EDPQS Toolkit 3: Delivering training to support the use and implementation of quality standards (Training Toolkit)

Trainers' Guide

European
drug prevention
quality standards

Authors

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Further information

Please visit our website for additional materials on the EDPQS:

www.prevention-standards.eu

Contents

About this toolkit

This document is part of the EDPQS Toolkit 3, a toolkit to support those wishing to provide training on quality standards in prevention. This Toolkit consists of the following documents:

- **Trainers' Guide** – the key resource in this toolkit, including descriptions of all the activities ("Units") suggested for training on EDPQS, as well as practical tips for success

- **Training Planning Grid** – a one page grid to help trainers plan for specific training events using this Toolkit

- **PowerPoint slides** – a set of slides to support all the Units outlined in the Trainers' Guide, with a detailed commentary to help trainers talk through the slides

- **Recording of EDPQS Presentation** – this recording guides trainers through the presentation of the EDPQS in Unit 2, it will be particularly helpful for trainers who've not previously heard a presentation about EDPQS

- **Handouts for participants** – this document includes all the handouts which participants will receive over the course of the training

- **Pre-seminar questionnaire** – a questionnaire that can be sent to participants prior to the training, it helps to find out more about the training participants in order to better plan the training and it also collects baseline data to support the evaluation of the training

- **Post-seminar questionnaire** – a questionnaire that can be given to participants after the training, it helps to find out how participants liked the training and what they learnt from it, thus supporting the evaluation of the training with a view to improving future training events

- **Evaluation summary template** – an Excel file to help trainers record and interpret the findings from the evaluation of the training

- **Trainer self-reflection** – a questionnaire that trainers can complete immediately after the training event to reflect on what they thought went well and what should be done differently next time

An overview of all available EDPQS resources can be found at:
www.prevention-standards.eu/resources/

Important information about the provision of training on EDPQS

Are you considering delivering training on quality in prevention? You've come to the right place!

It is the hope and intention of the European Prevention Standards Partnership that the European Drug Prevention Quality Standards (EDPQS) will help to promote quality in prevention across Europe. **Face-to-face training is likely to play a key role in promoting the EDPQS to target audiences in an accessible and practically relevant way.**

Currently there is no "Master Training" or "Train the trainers" programme available to learn how to become an EDPQS trainer, although such training may be offered in the future (correct at the time of preparing this Toolkit). However, **this Toolkit provides you with all the information and materials you need to deliver a half day, one day or two days training on EDPQS**. If you are not sure whether you're the right person to deliver such training, then look at Chapters 1 and 4 in this document, as they'll tell you more about who might make a good EDPQS trainer, and what content-related knowledge and soft skills EDPQS trainers need to have or develop.

Promoting quality in prevention also requires quality in how the EDPQS are applied, including how training on EDPQS is delivered. EDPQS trainers have a responsibility towards training participants and must be able to provide them with (or refer them to) the information and support they need. It is therefore essential that those wishing to deliver training on the EDPQS **feel confident and competent in their role as EDPQS trainers**.

Therefore, if you're considering delivering training on the EDPQS, **we encourage you to contact your EDPQS country contact** (details available at **www.prevention-standards.eu/countries**) **or Professor Harry Sumnall** (**h.sumnall@ljmu.ac.uk**). They will be able to answer any questions you may have and support you as much as possible in preparing the training, and link your own training activities to other EDPQS-related activities going on in your country.

If you intend to use EDPQS resources commercially (e.g. for paid training), then you must first contact the representatives of the European Prevention Standards Partnership as identified above to obtain permission.

Finally, please note that although this toolkit may be used, in whole or in part, to prepare and deliver training on quality standards in prevention and related topics, official endorsement by the European Prevention Standards Partnership of such training may not be stated or implied (e.g. by describing the training as 'approved', 'accredited' or 'official' training on EDPQS) unless explicitly agreed with the Partnership.

Chapter 1. Introduction

1.1. Why deliver training on the European Drug Prevention Quality Standards (EDPQS)?

Few people would argue with the view that prevention is better (and cheaper) than cure. However, a lot of what is done in the name of drug prevention is not based on what "works" or on what constitutes "quality". In recent years, there has been significant progress in understanding what works in prevention and about the quality standards that can be applied to prevention activities. Identifying and encouraging quality in prevention work across Europe has been the focus of the European Drug Prevention Quality Standards (EDPQS) project, which has been led by the Prevention Standards Partnership in collaboration with the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) since 2008.

The **EDPQS can support prevention work in many practical ways**. For example, they can be used to plan or review prevention activities (including structured manualised programmes as well as routine services, ad-hoc initiatives, and other types of prevention activities), and to reflect on strong and weak aspects of preventive work. The EDPQS therefore offer a useful tool to help integrate self-reflection into professional practice and to improve the quality of preventive activities. As such, they should be of interest to anyone wishing to **promote evidence based approaches and best practice in prevention**.

In addition, the EDPQS offer a reference framework to help connect together various prevention-related topics. Organised in an eight-stage project cycle with four cross-cutting considerations, the EDPQS cover all aspects of preventive work from needs and resource assessment, through to programme formulation, intervention design, and resource management, up to implementation, evaluation and dissemination, as well as topics relating to funding, stakeholder involvement, staff development, and ethics. The EDPQS can therefore serve as a **useful starting point from which to think (and talk) about prevention** in a structured way.

However, quality standards are often **wrongly perceived** as something complicated and abstract, without practical value, or simply irrelevant. As a result, they can remain unused and cannot fulfil their purpose of improving the quality of preventive activities. Training on quality standards can help to change this situation. By **illustrating the value of the EDPQS through practical demonstrations and exercises**, misperceptions can be corrected and target audiences can be motivated to use quality standards in their professional everyday life.

Tips

- This guide describes how to deliver training on the EDPQS, but for materials providing information about the EDPQS themselves (e.g. list of standards, how they were developed), please see **www.prevention-standards.eu**

- Training is necessary because the scientific literature suggests that simply sending out information (e.g. a printed copy of the EDPQS) is unlikely to change professionals' behaviour. But even well-designed training may have limited impact if it is not integrated with other strategies to support change. To find out more about what works to promote quality in prevention, see Step 4 in the Adaptation and Dissemination Toolkit at **www.prevention-standards.eu/toolkit-4/**

1.2. Working with this Toolkit

This Toolkit is for people who would like to:

- **deliver a general training event on quality in drug prevention, or**

- **deliver a specific training event on the European Drug Prevention Quality Standards (EDPQS).**

Who could be a potential EDPQS trainer? People working in many different contexts could become EDPQS trainers, including those working for local government, specialised training companies (e.g. providers of courses for practitioners), practitioners who also deliver training, people working at non-governmental organisations (NGOs), University lecturers, or health education providers who work with others (e.g. teachers) to encourage effective prevention.

The purpose of this Toolkit is to provide potential trainers with useful materials and recommendations on how to deliver training on quality in drug prevention. The Toolkit allows trainers to utilise existing knowledge and materials relating to training on EDPQS, instead of having to develop new materials from scratch. The Toolkit was developed on the basis of several years' experience of delivering seminars on the EDPQS, as well as in-depth input from a range of stakeholders. The Toolkit was also tested in practice prior to publication, with training events conducted in six European countries, involving a total of 99 participants from a wide range of professional backgrounds. The feedback obtained was used to finalise the Toolkit including the recommendations in this guide (see the acknowledgements at the end of this document for details).

The Toolkit will help trainers to plan and implement a training that offers participants the opportunity to learn about the EDPQS, while also stimulating a constructive reflection on the standards and participants' own working practices, in order to promote the dissemination and application of the EDPQS. The training recommended in this Toolkit follows evidence-based recommendations for effective training. According to Fixsen and colleagues (2005: 41)[1], effective training workshops "… consist of presenting information (knowledge), providing demonstrations (live or taped) of the important aspects of the practice or the program, and assuring opportunities to practice key skills in the training setting (behaviour rehearsal)". In this Guide, Units 3, 4/4A, 5/5A and 6 offer different scenarios which training participants are likely to know from their own professional practice (e.g. having to review the quality of a preventive activity, being asked to give feedback on a preventive activity, having to apply for funding, having to develop a preventive activity). The exercises in these Units show how the EDPQS can help to master such situations, thus highlighting the practical relevance of the EDPQS.

The main document in this Toolkit is this Trainers' Guide, which contains:

- In Chapter 1, an introduction to working with the Toolkit as well as proposed agendas for three different training modules;

- in Chapter 2, suggestions for how to plan the training according to specific circumstances and audiences;

- in Chapter 3, detailed descriptions of the proposed units;

- in Chapter 4, recommendations concerning the trainers' skills and knowledge, advice on how to handle difficult comments and questions, as well as guidance on how to evaluate the training.

In addition, materials to support the training are available as separate documents in this Toolkit, such as PowerPoint slides for use with the training, handouts for participants, and different questionnaires to help assess participants' training needs and to evaluate the training. An overview of these is also provided in the front of this document.

An overview of all resources available to further help with understanding and using the EDPQS can be found at www.prevention-standards.eu/resources/

The main part of this guide is made up of the training units in Chapter 3. There, trainers will find specific advice on how to conduct each training unit, as well as tips on how to explicitly highlight the benefits of adopting the EDPQS. The modules can be assembled in a flexible way to fit different training needs (see section 1.5 for details). **Units 2 and 3 are core units that should always be delivered**. The other units can be added, allowing participants to learn about the EDPQS in more depth and to become more actively involved in the training. Three modules of increasing length are proposed in the guide. These modules combine the units in a practically feasible way and are suitable for different purposes:

- Short Training
- One Day Training
- Two Days Training

Each module follows the same general structure:

- at the beginning, the trainers present the training objectives and the agenda;
- afterwards, they offer a presentation on the EDPQS, followed by practical exercises in small groups;
- in the final session, the trainers summarise the main contents of the training, emphasising the benefits of using and implementing quality standards in prevention.

The three modules share a common section providing information on the EDPQS, but the active learning units become more intense from the shortest to the longest module. Trainers will be able to choose the most appropriate module depending on the time available for the training as well as the training needs of the participants.

The guide was specifically developed for training with the following groups (Chapter 2 below describes further how these groups can best benefit from the training):

- service managers and front-line practitioners working in prevention or related fields (e.g. health promotion, youth, social work)
- developers of prevention activities
- University students
- decision-makers, including policy-makers, funders and prevention coordinators

The guide was written for training with groups of about 10 to 20 persons, delivered by one trainer. However, it is also possible to have two trainers delivering the training together, in which case the group can comprise of up to 30 attendees. Larger groups are not recommended, as this would make the group exercises difficult to manage.

Throughout the guide, emphasis is placed on designing the training with the participants' professional background and needs in mind. For this reason, the training modules are flexible and adaptable to the specific circumstances and audiences; this is further described in Chapter 2.

Tips

- Using this Toolkit, trainers can integrate information about EDPQS into existing courses on prevention (e.g. as a module on quality) or provide a stand-alone workshop specifically about EDPQS.

- This Toolkit provides potential trainers with ready-to-use materials that can be easily adapted to meet the level and needs of training participants, eliminating the need to develop completely new materials about quality in prevention.

- The costs of delivering training on EDPQS will depend on your particular circumstances. The major costs to consider include: venue hire (seminar room with projector), catering for

training participants (coffee breaks and lunch), reimbursement of participants' travel costs (train travel, accommodation), trainer staff time and salary, printing and photo-copying costs (handouts). However, not all of these costs may be relevant to your situation, for example if your institution is able to provide a seminar room free of charge or if training participants don't have to travel from another city to attend the training.

- If you intend to provide the training commercially (i.e. charge training participants a seminar fee that allows you to make a profit), this should be discussed with the European Prevention Standards Partnership first by contacting your relevant country contact (**www.prevention-standards.eu**) or Professor Harry Sumnall (**h.sumnall@ljmu.ac.uk**).

1.3. Learning outcomes and the EDPQS Theory of Change

Dissemination of the EDPQS is based on the EDPQS Theory of Change (see **http://www.prevention-standards.eu/theory-of-change/**). The EDPQS Theory of Change describes the processes and strategies through which introduction of quality standards can lead to improved preventive practice and better outcomes for target populations. Intermediary outcomes in this process are behavioural changes in the prevention workforce. In other words, alongside other activities the EDPQS seek to improve the quality of preventive work by helping to enhance the knowledge, attitudes and behaviours of the people working in the prevention field. Specifically, the theory suggests that introduction of the EDPQS is unlikely to result in improvements in prevention practice unless those working in prevention:

- are aware of the EDPQS as well as of the need for high quality in prevention (*awareness*);
- hold positive attitudes towards quality standards, are motivated to meet the EDPQS, and have intentions to use them (*motivation*);
- fully understand the contents of the EDPQS, and have the skills necessary to successfully and confidently apply the EDPQS in their work (*skills*);
- use the EDPQS to plan/review prevention activities (*adoption*); and
- develop and improve prevention activities in line with the EDPQS (*implementation*).

Training on the EDPQS will primarily address participants' awareness, motivation and skills, in the hope that participants will adopt and implement the standards upon returning to their workplace.

Consequently, the trainers' objectives include:

- To facilitate a reflection on existing working practices (*awareness*)
- To explain why quality in prevention matters (*awareness, motivation*)
- To familiarise participants with the EDPQS and available support materials (*awareness, skills*)
- To illustrate how the EDPQS can bring practical benefits (*motivation*)
- To encourage participants to use the EDPQS following the workshop (*motivation*)
- To show how the EDPQS can be used for specific purposes, such as to review strengths and weaknesses of prevention activities or the planning of prevention activities (*skills*)
- To identify ways and methods which will help participants to use and promote the EDPQS (*awareness, skills*)

Specific learning outcomes can also be formulated for the training participants using these categories. For example, by the end of the training, participants should be in a better position to:

- describe what the EDPQS are and how they can be used (*awareness*)
- identify standards of specific relevance to their own work (*awareness, skills*)
- explain why quality standards in prevention are useful and important (*motivation*)
- critically reflect on strengths and weaknesses of drug prevention activities using the EDPQS checklists (*skills*)
- describe how the EDPQS could be applied and disseminated in their own professional context (*skills*)

All three modules proposed in this guide contribute towards achieving these general outcomes with participants. However, participants have greater opportunity to acquire and practise different skills in the longer modules (see section 1.5 for details).

Tips

- The proposed training teaches participants how to use the EDPQS as an overall framework to plan and review prevention activities, and to develop the quality of preventive activities. The training described in this guide does not address any prevention topics in detail (e.g., it is not a training about how to conduct needs assessment or outcome evaluation). Other available training courses already address these topics and so they are not covered here.

- Since the training focuses on the EDPQS as a framework for identifying quality in prevention, **participants should already have at least a basic understanding of key concepts relevant to prevention** (e.g. what is a needs assessment, evaluation, and so on). If this cannot be assumed, the training on EDPQS must be combined with other sessions exploring these concepts in greater detail.

1.4. The training units

The activities proposed in this Toolkit are called Units. In total, there are nine different Units described in this guide, numbered from 0 to 8. Units are numbered in the same way across the guide, allowing readers to refer to the detailed descriptions included in Chapter 3. A letter next to the Unit number indicates a variation of the same Unit (for example, Unit 1A is a shorter version of Unit 1). The following table briefly introduces all Units proposed in this guide:

Unit	Brief description
0. Opening Session	A standard opening session where participants are introduced and trainers present the agenda for the day.
0A. Opening Session Day 2	In the Two Days Training, this opening session reminds participants of what happened on Day 1 and presents the agenda for the second day.
1. Sharing the premises	A warm-up exercise. Participants are invited to share and discuss their pre-existing knowledge and assumptions concerning three key concepts: "Drug prevention", "Quality" and "Standards".
1A. Brief sharing of the premises	A shorter variation of Unit 1, to be used if there are too many participants or there is not enough time for the full Unit 1.
2. Presentation: EDPQS	A presentation about the EDPQS, focussing on what they look like and how they can be used.
2A. Presentation: EDPQS Support materials	This presentation can be added to Unit 2 to explore one of the EDPQS resources (e.g. website, Toolkit 1 or Toolkit 2) in greater detail.
3. Presentation: EDPQS Checklist & Case study 1	This Unit introduces the checklist from the EDPQS Quick Guide. Trainers use a prepared case study to show how a project can be reviewed using the EDPQS.
4. Project Analysis using Case study 2	In this Unit, participants try out the EDPQS checklist for themselves. In small groups, they review another prepared case study.
4A. Project Analysis using Case study 2 (shorter version)	A shorter variation of Unit 4, to be used if there is not enough time for the full Unit 4.
4B. Self-reflection using Toolkit 2	A variation of Unit 4 suitable for experienced practitioners currently working on a prevention project. Instead of using a prepared case study, they are asked to review their own project. The Unit uses the Toolkit 2 questionnaires instead of the checklist from the Quick Guide.
5. Project Building	In this Unit, participants respond to a fictitious call for project tenders. In small groups, participants are asked to develop a project using the EDPQS to ensure that their project is well-developed and of a high quality.

5A. Compo Building	A shorter variation of Unit 5, to be used if there is not enough time for the full Unit 5. In developing the project, participants focus on the components which they consider most important within the EDPQS.
6. Project Revisions	In this Unit, the projects developed in Unit 5 are scrutinised using the EDPQS. Groups exchange and comment on each other's project proposals.
7. Promoting Quality in Prevention	This Unit was specifically developed for decision-makers. It asks participants to reflect in small groups on mechanisms and procedures that already exist in their country to promote and ensure quality in prevention. Participants then discuss how existing efforts can be strengthened to promote quality.
8. Conclusions and Closing session	A standard closing session where trainers summarise the new learning and discuss potential next steps with participants to use the EDPQS and promote quality in prevention.
8A. Conclusions Day 1	In the Two Days Training, this closing session summarises Day 1.

1.5. Recommended training modules (Short Training, One Day, Two Days)

This guide proposes three training modules which differ according to the time available and the goals to be achieved. Each training module contains different Units. The following table gives an overview of all Units in relation to the three modules:

Unit	Short Training	One Day Training	Two Days Training	Duration (min)
0. Opening Session	✓	✓	✓	10-20
0A. Opening Session Day 2			✓	10
1. Sharing the premises		✓	✓	45
1A. Brief sharing of the premises	✓			20
2. Presentation: EDPQS	✓	✓	✓	30-40
2A. Presentation: EDPQS Support materials			✓	20
3. Presentation: EDPQS Checklist & Case study 1	✓	✓	✓	50
4. Project Analysis using Case study 2		✓	✓	105
4A. Project Analysis using Case study 2 (shorter version)	✓			60
4B. Self-reflection using Toolkit 2	(✓)	(✓)	(✓)	105
5. Project Building			✓	120
5A. Compo Building		✓		60
6. Project Revisions			✓	150
7. Promoting Quality in Prevention	(✓)	(✓)	(✓)	60
8. Conclusions and Closing session	✓	✓	✓	15-30
8A. Conclusions Day 1			✓	20

Note: Recommended duration varies depending on module; see Chapter 3 for details. Units 4B and 7 are not module-specific but offer additional/alternative activities for practitioners and decision-makers, respectively; see Chapter 2 for details.

The Short Training contains the fewest Units and uses shorter variants (Units 1A, 4A) to allow a relatively brief seminar. The One Day Training uses the regular-length Units. The Two Days Training offers the most Units, with the second day dedicated to planning a prevention activity using the EDPQS. In the following sections, each module is described in more detail.

Short Training

The Short Training has a duration of approx. **3.5 hours**, including a coffee break. This module can be used in case a half-day workshop on quality standards is to be inserted within a broader training on prevention or related topics.

The primary goal of this training is to disseminate knowledge about the EDPQS, informing participants about theoretical and practical aspects (Units 2 and 3). A secondary goal is to encourage use of the EDPQS in reviewing drug prevention interventions (Unit 4A). In addition, participants are asked to make their expectations towards quality standards explicit, which offers the opportunity to address potential misunderstandings and resistances to the concept of standards in prevention (Unit 1A). In effect, the training should intrigue and motivate the participants to deepen their knowledge on the subject of quality standards, for example by exploring the EDPQS website or attending further training on EDPQS.

In the table below, the times in the first column have been included only as examples to illustrate how the day might proceed. If the pre-seminar questionnaire will be distributed on the day of the training (instead of being sent to participants in advance), then an additional 10 minutes should be reserved at the beginning for completion of the pre-seminar questionnaire.

Time	Duration	Activities
09:00	10 min	Unit 0. Opening Session – *Presentation of the day's agenda*
09:10	20 min	Unit 1A. Brief sharing of the premises – *Drug prevention, Quality, Standards*
09:30	30 min	Unit 2. Presentation: EDPQS
10:00	50 min	Unit 3. Presentation: EDPQS Checklist & Case study 1
10:50	20 min	*Break*
11:10	40 min	Unit 4A. Project Analysis using Case study 2 (group work) – *Discussion of a case study*
11:50	20 min	Unit 4A. Project Analysis using Case study 2 (feedback to the plenum) – *Presentation of findings*
12:10	15 min	Unit 8. Conclusions and Closing session – *Including self-administered post-seminar questionnaire*
12:25		Finish

One Day Training

The One Day Training has a duration of approx. **7 hours**, including lunch and two shorter breaks. The training is purposefully slightly shorter than a full working day to allow greater flexibility; for example if participants are coming from another city to attend the training and require extra travel time, or if trainers would like to include an additional session at the beginning of the day (e.g. on the national situation with regard to quality standards; see Chapter 2).

As with the previous, this module aims to explore existing beliefs about quality standards (Unit 1), disseminate knowledge about the EDPQS (Units 2 and 3), and encourage the use of the EDPQS in reviewing drug prevention interventions (Unit 4). However, compared with the Short Training, the additional time available in Unit 4 allows a more systematic and detailed approach to analysing the prevention case study. In addition, the possibility of using the EDPQS for planning prevention activities is introduced (Unit 5A). Overall, the training should equip participants with the basic skills needed to apply the EDPQS in their own working practice.

In the table below, the times in the first column have been included only as examples to illustrate how the day might proceed. If the pre-seminar questionnaire is distributed on the day of the training (instead of being sent to participants in advance), then an additional 10 minutes should be reserved at the beginning of the day for completion of the pre-seminar questionnaire.

Time	Duration	Activities
09:00	20 min	Unit 0. Opening Session – *Presentation of the day's agenda*
09:20	45 min	Unit 1. Sharing the premises – *Drug prevention, Quality, Standards*
10:05	40 min	Unit 2. Presentation: EDPQS
10:45	20 min	*Coffee-break*
11:05	50 min	Unit 3. Presentation: EDPQS Checklist & Case study 1
11:55	45 min	*Lunch*
12:40	60 min	Unit 4. Project Analysis using Case study 2 (group work) – *Discussion of a case study & filling in a reporting grid*
13:40	45 min	Unit 4. Project Analysis using Case study 2 (feedback to the plenum) – *Presentation of findings*
14:25	15 min	*Break*
14:40	40 min	Unit 5A. Compo Building (group work) – *Project planning & filling in a reporting grid*
15:20	20 min	Unit 5A. Compo Building (feedback to the plenum) – *Discussion*
15:40	20 min	Unit 8. Conclusions and Closing session – *Including self-administered post-seminar questionnaire*
16:00		Finish

Two Days Training

This module takes place over two days, with a duration of approx. **6 hours** on each day, including coffee and lunch breaks. As with the One Day Training, each training day is purposefully shorter than a full working day to allow greater flexibility.

The Two Days module is inspired by the same principles as the other two, so it shares the core learning outcomes with the shorter modules. These are covered on Day 1, with an additional Unit about EDPQS support materials (Unit 2A). A less dense agenda on Day 1 allows more time for in-depth discussion and reflection than in the shorter modules. Day 2 is entirely focused on the work in small groups: the goal is to plan a prevention intervention (Unit 5) and review it (Unit 6). In effect, the training should help participants develop a sound understanding of the standards and how the EDPQS can support prevention work in a variety of contexts. Participants should be able to use EDPQS in their daily prevention work, and to disseminate information about the EDPQS to others. To support the latter, trainers may also want to add Unit 7 to Day 2, especially if there will be many decision-makers among participants (see also Chapter 2).

In the table below, the times in the first column have been included only as examples to illustrate how the day might proceed. If the pre-seminar questionnaire will be distributed on the day of the training (instead of being sent to participants in advance), then an additional 10 minutes should be reserved at the beginning of Day 1 for completion of the pre-seminar questionnaire.

DAY 1		
Time	**Duration**	**Activities**
09:00	20 min	Unit 0. Opening Session – *Presentation of the day's agenda and introductions*
09:20	45 min	Unit 1. Sharing the premises – *Drug prevention, Quality, Standards*
10:05	40 min	Unit 2. Presentation: EDPQS
10:45	15 min	*Coffee-break*
11:00	20 min	Unit 2A. Presentation: EDPQS Support materials
11:20	50 min	Unit 3. Presentation: EDPQS Checklist & Case study 1
12:10	45 min	*Lunch*

12:55	60 min	Unit 4. Project Analysis using Case study 2 (group work) – *Discussion of a case study*
13:55	45 min	Unit 4. Project Analysis using Case study 2 (feedback to the plenum) – *Presentation of findings*
14:40	20 min	Unit 8A. Conclusions Day 1
15:00		Finish Day 1

DAY 2		
Time	**Duration**	**Activities**
09:00	10 min	Unit 0A. Opening Session Day 2
09:10	75 min	Unit 5. Project Building (group work)
10:25	20 min	*Coffee-break*
10:45	45 min	Unit 5. Project Building (feedback to the plenum)
11:30	60 min	Unit 6. Project Revisions (group work) – *Providing feedback on proposed projects*
12:30	45 min	*Lunch*
13:15	45 min	Unit 6. Project Revisions (group work) – *Review and integration of feedback*
14:00	45 min	Unit 6. Project Revisions (feedback to the plenum)
14:45	30 min	Unit 8. Conclusions and Closing session – *Including self-administered post-seminar questionnaire*
15:15		Finish Day 2

Tips

- The timings provided above only serve as a guide. In planning the agenda, trainers should consider what start and end times are actually feasible (e.g. cultural customs, traffic delays, do participants have to leave early to catch a train?). A 45-minute lunch break may be considered too short in some cultural contexts. You should also consider how 'active' participants are going to be. If you expect a lot of questions and discussion, you should allow more time for activities.

- You can use the Training Planning Grid (available as a separate document in this Toolkit) to plan your training event, including Units and timings.

Rules for arranging the Units differently

The three proposed modules have been carefully designed taking into account what is practically feasible from the trainers' point of view as well as how participants can be best supported in their learning. Still, there may be circumstances when trainers would like to arrange the Units in a different way or select only individual Units. Although we recommend that trainers adhere to the proposed structure for the training, there is room for flexibility in the timing and choice of activities. It is important to keep in mind the purpose of the training, which is to introduce the EDPQS and to encourage their dissemination and application: whilst respecting this aim, trainers can amend the structure of the curriculum to the needs and peculiarities of their participant group (see also Chapter 2).

In selecting and combining Units, the following recommendations should be observed:

- When the main goal of training is to increase awareness and provide useful information about EDPQS the Short Training is the essential module.

- Unit 2 "Presentation: EDPQS" represents the core unit of the training. Participants should always receive Unit 2, preferably lasting 30-40 minutes, as this lecture provides key information about the EDPQS.

- If time is limited, Unit 2 can be delivered in isolation as an introduction to EDPQS. If the time available is around one hour and a half, Unit 3 "Presentation: EDPQS Checklist & Case Study 1" should be added to illustrate how the EDPQS can support prevention work in practice. It must be remembered, however, that lecture-style units alone cannot be considered proper 'training' and are unlikely to achieve the learning outcomes stated in section 1.3.

- When selecting Units, trainers should think about what are participants' main needs, and which Units can meet these needs best while also helping to disseminate the EDPQS. Preference should be given to activities which are likely to raise the interest and curiosity of participants. To engage but not exhaust participants, lecture-style Units (Units 2, 3 and 8) should be combined with the interactive Units (Units 1, 4, 5, 6, 7).

- To ensure a logical sequence, it is recommended that the Units are delivered in the same order as they are listed in this guide (e.g. Unit 5 should not be delivered before Unit 4). Some Units provide the knowledge or materials required in other Units. For example, Unit 4 (asking participants to review a prevention activity using EDPQS) should not be delivered without Unit 3 (showing participants how to review a prevention activity using EDPQS). However, Unit 3 can be delivered without Unit 4.

- The Units differ with regard to how much they demand from participants. The training should be designed so that the Units gradually increase in intensity. Training should not start with high-intensity Units (e.g. Units 4, 5 or 6).

- The timing of activities should allow enough space for reflection and discussion but also rest. The guide includes shorter/longer variants of Units (i.e., 1A, 2A, 4A, 5A) to help adjust the agenda to the time available. Breaks should be scheduled at regular intervals. To prevent exhaustion, it is recommended to insert breaks between Units with group exercises (e.g. Unit 5/5A should not directly follow Unit 4 without a break).

- Other units can be added as long as they support the overall aims of the training (see also Chapter 2).

1.6. A note on modifying Units, PowerPoint slides and the handouts

In the previous section, three training modules were proposed as well as recommendations for arranging the Units differently. Here we provide additional information if trainers wish to modify the activities proposed in the Units, or wish to modify the training materials provided as part of this Toolkit.

The Units have been carefully developed to achieve the learning outcomes stated in section 1.3 and to best support participants in their learning. Trainers should aim to implement the Units as described in this guide. However, changes can be made if these are well justified and in line with the overall aim of the training, which is to promote quality in prevention. The tips provided at the end of each Unit provide further guidance on this.

The presentation slides are provided in Microsoft PowerPoint format and can be amended as appropriate. Slides with locally relevant information may be inserted (for examples, see Chapter 2). Trainers may also wish to insert additional slides to introduce themselves and their organisation, or include logos of their own organisation or a funding agency. The layout can be adapted to correspond to the training organisation's corporate identity. Conversely, slides for Units or activities that won't be implemented should be removed from the presentation. Slides with a dark background help trainers to identify which slides belong to which units. Other changes to the contents of the slides should be avoided if the training is to be delivered as being in line with this Toolkit.

This Toolkit also includes handouts that can be printed off and given to participants in the exercises. The handouts should not generally be modified; in particular, the standards themselves (e.g. project cycle, components) must be preserved. The adaptation guidelines contain further information on this topic. Chapter 3 contains guidance on the use of case studies during the training.

If the slides or handouts require translation, trainers should:

- check what translated EDPQS materials are already available (see the project website **www.prevention-standards.eu**) and ensure that the new translation uses terminology consistent with already available translations;

- observe the EDPQS adaptation guidelines, especially the advice on how to ensure high quality translations (see **http://www.prevention-standards.eu/toolkit-4/**).

Tips

- If the training is delivered as recommended in this guide, this should be noted during the Opening Session (Unit 0), describing the training as being "in line with" the EDPQS Training Toolkit. If materials from this Toolkit are being used but have been modified, then the training can be described as having been "adapted from" the EDPQS Training Toolkit. In this case, trainers may want to comment what kind of changes they have made.

Chapter 2. Planning the training according to participant needs

2.1. Assessing participant needs

This Toolkit includes a **pre-seminar questionnaire** (available as a separate file in this Toolkit). The questionnaire includes a total of four pages. The first two pages ask about participants' background, for example about their professional role and experience, their motivation for attending the training, and how familiar they are with quality standards in general. The other two pages contain questions about the EDPQS, specifically what participants know and think about the European standards. Completion of the questionnaire should take no more than 10-15 minutes of participants' time.

If possible, we recommend that you send this questionnaire to the training participants **2-3 weeks before the training**, with a deadline for returning it 5-7 days before the training event. It may also be possible to ask prospective participants to complete the form when registering for the training. In any case, participants should be informed that the questionnaire is primarily intended to help prepare the training and to ensure the training is relevant to participants. You can also explain that the quiz will help participants to start thinking about the issues that will be discussed during the training. The same quiz will be distributed again after the training, allowing participants to reflect on how their understanding of quality standards in drug prevention has developed.

The answers to the pre-seminar questionnaire will help trainers understand who is attending the training and why, and this will help trainers to prepare the training. For example, knowing the professional roles of participants will help to choose the appropriate exercises and examples, and indicate if homogeneity or heterogeneity may pose a challenge on the day. It can help to decide how groups should be formed during the group-work exercises. Information about participants' professional experience and expectations will indicate how much time should be spent on which topics, or indeed which Units should be offered.

For example, a different approach will be needed depending on whether most participants are experienced and well-trained prevention specialists who have already heard about the EDPQS, or they are not formally trained in prevention and have never heard about available quality standards (further explored in section 2.3).

Tips

- Trainers should assure participants that the purpose of the questionnaires is not to judge them, but to help prepare the training and understand whether it was useful.

- If you send the questionnaire in advance, you can use this opportunity to send participants pre-reading to support the training, for example a website link to **www.prevention-standards.eu**, a copy of the EDPQS Quick Guide, or other material you think will help them to prepare (e.g. a link to EMCDDA's Best Practice Portal or nationally available guidance on prevention). However, pre-reading is entirely optional and participants will be able to benefit from the training also without reading about the EDPQS in advance.

- The quiz included in the pre-seminar questionnaire will also support the evaluation of the training (further described in section 4.4).

- You can add your own questions to the form but remember that participants are less likely to complete a longer form. If you intend to use the quiz part for evaluation purposes, remember that the questions and answers in the pre- and post-seminar quiz must be identical.

- If it is not possible to send the form to participants prior to the training, questions about the participants could be directed to the hosts of the event (e.g. conference organisers) or included on the registration form. If you wish to evaluate the training, you can hand out the quiz part of the pre-seminar questionnaire on the day of the training, after the Opening Session. In that case, allow an extra 10 minutes in your agenda.

In the following sections, we briefly explore specific issues in accommodating participant characteristics when planning the training.

2.2. The local context

To make the training relevant and concrete, it should always be adapted to **include locally relevant information** (or regional, national – whatever is most relevant to your participants). This will have to be prepared by trainers based on what will be of most benefit to participants. Additional information could be provided on topics such as:

- EDPQS-related activities in this country – recommended if any such activities have taken place. For example, which EDPQS materials (if any) have been translated into the local language? Have any projects relating to the EDPQS taken place in this country? Are any of the project partners based in this country, and if so, what have they found out with regard to opportunities for and barriers to implementation of EDPQS in this country? Are there any examples of EDPQS application in this country? What is the role of EDPQS at policy level? What support is available to use/implement EDPQS? Is there an EDPQS contact person in this country? If needed, such information can be obtained from the Partnership and by checking the EDPQS website (**www.prevention-standards.eu**).

- Locally available best practice materials (e.g. guidelines, handbooks, websites) and courses that can support uptake and implementation of the EDPQS in this country.

- Nationally available quality standards, official funding criteria or other mechanisms to ensure quality in drug prevention – recommended if such mechanisms exist. The presentation could describe different standards available at a national, regional and/or local level. It could outline how these standards relate to the EDPQS, and how the EDPQS can help to achieve the national standards (although be aware of the caveats of promoting EDPQS in the presence of national standards, described in the next section).

- National prevention system – recommended if participants are unlikely to be familiar with national delivery structures. The presentation could describe the main organisations involved in drug prevention in the country (e.g. monitoring centres, funders, main agencies delivering prevention activities, major Universities active in this field) as well as the main pieces of policy and legislation relevant to drug prevention. Details could be provided on the role that quality standards or similar quality assurance mechanisms play in this system, if any.

Such information can be easily integrated in the proposed training by inserting a few slides at appropriate points into the prepared PowerPoint presentation (most suitable in Units 2 and 8). Alternatively, if the trainers find this easier, a special unit could be added (referred to as "country presentation" in other parts of this Toolkit).

Tips

- Even if you do not intend to include such information in your training, **make sure you are aware of EDPQS-related activities in your country** because training participants are likely to ask about these. Such information is available from **www.prevention-standards.eu/countries/**

- EDPQS Materials have been translated into more than ten languages. Translations are available from the project website **www.prevention-standards.eu**

- If trainers decide to translate or otherwise adapt any EDPQS materials, they should refer to the adaptation guidelines (**http://www.prevention-standards.eu/toolkit-4/**). These guidelines contain advice on how to ensure high quality translations and respect the copyright of the EDPQS.

2.3. Participants' level of expertise

Training on EDPQS will be most relevant to those who are already (or will soon be) involved in selecting, planning or delivering prevention activities. However, the specific training contents will differ depending on participants' level of expertise. Questions to consider include:

- How long have participants been working in the field?

- Are they likely to be drug prevention specialists or do they work in related fields?

- How familiar are they likely to be with evidence-based approaches to prevention? For example, how would they understand the term 'evidence-based'?

- How familiar are they likely to be with different prevention strategies, behaviour change theories, types of evaluation, methods for needs assessment, and so on?

Although participants don't have to be prevention experts, they should have at least a basic understanding of prevention concepts (i.e. be able to understand most terms used in the EDPQS project cycle and components). If participants are very inexperienced, then they may not benefit much from training

specifically on EDPQS (e.g. they may struggle to complete the proposed exercises). In such cases, training on EDPQS should only be delivered <u>as part of</u> wider prevention courses, preceded by other modules that allow participants to deepen their knowledge on evidence-based prevention before engaging with the EDPQS.

With regard to the specific Units proposed in this Guide, the following recommendations can be made:

- Unit 1/1A (Sharing the premises). Less experienced participants are likely to benefit from the longer version (Unit 1), as this allows them to reflect on and discuss pre-existing knowledge and ideas concerning drug prevention, quality and standards. Although Unit 1 can also be of interest to more experienced participants, these may want to move on more quickly to learning specifically about the EDPQS, in which case the shorter Unit 1A will be the more appropriate warm-up exercise.

- Unit 2 (Presentation: EDPQS). Less experienced participants are likely to require more explanation about why quality in prevention is important. They may have never considered the possibility of 'poor' prevention work and may find it difficult to believe that prevention work is not automatically useful. Consequently, more time should be devoted to a discussion of poor quality prevention and the possibility of negative outcomes for target populations and the prevention field. More experienced participants are likely to understand the benefits of the EDPQS more readily and so trainers will be able to move through the slides more quickly.

- Unit 4/4A (Project Analysis using Case study 2). Less experienced participants may struggle to use the EDPQS checklist, and so trainers should be prepared to support the groups and help them with the task (e.g. explaining what the different standards mean). More experienced participants may be more critical about the EDPQS checklist, and so the trainer needs to be well prepared to be able to respond to critical comments (further discussed in section 4.3).

- Unit 5/5A (Project or Compo Building). Less experienced participants are more likely to suggest prevention projects that would not be considered good practice. Trainers will need to support these participants and carefully guide them towards choosing effective prevention strategies, etc. It can be beneficial to mix more and less experienced participants in this exercise, as more experienced participants will be able to steer their group in the right direction.

- Unit 7 (Promoting Quality in Prevention). Less experienced participants may struggle to identify mechanisms and procedures which already exist to promote quality in prevention. Trainers may wish to prepare a short input describing available structures to support quality.

It will be easier for less experienced participants to follow the training and to work on the exercises if they read about the EDPQS before coming to the training (e.g. Quick Guide). Trainers may also identify other materials concerning evidence-based approaches to prevention as required pre-reading.

What to do if training participants already use other standards?

The answer is: it depends. In any context where national, regional or local standards are already available, trainers should think carefully about why they want to offer a training about European standards for quality in drug prevention. Is it because they want participants to be aware of what is available at the European level? In that case, the Short Training may be of interest. Or do trainers expect participants to start using the European standards instead of, or in addition to the already existing ones, and if so, why? If participants are already routinely using local, regional or national standards, and if these standards fulfil essentially the same function as the EDPQS (namely to promote quality in prevention), then a training specifically on EDPQS may not be so useful. In fact, the different structure/contents of EDPQS compared with the locally available standards may mean that participants find it more difficult to successfully engage with the training contents. In such cases, it may make more sense not to provide training specifically on the EDPQS, but to use the EDPQS at the strategic level to enhance or revise the already existing standards. Further guidance on adapting the EDPQS to different contexts can be found in the Adaptation and Dissemination Toolkit (see **www.prevention-standards.eu/toolkit-4/**).

Professionals who are used to working with quality standards may also experience the training proposed in this Toolkit as too basic, particularly if they are interested in specific indicators of standards achievement, sources of evidence, certification procedures, and so on. Such training is currently not available regarding the EDPQS, although it may become available in the future (correct at the time of preparing this toolkit).

2.4. Participants' professional role

The following sections describe how the training contents can be tailored according to participants' professional role.

Decision-makers

For the purposes of this Toolkit, decision-makers include people such as policy-makers, prevention coordinators or funders working at national, regional or local level. These groups will be interested in the EDPQS toolkit for decision-makers (see **http://www.prevention-standards.eu/toolkit-1/**), and so Toolkit 1 can be presented in more detail during Unit 2A. Decision-makers will benefit from exercises such as "Project Analysis using Case study 2" (Unit 4) or "Project Building" (Unit 5), as these activities will help them to better appreciate the realities of conducting prevention work and encourage them to think about how they approach the review and selection of prevention projects in their everyday work. However, Unit 7 "Promoting Quality in Prevention" was developed specifically for this professional group. The exercise asks participants to reflect on existing mechanisms and procedures to promote quality in prevention, and how existing efforts to promote quality can be strengthened. Participants are therefore addressed specifically in their capacity as decision-makers, highlighting also opportunities to promote quality standards within their sphere of influence.

The table below illustrates how Units could be combined to form training targeted at decision-makers, following the rules for arranging the Units outlined in section 1.5. As decision-makers may only be able to give a limited amount of time to the training, the proposed agenda is similar to the Short Training (see section 1.5). There are two differences: firstly, Unit 2 "Presentation: EDPQS" is followed by Unit 2A to allow a presentation of the EDPQS toolkit for decision-makers and its key messages; secondly, the Unit 4A "Project discussion" is replaced with Unit 7 "Promoting Quality in Prevention", as this is the exercise most important for this professional group. The proposed training would last approx. **4 hours**, including a coffee break. The aims are similar to those of the Short Training, seeking to increase participants' knowledge about EDPQS and motivating them to use EDPQS in the future. The times in the first column have been included only as examples to illustrate how the day might proceed. If the pre-seminar questionnaire will be distributed on the day of the training (instead of being sent to participants in advance), then an additional 10 minutes should be reserved at the beginning for completion of the pre-seminar questionnaire.

Time	Duration	Activities
09:00	20 min	Unit 0. Opening Session – *Presentation of the day's agenda*
09:20	20 min	Unit 1A. Brief sharing of the premises – *Drug prevention, Quality, Standards*
09:40	40 min	Unit 2. Presentation: EDPQS
10:20	20 min	Unit 2A. Presentation: EDPQS Support materials – *Key messages from EDPQS for decision-makers*
10:40	15 min	Coffee-break
10:55	50 min	Unit 3. Presentation: EDPQS Checklist & Case study 1
11:45	60 min	Unit 7. Promoting Quality in Prevention
12:45	15 min	Unit 8. Conclusions and Closing session – *Including self-administered post-seminar questionnaire*
13:00		Finish

Tips

- Other combinations of Units to suit decision-makers are also possible. The above agenda assumes that there is only a half-day available for the training. If more time is available, then it is recommended to insert Unit 4 or 4A between Unit 3 and Unit 7, as well as an additional break.

University students

University students can also benefit from training on the EDPQS as it provides an insight into the practicalities of planning and conducting preventive work. Relevant courses where such training could be offered include public health, prevention science, addictions, social work, and so on.

We recommend that trainers (University lecturers) adapt the available PowerPoint slides for Unit 2 to meet the needs of their students. This may mean including additional slides highlighting key findings from implementation science and illustrating the challenges of conducting preventive activities in the real world. It may mean providing more detail on the methodology used for developing the EDPQS as well as the EDPQS Theory of Change, thus situating the EDPQS in an academic context. The changes will depend on the type of course, the student group and what the lecturer wishes to achieve with the training. For these reasons, it is not possible to offer a standardised set of slides for University students as part of this Toolkit. However, Professor Harry Sumnall (**h.sumnall@ljmu.ac.uk**) may be able to offer suggestions if needed.

All the Units described in this Guide are potentially suitable for University students.
Two questions need to be considered however:

- Is the students' level of expertise sufficient? Do they already have the knowledge required to understand the concepts referred to in the EDPQS? (refer to section 2.3 above)

- Will the students easily see the connection between the EDPQS and their future careers?

The latter question is especially relevant for this audience. Whilst other participant groups will easily identify with the scenarios presented in the training exercises, students may find the training boring as it refers to problems outside their own experience (unless they already have prior work experience in the prevention field). Trainers may therefore need to adapt the scenarios to make them more accessible, or establish a clear link between the training and students' future work through other means.

To further adapt the training to this educational context, some exercises (e.g. Unit 4) can be offered as homework activities rather than as activities to be undertaken in class. As an additional exercise not mentioned in Chapter 3, it is also possible to ask students to identify a real-world prevention project (e.g. a government-funded activity, an initiative in their neighbourhood) and to review it using the EDPQS. Depending on the assessment criteria, students could present their findings during the seminar and/or in a written essay, describing the project and discussing its strengths as well as areas for improvement using the EDPQS.

Tips

- Although the proposed modules are organised as events to be carried out in one or two days, it is also possible to organise training on EDPQS as weekly sessions.

Practitioners

For the purposes of this Toolkit, practitioners include service managers as well as front-line practitioners working in prevention or related fields (e.g. health promotion, youth, social work). Practitioners will be interested in the EDPQS self-assessment toolkit for practitioners (**http://www.prevention-standards.eu/toolkit-2/**). This toolkit can therefore be presented in more detail during Unit 2A. If the training is delivered with experienced practitioners who are currently working on a prevention project, it may be appropriate to ask them to reflect on their own projects as part of the training instead of the prepared case studies (i.e. replace Unit 4 with Unit 4B). Moreover, the exercise in Unit 4B uses the questionnaires from the EDPQS self-assessment toolkit for practitioners (Toolkit 2). This will allow participants to familiarise themselves with that toolkit and to continue working with the results from the exercises after the training. Since Toolkit 2 is also available as an online application, trainers may want to consider hosting the training in a room with computer access. If Unit 4B is chosen, participants should be informed about this in advance and encouraged to think about a prevention project that they would like to focus on. See Chapter 3 for further information.

Developers of prevention activities

For the purposes of this Toolkit, developers of prevention activities include practitioners and academics. It is important to note that activities that are "developed" do not include only structured manualised programmes but also routine services, ad-hoc initiatives, and other types of prevention activities. Units 5 "Project Building" and 6 "Project Revisions" have been designed to benefit different professional groups as a means to introducing them to the practicalities of planning new prevention activities. However, these Units are likely to be particularly interesting for developers of prevention activities, and so Units 5 and 6 should be included if the training is delivered with this audience.

2.5. Homogeneous or heterogeneous groups?

The training proposed in this guide has been designed so that different professional groups can benefit from it. In principle, it is desirable that training participants at a given event are a homogenous group in terms of their professional background and expertise, as this allows trainers to identify the main learning outcomes in advance and plan the training effectively. However, in reality it is likely that participant groups will be mixed. On the one hand, this can pose a challenge, as different people may have different interests and expectations. For example, a practitioner may be interested in the standards as a means of professional development, while a decision-maker may be interested in the standards as a way of defining benchmarks for the allocation of funding. On the other hand, a training event with a mixed group can also offer opportunities. For example, different professional groups will be able to share their experiences and develop a better understanding of each other's perspectives. A heterogeneous group may also support the training better (e.g. by offering different viewpoints which stimulate the discussion).

In the case of heterogeneous participant groups, the trainers' main task is to identify a common ground of interest that can mediate the different perspectives, in order to fulfil, at least partially, the different expectations. Trainers should consequently consider differences among participants with respect to relevant characteristics (e.g., language, work culture, practical expertise, theoretical knowledge) and deliberately utilise them in the design of the agenda. Particular attention should be paid to this issue during the group-work exercises.

In some cases, homogeneous working groups will be preferable. Participants are likely to be interested in a particular area, and see the proposed activities as a chance to explore that area more deeply. For instance, in Unit 5A (Compo Building), components of the EDPQS could be assigned to participants based on what activities they are typically involved in. In this case, allocating the participants to homogenous working groups is preferable as it allows them to follow their interest and work with the EDPQS in a context that is familiar to them. If heterogeneity during exercises could be a problem, it is also possible to split participants into two rooms and have them work on different exercises (e.g. group in one room working on Unit 4, group in the other room on Unit 4B). This would require that two trainers are available to facilitate the groups.

The reverse case takes place when a variety of skills and points of view is preferable. For example, during the second day of the Two Days Training the working groups should be as heterogeneous as possible.

The different types of expertise and knowledge will allow participants to replicate in the small groups all the features of real-world prevention work, and to have richer discussions during both project building (Unit 5) and revisions (Unit 6).

Tips

- Regardless of whether the participant group is more or less homogeneous, if the training includes several Units with group-work exercises, it can be useful to encourage participants to form different groups in different exercises. This will allow them to benefit from different perspectives and types of knowledge available across the participant group.

Chapter 3. Description of the activities

This chapter provides details of the Units described in the three training modules in Chapter 1. The Units are numbered in the same way throughout the Toolkit, so that trainers can easily find the description of the training unit of interest.

For each Unit, the descriptions indicate:

- the recommended module where this Unit should be included
- the objectives for the trainer
- the desired outcomes for participants
- the methodology used
- the time recommended for the Unit
- the necessary materials
- the procedure for implementing the Unit
- practical tips

Tips

- An overview of all necessary materials per Unit is provided in the "Handouts for participants" file (available separately in this Toolkit).

- All the EDPQS materials cited can be downloaded from **www.prevention-standards.eu**.

Unit 0. Opening Session

Recommended module: Short Training, One Day Training, Two Days Training

Trainer objectives:

- To inform participants about the structure of the training
- To create a positive climate in the group
- To provide general information regarding the training event

Desired outcomes:

- Participants know how the training will be organised and what to expect
- Participants get to know the trainer and each other

Methodology: Lecture supported by PowerPoint slides, with participant input

Recommended time: 10 minutes (Short Training); 20 minutes (One Day Training, Two Days Training)

Materials: PowerPoint slides starting from first slide, computer/projector

Procedure:

- Thank the participants for their interest and for coming to the training and introduce yourself and your organisation, if relevant.

- If there are relatively few participants (e.g. fewer than 15 participants) and sufficient time available, ask participants to very briefly introduce themselves and to state what they hope to achieve with the training. If there are many participants or little time available, use the information you obtained through the pre-seminar questionnaire to briefly introduce the participants, say where they are from, what is their professional field, and what they expect to gain from the training (see also the Tips below).

- Highlight the common features among participants which will facilitate dialogue and the sharing of useful learning (e.g. "most participants today are practitioners in the addictions field"), as well as differences which will allow the group to consider the complexity and diversity of preventive work (e.g. "some practitioners come from the field of mental health, others from the school setting").

- Present the agenda for the training event, so that participants can have a general idea about the timings and activities. Emphasise that there will be a number of practical activities, characterised by active learning and participation.

- State the learning outcomes for the training event and ask if participants would like to add anything to these.

- State that the training is being delivered in line with (or if changes have been made: adapted from) the EDPQS Training Toolkit[2].

- Acknowledge any organisations (e.g. funders) which contributed to the realisation of the training event, emphasising (if appropriate) the commitment with which they seek to promote quality in the drugs field.

It should be clear to participants that the training has been designed to ensure that:

- learning of the theoretical content is supported by hands-on activities (effective learning);

- the contents take into account the experiences, needs and expectations of the participants (tailored contents);

- the knowledge and skills provided through the training will be practically useful for participants and can be directly applied in the work context (benefit from adoption of EDPQS).

Tips

- In large groups (e.g. 15 participants or more) there may not be enough time for participants to introduce themselves individually. If trainers received information about the participants in advance (e.g. through the pre-seminar questionnaires), then trainers can use this information to describe the participant group in general terms without having to ask participants to introduce themselves. If trainers did not receive information in advance, the PowerPoint slides include relevant questions and answer categories that trainers can read out, with participants raising their hands to indicate which categories they fall into. If trainers would like to ask each participant to introduce themselves to the group, then more time should be allowed for this session.

- In addition, trainers may want to provide details on logistics (e.g. rooms, WIFI password) and times (lunch, coffee breaks, expected finish time), as well as helpful contact details (e.g. e-mail addresses of the trainers and/or the national contact point of the Prevention Standards Partnership).

- Remember to amend and delete the PowerPoint slides as appropriate. For example, insert an appropriate agenda, and if participants will be introducing themselves, delete the question and answer slides. Section 1.6 contains more information on modifying the slides.

Unit 0A. Opening Session Day 2

Recommended module: Two Days Training

Trainer objectives:

- To start the second day of the Two Days training

- To summarise the major findings and reflections from Day 1

- To introduce the agenda of Day 2

Desired outcomes:

- Participants recall learning obtained on Day 1

- Participants know how Day 2 will be organised and what to expect

Methodology: Lecture supported by PowerPoint slides, with participant input

Recommended time: 10 minutes

Materials: PowerPoint slides; comments noted by the trainer during Day 1

Procedure:

- Report the major findings of the Day 1 activities. If the two days of training are not delivered consecutively, give particular emphasis to the reflections that were shared during Unit 4 "Project Analysis using Case study 2" in the feedback to the plenum.

- Introduce the practical sessions that will take place on Day 2.

Unit 1. Sharing the premises

The activity "Sharing the premises" is intended as a 'warm-up' exercise and as a preliminary step to the presentation of the EDPQS. This activity aims to elicit the ideas held by the participants concerning the concepts "drug prevention", "quality" and "standards". This serves as a starting point to support a shared reflection and discussion in later parts of the training.

This Unit is most suitable for a small group of participants (i.e. no more than 10-12 persons). If you expect more participants, Unit 1A will be more appropriate.

Recommended module: One Day Training, Two Days Training

Trainer objectives:

- To obtain a better insight into participants' mental representations concerning concepts relevant to the training

- To actively involve participants from the start

- To promote participants' curiosity and readiness to learn

- To highlight the importance of expressing and reflecting on tacit assumptions, as these can otherwise influence our choices and behaviours without us being aware of it

- To raise awareness that concepts can be understood differently and that this can be a reason for misunderstanding and for different ways of dealing with situations

Desired outcomes:

- Participants understand that the new knowledge and skills obtained during the training will build upon knowledge and skills they already have

- Participants are aware of their own views regarding drug prevention, quality and standards

- Participants can describe knowledge and assumptions already existing in the participant group concerning the topics of the training

- Participants can critically reflect on the assumptions that guide professional choices and behaviours

- Participants can summarise the meanings shared by the group

Methodology: individual work, group work, discussion

**Recommended time:** 45 minutes (One Day Training, Two Days Training)

Materials: Nine sticky notes and a pen for each participant; markers; whiteboard (or, if not available, a large sheet); PowerPoint slides.

Procedure

- Stop the presentation and distribute three sticky notes and a pen to each participant.

- Invite participants to think about the first three things that come to their mind about the concept of "drug prevention" and to write one on each sticky note. Explain that you are not interested in the 'textbook definition' of the concept but in participants' personal knowledge and ideas concerning the concept – what do participants associate with "drug prevention"? How do they understand or interpret the term in their own professional context?

- Draw on the whiteboard (or sheet) three points apart from each other (Fig. 1).
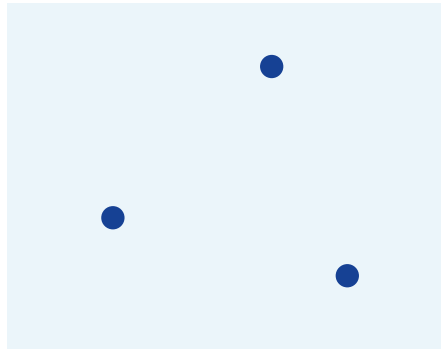

Figure 1: Graphical representation of spatially distant points

- Invite participants to place, one by one, their sticky notes on the whiteboard (or sheet). Instruct the first participant to place each of their three sticky notes so that the spatial distance between them corresponds to their conceptual distance. In succession, the other participants must read the sticky notes already placed, and place their own so that the spatial distance to the existing sticky notes mirrors their conceptual distance (Fig. 2).
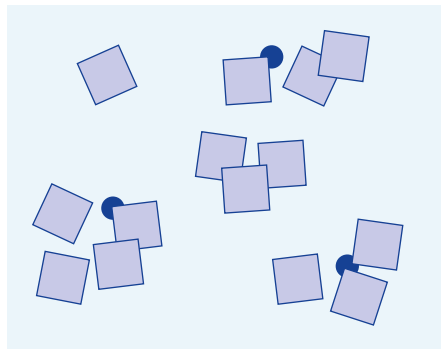
Figure 2: Example of distribution of sticky notes

- When all the sticky notes have been placed, use a marker pen to circle the sticky notes placed closest to each other, enclosing them in a single circle and thus creating conceptual clusters (Fig. 3).
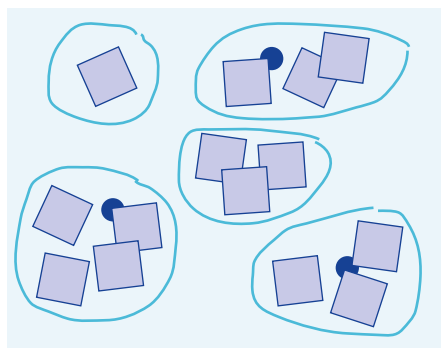
Figure 3: Example of sticky note clustering

- Next, read out to the participants the content of the sticky notes inside each circle and ask participants

for a definition or phrase that encompasses and summarises the contents written on the sticky notes. Write these onto the whiteboard (or sheet), effectively labelling the conceptual clusters[3].

- Explain that through the sticky notes and clusters the participants have produced a map depicting the representations of the concept of "drug prevention" in the participant group. Ask participants if they have any observations concerning the map (e.g. is there something that surprises them?), and facilitate the ensuing discussion.

- Proceed in a similar manner with the concepts of "Quality" and "Standards".

Follow-up and analysis

- At the end of the activity, summarise the issues which emerged for each of the concepts.

- Explain that the maps depicting the three concepts represent the basis of knowledge and assumptions upon which the training will build. Comment that knowledge is not created in a vacuum, but all new information is integrated into pre-existing patterns of knowledge. The purpose of the training is to build upon the already available knowledge and assumptions. It is important to remember that in some cases new information might confirm what participants already know, thus adding another jig-saw piece to an existing network of meanings, while in other cases, the training may encourage participants to question existing knowledge and assumptions.

Tips

- If there are many participants, there may not be enough time to go through all three concepts in the manner described. In this case, it is recommended to use only one or two sticky notes per concept instead of three. Even so, it is not a problem if time runs out and only one or two concepts have been discussed. Unit 1 will still have served its purpose as a warm-up exercise, and trainers should move on to the next Unit.

- It is important that participants understand the purpose of this Unit, as otherwise they may perceive it as a waste of time. Especially more experienced participants may be reluctant to discuss the seemingly obvious meaning of such 'basic' terms. However, the Unit is neither about testing participants' knowledge on the correct definitions of these concepts, nor is it about having to agree on a single definition in the group. Equally, in this unit trainers are **not** expected to explain to participants what these concepts mean. Instead, the idea is to find out what participants think about these concepts, what these concepts mean to them in their everyday working life. What are the pre-existing ideas in the participant group upon which the training will build? Do participants hold similar or different views? Are these views positive or negative? As the trainers and the participants become aware of and acknowledge the different meanings present in the group, Unit 1 will usefully support the discussions taking place throughout the rest of the training.

- If participants hesitate to place their sticky note on the whiteboard (or sheet), trainers can comment that participants don't have to worry too much about finding the 'right' place for their note and that they can place the sticky note on the margins of the whiteboard (or sheet). After the clusters have been formed and labelled using the other sticky notes, trainers can pick the remaining notes, read them out and allocate them to the existing clusters (or form new clusters) together with the participants.

- It is important not to underestimate the potential for resistance to change when a known concept is proposed in a different way, even when the meanings do not contradict the personal perspective. Participants should be aware of this, but trainers in particular must pay careful attention to avoid 'correcting' participants or making any value judgements (whether scientific, philosophical or moral). The Unit should allow participants to openly share existing knowledge and assumptions

concerning the relevant concepts. Participants can be encouraged to question existing ideas at later points during the training.

- Although the introduction of quality standards in the field of drug prevention is intended to bring positive outcomes for target populations and to support those working in prevention, it is possible that participants hold negative or ambiguous views regarding the concepts (e.g. "Drug prevention = a waste of time"; "Quality = an unfeasible ideal"; "Standards = don't reflect the complexity of reality"). If there is an isolated comment like this, trainers should simply accept it as one of the points of view, without assigning it any particular importance. If, however, it appears that such views are shared by the group, trainers must keep this into account during the training. In this case, the unit offers the opportunity to address potential misunderstandings and resistances to the concept of standards in prevention already from the beginning. **Refer also to section 4.3 on how to handle such situations.**

- The exercise requires good trainer skills in terms of managing the group, assisting with the labelling of conceptual clusters (e.g. by suggesting labels for the conceptual clusters or merging similar clusters), handling potentially conflicting or negative views regarding the concepts, and so on. Trainers may wish to practise this activity with their own colleagues first before delivering it with a participant group. Alternatively, less confident trainers may find Unit 1A easier to implement. In any case, the EDPQS Position Paper (**http://prevention-standards.eu/position-paper/**) can serve as a helpful background document to support trainers in facilitating the discussions in this unit.

- The maps will be referred to again at the end of the training for comment and reflection on how the new knowledge has added to the already existing one. Trainers can decide whether to announce this to participants or not.

- If there are more than 10-12 participants or fewer than 45 minutes available to reflect on participants' views regarding the terms "drug prevention", "quality" and "standards", this Unit can be replaced with Unit 1A "Brief sharing of the premises".

Unit 1A. Brief sharing of the premises

This Unit is a variation of "Unit 1. Sharing the premises", to be used if there are more than 10-12 participants in the training or fewer than 45 minutes available.

Recommended module: Short Training

The **Objectives** and **Desired outcomes** are the same as for Unit 1.

Methodology: Brainstorming and discussion

Recommended time: 20 minutes

Materials: Whiteboard (preferable) or flip chart, markers.

Procedure

- Divide the area on the whiteboard (or sheet) into three rows and three columns, obtaining a table with 9 cells (Fig. 5). The table has three rows, one for the inputs given by the trainer, and two rows for the two rounds of input from participants. The cells in the second and third row should be big enough to allow space for 5-6 words or phrases (a large whiteboard is preferable for this activity).

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Figure 5: Example of table for Unit 1A

- In the first cell of the first column, write the word "Drug prevention" and ask participants to say the first thing that comes to their mind about this term. Explain that you are not interested in the 'textbook definition' of the concept but in participants' personal knowledge and ideas concerning the concept – what do participants associate with "drug prevention"? How do they understand or interpret the term in their own professional context? Note participants' answers in the second cell of the first column (Fig. 6). If necessary, ask for clarification to better understand the meaning of the words proposed or why participants chose a particular word or phrase, but do not judge them (e.g. do not comment on their usefulness or 'accuracy').

Drug Prevention	Quality	Standards
drugs information education health normality early		

Figure 6: Example of completion of the first column during the first round

- Repeat the procedure for the concept "Quality" (in the second column) and the concept "Standards" (in the third column) (Fig. 7).

Drug Prevention	Quality	Standards
drugs information education health normality early	criteria agreement value homogeneous quality of staff	practice science professional roles homogeneity shared

Figure 7: Example of table after first round

- Next, propose another round of free associations regarding the three terms, again without placing any restriction on the answers. Follow the same procedure as before but this time enter participants' answers in the third row. At the end, the table will be filled-in (Fig. 8).

Drug Prevention	Quality	Standards
drugs information education health normality early	criteria agreement value homogeneous quality of staff	practice science professional roles homogeneity shared
risk protection awareness timing medicine ideology	product process ethics expensive subjective not a priority	protocol updating funding control

Figure 8: Example of completed table

Follow-up and analysis

- When the table has been completed, explain that through this exercise the participants have gathered some of the representations existing in the group regarding the three concepts. Ask participants if they have any observations (e.g. is there something that surprises them?), and facilitate the ensuing discussion. Summarise the issues which emerged for each of the concepts.

- Explain that the table represents the basis of knowledge and assumptions upon which the training will build. Comment that knowledge is not created in a vacuum, but all new information is integrated into pre-existing patterns of knowledge. The purpose of the training is to build upon the already available knowledge and assumptions. It is important to remember that in some cases new information might confirm what participants already know, thus adding another jig-saw piece to an existing network of meanings, while in other cases, the training may encourage participants to question existing knowledge and assumptions.

Tips

- In Unit 1 "Sharing the premises", the exercise using sticky notes allows all participants to contribute. In Unit 1A "Brief sharing of the premises", not everybody will be able to contribute and it is likely that certain participants will be more active whereas others will keep silent. Trainers should encourage participation from all attendees.

- If the participant group has relatively similar associations concerning the concepts, participants may struggle to have a meaningful discussion. In that case, trainers should summarise the main ideas emerging and note the similarity of views. To stimulate discussion, the group could think about different views that exist in the prevention field concerning the three concepts.

- The table will be presented again at the end of the training for comment and reflection on how the new knowledge has added to the already existing one. Trainers can decide whether to announce this to participants or not.

- Read also the Tips section for Unit 1.

Unit 2. Presentation: EDPQS

This Unit provides key information about the European Drug Prevention Quality Standards (EDPQS).
It is a core unit and can also be delivered as a stand-alone lecture if necessary.

Recommended module: Short Training, One Day Training, Two Days Training

Trainer objectives:

- To introduce participants to the EDPQS and available support materials
- To describe the structure of the EDPQS
- To give an overview of the contents of the standards
- To explain the EDPQS Theory of Change (One Day Training, Two Days Training)
- To give some examples of how the EDPQS can support prevention work
- To convince participants that quality in prevention is an important topic

Desired outcomes:

- Participants can explain why quality standards in prevention are useful and important
- Participants can describe what the EDPQS are and how they can be used
- Participants know where to access the EDPQS and supporting materials
- Participants can describe in general terms what EDPQS support materials are available and how they differ in terms of target audience, purpose, etc.
- Participants can identify the materials most relevant to them
- Participants intend to use the materials in the future

Methodology: Lecture supported by PowerPoint slides, with participant input

Recommended time: 30 min (Short Training); 40 min (One Day Training, Two Days Training) including discussion

Materials: PowerPoint slides; Handouts: "Introduction to the European Drug Prevention Quality Standards (EDPQS)", "The EDPQS project cycle", "35 components within the EDPQS", "The EDPQS Theory of Change"; optional: other available EDPQS materials

Procedure:

- Distribute the handouts to the participants. Comment that participants don't have to read the "Introduction" sheet now but they can keep it for future reference.
- Introduce the EDPQS to participants using the PowerPoint slides. Comment on the slides as indicated in the commentary provided within the PowerPoint file.
- Where appropriate, refer back to the language and concepts which emerged during Units 1 or 1A.

Follow-up and analysis

- Both during the presentation and more extensively at its end, allow space for questions and comments to ensure that the Unit is engaging and that the information provided is clear and understandable for participants.

- To stimulate a discussion, you can ask participants how they define quality in their everyday work and how this corresponds to the concept of 'quality' according to the EDPQS. If participants already shared their views on what constitutes quality in Unit 1 or 1A, you can refer back to this instead of repeating the discussion (e.g. "So if we think back to Unit 1, you mentioned X and Y when thinking about quality, but if we look at what 'quality' means in the EDPQS, it also refers to Z").

- To make the training practically relevant, you can ask participants which of the EDPQS materials sound most interesting to them (e.g. which ones would they like to work with in more detail?), and whether they have developed any ideas about how they might use EDPQS in their work.

Tips

- For the One and Two Days modules, an additional 10 minutes have been allocated so that the EDPQS Theory of Change can be described in more detail.

- In the PowerPoint file, trainers will find a detailed commentary underneath each slide providing contextual information regarding the slide. To make the presentation interesting, it is important that trainers use this contextual information to provide a narrative rather than just reading out the text written on the slides.

- There is a recording of this presentation available to support trainers in preparing this Unit. You can learn from the recording how much time to spend on each slide and how to present the contents. To memorise the contents of the slides, you may also wish to prepare your own cue cards highlighting the key points for each slide.

- This Unit should allow participants to develop a general understanding about the contents and purpose of the EDPQS. Participants should not feel as if they have learn and remember all the details about the EDPQS, as this is likely to overwhelm and exhaust them. In the context of this training, the practical exercises in Units 3, 4/4A, 5/5A and 6 will better allow participants to deepen their knowledge about the contents of the EDPQS ('learning by doing').

- The presentation (detail, length, topics) should be adapted according to the participants' level of expertise. Refer to section 2.3 for guidance. If you are delivering the training to University students, refer also to section 2.4.

- Country-specific information should be added as appropriate (e.g. projects or organisations that have used EDPQS in this country, see section 2.2 for further examples). You may need to allow more time for the presentation in that case.

- The slides contain relatively little information about how the EDPQS were developed and trainers should not spend too much time on these slides. It is sufficient if participants understand that the EDPQS were developed through a structured process incorporating many different perspectives (and not invented over night by the Prevention Standards Partnership). Trainers should know how the EDPQS were developed in case participants ask for more information.

- Some participants may prefer to have a printed copy of the slides. Trainers can decide whether to distribute printed copies of the slides or offer an electronic copy after the event. In any case, trainers should tell participants if/how they can obtain a copy of the slides.

- Make sure to bring a few copies of the (translated) EMCDDA Manual on the EDPQS and to pass them round during the presentation or make them available for inspection during the breaks. If resources allow it, prepare EDPQS materials that participants can keep, for example (translated) copies of the EMCDDA Quick Guide to the EDPQS, etc.

- This Unit can be followed-up with Unit 2A, which gives participants more information about the EDPQS website and available support materials.

- Refer to section 4.3 for guidance on how to handle resistance, doubts and difficult comments or questions.

- Refer to section 1.6 for guidance on modifying the PowerPoint slides.

Unit 2A. Presentation: EDPQS Support materials

This Unit is an add-on to Unit 2, describing available EDPQS support materials in more detail.

Recommended module: Two Days Training

Trainer objectives:

- To present selected EDPQS support materials in more detail
- To explain how they can support participants in their work
- To motivate participants to retrieve and use the materials following the training

Desired outcomes:

- Participants can describe in detail the contents and purpose of the presented resource
- Participants perceive the resource as useful and intend to use it in the future

Methodology: Lecture supported by PowerPoint slides and the EDPQS website, with participant input

Recommended time: 20 minutes

Materials: PowerPoint slides, Internet connection, downloaded versions of selected resources

Procedure:

- How you proceed with this Unit depends on what you want to achieve and what materials you want to present to this participant group.

- You can start by presenting the EDPQS website www.prevention-standards.eu in a general way. Describe the different areas of the website and what information participants can find there. If participants are not native English speakers, highlight the pages where support materials are available for download in English and in other languages.

- Present 1-2 materials in more detail, going through the different sections of the available documents. Emphasise the practical value of the materials, highlighting how they can promote quality in the field of drug prevention, as well as their benefit to the participants and the support they can offer in daily prevention work.

Follow-up and analysis

- To make the training practically relevant, ask participants how they might use the presented resources in their work.

Tips

- The choice of materials for presentation in this Unit should be based on participants' characteristics and needs. For example, the EDPQS self-assessment toolkit (Toolkit 2) should be presented to practitioners, whereas the EDPQS toolkit for decision-makers (Toolkit 1) should be presented if there are many decision-makers in the audience. See also Chapter 2. Please note that as the toolkits were still being developed at the time of preparing this guide, it was not possible to test this Unit in practice as described.

- It is important to clarify that the support materials were developed with the input of many individuals and organisations working in the prevention field, not just the Prevention Standards Partnership.

- Downloading the materials prior to the training is recommended in case there are any Internet connection problems on the day of the training.

- Although Unit 2A is not recommended in the One Day Training, you can still include it there if there is enough time and you wish to deepen participants' knowledge about a particular resource.

Unit 3. Presentation: EDPQS Checklist & Case study 1

This Unit uses the checklist from the EMCDDA's Quick Guide to the EDPQS to show participants how the quality standards can support prevention work in practice.

Recommended module: Short Training, One Day Training, Two Days Training

Trainer objectives:

- To explain the structure of the EDPQS Checklist
- To demonstrate the applicability of the EDPQS using a case study
- To illustrate how the EDPQS allow a better understanding of prevention activities' strengths and weaknesses

Desired outcomes:

- Participants can describe what the EDPQS Checklist looks like and how it should be used
- Participants can review projects according to the EDPQS
- Participants can explain the added value of the EDPQS in terms of allowing reflection and (self-)assessment in developing the quality of prevention projects
- Participants are motivated to try out the checklist themselves

Methodology: Lecture with participant input, supported by PowerPoint slides

Recommended time: 50 minutes

Materials: PowerPoint slides; Handout: "Case study 'Stella': Project description" (one copy for each participant)

Procedure:

- Introduce the checklist from the Quick Guide to participants using the PowerPoint slides. Comment on the slides as indicated in the commentary provided within the PowerPoint file.

- Inform participants that there are different EDPQS checklists available but that in this Unit, the checklist from the Quick Guide will be introduced.

- Explain in detail the structure of the EDPQS Checklist and how it should be completed.

- Show a case study as seen through the lens of the EDPQS Checklist. It is recommend to use the already prepared case study "Stella" for this purpose (available in the handouts for participants). To do so, give each participant a copy of the description of the "Stella" project. Invite participants to individually read the project description, in order to become familiar with its basic features, and to reflect on it. Give participants 5-10 minutes to do so.

- In the presentation, the blank table of the EDPQS Checklist is progressively filled with details regarding the chosen case. To make the presentation more engaging, ask participants for their suggestions about what to put into the blank cells of the table before 'revealing' example answers on the following slides. Because the slides show only the component titles (not their description), you may have to explain the meaning of some components before participants can make appropriate suggestions about what to write in the blank cells. Comment that in the actual checklist, the basic standards are summarised to support users with filling in the information.

Follow-up and analysis:

- Ask participants for any questions or comments. Make sure that participants have understood how the Checklist should be used, clarify any doubts and provide further details on any aspects that participants are interested in. If there are no questions, you can encourage them by asking "Is it clear to everyone how projects can be examined in light of the EDPQS?", or "Are the aims of the EDPQS Checklist clear?".

Tips

- See the 'side note' following this unit for guidance on how to use existing projects as case studies in the training.

- The "Handouts for participants" in this Toolkit contain the "Stella" project description as well as example answers referring to the EDPQS. It is not necessary to give the example answers to participants in this Unit, but trainers will find them useful for themselves when preparing this activity.

- In this particular exercise, the "Actions to take" column highlights questions we would ask the providers of this project. When using the checklist in practice, it is also possible to identify specific recommendations for how to actually improve the prevention activity in this column (rather than just point out what information is missing).

- Participants might easily understand the EDPQS Checklist and find its application obvious. In this case, it may be useful to put this feeling of familiarity into words, while also pointing out that a valid and replicable assessment of the case could not be achieved without using a detailed structure such as that provided by the EDPQS.

- This Unit can be followed up with a group-work exercise using the checklist introduced here (Unit 4 or 4A). If participants are mostly experienced practitioners, then another EDPQS checklist, developed specifically for practitioner self-assessment (from Toolkit 2), can be introduced and used in Unit 4B.

Side note: Using example projects and case studies as part of the training

The purpose of Units 3, 4/4A/4B and 6 is to illustrate how the EDPQS can be used to review and improve prevention activities in practice. In Unit 3, trainers present an example project and discuss its strengths and weaknesses using the EDPQS standards. A case study ("Stella" project) has been prepared for this purpose although trainers can also use their own example if they prefer. In Units 4 and 4A, participants review an example project using the EDPQS through group-work. A second case study ("Afternoon Club" project) has been prepared for this purpose. In Unit 4B, participants (who in this case must be experienced practitioners currently working on a prevention activity) review one of their own work projects using the EDPQS. In Unit 6, participants review a new project proposal which was developed by another group during Unit 5, with the feedback being used to develop the initial ideas further.

The following options for example projects are consequently available:

- Case study "Stella" (recommended for Unit 3)
- Case study "Afternoon Club" (recommended for Units 4 and 4A)
- Participants' own examples (recommended for Unit 4B)
- Trainers' own examples (optional for Unit 3)
- An example developed during the training (recommended for Unit 6)

Case studies "Stella" and "Afternoon Club"

For the purpose of Units 3 and 4/4A, two case studies have been prepared exploring fictitious projects called "Stella" and "Afternoon Club"[4]. "Stella" is a universal manualised prevention programme for the school setting, while "Afternoon Club" is an alternative leisure activity targeted at vulnerable youth in a disadvantaged urban area. We have purposefully chosen two completely different case studies to illustrate that the EDPQS can be applied to different types of prevention work, and we suggest that trainers give participants the opportunity to experience both case studies. Please note that the case studies do not describe 'perfect' or 'problematic' prevention projects, but aim to reflect some of the diversity of strength and weakness common to all projects. It is suggested that case study "Stella" is used to illustrate the process of reviewing a project using the EDPQS (in Unit 3), while case study "Afternoon Club" is given to participants as an example project to review in the group-work (in Unit 4/4A). Both examples require a similar skill level from participants.

For each of the two projects, the following materials are available in the "Handouts for participants" document in this Toolkit:

- A short project description
- A list of example answers concerning strengths and weaknesses from an EDPQS perspective

As part of Units 3 and 4/4A, participants receive a copy of the relevant **project description**. The project descriptions are relatively short – they contain less information than would be required in a funding application, but more information than would be found on a typical project website. Participants are asked to read the description, to consider which EDPQS standards appear to be met, and to identify project strengths and weaknesses as well as any areas that require clarification. In the proposed training, participants are asked to focus on specific quality standards (due to the limited time available). In Unit 4/4A, they will also discuss how using the EDPQS checklist supported the review.

The **example answers** include the description of the project with a commentary, indicating how each sentence of the description relates to the EDPQS standards. The example answers are intended primarily for the trainers, to help them develop a better understanding of how the EDPQS can be used to review real-world activities. During discussion, trainers can draw upon examples from the commentary to discuss project strengths and weaknesses with training participants. If trainers wish, it is also possible to share a copy of the example answers with participants after they have discussed the example project.

For the "Stella" project, **PowerPoint slides** to accompany work with the case study in Unit 3 are also provided. Trainers can use these slides to present the case study and to discuss it in relation to the EDPQS.

Participants' own examples

Unit 4B offers the opportunity for participants to work with their own example instead of the prepared case studies. Allowing participants to use their own example can be beneficial as participants are familiar with their own work and can directly use the results of the exercise after the training. However, asking participants to use their own example will only be possible if participants have an in-depth knowledge of a prevention activity[5] (e.g. because they are actively involved in the development or implementation of the project). Therefore this option will be suitable **only if participants are service managers, programme developers, or experienced front-line practitioners** (see also Chapter 2). In addition, it is recommended that participants choose a prevention activity that is currently in the implementation phase as this will make the review easier. If participants refer to their own example, then the bespoke checklists from Toolkit 2 can be used. Further information is provided in the description of Unit 4B.

Trainers' own example

For Unit 3, trainers may wish to use an example that they are familiar with. This could be a project that they have personally worked on, or a project that is well-known in their particular country or professional context (e.g. an established government initiative). There could be benefits if trainers use their own example. For example, they will be able to discuss it in detail and with confidence because they are familiar with it. If participants know the example as well, they may find it easier to understand and relate to compared with the prepared case studies "Stella" and "Afternoon Club". However, it could be a challenge to openly discuss the weaknesses of such examples (e.g. trainers may be perceived to have a conflict of interest). If using a government initiative, it is also possible that the discussion will move away from the EDPQS onto other issues (e.g. government politics). In addition, trainers would have to prepare the necessary materials, including an analysis of the project using the EDPQS. Trainers could also 'fictionalise' their own examples in the way we have done with "Stella" and "Afternoon Club". This would mean changing the project details so that the original project wouldn't be easily recognised, and purposefully altering the project features so that training participants are able to identify weaker and stronger points of the project using the EDPQS.

Although the materials developed for "Stella" and "Afternoon Club" can serve as examples, developing suitable case studies requires in-depth knowledge of the EDPQS and sufficient preparatory time. We therefore recommend that trainers use the case studies "Stella" and "Afternoon Club" unless they have the time and skills necessary to develop their own examples.

An example developed during the training

For Unit 6, it is recommended to use the project proposal which was developed in Unit 5. Although it would be possible to ask participants to give feedback on each other's actual work projects, this is not recommended as participants may be unwilling to share details concerning ongoing work and may not wish to be confronted with criticism on their actual work. The benefit of using the project proposals from Unit 5 is that participants still receive feedback on their own ideas but without the risks associated with sharing details of real projects.

Unit 4. Project Analysis using Case Study 2

This Unit allows participants to test the applicability of the EDPQS and to practise their skills in reviewing projects according to the EDPQS.

Recommended module: One Day Training, Two Days Training

Trainer objectives:

- To support participants in reviewing a case study using the EDPQS
- To facilitate a feedback session during which working groups share their results so that all participants can benefit from the different ideas that emerged during the group work
- To highlight how the EDPQS can support a critical review of prevention work

Desired outcomes:

- Participants can critically appraise prevention activities using the EDPQS
- Participants can formulate recommendations using the EDPQS for how prevention activities can be improved
- Participants perceive the EDPQS checklist as a useful tool to obtain an overall view on project activities

Methodology: individual work, work in small groups, report to plenum facilitated by the trainer, plenary discussion

Recommended time: 105 min – including 60 min for the group work, followed by feedback to the plenum and discussion lasting 45 min

Materials: PowerPoint slides, Handouts: "Case study 'Afternoon Club': Project description" (one copy for each participant), "EDPQS Checklist" (one copy for each participant), "Reporting Grid: Project analysis using a case study" (one copy for each working group), optional: "Case study 'Afternoon Club': Example answers" (one copy for each participant)

Procedure:

Group work (60 minutes)

- Invite the participants to divide into small groups (3-6 people per group) and to elect a spokesperson. The spokesperson will report the results of the group work in the plenary session.

- Give each participant a copy of the description of the "Afternoon Club" project and a copy of the EDPQS checklist. Each group also receives a copy of the Reporting Grid for this task. If using the example answers, these are **not yet** shared.

- Explain the task using the PowerPoint slides corresponding to this Unit. Comment on the slides as indicated in the commentary provided within the PowerPoint file.

- Give participants approx. 15 minutes to individually read the description of the project, in order to become familiar with its basic features, and to reflect on it. Invite participants to briefly discuss in their own group their initial reflections concerning the project.

- Give participants approx. 25 minutes to review the project using the EDPQS. Explain that, due to the limited time available, each group should initially focus on only one project stage. Assign the standards to the groups, for example as follows (i.e. if there are only two groups, the first group will start working on components A-D and the second group will start working on project stage 1):

    - Group 1: Cross-cutting considerations (components A-D)
    - Group 2: Needs assessment (project stage 1)
    - Group 3: Programme formulation (project stage 3)
    - Group 4: Intervention design (project stage 4)
    - Group 5: Delivery and monitoring (project stage 6)
    - Group 6: Dissemination and improvement (project stage 8)

- Ten minutes into the exercise (or earlier if it seems appropriate), encourage participants to move onto another project stage of their own choice if they wish. However, it is also not a problem if participants prefer to continue their discussion on the same standards (i.e. if they do not move onto another project stage).

- Give participants approx. 10 minutes to discuss project strengths and weaknesses based on their review and to start filling in the Reporting Grid.

- Give participants approx. 10 minutes to discuss whether they found the checklist helpful, and to complete the Reporting Grid.

Feedback to the plenum (45 minutes)

- Ask each spokesperson in turn to report the results of their group discussion as recorded on the grid. Ask participants what they learnt about the project using the EDPQS checklist compared with their initial impressions of the project.

- If the group chose a particular project stage in addition to the one assigned by the trainer, ask why they felt this project stage was particularly interesting or important.

- Take note of the main points emerging from the feedback of each group, paying particular attention to what strengths and weaknesses were identified by the groups and how useful they found the EDPQS checklist.

Follow-up and analysis

● Summarise the feedback from the groups and highlight commonalities and differences which emerged among the working groups. Highlight any major strengths or weaknesses that have been missed by the groups. (Optional: If trainers wish, it is possible to share a copy of the example answers and to discuss them with participants.)

● Ask for comments and facilitate a brief discussion on the key points from this session.

● Finish the Unit by explaining how the activity has served to develop participants' skills further with regard to reviewing the quality of preventive activities in a systematic way.

Tips

● This Unit is especially attractive for participants as they are able to apply and learn from the checklist without having to consult the full EMCDDA Manual on the EDPQS.

● Participants may comment that the "Afternoon Club" is not a typical drug prevention activity and that they would have preferred to review a different kind of project. In this case, trainers should clarify that the case study was purposefully chosen to illustrate the diversity of preventive work which may be reviewed using the EDPQS, and that it complements the case study presented in Unit 3. Both case studies will allow interesting discussions and insights into how to use the EDPQS. See also the 'side note' located between Units 3 and 4 in this guide for further information.

● Trainers should be careful not to use the term 'evaluation' in the context of this task (i.e. they should not ask participants to 'evaluate' the project using the EDPQS). Alternative terms such as 'explore', 'assess' or 'review' should be used (i.e. participants will assess the project using the EDPQS). Otherwise participants may obtain the wrong impression that use of EDPQS could replace a formal outcome or process evaluation.

● Trainers can allow the participants to divide into working groups by themselves, or they can allocate them following the criterion of differentiation, so that participants from different professional contexts (e.g. mental health, drug prevention, school) or coming from different geographical areas work together.

● Trainers should encourage the active involvement of all group members.

● Although trainers should let the groups work independently during the exercise, they should also offer support to participants as necessary (e.g. by going round and asking groups if they need help or clarification). A second trainer can help to manage larger groups. See also the guidance in section 2.3.

● It is possible that participants will question the structure or contents of the EDPQS during this exercise. In some cases, it may be sufficient to clarify the meaning of certain terms, whereas in other cases, it may be difficult to respond because participants actually disagree with how the EDPQS are organised. See section 4.3 for guidance on how to handle such situations.

● The timings given are approximate. Trainers will have to judge how much time to allocate to each step of the Unit based on how engaged participants are. The timings for the feedback should work well if there are three groups. In case of fewer groups, more time may be given to the group work and less time for the plenary presentations. In case of more groups, additional time may be needed for this exercise. It can also be useful to include a break between the group work and the feedback to the plenum.

- At the end of the training, Unit 8 "Conclusions and Closing Session" will refer back to the discussion which took place in this Unit. Notes taken by trainers during this Unit will be helpful in preparing the final session.

- If less time is available, Unit 4 can be replaced with Unit 4A. If participants are mostly experienced practitioners, Unit 4 can be replaced with Unit 4B.

Unit 4A. Project Analysis using Case Study 2 (shorter version)

This Unit is a variation of "Unit 4. Project Analysis using Case Study 2", to be used if there is less time available for the training (i.e. during the Short Training module). In Unit 4, project strengths and weaknesses are discussed in the working groups and documented in a Reporting Grid. In Unit 4A, time is saved by considering project strengths and weaknesses not in the groups but during a plenary discussion.

Recommended module: Short Training

The **Objectives** and **Desired outcomes** are the same as for Unit 4.

Methodology: individual work, work in small groups, report to plenum facilitated by the trainer, plenary discussion

Recommended time: 60 min – including 40 min for the group work, followed by feedback to the plenum and discussion lasting 20 min

Materials: PowerPoint slides, Handouts: "Case study 'Afternoon Club': Project description" (one copy for each participant), "EDPQS Checklist" (one copy for each participant), optional: "Case study 'Afternoon Club': Example answers" (one copy for each participant). Note – the Reporting Grid is **not** used in this Unit.

Procedure:

Group work (40 minutes)

- Invite the participants to divide into small groups (3-6 people per group) and to elect a spokesperson. The spokesperson will report the results of the group work in the plenary session.

- Give each participant a copy of the description of the "Afternoon Club" project and a copy of the EDPQS checklist. If using the example answers, these are not yet shared.

- Explain the task using the PowerPoint slides corresponding to this Unit. Comment on the slides as indicated in the commentary provided within the PowerPoint file.

- Give participants approx. 15 minutes to individually read the description of the project, in order to become familiar with its basic features, and to reflect on it. Invite participants to briefly discuss in their own group their initial reflections concerning the project.

- Give participants approx. 25 minutes to review the project using the EDPQS. Explain that, due to the limited time available, each group should initially focus on only one project stage. Assign the standards to the groups, for example as follows (i.e. if there are only two groups, the first group will start working on components A-D and the second group will start working on project stage 1):

    - Group 1: Cross-cutting considerations (components A-D)
    - Group 2: Needs assessment (project stage 1)
    - Group 3: Programme formulation (project stage 3)

     - Group 4: Intervention design (project stage 4)
     - Group 5: Delivery and monitoring (project stage 6)
     - Group 6: Dissemination and improvement (project stage 8)

- Ten minutes into the exercise (or earlier if it seems appropriate), encourage participants to move onto another project stage of their own choice if they wish. However, it is also not a problem if participants prefer to continue their discussion on the same standards (i.e. if they do not move onto another project stage).

Feedback to the plenum (20 minutes)

- Ask each spokesperson in turn to summarise their group discussion. Ask participants what they learnt about the project using the EDPQS checklist compared with their initial impressions of the project.

- If the group chose a particular project stage in addition to the one assigned by the trainer, ask why they felt this project stage was particularly interesting or important.

- Take note of the main points emerging from the feedback of each group.

Follow-up and analysis

- Summarise the feedback from the groups and highlight commonalities and differences which emerged among the working groups.

- Facilitate a discussion exploring what participants perceived as the major project strengths, and how the project could be improved. Highlight any major strengths or weaknesses that have been missed by the groups. (Optional: If trainers wish, it is possible to share a copy of the example answers and to discuss them with participants.)

- Ask participants whether they found the checklist helpful, and why.

- Ask for any final comments or questions.

- Finish the Unit by explaining how the activity has served to develop participants' skills further with regard to reviewing the quality of preventive activities in a systematic way.

Tips

- If more time is available for the training (e.g. in the One Day Training module), Unit 4 is preferable as it encourages a more systematic and deeper analysis of the project.

- Read the Tips for Unit 4.

Unit 4B. Self-reflection using Toolkit 2

This Unit is a variation of "Unit 4. Project Analysis using Case Study 2", to be used if participants are experienced practitioners who are currently working on a prevention activity (see also Chapter 2). In Unit 4, participants reviewed a fictitious case study using the checklist from the EMCDDA's Quick Guide to the EDPQS. In Unit 4B, participants are invited to review a project they are currently working on. This Unit uses the questionnaires from the EDPQS self-assessment toolkit for practitioners (**http://www.preven-tion-standards.eu/toolkit-2/**) to show participants how the quality standards can support prevention work.

Recommended module: One Day Training, Two Days Training

Trainer objectives:

- To introduce the questionnaires from the EDPQS self-assessment toolkit for practitioners (Toolkit 2)
- To support participants in reviewing their own work using the EDPQS
- To facilitate a feedback session during which participants share their insights so that all participants can benefit from the different ideas that emerged during the exercise
- To facilitate a reflection on existing working practices
- To highlight how the EDPQS can help to identify project strengths and weaknesses

Desired outcomes:

- Participants can describe what the questionnaires from the EDPQS self-assessment toolkit for practitioners look like and how they should be used
- Participants can review their own prevention projects according to the EDPQS
- Participants are more aware regarding the strengths and weaknesses of an ongoing prevention project
- Participants can formulate actions using the EDPQS that will help to improve their preventive work
- Participants perceive the EDPQS questionnaires as useful tools to obtain an overall view on project activities and to improve project specifics
- Participants are motivated to use the questionnaires in the future

Methodology: Short lecture supported by PowerPoint slides, individual work, work in small groups, feedback to plenum facilitated by the trainer, plenary discussion

Recommended time: 105 min – including 10 min for the introduction, 30 min for the individual work and 35 min for the group work, followed by feedback to the plenum and discussion lasting 30 min

Materials: PowerPoint slides; Toolkit 2 materials (one copy for each participant, available from **www.prevention-standards.eu/toolkit-2/**); alternatively: computer and Internet access for each participant to allow use of the Toolkit 2 online version. Note - the instructions below assume that the pen-and-paper version of Toolkit 2 will be used, adapt accordingly if using the online version.

Procedure:

Introduction (10 minutes)

- Introduce the EDPQS self-assessment toolkit for practitioners using the appropriate PowerPoint slides. Comment on the slides as indicated in the commentary provided within the PowerPoint file.
- Remind participants that there are different EDPQS checklists available but that in this exercise, the questionnaires from the EDPQS self-assessment toolkit (Toolkit 2) will be used.
- Inform participants that the questionnaires are also available for completion online but that in the training the pen-and-paper version will be used.

Individual work (30 minutes)

- Give each participant a copy of the two questionnaires and the blank synthesis profile.

- Explain in detail the structure of the Quality Assessment Checklist and how it should be completed. Ask participants if they have any questions.

- Invite participants to think of a project they are currently working on and that they would like to review using the EDPQS. Highlight the criteria for choosing projects as shown in the PowerPoint slides.

- Give participants approx. 20 minutes to complete the Quality Assessment Checklist for a project that they are currently working on. Explain that the purpose of the exercise is to introduce them to the Checklist and so it doesn't matter whether they finish it within this time.

- When the time is up, ask participants to stop working on the questionnaire. Instruct participants on how they should use their answers to fill in the blank synthesis profile and to identify priority areas within the standards (following the instructions in Toolkit 2). Participants will fill in the synthesis profile for those areas which they were able to cover in the questionnaire.

- Invite participants to choose 1-2 components which appear to be priority areas for their work based on the synthesis profile.

Group work (35 minutes)

- Encourage participants to form groups based on common priority areas. Ask each participant to state their chosen priority component to the group, and instruct participants interested in the same components to sit together. Any participants which did not manage to form a group can join one of the existing groups.

- Explain in detail the structure of the Improvement Support Questionnaire and how it should be completed. Ask participants if they have any questions.

- Invite each group to elect a spokesperson. Explain that the spokesperson's task will be to summarise the group discussion, both in terms of the insights obtained from using the questionnaires, as well as any difficulties encountered.

- Give participants approx. 25 minutes to complete the table for their chosen priority component. Since each group member is likely to work on a different project and have different issues, participants should share the answers relevant to their specific project with the group and make comparisons across projects to reflect on differences and similarities in how the issues are addressed.

Feedback to plenum (30 minutes)

- Ask each spokesperson in turn to summarise the discussions in their group.

- Take note of the main points emerging from the feedback, paying particular attention to what insights the questionnaires allowed and how useful participants found the activity.

- Following the group feedback, ask if anyone would like to make additional comments concerning the self-assessment. If appropriate, ask participants if they will actually use the results of the exercises after the training. Facilitate the ensuing discussion as necessary.

Follow-up and analysis

- Summarise the group feedback and individual inputs, highlighting commonalities and differences regarding the feedback.

- Finish the Unit by explaining how the activity has served to develop participants' skills further with regard to reviewing the quality of preventive activities in a systematic way.

Tips

- Although it is possible for participants to use the checklist from the EMCDDA's Quick Guide to the EMCDDA with their own prevention project, we suggest to use the questionnaires from the EDPQS self-assessment toolkit for practitioners (Toolkit 2) as they were developed specifically for this purpose. Please note that as Toolkit 2 was still being developed at the time of preparing this guide, it was not possible to test this Unit in practice. The instructions included above are based on our theoretical considerations about how Toolkit 2 might be best utilised in a training context.

- If this Unit is chosen, participants should be informed about this in advance and encouraged to think about a prevention project that they would like to focus on.

- Participants will work through the Quality Assessment Checklist at different speeds and some participants will therefore be able to cover more standards in their responses than others – this is not a problem.

- It can be helpful to establish some ground rules for this exercise, for example that the trainers and participants will not share or use outside this training any information which participants disclose concerning their own projects.

- Trainers can remind participants that the purpose of the EDPQS is to help practitioners develop their work further, not to judge or evaluate them.

- Trainers must be aware that the short time available for Unit 4B will not allow participants to review their projects in detail. Rather, with the proposed duration, Unit 4B can only introduce the questionnaires and the process of self-assessment using EDPQS, with the aim of motivating participants to continue work with the questionnaires after the training. If trainers wish to give participants the opportunity to review their project in more detail, then it is recommended to allow 45 minutes for completion of the Quality Assessment Checklist through the individual work (instead of the 20 minutes recommended above). The Unit would then have a total duration of 150 minutes.

- Unit 4B has been purposefully timed to have the same duration as Unit 4 (i.e. 105 minutes). This allow trainers to replace Unit 4 with Unit 4B relatively easily, without having to revise the entire schedules proposed in section 1.5 of this guide.

- It can be useful to include a break between the individual/group work in Unit 4B and the feedback to the plenum.

- If this Unit is combined with Unit 2A, Toolkit 2 can be presented already in Unit 2A, with this Unit focussing on its application only.

- See the 'side note' between Units 3 and 4 in this guide for information on how to use existing projects as case studies in the training.

- Read also the Tips for Unit 4.

Unit 5. Project Building

This Unit gives participants the opportunity to apply the EDPQS in the planning of a project. A list of EDPQS questions, adapted from the Toolkit 2, is used for this purpose.

Recommended module: Two Days Training

Trainer objectives:

- To support participants in planning a new prevention activity using the EDPQS
- To facilitate a plenary session during which working groups present their project ideas and insights gained from the group work
- To provide feedback on the project ideas (only if this Unit is not followed up with Unit 6)
- To facilitate a reflection on existing working practices (for participants who develop new activities as part of their work)
- To highlight how the EDPQS can support project planning

Desired outcomes:

- Participants can use the EDPQS to plan new prevention activities
- Participants are more aware concerning the practicalities of planning new prevention activities
- Participants appreciate the value of planning new prevention activities in a group setting
- Participants perceive the EDPQS as a useful tool to plan prevention activities in a systematic way and with a view to ensuring high quality

Methodology: work in small groups, report in plenary session facilitated by the trainer

Recommended time: 120 min – including 75 min for the group work, followed by report to the plenum and discussion lasting 45 min

Materials: PowerPoint slides; each group to receive a small sheet of paper (A4), a large sheet of paper (preferably A1 size, e.g. from a flipchart), and the handouts "EDPQS questions" and "Reporting Grid: Project Building" (one copy for each working group)

Procedure:

Group work (75 minutes)

- Invite the participants to divide into small groups (3-6 people per group), and to elect a spokesperson. The spokesperson will report the results of the group work in the plenary session.

- Give each group a small (A4) and a large (A1) sheet of paper and the handouts "EDPQS questions" and "Reporting Grid: Project Building".

- Explain the task using the PowerPoint slides corresponding to this Unit. Comment on the slides as indicated in the commentary provided within the PowerPoint file.

- Offer the following description of a fictitious situation:

"The latest statistics from a major survey in your region show that drug use among young people has been steadily increasing over the past three years. In particular, an increasing number of young people aged 16-18 years report having used cannabis in the previous month (from 5% in 2012 to 10% in 2015). An increase was especially noticeable among girls. In response to this situation, the local municipality has opened a call for tenders, offering up to € 100,000 for a prevention project to address the situation."

- Invite participants to collaborate in the working groups and plan a project for submission to the call for tenders.

- Give participants approx. 10 minutes to start with a brainstorming exercise, gathering ideas about possible interventions on the small sheet of paper. Explain that at this point the objective is to be creative and produce the greatest number of possibilities, without regard to the actual quality or feasibility of the ideas.

- Instruct the groups to choose one of the suggestions which emerged from the brainstorming activity as the project to be developed further. Highlight that the choice of idea should already be informed by considerations about what constitutes high quality in prevention.

- Give participants approx. 40 minutes to plan the project using the list of EDPQS questions as a guide. Explain that they should record their ideas on the large sheet of paper, which will later serve as a poster for presenting the proposed project to the group. To ensure that the intervention meets the EDPQS standards, participants should tick off the questions which they have answered and note the numbers of the different components on the poster. Remind participants to choose a title for their project and to write it on the top of their poster.

- Clarify that there is no expectation that participants actually plan a complete prevention activity in just 40 minutes. The main purpose of this exercise is to prompt participants to think about the different aspects of the EDPQS and how these might be addressed when planning a new activity. It is less important whether they make the actual decisions during the training, especially as some aspects (e.g. needs assessment, literature review, choice of theoretical model) would require additional research.

- Advise participants that they are not obliged to work through the EDPQS questions in sequence starting from Component A, but that they can start with the components which they think should be addressed first. Because there is only limited time available for the exercise, participants don't have to try and answer every single question – the list is just intended to serve as a guide. It is not a problem if they could not address all questions by the end of the exercise.

- Give participants approximately 10 minutes to discuss within their group whether the EDPQS questions were useful for planning an intervention, and to fill in the Reporting Grid.

Plenary session (45 minutes)

- Ask each spokesperson in turn to present their proposed project, stating its title and describing the main features in a general way. The spokesperson should also report on the perceived usefulness of the EDPQS as recorded on the grid.

- Ask which components the groups started with and why they felt these components were most important to address first.

- Take note of the main points regarding each group, paying particular attention to potential strengths and weaknesses of the proposed projects (e.g., whether the objectives and expected outcomes were clearly defined) and how useful participants found the EDPQS.

Follow-up and analysis

- Invite comments, questions and requests for clarification from the participants regarding the proposed projects of the other groups (but no substantive feedback if following up with Unit 6, see Tips below). If necessary, ask the spokesperson to clarify any critical point about the proposed projects.

- Facilitate a discussion on how participants' own working routines compare with the practice informed by adopting the EDPQS (similarities and differences in approach to planning activities). Ask about possible advantages that could emerge from using EDPQS in the future.

- If this Unit is not followed up with Unit 6 (see Tips), give feedback on the key points of the different projects, highlighting potential strengths and weaknesses of the proposed projects with reference to the EDPQS.

- Finish the Unit by explaining how the activity has served to develop participants' skills further with regard to planning high quality preventive activities.

Tips

- The "Call for Tenders" scenario helps participants to understand that the EDPQS can also be used in the planning of *ad hoc* projects and may increase their likelihood of securing funding. The list of questions allows participants to explore the EDPQS in another way than in the Units 3 and 4/4A (these used the Quick Guide checklist). Trainers should highlight that even though an actual funding application and project plan may not require the structure of the EDPQS, the EDPQS structure is still useful as it helps to consider all the different aspects that are relevant to ensuring high quality in prevention.

- Since this Toolkit was published in 2015, the years used in the fictitious call for tenders are 2012 and 2015. Trainers should amend these years as appropriate. Trainers may also need to adjust the budget stated (€ 100,000) to reflect what would be a realistic amount of money for a small to medium-sized prevention project in their country.

- Trainers are encouraged to give information about additional resources that can help to ensure quality when planning prevention activities, such as the UNODC International Standards on Drug Use Prevention, the EMCDDA's Prevention and Evaluation Resources Kit (PERK) and other (locally) available materials. Drawing upon these resources, trainers may also wish to develop and add additional slides to the presentation outlining different types of effective prevention strategies. This will be especially important if participants are relatively inexperienced (see section 2.3).

- This task requires good trainer skills, as trainers may have to support participants in developing their projects. Trainers may need to steer groups away from pursuing ideas that are not evidence-based or wouldn't be considered good practice. This will require a diplomatic and sensitive approach so as not to offend and alienate participants.

- In Unit 5, the working groups should be as heterogeneous as possible, so that participants can benefit from different types of expertise and knowledge. Trainers should encourage all participants to take an active role in the planning of the prevention activity, and to share any doubts or concerns. (Note, in Unit 5A homogeneous groups are more appropriate.)

- During the brainstorming, trainers should encourage participants to listen and welcome the other group members' ideas with an open attitude. If group members cannot agree which idea is the best to develop further, trainers can suggest that group members vote by raising their hands to identify the most preferred one.

- Trainers should facilitate the open sharing of experiences and opinions about the adoption of the EDPQS. In case of any difficulties, doubts and criticisms, trainers can ask whether other participants have a different point of view. See also section 4.3 for guidance on how to handle difficult comments or questions.

- If participants enjoyed working with the list of EDPQS questions, trainers should highlight that this list was taken from the EDPQS Toolkit 2 and refer participants to this resource.

- It can be useful to include a break in Unit 5 between the group work and the feedback to the plenum.

- It is recommended that Unit 5 (not 5A) is followed by Unit 6, in which participants will review each other's project proposals using the EDPQS. If the group is very engaged, it may be difficult to strictly separate Units 5 and 6, as participants may already start giving such feedback during the project presentations in Unit 5. Nevertheless, we recommend that the feedback in Unit 5 is

limited to necessary clarifications regarding the project proposals, and that participants formally review each other's proposals during Unit 6. The reasons for this are twofold: firstly, Unit 6 allows a more systematic approach to reviewing the projects using the EDPQS (a discussion in the plenary session runs the risk of being general without specific reference to EDPQS), and secondly, in Unit 6 feedback is provided in a written format which allows greater honesty whilst avoiding potentially sensitive situations (e.g. if there is a heated discussion about a proposal's quality).

- Although it is recommended that Unit 5 is followed by Unit 6, it is possible to deliver Unit 5 without Unit 6. In this case, trainers are encouraged to give feedback on potential strengths and weaknesses of the proposed projects with reference to the EDPQS. It may be useful to extend the length of the session to allow more space for such feedback. If necessary, a coffee break can be inserted into the schedule to allow trainers to prepare the feedback.

- At the end of the training, Unit 8 "Conclusions and Closing Session" will refer back to the discussion which took place in this Unit. Notes taken by trainers during this Unit will be helpful in preparing the final session.

- If less time is available, Unit 5 can be replaced with Unit 5A.

Unit 5A. Compo Building

This Unit is a variation of Unit 5 "Project Building", to be used if there is less time available for the training (i.e. during the One Day Training module). In Unit 5, participants are asked to plan a new prevention activity considering all aspects of the EDPQS. In Unit 5A, time is saved by asking participants to focus on only a few components in their discussions, and participants do not have to present their ideas to the plenum. In addition, the questions from the Reporting Grid are not discussed in the groups but during the plenary discussion.

Recommended module: One Day Training

Trainer objectives:

- To support participants in planning a new prevention activity using the EDPQS
- To facilitate a feedback session during which participants reflect on the insights gained from the group work
- To highlight how the EDPQS can support project planning

Desired outcomes:

- Participants are more aware concerning the practicalities of planning new prevention activities
- Participants appreciate the value of planning new prevention activities in a group setting
- Participants perceive the EDPQS as a useful tool to plan prevention activities in a systematic way and with a view to ensuring high quality

Methodology: work in small groups, report in plenary session facilitated by the trainer

Recommended time: 60 min – including 40 min for the group work, followed by 20 min for feedback to the plenum and discussion

Materials: PowerPoint slides; each group to receive sheets of paper and the handout "EDPQS questions". Note – a Reporting Grid is not used in this Unit.

Procedure:

Group work (40 minutes)

- Invite the participants to divide into small groups (3-6 people per group).
- Give each group a blank sheet of paper and a copy of the EDPQS questions.
- Explain the task using the PowerPoint slides corresponding to this Unit. Comment on the slides as indicated in the commentary provided within the PowerPoint file.
- Offer the following description of a fictitious situation:

"The latest statistics from a major survey in your region show that drug use among young people has been steadily increasing over the past three years. In particular, an increasing number of young people aged 16-18 years report having used cannabis in the previous month (from 5% in 2012 to 10% in 2015). An increase was especially noticeable among girls. In response to this situation, the local municipality has opened a call for tenders, offering up to € 100,000 for a prevention project to address the situation."

- Invite participants to collaborate in the working groups and to start planning a project for submission to the call for tenders.

- Give participants approx. 10 minutes to start with a brainstorming exercise, gathering ideas about possible interventions on a sheet of paper. Explain that at this point the objective is to be creative and produce the greatest number of possibilities, without regard to the actual quality or feasibility of the ideas.

- Instruct the groups to choose one of the suggestions which emerged from the brainstorming activity as the project to be developed further. Highlight that the choice of idea should already be informed by considerations about what constitutes high quality in prevention.

- Give participants approximately 15 minutes to start planning the project using the list of EDPQS questions as a guide. Instruct participants to select one to five components in the EDPQS that they think should be addressed first when planning a new activity. Explain that to ensure that the intervention meets the EDPQS standards, participants should tick off the questions which they have answered. However, participants don't have to try and answer every single question in this exercise – the list is just intended to serve as a guide.

- Clarify that there is no expectation that participants actually plan a complete prevention activity in just 15 minutes. The main purpose of this exercise is to prompt participants to think about the different aspects of the EDPQS and how these might be addressed when planning a new activity. It is less important whether they make the actual decisions during the training, especially as some aspects (e.g. needs assessment, literature review, choice of theoretical model) would require additional research. Advise participants that it is not a problem if they only manage to cover one or two components within the allocated time.

Feedback to the plenum (20 minutes)

- Ask participants which components they started with and why they felt these components were most important to address first.

- Facilitate a discussion exploring whether participants found the EDPQS useful in planning a new prevention activity. Ask appropriate follow-up questions (e.g. if yes, in what way? If not, why not?).

Follow-up and analysis

- Finish the Unit by explaining how the activity has served to develop participants' skills further with regard to planning high quality preventive activities.

Tips

- Instead of letting participants choose components to focus on, components of the EDPQS could be assigned to participants based on what activities they are typically involved in. In this case, allocating the participants to homogenous working groups by professional role is preferable.

- Another option is to assign the same components to all groups. In this case, it is recommended to instruct participants to focus on identifying an appropriate target population and on defining appropriate aims for the intervention, as that would be the logical next step. The corresponding EDPQS components are 1.4 "Understanding the target population", 2.1 "Assessing target population and community resources", 3.1 "Defining the target population", 3.2 "Using a theoretical model", and 3.3 "Defining aims, goals and objectives".

- Trainers should encourage all participants to contribute to the discussions.

- If the training is attended by programme developers or service managers, it is recommended that trainers also facilitate a discussion on how participants' own working routines compare with the practice informed by adopting the EDPQS (similarities and differences in approach to planning activities). Trainers should also ask about advantages that could emerge from using EDPQS in the future.

- If more time is available for the training (i.e. in the Two Days Training module), Unit 5 allows a more structured and more in-depth examination of the EDPQS in relation to project planning.

- Read also the tips for Unit 5.

Unit 6. Project Revisions

The Unit gives participants the opportunity to practise their skills further in planning and reviewing projects according to the EDPQS. The project proposals developed in Unit 5 are used for this purpose, and so Unit 6 follows after Unit 5.

Recommended module: Two Days Training

Trainer objectives:

- To support participants in reviewing each other's project proposals using the EDPQS
- To support participants in revising their own project proposals based on the feedback received from the other working groups
- To facilitate a feedback session during which working groups share their results so that all participants can benefit from the different ideas that emerged during the group work
- To highlight how the EDPQS can support a critical review of prevention work

Desired outcomes:

- Participants can critically appraise prevention activities using the EDPQS
- Participants can formulate recommendations using the EDPQS for how prevention activities can be improved
- Participants appreciate the value of developing prevention activities in a group setting
- Participants perceive the EDPQS checklist as a useful tool to plan, review and improve prevention activities in a systematic way and with a view to ensuring high quality

Methodology: work in small groups, report to plenum facilitated by the trainer, plenary discussion

Recommended time: 150 min – including 60 min to provide feedback on project proposals, 45 minutes to review the feedback and revise project proposals, and 45 minutes for feedback to the plenum and discussion

Materials: PowerPoint slides, posters with project proposals from Unit 5, handouts "EDPQS checklist" (one copy per working group) and "Reporting Grid: Project Revisions" (2-3 copies for each working group)

Procedure:

Group work – Providing feedback (60 minutes)

In the first part of this session, participants review each other's project proposals from Unit 5 using the EDPQS Checklist.

- Invite participants to form the same working groups as in Unit 5.

- Explain the task using the PowerPoint slides corresponding to this Unit. Comment on the slides as indicated in the commentary provided within the PowerPoint file.

- Assign a number to each working group (e.g. 1, 2, 3) and ask the spokesperson to write that number on the top of their poster from Unit 5, next to the title of the project.

- Then, ask each group to pass its own poster to the next group. All groups should receive the poster of another group.

- Give each working group a copy of the EDPQS checklist and the Reporting Grid. At this point, explain that each group's task is to review the project belonging to another group, applying the EDPQS. The results of the review should be documented on the reporting grid. Ask participants to start by writing the number and title of the project they received on the Reporting Grid.

- Give participants 15-20 minutes to review the project they received using the EDPQS, and to complete the Reporting Grid. Explain that they should focus on identifying up to 5 key recommendations for how to improve the quality of the project.

- At the end of the time assigned for the revision, collect the reporting grids from all groups, so that the next 'reviewers' are blind to the comments from the previous ones.

- Repeat the above procedure, asking each group to pass the poster it just reviewed on to the next group, and distribute new copies of the Reporting Grid. Each group reviews the new project in the same way as before.

- Follow the same procedure a third time, so that each group reviews three different project proposals. At the end of the exercise, each project proposal has been reviewed three times.

Group work – Reviewing and integrating feedback (45 minutes)

In the second part of this session, each group reviews the feedback received from the other groups, and decides how to address it.

- Give each working group the Reporting Grids which the other groups completed in relation to that group's project proposal. Instruct working groups to carefully read through the feedback received.

- Ask the spokesperson to facilitate a discussion within the group aimed at reviewing the feedback received and deciding how it should be addressed. Explain that participants will have to decide which recommendations can be accepted, which recommendations can be partially accepted, and which recommendations can be rejected. Participants should refer to the EDPQS checklist as a guide for making these decisions (i.e. accept feedback which would improve the project according to the EDPQS, reject

feedback which does not appear to be in line with EDPQS). If suggestions are rejected, participants should be able to explain their reasons for doing so.

- Then, invite the group to revise the original proposal in light of the feedback received. Modifications can be made on the original document from Unit 5.

- If a group has finished the task before the time is over, invite them to continue developing their project using EDPQS components which they have not yet addressed.

- At the end of the group work, each group's ideas will have been developed further on the basis of the other groups' suggestions.

Feedback to the plenum (45 minutes)

- Invite each spokesperson in turn to report in general terms on the feedback they received and how they addressed it (e.g. what amendments were made to the draft in order to strengthen the project quality).

- Take note of the main points emerging from the feedback of each group, paying particular attention to how the EDPQS helped to improve the projects, as reflected in the discussions on the proposed revisions and the choices made in the final version of the different projects.

Follow-up and analysis:

- Summarise the feedback from the groups and highlight commonalities and differences which emerged among the working groups.

- Ask for comments and facilitate a brief discussion on the key points from this session.

- Finish the Unit by explaining how the activity has served to develop participants' skills further with regard to developing the quality of preventive activities in a systematic way.

Tips

- Participants may prefer to discuss the projects in the plenary session but the approach described here is likely to allow a more systematic approach to reviewing the projects using the EDPQS (a discussion in the plenary session runs the risk of being general without specific reference to EDPQS). Moreover, feedback in a written format allows greater honesty whilst avoiding potentially sensitive situations (e.g. if there is a heated discussion about a proposal's quality).

- Trainers should encourage participants to welcome the other groups' suggestions with an open attitude, as the aim of this Unit is to obtain projects that are even more solid from the perspective of EDPQS.

- Although trainers should let the groups work independently during the exercise, they should also offer support to participants as necessary (e.g. by going round and asking groups if they need help or clarification). A second trainer can help to manage larger groups.

- The timings given are approximate, assuming that there are four groups. If there are only two or three groups, each project will only be reviewed once or twice, and less time may be needed for this Unit. The amount of time available for reviewing each project (15-20 minutes) is relatively short but it should allow participants to review several different projects without becoming too exhausted. In addition, at this point in the training the participants should already have a fairly good understanding of the contents of the EDPQS.

- Since Unit 6 is scheduled to last 150 minutes, it is recommended to include at least one break (e.g. after the groups have finished reviewing the three projects).

- At the end of the training, Unit 8 "Conclusions and Closing Session" will refer back to the discussion which took place in this Unit. Notes taken by trainers during this Unit will be helpful in preparing the final session.

- The 'side note' located between Units 3 and 4 in this guide provides information on how to use existing projects as case studies in the training. It also indicates why it is preferable to use the project proposals developed in Unit 5 over actual project proposals.

Unit 7. Promoting Quality in Prevention

This Unit encourages participants to reflect on existing mechanisms and procedures to promote quality in prevention, and how existing efforts to promote quality can be strengthened. Although all professional groups will benefit from this exercise, it is most suited to decision-makers as these are in the best position to influence prevention structures and systems (see section 2.4 for how to integrate it into the training).

Recommended module: Short Training, One Day Training, Two Days Training

Trainer objectives:

- To facilitate a reflection on existing working practices
- To support participants in identifying ways and methods to promote quality in prevention
- To facilitate a feedback session during which working groups share their results so that all participants can benefit from the different ideas that emerged during the group work
- To highlight how the EDPQS can help to promote quality at a systems level

Desired outcomes:

- Participants can describe current barriers and facilitators to achieving quality in their country
- Participants perceive the EDPQS as a useful framework which can support existing quality assurance mechanisms and procedures
- Participants can list specific actions that different professional groups can take to promote quality in prevention
- Participants can describe what "quality" means in their own professional context and how this compares with the EDPQS

Methodology: work in small groups, report to plenum facilitated by the trainer, plenary discussion

Recommended time: 60 min – including 5 min for the introduction, 25 min for Task 1 (15 min group work and 10 min for feedback to the plenum), 25 min for Task 2 (15 min group work and 10 min for feedback to the plenum), and 5 min for final reflection

Materials: PowerPoint slides, handout: "Reporting Grid: Promoting Quality in Prevention" (one for each participant)

Procedure:

- Invite the participants to divide into small groups (3-6 people per group) and to elect a spokesperson. The spokesperson will report the results of the group work in the plenary sessions.

- Give each group a copy of the Reporting Grid.

- Explain the tasks using the PowerPoint slides corresponding to this Unit. Comment on the slides as indicated in the commentary provided within the PowerPoint file.

- Give participants approximately 15 minutes to work through Task 1. Explain that the EDPQS are intended to support existing mechanisms and procedures to promote quality in prevention but we first need to think about what mechanisms and procedures actually exist to promote quality in prevention. Instruct participants to explore this issue in their working groups using the questions on the reporting grid.

- When the time is over, ask each spokesperson in turn to report the results of their group discussion regarding Task 1 as recorded on the grid.

- Next, give participants approximately 15 minutes to work through Task 2. Explain that everyone can help to develop the quality of preventive activities and the prevention system more generally. Instruct participants to explore this issue in their working groups using the tables on the reporting grid. Participants should pay special attention to how the EDPQS can support such efforts.

- When the time is over, ask each spokesperson in turn to report the results of their group discussion regarding Task 2 as recorded on the grid.

- Take note of the main points emerging from the feedback regarding Tasks 1 and 2, paying particular attention to participants' ideas for strategies to promote quality in prevention and to improve existing quality assurance mechanisms and procedures.

Follow-up and analysis

- Summarise the feedback from the groups and highlight commonalities and differences which emerged among the working groups. Highlight any ideas that you found particularly interesting.

- If appropriate, facilitate a discussion on what "quality" means in participants' own professional context and how this compares with the concept of "quality" according to the EDPQS (as presented in Unit 2). If this was already covered in the training (e.g. in Unit 2), you can refer back to this instead of repeating the discussion. If participants have a role in selecting prevention activities for financial support, the follow-up discussion could explore how their own funding criteria compare with the EDPQS and how participants could revise existing funding criteria using the EDPQS.

Tips

- In this Unit, the emphasis is put on promoting quality in prevention generally, rather than on promoting only the EDPQS. This is because introduction of quality standards in isolation cannot achieve quality, but must be embedded within a range of other quality assurance strategies, such as training for the prevention workforce, a political commitment to quality including availability of adequate funding, etc.

- It can be useful to start this Unit with a discussion exploring how participants themselves define quality in drug prevention, especially if this wasn't already covered in earlier Units (e.g. Units 1/1A or 2). Possible prompts could be: "How do you know if a prevention activity is of high quality?" or "What do you mean when you talk about "quality" in drug prevention?"

- The handout asks what is done at the country level to promote quality in prevention. If participants work e.g. at the local or regional level, it may be appropriate to ask them to consider local or regional mechanisms and procedures (the ones that they are most familiar with or have an influence over).

- Trainers should be aware that the EDPQS could be perceived to compete with, rather than support, existing mechanisms and procedures for ensuring quality. The aim of Task 1 is to show that the EDPQS are in fact intended to support existing mechanisms and procedures. See section 4.3 for information on how to handle difficult comments and questions.

  - Trainers can allow the participants to divide into working groups by themselves, or they can allocate them following the criterion of differentiation, so that participants from different professional contexts (e.g. mental health, drug prevention, school) or coming from different geographical areas work together.

- Trainers should encourage the active involvement of all group members.

- Although trainers should let the groups work independently during the exercise, they should also offer support to participants as necessary (e.g. by going round and asking groups if they need help or clarification). A second trainer can help to manage larger groups. This will be especially relevant if participants struggle to identify existing quality assurance mechanisms and procedures. If this is likely, trainers may also wish to prepare a short input describing available structures to support quality in this country (see also Chapter 2).

- At the end of the training, Unit 8 "Conclusions and Closing Session" will refer back to the discussion which took place in this Unit. Notes taken by trainers during this Unit will be helpful in preparing the final session.

- If Unit 7 follows after another Unit with group-work activities (e.g. 4/4A, 5/5A), insert a break before Unit 7 to prevent participant fatigue.

Unit 8. Conclusions and Closing session

The final session summarises the discussions which took place during the training and offers an overview of how the EDPQS can be a useful tool for the planning of new projects and for the review of existing ones in the drug prevention field.

This session also provides the opportunity to collect data from participants to help trainers evaluate the training. The same quiz is distributed twice (once before the training and once at the end of the training) to allow trainers some insight into changes in participants' knowledge and opinions regarding the EDPQS. In addition, the evaluation questionnaire helps participants to reflect on the training.

Recommended module: Short Training, One Day Training, Two Days Training

Trainer objectives:

- To summarise the main findings of the previous activities
- To outline the thread that links participants' pre-existing ideas about quality, the EDPQS and the actual practice in the drug prevention field
- To encourage participants to use and promote the EDPQS following the workshop
- To understand whether the training was useful to participants

Desired outcomes:

- Participants can recall key messages from the training
- Participants feel they have acquired valuable new knowledge and skills about the EDPQS and quality in prevention
- Participants can describe how the training has added to what they already knew before the training
- Participants know where to find additional information about EDPQS

- Participants can describe how the EDPQS can benefit their professional practice
- Participants intend to use EDPQS in the future
- Participants are interested to learn more about how to promote quality in prevention
- Participants can describe how they can personally help to improve the quality of preventive activities
- Participants feel they have a responsibility for promoting quality in prevention
- Participants feel that their opinion is valued by the trainer

Methodology: Lecture with participant input, self-administered questionnaires

Recommended time: 15 min (Short Training); 20 min (One Day Training); 30 min (Two Days Training)

Materials: PowerPoint slides; maps or large sheets from Unit 1/1A (or a photo of these inserted in the slides); trainers' notes from the Units delivered during the training; post-seminar evaluation questionnaire (one copy for each participant); optional: Internet connection to show the EDPQS website

Procedure:

- Summarise and comment on the main findings which emerged from all the previous activities, underlining the benefits coming from the adoption of the EDPQS.

- If Unit 1/1A was delivered, refer to the core concepts which emerged during this Unit and explain how the contents covered by the training relate to the knowledge and assumptions which participants held at the beginning of the training. Remind participants of the learning outcomes which were stated at the beginning of the training (Unit 0).

- If Units 4, 4A, 4B, 5, 5A and/or 6 were delivered, briefly remind participants of the results enabled by the EDPQS and underline the usefulness of the EDPQS as a checklist.

- Facilitate a discussion about practical benefits of EDPQS at different levels. Invite participants to share their comments (insights, doubts, criticism, and endorsement). If this wasn't already covered during earlier parts of the training, ask how the EDPQS approach compares with participants' own working practices (e.g. do they routinely consider the aspects mentioned in the EDPQS in their work?), and how their work could be improved by adopting the EDPQS.

- Comment that the EDPQS can serve as a methodological framework to help ensure high quality in drug preventive activities. Highlight also how a common framework such as EDPQS helps to reduce the challenges emerging from different conceptual premises: a common language and a shared method facilitate the communication among all those involved in the drug prevention field.

- Next, discuss with participants what could be done at different levels to help achieve quality in prevention. Give special emphasis to how participants personally intend to apply the learning from this training in their future work to improve the quality of preventive work (e.g. what concrete steps could they take to start implementing the standards?).

- Briefly outline possible next steps to promote the EDPQS, using the PowerPoint slides corresponding to this Unit.

- Remind participants of the website www.prevention-standards.eu where they can find all materials relating to EDPQS. Provide names and email addresses of local contacts (e.g. trainer, local representative of Prevention Standards Partnership if any) and encourage interested participants to get in touch if they need support.

- Give a copy of the post-seminar evaluation questionnaire to each participant. State that in addition to the quiz, there is an evaluation form allowing participants to give feedback on the training. Invite participants to complete and return both parts of the questionnaire before leaving. Emphasise that participants' feedback is important to help you improve the training (although accept if some participants prefer not to complete the questionnaire).

- Finally, thank participants for their time.

Tips

- By referring to the findings actively shared by participants in the previous Units, and linking these to the EDPQS, trainers ensure that participants perceive the training as tailored and sensitive to their needs. The EDPQS should be perceived as a tool with real practical value, instead of a generic document unrelated to the realities of prevention work.

- If appropriate, trainers should highlight that they will be available for continued communication with those interested in using the EDPQS or in promoting quality in prevention more generally. Participants may be interested to know about current/future activities regarding EDPQS and what support is available to use/implement EDPQS.

- In the Two Days Training, an additional 10 minutes have been allocated to this session. Trainers can use this time to respond to any additional needs of participants, or alternatively discuss with participants how they benefitted from the event and how they intend to use EDPQS in the future.

- Be aware of the typical 'last session' challenges (e.g. running out of time, participant fatigue, participants have to leave early). Therefore don't leave any important discussion or information until the last session. The evaluation questionnaires can be distributed already at the beginning of this Unit, especially if some participants are likely to leave early.

- By using the same quiz before and after the training, it is possible to obtain a better insight into how participants' knowledge and opinions concerning the EDPQS have changed. See section 4.4 on why evaluation of the training is important and how to use the forms as well as the data collected through them.

- Trainers should explain to participants how the data collected on the forms will be used (e.g. are the questionnaires only for the trainers' own information or will they be used to produce a formal evaluation report on the training?).

- After the participants have left, take another 10 minutes to complete the trainers' self-reflection form (see section 4.4 for guidance).

Unit 8A. Conclusions Day 1

The final session on Day 1 summarises the discussions which took place during the day and informs participants about the activities which will take place on Day 2.

Recommended module: Two Days Training

Trainer objectives:

- To summarise the major findings and reflections collected during Day 1
- To offer a brief preview of the agenda on Day 2

Desired outcomes:

- Participants can recall key messages from Day 1
- Participants feel they have acquired valuable new knowledge and skills
- Participants can describe how the training has added to what they already knew before the training
- Participants know what to expect for Day 2

Methodology: Lecture with participant input

Recommended time: 20 minutes

Materials: PowerPoint slides; maps or large sheets from Unit 1/1A; trainers' notes from the Units delivered during the training

Procedure:

- Summarise and comment on the main findings which emerged during the activities of Day 1, with special regard to the perceived usefulness of the EDPQS Checklist (e.g. as reported in Unit 4 "Project Analysis using Case Study 2").
- If Unit 1/1A was delivered, refer to the core concepts which emerged during this Unit and explain how the contents covered by the training relate to the knowledge and assumptions which participants held at the beginning of the training. Remind participants of the learning outcomes which were stated at the beginning of the training (Unit 0).
- Referring to Units 3 and 4/4B, briefly remind participants of the results enabled by the EDPQS and underline the usefulness of the EDPQS as a checklist.
- Introduce the practical activities that will take place on Day 2, especially with regard to the use of the EDPQS as a tool for planning new prevention activities.

Follow-up and analysis

- Invite participants to share their comments (insights, doubts, criticism, endorsement). If there are no comments, ask participants if they feel the stated learning outcomes are being achieved.

Tips

- By referring to the findings actively shared by participants in the previous Units, and linking these to the EDPQS, trainers ensure that participants perceive the training as tailored and sensitive to their needs. The EDPQS should be perceived as a tool with real practical value, instead of a generic document unrelated to the realities of prevention work.

Chapter 4. Recommendations for successful training

This chapter provides some general recommendations to help ensure that the training is useful for participants. Section 4.1 highlights key points concerning the knowledge and skills that trainers should possess – in general terms as well as with specific reference to the EDPQS. Section 4.2 gives advice on how to advertise the training to ensure that training participants know what to expect (and what not to expect). Section 4.3 offers guidance on how to handle difficult comments and questions. Finally, section 4.4 offers some thoughts on the benefits of evaluating the training, and on how to use the evaluation forms provided as part of this Toolkit.

4.1. Trainers' knowledge and skills

Content-related knowledge

Potential trainers on EDPQS could be drug prevention specialists or they could be working in related fields (e.g. drug treatment, health promotion, youth services). They should be familiar with best practice and evidence-based approaches to drug prevention and health promotion, although they may not initially be familiar with quality standards in prevention or how such standards should be applied in practice.

It is not expected that trainers delivering a seminar on EDPQS are "experts" on quality standards. Nevertheless, when preparing the seminar, trainers should acquire sufficient knowledge about the EDPQS to ensure that they can:

- accurately explain what the EDPQS are, including the contents of the standards, how they should be used, and for what purpose;
- present the training in a confident manner; and
- respond to basic comments and questions with competence.

Since the EDPQS project started in 2008, a range of resources have been produced to support knowledge and use of the EDPQS. An overview of all available EDPQS materials can be found at **www.prevention-standards.eu/resources**

Recommended reading whilst preparing the training includes:

- EDPQS Position Paper (see **http://www.prevention-standards.eu/position-paper/**)
- EDPQS Theory of Change (see **http://www.prevention-standards.eu/theory-of-change/**)
- EDPQS Questions & Answers (see **http://www.prevention-standards.eu/questions-and-answers/**)
- EMCDDA Quick Guide to the EDPQS (see **http://www.prevention-standards.eu/quick-guide/**)
- EMCDDA Manual on EDPQS (see **http://www.prevention-standards.eu/manual/**)
- Any other documents that the training will use or refer to (e.g. EDPQS Toolkit 2 for Self-assessment and Reflection)

The Position Paper and the Theory of Change are two short documents which explain the conceptual background to the EDPQS project (e.g. what is the underlying notion of quality? how are the EDPQS supposed to help improve quality?). In the Questions & Answers, trainers will find a compilation of typical questions about EDPQS (including critical remarks), along with example answers that trainers could give. The Quick Guide offers an introduction to the Manual and includes the checklist used in the training units. Although the EMCDDA Manual is a relatively long document, it is **essential reading for those wishing to deliver training on the EDPQS** as it is the only document that contains the detailed standards and explanations, as well as the EDPQS glossary. The other available documents offer only summaries of the standards, and therefore they do not allow a complete understanding of the EDPQS. Without having read the Manual, trainers may struggle to accurately explain key concepts of the EDPQS.

Tips

- If trainers have the knowledge and skills outlined here, and follow the recommendations provided in this guide, they should be able to successfully deliver a high quality training event on EDPQS that participants will find both interesting and valuable. However, it may be that some of the proposed contents don't suit your particular presentation style or that they don't seem to work with your particular target audience. Although we encourage trainers to deliver the training as proposed in this Toolkit, the trainers' self-reflection form (see section 4.4) will help trainers to develop and revise the contents if necessary.

- If you have any questions about EDPQS whilst preparing your training event, you can contact your EDPQS country contact (see **www.prevention-standards.eu** for details) or Professor Harry Sumnall (**h.sumnall@ljmu.ac.uk**) for further information.

Soft skills

Although this document is not intended as a beginner's guide on "how to be a trainer", it is important to highlight some of the soft skills that trainers should possess or aspire to. Generally speaking, trainers should seek to:

- Be good communicators, able to explain matters clearly
- Have well-developed interpersonal skills and able to effectively engage audiences
- "Bring alive" the training contents by relating them to participants' everyday realities
- Convey enthusiasm for the topic of the training and spark participants' interest
- Effectively manage participant groups and encourage participation from all attendees
- Listen to what participants have to say and take on their suggestions as appropriate
- Manage the pace and timing of the seminar well

In the belief that learning is more successful when trainees participate actively, trainers should adopt a "bottom-up" approach: paying constant attention to participants' needs and inputs, recognising their relevance, and giving them due consideration throughout the training. Trainers should not see their role solely as providing information about EDPQS. Instead, they should aim to enhance participants' skills and professional experience, as this will facilitate learning of the contents and encourage participants' commitment to the application and promotion of the EDPQS.

Trainers should also ensure that a positive and comfortable climate develops in the group so that everybody can express their own opinion without fear of judgement. The freedom to express one's opinion helps participation and a collaborative and active learning.

Of particular relevance to the EDPQS is that trainers are committed to improving the quality of preventive activities in their country or professional context. They should also believe in the value of quality standards and guidelines in general, and particularly the EDPQS. Although this is not a 'soft skill' as such, it will help trainers to engage participants and to respond well to any doubts that participants may have. The topic of handling difficult comments and questions is further explored in section 4.3.

Tips

- General guidance on these topics can be found, for example, on the Internet by searching for terms such as "effective teaching" or "teaching methods".

4.2. Advertising training contents – matching participants' expectations and training contents

How EDPQS training events are advertised will depend on the context in which they are delivered, for example whether as a standalone training specifically about EDPQS, or embedded into a module on quality in prevention as part of a wider training course. In either case, descriptions of the training (e.g. in invitations, announcements, seminar descriptions) should allow participants to develop an accurate idea about what to expect (and what not to expect) from the training.

If training is delivered as a standalone event only about EDPQS, participants should understand that (although of course this would be formulated differently in any promotional material, see the end of this section for an example):

- The training event will **not** discuss best practice guidance or quality assurance tools in general but focus specifically on the European Drug Prevention Quality Standards (EDPQS)

- The EDPQS **do not** recommend **any particular** prevention interventions or policies but focus on structural and procedural aspects of quality assurance and the context in which prevention work takes place

(i.e. they focus on the 'how' rather than the 'what'). The EDPQS do, however, make recommendations on how to access such information and what considerations to take into account when using such resources.

- The training event will not explore all the practical details of undertaking high quality preventive work but focus on reviewing and developing the quality of preventive activities, specifically how to use the EDPQS as a reference framework for this purpose (e.g. the training will not explain how to undertake a needs assessment or how to evaluate projects, but highlight which aspects of a needs assessment or evaluation are relevant for recognising high quality preventive work).

This is important because prevention workers often hope that the EDPQS will tell them precisely what to do (e.g. "deliver intervention X for 3 weeks in such and such way") or that the EDPQS will provide them with detailed practical instructions on how to undertake high quality preventive work. Other tools and training materials have been specially designed to cover such topics[6], and so they are not covered in the training proposed here. However, training participants who attend the training with such expectations may be disappointed that the EDPQS 'only' provide benchmarks and an overall framework for recognising quality in preventive work. Although training participants may find the training event useful even if they expected something else, participants will be better able to engage with the training contents if they understand the scope of the training from the outset. It is therefore important that the contents and aims of the training are communicated clearly to participants before the training. Trainers may also wish to reiterate these points on the training day.

If participants are likely to have a particular interest in evidence-based prevention approaches (e.g. scientific evidence about 'what works') or how to undertake specific activities within preventive work (e.g. needs assessment, evaluation), then it is recommended to integrate such information in the training or to combine the training event on EDPQS with other relevant events.

Below is an example text used to advertise the Short Training as proposed in section 1.5. Trainers are encouraged to adapt the text to reflect the contents of their particular event.

Using quality standards to identify strengths and weaknesses of prevention activities

In this half-day workshop, participants will be introduced to the European Drug Prevention Quality Standards (EDPQS) and how to work with them. The EDPQS offer a set of criteria than can help prevention professionals to review and develop the quality of preventive actions. The standards were developed by the European Prevention Standards Partnership, an international consortium of organisations representing academia, policy and practice, with co-funding from the European Union. Originally published by the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) in English, the EDPQS are now available in more than ten languages. This workshop will give participants the opportunity to learn about the EDPQS and to apply the EDPQS framework in practice using fictional case studies. Participants will also reflect on the meaning of "quality" in prevention more generally and how they assure quality in their own professional practice. More information on the EDPQS can be found at www.prevention-standards.eu

4.3. Responding to difficult comments and questions

Although the EDPQS are intended to support those working in the drug prevention community to achieve better outcomes with target populations, people can be sceptical about these standards. For example, training participants may not agree with the contents or structure of the EDPQS or they may feel the EDPQS are not useful, relevant or feasible. Research undertaken by the Prevention Standards Partnership (e.g. Brotherhood & Sumnall 2010; Prevention Standards Partnership 2014[7]) has identified different reasons for this kind of scepticism. Some of these reasons are related specifically to the EDPQS, while many are related to the professional culture in the prevention field more generally (e.g. evaluation and evidence-based approaches are not always well understood).

The EDPQS Questions & Answers (**http://www.prevention-standards.eu/questions-and-answers/**) explore these reasons by discussing typical comments or questions (including sceptical ones). These considerations will support trainers in preparing possible responses.

Generally, trainers should not try and suppress critical comments and questions. The EDPQS are not an all-purpose 'magic bullet' that can change the prevention field overnight. Instead, they offer a starting

point to help prevention professionals think about quality. Trainers should take critical comments and questions seriously and can even encourage them if they feel this is appropriate. This can help to create an atmosphere where participants feel they can openly share their experiences and opinions. Importantly, critical comments and questions help to identify obstacles which participants believe prevent them from using and implementing the EDPQS in their work context. Trainers should therefore see **critical comments and questions as an opportunity to identify possible obstacles – whether subjective or objective – and to explore ways of overcoming these obstacles**.

As a general strategy for handling difficult comments and questions, trainers can ask whether other participants in the group have an answer to the question or whether they have a different point of view. It is also useful to refer back to these comments and questions at appropriate points in later parts of the training.

In some cases, questions and comments may simply be requests for clarification (e.g. what does a particular term used in the EDPQS mean? Are there any real-life examples where the EDPQS have been used?). Trainers should be able to answer such questions by familiarising themselves with the EDPQS Manual (e.g. for unclear terms, check the glossary at the back of the Manual) and the EDPQS web page.

Tips

- If you have any questions concerning the EDPQS, you can contact your EDPQS country contact (see **www.prevention-standards.eu** for details) or Professor Harry Sumnall (**h.sumnall@ljmu.ac.uk**) for further information.

4.4. Evaluation of the training[8]

Trainers will want to ensure that the training they deliver is appreciated by participants and that it supports participants in achieving quality in prevention. This Toolkit includes several questionnaires that trainers can use to understand whether this was the case. The table below highlights potential benefits of evaluation for trainers and participants.

Benefits for trainers	Benefits for participants
Find out whether the training worked as intended	Reflect on own attitudes and knowledge concerning training topics
Find out how to improve the training in the future	Reflect on how training may inform own professional practice
Develop their skills as trainers further	Possibility to give feedback on the training

Table 1: Benefits of training evaluation

The following pages briefly describe how to evaluate the EDPQS training using the questionnaires provided in this Toolkit.

Evaluation indicators and methods

In evaluating the training, it is suggested to consider two different aspects:

- Process (e.g. was it possible to deliver the Units as intended? were participants engaged?)

- Outcomes (e.g. did the training help participants to achieve the intended learning outcomes, i.e. to develop their awareness, motivation and skills concerning the EDPQS in the short term, and achieve behavioural change and improved prevention practice in the longer term?[9])

Information about the success of the training can be gathered through formal and informal means, such as formal questionnaires, a verbal feedback round, observations made by trainers during the event, informal feedback received during coffee-breaks, and so on. If appropriate, trainers (or training institutions) can also contact participants after training events to find out if and how they have applied the learning obtained during the training (and if not, what support they require to do so). It is best to integrate different methods and perspectives (e.g. participants' and trainers' view) to obtain a more complete picture of how the training went.

The questionnaires provided as part of this Toolkit support trainers in evaluating process and outcome aspects of the training in the following ways:

- A self-reflection form allows trainers to record their own observations and thoughts concerning the training ("*Trainer self-reflection*", *available as a separate document in this Toolkit*)

- A course satisfaction form allows participants to formally rate and give feedback on the training event ("*Post-seminar questionnaire*", *available as a separate document in this Toolkit*)

- A pre- and post-seminar quiz helps to assess changes in participants' awareness, motivation and skills concerning EDPQS ("*Pre-seminar questionnaire*"[10], "*Post-seminar questionnaire*", *available as separate documents in this Toolkit*)

Tips

- As a means of quality assurance, we recommend that trainers evaluate every EDPQS training event they hold. Data analysis and interpretation will take about 2-4 hours depending on participant numbers. If this is not deemed feasible, then it is suggested that trainers should at least complete the self-reflection form after each event. Questionnaires should only be given to participants if trainers will actually analyse and use the data (e.g. to inform future activities).

- Further information on potential methods and indicators to evaluate the success of efforts to promote quality in prevention can be found in Step 4 of the EDPQS Adaptation and Dissemination Toolkit (see **www.prevention-standards.eu/toolkit-4/**).

Trainers' self-reflection

The trainers' self-reflection form allows trainers to reflect on the success of a particular training event and to keep a record of the event. Trainers can note factual information about the training (e.g. date, number of participants) as well as their own impressions (e.g. what worked well or not so well, which part of the seminar seemed to engage participants the most/least?). The form then contains a structured checklist to help trainers identify any problems that should be addressed before the seminar is delivered again. Completion of the form will take 10-30 minutes, depending on how well the training went. It is recommended that trainers complete the form immediately after each training event.

Questionnaires for participants

The questionnaires for participants allow trainers to obtain information about changes in participants' EDPQS-related awareness, motivation and skills, and to better understand how participants perceived the training event. There are two documents which each contain two parts:

- The **pre-seminar questionnaire** contains the needs assessment form (see section 2.1) and the pre-seminar quiz

- The **post-seminar questionnaire** contains the post-seminar quiz as well as the course satisfaction form

The pre- and post-seminar quizzes contain questions intended to measure participants' EDPQS-related awareness, motivation and skills. Because the questions and answers are identical on both forms, they are suited to compare the situation before and after the training. The course satisfaction form asks participants how satisfied they were with the training contents, the trainer, the training materials, organisational aspects, and so on.

Completion of the questionnaires will take 10-15 minutes. It is recommended to send the pre-seminar questionnaire to the training participants 2-3 weeks before the training, with a deadline for returning it 5-7 days before the training event (this will allow trainers to adjust the training in line with participants' needs, see Chapter 2). The post-seminar questionnaire should be given to participants at the end of the training, during Unit 8. Alternatively, the pre-seminar questionnaire could be given to participants at the beginning of the training, after Unit 0; and it would also be possible to send the post-seminar questionnaire to participants following the training (e.g. by email).

Tips

- If modifying the questionnaires (e.g. translating from English to another language), remember that the questions and answers must be identical on the pre- and post-seminar quiz.

- There may be circumstances when trainers would like to link individual pre- and post-seminar questionnaires[11]. The proposed questionnaires do not ask participants for any identifying information (e.g. name), and so it will not be easily possible to make that link if participants complete one or both questionnaires during the training. In such cases, participants could be asked to write their name on the form (if they are comfortable disclosing this information). Trainers would then have to make it clear to participants that this information is only being requested in order to link pre- and post-seminar questionnaires. If participants prefer to remain anonymous, they could be asked to give personal information which doesn't identify them as easily. For example, participants could be asked to note part of their birth date (only the day), the first initial of their mother's first name, and the number of older brothers (e.g. somebody born 04.03.1972, with a mother called Julia, and one older brother would write down 04J1). This would create a personal code which, if noted on both questionnaires, trainers could use to link pre- and post-seminar data without easily revealing participants' identity.

Summarising participants' responses

What to do with the completed questionnaires? This Toolkit contains an Excel file that can be used to summarise participants' responses concerning a particular training event (*"Evaluation summary template", available as a separate document in this Toolkit*). The Excel file contains two tabs with spreadsheets (in the bottom left corner): one tab for the pre- and post-seminar quiz, and a second tab for the course satisfaction form[12]. Both spreadsheets are organised in the same way as the questionnaires given to participants. Trainers can enter participants' responses in the pink-coloured cells, and the spreadsheets will give an immediate feedback to help analyse participants' responses.

For simplicity, the spreadsheets are designed so that trainers will enter data concerning the entire participant group for a given training event[13]. To do that, trainers will count in the questionnaires how many participants chose a particular answer option, and enter that number in the corresponding pink cell. To aid with the counting, trainers can print off the spreadsheets and count the answers in tally form, as in the Example 1 below. The data should then be entered in the pink cells as in Example 2.

Example 1: Tally chart

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No response
Overall, I am satisfied with the seminar.	ЖЖ ЖЖ	ЖЖ I	I	II		I

Example 2: Frequencies in absolute numbers

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No response
Overall, I am satisfied with the seminar.	10	6	1	2	0	1

The spreadsheets also contain boxes where trainers can summarise the main points emerging from the text answers (or type out the answers if there are just few comments).

Tips

- Counting and summarising the pre-seminar quiz responses, the post-seminar quiz responses and the responses to the course satisfaction form will take about 7-10 minutes per participant. For a group of 10 participants, summarising and preparing the data as suggested above will therefore take about 2 hours.

Analysing participants' responses

Whilst reviewing the individual questionnaires and summarising the data in the Excel template, trainers will already develop an understanding for how participants perceived and benefitted from the training, as well as the strengths and weaknesses of the training. Once all the data has been entered in the appropriate pink cells, the spreadsheets will give an immediate feedback to help analyse participants' responses.

The quiz spreadsheet will automatically calculate standardised pre- and post-seminar scores for each question. Points are awarded for answers indicating a higher level of EDPQS-related awareness, motivation or skills (highlighted in a green font), whereas points are subtracted for answers indicating a lower level of EDPQS-related awareness, motivation or skills (highlighted in a red font). The results appear in the right-hand column. A traffic light system is used for each question to indicate what kind of changes (if any) occurred between the pre-seminar and the post-seminar measurement (red: overall decrease; yellow: overall no or very little change; green: overall increase). The results can be filtered according to question type (A = awareness; B = motivation; C = skills). The course satisfaction sheet will also give a visual feedback in the right-hand column using a traffic light system. Here, the scores are all standardised with a maximum of 10 points attainable per question. Trainers should inspect the answers to each individual question, paying particular attention to any questions highlighted in yellow, orange or red, as well as the text responses.

At the bottom of the quiz spreadsheet, the results are also summarised across all questions and for the three outcome types (awareness, motivation, skills). Trainers can see how the post-seminar scores differ from the pre-seminar scores ("difference pre-post"). Possible minimum and maximum values are provided to help trainers interpret the standardised scores. Another table shows how close participants were to attaining

the maximum possible score at pre- and post-seminar measurements (values under 50% are automatically highlighted in red, whereas values over 90% are highlighted in green). There are no set benchmarks for "how much" or "how little" change constitutes a successful or unsuccessful training. However, these data provide another way of drawing conclusions (e.g. the training was better at increasing awareness than at increasing motivation), and can also help to detect ceiling effects[14].

The text responses summarised in the boxes, as well as the information collected through the course satisfaction forms and in the trainers' self-reflection, can help to contextualise and give meaning to the quiz results (e.g. if motivation did not increase, the text responses may contain some comments which will help to understand why). The course satisfaction form also provides some information concerning potential training outcomes (e.g. if participants were able to state specific ways in which they planned to use the EDPQS in their future work).

Tips

- When interpreting the results, consider whether this matches your own impressions of the training and prior understanding of the participant group – does it confirm or contradict the observations you made during the training?

- The spreadsheet will only be able to calculate the scores if the number of returned questionnaires has been entered at the top of the form.

- It is important to remember that all analyses using the prepared templates take place at the level of the entire participant *group*. In the spreadsheet, changes are described as "overall" changes because they refer to the group average. Using these data, it is not possible to say much about changes in individuals or sub-groups of participants. For example, if the group score is the same before and after the training, this may mean that there was no change among participants, or that some participants changed in one direction, whilst others changed in the other direction. This is also true if the distribution of answers to a particular question is the same before and after the training. It is possible that one participant "moved up" one answer option, while another participant "moved down" one answer option, thus resulting in the same pattern as before the training and giving the illusion there was no change. If analysis at the individual or sub-group level is of interest, trainers will have to ensure that pre- and post-seminar questionnaires can be linked as described in the 'Questionnaires for participants' section above, and a different kind of analysis will be required than the one proposed here.

- When comparing pre- and post-seminar quiz results for the entire participant group, a key question is whether the people at the pre-seminar measurement are the same as those at the post-seminar measurement. Discrepancies arise, for example, if prospective participants return the form prior to the training but are unable to attend the training due to unforeseen circumstances, or if participants arrive late or leave early on the day of the training. A warning will automatically appear in the spreadsheet if the numbers of pre- and post-seminar questionnaires don't match. Ideally, data should be entered only for those persons for which both completed questionnaires are available (this requires that pre- and post-seminar questionnaires can be linked, as discussed earlier). If that is not possible and trainers know that the participant group at pre- and post-seminar measurement wasn't the same, then the results should be interpreted with caution. For example, if an individual with an extremely negative opinion about EDPQS completed the post-seminar but not the pre-seminar quiz, the resulting negative post-seminar score would no longer reflect changes in participants' motivation but only the change to the composition of the group.

Drawing conclusions from the evaluation: what's next?

> *"[Evaluation] is not just collecting feedback […], you actually have to analyse
> the information, form conclusions and then act on them for improvement
> in courses and teaching to be made"* (Butcher et al. 2006: 188[15])

As the quote above suggests, collecting and analysing data is only half the story: these efforts must then be followed up with actions to improve the training on the basis of the data. Table 2 below suggests a way for trainers to summarise key findings from their own self-reflection and the inspection of participants' responses, and to draw conclusions in the form of specific recommendations to improve the training. Perhaps the findings suggest that trainers need to explain something better or differently, or that more time should be spent on a certain activity. Next time, the evaluation will show whether these changes have indeed helped to improve the training.

	Trainers' perspective	Participants' perspective
What went well		
What didn't go as well		
What could be improved / should be done differently next time		
How participants' EDPQS-related awareness, motivation and skills developed between the pre- and post-seminar measurement (and any longer-term impact on their professional practice, if known)		
List up to 5 specific actions to improve the training	1. 2. 3. 4. 5.	

Table 2: Translating the evaluation findings into recommendations to improve the training

Acknowledgements

References and Notes

1 Fixsen DL, Naoom SF, Blase KA, Friedman RM, Wallace F (2005) Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

2 See section 1.5 on how to determine whether the training is "in line with" or "adapted from" the EDPQS Training Toolkit.

3 The emerging clusters will depend on the participant group, but examples could be "Prevention is about avoiding risks", "Prevention is about promoting health", "Prevention is education", and so on.

4 The case studies are partly based on real prevention projects. However, some changes were purposefully made for use in the training. Therefore, the materials do not necessarily reflect the actual state of affairs concerning the real projects.

5 For the purposes of this training, 'prevention activities' are those which aim to directly or indirectly prevent, delay or reduce legal or illegal drug use, and/or its negative consequences, including general health promotion activities with one intended outcome of preventing drug related harm. There are no limitations with regard to target population, settings, methods, etc.

6 E.g. Best Practice Portal of the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA); International Standards on Drug Use Prevention of the United Nations Office on Drugs and Crime (UNODC); Colombo Plan's Universal Prevention Curriculum for Substance Use (UPC)

7 Brotherhood A, Sumnall HR, and the Prevention Standards Partnership (2010) European drug prevention quality standards: Final Report to the Executive Agency for Health and Consumers (D7). Liverpool: Centre for Public Health; Prevention Standards Partnership (2014) Summary report on the discussion groups. Internal working document, Workstream 2, Promoting Excellence in Drug Prevention in the EU – Phase 2 of the European Drug Prevention Quality Standards Project. Liverpool: Centre for Public Health; available upon request.

8 In developing the recommendations in this section, and the supporting materials available as part of the Toolkit, we considered evaluation methods and forms used in similar courses (see acknowledgements for details) as well as relevant literature (e.g. Butcher C, Davies C, Highton M (2006) Designing Learning: From module outline to effective teaching. Abingdon: Routledge).

9 See also section 1.3 in this Guide

10 In addition, the pre-seminar questionnaire also contains a needs assessment form to support planning the training (see section 2.1).

11 For example, trainers may be interested to explore changes at the individual level or conduct sub-group analyses (e.g. to understand whether the training was perceived differently according to professional role, or whether there were any differences in course satisfaction between people who were sceptical about the EDPQS before the training and people who had favourable attitudes towards the EDPQS before the training).

12 The templates do not include a summary sheet for the needs assessment part of the pre-seminar questionnaire, as a less formal inspection of the needs assessment data will be sufficient to help plan the training (e.g. considering what professional role the majority of participants will have, whether the group will be rather homogeneous or rather heterogeneous, etc.).

13 If trainers prefer to analyse the data at an individual level, they will have to prepare their own data entry templates.

14 If the results indicate that there was overall no or very little change, it is important to check the pre-seminar scores. For example, if the level of awareness was already very high before the training, then it wouldn't have been possible for it to increase much further. The possibility of ceiling effects should also be considered when analysing the course satisfaction data. For example, if only few participants indicated that they gained new knowledge or skills during the seminar, or only few respondents were determined to review and change their own working practices as a result of the seminar, this doesn't necessarily indicate that the training was unsuccessful but in some cases it may mean that these participants already used evidence-based approaches to prevention before the training.

15 Butcher C, Davies C, Highton M (2006) Designing Learning: From module outline to effective teaching. Abingdon: Routledge.

European
drug prevention
quality standards