

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



Case study description

Title of the initiative / case study	<p>Dona sangre, dona vida, IES Lomo de La Herradura. “Somos parte del cambio” Donate blood, donate life, IES Lomo de La Herradura. "We are part of the change"</p>
Country / Territory	Spain / Telde, Gran Canaria, Canary Islands
Summary of the intersectoral initiative	<p>The Canary Islands Blood Donation and Hemotherapy Institute (<i>Instituto Canario de Hemodonación y Hemoterapia, ICHH</i>) encourages schools to carry out blood donation campaigns. When interested schools get in touch with them, a technician visits the school to explain what the project is about and to study the feasibility of placing a mobile unit in the surroundings of the school or even setting up an extraction room within the school itself.</p> <p>Subsequently, if an agreement to collaborate is achieved, the school must carry out a service-learning project with a selected group of students, which involves the following:</p> <ul style="list-style-type: none"> • The ICHH explains to the students the basics of the donation process, the operation of the Institute, which people are potential donors, which patients may need transfusions and so on. • A blood donation campaign is carried out in the school and its surroundings. The information is divulged via informative posters, social media and, if possible, local press. • A “donation day” is set up. The students are asked to prepare gifts for the attending donors. If the donation room is to be set up inside the school, the students will also help the ICHH workers in the preparation of the allotted space and throughout the whole donation process. <p>The main goal of the project is to attract new donors while raising awareness among the educational community about the importance of this gesture.</p>
Focus of the initiative	Promote blood donation as a basic element of health care among the educational community.
Goal and objectives Overall goals and specific objectives.	<p>The main goal of the service-learning project we have carried out has been for students to acquire knowledge, skills, moral principles and values, providing a service to the community.</p> <p>There has been a social benefit for the community, since, according to the ICHH, the number of blood donors has been consistently low during the</p>

	<p>past years in Telde, a city with over 100,000 inhabitants, and in La Herradura, where our school is located.</p> <p>The ICHH informed us that in 2022 the mobile donation unit was deployed 339 times in Telde for a total of 3882 extractions (11.4 per trip), while in 2020, in the midst of the coronavirus pandemic, the number of extractions was 2678 in 227 outings (11.8 on average). These data motivated an intense awareness campaign on blood donation in our city and especially in our neighborhood.</p> <p>In our school, this idea translated into the project we are presenting today, which involved two educational levels: a group of students of Bachillerato and our “aula enclave”, a group of students with special needs of both an intellectual and motor nature.</p> <p>Thus, we have intended to raise awareness about blood donation in the educational community, improve the knowledge and skills of our students, and promote the integration of our “aula enclave” students in the activities of the school, which is one of the school’s main objectives.</p> <p>All of the above is also included in the scope of our global school project “Somos parte del cambio. ODS 2030”.</p>
School setting	12-18 years old
- Age group of students covered (0-18)	
- Number of students in the school	402
- 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</i> 	<p>We started with a group of students from the 1st year of our Bachillerato who are taking the subject “ATU” and in which we try to promote healthy habits and an adequate socio-educational development. Several actions related to health care have been carried out in this subject, mainly through the development of learning projects in which the students of the “aula enclave” have also collaborated. Among these projects, the blood donation campaign stands out due to its social and health repercussions. The students acquire essential behaviour patterns for coexistence in a free and just society, based on solidarity, respect for others and altruism.</p> <p>Our school, with the ICHH, has carried out two blood donation campaigns during the 2022/23 academic year.</p>
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<p><i>consultations, health professionals training education staff, teachers training health professionals?</i></p>	<p>The ICHH has developed campaigns with educational institutions both before and after the pandemic. According to their statistics, the average number of donors decreased after the pandemic, and only now is it starting to slowly increase again.</p> <p>We think this fact makes our project even more important, since it is an action of a humane and supportive nature, with impact in our society.</p> <p>Financing has not been necessary. We only had to pay for the making of posters. The gifts that the donors receive are created by the students with recycled materials.</p> <p>In our case, the extraction room was set up inside the facilities of the school.</p> <p>The activities carried out during the project are described below.</p> <ol style="list-style-type: none"> 1. The students attend talks by an ICHH technician. For this, the students who are going to intervene directly in the project and the rest of the students of the school are differentiated. The latter attend a talk that explains what the ICHH is, how it works, what blood and plasma donation consists of, who can be a donor and who can be a recipient, etc. The students who are going to collaborate in the campaign receive an additional formation where they get instructions on how to carry out the campaign to attract donors, they become familiar with the shared document where the list of donors and the time of their appointments will be stored, and they learn what their tasks will be on the day of the donation. 2. 2. Later, the students collaborate in the design, creation and placement of the informative posters. Information about the campaign is disseminated through social networks and local press. The participating students make a tour transmitting information about the campaign that the rest of the students will later pass on to their relatives and acquaintances. The students also prepare the recycled materials gifts. 3. 3. Finally, the students do field work this day: they welcome the donors, remind them of the need to have breakfast beforehand, explain that they must fill out a questionnaire and try to resolve whatever the doubts they may have. Throughout this process the students are always advised by the ICHH technician who accompanies them at all times, as well as the nurse and doctor who will perform the extractions.
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<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 school, in the community?) - At what stage/s did intersectoral work happen (eg conceptualization, co-design, implementation or evaluation)? 	<p>The Canary Islands Blood Donation and Hemotherapy Institute (ICHH) and the educational community of the IES Lomo de La Herradura have participated in the development of this project. The people who have collaborated directly in the development of the project are listed below:</p> <ul style="list-style-type: none"> • 5 students with special needs who belong to our “aula enclave”. • 3 education professionals who work directly with the students mentioned above: a workshop assistant, an educational assistant and a special education teacher. • 12 students of 1st year of Bachillerato (high school). • A professor from the Department of Biology and Geology who teaches the “ATU” subject in 1st year of high school. • The management team of the IES Lomo de La Herradura, composed of four people. • ICHH staff: 2 technicians, 2 nurses and 2 doctors, plus the staff required for the preparation of the extraction room and for the subsequent collection of the material and cleaning of the premises.
<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>With the implementation of this project, it has been possible to increase the number of blood donations in our neighbourhood. Ten people donated for the first time in their lives, including some students who have just turned 18 years old during this school year.</p> <p>The results were positive because numerous people came to donate, and despite the fact that some of them could not reach the extraction area for various medical reasons, 35 effective donations were achieved.</p>
<p>Evaluation of the initiative</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 <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 activity was evaluated by both the IES Lomo de La Herradura and the ICHH.</p> <p>In our school, the interest and degree of involvement of the students, the quality of the final products and the ability to work collaboratively were taken into account. The assessment has been very positive, the students have felt very happy helping their community and working as a team.</p> <p>One aspect in which there is definitely room for improvement is the participation of family members and people from outside the school. Until now, most of the donors have been teachers and some students. If the project continues in the future, we will certainly focus on trying to improve this fact.</p> <p>The ICHH conducted a statistical study with following results:</p> <ul style="list-style-type: none"> • They had not visited our neighbourhood since before the pandemic started.

	<ul style="list-style-type: none"> • They had never installed an extraction unit in the IES Lomo de La Herradura before; they had only attended the CEPA nearby. • In our school they have achieved 10 new donors, and 8 of them were young people who donated for the first time. • 35 effective donations were achieved at the IES lomo de La Herradura in two campaigns. It may seem that the number of extractions per campaign in our school is low, but bear in mind that the donation average in Telde in 2020 and 2022, as stated before, was less than 12 donations per deployment of the mobile extraction unit. Therefore, the result of our initiative is considered a success.
<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>https://www3.gobiernodecanarias.org/noticias/el-chh-visita-el-ies-lomo-de-la-herradura-de-telde/</p> <p>https://teldeactualidad.com/art/153085/campanade-donacion-de-sangre-en-el-ies-la-herradura</p> <p>http://www.ieslodelaherradura.org/</p> <p>https://drive.google.com/file/d/1lvhGJTm9NzIVNujwt9Ek-6hnNt38X0ba/view?usp=sharing</p>