

Country: CYPRUS

Partner organisation: Cyprus Anti Drug Council

Course site(s): 2 Sites, "PERSEAS" & "PROMITHEAS"

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I. Basics

1. Are there any differences between the intended target groups for FreD goes net and what was actually achieved?

Below is a summary of the intended target groups as originally defined. Please delete the entries in the column "planned" and replace them with the correct information for your country in the new column "implemented".

Criterion	PLANNED (according to 2008 RAR)	IMPLEMENTED (Pilot phase 2009)	brief comment if necessary
Age	14 to 21-year-olds	14 to 24 years old	The specific age range, has been chosen in order to maximize access to the intervention, since Cyprus is a small island with an eight hundred thousand population
Access route	<ul style="list-style-type: none"> - Police / judiciary system - School - Workplace 	Police (Drug Law Enforcement Unit)	The DLEU is the best available access route in the island as their social services ensure access to therapeutic centres. School and workplace also important for the future.
manner of (first) coming to notice	It is possible to also include youths that have come to notice <u>several times</u> on account of their drug use	Only first time notice youths.	Cyprus' steering group concluded that only 'first time notice' youths can benefit by the intervention whereas 'several times notice' youths have different intervention needs and they are referred accordingly.
Substances	<ul style="list-style-type: none"> - Illegal drugs except heroin - Alcohol 	Illegal drugs only	Alcohol and legal substances will be included when school and workplace become an access route.
classification of drug user	Experimental to high risk drug user	Experimental to high risk drug user	The only classification of drug users that can benefit by the intervention.

2. Meeting the main aims

2.1. Was it possible to implement FreD goes net in the pilot regions?

yes no

Comments:

FreD goes net has been implemented successfully in the chosen pilot regions that covered the whole island. The two main pilot sites that have been chosen (the two biggest cities in the island) were the only ones that could facilitate the implementation of the intervention. Moreover they were accessible to the whole island population.

2.2. In the pilot regions, has FreD goes net contributed to improving access to drug-consuming adolescents and young adults?

yes no

Reasons for this:

FreD goes net seems to have improved access of experimental and high risk drug consuming adolescents and young adults to the two counselling centres for Adolescents and Family of the island and in some cases to different therapeutic centres.

The chosen target group, the chosen access route of the intervention (Drug Law Enforcement Unit) and the structured cooperation agreement which have been based on specific criteria, has improved access to experimental and high risk drug consuming youth, thus ensured that every young drug offender had access to the two counselling centres.

2.3. In the pilot regions, has FreD goes net contributed to developing or improving cooperative relationships between the chosen settings (police, schools etc) and drug counselling organisations/institutions (course sites)?

yes no

Reasons for this:

Good cooperative relationships were pre-existing between the chosen setting (police) and the two counselling centres for Adolescents and Family.

However, FreD goes net project has also contributed to the enhancement of this cooperation.

Firstly, the steering group of the project was the cornerstone of a successful cooperation between all actors. The steering meetings helped to improve cooperation and understanding and important decisions were agreed upon aiming at a successful cooperation and implementation of the project.

Secondly, the structured cooperation agreement, regarding the project, has reinforced the main actors to create cooperation mechanisms and to have specific roles, obligations and limitations in the project. All these have proved to be very useful for a successful cooperation and implementation of the intervention.

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2.4. *If cooperation as set out in 2.3 was successfully established/developed, will it be sustainable and continue beyond the pilot phase?*

yes no

Reasons for this:

All actors, involved in the pilot phase of FreD goes net, have reported that they will continue their cooperation beyond the pilot phase, since their cooperation was successfully improved during the project, however they have agreed to re-adjust the framework according to the changing profile of young drug users.

2.5. *Were there any specific conditions/changes (political, economic) in your country during the first two years of FreD goes net that affected the implementation of the project?*

yes no

II. RAR

In the first project year all partners used the method of RAR to carry out a stocktake of the current situation and current needs. This consisted of three elements:

- Background research,
- Interviews with key persons,
- Identifying „good practice projects“.

Results were documented in country reports.

1. Did you identify good practice projects in your country that met the agreed criteria?

yes no

2. Looking at it retrospectively after concluding the pilot phase: Was the method of RAR useful in identifying suitable settings for your site(s)?

yes no

Reasons for this:

RAR method was useful, for Cyprus, in identifying the suitable referral sites, since it has revealed the successful and unsuccessful variables that pre- existed for each setting.

More specifically, RAR method used for Cyprus revealed that the school setting was the most suitable access path where the specific target population allows for a more comprehensive response to drug prevention. However, successful variables of access to vulnerable adolescents in schools have not been identified through the RAR procedure. Access to the school environment was impractical due to the lack of co-operation mechanisms and the unavailability of agreements and laws concerning young drug offenders in schools.

As a result, the police setting has been chosen, where successful variables of access to vulnerable youths were identified through the RAR procedure.

3. Judging by the results it achieved, and based on your professional perspective, was the time spent on the RAR exercise justified?

yes no

Reasons for this:

RAR procedure has helped our organization to make the right decisions for the following:

- 1) The selection of the most appropriate setting, where access to high risk youths can be facilitated.*
- 2) The selection of a specific target group age range, most appropriate for the specific intervention*
- 3) The most important substances that should be addressed through the intervention, according to the Cyprus' drug problem situation.*

RAR procedure has also helped our organization to ensure the improvement of the following:

- 1) The difficulties which exist in the legal framework of the island regarding young drug offenders and the necessity for a modernization of the existing law regarding alternatives to imprisonment.*

4. Would you recommend this method of stocktaking to other early intervention projects?

yes no

Reasons for this:

RAR method has proved really effective for a quick assessment of the current situation in Cyprus, in order to identify successful variables of access to young people at risk. RAR can be really useful prior to implementation of any prevention intervention.

III. Cooperation

1. Implementation of FreD goes net requires **viable cooperative relationships between the participating institutions. What methods of establishing/maintaining these have proven successful in your pilot region?** (e.g. informal verbal agreements, formal written agreements, regular meetings, agreements at certain levels of hierarchy)

Please describe these.

Cyprus, prior to implementation of the pilot programme FreD goes net, had created a steering group which was responsible for any decision during the three-year period for the implementation of the project. The steering group is constituted of 5 people, one person per service/ institute that is involved in the project. It had regular meetings in order to discuss and make decisions for every step taken throughout the project.

At the beginning of the project, steering group had elaborated a formal structured written agreement (protocol), which was ratified by the highest authorities of all involved parties in a formal ceremony that took place prior to the beginning of the pilot phase and involved the media and policy makers. Consequently, publicity reinforced the will for cooperation.

2. **What difficulties were encountered in developing and maintaining cooperative relationships?**

Please describe these.

They were not any major difficulties in maintaining cooperative relationships during the pilot phase.

The only difficult and time consuming part of the whole process was the elaboration of the structured agreement, where all parameters needed to be agreed upon and a comprehensive cooperation had to be developed between all interested parties. It was clear to all interested parties that the agreement (protocol) was of major importance prior to a successful implementation of the programme. As a result, the steering group met several times in a period of 4 months in order to agree as to the inclusion criteria regarding the intervention, each actor's role, obligations and limitations throughout the project.

Institutional differences as regards drug users were taken into account, and easily agreed upon.

3. Did you enter into any written cooperation agreements?

yes no

If yes: How many such agreements did you have and with which cooperation partners?

– First (main) agreement (both sites):

Prior to the beginning of pilot phase (November 2008), a written cooperation agreement had been ratified, between the Cyprus' Police (Drug Law Enforcement Unit), the Ministry of Health (Mental Health Services – PERSEAS & PROMITHEAS) and the Cyprus Anti Drug Council as the national coordinator of the project. The above agreement involved all cooperation partners (both sites) and geographically covered the whole island.

– Second (supplementary) agreement (both sites):

In September 2009, a second written cooperation agreement, supplementary to the original one, was ratified between the Cyprus' Police, the Sovereign Base Areas Police Force and the Cyprus Anti Drug Council as the national coordinator of the project. The partnership with the Sovereign Base Areas Police Force was made in order to ensure the option for Greek-speaking and English-speaking residents of the British Bases to participate in the programme, (an English-speaking programme provides its services at the Adolescent and Family Counselling Centre "PERSEAS" in Nicosia).

4. Was there a local steering group for implementing the FreD approach?

yes no

If yes, please list the members and rate the work of the steering group in implementing FreD goes net for each of the pilot sites.

One Steering Group for both sites :

Members of the steering group:

*Cyprus Anti-drugs council
Mrs Maria Peglitsi, National Co-ordinator*

*Drugs Law Enforcement Unit
Mr. Stelios Sergides*

*Mental Health Services
"Perseas"*

*Mrs Anna Petridou
"Promitheas"*

*Mrs Despo Leonidou
SBAP Co-ordinator*

Mr. Andreas Pitsillides

The above steering group, as has been mentioned before, was responsible for all decisions made throughout the implementation of the approach. The steering group proved to be the cornerstone of the project. The steering group decided for the following:

- 1. The written cooperation agreement which set the parameters for the following:
Target group of the FreD goes net programme
Method of Operation
Referral Scheme Procedure
Certificate for participation by the National Counselling Centre for Adolescents and Family in the FreD goes net programme
Protection of Personal Data
Responsibilities and co-ordination*
- 2. The follow-up of the implementation*
- 3. The evaluation of the project*
- 4. The dissemination of the project*

5. Please list those institutions/organisations/services that really did refer young persons to the courses.

Police / judicial system

Which institutions and divisions exactly were these? Who were your contact persons (function/position)? Why was cooperation successful in these specific cases?

Throughout the RAR, successful variables of access to vulnerable youths had been identified in the police environment.. The Drug Law Enforcement Unit and its social worker service are the divisions that initiated the project and referred young persons to the Counselling centres.

The main contact person for the police is a Superintendant B' officer of the Drug Law Enforcement Unit (Mr Stelios Sergidis), who had the main responsibility for the project as regards the police and also participates in the steering group of the project. Additionally, the head officer of the social worker service along with two social workers, assist with the referral of young persons to the courses.

Cooperation was successful with the DLEU since in the past it had initialized and successfully cooperated with many counselling and treatment services. Thus, the pre-existing co-operation channels got improved in relation to FreD goes net in order to meet target group's needs, and as a result they were able to facilitate the implementation of FreD goes net. The social worker services of the DLEU Dept, served as the referring point since they exist in all major cities of Cyprus and are able to substantially increase the perception of risk behaviours related to drug use among the young drug offenders in every city and to promote the early intervention program FreD.

School

What types of school? Who were your contact persons (function/position)? What characterises the schools that were willing to cooperate/where cooperation was successful?

Other settings, specifically:

What divisions/ contact persons (function/position)?
Why was cooperation successful in these cases?

6. Chapter 4.4 of the manual gives recommendations for successfully establishing structures of cooperation. Did you find these tips helpful?

yes no

Reasons for this:

Cyprus Anti Drug Council, as the national coordinator of the project has aimed to a successful cooperation between all partners involved in the project.

On the one hand, special attention was given to the recommendations for co- operation in the manual (which has been drawn from the German FreD experience) and on the other hand, Cyprus' specific conditions were taken into account.

The most worthy recommendation was to put the agreement in writing and ensure political commitment, which proved to be the cornerstone of successful cooperation.

7. Do you have any further suggestions or comments on the topic of "cooperation"?

Cyprus suggests that any organization/institute which aims at a successful establishment of cooperation with other organizations, should spend time and effort to prepare carefully a formal structured cooperation agreement, which will be facilitate the implementation of the intervention in the future.

IV. Access

1. The role of the respective legal provisions in facilitating access to FreD courses:

The manual presents an overview of the legal provisions that currently apply in each country. After completing the pilot phase, would you say these facilitate or obstruct access to drug-using youngsters?

Police context / judiciary system:

Current provisions facilitate access obstruct access

reasons for this:

As has been stated in Cyprus' overview of legal specification in the manual, Cyprus has an inactive national legislation to allow access to the course with instruction. As a result, the Drug Law Enforcement Unit and the Attorney General's Office have an informal agreement whereby directions are given for non- prosecution, when the first time offender's case meets certain minimum criteria. In the case of the FreD goes net intervention, the DLEU and Attorney General's Office agreed to the following criteria in order to provide access to the course and meet the needs of the project:

- 1. The offender has been arrested for a first time.*
- 2. The seized quantity of drug is for personal use only.*
- 3. The offender is legally responsible and not older than 24 years old.*
- 4. The offender has not offended according to the article 244 of the Criminal Law, during, before or after his/her arrest.*
- 5. In case the offender follows the police recommendations and attends the program FreD goes net, upon the completion of the program, the DLEU will suggest to the Attorney General the dismissal of the case.*
- 6. In case the offender has been found unsuitable for the program (intake interview), it is possible to be referred to a different program. In that case the DLEU will suggest to the Attorney General that the case will be temporarily suspended for a period of 2 years. Upon successful completion of the 2 years, the offender should return the participation certificate from any other therapeutic program, to the DLEU, who will suggest to the Attorney General that the case should be classified as "otherwise disposed of".*

All above criteria have facilitated access to the courses. However, a revision of the Care and Treatment Law of Drugs Addicts Law of 1992 should take place in order to allow access to the course with instruction too.

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School context:

Current provisions facilitate access obstruct access

Other (please state which):

Current provisions facilitate access obstruct access

2. Were there any differences between these legal provisions (and any other rules and agreements) 'on paper' and their implementation 'in real life'?

yes no

If yes: What were the differences?

When the offender was referred to the Counselling centre, usually it was not very clear that there was a chance not to enter the FreD course. Most of the times the offenders came to the centre thinking they will only participate in the FreD course. There was a possibility however, during the intake session that the offender was not suitable for the FreD course and therefore referred to another program.

3. Which flyer did you use for 'your' young persons? Please enclose 5 copies.

yes no

Basically used the available flyer (the template) or developed our own flyer

4. Did you change any of the main messages of the template?

yes no

If yes, which messages/statements did you change and why?

5. Can the universal flyer for young persons (the template) be included as a recommendation in the handbook or does it need to be changed in any way?

Universal flyer(the template)for young person can be included as a recommendation in the handbook. It has been really useful during the process of creating our national flyer.

However, each country can add themes, according to their needs, as Cyprus plans to transform the flyer to make it more attractive for young offenders, since we have gained a particular insight with the experience we have with the offenders.

6. What are typical situations for youngsters to come to the notice of a particular setting and be referred to FreD?

Typical situation of coming to the notice...

of the police /
judiciary system

The young offender has been arrested for a first time as a result of use or possession of illegal substances and the seized quantity of drug was for personal use only.

of school

–

of another setting
(please state which):

–

7. What benefits can young persons draw from taking part in a course that could motivate them enough to contact the course leader?

gains or benefits obtained from participation

Police /
judiciary system

DLEU, upon completion of the course, would recommend to the General Attorneys office, for the case to be classified as “Otherwise disposed of”

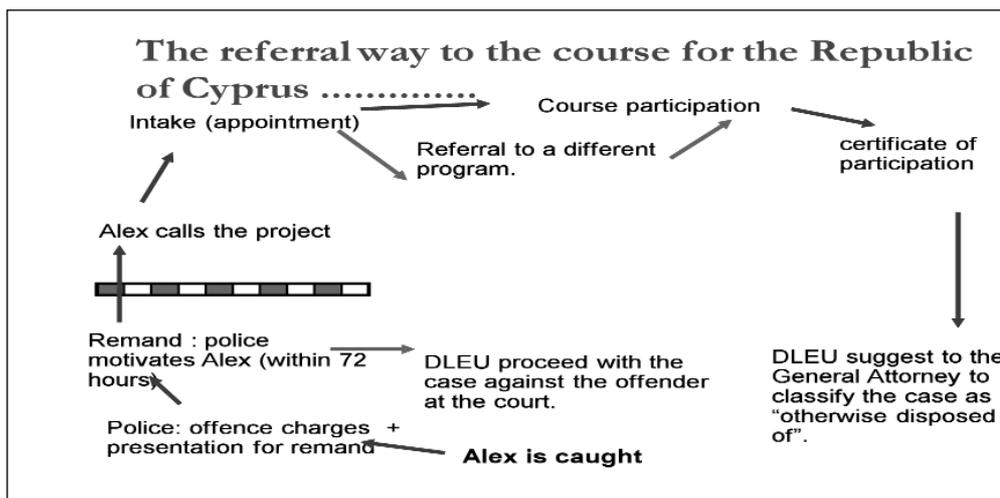
School

–

Other setting
(please state which):

–

8. FreD goes net works to the principle that “coming to notice on account of legal or illegal drug use is followed by intervention.” For your chosen settings, please describe a **typical chain of events/the individual steps from first being noticed all the way to completing the intervention** (bullet points; if needed refer to the chart “Alex is caught...” from the ppt of the kick-off workshop – see attachments of the e-mail that was used to send out this questionnaire).



9. Were the parents involved in referring the youngsters to FreD?

yes no

If yes:

– How and in what form were they involved?

BUT: Only in cases where young offenders were under age, parents were informed about the project through the social work service of the DLEU.

Also, during the first intake by the centres, parents of underage offenders were informed of what was the decision, either their child entering FreD course or another program. In both cases parental involvement was encouraged by the course leader.

– Would you recommend parental involvement to new FreD sites?

yes no

Reasons for this:

Parental intervention is extremely important and we suggest a strong involvement, since our philosophy views the problem systemically and not individually.

10. Do you have any other comments on the topic of access? What measures do you find helpful in facilitating access to the intake interview and/or course?

Cyprus has facilitated access to the intake interview and courses through some specific measures as follows:

- 1. The social work service of DLEU has proved a very helpful measure, since in a short period of time after the arrest (72 hours) the social worker of the police was able to motivate the young offender to join the project.*
- 2. The good and structured cooperation between the DLEU and the counselling centres. The social worker was obligated to contact the counselling centre immediately after the first contact with the young offender. A referring form was faxed to the counselling centre prior to the intake interview.*
- 3. The written structured agreement (protocol) had specific instructions for everyone involved of how to act in each stage of the approach. As a result, we managed to facilitate access to the intake and/or course in a really easy way, most of the times.*
- 4. The recommendation of the DLEU to the General Attorney's office for the case to be classified as "Otherwise disposed of", was the most helpful and important measure which facilitated access to the courses. Even if the measure was allowing access without instruction, it was a powerful tool in order to reinforce young offenders to joint the courses.*

V. Implementing the intervention (Intake and courses)

1. After the intake interview, what were typical reasons for you to find that FreD was unsuitable for the adolescent/young adult in question?

Site 1 (PERSEAS)

FreD was unsuitable for the youth when:

- There was a systematic/daily drug use*
- The role of substance was significant in adolescent's life*
- The profile of the surrounding difficulties in the offender's life*

Site 2 (PROMITHEAS)

Severe psychopathology

2. On average, how many weeks were there between the intake interview and the beginning of the course?

___ 2 to 3 ___ weeks

3. Up to this point, at which sites did you carry out how many courses with how many participants?

Name of site 1: ___ "PERSEAS" Counselling Centre for Adolescents & Family

___ 8 ___ courses with ___ 47 ___ participants

Name of site 2: "PROMITHEAS" Prevention & Counselling Centre for Adolescents & Family

___ 7 ___ courses with ___ 34 ___ participants

In case of strongly divergent numbers, can you think of reasons?

Site 1: PERSEAS

In group #4 we only had 3 participants due to the fact that they were all college students abroad, who had to go overseas in a very short time period after their arrest. So, we decided to contact this group with a low number of participants.

Site 2: PROMITHEAS

"PROMITHEAS" had reported smaller numbers in comparison with "PERSEAS" and this is due to the fact that the site was serving only 2 districts instead of 3 in the case of PERSEAS.

4. How many sessions did you divide the course into?

- 2 sessions 3 sessions 4 sessions

5. Did some of the sessions also take place at weekends?

- yes no

6. How satisfied are you generally with the exercises that currently make up the course?

Please rank on a scale from 1 to 4
(1 = very satisfied, 4 = not at all satisfied)

2

7. Please name (up to 3) exercises that have proven particularly effective: The following should definitely remain in the manual (please give the exercise name and number):

Site 1 (PERSEAS)

- Section 1, exercise 5, Legal Aspects
- Section 1, exercise 6, Reasons / Effects / Consequences
- Section 3, exercise 11, Diagram of drug use

Site 2 (PROMITHEAS)

- Presentation of the support system for juveniles including discussion Ex. 14
- `The spliff is hot` with role play Ex. 7a
- Diagram of drug use. Consume Graph Ex. 11

8. Were there any exercises in the course that proved ineffective or too difficult to implement?

- yes no

If yes: please list a maximum of three together with the respective name and number.

Site 1 (PERSEAS)

- Section 2, exercise 8,2, Keyboard Model
- Section 2, exercise 8, 1, Abuse, Habituation, Addiction - Although this exercise is very helpful in determining the extend of their drug use, it uses very complex language, often very difficult to comprehend by adolescents, especially those out of school. For this reason we changed the wording to more simple words.
- Section 4, exercise 15, Encounter with future self

Site 2 (PROMITHEAS)

Drugs for pleasure and as aids/props: Definition of pleasure, abuse, habituation and addiction Ex. 8a.

9. Are there any other exercises you would like to be included in the manual?

yes no

If yes, please write them out separately in the format of the manual and attach to this report.

10. Was / is implementing the FreD courses something that enriches your work?

Did you gain any particular insights? Did something unexpected happen?

Site 1 (PERSEAS)

Implementing FreD courses is a non-stop learning experience. This is so from the first encounter you have with participants to the last course day. From how biased they come from the police station, and how willing to cooperate they become. The first encounter with participants, in my opinion, is the most crucial one. They need to feel welcomed, understood and respected. If not, you lose them. It is also important however, to follow the group rules and not feel sorry for them if they were late. This makes it clear that the least we expect from them is to be punctual. Punctuality is translated into how much they respect what they do and how willing to work with you. You need to be well prepared to encounter all kinds of weird and unexpected questions. You need to be alert throughout the session, especially during breaks. The co-leader's assistance is extremely important. It is amazing how many things go unnoticed, and without the help of the co-leader you cannot see them.

Unexpected was when a couple of old participants called to ask for an appointment and wanted to enter a therapeutic program. These two in particular, were very difficult to handle throughout the course

Site 2 (PROMITHEAS)

Definitely FreD enriched our work in the following matters:

- it enriched our knowledge in regards to legal aspects of drug use and in general in all matters of substance use.*
- it provided with more/different experiences*
- it enabled us to work with other professionals and services and enhanced networking*
- the promotion of FreD had an indirect effect on the promotion of the center that we work for.*

FreD helped us to confirm our belief that group activities are more effective.

There was something unexpected during the running of FreD. One of the adolescents that was taking part in the course was arrested for the second time for the same reason as the first time, for possession of a small quantity of cannabis. In that case the course leader had to terminate that adolescents' participation in the program prematurely. It seemed that in this case the initial arrest was not enough for that adolescent to terminate the use of substances.

- 11. What are your experiences with respect to group composition?** (gender, age, different substances consumed, different patterns of consumption etc)

Site 1 (PERSEAS)

We only had one female participant throughout all FreD courses. It was very interesting to see the differences between the two, on how they thought and expressed. As far as age is concerned, our first plan was to divide ages of 14-18 and 19-24 were possible. In some cases, due to the small number of participants this could not be implemented, so different age groups consisted a course. It is surprising how protective older participants are, of younger ones and how they tend to get nurturing and caring and full of advice. Different substances consumed played no significant role in group compositions, since our philosophy is aimed at examining the role of drug use and not the substance of use. Different patterns of consumption played a role as participants with high consumption levels usually talked more about their experience, where as participants with much lower consumption levels did not have a lot to say.

Site 2 (PROMITHEAS)

These are our experiences regarding group composition:

- more male participants in contrast to female participants. We only had two cases of female participants and in those cases there was a noticeable change in the group dynamics.*
- regarding age differences it seemed that those didn't help the group to bond.*
- the substances that were most often used were cannabis, alcohol and cocaine. During the intake interview and also during the group session it was evident that polydrug use was very common.*
- finally it appeared that using substances in a group of peers was more common than using alone.*

- 12. Do you have any further comments/ideas/recommendations on the topic of course implementation?**

Site 1 (PERSEAS)

Overall, course implementation works well so far. Some of the exercises are very useful and will definitely remain in our courses. Time frames sometimes vary in different courses, some participants want to talk more one subject than the other. What is most important is to follow your course outline, but also listen to what the participants need. We strongly recommend psycho education to be included in the updated FreD manual! We also fully agree with the suggestions below, made by the Prevention Expert in Site 2, since the suggestions below were elaborated by both centres.

Site 2 (PROMITHEAS)

Our recommendations:

- intake interview should be more comprehensive and longer in order to be able to allow a full assessment of the case and the needs of the adolescent/young adult .*

- *making the program more available to young people through involving more environments e.g.schools, work, army, family,*
- *More assessment interviews*
- *Training of the policemen on how to handle the referral of young people to the FreD programme.*
- *Regarding the group sessions it looks that the adolescents have the following needs:*
 - 1) *more education/information about substances,*
 - 2) *at least one session with free structure, in which adolescents can talk about issues that matter more to them.*
 - 3) *Another request from the leader and co-leader is that we need another individual session with the adolescents for closing our intervention. We hope that in this session we will reinforce our objective of creating a demand for treatment*
 - 4) *Finally it is important that the certificates of participation are given to the adolescents themselves to take them to the police officers. In this way we boost young people's sense of personal responsibility.*

VI. Summary

1. Do you find the overall concept and approach of FreD goes net convincing?

Please rate on a scale from 1 (yes, very) to 4 (no, not at all)

2

Reason:

The overall concept of FreD goes net approach has proved successful enough for Cyprus' therapeutic system since there was unavailability of any specific evaluated selective prevention interventions in the island and there was a great gap between universal prevention and treatment offer. Even if referring measures between Police (DLEU) and some therapeutic/counselling centres did pre exist, there was no structured cooperation between them toward a specific measure, like in the case of FreD. The FreD goes net approach has facilitated access to the counselling centres, has improved in a comprehensive way the cooperation between the two basic actors in the field of drug abuse and has consolidated to a great degree the support system for the youths at risk. Moreover, Cyprus recognizes that the approach needs to extend to other actors such as the school system, the social services, and the army.

However, Cyprus concluded that the FreD approach needs to be carefully re-adapted to the Cyprus' drug reality and youths at risk needs, in order to ensure that every youth will be able to have access to the most appropriate therapeutic/ counselling program according to his/her overall personal needs. FreD goes net approach has been proven inadequate for some youths at risk.

2. 2. If you had several pilot sites: Were your experiences at each site fundamentally different? (e.g. with respect to cooperation, access or course implementation)

Skip this question if there was only one pilot site.

yes no

If yes: Please describe these differences.

The two therapeutic centres function on the same principles, methodology and targets and they had established a previous cooperation and exchange.

3. Please summarise the aspects you consider central for each of the thematic blocks.

aspects that obstruct...

- | | |
|---------------------------|--|
| ... cooperation | Different institutional tasks, different legal constrains and some different attitudes toward drug users |
| ... access | The absence of national legislation that allows for access to the course with an instruction |
| ... course implementation | Adequacy of staff as regards numbers and expertise |

aspects that facilitate...

- | | |
|---------------------------|---|
| ... cooperation | Written structured cooperation agreement between all actors |
| ... access | Comprehensive cooperation and informal agreement between DLEU and Attorney General whereby directions are given for non prosecution |
| ... course implementation | Small numbers, personal contacts |