



EXECUTIVE SUMMARY

This report summarises and analyses nine case-studies of education programmes that teach underage students about the risks of alcohol misuse. These programmes have been developed in Spain, the Czech Republic, Finland, Denmark, Sweden, Estonia, Latvia, Poland and France and a level of financial support from the industry is a common factor between them all.

The objective of this report is to identify best practices and to extrapolate a set of common principles to help guide future programmes.

Each programme is tailored to the local context and to the specific needs of the target population, in particular depending on how centralised the school curriculum is in each country. In France for instance, the Ministry of Education has a control on school programmes and teaching materials. In other countries like in Sweden or Finland, teachers have a lot of freedom with regard to what they teach and to the teaching material they wish to use. Nevertheless, the education programmes reported within this document share common long term goals to:

- Delay the onset of alcohol consumption among underage people.
- Reduce the number of young alcohol consumers and encourage young people to adopt responsible choices and decision-making towards alcohol.
- Reduce overall alcohol consumption and reduce the social acceptability of excessive drinking.
- To correct social norms around peer consumption of alcohol.
- To improve knowledge.

The following recommendations can be made:

Overall principles for the design and roll-out of programmes:

- **A holistic approach: students, teachers and parents.** Since the first contact with alcoholic beverages often occurs within the family environment, the role of parents in educating their children about the risks of alcohol misuse should not be neglected and, if possible, included as part of a school-based approach.
- **Involving teachers from the outset.** Teachers are the key drivers of education programmes, the success of which very much depends on their level of interest, motivation and involvement. Support from teacher and subject specialist associations, which can take many forms – e.g. co-design, approval, consultation - is a key added value. Success is enhanced by involving all stakeholders (such as governors, heads of pastoral care, school nurses and parent associations as well as teachers) in the schools, as they are those in contact with the students.
- **Tailoring to the age and experience of the audience.** Programmes should be tailored to the age of the target audience, early intervention 11 - 14, followed by harm minimisation approaches for older students. The level of knowledge and awareness, the intensity of peer pressure and the



POBAVME-SE-O-ALKOHOLU	
Project leader	Ogilvy, who were commissioned by the Union of the Czech Spirits Producers and Importers
Partner	SANANIM (Charity Services - NGO) delivers the programme in schools
Public authority support/endorsement	Not yet; discussion with the Ministry of Education to be initiated in autumn 2015
Target audience	11-16 year olds, parents and teachers
Period covered	2009 – ongoing
Funding	Industry-funded
Objectives	<ul style="list-style-type: none"> ▪ Increase young people’s knowledge, awareness and understanding of alcohol, its effects and the risks associated with its consumption ▪ Equip parents with information on the usage of alcohol by teenagers ▪ Explain legal restrictions ▪ Promote abstinence as a valid option
Long term goals	<ul style="list-style-type: none"> ▪ Encourage underage people to postpone the onset of alcohol consumption. ▪ Reduce the number of young alcohol consumers and encourage young people to adopt rational attitudes towards alcohol. ▪ Reduce overall alcohol consumption and motivate responsible drinking
Background information on education system	<ul style="list-style-type: none"> ▪ Alcohol, tobacco and other illegal drugs are not a mandatory part of the curriculum. It is up to the individual teachers to decide if it is appropriate to put the various items on the agenda of the year. ▪ Teachers are free to use whatever teaching material they want and it does not have to be “certified” by Ministry of Education to be used in the classroom.
Material/support	Web-based teaching programme (http://www.pobavmeseoalkoholu.cz) with exercises for students, worksheets for teachers and guidance for parents.
Evaluation	Ogilvy (2014)
Unique feature	Workshops are tailored to age groups



Intervention aims and objectives

This programme aims to increase young people’s knowledge and awareness on the risks associated with alcohol consumption. It also aims to address the various laws regulating the purchase and consumption of alcohol. Finally, it aims to promote the idea that abstinence is a valid option.

Intervention methodology

Questionnaires are sent to schools to identify those with alcohol-related issues. Prior to the intervention, posters are placed in schools to inform parents about the session and to ask them to give consent to allow their child to take part. They are also invited to discuss the issues with their children.

The NGO SANANIM delivers an interactive hour long presentation to 12-13 year old pupils to raise awareness about the information and the key messages contained in the “talk about” website, which was totally revamped in October 2014.

The session is followed by a discussion, allowing pupils to talk and give opinions on any issues raised. The website is composed of three parts: 1) an interactive dimension to be used by young people aged 11-16 in their leisure time; 2) work sheets to help teachers address alcohol in scientific or civic education curricula; 3) information and guidance to help parents discuss alcohol with their children.



The programme was delivered in 550 classes (to those in the seventh class of the elementary schools) and 11,000 students across the Czech Republic in 2014. This number will be maintained or increased in 2015/2016. The number of new unique visitors to the website reached 40,000 since autumn 2014. In the seven years of cooperation with SANINIM, the programme has reached more than 35,000 students in more than 2,000 classrooms across the country.

Evaluation process and findings

Questionnaires based on the SANANIM MODOS model, which cover questions regarding drug use by the individual and how the overall situation at school is, are completed prior to the presentation and are followed-up a year later. After the presentation, students fill in a questionnaire about alcohol and about the presentation they saw. Independent experts created an evaluation based on talks held with the students several months after the presentation at the school.

The evaluation measures: lifetime prevalence, last year prevalence, last month prevalence, knowledge tests of alcohol / alcohol in combination with other drug use and incidences of binge drinking and drunkenness.

The results of the 2014 evaluation are based on a sample of participants of 502 pupils (263 boys and 239 girls – gender did not play any significant role in the uptake of the presentation content), with an average age of 12 years:

- 75% said the presentation was comprehensible
- 58% believed that the presentation helped them reconsider alcohol issues
- 33% said that the presentation had helped them change their attitudes towards alcohol.

The website was also evaluated and a list of recommendations for improvement was presented by the authors of the evaluation.



ALKOHOLDIALOGUE	
Project leader	GODA
Partners	None
Public authority support/endorsement	None
Target audience	13-18 year olds and teachers
Period covered	2009 – ongoing
Funding	Industry-funded
Objectives:	<ul style="list-style-type: none"> ▪ Examine drinking habits – Dispel myths about alcohol consumption ▪ Discuss the dangers of alcohol misuse, legal issues and drink-driving ▪ Increase overall knowledge/understanding ▪ Increase confidence
Long-term goals	<ul style="list-style-type: none"> ▪ Make lasting and sustainable changes in risk-taking behaviour in relation to alcohol ▪ Create a socially responsible drinking environment (where underage people do not drink and where older young people engage in responsible consumption) ▪ Encourage dialogue between parents through meetings at schools
Background information on education system	<ul style="list-style-type: none"> ▪ Alcohol, tobacco and other illegal drugs are not a mandatory part of the curriculum. They are included - like several other topics- under the compulsory chapter of “Health, sex education and family literacy”. It is up to the individual teachers to decide if it is appropriate to put the various items on the agenda of the year. ▪ Teachers are free to use whatever teaching material they want and it does not have to be “certified” by Ministry of Education to be used in the classroom.
Material/support	Printed school teaching material supported by a web based awareness programme (www.alkoholdialog.dk).
Evaluation	2012
Unique feature	3 level approach at the website: parents, students and teachers



DENMARK

Intervention aims and objectives

Alcohol dialogue is developed to change the attitude towards alcohol among teenagers. Underage people should not drink alcohol and the “older” young people should set the norm, through moderate alcohol consumption or abstinence.

Achieve short-term behavioural effects

The purpose of the intervention is to make students reflect on the consequences of drinking alcohol. This is done by teaching them about what alcohol does to the body and to peer-group relations. The programme should increase students’ self-confidence, teach them how to make decisions and how to stand firm with these decisions.

Teaching and exercises are used in the classroom in groups, pairs, and alone. The message for the students is that not all youngsters drink as much alcohol as they say they do, and that it is all right to say no to alcohol. In addition, the programme contains tools to organize meetings with parents and how to invite them to engage with their children’s life and alcohol habits, and to agree on a common set of rules with the other parents in the class.

Achieve long-term behavioural effects

The intervention does not expect underage people to stop drinking from one day to the next, but to reduce the number of young people drinking on a regular basis and to reduce their overall consumption.

Intervention methodology

The programme *Alcohol dialogue* consists of print, school-based teaching material and a website for students, teachers and parents. Since the launch (December 2011) more than 7,000 teaching materials have been ordered by the approximately 1,500 schools in Denmark.

The teaching materials offer 3 levels from an introductory level which examines the drinking habits of young people through simple exercises to level 3 which includes discussions on the dangers of alcohol misuse, legal issues and drink-driving. The book also includes an alcohol policy section and a section to support the setting of common rules for the class or the group.

The website is separated into three sections: 1) Students - with topics such as myths, facts, tests and games; 2) Parents - with advice about young people, alcohol and parties; and 3) Teachers - providing information on how to create a school alcohol policy and how to approach the subject of alcohol with students. All the educational material can be downloaded from the site. The number of unique visitors in 2014 was 42,625, which means that in relation to the size of the target group 24 % of 14-16 years old have been visiting the webpage.

Pupils are invited to participate in an annual short story contest as a way to raise awareness about the drinking culture. In 2014, 875 pupils from the 7th to 10th grades sent in their short story on the subject: “Youths & Alcohol”. Twelve of the best stories were published in a booklet and distributed to schools.





RÄÄGIME ALKOHOLIST	
Project leader	MTÜ Terved Valikud (NGO Healthy Choices)
Partners	Union of Estonian Psychologists; Society of School Psychologists; Tallinn University Institute of Psychology; Tartu University Institute of Psychology E-Kool (Private Company providing networking platform for all schools and parents in Estonia);
Public authority support/endorsement	None
Target audience	10-19 year olds
Period covered	2012 - ongoing
Funding	Industry-funded
Objectives:	<ul style="list-style-type: none"> ▪ Postpone the onset of alcohol consumption among young people ▪ Change attitudes and behaviour to alcohol amongst youths ▪ Reduce overall consumption and promote responsibility
Background information on Education system	Healthy lifestyle is part of the mandatory curriculum. However, teachers are free to pick and choose the teaching material they want and this material does not have to be “certified” by the Ministry of Education or other public bodies.
Material/support	School programme including guidance and toolbox for classroom activities, Family Skills programme, School policy programme all downloadable from Hermes Publishers website and from the electronic bookshelf in E-school – the environment accessible to all teachers and parents in Estonia and used by most of them daily. Programme website www.raagime-alkoholist.ee is active since June 2013 and community Facebook-page from 2015
Evaluation	<ul style="list-style-type: none"> ▪ Pilot evaluation done by Tallinn University Institute of Psychology in 2013 ▪ 2nd evaluation involving bigger sample with 12-14 years old done in 2014-2015 by Tartu University, Department of Psychology
Unique features	<ul style="list-style-type: none"> ▪ The programme is self-instructive – teachers order the material and implement it on their own. ▪ Launch takes place in the format of a practical seminar with participation of scholars and experienced practitioners in the field ▪ To enhance the implementation of the programme there are also free training seminars for teachers and school psychologists



Intervention aims and objectives

This programme is an adapted version of the Swedish original - Talking About Alcohol: www.raagime-alkoholist.ee. Cultural and legal modifications have been made so that it fits the Estonian situation. It aims to provide guidance and a toolbox for teachers and schools to teach, discuss, inform, and create a deeper debate and understanding about alcohol among 10-19 year olds.



The objectives are to:

- Postpone the onset of alcohol consumption
- Change attitudes towards alcohol and alcohol-related behavior amongst youths
- Reduce over-consumption and motivate youths to drink responsibly.

Intervention methodology

The programme is self-instructive. A downloadable teacher workbook is available from the internet. As a condition for downloading, interested teachers have to register which allows for the mapping and individual follow-up of users (e.g., for research purposes). However, every year, five training days are organised for teachers and are conducted by professional instructors together with local authorities:

- 304 teachers have received the basic training (5 hours introductory workshops)
- 2,500 copies of the printed workbook have been disseminated so far.

The programme is composed of:

- *Classroom activities*: Divided into four educational levels, based on the level of consumption. They focus on aspects of social and life skills; resisting peer pressure; increasing the awareness of responsible drinking.
- *Family skills programme*: How to involve parents in the school-based project; information and advice to help parents discuss the issues with their children at home
- *School policy programme (implementation strategy)*: Instructions on how to integrate and motivate the entire school; instructions to support and create long-term engagement to change attitudes to alcohol

With a new strategy from summer 2015, a virtual community of users and developers of the programme was developed. A Facebook page www.facebook.com/raagimealkoholist summarizing interesting materials on the subject of alcohol abuse by minors and all other relevant information has been developed. From September the active community-building process has been started – all teachers who have been to seminars or otherwise in contact with the programme are invited to take active part in virtual exchange. It is assumed that the active web-community will develop and grow and facilitate synergies between different stakeholders and enable escalation of effects from the activities that different stakeholders undertake.

Evaluation process and findings

There have been 2 attempts to measure the impact effect of using the prevention programme “Talk about alcohol” in an Estonian schools, at testing the usability of the questionnaire for future research and at assessing alcohol-related behaviours with children aged 11-12.



Subjects and measurement

The first pilot evaluation was done with an intervention group of 98 students from central Tallinn schools (i.e. intervention group from the Tallinn Old Town Educational College and the control group from the Tallinn Secondary Science School). The second evaluation project was done with Tallinn Viimsi School with 7 classes totaling over 200 students (7th grade students) in intervention group and a similar number of students in the control group.

A template questionnaire designed by the UK National Foundation of Education and Research (NFER) has been translated and used to measure attitudes before and after interventions on both occasions

For additional insights, a smaller group of students from both test and control groups were interviewed in focus group formats.

Intervention

Seven 90-minute sessions based on materials from the program “Talk About Alcohol” were carried out by 2 competent psychologists in the first pilot study and by local teachers in the 2nd study. No sessions were carried out with children in the control group, whose measurement results were used for comparison purposes only.

Results & conclusion

In the first pilot survey the post-test showed statistically meaningful differences on three scales: children are more competent handling stress, more self-confident and more knowledgeable about alcohol related issues like motives that people have for drinking alcohol and the effects alcohol has on human organism. From 8 statements measuring knowledge about alcohol related issues there are meaningful positive changes on 6 scales, indicating increased knowledge.

In conclusion, “Talk about alcohol” had a positive impact on students in the intervention group, increasing their readiness to better handle social situations and stress and preparing them better for making healthy choices in social situations involving alcohol.

In the 2nd evaluation project we failed to prove any meaningful differences between the results of intervention and control groups. Part of the negative effect may be attributed to unsatisfactory motivation and/or skills of the teachers who were responsible for the intervention (in the first case, qualified clinical psychologists had led the sessions). One conclusion is that motivation and qualification of those delivering the school content are key factors to the effectiveness of the programme. The learning from the second evaluation is crucial for the design of future research project.



PUHUTAAN ALKOHOLISTA	
Project leader	The Association of Finnish Alcoholic Beverage Suppliers (SAJK)
Partners	None
Public authority support/endorsement	Before being sent to schools, the programme and teaching materials were reviewed by the Ministry of Education.
Target audience	13 - 17 year olds
Period covered	2010 – ongoing
Funding	Industry-funded
Objectives:	<ul style="list-style-type: none"> ▪ Encourage young people to think for themselves and take an active position on various issues around alcohol ▪ Equip parents with information on the usage of alcohol by teenagers ▪ Explain legal restrictions ▪ Promote abstinence as a valid option
Long-term goals	<ul style="list-style-type: none"> ▪ Encourage young people to postpone the onset of alcohol consumption. ▪ Reduce the number of young alcohol consumers and encourage young people to adopt rational attitudes towards alcohol. ▪ Reduce overall alcohol consumption and motivate responsible drinking
Background information on Education system	The Finnish system is very open. Teachers are free to choose their teaching material. To this end, a fair is organized every year in January for teachers, principals and students (EDUCA). The fair attracts more than 12,000 visitors and allows attendees to discover what is available to them.
Material/support	In-class exercises, teaching material (electronic book) and a website (www.puhutaanalkoholista.fi)
Evaluation	None
Unique features	<ul style="list-style-type: none"> ▪ Focus on young people’s self-control ▪ Link with other projects for better synergy ▪ Material can be broken down into tailored lessons depending on needs ▪ All material available for download on the web



FINLAND

Intervention aims and objectives

This programme consists of a series of exercises and lessons for teachers to use with students aged 13-17 in lower and secondary schools in Finland. It is designed to encourage young people to think for themselves and take an active position on various issues. It aims to:

- Encourage young people to postpone their consumption of alcohol in order to prevent alcohol related harm.
- Reduce the number of young alcohol consumers and encourage young people to adopt rational attitudes towards alcohol.
- Reduce overall alcohol consumption and motivate responsible drinking.

Since the launch in June 2010, the teaching material has been sent to 780 schools.

Intervention methodology

Let's Talk about Alcohol includes in-class exercises geared to the needs of young people based on their backgrounds and experiences. It promotes active student involvement and informal group discussions. Exercises are designed to empower the students to deal with social expectations and peer pressure.

The materials can be incorporated into a variety of subjects, including Finnish language studies, social studies, biology and health. The programme can be used in its entirety or tailored to include selected parts. The teaching materials are compiled in a book and sent to all secondary schools in Finland that use Finnish as the primary teaching language. Each lesson is broken down into a teacher section, student section and exercises section. However, the Finnish system is very open; teachers are free to choose their teaching material. To this end, an annual fair is organized in January for teachers, principals and students (EDUCA) and it succeeds in attracting more than 12,000 visitors. In 2014, Puhutaan alkoholista had a stand at EDUCA to present the programme.

The materials are based on the Swedish programme developed by the *Sprit- och vinleverantörsföreningen* in cooperation with experts, educators and teachers. The Finnish version has been adjusted for the Finnish culture and law.

In April 2011, 324 school teachers and administrators participated in a web-survey to give their feedback on the programme (72 % were women):

- Only about 10 % were familiar with the campaign materials in advance, but they said they found much in the way of new and useful ideas, as well as useful suggestions on how best to teach the material. These respondents appreciated the clear instructions on how to use the material.
- One respondent said they used the tasks related to young people's attitudes to alcohol, group pressure and partying.
- All respondents felt that the campaign materials could be of use in their work. Not a single respondent said the material would not be useful.
- While the majority of respondents had yet to review the material, 84% said they planned to go through it.

In 2012, an extra effort was made to increase the visibility and use of the programme by teachers, in particular through the launch of a contest among schools/students. The objective was not only for teachers to explore the Puhutaan materials but also to empower students in dealing with social expectations and peer pressure. The contest "*It's ok to say no to alcohol*" ran from January to April 2012. Students were invited to invent their own style of saying "no" to alcohol by dubbing 30



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seconds of a famous scene from a movie (there were 3 choices on offer). The dubbing was recorded with mobile phones and entered via a multimedia message / email to the competition. The best dubbings were chosen and rewarded and subsequently released on Facebook and YouTube.

In 2013, an article about Puhutaan alkoholista was published in the Magazine REXI, a magazine for school headmasters and principals.

Since 2011, youth, school nurses and parents are informed regularly about the Puhutaan alkoholista programme, for instance through the LiiKU association promoting physical activities among young people. In 2014, the information reached around a thousand young people, 500 parents and 60 school nurses.



ESPACE	
Education, Sensibilisation et Prévention Alcool au Collège avec l'appui de l'Environnement	
Project leader	Public authority: The Director of Education of the Academy of Limoges, Ministry of Education, assisted by a steering group and an expert committee
Partners	Avec Modération! (formally Entreprise & Prévention - industry funded-body); Technical advisers from the medical, social and nursing service of the Academy; Education inspectors; Local Health Observatory, CDPA (local representatives of ANPAA – French NGO), CIRDD Limousin (local representative of MILDT - Interministerial Mission against drug and drug addiction)
Target audience	11-13 year olds, teachers and parents
Period covered	2010 – 2013 (pilot project)
Funding	Industry-funded for development of material and evaluation
Objectives	<ul style="list-style-type: none"> ▪ Teach life skills and increase self-esteem ▪ Increase knowledge and awareness
Long term goal	<ul style="list-style-type: none"> ▪ Prevent “binge drinking” type behaviour ▪ Delay the age of onset ▪ Increase the health and well-being of children
Background information on Education system	In France, the curriculum and teaching content are the same everywhere across the country (top-down approach) which explains why the Ministry of Education was in charge of the pilot test on request of the Minister himself.
Material/support	In-class exercises, teaching materials (book) and regular newsletter to parents (+ website)
Evaluation	<ul style="list-style-type: none"> ▪ Regional Office of Public Health (ORS) ▪ 30 schools/105 classes and more than 2,300 students evaluated between action and control groups over 3 years (pre/post).
Unique features	<ul style="list-style-type: none"> ▪ 3-year follow-up of the same group ▪ Evolving programme year on year ▪ Gradual education: life skills and self-esteem first, then alcohol.



FRANCE

Intervention aims and objectives

As a result of an idea put forward by Avec Moderation! Association (formally called Entreprise & Prévention), the ESPACE programme – Alcohol Education, Awareness and Prevention at Secondary Schools with support from the Home Environment – was formatted and finalised by the Limoges Regional Education Authority (Académie de Limoges), following a request from France's department for education. Conducted over 3 academic years, from September 2009 to June 2012, and rigorously evaluated in 2013 and 2014, the aim is to:

- Improve students' psychosocial skills and self-esteem in order to push back the age of regular alcohol consumption and prevent alcohol abuse among young people.
- To support the education teams that are specifically trained to work with students;
- Parental involvement through tools including information meetings, a website and a parents' newsletter.

Intervention methodology

15 action secondary schools comprising 53 classes and 1,150 students + 15 control schools Workshops organised for the same groups of students over 3 years		
Year 7 (age 11 - 12) school year 2009-2010	Year 8 (age 12 - 13) school year 2010-2011	Year 9 (age 13 - 14) school year 2011-2012
A rigorous evaluation process consisting of regular surveys conducted amongst students attending "action" secondary schools, as well as students at "control" secondary schools not invited to take part in the programme		

The ESPACE activities aimed at students

Two educational workshops were devised: the "Self-Esteem and Psychosocial Skills" workshop and the "Earth and Life Sciences" workshop. Adapted to the age of the students, these were based on active participation and took place during term time.

A scientific committee and steering committee worked with Limoges' regional education officer. They were responsible for implementing the ESPACE programme (the training of education teams, ensuring parental involvement, collecting feedback, managing its assessment, etc.).

1) Workshop on self-esteem and psychosocial skills central to prevention

Experiments conducted overseas show that the development of self-esteem and interpersonal skills in adolescents promotes healthy behaviour. Possessing self-confidence, getting to know others and recognising their attributes, being assertive in a positive way and handling conflict more constructively, are all skills that enable students to stand back and thus make confident decisions, resisting the multiple influences that surround them.

The first workshop, focusing on the development of self-esteem and psychosocial skills, was staggered over six, two-hour sessions for Year 7, with the same format for Year 8, whilst Year 9 received 10 one-hour sessions.

The workshop consisted of simple exercises, role-plays and individual and group activities. The education teams (voluntary teachers and other school staff) are all given a three-day training session



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at the start of the school year, in order to learn the concepts and the pedagogical tools developed for the ESPACE programme.

2) Workshops on raising initial awareness on the risks of drinking

To dispel some common misconceptions and to provide students with clear, objective information on the risks associated with drinking alcohol, ESPACE also included a workshop designed to fit in with the earth and life sciences (ELS) curriculum. Over the three years of the programme, students were given two sessions of 90 minutes each. The ELS teachers at the schools involved also attended a half-day of training prior to the workshop.

The ESPACE activities aimed at parents

The role of parents in preventing risky behaviour and the importance of parental control has often been demonstrated. Parental involvement was therefore one of the principles of the ESPACE programme.

Related actions are performed during the course of the programme. The parents of all of the students taking part in the ESPACE programme were invited to a meeting at their children's school for a project presentation. To inform and guide parents during the programme, several tools were provided:

- A newsletter which included compelling articles on the ESPACE workshops, risky behaviour, adolescence and other relevant subjects. The newsletter also included testimonials from project stakeholders and expert advice in the areas of prevention and education;
- A website providing more specific information on the content of the activities and help for parents on supporting their child during the programme.

Evaluation process and finding

Assessment was carried out in several phases by independent body, the Limousin Regional Health Observatory (ORS). It aimed to measure the impact of the programme on students' knowledge, perceptions and alcohol consumption, as well as their self-esteem and psychosocial skills acquisition.

	ACTION	CONTROL	
T0 – Initial evaluation	1,151 students	1,132 students	Year 7: Dec 09/ Jan 10 11/12 years old
T1 – 1 st intermediate survey	1,139 students		Year 7: June 10 11/12 years old
T2– Mid programme evaluation	1,120 students	1,063 students	Year 8: June 11 12/13 years old
T3 – 2 nd intermediate survey	1,129 students		Year 9: June 12 13/14 years old
T4 – Final evaluation	1,099 students 229 parents 57 DfE professionals	1,031 students 301 parents	Year 10: April 13 14/15 years old

In the end, some **30 schools** (1 out of every 3 Limousin schools), that is 105 classes and nearly **2,300 students**, were evaluated. Specific evaluation procedures were also implemented for parents, the teaching body, the education staff and the health professionals at the schools.



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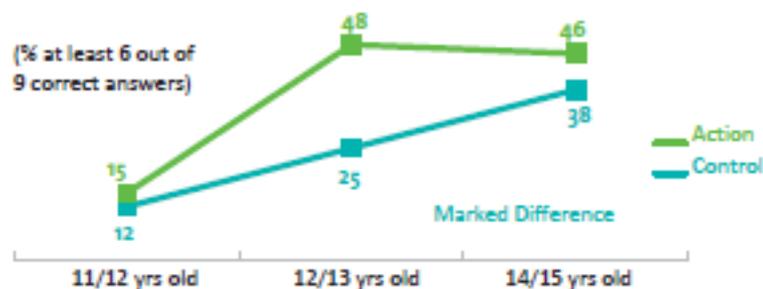
The ESPACE programme has had a clear impact on raising students' knowledge level.

The programme improves psychosocial skills and will therefore have a long-term impact on alcohol consumption.

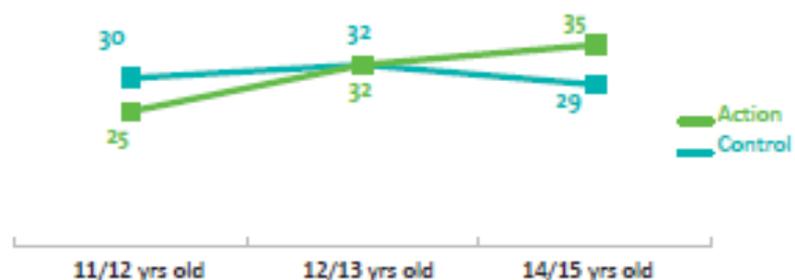
With regard to support for the programme, although students' interest in the workshops wanes over time, **40% remember the sessions as interesting one year later** (80% in year 7), and around **60% believe that these workshops could help them to resist the temptation** to drink alcohol; however a major difficulty in analysing the results of the ESPACE programme is the high degree of heterogeneity in support among students in the fifteen schools where it was implemented (the proportion of students happy to have benefited from the programme - "supporters" - varies from 13% to 90% depending on the school); heterogeneity is a problem due to large variations in how well the programme was implemented in different schools.

The ESPACE programme has had a clear impact on raising students' knowledge level. Moreover, irrespective of the level of support, the results showed a **clear difference in self-esteem and psychosocial skills between "action" and "control" students**, particularly with regards to **self-confidence and assertiveness** (and thus, potentially, the ability to resist temptation). This result is important, given that international scientific literature agrees that this type of skill is a factor in combating risky behaviour, which includes regular alcohol consumption or intoxication in adolescents and young adults.

Impact of the programme on students' knowledge



Impact of the programme on self-confidence*

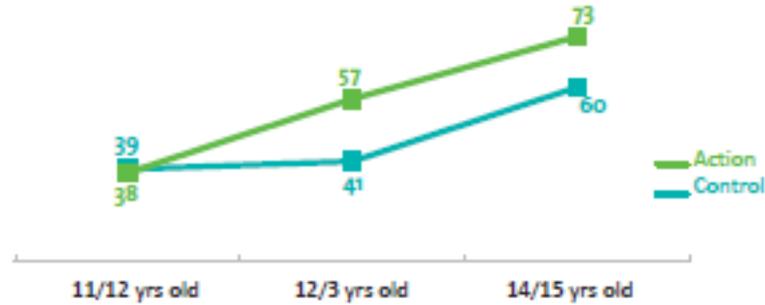


* Marked difference. % adjusted for age and gender - chain-linked data.



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Impact of the programme on assertiveness*

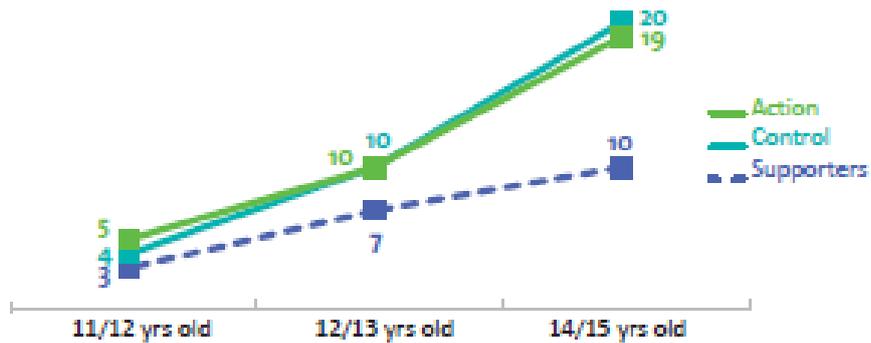


* Marked difference. % adjusted for age and gender - chain-linked data.

On the other hand, no definitive conclusion can be drawn regarding the programme’s impact on alcohol consumption.

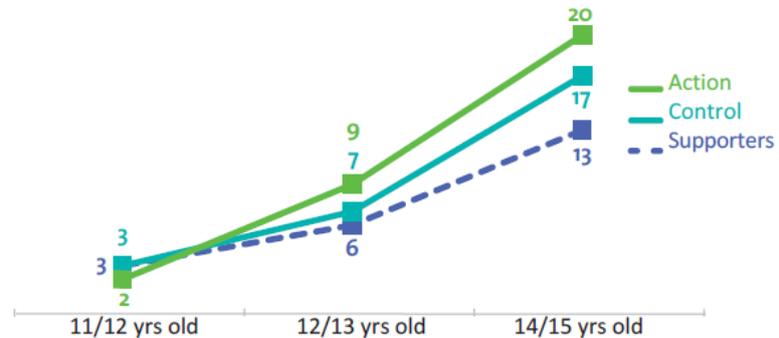
The overall comparison shows virtually no difference between the 2 “intervention” and “control” groups. The age at which the evaluation was carried out (14/15 years old) is probably a little too early to claim to demonstrate an impact on regular alcohol consumption. Nevertheless, taking into account the criteria of support from students within the “intervention” group, lower levels of alcohol use and experimentation are observed among “supporters” than among “non supporters”, although it is not possible to evaluate exactly how much this stems from these students’ personalities, or from how well the programme was implemented (since it would be more effective where it is valued).

Impact of the programme on monthly alcohol consumption^a





Impact of the programme on drunkenness*



* Marked difference. % adjusted for age and gender - chain-linked data.

Side impacts

Highly positive impact on the educational community. The programme also indirectly helped to raise awareness among the educational community of the need to promote self-esteem and the acquisition of psychosocial skills in students. The results, particularly the results on the behaviour of specific students, meant that the educational teams’ interest was sustained beyond the **ESPACE** project. In addition to the hundred or so stakeholders involved in the programme, 15 academic trainers were trained to work with the students in 2011, and subsequently 250 in 2012 and 2013. This process continues today and as a result, Limousin is particularly advanced on this issue as a regional education authority.

Difficulty in attracting students’ parents’ involvement

Parental involvement was ultimately limited: few were present at information meetings, and there was a low rate of return of the evaluation questionnaire (21%). However, those who responded to the survey saw the programme as positive, and 40% said they had seen a positive impact on the behaviour of their child.

Conclusion

ESPACE has attracted broad support from participants and has demonstrated very encouraging results in the development of self-esteem and psychosocial skills (self-confidence, assertiveness), even if no conclusion can yet be drawn regarding the programme’s impact on alcohol consumption. Its evaluation also provides valuable lessons for expanding this type of operation in France.

Avec Modération! wishes to continue and enhance this experimental approach, in order to offer key public health players prevention models with recognised effectiveness.



RUNĀJOT PAR ALKOHOLU	
Project leader	Public Authority: Go Beyond
Partners	<ul style="list-style-type: none"> Latvian Medical association (Pēteris Apinis), Latvian Parents' Movement (Latvijas Vecāku kustība) Road Traffic Safety Directorate (CSDD)
Target audience	11-19 year olds, teachers and parents
Period covered	Launched in September 2013, on-going
Funding	Industry-funded for development of material and evaluation
Objectives	<ul style="list-style-type: none"> To analyse and discuss alcohol, the situations it creates and the effects it has on social skills and values, as well as an observation on the physiological perspective of 11 – 19 year olds. To provide parents with necessary materials on how to talk to their children about alcohol.
Long term goals	<ul style="list-style-type: none"> Postpone the onset of alcohol consumption Change attitudes towards alcohol and alcohol-related behaviour among young (underage) people Reduce over-consumption and motivate youth to drink responsibly
Background information on Education system	<ul style="list-style-type: none"> Alcohol prevention is covered through the <i>Social sciences</i>. The National Centre for Education (public entity under the Minister of Education and Science) has developed a list of educational results to be achieved per age group. Alcohol prevention starts in 5th grade as part of the general health education (allocated time up to 30 hours) and continues in 7th and 8th grade (5 and 7 hours respectively). There are no guidelines regarding what materials should be used in dealing with the topic of alcohol prevention. Thus, it is up to each school and teachers to decide.
Material/support	<p>Programme adapted from the Swedish approach:</p> <ul style="list-style-type: none"> School programme and school policy programme available online http://www.runajotparalkoholu.lv/par-mums/programma and in print (in Russian & Latvian) Online support to parents on the school website (http://www.runajotparalkoholu.lv/vecakiem/) and advertised through the largest national news portal (http://www.delfi.lv/temas/akcija-runajot-par-alkoholu/)
Evaluation	A three year long evaluation of the programme started in September, 2015. It will be a longitudinal study in 24 intervention and 24 control schools. 7 th graders will be followed in both types of schools until the 9 th grade
Unique features	<ul style="list-style-type: none"> The material is self-instructive for teachers, and consists of three different levels of classroom activities depending on the pupils' previous exposure to alcohol and their current alcohol-related behaviour. The choice of the appropriate level depends on the results of the exercises from the preparatory level



LATVIA

Intervention aims and objectives

The aim is to analyse and discuss alcohol, the situations it creates and the consequences it has on social skills and values, as well as to examine the physiological perspective of 11 – 19 year olds. The programme also aims to provide parents with necessary materials on how to talk to their children about alcohol. The long term objectives are to postpone the onset of alcohol consumption; change attitudes and alcohol-related behaviour of underage people; and reduce over-consumption.



Intervention methodology

The programme is based on the Swedish original 'Talking About Alcohol'. The material is self-instructive for teachers, consisting of classroom activities for three different levels depending on the pupils' previous exposure to alcohol and their current alcohol -related behaviour. The choice of appropriate level depends on the results of the exercises from the preparatory level.

All material is available online and in print version. Together with psychiatrists, coaches and doctors, the material was developed and based largely on their experience and on materials available from abroad. The material is organized into 4 sections: 1) Conversation with a child; 2) Facts; 3) Parents' examples; and 4) What to do when it is 'too late'.

When the programme started two different exercises were tried out in a real school (on 8th graders) and filmed. These materials are now used when training teachers in other schools and are available on YouTube (www.youtube.com/watch?v=gC3c55013Fs / www.youtube.com/watch?v=x3OS0f-u9gY).

Based on learning from literature review, the project began with a strong focus on training the teachers using the programme. Three different training seminars were designed with the support of the National Centre of Education in order to help teachers understand the material and the way to use it in the classroom (the seminars lasted from 2 hours to 12 hours, with the latter qualifying as a level professional development programme and accounting for 18 out of the 36 points each teacher has to collect every 3 years in order to maintain their qualification). The target audience of the seminars were teachers of social sciences (mandatory subject in elementary school) and health (elective subject in high school), as well as those with classes for *upbringing*. After half a year, 8 teachers were selected out of the 212 who had been trained to become the ambassadors of the programme. Ambassadors have been trained to deliver the seminars available to schools. 3 additional trainers were appointed to help the Ambassadors (2 speaking Latvian and 1 Russian). Over 3 semesters, they have educated 965 teachers.



A pilot of the school alcohol policy was carried out in October 2013. Participants of the youth development programme Go Beyond (18 to 23 year olds) together with the representatives of Latvian Parents' Movement researched the needs of Jaunpiebalga secondary school (a rural school with about 400 pupils) and together with teachers and administration proposed a policy for schools. The main conclusion was that with regards to material



LATVIA

usability in Latvia, the Latvian educational environment was not ready for the currently available Swedish approach and that the primary focus remained to work with teachers and parents separately.

Three contests for youth have been carried out:

- 1) Essay competition for 6th to 12th graders on the topic “Youth and Addictions” in cooperation with a national portal and newspaper www.diena.lv;
- 2) Video competition for 10th to 12th graders together with the Road Traffic Safety Directorate;
- 3) Essay competition for 6th to 9th graders on topic “Alcohol and Celebrations”, in cooperation with a national portal www.delfi.lv .



84 essays were submitted for the competitions and the top 5 essays were shared / re-tweeted 641 times. 139 participants took part in the video competition and teams submitted 42 videos for the competition. The top 6 videos received 1,178 likes on social media. The final event was covered by media (news [portals](#) and youth TV) and the winners’ video was worked on by professionals and became the main video for the campaign against drinking and driving. 109 entries were received for the second essay competition. The top 12 creative writings were published on the webpage of www.calis.lv

(parents section of the portal www.delfi.lv) and received 592 votes.

Evaluation process

A three year long evaluation of the programme will start in September 2015. It will be a longitudinal study in 24 intervention and 24 control schools. 7th graders will be followed in both types of schools until the 9th grade.

The study is a combination of a quantitative questionnaire for pupils based on the research carried out by National Foundation for Educational Research (NFER) and an anthropological study, including focus groups with pupils, interviews with teachers and some families.

The intervention will be carried out by teachers in school. Each teacher is expected to organize 4-5 pre-planned lessons from the material provided to them. All teachers are trained every year in August on the methods and specific exercises.

In May 2015, a pilot study was carried out to adapt the questionnaire in 5 schools (n=194). This study showed that 89% of pupils have tried alcohol by the end of the 7th grade, yet 47% of all students have only done it once. On that basis, the outcome of the intervention should be:

- 1) Students in intervention schools have lower alcohol consumption;
- 2) Students in intervention schools have better knowledge about alcohol effects;
- 3) Students in intervention schools have higher score in social skills evaluation.



POSITIVE LEARNING LABORATORY	
Project leader	Polish Spirits Industry (PPS)
Partners	<ul style="list-style-type: none"> ▪ MONAR - leader of the programme – is an NGO helping people in difficult life circumstances (eg: exclusion, addiction, homelessness, etc), serving more than 30,000 people in Poland. ▪ Fundacja Edukacji Społecznej (Foundation for Social Education) ▪ Stowarzyszenie Profesjonalistów Psychoterapii i Psychoedukacji „Wspólna” (Association of Professionals in Psychotherapy and Psychoeducation) ▪ Warszawskie Towarzystwo Dobroczynności (Charitable Society of Warsaw)
Public authority support	Cardinal Stefan Wyszyński University
Target audience	13-14 year olds, teachers and parents
Period covered	June 2012 - August 2013 (pilot-project in 20 classes) with full implementation in 18 classes in 3 regions as from January 2014
Funding	Industry-funded programme with long-term objective to get the programme recommended by the Ministry of National Education. As a result it's self-financed by schools, thanks to public grants from local budgets on prevention activities.
Objectives	<ul style="list-style-type: none"> ▪ To promote healthy lifestyles among underage people (free from alcohol and other psychoactive substances) ▪ To develop skills to cope with the difficulties associated with the period of adolescence.
Long term goal	<ul style="list-style-type: none"> ▪ Preventing “binge drinking” behaviour among young people. ▪ Delaying the age of onset. ▪ Increase health and well-being of children.
Background information on Education system	Each school is obliged by law to have in place a school prevention programme to address risky behaviours including alcohol consumption but fairly large freedom in the implementation.
Material/support	<ul style="list-style-type: none"> ▪ The programme uses attractive tools (drama, team working, presentations, film), which are available to teachers also after the project. ▪ Dedicated website: http://pozytywneLaboratorium.pl/
Evaluation	Pre and post evaluation of the pilot phase under the supervision of Cardinal Stefan Wyszyński University followed by an evaluation in 2014 by Institute of Sociology of the University of Warsaw.
Unique features	<ul style="list-style-type: none"> ▪ This prevention programme for schools was created by experts from several institutions. ▪ It is the only prevention programme for youth in Poland which includes three groups: parents, teachers, students.



Intervention aims and objectives

The intervention aims to promote healthy lifestyles among young people (including attitudes free of alcohol and other psychoactive substances) through the development of examples of fulfilling life and readiness to cope with the difficulties associated with the period of adolescence.



Intervention methodology

The programme was created in 2012-2013 by an NGO (MONAR) with the support of scientists. The final shape of the programme was preceded by research with three focus groups (young people, students, parents) and trials in 20 classes that took place from January to June 2013.

The programme is aimed at junior high school students (13-14 years old) and requires cooperation with schools (Headmaster, Counselors). It consists of a set of 2 hour meetings with each of the target groups (young people, parents and teachers) and is conducted by professional trainers with experience in youth education. It uses attractive and interactive tools (drama, team working, presentations, and film). One of the tools prepared especially for the programme is an educational film (12'') called House Party, which provokes an in-class discussion about the use of alcohol and the consequences for young people.



Young people: the programme helps students to consciously build their self-esteem and develop social skills to help them understand and better cope with emotions and relationships.

Parents: the programme provides information on the problems of adolescence, on psychoactive substances and addictions, it offers tips and practical skills for communicating with teenagers, for defining and keeping the limits, for planning free time and deals with conflicts in families.

Teachers: The programme supports teachers in the educational processes (regarding psychoactive substances, addictions, ways of helping, planning free time and communication with youth). It provides skills to help prevent the formation of problematic situations among students. A certificate of participation is available for teachers after the training.

Project in numbers (2013):

- 500 young people
- 400 parents
- 20 teachers

Project in numbers (2014):

- 359 young people
- 68 parents
- 124 teachers

Total: 1,471 participants



Evaluation process and findings

Evaluation of the pilot phase in 2013 by external experts from Card. Stefan Wyszyński University: 1) Quantitative evaluation with pre and post survey among 52 students, 70 teachers and 42 parents; and 2) Qualitative evaluation with focus groups.

Results:

- 84% of teachers had a positive opinion about the programme.
- 75% of parents had a positive opinion about the programme.
- In both groups an increase of knowledge about the substances, symptoms and immediate effects of taking different types of psychoactive substances was noticed.
- Regarding young people positive changes on self-assessment, planning skills, perception of their own future were observed, as well as on addiction, stereotypes and the effects of alcohol. Changes in attitudes were not statistically significant.



Evaluation in 2014: carried out by the Institute of Sociology of the University of Warsaw after the end of classes in June 2014. It was a quantitative evaluation (with a pre and post survey) of 128 teachers, 68 parents and 111 students.

Results:

- Teachers rated the usefulness of the course as a way to broaden and consolidate skills highly. 74% declared that their expectations for the classes had been fulfilled at least to some extent.
- Parents found the teachers very well prepared to teach the lessons. 70% declared that their expectations for the classes had been fulfilled at least to some extent.
- 66% of students declared that their expectations for the classes had been fulfilled at least to some extent.



ADOLESCENCIA Y ALCOHOL	
Project leader	Foundation of Alcohol and Society – FAS
Partners	<ul style="list-style-type: none"> ▪ University of Barcelona, ▪ Fundación Bosch i Guimpera, ▪ Municipalities in Catalonia, Madrid and Andalusia
Public authority support	The school programme process and the content received a de facto endorsement by the FAS and Spanish municipalities following agreements between these authorities to run prevention programmes at a local level.
Target audience	12-18 year olds, parents and teachers
Period covered	2001 - ongoing
Funding	Industry-funded
Objectives	<ul style="list-style-type: none"> ▪ Increase young people’s knowledge, awareness and understanding of alcohol, its effects and the risks associated with its consumption. ▪ Equip parents with information on the usage of alcohol by teenagers
Long-term goals	<ul style="list-style-type: none"> ▪ Reduce the age of onset (to legal purchase age of 18 or the biological age of 21) ▪ Reduce the number of underage drinkers ▪ Reduce the overall amount of alcohol that teenagers consume
Background information on Education system	<ul style="list-style-type: none"> ▪ Healthy lifestyle issues are thought as transverse content through different subjects. ▪ Schools (not individual teachers) can choose teaching materials as long as they attach teachings to those from the Ministry’s mandatory curriculum. Teaching materials do not need to be certified by the Ministry of education but they can be banned by authorities if found to be inappropriate.
Material/support	<ul style="list-style-type: none"> ▪ Seminars taught by about 50 professionals in classrooms and workshops with parents. ▪ Supporting material: teachers’ guide, pupils’ book and parents’ brochure on adolescence and www.lascarasdelalcohol.com.es
Evaluation	On-going evaluation since 2001. In 2009, a of a 5-year longitudinal study with Deusto University (Institute of Drug Dependency) was launched
Unique features	<ul style="list-style-type: none"> ▪ Interventions delivered in the classroom by external educators and not by teachers ▪ Students are receiving information every other year of their scholarship in high school



Intervention aims and objectives

“Adolescencia y Alcohol” is a free and voluntary education programme targeting students aged 12 to 18, as well as their parents and teachers. It consists of 2h classroom sessions delivered by trained external teachers (with pedagogical content suited for each age group) and workshops for parents.



The intervention began in 2001 and has reached over 2 million students from 2,600 schools to-date. More than 2,000 workshops have been held with parents since 2011. In some regions such as Andalucía, Catalonia and Madrid approximately 44% of pupils and secondary educational centres have participated in the programme.

The intervention aims to:

- Delay the age of alcohol consumption (to at least the legal purchasing age of 18)
- Reduce the number of underage drinkers
- Reduce the overall amount of alcohol that teenagers consume

Intervention methodology

The teachers’ guide offers guidance to deliver the programme; information on adolescents and the effect of alcohol on their body and 21 exercises divided according to age group (issues relating to health, peer and social pressure). The programme is supported by an interactive website aimed at teachers, children and parents: www.lascarasdelalcohol.com.es.



The students’ guide covers topics such as circulation of alcohol in the body; long and short term effects of alcohol on the body; reasons why adolescents should not drink alcohol, myths and facts about alcohol and the law regarding drink-driving. Student workshops are tailored by age group and run by fully trained professionals.

The parents’ guide covers topics related to adolescence such as when and why do they begin to drink? Why, what, how much and in which way do they drink? How to talk to your children about alcohol ...



Parents may also attend the "Charla y Escuela para padres y madres" (conversations at schools for parents) which are conferences to discuss the issues raised in the guide. The programme is linked to the University of Parents www.universidaddepadres.es (developed by Jose Antonio Marina, member of the Scientific Committee of FAS).

In 2010, a meta-evaluation was carried out by Domingo Comas (sociologist) to determine the effectiveness of the programme and identify potential areas for improvement. The conclusions of the meta-evaluation were:

- In order for a change in behaviour to occur, it is necessary to have a time-lag of one year between each training session.
- It reduces the global rate of consumption by as much as a third for all adolescents and by half when only considering drinkers.
- Onset age is delayed.
- A positive attitude is generated towards control measures.
- Enhanced caution with consumption is created.



SPAIN

- There is a decrease in drunkenness.
- There is, however, a notable lack of commitment from teachers and parents.
- Disseminating information is often neglected and attitudes resort to baseline when the information is not repeated with the children.

The evaluation conducted, resulted in a change in the way of delivering the programme and the launch in 2009 of a 5-year longitudinal study with DEUSTO.

Evaluation process and findings of the longitudinal study

The evaluation was carried by the most prestigious external independent institutions working in the sector, i.e. the **Deusto Institute of Drug Dependencies**, leader in Spain in the field of sociological research studies

Aim of 5- years' longitudinal study:

- Identifying the effects of alternating educational programmes upon changes in the drinking habits of our under-age youths
- Evaluating findings and identifying possible modifications to improve our programmes

With the objective:

- Before: to adapt the programme to the needs of society at any specific moment;
- During: to verify results;
- After: to assess data and propose improvements for the future.

The final results of the investigation will only be available in October 2015 but the following can be said at this stage:

- Those students taking part in the experimental group valued sources of information about alcohol differently than those in the control group.
- 68.6% of children subject to the intervention state that the school educational sessions have helped them to take the decision not to drink and/or to drink less alcohol. This means that 7 out of 10 underage people surveyed changed their attitude towards alcohol.
- The experimental group valued the educators from the Alcohol and Society Foundation as the third major source of information after their school (61.3%) and family (58.7%).
- Initial evidence suggest the educational programme "Alcohol and Adolescence" is changing the perception of alcohol among underage people, modifying their behaviour, reducing the level of consumption or even driving the decision not to drink until of legal drinking age.

First conclusions:

To achieve the stated objectives, it is essential to:

- Count on the commitment of all stakeholders involved in the education of underage people such as family, educators/teachers and peers.
- Interact not only with teenagers but also with other social agents such as public and private institutions as well as the Media.



PRATA OM ALKOHOL	
Project leader	<ul style="list-style-type: none"> ▪ Kunskapskraft & Media; ▪ Swedish Spirits & Wine Suppliers (SSWS) ▪ Brewers of Sweden
Partners	<ul style="list-style-type: none"> ▪ AIK Football Club, the Swedish Marketing Association, ▪ The Swedish Transport Administration
Public authority support	<ul style="list-style-type: none"> ▪ Cooperation with Swedish Transport Administration for to the activities of Don't Drink & Drive within the programme. ▪ The Swedish National Agency for Education is using the programme as reference due to the topic. ▪ Several municipalities around Sweden endorse the programme
Target audience	13-19 year olds
Period covered	2006 - ongoing
Funding	Industry-funded
Objectives:	Teach, discuss, inform and create a deeper debate and understanding of alcohol among 13-19 year olds
Long term goals	<ul style="list-style-type: none"> ▪ Postpone the onset of alcohol consumption among young people ▪ Change attitudes and behaviour to alcohol amongst youths ▪ Reduce overall consumption and promote responsibility
Background information on Education system	<ul style="list-style-type: none"> ▪ Healthy lifestyle and alcohol teaching area part of the mandatory curriculum ▪ However, teachers are free to pick and choose the teaching material they want and this material does not have to be "certified" by the Ministry of Education or other public bodies
Material/support	School programme including guidance and toolbox for classroom activities, Family Skills programme, School policy programme as well as a website www.prataomalkohol.se
Evaluation	<ul style="list-style-type: none"> ▪ First evaluation carried out in 2010 (a six month quantitative evaluation of 240 students aged 15-16 years was conducted by Nikolaus Koutakis (Örebro University) and Martin Stafström PhD, (Lund University). ▪ Second evaluation 2014/2017: Longitudinal randomised, controlled trial study
Unique features	<ul style="list-style-type: none"> • Teachers workbook, containing: Classroom activities, Family skills programme and School policy programme • The programme is self-instructive – teachers order the material and implement it on their own. • To enhance the implementation of the programme there are also free educations every year for teachers. • Short story competition about youth & alcohol • Advertising/campaign contest



SWEDEN

Intervention aims and objectives

This programme aims to provide guidance and a toolbox for teachers and schools to teach, discuss, inform, and create a deeper debate and understanding of alcohol among 13-19 year olds. The objectives are to:

- Postpone the onset of alcohol consumption
- Change attitudes to alcohol and related behaviour amongst youths
- Reduce over-consumption and motivate youths to drink responsibly.

Intervention methodology

The programme is a self-instructive; teachers' workbook available both in print and on the web. Teachers order the material and implement it on their own at schools, and help is provided by telephone or e-mail. In addition, every year, five training days are organised for teachers, conducted by professional instructors together with local authorities.



The programme is composed of:

- *Classroom activities:* Divided into four educational levels, based on the level of consumption. They focus on social and life skills aspects; resisting peer pressure; increase the awareness of responsible drinking.
- *Family skills programme:* How to involve parents in the school-based project; Information and advice to help parents discuss the issues with their children at home
- *School policy programme (implementation strategy):* Instruction on how to integrate and motivate the entire school; Instruction to support and create long-term engagement to change attitudes to alcohol
- *The programme also involves a short-story competition about youth and alcohol:* Over 6,000 students have participated; produced a short story book for each year containing the best stories
- *Advertising/campaign contest:* Students all over Sweden have created campaigns to influence young people not to consume alcohol and not to drink and drive. The 2014 action was a competition organized together with the Swedish Road Administration. Around 500 students participated with over 240 different campaigns (winning spot/music video can be viewed at <https://vimeo.com/94475431>). The estimated reach of all the student campaigns in Sweden has been over 600,000 people.



In September 2015, 75% of schools have ordered the programme. Since the start of 2006 we estimate that 9,000 teachers and 450,000 students have used the programme. The short story books have so far been ordered in 16,000 copies by school all over Sweden.

Every year, teachers are invited to evaluate the programme and tools online. The survey purpose is to measure the usability and perceived impact amongst participants - 800 have so far answered the survey.

Preliminary results from the 2014 web survey:

- 60% of respondents say that they have started using the programme and 70% of the “non-users” say that they will start to use it soon.



SWEDEN

- 70% of respondents believe that the programme influences pupils to delay the age of consumption.
- 80% of respondents believe that the programme lead to better attitude and motivates to drink responsibly.
- 98 % say they would recommend the programme to colleagues.

Evaluation process and findings (evaluation 1)

In 2010, a six month quantitative evaluation of 240 students aged 15-16 years was conducted. The students were divided into equivalent intervention groups and control groups. The evaluation was carried out by two independent research consultants, in cooperation with and supervised by 1) Nikolaus Koutakis (creator of the Swedish alcohol preventing programme “ÖPP” and lecturer at Örebro University faculty School of law, Psychology and Social work) and Martin Stafström PhD, (faculty alcohol and illicit drug researcher at Lund University).



The quantitative study was conducted in two phases with a pre-test in January 2010 and a post test 6 months after in May/June 2010. The study was performed in an authentic school environment, using trained data collectors and to monitor the implementation process, the responsible teachers have answered a fidelity checklist (for example to see if they have worked in the correct sequence).

Several results in the study argue in favour of *Prata Om Alkohol* as an effective school material for alcohol prevention:

- The intervention group displays a shift of greater awareness and a healthier attitude to alcohol use than the control group,
- Significantly less frequent alcohol consumption in the interventions group compared to the control group over time,
- Clearly smaller degree of risky behaviour in the interventions group compared to the control group over time,
- Lower degree of intoxication in the interventions group when drinking,
- Higher frequency of intoxication in the control group over time,
- The increase in consumption and higher frequency of intoxication together with a higher risk behaviour in the control group also signifies a negative “compound interest” effect, which means that the influence of *Prata Om Alkohol* on the intervention group becomes even more positive.

Evaluation process (longitudinal study 2014/2017)

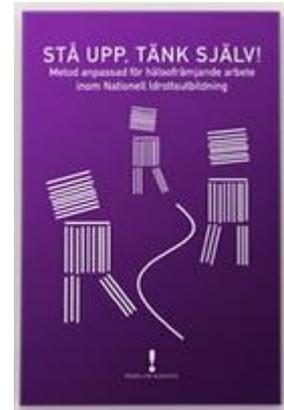
The objective is to measure the impact *Prata Om Alkohol* in postponing the age of early onset and in lowering the level of consumption of those taking part in the programme compared to the control group.

First of all, informed consent was obtained from guardians of those pupils participating in the intervention to gather data from them over the longitudinal study. In the autumn of 2014, each class was visited by a research assistant who distributed a questionnaire (cinema ticket to reward those participating in the data collection).



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Randomization: The randomisation unit is school classes. The reason this level is selected over schools as the randomisation level is that power is considered to be too low, given the economic framework of the study. To reduce the risk of unknown systematic bias the randomisation is controlled so that there is an intervention class and a control class in each school. To reduce the risk of contagion, i.e. the control class possibly being infected by the intervention, there is only one – possibly two - intervention classes in the entire school. In other words, those participating in the intervention are only a small group within the entire school and can hardly influence the climate of the school in regards to alcohol, or how group dynamics or conversations related to alcohol take place outside the school. The randomisation will take place after the baseline assessment is conducted at each school. Furthermore, the randomization shall be carried out by a person independent of the project.



Design: This study shall be conducted as a cluster-randomised, controlled study in which the randomisation level is school classes. Furthermore, the study is an efficacy study in which the intervention is delivered by specially trained and selected educators. In order to meet the objective, the study is longitudinal and the young people are followed for a total of three years during secondary school from years 7 to 9 with annual survey polls in the autumn semester. With the exception of year 9 in which a poll will also be conducted in the spring of the last semester.

Procedure: When school starts, informed consent shall be obtained from guardians. Consent shall be sought to participate in the study and the opportunity to include the young person, within 5 years of the study concluding in 2017, in a long-term follow-up. Consent means that, on 4 occasions during the study period 2014 to 2017, the young person shall fill in a questionnaire in the classroom during school hours. Clear information about the study shall be given to the young people during the first data collection in 2014. In order to participate in the data collection a consent form for participation in the study must be signed by the guardians. In cases where consent is not forthcoming, the young person shall leave the classroom during the data collection. In the autumn of 2014, each class was visited by a research assistant who went through the study and distributed the questionnaire. The research assistant was present in the classroom to answer questions about the study and the questionnaire. In conjunction with the release of the survey, remuneration was also paid to the young persons. This procedure is then repeated for the other measurements in the study.

Power: Based on the finding of the pilot study, a sample of about 40 randomisation units (classes) of the same size is sufficient to detect an effect size of at least 20% in the relevant outcome measurements.

Analysis and report: Data will be compared between intervention and control groups to measure the impact of the programme against the stated objectives. The analysis shall be carried out on an annual basis over three years. A report will be published annually as well as a scientific publication on the final outcome of the longitudinal study.



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