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Healthy and safe development of  
children and youth



# International Standards on Drug Use Prevention

## UNODC/ WHO Second Updated Edition

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**POLITICAL DECLARATION AND PLAN  
OF ACTION ON INTERNATIONAL  
COOPERATION TOWARDS AN INTEGRATED  
AND BALANCED STRATEGY TO COUNTER  
THE WORLD DRUG PROBLEM**





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## SUSTAINABLE DEVELOPMENT GOALS





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## 3 GOOD HEALTH AND WELL-BEING



3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol



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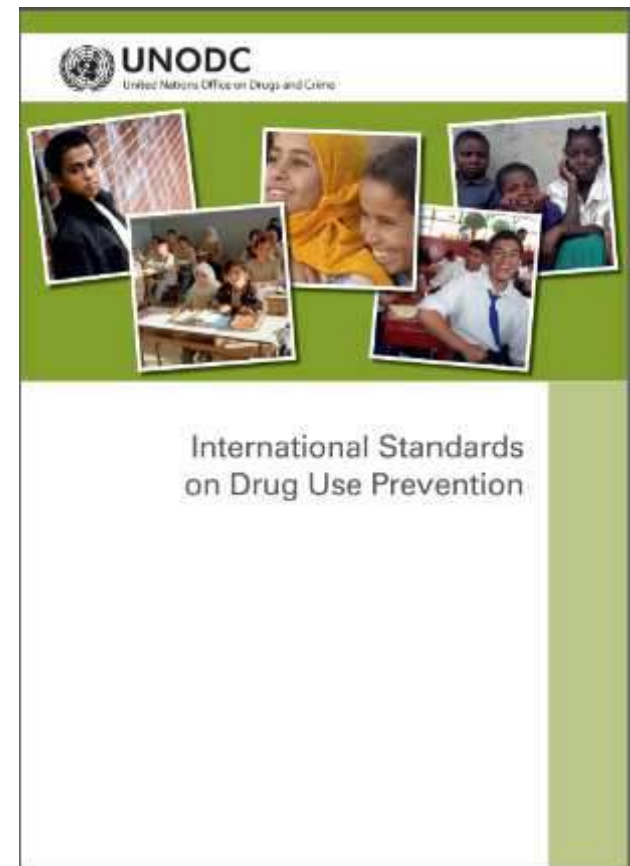
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## International Standards

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- Leading step in putting forth the Standards
- Tool to influence policy makers:
  - What is prevention?
  - 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)



<https://www.unodc.org/unodc/en/prevention/prevention-standards.html>



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## **Drug Use Prevention**

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- Primary objective: help people (particularly-not exclusively-young people) avoid or delay initiation of use, or, if they started already, to avoid to develop disorders (e.g. dependence).
- General aim: much broader, it is the healthy and safe development of children and youth to realize their talents and potential becoming contributing members of their community and society.



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# **PREVENTION OF DRUG USE?**





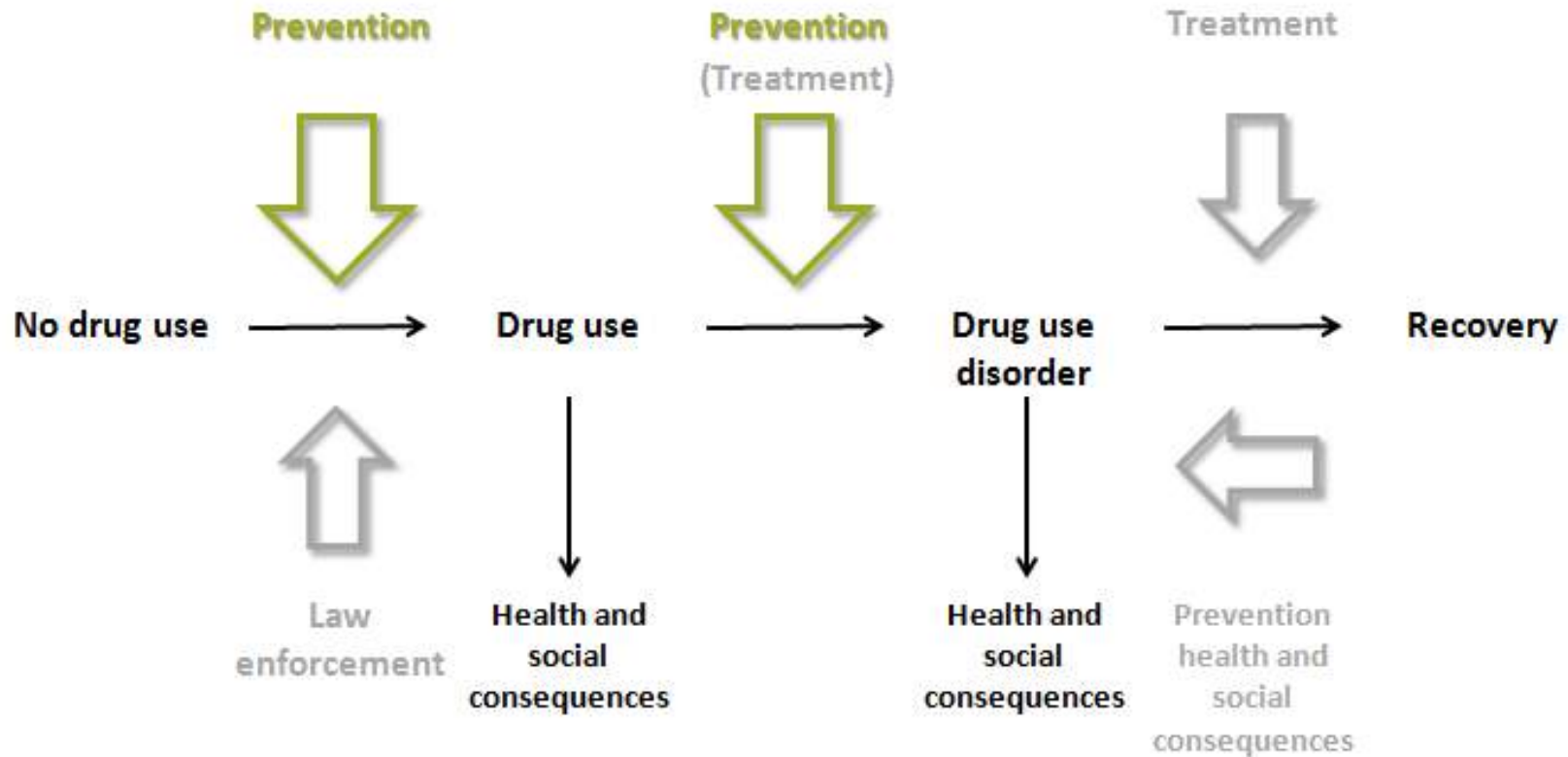
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## Prevention of drug use?





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**Prevent ...**

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**INITIATION  
of drug use**

**TRANSITION  
to drug use  
disorders**



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## **Prevention only?**

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**Prevention  
of drug use**



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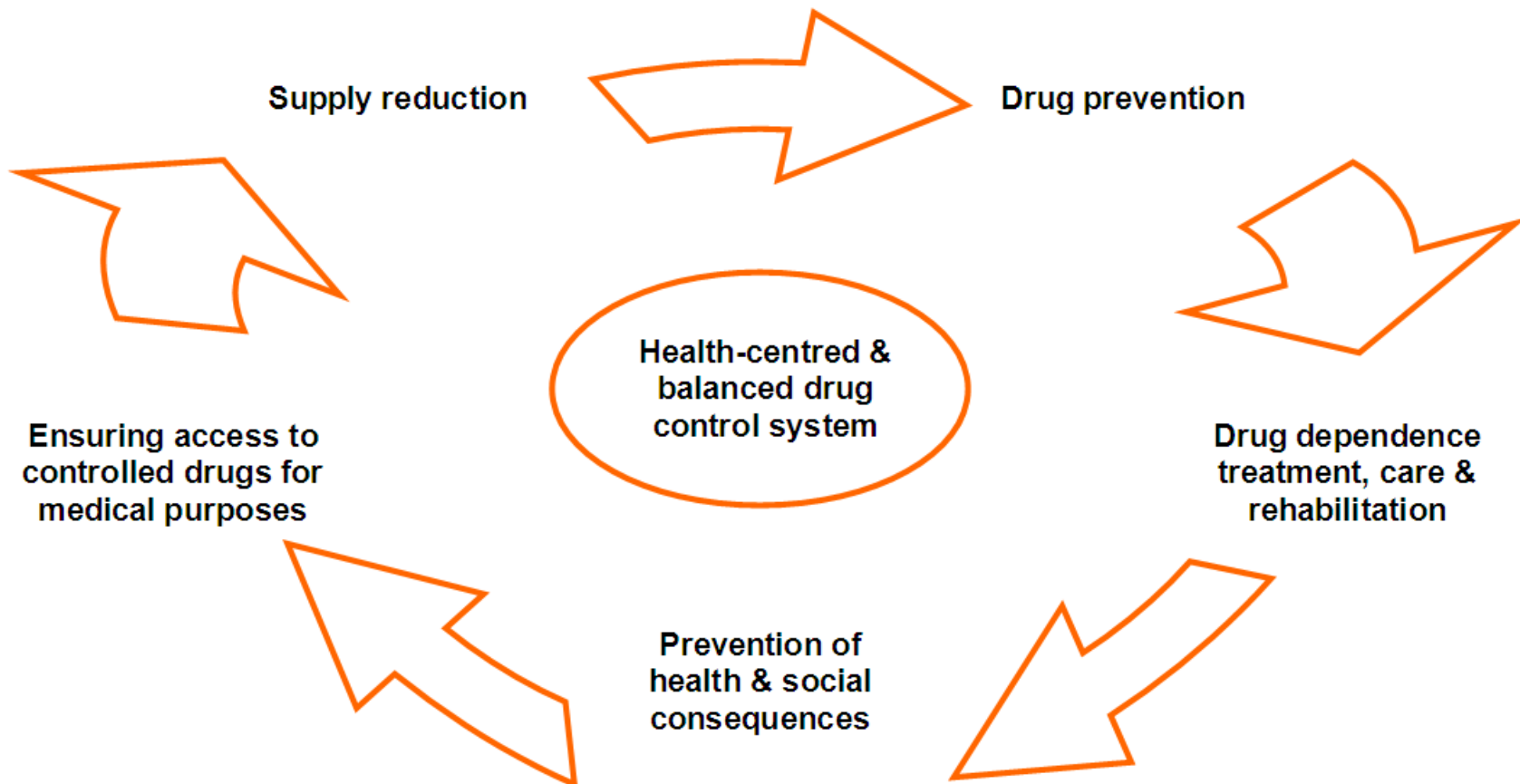
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## Prevention and drug control

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## **Drug use and substance abuse**

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ILLICIT DRUGS  
(UNDER INTERNATIONAL  
CONTROL)?

ALCOHOL ?

CIGARETTE SMOKING?

INHALANTS /AEROSOLS/  
GLUE?



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**DEVELOPMENTAL PERSPECTIVE**



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# Forming the evidence base for prevention

## Brain function in a social context

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## **Developmental Phases**

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- Each stage of development, from infancy to early adulthood, is associated with a certain expected range of:
  - intellectual ability
  - language development
  - cognitive, emotional and psychological functioning
  - social competency skills
- Each needs attention to prevent the onset of drug use and dependence!!!





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# Infancy

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Protective Traits, Skill

Sets & Experiences:

- Responsiveness to the environment and caregivers' interactions
- Caregivers who are responsive
- Surroundings that provide stimulation
- Learning how to be effective in having needs met
- Easy to soothe
- Not temperamental



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## Early Childhood

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### Factors Predictive of Later Social Competence:

- Language
- Cooperation
- Control of emotions
- Collective conscience
- Social and emotional skills  
(including perception of others' emotions)
- Problem solving



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# Middle Childhood

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Emergent Executive Cognitive and Emotional Regulatory Functions:

- Maintaining attention
- Controlling emotions
- Social inclusivity
- Effective communication
- Receptivity to others
- Accurate perception of emotion



# Adolescence

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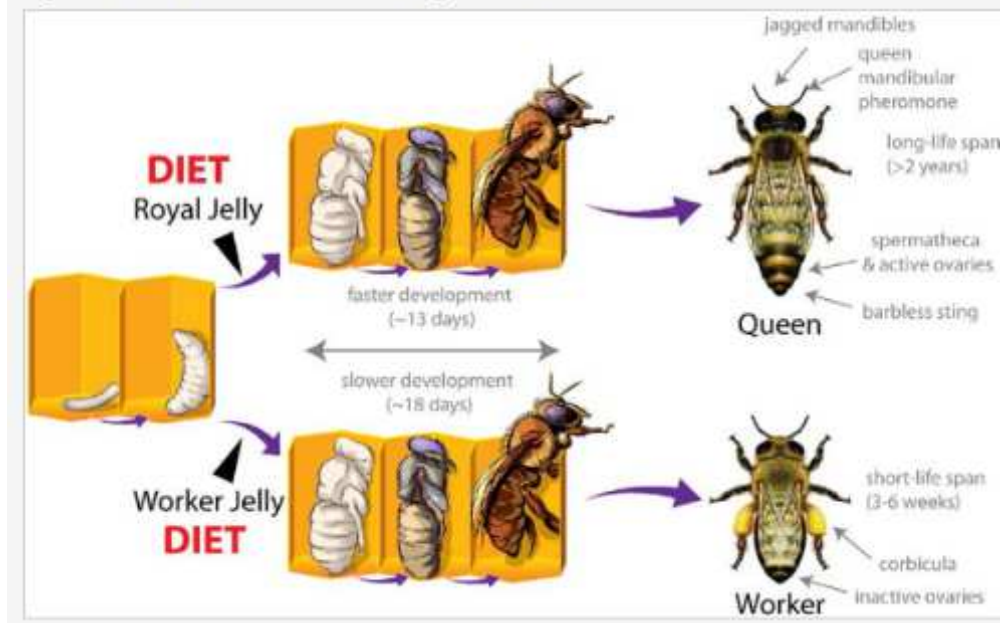
Integral to self-regulation of emotion and behavior:

- ✓ Social and emotional skills to establish stable relationships
- ✓ Sensitivity to feelings & needs of others
- ✓ Conflict resolution
- ✓ Prosocial skills
- ✓ Impulse control



# Epigenetics

**Figure 1.** Honeybee biology depends on a polyphenism that produces different female castes. During larval development, female larvae fed royal jelly (top) develop faster and pupate earlier; producing queen bees. Female larvae fed worker jelly have slower development and produce worker bees. This diet-induced change in phenotype is robust and predictable and provides an opportunity to explore how diet affects the genome, and how this leads to changes in form.



Cridge A. G., Leask M. P., Duncan E. J., Dearden, P. K. What Do Studies of Insect Polyphenisms Tell Us about Nutritionally-Triggered Epigenomic Changes and Their Consequences? *Nutrients* **2015**, 7(3), 1787-1797; doi:[10.3390/nu7031787](https://doi.org/10.3390/nu7031787)



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Contents lists available at ScienceDirect

Neuroscience and Biobehavioral Reviews

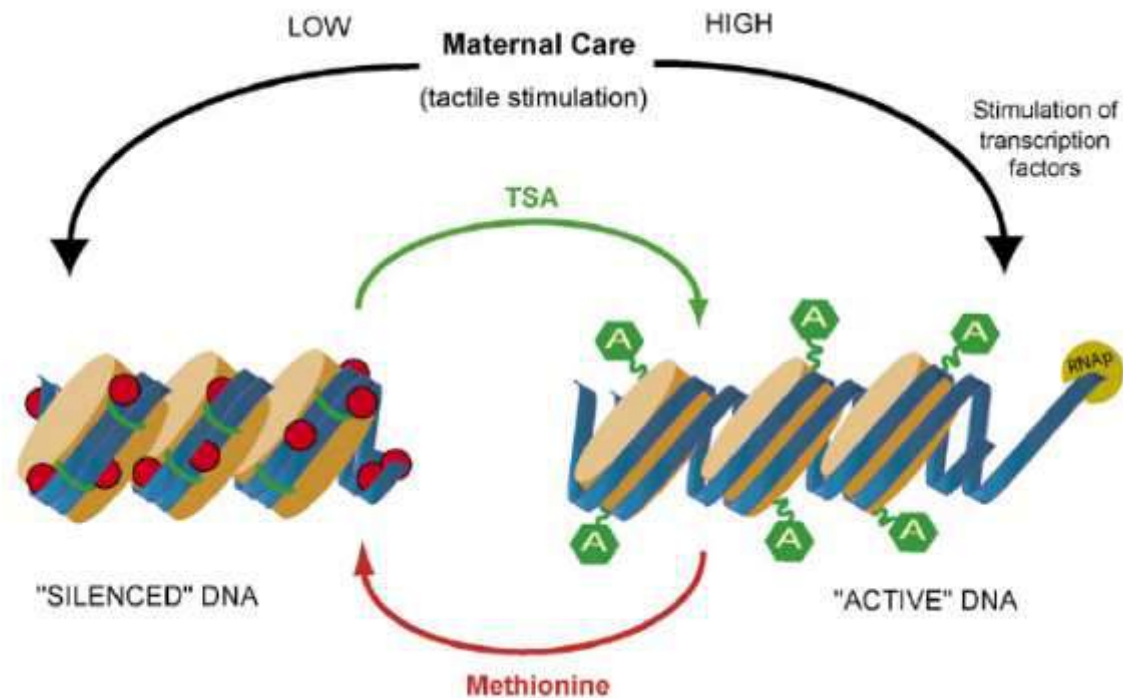
journal homepage: [www.elsevier.com/locate/neubio rev](http://www.elsevier.com/locate/neubio rev)



Review

Epigenetic mechanisms mediating the long-term effects of maternal care on development

Frances A. Champagne<sup>a,\*</sup>, James P. Curley<sup>b</sup>





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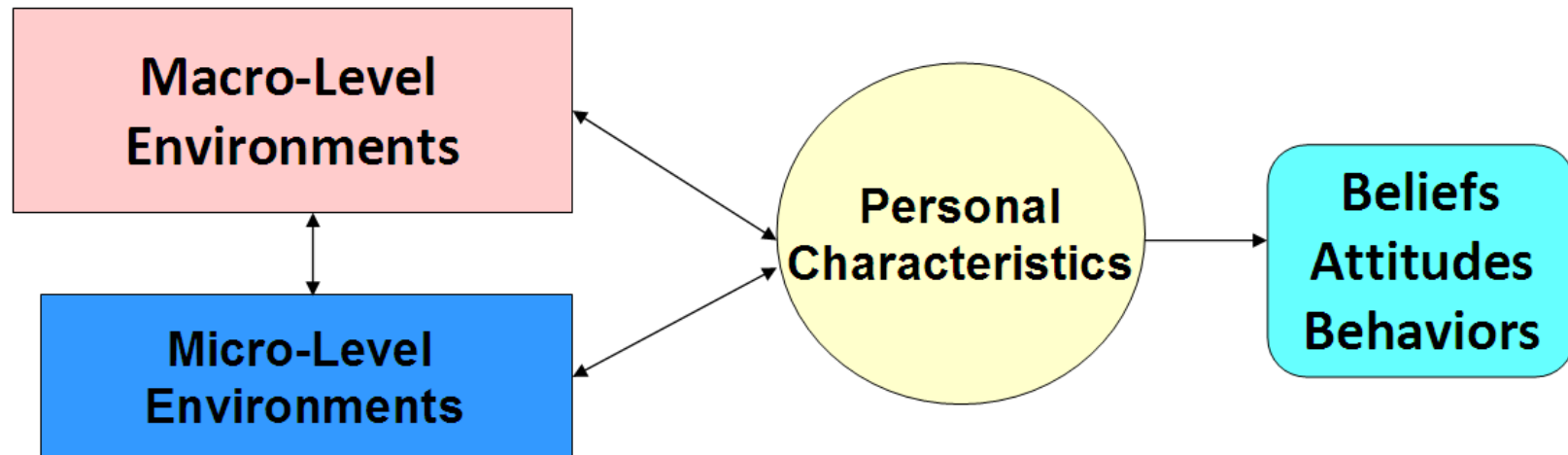
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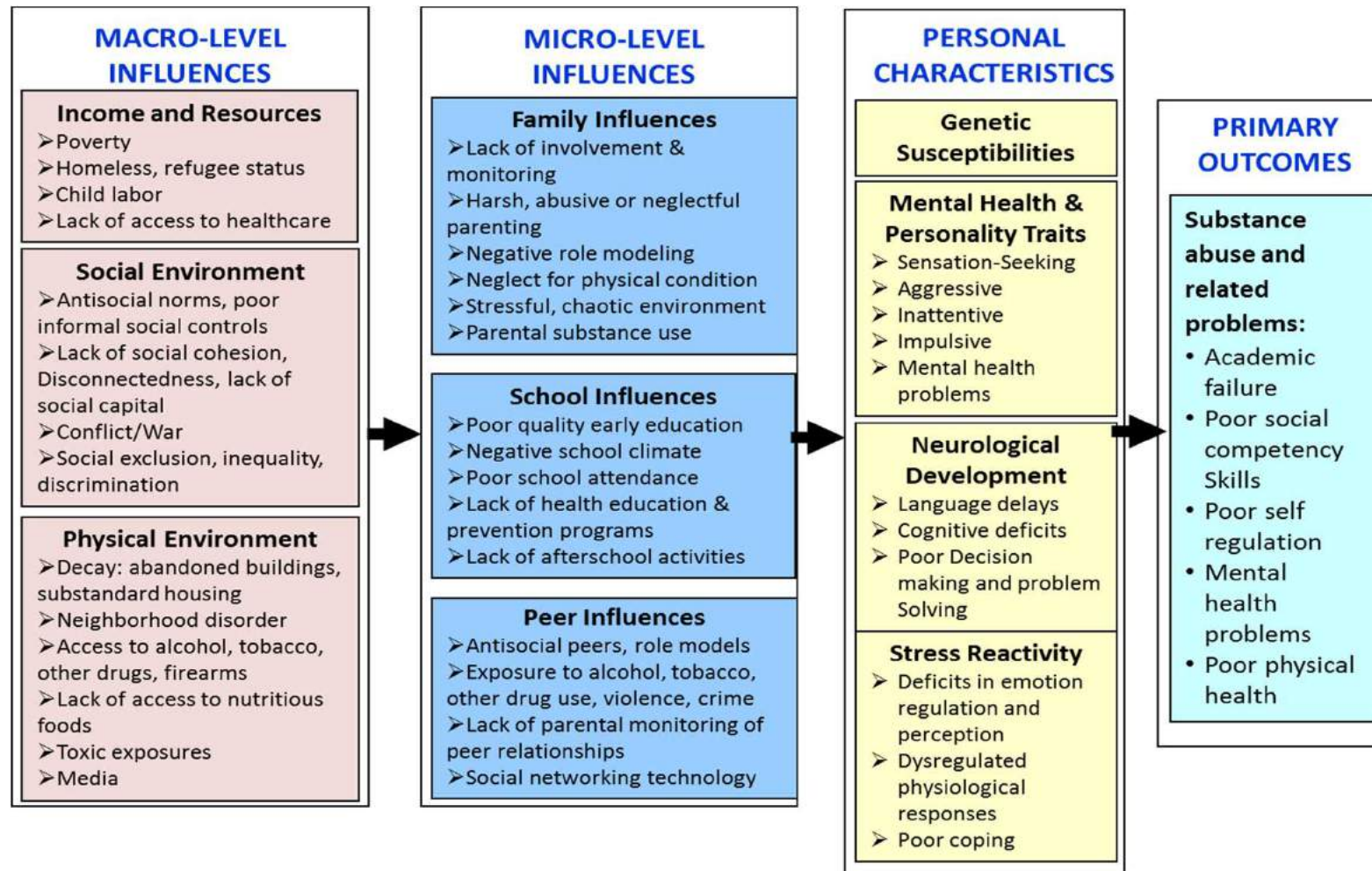
# Interaction of Personal Characteristics and the Micro- and Macro-Level Environments

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# Primary Developmental Outcomes and their Environmental and Personal Influences







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



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## UNODC and WHO

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**World Health  
Organization**

- Ms. Giovanna Campello
- Ms. Hanna Heikkila
- Ms. Asma Fakhri
- Ms. Heeyoung Park
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- Ms. Susan Norris
- Dr. Vladimir Poznyak



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**Not only UNODC and WHO  
100+ experts from 47 countries**

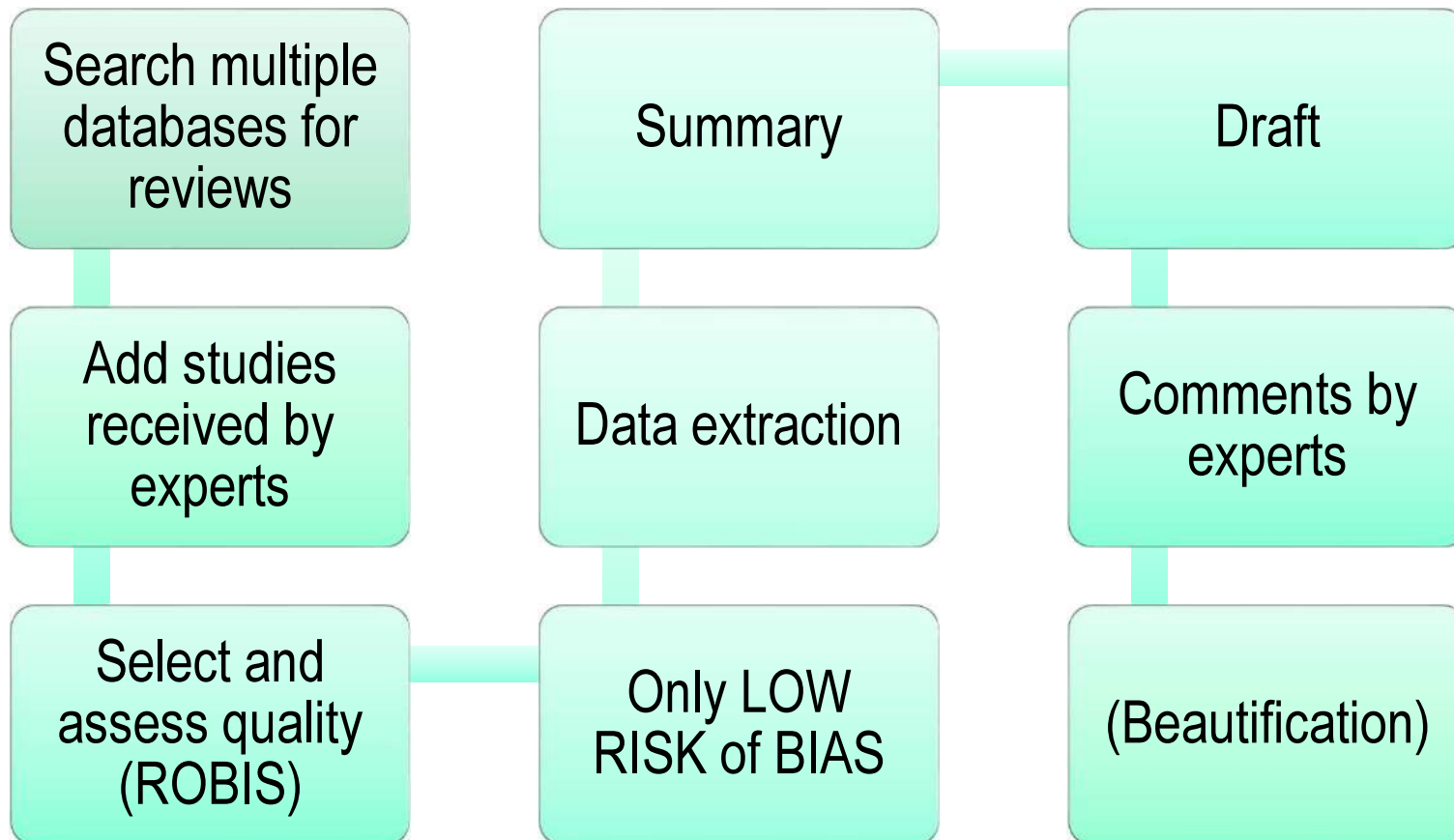
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## Process

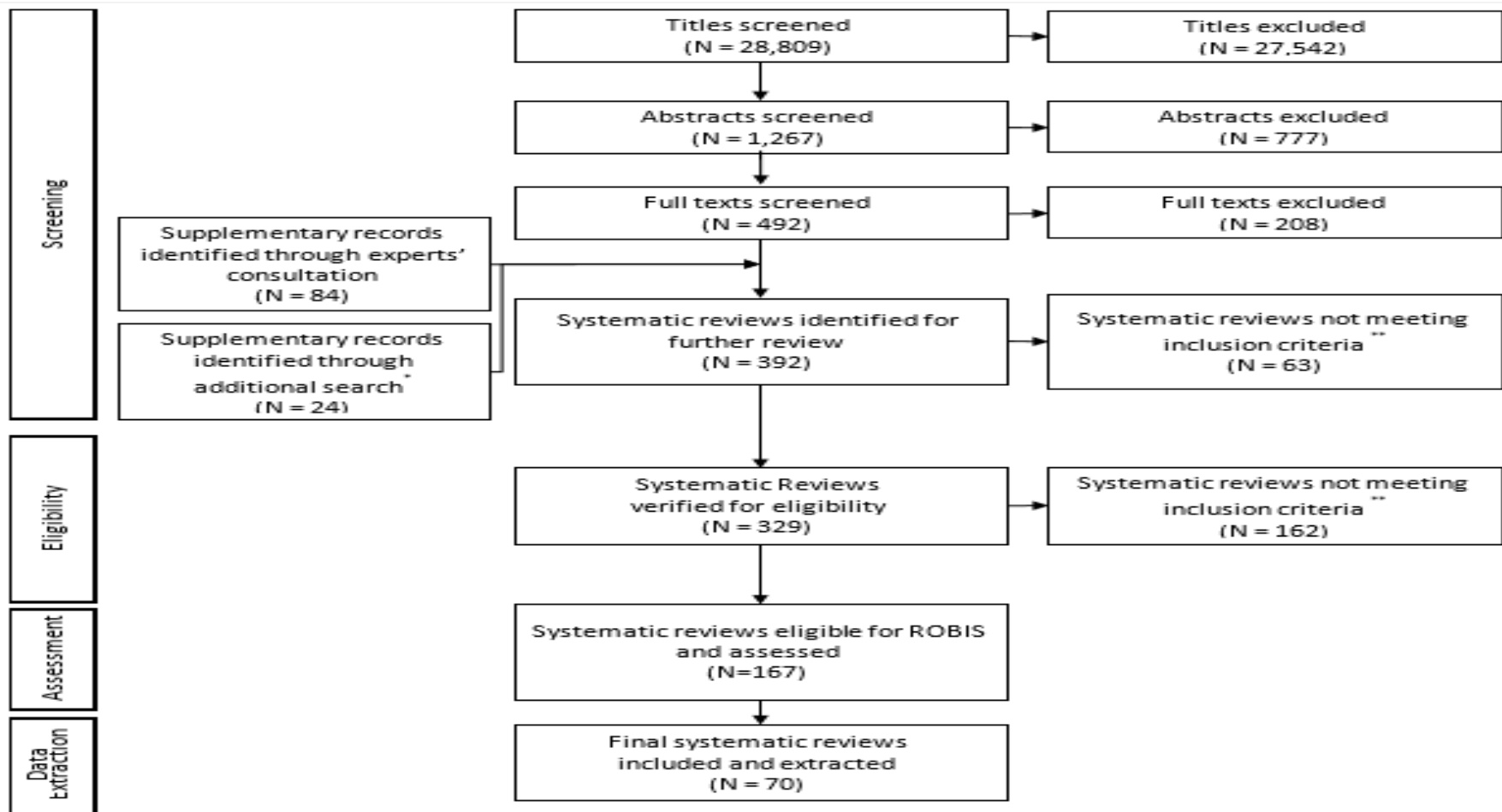
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# Flow diagram

## Unreadable? All appendices available online





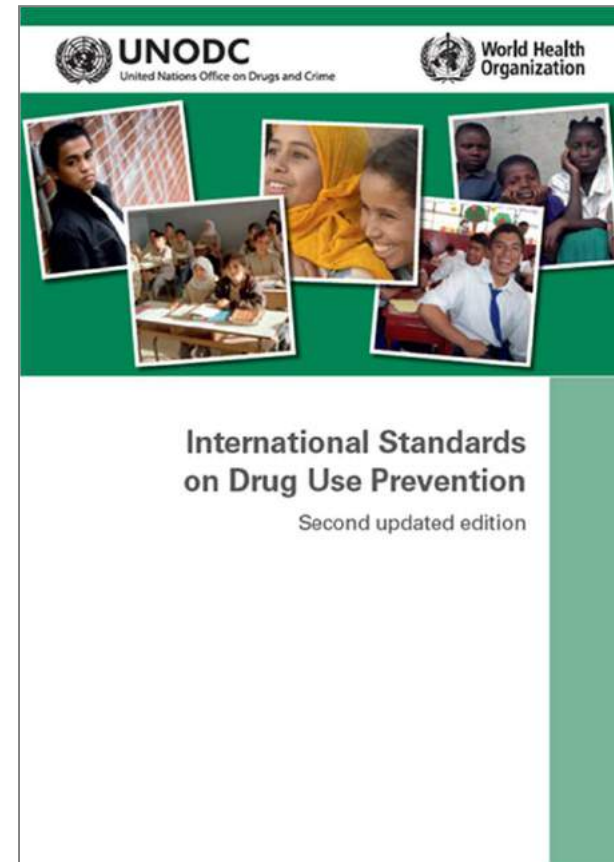
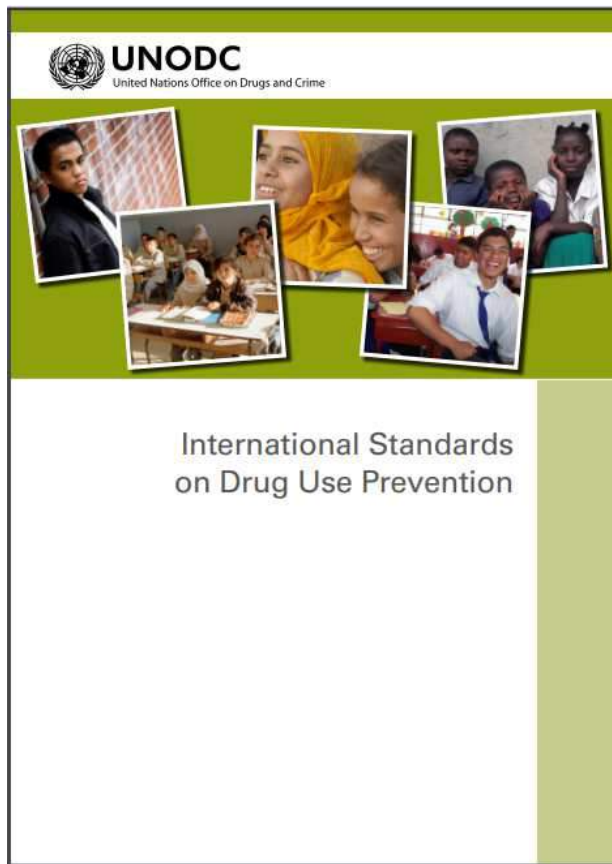
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## How do they compare?



[https://www.unodc.org/documents/prevention/standards\\_180412.pdf](https://www.unodc.org/documents/prevention/standards_180412.pdf)



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**Can I still use the evidence-based interventions  
of the first Standards?**

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**Yes**



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**Thank goodness!**

**This is VERY reassuring!**

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**Are there any NEW interventions?**

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**Yes**



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## **Pre-natal, infancy and early childhood**

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- Nurse visitation
- Treatment services for pregnant women with drug use disorders
- Early childhood education



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## **Pre-natal, infancy and early childhood**

---

- Nurse visitation
- **Services for pregnant women**
- Early childhood education



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## **Middle childhood**

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- Parenting skills
- Personal and social skills education
- Classroom environment improvement
- Policies to keep children in school



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## **Middle childhood**

---

- Parenting skills
- Personal and social skills education
- Classroom environment improvement
- Policies to keep children in school
- **Addressing mental health disorders**



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## **Early adolescence**

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- Parenting skills
- Prevention education based on personal and social skills and social influence
- School policies and culture
- Addressing individual psychological vulnerabilities
- Mentoring



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## Early adolescence

---

- Parenting skills
- Prevention education based on social competence and influence
- **School policies on substance use**
- **School-wide programmes to enhance school attachment**
- Addressing individual psychological vulnerabilities
- Mentoring



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## **Adolescence and adulthood**

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- Brief intervention
- Workplace prevention programmes
- Tobacco and alcohol policies
- Community-based multi-component initiatives
- Media campaigns
- Entertainment venues





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## **Evidence building, but still limited**

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- Sports and other structured leisure time activities
- Computer-based activities
- Girls and women!



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## **WHO guidance!**

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- Family skills training
  - Substance use, including drug use



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## **WHO guidance: additional health benefits!!!**

---

- Family skills training
  - Substance use, including drug use, prevention
  - Violence prevention
    - Youth violence
    - Child maltreatment
  - Manage behavioural disorders of children and adolescents
  - Promote development, also of children and youth at risk



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# New tools and resources

## European DP Quality Standards

**EDPOS Toolkit 1: Selecting quality drug prevention initiatives for funding and support (Funding & Decision-Making Toolkit Policy Guide - Part 1: Challenges in selecting high quality prevention initiatives)**

**Key messages for decision-makers from the EDPOS project**

**3 The Checklist**

**3.1 Checklist (A) European Drug Prevention Quality Standards (EDPOS) suitable for selecting a programme for funding**

**3.2 Summary table for Checklist (A) and (B) using the EDPOS**

## Universal Prevention Curriculum

Colombo Plan Drug Advisory Programme (DAP)  
The Universal Treatment Curriculum for Substance Use Disorders (UTC)

# Trainer Manual

**Course 1**

## Physiology and Pharmacology for Addiction Professionals

3<sup>rd</sup> Edition, 2017



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**The document is richer**

**The core messages  
remain the same**

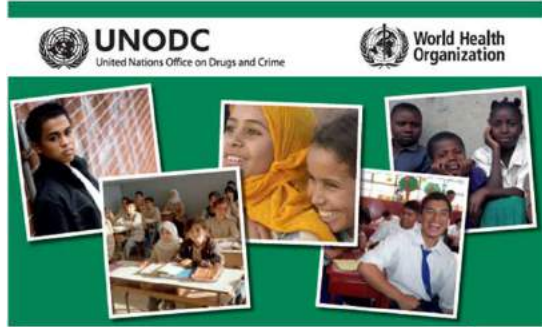


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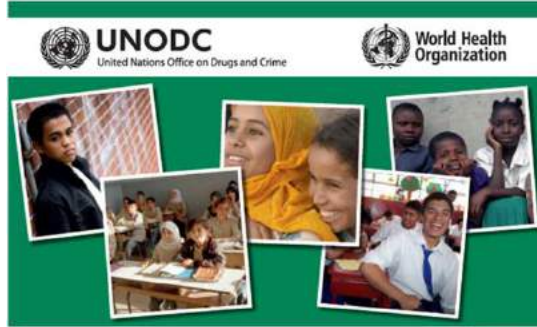
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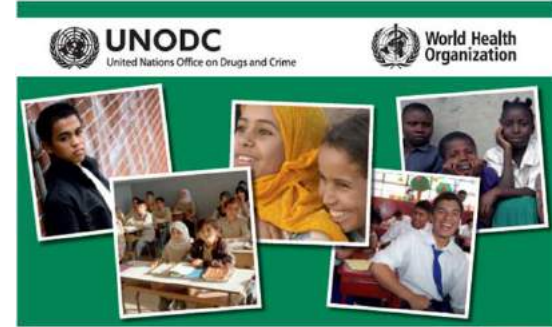
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**LET'S DO IT!**



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# International Standards on Drug Use Prevention

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