

Impact Report #2



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Impact Report #2
Heateo Sihtasutus 2021

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When launching the Good Deed Impact Fund three years ago, I was asked if the same was possible in the field of education. I did not hesitate when replying that if a sector-specific fund was to be created, it would most likely happen in the field of education. Such confidence was rooted in my prior conversations with entrepreneurs who had shown passionate interest in educational issues. Little did I know that the Good Deed Education Fund was to be launched only six months later.

This Impact Report #2 focuses mainly on the Good Deed Education Fund. The idea came from Martin Villig and Taavet Hinrikus and the fund has now been operating for two academic years. We have reached thousands of students across Estonia. We have contributed to improving the quality of learning, brought over a hundred motivated teachers to the education system and supported the professional development of school leaders. Some of these changes impact our lives today, while others will manifest in years to come. We are very pleased to have active and meaningful cooperation between the Education Fund and the Ministry of Education and Research, for it takes collaborative effort to test and scale ideas and find much-needed solutions to critical problems in the society.

The second part of the Impact Report provides an overview of the results of the Good Deed Impact Fund. Last year marked the end of its first three-year period and this year the start of a new period. Since its launch, the Fund has been supporting six initiatives. We work in close collaboration with these initiatives and contribute to their growth and progress with both our own and our pro bono experts' time. Our partnership over several years and the possibility to take a close look at the initiatives' main challenges, both internal and external, have taught us valuable lessons. The changes they have created with the resources available are outstanding. We have focused our support on strengthening the teams, for we believe solutions begin with capable people. The growing scope and impact of the initiatives prove that we have chosen the right approach.

The successful launch of the Impact Fund's second period increased our circle of supporters. This autumn, we will be raising money for the Education Fund's second term. We have even greater ambition to alleviate the shortage of teachers, develop the quality of school leadership and foster students' learning skills. We first embarked on the journey of educational innovation as apprentices. Through launching, piloting and supporting several innovations, we have learned a great deal by now. Together with the educational initiatives, experts, entrepreneurs, and the public sector, we have a unique set of competencies that help us implement high-impact societal changes.

We want to thank the supporters of both the Good Deed Education Fund and Impact Fund. We are grateful to everyone who has dedicated their time and expertise and contributed to the success of the initiatives during 2020. Despite challenging times in our society, we have brought together truly caring and capable people who have helped us accomplish even the most utopian goals.

Join us if you wish to make a difference and inspire change together with us!

Pirkko Valge
CEO



GOOD DEED FOUNDATION

Established in 2003, the Good Deed Foundation is the first and only venture philanthropy organisation in Estonia. We launch and scale initiatives with high societal impact that solve pressing problems in Estonian society.

2

million euros
of private
capital invested
since 2018

HOW WE SUPPORT INITIATIVES

1.

Grants

2.

Investments

3.

Time and
expertise of
the Good Deed
Foundation
team

4.

Pro bono
experts

WE ARE LOOKING FOR INITIATIVES THAT



SOLVE PRESSING
PROBLEMS IN SOCIETY



HAVE THE POTENTIAL TO BECOME
FINANCIALLY SUSTAINABLE



HAVE A
STRONG TEAM



GENERATE
MEASURABLE IMPACT



HAVE GREAT
GROWTH POTENTIAL

NULA INCUBATOR

In collaboration with the National Foundation of Civil Society (NFCS)

🕒 5,5 years

485

ideas submitted

51

teams in the incubator

375 000

euros of start-up grants received from the NFCS

57%

of initiatives that have completed the NULA Incubator are active today

GOOD DEED IMPACT FUND

🕒 3,5 years

6

initiatives supported in 2018–2021

1

million euros (fund size)

391 000

euros of grants

2x

increase in the scope of initiatives

GOOD DEED EDUCATION FUND

🕒 2,5 years

11

initiatives supported in 2019–2021

1

million euros (fund size)

708 692

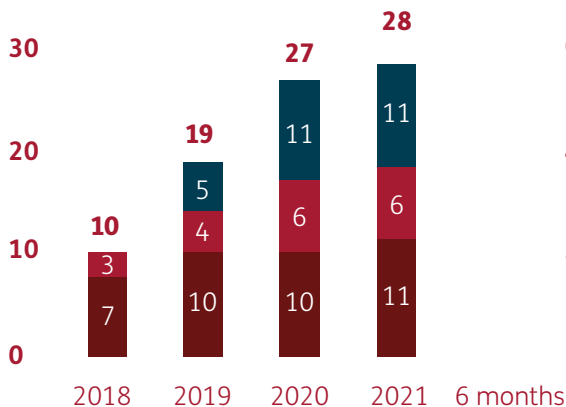
euros of grants

Positive impact on

38 981

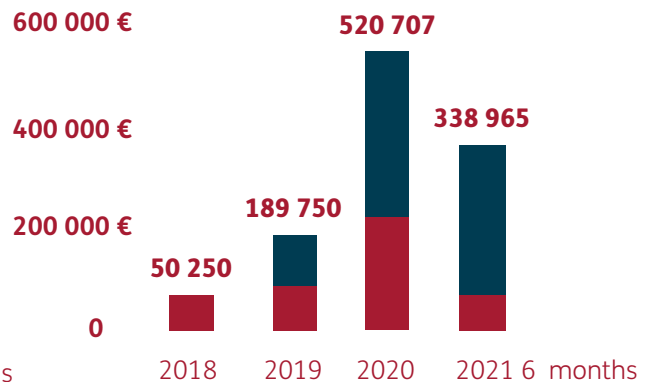
students

NUMBER OF SUPPORTED INITIATIVES



■ NULA ■ Impact Fund ■ Education Fund

VOLUME OF FUNDING



■ Impact Fund ■ Education Fund

GOOD DEED EDUCATION FUND

The philanthropy fund promotes initiatives that tackle acute problems in the education sector in Estonia. The Good Deed Education Fund was established by a new generation of Estonian entrepreneurs, under the initiative of Martin Villig and Taavet Hinrikus, who wished to create meaningful and positive changes in education.

1 million euros in 2019–2021

MAIN FOCUS

1.

Increasing the number of new teachers

2.

Raising the quality of school leadership

3.

Minimising dropout rates after compulsory education

4.

Enhancing learning of STEAM skills

ROLES



SUPPORTING

We support educational initiatives both financially and non-financially, providing mentoring, expert advice, access to networks, etc to help scale their impact.



INVESTING

We invest in educational innovations to foster their rapid growth and help them increase the future philanthropic capital of the Good Deed Education Fund.



LAUNCHING

We test and launch innovative solutions in cooperation with target audiences. Our priority is to ensure that successful innovations continue to grow and become incorporated into the education system.

IMPACT OF THE EDUCATION FUND INITIATIVES

POSITIVE IMPACT ON

38 981

STUDENTS



196

NEW TEACHERS
EMPLOYED BY
ESTONIAN SCHOOLS



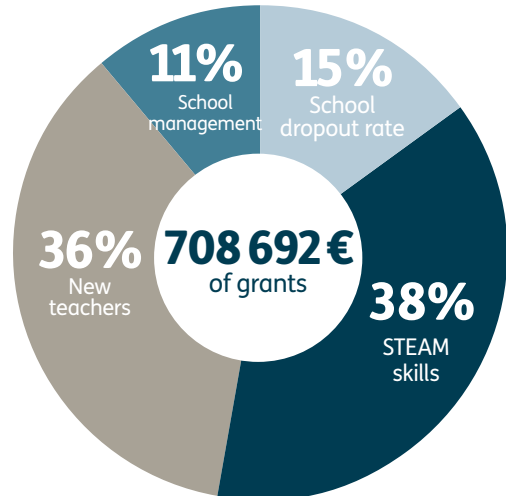
21

PRINCIPALS PARTIC-
IPATING IN PROFES-
SIONAL DEVELOPMENT
PROGRAMMES



437

SCHOOLS INVOLVED
IN EDUCATIONAL
INNOVATION PROJECTS



THREE LESSONS LEARNED

1 The Education Fund has witnessed notable growth in engagement. In the first months of operation, one hundred applications were submitted. Nearly half of them offered solutions to STEAM-related issues, creating the highest grant competition in this field. Half of the supported initiatives address problems within STEAM disciplines.

2 The shortage of qualified teachers and quality of school management are complex matters to change and therefore attracted fewer proposals. **To cultivate change in this field, we observed the need to initiate two programmes.** In collaboration with our partners, we launched Haridusjuhtide Praktikaprogramm/Internship Programme for Educational Leaders and Koolijuhtide värbamise pilotprojekt/Pilot Project for the Recruitment of School Leaders.

3 To scale the scope of supported innovations and help achieve the greatest impact, it is important to **collaborate with various stakeholders.** Cooperation with the Ministry of Education and Research enables us to scale our previously tested innovative solutions with state-level support and reach.

ASÕP/Substitute Teacher Programme

In a medium-sized Estonian school of approximately 500 students, about 200 lessons need to be substituted every month. Replacements are primarily sought within the school, but they are time-consuming to arrange. Preparing cover lessons and filling in for other teachers means additional working hours and increases teachers' workload and stress.

ASÕP helps schools find suitable substitute teachers with minimal effort and time, using an online platform. When joining the programme, substitute teachers specify their preferred disciplines, as well as information on where, when, and at which capacity they wish to work. Schools enter their substitution requests on the platform and the programme finds suitable teachers often within a day's notice.

All substitute teachers have a university degree, nearly half of them hold a teaching certificate, or are currently studying to become a teacher. Experience in leadership or working with young people is required, in addition, all substitute candidates complete special pedagogical training.

The programme aims to provide high-quality cover lessons to satisfy every substitution request because every lesson counts. While the programme alleviates time pressure and effort required to organise substitutions in schools, as well as offers meaningful cover lessons by motivated substitute teachers,

it is also an excellent possibility to involve new people in the education sector while allowing them to practise the teaching profession.

The programme's impact evaluation is based on feedback from regular teachers, taking into account the criteria, such as achievement of learning objectives, substitute teacher's interaction with students, classroom management, and communication between teachers. The broader mission of the programme is to promote the teaching career and raise the number of younger generation teachers in schools. The first step on this journey has already been taken — since 2018, 28 substitute teachers have opted for a full-time teaching career.



10 689

LESSONS COVERED



102

SCHOOLS JOINED THE PROGRAMME



149

SUBSTITUTE TEACHERS THAT HAVE COVERED LESSONS IN SCHOOLS



28

SUBSTITUTE TEACHERS EMPLOYED AS REGULAR FULL-TIME TEACHERS

80 600 €

FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2019–2021

Noored Kooli / Teach for Estonia

Over half of general education teachers in Estonia are aged 50+. There is a growing shortage of young teachers, along with low interest in teacher training programmes at universities and with only 54% of young teachers still working in schools five years after graduation. On the other hand, the increasing number of candidates for Noored Kooli programme shows growing interest in the teaching career among talented professionals.

Noored Kooli is a two-year programme. In the first year, participants work as school teachers, while attending the Tallinn University teacher training programme and studying under the mentoring of Noored Kooli tutors at the same time. The second year focuses on developing leadership qualities — to demonstrate their initiative, teamwork, and collaboration skills the participants implement a collaborative project at school.

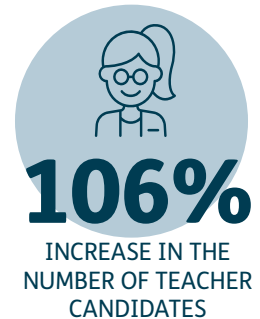
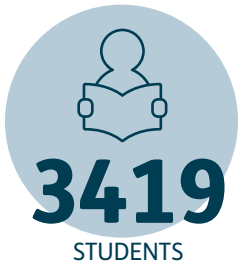
Educators participating in the programme become role models for fostering a lifelong learning culture, and drawing upon their experience, develop to become future leaders in education.

After completing the programme, many of them keep working as teachers and 83% continue working in the sphere of education. Nine graduates are principals today and another fifteen are working as curriculum coordinators and development managers; the rest are involved in leading various projects and initiatives, development programmes for teachers, or other educational organisations.

The programme's impact and performance indicators are assessed through self-analysis, participant surveys, and feedback from principals.

When measuring impact, strong emphasis is placed on evaluating students' learning skills. It is particularly important, for the programme addresses those ca 250 schools with the highest dropout rates in Estonia.

The Good Deed Education Fund supports the ambition of the programme to double the number of participants in three years. In 2019/20, the programme started with 28 participants, the goal for 2022/23 is to increase the enrollment figure to 60.



FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2019–2022

177 500 €

Internship Programme for Educational Leaders

Contemporary schools need strong visionary leadership, skillful change management in a rapidly changing world, and capable recruitment and team building, as well as solid strategic development and financial management skills. Based on a study, Estonian school leaders are often more experienced and better educated compared to many other countries (Talis 2018). On the other hand, most of them are former teachers who tend to prioritise organisational matters of teaching.

Together with the Tallinn Education Department and talent management company Fontes PMP, the Good Deed Education Fund launched an internship programme for educational leaders in 2019. Altogether, the programme lasts for nine months and aims to implement the best business management practices in the field of school management. Within the programme, a school leader serves a three-month internship in a company with a strong and influential managerial culture, working full-time and taking part in the company's projects and activities according to their professional needs and interests. In the following six months after returning to school, the principal applies the acquired knowledge in everyday school management.

During the programme, the school leaders develop and implement a project in their schools. The areas of focus included the renewal of strategic development plan with the involvement of the school community; development of human resources management; (incl recruitment, 1:1 interviews, and sa-

lary system); professional development, incl digital skills, and many more.

The internship programme promotes cross-sectoral collaboration, sharing of knowledge and experiences, and ultimately, implementing innovative ideas and practices in education.

Haridusjuhtide praktikaprogramm was launched in Tallinn in the 2019/20 academic year with the participation of principals from five different schools. A year later, the programme was expanded across the country with more schools joining in. In the second year, twelve school leaders participated in the programme. Ten leading companies have contributed to the initiative by offering internships: Bolt, Ericsson Eesti, Fortumo, LHV, Pipedrive, SEB, Swedbank, Telia, Wise and Veriff, as well as Töötukassa/ the Unemployment Insurance Fund as a public sector organisation. In the academic year of 2021/22, new municipalities and organisations are expected to join the programme.

The Education Fund aims for the internship initiative to grow into an independent and financially sustainable educational programme contributing to the professional development of Estonian school leaders in the long run.



2
YEARS



17
SCHOOL
LEADERS



11
ENTERPRISES

FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2019-2021

48 468 €

Koolijuhtide värbamise pilootprojekt / Pilot Project for the Recruitment of School Leaders

There are over 70 local municipalities in Estonia, whose tasks include governing schools. When recruiting school leaders, the municipalities deploy different practices.

Recruitment of a top-level executive begins with defining the challenge and preparing a job description. Choosing suitable media outlets for advertising the position is important to ensure the message reaches the intended target audience. A well-devised recruitment process continues with reviewing applications and selecting top candidates for the final assessment that leads to an informed decision based on the initial goal and candidates' profile.

To map the current recruitment methods, Raken-dusliku Antropoloogia Keskus/the Centre of Applied Anthropology surveyed the municipalities and people who had applied for vacancies. The survey revealed that many standard recruitment practices used in the private and public sector are not common in the field of education, such as structured interviews, targeted search, involving candidates from other disciplines, assessment of abilities, and using professional headhunters' services.

Within the project, our professional partners introduced the private sector's best recruitment practices to the municipalities.

At the end of the project, both the representatives of the municipalities and job seekers could better assess their strengths and weaknesses as leaders. The Tallinn Education Department and Tartu City Government participated in the pilot project that was run with the support of Fontes PMP in Spring 2021. The project resulted in the recruitment of four new school leaders.

In the second half of 2021, the Good Deed Education Fund will compile a report on the best practices developed for recruiting school leaders. It involves various steps of the process with detailed descriptions, including identifying expectations, interview questions, and candidate assessment. Together with different stakeholders, we will promote the distribution and application of the recruitment model among school leaders.



FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2021

31 908 €

HK Unicorn Squad

According to Eurostat, women make up less than a quarter of the tech industry's workforce in Estonia. Early gender-based differentiation can be observed in the participation of extracurricular activities developing STEAM skills at age 7–14 yrs, with the participation rate of one or two girls for every ten boys. Increasing girls' engagement in the field should start with promoting technology-related activities among them and providing a safe environment for developing their knowledge and skills.

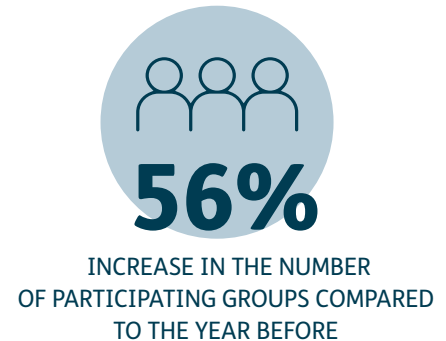
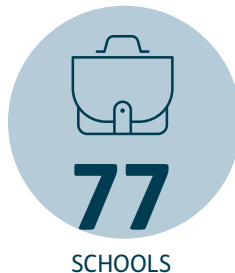
HK Unicorn Squad is an activity group for girls aged 7–14, designed to cultivate their interest in technology, robotics and science. Along with technical skills, girls develop teamwork and problem-solving capabilities.

The programme is divided into six ten-hour modules. 1,5h sessions take place once a week. Each group can choose a day, time and instructor; the Unicorn Squad team provides resources needed for the activities – from paper to iPads or even drones.

In the first module, girls learn how to build a stage and make it revolve; another module, for example, teaches how to program drones to fly across woods and look for missing people.

HK Unicorn Squad has developed into the largest girls-only technology-related extracurricular activity programme. Its goal for the next two years is to reach 3,000 members.

This would lead to nearly equal engagement of girls and boys in technology education. For the next two years, the Good Deed Education Fund will support the initiative's nationwide scale-up with the hope that the programme will be incorporated into general education in the future.



FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2020–2021

100 000 €

According to data from 2018, only a third of Estonia's working-age population (age 15–74) has above basic-level digital skills. Hence, the Estonian education development plan for 2021–2035 focuses on developing young people's digital and entrepreneurial skills over the next fifteen years.

Codesters.club is an English-language programme for developing digital solutions, designed for high school students to advance their technical skills and knowledge, foster creativity, and boost teamwork and collaboration skills. Codesters.club programme is offered as a part of schools' elective curriculum.

The purpose of the three-year programme is to grow year by year and provide young people with the skills needed to create user-oriented solutions in all sorts of aspects of life.

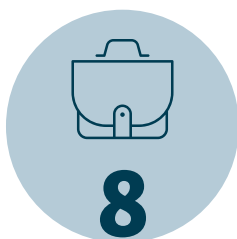
The programme allows students to try out the roles of UX designers, developers, and project managers, to find out which roles are best suited for them.

Students learn new topics, engage in practical work, and apply the acquired knowledge in their projects. During teamwork sessions, students in groups of four take part in hackathons and create a product or service that solves a certain problem. They learn to understand and explain user needs, make decisions, and gain insight into the world of startups. One of the noteworthy experiences is devising a technical solution for their own product and drafting the product design both on paper and digitally.

With the support of the Education Fund, the programme will be expanded to at least 16 groups in 2021/22. In addition to financial contributions, the Fund has provided codesters.club team access to their supporters' network and helped with communication and strategic development issues.



STUDENTS



SCHOOLS



MORE STUDENTS COMPARED
TO THE YEAR BEFORE

FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2020–2021

80 000 €

Jõhvi Technology School

According to the WorkInEstonia recruitment portal, there is a shortage of 8,600 software specialists in Estonia. Recent years have seen a growing labour shortage in both the private and public sectors.

Adapting university curricula to the needs of the labour market takes time. Besides, not everyone can afford or is interested in higher education.

In the Autumn of 2021, a new technology school for adults opens in Jõhvi. The additional two-year education programme helps to cope with the growing demand for software developers. Studying is free and based on an international self-studying system that emphasises teamwork and problem-solving skills. It is a project-based, 100% practical curriculum with specialisation in databases, networks, software applications and interfaces, and UX design.

Along with offering world-class education in programming, the innovative initiative increases local youth employment rate and provides additional development opportunities for adults, contributing thus to the region's educational goals.

In the first year, the school received 3,300 student applications. The applicants' average age was 30

years, 20% of them came from the local region, 40% from the Tallinn area, the rest from across Estonia or abroad. Female candidates accounted for 40% of all applicants, giving us good reason to believe that kood/Jõhvi could indeed succeed in increasing women's involvement in the technology sector.

The founders of kood/Jõhvi have set ambitious goals – opening five schools across Estonia with a capacity for more than 2,000 students in the next ten years.

Besides the Good Deed Education Fund there are numerous companies and private investors that have helped to launch the initiative.



STUDENTS IN 2021



STUDENTS IN 2022



STUDENTS IN 2024



STUDENTS IN 2031

FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2021

30 000 €

Mathematics can be a challenging subject for many students. Today, however, society needs people with strong math skills in finance, engineering, technology, and many other fields.

99math is an online environment for practising math games that aim to stimulate interest in math and make learning fun for children in grades 1 to 6.

Gamification of math creates exciting learning experiences that increase children’s engagement and motivation to solve math problems.

While solving maths challenges, a large amount of data reflecting users’ skills and progress is collected, which is applied to advance their development.

By monitoring and analysing users’ problem-solving patterns, 99math identifies each player’s problem areas and subsequently generates new tasks tailored to the player’s knowledge and progress levels.

99math is ideal for use both in classroom and remote learning settings to enrich curriculum content. In addition to providing the practise platform, 99math also holds international math gaming competitions.

Moreover, the initiative has an international reach – students and teachers in more than 100 countries have signed up to use the platform.

The Good Deed Education Fund holds a small share in the initiative with the strategic goal to support the development of learning analytics and to ensure that the application will continue to be available for Estonian users and in the Estonian language. In 2021, 99math received an additional 1 million dollar investment to support its international expansion and reach an even wider global audience.



INVESTMENT FROM THE GOOD DEED EDUCATION FUND IN 2020

50 000 €

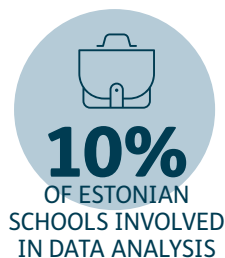
Pilot Projects

Praxis Alarm

Every year up to 3,000 high school students drop out of school or have to repeat a year. Reduced opportunities for further learning increase their socio-economic vulnerability and pose risks to health behaviours. **Praxis Häirekell is a pilot project designed to minimise the dropout rate in high schools.**

To identify dropout predictors, the Praxis thinktank conducted a pilot study that examined anonymised data derived from study information systems. The big data analysis involved 10% of Estonian schools and 20% of their students. In the autumn of 2021, a new solution based on behavioural sciences is being tested. It prompts messages in schools' information systems, allowing early detection of students at risk of dropping out, and thus, enabling timely intervention.

FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2020–2021 **75 334 €**



Video Project

STEM subjects can be difficult to learn at school, particularly with the growing shortage of qualified subject teachers. At the same time, remote learning presents new challenges for parents whose children need support with learning.

We brought together a team of qualified physics teachers, educational psychologists, and people with experience in educational video production. The project team created a high-quality pilot video introducing a topic from the 8th grade physics curriculum. The video explains basic concepts of physics and includes practice questions. In a short period, 74 teachers from 68 schools signed up for the pilot. The video was viewed 1,255 times on YouTube and received feedback from 478 students and 27 teachers. 95.6% of students claimed that watching the video helped them better understand the topic. The project detected knowledge gaps and confirmed that 200 students had difficulties solving the tasks independently. The opportunities for scaling up were assessed.

FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2020–2021 **7 382 €**



Back to School e-learning tours

Only a third of general education schools offer career counselling, according to the Estonian Education Information System. Career education is part of the elective curriculum of grades 9 and 12. However, career education should start much earlier to help young adults make informed choices and pursue careers in their field of interest.

Tagasi Kooli helps to raise students' self-awareness, identify their skill sets and prepare them for making more knowledgeable career decisions. The pilot was run to produce four video lessons or e-learning tours, introducing several organisations and everyday work of various professions. These videos were shown to students in more than 200 classes.

The following organisations participated in the initiative: TV3, Bolt, Xfly and Jäämari. The pilot was successful and received support from the Education Fund for a follow-up project in the autumn of 2021 – the next 40 video lessons with self-analysis tools, designed for five thousand students in grades 7 to 9, will be created.

FUNDING PROVIDED BY THE GOOD DEED EDUCATION FUND IN 2021 **27 500 €**



”

The Good Deed Education Fund is an excellent example of how private investments in one sector can empower the growth in other areas. The Education Fund knows that a strong education system lays the foundation for a mentally sound and economically stable society.

I highly value the funding of diverse initiatives and the Fund’s adherence to the principles of sustainability and science-based approach. The leaders of the Education Fund understand that investing in education contributes to the future. Thank you for supporting educational initiatives. I hope that together the Education Fund and the Ministry of Education and Research can support new projects.”

Liina Kersna

Minister of Education and Research since 2021

Supporters of the Good Deed Education Fund:



Alari Aho
 Riivo Anton
 Viljar Arakas
 Ahti Heinla
 Martin and Terje Henk
 Taavet Hinrikus
 Gerri Kodres
 Norris Koppel
 Kristo Käärman
 Rain Lõhmus

Piret ja Veljo Otsason
 Jaan Pillesaar
 Andrus Purde
 Martin Rand
 Risto Rossar
 Tõnu Runnel
 Ragnar Sass
 Helen and Martin Tajur
 Annika Tallinn
 Dina and Hannes Tamjärv

Ede and Sten Tamkivi
 Kalev Tanner
 Sten Tikk
 Priit Vaikmaa
 Peep Vain
 Kaido Veske
 Mari-Liis and Martin Villig

Bolt **wise**

CIVITTA

.Contriber

EFTEN CAPITAL

Helmes

LINGVIST

monese

pipedrive

SUPERANGEL

GOOD DEED IMPACT FUND

The Good Deed Impact Fund is the first strategic philanthropy fund in Estonia focusing on the initiatives that solve pressing problems in Estonian society and measure their impact. With the support of private investors and companies, the fund started its second three-year period in the summer of 2021 to continue supporting high-impact social initiatives.

1 million euros in 2018–2023

AREAS OF FOCUS

1.
Welfare of children and families

2.
Mental and physical health

3.
Social equality

4.
Environment

SUPPORT PROVIDED BY THE FUND



SUPPORT FROM THE FUND MANAGER



PRO BONO EXPERTS



GRANTS AND INVESTMENTS



IMPACT MEASUREMENT

THREE-YEAR RESULTS

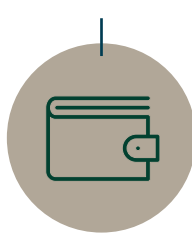
6

INITIATIVES
SUPPORTED



391 000

EUROS OF
GRANTS



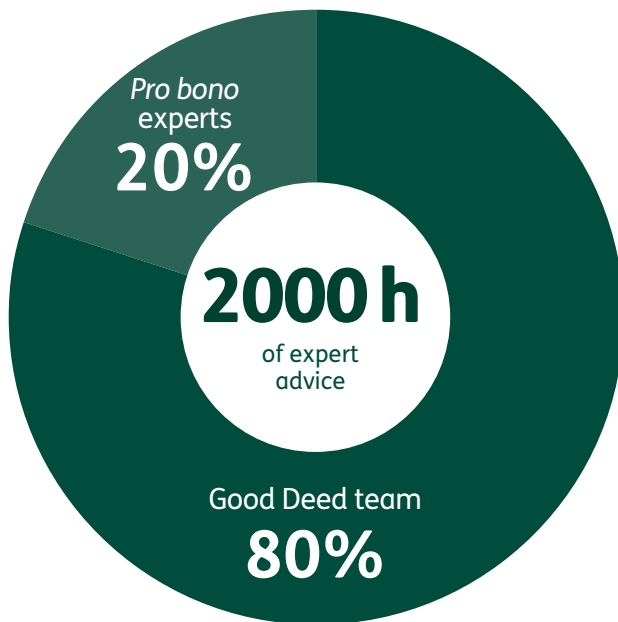
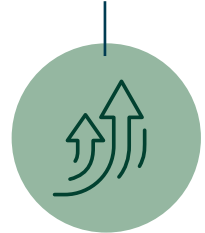
2000

HOURS OF
EXPERT ADVICE



2X

GROWTH
IN SCOPE



MAIN AREAS OF ADVICE

- Advising the leader and team
- Legal advice
- Analytics and impact measurement
- Communication
- Fundraising

THREE LESSONS LEARNED

1 Multi-year support is required. The first year focuses on scaling and expanding an initiative and puts the organisational capabilities to the test. The second and the third year require intense hands-on collaboration to scale the initiative and enhance its rapid growth.

2 Those willing to acknowledge the weaknesses of their initiative and commit to its development will benefit the most from the fund's support. We have witnessed that contributing the time and knowledge of our team and experts, rather than just financial funding, allows us to create the change of highest impact.

3 A growing number of high-impact social initiatives operate as startups to be more flexible in raising capital and scale up internationally. We are willing to invest in such innovations, support their goals, and thereby, grow the future philanthropic capital of the Fund.

Bullying-Free School

According to the results of the PISA 2015 study, one in five students aged 15 experience bullying in Estonia. Being a victim of bullying may have serious consequences, such as anxiety, depression, low self-esteem, and suicidal thoughts.

Kiusamisvaba Kool is implementing the KiVa Programme, a research and evidence-based anti-bullying programme created by the University of Turku in Finland. With the help of the programme, children and the school community learn to recognise bullying and respond to it.

The programme consists of three pillars: prevention lessons with the homeroom teacher, intervention, and survey of outcomes. In three years, the programme expanded from 47 participating schools to more than 100 schools, and the number of students involved tripled to ca 33,000. Furthermore,

the programme, which started off with grades 1 to 6, is now extended to grades 7 to 9.

IMPACT

The impact of the KiVa Programme is assessed with annual student surveys gathering information on bullying experiences, school atmosphere, and implementation of the programme. Teachers and school staff are also asked to provide feedback twice a year. The evidence shows that the number of bullying victims decreases by an average of 22% within the first year of implementation.



SCHOOLS IMPLEMENTED
THE PROGRAMME



DECREASE IN BULLYING
INCIDENTS AFTER THE 1ST
KIVA YEAR

FUNDING PROVIDED BY THE GOOD
DEED IMPACT FUND IN 2018-2020

98 000 €

SPIN

In 2020, 4,239 young people aged 14-17 committed a criminal offence in Estonia. The main factors that are likely to increase the chance of youth becoming engaged in offending are early behavioural problems, poor problem-solving skills, and lack of self-control and empathy.

SPIN Programme, a sports-based development and prevention programme, is aimed at disadvantaged young people at the age of 9-18. The SPIN groups (24 groups in 2020) are run across Estonia. Three 1,5-hour sessions a week include football training and workshops to develop youngsters' social competencies and self-management skills.

The long-term goal of the programme is to create safer, stronger and more cohesive communities providing young people with opportunities for meaningful leisure-time activities.

Through sport, the programme helps to foster healthy social and self-management skills needed for coping with life.

IMPACT

The impact of the SPIN Programme is measured by monitoring youngsters' participation in SPIN sessions, behaviour during the training and at school, and academic achievements. In addition, their behavioural and attitude changes are examined through an annual self-assessment questionnaire.



OF PARTICIPANTS'
SCHOOL PERFORMANCE
IMPROVES



FUNDING PROVIDED BY THE GOOD
DEED IMPACT FUND IN 2018-2020

82 500 €

Hand & Paw Programme

There are an estimated 2,400 detainees in Estonia. About 35% of those released commit a new crime within a year. In 2018, after successfully completing the NULA Incubator, the initiative Käpp ja Käsi launched a pilot programme of developmental activities for people serving sentences in open prison wards in Tallinn and Tartu. Within the programme, detainees trained shelter dogs under the supervision and guidance of a professional instructor. The programme aimed to develop offenders' social skills.

From 2020, the programme is targeted at former detainees eligible for housing and support services. Due to COVID-19 restrictions, the first group started in spring 2021.

The programme aims to reintegrate people released from prisons back into society, increase their involvement in the labour market, encourage the use of social services, and ultimately, lower the rate of re-offending.

Further goals focus on developing the programme as a tool for people offering support services to former detainees, and thereby increase the availability of the programme for former detainees.

IMPACT

Various questionnaires used to assess participants' self-esteem, their motivation for personal development, and life satisfaction, showed reduced negative emotions and improved self-esteem, patience, and life satisfaction.



PARTICIPANTS COMPLETED THE FULL PROGRAMME



DOGS WERE REHOMED

FUNDING PROVIDED BY THE GOOD DEED IMPACT FUND IN 2018-2021 **32 000 €**

ASÕP (Substitute Teacher Programme)

The NULA Incubator accelerated the growth of ASÕP.

The programme aims to alleviate time pressure and effort required to organise substitutions in schools, offering high-quality cover lessons by motivated substitute teachers.

The following figures show a growing interest in contributing to education and working as a substitute teacher: in recent years, more than 1,500 people have applied for substitute teacher's roles; 149 of them have been covering school lessons; 28 were employed as full-time teachers.

ASÕP is a social enterprise that earns a commission for each substituted lesson. The organization, which was expanding rapidly across Estonia, lost a significant share of their revenue during COVID restrictions but has been able to continue its activity thanks to the collaboration with the state and

local municipalities. Along with in-person lessons, online substitutions and one-on-one lessons for students are also offered today.

IMPACT

Impact measurement is based on schools' feedback, assessing achievement of learning objectives, classroom management, and communication between regular and substitute teachers.



OF SUBSTITUTION REQUESTS WERE SATISFIED



SUBSTITUTE TEACHERS' PERFORMANCE APPRAISAL SCORE ON A 5-POINT SCALE

FUNDING PROVIDED BY THE GOOD DEED IMPACT FUND IN 2019-2020 **78 500 €**

Head Matters

Almost 75% of mental health issues emerge for the first time before the age of 25. Young people cannot explain the cause of distress and do not usually seek help. But in the case of anxiety or depression, both common emotional disorders among youth, early intervention is fundamental to prevent the symptoms from developing into chronic disorders.

In the autumn of 2019, testing of the services designed for young people aged 16 to 26 was started. The initiative focused on supporting the youth with mental health concerns, such as anxiety, depression, or risk for suicide.

Young people who contact Peasjad receive immediate attention in the form of identifying the problem, group training, and mental health training.

Also, support is provided to the parents and people involved in their lives. During the COVID restrictions, interest in the Head Matters' services grew substan-

tially and with consulting and group training sessions made available online, people across Estonia could benefit from them.

IMPACT

In addition to collecting client feedback, the impact of individual consultations is measured by a survey questionnaire of emotional well-being before and six months after the counselling. For group training sessions, a questionnaire designed for evaluating dialectical behaviour therapy is used. Participants complete the questionnaire before and after participating in the group training.



FUNDING PROVIDED BY THE GOOD DEED IMPACT FUND IN 2020-2021 **60 000 €**

Centre for Child Welfare and Development LaHe

3,669 cases of behavioural and psychological disorders were diagnosed in children up to 14 years in 2016. A total of 8,751 young people were seeing a psychiatrist. Families usually receive help when their school-aged children start having serious behavioural or academic issues.

As part of the pilot project, Lapse Heaolu Arengukeskus created the prevention and support centres for families, called Perepesad/ Family Nests, at the local municipalities. The family centres aim to strengthen families with children by helping to detect potential risks at the earliest possible stage and provide the necessary support services to the families in need.

The family centres focus on families with children and also expectant parents. The centres offer a wide range of services, including psychological counselling, parenting workshops, and playrooms for toddlers.

IMPACT

Lapse Heaolu Arengukeskus operates as a competency centre that helps municipalities design and develop family support centres, ensures the quality of the provided services and continuously evaluates their impact.



FUNDING PROVIDED BY THE GOOD DEED IMPACT FUND IN 2020-2021 **40 000 €**

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Supporting the Good Deed Impact Fund helps us understand what is happening around us and find the areas that need support. If we all kept busy with our individual lives, we would be neither richer nor more advanced as a society.

The principle that each initiative should be able to cope on its own after the end of the support period speaks to me personally. Today, we can confirm that we have chosen to support the initiatives that are truly capable of doing it.”

Jaanus Kosemaa

Partner and Member
of the Board, Kawe AS

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PRFOODS



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