



Substance use prevention in Estonia

What works in substance use prevention?

Substance use prevention aims to stop or delay people from beginning use of psychoactive substances, and can help those who have started to avoid development of substance use disorders and associated health and social problems. Substances can include tobacco products, alcohol, volatile substances (inhalants), and other substances such as heroin, cocaine, cannabis, and the non-medical use of psychoactive prescription medicines.

The International Standards on Drug Use Prevention (2018) highlights effective and ineffective prevention interventions and policies. For example, characteristics associated with positive prevention outcomes include:

- 👍 development of parental skills;
- 👍 development of children's personal and social skills and altering school environment and establishing substance use policy in school;
- 👍 establishing policies related to substances in the community and society (e.g. increasing the price of alcohol and tobacco, banning advertising).

Based on research, ineffective activities include:

- 🗨️ random drug testing at schools (in Estonia, parallels can be drawn with the "drug-sniffing dogs in schools" activities that were previously implemented);
- 🗨️ conducting one-time only lectures and distributing information about substances (e.g. introducing substances and the means related to their use);
- 🗨️ fear arousal (e.g. pictures of parties that end badly);
- 🗨️ using ex-drug users as testimonials.

Sharing information, intimidation and other one-time only activities do no reduce substance use and may increase the risk to substance use and other negative behaviours.

School-based substance use prevention

School is one of the micro-level environments that serve as key institutions in shaping children's development and their prosocial attitudes and behaviour. School-based interventions can affect an individual's vulnerability to and risk for specific behaviours, and substance use in particular.

Effective school-based prevention must focus on:

- 1 classroom curricula** (e.g. the personal and social skills education)
- 2 school policies and culture** (e.g. establishing substance-related agreements; shaping norms, values, interpersonal relationships, teaching and learning practices, and organisational structures)

A substance use prevention curricula refers to a classroom-based intervention with a manualised set of activities to meet specific learning objectives. To support the teachers, the *Uimastiennetuse õpetajaraamat põhikoolile (Teacher's Handbook of Substance Use Prevention in Basic Schools)* (Pöiklik, Saat, Kull and Kiive 2015) has been developed. The material includes set of activities and is available in both Estonian and Russian. To support the implementation of the teacher's handbook, teacher's training courses take place throughout Estonia.

More information can be found here:

www.terviseinfo.ee/et/tervise-edendamine/koolis/olulis-ed-materjalid/uimastiennetus/uimastiennetuse-opetajaraamat

The development and implementation of school policies is supported by the **Guidelines to Substance Use Prevention in Schools**. The guidelines on how to prevent substance use and manage substance-related incidents includes theoretical background information and practical tools that schools can use (e.g. to evaluate their current situation or analyse their action plan for substance-related incidents).

More information can be found here:

www.terviseinfo.ee/uimastiennetus-koolidele

¹ United Nations Office on Drugs and Crime (UNODC) and the World Health Organisation (WHO) (2018). International Standards on Drug Use Prevention: Second updated edition. URL: http://www.unodc.org/documents/prevention/standards_180412.pdf

Alkohol, tubakas ja narkootikumid – mida kool teha saab?

Märgi "1" või kleebi täpp teema juurde, mida Sina soovitsid kolleegidel kindlasti lugeda!

Uimastiennetus - koostöö kooli, õpetaja, õpilaste, kodu ja kogukonna vahel

Koos välja töötatud lahendused annavad kõigile suurema kindlustunde, et ennetus pole peigalt ühe poole vastutusvaldkond.



Uimastiennetus koolis – milliseid meetodeid vältida ja miks?

Sokeeriv lähenemine

Sokeerivad jutud või materjalid jäävad õpilastele meelde, sest rõhuvad emotsionaalsele reaktioonile, kuid ei muuda käitumist. Selline materjal paneb hetkeks kõik teemast rääkima, kuid mõju on lühiajaline ja ei aita noortel konkreetset olukorda hakkama saada, näibeks leevendada alkoholi tarvitamist.

Mida siis teistsiti teha? Käitumise muutmiseks tuleb õpetada oskusi, mis aitavad nendes olukordades hakkama saada.

Ekstreemselt negatiivsete tagajärgede rõhutamine

Sageli tuuakse spetsialistide poolt esile noorega jätitava võivad kõige tõsisemaid ja negatiivsemaid tagajärgi.

Endised tarvitajad

Jagavad teogu kõigis infot, kuid ei õpeta oskusi – isegi uimastite kahjulikkust seeläbi teiste on vaja üks vajalike oskuste arendamine, et oskus kriitiliselt infot hinnata, probleeme lahendada, stressiga toime tulla, ilma kohaste oskusteta pole info andmisest kasu.

Jagavad siliklikku ja tuttavate kogemust, millega noored ei samastu – endised uimastitarvitajad jagavad oma kogemusi tihedalt emotsionaalselt ja huviavalt, mis võib jätta pigem positiivse ning liigitatava mulje. Enamasti ei ole neil lugusid noorte igapäevaeluga midagi ühist, mis liisab veetgi salapära. Samuti saadab selline lugu sõnumi, et tarvitamine ei ole riskantne ning vajadusel saab loobuda, kuna nii äge ja vahva inimene sai sellega hakkama.

Kujundavad normi, et kõik noored tarvitavad uimastid. Uimastite tarvitamise kogemuste jagamine tekitab noortes tunde, et see on tavapärane ja normaalne ning tarvitajate hulk õpilaste hulgas võib suurendada.

Kujundavad normi, et uimastite tarvitamine on võratus. Aukohale ehk õpilaste ette endist sõltlast panmes tõstame esile mittesoovitud käitumist, mille oma teavitust näha ei ometi. Mõnetiisuseid käitumist ande tõhustamine.

Tõhus ennetus toetub kooli juhtkonnale,

kes järjepidevalt suunab ennetustöö elluviimist ja hindamist ning kujundab koolis valitsevaid hoiakuid ja väärtuseid.

Olulised teemad, mis on vaja koolis omavahel läbi arutada:

- ✓ turvaline ja toetav keskkond, kus laps tajub, et ta võib täiskasvanuid usaldada ja tunneb end turvaliselt ning hästi
- ✓ ühised väärtused ja kokkulepped, sh tubaka, alkoholi, narkootikumide vaba keskkond
- ✓ laste, vanemate ja kogukonna partnerite kaasamine ning koostöö
- ✓ kuidas märgata muutusi lapse käitumises
- ✓ seksimise ja abi pakkumise põhimõtted – probleemid kodus, õppimisel või suhetes kaaslastega
- ✓ uimastitega seotud teemade lõimimine õppekavasse

Õpetaja ainulaadne roll ja võimalus

Lastega igapäevaselt tegelev õpetaja tunneb oma lapsi, teab, mis oskusi ja teadmisi nad vajavad. See võimaldab õpetajal käsitleda uimastitega seonduvaid teemasid eakohaselt ja järjepidevalt.

Kujundada mittesoovivaid hoiakuid

tubakatoodete, alkoholi ja narkootikumide tarvitamise läbi müütide ja uskumuste vaidlustamise kasutades arutelusid ja väljendusi. Nii areneb noortel kriitiline mõtlemine ja analüüsi võime.

Anda tõest infot ja õpetada lapsi infot kriitiliselt hindama

Uimastite puhul on oluline, et noor õpiks hindama saadava info kvaliteeti ja õigsust, kuivõrd infot meie ümber on väga palju.

The poster titled *Alkohol, tubakas ja narkootikumid - mida kool teha saab?* (Alcohol, tobacco and other substances – what schools can do?) describes which approaches are effective in school-based prevention and which are not. It also explains why some approaches do not work.

More information can be found here:

https://intra.tai.ee/images/prints/documents/149035584329_mida_kool_teha_saab.pdf

School-based prevention programmes in Estonia

The following evidence-based programmes are implemented in Estonia.

VEPA programme (PAX Good Behaviour Game, GBG) has been implemented in Estonia since 2014. It is a practice consisting of behavioral strategies delivered by teachers in the classroom. The GBG addresses disruptive and aggressive behavior during middle childhood, important behavioral antecedents of adolescent substance use and mental health problems. GBG can be used with students of all ages, but best results are achieved when it is delivered during the first school years.

Long-term studies have shown that implementation of the GBG:

- improves educational attainment,
- increases children's self-regulation and peer-cooperation,
- reduces behavioral and emotional problems, prevents the use of tobacco, alcohol and illicit drugs.

More information about the programme can be found here:

www.terviseinfo.ee/vepa

KiVa programme has been implemented in Estonia since 2013. KiVa is a program to prevent bullying and to tackle the cases of bullying effectively. Reducing bullying and creating a safe and supportive environment in school affects positively student's mental health. KiVa includes both universal and indicated actions. The universal actions, such as the KiVa curriculum, are directed at all students and focus mainly on preventing bullying. The indicated actions are to be used when a bullying case has emerged.

More information about that programme can be found here:

www.kivaprogram.net/estonia

In addition, **several other school-based activities** are implemented in Estonia. Many of them aim to improve the environment in schools, which might reduce the likelihood of substance use. These activities include: TORE school (NGO NÜ TORE), the programmes "Peaceful school" and "Bullying free kindergarten and school" (Estonian Union for Child Welfare), the model of "Good School" and values development programme (University of Tartu Ethics Centre), Mindfulness Exercises (NGO Vaikuseminutid). The educational institutions that adhere to the principle of health-promoting kindergartens and schools (National Institute of Health Development) support the health and well-being of children. However, there is currently no evidence of whether these programs actually help to improve school environment, increase prosocial behaviour and reduce problem behaviour.

Family-based prevention programmes in Estonia

Incredible Years is an evidence-based parenting programme, which is implemented in Estonia since 2014. Basic and Advance parent series have been adapted to Estonia. The program reduces challenging behaviours in children and increases their social emotional learning and self-control skills. During the training, parents learn how to play with children, effectively praise, use incentives and set limits, establish predictable routines and rules and promote responsibility and teach children to problem solve. Studies conducted in Estonia show that children's behavioural problems were reduced 3.5 times (from 57% to 12%). The training is conducted in Estonian and Russian language.

More information about the programme can be found here:

www.terviseinfo.ee/imelisedaastad

Multi-Dimensional Family Therapy (MDFT)

(MDFT) is a family-centered treatment for youth. In Estonia the programme is focused on 11- to 18-year-olds with severe problems – substance use, delinquency, antisocial and aggressive behaviours, school and family problems, and emotional difficulties. MDFT addresses the individual, family, and environmental factors that contribute to substance use and related problems. The therapy is long-term and lasts between four to six months.

More information about the programme can be found here:

www.sotsiaalkindlustusamet.ee/et/lapsed-ja-pere/lastekaitse/mitmedimensiooniline-pereteraapia-mdft

Other prevention programmes in Estonia

SPIN is a sports-based prevention programme, which was adapted to Estonia in 2013. The programme is based on the Kicks programme in the UK, which, in addition to sport activities, also develops children's social skills. SPIN programme takes place three times a week, of which two are focused on football and the third on social skills. The objective of the programme is to provide more opportunities for at-risk youth to spend their free time, while also learning social skills.

More information about the programme can be found here:

www.spinprogramm.ee

Useful websites

The www.narko.ee, www.alkoinfo.ee and www.noored.alkoinfo.ee, as well as www.tubakainfo.ee websites provide information about different substances. Information is provided also about counselling services and the possibilities for treatment. One can ask for help and get advice from experts via the websites.

The objective of the <https://tarkvanem.ee> website is to provide support to parents in different topics such as child's development, prevention of risk behaviours and useful parenting practices. The website includes practical information, articles and videos that help parents learn effective parenting skills. Parents can also ask for advice from experts. There is also Tark Vanem Facebook page.

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