



TOGETHER WE CAN

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**BOOKLET OF NATIONAL
STRATEGIES & BEST PRACTICES
ABOUT SUBSTANCE ABUSE**



Co-funded by the
Erasmus+ Programme
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PROJECT DESCRIPTION

TOGETHER WE CAN

The need to propose a project is to discuss issues such as the use of drugs among young people and the education to legality starts from some statistical observations conducted by the department of pathological dependencies at the European level that show how the consumption of drugs is constantly increasing. Among all, cannabis remains by far the most widespread narcotic substance, with percentages five times higher than other substances, as well as being the most likely to be used at all ages. The growth in recent years of the consumption of heroin and the fact that minors are greatly increased is also scary in Europe. This is despite the numerous efforts made by the institutions in the area of repression and prevention. To this, is added a shortage of adequately effective and significant prevention training paths. The general objective of the project is to promote the Social inclusion of at-risk groups in education, training and youth activities and encouraging young people's planning and leadership, through the adoption of educational programs based on the approach known in the literature as "comprehensive social influence" (CSI), able to prevent the use of substances among young people. During LTT - C1 partners will share their best practices on substance misuse. In each transnational meeting we will focus on some identified best practices and the period between one meeting and another will be dedicated to testing activities. The testing consists in initiating practical experiments of the bps identified during the mt and evaluating the learning outcomes obtained and their reliability through external observation and some evaluation tests given to the participants. Specifically, it will have 4 phases: administration/ external observation / review / analysis of impacts / evaluation.



The project includes 6 transnational meetings. Transnational meetings will play a fundamental role. In particular, they will allow the partners to meet physically, therefore know each other better and will have the purpose of providing an overview of the objectives and results achieved, assessing the past period to integrate the results and lessons learned for the following period. Technical meetings will be organized following a professional approach and taking into account the intercultural dimension of the European cooperation project. Furthermore, they will favor possible corrections in the planning of communication in the intervals between the meetings.

In general, the first meeting will be dedicated to project management while from the second onwards, after the training, during each meeting we will focus on the analysis of specific best practices adopted / or identified by each partner.

The target group is: youth/peer workers are an important part of youth work in prevention for young people because they can approach their peers more easily than adult experts.

From the project it is expected that the participants increase their awareness of the risk of falling into drug addiction and abuse and of the consequences that this generates. In particular:

- To raise awareness of the risks and damages deriving from the use of drugs and to propose them better behaviors and lifestyles in order to avoid such events;
- The participants learn the use of drugs as an "inadequate behavior, to be avoided as it puts at risk their own and the other's health, the psychic and social integrity as a whole" and transmit them a "disvalue and not a plus value "
- That the participants become a vehicle for communication with other young people on the risks that the use of drugs can cause;



The expected results are :

- Support NGOs, youth centers, and schools in develop non-formal education for prevention, advocacy and communication interventions aimed at reducing harm related to drug misuse in specific target groups;
- Facilitate operational capacity building of the NGOs through information exchange, training, technical assistance, and by promoting international cooperation.
- The project will give youth workers, practical skills and knowledge in enhancing the personal and social competence of young people through the development of life skills. This includes the acquisition of situation specific skills and strategies, while addressing values and knowledge relevant to decisions being made about drug use.
- The project will reinforce existing knowledge, pro-social and healthy skills reduce misinformation, negative attitudes, risky behaviour.



PARTNERS

I.OVA YOUTH ART & CULTURE



İ.ova Youth Art & Culture Organisation (İ.ova Gençlik Kültür, Sanat ve Gelişim Derneği) is an organization of non-profit nature, which was founded in 2018. It is based in the city of Aydın and counts more than one hundred (100) individuals as members, young and creative citizens, people who share values, ideas, thoughts, reflections and vision.

İ.ova Gençlik is a young and dynamic organisation that was created as a response to the need for a vibrant, community based formation that will be able to recognise opportunities and respond to challenges related to the unique character of the local community and its members.

Our aim is to promote the empowerment of young people and adults through the creation of real opportunities for educational and professional development and stimulate the youth entrepreneurship in an international environment using various models and opportunities such as e-learning, in-class trainings, mentoring, , youth exchanges.

According to its values and principles, the NGO gives support to every person, promoting equal opportunities and supporting these communities helping them to reach their goals and achievements in a self-sufficient way.

As a non-profit organisation dedicated to supporting the local community on a daily basis, especially through provision of learning and training opportunities, creative and artistic initiatives, and encouraging integration and inclusion, we aim to be active in various fields relevant to the spirit and life of our local community.

Website : <https://www.incirliovayouth.com/>



Co-funded by the
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of the European Union



We are a young team working on developing the potential and improving the skills of the youth in various areas - education, health, entrepreneurship, culture, art and sports. We give young people in Lithuania the opportunity to participate in seminars, training courses, clubs, meetings, conferences and initiatives that we organize in order to encourage them to be more active and confident. Working with practical methods and non-formal education tools, we try to make the learning process more interesting and effective. The organization is part of a variety of voluntary projects in the country, promoting volunteerism as a way of gaining practical skills and valuable experience.

We seek:

- to meet the public interest in educational activities;
- to initiate and organize various cultural events,
- participation of other organizations cultural educations,
- to encourage youth participation in international events,
- to represent the interests of young people,
- to encourage young people to actively participate in civic activities,
- to increase social inclusion through arts, sports and games,
- to organize lectures, conferences, seminars, debates, training camps and other mass events,
- to publish newspapers, reviews and other informative publications for dissemination,
- to develop and organize the communication, as well as international cooperation,
- to work with minorities and social groups,
- to participate in volunteering, care and maintenance activities,
- to promote formal and non-formal education of young people,
- to participate in European or other international projects as a partner or member.



We show a high importance to formal and nonformal education for youth to increase their employability, self-confidence and decrease early school leaving.

'Europos jaunimas' works in the field of education, sport, art, health, migration, entrepreneurship and culture. We work on charity projects in partnerships with other organizations. Besides that, we encourage the young people to start their own entrepreneurial projects, helping them sharing our experience, offering consultations and partnerships.



FENÊTRES



Youth means future, that's why FenêtreS, a cooperation platform between different actors, has been created. Its goal is to help young people and their parents in difficulty around three main axes :

The rallying: It consists to gather intergenerational and intercultural people around projects and commune activities to instaurate a trust relation and a sharing one. We do this thanks to collaborative workshops which permit the improvement of his talents and/or artistic envies, cultural and sporting, but also with some private lessons and moral to fight against dropping out of school and addictions.

We are developing parenting support actions with independent social workers in the form of personalized so-called "à la carte" support.

The mobility: The aim is to offer, to young and professional people of Rhône-Alpes; the possibility to travel abroad as part of the specific programs such as Erasmus+ and develop the intercultural link.

The inclusion: Some professional workshops to help finding formations and/or jobs are instaurated to permit to young people to integrate the professional world and to become autonomous.

The training : FenêtreS is a training Center certified too

Thanks to his various partners (NGO, firms, community aid project for young people, volunteers, etc), FenêtreS has a field action and diversified competence.



WINDOW ROMANIA ASSOCIATION



Window Romania Association is a non-governmental organization founded in 2007 that promotes especially youth initiatives that bring their autonomy, develop social skills, professional skills, equal opportunities, entrepreneurship, especially in the social economy.

Window Romania Association works, primarily in order to support the initiatives of young people and is especially focused on those with disabilities. The Organization has been working with people who have disabilities since its founding in 2007, but with particular focus on deaf people. Over the last four years 80% of activities were aimed at deaf youth initiatives which shows that the organization has turned naturally to this target audience. The purpose WINDOW Romania Association is to support disadvantaged young people to provide help and assistance, education services and promotes youth involvement especially in personal and community development actions. Window Association Romania in recent years has consolidated expertise in Romanian Sign Language .

Our organization supports social economy activities in artistic services that have as beneficiaries young people and adults with disabilities, most deaf, based on a partnership with Special Technological High School "Beethoven" Craiova. The representative activities include: artistic dance, mime, theater sculpture, handmade jewelry, paintings, decorations, etc.

The activity has been concentrated over the last 11 years towards young people at risk (young people with disabilities, young drug addicts).

Window Romania Association have 16 people who have a hearing impairment as it's members. Four of them are certified as Sign Language Interpreters and qualified to work in the education of disabled people. They always work together to organize and develop initiatives that provide social and professional inclusion and autonomy of young people who are hearing impaired. The members have participated in five European events focused on education, resources, tools, social and professional inclusion of the youth in risks situations.



WINDOW ROMANIA ASSOCIATION



The four qualified members of Window Association Romania are competent in designing specific activities for people with special needs and have a good level of efficiency in this area.

From 2015 our activity is carried out in cooperation with Antidrug Prevention, Evaluation and Counseling Center from Dolj County, and aims, in addition to the medical services that this government agency offers, to carry out recovery activities for young/adolescent addicts through Adlerian psychotherapy and involvement in artistic activities such as dance and theatre /pantomime.

The activities aim to ensure that every young person at risk, through drug use, solves his/her personal problems that have led to a reduction in the sense of community, an approach to life in an irrational manner, a reorientation towards world and life.

The organization involves people with disabilities, especially deaf people, in organizing events such as training in VET area, dance and pantomime, exhibitions, workshops focused on inclusion and volunteering.

The organization provides training in youth and adult education. Over the last four years it has also supported the initiatives of young deaf people in a social and professional context to become self supporting by employing entrepreneurial initiatives.

TYPES OF ACTIVITIES USED WITH YOUNG ADDICTS

- The Art-based activities are using creative techniques (a.e.: drawing, painting, drama performing, dancing, singing)to help people to understand themselves, to free themselves from accumulated anxieties, tension and to facilitate the communication and relationship.
- You do not have to excel in painting or dancing, theater, etc. You just have to feel free and express yourself freely.
- Our Young beneficiaries can re-discover their self-esteem by creating works of art or artistic events



WINDOW ROMANIA ASSOCIATION



THE PURPOSE OF THERAPIES THROUGH ART (THEATER, PICTURE,DANCE)

- To express his/hers feelings and emotions, wishes and needs, to discover yourself in front of others when ready
- To develop cognitive abilities like attention, language, thinking, memory, creativity.
- To reduce and eliminate the anxiety, the frustrations, the inhibitions by a creative discharge of accumulated tensions.
- To develop tolerance for frustration by developing self-control
- To formate relationship and cooperation skills tailored to the needs and requirements of the group

THE PROJECTS AND THE INITIATIVES OF THE WINDOW ASSOCIATION IN THE LAST 10 YEAR

- 5 European cultural projects - exchanges for youth with disabilities / risk situations (62 young beneficiaries)
- We provide training in adult education
- Training for personal education in the field of psychology, pedagogy and social assistance
- 2 GRUNDTIVG workshops projects
- 1 Erasmus+- Strategic Partnerships for youth, 2015, “Career Development of Deaf Young in Drama”
- 1 Erasmus+ VET mobility



YOUTH 4 FUTURE



'Youth 4 future' was established by a group of highly motivated youth who envisaged an organization that works to meet the public interest in educational activities; initiate and organize various cultural events. A young team working on developing the potential and improving the skills of the youth in various areas - education, health, entrepreneurship, culture, art and sports. The organization also contributes to encourage youth participation in international events and to represent the interests of young people toward state institutions.

The strategic plan of the organization builds a path that foresees international cooperation, participation in public tenders; work with minorities and social groups.

Due to the expertise that it endorses the organization is invited to participate in volunteering, care and maintenance activities and also to provide legal aid for youth in need. The actual efforts of the organization are in increasing youth participation in cultural activities, development of the information society, promoting formal and non-formal education of young people, and to boost international cooperation by participating in international projects.

Organization is actively involved in all phases of the project: preparation, implementation and evaluation. 'Youth 4 future' is an organization which is managing projects from KA1, KA2 and KA3 actions, like lead and partner applicant, mostly with aims to provide synergy between formal, non-formal education, intercultural understanding, youth participation, recognition and support of youth workers and capacity building of young people. It will also be active in the dissemination of the results and will ensure the visibility of the project.



YOUTH 4 FUTURE



Objectives:

- Support and encourage personal expression;
- Provide local and international activities for social and personal competences development;
- To promote active citizenship, intercultural dialogue, social inclusion and intercultural awareness;
- Promote and support youth mobility in UK through Erasmus+ program;
- Enhance quality of youth work and non-formal education in UK.
- Fields we are active and experienced in:
 - Youth work;
 - Social Issues;
 - Sport Activities;
 - Social Media and Technology;
- Creating innovative tools for youth education by connecting different approaches such as art, formal and non-formal education, sport etc.s



WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU (WSBINOZ)



WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU (WSBINOZ) is the first non-public higher education institution in central Poland that offers health-allied and medical-allied studies as well as business and pedagogy faculties. The world class school facility and an outstanding training atmosphere promoted by highly competent and most distinguished specialist, practitioners and academic teachers guarantee the unique and ambitious curriculum, theoretical knowledge and practical skills so desired in professional life. Young adults are taught how to take advantage of the acquired skills and knowledge as well as to keep on developing personal abilities and become professionally successful. At the current stage has more than 60-70 full-time employees and more than 200 academic teachers on contract.

WSBINOZ conducts numerous researches and educational projects, cooperates with various educational, health care, sport-allied and business-allied institutions, remains locally and regionally active in the field of conference and workshops organization, social work and community elicitation. Prominent and well-qualified managers, determined students and academics guarantee its successful development and involvement in various thematic projects related to development of new ideas and services, curriculum building, preparation course syllabus, elaboration of materials and terminology for thematic courses and others.

WSBINOZ's educational science department offers a wide range of courses and activities including workshops and seminars related to entrepreneurship, management and marketing, interpersonal communication, shaping creative attitudes, creative problem-solving and coping with stress as well as healthy and active living, dietetics and sport activities.



WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU (WSBINOZ)



We teach how to work with children and their families, to provide professional help to children, youth and adults, especially those who suffer from family violence and poor social situation. Education we offer also covers: early school education, pedagogy and health promotion, social pedagogy in the context of social work, therapeutic pedagogy and physical rehabilitation, internal security and language courses.

The authorities consider issues connected with university's educational offer development as well as with scientific activities expansion as priority. It is essential to establish a suitable intellectual and material base to attract scientific, academic staff and young adults – future students.

At the current stage of development, The University of Business and Health Science has a clearly specified activity areas at various departments and faculties. Several seminars have been created, numerous workshops and conferences covering different fields have been organized to attract local community, especially disadvantages groups as seniors 50+, unemployed or unqualified adults, youths from socially and economically disadvantaged areas, mothers on maternity leave who intend to remain active in the field of education, discriminated young adults, disabled persons, adults with educational difficulties, migrants.

WSBINOZ plays an important role on local educational market in terms of organization of additional thematic courses for disadvantaged groups. Its intention is to cooperate with local, regional and national authorities in order to provide thematic workshops and seminars as well as to attract target groups.

Since 2011 The University has successfully implemented over 20 European educational and research projects, both as a partner and as a coordinator.



WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU (WSBINOZ)



These initiatives covered subjects of family education, intergenerational education, healthy and active living, project management, creativeness and entrepreneurship, work with migrant kids and young adults, digital storytelling, justice, sport and many more.

WSBINOZ will bring to the project its experience in conducting researches, impact evaluation processes with reference to policies and educational projects, in cooperating with various education and health care institutions, in local and regional activity in the field of social work and community elicitation. At the present moment, it is partner of more than 30 projects. Staff of WSBINOZ possess required experience and knowledge enabling proper implementation of the project activities, achieving goals, valorisation and dissemination of the project outputs. WSBINOZ assures the right and correct project management, in agreement with the criteria foreseen by the European Commission and Programme criteria, together with deadlines and forms fixed by the implementation plan; professional financial and management staff will take care of the project development process to guarantee that the resources and budget are adequately managed and used; optimization of the expenditures will be ensured according to each aspect of the project.



NATIONAL STRATEGIES

TURKEY

Drug Laws and Drug Offenses – National Drug Laws

Use of Drugs: Turkish penal code specifies a 1-2 years of prison sentence for those who possess or cultivate drugs in small amounts for personal use. Another option in some circumstances is treatment and/or probation for up to 3 years. If felon refuses treatment or does not comply with probation requirements, the court can impose a prison sentence. No punishment will apply if a dependent user requests treatment before investigation. In such cases, healthcare professionals are not obliged to report the offence.



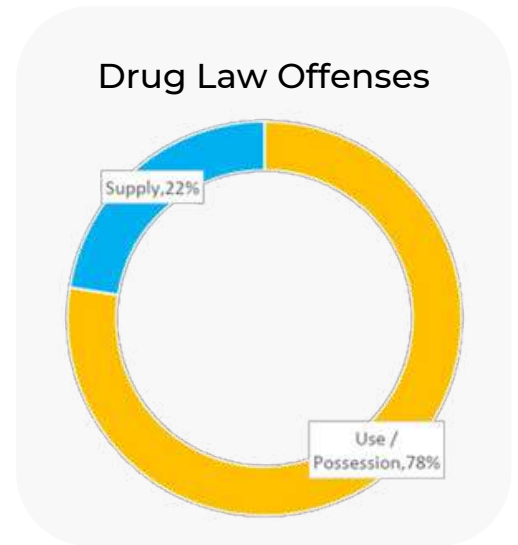
Production and Distribution of Drugs: Turkish penal code specifies more than 10 years of a prison sentence for production, importation and exportation of drugs and a 10-15 years of prison sentence for those who sell and supply drugs. According to the data by EMCDDA there is a 50% increase in sentence if the drugs involved are cocaine, heroin, morphine or morphine based, or synthetic cannabinoids. Same 50% increase applies if felons operate as a group and for those that hold a position that are regulated by law, such as doctors, pharmacists or other health professionals. If organized crime is involved, the penalty is doubled.

Drug Laws and Drug Offenses – Drug Law Offenses

The data on drug law offenses in Turkey indicate that there was a 45% increase in the number of drug law offenses reported in 2017 compared with the previous year.



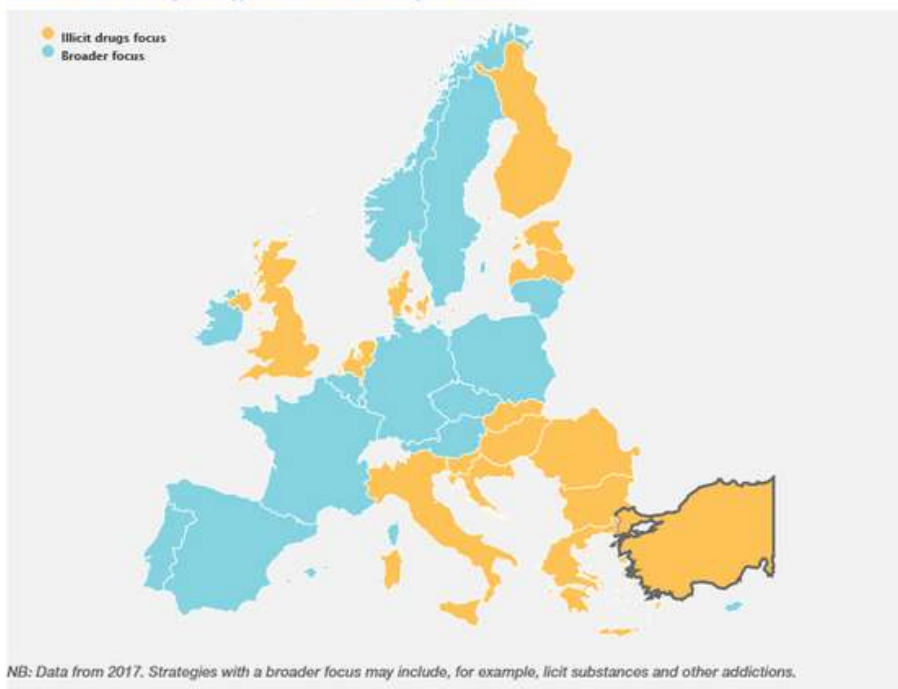
The majority of offenses reported were related to drug use or possession. This data is the foundation for monitoring drug related crimes. This data can be used to develop new strategies in campaigns against use and production of drugs and inform policies on the implementation of drug laws.



National Drug Strategy and Coordination

Being launched in 2018, Turkey's National Strategy and Action to Combat Illegal Drugs is the fifth strategic drug policy document of the country. The strategy and action plan were developed and endorsed in conjunction with a range of key stakeholders and are based on the two pillars of drug supply reduction and drug demand reduction. Key actions are defined as implementing parties, targets and indicators. Turkey is one of the 16 countries in Europe that focuses on illicit drugs instead of including other substance addictions

Focus of national drug strategy documents: illicit drugs or broader



- Launched in 2018, the fifth document of the country.
- Developed with conjunction of Stakeholders.
- Implementing parties, targets and indicators.



National Coordination Mechanisms

The High Council for the Fight Against Addiction has been responsible for inter-ministerial coordination on drug and addiction policy issues in Turkey since 2017. It is tasked with high-level strategy development, the development of inter-institutional coordination and monitoring of strategy implementation. The Board for the Fight Against Addictions supports the work of the High Council. It is responsible for national strategic and operational coordination and is one of several structures that has responsibility for overseeing the implementation and monitoring of the national drug strategy. The Technical Board for the Fight Against Addictions is an advisory body that assists the Board in its work and includes a range of specialized members. The Turkish Monitoring Centre for Drugs and Drug Addiction is attached to the Ministry of the Interior/Turkish National Police/Counter-Narcotics Department. The Department of Smuggling, Intelligence, Operation and Data Collection is also attached to the Ministry of the Interior and is responsible for the coordination and implementation of the national drug strategy on behalf of the institutions that are attached to the Ministry of the Interior and for monitoring the drug situation throughout the country. The Ministry of Health is also involved in the coordination and implementation of the strategy and action plan. There are currently 81 provincial and district Boards for the Fight Against Drugs, as part of local health authorities, covering all provinces of the country.

- The Board for the Fight Against Addictions supports the work of the High Council.
- It is responsible for national strategic and operational coordination.
- Oversees the implementation of strategies.
- The Turkish Monitoring Centre for Drugs and Drug Addiction is attached to the Ministry of the Interior/The Ministry of Health is also involved in the coordination and implementation of the strategy and action plan.
- There are currently 81 provincial and district Boards for the Fight Against Drugs.



Treatment – The Treatment System

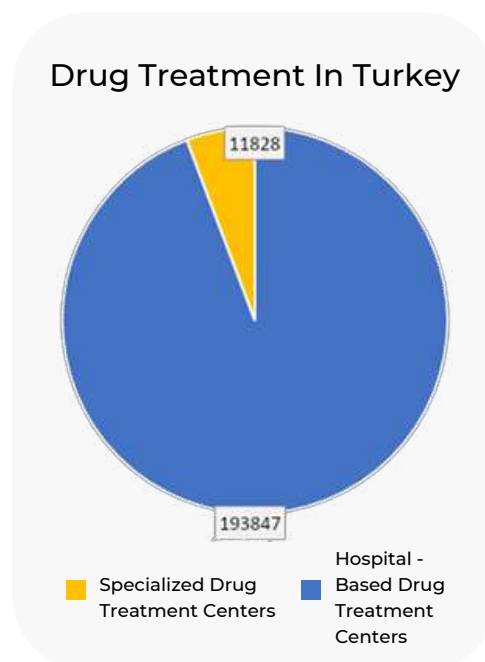
The current national strategy outlines treatment-related objectives that focus on facilitating drug users' access to treatment and care services that meet the established standards and protocols. The implementation of drug-related treatment in Turkey is the responsibility of the Ministry of Health, and the Science Committee for Substance Addiction is responsible for its national coordination. Since the end of 2013, Provincial Healthcare Directorates have been authorized to license and supervise substance use treatment centers.

Drug treatment is provided by the Alcohol-Substance Addiction Research, Therapy and Education Centers, psychiatric clinics in public hospitals under the Ministry of Health, university-based treatment units and some private hospitals. Most of these institutions provide inpatient and outpatient treatment. Funding for drug treatment services is mainly provided by the state through social or health insurance funds. Most drug treatment services treat dependency in general, providing treatment for both alcohol and illicit drug use which makes Turkey a potential for Broader Focus country in terms of national strategies

- Focuses on facilitating users' access to treatment and care services
- Is the responsibility of ministry of health
- Treatment is provided by listed facilities.
- Funding is mainly by social or health insurance funds.

• Most drug treatment services treat dependency in general, providing treatment for both alcohol and illicit drug use which makes Turkey a potential for Broader Focus country in terms of national strategies

Drug treatment programs in Turkey aim to help clients achieve a drug-free state. An essential part of the treatment is detoxification, which is complemented by other interventions consisting of motivational interviewing techniques and cognitive therapies that aim to prevent relapse.



Drug Use and Response in Prison

Being 20 percent of prisoners sentenced for drug law offenses, the proportion of drug law offenders among all prisoners has been on the rise in recent years.

Drug treatment in prisons are managed by the Ministry of Health, following treatment guidelines and in accordance with the law. Family doctors are required to provide mobile/temporary healthcare services. A project for the rehabilitation of prisoners with mental health problems and drug dependency in Turkish prisons has been implemented, with the objectives of ensuring that prisoners with mental health problems receive proper assessment and diagnosis, developing and implementing effective intervention programs, creating a supportive environment for mental health

- The proportion of drug law offender has ben on rise.
- Ministry of health is responsible for treatment in prisons.

Treatment – Treatment Provision

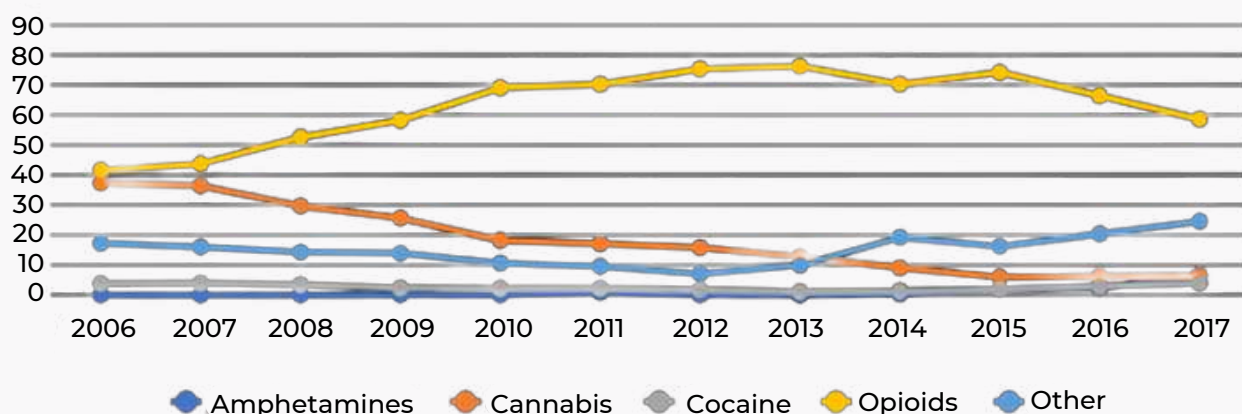
Most of the drug-related treatment in Turkey took place in outpatient settings. Treatment demand data in Turkey are reported by 45 inpatient treatment centers. Outpatient centers in the country do not report data on their clients.

Most clients entering inpatient drug treatment services in 2017 required treatment for primary opioid use, mainly use of heroin, followed by cannabis and stimulants other than cocaine. Since 2014, increases in the number of new clients entering inpatient treatment for problems related to primary use of amphetamines and cocaine have been reported; however, trend data present methodological limitations. The proportion of cannabis-related inpatient treatment entries has decreased in the last decade, while, in recent years, the proportion of clients who have entered treatment for the use of other illicit substances, mostly synthetic cannabinoids, has increased.



- Most of the drug-related treatment in Turkey took place in outpatient settings.
- Treatment demand data in Turkey are reported by 45 inpatient treatment centers.
- Outpatient centers in the country do not report data on their clients.
- Most clients entering inpatient drug treatment services in 2017 required treatment for primary opioid use.
- Since 2014 clients required treatment for primary use of amphetamines and cocaine have increased.
- Cannabis-related inpatient treatment entries has decreased.
- Illicit substances, mostly synthetic cannabinoids, has increased.

Trends in percentage of clients entering specialized drug treatment, by primary drug



LITHUANIA

The implementation of psychoactive substances use prevention goals and actions are in the following national documents:

Lithuanian Progress Strategy “Lithuania 2030“

In both, international and Lithuanian national strategic documents, one of the prioritised goals is health strengthening and providing favourable conditions for formation of healthy lifestyle. The Lithuanian Progress Strategy “Lithuania 2030“ foresees consolidation of efforts of the society bodies and Government institutions to strengthen the public health: to implement measures for alcohol, tobacco and drug use prevention, to increase the public awareness of healthy lifestyle benefits.

Lithuanian Health Programme 2014–2025

One of the goals of the Lithuanian Health Programme 2014–2025 is to develop healthy lifestyle and its culture as well. Aiming at this goal an objective “to reduce use of alcoholic beverages and tobacco, illicit use and availability of drugs and psychotropic substances, also accessibility of gambling, computer games, etc. “

National Education Strategy 2013–2022

One of the goals foreseen in the National Education Strategy 2013–2022 is “to implement systematic changes conditioning reduction of sneering, human trafficking and violence, alcohol and tobacco use in schools to ensure psychological security of the school community.”



National Drug, Tobacco and Alcohol Control and Prevention Programme 2018–2028

In 2017, upon the Drug, tobacco and Alcohol Department's initiative a long-term strategic document was prepared for the first time, seeking to implement the alcohol, tobacco and drug control policy complexly, to assess problems related to alcohol, tobacco and drug use and opportunities, to solve them in an integrated manner, recognising that psychoactive substance use primarily should be approached as a problem to ensure the person's physical, mental health, his / her and public social welfare.

Psychoactive substance use prevention coordination division of Drug, Tobacco and Alcohol Control Department is responsible for the implementation of European drug prevention quality standards (EDPQS); coordination of the international early intervention programme based on scientific data throughout Lithuania; implementation of prevention measures on the internet, including the social media, for different target groups (websites for parents; youth; smokers who want to quit); conducting research to develop and increase the availability of evidence-based prevention measures.

Universal prevention

A great attention in Lithuania is allocated to prevention quality standards. In 2016, Drug, Tobacco and Alcohol Control Department facing the needs of the specialists for the knowledge necessary for successful prevention implementation and taking into account the Minimum Quality Standards in Drug Demand Reduction, translated, adapted and published a quick guide to the European drug prevention quality standards (EDPQS). Trainings for prevention specialists how to apply the standards are provided every year.



Website www.kaveikiavaikai.lt – An online training programme for parents

There are many different types of information and facts about the communication with children or problem solving, but parents often ask the same question – how to implement it in practice? Also parents in Lithuania very rarely participate in parenting skills training programmes, and when faced with the problem of children psychoactive substance use, they usually try to solve it themselves and do not seek help. In order to help parents solve this dilemma, in 2015 “Mentor Lithuania” with the collaboration of Drug, Tobacco and Alcohol Control Department, developed the website www.kaveikiavaikai.lt ("What do children do?") which is also a modern online training programme for parents. The online learning program "What do children do?" is a unique, effective and convenient tool designed specifically for parents to help them understand their children better, strengthen their relationships and provide them with the necessary knowledge about parenthood, their role in preventing their teens from psychoactive substance use, and develop necessary skills. It is based on the principle of tasks, which make it easy to apply the acquired knowledge in practice. Since 2020 the administrator of the website www.kaveikiavaikai.lt ("What do children do?") is Drug, Tobacco and Alcohol Control Department.

In 2016 Drug, Tobacco and Alcohol Control Department joined the United Nations Office on Drugs and Crime (UNODC) campaign “Listen first”, translated, published online and distributed campaign materials: for policy makers, parents, teachers, prevention workers and health workers.



FRANCE

Addictions pose, in France as well as at European level and in the rest of the world, a major public health problem, whose impacts are multiple, health, medical and social. The use of psychoactive substances is responsible in France for more than 100,000 preventable deaths from accidents and diseases, including nearly 40,000 from cancers. Addictive behaviors thus intervene in about 30% before the age of 65.

Health political on addiction:

The 2013-2017 Government Plan to Combat Drugs and Addictive Behaviour is based on three main priorities:

- Base public action on observation, research and evaluation: by progressing in the understanding of addictive behaviors; supporting research on new drug treatments and innovative therapeutic strategies as well as social science research; by making research a decision support tool.
- Take into account the most exposed populations to reduce health and social risks and damage: by preventing, delaying and limiting the consumption of young people; improving the care and support of women who use drugs; by bringing the devices closer to the most remote populations (whether for geographical or social reasons); by preventing addiction in the world of work.
- Strengthen public safety, tranquility and health at national and international level by combating trafficking and all forms of delinquency related to the consumption of psychoactive substances: by promoting the social acceptability of users and care and risk reduction systems, in particular through social mediation actions; by improving the articulation between the judicial and health fields; combating trafficking at local and international level; taking into account emerging traffic phenomena.



There are dedicated help and support phone lines:

Drugs Info Service on 0800 23 13 13. This line is open every day from 08h to 2h in the morning. The call is free from a landline. The call is anonymous and the conversation remains confidential. Health professionals are listening to consumers to provide help, information, advice or simply to talk about addiction problems.

The specialized medico-social system:

- Addiction care, support and prevention centers (CSAPA) are intended to welcome anyone suffering from an addiction problem. These centers are empowered to provide opioid substitution treatment.
- Reception and support centres for harm reduction among drug users are responsible for welcoming drug users to implement harm reduction actions. The objective of this system is to prevent, or reduce, the negative effects associated with the consumption of narcotic drugs.
- Young Consumer Consultations (CJCs): aimed at young users of cannabis and other psychoactive substances and their families in order to allow a better assessment of the situation of young users and to help them by facilitating access to professionals.

The hospital system:

The 2007-2011 addiction care and prevention plan and the DGS/DHOS circular of 16 May 2007 on the organisation of the system for the care of people with addictive behaviour defined the hospital sector in addictology and set up three-level structures corresponding to the severity of the addiction, the complexity of withdrawal and care required by people with addictive behaviour. Among the components of this sector, addiction liaison and care teams play an important role, as an interface with intra- and extra-hospital devices.



The fund to combat addictions:

He related to psychoactive substances, created by the social security financing law of 28 December 2018, succeeds the anti-tobacco fund. It makes it possible to continue and strengthen programs dedicated to the fight against tobacco, and to deploy public health actions also focusing on other addictions, including alcohol and cannabis.

Addictive behaviour remains a major social and public health problem. Every year in France tobacco kills 75,000 people, alcohol 41,000 people and illicit drugs 1600. Tobacco and alcohol are the number one risk factors for preventable mortality. In addition to the associated mortality, the individual, family and social consequences take a heavy toll. 11.5 million French people smoke daily, 10.6 million have an alcohol consumption beyond the new drinking benchmarks at lower risk. 25% of cannabis users have a high risk of problematic use, i.e. more than 1 million people.

In line with the momentum established in 2018, the fund to combat addictions related to psychoactive substances makes it possible to launch, thanks to a strategic orientation committee bringing together all the actors involved, new actions as close as possible to the populations and their needs, responding to the priorities of the national plans for the prevention and mobilization against addictions.



Operation:

This fund is created within the National Health Insurance Fund (CNAM) and is mainly funded for 2020 by an increase in the fraction of VAT following the abolition of the supplier tax. Its governance was put in place by decree of 21 June 2019. It is based on:

- a strategic orientation committee, where all stakeholders in the fight against addiction are represented, responsible for proposing each year the funding priorities and monitoring the implementation of the fund;
- a select committee composed of representatives of UNCAM, the ministers responsible for health and social security and the interministerial mission to combat drugs and addictive behaviour (Mildeca), which prepares ministerial decisions.

Area of intervention:

The fund contributes to the financing of international, national or local actions in line with government priorities in the field of addiction prevention, stemming in particular from the national tobacco control program and the national mobilization plan against addictions. These actions are intended to respond to 4 strategic axes:

1. Protect young people and prevent entry into smoking as well as avoid or delay the entry into the use of other psychoactive substances
2. Helping smokers quit and reducing the risks and harms associated with substance use.
3. Amplify certain actions with priority audiences in a desire to reduce social inequalities in health.
4. Support applied research and evaluation of prevention and care actions.



ROMANIA

The National Anti-Drug Agency within the Ministry of Internal Affairs, an institution with the role of national coordinator in the field of drugs, elaborates, based on the proposal of the institutions with attributions in the field, the draft National Anti-Drug Strategy and its action plan and submits them to the Government for approval.

The strategy is in line with the general and specific objectives set out at the international level by the final document of the 2016 UN General Assembly (UNGASS) Special Session on the World Drugs, entitled “The Common Commitment to Address and Combat Drugs Effectively through the 2019 Ministerial Declaration on strengthening national, regional and international action to accelerate the implementation of joint commitments to address and combat the global drug problem through the 2030 Sustainable Development Goals, and those undertaken at European level, through the new European Union Strategy on Drugs.

The national drug strategy 2022-2026 is the result of a transparent process of consultation with central and local institutions and public authorities, as well as with civil society partners (non-governmental organizations and cults).

The strategy addresses the drug phenomenon and its challenges through an integrated, multidisciplinary, balanced approach based on scientific evidence and relevant practices in the field. In synergy with the provisions of other national and European public policy documents, the National Drug Strategy 2022-2026 aims to help limit the impact and negative consequences of the drug phenomenon on public health and safety, while developing Romania's operational response capabilities. , in the conditions of an external environment with unpredictable evolutions.



The programmatic document integrates a triad of strategic action:

1. REDUCING THE DEMAND FOR DRUGS

2. REDUCING THE SUPPLY OF DRUGS

3. STRENGTHENING OPERATIONAL RESPONSE CAPACITY - international cooperation, research, evaluation, information and coordination.

directions of strategic action are structured on 11 general objectives, each with several specific objectives:

General objective 1: Consolidation of the national prevention system that includes all prevention programs, projects and interventions (contextual, universal, selective and indicated) addressed to the general population, schools and vulnerable groups, based on scientific evidence.

General objective 2: Consolidation of the national prevention system that includes all prevention programs, projects and interventions (contextual, universal, selective and indicated) addressed to the general population, schools and vulnerable groups, based on scientific evidence.

General objective 3: Consolidation and development, based on scientific evidence, of specialized interventions and services of medical, psychological and social reintegration assistance.

Overall objective 4: Develop an integrated approach to drug use in custodial systems.

General objective 5: Strengthen interventions to counter organized crime groups operating in Romania or Romanian-origin groups targeting EU member states. who are involved in drug trafficking and have links to other threats to national security

General objective 6: Strengthening the detection capacity of large quantities of drugs, precursors and pre-precursors trafficked on the Romanian territory.



General Objective 7: Strengthen the mechanism for controlling the licit circuit of narcotic precursors and drugs and combating their diversion as well as preventing and combating the production of drugs and the illicit cultivation of narcotic plants

General Objective 8: Intensify the effective monitoring of legal logistics and digital channels used for medium and low volume drug distribution and increase the seizure of illicit substances through these channels, in close cooperation with the private sector

General objective 9: INTERNATIONAL COOPERATION - Strengthen Romania's commitment, assumed through international documents and through bilateral or multilateral ones to which our country is a party and the position of active partner in the global effort to reduce drug demand and supply as well as diversion and trafficking of precursors.

General objective 10: RESEARCH, EVALUATION, INFORMATION - Develop and strengthen an integrated and flexible system for collecting data on the drug phenomenon, in order to use the latest information in decision-making and to formulate and implement responses in the field of public health and safety of citizens.

General objective 11: COORDINATION - Ensuring a unitary framework for action in the field of drugs and precursors, monitoring the implementation of national policies in the field of drugs, efficient use of resources and maximizing the results of interventions.

The institutional response to the dynamic drug phenomenon cannot be limited to a single institution or organization, but must be the result of constant and effective inter-institutional cooperation.

The vision of the National Drugs Strategy 2022-2026 aims to establish an approach aimed at achieving sustainable results on drug issues at national level, adding value to addressing the phenomenon in the European context, by adjusting resilience and customizing support and guidance measures.

Drug demand reduction consists of a range of complementary actions, which includes prevention (contextual, universal, selective and indicated), early detection and intervention, counseling, treatment, rehabilitation, social reintegration and recovery. These interventions contribute to increasing the resilience of Romanian citizens, communities and society as a whole, to the negative impact and consequences of the drug phenomenon. The term resilience has two meanings here: the inherent ability of individuals to resist and react articulately and coherently to disruptive events or crises, as well as the ability of these entities to quickly return to a state of functional normalcy.

The proposed measures and interventions to reduce the supply of drugs will help disrupt traditional and illicit drug markets, dismantle organized criminal groups involved in drug trafficking and production, enforce the law, reduce violence associated with illicit drug markets and increase trade. operational data and information between responsible stakeholders. With regard to drug precursors, the coordination mechanism established aims to ensure the application of the European legislative system, the compatibility of national normative and technical systems with the requirements established at European level to ensure the answer to the problem of their diversion from licit circuits.

International cooperation, as set out in the strategy, contributes to accelerating the implementation of Romania's commitments in the field of drugs at international level, respecting the principles of shared responsibility, multilateralism, promoting a development-oriented approach, respect for human rights and dignity. human rights, the rule of law and compliance with the provisions of international drug conventions. At the same time, Romania aims to contribute to the adoption of EU common positions and the creation of synergies, aimed at defining the international and multilateral agenda on drug policy.



In the field of research, evaluation and information, the aim is to develop and strengthen an integrated and flexible system for collecting data on the drug phenomenon, in order to use the latest information in decision-making and to formulate and implement public health responses; security of citizens.

In the field of coordination, the general objective is to ensure a unitary framework for action in the field of drugs and precursors, monitoring the implementation of national policies in the field of drugs, efficient use of resources and maximizing the results of interventions.



UK

The UK Government's new 10-year drug strategy for England and Wales was published on 6 December 2021, ending the year with some answers to the many questions raised in Dame Carol Black's independent review. The SSA's Rob Calder and Natalie Davies summarise the context and the implications for criminal justice, addiction treatment, the workforce, addictions research and partnership working.

The 2021 Drug Strategy aims to “change things for the better” in three main ways:

1. Breaking drug supply chains
2. Delivering a world-class treatment and recovery system
3. Achieving a generational shift in the demand for drugs

From a birds-eye view, the 2021 strategy is very similar to the 2010 and 2017 strategies. These focused on reducing demand (now ‘achieving a generational shift in the demand for drugs’), restricting supply (now ‘breaking drug supply chains’), and building recovery (now ‘delivering a world-class treatment and recovery system’).

Details

This is a 10-year plan for real change, with an ambition to reduce overall use towards a historic 30-year low. Commitments are made across government to break drug supply chains while simultaneously reducing the demand for drugs by getting people suffering from addiction into treatment, and deterring recreational drug use.

This will help us to level up by stopping the cycle of crime driven by addiction, keeping violence out of neighbourhoods across the country and saving lives through reducing the number of drug related deaths and homicides. The plan is supported by record investment of nearly £900 million of dedicated funding over the Spending Review period, taking the total investment over 3 years to £3 billion.

The 10-year plan is also the formal, substantive response to the Independent Reviews of Drugs led by Dame Carol Black and accepts all of her key recommendations.

The plan sets out 3 core priorities: break drug supply chains, deliver a world-class treatment and recovery system, and achieve a shift in the demand for recreational drugs

This will be achieved by:

- continuing to roll-up exploitative and violent county lines and strengthen our response across the drug supply chain, making the UK a significantly harder place for organised crime groups to operate
- investing a further £780 million to rebuild drug treatment and recovery services, including for young people and offenders, with new commissioning standards to drive transparency and consistency
- strengthening the evidence for how best to deter use of recreational drugs, ensuring adults change their behaviour or face tough consequences, and with universal and targeted activity to prevent young people starting to take drugs.

Local partners working together on our long-term ambitions will be key to the strategy's success, and we will develop a new set of local and national outcomes frameworks to measure progress against our key strategic aims through which government and public services can be held to account at both national and local levels.

POLAND

A number of legal provisions and national pathology prevention programmes have been in place in Polish schools and educational institutions for many years. In the face of social and economic changes and rapid globalisation, schools have intensified the implementation of preventive activities. According to educational regulations, since 2002 schools have been obliged to implement a school programme for the prevention of problems of children and young people, including prevention activities dedicated to alcohol, drugs and tobacco. Prevention activities should be carried out at all stages education, and particularly intensively in lower secondary schools and secondary schools, given that the risk of using psychoactive substances increases with the age of the pupils. The legal bases according to which schools and educational establishments are obliged to implement these programmes are:

1. Convention on the Rights of the Child - Article 33.
2. Constitution of the Republic. Art. 72.
3. Code of Criminal Procedure of 6 April 1997 Article 304.
4. Code of Civil Procedure, Art. 572 (Section II, Chapter 2).
5. Laws and regulations
6. National prevention programmes:
 - National Health Programme (2007 - 2015)
 - National Programme for Prevention and Solving of Problems Alcohol Committee (2011 - 2016)
 - National Programme for Counteracting Drug Addiction (2011 - 2016)
 - National Programme for Counteracting Family Violence (2006 - 2016)
 - National Programme for Combating AIDS and Preventing HIV Infections (2007 - 2011)
 - National Programme for Preventing HIV Infections and Combating AIDS for 2012 - 2016
 - National Mental Health Programme (2009 - 2013)
 - Programme to Reduce the Health Consequences of Tobacco Use in Poland (2010 - 2013)
 - Government Programme "Safe and Friendly School" (2008 - 2013)



Polish schools, care and educational institutions and other educational institutions, using the ONDCP classification, implement more than a dozen prevention strategies. Each of these strategies is addressed to the general population, to children and adolescents from risk groups, as well as to families of adolescents at risk. Precisely defining the recipients of outreach activities allows for greater effectiveness and enables effective selection of the tools and personnel directly involved. The choice of a classification and strategy developed in the United States stems from the conviction that the American approach is extremely effective, the result of many years of experience.

Taking into account the above categorisation, we distinguish between:

(a) information strategy:

- The Towards No Drug Abuse (TND) programme is for older adolescents - 14 to 19 years old, a programme to prevent the use of psychoactive drugs
- Athlets Training and Learning to Avoid Steroids (ATLAS) programme. It is a programme designed for young boy athletes, aged 15-18, playing American football, or other strength sports. Its aim is to provide information on the effects of substance abuse, to prevent the use of steroids, alcohol and other psychoactive drugs, and to promote healthy eating and exercise.

(b) Education strategy:

- All Stars aimed at 11-14 year olds (this programme can be run outside school e.g. in day care centres, camps etc.),
- Lions-Quest Skills for Adolescence covering young people of a similar age, i.e. 10-14 year olds,
- Keep a Clear Mind (KACM), for slightly younger (8-12 year-olds)
- Too Good For Drugs (TGFD) - a programme covering everyone of school age (from 5 to 18 years old).
- The common aim of the programmes is to prevent the use of psychoactive substances. The content of these programmes refers to problem behaviour theory, social learning theory and/or the theory of reasoned action.
- Creating Lasting Family Connections - the primary aim is to prevent the use of alcohol and other psychoactive drugs by young people aged 12-14, and implementation is based on participation in educational activities
- Families And Schools Together (FAST) programme
- Home Detectives Programme. However, this programme addresses alcohol issues and the reduction of smoking prevalence



(c) Environmental Action Strategy

- Child Development Project (CDP), aimed at children of younger school age (5-12 years),
- Positive Action (PA), covering all learners (aged 5 to 18).

The primary aim of both programmes is to reduce risk behaviours such as early alcohol and cannabis use and the use of violence, and to improve the school achievement of children and young people.

- Look differently. Its aim is to shape the correct personality and support the child's development.
- The Three Wheels Programme - the programme's main aim is, first and foremost, to improve the social climate in classrooms and the sense of bonding between pupils.

(d) Strategy of alternatives:

- Across Ages, aimed at younger (9-13 year olds),
- Big Brothers Big Sisters of America - for children and young people aged 6 to 18 years old
- Leadership and Resiliency Programme (LRP) for older young people (14-17 years old).

The aim of these programmes is to prevent the use of psychoactive drugs. The concept of the first programme draws on the theory of reputation enhancement and involves creating opportunities for adolescents to make a positive presence in the community by strengthening their relationships with adults.

(e) A community transformation strategy:

- CASASTART. Its primary objective is to prevent the use of psychoactive substances and aggression among 11-13 year-olds from high-risk groups. This is achieved by creating opportunities for adolescents to develop properly socially by improving the environmental conditions in which they live.



(f) Early intervention

- Residential Student Assistance Program (RSAP) - a program for young people in foster care
- Project SUCCESS (School Using Coordinated Community Efforts to Strengthen Students) - the SUCCESS programme is an adaptation of RSAP developed for young people from special schools.

The addressees of the two above-mentioned programmes are adolescents aged 14 to 18, with the primary aim of preventing the use of psychoactive drugs.

- The Multisystemic Therapy (MST) programme, for example, targets families of juvenile offenders (aged 12-17) affected by drugs.
- Brief Strategic Family Therapy (BSFT) is designed for parentally ineffective families and covers a very wide age range of children - from 6 to 17 years.

(g) Environmental Action Strategy:

Modifying social attitudes and customary norms that favour the use of psychoactive drugs is fundamental in an environmental action strategy. This may involve, for example, introducing clear and precise rules in schools against drug use, reducing the supply of legal and illegal psychoactive drugs in the local environment, changing the rules on advertising alcohol and cigarettes. However, the most widespread activities are those that are difficult to clearly identify and classify, as they involve creating an atmosphere that stimulates the proper and all-round development of children and young people.

This strand of activities includes the school-based programmes Child Development Project (CDP), aimed at children of younger school age (5-12 years), and Positive Action (PA), covering all learners (from 5 to 18 years).

The primary aim of both programmes is to reduce risk behaviours such as early use of alcohol and cannabis and the use of violence, and to improve the school achievement of children and young people. In both cases, the way to achieve this goal is to improve the school climate so that it becomes a welcoming 'learning community'.



The protective factors that are reinforced in both programmes are:

- Improving social competences (e.g. problem solving and conflict management),
- Developing a sense of connection to the school and, therefore, a feeling of security at school, respect for school rules and a sense of support and belief in the possibility of getting help at school,
- Acceptance of generally accepted social values,
- Relationship with a positive peer group,
- Sensitise parents to the problems of their growing children and improve communication skills within the family.

In the Child Development Project, more emphasis is placed on issues related to the fulfilment of school duties, while in Positive Action, emphasis is placed on the individual development of pupils and teachers and thus the formation of positive qualities such as, for example, high self-esteem and coping skills.

The programmes implemented are undeniably contributing to the improvement of the situation of young people in schools and educational establishments. Since the introduction of preventive measures, an increased awareness of risks among pupils can be observed. Thoughtful prevention strategies are working, which is directly evident in the attitudes and declarations of the pupils surveyed. The social benefits of prevention education, while already visible today, will manifest themselves for many years to come.

The European Union, on the basis of analyses of the Member States, finances and implements a wide range of activities of an international nature. The theoretical basis and scope of the activities are common, but the methods of implementation are adapted to the current needs of individual members.



The "Unplugged" programme is a universal prevention programme aimed at pupils aged 12-14 and their parents. Its aim is to reduce the initiation of use of psychoactive substances (alcohol, tobacco, drugs) and to delay the transition from experimental to problematic use. The programme was developed as part of the international EU-Drug Abuse Prevention project, funded by the EU:

- It is the result of the work of specialists from 9 centres in 7 EU countries - Belgium, Germany, Spain, Greece, Italy, Austria, Sweden.
- The project was piloted in the above-mentioned countries and evaluated between 2004 and 2006.
- In Phase II, the programme was also implemented in Poland and the Czech Republic.
- The effectiveness of the programme in addressing substance use has been confirmed in evaluation studies.
- Trainings for teachers to prepare for the programme are conducted by trainers trained by the NSC and ORE.
- The list of trainers and prevention activities is publicly available on the NSC and ORE websites.
- The full training cycle consists of 12 1-hour meetings for students and 3 meetings for parents.

Theoretical background

- Europe's first school-based prevention programme based on the Comprehensive Social Impact (CSI) strategy,
- effectiveness in terms of problem solving has been confirmed in scientific literature and proven in practice,
- refers to knowledge about the predictors of psychoactive substance use in adolescence and ways to modify them,
- takes into account knowledge about factors protecting young people from occasional and problematic use of psychoactive substances,
- makes use of knowledge from developmental psychology, which is necessary for setting the objectives of prevention interventions aimed at groups of adolescents.



The working methods that were used for the 'Unplugged' programme:

- Interactive methods of working with young people
- Working in groups
- Presentation of work results to the class
- Role-playing
- Quizzes
- Game
- Warm-up activities
- Student workbook
- Homework
- Methodological guidance for teachers.

The programme is proving to be an extremely effective tool in reducing alcohol, cigarette and drug use. Results persist for more than a year after the programme.

Other findings following the programme show that:

- the programme is more effective in preventing use than influencing cessation of use,
- gender differences in effectiveness - girls are less responsive to the programme,
- the programme strengthens refusal skills,
- reduces positive expectations and attitudes towards alcohol, tobacco, cannabis and drugs (in general).



BEST PRACTICES



BURNING A HOLE IN YOUR WALLET

SECTION A – IDENTIFICATION

| | |
|--|---|
| Name of the organization/Institution implementing practice | <i>İNCİRLİOVA GENÇLİK KÜLTÜR ,SANAT ve GELİŞİM DERNEĞİ</i> |
| Area of implementation | <p><i>X Rural area</i></p> <ul style="list-style-type: none"> • <i>Urban context and surroundings</i> • <i>Other areas</i> • <i>How big is the area? e.g. one province, one city, one institution.</i> <p><i>1 INSTITUTION</i></p> |

SECTION B – DESCRIPTION

| | |
|--|--|
| Target group / Beneficiaries | <p><i>Specify the characteristics of those who benefited from the practice.</i></p> <p><i>*9-12 grades</i></p> |
| The main objectives | <p><i>The main objectives of the practice.</i></p> <p><i>Students will calculate and contextualize the monetary cost of smoking cigarettes.</i></p> |
| Experts/staff | <ul style="list-style-type: none"> • <i>People or groups involved in the implementation of the practice – what was their role?</i> <p><i>*Teachers / youth workers to guide the students .</i></p> |
| The description of the practice | <ul style="list-style-type: none"> • <i>The main activities – program flow process, its stages; - implementation.</i> <p><i>Instructions: Please see “Burning a Hole in Your Wallet” handout.</i></p> <p><i>Extension :</i> <i>Research and discuss the taxes your state places on tobacco to discourage use. Have your class discuss if similar taxes should be placed on other unhealthy products. What kinds of products should be taxed in this way? Should these kinds of taxes go into general budget funds, or be dedicated for spending in certain ways, such as public health initiatives related to the items taxed?</i></p> |
| Methodology/Didactic tools | <p>The methodology adopted and the main theory behind if it is relevant.</p> <p><i>*Pair work</i></p> <p><i>*Group work</i></p> |
| Additional materials /Equipment needed | <i>*Handout attached</i> |
| EVALUATION OF PRACTICE | <i>*Students will raise awareness about how expensive smoking addiction is besides also being dangerous and unhealthy.</i> |

SECTION C – CONCLUSION

| | |
|-------------------------------|--|
| Conclusion | <p><i>*Students will have raised awareness about the danger of smoking</i></p> <p><i>*They will have understood how also expensive it is</i></p> <p><i>*They will have discussed in a pair work and decide how they can spend their money instead.</i></p> |
| Recommendation and guidelines | <i>Students can be encouraged to discuss about how unhealthy & dangerous smoking is.</i> |



BURNING A HOLE IN YOUR WALLET

SECTION A – IDENTIFICATION

| | |
|--|---|
| Name of the organization/Institution implementing practice | <i>İNCİRLİOVA GENÇLİK KÜLTÜR ,SANAT ve GELİŞİM DERNEĞİ</i> |
| Area of implementation | <p><i>X Rural area</i></p> <ul style="list-style-type: none"> • <i>Urban context and surroundings</i> • <i>Other areas</i> • <i>How big is the area? e.g. one province, one city, one institution.</i> <p><i>1 INSTITUTION</i></p> |

SECTION B – DESCRIPTION

| | |
|---------------------------------|--|
| Target group / Beneficiaries | <i>Specify the characteristics of those who benefited from the practice.</i> <i>*9-12 grades</i> |
| The main objectives | <i>Students will explore ways to deal with tobacco -related peer pressure and identify strategies to resist negative peer pressure.</i> |
| Experts/staff | <ul style="list-style-type: none"> • <i>People or groups involved in the implementation of the practice – what was their role?</i> <p><i>*Teachers /youth workers to guide the students .</i></p> |
| The description of the practice | <p><i>Activity:</i> <i>Teacher to students :</i> <i>Even though we know about the risks and consequences tobacco use, some teens believe smoking is cool and feel peer pressure to try or continue smoking. You and your friends can influence each other's choices and behaviors in positive and negative ways. The pressure to conform is hard to resist, so many teens take the easy way out and make unhealthy choices.</i> <i>First, read , "Peer Pressure" article.</i> <i>Then you and a partner will create a scenario in which a teen is feeling peer pressure to smoke. Think about the characters, setting, and strategies that teens can use when they're feeling pressured to make an unhealthy choice.</i></p> <p><i>* Article</i> <i>Now!" whispered Suki. "Quick, while the clerk's not looking."</i> <i>Heart pounding, Leah leaned against the store's unattended makeup display and slid two tubes of lipstick into her purse. She looked bored and detached as she followed her friends Suki and Jill out of the store, but inside she felt panicked.</i></p> <p><i>"I can't believe you made me do that," Leah wailed.</i> <i>"Relax," said Jill. "Everybody does it sometimes. And we didn't make you do it."</i></p> <p><i>She said nothing, but Leah knew she wouldn't have done that on her own. She'd just had a big dose of peer pressure.</i></p> <p><i>Under Pressure</i> <i>Instructions: With a partner, write a scenario in which a teen is being pressured to smoke. Then act out your scene in front of your class. Make sure to include at least two strategies teens can use to resist negative peer pressure.</i></p> |



| | |
|--|--|
| | <p><i>Extensions:</i></p> <ol style="list-style-type: none">1. <i>Talk to an adult you trust about peer pressure he or she faced as a teen, and how he or she dealt with that pressure.</i>2. <i>Create posters for school hallways listing the Top 10 reasons to stay away from tobacco.</i>3. <i>Talk to adults in their 60s or older about how attitudes toward smoking have changed since they were teenagers.</i> |
| Methodology/Didactic tools | <p>The methodology adopted and the main theory behind if it is relevant.</p> <p><i>*Pair work</i> <i>*Group work</i></p> |
| Additional materials /Equipment needed | <p><i>"Under Pressure" handout</i> <i>Pens or pencils, paper</i> <i>Article, "Peer Pressure"</i></p> |
| EVALUATION OF PRACTICE | <p><i>*Students will raise awareness about how expensive smoking addiction is besides also being dangerous and unhealthy.</i></p> |
| SECTION C – CONCLUSION | |
| Conclusion | <p><i>*Students will have raised awareness about peer pressure ,they will reate strategies on how to say NO.</i></p> |
| Recommendation and guidelines | - |



Characters:

Scenario:



Resistance strategies:

PEER PRESSURE :

| Sport summer camp | |
|--|--|
| SECTION A – IDENTIFICATION | |
| Name of the organization/Institution implementing practice | <i>EUROPOS JAUNIMAS</i> |
| Area of implementation | <i>In a countryside of Vilnius, Lithuania</i> |
| SECTION B – DESCRIPTION | |
| Target group / Beneficiaries | <i>High schools, local young people up to 30, some teachers</i> |
| The main objectives | <i>To reduce the alcohol and drugs among young people while doing some activities in sport summer camp</i> |
| Experts/staff | <i>Depending on the activities some coaches and trainers, teachers may be added. We had basketball tournaments, canoeing, cycling, yoga activities. Basketball coaches and yoga teachers were included in the activities.</i> |
| The description of the practice | <ul style="list-style-type: none"> • <i>Youth workers from our Europos Jaunimas every year choose 3 or 4 different activities for our summer camps</i> • <i>This year it was basketball, canoeing, yoga, and cycling</i> • <i>We call local young people, high school students and their teachers to join us</i> • <i>We spend 5 days together in the nature without drugs, alcohol while camping and doing those activities</i> |
| Methodology/Didactic tools | <i>Team work and pair work are mostly applied in our sport summer camps.</i> |
| Additional materials /Equipment needed | <i>Sport equipment depending on the activities such mats, balls, canoes, etc.</i> |
| EVALUATION OF PRACTICE | <i>Group discussion is always being organized in the last evening of our sport summer camp near the fire.</i> |
| SECTION C – CONCLUSION | |
| Conclusion | <ul style="list-style-type: none"> • <i>Every year 20-30 people join our summer camps</i> • <i>Teachers from local high schools are involved in our camps</i> • <i>Students spend 5 days without alcohol and drugs (if they normally use it)</i> |
| Recommendation and guidelines | <i>Totally up to your imagination ☐</i> |



Erasmus plus days

SECTION A – IDENTIFICATION

| | |
|--|--------------------------------|
| Name of the organization/Institution implementing practice | <i>EUROPOSJAUNIMAS</i> |
| Area of implementation | <i>In Europos Jaunimas NGO</i> |

SECTION B – DESCRIPTION

| | |
|--|---|
| Target group / Beneficiaries | <i>High school students, local young people up to 30 or even more</i> |
| The main objectives | <i>To reduce the alcohol and drugs among young people while participating in Erasmus plus projects</i> |
| Experts/staff | <i>Only youth workers from our NGO</i> |
| The description of the practice | <ul style="list-style-type: none"> • <i>Youth workers from our Europos Jaunimas NGO organize some Erasmus plus days in our NGO</i> • <i>We invite local young people, high school students to participate</i> • <i>We spend a weekend together in our NGO without drugs, alcohol</i> • <i>We choose a topic and organize funny activities for participants using non formal education</i> |
| Methodology/Didactic tools | <i>Group works Play roles Theatre Pair work Simulations</i> |
| Additional materials /Equipment needed | <i>One of the materials examples https://www.salto-youth.net/downloads/4-17-1891/Abiqale.pdf</i> |
| EVALUATION OF PRACTICE | <i>Anonymous surveys (paper or online), but could be applied any other evaluation method</i> |

SECTION C – CONCLUSION

| | |
|-------------------------------|---|
| Conclusion | <ul style="list-style-type: none"> • <i>Every year 40-50 people join our Erasmus plus event</i> • <i>We promote Erasmus plus</i> • <i>Students spend a weekend without alcohol and drugs (if they normally use it)</i> • <i>Enjoy non formal education activities</i> |
| Recommendation and guidelines | <i>We generally choose activities related to our projects that we had during the year, as we present the projects we implemented and then do some activities in relation with the topics of those projects.</i> |



- REMOBILISATION ACTIONS

SECTION A – IDENTIFICATION

Name of the organization/Institution implementing practice
ASSOCIATION FENETRES FRANCE

- Area of implementation
- *Closed environnement*
 - *Closed Educational Center*

SECTION B – DESCRIPTION

- Target group / Beneficiaries
- *Group 6 - 8 participants Young people aged between 15 and 17 years old, repeat offenders and integrated into "a complementary and intermediate system between classic placement solutions and incarceration" in a penitentiary center for minors traditional placement solutions and incarceration" in a juvenile penitentiary center (circular of November 7, 2002)*
 - *Duration of a session: 7 hours*
 - *Number of sessions: 3 meetings((1 meeting / week each)*

- The main objectives
- *Preventing addictions in young people through personal development, discovering personal qualities and using them at an optimal level*
 - *To reduce the recurrent and chronic use of psychoactive products (tobacco, cannabis but also alcohol) among adolescents on a daily basis)*

Experts/staff
Facilitator: 1 addiction Preventer

- The description of the practice
- *The course takes place over 3 days with a 2-hour awareness-raising session on addictions with the young people and the professionals participating in the project.*
 - *Day 1: This is a starter and consists of a workshop to discover rap music in order to develop their creativity and artistic side and to show them that they can escape in other ways than through products. In the afternoon, the young people do their baptism of diving, allowing them to adapt to an unfamiliar environment and thus push their limits.*
 - *Day 2: This is the day of solidarity. The young people take part in a solidarity breakfast in the morning. The young people take part in a solidarity breakfast in the morning, they go to meet the homeless to offer them breakfast and to exchange with them. Some of the journeys may resonate with them on the subject of product consumption. The afternoon takes place in the largest solidarity grocery shop in the Rhône-Alpes region, Oasis d'amour where they will be in contact with the public by helping the volunteers. The young people can thus make themselves useful, which helps to enhance their self-esteem.*



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| | <ul style="list-style-type: none"> Day 3: This consists of a morning photo-interview to allow young people to talk about their consumption and to express themselves on their journey if they so wish. their consumption and to be able to express themselves on their journey if they want to, the afternoon The afternoon is spent in a team game centre where young people can work together to realise that the afternoon is spent in a team game centre where young people can work together and realise that it is possible to create a bond other than through products. |
| Methodology/Didactic tools | <p>Didactic tools. <i>Group works</i> <i>Methods - techniques for self-expression and self-awareness through rap and scuba diving</i></p> |
| Additional materials /Equipment needed | <i>In link with the activities proposed</i> |
| EVALUATION OF PRACTICE | <ul style="list-style-type: none"> Through discussion groups after each activities, in which each participant will express his opinion and the facilitator will obtain information about the lifestyle of each participant and his action to reduce own consumption |
| SECTION C – CONCLUSION | |
| Conclusion | <p>Impact:</p> <ul style="list-style-type: none"> <i>This project is therefore part of a process of :</i> <ul style="list-style-type: none"> <i>- Helping young people to become aware of their representations of drugs and the factors that influence their health (Competence 3.1 Designing a Health Education and Prevention approach in collaboration with other professional actors);</i> <i>- Supporting the commitment to the PES approach (Competence 3.2 Helping people, in a collective framework, to identify their conceptions, needs and resources so as to enable them to commit to an approach to improve their health);</i> <i>- A real implementation of actions over 3 days. (Competence 3.3 Implementing and leading, with groups of people favoring the involvement of each person, actions aimed at preserving their health).</i> |
| Recommendation and guidelines | <ul style="list-style-type: none"> <i>For his activity to be successful, it is necessary for the addiction preventer to organize very well the stages of the action, the space, to guide the participants with empathy, determination, trust, courage, respect, confidentiality.</i> <i>It is important not to see the participants as offenders but to considere that they leave with a list of qualities, which has been established beforehand thanks to the contribution of a whole group and the reinforcement of the participants, the invitation to test skills and know-how through the proposed activities;</i> <i>It is good if the preventive worker offers the participants the possibility to have a feedback meeting after each activity;</i> <i>It is important to give each participant enough time to feel comfortable and trust the group.</i> |



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| - THEATER/PANTOMIME | |
| SECTION A – IDENTIFICATION | |
| Name of the organization/Institution implementing practice | ASSOCIATION FENETRES FRANCE |
| Area of implementation | <ul style="list-style-type: none"> • Video conference • Directly to families in the evening throughout the country |
| SECTION B – DESCRIPTION | |
| Target group / Beneficiaries | <ul style="list-style-type: none"> • Parents and young peoples • Duration of a session: 2 hours • Number of sessions: 3 meetings((1 meeting /each month) |
| The main objectives | <ul style="list-style-type: none"> • Preventing addictions by informing and raising awareness among parents about addictive behaviors among adolescents ; • To enhance and/or improve their parental role on the subject ; • Enable parents to be actors in the health of their teenagers by emphasizing their resources, and by giving them mediation and communication tools. and communication tools. |
| Experts/staff | Facilitator: 2 animators |
| The description of the practice | <ul style="list-style-type: none"> • The organisation of an evening of information and exchange on addictive behaviours for parents and their teenagers requires the setting up of a project steering group composed of the various stakeholders. • Due to the health crisis, this action was done remotely. Two evenings • The first, which took place on 10 June from 7pm to 9pm, focused on addictive behaviours in general: product-related addictions (tobacco, alcohol, etc.) and behavioural addictions (games, cyberaddiction, sports addiction, work addiction, sex, compulsive shopping, etc.). To do this, we invited speakers using the association's network: Dr Brinnel, a former addictology doctor and president of the FenêtreS collective, Mr Fremiot, a specialist in screens, Dr Revol, a psychiatrist, addictologist and administrator of Fenêtres, Dr Ghanem, a psychologist, Virginie Hamonnais, author of "Noyée dans l'alcool", a book recounting her experience of alcohol addiction, and Noémie (a volunteer at the association), who has experience in addictive behaviour. • This evening was the subject of my final thesis. • The second evening was held on 28 September from 7 to 9 p.m., and concerned screen addictions. The second evening was held on 28 September from 7pm to 9pm, and dealt with screen addictions, due to the high demand from participants on the first evening. The speakers for this evening were: Dr Brinnel, Mr Fremiot and Major Mars, lecturer, Major Mars, former major of the juvenile prevention brigade and partner of the FenêtreS platform. • The video conferences was on zoom platform and we have |



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| | communicated by the social medias |
| Methodology/Didactic tools | Didactic tools. <i>Group works</i> <i>Video conferences</i> |
| Additional materials /Equipment needed | <i>Abonnement zoom</i> |
| EVALUATION OF PRACTICE | <ul style="list-style-type: none"> • Satisfaction questionnaire |
| SECTION C – CONCLUSION | |
| Conclusion | <p>Impact:</p> <ul style="list-style-type: none"> • <i>To question one's own relationship to health and representations of health education.</i> • <i>Situate the issues of health education with regard to one's professional field of intervention.</i> • <i>To adjust one understands of the problems of individuals or groups in terms of health education, taking into account their concrete situations of existence and their representations.</i> • <i>Design a health education approach in collaboration with other professional actors.</i> • <i>To bring people, in a collective framework, to identify their conceptions, their needs and their needs and resources so as to enable them to engage in a process of to improve their health.</i> • <i>Implementing and leading actions with groups of people aimed at their health.</i> • <i>To monitor, evaluate and promote health education activities carried out in the community.</i> |
| Recommendation and guidelines | <ul style="list-style-type: none"> • <i>- For the action to be successful, it is necessary for the facilitators to organize the stages of the action, the space very well, to guide the participants with empathy, determination, confidence, courage, respect, confidentiality.</i> • <i>- It is important to give all the expert speakers a fair chance to speak;</i> • <i>- It is also important to invite young peer experts to intervene and impact on young people;</i> • <i>- It is important to give each participant enough time to feel comfortable and trust the group in order to express their feelings on the subject;</i> • <i>- The chat should be the means of expression and a facilitator should relay the questions to the experts;</i> • <i>- It is important to give parents the possibility to meet the association for specific and particular support;</i> • <i>- Satisfaction questionnaires should be distributed for a satisfactory evaluation of the action.</i> |



ART THERAPY - THEATER/PANTOMIME

SECTION A – IDENTIFICATION

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| Name of the organization/Institution implementing practice | <i>WINDOW ROMANIA</i> |
| Area of implementation | <ul style="list-style-type: none"> • <i>Urban (Craiova) context and surroundings</i> • <i>Rural area</i> |

SECTION B – DESCRIPTION

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|---------------------------------|---|
| Target group / Beneficiaries | <ul style="list-style-type: none"> • <i>group 6 - 8 participants with disabilities aged between 17-21 years old</i> • <i>Duration of a session: 1 and 30 minutes - 2 hours</i> • <i>Number of sessions: 6 meetings((1 meeting / week each)</i> |
| The main objectives | <ul style="list-style-type: none"> • <i>Preventing addictions in young people through personal development, discovering personal qualities and using them at an optimal level</i> • <i>Stimulating cooperation and effective involvement of participants in social, couple and professional life (school);</i> |
| Experts/staff | <i>Facilitator: 1 psychologist (if necessary accompanied by a sign language interpreter for deaf teenagers)</i> |
| The description of the practice | <ul style="list-style-type: none"> • The participants are assured that the psychologist will keep the meeting confidential • The psychologist <i>choosing a theater technique- example role play</i> • at each meeting an artistic theme is chosen to be done in pairs or in groups (examples: loneliness, love, hate, freedom, sadness, etc) • inviting each young person (1-2 at each meeting) to present their product to their group colleagues (if the participant is poor in description, then the facilitator encourages him by asking questions: <i>How was it for you to translate this topic? It seemed easy? Can you give us more details? What did you find most difficult in your work? How did you solve it? For you, how did you find these solutions? Now how do you feel? you do it again, do you want to change something? What?)</i> <p>The other participants are asked not to intervene when the person in front answers the questions. Also, rules are established so that the interviewee is emotionally safe (avoid bullying, avoid sarcasm, etc.)</p> <ul style="list-style-type: none"> • The psychologist asks each participant to identify qualities to the one who presented and argues how these qualities were identified; the psychologist will make a list of the qualities identified by the other colleagues • Presentation of his list of qualities, summarized by a psychologist • The participant's opinion on the list is requested and then he will choose 3 of them that he considers existing (as he has them) • The psychologist asks the person who presented about how to use these qualities in daily life (couple, natural family, school / profession, friendship) The participant now has a picture, a concrete |



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| | <p>scenario of his own life when he will use his qualities more effectively</p> <ul style="list-style-type: none"> • The psychologist asks the participant if he will use these qualities in daily life, as he previously discovered. (If yes, then this step has the effect of a promise) • Starting with the second meeting, the psychologist will offer the following participants to present their own experiences after testing the list of qualities in everyday life. • If the participant says that he did not feel a positive effect, we encourage him to give examples of how he used the qualities (context, people, how he took into account the interest of others around him) <p>The next meeting resumes with another 1/2 participants, starting from the previous themes or from a new theme. If several artistic themes were presented that a participant presents, then he will be asked to choose the theme he wants to presents it</p> |
| Methodology/Didactic tools | <p>Didactic tools. <i>Group works</i> <i>Methods - techniques from self-knowledge theater</i></p> |
| Additional materials /Equipment needed | <p><i>They are not necessary</i></p> |
| EVALUATION OF PRACTICE | <p>- through discussion groups, in which each participant will express his opinion and the facilitator will obtain information about the lifestyle of each participant and his action</p> |
| SECTION C – CONCLUSION | |
| Conclusion | <p>Impact: <i>o Increasing community feeling</i> <i>o Increasing participants' self-esteem (reducing the risk of dependence on dangerous substances)</i> <i>o Awareness of an efficient personal, couple and professional lifestyle (school)</i> <i>o Increased confidence in oneself and in one's way of acting in daily life (result that removes the participant from the possibility of developing addictions)</i> <i>o Awareness of the significance of each participant on Earth, an aspect that prevents / reduces / cancels the need for addictions</i></p> <p>Conclusion <i>Exercise is one that has a deep psychological character, has the ability to prevent / reduce the consumption of prohibited substances;</i> <i>The activity has the ability to capture the attention of participants, to train them to contribute in the interest of others;</i> <i>As the work progresses, participants feel the impact on their lives;</i></p> |
| Recommendation and guidelines | <ul style="list-style-type: none"> • <i>For his activity to be successful, it is necessary for the psychologist to organize very well the stages of the action, the space, to guide the participants with empathy, determination, trust, courage, respect, confidentiality.</i> • <i>It is important to emphasize that the participants go with a list of qualities, which was made through the contribution of an entire group and the strengthening of the participants, the invitation to test the qualities discovered in everyday life;</i> • <i>It is good for the facilitator to offer participants the opportunity to have a feedback meeting at certain intervals, or a mailing address at which he / she will present his / her testing experiences;</i> • <i>It is important to give each participant enough time to feel comfortable and trust the group.</i> |



**ART - THERAPY THROUGH ADLERIAN PSYCHOTHERAPY TECHNIQUES
" ESTABLISHING RELATIONSHIPS"**

SECTION A – IDENTIFICATION

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| Name of the organization/Institution implementing practice | WINDOW ROMANIA |
| Area of implementation | <ul style="list-style-type: none"> • <i>Urban (Craiova) context and surroundings</i> • <i>Rural area</i> |

SECTION B – DESCRIPTION

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|---------------------------------|--|
| Target group / Beneficiaries | <ul style="list-style-type: none"> • <i>Participants: group 6 - 8 participants with disabilities aged over 17 years old</i> • <i>Duration of a session: 1 and 30 minutes - 2 hours</i> • <i>Number of sessions: 6 meetings</i> |
| The main objectives | <p><i>The purpose of the intervention: following the line of movement in the family constellation (hesitation, involvement, relationship)</i></p> <p>Objectives</p> <p>1. Personal development of participants, discovery of personal qualities and their use at an optimal level in the prevention of addictions</p> <p>2. Testing the tasks of life (couple, school / profession, friendship - if the goal is the relationship between the couple / sex education will go in this direction) and stimulating cooperation and effective involvement of participants in social, couple and professional life (school)</p> |
| Experts/staff | <i>Facilitator: 1 psychologist (if necessary accompanied by a sign language interpreter for deaf teenagers)</i> |
| The description of the practice | <p>The participants are assured that the psychologist will keep the meeting confidential</p> <p>Organisation:</p> <ul style="list-style-type: none"> • A table large enough to have a seat for each participant • The participants are standing • Each participant has a sheet of paper, a glass of water, watercolors, brushes • Participants are assured that the psychologist will keep the meeting confidential • The psychologist provides a safe environment for participants • The psychologist announces the rules: • participants are grouped in pairs • participants are not allowed to talk to each other • Participants are invited to think about a drawing theme • the 2 participants in a drawing to paint a drawing, each with his brush, without talking to each other and without looking at each other, until he finishes • Everyone starts making the drawing <p>THERAPEUTIC INTERVENTION</p> <p><i>The psychologist asks:</i></p> <p>Each participant in each pair is asked by a psychologist:</p> <ul style="list-style-type: none"> ▶ <i>How was it for you?</i> ▶ <i>Who had the initiative? Who set the tone?</i> |



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| | <ul style="list-style-type: none"> ▶ <i>What came out in the end?</i> ▶ <i>What conclusion do you draw from this?</i> ▶ <i>What did you find out about X (the drawing colleague) and you didn't know?</i> ▶ <i>What did you do in the beginning?</i> <p>TESTING THE TASKS of life: couple, school (profession), friendship (if the goal is the relationship between the couple , addiction will go in this direction) It connects the exercise with the tasks of life:</p> <ul style="list-style-type: none"> ▶ A. <i>What does this drawing action tell you about yourself?</i> (at this stage you can discover elements of physical inferiority or ability, which influence the couple's relationships, which can be aware and improvements; also the goal is to identify qualities of the participant, then help him use them effectively for to have a good couple relationship in which the partners feel that they belong and in which to contribute permanently) ▶ B. <i>What can you do to change?</i> (if it is something that bothers you) - through this approach we reorient the participant as much as possible towards the contribution in the relationship, to pay attention to the needs of the other ▶ C. <i>What lessons do we learn from this?</i> |
| Methodology/Didactic tools | <p>Didactic tools. Group works Methods - guided introspection</p> |
| Additional materials /Equipment needed | <ul style="list-style-type: none"> ▶ <i>plastic plate</i> ▶ <i>sheets of paper</i> ▶ <i>a glass of water</i> ▶ <i>colors and a brush</i> ▶ <i>colored pencils/marker</i> |
| EVALUATION OF PRACTICE | - through discussion groups, in which each participant will express his opinion and the facilitator will obtain information about the lifestyle of each participant and his action |
| SECTION C – CONCLUSION | |
| Conclusion | <p>Results:</p> <ul style="list-style-type: none"> ▪ <i>Connecting with the tasks of life: you can discover elements of physical inferiority or ability, which influence the couple's relationships, which can be made aware and improvements;</i> ▪ <i>the participant's qualities are identified, then he is helped to use them efficiently in order to have a good couple, in the relations with others in which the partners feel that they belong and in which to contribute permanently</i> ▪ <i>through this approach we reorient as much as possible the participant towards the contribution in the relationship, to be attentive to the needs of the other</i> <p>Impact</p> <ul style="list-style-type: none"> o <i>Increasing participants' self-esteem</i> o <i>Efficiency of personal, couple and professional life (school)</i> o <i>Increasing self-confidence and self-action in daily life (result that removes the participant from the possibility of having an optimal sex education)</i> o <i>Awareness of the significance of each participant on Earth, an aspect that has the effect of accepting one's own person</i> o <i>Increasing the feeling of community</i> |





Social and physiological effects of sports

SECTION A – IDENTIFICATION

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| Name of the organization/Institution implementing practice | <i>Youth 4 future</i> |
| Area of implementation | <i>Our NGO, local schools as students are from different schools of Bristol: High schools in Bristol such as Clifton High School, Fairfield High School, Bristol Free School, Montpelier High School and so on</i> |

SECTION B – DESCRIPTION

| | |
|---------------------------------|--|
| Target group / Beneficiaries | <i>High school students both girls and boys</i> |
| The main objectives | <ul style="list-style-type: none"> • <i>To reduce usage of alcohol among high school students</i> • <i>To reduce usage of cigarettes among high school students</i> • <i>To reduce usage of drugs among high school students</i> • <i>To promote healthy life style</i> • <i>To promote Erasmus plus</i> • <i>To increase the interest of sport among high school students</i> |
| Experts/staff | <i>Sportsmen, coaches, trainers, youth workers, famous people who would like to share their experience</i> |
| The description of the practice | <ol style="list-style-type: none"> 1. <i>First step was presenting different types of sports</i> 2. <i>Research about drugs and sports as a workshop for students</i> 3. <i>Famous people experience such as good and bad examples (their stories)</i> 4. <i>Debates about the effect of drugs and alcohol for athletes</i> 5. <i>Trying different kind of sports</i> |
| Methodology/Didactic tools | <i>Debates, sports, presentations, research, group work, individual work, experience sharing.</i> |
| EVALUATION OF PRACTICE | <i>Youth workers together with teachers from schools provided some surveys to participants before and after activities so the answers of students could be compared and the practice was evaluated. Surveys were paper ones, not anonymous so it was possible to compare the answers. Possible to do anonymously as well.</i> |
| SECTION C – CONCLUSION | |
| Conclusion | <ul style="list-style-type: none"> • <i>174 students from different high schools in total have participated</i> • <i>As far as we know, 2 students have stopped smoking</i> • <i>Increased interest in sports among high school students</i> • <i>About 30-40 students wanted to continue doing some kind of sports</i> |
| Recommendation and guidelines | <i>Good preparation is needed so students would feel more interested. Students should participate in different kind of sports for fun not for winning not to feel competition or like opponents.</i> |





Reasons into videos

SECTION A – IDENTIFICATION

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| Name of the organization/Institution implementing practice | <i>Youth 4 future</i> |
| Area of implementation | <i>Youth 4 future NGO, cooperation with High schools in Bristol such as Clifton High School, Fairfield High School, Bristol Free School, Montpelier High School and so on</i> |

SECTION B – DESCRIPTION

| | |
|--|---|
| Target group / Beneficiaries | <i>High school students both girls and boys</i> |
| The main objectives | <ul style="list-style-type: none"> • <i>To reduce usage of alcohol among high school students</i> • <i>To reduce usage of cigarettes among high school students</i> • <i>To reduce usage of drugs among high school students</i> • <i>To promote Erasmus plus</i> • <i>To increase the interest of creating videos or doing other creative things among high school students</i> |
| Experts/staff | <i>Youth workers</i> |
| The description of the practice | <i>Students have attended a workshop in our NGO were they were firstly working in groups and discussing the reasons of young people using drugs and alcohol, and then they converted their ideas into short videos.</i> |
| Methodology/Didactic tools | <i>Group work, teamwork.</i> |
| Additional materials /Equipment needed | <i>n/a</i> |
| EVALUATION OF PRACTICE | <i>Youth workers together with teachers from schools provided some surveys to participants before and after activities so the answers of students could be compared and the practice was evaluated. Surveys could be done both online or a hard copy, anonymously or not.</i> |

SECTION C – CONCLUSION

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| Conclusion | <ul style="list-style-type: none"> • <i>42 students from different high schools in total have participated</i> • <i>Students were very interested in this creative practice</i> |
| Recommendation and guidelines | <i>Organize couple of sessions so the activity can continue.</i> |



CHOICE – Empowerment practices for students’ CHOICE against Internet, drugs and gambling addiction.

SECTION A – IDENTIFICATION

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| Name of the organization/Institution implementing practice | Wyższa Szkoła Biznesu i Nauk o Zdrowiu w Łodzi |
| Area of implementation | The project action was carried out at European level, in different national contexts characterized by different addiction rates and policies, because the partnership needed to identify sustainable solutions to prevent addiction, specifically by designing and disseminating didactic models based on theatre pedagogy. During the project implementation were involved primary and secondary schools from Poland, Italy, Ireland, Spain, Slovenia and Denmark. |

SECTION B – DESCRIPTION

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| Target group / Beneficiaries | <ul style="list-style-type: none"> • Students at age of 13-18 years, • Teachers of primary and secondary schools. |
| The main objectives | <p>The project aimed to propose an informal educational path in secondary schools using drama as a factor supporting the fight against addiction to the Internet, drugs and gambling.</p> <p>The project focused on making constructive ethical choices understood as readiness to take expected behavior in the face of specific situations, strengthening self-esteem even in the face of external pressure, which could theoretically lead to risk taking.</p> <p>The mission of the project: “Knowing your own emotions, self-awareness is one of the key elements in preventive measures and in the fight against addiction in a broad sense (including addiction to the Internet, drugs or gambling). The ability to track our emotions and feelings plays a key role in understanding ourselves and making conscious decisions about our own behavior and choices.”</p> <p>What was the CHOICE project focused on in its activities?</p> <ul style="list-style-type: none"> • Increase in empathy; • Knowing your own emotions: • Self-Esteem; • Self-consciousness; • Confidence; • Coping with emotions; • Social competences and building relationships. |
| Experts/staff | <p>Partnership:</p> <ul style="list-style-type: none"> • Wyższa Szkoła Biznesu i Nauk o Zdrowiu (Poland) – coordinator • Asociacion Cultural Euroaccion Murcia (Spain) • Tiber Umbria Comett Education Programme (Italy) |



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| | <ul style="list-style-type: none"> • Equal Ireland Education research and Related Services Co. Ltd (Ireland) • Institut IVIZ (Slovenia) • Teaterskolen Kastali'a (Denmark) • Istituto Comprensivo Perugia 8 (Italy) • Liceo Scintifico Statale "G. Alessi" (Italy) <p>In the realization of projects were involved drama teachers from Teaterskolen Kastali'a and teachers from primary and secondary school from partners countries who implemented the workshops for students in their schools.</p> |
| <p>The description of the practice</p> | <p>Main activities in the project:</p> <ol style="list-style-type: none"> 1. CHOICE CONTEXT ANALYSIS - preliminary field analysis involving students and aimed at defining which are the main situations and factors that could lead to addiction and abuse in participating countries. 2. PRELIMINARY TRAINING FOR PROJECT STAFF - design and development of a training experience addressed to teachers and professionals who will work in implementing the CHOICE educational model, in order to plan an educational path aimed at improving self-awareness and emotional management in youth so to prevent addiction using drama. 3. CHOICE DRAMA EDUCATIONAL MODEL - educational path aimed at improving self-awareness and emotional management in secondary school students so to prevent addiction. The model consisted in a set of competences to be acquired by secondary school students, shared contents and methodologies based on theatre pedagogy to be implemented at transnational level. 4. CHOICE EDUCATIONAL PATH - training experience addressed to secondary school students according to the planned educational model based on emotional management through theatre pedagogy. 5. CURRICULUM FOR YOUTH WORKERS - on the basis of the CHOICE educational path piloting, elaboration and testing of a specific curriculum addressed to teachers and aimed at making them able to plan and lead educational paths aimed at improving self-awareness and emotional management in youth through theatre pedagogy so to prevent addiction. <p>The main result of the project was the Drama Pedagogical Model with the following structure:</p> <ol style="list-style-type: none"> 1. Tips on how to use the manual 2. Exercises: <ul style="list-style-type: none"> • Energy-increasing games, motivational games and barrier-breaking games • Confidence-Building Exercises • Building relationships - exercises in pairs • Team exercises • Working with the body • Thematic exercises • Change scene • Turbo Theater • Evaluation <p>The Drama Pedagogical Model was supported with Background Material For</p> |



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| | <p>The Teachers that includes:</p> <ul style="list-style-type: none"> • Project description • Information about institutions participating in the project • Description of the 4 topics: <ul style="list-style-type: none"> ○ Internet addiction ○ Gambling addiction ○ Drug addiction ○ Emotions and self-awareness • Conclusions from the research carried out under the project • Brain facts • Introduction to the Life Theater method |
| Methodology/Didactic tools | <p>Life Theatre method</p> <p>“Life Theatre is an appreciative exploration where we work with improvisation and theatre. The overall assumption when we work with Life Theatre is: That constructive attention increases our self-confidence and encourages us to meet challenges.</p> <p>We are inspired to think and act differently when we think of a future we wish for.</p> <p>That we cannot find solutions by looking for mistakes and imperfection. These basic assumptions are built into this method of Life Theatre where we intentional involve the student’s experiences in working with different themes. This idea of Life Theatre is based on the concept of improvisation theatre. However, improvisation theatre can seem more superficial and comical. Life Theatre goes deeper than that. By working with interpretation of the topics/themes given as tasks and themes based on the students’ own feelings and life experiences.”</p> <p>“Basic rules for working with drama:</p> <ul style="list-style-type: none"> • Always be a good friend! (Be aware we all have different limits and skills) • Include everybody in the group. Every-body should be active on the floor • Always say YES and accept the offers for your co-actors • We don’t laugh of each other – only together! • Mistakes doesn’t exist! It is impossible to do something wrong. – Think of the theatre space as a laboratory – where we explore together. No mistakes are possible - Only experiences! You will find out some things and expressions work better than others” |
| Additional materials /Equipment needed | <ul style="list-style-type: none"> • Drama Pedagogical Model https://www.wsbinoz.edu.pl/wgrane-pliki/choice-drama-educational-model-eng.pdf • Background Material For The Teachers https://www.wsbinoz.edu.pl/wgrane-pliki/choice-background-material_2-eng.pdf • You tube channels with tutorials for each exercise from the Pedagogical Model - https://www.youtube.com/channel/UC_D7ApdASFkP1ixFejekw/video5 |
| EVALUATION OF PRACTICE | <ol style="list-style-type: none"> 1. Postcard evaluation <p>Exercise: Put down in words what you know and what you would like to know. Hand out a postcard to each student. On one side of the card they must write what they know up to now about addiction. On the other side of the card they must write what they would like to know more about regarding to addiction.</p> |



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| | <p>The cards are collected by the teacher who then uses them in the preparation of the next work.</p> <p>Debrief: The postcards give a very clear and quick indication of how the students experience their situation right now.</p> <p>2. Closing the workshop with the Burning Talking Stick: Exercise: Say only the most important you have to say. The group is sitting on the floor in a circle. You bring a box of matches. The burning match is a talking stick. As long as it burns you can say your last words/thanks to the group. When it burns out you must stop immediately, and pass on the box of matches.</p> |
| SECTION C – CONCLUSION | |
| Conclusion | <p>“Students reported that the workshops were fun and even ‘cool’. This was fundamental and validated the CHOICE project’s ability to engage its target audience. This was further endorsed by the frequent occurrence of the word ‘relevant’ which demonstrated the central impact of the project concept for contemporary youth.</p> <p>While ‘fun’ was a keyword, student participants also found the workshops ‘challenging’ which they welcomed. This enabled them to confront issues within themselves which led to greater self-awareness. This indicates that they internalized the concept underpinning the use of Life Theatre as a means to combat addiction.</p> <p>Finally the participants found the scenarios and exercises ‘educational’ which indicates that the project methodology is based on sound pedagogic principles.”</p> <p>“Participation in the drama exercises offered a role playing element which liberated and even proved cathartic. This had a particular relevance for young people who at a sensitive stage of social development may need a ‘mask’ to resolve psychic conflicts.”</p> <p>“Life Theatre helps young people to reflect and make choices. It also teaches them to ‘say No’ which is very important in confronting possible addiction situations. It is a useful tool in helping young people to develop their individuality in a positive way”</p> <p>“Participants saw Life Theatre as universal, not cultural specific and treating participants with respect irrespective of ethnic/religious backgrounds. This resonates particularly with young people living in multicultural societies in the Europe of today”</p> |
| Recommendation and guidelines | <p>To contextualize addiction issues, the introduction of short films, documentaries, music, personal stories and specialist conversations is recommended.</p> <p>With the validation of the project’s methodology by the young participants, it is suggested that the methodology could have future impact in areas that concern contemporary youth such as cyberbullying, gender violence and respect.</p> |



**ICARO – Preventing School Violence and Exclusion Through Emotional Education
2016-1-ES01-KA201-025508**

SECTION A – IDENTIFICATION

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| Name of the organization/Institution implementing practice | Wyższa Szkoła Biznesu i Nauk o Zdrowiu w Łodzi |
| Area of implementation | The project action was carried out at European level, in different national contexts. During the project implementation were involved primary and secondary schools from Spain, Poland, Italy and Slovenia. |

SECTION B – DESCRIPTION

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| Target group / Beneficiaries | <ul style="list-style-type: none"> • Teachers, social and youth workers • Students between 11 and 16 years old with difficult and violent behavior • Families of students involved in the project |
| The main objectives | <p>Prevent and reduce violence in schools among children between 11 & -16 years old</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> • To assess the professional needs of teachers regarding the work with youngsters with difficult behaviors , both as perpetrators or victims; • To create new specific curricula for teachers, educators, social and youth workers aimed at enable them specific competences for identifying, developing and enhancing their skills to deal with violent and difficult behavior of students; • To create a Manual with new tools and approaches based on non-formal education, holistically approach and personalized support to combat violence in schools and student's family environment • Acquiring the necessary competences and skills for teachers from schools that do complementary activities in schools for managing and exploiting methods and approaches to work with students with violent and difficult behavior in classes <p>The aim of the Manual is to be:</p> <ul style="list-style-type: none"> • A starting point to plan activities at school, preventing school violence • Ready to be used • Based on practices and experiences • Based on manuals already existing at international level Stimulating creativity and curiosity • Stimulating teachers to design their own activities, adapted to the context and to the students' needs |



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| <p>Experts/staff</p> | <p>Partnership:</p> <ul style="list-style-type: none"> • Euroaccion (spain) – Coordinator • TUCEP (Italy) • ISIS Follonica (Italy) • REDU – Rete Educare ai Diritti Umani (Italy) • IES – Eduardo Linares Lumeras (Spain) • Institut IVIZ (Slovenia) • Solski Center CELJE (Slovenia) • Publiczne Gimnazjum nr 40 im. Wandy Rutkiewicz w Łodzi (Poland) • Wyższa Szkoła Biznesu i Nauk o Zdrowiu w Łodzi (Poland) |
| <p>The description of the practice</p> | <p>Within Icaro project, youth violence refers to harmful attitudes that can begin early and continue into young adulthood. The young person can be a victim, an offender, or a witness of violence.</p> <p>Main activities in the project</p> <p>1. Training Course "Methods and tools to reduce students' violent behaviour in schools" and Manual "Non-formal education activities to reduce student's violent behaviour in schools".</p> <p><i>DEVELOPMENT OF EMOTIONAL EDUCATION OR INTELLIGENCE OF PUPILS</i></p> <ul style="list-style-type: none"> • Self-concept (self-esteem) (emotional world of the young person, awareness about his way of expressing emotions, and consciousness about his/her needs). • Limits and contact with other people also their way of contact with others is based in aggression or violence and they need to realize that there is other way of contacting. • Relational context, which is basically the young person and the outer world, training on social skills in general. <p><i>EXPLORING MOTIVATION AND EMPOWERING THEIR INNER TALENTS</i></p> <ul style="list-style-type: none"> • Artherapy, • Guided visualizations, • Visits to places that can offer them something they like, etc. <p><i>COMPROMISING AND GOING FURTHER IN THEIR AMBITIONS</i></p> <ul style="list-style-type: none"> • Coaching, mentoring, supervising the youth to monitor their progresses. <p><i>SUPERVISION (MENTORING)</i></p> <ul style="list-style-type: none"> • The supervision will be made online through Skype sessions every month. A Gestalt therapist specialized in children will make the supervision. <p><i>VISITS</i></p> <ul style="list-style-type: none"> • To few difficult cases of families where we could provide some basic guidance and counselling to those families whose children are more at risk. |
| <p>Methodology/Didactic tools</p> | <p>a) Non formal learning: is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their role or main activity. These environments and situations may be temporarily, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders).</p> <p>b) Improvisational theatre: Improvisational theatre, often called improv or impro, is a form of theatre where most or all of what is performed is created at the moment it is performed. In its purest</p> |



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| | <p>form, the dialogue, action, story, and characters are created collaboratively by the players as the improvisation unfolds in present time, without use of an already prepared, written script. It is used in classrooms as an educational tool and in businesses as a way to develop communication skills, creative problem solving, and supportive team-work abilities that are used by improvisational, ensemble players. It is sometimes used in psychotherapy as a tool to gain insight into a person's thoughts, feelings, and relationships.</p> <p>c) Gestalt therapy for children: Literacy is permanently developing ability of individuals to use socially agreed systems of symbols for acceptance, understanding, organizing and harmonizing life in the family, at school, in the workplace and in society. The acquired knowledge and developed skills and abilities enable the individual for successful and creative personal growth and responsible action in professional and social life. Aside from reading, writing and arithmetic that are considered basic abilities of literacy today also emphasizes the importance of alternatives like listening, communicating and the new literacy, such as information, media literacy, and others. As ability and social practice different kinds of literacy are acquired and developed through lifelong learning - teaching courses and as well through people lives in different circumstances and in different areas.</p> <p>d) Art therapy: Art therapy is a form of expressive therapy that uses art materials, such as paints, chalk and markers. Art therapy combines traditional psychotherapeutic theories and techniques with an understanding of the psychological aspects of the creative process, especially the affective properties of the different art materials. The creative process involved in expressing one's self artistically can help young people to resolve issues as well as develop and manage their behaviors and feelings, reduce stress, and improve self-esteem and awareness. Art therapy can achieve different things for different people. It can be used for counseling by therapists, healing, treatment, rehabilitation, psychotherapy, and in the broad sense of the term, it can be used to massage one's inner-self in a way that may provide the individual with a deeper understanding of him or herself.</p> |
| Additional materials /Equipment needed | <ul style="list-style-type: none"> • Manual "Non-formal education activities to reduce student's violent behaviour in schools" https://www.wsbinoz.edu.pl/wgrane-pliki/icaro_activities-and-handouts.pdf |
| EVALUATION OF PRACTICE | <p>Evaluation process had three following steps:</p> <ol style="list-style-type: none"> 1. First, make a class diagnosis based on teacher observation - Complete the questionnaire PART A. 2. Then proceed to the development and implementation of the pilot program depending on the diagnosed needs in the class - questionnaire PART B. 3. Last but not least, go to the Assessment Package - research at the end of the workshop. <p>The third step of evaluation was done according to the questionnaire filled in by the trainer/teacher. The trainer during implementation process observed the students, changes in their behavior and also ask them for feedback.</p> <p>Students evaluated the workshops answering the questions:</p> <ul style="list-style-type: none"> • how they felt during the workshops? • what was new for them? |



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| | <ul style="list-style-type: none"> • what they have learnt? • what was difficult for them? • what has changed in their behavior? |
| SECTION C – CONCLUSION | |
| Conclusion | <p>Conclusions from trainers after realization of activities with students:</p> <ul style="list-style-type: none"> • it is good if the exercises are gradual - it is worth starting with general, "safe" exercises and gradually weave more difficult topics into them. Developing emotional intelligence in students should be gentle. However, even this approach does not guarantee success with such diverse groups of students. • teachers should constantly develop awareness of the nuances in changing student behavior and practice a non-judgmental attitude. • all school teachers noticed that the level of aggression and violence among students participating in the workshops gradually decreased. It is not a radical change, but the effects are visible. We suppose that the effects would be more noticeable with introducing elements of developing emotional intelligence in the younger grades of primary schools and continuing the classes through the following years of school education. |
| Recommendation and guidelines | <p>Some practices and experiences already tested by ICARO partners, while preventing violence at school. While using these activities, please remember to:</p> <ul style="list-style-type: none"> • Double check the needs and interests of your students • Plan the logic of your intervention and define clearly with the students the aims you want to reach • Work in a team or at least in couple • Choose the activities that you feel comfortable to run or ask the help of your colleagues • Be aware of your emotions and your involvement in the process: it may be a challenge! • Use the support of the external supervision (in the frame of ICARO project) to design, plan, run and debrief • Consider if the activity can be used as described in the manual or if there is a need of adaptation • Open a discussion about a sensible topic or issue, only after having created a safe environment and let all students feel comfortable to participate. At the very beginning you may want to use some warm up and energizer activities to enter gently into the subject. • Be creative and have always a plan B in your pocket • Be ready to welcome unpredictable situations and emotions |





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WYŻSZA SZKOŁA
Biznesu i Nauk o Zdrowiu w Łodzi

