

# **Creating the conditions for scaling-up – From reactivity to proactivity**

**The Case of MindMatters –  
A programme for mental health promotion and education  
in Germany**

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“Scaling up is a never-ending relationship building and partnership development activity. The roles, rules and institutions evolve in the process, and assumptions for determining them change”

International Institute of Rural Reconstruction ( 2000). Going to scale: can we bring more benefits to more people more quickly? Silang, Cavite, Philippines: YC James Yen Center

# Germany

(Statistisches Bundesamt 2010/2011)

- 16 „Länder“
- 16 Ministries of Education
- 42.524 schools
- 1.025.154 teachers
- 12,4 Mill. students at school



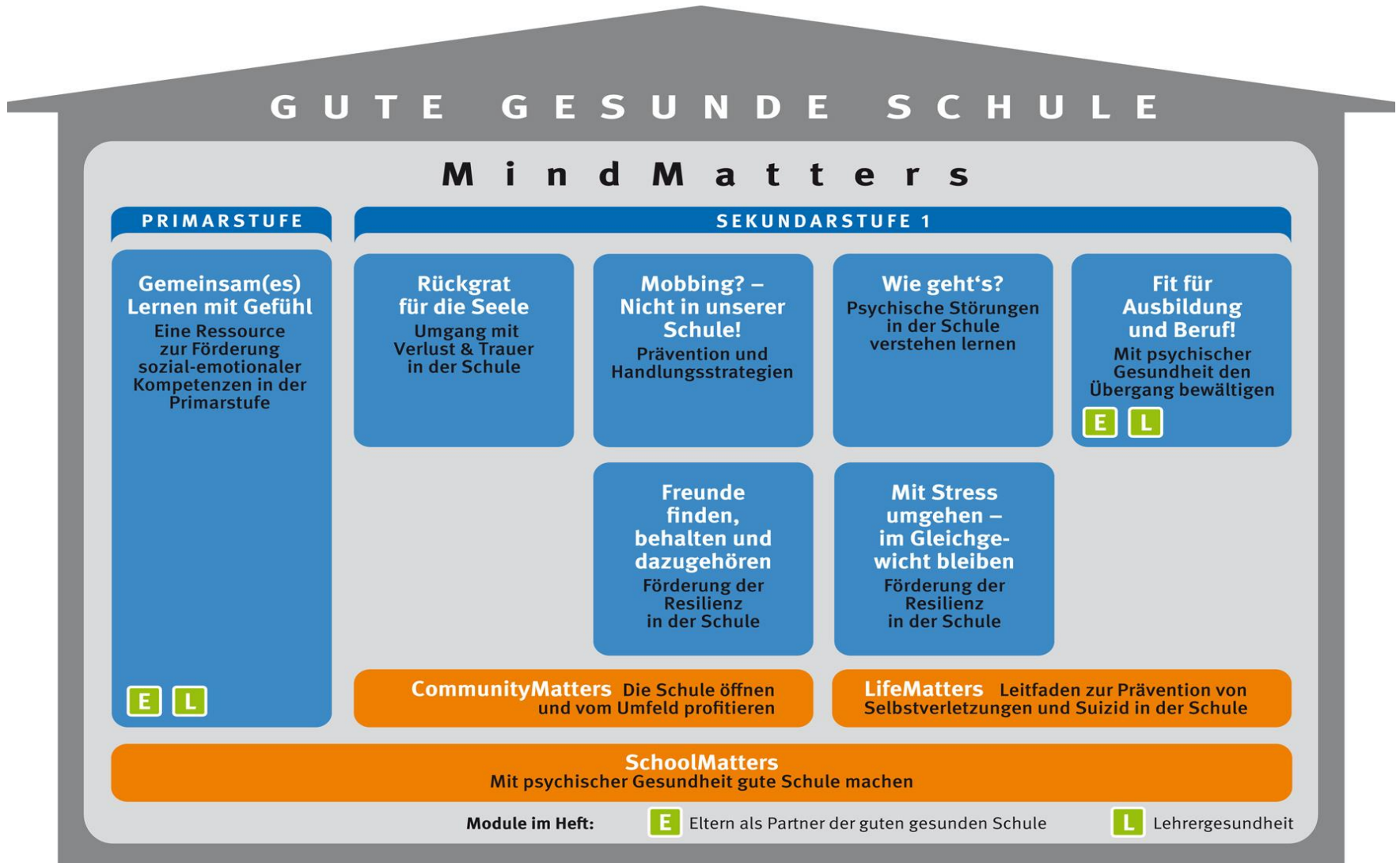
# **Shift in perspective in school health promotion and prevention: From health promoting school to good healthy school**

That means for MindMatters:

- ▶ Originally a mental health promotion program within the tradition of the health promoting school
- ▶ Now mental health promotion is seen as a catalyst to improve education in general and health education in schools in particular
- ▶ Focus is on education and quality of schools and effective school

MindMatters: To develop a good school with mental health

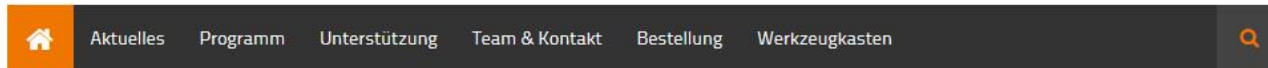
# MindMatters and the good healthy school: Improving schools with mental health



# MindMatters Website



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MindMatters → Home



## MindMatters

### Ein Programm für Schule und Unterricht

Psychische Gesundheit, Wohlbefinden, Respekt und Toleranz an der Schule fördern und damit die Lern- und Schulkultur gestalten - das sind die Ziele von MindMatters.



## MindMatters kennenlernen

Informationen, Materialien & Erfahrungen

Informationen



## MindMatters nutzen

Werkzeugkasten, Checklisten & Arbeitsblätter

Werkzeugkasten



## MindMatters bestellen

Schulentwicklungs- & Unterrichtsmodule

Bestellung

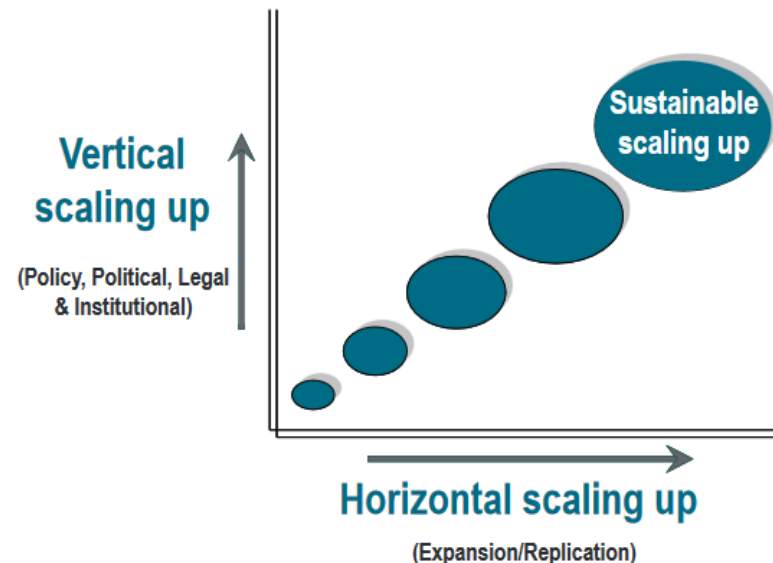
# **From project to programme, from reactivity to proactivity**

## **Mind Matters – A resource from Australia**

- MindMatters: translated, adapted, evaluated, printed
- Accepted by Ministries of Education as material to be used in schools
- Health and Accident insurances are funders with long term investment planning; also distributing the programme by request of schools
- Target groups: pupils, teachers, head of schools, schools
- University Institute as partner who guarantees that the material is science based and scientifically proven
- From a time bound project to an enduring programme
- From reactivity to proactivity by developing a strategy for scaling up
- General aim for the coming years: To disseminate and to implement MindMatters in primary and secondary schools in Germany in all „Bundesländer“. Each year 2000 schools should join in

# Definition of horizontal and vertical scaling up

“Deliberate efforts to increase the impact of successfully tested health innovations so as to benefit more people and to foster policy and programme development on a lasting basis.”



World Health Organization (2010).  
ExpandNet. Nine steps for developing a scaling-up strategy. Geneva: World Health Organization;  
[http://www.who.int/reproductivehealth/publications/strategic\\_approach/9789241500319/en/](http://www.who.int/reproductivehealth/publications/strategic_approach/9789241500319/en/)

## Two dimensions of scaling up

(1) **Horizontal: Diversification/functional scaling up** expands programme breadth (adding additional services).

(2a) **Vertical: Political scaling up** expands political support (building a supportive network from community up to state level).

(2b) **Vertical: Organizational/institutional scaling up** (builds strategic alliances with other organizations, and develops the technical and management capacity of an in-country agency in order to sustain programmatic efforts, policy or legal changes to overcome barriers, and to support sustainability)

Hartmann A, Linn JF. (2008). Scaling up. A framework and lessons for development effectiveness from literature and practice. Washington (DC): Brookings Institute; (Wolfensohn Center for Development working paper 5).

# MindMatters Scaling up strategy

## 1. Horizontal: Diversification/functional scaling up:

- Update of modules
- Added two new modules: Primary school and transitional phase leaving school for further education or work
- Website with full support
- Build up a netbased „MindMatters community“ for schools to learn from each other
- Digital version of MindMatters
- Train the trainer („Multiplier“) concept

# **MindMatters Scaling up strategy**

## **2a. Vertical: Political scaling up**

- Contacting Ministries of Education: units for school health promotion; units for school development; units for types of schools

## **2b. Vertical: Organizational/institutional scaling up**

- Linking existing institutions on Länder-level, who are supporting schools already and are experienced partners in working with schools

# Problems to be solved, steps to be gone...

- (1) Assessing scalability** (Determines if and to what extent an intervention is scalable: What about the sociopolitical climate? What about incentives and mandates? Is the environment in which the intervention needs to be implemented stable? Does the intervention have a high or low complexity level? What about the willingness and motivation to engage in the implementation of an innovation?)
- (2) Developing a scaling-up plan** (What exactly are we going to do? What are the goals (What needs to be changed?)? Who are the relevant stakeholders? (Funding?) How are we going to do it?)
- (3) Preparing to scale up** (What are the preconditions we need to address? Do we have the commitment of the stakeholders and politicians to go through with it? What about our resources? Are there enough, for example, human or financial resources?)
- (4) Scaling up an intervention** (Project management should make sure that the implementation goes as planned (monitoring and evaluation) and can adapt it when necessary)

Milat, AJ, Newson, R & King, L. (2014). Increasing the scale of population health interventions: a guide. Sydney: New South Wales Ministry of Health; (<http://www.health.nsw.gov.au/research/Publications/scalability-guide.pdf>).

# Problems to be solved, steps to be gone by MindMatters

## **(1) Assessing scalability:**

- Schools are asking for MindMatters: 1500-2000 schools per year order the programme via MindMatters website. It`s free of charge
- Schools or local networks of schools, school psychologists associations etc. asking for introductory presentations of the programme
- Ministries of Education are open-minded for MindMatters: Some of them strongly support MindMatters, want to have it in their “Land”; others are asking for presentations in their ministry for all the administrative people of relevant units (school health promotion; school development etc .)
- Pilot teacher training workshops on state-level to assess response

# Problems to be solved, steps to be gone by MindMatters

## (2) Developing a scaling-up plan

- Detailed plan which defines the roles, responsibilities and activities of all partners on “Länder”-level who are involved in the scaling-up process
- Main partners in each “Land” are: Ministries of Education, in-service teacher training institute, state association of health, social accident insurance, health insurance, “multipliers” as trained experts to disseminate and deliver MindMatters on “Länder-” , community or school level
- Types of activities in ascending order: Presentations of information for different target groups, in depth information workshops, training of “multiplieres”; local, regional or “Länder”- specific congresses (also parallel)

# Problems to be solved, steps to be gone by MindMatters

## 3. Preparing to scale up

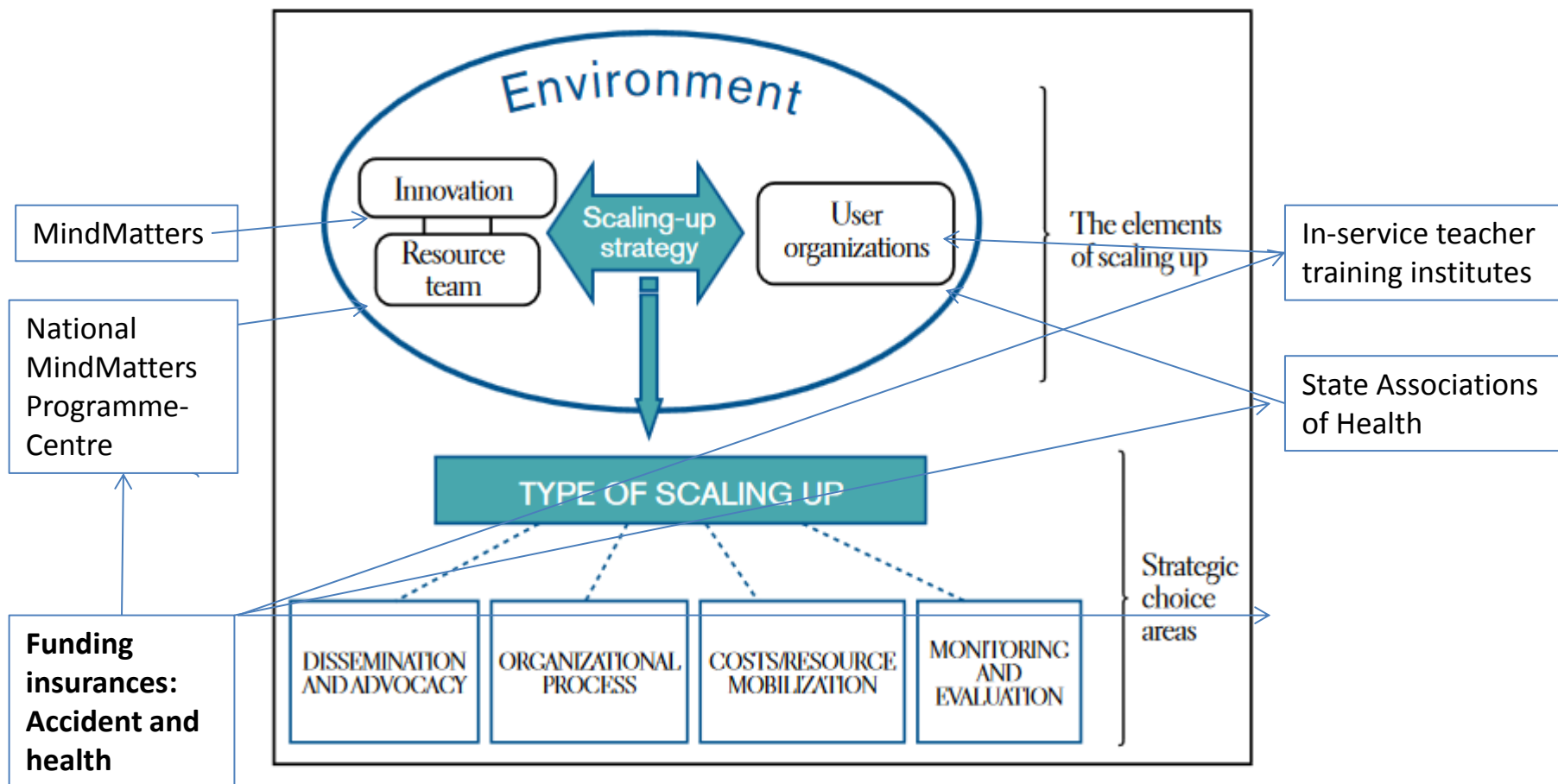
- Contract between Leuphana University of Lüneburg (National MindMatters Programme Center) and health and social accident insurances
- Content, time and resources
- Volume: 300.000 € p.a.
- Contract of funders with each partner in the “Länder”; National MindMatters Programme Centre as subcontractor
- Content, time and resources
- Funders are legally obliged to be active i.a. in school health promotion: § 20, Code of Social Law

# **Problems to be solved, steps to be gone by MindMatters**

## **4. Scaling up an intervention:**

- Project management staff established
- Ongoing quality assurance
- Planning of another external evaluation study

# Scale up in the „Länder“: The „ExpandNet Model“



(1) **Dissemination and advocacy** are about communicating and promoting the innovation (interpersonal communication, mass media, policy dialogues, but also trainings, technical assistance etc.).

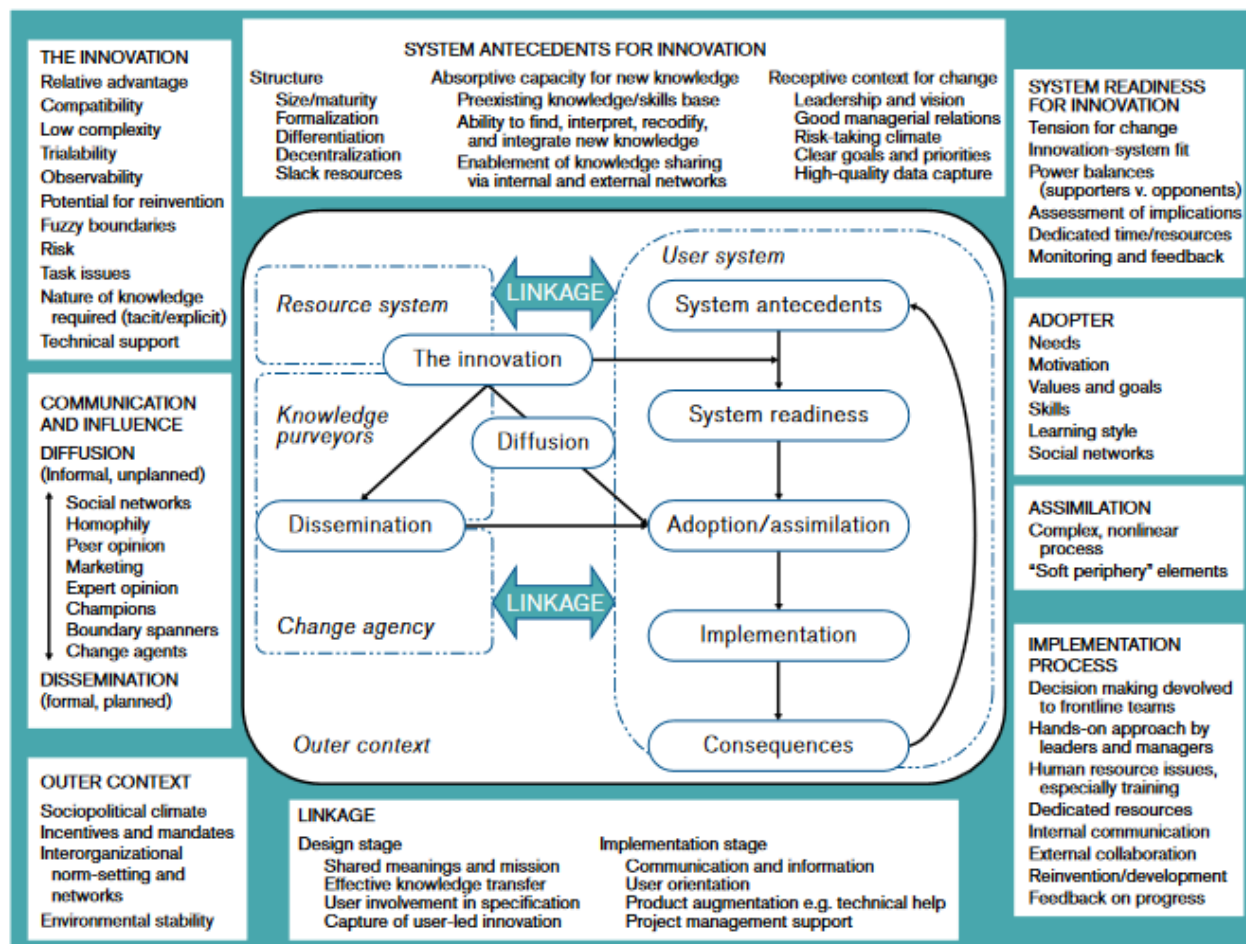
(2) **Organizational process** refers to the integration of new partners, “the pace at which expansion should occur and the degree of flexibility in implementation of scaling up”

(3) **Costs and mobilization** of resources means identifying and analysing the costs of scaling up, and refers also to “actions needed to ensure that required resources are available”

(4) **For monitoring and evaluation**, it is necessary to determine “the kinds of information required to inform the process of scaling up and to assess outcomes and impacts” ( World Health Organization (2009). ExpandNet. Practical guidance for scaling up health service innovations. Geneva: World Health Organization ([http://www.who.int/reproductivehealth/publications/strategic\\_approach/9789241598521/en/](http://www.who.int/reproductivehealth/publications/strategic_approach/9789241598521/en/)).

# Scale up in schools – Implementation

## Part of the „train the multiplier“ concept





There are three ways for man to act clever:

..through imitation – this is the easiest

..through reflection – that is the noblest

..through experience – that is the most bitter way

(Konfuzius)

**Vielen Dank für Ihre Aufmerksamkeit** [paulus@leuphana.de](mailto:paulus@leuphana.de)

This publication helped me through the times of confusion and I owe a lot to:  
Zanden, B. v. d.; Mekel, O. & Ward, G. (2016). Scaling up projects and initiatives for  
better health: from concepts to practice. Copenhagen: WHO