UNODC
United Nations Office on Drugs and Crime

Handbook on
Youth Participation in
Drug Prevention Work

youth initiative

youth forum 2021

Handbook on Youth Participation in Drug Prevention Work

Foreword

The United Nations Office on Drugs and Crime is deeply committed to providing high quality and comprehensive support to all persons around the world working to prevent substance use and substance use disorders.

Developing healthy, involved and committed young persons with a zest for life contributes to a more positive environment for all. Youth should not solely be the "receiver" of drug prevention efforts but should be active participants and determinants in their own future.

This Handbook on Youth Participation in Drug Prevention Work is developed to provide informed guidance to policy makers and other community leaders seeking to implement a comprehensive prevention system that includes meaningful youth participation at all levels.

In an effort to model the process we are advocating for, UNODC has developed this Handbook with significant contributions from youth as you can clearly see as you review the material contained within.

I am convinced that creating meaningful places for youth to be engaged, empowered and participate in the development of, implementation of and evaluation of substance use prevention efforts, strengthens not only the prevention system but the youth themselves. Thus, I invite policy makers to consider strengthening the role that youth play in developing and implementing the substance use prevention programs that impact them and their peers.

Gilberto Gerra, Chief
Drug Prevention and Health Branch
Prevention, Treatment and Rehabilitation Section
United Nations Office on Drugs and Crime

Acknowledgements

Contents

Handbook on Youth Participation in Drug Prevention Work

I. Introduction

The goal of the present handbook is to offer encouragement, examples, rationales and concrete advice on how to increase youth participation in substance use prevention, harnessing the insights of young people on the most important target group in prevention efforts: their peers. It is designed to enable all decision makers to capitalize on the power of youth participation, exploring the full potential of young people as a force for change. The guidance is aimed at leaders in charge of substance use prevention and health promotion efforts at the local, regional, national and international levels.

The handbook provides an overview of youth participation and what role it might play in prevention. It seeks to convey the value of evidence-based prevention in building healthy and prosperous communities and societies, and the value of young people as important contributors to prevention efforts. By so doing, it seeks to contribute to the normalization of youth participation in prevention.

One of its key objectives is to unravel the misconception that young people have limited capabilities to contribute to substance use prevention efforts. In addition to dismantling such misconceptions, which can lead to the hesitation to include youth in such efforts, it also seeks to raise caution against the possible undesired outcomes of involving youth merely for the sake of visibility and thereby contributing to an environment of tokenism. Finally, it also seeks to address the misconception that merely being a young person and interested in being involved in substance use prevention is sufficient to achieve prevention outcomes.

In this handbook, it is stressed that achieving purposeful, ethical youth participation requires education for all parties involved, not only on evidence-based prevention, but also on youth participation itself. Decision makers and professionals deserve capacity-building on how to generate meaningful participation among young people. Similarly, researchers could benefit from support and training on how to carry out research both with and for young people. It is equally important to ensure the education, training and development of the participating youth. Only sufficient guidance and other organizational support will enable young people to play a meaningful role in the process. Well-informed and well-trained policymakers, leaders and youth are a key component in ethically planning, implementing and evaluating effective substance use prevention interventions.

There is existing research and guidance on involving youth in political structures or work related to health and social care aimed at supporting positive youth development (see, for example, South Australian Government, 2016; Department of Economic and Social Affairs, 1996; Project Y.A.D., n.d.; Catalano and others, 2019). However, research specifically examining substance use prevention efforts in which youth play an active and meaningful role is much scarcer. This handbook is aimed at opening that discussion and providing a basis for future research efforts. The handbook is based on an overview of the scientific literature and related database search results and is grounded in real-life case studies shared by participants in the United Nations Office on Drugs and Crime (UNODC) Youth Initiative and guidance offered by a globally representative expert group assembled during the development of the handbook.

The call to develop guidance on youth participation in drug prevention work was initially raised by youth participating in the UNODC Youth Forum in 2018. The Youth Forum annually gathers young people active in substance use prevention efforts in their communities to exchange views and experiences, learn from each other and from experts, and present their views on substance use prevention to the representatives from around the world participating in the sessions of the Commission on Narcotic Drugs, those leaders making policy decisions relating to the global action to address the world drug problem. It is hoped that the handbook will help to create opportunities for yet more young people to contribute to substance use prevention efforts in their communities and societies, as well as at the global policy level.

Figure 1
Intersections of meaningful youth engagement in prevention
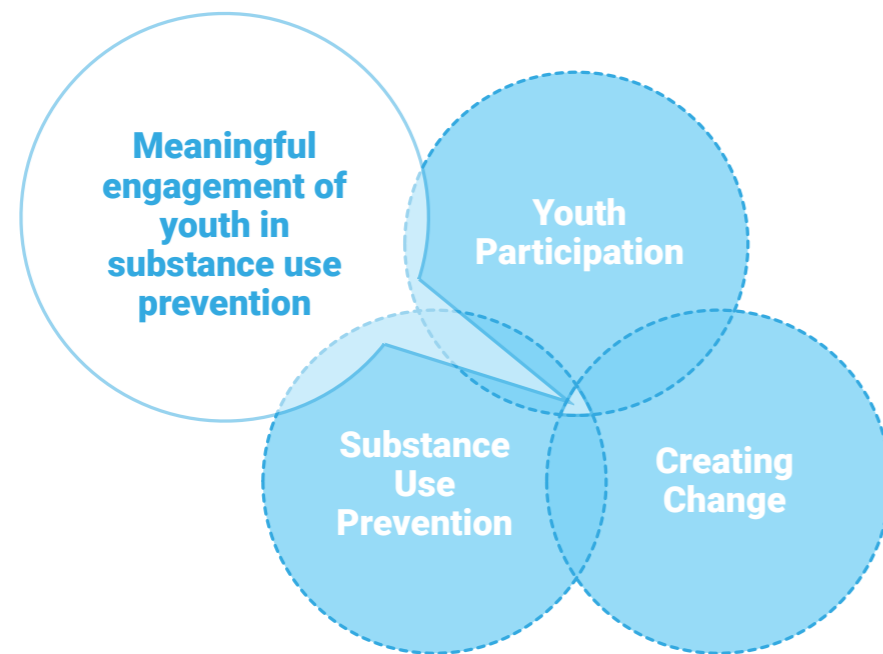
II. Definitions

The present chapter provides a set of definitions that are critical for framing the conversation. Many of the terms and concepts used in this handbook may be interpreted differently in different contexts. The following definitions are provided both for the purposes of this handbook and in an attempt to create a common understanding.

Engagement is a two-way process that generates mutual benefits, for example, a prevention activity carried out by or with youth with the intent of producing positive outcomes for both the participating youth and those targeted by the activity.

Involvement is a process by which a person or persons actively participate in meaningful activities along a continuum from less active and autonomous roles, such as being a recipient of a prevention activity, to more active roles, such as being an informant or key stakeholder in the process of planning effective prevention systems and activities.

Participation refers to the sustained and meaningful participation of youth in an activity focused outside of themselves, for example, taking part in a prevention activity in a way that allows their efforts and achievements to be recognized and provides opportunities to learn and to contribute to something larger than themselves. Protective factors can buffer the negative influence of risk, reducing the likelihood that youth will become involved in substance use.

Risk factors are characteristics of the individual or his or her environment (community, school, family or peer group) that research has found can increase the probability of an individual becoming involved in substance use.

Substance use refers to a pattern of harmful use of any substance for mood-altering purposes. The substances may include alcohol or other drugs (illegal or not), as well as some substances that are not drugs. Substance use prevention is defined here as helping people, often young people in particular, to avoid or delay initiation into the use of substances, or, if they have started already, to avoid developing disorders and other negative consequences.

Often, substance use prevention strategies are effective for preventing all forms of substance use of all substances, and it may not be possible to differentiate strategies for the prevention of the use of specific substances. Naturally, exceptions do occur, such as in the case of licit substance use, which may be effectively prevented by controlling the price, availability and advertisement of such substances.

Effective prevention exists in the context of health-centred substance use policies that encompass both demand and supply reduction, and, within the domain of demand reduction, that address treatment, as well as the prevention of the health and social consequences of substance use. Moreover, effective substance use prevention addresses the predictors or root causes of substance use, often many years before the youth would likely to engage in substance-using behaviours. Effective prevention reduces the risk factors that increase the probability of engaging in drug use and strengthens the protective factors that buffer youth from risk. This handbook focuses on the prevention of substance use as defined above.

The term "youth" is understood here as encompassing persons between the ages of 11 and 29, in line with the United Nations definition (Department of Economic and Social Affairs, 2013). The definition of the term can vary at the local level and may be influenced by socioeconomic and cultural contexts.

III. United Nations commitment to both prevention and youth participation

The world today is home to the largest youth population in history, 1.8 billion young people (United Nations Youth Strategy, 2018). The United Nations at large is committed to amplifying youth voices and increasing their agency, reach and impact, as manifested in the United Nations Youth Strategy, a United Nations system-wide strategy document. The involvement and empowerment of youth in global development processes are overarching goals in United Nations system-wide frameworks. Youth are recognized as a major resource for all development efforts, with their active involvement and leadership required to fully and sustainably achieve global development goals (United Nations Youth Strategy, 2018; United Nations Treaty Collection, 1990).

In the United Nations Convention on the Rights of the Child, Member States have recognized the right of all children to express their viewpoints and to be heard in all matters affecting them, as addressed in the proposals for action contained in the 1996 report by the Department of Economic and Social Affairs entitled World Programme of Action for Youth (Department of Economic and Social Affairs, 1996). This recognition provides a strong basis for advancing the participation of children and youth in drug prevention efforts and in the wider work and political discussions in support of the well-being of children and youth.

Additionally, the present handbook has been developed under the umbrella of the 17 Sustainable Development Goals. The Goals have been developed as a framework and a call to action for all countries to promote prosperity while protecting our resources. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs, including education, health, social protection and job opportunities, while tackling climate change and environmental protection. The Secretary-General of the United Nations has made a strong commitment to involving youth in all aspects of the Sustainable Development Goals, and has in fact promoted the role of youth as leaders of change as part of the United Nations Youth Strategy.

In the context of the UNODC programme of work relating to drug use prevention, a number of measures that support and complement youth participation have been introduced. One such measure, the UNODC Youth Initiative, is aimed at connecting young people from around the globe and empowering them to become active in their schools and communities, and in youth groups focused on substance use prevention and health promotion. It provides a platform for young people to share their experiences, ideas and creativity, and to obtain support in creating their own substance use prevention and health promotion activities. The Youth Forum is an annual event organized under the UNODC Youth Initiative and held in the broader context of the sessions of the Commission on Narcotic Drugs, the governing body of UNODC in matters related to drugs. The main objective of the Youth Forum is to gather young people, nominated by Member States, who are active in the field of drug use prevention, health promotion and youth empowerment from around the world. The aim is to provide an opportunity for them to exchange ideas, visions and different perspectives on how to better protect the health and well-being of their peers and to convey joint messages to policymakers at the global level. In fact, the idea for the present handbook originated from the Youth Forums held in 2018 and 2019; at the latter Forum, participating youth created a list of "dos and don'ts" that became the framework for this document.

The Youth Forum is often a life-changing experience for the participants. It provides youth participants with the opportunity to network and to learn from the experiences of other youth from different regions of the world, as well as to learn about UNODC, global policymaking structures and topics in the field of drug use prevention and health promotion. During the Forum, participatory thematic discussions facilitated by UNODC experts lead to the development by the youth participants of a short consensus statement to be delivered to the delegates of the Commission on Narcotic Drugs, the policymaking body of UNODC. In that connection, the present handbook on youth participation is firmly grounded in a process that not only engaged youth but empowered them to inform high-level policymakers at the international level.

UNODC also supports a strong global programme on drug use prevention. Prevention strategies that are based on scientific evidence and that involve working with families, schools and communities can ensure that children and youth, especially the most marginalized and poor among them, stay healthy and safe as they grow into adulthood and old age. Policymakers are often focused on a cost-benefit ratio, and by some estimates, for every dollar spent on prevention, it is estimated that 10 dollars can be saved in future health, social and crime costs.

To support Member States and practitioners in the area of drug prevention around the world, UNODC has developed the International Standards on Drug Use Prevention (UNODC and World Health Organization (WHO), 2018). The International Standards summarize the currently available scientific evidence relating to drug use prevention, describing interventions and policies that have been found to result in positive prevention outcomes, and their characteristics. Concurrently, the document identifies the major components and features of an effective national drug prevention system. The International Standards are aimed at assisting policymakers worldwide in the development of programmes, policies and systems that serve as truly effective investments in the future of children, youth, families and communities. The International Standards were developed in collaboration with, and recognize the work of, many other organizations in the field of drug demand reduction, such as WHO, the European Monitoring Centre for Drugs and Drug Addiction, and the Inter-American Drug Abuse Control Commission of the Organization of American States.

The International Standards have been recognized by Member States as a useful tool to promote evidence-based prevention. Reference to the International Standards has been made in a number of high-level policy documents and statements, including, but not limited to, the Joint Ministerial Statement of the 2014 high-level review by the Commission on Narcotic Drugs of the implementation by Member States of the Political Declaration and Plan of Action on International Cooperation towards an Integrated and Balanced Strategy to Counter the World Drug Problem, and Commission resolutions 57/3, 58/3, 58/7, 59/6, 60/7, 61/2 and 61/9.

IV. What is prevention?

The use of alcohol, nicotine products, drugs and other psychoactive substances constitutes a major public health problem globally. Substance use is associated with a wide range of negative consequences for health: accidents, violence, stigma, chronic health conditions such as dependence, cardiovascular and infectious diseases, and cancers, among many others.

Moreover, substance use and its negative consequences can have a profound, negative impact on the development of young people and can compromise their educational paths, work lives and contribution to society. Substance use can take a significant toll on communities and societies, for example, in terms of social and legal costs and costs incurred as a result of lost productivity. Substance use most commonly begins in adolescence, and youth are globally the most common target group in efforts to prevent substance use.

Substance use, and its negative consequences, can be prevented. There is an array of evidence-based strategies available to effectively prevent substance use in families, schools, health-care settings and elsewhere. These strategies are focused on influencing the root causes (sometimes referred to as risk factors) of substance use. Such factors can range from adverse early experiences and compromised parenting to certain personality traits and mental health disorders, from the quality of and attachment to schooling to the availability and visibility of substance use, and from genetic predispositions to growing up in deprived communities, to name just a few (Hawkins, Catalano and Miller, 1992).

A myriad of health determinants within the individual, family, school, peer, community and societal domains interact with each other in complex ways and influence the entire developmental trajectories of individuals. This illustrates why substance use prevention is not easy. In fact, many of the popular measures used to prevent substance use, such as only providing information on drugs in relation to the dangers posed by their use, or offering alternative after-school activities as a sole prevention-related measure, may not be effective for preventing substance use, as they do not successfully make an impact on the root causes.

Successfully influencing these health determinants may result in positively influencing development beyond the scope of substance use-related behaviour, for example, in support of mental health, family functioning and scholastic attainment. Substance use prevention can be seen as supporting the healthy and safe development of children and youth in general. Also, against this background, it is not surprising that using evidence-based prevention strategies that target multiple risk and protective factors associated with substance use and other related risky behaviours can be cost-effective while preventing future costs related to health and social care and law enforcement, and enhancing productivity in future working life (Pentz, 1998; Spoth, Guyll and Day, 2002).

The primary objective of drug use prevention is to help people, often young people in particular, to avoid or delay initiation into the use of drugs, or, if they have started already, to avoid developing disorders and other negative consequences. Prevention also has a broader purpose, which is to support the development of children and youth, enabling them to realize their talents and potential (UNODC, 2013).

The interventions and policies that have been found to be effective in preventing substance use are described in the International Standards on Drug Use Prevention (UNODC, 2013; UNODC and WHO, 2018). The present handbook is based on the notion that, in order to be ethical, all prevention activities need to be grounded in evidence, otherwise they will risk the wasting of resources, motivation, time and energy on activities that do not contribute to the well-being of the target population. In the worst case, poorly planned and executed prevention activities might even result in adverse outcomes for the target youth population or the participating youth.

Figure 2

Summary of evidence-based strategies identified in the International Standards on Drug Use Prevention

Source: Adapted from UNODC, "Summary table of evidence-based strategies identified in the UNODC/WHO International Standards on Drug Use Prevention – Second Updated Edition", pre-publication version (2019).

Settings, ages and stages in prevention

Often, the most important risk and protective factors influencing substance use are specific to a certain developmental stage. Hence, each developmental stage requires different approaches. This is illustrated by the strategies that are grounded in a longer-term developmental perspective (see figure 2). Effective prevention systems offer strategies that reach across the different periods of life.

Furthermore, prevention efforts can be carried out across many different settings (e.g., community, school or family settings). In successful prevention systems, the interventions and policies are not limited to one setting, such as the education sector, but are delivered across the various sectors of society by multiple different actors.

Prevention activities can be carried out at the universal, selective or indicated level, that is, they can either be targeted at populations at large, specific groups who show early signs of the problem behaviour, or individuals identified as having an elevated level of risk. A good prevention system encompasses all of these modalities, and each warrants different considerations. For example, at-risk youth might require more support to take part safely and contribute meaningfully, in order to minimize the dangers or risks of them reinforcing negative peer norms when engaging in prevention.

When working with youth, it is critical to consider any pre-existing prevention-related needs that high-risk youth may have. As a general rule, when working with youth, one should begin by being respectful, creating an environment in which they can freely share not only their ideas but their needs, which in turn can inform effective prevention efforts. Listening to young people when they convey what kind of support they need, as well as where and when they wish to receive it, to cope better can be a crucial step in developing accessible preventive activities with and for them.

Prevention is often delivered at the universal level, to populations at large, which some policymakers consider to be the most desirable or impactful approach. At the universal level, the targeted populations are inclusive, and although there may be youth among them with specific needs related to prevention, the primary aim is to strengthen a variety of individual and social supports, thus countering risk factors. It should be noted that effective prevention at the universal level may include interventions such as prenatal care classes that are inclusive of all pregnant women or skills-based education programmes for adolescents in a school setting. In both of these examples, the focus is not directly on substance use, although one of the intended outcomes is a decrease in future substance use.

V. What is participation?

Youth participation can be defined as the sustained and meaningful involvement of youth in an activity focused outside of themselves. In the context of substance use prevention, it can mean young people taking part in the processes of planning, initiating, implementing and evaluating prevention-related programmes, policies or discussions, such as serving on a prevention council or assisting in the development of a comprehensive approach to reducing underage drinking. It can happen at an individual, social or systemic level. The level of youth participation can range from serving as informants or recipients of the activities to having full decision-making power over the activities (see, for example, Centres of Excellence for Children's Well-Being, 2003; Pan-Canadian Joint Consortium for School Health, 2018; Pancer, Rose-Krasnor and Loiselle, 2002).

Participation can be described in different terms, and, from a more complex perspective, can be utilized in a variety of ways, depending on the context and discussion. "Engagement" is often used to refer to a two-way process that generates mutual benefits, such as a prevention activity carried out by or in collaboration with youth. "Involvement", on the other hand, may be used to refer to less active and autonomous roles, such as when youth are the target recipients or focus of prevention activities.

"Participation" is often used as an umbrella term to capture all the different dimensions of engaging or working with youth. It is used in this handbook to refer to the different ways to involve young people at the different stages of prevention activities, in a manner that enables them to be recognized, express themselves, learn and contribute to something larger than themselves.

A. Different levels and dimensions of participation

The engagement of youth is often conceptualized as a continuum from non-participation, where young people are manipulated or used as tokens, to full participation, where young people and adults share in decision-making equally. The levels of engagement on this continuum are illustrated in the ladder of participation model (Hart, 1992) (see figure 3).

Hart's model implies that some forms of youth participation might be non-productive and have unintended or even negative outcomes for the participating youth. It is important to reflect on the nature of the participation and make every effort to recognize and terminate such non-genuine forms of participation, which can include using youth only to gain publicity or buy-in or inviting youth to take part without transparently outlining the purpose and process. In contrast, the ladder model also implies that there is almost always potential for strengthening young people's involvement and sense of ownership.

Furthermore, the model provides an important tool for differentiating between different types and levels of participation. Different levels of participation require different levels of resources; typically, more intense participation requires more time from and support for the participating youth and other stakeholders. When setting the goals for and planning prevention activities, it is important to strategically establish realistic levels of youth participation without compromising the quality of the activities or the safety of the participating youth. To achieve genuine participation, it is essential to communicate transparently with the participating youth. Consider the answers to the following questions in advance:

- What are the possibilities for them to take part?
- What are the expected outcomes of the activity?
- What support is offered?
- What inputs are expected from them?

Figure 3
Ladder of participation

Roger Hart's Ladder of Participation

Rung 8 - Youth initiated shared decisions with adults: Youth-led activities which decision making is shared between youth and adults working as equal partners.

Rung 7 - Youth initated and directed: Youth-led activities with little input from adults.

Rung 6 - Adult initiated shared decisions with youth: Adult-led activities which decision making is shared with youth.

Rung 5 - Consulted and informed: adult-led activities, in which youth are consulted and informed about how their input wil be used and the outcomes of adult decisions.

Rung 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

Rung 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback

Rung 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

Rung 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Source: Adapted from Hart (1992).

An alternative way of conceptualizing what meaningful, or genuine, participation looks like is to divide the participation into a cognitive component (such as learning), an affective component (such as deriving pleasure from the participation) and a behavioural component (such as spending time in realizing activities) (Pancer, Rose-Krasnor and Loiselle, 2002). In addition, it is often suggested that yet another dimension central to making participation rewarding is the opportunity to contribute to and have a positive influence on something larger than oneself (Centres of Excellence for Children's Well-Being, 2003; Lerner and others, 2005). This is illustrated in figure 4 below.

Figure 4
The four dimensions of participation: cognitive, affective, behavioural and altruistic
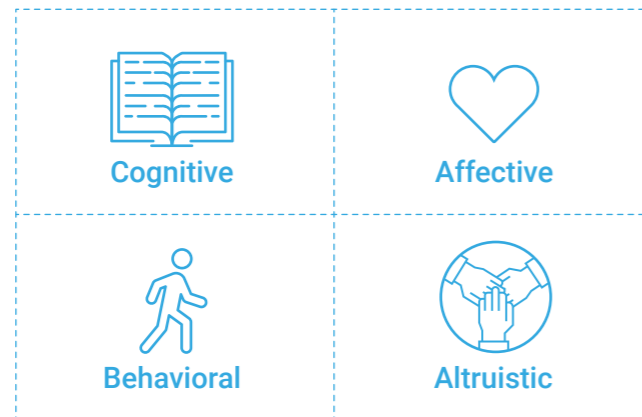
B. Value of participation in prevention

Connecting with and contributing to something larger than oneself can be a fundamental element in the successful development of a young person (Lerner and others, 2005). Participation, empowerment, and health and well-being are often seen as interconnected (Jennings and others, 2006). Substance use prevention has been conceptualized as supporting the socialization process, namely, the adaptation to active contributing roles within different family, education, leisure, work and societal communities (Kellam and others, 1975).

Conversely, facilitating active youth participation can support youth well-being and, simultaneously, also positive prevention outcomes. The literature on the positive youth development perspective offers one theoretical framework for facilitating the active engagement of youth in support of their general development and decreased substance use (Dell, 2013; Catalano and others, 2019). It offers a way to conceptualize and identify the various developmental assets of young people that can be supported with a view to sustaining their healthy and positive development. Its theoretical framework offers a tool for distinguishing the core dimensions of positive youth development that preventive activities can target: the assets, agency and contribution of, and enabling environments for, young people.

The model presented in figure 5 below offers a step-by-step approach for incorporating a healthy and positive development approach in prevention initiatives.

Figure 5
Logic model for impacting positive youth development
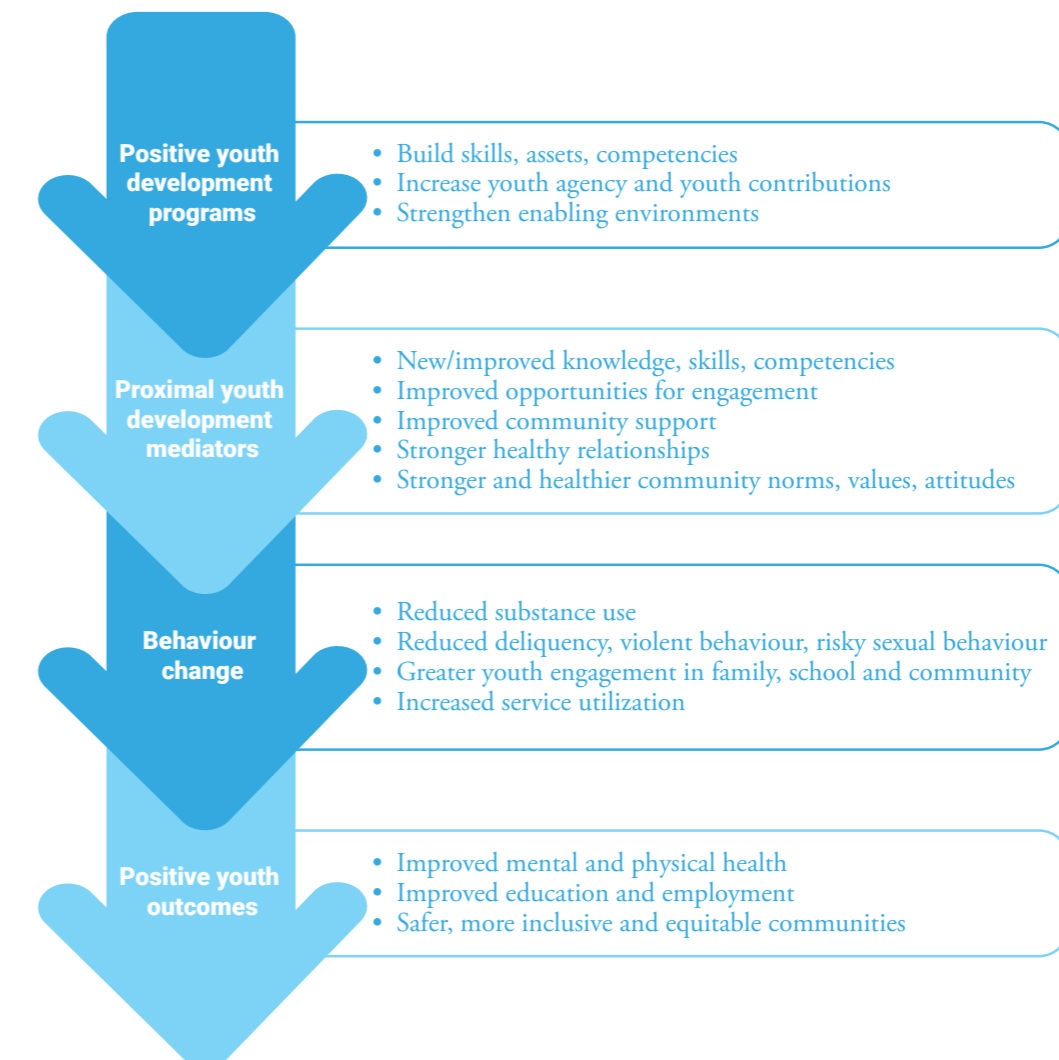
Source: Catalano and others, 2019.

Many programmes seek to engage youth actively by increasing their agency and in order to make an impact on the personal and environmental risk and protective factors, or "developmental assets", that are influencing their risk of experiencing harms arising from substance use (Bonell and others, 2016; Catalano and others, 2019).

However, there remains a lack of available research clarifying the essential components that bring forth the positive effects of such approaches. This may in part be due to the heterogeneity of positive youth development efforts and the varying quality of the evaluations conducted in that regard (Catalano and others, 2019; Greenwald and others, 2006; Bonell and others, 2016; Melendez-Torrez and others, 2016). The potential benefits of involving young people in prevention activities as youth service deliverers, and not only as beneficiaries, include improvements on indicators related to:

• Academic achievement
• Student engagement in school life
• School attendance
• Prosocial peer associations
• Emotional resiliency
• Alcohol and drug use
• Violence
• Teen pregnancy

The mechanisms through which participation leads to empowerment, health and well-being are manifold. Participation in social activities in general can provide possibilities to form positive relationships with peers and supportive adults (Camino, 2000). For example, young people can find opportunities to experience friendship, skills development, fun and pride in accomplishment (Poland, Tupker and Breland, 2002). Youth participation in programme design can increase the accessibility or relevance of prevention activities for the targeted youth (Dunne and others, 2017; Paterson and Panessa, 2008).

For a decision maker, supporting increased youth engagement can offer a means to increase the relevance of activities aimed at supporting the well-being of youth and preventing substance use among them. It can facilitate making the programmes more accessible, attractive and relevant to youth and harnessing the power of youth in advocating for policies and practices that support their well-being and take into account issues important to them. It can offer a way to nurture future leaders. Engaging youth in prevention can provide benefits not only to the participating youth but also to their peers and society at large.

C. How to enable successful youth participation across different levels and dimensions

Youth participation can take many different forms and no particular form is inherently optimal; the most effective and suitable roles for youth in a given situation must be determined on the basis of local needs and possibilities. The roles could range from youth being consulted, to youth controlling the entire process, with adults acting as supporters. Youth can participate in the design, delivery and evaluation of programmes and interventions seeking to prevent substance use among their peers or support positive youth development in general. At a more structural level, the roles for youth could relate to influencing national or local policies or community practices through formal channels such as advisory boards or youth councils, or through more informal channels such as community efforts centred around specific issues. These possible roles are discussed in more detail in section H below, in which concrete examples are provided in order to spark the imagination of persons wishing to create such opportunities.

Being clear about the scope and purpose of youth participation creates more realistic expectations among the participating youth, thus contributing to a more rewarding experience. Ensuring that the goals are realistic and achievable within the given time frame and resources is essential to achieving genuine participation. Communicating the goals to all stakeholders, and monitoring and evaluating the progress towards achieving them, followed by communicating successes or setbacks, are essential building blocks for facilitating sustained motivation and success in youth participation.

D. Match the level of participation to the available resources and organizational readiness

Youth participation can be a very valuable means for contributing to the achievement of prevention goals. In some instances, building possibilities and capacities for sustained participation can be a sufficient goal in and of itself, as the mere act of participating might be protective against substance use and other detrimental developmental outcomes. For example, schools that support prosocial behaviours and active student involvement typically have a lower prevalence of substance use, thus demonstrating that participation is protective. However, the full participation of youth does not always fit all goals or situations.

Working with youth directly can require significantly more time than working with professionals tasked with working for youth. Genuinely listening to youth or inviting them to participate in the agenda-setting and other stages of the work may create less predictable and less time-efficient processes than when limiting the input of youth or discouraging youth participation. Furthermore, more active forms of participation often warrant the provision of various forms of support for the participating youth (Poland, Tupker and Breland, 2002; Powers and Tiffany, 2006; Brady and others, 2018).

Thus, to identify the optimal and desired level of participation, it is critical to consider the resources available and to ensure that they are sustainable. Planning for more intensive participation than the resources allow poses the risk of raising unrealistic expectations among the participating youth. Moreover, intensive participation might require disproportional input from the participating youth, running the risk of exploiting their time and contribution. It might be helpful to remember that there are many options for a more limited scope of youth participation, one that is nevertheless valuable and that may be a better match for the youth and the organization. Often, informing the stakeholders affected by the given activity or policy and consulting them about their vested interests and opinions will in itself make a very important contribution to prevention planning.

E. Communicate expectations and possibilities transparently

Ethical youth engagement is transparent at all levels. All participants must be aware of the expectations and possibilities, including with regard to what level of youth participation can be supported, as well as what is expected from or offered to youth. It may be useful to use Hart's ladder of participation, discussed above, to assist in identifying the readiness and needs for youth participation in a given organization. Additionally, Shrier (2001) has suggested a set of questions, presented in annex I to this handbook, to determine the readiness to work with youth, analysing the following areas:

- The need to listen to youth
- The ability to enable youth to express themselves
- The desire to take the insights of youth into account
- The courage to involve youth in decision-making or to share power with them equally (Paterson and Panessa, 2008; Shrier, 2001)

Without the ability to listen to and take into account the views of youth, shared decision-making is not feasible.

F. Make youth participation accessible, safe and relevant

Creating an environment that considers, and ultimately values, the needs of youth is essential. Ensuring that the participating youth receive sufficient guidance and other support is important for ensuring that they have a meaningful and emotionally rewarding experience. Accessible, safe and meaningful youth participation is facilitated by taking the following measures:

- Enabling the transparent and well-justified sharing of power between the youth and the adults involved
- Providing opportunities to learn new skills and receive guidance
- Working in a structured environment according to a structured plan
- Engaging in activities that have a fair chance of making a positive impact on the community or target group
- Providing opportunities for active involvement, to optimize skill development and meaningful recognition of achievements
- Ensuring the provision of an accessible venue for meetings and activities
- Taking into account the needs of youth when considering issues such as timing and language
- Creating a friendly and welcoming atmosphere
- Considering providing support for transportation, meals and other expenses
- Proactively determining other needs of the participating youth by asking the youth themselves

Additionally, meaningful participation requires that sufficient time be allowed for planning, implementation, evaluation and achieving the expected outcomes. It may also require increasing the readiness of the adults initiating the activity, and of the organization within which they operate, to engage with the participating youth and recognize the value of their contribution. To create a welcoming atmosphere, it may help to focus on the strengths of the youth rather than focusing on their vulnerabilities, which would be less conducive to valuable participation.

When engaging with at-risk youth, or with youth experiencing marginalization, these considerations are particularly important. Such youth might require more support to enable them to fully participate. The risk of generating non-genuine participation might be even greater with them, as the participation might be more easily limited to mere attendance without the needed support, which explains why only occasionally involving at-risk youth has been criticized as tokenism (Paterson and Panessa, 2008). On the other hand, investment in genuine participation is readily justifiable, as the viewpoints and needs of at-risk or vulnerable youth are often less well represented in public discussions and planning related to services and prevention work.

It is important to recognize that youth participation, when not executed well, may have detrimental effects on the participating youth, and that at-risk youth might be particularly vulnerable to such iatrogenic effects (Ferreira, Azevedo and Meneses, 2012; Paterson and Panessa, 2008). For example, the possible needs for anonymity and confidentiality of at-risk or marginalized youth who do not wish to be "outed" to all parties is one important consideration to take into account in activities at the targeted or indicated level, as such participants might be stigmatized and labelled during, or as a result of, the selection process or their participation (Sorhaindo and others, 2016; Paterson and Panessa, 2008; Dunne and others, 2017).

To make the participation feasible and rewarding for all youth, it is important to intentionally plan ways in which youth can adapt their level of engagement and the intensity of their efforts according to their changing capabilities, resources and needs (Powers and Tiffany, 2006).

G. Select youth purposefully

When making decisions on which young people to invite as participants, it is important to take into consideration their suitability to the planned activity, the setting and the target population. Selecting youth that have already mastered essential skills needed in the planned activity can increase the likelihood of success. However, providing opportunities for young people who do not possess such skills can enable them to learn and develop new skills.

Often it is helpful if the participating youth are representative of the target population, although sometimes engaging role models, for example, slightly older or more accomplished youth, can be helpful for the prevention activity. The motivation of the participating youth can also be a crucial quality guiding the selection. Moreover, it is often possible to foster motivation, for example, by communicating effectively and in a welcoming manner and by providing capacity-building.

Selecting a diverse group of young people helps to ensure that different needs and perspectives are taken into account. In particular when planning for activities or services at the indicated or selected level, it can be beneficial to involve at-risk or marginalized youth, as their needs might not be as well recognized and met as those of their more well-off peers, and participation might be particularly important to them. Supportive relationships with adults and teens alike, and positive peer culture can be highly protective against substance use. For vulnerable youth, such positive relationships and opportunities for participation can be especially important (Saewyc and others, 2006; Dell, 2013; Maddahian, Newcomb and Bentler, 1988; Powers and Tiffany, 2006; Brady and others, 2018).

Working with vulnerable youth, however, will typically require planning for additional support and resources. Moreover, work with vulnerable groups that is not well managed might be more likely to result in unintended consequences, such as creating opportunities for learning negative peer norms, or poor values or coping strategies, or risking stigmatization and labelling during, or as a result of, the selection process, as discussed above. For example, some peer-led interventions in which the peer facilitators were already affiliated with substance-using peers or engaged in risky behaviours themselves have been found to encourage increased alcohol or tobacco use among high-risk groups (Emmers, Bekkering and Hannes, 2015; McArthur, 2015; Rorie and others, 2011; Sorhaindo and others, 2016; Paterson and Panessa, 2008; Dunne and others, 2017).

Thus, working with individuals or groups at heightened risk requires more careful consideration, and additional work must be done to ensure that they have enough support, are provided with well-structured activities and training, and are protected from any potentially negative outcomes, so that they can have a safe and rewarding experience. Engaging peer leaders in activities involving at-risk populations might not always be advisable, and policymakers are urged to closely monitor such activities for the reasons indicated above.

Identifying how to best involve youth, in ways that allow for matching the possibilities and needs of both the adults and the youth in the given situation, and that result in optimal roles across the project cycle and optimal intensity of participation, can hopefully be aided and inspired by the examples of the different roles for youth in substance use prevention outlined in section H below. It discusses how youth can contribute at the different stages of programme planning, realization and evaluation, as well as to policymaking processes, within the field of substance use prevention.

It may be helpful for policymakers and community leaders to consider the following initial checklists when beginning to work with youth.

Assess your organization's readiness to meaningfully engage with youth:

✓ Available finances to support youth
✓ Available human resources to support youth
✓ Available time to include youth
✓ Readiness of your organization to foster youth participation
✓ Strategy has been determined in advance to structure youth participation

Effective prevention in evidence:

✓ The organization values substance use prevention

✓ There is a plan for prevention interventions based on science
✓ Prevention interventions match the setting and target group
✓ Prevention outcomes are clear and measurable

Meaningful youth engagement is the goal:

✓ Youth engagement matches your context and values
✓ Youth are recruited fairly with an appreciation of diversity and awareness of promoting non-stigmatizing selection
✓ Youth are capable and able to be successful in the assigned task – they are not "set up to fail"
✓ The tasks for youth are well defined and clearly communicated
✓ Expectations of youth are communicated in advance and agreed upon with the youth
✓ The youth will have the chance for a fun and emotionally rewarding experience
✓ Opportunities for skills development, learning and strengthening their assets
✓ Positive relationships with peers, with supportive adults
✓ Recognition of efforts, positive involvement, and progress and success, to foster pride in accomplishment
✓ Opportunities to support the well-being of peers and/or the community
✓ Considerations such as time, place, transportation and food are taken into account to support the youth

Support for youth is in place:

✓ Considerations have been made for safety and confidentiality, if necessary
✓ A staff member or other adult is assigned a mentoring or monitoring role in support of each young person
✓ Communication mechanisms have been established to convey ideas quickly and accurately
✓ Any consent forms required for underage youth are collected in advance of their participation
✓ In a transparent meeting, ground rules and expectations are conveyed to the youth prior to their commitment of time and energy
✓ Capacity-building for adults, including staff, parents, volunteers and guardians, is conducted
✓ Possibilities to adapt the level of engagement
✓ Welcoming atmosphere and language

H. Youth participation in the different stages of prevention programming and policymaking

Substance use prevention can be strengthened by involving youth at the different stages of programme planning, realization and evaluation, as well by engaging with and empowering youth in the context of creating change at the policy level.

Figure 6
The different stages of prevention-related programming in which youth can play a valuable role.
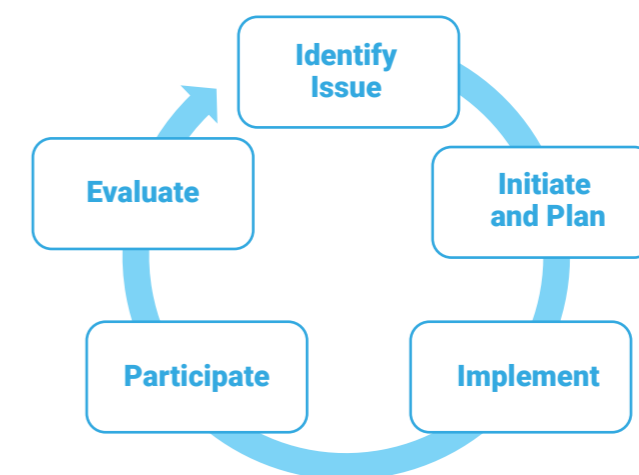
1. Identify the issue: data collection and analysis for identifying needs and possibilities

Prevention programmes and policies should address the specific, modifiable risk and protective factors identified in the target setting through evidence-based strategies (Hawkins, Catalano and Arthur, 2002). Obtaining an accurate understanding of the factors behind substance use is the foundation of an effective preventive response. Identifying the resources, including the potential stakeholders available in the given community and their readiness, is another crucial step in planning sustainable and potentially efficacious prevention activities.

Youth can play a valuable role in identifying the needs and possibilities for prevention in their communities. Often, they have access to subpopulations and thus can offer perspectives that would be hard to gain without their involvement. Their participation can also lay a foundation for planning activities that are appealing and accessible to their peers. Moreover, youth participation can facilitate building readiness among other youth to engage in various roles in prevention.

Actively seeking to listen to the youth is especially important when targeting minority groups that may have unique needs and be at higher risk owing to their levels of poverty, social or cultural isolation or marginalization. For example, youth may have insights into the ways in which issues related to language, culture, gender, sexuality, mental health or drug use status have an impact on their peers. Participating youth should be encouraged to identify needs that might not otherwise be readily recognized and to call for diverse preventive and supportive activities. In some situations, merely being a young person might contribute to being in a compromised situation and not having power over one's own decisions and the conditions that affect one's life.

There are many tools to aid the assessment process and youth can play a role in each stage of the process (see, for example, UNODC, 2017). Youth participation in programme identification and development can range from "light" roles such as serving as informants, answering surveys or taking part in focus group discussions. Youth may also act as primary decision makers, steering the entire process (Dunne and others, 2017).

The available tools typically offer guidance for assessing the following:

- Substance use patterns and locations and the populations using the substances
- Factors contributing to such use and to its negative outcomes
- The existing prevention response and possible gaps in it
- Resources, including available guidance or tools for evidence-based prevention programming
- Potential stakeholders and their readiness to engage in prevention activities

2. Initiate a plan based on evidence of what works

The assessment of needs often continues by prioritizing the identified issues and determining the preferred interventions that would have an impact on those issues. Inviting youth to take part in this process is an excellent way to build ownership and readiness to act among them. Carrying out the planning with youth, rather than only for them, can offer valuable insights. The participation of youth can help to develop programmes that are more responsive to the group's needs, reflect the prevailing community culture and achieve greater participation and buy-in (UNODC, 2017; Paterson and Panessa, 2008).

The planning often starts by building a logic model that outlines the outcomes, as well as the local modifiable risks and protective factors contributing to those outcomes, that have been identified during the assessment and that the planned activities will target directly. To truly be able to have an impact on the most important factors identified relating to substance use in the given setting, it is essential to base the planning on evidence of what works. Planning the activities poorly will risk not only wasting the scarce resources on ineffective activities but also producing unintended and possibly negative outcomes, such as increased stigma, increased curiosity about and experimentation with substance use and the weakened credibility of future prevention efforts.

Evidence-based approaches are outlined in the publications International Standards on Drug Use Prevention (UNODC and WHO, 2018), and European Prevention Curriculum: A Handbook for Decision-Makers, Opinion-Makers and Policy-Makers in Science-Based Prevention of Substance Use (European Monitoring Centre for Drugs and Drug Addiction, 2019) and in registries of existing evidence-based programmes, such as Blueprints for Healthy Youth Development. There are several ways to approach selecting the best prevention interventions, including by considering the risk and/or protective factors under focus, as well as the age of the target population and the setting where the activities could take place, as helpful parameters to start with. It is also helpful to identify a strategy that fits the needs, priorities and resources in the given context.

Young people can contribute to the planning process by offering their unique perspective and understanding of how to engage other youth. For example, their contribution can be helpful in enlivening educational and communication materials with relevant case studies and examples (Poland, Tupker and Breland, 2002; Paterson and Panessa, 2008).

While adapting an existing programme to the realities of a given context may be more cost-effective than developing and testing a new programme, an evaluation must nevertheless be carried out to ensure that the adaptation has not negatively impacted the anticipated outcomes. Adapting the activities to fit the given setting is elemental in implementing them effectively (Center for Substance Abuse Prevention, 2002). Youth can play a role in adapting activities to make them more relevant to their experiences, such as by ensuring that the activities are carried out in a language familiar to them and are generally accessible to them. For example, youth were successfully involved in the adaptation of a brief intervention targeting drug-using homeless youth (Baer, Peterson and Wells, 2004), a life skills-based school programme aimed at disadvantaged minority youth (Botvin and others, 2001) and a family skills programme in Thailand (see the case study below).

Case study: cultural adaptation, implementation and evaluation of a family skills programme in Thailand involving the active participation of youth

Schools and Families Together is a family skills programme aimed at substance use prevention that has been successfully implemented in various contexts across different continents. It consists of 14 lessons, each of which includes separate sessions for the participating parents and youth, followed by sessions for the families as a whole. During the lessons, families have the opportunity to practice and reflect on a wide variety of parenting and life skills and to discuss topics important for their family life. The programme is targeted at the families of young people between the ages of 12 and 16.

In 2016, the UNODC Youth Initiative supported a project to test the programme. The project involved high-school students and their English teachers working together to translate the English-language programme manuals into Thai, to adapt the contents of the programme and, finally, to test the programme's feasibility in the context of Thai high schools.

The programme director, teams of students and teachers, and the Bang Kapi School Foundation worked collaboratively across all phases of the project, and it was estimated in the end that 30–40 per cent of the programme activities across the planning, adaptation, implementation and evaluation stages had been carried out by the students, most importantly during the translation and adaptation stages. The students also played a major role in communicating about the programme and its results to potential participants and other stakeholders.

In practice, it had been challenging for the students to translate the manuals with sufficient accuracy, thus the plan was changed so that the students could take a more active role in ensuring that the content, including its examples and language, was relatable and interesting for Thai youth. All 14 lessons of the three respective manuals for use by parents and adolescents and in family skills training sessions were translated by professional translators and then reviewed by the student participants. The students also created graphics, cartoons and pictures for the manuals.

Students participated in the training workshops for trainers of the programme alongside adult professionals. They also took part in the recruitment of 37 participant families (out of which 72 per cent completed the entire programme and its evaluations). In addition, they created and maintained a Facebook page for the project, on which they shared pictures and updates on the programme activities and their outcomes.

The parents reported improvements over the four-month programme in terms of family resilience, cohesion and communication, as well as parenting skills. Improvements were also observed in relation to attention problems, aggression, depression and social skills among the participating youth.

3. Implement the strategy, plan or activities

Implementation is often a motivating stage for the youth to take part in. Also, from the viewpoint of the youth receiving the activity, activities delivered by peers can increase the perceived credibility of the message and its relatability. For example, well-trained youth can successfully deliver educational programmes in schools and recreational settings and elsewhere in the community to younger children (O'Donnell, Michalak and Ames, 1997) or to their peers (Emmers, Bekkering and Hannes, 2015; Cuijpers, 2002; McArthur, 2015). Other good examples can be found in relation to tobacco prevention and cessation support delivered by youth to their peers (Audrey, Holliday and Campbell, 2006).

Youth can also play an invaluable role in supporting recruitment and outreach efforts. For example, for indicated-level prevention programmes and related services, they can assist in recruiting at-risk peers and help to lower the barriers faced by their peers in accessing such services and programmes (Dunne and others, 2017; McCambridge and Strang, 2004; Mardsen and others, 2006). These barriers are especially likely to occur at the selective and indicated levels, when the targeted youth or their families may be influenced by substance use or mental health issues or other potentially marginalizing or stigmatizing issues, which makes a well-functioning approach to recruitment particularly valuable.

Case study: outreach for a brief intervention in Uganda – the Line Up, Live Up sports programme

Line Up, Live Up is an evidence-informed life skills training programme developed by UNODC that is focused on sports settings. It is aimed at providing easily implementable tools for integrating life skills training into the context of organized sports, and seeks to prevent violence and other risky behaviours, including substance use, among the participating youth.

In Uganda, the programme has been implemented with the support of the Ministry of Education and Sports and the non-governmental organization Uganda Youth Development Link and has not only involved youth as the recipients of the programme, but also engaged youth in the planning, delivery and evaluation of the activities. Community-based recreational sports were used as a setting to reach the youth that are most at risk and equip them with valuable life skills, such as resisting social pressures, coping with anxiety and communicating effectively with peers.

The goal was to prevent crime and the use of drugs among youth by increasing knowledge of, and changing attitudes towards, drugs, criminality and violence. The programme consisted of short sessions that integrated social skills development with physical activities (e.g., playing football), which were delivered during longer sport training sessions. The programme included the following topics:

- Goal-setting
- Taking control of impulses in risk situations
- Cherishing strength and learning from our mistakes
- Respecting and embracing equality
- How peer pressure can lead you to harm your body
- Protecting oneself against more than one risk
- Correcting wrong perceptions
- Dynamics of group attachment
- Giving and asking for help
- Taking steps to reach your goal

The activities started in October 2018 and a total of 445 at-risk young people took part in the activities, which were delivered by youth volunteers working with the organization. The overall impact and results of the programme were being evaluated, with the involvement of youth, at the time of writing of this handbook. Promising data indicate that 96 per cent of the participants reported positive changes; among the testimonies received from the participating youth were the following:

"I have learned refusal skills, for example, saying 'no' to peer pressure". (Jona, 17 years old)

"I benefited a lot from session three (on strength); because I had low self-esteem, since most people around me used to say that I was a failure and couldn't do anything for myself, but when I passed the ball and scored and got hugged, I felt like a winner". (Sarah, 15 years old)

4. Monitor and evaluate the results of the activities

When engaging with youth in prevention, it is important to acknowledge their role as invaluable informants in the evaluation process. They can provide feedback and insights on programme implementation, relevance, fidelity, satisfaction and effectiveness, as well as on ways to enhance engagement, reach and sustainability. They can also engage in formative research on the tools used with the target group in order to make those tools as effective and fit for their audience as possible.

Youth can be engaged to provide such information through surveys, focus groups, observer's notes or session evaluation forms, artistic contributions and informal discussions, among many other means.

Furthermore, if sufficient support is available, youth can actively participate not only in the collection and analysis of such data, but also in the planning and steering of the entire evaluation process.

When engaging in research with youth, it is helpful to emphasize that their performance is not under scrutiny, but rather the intention is to have their participation guide the adults towards providing better structures and possibilities for effective activities that engage youth (Poland, Tupker and Breland, 2002). The overall focus should be on establishing a good rapport with the involved youth, creating a sense of being vested in the project, and enabling the youth to contribute to and facilitate good data quality (Poland, Tupker and Breland, 2002). Finally, involving youth in the communication of the evaluation results can bring significant power to the message and can also help the participating youth feel and make themselves heard (Poland, Tupker and Breland, 2002).

Evaluation done in the context of assessing the outcomes of the activities can be a good starting point for starting a new project cycle and for revising the activities or planning for new ones, serving as an opportunity to bridge the assessment of the outcomes with the assessment of new needs and possibilities for action.

Youth can also be engaged in research beyond evaluating the outcomes and reach of the programme. Research can be a medium for identifying issues, building motivation for change, and for mobilization and empowerment. Participatory research offers an approach and tool set for research based on empowering the research subjects – in the context of this discussion, young people – to use research as a vehicle for making their needs and the structural issues impacting them visible and heard, and for change. Participatory research in collaboration with youth can be an effective means to mobilize them and bring about behavioural, social and political change (Powers and Tiffany, 2006). Among the core elements of participatory research are close collaboration with the researcher and research subjects, reciprocity in their interactions, an educational orientation, and an emphasis on taking and spurring action and recognizing the politicized links between knowledge and power (Poland, Tupker and Breland, 2002). Young people can design data collection tools, participate in the analysis and interpretation of data, and participate in reporting and disseminating the results (Brady and others, 2018).

Case study: Communities that Care

Communities that Care (CTC) (www.communitiesthatcare.net) is an example of how youth can be involved in all stages of the prevention process. CTC is an evidence-based preventive system that has been rigorously evaluated and found to be effective in promoting youth well-being and preventing problem behaviours such as substance use (European Monitoring Centre for Drugs and Drug Addiction, 2017; Hawkins and others, 2014; Oesterle and others, 2018). It uses a public health approach to prevention, aiming to reduce risk factors that predict substance use and increase protective factors that promote positive development. Youth participation and involvement is encouraged and fostered at each stage of the CTC process. For example, youth representatives are invited to join adults in their community in forming a prevention coalition that guides local prevention efforts; youth complete a survey that measures risk and protective factors in the community (see www.communitiesthatcare.net/userfiles/files/2014CTCYS.pdf), and data from the survey are used to make decisions about prevention priorities and to target areas for intervention. Youth are also invited to participate in the selection of specific evidence-based programmes that align with local needs (using, for example, the online registry Blueprints for Healthy Youth Development (www.blueprintsprograms.org)), and they may also participate in the implementation and monitoring of such programmes. Youth are often programme participants, but may also be involved in the delivery, for example, in peer tutoring and mentoring programmes.

CTC includes youth in a manner that offers opportunities for them to be involved in prosocial activities in the community, helps them develop new skills and provides them with recognition for their efforts and achievements. Participating youth have the opportunity to bond with adults and peers who model clear standards and healthy behaviours, such as avoiding substance use (see www.communitiesthatcare.net/how-ctc-works/social-development-strategy).

It takes skill, and sometimes even training, on the part of adults to learn how to involve young people in meaningful ways. Some CTC coalitions in the State of Colorado, United States, have recently decided to implement "implicit bias" training for their adult members in order to combat ageism and learn how to work inclusively with youth.

The level and specific form of youth involvement differs from one CTC community to another. One successful example is from a United States community that used the photovoice methodology to engage youth in assessing adolescent substance use. Using an intentional and planned method that involved youth taking photographs and creating captions, youth were able to reflect their community's strengths and concerns regarding substance abuse, address the question of what contributes to adolescents' decisions to use drugs and present a compelling argument for action (Brazg and others, 2010).

I. Youth participation in different prevention settings

In an ideal situation, youth participate in and receive prevention interventions that positively support their development in different settings and from different sources across the different periods of their development. Families, schools, recreational settings and online environments are all examples of optimal settings for youth to reach out to their peers with prevention interventions and messages. The present section highlights some possibilities for and examples of youth participation in the context of drug prevention strategies in different settings. As discussed previously, strategies that target children, even before they are born, have been found to be effective. As this handbook is focused on youth, only strategies targeting children and youth from early adolescence onwards are discussed.

1. Schools

Schools are among the most common settings for substance use prevention efforts. The education sector has the capability to reach entire cohorts and to bring together many different community stakeholders, including school personnel, students, families, health and social care actors, and representatives of civil society. There are also important synergies between the academic goals of a school and prevention programmes, given that the latter have the power to support school attainment, classroom functioning or other aspects of school functioning while preventing risky behaviours (UNODC, 2013; United Nations Educational, Scientific and Cultural Organization (UNESCO), 2017).

At the level of the classroom, programmes can prevent substance use by supporting classroom functioning and the socialization of the students during their first school years; supporting the development of social, emotional and decision-making skills and providing opportunities to practice these skills in the context of substance use-related issues; and helping youth understand and resist negative social influences. In general, programmes that are interactive and grounded in the active participation of students are effective in preventing substance use, whereas programmes focusing only on delivering information are not (UNODC, 2013). Classroom-based prevention programmes can be facilitated by peers and adults alike, as long as the facilitators are well trained and the programmes are structured and based on evidence (McArthur, 2015; Norberg, Kezelman and Lim-Howe, 2013; Emmers, Bekkering and Hannes, 2015). Peer leaders are mostly recommended for universal-level programmes, as working with at-risk youth requires more caution in the selection and training of the youth leaders and in structuring the programme.

At the level of school culture and policies, developing a positive school culture that encourages prosocial behaviours and the active participation of students in school life, and developing clear substance use norms and policies and supportive practices to address any possible incidents of substance use or mental health-related issues can contribute to substance use prevention (Fletcher, Bonell and Hargreaves, 2008; Hodder and others, 2017; UNODC, 2013). In this context, youth have a valuable role to play as well, as successful school policies on substance use are typically developed with the participation of all stakeholders, including students, and are enforced systematically.

In tertiary education (comprising universities, colleges and vocational schools), addressing school policies and culture, altering the environment through social marketing campaigns and providing brief interventions can prevent substance use, and student participation in the planning, targeting, delivery and marketing of such interventions can also be valuable.

Across these different forms of school-based prevention, youth involvement is not limited to the possible roles they can play in delivering and supporting the interventions. As the approaches taken are typically interactive, the active involvement of youth as recipients is often an essential feature of effective programmes. Moreover, school attachment and active student participation are associated with positive development and a lesser risk of substance use; therefore, supporting positive bonding to school and active participation in school life is good prevention in itself (UNODC, 2013; UNESCO, 2017).

2. Family

Families represent one of the most powerful socialization agents across cultures, and thus serve as essential settings for prevention efforts. Supporting parenting skills and family functioning prevents substance use and other risky behaviours (UNODC, 2013). Youth can be involved in prevention programming in the context of families, for example, during the planning and adaptation phases. Typically, such programmes centre around parents practising and developing their parenting skills, thus, in the vast majority of cases, the programmes are delivered by trained adults. However, the following case study presents a model in which young university students are involved in family skills prevention programmes.

Case study: training university students to deliver an evidence-based family skills prevention programme

A project on engaging youth as active prevention agents was established by the Social and Educational Training and Research Group of the University of the Balearic Islands in Spain to explore the potential of young university students to participate in providing evidence-based prevention activities for young people. A total of 75 third-year students in the Social Education degree programme were involved in the study; 38 of them took part in in-person teaching, 37 took part in online teaching, and 46 of them comprised a control group that only took the assessment exams.

Students completed the training programme on the Spanish-language version of the Strengthening Families Programme for adolescents between the ages of 12 and 16. The training was practically the same as that received by qualified professionals, and included lectures, group work, discussions and role-play, lasting altogether 14 hours.

The learning outcomes were evaluated using pre- and post-session measurements assessing professional competencies (utilizing the Evidence-based Practice Attitude Scale (Aarons and others, 2010); a programme knowledge questionnaire; and descriptive questions assessing the level of satisfaction. In addition, at the end of the training, in-depth personal interviews were conducted. The aims were to document the feasibility of employing students with no prior professional working experience to deliver family skills programmes, and to determine the optimal student group to engage in such activities.

Upon completion of the training and evaluation, the students were provided with certificates qualifying them to deliver the programme. It should be noted that evaluation of the impact of the programme, including consideration of potential resulting changes in risky behaviour, is ongoing.

3. Media and online environments

Media campaigns, including campaigns involving social media, when executed well, can positively contribute to the prevention of substance use. However, a careful approach is needed, as there are many examples of unsuccessful campaigns. The effective use of media requires a solid theoretical basis, targeting precisely defined groups, achieving adequate exposure, testing the messages thoroughly while developing them and evaluating the campaign, as well as, in many cases, connecting with other evidence-based prevention efforts. The content may be aimed at changing the norms and culture around substance use, offering concrete suggestions for avoiding risky behaviours, educating people on the consequences of substance use or educating parents on how to better support their children (UNODC, 2013).

Youth have many roles to play in the context of media and online environments, from identifying the issues and developing the messages to testing, disseminating and evaluating them. Testing the developed messages thoroughly with the target group during formative research should be a core component of all media campaigns, and youth participation in this role should constitute the minimum level of youth participation in any campaign targeting youth.

As effective campaigns are grounded in scientific theories of persuasion and behavioural change, as well as scientific evaluations, there is a need to balance the roles of the contributing youth with those of other stakeholders. When executed poorly, there is a risk of tokenism, whereby youth voices are used to get attention even though there is no real capacity to achieve the promised prevention outcomes or no effort to transparently communicate the actual aims and outcomes to the participating youth.

Social media and other electronic platforms are very popular and can offer possibilities to reach young people, and even to target messages to very specific groups among them. No matter what media vehicle is being utilized, care needs to be taken to ensure that strategic and targeted prevention messages are disseminated.

Besides utilizing media for messages aimed at changing individuals' health behaviours, media campaigns can be used to support changes in policies and governmental structures relating to prevention. The main goals of such campaigns are typically to change the perceptions and motivations of decision makers, generate public discussion and mobilize people to support the cause. It is important to remain conscious of how power is shared and who controls the messages, so that youth are engaged in amplifying their own responsible voices and appropriate prevention messages rather than merely an agenda set solely by adults.

In addition, it is important to note that exposure to media, and in particular, to popular culture (e.g., celebrities, films and music), can strongly influence the adoption of risky behaviours among youth, including substance use. Banning all marketing of licit substances across the different forms of media has been explored as one component of a multifaceted approach to preventing the use of licit substances. This is a difficult strategy to impose and monitor, as media producers generally promote substance use in more subtle ways, such as through product placement. Approaching the regulatory bodies that govern the media industry and engaging them in substance use prevention messaging may be one way to address this issue.

Case study: truth® campaign

Launched in 2000, truth® is the largest national youth smoking prevention campaign in the United States. Its objective is to change social norms and reduce smoking among teenagers aged 12 to 17. The campaign focuses very specifically on teenagers, in particular those with a propensity towards sensation seeking and those who are open to smoking.

The campaign exposes the tactics of the tobacco industry and disseminates facts on addiction, the health and social consequences of smoking, and the tobacco industry and its products, thus enabling teens to make informed choices with regard to tobacco use. It features advertising, a website, social networking sites and interactive elements, events, and grassroots outreach through summer and autumn tours.

From its beginning, young people were involved in all aspects of the campaign. Prior to its launch, the campaign convened a summit involving 600 middle-school and high-school students in order to obtain their insights into the direction the effort should take and to brainstorm approaches that would be effective among young people. The summit became an annual event and a youth board was created to steer the campaign. Furthermore, a public relations agency was hired not only to execute the campaign's media relations activities but also to coordinate youth activism and support the local grassroots activities of participating youth. One of the many methods of engaging with youth was the Outbreak Tour, a travelling entourage including disc jockeys, games, a lounge area and a variety of trendsetters as "ambassadors" to counteract the promotional efforts of tobacco companies and interact with youth.

It was estimated that, in its first four years, the truth® campaign prevented 450,000 young people from smoking and, in its first two years, saved as much as $5.4 billion in terms of prevented medical care costs (Allen and others, 2009; WHO, 2008; Farelly and others, 2009; National Social Marketing Centre, 2019).

4. Youth voices in political processes, governmental structures and public discussions

In addition to facilitating youth participation in initiating and realizing prevention-related projects and programmes across the different settings, the potential of youth to contribute to larger policy reforms and public discussion should be supported. This can take many different forms.

Youth participation can be channelled through issue-based advocacy or through institutional participation (Stoneman, 2002). There are many good examples of viable channels for policymakers to strengthen the substance use prevention field by increasing the engagement and empowerment of youth. Efforts to increase both engagement and empowerment can take place at the very local level, for example, in schools and local clubs or other organizations, or at the regional, national or global level. Involving youth in increasing the visibility of particular issues typically requires external support, such as transportation for youth to attend meetings held during after-work hours. Additionally, youth need clear and transparent expectations, goals and objectives to guide their participation.

In addition to actions addressing particular issues, creating structures and opportunities for institutional participation should be on the agenda of prevention systems. Many opportunities exist for youth to influence prevention-related policies and activities as participants in steering groups and other advisory bodies. These types of advisory roles may be encountered across the different levels and sectors and should be open to youth.

However, creating participation opportunities that are rewarding for the participating youth and that contribute to achieving the institutional outcomes that the youth have been invited to support does not always happen fast or by itself. Education and other support, both for the youth invited to take part as well as for the adults, are required to create an environment conducive to patience and change.

Case study: enforcing the implementation of local alcohol policy with the support of students in the Local Alcohol, Tobacco and Gambling Policy Model of Finland

The Local Alcohol, Tobacco and Gambling Policy Model (PAKKA) is a model for community action, tailored to the Finnish context and aimed at preventing harm from substance use, smoking and gambling through local cooperation. The focus is on the availability of alcohol, tobacco and slot machines. Activities are focused on situations where youth under the age of 18 have access to alcohol, tobacco or slot machines and where alcoholic beverages are sold or served to intoxicated people or minors.

The PAKKA model brings together key actors in the community, including public authorities, economic operators, young people, parents and the media, to pool their expertise with a view to reducing harm in the community. The development of the model started in 2004 as a project focused on local alcohol policy in pilot communities, but the project has developed into a national-level programme that has been implemented in the majority of communities and has indirectly benefited more 2.7 million individuals out of a population of 5 million.

The activities include, for example, local work groups to coordinate the work among private and public sector entities, "mystery shopping" to test the enforcement of age-limit controls, the training of retailers and restaurant personnel, awareness-raising campaigns and school activities. The activities are tailored by the local steering groups to meet local needs. Young people typically participate in the steering groups and contribute, for example, to efforts to raise awareness or reach parents using messages communicating the beneficial outcomes of enforcing the alcohol and gambling laws. Young people are always involved in the "mystery shopping". Compensation in the form of a small monetary award is paid to students just over the age of 18 who, dressed as younger youth, conduct checks on compliance with the laws on serving alcohol to minors.

The quasi-experimental evaluations of the model have shown reductions in alcohol availability among minors and among intoxicated customers of entertainment venues as a result of the intervention. Furthermore, an increase in abstinence among underage youth, as well as some positive changes in attitudes and knowledge about age-limit controls have been documented (Holmila and Warpenius, 2012).

5. Communities and prevention systems as a whole

At the level of communities, different interventions are carried out in different settings within a community and must be supported by mobilizing the community. By engaging the various stakeholders, collecting local data to identify the factors contributing to substance use and related problems, assessing other needs and resources, including those of the stakeholders, and basing the planning on the collected data, the effective uptake, implementation and sustainability of prevention interventions can be supported (UNODC and WHO, 2018). Community-based initiatives have multiple components, and those that have been found to be effective typically sustain the activities over a longer period of time, engage research institutions, and provide adequate training and resources (UNODC, 2013). As these community initiatives are typically aimed at preventing substance use among youth and engaging relevant stakeholders, they almost always involve the engagement of youth.

Just as at the level of communities, at the wider regional and national levels, good prevention systems are well coordinated, engaging the different stakeholders, and are implemented across different relevant governmental sectors. Similarly, at the system level, effective prevention is always based on good-quality data, as well as on analysis of the local factors contributing to substance use, and requires continuous monitoring and evaluation. Most importantly, good prevention practices are based on evidence of what works in preventing substance use. Coordinating the work well, and sustaining it in the long run, are additional building blocks of a good prevention system.

Engaging all the relevant stakeholders in supporting effective planning eliminates overlaps and addresses gaps in the planning. The involvement of stakeholders ensures a good fit to the local context, buy-in of the prevention activities and the sustainability of prevention programming. In this context, inviting and empowering youth to take part at different levels and stages of prevention programming and policymaking contributes to the effectiveness of a prevention system.

VI. Conclusion: enabling and encouraging youth participation in substance use prevention

This handbook, designed to guide policymakers in supporting youth participation in substance use prevention efforts, builds on other existing guidance on how to encourage youth participation in health promotion contexts, such as the guidance produced by the Pan-Canadian Joint Consortium for School Health (2018) and by the South Australian Government (2016). It also strongly reflects the experiences of the youth that were involved in its production, who summarized the dos and don'ts in facilitating youth participation in prevention that were developed by the participants in the Youth Forum in 2019 (see annex II).

This handbook offers guidance for creating more opportunities for youth to take part in substance use prevention interventions that genuinely support the well-being of the targeted youth while also benefiting the youth taking part in their planning, delivery and evaluation. As discussed throughout the handbook, effective substance use prevention, as well as genuine youth participation, has positive outcomes for all parties. Although resources are required, it is not only feasible but beneficial to create possibilities for active and meaningful youth participation.
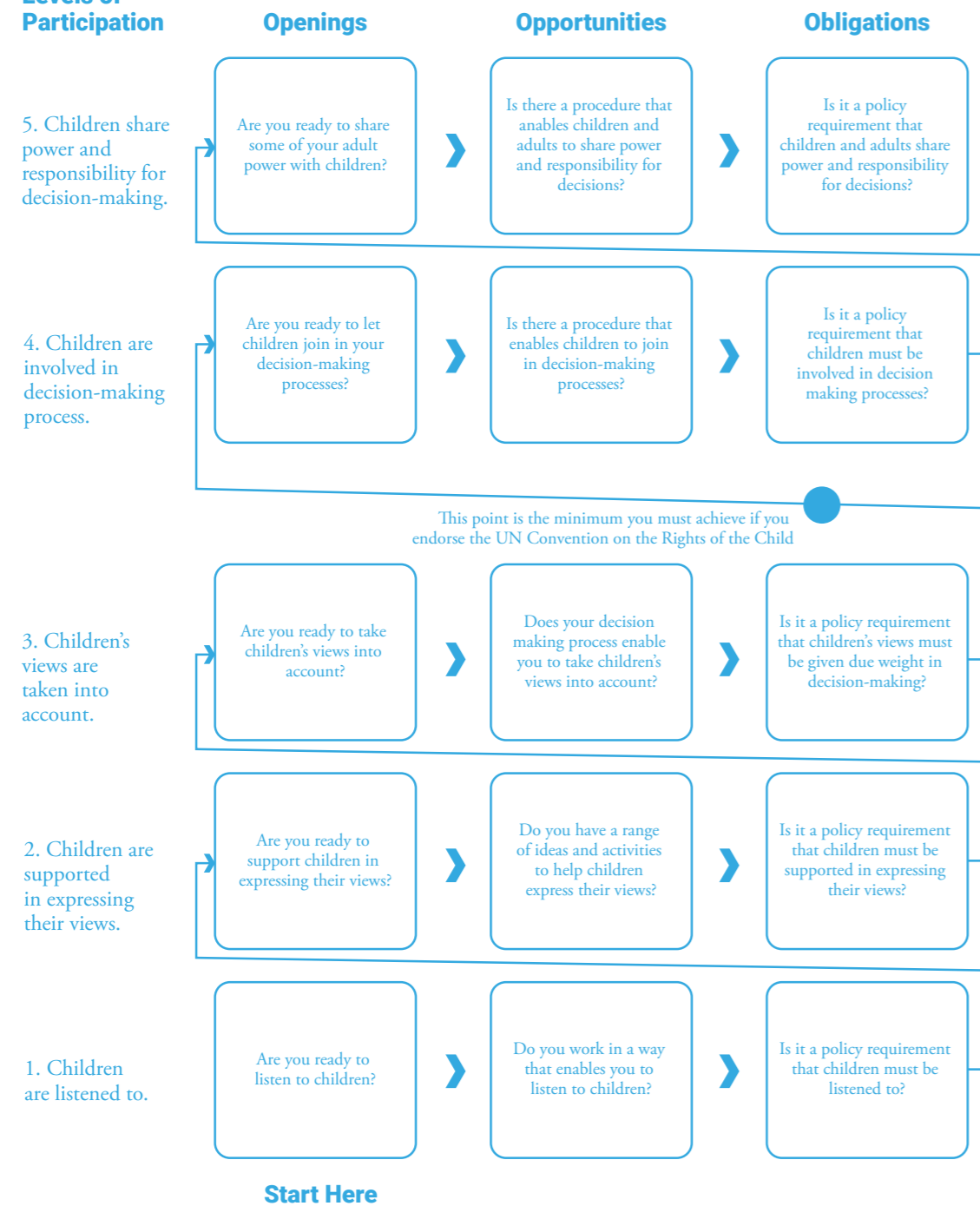
Thus, seeking to generate the maximum level of participation that current resources allow and striving to implement evidence-based prevention programmes that benefit from youth participation are strongly recommended. Above all, there must be an ethical commitment to making things better for youth and to avoiding the generation of unintended negative consequences or iatrogenic effects. It is essential that policymakers do not compromise high-quality or evidence-informed prevention interventions just to involve youth. Youth participation should be considered an enhancement to an existing evidence-based and comprehensive approach to prevention.

The key messages for any decision maker involved in supporting well-being or substance use prevention among youth include the following:

- When creating policies that have an impact on young persons, let their voices be heard!
- When creating any policies, assess and consider the potential impact on health and youth.
- Assess the organization's readiness to determine how the political, legal and administrative structures enable youth participation and ensure rights to it, and assess the economic and social conditions enabling youth to exercise their right to participate.
- When accepting funding, know what it is tied to. For example, funding provided by tobacco and alcohol industries should be carefully considered before being accepted for prevention uses.
- Foster cultural shifts and the use of tools and capacity-building in supporting efforts by adult stakeholders to enable and recognize the value of youth.
- Create concrete organizational structures and provide resources for youth participation.
- Select youth participants that fit the planned activity and its targets, and, in that connection, ensure diversity, use relatable youth leaders, create contexts for positive peer learning and ensure the safety of the participating youth.
- Transparently communicate the expectations and possibilities of participation, and when asking youth to contribute, make sure their contributions can and will be taken into account.
- To allow for successes, plan activities that are based on evidence and well-suited to the particular context and that respect cultural adaptations, and avoid disjointed or non-strategic activities.
- Ensure that the activities have a chance to achieve positive and meaningful outcomes for the targeted and participating youth alike.

Annex I

Levels of Participation

	Openings	Opportunities	Obligations
5. Children share power and responsibility for decision-making.	Are you ready to share some of your adult power with children?	Is there a procedure that enables children and adults to share power and responsibility for decisions?	Is it a policy requirement that children and adults share power and responsibility for decisions?
4. Children are involved in decision-making process.	Are you ready to let children join in your decision-making processes?	Is there a procedure that enables children to join in decision-making processes?	Is it a policy requirement that children must be involved in decision making processes?

This point is the minimum you must achieve if you endorse the UN Convention on the Rights of the Child

	Openings	Opportunities	Obligations
3. Children's views are taken into account.	Are you ready to take children's views into account?	Does your decision making process enable you to take children's views into account?	Is it a policy requirement that children's views must be given due weight in decision-making?
2. Children are supported in expressing their views.	Are you ready to support children in expressing their views?	Do you have a range of ideas and activities to help children express their views?	Is it a policy requirement that children must be supported in expressing their views?
1. Children are listened to.	Are you ready to listen to children?	Do you work in a way that enables you to listen to children?	Is it a policy requirement that children must be listened to?

Start Here

Questions to determine the readiness to work with youth

Annex II

Recommendations from youth on facilitating youth participation in substance use prevention

The following recommendations on possible ways to create meaningful youth participation in substance use prevention are based on the experiences of the youth participants in the Youth Forum in 2019 (as prioritized in discussions on what experiences of participation in substance use prevention efforts have been rewarding for them).

Do

- Recognize the power of youth voices.
- Collaborate with youth.
- Encourage youth, as they are not always aware of what they are capable of.
- Provide opportunities for growth, capacity-building and self-realization.
- Provide opportunities to share and learn from peers, and from adults through mentorship.
- Create opportunities for youth to network with peers and with professionals and decision makers from different fields; making connections can be much more powerful than learning new information.
- Provide capacity-building on creating programmes, activities and fundraising.
- Support youth in learning about the world around them and about the root-causes of their own health, well-being and opportunities, and help them to comprehend the real problems they should and can attempt to solve.
- Involve youth in scientific research.
- Fund youth-led activities, youth organizations, and political and programmatic processes involving youth.
- Do not only build the capacity of youth to function in adult-led systems, but also make room for natural youth participation and voices in adult-centred systems.
- Accessibility:
- Encourage both adults and youth to reflect on their privileges, as one way to support fair representation.
- Ensure the representation of different backgrounds, nationalities and identities.
- Ensure freedom of expression for all, regardless of ethnic or political background or world views.
- Provide access to information on political processes, opportunities and local resources.
- Utilize social media in reaching out to youth.
- Structure and coordinate youth-related work and youth participation in order to increase their impact and accessibility.
- Support a system of communication that mediates contact between youth and policy-makers. For example, encourage student councils to connect with decision makers.
- Give youth the right to vote – in different roles and at different levels.
- Show youth the results of their work in order to motivate them to continue and to enable them to learn from their achievements and failures.
- Be at the forefront of substance use prevention and care for those already affected by drugs and their families.

Don't

- Use youth as decoration, tokenize youth or use youth just to obtain pretty pictures.
- Discriminate against any stakeholders on the basis of their age.
- Use selective participation: avoid only inviting the high achievers, youth from appropriate backgrounds or those with views close to your own.
- Use overcomplicated language or processes of participation that require specific knowledge on the part of the youth in order to take part.
- Disregard the input of youth, even if it is not expressed in the language of adults.
- Avoid creating processes for youth participation without ensuring the youth receive enough support and guidance to truly take part.
- Speak for children or youth, or trust that you know what their needs and opinions are without hearing from them.

References

Aarons, Gregory A., and others (2010). Psychometric properties and U.S. national norms of the Evidence-Based Practice Attitude Scale (EBPAS). Psychological Assessment, vol. 22, No. 2, pp. 356–365.

Allen, Jane V., and others (2009). The truth campaign: using counter marketing to reduce youth smoking. In The New World of Health Promotion: New Programme Development, Implementation and Evaluation, Bernard J. Healey and Robert S. Zimmermann Jr. Massachusetts, United States: Jones and Bartlett Publishers.

Audrey, Suzanne, Jo Holliday, and Rona Campbell (2006). It's good to talk: adolescent perspectives of an informal, peer-led intervention to reduce smoking. Social Science and Medicine, vol. 63, No. 2 (July), pp. 320–334.

Baer, John S., Peggy L. Peterson, and Elizabeth A. Wells (2004). Rationale and design of a brief substance use intervention for homeless adolescents. Addiction Research and Theory, vol. 12, No. 4, pp. 317–334.

Bonell, Chris, and others (2016). The effects of positive youth development interventions on substance use, violence and inequalities: systematic review of theories of change, processes and outcomes. Public Health Research, vol. 4, No. 5 (May).

Botvin, Gilbert J., and others (2001). Drug abuse prevention among minority adolescents: post-test and one-year follow-up of a school-based preventive intervention. Prevention Science, vol. 2, No. 1 (April), pp. 1–13.

Brady, Louca-Mai, and others (2018). Involving young people in drug and alcohol research. Drugs and Alcohol Today, vol. 18, No. 1, pp. 28–38.

Brazg, Tracy, and others (2010). Our community in focus: the use of photovoice for youth-driven substance abuse assessment and health promotion. Health Promotion Practice, vol. 12, No. 4, pp. 502–511.

Camino, Linda A. (2000). Youth-adult partnerships: entering new territory in community work and research. Applied Developmental Science, vol. 4, No. 1 (June), pp. 11–20.

Catalano, Richard F., and others (2012). Worldwide application of prevention science in adolescent health. Lancet, vol. 379, No. 9826 (April), pp. 1653–1664.

Catalano, Richard F., and others (2019). Positive youth development programmes in low- and middle-income countries: a conceptual framework and systematic review of efficacy. Journal of Adolescent Health, vol. 65, No. 1 (July), pp. 15–31.

Center for Substance Abuse Prevention (2002). Finding the Balance: Programme Fidelity and Adaptation in Substance Abuse Prevention. Rockville, Maryland, United States: Department of Health and Human Services.

Centres of Excellence for Children's Well-Being (2003). "Youth engagement and health outcomes: is there a link?". Toronto: Public Health Agency of Canada.

Cuijpers, Pim (2002). Effective ingredients of school-based drug prevention programs. A systematic review. Addictive Behaviors, vol. 27, No. 6 (November–December 2002), pp. 1009–1023.

Dell, Colleene A. (2013). Back to the basics: identifying positive youth development as the theoretical framework for a youth drug prevention programme in rural Saskatchewan, Canada amidst a programme evaluation. Substance Abuse Treatment, Prevention and Policy, vol. 8, No. 36 (October).

Department of Economic and Social Affairs (1996). World Programme of Action for Youth.

_____ (n.d.). Youth, political participation, and decision-making.

_____ (2013). Definition of youth.

Dunne, Tom, and others (2017). A review of effective youth engagement strategies for mental health and substance use interventions. Journal of Adolescent Health, vol. 60, No. 5 (May), pp. 487–512.

Emmers, Elke, Geertruida Elsiena Bekkering, and Karin Hannes (2015). Prevention of alcohol and drug misuse in adolescents: An overview of systematic reviews. Nordic Studies on Alcohol and Drugs, vol. 32, No. 2 (April).

European Monitoring Centre for Drugs and Drug Addiction (2017), Communities that Care (CTC): a comprehensive prevention approach for communities, EMCDDA Papers, Luxembourg: Publications Office of the European Union.

_____ (2019). European Prevention Curriculum: A Handbook for Decision-Makers, Opinion-Makers and Policy-Makers in Science-Based Prevention of Substance Use. Luxembourg: Publications Office of the European Union.

Farrelly, Matthew C., and others (2009). The influence of the national truth campaign on smoking initiation. American Journal of Preventive Medicine, vol. 36, No. 5 (February), pp. 379–384.

Ferreira, Pedro D., Cristina N. Azevedo, and Isabel Meneses (2012). The developmental quality of participation experiences: beyond the rhetoric that "participation is always good!". Journal of Adolescence, vol. 35, No. 3 (June), pp. 599–610.

Fletcher, Adam, Chris Bonell, and James Hargreaves (2008). School effects on young people's drug use: a systematic review of intervention and observational studies. Journal of Adolescent Health, vol. 42, No. 3 (March).

Greenwald, Howard P., and others (2006). Youth development, community engagement and reducing risk behaviour. Journal of Primary Prevention, vol. 27, No. 1 (January).

Hart, Roger A. (1992). Children's participation: from tokenism to citizenship. Innocenti Essay Series, No. 4. Florence, Italy: UNICEF International Child Development Centre.

Hawkins, David J., Richard F. Catalano, and Janet Y. Miller (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. Psychological Bulletin, vol. 112, No. 1, pp. 64–105.

Hawkins, David J., Richard F. Catalano, and Michael W. Arthur (2002). Promoting science-based prevention in communities. Addictive Behaviours, vol. 27, No. 6 (August).

Hawkins, David J., and others (2014), Youth problem behaviors eight years after implementing the Communities that Care prevention system: a community-randomized trial, JAMA Pediatrics, vol. 168, No. 2, pp. 122–129.

Hodder, Rebecca K., and others (2017). Systematic review of universal school-based 'resilience' interventions targeting adolescent tobacco, alcohol or illicit substance use: a meta-analysis. Preventive Medicine, vol. 100 (July).

Holmila, Marja, and Kateriina Warpenius (2012). Community-based prevention of alcohol-related injuries. International Journal of Alcohol and Drug Research, vol. 1, No. 1.

Jennings, Louise B., and others (2006). Towards a critical theory of youth empowerment. Journal of Community Practice, vol. 14, No. 1–2 (August), pp. 31–55.

Kellam, Sheppard G., and others (1975). Mental Health and Going to School: The Woodlawn Program of Assessment, Early Intervention, and Evaluation. Chicago: University of Chicago Press.

Lerner, Richard M., and others (2005). Positive youth development, participation in community youth development programmes, and community contributions of fifth-grade adolescents: findings from the first wave of the 4-H study of positive youth development. Journal of Early Adolescence, vol. 25, No. 1 (February), pp. 17–71.

Maddahian, Ebrahim, Michael D. Newcomb, and P. M. Bentler (1988). Risk factors for substance use: ethnic differences among adolescents. Journal of Substance Abuse, vol. 1, No. 1, 11–23.

Mardsen, John, and others (2006). An evaluation of a brief motivational intervention among young ecstasy and cocaine users: no effect on substance and alcohol use outcomes. Addiction, vol. 101, No. 7 (July), pp. 1014–1026.

McArthur, Trevor (2015) Homophobic violence in a Northern Cape school: learners confront the issue. Agenda, vol. 29, No. 3, pp. 53–59.

McCambridge, Jim, and John Strang (2004). The efficacy of single-session motivational interviewing in reducing drug consumption and perceptions of drug-related risk and harm among young people: results from a multi-site cluster randomized trial. Addiction, vol. 99, No. 1 (January), pp. 39–52.

Melendez-Torrez, G. J., and others, (2016). Positive youth development programmes to reduce substance use in young people: systematic review. International Journal of Drug Policy, vol. 36 (October).

Murnaghan, Donna, and others (2014). Investigating mental fitness and school connectedness in Prince Edward Island and New Brunswick, Canada. Journal of School Health, vol. 84, No. 7 (July).

National Social Marketing Centre (2019). Available at www.thensmc.com/.

Norberg, Melissa M., Sarah Kezelman, and Nicholas Lim-Howe (2013). Primary prevention of cannabis use: a systematic review of randomized controlled trials. PLoS ONE, vol. 8, No. 1 (January).

O'Donnell, Julie, Elizabeth A. Michalak, and Ellen B. Ames (1997). Inner-city youths helping children: after-school programs to promote bonding and reduce risk. Children and Schools, vol. 19, No. 4 (October).

Oesterle, Sabrina, and others (2018). Long-term effects of the Communities that Care trial on substance use, antisocial behavior, and violence through age 21 years, American Journal of Public Health, vol. 108, No. 5 (May), pp. 659–665.

Pan-Canadian Joint Consortium for School Health (2018). Youth Engagement Literature Review.
Pancer, S. Mark, Linda Rose-Krasnor, and Lisa D. Loiselle (2002). Youth conferences as a context for engagement. New Directions for Youth Development, vol. 2002, No. 96, pp. 47–64.

Paterson, Barbara L., and Ciro Panessa (2008). Engagement as ethical imperative in harm reduction involving at-risk youth. International Journal of Drug Policy, vol. 19, No. 1 (February), pp. 24–32.

Pentz, Mary Ann (1998). Costs, benefits, and cost-effectiveness of comprehensive drug abuse prevention. In Cost-Benefit/Cost-Effectiveness Research of Drug Abuse Prevention: Implications for Programming and Policy, William J. Bukoski and Richard I. Evans, eds. NIDA Research Monograph No. 176. Rockville, Maryland: National Institute on Drug Abuse.

Poland, Blake, Elsbeth Tupker, and Kim Breland (2002). Involving street youth in peer harm reduction education: the challenges of evaluation. Canadian Journal of Public Health, vol. 93, No. 5 (September).

Powers, Jane, and Jennifer S. Tiffany (2006). Engaging youth in participatory research and evaluation. Journal Public Health Management Practice.

Project Y.A.D. (n.d.). Training manual for Red Cross/Red Crescent peer educators on substance abuse. Brussels: Red Cross European Union Office.

Rorie, Melissa, and others (2011). Structure and deviancy training in after-school programmes. Journal of Adolescence, vol. 34, No. 1 (February), pp. 105–117.

Saewyc Elizabeth, and others (2006). Building Resilience in Vulnerable Youth. Vancouver, British Columbia, Canada: McCreary Centre Society.

Shrier, Harry (2001). Pathways to participation: openings, opportunities and obligations – a new model for enhancing children's participation in decision-making, in line with article 12.1 of the United Nations Convention on the Rights of the Child. Children and Society, vol. 15, pp. 107–117.

Sorhaindo, Annik, and others (2016). Being targeted: young women's experience of being identified for a teenage pregnancy prevention programme. Journal of Adolescence, vol. 49, pp. 181–190.

South Australian Government (2016). Better together: a practical guide to effective engagement with young people. Available at BetterTogether.sa.gov.au.

Spoth, Richard L., Max Guyll, and Susan X. Day (2002). Universal family-focused interventions in alcohol-use disorder prevention: cost effectiveness and cost benefit analyses of two interventions. Journal Studies of Alcohol, vol. 63, No. 2 (April).

Stoneman, Dorothy (2002). The role of youth programming in the development of civic engagement. Applied Developmental Science, vol. 6, No. 4, pp. 221–226.

United Nations Educational, Scientific and Cultural Organization, United Nations Office on Drugs and Crime, and World Health Organization (2017). Good Policy and Practice in Health Education: Education Sector Responses to the Use of Alcohol, Tobacco and Drugs, Booklet 10. Paris.

United Nations Office on Drugs and Crime (2013). International Standards on Drug Use Prevention. Vienna.

_____(2017). Prevention of Drug Use and Treatment of Drug Use Disorders in Rural Settings. Revised Version. Vienna.

United Nations Office on Drugs and Crime, and World Health Organization (2018). International Standards on Drug Use Prevention. Second updated edition. Vienna. Available at www.unodc.org/documents/prevention/standards_180412.pdf.

United Nations Treaty Collection (1990). Convention on the Rights of the Child.

United Nations Youth Strategy (2018). Youth 2030: working with and for young people.
World Health Organization (2008). Break the tobacco marketing net: World No Tobacco Day, 31 May – Tobacco-Free Youth. Geneva.