

Why is the HPS approach relevant during the COVID-19 pandemic and how can HPS be implemented?

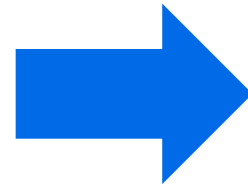
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COVID-19 pandemic effects on schools

- Learning
- Mental health and social well-being
- Health-related behaviours
- Safety and homecare
- Inequalities
- Work stress



A global vision of **health** and a **health promotion** approach are necessary

Health Promoting School approach

The WHO-Europe Technical Advisory Group (TAG) for schooling during COVID-19 affirms that *“the principles of health-promoting schools (HPS) are even more important in a pandemic”* (WHO, 2021)

WHY?

- ✓ Regulation and vaccination adherence
- ✓ Learning
- ✓ Physical, mental, and social health among students and school staff
- ✓ Non-communicable diseases prevention
- ✓ Inequalities reduction
- ✓ Resilience

HOW?

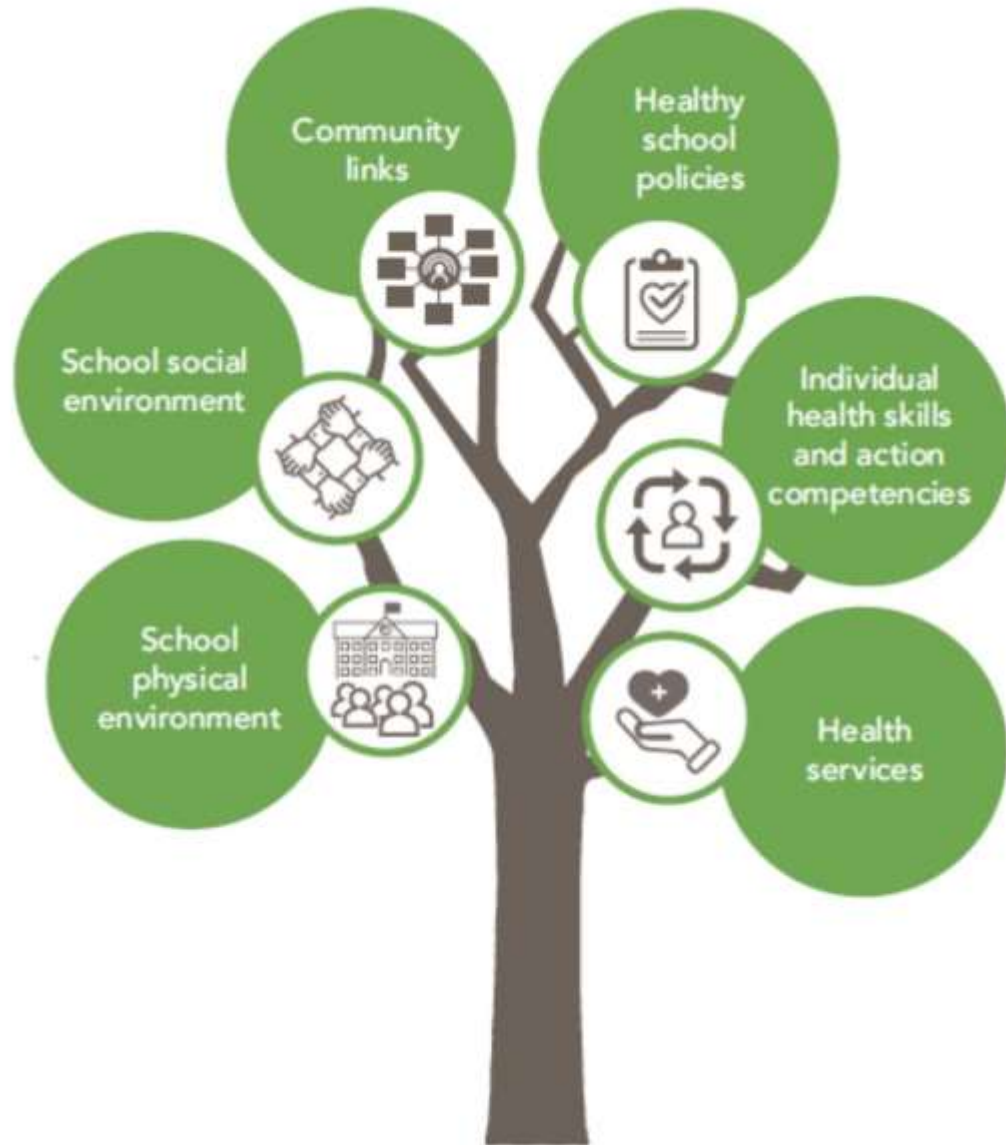


SHE Document



- It summarises **evidence** about schooling and the COVID-19 pandemic
- It presents the **HPS approach relevance** during the COVID-19 pandemic
- It presents **implementation strategies** based on the HPS approach and **practical examples** from different European countries that can be implemented during the COVID-19 pandemic

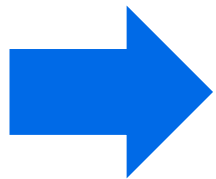
HPS approach



- Acknowledges that **learning and health** are firmly linked
- Aims for **individual and organizational** change
- Recognises that **all aspects of schools** can impact students' health
- Offers **health education and promotion programs and services**

1. School policies

- Develop policies for several issues (e.g., hand-washing, cleaning procedures, cyberbullying, distance teaching, physical activity)
- Consider both school in presence and at a distance
- Consider students perspective about the policies and their needs
- Develop and implement these policies through participatory processes, involving students and parents



**FOCUS ON THE PROCESS TO
DEVELOP AND IMPLEMENT
POLICIES**

WASH

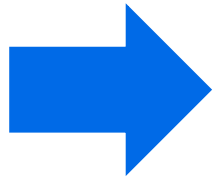


*Protocols to ensure
low-risk school
environment and
HPS principles – the
Scottish case*



2. School physical environment

- Ensure handwashing facilities
- Use all spaces in the school and outside the school
- Assure space and time for healthy habits (healthy diet, physical activity, active and cooperative learning, sociability)



FOCUS ON THE SCHOOL ORGANIZATION

*Wales HPS
Finnish School in the Move program
Daily Mile program*

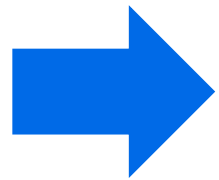


School spaces and community links in Lithuania



4. Individual health skills and action competencies

- Promote health literacy among students, teachers, and school principals
- Promote life skills and action competencies to process what is happening, cope with change, experience positive behaviours and situations, maintain positive relationships
- Use inclusive and active teaching methodologies both in presence and distant teaching



**FOCUS ON COMPETENCIES TO
MANAGE THE CRISIS HEALTHY**

*Life skill education in
Lombardy-Italy*



Conclusions

- The HPS approach is **relevant and feasible** during the COVID-19 pandemic
- The HPS offers an **educational vision** that reaffirms the commitment to key educational principles, equity, quality, well-being, health, and safety
- The health promotion **strategies and actions can be adapted** to the current situation
- **Intersectoral collaborations** and **networks** are essential



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What can we learn to better prepare schools for future epidemics and disasters?

Nicola Gray & Veronica Velasco



Schools never close



1. Reinforce collaborations

Structure organizational arrangements to guarantee and reinforce:

- the collaboration between educational and health sectors
- community links
- collaborations and strategies sharing between schools

2. Participation

- Activate participative processes with students and teachers
- Promote co-creation processes with school community members (students, staff, etc.)
- Reinforce social links
- Give school members the opportunity to define and change school context
- Promote school belonging

3. HP programs as resources for schools

- Several examples: Daily Mile, Finnish School in the Move, LifeSkills Training, Unplugged
- Their theory-based and evidence-based structure gives the opportunity to adapt them
- Are able to create tools and materials for many schools
- Activate capacity building processes involving several people (teachers, principals, etc.)

4. School principals role

- School principal leadership
- School organization
- Collaboration and participation
- Community and health services link



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STRATEGIES FOR SCHOOL HEALTH PROMOTION DURING COVID-19

➤ INTERACTIVE WEBINAR

30 September 14.00 - 15.00 CET

 <https://bit.ly/Zoom300921>



With :

- Nicola Gray, UNESCO Chair GHE; University of Huddersfield, UK
- Veronica Velasco, University of Milano-Bicocca, Italy

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For more Information :
<http://bit.ly/webinar30Sep21>