

# Intersectoral working in schools between education staff and primary healthcare professionals



## Case study description

Title of the initiative / case study	Muovinsieme. Scuola e comunità in movimento Muovinsieme. School and community on the move
Country / Territory	Italy
Summary of the intersectoral initiative	Muovinsieme is a project involving the Friuli Venezia Giulia, Lazio, Piedmont and Apulia Regions with the aim of proposing a best practice intervention on physical activity and outdoor education in elementary school. The experimentation involves cross-sector collaboration among all stakeholders in the area and the reorganization of the environments in and around the school building.
Focus of the initiative	Both mental health and physical health
Goal and objectives Overall goals and specific objectives.	Countering sedentariness and promoting wellness at school are the main goals of the project, which supports children and young people in exercising during school hours, combining the practice of physical activity (walking) with the opportunity to learn in a place other than the classroom (outdoor education), while also fostering and enhancing socialization and relational aspects. Specifically: - promote movement and outdoor activity as an integral part of the school day; - counteract obesity and sedentary lifestyle; - disseminate information, knowledge and experiences of healthy lifestyles in the school community; - promote the exercise of active citizenship; educate about and respect for the environment.
School setting	5-11
- Age group of students covered (0-18)	
- Number of students in the school	The evaluation involved 243 pupils in the schools, but the total number of pupils who participated in Muovinsieme is about 3,000.
- Public (no fees) or Private (pay fees)?	Public
- Location	Urban
- Socioeconomic environment	All types
Description of the initiative - What was the driver to start the initiative? <i>Was it the pandemic, or something else?</i>	In addition to the recommendations at the international level and the scientific evidence supporting such a project, the input to implement Muovinsieme came from the good results obtained by the Piedmont project 'A Mile a Day Around the School' in combining the practice of physical activity (walking) with

<ul style="list-style-type: none"> <li>- From when to when did the initiative take place? <i>Does it continue now?</i></li> <li>- Did it get funding? How was it funded?</li> <li>- 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></li> </ul>	<p>the possibility of learning in a place other than the classroom (outdoor education), also favoring and enhancing the socialization and relational aspects. The characteristics of this project, which has obtained the recognition of good practice, also develop and promote effective co-design and collaboration among all the actors involved (Asl, Schools, Local Government, Associations, families, ...)making it replicable/adaptable in other territorial contexts.</p> <ul style="list-style-type: none"> <li>- From november 2019 to december 2021. The project continues in partner regions by involving additional schools in their respective territories</li> <li>- The project was funded by the CCM (National Center for Disease Control and Prevention) for 24 months (November 2019-November 2021). Due to the Covid-19 pandemic, it was extended until December 2022 allowing its implementation in A.S. 2021-2022.</li> <li>- Activities: <ol style="list-style-type: none"> <li>1)Research and selection of scientific literature on the topic</li> <li>2)Training teachers and health operators in partner regions to start the experimentation of 'Muovinsieme'</li> <li>3)Construction of partnerships for project implementation in partner regions</li> <li>4)Implementation of the project in the Partner Regions. The project consists of walking the chosen routes in the vicinity of the school, at least 3 times a week, for about one mile (1,609 meters) or at least 20 minutes, also carrying out educational and teaching activities, with each of the participating classes.</li> <li>5) Evaluation (process and outcome) allowed for comparison of the results achieved by the partner regions and systematization of the acquired and transferable recommendations that facilitate the implementation of the project</li> <li>6) communication enhancement of the project and its results to promote its transferability and dissemination at the national level through the development of a multimedia toolkit <a href="http://www.muovinsieme.it">www.muovinsieme.it</a></li> </ol> </li> </ul>
<p>Partners</p> <ul style="list-style-type: none"> <li>- Who are the partners involved?</li> <li>- Who are the education professionals involved in the initiative?</li> <li>- Who are the health professionals involved in the initiative?</li> <li>- Where are the health professionals located? (<i>e.g. In the school, in the community?</i>)</li> <li>- At what stage/s did intersectoral work happen (<i>eg conceptualization, co-design,</i></li> </ul>	<ul style="list-style-type: none"> <li>- Friuli Venezia Giulia, Lazio, Piedmont and Apulia regions</li> <li>- Elementary school teachers</li> <li>- Health professionals</li> <li>- Health professionals were located in the schools and In the community</li> <li>- Intersectionality covered all phases of the project, from conceptualization to evaluation</li> </ul>

<i>implementation or evaluation)?</i>	
<p>Results of the initiative</p> <ul style="list-style-type: none"> <li>- What were the deliverables?</li> <li>- Can you give some examples of actions resulting from the initiative?</li> <li>- What do you think was the impact of the initiative, if any?</li> </ul>	<ul style="list-style-type: none"> <li>- there has been a change in active school routines, and pupils have acquired the habit of walking</li> <li>- there has been an increase in the number of pupils reporting physical activity/sports; the habit of taking outdoor trips has increased</li> <li>- pupils have experienced this with interest, enthusiasm and satisfaction.</li> <li>- relationships among pupils, among teachers, between teachers and pupils and with families have improved, have been facilitated</li> <li>- it was an opportunity to experiment with ways - interesting and different - of proposing study topics and developing learning (outdoor education).</li> <li>- It has increased pupils' attention and motivation for a good part of the lessons, it has improved - in everyday life - teachers' work and their motivation to teach</li> <li>- has fostered the development, or strengthened the activation already in place, of other opportunities to do movement during the school day such as active and 'on the go' teaching activities in the classroom or on the playground (e.g., for learning math)</li> <li>- fostered the development of alliances and partnerships between different stakeholders (School, Health Authority, Local Authorities, Associations, ...) for the implementation and management of activities and pathways</li> </ul>
<p><i>Evaluation of the initiative</i></p> <ul style="list-style-type: none"> <li>- Was the initiative evaluated? If Yes - How, and by whom?</li> <li>- Name two things that went well.</li> <li>- Name two things that could be improved.</li> <li>- What were the main barriers to intersectoral working?</li> <li>- What were the main facilitators for intersectoral working?</li> <li>- What advice would you give to others who would like to do a similar initiative?</li> </ul>	<ul style="list-style-type: none"> <li>- To verify the transferability and sustainability of the Muovinsieme project, in regional contexts with different geographic and socio-cultural specificities, a Quantitative and Qualitative Evaluation Plan was defined through a research protocol.</li> <li>- In the elementary school that joined Muovinsieme, implementing in A.S. 2021-2022 the good practice "A Mile a Day Around School," 3 classes (3rd, 4th or 5th grade) were identified from each project partner region that adopted the Evaluation Plan and were the subject of the research (about 3 months of implementation per quarter).</li> </ul> <p>- Two things went well:</p> <ul style="list-style-type: none"> <li>- the enjoyment and impact of the project in all co-involved schools</li> <li>- the fruitful exchange and discussion among partner regions on experiences, results, and materials produced</li> </ul> <p>One thing to improve:</p> <p>Building a common language between the worlds of health and education</p> <p>Barriers to intersectorality :</p> <ul style="list-style-type: none"> <li>- Difficulties in sharing resources (human, instrumental, economic)</li> </ul> <p>Facilitating for intersectorality:</p> <ul style="list-style-type: none"> <li>- Formalizing and enhancing partnerships, roles and activities of all actors defined and recognized for project management and implementation</li> <li>- systematize the project through: the School Policy, offer of projects to schools</li> </ul>

	<p>by the Health Authority, the Regional Prevention Plan (Schools that Promote Health Program), membership in the SHE Network</p> <p>Advice:</p> <ul style="list-style-type: none"> <li>- consult the multimedia toolkit recounting the stages of the project and describing the role and contribution of each actor involved</li> </ul>
<p>Additional information if available:</p> <ul style="list-style-type: none"> <li>- Links to relevant websites</li> <li>- Link to / title of relevant articles</li> <li>- Other relevant resources</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="https://www.muovinsieme.dors.it/">https://www.muovinsieme.dors.it/</a></li> <li>- <a href="https://www.labsus.org/rapporto-labsus-2022/">https://www.labsus.org/rapporto-labsus-2022/</a></li> <li>- <a href="https://www.dors.it/documentazione/testo/202105/SintesiBuonaPratica_UnMiglio_0521.pdf">https://www.dors.it/documentazione/testo/202105/SintesiBuonaPratica_UnMiglio_0521.pdf</a></li> </ul>