

Workshop on the contribution of alcohol education to reduce underage drinking

WELCOME



Brussels, 20 October 2015





MEP Elisabeth Morin Chartier

**Intervention of Elisabeth Morin-Chartier, Member of the
European Parliament
Workshop on Education to reduce underage drinking**

20th of October 2015

Radisson Blu Hotel - Brussels

First of all I want to thank SPIRITSEUROPE for this initiative on underage drinking and for the quality of this professional public.

Thank you very much, dear Paul SKEHAN, for your introduction.

Thanks for this wonderful panel of stakeholders.

The subject that we are dealing with, today, matters to our society.

WHY? Because underage drinking is a problem that each European member state is facing.

It is even a new vocabulary answering new ways of behaving, all over Europe:

- BINGE DRINKING in United Kingdom,
- BOTELLON (BOTELLIONE) in Spain,
- BITURE EXPRESSE in France.

The most dangerous side of this behaviour is concerning children that are more and more young.

When I was still working for the French Education Nationale, I had a terrible experience that will never leave me alone.

Two young boys of 11 years old in alcoholic coma at 10 o'clock in the morning, just because exceptionally their class was only starting at 10 instead of 8 o'clock.

They had to occupy themselves, so they drink till they cannot anymore. Two 11 years old boys brought to the hospital because of drinking abuse.

It is not an isolated case, just a simple example.

How to react to underage drinking problem?

How to react to this Wednesday afternoon and to this Saturday, / which are becoming alcoholic parties?

How to react to products like alcopops which are appealing to youngsters?

We cannot stay watching at our children destroying themselves.

We need to find answers to sort this problem out.

This is concerning all of us. It raises questions to families, teachers, large scale distribution companies, politicians; well, basically, it raises questions to the whole society.

As a Member of the European Parliament, I have been a great supporter of the alcohol strategy Resolution adopted this year. The European Parliament has sent a loud message to the European Commission and to the Member States to implement education measures targeting young people as part of their strategies to prevent abuse and spread good practices. Because there are good practices as we will see later this morning.

But it needs a full commitment of every person involved in.

Otherwise, the results are still disappointing. So I formally invite my MEP colleagues to use their influence at local level to make it happen all over Europe.

We have to take our own responsibilities at all levels to fight underage drinking.

However, alcohol is a quality product; it is a mark of cultural practices.

I come from Cognac so I know what I am talking about!

But alcohol has to be consumed in a responsible way.

Marketing should not target youngsters!

What can we do to stop underage drinking?

During this workshop, we will get experiences that will give us ideas on how to fight this problem.

Thank you all for being here, to work on it and enjoy your day.

Setting the scene: when, how and why underage drinking

Dr Jean-Pascal Assailly

Alcohol and young people, setting the scene

Dr. J.P. Assailly

Transfer of scientific knowledge?

- Important literature on the psychological, biological, social and cultural determinants of excessive and underage drinking
- Should be more transmitted to prevention stakeholders in the conception and evaluation of preventive actions.

I. Psychological determinants

I.a) Expectancies of drinking

- Expectancies vary according to age, gender and context
- Are predictive of amount and frequency of future alcohol use
- Work on expectancies : how to obtain the same objective without heavy drinking

I.b) Drinking motivations (1)

- Coping with internal negative state
- Coping with external negative state
- Enhance internal positive state
- Enhance external positive state
- Drink alone, post-traumatic stress, sex victimization, anxiety, social anxiety, depression, motivations related to sport

I. b) Drinking motivations (2)

- A reversal of approach : all the preventive and social work on drinking is focused on insisting and trying to attenuate negative consequences of drinking ; but working on positive consequences of drinking as these may be more predictive in the decisional balance ! Cf. brief motivational interviews efficiency.
- More generally, analysis of the reward system is important

I.c) Perception of risk biases

- Comparative optimism
- Risk for self/for others
- Subjective estimations of B.A.C.
- Subjective thresholds of impairment by alcohol (confusion between law and danger)
- Alcohol myopia (difference sober/inebriated)
- Dual-process decision making
- Prototype similarity
- Social norms (descriptive, injunctive, false consensus)

II. Neurobiological determinants of excessive and underage drinking

- The dual agenda (connexions limbic/prefrontal areas during the youth years)
- The resistance to the effects of alcohol : genetic factors
- The hippocampus impairments (hypoactivity of the HPA axis, cortisol hyposecretion, low stress experienced during alcohol use, risk-taking, transgression of rules, epigenetic effects of early emotional stress and alexithymia : link with the affective history ?)

III. Social environments influences

- Family : genetic factors, affective links, evolution of the structure, transmission, supervision
- Peers : influence but selection also
- Neighborhood
- Lifestyles and mobility choices (public to private space, less social control)
- Media

IV. Cultural factors (1)

- « wet » and « dry » drinking cultures are now questioned!
- Interaction between culture and context : the same alcohol use does not produce the same consequences (for example : violence, traffic accidents) according to the country
- The acculturation phenomenon : 4 strategies (integration, assimilation, separation, marginalization); different outcomes
- Globalization may have perverse effects (3 cities study)

IV. Cultural factors (2)

- The gender gap : the agenda of feminism
- The « Safe Roads for Youth » project : differences between Vietnam, South Africa and Argentina : drunk walking in SA, drunk cycling and mopeds driving in VN, drunk driving in Argentina
- The influence of peers is an universal but its strength varies across countries.

To know more ...

Why do young people drink ?

Ed. P.A.U. Education, Barcelona, 2014.

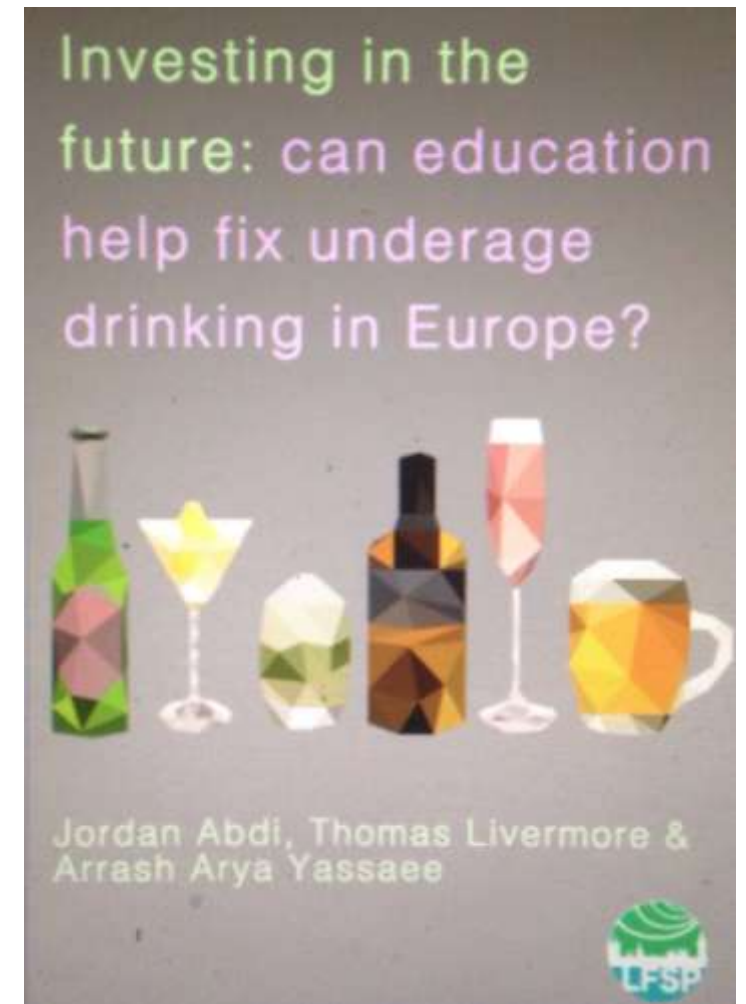
On Amazon

Investing in the future: can education help fix underage drinking in Europe?

Dr Arrash Arya Yassaee

Jordan Abdi

Investing in the future: can education help fix underage drinking in Europe?



ARRASH ARYA YASSAEE

JORDAN ABDI

THOMAS LIVERMORE

Full report available at:
<http://spirits.eu/files/328/litterature-review-on-alcohol-education-october-2015.pdf>



Contents

What is the current problem in Europe?

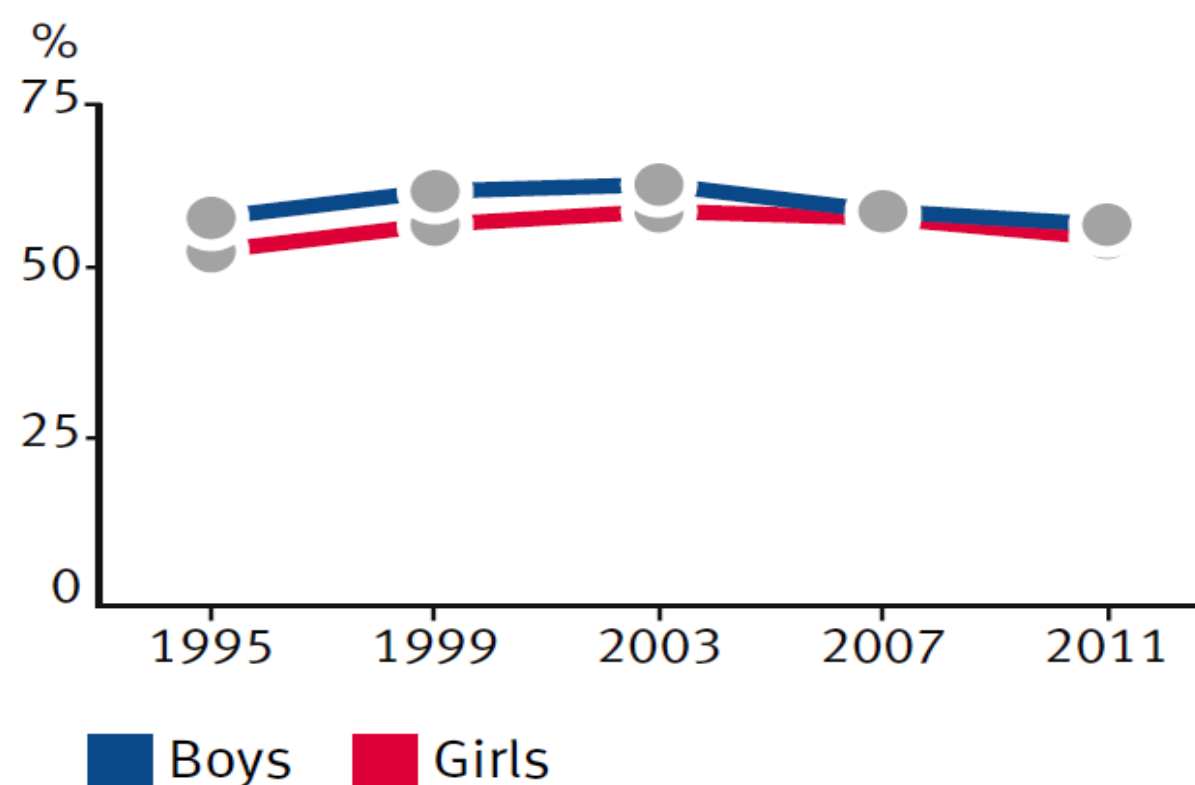
What role does school education have?

How can family interventions help?

What makes a good programme?

Our recommendations

Frequency of use



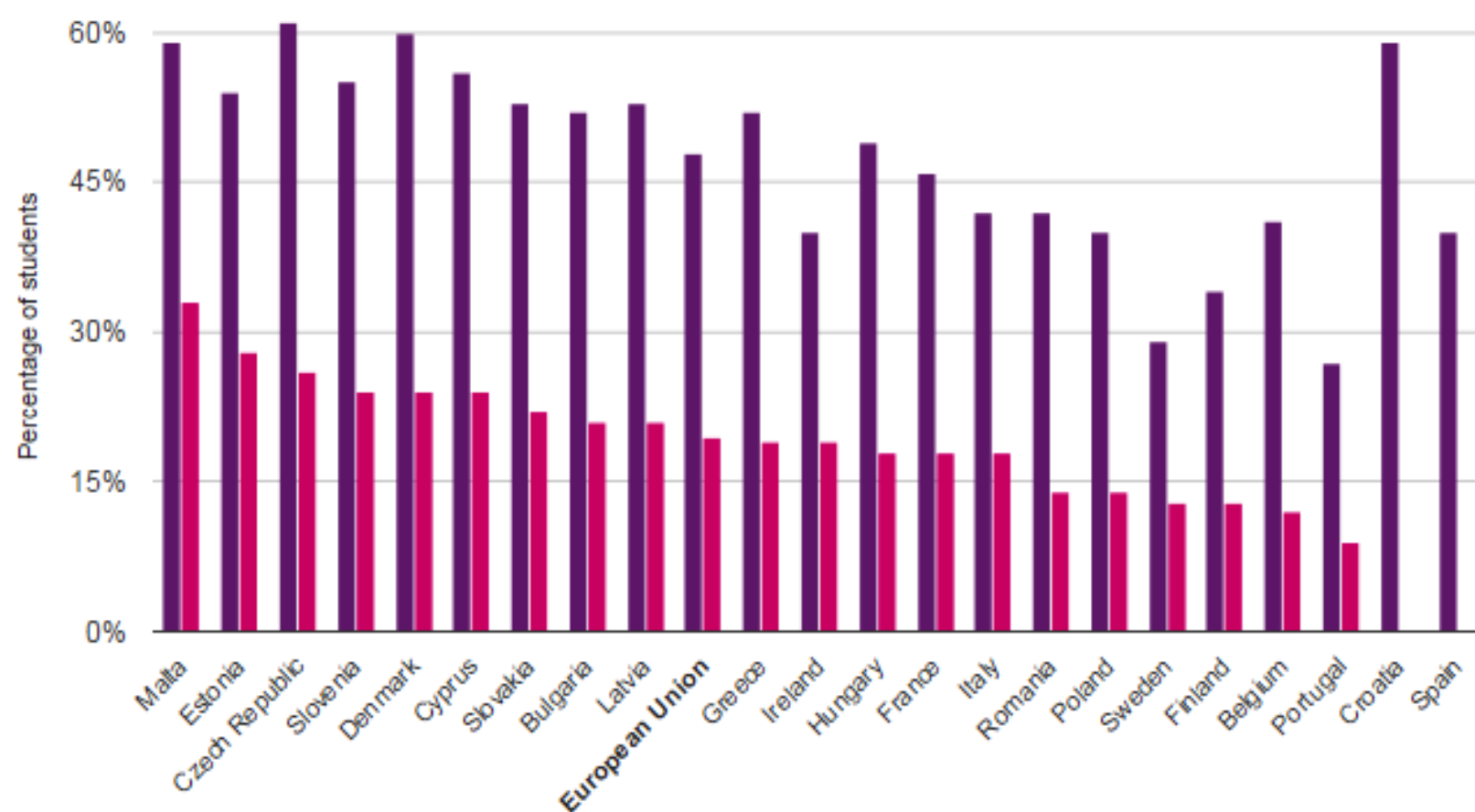
Use of any alcoholic beverage during the past 30 days. Averages for 18 countries.

Heavy drinking

36. How does the frequency of heavy episodic drinking by 15/16 year olds compare across all countries?

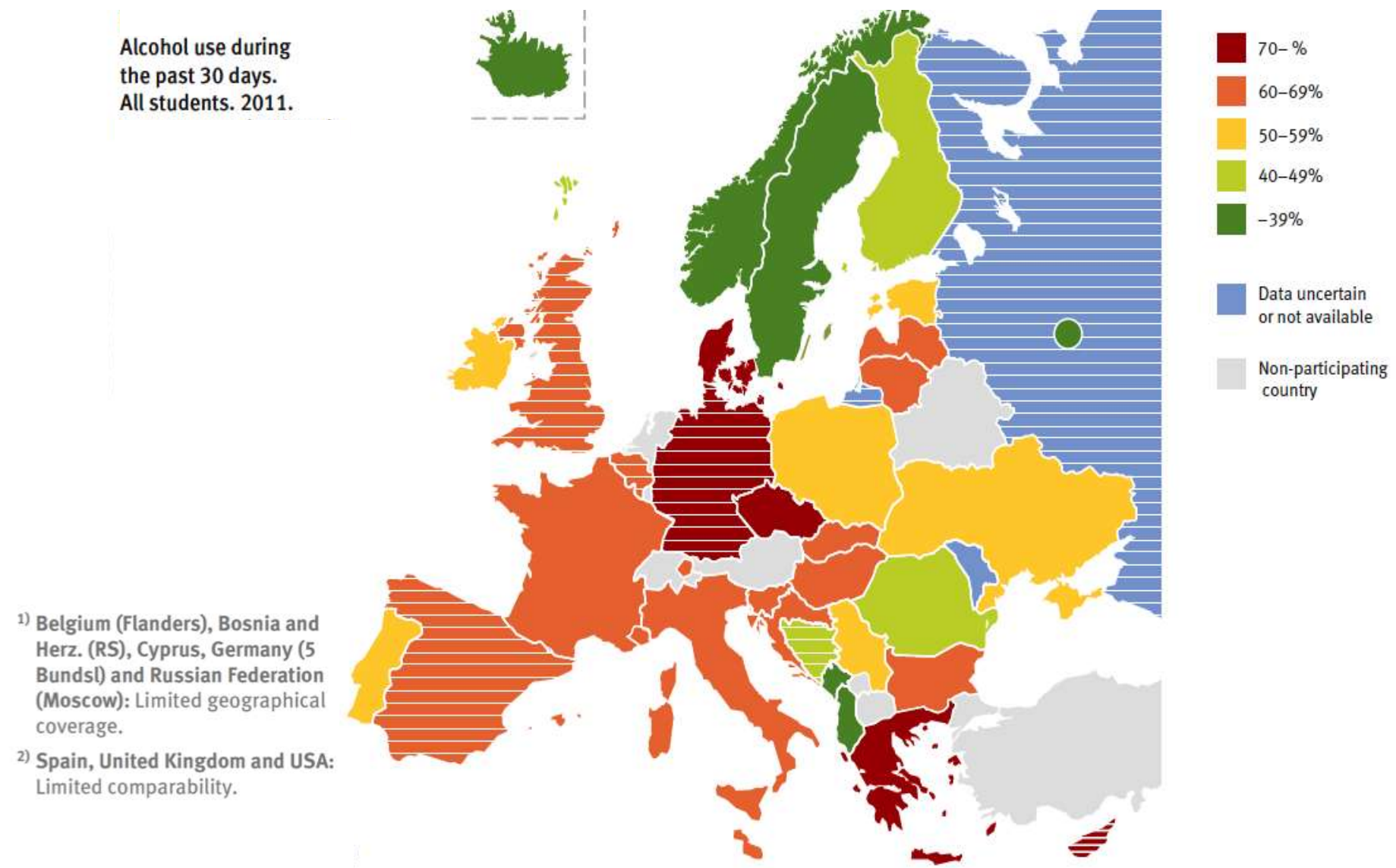
for the previous 30 days in 2011

■ Have had 5+ drinks on a single occasion at least once ■ Have had 5+ drinks on a single occasion three or more times

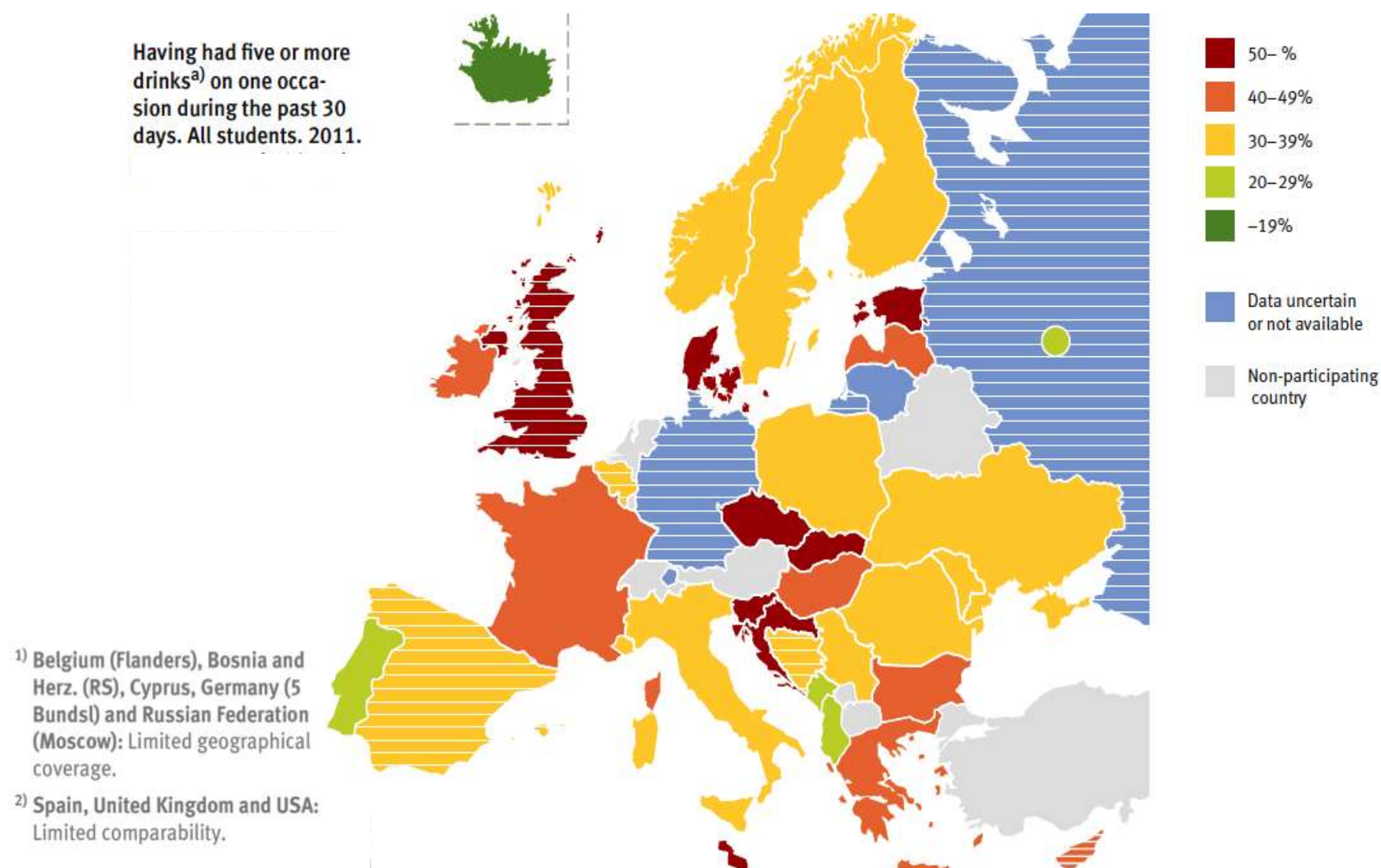


Based on data from ESPAD Report 2011

Rates of Drinking



Rates of Binge Drinking



Why such variation?



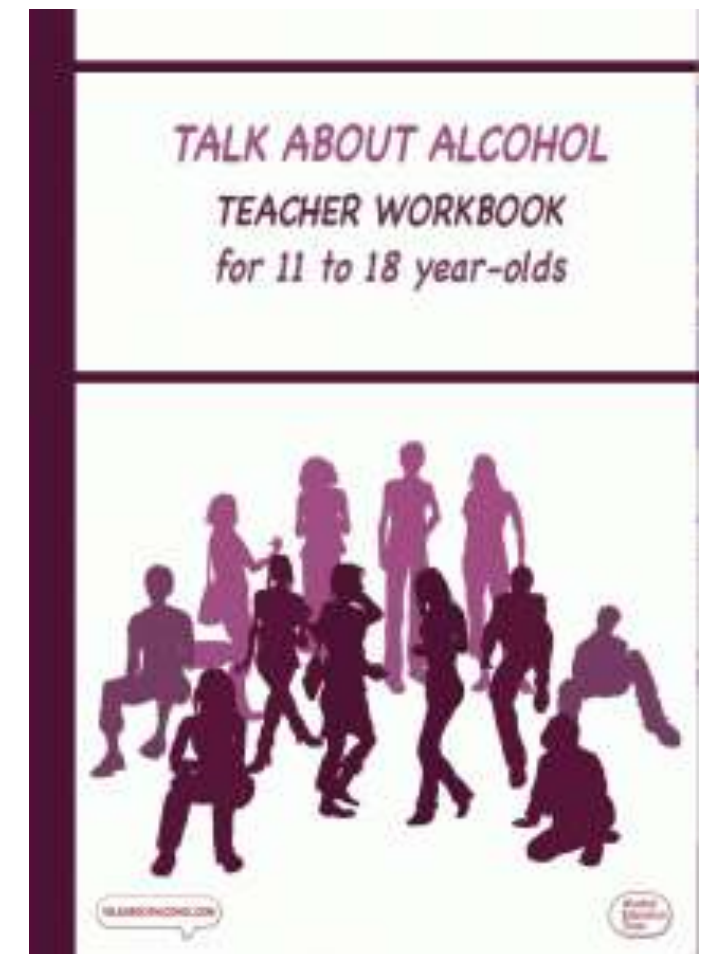
Why are Schools Important?



General Programmes



Alcohol Specific Programmes



New and Upcoming Programmes



S U C C E S S
F A I L U R E

Where do Family Interventions fit in?





“Near” vs “Far” Interventions



STRENGTHENING
***Families* PROGRAM**
FOR PARENTS AND YOUTH 10-14

Do they work?



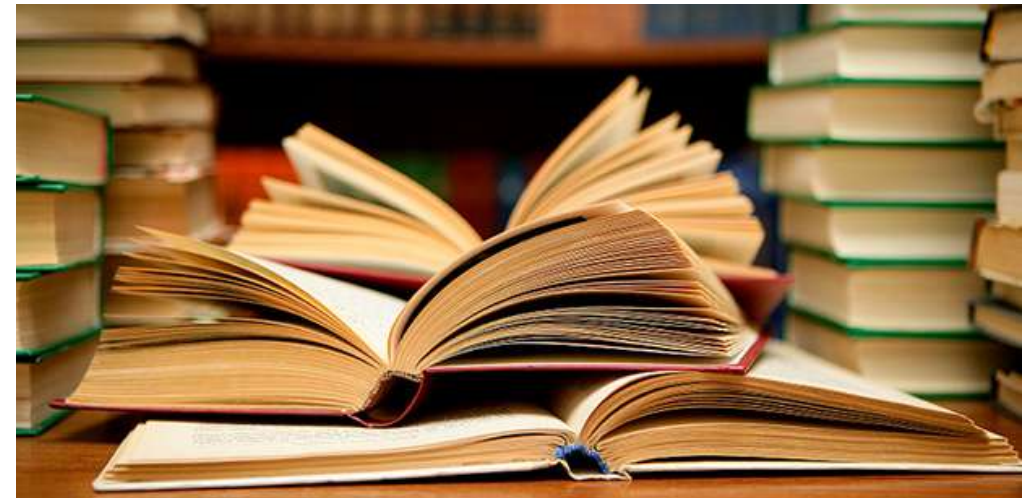
What Makes a Good Programme?



Harm-Minimisation or Abstinence?



Skills or Knowledge?



How To Run an Effective Programme



Scare Tactics?



Key Elements of a Successful Programme



What Key Issues Remain?





Our Limitations





What Do We Think?



Questions?



Evidence based policy recommendations

Prof. Betsy Thom

EVIDENCE BASED POLICY RECOMMENDATIONS – TAKE AWAY LESSONS ON HOW TO PROGRESS EFFECTIVE ALCOHOL EDUCATION

BETSY THOM

Drug and Alcohol Research Centre

MIDDLESEX UNIVERSITY

Evidence from research review

- Interactive, skills-based, social norms component
- Adapted/ sensitive to cultural, social, local contexts and demographics
- Age appropriate
- Realistic goals suited to age, existing patterns of alcohol use: abstinence, delayed onset, harm – reduction
- Involvement of teachers/ experts in programme design
- Value of independent programme evaluation

Yassaee A.A., Abdi J., Livermore T. (2015) *Investing in the future: Can education help fix underage drinking in Europe?*

Wider issues beyond the programmes

1. Assumptions: the role of education
2. Assumptions – changing behaviour
3. Multi-component approach
4. Engagement and co-creation of knowledge
5. Levels for action: local, national, EU

Assumptions: the role of education

- Qualification
- Socialisation
- Individuation

Socialisation has become the dominant function with emphasis on “the kind of person that should be ‘produced’ through education”socialisation stresses ‘moulding’ of individuals according to templates (formulas) at the expense of providing opportunity to question, challenge or pose alternatives and enhance individuation.

Assumptions: changing behaviour

- Models of behaviour: identify underlying factors which may influence behaviour e,g, peer/parental influence
- Theories of behaviour change: suggest how behaviour may change and be changed

Language matters:

- Changing behaviour
- Influencing behaviour
- Guiding behaviour:

A problem approach can obscure existing positive behaviour

Can education help fix underage drinking in Europe?

Yes, BUT, not alone

A multi-component approach

- Multi-components within a school based programme
- **Multi-component within a community/ area programme**
 - A strategic framework/ theoretical basis
 - Problems defined at local level
 - Programme of co-ordinated action
 - Identification and engagement of stakeholders
 - Clear aims, indicators, measures for programme as a whole

Limits of research evidence

Research suggests that evidence use is a social and dynamic process, subject to and shaped by, multiple contextual factors and differing stakeholder influences rather than any simple adoption of research findings.

The evidence base provides a starting place and raises awareness, but rarely directly influences action in an instrumental way.

Local data are more influential in shaping commissioning and planning activity than national research findings.

Rushmer et al. (2015) Research utilisation and knowledge mobilisation in the commissioning and joint planning of public health interventions to reduce alcohol-related harms: a qualitative case design using a cocreation approach *Health Services and Delivery Research* 3 (33) DOI 10.3310/hsdr03330

Co-production and engagement

- Goes beyond consultation
- Ideally could be based on stakeholder participation in all aspects of problem identification, programme design, (data collection) and interpretation. **BUT**

Calls for collaborative working largely assume that practitioners wish to collaborate in the research process and the creation of evidence. However, while research and evaluation skills are key public health competencies, for many practitioners they are perceived as additional responsibilities within already constrained professional remits and are not necessarily welcomed. Rushmer et al. (2015)

Levels for action

Develop a strategy / action plan to integrate action at all levels: local, national, EU

EU:

The principle of 'added value'

- Promote funding for research 'gaps' in knowledge/ evidence – European research
- Develop an on-line 'good practice' information platform to co-ordinate national efforts – European focus
- Initiate an EU network of teachers/ researchers in alcohol (substance use) education
- Facilitate an EU conference on alcohol (substance use) school education approaches

Take away lessons

- Evaluated, researched programmes provide a basis for planning and action at all levels
- Recognise that education has multiple roles
- Know your target groups: providers and receivers of action - stakeholders
- Local contexts and circumstances are more important than international research findings for implementation of programmes
- If possible, engage local stakeholders and co-create the knowledge needed to design/ implement programmes
- Consider how to integrate action at EU, national and local levels

The importance of evaluation to strengthen the evidence base

Sarah Lynch



**Evidence for
Excellence in
Education**

The importance of evaluation design, planning and implementation to strengthen the evidence-base

**Sarah Lynch, Senior Research Manager
National Foundation for Educational
Research (NFER), UK**

Email: s.lynch@nfer.ac.uk

NFER website: www.nfer.ac.uk

20th October 2015



Is the programme ready to evaluate?

Feasibility Study/
Pilot

How is the programme used in schools?

Is it used as intended? If not, why?

What challenges are faced?

What changes should be made?



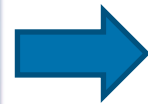
Evidence for
Excellence in
Education

● independent ● insights ● breadth ● connections ● outcomes



Focus the research questions

Most important outcomes to measure



Link to the main aims of the programme:

- *Age of first drink?*
- *Frequency of drinking?*
- *Increased knowledge?*

Other questions/outcomes



For example, background questions (gender, ethnicity etc.), where they get alcohol from, who they drink with and so on...

Process & 'fidelity'



Is the programme working as planned? What do teachers think about it? What are the practical challenges?

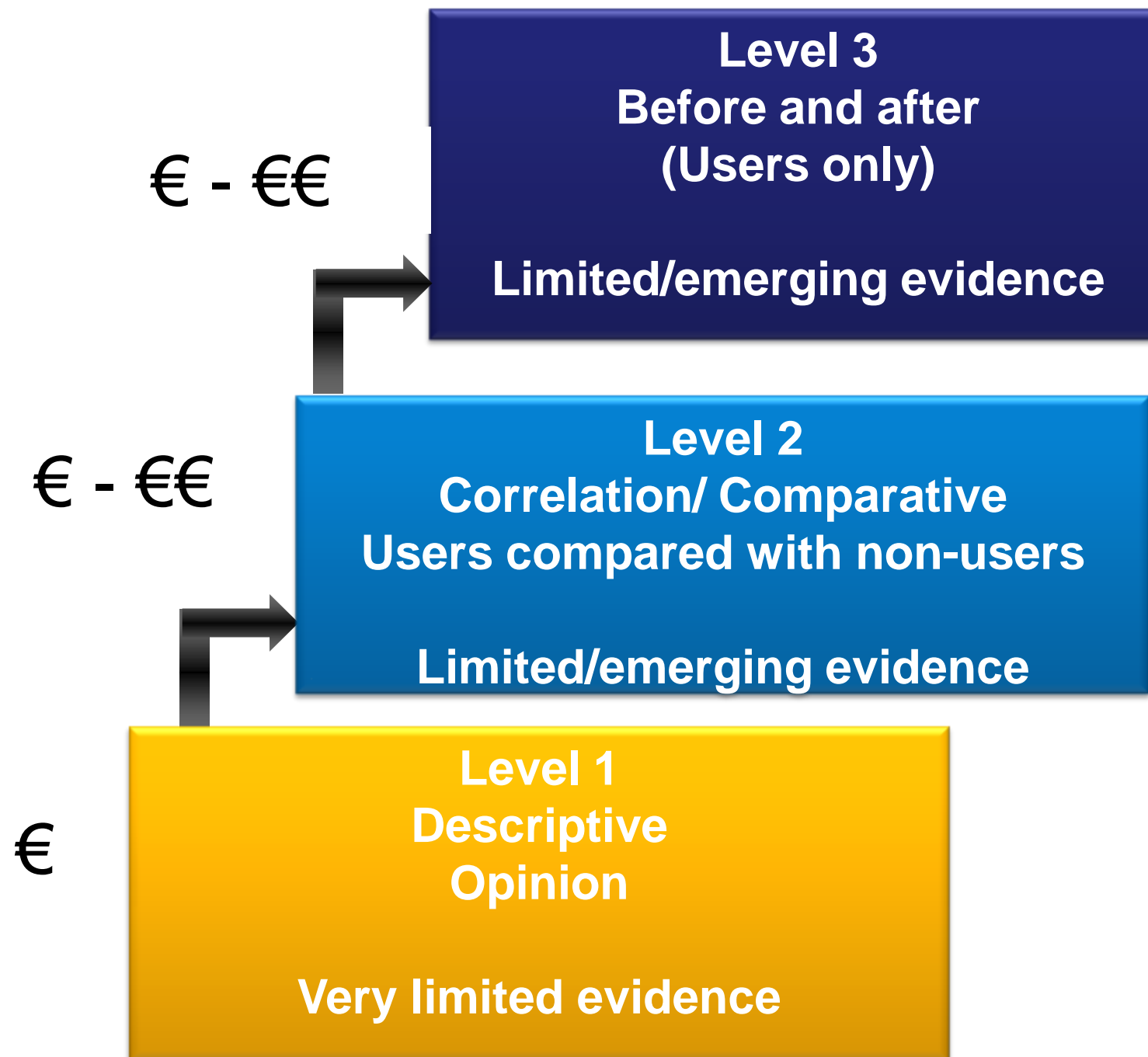


Evidence for
Excellence in
Education

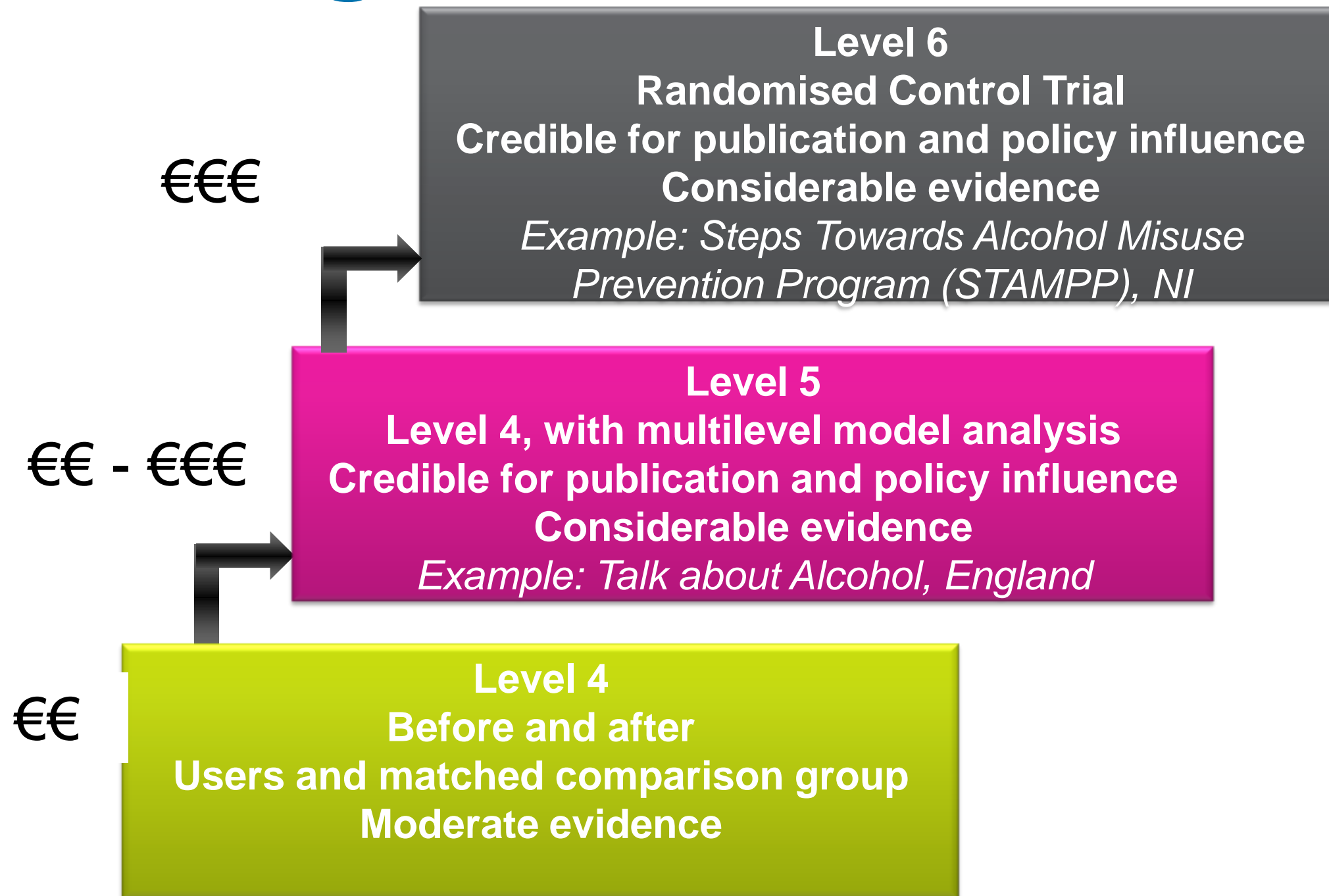
● independent ● insights ● breadth ● connections ● outcomes



Strength of evidence



Strength of evidence



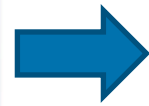
Sample size considerations

- Number of schools using programme
- Number of students per school
- Size of effect/expected change
- If a small change is expected, need larger sample to detect it
- If a school-based programme, more schools is better than more students within schools



Requirements for intervention group

Specify minimum use of programme



Talk About Alcohol evaluation

Year 1	4 lessons 1 hour on website
Year 2	2 lessons

Implement a realistic, consistent approach

Clear guidance on programme



Written/online instructions
But only what will be available in reality to all schools

Fidelity - is the programme used as intended?



Evidence for
Excellence in
Education

● independent ● insights ● breadth ● connections ● outcomes



Avoiding school drop-out

- Be clear about:
 - purpose and aims of the evaluation
 - expectations and evaluations tasks
 - timescales/number of time points
- Offer incentives:
 - Feedback on own results compared to whole sample
 - Prize draws
 - Offer comparison schools materials later
- Maintain contact; avoid burden; make it simple



Data collection

Who

**Young people
(Age?)**

Teachers

Parents

What

Attitudes
Knowledge
Behaviour
Characteristics

Process
Impact

Attitudes, role models,
perceptions of norms

How

Before and after
questionnaire

Identical questions

Comparability with
other studies

Questionnaire
(online or paper?)
Interviews

It's a challenge in
England!
Face-to-face interviews
Telephone
Questionnaire



Evidence for
Excellence in
Education

● independent ● insights ● breadth ● connections ● outcomes



Adding to the evidence-base



Evidence for
Excellence in
Education

● independent ● insights ● breadth ● connections ● outcomes



Example of a school-based programme with demonstrating impact being adapted for an EU setting

Dr Michael McKay

The contribution of alcohol education to reducing underage drinking 20th October 2015

Dr Michael McKay

**Centre for Public Health
Liverpool John Moores University**

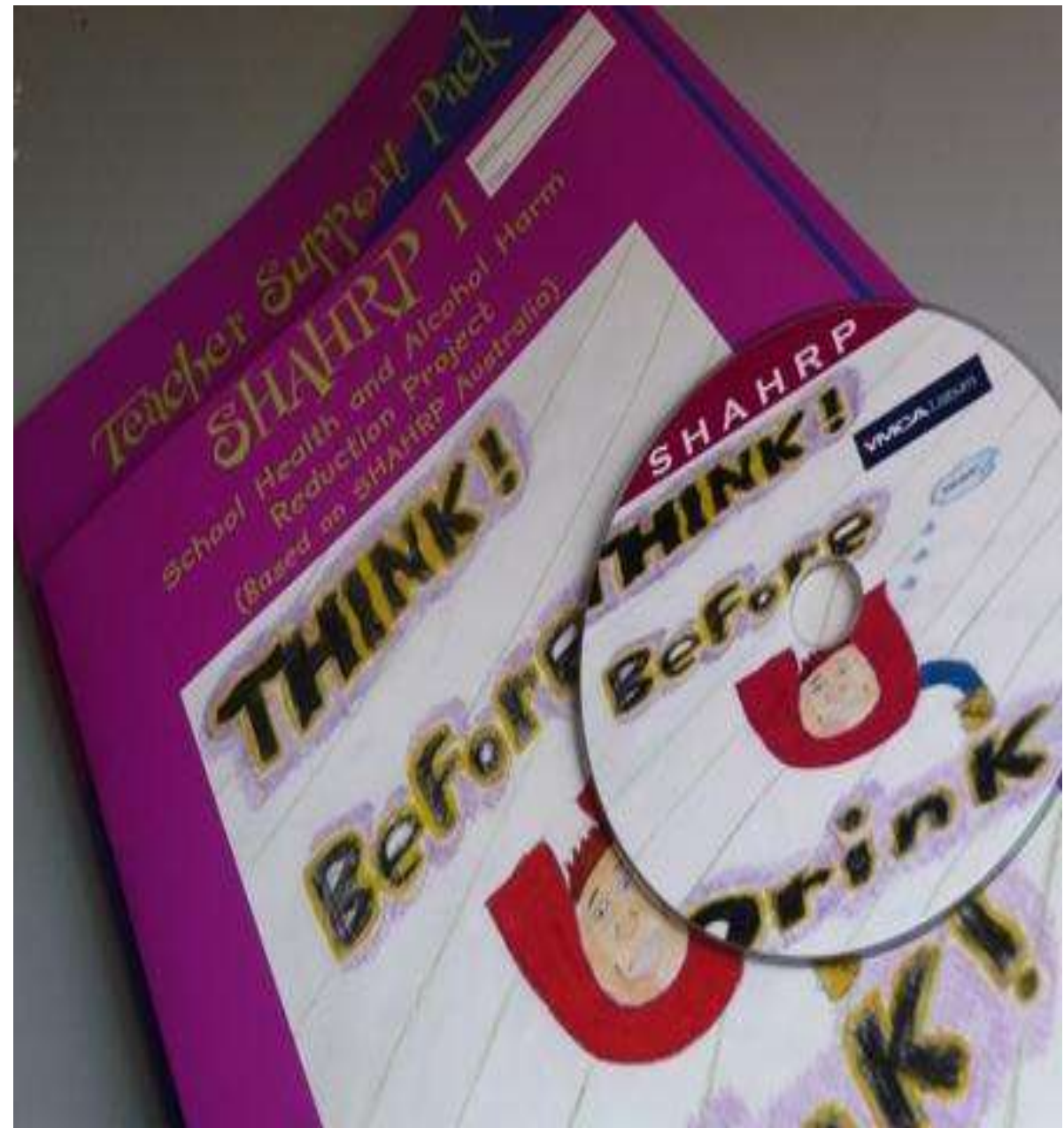
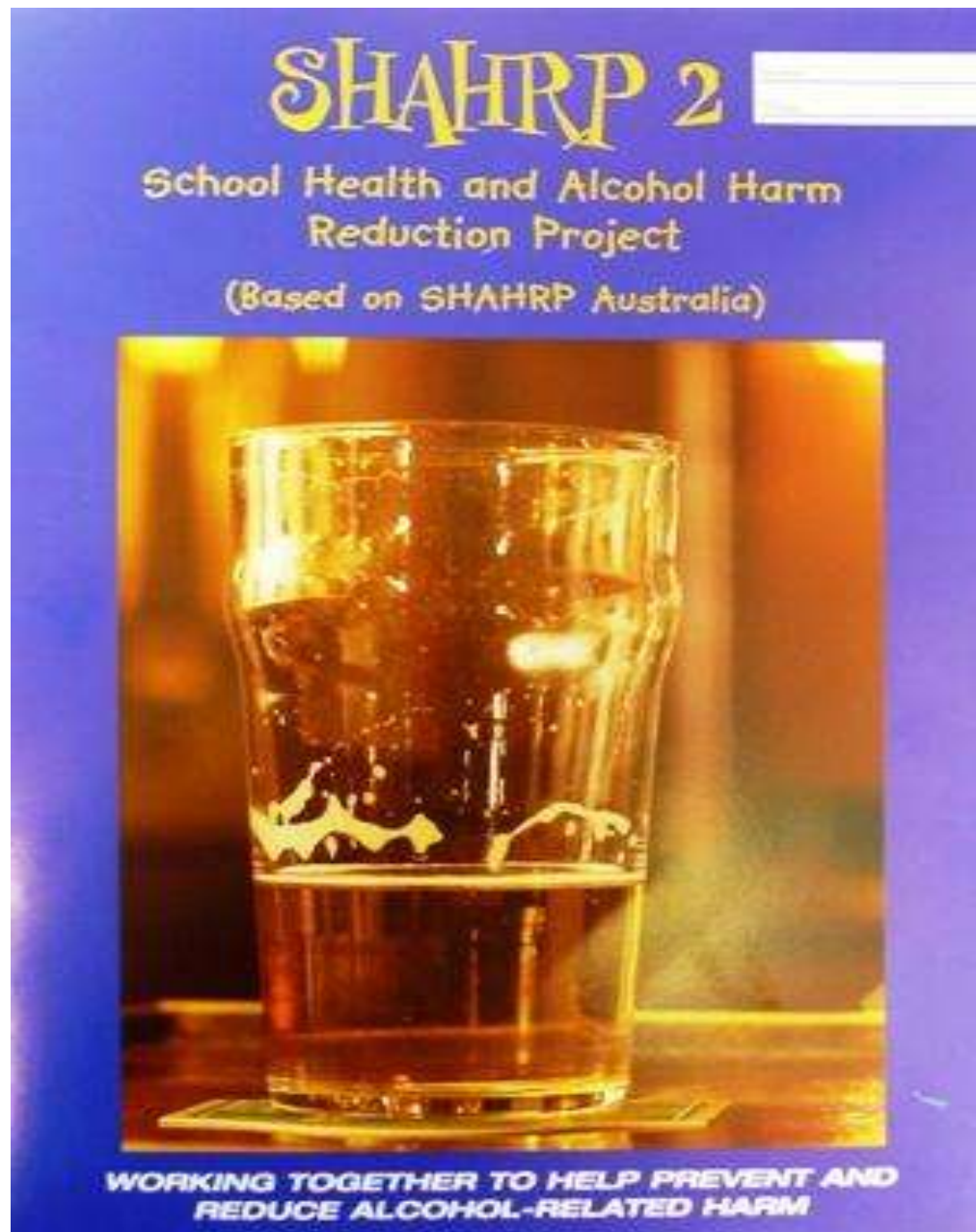
What is SHAHRP?

The School Health and Alcohol Harm Reduction Project (SHAHRP) is an example of a **harm reduction education intervention** which combines a harm reduction philosophy with **skills training, education, and activities** designed to encourage positive behavioural change

It is a curriculum-based programme with an explicit harm reduction goal and is conducted in two phases over a two year period.

McBride et al., (2004) Harm minimization in school drug education: final results of the School Health and Alcohol Harm Reduction Project (SHAHRP). *Addiction*, 99, 278-291

Student Workbooks



Workbook 1

Making Choices

List below 10 reasons or factors that would put people off drinking alcohol

1. e.g. want to be more healthy
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Adults are recommended to drink in moderation

MEN

4*

units per day maximum

That equals 2 pints of regular strength beer

WOMEN

3*

units per day maximum

That equals 2 alcopops or 2 vodka & cokes

* Adults are recommended to have at least two alcohol-free days per week

amount will affect people differently. People careful and be aware that alcohol will affect people differently depending on not they are: Male or Female - Heavy or Light - Fit or Not - so on...

Alcohol and the Body

Be aware that you can make different decisions when drunk. Alcohol is a drug that slows messages from the brain to the body. It depresses the central nervous system.

Higher levels of consumption mean that people could lose control of their movements

91% of alcohol is broken down by the liver

Men and women break down alcohol at different speeds - women are advised to have less alcohol than men

About 3% of alcohol leaves the body in the breath

Around 3% of the alcohol leaves the body in the sweat

Around 3% of the alcohol leaves the body in the urine

Drawing by Dr. David McDermott Senior House Officer, Psychiatry, Downshire Hospital

How alcohol gets into the bloodstream

When people drink alcohol it enters the stomach and small intestine. Alcohol passes through the wall of the stomach and the small intestine into the bloodstream. If there is food in the stomach, the alcohol will be absorbed more slowly, but all the alcohol drunk will eventually be absorbed into the bloodstream.

Tolerance

If you drink a lot, you may become tolerant to alcohol. This means that your body is used to alcohol so you have to drink more to feel the same effect.

How alcohol leaves the body

Most of the alcohol in the body (91%) is broken down by the LIVER. A very small 3% leaves in the breath, another 3% in sweat, and another 3% in the urine.

Sobering up

The liver works quite slowly, breaking down around 1 unit of alcohol an hour, depending on the person. Only time will sober you up. You can't hurry up the process. The liver won't work any faster if you drink coffee or eat or exercise a fright, or drink water or vomit. Coffee or fresh air may make a person feel brighter, but it won't sober them up.

FACT: Children and young people whose bodies are still developing will be more affected than adults - so bear in mind that recommended guidelines are for ADULT drink

19/11/2007 17:57

Workbook 2

Advice to a teenager

How would you advise a friend of yours to deal with the following situations?

1. A person who has been drinking passes out or injures themselves
2. You get hassled to drink because everyone else is drinking
3. A person who has been drinking insists on driving you home
4. Your boyfriend/girlfriend drinks too much
5. You want to fit in at the party but not get drunk
6. Someone who has been drinking too much threatens to beat you up

The Northern Ireland Ambulance Service is often called to young people as a result of drugs or alcohol having been taken, especially on weekend nights.

If you have to make an emergency call on behalf of a friend you will be spoken to by a BT operator who will then connect you to the Ambulance Service.

You will be asked the following questions

- The location of the incident
- What has happened
- If the patient is conscious

Depending on the answer to this question you will be asked other questions and given clear instructions as to what you should do next. An ambulance is already on its way to you.

STAY CALM, SPEAK CLEARLY and LISTEN CAREFULLY

What can you do to help us?

When the ambulance crew arrives, help them by giving as much detail as possible and making sure the area remains safe for them to treat the patient.

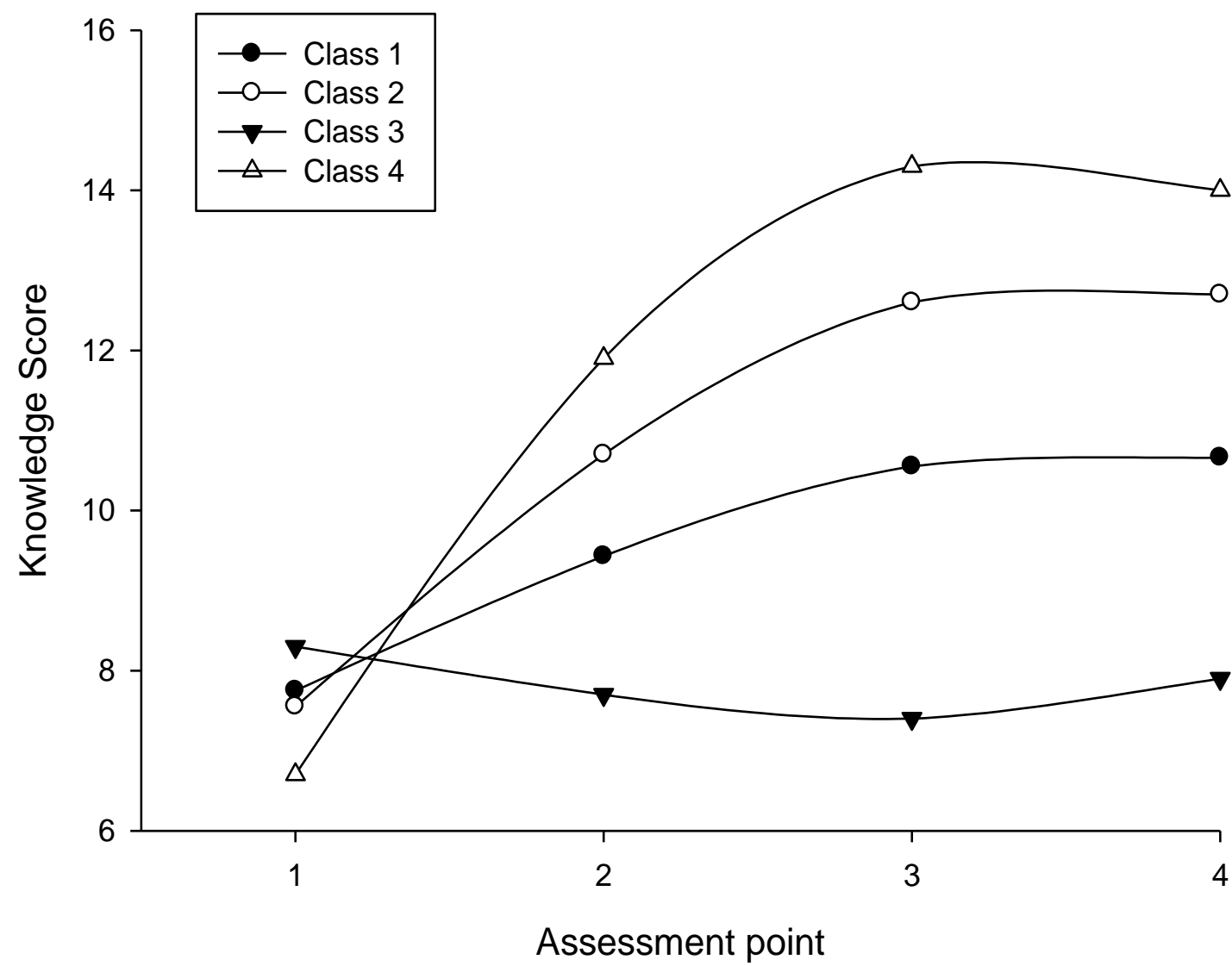
NIAS
Northern Ireland Ambulance Service

Results

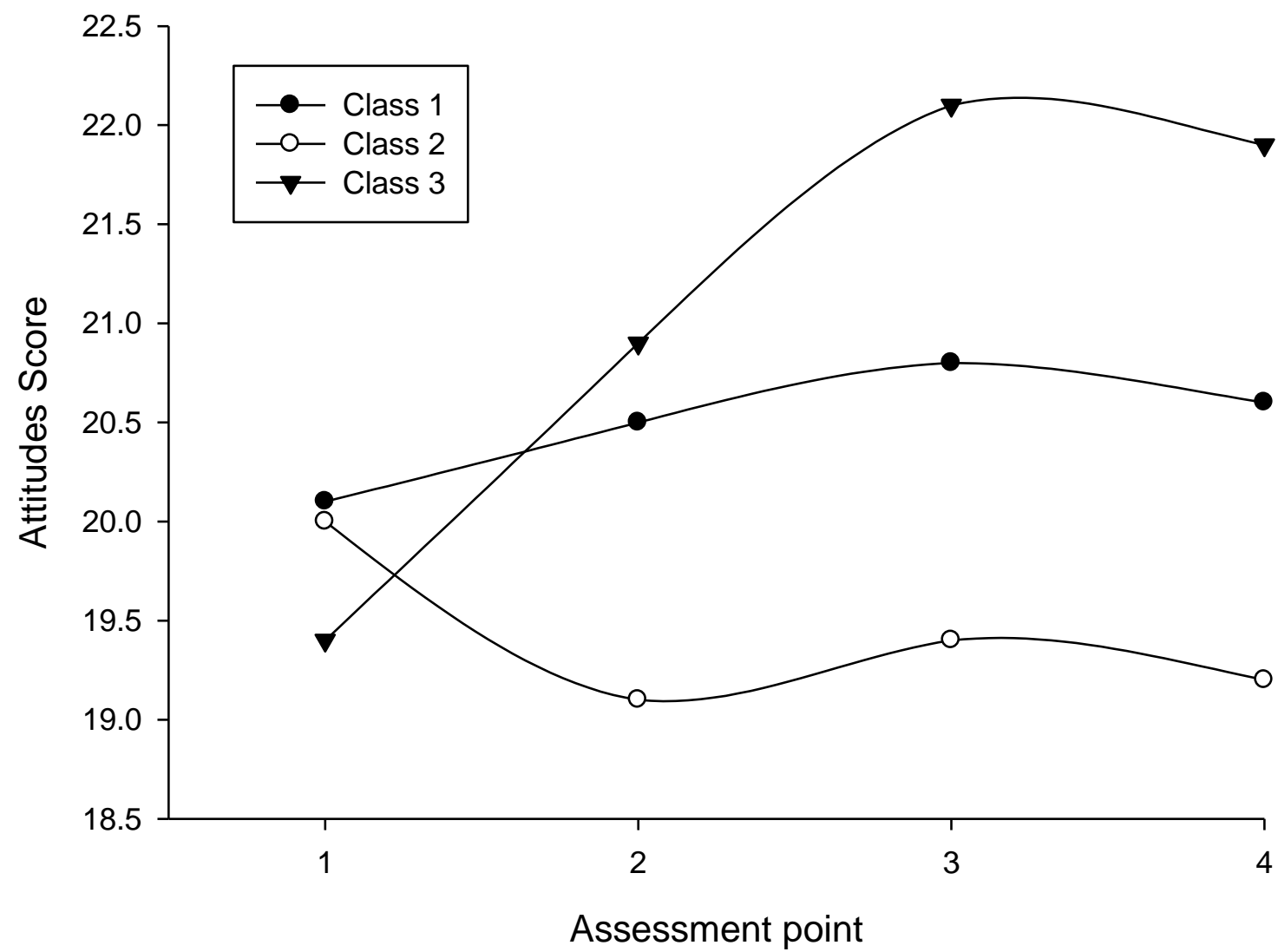
Problems included:

- Clustering at school level (hierarchical nature of data)
- Non-randomised nature of the “trial”

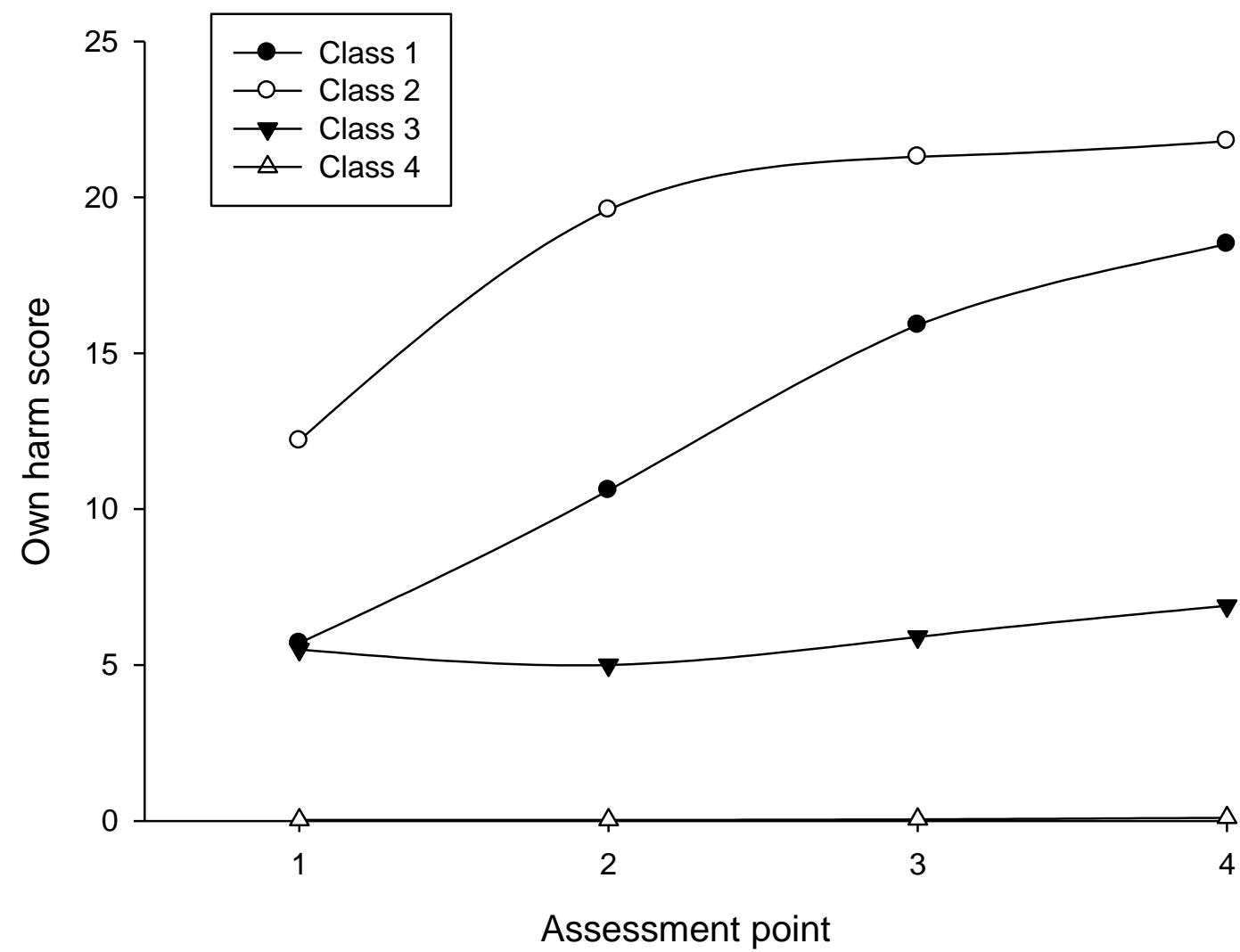
Knowledge



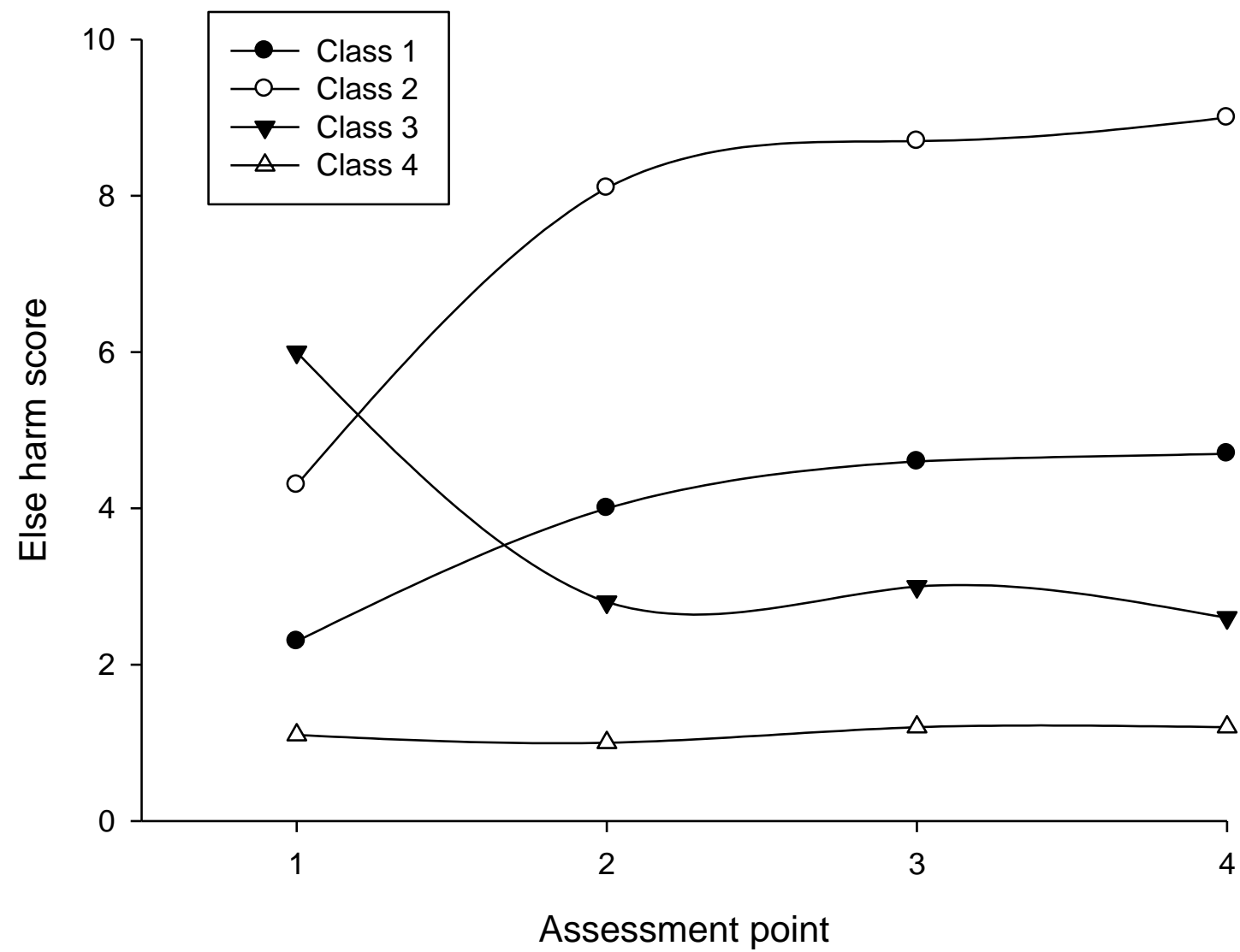
Attitudes



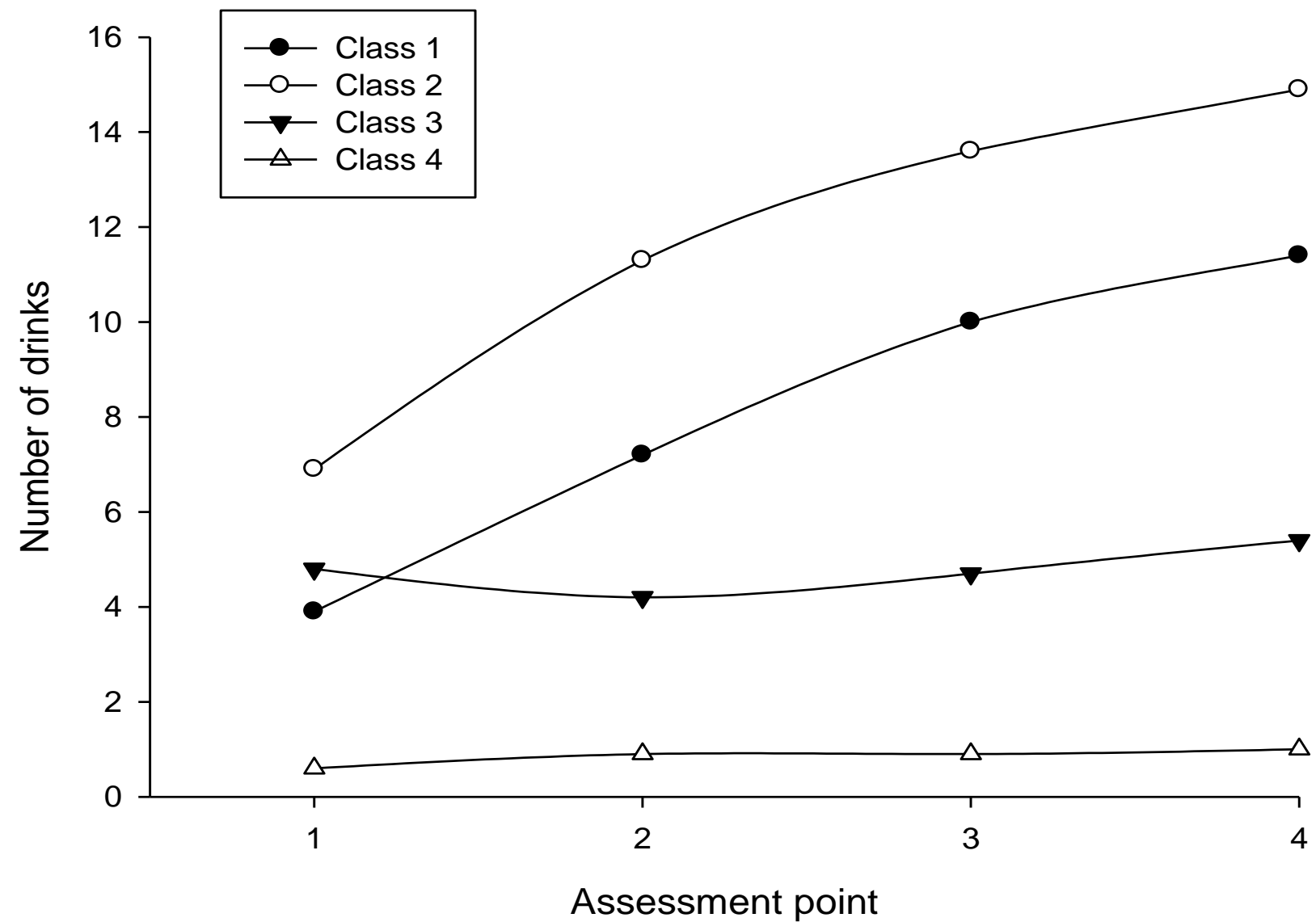
Own harm

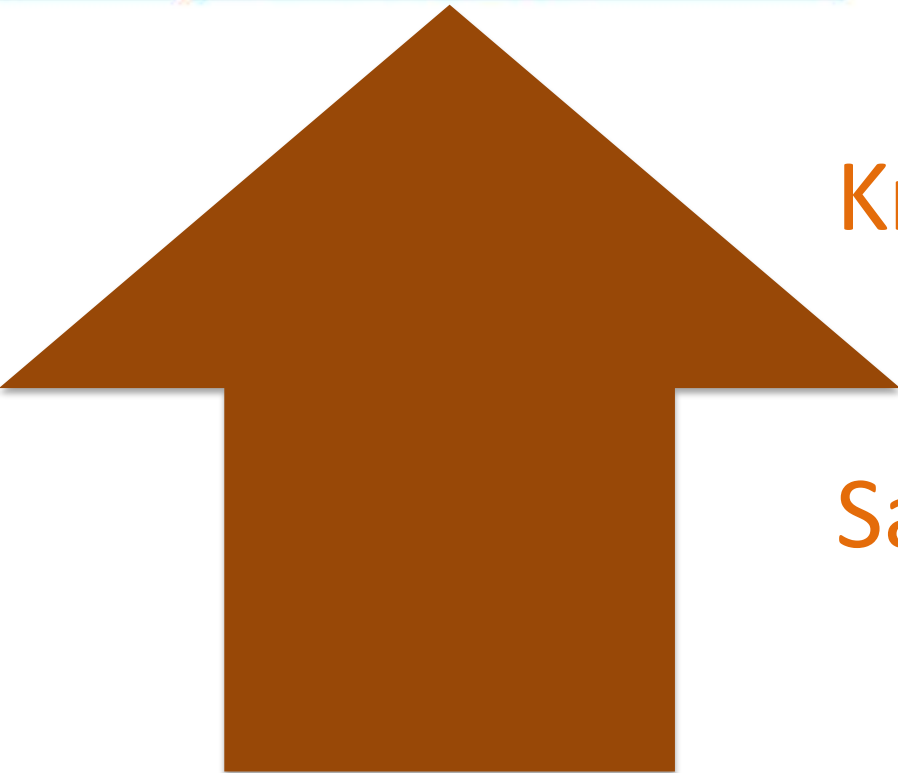


Else harm



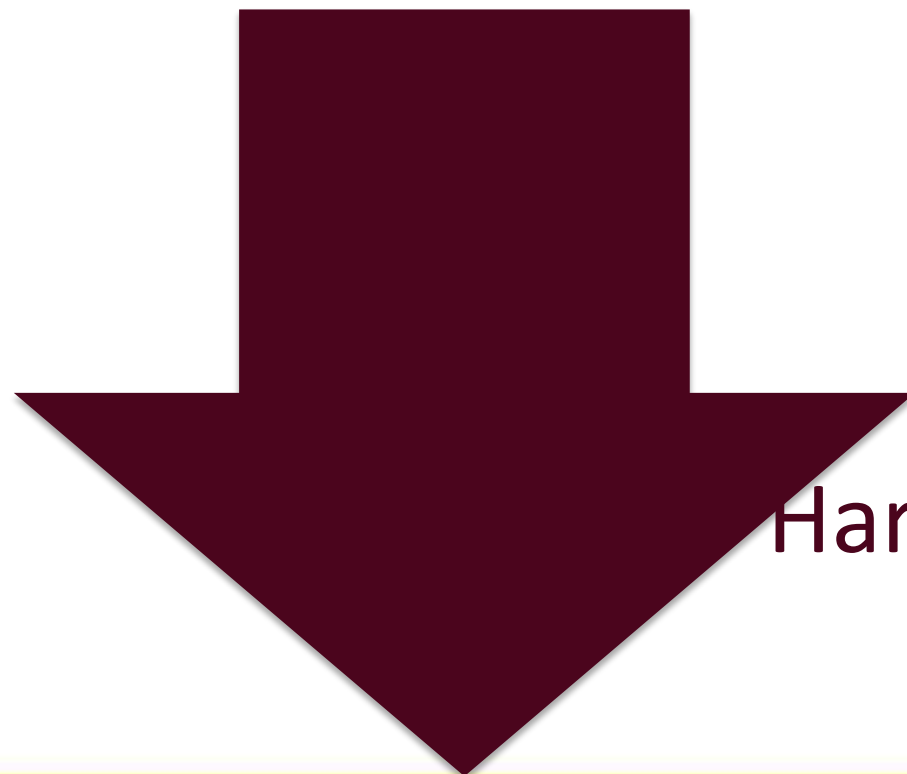
Last drinking episode





Knowledge

Safer Attitudes



Alcohol Consumption

Harms

Subgroup Analyses

- Baseline Drinking Behaviour (McBride et al., 2003)
- Abstainers
- Supervised Drinkers
- Unsupervised Drinkers



Significantly
more influenced
by the
intervention

Findings

- Greater Alcohol-related Knowledge
- Safer Attitudes toward Alcohol

*Regardless
of Baseline
Drinking
Behaviour*



Findings

- Lower Quantity of Alcohol Consumption
- Reduced Frequency of Alcohol Consumption
- Fewer self-reported Alcohol-Related Harms from both their own and other peoples' alcohol consumption

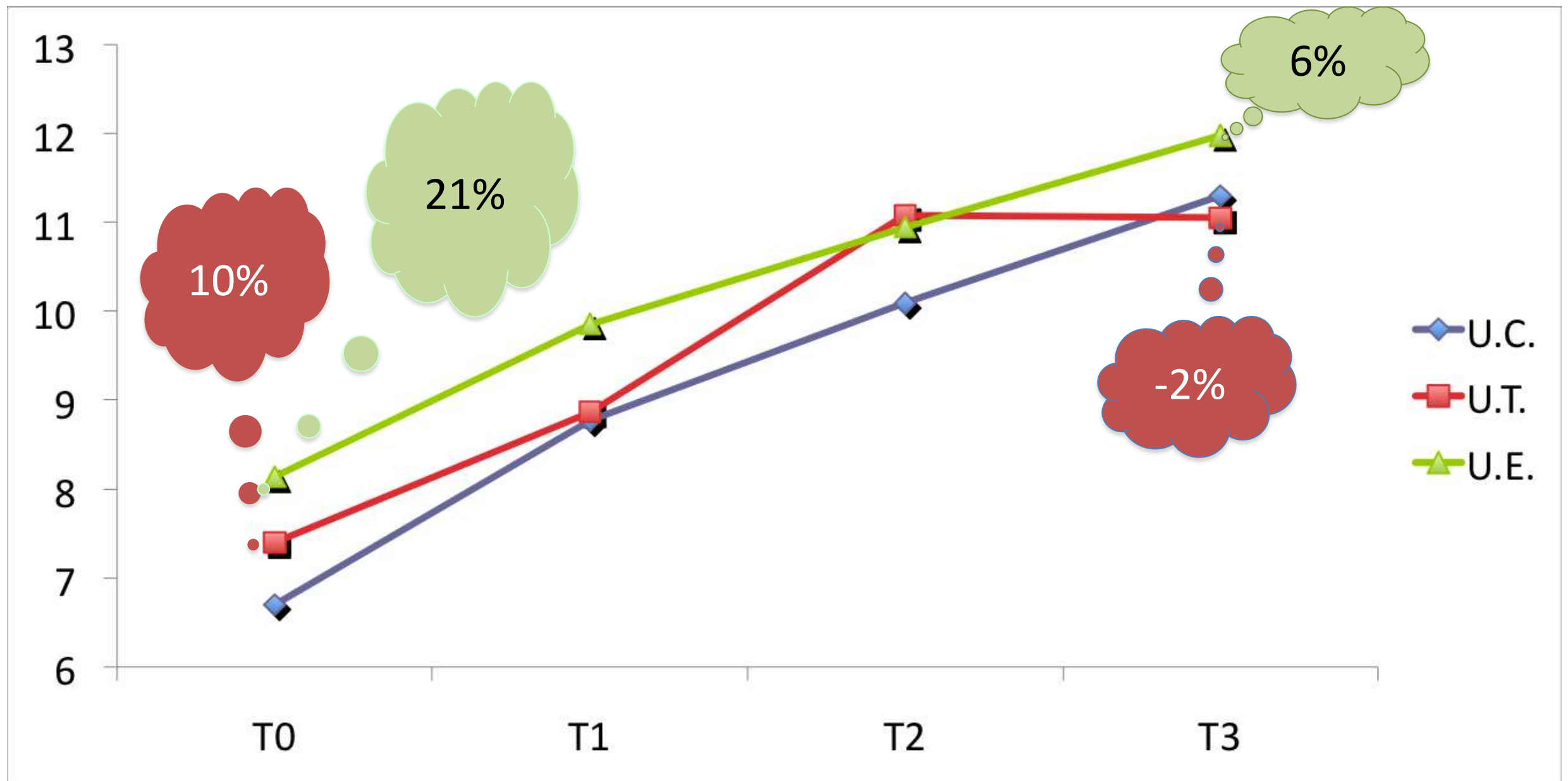
	Quantity of Alcohol Consumption			Frequency of Alcohol Consumption			Own Harm			Else Harm		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
Abstainer (T)	✓ ***	X	X	✓ **	X	X	✓ **	X	X	X	X	X
Abstainer (E)	X	X	X	X	X	X	X	X	X	X	X	X
Supervised (T)	X	X	X	X	X	X	X	✓ **	X	X	X	X
Supervised (E)	X	X	X	X	X	X	X	X	X	X	X	X
Unsupervised (T)	X	X	✓ *	✓ **	X	✓ **	✓ ***	✓ **	✓ ***	✓ **	X	✓ **
Unsupervised (E)	X	X	✓ *	X	X	✓ *	X	✓ *	✓ *	✓ *	✓ *	✓ *

*p<0.05

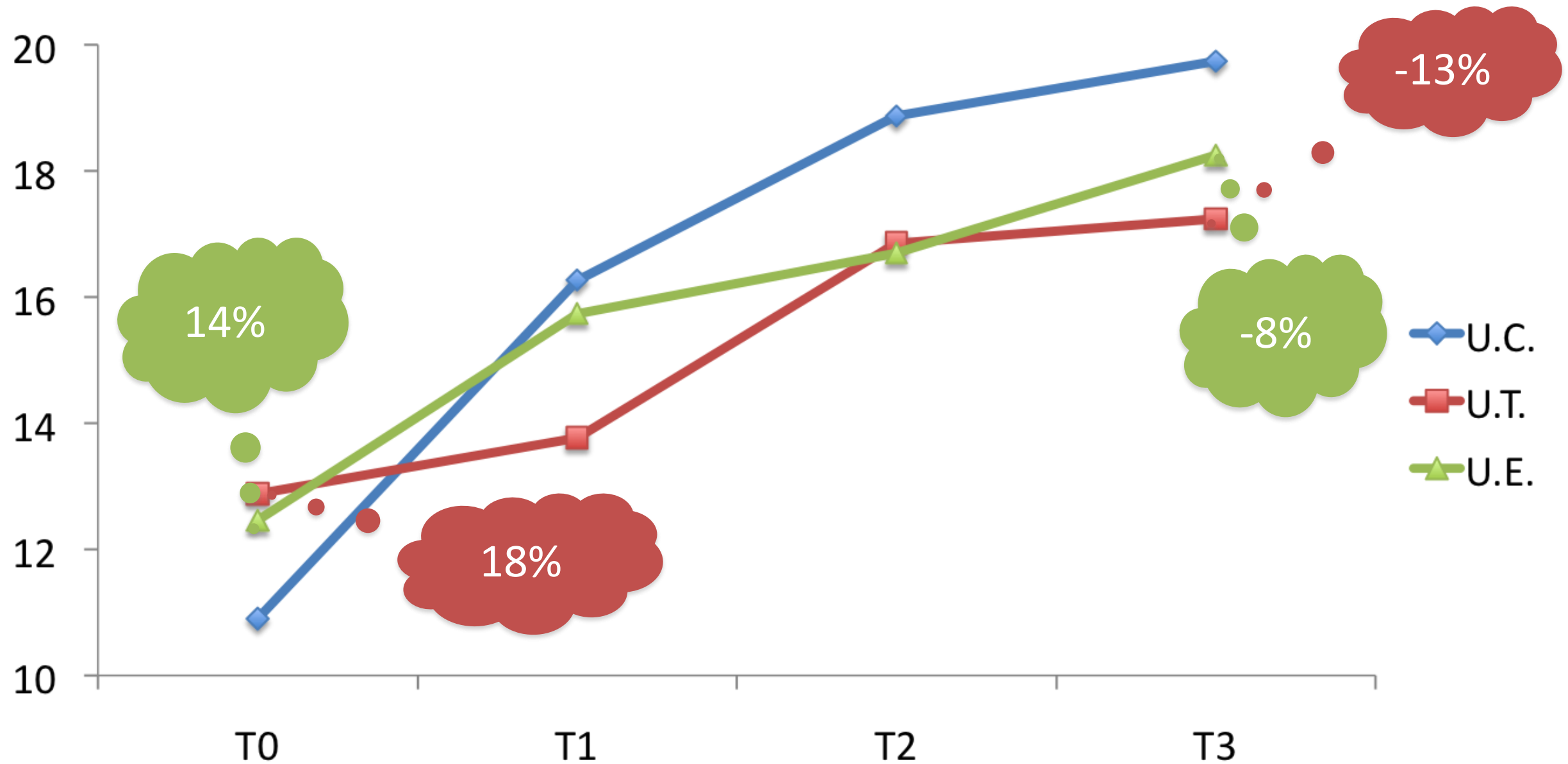
**p<0.01

***p<0.001

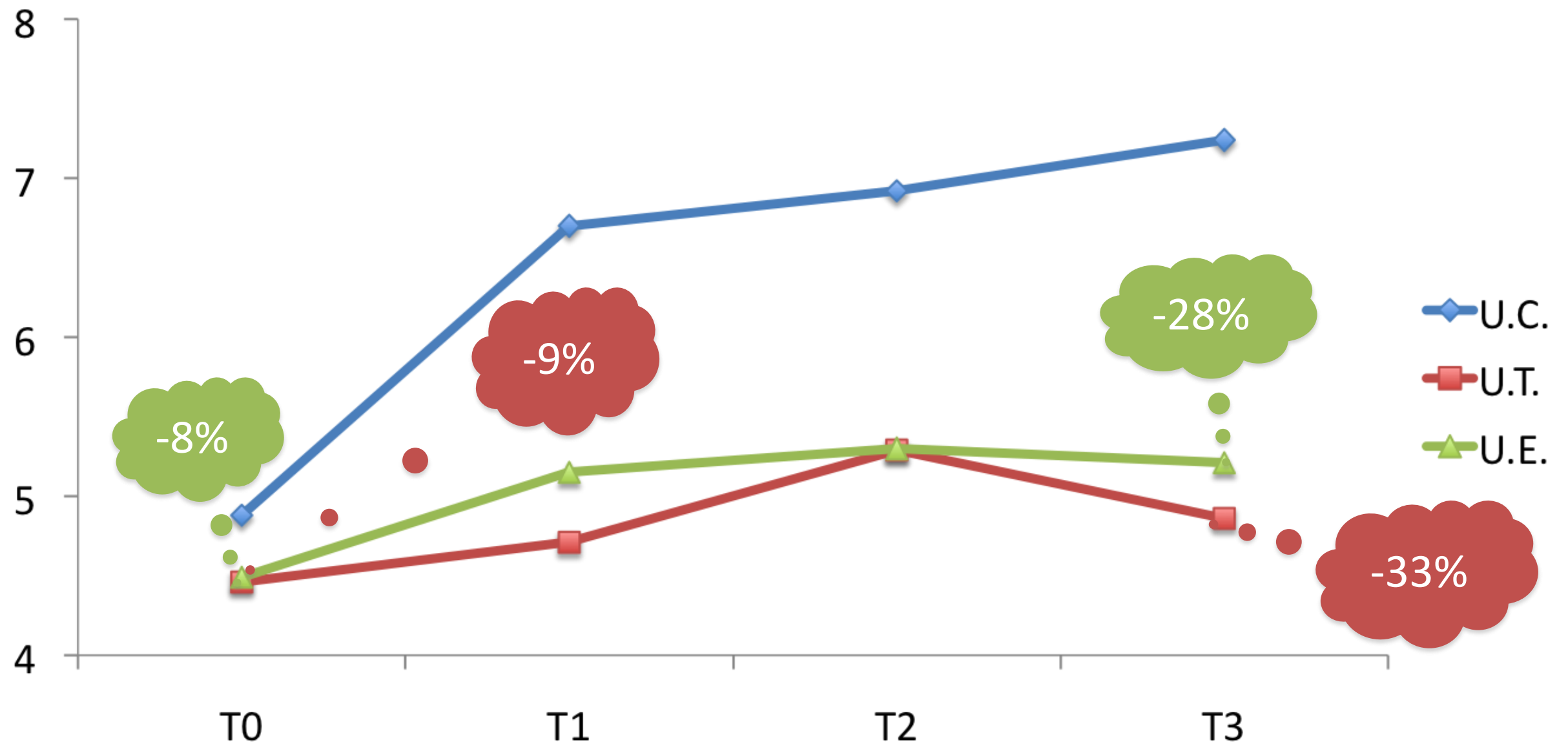
Quantity of Alcohol Consumption



Alcohol-related harms from own drinking



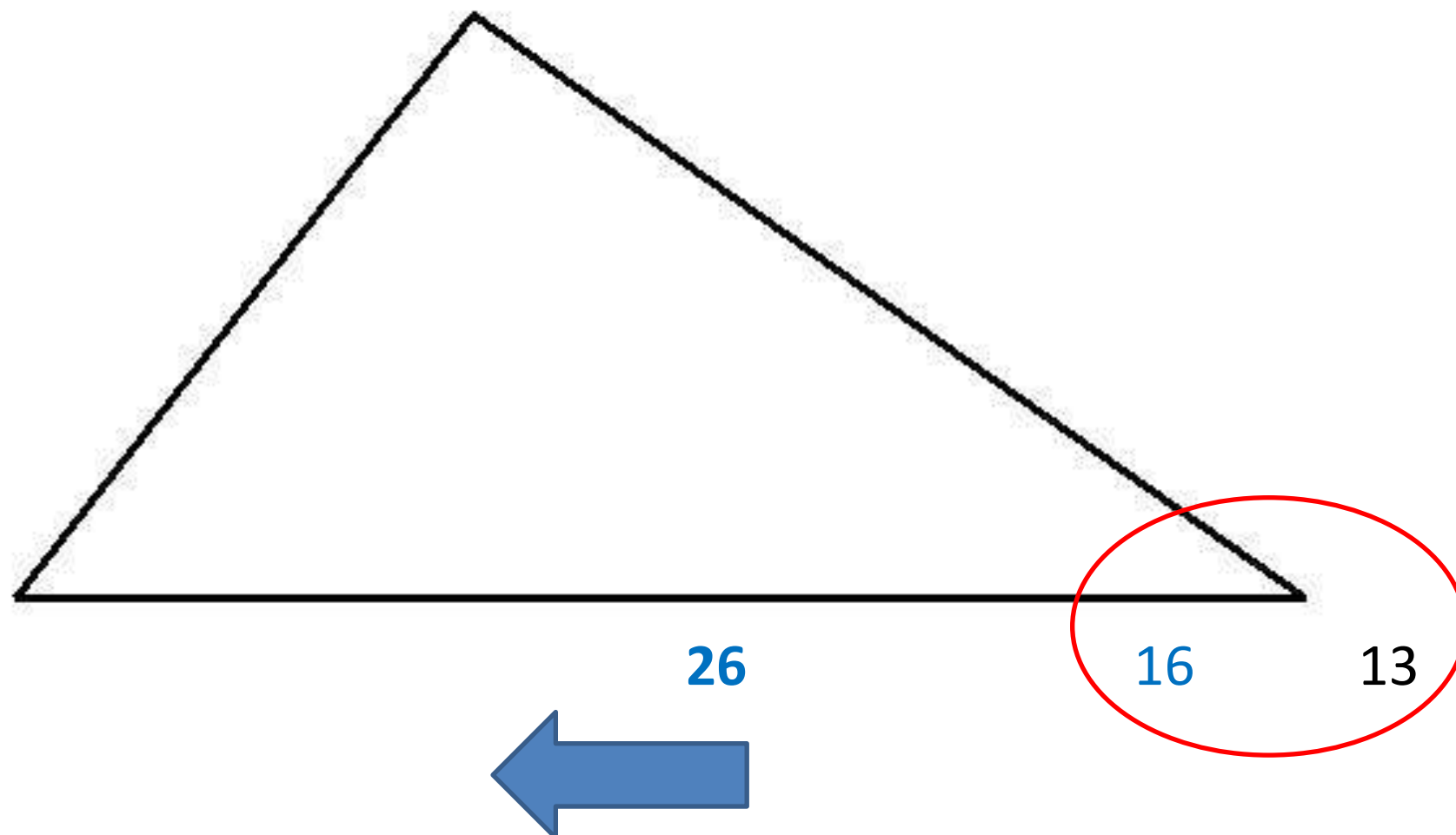
Alcohol-related harms from else drinking



Unsupervised Drinkers

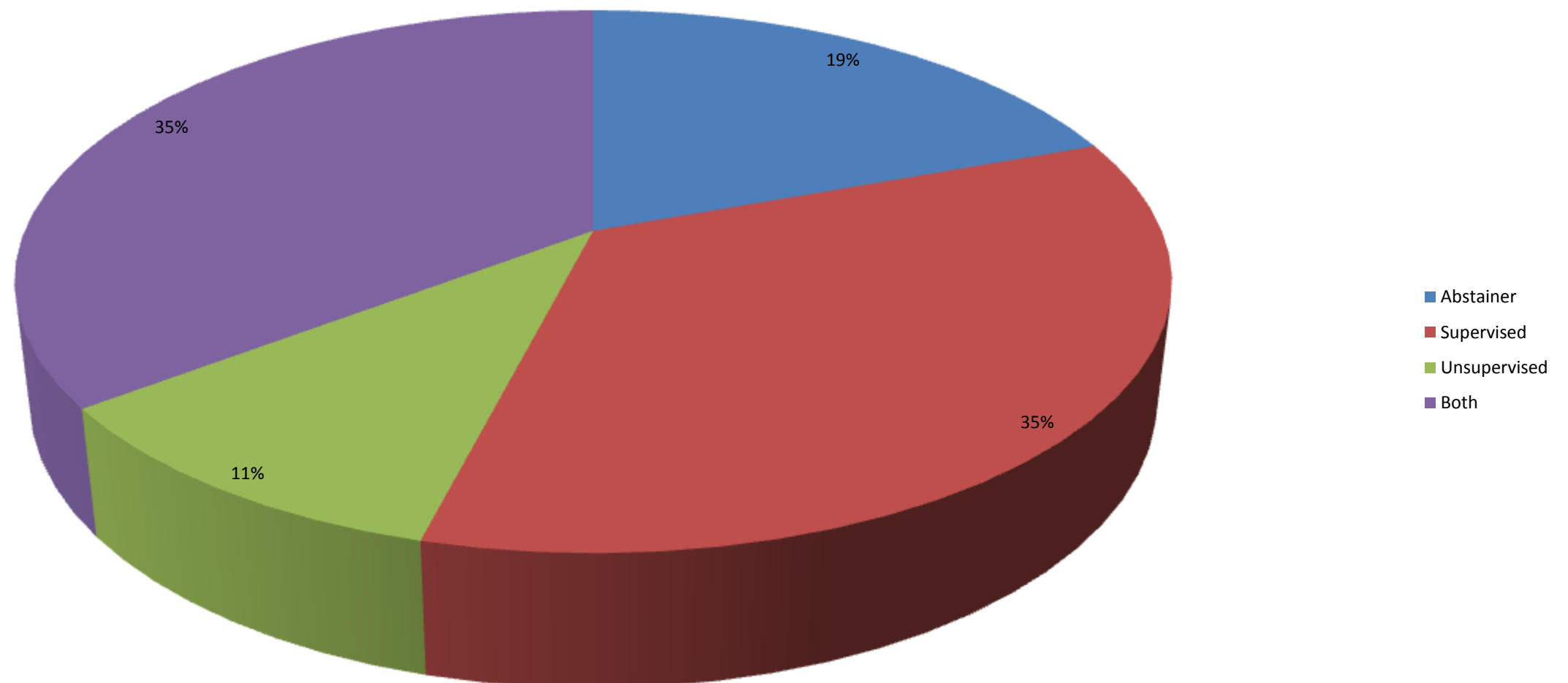
- Higher Risk Group (Bellis et al., 2010)
- SHAHRP lessons focused on alcohol use experiences in unsupervised contexts

Development of drinking behaviours



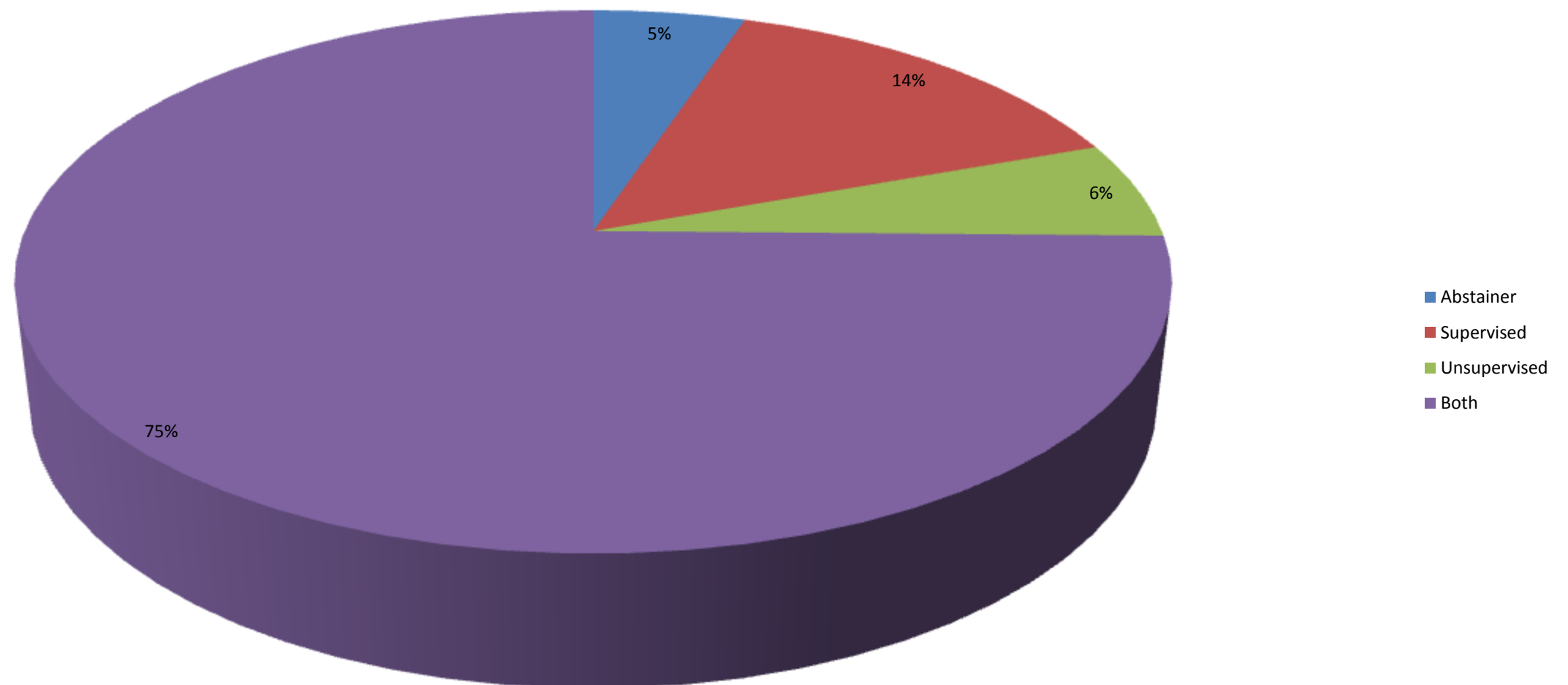
My data n=1066

Proportions at age 13



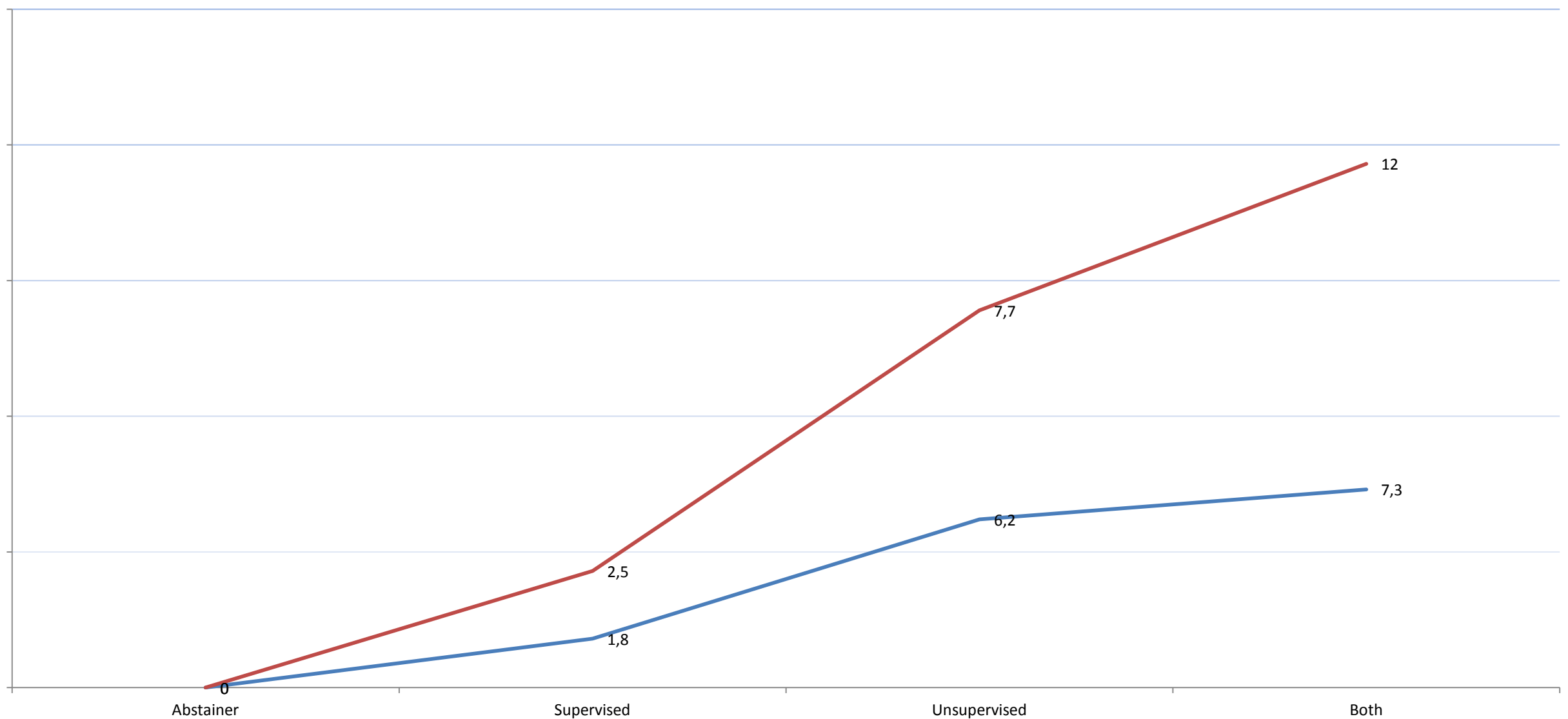
My data n=1066

Proportions at age 16



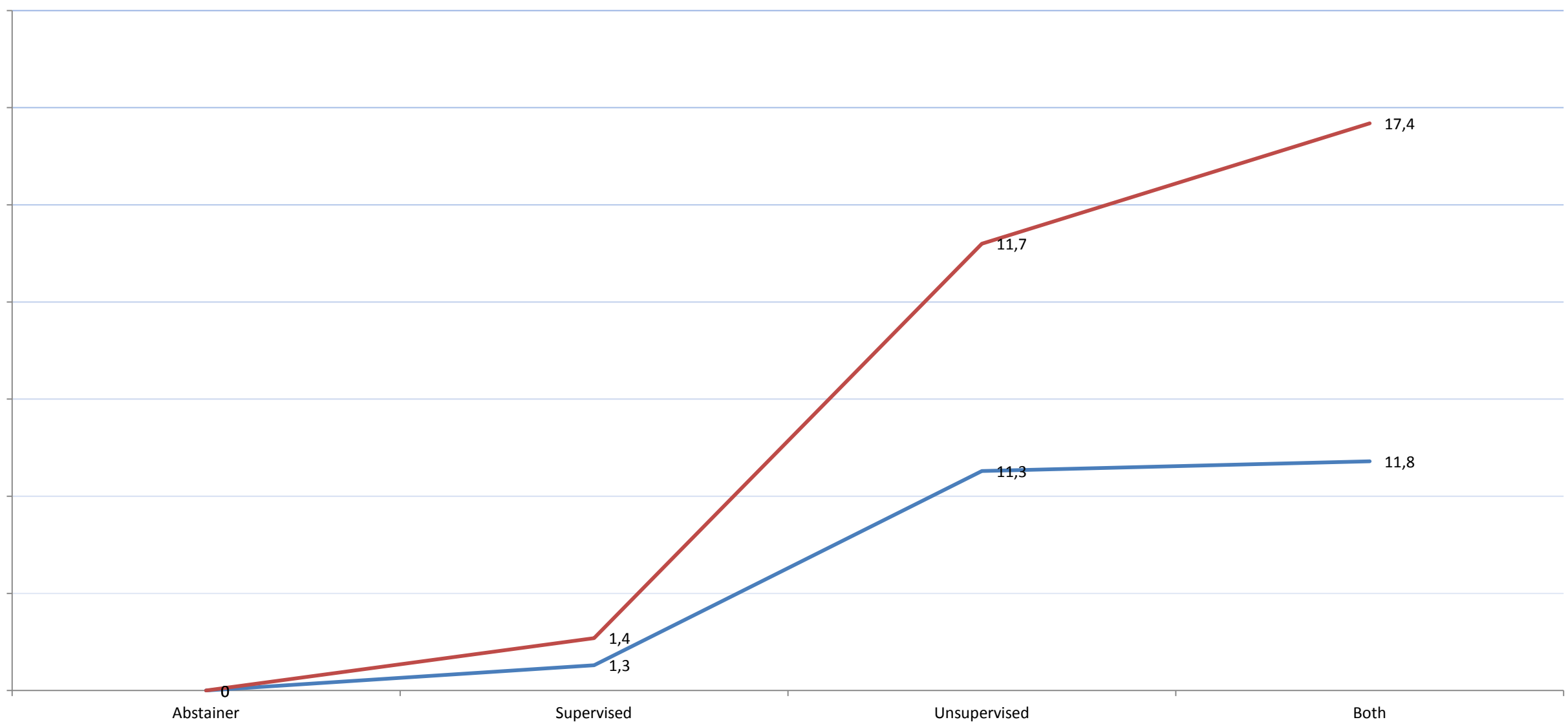
My data n=1066

Typical use - units of alcohol age 13 and age 16



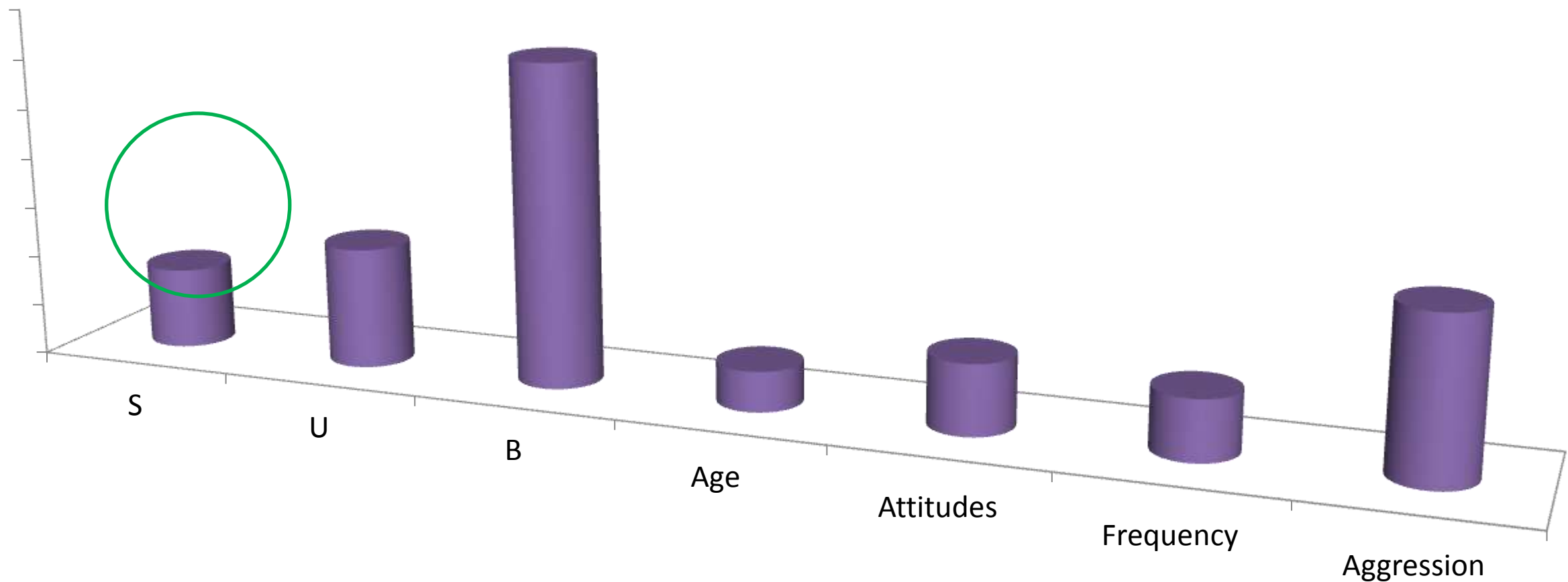
My data n=1066

Own Harms at age 13 and age 16



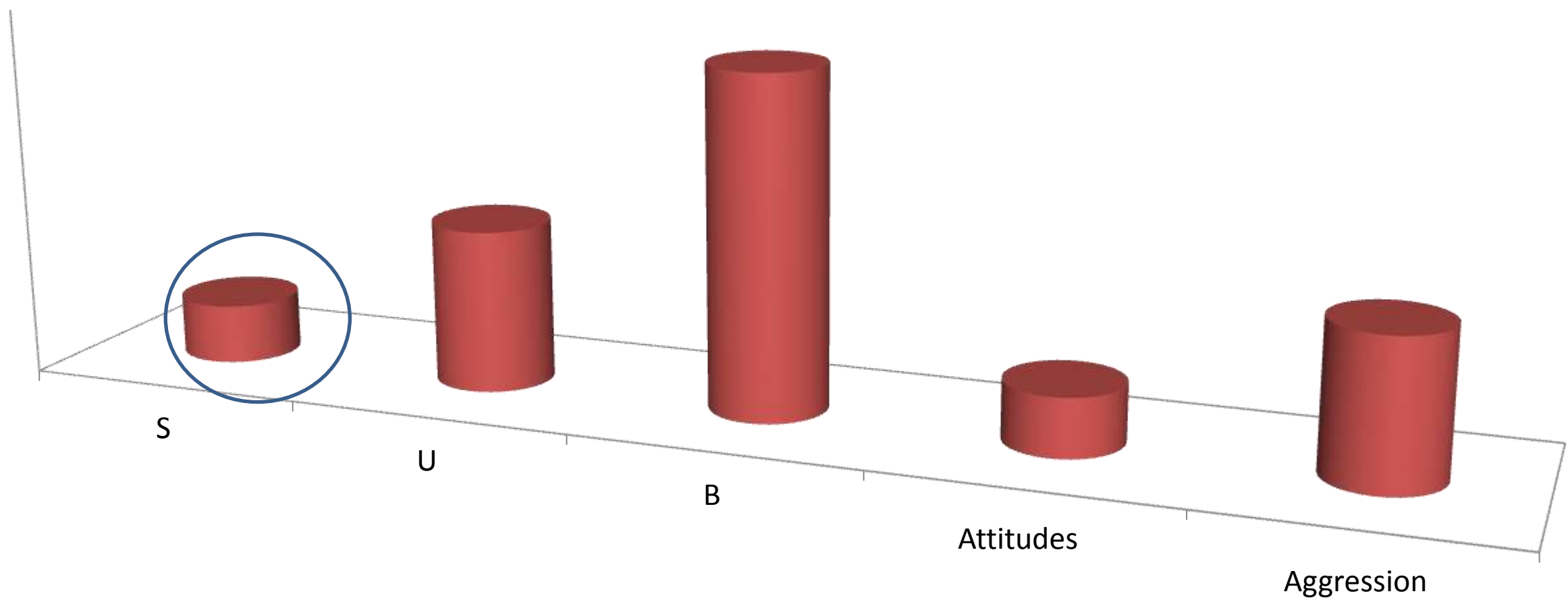
Frequency of drinking

Drinking Frequency at age 16



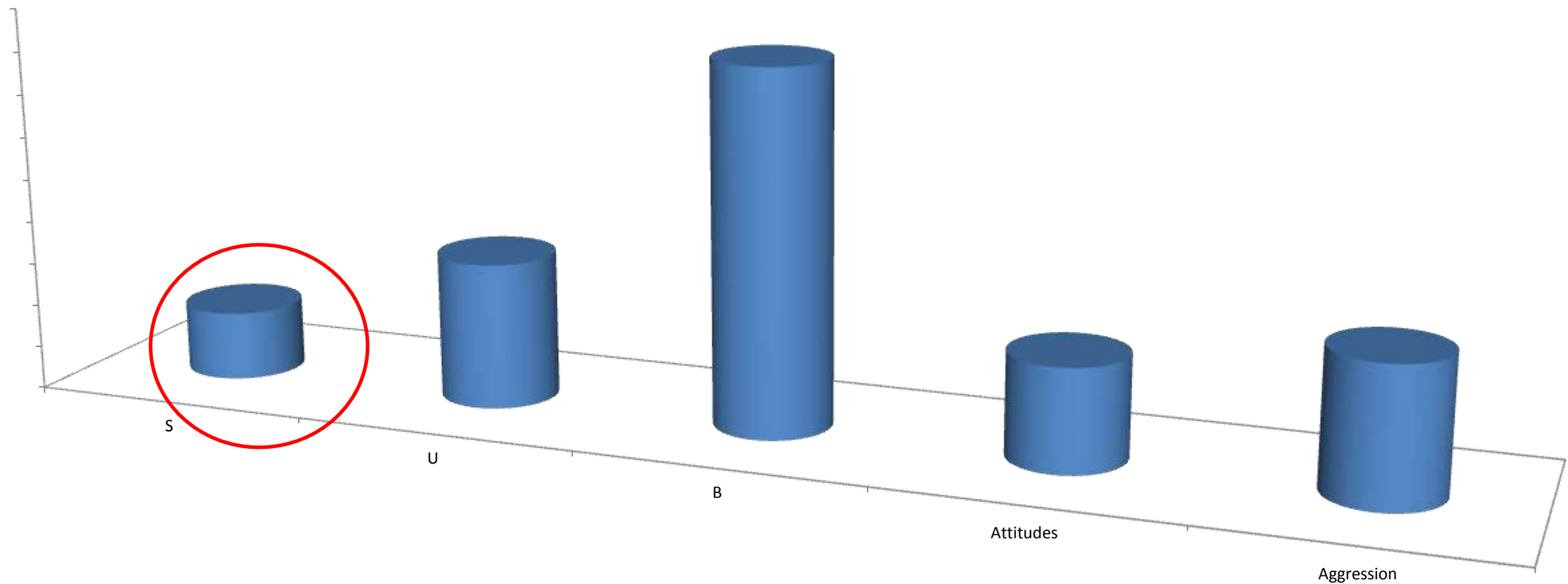
Typical consumption

Typical sessional drinking age 16 - units of alcohol



Harms

Alcohol related harms at age 16



Thank You

Michael McKay

M.T.McKay@ljmu.ac.uk

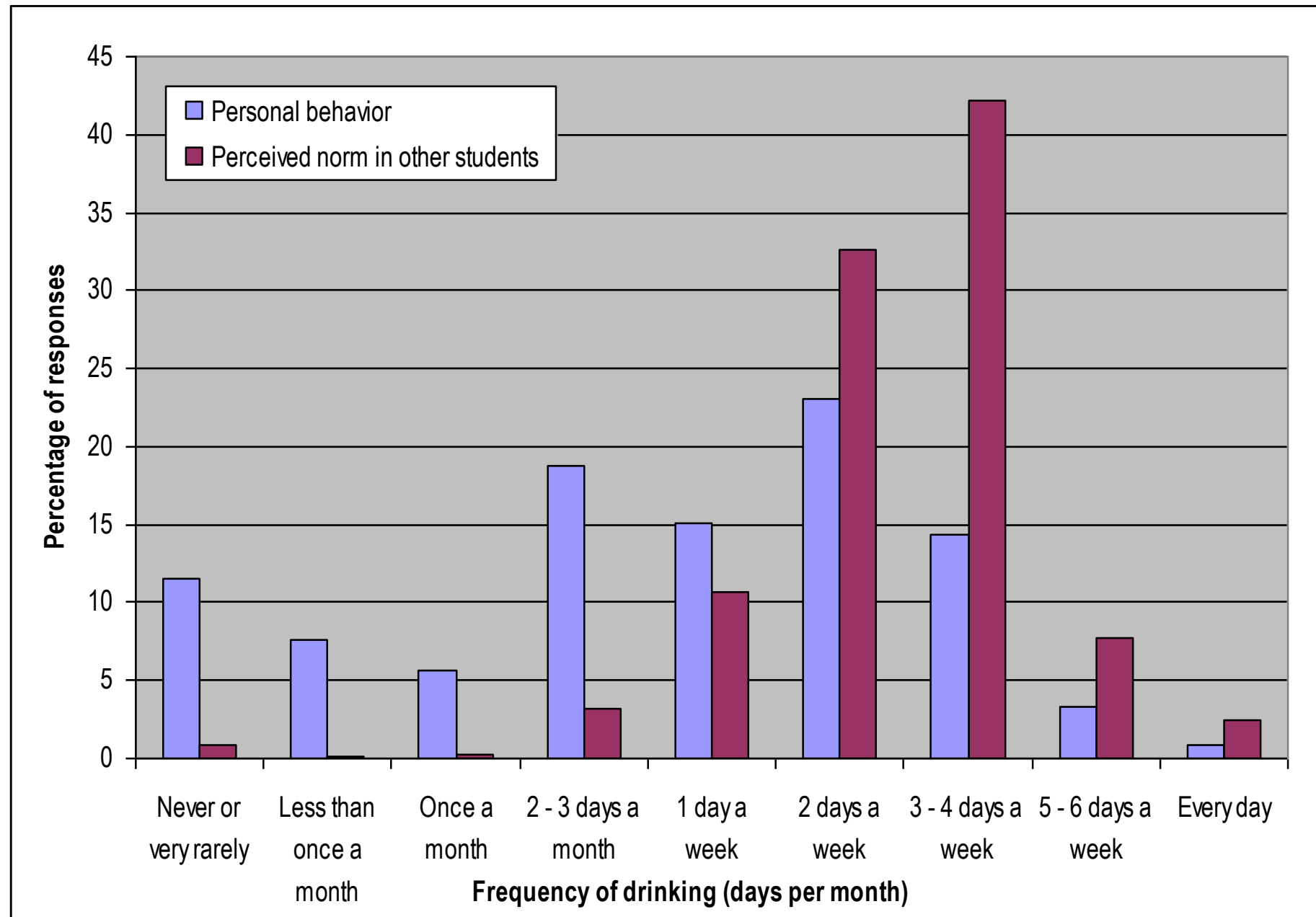
How do we change perception around peer use of alcohol & other risky behaviours

Dr John McAlaney

How do we change perception around peer use of
alcohol and other risky behaviours?

Dr John McAlaney

Perceptions and misperceptions



University and College Social Norms Survey 2009

McAlaney, J., & Jenkins, W. (2015). Perceived social norms of health behaviours and college engagement in British students. *Journal of Further and Higher Education*, 1-15.

The social norms approach



Social Norms Intervention for the Prevention of Polydrug Use (SNIPE)

- ▶ €480,000 in funding from the EC Director General Office Specific Transnational Projects Action Grants
- ▶ 8 Partners in 7 European countries –

University of Bradford



University of Leeds



University of Antwerp



Marmara University



University of Bremen



University of Navarra



Pavel Jozef Safarik University
Kosice



University of Southern Denmark



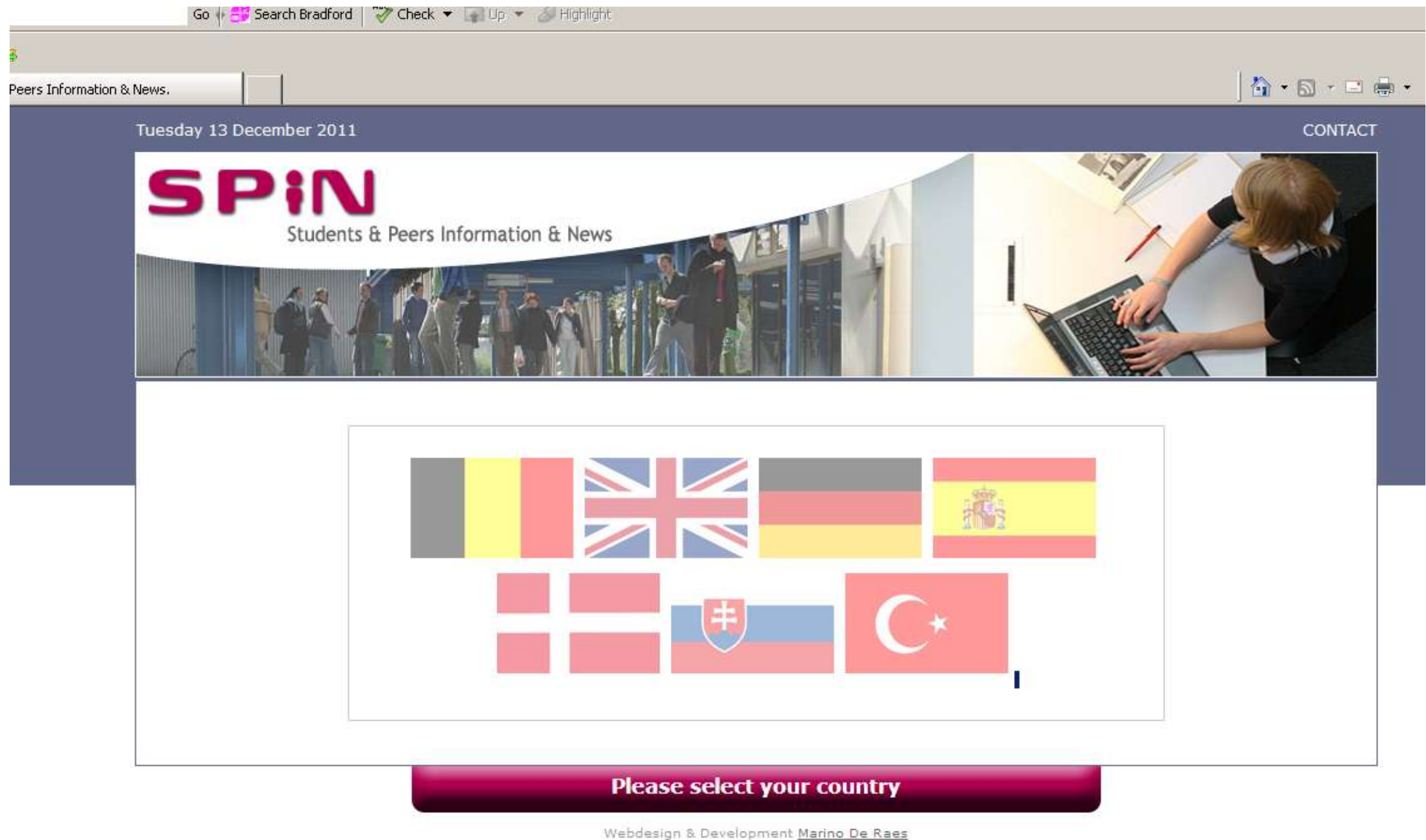


Targeted behaviours

- ▶ Single and polydrug use of –
- ▶ Alcohol, including incidence of drunkenness
- ▶ Tobacco
- ▶ Cannabis
- ▶ Medication to improve academic performance
- ▶ Synthetic cannabis
- ▶ Cocaine
- ▶ Ecstasy and other amphetamine-type stimulants
- ▶ Sedatives and sleeping pills
- ▶ Hallucinogens
- ▶ Inhalants



Recruitment



Recruitment

Tuesday 13 December 2011

COUNTRY | REGISTRATION | INFO | CONTACT | HOME

SPiN

Students & Peers Information & News



Welcome to the website of SPiN

The SPiN project collects information from university and college students in seven countries. In the United Kingdom this project is carried out with students at Bradford University and Leeds Metropolitan University. We want to involve as many students as possible, so we think it is fantastic that you want to participate.

To be able to participate to the study, you will need to register. Please click [here](#) to do so.

Email address:

Password:

Login



UNIVERSITY OF LEEDS

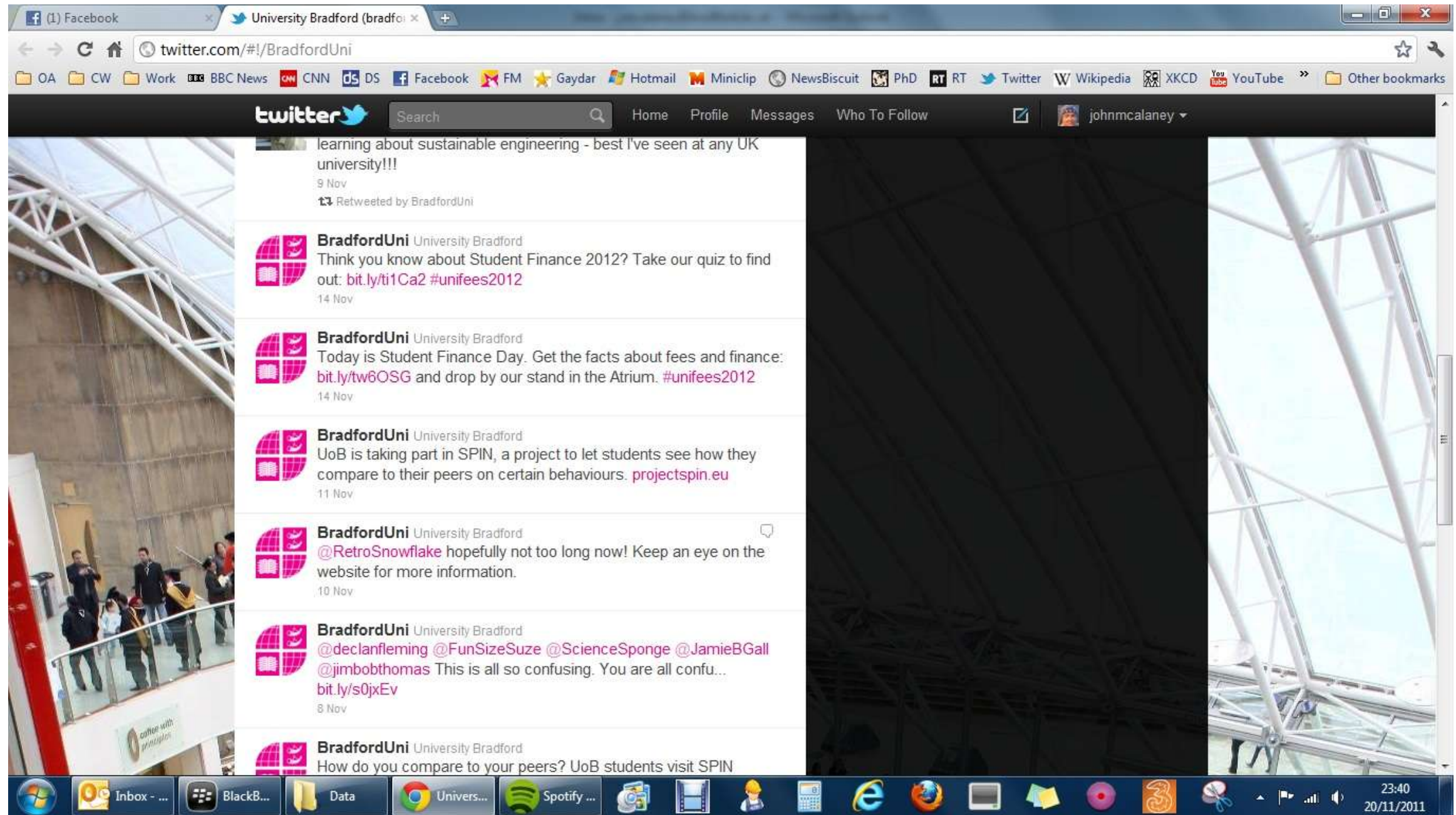


Universität Bremen



This project is funded by
the EUROPEAN COMMISSION

Recruitment



Recruitment

facebook 

Search 



 Wall

 **Info**

 Friend Activity

 Photos

 Events

About

Student and Peers Information and News

1
likes this

1
talking about this

Likes [See All](#)

 **Centre for Men's Health**

 **Leeds Met Kirkstall Brewery 2011/2012**

 **Leeds Met Woodhouse Flats 2011/2012**

 **Leeds Met**

Project SPIN - UK 

Community



Basic Information

About

Student and Peers Information and News

Description

Project SPIN is a European project that is being conducted in the UK with students from the University of Bradford and from Leeds Metropolitan University. SPIN is looking for students to fill in two short surveys about behaviours and beliefs. During the project you will be able to get feedback and compare your answers to those of others at your university.

To be able to take part please reg... [See More](#)

Website

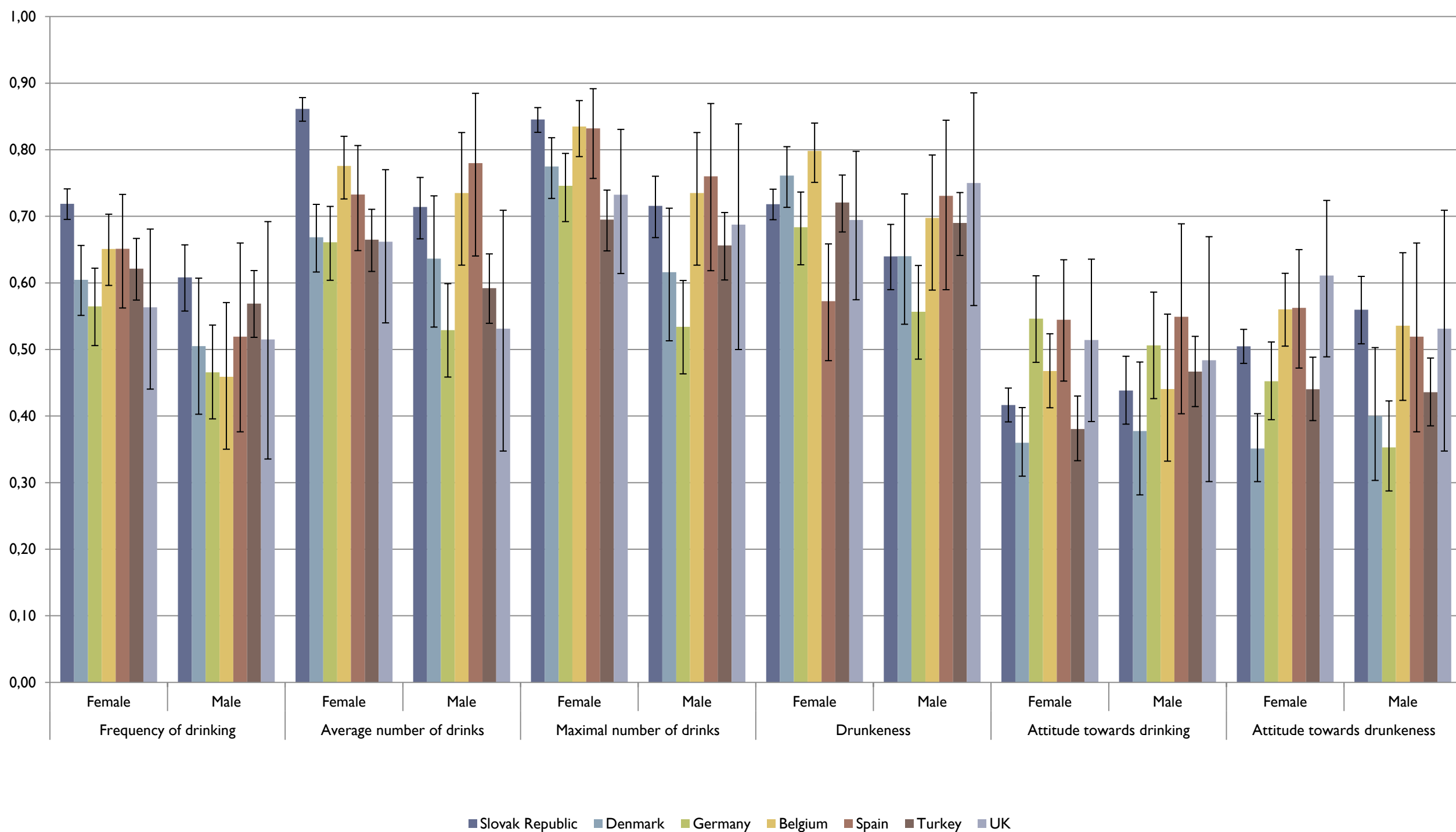
<http://www.projectspin.eu/>

Likes and Interests

Likes

Met Air, Centre for Men's Health, Leeds Met Students' Union, Leeds Met SU Events, Leeds Met Woodhouse Flats 2011/2012, Leeds Met Sugarwell Court 2011/2012, Leeds Met Opal One and Two 2011/2012, Leeds Met Kirkstall Brewery 2011/2012, Leeds Met Carnegie Village 2011/2012, Met TV, School of Computing, Informatics and Media, University of Bradford, University of Bradford Cricket Club, Ecoversity - University of Bradford, UBU Events, Bradford University School of Management and 13 more

Baseline results



Did you know?

... that whilst Bradford University students think that **55%** of other students at Bradford regularly use cocaine...

... only **2%** of Bradford students **actually** regularly use cocaine?




Alcohol

Tobacco

Cannabis

Polysubstance use

SPIN



Click on the links next to the SPIN-man to find out how **you compare** with other students...

Did you know?

... **95%** Bradford University students have never used amphetamines

Alcohol

Tobacco

Cannabis

Poly substance use

SPiN

Alcohol

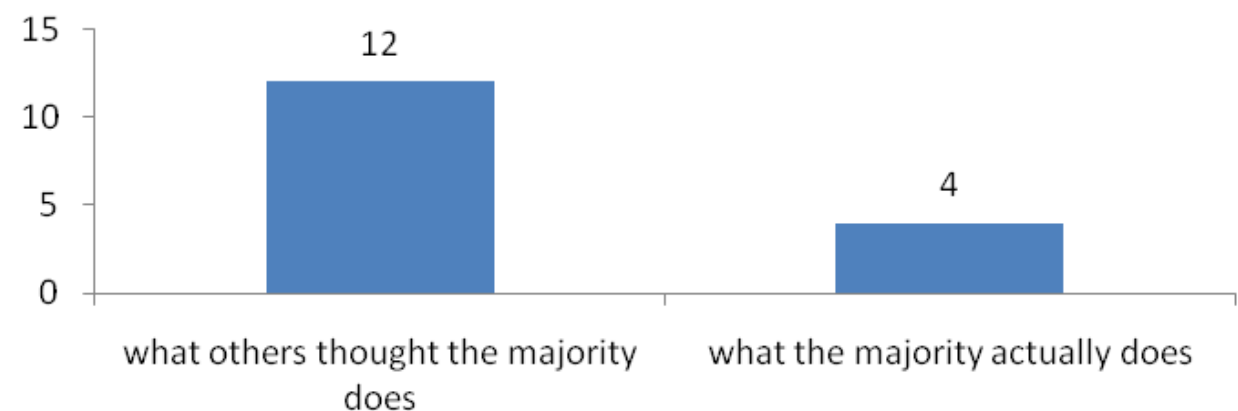
How many... ?

You said



'I have 5 drinks on a typical night'

'I think the majority of male University of Bradford students have 10 drinks on a typical night'



What about drinking peak? Click here!

What about getting drunk? Click here!

Did you know?

... **83%** Bradford University students think it's never ok to use ecstasy...

Alcohol

Tobacco

Cannabis

Poly substance use

SPiN

Alcohol

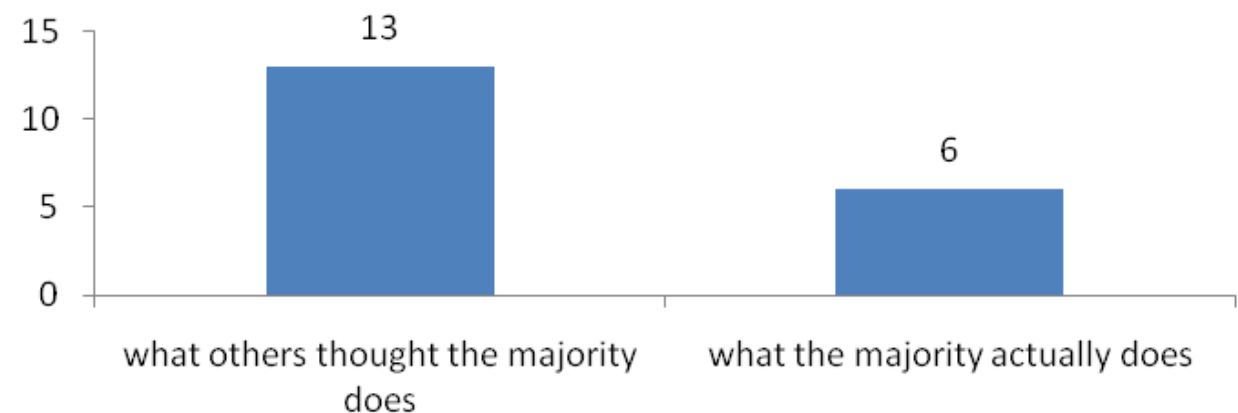
Drinking peak?

You said



'7 drinks is my drinking peak'

'I think the drinking peak of the majority of male University of Bradford students is 9 drinks'



How many... ? [Click here!](#)

What about getting drunk? [Click here!](#)

Conclusions

- ▶ Students appear to demonstrate the same type of peer alcohol use misperceptions as documented in American student populations
 - ▶ Thereby supporting the position that the social norms approach could be a viable prevention and intervention strategy in the EU
- ▶ Personalised social norms feedback delivered via online technologies appear to be effective in challenging negative misperceptions
 - ▶ However there are challenges associated with implementing multi-language, multi-substance prevention and intervention tools





McAlaney, J., Helmer, S. M., Stock, C., Vriesacker, B., Van Hal, G., Dempsey, R. C., ... Mikolajczyk, R. (2015). Personal and perceived peer use of and attitudes toward alcohol among university and college students in seven EU countries: Project SNIPE. / *Stud Alcohol Drugs*, 76(3), 430-438.

Panel Discussion: learning from existing programmes

- Helena Conibear
- Per Hazelius
- Alexis Capitant
- Bosco Torremocha
- Toñis Arro
- Ralph Blackman

Full report available at: <http://spirits.eu/files/328/school-education-report--october-2015.pdf>

SHORT OVERVIEW



talkaboutalcohol.com
advice and guidance for parents, teachers
and 11-18 year olds



The Alcohol Education Trust Charity

WORKING WITH 11 – 18 YEAR OLDS, TRAINING
TEACHERS AND

ENGAGING PARENTS ACROSS THE UK

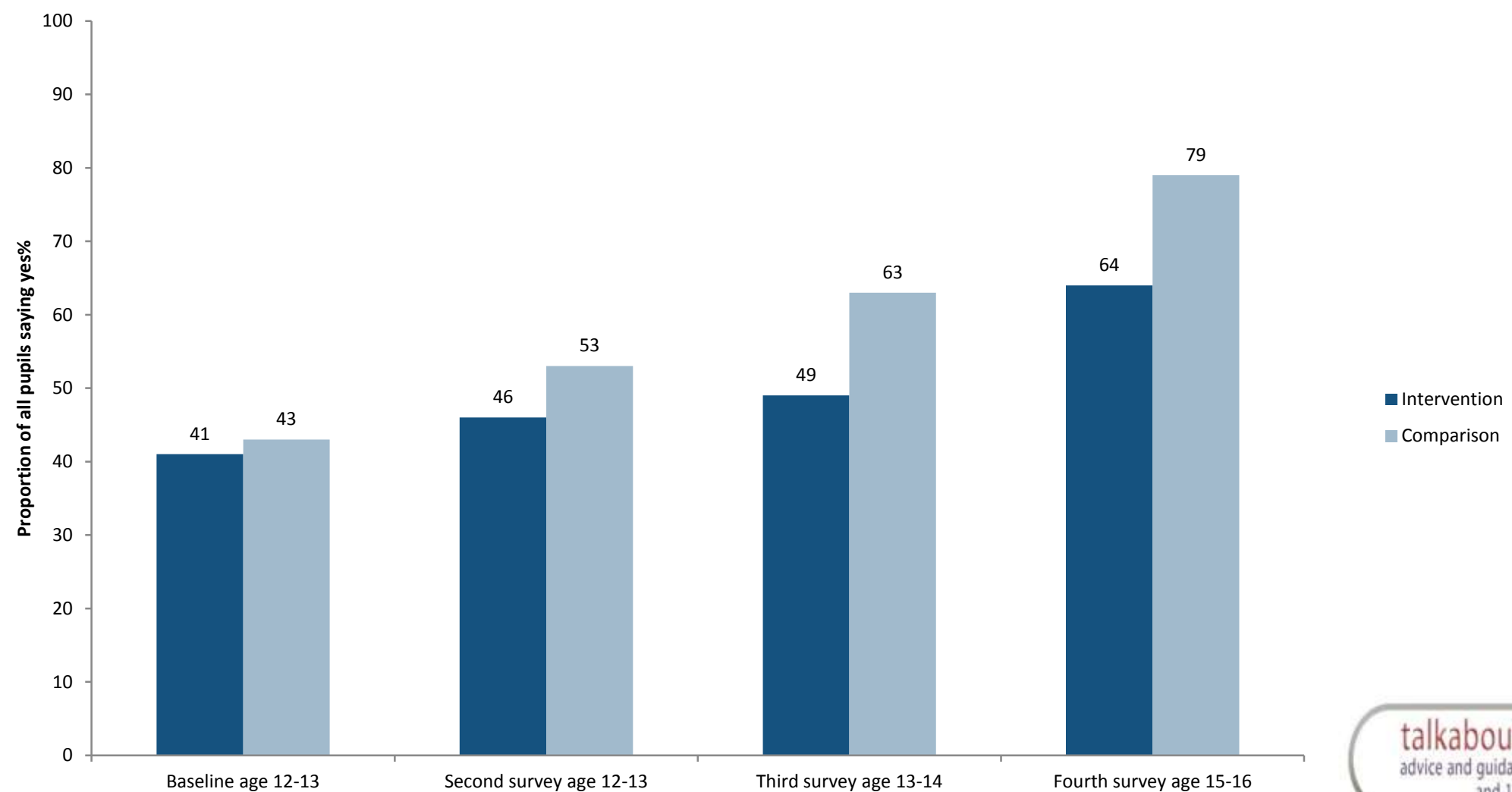
WWW.ALCOHOLEDUCATIONTRUST.ORG

INFO@ALCOHOLEDUCATIONTRUST.ORG



41/43% of ALL 4000 pupils had a whole alcoholic drink aged 12/13 at baseline

23% increase in uptake in intervention schools versus 36% uptake of drinking in schools without AET programme 2011 -2015, a significant delay in onset of drinking



Always innovating and improving: Children with special educational needs, digital interactive tools



ENTER A SEARCH ITEM

Knowing the score on DRINKING will help you to make your own decisions in the future....keep it real, and let's

TALK ABOUT
ALCOHOL

[challengezone](#) [personalityzone](#) [factzone](#) [advicezone](#) [hearfromothers](#) [usefulorganisations](#) [aboutus](#)

SHY? FUNNY?
SMART? OUTGOING?
TAKE OUR
PERSONALITY
QUIZ


UNITS
how much is too much?

IT'S A
CHALLENGE
see how you score!



**KATHY'S
STORY**

**DAVE
ECK**
Hear from...

**BODY
WATCH**
Do you really know
how alcohol
affects the
body?

46% of 11-15 years
have never had an
alcoholic drink.

FACTZONE

Alcohol
Education
Trust

find us on



keep thinking... **KEEP TALKING**

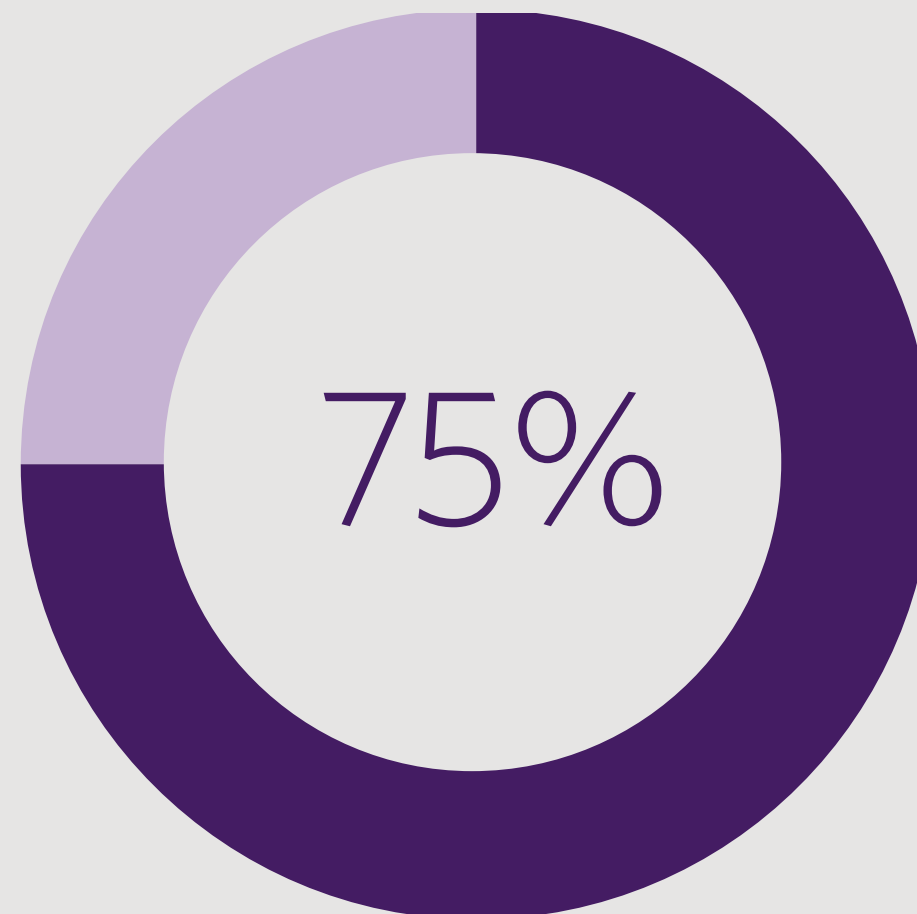
TEACH ABOUT ALCOHOL

School-based intervention programme
based on a life skills approach
since 2006 in Sweden



REACH 75 % OF ALL SCHOOLS WITHIN THE TARGET GROUP

compulsory and secondary school (age 13-19)



PRATA OM ALKOHOL

TEACHERS AND STUDENT REACHED
SINCE THE START 2006

620 000

Students in the age 13-19

19 000

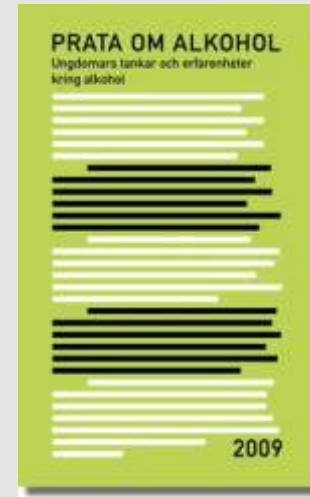
Teachers reached



PRATA OM ALKOHOL

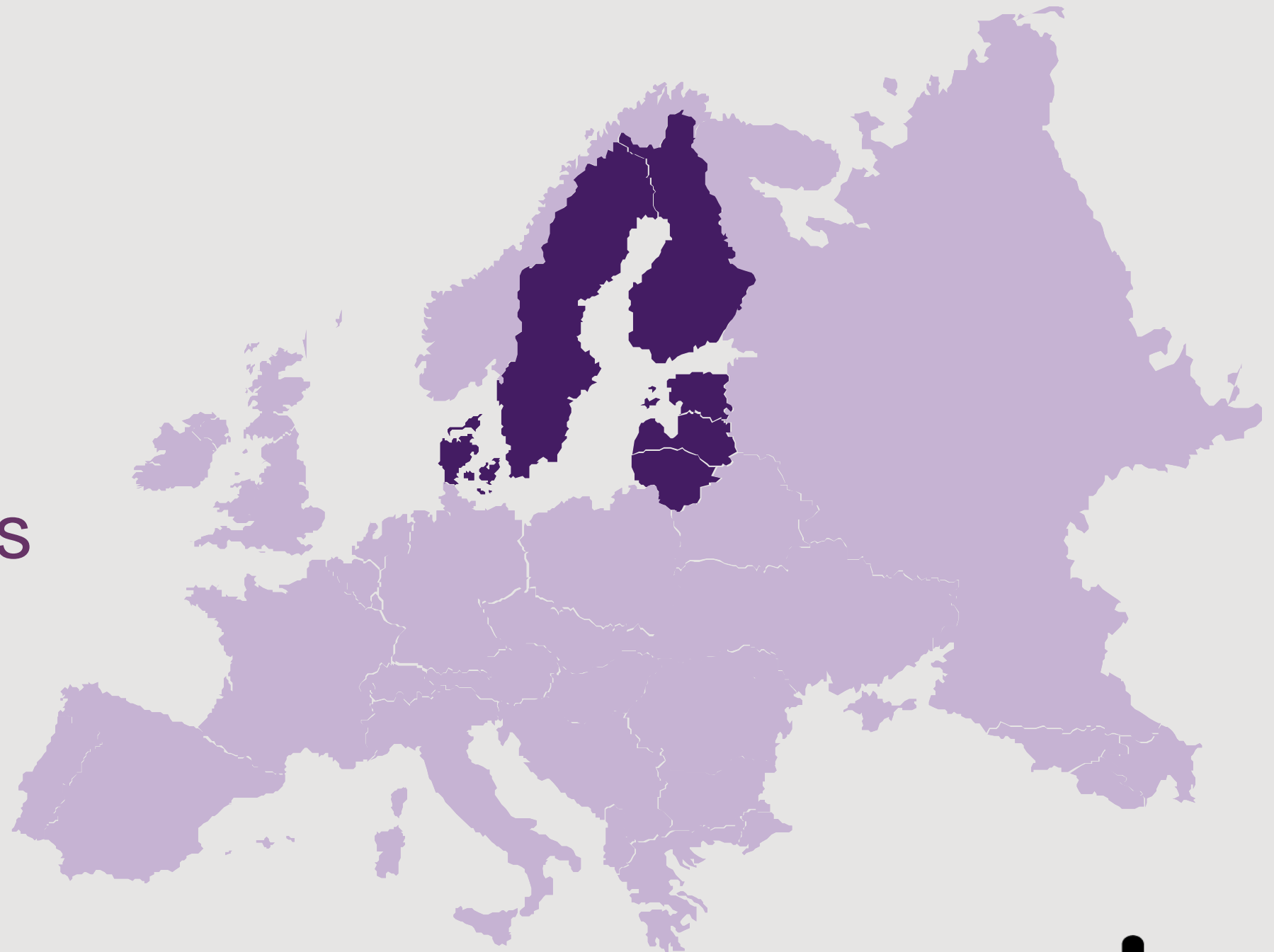
TOOLS

- Website
- Training seminars for teachers
- Booklet with classroom activities
- Short story book
- Student activities as short story and campaign video contest



LAUNCH IN 7 COUNTRIES

- Sweden
- Finland
- Denmark
- Estonia
- Latvia
- Lithuania
- Faroe Islands



Las Caras del Alcohol “Alcohol Faces”



Education for prevention

Fundación
Alcohol y
Sociedad

2,1 MILLIONS OF MINORS REACHED BETWEEN 2001 & 2015





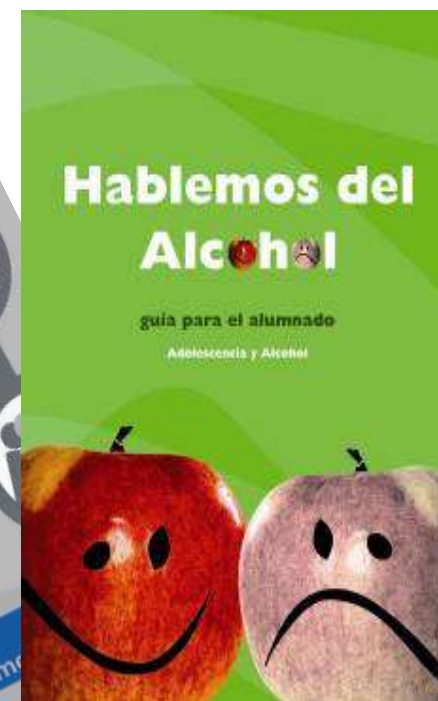
FAS works on all relevant areas of influence to minors

Peers

IMPLICATION

Families

Teachers



TOOLS



www.alcoholysociedad.org

IMPACT 2001-2015

OVER 10,000 SCHOOLS VISITED

2,1 MILLION STUDENTS REACHED

OVER 1,5 MILLION PARENTS

***With the support of national, regional and local
administration where implemented***



(espace)

Education, Sensibilisation et Prévention Alcool
au Collège avec l'appui de l'Environnement

académie
Limoges



Opération ESPACE LIMOUSIN



E.S.P.A.C.E
un programme de prévention
ambitieux et novateur à destination
des collégiens du Limousin

académie
Limoges



Education, Sensibilisation et Prévention Alcool
au Collège avec l'appui de l'Environnement

Doc 3.2

L'action dont je suis fier/fière

L'action dont je suis fier/fière

Je sais faire, je suis capable de

PROGRAMME ESPACE Estime de soi et compétences psychosociales

PROGRAMME ESPACE Estime de soi et compétences psychosociales

PROGRAMME ESPACE Estime de soi et compétences psychosociales

Programme 6^{ème}

Programme 5^{ème}

Programme 4^{ème}

Les différentes émotions Et pour chaque émotion, qu'est-ce qui se passe ?

Emotion	A quoi on ressemble ?	Qu'est-ce qu'on sent dans son corps ?	A quoi sert cette émotion ?
Colère			
Peur			
Joie			
Tristesse			
Dégoût			
Stress			

Quand est-ce que je ressens...

de la colère :

de la peur :

Opération (ESPACE) Journal des parents

ESPACE un programme de prévention ambitieux et novateur

L'objectif principal du programme ESPACE est de développer l'estime de soi et les compétences psychosociales des élèves. Ce programme est basé sur des ateliers interactifs et des jeux de rôle qui permettent aux élèves de découvrir leurs émotions et de les gérer de manière constructive. Le programme est adapté à tous les niveaux de la scolarité et est soutenu par les parents et les enseignants.

Une première sensibilisation aux effets de l'alcool. Les élèves sont sensibilisés aux dangers de l'alcool et à ses effets sur la santé et le comportement. Cette sensibilisation est réalisée à l'aide de vidéos, de jeux et de discussions en groupe.

Les 15 collèges impliqués dans le programme ESPACE. La liste des collèges participants est disponible sur le site internet du programme.

Le programme ESPACE est soutenu par les services de l'Académie de Limoges et par les collectivités territoriales. Il est financé par le budget de l'Académie de Limoges.

Le programme ESPACE est une initiative novatrice qui vise à améliorer le bien-être des élèves et à leur donner les outils nécessaires pour faire face aux défis de la vie. Il est soutenu par les parents et les enseignants.

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15 action schools

53 classrooms

1,150 students

**Followed over 3 years
(age 11-12 to 13-14)**



Education, Sensibilisation et Prévention Alcool
au Collège avec l'appui de l'Environnement

EACH YEAR

- **16 hours to improve self-esteem & psychosocial skills**
- **4 hours on risks of drinking**
- **87 people from educational staff trained over 3 days**

INDEPENDANT EVALUATION

- A control group of 1,132 students
- 3 surveys : initial, mid and final
- A clear impact on knowledge
- A clear impact on self-confidence & assertiveness
- No conclusion yet on alcohol consumption



Interactive technology
decision making skills



helps kids build
through fun learning tools



When you drink alcohol, about how long does it take to move through the blood stream and reach your brain?

- A About 30 seconds
- B Nearly 5 minutes
- C 10 seconds
- D 1 hour



FOUNDATION FOR
ADVANCING ALCOHOL
RESPONSIBILITY

Ask, Listen, Learn successfully
children and trusted adults
and awareness of the negative



promotes conversations between
that result in increased knowledge
consequences of underage drinking.

9 *out of*
10

Kids believe drinking alcohol underage is not
part of a healthy lifestyle; an increase of 9%
after using ***Ask, Listen, Learn***



FOUNDATION FOR
**ADVANCING ALCOHOL
RESPONSIBILITY**

Ask, Listen, Learn successfully
children and trusted adults
and awareness of the negative



promotes conversations between
that result in increased knowledge
consequences of underage drinking.

62%

Underage drinking among 12-13 year olds declined
19% from 2003 - when **Ask, Listen, Learn** was created
to 2012 while conversations with their parents increased
62% during the same period



FOUNDATION FOR
ADVANCING ALCOHOL
RESPONSIBILITY

Ask, Listen, Learn successfully
children and trusted adults
and awareness of the negative



promotes conversations between
that result in increased knowledge
consequences of underage drinking.

70%

Of students are aware that alcohol impacts every organ in
the body, an increase of 24% after using **Ask, Listen, Learn**



FOUNDATION FOR
ADVANCING ALCOHOL
RESPONSIBILITY

OBJECTIVES

Postpone the onset of alcohol consumption

Reduce over-consumption and motivate youth to drink responsibly

Change attitudes towards alcohol and alcohol-related behavior



YOUTH



TEACHERS



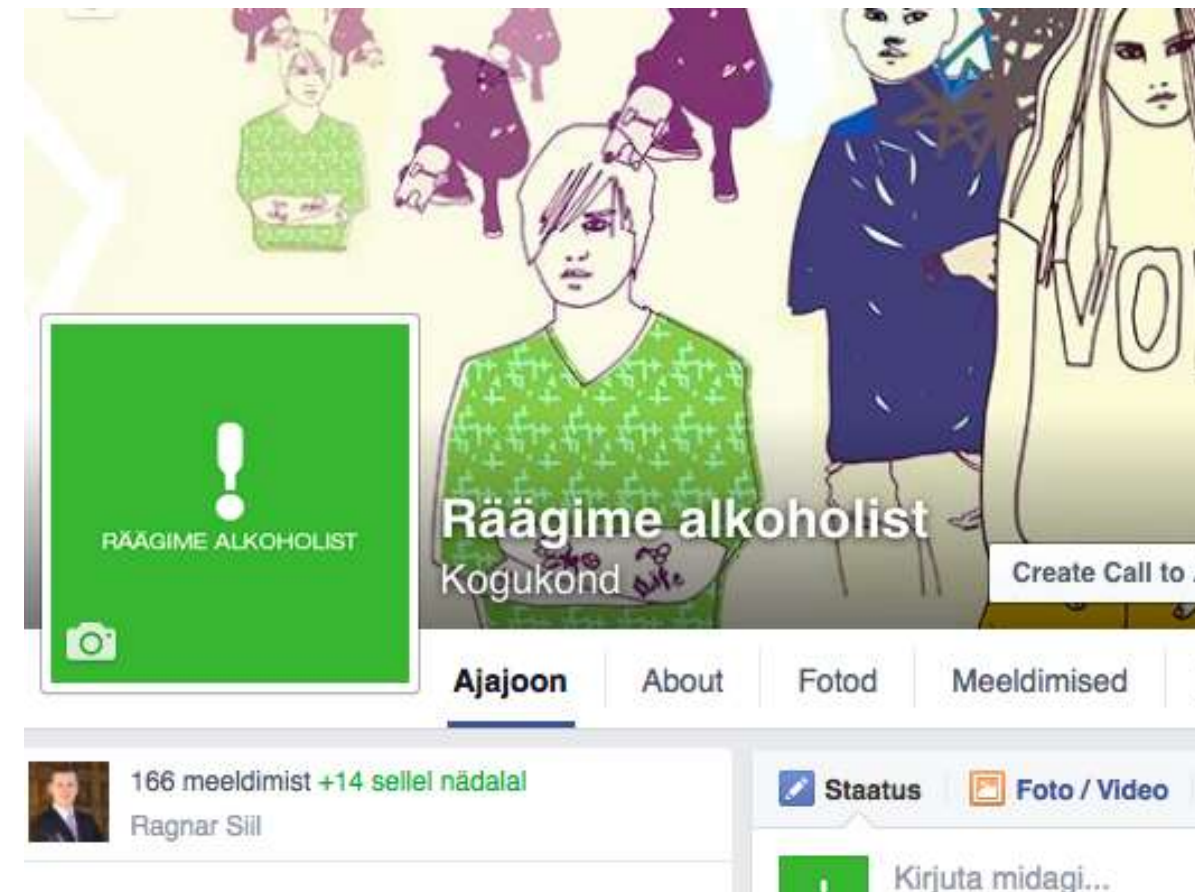
PARENTS

BALTICS 3 COUNTRIES, 4 LANGUAGES 3 NGO-S

GOBEYOND, LATVIA



News Go Beyond I



HEALTHY CHOICES ESTONIA



MODERN DIDACTICS CENTRE, LITHUANIA

Cooperation with theatre

- Interactive performance about alcohol
- Played during normal school lesson
- Extremely good responses by pupils and teachers

NO99
theatre | www.no99.ee

PRODUCTIONS

CALENDAR

ENSEMBLE

CAFE

TICKETS

ABOUT US

TEXTS

NO48 POH, YOLO

OJASOO

YOLO – You Only Live Once. What do you do when you hear this sentence from a 13 year old? You're still in school. You've just made some friends but everything is still so uncertain. You're no longer a child but you aren't a grownup either. "You only live once." No doubt about it. You go out at night and get plastered.

NO48 poh, YOLO is a play about young people and alcohol. Because the situation can

MEASUREMENT & EVALUATION

- **2 pilot studies in Estonia (2013 and 2014)**
 - **Longitudinal study in Latvia ongoing:**



QUANTITATIVE

Online questionnaire (4x) in
25 intervention and 25
control schools

(n = 1700)



QUALITATIVE

Antropological research
among pupils, their teachers
and families