

ORGANIZATION OF AMERICAN STATES



INTER-AMERICAN DRUG ABUSE CONTROL COMMISSION

cicad

**SIXTH MEETING OF THE GROUP OF EXPERTS
ON DEMAND REDUCTION
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Final Report of the Group of Experts on Demand Reduction Buenos Aires, Argentina 2004

I. Background

The establishment of a Group of Experts on Demand Reduction was approved at the twentieth regular session of CICAD. At its twenty-first regular session, the Commission convened the first meeting of the Group of Experts to be held in conjunction with the Argentine Secretariat of Programming for the Prevention of Drug Addiction and to Combat Drug Trafficking of the Presidency of the Nation (SEDRONAR), under the chairmanship of Argentina, on July 29 – August 1, 1997, in Buenos Aires, Argentina.

The twenty-first regular session of CICAD established the following mandate for the Group of Experts on Demand Reduction:

The **purpose** of the Group of Experts would be to provide technical expertise, facilitate collaboration among countries, and submit recommendations to the Commission on the implementation of the lines of action that derive from the Anti-drug Strategy in the Hemisphere.

The Group **will be made up of** national experts in different aspects of demand reduction and hence, the experts may vary with the subject considered.

The **priority subjects** of demand reduction are:

- a. Conduct diagnostic studies on drug use, epidemiological studies, information systems (such as SIDUC) for surveillance and monitoring; biomedical, clinical, psychosocial, epidemiological, ethnographic, and anthropological research.
- b. Prevention and education models and programs involving the community, designed both for the population at large and for specific groups at special risk of becoming users.
- c. Intervention models and programs to address the adverse health and social consequences of drug use.
- d. Measures for the treatment and rehabilitation of drug addicts, and their reintegration into the community.

The second meeting of the Group of Experts was held in Mexico on March 3-6, 1998. One of the experts' most important recommendations was the need to establish minimum standards of care in health centers in order to improve the quality of care and respect for the human rights of addicts receiving treatment.

The third meeting of the Group of Experts was held in Santiago, Chile, on October 3-5, 2000, under the chairmanship of Chile. The main area of priority identified by the Group of Experts was the need to expand programs to address the rising use and abuse of synthetic drugs.

The fourth meeting of the Group of Experts was held in Montego Bay, Jamaica, on August 8-10, 2001, under the chairmanship of Jamaica. The main area of priority identified by the Group of Experts was effective treatment for substance abusers.

The fifth meeting of the Group of Experts was held in Buenos Aires, Argentina, on October 22-24, 2003, under the chairmanship of Argentina. The main area of priority was to study and approve the Plan of Action for the development of a Practical Guide for the Organization of an Integrated National System for the Treatment of Drug Addiction.

II. Proceedings

A. Participants

Delegates from Argentina, the Bahamas, Barbados, Belize, Bolivia, Brazil, Canada, Chile, Ecuador, El Salvador, Guatemala, Haiti, Mexico, Panama, Paraguay, Peru, Trinidad and Tobago, Uruguay, and Venezuela participated in the Sixth Meeting of the Group of Experts on Demand Reduction. Also present were speakers and special guests from CARICOM, NSIC, the University of Pennsylvania, the former regional advisor of PAHO on drugs, alcohol, and tobacco, IAFA Costa Rica, Alternative Prevention (NGO), the Lions Club, and SAMHSA. Representatives of the PRIDE youth programs attended as observers. (See the participants list, Annex 1).

B. Sessions and Organization of the Meeting

1. Sessions

Dr. José Ramón Granero, Chairman of the Group of Experts and Executive Secretary of the Secretariat to combat drugs and drug trafficking presided at the inaugural session, along with Professor Alberto Sileoni, Education Secretary of the Ministry of Education, Science, and Technology, Mr. Abraham Stein, Coordinator for Demand Reduction and Assistant Executive Secretary of CICAD, and Lic. Maria Eugenia Pérez, Demand Reduction Representative of CICAD. In his inaugural speech, Dr. Granero thanked meeting participants for their presence as experts on the issue on behalf of each of their countries, encouraged them to work hard during the three days of the meeting in order to achieve excellent results in the effort to combat drugs, especially in the area of school-based prevention, which is unquestionably the first link in the chain of promoting demand reduction in the countries of the hemisphere. He added that, not only in Argentina, the need for cooperation on these issues is very high and, therefore, the outcomes of this meeting could be the basis for supporting the needs of different governments in the area of school-based prevention. Lastly, in his capacity as Chairman of the Group of Experts on Demand Reduction, he opened the session with an invitation to all the delegates to begin their presentations, to be followed by the working groups. Subsequently, Mr. Abraham Stein, Assistant Executive Secretary and Chief of Demand Reduction for CICAD, expressed the Executive Secretariat's strong interest in working toward demand reduction, particularly in the area of school-based prevention, which is a critical area for beginning to reduce drug use among youth. It is important to educate children beginning at a very young age so that they resist using drugs and learn to develop as healthy people and as key elements of a society seeking positive moral development that ultimately will have an effect on other areas of national development. Finally, Professor Sileoni began his remarks by expressing his concern over the tragedy that had occurred the previous day in the Argentine capital and stressing the importance of drug education and prevention for students, not only to keep them away from drugs, but also to contribute to their development as members of a society that must be based on ethical and moral values. He

thanked all the participants for attending the meeting and predicted that it would produce very favorable outcomes. Mr. Stein and Ms. Pérez continued with the report from the Executive Secretariat of CICAD on activities since the Fifth Meeting of the Group of Experts on Demand Reduction (CICAD/DREX/doc., Annex II), and gave an update on CICAD's achievements in the area of demand reduction over the past year, as well as the main objectives of the Sixth Meeting of the Group of Experts on Demand Reduction and the presentation of a baseline document of CICAD's Hemispheric Guidelines for School-based Prevention. The schedule of activities was approved and some modifications were made for reasons of time. (CICAD/DREX/doc.03. Rev 10/04)

- **Prevention Policy and Programs based on Scientific Evidence and Studies. Dr. Enrique Madrigal, Former Regional Advisor, PAHO**

Dr. Madrigal began his presentation by identifying the evolutionary cycle of institutions. He explained that there is a common phase and a second phase based on the evolution and level of use. He then outlined the evolution of prevention models, beginning with the deterrent, clarification, and modeling methods, and demonstrated their lack of results. He went on to describe contemporary models that have proven successful: Botvin's Life Skills Model which focuses on improving social skills, self esteem and self-image, risk perception, and healthy decision-making. Kellam's behavioral model of Good Behavior and Mental Health, which seeks to reduce aggressive behaviors in an academic setting using a game format in which students compete in two teams and disruptive behaviors are controlled by the team members themselves. Finally, he described the Catalano model focused on encouraging positive behaviors to strengthen resistance among adolescents.

After thanking Dr. Madrigal for his presentation, the representative from Costa Rica expressed the need to implement universal programs targeting at-risk children and that other programs besides Life Skills should be implemented since this program might be rejected by the children. She also underscored the need to examine how to diversify resource investment in the countries in the hemisphere, since there is a sense that nothing is being done with them. It is important to find the best way to invest these resources.

In response to the comment from Costa Rica, Dr. Madrigal indicated that is necessary to take a population-centered approach to the implementation of prevention programs. The phenomenology of populations must be examined in order to determine which model should be used to elicit positive results. In addition, some models are more complex than others and therefore require a larger budget. It is therefore necessary to determine implementation of each one based on this variable.

Alternative Prevention, an NGO, commented that this is one of the most difficult issues, as it must be approached from the government sphere and the connection with the Ministries of Education is not easy. She asked Dr. Madrigal about the possibilities of incorporating these programs into government policy.

Dr. Madrigal indicated that it is necessary to have a coherent national drug plan with a prudent budget in order to incorporate these issues at the policy level. It is also necessary to determine

governments' degree of willingness to implement such programs and therefore they must be understood from a multidisciplinary standpoint.

The representative from Panama mentioned the 1998 Treatment Expo, indicating that they had successfully implemented all the treatment programs demonstrated there. In this regard, she stated that one of the factors in the successful creation of programs is a good understanding of the target population.

The representative from Peru said that just as there are effective models, some models have been shown to be ineffective and others might even be harmful. He added that it is necessary to analyze these programs and see whether they could turn out to be counterproductive as such.

In response to the comment from the representative from Peru, Dr. Madrigal said that the main danger posed by these programs is that resources are wasted on the implementation of models and attention is diverted from educational programs. Some programs can end up generating curiosity about drugs, as has been the case, for example, with fear tactics.

The representative from Chile stressed that beyond Life Skills, are values and attitudes. In the area of disseminating information, it is important not to be afraid and since it is hard to find youth without contact with drugs in the countries, it is necessary to explain the truth and the myths about drugs. This must be based on scientific evidence such as risk and prevention factors. Not only does one have to focus on prevention programs in the schools, but the schools themselves have to be preventive. In addition, the programs should be standardized and universal, taking into account that the methodology is determined by the population. Besides, standardized programs are easier to test. It is necessary to develop drug policy, to involve health services as a source of orientation, and to develop competency inside the schools.

The representative from the Bahamas expressed the need not only to educate children in the issue but to find ways to teach them to be leaders. Through the programs they have implemented, they have had a tremendous impact in training secondary school students as leaders in prevention.

The representative from Mexico commented that comprehensive education ought to adopt a differentiated approach that takes into account the multiplicity of variables that affect each population differently; consequently, there should be a standardization of contents whereby prevention programs are transferred to other communities. In addition, he mentioned that prevention at the secondary school level should include early treatment for the first-time use stage. Finally, referring to the policy issue, he felt that there should be a national anti-drug policy and ways should be found to channel resources so that they are not wasted.

The representative from Barbados commented that all the programs must be client-centered and based on training teaching staff to conduct different activities that help build self-esteem, so as to have a greater impact in the community.

- **Theoretical Basis for the “Life Skills” Approach. Luz Beatriz Sayago. President, Alternative Prevention, NGO, Venezuela.**

She described the evolution of the concept of prevention beginning with the medical approach in which one should expect to deal with events that can be harmful at the personal and social level. These initial approaches emphasized hygiene, the environment, and the body through primary, secondary, and tertiary prevention. She then described the current notion of prevention in which time frames for intervention are no longer discussed and the emphasis instead is on the groups to be helped. She also described the evolution of prevention programs from the sixties to the present, with particular emphasis on the Life Skills model developed by Botvin. She explained the theoretical bases of the program, which include Bandura's Social Learning Theory, Jessor and Jessor's Problem Behavior theory, Evan's Social Influence theory, Shure and Spivack's Cognitive Problem-solving, Goleman's Multiple Intelligences, Emotional Intelligence, and Rutter and Luthar's Resilience and Risk theory. In conclusion, she indicated that the Life Skills Model seeks to improve the personal and social competencies of adolescents so that they can achieve their goals and confront their problems without becoming involved in circumstances that lead to risk situations.

Following the presentation, Costa Rica commented that although Life Skills is a very good program, it is necessary to create a culture of prevention in which the teacher not only teaches life skills, but models them as well. It should be noted that when the prevention teacher does not have such skills, it is hard for him or her to transmit them to others.

Lic. Sayago added to Costa Rica's comment, that one of the program's most difficult tasks is that the prevention teacher be a model of prevention; it is therefore important to begin by taking into account that the training should not be superficial, but rather should deepen the teacher's skills so that the process can be successful. The teachers must learn and internalize what they want to transmit to others.

She added that it is important to take into account the scientific evidence when undertaking any effort, in order to see what has been done before. In addition, she indicated that it is necessary to tell young people the truth. It is necessary to talk about drugs, show them what happens, what they do, and the consequences of using them, and it is critical to facilitate the perception of risk.

The representative from Haiti asked about the process of implementing the Life Skills program, taking into account that it takes a long time to implement such a program. Lic. Sayago responded that an evaluation of the drug problem should be carried out in each country in order to determine which interventions should be included in the government program. Subsequently, program design must be adapted to the reality in each country or to the local reality in order to ascertain the issues that should be addressed. Once the program has been designed, the materials must be developed and evaluated, educators trained, and evaluations of effectiveness designed. In any case, she stressed that implementation of these programs is more expensive due to their complexity.

Ecuador emphasized that, in their view, the teaching staff is critical because they have had to work on these programs in phases, beginning with the emotional intelligence of the teacher. While these programs are the most effective, they are also very costly. Lic. Sayago responded

that there are other programs that are less expensive and very effective such as the Good Behavior Game described by Dr. Madrigal.

In response to the concerns expressed by the representative from Brazil regarding working with families in the program, Lic. Sayago stressed that it is necessary to carry out a parallel intervention to increase program effectiveness. She pointed out that sometimes there are no families with which to work and the youth must internalize this situation and work on their own in the program.

- **Developing a National School-based Prevention Strategy. Lic. Holda Alvarez de Marré. Executive Secretary of CONAPRED- Panama.**

Lic. Marré said that the “We are Victors” Program [“Somos Triunfadores”] is a government program sponsored by the First Lady which is implemented jointly by CONAPRED and the Ministry of Education. The School-based Prevention strategy in Panama begins by conducting a study of the problem at the educational level. Based on the findings, more than planning a strategy, a plan of action is developed that involves other government agencies, in this case the Ministry of Education, in addition to the National Commission on Drugs. The prevention strategy in Panama aims to strengthen school-based prevention by integrating all the sectors involved, both national and international, unifying criteria for guidelines on comprehensive preventive education with the school population. The stated goal is to introduce comprehensive preventive education in school curricula and to incorporate prevention issues in teacher training centers, emphasizing drug abuse prevention and other related topics. She also described the lines of action within this strategy, including legal, technical, financial, and political aspects. She outlined the reasons behind these plans, showing that risk situations among Panamanian youth are increasing and it is necessary to take action. Finally, she described the procedures that must be followed to implement the National Strategy, stressing the objectives, contents, beneficiaries, timeline, funding, implementation, and anticipated outcomes.

After congratulating Lic. Marré on her presentation, the CARICOM representative stated that she agreed with her on the need to seek political support for the development of such programs. She also expressed the need to secure the commitment of parents and the community in general for the effective development of the program. In response, Lic. Marré confirmed that the effectiveness of these programs depends in large part on integrating all sectors.

The representative from the Bahamas pointed out that sexuality is one of the issues that they are concerned about and that their programs are based on sexuality and drug use prevention. In response to this comment, Lic. Marré said that the complexity of the issue of sexuality makes it difficult to introduce, but it still should be, as should the issue of violence.

The representative from Canada likewise expressed her congratulations for the work being done in Panama. She noted that Canadian prevention programs are under the jurisdiction of each province and she explained that the provincial health and education agencies define prevention needs prior to designing strategies for prevention programs. In this regard, she asked Lic. Marré how they succeeded in involving different sectors and whether they had plans for evaluating

these inter-sectorial alliances or for monitoring trends. She suggested that they could look for instruments that would facilitate coordination of school policy and anti-drug policy.

In response to the comments from Canada, Lic. Marré pointed out that one of the differences in the new national drug strategy has been the integration of different sectors. The National Commission, as facilitator, seeks to direct actions toward developing these programs; in this way, the commission is able to integrate and design the integration of different sectors in the area of school prevention. Currently, they are planning to restructure the work of the drug commission, to provide the necessary follow-up to their funders.

- **Prevention Program “Culture of Lawfulness” carried out in Mexico, Peru, El Salvador, and Colombia. Dennis Kenney, NSIC (National Strategic Information Center)**

Professor Kenney began by explaining that in designing this program, whose goals include reducing drug use, the decision was made to focus on the culture underlying this practice rather than specifically addressing illicit activities per se. The program, currently operating in Mexico, Colombia, Peru, and El Salvador, seeks to increase students’ knowledge of the law and its protective functions, developing pro-social attitudes and behaviors that promote respect for the law and put an end to tolerance of corrupt or criminal activities, recognizing the harm they represent for society. Among the outcomes, Prof. Kenney reported that the participating students have demonstrated improved problem-solving and decision-making skills, and recognize the factors that contribute to criminality. He stressed the importance of rigorous evaluation before and during the life of the program, always using a control group in order to demonstrate that the change can be attributed to the course and not to other factors. He noted that the behavior change is the hardest indicator to measure, particularly long-term when the effects may be most apparent, because students often move to other areas and cannot be monitored. He also mentioned that the program had a greater impact on students with more difficulties in terms of academic performance.

Dr. Madrigal asked about the ability to conduct monitoring and follow-up on the students participating in the program. In response, Professor Kenney admitted that this was very difficult, particularly in schools that operate under open enrollment.

Subsequently, the CARICOM representative commented that this was a truly interesting model that could be extremely useful in the Caribbean region. She also expressed her interest in the outcomes broken down by gender. Professor Kenney responded that, in most places, the most significant changes were among males, but that in the three-part evaluation of Sinaloa, the effect had been greater among females.

The delegate from Ecuador said that it was a very interesting program and inquired whether the police had also participated in the activities, and the degree of variation between urban and rural sites. The speaker explained that in Colombia, the course implemented in Bogotá is very different from the ones that have been designed for the rural areas of the country. With respect to the police, he stated that their participation can be very positive or very negative depending on

the way the students perceive the work of the police. The program offers training for new police officers in Baja California.

The delegate from Trinidad offered his congratulations and also expressed interest in the police issue. He added that teachers often do not want police participation, and that research has shown that it is better to have teachers, rather than police officers, giving the lessons. He also talked about the need to be careful when inviting speakers in to talk to the students; it is important that they are very familiar with the program guidelines.

Subsequently, the delegate from Mexico asked about the ratio of participating males and females and whether they discussed issues such as despair and other aspects of an adverse environment. In response, Prof. Kenney said that the ratio was almost even (they work with 48% females and 52% males). He also underscored that the students are aware of corruption.

- **Project for the Decentralization of Drug Policy in Andean Countries. Eusebis Gomez. Director of Integral Prevention, CONACUID - Venezuela**

She described the background and objectives of the decentralization project oriented toward strengthening National Drug Commissions in Bolivia, Ecuador, Colombia, Peru, and Venezuela, assisting them in the process of decentralizing and municipalizing drug policy. The project also seeks to develop institutionalized structures and services at the municipal level. In conclusion, she underscored the importance of working with pairs of border municipalities, and with rural, disadvantage municipalities, and the need to promote Andean projects having common beneficiaries.

- **Incorporation of the Life Skills Program, a core component of school curriculum, Caribbean regional mandate. Beverly Reynolds. Assistant Program Manager, CARICOM (Secretary of the Caribbean Community).**

Her presentation was on the regional curriculum of “Health and Family Life Education” (HFLE) in the Caribbean, a model that aims to develop individual resilience, stressing family activities as an integral factor. It is premised on evidence of the negative impact on development when there is no education on resistance skills and other abilities for young students and seeks to institutionalize such instruction. Hence, CARICOM’s Inter-institutional Project was established as a political priority to be financed by member governments, with United Nations support. The teachers are trained in HFLE as part of their instruction in teacher training schools and as a university-level specialization. The curriculum was just updated to include new topics related to HIV/AIDS which are being tested in three pilot programs, with a view toward expanding the entire program at the regional level.

Following the presentation, the delegate from El Salvador thanked the speaker and asked about the current situation and whether they had secured a permanent budget. Ms. Reynolds explained that a national HFLE policy had been approved in five countries, but they need more funding; the education ministries are supplying most of the funding for implementation, followed by the Health Ministries.

As a follow-up, the delegate from Barbados asked whether it would not be more viable to ensure the incorporation and funding from the Ministries of Education as a mandate. She also expressed curiosity about how to strengthen drug abuse topics in the curriculum. Ms. Reynolds explained that while some funds are available through CARICOM, the entity cannot impose a mandate on sovereign governments, but can only make recommendations. She reminded the group that the module on drug abuse is currently being modified, so that countries later can implement the new version at the national level.

Also on the issue of coverage, the representative from the Bahamas described their own Drug-free Schools program and explained how they were able to expand it at the national level, indicating that it is possible to do so.

- **The Lions Education Program: school-centered work with families and the community. Michael Buscemi, *Senior Advisor*, Lions Club International Foundation (LCIF), Sue Keister, *International Training Coordinator*, LCIF; Yolima Garcia, *Lions Educating Program Administrator*, Lions Club National Association - Colombia.**

The Lions Quest program, a priority project of the Lions Club International Foundation (LCIF), uses a life skills methodology in the three curricula designed for students at each level from the ages of 5 to 18 years: Skills for Growing, Skills for Adolescence, and Skills for Action. The program seeks to strengthen protective factors and minimize risk factors, creating spaces for social and emotional learning (SEL) through activities in all subject areas such as mathematics, composition, music, science, and computers. This is complemented by community service activities and school-wide events, for the purpose of educating students to be leaders and agents of change. In Colombia, the Lions Quest curriculum was adapted and linked to the subject of citizenship included in the National Education Plan. They started with students 10 to 12 years of age (4th grade), because studies had shown that this was the average age of first drug use. They conducted a pilot with 5,000 students in 56 schools in the Atlantic Coast region, which they are currently evaluating with the Ministry of Education. They are now in the process of expanding it to other regions of the country.

At the end of the three presentations from the Lions, the delegate from Uruguay asked what the teacher training process consisted of. Ms. Garcia responded that it was conducted under the auspices of the international trainer and that now they are seeking to certify a national instructor for the country.

The delegate from Trinidad and Tobago inquired about how they handle youth in the same age group who are not in school. He commented on the number of young people not in school and the need for training and technical assistance for such youth between the ages of 12 and 18 years. Mr. Buscemi explained that this issue is part of the international prevention strategy. Ms. Keister added that they are still in the pilot phase of the curriculum for students that is designed to be taught by a teacher or community facilitator to ensure flexibility in various environments. Treatment needs for these high-risk populations would fall to other agencies, outside the Lions' curriculum.

Following this exchange, the delegate from Ecuador asked, for each pilot school, how many teachers give the program and how they are selected. He also expressed curiosity about how they address the issue of school drop-out. Regarding the teachers, Mr. Buscemi responded that it varies from place to place; sometimes they train all the teachers, as long as they all volunteer to participate. Ms. Garcia gave the example of Colombia, where they also involve teachers in awareness activities. On the matter of school drop-out, Ms. Keister explained that the impact that the program has had in reducing the school drop-out rate has been one of its most significant achievements. Mr. Buscemi added that they first look for an effect (such as reducing school drop-out) and when such an effect is shown, they begin to replicate it on a larger scale. He recalled the importance of achieving program sustainability year after year, in financial terms as well.

Also exploring the impact, the delegate from Venezuela asked about the effect it had on reducing rates of drug use among the participating youth. Ms. Keister explained the evaluation mechanism was designed in a study conducted by the National Institute on Drug Abuse (NIDA) in the United States together with the Urban Institute (U.S.) It include a pre and post evaluation and was designed to measure the effects in the following areas: pro-social behaviors, attitudes and knowledge about drugs, attitudes about drug use, school environment, punishments such as suspension, attendance, bad behavior, and academic performance (grades).

The delegate from Mexico then offered a reflection about the Lions school, which he had attended as a youth in Mexico City, where there had been model schools, and he expressed his gratitude to the speakers as well as for having had the chance here to learn more about the Lions' program.

The delegate from El Salvador followed up with a question about the community volunteers. Ms. García responded that in her experience in Colombia, they started with schools that already had the support of a local Lions Club and then expanded to other schools, assigning to each a Lions Club sponsor. The volunteers would go give talks to the parents. Other volunteers from the School Environment Committees participated in the program, as did the Community Action Committees (Juntas de Acciones Comunitarias – JAC), and other civic groups.

- **Life Skills Program: Components and Theoretical/Practical Considerations in the Implementation Process. Giselle Amador. Technical Area Coordinator. Institute on Alcoholism and Drug Addiction, IAFA- Costa Rica**

Dr. Amador began her presentation by describing drug use as a multi-causal phenomenon in which there are protective factors and risk factors. She explained the need to create a culture of prevention in the home and in the community that can ward off drug use. She then explained the importance of prevention in the education system. She confirmed the success of school prevention programs in Costa Rica, and described appropriate methods for introducing prevention into the curriculum: cross-cutting and specific. In the former case, the topics are introduced in all subject areas, while in the latter, a program is created with its own specific schedule, as a separate unit. In her presentation, she also described the components that should be included in the implementation of an educational program and explained each one: 1.

Development of educational materials 2. Training 3. Implementation 4. Dissemination 5. Evaluation. She concluded with a reference to “Learning to Look out for Myself,” one of the school prevention programs that is being developed in Costa Rica.

Following the presentation by Lic. Giselle Amador, the CARICOM representative said that it is very important that these programs help strengthen children’s ability to reject drugs. It is clear to her that some children are involved in drug use and trafficking out of need, depending on their social situation. A way must be found to address poverty, as it has become one of the most serious problems relating to school drop-out. In light of the preceding comment, Lic. Amador mentioned the juvenile delinquency law for those who are involved in drug trafficking. In the case of those who are sent to jail, a program is developed so that they reject delinquency and get involved in healthy activities. They are values-based programs that focus on demonstrating the need to prevent crime rather than being involved in it.

The representative from Argentina asked what should be done to raise awareness and secure the commitment of teachers. Lic. Amador responded that this should be included in prevention policy, and should be part of government policy in order to reach the municipalities and cities, all within the political framework. It also is necessary to show teachers that this is not something that is unrelated to their responsibilities per se; it is something they must do as part of their responsibility to educate young people. It is necessary to give them tools to strengthen and empower them as people who can accomplish something. In addition, it is important to see in the practice that teachers must themselves possess the life skills they intend to teach, since many of them have recognized that they lack such skills.

The representative from Haiti stated that it is important to have a major impact on the teaching population since teachers often have problems with drug use. In response, Lic. Amador said that these programs are conducted in a specific way; teachers are selected for training who, in general, are the best models of life skills. If certain teachers have drug use problems, they can be encouraged to get treatment and they can get involved in the issue little by little so that they can improve.

The representative from El Salvador pointed out that, in her experience, program continuity is very important; however, when all efforts are concentrated on school populations, other venues are neglected and the school program market becomes saturated.

In response to the comments by the representative from El Salvador, Lic. Amador stressed that the school drop out rate in Costa Rica is very high and the purpose of these prevention programs is to prevent school drop-out. She pointed out that children who take to the streets tend to fall more quickly into drug use than other children, and it is therefore very important to find ways to recover children who have ended up in the streets. She said that if these children are taught Life Skills, they can make progress.

Regarding Lic. Amador’s presentation, the representative from Chile concurred that it is necessary to teach children and youth how to handle themselves in a world in which they face many risks so as to keep them from falling into drug use. She also stated that if education would fulfill its role, prevention would not be necessary.

- **School prevention continues from preschool to secondary school. Lic. Teresa Izquierdo, Chief of the Technical Prevention Area. CONACE- Chile.**

The Council has undertaken a comprehensive school-based prevention program for implementation at the national level, whose goal is to teach young people how to handle themselves in a world in which they may face many risks. Ms. Izquierdo noted that the drug issue is a social problem. Therefore, they espouse the philosophy that if education actually fulfilled its role, prevention would not be necessary. To this end they have designed programs to achieve a Preventive School. It is based on developing life skills through a series of cross-cutting values-centered orientations that provide a context for information and content. She underscored the importance of standardized programs; they have designed specific curricula for each grade, with coverage ranging from preschool to higher education, in order to reach all the educational institutions in the country. The program addresses the issue of school drop-outs and reaches out to families through another program using volunteer monitors. This national prevention strategy is based on an agreement between CONACE and the Ministry of Education, which collaborate on training teachers selected to give the program. As part of an integrated approach, activities are conducted at the municipal-level in several communities.

Following the presentation, the delegate from the Bahamas asked about the possibility of achieving training at the national level. The response referred to the Professional Training Center where individual trainers provide training and give a certification. Receiving the training is mandatory for teachers who are going to teach the program.

The delegate from Barbados congratulated her on her presentation and followed up with a comment that the Good Behavior Game seemed to her to be a good complement that should be used in the hemisphere, in addition to the Chilean modules.

The Chairman of the Group, reflecting on the political support achieved in Chile, commented on the relevance of having legislation that supports school-based interventions, in order to secure sustainable support for such programs in different countries.

- **Evaluation Outcomes of Prevention Programs. Edward Smith, Director of Evaluation Research. Prevention Research Center, Penn State University.**

Note: this presentation was not held due to difficulties with the teleconferencing connection.

- **Epistemological, theoretical, and methodological considerations in the implementation of research-evaluation activities of Drug Use Prevention Programs with an emphasis on programs based on “Life Skills.” Julio Bejarano M. Sc. Research Coordinator, IAFA, Costa Rica.**

The presentation described the importance of evaluation in developing theoretical prevention models and presented three types of evaluation: Process Evaluation, Outcomes Evaluation, and Impact Evaluation, which involve different designs including Experimental, Quasi-Experimental, Post test only Designs, and Pretest – Post test Designs. These are the designs most frequently used in prevention programs. After illustrating these designs, he discussed measurement and data collection, emphasizing reliability and validity as a requirement for measurement instruments. He then specified the scales used to measure attitudes and the components that should be included in questionnaires. To illustrate the theoretical premises, the presentation was based on practical examples of evaluations used for prevention programs in Costa Rica.

The representative from Paraguay asked him to expand on the timing for designing the test and post test. She also emphasized that Paraguay lacks previous experiences because there are no systematic epidemiological studies upon which to base them.

In response to the representative from Paraguay, Lic. Bejarano said that the recommended time for conducting these processes is annually, and with the same students. In this regard it is important to keep in mind a number of ethical considerations, because in some countries this is accomplished by recording the name of the student and this is a risk that must be taken because it is the only way to monitor that person over time. One must ensure that they are the same individuals. It is important to ensure continuity in order to obtain concrete outcomes.

- **Evaluation Process for Effective Prevention Programs and Registry of Model Programs, Kevin Hennessy. National Registry of Effective Programs (NREP) Wilbert Ardí. Center for Substance Abuse Prevention (CSAP) SAMHSA.**

Note: this presentation was not held due to difficulties with the teleconferencing connection.

- **Roundtable: Funding sources for School Prevention Programs. The Experience of CONACUID- Venezuela: Corporate Social Responsibility. The experience of CONAPRED Panama: Funds from Seizures. The experience of CONACE- Chile: Bidding Fund**

The presentations outlined funding sources for prevention programs in each country. The Venezuelan experience described the work with banking and private sector entities which have made a significant investment in the prevention area, including the education sector. The procedure followed in obtaining private sector funding largely has been conducted through the banks by raising awareness among boards of directors regarding the programs. Different projects requiring funding are presented so that funds can be disbursed directly to the foundation carrying out the proposal, and the National Commission acts as an intermediary. Subsequently, the Commission and the organization implementing the program must demonstrate the specific results of the funded project.

The representative from Alternative Prevention added that CONACUID's management efforts in Venezuela have meant that organizations working on drug issues have sufficient resources to ensure that their projects have the necessary impact. In addition, CONACUID is responsible for enforcing the legal framework and raising awareness among business people so that they invest in prevention for their employees. This opens new paths into the community through company employees who are in constant contact with the workers. They have successfully engaged the private sector in programs seeking the social reintegration of street children.

The representative of Ecuador asked if it is true that there is a legal shelter in most countries, what are some strategies or ways of seducing businesses into giving money, since for them, prevention does not merit such an impact. He also added that if it is true that National Drug Commissions are not empowered to receive resources, how do they handle this issue.

Lic. Gómez responded that it is not easy because entrepreneurs generally do not understand the process. It is not only necessary to meet with the entrepreneurs, but also to find a way to make inroads into the business since it is important to seek identification with other departments such as human resources or health within the company. The idea is to come to a point of speaking the same language and these internal areas of the company can take their ideas to management to convince them of the importance of prevention within the company. It is a process that requires a lot of follow-up.

The representative from El Salvador pointed out that prevention is more effective when the Ministries of Education are involved in the process by including prevention in the curriculum and in teacher training. In keeping with this, a new law has been approved assigning to the ministry components having to do with recovery of seized assets for the development of prevention programs. In El Salvador efforts have been made to link the social role of companies with education within their sphere of influence. In other words, companies can sponsor schools in their area for the development of prevention programs.

The representative from Colombia discussed the aspects or benefits that private companies look for in funding a social undertaking: 1. tax breaks related to the funding, 2. investment in ongoing, practical projects, 3. the possible national or global impact, 4. social impact with national coverage, and 5. the project's image of credibility which in the long run reflects on the company itself. In addition to this comment, she suggested that one can work with multinational corporations to develop projects that are applicable in countries needing to broaden the coverage of their prevention programs, where these corporations are present. Besides, it is necessary to keep in mind that the publicity element is very important when making proposals to private corporations.

- **Closing Session of the Meeting of Experts**

Dr. José Ramón Granero closed the meeting by thanking CICAD and the experts for their excellent work and for having achieved the meeting objectives. He then read a statement from the Secretary General officially appointing Mr. James Mack as the new Executive Secretary of CICAD. He pointed out that it is necessary once again to elect the new chairman of the Group of

Experts on Demand Reduction, and that the election would be held during CICAD's next meeting in Washington. He thanked all the experts again for their participation in the meeting, and expressed his satisfaction with the outcomes.

In her closing remarks, Lic. Maria Eugenia Pérez said that the Executive Secretariat of CICAD will take charge of collecting the information and conclusions of the working groups held during the three days of the meeting in order to prepare a draft of the document entitled, "Hemispheric Guidelines for School-based Prevention," which will be sent to the experts for their review and comments. This document will be presented for approval at the 36th Regular Session of CICAD in December 2004. This will make it possible to develop a plan of action for implementation of the Guidelines in different member countries with technical assistance from CICAD and from expert external consultants in the field.

Mr. Abraham Stein underscored that the Demand Reduction team of the Executive Secretariat of CICAD will work intensively on preparing the document. He also reiterated the Executive Secretariat's commitment to working in favor of all the countries, giving its best and awaiting their requests; he said that CICAD wants to take demand reduction to a much higher level where it can have the greatest possible impact. He recommended that upon returning to their countries, the Experts take the work that has been done by this group to their Foreign Ministries so that once it gets to the Commission they can fight for what has already been done here. The idea is that the effort invested should not remain at the halfway point. He urged the experts to make a detailed report with the suggestions for the countries, in order to fight for what has been accomplished here. He congratulated the group for its excellent work and thanked Argentina, and chairman Dr. Granero, as the host country.

After finalizing the presentations for the day, the working groups began, in which the experts were to develop conclusions based on the presentations given by the speakers. The group discussions were guided by working guides that had been developed by the Secretariat. The outcomes of this work became the basis for the preparation of the document entitled Hemispheric Guidelines of CICAD for School-based Prevention.

Guides for Working Groups

- Draft a series of considerations that should be taken into account in developing public policy on school-based prevention, adapted to the nature and scope of the problem and the local realities in each country of the region.
- Based on the prevention models presented, evaluate which ones could be recommended for interventions targeting both the school population in general and specific groups, in order to consolidate a standardized intervention model.
- Develop the elements or steps to follow in the process of designing and validating educational materials.
- Describe the characteristics and aspects that should be taken into account in teacher training.

- What elements of dissemination should be included in the program and what should be done so that the program is integrated and registered in the community.
- Methods of evaluating Life Skills programs.