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# Likvärdighet i idrott och hälsa?

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<p><b>Abstract:</b> This thesis is about equivalence in the school subject of sports and health. More precisely, the purpose of this thesis is to contribute with new knowledge on how equivalence in sports and health can be understood, measured, and has changed during the years 2000–2017. In welfare states around the world, as well as in Sweden, equivalence is a central goal – but what does equivalence really mean and entail? What should be equivalent, and when is the school (sufficiently) equivalent? How can equivalence be measured, and how has equivalence changed over time – has it deteriorated, improved, or remained unchanged? With a specific focus on the school subject of sports and health, this thesis addresses these very questions. To answer some of the questions, different perspectives on equivalence are presented, along with various methods for investigating indicators of equivalence. Additionally, the relationship between equivalence-relevant groups and outcome measures is examined over time. The equivalence-relevant groups are based on students' gender, migration background, and family background, as well as their parents' educational background. The two outcome measures are students' grades in sports and health and students' perceptions of sports and health. The empirical material in the study is based partly on register data, in the form of a total sample of grade statistics for 2000–2017, and partly on retrospective data from large research projects, which in turn contain empirical material about students' perceptions of sports and health (<math>N = 39,980</math>). The results show that there are differences in grades, which have also increased over time, between students with different migration backgrounds and educational backgrounds. Moreover, there are even larger and increasing gender differences in the groups for students with low-educated parents and for students with a foreign background. The results also show that the effect of family background on grades in the 9th grade seems to have increased from 2000 to 2017. It is also evident that the effect of family background has increased the most for foreign-born students. In terms of students' perceptions of sports and health, the results partially show something different compared to grades. Although there are differences between different equivalence-relevant groups, these differences are generally small. The differences in question remain small even after age, sports participation in leisure time, and parents' educational background are considered. Generally, there are no clear differences in the way students describe what and how much they learned. However, one group that stood out a bit was girls with a foreign background, who reported to a slightly higher degree that there was nothing to learn in sports and health. In summary, the thesis highlights the difficulty – but also the importance – of more clearly defining the meaning of equivalence in school, as well as in sports and health. Additionally, this dissertation also points to knowledge gaps about equivalence in sports and health, which partly result from a lack of studies but can also be attributed to methodological shortcomings in previous studies. Finally, the dissertation indicates problems with equivalence, primarily linked to the increasing differences between students with different migration backgrounds and family backgrounds, along with the general differences that exist between different student groups and girls with a foreign background.</p>		
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