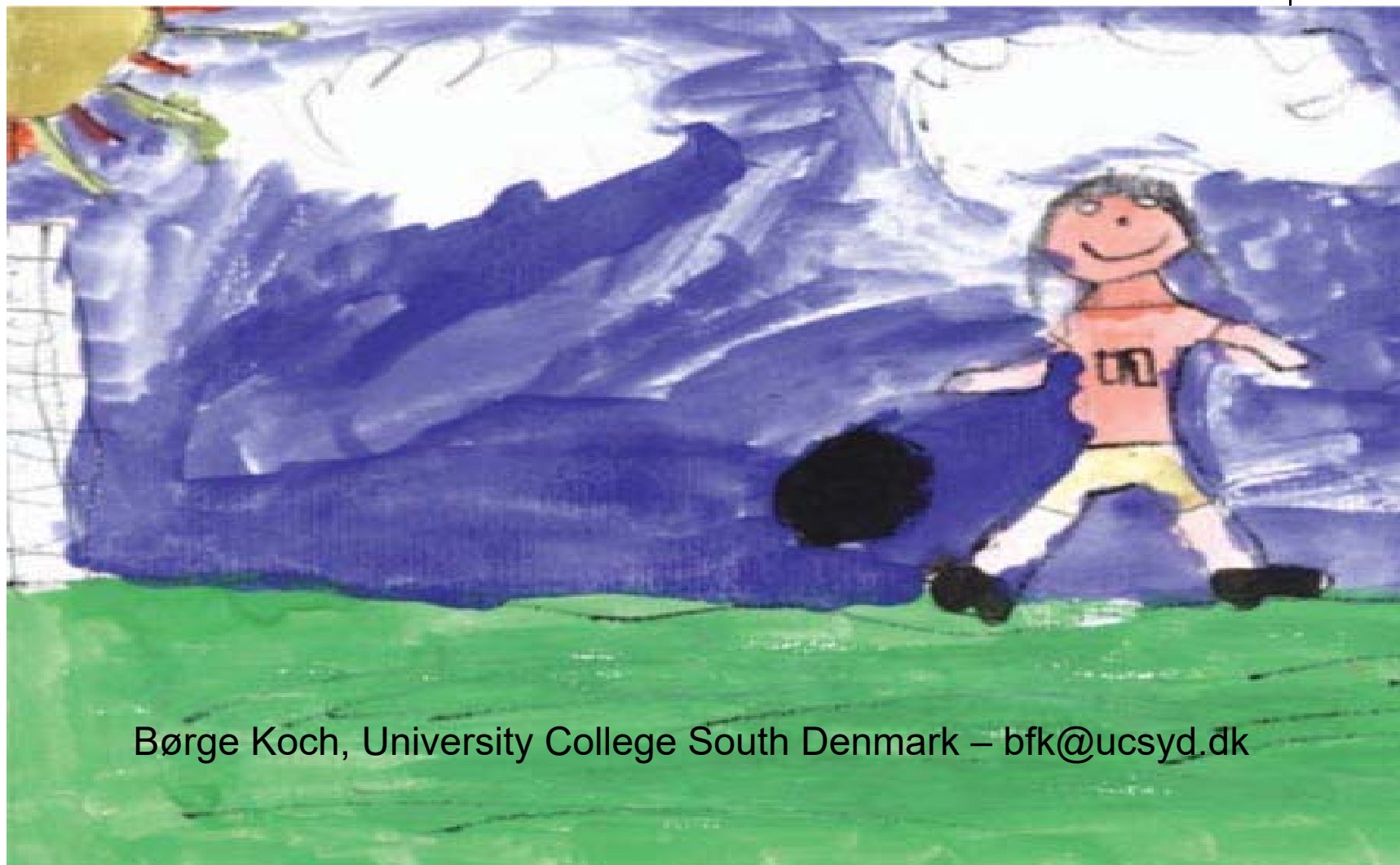


“Health promotion in the Danish Educational System”



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Education in Denmark



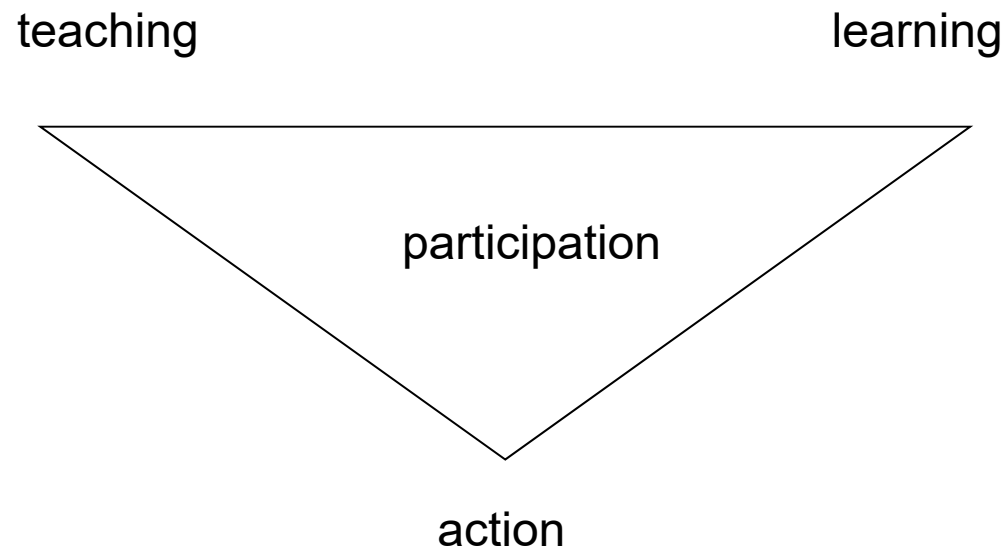
- The Ministry of Education
- 20 Universities
- 6 University Colleges
- 139 Upper secondary schools
- 2100 Primary and lower secondary schools

The Danish primary and lower secondary school

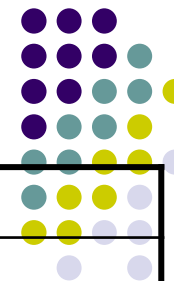


- Children can start at the age of 5 year in the preschool class
- 9 year basic education in a wide range of subjects
- One of the school subjects is health education. Lesson time is not allocated to this subject - the subject should be seen as being a cross-curricular subject.

Central dimensions in school health education



Two different paradigms



Moralizing health teaching	Democratic health education
Concept of health	
Behaviour/lifestyle	Living conditions and lifestyle
Illness	Quality of life and absence of sickness
Illness	Health, an open concept
Teaching term	
Goal: behavioural changes	Goal: increased ability to act
Moralizing, the teacher decides	Pupil co-determination
Healthy school	Health promoting school
Hidden curriculum	
The teacher as role model (smoking, alcohol, diet...)	The teacher as role model (open, democratic, dialogue partner...)
School environment (canteen food, smoke free areas...)	School environment (challenging, stimulating...)
School/local society	
Experts from society are involved in the school or class	The school and pupils participate in society, function as dialogue partners. The pupils act and are taken seriously.
Evaluation	
Measurement of pupils' behaviour with respect to smoking, alcohol....	Measurement of pupil's ability to act (thinking, involvement, visions)

The wide, positive health concept



- The health concept is called wide because both lifestyle and living conditions are important to health.
- The health concept is called positive, because health is not only about absence of illness. It is also about quality of life and well-being both physical, psychological and social.

Four different health concepts



	Negative (absence of illness)	Positive (life quality and absence of illness)
Narrow (lifestyle)	1	2
Wide (lifestyle and living conditions)	3	4



The ability to act as a teaching concept in school health education

- *”The ability to act cannot be given to others - it also cannot be passively received. On the contrary, it requires that the target group becomes interested and involved in the work. The ability to act is something you work towards!”* (B. Bruun Jensen, 2003)

How should we work with health education in schools?



- ***Insight***, a broad, positive and action focused understanding of sports/health, including an insight into change strategies
- ***Involvement***, desire to become involved in change processes in a dynamic society
- ***Visions***, ability to be able to get 'behind', think creatively and in a visionary way
- ***Action experience***; concrete experience obtained by individually and collectively acting and evaluating how barriers are overcome
- ***Reflection***, ability to reflect about what was good, what was bad and what we should do next time.

Grade and final goals in school subjects

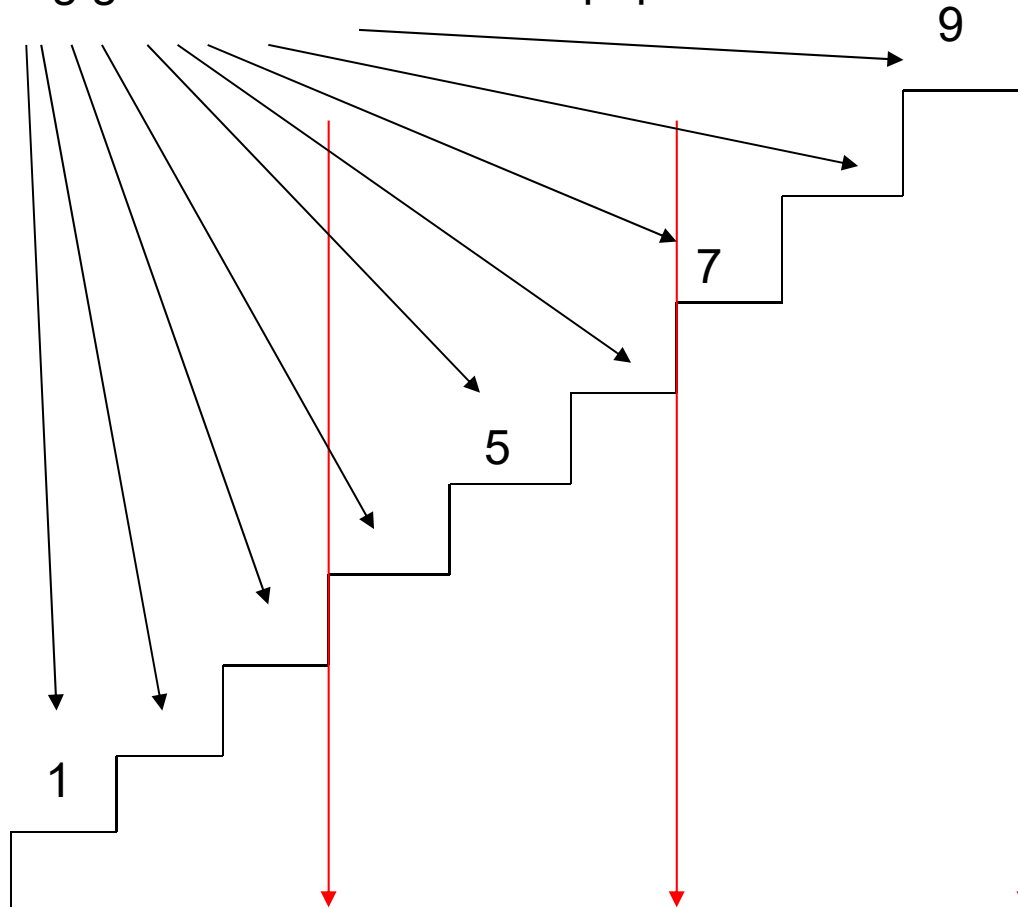


Subject	Teaching	Grade goal after	Final goal after
Danish	1st-9th/10th grade	2nd, 4th, 6th, 8th, 10th	9th
English	3rd-9th/10th grade	4th, 7th, 9th, 10th	9th
Christian studies	1st-9th grade	3rd, 6th, 9th	9th
History	3rd-9th grade	4th, 6th, 8th, 9th	9th
Social studies	8th-9th grade	9th	9th
Sports	1st-9th grade	2nd, 5th, 7th, 9th	9th
Music	1st-6th grade	2nd, 4th, 6th	6th
Art	1st-5th grade	2nd, 5th	5th
Domestic science	4th-7th grade/1-2 years	4th, 5th, 6th, 7th	4th-7th
Mathematics	1st-9th/10th grade	3rd, 6th, 9th, 10th	9th
Nature/technology	1st-6th grade	2nd, 4th, 6th	6th
Geography	7th-8th grade	8th	8th
Biology	7th-9th grade	8th, 9th	9th
Health education	1st-9th grade	3rd, 6th, 9th	9th

Goal hierarchy



Learning goals for the individual pupil



Teaching competence goals for the teacher

The main main conclusions of the national evaluation:



- Both students and parents attach great importance to their children receiving education in healthpromotion
- The free elementary schools have a greater extent live up to the requirements for SSF teaching than public schools.
- The schools generally have a greater focus on the competence area Health and well-being than on sex, body and sexuality.



- The teachers who teach SSF, - only a minority has completed the volunteer course in SSF at teacher training, and the teachers do not feel professionally dressed to handle the teaching.
- The teachers who teach SSF do not know about the Objectives and the Ministry of Education curriculum and guidance for the topic.
- At many schools, there is a lack of focus on and prioritization of the topic from the manager as well



- Both the survey among school administrators in the municipalities and the interviews conducted generally few municipalities that have focus on SSF in the administration.
- There is a lack of overall documentation in the area that can provide a comprehensive overview about the schools' practice in relation to the compulsory subject SSF.
- **So, there is still a lot of work to do in Denmark!!!!**