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Your Kids' Health, Our Priority

**Best Practices in action: how to transfer, implement, and sustain effective health promotion interventions for children (0-12)**

## **Module 2**

# **Grünau Moves: a Best Practice to promote health and prevent obesity in children**



**Best Practices in action: how to transfer, implement, and sustain effective health promotion interventions for children (0-12)**

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## **Unit 2.5.1**

# **Grunau Moves: Co-designing a Local Action Program**

## **“Local Action Programs: case studies in Valencia”**

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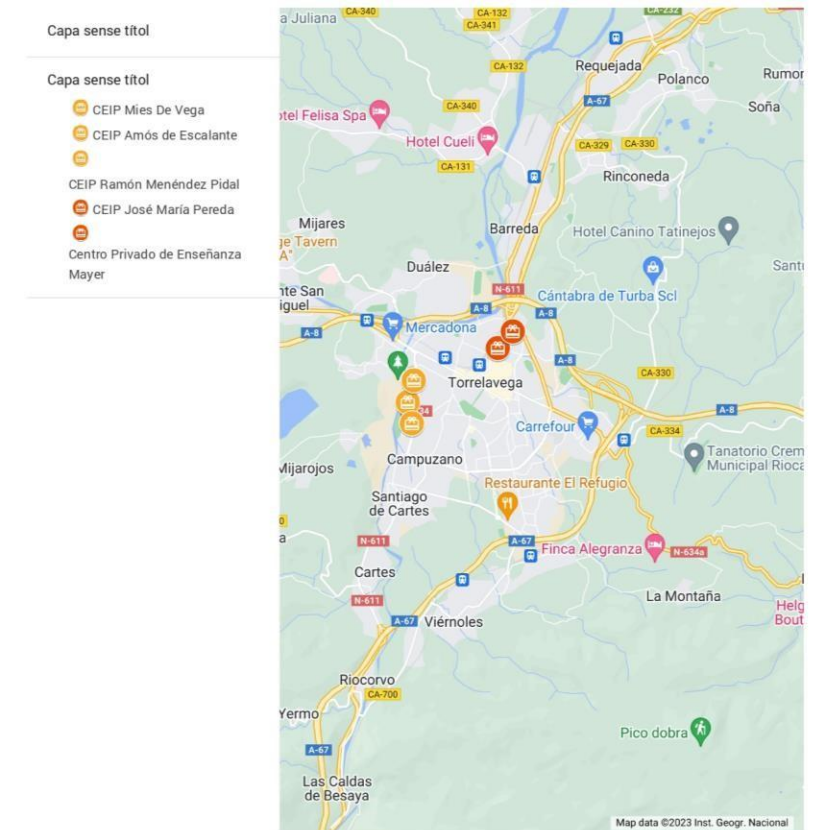
**IDIVAL – Valdecilla Biomedical Institute Research**



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# Collective Co-Design Process of the Local Action Program

- The collective co-design process of the Local Action Program in Torrelavega (Cantabria, Spain) was based on an intersectoral and participatory approach, focused on identifying specific needs in vulnerable school settings.
- The project was developed in 2 neighborhoods with a high immigrant population and families in socioeconomically vulnerable situations: Covadonga and La Inmobiliaria.



# Collective Co-Design Process of the Local Action Program

## Local working groups

2 local working groups are formed: one in each neighborhood, serving as spaces for deliberation, shared diagnosis, and collaborative design.

These 2 groups bring together several key community stakeholders (schools, social services, NGOs, local associations, and educational authorities).

## Problem identification

The active participation of the stakeholders allow for the identification of child and adolescent health problems (excess weight, obesity, and sedentary lifestyles).

The diagnosis is based on quantitative data and the exchange of knowledge among the stakeholders.

# Collective Co-Design Process of the Local Action Program

## Challenges and Overcoming

The process face obstacles (uneven involvement and overburdened services).

These challenges are overcome thanks to active community networks, teacher leadership, and a shared sense of responsibility among those involved.

## Design of intervention proposals

Community proposals are developed with a collaborative and equitable approach, addressing criteria of feasibility, sustainability, and pedagogical coherence, linked to existing resources in the area.

The schools are both addressees and drivers of change.

# Examples of Community Events in Pilot Sites to Prioritize Local Actions

Within the framework of the Local Action Program, actions have been implemented to strengthen health promotion in schools, aligned with an intersectoral and participatory approach.

## Action 1: Training and Evaluation Session on Childhood Obesity

- **Objective:** To train teaching staff on the risk factors associated with childhood obesity and preventive measures in the school environment.
- **Participants:** Teaching staff from the schools, with the participation of nursing staff from the Marqués de Valdecilla University Hospital (HUMV).
- **Method:** Informative talk followed by a joint reflection to assess the role of teachers in promoting healthy habits.
- **Accessibility:** The session was adapted to the needs and prior knowledge of the teachers, as part of the program's formative evaluation strategy.



# Examples of Community Events in Pilot Sites to Prioritize Local Actions

## Action 2: Update and Support on the New Health Promotion Model

**Objective:** To update and support teachers regarding the new regulatory framework for school health promoted by the Ministry of Education of Cantabria.

### Phases:

1. Informative presentation on the new school health model.
2. Design of the School Health Plan by schools, adapted to their needs.
3. Review and share of the designed plans, sharing lessons learned and best practices.
4. Participants: Teaching staff from the Primary Schools.
5. Accessibility: Sequenced sessions adapted to the specific needs of each school, with an emphasis on participation and collaborative work.

**Impact:** These actions exemplify the shift from a top-down intervention model to a transformative and inclusive approach, where schools play a proactive role in creating healthy school environments.





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# Barriers and facilitators of the process

## Main barriers:

- Lack of intersectoral coordination → Fragmented programs and duplicated efforts.
- Low family and community engagement → Language barriers, mistrust, and workload.
- Teacher overload and lack of training → Limitations to effective implementation.
- Lack of a systemic vision → Lack of integrated and sustainable strategies.
- Reproduction of inequalities → Non-intersectional approaches can exclude certain groups.





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# Barriers and facilitators of the process

## Key facilitators:

- ✓ Active community networks → NGOs and associations strengthen ties with the community.
- ✓ Committed educational leadership → Driven by schools.
- ✓ Cultural and linguistic adaptation → Accessible and diversity-friendly strategies.
- ✓ Strong institutional support → Regulatory frameworks that guarantee continuity and resources.
- ✓ Participatory evaluation → Continuous adjustment based on feedback from key stakeholders.



Identifying these factors allows for the design of sustainable, equitable strategies with a real impact on health equity and educational well-being.

# Recommendations for Co-designing a Local Action Program

## Participatory community assessment

- ◆ Identify health needs, barriers, and assets with quantitative and qualitative data.
- ◆ Include the voices of teachers, students, families, and local stakeholders.

## Sustainable intersectoral partnerships

- ✓ Create a coordination team between education, health, and the social sector.
- ✓ Promote horizontal relationships and shared objectives.

## Co-design with an equity focus

- 🎯 Involve the community in planning.
- 🎯 Serve vulnerable groups with an intercultural and social justice perspective.

# Recommendations for Co-designing a Local Action Program

## Student-centred pedagogical approach



Integrate health into the curriculum with active methodologies.



Leverage physical education and tutoring to promote comprehensive well-being.

## Continuous and participatory evaluation



Measure impact with quantitative and qualitative data.



Use evaluation to collaboratively improve the program.

## Accessible and culturally appropriate communication



Use multilingual resources and cultural mediation.



Promote clear, visual, and family-friendly communication.

Designing programs based on participation, equity, and intersectoral guarantees sustainable interventions with a real impact on school well-being.

# Thank you all for your participation!



**Funded by the European Union.** This project has received funding from the European Union's **EU4HEALTH** Programme under Grant Agreement no. **101082462**. This publication reflects only the author's view. It does not represent the view of the European Commission and the European Commission is not responsible for any use that may be made of the information it contains