

**DECISION no. 1.862.064 /23 January 2006**  
**For minimum quality standards for school-based prevention  
programs approval**

**EMITENT:** Ministry of Interior and Administrative Reform – National Anti-drug Agency

**PUBLISHED IN:** Official Monitor no. 149 / 17<sup>th</sup> of February 2006

Conforming with National Anti-drug Strategy, 2005-2012 approved by Government Decision no.73/2005 and with the Action Plan for implementing National Anti-drug Strategy 2005/2008, approved by Government Decision no. 323/2005 and based on art. 3 by Government Decision concerning the establish of the Romanian National Anti-drug Agency with the amending and the completing subsequent, the president of the national Anti-drug Agency emits the present decision.

**ART. 1**

The minimum quality standards for school prevention programs are approved and described in the annex, which is an integrative part of the present decision.

**ART. 2**

The present decision is announced in the Official Monitor of Romania,

Part one

The President of the National Anti-drug Agency,

Pavel Abraham

Bucharest January 23<sup>rd</sup>, 2006.

No.1.862.064.

**THE ANNEX**

**THE MINIMUM QUALITY STANDARDS FOR SCHOOL PREVENTION PROGRAMS**

**STANDARD NO.1**

**Basic principles**

1. An in-school drug use prevention program is defined as an amount of projects with numerous activities, in a pre-determined period of time which is able to achieve realistic, measurable and distinctive objectives, with the purpose to adopt a healthy life style, without nicotine, alcohol and drug use in student population.

2. The in-school drug use prevention program has to respect the following requirements:

2.1. To be integrated in National Anti-drug Strategy, 2005-2012 and in The Action Plan for Implementing National Anti-drug Strategy 2005/2008, Chapter A “the drug prevention in school medium”

2.2. To approach the drug use phenomenon in a integrative and systematic way and in the context of other social phenomena with the purpose to compile programs adjusted to the students’ needs.

2.3. To have the proper correlation between the program, the characteristics of the school medium where the program is implemented and the target group. To achieve this correlation a preliminary needs assessment is necessary (through quantitative and qualitative studies of prevalence, incidence, etc.)

2.4. To follow the specific methodological requirements of planning, implementation and evaluation processes.

2.5. To rely on the hypothetical theories and models that are the scientific fundamentals of the program.

## STANDARD NO. 2

### Description of the problematic situation

School prevention programs must be based on:

1. The recognition of the problem and its clarification from the perspective of the theoretical frame on which the prevention program is based.
2. Defining the variables involved in the acknowledged problem and specifying ways to change these variables..
3. Quantification and description of the problematic situation.

## STANDARD NO. 3

The evaluation of the need and the necessity to prevent the drug consumption in school area.

During the evaluation of these necessities one must keep in mind the following aspects:

1. The description of the target group,
2. The geographical region;
3. The characteristics of the drug use in the target group (substances, mediums and drug use models),
4. The needs for information/education of the target-group,
5. The acknowledged protection and risk factors;
6. The information sources used (such as experts and counselors involved in the program's design),
7. The indicators used and their validity;
8. The criterion used to analyze and interpret the results;

The evaluation of the local, regional and national needs that give reason for a drug use prevention program in schools allows choosing a correct correlation between priorities, goal, target-group, beneficiaries and resources.

The needs assessment can be realized by:

- Using existing studies regarding general/student population concerning the drug use prevalence/incidence,
- Utilizing the key-indicators to estimate the prevalence and incidence of the drugs specific problems in the target-group and the subgroups (e.g. infectious diseases associated to drug consumption, treatment requests, the mortality rate caused by drug consumption, etc),
- Studies in specialized medical services and childcare system;
- The directive or nondirective interview, focus-groups with the main actors in drug use prevention domain (suppliers of prevention services, of integrate psycho-socio-medical, representative pattern-groups of drug users subpopulations from community,
- Studies regarding specific medical services and the child protection system.
- controlled or open interviews, focus-groups with the key-decision makers working in the drug consumption prevention domain (e.g. preventive services suppliers, psycho-socio-medical assistance services suppliers, a representative number of drug consuming individuals)
- Studies regarding the risk factors and protection factors in the school medium
- Studies regarding the costs of the prevention programs depending on the goals correlated with needs analysis and with the expected results, on a case by case basis;

## STANDARD NO. 4

### Program objectives

The objectives of the drug use prevention programs in schools have to respond to identified needs and to the target-group characteristics.

The general and specific objectives have to be clearly defined, easy to identify, achievable, measurable and correlated with the specific objectives of the Action Plan for the implementation of the National Anti-drug Strategy 2005/2008.

The objectives of the programs for the prevention of drug use in schools must aim toward correct information concerning the use and abuse of substances, as well as the development of social skills of the beneficiaries, peer-to-peer relationships, self-control, the coping mechanisms, the pro-social behaviors, and the assertive behavior.

The programs for drug use prevention in elementary schools must aim toward a better awareness of emotions, the improvement of self-control, communication-skills and problems solving abilities.

The programs for drug use prevention in high-schools must aim toward aspects concerning communication skills, peer-to-peer relationships, self-sufficient and assertiveness, the ability to refuse to use drugs, the development of a healthy life style.

### STANDARD NO. 5

#### Defining the target-group

When describing the target-group and the direct and indirect beneficiaries the following must be taken into consideration:

1. The socio demographic characteristic of the target-group;
2. The reasons for choosing that particular group;
3. The level of coverage of the program and the adaptation to the target group
4. Ways to disseminate (deliver) the program;
5. The mechanisms of coordination between the initiator and the partner institutions used to implement the programs
6. The mechanisms used to contact and implicate the target-group such as the means of participation in the program

Starting from the characteristics of the target-group, the programs for drug use prevention are separated in three categories:

Universal programs offered to the general population

Selective programs offered to risk groups, vulnerable to drug consumption or to subgroups of the general population

Recommended programs offered to population categories that experienced drug consumption or present other risky behaviors.

### STANDARD NO. 6

#### Activities and methods to prevent drug consumption in school mediums

Programs for the prevention of drug consumption in school medium must present a coherent calendar of activities and utilize adequate methods according to the objectives, planned activities and the characteristics of the target-group.

Special attention should be given to the interactive methods used to involve the beneficiaries in their own formation in a direct manner.

STANDARD NO. 7

The instruments used to accomplish the program

The drug prevention programs in school mediums must feature adequate instruments to accomplish the proposed objectives and activities. The programs must include:

1. an analysis of the instruments necessary to implement the program, taking into consideration the sufficiency or insufficiency of resources, cost estimates, the available community resources, etc.
2. a description of the professional team involved in the program (the number of people, profession, responsibilities and coordination) as well as volunteers
3. a list of materials and equipments used to implement the program along with their descriptions

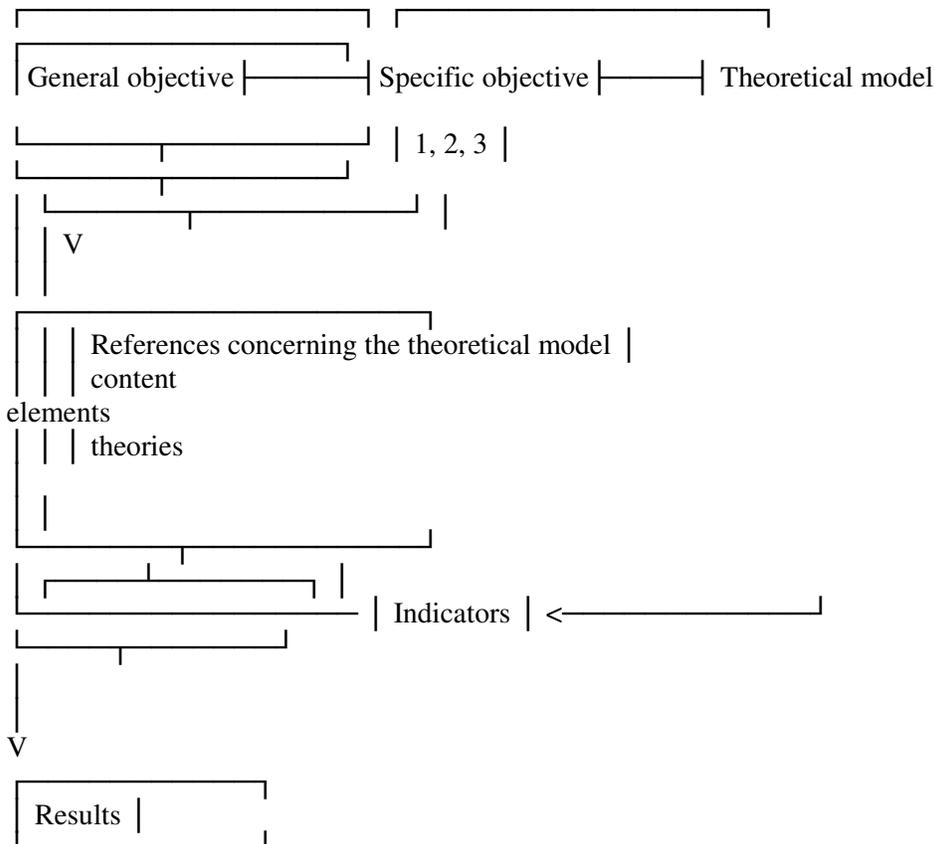
STANDARD NO. 8

Program evaluation (program assessment)

During the evaluation of the prevention programs the coherence of the structure must be analyzed as follows:

:

\*T\*



\*ST\*

When planning drug use prevention programs one must include an evaluation system which should contain the following depending on the case:

- A. An estimate of the program coverage level:

1. the rate of coverage of the target-group and of the population in the same area
2. the efficiency of the program for the target-group, comparing the characteristics of the initial population to the characteristics of the population that benefited directly from the program
3. the description of the means to disseminate the program

#### B. An evaluation (appraisal) of the activities involved in the program

The appraisal of the activities involved in the program must include:

1. the number of direct beneficiaries involved in the program implementation and the frequency of participation in the program activities
2. the adequacy (the satisfactoriness) of the materials utilized to the characteristics of the targeted population (the ease of comprehension of the materials, information contained, etc.)
3. the adequacy (the satisfactoriness) of the procedures utilized to accomplish the activities

#### C. The appraisal of time planning

The appraisal requires the analysis of the difference between the scheduled time and the actual amount of time it took to execute the program. In addition, there should be an analysis of the relationship between the projected activities and the realized activities depending of the program agenda.

#### D. The evaluation of the human resources

##### D. The evaluation of the human resources

The evaluation of the human resources includes a final assesment of the team – that means specialists and volunteers who had implemented the program, their positions, their daily schedule and any other change in the program.

Also, it is important to expose the levels of coordination realised, with an evidence of participative institutions , number of the meetings, conclusions and the agreements realised. Minimal criteria for the employment of the professionals who are involved in elaboration and implementation of drug use prevention programs:

- University degree in socio-human area
- Relevant experience in this area and/or trainings in drug use prevention domain.

Conforming with the national legislation the training programs in drug use prevention area, from diffrents training providers have to be accreditate by the National Training and Research in Addictions Centre which is a part of the National Anti-drug Agency.

##### E. The evaluation of the financial and material resources

The evaluation of the financial and material resources is apply to the sufficiently or insufficiency of these for achieving the established purpose.

The resources scheduled at the beginning will be up for debate during all the implementation period and if it will be necessary it will be developed adequate recommendations for the other phases.

##### F. The evaluation of the results

The evaluation of the results involves in all the situations the existence of datas about the program applying, for permitting realise of the comparisons between initial and final situation (before and after the program implementation).

The evaluation of the results contains a comparison of the problematic situation in some moments, evaluates with technical different or similar tools connected with:

1. The awareness level of identify problem and awareness-raising for the target-group,
2. The knowlege level regarding the indicated situation of the program beneficiaries

3. The recorded changes between before and after the program implementation, correlate with the attitudes and values of the target-group regarding the indicated situation
  4. The variations in the target group behaviour , including the prevalence and the incidence of the drug use, risk factors and protective factors associated.
-