



HEMISPHERICAL LINEAMENTS OF THE CICAD IN SCHOLASTIC PREVENTION

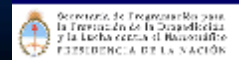


Secretaría de Programación para
la Prevención de la Drogadicción
y la Lucha contra el Narcotráfico
PRESIDENCIA DE LA NACIÓN

 **Argentina**
en paz en serio

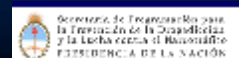
BACKGROUNDS

- n The Inter-American Program of Quito OEA/CICAD/CIECC
- n The Antidrug Strategy in Hemisphere CICAD/OEA
- n The Plan of Action for the Antidrug implementation of the Strategy in the Hemisphere
- n The Mechanism of Multilateral Evaluation MEM.
- n The V th Meeting of Experts in Reduction of the Demand



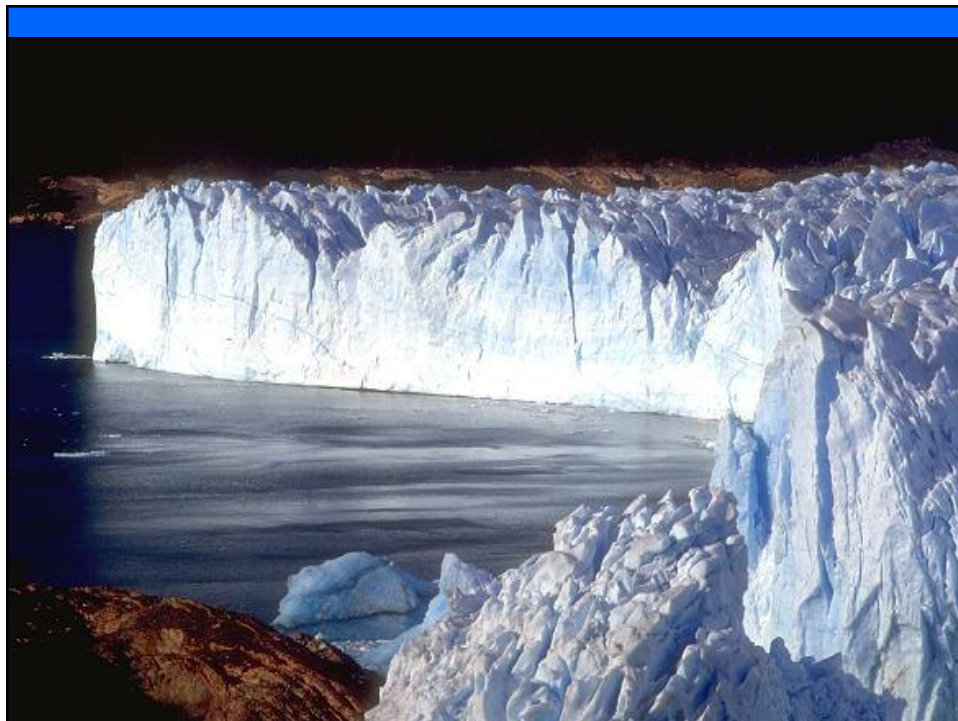
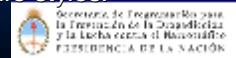
POLITICAL FRAME

- n To improve and/or to promote the legal frame in each country.
- n To promote a Law of Seizures
- n To recommend the governments to recognize, to value, to prioritize and to impel a national strategy of scholastic prevention.
- n Recommend and incorporate Educative Programs in all the levels starting from kindergarten.
- n That the Programs that are implemented in the region are based on scientific evidences.
- n To develop a policy in scholastic prevention of national character with regional, municipal, local expression and in each educational establishment.
- n Try to find resources so that all the educational establishments can count on programs.



POLITICAL FRAME

- n To include programs and actions that favor the development of attitudes, values and abilities with a healthful style of life.
- n Each locality, region, province and country must advance in the development of a policy of scholastic prevention.
- n Each educational establishment is suggested to develop a policy to approach this subject.
- n To promote the corporative alliances between the local schools and companies.
- n The strategy of scholastic prevention must be made in coordinated form.
- n To foment strategic alliances between the governments, ONG's and the civil society in general.
- n The important roll of the agencies cooperation.
- n To incorporate and promote contents of healty life styles.



THEORETICAL FOUNDATIONS

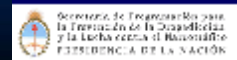
n PREVENTION LEVELS

- n The universal prevention programs.
- n The selective prevention programs.
- n The indicated prevention programs.



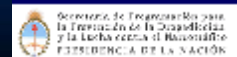
PRINCIPLES OF THE SCHOLASTIC PREVENTION

- n The Programs must be directed to diminish the risk factors and of fortifying the protective factors.
- n They must include in the contents of the programs the illegal drug prevention and legal drugs.
- n They must include contents to fortify affective-partner abilities and positive social competitions.
- n They must include interactive and participative methods.
- n They must be directed to all the educative community.
- n Adapted to the particular conditions of the local community.
- n They must include preventive programs, universal, selective, and indicated.
- n Permanent in time and in the long term.
- n While the populations level of risk higher the more intense should be the preventive effort and must begin as rapidly as possible.



PRINCIPLES OF THE SCHOLASTIC PREVENTION

- n Complemented with global effective cost measures.
- n Complementariness of the scholastic and family interventions in the preventive programs.
- n They must reinforce the norms against drug use in all atmospheres of prevention of drug abuse.
- n To take advantage of school opportunities.
- n Programs of universal prevention directed to the students and their family are due to promote, and/or to be developed.
- n To increase to the quality and cover of the programs assuring continuity and sustainability.
- n The programs should be monitored and evaluated in a short, medium and long term.
- n To develop mechanisms and to fortify the existing networks and welfare resources.





RISK FACTORS AND PROTECTION FACTORS

nRISK

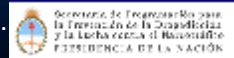
- n*In the family
- n*Other agents of socialization outside the family

nPROTECCION

- n*Strong familiar bows;
- n*Experience of monitoring of the parents.
- n*Success in the scholastic performance;
- n*Strong bows with social institutions.
- n*Adoption of conventional norms on the drug use.

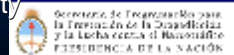
RISK FACTORS IN THE SCHOOL

- n The competitiveness and the individualism is fomented
- n Promote the passivity and the dependency
- n There are dominated relations
- n They settle unbalanced and discriminatory relations
- n The relation teacher - student is vertical
- n To use passive methodologies based on transmitting knowledge
- n To prefer the training program instead of the students
- n Ignore the individual characteristics of each student
- n Promote the production of individual manipulability
- n There are relations of confrontation between the educational team
- n The school is not open to the other social systems.



PROTECTION FACTORS IN THE SCHOOL

- n Non dominant integrating relations
- n Foment the cooperation and solidarity
- n Promotes the personal autonomy
- n Settle equality relations
- n The communication is fluid and bi directional
- n The students participate in the education process - learning
- n The teachers are accessible and near to them
- n The teachers know and respect the interests of the students
- n Promotes an empathic social environment.
- n Foments coordination and Team work
- n Positive bonds between the school and the community



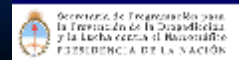


PREVENTIVE PROGRAMS MODELS

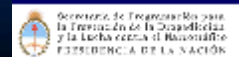
- nAbilities model for the life
- nCommitment promotion of healthful life style
- nProtective and specific risk Model factors
- nSocial competition model
- nEcological model (preventive youth culture)

UNIVERSAL PREVENTIVE PROGRAMS

- n The self care
- n Development of the autonomy
- n Respect themselves, others, and the community in general
- n Resist the group pressure
- n Fulfillment of the protective social law
- n Responsible and informed decision making.
- n Development of the identity
- n To harness the self-esteem and positive out competing
- n Development of the integrity of the being
- n Project of life

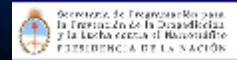


ASPECTOS PRACTICOS



COMPONENTS OF SCHOLASTIC PREVENTION PROGRAM

- n Investigation
- n Elaboration of educative materials design and validation
- n Teacher capacitation
- n Evaluation
- n Diffusion and communication



EXAMPLES OF SOME PROGRAMS BASED ON SCIENTIFIC PREVENTION EVIDENCES

- n "Skills for life" Program
- n "Lions Quest" Program
- n "Drawing the way" Program of Costa Rica
- n "Learn to help myself out" Program IAFA - Costa Rica
- n Preventive Program in the different Educative levels.
- n CONACE-MINEDUC, Chile.
- n "We are Triumphant" Program CONAPRED- Panama.
- n "Legality of the Culture " Program of NSIC
- n "Game of Good behavior" Programs .
- n Program of "Education for the Health and Family Life (HFLE)" of CARICOM

