



An interactive platform for infrastructural support of school and community prevention

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NO DISCLOSURE

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Why is prevention such a challenging topic?



1. What exactly is the prevention infrastructure?

(Fishbein, Sloboda, 2023; Pashal et al., 2023; NIDA, 2023)

- **Service providers** relevant and specific to prevention: real institutions developing, improving, implementing and delivering prevention interventions.
- **Workforce development:** curricula, education and training institutes, universities, system of undergraduate, graduate and postgraduate education, life-long education, real career pathway...and professional societies.
- **Prevention Interventions** and know-how how to develop, test, improve, implement, deliver, monitor and evaluate these interventions.
- **Prevention specific theory and methodology**
- **Quality standards**, competency models, certifications, accreditations...
- **Evaluation and monitoring:** tools, procedures, praxis, data accessibility etc.
- **Research:** academic sphere, RCTs, QAM, Journals.....

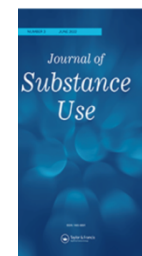
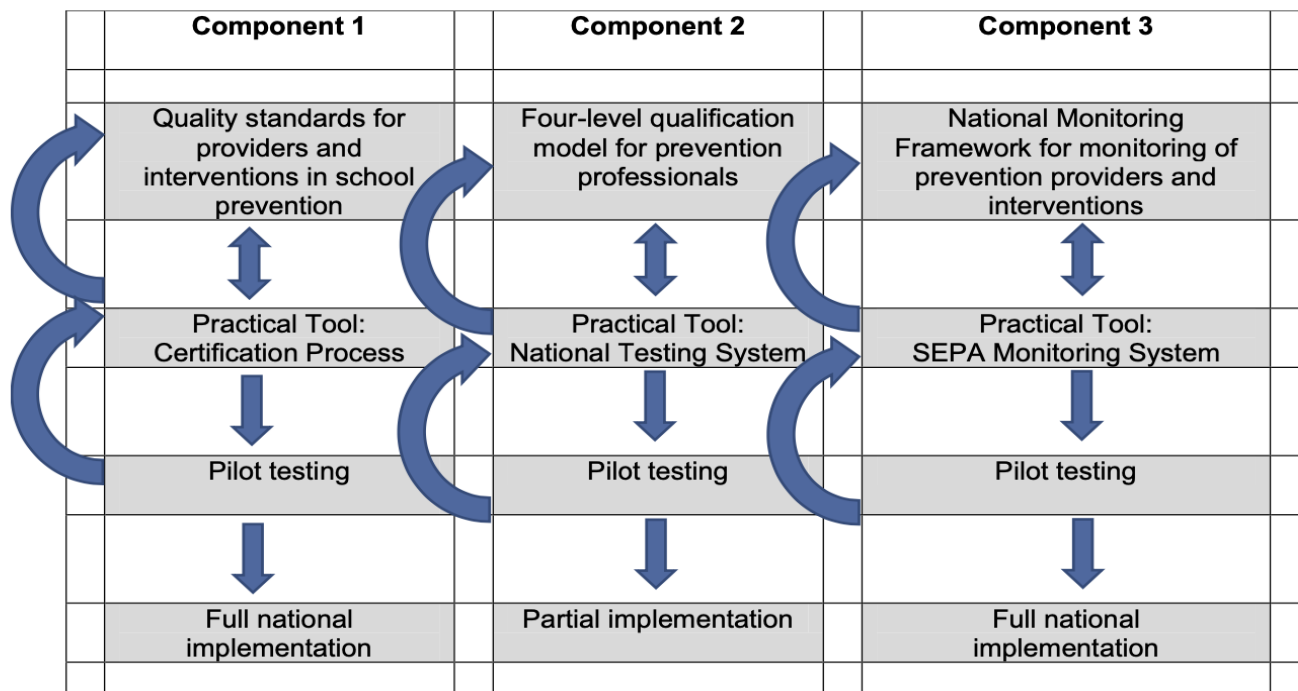
2. The core issues related to the infrastructure:

(Miovský et al., 2024, under review)

- There is no effective way to mechanically follow international recommendations and examples because of unique needs and locally specific sources and limits and conditions: **assessment and evaluation.**
- There is no effective way to develop only some components: **complexity.**
- There is no effective way to emphasize only some components and make other weak or inadequate: **make the system well balanced and proportional.**
- To find the best way how to promote and deliver the system is not mechanical and an automatic way: **enough robust delivery system** (accessibility, threshold, acceptability etc.).
- Patient building process step by step with permanent feedback: **stability and sustainability makes the system attractive and effective.**

The 25-years story of developing the system.....

- 1999: policy initiative of the Czech Government and the Ministry of Education to establish a prevention framework
- 1999-2002: the first comprehensive policy plan and working group and structure
- 2003: endorsed by the Czech Government (Twinning Project 2000)



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Developing and implementing a national quality assurance policy and control policy in school-based prevention of risk behaviors: a case study

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3. IPREV: Second-generation System for the Prevention of Risk Behaviour: IPREV (Miovský, 2015, 2021)

(1) General framework for the prevention of risk behaviour (united frame)

A/ Theoretical background and General terminological framework

B/ Research and development efforts and their implications for practice

(1a) Objectives of RB programmes

(1b) Target groups

(1c) Implementation levels and strategies

(2) Content: The Databank of School and Community based prevention programmes (core curriculum): scope, content, outcome skills

(2a) Databank of programs and interventions

(2b) Implementation support

(3) Education and training support and educational regional ecosystem

A/ Continual (life-long) education providers and supportive system

B/ Higher education and University level of education and training activities.

(4) Quality: evaluation, quality standards and a certification system, education and training

A/ Professional competency and certification standards (2001, 2005, 2012).

B/ Education and training standards, four-level model, and EUPC (2012, 2021)

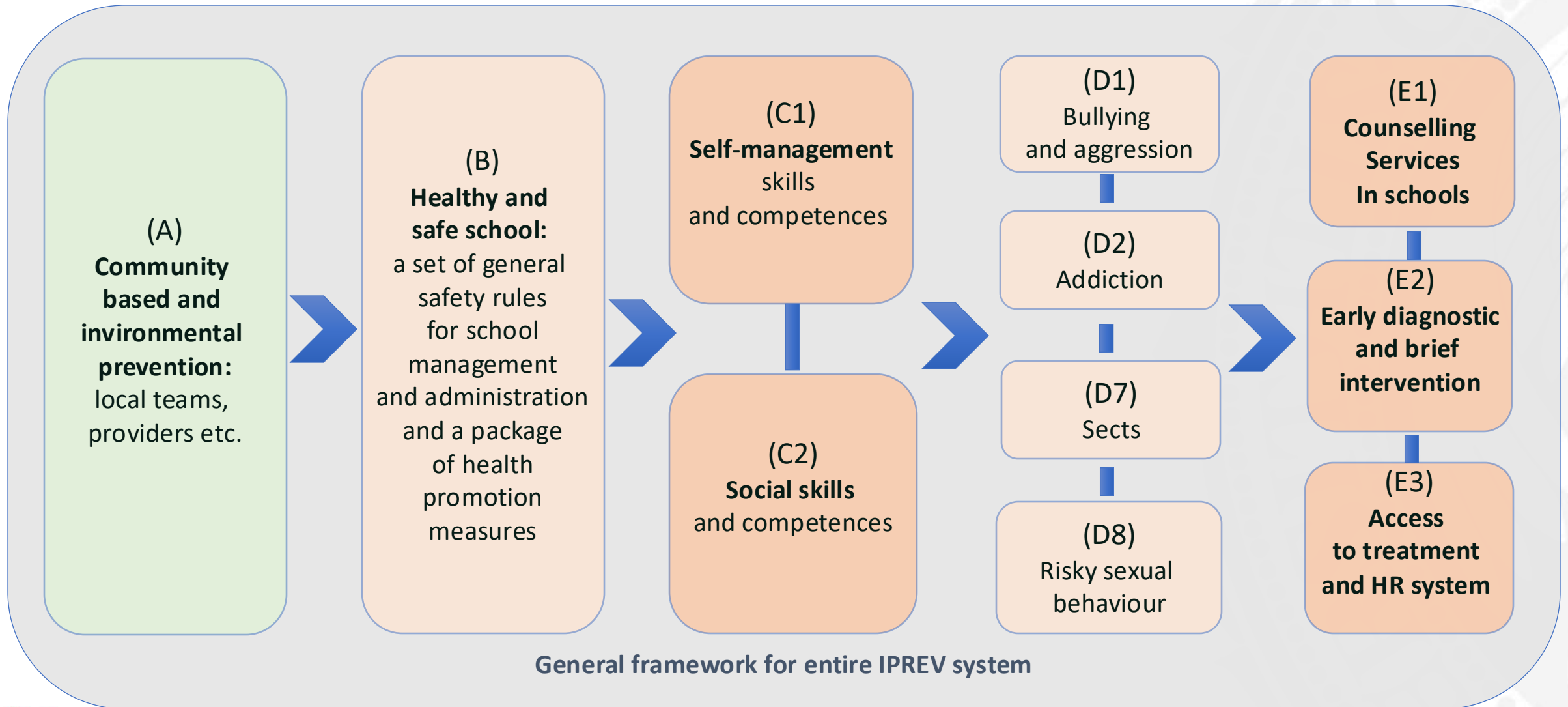
C/ SEPA monitoring and register (2015, 2022)

(4a) Providers and methods/interventions
(certification)

(4b) Education and training
Standards and curricula

(4c) SEPA monitoring system

4. School Prevention: 5-level Structural Perspective



**2020 – 2022:
Digitalizing and Piloting Process of 20 years long
National Project on www.iprev.cz**



iPREV

Interaktivní platforma
podpory duševního zdraví
a prevence rizikového chování

5. IPREV as an instrument underpinned by the puzzle principle

- **Component 1: National databank of prevention programmes/interventions**
- Databank and its operational principles (= availability of effective evidence-based interventions for schools)
- Provision of implementation assistance and support (specific implementation support)
- **Component 2: Education and training and support for prevention development**
- Education and training standards, curricula and competence models
- Development and promotion of the profession of a prevention practitioner – core product: INEP (8/40)
- Offer of programmes (general levels, “marketplaces”, self-help, and sharing experience)
- **Component 3: Quality evaluation and management system**
- Support for evaluation (including a databank of evaluation tools)
- Standards (tools, human resources, processes, provision) and certification (providers and interventions)
- SEPA (Digital national monitoring system) = continual process evaluation.



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**Interaktivní platforma
podpory duševního zdraví
a prevence rizikového chování**

Komu je určena tato platforma

Platforma IPREV je určena primárně pracovníkům v prevenci, tedy především školním metodikům prevence, okresním a krajským metodikům a pracovníkům organizací a složek zabezpečujících prevenci ve školách a pro školy. Dílčí části jsou pak určeny pro širší veřejnost, rodiče, úředníky a další zájemce.

Interaktivní platforma podpory duševního zdraví a prevence rizikového chování (IPREV) je moderním nástrojem podpory preventivních pracovníků určený zejména školám a školským zařízením realizujícím komplexní preventivní programy a také externím poskytovatelům těchto programů. Pomáhá efektivně stavět, řídit, kontrolovat a zlepšovat tyto programy. Platforma podporuje systémově ukotvenou prevenci a umožňuje propojovat školy s externími

Naše cíle

Naším cílem je prostřednictvím platformy IPREV vytvořit uživatelsky přátelské prostředí kultivující preventivní programy pro děti na českých školách tak, aby tyto



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Non-profit Operating Consortium = public service:

Charles University, 1st Faculty of Medicine

National Institute of Public Health

Professional Association for the Prevention of Risk Behaviour

Pedagogical-Psychological Counselling Centre Brno

Prague 4 District Youth Institution

Partners:

Czech Ministry of Education, Youth, and Sports

Czech School Inspectorate

6. The IPREV system as the answer ...

- Central governance is not consistent with the latest trends, needs, and resources = it is slow and inefficient = **we need to empower regions and promote the community principle and local providers.**
- Dependence of the system on the government appears to be a source of instability and uncertainty and compromises the continuity of the development of the system as a whole = **a desirable step forward should be the balancing of all the stakeholders' roles.**
- **Diversity is not a weakness**; it makes our work more effective, provides reinforcement and motivation, and, first and foremost, affirms its natural viability, increases stability, and is the key to sustainability.
- **A natural solution is an interactive system co-developed by its users**, who can thus “customise” it and practice then informs theory, which in turn helps to shape and modify the system.

7. The IPREV system as the answer: but what does it mean in praxis...?

- IPREV directly supports **community collaboration and local teams**. IPREV team plays role of moderator and supporter (communication channel).
- **Core principle of work is based on collaborative learning** – linking local teams, providers and people and “just” provide a supporting network.
- **Sharing economy**: limited public and private sources are contrasting with number of schools and need of interventions – only exchanging and sharing of experiences and products can work.

Sustainable system should be build on non-profit, fair and motivational principles and environment for all players.

Motto: We are creating a friendly partnership-based system for those involved in prevention efforts. Making a point of maximum transparency, we strive to build a motivating, sustainable, and safe environment for the target groups, providers, and funders of prevention.

Prevention is a highly technical activity requiring clear rules, professionalism, and support from both central and local government. The further successful development of the entire system is hardly possible without it being fair and well-balanced.

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Thank you for your attention

**75th
anniversary**

1948 - 2023

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