A Whole Society Approach to Promoting Child and Youth Mental Health

Comparing Frameworks

Introduction

Mental health is considered a vital component of a person's overall health and wellbeing and a essential resource for life. Positive mental health is a state of well-being that allows people to feel, think and act in ways that enhance the ability to enjoy life and deal with challenges.[1]

Mounting global evidence shows that mental health is an issue for the entire population, requiring a whole society and whole government approach to make an impact. Living conditions and experiences during early childhood are key factors for mental health. As approximately 70% of mental health issues develop in childhood and adolescence, it is imperative that we invest in children and youth, since they will ultimately determine the future health and prosperity of our communities. [2]

Mental health promotion aims to enable people and communities to optimize their well-being, by influencing multiple determinants of mental health through the strategies outlined in the Ottawa Charter for Health Promotion.[3] It also works to equitably improve the mental health of the entire population and to reduce the likelihood of mental health deterioration throughout the life course.

Good mental health benefits everyone, but fostering mental health for us all is a much bigger issue than the health system can address on its own. To create a mentally healthy society, we need to engage the whole of government and the wider society – schools, workplaces and communities – and invest in the entire population to ensure people are resilient, live in thriving social networks and have the resources to prosper and sustain communities and our planet.

The ASI 2017 Call to Action called for a whole society approach to child and youth mental health in which we all act together. This will require collective thinking and cannot rest solely with government – it will require collaboration with civil society, philanthropic organizations and the business world. **ASI 2018** will build on the Ottawa Charter, foundational health promotion framework to explore other global, national, and regional overarching frameworks that consider and integrate promotion of child and youth mental health locally:

- Universal Declaration of Human Rights (UDHR)
- UN Convention on the Rights of the Child (CRC)
- Sustainable Development Goals (SDG)
- First Nations Mental Wellness Continuum Framework (FNMWCF)
- Population Mental Health Framework (PMHF)
- Circle of Health (CH)
- Social Determinants of Health (SDH)

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[1] Public Health Agency of Canada. Mental health promotion: promoting mental health means promoting the best of ourselves [Internet]. Ottawa (ON): Public Health Agency of Canada; [modified 2014 May 6; cited 2017 Feb 8]. Available from: http://www.phac-aspc.gc.ca/mh-sm/mhp-psm/index-eng.php

[2] Canadian Mental Health Association, Ontario (2018). *Child and Youth Mental Health.* Retrieved from https://ontario.cmha.ca/mental-health/child-and-youth-mental-health/

[3] World Health Organization, 1986. http://www.who.int/healthpromotion/conferences/previous/ottawa/en/

This discussion paper is a backgrounder for the ASI 2018 forum. It summarizes the content of these frameworks and identifies common features, values, principles, and elements. An annotated bibliography is attached as Appendix 1. A glossary of terms is attached in Appendix 2.

This is an exploratory exercise aiming at finding the commonalities and emphasising the diversity of elements that are present in these frameworks. it is that diversity of influences that supports the importance of a whole society approach for mental health and wellness.

Method

The seven frameworks chosen for this review provide overarching concepts that are intended to be comprehensive and inclusive in their own way. The content analysis of the values, principles, rights, goals and determinants was based on the actual language in the documents, with minimal interpretation. The results are highlighted in this document.

Common Values and Principles

Though these seven frameworks have their own origins and purposes, they have some things in common that reflect more broadly on what a "whole society" approach might include. A review of their values and statements of principle reveal the following:

Value/Principle	UDHR	CRC	SDG	FNMWC	PMHF	CH	SDH	#Refs
better standards of life	X	X	X		X			4
inherent dignity and worth of the person	X	X			X			3
equal and inalienable rights of all	X	X			X			3
fundamental human rights	X				X		X	3

Fundamental human rights, dignity and worth of the person, and better standards of life are the most commonly referenced values. It's also important to reflect on the breadth of values and principles that are stated in these frameworks (see below).

Common Values and Principles

Value/Principle	UDHR	CRC	SDG	FNMWC	PMHF	CH	SDH	#Refs
inherent dignity and worth of the person	X	X			X			3
equal and inalienable rights of all	X	X			X			3
freedom of speech	X							
freedom of belief	X							
freedom from fear and want	X							
fundamental human rights	X				X		X	3
equal rights of men and women	X							
promote social progress	X	X						2
better standards of life	X	X	X		X			4
larger freedom	X	X						2
childhood is entitled to special care and ass		X						
family, as the fundamental group of society		X						
protection and assistance so that it can fully		X						
the child should grow up in a family environ		X						
peace		X	X					2
dignity		X						
tolerance		X						
freedom		X						
equality		X						
solidarity		X						
children living in exceptionally difficult con		X						
traditions and cultural values		X						
end poverty			X					
protect the planet			X					
hope				X				
belonging				X				
meaning				X				
purpose				X				
culture				X	X			2
health equity							X	
empowering people							X	
sharing						X		
caring						X		
balance						X		
social justice						X		
choice						X		

Common Elements

The specific elements of each framework - framed as rights, goals, or determinants - were compared to identify those most commonly referenced. These elements are.

Elements (17)	UDHR	CRC	SDG	FNMWCF	PMHF	CH	SDH	Refs
education to the full development of the personality	X	X	X	X	X	X	X	7
just and favourable conditions of work	X		X	X	X	X	X	6
just and favourable remuneration	X		X	X	X	X	X	6
highest attainable standard of health, treatment, rehab		X	X	X	X	X	X	6
culture	X	X		X	X	X	X	6
adequate standard of living; no poverty		X	X		X	X	X	5
right to security in the event of lack of livelihood	X			X	X	X	X	5
equal protection of the law; justice	X		X	X	X			4
just and favourable remuneration	X			X	X		X	4
physical environment; clean water, sanitation, energy			X	X		X	X	4
free and equal in dignity and rights	X	X			X			3
right to social security	X	X					X	3
housing				X	X		X	3
social services; social safety network				X		X	X	3
gender equality			X			X	X	3
low social inequalities			X		X		X	3
healthy child development			X			X	X	3

These common elements can inform what we mean by a whole society approach to promoting child and youth mental health. As with the values and principles, the various specific elements of each of these frameworks is important, whether it was referenced once or seven times. To aid in understanding, I have grouped all of the elements into categories.

RIGHTS AND JUSTICE	UDHR	CRC	SDG	FNMWCF	PMHF	CH	SDH	19
equal protection of the law; justice	X		X	X	X			4
free and equal in dignity and rights	X	X			X			3
life, liberty and security of person	X	X						2
freedom of movement and residence	X							1
protection of families	X							1
freedom of thought, conscience and religion	X	X						2
freedom of opinion and expression	X	X						2
freedom of peaceful assembly and association	X	X						2
take part in the government	X							1
economic, social and cultural rights	X							1

EMPLOYMENT AND WORKING CONDITIONS	UDHR	CRC	SDG	FNMWCF	PMHFC	CH	SDH	19
just and favourable conditions of work	X		X	X	X	X	X	6
just and favourable remuneration	X		X	X	X	X	X	6
protection against unemployment			X	X	X	X	X	5
rest and leisure	X	X						2

SOCIAL SECURITY	UDHR	CRC	SDG	FNMWCF	PMHF	CH	SDH	32
education to the full development of the personality	X	X	X	X	X	X	X	7
right to security in the event of lack of livelihood	X			X	X	X	X	5
highest attainable standard of health, treatment, rehab		X	X	X		X	X	5
adequate standard of living; no poverty		X	X		X	X	X	5
right to social security	X	X				X	X	4
housing				X	X		X	3
social services; social safety network				X		X	X	3

CULTURE, LANGUAGE, HERITAGE	UDHR	CRC	SDG	FNMWCF	PMHF	CH	SDH	12
culture	X	X		X	X	X	X	6
language				X		X		2
heritage				X		X		2
Aboriginal status							X	1
race							X	1

SOCIAL STATUS	UDHR	CRC	SDG	FNMWCF	PMHF	CH	SDH	15
gender equality			X			X	X	3
low social inequalities			X		X		X	3
healthy child development		X				X	X	3
social inclusion					X		X	2
public safety					X			1
disability							X	1
food insecurity			X				X	2

ENVIRONMENT STEWARDSHIP	UDHR	CRC	SDG	FNMWCF	PMHF	CH	SDH	13
physical environment; clean water, sanitation, energy			X	X		X	X	4
Life on land			X					1
life below water			X					1
climate action			X					1
safe urban design					X			1
access to green spaces and recreation					X			1
environmental stewardship				X				1
land and resources				X				1
urban and rural				X				1
sustainable communities			X					1

ECONOMIC DEVELOPMENT	UDHR	CRC	SDG	FNMWCF	PMHF	CH	SDH	5
Economic development								1
Responsible consumption and production			X					1
access to adequate transport					X			1
Economic Development				X				1
Industry, innovation and infrastructure			X					1

To summarize:

- Social Security (32)
- Rights and Justice (19)
- Employment and Working Conditions (19)
- Social Status (15)
- Environmental Stewardship (13)
- Culture, Language, Heritage (12)
- Economic Development (5)

Here's another way to look at these categories.
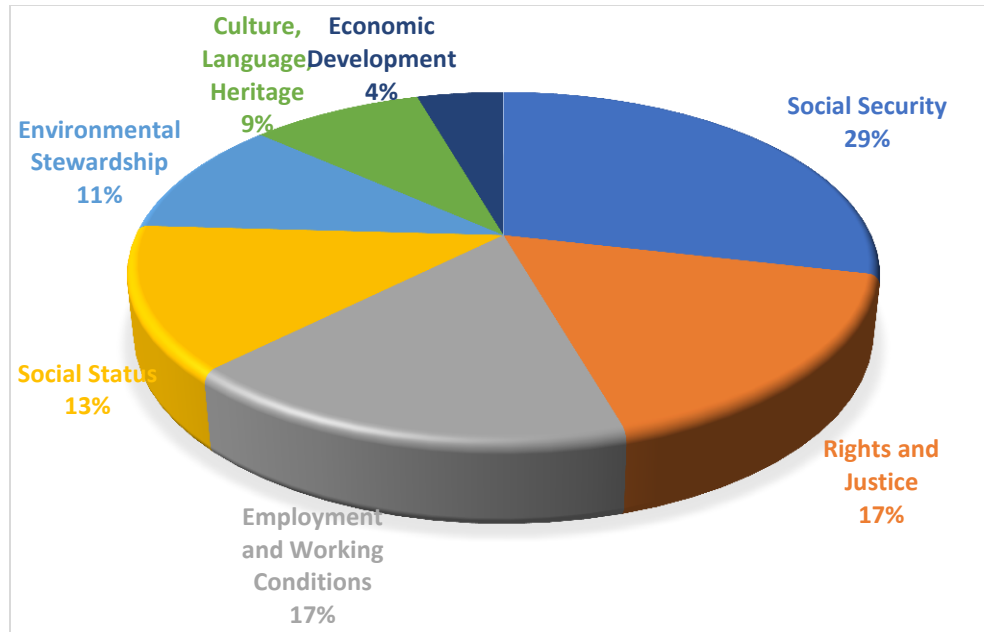
Discussion

Common values and elements point toward consensus in some areas about what aspects of society are most important for human development. These should be reflected in our approach to promoting child and youth mental health.

The breadth of values and elements across the seven frameworks are inclusive what "whole society" looks like. Though it is not necessary to include all of these, whatever actions being taken to promote child and youth mental health should draw on this "menu" of options. Particular attention should be paid to the UN Convention on the Rights of the Child, since it is specific to this age group.

Questions

- *What are the implications of these frameworks for promoting child and youth mental health?*
- *How can you use this information in the design of policies, programs and practices to support and promote child and youth mental health?*

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July 26, 2018

Appendix 1 - Comparing Frameworks for a Whole Society Approach to Promoting Child and Youth Mental Health

Circle of Health (CH)

The Circle of Health© was developed in 1995-1996 in Prince Edward Island, Canada, to meet a need for a common framework, language and skills to guide the work of health promotion in the province. The Circle of Health is built on the health promotion concepts and strengthened in its design by the input of the broader community. It serves as both a framework and hand held planning tool with moveable rings and integrates values, the Ottawa Charter, social theory, determinants of health and the aboriginal medicine wheel. Subject to stringent evaluation and review by users in many settings, the Circle of Health has been used in more than 20 countries and is available in English, French, Spanish, Portuguese, German and Serbian. The Quaich Inc. has been publishing the Circle of Health since 2003, with the most current publication in 2009.

Source: © 2009 The Quaich Inc., All Rights Reserved.
Official distributor of "The Circle of Health" in Canada. Visit the website:
www.circleofhealth.net

First Nations Mental Wellness Continuum Framework (FNMWCF)

The *First Nations Mental Wellness Continuum* (*FNMWC*) is a national framework that addresses mental wellness among First Nations in Canada. It identifies ways to enhance service coordination among various systems and supports culturally safe delivery of services. The *FNMWC* Framework was developed through collaboration between the Assembly of First Nations, Health Canada's First Nations and Inuit Health Branch, the National Native Addictions Partnership Foundation, the Native Mental Health Association, and other community mental health leaders.

Source: Thunderbird Partnership Foundation
http://thunderbirdpf.org/first-nations-mental-wellness-continuum-framework/

Ottawa Charter on Health Promotion (OCHP)

The first International Conference on Health Promotion, meeting in Ottawa in November 1986, presented this charter for action to achieve Health for All by the year 2000 and beyond. It built on the progress made through the Declaration on Primary Health Care at Alma-Ata, the World Health Organization's Targets for Health for All document, and the debate at the World Health Assembly on intersectoral action for health.

Source: World Health Organization
http://www.who.int/healthpromotion/conferences/previous/ottawa/en/

Population Mental Health Framework (PMHF)

In Québec, like elsewhere in the world, we are witnessing a growing concern for the population's mental health and for the importance of concentrating efforts on prevention and promotion. In this context, public health actors are invited to adopt a leadership role in advancing mental health promotion and mental disorder prevention goals and establish the required partnerships with actors from the health and social services sector and from other sectors who are indispensable to the population mental health agenda.

<u>Source</u>: National Collaborating Centre for Healthy Public Policy
http://www.ncchpp.ca/en/

Social Determinants of Health (SDH)

The primary factors that shape the health of Canadians are not medical treatments or lifestyle choices but rather the living conditions they experience. These conditions have come to be known as the social determinants of health. Our health is shaped by how income and wealth is distributed, whether or not we are employed and if so, the working conditions we experience. Our health is also determined by the health and social services we receive, and our ability to obtain quality education, food and housing, among other factors. In most cases these living conditions are imposed upon us by the quality of the communities, housing situations, work settings, health and social service agencies, and educational institutions with which we interact. The purpose of the document is to provide promote greater awareness of the social determinants of health and the development and implementation of public policies that improve their quality.

<u>Source</u>: The Canadian Facts, Mikkonen, J. and Raphael, D.
http://thecanadianfacts.org/

Sustainable Development Goals (SDG)

The establishment of the United Nations High-level Political Forum on Sustainable Development (HLPF) was mandated in 2012 by the outcome document of the United Nations Conference on Sustainable Development (Rio+20), "The Future We Want". The HLPF is the main United Nations platform on sustainable development and it has a central role in the follow-up and review of the 2030 Agenda for Sustainable Development the Sustainable Development Goals (SDGs) at the global level. General Assembly resolution 70/299 provides further guidance on the follow-up and review of the 2030 Agenda and the SDGs.

<u>Source</u>: United Nations
https://sustainabledevelopment.un.org/?menu=1300

Universal Declaration of Human Rights (UDHR)

The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

Source: United Nations
http://www.un.org/en/universal-declaration-human-rights/index.html

UN Convention on the Rights of the Child (CRC)

The Convention on the Rights of the Child is the most rapidly and widely ratified international human rights treaty in history. The Convention changed the way children are viewed and treated – i.e., as human beings with a distinct set of rights instead of as passive objects of care and charity. The unprecedented acceptance of the Convention clearly shows a wide global commitment to advancing children's rights. UNICEF is the UN agency with the mandate to promote the CRC. The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does.

Source: UNICEF
https://www.unicef.org/crc/

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Appendix 2 - Glossary of Terms

Mental health is more than you can imagine – Understanding the terms

Mental health

Mental health is a state of well-being that allows a person to realise their abilities, cope with the normal stresses of life, work productively and fruitfully, and make contributions to their community.[i] Positive mental health is a state of well-being that allows people to feel, think and act in ways that enhance the ability to enjoy life and deal with challenges.[ii]

Mental health promotion

Mental health promotion aims to enable people and communities to optimize their well-being, by influencing multiple determinants of mental health through the strategies outlined in the Ottawa Charter for Health Promotion (WHO, 1986). It also works to equitably improve the mental health of the entire population and to reduce the likelihood of mental health deterioration throughout the life course.

Social and emotional learning (SEL)

Social and emotional learning is the process of acquiring and effectively applying the knowledge, attitudes and skills necessary to recognize and manage emotions; developing caring and concern for others; making responsible decisions; establishing positive relationships; and handling challenging situations capably[iii] Children, youth, parents, teachers, caregivers, schools, communities and society all benefit when there is a focus on enhancing SEL.

Our future, their future – it takes all of us!

It is important for society to invest in children through a life course approach

Whole of society

Good mental health benefits everyone, but fostering mental health for us all is a much bigger issue than the health system can address on its own. To create a mentally healthy society, we need to engage the whole of government and the wider society – schools, workplaces and communities – and invest in the entire population to ensure people are resilient, live in thriving social networks and have the resources to prosper and sustain communities and our planet.

Urgency of focus on children and youth

Mental health is impacted by early child development and over the long term impacts the overall health and sustainability of our communities. There is strong evidence to suggest that

poor mental health, if not addressed early in life, has lasting social, economic, and health costs. Investing in upstream policies and programs for children and youth is an investment in the long-term health of the whole population.

Life Course Perspective

A life course perspective involves focusing on the health and well-being of the population starting before birth through to the end of life, while paying particular attention to life stages and transitions that are fundamental for mental health. Since lives are connected inter-generationally, supporting entire families through policies and programs that address their life settings and conditions positively impacts child development and well-being: the building blocks of mental health throughout life.

Creating a mentally healthy society – We can do it together!

There is a need for government and civil society to collaborate and for individuals to work across sectors within government and in concert with business and NGOs

Intersectoral collaboration

Working together across sectors represents a promising way to promote mental health and reduce mental illness at the population level. Developing a whole of society approach to mental health promotion for children and youth will require collective thinking and cannot rest solely with government. To be effective, intersectoral action will engage a wide set of actors from government, civil society, academia and the business world.

Whole of government policies

Responsibility to protect and promote the mental well-being of the population extends across all sectors and all government departments. The Health in All Policies approach seeks to integrate activities across the pillars of the sustainable development governance framework: economic, social, and environmental development. All sectors and government departments are responsible for building policy coherence to foster wellbeing and mental health equity.

Civil society engagement

Civil society organizations (non-government, non-profit) foster asset-based practices, intersectoral collaboration, community development, participatory processes, and create spaces for all voices to be heard. They are also sources of innovation and advocacy for a holistic approach to health, and can hold governments and the private sector accountable for actions to promote mental health.

Join us in creating a mentally healthy society – Let's Act Now

Stressing the importance of addressing determinants of health, SDGs and engaging partners beyond the health sector

Addressing Inequities

Social inequities are strongly linked to the distribution of mental health within the population. Living in poverty is stressful and is associated with higher levels of anxiety and depression, among other things. The effects of poverty are compounded by legacies of colonialism, racism, discrimination, sexism, homophobia, and transphobia. Governments interested in ensuring the long-term mental well-being of society have to invest in poverty reduction, access to essential resources and opportunities, support for parents and caregivers , especially the most vulnerable, and early child development.

Leveraging networks

Networks are connections among people across organizations and sectors who agree to collaborate, share resources and inform action. Networks can complement traditional structures and promote cross-sectoral action on complex issues and challenges. Becoming aware of existing networks and leveraging these relationships to align with and influence government strategies can allow us to take broader action to address the complexity of child, youth and family health.

Sharing Knowledge

Knowledge comes from research and lived experience. Effective mental health promotion requires a focused and coordinated exchange of evidence, knowledge, skills, and implementation capacity to support it. Population health promotion policies and practices will benefit from knowledge translation and exchange of findings from evidence-informed programs and processes. A clearinghouse with sustainable infrastructure and funding are needed to facilitate data sharing and knowledge exchange in the Atlantic region and beyond.

[i] World Health Organization: Mental health: strengthening our response—Fact sheet No. 220 [Internet]. Available at: www.who.int/mediacentre/factsheets/fs220/en

[ii] Public Health Agency of Canada. Mental health promotion: promoting mental health means promoting the best of ourselves [Internet]. Ottawa (ON): Public Health Agency of Canada; [modified 2014 May 6; cited 2017 Feb 8]. Available from: http://www.phac-aspc.gc.ca/mh-sm/mhp-psm/index-eng.php

[iii] http://casel.org/wp-content/uploads/elias_zins.pdf

Source: "Mental Health is more than you can imagine" (2018), a brochure funded by the ASI 2017 Call to Action Secretariat with a financial contribution from Health Canada.