

# IMPLEMENTATION OF MINIMAL PREVENTIVE PROGRAMME IN PRIMARY AND SECONDARY SCHOOL CONDITIONS

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**Abstract:** *The minimal preventive programme (MPP) represents a key device to implement prevention in education in the primary, secondary and special school conditions. The problems of habit-forming substances usage and addiction behaviour are a part of serious forms of social pathology, children and adolescents are an important risk group. This contribution informs about selected projects that are in motion under the terms of MPP in schools, further information is about the questionnaire survey implemented in 26 schools in the Czech Republic and aimed at the MPP characterization and evaluation. The study conveyed a result that preventive programmes in schools should be oriented and directed to pupils studying all the grades of schools, their realization should step not only into the lessons, but also into the children's free time activities, every child needs an individual approach, the cooperation with parents and their knowledge ability should not be neglected, it is purposeful to outline the prevention as a matter of community with state and other subjects connection, and to use the interactive methods.*

**Keywords:** *Minimal preventive programme, school, pupil, prevention, community, addiction*

## Preamble

Drugs are everywhere around us and become part of our life. Ideal society without drugs does not exist and unfortunately it could not exist. It is all about how to equal with this problem in the best way. It is not possible to find a multi-purpose tip. Appearance of a drug problem could not be removed with the best pedagogy, not even with prevention in the best meaning and not even with the best legislative provision. With the measures on the most high number of society levels (family, school, sports and culture proposal, mass media, health care institutions) it is possible to decrease the number of potential consumers and also the risk related to usage, and that is the point.

One of the major preferences becomes the anti-drug prevention in schools and area of free time. It results in the necessity of methodology and evaluation of preventive intervention focused on risk groups. So our objective should be to focus on subject,

find the reasons which lead him to usage the drugs, eliminate these reasons and then start with preventive touch on the others. (*Nešpor 1996b; Jedlička a Koča, 1998*)

To basic principles of effective general prevention program belongs (*Nešpor et al., 1996; Nešpor a Csémy, 2003*):

- If it is possible early beginning and age suitability;
- Reasonable size and interactivation;
- Involvement of essential part of pupils;
- Obtaining of relevant social skills and skills needed for life;
- Respecting of regional specificity;
- Exploitation of positive models;
- Involvement the problem of legal and illegal habit forming substances and social pathology behaviour;
- Systematisation and long term;
- Qualified and trustworthy presentation;
- Complexity, usage of more strategies;
- Readiness on appearance of complications, proposition of possibilities their encompassment

The most of good foreign general preventive programs includes legal and illegal as well habit forming substance, because (*Nešpor, 1995*):

- Legal drugs raising measure of risk elements and possibility of pass to illegal drugs;
- Beginning of addiction on habit forming substance is by teen-agers more quicker than later in life
- Teen-agers has determination to feel prevention focused on legal habit forming substances like one-sided;
- Very is often is the combination alcohol and other habit forming substances;
- Children from families where the addiction on habit forming substances has been occurred are more in danger than children from families where has been to occurrences;

In prime drugs prevention is going above there has been mostly reduction of drugs enquiry, that drugs would not be searched and being consume, there will be no reasons to abuse them. It is desirable and necessary to induce behaviour of person by change of values and society norms in which he lives (population as unit, family, school collective), a which brings specific risk to his life, so to despatch or enfeeble them that in their consequence could not the drugs problem come into begin. Efficient prime prevention is multi-disciplinary matter, when widely cooperative specialist from different scopes (*Nešpor, 1996a; Nešpor, 2001; Nešpor a Csémy, 1996*).

Mostly risk factors, which could cause the drugs problem is recruiting by these areas: family, school, peers, others social factors. Important is also the atmosphere in which are created norms and values. (*Nešpor et al., 1994*)

In prime prevention is above three plains of action whose combination is for resulting effect desirable (*Nožina 1997*):

- Give the basic, objective information's about kind of drugs, their effect, origin, expansion, beginning of addiction, actual situation in state, place of live. Clearly and truly show where the drugs addiction lead together with society relevance.
- Introduce, or train strategy and techniques how to live in society endangered with drug and remain away. If these techniques of behaviour are more elaborate thereby could have more deeper impact on person in accordance to changes of his life style
- Offer as much ways as possible how to achieve life satisfaction and understand how to manager difficult situations

In Czech Republic exist different form of prevention. Not each of them has the same high preventive effectiveness. (*Keller a Pecinová, 1996; Nešpor 1996b*).

If we want to be successful in fight against drugs we have to act jointly and globally. Department of schools which guarantee action on mostly endangers part of population( children and adolescents, is aware about it. Just the Ministry of Education Czech Republic (MŠMT) becomes with complex anti-drug program which with his conception of prevention address all age categories of children and adolescents. There has been made “ Conception of prevention of the habit forming substances exploitation and another social pathology appearance by children and adolescents in scope of department by Ministry of Education.

It response to actual status of drug scene in Czech Republic, on structure, dynamic and expectant progress of criminality and other social pathology effects by children and adolescents. Part of approved conception is „ Minimal prevention program“ (MPP) called „School without drugs“, which is specified for schools and child institutions. Conception create necessary space for cooperation between departments and that is why prefer open preventive system, makes possible for active reaction on changed conditions of social process, continuously modified preventive strategies and deepen effectiveness of used accepted disposal and applied methods. (*Collective, 1999; Collective, 2000a*)

Schools and schools institutions must contain prime attitude in prevention system realized in scope of Ministry of Education whereas this prime attitude comes out of following arguments (*acc.to Collective, 2000a; Collective 2000b*):

- Children spent one quarter or one third time of day, school has a dramatically influence on his life style and way of decisions
- The first significant problems in child behaviour which usually needs special care are most often appears at primary school;
- School department has large site of counselling services.
- Child present the first symptom of problems behaviour more earlier than is given to care of social department in section of work and social department

- Social department institution comes at that time when is necessary to make a intervention in family and complex preventive actions made by school department are not enough effectual
- School and school institutions are often only one instrument in which is possible to correct positive influence of contemporaries.
- Base of preventive system by children and adolescents must be made on close connection of family, school and subjects which are involved in area of free time

MPP is complex systematically component in realization of preventive activities at primary schools, secondary school and special school system. His realization is for each school and each shown school institutions bind. MPP “School without drugs” react s to actual status of anti-drugs prevention in school department and create methodical premise of creation effective preventive system in which will have priority the schools and school institutions relationship of activities in free time management.

MPP is specified for basic orientation by pedagogic performers who are involved on school program realization. It also can be used by school anti-drug Methodists who are co-ordinators of anti-drugs incidence at school. Realization of MPP is since 1.1.2001 bind and is subject to control of Czech school inspection. There is embedded responsibility of systematically education of pedagogical workers, of enlightenment to healthy life style, building up of child and adolescent’s personality and creation of condition for free time usage. Methodical assistance for preventive work by school and school institution is first given by methodical of prevention.

One of the main task and activities at school and mentioned school institutions in scope of MPP are:

- responsibility of systematically education of school preventive methodical and other pedagogical workers in methods of prevention enlightenment, in not usual techniques pedagogical preventive work with children and adolescents and in solving of problematical situations related with presence of social pathological phenomenon’s
- Systematically implementing ethnical and law enlightenment, enlightenment to healthy life style and other areas of preventive pedagogy into pedagogy of single subjects in which could be used
- Realization different forms and methods of incidence on single person or groups of children and adolescents focused on personality and social behaviour development assistance
- Creation of conditions for meaningful free time usage
- Cooperation with parents and further education in area on healthy life style and in area of prevention of problems in development and pedagogy of children and adolescents
- Continuously following of concrete conditions and situation at school or school institution in light of risk of social pathology appearance and in applying different forms and methods susceptible early interception of children and adolescents in danger

- Differentiable applying preventive activities and programs specially focused on single risk groups of children and adolescents
- Providing of consultants services by school preventive Methodists and careers master to pupils and their parents and ensurance of special consultants services

MPP is regularly ones per year evaluated. The whole effectiveness and behaviour of MPP is controlled. There is also measured effectiveness of single activities which runs in scope of MPP (*Collective, 2000b*)

## Material and methods

Target of control was evaluation the realization level of Minimal preventive program on choice schools and readiness of prevention Methodist to execution of their function. It was also controlled the effectiveness of disposal to prime prevention to reduction occurrence of social pathology phenomenon (with accent on dependency behaviour) in population segments of primary school pupils and students of secondary schools in Moravian region.

In year 2007 was under care of Ministry of Education realized investigative project guaranteed by Anti-drugs commission. It goes about addressing of Methodist of social pathology appearance (n=26) and detection effectiveness of preventive interventions on sampled primary and secondary schools. Investigation was made by 18 trained consultants at 26 schools and school institutions at Moravian region (totally visits 8337 pupils in 449 classes, from this was 12 primary schools with 5528 pupils in 249 classes, 8 institutions from area of special educational system with 760 pupils in 88 classes and 6 secondary schools with 2049 pupils in 112 classes)

Data were get with help of not standard questioner in which was 15 areas of questions separated according to content to 4 areas:

1. Determination of problem ( appearance of social pathology addictions at concrete school, target group, targets and realization of MPP)
2. Preventive intervention (activities applied in area of MPP, priority accesses and methods which are used in relation to target group, persons participant on MPP, their qualification and personage expectations).
3. Program effectiveness evaluation (information about the offer of activities for next education of pedagogy workers, evaluation of prime prevention in MPP scope, checked indicators and risk facts, presentation achieved results in level of school, community and region).
4. Support of prevention and educational activities (applicant arguments at getting the financial support for anti-drugs prevention program, thinking about the choice school MPP in case of sufficient resources, courses, seminary and other educational activities which made possible and support application captured educations and skills into natural condition of school during realization of anti-drug prevention).

Because it is going about the sonde into background of primary and secondary schools it were collected data evaluated only with help of overview statistics. For reasons of high number of free answers it was necessary to sort them into artificially created categories. The key results are presented in table form with text comment.

## Results and discussion

The target group, in which is MPP focused, is acc. to table 1 are in a board sense all pupils at school. In strict sense of word are determinate groups which need special focus with regard to problems and negative appearance of behaviour, from them unrolling following intervention. For closer determination of target group are often missing incoming information's about the pupil, and first of all in light of structure of personality and family neighbourhood. Very important resistance in work with target group is connection commuter pupil into after school activities.

Answer	Relative count in % (n=26)
All pupils	54
Pupils from 2nd grade at primary school	33
Pupils from problematical families	17
Pupils with specified failure of teaching	17
Pupils 2nd and 3rd grade	4
Boys in age 15-18 years	4
Children families	4
Romany pupils	4
Children with drug experience	4

Table 1: Target groups whereby is MPP done according to respondents

To most frequented activities realized in scope of MPP belongs acc.to Table 2 non-violent implementation of addiction problematic into education, chat, seminary and personal consultations. Other forms of prevention are used infrequently (thematic excursion, special-interest bee, cooperation with parents, contents of class hours)

Answer	Relative count in % (n=26)
Implementation of addictions theme into education	54
Chats, seminaries	50
Personal consultation	42
Thematic excursion in centre of addictions therapy and prevention	21
Usage of boards, skilled literature offer, contact on pedagogical-psychological clinic	17
Free time activities, cooperation with parents usage of class hours	13
Links and box of trust, reference on skilled consultants	8
Media, pupils autonomies, communication meetings focused of prime addictions prevention	4

Table 2: Preventive intervention activities applied in scope of MPP (Possible choice of more answers than one)

Acc. to Table 3 are most frequented contents organized children free time special-interests courses and working with internet, less other actions (games, chats, school clubs visiting).

Answer	Relative count in % (n=26)
Special interest clubs	42
Work with internet	25
Games, chats, excursions	17
School club	13
Single actions	4

Table 3: Free time activities used by school in scope of MPP (Possible choice of more answers than one)

Acc. to Table 4 the consultations are mostly done by Methodist of prevention, or careers master, further PPP, SPC and pedagogical at school

Answer	Relative count in % (n=26)
School Methodists of prevention against social pathology appearances	42
Careers master	33
Pedagogical-psychological clinic Special pedagogical centre	21
Teacher	21
Social law protection authorities	8
Information's on boards	8
Parents	4
Paramedics	4

Table 4: Consultations made in scope of MPP (Possible choice of more answers than one)

Acc. to Table 5 the whole quarter of respondents use no strategy to raising social competence of pupils, very often this question have no answer; 13% support method of active social education

Answer	Relative count in % (n=26)
None	25
Method of active social education	13
Meetings with social workers	8
Chats	8
Action on weekends	4
Paramedics	4

Table 5: Raising of social competence (Possible choice of more answers than one)

Acc. to Table 6 more than third of respondents choose in relation to handicapped and risk groups individual approach, attend to them in interest groups. It is evidently low involvement of parents and specialized consultant centre into care.

Answer	Relative count in % (n=26)
Individual approach	38
Work in interest clubs	38
Involvement of parents	17
Pedagogical-psychological clinic visit Special pedagogical centre	13
Raising of motivation	8
Method of active social education	4

Table 6: Specified approach to social handicapped and risk group (Possible choice of more answers than one)

Table 7 shows that half of populations solve cooperation with parents on formal level during the class meetings, 38% with addressed individual discussions, third taking care of it on open doors days or take parents on the trip with children

Answer	Relative count in % (n=26)
Class meetings	50
Individual discussion	38
Open doors days	33
Trip with parents	21
Roman consultants	8
Visit in families	4

Table 7: Cooperation between school and parents (Possible choice of more answers than one)

On enquiry if the respondents welcome the offer of anti-drugs prevention programs or concrete methodises, from which they can choose, 75% gives unique positive answer, 56% will welcome them but only if they will free of charge, 1% do not see such offer as needed.

Presented results could not be generalizing on the whole segment of school prevention Methodists in CZE. It is the sonde which could be in future followed representative investigation for example form of multi-centre study. In the fact of determinate areas for free answers is by all respondents large difference during answering of single questions. There are various facts in their reaction like tradition of the school, regional aspect and experiences of preventive Methodist.

It is positive that to pupils is present a full scale of preventive intervention activities in which cooperated large collective of specialists. Like very mandatory problem in lower involvement of parents into prevention, many times only on formal level.

## Conclusion

From results questioning of Methodists of social pathology appearance prevention is at 26 schools in Moravian region resulted the creation new and quality methodises of prevention is required, projects should be focused on pupils of all grades, their realization should blend together with all children activities (education, free time). It is necessary to prefer individual approach to each child, intensify and improve the quality of communication and cooperation with parents.

Like example of implementation parts of MPP into each single subjects is possible to introduce: community education, family education (ethics, health risks, legislation, family, environment, models situation and their solutions, prevention – smoking, AIDS, alcohol, other drugs); mathematics (verbal exercise – resources spending for drugs, therapy of results after insult of health); geography (drugs production areas, expansion of HIV in the world); history (history of findings, production and using of drugs); Czech language (class contract, analysis of literature, composition, essay, poem); art education (competition, painting, poster, collage); physical training (achievement without doping, kalokagathia).



# REALIZACE MINIMÁLNÍHO PREVENTIVNÍHO PROGRAMU V PODMÍNKÁCH ZÁKLADNÍ A STŘEDNÍ ŠKOLY

**Abstrakt:** Minimální preventivní program (MPP) představuje klíčový nástroj k realizaci prevence ve školství v podmínkách základních, středních a speciálních škol. Problematika zneužívání návykových látek a návykového chování patří k závažným formám sociálních patologií, děti a mladiství jsou významnými rizikovými skupinami. Příspěvek informuje o vybraných projektech, které v rámci MPP na školách probíhají, dále o dotazníkovém šetření uskutečněném ve 26 školách v ČR a zaměřeném na charakteristiku a hodnocení chodu MPP. Ze studie vyplynulo, že preventivní projekty na školách by měly být cíleny a určeny pro žáky všech stupňů, jejich realizace by měla zasahovat nejen do výuky, ale též do volnočasových aktivit dětí. Každé dítě vyžaduje individuální přístup, nesmí se zapomínat na spolupráci s rodiči a jejich dobrou informovanost, je účelné koncipovat prevenci jako komunitní se zapojením státních i nestátních subjektů, využívat interaktivních postupů.

**Klíčová slova:** Minimální preventivní program, škola, žák, prevence, komunita, závislost