
Survey on Drugs and other addictions among Secondary School Teachers

EPAD 2016

OEDA-Spanish Observatory
on Drugs and Addictions

**Government Delegation
for the National Plan on Drugs**

MANAGEMENT, ANALYSIS AND DRAFTING

Spanish Observatory on Drugs and Addictions. Government Delegation for the National Plan on Drugs (DGPNSD)
Rosario SENDINO. Director of the Information Systems and Documentation Unit
Elena ÁLVAREZ, Begoña BRIME, Noelia LLORENS, Eva SÁNCHEZ

ACKNOWLEDGEMENTS

Coordinators of the Autonomous Communities Drug Departments and staff belonging to the Information Systems on Drugs and Addictions in the Autonomous Communities/Cities
Ministry of Education, Culture and Sports and Departments of Education of the Autonomous Communities

CONTACT

Address: Delegación del Gobierno para el Plan Nacional sobre Drogas. Plaza de España,17-28008 Madrid
Phone: 918220000-Fax: 918226108
E-mail: cendocupnd@msssi.es
<http://www.pnsd.msssi.gob.es/>

EDITED AND DISTRIBUTED BY:

- © MINISTRY OF HEALTH, SOCIAL SERVICES AND EQUALITY
Publications Center
- © SECRETARIAT OF STATE OF SOCIAL SERVICES AND EQUALITY
Delegation of the Government for the National Plan on Drugs

NIPO

680-18-048-8

Content

Introduction

4

Objectives

5

Methodology

6

Results

10

Perceptions and opinions of Secondary School teachers on psychoactive substances and other addictions . 13

Scope / importance of the problem of psychoactive substances use at School · 13

Visibility of psychoactive substances inside and outside school · 15

Risk associated with psychoactive substances use · 18

Effects of psychoactive substances use on the students' academic performance and behaviour · 22

Visibility and consequences of the misuse of new technologies · 23

Students training needs in addictions and related subjects · 24

Perceptions and opinions of Secondary School teachers on the training received on psychoactive substances and other addictions . 27

Training received by teachers on psychoactive substances and other addictions · 27

Usefulness/applicability of training received by teachers · 32

Perceptions and opinions of Secondary School teachers on the actions undertaken in educational centers on psychoactive substances and other addictions . 36

Actions undertaken by teachers on psychoactive substances and other addictions · 36

Actions undertaken within the educational centers on psychoactive substances and other addictions · 40

Assessment of the actions undertaken within th educational center on psychoactive substances and other addictions · 45

Conclusions

47

Recommendations

50

Introducción

This document is presenting the main results of the “2016 Survey on Drugs and other addictions among Secondary School Teachers “.

Young people are one of the population groups most exposed to the consumption of psychoactive substances, and their attitudes and behaviors regarding consumption change quite quickly. Consequently, it is important to have regular and updated information on these phenomena in order to develop and rationally evaluate programs and interventions aimed at reducing consumption and associated problems.

In order to have a global vision of the phenomenon, it is necessary to contrast information obtained through various sources of information. In Spain, a periodic survey on the use of drugs among secondary school students (ESTUDES) is carried out and it is very useful to be able to complete the information obtained through the students with the opinions of their teachers. This is how the EPAD survey came about, which is carried out simultaneously with ESTUDES to know the perceptions and opinions of Secondary School teachers regarding different aspects of drug use and other addictions.

The strong presence that new technologies currently have in our society has led to the inclusion, in both 2014 and 2016 EPAD editions, of a series of additional questions about the use, risks and negative consequences derived from the misuse of thereof. Questions about this area have also been introduced in the 2014 and 2016 ESTUDES survey.

The EPAD survey began in 2000 with a biennial periodicity, so this is the ninth edition. Its financing and promotion corresponds to the Government Delegation for the National Plan on Drugs (DGPNSD) and has the collaboration of the governments of the Autonomous Communities (Autonomous Communities Drug and Education Departments) and the Spanish Ministry of Education, Culture and Sports.

Finally, the opportunity provided by schools to carry out interventions in the field of addictions preventions and health promotion should be born in mind; so their information and feedback is really useful.

Objectives

The objective of the EPAD survey is to know the perceptions and opinions of Secondary School teachers regarding different aspects related to drug use and other addictions.

The results should help design and evaluate, on the basis of knowledge, interventions in this field.

In addition to complying with the general objective stated above, among the specific objectives of this survey is to gather information on:

- **Teachers' perceptions and opinions regarding certain aspects related to the consumption of psychoactive substances and other addictions.** These include the importance given to the problem of drugs and other addictions at school, the visibility of the phenomenon, drug use risk perception, the consequences of legal and illegal drugs use and of the inappropriate use of new technologies in the students' behavior and academic performance, and also teachers' opinions on students training needs.
- **Teachers' perceptions and opinions on the training they have received on psychoactive substances and other addictions,** addressing different aspects such as the percentage of teachers who have received training, its contents and main features, the reasons why they may have not received it, the usefulness / applicability of training at schools and the type of institution where the training programs are coming from.
- **Teachers' perceptions and opinions on the actions taken / carried out in educational centers in relation to psychoactive substances and other addictions,** which includes information on the actions carried out by the educational center and those carried out by teachers in particular, as well as the opinion of the teachers on the actions carried out in the centers.

The EPAD 2016 questionnaire, when talking about other addictions, refers basically to the misuse of new technologies, mobile phones, the internet and social networks.

Methodology

Summary of the main methodological aspects of the 2016 Survey on Drugs and other addictions among Secondary School Teachers EPAD 2016

GENERAL FEATURES

Description	Survey carried out at school centers among Secondary School teachers This survey is carried out simultaneously with the 14 to 18 year old Secondary School Students Survey on Drugs (ESTUDES)
Periodicity	Biennial since 2000
Responsible	Spanish Observatory on Drugs and Addictions (Spanish: OEDA). Government Delegation for the National Plan on Drugs (DGPNSD). Ministry of Health, Social Services and Equality (MSSSI).

SCOPE OF THE SURVEY

Geographical	The survey is carried out throughout the national territory. The results are representative at the national level.
Demographics	The universe is made up of Secondary school teachers in Spain: 3rd and 4th ESO grade, 1st and 2nd year of Bachillerato, Basic Vocational Education Cycles and Medium Level Vocational Educational Cycles.
Time frame	Fieldwork period lasted from November 18, 2016 to March 8, 2017.

DESIGN AND CHARACTERISTICS OF THE SAMPLE. WEIGHING

Sample design and sampling	<p>The selection of educational centers is made from lists of the State Registry of Educational Centers of the Ministry of Education, Culture and Sports are used to select the survey sample. Previous stratification by communities/ autonomous cities (19 strata) and by type of center (2 strata: public and private schools) is required.</p> <p>For the selection of the teachers' sample, a sampling by two-stage conglomerates has been used where schools have been randomly selected as first stage units and teachers as second stage units.</p>
Weighing	The sample has been apportionally divided in order to guarantee a minimum number in each stratum. The results have been weighted according to the number of teachers per autonomous communities/cities and type of center (public or private) to restore proportionality to the universe.
Sample size	4,366 teachers
Sample error	Maximum sample error (95% confidence level for $p = 0.5$) of 1.5%.

FIELD WORK

Data collection Pencil and paper self-administered questionnaire to be filled by teachers and collected by the interviewer at school on the same day the the 14 to 18 year old Secondary School Students Survey on Drugs (ESTUDES) takes place.

Response rate Teachers of 97.3% of those centers survey for ESTUDES collaborated on EPAD Survey. The remaining 2.7% of the teachers did not give explicit refusal, but finally did not provide the information within the expected collection period. It has been possible to collect a total of 4,473 questionnaires, of which it was necessary to cancel 107 for the following reasons: no data on gender or age, being under 20 or over 70 years old, teaching only in grades other than those surveyable in ESTUDES. Finally 4,366 questionnaires turned out to be valid for the study.

Taking into account all the questionnaires collected and those that have been canceled, a response rate of 97.6% of teachers has been obtained.

Taking into account the 863 schools surveyed and the 4,366 valid questionnaires, an average of 5.1 questionnaires per center is obtained.

METHODOLOGICAL CONSIDERATIONS AND LIMITATIONS

- The questions are addressed to teachers of educational centers and show their opinions and perceptions so this must be taken into account when interpreting the results.
 - The information obtained from all the variables of the survey is extensive; only the most relevant results are presented in this document.
 - 2016 EPAD survey used the same methodology as in previous years. Results are comparable, although temporary changes should always be interpreted with caution.
-

Tables are showing the distribution of teachers of Secondary Education in Spain, the distribution of teachers included in the 2016 EPAD sample, breakdown of sample errors by Autonomous Community/City and number of provided, collected, cancelled and valid 2016 EPAD questionnaires.

Table # 1. Distribution of the universe, of the sample and of the sample error of 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD), by Autonomous Community/City and type of center (absolute numbers) Spain, 2016.

	Universe	Sample	Sample error*
TYPE OF THE EDUCATIONAL CENTER			
Public	199,746	3,057	0.02
Private	62,533	1,309	0.03
AUTONOMOUS COMMUNITY			
Andalucía	56,663	375	0.05
Aragón	7,417	389	0.05
Asturias	6,291	225	0.07
Baleares	6,770	125	0.09
Canarias	10,981	399	0.05
Cantabria	4,194	211	0.07
Castilla La Mancha	12,685	259	0.06
Castilla y León	16,164	189	0.07
Cataluña	31,503	333	0.05
C. Valenciana	19,728	463	0.05
Extremadura	7,598	122	0.09
Galicia	16,695	195	0.07
Madrid	33,810	423	0.05
Murcia	9,370	163	0.08
Navarra	4,135	91	0.10
País Vasco	15,259	188	0.07
La Rioja	1,742	136	0.08
Ceuta	642	40	0.15
Melilla	632	40	0.15
TOTAL	262,279	4,366	0.02

* Maximum sample error for a confidence level of 95.5% and $p = q = 0.5$

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Table # 2. Expected, collected, cancelled and valid questionnaires. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD) by Autonomous Community/City (absolute numbers) Spain, 2016.

AUTONOMOUS COMMUNITY	Expected questionnaires*	Collected questionnaires	Cancelled questionnaires**	Valid questionnaires
Andalucía	272	382	7	375
Aragón	276	394	5	389
Asturias	212	231	6	225
Baleares	92	125	0	125
Canarias	320	412	13	399
Cantabria	196	220	9	211
Castilla La Mancha	212	268	9	259
Castilla y León	128	190	1	189
Cataluña	236	340	7	333
C. Valenciana	344	479	16	463
Extremadura	92	123	1	122
Galicia	212	197	2	195
Madrid	384	435	12	423
Murcia	116	169	6	163
Navarra	72	93	2	91
País Vasco	132	193	5	188
La Rioja	100	140	4	136
Ceuta	28	41	1	40
Melilla	28	41	1	40
TOTAL	3,452	4,473	107	4,366

* The expected questionnaires were calculated at the rate of 4 teachers per educational center.

** The questionnaires were cancelled because there were no information available for the following variables: gender, age and / or type of education in which they carried out their teaching.

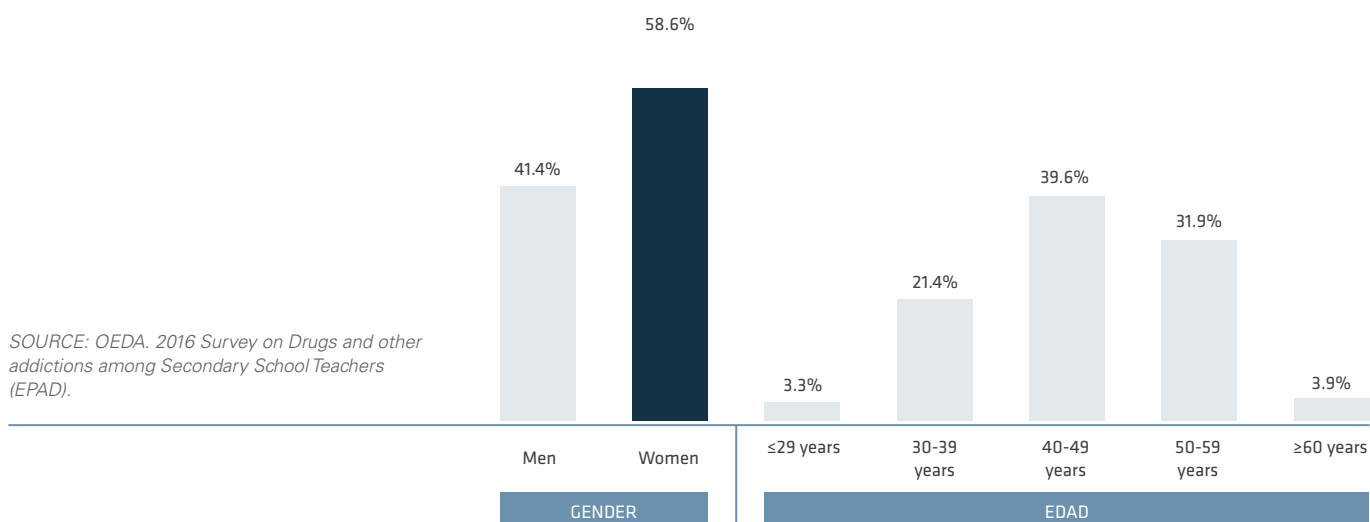
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Results

Sample features overview

Among those surveyed, 41.4% were men and 58.6% were women, the majority of teachers belonging to the 40-49 year-old range (39.6%) and 31.9% to the 50-59 year-old group.

Figure# 1. Distribution of the 2016 Survey on Drugs and other addictions among Secondary School Teachers sample (EPAD) . Distribution by age and by gender (percentage). Spain, 2016.



SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Charts 3, 4, 5 and 6 show the distribution of teachers according to the type of education in which they are involved, to the years of experience as a teacher, to their educational attainment and to their main area of knowledge. It could be said that the average teacher in the sample teaches in the 2nd cycle of the ESO (76.9%), has a teaching experience of 15 to 24 years (31.4%), has completed a university degree (71.7%) and his/her main area of knowledge is Arts and Human Sciences (48.7%).

Table # 3. Sample distribution according to the type of education in which teachers are involved (percentage) Spain, 2016.

	Sample (%)
ESO1st cycle	57.9
ESO2nd cycle	76.9
Bachillerato (baccalaureate)	60.0
Vocational Education, basic cycles	8.3
Vocational Education, medium cycle	8.9
Other	5.1
Total (absolute numbers)	4,340

Note: Multiple answers, the same teacher can teach different types of teaching.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

Table # 4. Sample distribution according to the number of years of experience as a teacher (percentage) Spain, 2016.

	Sample (%)
Up to 4 years	9.2
15-24 years	29.5
15-24 years	31.4
25 years or more	26.3
DK/DA	3.6
Total (absolute numbers)	4,366

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

Table # 5. Sample distribution according to teachers' educational attainment (percentage).Spain, 2016.

	Sample (%)
Vocational Education	1.5
Cert. of advanced study	5.7
Degree	1.5
Bachelor's Degree	71.7
Masterr	14.6
Doctorate	4.9
Total (absolute numbers)	4,356

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

Table # 6. Sample distribution according to teachers' main area of knowledge (percentage) Spain, 2016.

	Muestra (%)
Social and Legal Sciences	19.9
Health Sciences	9.7
Engineering and Architecture	10.1
Arts and Human Sciences	48.7
Science	20.0
Total (absolute numbers)	4,309

Note: Multiple response. A teacher can have more than one main area of knowledge.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

Charts 7, 8 and 9 show the distribution of teachers according to the number of years they have been working at their current school, to the number of students who are studying at their school and to the category they belong to (Psycho-pedagogy / Orientation Department teachers vs Classroom Tutors/ Form Teachers).

In view of the results, the EPAD teacher profile would be that of a professional who has been teaching for at least 3 years (69.7%) in that school, the size of the school ranging on average from 600 to 999 students (34.9%), not belonging to Psycho-pedagogy/ Orientation Department (91.7%) but being a classroom tutor/form teacher (51.0%).

Table # 7. Sample distribution according to the number of years teaching in their current school (percentage). Spain, 2016.

	Sample (%)
Less than 1 year	20.9
1-2 years	9.5
3 years or more	69.7

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

Table # 8. Sample distribution according to the number of students studying at their school/ school size (percentage) Spain, 2016.

	Sample (%)
Less than 100 students	1.2
100-299 students	12.1
300-599 students	34.5
600-999 students	34.9
More than 1,000 students	17.3

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

Figure # 2. Sample distribution according to the category they belong to (Psycho-pedagogy/ Orientation Department or Classroom Tutors/Form Teachers) (percentage) Spain 2016.

		Absolute numbers	Muestra (%)
Psycho-pedagogy/Orientation Department	Yes	358	8.3
	No	3946	91.7
Classroom Tutor/Form Teacher	Yes	2211	51.0
	No	2122	49.0

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

Perceptions and opinions of Secondary School teachers on psychoactive substances and other addictions

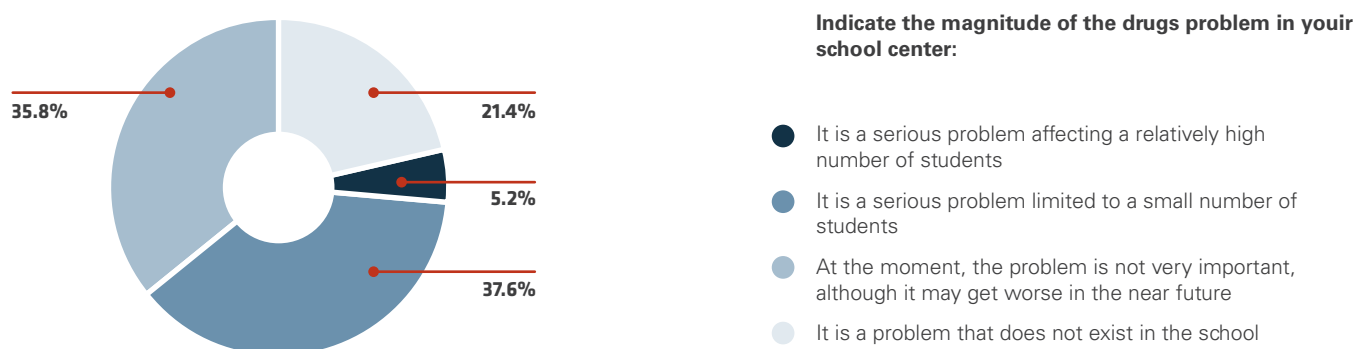
► Scope / Importance of the problem of psychoactive substances use at school (teachers' perceptions)

- Four out of ten teachers believe that drugs are a serious problem in their school center, 4 out of 10 that it is currently not a problem but it may get worse, and 2 out of ten that this problem does not exist in their school.
- According to the type of psychoactive substances, 87.2% of teachers believe that the magnitude of tobacco smoking is important in their school, 74.7% for alcohol and 66.9% for cannabis.
- The teachers' index on concern about drugs is showing a slightly downward trend from 2004 to 2016.

42.8% of teachers consider that drug use is a serious problem in their school center. The most frequent perception is that this problem is limited to a small number of students (37.6%), while the remaining 5.2% believe that it affects a relatively high number of students.

On the contrary, 57.2% of the teachers declare that drug use is not relevant in their school center. 35.8% perceive it as a problem that is not very important at the moment but that may worsen in the immediate future, while 21.4% say that this problem does not exist at all. **(Figure 2)**

Figure # 2. Magnitude of the drugs problem in their school center (percentage of teachers selecting each statement) Spain, 2016.



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

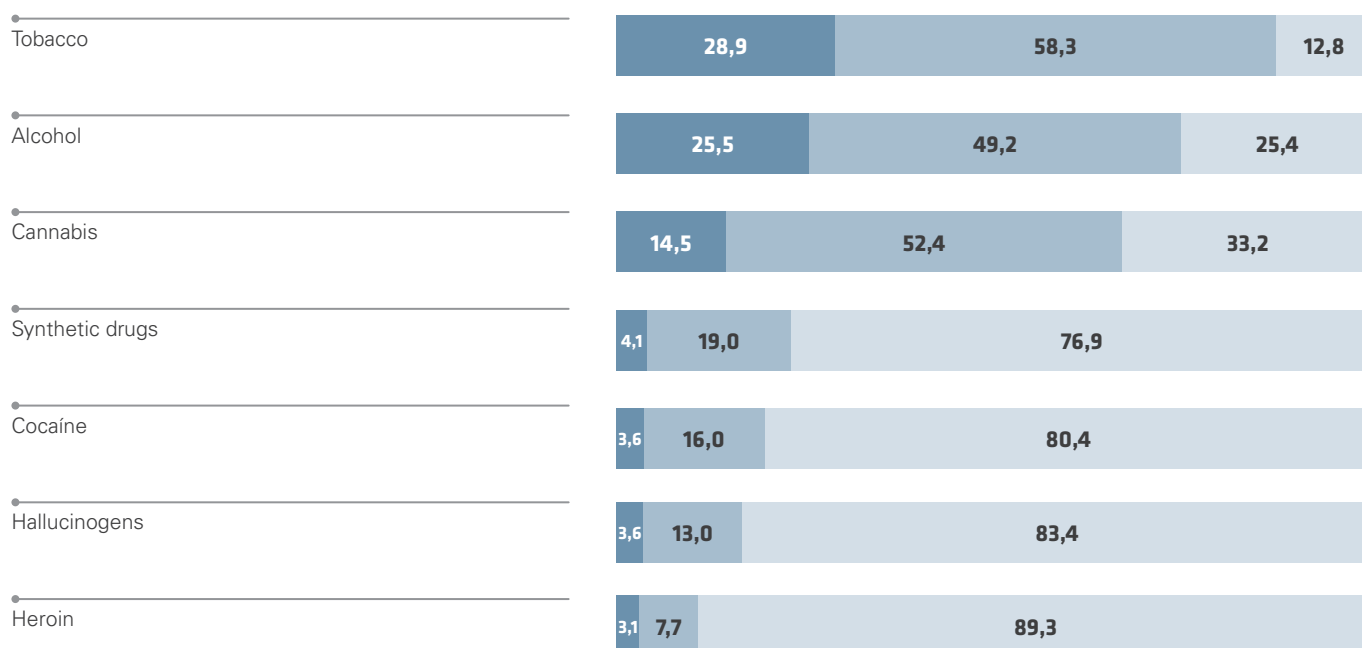
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

An index on concern about drugs is built to show the severity of the drugs problem in the school centers according to the teachers' opinion. Different values are assigned to teachers' opinions and the average is calculated, provided that the more severe the drug problem is in the school center, the higher index scores are registered. A scale of 0 to 10 is used; 0 is assigned to those teachers perceiving that the drugs problem does not exist in their school centers and 10 is assigned to those teachers thinking this is a serious problem affecting many students. In 2016, the index on concern about drugs stood at 4.2 points out of 10.

With regard to the magnitude and extension of the problem in the school centers, teachers place tobacco and alcohol in the first place. 87.2% of teachers consider that smoking is a major problem (very important /somehow important) compared to 12.8% for which this problem is not important. In the case of alcohol, 74.7% of teachers recognize the importance of its consumption in the school while 25.4% declare that it is a problem of no importance. **(Figure 3)**

Figure # 3. Magnitude/extension of the drugs problem in the school centers (percentage of teachers selecting each option) Spain, 2016.

Indicate the magnitude/extension that the consumption of the following drugs has in your school:



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

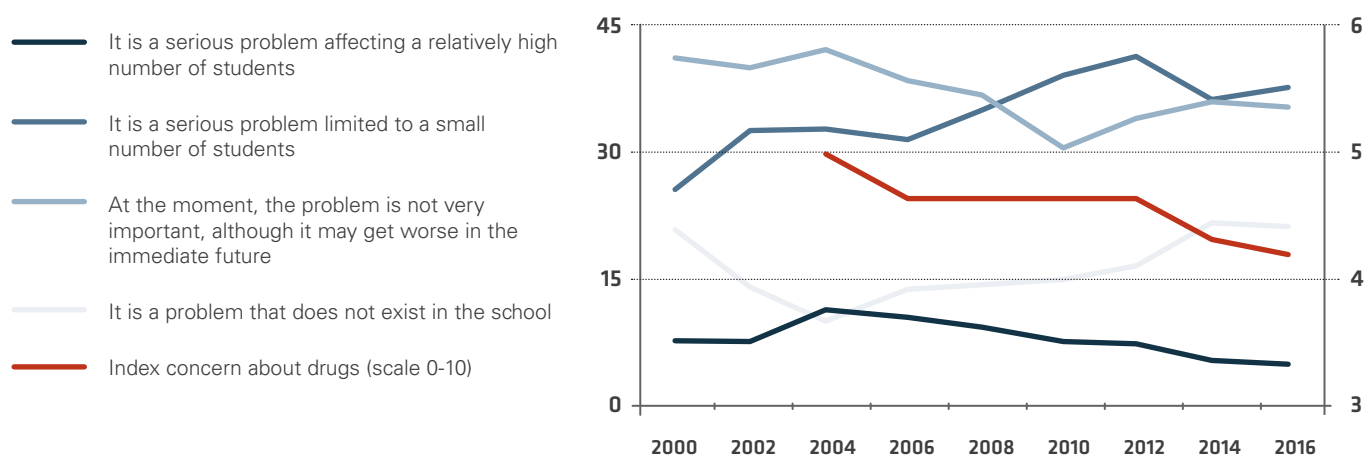
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers. (EPAD).

● Very important
● Somehow important
● Not important

From 2004 to 2016 there is an upward trend in the percentage of teachers considering that the drugs problem does not exist in their school centers, while the proportion of them stating it is a serious problem that affects a high number of students is decreasing. It is worth highlighting an increase (2010 to 2014) of the number of teachers declaring that although the problem may not be very important at the moment, it may worsen in the immediate future. However, figures are stable in 2016. With regard to the above mentioned index on concern about drugs, a slight decrease has been registered over the last 12 years (5.0 in 2004 and 4.2 in 2016). **(Figure 4)**

Figure # 4. Evolution of the magnitude/extension of the drugs problem in the school centers (percentage of teachers selecting each statement and index of concern about drugs) Spain, 2000-2016.

Indicate the magnitude/extension that consumption of the following drugs has in your school:



Notes: Values of Index of concern about drugs range from 0 to 10 (0 = no problems, 10 = many problems). Information obtained from the opinions and perceptions of Secondary School teachers.

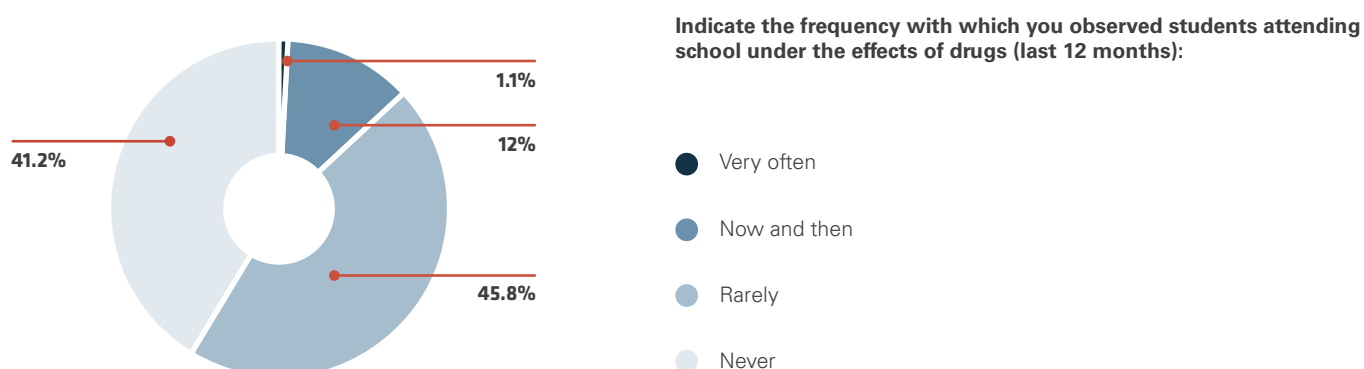
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

► Visibility of psychoactive substances inside and outside school (teachers' perceptions and opinions)

- **1 out of 10 teachers declare having observed (from time to time or very often) students attending school under the influence of drugs.**
- **4 out of 10 teachers have seen students smoking cannabis in the school surrounding area.**
- **1 out of 10 teachers have seen students smoking cannabis in the school center.**
- **The percentage of teachers who have seen students smoking tobacco in the school center (40.7%) is higher than that of those who have seen their teaching colleagues smoking tobacco in the school center (9.2%).**

41.2% of teachers state that they have never seen students attending school under the influence of drugs. However, 13.1% of them declare they have seen students attending school under the influence of drugs (occasionally or very often). **(Figura 5)**

Figure # 5. Visibility of students attending school under the effects of drugs (last 12 months). (% of teachers selecting each option). Spain, 2016.



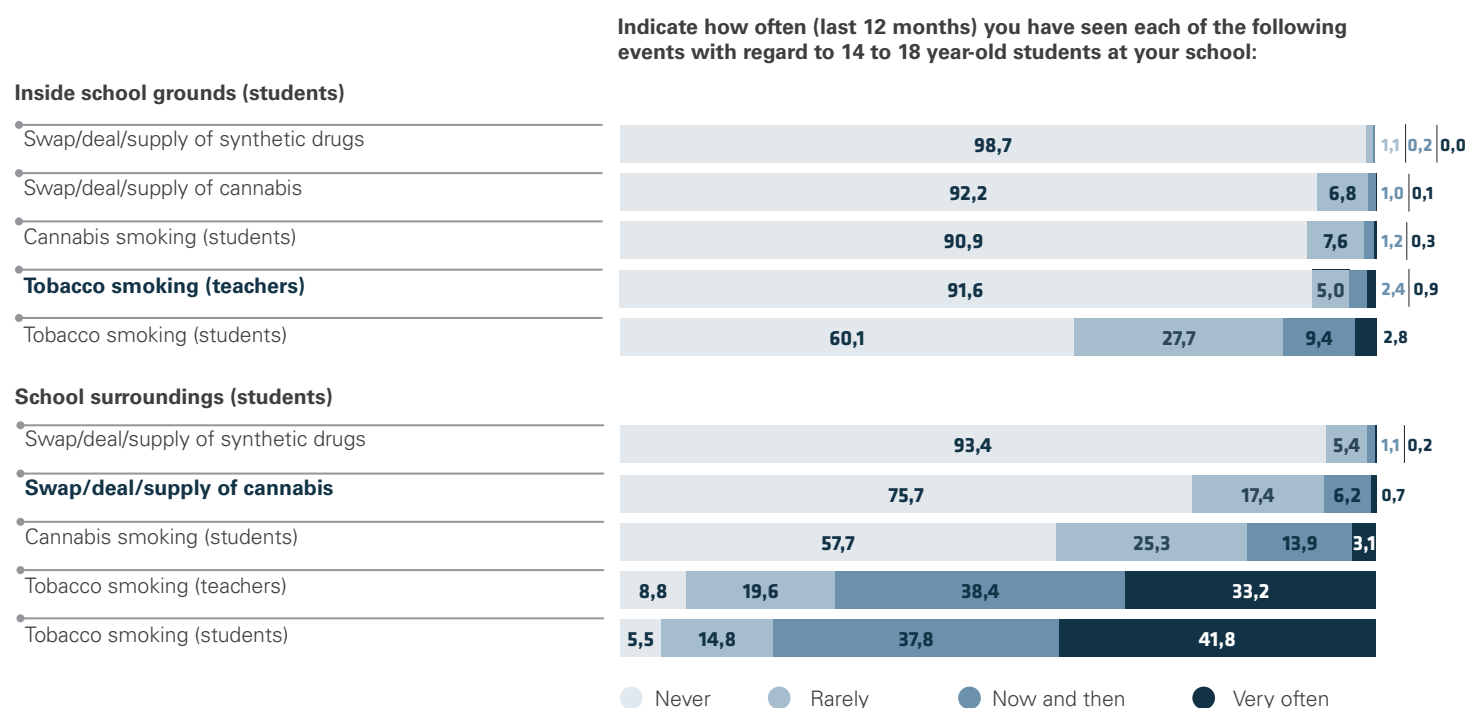
Note: Information obtained from the opinions and perceptions of Secondary School teachers.
 SOURCE: OEDA. Survey of Secondary Education Teachers of on Drugs and other Addictions in Spain (EPAD).

9.1% of teachers declare having seen students smoking cannabis sometimes at school; 42.3 % if consumption is referred to the school surroundings. Among the latter, 17% of teachers report having seen students smoking cannabis very often/from time to time.

24.3% of teachers report having seen students involved in cannabis swapping, dealing and supply in school surroundings and 7.8% inside the school grounds.

Most teachers state they have not seen students involved in synthetic drugs swapping, dealing and supply either inside the school grounds (98.7%) or outside in the school surroundings (93.4%). **(Figure 6)**

Figure # 6. Visibility of tobacco and illegal drugs inside and outside the school grounds (last 12 months). (% of teachers who answer each option). Spain, 2016.



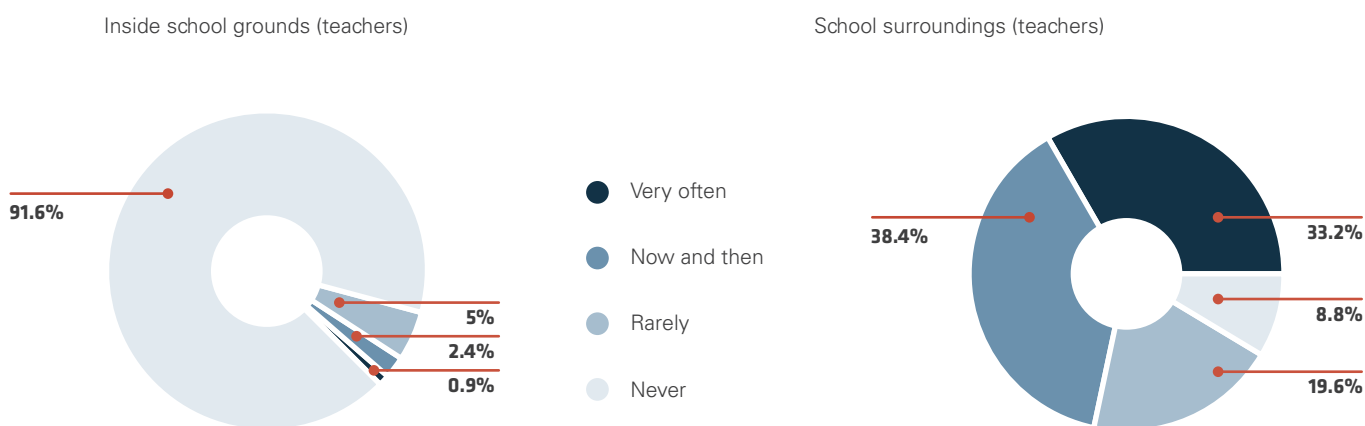
Note: Information obtained from the opinions and perceptions of Secondary School teachers.
 SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

When it comes to tobacco consumption, the percentage of teachers who have seen students smoking tobacco inside the school grounds is higher (39.9%) than that of those who have seen their fellow teachers smoking (8.4%). (Tables 6&7)

Most teachers (91.6%) say they have never seen other fellow teachers smoking inside the school grounds. However, 7 out of 10 admit having seen them in areas where their colleagues can be seen by students (33.2% very often and 38.4% from time to time). (Figure 7)

Figure # 7. Visibility of tobacco consumption by teachers inside and outside the school grounds (last 12 months). (% of teachers selecting each option) Spain, 2016.

Indicate how often (last 12 months) you have seen other teachers smoking tobacco at your school:



*Note: Information obtained from the opinions and perceptions of Secondary School teachers.
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).*

► Risk associated with psychoactive substances use (teachers' perceptions and opinions)

- **Most teachers (93%) think that the use of cocaine, amphetamines, hallucinogens, ecstasy, heroin and hypnosedatives, either habitually or sometimes, can produce many problems.**
- **3 out of 10 teachers believe that drinking alcohol (1 or 2 drinks / each day) or smoking cannabis (once a month or less) can cause only very few problems or no problems at all.**
- **Almost all teachers (98.9%) declare that smoking one tobacco package per day entails a high risk.**

Many **teachers** consider that the consumption of illegal drugs, either regularly¹ or occasionally², can produce many problems. The drugs whose habitual consumption is perceived as more dangerous by a greater proportion of teachers are: hallucinogens (99.4%), heroin (99.4%), ecstasy (99.4%), cocaine powder (99.4%) and amphetamines or speed (99.3%).

67.5% of the teachers believe that smoking **cannabis** occasionally² can cause many problems; this percentage increases to 98.3% when referring to regular use of cannabis, reaching similar figures to those registered for other drugs. Regarding alcohol, 67.0% of teachers believe that consuming alcoholic beverages (1 or 2 beers / drinks) per day can produce many problems, registering an increase up to 69.4% when the question is referred to the consumption of 5 or 6 beers/ drinks during the weekend.

Finally, it is worth noting the high risk perception associated to **tobacco** use, for which 98.9% of teachers declare that smoking one tobacco package a day can produce many problems. **(Figure 8)**

There is certainly a link between prevalence of psychoactive substance use, drug use risk perception and their perceived availability; hence the importance of knowing the risk perception among general population and especially among the most vulnerable groups such as young people. Drug use risk perception of secondary school teachers is compared with that registered for 14 to 18 year-old students.

Comparing drug use risk perception in **teachers and students** (the latter obtained from the 2016 ESTUDES Survey), results show that there is a greater proportion of teachers than of students who perceive drug use as a problem generating source for each psychoactive substance.

Although similar levels are recorded for both groups (teachers and students), the greatest differences for regular consumption (once a week or more frequently) are noted for electronic cigarettes use, consumption of 1 or 2 beers/drinks daily, consumption of 5 or 6 beers/drinks on weekends and for smoking 1 to 5 cigarettes per day (29.6, 14.1, 13.3 and 11.8 percentage point difference respectively). **(Figure 9)**

Analyzing the occasional use of illegal drugs (once a month or less frequently), it is observed that although the risk perceptions decrease in both groups (teachers and students) probably due to the sporadic nature of this consumption, there is once more a greater proportion of teachers than students considering their consumption may entail many or quite a few problems. In this sense, the psychoactive substances showing greater differences are hallucinogens, heroin and powder cocaine (16.3, 15.8 and 15.8 percentage point difference respectively). **(Figure 10)**

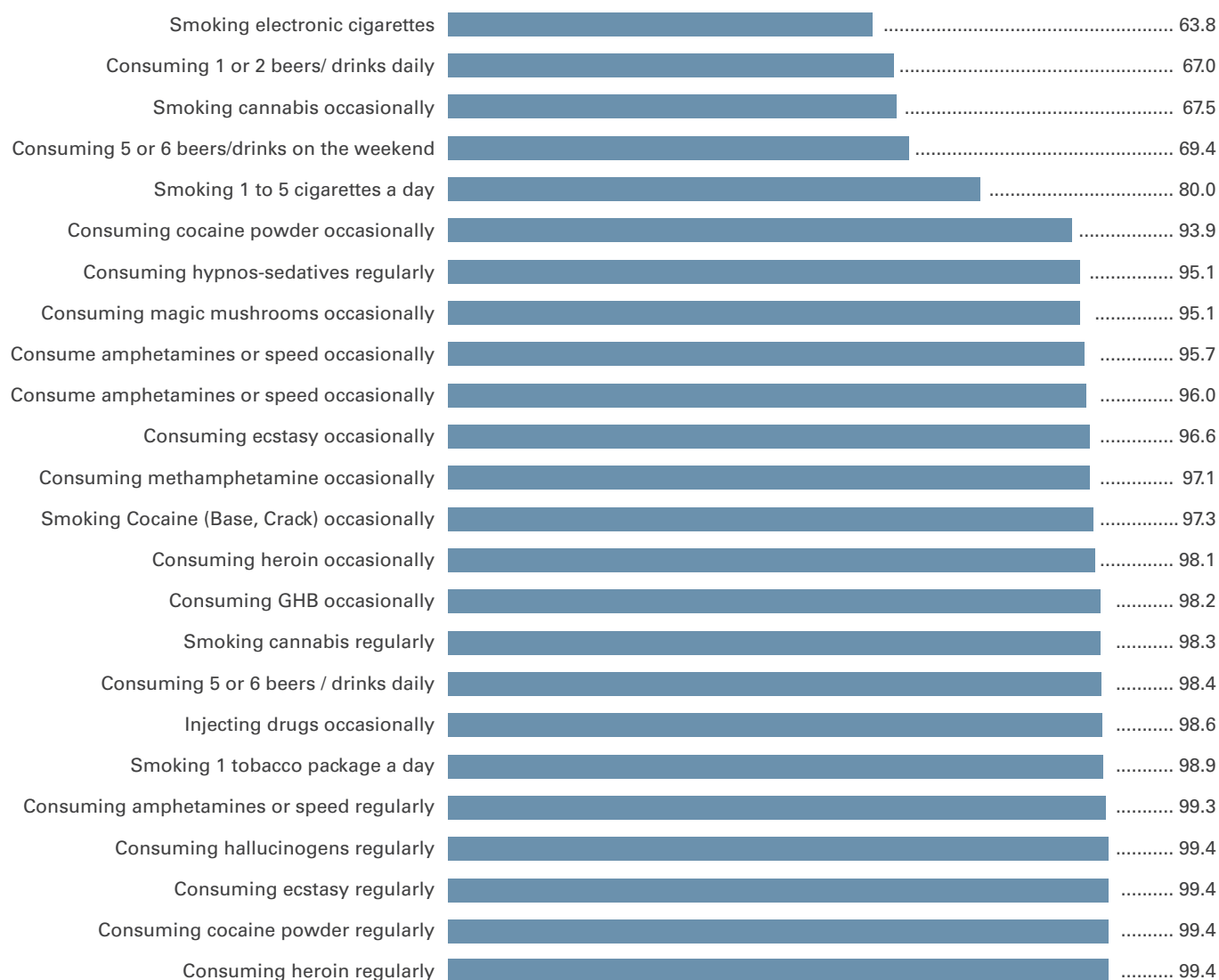
It is worth highlighting the lower risk perception registered for both teachers and students when sporadic/occasional cannabis use is considered (once a month or less frequently) instead of considering regular use (once a week or more frequently).

1. Regular use: once per week or more often.

2. Once a month or less regularly.

Figure # 8. Risk perception of psychoactive substances use among teachers (% of teachers who think that each behaviour may cause many or quite a few problems) Spain, 2016.

Indicate your opinion about the health problems (or any other type of problems) that the following events/behaviours may cause (none, a few, quite a few, many). (% of teachers that answers many or quite a few problems):



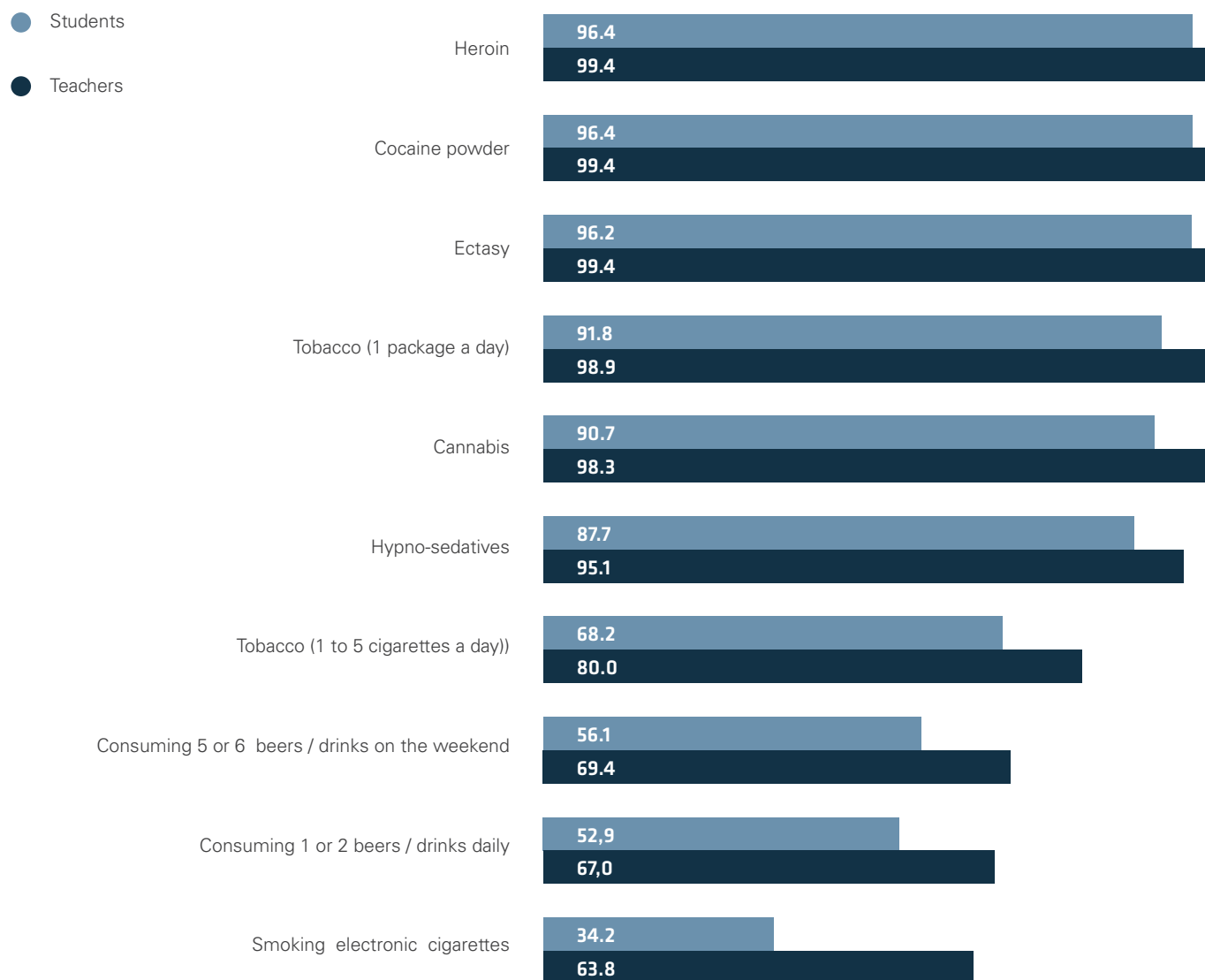
Regular use: once per week or more often / Occasional: once per month or less frequently.

Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Figure # 9. Risk perception of psychoactive substances among teachers and 14 to 18 year-old students. (% of teachers and students who think that consuming each substance regularly-once a week or more frequently-can produce quite a few or many problems) Spain, 2016.

Indicate your opinion about the health problems (or any other type of problems) that the following events/behaviours may cause (none, few, quite a few or many). (% of teachers and of students that answers quite a few or many problems):

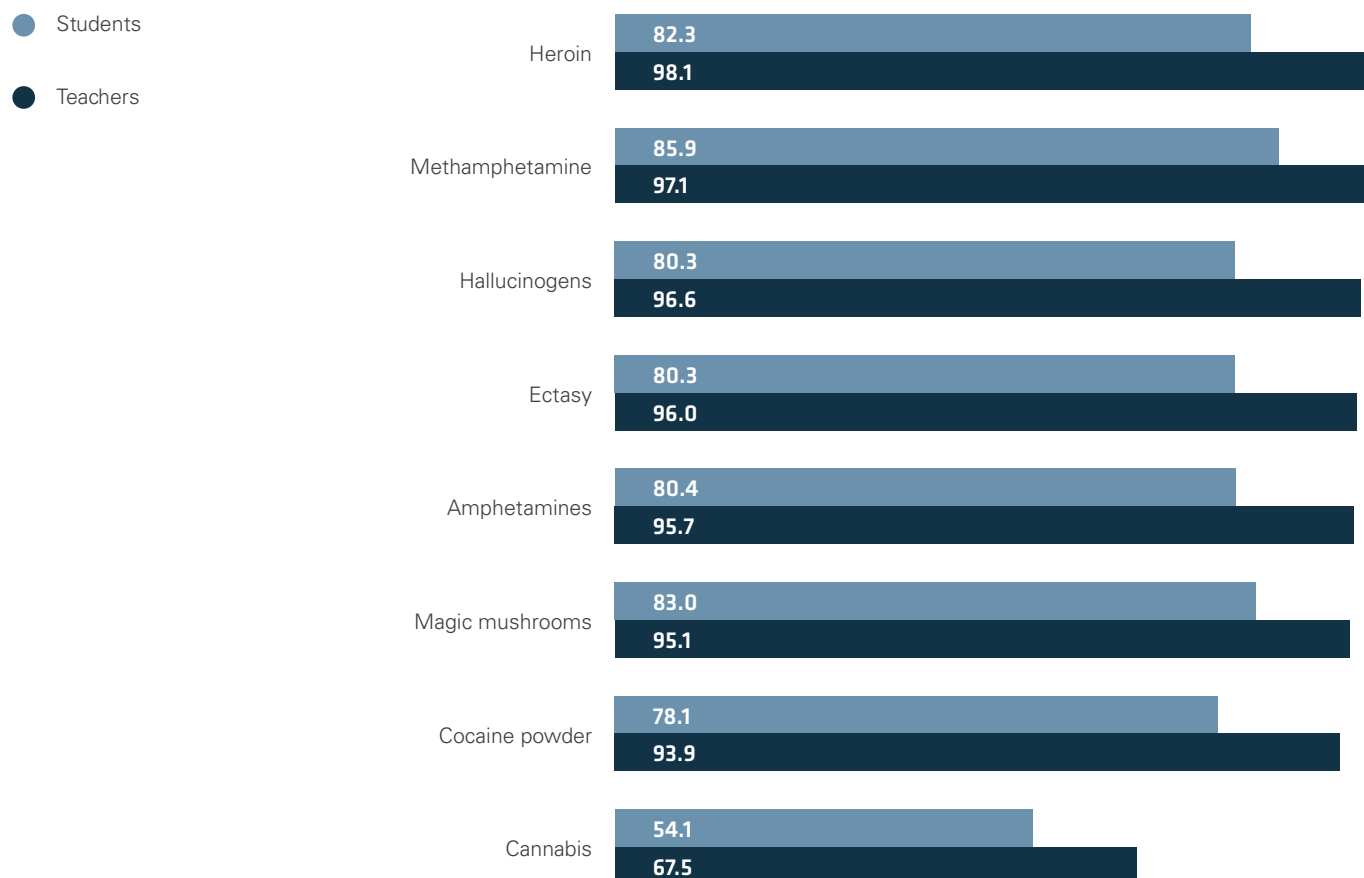


Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Figure # 10. Risk perception of psychoactive substances among teachers and 14 to 18 year-old students. (% of teachers and students who think that consuming each substance occasionally-once a month or less frequently-can produce many or quite a few problems). Spain, 2016.

Indicate your opinion about the health problems (or any other type of problems) that the following events/behaviours may cause (none, few, quite a few or many). (% of teachers and of students that answers quite a few or many problems):



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

► **Effects of psychoactive substances use on the students' academic performance and behaviour (teachers' perceptions and opinions)**

- **39.9% of teachers believe that drinking alcohol during the weekend can negatively affect the students' academic performance. 35.2% of teachers think that it can negatively affect the students' behaviour.**
- **32.4% of teachers think that consuming cannabis during the weekend can have a negative effect on the academic performance of students and 32.3% on their behavior. (Note: percentage of teachers who answer very often or now and then).**

Most teachers think that the consumption of alcohol and cannabis can adversely affect the academic performance and behavior of students.

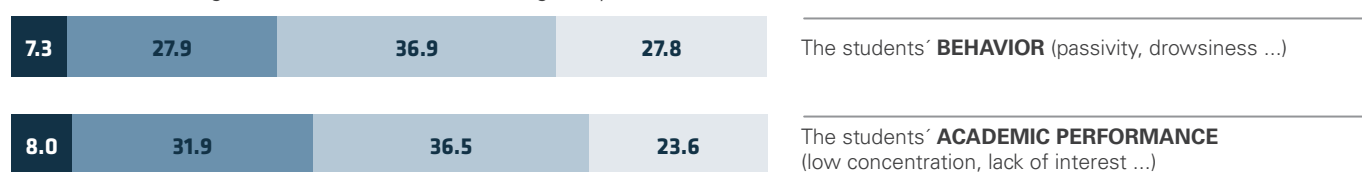
Thus, 35.2% of teachers think that drinking alcohol during the weekend has a negative effect on the students' behavior and 39.9% that it negatively affects their academic performance. Regarding the consumption of cannabis during the weekend, the percentage of teachers who think that it negatively affects behavior and academic performance is similar.

(Figure 11)

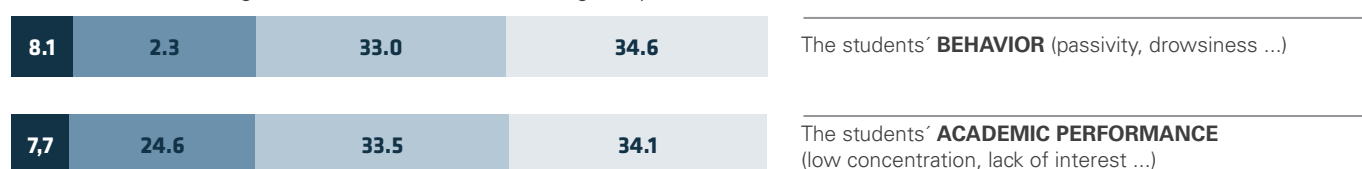
Figure # 11. Effects of alcohol and cannabis consumption on the behavior and academic performance of students (% of teachers selecting each option) Spain, 2016.

During the last 12 months, for each of the following statements, indicate the frequency with which they are observed among students attending your school.

The effects of drinking **ALCOHOL** over the weekend negatively affect:



The effects of consuming **CANNABIS** over the weekend negatively affect:



● Very often ● Now and then ● Rarely ● Never

*Note: Information obtained from the opinions and perceptions of the Secondary School teachers.
SOURCE: 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).*

► Visibility and consequences of the misuse of new technologies (teachers' perceptions and opinions)

- **77.5% of teachers believe that the uncontrolled use of the Internet can negatively affect the students' academic performance and 63.7% that it can influence their behavior.**
- **68.7% of teachers recognize that students use the mobile phone at breaks rather than interacting with their classmates and 38.4% state that they use them during classes instead of paying attention to the teacher.**
- **36.3% of teachers believe that students may have been subjected to threats/harrasment via the internet (cyberbullying). (Note: percentage of teachers who answer very often or now and then).**

Most teachers recognize that students misuse mobile phones at school.

38.4% say that students use their mobile phones in class instead of paying attention to the teacher (27.7% now and then and 10.8% very often). In addition, 68.7% of teachers state that students use their mobile phones during breaks and recesses instead of using this time to interact with their classmates (26.2% now and then and 42.5% very often).

Additionally, as in the case of alcohol and cannabis consumption, most teachers think that the uncontrolled use of the internet has negative effects on the students' academic performance and behaviour. Thus, 77.5% of teachers think that the misuse of the internet negatively affects academic performance (very often or from time to time) and 63.7% state it influences students' behaviour.

36.3% of teachers say they have observed students who feel threatened/harassed because of cyberbullying. 33.5% of them report to have seen this now and then and 2.8% of them declare to have seen it very often.

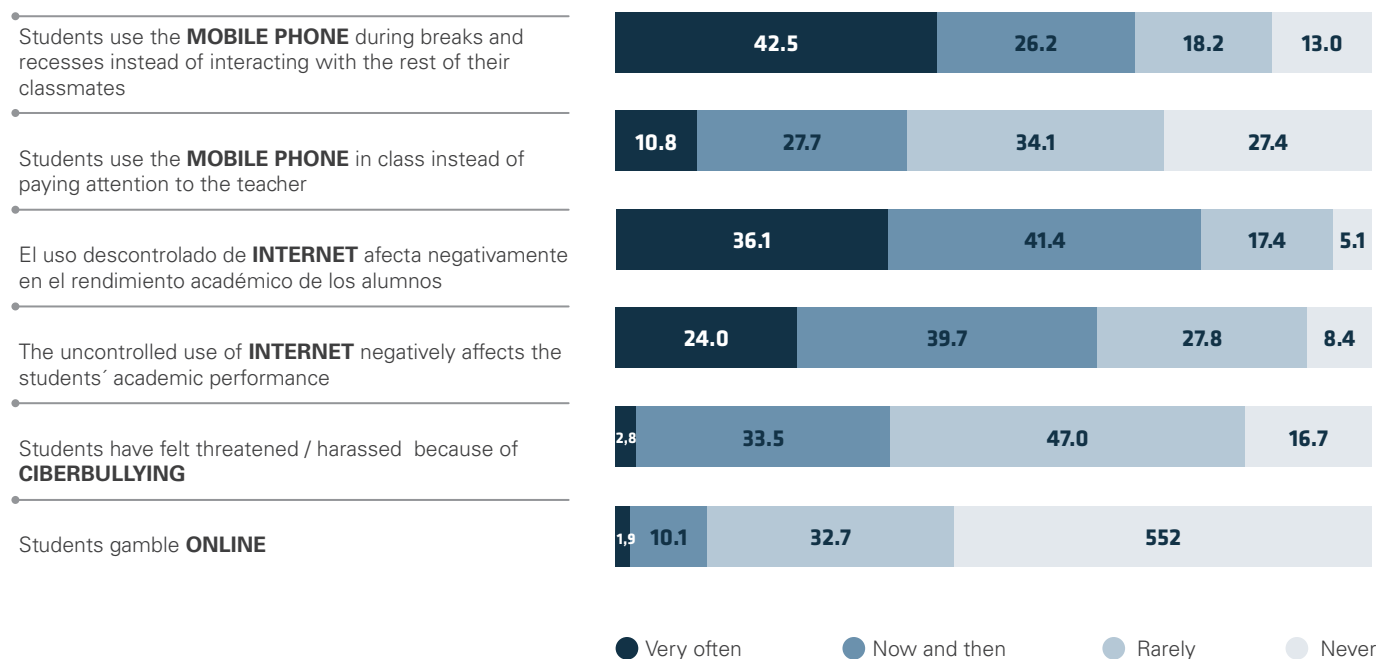
In line with the above mentioned, 15.8% of students aged 14 to 18 years report being subject of harassment or bullying, at least once, through the internet (data from the 2016 ESTUDES survey).

With regard to the online gambling, 12% of teachers declare to have observed this behaviour among their students (very often or now and then). **(Figure 12)**

According to 2016 ESTUDES survey data, 6.4% of students aged 14 to 18 recognize that they have gambled online in the last year.

Figure # 12. Visibility and consequences of the misuse of new technologies (% of teachers selecting each option) Spain, 2016.

During the last 12 months, for each of the following statements please indicate the frequency with which they are observed among students attending your school:



Note: Information obtained from the opinions and perceptions of the Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

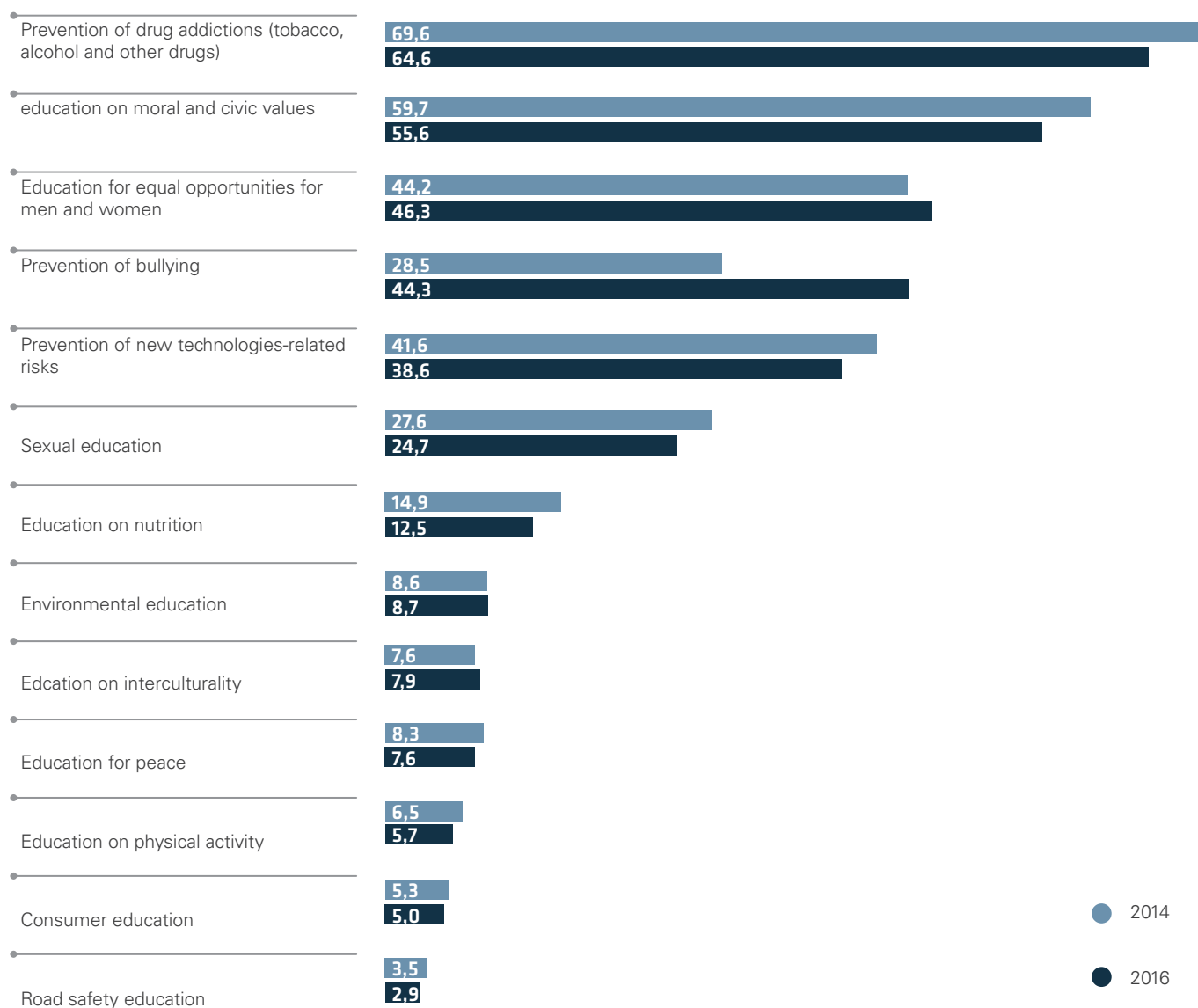
► Students' training needs in the field of addictions and related subjects (teachers' perceptions and opinions)

- **64.6% of teachers consider that prevention of psychoactive substances use is a priority issue to be addressed at school. 38.6% of consider that prevention of misuse of new technologies-related risks is a priority area to work in as well.**
- **Analyzin data by type of psychoactive substance, 90.6% of teachers believe that alcohol use preventive interventions are necessary among teenagers and young people, as compared to registered figures with regard to tobacco use (79.5%) and cannabis use (78.9%).**

64.6% of teachers consider that prevention of psychoactive substances use is a priority issue to be addressed at school, ranking first and being followed by education in values (55.6%). Someway behind, the teachers point out the importance of education on equal oppportunities for men and women, prevention of gender violence (46.3%), prevention of bullying (44.3%) and prevention of misuse of new technologies-related risks (38.6). **(Figure 13)**

Figure # 13. Students' training needs in the field of addictions and related subjects (% of teachers selecting each option) Spain, 2014-2016.

Of the following, which of them do you consider to be the priority subjects to be addressed at school?



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

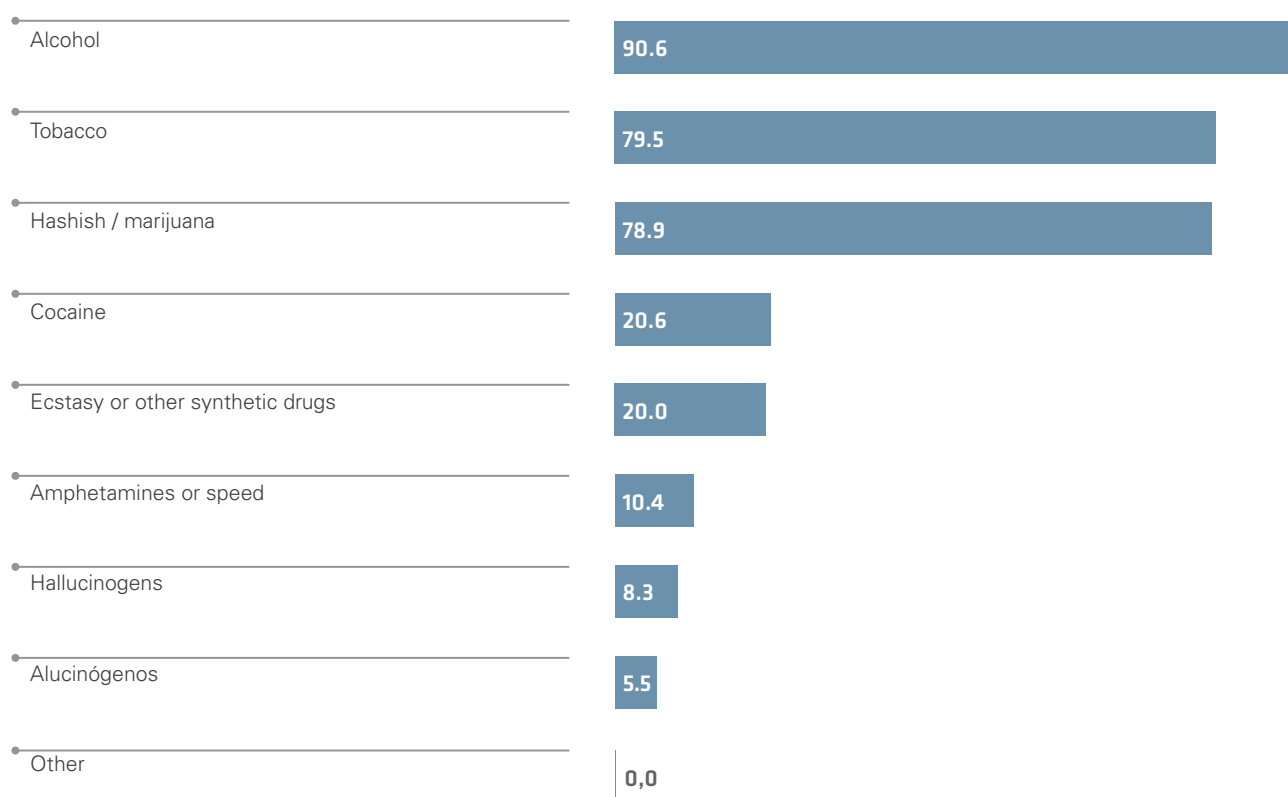
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Comparing 2016 results with those obtained in previous EPAD Survey waves, **prevention of drug addictions** has always ranked first (66.5% in 2006, 61.8% in 2008, 64.6% in 2010, 60.0 % in 2012 and 69.6 in 2014), outnumbering the rest of subjects mentioned. With regard to the **prevention of bullying**, it is noteworthy that the percentage of teachers considering this subject as a priority to be addressed at school has almost doubled (44.3% in 2016 instead of 28.5% in 2014).

With regard to the specific type of psychoactive substances for which teachers consider that preventive interventions are a priority, 90.6% of the teachers select alcohol, 79.5% of them select tobacco and 78.9% select cannabis. The rest of psychoactive substances do not seem to be such a priority and show clearly lower ranking values. **(Figure 14)**

Figure # 14. Students' training needs in the field of addictions and related subjects (% of teachers selecting each option) Spain, 2016.

Of the following psychoactive substances, which of them do you consider to be the priority ones to be addressed at school?



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Perceptions and opinions of Secondary School teachers on the training received in psychoactive substances and other addictions

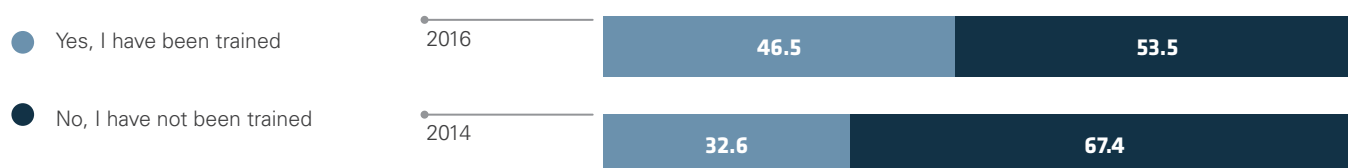
► Training received by teachers in psychoactive substances and other addictions (teachers' perceptions and opinions)

- **Half of the teachers declare that they have not received any training either on tobacco, alcohol and illegal drugs use or on other addictions for the last 5 years. Most of them attribute it to the lack of training opportunities.**
- **Based on the contents of the implemented training programs, 80.9% of teachers have been trained on the misuse of new technologies-related risks, 61.3% have been trained on the prevention of legal drugs use and 45.6% on the prevention of illegal drug use.**

Less than half of teachers (46.2%) declare not having been trained on the prevention of tobacco, alcohol, illegal drugs or other addictions for the last 5 years while just over half of teachers (53,8%) declare they have been trained. In comparison with 2014, the proportion of teachers that admitt to having been trained on the the prevention of tobacco, alcohol, illegal drugs or other addictions has increased by 13.9%. **(Figure 15)**

Figure # 15. Teachers who have been trained on the prevention of tobacco, alcohol and illegal drugs use or other addictions (% of teachers selecting each option) Spain, 2014-2016.

Have you been trained on the prevention of tobacco, alcohol and illegal drugs use or other addictions for the last 5 years?:

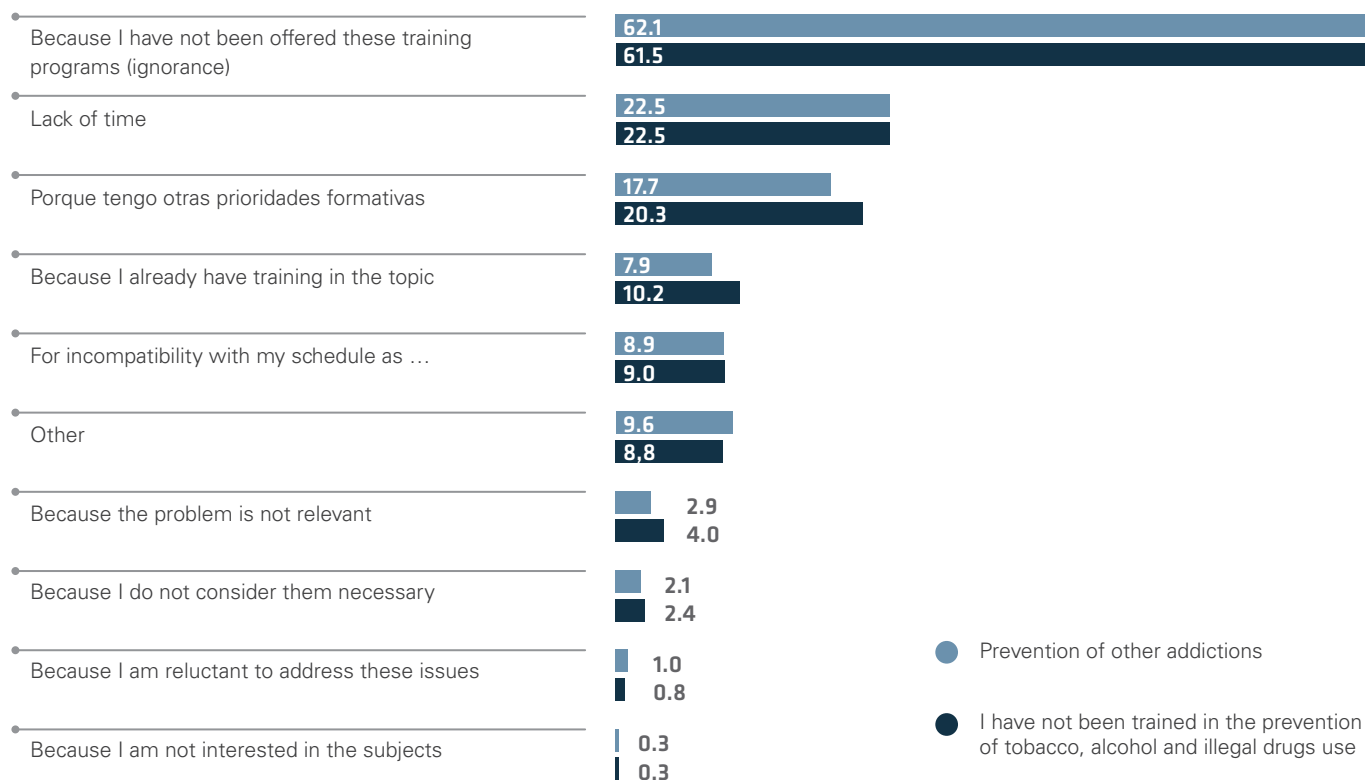


*Note: Information obtained from the opinions and perceptions of Secondary School teachers.
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).*

Analyzing the reasons why teachers have not been trained in the prevention of tobacco, alcohol, illegal drugs use or other addictions, approximately 60% declare that this is due to the lack of training opportunities since they have not been offered to be be trained (61.5% for prevention of tobacco, alcohol or illegal drugs, 62.1% for prevention of other addictions). Around 22.5% attribute their lack of training to the fact that their available time for training is limited (both in case of the prevention of tobaco, alcohol and illegal drugs and in case of the prevention of other addictions). **(Figure 16)**

Figure # 16. Reasons why teachers say they have not received training in the prevention of tobacco, alcohol and illegal drugs use and other addictions (% of teachers selecting each option) Spain, 2016.

Indicate the reasons why you have not received training in the prevention of tobacco, alcohol and illegal drugs use and other addictions for the last five years.



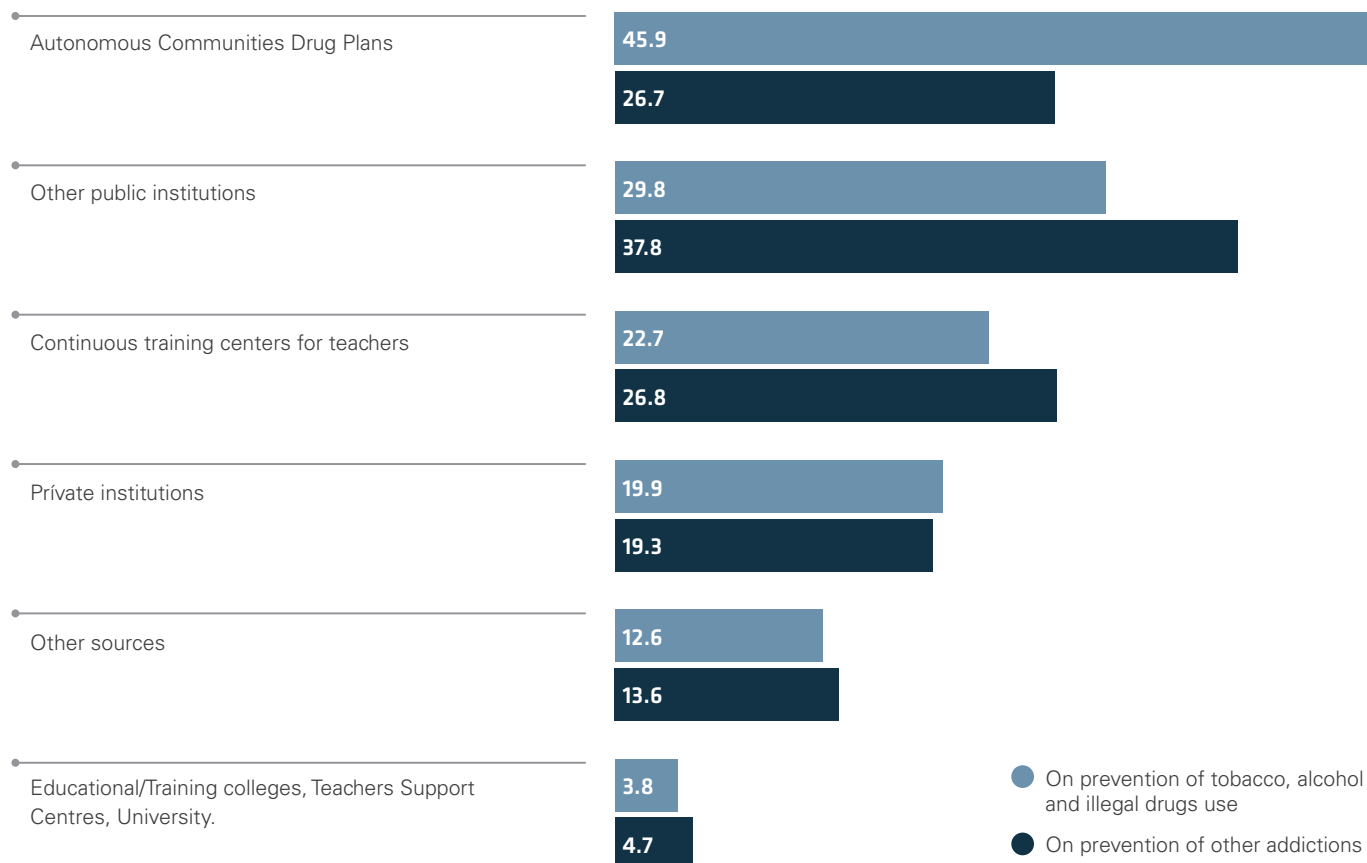
Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD)

With regard to **the origin of the training** in prevention of the tobacco, alcohol and illegal drugs use and other addictions, the Autonomous Communities Drug Plans, the Continuous Training Centers for Teachers and some other public entities have been the institutions from which most of the of the training programs originated. **(Figure 17)**

Figure # 17. Origin of the training received by the teachers (% of teachers selecting each option) Spain, 2016.

Indicate the origin of the training programs you have received with regard to the prevention of tobacco, alcohol and illegal drugs use and other addictions for the last five years:



Note: Information obtained from the opinions and perceptions of Secondary School teachers.
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Considering the **type of center** in which the teachers work, there is a greater presence of teachers who have been trained in the prevention of both drugs use and other addictions in public centers.

With regard to the teachers' **number of years of work experience**, no remarkable differences are observed in terms of the proportion of professionals trained in drugs (legal or illegal) or in other addictions prevention (Figure 18). Teachers acknowledging training, regardless of the type, are mostly those referring 15 to 24 years of work experience, followed by those who have been teaching for 5 to 14 years.

Focusing on the **specific topics** that this training has covered (Figure 19), new technologies have been present in the training received by 80.9% of the surveyed teachers (almost 10% more teachers than in 2014). In turn, prevention of legal drugs use is showing an increased presence than that of illegal drugs in training programs (61.3% versus 45.6%, respectively). Nonetheless, the proportion of teachers that have been trained on the prevention of legal drug use has slightly decreased since 2014.

Figure # 18. Percentage of teachers who have received training in the prevention of tobacco, alcohol and illegal drugs use and other addictions in the last 5 years, according to the number of years of work experience as a teacher. Spain, 2016.

Training received on specific topics on prevention of the use of tobacco, alcohol, illegal drugs use and other addictions according to teachers' number of years of work experience.

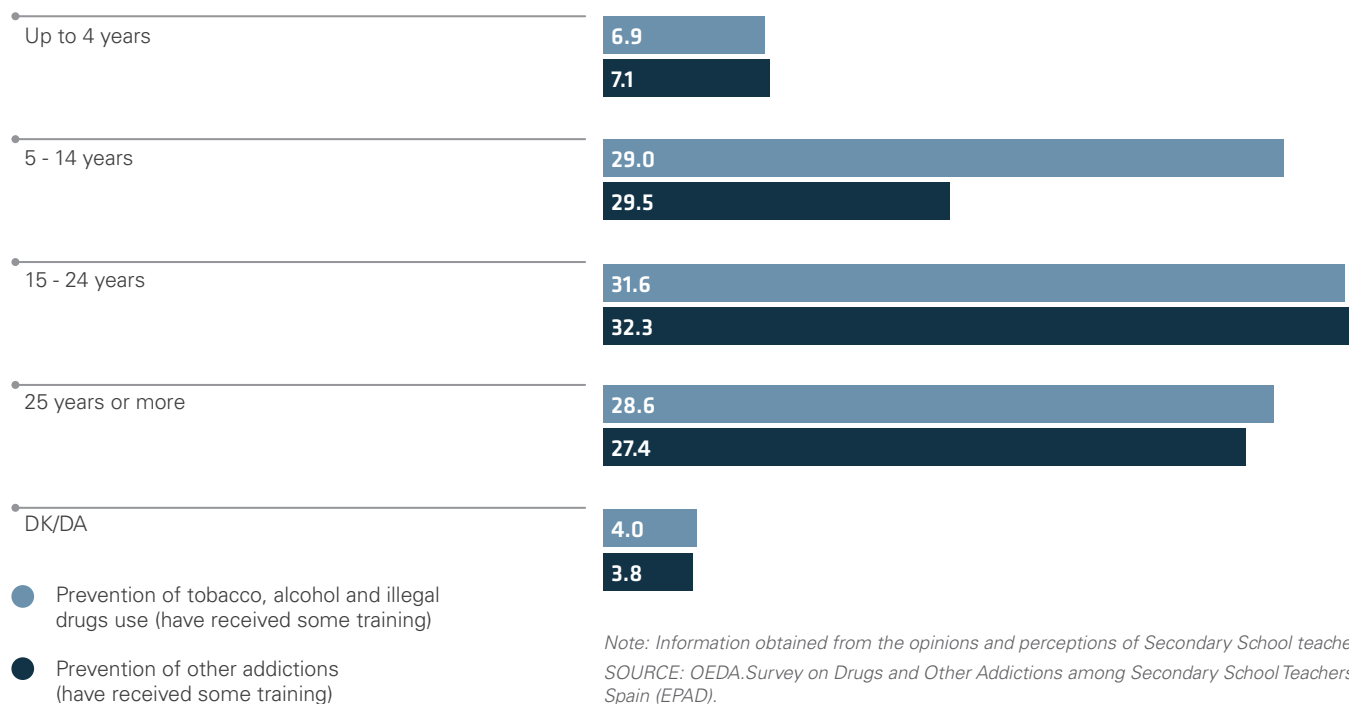
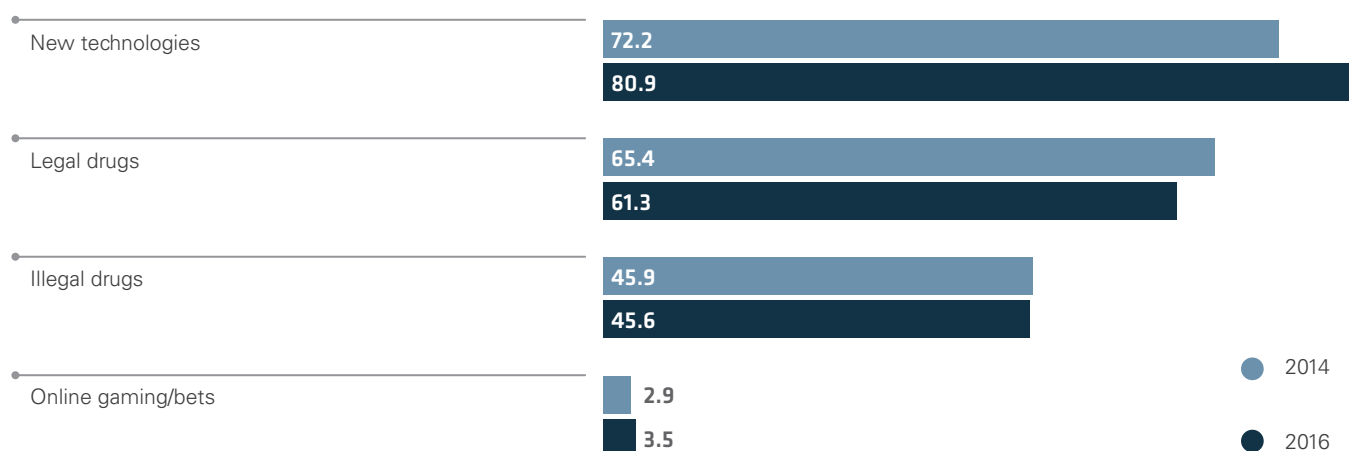


Figure #19. Training received by teachers, according to the subject treated (% of teachers selecting each option) Spain, 2014-2016.

Indicate on which specific topics regarding prevention of the use of tobacco, alcohol, illegal drugs and other addictions you have been trained in for the last 5 years:

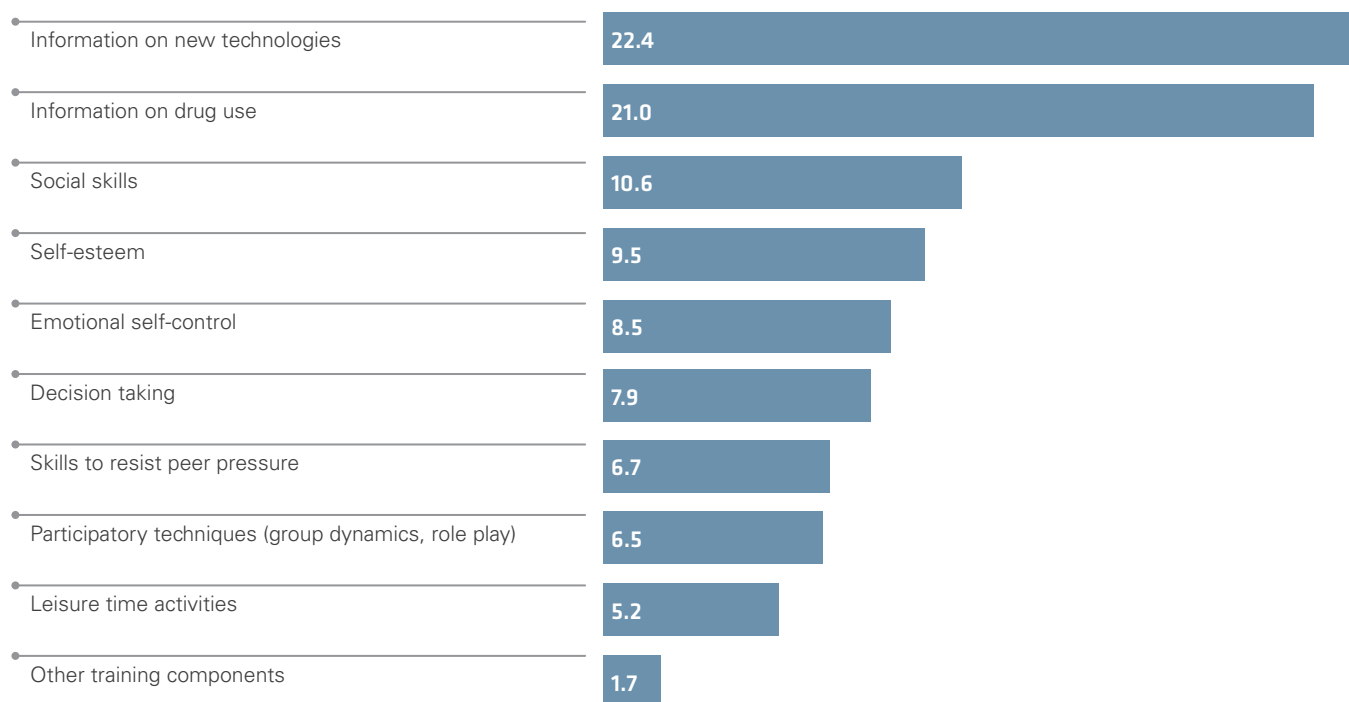


With regard to the **components of training**, the majority of teachers admit having been trained in the consequences of the misuse of new technologies (22.4%) or in drug use associated harms and effects (21, 0%). A lower proportion of teachers has been trained in other specific areas such as social skills (10.6%), self-esteem (9.5%), emotional self-control (8.5%), decision taking (7.9%) or peer pressure resisting skills (6.7%). **(Figure 20)**

From 2000 to 2016, training in drug use associated harms and effects has ranked first among all training components (around 30% of the surveyed teachers admitted having been trained in this area) until 2016, when training in the new technologies misuse has reached a greatest presence.

Figure # 20. Training received by teachers according to different training components (% of teachers selecting each option) Spain, 2016.

Indicate the components you have been trained in the prevention of tobacco, alcohol and illegal drugs use and other addictions for the last five years.

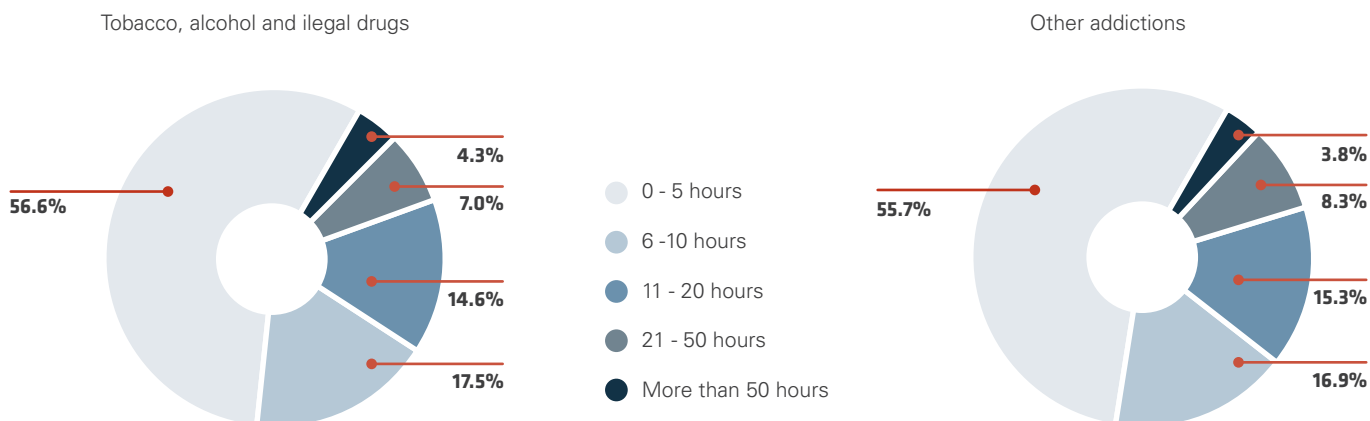


*Note: Information obtained from the opinions and perceptions of Secondary School teachers.
SOURCE: OEDA. 2016 Survey on Drugs and Other Addictions among Secondary School Teachers (EPAD).*

As for **duration of the training** in the prevention of tobacco, alcohol and illegal drugs use and other addictions, most of the teachers (74.1% and 72.6% respectively) report that training was 10-hour duration or shorter, which might indicate that training could be mainly consisting in one-off activities **(Figure 21)**. Since 2014, the percentage of teachers indicating that training duration is in the 0 to 5 hours range has increased.

Figure # 21. Training received by teachers according to duration of the training (% of teachers selecting each option) Spain, 2016.

Indicate the number of hours (total) you have been trained in the prevention of tobacco, alcohol and illegal drugs use and other addictions for the last five years.



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and Other Addictions among Secondary School Teachers (EPAD).

► Usefulness/applicability of training received by teachers (teachers' perceptions and opinions)

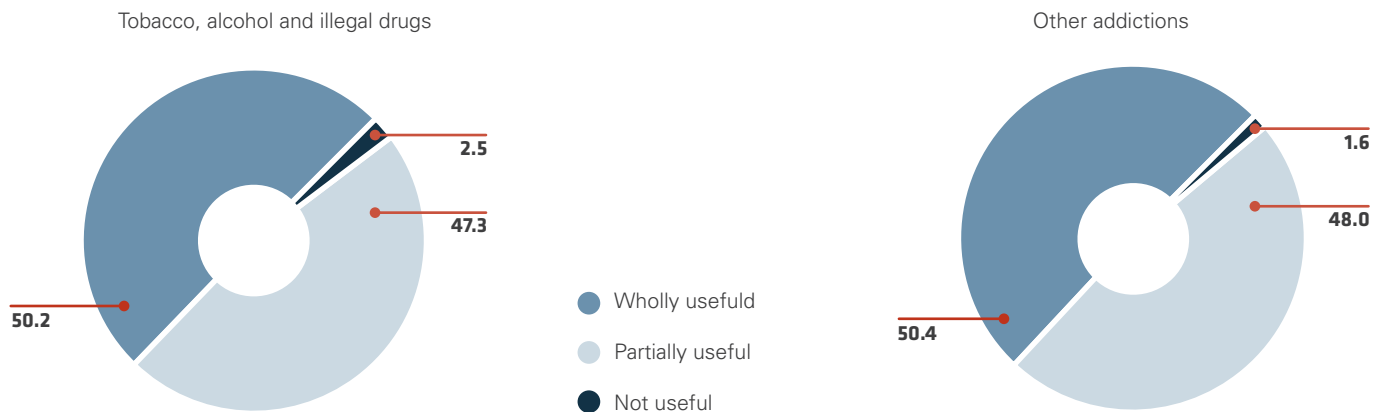
- **97.5% of teachers who have been trained consider that training has been useful. Half of the teachers (50.2%) believes that it has been wholly useful while the other half believes that it has been partially useful. (47.3%).**
- **95.4% of teachers believe that their training is applicable in their school. 51.4% of teachers believe that it could be implemented easily and 44.0% only with difficulty.**

Training usefulness is well acknowledged by teachers. 50.2% of teachers say that it is wholly useful while 47.3% consider it partially useful. Analysis of time trends show a stable scenario. **(Figures 22 and 23)**

In terms of **applicability**, the majority of teachers who have been trained consider that training is applicable (51.4% easily applicable and 44.0% applicable only with difficulty). **(Figure 24)**

Figure # 22. Usefulness of training received by teachers (% of teachers selecting each option) Spain, 2016.

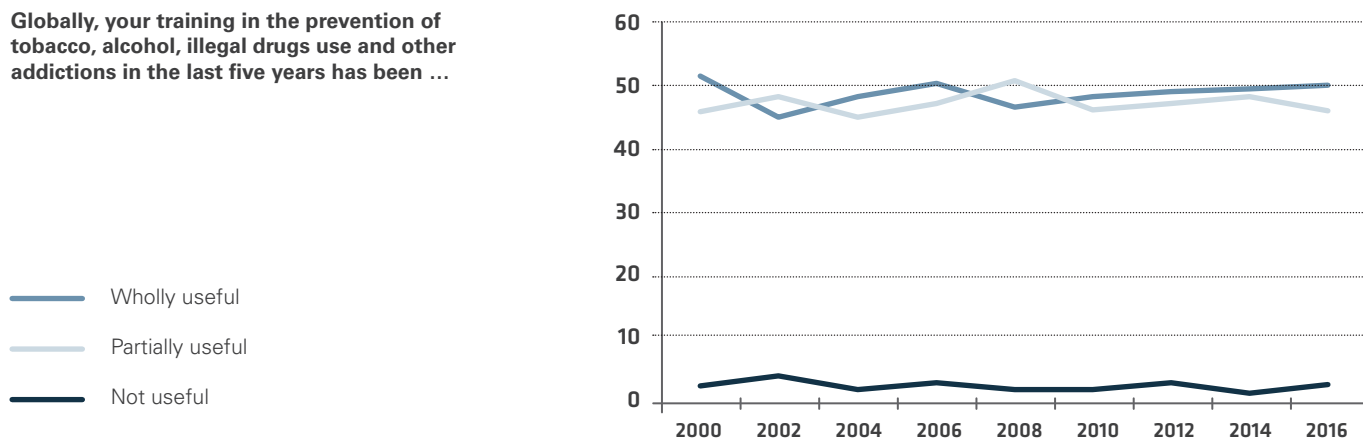
Globally, your training in the prevention of the consumption of tobacco, alcohol, illegal drugs and other addictions in the the last five years has been ...



*Note: Information obtained from the opinions and perceptions of Secondary School teachers.
SOURCE: OEDA. 2016 Survey on Drugs and Other Addictions among Secondary School Teachers (EPAD).*

Figure # 23. Usefulness of training received by teachers (% of teachers selecting each option). Time trends. Spain 2000-2016.

Globally, your training in the prevention of tobacco, alcohol, illegal drugs use and other addictions in the last five years has been ...



Note: 2014 data is referring to the usefulness of the training received by teachers in the prevention of tobacco, alcohol and illegal drugs use and other addictions. Data for previous years are not including "other addictions".

*Note: Information obtained from the opinions and perceptions of Secondary School teachers.
SOURCE: OEDA. 2016 Survey on Drugs and Other Addictions among Secondary School Teachers (EPAD).*

Figure # 24. Applicability of training received by teachers (% of teachers selecting each option) Spain, 2016.

Regarding applicability, you would say that your training in the prevention of tobacco, alcohol and illegal drugs use and other addictions in the last five years is ...



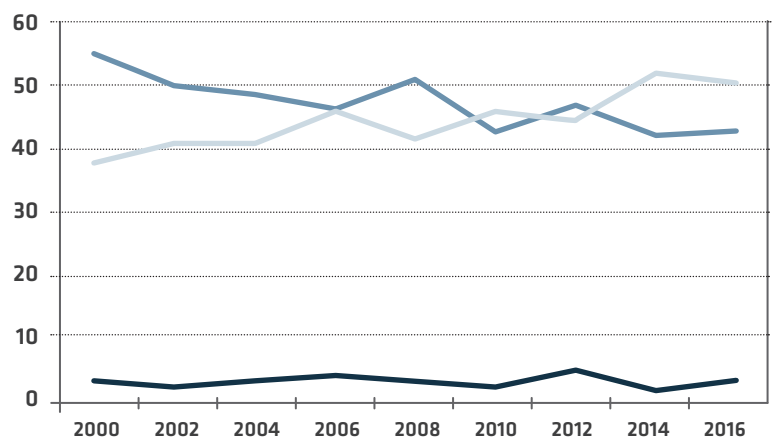
Note: Information obtained from the opinions and perceptions of Secondary School teachers.
 SOURCE: OEDA. 2016 Survey on Drugs and Other Addictions among Secondary School Teachers (EPAD).

Considering the **evolution of applicability**, a downward trend in the percentage believing that the training can be applied with difficulty is observed, while the percentage of those thinking that it is easily applicable in the school where they work increases. **(Figure 25)**

Figure # 25. Applicability of training received by teachers (% of teachers selecting each option). Time trends. Spain 2000-2016.

Regarding the applicability, you would say that your training in the prevention of tobacco, alcohol and illegal drugs use and other addictions in the last five years is ...

- A. Easily applicable
- B. Applicable only with difficulty
- C. Not applicable

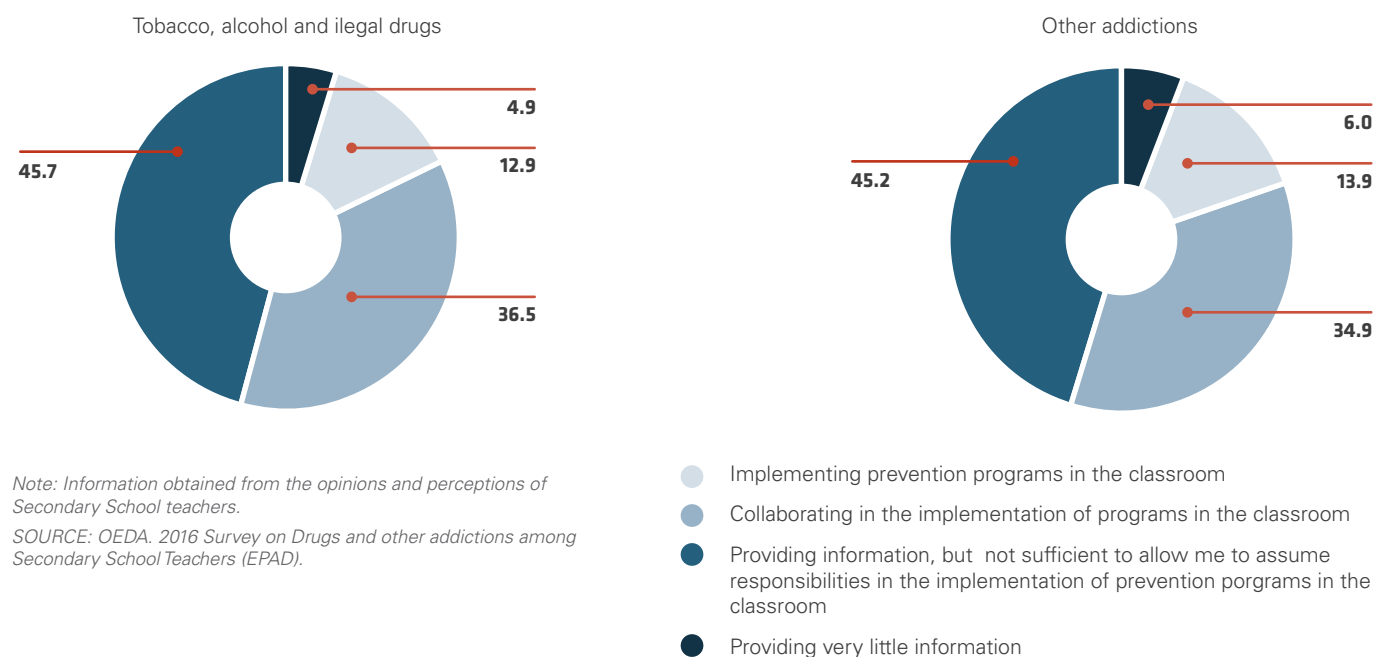


Note: 2014 data is referring to the applicability of the training received by teachers in the prevention of tobacco, alcohol and illegal drugs use and other addictions. Data for previous years are not including "other addictions".
 Note: Information obtained from the opinions and perceptions of Secondary School teachers.
 SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Teachers are asked about the specific skills they have acquired after being trained. 49.4% of teachers consider that they have been sufficiently trained to implement (12.9%) or collaborate in the implementation (36.5%) of tobacco, alcohol and illegal drugs use prevention programs in the classroom. Among the rest of teachers 45.7% consider that the training has not allowed them to assume direct responsibilities in order to promote a prevention program and 4.9% state that the training has hardly provided them with information on the prevention of addictions (4.9%). **(Figure 26)**. Figures are similar for the category of "other addictions." Time trends show a stable trend in terms of the proportion of teachers that have **acquired specific skills** after having been trained. **(Figure 27)**

Figure # 26. Skills acquired by teachers after being trained (% of teachers selecting each option) Spain, 2016.

Regarding the skills you have acquired after being trained in the prevention of tobacco, alcohol and illegal drugs use and other addictions in the last five years, you would say that they have proved useful for ...



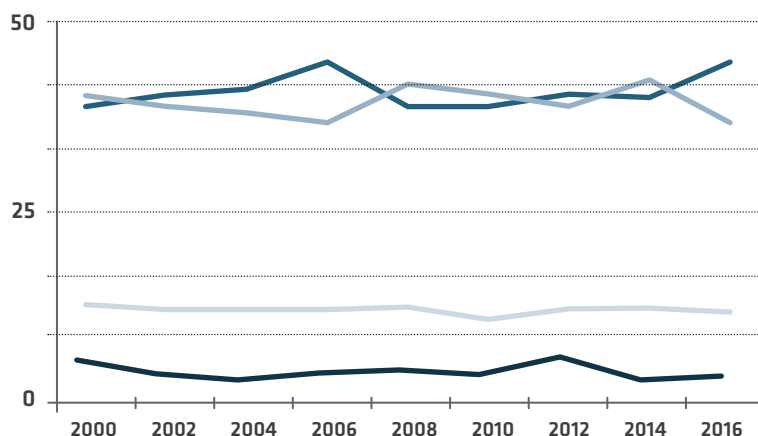
Note: Information obtained from the opinions and perceptions of Secondary School teachers.
 SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

- Implementing prevention programs in the classroom
- Collaborating in the implementation of programs in the classroom
- Providing information, but not sufficient to allow me to assume responsibilities in the implementation of prevention programs in the classroom
- Providing very little information

Figure # 27. Skills acquired by teachers after being trained (% of teachers selecting each option). Time trends. Spain, 2000-2016.

Regarding the skills acquired after being trained in the Prevention of tobacco, alcohol, illegal drugs use and other addictions in the last five years, you would say they have proved useful for

- Implementing prevention programs in the classroom
- Collaborating in the implementation of programs in the classroom
- Providing information, but not sufficient to allow me to assume responsibilities in the implementation of prevention programs in the classroom
- Providing very little information



Note: 2014 data is referring to the acquired skills by trained teachers in the prevention of tobacco, alcohol and illegal drugs use and other addictions. Data for previous years are not including "other addictions."

Note: Information obtained from the opinions and perceptions of Secondary School teachers.
 SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Perceptions and opinions of Secondary School teachers on the actions undertaken on psychoactive substances and other addictions in educational centers

► Actions undertaken by teachers on psychoactive substances and other addictions (teachers' perceptions and opinions)

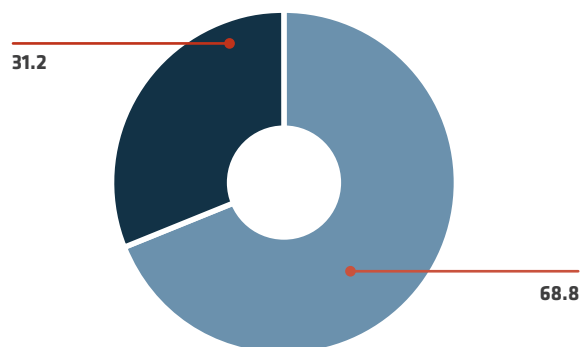
- **More than half (68.8%) of teachers have carried out actions aimed at students to prevent drug use (legal or illegal) and other addictions in the last five years. Upward trend since 2010.**
- **Among those that have carried out actions and according to the topic treated, 79.2% of teachers have intervened on legal drugs, 77.3% on new technologies and 54.9% on illegal drugs.**
- **With regard to the approach used for prevention, most teachers provide information (78.3% of teachers on drugs and 73.9% on new technologies misuse), addressing other aspects to a lesser extent (39.9% skills to resist peer pressure and advertising pressure and 39.8% self-esteem).**

68.8% of teachers declare that they have **carried out some actions** aimed at students to prevent tobacco, alcohol and illegal drugs use and other addictions in the last five years. **(Figure 28)**. The proportion of teachers who have carried out actions aimed at students in the prevention of tobacco, alcohol and illegal drugs use has shown an increasing trend since 2000. **(Figure 29)**

With regard to the **specific contents/topics that teachers have dealt with in these interventions**, legal drugs are the main players as 79.2% of teachers have covered them. On the other hand, teachers dealing with misuse of new technologies outnumber those dealing with prevention of illegal drugs use (77.3% and 54.9%, respectively). **(Figure 30)**

Figure # 28. Percentage of teachers declaring having carried out actions aimed at students to prevent tobacco, alcohol, illegal drugs use and other addictions use in the last five years. Spain, 2016.

Have you carried out any action aimed at students to prevent tobacco, alcohol and illegal drugs use and other addictions in the last five years?

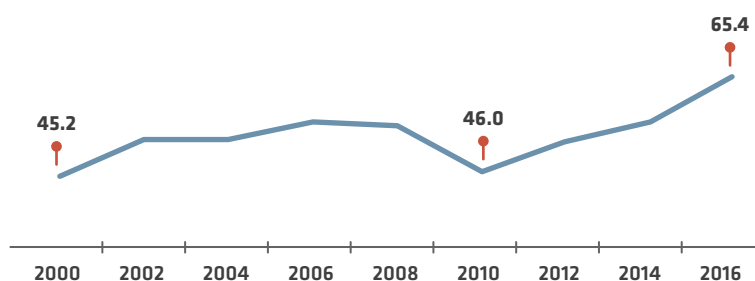


Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA 2016. Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

- Have carried out actions
- Have not carried out actions

Figure # 29. Percentage of teachers declaring having carried out actions aimed at students to prevent tobacco, alcohol, illegal drugs use and other addictions use in the last five years. Time trend. Spain, 2014-2016.

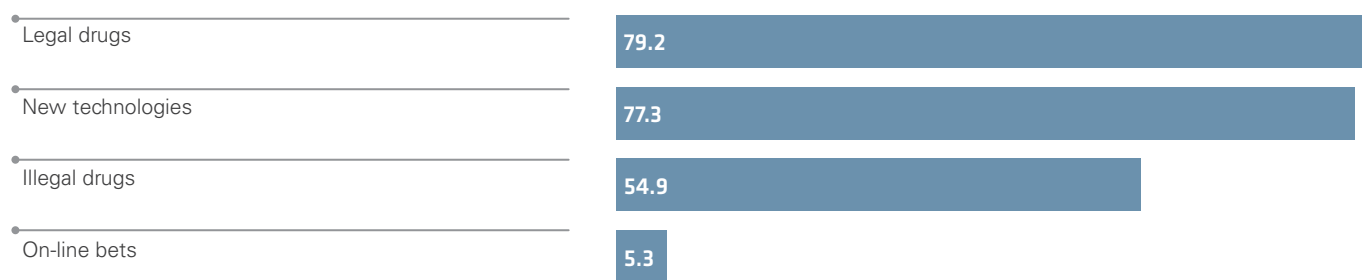


Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016. Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Figure # 30. Actions taken by teachers and aimed at students to prevent tobacco, alcohol, illegal drugs use and other addictions use in the last five years, according to specific contents/topics (% of teachers selecting each option) Spain, 2016.

Indicate which specific contents/topics you have dealt with in regard to your actions taken and aimed at students to prevent tobacco, alcohol and illegal drugs and other addictions in the last five years:



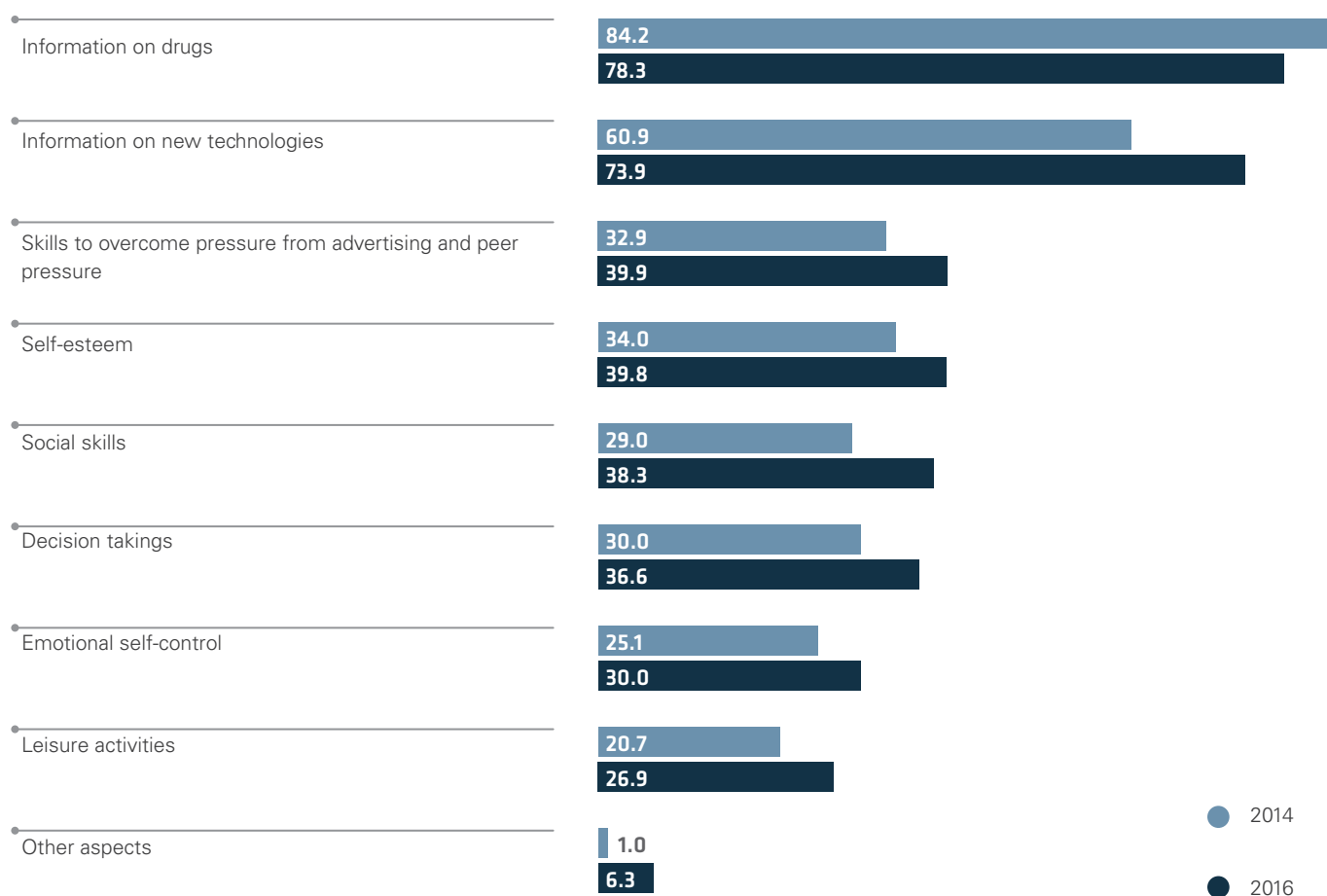
Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Regarding the **aspects that are specifically addressed by teachers carrying out interventions**, most of them report that they have provided information on the effects of drugs (78.3%) or on the consequences of the misuse of new technologies (73.9%). Skills to resist pressure from advertising and peer pressure (39.9%), to improve self-esteem (39.8%) or social skills (38.3%) are addressed by a smaller proportion of teachers, which is in line with the proportion of teachers being trained in this specific training components. **(Figure 31).**

Figure # 31. Aspects specifically addressed by teachers carrying out interventions to prevent tobacco, alcohol and illegal drugs use and other addictions (% of teachers selecting each option) Spain, 2014-2016.

When carrying out interventions aimed at preventing tobacco, alcohol and illegal drugs use and other addictions, what aspects do you specifically address?:



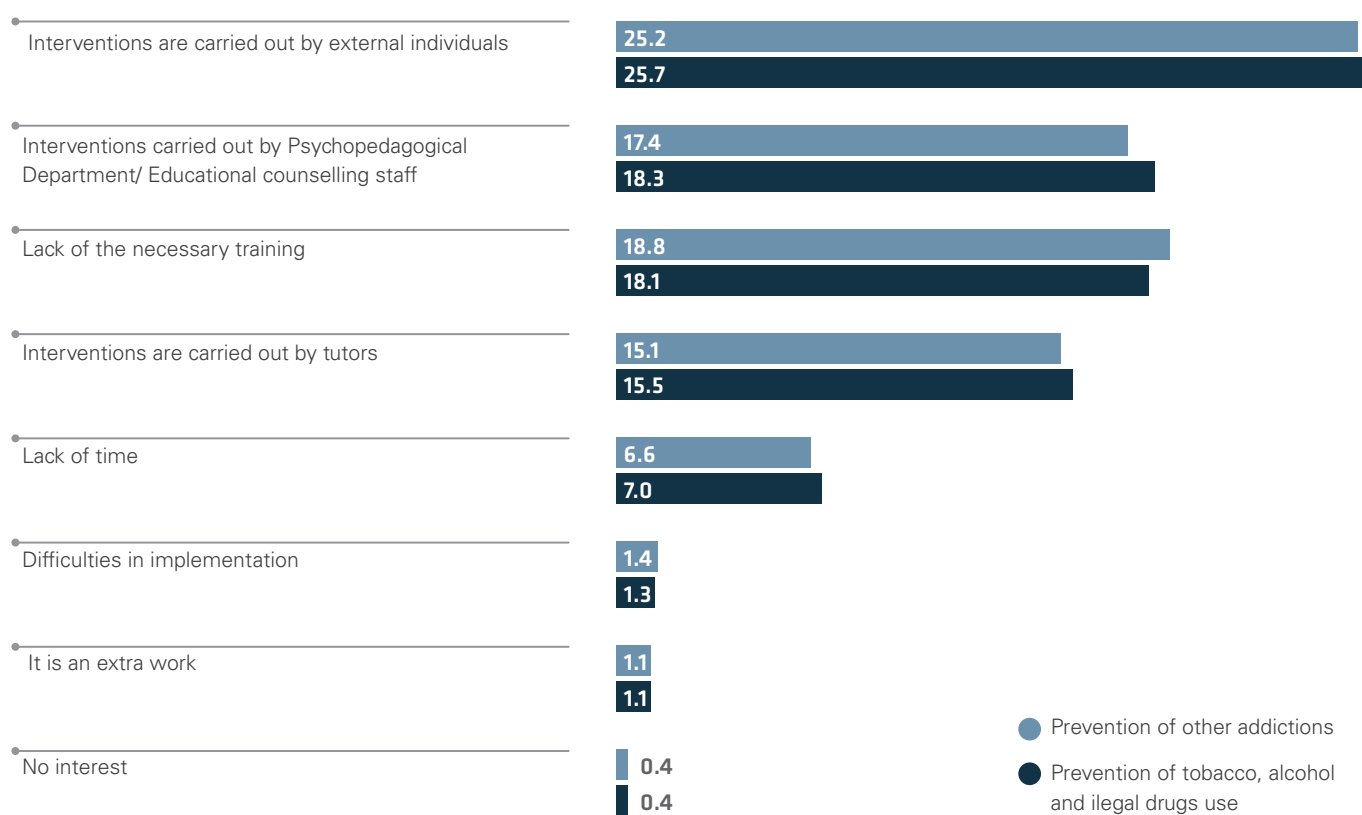
Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

The **reasons given by teachers for not having carried out interventions** aimed at the students are mainly related to the fact that it is not them but other professionals who are in charge of carrying them out: training is carried out by external staff (25.7%), by the school's psychopedagogical department/ educational counselling staff (18.3%) or by tutors (15.5%). **(Figure 32)**

Figure # 32. Reasons why teachers say they have not carried out interventions aimed at students (% of teachers selecting each option). Spain, 2016.

Indicate the reasons why you have not carried out any intervention aimed at students to prevent tobacco, alcohol and illegal drugs use and other addictions in the last five years:



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

► Actions undertaken within the educational centers on psychoactive substances and other addictions (teacher's perceptions and opinions)

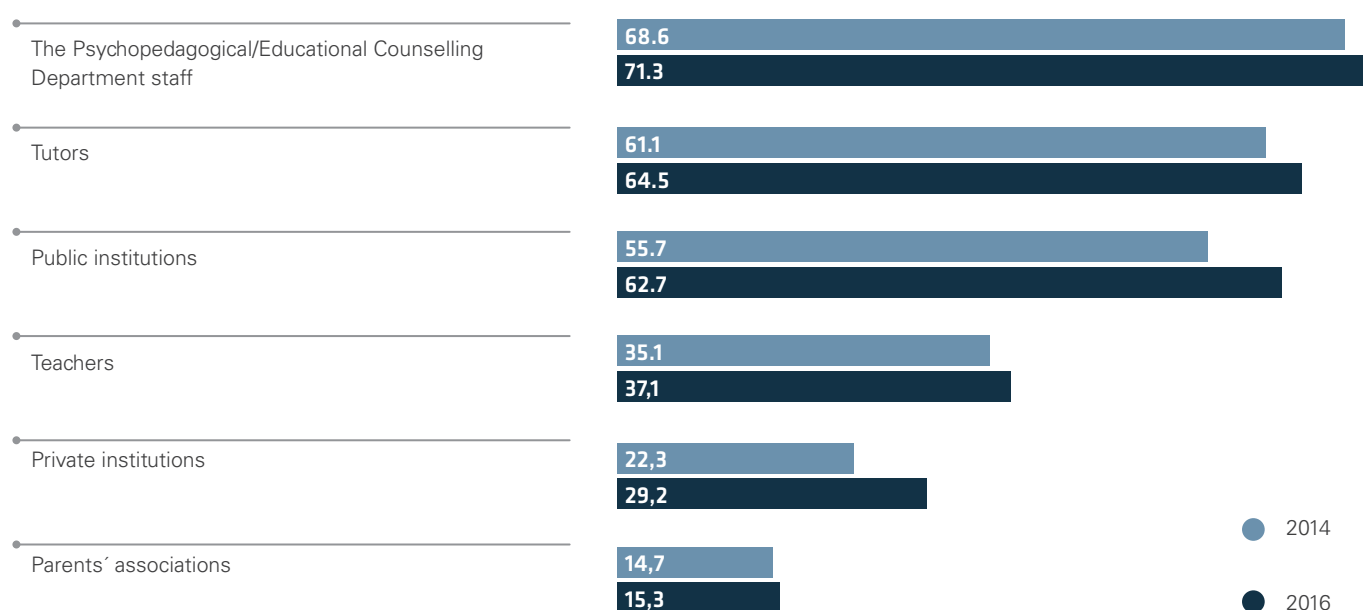
- **71.3% of the teachers state that the Psychopedagogical/Education Counselling Department is the one dealing with drug prevention training programs in their educational center. 64.5% report that tutors are responsible.**
- **Teachers point out that interventions and activities carried out in the educational centers are mainly aimed at the students (according to 91.6% of teachers), mostly as one-off actions (according to 74.9% of the teachers) and in a lecture/conference format (according to 93.6% of teachers).**
- **As for the training content, 77.4% of the teachers report that interventions and activities to prevent psychoactive substances and other addictions in their educational centers focus on legal drugs, 70.9% on the correct use of new technologies and 61.6% on illegal drugs.**

Apart from gathering information on those actions carried out by teachers, it is also relevant to know about their perception about the interventions that take place in the school in which they work.

Teachers are of the opinion that the Psychopedagogical/Educational Counselling Department and the students' tutors are the main actors (71.3% and 64.5% respectively) carrying out the **preventive interventions** on drugs use and other addictions. On the contrary, in the opinion of the teachers, it seems that parents' associations and private institutions (NGOs, foundations, etc.) play a rather modest role in carrying out these type of interventions (15.3% and 29.2% respectively). **(Figure 33)**

Figure # 33. Type of professionals who have carried actions to prevent the consumption of tobacco, alcohol, illegal drugs and other addictions at school (% of teachers answering each option) Spain, 2014-2016.

Indicate who carries or is involved in actions to prevent the use of tobacco, alcohol, illegal drugs and other addictions in your school in the last five years:



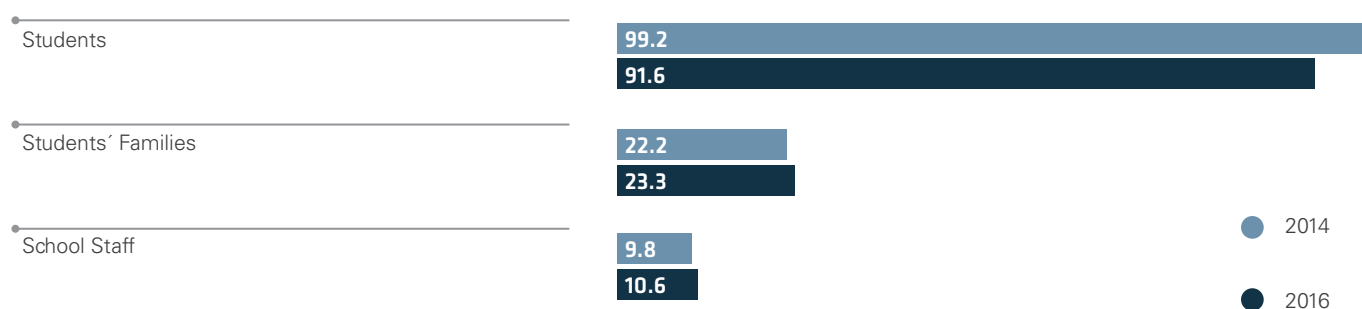
Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

With regard to **the groups to whom these actions are addressed** (prevention of tobacco, alcohol and illegal drugs use and other addictions in the last 5 years), almost all teachers consider that students are the target population (91.6%). However, a few of them consider that the students' families (23.3%) and the school staff (10.6%) have also been a target of these preventive actions. 2016 data are very similar to those registered in 2014. **(Figure 34)**

Figure # 34. Groups to whom preventive actions on tobacco, alcohol, illegal drugs use and other addictions have been addressed at school in the last 5 years. Spain, 2014-2016.

Indicate those groups to whom the actions carried out in prevention of tobacco, alcohol and illegal drugs use and other addictions have been addressed in your school in the last five years.



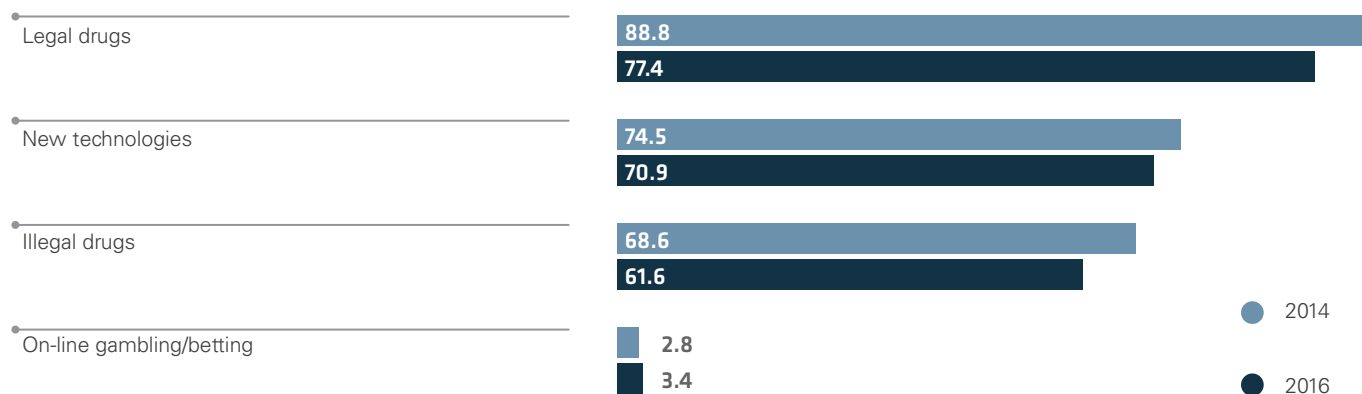
Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Legal drugs are once more the main work area on which preventive actions have focused in the last five years within the educational centers (77.4%), ranking behind prevention of the misuse of new technologies (70.9%), prevention of illegal drugs (61.6%) use and prevention of the misuse of online gambling, the latter at a considerable distance. **(Figure 35)**

Figure # 35. Main work areas on which preventive actions on tobacco, alcohol and illegal drugs use and other addictions have focused at school in the last 5 years. Spain, 2014-2016.

Indicate which are the main work areas on which preventive actions on tobacco, alcohol and illegal drugs use and other addictions have focused in your school in the last five years:



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

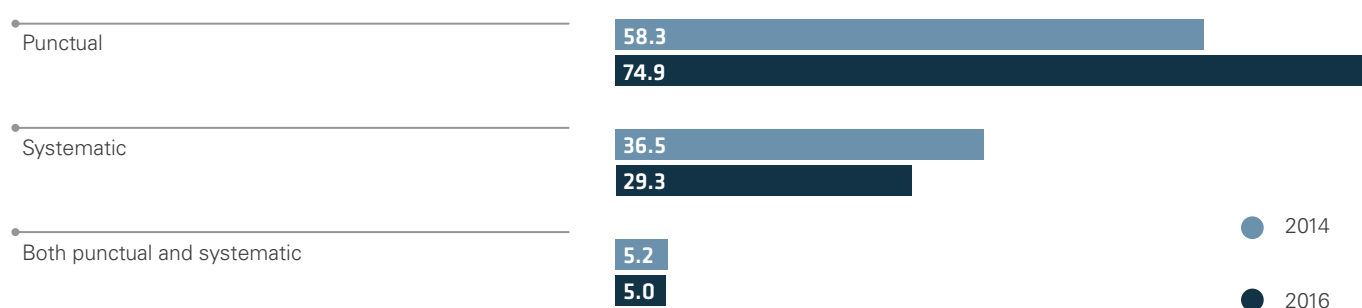
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

As for the **continuity of the preventive actions** carried out in schools, 74.9% of the teachers regard them as punctual, that is to say, one-off actions lasting one or more days, while 29.3% regard them as systematic actions, meaning that they have a structured program, entailing specific activities to reach specific goals. Additionally, 5.0% of the teachers declare that both type of actions (punctual and systematic) have been carried out in their educational centers in the last five years.

In comparison with 2014, 2016 data are showing an increase of the number of teachers declaring one-off actions and a decrease of those declaring systematic ones. **(Figure 36)**

Figure # 36. Continuity of the actions carried out at school for the prevention of tobacco, alcohol and illegal drugs use and other addictions in the last 5 years. Spain, 2014-2016.

Indicate the type of actions that have been carried out for the prevention of tobacco, alcohol and illegal drugs use and other addictions in your school in the last five years:



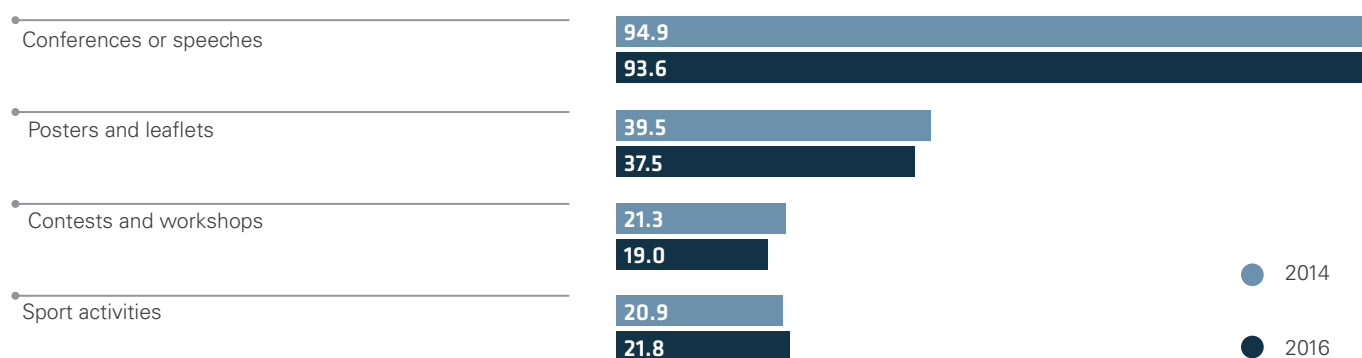
Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

With regard to the **nature of these actions**, 93.6% of teachers state that lectures/ conferences/speeches have been given at their center, 37.5% that posters and leaflets on drugs use and misuse of new technologies prevention have been produced and handed out or displayed in the classrooms, 21.8% that sport activities have been organized and 19.0% declare that contests or workshops have taken place. 2016 data are very similar to those obtained in 2014. **(Figure 37)**

Figure # 37. Nature of actions undertaken for the prevention of tobacco, alcohol and illegal drugs use and other addictions at school in the last 5 years. Spain, 2014-2016.

Indicate the nature of actions undertaken for the prevention of tobacco, alcohol and illegal drugs use and other addictions in your school in the last five years:



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

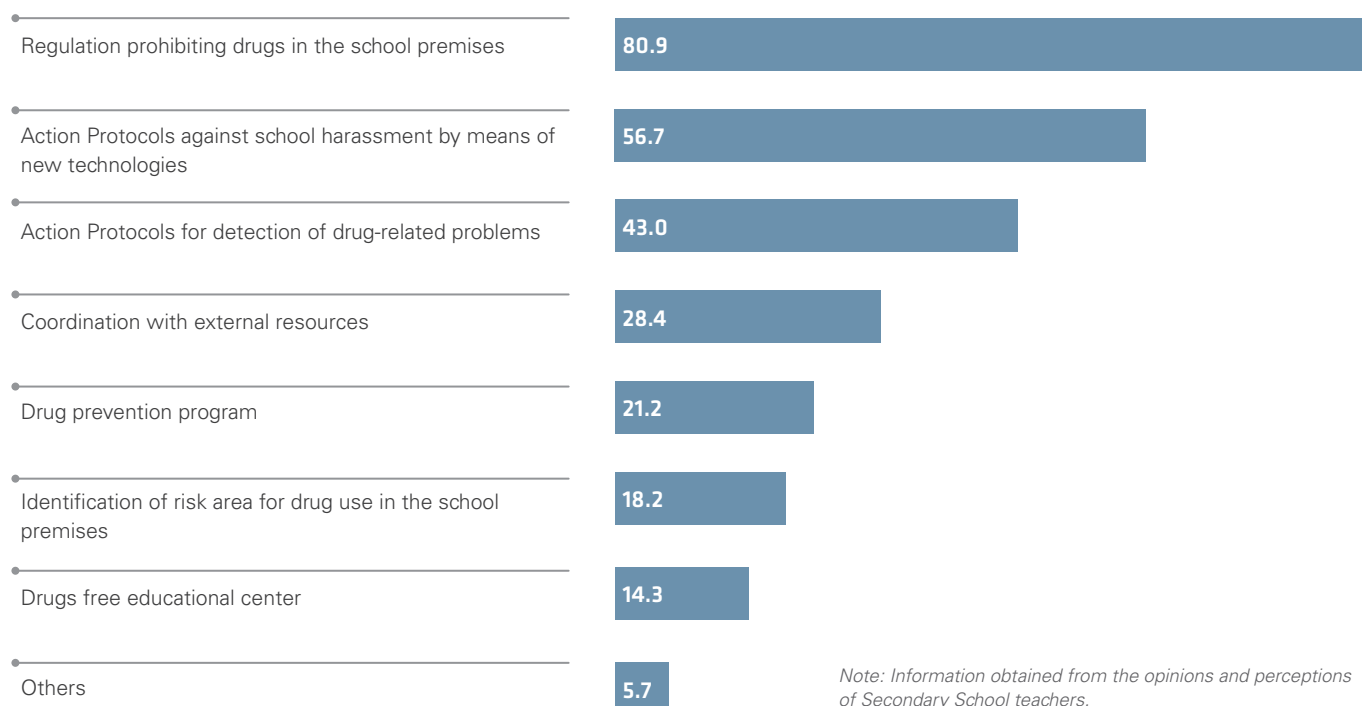
In addition, EPAD survey provides information on the teachers' perceptions and opinions about the **programs and actions undertaken by educational centres** with regard to psychoactive substances and other addictions.

- **Most teachers (80.9%) are aware of the existence of an internal regulation prohibiting drugs in the school premises and 43.0% are aware of the existence of school action protocols for detection of drug-related problems.**
- **79.4% of teachers declare that measures are undertaken if students attend school under the influence of drugs.**
- **Most teachers declare that measures are undertaken at school if students smoke tobacco (94.0%) or cannabis (86.1%) or if cannabis (76.2%) or synthetic drugs (71.4%) dealing/trading is detected.**

80.9% of teachers declare being aware of the existence of an **internal regulation** prohibiting drugs in the school premises and 43.0% are aware of the existence of school **action protocols** for detection of drug-related problems. **(Figure 38)**

Figure # 38. Program availability and measures to be undertaken by educational centres with regard to psychoactive substances and other addictions (% of teachers selecting each option). Spain, 2016.

Indicate which of the following statements regarding the use of tobacco, alcohol and illegal drugs and other addictions are consistent with what actually takes place in your school:



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

As for the different **actions undertaken by educational centers** with regard to psychoactive substances and other addictions, 79.4% of teachers declare that measures are undertaken if students attend school under the influence of drugs, registering higher figures when teachers are asked about actions undertaken if students are smoking cannabis (86.1%) or tobacco (94.0%) within the school premises.

According to the teachers, whenever there is psychoactive substances use (as smoking cannabis or tobacco within the school premises), actions are implemented within the educational community (94.0% for tobacco and 86.1% for cannabis) by means of measures such as talking with parents or expelling students from school. However, other measures involving social services and tutoring-agents are also implemented (5.3% for tobacco and 13.7% for cannabis) outside the educational community.

With regard to dealing/ trading psychoactive substances, 76.2% of teachers report that actions are undertaken in the case of cannabis and 71.4% of them declare so in the case of synthetic drugs. These actions are implemented both within and outside the the educational community.

For each one of the above mentioned situations, there is a small proportion of teachers declaring that no measures are implemented in their school when consumption or dealing/trading of psychoactive substances is detected (below 1.6% in all cases).

Nonetheless, it should be taken in account that a considerable percentage of teachers declare that they do not know about the established procedures in their educational centers if situations of this kind were eventually detected. Actually, over 20% of surveyed teachers say they do not know if their educational centers are supposed to undertake any actions if cannabis or synthetic drugs dealing/trading is detected within the school premises. **(Figure 10)**

Figure # 39. Actions undertaken by the educational centers with regard to psychoactive substances and other addictions. (% of teachers answering each option). Spain, 2016.

Are measures implemented in your educational center when any of the following situations is detected?	% Yes (within /outside the educational community)*		% NO	% Don't know
Students attend school under the influence of drugs	79.4	(75.2/4.2)	1.5	19.1
Students smoke tobacco in the school premises	94.0	(93.1/0.9)	0.7	5.3
Students smoke cannabis in the school premises	86.0	(81,9/4,2)	0.2	13.7
Students deal/trade cannabis in the school premises	76.2	(60.2/16.0)	0.3	23.5
Students deal/trade synthetic drugs in the school premises	71.4	(54.8/16.6)	0.2	28.4
Students use the smartphone during lessons	96.1	(95.8/0.3)	1.4	2.5
Students suffer cyber-bullying	93.7	(87.5/6.2)	0.1	6.2

* Within the educational community: measures involving students, family members and teachers, such as: talking with parents, being expelled one day from school, etc. Outside the educational community: measures involving community social services, tutoring agents, etc.

Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

► **Assessment of the actions undertaken within the educational centers on psychoactive substances and other addictions (teachers' perceptions and opinions)**

- **5 out of 10 teachers are of the opinion that actions on the prevention of psychoactive substances use and other addictions carried out in schools are sufficient.**
- **9 out of 10 teachers believe they are effective.**
- **7 out of 10 teachers consider that they are well-received by students.**

Teachers are also asked about their opinion on the actions carried out in their educational centers (last five years) to prevent the use of tobacco, alcohol and illegal drugs and other addictions.

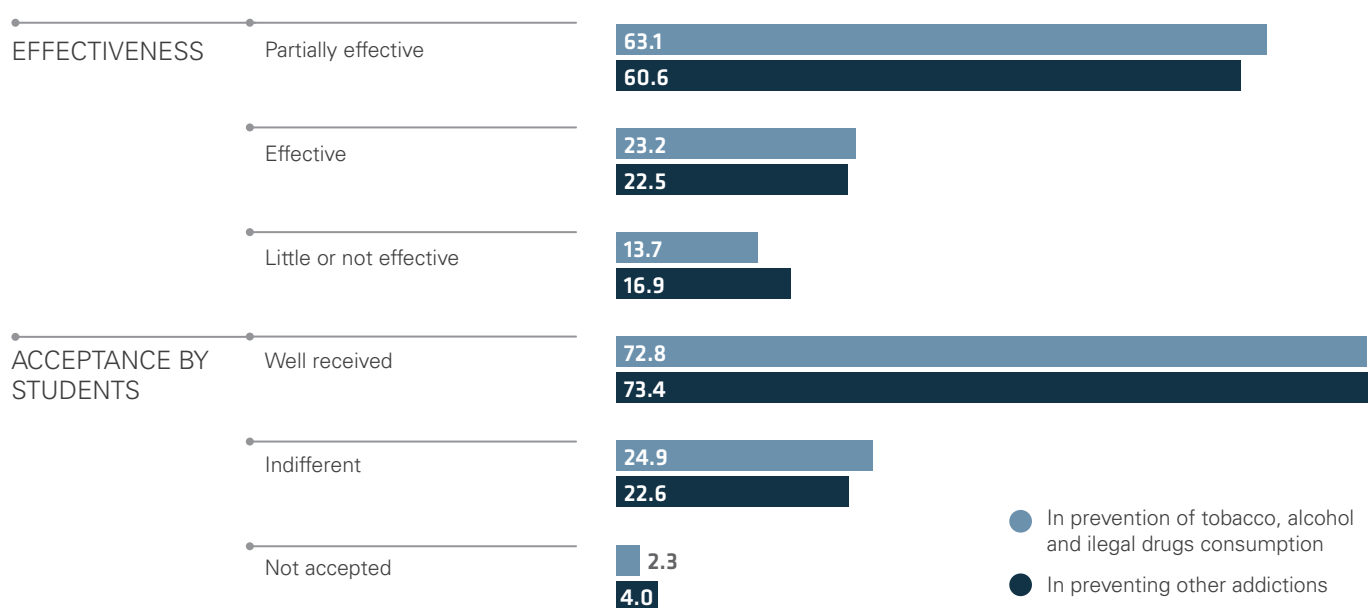
53.5% of the surveyed teachers consider that they are sufficient and 46.5% that they are insufficient.

In terms of impact, nine out of ten teachers believe that actions undertaken are at least partially effective for the prevention of psychoactive substances and other addictions.

With regard to acceptance of preventive actions by students, 75% of teachers consider that these are well received by students. **(Figure 39)**

Figure # 40. Effectiveness and acceptance by students of the actions undertaken on the prevention of psychoactive substances use and other addictions (% of teachers who answer each option) Spain, 2016.

In overall, what is your assessment of the actions undertaken in your school (in the last five years) to prevent the use of tobacco, alcohol and illegal drugs and other addictions?



Note: Information obtained from the opinions and perceptions of Secondary School teachers.

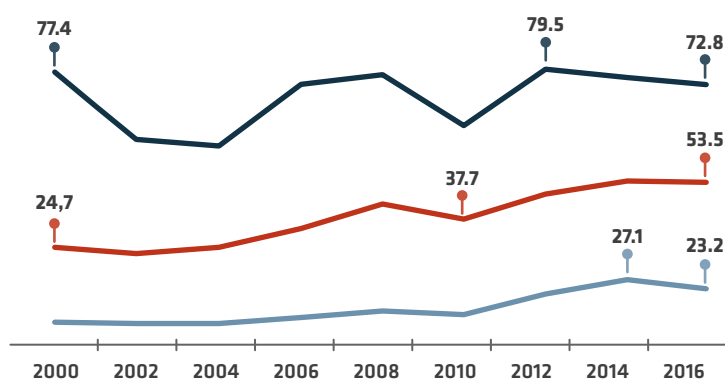
SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Over time teachers' perceived effectiveness of implemented actions has improved since 2000 when only 8.6% of them considered activities to be effective or partially effective. Since 2004 the proportion of teachers who believe that these actions are well received by students has increased, although a 7 percentage point decrease was registered from 2012 to 2016. **(Figure 40)**

Figure # 41. Teachers' opinion on the effectiveness, sufficiency and acceptance by students of implemented actions to prevent tobacco, alcohol and illegal drugs use and other addictions (% of teachers answering each option) Spain 2000-2016

In overall, what is your assessment of implemented actions to prevent tobacco, alcohol and illegal drugs use and other addictions in your school (in the last five years)?

- Well received
- Sufficient
- Effective



Notes: 2014 data are referred to effectiveness, sufficiency and acceptance by students of implemented actions to prevent tobacco, alcohol and illegal drugs use and other addictions. Data from previous years do not include other addictions.

Note: Information obtained from the opinions and perceptions of Secondary School teachers.

SOURCE: OEDA. 2016 Survey on Drugs and other addictions among Secondary School Teachers (EPAD).

Conclusions

The Survey on Drugs and other Addictions among Secondary School Teachers in Spain (EPAD) is a **useful tool** to obtain information on the perceptions and opinions of Secondary School teachers on different aspects of drugs use and other addictions.

By conducting two surveys simultaneously (ESTUDES among Secondary School students and EPAD among Secondary School teachers) it is possible to obtain complementary information and a **global vision of the phenomenon**. In addition, this synergy makes it possible to achieve an efficient management of the available resources. Additionally, long historical surveys series provides data trends.

The information obtained from this survey should help design, plan and evaluate evidence-based specific interventions in this area and, ultimately, should be useful for improving the health of **teenagers and young people**.

Perceptions and opinions of Secondary School teachers on psychoactive substances and other addictions

Most teachers consider that illegal drugs use, either habitually or sporadically, may lead to many/quite a few problems. However, smoking cannabis sometimes is perceived as problematic by 67.5% of respondents.

In overall, risk perception about legal drugs use is lower than that associated with illegal drugs, particularly if alcohol use is considered: 67.0% of teachers consider that daily consumption of 1 or 2 beers or drinks may lead to many/quite a few problems and 69.4 % for consumption of 5 or 6 beers or drinks on the weekends.

Comparing risk perception of 14 to 18 year old students (ESTUDES 2016) and that of teachers (EPAD 2016), it is made clear that for the majority of drugs there is a greater proportion of teachers considering drug use as a potential trouble-making factor than students considering so. Nonetheless, registered figures for some drugs such as heroin, cocaine powder and ecstasy are almost the same in both populations.

With regard to regular use, the biggest differences in risk perception are registered for electronic cigarettes use (34.2% among students and 63.8% among teachers), for 1 or 2 drinks or beers daily use (59.2% among students and 67,0% among teachers), for 5 or 6 beers or drinks on the weekends use (56.1% among students and 69.4% among teachers) and for smoking 1 to 5 cigarettes per day (68.2% among students and 80.0% among teachers).

Regarding the extent and scale of the drugs problem within schools, two out of every five teachers (42.8%) declare that it is currently a serious problem, but just 5.2% of them believe this problem may be affecting a relatively high number of students.

In the opinion of those teachers surveyed, tobacco is the most widespread psychoactive substance among secondary school students, followed by alcohol and cannabis. However, when it comes to choosing the most relevant drugs for prevention, a greater percentage of teachers believe that prevention against alcohol consumption is more necessary than smoking prevention.

The new technologies have burst into our lives and specially into young people's daily life. Teachers are aware of this phenomenon and also of the risks that the misuse of new technologies can lead to. A considerable percentage of teachers are of the opinion that the uncontrolled use of Internet is affecting the students' academic performance in a negative way (77.5%) as well as the students' behavior (63.7%), in which a negative impact is observed.

Perceptions and opinions of Secondary School teachers on the training received in psychoactive substances and other addictions

More than half of the surveyed teachers (53.8%) state that they have been trained either in the prevention of drugs use (legal and illegal) (46.5%) or in other addictions (52.0%), a proportion that has significantly increased with respect to values observed in previous years.

The specific topics covered by this training are including new technologies (80.9%), prevention of legal drugs use (61.3%), prevention of illegal drugs use (45.6%) and online gaming and betting (3.5%).

The main promoters of these training programs were the Autonomous Communities Drug Plans (45.9% for prevention of tobacco, alcohol and illegal drugs use and 26.7% for prevention of other addictions) and other public institutions (29.8% for tobacco, alcohol and illegal drugs and 37.8% for other addictions).

Regarding the content of the training received in psychoactive substances and other addictions, new technologies misuse related risks (22.4%) and drug use associated harm and effects (21.0%) were the training components mentioned by a larger percentage of teachers.

As for duration of training, 56.6% of the teachers who were trained in the prevention of tobacco, alcohol and illegal drugs use and 55.7% of those trained in the prevention of other addictions declared they had received 0 to 5 hour duration courses. Training lasting longer 20 hours or longer represented 11.3% (prevention of legal and illegal drugs use) and 12.1% (prevention of other addictions).

A large proportion of those teachers that reported having been trained in psychoactive substances and other addictions are of the opinion that training has provided them with some information but not to the extent to enable them to take on direct responsibility for implementing preventive programs: 45.7% (tobacco, alcohol and other illegal drugs prevention) and 45.2% (prevention of other addictions).

Far from questioning neither training applicability nor usefulness, teachers consider it easily applicable (51.4%) or applicable with difficulty (44.0%), totally useful (50.2%) or partially useful (47.3%).

Perceptions and opinions of Secondary School teachers on the actions undertaken in educational centers on psychoactive substances and other addictions

Actions undertaken by teachers

68.8% of teachers state that they have carried out some action aimed at students to prevent drugs use (65.4%) or other addictions (68.8%) in the last 5 years, thus confirming the upward trend observed since 2010.

The specific contents/topics teachers have dealt with are including legal drugs (79.2%), new technologies (77.3%), illegal drugs (54.9%) and online gaming or betting (5.3%). Specifically addressed aspects by teachers carrying out interventions were drugs effects and related harms (78.3%) and the consequences of the misuse of new technologies (73.9%).

Actions undertaken within the educational centers

With regard to the actions undertaken at schools in the last five years, most teachers state that the Psychopedagogical/ Education Counselling Department (71.3%) and class tutors (64.5%) are responsible for drug prevention programs implementation. Teachers are of the opinion that these programs are mainly aimed at the students (91.6%).

According to the teachers, these programs have focused mostly on legal drugs (77.4%), new technologies (70.9%) and illegal drugs (61.6%). 74.9% of the teachers regard these actions as punctual (one-off actions lasting one or more days) while 29.3% of them consider they could be categorized as systematic (structured programs). Only 5.0% of the surveyed teachers declare that both type of actions have been carried out in the last five years.

Lectures, conferences or speeches (93.6%) and production of posters and leaflets on drugs use and misuse of new technologies to be handed out or displayed at school (37.5%) were the type of activities which, in the teachers' opinion, were carried out the most.

It seems that 80.9% of the teachers declare being aware of the existence of an internal regulation prohibiting drugs in the school premises, 56.7% of action protocols to address cyberbullying and 43.0% of action protocols for the detection of drug-related problems.

As for measures undertaken within the educational centers with regard to psychoactive substances use or dealing/trafficking, to mobile phones being used during class time or to a possible case of cyberbullying, most teachers state that measures are taken within the educational community. However, when it comes to cannabis and/or synthetic drugs dealing/trading in the school premises, measures are also usually taken outside the educational community.

Assessment of actions undertaken

Finally, actions undertaken for the prevention of tobacco, alcohol and illegal drugs and other addictions have been subject to an overall assessment by the surveyed teachers. Results are as follows: 53.5% of the teachers consider that actions undertaken at school to prevent tobacco, alcohol and illegal drugs use are sufficient (46.6% regarding prevention of other addictions); 86.3% consider that actions undertaken at school to prevent tobacco, alcohol and illegal drugs use are effective (81.1% regarding prevention of other addictions) and 72.8% think that actions undertaken at school to prevent tobacco, alcohol and illegal drugs use are well received by students (73.4% regarding prevention of other addictions).

Recommendations

Based on the results of the EPAD survey, a series of recommendations are presented, taking into account that the **educational centers are providing a unique opportunity to carry out interventions in the field of prevention of addictions and health promotion.**

1. **Inclusion of useful training** in psychoactive substances (especially alcohol and cannabis with a polydrug approach) and in the proper use of new technologies (use of mobile devices and internet, cyberbullying and online gambling/betting) **in the school curricula.** This training should use an overarching and transversal approach, being oriented not only to provide information to students but tools for social and emotional skills development, for decision making and for adoption of healthy lifestyle habits.
2. Provision of **training** on psychoactive substances (especially alcohol and cannabis with a polydrug approach) and in the proper use of new technologies (use of mobile devices and internet, cyberbullying and online gambling/betting) to **school teachers.** Training should be practical and the educational centers should facilitate their implementation.
3. Identification of those **responsible for training students** in the prevention of psychoactive substances and other addictions within the educational centers, gearing training towards this group. In any case, teachers and tutors must be given training and tools to promote and convey healthy lifestyle habits among students.
4. Promotion of **specific regulation and action protocols on psychoactive substances to be implemented if drugs use or dealing were identified within the educational center.** In case regulation and action protocols existed already, work should be done so that teachers are aware of them and may apply them if necessary.
5. Continuation and increase of drug dealing/trading **surveillance activities in the school surroundings,** since it has proved to be effective in reducing drug traffic and consumption.
6. **Compliance with current legislation³ that prohibits smoking** in educational centers.
7. Raise awareness about **alcohol and cannabis associated risks** (particularly for young people) among teachers, students and society at large.
8. Provide information to students and their families on the teachers' perceptions with regard to the effects of alcohol or cannabis use and internet misuse on the students' **academic performance and behaviour.** Further research in this area is recommended.
9. Ensure that guides on the **proper use of mobile devices** within the educational centers are readily available.
10. Continuation and reinforcement of **cyberbullying monitoring activities** in school-aged children.
11. **Continuation of work in this area,** conducting EPAD survey periodically while adapting it according to the specific needs and scenario. Further studies and complementary analyses are necessary to study in depth the potential consequences of psychoactive substances use and of the misuse of new technologies especially among the youngest..
12. **Foster collaboration** among different actors involved, which will require a strong commitment and coordination of the General State Administration (Ministry of Health, Social Services and Equality, Ministry of Interior, Ministry of Education, Culture and Sports, etc.), the Autonomous Communities and Cities (Departments of Health, Education, Social Affairs, Culture and Sports, Police Corps, etc.), non-governmental organizations, parents associations, research institutions and universities, etc.

3. Section d) of article 7 of Law 28/2005, of December 26, on health measures against smoking and regulating the sale, supply, consumption and advertising of tobacco products.

