

Intersectoral working in schools between education staff and primary healthcare professionals

Case study

Title of the initiative / case study	Aula Educativo Terapeutica / structure designed to provide an extraordinary response to students with mental health problems.
Country / Territory	Spain
Summary of the intersectoral initiative	The classroom is the result of the establishment of a collaboration agreement between the Ministries of Health and Education of the Government of Cantabria. The classroom is created in a space set up for this purpose in an educational centre.
Focus of the initiative	Mental health and wellbeing
Goal and objectives Overall goals and specific	<p>To provide support and educational attention to students who, due to their mental health situation, cannot attend school in a regular centre on a temporary basis.</p> <p>To provide students with resources and skills for their incorporation into the regular centre once their stay in the therapeutic educational classroom has ended..</p>
School setting	6-16
- Age group of students covered (0-18)	
- Number of students in the school	20 students
- Public (<i>no fees</i>) or Private (<i>pay fees</i>)?	Public
- Location	Urban
- Socioeconomic environment	All types

<p>Description of the initiative</p> <ul style="list-style-type: none"> - What was the driver to start the initiative? <i>Was it the pandemic, or something else?</i> - From when to when did the initiative take place? <i>Does it continue now?</i> - Did it get funding? How was it funded? - What type of activities took place <i>e.g. health professionals seeing students or</i> 	<p>The measure, which is part of the "extraordinary" attention to diversity, was implemented at the initiative of the Regional Ministry of Education and Vocational Training in order to respond to a sector of pupils whose attention in ordinary schools was becoming very complex. Although the pandemic contributed to accelerate the implementation of the initiative, the need to respond educationally to pupils with significant mental health problems had already been observed.</p> <p>The initiative will start in the 2022-2023 academic</p>
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<p><i>staff for consultations, health professionals training education staff, teachers training health professionals?</i></p>	<p>year and, given that it is the result of an agreement with the Regional Ministry of Health, its continuity is subject to the annual review of this agreement and the agreement of both parties to continue with it. The opening of the classroom is financed by the European Social Fund +.</p> <p>Both education and health professionals received information and training on a structure of similar characteristics that has a long history in this field in the neighbouring Autonomous Community of the Basque Country.</p> <p>In addition, all professionals were trained in different aspects of intervention with pupils with the profile described above.</p>
<p>Partners</p> <ul style="list-style-type: none"> - Who are the partners involved? - Who are the education professionals involved in the initiative? - Who are the health professionals involved in the initiative? - Where are the health professionals located? (<i>e.g. In the school, in the community?</i>) - At what stage/s did intersectoral work happen (<i>eg conceptualization, co-design, implementation or evaluation</i>)? 	<p>The Regional Ministries of Education and Vocational Training and Health of the Government of Cantabria participate.</p> <p>The education professionals involved are teachers of the specialities of Educational Guidance, Linguistic and Social Scope, Scientific-Technological Scope, secondary education; Therapeutic Pedagogy and Physical Education, primary education; and socio-health technicians as non-teaching education staff.</p> <p>On the health side, the professionals listed in the agreement are a child and adolescent psychology professional, a nurse specialising in child and adolescent mental health and a psychiatrist, also a specialist in this age group.</p> <p>All the professionals from the two departments are located in a classroom in an educational centre.</p> <p>The intersectoral work consisted in the approach of the need for the creation of the structure and its characteristics on the part of education. This initial project was transferred to health for analysis and assessment. The design was mainly from education. The implementation phase in which we find ourselves is carried out jointly and as a result of this phase, the necessary readjustments will be made given the improvements observed by both parties that need to be implemented in the initial project. At the end of the academic year, the initiative will be evaluated and the aspects that could be modified will be reviewed in the event that both parties</p>

<p>Results of the initiative</p> <ul style="list-style-type: none"> - What were the deliverables? - Can you give some examples of actions resulting from the initiative? - What do you think was the impact of the initiative, if any? 	<p>decide to continue with the signing of the agreement.</p> <p>Given that it has started in this academic year 2022-2023 and has not yet concluded, it is not possible to provide data on the results.</p> <p>With regard to the actions derived from the initiative, we can only confirm those that have to do with coordination between the pupils' centres of origin and the therapeutic educational classroom with a view to monitoring pupils and preparing for their return to school.</p> <p>Other actions that have resulted from the initiative are the supervision of the functioning of the classroom by the Educational Inspection Service and the Technical Unit for Attention to Diversity and Coexistence throughout the entire process of implementing the measure.</p>
<p>Evaluation of the initiative</p> <ul style="list-style-type: none"> - Was the initiative evaluated? If Yes - <i>How, and by whom?</i> - Name two things that went well. - Name two things that could be improved. - What were the main <u>barriers</u> to intersectoral working? - What were the main <u>facilitators</u> for intersectoral working? - What advice would you give to others who would like to do a similar initiative? 	<p>The evaluation of this initiative is in process, given that the start of the initiative, with the effective incorporation of students into the classroom, took place in January, once the professionals have received the relevant training and the organisation has been carried out to improve the functioning of the structure.</p> <p>It is the responsibility of both parties to the agreement to evaluate the operating report to be drawn up by the education and health coordinators at the end of the school year and presented to the Technical Unit for Attention to Diversity and Coexistence and to the Education Inspection Service, as reflected in the instructions issued to regulate the operation and organisation of the classroom.</p> <p>One obstacle that has been observed has been the necessary readjustment in terms of the functioning of both sectors, health and education, in a mixed environment that takes on characteristics of both. Multidisciplinary work becomes a challenge for all. With regard to the things that have gone well and those that can be improved, we are close to the evaluation referred to above, but this has not taken place to date.</p>

