



The Youth in Europe project

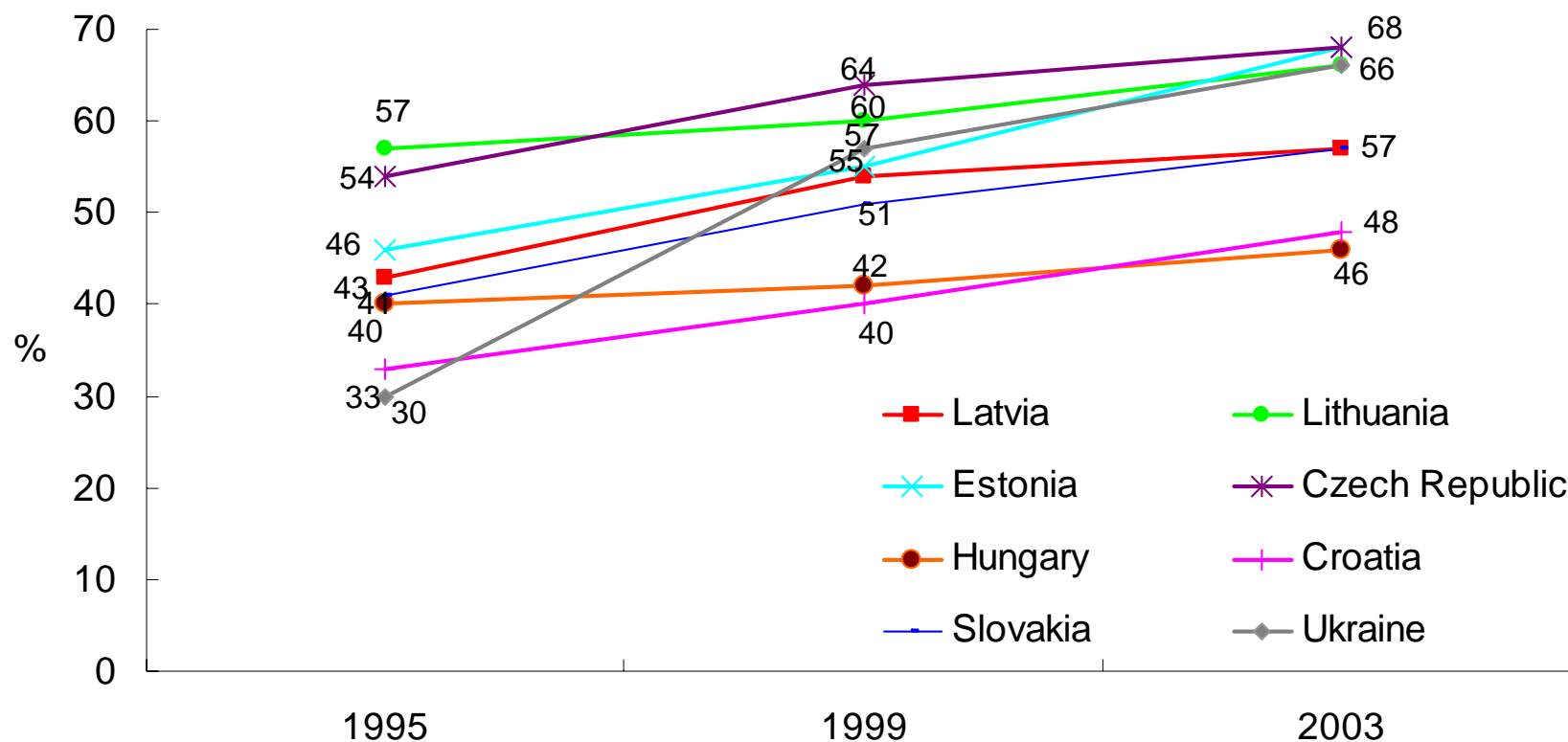
– Linking research, policy and practice

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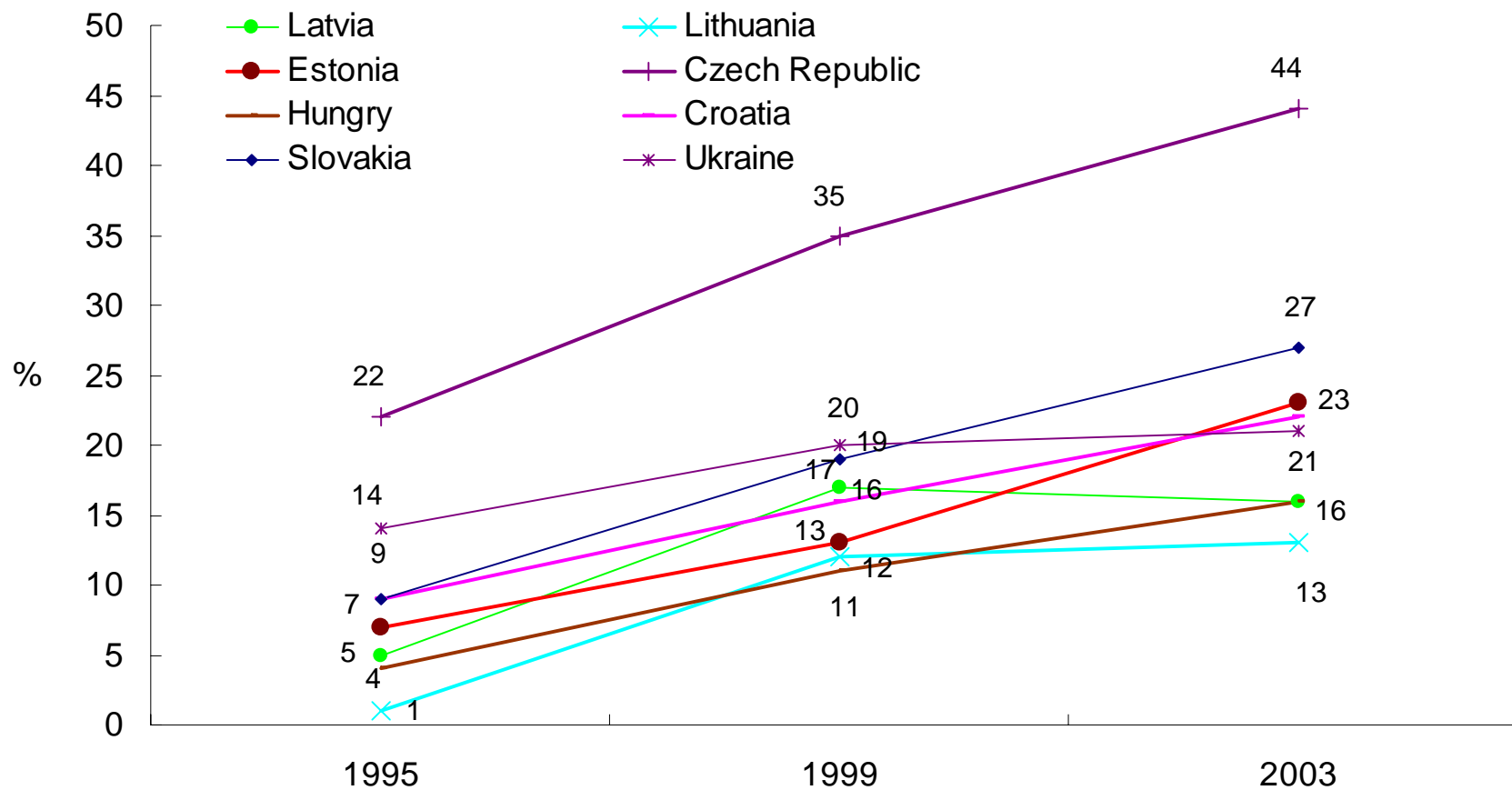


HÁSKÓLINN Í REYKJAVÍK
REYKJAVÍK UNIVERSITY

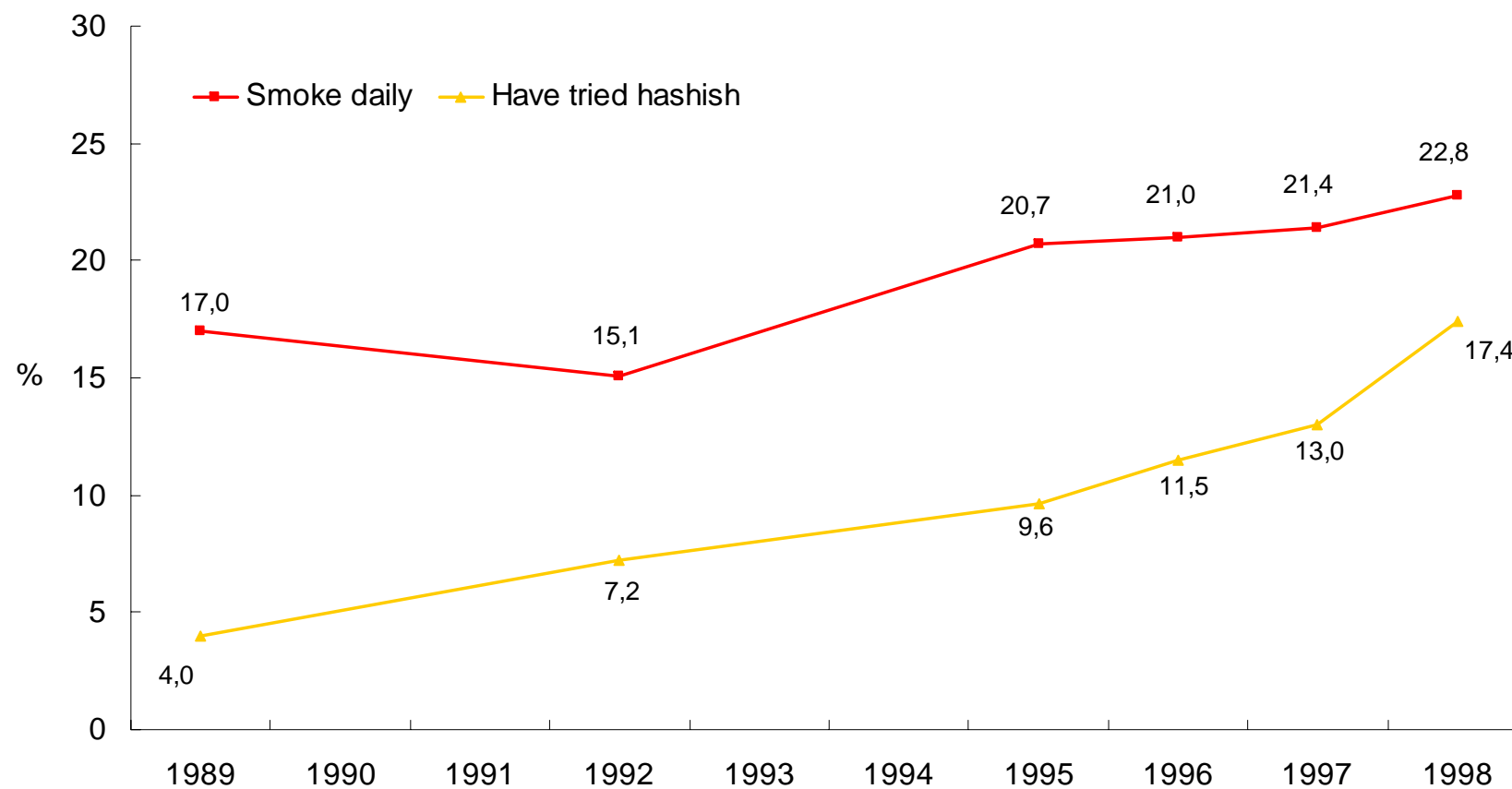
Drunk last 12 months (ESPAD)



Cannabis lifetime (ESPAD)



Trends in substance use among 10th grade students in Iceland from 1989-1998



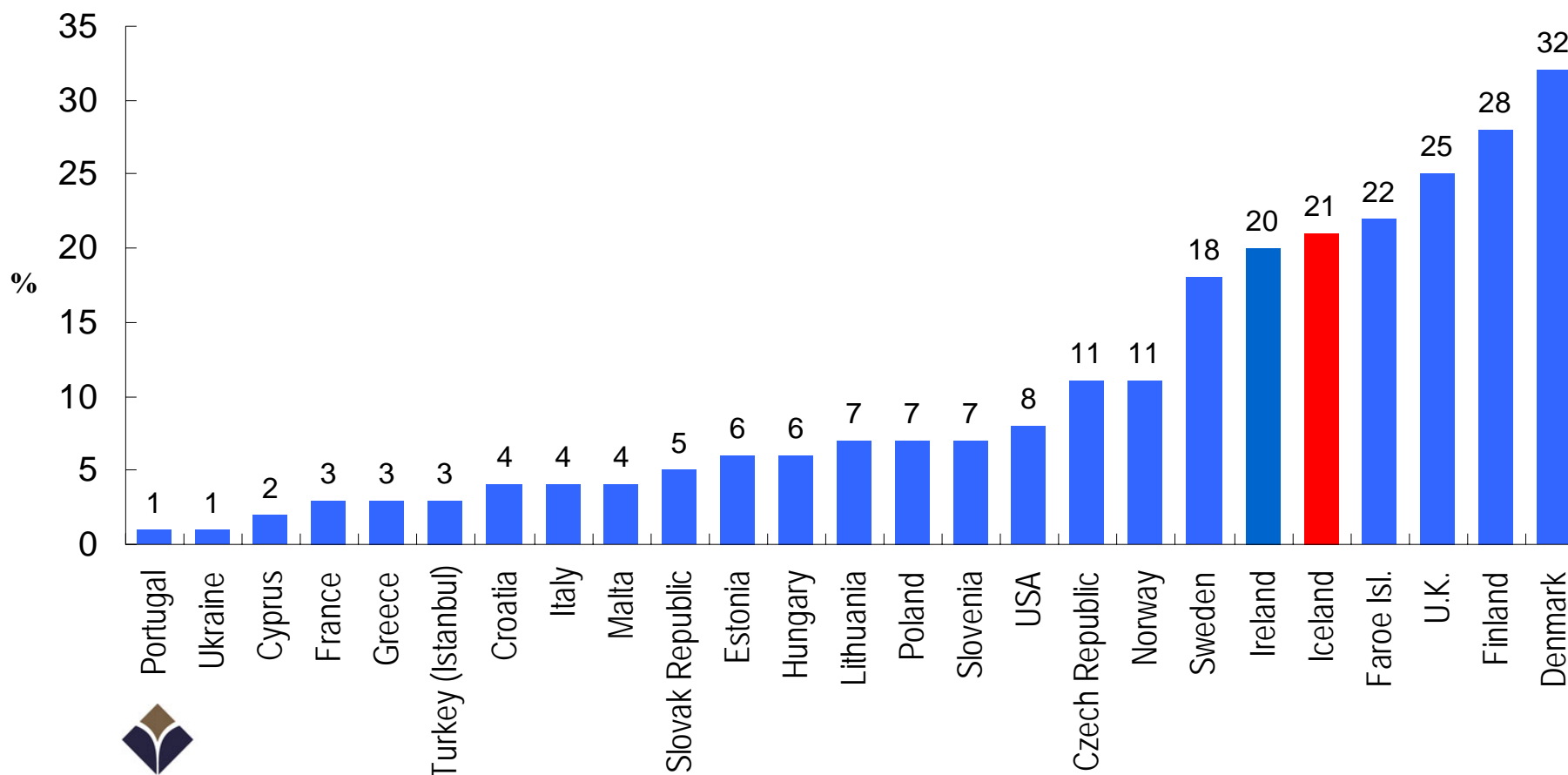
The Icelandic Model

Core factors:

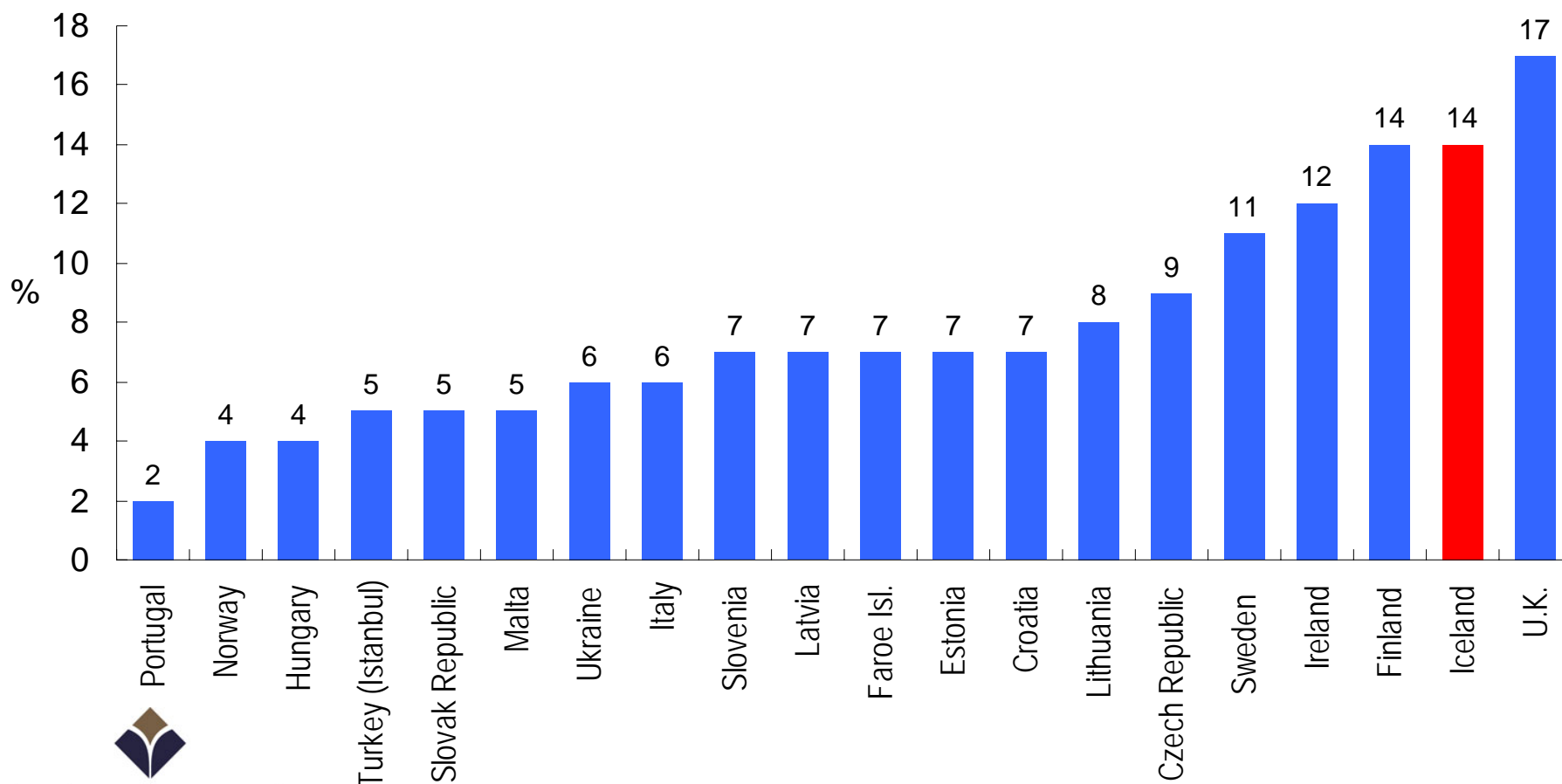
- Collaboration between researchers, policy makers and people working in the field
- Community based bottom-up approach
- Policy and practice based on research



Proportion of students in 10th grade who have become drunk 10 times or more during last 12 months (ESPAD, 1995)



Proportion of students in 10th grade who have had accidents or injuries related to alcohol use (ESPAD, 1995)



The Icelandic Model



Risk factors

Peer group

- Having friends who smoke, drink and use other substances

Unstructured activities

- Attending parties
- Spending time downtown nights/weekends
- Hanging out around malls/shopping centres

Protective factors

Organized youth work

- Participating in sports with a team or a club
- Engaging in structured activities within youth recreational centres
- Extracurricular activities in school
- Other: scout clubs, rescue squads, religious groups etc.

Parents

- Support: caring and warmth
- Monitoring: knowing with whom and where the adolescents are in the evenings
- Time spent with parents



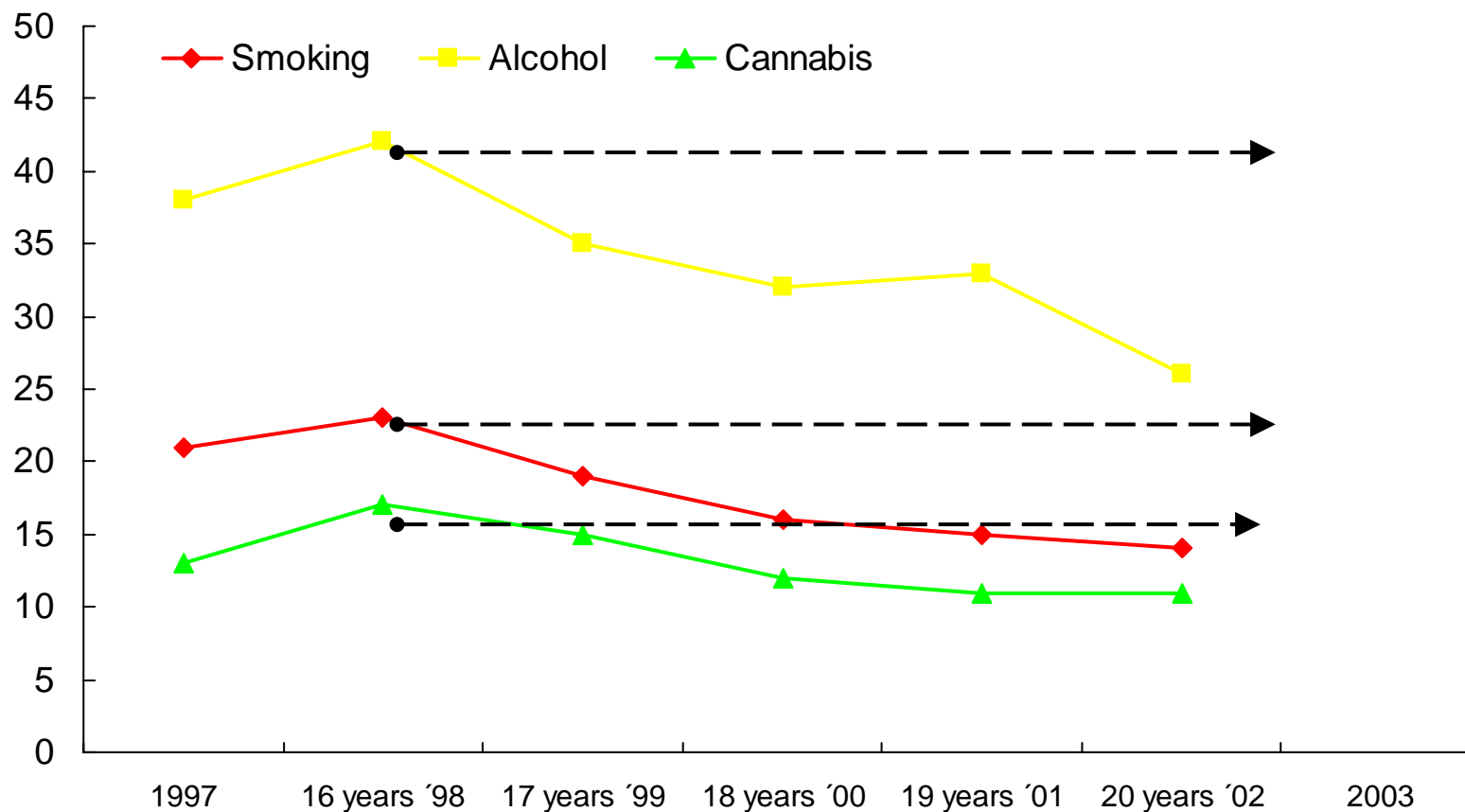
- **Clear messages to parents and others involved in the lives of children and adolescents**
 - Support, monitoring and time
 - Prevent unsupervised gatherings
 - Outside hours
- **Mobilize neighborhoods and communities; improve social support and social control**
- **Emphasis on influencing behavior**
 - Create circumstances for healthy lifestyle
- **Most important: Activate all at once in building community social capital**
 - Collaboration
 - Parents knowing the friends of their adolescents and parents of friends



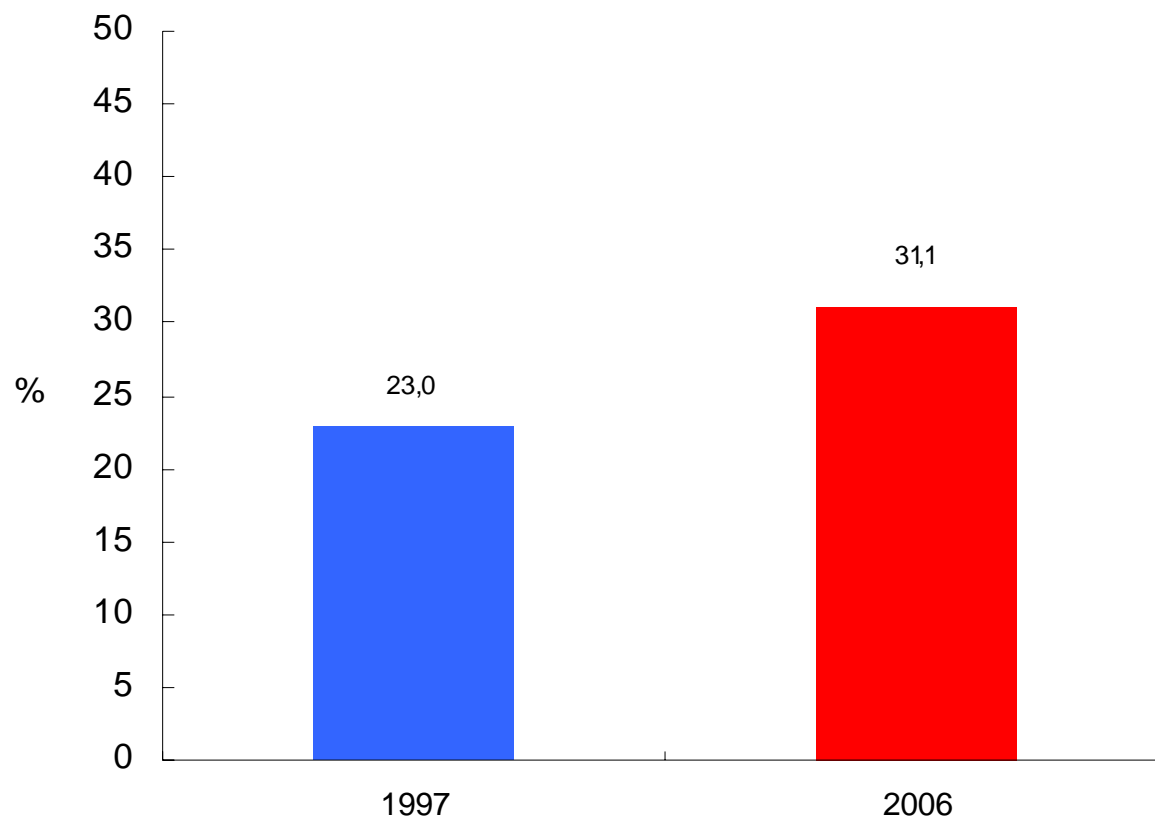
- Adolescents' attitudes toward drinking and substance use are not always in accordance with their behavior
- More than half of adolescents who smoke report that it is very important *not* to smoke and that they dislike smoking
- Less emphasis on information about the negative sides of substance use
- More emphasis on influencing behavior by encouraging participation in organized sports and recreational activities



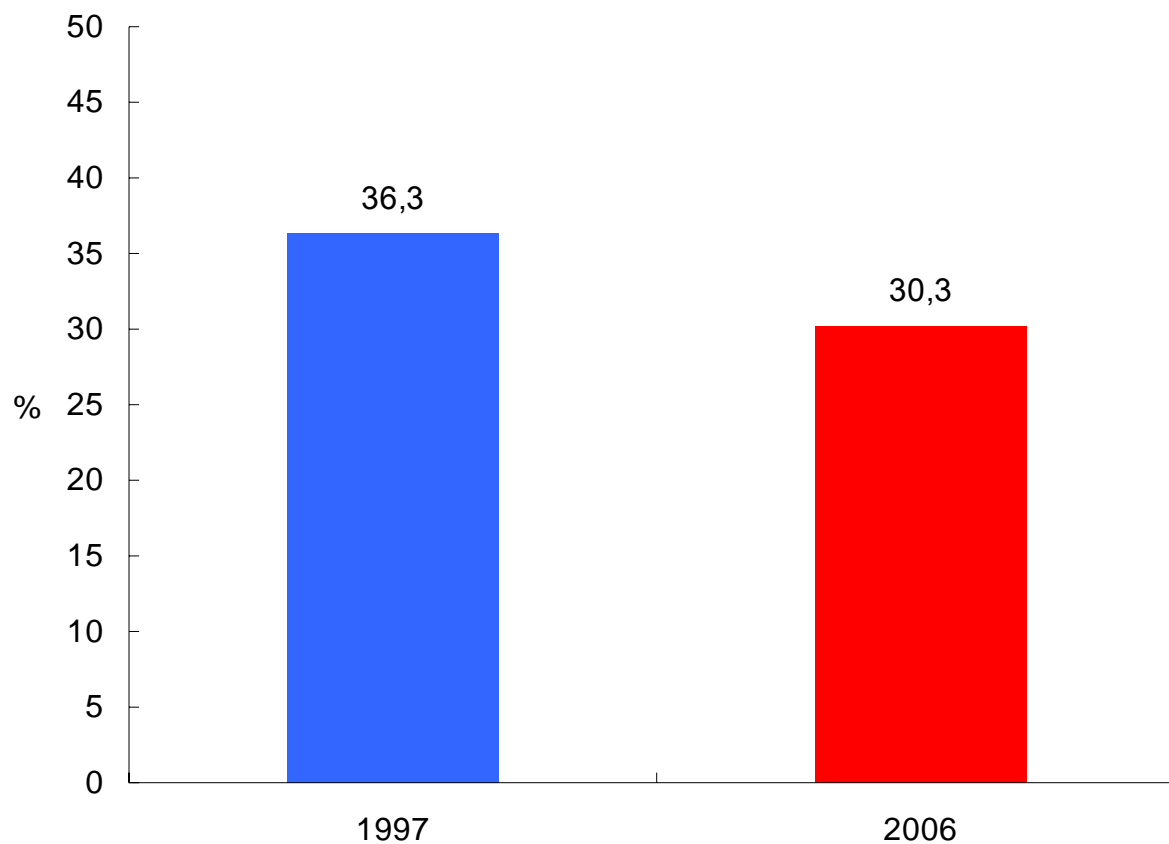
Substance use follows cohorts



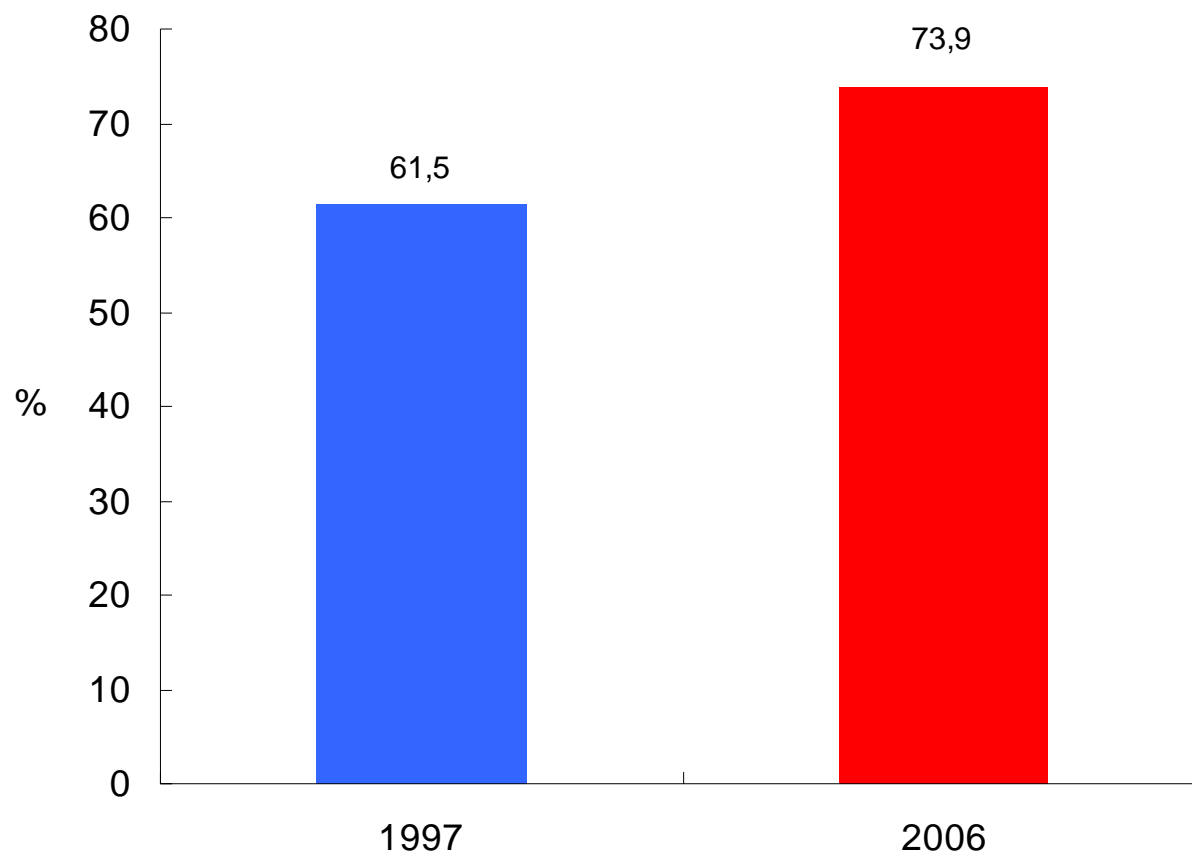
Proportion of students in 10th grade who spend time (*often/almost always*) with their parents during weekdays



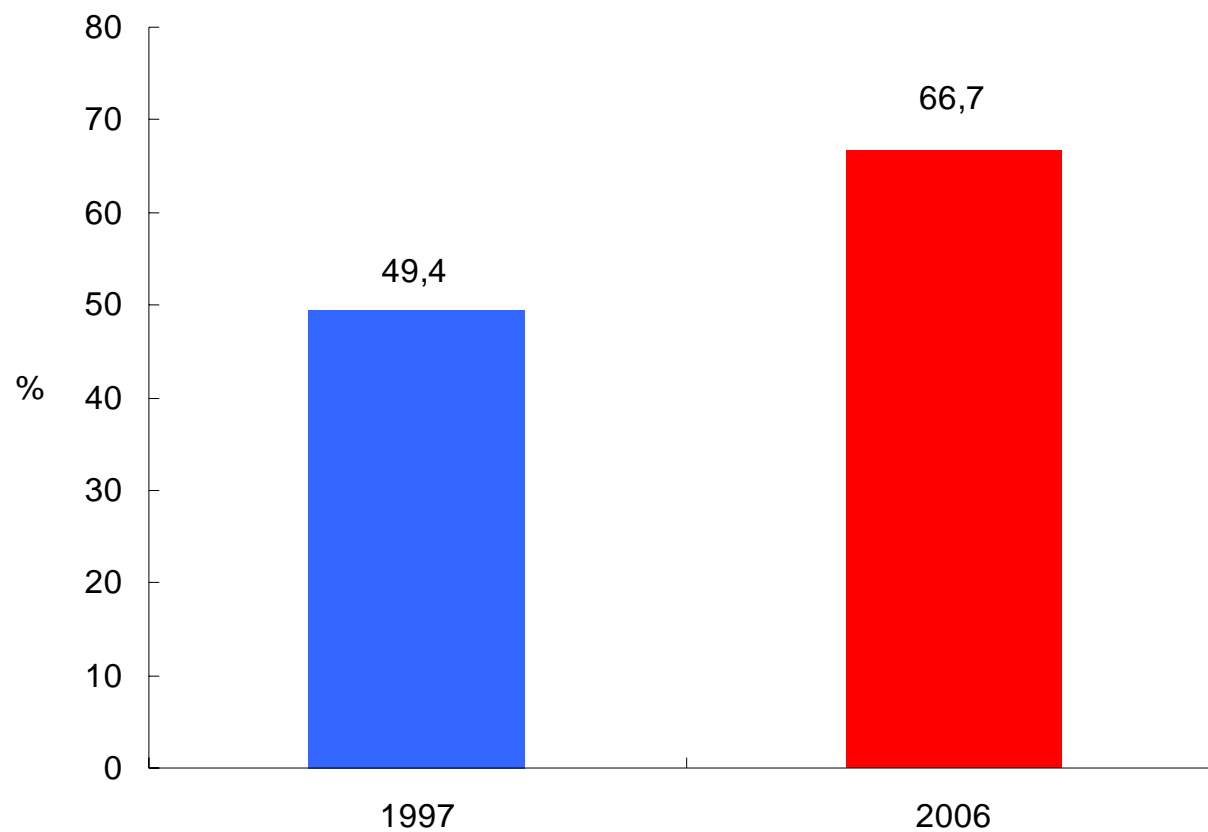
Proportion of students in 10th grade who have been out after 10 pm (4 times or more) in the past week



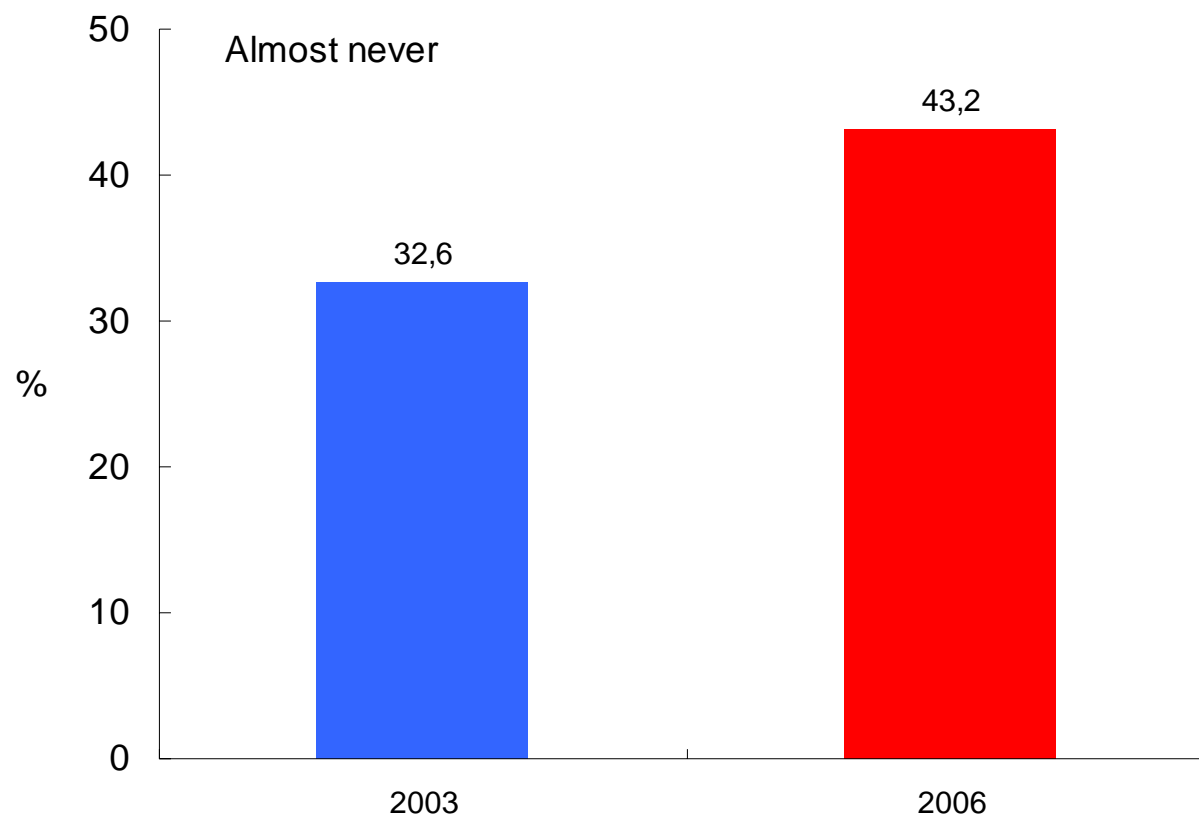
My parents know where I am in the evenings (applies *very or rather well* to me)



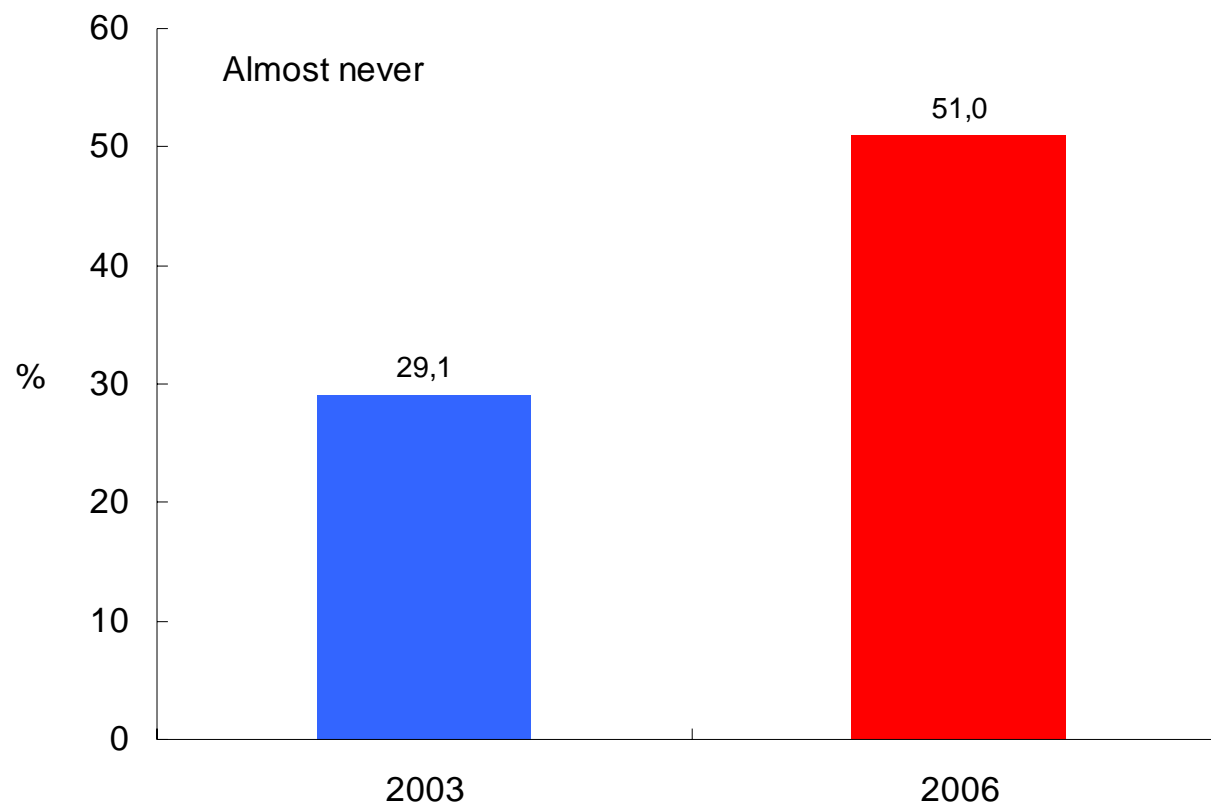
My parents know with whom I am in the evenings (applies *very or rather well* to me)



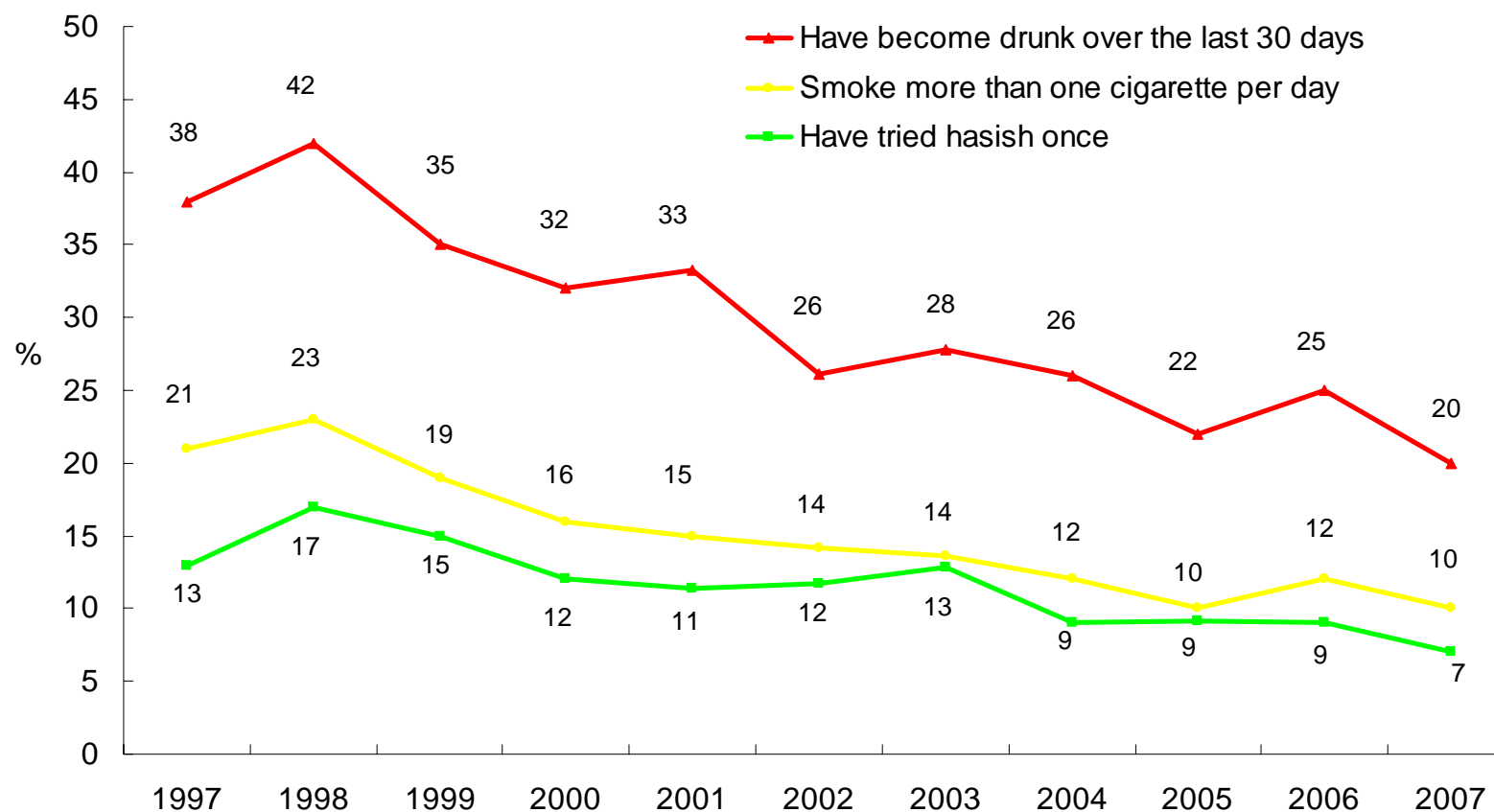
How often do you do the following – “go to party” – almost never



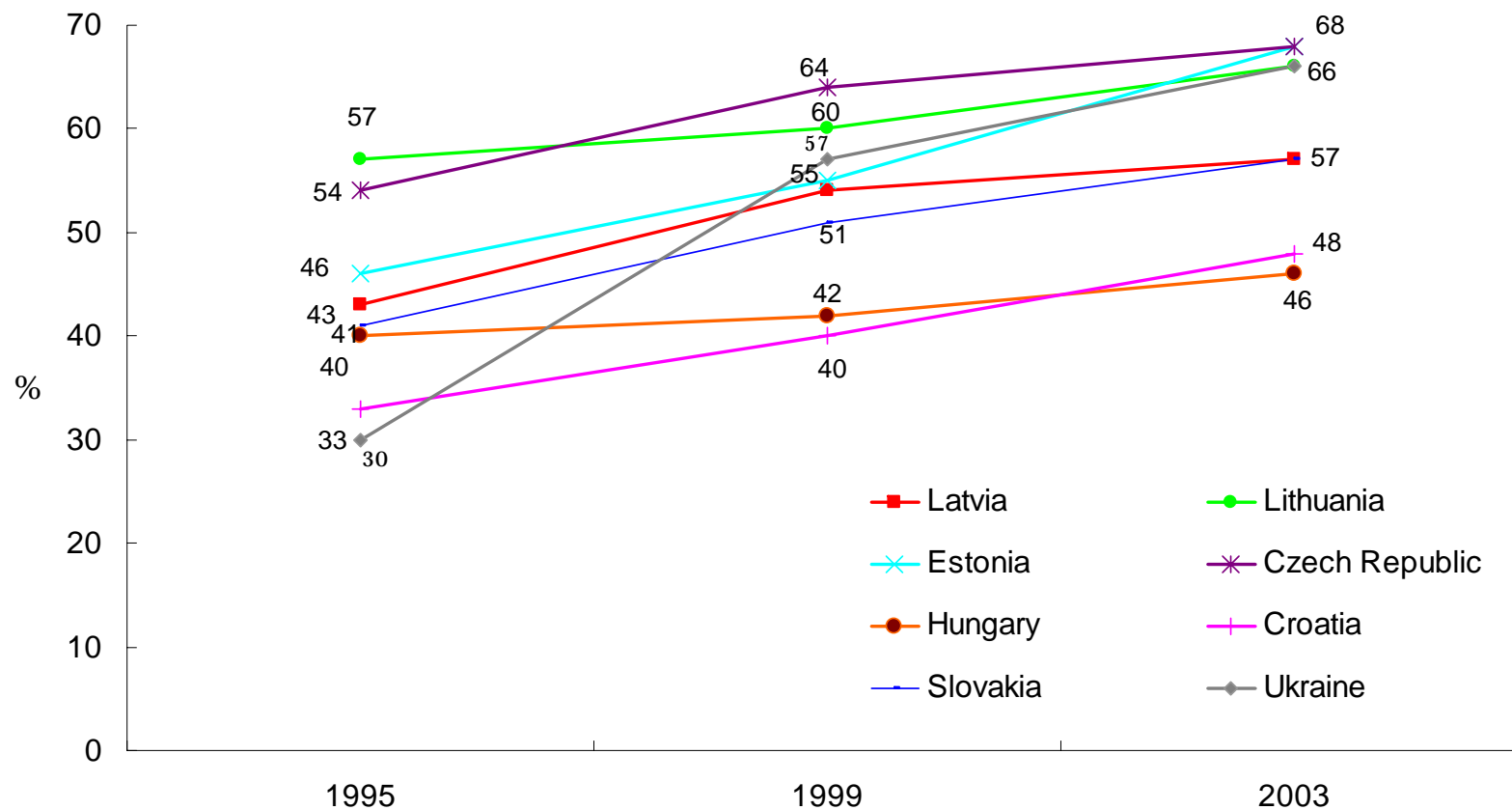
**How often do you do the following –
“Spend time downtown in the evening” –
(almost never)**



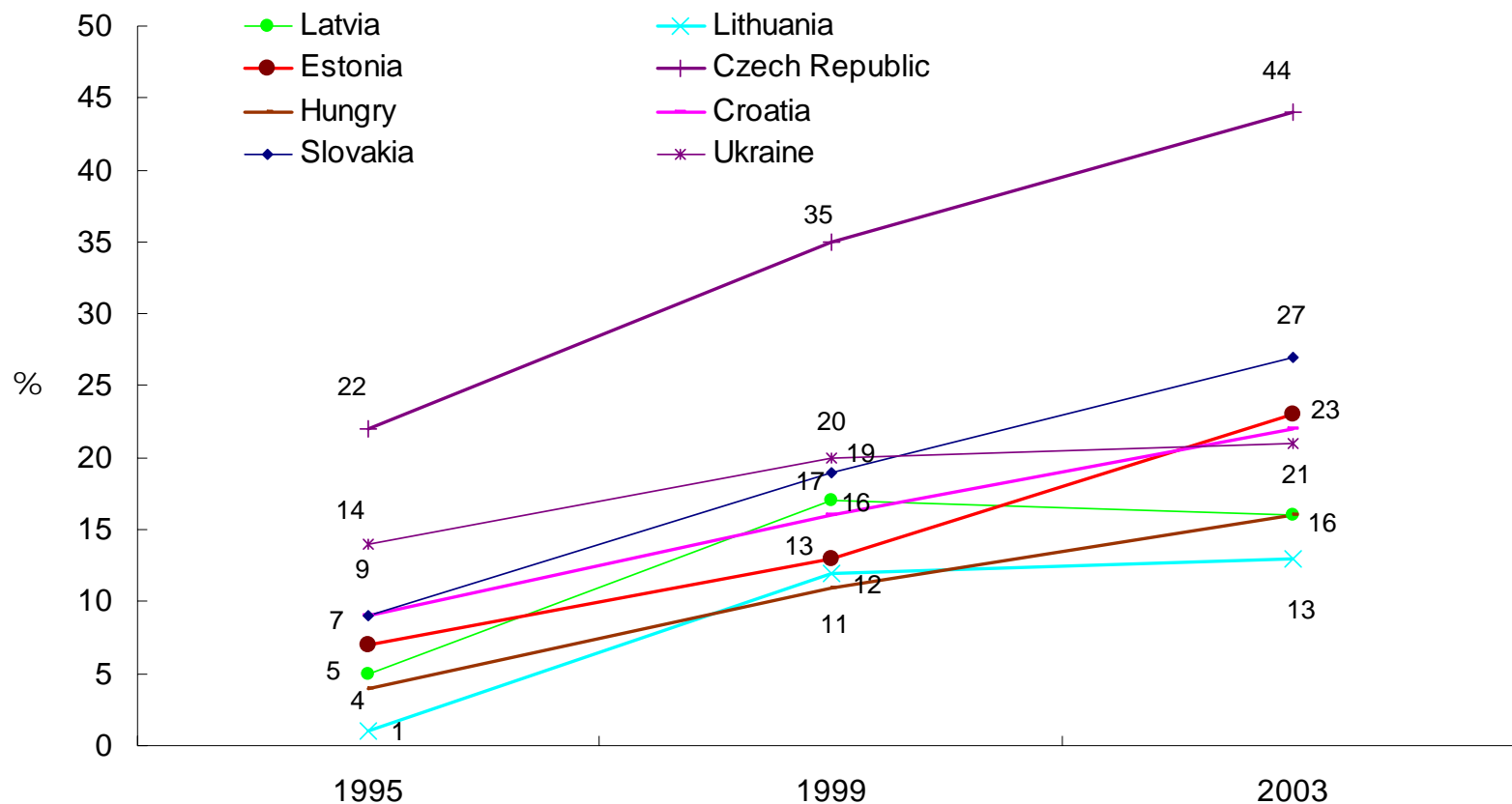
Trends in substance use among 10th grade students in Iceland from 1997-2007



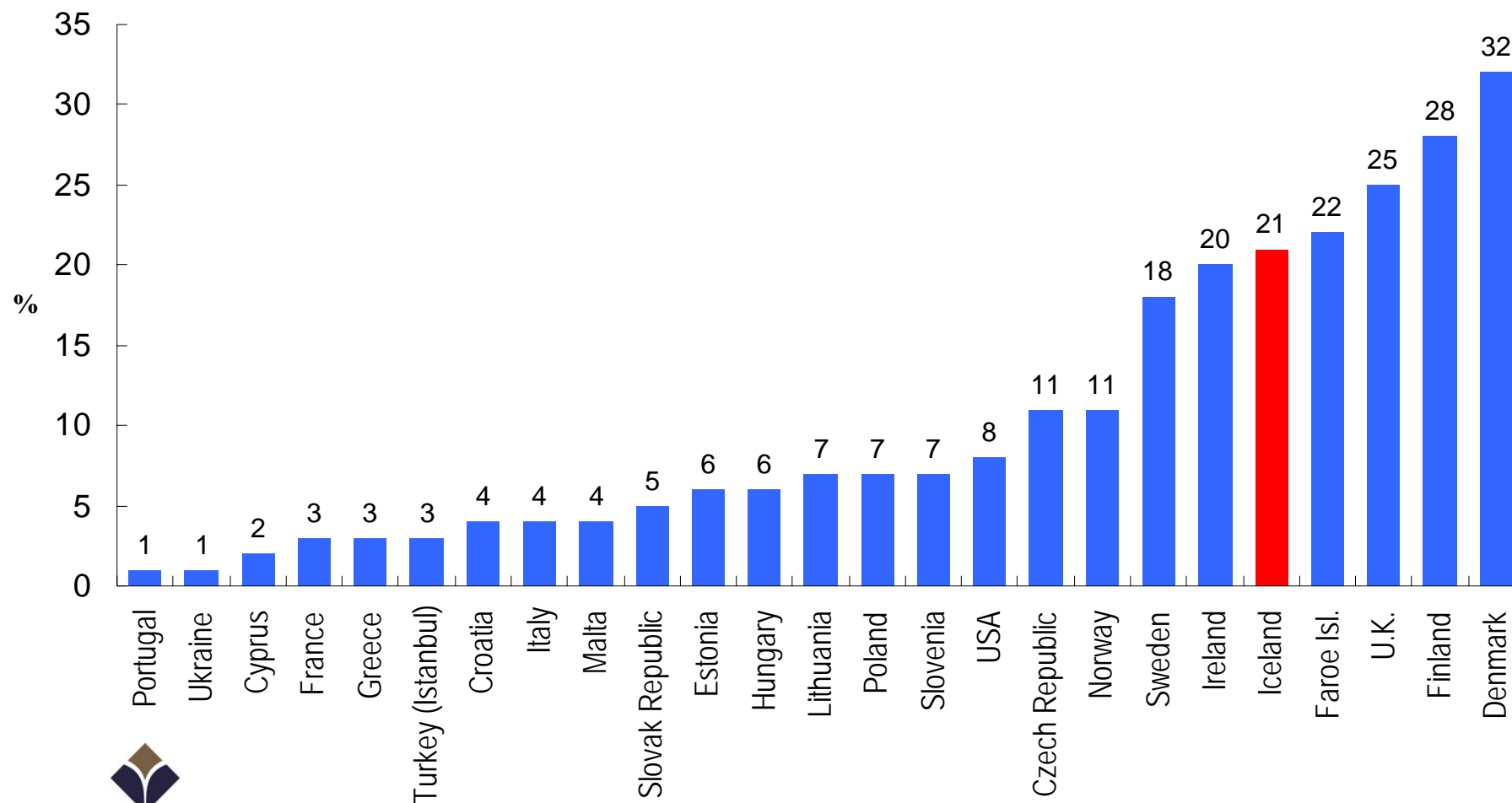
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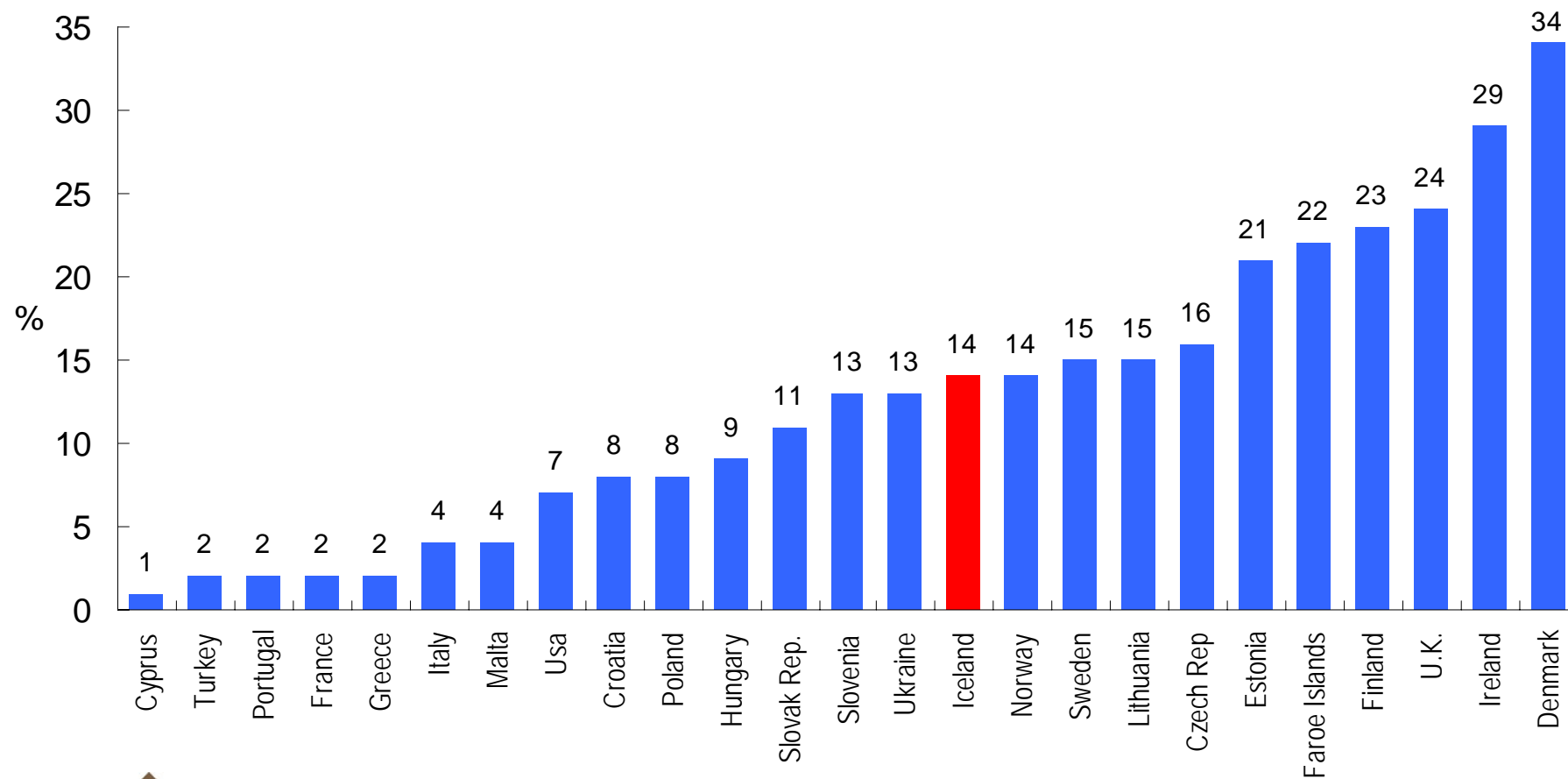
Cannabis lifetime (ESPAD)



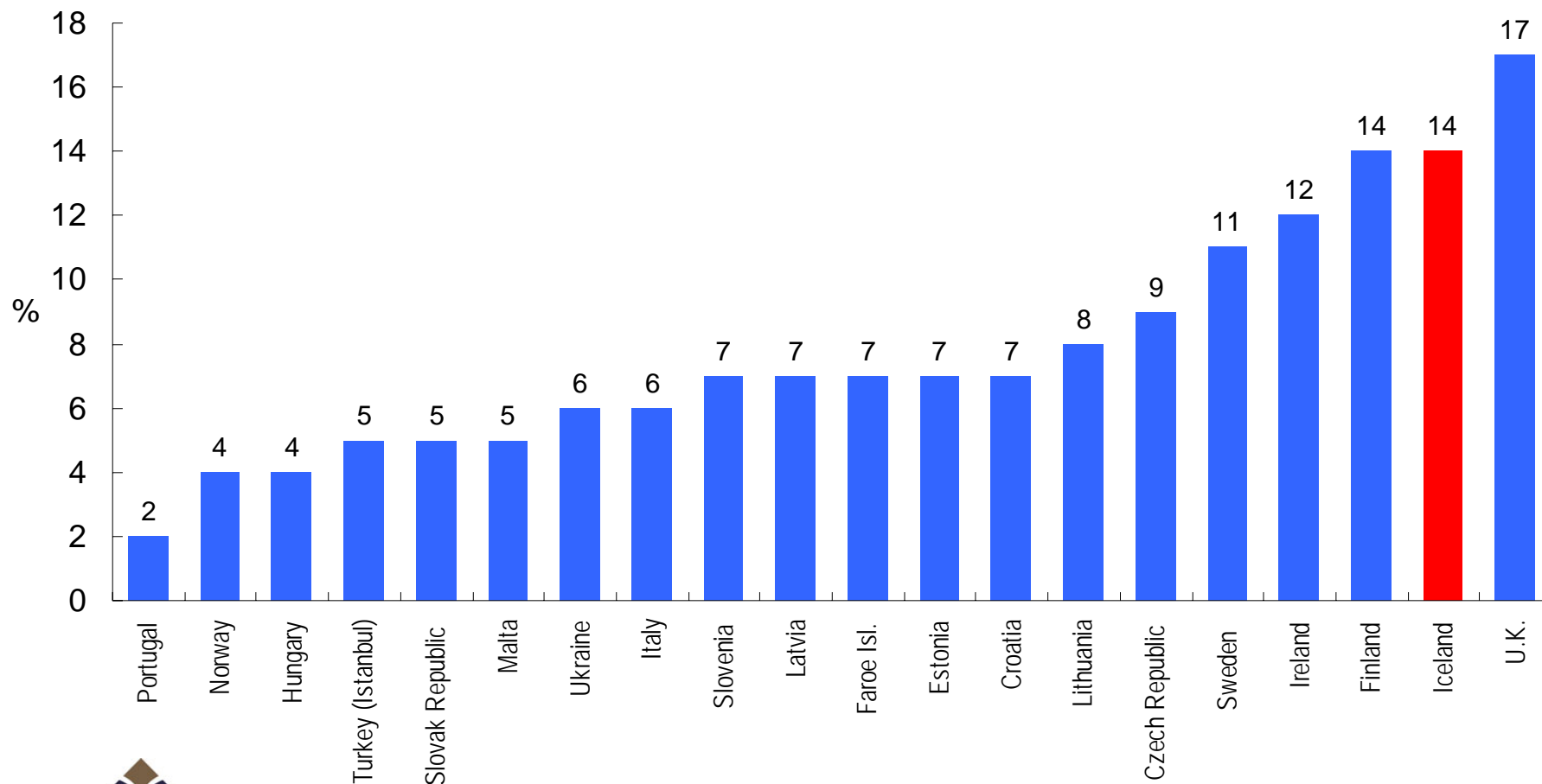
Proportion of students in 10th grade who have become drunk 10 times or more during last 12 months (ESPAD, 1995)



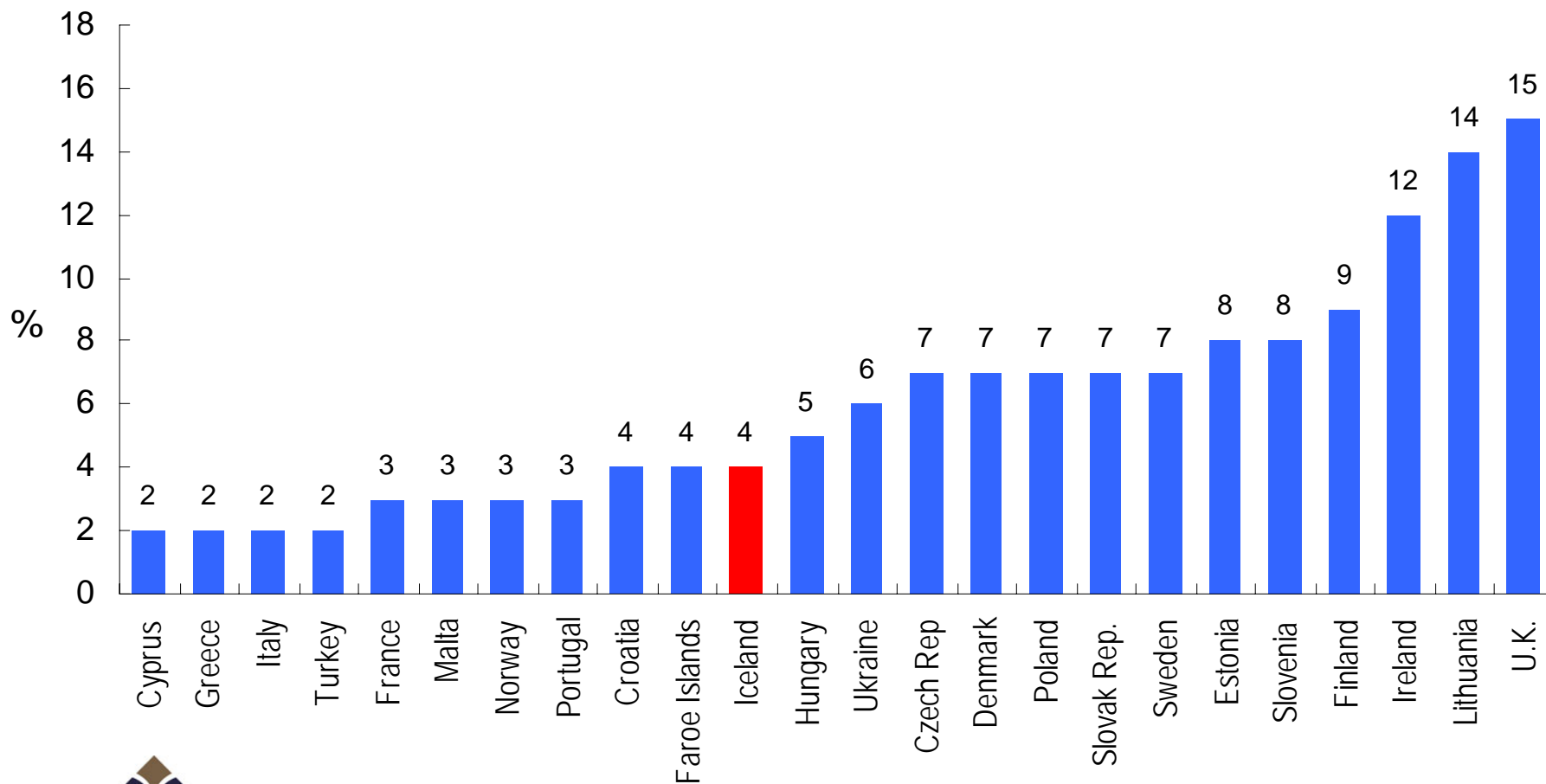
Proportion of students in 10th grade who have become drunk 10 times or more during last 12 months (ESPAD 2003)



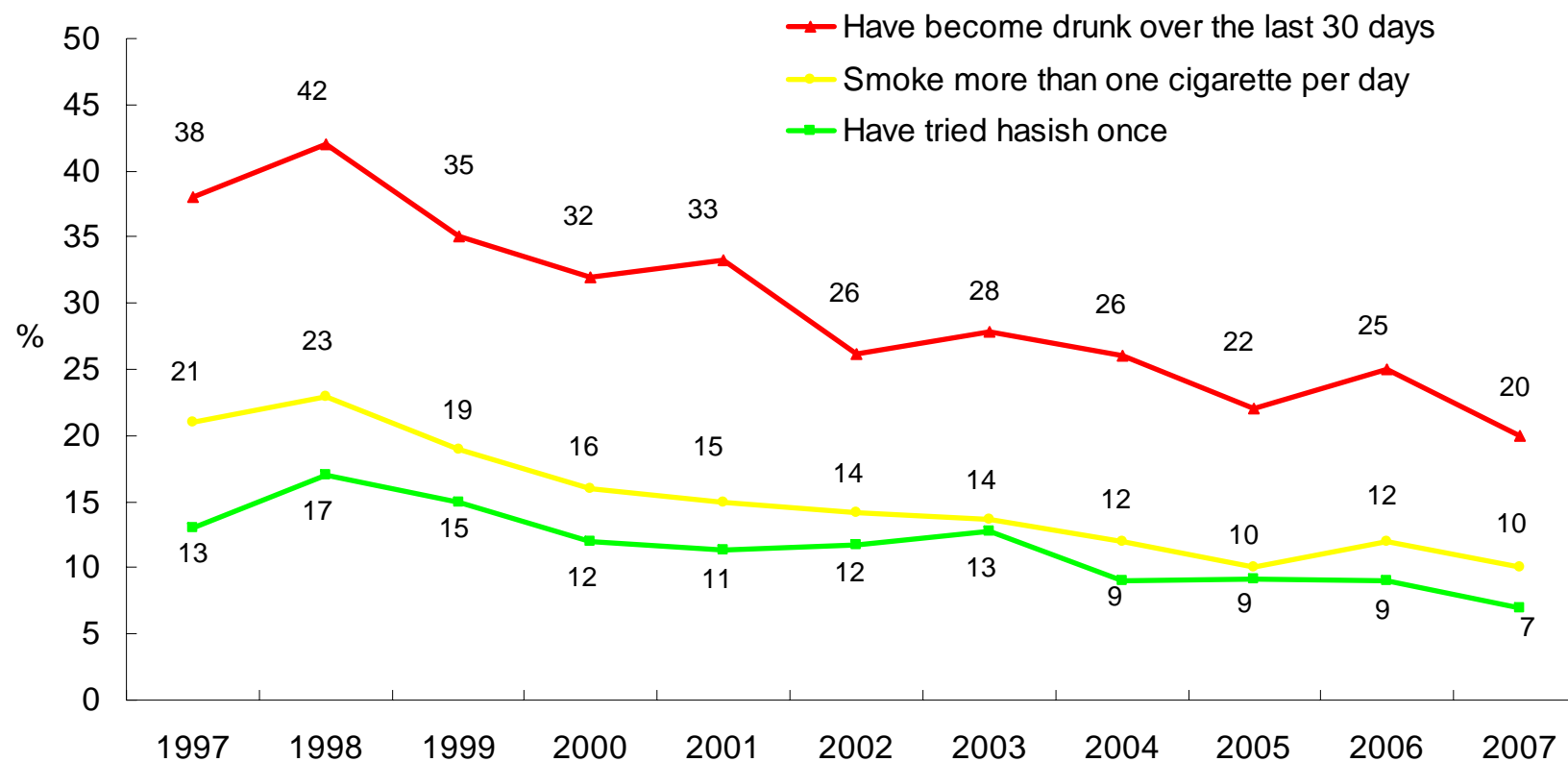
Proportion of students in 10th grade who have had accidents or injuries related to alcohol use (ESPAD, 1995)



Proportion of students in 10th grade who have had accidents or injuries in relation to alcohol use (ESPAD, 2003)



Trends in substance use among 10th grade students in Iceland in 1997-2007



Current collaborators in the Youth in Europe project

- Helsinki
- Kaunas
- Klaipeda
- Oslo
- Reykjavik
- Riga
- Sofia
- St.Petersburg
- Vilnius

