

HEALTH IN COMBINATION WITH EDUCATION AT THE EXAMPLE OF AUSTRIAN SCHOOLS

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Abstract: *Health education is a teaching principle in Austria, that is general legal default for a certain, important subrange for educators and teachers to be able to form their educational work and teaching work efficiently; these should be treated in accordance with the possibility in all teaching fields of the respective schools.*

Key words: health education, health-education, health-supporting school, Austria

1. Introduction

Health and body consciousness gain more and more meaning in a time which is marked by stress, hectic rush and environmental impacts. The educational order of the schools obliges this to take care for the purposes of a comprehensive education of pupils of all the partial aspects: education and mind, soul and virtues as well as body and life – show a being complementary system. In 1948, in its constitution, the [World Health Organization](#) (WHO) defined **health** as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. In more recent years, this statement has been modified to include the ability to lead a “socially and economically productive life.”

Above all, those areas which are not connected immediately with health are included by this wide definition of the concept “Health”: “Rather a whole bundle from personal, to social, ecological and somatic source terms whose single factors stick together in a complicated respect is to be identified.” Also the Austrian sociologist Anselm Eder in his book *Risk factor of loneliness* on the connections between the psychosocial situation and the health pointed out: health and illness may be seen not only as individual organic disfunctions – they are also qualities of a social system.

Health encloses the whole person: of this knowledge the schools of the present must position themselves: health-oriented educational is their order. Also here the WHO gives the purposes. Their definition of health support (Ottawa charter for health support of the World Health Organization, in 1986) encloses that - in the educational understanding necessary – self designation as:

Health support is aimed at the process at allowing a higher measure in self-determination about her health to all people and at enabling them with it for the strengthening of their health.

It is a matter of grasping all areas of the human being:

- physical health
- psychic health
- social health

and of initiating conversion. Also in that case the WHO is leading again. In the “Djakarta explanation of 1997” the organisation takes up the main focuses of “Ottawa charter for health support”:

- advocacy
- empowerment and
- integration

Besides, comprehensive attempts for health development are seen most effective; those attempts which are based on a combination of strategies should not be seen as less important:

- development of a health-supporting whole policy
- creation of supporting environments / surroundings for health
- strengthening of health-related communal actions
- development of personal competence in dealing with health and health related matters
- re-orientation of the health services.

To face the new dangers for the health appropriately, new action forms are required:

- support of social responsibility for health
- development of the investments in health development
- strengthening and development of partnerships for health
- strengthening of the health-supporting potentials of communities and the action competence of everyone and
- backup of an infrastructure for the health support.

2. Current development

The passive concept of health education has mark the schools work over a long period of time. Of this phase follows nowadays active health education for the purposes of a health-supporting school.

A confrontation of both concepts shows the change which has taken place during the past years:

traditional health-education:

- main focus on hygiene and physical health without social relation
- occurs in the classroom and in single teaching units

- it is knowledge mediation and presentation of facts
- hardly considers the health well-being of teachers
- does not incorporate parents and the social & academical environment

health-supporting school

- health concept enclosing physical, mental, social and ecological aspects
- incorporates the academic environment and sees itself as a professional-covering task
- different active teaching methods increase the action competence of all partners involved
- teachers health is seen as an important condition for a successful health support / health education for all the pupils
- cooperation with the parents and the municipality is seen as an important condition and basic fact

3. The situation in Austria

Health education is a teaching principle in Austria, that is general legal default for a certain, important subrange for educators and teachers to be able to form their educational work and teaching work efficiently; these should be treated in accordance with the possibility in all teaching fields of the respective schools. This principle decree is stated in the appendix.

Nevertheless, besides, the default of the ministry also comes on the above mentioned present developments: Health-supporting schools are especially promoted; the projects which concern this area especially supported. An overview and examples concerning the present strategy are found on the ministry homepage. Presently the strategy health support in the schools of Austria works on the strategical and content advancement of the measures, initiatives, tasks and the purposes of the “healthy school in Austria “. Principal purpose is to motivate every school to become “a healthy school “. Above all, the construction of a network of health-supporting schools serves for it in Austria.

4. Criteria for a health-supporting school

The realisation of health-supporting schools is based on several conditions. One is surly the attention of the criteria provided by the WHO.

These present themselves as followed:

1. The active support of the pupils self-esteem, while everybody can contribute to the creation of the school everyday life.
2. The development of good relations, in schools everyday life, between the school staff and the pupils and among pupils themselves.
3. The purification of the social order and the purposes of the school for school staff and pupils.
4. The supply of a variety of action possibilities for the activation of all pupils
5. The use of every opportunity for the improvement of the physical environment and the school.

6. The development of good contacts between the school, the parental home and the municipal environment.
7. The development of good contacts between the local basic position and grammar schools for the installation of a coherent curriculum of the health education.
8. The active support of the health and the well-being of pupils and school staff.
9. The examination of the roles of the school staff as health models.
10. The consideration to what extent the school meals (if offered) can be also used for the supplement of the curriculum to the health education and health education.
11. The use of the offers of the municipal services to the consultation and support of the health education and health education.
12. The advancement of the school health services and their precaution investigations to a more active support of the health support in the whole curriculum.

5. Resumee

Education to a health conscious life is a part of an answered educational theory. Besides, the way walked in Austria indicates realistic and actual possibilities, however, can be only a part of an European development: In this sense it is to be hoped that a cooperative work among our neighbouring states can be developed to create a “healthy living atmosphere” for your future – our children and teenagers.

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ZDRAVÍ A VÝUKA NA PŘÍKLADU RAKOUSKÝCH ŠKOL

Souhrn: Výchova ke zdraví je v Rakousku vzdělávacím principem, který je všeobecnou právní platformou pro konkrétní důležitý segment vychovatelů a pedagogů nastavenou tak, aby mohli efektivně vykonávat svoji výchovně-vzdělávací práci.

Klíčová slova: výchova ke zdraví, vzdělávací systém, škola podporující zdraví, Rakousko