

SESSION 3

TEACHER TRAINING IN THE FIELD OF HEALTH PROMOTION

A proposal for International collaboration and preparation of a symposium for the 20th IUHPE World Conference

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Health promotion in schools

The Jakarta Declaration and the Bangkok Charter identified various global priorities for health promotion, including the need to build a firm health promotion infrastructure and to develop particular settings offering practical opportunities for implementing comprehensive strategies. Schools have been identified as one of the appropriate settings for health promotion and this has been supported by international recommendations from WHO and UNESCO. Schools are then now considered to be settings for both health education and health promotion among children. IUHPE is strongly involved in the dissemination of and advocacy for the "health promoting school" concept, including the recent publication of the Guidelines for Health Promoting Schools to support this effort.

Teacher training: a key factor for the development of health promotion

Considerable international research has been carried out on this subject and the literature emphasises the importance of health promotion to improve health resources as well as to aid children's academic progress. As schools are not primarily concerned with the improvement of children's health, health promotion must be incorporated taking into consideration the way in which teachers perceive their mission, as well as the constraints of the school setting. Many factors govern the way in which health promotion programs are developed and implemented: a) the political will to develop health promotion projects allowing sustainable commitment on the part of institutions and communities, b) a favourable environment such as the support and facilitation of the school head, existing teaching practices and the importance given to the well being of the pupils, c) teachers' beliefs and perception of their role in health promotion, their perception of effectiveness and acceptability of health promotion programs, belief in their own effectiveness, teacher burnout and prior health promotion training, d) and factors linked to the implementation of the program itself such as the technical support (training and assistance) given to the teachers. Teacher training is often considered to be a central factor linked to the quality of project implementation. Studies show that teachers who have received health promotion training tend to be involved more frequently in health promotion projects and have a more comprehensive approach to health education. They also show that self-perceived competence and motivation to develop health promotion is linked to training.

The need for an international cooperation

The way in which health promotion is organised and implemented in each country differs depending on the history, objectives and structures of that country's school system. This is also the case for initial and in-service teacher training. Available studies show that few teachers currently receive health promotion training. Developing research, affirming and reinforcing the work done in teacher training in health promotion, supporting the institutes/colleges/universities in the provision of initial and in-service teacher training and stimulating international partnership work are all necessary in order to achieve a better understanding of training practices. Developing exchange opportunities for students (not only from and to high-income countries but also from and to middle- and low-income countries) during their initial training is also a relevant goal.

8th IUHPE EUROPEAN CONFERENCE ON HEALTH PROMOTION AND EDUCATION

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Teacher trainers involved in health promotion

Teacher trainers have a long history of involvement in the IUHPE and other related networks (mainly those linked to the health promoting schools initiative). In Europe: The former European Network of Health Promoting Schools has now developed into SHE (Schools for Health in Europe) and involves 41 countries in Europe. In each country the national network is coordinated either by an academic/education or a health promotion institution. Coordination by the first institutions include: Danish University of Education, (Copenhagen, Denmark), University of Luneburg (Luneburg, Germany), National Child Health Institute (Athens, Greece) Marino Institute of Education (Dublin, Ireland), Research Centre for Health Promotion (University of Bergen, Norway), Authority of School Development (Stockholm, Sweden). Connected to this network are also two other core educational institutions: University of Hull (England, United Kingdom) and University college of Jönköping, (Jönköping, Sweden).

The international collaborative project "Health-Citizen", involving 17 countries from Europe, Africa and the Middle East, is focused on health education and health promotion in schools and includes teacher trainers from the following countries: Portugal (University of Minho), France (University of Clermont Ferrand and University of Lyon), Germany (University of Bayreuth), Italy (CNR, Rome), Finland (University of Joensuu), Sweden (Göteborg University), United Kingdom (University of Wales), Ireland (SPHE Support Service), Lithuania (University of Vilnius), Malta (University of Malta), Cyprus (University of Cyprus), Hungary (Hungarian HSBC), Algeria (Department of education, Alger), Tunisia (ISFEC of Tunis), Turkey (University of Balikesir), Morocco (ENS, Marrakech), Senegal (ENS-UCAD), Lebanon (St. Joseph University), Canada (UQAM, Montreal) and Brazil (University of Bahia).

In Australia : Deakin University (Melbourne) Meetings held within our own research team (Clermont-Ferrand, France) and, over the last few months, with other groups in Europe (Bergen, Norway; Braga, Portugal), Africa (Dakar, Senegal; Marrakech, Morocco) and America (Montreal, Canada) have led us to conclude that it is the right time for beginning collective work in this area.

Two initial tasks are proposed In the first instance, we would like to create a working group to organize a symposium on teacher training for the 8th European Conference of Turin and later for the 20th IUHPE World Conference. This would entail the development of contacts with the reference teams in Australia, Canada, USA, UK and China in order to design a working program.

Secondly, we would be interested in developing a Supplement of Promotion & Education, official publication of the IUHPE, to outline a framework for international cooperation. We have already written an initial project for a book focused on teacher training in health education and health promotion. This book would be composed of 4 parts: a general text on teacher training in health promotion, contributions (3000 words max) by colleagues from various countries of the 5 continents, an analysis of these data and a conclusion including suggestions to policy makers and stake holders.