) of all primary schools in The Netherlands have started with the programme. The programme is received very positively by teachers and children.

Lessons

Taste Lessons is a promising initiative. In The Netherlands there is a big need to provide an integrated offer to schools in which a programme as Taste Lessons is embedded. In addition the need for lunch provision at schools is increasing rapidly.

5.9. Workshop: Neighbourhood structure and health promotion

Chair: *Christiane Stock, Denmark and Thomas Abel, Switzerland*
Organizer: EUPHA Section on Health Promotion

Neighbourhoods have become the focus of studies in Health Promotion and in Social Epidemiology. They provide the physical environment and social context in which health is developed or at risk. Neighbourhoods are also representations of social distinctions and class and health is found to be divided along their borders. Neighbourhoods provide material and non-material structures within which people act to reproduce those structures or to challenge even change them. Theoretical contributions to our understanding on the relationships between neighbourhoods and health can thus come from the structure-agency debate. The focus of the workshop will be on empirical or theoretical studies addressing issues of neighbourhoods and their perception by the people attached to them relevant for health promotion research and practice. As an introduction to the workshop theme a systematic review and meta-analysis on neighbourhood factors and health will be presented (Mathias Meijer, Denmark). To what extent socio-economic differences in neighbourhood perceptions can be explained by objective neighbourhood features will be the focus of the following presentation (Carlijn Kamphuis, The Netherlands). A contribution from Portugal will present quantitative data on associations between perceptions of neighbourhood environment and physical activity and sports among adolescents (Nuno Loureiro, Portugal), while a study conducted in Romania will focus on improvements of the daily period of being physically active outdoors after the restoration old and neglected parks among elderly (Corina-Aurelia Zugravu, Romania).

Do neighbourhoods have an effect on mortality?

A systematic review and meta-analysis

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Background

Recent research suggests that the neighbourhoods in which people live have independent effects on mortality. These questions the emphasis put on individual lifestyles in public health policies. The results of previous studies, however, have been ambiguous and the objective of this study is to review the literature and to quantify the association between area-level socio-economic status (SES) and all-cause mortality measured in previous studies.

Methods

Articles were retrieved from Medline, Embase, Social Sciences Citation Index and Psycinfo. Only multilevel studies which controlled for individual SES were included. For each study in the meta-analysis all area-level SES estimates were combined into a single estimate using weighted linear regression. The analysis utilized combined estimates with random effects to account for heterogeneity between studies.

Results

A significant effect of area-level SES ($\beta = 0.06$, $SE = 0.03-0.08$) on all-cause mortality was found indicating that those living in more disadvantaged areas have higher mortality.

Conclusions

This study shows that areas have independent effects on all-cause mortality and that public health initiatives not only should focus on behaviours and characteristics of people but also on the areas in which they live.

Why do poor people perceive poor neighbourhoods? The role of objective neighbourhood features and psychosocial factors

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Background

Low socio-economic (SES) groups are more likely than high SES groups to perceive their neighbourhood as unattractive and unsafe, which is associated with their lower physical activity. Agreement between objective and perceived environmental factors is often low, so it is questionable to what extent 'creating supportive neighbourhoods' would improve residents' neighbourhood perceptions, and with that, increase their activity levels. We investigate to what extent SES differences in neighbourhood perceptions are related to objective neighbourhood features and other factors.

Methods

Participants ($N=814$) residing in 14 neighbourhoods of Eindhoven (The Netherlands) reported on their household income (SES-indicator), perceived neighbourhood safety and attractiveness, social neighbourhood factors, and psychosocial factors. Objective neighbourhood design, safety, aesthetics, and destination features were collected by environmental audits.