MUSTAP Questionnaire
SQ 25 supplement on standardised programmes

1. - Introduction

1.1. - Note:

MUSTAP = MUlti-session, STandardised Printed programmes, i.e. protocols, which have the defined contents for each session and have respective specific printed materials for teacher and for pupils. They can have variations according to local adaptations. If the first two components are the same across the variations, consider it one single programme and only fill in once.

This questionnaire is only intended for school-based prevention strategies which are delivered through MUSTAP programmes. Don't fill in this questionnaire, if not such strategy is implemented in your country.

Fill in one questionnaire for each programme that exists in your country.

2. - Programme name and contents

2.1. - Programme name and contents

2.1.1 - What is the name of the Programme? *

2.1.2 - Is the programme used ...

☐ at national level
☐ at local or regional level

2.1.3 - Which is the first most important component applied in the programme? *

- Knowledge (about drugs and consequences)
- Personal skills (decision making, coping, goal setting)
- Social skills (assertiveness, empathy, communication)
- Normative Beliefs: correct misperceptions about peer use, attitudes and acceptance of use
- Alternatives to drug use (sports, leisure, creative activities)
- Early detection (of pupils with behavioural or drug problems)
- Affective education (self-esteem, self image)
- Other (please specify below)

2.1.4 - Which is the second most important component applied in the programme? *

- Knowledge (about drugs and consequences)
- Personal skills (decision making, coping, goal setting)
- Social skills (assertiveness, empathy, communication)
Normative Beliefs: correct misperceptions about peer use, attitudes and acceptance of use
Alternatives to drug use (sports, leisure, creative activities)
Early detection (of pupils with behavioural or drug problems)
Affective education (self-esteem, self image)
Other (please specify below)

2.1.5 - Are you using a known international model programme and its materials as a basis for this programme? Which one?

2.1.6 - Which are the age groups addressed in the programme design? *

2.1.7 - Comments

3. - Implementation
3.1. - Implementation

3.1.1 - Who has the main role in delivery? (e.g. Teachers, Professionals, Peers, Police, other?) *

3.1.2 - What is the main delivery mode? *
- Didactic: delivery through frontal teaching
- Interactive: predominantly role play, discussions, group work
- Interactive, with use of peers

3.1.3 - Coverage: Number of hours of teachers or agents training for this programme. Note: per school year and per teacher. Not the number of overall teacher training sessions summed up.

3.1.4 - Indicate the number of sessions per school year (a session is normally the duration of a school class) *
### 3.1.5 - What is the duration (in months) of the programme?


### 3.1.6 - Which is the number of schools covered in the reporting (school) year?


### 3.1.7 - Which is the number of pupils reached in the reporting (school) year?


### 3.1.8 - Indicate approximately the number of teachers or other agents delivering the programme:


### 3.1.9 - Indicate the number of sessions offered to parents (per school year) by this programme:


### 3.1.10 - In which region(s) or province(s) is the programme implemented?


### 3.1.11 - Comments


### 4. - Quality and evaluation

#### 4.1. - Quality and evaluation

4.1.1 - Is this programme connected to or part of an overall policy (drugs, violence, smoking) in the participating schools?

- Yes
- No
- No Information

4.1.2 - What is the status of evaluation?

- No evaluation foreseen
- Implementation of an evaluated programme
- Only process evaluation
4.1.3 - Which indicators are used in the evaluation? *


4.1.4 - Is the programme included in EDDRA? *

- Yes
- No
- No Information

4.1.5 - Should you want to add relevant information please use the following free text field:

Thank you for providing this information!