

CICAD Meeting with Universities of the Americas on the Drug  
Phenomenon from the Perspective of Scientific Evidence

# The Curriculum of Schools of Education with Drugs Content

Ariana De Vincenzi  
Coordinator, CICAD/OAS Education Network

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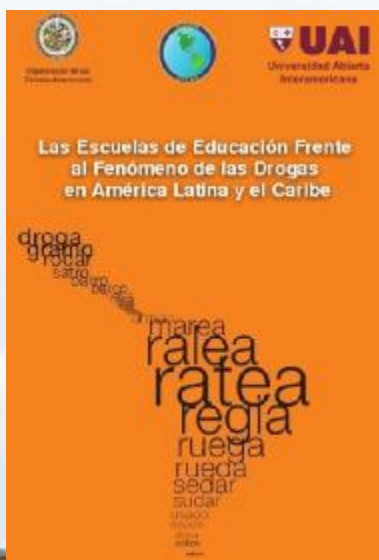




## Schools of Education Network 2006 - 2012

### First Book

“Las escuelas de educación frente al fenómeno de las drogas en América latina y el Caribe” [Schools of Education faced with the Drug Phenomenon in Latin America and the Caribbean]. Year 2009





## Schools of Education Network 2006 - 2012

### Second Book

“El currículo de las escuelas de educación con el contenido de drogas: Una experiencia de la SE/CICAD en América Latina” [The Curriculum of Schools of Education with Drugs Content: An ES/CICAD Experience in Latin



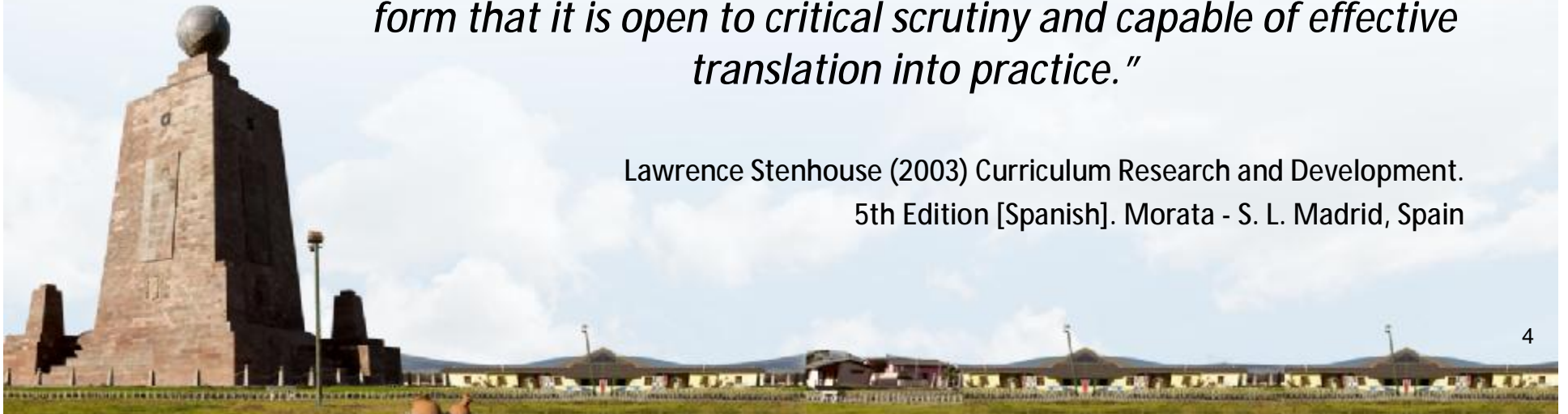


## Guiding Principles

### § 1- DEFINITION OF CURRICULUM

*"A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice."*

Lawrence Stenhouse (2003) Curriculum Research and Development.  
5th Edition [Spanish]. Morata - S. L. Madrid, Spain





## Guiding Principles

### § 2- EDUCATIONAL INSTITUTIONS AS DRIVERS OF HEALTHY AND SUSTAINABLE LIFE STYLES

- Healthy institution
- Sense of social responsibility
- Space for empowerment





## Educators as Promotion Agents

### Student Training Model

- § Strategic leadership
- § Teamwork
- § Inclusion-based perspective
- § Social engagement
- § Teachers as role models for healthy habits  
(Fifth Global Conference on Health Promotion, Mexico 2010)





## Educators as Promotion Agents

Trained  
professional,  
with research  
competencies

- §Disciplinary knowledge
- §Socio-ecological frame
- §Inter-disciplinary approach
- §Inter-sectorial intervention
- §Ability to work in research-action





## Educators as Promotion Agents

Driver of healthy  
and sustainable  
life styles

§A role model for positive personal and social values

§Driver of strategies for promoting protection factors within the educational institution and the surrounding community







## Educators as Prevention Agents

A professional that is competent to diagnose, plan and intervene to change and improve the quality of life of children and adolescents

Trained to work collaboratively and with strategic leadership

Professional with creativity and innovation to intervene to minimize the risk factors associated with drug use





## Proposed Curriculum

Minimum hour count: 150 h

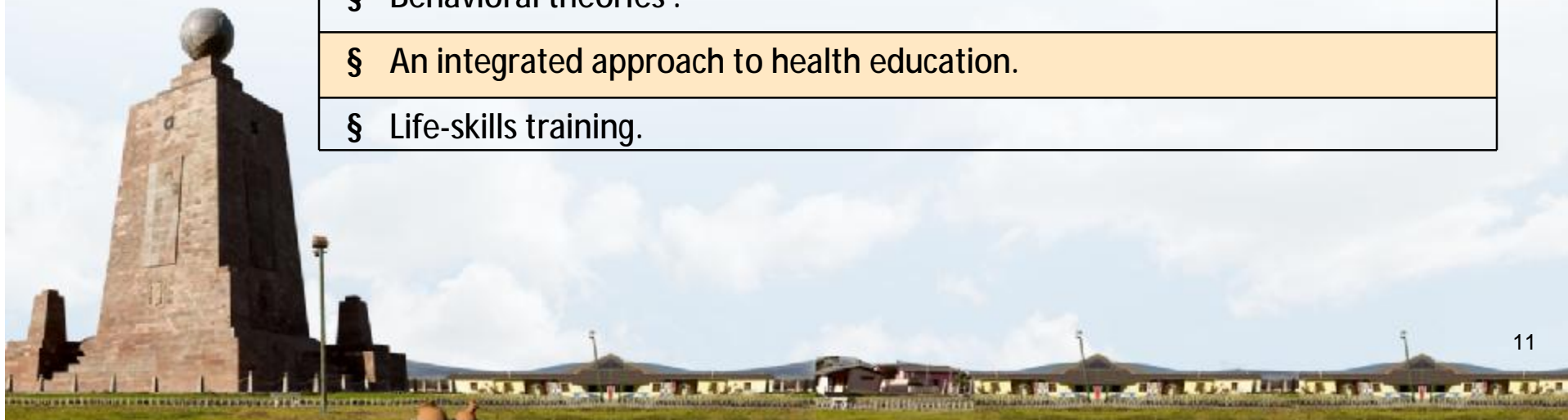
Broken down into: 70% promotion  
30% prevention





## PROMOTION-SPECIFIC CONTENTS

- |   |
|---|
| § Theories for community engagement           |
| § Theories for social support and networking. |
| § Cognitive theories.                         |
| § Behavioral theories .                       |
| § An integrated approach to health education. |
| § Life-skills training.                       |





## PREVENTION-SPECIFIC CONTENTS

- |   |
|---|
| § Drugs and prevention basics.  |
| § Risk and protection factors.  |
| § Drug use and health impact studies.                                   |
| § Types of prevention programs.   |
| § Design of prevention strategies, materials and evaluation mechanisms. |

