

Intersectoral working in schools between education staff and primary healthcare professionals



Case study description

Title of the initiative / case study	Neither Ogres Nor Princesses (Ni ogros ni princesas, in spanish)
Country / Territory	Spain / Asturias
Summary of the intersectoral initiative	<p>Based on a rights and gender approach, ‘Neither Ogres Nor Princesses’ is a sexuality education programme to improve the health and wellbeing of adolescents and increase self-esteem and personal autonomy, with a focus on gender equality as a transversal line, to achieve the empowerment of girls and the involvement of boys.</p> <p>The program addresses knowledge, attitudes of respect and training of social and specific skills in relation to sexuality and gender equality. This programme, designed with the recommendations of the WHO and UNESCO, targets pupils aged 12 through 16 who receive sessions taught by their teachers during Compulsory Secondary Education. Previously, teachers receive training beforehand (by primary care health personnel and experts from NGOs) and have the support of a didactical guide, with participative and active sessions to work in classroom with their students (debates, role-playing, training techniques). The contents are organized into five thematic blocks: social skills (communication, emotion management, decision making, etc.), affectivity (self-esteem, friendship, family, love, etc.), anatomy and physiology (changes in puberty, menstruation, reproduction, etc.), pleasure and health (sexual practices, consent, prevention, etc.) and identities (gender, feminism, sexual diversity, etc.). The participating teachers assumed the commitment to teach at least 5h in the classroom for each school year on these contents. Teaching is complemented with 2 hours of external workshops by educational level, given by primary care health personnel, and a workshop with peer to peer methodology is developed in the last year of secondary school. The program also includes activities for families: newsletter and a workshop (face-to-face or online).</p> <p>This project is based on ‘intersectoral working’ with students and teachers working in classroom and</p>

	the support of primary care health personnel in workshops for students and families, and in teacher training, together with experts from NGOs.
Focus of the initiative	Sexuality education and gender equality
Goal and objectives Overall goals and specific objectives.	<p>Goal</p> <p>–To ensure that all young people benefit from good quality comprehensive sexuality education, as established by the ‘Unesco Strategy on Education for Health and Well-Being: contribute to the sustainable development goals’ (SDG 4 and 5).</p> <p>–To improve the health and wellbeing of adolescents and increase self-esteem and personal autonomy, with a focus on gender equality as a transversal line, to achieve the empowerment of girls and the involvement of boys.</p> <p>Specific objectives</p> <p>–Increase facilitators’ knowledge as well as developing positive attitudes and social skills.</p> <p>–Acquisition of pleasurable, healthy, safe and responsible sexual behavior.</p> <p>–Increase condom use to reduce STIs and unintended pregnancies.</p> <p>–Prevent gender violence and any form of violence.</p>
School setting	12-16 (Compulsory Secondary School)
- Age group of students covered (0-18)	
- Number of students in the school	14.000 in the 2022-23 academic year.
- Public (<i>no fees</i>) or Private (<i>pay fees</i>)?	Public
- Location	Urban, suburban and rural
- Socioeconomic environment	All types
Description of the initiative	Government of Asturias is the organization responsible for the government and policies of the Region of Asturias and, specifically, for universal access to quality education and health care, as set out in SDG 3, 4 and 5. Through the Regional Ministries of Health and Education, together with the Asturian Women's Institute, it is also responsible for guaranteeing the right to sexuality education for girls, boys and adolescents, with a focus on rights and gender, to promote health and well-being, gender equality to empower all girls and all boys, the promotion of self-esteem and autonomy, and respect for diversity.
- 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 staff for consultations, health professionals training education staff, teachers training health professionals?</i>	To guarantee this right, the government of Asturias has launched different sexuality education initiatives over the years and since the 2008-09

	<p>academic year promotes a sexuality education programme called 'Neither Ogres Nor Princesses'. This programme continues today and its financing is with public funds.</p> <p>Based on a rights and gender approach, this intervention seeks to generate conditions for people to make autonomous responsible decisions, and promotes that they can exercise their rights, fulfill their responsibilities and respect the rights of others.</p> <p>In this way, this project proposes <u>a process to schools with concrete actions and collaborations of health personnel and NGOs.</u></p> <p>Thus, <u>in the first third of the school year</u>, information activities are proposed for the educative community (students, teachers, families...) about the importance of sexuality education. Teacher training is also contemplated, given by health professionals and NGOs, as well as the beginning of the work of teachers in the classroom with their students.</p> <p>As of the <u>second third of the school year</u>, together with the sessions of the teaching staff in the classrooms, external workshops are given by health personnel and NGOs for students and families.</p> <p>Finally, <u>in the last third of the school year</u>, the work of the teachers and external workshops in the classroom continues, and a reinforcement activity consisting of a sexual counseling for students through WhatsApp, carried out by sexologists from the Asturias Youth Council.</p> <p>At the end of the school year, evaluation activities are carried out periodically.</p> <p>On the other hand, the work of the program is completed with a new line of work called 'Sexualities and Primary Care', which contemplates the incorporation of sexuality education with a gender perspective in the visits that children and adolescents make to primary care health.</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? 	<p>Government of Asturias is working on this initiative jointly through different organizations, which are part of its organization chart: Ministry of Health, Ministry of Education, Asturian Women's Institute and Health Service.</p> <p>Outside its structure, there are other organizations: Youth Council of Asturias, an autonomous body representing youth, as well as different NGOs,</p>

<ul style="list-style-type: none"> - Where are the health professionals located? (e.g. In the school, in the community?) - At what stage/s did intersectoral work happen (eg conceptualization, co-design, implementation or evaluation)? 	<p>which work on sexualities, gender equality, and gender diversity.</p> <p>In this way, secondary schools participate from the educational field and each secondary school has a coordinating teacher for this program and several teachers involved (at least one per level).</p> <p>From the field of health, nursing directors are involved, at the coordination level, and professionals from the health primary care centers who come to schools to train teachers, give workshops to students and families, as part of their community work.</p> <p>Other entities, such as NGOs and the Youth Council, collaborate in teacher training, workshops and counseling for students and families.</p> <p>Intersectoral work was carried out in all phases of this project:</p> <ul style="list-style-type: none"> -The conceptualization and design was a joint work of students, teachers, health personnel and experts from NGOs and other entities. -The didactic materials was also carried out by a group of teachers, health personnel, sexologists and NGO experts, and was also reviewed by experts at the regional and national level. -In the implementation, teachers, health personnel and NGOs collaborate. -In the evaluation, the contributions of students, teachers, health personnel and NGOs are also collected. <p>(Part of this intersectoral work was published in a scientific journal, whose article is linked).</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>The beneficiaries in the 2022-23 academic year are 50 public secondary schools (60% of all public secondary schools in Asturias), 14,000 adolescents (51% girls, 49% boys), 720 teachers (504 women, 216 men) and 340 families (272 women, 68 men). Since the beginning of the program, the number of adolescent beneficiaries who have participated in the program reaches 110,000 Secondary Education students (50% girls, 50% boys, approximately).</p> <p>At the beginning, after one year of implementation, a process evaluation was conducted pointing out that it was a novel intervention, with a high level of execution, as well as a high level of participation, satisfaction and usefulness perceived both by pupils and teachers. (This information was published in a scientific journal, whose article is linked).</p>

	<p>Another impact study was carried out that concluded that the program had effects on knowledge and skills, and increased condom use. This positive effect was mainly due to the program's impact on girls' education. (This information was published in a scientific journal, whose article is linked).</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>This project has been evaluated continuously and through various research papers.</p> <p>On the one hand, an evaluation is carried out annually with indicators of participation and satisfaction of students and teachers.</p> <p>On the other hand, a process evaluation was carried out after one year implementation, which found that it was a feasible, innovative initiative and considered satisfactory and useful by teachers and students.</p> <p>Likewise, an impact evaluation was carried out, which detected positive effects of the program on knowledge, skills and condom use.</p> <p>These evaluations are carried out by the program's work team, made up of professionals from Education, Health and the Youth Council, with the collaboration and participation of students, teachers and health personnel.</p> <p>Among the achievements of the project, the effects on knowledge, skills and condom use stand out, as well as the continuity of the program and its incorporation into schools like their own educational project.</p> <p>Among the proposals for improvement, the need to extend time and training for sexuality education with a subject that allows working on these contents; in this sense, greater involvement of the educational authorities is demanded from schools to promote this change.</p> <p>The main barriers in intersectoral work have to do with changes in work teams, with transfers of educational and health personnel, and changes in political leaders every four years.</p> <p>The main facilitators of programme work have to</p>

	<p>do with the commitment to sexuality education of the health and educational personnel.</p> <p>The development of this type of emergency requires institutional support and the creation of committed and stable work teams.</p>
<p>Additional information if available:</p> <ul style="list-style-type: none"> - Links to relevant websites - Link to / title of relevant articles - Other relevant resources 	<p>Links webs:</p> <ul style="list-style-type: none"> -Institutional information (with all materials and annual monitoring reports): https://www.astursalud.es/noticias/-/noticias/niogros-ni-princesas -To teacher and health personnel: www.niogrosniprincesas.com <p>Relevant articles:</p> <ul style="list-style-type: none"> - 2012-Evaluacion del proceso de NONP - 2014-Educación sexual: opiniones de alumnado y profesorado - 2019-Impacto del programa NONP - 2019-Evolución de la salud sexual en la población adolescente - 2020-Evolución de las fuentes de información y las ideas sobre sexualidades en adolescentes <p>Other relevant resources:</p> <ul style="list-style-type: none"> -Didactic material for teachers -Workshop guide for health personnel -Sexualities and Primary Care (support programme to incorporate sexuality education into the visits that children and adolescents make to primary care health). <p>Awards:</p> <ul style="list-style-type: none"> -Prize to promote respect to sexual and gender diversity, granted by the NGO LGTBIQ+ called XEGA in 2013. -Good practice of the National Health System of Spain in 2018. -‘Menina’ Prize 2019 to ‘Neither Ogres Nor Princesses’ programme, from Government Delegation, for the contribution to the prevention of gender violence. -PUBLIC HEALTH BEST PRACTICE 2021, from the European Commission. -Finalist in the category Best Service Web and Social Initiative of Asturias 2022, from “El Comercio”, to the website of ‘Neither Ogres Nor

	Princesses' programme: www.niogrosniprincesas.com .
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