Update on the implementation of

Lions Quest Skills for Adolescence
UNODC – LCIF collaboration
UNODC-WHO International Standards on Drug Use Prevention
Recent mandates

Sustainable Development Goals, December 2015:
• Developing agenda 2030!
• Goal 3 – target 3.5

UNGASS 2016 Outcome Document:
“Increase the availability, coverage and quality of scientific evidence-based prevention measures and tools that target relevant age and risk groups in multiple settings.”
<table>
<thead>
<tr>
<th><strong>Family</strong></th>
<th><strong>Early childhood</strong></th>
<th><strong>Middle childhood</strong></th>
<th><strong>Early adolescence</strong></th>
<th><strong>Adolescence</strong></th>
<th><strong>Adulthood</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prenatal &amp; infancy visitation</td>
<td>Parenting skills</td>
<td>Prevention education based on social competence and influence</td>
<td>Addressing individual vulnerabilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School</strong></th>
<th><strong>Early childhood</strong></th>
<th><strong>Personal &amp; social skills education</strong></th>
<th><strong>Middle childhood</strong></th>
<th><strong>Early adolescence</strong></th>
<th><strong>Adolescence</strong></th>
<th><strong>School-wide programmes to enhance school attachment</strong></th>
<th><strong>School policies on substance use</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood education</td>
<td>Classroom management</td>
<td>Policies to keep children in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Community</strong></th>
<th><strong>Early childhood</strong></th>
<th><strong>Middle childhood</strong></th>
<th><strong>Early adolescence</strong></th>
<th><strong>Adolescence</strong></th>
<th><strong>Adulthood</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol &amp; tobacco policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Workplace</strong></th>
<th><strong>Early childhood</strong></th>
<th><strong>Middle childhood</strong></th>
<th><strong>Early adolescence</strong></th>
<th><strong>Adolescence</strong></th>
<th><strong>Adulthood</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace prevention programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Health sector</strong></th>
<th><strong>Early childhood</strong></th>
<th><strong>Middle childhood</strong></th>
<th><strong>Early adolescence</strong></th>
<th><strong>Adolescence</strong></th>
<th><strong>Adulthood</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions for pregnant women</td>
<td>Addressing mental health disorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Community-based multi-component initiatives**
- Media campaigns
- Mentoring
- Prevention programmes in entertainment venues
- Workplace prevention programmes
- Brief intervention
Prevention education

Description

- Teachers/students interactive activities to learn and practice a range of personal and social skills
  - Refusal abilities to allow young people to counter social pressures to use substances
  - Personal and social skills to cope with challenging life situations in a healthy way
- Discuss social norms, attitudes and expectations associated with substance use and its consequences
- Discuss normative nature of substance use
- Also relevant for older adolescents

LIONS QUEST SFA √√
UNODC - LCIF Pilot Implementation
Implementation modality

- In collaboration with relevant Ministries and Lions Clubs:
  - Inception meeting
  - Translation of the material
  - Cultural adaptation
  - Education of experts
  - Initiation of school session
  - Follow up session
  - Evaluation
UNODC - LCIF Pilot Implementation
Results phase one

Republic of Serbia (June 2014 – July 2015)
[75 teachers, 1350 students, 22 schools]

Montenegro (October 2015 – October 2016)
[81 teachers, 1475 students, 17 schools]

North Macedonia (October 2015 – October 2016)
[76 teachers, 1467 students, 47 schools]
Lions Quest Skills for Adolescence Program as a School Intervention to Prevent Substance Use—a Pilot Study Across Three South East European Countries

Wadie Maalouf 1 · Milan Stevanovic 2 · Matthew Keifer 2 · Giovanna Campello 1 · Hanna Helikala 1 · Ziad El Khatib 1*

Background

Substance abuse is a serious and growing problem globally, in size and scope vary among different countries and cultures (Alston and Goebert 2005). However, the age of initiation of use of substances tends to be similar across all countries, peaking during the period between early to mid-adolescence (United Nations Office on Drugs and Crime 2015). Moreover, this early age of initiation is considered as a strong predictor of escalation into problematic use (United Nations Children’s Fund (UNICEF) 2007; Yager and Barker 2005) and as such a major public health challenge (Nelson et al. 2015).

The literature highlights several factors of vulnerability—or, conversely, resilience—linked to substance use initiation that differs according to age (Pohl 2014; United Nations Office on Drugs and Crime 2015). Adolescence is a stage during this developmental life span when youth are exposed to new ideas and behaviors through increased associations with people and organizations beyond those experienced in childhood (Bickel 1999). It is a stage in life when new “adult” roles...
Relative difference (Δ%) in the prevalence of Usage of Alcohol (comparing the start and end time) within the same group – Serbia

The Δ% is calculated using the difference between the initial and final prevalence in each group for each drug, that is, is how much drug use increased during the study period in both groups. It is not the prevalence of consumption in the year.
Relative difference (Δ%) in the prevalence of Smoking of Cigarettes (comparing the start and end time) within the same group – North Macedonia

The Δ% is calculated using the difference between the initial and final prevalence in each group for each drug, that is, is how much drug use increased during the study period in both groups. It is not the prevalence of consumption in the year.
Relative difference (Δ%) in the prevalence of Smoking of Marijuana (comparing the start and end time) within the same group – Montenegro

The Δ% is calculated using the difference between the initial and final prevalence in each group for each drug, that is, how much drug use increased during the study period in both groups. It is not the prevalence of consumption in the year.
UNODC - LCIF Pilot Implementation challenges vs lessons learned

- Comprehensive material 40 sessions
- Implementation modality (elective subject)
- Length of the programme pilot (1 year)
- Teachers have other programmes to pilot, not enough time
- Maintaining the interest of students and teachers for the programme

- Abbreviated version implemented (27 sessions)
- Various implementation modality per school/municipality/country
- Length suggested to be expanded
- Prioritization of the school curriculum
- Follow up session, support from the local institutions/organizations

EXPANSION based on findings
Up to 20,000 students
Lessons learned

• Programme delivers statistically significant results in terms of substance use and intentions to use (limitation: one year implementation period, reduced number of sessions)
• Cultural adaptation of the programme (both initial and final) provides better understanding on the applicability of the programme and material
• Support from the national relevant institutions and Lions Clubs is crucial for sustained implementation
• Follow up/booster sessions provides excellent results in view of monitoring and adjusting the implementation modality
Relative difference ($\Delta\%$) in the misperception on smoking feeling relaxed after smoking cigarettes among non-current users only

The $\Delta\%$ is calculated using the difference between the initial and final prevalence in each group for each drug, that is, how much drug use increased during the study period in both groups. It is not the prevalence of consumption in the year.
Relative difference (Δ%) misperceptions on alcohol feeling relaxed after drinking alcohol among non-current users

The Δ% is calculated using the difference between the initial and final prevalence in each group for each drug, that is, how much drug use increased during the study period in both groups. It is not the prevalence of consumption in the year.

Montenegro North Macedonia Serbia

-6 -5 -4 -3 -2 -1 0 1 2 3 4

Relative difference

Intervention Comparison

p=0.20 p=0.76

p=0.45 p=0.81

p=0.18 p=<0.01

t0 t1 t0 t1 t0 t1
The Δ% is calculated using the difference between the initial and final prevalence in each group for each drug, that is, how much drug use increased during the study period in both groups. It is not the prevalence of consumption in the year.
Relative difference (Δ%) in the prevalence of majority of friends smoking cigarettes (non-current users)

The Δ% is calculated using the difference between the initial and final prevalence in each group for each drug, that is, is how much drug use increased during the study period in both groups. It is not the prevalence of consumption in the year.

The graph shows the relative difference over time (t0 and t1) for Montenegro, North Macedonia, and Serbia. The p-values indicate the significance of the differences, with p < 0.01, p = 0.11, p = 0.84, and p = 0.2 for the respective countries and time points.
Relative difference (Δ%) in the prevalence of smoking cigarettes during the last 30 days

The Δ% is calculated using the difference between the initial and final prevalence in each group for each drug, that is, is how much drug use increased during the study period in both groups. It is not the prevalence of consumption in the year.
Also, against youth violence and child maltreatment
SDGs as an Interlinked Web
Acknowledgment:

Ekaterina Kolykhalova
Milos Stojanovic
Bojan Milosavljevic
Melva Ramirez
Noemi Gomez
Inza Fofana
Ziad El Khatib
Nina Fabiola Montero Salas
Celina Herrera

Matthew Kiefer
Ariel Dickson
Kimberly Anderson
National Lions Clubs

Ministries of Education, Teachers and other governmental counterparts.
Contact and more details

Wadih Maalouf, Ph.D.
Global Programme Coordinator
Division of Operation
Drug Prevention and Health Branch
Prevention, Treatment and Rehabilitation Section

wadih.maalouf@un.org

Twitter:
@wmaaloufun
@UNODC_PTRS