



PNAE
Paediatric Nursing Associations of Europe

Paediatric Nursing Associations of Europe
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hosted by Turkey

Update on proposal for PNAE survey regarding Health Services in the School

**Immacolata Dall'Oglio (Italy) and the contribution of Rosemarie Sheehan
(Ireland)**



From 43° PNAE meeting on-line hosted by Iceland

- Health services at school seem to be not very present across the European countries, especially paediatric nursing
- **From Maria Brenner** → *I think this is an excellent idea and it would be an excellent follow up from the MOCHA project. ... I was involved in a similar survey a number of years ago in the United Arab Emirates and have a number of previously validated tools that we can examine for content validity in the European context.*



Deeper discussion and literature consultation



School Health Services

Danielle Jansen, Johanna P. M. Vervoort, Annemieke Visser, Sijmen A. Reijneveld, Paul Kocken, Gaby de Lijster and Pierre-André Michaud

Models of Child Health Appraised (MOCHA) defines school health services (SHS) as those that exist due to a formal arrangement between educational institutions and primary health care.

We found that **all but two countries** in the European Union and European Economic Area have SHSs. There, however, remains a need for much greater investment in the **professional workforce to run the services, including training to ensure appropriateness and acceptability to young people.**

- There is some or a severe **shortage of SHS professionals.**
- SHS providers are **not adequately trained.**
- In only half of the countries, **specialisation in SHS is needed** for SHS professionals.

<https://www.emerald.com/insight/content/doi/10.1108/978-1-78973-351-820191015/full/html#s5>

Recommendation 1

Investment → not only in more SHS professionals but also in **adequately trained SHS professionals** to robustly address the specific needs of school-aged children and adolescents

Recommendation 2

More collaboration between SHS and other primary care professionals. → **particularly in the case of children with chronic disorders** or multimorbidity, **effective collaboration between SHS and primary and secondary care**, with teachers, may offer a breadth of experience and optimise treatment, and thereby improve educational and health outcomes

Recommendation 3

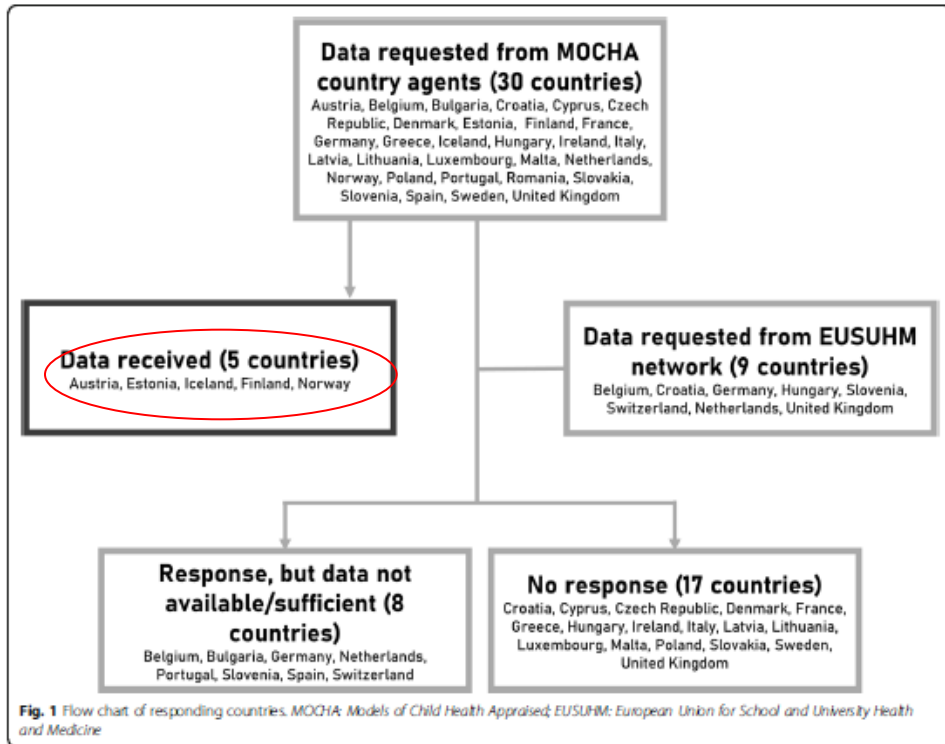
More **involvement of families (both parents and children/adolescents) in SHS policy** is needed → in the design, planning, implementation and evaluation of services is of great importance for an efficient and effective SHS

van der Pol et al. *BMC Health Services Research* (2020) 20:206

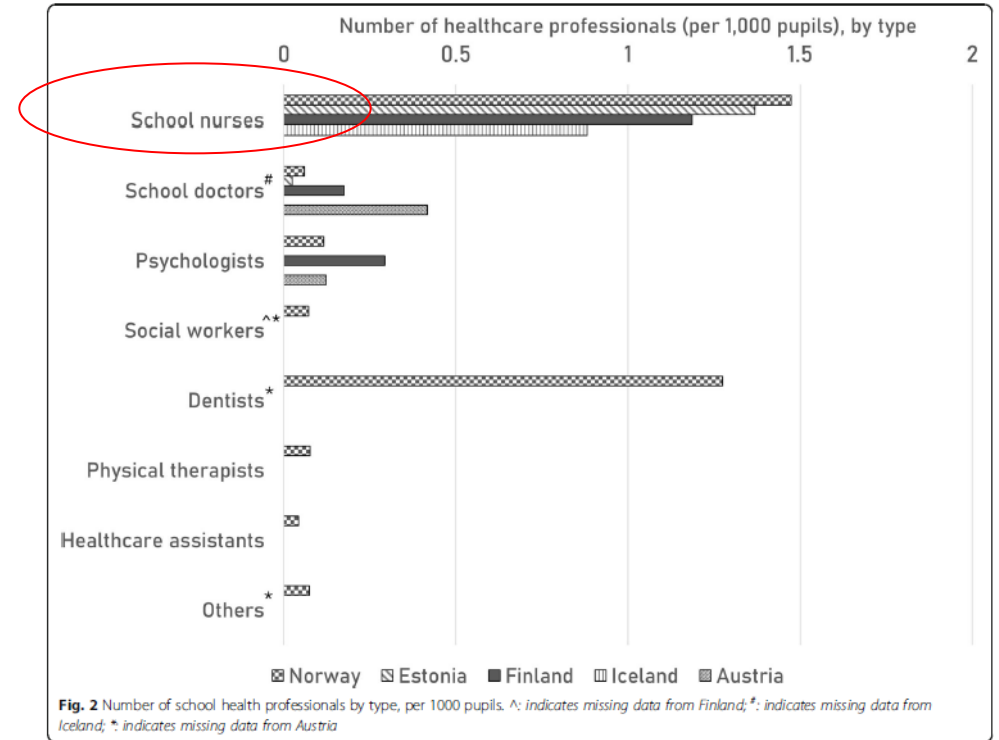
School health in Europe: a review of workforce expenditure across five countries

Simon van der Pol^{1*}, Maarten J. Postma^{1,2} and Danielle E. M. C. Jansen^{1,3}

Aim: to estimate the cost of School Healthcare Service (SHS)



All respondents indicate that SHS staff have a salary paid by the government



Conclusions

We estimate the spending on SHS workforce for five European countries, which is a relatively minor part of total healthcare spending (0.16 to 0.69%) in these countries. Many questions regarding SHS spending in Europe remain, due to a general lack of data on the national level.

Proposal for a PNAE Survey about Nursing at School across Europe

- Aim: to describe the presence of Nurses in the School at all level across Europe
- Other aims: to describe
 - 1) the referring system (Health Service vs Education Service)
 - 2) the competencies
 - 3) the education
 - 4) the organization
 - 5) Other???

Initial Draft of questions for a PNAE Survey about Nursing at School across Europe

1. Are nursing professions foreseen in the school context in your country?
2. Is there any regulation about the nurses working at school in your country?

1. If so: 1. What type of training do they receive?
2. In which types of schools are they included? (public, private, international, pre-school institutes...)
3. In which areas of activity and skills are they included? (welfare, health promotion and disease prevention, health education, organization and coordination...)
4. Is their presence guaranteed by services outside the school environment? (clinics, counseling centers, local services...)
5. Is their presence guaranteed full-time or according to dedicated days and times?
6. Do they have a room/clinic within the school environment?

1. If not: Are other health professionals foreseen in the school context?
2. If so: In which types of schools are they included? (public, private, international, pre-school institutes...)
3. In which areas of activity and skills are they included?
4. Is their presence guaranteed full-time or according to dedicated days and times?
5. Is their presence guaranteed by services outside the school environment? (clinics, counseling centers, local services, etc.)
6. Do they have a room/clinic within the school environment?