

Intersectoral working in schools between education staff and primary healthcare professionals

Case study template

Title of the initiative / case study	Proxecta Educational Innovation Plan "Eat well"
Country / Territory	Spain/Galicia
Summary of the intersectoral initiative	<p>Work on all dimensions of nutrition in a comprehensive and transversal way in the community of reference for the students. It responds to the need for students to acquire and consolidate proper eating habits and develop the necessary skills to make healthy choices in the future. To achieve these objectives, they are invited to get to know the food environment through sensory experiences, to value their traditional food heritage, to analyse the influence of the environment in which they live (advertising, food availability, food industry) and its consequences on the state of health, among others, in order to develop a critical behavior as responsible consumers regarding the current food offer.</p>
Focus of the initiative	Healthy eating habits

<p>Goal and objectives</p> <p>Overall goals and specific objectives.</p>	<p>Overall goals</p> <ol style="list-style-type: none"> 1. Contribute to the comprehensive and harmonious development of students in all its dimensions (social, cognitive, affective, cultural...). 2. Encourage boys and girls to acquire healthy eating habits (not only in terms of what they eat, but also how do they eat it: with the family around a table, at certain established times of the day, without rushing, etc). 3. Incorporate health promotion to the entire community and educational environment (transform the students also in health promoters of their families and community) <p>Specific objectives.</p> <ol style="list-style-type: none"> 1. Stimulate the palate to induce savoring and trying new foods. 2. Consume healthy foods in school snacks. 3. Reduce undesirable foods in classroom and center snacks. 4. Develop and improve food handling and preparation skills. 5. Handle, responsibly, different supplies and tools related to food.
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	<ol style="list-style-type: none"> 6. Express feelings and emotions associated with eating. 7. Identify the natural origin (tree, plant, etc) of the food they eat. 8. Encourage families to choose the healthiest options for snacks for their sons and daughters. 9. Promote the acquisition of learning from other areas. 10. Achieve the necessary skills to plan and execute simple recipes. 11. Recognize food and nutrition as vital functions. 12. Relate eating habits to health. 13. Design healthy snacks for recess. 14. Analyze the food supply in the immediate environment. 15. Learn to interpretate the information on the product labels. 16. Properly evaluate the food offer available at the school environment. 17. Develop a critical analysis of the influence of food advertising. 18. Prepare a schedule of school or family menus for 15 days. 19. Design content to develop an improvement proposal addressed to their families and/or colleagues, as an advertising campaign.
<p>School setting</p> <p>- Age group of students covered (0-18)</p>	<p>From 3 to 18 years</p> <p>The proyect is devided in four subproyectos adapting its goals to the targeted age of the students:</p> <p>Nutriescolas 0 = 3-6 years old</p> <p>Nutriescolas 1 = 6-12 years old</p> <p>Nutriescolas 2 = 12-18 years old</p> <p>Cociñando con saúde = vocational training</p>
<p>- Number of students in the school</p>	<p>18.361 (9,449 male and 8,912 female students)</p>
<p>- Public (no fees) or Private (pay fees)?</p>	<p>At this time, all participating educational centers are public.</p>
<p>- Location</p>	<p>All the geography of the Autonomous Community of Galicia (Northwest of Spain). Rural and urban environment.</p>
<p>- Socioeconomic environment</p>	<p>Varied socioeconomic environment, but mostly medium and low.</p>

<p>Description of the initiative</p> <ul style="list-style-type: none"> - What was the driver to start the initiative? Was it the pandemic, or something else? - From when to when did the initiative take place? Does it continue now? - Did it get funding? How was it funded? - What type of activities took place e.g. health professionals seeing students or staff for consultations, health professionals training education staff, teachers training health professionals? 	<p>The Nutriescolas projects were born as a didactic strategy for Health Education, in the area of our Autonomous Community and with an opened public call for all public and subsidized schools.</p> <p>The objective is that the students acquire (in the early stages of life) and consolidate throughout the entire period of schooling) healthy eating habits from the first decade of life. Through authentic research projects, developed by the students themselves, the schoolchildren endorse different food offers, analyze advertising strategies and assess the influence of social networks on their eating behavior. They also elaborate and propose ideas of improvement these obesogenic environments.</p> <p>With this methodology, they develop the necessary skills to become responsible consumers and to make informed and healthy food choices.</p> <p>The initiative was launched in 2013 as the axis of intervention of a plan for the prevention of childhood obesity (Plan Xermola) and now it continues framed within the Obesity Zero Plan of Galicia 2022-2030, which extends the scope of promoting healthy lifestyle habits not only at school ages, but also to the rest of the galician citizens in general. It is financed with resources of the public administration.</p> <p>The call for participating is public and published and schools have to achieve a minimum requirements and compromise to develop the project. Then, teachers receive specific training on nutrition and project implementation methodology ; during the schooling year they launch their own innovative projects with the support of the Public Health Directorate and the Education Department. And, finally, they expose their final results and reports to the rest of the educational community. Best practices are presented and prized in a specific congress developed to share their projects.</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? (e.g. In the 	<p>The partners involved are:</p> <ol style="list-style-type: none"> 1. Ministry of the Sea. Sub-directorate General for Fisheries and Fisheries Markets 2. Ministry of Rural Environment. Galician Agrarian Guarantee Fund (FOGGA) 3. Ministry of Education. General Directorate of Educational Planning and Innovation <p>The professionals involved in the initiative are:</p> <ol style="list-style-type: none"> 1. All the components of the educational community of the selected educational centers: teachers from all areas,

<p>school, in the community?)</p> <ul style="list-style-type: none"> - At what stage/s did intersectoral work happen (eg conceptualization, co-design, implementation or evaluation)? 	<p>kitchen staff, caretakers, the students and their families... 2.</p> <p>Professionals from the central services of the Ministry of Education.</p> <p>The health professionals involved are: technicians (teachers, medical experts in nutrition, paediatricians, graduates in Pharmacy, etc.) from the Healthy Lifestyles and Health Education Service of the General Directorate of Public Health and the Health Care services. Primary Health.</p> <p>Health professionals are found in the community and in the Central Health Services</p> <p>The intersectoral work was carried out in the following stages: design, presentation, reformulation, implementation, evaluation.</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>At the end of the course, they must deliver a memory of activities. In this memory all the activities carried out are explained and the results and products of these activities are shown: recipe books, habit evaluation sheets, didactic materials, image catalogs, advertisements, videos, brochures, restaurant menus, recipe catalogue.</p> <p>In addition, during the course of the course, the activities and products are uploaded to the school website. According to the evaluations carried out, the impact on the modification of eating habits and the acquisition of skills for healthy eating is being between moderate and high.</p>

<p><i>Evaluation of the initiative</i></p> <ul style="list-style-type: none"> - Was the initiative evaluated? If Yes - How, and by whom? - Name two things that went well. - Name two things that could be improved. - What were the main barriers to intersectoral working? - What were the main facilitators for intersectoral working? - What advice would you give to others who would like to do a similar initiative? 	<p>Two types of evaluation are developed. The first is carried out by the teachers themselves based on the objectives and activities designed in the project. For this, it has general questionnaires and they also design their own evaluation tools. The second evaluation is carried out by the promoters of the project. To do this, they use the evaluation criteria established in the project design. Among the things that went well: The variety and quantity of activities carried out. The modification of school and family snacks.</p> <p>The involvement of families and the school ecosystem could be improved.</p> <p>The main barriers in intersectoral work were the difficulty of establishing aligned objectives and work methods. Thus, specific action manuals were developed with examples of programs and projects to help teachers and school coordinators on its implementation, always taking into account the students to whom it was addressed.</p> <p>The main facilitator of and intersectoral work was the active and conscious participation from the first moment of the design and execution of the project.</p> <p>The main advice would be: active participation of all the participants (stakeholders involved) from the first moment (multidisciplinary and intersectorial); apply a holistic approach; adults are the best example for our children; strongly believe in the importance of healthy lifestyle habits to decrease many future health problems.</p>
<p>Additional information if available:</p> <ul style="list-style-type: none"> - Links to relevant websites 	<p>Official page of the "Alimentate ben (eat well)" project and its different modalities. (Alimentate ben (curso2022/23) Consellería de Cultura, Educación e Universidade (xunta.gal))</p> <p>Manuals of the different modalities of the project, depending on the educational stage.</p> <ol style="list-style-type: none"> 1. Nutriescolas 0 2. Nutriescolas 1 3. Nutriescolas 2 4. Cociñando con saúde .