



IN-COUNTRY INEP PLUS TRAINING JOURNEY AND LESSONS



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Yasotha Krishna

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What you'll know

What sets INEP Plus apart in prevention training.

ISSUP Malaysia's approach in delivering the training.



Lessons learnt.

Experiences of three alumni.





10 Self-paced online lectures

- 1. Ethics & Advocacy
- 2. Substances, Epidemiology, & Problem Populations.
- 3. Prevention Science and Evidence-Based Prevention Interventions and Policies.
- 4. Family-based Prevention Interventions.
- 5. School-based Prevention.
- 6. Workplace-based Prevention.
- 7. Community-Based Prevention.
- 8. Environmental Prevention.
- 9. Media-Based Prevention.
- 10. Monitoring and Evaluation

10 facilitated virtual 2-hour sessions

Each 2-hour session aims to give deeper understanding:



Break out into groups to reflect on, discuss and share learnings from the online lecture.



Each group present at the plenary their key learnings.



Facilitated discussions about the topic from the homework.



Facilitators respond to questions and clarify what participants need to know more about.

Reference material

European Prevention Curriculum (EUPC).

Universal Prevention Curriculum

European Drug Prevention Quality Standard (EDPQS)

UNODC International Standard on Drug Use Prevention.



Ecosystem

- Solidly grounded in adult learning.
- Self-paced, low cognitive load.
- Collaborative learning.
 - Core domains of prevention.
 - All major prevention settings.
 - Theoretical foundations.
 - Grounded in global standards.
 - Sequenced & scaffolded logical flow.
 - Overview → Epidemiology → Science of prevention → Domains of intervention → Evaluation.
 - Democratized For anyone interested in prevention – NGO frontliners, community leaders, teachers, parents, students, etc.
- Not just a training course, it's a systemic intervention.
- To build a national **competent**, **action-ready** prevention workforce.



COHORT 1

2 Mar - 25 May 2023

26 participants

OUR STORY

COHORT 2

7 Mar - 30 May 2023

25 participants



19 participants

COHORT 3

Jul - Sep 2024

18 participants

COHORT 4

Feb - Apr 2025

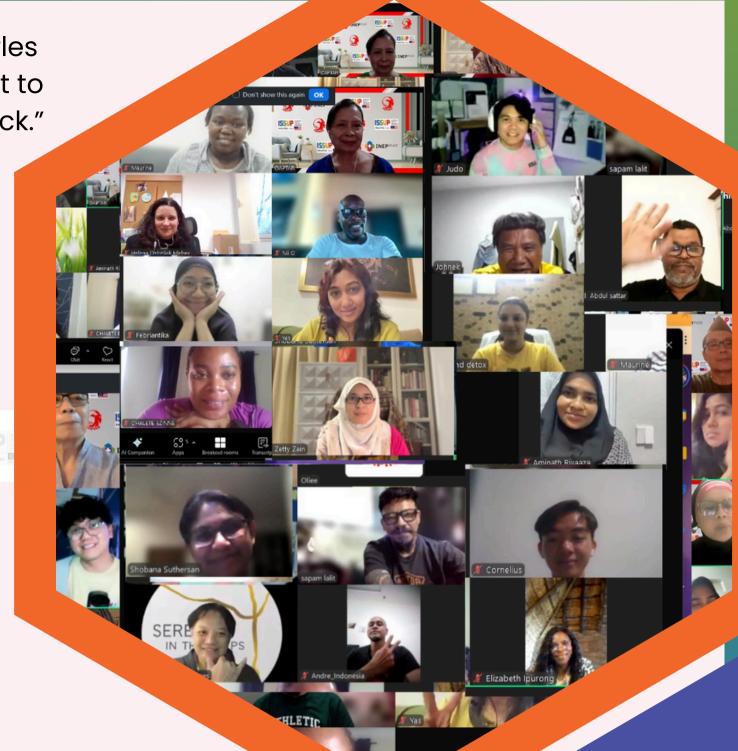
"The ability to attend from anywhere and at one's own pace is a major advantage." "I think the video given at the Charles University platform are very difficult to watch again, they keep getting stuck."

"The course, overall, is surprisingly not hard at all to grasp or understand and all the topics are quite exciting as we can relate / apply to our daily lives. The course is not only suitable for those in social sectors, but also to the public. The knowledge learnt in INEP Plus is definitely an added value."

"The prevention program project. It's a great way for all of us to exercise our mind to refer back what we learn and provide what is the best practice in the certain fields."

"I want to express my sincere appreciation to OAPTAR for the exceptional training experiences. I did myself self-paced INEP 2023 February was a great start, but the INEP+ PLUS training, with its dedicated and informative facilitators, truly solidified my grasp of the science of prevention. This training has been instrumental in building my competency, and I'm thankful for the impactful learning opportunity."

"First of all, I express my gratitude to your entire team for organising a wonderful training. It was well structured and insightful. I truly enjoyed it and started implementing what I learnt from it. I am also glad to inform you that I'm writing a project on evidence-based prevention of substance use disorders among university Students. after completing it, I will share with you for your valuable feedback and assistance. I believe your assistance gives new insight to my project."



LET'S HEAR FROM OUR ALUMNI

Yasotha Krishna

Inner Work Coach | Speaker
Consultant | Trainer | Retreat Curator
Blue Lotus Academy, Malaysia

Dr. Zetty Nadia Mohd Zain, PhD

Academician & Researcher
Faculty of Medicine & Health Sciences, USIM
Fellow Researcher, ASEAN Centre for Research on Drugs,
Universiti Sains Islam Malaysia (USIM)

OUR VALUE-ADDED

Lessons from the field

Recap of previous learnings

Group prevention project

Real-world case studies





Helping learners better understand application of theoretical frameworks:

COM-B & Behavior Change Wheel

Guidelines Fiscal measures Communication Marketing MOTIVATION Regulation **Training** Service provision

Source: Michie et al., 2011

Recap: Using the BCW for interventions

Iceland's Model for Preventing Teen Substance Use

Objective: To reduce substance use among teenagers by reshaping their environment and social opportunities.

Capability:

Most teenagers lacked the skills and knowledge to resist peer pressure and avoid substance use.

Opportunity:

Teens had high levels of unsupervised leisure time and access to substances, contributing to high rates of substance use.

Motivation:

Social pressures and lack of engaging alternatives motivated teenagers to experiment with drugs and alcohol.

Source: https://planetyouth.org/

Recap: Using the BCW for interventions

Iceland's Model for Preventing Teen Substance Use

Intervention Functions:

Environmental Restructuring: Heavy investment in creating positive recreational opportunities for teenagers, such as sports and music programs, to provide alternatives to substance use.

Restriction: Policies restricting teenagers' access to alcohol and tobacco, curfews and tighter enforcement of laws around substance sales to minors.

Modeling: Community leaders and parents were encouraged to model healthy, substance-free lifestyles, providing positive examples for teenagers to follow.

Training: Teens received life skills training, such as coping strategies and refusal skills, to enhance their capability to avoid substances.

Education: Schools implemented comprehensive education programs to teach teenagers about the risks of substance use.

22/04/2025

Recap: Using the BCW for interventions

Iceland's Model for Preventing Teen Substance Use

Policy Categories

Legislation: Legal curfews for teens and strict enforcement of substance sale laws.

Service Provision: Increased access to preventive services, such as counseling and after-school programs.

Environmental/Social Planning: Creation of youth centers, sports clubs, and other recreational spaces to occupy teenagers' free time.

Iceland's model drastically reduced teenage substance use over two decades.

Source: EUDA
Prevention
Registry

https://www.euda.europa.eu/best-practice/xchange/planet-youth-%E2%80%94-icelandic-model-application-environmental-prevention-principles-based-systematic-local-assessment-risk-and-protective-factors_en

ISUALIZATION OF INFO

Recap Session 3 BCW COM-B

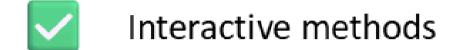
Policy Categories supporting intervention functions

		Education	Persuasion	Incentivisation	Coercion	Training	Restriction	Environmental Restructuring	Modelling	Enablement
	Communication / Marketing	*	~	~	*				~	
	Guidelines	✓	✓	✓	✓	✓	✓	✓		✓
	Fiscal Measures			✓	✓	✓		✓		
	Regulation	*	✓	✓	✓		✓	✓		✓
	Legislation	~	✓	✓	~	✓	✓	✓		✓
	Environmental / social planning							~		•
	Service provision	*	~	•	~	✓			*	12

VISUALIZATION OF INFO

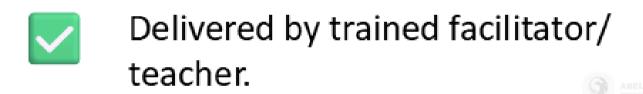
What works in school-based prevention Structure & Delivery

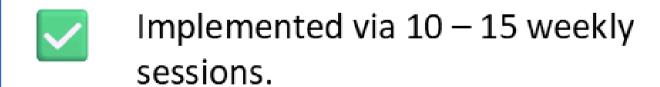
WHAT DOES WORK











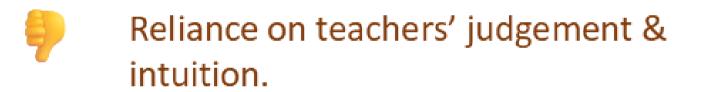
Multi-component programs.

Source: EUPC

WHAT DOES NOT WORK







Standalone, single-event activities.

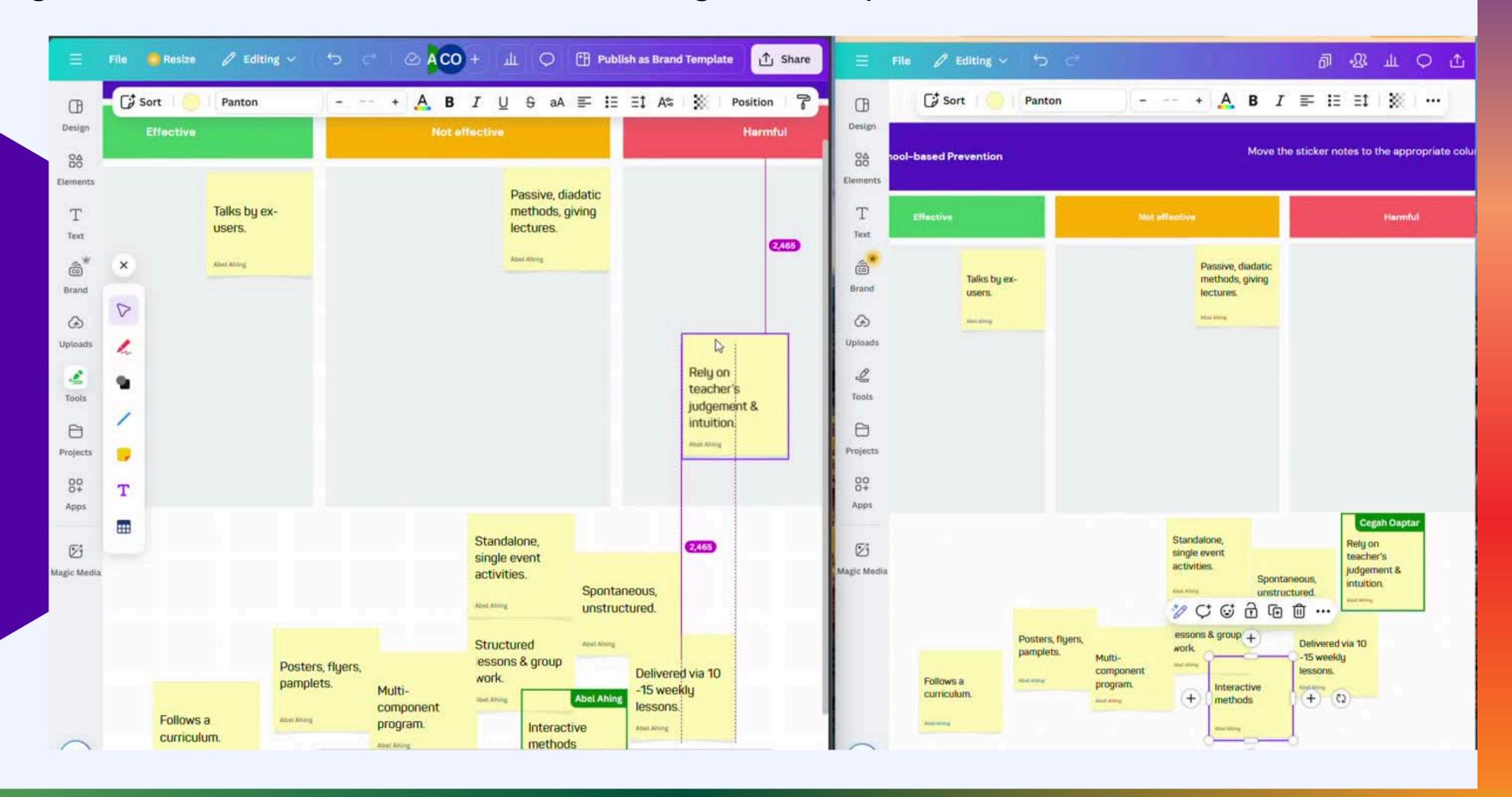
Posters & pamphlets.

Weak evidence for peer-led program.

Weak evidence for value of booster sessions in successive years.

INTERACTIVITY

Using Canva Whiteboard - interactive digital comparison cards.



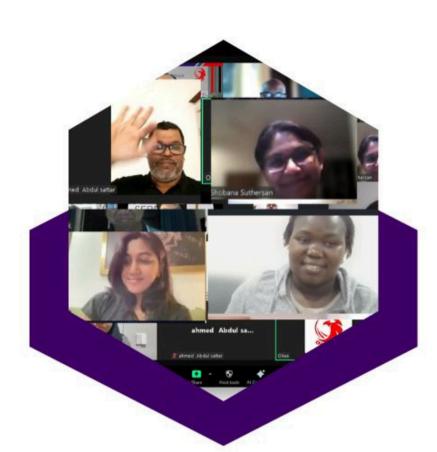
Using Canva Whiteboard - interactive digital comparison cards.

Try it out



https://bit.ly/inepplus-wb

Group Prevention Project Presentation









Group 1

Ahmed Yasotha Dr. Shobana Maurine

Group 2

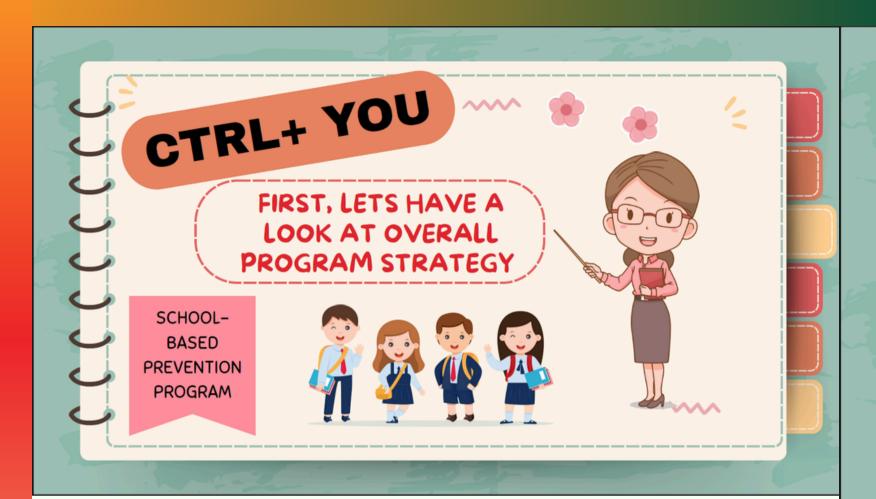
Andre Cornelius Helena Ohalete Dr. Zetty

Group 3

Justin Nii O Dr. Rabya Dr. Lalit

Group 4

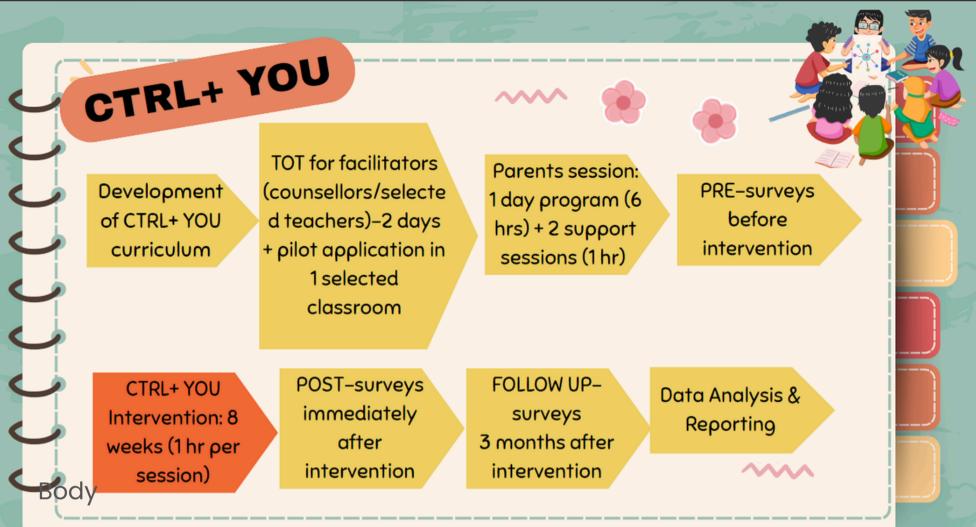
Junjun Elizabeth Febriantika Johnek Riyaza



SAMPLE GROUP PROJECT

By:

Andre Sembiring
Dr. Zetty Nadia
Ohalete Ezinne
Cornelius Cosmas
Helena Debeljak Hlebec





STAKEHOLDERS

Gaining knowledge, skills, and confidence to avoid alcohol use; having a positive, engaging experience.

Parents/Guardians

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Ensuring their children's health, safety, and development; reducing risk of substance use.

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Counsellor/School Teachers

Enhancing student mental health and resilience; fulfilling professional goals in prevention.

Research and Evaluation
Stakeholders

Generating evidence of effectiveness; contributing to academic knowledge on prevention.

SAMPLE GROUP PROJECT

INEP Plus

Evidence-Based Prevention Project 3rd October 2024

Topic: Reducing Cigarettes and Vape Use Among Adolescents in High Schools

Group 3

Group members: Nurizzati, Franklyn, Syla, Carla, Sarah

Needs Assessment: Why this population?

Current Data:

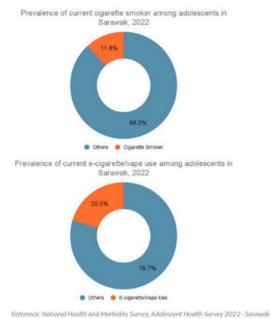
 Rapid increase in use of electronic cigarettes among adolescents (Selleyitoreea & Rahman, 2024 and National Health and Morbidity Survey, Adolescent Health Survey 2022 - Sarawak)

Risk Factors:

- Peer pressure (social)
- Easy access to cigarettes and vapes (environmental)
- Lack of awareness on long-term harms (knowledge/skills)

Protective Factors:

- Strong family support (social)
- School policies against smoking (environmental)
- Peer support programs (social)



Goals & Objectives	Evidence-Based Strategies	Stakeholders	Implementation Plan	
Reduce and control the use of cigarettes and vapes	Advocacy and School Policies	 School administration Parents and guardians Government Agencies Local health organizations 	 Needs Assessment Pre-evaluation Awareness Campaigns Education Campaigns Behavior Change Sustainability Post-evaluation 	
Improve knowledge and attitudes towards smoking	Education and Peer-led Interventions	High School Students		
Build and increase resilience and social skills	Behavioral Approach: TPB - Resilience and Skill building	High School Students		



We shared lessons from our prevention work.

Common barriers & resistances

"We don't have these problems in our community."

"No time. We need to focus on making a living."

"These are outsider solutions being imposed on us."

"This will shame families who are already struggling."

"Other programs promised much, & outsiders come and go without any change."

"Program times conflict with my work schedules."

"No transport to attend."



IG SSUP



Follow appropriate protocols for community entry.

Frame preliminary meetings as consultations, not program introductions.

Strengthen what's already working.

Focus on strengths, not just problems.

Co-design, co-create delivery, incorporate local wisdom.

Let community create local name & identity for program.

Create visibility, ownership & recognition for participation.

Train community members to deliver messages in their own words.

Build local capacity.



28/04/2025

Theory of Change

A clear, honest map that shows how our actions are expected to create the step-by-step changes needed to achieve impact.

Built upon a clear and well-defined problem statement and a vision of the desired results.

Strategic tool for communicating with stakeholders and grant proposals.

Objectives	Activities	Outputs	Outcomes
Enhance life skills among teenagers to resist peer pressure.	 Implement life skills training sessions focusing on decision-making and assertiveness. Organize roleplaying activities to practice refusal skills. 	 Number of training sessions held. Number of participants completing the training. Feedback scores from participants. 	 Improved decision-making abilities among teenagers. Increased confidence in resisting peer pressure related to substance use.

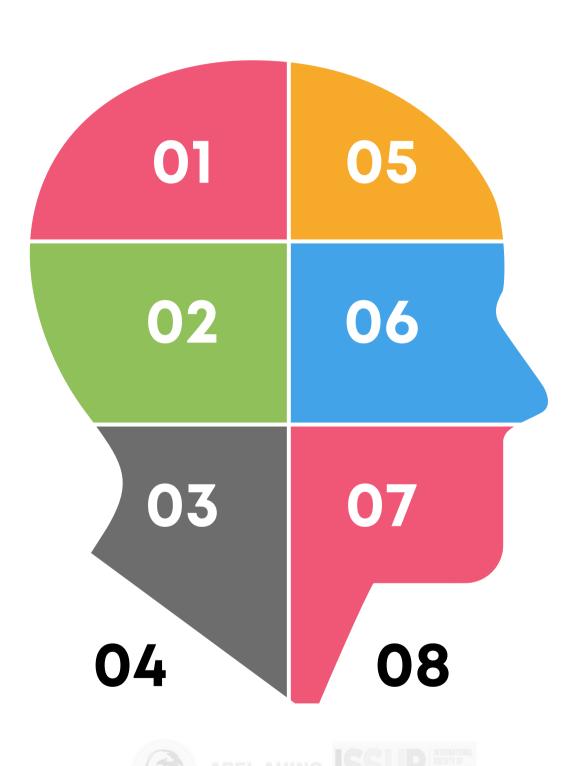
Lessons we learnt

Most expect to learn the most from the facilitated sessions.

Cognitive overload in the early stages.

Regular learning pulse checks.

Bring beauty into the practice.



People crave meaning, not manual.

Infuse purpose & vision with stories, case studies.

People rise to the challenge.

Make final session a learning showcase.

Somewhere in your neighborhood, is a child at the crossroads and needs your help.

Your Next Actions

Make INEP Plus your flagship prevention training.



Advocate for your national prevention ecosystem.

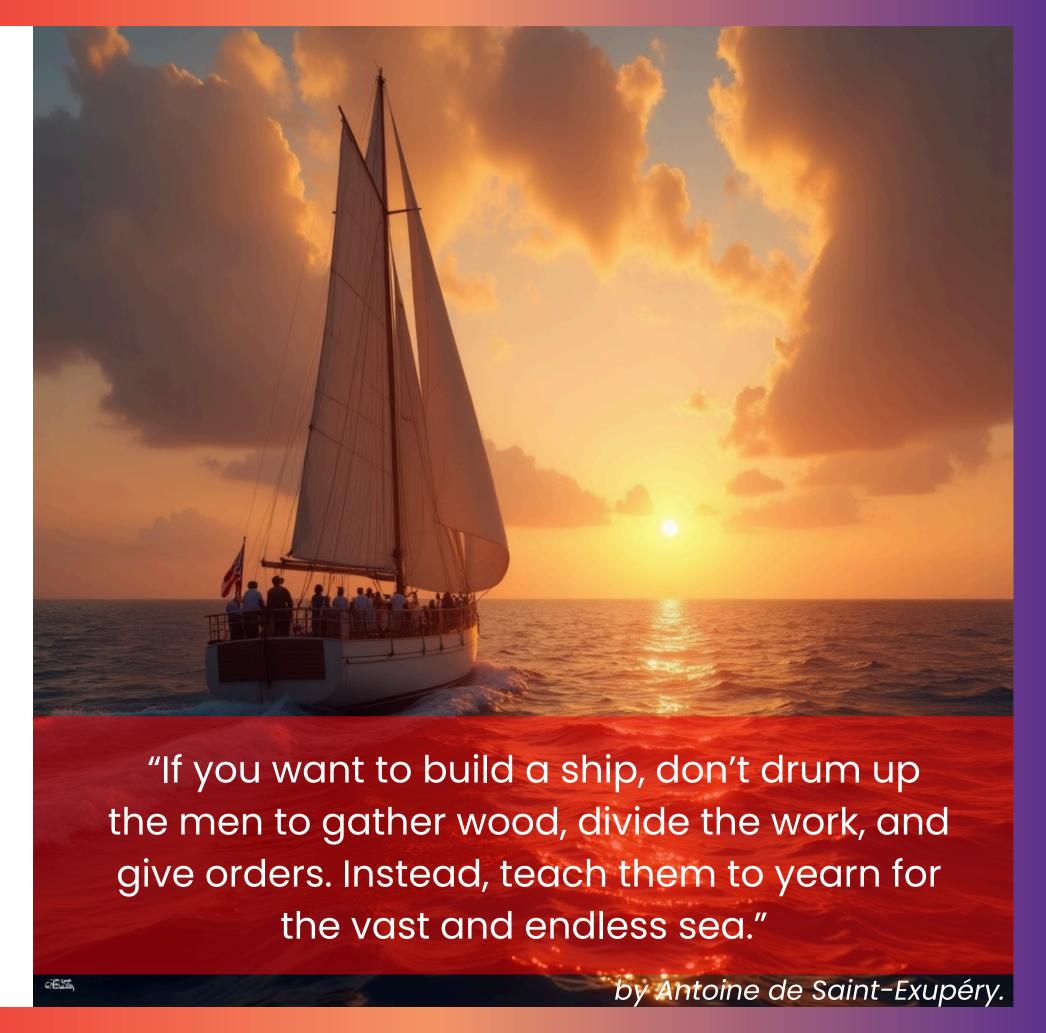


Bring prevention science to life in your communities.



Develop future prevention leaders.





Join our next



Starts



12 June 2025, Thursday



8.00 pm MYT | 1.00 pm London



https://bit.ly/inepplus-join

Go to ISSUP Malaysia Facebook

https://www.facebook.com/ISSUPMalaysia





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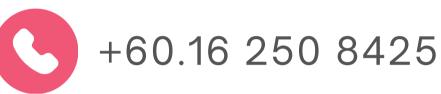
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THANK YOU







https://www.linkedin.com/in/oaptar-malaysia







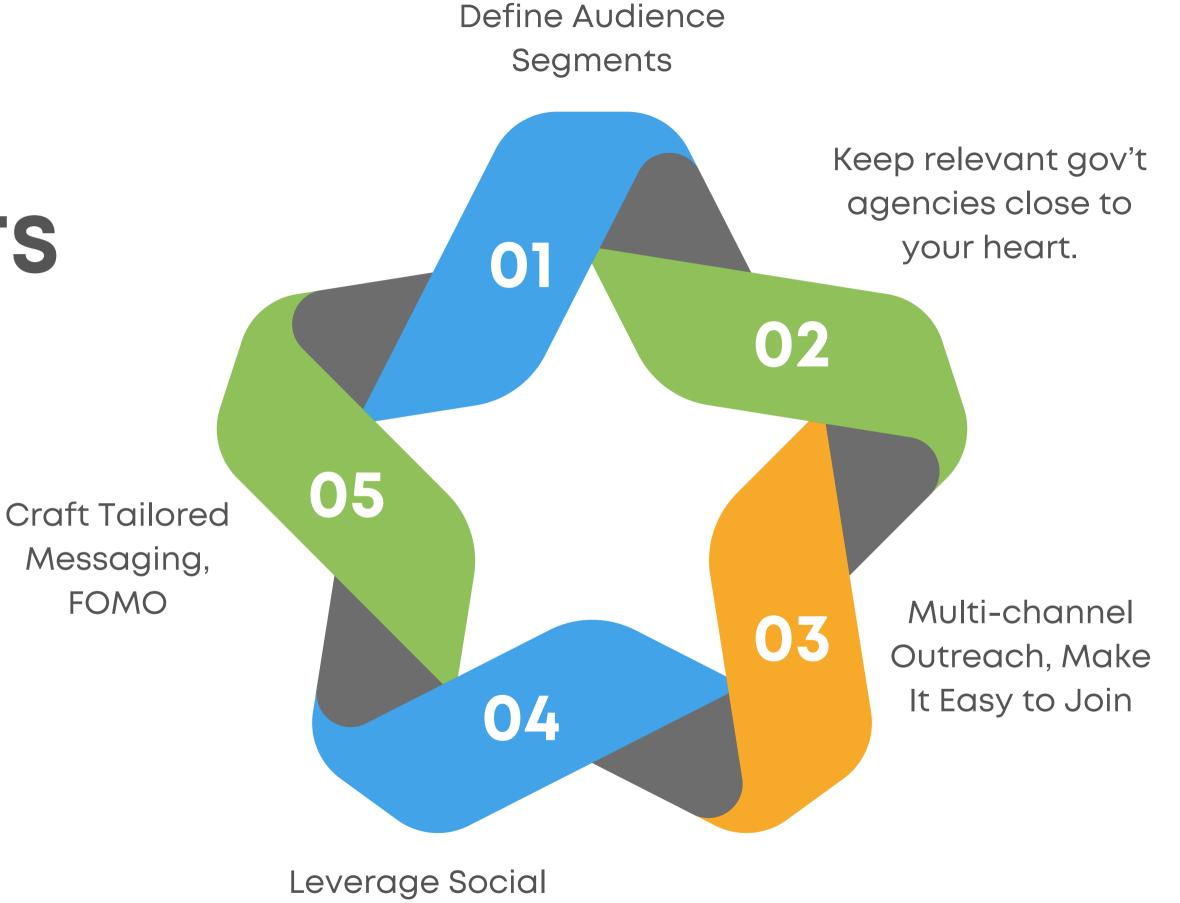




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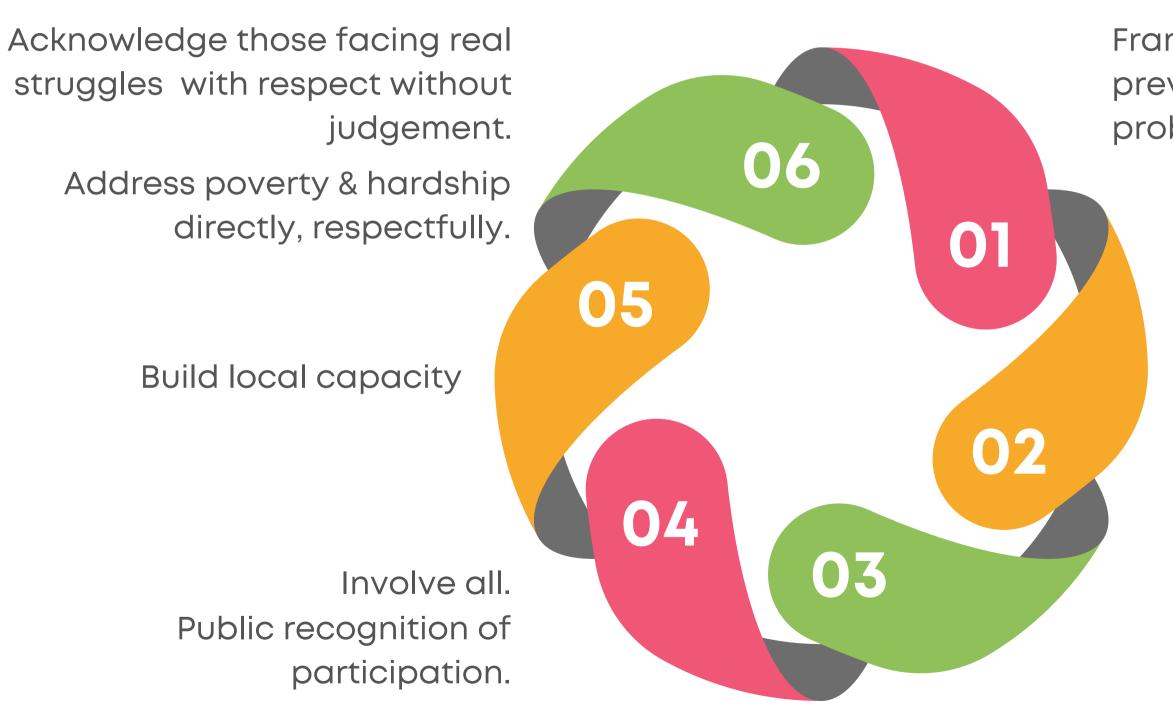
	Element	Explanation	Example			
NGE	Problem (Starting Point)	What's wrong or missing? Why do we need to act?	Many teens are at risk of using substances because of weak family bonds and stress.			
CHA	Activities (What We Do)	What actions will we take?	Run family-based programs to strengthen communication, problem-solving, and emotional skills.			
4 0	Short-Term Outcomes (First Changes)	What small, early changes should we see?	Parents and teens talk more openly and manage conflicts better.			
ORY	Long-Term Outcomes (Bigger Changes)	What bigger changes happen later?	Teens develop stronger resilience and avoid risky behaviors like substance use.			
THE	Impact (Big Dream)	What's the long-term impact we want to create?	A healthier generation of young people with strong family and emotional support.			

TIPS FOR GETTING PARTICIPANTS



Proof

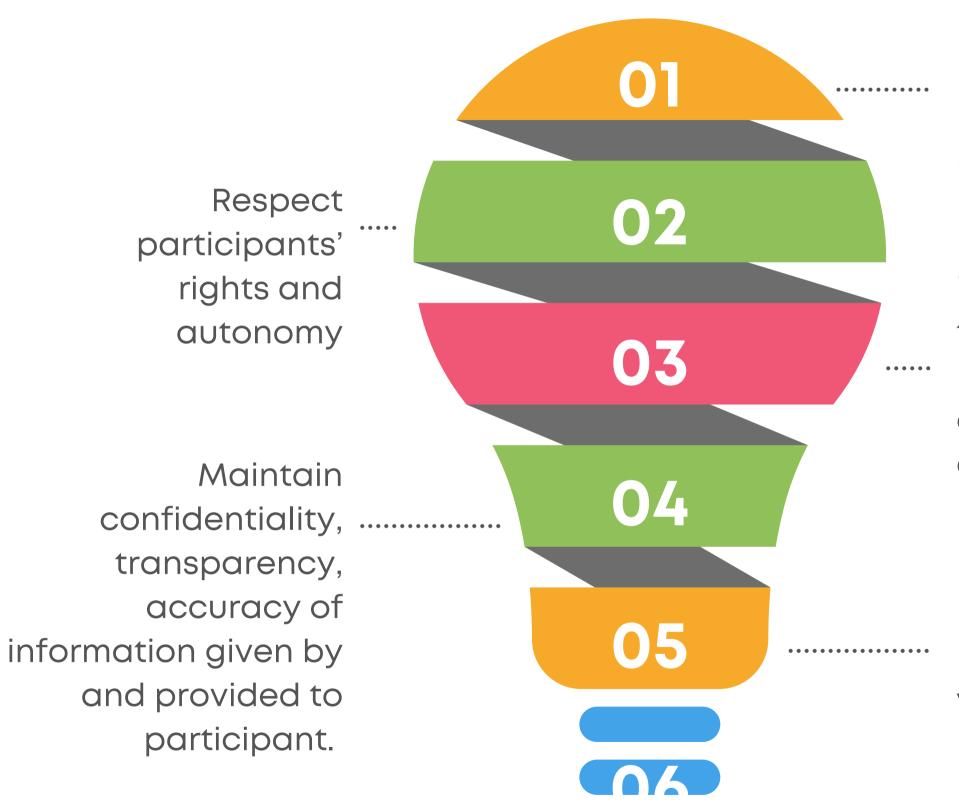
TIPS BUILDING OWNERSHIP



Frame the program not as prevention, not as fixing problems.

Emotional connection with tailored messaging based on segments of people.

Leverage local strengths, local identity. Appeal to local pride & tradition.



DO NO HARM! Protect participant & staff health & safety.

Ensure that
intervention is
tailored to
participant needs
and preferences,
and provide real
benefit.

Ensure that participation is voluntary and with prior consent.

WHAT YOU NEED TO KNOW ABOUT ETHICS

Ensure that participant is fully engaged, participating and not just a recipient of help.

Reference: ISSUP Code of Ethics

https://www.issup.net/about-issup/membership/code-ethics