

Prevention works!

Healthy and safe development
of children and youth



Implementing family skills pilots in South East Europe:

Infrastructure Needed, Cost Implications,
Value added and Lessons learned

UNODC project GLOK01

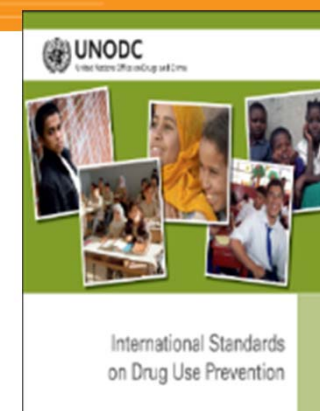
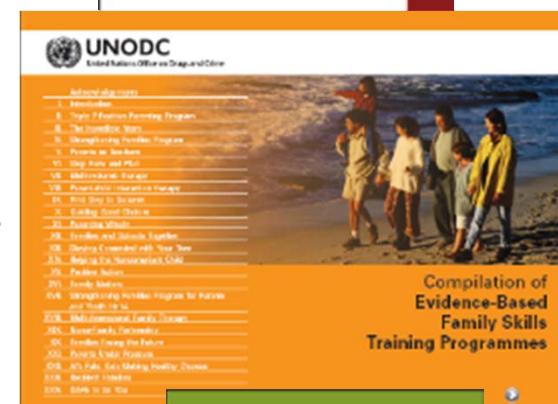
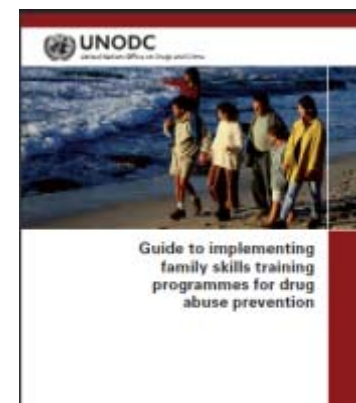
Wadih Maalouf, MPH Ph.D.

Programme Coordinator
Prevention Treatment and Rehabilitation Section
Drug Prevention and Health Branch
Division of Operations
UNODC



What are we doing & how?(Process) *Internationally*

- Guide to implementing family skills training programmes for drug abuse prevention
- Compilation of Evidence-Based Family Skills Training Programmes
- International Standards on Drug Prevention





What are we doing & how? (Process)

Nationally

- Family Skills packaged as a larger component of health development (not drug use prevention only)
- Entry point is governmental counterparts – national ownership (*Ministries of Health and/or Education*)
- Governmental counterparts assigns focal point(s) for:
 - Follow up and point of contact for pilot
 - Cultural adaptation team nomination
 - Nominating facilitators
- Min 2 cycles of piloting (*outputs: materials, facilitators/trainers, reports*)
- National meeting to assess status and plan for sustainability
- Regional meeting to present need and exchange expertise
- Evaluation documents + Advocacy materials (videos) for scale up



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Global Project on Piloting Family Skills Training Programmes in Low to Middle Income Countries – *GLOK01*



■ Strengthening Families Programme 10-14 (SFP 10-14)

■ Families And Schools Together (FAST) 5 – 8 years old

■ Combination SFP 10-14 and FAST



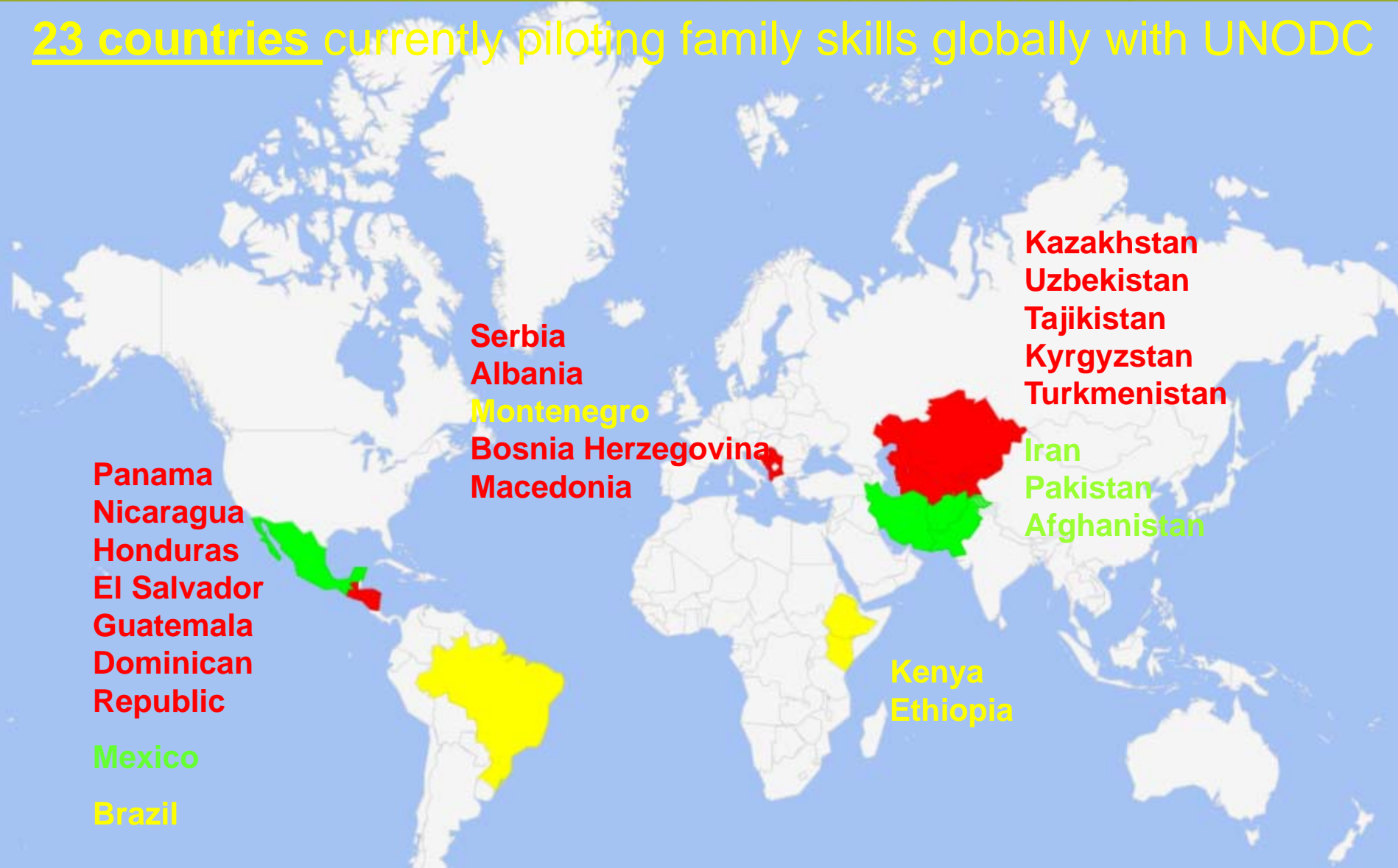
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23 countries currently piloting family skills globally with UNODC



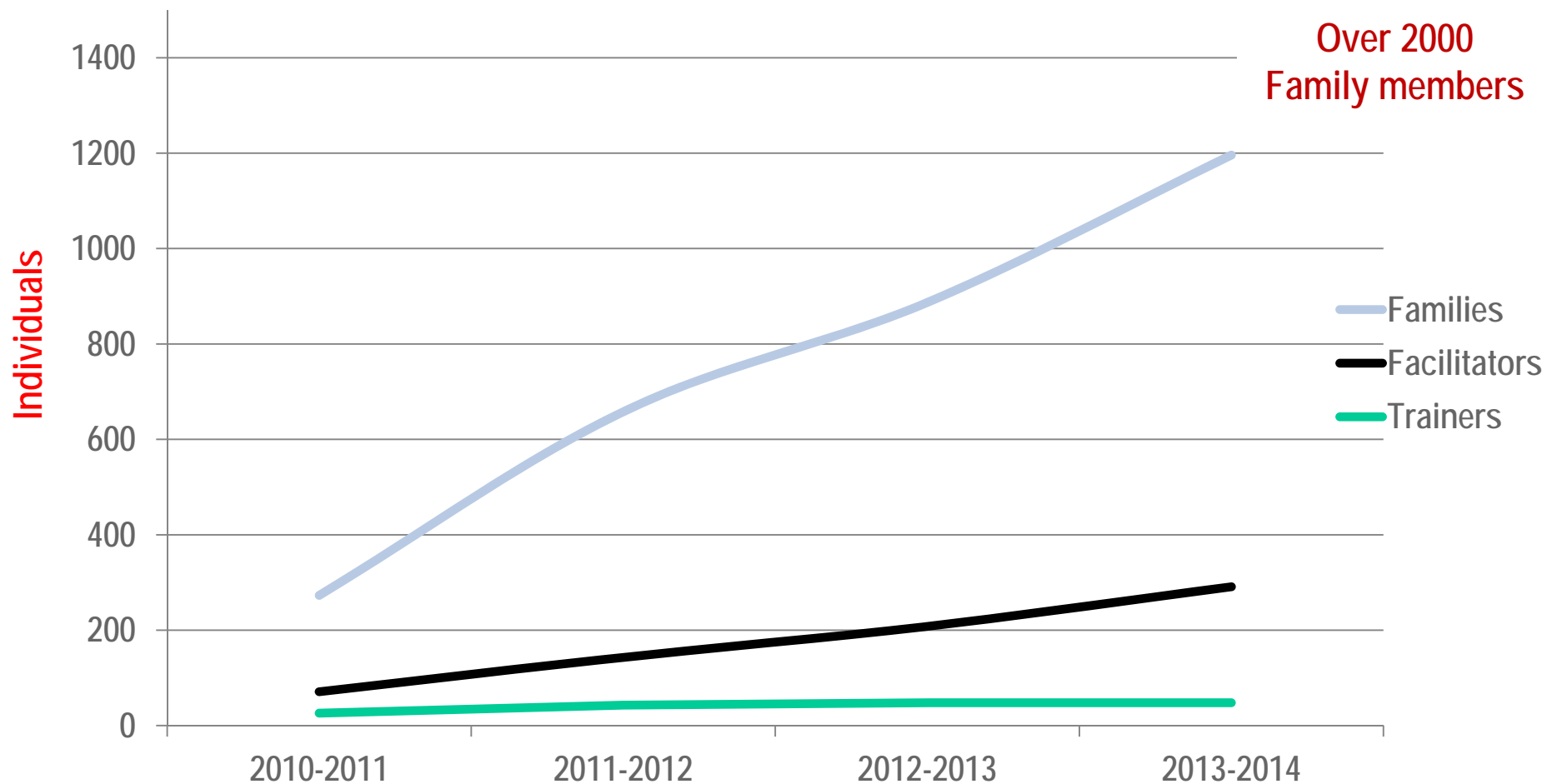
FULLY FUNDED BY GLOK01

COST SHARED W GLOK01

FUNDED THROUGH OTHER PROJECT WITH TECH. SUPPORT BY GLOK01



Monitoring Progress of Project over time South East Europe





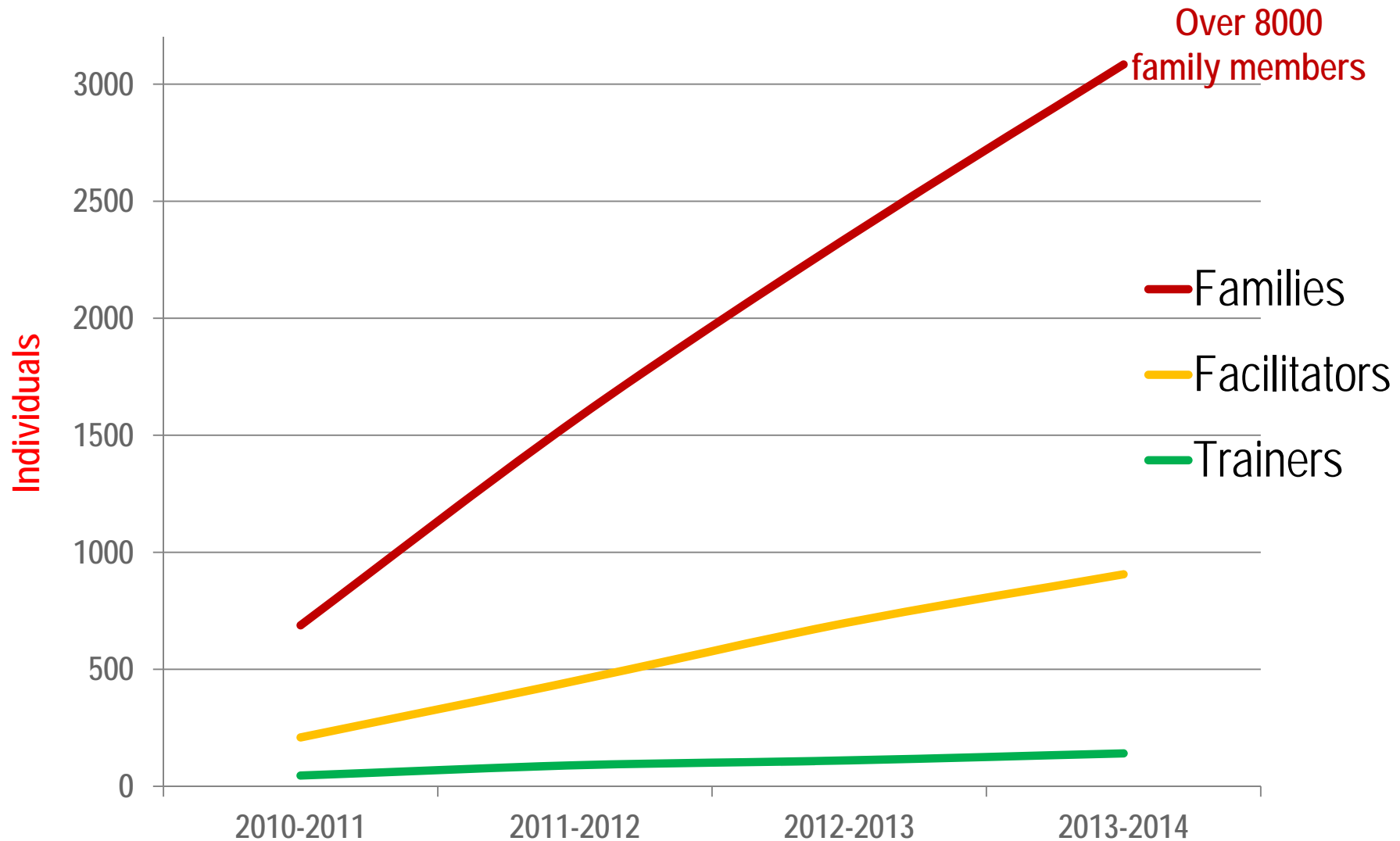
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Monitoring UNODC Progress of Project over time





Results of pilots – (Parents SFP 10-14)

Comparison of pre-post test results (mean of Likert scale ranging 1-4) for parents samples from Serbia and Panama (SFP 10-14)

PARENTS PRE-POST RESULTS	Serbia					Panama				
	N	Mean pretest	SD	Mean post test	SD	N	Mean pretest	SD	Mean post test	SD
1. Wait to deal with problems with my child until I have cooled down.	42	2.71	0.94	3.31^{***}	0.75	47	1.77	0.86	3.10^{****}	0.81
2. Help my youth understand what the family and house rules are.	42	2.61	0.76	3.43^{****}	0.77	47	2.28	1.01	2.51	0.64
3. Take time to do something fun together as a family.	42	2.81	0.94	3.48^{***}	0.80	51	2.43	1.02	3.15^{****}	0.86
4. Let my youth know what the consequences are for breaking rules.	42	3.00	0.73	3.48^{***}	0.71	52	2.67	1.1	3.50^{****}	0.75
5. Follow through with consequences each time he or she breaks a rule.	42	2.88	1.04	3.00	0.88	51	2.24	1.11	2.98^{***}	0.96
6. Spend special time one-on-one with my youth.	42	2.78	0.95	3.07	0.87	53	2.32	1.05	3.00^{****}	0.85
7. Let my youth know the reason for the rules we have.	42	2.95	0.76	3.55^{***}	0.55	53	2.57	1.1	2.40	0.72
8. Listen to my youth when he or she is upset.	31	3.41	0.70	3.66[*]	0.57	49	2.73	1.06	3.40^{***}	0.88
9. Have regular times for homework.	41	2.97	0.94	3.10	0.99	53	2.70	1.03	3.20^{***}	0.75
10. Work together with my youth to solve problems that come up at home.	42	3.05	0.84	3.29	0.71	49	2.55	0.98	3.06^{***}	0.81
11. Try to see things from my youth's point of view.	42	2.82	0.86	3.19[*]	0.74	50	2.16	1.06	3.00^{***}	0.96
12. Give points and rewards when my child learns to follow a rule or do chores at home.	31	3.02	0.85	3.66[*]	0.65	51	2.41	0.98	3.34^{****}	0.90
13. I show my child love and respect.	42	3.73	0.50	3.79	0.47	51	3.26	0.96	3.64[*]	0.68
14. Have you let your child know specifically what you expect regarding alcohol and drug use?	39	3.52	0.72	3.45	0.95	49	3.06	1.00	2.62[*]	0.69

* p<0.10

** p<0.05

*** p<0.01

**** p<0.001



Results of pilots – Youth SFP 10-14

Comparison of pre-post test results (mean of Likert scale ranging 1-4) for youth samples from Serbia and Panama (SFP 10-14)

YOUTH PRE-POST RESULTS	Serbia					Panama				
	N	Mean pretest	SD	Mean post test	SD	N	Mean pretest	SD	Mean post test	SD
1. I know one step to take to reach one of my goals.	40	2.72	0.96	3.28^{***}	0.92	58	2.16	1.09	3.79^{****}	1.81
2. I do things to help me feel better when I am under stress.	38	2.62	1.00	2.95	0.98	57	1.96	0.98	2.58^{****}	0.98
3. I appreciate the things my parent(s)/caregiver(s) do for me.	39	3.13	1.02	3.48[*]	0.72	58	2.53	0.98	3.18^{****}	0.78
4. We have family meetings to discuss plans, schedules, and rules.	40	2.28	1.04	2.28	1.05	58	1.95	1.02	2.60^{****}	0.99
5. I know how to tell when I am under stress.	40	2.94	0.96	3.43^{**}	0.90	58	2.14	1.15	2.6^{**}	0.79
6. I listen to my parent(s)/caregiver(s)' point of view.	39	2.89	0.89	3.40[*]	0.74	58	2.43	1.03	3.02^{***}	0.98
7. I understand the values and beliefs my family has.	40	3.05	0.94	3.38^{**}	0.84	58	2.95	0.94	3.21	0.86
8. I know there are consequences when I don't follow a given rule.	45	3.05	0.84	3.53^{***}	0.81	57	2.77	1.00	3.23^{**}	0.87
9. My parent(s)/caregiver(s) and I can sit down together to work on a problem without yelling or getting mad.	40	2.97	0.87	3.38[*]	0.75	55	2.13	0.98	2.67^{**}	0.98
10. I know the things needed in a good friend.	40	3.24	0.98	3.58	0.67	58	2.55	1.14	2.98^{**}	0.98
11. I know what my parent(s)/caregiver(s) think I should do about drugs and alcohol.	39	3.55	0.69	3.67	0.49	58	2.79	1.06	3.33^{***}	0.79
12. My parent(s)/caregiver(s) are calm when they discipline me.	40	2.91	0.98	3.13	0.97	58	2.67	0.89	3.11^{***}	0.89
13. I feel truly loved and respected by my parent(s)/caregiver(s).	40	3.57	0.77	3.63	0.71	57	2.88	1.12	3.52^{****}	0.76

* p < 0.10

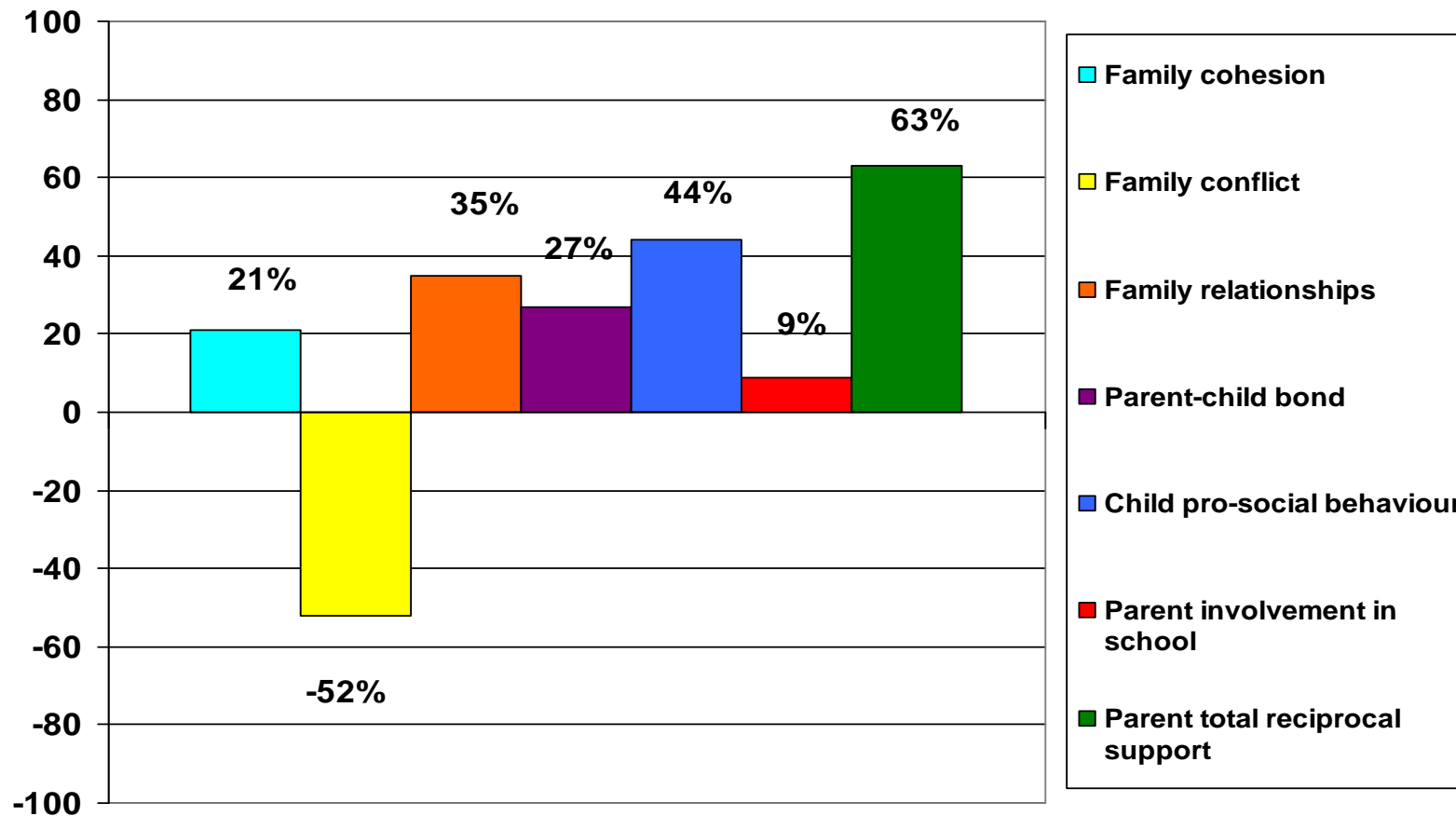
** p < 0.05

*** p < 0.01

**** p < 0.001



Results of pilots – FAST*



* Kazakhstan/ Kyrgyzstan/ Tajikistan/ Turkmenistan

McDonald et al. *Social Work & Social Sciences Review*; 2013, 16(2): 51-75

Violence indicators in parents SFP 10-14 pre-post evaluation

	I wait to calm down before dealing with my child problems.		I tell child when I am irritated, without blaming or criticizing.		I listen to my child when he/she is disappointed or angry	
	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD
Honduras						
Group 1 (16 parents)	1.125 +/- 0.341	2.063** +/- 1.082	1.438 +/- 0.629	2.125* +/- 0.957	1.188 +/- 0.403	2.000** +/- 0.966
Group 2 (12 parents)	2.167 +/- 0.937	3.417** +/- 0.669	1.417 +/- 0.515	3.083** +/- 0.669	2.000 +/- 0.853	3.167** +/- 0.835
Group 3 (14 parents)	1.357 +/- 0.518	3.000** +/- 0.707	1.357 +/- 0.518	2.786** +/- 0.802	1.357 +/- 0.518	2.643 +/- 0.745
Group 4 (16 parents)	1.563 +/- 0.629	2.938** +/- 0.854	1.300 +/- 0.483	3.063** +/- 0.573	1.800 +/- 0.632	2.875 +/- 0.619
Guatemala						
Group 1 (13 parents)	2.800 +/- 0.837	3.333* +/- 0.516	2.600 +/- 0.547	3.200* +/- 0.836	3.000 +/- 0.707	3.231 +/- 0.557
Group 2 (16 parents)	1.750 +/- 0.463	2.600* +/- 1.265	2.100 +/- 1.370	2.385 +/- 1.325	3.222 +/- 0.833	3.728* +/- 0.467
Group 3 (13 parents)	1.111 +/- 0.333	3.222** +/- 0.441	1.875 +/- 0.641	2.667* +/- 1.000	1.556 +/- 1.013	3.333** +/- 0.707
Panama						
Group 1 (8 parents) – Colon	2.250 +/- 1.165	3.250** +/- 0.887			2.125 +/- 0.835	3.375** +/- 0.744
Group 2 (17 parents) – Chiriqui	2.000 +/- 1.061	3.529** +/- 0.624			2.294 +/- 1.105	3.176** +/- 0.635
Group 3 (53 parents) ^a - Panama City	1.766 +/- 0.865	3.362** +/- 0.806	2.255 +/- 0.913	3.019** +/- 0.960	2.735 +/- 1.056	3.400** +/- 0.881
Serbia						
Group 1 (40 parents) ^a	2.710 +/- 0.940	3.312** +/- 0.752			3.411 +/- 0.711	3.663 +/- 0.552

Maalouf W., Campello G. *Agression and Violent Behaviour* (2014), in press

Violence indicators in youth SFP 10-14 pre-post evaluation

	I express gratitude to my parents for what they do for me.		I use steps taught to manage influence of friends when pressured and pushed to be put in troubles.		My parents/tutors and I can sit and solve the problem together without shouting or get angry at each other.		My parents/tutors are calm when they discipline me.		I feel my parents/tutors really love and respect me.	
	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD
Honduras										
Group 1 (15 Children)	2.267 +/- 1.163	1.533 +/- 0.640	2.067 +/- 1.163	2.467 +/- 0.834	1.733 +/-0.961	1.867 +/- 1.125	1.600 +/- 0.737	2.400 +/- 0.910	1.400 +/- 0.632	1.467 +/- 0.516
Group 2 (16 Children)	1.750 +/- 0.683	3.313** +/- 0.602	1.625 +/- 0.719	2.750** +/- 0.856	1.688 +/- 0.602	3.063** +/- 0.772	2.125 +/- 0.806	3.250** +/- 0.775	1.563 +/- 0.512	2.813** +/- 0.655
Group 3 (16 Children)	1.250 +/- 0.447	3.438** +/- 0.512	1.250 +/- 0.447	3.188** +/- 0.655	1.188 +/- 0.403	3.378** +/- 0.500	2.188 +/- 0.655	3.623** +/- 0.500	2.375 +/- 0.885	3.500** +/- 0.516
Group 4 (26 Children)	2.115 +/- 0.952	3.346** +/- 0.797	1.333 +/- 0.480	3.037** +/- 0.759	1.423 +/- 0.503	2.846** +/- 0.732	1.667 +/- 0.620	3.346** +/- 0.577	1.846 +/- 0.675	3.231** +/- 0.847
Guatemala										
Group 1 (11 Children)	3.428 +/- 0.756	3.533 +/- 0.639	2.467 +/- 0.915	3.267* +/- 0.961	2.938 +/- 0.854	3.133 +/- 0.834	2.867 +/- 0.640	3.333 +/- 0.976	3.933 +/- 0.258	3.933 +/- 0.258
Group 2 (16 Children)	3.000 +/- 0.943	3.000 0.953	1.778 +/- 0.972	3.222** +/- 0.972	2.778 +/- 1.202	3.222 +/- 0.972	3.111 +/- 1.269	3.333 +/- 1.118	3.333 +/- 1.000	3.667 +/- 0.707
Group 3 (17 Children)	2.800 +/- 1.082	3.000 +/- 1.095	2.067 +/- 1.163	2.235 +/- 1.200	2.077 +/- 0.954	2.058 +/- 1.088	2.430 +/- 1.016	2.118 +/- 1.111	3.143 +/- 1.099	3.059 +/- 0.899

Violence indicators in youth SFP 10-14 pre-post evaluation

	I express gratitude to my parents for what they do for me.		I use steps taught to manage influence of friends when pressured and pushed to be put in troubles.		My parents/tutors and I can sit and solve the problem together without shouting or get angry at each other.		My parents/tutors are calm when they discipline me.		I feel my parents/tutors really love and respect me.	
	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD	Pre-test Mean +/-SD	Post-test Mean +/-SD
Panama										
Group 1 (9 Children) – Colon			1.778 +/- 1.093	3.333** +/- 0.707			2.000 +/- 0.707	3.111** +/- 0.600	1.778 +/- 0.833	3.444** +/- 0.726
Group 2 (18 Children) – Chiriqui			1.778 +/- 1.060	3.111** +/- 0.758			2.222 +/- 1.215	3.278** +/- 0.894	2.722 +/- 1.074	3.611** +/- 0.608
Group 3 (56 Children)- Panama City [□]	2.535 +/- 0.977	3.175** +/- 0.782	2.018 +/- 1.001	2.589** +/- 1.053	2.053 +/- 0.982	2.714** +/- 0.988	2.667 +/- 0.893	3.107* +/- 0.888	2.877 +/- 1.119	3.518** +/- 0.763
Serbia										
Group 1 (40 Children) [□]	3.132 +/- 1.021	3.477 +/- 0.722			2.968 +/- 0.868	3.379* +/- 0.750	2.907 +/- 0.982	3.133 +/- 0.973	3.565 +/- 0.766	3.634 +/- 0.713



Mean score on violence subscales (parents and teachers) FAST

	Aggregate for 5 Central Asian countries	
	Pre Mean (SD)	Post Mean (SD)
Conflict subscale of Family Environment Scale (FES) of Family Relationship Index	3.00 (2.22)	1.44*** (1.43)
<i>Parents Report</i>	N=188	
Conduct Problems of Strength and Difficulties of Children (SDQ) scale	3.13 (0.91)	3.00** (1.13)
<i>Parents Report</i>	N=115	
Conduct Problems of Strength and Difficulties of Children (SDQ) scale	2.90 (0.94)	2.75*** (1.17)
<i>Teacher's Report</i>	N=115	

Are the programmes working as good as original format?

	Aggregate for 4 [⊗] Central Asian countries		Aggregate for US FAST National Average	
	Pre Mean (SD)	Post Mean (SD)	Pre Mean (SD)	Post Mean (SD)
Parent Child Relationships - FES (Cohesion, Expressiveness, and Child Conflict) <i>Parent Report</i>	8.98 (4.89)	12.14**** (2.75)	8.91 (4.71)	10.42**** (4.26)
	N=189		N= 7,534	
Child Well Being and Behavior at home – SDQ total (Prosocial Behaviors, Emotional Symptoms, Conduct Problems, Hyperactivity, Peer Problems) <i>Parent Report</i>	12.69 (2.71)	12.37*** (2.39)	11.65 (6.60)	10.04**** (6.39)
	N=113		N= 7,534	
Child Behavior at School – SDQ total (Prosocial Behaviors, Emotional Symptoms, Conduct Problems, Hyperactivity, Peer Problems) <i>Teacher's Report</i>	12.50 (2.95)	12.38** (2.47)	9.71 (7.39)	8.95**** (7.15)
	N =108		N= 7,534	
Social Relationship with Community <i>Parent Report</i>	7.12 (1.78)	8.81**** (1.04)	7.50 (1.53)	8.07**** (1.31)
	N=178		N= 7,534	
Social Support (Tangible, Affectionate and Emotional) <i>Parent Report</i>	1.97 (0.74)	2.39**** (0.51)	2.02 (0.79)	2.19**** (0.74)
	N=181		N= 7,534	

* p<0.10

** p<0.05

*** p<0.01

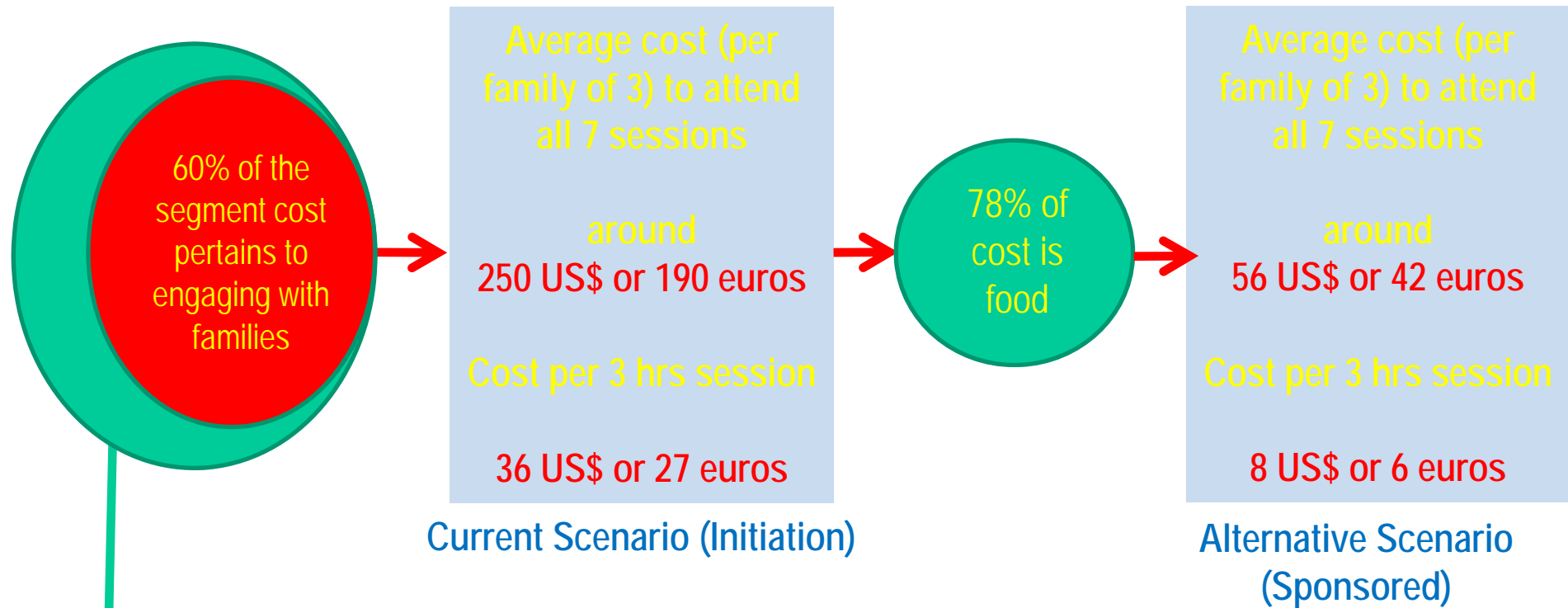
**** p<0.001

⊗Kazakhstan/ Kyrgyzstan/ Tajikistan/ Turkmenistan

McDonald et al. *Social Work & Social Sciences Review*; 2013, 16(2): 51-75



Cost implications (experience from 16 countries)



Availing infrastructure: staff cost, administrative costs, translation/adaptation cost, training facilitators, cost of training trainers, equipment, etc...



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Affinity for Family Skills Programme UNODC - Central America

- Acknowledgment by First Lady of Panama
- Honduras Authorities, including Vice President of Honduras joined a video campaign on the value of UNODC's programme (*pictures below are from video campaign*)
- The rapid spread and demand of the programme from other countries of the region is a further reflection of the value.





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Affinity for Family Skills Programme UNODC - Central America



***President of Honduras
and First Lady of Honduras***
*attending the graduation of families
finishing SFP 10-14 (labelled Familias
Fuertes in Latin America)*

QUOTES from H.E.:

"The aim is that parents and children establish good communication with love and limits, to prevent adolescents from engaging in violence."

"It began with a hundred families, but the goal is to have 10,000 by the end of 2014".



Affinity for Family Skills Programme UNODC -South East Europe experience

- The Municipal Council of the city of Shkodra proposed to give **"The Honor of Shkodra"** for UNODC in recognition for the importance of the family skills programming in prevention.
- The Ministry of Education of Serbia also formally acknowledged the value of the UNODC programme decided to award 20 points of the cumulative 100 points of continuous training certification cycles to any teacher providing the UNODC family skills programme as an incentive to scale up.
- Macedonia also formally acknowledged the value of the UNODC prevention family skills piloting.





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Regional meeting – South East Europe Family Skills (October 2, 2014)





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Lessons learned

- Programmes easily adaptable and executable with very high level of affinity in low and middle income countries. This is particularly relevant given the needs in such countries.
- Most countries have strong affinity to work with such a social institution – *previously had no EB programme to do it*



- The programmes seem to be functioning as good as in original format using quasi experimental designs.

- Spirit and value of working with families is initiated (including work with policy makers on the UNODC International Standards on Drug User Prevention) ~ 80 countries





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Future direction

- Consolidate national efforts and infrastructure, supplement programmes and evaluation.
- Advocate for scale up the work nationally, regionally and internationally.



- Work on refining the process of scale up to make it as economically viable as possible. Relevance from a cost-benefit perspective given strong influence of this social institution

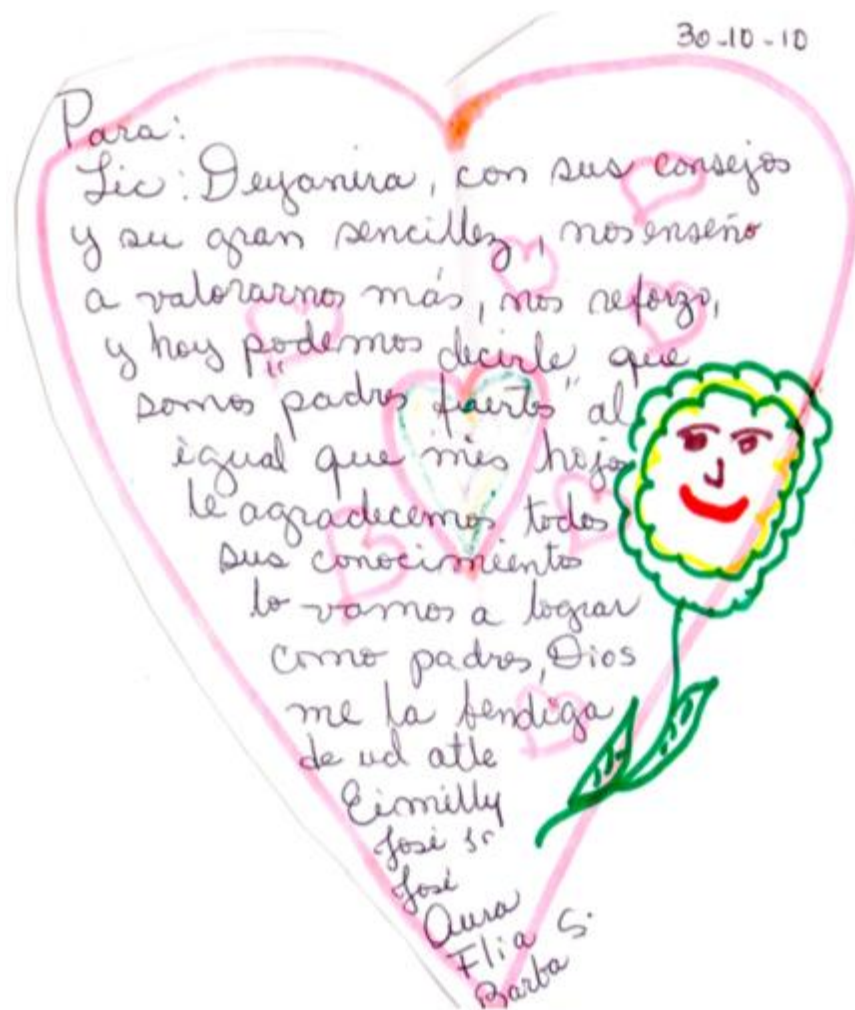


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Dear Ms. Deyanira,

With your advice and down-to-earth qualities you taught us to value ourselves.

You empowered us, and today we want to tell you that we are "strong parents".

We and our children would like to thank you for your knowledge. We are going to make it as parents.

*God bless you,
Yours truly*

*Eimilly, José Sr., José and Aura
The Barba Family, Panama*



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UNODC *(in alphabetical order)*

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