



Survey on the perception of teachers and students regarding the use of NPS and teaching the NPS use prevention

| Universitatea Transilvania Braşov | April 2023 | version 1.3 |



Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

Contents

I.	Introduction.....	3
II.	Survey methodology.....	3
	II.1. Questionnaire development.....	3
	II.2. Special approvals for questionnaires distribution.....	3
	II.3. Questionnaire distribution.....	4
	II.4. Data Collection.....	4
	II.5 Data analysis and data interpretation.....	4
III.	Questionnaire for the students.....	5
	III.1. Questionnaire objectives.....	5
	III.2. Research sample.....	Error! Bookmark not defined.
	III.2. Student responses analysis.....	6
	III.2.1. The level of knowledge of the students regarding NPS and NPS use.....	7
	III.2.2. Contexts in which NPS are consumed.....	8
	III.2.3. Factors affecting the NPS consumption.....	8
	III.2.4. The perception of consumer’s profile.....	10
	III.2.5. Educational actions for NPS use prevention.....	10
	III.2.6. Student’s involvement in educative actions for NPS use prevention.....	10
	III.2.7. Perceived utility of the informative sessions.....	10
	III.2.8. Student’s preferred ways of presentation during informative sessions.....	12
	III.2.9. The support structures for NPS use prevention and/or use reduction.....	15
	III.2.10. The willingness of the students to involve themselves in collaborative activities, in development and distribution to support the NPS use prevention/reduction.....	15
	III.2.11. Places where students prefer to play.....	15
	III.2.12. The movies/ characters were NPS consumption impacted the students.....	15
	III.3. Concluding remarks – students’ questionnaire.....	18
IV.	Teachers’ questionnaire.....	21
	IV.1. Questionnaire objectives.....	21
	IV.2. Teachers’ responses analysis.....	21
	IV.2.1. Level of knowledge on NPS.....	22
	IV.2.2. Contexts of NPS consumption.....	23

IV.2.3. Willingness of the teachers to offer support.....	23
IV.2.4. Challenges related to NPS subject approach.....	23
IV.2.5. Teachers’ participation in informative actions on NPS use prevention.....	26
IV.2.6. Current teaching practices related to NPS use prevention activities.....	26
IV.2.7. Information sources for teachers.....	26
IV.2.8. Teachers’ willingness to involve in educational materials development.....	27
IV.2.9. Preferred teaching approaches in learning about NPS.....	27
IV.2.10. Opportunity of NPS subject introduction in school curriculum.....	30
IV. 2.11. Further ideas.....	30
IV.3. Concluding remarks – teachers’ answers.....	32
V. Conclusions.....	32
List of annexes.....	33

I. Introduction

The INES project, **Innovative teaching and learning paths for the prevention of new drugs abuse - INES**, (2021-1-IT02-KA220-SCH-000032570 - Cooperation Partnership in School Education), aims to create the conditions to support the collaborative networking of teachers, external experts and students, to find, test, adapt and use (with common teaching workflows) didactic strategies and resources to tackle the NPS problem. The project is developed under the coordination of Bologna University (Italy) and includes a European partnership comprising Porto University (Portugal), Transilvania University of Brasov (Romania), Technical and Economic Institute (ITC) "G. Salvemini" (Italy), Mircea Cristea Technical College (Romania), Secondary School João Gonçalves Zarco (Portugal) and Productions Associees company (Belgium).

In order to fulfill the project's aim, **a survey** on perception of NPS use and teaching strategies to prevent the NPS use was proposed. The partner in charge of the survey was Transilvania University of Brasov, Romania (UTBv).

II. Survey methodology

The **aim** of the survey was to support the development of Innovative teaching and learning paths of NPS abuse, by finding out what the perception of the teachers and students, from pilot schools, is on:

- knowledge on NPS, their use and associated effects,
- teaching and learning current practices to tackle the problem,
- new teaching and learning strategies adoption willingness and views.

II.1. Questionnaire development

The survey focuses thus on two target groups: **teachers and students** form pre-university level and was based on two **questionnaires**, one for each target group (Annex 1 a and b). The questionnaire was developed by the UTBv team, and improved with the contribution of all partners.

Both target groups belong to high schools involved in the project, from all three European countries, offering thus quite a broad view on the NPS issue.

II.2. Special approvals for questionnaires distribution

The questionnaires were subjected for approval by the Committee for ethics in social and human research of Transilvania University of Brasov (Annex 2). For the Portuguese partner, a special request was addressed. In accordance with National Regulations (Despacho 15847/2007 of 23 July) and current consolidated legislation on autonomy, administration and management of public establishments of pre-school education and basic and secondary

education and the autonomy and competences of the schools, in the fields of pedagogical orientation, organization and curriculum planning, management and strategic planning, among others. The pedagogical and educational management bodies (the Direction and the Pedagogical Council) authorized the application of the survey and subsequent actions, as well as the inquiry regarding INES project and subsequent interventions.

The questionnaires, from the design phase, contained a section in which the consent for participation in the study was required. Especially for students, considering the fact that the majority of them were under the age of 18, the approval of their parents was asked, in written format. In every school participating in the study, the written consent of the parents was filled in.

II.3. Questionnaire distribution

The *preparation* of the questionnaires followed two stages:

- (a) implementation in Google Forms format – with a link distributed to all of the high schools involved in the study
- (b) translation in the native language of the partners: Portuguese, Italian and Romanian respectively.

The *distribution* of questionnaires towards the target groups was done via on-line communication channels (Wapp or Email), by representatives of each high school.

There wasn't any specific selection of the respondents. In the case of teachers, members from the school were asked to fill the questionnaire. Their participation was not mandatory and they were able to quit the questionnaire if they considered to do so. In the case of students, the target group was formed from respondents belonging to the classes involved in the project. Of this group, only those who had parental consent and also accepted themselves participated. Also for students, the participation was not mandatory and they were able to quit the questionnaire if they considered doing so.

The required duration for completing the questionnaire was estimated to be 15 to 20 minutes

II.4. Data Collection

The questionnaires were open for completion during *October - December 2022*.

After the completion period ended, the data was downloaded, and translated to English. This step was performed by representatives from the high schools involved in the project.

II.5 Data analysis and data interpretation

The data analysis was done using the SPSS Statistic 26 software, by the persons responsible from UTBv, the leading partner of the survey.

III. Questionnaire for the students

III.1. Questionnaire objectives

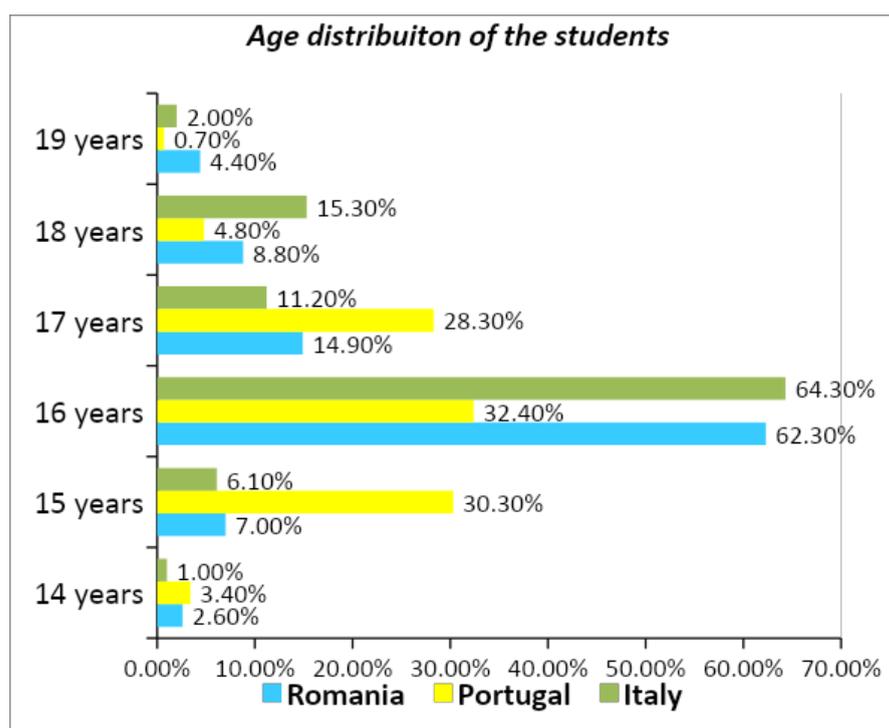
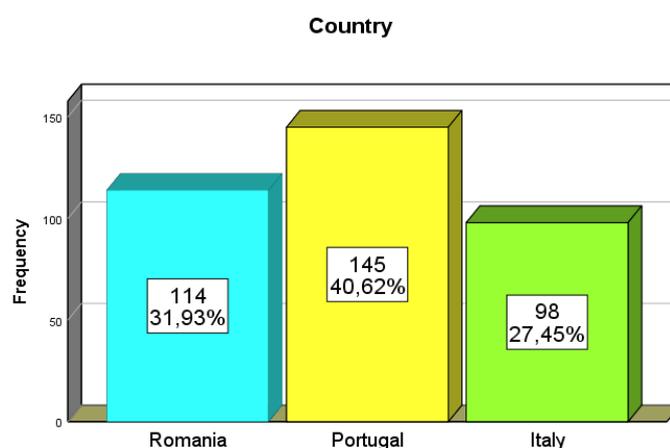
The main objective of the study was to identify the knowledge, behaviors and perceptions of the students related to drug (particularly NPS) use and drug (NPS) prevention activities.

The specific objectives of the study and the associated items from the questionnaire (Annex 1a) are presented in the table below:

Specific objective	Items from the questionnaire
Identify the level of knowledge regarding drug use, associated risks with NSP use and effects of use on the user	Q1, Q2, Q3, Q4, Q7, Q8, Q9
Identify the contexts of consuming	Q5
Identify the factors influencing the NPS consuming	Q6
Identify the perception of the NSP consumer profile as well as the NSP non-consumer profile.	Q10, Q11
Identify the students' perceptions regarding actions used to prevent or reduce the use NSP	Q12
Identify participation and involvement in outreach activities carried out by authorized personnel in providing information about NPS as well as willingness to accumulate said information.	Q13, Q20, Q34
Assessment of the perceived usefulness of activities regarding drug information with regard to the methods used to present the information at school and the frequency with which it is presented.	Q14, Q15, Q16, Q17, Q18, Q19.
Identify preferred ways of the students of finding out about NPS and knowledge about which institutions are trusted to provide said information.	Q21, Q22, Q26, Q27, Q28, Q29.
Identify structures that could provide support to prevent and/or reduce NSP use.	Q23
Identify the willingness of the students to get involved in such collaborative activities as creating and distributing information materials on NSP.	Q24, Q25.
Identify the preferred ways of the students to play games and where they prefer to play them.	Q30, Q31
Identify media sources that have had an impact on students because the portrayed characters used NPS.	Q32, Q33.

III.2. Student responses analysis

As previously mentioned, the questionnaire respondents belong to the high schools involved in the partnership. The entire group was formed by 357 students distributed according to the below figures.



According to the proposed specific objectives, the data gathered from student questionnaires is discussed in the following. The data is presented in graphic format (Annex 3), as a percentage of the total number of respondents in the country of origin.

III.2.1. The level of knowledge of the students regarding NPS and NPS use

The majority of the students consider that they don't have sufficient information about NPS (Q1). Considering the risks associated with NPS use (Q2), the students declared that they have enough information. The Italian students seems to be the ones who assess themselves as being well informed, while the other students assessed that they have a reduced level of information about NPS and the associated risks.

Among the effects associated with the use of NPS (Q3), most of the students recognized the hallucinations, aggressive behavior and shortened attention span, a strong feeling of relaxation and headaches as being caused by the use of NPS. A significant number of students (129, which is almost half of the total respondents) declared that they don't know any effects of NPS use, most of them coming from Portugal and Romania which is in line with the previous answers related to the lack or low level of knowledge.

Considering the negative impact of NPS use on different situations or relations (Q4), the order resulting from student answers is: the health of the NPS user, family relations, school performance, friendships, relations among classmates, others. There were no major differences registered among students coming from different countries.

When it comes to assessing the level of impact the NPS use has on the behavior or the body of the user (Q7 and Q8), the students answered:

- the satisfying of curiosity as being a little impactful;
- the higher inclusion in the group of friends/classmates/acquaintances as having a higher level of impact (with some differences between countries: Italian students consider it as having a high level of impact, while the others are almost equally distributed between "a lot" and "a little" impact);
- the well-being as being impactful. The level of impact (completely - a lot – a little) has a quite similar distribution. A significant number of Romanian students declared that they don't know about the issue;
- the health is perceived differently as being affected. The majority of students from Italy declare it as not being affected at all, while the students from Portugal consider health as being completely affected. Most of the students from Romania consider health as not being affected at all, but quite a significant number declare that they don't know how to assess it.
- the school performance is considered as being strongly decreased by the use of NPS. There are students that don't know about it, while others (most of them coming from Portugal) who consider a strong increase in school performance associated with NPS use;
- the self-esteem and self-confidence are perceived as being affected, but there is not a visible tendency;

- the family relationships are mostly perceived as being strongly affected in a negative way by most of the students
- the appreciation in the group of friends is negatively affected in the vision of most of the Romanian students, and quite enhanced (increased) in the vision of the Italian students.

Considering the addiction to NPS (Q9), most of the students perceive it as being “somewhat” or “not at all” controlled by the user.

As a concluding remark in the analysis of student answers to questions related to their knowledge about the way that NPS use affects the user’s behavior, relations and performance, we can say that students need more accurate and reliable information regarding the subject. Some of them have information, and here the Italian students seem to be more informed than the others are.

III.2.2. Contexts in which NPS are consumed

It is known that people learn more easily if they are faced with familiar situations. Thus, the question related to NPS consumption context was designed to find out the students’ perception of the issue (Q5). If the educational situations related to NPS use prevention are based in contexts that are perceived as consumption contexts, the educational message should have a higher impact than the ones that come from a real context.

The following consumption contexts were mentioned by the students, in descending order of their mention: in clubs, at parties, in neighborhoods, at music festivals and concerts, in bars, at a friend’s house, in parks, at home, in quiet areas, at schools and in recreational areas.

III.2.3. Factors affecting the NPS consumption

From the scientific literature and from official reports, reasons about NPS use were depicted, and students’ perception of these reasons was investigated (Q6).

Users of NPS reported that they consume due to the desire to “forget the worries, problems”. The respondents proved a different perception of this issue: most of the Portuguese students perceive this a “often” reason, the Italians as a “always” reason, while the Romanians perceive it as a “never” reason.

The reason “to cheer up when they are in a bad mood” is mostly perceived as an “always” reason for NPS use by the Romanian students, “partially” by the Portuguese ones and “often” by the Italian students. Considering the help NPS provide to pass through depression and anxiety, most of the Romanian students answered with “never” while most of the Portuguese and Italian students consider it an “often” reason to use NPS. The boredom prevention, or the help with passing time, is perceived by the majority of the respondents as being a “partial” reason for NPS consumption.

The majority of Italian respondents perceive the pleasure of consumption as being an “always” and the Portuguese ones as an “often” reason for NPS consumption. For the Romanian students the answers are distributed between “partially”, “often” and “always”. In addition, the majority of the students consider the “fun” as being a “partial” reason. The exciting character of NPS use is perceived as being a “often” and “partial” reason.

The use of NPS is perceived as entertaining for the user, making him/her feel good, the issue being considered by the majority of Portuguese respondents as being a “often” reason, while the majority of Romanian and Italian ones perceive it as an “always” reason.

For the aspect of consuming NPS for the potentially making the subject more sociable, most of the respondents perceive this issue as being in the range of the “partially” and “never” reason. The social gatherings are mostly considered as “partially” more fun if NPS are consumed, and parties and celebrations are considered as being “often” improved by the consumption of NPS.

The issue of the user’s self-perception enhancement by the use of NPS was assessed in the questionnaire as well. Most of the respondents perceive the use of NPS and being “often” and “partially” a reason for a feeling of self-confidence, a “partially” reason to be liked, an “often” reason to fit in the group of the users, and an “often” reason for not being left out from the group that he/she is in (or wants) to belong to. The students considers that peer pressure “often” and “partially” influences the use of NPS.

The students perceive that “partially” and “never”, the NPS consumption is due to the consumer’s intention to know himself/herself better. The perception related to creativity enhancement is quite low for the majority of students (being a “partially” and “never” reason) as result of NPS consumption. If consumed, NPS are seen by the majority of students as “partially” causing things to be understood differently, and the user to be “partially” more open to experiences, and “never” improve the user’s performance, and “never” a learning or concentration enhancement. Most of the students recognize the use of NPS as “partially” and “often” providing more energy for the users.

Overall, the respondents recognized (generally in a prudent manner) the use of NPS as most probably influencing different factors such as: coping with bad feelings, improving the leisure moments (fun, entertainment, parties, etc.), enhancing the self-perception or enhancing sociability. Most of the students perceive the use of NPS as “never” or low influencing the individual performance enhancement, ability for focusing in studies, but “often” or “partially” providing energy to the users.

III.2.4. The perception of NPS consumer's profile

Most people have a cliché representation of the NPS consumer profile. The questionnaire contains two items focusing on this issue: Q10 and Q11.

NPS consumers are described by most of the students through negative attributes such as “irresponsible”, “easily influenced”, “emotionally unstable” or “addicted”. The person who refuses the use of NPS has a positive perception from the majority of students: “responsible”, “mature”, “strong”, “resists to peer pressure”, “someone who is able to anticipate the aftermath of drug use”.

III.2.5. Educational actions for NPS use prevention

In the view of the majority of respondents, the main actions/knowledge that could lead to the prevention or reduced use of NPS are (Q12): “Receiving information and knowledge regarding the negative effects of NPS consumption on the health of the user”, “Receiving information and knowledge about NPS”, “Requesting help and support”. It can be observed that students appreciate the informative sessions proposed by the questionnaire, demonstrating their willingness to gain new, more and better knowledge.

III.2.6. Student's involvement in educative actions for NPS use prevention

In order to get a general image regarding the willingness of the students to be involved in preventive actions, and the manner in which they see their involvement, questions Q13, Q20 and Q34 investigated the type of activities they can perform as well as their willingness to receive new information.

Considering the participation of the students in activities focusing on drug use prevention (Q13), done by an authorized staff, the answers are different when it comes to countries: most of the Portuguese students participated in such events, most of the Italian students did not participate, while the answers of the Romanian ones are almost equally distributed.

The involvement of the students in actions regarding drug use prevention is mostly declared as “passive” (listening and trying to understand what is important) by most of the Italian and Romanian students. Most of the Portuguese students declared that they did not participate in such actions.

The question related to the willingness of the students to learn about NPS proved that the majority of the students would like to learn about NPS. But, in a significant percent there are students (~30% from Romania, ~ 22% from Italy and ~ 15 % from Portugal) who declared a lack of interest.

III.2.7. Perceived utility of the informative sessions

In order to understand the perception of the students for the utility of the educational sessions, the questionnaire proposed items related to the usefulness of drug use prevention sessions,

the approach of the NPS subject, the manner of presentation and their frequency (Q 14, Q15, Q16, Q17, Q18, Q19).

The answers of the students to the question related to the perceived usefulness of drug use prevention activity shows a very good appreciation by most of the Italian students, and the lack of participation in such activities by most of the Portuguese students. The respondents for Romania do not have a predominant opinion, some of them did not participate in prevention activities, and from those who participated, some considered them as being “very useful” and some as “somewhat useful”.

Considering the subjects approached during the drug prevention activities most of the Italian students remembered that NPS were discussed. From the Portuguese respondents, most of them did not participate in such actions, part of them do not remember and a few declared that NPS were discussed. From the Romanian group, from those who participated in such activities, part of them remembered that NPS were discussed.

Most of the students that participated in drug use prevention activities appreciated the approach of the topic, the presentation containing following strategies (in descending order of their quotation): Free discussion on the topic of drug use, Video presentation about drugs and their effects on the user, Oral presentation supported by PowerPoint slides (ppt), Video presentation about drugs and their effects on the user, as well as discussions based on the video, Building and analyzing possible scenarios about drugs use and their effects, Videogames, Games.

Considering the open items, the students proposed preferred ways of presenting information regarding drug prevention activities (in order of frequency of occurrence): testimonies; free discussions about experiences with drugs and drug effects, discussions with experienced people such as police, customs officers, medical doctors and scientists, meeting experts like police officers or former addicts, videos, debates, discussions with colleagues/teachers at school, lessons, special courses and PowerPoint presentations and documentaries in order to find out more information.

It can be seen that the main ways of information presentation, desired by students, were not used in the activities the students took part in.

The drug abuse prevention activities were well assessed (efficient and somewhat efficient) by the respondents who took part in such activities.

The students were asked about the integration of this type of activities in the school’s formal activity. Most of the Portuguese students declared that there were no specific activities.

Most of the Italian students declared episodic actions, while the Romanian ones declared both no specific actions and episodic ones.

III.2.8. Student's preferred ways of presentation during informative sessions

The students were asked to specify the preferred ways of presentation during the informative sessions about NPS (Q21, Q22, Q26, Q27, Q28, Q29). Some of the questions were open and the students filled them in using their own words.

To the question focusing on preferred ways to learn more about NPS, in schools, (open question), the answers of the students are (in descending order of their occurrence): Specialty discussions about the consequences of consuming NSP / Testimonies; At school, teachers have frequent discussions with specialists, experts, researchers and policemen; Online; Two hours should be introduced in the timetable to talk and learn about NPS, a discipline of "Health and responsibility."; Videos; Activities regarding the use of NSP, anti-drug; PowerPoint presentations; Presentations of real cases; Through specific activities; Presentation; I prefer video games; Online; To give us a drug test; Posters; Events; Movie; Testimonies; Solutions to Drug Addiction; Documentation; Text messages.

Analyzing the answers of the students, the ways that were mentioned mostly regarding the presentation are the testimonials, followed by „At school, teachers have frequent discussions with specialists, experts, researchers and policemen” (for Romanian students), „Discussions with experiences about drugs, and their effects (police, customs officers, doctors, scientists), meeting experts such as police officers or former addicts” (for Italian students), „Awareness-raising action” (for Portuguese students). Moreover, the Romanian students mentioned “Online Two hours should be introduced in the timetable to talk and learn about NPS”; a course/discipline "Health and Responsibility" mentioned by the Italian students; “Videos” and “Gaming” mentioned by the Portuguese students.

When informing about NPS, a relevant and accurate information is needed. The question related to the perception about the trustworthy people/institutions/sources when informing about NPS, the students ranked on the first places the specialists from different institutions/associations, followed by teachers and family members.

Considering the preferred didactic approaches, most of the students appreciate “Practical cases and testimonies”, “Group work (e.g. development of information materials using digital technologies and online communication tools)” and “Development of digital educational proposals and resources that need my active participation (and not only receptor of information)”.

The experts that are involved in prevention activities are ranked as follows (in descending order of quotation): for Italian students - „Privileged witnesses”, „Teacher/educators working in your school” and „Teachers/educators from other schools”; for Romanian students

„Policemen”, „Teacher/educators working in your school” and „Representatives of the Ministry of Health”; for Portuguese students - „Representatives of the Ministry of Health”, „Teachers/educators from other schools” and „Scientists”.

Because the INES project focuses on gamification as a teaching strategy, the opinion of the students regarding it was assessed. Most of the students enjoy playing games, only a very small number of them don't like or don't have an opinion. There are no significant differences between the types of games they play: face-to-face or on-line.

The tables below present the games that the students declared to play and their frequency:

Frequency of responses for Italian students	
Football	7
Minecraft, FIFA, Uno, Rocket League, Bo	2
Cluedo, Monopoly, Activity, Assassin's creed, Back 4 blood, Board games, Call of duty, Cards (trump, one, macchiavelli, torn shirt, straight 40), Chess, Checkers, COD, Crack trivia, Dead by daylight, Far Cry 6, FORMULA 1, Fortnite, Forza horizon, Fps online from pc, Gambling, Games on the phone, Board games, Genshin impact, GTA V, Hearthstone, I don't play much, I make music, my greatest passion, Mafia 3, Mario kart, MotoGP, NBA2k23, Obligation or truth, Osu, Overwatch, Pex legends, Ph, Phasmophobia, Play basketball and play videogames, Rec room, Roblox, Role-playing, naval battle, Roller champions, Sideman mails morales, Splitgate, Sport like football, Subnautica, Team games, Temple run, The forest, The last of us, Video games sports, War games or cars, Wow.	1
I'm not playing	16
I don't know	14
No answer	2

Frequency of responses for Portuguese students	
Cards games	12
Monopoly	10
FIFA	9
Board games	6
Cluedo	5
Subway surfer, The sims, Genshin	4
Super Mario, Minecraft, Chess, Fortnite, Roblox, Formula 1	3

Tennis, Stop, NBA, Scrabble, Candy crush, Quizzes, Valorant, Csgo, Valorant, Hay Day, Sudoku, Free fire, Tetris, Surf, Wordle, Trivial Pursuit, Them Bombs, The timeless child, Assassin's Creed, Xadrez	2
Odyssey, Kart, Omori, Football manager, Undertale, War zone, God of War, DnD, Blockuoku, Farming Simulator, Cooking Simulator, Star wars, Pool ball	1
Not game	10
I don't know / None	12

Frequency of responses for Romanian students	
Minecraft	19
CS:GO, FIFA, Overwatch, Sims	5
Call of Duty, God of War, League of legends, Pubg, Roblox	4
Candy Crush, Geshin Impact, Mafia, Need for speed heat	3
8 Ball Pool, Assetto, Coin master, Corsa, Counter Strike, Cyberpunk 2077, Euro Truck Simulator, GTA, Online computer games, Phone games, Red Dead Redemption, Rust, LoL, Subway, Surf	2
AC, Master Duel, Activity, Among us, Cities skylines, Clash of Clans, COD Warzone, Dead by Daylight, Doom Wolfenstein, Drift Car, Escape room, EUR VIC3, Fortnite, Hades, HOI4, Lackjack, Space Engineers, Spiderman, Stumble Guys, Mortal kombat, Overcooked, Poker, Train Simulator, Trivia, UGH, Valorant 7, War thunder, World of Warcraft, Yu-Gi-Oh!, NBA 2k	1
Football	9
Cards, Rummy	4
Chess	3
Basket, Twister,	2
Monopoly, Badminton, UNO, Truth or Dare, Games with the balloon,	1
I'm not playing	8
I don't know / None	2

Considering the games, most of the students from Italy prefer offline, team games like football, followed by online, Minecraft, FIFA, Uno, Rocket League, Bo, those from Portugal

prefer team games, card games and Monopoly and online FIFA, and those from Romania online Minecraft, football (offline), followed by online CS:GO, FIFA, Overwatch, Sims.

III.2.9. The support structures for NPS use prevention and/or use reduction

If they needed help, most of the students would ask for it from: „Specialized institutions or associations”, „Psychologists/ Therapists”, „Family members” (the Italian students), „Psychologists/Therapists”, „Specialized institutions or associations”, „ Family members” (the Portuguese students) and „Specialized institutions or associations”, „Psychologists/ Therapists” and „Family members” (the Romanian students).

III.2.10. The willingness of the students to involve themselves in collaborative activities, in development and distribution to support the NPS use prevention/reduction

The answers of the students to questions Q24, Q25 prove their openness to be involved in educational activities. Most of the students gave positive answers, but there are some students that declared to be uninvolved in this type of activity. This might be correlated with the low level of information that has been assessed in previous questions.

III.2.11. Places where students prefer to play

Two of the questions (Q30 and Q31) assess the context in which students prefer to play. Regardless of their country of origin, they prefer to play first with friends, second alone, and third with "classmates" (Italian students and Romanian ones) and "family members" (Portuguese students).

Considering the place where they play, most of the students prefer playing “At home”, followed by „At a friend’s/classmate’s house”, and on the third place „In the park”, (the Italian students) „In school” (the Portuguese students) and „At parties” (Romanian students).

III.2.12. The movies/ characters were NPS consumption impacted the students

Questions Q32 and Q33 (open questions) were designated to gather information about how the students develop their representations of NPS use, based on movies they watched and the books, they read. The following tables contains the students’ responses for each of the questions:

Q32. What movies/ series where characters use NPS have made an impact on you?	
Frequency of responses for Italian Students	
Nobody	18
Daniel in Everything asks for salvation, Frank di Shameless	2

Bojack horseman, Cara Delevigne, Charlie di Lost, Chuck Bass from Gossip Girl and Rebeka and Valerio from Elite, Elsa Jean, Euphoria - Selena Gomez, Felix and Rue in Euphoria, Heisenberg Christiane and the children of the Berlin Zoo, Jessie Pinkman from Braking Bad, Klaus in The Umbrella Academy, Death in Dickinson, Lana Rhoades, Mambolosco sfera e basta "a night of lions" and "a party that rocks", Matthew Perry, Naingolan, Narcos, Pablo Escobar, Riverdale, Robert Downey jr, Rue from Euphoria, Shameless, Yes Skins characters, Skam Italia and how to sell drugs online, Skins, Snoop Dog, Stella Cox, The main character in "Regina degli Scacchi", The rock e Kevin Hart, The wolf of Wall street, Thomas Shelby, Valentina Nappi, Walter Withe Braking bad, Wolf of the Wall Street - Leonardo di Caprio, Young Royals, Zendaya.	1
No answer	4
I don't know / None	37

Q32. What movies/ series where characters use NPS have made an impact on you?	
Frequency of responses for Portuguese students	
Euphoria	29
Elite	12
Breaking bad	12
Beautiful boy	3
Bohemian Rhapsody, Taken, Chicago Med, Deadly Class, Clone, Pulp Fiction, The boys, A star is born, Cherry, How to sell drugs online, Titanic, Gossip girl, Friends of clinics (2018), Simpsons	1
Not game	8
No answer	13
I don't know / None	54

Q32. What movies/ series where characters use NPS have made an impact on you?	
Frequency of responses for Romanian students	
Euphoria	14
Jeffrey Dahmer	3
Jesse Pinkman from Breaking Bad, Eyes wide shut, Requiem for a Dream, Fear and Loathing in Las Vegas, The umbrella academy	2
Happy the unicorn, How to sell drugs online, How to sell drugs online, The umbrella academy	1

I don't read	49
No answer	3
I don't know	45

Considering the question focusing on movies/ series where characters use NPS that have made an impact on the students, most of the Italian students appreciate "Nobody", the Romanian and Portuguese students the series „Euphoria”, followed by „Elite” and „Breaking bad” with equal score for the Portuguese students and „Beautiful boy”. The Romanian students mention “Jeffrey Dahmer” and with equal score „Jesse Pinkman from Breaking Bad, Eyes wide shut, Requiem for a Dream, Fear and Loathing in Las Vegas and The umbrella academy”.

Considering the books that the students have read, the following tables offer the synthesis of students' answers:

Q33. What books, where characters use NPS, have impressed you?	
Frequency of responses for Italian Students	
A room full of people	2
The days of drugs, We, The guys from the Berlin Zoo, Good girls, bad blood, Rocco academy, Love me, love me (book) character: James	1
I don't read	80
No answer	5
I don't know / None	6
Frequency of responses for Portuguese students	
“The Children of Drugs”	7
“Joana's Alua”	3
"An adventure"	2
“The Obedience Drug”, “The Exorcism of My Best Friend”, “I already told you that I love you”, “Requiem for a dream”, “Diary of a Wimpy Kid”	1
I don't read	100
No answer	22
I don't know	6
Frequency of responses for Romanian students	

The bunny hole, Dune saga, It ends with us, Eminem, The Lady disappeared, Thousands of Sensations, "Dependence" written by Constantin Crinu, Love letters for the departed.	1
I don't read	70
No answer	8
I don't know	26

There were mentions of a few titles of books, where characters use NPS, which have impressed the students: A room full of people , The days of drugs, We, the guys from the Berlin Zoo, Good girls, Bad blood, Rocco academy, Love me, love me (book) character: James in Italy”, „The Children of Drugs”, „Joana's Alua”, „An adventure”, „The Obedience Drug”, „The Exorcism of My Best Friend”, “I already told you that I love you”, “Requiem for a dream”, „Diary of a Wimpy Kid” in Portugal and „ The bunny hole”, „Dune saga”, „It's ends with us”, „Eminem”, „Paul”, „Marius”, „The lady disappeared”, „Thousands of sensations”, „Dependence" written by Constantin Crinu, and „Love letters for the departed”.

It can be seen that unlike the films, where “Euphoria" was mentioned by students from two countries, in case of the books they are totally different. In this question, the answers „I don't read" and „I don't know" stand out, which means that students prefer other ways of getting information about drugs and NPS rather than the books.

III.3. Concluding remarks – students’ questionnaire

The survey focusing on the perception of the students regarding the use of NPS was based on a questionnaire that contained 35 questions. The target group was formed by 357 students, 145 from Portugal, 98 from Italy and 114 from Romania, belonging to high schools involved in the INES project.

The questions were designed to fulfill the survey’s aim, to support the development of Innovative teaching and learning paths of NPS abuse, by finding out the perception of the students and their opinions regarding the knowledge on NPS, their use and associated risks and effects, the current teaching and learning practices used to tackle the problem, the new teaching and learning strategies adoption willingness as well as their views.

The majority of students declared that they somehow have a level of knowledge about NPS and their associated risks, but there are still students who declared that they have a lack of information. The Italian students seem to be more informed than the Portuguese and Romanian ones. Hallucinations, aggressive behavior and shortened attention span, a strong feeling of relaxation, headache are recognized as mostly being caused by the use of NPS. The health of the NPS user, family relations, school performance, friendships and relations among classmates are mentioned as being negatively impacted by the use of NPS. The impact of

NPS use on users' school performance, self-esteem/self-confidence, family relationships and appreciation within the group of friends were recognized as being affected by the use of NPS. Considering the addiction to NPS, most of the students perceive it as being somewhat or not at all controlled by the user. There are differences between the answers of the students, as there rarely was a general or common trend.

When qualitatively assessing the students' level of knowledge related to NPS use, its effects on the consumer's body, relations, performance, it can be concluded that students have some knowledge, but there are differences among countries, since Italian students seem to be more informed than the others. Thus, the INES project is welcomed, and in the frame of the project, students should be faced with more accurate information about the topic.

Considering the consumption contexts, the students most frequently mentioned clubs, parties, neighborhoods, music festivals and concerts.

The respondents recognized (generally in a prudent manner) the use of NPS as most probably influencing different factors as: coping with bad feelings, improving the leisure moments (fun, entertainment, parties, etc), enhancing self-perception, enhancing sociability. Most of the students perceive the use of NPS as "never" or low influencing the individual performance enhancement, ability for focusing in studies, but "often" or "partially" providing energy to the users.

Asked about the perceived characteristics of the NPS consumer's profile, the majority of the students used negative attributes, since for the people refusing NPS most of the respondents used positive attributes. Following the analysis of students' perception of drug users, it can be stated that they are negatively discriminated against, because they are perceived negatively, choosing answers that characterize them as "irresponsible", "easily influenced", "emotionally unstable", "dependent". The non-drug users are positively discriminated against because they are perceived positively, choosing answers that characterize them as „responsible", „mature", „strong, resists peer pressure", „Someone who is able to anticipate the aftermath of drug use".

The students appreciate the informative sessions proposed by the questionnaire, demonstrating their willingness to gain new/more/deeper knowledge leading to NPS use reduction and/or NPS use prevention. The majority of the students are willing to participate to informative sessions, however there is a significant number of students, for each country, that declared a lack of interest in such actions.

The analysis shows that students from Portugal were significantly less exposed to informational activities by authorized people (teachers, specialists, authorities, others) regarding drug prevention, compared to those in Italy, where the information received has reached a much higher percentage. For Romanian students, there are no statistically significant differences between the informed and the uninformed ones.

It was noticed that Italian students appreciate to a greater extent "active" activities, which may explain the fact that in Q18, "How effectively do you consider the drug abuse prevention initiatives in your school to be?" they are the only ones who rated positively with "Somewhat efficient", compared to the Romanian students, and those in Portugal who consider the actions in their school to be "Not effective at all".

It is noticeable that Portuguese students want to be informed about NPS to a much greater extent, this is due to the low level of information compared to Italian and Romanian ones.

Therefore, there were significantly more discussions regarding NPS focused on prevention of consumption in Italy, and less in Romania. This fact may increase the rate of NPS consumption in the absence of information regarding their impact and effects. For students in Portugal, the lowest level of information was recorded in the absence of NPS prevention activities.

It is possible that the low effectiveness of the presentations is due to the methods used, which are not adapted to the preferences of the students. From this survey it appears that the preferred ways of presenting information to the students are mainly: testimonies; discussions about experiences with drugs, and their effects (police, customs officers, doctors, scientists), meeting experts like police officers or former addicts; videos; debates, discussions with colleagues/teachers at school; lessons, special courses and PowerPoint presentations to find out more information as well as documentaries.

From the analysis it can be stated that the predisposition to participate/be involved in the creation and distribution of informational materials on NPS might be increased if the level of knowledge of the students increases.

An important aspect is the willingness of students to collaborate with teachers in the preparation of materials needed to prevent/reduce drug use, which means that they are not indifferent to the phenomenon of drug use, but are aware of its seriousness and therefore choose to be involved, supportive, demonstrating civic spirit through the desire to get involved.

The main actions on NPS should be channeled on information in order to prevent and reduce NPS use.

IV. Teachers' questionnaire

IV.1. Questionnaire objectives

The objective of the questionnaire addressed to teachers was to find out their knowledge on NPS use, the associated effects, and mainly to provide a picture on the current teaching strategies and the willingness to adopt new, collaborative strategies.

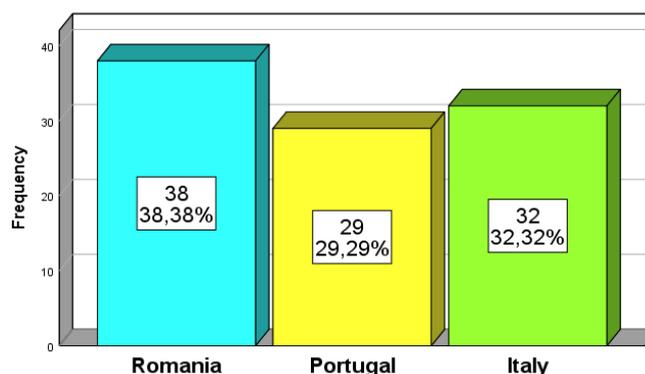
The specific objectives of the study and the associated items from the questionnaire (Annex 1b) are presented in the table below:

Specific objectives	Items from teachers' questionnaire
Identify the level of knowledge about drug use, risks associated with NPS use, effects of NPS use on the user, and the users' capacity to control the addiction	Q1, Q2, Q5, Q8, Q9, Q16
Identify the contexts of NPS consumption, from the perspective of the teachers	Q7, Q6
Identify the perception of the teachers regarding students in need of support on difficult problems and their availability for support	Q10, Q11
Identify the challenges faced by the teachers in addressing the NPS subject	Q31, Q32
Identify the level of participation in informative sessions on NPS organized by authorized staff	Q12, Q30
Develop a general picture on current teaching practices related to NPS prevention subjects	Q13, Q14, Q17, Q18, Q19
Identify the need of new information and information sources used by teachers in documentation on NPS	Q3, Q4, Q24
Identify the teachers' willingness of contribution in educational collaborative materials development dedicated to NPS use prevention	Q15, Q20, Q26, Q28, Q29
Identify the preferred teaching approaches to be used in NPS use prevention activities	Q21, Q22, Q23, Q27
Identify the teachers' opinion regarding the opportunity of NPS subject introduction in school curriculum	Q25

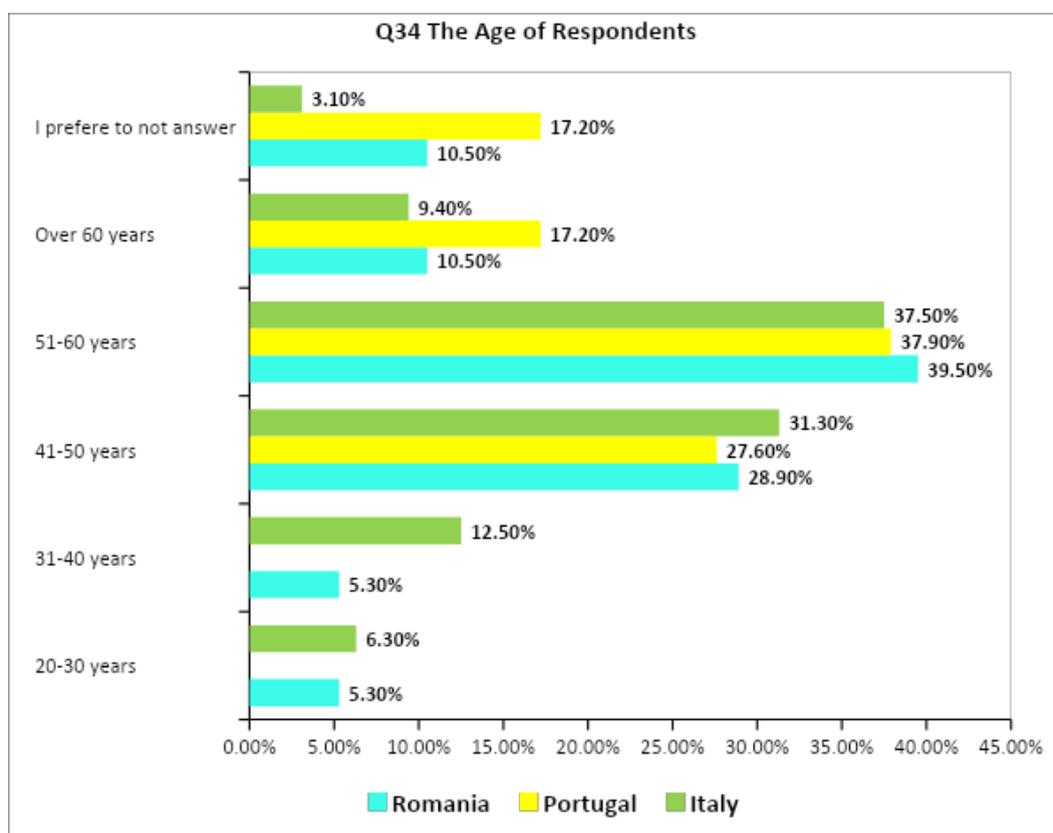
IV.2. Teachers' responses analysis

As previously mentioned, the questionnaire respondents belong to the high schools involved in the partnership. The entire group was formed by 99 teachers, with distribution considering the country and age range presented in figures below. It can be observed that countries are quite equally represented and most of the respondents are experienced teachers.

Country - Teachers



Q34 The Age of Respondents



IV.2.1. Level of knowledge on NPS

Teachers were asked to self-assess their level of knowledge on NPS. The answers proved that most of them consider themselves to be well informed about the general topic of drugs and their effects (Q1), but less on NPS (Q2). The answers to the question related to NPS approach during drug use prevention sessions (Q16), are quite spread, there is no major trend which can be depicted. Even the teachers' self-assessed level of knowledge on NPS is low, they are

perceived as being very harmful (Q5). Considering the addiction (Q8), most of the teachers from Romania declared they cannot talk about the issues, answer which can be attributed to the reduced level of information on the subject. The answers coming from Italian and Portuguese teachers are quite distributed, which again can be interpreted as a generally reduced level of information regarding the topic. The addiction is perceived as being in a very low degree controlled by the user (Q9). A significant number of Romanian teachers declared that they don't know about the degree of addiction control that the user has. The conclusion on this issue is that the teachers have some information about NPS, which was acquired in some cases from specific preventive actions, but the need of coherent information about NPS, their use as well as addiction and addiction control is very necessary.

IV.2.2. Contexts of NPS consumption

To get an understanding on the big picture of NPS use, the question related to the NPS consuming contexts (Q7, Q6) gives some information. Most of the teachers (with no big differences between countries) consider as consumption contexts parties, clubs and bars, music festivals and concerts. Considering the perceived reasons for NPS consumption, teachers considers that curiosity, the wish of experimentation and group relations (wish to fit in the group, imitation of behaviors) are the main reasons for NPS consumption.

IV.2.3. Willingness of the teachers to offer support

Teachers may offer support to students when they find themselves in difficult situations, but the issue is different in the participating countries, most probably due to different approaches of the counseling activities in educational systems. Thus, most of the Italian and Portuguese teachers have not been approached by students for support in difficult situation, while in the case of Romanian teachers almost half of them declared their support (Q10). But, the big majority of teachers declared that they are willing to support their students in case they ask (Q11).

IV.2.4. Challenges related to NPS subject approach

Two open questions (Q31 and Q32) were addressed to find out challenges perceived by teachers in addressing the NPS subject and the tables below show the answers. It can be noticed that in different forms, the need of knowledge and information on the subject is mentioned, in order to provide students with relevant, accurate, and adequate information. As examples of means of teaching and trainings about the NPS subject, dialogue, videos, peer-to-peer education, testimonies, workshops are mentioned as being useful.

Q 31. What means of teaching about NPS to students, do you consider the most appropriate?	
Frequency of responses - Portugal	
Don't be an expert in this area.	2

Inform and sensitize about use NPS; Harms of its use NPS; What are the signs? How to help?; Dependencies; Study case and information about NPS; Lack of training; Distrust/ fear of parents; The causes that lead to consumption and the consequences of consumption the NPS; Effects on the central nervous system; How to approach these themes in a way that students may participate without feeling forced/uncomfortable; The sensitivity of the matters. On one hand they are real but on the other hand they stimulate the curiosity; At Citizenship subject these topics should be addressed; Deconstruct prejudices about the usage of NPS and its consequences; Give adequate information keeping in mind the students age; The consequences on human health of the usage of NPS; Difficulty on levelling information according to the student's age.	1
No answer	3
I don't know	5
Frequency of responses – Italy	
Dialogue with pupils; relational issues; analysis of data and side effects; video; indifference; I would like some taboos to fall; generational gap, reflection on the values that are harmed by NSPs; need for uniformity and scientific answers to spontaneous questions from students on the topic of substance use; possibility to provide reliable suggestions for consultation of sources; make it clear that school is also an opportunity to combat the use of drugs of any kind; addiction; early school leaving; poor knowledge; use of soft drugs; privacy on experiences for topic delicacy; peer to peer education.	1
No answer	1
I don't know	15
Frequency of responses – Romania	
Indifference, reluctance.	8
Lack of information, materials/support;	7
Lack of equipment, practical things, I didn't talk about the subject; Students are not willing to talk about NSP;	2
Testimonies of students that experienced this at a young age, Workshops; Interactive games to show the consequences of NPS consumption on the human body; Bulling, smoking; Ways to Avoid the NPS Temptation; Not knowing the consequences; Consumers of NPSs are not considered at risk.	1
Not necessary	7
No answer	3

Q 32. What do you consider to be useful in a training activity for teaching staff focusing on the topic of NPS (ideas, suggestions)?	
Frequency of responses - Portugal	
Obtain information about NPS, the signs and about how to prevent the consumption of these substances;	7
Ways of intervention/help	6
Mini workshops;	2
Adequate approach methods and discussion techniques with students complemented with a scientific information; Clear speech with precise information; Webinars; Learning, discussion and spreading methods; Disseminating; Lectures.	1
No answer	3
I don't know	4
Frequency of responses - Italy	
Testimonies;	4
Be well informed; know how to talk about it correctly with pupils; scientific basis, method of approach, constant support; meetings; identify strategies that help children to trust and to open up to their teachers; talk freely and without hypocrisy about the delicate topic; basic.	1
Not necessary	2
No answer	1
I don't know	5
Frequency of responses - Romania	
Information/ Current information about the substances consumed by young people, about how they reach students, their effects	8
Informative materials	7
Testimonies; Discussions, debates, lectures by specialists	6
Case studies; Studying concrete examples; Concise and attractive presentation; Training	3
Motivating students to participate in activities; role play; Concrete methods by which I can determine a student to give up consumption or not to be tempted to consume	1
No answer	2
I don't know	4

IV.2.5. Teachers' participation in informative actions on NPS use prevention

Many of the teachers took part in activities regarding drug use prevention provided by authorized personnel (Q12): most of Italian and Romanian teachers, but less than a half of the Portuguese ones. When asked about training in the field (Q30), most of them declared that they have not taken part in such activities, excepting the Romanian group – most of them (more than a half) who declared that they were trained in the field.

IV.2.6. Current teaching practices related to NPS use prevention activities

The drug use prevention activities in Portuguese and Romanian schools are episodic (1-2 per year), while in the Italian ones they are part of the curriculum (Q14). Considering the drug prevention initiatives in the schools they belong to, many of the Portuguese teachers cannot assess the efficiency and usefulness since many of them declared that they have not taken part in such type of activities (Q13, Q17). The Romanian teachers consider them to be efficient, and the Italian ones consider the activities to be somewhat efficient, very useful and somewhat useful. The topic approach, for those who participated in drug use prevention activities was enjoyable (Q18). Most of the interventions were based on presentations (Power Point, video), correlated with discussions and/or free discussions regarding the topic. Some of the Italian teachers mentioned the videogames that were used in such activities.

Thus, the informative sessions on drug use prevention are episodic in Portuguese and Romanian schools and part of curriculum in the Italian schools. Some of the teachers participated in such activities, those who participated considering this type of interventions to be efficient and somewhat useful. Taking into consideration the presentations, the PowerPoint and video ones were reported as being in majority. Only a small number of teachers (mostly coming from Italy) reported videogames as being used in drug use prevention activities (Q19).

IV.2.7. Information sources for teachers

At question (Q24) related to the need of new information on the NPS subject, teachers' answers proved their interest in the topics proposed in the frame of the INES project: Effects of NPS use, Types of NPS, Diffusion channels of NPS, Information sources about NPS, Means of consumption of NPS, Media representation of NPS and NPS users.

Considering the information sources used by teachers to get information on NPS, mass media, scientific literature and dedicated training activities are those declared as being used by most of the teachers (Q3). The answers focusing on trusted sources of information (Q4) almost fall in the same categories: scientific literature, specialists form different institutions/associations, dedicated programs in schools, mass media however has recorded a low level of trust.

The conclusion is that teachers are interested and need information on the NPS topic, coming from scientific literature, and specialized institutions.

IV.2.8. Teachers' willingness to involve in educational materials development

Considering that one of the objectives of the INES project is to develop teaching materials on NPS use prevention, the survey intended to get a view on teachers' willingness to be involved in such activities.

Starting with their participation in previous prevention activities (which was quite low for the Portuguese teachers) and the passive involvement (for the majority of the respondents), based on listening to and understanding the discussions regarding the topic presented by specialized personnel (Q15), it can be inferred that teachers have a sort of "inertia". The answers to questions related to the teachers' willingness to be involved in NPS prevention activities and to develop teaching materials got a significant number of "I don't know" and negative answers. Beyond these answers, most of the teachers are "interested" and "somewhat interested" in collaborating with colleagues in developing open educational resources (Q20), willing to take part in activities intended to create teaching aids (Q26), and have a high degree of willingness to be involved in teaching about NPS to students (Q28). The content creation specifically dedicated to teaching the NPS topic (Q29) is an activity that got prudent responses: "I don't know", "low" and "very low" were selected in a quite a significant number. Around 30% of respondents declared their willingness to participate in content creation.

IV.2.9. Preferred teaching approaches in learning about NPS

Teachers were asked about their preferences in learning more about NPS use prevention via an open question (Q21) and responses are presented in the table below. Many of the answers fall in the category of "interactive", dynamic activities. Testimonials, videos, brainstorming, debates, problem-based working groups, etc. Quite a big number of answers (with a very small number of "I don't know") provide the information that teachers want to know (more) about the topic.

Q 21. How would you like to learn more about NPS use prevention? Please write down below your preferred means of learning.	
Frequency of responses - Portugal	
Videos	3
Podcasts, digital materials	2
Interactive actions, Availability of videos, infographics and other materials, This subject doesn't interest me in "learn more" mode, Case study and roleplaying games, Interactive, dynamic, brainstorming, Active methodologies; gamification; blended learning; projects, Testimonies, Lecture by experts on the use of NPS,	1

Speeches, Informative lectures taken to the school, Participate in problem-based working groups, Online session, Scientific, Reports, Internet, Conferences, Webinars, seminars, face-to-face training with case studies	
I don't know	9

Frequency of responses – Italy	
Conferences, meetings	10
Testimonies from specialists who work in the field of recovery/Addressing the topic with the support of specialist doctors and experts	9
Personal testimonials, slides, videos showing the effects (both "soft" and more "rough" videos), possible group activities/discussions (if the right conditions are met)	6
Read specialized articles, Videos, Debates	4
Theoretical lessons, face-to-face	3
Addressing the topic with the support of specialist doctors and experts; With interactive digital activities, and with projects where students have to create a product to present and share at least with the school community; handbook (which is what I have been offered up to now); Seminars; Newspapers; Conferences (face to face or distance); Focus group; Comparison with experts Cooperative learning activities; Sources already indicated; Training; Know effects and production; know distribution and reference data; Concrete educational proposals and indications on how and where to find correct information to keep up-to-date, being a constantly evolving field; Any functional method for identifying and solving the problem in children, not necessarily a medical-theoretical	1
I don't know	1
Frequency of responses – Romania	
Meetings/seminars/Interactive information on drug prevention measures	8
Specific informative materials created by the Ministry of Education, uniform for the entire educational system, written, video, guides, case studies, articles, books	7
Testimonials in school (of former users)	6
Collaboration with doctors/drug police officers/specific activities supported by specialists	5
Video presentation, Online course, Oral presentation, Power Point	4
Specialized programs/Specific activities; Games/Video games;	3
Activities organized in the school	2
Through an online platform; Mail, Information within the school, Courses	1
I don't know	2

Most of the answers for the question addressed to the didactic approaches preferred for NPS use prevention activities (Q22), mention the “practical cases and testimonies” and „video presentation about drugs and their effects on the user, as well as discussions based on it”. Watching a movie is perceived as having a positive effect on prevention/reduction/ending the use of NPS (Q23).

The teaching of the NPS subject to students is perceived as being appropriately done by using interactive methods (Q27), mainly based on testimonies, debates and interactive discussions, videos, group work. The answers for the open question are presented in table below:

Q 27. What means of teaching about NPS to students, do you consider as being the most appropriate?	
Frequency of responses - Portugal	
Debates;	5
Videos presentation;	4
Power Point presentation;	3
Real testimonies; Games;	2
Participation of students from the groups (age groups); Videos and further discussion/debates; Active methodologies: gamification, blended learning, projects; Work in group, presentations and debates; Work on self-concept, critical thinking and decision-making skills; Analyze and discuss real scenarios about people that used to consume or still consume; NPS Presentation and discussion of real scenarios and about the consequences on using NPS; Talk about its damage; Search; Expository method; Case study, role-playing games (which can be digital); Digital Tools, scientific posters when approaching the topic “Our Brain” or at “World Health Day”; After information given creation of discussion groups; Study the case, digital or non-digital representation games; Research on the matter; Watching a video and the open group debate ; Approach and free discussion; Discussion on how harmful they ate	1
No answer	0
I don't know	2

Frequency of responses – Italy	
Direct testimonies	16
Videos;	6
Interactive discussions;	8
Group work/Teamwork	3
Practical activities;	2

Free debate; Explanatory Power Point/Ppt presentation; information given by specialists; Laboratory activities that involve an output from students, that can be reused; in the future; Communication, dialogue with experts, Illustration real cases of known characters; scientific material	1
No answer	2
I don't know	2
Frequency of responses – Romania	
Games;	7
Debates, Ppt presentation	6
Videos;	5
Movies; Interactive activities;	4
Real testimonies;	3
Research on the matter;	2
Curriculum; Digital actives; Study the case; Presentation and discussion of real scenarios and about the consequences on using NPS; Analyze and discuss real scenarios, about people that used to consume or still consume NPS; Debates with digital support; Approach and free discussion; Open lessons	1
I don't know	1

IV.2.10. Opportunity of NPS subject introduction in school curriculum

Most of the teachers consider the NPS topic as being an appropriate subject in school curriculum. It is important to mention the significant number of teachers (in the range of 30-40%) that do not know the appropriateness of the introduction of such a subject in school curriculum (Q25).

IV. 2.11. Further ideas

Teachers were asked, via an open item to provide extra information (Q33). The table below provide the answers of the teachers, pointing out the interest that they pay to the subject. The importance of the subject was mentioned, but with paying close attention in order to not stimulate curiosity in students; the use of testimonials, the involvement of experts.

Q 33. Please add any further ideas or observations regarding the topic of NPS
Responses – Italy
<ul style="list-style-type: none"> - direct confrontation with those who were able to get out; - hear experts and people who have made use of it, especially if very young; hypothesis of inclusion in the curriculum of Civic Education; videos and testimonials; work on what drags a young person into the use of NSP would be important;

- I believe that using video games can be a correct approach because it is stimulating; law enforcement or legal intervention regarding the consequences of the use and distribution; it is important that they understand that they are not presented/ said/ told these things “Because we want them good and good”; but because it is at stake their lives and that of others; knowledge of the phenomenon, substances, effects, the average age of use of the NSP;
- I found that teenagers, on a personal level, for issues regarding their generation and the factors that go “in fashion”; prefer to interact with their little “more mature”; peers; also be useful to meet with drug use specialists to understand what approach to use in dealing with boys who use or are suspected of using drugs; it is a very interesting subject which is spoken about too little, more awareness is necessary and right and secondary school is probably a good vehicle for information; the involvement of influencers the topic turns out to be very current: the drug landscape has “evolved”; and with it the problem of addictions for young adolescents;

Responses - Portugal

- Seminars
- Discussion on physical and/or psychological dependence
- How to demystify the concept of legal drugs;
- These themes have to be treated with care so as not to stimulate curiosity in students.
- To put, whenever appropriate, information on the subject of NPS in the school newspaper.
- Create institutional advertising on the subject.
- Prevention on consumption and alert for the scenario of not being an objective alternative
- It is very important the discussion on physical and/or psychological dependence
- It is very important the discussion on physical and/or psychological dependence
- Reflection on what makes a youngster to consume NPS
- Conceive activities that make the students get an informed knowledge of NPS and the creation of resources that can be used to disseminate information over the consequences of using NPS

Responses – Romania

- Participation in thematic symposia;
- It is absolutely necessary to train teachers;
- The presentation of the topic should be short but with a high impact on those involved;

- I think it is necessary to do more research. I know that some drugs are addictive. Rhinofug, Dystonocalm, Nurofen...., Which, like anything addictive, do harm if a certain dose is exceeded. I've seen it in movies. I didn't pay much attention, as I think people have discernment.
- More homework on management
- Adult awareness through family doctors
- More updated information
- Former users or their family members should be brought in to talk to students directly
- I think it is of interest
- I hope to implement in as many schools as possible programs for the prevention of the use of toxic substances / drugs.
- It would be useful to have a teacher's manual, regularly updated. New substances are always appearing and I would like to know what their effects are, how to recognize when students have used certain substances, how to help them when they feel bad.
- The subject is topical and needs to be tackled to better inform young people in order to prevent/stop them from using NPS!
- It would be very useful for students to be well informed about NPS, so that they know what risks they are exposed to if they want to consume NPS.
- Methods are needed to keep students' attention on the subject
- Focus on prevention
- It is welcome.
- Concrete examples
- Activities with specialists in the field
- A team of teachers should be set up at county level to produce these materials, and to propose a comprehensive plan for presentations and discussions, especially in rural and small rural schools. There is a lack of presentation materials, logistical support and staff dedicated to this approach. Obviously depending on the available budget.
- Free discussions on drug use.

IV.3. Concluding remarks – teachers' answers

The teachers from the schools in Portugal, Italy and Romania involved in the survey designed and distributed in the frame of the INES project, positively perceive the subject of NPS use prevention activities. The teachers have knowledge on NPS, their use, associated effects, but they recognize the need of more knowledge coming from experts and specialized personnel. In the vision of teachers, the drug prevention activities that were organized in their schools (even if they are part of school curriculum or episodic activities) might be efficient and

useful. The current teaching strategies for prevention and educational activities are mainly passive, the interactive methods, based on video presentations, testimonials, debates, are mentioned by teachers and suggested to bring efficiency to the educational activity. The teachers are quite prudent in expressing their willingness to teach/develop new teaching materials focusing on NPS use prevention. This issue requires more informative sessions in order to give teachers more confidence in approaching the subject.

Overall, the INES project with its new approach, based on interactivity and collaboration, to teaching the NPS subject seems to be welcome.

V. Conclusions

In the frame of the INES project the survey on the perception of students and teachers regarding NPS use prevention was designed and performed.

Two questionnaires (one for students and one for teachers) were designed, distributed, completed and analyzed. The study was performed on target groups belonging to the high schools involved in the project and comprised 357 students and 99 teachers. The answers provided several important information regarding project activities and teaching materials development.

Both students and teachers have information about NPS, their use and associated effects. The teachers assessed their own knowledge with a high degree of caution, and they declared (directly or via indirect answers) the need for more information on the subject.

The topic of NPS is approached in the schools mainly in episodic dedicated activities, or in regular curriculum activities. The didactic approach is more passive (presentations, or video presentation), but respondents (both students and teachers) declared the need of more interactive methods, mainly based on testimonies, case studies, by using video presentations, or video games, debates, etc.

The students and teachers are willing to participate in activities and teaching materials development, but teachers have a sort of caution in expressing their approval, most probably due to the lack of information regarding the subject.

Most probably, the INES project will provide students and teachers with useful materials meant to be used in activities designated to fight against NPS use spread.

List of annexes

Annex 1: Questionnaires

Annex 2: Approvals from the Ethics Committees

Annex 3: Students' answers data

Annex 4: Teachers' answers data