

## Prevention works!

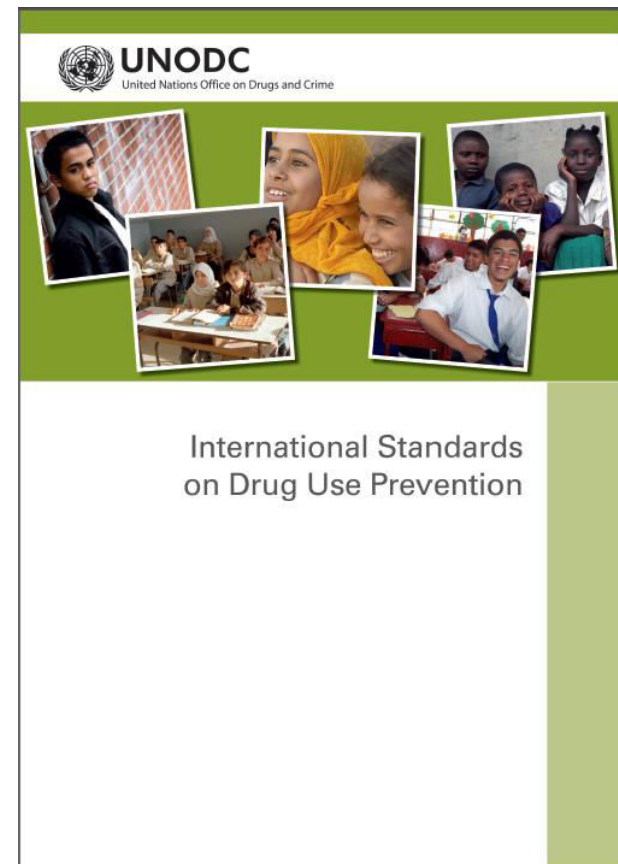
Healthy and safe development  
of children and youth



# Evidence-based drug prevention strategies

# International Standards

- Leading step in putting forth the Standards
- Tool to influence policy makers:
  - what interventions and policies are effective?
  - in what setting? for what age groups? and with which characteristics?
  - What makes a system work?
- Target: decision/ policy makers (&more)
- Most official languages and some additional ones (need to work on making them available)





# The Premise of Prevention Science

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- To prevent a problem before it happens, the factors that predict the problem must be changed.

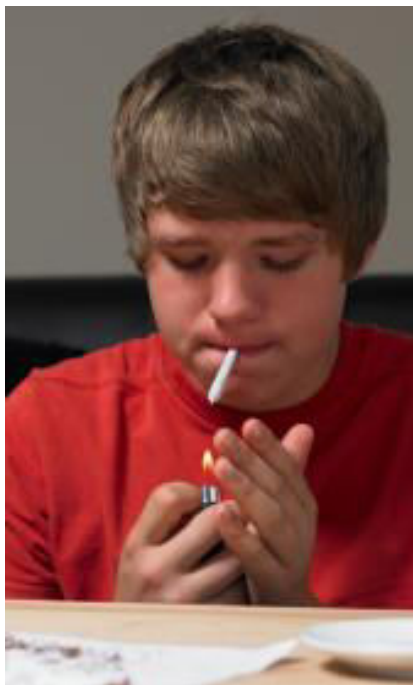
.. drug use is not caused by lack of information – but what would be better factors explaining and predicting drug use?

Academic performance?

Satisfaction with the prevention program?

Warm and close communication with parents?

Exposure to drugs and drug use?



Self-esteem?

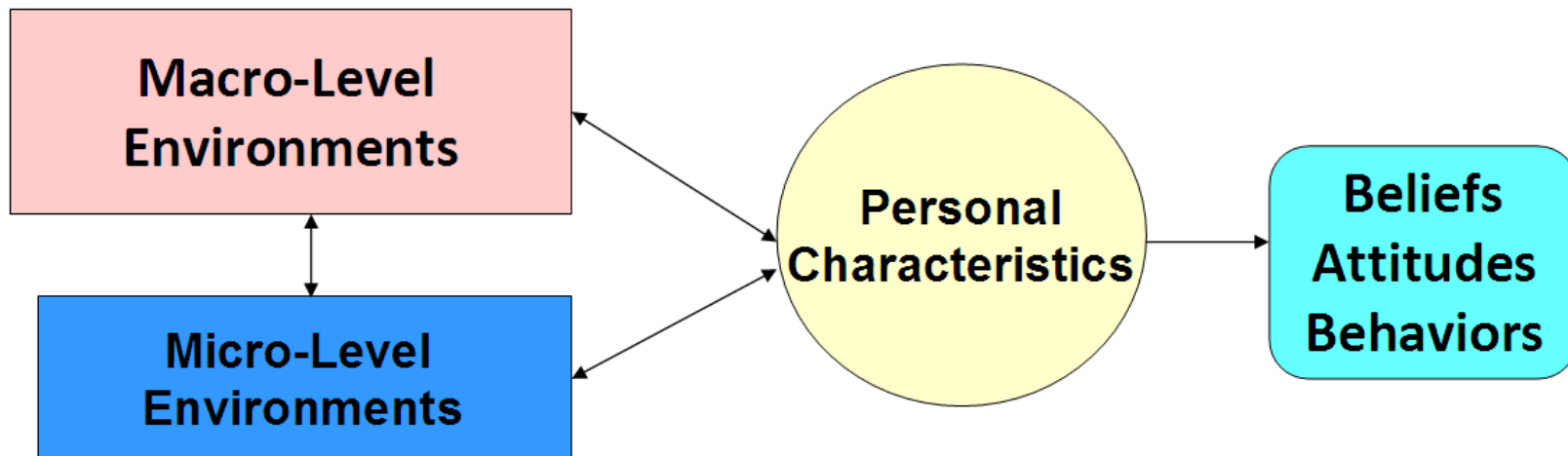
Awareness of risks?

Having many best friends?

Pro-social attitudes?  
Conflicts? Ability to control emotions?

# Interaction of Personal Characteristics and the Micro- and Macro-Level Environments

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# Forming the evidence base for prevention

## Brain function in a social context

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# Building on existing resources

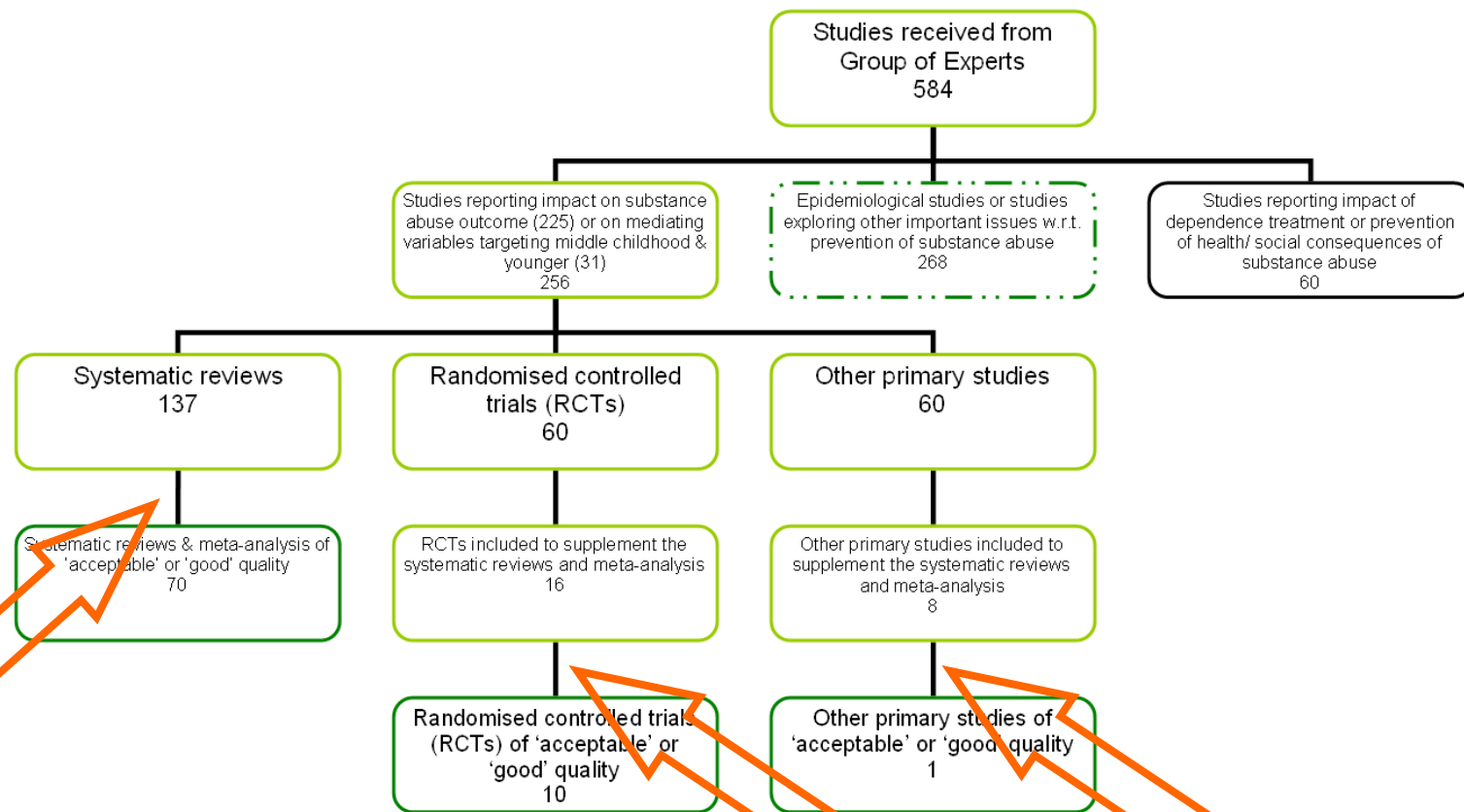
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Secretariat for Multidimensional Security  
Inter-American Drug Abuse Control Commission





# Summary of the process



# Guidance on the types of evidence based approaches and their characteristics

|                      | Prenatal & infancy   | Early childhood                   | Middle childhood                          | Early adolescence   | Adolescence                                 | Adulthood |
|----------------------|--|-----------------------------------|---|---|---|-----------|
| <b>Family</b>        | Prenatal infancy & visitation<br>★★                                  |                                   | Parenting skills<br>★★★★                  |   |   |           |
|                      | Interventions for pregnant women with substance abuse disorders<br>★ |                                   |   |   |   |           |
| <b>School</b>        |  | Early childhood education<br>★★★★ | Personal & social skills<br>★★★           | Personal & social skills & social influences education<br>★★★ |   |           |
|                      |  |                                   | Classroom management<br>★★★               |   | Addressing individual vulnerabilities<br>★★ |           |
|                      |  |                                   | Policies to keep children in school<br>★★ | School policies & culture<br>★★                               |   |           |
|                      |  |                                   |   | Alcohol & tobacco policies<br>★★★★★                           |   |           |
| <b>Community</b>     | Community-based multi-component initiatives<br>★★★                   |                                   |   |   |   |           |
|                      |  |                                   |   | Media campaigns<br>★  |   |           |
|                      |  |                                   |   | Mentoring<br>★  |   |           |
|                      |  |                                   |   | Entertainment venues<br>★★                                    |   |           |
| <b>Workplace</b>     |  |                                   |   | Workplace prevention<br>★★★                                   |   |           |
| <b>Health sector</b> |  |                                   |   | Brief intervention<br>★★★★                                    |   |           |



Source: National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health, USA



# Increase in Tobacco Tax Reduced Smoking in Turkey

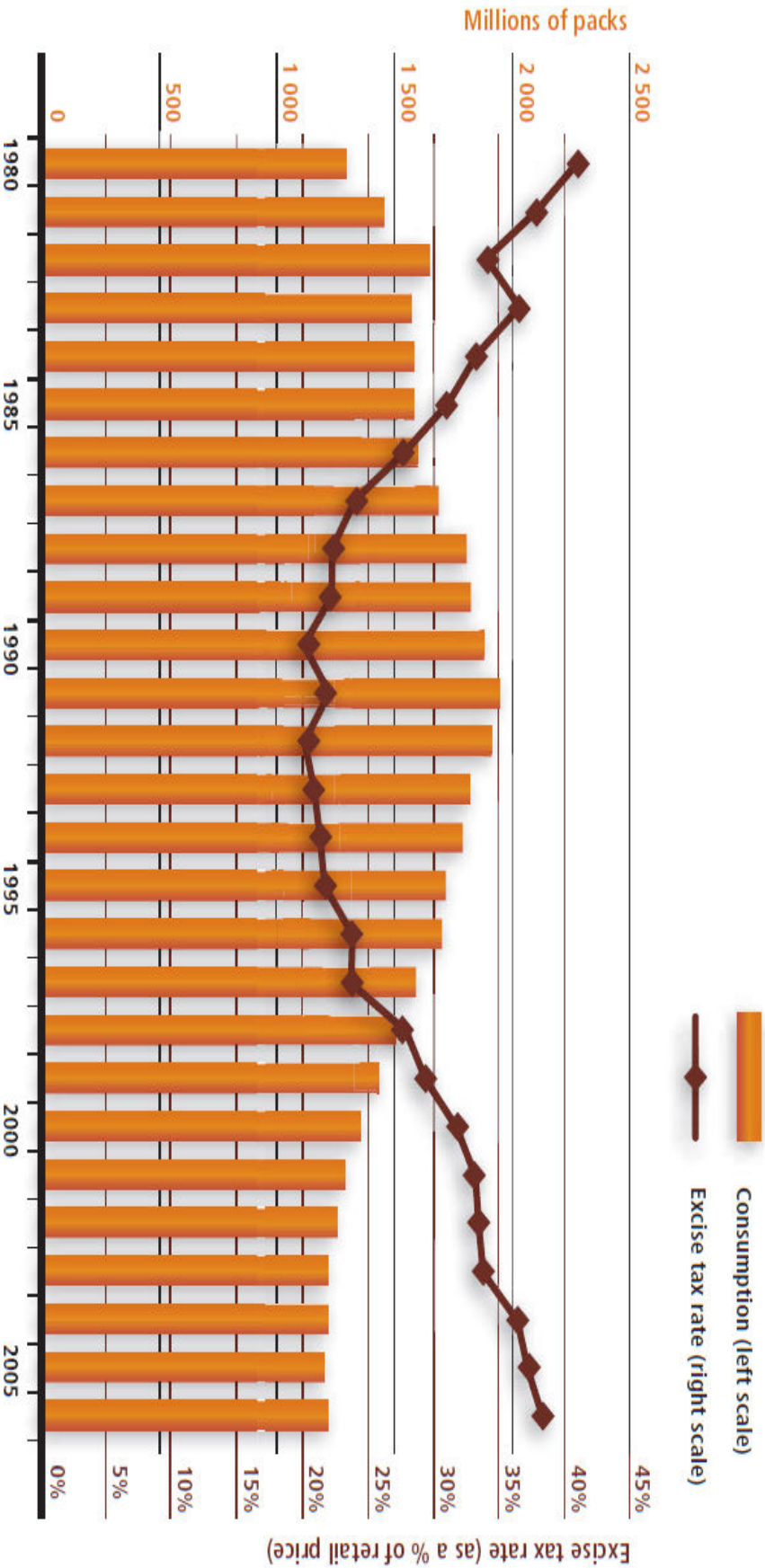
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- Forty-two percent increase in cigarette cost via taxes in 2010 lead to a 15% reduction in overall smoking prevalence
- The largest reduction in smoking prevalence (30% change from 2008-2012) was observed in people who have the lowest socioeconomic status.
- Reducing smoking in disadvantaged populations can help reduce health disparities.

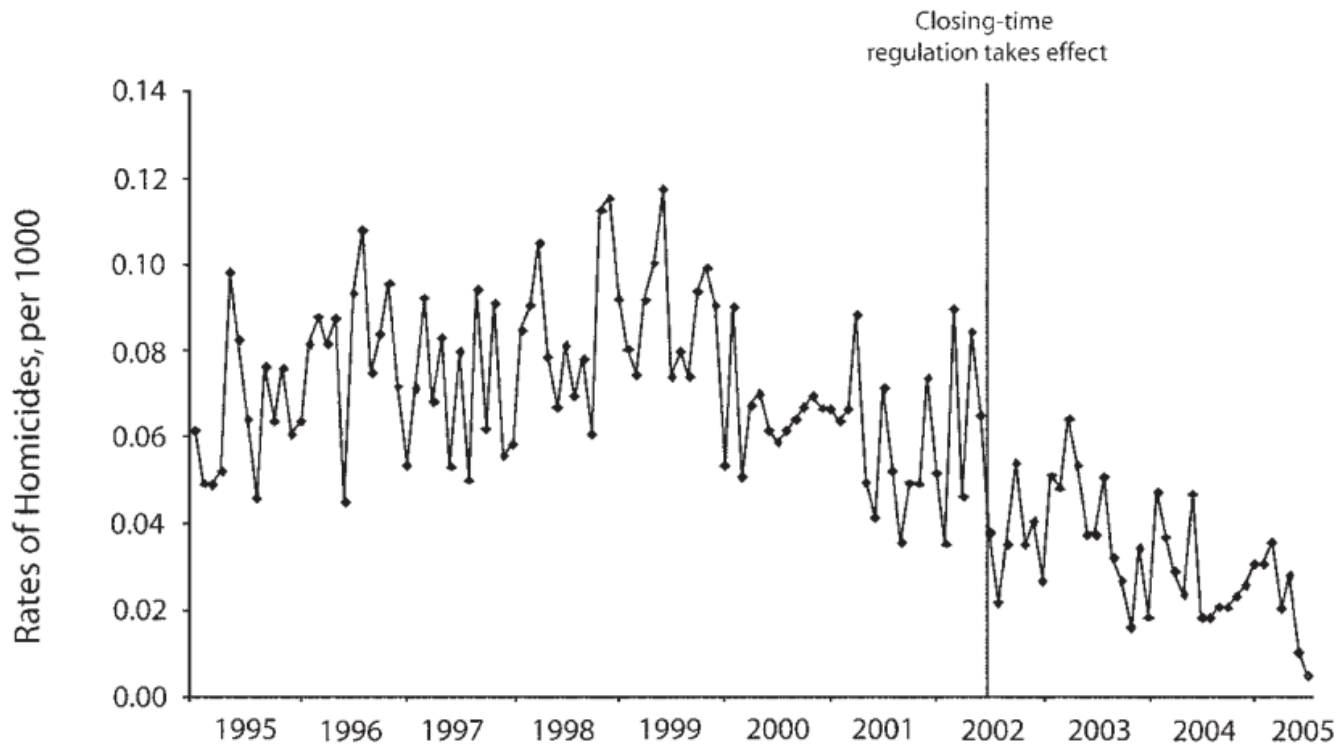


# TOBACCO TAXES REDUCE CONSUMPTION

## Relationship between cigarette consumption and excise tax rate in South Africa



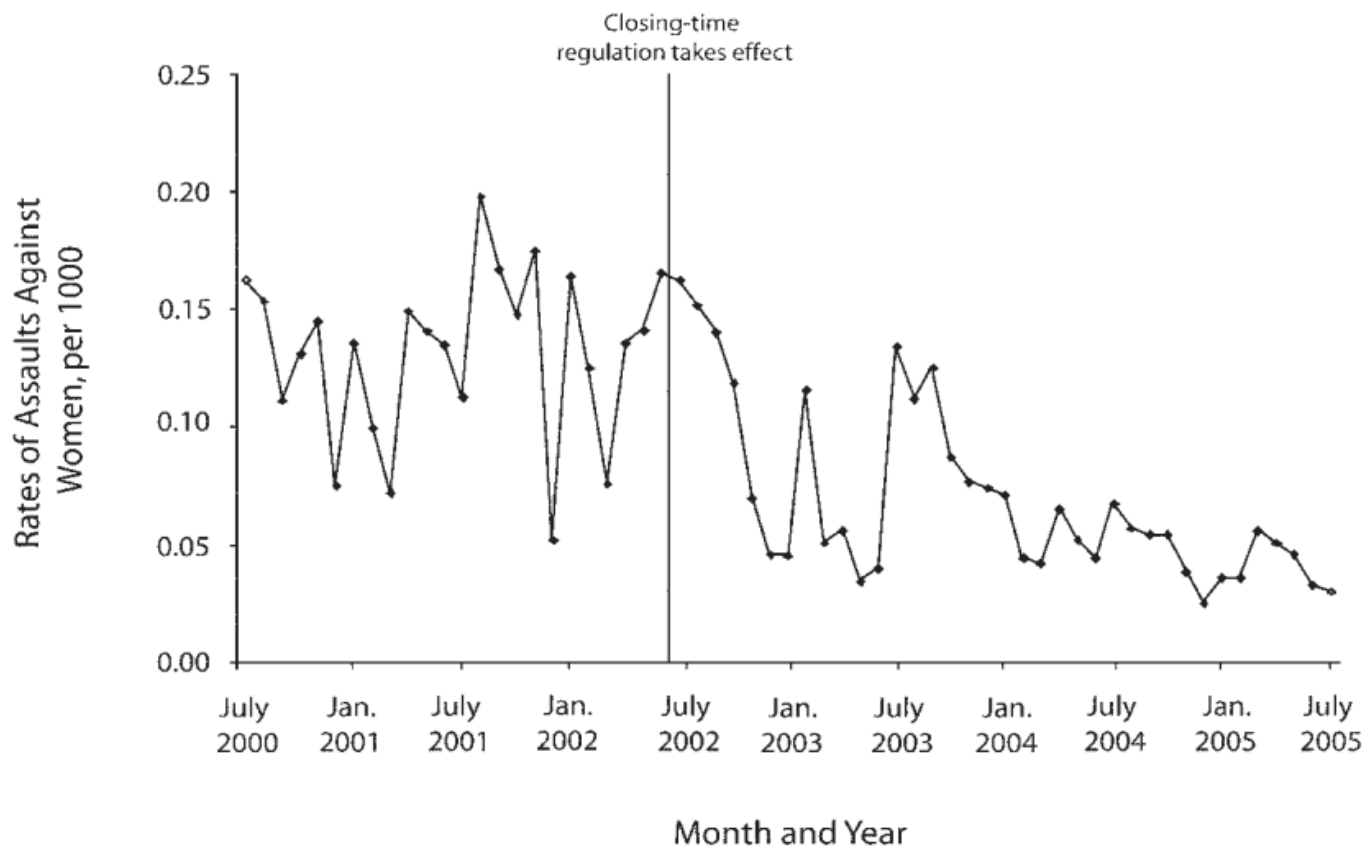
Source: van Walbeek C. *Tobacco excise taxation in South Africa: tools for advancing tobacco control in the XXIst century: success stories and lessons learned*. Geneva, World Health Organization, 2003 ([http://www.who.int/tobacco/training/success\\_stories/en/best\\_practices\\_south\\_africa\\_taxation.pdf](http://www.who.int/tobacco/training/success_stories/en/best_practices_south_africa_taxation.pdf), accessed 6 December 2007). Additional information obtained from personal communication with van Walbeek.



*Note.* Homicide rate for July 2005 is on the basis of a half-month of data.

**FIGURE 1—Monthly rates of homicides per 1000 residents before and after new bar closing-time regulations: Diadema, Brazil, January 1995–July 2005.**

Source: Duailibi, S.; Ponicki, W.; Grube, J.; Pinsky, I.; Laranjeira, R.; and Raw, M. "The effect of restricting opening hours on alcohol-related violence," *American Journal of Public Health*, 97(12):2276-2280, 2007.

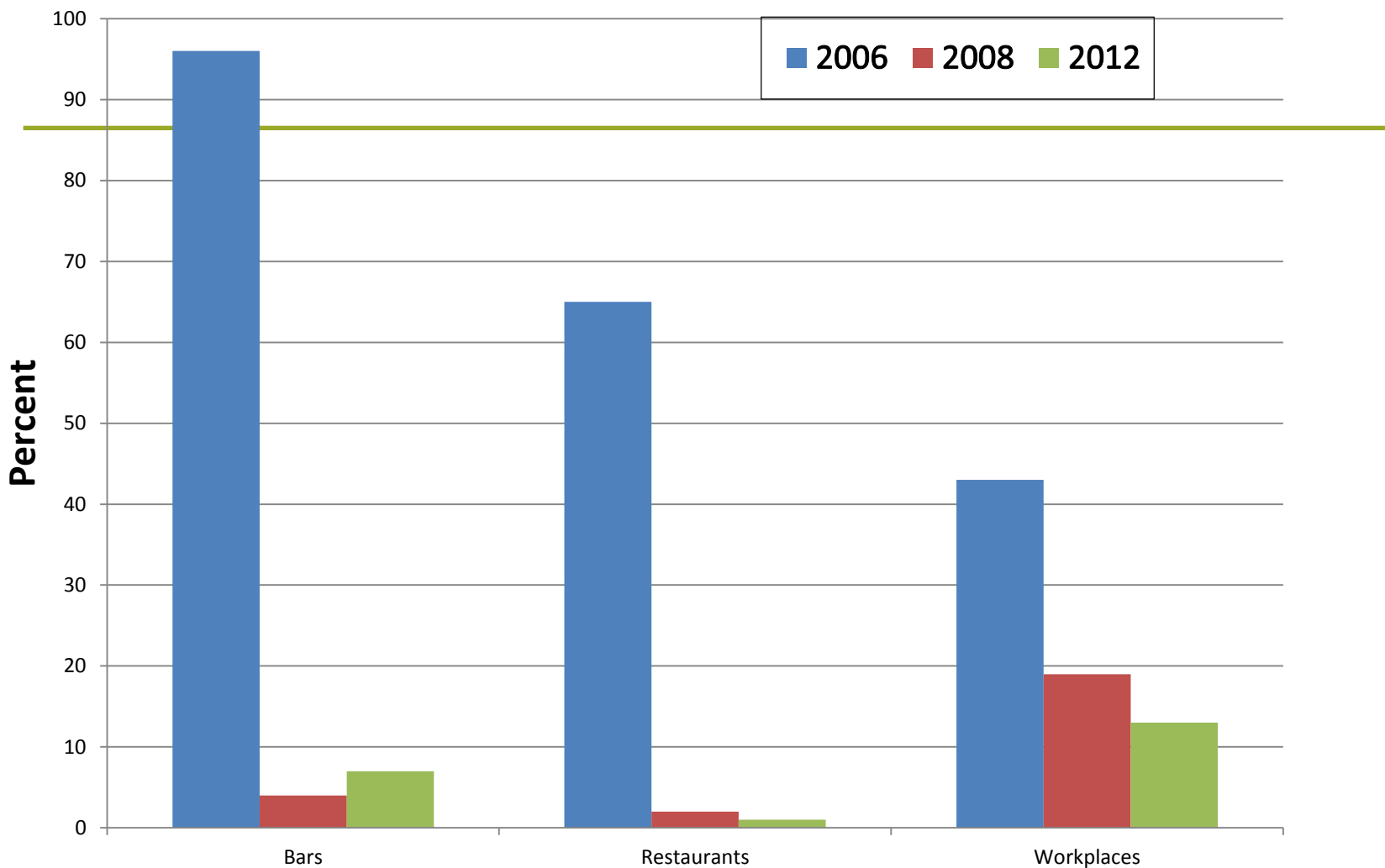


*Note.* Assault rates for July 2000 and July 2005 are on the basis of half-months of data.

**FIGURE 2—Monthly rates of assaults against women per 1000 residents before and after new bar closing-time regulations: Diadema, Brazil, July 2000–July 2005.**

Source: Duailibi, S.; Ponicki, W.; Grube, J.; Pinsky, I.; Laranjeira, R.; and Raw, M. "The effect of restricting opening hours on alcohol-related violence," *American Journal of Public Health*, 97(12):2276-2280, 2007.

### Effects of 2007-08 Smoking Ban In France on Smoking Prevalence



Source: Fong, G.T., Craig, L.V., Guignard, R., Nagelhout, G.E., Tait, M.K., Driezen, P., Kennedy, R.D., Boudreau, C., Wilquin, J-L., Deutsch, A., and Beck, F. (2013). Evaluation of the smoking ban in public places in France one year and five years after its implementation: Findings from the ITC France survey. Bulletin Epidemiologique Hebdomadaire (Paris France), 20: 217-223.



# Forming the evidence base for prevention

## Brain function in a social context

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# Environmental policies in the context of a comprehensive EB prevention system

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- They are effective but:
  - Changes in legislations is not easy (cost and time)
  - It is not unidirectional
  - To be effective need engagement at the community level in its different social structures.
  - This engagement can be done through a process of activating all elements discussed in the standards
  - The sum of these elements make these environmental policies more feasible and effective

# Guidance on the types of evidence based approaches and their characteristics

|               | Prenatal & infancy   | Early childhood                                    | Middle childhood                          | Early adolescence   | Adolescence                                 | Adulthood |
|---------------|--|--|---|---|---|-----------|
| Family        | Prenatal infancy & visitation<br>★★                                  |  | Parenting skills<br>★★★★                  |   |   |           |
|               | Interventions for pregnant women with substance abuse disorders<br>★ |  |   |   |   |           |
| School        |  | Early childhood education<br>★★★★                  | Personal & social skills<br>★★★           | Personal & social skills & social influences education<br>★★★ |   |           |
|               |  |  | Classroom management<br>★★★               |   | Addressing individual vulnerabilities<br>★★ |           |
|               |  |  | Policies to keep children in school<br>★★ | School policies & culture<br>★★                               |   |           |
|               |  |  |   | Alcohol & tobacco policies<br>★★★★★                           |   |           |
| Community     |  | Community-based multi-component initiatives<br>★★★ |   |   |   |           |
|               |  |  |   |   | Media campaigns<br>★                        |           |
|               |  |  |   | Mentoring<br>★  |   |           |
|               |  |  |   | Entertainment venues<br>★★                                    |   |           |
| Workplace     |  |  |   |   | Workplace prevention<br>★★★                 |           |
| Health sector |  |  |   |   | Brief intervention<br>★★★★                  |           |



# Dissemination of the Standards (SEMINARS)

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- Uncovering content to policy makers and guide them to think critically about what is going on in prevention in the country and plan improvements
- Regional and national seminars in 60 countries (200 policy makers)
- Materials available in Arabic, English, (Chinese), French, Russian, Spanish
- Pre-/ post-questionnaire, plus follow up to monitor

# A truly global reach

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# A truly global reach

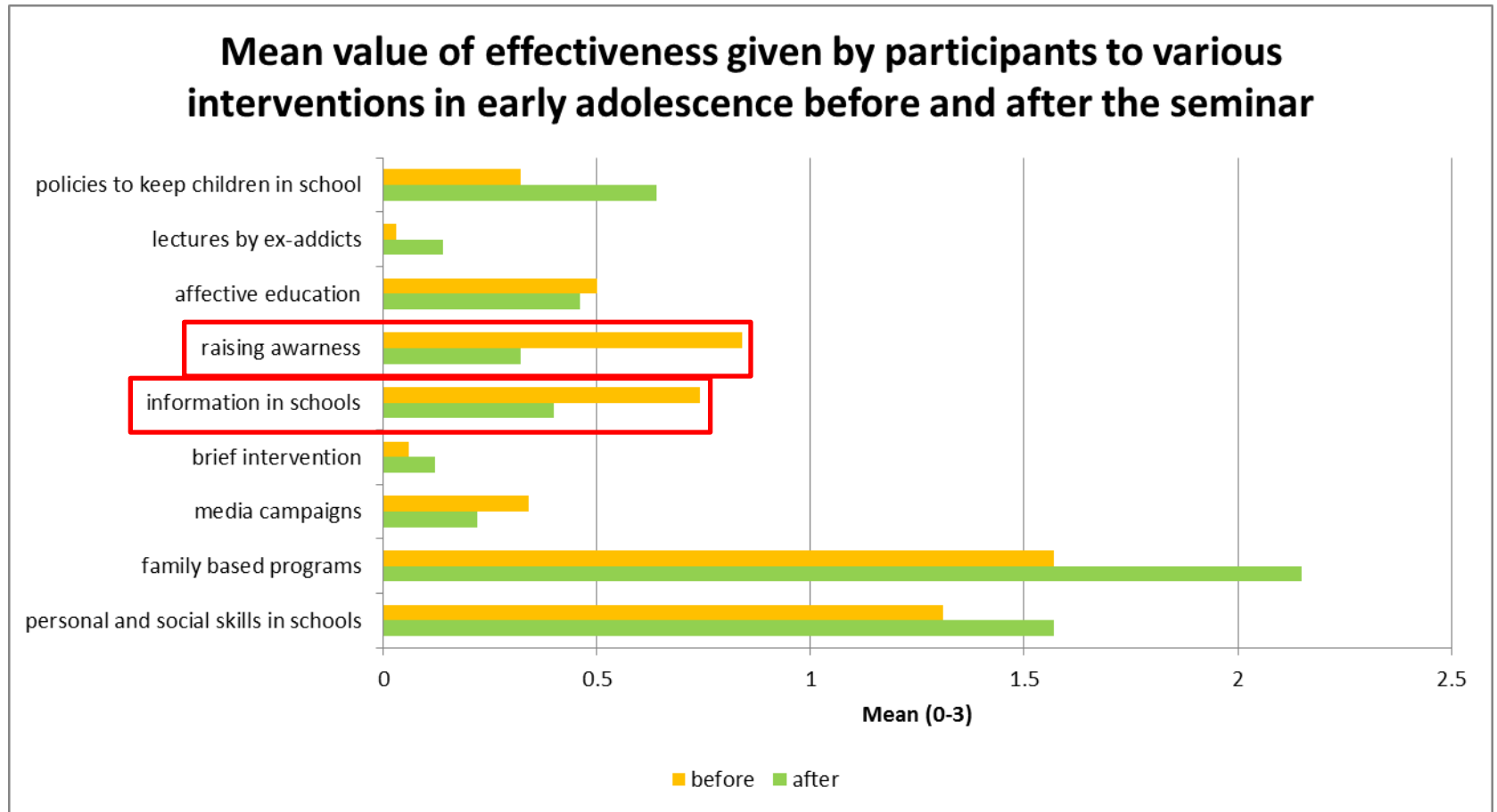
- **SEMINARS**

- 58 countries
- Central America, West and Central Asia, Eastern Africa, East Asia, North Africa and the Middle East, South Eastern Europe, Nigeria
- **250 policy makers**

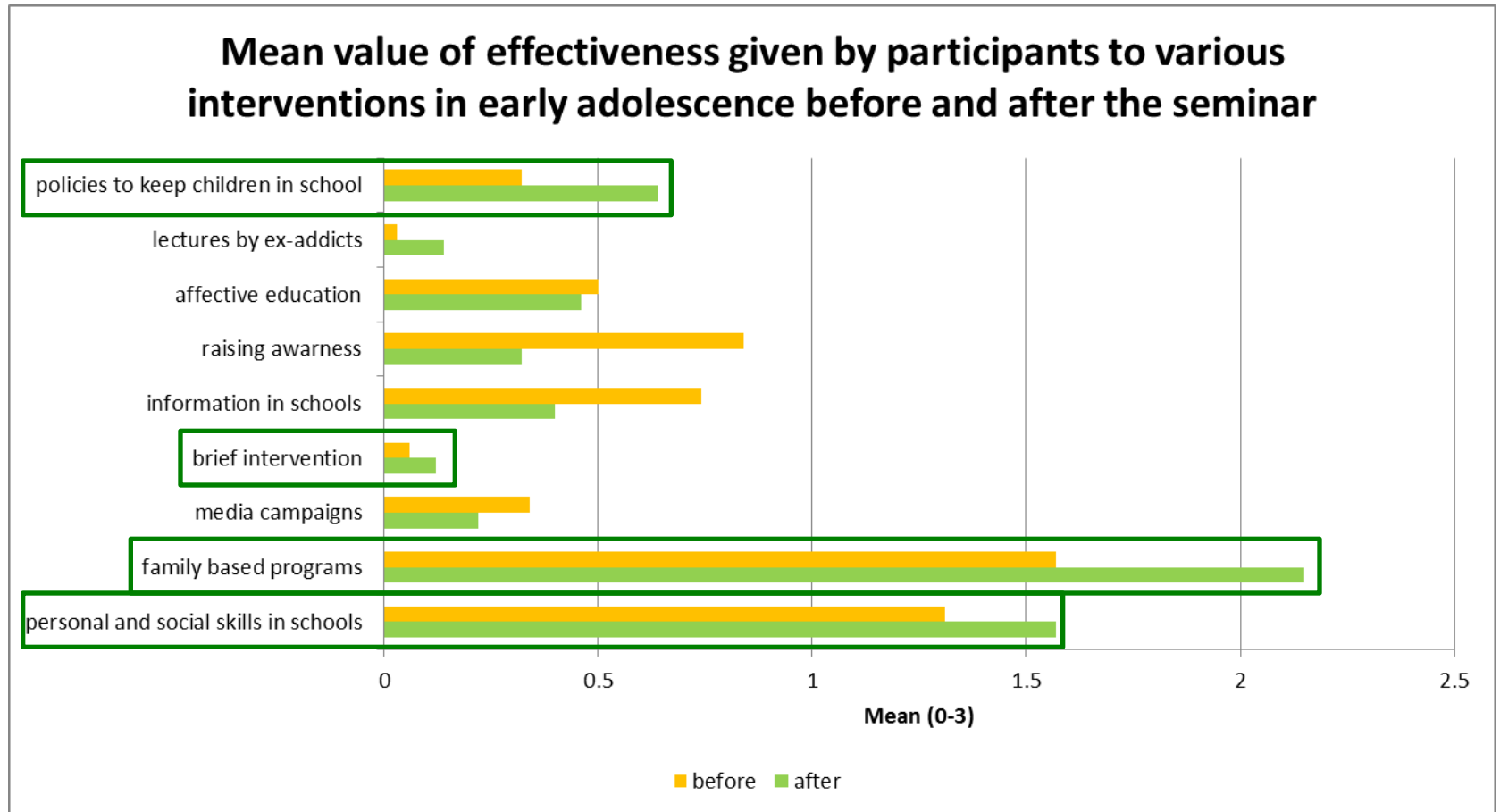
- **BRIEFINGS**

- 41 countries
- African Union, India, Israel, Iran, Russian Federation, Ukraine
- 1,000 policy makers

# Changes in knowledge (1)



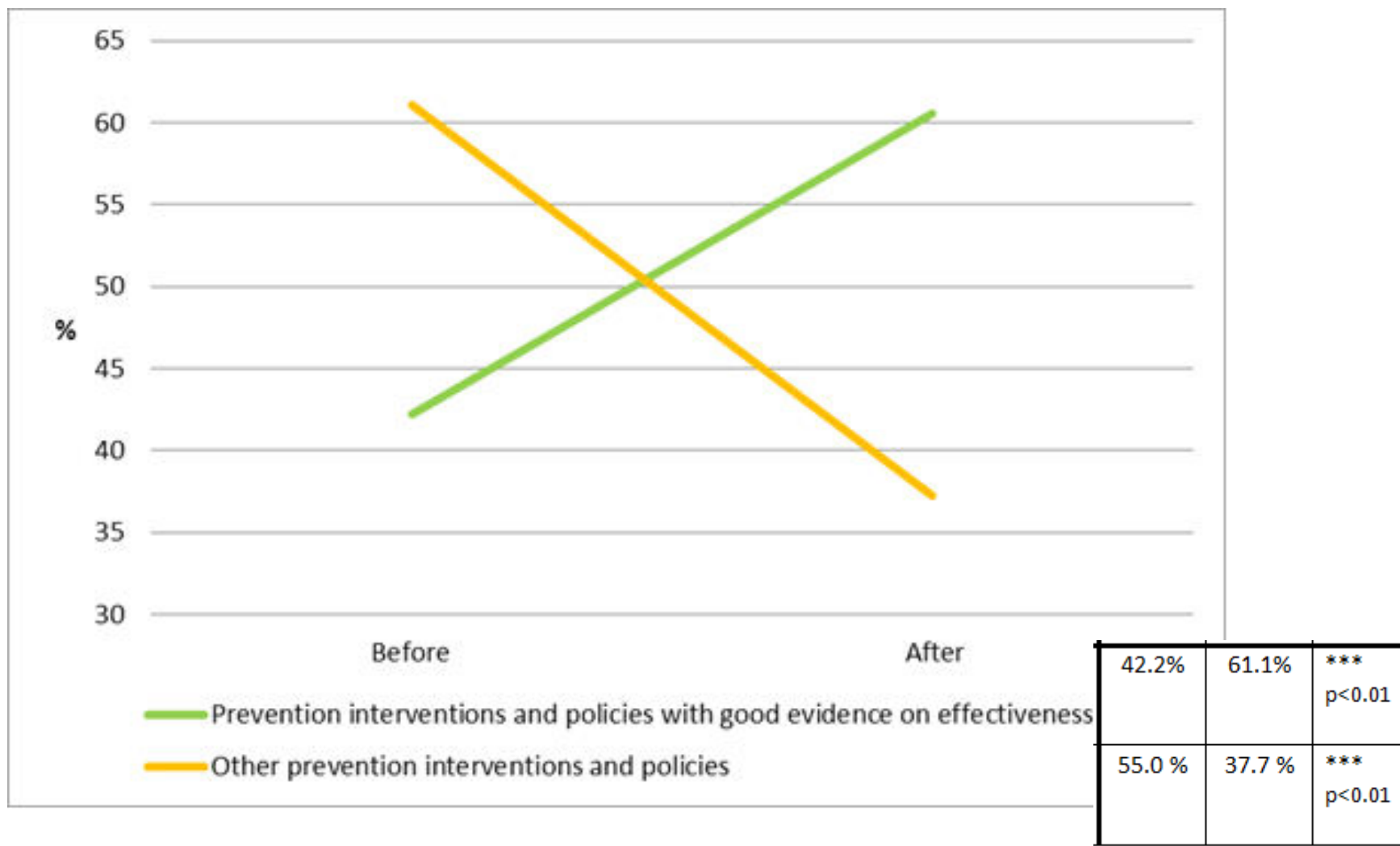
# Changes in knowledge (2)






## Changes in knowledge (3)


Pre-post change in perceived effectiveness\* of prevention strategies across ages, by level of scientific evidence (\* % of maximum total score)



# Standards, and the value of evidence based prevention, recognised at the highest political level

 **UNODC**  
United Nations Office on Drugs and Crime

**JOINT MINISTERIAL STATEMENT**  
2014 HIGH-LEVEL REVIEW BY THE COMMISSION  
ON NARCOTIC DRUGS OF THE IMPLEMENTATION  
BY MEMBER STATES OF THE POLITICAL DECLARATION  
AND PLAN OF ACTION ON INTERNATIONAL COOPERATION  
TOWARDS AN INTEGRATED AND BALANCED STRATEGY  
TO COUNTER THE WORLD DRUG PROBLEM



**As well as  
Resolution 57/3  
and 58/ 6**

Commission on Narcotic Drugs  
Fifty-seventh Session  
Vienna, 13-21 March 2014

 **UNODC**  
United Nations Office on Drugs and Crime

**WORLD  
DRUG  
REPORT 2014**

 **UNODC**  
United Nations Office on Drugs and Crime



**World  
Drug  
Report  
2015**

 **UNODC  
Research**

# An extensive evidence-based menu!

|                      | Prenatal & infancy   | Early childhood                           | Middle childhood  | Early adolescence   | Adolescence   | Adulthood |
|----------------------|--|---|---|---|---|-----------|
| <b>Family</b>        | <p>Prenatal infancy &amp; visitation<br/>★★</p> <p>Interventions for pregnant women with substance abuse disorders<br/>★</p> |   | <p>Parenting skills<br/>★★★★</p>  |   |   |           |
| <b>School</b>        |  | <p>Early childhood education<br/>★★★★</p> | <p>Personal &amp; social skills<br/>★★★</p> <p>Classroom management<br/>★★★</p> <p>Policies to keep children in school<br/>★★</p> | <p>Personal &amp; social skills &amp; social influences education<br/>★★★</p> | <p>Addressing individual vulnerabilities<br/>★★</p> <p>School policies &amp; culture<br/>★★</p> |           |
| <b>Community</b>     |  |   |   |   | <p>Alcohol &amp; tobacco policies<br/>★★★★★</p>   |           |
|                      |  |   | <p>Community-based multi-component initiatives<br/>★★★</p>  |   |   |           |
|                      |  |   |   | <p>Media campaigns<br/>★</p>  |   |           |
|                      |  |   |   | <p>Mentoring<br/>★</p>  |   |           |
|                      |  |   |   | <p>Entertainment venues<br/>★★</p>  |   |           |
| <b>Workplace</b>     |  |   |   |   | <p>Workplace prevention<br/>★★★</p>   |           |
| <b>Health sector</b> |  |   |   |   | <p>Brief intervention<br/>★★★★</p>  |           |

# An extensive menu!

|                      | Prenatal & infancy   | Early childhood                         | Middle childhood  | Early adolescence   | Adolescence  | Adulthood |
|----------------------|--|---|---|---|--|-----------|
| <b>Family</b>        | <p>Prenatal infancy &amp; visitation<br/>★★</p> <p>Interventions for pregnant women with substance abuse disorders<br/>★</p> |   | <p>Parenting skills<br/>★★★★</p>  |   |  |           |
| <b>School</b>        |  | <p>Early childhood education<br/>★★</p> | <p>Personal &amp; social skills<br/>★★★</p> <p>Classroom management<br/>★★★</p> <p>Policies to keep children in school<br/>★★</p> | <p>Personal &amp; social skills &amp; social influences<br/>★★★</p> | <p>Addressing individual vulnerabilities<br/>★★</p> <p>School policies &amp; culture<br/>★★</p>  |           |
| <b>Community</b>     |  |   |   |   | <p>Alcohol &amp; tobacco policies<br/>★★★★★</p> <p>Media campaigns<br/>★</p> <p>Mentoring<br/>★</p> <p>Entertainment venues<br/>★★</p> |           |
|                      |  |   | <p>Community-based multi-component initiatives<br/>★★★</p>  |   |  |           |
| <b>Workplace</b>     |  |   |   |   | <p>Workplace prevention<br/>★★★</p>  |           |
| <b>Health sector</b> |  |   |   |   | <p>Brief intervention<br/>★★★★</p>   |           |

**Will you join us?**

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**THANK YOU!!!**