



Promoting health & equity by linking early childhood centres and school health programs:

Anschub.de – Program for the good and healthy school

and

Daycare centers in motion!

Working for good, healthy daycare centers

Geneva , July 2010

Good healthy school – Central idea of Anschub.de



Anschub is an acronym and means („Alliance for School Health and Education“)

In German language it also means to give someone an initial „push“

The good healthy school carries out health interventions based on scientifically proven facts in order to achieve a long-lasting improvement of the educational quality in the context of school development.



Anschub.de supports the development of quality standards of schools to be better schools

Threefold innovation of Anschub.de



- Cooperation of partners in a national alliance
- New core concept „good and healthy school“ („Gute gesunde Schule“)
- Regional networks of schools and partners

The structure of Anschub.de



▪ National level

- Alliance of organizations who are involved in school health promotion and education on national level
- More than 40 partners / Mission statement on school health promotion and education
- Transformation into an association in 2008
- Sustainable umbrella for school health promotion and education
- National Steering Group of partners who are involved actively in support of regional school networks

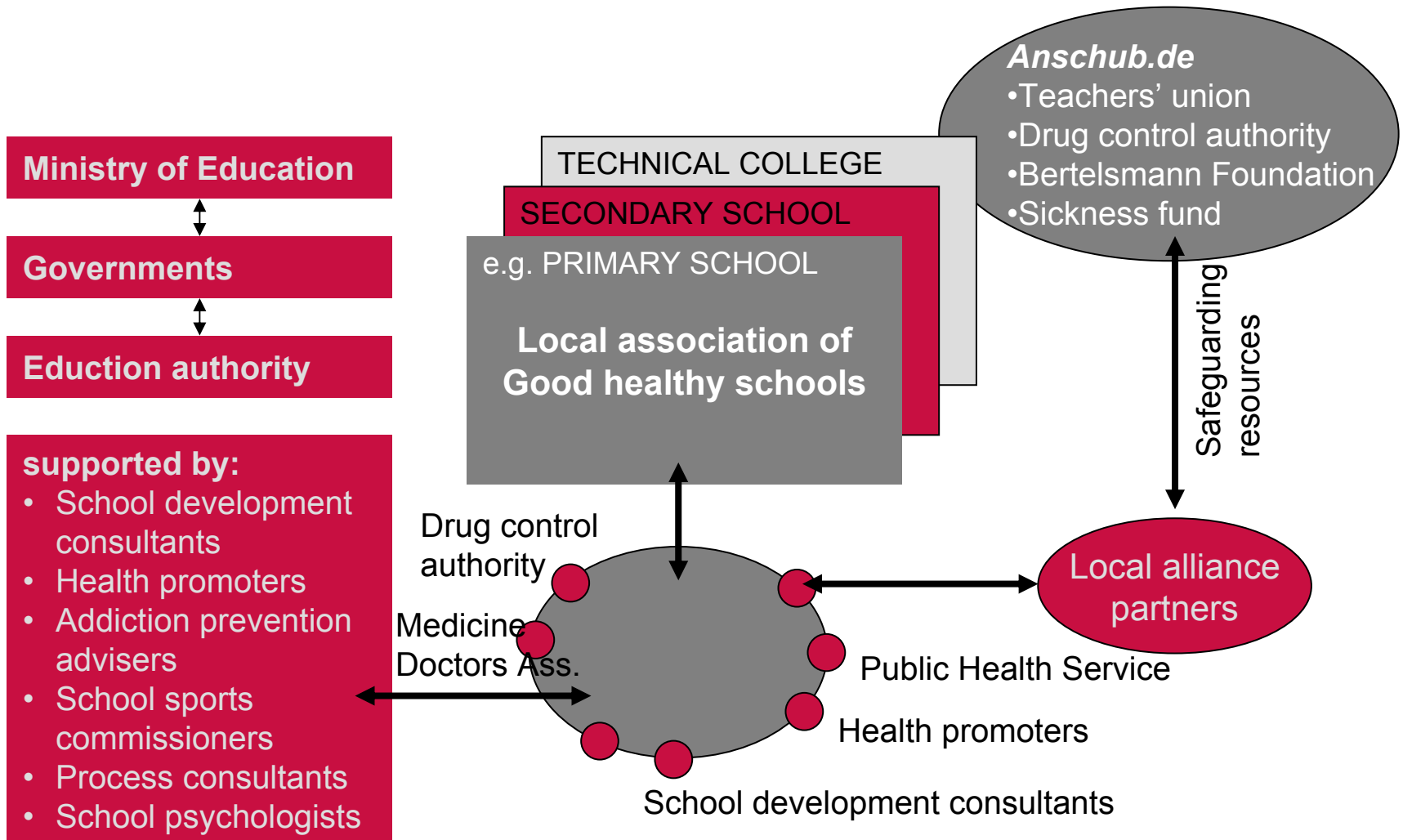
▪ Regional level

- Steering group of regional partners (i.e. partners who are actively involved in school health promotion and education)
- Regional coordinator

▪ School level

- School health team (i.e. teachers, students, parents, non-teaching staff)

Anschub.de - Ressource commitment



Target groups of Anschub.de



Anschub.de aims to address:

- Pupils
- Parents
- Teachers
- Supporting institutions (incl. local government)
- Senior management and decision makers in the school administration (local, regional, national)
- Decision makers in the health system (local, regional, national)



Linking health and education: „The good and healthy school“



- The good and healthy school
 - ...is a school clearly committed itself to work on the quality dimensions of a good school
 - ...applies special health interventions in order to fulfill the demands of school quality
 - ... has as its overarching aim the sustainable and efficient increase of its teaching and education quality.

Indicators: Learning and Teaching Process



Balance in teaching

In the good, healthy school...

- staff are concerned that pupils understand lessons as comprehensible and meaningful and are thus supported in their behavioural capacities/skills (self-effectiveness, self-esteem)
- specifically designated extracurricular venues are involved (e.g. sport clubs)
- staff ensures interdisciplinary teaching of health matters, including “practising what they preach“

Indicators: Learning and Teaching Process



Learning and teaching strategies

In the good, healthy school...

- the rooms, seating arrangements, furniture and ambience are created with health-promoting principles in mind (e.g. offering emotional security, enabling sufficient mobility, eye-contact between pupils and ensuring sufficient fresh air supply)
- health-promoting aspects are considered with respect to organisation of timetables(e.g. avoiding work-overloading, providing opportunities for activity, taking refreshments, relaxation)
- active and ergonomic learning and living are introduced as a basic element of school-life (classes, playground/ playtime, fitness rooms, time-out rooms, active classrooms, health-promoting staff-rooms)

Indicators: Leadership and Management Process



Vision

In the good, healthy school...

- good health is integrated into school curricula as a concept with content and method

Decision making | Communication

In the good, healthy school...

- staff cooperates with frankness and trust when developing shared plans relating to teaching and upbringing, hereby furthering their self-confidence

Indicators: Leadership and Management Process



Operational Management

In the good, healthy school...

- an optimal supply is offered of suitable types of sports activities fulfilling pupils' requirements for movement, sufficient, accessible games and sports apparatus, ergonomically designed furniture
- attention is paid to correct lighting, good ambience (e.g. ventilation), protection from toxins, reduction of noise, cleanliness and hygiene (e.g. toilet facilities)
- the school administration ensures the existence of a well-functioning security system (health-care, safety at work, fire-prevention, evacuation plans, fittings and equipment)

Indicators: Climate and Culture



Relationships within school

In the good, healthy school...

- various social gatherings, like meetings on good-health information, nutrition counselling, cooking and relaxation /leisure courses, sports activities etc., encourage solidarity between all members of the school (including parents) and greater identification with the school

Indicators: Leadership and Management Process



Operational Management

In the good, healthy school...

....

- the school administration acts as a role model through responsible moral behaviour (i.e. lives healthy, does not smoke...)
- the school administration organises the creation of a team of persons who are responsible for health matters pertaining to the school in which they work
- nutrition is ensured in the shape of healthy breakfasts/lunches, cafeterias, supply of milk, sufficient drinking water

Indicators: Leadership and Management Process



Motivation and Support

In the good, healthy school...

- constructive problem-solving strategies for dealing with pressures at work are developed with members of staff

Planing, Implementation und Evaluation

In the good, healthy school...

- a “status quo” analysis of the health- and educational situation of the school allows for tailored planning of health-promoting measures
- regular evaluation of the health- and educational quality of the school is made

Indicators: Leadership and Management Process



Staff Development

In the good, healthy school...

- the school administration is aware of work-related physical and psychological pressures are brought to bear on the staff, and implements measures to keep them to a minimum

Indicators: Climate and Culture



School climate

In the good, healthy school...

- the school makes sure that all members (pupils, staff, parents) are given the opportunity to participate (e.g. in “health-circles” in which all parties are represented)
- gender -specific differences are administered to with respect to how healthy living is experienced or put into practice („Gender Mainstreaming“)

Indicators: Climate and Culture



Promoting positive behaviour

In the good, healthy school...

- rules of behaviour governing social interaction of all school participants are developed together with pupils
- modes of coping with crises and conflict are offered for all members of school (moderators, mediators, psychological advice/ guidance)

Support for students

In the good, healthy school...

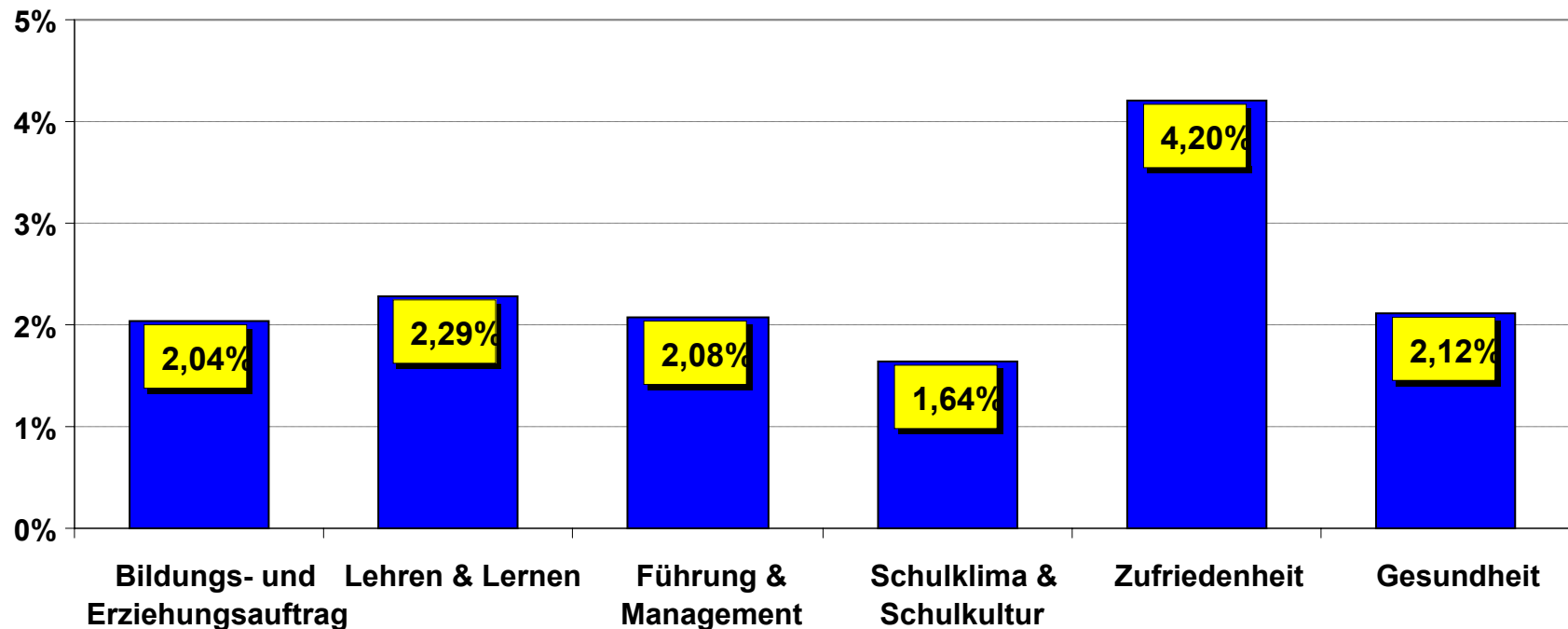
- there are support systems for newcomers (e.g. mentors) and school-leavers (e.g. partnerships/ networks for practical training courses/ internships/apprenticeships, further-education application information evenings)

Main results – Germany wide

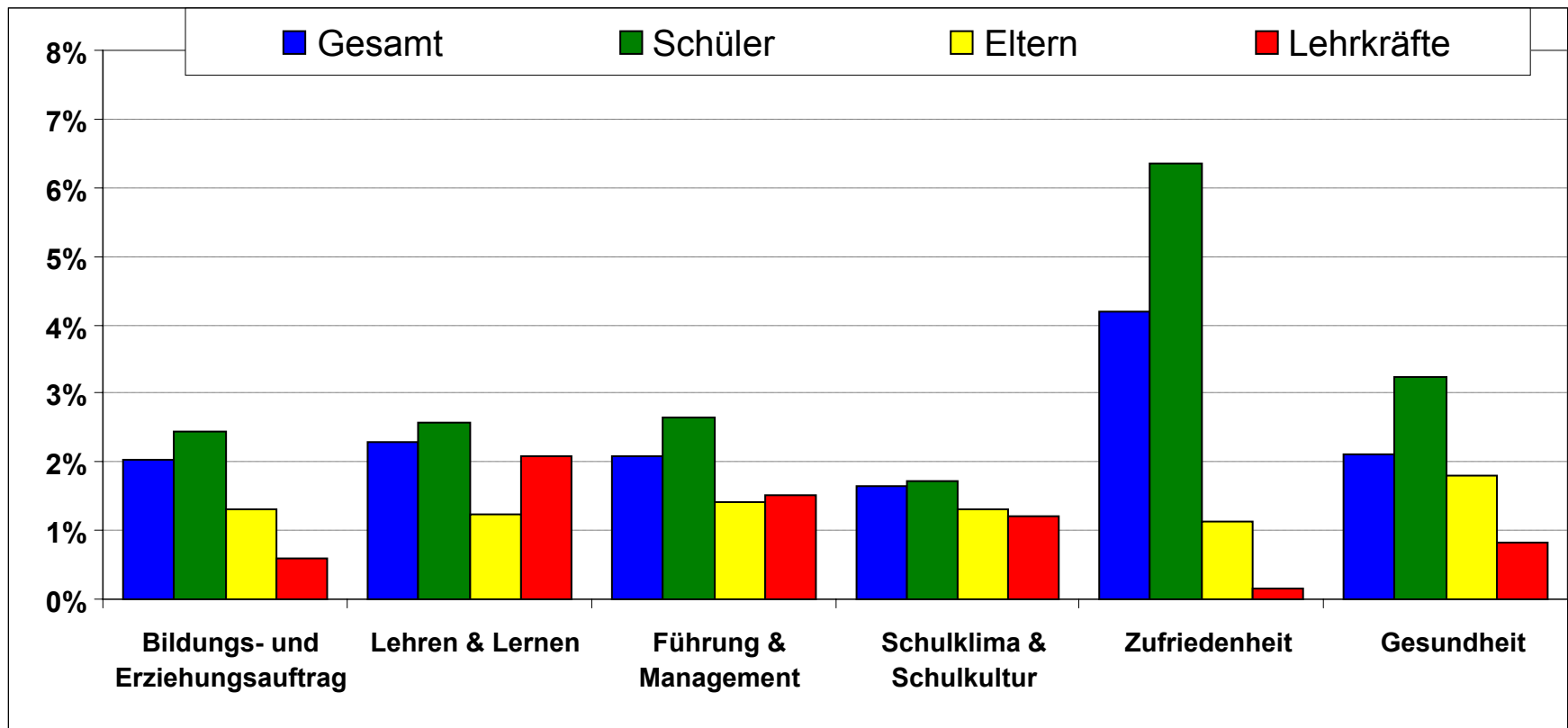
Change 2005-2007 all schools in Anschub.de



Veränderung in Anschub-Schulen von 2005 zu 2007



MAIN RESULTS – School quality (ACCORDING TO GROUPS OF PARTICIPANTS)



Barriers of implementation and dissemination



- Schools still see health as an additional topic (schools still start with health problems instead with educational problems)
- Low involvement rates of school members (students, parents, teachers). An effective communication strategy is therefore important (e.g. participation of students)
- Cooperation of partners on regional level is sometimes more a competition or blocking of each other. A stakeholder analysis in the beginning seems to be a good method to overcome these barriers, also to join Anschub.de, an association of partners or to work within a concept of the good and healthy school as a unifying framework

Daycare centers in motion
Working for good, healthy daycare centers

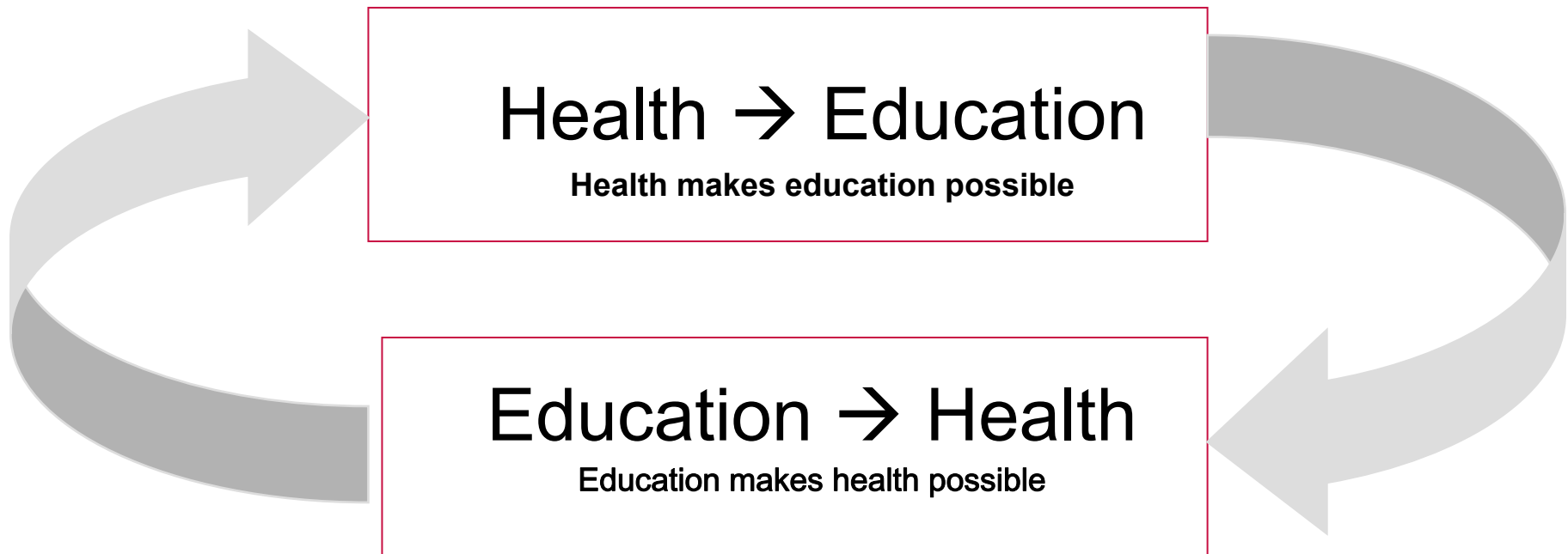
July 2010





Why are good, healthy daycare centers important?

- The links between education and health -



Project: Daycare centers in motion



- “Daycare centers in motion: Working for good, healthy daycare centers” is a model project launched by the Bertelsmann Foundation to achieve lasting improvement in children’s chances of education and good health.
- “Daycare centers in motion,” which is based on the concept of *good, healthy daycare centers*, combines the aspects of education and health, seeking to improve children’s chances in both areas. Both are crucial to a child’s successful development, and each is contingent upon the other.
- The primary target groups are children, teachers and parents.
- A pilot version of the project is being implemented with partners in two model regions (the Mitte section of Berlin and the city of Münster in North Rhine-Westphalia) and 29 daycare centers.



“Daycare centers in motion” in concrete terms: A concept for good, healthy daycare centers



Values and goals

- The focus is on the child → resource orientation
- Link between health and education; each is contingent upon the other
- Communication and discussion of basic principles,
 - contexts and practical examples
- The goal is to set in motion the development of an organization that steadily and permanently improves the facility's quality, in terms of health and education
 - » Recognition of the facility's strengths and areas for development
 - » Joint definition of goals, planning, implementation and review
- The special strength of the project is long-term quality development. Partnership structures are put in place for the period after the model phase in order to ensure continued process support

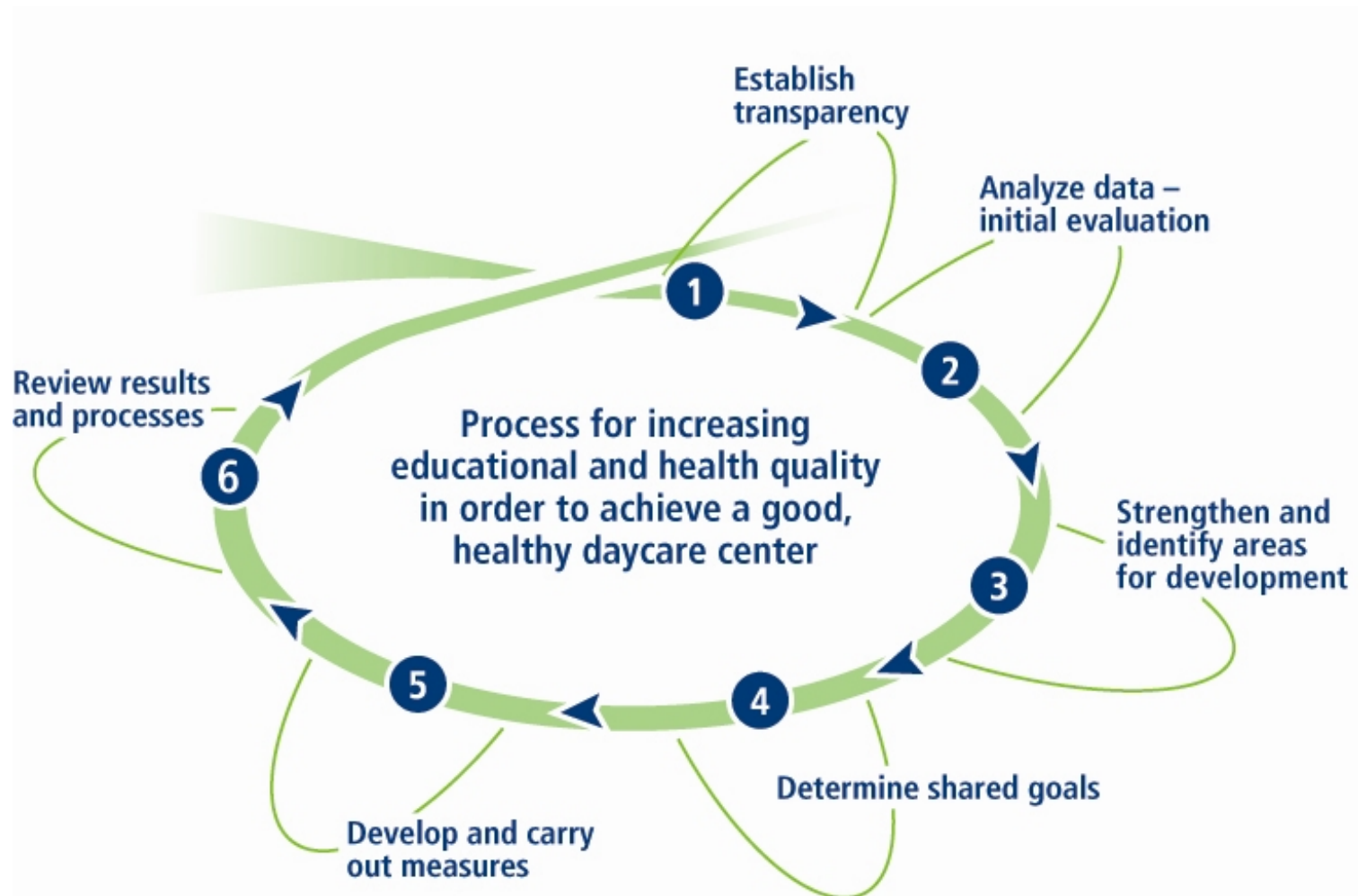


Process of organizational development in good, healthy daycare centers



Anschub.de

für die gute gesunde Schule



Substantive components and transition from daycare center to school



Anschub.de

- Helping to implement measures by conducting workshops and further training courses and offering advice ...
 - adapted to the individual situation and needs of the facility
 - with close connections to elementary schools (Anschub.de)

Modules for daycare centers, e.g.:

- Instrument for daycare center self-evaluation in the context of good, healthy daycare centers
- Starting module: Designing a good, healthy daycare center
- Exercise in good, healthy daycare centers
 - Sensitive room design
 - Meals and snacks
 - Treasure hunt – resource orientation in good, healthy daycare centers
 - Cooperation with parents
 - ...



- **Joint staff development events and projects**
- **Providing for transitions, e.g. through working groups involving daycare center and school, reciprocal observation, joint projects**



Schools (Anschub.de):

- Designing good, healthy schools
- Manual on school development from the perspective of health
- *Prima Klima* (Good atmosphere) – cooperation between home and school
- Enthusiasm for school/Creating a good school through health
 - Exercise-friendly school
- Enthusiasm for school – teacher health
 - ...

Münster project site (North Rhine-Westphalia)

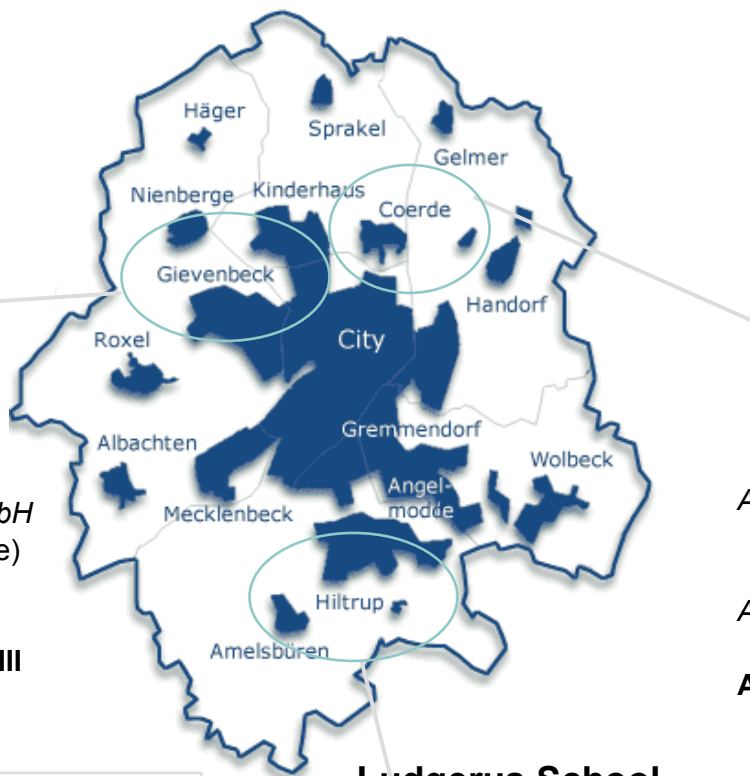


Cooperating partners

- City of Münster
 - Ministry for School and Further Education, North Rhine-Westphalia
 - *Unfallkasse NRW* (Accident insurance plan, North Rhine Westphalia)
 - Bertelsmann Foundation
- Signing of cooperation agreement, December 1, 2006
- Support guaranteed by the partners through 2008



Münster



Mosaik School

Gievenbeck daycare center
City of Münster

Lichtblick daycare center
Ev. Jugendhilfe Münsterland gGmbH
(Evangelical youth welfare service)

Wolkenburg daycare center
German Red Cross

Catholic preschool St. Michael III
Catholic parish St. Michael



Anschub.de

für die gute gesunde Schule

- Melanchthon School

- Norbert School

Nerzweg daycare center
Arbeiterwohlfahrt Kreisverband Münster e.V.
(industrial welfare association)

Spielstube Coerde daycare center
Arbeiterwohlfahrt Kreisverband Münster e.V.
(industrial welfare association)

An der Meerwiese daycare center
German Red Cross

Evangelical preschool Andreas
Evangelical parish Andreas

Catholic preschool St. Norbert
Catholic parish St. Norbert

Am Edelbach daycare center
City of Münster

Ludgerus School, Hiltrup

Burgwall daycare center
City of Münster

Hiltrup-West daycare center
City of Münster

Hiltruper Strolche daycare center

Elterninitiative e.V. (parents' initiative)

Lummerland daycare center
German Red Cross



Kitas bewegen

für die gute gesunde Kita

**Fourteen daycare centers and
four elementary schools are
moving forward together!**

Berlin (Mitte) project site

- **Cooperating partners**
 - Senate Office for Education, Science and Research
 - AOK – Berlin: Health insurance plan
 - Berlin Mitte borough office
 - Sponsors of daycare centers
 - Bertelsmann Foundation

- → Signing of cooperation agreement, June 8, 2007
- → Support guaranteed by the partners through 2008



Evaluation results of the project “Childcare centres in Motion”



Multifaceted improvements in organisational and content development

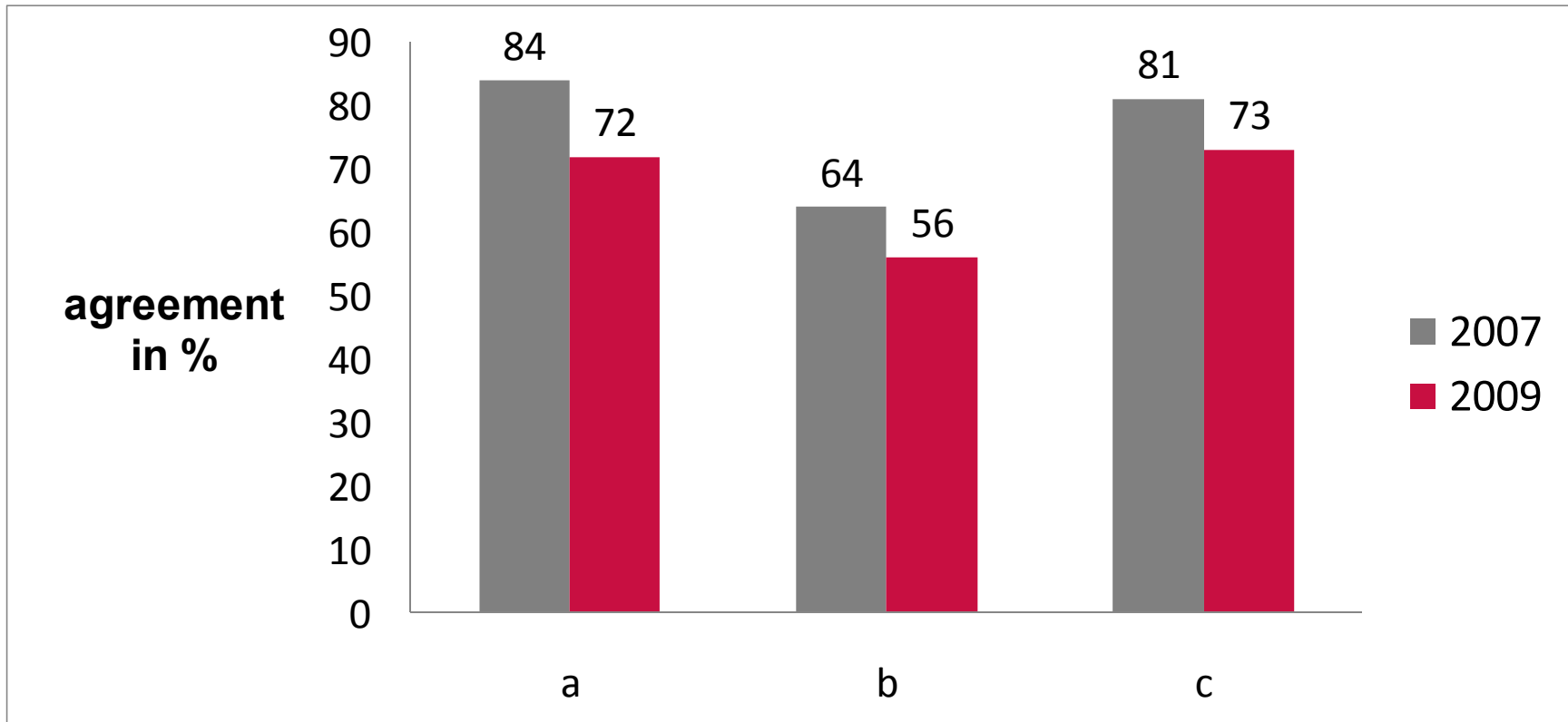
Early childhood centers in Münster and Berlin-Mitte developed 39 goals, and implemented 166 interventions !

A survey among pre-school teachers showed:

- 90% assess the project as meaningful and positive
- 50% report better teamwork
- 20% report to work more systematically
- 33% report a rise in their motivation
- 44% report an increase in knowledge
- 31% report they pay more attention to their own health



Critical assessment of facilities and equipment in early childhood centres

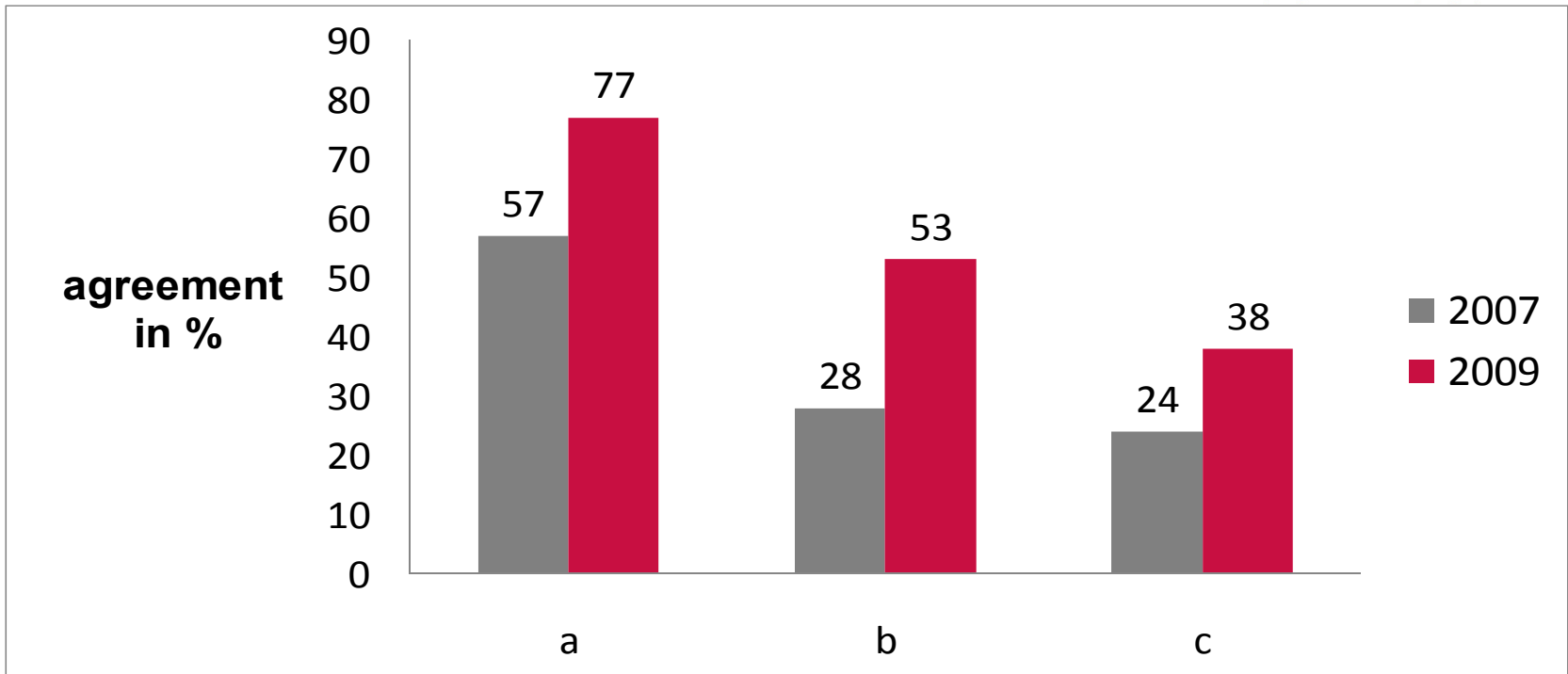


a. „Adequate facilities for talks with parents and for writing reports are available.“

b. „In our childcare centre, furniture for adults are sufficiently available.“

c. „In our childcare centre, adequate spaces for rest and recreation are available.“

Improvements in transition from early childhood centres to elementary school

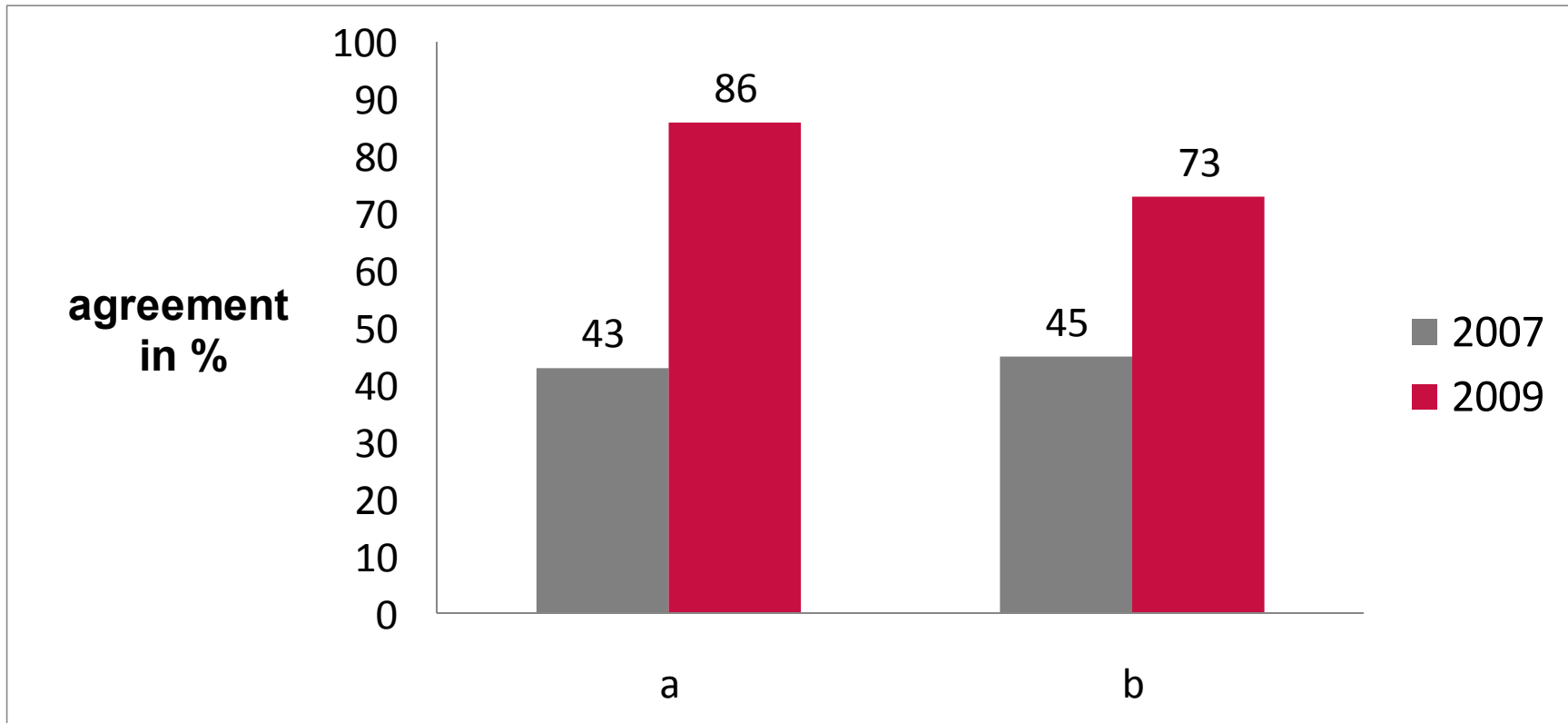


- „The phase of transition is a cooperative process between teachers in early childhood centres and elementary schools.“
- „Cooperation between early childhood centres and elementary schools is planned for the long-term and based on a documented concept.“
- „Teachers in early childhood centres and elementary schools reflect their work in the transition phase together.“

Improvements in teamwork and leadership



Anschub.de
für die gute gesunde Schule



a. „I can trust and rely on my colleagues, when work gets difficult.“

b. „My supervisor/boss treats me with respect and fairness.“

Impact on children and parents



- Promoting good health has a positive impact on children and parents: increase in physical activity and a healthier diet
- Parents understand that pre-school teachers take into account the needs of children to a greater extent
- Parents appreciate the improved cooperation between early childhood centres and elementary school
- Limitation: Building local support networks has only begun (e.g. cooperation with consulting services for families/parents or support by local companies)

(source: survey with parents and pre-school teachers)

Contacts and additional information:

Andrea Engelhardt

Project manager, “Daycare centers in motion: Working for good, healthy daycare centers”

Focus area: Health

Homepage: www.Kitasbewegen.de

E-mail address:

Telephone: +49 5241 81-81373

Bertelsmann Stiftung

Carl-Bertelsmann-Straße 256 | 33311 Gütersloh | Germany

Telephone: +49 5241 81-81373 | Fax: +49 5241 81-681373

