

Educational Program: “Alcohol and Adolescence” Report

The **Alcohol and Society Foundation (Fundación Alcohol y Sociedad)** is a non-profit-making organisation which was created in the year 2000. It was set up by the Spanish Spirits Producers' Association, which is a separate body whose aim is to work with social organisations in the search for solutions to all aspects related to the abusive consumption of alcoholic drinks. The main field in which the Alcohol and Society Foundation has concentrated its efforts since its creation has been the social phenomenon of the consumption of alcohol among adolescents. Thus, The Foundation has aimed to **fight the underage consumption of alcoholic beverages.**

The Alcohol and Society Foundation's **Educational Program** was born out of the **Alba (Dawn) Project**, whose objective was to get to know the world of adolescents and to create an useful tool to use with that world in mind. We worked for 4 years with this objective which led to the creation of the definitive **Educational Program 'Alcohol and Adolescence'**, which we are currently putting into practice.

Alba Project



The Alcohol and Society Foundation, sensitive to issues related to the underage consumption of alcohol, decided to start **Alba Project** in 2001. This project, which was operating until 2004, was basically made up of an extensive investigation into the world of adolescents.

The objectives of the project were:

- To get to know the world of adolescents and the relationship that they have with alcohol.

- Design a sequenced interventional procedure (*Educational Program “Alcohol and Adolescence”*), which would allow for the implementation of a set of strategies to promote healthy habits in adolescents as regards alcohol. That is to say, to put back the starting age for the consumption of alcohol and to reduce the levels of abuse in the cases of those who consume alcohol.

Phases

2001

- **First White Paper on the relation of Adolescents with Alcohol in Spain:** The design of an Interview Structure, directed at 5,488 adolescents from all over Spain, of both sexes and between the ages of 12 and 18. They were conveniently categorised according to such variables as: sex, age, location and social and economic status. Using this structure the first White Paper was drawn up.
- ***Educational Program “Alcohol and Adolescence”:*** Using the data and the conclusions from the White Paper, together with the skills of a multi-disciplinary team, a set of instruments was designed. These instruments, in conjunction with the necessary methodology for their application were aimed at promoting healthy habits in adolescents as regards alcohol.

In the first phase of research, started in the White Paper, some data was discovered to encourage us to continue working in preventive issues. An important piece of information was the discovery that approximately **50% of those adolescents who said that they were familiar with the consequences of alcohol abuse stated that their stance on the subject changed on receiving more information.** This change, according to the adolescents, was reflected in the following:

- 74% claimed to be more careful as regards consumption.
- 18% claimed to have stopped drinking as a result of the information received.
- 35% said that receiving information led them to inform their friends.

This data shows us that the adolescents seemed to rate the fact that they were given information positively and that they were using this information in a responsible and mature way to modify their behaviour and inform their circle of friends.

On the other hand, we found that 44% of adolescents between the ages of 12 and 18 claimed that there was not enough realistic information on the effects of the abusive consumption of alcohol. Therefore, adolescents were demanding more information and education on the subject.

School year 2001-2002

This period brought about the application and evaluation of the *Educational Program “Alcohol and Adolescence”* and the continuation of the sociological research (White Paper).

- The **Program** was applied to 40,000 adolescents between the ages of 12 and 18, resident in the Autonomous Communities of Andalucía, Asturias, Catalonia and Madrid.
- An **Interview Structure**, which contained questions which had appeared in the previous Structure and some new questions, was applied to 5,500 adolescents, with a view to evaluating the Educational Program and extend the sociological research.

School year 2002-2003

- Optimisation of the Educational Program based on the assessment of the results obtained during the previous school year and from the sociological research. Thus, an improved *Educational Program “Alcohol and Adolescence”* was achieved.
- **Application** of the improved Educational Program to 27,000 adolescents. (Some of these pupils were new and others had already had contact with the program. The objective of repeating the sessions with some adolescents is to check the accumulated effectiveness of the program).
- The application of another **Interview Structure** to 5,300 youngsters. Again, it contained questions which had appeared in the previous Structure and some new questions with a view to evaluating the Educational Program and extend the sociological research (White Paper).

School year 2003-2004

- Optimisation of the **Educational Program “Alcohol and Adolescence”** based on the evaluation of the results obtained during the previous school year and from sociological research.
- **Application** of this new Educational Program to another 160.000 adolescents, placing special emphasis on the Autonomous Communities of Catalonia (30.000) and Andalucía (92.000), without forgetting Madrid and Asturias. (A number of these pupils were new to the program and another group had had contact with the program. The objective of repeating the sessions with some adolescents is to check the accumulated effectiveness of the program).
- The application of another **Interview Structure** to 5,500 youngsters with a view to evaluating the Educational Program and extend the sociological research (White Paper).

School year 2004-2005

- Optimisation of the **Educational Program “Alcohol and Adolescence”** based on the evaluation of the results obtained during the previous school year and from sociological research.
- **Application** of the improved Educational Program to more than 220,000 adolescents, in the Autonomous Communities of Andalucía, Balearic Islands, Catalonia and Madrid. Andalucía and Madrid were the communities with the highest number of participating pupils: 144,000 and 39,000 respectively. (A number of these pupils were new to the program and another group had had contact with the program. The objective of repeating the sessions with some adolescents is to check the accumulated effectiveness of the program).
- Application of another **Interview Structure** to 5,500 youngsters with a view to evaluating the Educational Program and extend the sociological research (White Paper).

After four years of research we have been able to achieve the objectives that had been established at the beginning of the Project.

- Obtaining the ***II White Paper on the relationship of Adolescents with Alcohol in Spain*** which satisfies the aforementioned first objective (get to know the world of adolescents and the relationship that they have with alcohol), through an accumulated 22,000 Interview Structures which had been built up over four years of research.
- Obtaining the definitive ***Educational Program “Alcohol and Adolescence”*** (fruit of the application and subsequent improvement based on the results obtained over four school years). This program contains a series of instruments, in conjunction with the precise methodology for their application, aimed at promoting healthy habits in adolescents as regards alcohol. This satisfies the second objective of the project (designing a sequenced interventional procedure which allows us to put back the starting age for the consumption of alcohol and to reduce the levels of abuse in the cases of those who have an established habit of consuming alcohol).

School year 2005-2006

- Optimisation of the ***Educational Program “Alcohol and Adolescence”*** based on the evaluation of the results obtained during the previous school year and from sociological research. The definitive program was therefore established.
- **Application** of the Educational Program to more than 260,000 adolescents in the Autonomous Communities of Andalucía, Balearic Islands, Catalonia and Madrid. Andalucía and Madrid were the communities with the highest number of participating pupils: 176,000 and 48,000 respectively. (A number of these pupils were new to the program and another group had had contact with the program. The objective of repeating the sessions with some adolescents is to check the accumulated effectiveness of the program).
- Application of another **Interview Structure** to 1,600 youngsters with a view to evaluating the Educational Program.

School year 2006-2007

- **Application** of the Educational Program to more than 216,000 adolescents, in the Autonomous Communities of Andalucía, Balearic Islands, Catalonia and Madrid. Andalucía and Madrid were the communities with the highest numbers of participating pupils: with 150,000 and 37,000 respectively. (A number of these pupils were new to the program and another group had had previous contact with the program. The objective of repeating the sessions with some adolescents is to check the accumulated effectiveness of the program).
- Application of another **Interview Structure** to 1,600 youngsters with a view to evaluating the Educational Program.

School year 2007-2008

- **Application** of the Educational Program to more than 222,000 adolescents in the Autonomous Communities Andalucía, Catalonia and Madrid. Andalucía and Madrid were the communities with the highest numbers of participating pupils: with 150,000 and 37,000 respectively. (A number of these pupils were new to the program and another group had had previous contact with the program. The objective of repeating the sessions with some adolescents is to check the accumulated effectiveness of the program).

School year 2008-2009

- **Application** of the Educational Program to more than 190,000 adolescents in the Autonomous Communities Andalucía, Catalonia and Madrid. Andalucía and Catalonia were the communities with the highest numbers of participating pupils: with 126,049 and 33,478 respectively. (A number of these pupils were new to the program and another group had had previous contact with the program. The objective of repeating the sessions with some adolescents is to check the accumulated effectiveness of the program).

School year 2009-2010

- Currently we are applying the Educational Program in the Autonomous Communities of Andalucía, Catalonia and Madrid with a view to providing education to approximately 190,000 adolescents.
- For this year one of our aims are to get involve families and teachers in terms of participation, through specific tools created for them, such as families talks and the web site www.lascarasdelalcohol.com.es

Educational Program 'Alcohol and Adolescence'

The Objectives of the Program:

The Educational Program 'Alcohol and Adolescence' promotes the eradication of the consumption of alcohol among adolescents. That is, preventive intervention designed for adolescents in school between the ages of 12 and 18 (the period of obligatory secondary education and sixth form studies). To achieve this, three objectives have been established:

- Reduce the number of adolescents who consume alcohol.
- Put back the starting age for the consumption of alcohol.
- Reduce the consumption of alcohol among adolescents who drink until we reach zero consumption if it is possible.

Activities:

Intervention is carried out through expert monitors who have been contracted and trained by the Alcohol and Society Foundation. Using the material which we will describe as follows, the monitors carry out two educational sessions for school pupils. These are presented in both a theoretical and practical way. These are very structured sessions, with pre-established scripts in

which the methodology to follow is explained. There are glossaries of the possible questions that the pupils may ask, together with the corresponding answers. These answers have been built up progressively from the experience gained in the presentations given in classrooms. In these sessions the following topics are addressed:

1. Technical aspects related to: Properties of ethyl alcohol, the stages of its passing through the human body, withdrawal effects, tolerance, acute alcohol poisoning, Alcohol and Driving etc.
2. Resolving doubts and decision making, related to teenage years and the consumption of alcoholic drinks.

For those pupils who have participated in the program in previous school years, the **Educational Program 'Alcohol and Adolescence'** will be made up of only one session given by one of our monitors, in which new topics of interest related to alcohol will be covered. In this way, the knowledge gained from the previous program will be refreshed and reinforced.

When putting the sessions into practice, three age groups are established: from 12 to 14; from 14 to 16 and from 16 to 18 years old. These age groups coincide with the different years of Secondary Education and the content is adapted accordingly.

In addition, the teaching staff, the pupils and their families are provided with a series of support materials. These will be described at a later stage, yet they are fundamentally important for the program to work properly.

Furthermore, to optimise the effectiveness of the program, it was necessary to involve families and schools, as these are the areas, together with friends, in which youngsters develop.

For the pupils' families, the teaching centre can request either a specific talk (lasting one afternoon), or a Parents' school (lasting three afternoons), with the aim of them becoming more familiar with adolescents and their relationship with alcohol. The active participation of families within the program is very important. To encourage this, these educational sessions with the parents have been created. The aim is to offer them the necessary tools for them to be able to

approach everyday situations related to bringing up their children, together with **thorough information on alcohol and teenage years**, thereby easing communication among families.

The sessions are structured in a theoretical - practical way and are presented by monitors from the Foundation. These are totally free and they cover the following topics:

- Teenage years: What are adolescents like? When and why do they begin to drink?
Why, what, how and how much do they drink?
- Family and Adolescents
- Brief notes on alcohol
- Doubts and questions

These educational sessions have been given since the school year 2003-2004 and in total we have organised more than 700 in different educational centres and Town Halls.

A guide has been created for teachers where they can find different activities to put into practice with their pupils.

Design and conceptual basis:

In current society the consumption of alcohol among young people is associated primarily with leisure and weekends. This is confirmed by observations made nationally and in autonomous regions as well as by the research carried out by the Alcohol and Society Foundation's: "Project Alba", which provides detailed information about lifestyles related to consumption of alcohol. On the other hand, scientific knowledge of the effects that an abusive level of consumption can have in general, and at certain times and personal or social situations of increased vulnerability (childhood, teenage years, pregnancy, when driving,...) brings with it the need to implement preventive measures to reduce the risks and subsequent damage from all parties involved.

The Educational Program Alcohol and Adolescence emphasises and answers this real need for educational intervention while following criteria of quality and effectiveness.

The content of the program began to be designed in the school year 2001-2002, by a private external organisation dedicated to health and safety and based in Barcelona. The difficulties that were encountered to bring it to a conclusion forced them to contract external resources, namely Francesc Xavier Altarriba of The Institute of Prospective Analysis of Social Reality (KREPS), who ended up coordinating the production of the materials and the contents of the program, with the advice and contributions of several teachers from The University of Barcelona. They were all coordinated by the Institute of Educational Science of The University of Barcelona. The Bosch i Gimpera Foundation of the same University also participated in the evaluation of the materials and the scripts (Buxarais, Casals and Molina, 2005).

The program could be described as a very traditional, primary preventive program which has followed a process of continual modification as a result of successive studies and assessments. This has led it towards a practice of **formative assessment which follows on from a continuous assessment of the development of the program.**

This strategy is based on Grounded Theory Methodology by Barney G. Glaser and Anselm L. Strauss and, indeed, the design pattern follows, to a great extent, the conceptual proposals of these authors.

Likewise, the psychobiology of Wilson can be quoted, dialectic theory, the bio psychosocial model from the perspective of General System Theory, with the aim of having a generic “scientific base” to the Educational Program Alcohol and Adolescence. This is to say, basic scientific methodology and rules are used effectively for the program, aside from theoretical umbrellas and specific concepts.

If we consider the summary which Elizardo Becoña drew up for the National Plan on Drugs, which relates theoretical explanations (conceptual and empirical) to consumption and the possible basis for preventive measures. Although this summary is built on a purely psychological perspective with a strong predominance of the vision of rational choice which only considers interaction as an individual process (and therefore, excludes collective behaviour as such), it mentions most psychosocial perspectives and tries to integrate them in a very well

organised “comprehensive sequential model”. It can be said that the Program “Alcohol and Adolescence” adapts to this model better than other Spanish experiences.

At the same time and in the same text, an “integrative theory” is presented on the consumption of alcohol from the perspective of the theory of social learning, which fits the content of the scripts, manuals and materials which we will describe later on almost exactly.

The design of the program contains the elements which make it possible to evaluate preventive programs in a school atmosphere (Fernández, 2004; Salvador, 2001), for us to be able to know:

1. A defined line of operation.
2. Normal integration in the school curriculum.
3. Priority given to methodological aspects.
4. Follow up of the operation by the participating parties.
5. A close relation with educational administration.
6. Clear, transparent offer.
7. A process control system.
8. Clear identification of parties involved (monitors, teachers, managers, assessment team....)

Similarly, the program reflects the four WHO essential elements, established from diverse sources of information and scientific evidence, in material related to the prevention of alcoholism:

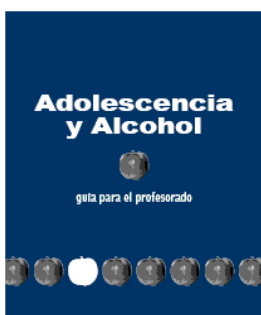
1. Recommend abstinence.
2. Do not recommend consumption.
3. The less alcohol the better.
4. Avoid excessive consumption.

These principles are expressed in the documentation of our Foundation and in that of programs such as: “Reasons why adolescents should not drink alcohol” and they also appear in different documents of our foundation including the materials used in the program.

All these ideas are established in the explicit objectives of the program which combine the aforementioned principles with the concept of an educational evaluation methodology (or expressed in different terms, of “action-research”, of “intervention-research”, or making use of Grounded Theory Methodology).

Support Materials:

The Program “Alcohol and Adolescence” is made up of the following didactic materials, validated and evaluated by a leading team of qualified teachers from the Faculty of Pedagogy of The University of Barcelona through the Bosch i Gimpera Foundation:

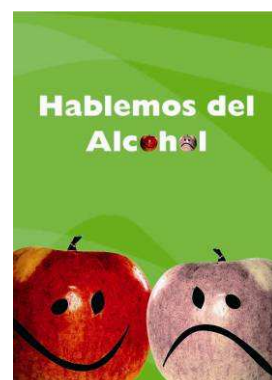


Guide for teachers.

This is a 86 page booklet, aimed at teachers. This guide contains a series of exercises and activities on health, lifestyle etc. These should be carried out by the teacher with the pupils, voluntarily, before and after the sessions with the monitors from the Alcohol and Society Foundation.

Guide for pupils “Let’s talk about Alcohol” This is a 16 page booklet aimed at pupils (previously it was called “The different Faces of Alcohol” File). This guide takes a practical and didactic look at different questions related to alcohol:

- *The Ages of Alcohol.* A brief look at the history of alcohol in our society.
- *The Flow of Alcohol through your body.* With the help of graphs and diagrams, the physical and chemical characteristics of alcohol are presented and the effects that they



cause when they pass through your body: how alcohol is absorbed, how it moves, how it is broken down in the body, and how it is eliminated.

- *Reasons why adolescents should not drink alcohol.* Medical social and legal arguments are presented against the underage consumption of alcohol.
- *Consequences of Alcohol Abuse over a certain time period.* Withdrawal effects are explained together with Tolerance, in addition to physical and psychical reactions which the abuse of alcohol can cause.
- *Alcohol Poisoning.* With the help of cartoons, different situations that can take place when a person suffers Alcohol poisoning are explained, together with the corresponding symptom (difficulty to keep balance, loss of coordination, irritability, dizziness, vomiting ...)
- *Alcohol and driving.* The consequences of driving under the influence of alcohol are explained and information about the role of the “Designated Driver” is given, as a way of guaranteeing a safe way of getting around.
- *Formulas of interest to you.* Alcoholism is explained and formulas are given to be able to calculate the degree of alcoholism in men and women.
- *Myths and truth about alcohol.* Myths about alcohol are analysed. These are well rooted socially and we explore how much truth can be found in these claims.
- *Night territory.* Some of the contents are summarised.



Guide for families “Alcohol and Adolescence, the role of the family”

This is a 16 page guide, and takes the form of a newspaper which includes a series of technical guidelines to help parents in the upbringing of their children. This guide contains an information file which specifically deals with alcohol and is given to the parents of the pupils who take part in the programs of the Alcohol and Society Foundation.

The main articles are:

- *Being parents or fulfilling the role of parents.* A teacher Francesc Xavier Altarriba, lecturer at the University of Barcelona, reflects in this editorial on the work involved in being parents.
- *The Teenager's Triangle.* Family, school and friends, make up the atmosphere in which young people move. Each element has its own function which can not be delegated or substituted.
- *Interview with Carmen and Juan:* "Sometimes we forget that the majority of adolescents lead a healthy life"
- *"Let's talk about Alcohol".* Contains specific information on alcohol.
- *Family atmosphere and Adolescents.* How can teenage behaviour affect the family atmosphere?
- *Teenage years: a stage between childhood and youth.* An analysis of the changes that are brought about during this period.
- *How to approach the subject. Advice for parents.*

Didactic Pack:

Alcohol and Society Foundation monitors have a pack containing the following:

- Structured scripts of all the different types of conferences which have to be given, as each age group has its own specific conference.
 - Level A: From 12 to 14 years old (1st and 2nd years of ESO (Obligatory Secondary Education)). This level concentrates more on emotional aspects. It tries to identify emotions, lessen their negative effects and create positive reactions
 - Level B: From 14 to 16 years old (3rd and 4th school years of ESO (Obligatory Secondary Education)). The methodology is based on socialising, promoting the identification and the development of a role together with the

assessment of one's own behaviour from an individual point of view and from the perspective of the group.

- Level C: From 16 to 18 years old (Secondary school diploma (sixth form) and Educational cycles of a Medium or Higher level). More technical information is provided, with a methodology which encourages decision making and a critical attitude.
 - Level D: 18 years old (Educational cycles in which the pupils are overage). Technical and scientific information is given to encourage young people to take responsible decisions.
 - Level R: A specific script for those pupils who have participated in the program some time before and which works to reinforce the topics that have already been covered.
- Overhead Projection and Slides: This support aids the explanations given by the monitors and, as with the case of the scripts, they are adapted to each age group.
 - Workshops: A series of specific exercises have been created for each age group in which all pupils are encouraged to participate actively. For instance, for Level A, the "Different faces of Alcohol" workshop; for Level B "Marta's birthday"; for Level C "Steps that you know" and for Level D "How it ends is up to you".
 - A game in the style of "Trivial Pursuit": This game is used in the second session, in which pupils participate in groups, answering different questions related to the contents of the conferences. This allows the content points to be reinforced through play.

Geographical areas where the program is carried out:

The program has been applied now continuously over the six school years that it has been in existence in Andalucía, Catalonia and Madrid. Over the first three school years it was also applied in the Autonomous Community of Asturias and during the school years 2004-2005;

2005-2006 and 2006-2007 in The Balearic Islands, where it became the official program for the prevention of the consumption of alcohol.

Calendar:

In the following section we will explain how the program is put into practice during a normal school year:

- In the months of June and September an informative letter is sent, together with the registration form, to all the educational centres in the Autonomous Communities included in the program. This letter invites them to participate in the program totally free of charge. All the necessary information about the program is included.
- From the time of this mail shot until the month of November, registrations are received. In these registration forms, each educational centre can request that the program is given to whichever group of pupils that they consider most appropriate.
- In the month of September monitors who will go to the educational centres to give the sessions are selected. This selection concentrates on Psychology, Pedagogy and Psycho-pedagogy graduates together with people with diplomas in Social Work and Social Education.
- In the month of October a training session is carried out – specifically for potential monitors who might be contracted. (Until this training session is finished, the final decision is not made about which candidates are considered fit for the job in question). This training session is specifically about alcohol and its relation with the world of adolescents, the work in the classroom and stimulating the groups....
- Once the selection process and the training has finished, the monitors get in contact with the educational centres which have registered with a view to giving them further information relating to the program, to organising the educational sessions and to coordinating their development.

- The teaching staff of each educational centre carries out voluntarily the exercises included in the “Guide for teachers”.
- The monitors present the conferences. These begin in the month of November and last for 50 minutes each. In these conferences, all the participating pupils receive a copy of the “Guide for Pupils”.
- The “Guide for the Family” is handed out to all the participating pupils. This is done according to the preferences of the educational centre. Either by sending a letter from the educational centre to every home, by handing out a copy to the pupils so that they take it home to their parents, or by organising an educational session for the parents
- Once the school year is over, the recommendations that have been received from the educational centres are worked on, with a view to improving the program for the following school year.

Human Resources:

The staff which carries out the program is made up of:

1 Program manager

5 Program Coordinators

1 Administrative Coordinator

40-50 Monitors contracted for each school year, all of whom have qualifications in Higher Education with the most common qualification being in Psychology, followed by Pedagogy.

Results:

The following section gives detailed results of the program, divided into titled sections:

Range of the program

The Educational Program “Alcohol and Adolescence” has been put into practice since the school year 2001-2002. Since then and up to the school year 2008-2009, the program has been presented to over **1,340,000 pupils** in more than **3.843 educational centres** in Andalucía,

Asturias, The Balearic Islands, Catalonia and Madrid. In some Autonomous Communities such as Andalucía, Catalonia and Madrid approximately **40%** of pupils and secondary educational centres have participated in the program.

Satisfaction

The average assessment score of the program carried out over the last few years by hundreds of schools reaches **4.5** points out of a maximum of **5**. This score corresponds to the assessment that school centres make of the conferences given to them, the Guides that they receive and the knowledge and skills of the monitors who visit them. Educational centres appreciate the work of the monitors and the presentation of the Program. Generally, they believe that the Program is excellent. Reciprocally, the monitors from the Foundation also consider the cooperation of centres to be excellent.

Analysis carried out of the **questionnaires** which are included within the **Guides for Families** and in the **Guides for Teachers** reveals a level of satisfaction among the teachers and parents rated at **4** out of a maximum of **5** points.

Pupils of the various educational centres give a positive assessment of the program. The "Guide for Pupils" File is rated at **3.91** out of a maximum **5** points and the talk given by the monitor is rated at **7.59 out of 10**.

Effectiveness

Every year the results of a representative sample of young people between the ages of 12 and 18 from the Autonomous Communities of Andalucía, Catalonia and Madrid are assessed by means of a pre-test and a post-test. Within this sample, 50% are pupils who have taken part in the program and the other 50% is made up of youngsters who have not taken part in the program. Both groups, (experimental and control) are totally comparable as far as main variables are concerned (age, sex and habitat).

Approximately **25%** of the pupils say that their alcoholic consumption and that of young people in general, will **decrease** thanks to the Pupils Guide and / or the talk.

Pupils who take part in the program are **better informed about alcohol and the dangers that result from its consumption and abuse** than those who have not taken part. There are

significant statistical differences between the two groups. Some examples of the data obtained from the assessment are as follows:

- A higher percentage of those who have participated in the program (66%) consider that there is enough information available about the effects of alcohol and its abuses as opposed to those who have not participated in the program, (59%).
- Pupils who have participated in the program are less in agreement with the sentence “alcohol affects girls in the same way as it affects boys”. This indicates that the information is, at least to some extent, being assimilated and retained.
- **The perception of the risk** that the consumption and the abuse of alcohol represent is greater among pupils who have participated in the program if they are compared with the control group. Significant differences could be found between the two groups as regards their agreement with sentences such as those that follow. Those pupils who had participated in the program were found to be more often in agreement: *“The abusive consumption of alcohol over a certain period of time can cause liver problems, such as cirrhosis”, “A person could become schizophrenic from the abusive consumption of alcohol maintained over time”, “**The consumption of alcohol in teenage years interferes with growth**”*. Likewise, with the sentence: *“**Getting drunk from time to time does not represent any problems,**”* the group who had participated were less in agreement than the group who had not participated.

Other differences between the group that had participated and the control group could be found, such as, for example:

- Among pupils who had participated in our program we found that there was a **higher number who claimed to have stopped drinking** as a result of having learnt of the consequences of abusive drinking. Of those who state that they have modified their stance on finding out the consequences of alcohol abuse we find that **19%** of the participating group assured that this change of position meant having stopped drinking alcohol **as opposed to 14%** of the non-participating group.

- Among those adolescents who consume alcohol, the participating group **claim to drink in a lesser degree with a view to “getting drunk” or “to disconnect”** than those who have not participated (9% vs. 14%, and 21% vs. 29% respectively).

In relation to alcohol consumption admitted to by the pupils, we can see in the following table how the aforementioned groups (participating pupils vs. non-participating pupils) compare. There are significant differences to be seen as regards the consumption of alcohol between the two groups, **with the lower levels of consumption being found in the group who had participated in the educational program:**

	Participating pupils	Non-participating pupils
Percentage of consumers of alcohol (occasional and habitual)	53%	67.3%
Units consumed per month (by those who consume)	11 units	17 units

Conclusions

After the seven school years in which the Educational Program: “Alcohol and Adolescence” has been in practice, we can conclude that the program is well extended and has been well accepted among the pupils and the educational centres. Similarly, it is a program that heightens awareness in consumers of alcohol and, in many cases, reduces their number. It reduces the quantity of alcohol that they consume, increases their degree of prudence and their real perception of their consumption.



Additionally, the program has been revised and evaluated positively by the University of Barcelona.

Collaborators:

We have collaborated with a great number of public organisations, many of which collaboration agreements:

- Balearic Island Government
- Barcelona Council
- Málaga Provincial Council
- Barcelona Town Hall
- Tarragona Town Hall
- Girona Town Hall
- Lleida Town Hall
- Badalona Town Hall
- Alcobendas (Madrid) Town Hall
- Torrelodones (Madrid) Town Hall
- Granada Town Hall
- Albolote (Granada) Town Hall
- Jaén Town Hall
- Córdoba Town Hall
- Sevilla Town Hall
- Málaga Town Hall
- Algeciras (Cádiz) Town Hall

- Almería Town Hall
- Fuengirola (Málaga) Town Hall
- Marbella (Málaga) Town Hall
- Jerez de la Frontera (Cádiz) Town Hall
- FAPAES (Federation of Parents of Secondary School Pupils Associations)
- CONCAPA (National Catholic Confederation of Parents and Parents of pupils)

All these organisations help to promote as far as possible the Educational Program 'Alcohol and Adolescence'.

In addition, the Educational Program has received the approval of the Scientific Committee of the Alcohol and Society Foundation, which is made up of the following members:

- Mr. Javier Elzo
- Mr. José Antonio Marina
- Mr. Gonzalo Musitu
- Mr. Arturo Fernández Cruz

Future objectives:

In the short term, our intention is to continue developing the program and maintain its stability in the Communities where it is already applied. In addition, our intention is to involve families and teachers more in terms of participation. In the mid term, we would like to continue to gain more support from institutions and organisations to encourage them to include the program among their priorities. Similarly, in the long term, we would like to achieve a situation in which our program becomes a preventive program applied on a national level.