



Jamaica National Secondary School Survey: Research to Action (2013 to 2016)

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Phase 1 – Multi-level Dissemination

- National High level dissemination meeting
- Interest group conferences/meetings
- Media engagement
- Community level dissemination
- Fact sheets – general, alcohol, marijuana

Phase 2 - Stakeholder Consultations

- Participation in OAS/CICAD Policy Capacity Building Workshop
- 4 island-wide consultations – Principals, Teachers, Guidance Counsellors, Deans of Disciplines, Probation officers, School Resource officers, Social Workers, Health Promotion Officers, Student Leaders
- Presentation of findings → Identification of 5 priority issues → Identification of gaps in current policy and programs → Recommendations for policy shifts/program development

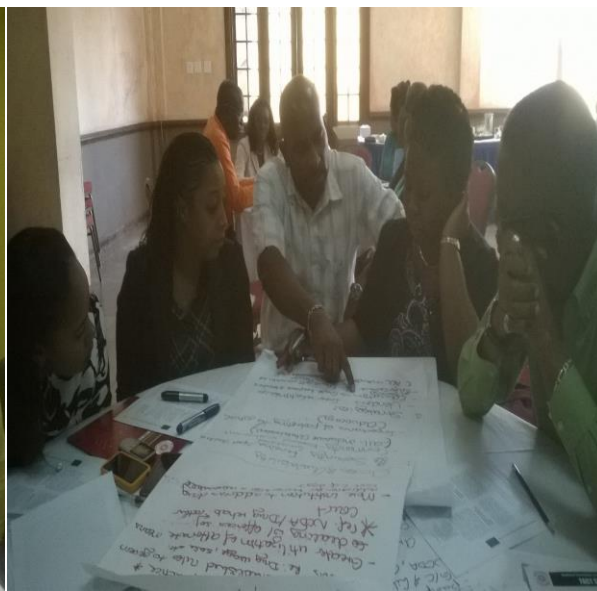
Issue 1: School Based Drug Policies & Rules - What are they - possession, use, expulsion/suspension, treatment, prevention? What are the gaps? Recommendations for change?

Issue 2: Access and Availability of Drugs in and Around School - What is being done to limit access and availability to drugs in and around schools? What strategies should address this? Who should be targeted and how? What are the barriers to succeeding?

Issue 3: Risk Perception - How can we increase the perception of harmfulness of drugs among our school population? Who should we target and why?

Issue 4: Drug Prevention Activities and Messages - What are the existing strategies and programs? What are your recommendations for improvement? How can NCDA support?

Issue 5: Cultural Acceptance of Alcohol & Marijuana Use - How do we tackle cultural acceptance? Who should we target? How? What are the barriers?



Phase 3 – Recommendations Phase

- Ministry of Education Officials – Minister, Chief Education Officer, PS, Heads of Sections: Guidance, Security
- Ministry of National Security – Enforcement of laws

Phase 4 - Evidence-based Initiatives

- Revision of MOE School Drug Policy
- Development/Implementation of Prevention programs – parenting, community-based, marijuana (Step-Up)
- Capacity building among Guidance counsellors and HFLE teachers – improved awareness and referral
- Partnership with academia – SALISES, Community Health & Psychiatry
- Partnership with law-enforcement – Access and availability

Evidence to Action

Facilitators

- Capacity building for knowledge translation (CICAD workshops, fellowship & ongoing support)
- Partnership with MOE from outset – uptake of results
- Recent change to Dangerous Drugs Act (April 2015)
- Buy-in from key stakeholders – MOH, MNS, NGOs, CBOs, FBOs

Barriers

- Lack of awareness of MOE policy - utilization of punitive practices versus a more student-centred approach
- Staff turnover of key MOE personnel – new PS & heads of departments
- Lack of clear steps/route to policy revision process



Next Steps: Utilize CICAD's Policy Framework for School Based Prevention (SBP) – Policy Framework (2005)

1. Improve legal framework to build national SBP
2. Governments to give priority to SBP in national plan
3. SBP be at all levels (pre-school, primary, secondary, tertiary)
4. Implementation must be based on scientific evidence
5. National SBP policy should have a regional, municipal and local characteristic at each educational facility
6. Adoption of Confiscation Law to help fund prevention
7. Secure resources to enable all educational facilities to implement SBP – students, families, communities
8. Adopt a policy at each educational facility that includes programs and measures
9. Each local community, region, province and country should move forward with developing a SBP policy inherent in National Education Plan – ensure sustainability
10. Each facility develop a policy based on evidence – appoint team, define rules/procedures, implement prevention at every level
11. Encourage corporate alliances between schools and businesses for sponsorship of local prevention

CICAD's Policy Framework for School Based Prevention (SBP) – Policy Framework (2005)

12. SBP should be partnership between National Drug Councils/Anti-drug Committees and MOH/MOE – from design, implementation, follow-up, M&E
13. Encourage strategic partnership between Govt., NGOs and civil society organizations to broaden coverage of prevention activities for direct beneficiaries
14. Promote participation of other sectors (church, public health offices, community-based prevention agencies)
15. Use of coordinated multiple interventions more effective than individual interventions
16. Cooperation agencies instrumental in programs of exchange, research, co-ordination, technical assistance, financial participation of international agencies, business and private sectors, local and municipal governments to ensure sustainability
17. Include promotion of healthy lifestyles, development of life skills, substance abuse prevention as cross-cutting core priorities or objectives of school curricula
18. Implement specific programs during school hours as cross-cutting themes of basic education programmes are insufficient