

**Anschub.de – „Alliance for sustainable school health and education“:
Good and healthy schools in Germany**

**Peter Paulus
Germany**

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1. Country, level (national, regional, school), scope, size, number of schools

Anschub.de is planned as a nation wide program in Germany. The core target groups of the program are pupils, teachers and parents but also the responsible bodies for schools in the community, in educational and health ministries and administration. At the moment Anschub.de covers four out of sixteen German states. It is build up as local or regional school networks. Seven networks are in place with more than hundred schools of different types. The networks of schools are supported by a local or regional steering group. This group consist of a coordinator and supporting governmental (i.e. Ministries of Education, Ministries of Nutrition and Consumer Protection) and non-governmental organisations (i.e. health insurances, local accident insurance associations, health promotion agencies). On national level there is an alliance existing of more than forty institutions of which most of them are actively involved in school health promotion and education on national level. This alliance supports activities in school health promotion and education from national level down to regional or local level.

2. Brief history and context for the case and date boundaries

Anschub.de was established 2002 by the Bertelsmann-Foundation (Germany) and will run as a programme ill the end of 2010. In the beginning more than sixty national institutions, organisations, associations and prominent researchers were invited to three expert forum meetings. Representatives of those discussed health problems of school aged children, health of teachers, school health and educational problems, demands on the school system and single schools in Germany. They also discussed from different professional and disciplinary perspectives strategies on how to cope with these problems related to school health and education. Most of them formed the above mentioned alliance and produced a mission statement in 2003. This alliance will be transformed in 2007 or 2008 into a formal association on national level: “Anschub.de – Programme for the good and healthy school”, Negotiations with the potential partners are under way. .

3. Key cast of players / agencies

The members of the Anschub.de alliance come from different fields: (a) Ministries of Education, Social Affairs and Food, Agriculture and Consumer Protection, (b) Health and accident insurances, (c) Teacher training institutes, (d) Professional organizations of teachers psychologists and architects; (e) Drug prevention agencies; (f) National Association of Child Guidance Centers; (g) National Sport Youth Association; (h) National Associations of Pupils and Parents; (i) NGO's for health promotion; etc.

4. Challenges, dilemma, vision

Anschub.de is innovative in three ways: **First of all it has created a national alliance of supporting organisations and expert persons in school health promotion and education.** This has never been done before in Germany. Over the last 15 years of school health promotion teachers and schools have been the main target groups. They were invited and trained to develop their schools in the direction of a health promoting school. Now decision makers from school administration, education or health related organizations and associations on Länder – or federal state level as well as private companies are invited. Through this, Anschub.de becomes more political and the decisions that are made influence and change school health promotion much more than before, because the level of action is different. These partners are strategic partners in an endeavour to support schools. The idea is that school cannot develop only from bottom up by enthusiastic people. Schools also need powerful and long lasting support from top down. To build up this kind alliance is also driven by the idea, that support for schools are not only the obligation of school ministries and its administration but that a coordinated action is needed of all the organisations that have a (legal) responsibility or that feel a social responsibility to support pupils, teachers, non-teaching staff and schools in general. By this schools feel a stronger and wider support for what they are doing, than by ministerial support alone. The challenge for Anschub.de is to overcome competing intentions of partners and to establish a cooperative structure which produces synergetic effects. The first step was to establish the above mentioned three forum meetings with the initial group of interested entities. They created a basis of shared understanding of relevant problems in the area of school health promotion. To assess this aspect further an economic evaluation is under way. It will reveal for each individual partner of the alliance how much it costs to cooperate in and with Anschub.de compared of doing the same projects alone. This evaluation is based on the Nash Equilibrium of game theory in economics. This is the first step in a direction of a more rigorous evaluation from an economic perspective. This has never been done before in Germany in the school health promotion.

Second Anschub.de it has created a new concept for school health promotion in Germany. It's the "good and healthy school". This concept links health interventions in schools directly to the activities schools have to do to accomplish the quality criteria of good schools. Seen in this way health is an input or throughput factor not an output or outcome factor. The aim of the good and healthy school is therefore the promotion of the educational quality of school through health interventions. Only in school health education health conceptualized as health literacy is an output factor. And even health education has to show how it contributes not only to certain health outcomes, which is a part of a good school, but also to education outcomes of the school in general. The challenge here is to communicate this new direction of health promotion and education in the health and educational system. Many professional people still think that Anschub.de is one of the types of programs of school health promotion they already know, i.e. making schools, teachers and pupils healthier. To communicate the difference and to gain the interest of all those schools and teachers who want to be good schools and teachers is quite a challenge in a world where schools are confronted with an overflow of advertisement, information and ministerial or administrative demands. Anschub.de has created a communication strategy to overcome those barriers in and outside the school. One of the key points is to involve pupils more in the process of developing a good and healthy school. The other one is to ask teachers and parents what they know about and how they experience Anschub.de. This is to know more about attitudes, beliefs and values those persons put on Anschub.de. Anschub also has created more than 10 new modules for head of schools, for classroom teachers and parents to support them in building up a good and healthy school and healthy learning and teaching. And it has produced a leporello which informs the target audiences and the general public about the good and health school concept, values, principles and strategies.

Third Anschub.de has created a new form of cooperation in school health promotion. Networks of schools, supported by a local or regional steering group consisting of strong and influential GO's and NGO's as partners (i.e. parents or pupils associations) are fairly new in Germany. The challenge here is to build up such steering groups and keep them working in a community setting. Anschub has developed a set of modules for training of the coordinators of these networks to qualify them to do networking and supporting schools and teams of teachers, parents, pupils and others in those schools in development of good and healthy schools. Coordinators who are chosen for training should work in positions like school psychologists, school development specialists or experienced teachers. Anschub.de tries to use existing structures of school support. Cooperation with regional in-service teacher training institutes has started to implement modules of the good and healthy school into their formal curriculum.

5. What elements of Health Promoting Schools concept were chosen to be implemented: Why and how

The schools in Anschub.de develop themselves in Deming cycles that are very similar to the “Typical stages in the process of implementing an evidence-based program”. They use an instrument called “SEIS” (“Self evaluation in Schools”), which encompasses relevant quality dimensions of the good school:

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|--------------------------------------|------------------------|
| 1. Fulfillment of educational tasks | (Outcome dimension) |
| 2. Learning and teaching process | |
| 3. Leadership and management process | } (Process dimensions) |
| 4. Climate / Culture | |
| 5. Satisfaction | (Outcome dimension) |

These dimensions are further characterized by criteria, which give a more detailed picture. Indicators show how these criteria can be identified. In the following figure (see Fig. 1) the quality dimensions of “SEIS” with its criteria are represented (www.das-macht-schule.de). This concept of school quality is used in several federal states of Germany and in the Anschub.de program as well.

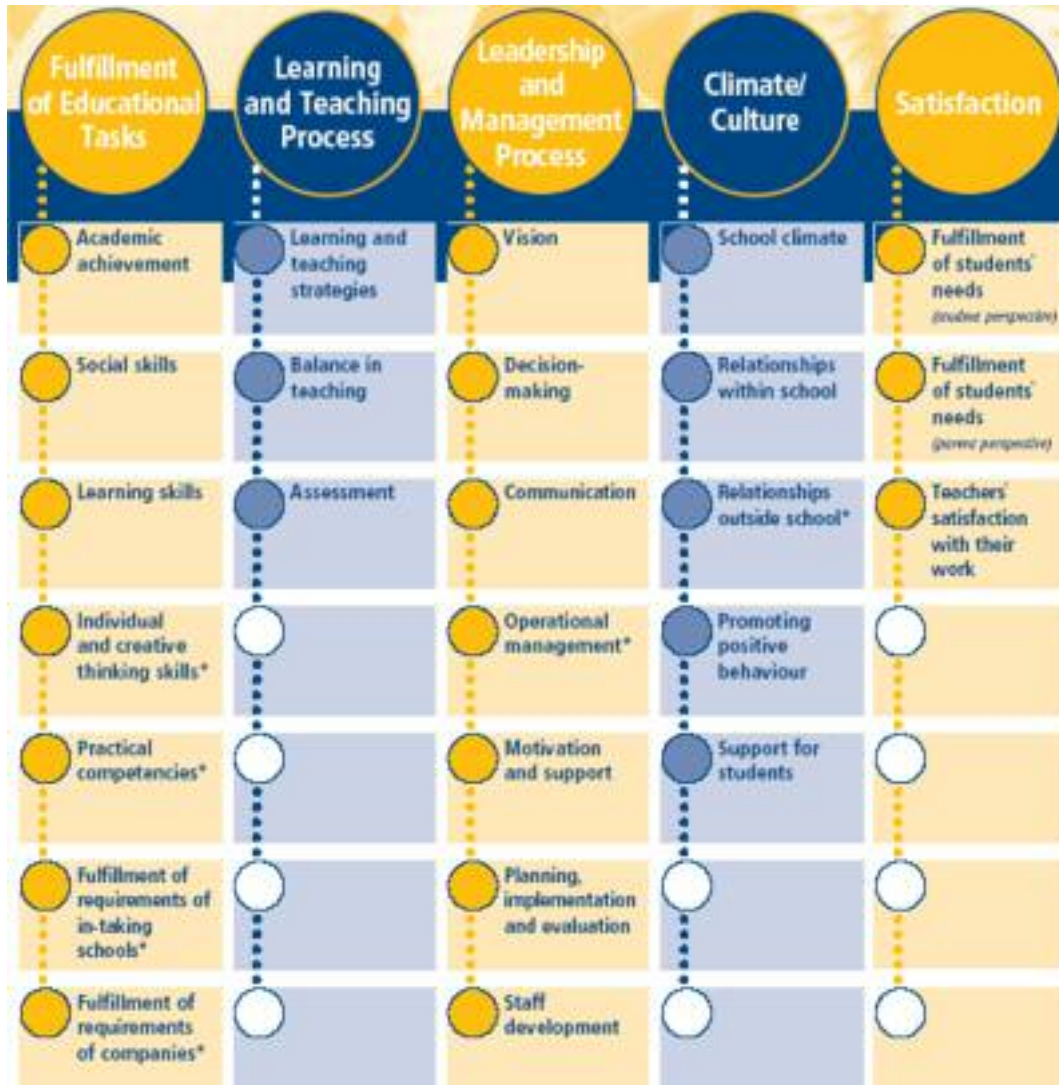


Fig. 1: Dimensions and criteria of the good school in the SEIS-quality framework

Every year in spring teachers, parents and pupils fill out a questionnaire which is one part of that instrument. In a guided process of triangulation the school defines their educational problems, assets and priorities of action for the next school year starting in August as consequence of a discussion on the results of that questionnaire results. Health interventions are selected to support the school development process or they are themselves directed to health education outcomes. Schools use the modules as teaching material (i.e. Module for drug prevention in primary schools; Modul for healthy eating) or as training material for teachers (i.e. Module for teacher's health) or as support of school management (i.e. Module for facility management for head of schools; quality physical activity school program) or they create interventions on their own (i.e. inviting experts from outside the school; rearranging the classroom or schoolyard together with pupils). All these actions are documented by the

school and also used for process and outcome evaluation by an external evaluation agency. As outcome measures Anschub.de has developed own or uses well established questionnaires and interview measures

6. The major factors of theory that affect implementation, which major ones will illustrate your case

Anschub.de is an example of a programme that is driven by a Vision and the big idea of the “good and healthy school”. This new idea is to think health mainly as an input or throughput factor that keeps the school developing and to link health and education in schools more directly. The concept of the good school represented in the SEIS-Dimensions is at the moment a dimensional model. It is planned to develop it into a more structural and process model of school functioning. This model than can give more clear advice how the school as a system can be influenced by health or education related interventions. Models of school functioning that already exist in school organisational management theory rely very often on the EFQM-Model. This can be adapted to the dimensional concept of SEIS. Anschub.de is also driven by a kind of “National Guidelines & Creation of a Movement”. The “Alliance for sustainable school health and education” creates a movement of big national partners who will form an association to promote the good and healthy school. These partners are GO’s and NGO’s thus combining resources from these both fields and also from educational, health and private sectors. Anschub.de is also an example of a program that takes its starting point from its “Adaptation to Local Concerns” (i.e. local or regional steering group and school health teams) and that it relies on “Data-driven Planning & Decision Making” (i.e. SEIS- Self evaluation tool and external formative evaluation). Self-evaluation on a regular base every year strengthens the school development process. These are the most relevant and most characteristic elements of Anschub.de. What is missing here is the close cooperation within a local or regional school network, which itself is linked to community planning and development.

7. Conclusion, Reflection for implementation

Anschub.de has a greater chance of implementing a sustainable movement in school health promotion and education in Germany than any former initiative. The link between health and education sector, the strong direction in promotion of educational quality of schools, the vertical cooperation of single schools (bottom-up) and nation wide operating organisations (top down) in an alliance and the cooperation of schools on local level in a network of schools and partners gives Anschub.de an unusual strength. What is needed on local or regional level is a coordinating person bringing all this activities together to form a synergetic effect and to link it with other initiatives going on on local or regional level (i.e. community development). Such big implementations need time, a vigorous management and sufficient financial opportunities to exert a real impact on school health promotion and education. Eight years time for the Anschub.de pilot seems to be a good time scale.

Contact person:

Prof. Dr. Peter Paulus
Head of Research of Anschub. de
Institute of Psychology
University of Lueneburg
1 Scharnhorststr.
D-21335 Lueneburg
Germany
Tel. + Fax: +49-4131-6771702
E-Mail: paulus@uni-lueneburg.de