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HOW TO ARTICULATE THE PROBLEM

Conducting a Situational Analysis for a Drug Abuse Prevention Programme

PROCER



Do We Really Know What We Know

- Do you have a drug problem in your community?
 - # of Users
 - # of Related Problems
- Do you have sufficient relevant information to plan appropriate interventions?
 - Nationally
 - Locally



Do We Really Know What We Know Cont'd

- Do you know what activities have been implemented and have been successful?
- Do you know what individuals or groups that have an interest in or influence over your intervention?
- Have you identified indicators on which to assess status and progress?
- Do you have systems in place to detect changes quickly in order to refocus efforts?



Why Undertake Assessments?

Drug use and associated health problems are diverse. Patterns of drug use and injecting - and their health consequences - vary from country to country, between areas, between social groups, and can change over time.



There is a need to develop responses which:

- will prevent social and health harms
- are technically and economically feasible
- involve key stake-holder and community participation
- build on existing skills and resources



Before investing in interventions and policy changes it is essential to:

- understand the nature of drug problems and factors influencing them
- understand the adverse health consequences and factors influencing them
- identify the resources that are or might be available to respond to drug problems
- identify interventions which are socially, culturally, religiously, politically, and economically appropriate



Limitations of Conventional Research Approaches

- long time perspective; slow to deliver
- routine surveillance identifies problems too late
- research often not reported in a form appropriate for developing interventions and communicating to policy makers
- research can be too focused



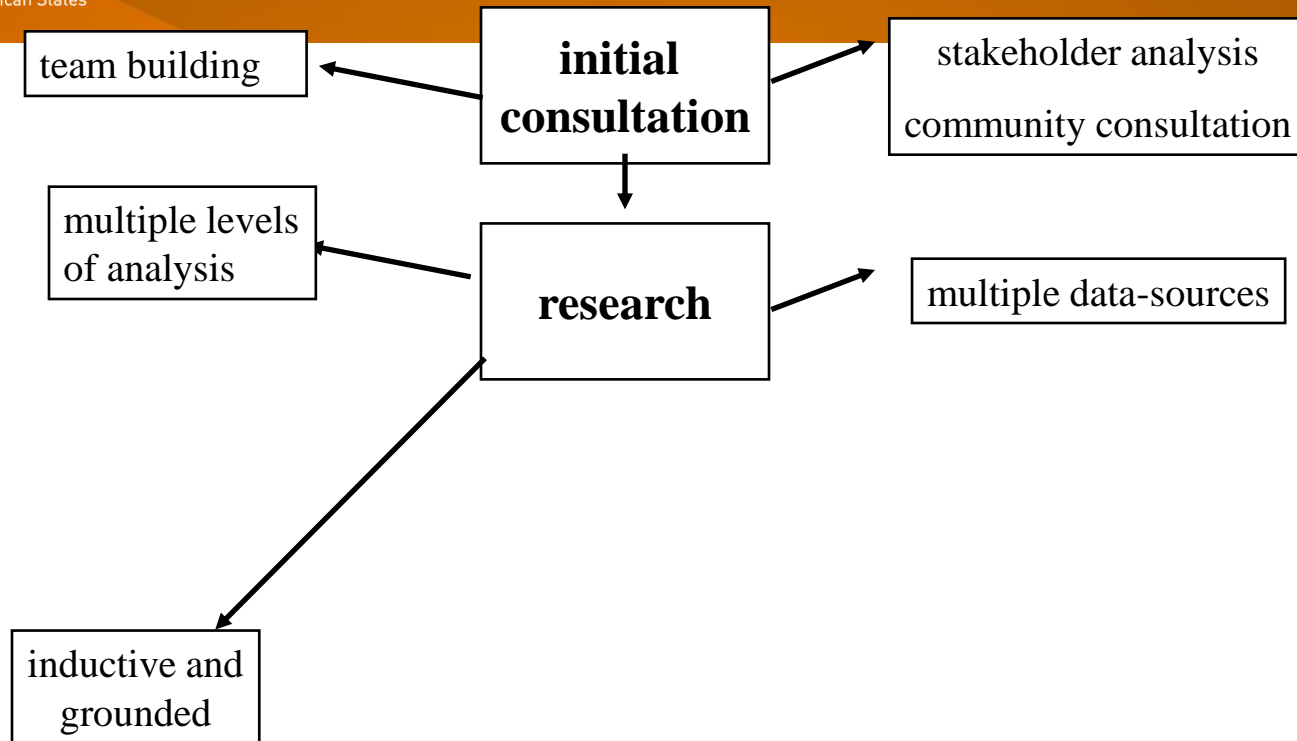
The Rapid Assessment Process

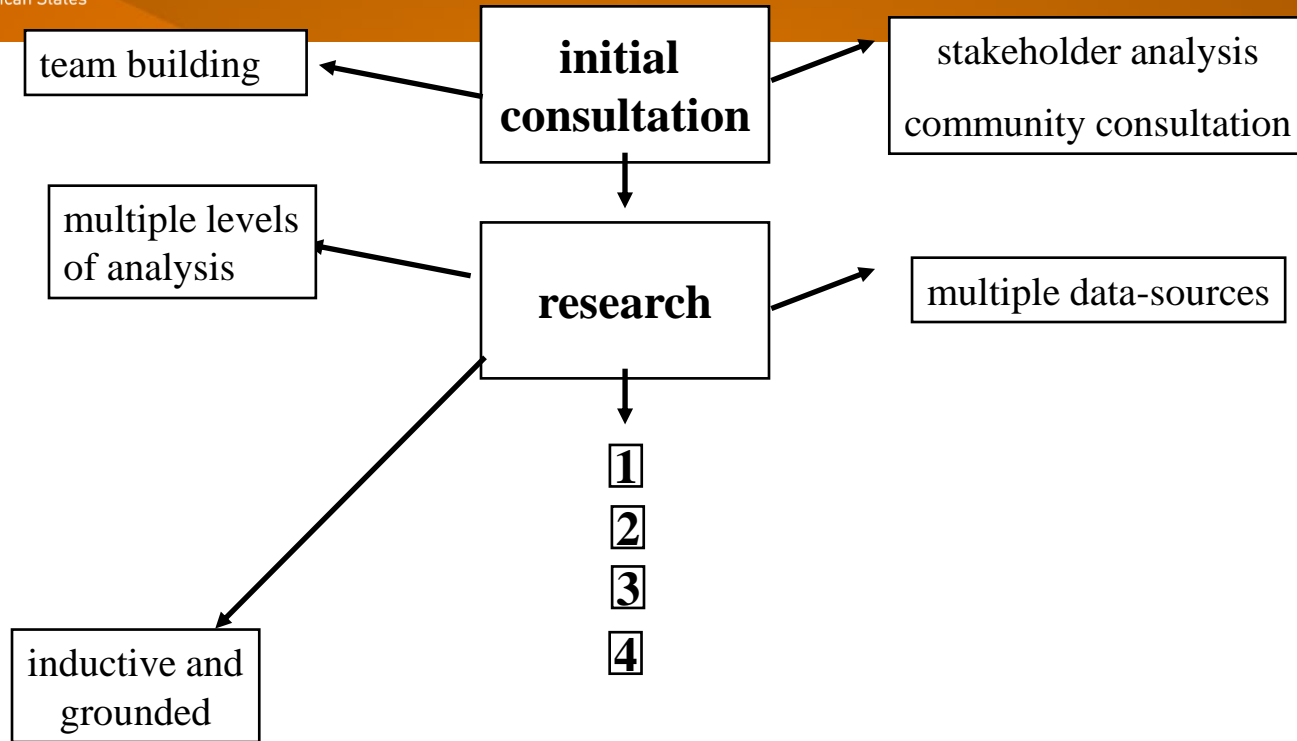
- Uses multiple methods and data sources to depict the local extent and nature of drug use
- Bridges the gap between research and public health action to develop appropriate interventions
- Strives to build local alliances through involving the broad community
- Intends to facilitate rapid results and to initiate sustained action

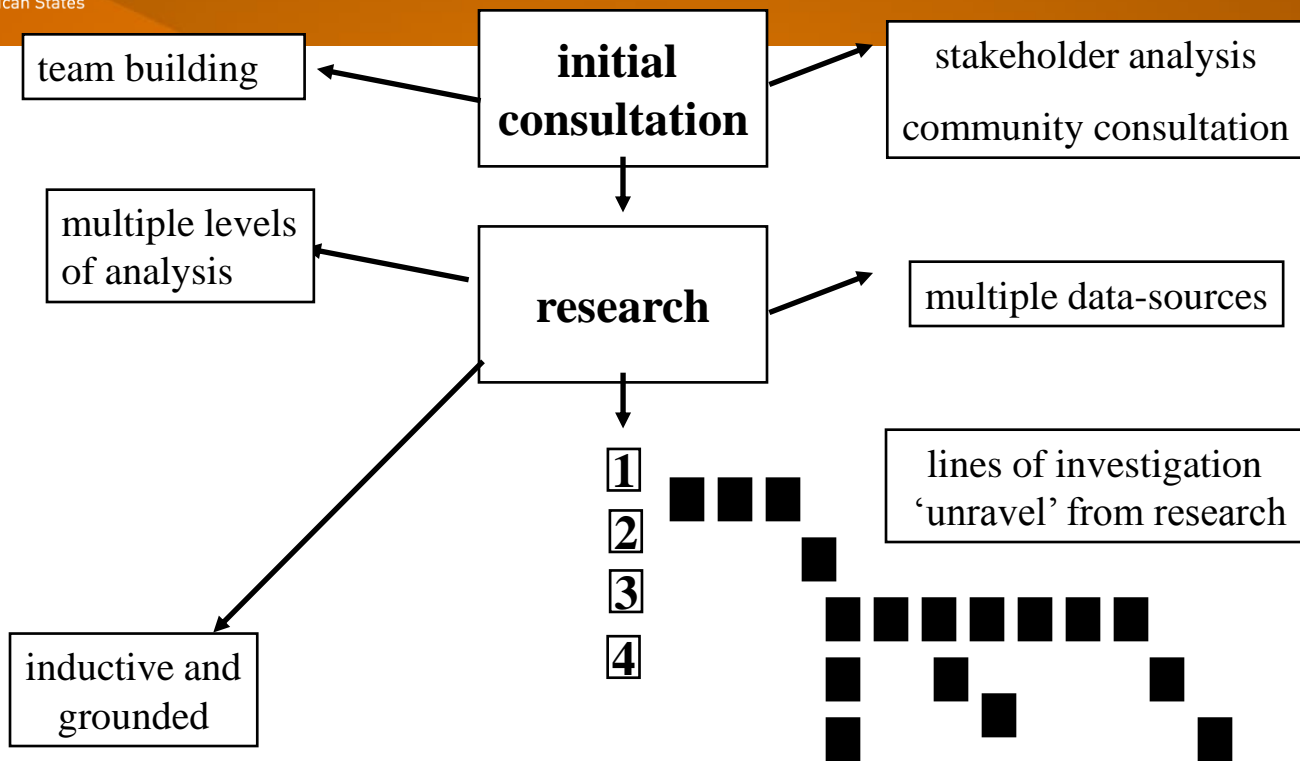


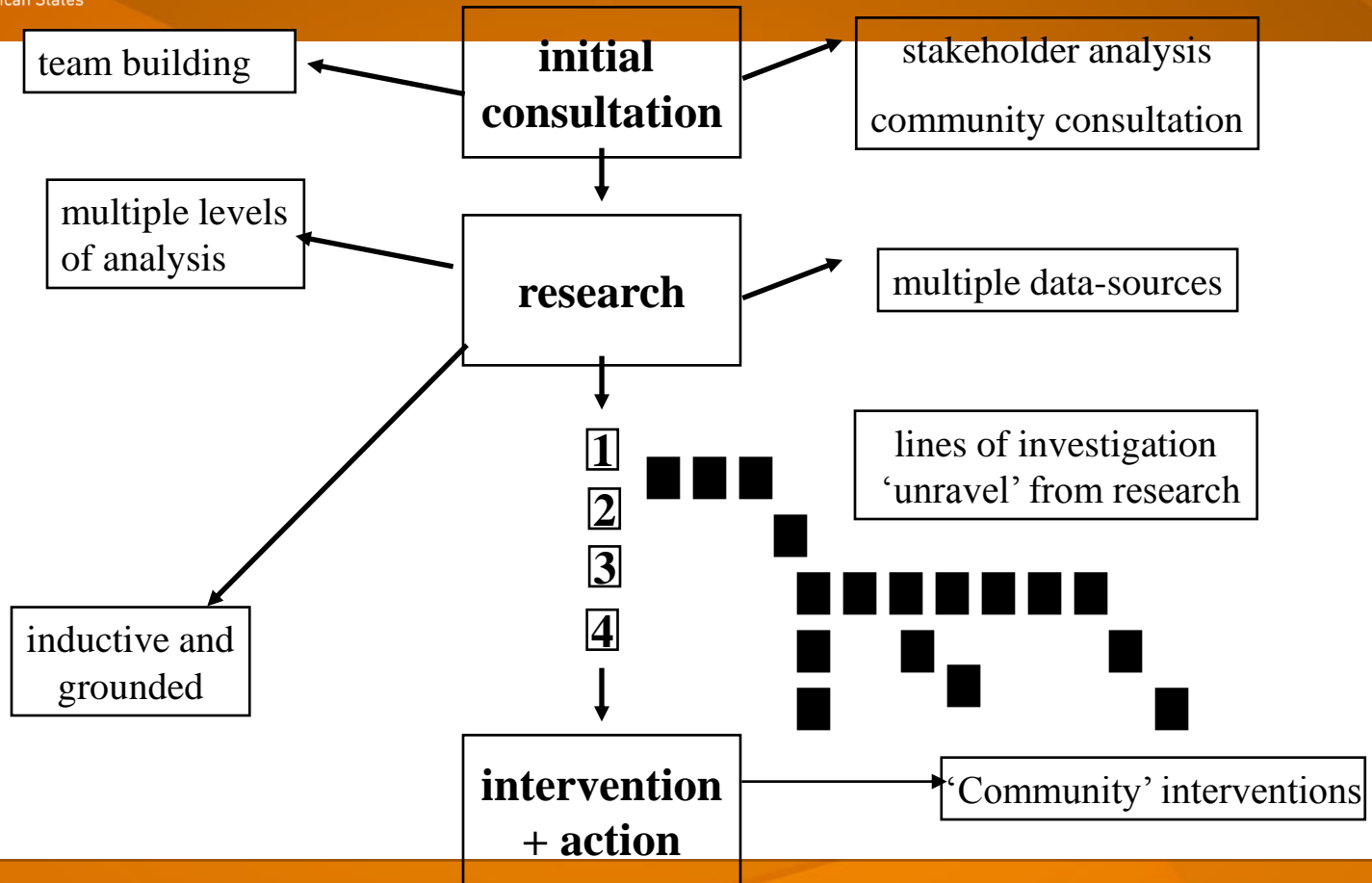
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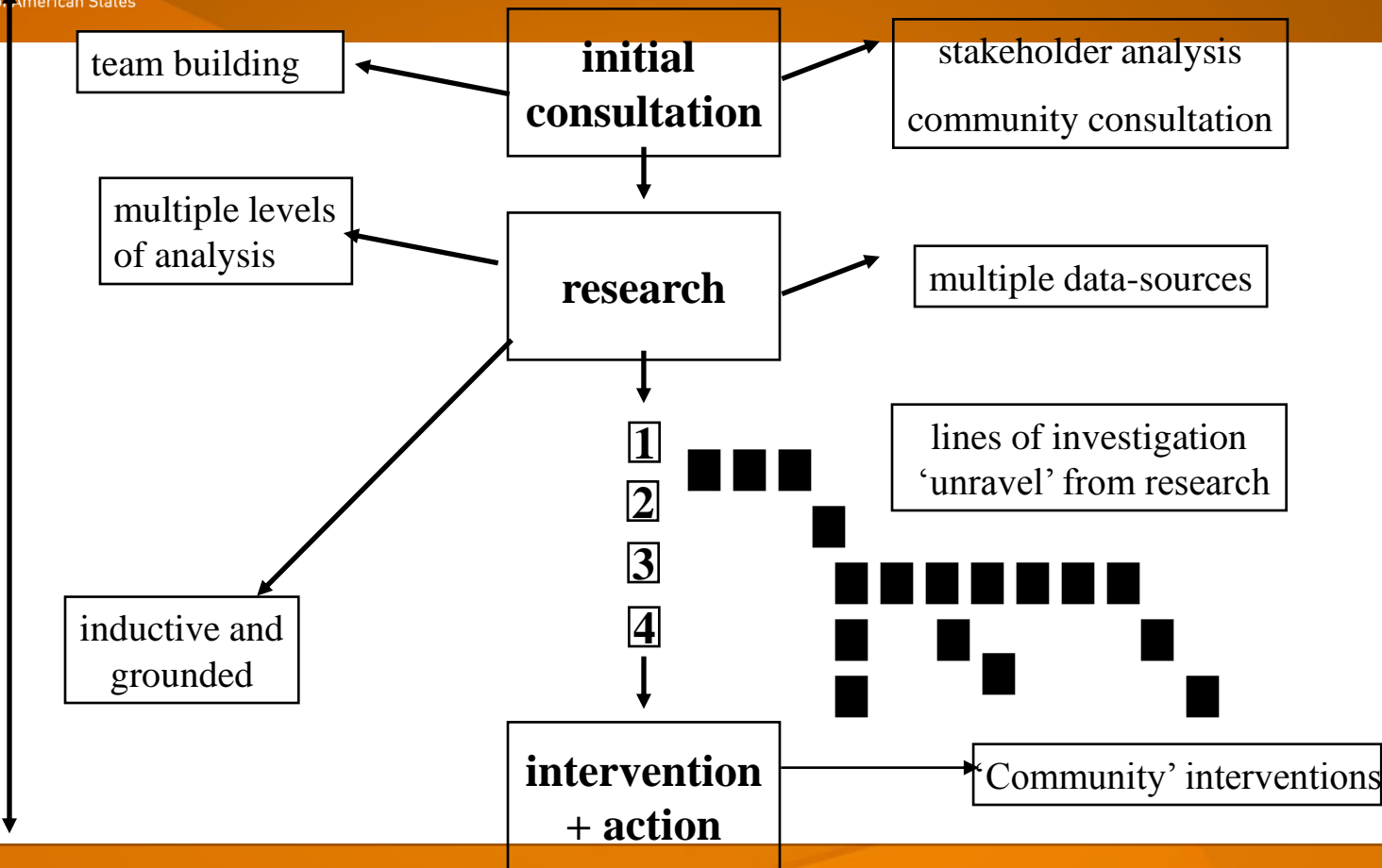






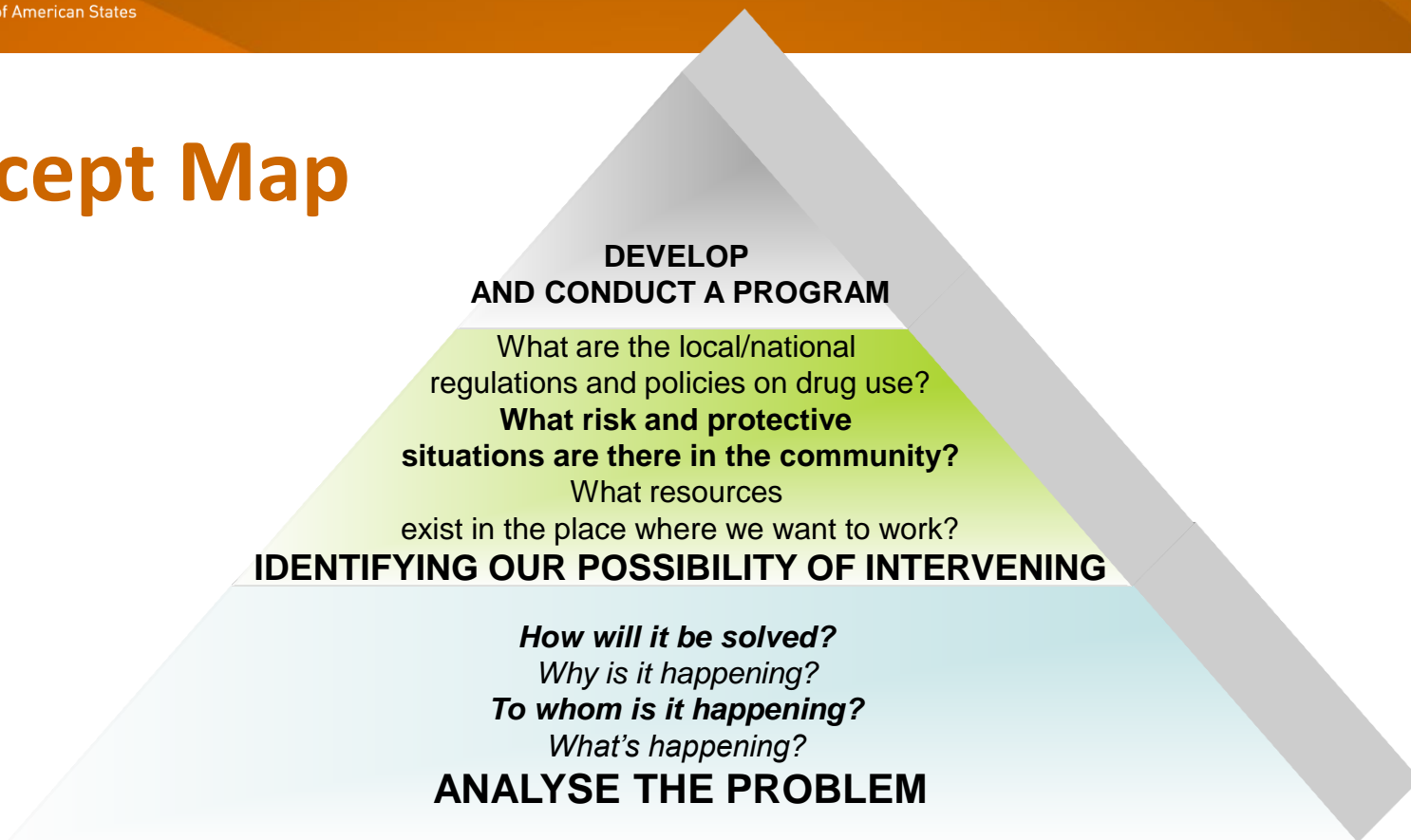


Rapid: days and weeks rather than months and years





Concept Map





Step 1 - Analyze the Problem

- What is happening
- To whom is it happening
- Why is it happening
- How will it be solved

NB - Response should be based on perception of people's needs and the extent and nature of those needs.



What are some of the reasons why we would need to take action to deal with drug use in our communities?

What evidence do we have that it is a problem?

Which sources of information can be used to show that a problem exists?



Sources of Drug Information

- Formal
 - National Statistical Offices
 - Department/Ministry of Health
 - Local institutions
 - Research studies
 - Informal
- } Secondary Data



Potential Sources of Information

Agency Sources

- Prison
- Customs
- Health
- Enforcement
- Education
- Social Services
- Insurance

Other Sources

- Laws
 - Alcohol
 - Illicit Drugs
 - Tobacco
- Survey Reports
- National Plans
- Other Literature



Potential Sources of Information

Prison

- Results of any testing or interviews conducted on admissions
- % of 1st and return prisoners using various drugs
- % Incarcerations related to drugs
- Rate of recidivism
- Prison Drug Rehabilitation Policy or availability
- Annual Cost/prisoner
- Cost of probation

Customs

- The information collected should be specific to Port-of-entry (Sea, Air).
- # persons arrested - drug specific
- # arrests
- Total weight of drugs confiscated annually



Potential Sources of Information

Health

- Treatment and Rehabilitation - 1st time and repeat admissions
- A&E - statistics on drug and alcohol related trauma (accidents, violence)
- Hospital Statistics on drug and alcohol-related chronic and mental illness
- HIV/AIDS and Drugs

Enforcement

- # Arrests for drugs
- Imprisonment stats
- Fines Vs imprisonment (extent)
- Probation statistics
- Police Traffic Division (drug and alcohol related accidents)
- Police Marine Division (drug and alcohol related water accidents)



Potential Sources of Information

Education

- Policies for students caught with drugs in school
- Written Policy on age-specific drug prevention programs
- Number of reported drug-related incidences and results
 - # Exposed to prevention messages
 - # Referrals, # Suspended, # Expelled

Social Services

- Number of families (orphans) impacted by drug related deaths that have to be taken care of by the state.



Potential Sources of Information Insurance

- Private Insurance coverage of Rehabilitation and Treatment services.
- Insurance industry policy on paying for auto accidents when alcohol/drugs are involved.
- National Insurance for AIDS victims and orphans



Potential Sources of Information LAWS

- Alcohol
 - Advertising in the media
 - Drinking and driving
 - Sale to minors
 - Sale to the obviously intoxicated
 - Mandatory punishment
- Illicit Drugs
 - Punishment for possession of drugs
 - Confiscation of property
 - Punishment for Sale of drugs
 - Punishment for Export/import
- Tobacco
 - Sale to minors
 - Advertising in the media
 - Warning labels on packs
 - Penalties



Data Collection Instruments

- Surveys
- In Depth Interviews
 - National Level
 - Community Level
- Focus Groups
- Participant Observation



Surveys - Inter-American Drug Abuse Data System

- Study of Prices of Drugs
- Survey of Juvenile Offenders
- National Household Survey
- Survey of Addicted Patients in Treatment
- Survey of Emergency Room Patients
- Survey of Secondary School Students
- Survey of Students of Higher Education
- Survey of Psychoactive Substance Consumption



Other Surveys

- [PROCCER Mapping](#)
- [PROCCER Needs Assessment](#)
- Key Informant Interview Guides
 - [Treatment Professionals](#)
 - [Justice Professionals](#)
 - [Local Drug User](#)
 - [Prevention Personnel](#)



OBJECTIVELY VERIFIABLE INDICATORS

Important Concepts:

- If it can be measured, it can be administered
- Indicators must be expressed in terms of quantity, quality and time (duration and timeliness).
- Indicators at the Purpose level measure the direct effect at the end of the project execution.

Goal	Measures to verify Goal achievement.		
Purpose	Measures to verify Purpose achievement.		
Outputs	Measures to verify Outputs achievement.		
Activities	Summary of Project Budget		



Identify data sources

Indicators and means of verification:

- Must be practical and economic
- Provide basis for the monitoring and evaluation of a project.

Goal		To verify indicators compliance at goal level	
Purpose		To verify indicators compliance at purpose level	
Outputs		To verify indicators compliance at outputs level	
Activities		On the execution of the project budget.	



Step 2 – Analyzing the Possibility of Intervening

- What are the local/national regulations and policies on drug use?
- What risk and protective situations are there in the community?
- What resources exist in the place where we want to work?

SWOT and PESTL Analyses



Resources

- **Human Resources:** Everyone in the community, regardless of age, socio-economic status or level of education, can make important contributions to developing and carrying out the project
- **Material Resources:** Are the physical resources that may be used in the project to carry out activities
- **Financial Resources:** Economic support to the project provided by local institutions
- **Community Resources:** Are organizations that work together on behalf of the community
- **Institutional Resources:** Public and private institutions that provide cultural, commercial, recreational, health, religious, economic or political services in the area



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STAKEHOLDERS

Who are they?



WHO ARE THE STAKEHOLDERS?

- “Agencies, organizations, groups or individuals who have a direct or indirect interest in the development intervention or its evaluation” (OECD Glossary, 2002).
- Stakeholders are those affected, positively or negatively, directly or indirectly, by the development problem and its possible solution. For example:
 - People affected by the impact of an activity.
 - People who can influence the impact of an activity.
 - Groups, institutions or individuals with interests in a project or program.
 - Those who are affected by a decision or who can affect the decision.



Stakeholders

- Beneficiaries – people who will benefit directly from the outcome of the project.
- Potential Allies – people and/or institutions who contribute to carrying out some of the project activities or components.
- Partners in the Intervention – Those organizations that will participate directly in making decisions about the project and have a role to play in administering it.



Identifying Key Stakeholders

The key individuals tend to include the following:

Staff of the Departments of Health and Education

Members of the police force

Community leaders

Youth leaders

Teachers, teachers' aides, school counsellors

Parents

Political figures

Other – NGOs, Donors, etc.

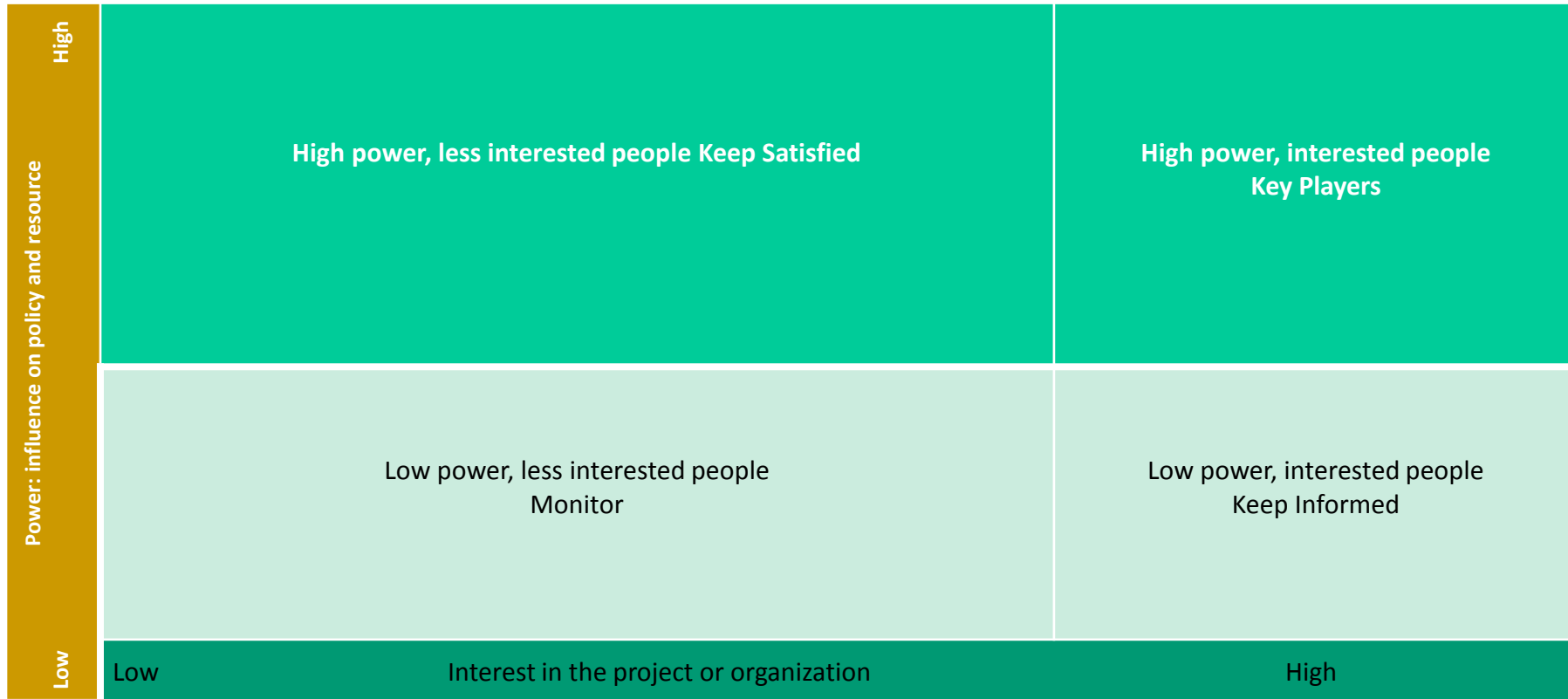


Getting to Know Stakeholders

Group	Interests	Problems Perceived	Resources & Mandates	Potential Conflicts	Interest in a Strategy



Power and Interest Grid





Prioritizing Stakeholders

- **High power, interested people:** You should fully engage with these stakeholders — you should make sure that they are very satisfied with the communications you send them.
- **High power, less interested people:** You should make sure that these people feel satisfied with your communications. Don't communicate with them too much though otherwise your message may become boring.
- **Low power, interested people:** You should ensure that these people are adequately informed. They may be able to help you with the details of your project, suggesting a way of doing something that you haven't already thought of.
- **Low power, less interested people:** You should monitor these people, ensuring that you send updates about the project, but ensuring that you do not bore them with excessive communication.



Risk and Protective Factors

Risks

- Characteristics of an individual/ community that encourage or are linked to substance abuse
- Risk is the level of threat to a group and the extent of its vulnerability

Protective

- Characteristics of an individual/ community that discourage or are NOT linked to substance abuse
- Protective factors can reduce or mitigate the effects of the problem



Risk and Protective Factors

- Individual: risk/ protective factors that are part of the way a person is
- Environmental: risk/ protective factors that are part of the community a person belongs to
 - Family:
 - Social
 - Cultural



Individual Risk

- **Being a boy:** More boys than girls use substances, especially illicit, but you need to be careful with under-reporting (girls hide use more because it's less acceptable)
- **Being young:** To define his/ her personality, a young person could use substances to experiment, or declare his/ her belonging to a group, or relieve anxiety
- **Poor personal and social skills:** Less able to cope & more likely to use substances to 'solve' problems or more likely to follow substance use behavior of peers
- **Mental health problems:** Problems that make you less able to cope & attract discrimination



Environmental Risks

- Family
 - Lack of physical or psychological care; Inconsistent or too strict parenting; Problems in the family; Verbal, physical or sexual abuse; Substance use
- Community
 - Verbal, physical or sexual abuse; Substance use in the community, especially by peers
- Culture
 - The culture young people identify with (the lifestyle of a group, religion, traditions); The way substance use is portrayed in the media; Advertising
- Lack of Opportunities
 - To be educated, find an adequate & fulfilling job, employ free time constructively, get help from youth-friendly health & social services if you need it



REPORT: PRESENTATION OF KEY FINDINGS AND RECOMMENDATIONS

Summary

Objectives of the RSA

Methodology

Findings

Discussion and recommendations

References



Features of Rapid Assessment

- Speed
- Relevance to interventions
- Consultation
- Exploitation of existing data
- Multiple methods and data sources
- Induction
- Investigation of many levels of societies

However, not a panacea or 'miracle cure'



Outcomes of Rapid Assessment

- Intervention development
- Consultation with key stakeholders
- Synthesis of information and viewpoints

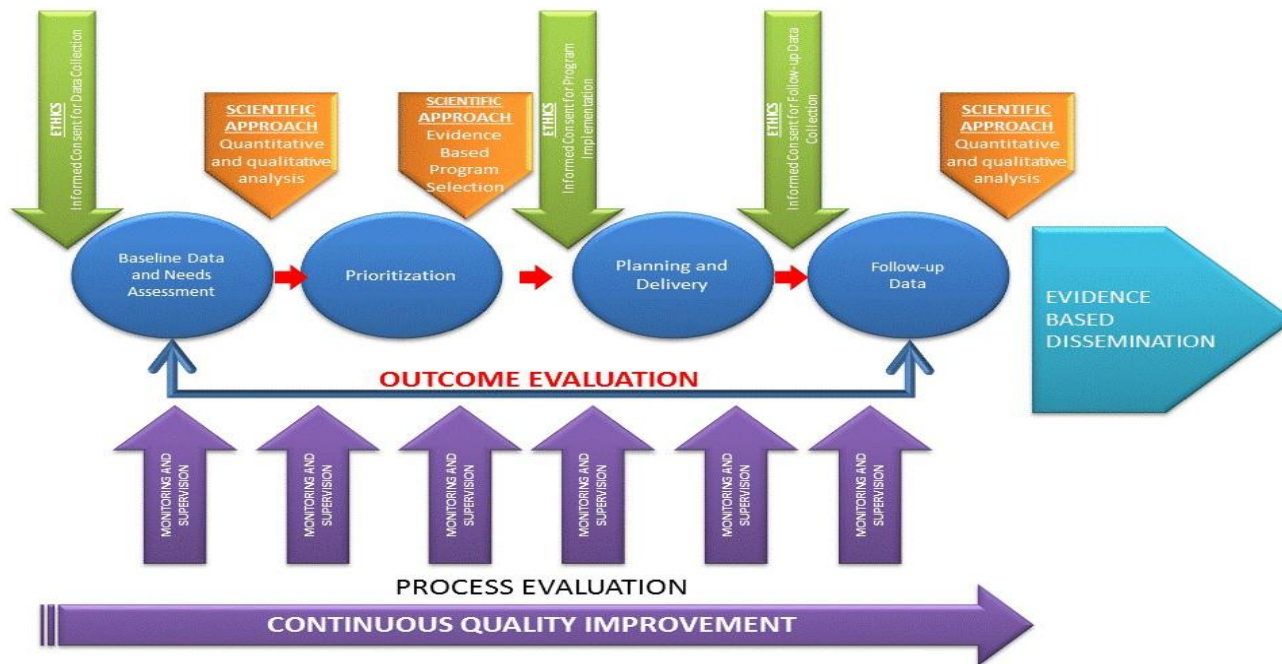


Situational Assessments: Using the Information

- May impact the planning and implementation of services
- Transmission to service providers of communities' needs or concerns
- Informational link between consumers and service providers and planners
- Provider is responsible for developing a programme to reduce identified needs
- Specific actions should result from the needs assessments



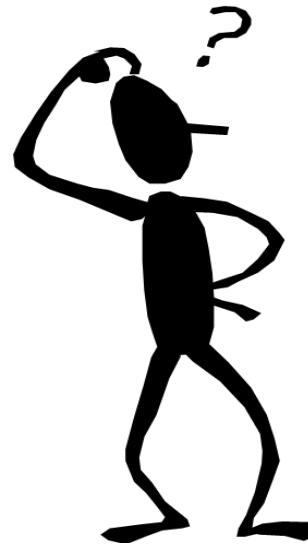
Quality Prevention Programme





Situational Assessments: Conclusion

At a time when resources are always limited, situational assessments can mean the difference between scattering efforts that are ultimately ineffectual or targeting responses where they will accomplish the most.





Other Resources

- UNODC
 - Drug Abuse Rapid Situation Assessments and Responses
 - Drug Abuse Prevention Among Ethnic and Indigenous Minorities
 - Local Situation Assessments in Youth Drug Prevention Programs
 - International Standards on Drug Use Prevention



Additional References

- http://ctb.ku.edu/en/tablecontents/sub_section_main_1042.aspx
- <http://www.needsassessment.org/>
- http://www.luc.edu/curl/pdfs/A_Community_Needs_Assessment_Guide_.pdf
- http://www.emcdda.europa.eu/attachements.cfm/att_5865_EN_3_needs_assessment.pdf

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