

Intersectoral working in schools between education staff and primary healthcare professionals



Case study description

Title of the initiative / case study	Red de Sonrisitas Programme
Country / Territory	Argentina
Summary of the intersectoral initiative	<p>Since 2004, the “Red de Sonrisitas” Programme has been promoted an inclusive proposal to encourage healthy habits at the kindergarten and primary municipal schools, supporting the implementation of the strategy of the Health Promoting Schools. This Programme reach more than 7000 students at year. It promotes the development of life skills from a comprehensive perspective has two main areas of work: nutrition and dental care.</p> <p>The programme focusses on intersectoral work with social and political actors, and universities and private sector organizations that contribute to its sustainability.</p> <p>During the years 2020 and 2021, activities were adapted to the pandemic context. These adjustments could be made based on consolidated work with the various actors and sectors involved.</p>
Focus of the initiative	Physical health
<p>Goal and objectives</p> <p>Overall goals and specific objectives.</p>	<p>Goals:</p> <p>Promote an inclusive proposal to encrease healthy habits at the initial and primary levels of the municipal education system that favors the implementation of Health promoting Schools.</p> <p>Specific objectives :</p> <ul style="list-style-type: none"> ○ Build educational spaces in promotion of healthy habits with the families of students, school staff, social actors and public health professionals working in each of the participating neighborhoods. ○ Develop the practice of healthy habits and the role of multipliers in the different actors of the educational communities through different

	<p>preventive actions, artistic expressions and community activities.</p> <ul style="list-style-type: none"> ○ Promote the continuity of the teaching and learning process with new pedagogical resources and alliances with different social actors and civil society organizations. ○ Conduct workshops and professional actions according to the educational level of the participating students. ○ Propose the anthropometric and dental evaluation of programme assignments. ○ Enable the enrichment of educational and preventive actions from the participation of university students of Health Careers, as well as voluntary health professionals. ○ Coordinate the actions of this Program with the different health, social and university sectors involved. ○ Promote the incorporation of health promotion content in the institutional projects of the participating schools and kindergartens.
School setting	3-7
- Age group of students covered (0-18)	
- Number of students in the school	7000
- Public (<i>no fees</i>) or Private (<i>pay fees</i>)?	Public
- Location	Suburban
- Socioeconomic environment	Underprivileged
<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 staff for consultations, health professionals training education staff, teachers training health professionals?</i> 	<p>The Program began in 2014. A strategic alliance is made between the Municipality of General Pueyrredon, FASTA University, civil organizations and private sector companies.</p> <p>It works with 33 kindergartens (initial level) and 17 primary schools (primary level)</p> <p>The design of interventions adopts a participatory, intersectoral, intercultural and strategic model. They are financed by each of the partners.</p> <p>Among the activities planned for the students of kindergartens and primary schools are: workshops of stories, puppets, artistic workshops, plastic workshops, recreational activities, artistic concursus and anthropometric and dental care. A drawing competition involving 1500 students is organized</p>

	<p>annually in the kindergartens.</p> <p>Every year, teachers from the educational services of the initial and primary levels are trained, as well as working meetings with speech therapists working in schools. These latter professionals allow the coordination between the institution and the public health service.</p> <p>Interviews and focus groups are conducted with social actors from different educational communities.</p> <p>In addition, among the activities planned for families are the meetings of reflection and action, and personal interviews.</p> <p>Research on health literacy and social determinants is also carried out together with FASTA University. Students and university professors in Dentistry, Phonaudiology, Medicine and Nutrition participate, as well as professionals from the public and private sectors.</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>Our partners are:</p> <ul style="list-style-type: none"> ➡ From the education sector: <ul style="list-style-type: none"> • 17 Primary municipal schools and 33 kindergartens • Health Careers of the Higher Institute of Technical Studies of the Municipality of General Pueyrredon. • Health University Degrees from FASTA University (Dentistry, Medicine, Nutrition and Phonaudiology) ➡ Municipality of the "Partido of General Pueyrredon" (Buenos Aires Province, Argentina): Secretaries of Education, Health and Culture. Responsibility assumed: sponsorship of the Program, promotion of the Programme in Municipal Schools, personnel for the Programme, printing of educational resources, dissemination of the Programme (graphic, gazette, etc.), processing of subsidies. The municipal authorities declared the program of cultural, educational and municipal interest. ➡ Companies in the private sector: <ul style="list-style-type: none"> ➤ Grupo Fava: support and collaboration with teaching resources and awards for the annual competitions. ➤ Program "Bright Smiles-Bright Futures" of

	<p>Argentine Colgate-Palmolive. Responsibility assumed: cooperation agreement for the delivery and distribution of oral hygiene kits for all participating students.</p> <ul style="list-style-type: none"> ➤ Civil Society Organizations <ul style="list-style-type: none"> ➤ Rotary Club of Del Mar - Mar del Plata, Rotary District 4921. Responsibility assumed: Sponsorship, incorporation of the Program in its areas of Health and Education, support and various measures, dissemination of the Program, provision of inputs for the artistic area and annual competitions. ➤ Regional Office for Latin America of the International Union for Health Promotion and Education. Responsibility: sponsorship.
<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>During these years, the Programme made it possible to:</p> <ul style="list-style-type: none"> ✓ Promotion of the Health Promoting Schools and kindergartens strategy in the region ✓ The articulation Education and Health, increasing health knowledge and life skills in educational communities. ✓ Increasing access to nutrition and oral health services. ✓ The incorporation of healthy foods and a healthy nutritional mosaic in kindergartens and Schools ✓ Regularity in health checks based on coordination with the health system and university health practices ✓ The significant decrease in the risk of dental caries at early ages. ✓ The design and distribution of specific teaching resources for each educational level ✓ The articulation of Kindergartens and Schools with the University
<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. 	<p>The evaluation is foreseen at all times of the process: at the beginning of the annual planning, as a starting point for establishing the programming (initial evaluation); throughout the annual school cycle, as a reference point for the adequacy between the planning and implementation of the Programme (continuous or formative evaluation);</p>

<ul style="list-style-type: none"> - 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>and at the end of each year, as an assessment of the results obtained (final or summative evaluation).</p> <p>Two good things: 1) articulation education - health - university; 2) social participation. The participation of social and political actors has facilitated the continuity of the Programme during these 20 years. Perhaps, the changes of political actors and the management of funding sources have been the activities that have taken greater effort.</p> <p>The greatest barrier has been the incidence of social determinants in the lives of these vulnerable communities, significantly increased by the covid-19 pandemic</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><u>Red de Sonrisitas Blog</u></p> <p><u>Facebook</u></p> <p><u>Instagram</u></p> <p><u>Municipal Education</u></p> <p><u>Rotary Showcase</u></p> <p><u>FASTA University</u></p> <p><u>Boulevard O</u></p> <p><u>Web newspaper "Punto noticias"</u></p> <p><u>Web newspaper "La Capital"</u></p>