

Seminar on Strengthening Health Promoting School

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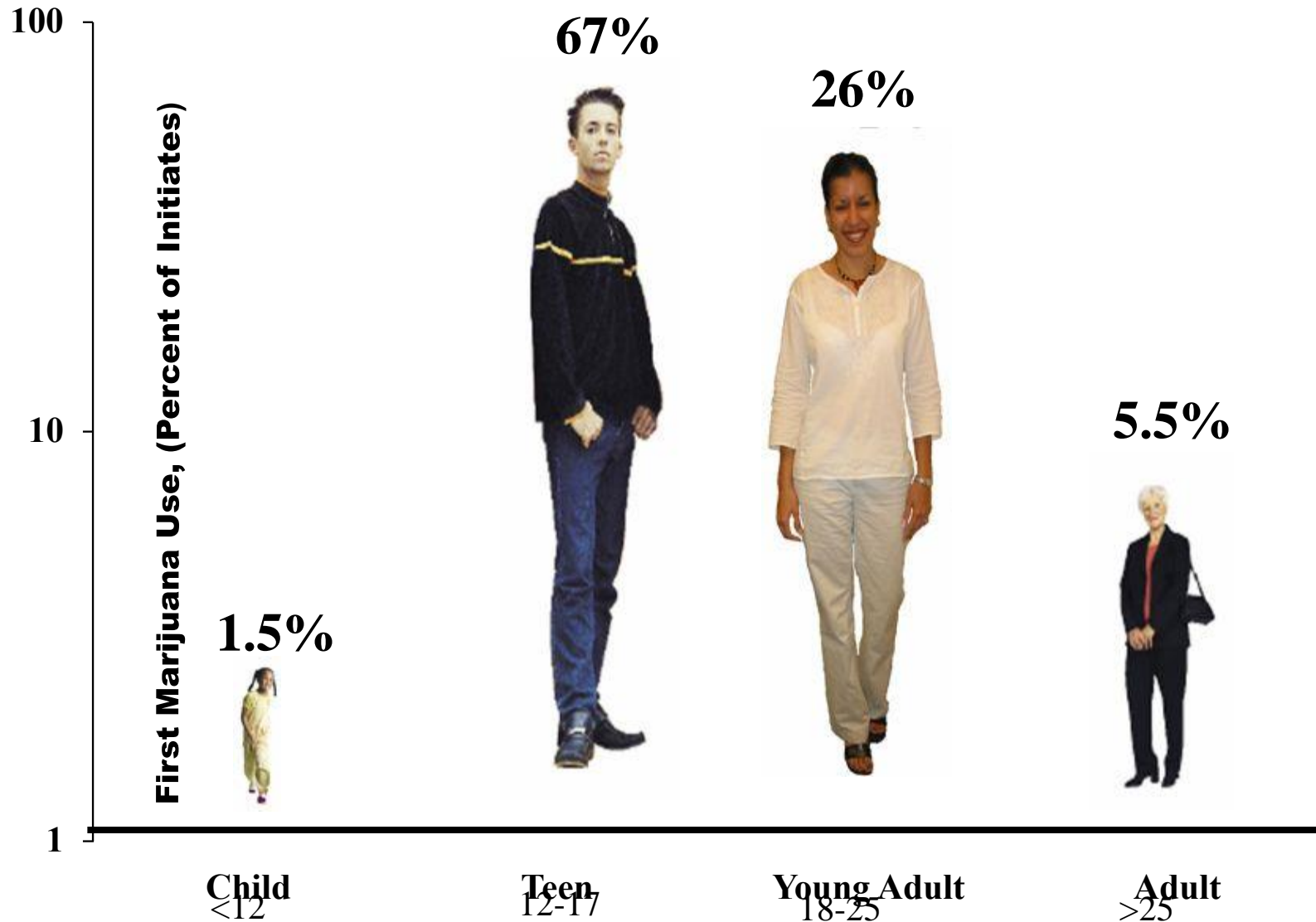
Organizers



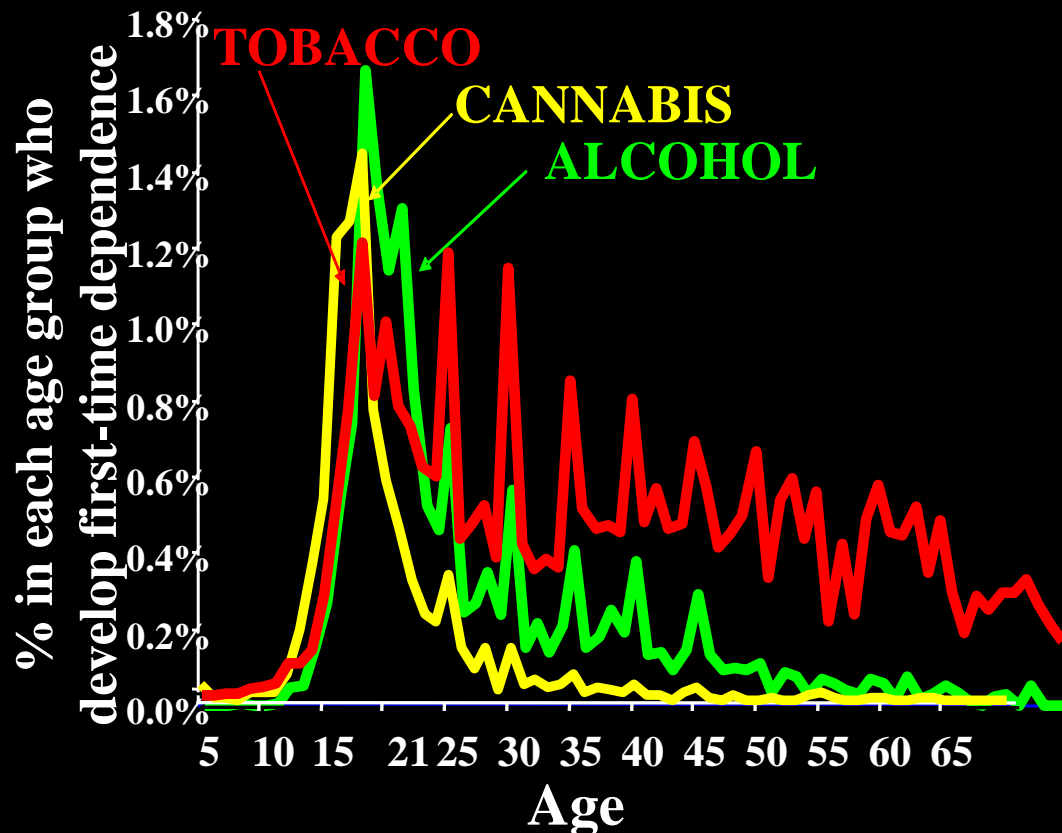
Collaborator



Addiction is a Developmental Disease: It Starts Early



Addiction Is A Developmental Disease that starts in adolescence and childhood



Age at **tobacco**, **alcohol**, and **cannabis** dependence per DSM IV

KEY RISK AND PROTECTIVE FACTORS FOR DRUG USE

Catagories/ Domains	Risk Factors⁴	Protective Factors
Community	<ul style="list-style-type: none"> • Community disorganization • Laws and norms favorable to drug use • Perceived availability of drugs 	<ul style="list-style-type: none"> • Community cohesion • Community norms not supportive of drug use
School	<ul style="list-style-type: none"> • Academic failure • Little commitment to school 	<ul style="list-style-type: none"> • Participation in school activities • School bonding
Family	<ul style="list-style-type: none"> • Parental attitudes favorable to drug use • Poor family management • Family history of antisocial behavior 	<ul style="list-style-type: none"> • Family sanctions against use • Positive parent relationships
Peer/Individual	<ul style="list-style-type: none"> • Early initiation of antisocial behavior • Attitudes favorable to drug use • Peer drug use 	<ul style="list-style-type: none"> • Positive peer relationships • Network of non-drug using peers



UNODC
United Nations Office on Drugs and Crime



World Health Organization



International Standards on Drug Use Prevention

Second updated edition

Recommendation for prevention of drug use among early adolescence

- **School policies on substance use**
- **Prevention education based on social competence and influence**
- **School-wide programmes to enhance school attachment**

School policies on substance use

- **substances should not be used on school premises** and during school functions and activities by both students and staff
- **create transparent and non-punitive mechanisms** to address incidents of use transforming it into an educational and health promoting opportunity
- interventions and policies are **universal**, but may include also **indicated** components such as screening, brief interventions and referral
- **implemented jointly** with other prevention interventions, such as skills based education and/or school-wide policies to promote school attachment and/or supporting parenting skills and parental involvement.

Prevention education based on social competence and influence

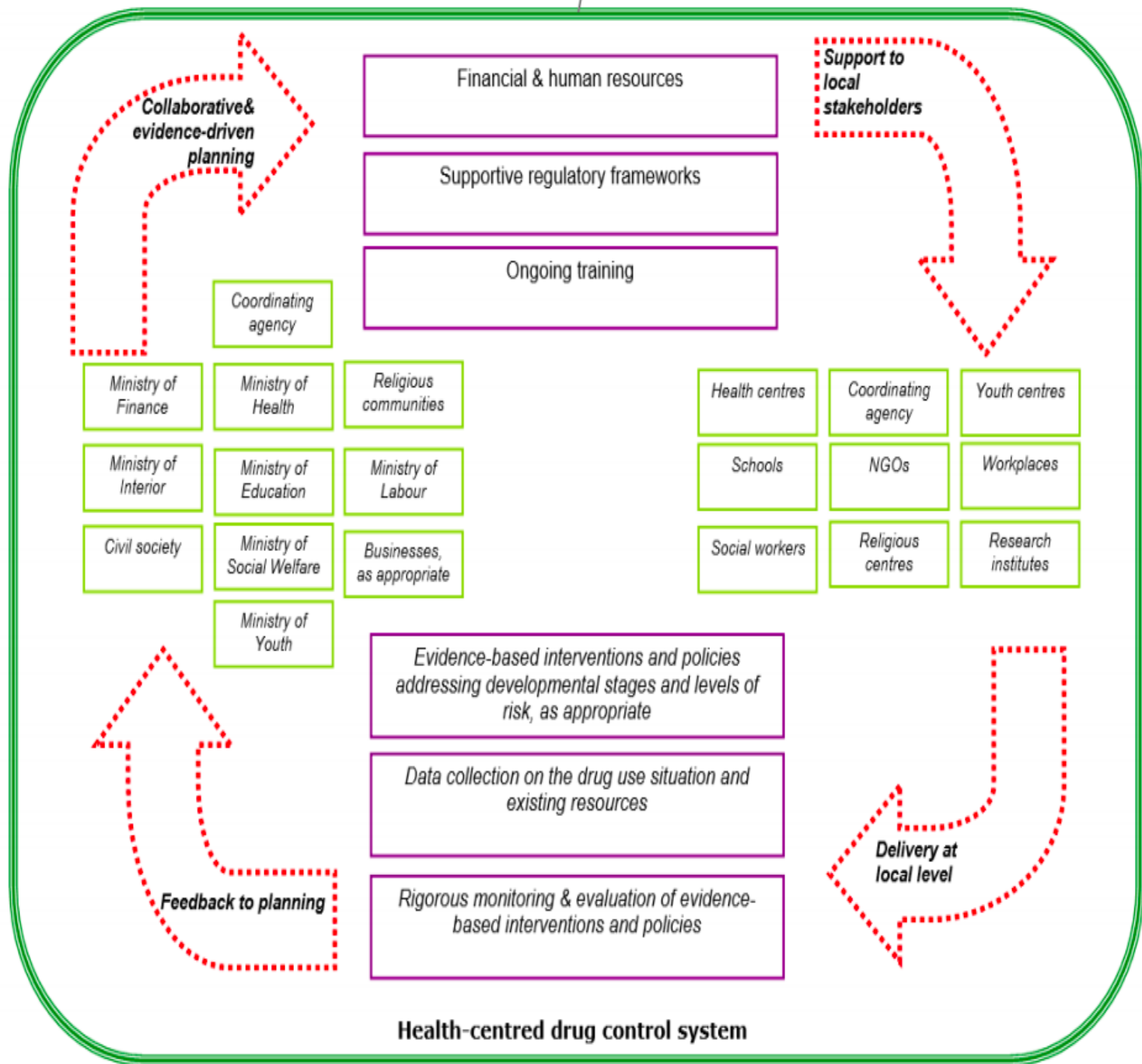
- **skills based**
- trained teachers engage students in **interactive activities** to give them the opportunity to learn and practice a range of personal and social skills
- focus on fostering substance and **peer refusal abilities** that allow young people to counter social pressures to use substances and in general cope with challenging life situations in a healthy way

School-wide programmes to enhance school attachment

- support student participation - positive bonding and commitment to school
- **Universal**
- **implemented jointly** with other prevention interventions, such as skills based education and/or school policies on substance use and/or supporting parenting skills and parental involvement.

Characteristics of an effective prevention system

- A supportive policy and legal framework
- Scientific evidence and research
- Coordination of multiple sectors and levels (national, sub-national and municipal/local) involved
- Training of policymakers and practitioners
- Commitment to provide adequate resources and to sustain the system in the long term



Action plan suggested

- Establish the **drug use monitoring system** among youth - type of drug use, trend of drug use, State and Region
- **Training for Universal Prevention Curriculum** – School base
- Collaboration with UNODC, Colombo Plan
- Translate evidence to practice

Challenges

- Capacity building for prevention taskforce
- Parenting skills and parental involvement
- Social norms and social competence
- Gap in usage of evidence based interventions
- Sustainability and long term implementation

Take home Message



- Drug use can change the brain
- Adolescence brain is more sensitive - easily damage
- Early actions are key to positive, healthy outcomes
- Prevention – enhance Protective factors and reduce Risk factors
- long term, multi setting, repeated and combined intervention is important for prevention

Thank you

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