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## Minutes

### SHE Research Group meeting 28 - 29 October 2020 (online)

#### Participants:

Emily Darlington, Orkan Okan, Rafaela Rosário, Daniel Gabaldón-Estevan, Simon Murphy, Roberto laochite, Hariklia Proios, Luís Lopes, Rute Santos, Nina Bartelink, Joan Roberts, Hanna Rouvinen, Kathelijne Bessems, Svetlana Sokolova, Fidel Molina-Luque, Catriona O'Toole, Evanthia Sakellari, Lynda Lattke, Marion Willems, Veronica Velasco, Vida Juškelienė, Venka Simovska, Luciana Santos Collier, Anne T. Klomsten, Catrine Kostenius, Peter Paulus, Carmel Bouclaous, Aigul Kuttumuratova (WHO), Jens Aagaard-Hansen (evaluator), Ulla Pedersen (SHE secretariat), Jesper von Seelen (SHE secretariat), Kevin Dadaczynski (RG co-chair), Marjorita Sormunen (RG chair)

**Chair of the meeting:** Marjorita Sormunen

**Keeper of Minutes:** Jesper von Seelen

### Wednesday 28 October

#### Music performance

The SHE RG meeting started with a performance by young musician Miika Sohlman.



#### 1. Welcome and introduction

Marjorita Sormunen welcomed everyone, presented the agenda, and all participants introduced themselves. Kevin Dadaczynski welcomed new members to the SHE RG. The RG now has 100 members.

The new members since last years' RG meeting are:

1. Carmel Bouclaous Lebanese American University, Gilbert and Rose-Marie Chagoury School of Medicine, Lebanon
2. Daniel Gabaldón-Estevan, University of Valencia, Departamento de Sociología y Antropología Social, Spain
3. Roberto laochite State University of Sao Paulo, Department of Education



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4. Anne Torhild Klomsten Norwegian University of Technology and Science, Department of education and lifelong learning, Norway
5. Lynda S. Lattke University of Turin, Department of Psychology, Italy
6. Thu Thi Dang Nguyen University of Debrecen, Faculty of Public Health Hungary
7. Hariklia Proios University of Macedonia, Department of Educational and Social Policy, Greece
8. Emanuela Rabaglietti University of Turin, Department of Psychology, Italy
9. Joan Roberts Cardiff University, DECIPHeT Research Centre, Wales
10. Esther Rubinat Arnaldo University of Lleida, Department of Nursing and Physiotherapy, Spain
11. Svetlana Sokolova National Medical Research Center for Children's Health of the Ministry of Health of the Russian Federation, Russia
12. Miranda Thurston Inland Norway University of Applied Sciences, Faculty of Health and Social Sciences, Norway
13. Hege Eikeland Tjømsland Department of Sport, Food and Natural Sciences, Western Norway University of Applied Sciences, Norway
14. Veronica Velasco Milano-Bicocca University, Psychology Department, Italy
15. Josep Vidal-Conti University of the Balearic Islands, Spain
16. Katharina Wirtzner University College of Teacher Education Tyrol, Austria

Kevin highlighted the discussion from the RG meeting in June and the focus on the Covid-19 pandemic and reminded participants that the presentations by Orkan Orkan and Leena Paakkari are available on the SHE website.

The RG has seven working teams. These are the first established working teams, and currently we are in search for a proper infrastructure for digital platform as a working space for each team. At the moment there is no funding for changing the existing webpage to enable that activity. We have had contact with Google and perhaps Google suite could be a possibility. The SHE secretariate is looking to apply for this. After finding a suitable working space, the teams will organize themselves around some specific theme or event.

Participants were reminded to share the newsletter and encourage colleagues and students to sign up.

There was a discussion about possible themes for next year's factsheet. The following themes were suggested:

- Factsheet on facts or fake news. What should be considered facts? If not a factsheet on its own then perhaps just a part of the next and coming factsheets.
- What have we learned about HPS during the Covid-19 pandemic?
- Diversity and inclusion
- Mental health, social learning

## 2. News from the SHE

Ulla Pedersen presented news from the SHE secretariat. She highlighted some of the work that has been in focus in 2020: HPS mapping, Factsheet #6, Teacher training material, SHE Academy, SHE School manual, HPS standards and indicators. Ulla also informed the participants about other initiatives:

- SHE is a member of a WHO technical advisory group (TAG) for safe schooling during COVID-19 times.
- A letter has been sent to all schools from SHE in the beginning of COVID-19 – both to encourage and to invite them to share promising practice (SHE website).
- A series of 6 videos is available on the SHE YouTube channel.
- Guidelines on how to represent SHE has been developed.



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- Translations of SHE factsheets and European standards and indicators have been paid for by member countries.
- Translation of SHE tools into Russian by the SHE Branch Moscow Office.

Ulla also presented the most important items on the 2021 SHE workplan from the SGA.

### 3. SHE RG – current and future issues

Marjorita presented the SHE RG steering group. The group members are nominated for three years. The purpose of the steering group is to give input on issues related to school health promotion research and other ongoing tasks of the SHE research group, providing insight and expertise on various fields related to school health promotion and health education, offering advice and support to the chair and co-chair with their responsibilities and task, and providing strategic oversight and creating a forum for critical reflection. Current members are Karina Leksy, Teresa Vilaça, Emily Darlington, Simon Murphy, Venka Simovska, Kevin Dadaczynski, Marjorita Sormunen

SHE RG will support and encourage its members to:

- form joint working teams for research purposes (projects, funding applications, conducting research reviews, and events, etc.),
- participate in and establish a variety of activities, such as workshops in conferences, researcher (or student) exchange, joint PhD-supervision, sharing data, webinars and seminars, learning modules, finding keynotes or lecturers,
- participate in capacity building workshops,
- participate in scientific meetings and other recognized distinguished positions representing the SHE approach,
- link with other (European and/or international) research groups, study groups (e.g., HBSC) and initiatives,
- disseminate research findings through publications, conferences, and other scientific and public events.

Marjorita encouraged everyone to read the SHE Position paper that is available at the SHE website.

The activities in 2020 were presented. Some of the plans for the RG in 2021 were listed as:

- Contributing to several tasks, e.g., Factsheet planning, SHE newsletters, SHE Academy
- Support for scientific publication – open call for RG members
- Formulating authorship policy and author recognition document
- Encouraging network members for collaboration and active participation (e.g., special issue calls)
- Support and facilitation of working teams to start their activities
- Launching SHE webinars

Participants were encouraged to send Marjorita information if they have represented the SHE (RG) in conferences, co-authored publication(s) together with another SHE RG member, organized seminars etc. scientific activities.

Participants have a possibility to create a small video presenting your research results, which can then be put on the SHE YouTube Channel. Julie DG has posted a video showing how to technically make such a video: <https://www.youtube.com/watch?v=8g4bkjgn1gg&t=134s>

There was a discussion about how the RG should use the funding for scientific publication in the best way. Venka Simovska argued that the money should be spent to buy open access for papers and not to pay for the time authors use as RG members are already writing papers.



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Venka mentioned how important it is to keep working together with external partners such as UNESCO Chair and EERA.

#### 4. Keynote presentation: Reflections on social awareness, wellbeing and structural vulnerability among children and youth in times of Covid-19

Professor Carole Faucher from the University of Edinburgh talked about an anthropological perspective on Childhood and how the Covid-19 pandemic will affect children and young people. Themes like fear, vulnerability and trans-generational memory, the co-construction of knowledge and the contrast between the Covid crisis and the climate crisis can put a lot of pressure on children.

Professor Faucher argued that in childhood there is a co-existence of Agency and Vulnerability and children as meaning-makers. Children can inform of social issues that especially concern them which is an important perspective for researchers.

Generational theory is about specific events that mark a period alter the worldview of individuals belonging to the same generation. This has been a traumatic year for many children and adolescents. What knowledge will be shared in few years? How the current generation of school children will represent this year? Which values will have changed? Will the fear of infection will engender new forms of stigmatisation? Shall we worry about the growing trend of populist biopower?

Making sense of the pandemic from an adolescent point of view is difficult. It could be problematic for children to make sense of the pandemic and the dangers it represents, especially that local challenges are usually extremely complex. There is a large variety of cultural representations of health and illness and as many ways of addressing them: everyday life knowledge construction.

There is a potential contrast between the climate crisis and the Covid crisis. Public recognition of agency of children and adolescents is missing. It is important to focus on the meaning making of the crisis be children.

Professor Faucher finished by asking the following questions:

- Is it possible to support children becoming aware of the structural determinants of health and to learn to engage with them meaningfully?
- The socio-ecological model is the dominant framework in HPS. To which extend children and adolescents have the opportunity to develop their own comprehension of their ecosystem?
- Can the school act as a generator, not only of new knowledge, but of new modes of addressing matters pertaining to health inequities?
- Will new global identities emerge from this crisis?
- How can we increase research focusing on consequential participation of students?

#### 5. SHE RG member presentations

Three RG members presented some of their work.

*Daniel Gabaldón-Estevan:* The effect of school time organization in the wellbeing of children and youth

Life sciences have been bringing increasing evidence on the influence of time on the life of individuals. With the recent developments of chronobiology and different streams within chronomedicine (sleep, nutrition, etc.) the emphasis is changing from how much time people devote to different activities (sleep, eat, sport...) to the when, during the day span, things are being done and its effects on the health and the quality of life of individuals. In education there is also some evidence of the influence of the health condition of the students on their school performance as the effect of lack of sleep and lack of eating in



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different performance tests. However, it is not so clear the effects of the maladjustment between internal and social clocks in the social and educational literatures, rather, the main focus still is on accounting for the total amount of time devoted to different activities (attending classes, homework, socializing, screen time, family time, etc.) and often ignoring how this time is distributed over the day and individuals characteristics. In our research we want to extend our knowledge in how time organization is affecting the life of school age children, how different school time arrangements affects the life of school age children and their families, and what are the school time arrangements that provide a better fit with the time needs of school age children and their families.

*Luciana Collier: Covid-19 and the social determination of health*

The research arose from the need to denounce the social inequalities that became more evident during the COVID 19 pandemic. It is being planned and organized by basic education and university students, under my guidance. Based on the theory of the social determination of health, we intend to dialogue with the school community about the impact of social inequities on our health, especially in this critical moment. It's a qualitative research, focusing on the participatory diagnosis strategy. The first step was data collection, through a virtual survey, applied to all families of students, teachers and school staff. The results showed us that the main problems in our community during the pandemic period were financial problems related to unemployment and mental and emotional health due to the social distancing. The basic education students were responsible for deepening knowledge about these questions and organizing informative posts for the project's blog and social networks (Instagram and Facebook). The university students were responsible for organizing virtual meetings (workshops) with the school community and specialists in the area of employment/ labor laws in Brazil and mental/emotional health. What we have realized so far is that, digital technologies are not yet fully dominated by the economically disadvantaged part of society and for our research, reaching these people is essential. Access to social networks via cell phones is unanimous and allows us to establish some communication with them, but the impossibility of a closer conversation interferes with the conduct of the research.

*Lynda Stella Latke: The role of self-efficacy as a mediator between the perception of the difficulties of distance learning and perceived stress in teachers in Italy and the rest of Europe*

The closure of schools due to COVID-19 brought on sudden changes that challenged teachers who were not technologically prepared to move on to distance learning. Our study shows that a higher level of self-efficacy can help partially mediate the relationship between the perception of the difficulties of distance learning and the perception of stress by reducing it. Our study further confirms the need to actively promote trainings for teachers to develop their own self-efficacy as well as their own resources.

## **Closing of day 1**

Marjorita made a short summary of the day and celebrated Carmel Bouclaous as she joined as the 100<sup>th</sup> member of the SHE RG.

The meeting closed at 17:30 CET



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## Thursday 29 October

### Capacity building workshop (CBW): Joint part of RG meeting and Assembly with a theme of Physical activity (PA) in the schools

(see separate minutes for the joint part of workshop 9:00-10:30)

### Workshop continues with RG members at 10:45

**Keeper of minutes:** Julie Dalgaard Guldager

**Participants:** Lynda Lattke, Rute Santos, Roberto Tadeu laocite, Luis Lopes, Joan Roberts, Simon Murphy, Jesper von Seelen, Julie Dalgaard Guldager, Marjorita Sormunen

Marjorita informed the participants of the topic for the discussion which were based on the content of the capacity building workshop the participants just had participated in. The discussion topics were:

- 1) Thoughts from the “Schools of the Move program” (just presented in the capacity building workshop)
- 2) How can schools be encouraged for physical activity during COVID-19
- 3) School health promotion research during the COVID-19

From the discussion it was expressed, that participants found the presentations of the “Schools of the Move program” very interesting and inspiring. It was brought forth that in Brazil the situation with physical activity in schools is very different from the presented project from Finland. In Brazil they are very far behind from this and find SHE to be a great avenue to learn new approaches. An important issue is that despite some countries being further ahead in this area, it is a problem for countries with very different cultures, to make teachers accountable for physical activity.

It was discussed that we need to remember the importance of reaching the children who are not active at all and are most in need of the program. We need solutions that ensure that all kids can participate, and that no one is excluded.

Further, there was a discussion about the importance of the different cultures in the different countries, and how that affects our work with health promotion at school. How, for example, in the Mediterranean countries, family is very important. Furthermore, there is also an issue of not wanting to let the children walk or bike to school because it is not a part of the culture. Also, there is not many bike lanes enabling cycling.

The importance of gaining the political support for such programs was also expressed. It was discussed that it is important to investigate where the biggest potential to get children to be physical active is. Is it in recess, incorporated to classes, in physical education, with transport to and from school? That could be an interesting research question for a SHE working team.

Finally, the group discussed how the COVID-19 pandemic has affected research. Some of the participants have stopped their projects, some continue at the schools, and some do it online. In some countries the schools are not allowing researchers to enter the school.

### Closing of day 2

Marjorita Sormunen closed the meeting and thanked the participants for their active participation.

The meeting closed at 12:00 CET.