SHE
Schools for Health in Europe

SHE online school manual

5 steps to a health promoting school

S·H·E
Schools for Health in Europe

SCHOOLS FOR HEALTH IN EUROPE ONLINE SCHOOL MANUAL (SHE MANUAL)

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María J. Miranda (Task force) – Spain
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Introduction

- **Schools for Health in Europe Online School Manual:** was developed by SHE to help schools in the process of becoming a health promoting school (HPS), or up-scaling an existing health promoting school

(Safarjan, Buijs, & Ruiter, 2013)

- **The Health Promoting School approach:** emphasizes the intertwined relationship between **school education** and **pupils' health**, integrating holistic and strategic processes to produce better health and improve educational outcomes and achievements

(International Union of Health Promotion and Education, 2009; World Health Organization,

- **Members of the Schools for Health in Europe Research Group**: have undertaken to unpack processes and outcomes in school health promotion.

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❑ **The SHE manual:**

❑ is available in thirteen languages

❑ supports the development of school health programmes and projects by school management and teachers

❑ supports the development of school health promotion policy

❑ offers an adaptable approach based on five core values:

- Equity
- Inclusion
- Democracy
- Sustainability
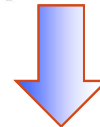- Empowerment

Introduction

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❑ **Evidence on the SHE manual implementation:**

❑ no research has yet been found to intentionally evaluate the application of the SHE manual in schools

❑ evidences shared by:

•SHE member countries during SHE Assemblies
•SHE Research Group members

the updating and up scaling of the SHE School Manual is a priority and key area of action for the SHE Network Foundation.

Aims of this task

1. To analyse the implementation of the **SHE Online School Manual**, **SHE Rapid Assessment Tool** and **Action Planner**, as well as resulting achievements to draw key lessons as to further updating them. This task will involve a **scoping review** (e.g. papers, news releases)

2. To complete the understanding of the results found in sub-task 1, qualitative data will be generated from **semi-structured interview** and the **SHE mapping questionnaire**, directed respectively to a sample of the SHE research group members and all the SHE national coordinators.

3. To draw key lessons from sub-task 2, and **update the SHE Online School Manual** based on the evidence collected in the SHE member countries.

Dissemination and communication to practice and policy

- We intend to disseminate the results of this task at least in the following contexts:
- SHE Assembly and Research Group meeting
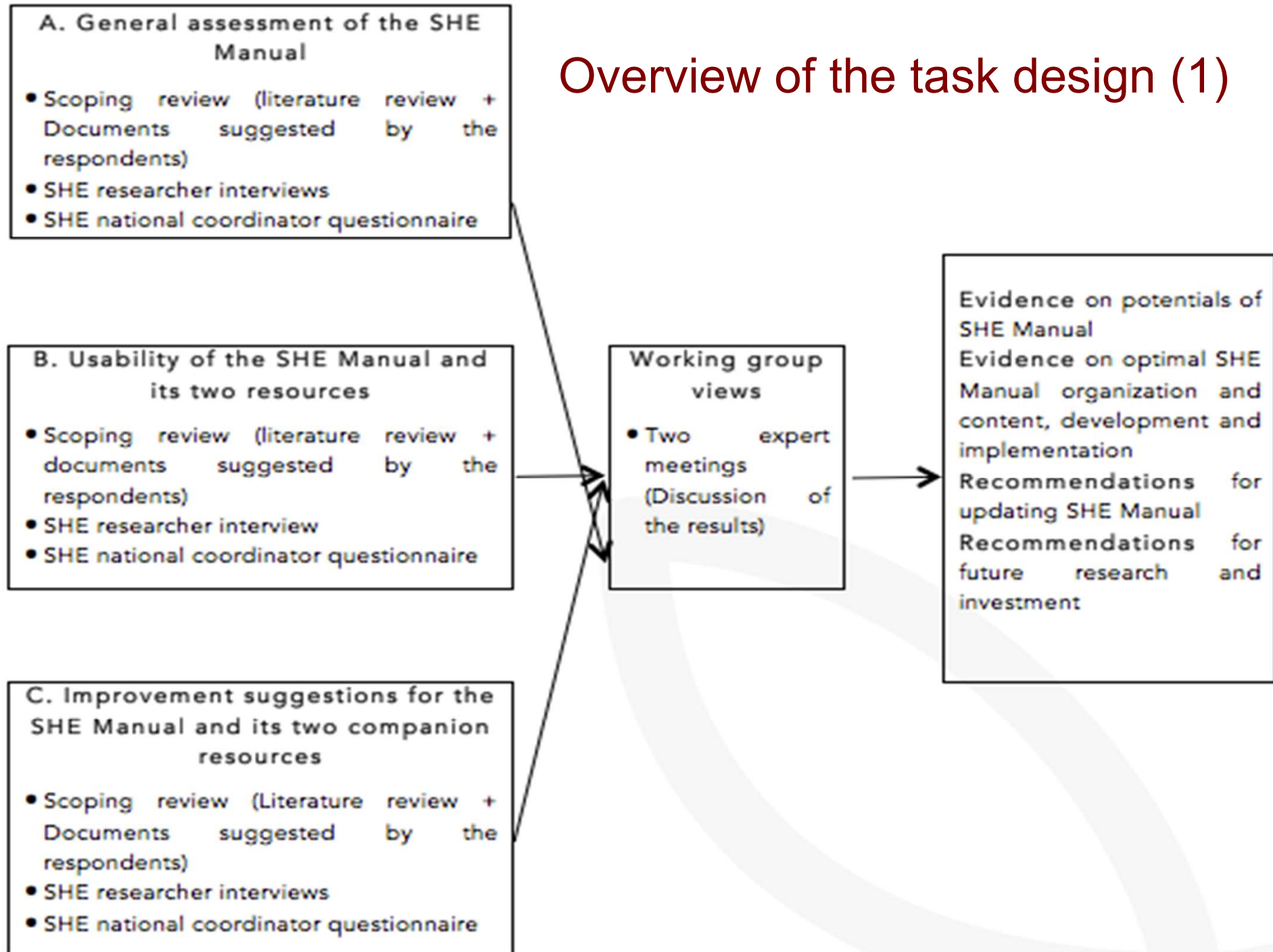- SHE conference (preliminary results);
- SHE website.

Organisation & collaboration

- The working group consists of ten members of the SHE research group, from eight different countries (Belgium, Croatia, Denmark, France, Hungary, Iceland, Portugal, and Spain) who voluntarily decided to participate in this SHE Manual task

Methodology

Overview of the task design (1)

A. General assessment of the SHE Manual

- Scoping review (literature review + Documents suggested by the respondents)
- SHE researcher interviews
- SHE national coordinator questionnaire

B. Usability of the SHE Manual and its two resources

- Scoping review (literature review + documents suggested by the respondents)
- SHE researcher interview
- SHE national coordinator questionnaire

C. Improvement suggestions for the SHE Manual and its two companion resources

- Scoping review (Literature review + Documents suggested by the respondents)
- SHE researcher interviews
- SHE national coordinator questionnaire

Working group views

- Two expert meetings (Discussion of the results)

Evidence on potentials of SHE Manual
Evidence on optimal SHE Manual organization and content, development and implementation
Recommendations for updating SHE Manual
Recommendations for future research and investment

- **A random sample of the SHE research group members:** who express his/her availability to be interviewed from different countries will be selected.

- **Inclusion criteria:**
    - Being a member of the SHE research group
    - To have published research on the implementation of the SHE manual and/or SHE Rapid Assessment Tool **and/ or** the School Action Planner
    - To have experience and/or evidence regarding the implementation of the SHE manual and/or SHE Rapid Assessment Tool and/ or the School Action Planner; **or**
    - To have experience and/or evidence regarding the implementation of any other type of manual/ tool in the ambit of health promoting schools.

Expected outcomes & success criteria (3)

- The publication of an updated SHE Manual in English

- The construction of a database that will allow in the future:
  i) publishing the SHE Manual evaluation process which underpinned its updating
  ii) developing a deeper investigation of the first version of SHE Manual involving teachers and students from different countries
  iii) completing a longitudinal study of the evaluation of the use of SHE Manual in function of its updates
  iv) collecting examples of how the manual can be used and adapted

- Dissemination and communication to practice and policy

Organisation & collaboration (4)

- **Task leaders:** Teresa Vilaça – Portugal

   Emily Darlington - France

- **Task force:** Julien Masson - France

   María J. Miranda – Spain

   Olgica Martinis – Croatia

- **Reading:** Annamária Somhegyi – Hungary

   Ingibjörg Guðmundsdóttir – Iceland

   Luis Lopes – Portugal

   Peter Bentsen – Denmark

   Tineke Vansteenkiste - Belgium

Preliminary results

ed1   I would change this into "We need your help"
                 emily darlington; 12-06-2019

ed2

Scoping review - Electronic databases (1)

❑ Dialnet

❑ Eric

❑ Google Scholar ProQuest

❑ Web of Science (WOS)

❑ Scopus (Pubmed and ScienceDirect)

❑ Springer

❑ Scielo

Do you suggest more databases?

ed2   I think we have enough databases. We need to be careful not to overload ouselves.. I would take this slide out
emily darlington; 12-06-2019

Scoping review – Key Journals (2)

- ❑ BMC Public Health
- ❑ European Journal of Education
- ❑ Evaluation And Program Planning
- ❑ Global Health Promotion
- ❑ Global Mental Health
- ❑ Health Education
- ❑ Health Education Research
- ❑ Health Promotion International
- ❑ International J. of Behavioral Nutrition and Physical Activity
- ❑ International J. of Environmental Research and Public Health
- ❑ International Journal of Higher Education
- ❑ Journal Public Health
- ❑ New Educational Review
- ❑ Open Public Health Journal
- ❑ Public Health Nutrition
- ❑ Scandinavian Journal Of Educational Research
- ❑ Scandinavian Journal of Educational Research
- ❑ Technology Pedagogy And Education

Do you suggest more Key journals?

ed3   same comment - take out

emily darlington; 12-06-2019

Scoping review – Existing networks, relevant organisations and conferences to screen (3)

Spain

1. Aragonese Network Health Pormoting School:
http://www.boa.aragon.es/cgi-bin/EBOA/BRSCGI?CMD=VEROBJ&MLKOB=1070596523737

School Online SHE Manual (Schools for Health in Europe).
Retrieved from :
http://redescuelasaragon.blogspot.com/2015/02/manual-escolar-online-de-she-schools.html

BLOG from RAEPS: http://redescuelasaragon.blogspot.com/

2. CANTABRIA NETWORK HPS. RETRIEVED FROM:
https://www.educantabria.es/planes/red-de-escuelas-promotoras-de-salud.html

3. AUTONOMOUS COMMUNITY OF EXTREMADURA. RETRIEVED FROM:

Do you suggest more?

ed4 same comment

emily darlington; 12-06-2019

Scoping review – Existing networks, relevant organisations and conferences to screen (4)

Spain (cont.)

Do you suggest more?

4. AUTONOMOUS COMMUNITY OF MURCIA:
http://www.murciasalud.es/pagina.php?id=97467&idsec=2476

5. Canarian Network Health Promoting School. Retrieved from :
https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/rceps/
Programs :
https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/rceps/

https://www.gobiernodecanarias.org/educacion/web/programas-redes-educativas/redes-educativas/rceps/publicaciones.html

6. STRATEGIC NATIONAL PLAN SCHOOL HEALTH.
GOBERNEMENT OF SPAIN
http://www.educacionyfp.gob.es/educacion/mc/cniie/planes-

ed5   same comment
emily darlington; 12-06-2019

Scoping review – Existing networks, relevant organisations and conferences to screen (5)

Portugal

HEALTH EDUCATION. GOBERNEMENT OF PORTUGAL:
https:/www.dge.mec.pt/educacao-para-saude

Do you suggest more?

France

Croatia

ed6   same comment

emily darlington; 12-06-2019

Scoping review – Documents mentioned by stakeholders (6)

1.   Whitman C., V. , & Aldinger, C.E. (Eds.) (2009). *Case Studies in Global School Health Promotion : From Research to Practice*. Newton, USA: Springer.

2.   Venka, S., & McNamara, P. M. (Eds.) (2015).   *Schools for Health and Sustainability*. Dordrecht : Springer Science+Business Media

3.   Dadaczynski, K., Paulus, P., Vries, N. de, Ruiter, S. de, & Buijs, G. (2010). *HEPS Inventory Tool An inventory tool including quality assessment of school interventions on healthy eating and physical activity*. Woerden – The Netherlands : NIGZ

Do you suggest more?

ed7   emily darlington; 12-06-2019

Next step

SHE Online School Manual Assessement Interview

A. Background information (e.g.):

☐ What country do you currently work in?

☐ Can you please briefly describe your work or experience within health promoting schools?

B. General assessment of the SHE Manual (e.g.):

☐ Overall, how satisfied are you with the SHE manual? Why?

☐ How has the SHE Manual's approach been affecting school work on health promotion?

C. Usability of the SHE Manual and suggestions for its improvement (e.g.):

☐ Do schools usually use, or not, the SHE Rapid Assessment Tool? Why?

☐ Do schools usually use, or not, the School Action Planner? Why?

Thank you!