

Implementation of School Health Promotion in PORTUGAL



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Date: 17.03.2021

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Place: PORTUGAL



This document has received funding
under an operating grant from the
European Union's Health Programme
(2014-2020)



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Legislative Framework and Key Documents

The Directorate-General of Education (DGE) is responsible for:

- Develop guidelines and supporting tools for schools in the area of health education;
- Contribute to the definition of health education policies;
- Adapt and implement the WHO and Council of Europe (SHE) directives on health education. The Ministry of Education is represented in WHO and SHE.

Legal framework:

- Dispatch No. 25.995/2005, 16th December – determines of the obligation of schools to include the area of Education for Health in their Educational Project.
- Dispatch from the Secretary of State for Education, September 27, 2006 - Definition of guidelines and priority themes for Health Education in schools, to be included in the Educational Project of the school/group of schools.
- Dispatch No. 2506/2007, 20th February – Designation of a Health Education Coordinator Teacher Coordinator in each school/group of schools
- Law No. 60/2009, 6th August - Establishes the regime of application of Sexual Education in schools.
- Regulation No. 196-A/2010, 9th April - Regulates Law No. 60/2009, 6th August.
- Dispatch No. 6478/2017, 26th July - Defines the profile of students after completion of compulsory education.
- Resolution of the Assembly of the Republic No. 254/2017- Recommends several measures within the scope of sex education, including increasing the number of hours dedicated to sex education in middle and secondary education.
- Decree-Law No. 55/2018, 6th July - Establishes the curriculum for primary, middle and secondary education and the guiding principles for learning assessment. Creation of the Citizenship and Development subject (aiming, among other objectives, at health promotion and prevention of risk behaviors).

Other Key Documents:

- Final Report of the Sex Education Working Group - September 2007:
https://dge.mec.pt/sites/default/files/ficheiros/relatorio_final_gtes.pdf



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- Report - Monitoring and Evaluation of the Implementation of Law No. 60/2009 of 6th August. DGE – 20th August 2019:
https://cidadania.dge.mec.pt/sites/default/files/pdfs/Relat%C3%B3rio_lei%2B60_ed_sexual_Vers%C3%A3o20agosto2019_0.pdf
- Program to support the Health Promotion and Education in Schools, Directorate General of Education (DGE) - September 2014
https://www.dge.mec.pt/sites/default/files/Esaude/papes_doc.pdf
- Referential for Health Education, from the Directorate-General for Education (DGS) and the Directorate-General for Health (DGE), in collaboration with the Intervention Service for Addictive Behaviors and Addictions (SICAD) - June 2017:
https://dge.mec.pt/sites/default/files/Esaude/referencial_educacao_saude_novo.pdf
- Profile of students after completion of compulsory education:
http://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf
- National Strategy for Citizenship Education:
http://dge.mec.pt/sites/default/files/Projetos_Curriculares/Aprendizagens_Essenciais/e_strategia_cidadania_original.pdf

Role of Teacher in Health Promotion in School System

The role of health education teacher coordinator:

- Each school or group of schools should, preferably, constitute a multidisciplinary team for health education and sex education, namely with a representative of the local health unit, the school psychologist, other technicians that the school may have available.
- The coordinating teacher should liaise with the Coordinator of the Strategy for Education for Citizenship of the School, the project and the activities of health education
- It is up to this team to:
 - Manage the office of information and support to the student and families;
 - Ensure the application of the curricular subjects;
 - Ensure the application of the curricular contents;
 - Promote the involvement of the educational community;
 - Organize initiatives to complement the curriculum as deemed appropriate.
 - Establish local partnerships or with higher education institutions
 - Rely on national and international documents and ongoing plans for the development of the School Project of Health Education

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Required or desired specific skills/education of teacher

- Any teacher in pre-school education, basic education and secondary education is entitled to develop health promotion activities in schools. Teachers of the 2nd and 3rd cycles of basic education can be a health education coordinator (Dispatch No. 2506/2007, 20th February).

Role of health professionals in health promotion in school system

- At the central level the Ministry of Education articulates with the Ministry of Health, the policies related to Health Promotion and Education in schools.
- At the local level, schools establish active partnerships with local health units to support health promotion at school and support students with special health needs, if necessary.

Required or desired specific skills/education of health professional

- Health professionals, preferably with training in school health and public health

Health promotion implementation strategy in school system

- Health and sexuality are two areas that are part of the National Strategy for Citizenship Education, and health is mandatory at all levels of education and teaching. Thus, in the School's Strategy for Citizenship Education, health should be a domain to be worked on in conjunction with the essential learnings and the curriculum.

Number of Teaching Hours for School Health Promotion

- If the school principal considers necessary, the coordinating teachers for Health Education and Sex Education may be assign with a credit of three hours of reduction of the teaching component.
- The subject of Citizenship and Development in pre-school education and in the 1st cycle of basic education is integrated across the curriculum and is the responsibility of the class teacher. In the 2nd and 3rd cycles of basic education it is an autonomous subject - Citizenship and Development, which may be taught every semester, annually or otherwise. In basic level youth education and training courses and in secondary education, the curriculum component Citizenship and Development is developed with the contribution of all subjects and training components.



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Subjects in School Health Promotion

- The SHE v 2.0 Manual for Schools should be used in conjunction with the Referential for Health Education, since the Referential is intended to be a flexible educational tool, of voluntary adoption, which can be used and adapted according to the options and realities of each educational context, from pre-school to secondary education, in its different modalities, in any subject or subject area. The reference identifies five key areas of action for Health Promotion in Portuguese schools: Mental Health and Violence Prevention; Diet and Nutrition Education; Physical Activity; Addictive Behaviors and Dependencies; Affects and Sexuality Education.

Goals for school health promotion

- Health promotion in schools is an ongoing process that aims to develop the skills of children and adolescents, allowing them to confront themselves positively, build a life project and be able to make individual, conscious and responsible choices. The promotion of health education at school also has the purpose of creating environments that facilitate these choices and stimulate critical thinking for the exercise of active citizenship.
- The promotion and Education for Health (PES) in schools, as one of the dimensions of education for citizenship, is of particular importance for the education system, since it is an area of content present in all levels of education and teaching, in different subjects.
- As a cross-cutting and transdisciplinary theme, it presupposes: (i) a spiral interpretation with all its areas interconnected throughout the whole school cycle; (ii) a perspective of conscious, creative and intentional intervention; (iii) a position of permanent negotiation for ethical processes centered on the learner; (iv) a holistic view, because skills must be developed across all curricular areas. In addition, the PES can also be supported in complementary curricular options in basic education, or in projects and activities defined by schools with the aim of contributing to the personal and social development of students, in articulation with the educational project of each school.

Criteria to assess how students meet goals

- Through national and international studies such as ESPAD (European School Survey Project on Alcohol and Other Drugs), HBSC (Health Behavior in School-aged Children), National Food and Physical Activity Survey, COSI (Childhood Obesity Surveillance Initiative).



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- The Healthy School Seal itself, indirectly, can be an evaluation tool, since when the school is evaluated, the activities that are done with the students are evaluated.

Name of the SHE Coordinator in Portugal

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