



Tools, materials and programmes for health promotion in Estonia

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Health Promoting Schools and Health Promoting Kindergartens

- ❖ In Estonia the Network of Health Promoting Schools was established in 1993
- ❖ The Health Promoting Schools network has 207 members
- ❖ The Network of Health Promoting Kindergartens was established in 2000 and has 299 members
- ❖ 49% of schools and kindergartens are belonging to networks (506 educational institutions from 1026)





Network structure

❖ **School/kindergarten level** - health promoting school working group

(School director or principal; Head teacher; Students (past/present); Parents; Health education teacher; School nurse; School social worker or psychologist; Physical education staff; School governors or boards of management; Health/education experts outside the school)

❖ **Locality level (City or county)** - coordinated by health promotion coordinators for schools and kindergartens (15 counties ja 3 municipalities)

- Counselling schools and kindergartens, coordination and cooperation in municipal level

❖ **National level** - from 2003 the National Institute for Health Development is coordinating the networks of health promoting schools and kindergartens



The role of National Institute for Health Development in supporting the networks

- Supporting, counseling and training the local health promoting coordinators (trainings, supervisions)
- Developing supportive methodological materials and assessment tools for educational institutions
- Research
- Providing trainings for educational institutions staff on various health and welfare topics
- Organizing Summer Workshops for network members (1 for kindergartens and 1 for schools)
- Gathering and sharing good practices among network members



Assessment tools:

For schools:

- Assessment tool for health promoting school working group
- Assessment tool for internal evaluation
- SHE rapid assessment tool
- Assessment for the current state of nutrition and physical activity

<https://www.terviseinfo.ee/et/tervise-edendamine/koolis/hindamisvahendid>

For kindergartens:

- Assessment tool for health promoting school working group
- Assessment for the current state of nutrition and physical activity
- Assessment tool for the psychosocial environment
- Assessment tool for the safety and security

<https://www.terviseinfo.ee/et/tervise-edendamine/lasteaias/hindamisvahendid>

Methodological materials for kindergartens:

<https://www.terviseinfo.ee/et/tervise-edendamine/lasteaias/juhendmaterjalid>

- Mental health - „Supporting the mental health of children at kindergartens“
- Sexuality education - Sexuality education in preschool years - body, feelings and safety (material based on „Relaties & Sexualiteit”, Rutgers 2011,; “Spring Fever: Relationships and Sexual Health Education”, Rutgers ja Public Health Warwickshire, 2015)

Teacher trainings organized to support the implementation of materials

Other topics covered by materials:

- Supporting children with diabetes
- Nutrition
- Injury Prevention - Creating a Safe Environment
- Oral health
- Posture development
- Health education



Methodological materials for schools:

<https://www.terviseinfo.ee/et/tervise-edendamine/koolis/olulised-abimaterjalid>

- Nutrition and physical activity - „Teacher's handbook of nutrition and physical activity“
- Substance use prevention - „Teacher's handbook of substance use prevention“; „Recommendations for drug prevention and solving drug-related cases at school“
- First aid - „Teaching first aid in elementary school - methodological material for school nurses“
- Health promotion at school - „SHE online school manual“

Teacher trainings organized to support the implementation of materials

Other topics covered by materials:

- Mental health
- Oral health
- Supporting children with diabetes
- Sexuality education



Evidence-based programs in Estonia

1. Universal Classroom-Based Prevention Program (Pax Good Behavior Game) The implementer: National Institute for Health Development

- ✓ Long-lasting effects on preventing behavioral and emotional problems, substance use and improving educational attainment



PROGRAMME GOALS	BEHAVIOR INFLUENCE TECHNIQUES USED (KERNELS)	MECHANISMS OF CHANGE	SHORT- AND MEDIUM-TERM EFFECTS
Increase psychological safety & flexibility	PAX Vision I'm a PAX Leader PAX OK/Not OK cards Predict, Monitor & Reflect	<ul style="list-style-type: none"> ➤ Improved self-regulation, co-regulation and group-regulation ➤ Improved cooperation and goal-setting skills 	<ul style="list-style-type: none"> ➤ Reduced disruptive behavior ➤ Reduced behavioral and emotional problems
Richly reinforce prosocial behaviors	Tootles Notes PAX IT Notes PAX Roles Granny's Wacky Prizes	<ul style="list-style-type: none"> ➤ Increased behavioral, cognitive and emotional flexibility ➤ Sense of safety and reliability in classroom 	<ul style="list-style-type: none"> ➤ Reduced rates of bullying ➤ Positive peer relationships and school engagement
Reduce or minimize toxic influences	PAX Quiet PAX Hands PAX Stix PAX Feet	<ul style="list-style-type: none"> ➤ Teacher's self-efficacy and skills of classroom management ➤ More equity in classroom 	<ul style="list-style-type: none"> ➤ Increased prosocial behavior ➤ Reduced need for special services
Limit problematic behaviors	PAX Quiet PAX Voices PAX Roles Beat the timer	<ul style="list-style-type: none"> ➤ More time to teach/learn 	



VEPA
KÄITUMISOSKUSTE MÄNG



Adapted to Estonia in 2014

Language and images of the program were adapted

Structure of the teacher-trainings and teachers' support system was developed





The results of VEPA

Intervention had:

- positive effects on children's mental health at the end of the 1st academic year, which lasted and strengthened during the 2nd academic year;
- positive effects on mental health and prosocial behavior for high-risk students during the 1st year;
- few positive effects extended to the home environment during the 2nd academic year;
- intervention also had a positive lasting effect on teacher's self-efficacy and overall classroom behavior.

2. Physical activity program „Schools in Motion!“

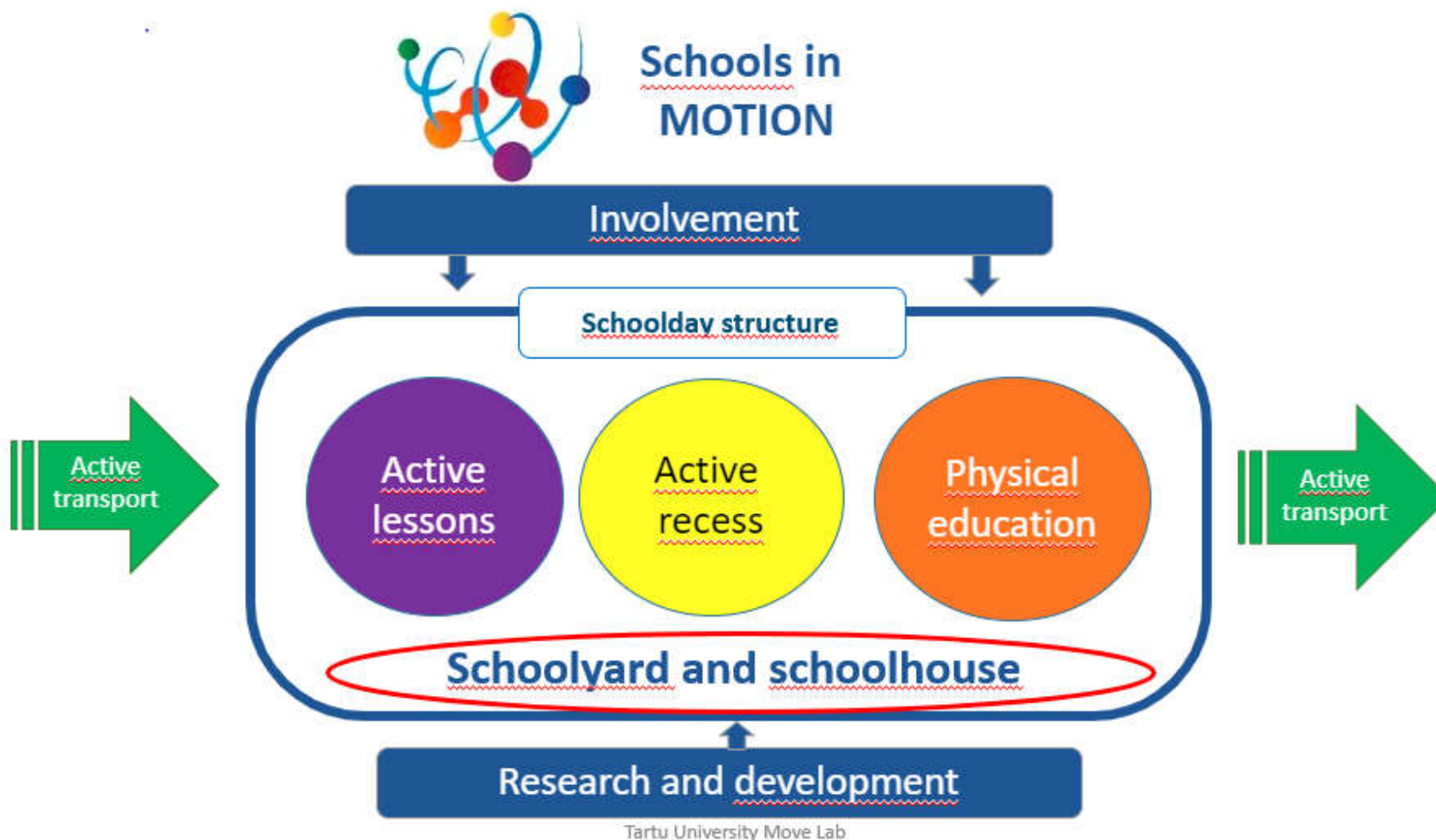
The implementer: Move Lab, Tartu University

- Main aim: to increase physical activity and decrease sedentary time during the schoolday.
- 2016-2018: national pilot project „Schools in Motion“ - 10 pilot schools
- 2019: 79 schools



**Schools in
MOTION**





Teachers: students are more focused after PA

Students enjoy active lessons



School tiredness decreasing

VS



Enjoying school increasing

3. „Bullying-Free School“ - KiVa

The implementer: SA Kiusamisvaba Kool, Foundation *Bullying-Free School*





The KiVa program

Goals:

- To prevent bullying
- To solve occurring cases effectively
- To minimize the negative effects of bullying

UNIVERSAL, *i.e* PREVENTIVE MEASURES

Materials, informative meetings
Web-support
KiVa-lessons
Vests for better Duty

PARTICULAR, *i.e* INTERVENTION

KiVa-teams
Parties/Sides of the bullying case
Classmates
Parents

RESEARCH AND ANALYSIS

Student questionnaire(s)
Teacher questionnaire(s)



What makes KiVa special?

- Both prevention and intervention!
- An unusually huge portion of materials and specific tools (not just „a philosophy“)
- A virtual environment for support/additional materials
- The program involves the whole school: the class, the staff, the parents

KiVa is more systematic than most anti-bullying programs available

Does KiVa have the desired effects?



The University of Turku, Finland conducted research on the effects of KiVa during the pilot phase (2007-2009) and nationwide implementation (from 2009 onwards) of the programme

Clear evidence indicating the programme reduces the occurrence of bullying and victimisation:

- Reductions in bullying and victimisation ~20%
- Positive outcome for 98% of tackled cases!
- Reduction in bullying in KiVa schools in Estonia after 5 years of implementing of the program was 7 % (21,5% in 2013 and 14,5% in 2018)

“Side effects”?



 Several positive “side effects”:

- Reductions in helping and reinforcing the bullies
- Increased empathy and defending the victim
- Better class atmosphere and relationships
- Students’ perceptions of teacher effort and efficacy in reducing bullying are more positive
- Decreased anxiety and depressive symptoms
- Positive effects on academic performance

See more: kivaprogram.net



Thank you!

