



The most-likely-to-use group, are the students who are more outgoing, ready to experiment and ready to follow new trends. Such students can be easily identified by teachers at the classroom level. This group includes not only “problem” students who have repeated disciplinary problems and come from troubled social or economic backgrounds, but also many ordinary students.

●● How should interventions be delivered, and by whom?

Students should lead

Interventions are most effective when they become student-centred and students take the lead role in observing and working on the factors that promote drug and alcohol use. Such efforts should be made attractive and fun. This also ensures that it is appealing to the specific target group and will help to engage them.

Research shows that interventions are most effective when they are student-centred, with students taking the lead role in observing and working on the factors that promote drug and alcohol use. Interactive peer interventions are superior to non-interactive didactic, lecture programmes led by teachers/researchers.

Programmes should be interactive

Research shows that interactive peer interventions for middle school students, where they employ interactive techniques, such as peer

discussion groups and role-playing that allow for active involvement in learning about drug abuse, are superior to non-interactive didactic, lecture programmes led by teachers/researchers (Black, 1998).

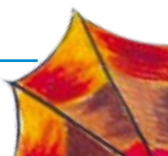
Role plays, simulations, Socratic questioning, brainstorming, small group activities, cooperative learning, and class discussions are strategies that engage students in self-examination and learning (Bosworth and Sailes, 1993; Tobler and Stratton, 1997; Botvin, 1995). Designing programmes that can be delivered primarily by peer leaders will also increase the effectiveness of school-based substance-use-prevention programmes. The results also imply that such programmes need not be lengthy (Gottfredson and Wilson, 2003).

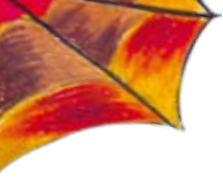
Role of teachers

Sussman, (2003), speculate that explicit action on the part of the teacher to have students make statements and ask each other questions, may be the essence of effective drug education programme delivery.

When the programmes are implemented through the teachers there are several factors that should be kept in mind. Intense teacher training alone will not help in ensuring long-term success. It should not be assumed that all teachers will implement the programme equally well (Rohrbach, 1993). Teachers with the proper characteristics should be selected for such training. The more outgoing teachers who have good formal and informal relationships with students are best qualified to implement initiatives that need the engagement and participation of the students at risk. Studies show that successful implementers have fewer years of teaching experience and stronger self-efficacy, enthusiasm, preparedness, teaching methods compatibility, and encouragement from the principal of the school,

Students making statements and asking each other questions, may be the essence of effective drug education programme delivery.





than the non-implementers (Rohrbach, 1993). It has also been shown that the more effective teachers were the ones who were recently trained in substance-use prevention and were comfortable using interactive teaching methods (Ennett, 2003).

In this context, the role played by the principal is crucial. The chances of success are higher in schools where the principal supports the intervention and takes a personal interest in its success.

●● How can programme effects be augmented?

School drug and alcohol prevention programmes can be augmented by increasing the prices of licit drugs (alcohol and tobacco), stopping advertisements and restricting access to these substances.

School drug and alcohol prevention programmes can be augmented by the introduction of certain measures outside the school, which influence community behaviour and norms. The most important are:

Increasing the prices of licit drugs (alcohol and tobacco)

Research from many parts of the world confirms the finding that reducing affordability has been shown to be extremely effective in reducing the consumption of both tobacco and alcohol (Jha and Chalupka, 2000; World Bank, 1997). Especially for tobacco, it has been shown that an increase in taxes will reduce consumption. This reduction in consumption is seen most significantly in the younger age groups and poorer socio-economic groups. However, the industry hotly contests these findings.

Stop advertisements

There is also substantial evidence that stopping of direct and indirect promotions will also reduce the consumption of licit drugs (World Bank, 1997).