



Linking Health, Equity and Sustainability

School and health

A German programme in the fields: Health,
equity and sustainability

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basics at the beginning:

- Movement, sports and perception must integrate beside movement practice, nature experience and perception.
- Nutrition and consumers education must integrate aspects of nutrition and general consumers education including impacts of nutrition on climate change.
- Addiction and Violence Prevention must include aspects of equity and justice and the social context.
- Traffic and mobility education must integrate programmes for a secure participation in traffic with the impacts of mobility on nature and social living conditions.
- Environmental education/ Education for sustainable development must include questions of healthy living conditions and social development.



and:

- long-term practice on education for global equity can not base on compassion and bad conscience
- but must include questions of global responsibility, good governance, cultural and biological diversity and ecological questions



Schule & Gesundheit



The logo of the programme

The yellow centre of the flower symbolises the System of School Management

Schule & **Gesundheit**



Each coloured petal of the flower symbolise a part-certificate in the system of school and health:

- Movement and exercise – activities at school including relaxation
- Food and food consumption in school including consumers education
- Healthy working conditions at school including teacher's and student's health
- Prevention of addiction and violence
- Traffic – Mobility education
- Education for Sustainable Development /Environmental education / Global Education



The system of the certificate

Rules and regulations

Step by step

1. The school starts with one of the part-certificates
2. Before starting to work on the field of another part-certificate the school has to establish a system of management involving all groups of actors in school (Teacher, students, parents) – to get the centre of the flower and be able to fasten the different petals
3. The next steps are to get all the part-certificates, to establish health management and to get the official title of a healthy school

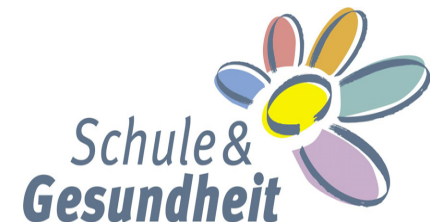
Example: Nutrition and consumer's education

GQ-Dimension	#	GQ-Kriterium	++ (3)	+ (2)	- (1)	-- (0)	Stärken	Entwicklungsperspektiven
Lehren und Lernen	1	Inhalte der Ernährungs- und Verbraucherbildung sind im Unterricht aller Jahrgänge/Schulzweige verankert						
	2	Lehrerinnen und Lehrer sind in der Ernährungs- und Verbraucherbildung qualifiziert						
	3	eine themenbezogene fächer- und klassenübergreifende Zusammenarbeit findet regelmäßig statt						
	4	Materialien/Medien zum Thema „Ernährung“ werden für Unterricht/Projektarbeit genutzt						
	5	Beratungen bei Fehlernährungen und bei Essstörungen werden extern vermittelt						
Arbeitsplatz & Lebensraum	6	Schulspezifische Lösungen einer gesunden und schmackhaften Verpflegung sind im Schulalltag etabliert						
	7	Ausstattung und Angebote von Schulkiosk, Cafeteria/Schulmensa berücksichtigen Ernährungsvorlieben und fördern die Gesundheit						
	8	Absprachen zwischen Schule und Eltern (ggf. Erziehungsvereinbarungen) im Bereich „Ernährung“ sichern die Zusammenarbeit						
	9	Mit Hilfe gegebener Standards werden Anbieter (Hausmeister, Caterer u.a.), Angebote und Ausstattung fortlaufend überprüft						
	10	ernährungsbezogene Herausforderungen (z.B. Essenspau- sen für Diabetiker, Trinkgelegenheiten) werden bewältigt						
Gesundheitsmanagement	11	Der Themenbereich „Ernährung“ ist im Schulprogramm verankert						
	12	Mit Hilfe einsetzbarer Ressourcen (Zeit, Geld, Know how) werden Zeiten und Räume im Schulalltag gemeinsam gestaltet						
	13	Die Umsetzung gesetzlicher Sicherheits- und Hygieneverordnungen wird regelmäßig überprüft						
	14	Kontakte zu außerschulischen Experten und Partnern werden kontinuierlich gepflegt (z.B. fachliche Unterstützung, Außendarstellung)						
	15	Alle Maßnahmen im Bereich Ernährung werden durch ein Team/eine Steuergruppe in der Schule koordiniert, begleitet und dokumentiert						
14. Juli 2010 Ergebnis für das Teilzertifikat Teilsummen							Gesamtsumme	

The certificate and school inspection Partnerships and Evaluation



- The contents of the certificate is part of school inspection
- The schools have to evaluate their situation and practice and to give a report on this evaluation
- An external expert from the lokal education authority, from another school or an expert in the special topic of the part-certificate (environment, trafic, ...) visits the school and give an evaluation report
- The certificate is an official document, signed by the head of local educational authorities and the ministry of education
- The school is permitted to use the logo on letters and documents of the school



Development in the school

Step by step to improve quality in the fields of environmental and health education

1. Take the initiative
2. Take a clear stand
3. All persons take part in the initiative (cultural diversity)
4. Integrate the topic in the school programme
5. Establish a steering committee
6. Organise tasks and responsibilities
7. Continuous work on the topics and method
8. Take first things first, setting priorities
9. Reflect work and reality





Improve the development in schools

- Special experts and advisers in the local education authorities
- Steering committee on the state level / special service unit/ office at the ministry of education
- Steering committee in the teacher education authority / integration in pre-service modules and in-service training courses
- Cooperation with stake holders and expert in the fields of the part-certificates (public and private health organisation, EE training centres, experts)
- Organising the exchange between examples of good practice
- Printed materials, publications
- Special website on the state level



Some data: 500 from 2000 have already certificates
other 700 are on the way to

Auflistung der vergebenen Teil-/Gesamtzertifikate Schule & Gesundheit								Stand: 02.12
Staatliches Schulamt	Ernährung	Bewegung	Sucht/Gewalt	Verkehr	Umwelt	eigenes Profilelement	Gesamtzertifikat	Zertifikate insgesamt
BOW	5	8	6		4		1	24
DaDiDa	6	7	4		2		3	22
FFM	3	17	9					29
Fd	10	35	7		5			57
GIVB	5	12	5	2		1	1	26
GGMTK	2	7	3	1				13
HRWM	5	9	2	1	1			18
HTKW	7	11	7	4	1		3	33
KS	4	16	14	2	5	3		44
LDLM	14	20	7	1		2	1	45
MKK	9	18	12	5	4	1		49
MR	2	7	2		4	1	1	17
OF	3	12	8	2	3	1		29
RTKWI	7	18	10	3		2	3	43
SEWF	8	14	9		9		1	41
Insgesamt	90	211	105	21	38	11	14	490



Competencies and ESD

In 2005 the OECD defined competence categories in the field of Sustainable development people should have

- Interactive use of media and methods
- Interacting in socially heterogeneous groups
- Acting autonomously

referring to interactive use of media and methods:

- Ability to use language, symbols and text interactively
- Ability to use knowledge and information interactively
- Ability to use technologies interactively

With a clearer focus and on the students level:

- Gather knowledge with openness to the world and integrating new perspectives
- Think an act in forward looking manner
- Acquire knowledge and act in an interdisciplinary manner



Competencies and ESD

Interacting in socially heterogeneous groups:

- Ability to plan and act together with others
- Ability to participate in decision-making processes
- Ability to motivate others to get active

Acting autonomously:



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Ability to reflect upon one's own principles and

those of others

- Ability to plan and act autonomously

- Ability to show empathy and solidarity

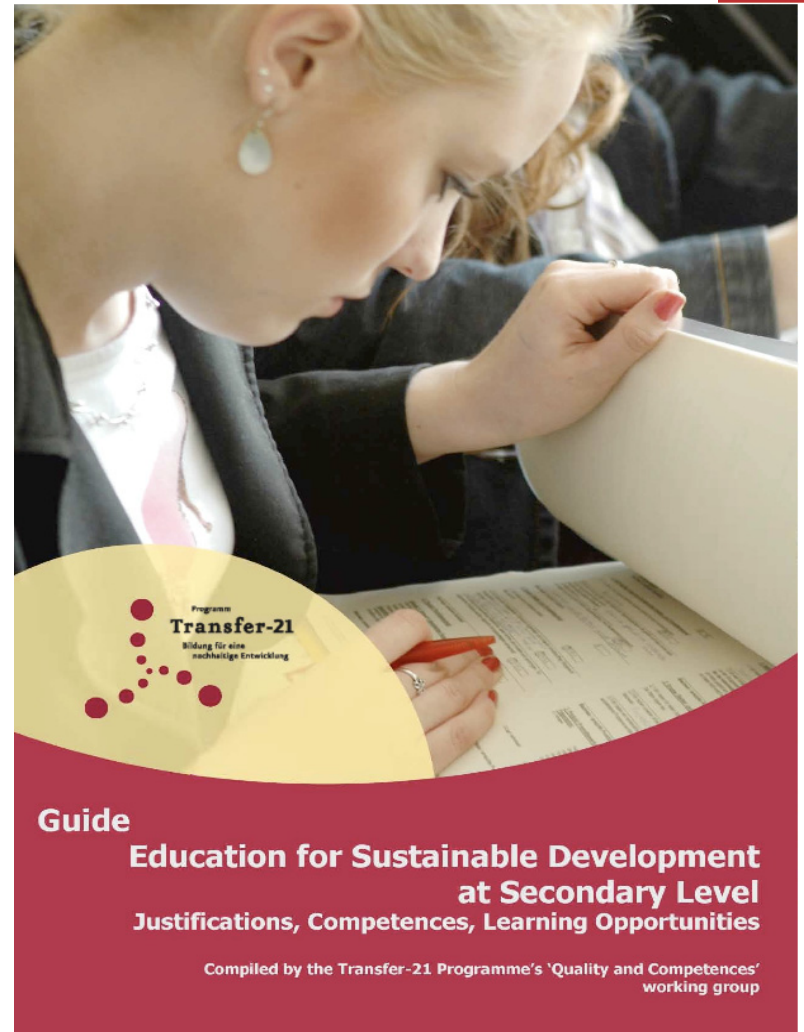
- with disadvantaged

- Ability to motivate oneself to get active

examples of sets of competencies



German title: *Orientierungsrahmen für den Lernbereich Globale Entwicklung*



Earth Charta: a document which could help to find Orientation on the way to linking health, equity and sustainability

THE EARTH CHARTER



More information:

www.earthcharta.org

including educational material
like Teachers guidebook
(Deutsch/ English, Spanish)

Different perspectives and the development of health, equity and sustainability: a needed offer to students at school!

Students should have the chance to look on problems and developments in the three fields from:

- their own perspective
- from the perspective of different subjects and domains
- from the perspective of different cultures
- from the the perspective of different generations and historical periods
- from the perspective of different parts of the world



Perspektive and personal interpretation?!





At the End

Sustainable development has the main issue:

Enough for all, for ever!

A helping picture instead of the triangle of SD could be:

People – good living conditions for all

Planet: we have only this one planet as a basis and this is a limiting factor

Profit has to be only in second phase after People

Thank you for your
attention



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The whole process is part of the state strategy and action plan for the UN-Decade, education for sustainable development in Hessen.