MedSPAD 2016 in Egypt

Results of the first Mediterranean School Survey Project on Alcohol and Other Drugs (MedSPAD) in Egypt

Pompidou Group
Groupe **Pompidou**

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Co-operation Group to Combat Drug Abuse and illicit trafficking in Drugs

Ministry of Health and Population

General Secretariat of Mental Health and Addiction Treatment

وزارة الصحة والسكان

الأمانة العامة للصحة النفسية وعلاج الإدمان

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Introduction

The MedSPAD Egypt team carried out a first pilot survey (Mediterranean School Survey Project on Alcohol and Other Drugs – MedSPAD) among the students of two nursing schools in Cairo, followed one year later by the main survey. This survey was conducted with the support of the Council of Europe's Pompidou Group (Co-operation Group to Combat Drug Abuse and Illicit Trafficking in Drugs)" within the framework of MedNET, PG network for co-operation in the Mediterranean region in the field of addiction for Drugs and Drug Addiction Mediterranean Region. The pilot survey provided the opportunity to test the MedSPAD survey methodology, the applicability of the questionnaire and the response of the students and care givers.

The main aim of MedSPAD surveys is to estimate the prevalence of drug use (alcohol, tobacco and other drugs) among adolescents aged 15-17 attending school and to study associated factors (knowledge of and attitudes towards drug use, the family's socioeconomic circumstances, educational profile, degree of mental and social well-being and behaviour). In the Mediterranean region, MedSPAD surveys have been carried out in Algerian, Lebanon, Morocco and Tunisia.

Egypt is member of the Pompidou Group's MedNET and member of the MedSPAD committee, and thus co-operates on the one hand with the European countries in the Pompidou Group and the European Union which cooperate with the European Monitoring Centre for Drugs and Drug Addiction, the European Union agency specialized in the field of drugs, and on the other with its Mediterranean neighbours which are members of the network.

Being part of the MedSPAD Committee, enables its member to share experiences between the countries of the MedNET Network who have conducted the MedSPAD and those who may wish to do so.

The added value of the committee is to provide the opportunity to discuss the findings of the survey and how they may be used in prevention policy and the monitoring of such.

Moreover, this exercise is part of what is required by the National Observatories on drug and drug addiction that already exist in Europe and which are about to be set up in some countries of the Mediterranean Region in so far that prevalence of drug use among youth that is obtained through school surveys is one indicator on a list of a number that needs to be collected and analysed.

The long-term aim is to produce a MedSPAD regional report based on a database that would contain clean data, ready for analysis with the aim to achieve evidence-based information in the participating countries.

Methodology of MedSPAD Egypt 2016

Background and Research Design

There is a tremendous need to have prevalence estimates in hand for psychiatric conditions such as substance use disorders (SUD) in Egypt. The obstacles to obtaining such prevalence values are mainly related to the inadequate financial resources and/or the inadequate training for the human resources. Nevertheless, there are other issues concerning planning and political considerations.

Previous studies

Since 2007 to 2014, the Unit of Research in the General secretariat of Mental Health and Addiction Treatment (GSMHAT), Ministry of Health (MOH), Egypt, has been conducting "The National Addiction Survey in Egypt" to study the substance abuse problem in Egypt. A total number of 106480 Adult Egyptians were included in the survey (4 phases since 2007 to 2014). The group of young adults was the most represented age group among substance users (6.6% of the sample was aged between 16 and 25 years), i.e. the most vulnerable age group due to the characteristic problems of late adolescence/young adulthood and the peer influence and pressure, in addition to family history of substance use. Young adults aged (16-25) showed 15% percentage of substance use (any substance ever used) among their age group.

In another study performed in Cairo, the percentage of female secondary school students (14-18 years old) who smoked cigarettes was 2.5%, and those who used illicit drugs 3.9%. While 0.7% of the sample declared the use of cannabinoids, 15.9% reported alcohol use. Illicit drugs were usually taken by young females to overcome stress. Meanwhile, cannabinoids and alcohol were used for recreational purposes. Moreover, the main reason to stop illicit drugs was fear of dependence, to stop cannabinoids was fear of harmful affect and to stop alcohol was the religious factor (2003).

The percentage of substance use in Secondary Schools (150 subjects) among those aged 14-19 years old, in Menoufiya Governorate (2011) was estimated to be 15.3%. The most prevalent substance was tobacco (15.3%), then THC (2%), and Benzodiazepines (0.7%). A study of the substance use among male students (240 school aged 14-19 years old and young university students aged 17-24 years old, in Fayoum Governorate (2012) showed that Cannabis was the commonest substance of abuse (40%), Tramadol (37%),

Benzodiazepines (23%), and anticholinergic drugs Parkinol (9%). The study also found that 62% of the school students using substances are poly-substance users.

Another study of substance use among preparatory and secondary school students aged between 11 and 18 years old, in Assiut Governorate (2014) revealed the percentage of substance use disorders according to DSM-IV, to be 22.9%: 50% in the age group (12-16) and 49.68% in the age group (16-19), with marked male preponderance (94.59% males : 5.41% females). Students in the public secondary schools were most frequent substance users (48.17%); then the technical schools (48.17%); the preparatory schools (23.09%) and the private secondary schools were the least frequent users (3.9%). Nicotine was the most common substance used (89.9%), followed by Cannabis (5.3%), beer and alcohol (1.8%) and Tramadol (1.5%). Most common reported places for the use of substances were coffee shops (35.19%), clubs (26.91%) and a friend's home (22.53%).

Rationale of the MedSPAD Egypt study

In an attempt to study further the drug addiction problem, the risk factors and the related behaviors among school students, the MedSPAD Egypt Study was performed in April 2016 to screen the Substance use and abuse among secondary school students in Egypt. It is meant to describe the true magnitude of the substance abuse problem among Egyptian adolescents. Being the 16th largest population over the world, the largest Mediterranean population and the largest Arab population, Egypt ought to share experience with the MedNET countries.

The Egyptian team cooperated with the other Arab countries teams participating in the MedSPAD committee (Lebanon, Morocco, Tunisia and Algeria). They have conducted the MedSPAD survey using an Arabic questionnaire which was the nucleus of the Egyptian MedSPAD questionnaire.

Study population

The population of secondary students in Egypt ranging between 15-19 years old in 2016 was 8,795,757 people made up of 4,517,319 males and 4,278,438 females which constituted 9.7% of the total population 91,023,393 (46,413,993 Males and 44,609,400 Females). The Egyptian population is distributed over the different regions of the country which are the Upper Egypt, the Greater Cairo, and the Lower Egypt Delta. Thus the geographical regions of the study were selected accordingly to be Cairo, the capital, Assiut form Upper Egypt and Al-Menoufia from Delta. A representative sample of the study population was selected from schools of these governorates.

Sample selection

A total number of 327 classes with an average of 13000 students were targeted in the selected schools during the period between 3/4/2016 to 24/4/2016. From Cairo (the Capital) 61 schools were selected (27 general schools, 25 technical schools, and 9 Azhari Schools). That was the responsibility of 30 researchers under the supervision of 6 supervisors/trainers. As regards Assiut, 34 schools were selected (6 general schools, 22 technical schools, and 6 Azhari Schools) to be studied by 15 researchers under the supervision of 3 supervisors/trainers. From Al-Menoufia, 34 schools were selected (8 general schools, 20 technical schools and 6 Azhari schools) to be investigated by 15 researchers under the supervision of 3 supervisors/trainers. These numbers were arranged to be representative for the distribution of the population in the designated regions.

Sampling method

The sample selection was prepared by a committee of experts in statistics and community medicine. They chose 3 governorates, each representing an Egyptian geographical region. They were 61 schools from Cairo (the capital), 34 schools from Al-Menoufia (representing lower Egypt Delta), and 34 schools from Assiut (representing Upper Egypt).

The sample size was calculated for each of the 3 governorates considering the total number of secondary school students, at 97% confidence interval and 1.5% margin of error. The calculated sample size was 5000 for Cairo governorate and 3500 for each of Assiut and El-Menoufia governorates. A multi-stage sampling procedure was undertaken to ensure proportionate representativeness of different school types (general, industrial, commercial, agricultural and Azhari) and students' gender. A computer generated random school selection system was used to include a proportionate sample of schools according to type and gender.
In each school, a systematic random sampling was followed to select different classes. All students in the selected classes were interviewed (apart from refusals).

Field work

The questionnaires, informed consents and researchers reports were printed by the GSMHAT and were distributed to the supervisors, who were responsible for redistributing them to the field researchers. Meanwhile, necessary approvals of central agencies and the Ministry of Education (MOE) were provided to the schools which were selected for the study. The pilot study was held in two secondary nursing schools. The data entry, data cleaning and analysis were performed. Then the MedSPAD Egypt team started the steps of the main study procedures.

After contacting the head of the selected schools using the approvals provided by the MOE, informed consents were distributed to the students of the selected classes, and they were asked to return them in three days. On the third day, the field researchers returned to the schools and asked the students of the selected classes to fill in the questionnaires, if their care givers had not refused their participation.

They were asked not to write their names or their schools names. The researchers read aloud the introduction and the instructions, so that the students fully comprehend the task required and were given the opportunity to ask any questions before they started completing the questionnaires. The questionnaires were completed under exam/test conditions to guarantee the confidentiality of their data. The students were allowed about 30-45 minutes to fill in the questionnaire.

Meanwhile the researchers filled in a classroom report describing the attitude of the students in each class, the original number of students in the class and the actual number of attendees. Then the researchers recollected the filled-in questionnaires without checking them and put them into an opaque box or bag. The questionnaires were revised elsewhere for coding and general revision. All the questionnaires, both completed and empty, were delivered to the local supervisor, and then they were delivered back to the Unit of Research.

The MedSPAD team started the training of the trainers in March 2016:
12 selected supervisors were trained and assigned to train and supervise 60 field researchers (school social workers), who finally collected data from 10909 students in the selected governorates (0.128% of the school population from the age group 15-19 years old which is 8 499 979 adolescents).
Data collection was performed over a 3 week duration in 2016 from April 3rd to April 24st.

MedSPAD Egypt questionnaire

The questionnaire was adopted from the previous MedSPAD projects performed in other Arab countries. Further questions were added in attempt to better understand mental health problems (Strengths and Difficulties Questionnaire) and to detect Internet addiction (Young Internet Addiction Questionnaire). The language, understandability and applicability were tested during the pilot study, and a few modifications were performed accordingly. The questionnaire was revised to match the Egyptian culture (slang differences) and made visually attractive to be more student-friendly by adding a few illustrative images with neutral meanings not to affect the students' choices.

Data registration

Data entry, cleaning and analysis were performed. A Quality check was periodically done every week, by selecting every 10th questionnaire and reviewing the data entry for the said questionnaires and revising where necessary. After the accomplishment of the whole procedure, data cleaning was performed and the revision was repeated for the whole sample. The logical correction was performed as a final step before statistical analysis.

This step was mandatory, because some students did not understand the relationship and the differences between last month, last year and lifetime use of a substance, the questions which were repeated with different wordings in the questionnaire were used for verification of the true situation.

Methodological Considerations

Representativeness, reliability and validity are dependent to some extent on school co-operation, student co-operation and student comprehension. In spite of the delay in getting the approvals from the Ministry of Education, all the invited schools accepted to participate. However, a relatively small number of care givers (those of 537 students) refused to let their children participate in the study. They did not declare their reasons. The few students who were not enthusiastic to fill in the questionnaires were encouraged by conformity and when they learned that they will stay inside the class whether they participate or not. The average time to complete the questionnaire was 35 to 45 minutes. Student co-operation was relatively high according to the classroom reports, except for some comments about not understanding the names of some of substances in question. A total number of 2392 students were absent from their classes on the day when the questionnaires were distributed. A number of questionnaires (261) were incompletely answered, or completely blank and subsequently unfit for statistical analysis.

|	
Total Population:	8,795,757 (15-19 year olds)
Representative sample:	0.1% equivalent to 13,838 students
Less absentees and refusals:	2392, 537
Blank or incomplete questionnaires:	261
Total Completed:	10,648

Research Findings

The plan was that the researchers include in the MedSPAD Egypt study 13000 students in 327 classes considering the possibility of the drop-outs and refusals. An actual number of 13838 students were approached. On the day of the study, 2392 students were absent, 537 students reported the refusals of their care givers to participate in the study, and 261 questionnaires were totally unfit for statistical analysis mostly due to inadequate information. The final sample was that of 10648 students.

## A-Socio-demographic characteristics of the students

I - Age and gender

Figure (1): Age distribution of male and female students
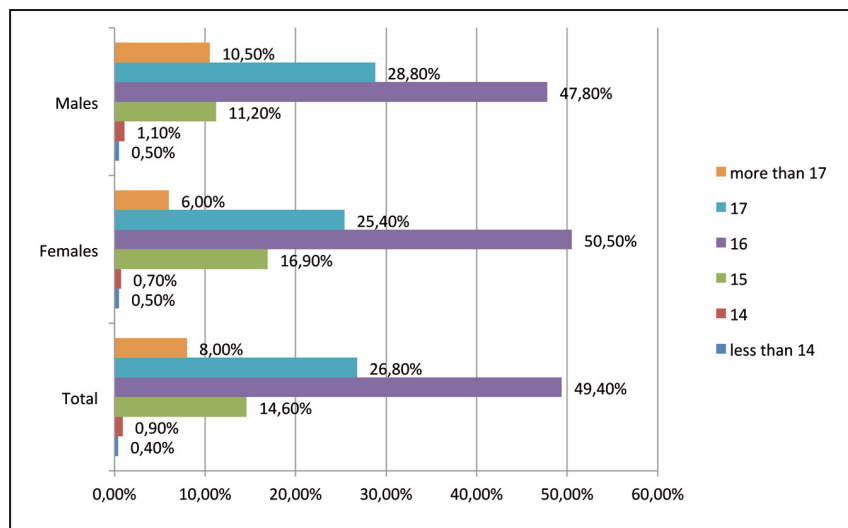
**Table (1): Age and gender distribution of the sample**

	Male	Female	Total
< 14.00	0.5%	0.5%	0.4%
14.00	1.1%	0.7%	0.9%
15.00	11.2%	16.9%	14.6%
16.00	47.8%	50.5%	49.4%
17.00	28.8%	25.4%	26.8%
> 17.00	10.5%	6.0%	8%

The sample of the study was 10648 students (4385 males, 6263 females); their ages were ranging between 14 and 17 years old. The majority of the students (49.4%) were 16 years old.

Figure (2): Gender distribution - different age groups of the students
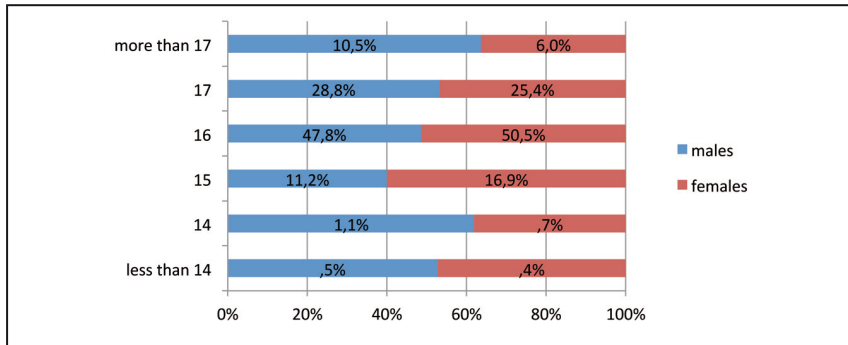


II - Regional distribution of the students

The students were chosen from three governorates representing the three major regions of the Egyptian territories: Cairo the Capital, the region of Upper Egypt and the region of Lower Egypt Delta. The sample was selected to represent the true distribution of the population in the three main Egyptian regions.

Figure (3): Regional distribution - male and female students

- Cairo Male students
- Cairo Female students
- Upper Egypt Male students
- Upper Egypt Female students
- Delta Male students
- Delta Female students
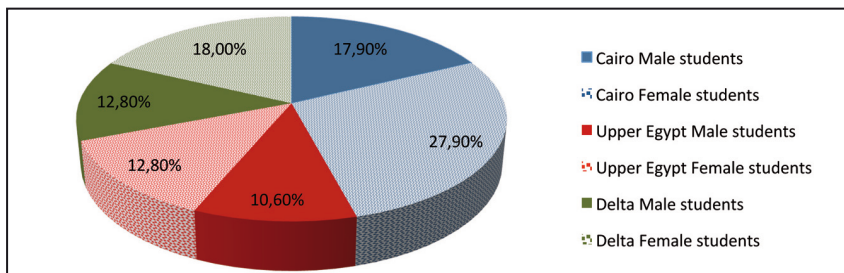
B - School performance

I - Academic year

The majority of the students had their ages matching their scholastic years, this was further clarified by the data about the school grades. The 3rd secondary classes were less crowded, because many students prefer studying at home or in private group lessons.

Figure (4): Gender distribution - students in the three academic years
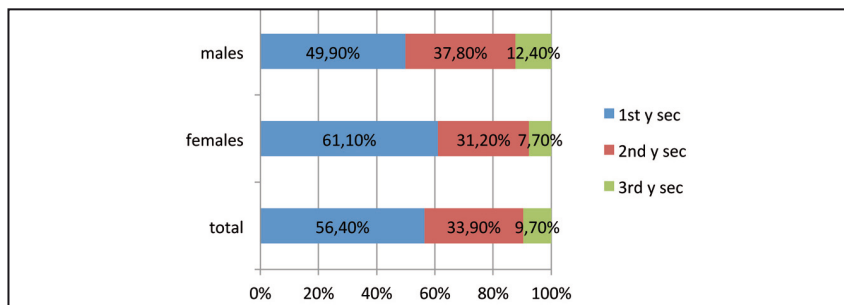
Table (2): Age and gender distribution according to academic years

	<14		14		15		16		17		18	
	M	F	M	F	M	F	M	F	M	F	M	F
First	0.0%	56.5%	0.0%	22.0%	77.4%	90.3%	77.7%	81.9%	14.7%	15.5%	8.2%	4.7%
Second	60%	43.5%	78.3%	78.0%	13.5%	5.7%	18.6%	14.8%	80.4%	80.2%	30.3%	24.0%
Third	40%	0.0%	21.7%	0.0%	9.2%	4.0%	3.6%	3.4%	4.9%	4.3%	61.5%	71.2%

II - Achievement and grades

Table (3): Last year grades

	<14		14		15		16		17		>17	
	M	F	M	F	M	F	M	F	M	F	M	F
> 85%	80.0%	96.2%	88.9%	90.2%	69.8%	71.1%	57.3%	56.4%	44.4%	47.7%	26.9%	37.6%
75% - 84%	0.0%	3.8%	0.0%	9.8%	22.9%	20.4%	26.6%	27.0%	38.4%	36.3%	41.8%	41.7%
50% - 74%	0.0%	0.0%	11.1%	0.0%	7.3%	7.0%	15.4%	15.6%	17.1%	14.9%	26.1%	20.3%
Failed ≥ one subject	20.0%	0.0%	0.0%	0.0%	0.0%	1.5%	.8%	1.0%	.2%	1.2%	5.2%	.3%
Failed all subjects	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The students' achievements were assessed using a question about their last year grades. More than the half of the sample showed superior achievement (53.4%), while about 1.3% experienced failure in one or more subjects.

Figure (5): School grades of the last year
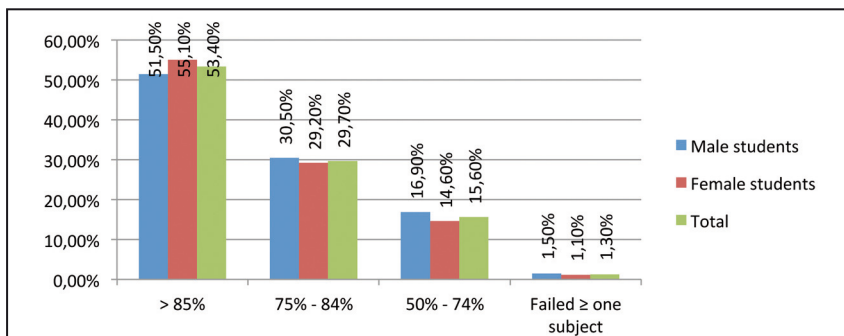

III - Attendance and absenteeism

The attendance was another indicator of scholastic performance, highlighting the risk of truancy or repeated absence. The older the students the longer were their durations of absence from school. The reasons of their absence was mainly illness, rather than skipping classes or being punished.

Figure (6): Days of absence from the school
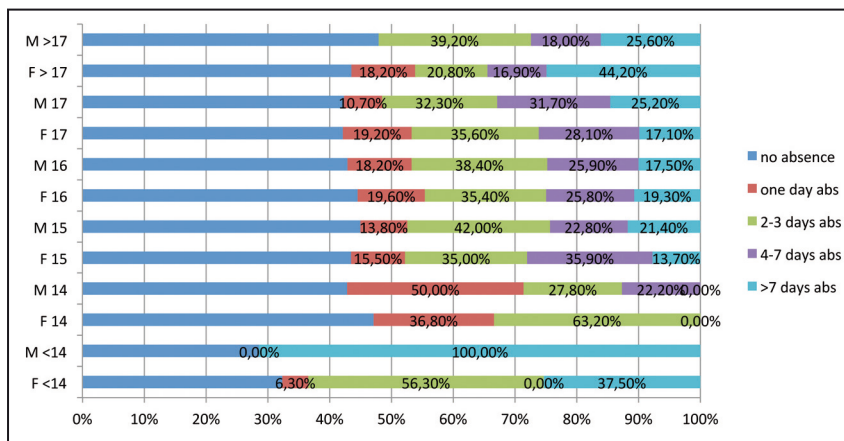
Table (4): Days of Absence during the last month

	<14		14		15		16		17		>17	
	M	F	M	F	M	F	M	F	M	F	M	F
No absence	40.0%	47.8%	75.0%	89.2%	81.8%	77.0%	75.2%	80.5%	73.3%	72.9%	76.2%	77.3%
Absent for one day	0.0%	6.3%	50.0%	36.8%	13.8%	15.5%	18.2%	19.6%	10.7%	19.2%	17.2%	18.2%
Absent for 2-3 days	0.0%	56.3%	27.8%	63.2%	42.0%	35.0%	38.4%	35.4%	32.3%	35.6%	39.2%	20.8%
Absent for 4-7 days	0.0%	0.0%	22.2%	0.0%	22.8%	35.9%	25.9%	25.8%	31.7%	28.1%	18.0%	16.9%
more than 7 days of absence	100.0%	37.5%	0.0%	0.0%	21.4%	13.7%	17.5%	19.3%	25.2%	17.1%	25.6%	44.2%

Table (5): Reasons of absence from the school

	<14		14		15		16		17		>17	
	M	F	M	F	M	F	M	F	M	F	M	F
Illness	0.0%	18.8%	72.2%	81.0%	43.4%	47.4%	37.1%	57.8%	44.2%	51.6%	42.3%	48.7%
Skipping classes	50.0%	56.3%	27.8%	0.0%	7.6%	10.7%	13.5%	7.3%	13.7%	4.3%	14.1%	1.9%
Detention	0.0%	0.0%	0.0%	0.0%	0.0%	.9%	1.7%	.1%	.5%	.3%	3.8%	3.9%
Other	50.0%	25.0%	0.0%	19.0%	49.0%	40.9%	47.7%	34.8%	41.6%	43.7%	39.7%	45.5%

Figure (7): Reasons for absence from the school

- illness — 48,90%
- skipping classes — 10%
- school detention — 1,20%
- others — 39,90%
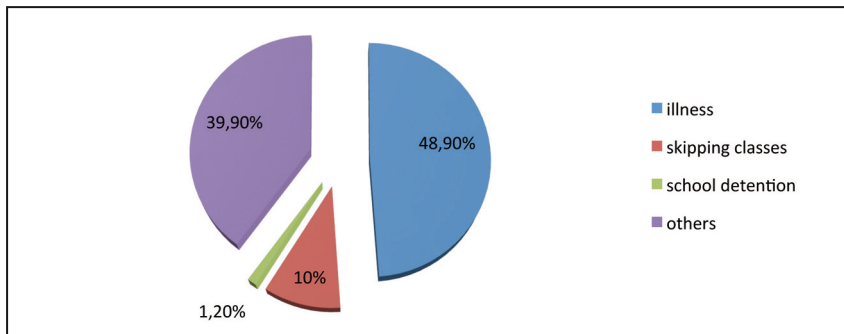
C - Family Characteristics

I - Parents' education

The majority of the parents were graduates from technical schools (37% of fathers and 39.5% of mothers). University graduates were the second most common in the sample (26.5% of the fathers and 21.6% of the mothers). Illiterate parents were the least proportion with a female preponderance.

Figure (8): Parents' education

Category	fathers	mothers
Post-graduate	9,20%	6,30%
University	26,50%	21,60%
technical school	37,00%	39,50%
High school	6%	4,50%
Secondary	9,20%	7,60%
Primary	7,50%	7,70%
illiterate	4,60%	12,80%
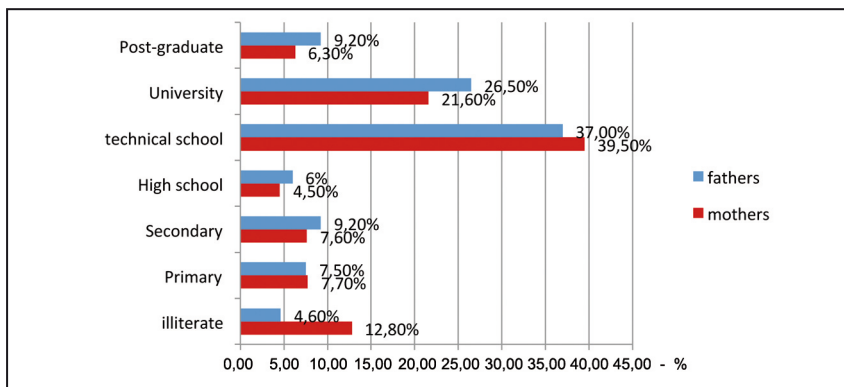
II - Perceived economic status

About two thirds of the students perceived their families' economic status to be as good as other families. Less than a third perceive that their families are better than others, while a smaller proportion (2.7%) perceive their economic level as lower than other families.

Figure (9): Family economic status as perceived by the students:
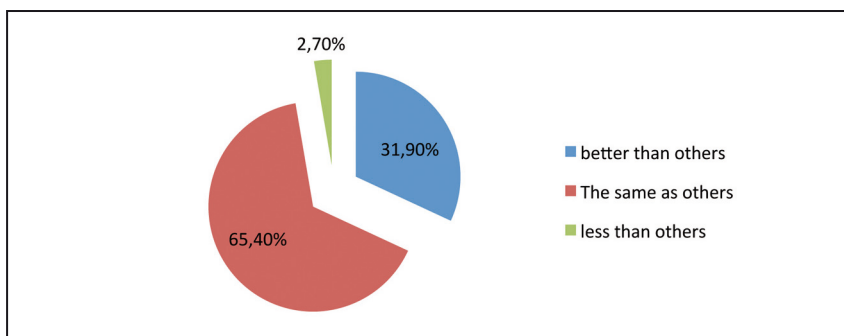
III - Family structure

A percentage of 80.5% of the families was small nuclear families as usual in the Egyptian culture. The fathers were absent in 14.6% of the cases most commonly due to travelling reasons. The mother's absence from the family was less common (2.6%).

Table (6): Family structure

• Small family	80.5%			
• Extended family	18.0%			
• Other	1.5%			
Parents 'absence		Separation	Travelling	Death
• Absent Father	14.6%	12.8%	50.9%	36.3%
• Absent Mother	2.6%	27.0%	45.9%	27.2%

Figure (10): reasons of parents' absence
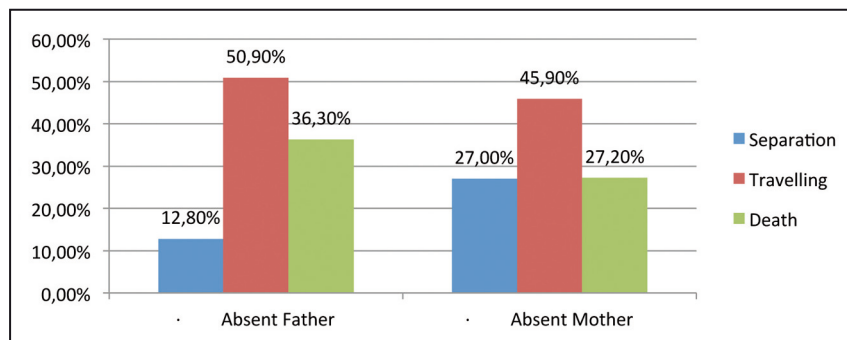
D - Social life of the students

I - Satisfaction by Relationships with Others

Table (7): Satisfaction by Relationships with Other

	Very Satisfied	Satisfied	Neutral	Not Satisfied	Not Satisfied at All
Father Relationship	74.7%	16.7%	4.9%	1.9%	1.9%
Mother Relationship	83.0%	12.4%	2.6%	1.2%	0.9%
Sibs Relationship	69.9%	21.6%	5.6%	1.4%	1.4%
Friends Relationship	51.6%	33.6%	9.2%	2.9%	2.7%
Teachers Relationship	27.5%	32.6%	20.0%	6.9%	13.1%

The relationships with parents, siblings and friends were perceived as satisfactory for most of the sample. However about 50% of the sample thought the same as regards the teachers, while about 20% of them were not satisfied by their relationships with their teachers.

Figure (11): Satisfaction by Relationships with Others
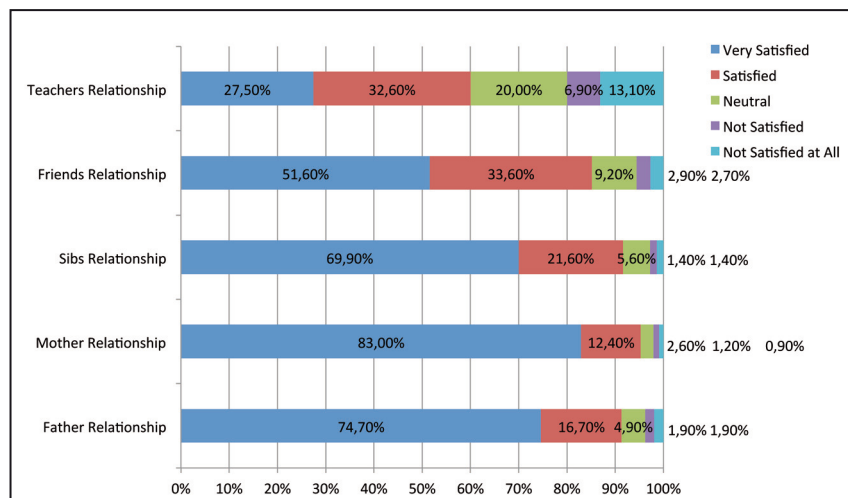
II - Leisure time activities

The way the students spend their leisure time gives an impression of their life style and the level of social interaction they exert. The Internet surfing was the most common hobby (47.7%). However, the majority of the boys are commonly practicing sports (78.7%). Indoor activities were more practiced by girls e.g. TV and reading. Male students were more interested in outdoor activities, e.g. Café, parties and Billiard games.

Table (8): Leisure time activities

	Internet	Sports	TV	Reading	Travelling	PlayStation	Parties	Music	Billiard	Café
Male students	53.1%	78.7%	28.7%	21.1%	16.8%	32.3%	13.9%	7.5%	13.9%	12.3%
Female students	44.0%	25.2%	42.7%	30.5%	17.6%	2.5%	10.5%	8.3%	1.8%	2.7%
Total	47.7%	47.2%	37.0%	26.7%	17.3%	14.7%	11.9%	8.0%	6.7%	6.6%

Figure (12): Leisure time activities
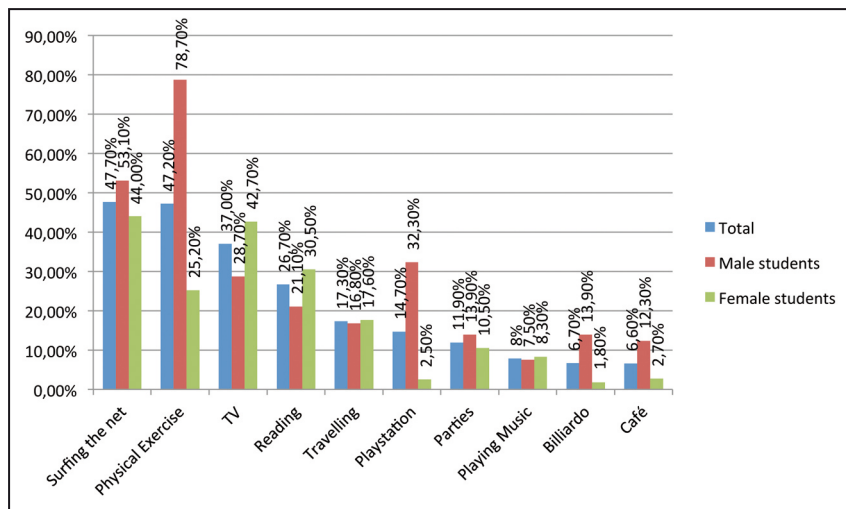
Substances

E - Awareness of common substances

The majority of the students were familiar with the names of all available substances: Cannabis, Tramadol and alcohol, the most notorious.

Figure (13): Students' awareness of common substances
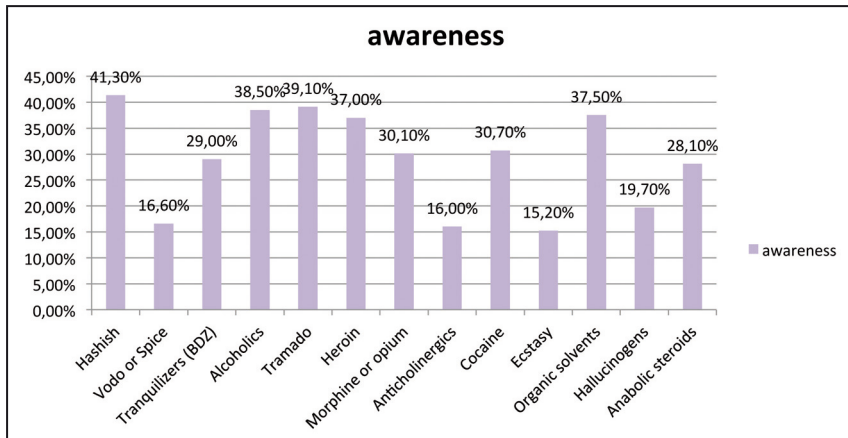
F - Substance use by family and friends

The students were asked about the contact between their surrounding people (family and friends) and the substances of abuse. Nicotine (Cigarettes and Shisha) were the most commonly used substance by the relatives of female students, and the friends of male students. Cannabis was the most commonly used substance among relatives of both male and female students. Among the friends of male students the anabolic steroids were frequently used as well.

Figure (14): Substance use by family
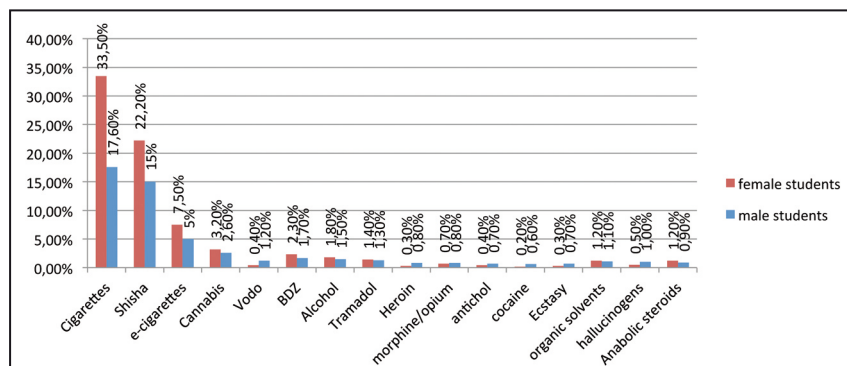
Figure (15): Substance use by friends
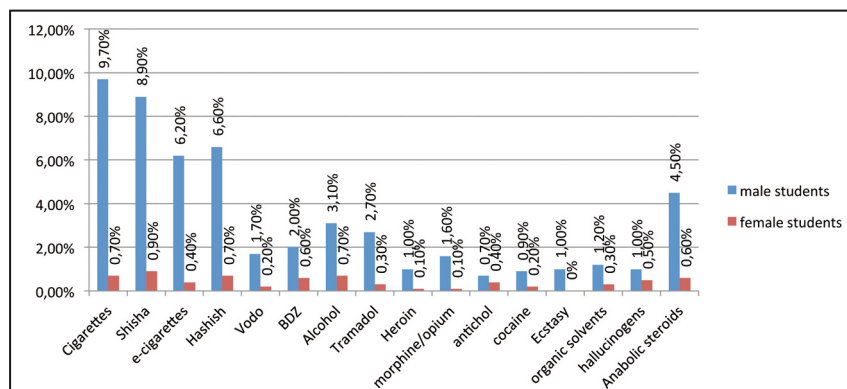
G - Substance use among students

The questionnaires were anonymous and were completed under exam/test conditions to guarantee the highest confidentiality. These procedures encouraged the students to declare the actual status of their contact with substances of abuse. Hereafter the lifetime, last year and last month prevalence of available substances are illustrated.
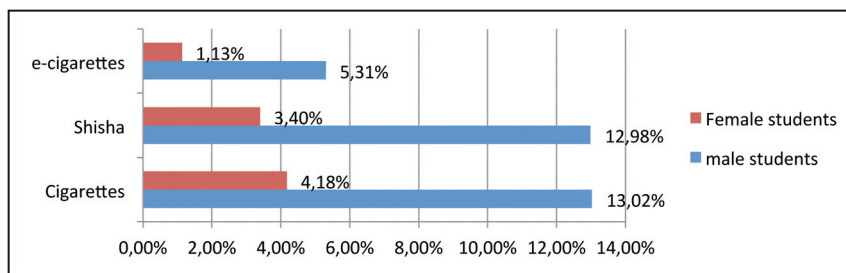
Tobacco

The cigarettes were more frequently used than Shisha (water pipe) and the male students showed higher percentages of tobacco use than female students as regards all the three types of tobacco studied in the survey i.e. cigarettes, water pipe (Shisha) and electronic cigarettes.

Figure (16): Self-reported life time, last 12 months and last 30 days prevalence of tobacco use
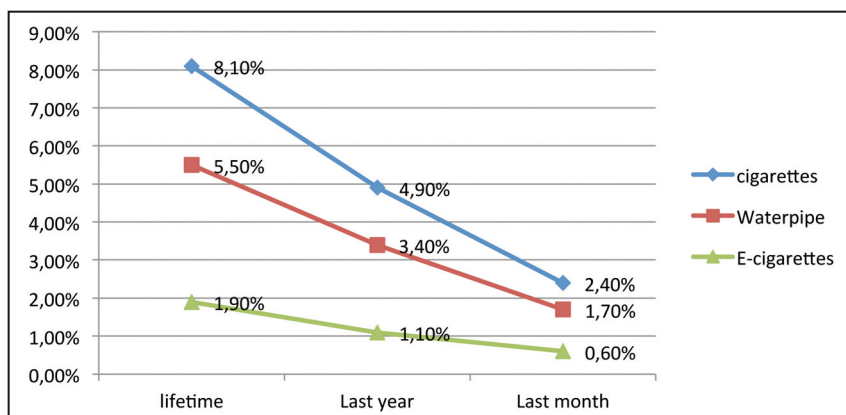
Figure (17): Frequency of Tobacco use according to gender

A percentage of 44.84% started smoking cigarettes between the age of 11 and 14 years old, and 23.98% started smoking Water pipe at the same age. More than a third of the students who declared trying tobacco learned to smoke later than the age of 15 years old. Before the age of 10 years, an alarming percentage of 16.79% of students started cigarette smoking and 5.28% of them started water pipe smoking.

Figure (18): Age of first use of tobacco
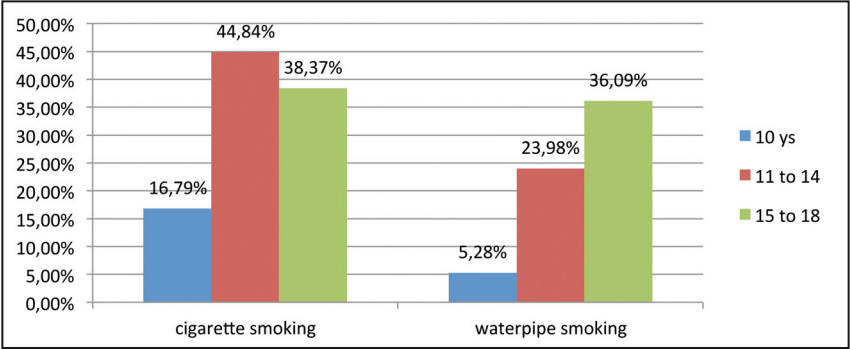
Alcohol

The lifetime prevalence of Alcohol use among students is 3.6%, with higher frequency among male students than female students. However, the last month prevalence is markedly lower than lifetime and last year prevalence, which gives the impression that it is not used regularly and hence not one of the preferred substances.
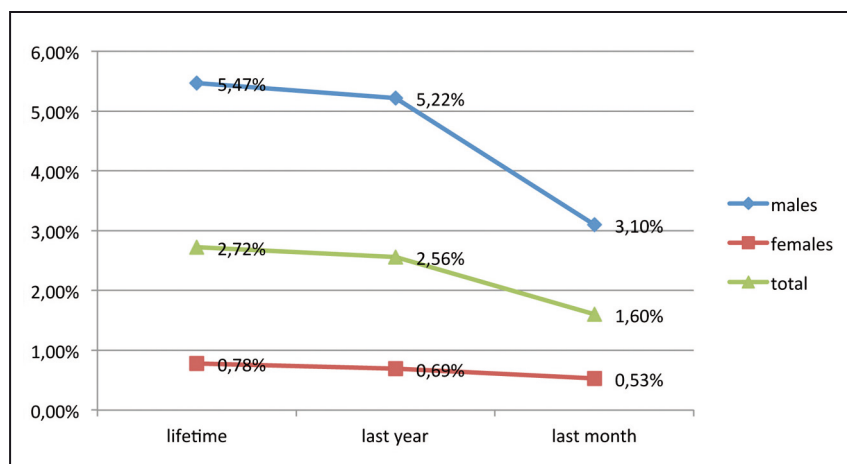
Figure (19): Self-reported life time, last 12 months and last 30 days prevalence of alcohol use
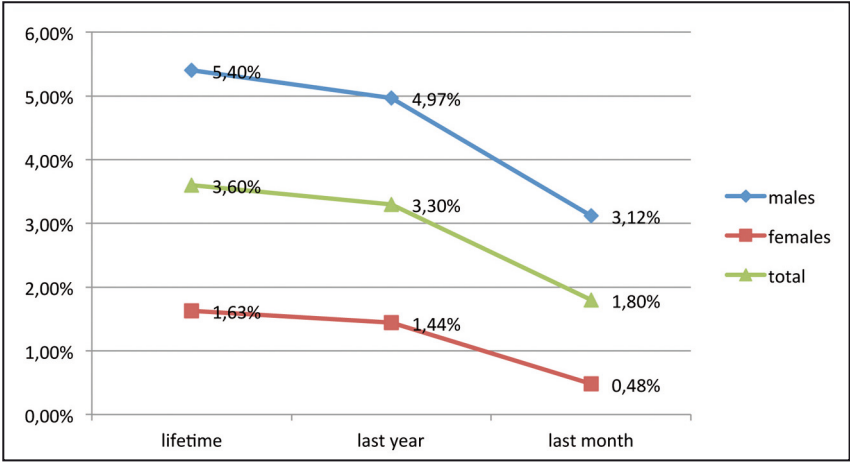
Cannabis

Cannabis use among male students showed a much higher prevalence than that among female students. Last month prevalence is relatively high among males.

Figure (20): Self-reported life time, last 12 months and last 30 days prevalence of Cannabis use

Tranquilizers (BDZ)

The lifetime prevalence of benzodiazepines use e.g. Xanax, Apetryl, etc... is the highest among the substances of abuse declared by the students. However, the last year and the last month prevalence are low and more or less the same, highlighting the fact the continuation rate is low and thus are used on few occasions.

Figure (21): Self-reported life time, last 12 months and last 30 days prevalence of Tranquilizers (BDZ) use
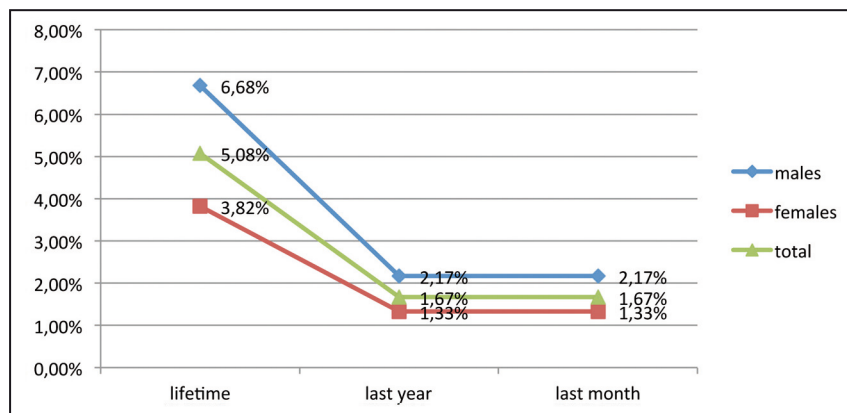
Anticholinergic medications

This type of psychotropic medications usually prescribed for parkinsonism and other extrapyramidal symptoms, is sometimes used as a substance of abuse. Its prevalence is relatively low, yet still more frequently used by male students than their female peers.

Figure (22): Self-reported life time, last 12 months and last 30 days prevalence of anticholinergic drug use
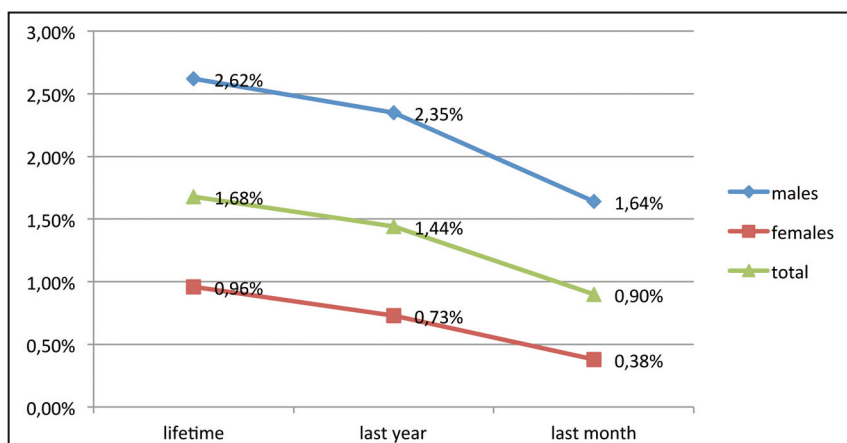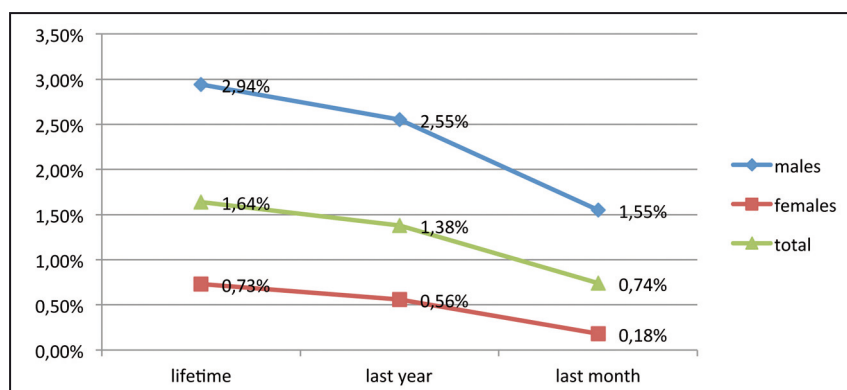
Opiates

The use of Tramadol was trending for few years, yet it became limited recently as shown by the prevalence illustrated below. The last month prevalence is markedly decreased in comparison to the last year and lifetimeuse.

Figure (23): Self-reported life time, last 12 months and last 30 days prevalence of Tramadol use


The students who declared using heroin expressed a lower lifetime last year and last month prevalence than previously discussed substances. The male students still use it more frequently. Other types of opiates e.g. opium and morphine were also used by a relatively small percentage of students. The male students use of opiates is almost double that of their female counterparts.

Figure (24): Self-reported life time, last 12 months and last 30 days prevalence of Heroin use
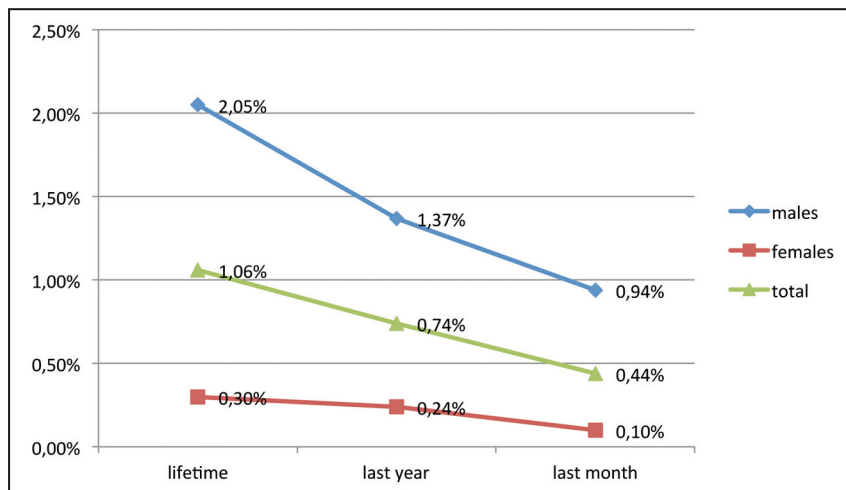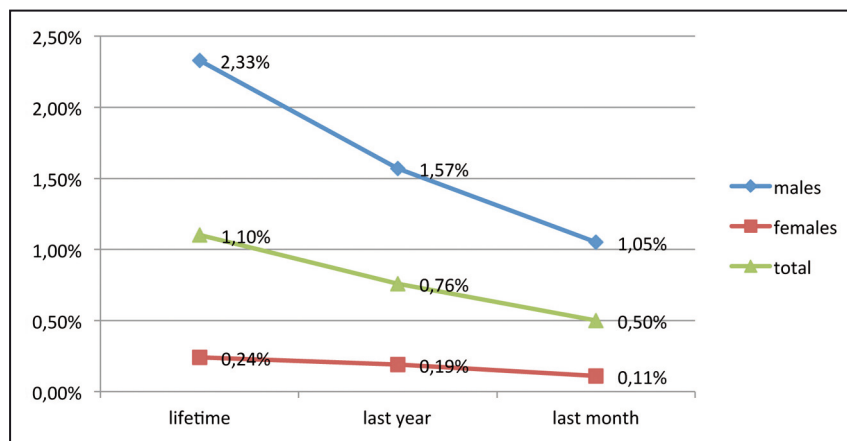

Figure (25): Self-reported life time, last 12 months and last 30 days prevalence of opium/morphine use
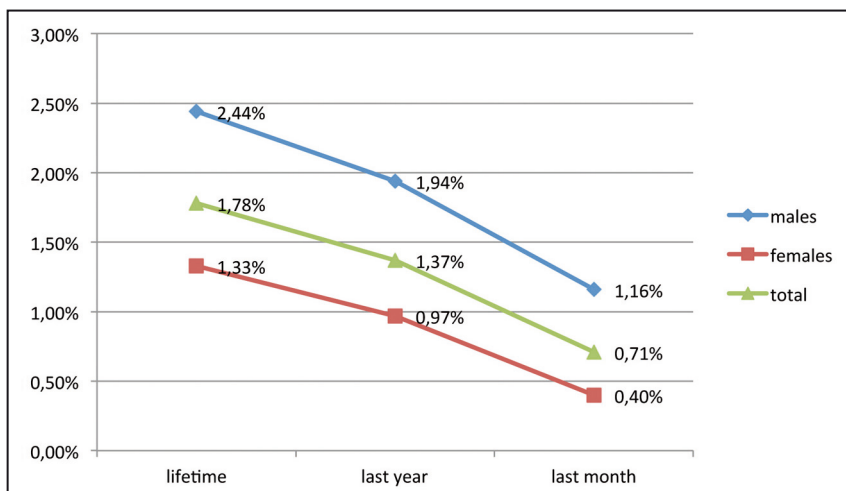
Stimulants

A few decades ago, cocaine was not one of the commonly used substances in Egypt. Currently the situation has changed quite a bit; the lifetime prevalence of its use (2.33%) is approaching that of opiates. Males are still the most frequent users. Ecstasy is a more popular stimulant than cocaine, especially among the young people. Its prevalence is comparable to that of cannabis, always considering the male preponderance. Hallucinogens are also used by students but less frequently; lifetime prevalence for hallucinogens is 1.44%.
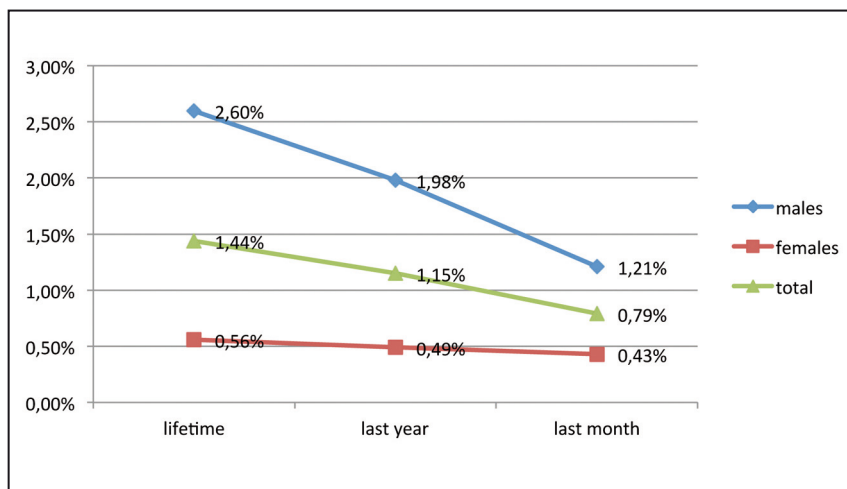
Figure (26): Self-reported life time, last 12 months and last 30 days prevalence of cocaine use

Figure (27): Self-reported life time, last 12 months and last 30 days prevalence of ecstasy use
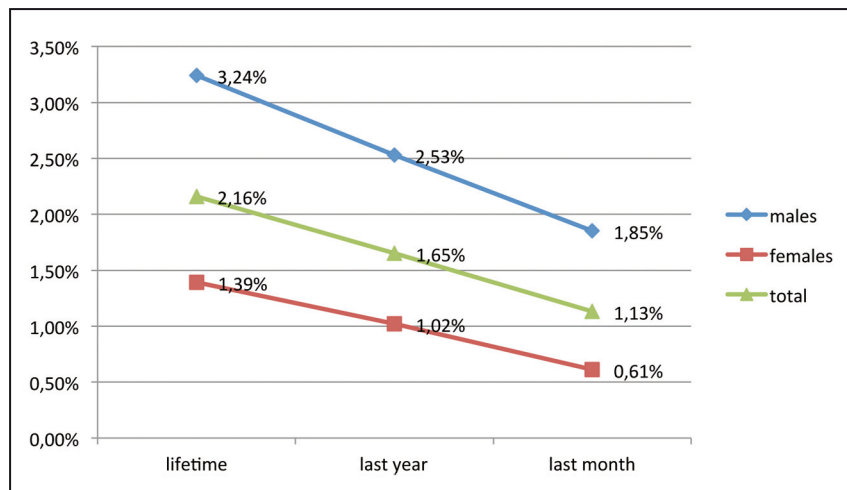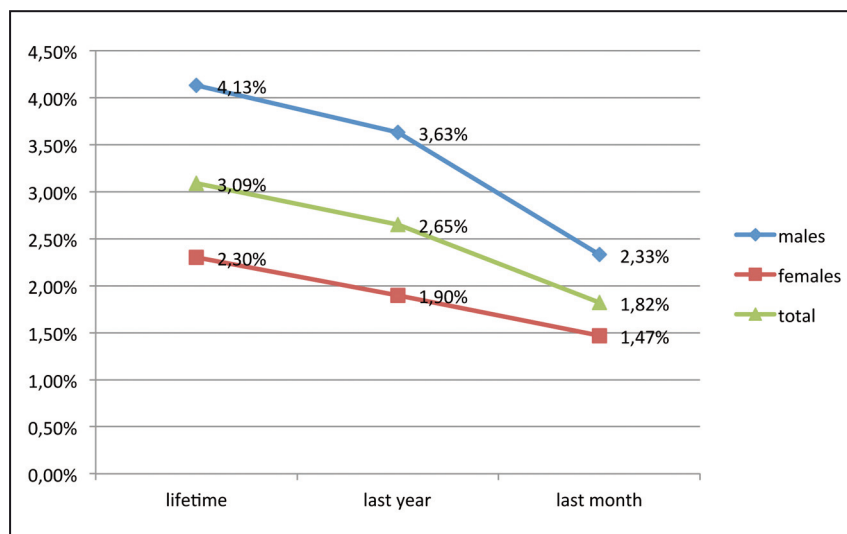

Figure (28): Self-reported life time, last 12 months and last 30 days prevalence of hallucinogens use

Others

A less familiar substance of abuse are the glues, paint thinner and other organic solvents, which are relatively common in the Egyptian market. This may be attributed to their accessibility, availability and cheap prices. The lifetime prevalence reached 3.09% and 4.13% among male students.

Figure (29): Self-reported life time, last 12 months and last 30 days prevalence of organic solvents use

Among the group of adolescents it may be expected that the anabolic steroids become one of the substances of abuse, taking into consideration the high percentage of body image satisfaction problems.

Figure (30):S elf-reported life time, last 12 months and last 30 days prevalence of anabolic steroids use
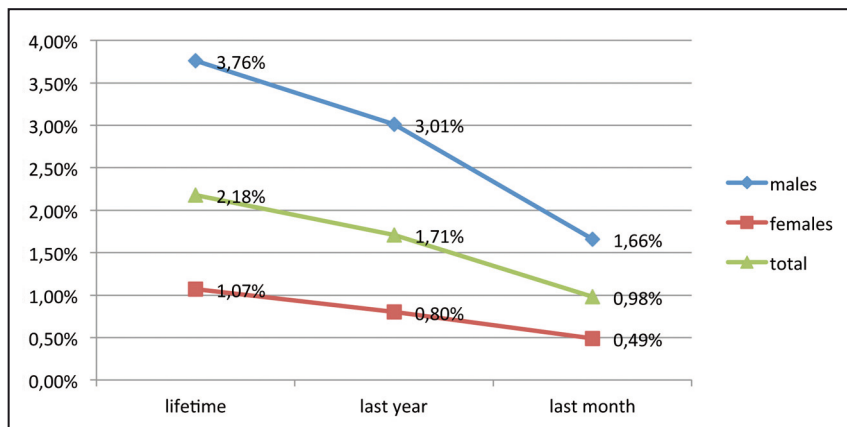
Table (9): Self-reported life time, last 12 months and last 30 days prevalence of substance use

Prev	Cannabis	Vodo	BDZ	Anticholi-nergics	Alcohol	Tramadol	Heroin	Opium	Cocaine	Ecstasy	Hallucinogens	Organic solvents	Ana-bolic steroids
Life time	290	172	541	179	348	175	113	190	117	230	153	329	232
	2.72%	1.60%	5.08%	1.68%	3.27%	1.64%	1.06%	1.78%	1.10%	2.16%	1.44%	3.09%	2.10%
Last year	273	135	178	153	313	147	79	146	81	176	122	282	182
	2.56%	1.20%	1.67%	1.44%	2.94%	1.38%	0.74	1.37%	0.76%	1.65%	1.15%	2.65%	1.70%
Last month	170	83	178	96	172	79	47	78	53	120	84	194	104
	1.60%	0.80%	1.67%	0.90%	1.62%	0.74%	0.44%	0.71%	0.50%	1.13%	0.79%	1.82%	1.00%

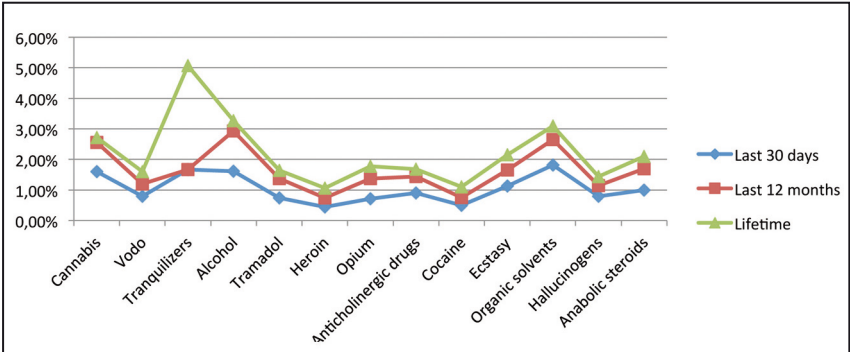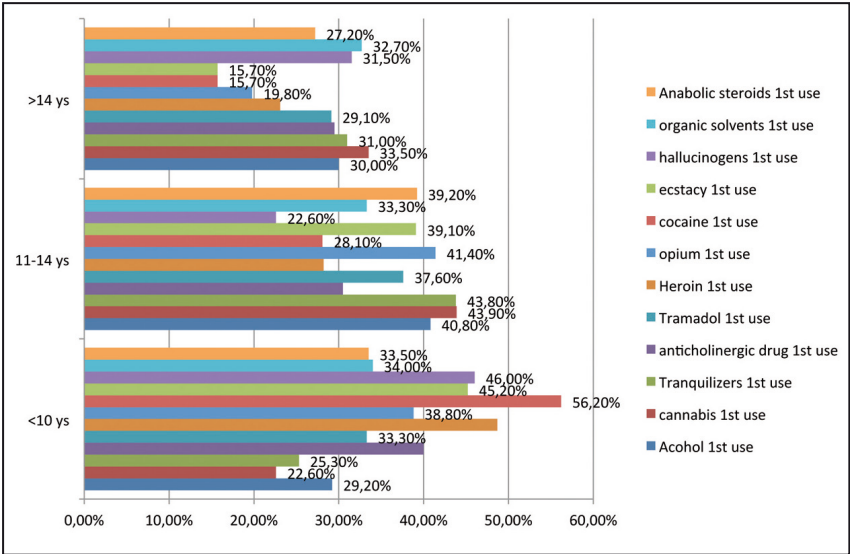**Figure (31): Self-reported life time, last 12 months and last 30 days prevalence of substance use**

Figure (32): Estimated age at onset of different substances of abuse

Poly-substance use, regular use and dependence

Among the secondary school students of the sample, 3.49% are poly-substance users: 6.31% of the male students, and 1.51% of the female students. Most of poly-substance users are at the age of 16 years old (38.4% of poly-substance users).

Table (10): Poly-substance users according to age and gender

	2 substances	3 substances	4 substances	Total
AGE*				
<14	0	3	0	3
14	3	0	2	5
15	11	6	6	23
16	76	26	24	126
17	57	32	7	96
>17	45	19	10	74
Missing				45
GENDER*				
Males	139	81	57	277 (6.31%)
Females	75	16	4	95 (1.51%)
Total	214	97	61	372 (3.49%)

The numbers in this table are raw frequencies not percentages, due to small figures

The prevalence of the regular use of any substance (excluding nicotine) is 1.48%, while the prevalence of the dependence syndrome (excluding nicotine dependence) is 0.86%. The prevalence is higher among males: the 'patients' fulfilling the criteria of dependence syndrome constitute 0.82% of the total male students, and 0.35% of the total female students.
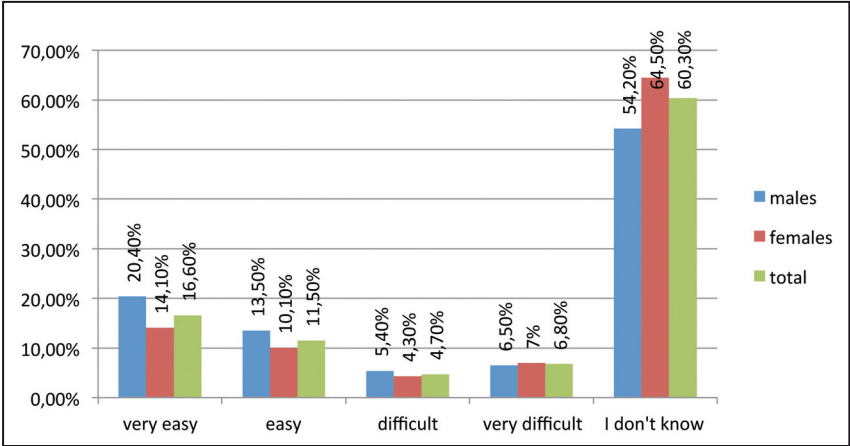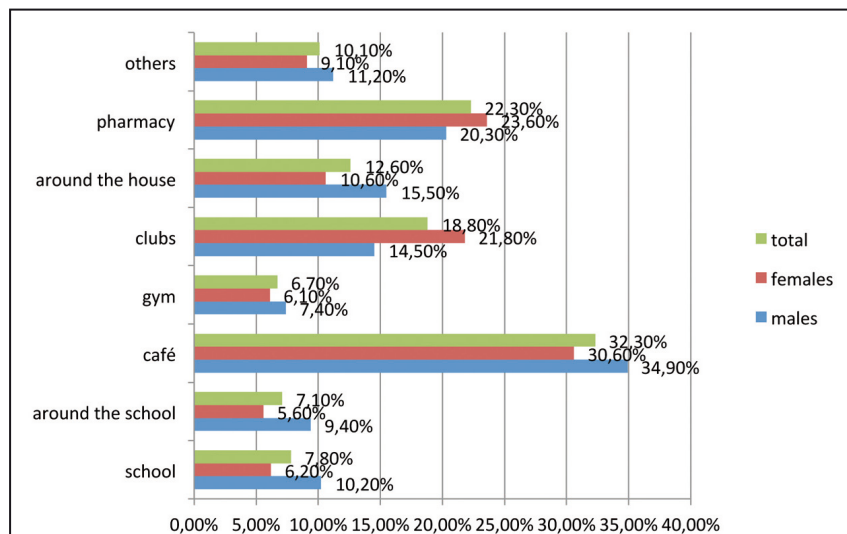
H - Awareness and attitudes of students towards the substance use

• Accessibility and availability of substances:

The majority of students did not know whether it is easy or difficult to acquire the substances, meanwhile 16.6% and 11.5% of them thought it is very easy and easy respectively. A percentage of 11.5% of the students thought it is difficult or very difficult. The coffee shops are the main places of distribution mainly for the male students, while the pharmacies and clubs come in the second place mainly for the female students.

Figure (33): Students' opinions about drug accessibility

Figure (34): places of drug availability

The chart shows percentages for total (green), females (red), males (blue):

- others: 10,10% / 9,10% / 11,20%
- pharmacy: 22,30% / 23,60% / 20,30%
- around the house: 12,60% / 10,60% / 15,50%
- clubs: 18,80% / 21,80% / 14,50%
- gym: 6,70% / 6,10% / 7,40%
- café: 32,30% / 30,60% / 34,90%
- around the school: 7,10% / 5,60% / 9,40%
- school: 7,80% / 6,20% / 10,20%

• **Awareness of dangerousness of the substances of abuse**

When comparing the different preparations of Tobacco, most of the students were thinking that the water pipe is more dangerous than the cigarettes, and that the electronic tobacco is the least dangerous.
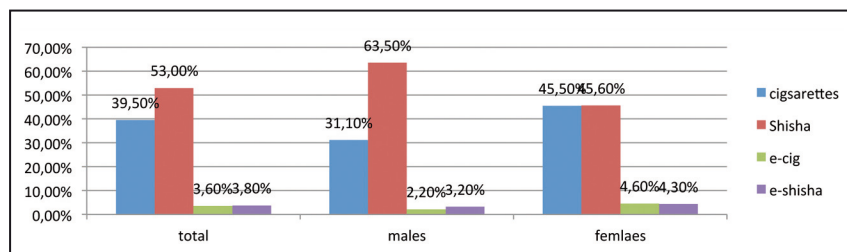
Figure (35): perceived dangerousness of Tobacco:

The chart shows percentages for cigarettes (blue), Shisha (red), e-cig (green), e-shisha (purple):

- total: 39,50% / 53,00% / 3,60% / 3,80%
- males: 31,10% / 63,50% / 2,20% / 3,20%
- femlaes: 45,50% / 45,60% / 4,60% / 4,30%

Figure (36): Relationship between tobacco use and perception of risk
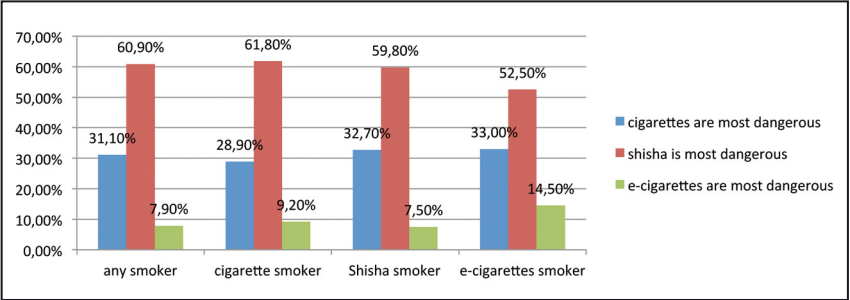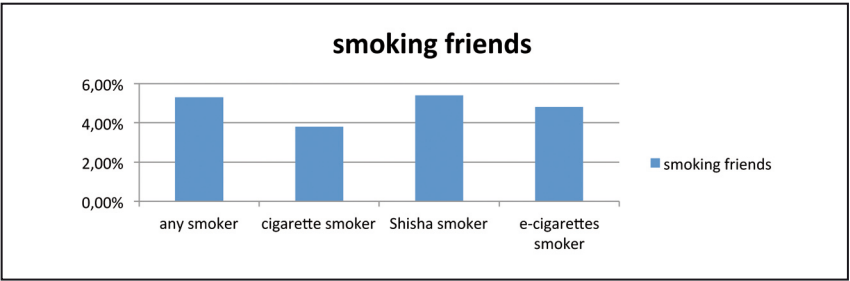

Figure (37): Relationship between tobacco use and estimated use among friends

The majority of students did not know how dangerous the substances of abuse are, or they perceived all the types as dangerous, while a smaller proportion of students had different opinions about the risk of use and whether it is related to regular use or not.

Figure (38): perceived dangerousness of substances of abuse:

Figure (38): perceived dangerousness of substances of abuse:
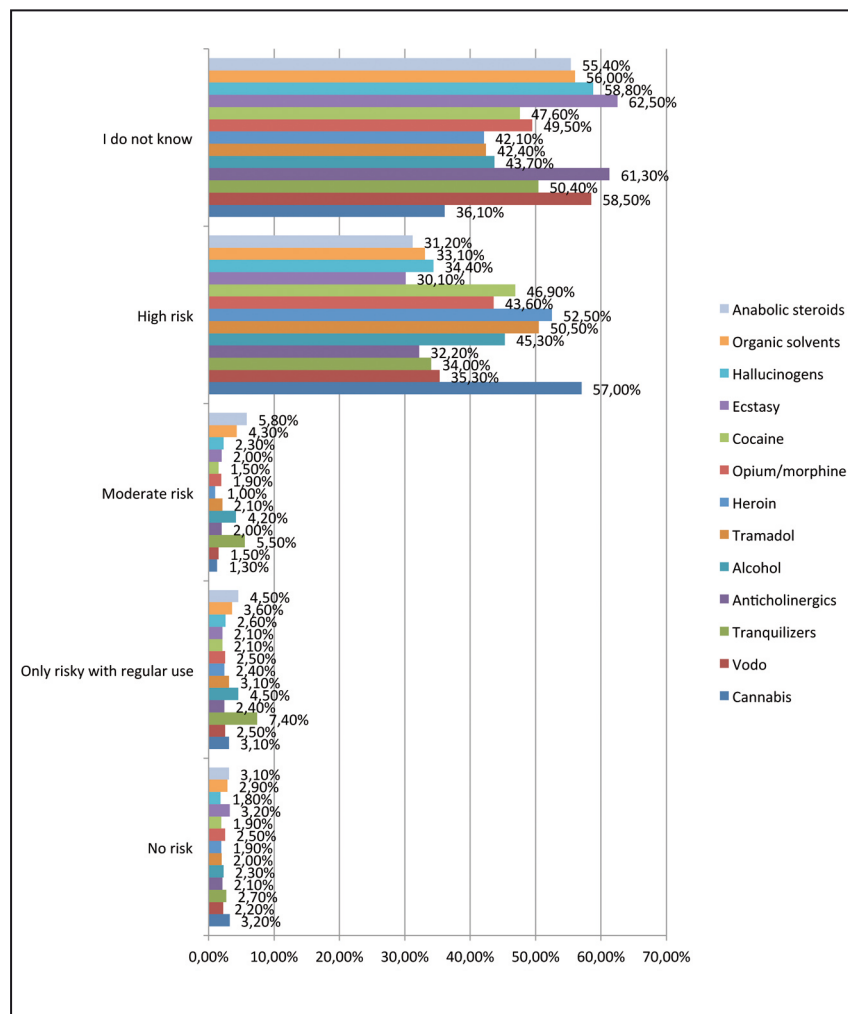
Causes of abuse

As declared by the students, the main reasons put forward by them for using such substances was to overcome distress, join peers and overcome problems. As for male students the main reasons given were to join their peers, overcome a failed love affair and to relieve their grief. Meanwhile, for females they were attuned to use to overcome distress, increase concentration, overcome problems and loneliness.

Figure (39): Main causes of substance abuse among students
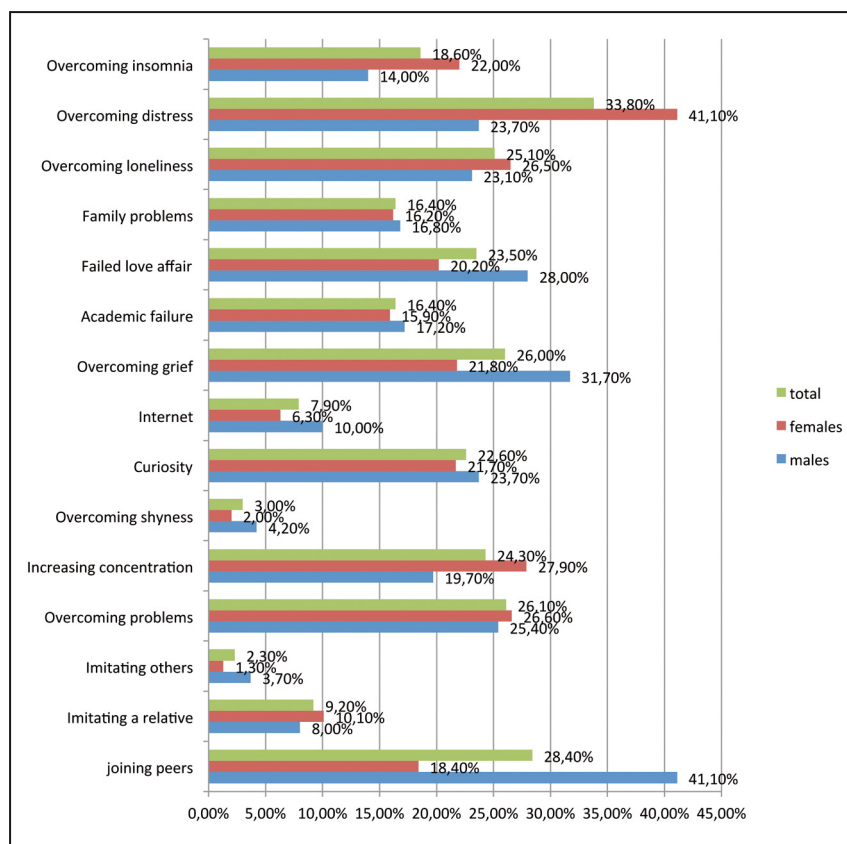
Conclusion

The majority of the students were familiar with the names of all available substances: Cannabis, Tramadol and alcohol the most notorious.

Nicotine (cigarettes and water pipe) were the most commonly used substance by the relatives of female students, and the friends of male students. Cannabis was the most commonly used substance among relatives of both male and female students. Among the friends of male students the anabolic steroids were frequently used as well.

Male students showed higher prevalence than female students in the use of all substances.
The majority of the students started substance use at an age between 11 and 14 years old.

The most used substance during lifetime was the tranquilizers (Benzodiazepines), while the Cannabis (natural and synthetic) was most used during the last 12 months and during the last 30 days.
The lifetime prevalence of tranquilizers (benzodiazepines) use e.g. Xanax, Apetryl, etc… is the highest among the substances of abuse declared by the students. However, the last year and the last month prevalence are quite the same, highlighting that these substances are used regularly.

The lifetime prevalence of Alcohol use among students is 3.6%, with higher estimates among male students than female students. However, the last month prevalence is markedly lower than lifetime and last year prevalence, which gives the impression that it is not used regularly and hence not one of the preferred substances.
Organic solvents are relatively common in the Egyptian market. The lifetime prevalence of their use reached 3.09% and 4.13% among male students.

The lifetime prevalence of cocaine use (2.33%) exceeded that of the different types of opiates (Tramadol: 1.64%, Heroin: 1.06% Opium and/or morphine: 1.78%). Ecstasy was found to be a more popular stimulant than cocaine among the young people. The lifetime prevalence for ecstasy use was 2.16% which is comparable to that of cannabis use 2.72%.

Among the secondary school students of the sampole, 3.49% are poly-substance users: 6.31% of the male students, and 1.51% of the female students. Most of poly-substance users are at the age of 16 years old (38.4% of poly-substance users).

The prevalence of the regular use of any substance (excluding nicotine) is 1.48%, while the prevalence of the dependence syndrome (excluding nicotine dependence) is 0.86%. The prevalence is higher among males: the 'patients' fulfilling the criteria of dependence syndrome constitute 0.82% of the total male students, and 0.35% of the total female students.

The coffee shops are the main places of distribution mainly for the male students, while the pharmacies and clubs come in the second place mainly for the female students.

The majority of students did not know how dangerous the substances of abuse are, or they perceived all the types as dangerous, while a smaller proportion of students had different opinions about the risk of use and whether it is related to regular use or not. This may throw light on what strategies to use to raise the awareness amongst those that do not use at all and those that have started to dabble in the use of such substances in relation to the dangers of substance abuse.

As declared by the students, the main reasons provided by them to use such substances were alleviate distress, join their peers and overcome problems. The male students stated they used in the main to join their peers, overcome a failed love affair and to relieve their grief. Meanwhile, females were attuned to use to better concentrate overcome distress, overcome problems and loneliness.

MedSPAD Egypt questionnaire

Mental health and life habits questionnaire

Please answer honestly and carefully as not to waste our efforts. Your active participation is much appreciated. Confidentiality is guaranteed.

Instructions

This questionnaire is a part of a national research about the mental health and life habits of school students in Egypt. If you are suffering from any of the mentioned problems, please answer frankly and honestly. Your answers will not be dealt with personally and you are not asked to mention anything about your identity or your school.
If you answer honestly and frankly you will probably help to improve someone's future, by preventing him/her from having the same difficulties, or even to find a potential solution for your problems.

Your school and your class were chosen randomly with 13000 students in Egypt to participate in this research. Please answer ALL THE QUESTONS according to your knowledge and observation to the surrounding environment or from your own experience.
In front of every question there are multiple suggested answers. Tick in the box which applies to your opinion and experience. There is no right and wrong answers, this is not an exam. The requested answer is the one which accurately and honestly represents your opinion. If you have more than one answer for the same question then tick all the answers that apply.

This questionnaire doesn't include information about your personal identity or school data, so it is CONFIDENTIAL. Please do not write your name or the name of your school, and when you are done answering, put the questionnaire in the dark box provided to your class without showing it to anyone.

This part is for the researchers. DO NOT write anything in this rectangle

Code..   Researcher …...

Date……..\.........\......................   Local revisor ....

Governorate............................   MOE managerial region …........................

Socio demographic data

Q 001: Sex? ☐ Male ☐ Female

Q 002: Age? .... years

Q 003: Birth date? Day .... Month ....Year..........

Q 004: Where do you live? ☐ Rural ☐ Urban ☐ Bedouin

Q 005: What is your grade (class)? ☐ First ☐ Second ☐ Third

Q 006: Your results in secondary school were?
☐ more than 85% ☐ 75%-84% ☐ 50%-74%
☐ failed one or more subjects
☐ failed the whole year

Q 007: What were your results last year?
☐ more than 85% ☐ 75%-84% ☐ 50%-74%
☐ failed one or more subjects
☐ failed the whole year

Q 008: Do you often skip school days? If the answer is <u>No</u> go to **Q 013**
☐ Yes ☐ No

Q 009: How many times did you skip school days last month?
☐ One day ☐ 1-3 days ☐ 4-7 day ☐ More than 7 days

Q 010: Why did you skip school days?
☐ Sick ☐ Ran away from school ☐ Suspension
☐ Others, Mention: ....

Q 011: Who knows that you skipped school days?
☐ No one ☐ Father ☐ Mother
☐ Other person, Mention: ....

Q 012: Do they approve your absence?
☐ Yes ☐ No

Q 013: How many nights did you spend last month away from home?
☐ Didn't ☐ One or two nights ☐ 3-6 nights ☐ Seven or more nights

Q 014: If you spent any nights away from home, where did you spend them?
☐ With relatives ☐ Friends ☐ Neighbors ☐ At the street
☐ Others, Mention ....

Q 015: Do you have a job? If the answer is <u>No</u> go to **Q 019**
☐ Yes ☐ No

Q 016: If you do, what is it?
☐ Regular (>8 hours) ☐ Regular (< 8 hours) ☐ Not regular

Q 017: **What kind of work do you do?**

☐ Office work ☐ Technical work ☐ Worker ☐ Sales

Q 018: **How old where you when you started working?**

☐ Younger than 10 years ☐ 11-14 years ☐ 15-18 years

Your life and your family life

Q 019: **With whom do you live at home?**

☐ Small family (Parents and sibs)

☐ Large family (Parents, grandparents, sibs...)

☐ Others: ....

Q 020: **What is the level of your father's education?**

☐ Illiterate ☐ Primary ☐ Preparatory ☐ Secondary

☐ Technical ☐ University ☐ Post graduate

Q 021: **What is your father's job?**

☐ Office work ☐ Skilled worker ☐ Worker ☐ Merchant

☐ Specialized ☐ Doesn't work

Q 022: **Is the father available with the family?** If the answer is <u>No</u> go to **Q 025**

☐ Yes ☐ No

Q 023: **The reason for his absence**

☐ Separated from the family ☐ Traveling ☐ died

Q 024: **How old where you when his absence started?**

☐ 1-6 years ☐ 7-12 years ☐ 13-18 years

Q 025: **What is the level of your mother's education?**

☐ Illiterate ☐ Primary ☐ Preparatory ☐ Secondary

☐ Technical ☐ University ☐ Post graduate

Q 026: **What is your mother's job?**

☐ Office work ☐ Skilled worker ☐ Worker ☐ Merchant

☐ Specialized ☐ Doesn't work

Q 027: **Is the mother available with the family?** If the answer is <u>No</u> go to **Q 030**

☐ Yes ☐ No

Q 028: **The reason for her absence?**

☐ Separated from the family ☐ Traveling ☐ died

Q 029: **How old where you when his absence started?**

☐ 1-6 years ☐ 7-12 years ☐ 13-18 years

Q 030: In General how much are your satisfied by your relationship with the following people?

	Not at all	Not satisfied	Average	Satisfied	Very much
• Father	☐	☐	☐	☐	☐
• Mother	☐	☐	☐	☐	☐
• Siblings	☐	☐	☐	☐	☐
• Friends	☐	☐	☐	☐	☐
• Teachers	☐	☐	☐	☐	☐

Q 031: How do you describe your financial status in relation to others in your age?

☐ Better ☐ Average ☐ Worse

Q 032: Are you committed to the religious rituals?

☐ Highly Commites ☐ Average ☐ Not commited

Q 033: How do you spend your free time? (You can choose more than one answer)

☐ Reading ☐ Internet ☐ Travelling ☐ Parties ☐ Coffee shops
☐ Playstation ☐ Billardo ☐ TV ☐ Playing music
☐ Others: ....

Q 034: Do you play sports?

☐ Yes ☐ No   Yes: Which one: ....

Q 035: Do you suffer from any chronic illness?

☐ Yes ☐ No

Q 036: If yes, which of the following? (you can choose more than one answer)

☐ Chronic illness (Diabetes, Heart disease, Asthma …)
☐ Painful conditions, mention: …...........................…..
☐ Obesity
☐ Other, mention: ....

Q 037: Do you take any medication regularly?

☐ Yes ☐ No
Yes: Mention: ....

Q 038: Do you suffer from any psychological problem or mental illness?

☐ Yes ☐ No   If the answer is No go to **Q 042**

Q 039: If yes, which of the following? (you can choose more than one answer)

☐ Anxiety ☐ Depression ☐ Social phobia ☐ OCD
☐ Other, mention: ....

Q 040: Whose help did you seek? (you can choose more than one answer)

☐ No one ☐ Psychiatrist ☐ Psychologist ☐ Religious person

☐ Pharmacist ☐ Friend ☐ School social worker

☐ Other person, mention: ....

Q 041: Did the condition improve?

☐ Yes ☐ No

Q 042: Describe yourself in the last 6 months

	Yes	Not sure	No
01) I tried to be nice to people and care about their feelings.	☐	☐	☐
02) I can't stay for long in one place. I have over activity.	☐	☐	☐
03) I often feel, I have a headache or stomachache or I need to vomit.	☐	☐	☐
04) Sharing my things with people (food, pens and pencils, colors, etc.).	☐	☐	☐
05) Often have episodes of danger and aggression.	☐	☐	☐
06) You like being alone, play alone and stay alone most of the time.	☐	☐	☐
07) I usually do what the grow nups want me to do.	☐	☐	☐
08) I worry a lot.	☐	☐	☐
09) Help people if anyone go hurt.	☐	☐	☐
10) Constantly get bored.	☐	☐	☐
11) I at least have one good close friend.	☐	☐	☐
12) I often get into fights or bully people to make them do what I want.	☐	☐	☐
13) I am often upset, depressed and cry easily.	☐	☐	☐
14) In general I am loved by people my age.	☐	☐	☐
15) I am easily distracted and have problem in concentration.	☐	☐	☐
16) I am anxious in new situations and easily lose my confidence.	☐	☐	☐
17) I am nice to the younger than me.	☐	☐	☐
18) Many people accuse me of lying and cheating.	☐	☐	☐
19) Other children make fun of me or bully me.	☐	☐	☐
20) Often offer help to others (parents, teachers, friends).	☐	☐	☐

Q 042: Describe yourself in the last 6 months

	Yes	Not sure	No
21) I think before doing anything.	☐	☐	☐
22) Take things which are not mine from home, school or any other place.	☐	☐	☐
23) It get along with people who are older than me more than the people my age.	☐	☐	☐
24) I have a lot of fear and a lot of things frighten me.	☐	☐	☐
25) I often finish my tasks to the end. I concentrate good.	☐	☐	☐
26) I suffer from stuttering and people notice it.	☐	☐	☐
27) I like how I look and I am satisfied.	☐	☐	☐
28) Try to hurt myself (Wounds-blends-dangerous movements).	☐	☐	☐
39) I thought of ending my life.	☐	☐	☐
30) I tried to kill myself.	☐	☐	☐

Q 043: In your opinion, do you have any problems regarding the following issues?

If the answer is <u>No</u> go to **Q 048**

	Yes too much	Yes obviously	Yes a little	No
• Passion and emotions	☐	☐	☐	☐
• Concentration	☐	☐	☐	☐
• Behavier and actions	☐	☐	☐	☐
• Ability to get along with others	☐	☐	☐	☐

Q 044: When did this difficulties start?

☐ Less than a month ☐ 1-5 months ☐ 6-12 months ☐ More than a year

Q 045: Do these difficulties annoy you?

☐ No ☐ A little ☐ Moderately ☐ A lot

Q 046: Are these difficulties bothering people around you (Parents, friends, teachers…)

☐ No ☐ A little ☐ Moderately ☐ A lot

Q 047: Do these difficulties affect you in a negative way regarding the following

	No	A little	Moderately	A lot
• My life at home	☐	☐	☐	☐
• Relation with my friends	☐	☐	☐	☐
• My studying	☐	☐	☐	☐
• My leisure time	☐	☐	☐	☐

Q 048: Do you have friends?

☐ Yes   ☐ No

Q 049: Do you consider them close to you?

☐ Yes   ☐ No

The following questions are about Substances

Many of the following questions are about the use of cigarettes, alcohol and drug use. There are rumors about this matter recently, but we don't have enough or precise information. We need information and true experience about the student's behaviors in your age. So we would like you to answer the following questions honestly, and if not, it is preferred not to answer the question at all.

And remember that this questionnaire is only for research purpose, and all your answers are highly confidential and it is impossible to know your name or class.

Q 050: Do you know the following substances?

	I tried it	My friends use it	My relatives use it	Read about it	Heard about it	No
• Caffeine containing drinks	☐	☐	☐	☐	☐	☐
• Energy drinks (Power horse, red bull, etc.)	☐	☐	☐	☐	☐	☐
• Cigarettes	☐	☐	☐	☐	☐	☐
• Water pipe	☐	☐	☐	☐	☐	☐
• Electronic cigarettes	☐	☐	☐	☐	☐	☐
• Hash or marijuana	☐	☐	☐	☐	☐	☐
• Vodo	☐	☐	☐	☐	☐	☐
• Keet or Rakf	☐	☐	☐	☐	☐	☐
• Sedative hypnotics (Xanax, Zolam, etc.)	☐	☐	☐	☐	☐	☐
• Beer and alcohol	☐	☐	☐	☐	☐	☐
• Tramadol and tamol	☐	☐	☐	☐	☐	☐
• Heroin	☐	☐	☐	☐	☐	☐
• Opium and morphine	☐	☐	☐	☐	☐	☐
• Cough medications	☐	☐	☐	☐	☐	☐

Q 050: Do you know the following substances?

	I tried it	My friends use it	My relatives use it	Read about it	Heard about it	No
• Parkinol, Akineton, other anti cholinergics	☐	☐	☐	☐	☐	☐
• Cocaine	☐	☐	☐	☐	☐	☐
• Ecstasy	☐	☐	☐	☐	☐	☐
• Cold medications	☐	☐	☐	☐	☐	☐
• Volatile solvents	☐	☐	☐	☐	☐	☐
• Hallucinogen (LSD, PCP)	☐	☐	☐	☐	☐	☐
• Anabolic steroids	☐	☐	☐	☐	☐	☐

• Other, mention:

....

Q 051: Do you think it is easy to get drugs?

☐ Very easy   ☐ Easy   ☐ Difficult   ☐ Very difficult   ☐ I don't know

Q 052: Where do you think people get drugs?

☐ Coffee shop   ☐ Near school   ☐ Inside school   ☐ Around home

☐ Sporting clubs ☐ Gym ☐ Pharmacy

☐ Other, mention: ....

Q 053: Who do you think bring drugs to the students?

☐ Students   ☐ Teachers   ☐ Employees   ☐ Workers

☐ Others, mention: ....

The following questions are about the caffeine containing products (Tea, Coffee, Energy drinks, Soft drinks, etc.)

Q 054: Have you ever used a large amount of caffeine in the following ways?

(You can choose more than one answer)

☐ More than one energy drink per Day

☐ More than 2 cups of Turkish coffee or espresso per Day

☐ More than 4 cups of tea per Day

☐ More than 3 mugs of Nescafe per Day

Q 054: **Have you ever used a large amount of caffeine in the following ways?**

(You can choose more than one answer)

☐ More than 4 diet cokes per Day

☐ More than 5 cokes or diet cokes per Day

☐ I don't use caffeine (Go to question **Q 060**)

Q 055: **During the last year, did you have a large amount of these drinks?**

☐ Yes   ☐ No

Q 056: **During the last month, did you use large amount of these drinks?**

☐ Yes   ☐ No

Q 057: **During the last month, how many days did you use large amount of these drinks?**

☐ Yes   ☐ No

Q 058: **How old were you when you first drank caffeine containing drinks?**

☐ Less than 10 years   ☐ 11-14 years   ☐ 15-18 years

Q 059: **Why did you start drinking caffeine containing drinks?**

(You can choose more than one answer)

☐ Joining friends   ☐ Imitating family   ☐ Mention   ☐ To stay awake

☐ For concentration   ☐ Curiosity

☐ Other, mention: ....

The following questions are about Smoking

Q 060: **Have you ever smoked?**

☐ Yes   ☐ No   (If the answer is <u>No</u> go to **Q 067**)

Q 061: **What did you smoke?**

☐ Cigarettes   ☐ Water pipe   ☐ Both   ☐ Electronic cigarettes

Q 062: **Did you smoke during the last year?**

☐ Yes   ☐ No

Q 063: **Did you smoke during the last month?**

☐ Yes   ☐ No

Q 064: **What made you smoke the first time?**

(You can choose more than one answer)

☐ Joining friends   ☐ Imitate a family member   ☐ Get over problems

☐ Increase concentration   ☐ Get over shyness   ☐ Curiosity

☐ Other, mention: ....

Q 065: **If it was to get over problems, what was the problem?**

(You can choose more than one answer)

☐ Loss of dear person ☐ Failure in education ☐ Failed love affaire

☐ Family problems ☐ Feeling lonely ☐ Anxiety ☐ Difficulty sleeping

☐ Other, mention: ....

Q 066: **How old were you when you started smoking?**

☐ Less than 10 years ☐ 11-14 years ☐ 15-18 years

Q 067: **How old were you when you started smoking water pipe?**

☐ Less than 10 years ☐ 11-14 years ☐ 15-18 years

Q 068: **Form your opinion, which of the following is more harmful?**

☐ Cigarettes ☐ Water pipe ☐ E-cigarettes ☐ E-water pipe

Following questions are about the use of illicit drugs

Q 069: **Do you know the following substances?**

If the answer is No go to **Q 081** (You can write <u>Yes</u> in more than one space)

	No	Yes	No	Yes	No	Yes
• Hash or marijuana	☐	☐	☐	☐	☐	☐
• Vodo	☐	☐	☐	☐	☐	☐
• Keet or Rakf	☐	☐	☐	☐	☐	☐
• Sedative hypnotics (Xanax, Zolam … etc.)	☐	☐	☐	☐	☐	☐
• Beer and alcohol	☐	☐	☐	☐	☐	☐
• Tramadol and tamol	☐	☐	☐	☐	☐	☐
• Heroin	☐	☐	☐	☐	☐	☐
• Opium and morphine	☐	☐	☐	☐	☐	☐
• Cough medications	☐	☐	☐	☐	☐	☐
• Parkinol, Akineton, other anti cholinergics	☐	☐	☐	☐	☐	☐
• Cocaine	☐	☐	☐	☐	☐	☐
• Ecstasy	☐	☐	☐	☐	☐	☐
• Cold medications	☐	☐	☐	☐	☐	☐
• Volatile solvents	☐	☐	☐	☐	☐	☐
• Hallucinogen (LSD, PCP)	☐	☐	☐	☐	☐	☐
• Anabolic steroids	☐	☐	☐	☐	☐	☐
• Other, mention:						

....

Q 070: Why did you start using illicit drugs?

(You can choose more than one answer)

☐ Joining friends ☐ Imitate a family member ☐ Get over problems
☐ Increase concentration ☐ Get over shyness ☐ Curiosity ☐ Internet
☐ Other, mention: ....

Q 071: If it was to get over problems, what was the problem?

(You can choose more than one answer)

☐ Loss of dear person ☐ Failure in education ☐ Failed love affaire
☐ Family problems ☐ Feeling lonely ☐ Anxiety ☐ Difficulty sleeping
☐ Other, mention: ....

Q 072: How old were you when you started using?

☐ Less than 10 years ☐ 11-14 years ☐ 15-18 years

Q 073: Do you use illicit drugs on a regular basis?

☐ Yes ☐ No (If the answer is <u>No</u> go to **Q 081**)

Q 074: Do you go to school under the effect of drugs?

☐ Yes ☐ No

Q 075: Have you ever increased the dose to have the same effect?

☐ Yes ☐ No

Q 076: Do you suffer from any physical or psychological symptoms
  if you don't get the drug?

☐ Yes ☐ No

Q 077: Do you feel that something is missing if you didn't use the drug?

☐ Yes ☐ No

Q 078: What are the problems that might happen to you due to the use
  of these drugs? (You can choose more than one answer)

☐ Psychological problems ☐ Health problems ☐ Financial problems
☐ No problems ☐ Legal problems ☐ Problems at school
☐ Traffic accidents
☐ Other, mention: ....

Q 079: Do you suffer from any of the following symptoms when you stop using?

	Yes	No
01) Headache	☐	☐
02) Loss of appetite	☐	☐
03) Nausea and vomiting	☐	☐
04) Irritability and restlessness	☐	☐
05) Itching	☐	☐
06) Tremors	☐	☐

Q 079: Do you suffer from any of the following symptoms when you stop using?

	Yes	No
07) Sadness and depression	☐	☐
08) Body aches	☐	☐
09) Fatigue	☐	☐
10)Lacrimation	☐	☐
11) Disturbance in sleep	☐	☐
12) Agitation and impulsivity	☐	☐
13) Loss of motivation	☐	☐

14) Other, mention:

....

Q 080: Where do you get the money to buy drugs?

☐ Family ☐ Work ☐ Stealing ☐ Drug dealing

☐ Other, mention: ....

Q 081: Where do you get drugs from?

☐ Friends ☐ Relatives ☐ Dealers ☐ Pharmacie

☐ Other, mention: ....

Q 082: Have you ever stopped using these substances?

If answer is <u>No</u> move to question **Q 086**

☐ No, never stopped ☐ Yes I have stopped but relapsed

☐ Yes I stopped completely

Q 083: How many months passed since you have stopped?

....

Q 084: Why did you stop using it? (You can choose more than one answer)

☐ My health ☐ Fear from police ☐ Fear from my family

☐ Financial problems ☐ Fear from God

☐ Others, mention: ....

Q 085: Whose help did you ask for? (You can choose more than one answer)

☐ I didn't ask for help ☐ Psychiatrist ☐ Psychologist

☐ Religious man ☐ Pharmacist ☐ A friend ☐ School social worker

☐ Others, mention: ....

Q 086: Where did you receive treatment?

☐ Hospital clinic ☐ Psychiatric hospital (… days) ☐ Private clinic

☐ Others, mention: ....

Q 087: To what extent do you think using substance expose users to danger or damage?

	I don't know	Severe danger	Average danger	Dangerous only on dependence	No danger
• Caffeinated drinks (tea, coffee, cola)	☐	☐	☐	☐	☐
• Energy drinks (Red bull, power horse)	☐	☐	☐	☐	☐
• Cigarettes	☐	☐	☐	☐	☐
• Water pipe	☐	☐	☐	☐	☐
• E-cigarette or E-pipe	☐	☐	☐	☐	☐
• Hash or marijuana	☐	☐	☐	☐	☐
• Vodo	☐	☐	☐	☐	☐
• Keet and Rakf	☐	☐	☐	☐	☐
• Sedative hypnotics (Xanax, Zolam … etc.)	☐	☐	☐	☐	☐
• Beer and alcohol	☐	☐	☐	☐	☐
• Tramadol and tamol	☐	☐	☐	☐	☐
• Heroin	☐	☐	☐	☐	☐
• Opium and morphine	☐	☐	☐	☐	☐
• Cough medications	☐	☐	☐	☐	☐
• Parkinol, akineton and other anti cholinergics	☐	☐	☐	☐	☐
• Cocaine	☐	☐	☐	☐	☐
• Ecstasy	☐	☐	☐	☐	☐
• Cold medications	☐	☐	☐	☐	☐
• Volatile solvents	☐	☐	☐	☐	☐
• Hallucinogen (LSD, PCP)	☐	☐	☐	☐	☐
• Anabolic steroids	☐	☐	☐	☐	☐

Q 088: What is the source of your information about these risks?

(you can choose more than one answer)

☐ Family ☐ Friends ☐ School ☐ Health clubs

☐ Internet ☐ TV ☐ Radio ☐ Newspapers

☐ Others, mention: ....

Q 089: Do you think using substances can cause problems?

(You can choose more than one answer)

☐ Psychological problems ☐ Health problems ☐ Financial problems

☐ No problems ☐ Legal problems ☐ Problems at school

☐ Traffic accidents

☐ Other, mention: ....

Q 090: Are many of your friends using drugs?

☐ Yes ☐ No

Q 091: If you know that one of your friends is using drugs or alcohol, what will be your reaction?

☐ Separation ☐ Advice ☐ He is free to do whatever he wants

☐ Try it with him ☐ Report to school psychologist

☐ Report to his parents ☐ Report to the school managers

☐ Other, mention: ....

The following questions are about using internet and videogames

Q 092: How many hours do you spend on the internet per day?

....

Q 093: Most of your time on line is on:

☐ Personal computer ☐ Laptop ☐ Mobile phone ☐ Internet café

☐ Other, mention: ....

Q 094: Do you spend more time on internet than the time you planned to spend?

☐ No ☐ Rare ☐ Sometimes ☐ Always ☐ All the time

Q 095: Do you have new relations through internet?

☐ No ☐ Rare ☐ Sometimes ☐ Always ☐ All the time

Q 096: Do people around you complain that you spend too much time on internet?

☐ No ☐ Rare ☐ Sometimes ☐ Always ☐ All the time

Q 097: Are your homework or family duties affected because of time you spend on internet?

☐ No ☐ Rare ☐ Sometimes ☐ Always ☐ All the time

Q 098: **Do you check your internet accounts (email, Facebook, twitter)**
before doing anything you need to do?

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 099: **Do you find yourself waiting for the time you will spend**
on internet again?

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 100: **Do you stay up late because of spending time on internet?**

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 101: **Do you find difficulty to stop using the internet?**

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 102: **Do you think you should minimize time you spend on line?**

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 103: **Do you prefer spending time on line instead of going out with friends?**

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 104: **Do you use internet when you feel bad tempered?**

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 105: **Most of time you spend on internet is:**

(You can choose more than one answer)

☐ Games   ☐ Facebook   ☐ Twitter   ☐ Instagram   ☐ What'sapp
☐ Viber   ☐ Google   ☐ YouTube   ☐ E-mail   ☐ Porno
☐ Study   ☐ Researches   ☐ Online shopping

Q 106: **Do you spend a lot of time playing video games**
(Wii, x-box, playstation…)

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 107: **Do you become bad tempered when you can't play?**

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 108: **Do people around you tell you that you spend a lot of time**
playing these games?

☐ No   ☐ Rare   ☐ Sometimes   ☐ Always   ☐ All the time

Q 109: **What do you suggest to solve these problems?**

....
....
....
....
....
....

Thank you for your time