



لتمكين الأطفال والشباب  
For children and youth empowerment

# EVIDENCE BASED VERSUS EVIDENCE INFORMED



# INTRODUCTION

Evidence based and evidence informed practices and programs can be found in multiple fields, including social sciences like sociology and psychology to natural sciences including biology and nursing. Such programs and practices take several shapes and forms.

Following strict guidelines and rules, they are written and conducted with the public in mind.

Some are educational and others are preventative.



Ideally, evidence-based and evidence-informed programs and practices should be responsive to families' cultural backgrounds, community values, and individual preferences



# EVIDENCE-BASED

## PROGRAMS

- Evidence-based *programs* use a defined curriculum or set of services that, when implemented with fidelity, has been validated by some form of scientific evidence.

## PRACTICES

- Evidence-based *practices* are approaches to prevention or treatment that are validated by some form of documented scientific evidence. This includes findings established through controlled clinical studies, but other methods of establishing evidence are valid as well.



# OUR PROGRAMS CATERING TO PREVENTION





# UNPLUGGED: EVIDENCE- BASED PREVENTION PROGRAM

**UNPLUGGED program** is a prime example of evidence-based prevention and refers to prevention programs, **strategies, and policies** that have been rigorously tested under research conditions and found to be effective in changing adolescent (12-14 years) drug use behavior and attitudes.

- Based on the cognitive social impact model
- European cooperation, part of EU-Dop
- Adapted to the Arabic language and culture





# WHY UNPLUGGED AS AN EVIDENCE- BASED PRACTICE?

- Increases the effectiveness, efficiency and accountability of substance abuse interventions
- Steers resources toward “what really works” based on expert evidence
- Provides space for innovative development
- Provides space for evaluation of new strategies informed by the experiences of community members and practitioners
- Rigorously evaluated in a controlled setting
- Demonstrated effectiveness with specific population groups
- There are clear links between the program’s core components and the expected outcomes







# COMBINING RESEARCHERS & PREVENTION EXPERTS

**Researchers:** Randomized control trial observed on a random sample of students from 9 centers in 7 European countries

- Main objectives: Development of a European school prevention program and evaluation of its effectiveness compared to a control group

**Prevention Experts:** Intervention design of 12 lessons based on a comprehensive social impact model

- Standard Beliefs, Balance between personal and social knowledge and skills, An interactive approach to implementation, Teacher training



The program is designed for teens between 12 and 14 years old, and is delivered by educators throughout 12 lessons, one hour per lesson

### **Life Skills:**

Develop personal and social skills with a focus on skills related to social impact

### **Normative education:**

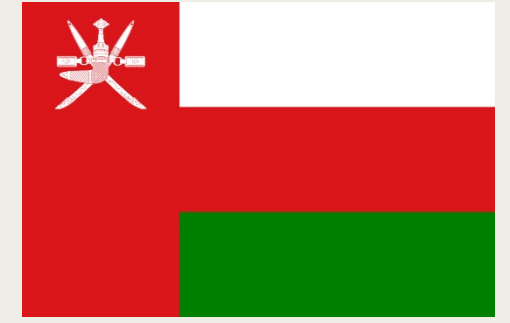
Correcting misperceptions by peers and adults about drug use and social acceptance

### **Knowledge:**

Knowledge of the aesthetic, physical, and social risks of drug use, and information on cannabis marketing strategies



# Mentor Arabia's experience with **Unplugged**





## The Blessing of the Ministry of Education and Higher education is Important:

Schools are the best forum for the prevention of alcohol, drug and tobacco consumption.

Reaching a significant number of students each year School staff can target young people at an early age before they have formed an attitude or behavior towards smoking.

The educational curriculum can form part of an integrated preventive approach.

Provide regular and effective follow-up, in terms of duration and depth, to reach the largest possible number of young people.

Prevention in schools has proven to be very effective.





## **Creating a vision for prevention: Explaining the rationale behind drug use prevention**

Imposing rules on the use of drugs by students, school staff, and visitors on school campuses, in school mechanisms, and in events it sponsors outside school campuses

Banning advertisements related to alcohol, drugs and tobacco on school premises, events and publications

Urging all students to develop skills and knowledge to avoid drug use

Enabling students and all school staff to access programs to help them stop alcohol, tobacco and other drugs

Disseminate the policy to students, all school staff, parents or families, visitors and the community, and supervise compliance with it





# 4Z PROGRAM: EVIDENCE INFORMED PREV. PRACTICE

- The 4Z program utilizes the best available research and practice knowledge to guide program design and implementation towards preventing youth from drug use and risky behaviors.
- **Aim:** to strengthen adolescents and youth protection capacities through the implementation of life skills empowerment and risky behaviors prevention activities.

**Active learning** and **participatory training** styles are used in all delivered sessions.

Key messages are disseminated through **interactive and engaging activities** such as role play, teamwork, discussions, quizzes, drawings, art exhibitions, challenges and others.





# 4Z PROGRAM THEMES

- Theme 1: Self-Esteem
- Theme 2: Decision Making
- Theme 3: Refusal skills
- Theme 4: Drugs
- Theme 5: Time Management
- Theme 6: Social Media
- Theme 7: Communication Skills
- Theme 8: Coping Skills
- Theme 9: Bullying
- Theme 10: Addiction
- Theme 11: Empathy and Positivity
- Theme 12; Goal Setting
- Theme 13: Conflict Resolution
- Theme 14: Groups Dynamics





Mentor Arabia's experience with **4Z**

# 4Z PROGRAM QUALITIES







# DEVELOPING THE 4Z PROGRAM

- These factors were considered when developing 4Z:
  - Strong theoretical and research background
  - Clear theory of change to explain how it will achieve the intended outcomes
  - Evidence-based interventions or practices
  - Program manual and documentation so it can be replicated
  - Qualified facilitators to conduct the activities
  - Program evaluation to determine if it was successful





## 4Z IMPLEMENTATION STEPS:

- 1- Recruitment of 4Z facilitators**
- 2- Training of 4Z facilitators**
- 3- Partnership with local schools**
- 4- Implementation of Sessions by facilitators**





# OUTCOME

- Increased number of youths capable of making sound decisions
- National volunteers that have their capacities built and skills enhanced to lead the program at the local level
- Network of empowered, capable, and skilled volunteers is developed
- Attitudes, skills and knowledge of school students on risky behaviors and drugs
- Prevention is increased and changed in favor of more preventive behaviors.



# OUTPUT

- National volunteers have been trained on The 4Z Program and are ready to disseminate the sessions to the local schools
- School sessions have been delivered in different schools on the national level.
- A maximum number of young students have benefited from personal life skills and have increased their knowledge towards preventing risky behaviors and drugs abuse



# MONITORING AND EVALUATION

- Monitoring and evaluation on the process and impact levels follows a specific M&E plan and timeframe, based on clear and specific indicators and using the international standard of qualitative and quantitative tools and methods
- **Documentation of Lessons Learned and Dissemination of Knowledge**
- Key lessons and best practices are summarized and shared among stakeholders to document the impact of the program and feasibility of replication or scaling up in the future

