Trainers manual 1.0

Drink & Drive Rehabilitation Programme

November 2016
PART ONE

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PART TWO

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1 Introduction

The Manual was drafted in 2016 within the project “Drink&Drive Programme Moldova”, implemented by the Institute of Penal Reform, in partnership with probation services from Moldova, the Netherlands and Romania, supported financially by the Dutch Embassy within the MATRA Programme. The project aimed to develop a rehabilitation programme for drivers who have been detained under the influence of alcohol. The main objective of a rehabilitation program is to reduce the relapse rate of driving under influence and to increase the road safety.

The phenomenon of driving under the influence of alcohol is a major problem in Moldova (see par. 1.1) and with the implementation of the Drink & Drive program an opportunity is given to reduce this problem.

This document is one of the proceeds from the above project; it describes the rehabilitation program as to be executed by the trainer. There is a great interest in program integrity; for an effective evaluation and possible reconstruction of the program, it is important that the program is carried out by the trainers in a uniform way.

The drink & drive program will be implemented within a judicial framework by probation officers who have been trained as trainers. The participants are men and women who have been arrested for driving under the influence of alcohol. In addition to participating in the program they are also subject to judicial sanctions such as fines and / or license suspension.

The program gives them the opportunity to improve their attitude to safe behavior on the road and to improve their behavioral intention. In particular, the program focuses on raising awareness and understanding towards unsafe traffic behavior, enhancing knowledge and develop strategies and skills to prevent them for driving under influence.

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1.1 Prevalence of DUI in Moldova

A study “Joint OECD / ECMT Transport Research Centre, Working Group on Achieving Ambitious Road Safety Targets, Moldova Country Report on Road Safety Performance July 2006” summarizes traffic safety issues on a national level for Moldova:

In general:

- A high level of fatalities
- Drivers account for 25-30% of road fatalities, vehicle passengers for 25%, pedestrians for 40-45% and cyclists for 3-5%.
- The high level of fatalities in Moldavia is due largely to the lack of separation between road users, especially on high speed roads. This in turn is due to deficiencies in land use planning
- Important infrastructure improvement is required to reduce this high fatality rate, with measures such as pedestrian crossings and central islands introduced in built-up areas
- Excessive speeds are also responsible for the high number of fatalities
- Since 1995, vehicle occupants constitute the user group with the biggest increase (+171%) in the number of fatalities. One reason for this is speeding and the non-utilisation of passive safety devices, such as seatbelts
- A key issue is also the high rate of pedestrians killed, which is far above the European average; collisions with pedestrians represent 46% of all accidents

Next to speeding, the second major road risk identified by the Moldovan Government and Road Traffic Police was drink-driving. Yet the reality is that at the end of last decade in Moldova as a whole there were merely 27 hand held breath-testing devices available for enforcement purposes. The 202 road police officers in Chisinau, a city with a population of 760,000, between them had access to just one breath/alcohol testing device. Given the suggested high rate of drinking and driving, the lack of breath testing equipment is a serious failing undermining enforcement.

On average between 2001 and 2010 around 150 road deaths per million inhabitants (mortality rates) were to regret in Moldova. It is estimated that 25% of these fatalities is alcohol related. Only in the first months of 2009 more than 868 accidents were recorded (280 accidents more
than in 2008) of which 117 deaths and 1030 injuries. These rates are the highest in the European region.

Road deaths in Moldova in 2009 cost the country in excess of $300 million each year – a substantial toll on public resources equivalent to around 3% of GDP. Investment in good road policing and education (f.i. Drink & Drive programmes) in Moldova therefore makes excellent economic sense. Melanie Marlett, Head of the World Bank in Moldova, has estimated that every life lost on Moldova’s roads costs the equivalent of US$ 511,000 to the Moldovan economy, not to mention the human cost of each life lost and each injured person.

1.2. Legal framework regarding Drink&Drive offenders

Under legal aspect, within the Drink&Drive Project, the Republic of Moldova represents an interest on the one hand, with its road traffic provisions, sanctions and contraventions applied in case of violations, and on the other hand, the specific probation provisions, respectively the community based sanctions under which the person under probation supervision may be included in the Drink&Drive Program.

1.2.1 Regulations regarding road traffic regime

Provisions regarding blood alcohol concentration when the sample is collected
According to Decision No.296 of 16.04.2009 on the approval of the Regulation with regard to the blood alcohol concentration test and medical examination to establish drinking level and its nature, the following maximum admissible alcohol intake shall be applied:
  a) in blood – 0.3 g/l;
  b) in exhaled air – 0.15 mg/l.
As it is defined in the normative act mentioned above, the drinking level represents:
  a) low level – in case of blood alcohol concentration from 0.3 g/l to 1.0 g/l and 0.15 mg/l to 0.5 mg/l in exhaled air;
  b) high level – exceeds the concentration level of 1.0 g/l in blood and 0.5 mg/l in exhaled air.
In case of drivers whose drinking has established as low level, the fact represents a contravention and shall be sanctioned in accordance with the Code of Contraventions, while the high level constitutes an offence.

**Contraventions and Sanctions**

Code of Contraventions stipulates the following contraventions for road traffic violations:

- Driving without driver’s licence (except for learners under supervision of an instructor);
- Driving a vehicle by a person who was deprived of the right to drive;
- Allowing a person with no driver’s licence to drive (except for learners under supervision of an instructor), who is deprived of the right to drive or who has a driver’s licence of a different category;
- Driving a vehicle by a person who does not have in his/her possession the driver’s licence or state registration card of the vehicle or compulsory insurance policy against civil liability;
- Allowing a person to drive, who does not have in his/her possession the driver’s licence;
- Driving a vehicle by a person under the influence of alcohol that exceeds the maximum admissible level, if the case is not an offence, (shall be sanctioned with a fine of 150 conventional units with the deprivation of the right to drive a vehicle from 2 to 3 years);
- Knowingly permitting a person under the influence that exceeds the maximum authorised level or who is under the influence of drugs, psychotropic and/or other similar substances to drive a vehicle, if the case is not an offence (shall be sanctioned with a fine of 150 contravention units or deprivation of the right to drive a vehicle from 1 to 3 years);
- Consumption of alcohol, drugs, psychotropic and/or other similar substances by the driver involved in a road accident before blood alcohol concentration is tested or biological samples are harvested for medical exam to establish the drinking level and its nature, except for the consumption of medicines with effects similar to psychotropic substances after the occurrence of a road accident and before the
arrival of the police on the scene, if it was given by authorised medical personnel
and were required by the health state (shall be sanctioned with a fine of 150
contravention units or deprivation of the right to drive a vehicle from 2 to 3 years); The contravention sanctions include: number of contravention units, community service or contravention arrest.

In accordance with the provisions of the Code of Contraventions, the driver declared guilty of committing the offence, once the main sanction is applied, shall receive a number of penalty points as additional sanction. If the application of sanction conditions a total of 15 penalty points, the investigating agent shall send the contravention cause for examination to a competent court, which together with the main sanction and penalty points shall enforce the deprivation of the right to drive for up to 6 months to one year as additional sanction. The penalty points shall be cancelled when the 6 month period expires from the date when the contravention was found or from the date of deprivation of the right to drive by court decision.

Road traffic offences committed under the influence of alcohol
According to provisions of article 264\(^1\) of the Criminal Code, operating means of transport in a state of acute alcoholic intoxication or in a state of intoxication caused by other substances represents an offence defined as follows:

- (1) Operating a means of transport by a person in a state of acute alcoholic intoxication or in a state of intoxication caused by narcotic, psychotropic, and/or other substances with similar effects shall be punished by applying a fine in the amount of 400 to 500 conventional units or by community service for 200 to 240 hours, in both cases with the deprivation of the right to operate the means of transport for 3 to 5 years.

- (2) The deliberate transmission of a means of transport to be driven by a person in a state of intoxication, provided that such an action causes consequences specified in Article 264 shall be punished by a fine in the amount of 450 to 550 conventional units or by community service for 200 to 240 hours, in both cases with the deprivation of the right to operate the means of transport/drive for 3 to 5 years.

- (3) The refusal, resistance, or evasion of an operator of a means of transport to undergo a breath analyser test or a medical examination aimed at determining a state of
intoxication and its nature or from taking biological samples as part of this medical examination shall be punished by a fine in the amount of 550 to 650 conventional units or by community service for 200 to 240 hours, in both cases with the deprivation of the right to operate the means of transport for 3 to 5 years.

- (4) The actions set forth in par. (1)-(3) committed by a person without an operator’s license or who has been deprived of the right to operate the means of transport shall be punished by applying a fine in the amount of 700 to 800 conventional units or by community service for 200 to 240 hours or by imprisonment for up to 1 year.

1.2.2. Probation provisions

The Drink & Drive Program may be applied to all persons registered for probation services whose punishment enforcement, deprivation of the right to drive, community service have been conditionally suspended, conditional release or punishment release, respectively replacing the part of unexecuted punishment with a more mild punishment for committing offences stipulated in Article 264 of the Criminal Code of the Republic of Moldova. Below, we provide an analysis of each legal provision.

The punishment by deprivation of the right to hold certain positions or undertake certain activities

The deprivation of the right to hold certain positions or undertake certain activities consists in the prohibition to hold a position or undertake activities used by the convict to commit the offence. Deprivation of the right to drive shall be applied by the court from 6 months to 3 years, and in case of committed road traffic contraventions, from 6 months to 1 year.

The punishment to deprive of the right to hold certain positions or undertake certain activities or drive may be given as main or additional punishment to a fine or community service. After the expiry of the punishment in the form of deprivation to drive a vehicle, the person shall be reinstated in his/her right.
**Community service**

Free community service is provided by offenders after working or study hours; the activities are determined by local public administration authorities. The community service is set for a period from 60 to 240 hours and is provided for 2 - 4 hours a day, and if the offender is not employed or does not study, at his/her request or with his/her consent – up to 8 hours a day. The community service may be applied as main punishment.

**Release from criminal punishment**

Releasing from criminal punishment means to release a person who committed an offence from real, partial or total enforcement of the criminal punishment, issued by court judgment. Release from criminal punishment may be done inter alia through:

a) conviction with conditional suspension of punishment;

b) conditional release before term;

The criminal law in force stipulates the possibility of releasing the offenders from criminal punishment. It means that if at the moment of examining the cause in court, the person who has committed the offence has pleaded guilty, compensated the damage caused and is not considered a danger to the society anymore, he/she may be released from real, total or partial punishment enforcement by court judgment. The release from criminal punishment shall be applied only by the court and only to persons who prove to be correct and re-educated. Hence, a certain real punishment is determined for the person and at the same time, he/she is released from its enforcement.

**Conviction with conditional suspension of punishment**

If the punishment is imprisonment for up to 5 years for offences committed with intention and up to 7 years for offences committed from imprudence, taking into account the circumstances of the cause and the guilty person, the court may conclude that it is not rational to enforce the punishment, and may rule for conditional suspension of the punishment applied to the culprit describing the reasons for conviction with conditional suspension of the punishment and the probation period in the judgment.

Competent authorities (probation service) shall exercise the control over the behaviour of those convicted with conditional suspension. The probation term shall be set by the court for 1 to 5
years, the court giving real possibility to the culprit to prove he/she has improved his/her behaviour and leads a honest life, without breaking the law. In case of conviction with conditional suspension, additional punishments may be imposed, for instance, deprivation of the right to drive.

Applying the conviction with conditional suspension, the court may oblige the convict to:

a) not change the domicile/residence without the consent of the competent body;
b) not visit certain places;
c) follow a treatment in case of alcohol, drug, toxic addiction of sexually transmitted disease;
c1) participate in a special treatment or counselling programme to reduce violent behaviour;
d) provide material support to victim’s family;
e) compensate the damage in the term set forth by the court;
f) participate in probation programmes;
g) community service hours;
h) be subject to electronic monitoring.

During the probation period, the court, at the proposal of the entity that exercises control over the behaviour of the convict with conditional suspension of punishment, may cancel fully or partly the obligations set previously or may add new ones.

In the situation when after the expiry of at least half of the probation period, the convicted person with conditional suspended punishment has a correct and exemplary behaviour, the court, at the suggestion of the supervision body exercising control over behaviour of convict, may issue a decision to cancel the punishment and erase the criminal record.

If those convicted with conditional suspension of punishment enforcement during the probation period violates systematically the obligations set or public order, being administratively liable, the court, at the suggestion of the supervision body exercising control over the behaviour of those convicted, may rule to cancel the conditional suspension of punishment and to enforce the punishment by the convict by court order. Systematic violation means committing three or more violations of obligations set or public order.
**Conditional / early release from punishment**

The persons serving imprisonment sentence, who have paid fully the damages caused by the offence for which they have been convicted may be conditionally released before term, if the court considers that the offenders may correct themselves without serving full sentence. At the same time, the person may be released fully or partly from additional punishment.

Applying conditional / early release, the court may oblige the offender to fulfil the obligations foreseen by the law, the remaining term.

Starting from the concrete conditions and taking into account the personality of the offender in applying the above-mentioned measures, the court may constraint the offender to fulfil certain obligations in the remained term, and namely:

- not to change the domicile and/or residence without the consent of the competent authority;
- not to go certain places;
- follow a treatment in case of alcohol abuse, drug abuse and addiction or venereal disease;
- participate in a special treatment or counselling programme to reduce violent behaviour;
- support materially the victim’s family;
- compensate for damages caused based on a court ruling;
- participate in probation programmes;
- community service hours;
- wear electronic monitoring device

**Replacing the rest of the punishment that was not enforced with a milder punishment**

The court, taking into account the behaviour of persons who serve their jail sentence for a light or less serious offence, may rule to replace the remaining of the term with a milder punishment. At the same time, the person may be released totally or partly from additional punishment.

Replacing the unserved punishment with a milder punishment may be applied only if the offender has served at least one third of the sentence.
2 The mainlines of the Drink & Drive programme

Driving under the influence of alcohol is always regarded as dangerous driving behavior. It is known that most drivers who have been caught in traffic by the police have, prior to this arrest, more often driven under influence. In these cases we can speak of problematic driving behavior. The Drink & Drive programme is focused on the training of drivers in traffic noticed by problematic driving behavior. The ultimate goal of the program is to establish a behavioral change to the beneficiaries, whereby in the future they will no longer drive under the influence of alcohol.

The Drink & Drive programme is carried out by the Moldovan probation service mainly to prevent offenders for further recidivism and also to improve traffic safety in Moldova. In fact the Drink & Drive programme aims to reduce the number of victims in traffic due to drink driving.

Drink & Drive programme produces a series of changes at cognitive and behavioral level, supporting the improvement of the skills of people who drove drunk, so it reduces the risk of occurrence of dangerous behavior. An important advantage of Drink & Drive is that the beneficiaries have a prolonged contact with probation counsellors and this provides an opportunity to support them in long terms in their efforts to show safe road behavior.

Beneficiaries have often proved to be insensitive for (previous) criminal interventions and convictions. The target group will be relatively 'heavy'; the behavior often seems to be way of life that is characterized by multiple risk behavior. It is expected that the beneficiary tends to more health-threatening behavior like heavy drinking and smoking. Also we expect that the beneficiaries probably are habitual drivers.

2.1 Objectives for behavioral change

Knowledge
Relevant knowledge is a first necessary condition to achieve behavioral change. The target group is clearly less well aware of the various effects of alcohol on their performance while driving. In
particular, alcohol effects the ability to drive, but the consuming alcohol also has more general effects. The effect of alcohol is a major concern. The denial of the impact of alcohol on their own driving skills will be an important point.

**Expectations about the results of behavior**

Everyone has expectations about what results performing particular behavior will have. The expected advantages and disadvantages are called outcome expectations and can be regarded as rational and irrational cognitions that largely influence and determine the attitudes towards driving under influence. The outcome expectation is the assessment of the risks that they run. The estimated risk is composed of an assessment of the risk of certain (negative) consequences and the seriousness of the consequences. When risks are assessed, it can inhibit the behavior. If risks are underestimated or denied it will lose their inhibitory activity. Influencing this outcome expectations is an important part of the Drink&Drive programme.

Examples for the assessment of risks are for instance:

- the chance for getting caught by the police while driving under influence;
- the severity of the consequences of a conviction;
- the increased risk of a traffic accident and the severity of the consequences of such an accident;
- the consequences when causing casualties / or damage while being under the influence of alcohol;
- the personal responsibility for the (negative) consequences of alcohol related accidents.

**Social influence**

The social environment of a beneficiary can have a direct influence on behavior in a positive or negative way. To what extent the social influence takes part mainly depends of how sensitive and focussed a person is on it's environment. Although many beneficiaries declare to be not influenced by others, yet they declare to feel uncomfortable when they do not drink while being amongst 'drinking' others. Social motives do play a role and increasing the understanding of this influence is a important component of the Drink&Drive programme.
Personal effectivity

The process of attribution is very important for the personal effectiveness. If someone mainly tends to link the cause of his behavior to external conditions he will be more likely to have a low personal effectiveness. A low personal effectiveness hinders performing responsible behavior. One can, based on knowledge, have negative expectations about possible outcomes and defying the pressure of the social environment, be motivated and have the intention not to drive after drinking. But it is still possible that such a person has none or insufficient abilities to put them into practice. Alcohol abuse could be an important factor in this problem. Personal effectiveness is mainly about strategies and skills in:
- preventing to drive after drinking and
- preventing drinking before driving.

Habitual behavior

For the beneficiaries of the Drink&Drive programme driving under influence has mostly become habitual behavior. It all has to do with several habits and especially habits about drinking and habits about driving. Mostly they do not think that much about their behavior until something happens like having an accident or someone is arrested because of drinkdriving. In these moments there is negative feedback, and beneficiaries will (mostly) reconsider their behavior. Depending on the severity of the shock the beneficiary can reorient and change his expectations. But more often, everything will remain the same. For the DRINK&DRIVE programme this ingrained behavior is an important point. Without understanding the pattern and the automatism with which the behavior is established, a change of behavior is extremely difficult.

2.2 Educational objectives of the Drink&Drive programme

The main objective goal of the Drink&Drive programme is the change of behavior of the individual beneficiary. Achieving this objective will gradually take place, so it makes sense to distinguish several educational (sub-) objectives. These educational objectives can be seen as necessary conditions to come to behavioral change.
The following main educational objectives can be formulated as:
- the development of conditional knowledge and understanding of the various factors related to driving under the influence (cognitive reorientation);
- the development of a socially relevant, social and personal problem-awareness of driving under the influence (affective reorientation);
- developing skills related to measures that one can take to avoid problem situations and solve them personally (extension of the behavioral repertoire).

Depending on the point of application for the change of behavior, the focus is on a cognitive reorientation (knowledge, misperceptions about the possible outcomes of the behavior), or on an affective reorientation (personal involvement, responsibility and problem awareness) or on the expansion of the behavioral repertoire (personal effectiveness and behavioral alternatives).

2.3 Theoretical principles of the Drink & Drive programme

If the D&D programme is to achieve behavioural change, it has to attack those factors playing a significant role in behaviour. These are factors likely either to cause the unwanted behaviour or factors hindering the desired behaviour. In order to map out the factors influencing behaviour, we shall use the 'ASE (Attitude Social influence, Self-efficacy)-model', which is an elaboration of the earlier development model of Fishbein & Ajzen. According to this model, behaviour is largely determined by the intention to behave, which in turn is determined by the personal efficacy.
The extent to which the different determinants play a role, depends on the stage of change of the individuals in the target group.

**Prochaska and DiClemente**

In this regard, the *stages of change*- model, developed by Prochaska and DiClemente, is of relevance. This theory is based on the fact that, in case of behavioural change, people go through the following stages of motivation:

- in the **precontemplation** stage a person does not yet consider to change his behaviour;
- in the **contemplation** stage the person has not yet changed his behaviour, but he does consider it;
- considerations lead to a **decision**;
- in the **action stage**, a person is actively trying to change his behaviour;
- when the behaviour has changed, the person is able to **maintain** this behaviour successfully (enforcement) or **relapses** into the former behaviour.

**Attention**: there is a wider variety in motivation than 'motivated' and 'unmotivated'. One participant may still deny any problem, the second doubts the necessity of change, the third is determined to not participate in traffic anymore while is under the influence, and yet another one says to want to stop drink driving, but not to know how to do this, etc. etc. Motivation manifests itself in different shapes and sizes and it is important for the trainer to be able to correctly assess in which stage a participant is during the programme. From this point on, the participant has to be further motivated. This means that any intervention has to be in line with the situation. The four motivational factors are: knowledge of problems, concern, self-respect and personal efficacy. In other words this means the following:
Precontemplation
In this first stage, the participant is unaware of the fact that there is a problem and he does not see the need to change his behaviour. The behaviour is often determined by ingrained habits. If there have been few or no confrontations with the consequences of drink driving, the ‘profit’ of the habitual behaviour remains intact. Others, on the other hand, do recognize that there is a problem, for instance the partner, employer, authorities, etc. Appropriate interventions are:
- demanding attention in a positive way for the issue of drink driving
- promoting the acceptance of knowledge
- increasing the sense of self-respect

Contemplation
In this stage the participant realizes that there might be problems. The cost-benefit balance has been disturbed. Doubt has set in, for instance because of the confrontation with the negative consequences of the arrest/the sentence. However, this does not mean that he has made up his
mind or knows what possibilities there are to change his behaviour. There is still little ‘concern’ about his own behaviour. At this stage it is very important to offer the participant more information or to point out alternative treatment. The trainer thus helps the participant to take stock in order to be able to make a well-considered decision. Appropriate interventions are:

- reducing the appeal of drink driving;
- increasing the possibilities and the appeal of safe driver conduct;
- strengthening/confirming the personal efficacy of the participant so as to increase the trust in his own opportunities to change;
- increasing the participant’s ‘concern’;
- evoking cognitive dissonance.

**Decision**

In this stage the participant actively makes up his mind as to whether he is going to change the (unwanted) behaviour or not. Once he has decided to change, it is necessary to look for a way of changing that suits the participant.

Appropriate interventions are:

- supporting the participant in the making of a well-considered decision regarding safe(r) driver conduct;
- supporting the participant in the taking of a decision regarding the way in which he wants to change his conduct.

**Active change**

This is the phase of actual changes (of behaviour). The participant is actively trying to change his behaviour. Among other things, he will have to make agreements with both himself and his social environment to prevent drink driving. The feasibility (social tenability, alcohol dependence) plays a crucial role in this. Incidentally, this does not mean that, at this stage, the participant will never manifest the unwanted behaviour again. Someone who is really changing usually has his ups and downs. Appropriate interventions are:

- supporting the participant in obtaining the changes he wants to achieve.
Enforcement
The participant tries to stabilize the changes he has made. He tries to avoid a relapse into his old, now unwanted behaviour. Participants may remain in this stage for a long time, at least six months. However, the concern for a possible relapse disappears and the participant no longer identifies himself with his former behaviour, and a new principle is born. At this stage, the new behaviour will be made permanent. Appropriate interventions are:
- supporting the participant in the enforcement of his behavioural change.

Relapse
A possible relapse however may never be ruled out. Subsequently, it is of importance how the participant will deal with this relapse. As stated before, it is important for the trainer to make sure that his interventions are geared to the individual participant as much as possible, although there will still remain a certain field of contradiction between the pre-programmed planning and contents of the programme on the one hand, and the mutual differences in the stages the participants, on the other hand.

2.4 Used methods
Didactic methods
The following four methods are applied in the implementation of the drink & drive programme:
A. Basic Methodology: motivational interviewing
The trainer uses during the entire programme the methodology of motivational interviewing. Motivational interviewing is designed to help participants to identify their risky behavior and motivate them to change the behavior. Motivational interviewing is based on four basic principles:
- Expressing empathy; for the mutual acceptance.
- Developing discrepancy; which focuses on the ambivalence of the participant to behavioral change.
- To move with resistance; when a participant shows resistance, it could indicate an internal (problem with) behavioral change.
- Supporting personal effectiveness; The participant is responsible and the trainer supports him.
B. Teaching

The trainer is speaking, participants have mainly a passive role, they listen and absorb the information. The manual refers to: give or explain information. Teaching is best suited for:
- Oral transmission of new information that the participants do not have yet
- To make the participants interested for a particular topic
- Provision of information that serves as an introduction to the execution of an order
- Giving a clarification or addition to written information
- Summarize or repeat issues, for example that were subject in another session or another program component

If the teaching method is used there should be preparedness for listening, the used language and concepts should be understandable to the participants and the information should be consistent and not too long.

C. Education Learning Conversation

The trainer and the participants carry with each other a (by the trainer) structured interview. With this method the trainer brings the participants step by step and gradually certain knowledge. The participants have an active role.

The educational learning conversation is suitable for:
- refreshing knowledge
- broadening and deepening of knowledge
- seeking for solutions and applications
- analysing problems

If this method is used there should be willingness to enter into interaction with each other and the conversation is on equal base of the participants

D. Assignments

Participants make independent individual – or group assignments offered by the trainer.

Assignments are suitable for:
- A wide variety of learning targets, so it is possible to use them in most of the programme items
- Deepening and broadening of knowledge, understanding and skills
- Learning skills
If this method is used participants should be willing to cooperate on an equal base and the assignment should be clear for everyone

E. Group discussions
The trainer and the participants carry with each other an opinion-making or problem-solving discussion about a specific topic. Participants will ask themselves: this is applicable, does this suit me?
Group discussions are suitable for:
- The realization of affective-, social- and cognitive higher goals
- Forming opinions, solving problems and making decisions
- Participants must have an opinion and express
Conditions when this method is applied are an open and secure environment and the topic of conversation should be equipped for discussion so different views and mindsets should be possible

F. Role play
A role play is used when certain skills need to be practices for example:
- How to say no to alcohol when the participant still has to drive his car (dealing with social pressure)
- How to make a difficult conversation etc.
Conditions when this method is applied are a careful and clear instruction by the trainer and the participants must be willing to practice

2.5 Aspects of organization
In order to facilitate the organizational activities for the application of the D&D programme, it is useful to take the following categories into account:

Staff
The personnel categories involved in the development of the D&D programme are the programme coordinator, designated at the National Probation Department level, the group of trainers who will ensure supervision/will provide counseling for the application of the
programme; the implementation group of the D&D programme – the probation counsellors who attended the training course as trainers for the D&D programme; volunteers, other counsellors who can support the programme application through related activities; expert collaborators who may offer punctual support for the development of the programme – psychologists, addiction counsellors, doctors, workers within the Road Police a.o.

The trainers are required to have competences (skills, professional qualities, knowledge), which would facilitate the application of the programme.

**Information**

The information used for the implementation of the D&D programme will be selected depending on their destination: promoting the programme – in the Probation Services, in the legal system (magistrates, the management of the courts of law and public prosecutor’s offices), on the level of the Probation Service partners/collaborators, in the mass-media; ensuring the informative materials required for the implementation of the D&D programme (trainers’ manual, the beneficiary workbook, audio-video media, statistics).

**Organization**

The project involves the following organizational aspects: updating the statistics of the suspended sentences under supervision of the drink and driving offenders at the level of services; establishing the priorities in the application of the programme (beneficiaries who have or do not have related obligations ordered by the courts); identification of the resources within the probation and community services; concluding strategic partnerships; the application, monitoring and assessment of the application, by promoting the obtained results.

**Financials**

The application of the programme may also involve finance-related aspects, with respect to: creating promotional materials for the D&D programme (flyers); actual development of the programme – if it requires expenses to insure the programme breaks/sessions or the work meetings with the magistrates, obtaining audio-video materials, etc.; assessing the programme from the trainers’ perspective by organizing a supervision/interviewing meeting before training providers and trainers after 1-2 years of application, so that improvements/changes to the
programme are made, if required; reprinting the informative materials related to the reviewed D&D programme.

2.6 Role and position of the trainer

Tasks
An important task of the teacher is to motivate, stimulate and activate the beneficiaries. The D&D programme requires from the beneficiaries an active participation and willingness to personally assemble. For this it is necessary to create a safety condition. During the initial phase formation security and confidence play a major role. The proper functioning of a small task group is largely dependent on the climate that the trainer is able to create. Possible is that the group remains passive and expectant or that the beneficiaries do not feel any willingness to give their opinion, sometimes because they are afraid to speak openly. An important task of the teacher is to guide the group process so it is ensured that the group comes to his actual duties.

Responsibilities
The trainer is responsible:
- for creating favorable learning conditions and for proper implementation of the programme;
- in taking leadership, either monitoring the process and guiding the process for creating a safe environment;
- that each beneficiaries dare to speak open and has an equal contribution to the process.

Role and position
The trainer:
- has a special position that is substantially different from that of the beneficiary. The attention, appreciation, beliefs and the like of the trainer are valued differently than other participants. A trainer should never try to be member of the group;
- is careful with giving own opinions, but leads the beneficiaries to adequate and responsible opinions;
- balances between an active and a ‘background’ role. A too passive attitude leads to a waiting group and an active approach also leads to a passive and apathetic group. In his
attitude and actions he also tries to find a balance between confronting the beneficiaries and providing security to them. This requires a degree of flexibility and ability to improvise, but also sensitivity to signals from the group.

Main tasks and activities

The trainer:
- makes sure that everyone is covered, even when there is not time;
- uses some set of clear rules about manners and behavior in the group;
- has a structuring attitude and task. At the start of the course, the agenda is made clear and the trainer explains what beneficiaries can expect and to what rules they must comply. Prior to each course session he explains the content of the programme items and how they are structured in time.
- gives during the process regularly feedback to the group in order to avoid dysfunctional behaviors and expressions and reinforcing. Functional feedback is as much as possible about concrete and specific behavior and is given in clear, unambiguous language. It is always important to give positive feedback prior to negative feedback;
- intends to create a climate in which beneficiaries interact, ask each other questions, etc.;
- encourages this interaction pattern by beneficiaries from the beginning to the end of the programme. If such interactions spontaneously start in the beginning, the teacher should take some distance from the conversation, with the main objective that the group makes the desired interaction pattern to its own. If there is a negative interaction at the start of the process the trainer should intervene directly.

3. The Drink & Drive programme (resume)

The Drink&Drive programme, developed within the project Dink&Drive Moldova aims at supporting the beneficiaries to separate driving from drinking, in order to decrease the reoffending, to reduce the number of injuries and damages caused by road traffic accidents, and to increase the road traffic safety.

The programme is structured in 8 sessions, 4 individual and 4 group sessions, having the following content:
• **Session no 1 Effects of drink driving** is an individual preliminary session, lasting 60 minutes, with the goal to assess and to inform the beneficiary about the programme.

• **Session no 2 We and the law is a group session**, which last 165 minutes, developed with the purpose to inform the beneficiary about the legal framework in case of driving under influence.

• **Session no 3 The alcohol –what is the reality?** is a group session, lasting 210-220 minutes, aims at raising the awareness of the beneficiaries about the negative effects of alcohol consumption and about the relation between the alcohol consumption and the driving skills.

• **Session no 4 Alcohol+Driving=Deadly Cocktail** is a group session, lasts for 210 minutes and the purpose is to inform the beneficiaries about the consequences of drink driving and to get aware of it (psychological, social, familial, legal). As well, the beneficiary is supported by the trainer to develop the skills to manage the social pressure.

• **Session no 5 Motivation for change** is an individual session, lasting 60 minutes, developed in order to recap the information from the previous sessions and to enhance the motivation to change the behavior, to decide about the relevant aspects identified within the beneficiary lyfe.

• **Session no 6 How do I prevent myself from drink driving** is an individual session (60 minutes) which aims at identify the risk situations regarding drink driving and to draft their own strategy to avoid driving under influence.

• **Session no 7 The culture of alcohol consumption** is the last individual session (60 minutes) developed with the purpose of supporting the beneficiary to identify his/her own consumption of alcohol style and to get aware that any style of alcohol consumption can lead to risky behavior (drink-driving).

• **Session no 8 “I can drive without drinking or I can drink without driving”** is the last session of the programme, a group session lasting 175 minutes, with the aim of review and strengthen the information obtained during the previous individual sessions, to practice the skills developed and to revise and finalize their own strategy to avoid drink-driving.
PART TWO

Structure
of the Drink & Drive rehabilitation program in Moldova

Development process coordinated by experts:
Robert MÉRELLE, Probation Service from the Netherlands,
Diana OBAGEL, National Direction of Probation from Romania
<table>
<thead>
<tr>
<th>Session</th>
<th>Participants</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lilia RACU - Probation counselor, Probation Office Criuleni; Mihail PLEŞCA - Senior specialist, Community punishment Service;</td>
<td>‘Let’s get to know ourselves better in order to make a change’</td>
</tr>
<tr>
<td>2</td>
<td>Inga CRISTEA – Senior probation counselor, Probation Office Edineţ; Igor IGNAT – Chief, Probation Office Hînceşti;</td>
<td>‘We and the law’</td>
</tr>
<tr>
<td>3</td>
<td>Elena MURZAC - Principal probation counselor, Probation Office Riscani, Chisinau; Radu BÎRNĂ - Chief, Probation Office Ștefan Vodă;</td>
<td>‘Alcohol – what is the reality’</td>
</tr>
<tr>
<td>4</td>
<td>Iana CULICENCO – Principal probation counselor, Probation Office Leova; Anastasia POPA – Deputy chief, Probation Office Chisinau, Centru;</td>
<td>‘Alcohol + driving = deadly cocktail’</td>
</tr>
<tr>
<td>5</td>
<td>Olga URSULEAC - Deputy chief, Probation Office Balti; Ruslan CUMPĂTĂ - Chief, Probation Office Drochia;</td>
<td>‘Motivation to change’</td>
</tr>
<tr>
<td>6</td>
<td>Elena MURZAC - Principal probation counselor, Probation Office Riscani, Chisinau; Radu BÎRNĂ - Chief, Probation Office Ștefan Vodă;</td>
<td>‘How do I prevent myself from drink driving’</td>
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<td>‘Culture of alcohol consumption’</td>
</tr>
<tr>
<td>8</td>
<td>Lilia RACU – Probation counselor, Probation Office Criuleni; Mihail PLEŞCA - Senior specialist, Community punishment Service; Elena MURZAC - Principal probation counselor, Probation Office Riscani, Chisinau;</td>
<td>‘I can drive without drinking or I can drink without driving’</td>
</tr>
</tbody>
</table>
Session I (individual 1) 60 min.
“Let’s get to know ourselves better in order to make a change”

Objectives:
- The participant knows the purpose, content and objectives of the programme
- The participant knows the conditions of participation
- The participant recognizes the benefits of the programme and becomes motivated to participate
- The trainer knows the background and the emergence of driving under the influence of the participant
- The trainer can, based on the obtained information, determine whether the participant is suitable to take part in the program

Content:
Overall, this part of the programme is supported by the trainer through discussions aimed at getting to know the beneficiary and motivating him/her. It is important for the level of knowledge and understanding of the speaker with regard to the programme to be much deeper and broad to be able to answer eventual questions, even if not presenting in detail this information. The content of the presentation can include the following headings:

- Presentation (5-10 min.);
- Problem identification and formulation (10 min.); (Annex 1, Evaluation Form)
- Establish the causes of the problem (10-15 min);
- Identification of the motivation level (Annex 4 Circle of Change) for trainer in order to identify at what stage is the beneficiary;
- Presentation of beneficiaries and consequences for non-observing the programme rules;
- Trainer’s objectives and programme sessions, verification of equality and exclusion criteria. (15 min). Annex 3 (Audit questionnaire)

Procedures:
- Trainer and participant introduce themselves;
- General information about the programme is presented and misperceptions are eliminated;
• The trainer creates an overall picture of the subject by accumulating information from the psychosocial assessment instruments, where applicable, and other relevant materials attached to the relevant personal file of the case (criminal records for administrative / criminal offenses);
• The beneficiary gets acquainted with what to do under the programme;
• The beneficiary speaks about his/her own expectations and fears regarding the programme;
• The trainer identifies the level of motivation of the beneficiary and his/her position in the circle of change (application of motivational interview);
• The trainer gets acquainted with the relevant demographic data;
• The trainer asks the beneficiary to fill in the commitment / agreement to participate in the programme; Annex 2 (commitment of the persons who are obliged to follow a programme by the court decision and agreement in case of people applying to join the programme);
• The trainer can identify possible contraindications for the beneficiary’s participation in the programme. Exclusion criteria are: the presumption of the fact that the person is suffering from dependence of alcohol, beneficiary does not know well the language, mental health problems, the beneficiary manifest features which is an obstacle for participation in a group.

Methods
• Interview with verbal presentation / explanation;

Materials/ Technical support for the meeting: Computer, paper, pen, pencil, annex 1 (surveyed information), annex 2 (commitment form), annex 3 (Audit questionnaire), annex 4 (Fishbein & Ajzen)

Rationale: In the interview the coach tries to get an idea about the thoughts and feelings of the participant about his behavior (driving under influence). This participant also expresses his social norm regarding driving under the influence. The coach is trying to get a picture of the origin and nature of the problem behavior. Through an open and equal interview the trainer tries to motivate the participant to a constructive participation in the program.
Session II (group 1) 165 min.

“We and the Law”

**Purpose of the meeting:**
Information of the beneficiaries about the legal framework in case of driving under the influence.

**Objectives of the meeting:**
To know the sanctions and punishments that can occur in case of driving under the influence.
To know the consequences of driving under the influence.

**Technical support of the meeting:**
Computer, projector, flip-chart board, three sheets of paper A3, markers of different colors.

**Meeting content:**

2.1 Welcoming. Presentation of the programme, establishing the group rules -25 min.

*Content*
The Trainer welcomes the beneficiaries of the programme, and afterwards makes an introduction of the programme, which follows to be applied.

*In this way, the D&D programme is applied to the probation subjects who committed offences and misdemeanors while drink-driving. The main objective of the programme is to prevent drink-driving.*

The trainer sets the group rules. He/she shall write the rules on the flip-chart, so that these are maintained during all meetings.

*The following could serve as rules:*
1. Observance and mutual cooperation between the group participants;
2. Active listening and participation;
3. Each other approach based on respect (each trainer will indicate additionally the necessary rules depending on the group).

2.2 Introduction of participants.

*Option 1. Content 30 min*
The presentation begins with the trainer, saying his/her name and two positive qualities characteristic to him/her, and then follows the presentation of beneficiaries in the same manner.
Hence, the trainer says his/her name and two positive qualities, such as, for example:

- My name is „Z”, the qualities such as optimism and permanent good humor represent me.

After this, he/she shall continue the presentation of beneficiaries.

**Option 2. Content 45 min**

Presentation starts from beneficiaries, each beneficiary introduced himself, recounting a brief history of his life, for ex. when was born, married or not, employed or not employed, and the reasons and the consequences of his conviction. In this way all the beneficiaries introduces himself, after what the trainer is presented himself in few words. There were two methods of presentation indicated that each trainer is able to choose depending on the group.

2.3 **Educational session about the law and the legal framework- 60 min.**

**Objectives:**

- The participants know the sanctions and penalties in case of driving under the influence
- The participants know the enforcement of sentences imposed for driving under the influence and the consequences of non-enforcement of these sanctions.

**Methods:**

Educational learning session, group discussion and conversation

**Materials:**

Powerpoint presentation, computer, projector and other necessary materials that can be used by the trainer: Criminal Code of the Republic of Moldova, Code of Administrative Offences of the RM, and Enforcement Code of the RM

**Procedure:**

In general, this part of the meeting is supported by the trainer by explaining the legal norms with the help of a power-point presentation, (Annex 5). In this part of the session, it is important for the level of knowledge and understanding of the speaker regarding the legislative framework to be clearer, deeper and extended for those presented to be understood by the beneficiaries. Based on those mentioned in the power point presentation, the beneficiaries can ask questions, to which subsequently the trainer comes with the necessary explanations.

**Break / coffee break 15 min.**
2.4 Consolidation of information on the legislative framework – 30 min

Objectives:
- The participants can name 3 sanctions and 3 penalties as a result of drunk driving
- The participants can indicate the enforcement procedure for community work, the deprivation of the right to drive any means of transport and the probation period
- The participants know the consequences occurred in case of non-enforcement of unpaid community work, deprivation of the right to drive any means of transport and the probation period.

Methods:
Group work, description.

Materials:
Sheet of paper (3pcs.), markers (3 pcs.).

Procedure:
The group of beneficiaries is divided into 3 subgroups, each group being assigned with a task - 5 min
Subgroup no.1 – to indicate by 3 sanctions and 3 penalties which can occur in case of driving under the influence;
Subgroup no. 2 – to indicate the enforcement procedure for the unpaid community work, deprivation of the right to drive any means of transport and the probation period;
Subgroup no.3 – to indicate the consequences

Time for preparing the participants - 10 min.
Each group appoints a leader of the group for presentation of information. The group leader shall present the information. 5 minutes are provided for each subgroup presentation. Total 15 min.

Rationale:
- During this first group meeting, the information regarding the legislation of the Republic of Moldova on driving under the influence is to be learned.
- Consequences arising from drink-driving in terms of legislation.
- Knowledge about the legislation can help to overcome the beneficiary’s vice of drink-driving and in this way, the risk of relapse decreases among beneficiaries.
2.5 Home assignment „Keeping record of alcohol consumption for a week.” - 5 min

Content
The trainer explains to the beneficiaries to set as much as possible the frequency and quantity of alcohol consumed during a week. This is important for everyone to see what time of the day and what is the approximate amount of alcohol consumed. The trainer explains that the lifestyle with regard to alcohol consumption may play a role in the occurrence of drunk driving and the lifestyle of the participant shall be one of the conversation topics at the next meeting. He/she shall urge the beneficiaries to make notes in the table (Annex 6) regarding the period of the day and quantity of alcohol consumed during a week, informing that these notes will be confidential.

2.6 Conclusions of the meeting – 10 min.
In this way, at the end of the meeting, the trainer makes conclusions about this meeting and invites the beneficiaries to share their experiences of the meeting with each other. The trainer assesses the group work of beneficiaries during the meeting. He/she reminds them the date and time of the next meeting.
Session 3 (group 2) 210 - 220 –min.
Alcohol – what is the reality?

Purpose of the meeting:
Developing social skills and creating a predisposition for work during the session

3.1 Welcoming (15 -20 min)

Procedure:
In this item the trainer tries to create a good working atmosphere. The trainer welcomes the group of participants to the session, manifesting etiquette and kindness towards the group. Then the trainer asks questions to the participants: if they have any ambiguities related to this programme; if they had some important changes; or how are they planning to conduct the activities during the sessions, etc. The next step is to organize a little warming game with the slogan „Tell me the name of your colleague”
In this way, the participants are asked to sit on chairs in a circle and the trainer first says the name of the person from his/her right side, that in turn continues communicating the name of his/her colleagues on his/her right side. This activity ends with the trainer who started the game. Subsequently, the trainer informs the participants about the topic of today's session, following the next activity. The duration of this activity depends on the attention and interest of participants, because the quality of interaction and wellbeing of participants are of primary importance.

Rationale:
Creating an atmosphere of group that fosters open communication and a more active involvement of participants in the session.

Methods:
Energizing game, conversation, explanation.

Materials: Not necessary.
3.2 Recapitulation of session 2 and home assignment (45 min).

**Purpose of the activity:**
Raising the awareness of the participants about the fact that alcohol consumption can have positive but also negative consequences and to stimulate the interest for participation.

**Objectives:**
- The participant can name his already required knowledge
- The participant is interested to participate in the session

**Content:**
The trainer asks the participants about their homework, then a recap will follow with regard to the previous session by means of an energizing game, *"I do not want to brag but from the previous session I know: ......"*

The trainer guides and encourages the participants to participate in this activity. In addition, participants in turn, try to show their learning skills and knowledge.

**Procedures:**
The trainer asks the participants about their homework “Evidence of alcohol consumption during a week”, guiding each participant to communicate the frequency and quantity of alcohol consumed during the week, asking them the reference questions included in Annex 7, encouraging them for their achieved successes or trials by using stickers with the words: bravo, super, etc.

Subsequently, the recap of the previous session will follow, which will be done through an energizing game with the motto: *"I do not want to brag but from the previous session I know: ......"*

The trainer indicates the activity’s motto on the flip-chard board and participants are asked to get up and remain standing forming a circle. The trainer throws an object, such as for instance a small ball, to a participant at his/her own choice. The person who catches the object shall say the following words: I do not want to brag but from the previous session, I know..., listing the information that he/she remembered from the previous session, so that each participant takes part in this game.
Rationale:
The respective activity will stimulate the participants' interest to review this basic information and knowledge about previous session, allowing them to accumulate deep knowledge.

Procedures:
The trainer guides and encourages the participants’ engagement in this activity. And participants in turn, try to show their skills of learning and knowing.

Methods used:
Energizing game, conversation, explanation, and presentation.

Materials:
Ball, stickers, flipchart board, an A3 sheet of paper, one marker.

3.3. What are the first things that come to your mind when you think about alcohol? (25-30 min.)

Purpose of the activity:
Awareness of the negative effects of alcohol on the body and own style of living

Objectives of the activity:
Identification of alcohol consumption effects

Content:
The word "alcohol" shall be written by the trainer in the middle of a circle on the flipchart board. The participants are asked to find positive and negative effects of alcohol consumption, arguing their answers and writing them down on the board and Annex 8. The trainer of the session can intervene in the conversation by using the questions, such as those that are or may direct the conversation to these questions in Annex 9.

Rationale:
This activity will enable participants to understand and to find by themselves the effects and risk of alcohol consumption.

Procedures:
- The participants are divided into two groups
- Group 1 presents arguments and supports the positive effects of alcohol.
• Group 2 presents arguments and supports the negative effects of alcohol.

Methods used:
Group work, conversation, observation, debate, explanation, presentation.

Materials:
Flipchart board, A3 paper, markers.

3.4. Coffee break (15 min)

3.5. Alcohol – which is the reality? (45 min.)

Purpose of the activity:
Knowledge and analysis of the consequences of alcohol consumption, driving skills and risks of drink-driving.

Objectives of the activity:
• Knowing two reactions of the sensory (vision, hearing) and locomotor organs;
• Identification of five negative effects on the ability to drive under the influence;
• Awareness of the risk associated with drink-driving among the participants;
• Knowing the quantity of alcohol in a glass;

Content of the activity:
The trainer shall prepare a Power Point presentation as shown in Annex 10. Subsequently, he/she shall communicate to the participants the content of each page from this presentation, exemplifying the information by different cases or clarifying them thoroughly some of the notions presented. Participants listen actively, and if they wish, they can make some notes. After the PowerPoint presentation, the trainer asks the participants questions about the uncertainties arising or provides further explanation.

Rationale:
Participants will be informed about the effects of alcohol consumption and will understand the consequences of alcohol on their body and life.

Methods used:
Educational learning session, conversation.
Materials:
Computer, projector, Power Point Presentation, note-books, pens.

3.6. Educational videos about alcohol and driving skills (50 min.)

Purpose of the activity:
Watching the videos will allow for the exemplification of the situations and effects of risk of drink-driving

Objectives of the activity:
- Analyze the content of the videos presented and description of the socially desirable behavior;
- Discussing driving skills under the influence;
- Developing some efficient suggestions to reduce the risk of alcohol consumption

Content of the activity:
Visualization and analysis of the movies presented by the trainer, while discussing and identifying the main skills of drink-driving; As a result of these processes, each participant will be able to elaborate some effective suggestions on how to reduce the risk of drinking.

Procedures:
The audio-video materials shall be prepared before watching the movie; the trainer announces the title and objectives of the lesson; then, he/she makes a brief introduction of the thematic content of each movie individually. In this way, the trainer shows the videos in Annex no.11 with different topics related to alcohol consumption. Subsequently, the participants being grouped by 3 persons each are asked to analyze the contents of the film presented and deduct the consequences of alcohol consumption on driving ability, developing some effective suggestions on how to reduce the risk from alcohol consumption. The responses shall be written down on the flipchart sheets and each group shall present their results. The trainer offers individual support to the participants depending on the circumstances.

Rationale:
The focus will be put on the learning process, building relationships of cooperation and not on competition and output. Hence, this activity represents a form of group learning through interactions, so that they can work together and each member to improve their performance and
contribute to increasing the performance of others. The analysis of the videos by cooperation facilitates the mutual learning; strengthening the skills to solve one and the same issue, in order to explore a new topic or create new ideas, new combinations.

Methods used:
Conversation, cooperation, group work, watching and analyzing videos, debates, case study.

Materials:
Computer, projector, Power Point Presentation, TV/ DVD/ video movies, flip-chart, markers.

3.7. Discussing the conclusions and homework (15 min.)

Purpose of the activity:
Evaluation of acquired knowledge and obtaining the necessary conclusions.

Objectives of the activity:
Analysis of knowledge gained during the session.

Content of the activity:
The trainer concludes that alcohol has negative effects on the human body and everyday life by offering the participants encouraging questions (Examples: What did you learn new and interesting for yourself? How did you feel?; What new thoughts have occurred?, etc. and the participants respond to the questions asked. Then, the trainer gives participants home assignments: “Composing a story about the effects of arrest / accident on their lives.”

Rationale:
Assessment of knowledge gained during the session.

Methods used:
Making conclusions, group discussions.

Materials:
Not necessary.
Session IV (group 3) 210 min.
ALCOHOL + DRIVING = DEADLY COCTAIL

Purpose of the activity:
Highlighting human social values and elimination of consequences of drink-driving.

4.1. Welcoming (30 min.)

Objective:
None

Procedures:
The trainer welcomes the participants and gives a brief description (introduction) of Session IV. In order to create a more open atmosphere, the participants are asked to give their name and an adjective to characterize and begin with the first letter of the name. In order to check the homework, the trainer asks participants willing to present the story about the effects of an arrest / accident on their lives within 5 minutes. They will be asked suggestive questions that can be found in Annex 12.

Rationale:
Ensuring continuity between previous sessions and creating the best environment that fosters communication and openness between the beneficiaries of the programme during the session.

Methods:
Energizing game, presentation (stories), open questions.

Materials:
not necessary.

4.2. The consequences of driving under the influence (75 min.)

Objectives:
- Providing more information to beneficiaries about the consequences of drink-driving;
- Awareness about the damage provoked by drink-driving;
- Awareness of the real consequences of drink-driving.
**Procedures:**
The trainer will design a thematic movie about the consequences of driving under the influence. After watching the movie, there is a guided discussion, it is proposed to present the impressions after viewing the movie. Beneficiaries will be asked suggestive questions that could be found in Annex 13.
In order to enhance the knowledge about the consequences of drink-driving, the beneficiaries are shown information contained in PowerPoint accompanied with brief comments.
Finally, the trainer will show another thematic movie.

**Rationale:**
Raising awareness about the consequences of drink-driving.

**Methods:**
Group discussions, thematic movies presentation, information in PowerPoint, asking open questions (Annex 14).

**Materials:**
Computer, laptop, projector, screen, stick.

Break (15 min.)

4.3 Development of social skills to prevent (exclude) drink-driving (75 min.)

**Objectives:**
- Motivating the beneficiaries to change their behavior;
- Learning the technique of saying No to alcohol when driving;
- Identification of positive alternatives to drink-driving;
- Identification of priority issues in life.

**Procedures:**
It will conduct a role play; beneficiaries are offered the role play “Say YES, Say NO”. The trainer will explain to beneficiaries what the role play is; all information is contained in Annex 3. The beneficiaries are supported and encouraged. After finishing the game, the beneficiaries will be suggested questions that will be found in Annex 15.
**Rationale:**
Beneficiaries are helped to cope with group pressure and to identify positive solutions, by realizing the priority aspects (relevant) in life.

**Methods:**
Role play, addressing open questions, group discussions.

**Materials:**
glasses.

4.4 Home assignment (15 min.)

**Objectives:**
- To identify the advantages and disadvantages of driving under the influence of alcohol;
- Awareness about the influence of advantages and disadvantages to change behavior.

**Procedures:**
It is suggested for the beneficiaries to identify and analyze the advantages and disadvantages of drink-driving and discuss them with an important person from their own social environment. It is proposed to fill in a form according to Annex 16. The trainer explains to the beneficiaries how to fill in the form.

**Rationale:**
Raising awareness of the beneficiaries about the influence of the advantages and disadvantages of driving under the influence, creating a proper motivation for driving in security conditions.

**Methods:** Explaining, guiding about how to fill in the form.

**Materials:** working sheet (Annex no.16), pens.

4.5 Session Evaluation (15 min.)

**Objectives:**
Building and analyzing the knowledge gained during the session.

**Procedures:**
Beneficiaries will be asked open questions about materials presented during the session.

**Rationale:**
Assessment of knowledge gained during the session.
Methods:
Open questions, group discussions.

Materials:
Not necessary.
Session V (individual follow-up 1) 60 min.
“Motivation to change”

5.1 Welcoming speech (5-10 min)

Objectives:
Obtaining information on Session 5.

Content:
It contains the question to the participant to the programme if he/she had any important changes or questions related to his/her mood, the participant is also informed of the current session's content.

Procedures:
The trainer welcomes the participant to ensure the creation of an atmosphere that fosters open communication, asking the beneficiary if there are any major changes or if he/she wants to talk about other issues. The session’s content shall be briefly explained to the beneficiary.

Methods:
Discussions, open questions.

Rationale:
It aims at ensuring the best environment that fosters self-disclosure and effective communication.

5.2 Recapitulation of sessions 2-4 and home assignment (15 min).

Objectives:
- Enhancing the knowledge acquired in previous sessions about traffic laws, the effects of alcohol consumption on the body and on the ability to drive vehicles.
- Awareness of the advantages and disadvantages of drink-driving.

Content:
Assessment of knowledge gained in previous sessions by the subjects:
- addressing open questions; Annex no. 17
- objective analysis of the behavior of the subject as a result of knowledge gained in previous sessions;
- open presentation of the topic regarding the individual possibilities to change their behavior.
- Analysis of homework, listing the advantages and disadvantages of drink-driving.

**Procedures:**
The trainer addresses (written or verbal) open questions regarding the knowledge gained in previous sessions, complete the beneficiary’s answers (it is at the discretion of the trainer to adapt the questions to the specific group of participants). Additionally, they will discuss the home assignment, the beneficiary being asked to refer to the advantages and disadvantages of driving under the influence, being led to consider what were the greatest losses caused by drink-driving.

**Methods:**
Discussions, open questions,

**Materials:**
Work sheet Annex no. 1, sheets of paper, pen,

**Rationale:**
It aims at supporting the beneficiary in consolidating the information acquired in previous sessions, obtaining this information is a first step in the process of change, the beneficiary getting acquainted with the need to change behavior.

5.3 Analysis of individual motivational sources and determination of the intention of subjects to change (30 min)

**Objectives:**
- Enhancing motivation for change;
- Reasons that can determine them to change their behavior;
- Making the decision to change the behavior.
Content:
Identify who or what can motivate the beneficiary to change, obtaining self-motivating statements, (Annex 18, session 5 What can help you change?)

Procedures:
The trainer asks questions to the beneficiary regarding the reasons for change, the main resources this process can rely upon.

Methods:
Questions, open discussions,

Materials:
Annex 2; sheet of paper, pen,

Rationale: The beneficiary is supported to make the decision to change, to move on from contemplation phase to decision making.

5.4 Home assignment:

Objectives:
There is no specific objective,

Content:
It is suggested for the participants to make a list of risk situations (risk of driving under the influence)

 Procedures:
The trainer explains to the participant how to make the home assignment. Annex 19, list of risk situations.

Materials:
Sheet of paper; pen.

Methods:
Instruction
6.1. Welcoming speech. Verification of home assignment. (20 minutes)

**Purpose of the activity:**
Analysis of drink-driving risks.

**Objectives of the activity:**
- Evaluation of knowledge accumulated in previous session;
- Identifying five risk situations of drink-driving;
- Analysis of risk situations of drink-driving.

**Content of the activity:**
Welcoming speech by the trainer addressed to the participants of the session and short presentation of session VI. Subsequently, discussion of the home assignment: The list of risk situations in case of drink-driving will be underlined.

**Procedures:**
The trainer greets the participants to the session, showing respect and good mood. The participant is asked to examine the risk situations of drink-driving.
The trainer asks the participant helping open questions from Annex no. 20 (in written or verbal form) on knowledge gained in previous sessions, completes answers given by the participants in the table on the flip-chart.

**Rationale:**
Creating a working atmosphere and deepen the knowledge acquired during previous sessions

**Methods used:**
Conversation, explanation, exposure

**Materials:**
Annex no.20, flip-chart, and markers.
6.2. Development of ABC (25 min.)

**Purpose of the activity:**
Elucidation and analysis of personal experiences on drink-driving.

**Objectives of the activity:**
Awareness and processing unconscious information.

**Content of the activity:**
The discussion on risk and proposal on developing a cognitive ABC and behavioral ABC.

**Procedures:**
Discussions on the “cruellest” risk from its list and the development of an ABC-cognitive and an ABC-behavioural shall be proposed. (*Annex no. 21, Annex no. 22*). The filling in will take 10 minutes for each model, both the cognitive one as well as the behavioural one.

**Rationale:**
Discussing cognitive-behavioral model will allow the participants to recognize and to process the unconscious information affecting them.

**Methods:**
Interactive individual work, explanations, exposure, conversation.

**Materials:**
Annex no. 21, Annex no. 22, paper, markers.

6.3 Coping cards (20 min.)

**Purpose of the activity:**
Identification of risk situations and development of some individual strategies in order to avoid drink-driving

**Objectives of the activity:**
Designing the future of three alternative ways of avoiding drink-driving

**Content of the activity:**
Coping mechanism or otherwise called the defense mechanism is the description of strategies that would allow participants to face an event or situation. In this way, coping appoint a
“cognitive and behavioural effort to reduce, control or tolerate the internal or external request exceeding personal resources” (Lazarus and Folkman).

**Procedures:**

In order to project in future and to develop drink-driving prevention strategies based on high risk situations the participants shall be proposed to develop some affirmations that will further be transcribed on coping cards in *Annex no.23*. In the coping cards we will guide the participant to introduce expressions that would mobilize him/her.

**Rationale:**

It will enable and help the participant to indicate the statements that would lead them to the idea that he/she does while drinking and needs to travel by car.

**Methods used:**

Explanations, exposure, individual work.

**Materials:**

Annex no.23, coping cards, and pen.
Session VII (individual follow-up 4) 60 min.

“Culture of alcohol consumption”

Purpose:
Most styles of alcohol consumption are incompatible with driving the car. Being aware of the need to change the style of drinking alcohol is an important condition in preventing someone from drunkdriving.

Objectives:
- Beneficiary is aware that most styles of alcohol consumption can lead to risky behavior (drink-driving);
- Beneficiary can name three moments when his style of alcohol consumption leads to drink-driving.

7.1 Activity (60 min.)
We are remembering 10 advantages and disadvantages of alcohol consumption from session III (there are written).

Helping questions:
- What do you think about the advantages and disadvantages?
- What is more important for you (advantages and disadvantages)?
- Can you exclude three disadvantages as a result of consuming alcohol, what can you do about it?
- How disadvantages exclusion will influence the beneficiary’s relations with others (friends, family)?
- Are these changes beneficial (what was the friendship based on)?

In case if the beneficiary maintains that it has problems with alcohol (behavior under the influence of alcohol, violence, etc.), we can address the questions:
- What could you do to avoid this situation (violence while drinking alcohol, etc.)?
- How do you see the possibility of not drinking alcohol if you typically do it, what it would mean for the client?
Identification of alcohol consumption options (how the beneficiary can overcome obstacles to abstaining from alcohol).
The possibility of addressing a specialist can be discussed.

**Method:**
Interview

**Materials:**
- paper, pen, materials from session III

7.2 **Home assignment:** (5 min.)
The trainer asks the beneficiary to think about how he can avoid situations with a risk of drunk driving. For this question the beneficiary has to identify what style of drinking causes his drinkdriving and to consider whether he should change his drinking style.
Session VIII (group 4) – 155 min.

“I can drive without drinking or I can drink without driving”

8.1 Welcoming speech (10 – 15 min)

Objectives:

None

Content:

Energizing game (Mirror)

Procedures:

The trainer puts a mirror in a box, tells the beneficiaries that a picture is located in that box and every beneficiary has to have a look in the mirror and to name three positive qualities of the person in the image.

Methods:

Energizing game, discussions.

Materials:

Box, mirror.

Rationale: It aims at creating a group environment that fosters open communication and involvement of beneficiaries. It aims at developing self-confidence of beneficiaries, creating a positive opinion about themselves.

8.2 Recapitulation (35 min)

Objectives:

- Strengthening information obtained in individual sessions.
- Practicing skills obtained in previous sessions.
**Content:**
Evaluation game, the trainer writes each question in Annex 24 Session 8; (the Annex is to be numbered accordingly) on special small papers, add appropriate questions.

**Procedures:**
The trainer uses a box / hat, where the questions of the Annex written on paper are placed. The beneficiary extracts a question and answers.

**Methods:**
Evaluation game, group discussions

**Materials:**
Pen, paper, box, Annex 24 session 8, fiche with evaluation questions.

**Rationale:**
Participants are already at the maintenance stage, it aims to recap the last individual sessions, depending on the number of participants in-group, and the trainer includes additional questions.

8.3 **Application of the strategy to prevent drink-driving (35 min)**

**Objectives:**
Identification of positive and negative aspects related by own strategy of the beneficiary in order to avoid drink-driving.

**Content:**
Addressing open questions, supporting the beneficiaries in exposing the model how he strategy was applied, if it applied the strategy or not, it is necessary for the beneficiaries to answer the questions (how have you applied the strategy? in what circumstances? what worked best? what went wrong?). Expressing opinions / experiences lived by the beneficiary.

**Procedures:**
The trainer asks the participants to express their experience / opinion if they applied in real life the strategy to avoid alcohol consumption while driving. The discussions are stimulated with reference to the strategy implementation.
Methods:
Group discussions.

Materials:
Paper, pen.

Rationale:
Explaining the link between the strategies and changing behavior, guiding the beneficiary to choose a correct operational strategy, motivation of the beneficiary to create own strategy.

Coffee break 15 min

8.4 Review of the strategy - 35 min.

Objective:
Finalization of an individual strategy to avoid drink-driving.

Content:
Activities carried out within the group, where the beneficiaries discuss their own experiences, tell the fellows about the situations / strategies they tried, analyze the strategy applied, explain the importance of applied strategy.

Procedures:
The trainer creates pairs of 2 people, who talk on the revised strategy. The beneficiaries discuss in pairs for 15 min. In groups of two persons, each participant will provide feedback regarding the strategy. Subsequently, one of the beneficiaries present the conclusions regarding the strategies analyzed in the group.

Methods:
Group discussions

Materials:
Penns, paper
Rationale:
Evaluation of own strategy, analyzing the weaknesses of the strategy and support beneficiaries in the implementation of individual strategies.

8.5 The final evaluation of the beneficiary’s progress (40 min)

Objectives:
Evaluation of the level of knowledge obtained during the programme

Content:
Evaluation consists in applying some questions Annex 25/8, by which the beneficiaries express their opinions/experience accumulated during the programme.

Procedures:
3 groups are created; each group shall have markers, flip-chart paper, and Annex 25/8 with evaluation questions. The beneficiaries work in a group and answer the questions from the Annex.

Methods:
Working in a group,

Materials:
Annex 25 session 8, markers, and flip-chart paper.

Rationale:
Case study or evaluation activity, it is intended for the beneficiaries to evaluate the individual programme to express what they liked in the programme the most, what they liked, to express their experience accumulated and how they analyze the efficiency of the programme followed.
8.6 Closure of the programme (10 min)

*Objectives:*

None

*Content:*

Closing remarks by the trainer

*Rationale:*

It would be good to let the trainer present his/her last message about the relevance of this kind of programs. This is good to motivate the beneficiaries leave with positive thoughts and feelings about themselves at the end of the programme.

*Procedure:*

The trainer addresses his/her last words to the group, wishing them good luck and thanking the beneficiaries for their participation. He/she hands over the certificates of participation in the programme to the beneficiaries.

*Method:*

Speech

*Materials:*

Certificates.