



Organization of  
American States



Inter-American Drug Abuse  
Control Commission

# POLICY MAKING IN THE 21<sup>ST</sup> CENTURY AND THE ROLE OF RESEARCH IN THE DEVELOPMENT PROCESS

Cecilia Hegamin-Younger, PhD

St. George's University

The Role of Research in the  
Development of Effective Policy in the  
Field of Drug Abuse Prevention

Trinidad and Tobago

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# GOALS OF POLICY

- ▶ Improve society
- ▶ Mitigate unintended consequences

# 6-STEP APPROACH TO DECISION MAKING

Step 1: What is the problem?



Step 2: How serious is it?



Step 3: Is action required?



Step 4: What are the options?



Step 5: Which option is best?

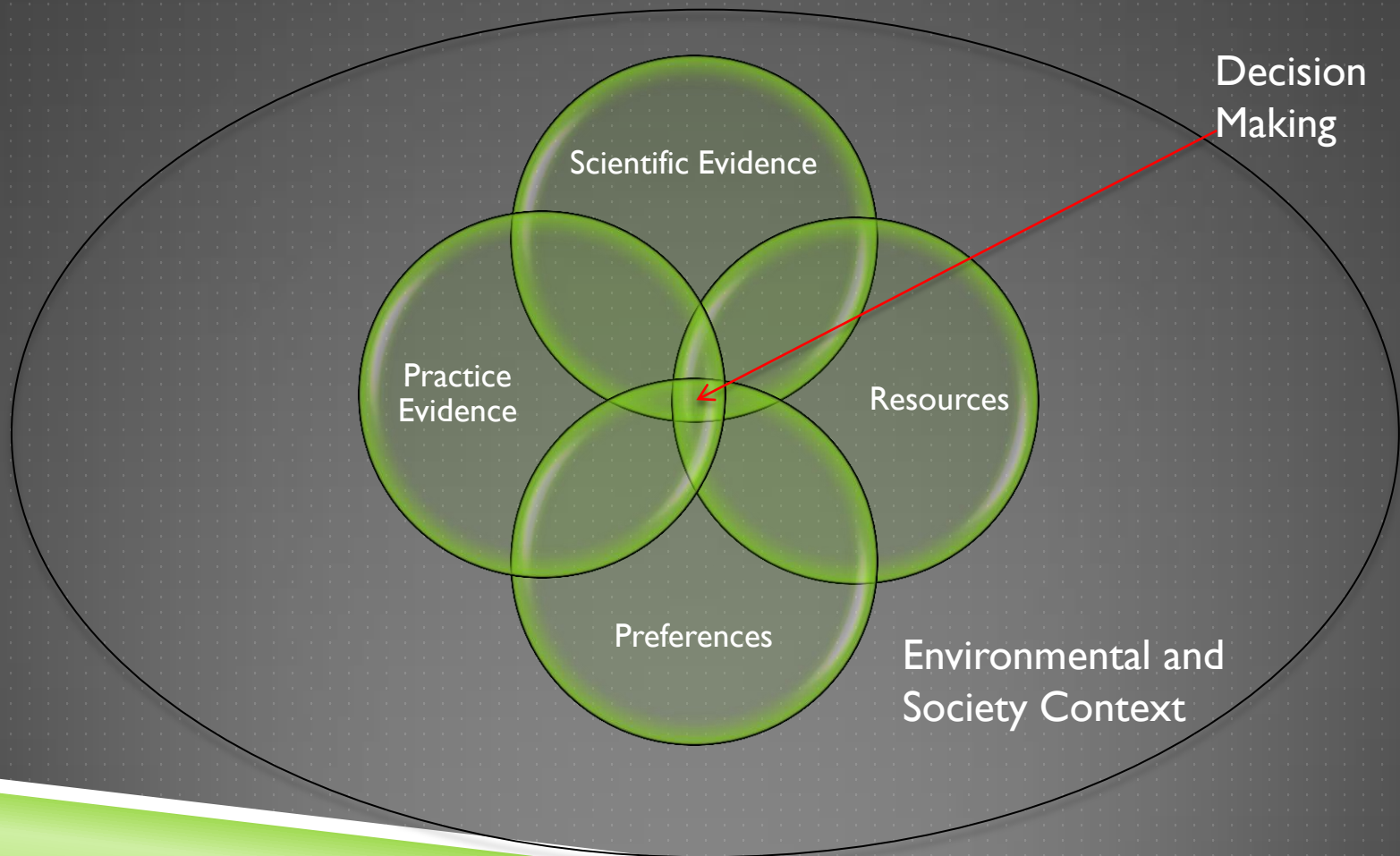


Step 6: How effective is the policy?

# SHIFT IN POLICY

- ▶ Opinion-based
  - ▶ Selective use of evidence
  - ▶ Untested views of individuals or groups
  - ▶ Inspired by ideological standpoints, prejudices or speculative conjecture
- ▶ Evidence-based
  - ▶ Uses the best available research
- ▶ Practice-based
  - ▶ Uses evidence
  - ▶ Incorporates a systems approach
  - ▶ Integrates evidence about the interrelated parts of the community

# PRACTICE-BASED




# PRACTICE-BASED DECISION MAKING

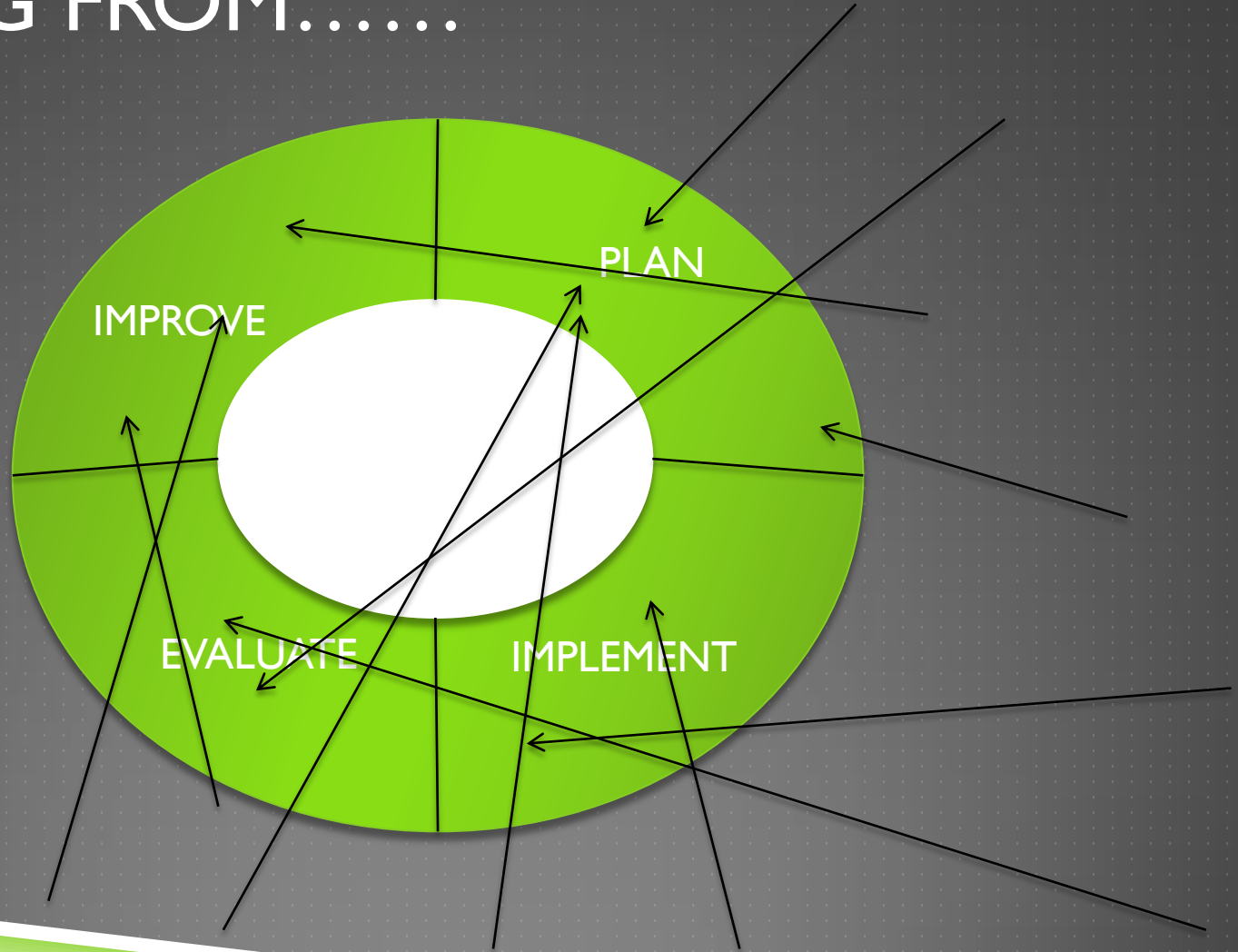
## ▶ Characteristics

- ▶ Systems thinking approach
- ▶ Context sensitive
- ▶ Putting Evidence into practice
- ▶ Local context
- ▶ Value all stakeholder perspectives
- ▶ Based on the core beliefs of
  - ▶ Communities
  - ▶ Beneficiaries
  - ▶ Stakeholders

# WHY PRACTICE-BASED APPROACH

- ▶ End ideologically-based decision making and questioning of inherited ways of doing things
  - ▶ Inform policy maker's judgments
    - ▶ Magnitude of the issue
    - ▶ Social and political environment impacting the issue
  - ▶ To build a base of evidence so that policy makers are proactive and not reactive in addressing problems
  - ▶ Integrating culture
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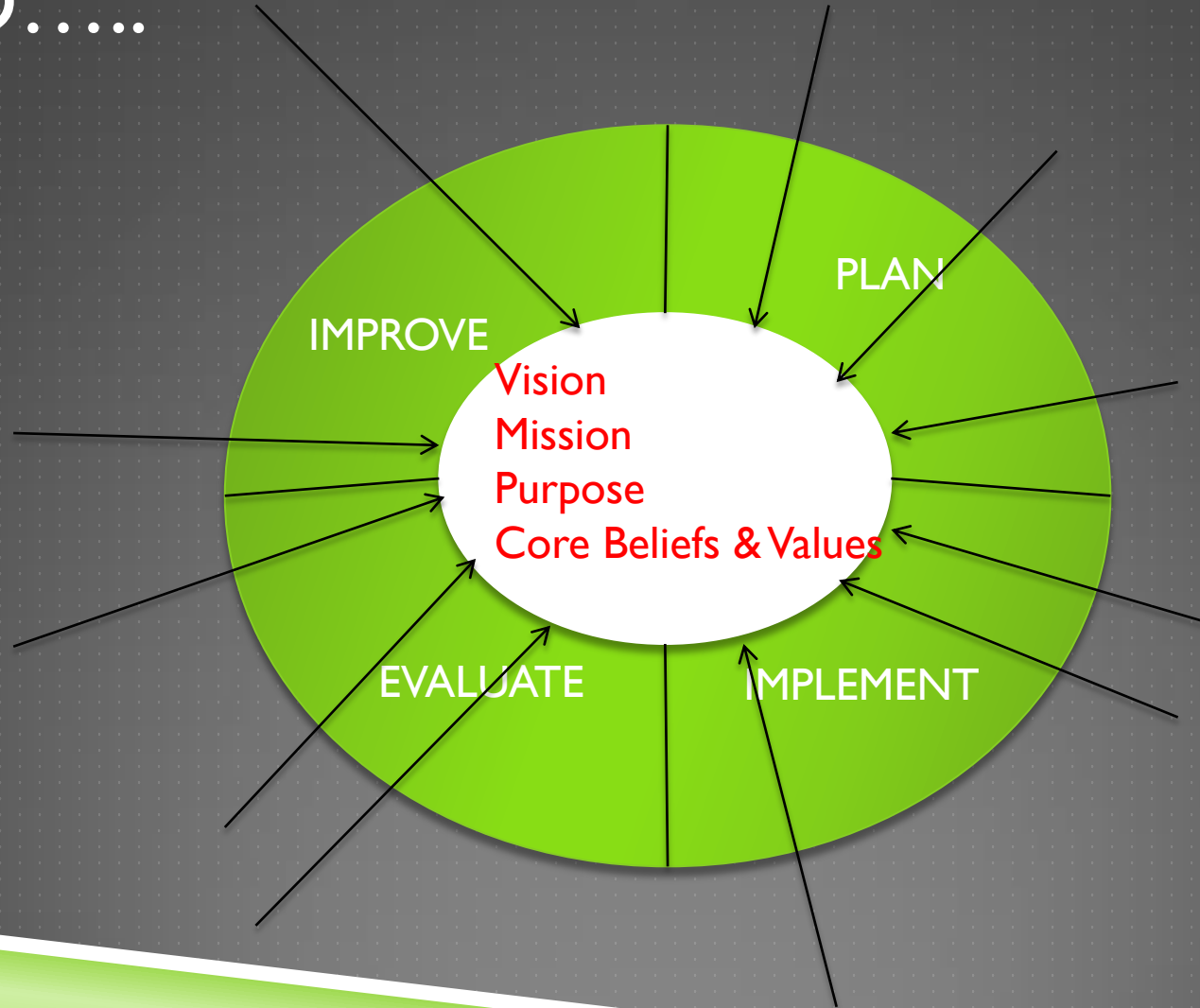
# MOVING FROM.....



Random Acts of Improvement



TO.....



Focused Improvement

# MANAGE UN-INTENDED CONSEQUENCES

- ▶ Quantify the issue
- ▶ Prioritize
- ▶ Understand
- ▶ Social marketing

RESEARCH

# TYPES OF EVIDENCE

- ▶ What has already been done/literature
- ▶ Administrative datasets
  - ▶ Underutilized
  - ▶ Many times unavailable in a timely manner
- ▶ Surveys
  - ▶ Elaborate an issue
- ▶ Community based
  - ▶ Perspectives of beneficiaries, communities and stakeholders
  - ▶ Interviews
  - ▶ Focus groups
  - ▶ Observations

# GRENADA EXPERIENCE

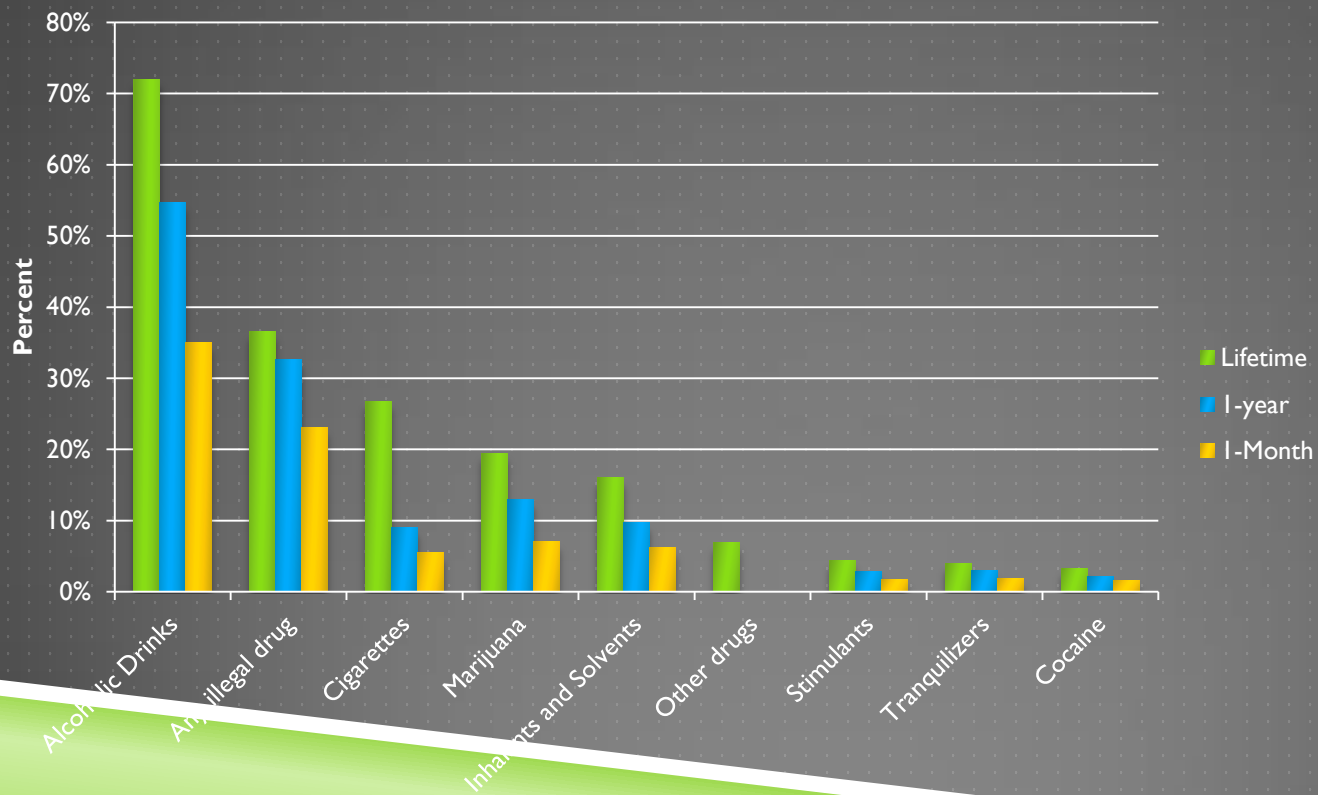
- ▶ Secondary School Drug Survey
- ▶ Focus Group Interviews

# METHODOLOGY

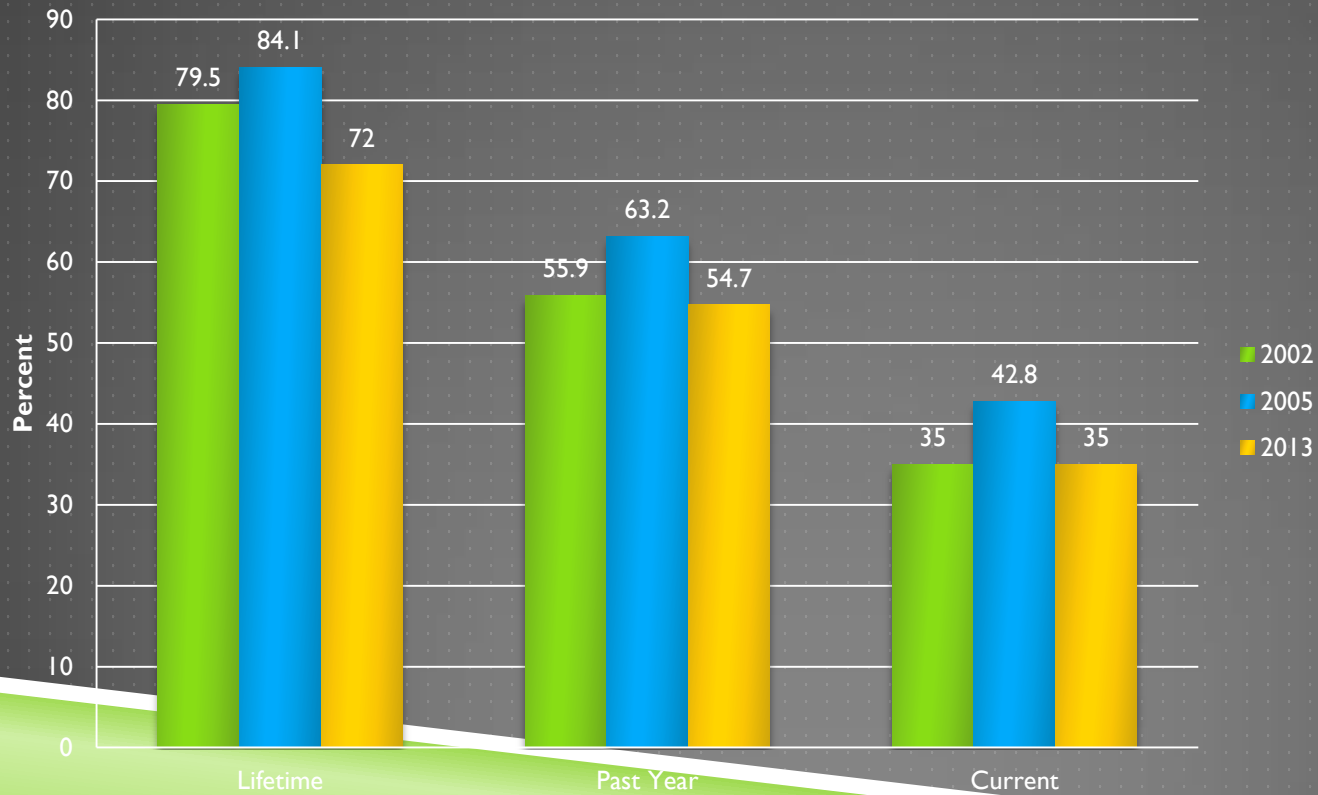
## ▶ Focus Groups

- ▶ Purpose: elaborate on the results
- ▶ Conducted March 2014
- ▶ 6-8 students per group
- ▶ Females and males were separate
- ▶ Total of 12 groups
- ▶ Focus: The role of drugs in society

# PREVALENCE



# ALCOHOL



# REASONS WHY STUDENTS DRINK

- ▶ Stress (female)
  - ▶ Family matters
  - ▶ Domestic violence
  - ▶ School work
  - ▶ Hard times
  - ▶ See man in town with next girl
  - ▶ Your man horning you
- ▶ Emulate older people (male)
- ▶ Peer pressure (female)
- ▶ Fit in
- ▶ Boost confidence (female)



# WHY STUDENTS CONTINUE DRINKING

- ▶ Use in family
- ▶ Like to practice drinking
- ▶ Peer pressure

# APPROPRIATENESS OF DRINKING

## ▶ When OK

- ▶ Carnival
- ▶ Christmas
- ▶ Weddings
- ▶ Celebrations
- ▶ Parties
- ▶ Intercol

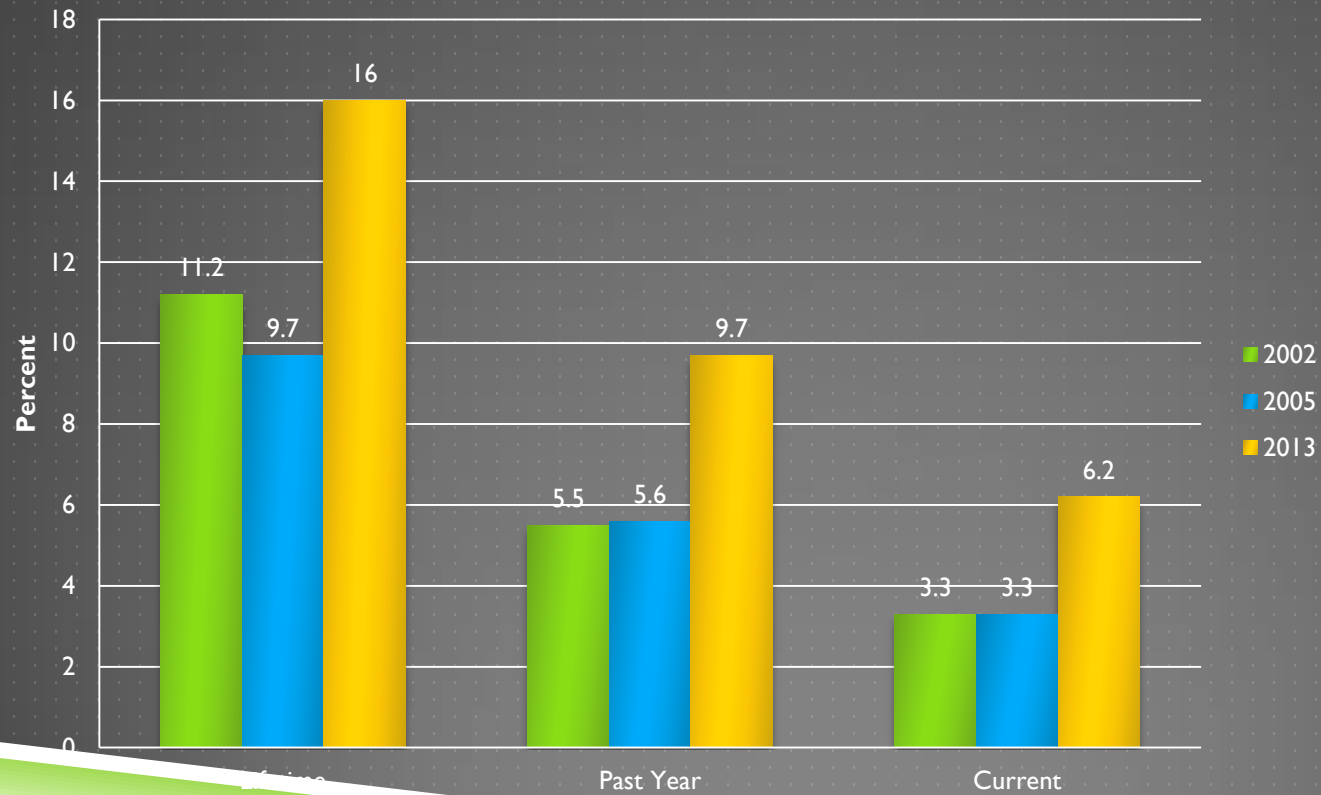
## ▶ When not OK

- ▶ School
- ▶ Church
- ▶ Around parents

# WHERE DO STUDENTS LEARN ABOUT ALCOHOL

- ▶ Community
  - ▶ Movies
  - ▶ Computer
  - ▶ Parents
- 

# INHALANTS AND SOLVENTS



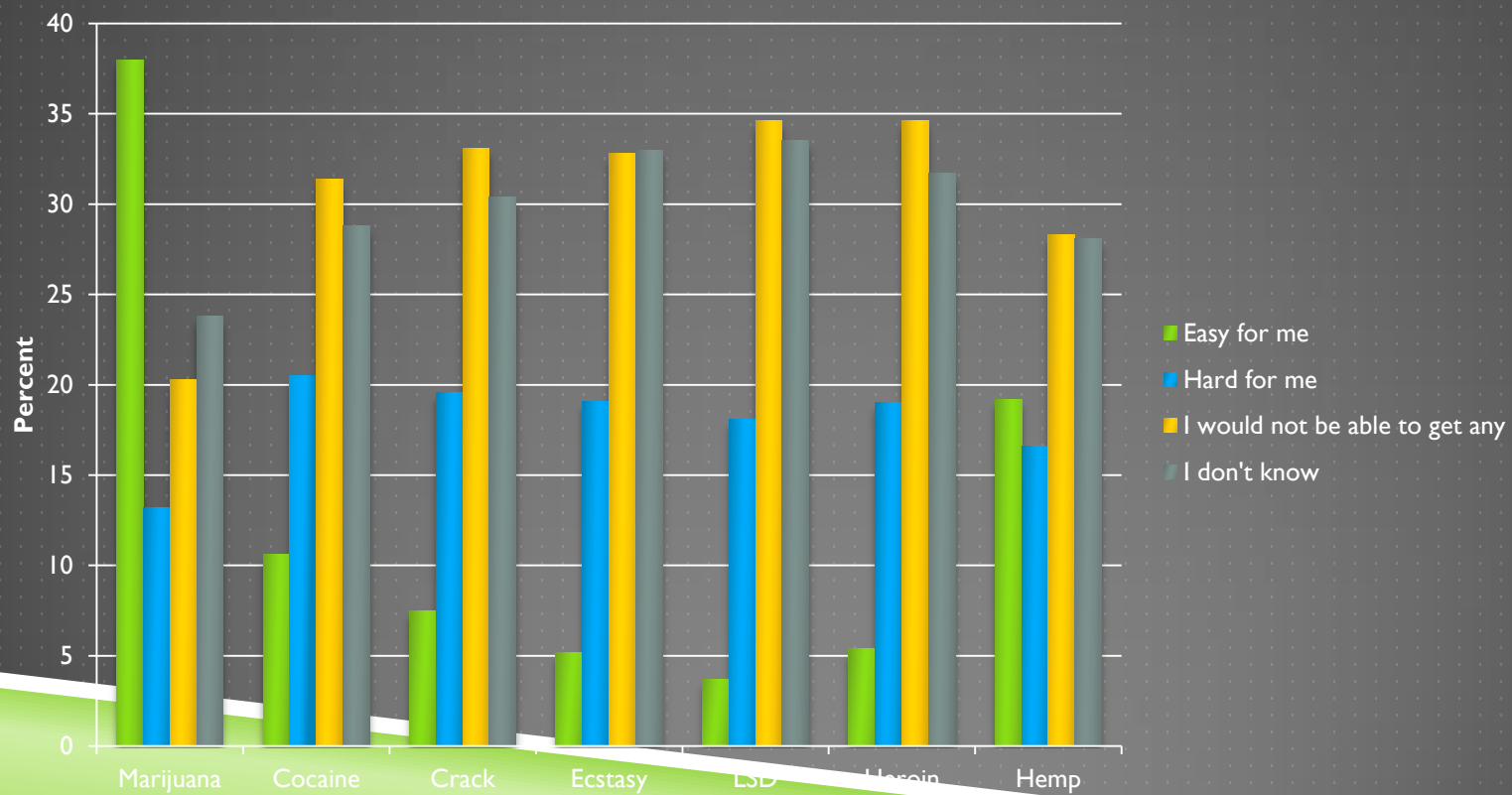
# EXAMPLES OF INHALANTS

- ▶ Blow smoke into face
- ▶ Cocaine and weed
- ▶ Mash up weed in a blender to get a fine powder and inhale
- ▶ Sugar
- ▶ Cocaine
- ▶ LSD

# “OTHER” SUBSTANCES

- ▶ Glucose powder
- ▶ Combination of household products
- ▶ Vodka and Nyquil
- ▶ Combinations with Marijuana
  - ▶ Cocaine
  - ▶ Hemp
  - ▶ Heroin
  - ▶ Tobacco

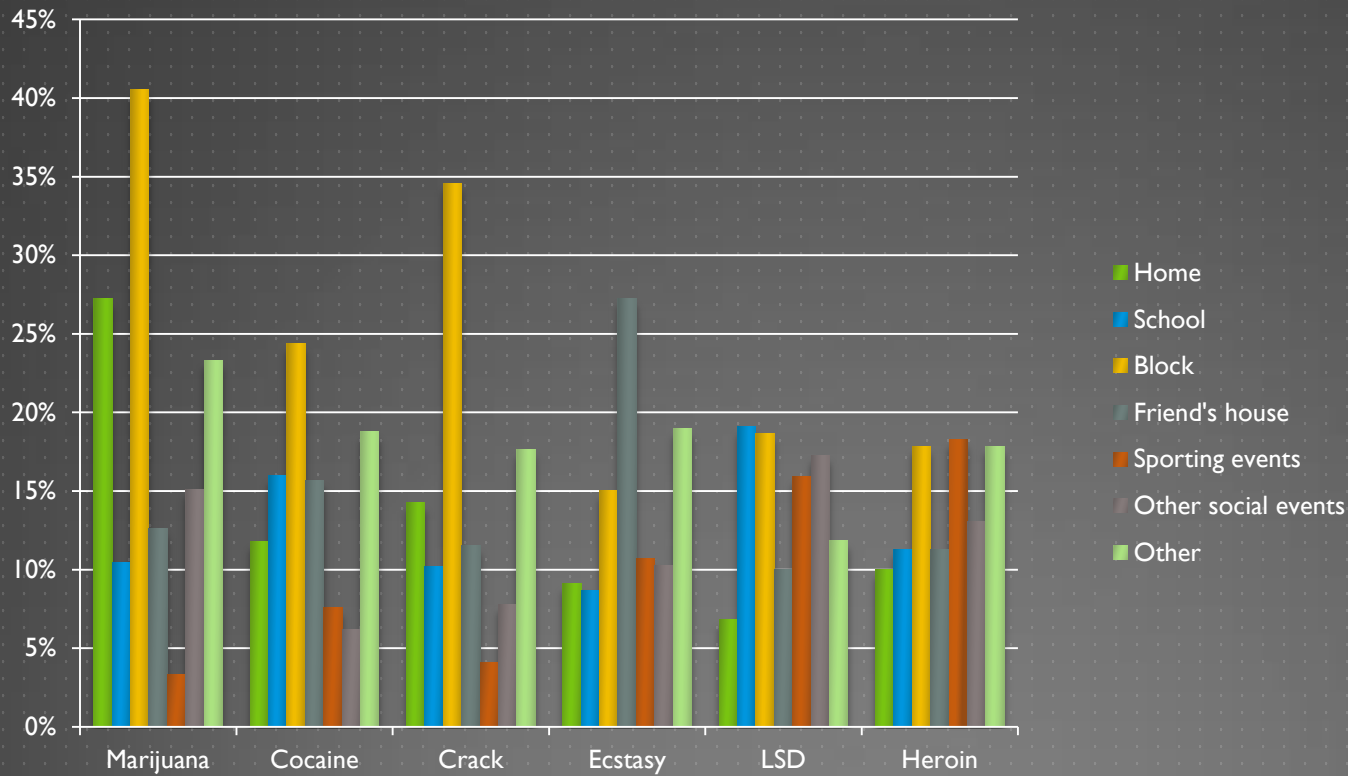
# ACCESS



# ACCESS


- ▶ Marijuana is easier to get than alcohol
  - ▶ Marijuana is available on the block
  - ▶ Alcohol has to be purchased by someone older





# WHERE STUDENTS GET DRUGS

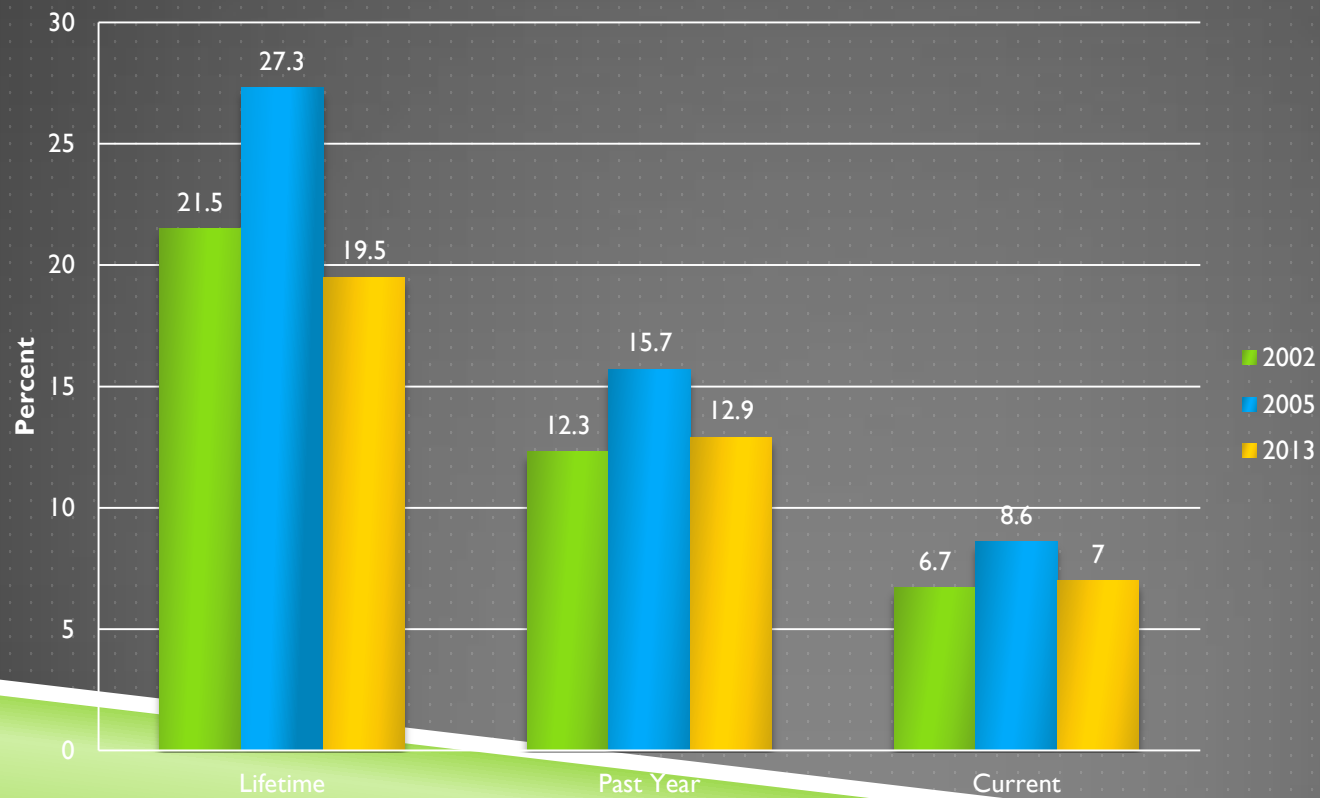
# OTHER PLACES

- ▶ Social media
    - ▶ WhatsApp
    - ▶ Facebook
    - ▶ Twitter
    - ▶ BBM
    - ▶ Skype video chat
  - ▶ Behind the malls
  - ▶ Shop keepers
  - ▶ Intercol
- 

# WHAT CAN WE TAKE AWAY FROM THIS

- ▶ Alcohol
  - ▶ Cultural forces
  - ▶ Gendered
  - ▶ Integral are the practices seen in community
  - ▶ Stress reliever
  - ▶ Social lubricant
  - ▶ Easy to get

# MARIJUANA



# WHAT CAN WE TAKE AWAY FROM THIS

## ▶ Marijuana

- ▶ Easy to access
- ▶ Use social media
- ▶ St. Vincent's access
- ▶ New ways of hiding from police
- ▶ Understand what can be deleted from cyberspace

# WHAT CAN WE TAKE AWAY FROM THIS

## ▶ Inhalants

- ▶ The term is being mis-interpreted in the survey
- ▶ Looking for combinations of drugs to inhale

# WHY RESEARCH

- ▶ Inform policy makers
- ▶ Proactive in addressing issues
- ▶ Comprehensive in addressing the issue
- ▶ Monitor trends
- ▶ Emerging issues
- ▶ Understand the perspectives of the audience
- ▶ Psychographics - Who is the intended audience
- ▶ Identify unintended consequences
- ▶ Target programmes
- ▶ Provide contextual information
- ▶ Social marketing

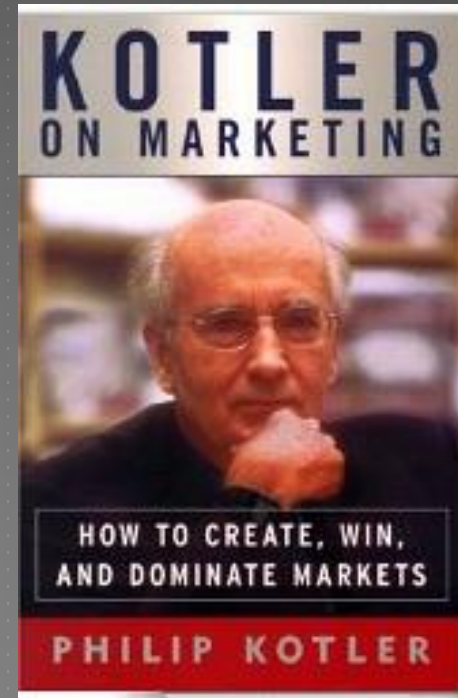
# SOCIAL MARKETING

- ▶ **Social marketing** seeks to develop and integrate marketing concepts with other approaches to influence behaviors that benefit individuals and communities for the greater social good. It seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programs that are effective, efficient, equitable and sustainable.
- ▶ SOCIAL GOOD



# SOCIAL MARKETING: THE TERM & THE SCIENCE

- ▶ In 1971, Philip Kotler coined the term social marketing
- ▶ He proposed that “well honed and demonstrably effective (evidence-based) techniques from the commercial business sector can successfully and efficiently be applied to advance social causes.” (Walsh et al 1993:107)



# SOCIAL MARKETING: THE PRINCIPLE

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## From profit to Principle


- ▶ “A process for influencing human behavior on a large scale, using marketing principles for the purpose of societal benefit rather than commercial profit.”  
(W. Smith Academy for Educational Development)

# SOCIAL MARKETING

- ▶ Examples:
- ▶ Anti-smoking
- ▶ Don't drink and drive
- ▶ The Anti-drug



Love: The Anti-Drug



Staying involved is what you do best  
and the best way to keep kids off drugs.  
Make dinner together. Catch up on the day.  
Hang out and watch their favorite video.

Give them a kiss.  
They'll be a lot less likely to get high today.

To find out what else you can do to keep kids away from drugs, call  
1-800-788-2800. Visit [www.theantidrug.com](http://www.theantidrug.com) and [www.drugfreeamerica.org](http://www.drugfreeamerica.org)  
Office of National Drug Control Policy/Partnership for a Drug-Free America®  
and Your Organization Name Goes Here



# THE 4 P'S OF MARKETING

1. Product
2. Price
3. Promotion
4. Place



# THE 4P'S OF SOCIAL MARKETING: EXAMPLE

- ▶ Product (what are we selling?)
  - ▶ Asking teens to choose not to use marijuana
- ▶ Price (what is the cost to them?)
  - ▶ Not fitting in with one's peers
  - ▶ When the perception is that the majority use marijuana
- ▶ Promotion (How we will sell it?)
  - ▶ Most of us don't use marijuana
  - ▶ You can reach future goals
- ▶ Place (Where will the campaign be located?)
  - ▶ Mass media campaign and schools
  - ▶ Social media
  - ▶ Calypso

# KEY CONCEPT - EXCHANGE

- ▶ Increase or highlight the benefits of changing behavior
  - ▶ If you give up smoking marijuana, you get what?
- ▶ Decrease or de-emphasize the barriers
  - ▶ You can join a social club focused on sports
- ▶ Change the product, price, place or promotion to meet the exchange if necessary
  - ▶ Tone down message if audience is not ready
  - ▶ “Begin where they are”

# KEY CONCEPT - COMPETITION

- ▶ Target audience can go somewhere else or do something else or maintain current behavior.
  - ▶ Continuing to smoke marijuana gives access to peer groups and helps you fit in
- ▶ Modify program, delivery, service provider or the product to make the competing behavior less attractive, less available, or more costly.
  - ▶ “Sin tax” on goods that have bad health outcomes



# CHALLENGES

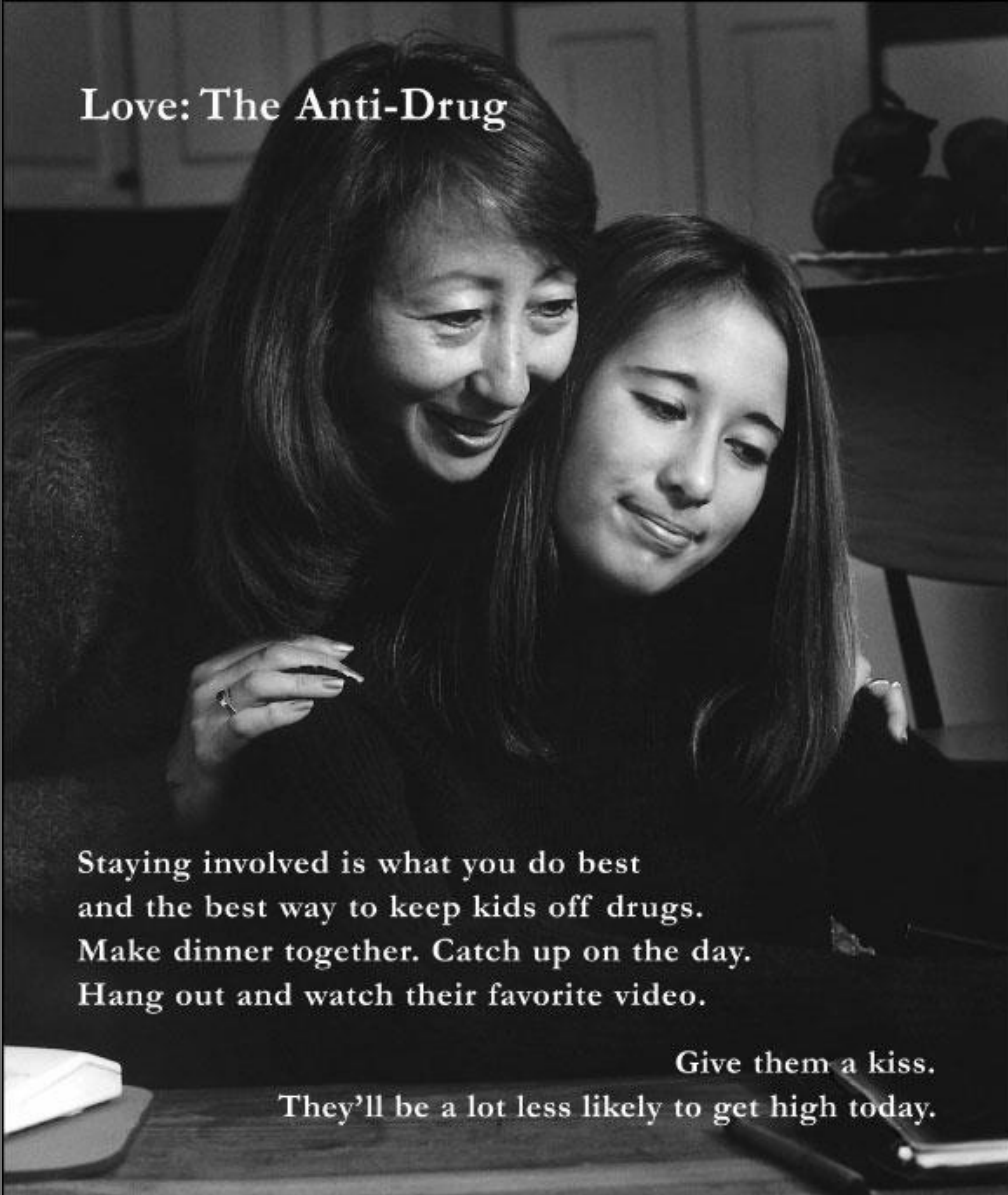
- ▶ Competition with highly financed campaigns
  - ▶ Alcohol and tobacco industries
- ▶ Presenting the product in a way which reinforces care needs
  - ▶ Autonomy vs. health
- ▶ Evaluating the success of the campaign
  - ▶ Campaigns often stop at process evaluation and awareness vs. behavior change
- ▶ Focus on negative approaches are often popular but may not be effective





# ELEMENTS OF AN EFFECTIVE CAMPAIGN

- ▶ Positive
  - ▶ Beneficial, constructive, affirmative, hopeful, optimistic
- ▶ Inclusive
  - ▶ Incorporating, embracing, involving, comprehensive
- ▶ Empowering
  - ▶ Identify resources, act on own behalf, energizing, strengthening



## Love: The Anti-Drug

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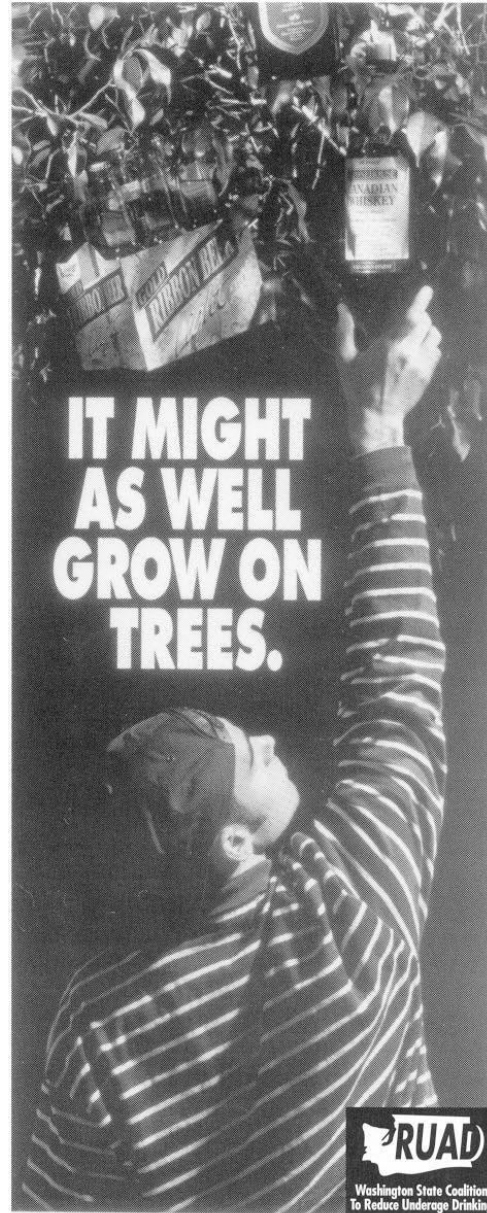
Office of National Drug Control Policy/Partnership for a Drug-Free America®  
and **Your Organization Name Goes Here**

**HOW MANY TIMES  
HAVE YOUR KIDS  
BEEN OFFERED A  
DRINK TODAY?**



The messages are everywhere. Disc jockeys, T.V., store displays, community events, newspapers. Call, write or visit the people in charge. Work together to change the messages about alcohol in your community.

*Make the choice to make a change.*



Kids can beg, borrow, steal, or buy all the alcohol they want, anytime they want it. If you don't believe it, ask them. If you don't like it, take action. Stop the supply.

*Make the choice to make a change.*



# MOVING FORWARD

- ▶ Building a base of evidence
  - ▶ Translating information
  - ▶ Develop a culture of research
- ▶ PROACTIVE

# QUESTIONS & COMMENTS