

Developing integrated systems of mental health services for children and adolescents in Sweden

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The role of mental health and social emotional
learning in promoting educational attainment
and preventing early school leaving

EC Workshop, Luxemburg, Oct 9 2012



Swedish Association
of Local Authorities
and Regions

Model areas + PSYNK (2009-2014)

- 2 phases of a partnership between national level (ministry) and autonomous regional and local authorities working together
- Ultimate aim: Improve mental health among children and young people
- The partnership aims to identify new policy tools for system improvement and efficient services



Education, health and social care are critically interdependent!

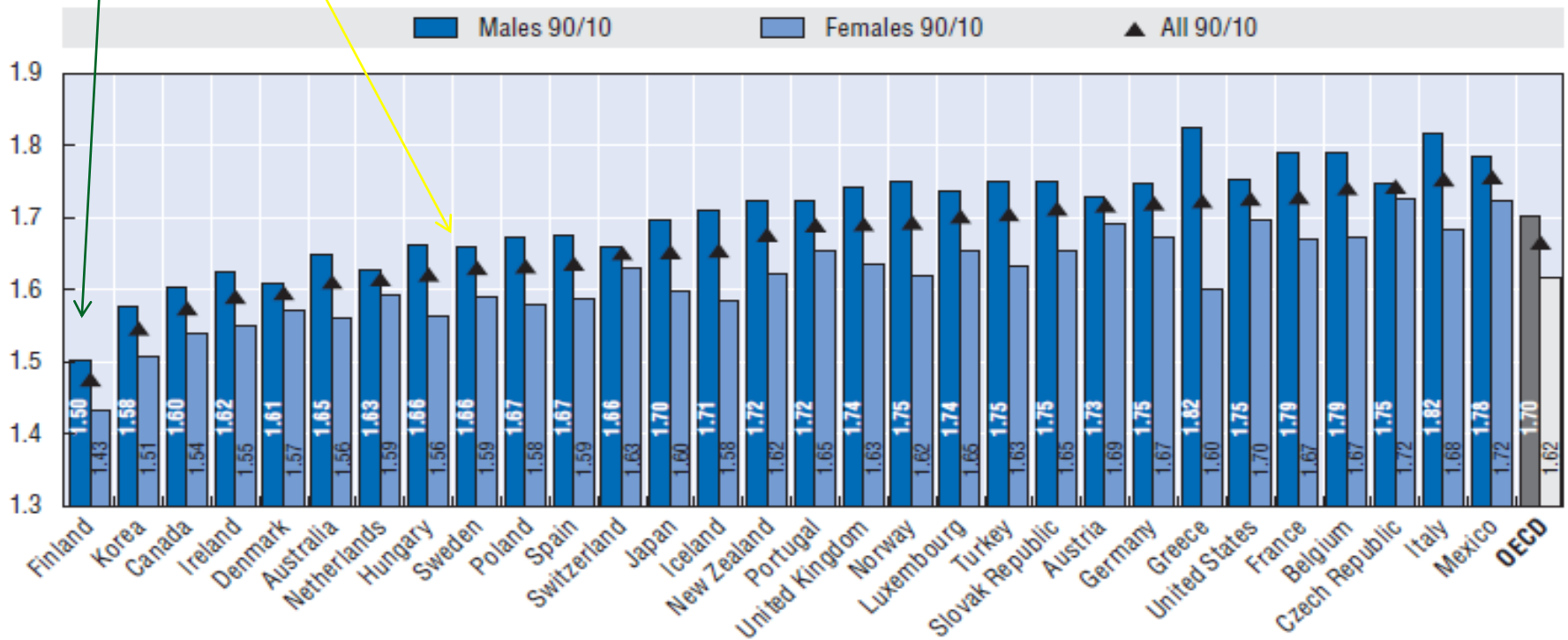
Examples from the first National survey of children and young people's mental health and well-being (2009, + 180.000 kids, 12 AND 15 Y)

- 37% of all children report *symptoms* of mental ill-health (SDQ)
- Reporting mental health problems and problems in other areas is common
 - MH+School (25% of the total population), MH+family (20%), MH+peers(20%), MH+ leisure (15%)
- The risk to report MH increases 2-3 times among children and young people who:
 - report problems in the family
 - report school problems
- Among children and young people who report mental health problems, 80% report school related problems!

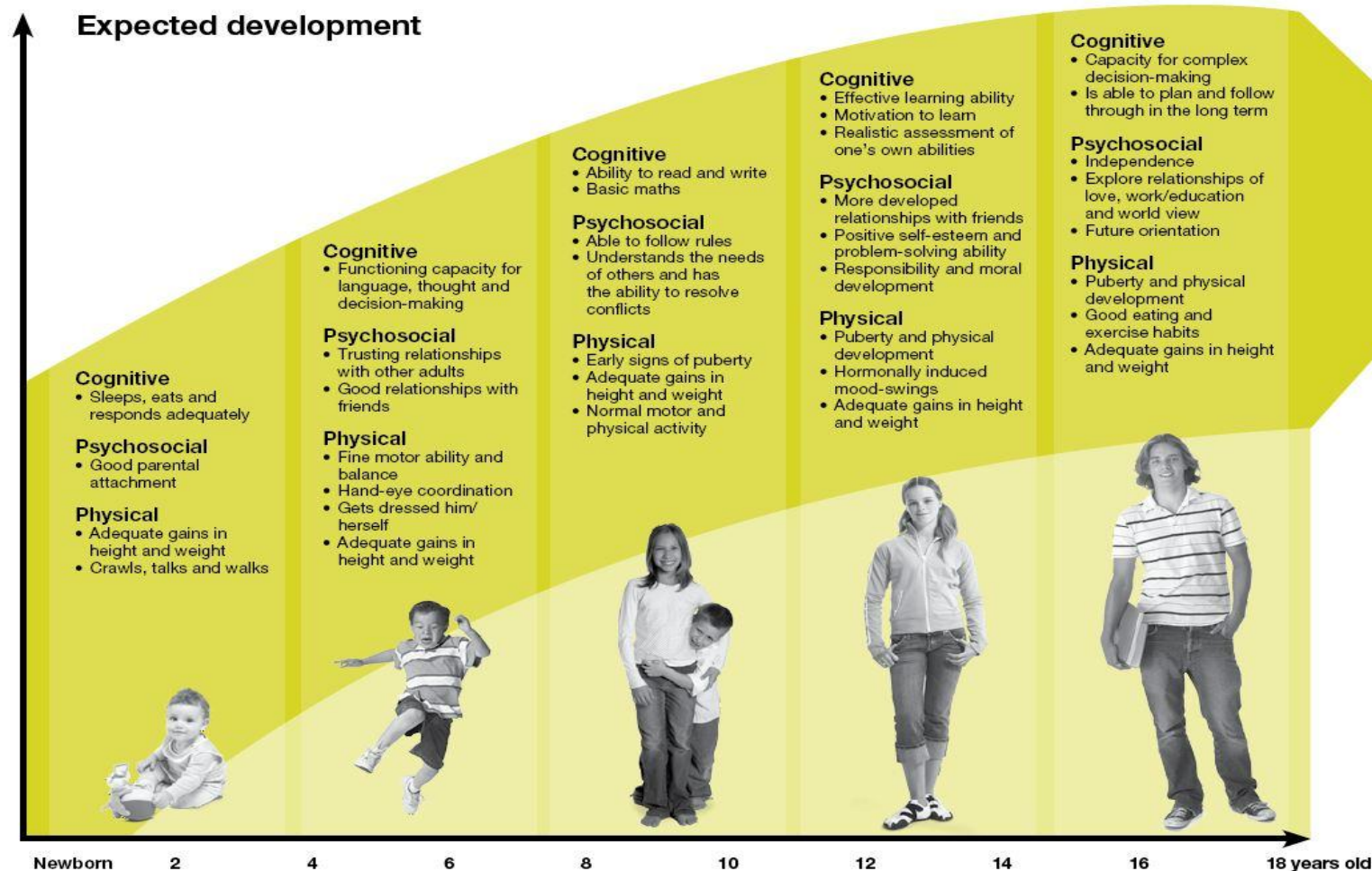
What do Finland, Korea and Canada have in common?

Figure 2.7. Inequality in educational achievement for 15-year-olds across the OECD

Ratio of 90th to 10th percentile score in mean PISA literacy achievement for 15-year-old children by sex, 2006



Successful development – a shared responsibility

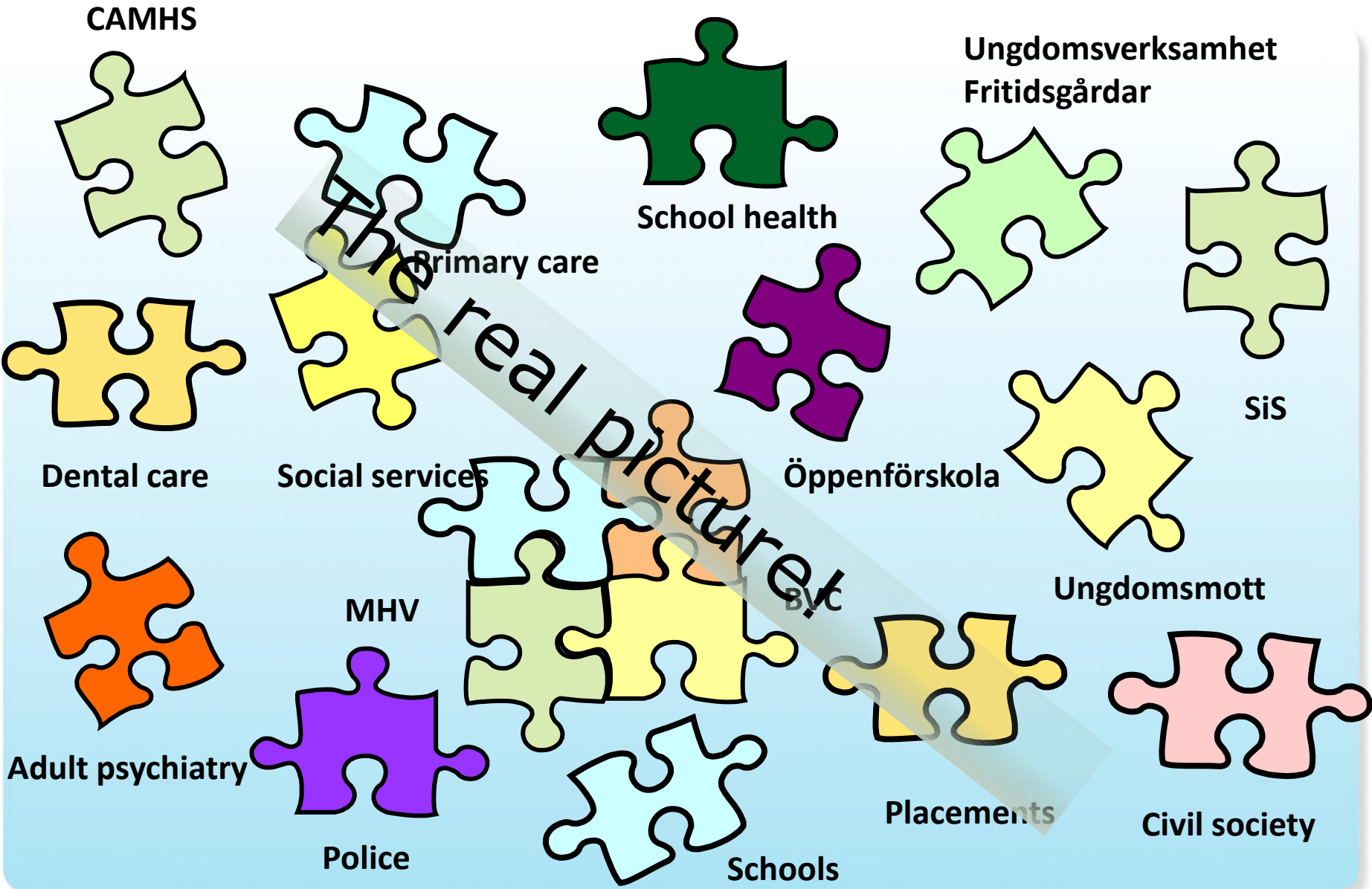


“Synchronisation”

The ability of a system of interdependent agencies/organizations to identify the right division of labour and the right strategies to integrate given:

- The nature of the target group
- The outcomes in focus
- The processes and activities needed





Our vision: A synchronized system



- CYP (+parents) in focus
- Universal + targeted
- All necessary sectors
- Horizontal collaboration
- Vertical coordination

What has been achieved?

A few examples of policy tools that has been piloted:

- Systems for shared governance
- Shared framework for synthesizing available evidence from education, mental health and social care
- Mechanisms to pool resources for investments in children and young people
- New inter-agency/inter-professional service models
- Models for systems approaches to different problems such as school attendance
- National performance-based payouts for coordinated care planning



System for shared governance



Fig 3. An important factor for success is to have a clear organisational and management structure within and between the principal owners/operations in the municipality, county council and state that participate in the process. It presupposes that the entire system of governance is interlinked and that each level is responsible for the critical aspects of their coordination.

Social investments

- How to finance coordinated services involving different stakeholders?
- How to finance preventive and early interventions within budgets overstretched by acute and legally mandated services?
- How to go from a one year budgetary perspective to long term outcomes focus?



The Norrköping example

- A social investment fund of approx. €4 million
- Controlled by top management to avoid intellectual and budgetary silos
- Formalised application procedure to receive funding
- Cooperation between actors (education, social services etc.) required
- Strong focus on results in order to
 - Achieve positive human outcomes
 - Lower costs to recapitalise the fund



What remains? – a wishlist

- A national vision of “invest-to-save” in CYP
- Evidence based systematic/systemic improvement
- More evidence based interventions and measures
- More “service researchers”
- New financing mechanisms (Social Impact Bonds?)
- Better models to predict/model investments in early interventions