

Priority areas for primary prevention of Ministry of Education, youth and sports

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Priority areas are set in three levels of coordination of macro-level (Ministry of Education, ministries, NGOs, universities), meso - level (Regions, schools and educational institutions, NGOs), micro-level (municipalities, schools and school facilities, NGOs). Creation of priorities is a complex process, intertwined with the internal needs (personal beliefs, professional and scientific knowledge) and external needs (political interest, financial limits, media images). The priority is what has value for us, for what we have financial and staffing resources.

Priorities at the macro level relate primarily to:

- *Change in the paradigm of primary prevention* - Prevention must be a humanist and must respect the rights of children, be aimed at preventing problems in the event of indications of potential risks, it is necessary to modify the programs and use examples of good practice
- *PP terminology* must be consistent with current scientific knowledge, prevention of risk behavior is based on knowledge of developmental and humanistic sciences (fundamental principle is the prevention of stigmatization and the principle of sensitivity to the specific needs of individual and sociocultural realities).
- *Funding* should be targeted to clearly interpretable programs, comprehensive programs, which respect the principles of effective primary prevention
- *Evaluation* of prevention programs must be based on evidence, it is necessary to create a library of evaluation tools and methodologies and research studies
- *Education* - training of different target groups, which implement, administer and evaluate primary prevention. It is necessary to implement education and awareness to the public, media, politicians and officials.

Primary prevention in the Czech Republic has many positive results. In the last year there were many changes, the Ministry of Education has changed the approach and personnel. Coordination and collaboration are improving at all three levels. Effective coordination is

based on the core of motivated people in schools (especially school methodology prevention), NGOs, the PPP, the regional drugs coordinators and school drugs coordinators. Despite the financial failures we are gradually able to implement systemic measures in the Regions and promote effective projects of the ESF resources (eg EU DAP education teachers).