

---

**DepED**

**MATATAG**

Bansang Makabata  Batang Makabansa



**BAGONG PILIPINAS**



# Challenges in the Implementation of Effective Prevention Programs

**MARIA CORAZON C. DUMLAO, MD, MPH, DBHI, ICAP-P**  
Bureau of Learner Support Services – School Health Division

April 30, 2024

# Overview of the Presentation

## Part 1

Background

## Part 2

Challenges and  
Strategies to  
Address Such  
Challenges

## Part 3

Ways Forward

# Part 1.

## Background

- What is substance use prevention?
- What is EBI?
- What are the barriers in EBI implementation?
- What are the UNODC Standards on substance use prevention?

# Substance Use Prevention



**Prevention** is the application of prevention science to address the health and safety of individuals through improving socialization and socialization processes to enhance self-realization and participation in society.



**General aim of substance use prevention:** For the healthy and safe development of children and youth to realize their potential and become contributing members of their community and society



**Primary objective:** To help people, particularly young people, avoid or delay the initiation of the use of substances, or, if they have started already, to avoid developing disorders (e.g. dependence)

# Evidence-Based Practice

“**Evidence Based Practice (EBP)** is the use of systematic decision-making processes or provision of services which have been shown, through available scientific evidence, to consistently improve measurable client outcomes.”

## **Basis of decision-making:**

- ✗ tradition
- ✗ gut reaction
- ✗ single observations
- ✓ relies on data collected through experimental research
- ✓ accounts for individual client characteristics and clinician expertise

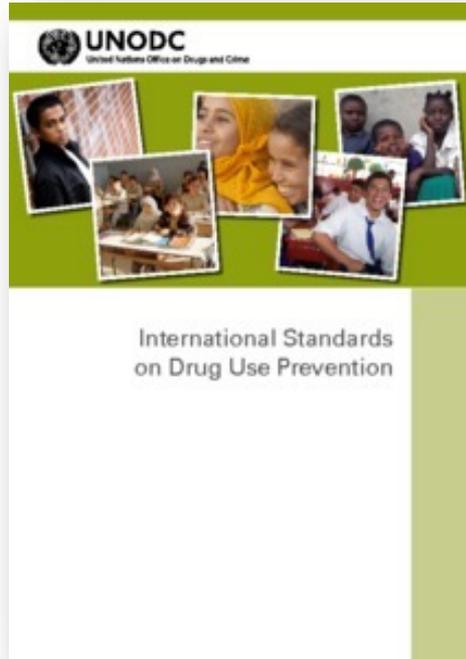
(Evidence Based Practice Institute, 2012; <http://depts.washington.edu/ebpi/>)

# Barriers to Implementing EBIs

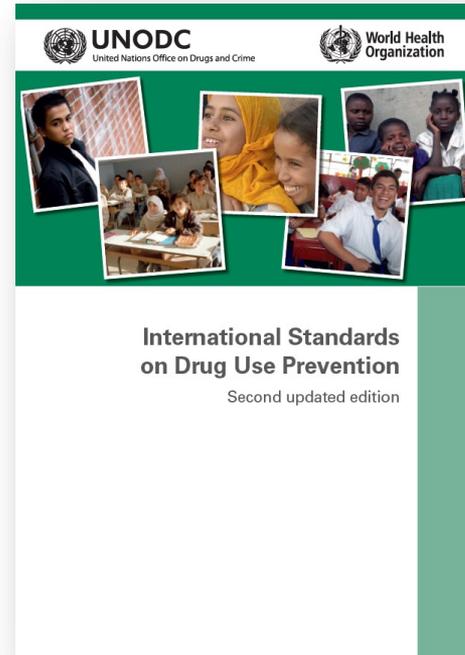
-  Often appears to go against conventional wisdom
-  Challenges cultural and religious beliefs with regards to parenting, family structure, gender roles, etc.
-  Requires new skills and specialized training
-  Delivery challenge to maintain implementation fidelity, while adapting to the specific needs of the target group and population
-  Unavailability of resources
-  Requires monitoring and assessments

UNODC Standards (2013)

# UNODC Standards



2013



2018

	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 ★★★★		

# Part 2.

## Challenges and Strategies

### Related to

- Institutionalization
- Implementation
- Implementers

# Challenges and Strategies

## Related to Institutionalization



1. Integration and alignment of government efforts with national plans and platforms



2. Institutionalization and sustainability of programs and advocacy efforts

## Related to Implementation



3. Enforcement of policies, guidelines, and standards



4. Mobilizing resources for substance use prevention



5. Research, monitoring, and evaluation

## Related to the Implementers



6. Reframing mindsets: Social/cultural barriers and addressing social stigma



7. Professionalizing the prevention workforce

# Challenges and Strategies

## Related to Institutionalization



**1. Integration and alignment of government efforts with national plans and platforms**



**2. Institutionalization and sustainability of programs and advocacy efforts**

## Related to Implementation



**3. Enforcement of policies, guidelines, and standards**



**4. Mobilizing resources for substance use prevention**



**5. Research, monitoring, and evaluation**

## Related to the Implementers



**6. Addressing Social Stigma and Discrimination**



**7. Professionalizing the prevention workforce**

# 1. Government Efforts

## 1.1 Dangerous Drugs Board (DDB)

### Permanent Members (3)



### Ex-officio Members (12)



### Regular Members (2)



NGO

### Permanent Consultants (2)



# 1. Government Efforts

## 1.2 Philippine Anti-illegal Drugs Strategy (PADS)



### Philippine Anti-Illegal Drugs Strategy

The Philippine Anti-Illegal Drugs Strategy (PADS) is a cohesive, comprehensive, and balanced strategy aligned with international and regional frameworks on drug prevention and control.

**PADS** PHILIPPINE  
ANTI-ILLEGAL DRUGS  
STRATEGY

### DDB on the Enhanced PADS:

“Following President Ferdinand Marcos, Jr.’s campaign direction against illegal drugs, the DDB’s proposed [enhanced] strategy is geared towards **community-based treatment, rehabilitation, preventive education, reintegration, and aftercare.** It ensures the whole-of-nation approach to address the country’s drug problem with an emphasis on the holistic and evidence-based implementation.”



Undersecretary Saavedra Outlines the New Pillar of the Proposed Enhanced PADS.  
From: <https://ddb.gov.ph/usec-saavedra-introduces-the-new-pillar-of-enhanced-pads/>

# 1. Government Efforts

## 1.3 DepEd's MATATAG Agenda

# MATATAG

Bansang Makabata



Batang Makabansa



**MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens

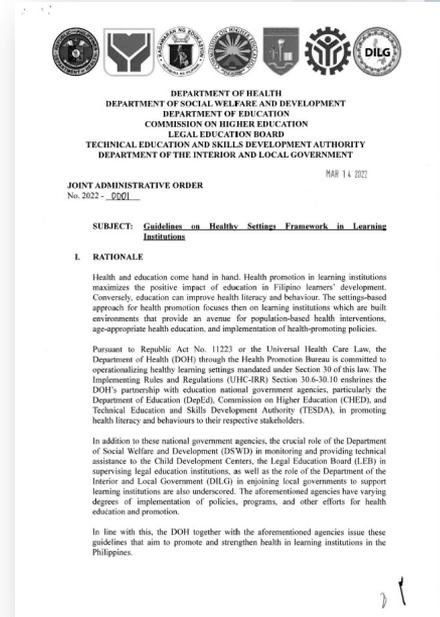
**TA**ke steps to accelerate the delivery of basic education facilities and services

**TA**ke good care of learners by **promoting learner well-being**, inclusive education, and **a positive learning environment**

**GI**ve support to teachers to teach better

# 1. Government Efforts

## 1.4 OK sa DepEd – Healthy Learning Institutions (OKD-HLI)



# Challenges and Strategies

## Related to Institutionalization



1. Integration and alignment of government efforts with national plans and platforms



**2. Institutionalization and sustainability of programs and advocacy efforts**

## Related to Implementation



3. Enforcement of policies, guidelines, and standards



4. Mobilizing resources for substance use prevention



5. Research, monitoring, and evaluation

## Related to the Implementers



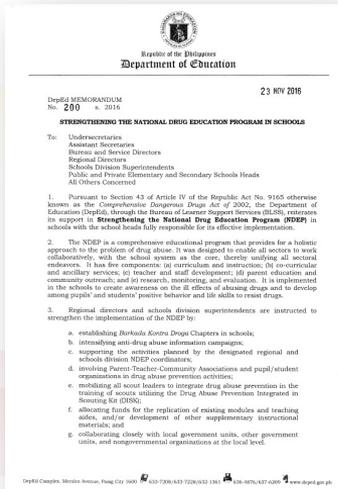
6. Addressing Social Stigma and Discrimination



7. Professionalizing the prevention workforce

# 2. Programs and Advocacy Efforts

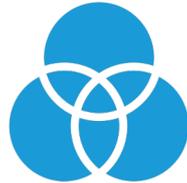
## 2.1 Strengthening the National Drug Education Program (NDEP)



for National Anti-Drug Plan  
feasibility accomplishments  
Regular. Reports shall be  
submitted to the  
High Division (JLAS-RED),  
Manila City. This report can  
be filed before the 7th day of the  
month.

*[Signature]*  
Secretary

A comprehensive educational program which provides for a holistic approach to the problem of drug abuse



Designed to enable all sectors to work collaboratively with the school system as the core, thereby, unifying all sectoral endeavors



# 2. Programs and Advocacy Efforts

## 2.1 Strengthening the National Drug Education Program (NDEP)



### Curriculum and Instruction

- Ensuring alignment of existing competencies with up-to-date, evidence-based SUP principles and references
- Replication of existing modules and teaching aides and/or development of other supplementary instructional materials\*



### Co-Curricular and Ancillary Services

- Activities planned by designated regional and schools division NDEP coordinators\*\* that involve learners (e.g., health talks by SHN personnel, resource-speakership during BKD activities, and services related to screening, basic intervention, and referral)
- Establishing BKD Chapters in schools, involving pupil/student organizations in drug abuse prevention, and mobilizing scout leaders to integrate drug abuse prevention in the training of scouts in DISK\*
- Anti-drug abuse information campaigns\*



### Staff Development

- Activities planned by designated regional and schools division NDEP coordinators\*, including capacity building activities on substance use prevention (e.g., UPC roll-out and related trainings for school-based personnel)



### Parent Education and Community Outreach

- Involving the PTCA in drug abuse prevention\* (e.g., STEP)
- Collaborating closely with LGUs, other government units and NGOs\*, including representation/participation in drug abuse councils



### Monitoring, Research, and Evaluation

- Comprehensive M&E and reporting on SUP and NDEP

# 2. Programs and Advocacy Efforts

2.2 Ensuring learners' meaningful participation through BKD

2.3 Scaling up piloted EBI packages

2.4 Membership in the Global Coalition to Address Synthetic Drug Threats



*Barkada Kontra Droga (BKD)  
(Friends Against Drugs)*

# Challenges and Strategies

## Related to Institutionalization



1. Integration and alignment of government efforts with national plans and platforms



2. Institutionalization and sustainability of programs and advocacy efforts

## Related to Implementation



**3. Enforcement of policies, guidelines, and standards**



4. Mobilizing resources for substance use prevention



5. Research, monitoring, and evaluation

## Related to the Implementers



6. Addressing Social Stigma and Discrimination



7. Professionalizing the prevention workforce

# 3. Policy Enforcement

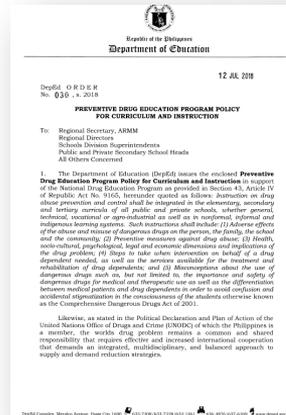
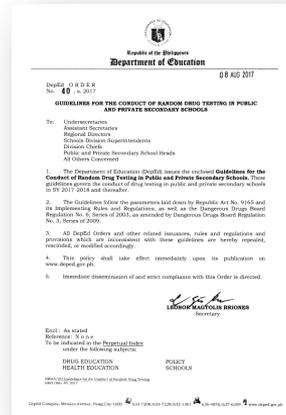
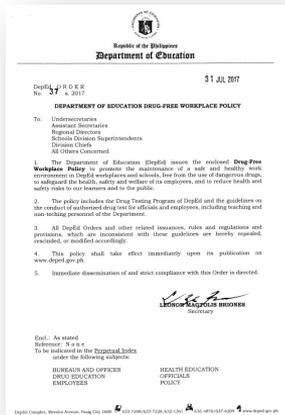
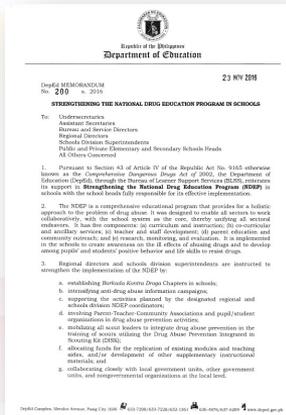
## 3.1 Drug-Free/Preventive Drug Education (PDE) Policies

### NDEP

### Drug-Free Workplace

### Random Drug Testing in Schools

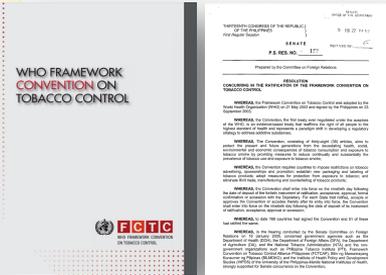
### PDE in Curriculum and Instruction



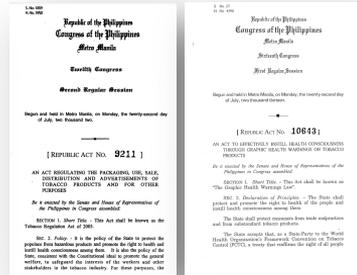
# 3. Policy Enforcement

## 3.2 Comprehensive Policy on Tobacco Control

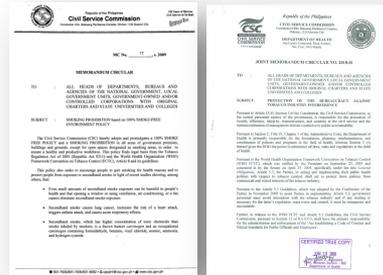
### Global Treaty



### National Laws



### National Issuances



### DepEd Issuances



- World Health Organization (WHO)- Framework Convention on Tobacco Control (FCTC)

- Republic Act (RA) 9211 or the Tobacco Regulation Act of 2003 (An Act Regulating the Packaging, Use, Sale, Distribution, and Advertisements of Tobacco Products and for Other Purposes)
- RA 10643 or the Graphic Health Warnings Law

- Civil Service Commission (CSC) Memorandum Circular No. 17, s. 2009: Smoking Prohibition based on 100% Smoke Free Environment Policy
- CSC-Department of Health (DOH) Joint Memorandum Circular 2010-01: Protection of the Bureaucracy Against Tobacco Industry Interference

- DepEd Order No. 48, s. 2016: Policy and Guidelines on Comprehensive Tobacco Control
- DepEd Memorandum No. 111, s. 2019: Prohibiting the Use of E-cigarettes and Other Electronic Nicotine and Non-Nicotine Delivery System and Reiterating the Absolute Tobacco Smoking Ban in Schools and DepEd Offices

# 3. Policy Enforcement

## 3.3 Schools as Healthy Settings (Provisions from the JAO on HLI)

The policies, activities, and implementation of the healthy learning institutions framework shall be in line with the six pillars of the WHO Health Promoting Schools Framework: 1) healthy school policies, 2) physical school environment, 3) social school environment, 4) health skills and education, 5) links with parents and communities, and 6) access to health services.

The goals of the healthy learning institutions framework shall be guided by the key priority areas in the HPFS, as well as other existing health programs. The priority areas of the HPFS are: 1) Diet and Physical Activity, 2) Environmental Health, 3) Immunization, 4) Substance Use, 5) Mental Health, 6) Sexual and Reproductive Health, and 7) Violence and Injury Prevention. The overarching goal of health literacy and knowledge of health rights shall also be integrated in the curriculum, programs, and activities of the learning institution.

Stakeholders shall be proactive in safeguarding public health from partnerships with a conflict of interest, such as, but not limited to tobacco, breast milk substitutes and other products that are marketed to replace breastfeeding, and alcoholic beverages industries. Both financial and non-financial interests, as defined by DOH AO 2021-0011, or the Implementing Guidelines of Section 35 of the *Republic Act No. 11223*, otherwise known as the “*Universal Health Care Act*”, on Standards on Receipt, Assessment, and Management of Conflict of Interest, will be managed accordingly so as not to influence individual health behavior and/or implementation of programs.

# Challenges and Strategies

## Related to Institutionalization



1. Integration and alignment of government efforts with national plans and platforms



2. Institutionalization and sustainability of programs and advocacy efforts

## Related to Implementation



3. Enforcement of policies, guidelines, and standards



**4. Mobilizing resources for substance use prevention**



5. Research, monitoring, and evaluation

## Related to the Implementers



6. Addressing Social Stigma and Discrimination



7. Professionalizing the prevention workforce

# 4. Mobilizing Resources/Securing Funds

## 4.1 Through International Partners



among others

# 4. Mobilizing Resources/Securing Funds

## 4.2 Through Local Partners



ASEAN Training Center for  
Preventive Drug Education  
UP College of Education



among others

# Challenges and Strategies

## Related to Institutionalization



1. Integration and alignment of government efforts with national plans and platforms



2. Institutionalization and sustainability of programs and advocacy efforts

## Related to Implementation



3. Enforcement of policies, guidelines, and standards



4. Mobilizing resources for substance use prevention



5. Research, monitoring, and evaluation

## Related to the Implementers



6. Addressing Social Stigma and Discrimination



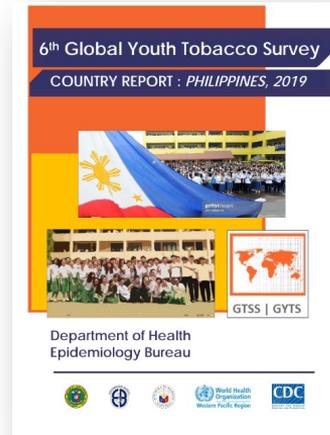
7. Professionalizing the prevention workforce

# 5. Research and M&E

## 5.1 DDB Survey



## 5.2 GYTS and GSHS



**Global School-based Student Health Survey**

**Philippines 2019 Fact Sheet**

The 2019 Philippines GSHS was a school-based survey of students in grades 7- Fourth Year, which are typically attended by students aged 13-17. A two-stage cluster sample design was used to produce data representative of all students in grades 7-Fourth Year in the Philippines. At the first stage, schools were selected with probability proportional to enrollment size. At the second stage, classes were randomly selected and all students in selected classes were eligible to participate.

The Philippines GSHS measured alcohol use; dietary behaviors; drug use; hygiene; mental health; physical activity; protective factors; and violence and unintentional injury. Students self-reported their responses to each question on a computer scannable answer sheet.

The school response rate was 100%, the student response rate was 85%, and the overall response rate was 85%. A total of 10,175 students participated in the Philippines GSHS. Prevalence estimates (percentages) and 95% confidence intervals are presented below.

	Students Aged 13-15 Years			Students Aged 16-17 Years			Students Aged 15-17 Years		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
<b>Alcohol Use</b>									
Percentage of students who currently drink alcohol (at least one drink of alcohol on at least one day during the 30 days before the survey)	23.5 (21.9-25.3)	28.1 (25.6-30.7)	19.3 (17.4-21.3)	33.7 (30.1-37.6)	42.0 (37.3-46.9)	23.8 (19.7-28.4)	26.2 (23.4-27.0)	30.8 (28.2-33.1)	18.9 (16.0-22.0)
Percentage of students who ever drank so much alcohol that they were really drunk one or more times during their life	33.2 (21.9-24.9)	27.6 (25.4-29.9)	19.2 (16.2-21.7)	36.3 (32.1-40.7)	43.7 (38.3-49.2)	27.4 (22.2-31.3)	29.3 (25.8-32.6)	30.5 (28.5-32.8)	20.4 (18.2-22.8)
Percentage of students who drink alcohol before age 14 years for the first time, among students who ever had a drink of alcohol other than a few sips	66.0 (63.2-68.7)	71.1 (67.0-74.9)	59.8 (56.9-62.7)	28.3 (24.1-32.9)	34.5 (28.6-40.9)	18.2 (13.2-24.5)	58.2 (55.7-60.6)	62.7 (59.3-66.0)	52.4 (49.9-55.1)
<b>Dietary Behaviors</b>									
Percentage of students who were underweight (BMI from median for BMI by age and sex)	11.4 (10.1-12.7)	14.5 (12.9-16.3)	8.4 (6.9-10.2)	10.8 (9.2-12.7)	12.5 (9.7-16.1)	8.8 (6.9-11.2)	11.3 (10.1-12.5)	14.2 (12.9-15.9)	8.4 (7.1-10.0)

# Challenges and Strategies

## Related to Institutionalization



1. Integration and alignment of government efforts with national plans and platforms



2. Institutionalization and sustainability of programs and advocacy efforts

## Related to Implementation



3. Enforcement of policies, guidelines, and standards



4. Mobilizing resources for substance use prevention



5. Research, monitoring, and evaluation

## Related to the Implementers



6. Addressing Social Stigma and Discrimination



7. Professionalizing the prevention workforce

# 6. Addressing Stigma and Discrimination



## 6.1 Legislative Advocacy

DepEd's comments on the proposed amendments to the existing drug law which it submitted to the Dangerous Drugs Board (DDB) was anchored on UPC principles and the UNODC standards



## 6.2 Policy and Programming

UPC principles are highly considered in the formulation and implementation of policies and programs (e.g., law-mandated random drug testing packaged as part of a more comprehensive program; "compassion" as a guiding principle in the draft policy on Preventive Drug Education)



## 6.3 Reframing Mindsets

DepEd implements national and field roll-outs of UPC trainings along with efforts to professionalize prevention among NDEP coordinators

# Challenges and Strategies

## Related to Institutionalization



1. Integration and alignment of government efforts with national plans and platforms



2. Institutionalization and sustainability of programs and advocacy efforts

## Related to Implementation



3. Enforcement of policies, guidelines, and standards



4. Mobilizing resources for substance use prevention



5. Research, monitoring, and evaluation

## Related to the Implementers



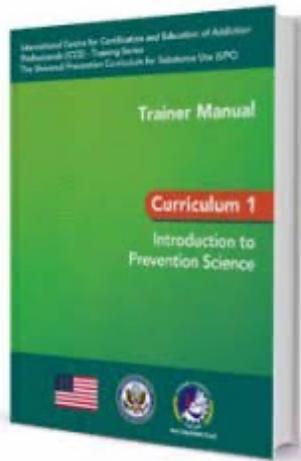
6. Addressing Social Stigma and Discrimination



**7. Professionalizing the prevention workforce**

# 7. Professionalizing the Workforce

## 7.1 Continuous capacity building initiatives for NDEP focals



### Training on Universal Prevention Curriculum (UPC) for Substance Use

A training series that provides extensive **foundational knowledge to drug prevention coordinators** about the most effective evidence-based prevention interventions on substance use that are currently available

# Central Office-led UPC Trainings

Curriculum	Date of Training	No. of Pax Trained
<b>Curriculum 1:</b> Introduction to Prevention Science	Jul 10-14, 2017	104
<b>Curriculum 2:</b> Physiology and Pharmacology for Prevention Specialists	Nov 19-3, 2018	101
<b>Curriculum 3:</b> Monitoring and Evaluation of Prevention Interventions and Policies	Sept 25-29, 2023	104
<b>Curriculum 4:</b> Family-Based Prevention Interventions	Aug 22-26, 2022	104
<b>Curriculum 5:</b> School-Based Prevention Interventions	Aug 12-16, 2019	101
<b>Curriculum 6:</b> Workplace-Based Prevention Interventions	Dec 9-13, 2019	101
<b>Curriculum 7:</b> Environment-Based Prevention Interventions	Apr 17-21, 2023	104
<b>Curriculum 8:</b> Media-Based Prevention Interventions	Jul 25-29, 2022	104
<b>Curriculum 9:</b> Community-Based Prevention Implementation System	Aug 7-11, 2023	104

# RO-Coordinated UPC Trainings (UPC 1)

Region	Date(s)	No. of Pax Trained
I	October -22-26, 2018	100
II	Oct. 15-17, 2018; Oct. 17-20, 2018; January 16-18, 2019	69; 62; 84
III	November 26-30, 2018	112
IV-A	November 5-9, 2018	88
IV-B	October 15-19, 2018	42
V	September 24-28, 2018	65
VI	September 17-21, 2018	107
VIII	August 6-10, 2018	80
IX	May 31-June 2, 2018	175
X	October 1-5, 2018	94
XI	December 1-14, 2018	55
XII	August 20-24, 2018	89
Caraga	August 27-30, 2018; Oct. 17-20, 2018	64; 45
CAR	September 10-14, 2018	77
NCR	October 8-12, 2018	80
BARRM	November 26-30, 2019	50

## RO-Coordinated UPC Trainings (UPC 2)

Region	Date(s)	No. of Pax Trained
I	October 21-25, 2019	98
II	October 14-18, 2019	60
III	September 9-13, 2019	130
IV-A	September 24-27, 2019	82
IV-B	January 28-31, 2020	50
V	August 26-19, 2019	80
VI	September 23-27, 2019	110
VIII	August 27-30, 2019	98
IX	November 11-13, 2019	130
X	November 25-28, 2019	94
XI	January 27-31, 2020	49
XII	September 9-14, 2019	40
Caraga	October 28-31, 2019	99
CAR	November 11-15, 2019	80
NCR	October 15-18, 2019	118

# 7. Professionalizing the Workforce

## 7.2 Various trainings on different aspects of prevention



Trainings for school heads (RA 9165)



Trainings for guidance counselors (on Screening, Basic Intervention and Referral – SBIRT)



Trainings for PTA officers (Systematic Training for Effective Parenting – STEP)



Trainings on tobacco control (MPOWER, Brief Tobacco Intervention)

# 7. Professionalizing the Workforce

## 7.3 Credentialing efforts (with US INL and UNODC)



**13**  
**passers**

**Series of TOTs**  
(Nov 2022, Mar 2023, May 2023)

**Refresher Courses**  
(Aug 2023, Feb 2024)

**ICAP-P Examination**  
Feb 2024)

# Part 3. Ways Forward

Ongoing Initiatives, Updates,  
and Ways Forward on Substance Use  
Prevention in DepEd

# Updates and Ways Forward

- Strengthening the Implementation of the *OK sa DepEd*-Healthy Learning Institutions
- Strengthening partnerships on substance use prevention
  - ❑ Capacity building on UPC in partnership with DDB, ATCPDE, Colombo Plan Drug Advisory Council with the support of US-INL
  - ❑ Credentialing Exam for UPC Trainees
  - ❑ Provision of screening and interventions for substance use
  - ❑ Proposed partnership with UNODC for EBI Packages
  - ❑ Creation of advisory group on tobacco control as part of the commitment with the Philippine Smoke-Free Movement with Social Watch Philippines
- Integration and alignment of efforts for Substance Use Prevention, Adolescent Reproductive Health and School Mental Health
- Review and update policies related to Substance Use Prevention (e.g., updated DepEd on Tobacco Control to include ENDS/ENNDS)
- Institutionalization of after-school (sports) activities incorporating substance use prevention
- Documentation of best practices

---

**DepED**

**MATATAG**

Bansang Makabata  Batang Makabansa



**BAGONG PILIPINAS**