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Report SHE Assembly 5-6 November 2018

Present:

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Introduction WHO EURO

Martin Weber in his introduction emphasized that the SHE network is alive again, and this is the first SHE assembly meeting since 2014. From WHO perspective there have been some promising events over the last years related to Health Promoting Schools and the SHE network. In December 2016 the Paris Conference on intersectoral collaboration for the health of children and young people was held, with a renewed focus on Health Promoting Schools: 'every school in the European region should be a health promoting school'. Also strengthening and expanding of the SHE network was explicitly mentioned in this declaration. Another development is the stronger link between SHE and the WHO European Healthy Cities network. In the final statement of the European Healthy Cities Conference in Pecs 2017 it said that every healthy city should have health promoting schools. He finally mentioned the activities in mainly the Eastern European and Central Asian countries led by WHO EURO and SHE to strengthen the development of Health Promoting Schools.

The meeting agreed on having Jesper von Seelen as chairperson and Goof Buijs as keeper of minutes.

International coordinator report

Since 2017 SHE has an NGO status as the SHE Network foundation. This was a requirement for submitting the EU application for a Framework Partnership Agreement (FPA). The application was successful and the FPA was approved for next 4 years (2018-2021). For each year a Specific Grant Agreement (SGA) needs to be submitted. The SGA for 2018 was approved in July 2018 only, which is the reason why the SHE national

¹ SHE NC: SHE National Coordinator

coordinators were only recently informed about the start of the activities of the SHE secretariat. The SHE secretariat is now working hard to realize the 2018 workplan. Most activities remained in the 2018 workplan, some are shifted to 2019. For the next calendar year the SGA 2019 was submitted in September 2018. Information about its acceptance is expected before the end of 2018.

SHE has a number of active partners: WHO EURO, HBSC, IUHPE EURO regional committee, SHE Branch Moscow Office and the new UNESCO chair Global Health & Education. The University College South Denmark (UCS) is in the process of becoming a WHO Collaborating Centre, which will take two more years to create a track record of collaboration with the new SHE network Foundation.

Workplan 2018

An overview was presented of the main activities in the SHE 2018 workplan:

- SHE Assembly: 5-6 November 2018
- SHE helpdesk (300 inquiries in 3 months, which demonstrates a renewed interest)
- Sharing information: meetings, website, SHE newsletter (4 in 2018, with currently 864 subscribers (target 1000 by end 2018), platform on Facebook, Linked in and Twitter: **there is a need for more Twitter followers, SHE National Coordinators are encouraged to promote Twitter.**
- Encouraging regions to join SHE: newsletter; material to promote the SHE network (leaflet, postcards, introduce what does it mean to be a coordinator, introduce twinning among schools.
- Identifying new national coordinators (there are renewed contacts in Northern Ireland and with the support of the WHO Country Office 3 Eastern European countries: 3 national coordinators were identified. Currently the SHE network has 32 member countries.
- Capacity building workshop on health inequalities and HPS: 6 November 2018.
- Developing module for teacher training and SHP: this work is shifted to 2019. It will be about health promoting schools in general, making existing tools usable on a school level.
- Facilitating school twinning: this work is now in the planning phase. **Ulla will communicate with you if you know schools are interested as first movers.**
- Translating SHE school manual: in 2018 the SHE School manual was translated into Italian and French and will be made available on the SHE website by the end of 2018.
- 3 consultancy visits: Jesper von Seelen represented SHE at the launch of UNESCO chair on 10 October 2018. He also was in Norway for visiting a group of researchers on physical activity and learning. The 3rd consultancy visit will be done by Borge Koch. For 2019 suggestions for a consultancy visit can be made by SHE national coordinators, there is budget for this. **If National Coordinators have ideas, they are asked to contact the SHE Secretariat.**
- Developing communication material: SHE Leaflet, SHE glossary, factsheet on health inequality, video animation on health inequality.
- Initiating scientific publication: view point paper on Health Promoting Schools: **Jesper von Seelen is taking the lead.**
- Attending conferences: IUPHE Conference in Trondheim in September 2018 (Jesper von Seelen), Belfast Healthy Cities Conference in October 2018 (Anette Schulz, Martin Weber, Goof Buijs)
- SHE Research group meeting: 7-8 November 2018
- External evaluation: for 2018 STENO accepted the tender call (Jens Aagaard). The budget for 2019-2021 is increased and may attract more interest in the tender call. Jens Aagaard explained his task for 2018 and sees the work as something constructive that is useful for this project. The coordinators were asked to complete 2 questionnaires by the end of the SHE assembly.

Approval workplan 2019

Next Anette Schulz presented the activities for the 2019 workplan:

- New SHE communication strategy.
- Workplan and contract with UNESCO Chair Global Health & Education.
- Work in EECA countries, including Uzbekistan, Kazakstan, Tajikistan, Russian Federation (not funded by EU, and a European conference HPS (not funded by EU), EECA Research group workshop (not funded by EU).
- Developing teacher training material
- Developing HPS standards and indicators (in collaboration with the UNESCO Chair Global Health & Education)
- Developing the new version of the SHE school manual + translation of the new version in 2 EU languages
- Organizing SHE academy (with active involvement from HBSC coordinator)
- Writing monitor report (status of HPS in countries: how many schools identify as HPS in the country, key characteristics, opinions of students/teachers/parents opinion, etc). It will be a mapping report, with basic but also in-depth information. **Anette will send an email for a skype meeting on 30 November for SHE NC who would be interested to participate, preferably with involvement of 4-5 countries. Jesper will follow up on this.** Venka added about her paper on HPS in Denmark, based on actor network theories. **Venka will circulate the article.**

Approval of budget 2019

There is no account yet for 2018. Nina Grieg Viig is nominated as financial auditor in the SHE board. She checked the 2019 budget and approved this. A task for the board is to find additional funding to give more volume to the SHE network, since EU only covers 60% of the budget. The 2019 SGA has requested for 80% co-funding.

New version SHE school manual

Thanks to a small grant from WHO (15.000 USD), which counts as co-funding for 2018, a working group will be set up, preferably with participant from North, South East, West, for adapting and updating the current SHE School manual. The deadline for the contract is end February 2019. **Anette will circulate a mail to all coordinators if they are interested in participating in the working group.** After the adaptation the new SHE school manual will be translated into Finnish and one more other language in 2019.

Translations teaching material

Anette Schulz will send an email to SHE national coordinators to find out if they are interested in translation of the teaching material in 2019 in their country language. There is funding for 2 other languages other than English.

New SHE logo and website

Ulla Pedersen presented the new SHE logo, which expresses a new beginning for SHE as an NGO. She also showed some screenshots were presented of the new SHE website, which can be used on PC, smartphone and Ipad. The new website and new logo will be launched simultaneously before end 2018. There will also be a new URL: www.schoolsforhealth.org. Old URLs can still be used.

One suggestion is to create an online discussion group for SHE national coordinators and Research group members. This may be possible to develop in 2019. On the country pages links can be made with national HPS websites.

Approval of Articles of Association

Anette explained how the Articles of Association were developed in 2017 as a requirement to apply for an EU grant. The following amendments are proposed:

Article 5.2. Currently regional coordinators do not have a voting right, they can only attend the SHE assembly as observer. SHE membership is based on country representation. A suggestion is that regional coordinators from one country decide among themselves who will be eligible for voting at the SHE Assembly. Since this is a complicated issue, it needs to be elaborated and will be discussed in the next SHE assembly. **The board will make a proposal for the next SHE assembly.**

Article 4: change: 'appointed' by 'supported'. This amendment was accepted by SHE assembly.

Article 7.4 change: 'Approval of the financial statement for the past year of SHE' to 'Approval of the financial statement for the past year of SHE and budget for the coming year.' This amendment was accepted by SHE assembly.

Article 9.3: change 'chairman' into 'chairperson'. This amendment was accepted by SHE assembly.

Article 9.3: change 'secretary' by 'rapporteur'. This amendment was not accepted by the SHE assembly.

Status SHE research group

Venka Simovska (currently the Chair of the Research group) presents an overview of the SHE research group from its start in 2008. There is a core group of 8 members and a total of currently 69 members. There is a position paper on the SHE website. The SHE research group supports HPS research and research capacity building. All members are university staff, their membership is part of their regular jobs. In the past years several joint research applications were submitted and accepted, including HEPS and HEPCOM. Some regular activities are the SHE academy (different names over the years): 6 academies took place since 2010, hosted by different universities who are a member of SHE research group; participants are a mix of junior researchers (PhD) and practitioners. Research dissemination and visibility is supported, for example: 2015: Schools for Health and Sustainability, Theory, Research and Practice, edited by Venka Simovska and Patricia McNamara, Springer. 2015-2017: Six Special Issues on HPS in Health Education (Emerald):

<https://www.emeraldinsight.com/loi/he> ; 2017: Special Issue Health Promotion International (H. Turunen; M. Sormunen; D. Jourdan; J. von Seelen; G. Buijs) <https://academic.oup.com/heapro/issue/32/2>

The SHE research group set up the 'Health education in schools' network in the European Educational Research Association (EERA). Each year there is a call for papers for their annual ECER conference. Venka Simovska has created the conference programme with contributions from members of the SHE research group. So far 4 scientific conferences at the ECER conference were held with 200 papers.

The SHE research group participated in the 2018 conference in Trondheim. It works together with the UNESCO Chair and participates in their Scientific Committee.

In the SHE research group meeting on 7-8 November the new chair and cochair will be elected as well as the new core group members. The position paper and activities will be updated, and the collaboration with HBSC and UNESCO Chair will be formalized.

News from national and regional coordinators

Germany: Germany is active in Health Promoting Schools (HPS). Most HPS activities take place on regional level, there is no active national network. The SHE secretariat will discuss a more active involvement from Germany in the SHE Network in the near future.

Norway: There is no national HPS network, but there are some very active regional networks (including Ostfold). There is a revision of the national curriculum (from 1-13 grade) with a cross-curricular theme on public health and life skills.

Hungary: Hungary has a long history with HPS, and is now back in the SHE Network. Currently all schools are prescribed by law to do the whole school approach to health. Teachers are encouraged to use a pedagogic methodology that is good for the mental health for pupils and to give health literacy.

Czech Republic: there are currently 300 HPS in the Czech Republic. Due to lack of funding the development of HPS is stagnating. The new start of SHE may help, since WHO has high authority. SHE documents can be used for HPS advocacy. The education sector and municipalities should be more involved.

Greece: There is no formal national network, but there are many projects on school health promotion. There is a on teaching health education in the classroom. Trainings are based on the SHE values and pillars, advocacy. There will be a new educational structure in Greece in 2018. The focus will be more on community based health promotion.

Netherlands: The Netherlands has a national HPS network, which is supported by a national programme team, with the involvement from 3 Ministries, national health and education organisations. Since 2017 they not only have healthy school advisors working on a regional level , but also a coordinator inside the school.

Belarus: In Belarus almost 25% of all schools (n=730) are health promoting schools. They have a national coordinating team and regional support structure. There is an annual school competition on schools for health.

Moldova: Moldova is restarting their health promoting schools programme, after the previous and SHE carried out a national capacity building workshop on strengthening HPS and school health services. Activities are expected to start in 2019. Currently the SHE school manual is translated and culturally adapted in Romanian.

Estonia: In Estonia there is a national network of HPS and HP kindergartens, 40% of all schools and kindergartens are member, and there is a national and regional supporting structure. Their main challenge is to find sustainable finances for coordinators. They organise summer schools for teachers and kindergarten staff.

Lithuania: In 2018 Lithuania celebrates its 25 years national HPS network. There are 445 health promoting schools (almost 20%). It is difficult to involve new schools, they are not interested in the HPS label. Two times per year there are training activities for schools on the process of implementation and how to evaluate. A new development is creating small regional networks involving municipalities.

Ireland: In Ireland 20 % primary and 20% post-primary are health promoting schools. Recently the Department of Education published a wellbeing statement which says that all schools have to adopt a policy on health and well-being by 2023. The Irish Health Agency works in partnership with Department of Education, and they currently have a need to develop school level indicators and tools for teachers.

Scotland; In Scotland 2500 schools all have a responsibility for a whole school approach to health and well-being. Currently the national priority are 'Adverse Childhood Experiences (ACE)'. Scotland wants to become an 'ACE aware nation'. Also there is a need for school staff well-being, and monitoring and tracking. There is a new Scottish research network.

Iceland: In Iceland 30% preschools, over 50% primary schools and all secondary schools are Health Promoting Schools, The Icelandic network started in 2007/2008. In 2011 health and wellbeing became one of the pillars in the national curriculum. There is also a focus on health promoting communities (80% of the communities are involved). On a local level there are strong links between communities/municipalities and schools. In Iceland they make a direct link with the UN Sustainable Development Goals; this is making it easier for schools to see the relevance of health and well-being. On the national HPS website there is a closed section for each school and communities, with checklist, etc. basis for annual report and monitoring.

Latvia: In Latvia there is a national HPS network, that was revived in 2014 with the support of the SHE secretariat. Currently 103 schools, 11% of all schools, are operating as HPS. The national Centre supports, organizes trainings and develops methodological reports. Their challenge is how to support current HPS schools and how to motivate new schools to become HPS.

Macedonia: Since the recent education reform there are now 9 grades of primary education. The HPS team was successful in introducing the life skills subject in the curriculum. The collaboration between the education and health sector is good. The main method which is included in the curriculum is to teach through involvement of children, in collaboration with NGOs. Most schools try to be HPS.

Finland: There is an active HPS network (with website and platform) in Finland, but in 2017 they had to deal with reorganizations and budget cuts. Now with University Eastern Finland they are planning a national seminar with schools in 2019. They plan to activate the role of regional coordinators.

Croatia: In Croatia there are 50 primary schools operating as HPS, and they are a role model for the other primary schools. Their institute has a focus on the role of school doctors/nurses in HPS. Since 2 years there is a HPS pilot in 15 high schools, who tested the Croatian version of the SHE school manual during a SHE workshop in 2016. There is also a focus on the health education curriculum, which is difficult and very political.

Belgium (Flanders): From September 2018 all schools are obliged to make a health policy, the national HP institute supports schools in this process with an education guide (see last SHE newsletter). There is also a focus on tobacco use and on healthy snacks in secondary schools. Schools make an annual report using national HPS standards. In 2019 the Belgian indicators will be evaluated to measure the impact of health promoting schools in Belgium.

Lombardy: In region of Lombardy in Italy the regional HPS network started in 2011, and now there are 400 schools. They use funding from different sources. There are groups of teachers, managers and health professionals to assess materials, collect and evaluate good practices. They have adapted an American life skills training programme for Lombardy. They use the concept of 'transfer of learning', which is referenced in SHE Factsheet 2.

Denmark: There is a small national HPS network in Denmark, which will hopefully grow in the future. In 2014 there was a national curriculum reform, which includes more physical activity (every child has 45 minutes physical activity each day) and integrating physical activity into every subject. Now an evaluation of the new curriculum is under way. All Danish HPS schools would like to have twinning schools, some schools are already twinning with schools in Cantabria. They are currently developing new HPS criteria and give municipalities a more active role in support schools in promoting health and well-being.

Bulgaria: In the early phase of the SHE network Bulgaria had an active national HPS network with 20 schools, but this stopped. From 2016 there are new educational standards, one is focused on the political environment, some are related to HPS. But no work has been done with schools since 2012.

Slovenia: (not present), celebrates their 25 years anniversary of the national HPS network. 60% are HPS.

See annex about Slovenia.

UNESCO Chair Global Health & Education

Goof Buijs as manager of the UNESCO Chair Global Health & Education gave a short introduction. As we all know, health and education are key components of sustainable development. The UNESCO chair contributes to SDG 3 (Ensure healthy lives and promote well-being for all at all ages) and SDG 4 (Ensure inclusive and quality education for all and promote lifelong learning). Education and health are inalienable rights of every child all over the world. Schools are key settings for health promotion reaching children from all socio-economic and cultural backgrounds, spending 1/3 of their time in school. Early prevention is a promising answer to the NCD pandemic. The Chair sees children and young people as part of the solution, as key agents of healthy change in their own lives, their families and their communities. Good early years

development has a profound and lasting impact on prospects and health in later life and helps reducing health inequalities.

The main objective of the Chair is to strengthen the links between universities, policy makers, practitioners and civil society and to contribute to policy and practice development.

The five core activities are:

1. A research framework in the field (Health Promotion 2.0)
2. An international research initiative
3. A multilingual free online open course (MOOC) for professionals
4. Publication of multilingual fact sheets on scientific data available
5. Mapping of research centres, students and academics; support for research development in low income regions.

The UNESCO chair has direct links with UNESCO and WHO: it combines the UNESCO chair on Global School Health Education and the WHO Collaborating Centre on Research on Education and Health, located at the University of Clermont Auvergne (prof Didier Jourdan). There are strong links with existing international networks, including the International Union for Health Promotion and Education (IUHPE), SHE and the Education and Solidarity Network (ESN).

The Chair was launched on 10 October 2018 in Paris. There is now funding from a French health insurance (MGEN/Groupe Vyv) for running the secretariat and there is an office and meeting space in Paris.

The first project is the development of 'global standards for HPS', for WHO Headquarters. SHE will be actively participating in this project. SHE is member of the Steering Committee of the Chair and several researchers from the SHE research group are member of its Scientific & Ethical Committee. SHE will also be involved in core activity 4 (publication of factsheets). The collaboration between SHE and the Chair will be formalized in an agreement.

The procedure of how to become a member of the Chair will be published soon.

Water, sanitation and hygiene (WASH) in schools

Goof Buijs presented the recent collaboration between SHE and the European Centre of Environment and Health (part of WHO EURO) in Bonn on developing a whole school approach to Water, Sanitation and Hygiene (WASH). WASH is a basic human right (SDG 6), it is critical for a healthy development of children and for controlling the spread of infectious diseases. Currently moment safe and accessible WASH in schools in the European region is not a reality. Some of the issues are: there is a high numbers of pupils avoid using school toilets; there is inappropriate planning and problems with the physical infrastructure; there is a lack of toilet consumables; poor cleaning and maintenance; inadequate operation of water supply, sanitation and hygiene services.

The relevance for SHE is that WASH is a high priority health topic for schools globally, particularly in supporting effective implementation. WASH offers a concrete entry point for school improvement, and offers quick-win solutions with potentially high impact. In short there is a need for a whole school approach to WASH.

Some relevant documents on WASH in schools in the European region (see hyperlinks) are:

- [Prioritizing pupils' education, health and well-being: water, sanitation and hygiene in schools in the pan-European region](#)
- [The situation of water, sanitation and hygiene in schools in the pan-European region](#)
- [Core questions and indicators for monitoring WASH in schools in the Sustainable Development Goals](#)
- [Water, sanitation and hygiene standards for schools in low-cost settings](#)

For a WHO pilot project on strengthening HPS and school health services HPS in Kazakstan (2016-2017) in in 6 pilot schools (both rural and urban), a draft version of the WASH school level indicators was developed in

cooperation with the European Centre for Environment and Health. The document is based on the HEPS school level indicators (Healthy Eating and Physical Activity in Schools) and are a guidance tool for planning, prioritizing, implementing and monitoring WASH in school. Some of the WASH outcomes in the project were: that each of the pilot school made safe drinking water available for each member of school community. Most pilot schools now provide clean drinking water in each classroom (water fountain). One school was able to construct a new toilet and restrooms for children with visual impairment. And finally all schools developed plans for improving sanitary provisions in rural schools.

The SHE network can help finalizing the WASH school level indicators and develop a whole school approach to WASH. The European Center for Environment and Health is prepared to organize a workshop at a future SHE assembly and it could also be a theme for a future SHE Factsheet. Finally a research project on WASH in schools could be initiated.

Approval SHE research group chair and vice-chair

The SHE assembly was asked to approve the nomination of the new Chair and vice-chair of the SHE Research group. The new chair Marjorita Sormunen from the University of Eastern Finland and the vice-chair Kevin Dadaczynski from the University of Applied Science in Fulda, Germany, presented themselves with a short videoclip. Their nomination was unanimously accepted by the SHE assembly. Venka Simovska, the former Chair of the SHE research group was thanked for her role.

Election and approval of the new SHE board

According to the Articles of Association the SHE assembly needed to approve the election and nomination of the new SHE board members:

- Tineke Vansteenkiste, SHE national coordinator Belgium
- Nina Grieg Viig, SHE national coordinator Norway
- Ivana Pavic Simetin, SHE national coordinator Croatia
- Veronica Velasco, SHE regional coordinator, Lombardy, Italy
- Anette Schulz, chair of the SHE board
- Marjorita Sormunen, chair SHE research group.

All candidate members were unanimously elected by the SHE Assembly, with Nina Grieg Viig acting as financial auditor of the SHE network foundation. WHO EURO will have an observer status.

Suzanne Hargreaves, SHE national coordinator Scotland was elected as substitute member of the SHE board for a one year period.

The first meeting of the new SHE board will take place in Amsterdam 17-18 December 2018.

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