

ABSTRACTS

**FINÁNCZ, JUDIT – PODRÁ CZKY, JUDIT – NYITRAI, ÁGNES – CSIMA, MELINDA:
 Establishing the study of health literacy among professionals working
 in early childhood education**

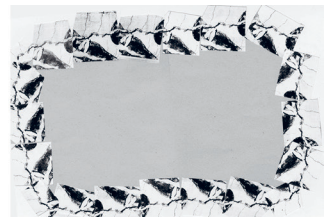
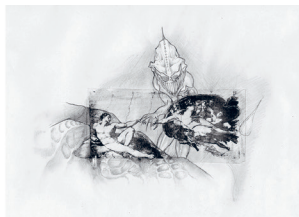
Based on research on health literacy in Hungary, the competence of the Hungarian population related to health care, prevention and health promotion is low. In addition to studies on the health literacy of the entire population, research results are also available for specific groups, but no systematic survey of teachers' health literacy has been conducted until now in Hungary.

The aim of the research is to establish the examination of the health literacy of professionals working in early childhood education by exploring two conceptual elements of health literacy (prevention and health promotion). Accordingly we examined the indicators of health status and health behavior. Early childhood educators, kindergarten teachers, teaching assistants and nurses were involved in our quantitative, cross-sectional, descriptive research (N = 1010). The data were analysed using descriptive statistics, chi-square test and correlation analysis ($p < 0.05$).

Based on our findings we can state that – compared to the Hungarian population as a whole – the examined population is in a more favourable situation both in terms of health condition and health behaviour. Exceptions to this are locomotor disorders – especially low back, back and neck pain – which result in significant loss of health and hinder their everyday activities, including child-related tasks. The other significant difference in the health indicators of the educators involved in the research is the high degree of mild depression among them, which draws attention to the need for intervention and to the setting of its directions as soon as possible.

Because of their role-model status, the further improvement of health literacy-related skills of professionals working in early childhood education is still of the utmost importance, as this improvement can contribute to the foundation of rising generations' health literacy.

Keywords: *health literacy, early childhood education, health behaviour*



Michelangelo 'Ádám teremtése' c. freskójának parafrázisa (Belvárosi Tanoda, 2002)

HORVÁTH, CINTIA – CSÁNYI, TAMÁS – RÉVÉSZ, LÁSZLÓ: Analysis of health promotion interventions in the school arena

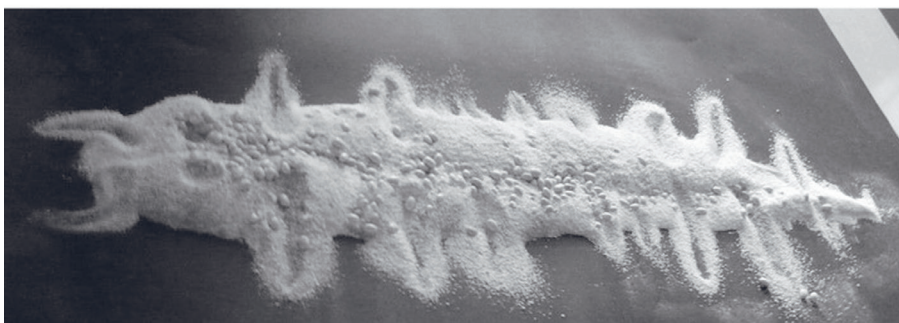
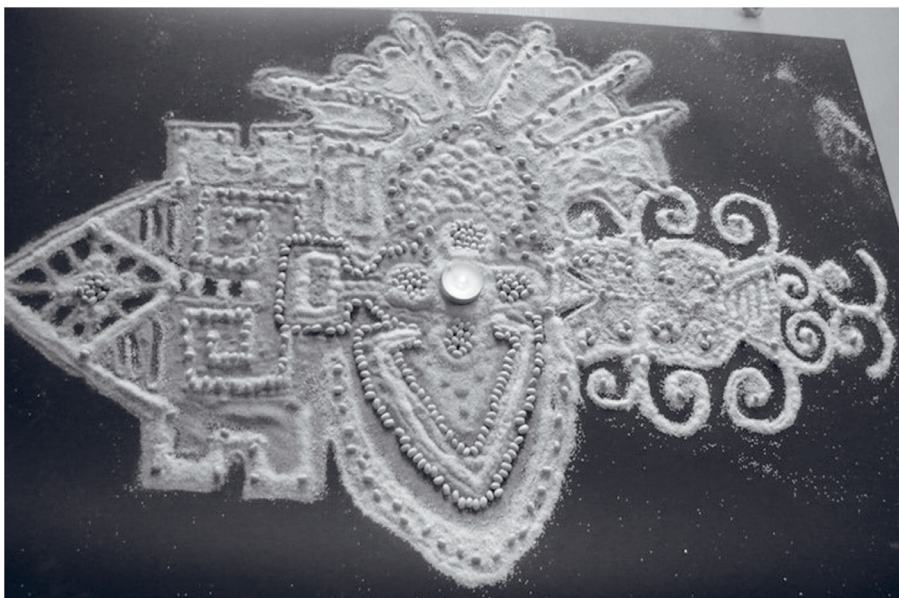
The evaluation of the effectiveness of health promotion programs implemented among children and young people is a popular topic in the international context. As early as a few decades ago, the WHO stated that school is the most optimal place to improve the health of young people. In international practice, many concepts have spread in the field of school health promotion. The aim of our research is to examine the school health promotion interventions implemented at the international level, and to formulate proposals for the incorporation of effective elements into the practice of school health education in Hungary. In our research, we performed document and content analysis. The selection of studies was based on the selection of thematic articles in the journal “School Health Promotion” of the Egészségfejlesztés Journal, which contains publications that can be used in the field of school health development from the journal issues published between 2016 and 2020. Based on this, we examined 7 expert studies. Following the analysis, we found that there was no significant change in the results for four of the interventions examined, while three showed a significant

change in the results. The failure of ineffective interventions is seen in the fact that although the interventions used a rigorous methodology, they were not intensive, complex enough, and did not involve as many sectors, components and actors as would have been necessary to achieve student behavior change. We see the success of interventions with demonstrable results in several components and at several levels, and a key point in their effectiveness is that, in addition to focusing on students, parents, the school, including those working there, teachers and leaders are involved in the programs. Unsuccessful interventions have confirmed that lasting (positive and teacher-focused) programs cannot achieve lasting positive change. Effective intervention programs have taken into account the key pillars to ensure that the core values listed by the WHO are met. At present, school health development is most typically organized in Hungary within the framework of action programs, so in Hungary we should strive for a longer-term, multi-level and multi-component educational approach similar to the international sample.

Keywords: *school health promotion, health promotion intervention program, international intervention*



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*Közös homokmandala-készítés és -elbontás. Homok, kavics, botok, csigák, kagylók.
(ELTE BGGYK, 2015)*