

# HEALTH PROMOTION PACKAGES – introduction and recommendations

2014



## Health promotion packages in Denmark – introduction and recommendations

© 2014 by the Danish Health and Medicines Authority. All rights reserved

Danish Health and Medicines Authority  
Axel Heides Gade 1  
2300 Copenhagen S  
Denmark

URL: [www.sst.dk](http://www.sst.dk)

Keywords: Health promotion, disease prevention, local health planning, local health interventions, risk factors, tobacco, alcohol, physical activity, sexual health, mental health, hygiene, indoor climate, food and meals, sun safety, overweight, drugs.

Emneord: Sundhedsfremme, forebyggelse, kommunal sundhedsplanlægning, kommunale forebyggelsesindsatser, risikofaktorer, forebyggelse i kommunen.

Language: English

Version: 3.0

Version date: January 16, 2014

Format: PDF

ISBN (online): 978-87-7104-007-4

Issued by the Danish Health and Medicines Authority, January 2014.

# Contents

<b>1</b>	<b>Introduction to the health promotion packages</b>	<b>5</b>
1.1	Background	5
1.2	Purpose	6
1.3	Content	6
1.4	Implementation	7
1.5	Process	7
<b>2</b>	<b>Recommendations – Tobacco</b>	<b>8</b>
2.1	Plans and policies	8
2.2	Health promotion services	10
2.3	Information and education	11
2.4	Early detection	12
<b>3</b>	<b>Recommendations – Alcohol</b>	<b>14</b>
3.1	Plans and policies	14
3.2	Health promotion services	16
3.3	Information and education	17
3.4	Early detection	18
<b>4</b>	<b>Recommendations – Physical activity</b>	<b>20</b>
4.1	Plans and policies	20
4.2	Health promotion services	23
4.3	Information and education	25
4.4	Early detection	25
<b>5</b>	<b>Recommendations – Mental health</b>	<b>27</b>
5.1	Plans and policies	27
5.2	Health promotion services	28
5.3	Information and education	33
5.4	Early detection	33
<b>6</b>	<b>Recommendations – Sexual health</b>	<b>35</b>
6.1	Plans and policies	35
6.2	Health promotion services	37
6.3	Information and education	38
6.4	Early detection	40
<b>7</b>	<b>Recommendations - Hygiene</b>	<b>41</b>
7.1	Plans and Policies	41
7.2	Emergency response	45
7.3	General health promotion services	45
7.4	Information and education	48
<b>8</b>	<b>Recommendations - Indoor climate in schools</b>	<b>49</b>
8.1	Plans and Policies	49
8.2	Information and education	51
8.3	Early Detection	52
8.4	Examples of simple daily routines to create a good indoor climate	52
8.5	Examples of ways of maintaining good indoor climate in school	53

<b>9</b>	<b>Recommendations – Food and meals</b>	<b>55</b>
9.1	Plans and policies	55
9.2	Health promotion services and early detection	59
9.3	Information and Education	59
<b>10</b>	<b>Recommendations – Sun safety</b>	<b>61</b>
10.1	Plans and policies	61
10.2	Information and education	63
<b>11</b>	<b>Recommendations - Overweight</b>	<b>65</b>
11.1	Plans and policies	65
11.2	Health promotion services	67
11.3	Information and education	71
11.4	Early detection	73
<b>12</b>	<b>Recommendations – Drugs</b>	<b>75</b>
12.1	Plans and policies	75
12.2	Health promotion services	77
12.3	Information and education	79
12.4	Early detection	81

# 1 Introduction to the health promotion packages

This publication introduces the health promotion packages of the Danish Health and Medicines Authority to our international partners.

We first describe the background and purpose of the packages, briefly outline their content and some considerations about implementing them and provide a brief overview of the process of developing them.

The subsequent sections present core excerpts of the recommendations from individual packages. The comprehensive health promotion packages in Danish include the recommendations, references and other material. The Danish versions of the health promotion packages are available at [www.sst.dk](http://www.sst.dk) under **Sundhed og forebyggelse – Kommunal sundhedsplanlægning – Sundhedsstyrelsens forebyggelsespakker**.

## 1.1 Background

The work with the health promotion packages arose from the reform of local government in 2007 in which Denmark's municipalities were delegated the responsibility of creating healthy settings and establishing disease prevention and health promotion services for their citizens in accordance with the Health Act of 2005.

Denmark has 98 municipalities, which span from small island communities of only a few thousand inhabitants to the City of Copenhagen, with more than 500,000 inhabitants. The average municipality has a population of about 55,000. Given these differences, the conditions for the health work vary considerably. The health challenges and opportunities for preventing disease of Denmark's municipalities are well documented, such as in the National Health Profile from 2010, which provides municipal indicators. The distribution of health (and morbidity) is clearly unequal between social groups in Denmark, and these health inequalities have widened considerably over the past 20 years.

Evidence on the economic effects of high-risk behaviour is growing, and it is becoming increasingly apparent that unhealthy lifestyles and exposure to risk factors impose considerable additional costs on the municipalities. Society has much to gain, including economically, from keeping people as healthy as possible and preventing premature disease, suffering and death, not to mention the resulting sickness absence, production loss, nursing expenses and hospitalization, etc. With an ageing population, Denmark's municipalities have increased their focus on chronically ill people. Nevertheless, disease prevention and health promotion measures still need to be maintained and developed for all citizens, irrespective of their health status.

## 1.2 Purpose

The health promotion packages comprise an evidence-informed tool to assist municipal decision-makers and health planners in setting priorities, planning and organizing local health promotion and disease prevention initiatives.

The municipalities are already taking advantage of their proximity to their citizens and the opportunities to work across administrative sectors and to integrate health into all municipal policies. We hope that the packages will contribute further to these efforts, which also promote the goal of greater equity in health.

The aim is to strengthen public health through municipal-wide disease prevention and health promotion action of high quality.

## 1.3 Content

Health promotion packages are prepared for significant risk factor areas within which the municipalities are already active and that are expected to require considerable focus in the coming years because of new evidence and developing societal norms.

Health promotion packages focusing on tobacco, alcohol, physical activity, mental health, sexual health, sun protection, indoor climate in schools, hygiene, healthy food and meals have been published, and packages on obesity and preventing drug abuse are underway.

The individual packages follow a generic template, which includes a fact section with the prevalence and risk factor burden, an overview of evidence of effective interventions, relevant legislation and a description of municipal experiences in the area.

The fact section is followed by evidence-informed recommendations for municipal health promotion measures, subdivided into sections on structural interventions, health promotion services, information and education and early detection.

The recommended actions are listed as either basic (B) or developmental (D), designed to make it easier for the municipalities to start implementing the packages. Specific action-oriented tools are linked to each recommendation, such as references to websites offering guidelines and specific inspiration for action.

Each health promotion package ends with a section describing implementation and follow-up activities. This section describes the competencies and partnerships considered necessary to successfully implement the recommended interventions. Examples of data sources and indicators that can be used to monitor the implementation of the health promotion packages are provided. The municipalities are encouraged to evaluate the implemented measures to generate much-needed new evidence in the area.

References to reading to inspire action, etc. are given along the way in the translated recommendation excerpts. Please note that far from all referenced material is available in English. We have included English translations to show that much

more inspiration is available. All titles have been translated into English to facilitate understanding, but they may link to information in Danish.

## 1.4 Implementation

When the municipalities implement the health promotion packages, they will probably need to set priorities among the various health promotion packages and among the individual recommendations according to the local health challenges, opportunities and political will. It is advocated that the packages be implemented across administrative sectors to integrate the recommended measures in the municipalities' existing core services and policies.

The health promotion packages could help to inspire municipalities to formulate, qualify and monitor visible targets for health promotion and prevention action.

The process of ensuring the appropriate volume of recommended actions is considered a key element in quality development. Ideally, the health-related challenges of the municipality, the health goals of the municipality and the volume of local preventive interventions as recommended in the packages should be clearly correlated.

Capacity-building is another key element in the municipalities' development of quality. The personnel competencies required to implement the packages include general planning skills and skills specific to health promotion and disease prevention, especially among the municipal frontline workers who meet the citizens face to face.

Finally, it is recommended that the municipalities document the processes of and effects in implementing the health promotion packages to facilitate municipal quality development and to generate new evidence for the mutual benefit of all. This can be done in collaboration with other municipalities or in partnership with research institutions.

## 1.5 Process

The Danish Health and Medicines Authority developed the health promotion packages in cooperation with scientific experts, including experts from Denmark's municipalities. The packages were presented widely for public consultation, and the packages have generally been well received. Many municipalities have chosen to benchmark their current activities with the recommendations of the health promotion packages, thereby identifying gaps and priority areas for future interventions.

Each health promotion package spans 20–30 pages and can be downloaded (in Danish) from the website of the Danish Health and Medicines Authority at [www.sst.dk](http://www.sst.dk) under **Sundhed og forebyggelse – Kommunal sundhedsplanlægning – Sundhedsstyrelsens forebyggelsespakker**. Print versions have been sent to all municipalities, and further copies may be ordered from the website.

A cross-cutting target group overview with the packages' recommendations divided according to target groups (toddlers, schoolchildren, youth, adults and older people) has been prepared in Danish and is published at [www.sst.dk](http://www.sst.dk).

## 2 Recommendations – Tobacco

Local smoking prevention measures can achieve the best effects if a municipality implements action involving four focus areas: plans and policies; health promotion services; information and education; and early detection. These focus areas are based on the three basic elements of tobacco prevention measures as recommended in the WHO Framework Convention on Tobacco Control: promoting smoking cessation, promoting smoke-free environments and preventing smoking initiation. The aim of the recommendations is to contribute considerably to reducing social inequality in health, since tobacco use contributes strongly to increased social inequality in health.

The recommended actions are described and listed either as basic (B) or developmental (D). The basic level includes basic action based on the current best evidence, whereas the developmental level typically builds on the basic level and often requires a higher level of proactivity and developing new competencies.

The recommended measures for tobacco will benefit from local political and leadership support in the respective administrative sectors.

References to reading to inspire action, etc. are given along the way. However, note that far from all referenced material is available in English. We have included Danish material in these English-language recommendations to show that much more inspiration is available. All titles have been translated into English to facilitate understanding, but they may link to information in Danish.

### 2.1 Plans and policies

#### **(B) Municipal tobacco policy**

The municipality adopts a local tobacco policy, establishing its own binding goals. The tobacco policy should be based on the local health profile and the recommendations in *Ti skridt til god tobaksforebyggelse – den gode kommunale model* [Ten steps to successful tobacco prevention – the good municipal model], revised edition 2012 (in Danish only).

#### **(B) Smoke-free indoor environments**

The municipality ensures that completely smoke-free indoor environments are established in premises over which the municipality has authority or in which the municipality has the authority to impose requirements on collaborating partners. This covers its own municipal premises, sports centres and recreation facilities as well as contractual suppliers of municipal services, such as employment initiatives, family day-care and foster care.

#### **(D) Smoke-free property**

The municipality makes all the indoor premises and outdoor areas owned by the municipality smoke-free areas.

(B) Basic level

(D) Developmental level



#### **(D) Prohibiting smoking during working hours**

The municipality prohibits municipal employees from smoking during working hours. Several municipalities (such as the Municipality of Odense) are already in the process of introducing this concept.

#### **(B) Smoke-free property for children and young people**

The municipality gives special attention to establishing smoke-free environments: that is, smoke-free property in areas where children and young people are present. The basis is the Act on Smoke-free Environments, but the law specifies minimum standards, and municipalities may impose more far-reaching rules than the minimum legal requirements.

#### **(D) Promoting smoke-free environments through proactive measures**

The municipality launches proactive and systematic measures to promote the establishment of indoor and outdoor smoke-free environments and to implement an associated preventive tobacco policy throughout all youth and educational institutions in the municipality. The basis is the Act on Smoke-free Environments, but the law specifies minimum standards, and municipalities may impose more far-reaching rules than the minimum legal requirements.

**Reading to inspire action:** The Danish Health and Medicines Authority's material (in Danish at [www.sst.dk](http://www.sst.dk) on adolescent party behaviour: *Til forældre til unge på ungdomsuddannelsen: hjælp din teenager – med at skabe rammer for alkohol, tobak og stoffer* [For parents with children at upper-secondary schools: help your teenager – by creating an appropriate framework for alcohol, tobacco and drugs] and *Politik for rusmidler og rygning* [Policy on alcohol, drugs and smoking].

#### **(D) Smoke-free environments in workplaces other than those of the municipality**

The municipality launches proactive and systematic measures targeting workplaces other than the municipality itself. The aim is to establish completely smoke-free environments and a preventive tobacco policy in all workplaces in the municipality.

**Reading to inspire action** (in Danish): The Danish Health and Medicines Authority's publication [www.sst.dk](http://www.sst.dk): *Sundhed og trivsel på arbejdspladsen* [Health and well-being at work] and the Danish Healthy Cities Network's publication [www.sund-by-net.dk](http://www.sund-by-net.dk): *9 skridt til sundhed og trivsel på arbejdspladsen – den gode kommunale model* [Nine steps to health and well-being at work – the good municipal model].

#### **(D) Complying with the laws and regulations governing the sale of tobacco**

The municipality establishes dialogue and collaboration with the local chamber of commerce and the police to ensure that retailers comply with the laws and regulations that prohibit the sale of tobacco to people younger than 18 years of age. In this context, the municipality does not take the role of an authority but as a stakeholder that can communicate the legal rationale to retailers, thus contributing to enhancing enforcement.

(B) Basic level

(D) Developmental level

## 2.2 Health promotion services

### (B) National smoking-cessation services and programmes

Whenever relevant, the municipality refers people to Denmark's national smoking-cessation services and programmes: the Quit Line at +45 80 31 31 31 and the web-based support at [www.ddsp.dk](http://www.ddsp.dk), [www.stoplinien.dk](http://www.stoplinien.dk) and [www.xhale.dk](http://www.xhale.dk).

### (B) Reactive smoking-cessation programmes for everyone

At regular intervals, the municipality offers reactive smoking-cessation programmes, which are open to everyone who wants to stop smoking. These programmes should be frequent enough that people can sign up when they are motivated.

**Inspiration for action:** the municipality can always refer people to the national Quit Line at +45 80 31 31 31 or the tailored web-based programme at [www.ddsp.dk](http://www.ddsp.dk).

### (D) Proactive recruitment at selected educational institutions

The municipality puts increased proactive efforts into enrolling smokers in local smoking-cessation programmes at selected educational institutions with many smokers, such as vocational schools and production schools. (A youth and smoking project supported by public funds earmarked for socially disadvantaged groups for 2012–2015 is scheduled to start in early 2013.)

### (D) Expanding collaboration with general practitioners and hospitals

The municipality's collaboration with general practitioners and hospitals plays an important role in ensuring that smokers are systematically offered counselling and are referred to smoking-cessation services and programmes available in the municipality, such as those established through health agreements between the administrative region and the municipality.

### (B) Launching marketing efforts

The municipality launches appropriate marketing efforts independently and together with key stakeholders to recruit more smokers into the national and local quit services and programmes.

### (B) Recruiting and programmes targeting specific groups

The municipality launches proactive measures targeting population groups especially vulnerable to smoking-related health effects (such as chronically ill people and pregnant women) or groups with a high smoking prevalence (such as people with low educational levels, certain ethnic groups, citizens receiving transfer payments and people with mental disorders). This could, for example, be done in collaboration with the social services department, the employment services department and others.

**Reading to inspire action:** The experience from the project Freedom from Smoking for Everyone [www.rogfrihed.dk](http://www.rogfrihed.dk), click on **English**) and the Danish Health and Medicines Authority's publication in Danish [www.sst.dk](http://www.sst.dk): *Forebyggelsesindsatser i nærmiljøet* [Health promotion action in community environments]. For smoking-cessation programmes for various ethnic groups, Danish Health and Medicines Authority, *The little quit-smoking guide* (available in English and several other languages at [www.sst.dk](http://www.sst.dk), search for the title).

(B) Basic level

(D) Developmental level

#### (D) Proactive recruitment in selected housing estates

The municipality launches proactive measures to enrol special target groups in smoking-cessation programmes to be implemented and placed locally in selected housing estates that have an especially high proportion of smokers. **Reading to inspire action** (in Danish): Danish Health and Medicines Authority [www.sst.dk](http://www.sst.dk), *Forebyggelsesindsatser i nærmiljøet* [Health promotion action in community environments].

#### (D) Proactive recruitment at selected workplaces

The municipality launches increased proactive measures to enrol smokers in local smoking-cessation programmes at selected workplaces in private companies with many smokers.

**Reading to inspire action** (in Danish): Municipality of Aarhus [www.aarhus.dk](http://www.aarhus.dk).

#### (D) Smoking-cessation programmes at join-in centres

The municipality launches proactive measures at join-in centres and implements smoking-cessation programmes for socially vulnerable groups in these settings. The vast majority of people at join-in centres are heavy smokers who want to quit. **Reading to inspire action:** Experience from the project Freedom from Smoking for Everyone [www.rogfrihed.dk](http://www.rogfrihed.dk), click on **English**), including a detailed description of target groups and methods.

In some contexts, launching measures involving both tobacco and alcohol may be relevant because some people use both substances excessively.

## 2.3 Information and education

#### (B) Supporting national campaigns and information

The municipality supports the national tobacco information campaigns by promoting and communicating relevant information to the general public through municipal platforms such as websites and health centres.

#### (D) Implementing independent information activities

As part of promoting the national information campaigns, the municipality implements independent targeted activities to actively contribute to disseminating the campaign messages to the general public. The municipality can do this through special arrangements and/or events in shopping centres, educational institutions and the like.

#### (B) Information about national smoking-cessation programmes

The municipality contributes actively to disseminating information to citizens about effective national smoking-cessation services and programmes.

**Reading to inspire action:** [www.ddsp.dk](http://www.ddsp.dk), [www.stoplinien.dk](http://www.stoplinien.dk) and [www.xhale.dk](http://www.xhale.dk) and the Quit Line at +45 80 31 31 31.

#### (B) Systematic teaching and parents' meetings

The municipality ensures that students receive systematic lessons in tobacco and smoking through grades 7–9. These lessons can begin as early as 6th grade if this is considered relevant. It is recommended to involve parents through parents' meetings.

(B) Basic level

(D) Developmental level

**Reading to inspire action** (in Danish): Teaching material from Alinea publishers, Tackling, developed in cooperation with the Danish Health and Medicines Authority; the Danish Cancer Society's material X:IT [www.xit-web.dk](http://www.xit-web.dk); and the Danish Health and Medicines Authority [www.sst.dk](http://www.sst.dk), *Dit barns festkultur* [Your child's party culture].

**(D) Expansion of collaboration with local associations**

At regular intervals, the municipality implements special information campaigns targeting children and adolescents in sports and recreational settings through coaches and managers. This can take place through expanded collaboration with local sports clubs, scouting associations and others.

**(B) Children and adolescents are kept informed**

The municipal institutions serving children and adolescents communicate information about the benefits of smoke-free environments, freedom from smoking, smoking-cessation programmes and the relevant legislation.

**(B) Information in recreational environments**

The municipality ensures that information is disseminated about the benefits of smoke-free environments, freedom from smoking and smoking-cessation programmes in all recreational environments.

**(B) Information about laws and regulations**

The municipality assists in communicating the applicable laws and regulations to the general public. This could cover national and local rules governing smoke-free environments and the law prohibiting the sale of tobacco to children and adolescents. This will contribute to enhancing the enforcement of the laws.

**(B) Information for retailers**

The municipality contributes to disseminating information to retailers and supports the messages on the rules prohibiting the sale of tobacco to people younger than 18 years of age. This will increase retailers' understanding of the rationale for the law and thereby improve compliance.

**(D) Proactive information activities**

Through proactive activities, the municipality ensures that the general public and business are continually informed about legislation and local rules governing smoke-free environments and the fact that selling tobacco to people younger than 18 years of age is prohibited. This can take place via expanded collaboration with the local chamber of commerce and the police. In this context, the municipality does not take the role of authority but as a stakeholder communicating the rationale for the law to retailers, thus contributing to enhancing enforcement.

## 2.4 Early detection

Please refer to Danish Health and Medicines Authority [www.sst.dk](http://www.sst.dk), *Behandling af tobaksafhængighed – anbefalinger til en styrket klinisk praksis* [Treatment of tobacco dependence – recommendations for strengthening clinical practice].

(B) Basic level

(D) Developmental level

### **(B) Discussion about tobacco at the end of lower-secondary school**

The municipal health services systematically discuss tobacco as part of the health interviews and examinations when students finish lower-secondary school (at 15 or 16 years old).

**Reading to inspire action** (in Danish): Danish Health and Medicines Authority [www.sst.dk](http://www.sst.dk), *Vejledning om forebyggende sundhedsydelser til børn og unge* [Guidelines on health promotion services for children and adolescents]; smoking-cessation programmes targeting young people [www.xhale.dk](http://www.xhale.dk).

### **(B) Municipal dental services providing information and referral**

The municipal dental services focus on smokers and systematically communicate information about smoking, offer brief counselling and, if relevant, refer individuals to smoking-cessation programmes, such as [www.xhale.dk](http://www.xhale.dk). The Danish Dental Association has previously published specific inspirational material.

### **(B) Special activities targeting pregnant women and new mothers**

The municipality establishes special informative and consultative activities for pregnant women and new mothers focusing on preventing harm to foetuses and infants. Public health nurses (health visitors) can carry out these activities in collaboration with general practitioners and midwives.

### **(B) Collaboration with general practitioners**

The municipality establishes collaboration with general practitioners on counselling and referral to municipal smoking-cessation programmes among newly observed chronically ill people (such as those diagnosed with chronic obstructive pulmonary disease, cardiovascular disease or diabetes) or smokers awaiting surgery.

**Reading to inspire action:** [www.sst.dk](http://www.sst.dk) (search for **operation** and **tobak** or **operation** and **alkohol**).

### **(D) Expanded collaboration with general practitioners and hospitals**

The municipality cooperates with general practitioners and hospitals – including midwives – on systematic activities ensuring counselling and relevant referral to targeted smoking-cessation programmes for pregnant women and for everyone who already has a chronic disease or is at higher risk of developing one.

**Reading to inspire action** (in Danish at [www.sst.dk](http://www.sst.dk)): The Danish Health and Medicines Authority's publication *Behandling af tobaksafhængighed – anbefalinger til en styrket klinisk praksis* [Treatment of tobacco dependence – recommendations for strengthening clinical practice].

### **(D) Proactive measures in housing estates**

The municipality launches proactive measures in housing estates with a high proportion of smokers. They will be offered a review of their health profile with the aim of carrying out systematic counselling on changing lifestyles, including smoking cessation, which may help prevent the development of lifestyle-related diseases.

**Reading to inspire action:** The Inter99 Study ([www.regionh.dk](http://www.regionh.dk), search for **FCFS**, click on **English, about the Research Centre** and **The Inter99 Study**).

(B) Basic level

(D) Developmental level

## 3 Recommendations – Alcohol

The recommended actions are listed as either basic (B) or developmental (D). The basic level includes basic action based on the current best evidence, whereas the developmental level typically builds on the basic level and often requires a higher level of proactivity and developing new competencies.

The recommendations are organized under the sections plans and policies, health promotion services, information and education and early detection, and they are linked with the approaches, methods and action areas that have shown good evidence of effectiveness. Several of the recommendations affecting young people and alcohol also address narcotic drugs, since the use of alcohol and narcotic drugs is closely linked among young people.

References to reading to inspire action, etc. are given along the way. However, note that far from all referenced material is available in English. We have included Danish material in these English-language recommendations to show that much more inspiration is available. All titles have been translated into English to facilitate understanding, but they may link to information in Danish.

### 3.1 Plans and policies

#### **(B) Municipal policy on alcohol**

The municipality integrates alcohol into its municipal health policy, defining its own measurable targets. We recommend that the policy on alcohol cover prevention, early detection, counselling and treatment and integrate the alcohol-related tasks across administrative sectors. The policy on alcohol should be accompanied by action plans for implementing the policy's targets.

#### **(B) Alcohol policies in the municipality's workplaces and institutions**

The municipality adopts alcohol policies for the municipality's workplaces and institutions to focus on alcohol consumption among employees and people who use the institutions, including a policy on action if alcohol problems are detected. This applies to childcare centres, schools, recreation centres, workplaces, nursing homes, clubs, sports facilities and others.

#### **(B) Dialogue between upper-secondary educational institutions**

The municipality facilitates dialogue between the upper-secondary educational institutions to ensure uniform policies on alcohol.

#### **(D) Alcohol policies at private companies**

The municipality supports private companies located in the municipality in their efforts to prepare and implement alcohol policies.

#### **(D) Alcohol policy – a prerequisite for renting municipal premises**

The municipality requires that associations and other groups that rent the municipality's facilities or other public premises adopt an alcohol policy.

(B) Basic level

(D) Developmental level

**Reading to inspire action** (in Danish): By the Danish Health and Medicines Authority at [www.sst.dk](http://www.sst.dk): *Inspirationshæfte alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats* [Inspirational brochure on preventing the harmful use of alcohol in municipalities – efforts of 20 model municipalities to strengthen health promotion activities]; *Kommunale eksempler: alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats* [Municipal examples: preventing the harmful use of alcohol in a municipality – efforts of 20 model municipalities to strengthen health promotion activities]; *Alkoholpolitiske handleplaner – en håndbog for kommuner* [Action plans on alcohol policy – a handbook for municipalities]; *Alkoholpolitik og alkoholproblemer på arbejdspladsen* [Alcohol policy and alcohol problems at work]; *Til grundskolens lærere, ledelse og skolebestyrelse – sæt rammer for alkohol, tobak og stoffer* [For teachers, managers and boards of primary and lower-secondary schools: establish a framework for alcohol, tobacco and drugs]; *Til forældre med børn i grundskolen – dit barns festkultur – sæt rammer for alkohol, tobak og stoffer* [For parents with children in primary and lower-secondary school: your child's party culture – establish a framework for alcohol, tobacco and drugs]; *Til ungdomsuddannelsens lærere og ledelse – politik for rusmidler og rygning* [For teachers and managers at upper-secondary schools: policy on alcohol, drugs and smoking]; *Til forældre til unge på ungdomsuddannelsen: hjælp din teenager – med at skabe rammer for alkohol, tobak og stoffer* [For parents with children at upper-secondary schools: help your teenager – by creating an appropriate framework for alcohol, tobacco and drugs]; *Festkultur og rusmidler i gymnasieskolen* [Party culture, drugs and alcohol in general upper-secondary schools]; and *Børn i familier med alkoholproblemer – gode eksempler på kommunal praksis* [Children in families with alcohol problems – good examples of municipal practices].

#### **(B) Responsible serving of alcohol**

The municipality manages alcohol licensing based on the principle of responsible alcohol serving. The municipality establishes a permanent forum for collaboration to ensure that the tasks involving general alcohol licences and event licences are carried out in collaboration between the police, the holder of the alcohol licence (restaurant owners, etc.), upper-secondary schools, associations, sports facilities and other premises that are typically issued an event licence. As part of these collaborative efforts, agreements are made to promote a safe nightlife environment. Likewise, the need for courses for personnel serving alcohol is evaluated and formalized. Moreover, the municipality prepares an overall plan for catering in which reducing alcohol availability could be a key perspective.

#### **(D) Enforcement of legislation on alcohol**

The municipality establishes dialogue and cooperation with such groups as the local chamber of commerce and the police to ensure compliance with legislation on the sale of alcohol.

**Reading to inspire action** (in Danish): By the Danish Health and Medicines Authority at [www.sst.dk](http://www.sst.dk): *Ansvarlig udskænkning* [Responsible alcohol serving]; and *Inspirationshæfte ansvarlig udskænkning – 9 lokalområders samarbejde om en aktiv bevillingspolitik* [Inspirational leaflet: responsible alcohol serving – the cooperative efforts of 9 communities to achieve an active licensing policy].

(B) Basic level

(D) Developmental level

#### **(D) Alcohol advertising in the public arena**

The municipality forms partnerships with other stakeholders to reduce alcohol advertising in the public arena.

### 3.2 Health promotion services

#### **(B) Brief counselling for people with excessive or harmful alcohol use and their families, including children**

The municipality offers a brief high-quality counselling session to people with excessive or harmful alcohol use and to their families, including children. The services are adjusted and located according to the needs of the target group, such as in health centres or as a service provided on site for students finishing school or for older people.

#### **(B) Differentiated alcohol treatment services**

The municipality qualifies its alcohol treatment services to match the treatment needs of people with alcohol problems according to the degree of severity and based on the available evidence on high-quality alcohol treatment services. Differentiated high-quality alcohol treatment services are established targeting the following groups:

- people with alcohol dependence and people with severely harmful use;
- family-specific treatment services for families, partners, children and other relatives;
- dual diagnosis services for people with alcohol dependence or harmful alcohol use and with a personality disorder or another mental disorder offered in collaboration with the regional health services, including psychiatry;
- pregnant women, in collaboration with the regional outpatient family health centre; and
- detoxification of socially vulnerable and disadvantaged people linked closely to alcohol treatment.

#### **(B) Correlation between alcohol treatment, social services and family therapy**

The municipality ensures integration between alcohol treatment and the municipal social services to ensure social support for the family in following up treatment. This ensures the necessary integration and sharing of competencies between alcohol treatment centres and family therapy centres, as both institutions work with families that may have both alcohol problems and family problems and are socially disadvantaged and vulnerable.

#### **(B) Information on the rules on alcohol treatment and counselling**

The municipality ensures that the information about the rules for alcohol treatment and the municipality's alcohol counselling is visible to citizens and collaboration partners, such as on the municipality's website.

#### **(D) Alcohol treatment for families**

As part of its alcohol treatment services, the municipality incorporates a family-specific approach to families in which one family member has an alcohol problem.

(B) Basic level

(D) Developmental level



#### **(D) Implementing a quality development system**

The municipality implements a quality development system that supports the municipality's alcohol treatment services. This system encompasses clear development objectives, data collection on the services offered, measuring satisfaction with alcohol treatment and ongoing analysis of treatment courses. Small municipalities may benefit from collaborating on developing quality development systems as an integral part of their collaborative activities related to alcohol treatment.

**Reading to inspire action** (in Danish): By the Danish Health and Medicines Authority at [www.sst.dk](http://www.sst.dk): *Kvalitet i alkoholbehandling – et rådgivningsmateriale* [Quality in alcohol treatment – guidelines]; *Retningslinjer for kommunal godkendelse af alkoholbehandlingssteder* [Guidelines on municipal authorization of alcohol treatment facilities]; and on counselling sessions: *Kommunale eksempler: alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats* [Municipal examples: preventing the harmful use of alcohol in a municipality – efforts of 20 model municipalities to strengthen health promotion activities].

### 3.3 Information and education

#### **(B) National information campaigns**

The municipality supports the national alcohol campaigns by disseminating national information material to citizens and key actors.

#### **(B) Frontline employees provide information about the municipal services**

Municipal employees working in health services, dental services, home care services, childcare centres, schools, social and employment centres, etc. provide information about the municipality's counselling and treatment services and the services for pregnant women provided by outpatient family health centres.

#### **(B) Information for retailers**

The municipality contributes to disseminating information to retailers and supports the messages on the rules on the sale of alcohol.

#### **(B) Parents' meetings and involving parents**

The municipality ensures that parents are involved through parents' meetings, including consensual agreements between parents on postponing the age of alcohol consumption debut and on managing parties.

#### **(B) Teaching in primary and lower-secondary schools**

The municipality offers systematic teaching on alcohol in primary and lower-secondary schools to postpone the age of alcohol consumption debut, reduce the use of alcohol, drugs and other intoxicants and with a view to informing children and parents about how parents' alcohol problems negatively affect children.

#### **(D) Reinforced activities supplementing national campaigns**

The municipality reinforces activities in connection with national information campaigns. The municipality can do this by actively supporting and supplementing the national information campaigns with information activities targeting special groups or settings.

(B) Basic level

(D) Developmental level

**Reading to inspire action** (in Danish): Teaching material from Alinea publishers, Tackling, developed in cooperation with the Danish Health and Medicines Authority; and by the Danish Health and Medicines Authority [www.sst.dk](http://www.sst.dk): *Tackling – sundhed, selvværd og samvær – evaluering af undervisningsmaterialet Tackling* [Tackling – health, self-esteem and interaction – evaluation of the teaching material Tackling]; *Til grundskolens lærere, ledelse og skolebestyrelse – sæt rammer for alkohol, tobak og stoffer* [For teachers, managers and boards of primary and lower-secondary schools: establish a framework for alcohol, tobacco and drugs]; *Til forældre med børn i grundskolen – dit barns festkultur – sæt rammer for alkohol, tobak og stoffer* [For parents with children in primary and lower-secondary schools: your child's party culture – establish a framework for alcohol, tobacco and drugs]; *Til ungdomsuddannelsens lærere og ledelse – politik for rusmidler og rygning* [For teachers and managers at upper-secondary schools: policy on alcohol, drugs and smoking]; *Til forældre til unge på ungdomsuddannelsen: hjælp din teenager – med at skabe rammer for alkohol, tobak og stoffer* [For parents with children at upper-secondary schools: help your teenager – by creating an appropriate framework for alcohol, tobacco and drugs]; *Når mor og far drikker – 8 faktablade* [When mom and dad drink – 8 fact sheets]; and *Børn som lever med forældres alkohol- og stofproblemer – opgaver og ansvar lokalt* [Children who live with their parents' alcohol and drug problems – tasks and responsibility locally].

### 3.4 Early detection

#### **(B) Systematic early detection by frontline personnel**

The municipal frontline personnel who meet people in the settings of social services, job centres, health services, dental services, childcare centres, schools, recreation centres, home care, etc. can ensure that people with excessive alcohol use or alcohol problems and families with alcohol problems are detected early through a brief discussion. The employees working in social services, job centres, etc. need to pay special attention to socially disadvantaged and vulnerable people.

#### **(B) Action plans**

The municipality prepares action plans for frontline personnel, emphasizing recommended questions for the brief conversation focusing on early detection of alcohol problems and referring people to counselling and treatment. The action plan for the educational sector covers appropriate guidelines for collaboration and notifying social services and guidelines for how institutions can support children who are negatively affected by their parents' alcohol problems.

#### **(B) Alcohol counselling at the end of lower secondary school**

The municipal health services systematically provide counselling about general health, including alcohol consumption, as part of the health interviews and examinations when students finish lower-secondary school (at 15 or 16 years old). Brief counselling should be given whenever it is needed.

#### **(B) Collaboration on pregnant women and families with children**

Together with the regional health services, the municipality focuses on alcohol problems among pregnant women and families with children. All pregnant women should be asked about their alcohol consumption and should be referred to the regional outpatient family health centre if needed.

(B) Basic level

(D) Developmental level

#### (D) Collaboration with the regional health services

The municipality establishes collaboration with the regional health services to ensure the systematic early detection of people with alcohol problems. People with alcohol problems are referred to counselling or treatment. Similarly, questions are automatically asked whether alcohol problems in the family negatively affect families, including children, who are referred to relevant counselling when needed.

**Reading to inspire action** (in Danish): Danish Health and Medicines Authority [www.sst.dk](http://www.sst.dk), *Handlevejledning til sagsbehandlere i voksenforvaltningen vedr. klienter med alkoholmisbrug* [Guidelines for action for caseworkers in adult social services regarding clients with harmful use of alcohol]; *Handlevejledning til sagsbehandlere i børneforvaltningen vedr. klienter med alkoholmisbrug* [Guidelines for action for caseworkers in child social services regarding clients with harmful use of alcohol]; *Inspirationshæfte alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats* [Inspirational brochure on preventing the harmful use of alcohol in municipalities – efforts of 20 model municipalities to strengthen health promotion activities]; *Børn i familier med alkoholproblemer – gode eksempler på kommunal praksis* [Children in families with alcohol problems – good examples of municipal practices]; *Børn som lever med forældres alkohol- og stofproblemer – opgaver og ansvar lokalt* [Children who live with their parents' alcohol and drug problems – tasks and responsibility locally]; *Den nødvendige samtale – når samtalen handler om alkohol og barnets trivsel* [The mandatory conversation – when the conversation addresses alcohol and the child's well-being]; *En børnehavefe, en skolealf – og anden støtte til børn fra familier med alkoholproblemer* [A kindergarten fairy, a school elf – and other support for children from families with alcohol problems]; by Lene Lind, Dansk Pædagogisk Forum: *Når forældre har alkoholproblemer – pædagogisk støtte til børn i dagtilbud* [When parents have alcohol problems – educational support for children in day programmes for children and adolescents]; by [www.tvaerfaglig-indsats.dk](http://www.tvaerfaglig-indsats.dk): *Bedre tværfaglig indsats* [Better intersectoral efforts].

(B) Basic level

(D) Developmental level

## 4 Recommendations – Physical activity

The recommended actions are described and listed as either basic (B) or developmental (D). The basic level includes basic action based on the current best evidence, whereas the developmental level typically builds on the basic level and requires, among other things, a higher level of proactivity and developing new competencies.

To the extent possible, we have placed corresponding basic and developmental actions after each other to make clear which developmental actions build on basic actions.

References to reading to inspire action, etc. are given along the way. However, far from all referenced material is available in English. We have included Danish material in these English recommendations to show that much more inspiration is available. All titles have been translated into English to facilitate understanding, but they may link to information in Danish.

### 4.1 Plans and policies

#### **(B) Municipal policy**

The municipality incorporates physical activity in its municipal health policy:

- to integrate physical activity in the municipality's other policies and plans across municipal departments;
- to establish specific targets for people's physical activity level in the overall policy for physical activity and in the municipality's other policies and plans;
- to prepare strategies for implementing physical activity in public institutions such as childcare centres, primary and lower-secondary schools, after-school clubs, youth recreation centres, upper-secondary schools, residential care centres, home care services and nursing homes; and
- to promote active commuting, which could be achieved by adopting local plans and implementing development projects aimed at creating a coherent network of bicycle lanes and pedestrian areas and could also involve reallocating money for removing snow, applying salt and fixing cracks in bicycle lanes and sidewalks to ensure comfortable and safe transport routes for cyclists and pedestrians.

**Reading to inspire action** (in Danish): Danish Health and Medicines Authority, *Guide til planlægning af kommunale forebyggelsesindsatser* [Guide to planning municipal health promotion measures]; Cycling Embassy of Denmark, *Idékatalog for cykeltrafik 2012* [Inspirational ideas for cycle transport, 2012]; and Danish Nature Agency, *Motionsslangen Nykøbing Falster* [Mobility route Nykøbing Falster].

#### **(B) Promoting physical activity across administrative boundaries**

The municipality coordinates initiatives to promote physical activity across administrative boundaries to integrate physical activity into the initiatives in other areas.

(B) Basic level

(D) Developmental level

**Reading to inspire action** (in Danish): The Danish Health and Medicines Authority recommends that the municipalities base their initiatives on the ideas in *Sundhed på tværs* [Health across administrative boundaries].

**(D) Strategy for using the physical environment**

The municipality prepares a strategy for how to use such physical environments as recreational spaces, playgrounds and urban environments when they are established.

**ENVIRONMENT AND FACILITIES**

**(B) Access and accessibility**

The municipality ensures that people have easy access to a variety of sports facilities: swimming pools, sports centres, playing fields, etc. Children and adults have easy access to attractive and activity-friendly environments where they can move about safely.

**Reading to inspire action** (in Danish): Municipality of Odense, *Evaluering af Odense – Danmarks nationale cykelby* [Evaluation of Odense – Denmark’s national cycling city], pages 27–38; and National Olympic Committee and Sports Confederation of Denmark and Ministry of the Interior and Social Affairs, *Aktiverende arkitektur og byplanlægning* [Activating architecture and urban planning].

**(B) Settings for physical activity**

The municipality ensures that there are good settings for physical activity in child-care centres, schools, after-school clubs, recreational clubs and youth clubs, including playgrounds and other outdoor areas as well as indoor areas that encourage play and physical activity among children and adolescents.

**Reading to inspire action** (in Danish): Danish Foundation for Culture and Sports Facilities, *Rum der bevæger børn* [Spaces that move children]; Ministry of the Interior and Social Affairs, *Mere bevægelse i byens rum – et idékatalog om byfornyelse og moderne legegader* [More movement in public spaces – inspirational ideas on urban renewal and modern play streets]; Danish Foundation for Culture and Sports Facilities, *Playspots* [Playspots]; Ministry of Cultural Affairs, *Inspirationskatalog – 7 timers idræt og motion om ugen for børn og unge* [Inspirational ideas – 7 hours of physical education and exercise per week for children and adolescents]; and Ministry of Children and Education, *Fysisk aktivitet og motion i folkeskolen* [Physical activity and exercise in primary and lower-secondary schools].

**(D) Indoor and outdoor areas and physical activity among older people**

The municipality ensures that the outdoor areas around senior homes and nursing homes as well as indoor areas are designed to inspire physical activity among older people.

**(D) Design that encourages movement**

The municipality ensures that urban renewal projects incorporate a design that encourages physical activity.

(B) Basic level

(D) Developmental level

## SCHOOLS, AFTER- SCHOOL CLUBS, RECREATIONAL CLUBS AND YOUTH CLUBS

### (B) Strategy for physical education at school

The municipality ensures that the schools prepare an overall strategy for physical education, a focus area being to ensure that all students frequently engage in high-intensity physical activity.

### (B) Policy on physical activity

The municipality ensures that school boards prepare a policy on physical activity as part of school activities, including active commuting to and from school.

**Reading to inspire action:** Cycling Embassy of Denmark, *Collection of cycle concepts 2012* ([www.cycling-embassy.dk](http://www.cycling-embassy.dk)), *Idékatalog for cykeltrafik 2012* [Inspirational ideas for cycle transport, 2012]; and Danish Cancer Society, *Sund og cykelvenlig skolevej 2012* [Healthy and cycle-friendly routes to school, 2012].

### (D) Expanded initiatives in school

The municipality ensures that physical activity is promoted through multi-pronged efforts, such as longer recess periods at school accompanied by initiatives to promote physical activity in outdoor areas, more lessons in physical education and physical activity integrated into academic subjects. For example, a defined goal could be that students should be physically active for 1 hour a day during school and after-school clubs.

**Reading to inspire action** (in Danish): City of Copenhagen, *Motion i klassen – et projekt i Faglighed for Alle* [Physical activity in the classroom – a subproject of Better Learning for All]; and Danish Cancer Society and University College South Denmark, *Spot på fysisk aktivitet – sundhedsundervisning med PlaySpots i skolen* [Spotlight on physical activity – health education with PlaySpots at school].

### (D) Sedentary time in after-school clubs and other clubs

The municipality ensures that after-school clubs, recreational clubs and youth clubs prepare physical activity policies that especially focus on the amount of sedentary behaviour involving mobile phones, game consoles, computers, etc.

**Reading to inspire action** (in Danish): Danish Health and Medicines Authority, *Politik for bevægelse i kommuner og skoler – et inspirationsmateriale til teori og praksis* [Policy for physical activity in municipalities and schools – inspirational material for theoretical and practical purposes]; and Pedersen et al. (Danish Healthy Cities Network and National Institute of Public Health), *12 skridt til fremme af sund kost og fysisk aktivitet – den gode kommunale model. Anbefalinger på basis af litteratur og lokale erfaringer* [12 steps to promote healthy diet and physical activity – a good municipal model. Recommendations based on the literature and local experience].

(B) Basic level

(D) Developmental level

## MUNICIPAL WORKPLACES

### (B) Information platform at work

The municipality can improve municipal workplaces by establishing an information platform (such as a website or notice board), where the employees can get information about what they can do to become more physically active, such as encouraging employees to commute actively to and from work.

**Reading to inspire action** (in English) (also available in a Danish version): Peggy Edwards and Agis Tsouros (WHO Regional Office for Europe), *Promoting physical activity and active living in urban environments: the role of local governments. The solid facts.*

### (D) Active working routines

Municipalities arrange their workplaces such that daily work routines may involve physical activity: for example, by holding walk-and-talk meetings, providing bicycles for employees or by launching a take-the-stairs campaign with visible signs.

**Reading to inspire action** (in Danish): *9 skridt til sundhed og trivsel på arbejdspladsen – den gode kommunale model. Anbefalinger, strategier og redskaber til kommunens forebyggende og sundhedsfremmende indsats* [Nine steps towards health and well-being at work – a good municipal model. Recommendations, strategies and tools for municipal activities to prevent disease and promote health].

### (D) Guidance on behaviour change for municipal employees

As part of the initiatives to create a good working environment, the municipality ensures that municipal employees can receive guidance on how they can change their behaviour to achieve a more physically active lifestyle.

## 4.2 Health promotion services

### CHILDCARE CENTRES, SCHOOL, AFTER-SCHOOL CLUBS AND OTHER CLUBS

#### (B) Children's motor function

The municipality ensures that childcare centres and schools increasingly focus on stimulating children's motor function, including both fine and gross motor skills.

**Reading to inspire action:** Danish Health and Medicines Authority, *Idékatalog: leg og lær* [Inspirational ideas: play and learn]; University College Lillebaelt and Danish Gymnastics and Sports Associations, *Slip legen fri* [Let's play]; and Danish Cyclists' Federation, *Cykelleg for alle børn fra 2–12 år: kompendium til undervisning* [Cycle play for all children aged 2–12 years: compendium for teaching].

#### (D) Activity days and project weeks in after-school clubs and recreational clubs

The municipality ensures that after-school clubs and recreational clubs implement activity days, workshops or project weeks focusing on physical activity and healthy lifestyles in which parents can also participate.

**Reading to inspire action:** Ministry of Cultural Affairs, *Inspirationskatalog – 7 timers idræt og motion om ugen for børn og unge* [Inspirational ideas – 7 hours of physical education and exercise per week for children and adolescents]; and Ministry of Education, *Fysisk aktivitet og motion i folkeskolen* [Physical activity and exercise in primary and lower-secondary schools].

(B) Basic level

(D) Developmental level

#### **(D) Collaboration with sports clubs**

The municipality ensures that schools collaborate with sports clubs in connection with physical and health education.

**Reading to inspire action:** Ministry of Cultural Affairs, *Inspirationskatalog – 7 timers idræt og motion om ugen for børn og unge* [Inspirational ideas – 7 hours of physical education and exercise per week for children and adolescents]; and Ministry of Education, *Fysisk aktivitet og motion i folkeskolen* [Physical activity and exercise in primary and lower-secondary schools].

#### **LEISURE**

##### **(D) Services offered to people who are physically inactive**

The municipality may, in collaboration with citizens and perhaps voluntary associations and private actors, develop services specifically targeting physically inactive citizens. Examples could be activities in parks, on the beach or in the open spaces of the city and could include family activities.

**Reading to inspire action:** Ministry of Cultural Affairs, *Inspirationskatalog – 7 timers idræt og motion om ugen for børn og unge* [Inspirational ideas – 7 hours of physical education and exercise per week for children and adolescents].

##### **(D) Services for citizens with special needs**

The municipality offers ways of engaging in physical activity for people with special conditions and needs such as overweight people, older people with impaired physical performance and weak social networks, people with mental disorders, people with disabilities, people outside the labour market and socially vulnerable people. The services can be developed and implemented in collaboration with the municipality and voluntary associations, educational associations or private companies, such as fitness centres.

**Reading to inspire action:** Danish Health and Medicines Authority, *Betydning af fysisk aktivitet for mental sundhed blandt ældre* [How physical activity affects the mental health of older people]; Danish Health and Medicines Authority, *10 gode råd – udsatte børn og unges fritidsliv* [10 good recommendations on leisure activities for vulnerable children and adolescents]; Danish Gymnastics and Sports Associations Fyn and Region of Southern Denmark, *Guide til partnerskaber: om samarbejde mellem offentlige og frivillige organisationer* [Guide to partnerships: on the collaboration between public and voluntary organizations]; and Partnerskabsgruppen Gang i Danmark, *Gode idéer til aktiviteter, der kan styrke partnerskaber i foreninger og organisationer* [Good ideas for activities to strengthen partnerships in associations and organizations].

(B) Basic level

(D) Developmental level



#### **(D) Services for children with motor disorders**

The municipality offers ways of engaging in physical activity for children with motor disorders, possibly in cooperation with voluntary associations and educational associations.

**Reading to inspire action:** Danish Health and Medicines Authority, *Idékatalog: leg og lær* [Inspirational ideas: play and learn]; and University College Lillebaelt and Danish Gymnastics and Sports Associations, *Slip legen fri* [Let's play].

### 4.3 Information and education

#### **(B) National campaigns**

The municipality ensures that the schools in the municipality take local initiatives to support the national campaigns for physical activity, such as Get Moving, Active Throughout Denmark, Set the School in Motion and All Children Bicycle.

#### **(B) Municipal workplaces participate in campaigns**

The municipal workplaces support campaigns designed to promote physical activity at work, including commuting to and from work, such as We Cycle to Work, Count Your Steps and Exercising at Work.

#### **(D) Guidance on motor function**

The municipality enables childcare centres, schools and parents to obtain guidance on motor function and physical activity.

#### **(D) Overview of organized and unorganized activities**

The municipality maintains an easily accessible overview of the opportunities to engage in organized and unorganized physical activity that the general public, professionals, institutions and companies can use.

### 4.4 Early detection

#### **(B) Health services and school health examinations**

The municipality ensures that public health nurses and municipal physicians focus on the individual child's level of physical activity through the regular health examinations they perform throughout school attendance and through health examinations before school starts (6 years old) and when it ends (15–16 years old).

#### **(B) Identifying children with poor motor function and a low level of activity**

The municipality ensures that public health nurses, municipal physicians, educators in childcare centres, schoolteachers and perhaps the municipality's educational and psychological counselling services collaborate on identifying children with poor motor function and children and adolescents with a low level of physical activity. In collaboration with parents, these professionals work to improve children's motor function and level of physical activity.

#### **(B) Health care visits with older people**

When older people receive health visits, the municipality ensures that procedures are implemented to ensure that their functional capacity can be assessed and action taken to prevent loss of functional capacity.

**(D) Health services and home visits**

The municipality ensures that public health nurses who visit families give advice on how physical activity positively affects health and on opportunities to be physically active in daily life.

(B) Basic level

(D) Developmental level

## 5 Recommendations – Mental health

The recommended actions are described and listed as either basic (B) or developmental (D). The basic level includes basic action based on the current best evidence, whereas the developmental level typically builds on the basic level and requires, among other things, a higher level of proactivity and developing new competencies.

All actions at the basic and developmental levels have been selected so that they contribute to reducing social inequities in health. The basic actions primarily target the social gradient in health, which means that people's burden of disease rises systematically with lower education levels and income. The actions are universal and are offered to people in large target groups or settings, such as first-time parents, schoolchildren or municipal workplaces. The developmental actions are more suited to target vulnerable or disadvantaged children and adults who are supported through early action and thus experience better opportunities for improved health and well-being.

The best effects are generally achieved if the municipality gives priority to universal actions while ensuring that vulnerable and disadvantaged people receive the help and support they need.

To the extent possible, we have placed corresponding basic and developmental actions after each other to make it clear which developmental actions build on basic actions. The efforts to promote mental health are subdivided into four categories: plans and policies, health promotion services, information efforts and early detection. The relevant target groups are indicated under each category.

References to reading to inspire action, etc. are given along the way. However, far from all referenced material is available in English. We have included Danish material in these English recommendations to show that much more inspiration is available. All titles have been translated into English to facilitate understanding, but they may link to information in Danish.

### 5.1 Plans and policies

#### **(B) Integrating mental health policy into the overall health policy**

The municipality prepares an intersectoral mental health policy as an integral part of the municipal health policy. The mental health policy may include adopted targets and plans to promote mental health among children and young people, adults and older people and vulnerable and disadvantaged people. The policy is multi-pronged and could comprise the actions from the basic level of this health promotion package on mental health.

#### **(B) Linking the mental health policy and the child welfare policy**

The municipality links the municipal mental health policy to the coherent children's welfare policy the municipality is obligated to prepare pursuant to § 19(2) of the Social Services Act.

(B) Basic level

(D) Developmental level

### **(B) Intersectoral municipal action**

The municipality ensures that mental health is promoted through intersectoral municipal action. Mental health is firmly rooted in the municipality's work, and the division of responsibility is clear.

### **(B) Designing outdoor areas**

The municipality's parks and public spaces are integrated into the intersectoral action to promote mental health. The municipality can improve the design, architecture, accessibility, air quality, the quality of the auditory environment, transport and the opportunities for activity, based on the current evidence showing that being outside and in nature positively affect mental health.

## 5.2 Health promotion services

### **(D) Integrating mental health into the municipality's other health action**

When the municipality implements action related to health behaviour, it also considers whether this contributes to promoting mental health – for example, by strengthening social networks, action competence and trust and community spirit in local communities. Similarly, the effects on mental health of the action taken are used as parameters of quality and evidence. In particular, action to promote physical activity and prevent the harmful use of alcohol typically positively influences people's mental health.

**Reading to inspire action:** The WHO-Five Well-being Index (WHO-5 Index, [www.who-5.org](http://www.who-5.org)) is being tested as a tool to measure people's well-being in the municipality's work in promoting health. The WHO-5 Index and instructions for use will be available in Danish on the website of the Danish Health and Medicines Authority, [www.sst.dk](http://www.sst.dk), during 2013.

### **(B) Home visits by a public health nurse**

The municipality offers at least five health visits by a public health nurse (health visitor) during the child's first year of life to all families with the aim of supporting early bonding between the child and parents and supporting the child's general well-being and development (see Danish Health and Medicines Authority [www.sst.dk](http://www.sst.dk) *Vejledning om forebyggende sundhedsydelser til børn og unge* [Guidelines on health promotion services for children and young people]).

### **(D) Parent effectiveness training**

The municipality offers first-time parents parent effectiveness training to improve their knowledge and skills related to how good mental and physical health positively affect not only the child's development but also the health and well-being of the entire family.

**Reading to inspire action** (in Danish): The National Board of Social Services offers the course Ready for Parenthood [www.klar-til-barn.dk](http://www.klar-til-barn.dk), which the municipality may offer to expecting parents. Moreover, the National Board of Social Services offers training for municipal employees on how to use the evidence-informed programmes for the parents of children with behaviour disorders. More information is available in Danish at the website of the National Board of Social Services. The Danish Health and Medicines Authority is also testing a universal programme for

(B) Basic level

(D) Developmental level

parent effectiveness training. The results are expected to be available and posted on [www.sst.dk](http://www.sst.dk) in 2014.

#### **(D) Introducing early action for vulnerable families**

The municipality organizes targeted action to reach and support socially and mentally vulnerable families, such as families in which the parents were neglected as children, have alcohol problems or substance use problems, have disabilities or have a chronic or life-threatening disease. Vulnerable parents and children often need early, family-oriented, interdisciplinary and intersectoral action to ensure the development and well-being of the child.

**Reading to inspire action** (in Danish): Read more about municipal experiences in: National Board of Social Services, *Målrettet indsats over for sårbare unge mødre* [Targeted action for vulnerable young mothers]. The Danish Health and Medicines Authority has published examples of municipal family-specific efforts to address alcohol problems. The Danish National Centre for Social Research has published a research overview on action targeting disadvantaged children 0–3 years old and their parents. The Danish Institute for Local and Regional Government Research (KORA) is currently researching methods for the early detection of vulnerable children, [www.akf.dk](http://www.akf.dk) /**opsporing**, the results of which are expected in 2014.

#### **(B) Ensuring the well-being of preschool children**

The municipality ensures that early childhood education can work intensively to promote children's cognitive, emotional and social development. The aim is to create communities in which all children feel a sense of belonging, have adults in whom they can confide, have opportunities for development and do not experience bullying. There can also be specific support for families with social and mental problems.

**Reading to inspire action** (in Danish): more information is available at the website of the Danish Centre for Educational Environment [www.dcum.dk](http://www.dcum.dk) and the website of Denmark's Ministry of Social Affairs and Integration [www.sm.dk](http://www.sm.dk). Moreover, the National Board of Social Services [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk) offers evidence-informed programmes to promote children's well-being in early childhood education. Finally, inspiration can be found in the ongoing research project Knowledge-based Efforts for Socially Disadvantaged Children in Day-care – a Model Programme (English: [www.edu.au.dk](http://www.edu.au.dk), search for **VIDA**, click on **English**).

#### **(B) Ensuring the well-being of children in school**

The municipality ensures that schools can promote the well-being of children through cognitive, emotional and social development, by creating social communities and by preventing bullying. For example, a systematic approach could be taken with learning problems and behavioural disorders so that all children feel they can master schoolwork.

**Reading to inspire action** (in Danish): The National Board of Social Services [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk) offers evidence-informed programmes to promote well-being in school. The Ministry of Children and Education has several websites that offer inspiration and tools to promote well-being initiatives in school, such as the website on united against bullying [www.sammenmodmobning.dk](http://www.sammenmodmobning.dk). The Danish Mental Health Fund and the National Institute of Public Health carried out an intervention project to improve mental health in school [www.tabu.dk](http://www.tabu.dk), click on **Projekter** and **Projekt Optur**).

(B) Basic level

(D) Developmental level

### (B) Activating young unemployed people

The municipality activates young unemployed people through individually tailored programmes so that they can develop competencies and attend a structured training programme. The Youth Guidance Centre of Copenhagen, the national job centres and the upper-secondary schools can collaborate to support coherent action. **Reading to inspire action** (in Danish): Initiatives and tools related to youth programmes and to young people and mental health are available from the Danish National Centre for Employment Initiatives [www.cabiweb.dk](http://www.cabiweb.dk).

### (D) Participation in outdoor activities

The municipality launches action to integrate disadvantaged children and adolescents in normal outdoor activities such as sports, scouting activities or music to enable new social relations and improve the quality of life. The municipalities could collaborate with voluntary associations, for example, to establish programmes to develop competencies and guidance on leisure activities, which can be combined with guidance on opportunities for financial support for children and for activities.

**Reading to inspire action:** The experience from the project Leisure Activity Pass is available from the National Board of Social Services [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk), search for **Fritidspas**.

### (D) Preventing people from dropping out of upper-secondary school

The municipality forms partnerships with upper-secondary schools to prevent people from dropping out through social and educational action focusing on community, belonging and mastery. One way of supporting this action is to establish accessible psychotherapy services, mentoring schemes and support groups.

**Reading to inspire action** (in Danish): Websites: The Danish Mental Health Fund [www.tabu.dk](http://www.tabu.dk), The National Institute of Public Health [www.cabiweb.dk](http://www.cabiweb.dk) and the National Board of Social Services [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk). Publications: Katznelson et al. (Local Government Denmark), *Vejen mod de 95% – en erfaringsopsamling for Ungdomsuddannelse til alle projektet* [Towards 95% – experience from the Upper-secondary Education for All project]; and Thorsteinsson & Jensen (Ministry of Children and Education), *“Jeg kommer heller ikke i dag” – om støtte af sårbare unge i uddannelse* [“I am not coming today either” – on supporting vulnerable adolescents in schools].

### (B) Reducing stress and promoting well-being at municipal workplaces

The municipality prepares local policies on reducing and managing stress and promoting well-being at municipal workplaces.

**Reading to inspire action** (in Danish, except where noted): The Working Environment Information Centre [www.arbejdsmiljoviden.dk](http://www.arbejdsmiljoviden.dk) and the National Institute of Public Health [www.cabiweb.dk](http://www.cabiweb.dk) provide initiatives and tools. The Danish Healthy Cities Network [www.sund-by-net.dk](http://www.sund-by-net.dk) has published several guidelines on how to promote health at work. The National Research Centre for the Working Environment [www.arbejdsmiljoforskning.dk](http://www.arbejdsmiljoforskning.dk), search for **sickness absence**, extensive summary in English) has published a white paper on mental health, sickness absence and return to work. Denmark’s five administrative regions and Danish Regions [www.regioner.dk](http://www.regioner.dk), search for **Op med nærværet**) have gathered several evidence-informed suggestions on how workplaces can promote well-being at work and reduce absence by “promoting presence”.

(B) Basic level

(D) Developmental level

### **(B) Returning to work after sickness absence**

The municipality establishes policies and procedures at municipal workplaces to ensure smooth return to work after long sickness absence, such as by enabling employees to make agreements on flexible working requirements, perhaps with access to different types of jobs with permanent, flexible working requirements through the flexjob scheme.

**Reading to inspire action** (in Danish, except where noted): The Working Environment Information Centre [www.arbejdsmiljoviden.dk](http://www.arbejdsmiljoviden.dk) and the National Institute of Public Health [www.cabiweb.dk](http://www.cabiweb.dk) provide initiatives and tools. The National Research Centre for the Working Environment [www.arbejdsmiljoforskning.dk](http://www.arbejdsmiljoforskning.dk), search for **sickness absence**, extensive summary in English has published a white paper on mental health, sickness absence and return to work, with recommended evidence-informed initiatives to be implemented when an employee is absent because of mental health problems to ensure a smooth return to work.

### **(B) Promoting well-being for older people: nursing homes and home care services**

The municipality organizes activities in nursing homes and in home care services to promote well-being, social relations and physical activity and to prevent loneliness, depression, dementia and loss of function. To achieve this, the municipality can initiate outreach to identify older people not of Danish ethnic origin to overcome language and cultural barriers to participation and contact. **Reading to inspire action** (in Danish): The Metropolitan University College website [www.aeldreviden.dk](http://www.aeldreviden.dk) on knowledge about older people; The Danish Health and Medicines Authority [www.sst.dk](http://www.sst.dk), search for **aeldresundhed**) provides inspirational information about physical activity and mental health among older people.

### **(B) Implementing programmes for preventing suicide**

The municipality may benefit from using the programmes for preventing suicide among children and adolescents and among older people prepared by the Ministry of Social Affairs. The programmes show how to ensure emergency preparedness, organization and collaboration and how to enhance the skills of relevant employees.

**Reading to inspire action** (in Danish): The suicide prevention programmes are available from the Danish Centre for Suicide Research [www.selvmordsforskning.dk](http://www.selvmordsforskning.dk).

### **(B) Supporting socially disadvantaged people**

The municipality establishes efforts to support socially disadvantaged people with mental disorders and life-threatening diseases. Socially disadvantaged people who do not use social services may benefit from interdisciplinary outreach efforts tailored to these people's conditions and needs, such as teams of street nurses or social nurses and programmes with support and contact people.

**Reading to inspire action** (in Danish, [www.sst.dk](http://www.sst.dk)): Danish Health and Medicines Authority, *Social ulighed i sundhed – hvad kan kommunen gøre* [Social inequity in health – what can municipalities do?], pages 79–85; and Diederich et al. (Danish Health and Medicines Authority), *Ulighed i sundhed – årsager og indsatser* [Inequity in health: causes and action], page 45.

(B) Basic level

(D) Developmental level

### (B) Educating people in how to manage chronic disease

The municipality could benefit from offering programmes to people with chronic diseases and their relatives related to how to manage symptoms, mental health, everyday life, communication and social relations, such as in collaboration with other municipalities or the administrative region. These programmes cannot replace diagnosis and treatment.

#### Reading to inspire action (in Danish except where noted)

- The Danish Health and Medicines Authority provides information on patient education in Danish [www.sst.dk](http://www.sst.dk), click **Planlægning og kvalitet, Kronisk sygdom** and **Sundhedsstyrelsens project om forstærket indsats**) and selected information in English [www.sst.dk](http://www.sst.dk), click on **English** and **Chronic conditions**.
- There are several models for patient education. The Danish Committee for Health Education [www.patientuddannelse.info](http://www.patientuddannelse.info) offers patient education in chronic disease and pain management, in which experienced patients train other patients.
- Public Health and Quality Improvement in the Central Denmark Region [www.cfk.rm.dk](http://www.cfk.rm.dk), search for **mestringsuddannelse** communicates information about patient education (in Danish) in which experienced patients and professionals work together to implement the programme.
- The Region of Southern Denmark and the Danish Committee for Health Education have developed a model for patient education for chronic obstructive pulmonary disease, heart disease and type 2 diabetes with only health care professionals teaching the material. The evaluation will be published soon [www.dialog-net.dk](http://www.dialog-net.dk), click on **Udviklingsprojekter** and **Patientuddannelse på tværs af diagnoser**.
- The Danish Institute for Health Services has published a guide on how to qualify the work with self-management in patient education.
- The Steno Health Promotion Centre has developed several models and tools for patient education. Some of the models are available in English [www.stenodiabetescenter.com](http://www.stenodiabetescenter.com), click on **Health promotion** and then **Publications** and the rest in Danish [www.steno.dk](http://www.steno.dk), click on **Sundhedsfremme** and then **Publikationer**).

### (D) Programme for managing long-term stress, anxiety and depression

The municipality ensures that people who have or are developing a long-term burden of stress, anxiety and/or depression can participate in a programme on how to manage these conditions, the focus being how to cope in everyday activities, communication and social relations. These programmes cannot replace diagnosis and treatment.

**Reading to inspire action** (in Danish): The Danish Health and Medicines Authority is testing an education programme for people with anxiety and/or depression as part of the project Learn How to Tackle Anxiety and Depression, 2011–2014 – a project enabled by public funds earmarked for disadvantaged groups [www.patientuddannelse.info](http://www.patientuddannelse.info). The Danish Mental Health Fund holds courses on depression in collaboration with municipalities focusing on identifying and managing symptoms [www.psykiatrifonden.dk](http://www.psykiatrifonden.dk), search for **Depressionsskole**.

(B) Basic level

(D) Developmental level



## 5.3 Information and education

### (B) Disseminating information

The municipality continually informs citizens about action to promote mental health.

### (B) Disseminating information about counselling services

The municipality informs young people at schools about how to get acute help through such means as posting posters and disseminating brochures with information about hotline telephone services. This material can be ordered from the local regional PsykInfo, the Danish Mental Health Fund or Livslinien, a suicide prevention hotline.

### (B) Participating in national information campaigns

The municipality supports the national and regional efforts to destigmatize mental disorders, such as ONE OF US [www.en-af-os.dk](http://www.en-af-os.dk), click on the UK flag.

## 5.4 Early detection

### (B) Screening for postpartum depression

The municipality ensures that, during home visits by public health nurses, both parents are screened for risk markers for postpartum depression when the child is 6–8 weeks old. Parents who show signs of being at risk of developing postnatal depression are offered special support, such as group therapy, diagnosis and treatment if necessary.

**Inspiration for action:** Several municipalities in Fyn (including the Municipality of Middelfart) have developed targeted screening tools. The Municipality of Aarhus has implemented a project on screening for and diagnosing postnatal depression.

### (D) Screening of infants

The municipality ensures that public health nurses screen infants at home at the age of 10–12 months for early developmental disorders or health problems. Parents of children who screen positive are offered counselling and guidance.

**Inspiration for action:** Several municipalities in Greater Copenhagen are developing a method to screen for socioemotional development and functioning through joint initiatives between public health nurses, the Psychiatric Centre Glostrup and the National Institute of Public Health. The method is due to be completed in 2015.

### (B) Early initiatives targeting children with social and mental problems

The municipality can benefit from supporting coordinated efforts via early interdisciplinary collaboration between social services, schools, public health nurses and childcare centres to support children and adolescents with early signs of social or mental problems, including problematic behaviour such as sickness absence and substance abuse and adolescents at higher risk of suicide.

**Reading to inspire action:** The National Board of Social Services has published a brochure *Dialog om tidlig indsats* [Dialogue on early initiatives].

(B) Basic level

(D) Developmental level

**(D) Access to social workers in childcare centres and schools**

The municipality provides access to social workers in childcare facilities and schools, which can promote early intervention for children and families who need support.

**Reading to inspire action** (in Danish): The National Board of Social Services has implemented the project Social Workers in Childcare Facilities [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk), click on **Børn og unge**, **Dagtilbud** and then **Project Socialradgivere i Dagtilbud** and interdisciplinary collaboration as part of the Children's Reform on children in foster care [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk), click on **Børn og unge** and then **Barnets reform**.

**(D) Early detection of poor mental health through job centres**

The municipality supports early detection of poor mental health through job centres to refer people to municipal services that promote well-being – and if needed – to their general practitioner to screen for long-term exposure to stress, anxiety and/or depression.

**Reading to inspire action:** The WHO-Five Well-being Index (WHO-5 Index, [www.who-5.org](http://www.who-5.org)) is being tested as a means of detecting ill health and poor quality of life. The WHO-5 Index and instructions will be available in Danish on the website of the Danish Health and Medicines Authority, [www.sst.dk](http://www.sst.dk), during 2013.

**(D) Detecting ill health and poor quality of life among older people**

The municipality ensures that the preventive home visits and initiatives in home care are designed to detect loneliness, depression, a high risk of suicide and dementia so that people in need can be referred to municipal and voluntary services and/or examination and treatment.

**Reading to inspire action:** Several municipalities are working to qualify personnel in mental health in collaboration with the local dementia coordinator. The WHO-Five Well-being Index WHO-5 Index, [www.who-5.org](http://www.who-5.org) is being tested as a means of detecting ill health and poor quality of life. The WHO-5 Index and instructions will be available in Danish on the website of the Danish Health and Medicines Authority, [www.sst.dk](http://www.sst.dk), during 2013. The Region of Southern Denmark [www.demenssyd.dk](http://www.demenssyd.dk) provides information on dementia.

(B) Basic level

(D) Developmental level

## 6 Recommendations – Sexual health

The recommended actions are listed as either basic (B) or developmental (D). The basic level includes basic action based on the current best evidence, whereas the developmental level typically builds on the basic level and often requires a higher level of proactivity and developing new competencies.

To the extent possible, we have placed corresponding basic and developmental actions after each other to make clear which developmental actions build on basic actions.

The recommendations described have been prepared based on statutory activities and evidence-informed effectiveness. Municipalities can base their sexual health plan on activities from the basic level, such as establishing initiatives within plans and policies, providing compulsory sexual education in school and supporting the municipality and the municipal schools in participating actively in national campaign activities.

Many small and medium-sized municipalities might benefit from collaborating on initiatives that address specific target groups such as ethnic minorities and men who have sex with men. Municipalities may also refer to and collaborate with non-governmental organizations active in this field.

### 6.1 Plans and policies

#### **(B) Municipal policy on sexual health**

The municipality integrates sexual health with measurable targets into the municipal health policy.

#### **(D) Integrating the policy on sexual health into other policies**

The municipality integrates sexual health into policies on older people, young people, disadvantaged people, integration policies and policies on people with disabilities.

#### **(D) Policy on sexuality in municipal housing schemes and institutions**

The municipality prepares a policy on sexuality for implementation in housing schemes, institutions, etc. for people with physical or mental impairments. The policies help to establish a framework for discussing sexuality and provide instructions for employees on how to relate to people's sexuality.

**Reading to inspire action** (in Danish): National Board of Social Services ([www.socialstyrelsen.dk](http://www.socialstyrelsen.dk)), *Seksualitet på dagsordenen – en håndbog om professionel støtte til voksne med funktionsnedsættelse* [Sexuality on the agenda – a handbook for professionals on how to support adults with functional impairment]. The website [www.projektseksualpolitik.dk](http://www.projektseksualpolitik.dk) provides help on how to prepare the above-mentioned policies, and the National Board of Social Services [www.forebygovergreb.dk](http://www.forebygovergreb.dk) has inspirational reading.

(B) Basic level

(D) Developmental level

### **(B) Coordinating functions**

The municipality can benefit from coordinating in sexual health to ensure an overview of initiatives, challenges, national campaigns and collaboration with other stakeholders.

### **(B) School curriculum and key people**

The municipality prepares a common school curriculum, and appointing individuals to be responsible for sexual health at each school would be beneficial. For example, relevant teachers could be offered initiatives to develop competence in health and sexual education.

**Reading to inspire action** (in Danish): The Municipality of Holstebro has implemented such a plan, and this is expected to be evaluated in 2013. In addition, the Danish Family Planning Association has assisted in preparing a common curriculum for several municipalities.

### **(B) Information about human papillomavirus**

The municipality ensures that the school nurses inform girls and their parents about the human papillomavirus vaccine when they cover the topic of puberty in primary and lower-secondary school.

**Reading to inspire action** (in Danish): Danish Health and Medicines Authority [www.stophpv.dk](http://www.stophpv.dk).

### **(B) Detecting and managing sexual abuse**

The municipality ensures that schools and childcare institutions have established plans and guidelines on how to detect and manage sexual abuse.

**Reading to inspire action** (in Danish): National Board of Social Services [www.forebygovergreb.dk](http://www.forebygovergreb.dk) and *Den professionelle tvivl – tegn og reaktioner på seksuelle overgreb mod børn og unge* [Professional uncertainty – signs of sexual abuse among children and adolescents and their reactions].

### **(D) Ensuring communication competencies**

The municipality ensures that teachers, school nurses, social educators and other people in contact with young people have the required communication competencies and possess updated knowledge.

**Inspiration for action:** The Danish Family Planning Association, Sex & Health and several other private companies offer relevant courses.

### **(B) Supporting children's natural sexual development**

The municipality ensures that the personnel in childcare institutions actively consider how to best relate to and support children's natural sexual development within the specific age group. For example, the personnel can discuss this topic on an ongoing basis and communicate it to new personnel and to parents, and the topic can be integrated into relevant documents, such as policies on health and well-being.

### **(B) Opportunities for privacy**

The municipality ensures that the municipal nursing and housing schemes for young people, people with disabilities and older people are designed as far as possible to enable privacy.

(B) Basic level

(D) Developmental level

#### **(D) Discussions during preventive visits**

The municipality ensures that, in the preventive home visits paid to people older than 75 years, the health visitor asks about the person's sexual health. It would be beneficial if the health visitors have the capacity to talk with older people about their sexuality.

**Inspiration for action:** The Danish Family Planning Association, Sex & Health and several other nongovernmental organizations offer relevant courses.

## 6.2 Health promotion services

#### **(B) Information and advice given during the school exit health check**

The municipal health services offer students advice and written information about sexual health and contraception when students finish lower-secondary school (at 15 or 16 years old).

**Reading to inspire action** (in Danish): Danish Committee for Health Education, *Din præventionsguide* [Your guide to contraception]; and Danish Family Planning Association, various brochures.

#### **(B) Counselling for families with young children**

The municipality ensures that the public health nurses (health visitors) inform families with young children about new contraception methods and give them the brochure *Når 2 bliver til 3* [From 2 to 3] if they have not already received it from their general practitioner. In addition, the public health nurse can give advice about sexual relations and possible problems that could arise after birth.

**Reading to inspire action:** Danish Family Planning Association, *Når 2 bliver til 3* [From 2 to 3].

#### **(D) Counselling and guidance for disadvantaged adolescents**

The municipality ensures that socially disadvantaged adolescents receive advice and guidance on sexual health in day clubs and residential institutions and in prisons, etc. It is beneficial if social educators working in these places are trained to give advice on sexual health, and collaboration could be formalized between school nurses and day clubs and residential institutions.

**Inspiration for action:** Sex & Health and the Danish Family Planning Association have implemented initiatives targeting disadvantaged children and adolescents and could be helpful in providing inspiration.

#### **(D) Counselling and information for adolescents dropping out of lower-secondary school**

Adolescents who have dropped out of primary and lower-secondary school may benefit from being offered counselling about sexual health and contraception. The municipality can establish such services via public health services, local health centres, etc.

#### **(B) Contraception for disadvantaged people**

The municipality should offer women who use drugs guidance and long-acting reversible contraception. The municipality may make condoms available to this group and other disadvantaged people – including men.

(B) Basic level

(D) Developmental level

**Inspiration for action:** Danish Health and Medicines Authority, *Vejledning om den lægelige behandling af stofmisbrugere i substitutionsbehandling* [Guidance on the medical treatment of drug users in opioid substitution treatment].

**(B) Access to clean syringes and needles**

The municipality should focus on ensuring that people who inject drugs have access to clean syringes and needles to prevent the transmission of infections that are also transmitted sexually.

**(B) Vaccination services**

The municipality can offer men who have sex with men hepatitis B vaccine (Danish Health and Medicines Authority, *Vejledning om forebyggelse mod viral hepatitis* [Guidelines on preventing viral hepatitis]), whereas people who use drugs should be offered vaccination against hepatitis A and B free of charge (*National handlingsplan til forebyggelse af hepatitis C blandt stofmisbrugere* [National action plan on preventing hepatitis C among people who use drugs] and *Bekendtgørelse om gratis hepatitisvaccination til særligt udsatte persongrupper (2006)* [Executive order on hepatitis vaccination free of charge for particularly disadvantaged groups (2006)].

## 6.3 Information and education

**(B) Qualified sexual and health education in primary and lower-secondary school**

**Reading to inspire action** (in Danish): Danish Family Planning Association [www.bedresekualundervisning.dk](http://www.bedresekualundervisning.dk); Ministry for Children and Education [www.uvm.dk](http://www.uvm.dk), *Inspiration til bedre seksualundervisning i folkeskolen* [Inspiration for better sex education in primary and lower-secondary schools].

**(D) Sex education in special needs schools**

The municipality can support the development and qualification of the sex education for children and adolescents in special needs schools.

**Reading to inspire action:** Danish Family Planning Association [www.sexogsamfund.dk](http://www.sexogsamfund.dk)) and [www.projektseksualpolitik.dk](http://www.projektseksualpolitik.dk), focusing on preventing sexual abuse among students in special needs schools.

**(D) Sex education in upper-secondary schools**

The municipality can collaborate with upper-secondary schools with the aim of introducing sex education in all upper-secondary schools. This task can be carried out in collaboration with the municipal public health services.

**Reading to inspire action:** The Municipality of Rødovre has published educational material to be used in upper-secondary schools [www.rk.dk](http://www.rk.dk), search for **sundhedsplejen**). The Danish Family Planning Association's *Uge Sex* campaign [www.ugesex.dk](http://www.ugesex.dk), which runs every year during the sixth week of the year, has also prepared material for use by upper-secondary schools.

**(B) Participating in national initiatives**

The municipality could effectively support local participation in national campaigns and educational initiatives focusing on sexual health, such as the *Uge Sex*

(B) Basic level

(D) Developmental level

campaign, which targets primary and lower-secondary schools and upper-secondary schools, as well as condom campaigns.

**Reading to inspire action:** The Danish Health and Medicines Authority collaborates with the Danish Family Planning Association in preparing inspirational material for municipalities and other stakeholders in connection with condom campaigns. As part of the *Uge Sex* campaign, the Danish Family Planning Association disseminates inspirational material for schools that have signed up for the campaign.

**(B) Services for older people and people with a chronic disease**

The municipality ensures that people with a chronic disease receive information about how the disease might affect sexuality and intimate relationships and how to manage potential problems. Moreover, the municipality should disseminate information to older people about how ageing could affect sexuality and ways to manage these changes.

**(B) Communicating knowledge about counselling services**

The municipality's frontline personnel who are in contact with young people inform them about relevant information and counselling services.

**Reading to inspire action:** Material in Danish can be ordered from the Danish Family Planning Association [www.sexlinien.dk](http://www.sexlinien.dk). LGBT Denmark (Danish National Organisation for Gay Men, Lesbians, Bisexuals and Transgendered Persons) operates a telephone hotline where these groups can ask for advice. AIDS-Fondet [www.aidsfondet.dk](http://www.aidsfondet.dk) provides information about the checkpoints for HIV and syphilis testing and counselling in cities in Denmark.

**(B) Information for people not of Danish ethnic origin**

The municipality supports the access of people not of Danish ethnic origin to information about contraception and sexuality in their native languages.

**Reading to inspire action:** The Danish Health and Medicines Authority has developed publications in multiple languages, and the Danish Committee for Health Education and the Danish Family Planning Association also offer some material.

**(B) Information about sex education for parents who are not ethnic Danes**

The municipality ensures that the parents of children who are not of Danish ethnic origin receive information describing the purpose and content of sex education in school. **Reading to inspire action:** The Danish Family Planning Association and Sex & Health provide information and guidance on these initiatives. In addition, the Municipality of Aarhus [www.aarhus.dk](http://www.aarhus.dk) has experiences from several initiatives launched to involve ethnic minorities.

**(D) Education at language schools for immigrants**

The municipality ensures that students attending language schools for immigrants are offered education in sexuality and contraception.

**Reading to inspire action:** Danish Health and Medicines Authority, *Kvinder og sundhed* [Women and health]; and *The Danish healthcare system*, available in several languages.

(B) Basic level

(D) Developmental level

## 6.4 Early detection

### (D) Detecting chlamydia

The municipality can collaborate with the administrative region to plan special initiatives to detect, test and treat people who have been infected with chlamydia. Experience shows that online chlamydia testing has financial benefits and identifies more infected people. These initiatives could also be written into the health agreements between the municipality and the region.

**Inspiration for action:** The City of Copenhagen tested home online testing in collaboration with the Danish Family Planning Association.

### (D) Detecting HIV infection

Denmark's largest municipalities can launch initiatives to reduce the number of people living with HIV who are undiagnosed. This can be done by making testing available to men who have sex with men and ethnic minorities with a high prevalence of HIV infection.

**Reading to inspire action:** The Municipalities of Copenhagen, Aarhus and Odense are testing checkpoints organized by AIDS-Fondet, where people can be tested anonymously. The method for identifying people living with HIV will be evaluated before 2015.

(B) Basic level

(D) Developmental level



## 7 Recommendations - Hygiene

It is recommended that the municipality introduce hygiene promotion interventions within the following four areas: Plans and policies, emergency response services, general health promotion services, and information and education. This subdivision of the recommendations is different from the subdivision seen in the other health promotion packages.

The recommended interventions are described for a basic level (B) and a developmental level (D). The basic-level interventions are based on current best evidence, while the developmental-level interventions typically build on basic-level interventions and often require a more proactive approach and the development of new knowledge and competencies.

In so far as is possible, the basic-level and developmental-level interventions are described in relevant contexts. The idea is to clarify which developmental-level interventions constitute a further development of the basic-level interventions. Read more about the idea behind the structuring of the recommendations in the publication *Introduktion til Sundhedsstyrelsens forebyggelsepakker* [Introduction to the Danish Health and Medicines Authority's health promotion packages (in Danish)].

Political and managerial support will greatly strengthen the scope for reaping the full benefits of the interventions.

Generally speaking, the best effect will be achieved by introducing the recommended interventions within all four areas. If priorities are necessary, we recommend, based on current knowledge, that you give priority to the plans and policies area, including the general hygiene promotion interventions and the emergency response services. The development of a hygiene organisation can improve the foundation for the municipal hygiene promotion activities. As regards the general health promotion services, the recommendation is to give priority to caring for particularly vulnerable and frail groups of citizens and to ensuring sensible hygiene routines in municipal institutions.

### 7.1 Plans and Policies

#### (B) Hygiene policy

The municipality prepares, adopts and regularly follows up on a hygiene policy as part of the municipal health policy.

**Reading to inspire action:** The Danish Healthcare Quality Programme (DDKM) for hospitals includes a hygiene standard (section 1.5.1.) describing, among other things, elements which may be included in a hygiene policy. See also DDKM for the municipalities' standard (section 2.6.1.) on infection hygiene at [www.ikas.dk](http://www.ikas.dk).

It is recommended that the hygiene policy, as a minimum, describes the following:

- The municipal hygiene organisation and cooperative relations.
- General objectives and division of responsibilities.

(B) Basic level

(D) Developmental level

- Prioritised areas of intervention (target groups and arenas, including particularly vulnerable citizens).
- Reference to general infection hygiene guidelines.
- Prevention and handling of the spread of resistant or particularly serious and infectious microorganisms in collaboration with the regional infection hygiene unit (IHE).
- Competence development.
- Communication of the policy to municipal institutions and workplaces.

#### **(B) Action plans for municipal institutions and workplaces**

Based on the hygiene policy, action plans are prepared for the municipal workplaces and institutions, including schools, for the purpose of ensuring good hygiene standards.

#### **(B) Organisation of infection hygiene**

Large municipalities may have their own infection hygiene organisation, whereas smaller municipalities may choose to establish a joint organisation.

**Reading to inspire action:** Inspiration can be sought from municipalities that have already organised their infection hygiene and at [www.ssi.dk/hygiejne](http://www.ssi.dk/hygiejne) (organisation, primary sector). The annual hygiene week can be used for networking activities, see [www.hygiejneugen.dk](http://www.hygiejneugen.dk).

#### **(B) Regional/municipal partnership agreements**

The region and the municipality enter into partnership agreements on the provision of hygiene consultancy for the municipality.

**Reading to inspire action:** *Regionernes forebyggelsesopgaver – en vejledning til sundhedslovens § 119, stk. 3* [Regional prevention – guidance on S. 119(3) of the Danish Health Act (in Danish)] at [www.sst.dk](http://www.sst.dk), which describes the regions' advisory tasks.

#### **(B) Necessary knowledge about hygiene among staff in municipal institutions**

The staff in municipal institutions, including home care services, nursing homes, childcare centres/schools, residential care centres etc. have the necessary knowledge about hygiene, including knowledge about hand and uniform hygiene and general infection hygiene guidelines with a view to ensuring good hygiene standards in the institutions.

**Reading to inspire action:** The publications *Værd at vide om hygiejne i primærsektoren* [About hygiene in the primary sector]; *Værd at vide om håndhygiejne* [About hand hygiene]; and *Værd at vide om urinvejsinfektioner* [About urinary infections] at [www.ssi.dk/hygiejne](http://www.ssi.dk/hygiejne). *Forebyggelse af infektioner og smittespredning i kommunalt regi* [Preventing infections and the spreading of diseases in municipal institutions] from the Danish Medical Association's Health Committee 2007, see [www.laeger.dk](http://www.laeger.dk); the Danish Health and Medicines Authority's *Vejledning om arbejdsdragt inden for sundheds- og plejesektoren* [Guidelines on workwear within the health and nursing sectors] at [www.sst.dk](http://www.sst.dk).

(B) Basic level

For information on competence development for hygiene nurse and hygiene coordinator, see page 22.

(D) Developmental level

### (B) Good physical framework in municipal institutions

The municipality establishes a physical framework which promotes good hygiene levels, including a sufficient number of good-quality washbasins and toilet facilities, including washbasins with hands-free taps, liquid soap and hand disinfectant dispensers and paper towels. It would be an advantage to include the provision of a good physical framework in the institutions' action plans and expedient for this to be considered in connection with refurbishments and new building projects.

**Reading to inspire action:** *Hygiejne i daginstitutioner – anbefalinger om forebyggelse og sundhedsfremme for børn inden for hygiejne, miljø og sikkerhed* [Hygiene in daycare institutions – Recommendations on prevention and health promotion for children within hygiene, the environment and safety] at [www.sst.dk](http://www.sst.dk); *Nationale Infektionshygiejniske Retningslinjer – Nybygning og Renovering* [National guidelines on infection hygiene – new buildings and refurbishments] at [www.ssi.dk/hygiejne](http://www.ssi.dk/hygiejne); *Smitsomme sygdomme hos børn og unge – Vejledning om forebyggelse i daginstitutioner, skoler m.v.* [Infectious diseases in children and young people – Guidelines on prevention in daycare institutions, schools etc.] at [www.sst.dk](http://www.sst.dk).

#### Example of infection hygiene organisation at the regional and municipal levels

REGION	MUNICIPALITY
Hygiene committee (Strategic level)	Hygiene coordination committee (Strategic level)
Infection hygiene unit(s) (Operational level)	Hygiene organisation (Operational level)

The infection hygiene organisations at the regional and municipal levels differ, but usually comprise two levels: A strategic level and an operational level.

In the regions, the strategic level is often called a hygiene committee, while the operational level is an infection hygiene unit, but names vary.

In the municipalities, the strategic level is called a hygiene coordination committee, while the operational level is a hygiene organisation (in some places a hygiene network).

(B) Basic level

(D) Developmental level

## REGION

The regional hygiene committee works at a strategic level and often for more than one hospital. Experience from the hygiene committees can be put to good use in the strategy work involved in developing and implementing infection hygiene in the municipalities.

Infection hygiene units. One or more infection hygiene units (IHEs) perform the hygiene tasks (operational level).

## MUNICIPALITY

The municipal coordination committee, the strategic level, may consist of a representative from each municipal department, a political representative, a health sector representative with hygiene competences and a representative of the hygiene coordinators.

The purpose of the coordination committee is to support the collaboration between the various municipal departments involved in hygiene-related activities and to maintain contact with the general practitioners. The committee is advised by the regional IHE. The committee is responsible for drawing up the municipal hygiene policy and for planning local interventions.

The municipal hygiene organisation, the operational level, consists of a hygiene nurse and hygiene coordinators from the various municipal departments as well as a physician, for example a municipal physician or a physician from the regional infection hygiene unit (IHE) at the hospital serving the municipality as part of its catchment area. Moreover, the public health medical officer will be involved in special cases, for example in connection with outbreaks of serious infectious diseases.

The purpose of the municipal hygiene organisation is to organise, plan, develop and monitor hygiene in the municipality. The hygiene organisation is responsible for communicating the municipal hygiene policy, for the collaboration with local institutions and for following up on local interventions and monitoring.

Hygiene nurses. As part of inter-sector collaboration, the region may be responsible for employing hygiene nurses and possibly a specialist hygiene physician. Hygiene nurses may play an advisory role in relation to the municipal coordination committee.

The hygiene coordinators are employees in municipal institutions and workplaces. The hygiene coordinator possesses skills specific to handling hygiene interventions and working systematically with hygiene within his or her own framework, but is not necessarily a trained healthcare worker. The hygiene coordinators report to the hygiene nurse/the local contact and can seek advice from them.

(B) Basic level

(D) Developmental level

## 7.2 Emergency response

### (B) Access to advice in connection with disease outbreaks

Institutions, including residential institutions, nursing homes and other residential care centres, have access to municipal advisory services on hygiene in connection with outbreaks of infections and infections involving resistant or particularly infectious micro-organisms. The public health medical officers introduce special precautions against particularly serious infectious diseases and are contacted in connection with outbreaks through healthcare professionals, for example by the municipal health services. General practitioners inform patients about precautions to prevent the spreading of disease.

**Reading to inspire action:** *Smitsomme sygdomme hos børn og unge – Vejledning om forebyggelse i daginstitutioner, skoler m.v.* [Infectious diseases in children and young people – Guidelines on prevention in childcare institutions, schools etc.] and *Forebyggelse af spredning af MRSA. Vejledning* [Preventing the spread of MRSA. Guidelines] at [www.sst.dk](http://www.sst.dk).

### (B) Local monitoring of outbreaks

Outbreaks of serious infectious diseases or particularly infectious diseases such as Noro virus in municipal institutions are monitored in collaboration with the public health medical officers, the regional veterinary and food administration centres, the regional IHE and, possibly, Statens Serum Institut (SSI).

## 7.3 General health promotion services

### (B) Cleaning and hand hygiene

The municipality guarantees good cleaning and hand hygiene standards in the municipal workplaces and institutions, including residential care centres.

Reading to inspire action: *Hygiejne i daginstitutioner – Anbefalinger om forebyggelse og sundhedsfremme for børn inden for hygiejne, miljø og sikkerhed* [Hygiene in daycare institutions – Recommendations on prevention and health promotion for children within hygiene, the environment and safety] at [www.sst.dk](http://www.sst.dk); advice at [www.bedrehygiejne.dk](http://www.bedrehygiejne.dk); information on correct hand hygiene at [www.ssi.dk](http://www.ssi.dk); *Smitterisiko ved rengøring (BAR-service materiale 2011)* [Risk of infection when cleaning (BAR service material 2011)] at [www.bar-service.dk](http://www.bar-service.dk).

### Home care, nursing homes, housing for the elderly, residential care centres etc.:

#### (B) Caring for particularly vulnerable and frail citizens

In caring for frail citizens, the staff works according to Statens Serum Institut's general guidelines on infection hygiene in relation to frail citizens. This applies both in the citizens' own homes and in institutions. The group includes, for example, the elderly, children with chronic diseases, premature babies, addicts, the homeless and the developmentally impaired, citizens with multiple functional impairments and the mentally ill.

Reading to inspire action: Statens Serum Institut's general guidelines on infection hygiene, [www.ssi.dk](http://www.ssi.dk) (surveillance and control of infectious diseases, infection

(B) Basic level

(D) Developmental level

hygiene (in Danish)). The Danish Health and Medicines Authority's *Vejledning om arbejdsdragt inden for sundheds- og plejesektoren* [Guidelines on workwear within the healthcare sector] at [www.sst.dk](http://www.sst.dk).

#### **(B) Aids, equipment and appliances**

In connection with the reuse of aids and equipment, for example hospital beds, pressure-relieving mattresses and wheelchairs, the municipalities work according to the general guidelines on infection hygiene in connection with the transport and reprocessing of reusable equipment. Municipal equipment and appliances such as washing machines and dishwashers are considered hygienically safe, and relevant staff are able to clean and disinfect such appliances.

**Reading to inspire action:** *Forebyggelse af spredning af MRSA. Vejledning* [Preventing the spread of MRSA] at [www.sst.dk](http://www.sst.dk) and *Desinfektion i sundhedssektoren* [Disinfection in the healthcare sector] at [www.ssi.dk/hygiejne](http://www.ssi.dk/hygiejne).

#### **Childcare centres, schools etc.**

##### **(B) Hygiene inspections in childcare centres and schools**

The municipal health services offer advice on hygiene and conduct hygiene inspections of the municipal institutions for children and young people, including childcare centres and schools.

**Reading to inspire action:** *Hygiejne i daginstitutioner – Anbefalinger om forebyggelse og sundhedsfremme for børn inden for hygiejne, miljø og sikkerhed* [Hygiene in childcare institutions – Recommendations on prevention and health promotion for children within hygiene, the environment and safety] at [www.sst.dk](http://www.sst.dk); *Vejledning om forebyggende sundhedsydelser til børn og unge* [Guidelines on preventive health services for children and young people]; and *Forebyggelsespakke om indeklimate i skoler* [Prevention package on indoor climate in schools] at [www.sst.dk](http://www.sst.dk).

##### **(B) Hygiene routines in childcare centres and schools**

All childcare centres and schools have hygiene routines based on the municipal hygiene policy with a view to reducing the level of ill health.

**Reading to inspire action:** *Hygiejne i daginstitutioner – Anbefalinger om forebyggelse og sundhedsfremme for børn inden for hygiejne, miljø og sikkerhed* [Hygiene in childcare institutions – Recommendations on prevention and health promotion for children within hygiene, the environment and safety] at [www.sst.dk](http://www.sst.dk).

##### **(B) Advice on the physical framework in childcare centres and schools**

The municipal health services (municipal physician and health visitor) advise, often in collaboration with the technical department, on the importance of good physical frameworks, including indoor climate, cleaning and ventilation in schools and childcare centres. In connection with new building and refurbishment projects, the technical department provides advice, often in collaboration with the municipal health services (health visitor and the municipal physician).

**Reading to inspire action:** *Forebyggelsespakke om indeklimate i skoler* [Prevention package on indoor climate in schools] at [www.sst.dk](http://www.sst.dk); *Nationale Infektionshygiejniske Retningslinjer – Nybygning og Renovering* [National guidelines on infection hygiene – new buildings and refurbishments], Health promotion packages in Denmark – introduction and recommendations

(B) Basic level

(D) Developmental level

[www.ssi.dk/hygiejne](http://www.ssi.dk/hygiejne); *Smittsomme sygdomme hos børn og unge – Vejledning om forebyggelse i daginstitutioner, skoler m.v.* [Infectious diseases in children and young people – Guidelines on prevention in daycare institutions, schools etc.] at [www.sst.dk](http://www.sst.dk); the Danish Working Environment Authority's rules on new buildings and refurbishments, see [www.at.dk](http://www.at.dk).

#### **(B) Involving parents and staff in childcare centres and schools**

Childcare centres and schools involve parents and staff in ensuring good hand hygiene routines for children and young people, for example by discussing the issue at staff, board and parents' meetings. Hygiene and absence due to illness can be a regular item on the agenda, and theme week(s) on the topic may be organised. Reading to inspire action: e-Bug is a European-wide teaching resource on micro-organisms and hygiene for junior and senior schoolchildren, see [www.e-bug.eu/dk](http://www.e-bug.eu/dk).

#### **Workplaces**

##### **(B) Advice on good hygiene**

The municipality assists its own enterprises and institutions, including residential care centres, with information and advice on the implementation of good hygiene, including correct hand hygiene and unfitness for work and fitness to return to work in accordance with the guidelines which have been drawn up.

Reading to inspire action: Good advice at [www.bedrehygiejne.dk](http://www.bedrehygiejne.dk).

##### **(D) Flexible workplaces**

It is an advantage for the municipality to have a workplace policy which allows parents to look after sick children with infections at home, for example by offering flexible workplaces and working hours, working-from-home arrangements etc.

##### **(D) Guidelines on hygiene in private enterprises**

The municipality can offer advice and guidance on hygiene to private enterprises. The municipality can organise campaigns for private enterprises which focus on a special issue across the whole of the municipality.

Reading to inspire action: [www.hygiejneugen.dk](http://www.hygiejneugen.dk)

#### **Youth education**

##### **(D) Advice for youth education institutions**

The municipality can offer advice and guidance to youth education institutions on how to prepare a hygiene policy and a policy on unfitness for work and fitness to return to work in accordance with the health policy. Moreover, advice can be offered on how to reduce the risk of infection by encouraging correct and consistent hand hygiene and hygienic coughing.

**Reading to inspire action:** [www.sst.dk](http://www.sst.dk); for inspiring teaching resources, see [www.ssi.dk/hygiejne](http://www.ssi.dk/hygiejne) and [www.e-bug.eu](http://www.e-bug.eu); good advice at [www.bedrehygiejne.dk](http://www.bedrehygiejne.dk).

#### **Letting/borrowing of municipal premises**

##### **(B) Preventing infection**

All citizens who rent or borrow municipal premises are encouraged to prevent infection by ensuring correct and consistent hand hygiene and hygienic coughing.

(B) Basic level

(D) Developmental level

Reading to inspire action: [www.sst.dk](http://www.sst.dk); surveillance and control of infectious diseases, infection hygiene and education, [www.ssi.dk](http://www.ssi.dk); good advice at [www.bedrehygiejne.dk](http://www.bedrehygiejne.dk)

## 7.4 Information and education

### **(B) Information for citizens about hand hygiene, fitness to return to work etc.**

Citizens are informed about the importance of hand hygiene to prevent the spread of infection and about when to report unfit for work and fit to return to work in connection with infectious diseases via local activities aimed at raising awareness, for example by supporting national initiatives such as the nationwide hygiene week (week 38). It can be an advantage to involve general practitioners in preventing the spread of infection among patients.

**Reading to inspire action:** [www.sst.dk](http://www.sst.dk) and [www.ssi.dk](http://www.ssi.dk); advice on hygiene in the office, in public buildings and areas, on hygiene and unfitness for work etc., see [www.bedrehygiejne.dk](http://www.bedrehygiejne.dk).

### **(B) Educating children and young people**

Children attending childcare centres and schools are taught about correct hand hygiene and how to prevent infections. It is a good idea to introduce an annual self-evaluation to follow up on the efforts.

#### **Reading to inspire action:**

- Ideas for working with hand hygiene in childminding; search for hygiene at [www.sst.dk](http://www.sst.dk).
- e-Bug is a European-wide teaching resource on micro-organisms, hygiene and antibiotics for junior and senior schoolchildren, [www.e-bug.eu/dk](http://www.e-bug.eu/dk).
- *Hvad er der på dine fingre?* [What's on your hands?] A DVD on hand hygiene for teaching purposes; search for hygiene at [www.sst.dk](http://www.sst.dk).
- *Miljø og sundhed for børn og unge. Inspirationskatalog til kommunerne 2007* [Environmental and health issues for children and young people. A catalogue of inspiration for the municipalities] from the Danish Health and Medicines Authority, see [www.sst.dk](http://www.sst.dk).
- *Faghæfte 21. Fælles mål. Sundheds- og seksualundervisning og familiekundskab* [Subject booklet 21. Common objectives – Health and sex education and family studies] at [www.uvm.dk](http://www.uvm.dk).

### **(B) New families and senior citizens are informed about good hygiene by health visitors and in connection with preventive home visits.**

**Reading to inspire action:** The publication *Sunde Børn. Til forældre med børn i alderen 0-3 år* [Healthy children. For parents of children aged 0-3 years], see [www.sst.dk](http://www.sst.dk).

(B) Basic level

(D) Developmental level



## 8 Recommendations - Indoor climate in schools

It is recommended that the municipality introduce interventions to improve the indoor climate within the following three areas: Plans and policies, information and education, and early detection.

The recommended interventions are described for a basic level (B) and a developmental level (D). The basic-level interventions are based on current best evidence, while the developmental-level interventions typically build on basic-level interventions and often require a more proactive approach and the development of new knowledge and competencies.

In so far as is possible, the basic-level and developmental-level interventions are described in relevant contexts. The idea is to clarify which developmental-level interventions constitute a further development of the basic-level interventions. Read more about the idea behind the structuring of the recommendations in the publication *Introduktion til Sundhedsstyrelsens forebyggelsepakker* [Introduction to the Danish Health and Medicines Authority's health promotion packages (in Danish)].

Managerial support will strengthen the scope for reaping the full benefits of the interventions.

The greatest effect is achieved by implementing several of the recommendations. If priorities are necessary, it is recommended that the municipality establishes which of the municipal schools or parts of the schools have the greatest problems with air quality in classrooms, and then start there. Moreover, priority can be given to schools which are due for renovation as this is an obvious opportunity to also improve the air quality in the classrooms.

### 8.1 Plans and Policies

#### (B) Educational environment assessments

Statutory educational environment assessments must be carried out at least every three years to map the quality of the indoor climate in schools, and follow-up must be performed. Workplace assessments and reports on the indoor climate from the in-school health services can underpin the efforts.

**Reading to inspire action:** See the box below for information on practical ways of maintaining a good indoor climate. Danish Centre of Educational Environment (DCUM) advises on educational environment issues. See questionnaire, guidelines etc. at [www.dcum.dk](http://www.dcum.dk) or visit the Danish Technological Institute's website [www.teknologisk.dk](http://www.teknologisk.dk) for a preliminary indoor climate assessment form.

#### (B) Compliance with building regulations

Building regulations governing the indoor climate are complied with in classrooms where teaching takes place.

(B) Basic level

(D) Developmental level

#### (D) Roll-out and strengthening of indoor climate interventions

The municipalities work to ensure a higher indoor climate quality than what is stipulated by the building regulations, for example through the use of building materials and furniture with the lowest possible emissions of pollutants to the indoor climate. Moreover, indoor climate surveys can be done of rooms other than classrooms, and outdoor areas may be made more appealing to motivate pupils to go outside during breaks. These efforts may be rolled out systematically in schools and educational institutions in the municipality.

**Reading to inspire action:** See the five classes in the Danish Standard voluntary classification. The health promotion package on physical activity at [www.sst.dk](http://www.sst.dk) provides inspiration on improving outdoor areas.

#### (B) Municipal policy

Focus on the indoor climate is incorporated into the municipality's health policy and school policy.

It is a good idea for the policy to include targets for and a description of:

- Standard and quality of indoor climate in municipal schools with special focus on classrooms.
- Conduct of and follow-up on educational environment assessments.
- Ensuring good daily routines in schools, specifying the responsibilities of teachers and pupils.
- Clear division of responsibilities between school stakeholders, including the handling of urgent indoor climate problems.
- Communication, follow-up and regular review of the policy.
- Special precautions for persons with special needs, for example asthma and allergy sufferers.

**Reading to inspire action:** See the box on page 18 for information on practical ways of maintaining a good indoor climate. Read more at [www.indeklimaportalen.dk](http://www.indeklimaportalen.dk) and the Danish Centre of Educational Environment's website [www.dcum.dk](http://www.dcum.dk). Here you will find a 'classroom calculator' which can be used to calculate whether the room is suitable for the number of pupils in it. Reference is also made to [www.godtskolebyggeri.dk](http://www.godtskolebyggeri.dk), where headmasters, teachers and pupils can find help and inspiration on how to create a good working and educational environment in connection with the refurbishment or building of schools. [www.astma-allergiiskolen.dk](http://www.astma-allergiiskolen.dk) gives examples of school policies incorporating asthma/allergy issues.

#### (B) Action plans at municipal schools

Action plans are prepared by the municipal schools to implement the municipal indoor climate policy.

**Reading to inspire action:** Read more at [www.dcum.dk](http://www.dcum.dk) and in the guidelines *Energieffektive skoler. Ventilation, lys og akustik* [Energy-efficient schools. Ventilation, lighting and acoustics] from the Danish Building Research Institute, SBI-212. Further inspiration can be found in the Danish Working Environment Authority's *Vejledning om de hyppigste årsager til indeklimagener samt mulige løsninger*

(B) Basic level

(D) Developmental level

[Guidance on the more frequent causes of indoor climate problems and possible solutions] and the Danish Association of School Leaders and the Danish Union of Public Employees' (FOA) *Bedre fysisk undervisningsmiljø – en vejledning* [Better physical educational environment – a guide].

#### **(B) Compliance with simple daily routines**

Good indoor climate routines are introduced and maintained at the municipal schools.

**Reading to inspire action:** See the box 'Examples of simple daily routines to create a good indoor climate' on page 18.

#### **(B) Advice and coordination**

The schools are offered advice on creating a good indoor climate. Some degree of coordination, for example via the local education authority, may be useful. Coordination can create an overview of the organisation, competences, challenges and interventions involved. The gathering of information, experience from the municipal schools and communication of good examples can form part of this work, while the municipalities may also benefit from exchanging knowledge and experience.

#### **(B) Indoor climate surveys in schools**

The municipal health services offer advice on the indoor climate and carry out systematic reviews together with relevant parties, for example the technical department. This will ensure that the highest priority can be given to schools with the poorest indoor climate.

**Reading to inspire action:** *Vejledning om forebyggende sundhedsydelse til børn og unge* [Guidelines on preventive health services for children and young people] and *Bekendtgørelse om forebyggende sundhedsydelse for børn og unge* [Ministerial order on preventive health services for children and young people].

## 8.2 Information and education

#### **(B) Teaching pupils**

The importance of a good indoor climate is part of the health education provided by the schools.

**Reading to inspire action:** *Faghæfte 21. Fælles Mål – Sundheds- og seksualundervisning og familiekundskab* [Subject booklet 21. Common objectives – Health and sex education and family studies] can be found at [www.uvm.dk](http://www.uvm.dk) and *Ren dag – god dag* [Clean day – good day] at [www.personaleweb.dk](http://www.personaleweb.dk).

#### **(B) User involvement**

Pupils, teachers, the school board and other users with close ties to the school are informed about the importance of a good indoor climate. Information is also provided about the school's action plan in this area and on how the various stakeholders can contribute to improving the indoor climate. The school informs parents about indoor climate initiatives, for example on the school website, at parents' meetings and via the pupils' council.

**Reading to inspire action:** *Ren dag – god dag* [Clean day – good day] at [www.personaleweb.dk](http://www.personaleweb.dk).

(B) Basic level

(D) Developmental level

## 8.3 Early Detection

### **(B) Handling new indoor climate problems**

The individual schools have guidelines on the handling of indoor climate problems and suspected problems (in their action plans). It is also ensured that all daily users of the schools know how to pass on any observations needed for the urgent and systematic investigation of the indoor climate.

**Reading to inspire action:** Equipment is available for measuring CO<sub>2</sub> in the classroom.

### **(B) Particular attention by the in-school health and dental services**

The in-school health and dental services pay particular attention to possible indoor climate symptoms and inform the headmaster of any suspicions. The in-school health services (municipal physician and health visitor) – often in collaboration with the technical department – are involved as required. In the case of suspicions of serious indoor climate problems, or of the presence of toxic or injurious substances or related symptoms, medical expertise must always be sought.

### **(D) Encouraging early detection**

Teachers and health professionals are provided with knowledge which can contribute to the early detection of indoor climate problems in municipal schools.

### **(B) Collaboration with general practitioners on indoor climate symptoms**

In the collaboration with general practitioners, for example practice consultants, focus is on the early detection of symptoms of a poor indoor climate. There is a mutual exchange of information about specific indoor climate problems at schools and about observations of symptoms in several persons from the same school which may be indicative of a poor indoor climate.

## 8.4 Examples of simple daily routines to create a good indoor climate

A system of good daily routines to create a good indoor climate is established:

- Pupils leave the classroom during breaks to go outside for some fresh air.
- Classrooms without mechanical ventilation are aired at least after every (45-minute) lesson.
- Outdoor garments are hung outside the classroom.
- Windows are fitted with sun screens.
- If possible, food is not eaten in the classroom where the teaching takes place, but for example outside, using the existing facilities.
- Rubbish bins are emptied when necessary.
- The pupils use fibre cloths for cleaning. Fibre cloths retain more dust than sweeping with a broom.

(B) Basic level

(D) Developmental level

## 8.5 Examples of ways of maintaining good indoor climate in school

### Ventilation

Ventilation needs are determined based on people density in the individual classrooms.

The airing of rooms by opening windows is often not sufficient, and mechanical ventilation generally guarantees lower CO<sub>2</sub> levels than letting fresh air in through the windows. Filtering of the continuous air exchange is a minimum recommendation. In some cases, controlled natural ventilation may be a solution. According to the building regulations, the openings for natural ventilation should be positioned so as to ensure that the incoming air is as free from pollutants as possible. Also, traffic noise should be avoided, if possible. Air draughts must be avoided, if possible. It is an advantage if there are windows which users can open themselves.

### Ventilation systems

Any existing mechanical ventilation systems are checked regularly to establish whether they are working properly, and they are adjusted to meet current needs. They are cleaned and adjusted, and filters are replaced regularly and as and when required.

### Dampness and mould

Any signs of dampness and mould in buildings or parts of buildings are investigated. Also, inspections are made of buildings with a high risk of dampness and mould. In the case of confirmed suspicions of dampness and mould, specific investigations are made, possibly with professional assistance. The municipal health services, i.e. the municipal physician (and the health visitor), often in collaboration with the technical department, are called in to provide a combined health-professional and technical assessment. Reference is made to the Ministry of Housing, Urban and Rural Affairs' publication: *Vejledning om kommunernes mulighed for at gribe ind overfor fugt og skimmelsvamp i boliger og opholdsrum* [Guidance on possible municipal interventions to prevent dampness and mould in housing and accommodation] and the Danish Health and Medicines Authority's publication *Personers ophold i bygninger med fugt og skimmelsvamp – anbefalinger for sundhedsfaglig rådgivning* [Recommendations and healthcare counseling for people staying in buildings affected by dampness and mould].

### Thermal conditions

The temperature is adjusted according to requirements. Special attention is paid to systems set to automatically increase or lower the temperature. Some systems work with such delay that it significantly affects comfort levels during school hours. Radiator valves are checked regularly, and the thermostat is checked to ensure that it registers the room temperature optimally.

### Noise and sound

According to the building regulations, the right materials must be used for partitioning and insulation. Noise in classrooms is reduced by means of simple, practical steps, for example chair leg pads, and through the conscious layout of rooms and choice of furniture to avoid sound reflection etc. Moreover, noise is reduced by involving pupils and through the choice of teaching methods.

(B) Basic level

(D) Developmental level

### Lighting

Lighting conditions are inspected with a view to ensuring a good balance between artificial lighting and daylight: A suitable type of artificial lighting is chosen, and the possibility of sun screening and a suitable furniture arrangement is ensured to allow the use of interactive boards and other electronic equipment.

### Cleaning

Rooms are inspected with a view to ensuring easy and efficient cleaning. The cleaning requirements are determined based on room types and the level of activity in the classrooms. Cleaning routines are reviewed regularly and updated as required. The accumulation of dust on shelves, lamps etc. is limited, possibly by having closed cupboards. Outdoor garments are kept outside the classroom. Curtains and blinds are cleaned regularly. Instead of brooms which tend to spread the dust, fibre cloths are used for cleaning. Also, a system of rules for emptying wastepaper baskets and rubbish bins in the class is established.

Carpets which are difficult to clean efficiently are removed. Emissions from, for example, printers and copiers are removed by extractors.

Fragrance-free cleaning agents are used which impact the indoor climate as little as possible. Also, cleaning agents must not damage the flooring.

(B) Basic level

(D) Developmental level

## 9 Recommendations – Food and meals

It is recommended that the municipality introduce interventions to promote healthy food and meals within the following three areas: Plans and policies, health promotion services and early detection, and information and education.

The recommended interventions are described for a basic level (B) and a developmental level (D). The basic-level interventions are based on current best evidence, while the developmental-level interventions typically build on basic-level interventions and often require a more proactive approach and the development of new knowledge and competencies.

In so far as is possible, the basic-level and developmental-level interventions are described in relevant contexts. The idea is to clarify which developmental-level interventions constitute a further development of the basic-level interventions. Read more about the idea behind the structuring of the recommendations in the publication *Introduktion til Sundhedsstyrelsens forebyggelsespakker* [Introduction to the Danish Health and Medicines Authority's health promotion packages (in Danish)].

Political and managerial support will strengthen the scope for reaping the full benefits of the interventions.

### 9.1 Plans and policies

#### **(B) Focus on food and meals in the municipality's health policy**

The municipality prepares, adopts and regularly follows up on a food and meals policy as part of its municipal health policy.

It is recommended that a food and meals policy describes, among other things:

- General objectives, collaboration and division of responsibilities.
- Prioritised areas of intervention (target groups and arenas, including citizens with special needs).
- Access for citizens to choose healthy food and healthy eating environments.
- Implementation of a food and meals policy in municipal institutions and workplaces.
- Objectives for the nutritional composition of food provided by the municipal food services.
- Citizen involvement in local food and meals initiatives.
- Access to information and knowledge about healthy food and healthy meals for citizens.

#### **(B) Action plan for food and meals in daycare institutions, childminding services and after-school clubs (SFO)/clubs**

Based on the municipal food and meals policy, local action plans are prepared, for example with the following focus areas:

- Healthy breakfasts, lunches and snacks, based on the recommendations of the Danish Veterinary and Food Administration.

(B) Basic level

(D) Developmental level

- Involving children and parents in creating a good eating environment and in specific activities such as cooking and communal eating.
- Promoting children's knowledge of and enthusiasm for cooking, tasting and eating healthy meals.
- Involving parents/parents' boards in the institution's food and meals policy.
- Access to fresh chilled drinking water all day.

**Reading to inspire action:** *Det fælles frokostmåltid – anbefalinger og inspiration til sund mad til børn i daginstitutioner* [Eating lunch together – recommendations and inspiration for healthy eating in daycare institutions]; *Mad i dagplejen* [Food at the childminder]; *Glad mad i børnehaver* [Happy eating in kindergartens]; *Mad, måltider og bevægelse* [Food, meals and physical activity]; *Mad og måltider i klubber – hvorfor og hvordan?* [Food and meals in clubs – why and how?]; and the health-professional teaching resource *BørneBoxen* [The children's box] at [www.altomkost.dk](http://www.altomkost.dk); *Mad til spædbørn & småbørn* [Food for babies and toddlers]. *Fra skemad til familiemad* [From spoon feeding to family meals] at [www.sst.dk](http://www.sst.dk). The Danish Veterinary and Food Administration's mobile unit *Alt om kost* [All about food] offers free advice for municipal departments.

#### **(B) Action plan for food and meals in schools**

Based on the municipal food and meals policy, local action plans are prepared, for example within the following focus areas:

- Healthy food services, healthy lunch packs, snacks and drinks, based on the Danish Veterinary and Food Administration's recommendations.
- Access to chilled water, and restricted access to soft drinks and other sugary drinks.
- Promoting the pupils' knowledge of and enthusiasm for cooking, tasting and eating healthy meals.
- Involving pupils in developing the school's food and meal habits and eating environment.
- Involving parents' boards in implementing the food and meals policy.

**Reading to inspire action:** *Sund skolemad – med smag, smil og samvær* [Healthy school meals – eating tasty meals together]; *Sund skolemad – sunde skolemåltider – et ledelsesansvar* [Healthy eating at school – healthy school meals – a management responsibility]; *Er du for sød?* [Are you too sweet?] at [www.altomkost.dk](http://www.altomkost.dk) *Faghæfte 21. Fælles Mål. Sundheds- og seksualundervisning og familiekundskab* [Subject booklet 21. Common objectives. Health and sex education and family studies] and *Faghæfte 11. Fælles mål. Hjemkundskab* [Subject booklet 11. Common objectives. Domestic science] at [www.uvm.dk](http://www.uvm.dk); [www.madklassen.dk](http://www.madklassen.dk). The Danish Veterinary and Food Administration's mobile unit *Alt om kost* [All about food] offers free advice for municipal departments.

#### **(D) Establishing and qualifying school meal schemes**

Municipalities and schools are free to introduce voluntary school meal schemes. In such cases, it is important that:

- Meals are healthy and comply with official nutritional recommendations.
- Responsibility for the school meals scheme is with the school to give parents, pupils, teachers and the management a sense of ownership and to make sure that they use the scheme.

(B) Basic level

(D) Developmental level



- The school meals scheme takes account of cultural and social differences in the pupils' eating habits.
- The school meals scheme is included in teaching practices and the teaching of healthy living at the schools so that learning about healthy eating habits and food education activities are linked to a healthy school meals scheme.
- Under the common Nordic labelling scheme for healthier food products, the school meal scheme may be granted 'keyhole' status by complying with specific criteria as regards the content of, for example, fat, salt, sugar, fruit and vegetables in the food served (see box about the 'keyhole' label on page 12).

**Reading to inspire action:** *Sund skolemad – med smag, smil og samvær* [Healthy school meals – eating tasty meals together]; and

*Sund skolemad – Sunde skolemåltider – et ledelsesansvar* [Healthy eating at school – healthy school meals – a management responsibility] at [www.altomkost.dk](http://www.altomkost.dk). The Danish Veterinary and Food Administration's mobile unit *Alt om kost* [All about food] offers free advice for municipal departments. [www.noeglehulletpaaspisesteder.dk](http://www.noeglehulletpaaspisesteder.dk)

#### (D) Establishing school fruit and vegetable schemes

Schools and municipalities can set up school fruit and vegetable schemes, they can apply for EU subsidies for this purpose, and it is crucial that pupils and parents' boards are actively involved in planning and manning such schemes.

**Reading to inspire action:** [www.skolefrugt.dk](http://www.skolefrugt.dk).

#### (D) Advice on food and meals policies at youth education institutions

It is a good idea for the municipality to provide advice to youth education institutions on developing food and meals policies, for example on healthy canteen breakfasts for all students, eating a healthy lunch together, actively involving students and the possibility of being granted 'keyhole' status.

**Reading to inspire action:** *Sund livsstil på ungdomsuddannelserne i Norden – fokus på sund mad og bevægelse* [Healthy living in youth education in the Nordic countries – focus on healthy food and physical activity] at [www.altomkost.dk](http://www.altomkost.dk); [www.noeglehulletpaaspisesteder.dk](http://www.noeglehulletpaaspisesteder.dk). *Sunde Erhvervsskoler* [Healthy vocational colleges] at [www.sst.dk](http://www.sst.dk).

#### (B) Action plan for food and meals in municipal canteens

Based on the municipal food and meals policy, local action plans are prepared, for example within the following focus areas:

- Availability of healthy food in the canteen to make the healthy choice the easy choice.
- Access to chilled water.
- Designing canteens which encourage eating in a friendly and calm environment, promoting social interaction.
- Possibly a fruit scheme.

**Reading to inspire action:** *Sund mad på arbejdet – fra målsætning til handling – og et ledelsesansvar* [Healthy food at work – turning vision into action – a management responsibility] and *Firmafrugt – et sundt personalegode* [Workplace fruit – a healthy fringe benefit] at [www.altomkost.dk](http://www.altomkost.dk).

(B) Basic level

(D) Developmental level

[www.noeglehulletpaaspisesteder.dk](http://www.noeglehulletpaaspisesteder.dk).

**(D) Action plan for food and meals in municipal buildings, including sports centres**

Based on the municipal food and meals policy, local action plans are prepared, for example within the following focus areas:

- Collaboration with lessees and canteen managers on tendering canteen operations with a view to making the healthy choice the easy choice for users.
- Collaboration with sports associations and other users on the drawing-up of leases with a view to promoting the serving of healthy food in municipal canteens.
- Lessees can be offered courses and guidance on healthy foods and on how to offer healthier foods/drinks in their cafés without losing sales.
- Certification under the ‘keyhole’ label may be considered.

**Reading to inspire action:** *Mad i idrætshaller* [Food at sports halls] at [www.altomkost.dk](http://www.altomkost.dk); DGI Nordsjælland: *Sundere mad i idrætslivet – SMIL* [Healthier foods at leisure centres] at [www.dgi.dk](http://www.dgi.dk); [www.noeglehulletpaaspisesteder.dk](http://www.noeglehulletpaaspisesteder.dk).

**(B) Action plan for food and meals in municipal institutions, residential care centres and day centres for citizens with special needs**

Based on the municipal food and meals policy, local action plans are prepared, for example with the following focus areas:

- Healthy breakfasts, lunches, snacks and evening meals based on the nutritional recommendations.
- Involving users of residential care and day centres in creating a good eating environment and in cooking and eating together.
- Involving relatives in implementing the food and meals policy.
- Access to chilled water.
- Teaching users about healthy living, food and meals to build knowledge and confidence and encourage them to taste and enjoy meals.
- Possibility of a fruit scheme.

**Reading to inspire action:** *Socialt udsatte borgeres sundhed – barrierer, motivation og muligheder* [Healthy living for socially vulnerable citizens – barriers, motivation and possibilities] at [www.altomkost.dk](http://www.altomkost.dk); tools developed as part of the project *God mad – godt liv* [Good food – good life], see [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk).

**(B) Action plan for food and meals in connection with food services for elderly citizens, including meals on wheels**

Based on the municipal food and meals policy, local action plans are prepared, for example with the following focus areas:

- Clarifying the individual citizen’s nutritional requirements and tailoring the nutritional content of the food to match these. Suitable framework for delivering and serving meals.
- Involving the citizens to the widest possible extent in preparing nutritionally healthy food and in creating the best possible eating environment and eating experience.

**Reading to inspire action:** Tools developed as part of the project *God mad – godt liv* [Good food – good life], see [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk).

## 9.2 Health promotion services and early detection

### (B) Advice for new families

Healthcare professionals provide advice in accordance with the Danish Health and Medicines Authority's guidance on breastfeeding and food for babies and toddlers.

**Reading to inspire action:** *Amning – en håndbog for sundhedspersonale* [Breast-feeding – a manual for healthcare professionals]; *Anbefalinger for spædbarnets ernæring* [Nutritional recommendations for babies]; *Mad til spædbørn og småbørn* [Food for babies and toddlers], see [www.sst.dk](http://www.sst.dk).

### (B) Talks with schoolchildren on healthy living

The municipal health service staff discuss the child's/young person's eating habits in connection with physical examinations upon starting and finishing school and at other regular examinations during their time at school. If necessary, referral is made to additional examinations and possibly treatment in the municipal or healthcare system.

**Reading to inspire action:** *Vejledning om forebyggende sundhedsydelse for børn og unge* [Guidance on preventive health services for children and young people] and *Skolesundhedsarbejde* [Healthcare services at school] can be found at [www.sst.dk](http://www.sst.dk). In 2013, the Danish Health and Medicines Authority will be publishing a health promotion package on overweight.

### (B) Preventive home visits for elderly citizens (aged 75+)

In connection with preventive home visits, it is a good idea to focus on healthy food and good eating habits. Attention is given to the elderly person's eating and drinking habits and nutritional condition, and guidance is offered to the person and possibly relatives on healthy food and the importance of the eating environment. If necessary, referral is made to relevant municipal services, for example the municipal food service, the advisory services available from the health centre and general practitioners.

**Reading to inspire action:** *God mad – godt liv* [Good food – good life], *Når du skal tage på* [When you have to gain weight], see [www.socialstyrelsen.dk](http://www.socialstyrelsen.dk); *Råd om mad og motion – Når du bliver ældre* [Advice on food and fitness – when you grow old], see [www.altomkost.dk](http://www.altomkost.dk).

## 9.3 Information and Education

### (B) Education on food and meals in schools

Health education is provided on lifestyle, healthy food, taste, food education, meals, physical activity and socialising. The pupils' knowledge and confidence are developed, both through domestic science and through various other subjects, including science and technology, biology, mathematics, Danish, physical education and other health education activities at school. Moreover, the pupils can be in-

volved in decision-making processes aimed at developing the school's food and meal habits.

**Reading to inspire action:** *Faghæfte 11. Fælles mål. Hjemkundskab* [Subject booklet 11. Common objectives. Domestic science]; *Faghæfte 21. Fælles mål. Sundheds- og seksualundervisning og familiekundskab* [Subject booklet 21. Common objectives. Health and sex education and family studies], see [www.uvm.dk](http://www.uvm.dk).

**(B) Information for citizens on healthy food and meals**

It is a good idea for the municipality to ensure easy access to knowledge about healthy food and meals.

- The municipal website provides information on healthy food and healthy meals, the connection
- between health, well-being and nutrition, and reference is made to the Danish Veterinary and Food Administration's website [www.altomkost.dk](http://www.altomkost.dk).
- Relevant material is made available at the municipal healthcare administration, childcare institutions, job centres, sports centres, libraries etc.
- The municipality can hand out the booklet *Mad til spædbørn og småbørn* [Food for babies and toddlers] with a DVD in several languages for all new families.

**Reading to inspire action:** List of all the Danish Veterinary and Food Administration's materials on healthy food for download at [www.altomkost.dk](http://www.altomkost.dk); *Mad til spædbørn og småbørn* [Food for babies and toddlers] [www.sst.dk](http://www.sst.dk).

(B) Basic level

(D) Developmental level

## 10 Recommendations – Sun safety

It is recommended that the municipality introduce interventions to promote sun safety within the following two focus areas: Plans and policies, and information and education.

The recommended interventions are described for a basic level (B) and a developmental level (D). The basic-level interventions are based on current best evidence, while the developmental-level interventions typically build on basic-level interventions and often require a more proactive approach and the development of new knowledge and competencies.

In so far as is possible, the basic-level and developmental-level interventions are described in relevant contexts. The idea is to clarify which developmental-level interventions constitute a further development of the basic-level interventions. Read more about the idea behind the structuring of the recommendations in the publication *Introduktion til Sundhedsstyrelsens forebyggelsespakker* [Introduction to the Danish Health and Medicines Authority's health promotion packages (in Danish)].

Political and managerial support will strengthen the scope for reaping the full benefits of the interventions.

Generally speaking, the best effect will be achieved by introducing several of the recommended interventions, but if priorities are necessary due to a scarcity of resources, it is recommended that priority be given to plans and policies – especially in relation to children and young people who constitute the most high-risk group.

Moreover, it is recommended that the municipality implement interventions which are systematic, long-term and span several municipal departments, and that follow-up on the efforts is ensured through monitoring.

### 10.1 Plans and policies

#### (B) Sun safety policies

The municipality incorporates sun safety in the municipal health policy, defining targets for the municipal interventions. Moreover, the municipal daycare institutions, childminders, schools, after-school clubs (SFOs), youth clubs, youth schools etc. draw up and adopt a sun policy which sets out how they intend to protect children and staff in the sun, and how to work with parents on sun safety. The municipality follows up on the institutions' sun safety measures, for example by incorporating sun protection in inspection routines.

**Reading to inspire action:** A draft sun policy for daycare institutions, schools and SFOs can be found at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk) (search for 'solpolitik'). For inspiration on how to incorporate sun safety into the health policy, search for 'tjekliste solsikker kommune' or find inspiration in the health policies of other sun-safe municipalities.

(B) Basic level

(D) Developmental level

### (B) Sun-safe playgrounds

The municipality offers guidance to institutions on the design of sun-safe playgrounds and ensures that relevant employees know how to ensure sun safety in the playground. The municipal playground inspectors check up on the possibility of establishing shade in the playground.

**Reading to inspire action:** Find ideas on creating shade in the playground in the Danish sun safety campaign's manual *Skru ned for solen – en guide til en solsikker legeplads* [Reduce your sun – a guide for sun-safe playgrounds] at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk) (search for 'guide til en solsikker legeplads'), and in the publication *Hygiejne i daginstitutioner* [Hygiene in daycare institutions].

### (B) In-school health services on sun protection

The health visitor provides guidance to parents on sun safety for babies and children. Moreover, the health visitors offer guidance to schoolchildren on sun safety; for example, they talk to the older schoolchildren about the health risks associated with UV radiation.

**Reading to inspire action:** The Municipality of Læsø has adopted a sun safety policy stipulating, among other things, that the public health nurse must offer guidance on sun safety. See [www.laesoe.dk](http://www.laesoe.dk).

### (D) Sun-safe leisure time

The municipality encourages sports clubs and other leisure environments in the municipality to draw attention to the importance of sun safety for children and young people. For example, the municipality must ensure shade and sun protection in connection with the activities and encourage parents to ensure that they apply sun cream to protect their children from the sun from early spring and onwards. It is a good idea for the municipality to focus on sun safety in its collaboration with sports associations, scouting associations etc.; also, sun safety can be a recurring theme in connection with municipal summer holiday activities for children, for example football camps, sailing, tennis and scouts. The municipality can follow up on sun safety by providing information on sun protection for coaches, trainers and leaders.

**Reading to inspire action:** See text suggestions and information at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk). See daily UV indexes at [www.dmi.dk](http://www.dmi.dk).

### (B) Sun-safe municipal outdoor events

Sun safety is addressed in connection with municipal outdoor events, for example concerts, town festivals and activities by providing shaded areas and information on the UV index and sun protection.

**Reading to inspire action:** See text suggestions and information at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk). See daily UV indexes at [www.dmi.dk](http://www.dmi.dk).

### (D) Sun safety and outdoor corporate events

The municipality works with the retail trade to ensure that shade is provided on shopping streets, in connection with outdoor serving and for outdoor events in the summer.

### (B) Sun policy for municipal workplaces

The municipality regards sun safety as part of the working environment for municipal employees who spend a lot of time outdoors (road workers, park attendants, Health promotion packages in Denmark – introduction and recommendations

(B) Basic level

(D) Developmental level

social educators etc.). The municipality adopts a sun policy for municipal workplaces.

**Reading to inspire action:** See sun policy suggestions for businesses engaged in indoor and outdoor activities at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk).

**(D) Sun policy at private workplaces**

The municipality can encourage private workplaces to adopt a sun policy.

**Reading to inspire action:** See sun policy suggestions for businesses engaged in indoor and outdoor activities at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk).

**(B) Sun safety in urban areas**

The municipality provides shade in municipal parks, public playgrounds and other public spaces. The municipality addresses the issue of sun safety in connection with urban development, ensuring that newly established facilities include areas which are shaded from the sun at midday.

**Reading to inspire action:** The Municipality of Frederikshavn has adopted a sun policy which describes how the municipality must ensure that shade is provided in municipal outdoor areas and institutions. See [www.frederikshavn.dk](http://www.frederikshavn.dk).

**(D) Sun safety for swimmers**

Sun protection is available where swimming takes place, for example on beaches, near lakes and at outdoor swimming pools. The municipality ensures that parasols or awnings are available, and that the UV index is displayed together with water and air temperatures. The municipality can also ensure that waterproof, fragrance-free sun cream, factor 15, is available.

**Reading to inspire action:** See text suggestions and information at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk). See daily UV indexes at [www.dmi.dk](http://www.dmi.dk).

**(B) Coordination**

So as to ensure the coordination of the municipal sun safety interventions, it is a good idea to establish a central function which can keep an overview of the organisation and expertise involved in the coordinated efforts and ensure that the issue of sun safety is addressed across the municipal departments.

## 10.2 Information and education

**(B) Updated knowledge on sun safety for staff**

Staff in childcare institutions, teachers, health professionals, parents etc. are offered up-to-date information about sun protection and are aware of the municipality's and the institution's sun safety policy.

**Reading to inspire action:** Subscribe to daily UV index updates, read newsletters with up-to-date information about sun safety and preventing skin cancer and order free leaflets etc. at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk). E-learning on sun safety and preventing skin cancer can be found at [www.solquiz.dk](http://www.solquiz.dk).

(B) Basic level

(D) Developmental level

### **(B) Teaching sun safety**

Sun safety is part of the health education of all schoolchildren. For example, the municipality may organise talks on the risk of too much UV radiation for older schoolchildren.

**Reading to inspire action:** See teaching resources from the sun safety campaigns of the Danish Cancer Society and TrygFonden at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk).

### **(D) Teaching sun safety in youth education**

The municipality may organise talks on the risk of too much UV radiation at youth education institutions, including vocational colleges. The municipality can also encourage the institutions to include sun safety in their teaching activities.

**Reading to inspire action:** The catalogue *Sunde Erhvervsskoler* [Healthy vocational colleges] provides inspiration on how to create a healthy framework at vocational colleges within seven focus areas, of which one is sun safety, see [www.sst.dk](http://www.sst.dk); the Municipality of Gribskov has offered talks on sunbeds to all municipal primary and secondary schools. See [www.gribskov.dk](http://www.gribskov.dk).

### **(B) General information about sun safety**

The municipality informs citizens about the risk of too much UV radiation, especially in places where people are particularly at risk, for example on the beach or at outdoor swimming pools.

**Reading to inspire action:** Leaflets and posters can be ordered at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk), where you will also find text suggestions and information. See daily UV indexes at [www.dmi.dk](http://www.dmi.dk).

### **(B) Municipal information supporting nationwide campaigns**

In connection with nationwide campaigns, the municipality can introduce targeted measures which contribute to communicating the campaign messages to citizens, for example displaying campaign materials in the street or on the municipal website.

**Reading to inspire action:** Search for information on current and future campaigns and ideas for spreading the sun safety message at [www.skrunedforsolen.dk](http://www.skrunedforsolen.dk).

(B) Basic level

(D) Developmental level



# 11 Recommendations - Overweight

The recommendations in this health promotion package focus on the prevention of overweight, including obesity. As food and drink and physical activity are of decisive importance to the prevention of overweight, the recommendations in the health promotion package on overweight cannot stand on their own, but must be viewed in conjunction with the recommendations in the health promotion packages on food and meals and physical activity, especially with regard to the plan and policy recommendations. Moreover, it is important to include some of the recommendations in the health promotion package on mental health in the broadly based interventions to prevent overweight.

The recommended interventions are described for a basic level (B) and a developmental level (D). The basic-level interventions are based on current best evidence, while the developmental-level interventions typically build on basic-level interventions and often require a more proactive approach and the development of new knowledge and competencies.

In so far as is possible, the basic-level and developmental-level interventions are described in relevant contexts. The idea is to clarify which developmental-level interventions constitute a further development of the basic-level interventions. Read more about the idea behind the structuring of the recommendations in the publication *Introduktion til Sundhedsstyrelsens forebyggelsespakker* [Introduction to the Danish Health and Medicines Authority's health promotion packages (in Danish)].

As children and young people constitute a particularly important focus group, among other things because a large proportion of the children go on to become overweight adults (14), there is every reason to give priority to the targeted prevention of overweight in this group.

Political and managerial support will strengthen the scope for reaping the full benefits of the interventions.

## 11.1 Plans and policies

As part of the broadly based interventions aimed at the prevention of overweight, structured interventions which promote the availability of healthy food and drink, the opportunity for physical activity and well-being are of decisive importance. The plan and policy recommendations in the health promotion packages on food and meals, physical activity and mental health are therefore central to preventing overweight in the population in general.

### **(B) Municipal policy on overweight**

The municipality incorporates overweight in its municipal health policy, setting specific targets for the development in the proportion of overweight citizens. It is recommended that the policy include plans and policies, health promotion services, information and education as well as early detection and also collaboration across all municipal departments and sectors concerned with children, young people and adults, including vulnerable and disadvantaged groups. The policy must be viewed in the context of the food and meals policy (health promotion package – food and

(B) Basic level

(D) Developmental level

meals p. 14) and the policy on physical activity (health promotion package – physical activity p. 16), and it must focus on promoting expedient weight management and well-being, including the prevention of bullying, social isolation and stigmatisation (health promotion package – mental health p.15).

#### **(B) Action plans for municipal workplaces and institutions**

Based on the municipal policy on overweight, local actions plans are prepared to prevent overweight in municipal workplaces and institutions. The action plans must be viewed in the context of the action plans for food and meals (health promotion package – food and meals pp. 14-17), physical activity (health promotion package – physical activity p. 16) and mental health (health promotion package – mental health p. 15).

#### **(B) Prevention of overweight in daycare institutions**

Employees in daycare institutions contribute to preventing overweight among pre-school children, for example by supporting healthy lunch packs and healthy meals in the institution, by increasing levels of physical activity and creating a culture and physical framework which promote healthy eating habits and levels of physical activity. The municipality supports the health-promoting efforts of the employees in daycare institutions, for example through competence development.

**Reading to inspire action:** “Action plan for food and meals in daycare institutions, childminding services and after-school clubs (SFO)/clubs” in health promotion package – food and meals p. 14, and health promotion package – physical activity pp. 17, 18 and 20.

#### **(B) Prevention of overweight in schools and after-school clubs**

Staff in after-school clubs contribute to preventing overweight among schoolchildren, for example by supporting healthier school meals and lunch packs, by increasing levels of physical activity and creating a culture and physical framework which promote healthy eating habits and levels of physical activity. The managements support the health-promoting efforts of the employees, for example through competence development. Involving children and young people in the health-promoting efforts can be beneficial.

**Reading to inspire action:** “Establishing and qualifying school meal schemes” and “Establishing school fruit and vegetable schemes” in health promotion package – food and meals p. 15, health promotion package – physical activity pp. 17, 18 and 20, and *Inddragelse af unge i sundhedsprojekter – opsummering af en DPU-litteraturgennemgang [Involving young people in health projects – summary of a DPU literature review (in Danish)](60)*.

#### **(B) Prevention of overweight at residential care centres and at day activity and social support centres**

Staff at residential care centres and at day activity and social support centres, for example day centres and care facilities, contribute to preventing overweight among users, for example by supporting healthier diets, increasing levels of physical activity and creating a culture and physical framework which promote healthy eating habits and levels of physical activity. The management supports the health-promoting efforts of the employees, for example through competence development. Involving users in the health-promoting efforts can be beneficial.

(B) Basic level

(D) Developmental level

**Reading to inspire action:** Sundhed i sociale tilbud – til voksne med særlige behov [Health in the social services – for adults with special needs] (61), Mad til forhandling. Udviklingshæmmede, livsstil og overvægt [Food as a topic for negotiation. Developmental disability, lifestyle and overweight](62). Health promotion package – food and meals p. 17, health promotion package – physical activity p. 16.

**(B) Prevention of bullying and stigmatisation related to overweight in daycare institutions and after-school clubs**

As part of the work to promote the well-being of children and young people in daycare institutions, schools and after-school clubs, efforts are being made to prevent teasing and bullying related to overweight, for example by integrating the topic into the institution's policy on well-being or bullying and action plans.

**Reading to inspire action:** “Well-being of children in daycare institutions and schools” in health promotion package – mental health p. 17.

**(B) Prevention of bullying and stigmatisation related to overweight at municipal workplaces, residential care centres and social support centres**

As part of the work to promote well-being at municipal workplaces, efforts are being made to prevent bullying and stigmatisation related to overweight in the workplace. Similarly, efforts to prevent bullying and stigmatisation are part of the work being done at residential care centres, day activity and social support centres. For example, the topic can be integrated into well-being policies and action plans.

**Reading to inspire action:** “Reducing stress and promoting well-being at municipal workplaces” in health promotion package – mental health p. 18, and Stigmatisering – debatoplæg om et dilemma i forebyggelsen [Stigmatisation – debating a dilemma in prevention](20), which can be found at [www.sst.dk](http://www.sst.dk)

## 11.2 Health promotion services

In the broadly based interventions to prevent the development of overweight, the general health promotion services offered by voluntary organisations such as evening classes and sports clubs and also by private providers are important. These are supplemented by the health promotion services for particular target groups which are recommended in the health promotion packages on food and meals and physical activity.

**(B) Public health nurses (health visitors) provide guidance on healthy habits in families with children during the child's first year**

During home visits to families with children in the first year of life, the public health nurses (health visitors) discuss, to the appropriate extent, the whole family's habits with regard to food, meals and physical activity so as to promote healthy habits and prevent the transfer of unhealthy habits to the child.

**Reading to inspire action:** Rate adjustment pool (Satspulje) 2010-2014: Børns trivsel i udsatte familier med overvægt eller andre sundhedsrisici [Well-being of children in disadvantaged families with overweight and other health risks] at

(B) Basic level

(D) Developmental level

[www.sst.dk](http://www.sst.dk) Vejledning om forebyggende sundhedsydelser til børn og unge [Guidance on preventive health services for children and young people](63).

**(D) Offer of home visit by public health nurse (health visitor) to all families with three-year-old children**

An offer of a home visit by the public health nurse (health visitor) is extended to all families in the municipality when the child is about three years old. The visit focuses on the child's habits and well-being, but also looks at the whole family's habits and needs. If the child's weight is not developing in an expedient way, follow-up interventions are proposed, for example in the form of home visits or other municipal interventions. If necessary, a referral is made for further assessment in the region, for example by the general practitioner.

**Reading to inspire action:** Livsstilsbesøg hos 3½-årige og deres familier i Høje-Taastrup Kommune [Lifestyle visits to three-year-olds and their families in the Municipality of Høje-Taastrup](23). Implementering af 3-4 års besøg i Den Kommunale Sundhedstjeneste i Faaborg-Midtfyn Kommune [Implementation of three to four-year visits by the municipal health services in the Municipality of Faaborg-Midtfyn] (24) and Evaluering af Livsstilsbesøg til familier med 3½-årige børn [Evaluation of lifestyle visits to families with 3½-year-old children](53), [www.vejenkom.dk](http://www.vejenkom.dk) under the item Børn og unge and under the item Sundhedsplejen and at [www.rudersdal.dk](http://www.rudersdal.dk) under the item Børns sundhed og trivsel in the Børn category.

**(D) The public health nurse (health visitor) provides guidance on healthy habits in families with preschool children**

During home visits to families with preschool children, the public health nurses (health visitors) discuss, to the appropriate extent, the whole family's habits with regard to food, meals and physical activity so as to promote healthy habits and prevent the transfer of unhealthy habits to the child. If necessary, a referral may be made by the public health nurse (health visitor) for further assessment in the region, for example by the general practitioner, and to relevant municipal or regional health promotion services.

**(B) Health promotion service for moderately overweight preschool children**

The municipality offers a preventive health promotion service for families with moderately overweight preschool children. The intervention is targeted at the whole family and focuses on food and meals, physical activity and behaviour modification as well as an assessment of the child's psychosocial situation. The intervention involves collaboration between general practitioners, the daycare institution and the municipal health services, and other players may be involved, for example health centres and voluntary organisations. Efforts are made to ensure coordination and coherence when handing over from one player to another.

**Reading to inspire action:** Opsporing og behandling af overvægt hos førskolebørn [Detecting and treating overweight in preschool children](64) and Sammenfattende evaluering af projekterne i satspuljen: Kommunens plan mod overvægt blandt børn og unge [Summary evaluation of rate adjustment pool projects: Municipal plan against overweight in children and young people](50). Both publications can be found at [www.sst.dk](http://www.sst.dk) Livsstilsbehandling af overvægt og fedme. Et litteraturstudie [Lifestyle treatment of overweight and obesity. A review of literature] (77). Health promotion package – physical activity p. 21.

(B) Basic level

(D) Developmental level

### **(B) Guidance on weight at municipal health services' school health examinations**

The municipal health services focus on the development in the child and young person's weight at the health examinations during the first and final school years and at the other regular examinations conducted during the school years and offers counselling on weight issues as required. If necessary, referrals can be made for further assessments and municipal or regional health promotion services, for example by general practitioners.

**Reading to inspire action:** Vejledning om forebyggende sundhedsydelse til børn og unge [Guidance on preventive health examinations for children and young people](63), Opsporing af overvægt samt tidlig indsats for børn og unge i skolealderen [Detecting overweight and early intervention for children and young people of school age] (6) and Skolesundhedsarbejdet [The school health service] (9). Can be found at [www.sst.dk](http://www.sst.dk).

### **(B) Health promotion service for moderately overweight schoolchildren**

The municipality offers interventions for moderately overweight schoolchildren detected by the municipal health service, other health care professionals or carers. The intervention involves the whole family and focuses on food and meals, physical activity and behaviour modification as well as an assessment of the child's psychosocial situation. The intervention can be coordinated by the municipal health service or another municipal department. If necessary, a referral is made for further assessment by the general practitioner. The general practitioners, the municipal health service and any other relevant players, for example health centres and voluntary organisations, undertake to keep each other informed. Endeavours are made to ensure coordination and coherence when handing over from one player to another.

**Reading to inspire action:** Opsporing af overvægt samt tidlig indsats for børn og unge i skolealderen. Vejledning til skolesundhedstjenesten [Detecting overweight and early intervention for children and young people of school age. Guidelines for the school health service](6). Skolesundhedsarbejdet [The school health service] (9) and Sammenfattende evaluering af projekterne i satspuljen: Kommunens plan mod overvægt blandt børn og unge [Summary evaluation of rate adjustment pool projects: Municipal plan against overweight in children and young people](50), which can be found at [www.sst.dk](http://www.sst.dk) And also health promotion package – physical activity p. 21, health promotion package – mental health p. 17, health promotion package – food and meals p. 18 and Livsstilsbehandling af overvægt og fedme. Et litteraturstudie [Lifestyle treatment of overweight and obesity. A review of literature] (77).

### **(B) Health promotion service for children whose well-being is suffering due to overweight**

The municipality provides the necessary help for children and classes of schoolchildren who are not thriving and who are being subjected to teasing and bullying due to overweight. The intervention takes the form of coordinated collaboration between social educators, teachers, parents and the municipal health services as well as other relevant players and is integrated into the municipality's general health promotion services for children who are bullied.

(B) Basic level

**Reading to inspire action:** “Well-being of children in daycare institutions and schools” in health promotion package – mental health p. 17.

**(D) Health promotion service for moderately overweight schoolchildren**

The municipality offers a follow-up intervention for young people who are found to be moderately overweight at the health examination in their final year at school or who have been referred by other health professionals, carers or youth career guidance centres (UU). The intervention involves the whole family and focuses on food and meals, physical activity and behaviour modification as well as an assessment of the young person’s psychosocial situation. The intervention can be coordinated by the municipal health service or organised in another way by the municipality. If necessary, a referral is made for further assessment by the general practitioner. The general practitioners, the municipal health service and any other relevant players, for example health centres and voluntary organisations undertake to keep each other informed. Endeavours are made to ensure coordination and coherence when handing over from one player to another.

**Reading to inspire action:** Livsstilsbehandling af overvægt og fedme. Et litteraturstudie [Lifestyle treatment of overweight and obesity. A review of literature] (77) and Sammenfattende evaluering af projekterne i satspuljen: Kommunens plan mod overvægt blandt børn og unge [Summary evaluation of rate adjustment pool projects: Municipal plan against overweight in children and young people](50) at [www.sst.dk](http://www.sst.dk).

**(B) Guidance on overweight and smoking cessation**

Guidance on how to prevent overweight is part of the municipal smoking-cessation programmes.

**Reading to inspire action:** Hold vægten efter dit rygestop [Maintain your weight after smoking cessation] (65) and Hvordan taler man om vægtbekymring ved rygestop – en guide til rygestopinstruktører [How to talk about weight issues and stopping smoking – a guide for smoking-cessation instructors] (66). Can be found at [www.sst.dk](http://www.sst.dk).

**(D) Health promotion service for moderately overweight adults, primarily following referral**

The municipality offers a preventive health promotion service for moderately overweight adults who want to lose weight. The intervention is primarily targeted at citizens whose general practitioner finds that weight loss would benefit their health, or where hospital staff finds so. The intervention focuses on food and meals, physical activity and behaviour modification as well as an assessment of the person’s psychosocial situation. The municipality ensures that the health promotion services are tailored to specific target groups such as new mothers who have become overweight during pregnancy, citizens from an ethnic-minority background and mentally ill or mentally or physically disabled citizens.

**Reading to inspire action:** Slutevaluering af satspuljen: Vægttab og vægtvedligeholdelse blandt svært overvægtige voksne [Final evaluation of rate adjustment pool projects: Losing and maintaining weight among obese adults] (51), Små skridt til vægttab – der holder” [A step-by-step guide to lasting weight loss] (65) and 10 veje til vægttab [10 steps towards losing weight] (66), which can all be found at [www.sst.dk](http://www.sst.dk) Moreover, reference is made to Livsstilsbehandling af overvægt og

(B) Basic level

(D) Developmental level

fedme. Et litteraturstudie [Lifestyle treatment of overweight and obesity. A review of literature] (77) and [www.diaetist.dk](http://www.diaetist.dk) and [www.altomkost.dk](http://www.altomkost.dk).

**(D) Guidance on overweight in connection with public health nurse (health visitor) visits during pregnancy**

If the municipality offers home visits by the public health nurse (health visitor) during pregnancy, guidance on recommended weight increase during pregnancy and the prevention of overweight is included in the general guidance offered to suit the family's needs. If necessary, a referral may be made for follow-up assessment in the region, for example by the general practitioner, and to relevant municipal or regional health promotion services.

**(B) Guidance on overweight in connection with preventive home visits to elderly citizens**

In connection with the preventive home visits to elderly citizens, guidance is offered on the importance to one's health of maintaining a normal weight in connection with guidance on healthy food and eating habits and levels of physical activity. If necessary, a referral is made to the general practitioner.

**Reading to inspire action:** Health promotion package – food and meals p. 18 and health promotion package – physical activity p. 23. Moreover, inspiration can be found in Adipositas – sygdom, behandling og organisation [Adipositas – illness, treatment and organisation](3).

**(D) Guidance on weight issues in connection with home visits by public health nurse (health visitor)**

In connection with home visits for the elderly by the public health nurse (health visitor), guidance is offered on the importance of maintaining a normal weight and on healthy food and eating habits and levels of physical activity. If necessary, a referral is made to the general practitioner.

**Reading to inspire action:** Health promotion package – food and meals p. 18 and health promotion package – physical activity p. 23. Moreover, inspiration can be found in “Adipositas – sygdom, behandling og organisation” [Adipositas – illness, treatment and organisation](3).

**(D) Prevention of overweight among employees in municipal workplaces**

At municipal workplaces where the employees are at particular risk of becoming overweight, the municipality offers a preventive health promotion service for moderately overweight employees wanting to lose weight.

**Reading to inspire action:** Små skridt til vægttab – der holder (67) [A step-by-step weight loss to lasting weight loss] and 10 veje til vægttab (68) [10 steps towards losing weight], which can be found at [www.sst.dk](http://www.sst.dk) Moreover, reference is made to [www.diaetist.dk](http://www.diaetist.dk) and [www.altomkost.dk](http://www.altomkost.dk).

### 11.3 Information and education

As part of the broadly based interventions aimed at the prevention of overweight, information and education on healthy food and drink and physical activity are important elements. The recommendations concerning information and education in the health promotion packages on food and meals and physical activity therefore contribute to preventing overweight among the population in general.

(B) Basic level

(D) Developmental level

**(B) The consultancy function of the municipal health service in daycare institutions**

In the efforts to encourage people to maintain a normal weight and prevent overweight, the municipal daycare institutions involve the municipal health service and its health care expertise as well as its expertise at launching health-promoting processes.

**Reading to inspire action:** Vejledning om forebyggende sundhedsydelser til børn og unge (63) [Guidance on preventive health care services for children and young people].

**(B) Health education in schools**

The municipal schools include weight issues, including the importance of maintaining a normal weight and of healthy eating habits and physical activity, body image and well-being, in their health education activities. The school may like to involve the municipal health service and its health care expertise as well as its expertise at launching health-promoting processes.

**Reading to inspire action:** Faghæfte 21. Fælles mål. Sundheds- og seksualundervisningen og familiekundskab [Subject booklet 21. Common objectives. Health and sex education and family studies], Faghæfte 6. Fælles mål. Idræt [Subject booklet 6. Common objectives. Physical education] and Faghæfte 11. Fælles mål. Hjemmekundskab [Subject booklet 11. Common objectives. Domestic science]. See [www.uvm.dk](http://www.uvm.dk).

**(D) Health interviews at youth education institutions**

The municipality can establish cooperation with youth education institutions in the municipality with a view to developing a health interview for young people starting an education programme. This may be done in cooperation with the municipal health service and the youth career guidance centres (UU) in the municipality.

**Reading to inspire action:** Sunde erhvervsskoler [Healthy vocational colleges](69), Kortlægning af sundhedstiltag på erhvervsuddannelser i Danmark – anbefalinger til det fremadrettede sundhedsarbejde(70) [Mapping health initiatives at vocational colleges in Denmark – recommendations for future activities].

**(B) Overview of health promotion services for moderately overweight children and adults**

The municipality has an easily accessible overview for citizens and experts of municipal and any regional health promotion services for children, young people and adults who are moderately overweight. The overview can contain referral criteria, and can be made available on the municipal website, at the health centre, at municipal workplaces, at relevant health portals such as [www.sundhed.dk](http://www.sundhed.dk) and via the pharmacy.

**(B) Information for citizens about weight**

The municipality ensures that citizens have easy access to information about the importance of maintaining a normal weight, and information about getting help to lose weight, for example via health centres, home visits by the public health nurse (health visitor), preventive visits for elderly citizens, at the municipal website, via the pharmacy, job centres and workplaces in the municipality.

(B) Basic level

(D) Developmental level



**Reading to inspire action:** The pages about overweight at [www.sst.dk](http://www.sst.dk) and [www.sundhed.dk](http://www.sundhed.dk) and at [www.enletterebarndom.dk](http://www.enletterebarndom.dk) and [www.altomkost.dk](http://www.altomkost.dk).

## 11.4 Early detection

As part of the broadly based interventions aimed at the prevention of overweight, the early detection of inexpedient food and eating habits and low levels of physical activity as well as poor motor skills in children is an important element. The recommendations concerning early detection in the health promotion packages on food and meals and physical activity therefore contribute to preventing overweight among the population in general.

The purpose of early detection of overweight is to identify citizens who are at particular risk of becoming moderately overweight or obese with a view to offering early intervention.

In connection with the early detection of overweight citizens, you also identify those who are already obese. If necessary, obese citizens can be referred to general practitioners with a view to further assessment.

### **(B) Detection of preschool children who are overweight or at risk of becoming overweight**

The public health nurse (health visitor) identifies children who are overweight or at an increased risk of becoming overweight in connection with home visits during the child's first year and any subsequent visits. When a child has been identified as being overweight, collaboration is ensured between the public health nurse, the family and the family's general practitioner. Staff at daycare institutions and the municipal dental service and private dentists treating children also assist in the early detection of children who are overweight (although without measuring the child) in collaboration with the municipal health service.

**Reading to inspire action:** Opsporing og behandling af overvægt hos førskolebørn [Detecting and treating overweight in preschool children](64) at [www.sst.dk](http://www.sst.dk).

### **(B) Detection of preschool children who are overweight or at risk of becoming overweight**

The school health service identifies overweight children and young people and children with an increased risk of becoming overweight in connection with the health examinations during the first and final school years and at the other functional examinations of pupils in year 1 and halfway during their school years. The municipal dental service and private dentists treating children can assist in detecting problems (however without measuring the child). When overweight is detected in a child or young person, the family is involved. The public health nurse (health visitor) offers relevant follow-up and assesses the need for involving the general practitioner.

**Reading to inspire action:** Opsporing af overvægt samt tidlig indsats for børn og unge i skolealderen. Vejledning til skolesundhedstjenesten (6) [Detecting overweight and early intervention for children and young people of school age. Guidelines for the school health service] at [www.sst.dk](http://www.sst.dk).

(B) Basic level

(D) Developmental level

**(B) Detection of adults who are overweight or at risk of becoming overweight**

Health professionals in the municipality, for example at health centres and in the home care services, identify adults who are overweight or at an increased risk of becoming overweight and refer them to their general practitioners as required. Other municipal employees can assist in the detection of overweight in relevant arenas, for example at job centres and day centres.

**Reading to inspire action:** Opsporing og behandling af overvægt hos voksne (5) [Detecting and treating overweight in adults]. Can be found at [www.sst.dk](http://www.sst.dk).

**(B) Detection of overweight in children and adults at residential care centres and at day activity and social support centres**

Employees at residential care centres and at day activity and social support centres identify overweight children, young people, adults and elderly citizens and recommend, as required, follow-up by the general practitioners or by the health centres. Children are referred to the municipal health service.

**Reading to inspire action:** Opsporing og behandling af overvægt hos førskolebørn [Detecting and treating overweight in preschool children](64), Opsporing af overvægt samt tidlig indsats for børn og unge i skolealderen. Vejledning til skole-sundhedstjenesten (6)[Detecting overweight and early intervention for children and young people of school age. Guidelines for the school health service] and Opsporing og behandling af overvægt hos voksne [Detecting and treating overweight in adults] (5). Can be found at [www.sst.dk](http://www.sst.dk)

**(B) Detecting overweight in elderly citizens in connection with preventive home visits**

In connection with preventive home visits for elderly citizens, overweight elderly people are identified. This is combined with an assessment of their functional abilities. During the home visits, it is also important to detect underweight. If necessary, a referral may be made for further assessment in the region, for example by the general practitioner, and to relevant municipal or regional health promotion services.

**Reading to inspire action:** Værktøjer til tidlig opsporing af sygdomstegn, nedsat fysisk funktionsniveau og underernæring – sammenfatning af anbefalinger [Tools for the early detection of signs of illness, reduced physical functionality and undernourishment – summary and recommendations] (71) at [www.sst.dk](http://www.sst.dk) and Adipositas – sygdom, behandling og organisation [Adipositas – illness, treatment and organisation] (3).

(B) Basic level

(D) Developmental level

## 12 Recommendations – Drugs

The recommendations in this health promotion package focus on interventions aimed at preventing the start of drug use and, in those who have already tried using drugs, at detecting and preventing continued use.

The prevention of alcohol and tobacco use and the promotion of mental health and well-being are central interventions in the efforts to prevent drug use. The recommendations in the health promotion package on drug abuse therefore cannot stand on their own, but must be viewed in conjunction with the recommendations in the health promotion packages on alcohol, tobacco and mental health.

The recommended interventions are described for a basic level (B) and a developmental level (D). The basic-level interventions are based on current best evidence, while the developmental-level interventions typically build on basic-level interventions, and often require a more proactive approach and the development of new knowledge and competencies.

In so far as is possible, the basic-level and developmental-level interventions are described in relevant contexts. The idea is to clarify which developmental-level interventions constitute a further development of the basic-level interventions. Read more about the idea behind the structuring of the recommendations in the publication *Introduktion til Sundhedsstyrelsens forebyggelsespakker* [Introduction to the Danish Health and Medicines Authority's health promotion packages (in Danish)].

Political and managerial support are decisive to reaping the full benefits of the interventions.

Under each recommendation, reference is made to literature or websites which can provide inspiration on how to apply the described recommendations in practice.

### 12.1 Plans and policies

#### **(B) Municipal policy on drugs**

The municipality incorporates drug abuse as part of the municipal health policy. It is recommended that the policy include plans and policies, health promotion services, information and education as well as early detection through the establishment of relevant and measurable targets and also collaboration across municipal departments, for example collaboration between the municipality's drug prevention and treatment services. The policy must be viewed in conjunction with the alcohol and tobacco policies and focus on promoting well-being and mental health.

**Reading to inspire action:** *Vejledning for modelkommunerne i Narkoen ud af byen (2)* [Guidelines for model municipalities in the Narkoen ud af byen drug stop programme], *Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3)* [Preventing the use of intoxicants in practice. Examples from 14 municipalities' work under the Narkoen ud af byen drug stop

(B) Basic level

(D) Developmental level

programme], Inspirationshæfte: Alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats (30) [Inspirational booklet: Alcohol prevention in the municipality – 20 model municipalities’ work to strengthen preventive efforts]. Sundhed på tværs (59) [Health in all policies].

#### **(B) Action plan on drugs at municipal institutions**

Based on the health policy, action plans are prepared on drugs at municipal institutions (e.g. primary and lower secondary schools), focusing on preventing drug use among children and young people as well as employees using the institutions, including action plans on the handling of suspected and actual drug use. The action plans must be viewed in conjunction with the action plans on alcohol, tobacco and mental health. Target groups needing a particular focus are disadvantaged and vulnerable young people, young people outside the educational system, young people who are not thriving or who are mentally ill.

**Reading to inspire action:** Vejledning for modelkommunerne i Narkoen ud af byen (2) [Guidelines for model municipalities in the Narkoen ud af byen drug stop programme], Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3) [Preventing the use of intoxicants in practice. Examples from 14 municipalities’ work under the Narkoen ud af byen drug stop programme], Inspirationshæfte: Alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats (30) [Inspirational booklet: Alcohol prevention in the municipality – 20 model municipalities’ work to strengthen preventive efforts], Til grundskolens lærere, ledelse og skolebestyrelse: Sæt rammer for alkohol, tobak og stoffer (35) [For primary and lower secondary school teachers, heads and boards of governors: Make rules on alcohol, tobacco and drugs]. Hele vejen rundt – Redskaber i arbejdet med unges rusmiddelproblemer (56) [A holistic approach – Tools for working with young people’s intoxicant-related problems].

#### **(B) Preventing drug use at local youth education institutions**

The municipality establishes cooperation with local youth education institutions (vocational colleges, upper secondary schools, schools of production etc.) with a view to strengthening the institutions’ drug prevention efforts in the form of policies on the use of intoxicants, action plans, promoting well-being, early detection and guidance. The municipality facilitates dialogue and exchanges of experience between youth education institutions and schools of production in the municipality with a view to establishing common objectives for the work.

**Reading to inspire action:** Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3) [Preventing the use of intoxicants in practice. Examples from 14 municipalities’ work under the Narkoen ud af byen drug stop programme], Til forældre på ungdomsuddannelsen: Hjælp din teenager – med at skabe rammer for alkohol, tobak og stoffer (32) [For parents of children in youth education: Help your teenager – to set rules on alcohol, tobacco and drug use], Til ungdomsuddannelsens lærere og ledelse: Politik for rusmidler og rygning (33) [For teachers and heads of youth education institutions: Policy on intoxicants and smoking], Støtte til sårbare elever. Anbefalinger til udvikling og implementering af politikker og beredskaber på erhvervsuddannelserne (37) [Supporting vulnerable pupils: Recommendations on developing and implementing policies and

(B) Basic level

(D) Developmental level

tools in vocational colleges], Sunde erhvervsskoler. Inspiration til at skabe sunde rammer og introducere sundhed i undervisningen (43) [Healthy vocational colleges: How to create a health-promoting physical framework and introducing health as part of the teaching]. Municipal examples: Alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats (68) [Alcohol prevention in the municipality – 20 model municipalities’ work to strengthen preventive efforts], rate adjustment pool project Unge, alkohol og stoffer [Young people, alcohol and drugs] See [www.sst.dk](http://www.sst.dk).

#### **(B) Drug prevention in the party scene**

The municipality is taking preventive action in the party scene. A permanent forum for collaboration between relevant players (municipality, police, licence holders, SSP system (schools, social services, police), youth education institutions, associations etc.) enter into agreements on ensuring a safe nightlife scene. Focus is on reducing drug availability and on handling drug-related situations in the nightlife.

**Reading to inspire action:** Vejledning for modelkommunerne i Narkoen ud af byen (2) [Guidelines for model municipalities in the Narkoen ud af byen drug stop programme], Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3) [Preventing use of intoxicants in practice. Examples from 14 municipalities’ work under the Narkoen ud af byen drug stop programme], Ansvarlig udskænkning (4,30) [Responsible serving of drink], Forebyggelse i festmiljøer – om alkohol og stoffer (5) [Prevention in the party scene – about alcohol and drugs], Unge i byen (18) [Young people going out], Feststoffer og forebyggelse – evaluering, aktuel viden og erfaringer (62) [Party drugs and prevention – evaluation, current knowledge and experience]. Nul tolerance - guide mod stoffer i nattelivet (63) [Zero tolerance – guide against drugs in nightlife] and health promotion package on alcohol. Read more about the STAD project at [www.stad.org](http://www.stad.org) and about the Safe nightlife project at [www.holstebro.dk/trygt-natteliv](http://www.holstebro.dk/trygt-natteliv).

#### **(D) Drug prevention in disadvantaged residential areas**

The municipality establishes drug prevention efforts in residential areas where social problems and drugs are particularly widespread. These include particularly disadvantaged residential areas in the municipality as well as residential care centres and residential homes for young offenders etc.

**Reading to inspire action:** Vejledning for modelkommunerne i Narkoen ud af byen (2) [Guidelines for model municipalities in the Narkoen ud af byen drug stop programme], Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3) [Preventing the use of intoxicants in practice. Examples from 14 municipalities’ work under the Narkoen ud af byen drug stop programme].

## 12.2 Health promotion services

#### **(B) Brief counselling for young people involved in experimental drug use**

The municipality offers a brief counselling service based on evidence-based methods for young people involved in experimental or regular drug use. It is important that the counselling is offered shortly after actual drug use has been detected, and that attention is paid to whether the young person suffers from a mental illness.

(B) Basic level

(D) Developmental level

The service should be organised and tailored to the needs of the target group. It can, for example be offered as part of the municipal counselling service for young people or as an outreach service for educational institutions, youth career guidance centres (UU), youth clubs or vulnerable residential areas. The counselling can also be offered online.

**Reading to inspire action:** International Standards on Drug Use Prevention (1), Hashsamtaalen – om unge og hashrygning (15) [Talking about cannabis – about young people and cannabis], Inspirationshæfte: Alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats (30) [Inspirational booklet: Alcohol prevention in the municipality – 20 model municipalities' work to strengthen preventive efforts], Hashgrupper på ungdomsuddannelser (42) [Cannabis groups in youth education], Hele vejen rundt – Redskaber i arbejdet med unges rusmiddelproblemer (56) [A holistic approach – Tools for working with young people's intoxicant-related problems]. Read more about web-based counselling at [www.netstof.dk](http://www.netstof.dk).

#### **(B) Supportive intervention for children and young people in families with drug problems**

The municipality offers supportive interventions for children and young people from families with drug problems. The types of support offered must be viewed in conjunction with similar support for children and young people from families with alcohol problems and other social interventions for vulnerable families.

Reading to inspire action: Børn som lever med forældres alkohol- og stofproblemer (44) [Children living with parents with alcohol and drug problems], Børn i familier med alkoholproblemer – gode eksempler på kommunal praksis (45) [Children from families with alcohol problems – examples of good municipal practice], En børnehavefe, en skolealf – og anden støtte til børn fra familier med alkoholproblemer (46) [A kindergarden fairy, a school elf – and other support for children from families with alcohol problems], Når forældre har alkoholproblemer – pædagogisk støtte til børn i dagtilbud (47) [When parents have alcohol problems – pedagogical support for children in daycare institutions], Den nødvendige samtale – når samtalen handler om alkohol og barnets trivsel (48) [The necessary talk – about alcohol and the child's well-being], Sårbare børn. Børn, forældre og rusmiddelproblemer (60) [Vulnerable children. Children, parents and intoxicants-related problems].

#### **(D) Supportive intervention for families with drug-using children**

The municipality offers supportive intervention/counselling/education for families with drug-using children. The intervention is coordinated with the counselling service for young people and may include, for example, parents and family counselling.

**Reading to inspire action:** Read more about parent groups at [www.uturn.dk/foraelldre](http://www.uturn.dk/foraelldre) and [www.ungrus.dk](http://www.ungrus.dk) and about web-based counselling for parents and other relatives at [www.netstof.dk](http://www.netstof.dk).

#### **(D) Parenting programmes for parents of teenagers**

The municipality offers parenting programmes targeted at the parents of teenagers with a view to strengthening relations between teenagers and their parents, supporting the parents as role models, talking to the young person about intoxicants and handling the suspected use of intoxicants, for example knowing the signs of drug use.

(B) Basic level

(D) Developmental level

**Reading to inspire action:** International Standards on Drug Use Prevention (1), Til forældre på ungdomsuddannelser: Hjælp din teenager - med at skabe rammer for alkohol, tobak og stoffer (32)[For parents of children in youth education: Help your teenager – to set rules on alcohol, tobacco and drug use], Til forældre med børn i grundskolen: Dit barns festkultur - sæt rammer for alkohol, tobak og stoffer (34) [Your child’s party culture – set rules on alcohol, tobacco and drugs], Rusmiddelguide. For forældre til teenagere (66) [Guide on intoxicants. For parents of teenagers]. Read more about parent groups at [www.uturn.dk/foraeldre](http://www.uturn.dk/foraeldre) and about web-based counselling for parents at [www.netstof.dk](http://www.netstof.dk).

**(D) Parenting programmes for first-time parents**

The municipality offers parenting programmes to strengthen the knowledge and skills of first-time parents as regards the importance of mental and physical health for their child’s development and for the health and well-being of the whole family. Parenting programmes contribute to strengthening relations between parents and children as a protective factor against drug use.

**Reading to inspire action:** International Standards on Drug Use Prevention (1). The project En god start – sammen [Getting off to a good start – together], where you can read about project implementation at [www.sst.dk](http://www.sst.dk) Moreover, reference is made to the project Klar til barn [Ready for a child], which can be found at [www.socialstyrelsen.dk/klartilbarn](http://www.socialstyrelsen.dk/klartilbarn).

## 12.3 Information and education

**(B) Education in primary and lower secondary schools**

The municipality offers systematic, knowledge and dialogue-based education on drug use in primary and lower secondary schools. The aim is to delay young people’s use of intoxicants and limit the use of drugs, alcohol and tobacco through the development of personal and social competencies, well-being and attitude formation. In this context, the work can involve pluralistic ignorance and the social norms approach, i.e. the fact that children and young people try to live up to their own perceptions of what is normal behaviour among other children and young people. Moreover, the teaching for older pupils can touch on how to look after yourself and each other in the nightlife and get help if necessary.

**Reading to inspire action:** International Standards on Drug Use Prevention (1). Vejledning for modelkommunerne i Narkoen ud af byen (2) [Guidelines for model municipalities in the Narkoen ud af byen drug stop programme], Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3) [Preventing use of intoxicants in practice. Examples from 14 municipalities’ work under the Narkoen ud af byen drug stop programme], Faghæfte 21 (29) [Subject booklet 21], Tackling (49,50), Ringstedforsøget – Livsstil og forebyggelse i lokalsamfundet (51) [The Ringsted Experiment – Lifestyle and prevention in the local community]. AarhusEksperimentet. Social pejling og social kapital – inspirationskatalog og rapport (64,65) [The Aarhus Experiment. Social norms and social capital – inspirational catalogue and report].

**(B) Parents meetings and parent involvement**

The parents of children and young people in primary and lower secondary schools are involved through the holding of parents meetings with a view to establishing a dialogue about drugs as well as parental consensus agreements in the classes.

(B) Basic level

(D) Developmental level

The meetings can focus on: delaying alcohol debut (which is preventive in relation to drug use), handling parties, signs of drug use, how to enter into a dialogue with young people about drugs and how to handle drug use.

**Reading to inspire action:** Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3) [Preventing use of intoxicants in practice. Examples from 14 municipalities' work under the Narkoen ud af byen drug stop programme], For forældre om hash (16) [For parents about cannabis], Snifning og unge (17) [Sniffing and young people], Stoffer – hvordan virker de, og hvordan ser de ud (21) [Drugs – how do they work and what do they look like?], Til forældre med børn i grundskolen: Dit barns festkultur – sæt rammer for alkohol, tobak og stoffer (34) [For parents of children in primary and lower secondary school: Your child's party culture – set rules on alcohol, tobacco and drugs], Til grundskolens lærere, ledelse og skolebestyrelse: Sæt rammer for alkohol, tobak og stoffer (35) [For primary and lower secondary school teachers, heads and boards of governors: Make rules on alcohol, tobacco and drugs]. Ringstedforsøget – Livsstil og forebyggelse i lokalsamfundet (51) [The Ringsted Experiment – Lifestyle and prevention in the local community], AarhusEksperimentet. Social pejling og social kapital - inspirationskatalog (64) [The Aarhus Experiment. Social norms and social capital – inspirational catalogue and report], Rusmiddelguide. For forældre til teenagere (66) [Guide on intoxicants. For parents of teenagers].

**(B) Front-line personnel inform about municipal health promotion services**

Municipal employees in schools, after-school clubs, youth clubs, SSP, social and job centres, the municipal health and dental services etc. inform citizens about the municipality's drug counselling and treatment services as well as the regional family outpatient clinics' services for pregnant drug users.

**(D) Education at municipal institutions for young people and at youth education institutions**

The municipality establishes an outreach function offering education and dialogue on the use of drugs and other intoxicants at youth education institutions, schools of production, youth clubs etc. The purpose is to delay the use of intoxicants, to prevent and limit the use of drugs and intoxicants through the development of personal and social competencies, to support attitude formation, reducing pluralistic ignorance etc. and to provide information on how to look after yourself and each other in the nightlife.

**Reading to inspire action:** Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3) [Preventing the use of intoxicants in practice. Examples from 14 municipalities' work under the Narkoen ud af byen drug stop programme], Støtte til sårbare elever. Anbefalinger til udvikling og implementering af politikker og beredskaber på erhvervsuddannelserne (37) [Supporting vulnerable pupils: Recommendations on developing and implementing policies and tools in vocational colleges]. Sunde erhvervsskoler. Inspiration til at skabe sunde rammer og introducere sundhed i undervisningen (43) [Healthy vocational colleges: How to create a health-promoting physical framework and introducing health as part of the teaching], Ringstedforsøget – Livsstil og forebyggelse i lokalsamfundet (51) [The Ringsted Experiment – Lifestyle and prevention in the local community], AarhusEksperimentet. Social pejling og social kapital – inspirationskatalog og rapport (64,65) [The Aarhus Experiment. Social norms and social capital – inspirational catalogue and report] and the rate adjustment pool project Unge, alkohol og stoffer [Young people, alcohol and drugs], which is described at [www.sst.dk](http://www.sst.dk).

(B) Basic level

(D) Developmental level



## 12.4 Early detection

The purpose of early detection of drug use is to identify young people who are at risk of developing a drug habit with a view to offering early intervention. A special focus should be on vulnerable young people, young people who are not thriving, young people outside the educational system and young people with a mental illness. The health promotion package on mental health comprises a number of recommendations on early detection in relation to mental health and well-being which should also be considered.

Through the early detection of young people who are experimenting with drugs, it is also possible to identify persons who are involved in regular drug use or abuse as well as drug addicts as such. Young people involved in regular drug use or abuse are motivated to seek relevant counselling and treatment.

### (B) Early detection by front-line personnel

The municipality's front-line personnel who meet the young people in their everyday lives can ensure early detection of drug use by means of a brief screening interview. Front-line personnel include employees in the social services, job centres, school health service, youth clubs, SSP, schools, youth career guidance centres (UU) and vulnerable residential areas.

**Reading to inspire action:** Inspirationshæfte: Alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats (30) [Alcohol prevention in the municipality – 20 model municipalities' work to strengthen preventive efforts], Handlingsvejledning til Sagsbehandlere i Børneforvaltningen vedr. Klienter med alkoholmisbrug (52) [Intervention guidelines for caseworkers in the department for children's affairs concerning clients involved in alcohol abuse], Handlingsvejledning til Sagsbehandlere i Voksenforvaltningen vedr. Klienter med alkoholmisbrug (53) [Intervention guidelines for caseworkers in the department for adult affairs concerning clients involved in alcohol abuse], Hele vejen rundt – Redskaber i arbejdet med unges rusmiddelproblemer (56) [A holistic approach – Tools for working with young people's intoxicant-related problems], rate adjustment pool project Unge, alkohol og stoffer [Young people, alcohol and drugs]. See [www.sst.dk](http://www.sst.dk).

### (B) Intervention guidelines for front-line personnel

In continuation of the above recommendation, the municipality prepares intervention guidelines for front-line personnel focusing on questioning guides for a brief screening interview on drug use and referral to relevant counselling or treatment. The guidelines for the social education sector comprise guidelines on collaboration with and notification of the social services as well as guidelines on how the institution can support children and young people who are suffering as a result of their parents' drug abuse.

**Reading to inspire action:** Inspirationshæfte: Alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats (30) [Alcohol prevention in the municipality – 20 model municipalities' work to strengthen preventive efforts], Handlingsvejledning til Sagsbehandlere i Børneforvaltningen vedr. Klienter med alkoholmisbrug (52) [Intervention guidelines for caseworkers in the department for children's affairs concerning clients involved in alcohol abuse], Handlingsvejledning til Sagsbehandlere i Voksenforvaltningen vedr. Klienter med alkoholmisbrug (53) [Intervention guidelines for caseworkers in the department for adult affairs concerning clients involved in alcohol abuse], Hele vejen rundt – Health promotion packages in Denmark – introduction and recommendations

(B) Basic level

(D) Developmental level

Redskaber i arbejdet med unges rusmiddelproblemer (56) [A holistic approach – Tools for working with young people’s intoxicant-related problems].

**(B) Interview about drugs in final year of school**

An interview on drugs is systematically held as part of the municipal health service’s health examination in the last year of school. When necessary, a brief counselling interview is offered, and if more is required, the young person is encouraged to seek relevant counselling and treatment. Parents are involved as required.

**Reading to inspire action:** Vejledning om forebyggende sundhedsydelse til børn og unge (54) [Guidance on preventive health care services for children and young people], Skolesundhedsarbejde (55) [Healthcare services at school], Hele vejen rundt – Redskaber i arbejdet med unges rusmiddelproblemer (56) [A holistic approach – Tools for working with young people’s intoxicant-related problems].

**(B) Collaboration with youth education institutions and schools of production**

The municipality establishes dialogue and collaboration with youth education institutions and schools of production to ensure early detection of young people involved in experimental or regular drug use with a view to offering counselling and, if necessary, motivate the young people to seek further treatment.

**Reading to inspire action:** Vejledning for modelkommunerne i Narkoen ud af byen (2) [Guidelines for model municipalities in the Narkoen ud af byen drug stop programme], Rusmiddelforebyggelse i praksis. Eksempler fra 14 kommuners arbejde med Narkoen ud af byen (3) [Preventing use of intoxicants in practice. Examples from 14 municipalities’ work under the Narkoen ud af byen drug stop programme], Inspirationshæfte: Alkoholforebyggelse i kommunen – 20 modelkommuners arbejde med at styrke den forebyggende indsats (30) [Inspirational booklet: Alcohol prevention in the municipality – 20 model municipalities’ work to strengthen preventive efforts], Til ungdomsuddannelsens lærere og ledelse: Politik for rusmidler og rygning (33) [For teachers and heads of youth education institutions: Policy on intoxicants and smoking], Støtte til sårbare elever. Anbefalinger til udvikling og implementering af politikker og beredskaber på erhvervsuddannelserne (37) [Supporting vulnerable pupils: Recommendations on developing and implementing policies and tools in vocational colleges], Sunde erhvervsskoler. Inspiration til at skabe sunde rammer og introducere sundhed i undervisningen (43) [Healthy vocational colleges: How to create a health-promoting physical framework and introducing health as part of the teaching], Hele vejen rundt – Redskaber i arbejdet med unges rusmiddelproblemer (56) [A holistic approach – Tools for working with young people’s intoxicant-related problems], rate adjustment pool project Unge, alkohol og stoffer [Young people, alcohol and drugs]. See [www.sst.dk](http://www.sst.dk).

**(B) Collaboration with general practitioners and hospitals on pregnant women and families with children**

The municipality works with the general practitioners and hospitals to identify drug use among pregnant women and in families with children. All pregnant women are asked about their use of intoxicants, and if necessary they are referred to the regional outpatient clinic for families.

(B) Basic level

(D) Developmental level

**Reading to inspire action:** Vejledning om forebyggende sundhedsydelse til børn og unge (54) [Guidance on preventive health care services for children and young people], Børn som lever med forældres alkohol- og stofproblemer (44) [Children living with parents with alcohol and drug problems], Børn i familier med alko-

holproblemer – gode eksempler på kommunal praksis (45) [Children from families with alcohol problems – examples of good municipal practice], Den nødvendige samtale – når samtalen handler om alkohol og barnets trivsel (48) [The necessary talk – about alcohol and the child’s well-being]. Sårbare børn. Børn, forældre og rusmiddelproblemer (60) [Vulnerable children. Children, parents and intoxicants-related problems], Omsorg for gravide og småbørnsfamilier med rusmiddelproblemer. Familieambulatoriets interventionsmodel (61) [Caring for pregnant women and families with children with drug use problems. Family outpatient clinic’s intervention model].