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Padlet on SHE tools in the time of COVID-19

How can we implement SHE tools in general and in the time of COVID-19?

ULLA PEDERSEN   26. OKT 2020, 07.59

Information

Welcome to the workshop (30th October 2020)

The questions to discuss are: — ULLA PEDERSEN

1) Which SHE tools do you find useful? How are they used in your country?   — ULLA PEDERSEN

2) How to implement SHE tools in general?   — ULLA PEDERSEN

3) How to implement SHE tools in the time of COVID-19?   — ULLA PEDERSEN

4) What will be important issues for SHE in the year(s) to come?   — ULLA PEDERSEN

SHE tools

Examples of SHE tools: SHE School Manual, Rapid Assessment Tool, Materials for Teachers, Factsheets, animated videos on factsheets, other videos, glosary, twinning, case stories, conference statements.

Group 1 (facilitator: Tineke)

1) Which SHE tools do you find useful? How are they used in your country?

Switzerland: work with the principles of SHE
Flanders: work with principles of SHE as well in development of project, materials, ...
Spain: every region has his own tradition in working with HPS, wants to translate the she materials, new law: health in curriculum.
Portugal: tradition in HPS, all the materials are translated, school manual and rapid assesment: teachers trainings to use them. schools use them a lot. every school have to develop a HPS. Sometimes they translate the newsletter.

2) How to implement SHE tools in general?

Portugal: HSP award: level 1,2,3 : questionnaire, visits, listening the pupils, trainings,
Flanders: HPS is part of decree on pupil guidance, trainings, cooperation with a lot of partners
Spain: national level: importance of hps, but not how to do it in the school. on regional level yes: cooperation between health en education.
Portugal: not easy to work with different ministries. Schools have autonomy (regions are different, schools are different, ...).
Switzerland: no collobaration with ministry of education. in some parts on regional level they have collaboration.

3) How to implement SHE tools in the time of covid-19?

Spain: ministry of health: focus on covid --> but due to covid better collaboration with ministry of education. hopefully it's positive for the future. it's difficult to focus on equity, vulnerable pupils.
portugal: importance that schools stay open: importance of mental wellbeing, inequalities (lot of pupils don't have a computer, internet, ...).
Importance of the work in the community. put health on the agenda! How to solve the inequalities?
During the lockdown schools made network to develop materials (eg. games, draws, ...).
Switzerland: due to covid: focus on mental wellbeing (before it was difficult to put mental wellbeing on the agenda).
no special materials about covid. inform teachers where they can find support to stay healthy.
Importance of health of the teachers.
Spain: teachers received a training about covid, systems to communicate (positieve to use in the future as well, they now know each other, can work together, ...).
Flanders: during lockdown (promoting teaching materials, stay@home challenges, 7 tips to stay healthy), re-opening schools: highligting the importance of a health promoting school (focus on mental wellbeing).

4) What will be important issues for SHE in the year(s) to come?

mental wellbeing, resilience,
take the opportunity that health now is a central thema in our lives.
work on inequalities.

Group 2 (facilitator: Electra)

1) Which SHE tools do you find useful? How are they used in your country?

Sweden: new to SHE, interested to learn from other SHE NCs
Spain: haven't yet used the tools by SHE, translating the manuals for Teachers, SHE School Manual 2.0 by December and will think about dissemination and implementation in schools. Regional net structure and national nets, trying to restart all the structure. Trying to make synergies between Ministry of Education and with universities.
North Macedonia: they will have better support by Ministries to implement tools in schools, working with SHE evaluation tools- Rapid Assessment Tool, and adopt SHE tools to national priorities.
Greece: Translatiing SHE schools manual 2.0 and Standards and Indicators for schools to restart the network and train teachers and stakeholders.

2) How to implement SHE tools in general?

Spain: Depends how they structure the hps in local communities and disseminate the tools in regions, thinking of launching materials and highlighting the importance of materials. — ANONYM

North Macedonia: Good to translate in national language the tools and they will find resources to translate the Manual 2.0 and action plan. After the results of piloting the evaluation. — ANONYM

Spain: importance of professional training and development activities for HP. — ANONYM

3) How to implement SHE tools during Covid-19?

Greece: translating materials and using the internet to disseminate materials, organizing webinars for teachers for HP and disseminating SHE values and empowering students and teachers. Very difficult to teach participatory approach and life skills during Covid-19 because of measures in schools and focus on hygiene.

Spain: Giving tools to teachers to get an idea of how to work with students. Concerned about the involving the families. Concerned about mental health. Planning ahead.
North Macedonia: Ministries prepared protocols to work online and teach health issues and PA in distant learning. When they will translate the tools, they will try to build structure with school coordinators and have online seminars to train them in SHE tools. New ideas about Finnish PA programme to be forwarded during Covid-19.

4) What will be important issues for SHE in the years to come?

North Macedonia: SHE should continue with the work done and the activities by producing teaching materials and implementing research projects on implementation during the time of Covid-19.

North Macedonia: Poland's special needs manual is of interest for future collaboration. — ANONYM

Sweden: Learning from other countries and insight from other European countries. Focusing on good examples by other countries. — ANONYM

Spain: important to disseminate the materials and make space for this kind of transmission of new values and new way of teaching. — ANONYM

North Macedonia: mental health for children during Covid-19. — ANONYM

Group 3 (facilitator: Veronica)

SHE tools useful/used

National tools has been developed; SHE tools are used to update them (Poland, Netherlands, Italy) — ANONYM

Some municipalities use SHE tools (Netheralnds) — ANONYM

Russia: Manual and materials for teachers and standard and indicators — ANONYM

Translation of some tools (Russia, Italy, Ponland) — ANONYM

Uzbekistan was starting before COVID-19 — ANONYM

Link practical tools to SHE documents — ANONYM

Self-assessment tool is used but in adapted version — ANONYM

Factesheets, declaration and documents are disseminated — ANONYM

SHE tools implementation

Poland: schools has to assess their social clima to join the network; tools are presented when schools join the network (1 year of preparation) — ANONYM

Netherlands: 6 steps to become HPS (road map) and tools are implemented in the road map; training; advisors from municipalities — ANONYM

National/regional websites (Poland, Russia, Italy) — ANONYM

Webinars/training for teachers, administrations, principals, etc. (Russia, Italy, Netherlands, Ponland) — ANONYM

Italy: Close collaboration between health professionals and schools to implement HPS, tools and specific programmes related to SHE components — ANONYM

To inform all stakeholders when a new SHE tools is published (Netherlands, Italy) — ANONYM

Suggest stakeholders to focus on specific issues (Netherlands) — ANONYM

Share information about local coordinators (Poland) — ANONYM

SHE tools implementation during COVID-19

Poland: schools still interested in joining HPS — ANONYM

Netherlands: mooved HPS in to Healthy Home Programme. Showed activities that can be done for different health topics/area for different grades. Tools developed with experts in the area. Schools disseminated the activities. Questionnaire to have feed-backs and monitor implementation — ANONYM

Russia: website, online program about PE and PA at home, materials about hygiene, online programs for teachers about mental health — ANONYM

Italy: websites to collect practices to promote health at home to general population and to promote health trough distance teaching for schools; adaptation of life skill education programmes to use the activities to manage emergency, involvement of peer educators, collection of guidelines and activities to promote PA respecting physical distance. Research with HPS school leader to adfirm SHE model importance in these times and define aims and activities for each SHE component. Training about HP good practices during covid — ANONYM

Future issues

Collect best practices — ANONYM

Collaboration with parents — ANONYM

Collaboration with municipalities — ANONYM

Group 4 (facilitator: Caroline)

How do you implement the SHE tools generally speaking?

Central Asian countries - SHE Manual and Standards and Indicators are well used. Countries interested in this specifically. — ANONYM

Slovenia - Rapid assessment tool, Matierals for teachers and Action planner - teachers are specifically interested in. The practical activities have a special interest for teachers. All tools interesting depending on purpose. — ANONYM

Finland - School Manual great because of background and introduction to other tools. This is new for Finland. Previously another manual used but this one particularly useful due to background and introduction to other tools — ANONYM

Slovienia - school manual most useful for coordinators. — ANONYM

Appropriate tool depends on level om implementation and specific context . — ANONYM

Hungary - unique situation. Need to address children in schools and only sueful if we can reach every child. Network of HPS has previously not been successful. No longer a single network - different approach to ensure reach all children. SHE manual not used for teachers rather used for planning how to reach goals and teachers. SHE material used at a governmental level. Particularly interested in what teachers can use. — ANONYM

Slovenia - NGOs are presented about SHE tools from connection between schools. — ANONYM

SHE tools during COVID-19?

Hungary - difficult to communicate with teachers under COVID. Physical education goals used videos. Health literacy is a major issue under Covid-19 - population has to learn health literacy. — ANONYM

Finland - Good tool as it helps to plan under the pandemic. Strong emphais on well being. The HPS network is quite small but is being enlarged over time so regional coordinators can be established. A lot of research is done in the schools in this network. Interested schools are committed to HPS model. Schools see this network is useful. — ANONYM

Health promotion and health literacy material is very important. What are the barriers to using this material? Momentum under the pandemic to ensure improved health literacy. — ANONYM

Teachers have to work differently under COVID to improve connection with students. — ANONYM

Slovenia - network involved with 'active' teaching so not difficult for teachers to adjust under covid. Network helped to share good practices — ANONYM

Health is first prioritiy due to covid so no barriers to implementation of improved health literacy. Everyone very motivated. Therefore health prevention and health literacy is valued highly. Possibly feeling of responsibility will be there for longer. Good motivation to remove barriers to health literacy. — ANONYM

Important issues for SHE in the future

How to strengthen links to families to improve health literacy — ANONYM

Consequences of COVID on health of students - what have we learned? How to identify vulnerable students? How to avoid pupils dropping out of school and how to protect students from disadvantaged families (violence etc). These questions should be targeted. — ANONYM

Group 5 (facilitator: Suzanne)

Q1.

Iceland -SHE Manual and other documents to help with the structure of HPS. Now looking to update our system with a website that provides the framework for HPS in Iceland. The indicators are very good and we would wish to translate these documents; ;looking for a self-evaluation tool - in conversation with education about this; hope to integrate some of the SHE evaluation tool

Brazil - not a SHE member; no implemtation of tools at the moment but hoping to do so with Luciana's own community - school within a university. There is no whole school approach yet

Uzbekistan - piloting SHE tools - main issue - HPS mainstreamed into system. Pilot in different regions rural, urban, public and private. Focus on systemic understanding and coordination of health and education. Teachers and students are interested but the system does not promote enough pupil voice; concept og SHE is very useful for Uzbekistan

Q2. Iceland - schhols have remained open throughout Covid. Very good internet and IT system; students have access to IT network and online learning

Q2. Iceland - schools and communities more interested in HPS because of Covid. The municipalities and ministries are working together with public health and education - links are easier in a small country; people have many hats; therefore workload is an issue — ANONYM

Q2 Brazil - huge country; great inequality in all aspects including IT/equipment and children and young people's access to online learning. There are many different systems of education - private and federal; private schools can do what they like. Schools are on lockdown - from 16 March schooling has been all online; this presents mental problems and financial problems; to talk of health then we need to talk about the most basic needs - hygiene, wash hands; some do not have parent at home who continued. — ANONYM

Q2 Uzbekistan a large number of schools working in HPS; need more funds because of the variations of communities and infrastructure across the country - rural, cities, poorest - communities with water supply for example. Now offered offline and online education - not all families have IT equipment; pilots delayed to contact administration of schools to address this; really centralised system of govt - they are not so interested in HPS, but now have a union for health, private school - one is in the pilot; Equality of education - most parents interested in what kind of degree/diploma their child will get rather than the health of their child; psycholgical support is important but sometimes this is difficult to discuss with certain sectors of society for example, muslim - sexual rights of children — ANONYM

Q2/3 Iceland - culture has an increasing number of people losing jobs and foodbanks increasing in Iceland. — ANONYM

Q4. Iceland - the network is important to meet professionals in their field and what they are doing to share ideas - it is inspiring. Future - to connect the SDGs more into your work. We are trying to improve the connection between the Ministries and municipalities - connecting the checklist of SDGs to show how they can contribute not only to their own specific SDGs but across others. SHE make materials for teachers which is great but perhaps be more discerning for particularly issues, for example, inequity or children's rights. gender rights. also interested in some external evaluation - more indictors — ANONYM

Q4 Uzbekistan - how to encourage cooperation between european countries and those countries who are implementing HPS - regional — ANONYM

Group 6 (facilitator: Børge)

How to implement SHE tools in general?

Problems with national interest in HPS in several countries. We are at the beginning in Norway, Denmark, Germany and Spain. Slovenia have had there great presentation. — ANONYM

How to implement SHE tools in the time of COVID-19?

It is difficult. Contact to the schooldirectors could be an idear. — ANONYM

regional meeting on- line — ANONYM

What will be important issues for SHE in the year(s) to come?

Can SHE help change the mindset from fear of COVID-19 to learning to live with COVID-19?What can we teach young people in this situation?Work with support for teachers and leaders in COVID-19 timePut further focus on mental health in a COVID-19 time. — ANONYM

How to protect vulnerable children from disadvantige mailies? How to reduce drop out from schools? — ANONYM

...families... — ANONYM

Q1 Which SHE tools do you find useful? Translation of the SHE School Manual. Materials for Teachers, Factsheets, Videos and twinning.

She Rapid Assesmant Tool, School Action Planner — ANONYM

Newsletters with information, guidelines, examples of good practices — ANONYM

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