HEMISPHERICAL LINEAMENTS OF THE CICAD IN SCHOLASTIC PREVENTION
BACKGROUNDs

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

PoliTical Frame

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

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

PREVENTION LEVELS

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

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

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

**PROTECCION**
- Strong familiar bows;
- Experience of monitoring of the parents.
- Success in the scholastic performance;
- Strong bows with social institutions.
- Adoption of conventional norms on the drug use.
RISK FACTORS IN THE SCHOOL

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

PROTECTION FACTORS IN THE SCHOOL

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

- Abilities model for the life
- Commitment promotion of healthful life style
- Protective and specific risk Model factors
- Social competition model
- Ecological model (preventive youth culture)
UNIVERSAL PREVENTIVE PROGRAMS

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

ASPECTOS PRACTICOS
COMPONENTS OF SCHOLASTIC PREVENTION PROGRAM

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

EXAMPLES OF SOME PROGRAMS BASED ON SCIENTIFIC PREVENTION EVIDENCES

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