

Skoun Lebanese Addictions Center

FINAL NARRATIVE REPORT

CONNECTING YOUTH FOR DRUG AWARENESS IN SCHOOLS

Submitted to
Pompidou Group – MedNET

December 2019

Project Background

In 2018, the lack of prevention programs along with the difficulty to cope with internal and external stressors were identified as key factors making teenagers succumb to peer pressure, one of the most threatening realities for young people in Lebanon.

For over a decade now, and in response to this situation, Skoun's prevention team has been continuously implementing initiatives and delivering programs aiming at educating young people and the community to prevent drug misuse and promote well-being by delivering the facts about the dangers of drugs and developing educational programs which equip adolescents with the skills needed to lead healthy and productive lives. Since 2003, Skoun has been implementing substance abuse prevention programs including "Life Skills Training Programs in Schools" targeting youth aged 12-14.

In the hereby presented project, Skoun has implemented its PeerNET program in 5 schools in Lebanon. PeerNET is a drug education peer to peer program that includes a three-day workshop for young people. Through this workshop, peer educators acquire solid information about drugs and risky behaviors as well as develop their skills to communicate this knowledge to other youth. The workshop is followed by a youth led drug awareness intervention in their school. The program aims to create a group of students aged 14 and above and train them to assist other students with providing support, advice, referrals and knowledge on substance use and addiction. This helps create continuous awareness among students in the school and strengthen communication and trust, which decreases the risk of substance use among young people.

Basic project information

Title of the project: Connecting Youth for Drug Awareness in schools

Start and end date of the project: Jan 2019-Dec 2019

Full name of the organization: Skoun Lebanese Addictions Center

Contact information

Contact person:

Chantal Chedid, Prevention Department Manager

E-mail: chantal@skoun.org

I. Implementation of Action Activities

Skoun undertook different activities throughout the implementation of the project.

Activity 1: Recruiting and partnering with schools:

Five schools, Advenstist Secondary School, St. Famille Wadi Chahrour, Armenian Evangelical School, Houssam Harriri School and College Notre Dame de Jamhour, approached Skoun asking for drug awareness sessions. During the meetings with these schools, the Peer Net program was suggested and was of great interest for all of them considering its importance and the sustainability of the program within the community itself. We decided to work with the 5 schools, and not only 4 as per the original proposal, at no additional cost for the donor or Skoun.

Activity 2: Selecting peer educators

A group of peer educators was selected in every school in order to participate in the peer to peer training and take the lead in delivering awareness interventions among their peers. Selection was based on two main criteria: High motivation of the student; commitment for at least one year to the project.

Activity 3: Training peer educators

A training workshop was organized in each school, followed by booster sessions. During the training, peer educators received information about substance use and addiction, and started planning for an awareness project that they would like to implement among their peers. The training workshop was fun, interactive and informative. A questionnaire was administered at the end of each workshop where students were invited to evaluate the workshop. A report was written including a description of the data provided by the participants on the evaluation regarding the conducted training workshop. Each report includes three parts: evaluation of the training, evaluation of the trainer, and an overall evaluation. (Refer to Appendices: Appendix A to G: Training Evaluation Questionnaire and Results of Trainings' Evaluation)

Activity 4: Supporting peer educators in designing and implementing their action plan (awareness project)

Booster sessions were organized with each group of peer educators to support them in the design and implementation of their actions plans. Skoun provided participants with drug information and educational tools when needed. The details of the actions plans prepared and implemented by each group of peer educators are given below (part II. Action plans by peer educators).

Activity 5: Assessing the impact of the project through focus groups

Focus groups were conducted with groups of peer educators and indirect beneficiaries (students benefiting from awareness interventions implemented by peer educators). The results of the focus groups are outlined below (Part III: Outcomes, Challenges and Recommendations).

II. Action Plans by Peer educators

Below you will find the action plan (awareness intervention) designed and delivered by each group of peer educators in the 5 different schools implementing PeerNET program.

Adventist Secondary School

Goal: Raising awareness about Alcohol, Cannabis, Heroin, Ecstasy and Methamphetamine

Objectives

- Raising awareness about the definition of alcohol addiction and its effects as well as the effects of Cannabis in Grades 7, 9, and 10.
- Raising awareness about the use and effects of Heroin, effects of Ecstasy, as well as the effects methamphetamine and about how to help a friend who is using drugs in grade 11.

Key Messages

Alcohol:

- Addiction: Individuals keep consuming alcohol even though they know their negative effects.
- Alcohol is a depressant, meaning it slows down the vital functions - resulting in: slurred speech, Inability to react quickly and unsteady movement.
- Alcohol affects a part of the brain responsible for decision making, attention and learning which is not fully developed until the age of 24.
- Youth are at a higher risk than adults to develop alcohol addiction.

Cannabis:

- Weed is a psychoactive drug derived from the plant Cannabis, sometimes used for medical purposes.

- Short term effects:
 - Altered senses
 - Slow reaction time
 - Changes in mood
 - Trouble thinking and solving problems
- Long term effects:
 - Respiratory problem
 - Leads to psychosis such as schizophrenia and increases anxiety and depression.
 - Regular use leads to decrease in short term memory, learning new things.

Heroin:

- White or brown powder and a black sticky substance (tar heroin).
- It can be snorted, injected, or sniffed.
- Heroin is used for the immediate pleasant feeling it can give.
- Using Heroin causes insomnia, dizziness, confusions, nausea and constipation.
- Sharing needles and other materials to inject heroin leads to high risk of contracting HIV, hepatitis B & C.
- Overdose on Heroin can lead to slow heart rate, loss of consciousness, permanent brain damage, coma and death.

Ecstasy:

- Ecstasy is a drug that produces euphoria and is generally taken before parties or at all-night dance parties (raves).
- You never know what chemicals are in an Ecstasy pill and that is what makes it dangerous.
- Effects of Ecstasy:
 - It produces an effect after 45mins
 - It causes feelings of empathy, emotional warmth, euphoria, and energy.
 - One-time heart stroke can lead to permanent brain damage
 - Using Ecstasy for several days or weeks can lead to depression, paranoia, anxiety and aggression
 - Death is not caused due to overdoes, but due to heart stroke, high blood pressure and increase body temperature.

Methamphetamine:

- Effects:
 - It creates feeling of euphoria and energy that may cause a person to go for extended periods without food or sleep.
 - It causes insomnia, increased heart rate, blood pressure, irregular heartbeat, and hyperthermia.
 - It causes problems in memory, learning and movement.
 - It causes addiction, anxiety, depression, psychosis.

How to help a friend who is using drugs?

- Understand that addiction is a brain disease. Just like you wouldn't expect someone with cancer to be able to heal herself without a doctor's help, the right treatment, and support from family and friends, you can't expect your friend to heal herself.
- Know that it is never easy for anyone to admit that he/she has a drug problem. You'll need to be patient—and not give up easily
- Just telling your friend that you are concerned can be a big help. Your friend may not want to talk about it, and the effects of drugs on the brain may keep him from “hearing” you or acting on your advice.
- Assure your friend you are there for him/her and that she/he is not alone.
- Suggest that he speak to a trusted adult who will keep it confidential

Activity: We will prepare two different presentations. The first presentation (for grades 7, 9, and 10) will be about Cannabis and Alcohol. The second presentation (for grade 11) will be about Ecstasy, Methamphetamine, Heroin and how to help a friend who uses drugs. In both presentations, we will begin with an activity asking them if the statement in front of them is a Lie or a Truth. After which, we will pursue with explaining about the drugs and answering the students' questions.

Armenian Evangelical School

Goal: Raising awareness about tobacco use.

Objectives

- Raising awareness about the effects and dangers of tobacco.
- Explaining what a water pipe is and raising awareness about its dangers.

Key Messages

- In all its forms, is very harmful to health, it is responsible for 5 million mortality cases yearly worldwide.
- It can be smoked in cigarettes, cigars, pipes, water pipes, chewed or sniffed.
- The three most dangerous chemicals are tar, Carbon monoxide and nicotine.
- Nicotine is a minor stimulant to the Central Nervous System.
- Nicotine facilitates the release of endorphins that causes relaxation.
- It causes cardiovascular diseases, respiratory diseases, digestive system disorders, effects the nervous system, causes cancer and effects the reproductive system.
- Most regular smokers have a physical dependence on tobacco, also a psychological dependence.
- Trying to quit smoking is a very hard experience, it causes tension, irritability, excessive sweating, trembling.
- There are nicotine replacement therapies like skin patches and chewing gums containing nicotine.

Water Pipe (Nargile)

- It is an oriental pipe, with a long tube connected to a water flask, smoke passes through the water pipe and reaches the smoker.
- It is a common habit and has developed mainly in the Middle East.
- It delivers the addictive drug “nicotine”.
- Studies show while the water in the pipe absorbs some of the nicotine, smokers can be exposed to a sufficient dose of nicotine to cause addiction and harmful effects.
- A typical one-hour water pipe smoking involves inhaling 100-200 times the volume of smoke inhaled with a single cigarette.
- The smoke includes toxic compounds such as Carbon Monoxide CO, heavy metals and cancer causing chemicals.

- Sharing a water pipe mouthpiece possesses the serious risk of transmission of communicable diseases such as tuberculosis TB, herpes and hepatitis.

Activity: We will present a power point about tobacco and its effects through an interactive way. After which, we will ask them some trivia questions about the topic and finally conclude the session with asking them some questions about the presentation such as, “did they learn something new?”

Houssameddine Harriri School

Goal: Raising awareness about underage drinking.

Objectives

- Raising awareness about the short term and long-term effects of underage drinking.
- Raising awareness about the risks of mixing energy drinks with alcohol.
- Raising awareness about not drinking anything before asking what it is.

Key Messages

Short term and Long term Effects of Underage drinking:

- An intoxicated person has a harder time making good decisions.
- A person is less aware that his/her behavior may be inappropriate or risky.
- A person may be more likely to engage in risky behavior, including drinking and driving, sexual activity (like unprotected sex) and aggressive or violent behavior.
- A person is less likely to recognize potential danger.
- Research shows that drinking during the teen years could interfere with normal brain development and change the brain in ways that:
 - o Have negative effects on information processing and learning.
 - o Increase the risk of developing an alcohol use disorder later in life.

Effects of drinking energy drinks:

- high blood pressure

- Increased anxiety levels
- Insomnia
- Heart palpitations
- Seizures
- Mania
- Sudden death
- Dehydration of the body

Risks of mixing energy drinks with alcohol

- High level of poisoning
- Consumers don't necessarily realize the level of their drunkenness and might think that they are capable of doing things such as driving
- Caffeine in the energy drink has an influence of "camouflaging" the drunk-inducing effects of alcohol which makes the consumers 3 times more likely to overdose

Activity: We will implement 3 sessions in order to guide and assist the students whom will present to us the new information they learned about underage drinking.

1. **Session 1:** We will begin the session by showing the students a video about how dangerous it is to mix alcohol with energy drinks. After which, we will explain that the students have to be divide themselves into groups, so that they can research about underage drinking in the following session and prepare a creative presentation.
2. **Session 2:** We will distribute credible resources and key messages about underage drinking and ask each group to talk about a category within underage drinking. During this session, the students will read the resources, prepare and brainstorm for the presentation and ask us for any help when needed.
3. **Session 3:** Students will split into 3 groups and each group will deal with a particular topic within underage drinking.

College Notre-Dame De Jamhour

Goal: Raising awareness about different types of drugs as well as the use of video games.

Objectives

- Raising awareness about the definition and effects of Magic mushroom, Cocaine and Tobacco.
- Raising awareness about facts on LSD, Cannabis and Alcohol.
- Raising awareness about the effects of video game addiction.

Key Messages

Magic Mushroom:

- It is consumed for its hallucinogenic effects, since it contains psychoactive properties.
- It causes a sense of euphoria and well-being, mood swings, stomach discomfort and nausea, headaches.

Cocaine:

- It usually comes in the form of white powder.
- It can be smoked, injected into a vein or snorted. It sometimes consumed with other drugs to amplify its effects.
- It is a major stimulant of the central nervous system. It causes intense euphoria and physical ability, followed by a moment of anxiety and exhaustion.
- It suppresses fatigue, appetite and pain.

Tobacco:

- It's a plant cultivated worldwide, making it one of the most common drugs since it is legal.
- It can be smoked, chewed or sniffed.
- It may cause cancer, respiratory and cardiovascular problems. It also damages the nervous and reproductive systems.

Cannabis:

- Cannabis affects our body due to the THC chemical in it that acts on receptors in our brain.
- It can affect functions associated with these receptive areas, such as memory or motor control.
- The symptoms of cannabis withdrawal are nausea, sweat, tremors, loss of appetite, sleep disorders.
- Cannabis use can lead to a euphoric and sedation effect. It also causes hypotension, dry mouth and tachycardia.

LSD:

- The chemistry name of LSD is "lysergic acid diethylamide".
- LSD is a hallucinogen and its street name is usually "acid."
- On the long term, LSD users might experience flashbacks of their trips and perception disorder.

Effects of Video Game Addiction:

- Confusion between reality and fantasy
- Postural, muscular and skeletal disorders
- Increase in anxiety levels
- Increase obesity risk

Activity:

We will divide ourselves into 3 groups and tackle three different subjects. Each group will take 10 students and play a game with them for 5 minutes and then we will switch to different group of students.

Group 1:

We will raise awareness about Magic Mushroom, Cocaine and Tobacco through an interactive game. 10 students will be split into two teams. Each team has the same deck of cards (3x3) in front of them. The cards represent three different types of drugs cocaine, tobacco and magic mushrooms, along with their definitions and effects on the consumer. Each member of the group has to match that certain drug with the correct effect and definition. If the member incorrectly matches them, the second team tries to match the cards. The game will go on until the participants are able to match each drug with its definition and effect. The first team to match all the cards wins. Lastly, the game will be followed with a small recap about these three drugs and answering the questions of the students.

Group 2:

We will raise awareness about LSD and Cannabis. Every team begins with \$250,000 in \$20,000 and \$50,000 (monopoly cash) notes. All teams are playing simultaneously. Every time a multiple-choice question is requested, each team has 20 seconds to put certain quantity of cash on the response. After which, the answer is disclosed for those who had the wrong answer will lose their cash and those who were right will get their cash back. The team with the most cash wins after answering all the questions.

Group 3:

We will raise awareness about the effects of video game addiction through a fun game. Each group has 10 "post-it" 5 of which have the right effects of video games written on them, and the other 5 have the wrong effects of video games written on them. Subsequently, two large posters are stuck to the wall away from the teams. The poster is split into a "real" and "fake" table. After that, a member of each group has to wear a unique pair of glasses that prohibits the student from seeing correctly, and with the assistance of his / her team members, attempt to stick the post-it in the correct column. Lastly, the group with the best answers wins.

Sainte Famille Wadi Chahrour

Goal: Raising awareness about different types of drugs, sports, and how can youth protect themselves.

Objectives

- Raising awareness about heroin, alcohol, cannabis, ecstasy, cocaine, tobacco.
- Raising awareness about why youth use drugs.
- Raising awareness about the benefits of sports as well as how it helps in keeping away youth from using drugs.

Key Messages

Alcohol

- Alcohol is a depressant in which it slows down your body's reactions.
- Some people might lose control of their actions and become violent.
- It affects an individual by making the right choice.
- Using alcohol in a consistent manner will lead to diseases in the liver.

Cannabis

- The plant used to create Hashish and Marijuana is the Cannabis.
- The Cannabis is a plant naturally occurred or cultivated.
- The cannabis plant is greenish in color.

- Hashish is usually used through smoking
- The use of cannabis might lead to addiction.

Cocaine

- Cocaine is a stimulant drug that makes you feel wide-awake, energetic, and overconfident.
- It does not mix well with other drugs, and it is possible to overdose.
- Cocaine is a drug extracted from the coca plant. Other common names for cocaine include coke, blow, snow, and rock
- Cocaine can be used by sniffing, smoking or injecting the drug.
- The short-term effects of cocaine are decreased appetite, mental alertness, and increased heart rate, temperature and blood pressure.

Ecstasy

- The main component of ecstasy is MDMA. Ecstasy can include other drugs but no one knows exactly what it is made up of, which makes it very dangerous.
- Ecstasy is a stimulant and is sold as pills or capsules.
- Ecstasy can lead to death if dehydration of the body, increase in body temperature and increase of heart rate occurs.
- When a user uses Ecstasy they might feel happy, joy, and comfort.
- The short-term effects of using ecstasy: auditory hallucination –feeling lonely–muscle cramping— panic attacks–depression–body temperature rising– and permanent damage of the brain might happen.

Heroin

- Addiction
- Itchy skin and dry mouth
- Slowed heart rate and breathing
- Nausea and vomiting
- Feeling drowsy for several hours
- Might lead to overdose
- Using needles to inject Heroin might lead to HIV or hepatitis B & C.

Why Do Youth Use Drugs?

- They think everyone is doing it
- Trying to fit in with their group of friends
- Relationship problems
- Loss of a loved one
- To escape reality
- For fun and pleasure
- Worried about their problems and feeling sad
- Curiosity

Tobacco

- Smoking shisha is not healthier than smoking cigarettes.
- Once you are addicted to tobacco, you might have some reversible and irreversible health effects.
- Vaping is not safe.
- Second hand smoking has several unhealthy and damaging effects.
- Smoking can affect your sense of taste and smell.
- One cigar can contain just as much tobacco as an entire pack of cigarettes.

Sports/Physical activity

Using drugs affects us emotionally, physically and mentally:

- Think less clearly and show poor judgment.
- Say and do things impulsively that look stupid or strange, embarrass themselves and even harm themselves.
- Lose control of their emotions and cry, argue, or get into fights more easily.
- Feel depressed or energized based on the drug type.
- Affect a brain part in youth that is not fully developed yet.
- Have slowed reaction time, and less control over body movements which might lead to car accidents
- Feel tired, have sleep disturbances
- Youth using drugs are more prone to become addicted to the substance used

Sports can keep youth away from drugs because:

- Physical activity can strengthen resistance to addiction in youth.
- Studies show that teenagers who exercise regularly are less likely to smoke cigarettes or marijuana
- Exercise can be good for both the body and the brain. It strengthens the heart and lungs; it stimulates the brain's reward pathway and heightens mood-boosting neurochemicals.
- Physical activities offers youth healthy opportunities to learn skills, take risks, and achieve goals.

Sports/ Physical activity has several benefits such as:

- Reduce your risk of a heart attack
- Manage your weight better
- Have a lower blood cholesterol level and blood pressure
- Have stronger bones, muscles and joints and lower risk of developing osteoporosis
- Lower your risk of falls
- Recover better from periods of hospitalization or bed rest
- Feel better – with more energy, a better mood, feel more relaxed and sleep better.
- Exercise may block negative thoughts or distract you from daily worries.
- Exercising with others provides an opportunity for increased social contact.
- Increased fitness may lift your mood and improve your sleep patterns.

Activity:

We will prepare a kermes event for grades 7 and 8 with 8 booths. We will divide ourselves into teams of 4 or 5 members and handle a booth related to a particular topic. Each booth will have different types of fun activities for the students to learn about why youth use drugs, different types of drugs and sports.

Tobacco: We will build an experiment showing how smoking might lead to having black lungs. We will fill a glass of jar with cotton and put a cigarette in the glass's small hole, so the smoke can enter the jar and expose the cottons to its chemicals. No smoke will be released to the outside and the cotton will become black. In addition, we will play a trivia game with the students asking them questions and they have to guess the answer.

Cannabis: We will give the students the booth a crossword activity that we prepared. After which, they will look search for the words in the table and fill in the blanks of the sentences provided.

Cocaine: Two teams will have to compete against each other by finding key messages from a huge bowl of rice. Whomever, finds more key messages within a minute wins.

Ecstasy: Each group gets a paper with information about ecstasy, which they have to read in 2 minutes. After which, we will place the opposing players in their place to start the game. Once they settle, the first team asks their opponents a question in which they have to answer within 10 seconds meanwhile the team that asked the questions has to throw a good amount of bottles until the team answers. If they were unable to answer, we will give them the correct answers.

Heroin: We will divide the students into two teams at the booth. After which, one person from each team compete with another opponent's team member by throwing a dart to pop a balloon which has a certain message about heroin.

Why youth use drugs? We will place 5 cups filled with juice on each side of the table with key messages glued to them. The two teams will try to insert the ball in the cup. If the team does not score, they should read the message, but if they do score, the opposing member reads the message.

Sports/Physical Activity: We will divide the students into two teams. They we will be asked questions, whoever answers incorrectly or does not know how to answer, they will have to exercise some pushups, or burpees, or bike, or planch on spot. In the end, we will inform the students about all the questions asked.

Discussion Booth: We will have a 5-minute Q&A discussion with the students so we can know if they learned any new information or answer any questions, they have. We will give the students a paper with all the key messages that they learned on the booths.

III. Outcomes, Challenges and Recommendations:

A. Results of the focus groups organized with peer educators:

Four schools participated in the evaluation of the peer net program namely Housameddine Hariri, Sainte Famille, Jamhour, and Adventist with a total of 24 students who volunteered as peer educators. All were grade 10 students and were equally divided among boys and girls except for Jamhour (3 boys and 5 girls).

In general, students were interested to join the program in order to gain more knowledge about the harmful effects of drugs, and to raise awareness among their peers. One student also mentioned that his main reason was to enrich his resume before entering college.

"I wanted to know about the drugs' effects. But I wanted to know more about the exact biological, physical, social effects of addiction." (Housameddine, girl)

"What interested me is that I know a lot of people at this age are already engaged in things like that... so I said maybe if I talked to them they would stop doing that." (Adventist, girl)

Description of the Implemented Activities:

Students designed their own activities in each school through which they delivered key messages related to drugs.

In Saint Famille Wadi Chahrour, peer educators planned and implemented a kermes for grades 7th and 8th students where they designed games through which they delivered messages related to the harmful effects of drugs. Peer educators had different roles in the kermes while 3 of them were monitors who guided students among the booths, the remaining were responsible of the games and initiating a discussion with students to inform them about the harmful effects of substance use. Through these games, they noticed that students had many misconceptions related to drugs, *"...they thought that heroin and cocaine are all "weed". They're all the same thing. We explained to them and told them the symptoms of each. They liked it a lot."*

In Adventist, peer educators targeted students from different grades 7-12. For grades 9 to 12, peer educators delivered an interactive presentation, *"a presentation and an activity. We did a game, 2 truths, and 1 lie. We didn't want them to be bored... the thing they enjoyed the most was that activity. There was a high level of participation"*. The content of the presentation changed by grades, where grades 9 and 10 had a different presentation from grades 11 and 12, *"with younger students, we talked with them about alcohol and cannabis, while with the older students, we talked about meth and cocaine"*. Peer educators thought that discussing harmful effects of alcohol with students of grades 9 and 10 would be beneficial as they are initiating alcohol intake *"I thought that at this age they will be beginning to go out and drink alcohol... and they wouldn't know what they are being offered. So we thought that we*

should talk about it, so that they learn about its disadvantages”. They also delivered a presentation for grades 7 and 8 however, it did not include an activity, as they ran out of time. *“They were a huge class, and everyone had a lot of questions... so we didn’t have the time”.*

In Jamhour School, peer educators designed three games through which they delivered messages related to drugs and internet gaming and consequences of addiction for grade 8 students: *“There was rotation between games, we divided the class into three groups... and when one group finishes one game, they move to the next one”.*

In Housameddine Hariri School, students in grade 8 presented about the harmful effects of drugs including alcohol. Peer educators coached students in preparing the presentations, *“so, the students thought it was going to be a regular presentation but when we explained to them that they will be doing it and presenting in their own way they showed interest”.*

Knowledge and Skills Gained by Peer Educators:

Peer educators’ initial interest in joining the program was to spread awareness and gain knowledge. However, many of them reflected on how they personally benefitted from this experience to enhance their soft skills specifically working in groups and delivering presentations.

For instance, many students in Adventist, Housameddine, and Jamhour Schools reflected on how this experience helped them build their confidence:

“I have social anxiety and fear so while talking to the students I got the change to face some sort of my fear and to build confidence”. (Housameddine School, boy peer educator)

“It gave me a boost of self-confidence to go up and talk about something in front of 30 people, who are all looking at me, and I cannot make any mistakes...” (Adventist School, girl peer educator)

Peer educators also mentioned *“working in groups”* and *“organizing themselves”* as acquired skills during the preparation for the activities:

“We learned to work more as a group, and with kids”. (Saint Famille, girl peer educator)

“In terms of learning how to organize... organize ourselves and those with us”. (Saint Famille, boy peer educator)

Regarding gained knowledge, in Housameddine School, peer educators mentioned learning a lot of information about alcohol and energy drinks. As one of the peer educators in Housameddine School stated, *“I thought it was only for flavors... There are stuff and effects that we did not know were possible to happen”.*

Similarly, in the remaining schools, peer educators mentioned learning about different types of drugs. One boy even mentioned, *“I didn’t think that alcohol was a type of drug... I used to think that it was like anything else... or even technology. So now I learned about them more”.* (Jamhour School)

“I learned more about all the drugs, even those that I thought I already knew about... for example weed. I thought I knew about weed, but when I saw the new information, I learned more. And the same goes for alcohol. All types of drugs”. (Adventist, boy peer educator)

“Most of the things we learned were new to us”. (Saint Famille, boy peer educator)

In addition, in Housameddine School, peer educators said they learned how to develop and deliver messages while presenting.

Challenges faced by peer educators:

The two main challenges mentioned by the different groups were time and organization. In Housameddine and Adventist where the main activity was a presentation, peer educators mentioned not having enough time to prepare.

“It was a bit challenging to implement the intervention since we did not have a lot of time and it needed some time”. (Housameddine Hariri School)

“Preparation was difficult, with limited time to prepare the presentation especially that we delivered them all on the same day.” (Adventist School)

In addition, for schools where the activities were mainly games, peer educators mentioned facing some challenges related to organization especially with bigger groups. In Saint Famille, games were designed to engage small number of students at a time, thus the remaining ones within the group would try to leave or cause some distraction.

“Sometimes we had to stop a little bit to get students back into the team before resuming the game... so that we don't repeat the information many times... so this causes our team to be delayed from the other teams.” (Saint Famille Wadi Chahrour School)

In Jamhour School, games were implemented within the classroom. With a large number of students, it was difficult to manage them especially that they were all excited to participate.

In addition to those challenges, one peer educator in Saint Famille, mentioned they needed support from someone outside their group to advise on logistic preparations for the event *“someone who has experience. Someone older than us”*.

When asked if they faced any technical challenges, all groups mentioned that they had none. For instance in Saint Famille, peer educators mentioned relying on the booklet provided by Skoun in their research. They also mentioned that Skoun representative helped in deriving the key messages. In Adventist, Skoun representative was present during the presentations, *“we felt that they had to be there because maybe someone asked us a question that we could not answer”*.

In Housameddine School in particular, peer educators mentioned facing cultural barriers, as some students due to their religious background were not very accepting of the topics, *“especially, that alcohol is not very acceptable in their religion”*. Peer educators also faced a similar challenge with one of the teachers, *“...the teacher did not like the way we talked about alcohol because he thought we were encouraging the students to drink alcohol but not to mix it with energy drinks. The teacher wanted us to say that religion says no to alcohol”*.

Support from Administration and Teachers:

In general, peer educators in the four schools mentioned that the environment was positive and supportive:

“They were supporting us, and saying: Good job, grade 10. And when we felt that there is support from the administration and the teachers, we were even more encouraged to make the event even more successful”. (Saint Famille)

“The head of department was encouraging us and motivating us. She helped us and she personally motivated me... saying: come on, you can do it”. (Adventist)

In Jamhour School, one peer educator mentioned receiving technical support while preparing the material: *“They were supportive. They asked us to do more research, and to send our teacher emails so that she can tell us what to edit before we do the final activity”*.

In Housameddine School, peer educators mentioned that the administration was responsive in terms of providing time during classes for the presentation, *“The administration was very easy going when we needed some time from the students”*.

B. Results of the focus groups organized with the indirect beneficiaries:

Students’ Opinion Regarding the Implemented Activities:

Students from grade 8 in Saint Famille, Adventist, and Housameddine Schools were interviewed to assess their opinion regarding the implemented activities including the work done by the peer educators and whether the activities were beneficial. In general, almost all were enthusiastic and had positive opinions.

In Saint Famille, most students were able to recall the activity implemented *“we played games to introduce us to different types of drugs, and what is harmful and what they do to you”*. They mainly remembered learning about different forms of drugs (tablets, powder, and injections), their harmful effects, and the positive effect of engaging in sports to prevent drug use. Although many students mentioned that they already took similar information before through awareness sessions, however they learned new things through the activity implemented by peer educators: *“...we did benefit... like for example there was a booth where they did an experiment about the effects of smoking... I used to think about how much cigarettes can be harmful, and this was answered through the experiment”*.

They all liked that the activity was delivered in an interactive way, *“it’s not a lecture. They explained it to us in a way that made us want to pay attention. It was attractive”*. One student also mentioned enjoying the activity because it was delivered by students of similar age group, *“... there was no age difference between us and them. It made the message reach us faster than if someone older was talking to us”*. They also thought that peer educators were informative, *“they were really good. They had the information. And it was not like they were doing the activity because they had to, they were good”*.

When asked if they would change anything in the activity, one student proposed making it longer. Students also mentioned that they would like to be peer educators once they are in grade 10 as they will be busy studying in grade 9. However, they suggested tackling different topics so they do not repeat the same topics every year.

Similarly, in Adventist, students remembered what they took during the activity: *“We talked about what drugs cause to the body... the effects, the symptoms”*. Most said that they thought drugs were bad prior to the session however, they did not know the specific harmful effects. For instance, prior to the activity, none of the interviewed students thought that if a friend offered them some alcohol it would be ok to drink. Most mentioned learning new things related to risks of drug use and underage drinking, *“we knew a little... like when they were talking about alcohol... like when you drink your behavior can change and I didn’t know that. I only knew that drinking alcohol is bad”*.

Students thought peer educators delivered the presentation in an interactive way. They were also informed about the topic and organized:

“When we had questions, they answered us. They knew what they were talking about.”

“It was a nice experience. Although they were grade 10 students, they presented the project in a way that... as if they were older than grade 15 or 16... as if they’ve doing this work for a long time. They were very professional”.

“They were good. For example one girl was switching to the next slide, and another one was reading them. And they were all explaining well. They divided the tasks amongst each other. They were 5”.

Adventist students enjoyed learning about drugs as this topic has not been discussed before: *“before the session we didn’t talk much about drugs”*. However, not all expressed their interest in joining the program, *“I like to listen, rather than teaching someone. I don’t like things like that”*.

In Housameddine school, students were involved in delivering the activity through which they gained knowledge on drugs and their risks:

“I learned that there is more than one type of drug such as depressants and stimulants”.

“We learned about the dangers of mixing alcohol and energy drinks. I did not know some people actually mixed alcohol and energy drinks”.

Two students even mentioned that they can now approach others and tell them about the harmful effects of drugs. Students were also interested in knowing more about drugs’ physiological and psychological effects, and reasons why people become addicted, *“how people get into using drugs”*.

Students appreciated the work done by peer educators: *“The peer educators were clear, they enjoyed giving the presentation and were openly talking about the subject”*. They also liked that peer educators were informative yet not forceful *“I loved how openly they talked about the topic. They did not tell us to stop and don’t do it but they told us we will tell you why drug are harmful and you can make your own decisions”*.

However, they disliked the limited timeframe they had to prepare their presentations: *“We had to prepare the presentation in a short period of time. We did not have much time but the presentations turned out to be good”*. Another student who did not deliver the presentation disliked the fact that attendance was mandatory since they are in the classroom and they are allowed to leave the school.

C. Future Involvement of Peer Educators in Peernet Program

It was obvious from the discussions, that peer educators valued the experiences they lived and were proud of themselves.

“We were the first people to talk about drugs in the school. We influenced them and it is nice to see it continue in the coming years”. (Housameddine)

“So by benefitting others... we are also benefitting ourselves... and benefitting our society...” (Saint Famille)

In addition, many expressed their willingness to be part of the peer net program. One of the peer educators in Saint Famille School even suggested replicating the experience outside school. *“It is nice that we are raising awareness in our school, but there is a lot of other people outside school who do not know... it doesn't have to be in school. It can also be outside of school”*.

It is worth mentioning that peer educators in Saint Famille proposed to set a meeting with other peer educators from the remaining schools to share and evaluate their experiences.

One peer educator in Adventist suggested to involve grade 8 students in future activities that might be implemented:

“...when I gave out the survey to grade 8 there was this question: “if there was an organization or group where you would be able to help, would you join it?” almost all of the students answered yes. So if there could be a small way where we can let them work with us or participate it would be nice”.

D. General Reflections and Recommendations:

Results of the focus group discussions showed that the program has succeeded in fulfilling its objectives, especially that many students showed interest in becoming part of the peernet program. In addition, students' feedback was generally positive and they were enthusiastic about the idea that the activities were implemented by their peers.

As proposed by one of the peer educators, a meeting between peer educators from the four schools would be highly beneficial to share their experiences and possibly exchange ideas for future activities.

Logistical support specifically in terms of organization would definitely be helpful for peer educators in conducting future activities. In addition, having the administrations' support is a key factor to facilitate the implementation of such activities. In addition, exploring new topics within drug prevention (ex: dealing with peer pressure) might also be important.

IV. Pictures:



Peer educators provide the students with information about underage drinking.



Students are separated into groups, researching and preparing for their presentations on underage drinking.



Students present what they learned about underage drinking to peer educators.



Adventist students reading about drugs and preparing to present during the peer net training.



Adventists students presenting to their Peers about the drugs they learned during the Peer Net training.



An Armenian Evangelical school Student presenting about Alcohol, Heroin and LSD throughout the Peer Net training.



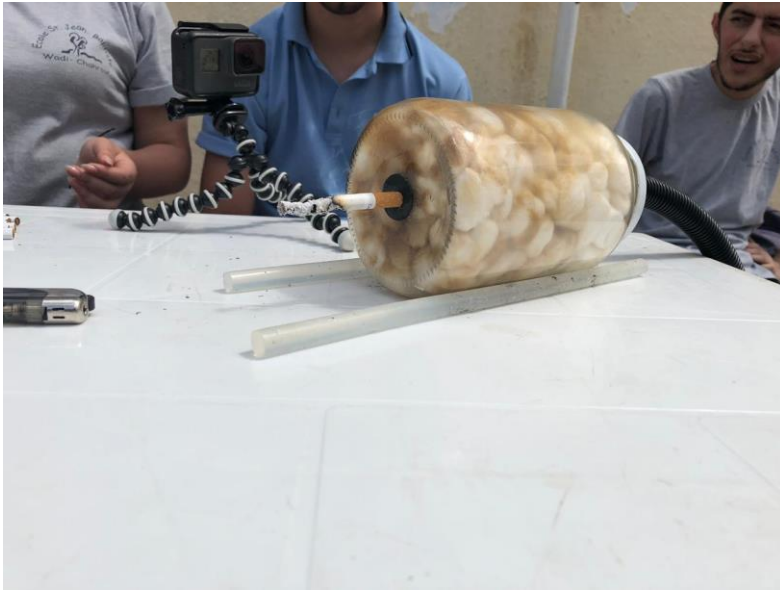
After reading Skoun educational brochures, a group of students presented about Tobacco, Cannabis, GHB and Slavia throughout the PeerNet training session.



Ecstasy Booth: Students are reading the information and trying to answer the questions asked.



Tobacco Booth: Students are playing the trivia game of “Truth or Myth” when asking questions about the drug.



Tobacco Booth: Running the experiment and showing how the smoke of cigarette can turn the lungs into a brownish color just like the cottons in the jar.



Cocaine Booth: Two team members competing and trying to find the key messages about cocaine in the big bowl or rice.



Sport/Physical Activity: Students will have to undergo pushups, burpees, or any time of exercise if the question is answered incorrectly.



Group of Peer educators trained



Student is wearing the unique glasses and trying to stick the post it in the correct column of “effects of video game addiction”.



Students are matching the drug type with the correct effect and definition.

V. Appendices

APPENDIX A: TRAINING EVALUATION QUESTIONNAIRE

Below is the questionnaire administered to peer educators at the end of the training workshops:

PeerNET Training Evaluation					
School Grade: _____					
Name of the school: _____					
Date: _____					
Name of the trainer(s): _____					
INSTRUCTIONS					
Please circle your response to the items. Rate aspects of the training on a 1 to 5 scale:					
1 = "Strongly disagree" 2= "Disagree" 3 = "Neither agree nor disagree"					
4= "Agree" 5 = "Strongly agree"					

TRAINING CONTENT (Circle your response to each item)					
1. I was well informed about the objectives of the training	1	2	3	4	5
2. This training was up to my expectations	1	2	3	4	5
3. The content is relevant to my role as a peer educator	1	2	3	4	5

TRAINING DESIGN (Circle your response to each item)

4. The training objectives were clear to me	1	2	3	4	5
5. The training activities increased my interest in the topic	1	2	3	4	5
6. The pace of this training was appropriate	1	2	3	4	5

TRAINER (Circle your response to each item)

7. The instructor was well prepared	1	2	3	4	5
8. The instructor used easy-to-understand language	1	2	3	4	5
9. The instructor answered questions and concerns	1	2	3	4	5

TRAINING OUTCOMES (Circle your response to each item)

10. The training increased my knowledge in the topic	1	2	3	4	5
11. I can use what I learned in this training in my work as a peer educator	1	2	3	4	5

12. How much of the material was new to you?

All of it

Some if it

A little

All old material

13. What specifically did you learn from the training?

14. What was most beneficial to your work as a peer educator?

15. What suggestions do you have to improve the training?

Thank you for your time

APPENDIX B: TRAINING EVALUATION REPORT ADVENTIST SCHOOL

General Information on the training:

Date of trainings: 27/2/19

Location: Bouchrieh Adventist Secondary School

Trainer: Sara Maria Daou

Number of beneficiaries: 26

Background of Beneficiaries: Students

This report includes a description of the data provided by the participants on the evaluation regarding the conducted training workshop. There are three parts to this evaluation form; evaluation of the training, evaluation of the trainer, and an overall evaluation.

Training Content

The section below includes a series of questions, to be rated from 1-5, with 1 being the minimum (strongly disagree) and 5 the maximum (strongly agree).

The results were as follow:

1. I was well informed about the objectives of the training

9 rated 5, 14 rated 4, 1 rated 3, 1 rated 2 and 1 rated 1

2. This training was up to my expectations.

7 rated 5, 7 rated 4, 10 rated 3, 1 rated 2, and 1 rated 1.

3. The content is relevant to my role as a peer educator.

6 rated 5, 11 rated 4, 6 rated 3, 2 rated 2 and 1 did not answer.

Training Design

4. The training objectives were clear to me

12 rated 5, 7 rated 4, 6 rated 3 and 1 rated 2.

5. The training activities increased my interest in the topic

10 rated 5, 4 rated 4, 5 rated 3, 4 rated 2 and 3 rated 1.

6. The pace of this training was appropriate

9 rated 5, 8 rated 4, 6 rated 3, 1 rated 2, 1 rated 1 and 1 did not answer.

Trainer

7. The instructor was well prepared

17 rated 5, 4 rated 4, 3 rated 3 and 2 rated 2.

8. The instructor used easy-to-understand language

15 rated 5, 5 rated 4, 2 rated 3, 2 rated 2. 1 rated 1 and 1 did not answer.

9. The instructor answered questions and concerns

12 rated 5, 5 rated 4, 5 rated 3 and 4 did not answer.

Training Outcomes

10. The training increased my knowledge in the topic

10 rated 5, 6 rated 4, 5 rated 3, 3 rated 2 and 2 did not answer.

11. I can use what I learned in this training in my work as a peer educator

14 rated 5, 8 rated 4, 1 rated 3, 1 rated 2, and 2 did not answer.

12. How much of the material was new to you?

4 answered “All of it”, 11 answered “Some of it”, 10 answered “A little” and 1 did not answer.

13. When asked about what they specifically learned from the training, the attendees reported the following: 1 did not answer

Different kind of drugs might have good things but they lead to bad or worst stuff.
The concerns and benefits of all kinds of drugs
I learned about new drugs that are harmful and life is worth living
I learned more about drugs
Little about each topic
Nothing really practical
A lot of dangers of using drugs and the risks of taking it
I learned the scientific effect on the brain
I learned new ways to educate my peers and how to be prepared for the presentation
New things about drugs
I learned that drugs has many types

The effects of alcohol and tobacco
I learned more about the tobacco and the drug's effects on the human body.
How to raise awareness
Everything about drugs and other kinds
Heroin is derived from morphine and GHB is invisible
Information aside from the acquired names.
I learned how to educate other peers.
I learned that drugs are bad
To protect my peers and to spot a person on drugs because of the side effects
I learned many things about drugs
Causes and effects of drugs
The different types of drugs
About how dangerous it is going through addiction

14. When asked what was most beneficial to your work as a peer educator?

10 students did not answer while the rest reported the following:

2 answered N/A
The increase of my own knowledge
Everything
To teach kids nice opportunities
We did not do that
Project
2 answered the activities
The new facts that I learned
The way of talking and making us feel comfortable while thinking
The activities we did was so beneficial to me as a peer educator
How drugs can really harm us
The projects we did and the goals we decided were important and beneficial
To understand the consequences of consuming drugs.

15. When asked what suggestions do you have to improve the training, the attendees reported the following:

4 students did not respond

4 answered more activities
We need to be trained on how to communicate with a person on drugs
2 answered N/A
To do more activities because it sticks the information in our heads
She should have more credibility to take over and control the class
2 answered nothing
To tell all the kids to learn more
Have more exciting activities
The food was cold, we need shawarma, taouk or meat.
The training was great, I do not have any new suggestions
Have at least 2 presenters to be able to manage the group better

Good as it is
It was too boring, so perhaps make it more fun
Have better activities and everything else is awesome
Read, learn and understand more about the subject. Connect more with the trainees as well.
The suggestions are to stay aware
To teach others what we learn from

APPENDIX C: TRAINING EVALUATION REPORT JAMHOUR SCHOOL

General Information on the training:

Date of trainings: 9/3/19

Location : College Notre Dame De Jamhour

Trainer: Sara Maria Daou

Number of beneficiaries: 10

Background of Beneficiaries: Students

This report includes a description of the data provided by the participants on the evaluation regarding the conducted training workshop. There are three parts to this evaluation form; evaluation of the training, evaluation of the trainer, and an overall evaluation.

Training Content

The section below includes a series of questions, to be rated from 1-5, with 1 being the minimum (strongly disagree) and 5 the maximum (strongly agree).

The results were as follow:

1. I was well informed about the objectives of the training

10 rated 5

- 2. This training was up to my expectations.**
9 rated 5, and 1 rated 4.
- 3. The content is relevant to my role as a peer educator.**
10 rated 5

Training Design

- 4. The training objectives were clear to me**
8 rated 5 and 2 rated 4
- 5. The training activities increased my interest in the topic**
8 rated 5, 1 rated 3 and 1 rated 1.
- 6. The pace of this training was appropriate**
9 rated 5 and 1 rated 4.

Trainer

- 7. The instructor was well prepared**
10 rated 5.
- 8. The instructor used easy-to-understand language**
10 rated 5.
- 9. The instructor answered questions and concerns**
10 rated 5.

Training Outcomes

10. The training increased my knowledge in the topic

8 rated 5 and 2 rated 4.

11. I can use what I learned in this training in my work as a peer educator

9 rated 5 and 1 rated 4

12. How much of the material was new to you?

1 answered “All of it”, 5 answered “Some of it”, 2 answered “A little” and 1 answered “all old material”.

13. When asked about what they specifically learned from the training, the attendees reported the following: 2 did not answer

Different types of drugs/ their effects and in which cases they're prescribed.
I learned a lot on LSD
Mixing energy drinks with alcohol is toxic
The forms of drugs, some of the effects
Different things about drugs
How to prevent people from using drugs and how to help them
Addiction
New kind of drugs and their effects

14. When asked what was most beneficial to your work as a peer educator?

7 students did not answer while the rest reported the following:

To learn the specific language and appropriate language to use
Learning my goals, needs, objectives and my role as a peer educator
Presenting
Cooperating with group members
Working with a group

15. When asked what suggestions do you have to improve the training, the attendees reported the following:

3 students did not respond

To visit drug addictive persons
None
Nothing, it was really good.
3 answered it was perfect!
Everything was really good.

APPENDIX D: TRAINING EVALUATION REPORT ARMENIAN EVANGELICAL SCHOOL

General Information on the training:

Date of trainings: 8/3/19

Location : Armenian Evangelical School

Trainer: Sara Maria Daou

Number of beneficiaries: 9

Background of Beneficiaries: Students

This report includes a description of the data provided by the participants on the evaluation regarding the conducted training workshop. There are three parts to this evaluation form; evaluation of the training, evaluation of the trainer, and an overall evaluation.

Training Content

The section below includes a series of questions, to be rated from 1-5, with 1 being the minimum (strongly disagree) and 5 the maximum (strongly agree).

The results were as follow:

14. I was well informed about the objectives of the training

7 rated 5 and 2 rated 4.

15. This training was up to my expectations.

6 rated 5 and 3 rated 4.

16. The content is relevant to my role as a peer educator.

4 rated 5 and 5 rated 4.

Training Design

17. The training objectives were clear to me

3 rated 4, 4 rated 4 and 1 rated 3.

18. The training activities increased my interest in the topic

6 rated 5 and 3 rated 4

19. The pace of this training was appropriate

5 rated 5, 3 rated 4 and 1 did not answer.

Trainer

20. The instructor was well prepared

6 rated 5 and 3 rated 4.

21. The instructor used easy-to-understand language

5 rated 5 and 4 rated 4.

22. The instructor answered questions and concerns

8 rated 5 and 1 rated 4.

Training Outcomes

23. The training increased my knowledge in the topic

9 rated 5.

24. I can use what I learned in this training in my work as a peer educator

5 rated 5 and 4 rated 4.

25. How much of the material was new to you?

1 answered “All of it “and 8 answered “Some of it”

26. When asked about what they specifically learned from the training, the attendees reported the following:

1. Not to use drugs. 2. Not to drink a lot.
General knowledge about the danger of the drugs and how to raise awareness
The effects of each drugs and how dangerous they are
Types of drugs, their effects and raising awareness.
The effects of drugs
Types of drugs, their harmful effects and their use
I learned everything about drugs clearly.
I learned about drugs and how to stay away and help other stay away.

I specifically learned about all the effects of drugs and that they are bad for us.

27. When asked what was most beneficial to your work as a peer educator?

All drugs are not good for us.

Advices on how to work. It helped me learn more about the subject.

That we must be aware and also raise awareness about drugs.

Ideas to help raise awareness.

All drugs are bad for you

We presented types of drugs and learned about them

The presentations and the key messages

The presentation helped me experience teamwork, gain knowledge about drugs and made me more aware about them.

To help people become aware of what happens if they use drugs.

=

15. When asked what suggestions do you have to improve the training, the attendees reported the following:

Activities like we did
Activity
Shorter
It took a little bit of time but it was worth it. God Bless.
The training was amazing and it does not have to be improved. Everything was perfect, thank you!
More sessions
3 answered none

APPENDIX E: TRAINING EVALUATION REPORT SAINTE FAMILLE SCHOOL GROUP 1

General Information on the training:

Date of trainings: 12/2/19

Location: Sainte Famille School

Trainer: Chantal Chedid

Number of beneficiaries: 21

Background of Beneficiaries: Students

This report includes a description of the data provided by the participants on the evaluation regarding the conducted training workshop. There are three parts to this evaluation form; evaluation of the training, evaluation of the trainer, and an overall evaluation.

Training Content

The section below includes a series of questions, to be rated from 1-5, with 1 being the minimum (strongly disagree) and 5 the maximum (strongly agree).

The results were as follow: 4 students did not fill the evaluation form

28. I was well informed about the objectives of the training

11 rated 5, and 10 rated 4

29. This training was up to my expectations.

3 rated 5, 16 rated 4 and 2 rated 3

30. The content is relevant to my role as a peer educator.

17 rated 5, 2 rated 4 and 2 rated 3

Training Design

31. The training objectives were clear to me

14 rated 5, 6 rated 4 and 1 rated 3

32. The training activities increased my interest in the topic

3 rated 5, 11 rated 4 and 7 rated 3

33. The pace of this training was appropriate

15 rated 5 and 6 rated 4

Trainer

34. The instructor was well prepared

19 rated 5 and 2 rated 4.

35. The instructor used easy-to-understand language

17 rated 5 and 4 rated 4.

36. The instructor answered questions and concerns

17 rated 5 and 4 rated 4.

Training Outcomes

37. The training increased my knowledge in the topic

16 rated 5 and 5 rated 4.

38. I can use what I learned in this training in my work as a peer educator

15 rated 5, 4 rated 4, and 2 rated 3.

39. How much of the material was new to you?

1 answered “All of it”, 15 answered “Some of it”, 4 answered “A little” and 1 answered “All old material”.

40. When asked about what they specifically learned from the training, the attendees reported the following:

I learned about some drugs like Ecstasy. I learned some helpful tips on not to be addicted to drugs and I’m ready to be a peer trainer.
Drugs affect the behaviour of humans. Drugs are more than using.
How drugs impact us negatively, how is the addiction on it, how many die because of “overdose” and how to treat, prevent myself and others from drugs.
Drugs affect the brain and my behavior with people and I can protect myself with my intelligence and not using drugs.
Drugs impact the brain negatively and it takes time to treat it. Most of the drugs are produced from plants.
Drugs impact the reward system that produces dopamine. Cannabis contains the chemical THC which is responsible for the psychological impacts.
Drugs cause a lot of symptoms including death. Alcohol leads to liver damage and it impacts the brain.

Drugs and alcohol are very dangerous and might lead to slow death even after a short experience.
Definition and impacts of Cannabis Knowing the meaning of ecstasy
We learned during this session that drugs used by people harms the health and we have to be smart and not use it.
Not to drink alcohol before the age of 18.
When we first use drugs we feel happy, but at the end it is the opposite. Not to use drugs.
Not to take anything from strangers since it might be drugs. You should not drink alcohol if you under 18.
Using drugs makes us happy at first, but it starts causing harm with time. Cigarettes and Narguile contain more than 4000 chemicals.
Dopamine makes us feel extremely happy. Teenagers use drugs for several reasons.
Using drugs makes us happy at first, but it leads to problems after a long time Cocaine allows to always stay awake and to feel depressed .

<p>Effects of cocaine: always keeping you awake</p> <p>Drugs affect the reward system that produces dopamine.</p>
<p>Using drugs makes us happy at first, but it leads to problems after a long time</p> <p>Cocaine allows to always stay awake and to feel depressed.</p>
<p>I learned new harms for using drugs</p> <p>I learned that not all drugs have all the impacts on an individual.</p>
<p>Drugs lead to death sometimes and damages our future, so even if we try it we risk to get deep into it.</p>
<p>Not trying the drugs because if you try it your stuck</p> <p>Happiness and joy do not come from using drugs but from friends and parents.</p>
<p>Marijuana is produces from the cannabis</p> <p>Dealing cocaine leads to life imprisonment</p> <p>Tobacco → 4000 chemicals and nicotine</p>

14. When asked what was most beneficial to your work as a peer educator?

12 answered: All the information
The information that I gained which will let others learn from them
All the information that I learned. Especially, the ones related to the harms of drugs on the body.
All the information I learned and how to deal with it.
Teaching people
Feelings and happiness
All the information + the way to give the topic
I gained a lot of information
All the information were beneficial and important
All the information that I learned and how to explain the information better

APPENDIX F: TRAINING EVALUATION REPORT SAINTE FAMILLE SCHOOL GROUP 2

General Information on the training:

Date of trainings: 7/2/19

Location: Sainte Famille School

Trainer: Chantal Chedid

Number of beneficiaries: 22

Background of Beneficiaries: Students

This report includes a description of the data provided by the participants on the evaluation regarding the conducted training workshop. There are three parts to this evaluation form; evaluation of the training, evaluation of the trainer, and an overall evaluation.

Training Content

The section below includes a series of questions, to be rated from 1-5, with 1 being the minimum (strongly disagree) and 5 the maximum (strongly agree).

The results were as follow: 4 students did not fill the evaluation form

41. I was well informed about the objectives of the training

20 rated 5, and 2 rated 4

42. This training was up to my expectations.

11 rated 5 and 11 rated 4

43. The content is relevant to my role as a peer educator.

21 rated 5 and 1 rated 4

Training Design

44. The training objectives were clear to me

21 rated 5 and 1 rated 4

45. The training activities increased my interest in the topic

14 rated 5, 5 rated 4 and 3 rated 3

46. The pace of this training was appropriate

12 rated 5 and 10 rated 4

Trainer

47. The instructor was well prepared

22 rated 5

48. The instructor used easy-to-understand language

19 rated 5 and 3 rated 4.

49. The instructor answered questions and concerns

22 rated 5

Training Outcomes

50. The training increased my knowledge in the topic

19 rated 5, 2 rated 4 and 1 rated 3

51. I can use what I learned in this training in my work as a peer educator

18 rated 5, 3 rated 4, and 1 rated 3.

52. How much of the material was new to you?

2 answered “All of it”, 11 answered “Some of it”, 8 answered “A little” and 1 answered 2 options “A little” and “Some of it”

53. When asked about what they specifically learned from the training, the attendees reported the following:

1 arguile equals 100 cigarettes
In this training I learned that the tobacco is more dangerous than another drug .
I learned ways of getting away from drugs through activities and listening to music .
Arguile is dangerous and it is equal to 100 cigarettes and it is same as drugs.
I learned that in foreign countries the government uses a system where they help people by teaching them better and safer ways to use drugs as it limits the harms.
I learned a lot of new information and new scientific words of drugs and what drugs are made off. I also learned that team work is fun with people you’re not really close with.

I learned new things about the topic. The training covered some of my wrong knowledge./
Arguile = 100 cigarettes
I learned that not only the illegal drugs are wrong but also some of the legal ones.
I learned a lot of key messages and as many information about drugs.
I learned new things about the topic.
I learned from this training that drugs are not a way to solve our problems but instead it increases it.
I learned the harms of drugs and alcohol and that every arguile = 100 cigarettes. Also, that alcohol is harmful minors.
Arguile =100 cigarettes
We learned new things about drugs and how we use it.
I learned new things about the topic. We learned new things about drugs and how to use and prevent it.
I learned from the training that we all underestimate the things that could happen to use because of drugs.
I learned the risks and effect of drugs and alcohol and how we can help others.
I learned about the reasons why adults use different substances which I did not now about before .I also learned about the many symptoms that people with addiction problems may have.

When asked what was most beneficial to your work as a peer educator?

12 answered: All the information
I learned a lot of things about drugs and cigar.
I learned about the arguile, tar and that alcohol is a drug.
2 did not answer
Arguile
I learned new information
I learned a lot of things the most noticeable is about tobacco and drugs and their negative effect when used in big amounts.
The new information
The information is clarified and became more clear

I learned new information so I am now able to spread this information to my community.spend this information in my community.
Drugs are not fine
I learned how to react toward a drug addict
I can now raise awareness among my friends about drugs and alcohol
It was the best thing when we learned things about cigarettes and arguile
Learning about addiction
I learned how to react toward a drug addict and how to help him heal from the damage.
To make sure that we don't harm people with some word and to know more about this project
The information that was given and the way to talk about drug addicts
Collaborating with others during the project
I learned how to react towards a drug addict.
The information and projects were the most beneficial to my work.
I learned a lot of new information.
Information, team work, the trainer
Information, to give information, way to work as a team with the class and the interaction of the trainer with us in a flexible way

15. When asked what suggestions do you have to improve the training, the attendees reported the following:

9 did not answer

3 reported that the training was perfect and they have nothing to say.
7 reported “nothing”
Tawouk sandwich
ut health issues and analyze the live of somebody who uses drugs.
A little bit more fun activities I would say even though they were fun but more fun doesn’t hurt you know.

APPENDIX G: TRAINING EVALUATION REPORT HOUSSAMEDDINE HARIRI SCHOOL

General Information on the training:

Date of trainings: 8/2/19

Location: Houssam Harriri High School

Trainer: Chantal Chedid

Number of beneficiaries: 21

Background of Beneficiaries: Students

This report includes a description of the data provided by the participants on the evaluation regarding the conducted training workshop. There are three parts to this evaluation form; evaluation of the training, evaluation of the trainer, and an overall evaluation.

Training Content

The section below includes a series of questions, to be rated from 1-5, with 1 being the minimum (strongly disagree) and 5 the maximum (strongly agree).

The results were as follow: 4 students did not fill the evaluation form

1. I was well informed about the objectives of the training

14 rated 5, 2 rated 4, 1 rated 3, and 1 rated 2.

2. This training was up to my expectations.

4 rated 5, 8 rated 4, 5 rated 3, and 1 rated 2.

3. The content is relevant to my role as a peer educator.

9 rated 5 and 9 rated 4.

Training Design

- 4. The training objectives were clear to me**
13 rated 5, 4 rated 4 and 1 rated 3.
- 5. The training activities increased my interest in the topic**
6 rated 5, 9 rated 4, and 3 rated 3. .
- 6. The pace of this training was appropriate**
7 rated 5, 7 rated 4, and 4 rated 3.

Trainer

- 7. The instructor was well prepared**
16 rated 5 and 2 rated 4.
- 8. The instructor used easy-to-understand language**
17 rated 5 and 1 rated 4.
- 9. The instructor answered questions and concerns**
16 rated 5 and 2 rated 4.

Training Outcomes

- 10. The training increased my knowledge in the topic**
9 rated 5 and 9 rated 4.
- 11. I can use what I learned in this training in my work as a peer educator**
10 rated 5, 7 rated 4, and 1 rated 3.
- 12. How much of the material was new to you?**

2 answered “All of it”, 12 answered “Some of it”, and 4 answered “A little”.

13. When asked about what they specifically learned from the training, the attendees reported the following:

I learnt a lot about the different types of drugs and why people take drugs.
I learned that before any action or activity we should discover the need and that only drug is the problem today
Mixing energy drinks with alcohol is toxic
Side effects of several substances like energy drinks specifically. It was all very interesting to me.

Learning about substance, how they are used, how to prevent and inform others on their consequence
About Energy Drinks
Fun doesn't start with drugs and it only makes it better for a short period of time

I learnt about new substances that I've never heard of before; this made me want to know more about these substances to avoid/prevent myself from using any in the near future.

The differences between different type of substances as well as the forms they can come in.

I learned that drugs aren't the key to happiness as well as to think twice of it and the future before taking action.

When drunk, the decision and actions you make will lead to a lifetime of regret.

Energy drinks are addictive and can lead to sudden death.

I learnt that energy drinks could be addictive and this in my opinion is very important for the youth to know about.

New facts, types of drugs and effects

I learned how ecstasy was shaped and so many new things that can't be placed in these lines.

I learned about multiple dangers of substance use as well how to treat addiction

I learned more about substance use and their side effects.

How to protect myself from drugs

Energy drugs and their effect when overused

Energy drinks are addictive (**Kindly note that this fact was explained several times but is still perceived in this way, apparently**).

14. When asked what was most beneficial to your work as a peer educator?

3 students did not answer while the rest reported the following:

Learning new information
The triangle of action plan and deduce key messages
Got the information by our own
The new information I was introduced to as a young person
It increased my knowledge
Raise awareness
Helps me understand how people may react to different kinds of substances.
Helps me able to raise awareness
Learning more about it and as well learn how to use the appropriate language. Teach them how to stand up for themselves.
It is beneficial since through it we can spread awareness to other in order either to use/try substances or stop them
Know how to communicate with the youth.
Being close the addict or being socially engaged so I can help more people

Everything
Learning my goals, needs, objectives and my role as a peer educator
Presenting
Cooperating with group members
Working with a group

15. When asked what suggestions do you have to improve the training, the attendees reported the following:

2 students did not respond and 2 had no suggestions.

It was fine
More active (the students) leads to a fun training session
Shorter training
Do more activities other than presentations
Nothing, everything was perfect