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Schools for Health in Europe

## Minutes

### SHE Assembly meeting 29<sup>th</sup>-30<sup>th</sup> October 2020

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**Participants:**

National/Regional coordinators from Wales, Belgium, Sweden, the Netherlands, Slovenia, Greece, Russia, Denmark, Lithuania, Switzerland, Hungary, Scotland, Iceland, Norway, Italy, Finland, Poland, Croatia, Germany, Spain, Bulgaria, Uzbekistan, Portugal, Kazakhstan, North Macedonia.

Members from the SHE Research group.

Participants from the SHE secretariat.

Invitees from WHO.

Other invitees.

**Keeper of Minutes:**

Jesper von Seelen and Caroline Moos (both from SHE secretariat)



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## A) Minutes from 29<sup>th</sup> October 2020

### Welcome

**Chairperson:** The board suggested Nina Grieg Viig (NGV) (Norwegian national coordinator) and the Assembly members approved.

**Keeper of minutes:** The board suggested Jesper von Seelen (29<sup>th</sup> Oct) and Caroline Moos (30<sup>th</sup> Oct) and the Assembly members approved.

**Opening of meeting:** NGV declared the meeting legally set as there were no objections to the notice of the SHE assembly. There were no comments for the agenda, and it was hence approved.

**Group photo:** After the formal opening of the Assembly, an on-line group photo was taken.

### International coordinators report

#### SHE activities in 2020

Before the meeting, members were presented to SHE's activities in 2020 via a video with Ulla Pedersen from the SHE secretariat. These activities were expanded upon by SHE manager Anette Schulz in a comprehensive presentation.

As of November 2020, SHE has 40 member countries. Three new members joined in 2020: Germany, Sweden and Friuli Venezia Giulia Region in Italy.

The COVID-19 pandemic has affected SHE's activities, and many planned events and activities have been cancelled or changed to on-line events. For example, country visits in the European Union (EU) countries and Eastern Europe and Central Asia (EECA) countries have been cancelled. However, with the opportunities to meet on-line, SHE has been on an online country visit to Norway and to Sweden, has hosted two meetings for coordinators, two research group meetings, five board meetings and many meetings for the 2020s working groups. SHE has attended seven international conferences and collaborated with external partners such as WHO, SHE branch office in Moscow, UNESCO Chair for Global Health and Education, IUHPE, Healthy City Network, and HBSC.

Four working groups have collaborated in 2020 to create health promotion information: Materials for teachers, a factsheet on health literacy, a health-promotion schools (HPS) monitoring report, and the piloting of European standards and indicators. (Currently, the standards and indicators are being tested and will be completed with a final, revised version in 2021).

Twinning was also discussed. The goal in 2020 is to have 20 schools twinning and having at least six coordinators involved. Greece is piloting a collaboration with the Erasmus+ project: e-twinning.

SHEs communication activities have had a particular focus in 2020, including the increasing use of the helpdesk and SHE's social media platforms. The newsletter was distributed seven times in 2020. The SHE school manual 2.0 has been translated into five new languages in 2020: Greek, Spanish, Polish, Portuguese and Russian. Materials for teachers has been translated into Slovenian, Spanish, Russian and Estonian, and the Standards and Indicators has been translated into Russian and Slovenian.

#### SHE activities in 2021

Anette Schulz presented elements of SHEs workplan and activities for 2021 including SHE assembly, SHE Research Group meeting, EECA National Coordinator meeting, SHE board meeting, SHE Academy, Teacher Training Material, new SHE School Manual, HPS monitoring and promotion materials.



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Participants were asked to contact the SHE secretariat with ideas for the topic of the SHE 2021 factsheet. Some suggestions were given in the meeting, including:

1. What are facts? This could also be included as an introduction in a future factsheet – what do we consider a fact?.
2. Outdoor learning. Learning from outdoor teaching during the COVID-19 pandemic and learning for the future.
3. What is the role of the HPS in a crisis at schools?
4. Well-being and resilience
5. What can we learn from COVID-19 regulations? For example, increased focus on hygiene activities and outdoor teaching ought to be continued even after the pandemic and what are the 'benefits'/changes that are welcome to stay/be continued? What has been some of the most useful approaches during the COVID-19 situation in connection to school settings?

SHE will reconsider country visits in EU and EECA countries when a vaccine is ready, and the COVID-19 pandemic has ended.

Participants were asked to contact the SHE secretariate for case stories of how their schools deal with COVID-19.

## **Presentation of work performed by the SHE Research Group (RG)**

Marjorita Sormunen (MS), chair of the RG, presented the report.

MS introduced the aim and objectives of the RG and explained that essential RG material could be found on the SHE website. MS underlined that collaborative activities between the SHE RG and the SHE Assembly are considered important in facilitating communication and creating a shared understanding of joint activities.

The RG supports and encourages members to form joint working teams for research purposes (projects, funding applications, conducting research reviews, and events), participating in and establishing a variety of activities. These activities include workshops in conferences, researcher (or student) exchange, joint PhD-supervision, sharing of data, webinars and seminars, learning modules, finding keynote speakers or lecturers, participating in capacity building workshops, scientific meetings, linking with (European and international) research groups, study groups (e.g. HBSC) and disseminating research findings through publications, conferences, and other scientific and public events.

The RG has contributed to a variety of different activities including, factsheet planning and writing, SHE newsletters, SHE Academy, collaborative writing processes, formulating guiding documents for the group about authorship policy and author recognition.

Currently, the RG is planning and launching working teams inside RG, planning and launching SHE webinars for 2021, registering new RG memberships and organising two RG meetings, four steering group meetings, ten-twelve chair meetings, and participating in three to four SHE board meetings.

The SHE RG has recently welcomed its 100<sup>th</sup> member.

## **News from WHO**

Martin Weber (MW) presented “Health Promoting Schools and Schooling in the WHO European Region in the time of COVID-19”.

MW encouraged participants to use the WHO website to find material for schools in the time of the COVID-19.



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MW explained to participants how SHE is part of the EURO Technical Advisory Group and how this work is leading to a high-level meeting at the end of November.

MW highlighted that it is still challenging to know what initiatives in schools are useful. However, a strong focus on health literacy is a good idea. Also, improvement of the school environment such as water and sanitation, indoor air, smaller classes and availability of a well-trained school nurse was highlighted as positive contributors to a health-promoting environment. MW highlighted mental health support, access to support services and the encouragement of active transport to school such as walking, and cycling.

Initiatives with low impact on health have included spraying of the environment with disinfectant, excessive disinfection of surfaces (rather than cleaning), excessive handwashing.

Some of the initiatives seen across Europe could potentially have adverse health outcomes. These initiatives have included school closures, limiting contact between children, wearing masks, closing areas and activities, reducing the number of lessons and school days and screening for illness.

MW argued that focus needs to move from infection control to areas such as mental health, educational support and physical activity.

WHO would like to see all European countries to become SHE members and improve the use of HBSC data in SHE member countries.

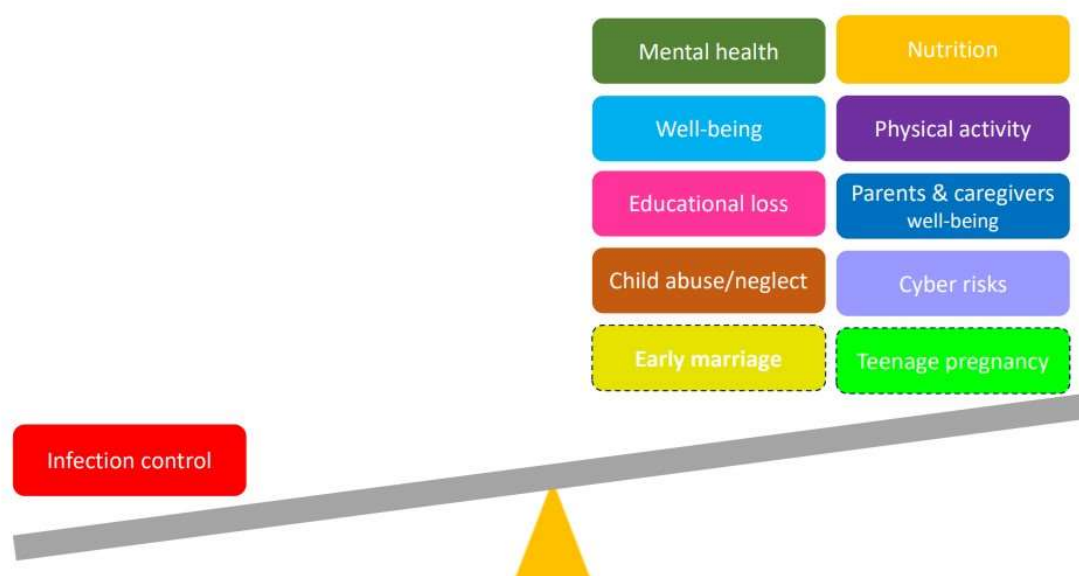


Figure 1: Priorities during the COVID-19 pandemic (Martin Weber's presentation)

## Information about the financial statement for 2019

The SHE board elected Nina Grieg Viig to oversee the financial statement, and she presented the financial report. Formal approval took place by an external accountant in spring 2020.

The significant deviation from 2019-budget is the result of the curtailed number of working hours in the SHE secretariat. SHE's full-time manager was on long-term sick leave for six months of 2019, and no other workforce was hired to cover her duties. Instead, her tasks were distributed among the secretariat



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members with compensation for hours worked. Also, a 15-hour per week employee was hired for the last four months of 2019. Overall, the total number of hours per week from all these employees was less compared to full-time work from the SHE manager.

Besides, not all resources related to meetings, conferences, workshops have been spent. This saving is primarily due to WHO hosting the SHE Board Meeting at premises free of charge.

Not all resources related to mission costs have been spent. This lack of expenditure is due to several facts: a) Not all participants in the SHE Assembly meeting and the SHE research group meeting have claimed their travel and per diem costs, b) the team of teachers on SHE Academy was smaller than planned in the budget, c) several participants on the two day SHE Board Meeting participated on Skype instead of with physical attendance.

There were no questions or comments to the 2019 account from the Assembly.

### **Information about the 2020 budget**

Anette Schulz presented the budget for the coming year.

There were no questions or comments about the budget from the Assembly.

### **Election for the SHE board**

- Presentation of the two board members elected for a 2-year period (the election occurs via email before the meeting)
- Presentation of one substitute SHE Board member elected for a 1-year period (the election occurs via email before the meeting)

This year, the election for membership of the SHE board took place by email before the Assembly meeting. Two seats on the SHE board were available, and two candidates applied within the deadline: Ivana Pavic Simetin (Croatia) and Veronica Velasco (Italy). They were elected and start their second period as board members.

There was a vacant seat as a substitute member of the board, and one candidate, Suzanne Hargreaves (UK, Scotland), applied. She was elected for a third period as a substitute member. Congratulations to Ivana, Veronica and Suzanne

### **Proposals from the SHE board and SHE members**

#### **Proposal from the board: Presentation of revised Articles of Association – and approval**

SHE has a set of Articles of Association (AoA) which outline the organisational structure, decision-making processes and the internal communication within the network. The newest version of the AoA was approved by the SHE Assembly on 21 June 2019.

The SHE board discussed potential changes at the board meeting on 29th September 2020, and the results were presented for the members.

These changes are based on moving from a strong policy focus to a focus on practice.

A revision of the SHE articles of association (AOA) was discussed. The SHE secretariat presented two main changes to the AOA:

- Develop and provide materials for school health promotion.



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- In agreement with the Paris Declaration, SHE focuses on implementing school health promotion to make every school in the WHO European region and Central Asia a setting that promotes health and well-being for all

After a discussion in the group, it was decided that members needed more time to reflect and discuss on these suggested changes.

### **Proposal from SHE member: eTwinning and distance learning platforms**

Electra Bada, the Greek national coordinator, presented her collaboration with Suzanne Hargreaves – the Scottish National coordinator.

On the 29 April 2020, during the lockdown, the Greek and the Scottish national coordinators made a webinar with 407 Greek teachers from eTwinning Greece, with the title: "Practical Tools for Developing Well-being and Cohesion for the class during COVID-19". Coordinator-speaker: Electra Bada, SHE National Coordinator-Greece, Institute of Child Health, Guest Speaker: Suzanne Hargreaves, SHE National Coordinator-Scotland, Education Scotland. Opening speech by the Deputy Minister of Education, Greece, Mrs Sofia Zaharaki.

This example shows a new possibility for coordinators to collaborate on teacher training. The European eTwinning program is interested in health-promoting projects and people from SHE to participate in webinars. The SHE coordinators were encouraged to investigate the possibilities in eTwinning.

Despite an application to become a "friend" of the program, unfortunately, applications were closed. Ulla Pedersen from the SHE secretariat will make a follow-up on becoming a friend of eTwinning in February 2020. Until SHE becomes officially a "friend", it is possible for SHE coordinators to collaborate similar to Electra and Suzanne. Electra is looking for people willing for this type of collaboration. The eTwinning organisation will provide help for arranging on-line meetings.

The SHE coordinators were encouraged to contact Electra or Ulla with their interests in joining future collaborations of on-line seminars for teachers.

The SHE coordinators were encouraged to contact the SHE secretariat with information about schools who have been twinning in 2020.

### **AOB**

The chairperson of the meeting, Nina Grieg Viig, and the SHE manager Anette Schulz closed the day, thanking the participants for their interest and active participation.



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## B) Minutes from 30<sup>th</sup> October 2020

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Theme of the day: Implementation of school health promotion and the use of SHE materials in the time of COVID-19.

### Welcome

**Introduction:** Nina welcomed and thanked participants for success the previous day. She outlined the day's program including four prerecorded presentations, a 1-hour discussion in small groups, plenary session to summarise and a follow-up from the previous day about Articles of Association.

### Presentation 1: Dissemination and implementation of SHE tools

Branka Đukić (BD) and Mojca, Bevc, regional coordinators, The Slovenian Network of Health Promoting Schools gave this presentation.

BD gave a short history of the Slovenian Network of Health Promoting Schools, including a map indicating percentages of different types of schools that are part of the network. The SHE tools that are regularly used were highlighted together with the respective implementation settings using practical examples. The presentation included feedback from participating schools with what SHE tools were useful as well as the development of the newest materials. The presentation concluded with examples as to how SHE materials had been used during the pandemic with examples of good practice of on-line health promotion' in schools being particularly successful.

### Presentation 2: National adaptation of SHE School Manual 2.0

Päivi Nykyri (PK), Finnish national coordinator gave this presentation.

PK focused on how National Coordinators could use and interpret the SHE guidelines for writing the country-specific annex describing how the school manual should be adjusted to a specific country setting. The presentation highlighted that the annex was the sole responsibility of the National Coordinator, and the SHE template should be seen as an example or inspiration. PK presented other aspects that National coordinators could consider including such as a country's interpretation of the whole school approach and investment perspectives.

### Presentation 3: Materials for Teachers 2020: Health Promoting Schools and Social Inequalities

Luciana Collier (LC), member of SHE's RG gave this presentation.

LC introduced Assembly participants to the newly developed Materials for teachers 2020, focusing on social inequality, in particular, focusing on the active participation of students. LC highlighted the importance of requesting a partnership with other actors for health promotion actions developed within or around the school. The materials promote the development of each school community, building its own health promotion project and focusing on improving relations between students and teachers to broaden the dialogue in everyday situations. These projects must be evaluated, ensuring that they can be improved upon or modified. The pandemic has presented barriers in bringing people together but innovative thinking to solve this problem is essential, and the presentation highlighted practical examples of how these barriers have been overcome. The materials are being developed using the principles of Popular Education in Health.



## **Presentation 4: The Polish model of health-promoting schools and the Polish health-promoting school structure**

Valentina Todorovska (VT), Polish national coordinator, gave this presentation.

VT presented Poland's approach to health education in schools emphasising the differences in the tasks according to the age of the students and the school subject. The key documents underpinning the Polish health education strategy included formal agreements between education, health and sports sectors, The National Health program and regulations affecting for examples products sold in schools. There are four different organisational levels that health promotion operates in Poland - an essential ingredient to their success. Health promotion is evaluated by students and staff using other pedagogical methods dependant on the child's age and competencies. Health-promoting schools have been successful in a myriad of different ways, and these were summarised for participants. The most recent material is designed for use in special schools which educate children with a wide variety of handicaps. The difficulties and barriers to implementing health promotion highlighted the importance of an experienced coordinator. The challenges the pandemic has introduced underscored the importance of identifying the level of exclusion of disabled children and defining the barriers of online education. After each presentation, there was a short time for questions. The website also offered the opportunity to see short written or video presentations from all country members.

### **Group discussions**

The participants participated in small groups each with a facilitator who wrote notes in realtime on an electronic padlet. Groups focused on the following questions:

- Which SHE tools do you find useful? How are they used in your country?
- How to implement SHE tools in general?
- How to implement SHE tools in the time of COVID-19?
- What will be important issues for SHE in the year(s) to come?

A summary of these group discussions can be seen in the pdf version of the padlet on SHE's website: <https://www.schoolsforhealth.org/sites/default/files/editor/assembly/workshop-on-she-tools-30-10-20-padlet.pdf>

### **Plenary session**

The chat function on the Zoom app was used to summarise participants insights from these group discussions. Participants were very grateful for the opportunity to hear how other countries were tackling school health during the pandemic. There was also interest in why particular countries used particular SHE tools. It was apparent that the implementation of SHE tools is very context specific and use of these tools is different depending on the setting.

### **Articles of Association**

After a short discussion, the members voted unanimously to accept the suggested changes from the day before to the Articles of Association. The Articles of Association were as a result of this approved.





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## **Closing of the SHE Assembly meeting**

Nina Grieg Viig and Anette Schulz closed the meeting and thanked the participants for their active participation and many excellent inputs. A special thank you to Päivi Nykyri and her organisation SOSTE for organising the SHE Assembly meeting 2020.

All presentations and materials from the Assembly meeting can be found on SHE's website:

<https://www.schoolsforhealth.org/about-us/member-countries/she-assembly>