GRANT AGREEMENT NUMBER: S12. 324695 (2001 CVG2-212)

FINAL REPORT

Survey N° 2
Stratégies individuelles, de groupe et institutionnelles qui favorisent
l'abstinence ou modération du consommation dans une ambiance récréative

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Project head. Dr. Amador Calafat.

Participating countries (10). Allemagne, Austria, Spain, Filandi, France, Greek, Italy, Portugal, Pays Bas, The United Kingdom.

The principal objective of this project is to study the young people who are involved in the recreational environment but who are abstinent, or who consume alcohol and take drugs moderately. This target collective (non-users) is a minority one but essential in understanding individual and group strategies in confronting consumption and maintaining an alternative position. Research also provided significant information on the attitudes, abilities and psycho-sociocultural strategies used by non-user youths. This information has been analysed with the aim of providing basic preventive keys for the creation of the elements that enable an 'immunological' attitude to drugs. Finally, the study is to be presented as a publication.

a) First Phase (2 months).
This period was devoted to establishing the design of the research programme, specifying each of the instruments and phases to be developed, both theoretically and technically. In other words, the objectives, methodology and instruments were established, in addition to a bibliographical search with which to develop the research.

> Objectives: investigating the non-user collective, its role and status in the recreational context, the entertainment and having fun culture it develops, its attitude to users, and the strategies it evolves to maintain an attitude of moderation. Comparison with the user collective is basic to the study.

> Methodology: in-depth statistical study according to several selected approaches and qualitative study on the basis of semi-structured interviews and discussion groups.

> A basic task during this phase consisted of elaborating the working instruments to develop the research in a homogenised way in the ten countries. In order to do so, the criteria for organising and developing the fieldwork and spec the qualitative information was established.

> Another task undertaken during this phase was a search of the bibliographical information and the creation of a database on non-users, in addition to institutional information and preventive strategies in each country.

At the end of this period, there was a meeting of all the researchers, from the ten countries, in Palma de Mallorca (15 December 2001) where the work was discussed

and the subsequent research phases were planned. At this meeting, in addition to sharing information and elaborating the above points, a provisional index was drawn up for the publication to be published in the final stage of the project.

b) Second phase (4 months).
Collection and elaboration of data to form the basis of this research was undertaken during this phase:

Quantitative data. The quantitative data from the previous year's interview was elaborated in order to adapt them to the needs of each country and of each subgroup researcher who was responsible for working on the various objectives established for this research.

Qualitative data: interviews and focus groups. The envisaged focus groups took place with users and non-users to compile the necessary qualitative information to complement the quantitative data.

Drawing up a thematic report in each country. Information was compiled (press, specialist journals...) in respect of the objectives being pursued.

Translation. The material necessary for the different national groups to be able to work was translated.

C) Third Phase (3 months).
Analysis of the statistical data. Multivariable study on the basis of each theme to be analysed and from a comparative perspective of users and non-users:
- Sexual behaviour
- Attitudes to the recreational context
- Gender related aspects on drug use
- Peer groups
- Parental drug use
- Social characteristics
- Financial management
- Risk and control behaviour

Elaboration of qualitative information. The information obtained through the focus groups was analysed and selected in each country. Subsequently, it was translated into English and sent to each national team to be used in the analysis of each of the themes. **(ATTACHED AS ANNEX)**

Information search of the principal preventive programmes orientated towards the recreational sphere in each country. Each country described the principal preventive programmes taking into account their contribution to the non-user collective. An analysis was made of this information, which will be used as one of the chapters in the publication.

D) Fourth Phase (3 months).
An in-depth analysis of the data was made during these two months and the thematic reports were drawn up. Each one of these reports will result in a chapter in the final publication.

In September 2002 (from 20-22), there was a meeting of the Working Group in Palma de Mallorca. The tasks at the seminar included discussion of the data, and the results, drawing up the conclusions, preventive strategies and completing the publication of the final book.

GRANT AGREEMENT NUMBER: S12. 324695 (2001 CVG2-212)

FINAL REPORT

Survey N° 3
The family relationships and the prevention
of the consumption of licit and illicit substances

INDEX

PREVIOUS NOTE

We have concluded the book *Family: the challenge of prevention of drug use* with the question "How do families understand their role in these prevention activities? How do technicians and researchers in the field understand families' roles in prevention?"
As regards the first question, we know that the younger the children, the least the family worries about the impact of the drug use phenomenon in the family. The perception of the risk that may endanger their children is understood only when the adolescents are confronted with the proximity and danger of the phenomenon. Until then, there might be a social concern, but the lack of interest and carefreeness are evident. To make the parents and educators aware that what happens throughout the growing-up and the development of their children, and also the relationships they establish between them, are risk and protective factors that should be considered.
In what concerns the second question asked, by better understanding the family structure and dynamics, their education styles, the affective relationship, the parents as learning role models, the passing on of values and which values should be passed on, among many others, we are defining what we call risk factors or protective factors, crucial to design preventive programs.

A little further we stated that in order to find some answers to these last questions (since that in order to find some answers to the first ones implies empirical research on programs of that type which have already been implemented and, as far as we know, there is none like that in the countries involved in IREFREA's network) our research team decided to conduct a new project along 2001/2002. We are now developing a study, based on focus-group methodology, in which the families (parents and children) and the prevention practitioners can reflect and discuss the following subjects:

- parental roles along the different stages of family life cycle;
- way parents and children deal with emotions, affects and behaviours nowadays;
- social representation of the Family as a social institution;
- social representation of prevention;
- importance and role of social values and demands on families and communities' lives (importance of emigration).

The report we now present you on this study.

INTRODUCTION

This final report is the following up of a study initiated in 1998, by IREFREA and which was the base of the book "Family Relationships and Primary Prevention of Drug Use in Early Adolescence" (IREFREA, 1999). From some of the conclusions of that study, as well as the issues raised by it, namely at a theoretical level, it became pertinent to evaluate and study more deeply the following aspects:

- The family dynamics is an important factor, both as a risk factor and as a protective factor of drug use;
- Despite the adolescent's autonomism process (less cohesion, more adaptability) being the most important, they should be articulated and adjustable with firm parental attitudes, which impose some rules and limits to the adolescent;
- Family cohesion and understanding (more precisely the absence of conflicts) per se, does not seem to be the solution to prevent drug use. The lack of family conflicts, as to a protective factor is very dangerous because it may lead to the development of too permissive parental attitudes, which represent an actual and specific risk to the development of a balanced adolescence;
- The family influence and its importance is greater at early stages of drug use. This influence, however, gradually diminishes as the age increases and as other kind of substances are experienced.

Thus, the work undertaken in 2000/2001, consists of an exploration study, developed in 4 phases and simultaneously in six countries: Austria, France, Italy, Germany[1], Spain and Portugal.

In the <u>first phase</u> we organized a Focus Group (Stewart, 1992) - with parents who had 10-18 year old children - , in each of the participating countries. This focus group essentially intended to gather qualitative data on the following aspects:

- Parental roles/Family life cycle;
- Social representation of prevention;
- Punishment (positive or negative);
- Values

The <u>second phase</u> consisted of the gathering of quantitative data, through the handing-out of a questionnaire to the children of the families who participated in the focus group.
This questionnaire intended to evaluate the effect of certain family dynamics as a protective or risk factor (little family supervision, weak discipline, family conflicts, family's history of anti-social behaviour, parental attitudes that favour drug use or anti-social behaviour, family cohesion, opportunities to be include in the family life, rewards for that involvement).(Catalano, R.F. *et al.*, 1997).
The results of this questionnaire are not present in this report due to the delay of some countries in sending them to us. We expect to present them in our next study.
The <u>third phase</u> of this study consisted of semi-structured interviews to prevention technicians whose results will also be presented in this report.

Thus, this report is essentially divided into four parts:

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[1] Germany participated *hadoc*

- Introduction;
- Methodology, in which we describe the methodologies used at each stage of our study, in order to get the data we wanted;
- Data comparison, where we compare the results obtained in each one of the participating countries. Namely, the results from the focus groups with the families, and the results from the semi-structured interviews to the prevention technicians;
- Conclusions.

The <u>fourth phase</u> of this study consisted on the elaboration of the final report, that we present to you now, elaboration and publication of the results of this study in a book, that we are expecting to be publish, and the organisation of an European Seminar with all participating countries, which will be developed with all the projects of IREFREA very soon.

I - METHODOLOGY

1- Focus Group

For this study six Focus Groups were undertaken in the participating countries: Austria, France, Germany, Italy, Portugal and Spain.

Each team were asked to organize this Focus Group with eight to fourteen parents with ten to sixteen year old children.

To select these parents it was suggested that each responsible team would go to parents' associations of schools in each country. All the participants were explained about the goals we aimed at with this study, as well as the issues that would be explored during the Focus Group.

1.1. Technical Aspects of Leading the Focus Group

In order to mediate the discussion, each team nominated a moderator and two collaborators. The moderator should be someone who would inspire authority enough to make the group listen and follow his/her instructions. However, the moderator should not practice his/her power, should not give orders, intimidate or judge. The moderator should play the role of an expert who seeks information that the group might supply, in a solidary and unselfish way. It was important that the group felt they were making a contribution to the development of science.

One of the collaborators held the personal files of all the elements of the group. These files were previously made and had personal information on each member (name, age, sex, number and age of children, etc). In the beginning of the Focus Group the collaborators should identify the members of that group with their initials (or with a previously established code). Each time someone spoke, he/she had to write down that person's code and one sentence that summed up the intervention. The main function of this job was to help the following transcription and organize the speech (knowing who said what), because the identification only through the voice might not be easy.

The other collaborator helped the moderator. He/she could be in the group in several ways, under covered or as part of the group. His/her function was to intervene when someone answered in monosyllables or when it was necessary to restructure the question. This collaborator had to be in perfect co-ordination with the moderator.

It was necessary to make a note with all the themes we wanted to approach. Each theme should contain several questions that promoted the discussion. During the focus group one should insist upon concrete aspects, in order to get enough information on each theme.

The goal was to get significant and diverse information which would allow us to understand more deeply each one of the themes.

To elaborate the Focus Group Script, besides the IREFREA's research works, we focused on several authors, from whom we give special attention to: Brooks, Catalano e Hawkins, e Minuchin.

For this Focus Group the following questions were elaborated:

Parental Roles	1) Nowadays, what are the parents' worries as regards their children? 2) What worries you most about your child's future? 3) Until when do you think your educational role is crucial in your child's education? 4) Do it think it is important to follow your child's school career? Until when? Do you consider that it is important that you help your child in choosing his/her area of study? Why? 5) Are your family rules clear to every member of the family? Do you all know about those rules? Are they followed? (Meals, going out); 6) When you have to make an important decision, who is allowed to voice their opinion?? (Holidays,

	change of school and/or house move?; 7) How do you see your child's autonomy and freedom?
Social Representation of the Prevention	1) In your opinion, what leads a young person to take drugs? 2) What do you do to prevent your children from taking drugs? 3) Do you think that some of your day-to-day habits may lead your children to consume tobacco, alcohol and over the counter/prescribed drugs?? 4) For you, what is and what does prevention consist of? 5) From what age do you think it is possible to start prevention? 6) From your perspective, who should carry out prevention? 7) Which drug do you consider to be the most dangerous? 8) How can families avoid their children becoming users?
Management of Affection	1) What kind of punishment do you use the most with your children? 2) Do you usually ask you children if they are happy and why? 3) Besides family, which institution do you consider more important in your child's education? 4) Do you think it is important for your child's education that you stimulate and help them express their feelings/affections? 5) Who establishes the limits in your home? And how is this done?
Values	1) In your opinion which values govern our society? And your family? 2) Which values do you consider to be the most important to pass on to your children? How do you pass them on? 3) Do you think that Religious Education is important for your child's life? Why? 4) Do you follow any religion?
Representation of the Family	1) What does family mean to you? 2) In your opinion how would the ideal family be? 4) Will there be families in the future?

1.2. Procedures of Information Analysis

Once the Focus Group was over, all the information had to be gathered. Since this study is international and multi-lingual, the elaboration method of the data should be homogeneous. The transcription should be faithful to the meaning the element of the group wanted it to have and one should use his/her own vocabulary. Each person's speech should be preceded by the code that identified that person. It was very important to write everything down.

The next step was a brief comment on the general aspects: duration, number of participants, environment and dynamics of the group, etc.

Finally, the information gathered must be categorized into meaning strutures or classes, thus allowing a more accurate reading of the group conceptions on the issue being discussed.

1.3. Final Note

The information gathered by this method is qualitative and it must take into account the analytic possibilities and limitations. In principle, it does not represent a social group. It is information on the individuals that participated in the group. This information shows us the communication skills, the interaction rituals, the values, opinions, beliefs and the structure of the social net of these people. All this is specific to each person, but it is also shared with the others members of the group, to which they belong to, or which was elaborated from this interaction. In this sense, the information comes from individual analysis. Part of this information is cultural, which allows to put it at a more general level, as a part of the community.

2 - Semi-structured interviews to prevention technicians

Initially, the script of the interview was defined by the researchers from the six countries: Austria, France, Germany, Italy, Portugal and Spain. This script was translated into each one of the participating countries' mother tongue. The final versions were subjected to a last evaluation, in order to make sure there was both a formal and semantic coincidence. Each country was asked to select three to five prevention technicians, who could have different academics degrees, as long as they were involved with any kind of work on drug prevention.

2.1. Interview Script

In this semi-structured interview, we tried to explore the following areas:

- Influence of the parents-child relationship on the adolescent's drug use;
- Influence of the parents-child relationship on the adolescent's anti-social behaviour,
- Relationship between the adolescent's personality and drug use,
- Influence of the adolescent's orientation by the parents versus the orientation of the peer group on drug use and anti-social behaviour;
- Influence of the perception of the parents' attitudes towards substance consumption on the adolescent's consumption,
- Influence of the parents-school relationship on the adolescent's drug use and anti-social behaviour;
- Knowledge of primary prevention programmes of drug use targeted at the family.

We suggested to the moderators of each country that they taped these interviews in order to have a register, as faithful as possible of the answers they got. The obtained data from these interviews were lately compared in all countries..

II – FOCUS GROUP

1. Characterization of the groups

In Table 2 we highlight the most relevant social and family characteristics of the group elements: number of elements, sex, mumber of couples, ages, and average of children.

Country	N.º of elements	Sex		Ages	N.ºof Couples	Average of children	Children's Age
		M	F				
Austria	4	1	3		0	2,75	4, 11-18; 21-29
Germany	10	3	7	-------	2	1,4	4-9; 14; 19
Portugal	10	3	7	42-58	0	2,1	6-18; 20-26
Spain	9	0	9	34-43; 46-49	0	1,88	-------
Italy	8	4	4	40-45	4	2	8-15; 18
France	18	4	8	-------	4	-------	-------

Table 2

2. Analysis of Focus Group

The following analisys is organized according to the themes that were approached in the Focus Group, articulating and integrating the data from the countries involved in the research.

2.1. Parental Roles

> 1) Nowadays, what are the parents' worries as regards their children?
> 2) What worries you most about your child's future?
> 3) Until when do you think your educational role is crucial in your child's education?
> 4) Do it think it is important to follow your child's school career? Until when? Do you consider that it is important that you help your child in choosing his/her area of study? Why?
> 5) Are your family rules clear to every member of the family? Do you all know about those rules? Are they followed? (Meals, going out);
> 6) When you have to make an important decision, who is allowed to voice their opinion?? (Holidays, change of school and/or house move?;
> 7) How do you see your child's autonomy and freedom?

Analysing all the answers in this item, we see that as regards parent's main worries about their children's education, the Austrian parents focus on the type of school that is appropriate to their children. That is, they show concern about the present school system. Spanish parents who participated in this focus group mention that their main worries are centred on drug use and sex. Here the consumption of alcohol and tobacco are seen separately from drug use.

In the Italian focus group it was revealed a great concern about the difficulties in managing of parental roles. The children's struggle for autonomy is seen as problematic and the peer-group influence is highlighted.

German parents express their concern regarding the affective relationship between parents and children. They mention that they fear that their relationship with their children is not close enough and that might be a growing distance, as their children grow. They were also mentioned some worries regarding external conditionalisms

such as unpredictable situations like an accident, criminality, physical aggressions to the children, etc.

To the question on until when do the parents consider their role to be educational in their children's education, in the Austrian focus group the parents were categorical to state that they would have an educational role as long as their children would allow and ask for it. It is mentioned that probably they would stop playing this role when children were able to carry on an independent life.

The parents in the Spanish focus group state that it is very important to help the children to make decisions until a "certain age".

However, the Italian parents defend that their educational role does not end, since children frequently ask for their parents' assistance, even when they are adults. They also refer to the difference between parents' interventions in an affective way (which never end) and the educational ones, that should stop about the age of 18/20. This position is justified by the present society, in which children stay with their families until later, even after adulthood.

In the German focus group parents state that their educational role is determinant until their children form their own families and are independents.

As regards the question on whether they consider important to follow the children's school life, just one of the parents in the Austrian focus group revealed his decision of keep a distance from his 16 year old daughter's school life since it was the cause of family quarrels.

In the Italian group, the parents emphasized the necessity of following and intervening in their children's school according to the individual characteristics, as well as bearing in mind their educational stage, which is not always a linear development. Thus, following the school life depends on the child and not on his/her age.

Nevertheless, some radical changes may occur at different ages, as well as regressions and sudden interruptions, as one of the parents explained: "during primary school our daughter was much more independent than she is now, at secondary school" or "we were very surprised with the autonomy shown during the change from primary to secondary school".

Despite that fact, to follow children's school career is seen as an important and positive attitude, since the children may understand the distance of parents from this matter as lack of interest. It is also mentioned that, in Italy, from the past few years, there has been a significant increase on the number of areas of study and of subjects taught.

However, the information on new areas of study is scarce and children frequently feel great difficulties choosing the area they want to study.

It was mentioned in the German focus group that parents should be available and not impose their ideas on their children's school life.

As regards family rules, Austrian parents think that children should be included, as far as possible, in everyday life family decisions. Children should share the responsibilities according to their age.

The Italian parents state that in a general way, "children get acquainted with the family rules because they grew up with them, they are implicit". Which does not mean there should not be a re-negotiation of those rules.

As far as family decisions are concerned, it was mentioned in this group, that it is not easy to find families where there is a tradition of consulting the children when it is necessary to make decisions which concern them, especially at the age 10-13 years old: "we may consult them about some aspects but not about family functioning".

As regards the system of family rules, the Italian group mentioned flexibility as the main characteristic. They were also referred to a few basic rules, such as: time of the meals, going out times, etc.

These parents reveal that their attention is not as centred on the following of rules but rather on a total acception, by the children, of the crucial principles, such as solidarity, honesty, etc.

It is clear the gap between parents' and children's roles. The children's opinion is taken into account but the final decision is up to the parents.

The German parents mention that in their families rules are implicit. They are expressed by words only when they are broken. However, they also mentioned that the definition of rules might result in conflicts. Adolescence, in these parents' opinion, is a good moment to make the family rules clear because the need of controlling is bigger.

Regarding decisions we may say that, in this parent's opinion, final decisions are taken by them, who consider important listening to their children before they make those decisions.

The parents who participate in the French focus group refer to 3 educational stages: a first educational stage in itself, a stage of exchange and finally an adult-adult relationship. The separation from the parents related to the children. Adolescence is the phase in which the educational stage ends. The stage of exchange is a post-educational one, and it is shown in the availability of the parents towards the children. Next, one enters in an adult-adult relationship. It is necessary to clearly separate these three development stages. Separation can be more or less problematic.

The importance of the parents' educational role is probably shown in the "management" of the construction of children's education, of their orientation, etc.

In the Portuguese focus group, in this item, from the parent's main worries about their children we emphasise: peer-group influence, violence, drugs and infectious and contagious diseases. These parents think that their educational role never ends. The strategies used and even the speech itself change, that is, the relationship may change but the parents still maintain their parental authority, regardless the children's age.

In this group it is unanimous the importance given to children's school life.

In what concerns family rules these parents claim that in their families all know them and those rules are clear (time of meals, bedtimes, waking up time, etc.).

They also point out the importance of having family rules and of being known by all members. All the important decisions are made by means of a "family council", that is, all the members of the family are heard.

These parents see the children's autonomy tightly connected to responsibility, i.e., freedom should be proportional to responsibility and it is negotiated according to the context.

2.2. Social Representation of Prevention

> **1**) In your opinion, what leads a young person to take drugs?
> 2) What do you do to prevent your children from taking drugs?
> 3) Do you think that some of your day-to-day habits may lead your children to consume tobacco, alcohol and over the counter/prescribed drugs??
> 4) For you, what is and what does prevention consist of?
> 5) From what age do you think it is possible to start prevention?
> 6) From your perspective, who should carry out prevention?
> 7) Which drug do you consider to be the most dangerous?
> 8) How can families avoid their children becoming users?

Considering the main causes of consumption in the Austrian Focus Group there were enumerated some factors that, in these parent's point of view lead an adolescent to take drugs: seek for new experiences, pressure of the group, non-perception of the risk of addiction, illegality of drugs or because it may be a part of a chosen life style.

These parents mentioned the importance of communication in the family about drugs, in what concerns their actions to avoid their children taking drugs. They also consider important to pass on to their children the idea that these issues are not taboo and may be spoken about.

To the Spanish parents of this focus group the main causes for leading a youngster to take drugs were the pressure of the peer group or even cultural aspects, fashionable ones: "now we are entering in the cannabis culture".

In these group there were 2 kinds of opinion related to family prevention of drug use: part of the group defended that parents should talk about this matter and explain it to children; the other part of the group claimed that one should delay the information until the children are old enough to understand it. In the group of parents who chose to talk about drugs with their children, the message conveyed is alarmist, like: "drugs kill", and they do not distinguish what drugs, the quantities or the frequency of taking drugs. The message in one of total prohibition and imposition of non-consumption.

The Italian group of parents analyse this question under a flexible and multi-casual point of view, however we can point out some aspects that, according to these parents may lead a youngster to taking drugs: the initiation of the peer-group factor comes up as one of the main factors because of its strong influence – shown by the need for integration and standardization during the adolescent and pre-adolescent phases.

Another point is related to the non-perception of the danger, by the adolescents, about drugs as well as the status of illegality of drugs .

These parents mentioned that young people do not truly understand the meaning of death or disease, or even addiction.

In what concerns the actions carried through to prevent drug use, these parents defend that a dear informative strategy, as well as a frequent and honest dialogue, i.e., the creation of communication channels about this matter, are one of the few prevention tools they have at their reach.

In the German focus group becomes prominent the idea that it is necessary to have very serious problems for the adolescent to start taking drugs. Drug taking may result from failures at the adolescent's self-esteem level.

Again the peer-group's influence is referred to as an important factor. The parents of this group also mention communication and information as being important protective

factors. They mention the inefficiency of the drug use prohibition, and they prefer the preservation of the children's wellfare as an important factor.

In relation to the question whether they consider family behaviour towards substance use (tobacco, alcohol and medicines) may influence the children's consumption, the Austrian parents refer to the importance of passing on to their children good models. However, they defend that parents should not deny their own consumptions but rather talk about them openly.
In the Italian group we verify there is a variation of opinions in what concerns this aspect: on one side the non-smokers parents claim certain domestic habits may favour the children's drug use, on the other side smoker parents render legitimate and normal the consumption of tobacco, clearly separating it from other drugs. They recognise, nevertheless, that because they smoke they will not be able to prevent 100% their children from smoking in the future.
In the Italian group parents do not believe that family habits may induce the children to take drugs. These parents see their children as a result of environment much more influenced by cultural reproval than the one when they were adolescents themselves, about drug use.
The German parents try to explain the concept of addiction by reinforcing the idea that rules are different for adults and children. They see explanations and interest as important protective factors.
As to the fact of certain behaviour of the parents might induce to the children consumption, these parents conclude that are certain things they wish to pass on to their children but others are passed on unconsciously.

In what concerns the definition of prevention, the Spanish parents understand it essentially as information. This function is devoted primarily to school, but not excluding the family functions in this task. These parents, concerning the ages 10-13, state that the drug they consider the most dangerous is alcohol, due to its trivialization and easy access to, by the youngsters. We emphasize that these parents think there is little they can do to prevent their children from taking drugs, only referring to the passing on a negative message about the consequences of consumption.
For the Italian parents prevention is based on knowledge, which is seen as a useful and efficient tool. This knowledge must consist not only of information but also of examples of behaviour given by the social institutions to which the child belongs to. According to these parents the two institutions that should carry through a preventive work are family and school. However they notice the importance of the cultural context, that is, if the peer group accepts and approves certain behaviour, the family becomes powerless to prevent that behaviour. The whole group agrees that prevention should start at an early stage, during childhood. These parents consider the most dangerous drugs the ones that are more available to youngsters and that have immediate and lasting effects.
The German parents also report information and dialogue as important tools for a preventive action on drug use. They also mention the importance of other activities, such as sports, as preventive factors. As regards drugs seen as the most dangerous, these parents refer to alcohol and ecstasy. Alcohol is seen as accepted by society and, therefore, its consumption is not questioned, which makes it dangerous.
In what concerns social representation of prevention, the parents in the French focus group defend as preventive measure the family union. Those parents report that their

actions, on drug use prevention, are rendered into passing on of some attitudes and some balance. They try to teach their children concepts of self-respect and self-esteem. It is also reported the importance of family communication as a preventive measure.

In the participating Portuguese parents perspective, feelings of frustration may lead an adolescent to take drugs. It is also mentioned the importance of the peer-group pressure.

These parents believe that some of their attitudes may instigate their children's drug consumption, however they say that they follow their children's development towards responsibility and autonomy, as well as teach them how to handle with conflicts and differences.

These parents state that their actions to avoid their children consuming drugs are rendered in an open and functional communication, information and development of a critical sense. These parents consider that their educational practices towards their children are preventive ones.

In what concerns prevention of drug use, they claim that is mainly a responsibility of the family, the school and the community in general.

The drugs consider, by these parents, as the most dangerous are alcohol, heroin and cocaine.

2.3. Management of Affectivity

> 1) What kind of punishment do you use the most with your children?
> 2) Do you usually ask you children if they are happy and why?
> 3) Besides family, which institution do you consider more important in your child's education?
> 4) Do you think it is important for your child's education that you stimulate and help them express their feelings/affections?
> 5) Who establishes the limits in your home? And how is this done?

On this item the Austrian parents who participated in this focus group report that they do not feel the need for asking their children whether they are happy or not, since the parents can usually perceive their children moods. It is more a non-verbal process that takes into account the children's behaviour and attitudes. They also state that is usual to them to ask how the school they went.

The Spanish parents claim that it is not necessary to ask their children whether they are happy or not, because they are able to see it. They state that, from the age of 10-13, adolescents show some difficulty to verbalize this kind of feelings.

In what concerns the establishment of rules and limits, we verify that this role is mainly played by the mothers, due to the fact that fathers dedicate most of their time to work. On the other hand, many agreed that, out of tradition, this task is mainly performed by the mother. So, mothers take upon them management of the limits of the family life. As regards the most important issues, these are probably discussed between the couple, however mothers are the ones who carry them through. We emphasize that, for these parents, the management of the family limits is not done in a rational way, so the consequences of these limits being overtaken does not follow a precise logic either. Punishments take a more or less arbitrarian form, according to the situation.

Again, parents think that it is necessary to ask their children whether they are happy or not. They prefer to observe their children's emotional mood through behaviour or by asking the opposite questions: "are you sad/unhappy?"

Nevertheless, they all think that, despite of being difficult to get an answer to these questions, it is important ask they as a part of a positive message to the children. It all depends, they state, on the children's personality.

These parents point out that their children rarely give them answers when they are requested to express their feelings and, when they do, those are merely formal answers.

On the other hand, these parents insist on this task, sometimes just by paying attention to manifestations of anxiety or by stating their availability to help their children go through difficult times. They emphasize the importance that individual differences have in this process, as well as the difficulty in "interpret" the messages of their children.

Regards the management and definition of family limits imposed to children, the majority of parents, in this group, state that have reached a substantial balance. Limits and punishments are dealt with together. However they report that, to their children, there is a clear distinction of roles. For certain matters (school, schedules, permissions) some go to the mother, whereas for other (handling more practical-natured problems) they know they should address the father.

In the German focus group, parents state that punishment takes place when the children go over established limits and they take the practical shape of prohibition of some activities. One of the parents reports that it is common to implement some privileges. When the rules are broken these privileges stop. As to the manifestation of feelings, these parents are unanimous to say that it is important to stimulate their children to express and deal with their own feelings.

In the matter of managing the affectivity in the family, these parents agree that it is important to pay attention to their children's emotional state and express it by words, which is not always achieved. Children constantly balance between the attempts of independence and manifestations of dependence towards their parents.

They also report that they do not have the habit of punishing their children, maybe because these parents are from a too strict and extremely severe generation.

2.4. Values

1) In your opinion which values govern our society? And your family?
2) Which values do you consider to be the most important to pass on to your children? How do you pass them on?
3) Do you think that Religious Education is important for your child's life? Why?
4) Do you follow any religion?

On the question to what values rule our society, all the parents in the Austrian focus group agree that those are shown in consumism and pluralism.

For the Spanish group as well, the values that they think rule the present society are consumism and financial values. However, they find very important the transmission of certain values by the family, such as the respect for the family and for the others. As far as religion is concerned, the group presents some differences of opinion, but, the general idea is that the religious education should be just another educational aspect among others.

The parents in the Italian group are unanimous to claim that values like success, money and self-accomplishment rule nowadays society. Among the values reported as being extremely important, we find the capacity of establishing functional relationships, respect, being able to put things into perspective, solidarity, and the ability to accept different cultures to ours, which is particularly difficult in our more and more multi-ethnic society.

These parents also mentioned that the best way of passing on those values to children is through the concrete example of the parents' behaviour. The majority of these parents, as regards religious education, take a more neutral position. The practice of religion was defined as a habit during childhood, however it is lost in the adolescence. Some critics are addressed to some religious groups because they are too closed to the outside, and are not available to dialogue.

In the German focus group the parents defend values like love for humankind, for nature and for independence. Nevertheless, these parents point out certain disagreement between the values they pass on to their children and the values that rule the society today. It is also mentioned the importance of family passing on to children such values as tolerance and respect towards others.

As regards religious education, these parents state that, despite finding it important that their children know some religion, they also think that children should decide which religion they would like to follow in the future. It is important to give the children several models so that they can choose by themselves which one they want to follow.

On the item related to values, the parent in the French focus group state that the values transmitted by the society of today are rendered into consumism and competition. It is also mentioned the negative influence that the mass media may have upon young people.

Also in the Portuguese Focus Group, it becomes prominent that the values that rule present society are again, consumism, success and competition. These parents report that in their families they try to pass on such values as honesty, sincerity, solidarity, respect towards others, civism, etc.

As regards religion, the majority of these Portuguese parents say that they have given a religious orientation to their children. However, they also pass on the necessary freedom so that children are able to choose a different religion, if they want to.

2.5. Family Representation

1) What does family mean to you?
2) In your opinion how would the ideal family be?
4) Will there be families in the future?

In the Austrian Focus Group we point out three different family models, mentioned by these parents: traditional family, rendered into nuclear family (father, mother, children); recomposed family and single parent family.

For these parents the ideal family should be: a nuclear family, formed by the father, the mother and more than one child; a family where the subjects who live together try to balance the differences between generations; parents who give their children freedom and rules so that they can become independent; parents who support and help the development of their children's personality; a family should be a place of

security and stability, where all the members should be accepted as they really are; communication should be clear and have the same importance to all the family members, children should be accepted as family members and their opinions should be taken into account.

In the Spanish focus group, parents revealed that they are conscious of the changes that took place in the family institution, which means that they admit the integration and acknowledgement of new forms of families. Nevertheless there prevails the ideal of traditional nuclear family.

The family values referred to by these parents are essentially: communication and respect. As to the future of family, this group reveal a variance of opinions: on one hand they state that everyday family life tends to be jeopardized due to the growing demands of having a job; on the other hand they defend a recognition of the abilities of adjustment and adaptation of the family institution. They also believe that, in the future, families will be able to adjust to new social and financial circumstances, without the risk of having changes in its structure.

For the Italian participating parents the ideal family would be the one where would be a total share of roles and chores. Among the problems mentioned, to the families of today there is the difficulty of passing on to the children an image of agreement and coherence between the parents. This problem is related to the factor of many parents having quarrels in their children's presence and the negative consequences of that.

In what concerns the future of the family, some impediments were presented, such as the lack of interest - or at least the fact of being highly instable – in creating and experience a relationship. Since young people find it harder and harder to get closer to each other, the creation of a family will also become very hard. At this point, experiences of divorce and separation are mentioned.

Finally, two different aspects characterize the family of future: on one hand the relationships are characterized by a greater honesty and freedom, since they are based upon different motivations than the ones which motivated previous generations- "couples of today stay together not because of their roles but because their relationship is based on a learning how to share free choice"; on the other hand, it is impossible not to face the problems related to the relationships of today, strongly characterized by selfishness and individualism – "we will not be alone when we are 70, but rather when we are 30".

The German parents defend that family is the centre of social stability. However, we are headed to the existence of only the nuclear family and extended family (uncles, cousins, etc.) is being replaced by friends. The relationships with relatives are lost and chosen families are created, which is seen as a positive aspect by these parents. The ideal family, however, is seen as a traditional nuclear family.

These parents show doubts on the existence or not of families in the future. It is mentioned a growing need of flexibility, by the families, in order to survive to the demands of today's society.

As far as the social representation of family is concerned, these german parents report that the ideal family should be formed by the father, the mother and more than one child. It is also mentioned the importance of the extended family, particularly the grandparents, for the educational role they may play.

The family has a protective function towards society. One emphasizes the doubts raised by these parents: does the family prepare children for a life in the society? Do the values passed on by the family coincide with the values that rule our society? These parents think that, despite the children's attitudes of dispute against family

rules and values, they still want to form similar families (in their structure) in the future.

The Portuguese focus group also reported that parents see family as a nuclear one, with more than one child and as an extended family (grandparents, uncles, etc.).

They mention that there isn't a model of ideal family. However, they state that the ideal family is the one where all the members feel good, where is possible to have a effective management of conflicts. These parents believe that in the future there will be families still, even if they have different structures such as single parent families, recomposed families, etc.

III - SEMI-STRUCTURED INTERVIEWS TO PREVENTION TECHNICIANS[2]

Since each of the main topics was divided into sub-topics, the presentation of the results of the interviews was organized in the following way: the described synthesis are shown according to the sub-topic being analysed, each country separately.

1. Influence of the parents-child relationship on the adolescent's drug use and anti-social behaviour
   1.1. Importance of mutual affective boundaries
   1.2. Importance of following and controlling the child's behaviour
   1.3. Importance of parental availability and support
   1.4. Differences in social class and environment or residential area

1.1. Importance of mutual affective boundaries
Austria: We notice two different conceptions on the influence of parental behaviour on children: some technicians defend an early influence on the children's development, and others find an effective influence on children's behaviour until the age of 12-13 or even more.
Spain: There wasn't unanimity in the technicians answers to this question. For some the most important and what influences the most is the relationship established between parents and children and everything that this bounds hold. For some other what truly influences is the affection related to those bounds.
Italy: In the answer to this question Italian technicians reinforced the importance of the ability to establish affective relationships between parents and children. It is vital that the parents' behaviour provide a valid reference model to their children. The primary affective relationship constitutes a safe base to the building of the children's identity. These technicians defend that in the base of drug consumption there's frequently a lack at self-esteem level and very often a depression.
Germany: the German technicians defend the importance of establishing clear rules. One of the main parental functions is to make those rules "transparent" to their children, explaining to make them understood by the children. One of the symptoms of many drug addicts is the fact of having parents who cannot deal with limits, resulting in narcissistic disorders when the limits are to strict or there is a lack of those same limits.

1.2. Importance of following and controlling the child's behaviour
Austria: As regards the importance of the follow-up and control of children's behaviours, we see that among the Austrian technicians the word "control" generated some controversy and it needs a clear definition. Some technicians highlight the importance of having some control by the family. It was also referred the importance of establishing rules and boundaries by the parents. However some technicians pointed out the fact that the excess of control and rules might be harmful, since children need some freedom in order to have their own experiences.
Spain: Technicians defend that parents should pass on to their children competences which will allow them to enhance their degree of autonomy. The parents' role should be to supervise and help (rather than to control), which should be considered instead of prohibition and restriction. However, on the contrary, a parental behaviour which does not reveal some control might de percepted by the children as lack of interest,

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[2] A regrettable problem in the gathering of the material/data prevents us from presenting Portugal's and France' s field work.

giving space for discomfort. Thus, in order to minimize this discomfort or to call the parent's <u>attention, the teenager may start to use drugs.</u>

<u>Italy:</u> One of the most deficient aspects of the family with drug addict children is exactly the ability to balance the demand of control and the management of affectivity.

<u>Germany:</u> Teenagers need to develop a flexible structure which should enable them to establish a good balance between the management of affectivity and the management of rules and limits.

1.3. Importance of parental availability and support

<u>Austria:</u> The parental availability and support towards children is of high importance, because they give them the feeling of safety, they do not get any other way. The important issue is the quality of availability and not its quantity.

<u>Spain</u>: Availability means that the adolescent knows that the parents are there when he/she needs help. It is not just a matter of having time to be together at home. It implies passing on to children (and the understanding) that they can trust on their parents. Besides, parents should provide the necessary stimuli for the total development of their children.

<u>Italy</u>: The importance and the affectivity are shown in the development of a emphatic relationship between parents and children, reinforcing the autonomy, having in mind the identification of risk factors.

<u>Germany</u>: One of the selection criteria for a good relationship is related to the capacity of empathy. Children learn this very early in their relationship with the parents. Very early children develop the ability to transmit how they feel in their relationship with the parents. However, this requires a permanent exchange between parents and children. Parents may not be ready to deal with this development appropriately, if we think of their own difficulties. This may lead to drug use by the children.

1.4. Differences in social class and environment or residential area

<u>Austria:</u> In this item and because Austria has a good social system, there are no deep differences between social classes. There are some families from the lower social classes, which presents some social problems. But this is not related to drug use. It has been mentioned that the members of more ill-favoured classes present more difficulties in the access to information than families from higher social classes. When a drug use problem rises in the family, lower class families have more difficulties dealing with it, due to shortage of means to face the situation.

<u>Spain</u>: In Spain one cannot find a clear relationship between drug use and social classes. However, one can see some differences in the type of substances consumed, the place of residence and the social class the adolescent belongs to.

Nowadays, with the exception of the cases of extreme social need or of certain neighbourhoods where drug traffic is common, social classes have few differences which would predict the early use of drugs.

<u>Italy</u>: Social class is not a determinant factor of drug use in the present cultural system. Rather it can influence an actual affective and time availability, by the parents towards their children

<u>Germany</u>: Again, social classes are not an important factor in the drug use. However the fact that the middle class families have shown a greater facility establishing and passing on clear rules and limits through the discussion of values in the family was referred to.

2. The relationship between the adolescent's personality and drug use

2.1. Conventionality or conformity with widely accepted values

<u>Austria:</u> Not acting according to the dominant rules of society may be revealed at several levels. Here, some technicians defend just a critical attitude whilst others focus on the violation of socially imposed rules.

Some social values are low and are not based in reality anymore. Thus, it is useful for the child's development a critical attitude towards those values.

<u>Spain:</u> Technicians mention that this aspect is very relative, since, in principle, the probabilities of drug use do not reveal major differences in more or less traditional families. More conservative or traditional parents may have restrictive attitudes, for example, in what concerns their children going out. In what concerns drug use, very restrictive attitudes of the parents may constitute a risk factor, since a position of control is assumed, rather than an educational one.

<u>Italy:</u> The adherence to conformity, as well as the ability of self-control may be a protection factor, as long as they co-exist with a relative flexibility and cohesion of the parents. The interiorization of values according to the educational figure of reference is very important since the childhood. However, the conformity towards the rules and values do not usually represent the majority of adolescents. When these rules and values are imposed they may provoke an anti-social behaviour. The interiorization of the parent's values by the children is fundamental but, on the contrary merely formal conventionalism is utopian and it produces the opposite result.

<u>Germany:</u> Adolescents may initiate using drugs when they are confronted with situations which make they feel powerless to solve them. On one hand, there is a failure of self-esteem, and on the other, the lack of a reference model and realistic perspectives of life. The development of skills that enable adolescents to deal with frustrations is extremely important.

2.2. Self-control

<u>Austria:</u> Self-control is possible when there is an appropriate development of personality and it is a sign of the healthy development during childhood. Testing the limits is a typical characteristic of adolescence. In this context, some technicians claim that some experiences with illegal drugs may be a protective factor. Self-control may play an important role in what concerns the process that may lead an experience with drugs to a drug abuse.

<u>Spain:</u> Self-control is the capacity of setting a limit in relation to certain things, it is the ability to wait and the capacity to regulate excesses.

In the case of drug use is shown by not starting drug abuse. That is to have the restraining consumption, the quantity and the frequency so that it is not so harmful or to avoid any abuse with negative consequences.

<u>Italy:</u> The ability of self-control is essential as well as self-esteem and the importance of an emotional space that consists of the management of conflicts and strong emotions.

2.3. Interpersonal competence and social skills

Austria: Technicians were unanimous as to the importance of social skills such as: knowing one's own abilities and possibilities; realistic expectation on the future; knowing what is really important; knowing individual needs; knowing one's strong points and weak points; being able to establish social relationships; having a good self-esteem; daring to talk about everything; being critical (however this is not rewarded by society).

Spain: In this item the technicians defend the importance of development of social skills. It is very important to work on protective factors that translated in this skills, however, they can change rapidly with time and we can not work now on the same skills we were working on 10 years ago. Today youngsters have other "coordinates" and educators should try to identify the risk factors here and now, as well as to find alternatives of protective factors towards drug consumption.

Italy: The Italian technicians mention especially the extra-familial experience, with parental acception of the separation and the risk of autonomy as factors that promote the development of skills. It is essential the development of self-esteem and empathy in order to promote safety in a flexible manner.

2.4.Differences in class and environment or residential area

Austria: As far as this item is concerned, technicians verify that in the lower social classes, children achieve independence earlier. Parents tend to lead their children to an independent life sooner, which may lead to an increase of the risk of failing. On the other hand, children do not wish to be independent. They stay with the family because it is easier. This can also be a risk factor for drug use.

Spain: The neighbourhood or the zone of residence, the town zones the adolescent goes to on his/her free time, the people he/she is related to and probably some other kind of variables, are factors that may make the difference in the case of certain drugs. In Madrid, at the age of 10-13 the premature use of tobacco and alcohol occur in the context of the peer-group and do not show significant differences concerning the social class or area of residence. The use of cannabis may be more likely to happen in some neighbourhoods than in others, however this difference is not significant.

Italy: The social class does not influence neither as a protective factor nor as a risk factor. Nevertheless the cultural level might have some influence, but it cannot ensure the constitution of a good family support facing drug use. The difference between social classes may fall upon the structuring of adolescents' personality, since it may imply a higher or lower degree of knowledge and skills at cultural level.

Germany: Young people from high and middle-high classes are usually extremely ambitious. A stable family life provides a structure that works as support and it helps the adolescent to deal with frustration. But when the family itself looses its stability, the child will not be able to satisfy his/her ambitions.

3.Influence of adolescents' orientation by the parents versus orientation by the peer-group on drug use and anti-social behaviour

3.1.Importance of the peer group vs parents
3.2.Differences in social class and environment or residential area

3.1. Importance of the peer group vs parents

Austria: In this item, there are divergent opinions. Some technicians defend that the less family influence the more peer-group influence. An adolescent with a good personality development will wonder, from time to time, if his/her peer-group is the right one or not.

Other technicians refer a broader influence of the peer-group. Thus, the peer-group becomes a "better family" where the adolescent finds stable emotional relationships. In what concerns legal drugs one can say that the family influence is more important. Nevertheless, as far as illegal drugs are concerned, the group's influence takes a greater importance.

The peer-group is important concerning first experiences with drugs. Some technicians mention that in case of abuse, the peer-group does not influence because abuse is seen as a disease.

Spain: If parents are role models through all the adolescents' life and if they knew how to pass that on, i.e., if parents establish a functional communication and an affective bound, it is natural that in relation to the peer-group, these factors are maintained, sometimes more, sometimes less, but the family stands as a referent. But, when the family has never been a role model, it will be substituted for the peer-group.

Depending on the group the adolescent belongs to, that peer-group becomes the role model for the adolescent.

Italy: In what concerns specifically the problem of drug addiction, the relationships with authority figures and the acceptance of rules and limits by the adolescent are very important. At this point it is notorious the respect for the influence of the peer-group. The influence of parents is fundamental until the age of thirteen, more or less. After this age if a valid relationship has not been built the process of separation/individualization, which should be mutual, may become a risk factor. Parents must keep close ties with peer-group, showing interest but without being intrusive.

Germany: These technicians defend that weaker the family ties, the stronger the influence of the peer-group. As far as drug use is concerned, authority passes on from parents to peer-group. The attitude the adolescent develops towards experiencing drug use depends, at greater extent, on the gains they got from personal experiences at home. And, depending on the way the adolescent evaluate these experiences, he/she will choose one group or the other. Finally the peer-group reflects the adolescent's maturation level in the family.

3.2. Differences in social class and environment or residential

Austria: In a general way, technicians mention significant differences according to social class. Rituals, appearance and language differ from peer-groups of a certain social class of others peer-group from other social classes, but the consumption is the same. Many adolescents experiment different types of substances. Alcohol, for instance, is consumed by every social classes. However cocaine is a to expensive drug for lower social classes.

Spain: Here, technicians claim that manifestations are different in the different social classes, but the problem of drug use is present in every social classes, in every residence area and at all cultural levels. What happens is that the manifestations are different, for instance, in a marginal area, drug use may be followed by anti-social attitude and in other environments it may have a different manifestation.

Italy: The relevance of social status is important as an access channel to cultural devices. It can also be a risk factor.

4. Influence of the perception of the parents attitudes towards substance consumption on the adolescent's consumption
    4.1. Parents' attitudes towards substance abuse/misuse
    4.2. Differences in social class and environment or residential area

4.1. Parents attitudes towards substance abuse/misuse
<u>Austria:</u> As regards parental attitudes towards drug use and its influence on the adolescent's behaviour, technicians agree that there is some influence. Some technicians refer to other important issues: the models that parents build up for their children. Another point mentioned is the need for and the importance of parents having concrete and precise information on legal and illegal drugs. One last factor referred in the interviews has to do with the educational style and skills, i.e., parent's negative attitudes (such as threats, etc.) towards drug use may have a challenging impact on the teenagers.
<u>Spain:</u> Technicians mention that in what concerns drug abuse there are no affective limits. Those parents who act like their children's colleagues establish neither an educational style nor rules. On one hand it is clear that children need to know how to distinguish good from bad and this type of parents do not achieve this goal because they do not even find it necessary or because it is not clear for them.
In a lower degree of drug consumption one can find a normative negligence, which derives from failures of communication. The teenager gets more information from the peer-group. Parents did not play their role and, therefore, they could not create an affective tie strong enough to be a support at this stage in which the adolescent begins to look for it outside the family.
<u>Italy:</u> In the families with drug addict children one frequently observed a lack of knowledge of the defensive natured problem. This may be a very serious risk factor.
The parent's position must be clear and explicit as regards information. Their behaviour should not be too tolerant (permissive) or too strict. It is important to give opinions without forcing them as truth but rather motivating that truth.
<u>Germany:</u> Here, the German technicians mostly referred to families with drug addict parents. In the case of alcohol, for example, the attitude is permissive since an early age and, children are exposed to strong objection to illegal drugs. This makes them more attractive to young people.

4.2. Differences in social class and environment or residential area
<u>Austria:</u> Concerning possible differences between social classes or different residence zones, one of the interviewed technicians claimed that maybe parents who work hard have less influence on their children. This is also true for the different social classes.
<u>Italy:</u> Social class and/or residence zone maybe a risk factor. If, on one hand, social class is not relevant, on the other hand it is clear that richer social classes have more access to information than poorer classes.
<u>Germany:</u> In this item the interviewed technicians did not mentioned the existence of differences between social classes or residence area.

5. Influences of the parents-school relation on the adolescent's drug use and anti-social behaviour
    5.1. The importance of family/school relationship
    5.2. Differences in social class and environment or residential area

5.1. The importance of family/school relationship

Austria: In general technicians agree that parents should know and follow the children's school life. But this interest is seen as a part of a good family functioning. Thus, it is more an indicator than a protective factor.

A good co-operation between school and family should involve both parents and teachers. An obvious lack of interest of the parents about the children's school life may be part of the chosen educational style and it can also be motivated by a rational choice (made together with the children).

Spain: The relationship between family and school is very important because until a certain age children do not have enough abilities that support contradictive messages. That is, if parents have a critical and destructive attitude towards the school, their children, out of solidarity with them, will reject the messages received in school.

Schools should have an educational project, way beyond the standard educational of the academic contents. The teaching of values and prevention programs of drug use are important elements that help adolescents to reinforce protective factors against drug use and anti-social behaviour.

Italy: At the present Italian cultural situation, school is going through a moment of deep crises, which does not prevent its effectiveness as an educational factor and as a control tool of the young people's conditions. However it is obvious the discomfort and disbelieve in the school environment, which may constitute a risk factor for the adolescent. Parents should have a mediation function between school and their children, in order to avoid self-esteem deficit.

Germany: Technicians are unanimous to state that is extremely important the co-operation between parents and school. There are critical phases, such as the transition from primary school to secondary school, where the demands are bigger, there may be the integration in new peer-group, crises factors and new adaptation. If parents do not co-operate with school at this stages, children will feel let down. Children need help when they do not known the demands made to them. Otherwise they may be left out of the system. If they do not get enough support, the desire to escape to reality on the shape of drug use may become evident.

5.2. Differences in social class and environment or residential area

Austria: The social origins may influence the parent's attitudes towards the school, which may influence their relationship with the children's school life. Parents who come from lower social classes are afraid of teachers and avoid any contacts with the school. They just go to the school when they are forced to go and they only listen to the negative aspects of their children.

When the parents show more interest in their children's school performance they get much more involved with the environment.

Italy: The closeness of families to school could have a protective function, regardless the social status. In school, social factors, especially poorer families, may constitute some prejudice or discomfort for teenagers. However, school must make enough room to take in all social strata.

As regards the problem of drug use, school should warrant the supply of information targeted to all families.

6. Knowledge of primary prevention programmes of drug use targeted at the family

<u>Austria</u>: Programmes target at drug addict mothers (describe on the last report of IREFREA); Toyfree Kindergarten which implied the supply of information and workshops for families; Prevention Manuals for Parents.

Spain: Technicians called attention to some issues prevention programmes should take into account:

- prevention of drug use should be a part of the school curricula in a normal way;
- active methodologies should be used;
- the importance of having a good information system, having as base the drug use reality in every zone and neighbourhood;
- importance of working with the families, together, so that parents and children, parallely, are confronted with the same prevention programme, with methodology adequate to each group;
- importance of working self-esteem, assertivity, free-time alternatives according to each case, values, etc;
- confronting the difficulties on the implementation of prevention programmes in schools;
- importance of having external experts;
- importance of working the educational contents, starting from the understanding and critic to the evolution process the adolescents are going through, emphasising functions that will avoid drug use;
- importance of promoting prevention programmes that bring together the cognitive and the sub-conscient, the affective learning and introspection.

For 10/13 year-olds and for the population in general, the goals aim the lack of consumption, forgetting about factors that might delay the age of the beginning of consumption or the moderate use, since 10-13 year old adolescents are not ready to make this type of decision.

<u>Italy</u>: Around Modena, in the last few years, some initiative were undertaken in this context, such as "L'informabus" (a mobile structure of information, discussion and first aid) and "Buonalanotte" (whose goal was the consciousness-awareness and information about alcohol drinking of young people who go to discos). Last year, some experiences were conducted in family context, with a systemic and relational approach.

However, the technicians who were interviewed mentioned that it is essential not "contaminate" the family with the drug anguish. Great importance is given to a free attendance, without the obsessive illusion of control. Among the mentioned programs one can find the following: CEIS – several interventions in school, involving children, teachers and parents; and Centro per la Famiglie (Comunere) – parents meetings, shelters for families in trouble, listening spaces and services for immigrant families.

<u>Germany</u>: Here technicians state that prevention programmes should start as soon as the parents start to feel insecure. And this is possible by working close to the families. For example, the "Gestaltpadagogishe Kindergarten" (Berlim-Wilnesdorf) offers an attendance that focuses on specific children's problems. Special emphasis is given to the development of social skills.

CONCLUSIONS

In the analysed focus groups, in what concerns parental roles, we verify that the worries about the children's life are slightly different in the several countries we are studying: worries about the present school system; drug use; sex; peer group's influence and about the management of children's autonomy from the family.

On the points in common with all the groups being analysed is held by the fact that the majority it was mentioned that the family's educational role is always maintained, taking several forms according to the children's age. It is also common to all the focus groups the reference to the influence of the peer-group, in what drugs is concerned.

The preventive strategies reported are slightly different. Some think that the family's preventive role is rendered into information, while others point out the importance of the parent's availability towards their children, as well as the creation of communication channels stable and open enough.

In all the focus groups it was mentioned that family, school and community are institutions, which have a preventive role relatively to adolescent's drug use.

In what concerns the management of affectivity, it is also clear that all agree on the importance given to the children's expression of feelings/affections. In this item, almost every focus groups referred to the difficulties of getting answers from their children on how they truly feel.

All the analysed focus groups find some difficulties in defining/managing family rules.

As regards the issue of values that rule society of today, we may say that almost every focus group agree that these values render mainly into consumerism, competition and pluralism/globalisation. However the values that people try to pass on in the family systems we are studying are quiet different. The values that families try to transmit are respect towards others, honesty, solidarity, civism, etc.

Almost every analysed focus group showed concerns about the difference between the values that rule our society and those that parents try to pass on to their children.

As to family representation we verify that it stands out as the ideal family, the traditional family formed by the couple and more than one child. It is also referred to the importance of the extended family (grandparents, uncles, etc.) in the children's education.

Never the less, these families reveal open-minded to new family forms (recomposed families, single-parent families, etc.).

As far as the future of the family is concerned, in all the focus groups we see that these parents believe in the adaptation of the family to the new demands of society, thus promoting its continuity.

As regards the interviews to experts in the four countries that worked on this section of the research (Austria, Germany, Italy, and Spain) we now present a synthesis of the information gathered, according to the topics suggested on the interview sript.

Thus, the experts who were interviewed highlight the importance of the parent – child relationship in adolescent drug use by distinguishing two levels: the global development of the adolescent and the acquisition of social skills. In this double context, they emphasize the need to set rules and limits, balanced by an adequate degree of authonomy as a factor for the adequate development and, obviously, as a protection against abusive behaviour of drug use.

They also underline the importance of the affective aspect, revealed in the capacity to support the adolescent in an available and empathic manner. Some even stress

how strictness and over control can, eventually, become risk factors. Finally, the idea that social class does not seem important in this influence is practically unanimous.

Considering the way the experts analyse the relationship between the adolescent's personality and the drug use/abuse, we verify that, in a general way, they relativize the role of conventionality, or its enforcement, that may lead to the development of anti-social behaviour. They agree on the importance of a good level of self-control and self-esteem as a protective factor, highlighting, in the same way, the existance of good social skills. They find the importance of social class in this area as more determinant as regards family functioning than in relation to the adolescent's personality itself.

Consistent to this position, thay also see the influence of the peer group in a relatively way: it will always be important at this stage of the development, but it is different according to the age/phase of the adolescence and also according to the relationship that the youngster establishes with his/her parents. As it is stated in the German data, "the less influent the family connections, the more influence the peer group has". On the other hand, we cannot forget that the groups are completely different from each other and that their influence (type and quantity) is related to the characteristics of the groups themselves. It is in this last aspect that the experts consider that class/social group may have some relevance in this issue, since some of them think that it may help distinguishing the groups as regards their appetency/involvement in anti-social bahaviour.

As regards the influence of the parents' perception and atittudes towards consumption, they stress the behaviour modelling. However, the non-linearity of the influence is once again pointed out – strict negative atittudes towards consumption may be converted into a risk factor at this stage of the development, since they may lead to the desire or the action of experience substances. The Italian and Spanish experts emphasize the importance of dialogue and open communication between parents and children on the theme drug use/abuse as a protective factor, which means that the parents should have all the infromation themselves.

It will be in this last aspect that the effect of belonging to different social classes may be felt, for the capacity to dialogue and the access to information differ. Moreover, the German data points out the necessity to consider two distinct groups of parents: the users and the non-users, according to which all that has been said should be reanalysed.

Finally, almost all of them agree to the importance of a good relationship between school and family as a protective factor to the adolescent's substance use. To justify this conclusion two aspects are pointed out: 1) the time the adolescent spends there; 2) the current crisis on the school system. It is also relevant that this good relationship may contribute to the non-desertion from the school system by the adolescents. Nevertheless, they believe that, in this context, social class has some influence, especially on the difficulties that the parents from the lower classes may reveal in their relationship with the school in general and with the teachers in particular.

The interviewed experts' opinion on the prevention programmes targeted at the families is that there is the necessity to articulate/integrate the programmes focused on the youngster and the programmes focused on the family. They also stress the importance that should be given, when designing these programmes, to such aspects as the adolescent's developmental stage; the special care on the selection of the themes/contents to be focused on, without forgetting, among all these particularities, the precise target-groups.
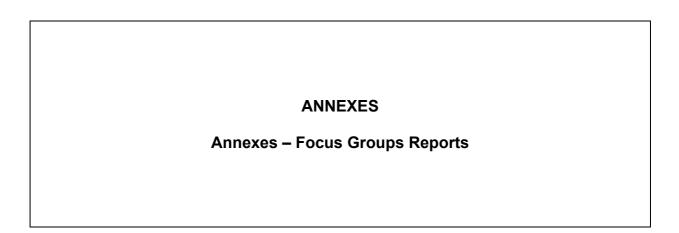
FINAL NOTE

Comparing the information gathered through the Focus Group and the interviews to experts, it is possible to conclude that there seems to be some harmony between these two kinds of "agents" of adolescent drug use, namely as regards the family role (especially in terms of importance of their availability, in the sense of facilitating the support based on an open and affective communication, which is reponsible for a clear and adequate definition of rules and limits) and the institutions that socially surround the family, such as the school. Thus, in spite of pointing to different difficulties in what concerns the application of the defended "principles", besides the consonancy between both, there also seems to be a confirmation of the data and conclusions presented by the specialized literature. So, the news of this study is "there is no news".

Thinking about the implications of this conclusion to prevention – theoretical and practical – it seems to us that eventually some of the necessary breaking lines to go further than what has been done, may come up from the differences between the "how we think" and "how we act", in both areas – families and technicians, on one hand, and the small disagreements that are being detected, on the other. Hence the necessity of knowing how to break this consensus among technicians, families, researchers and authors in such a way that it is possible to have alternative points of view and new experiments and readings in the family prevention domain. Possibly this is a provocative attitude, but it is necessary so that we are not settled in the *status quo* that, after all, continues to enforce the drug use in adolescence and its prevention as a problem that is maintained. In order to evolve and find new solutions we cannot keep on "doing more and more of the same".

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ANNEXES

Annexes – Focus Groups Reports

ITALY

FOCUS GROUP FINAL REPORT - ITALY

The focus-group took place on the 3th August and was preceded by short interviews to the participants.

Four interviews were carried out through talks in the days preceding the focus-group, and the others on the very same day by setting individuals appointments before the beginning of the meeting.

The group included four couples of parents, all included in the 40-45 year age range (three 40 and one 42 year old women; men were 41, 43, 44 and 45 years old respectively).

Their educational qualifications range from the primary school certificate (one subject), to vocational school certificates (4 subjects), and to the degree (3 subjects).

They all work, except one of the women who used to work as a teacher in a kindergarten and then quit.

Non of them had previous marriage experiences; all the families of the focus-group also include two children who, in two cases, are younger than the children included in the age range considered in the survey (8 years), one of them is older (18 years), whereas one of the families includes two 15 year old twins (boy and girl), who both participated in the administration of the questionnaire.

Beyond the working activities, none of the parents in the group has maintained hobbies involving a considerable share of free-time: this is explicitly justified by all as a choice made after the birth of their children, to avoid depriving the family in general and the children specifically of more time than that necessary for the working activity.

On the contrary, one of the women belongs to a voluntary association operating in the cancer prevention sector, and a couple actively participates in the activities of their local parochial group: the latter have experienced the temporary custody of a child.

The participation of all the members of the focus group is marked by an attitude of great availability and interest, thus laying the presuppositions for a productive and lively dialogue.

Parental roles

The group of participants agree upon a perception of uneasiness in terms of the management of their parental role. The main causes for concern related to their children meaningfully include the struggle for autonomy, which is perceived by the parents as problematic also, and in particular, with reference to the peer group (Maria Carla, Maurizio, Emma).

They also agree that one of the main problems is determined by the need for constant mediation between "yes" and "no" (Ivan). In particular, the difficulty in achieving a balance between permissions and prohibitions is highlighted within a parents/children relationship in which negotiation is the most widespread and common condition; all group members agree upon this matter.

 With specific reference to the issue of role-taking within the family, one of the fathers explicitly voiced the uneasiness he feels because he is aware that he often relinquishes his educational role to others, owing to the priority given to his job (Luciano).

In this respect, he highlighted his sincere regret for what he perceives as his general difficulty in taking on a participating educational role, to which he theoretically

aspires, but he realises he concretely escapes from it, not only owing to his professional life, but also owing to his inability or negligence.

Therefore, one of the main characteristics of the current cultural climate is stressed, i.e. the difficulty in relinquishing a traditional parental role, especially on the father's part, although the obvious limits and flaws of such a role are perceived sharply (Vittoria, Mirella).

In this respect, Luciano openly utters his regret in perceiving his role in his son's education as marginal: the whole group agree that, at cultural level, the process of taking on the parental role is currently marked by puzzlement.

To this issue, the lack of reference models is evident, since the parental models provided by the previous generation are inadequate and totally outdated owing to the changes in habits and customs.

Nevertheless, according to the perception of parents, the lack of alternative cultural models also affects the their children's age group to the same worrying extent, thus revealing a general tendency towards a conformist attitude and a lack of criticism (Vittoria, Emma).

Among the main causes for the parents' concerns, the difficulty to communicate is strongly highlighted: all the participants in the group stress the difficult quest for communication channels, along with the tiring effort to put up with the frequent and sometimes inexplicable fluctuations in the mood of adolescents.

In this respect, they are somehow ironical in highlighting how difficult it is to put up with their "grudges" and how few moments of empathy alternate with an atmosphere of total lack of communication, which is the normal environment (Ivan).

As regards the age up to which parents believe their educational role to be crucial, two main, totally opposite positions emerge. There are some who believe that their educational role never comes to an end, since parents can be called upon to face requests for assistance by adult sons (Ivan), whereas others operate a distinction between interventions in terms of affection aspects (which are unanimously believed never to come to an end), and the educational aspects. In the latter case, some state that educational interventions should cease at approximately the age of 18/20 years (Vittoria).

The need emerges to stress that the majority of the subjects in the group supports the first opinion, and in this respect reference is made to the current extension of the children's life within the family, even when they are young adults, a typical trait of the current Italian social structure.

As regards how to follow one's children's school career, the group clearly highlighted the need for differentiating interventions according to both each child's individual characteristics and a view to the different evolutionary stages which, meaningfully, do not always follow a linear development.

Parents stress how the need for assistance in their school careers depends on the children and not on their age (Tiziano); however, radical changes often take place at different ages ("We were surprised at the autonomy shown during the transition between primary and secondary school"; Maurizio) as well as regressions and sudden interruptions ("during her junior high school years she was much more autonomous then now in high school"; Vittoria).

However, following the children's scholastic career is considered an important and productive behaviour in itself: in this respect, mention should be made of the need for constantly bearing in mind that "avoiding to care is often perceived by the children as a lack of interest" (Luciano).

Among the main justifications for that attitude, reference is made to the remarkable growth in the number of school curricula and subjects taught in Italy over the last years. The diffusion of information in this field is often insufficient and young people often find it hard to make their choices.

Flexibility is the main characteristic of the attitude shown by the whole group as regards "rules" regulating the life of the family.

All families have some basic rules which need to be complied with; however, their limited number is stressed (lunch and dinner hours, the time when children should be back home at nights). On the contrary, as regards other types of rules, the whole group show a marked tolerance or even amused relinquishment: for example, as regards helping with the housework, the majority of parents acknowledge that their children accept to help only after being asked explicitly, never by their own initiative, up to extreme statements such as "Our children demand money to help with the housework!" (Luciano).

A stricter behaviour is also expressed ("If I have to comply with rules, they've got to as well": Tiziano), but in general the parents show that their attention is not focussed mainly on the compliance with rules but rather on the full acceptance, on the part of children, of crucial principles, such as readiness to help others, honesty etc.

As regards the importance attributed to the children's opinion when important decisions are to be taken, the group mainly express an attitude of marked resoluteness.

A precise separation and diversification of roles between parents and children emerges quite clearly, conceding attention to the children's opinions, although it should always be clear that the final decision will be made by the parents.

This is confirmed by the fact that the group encounter no difficulty not only in knowing their children's opinion, but also in complying with it in the case of relatively marginal issues, such as choices related to holidays or the like.

On the contrary, when issues or choices are to be faced that are crucial for the family, the group clearly express the opinion that the adult members of the family are to make the decision, although some are more adamant about this.

Thus, a clear divide is meant to be maintained between different roles, and parents voice their belief that there are issues for which decisions are to be made by parents only.

This is explained both implicitly (Ivan: "I believe that this issue is no cause for troubles", and his wife Mirella retorts "Quite the opposite! The children complain a lot!"), and explicitly (Maurizio: "We made an experiment, involving the children in a decision we had actually already made, and they were very interested"; Maria Carla: "We are on two different levels: they should rightly know that we are not friends; we are the parents, you are our son").

The opinion of the group as regards the degree of freedom that should rightly be conceded to their children emerges: it should leave crucial aspects unaffected, although it ought to be sufficiently large in relation to the general aspects of their daily life.

Social representation of prevention
With reference to a complex issue such as the possible causes for the approach to drugs by adolescents, the group of parents spontaneously develop an articulated and thorough analysis.

However, the debate does not focus on one factor only, but different aspects are recalled from a flexible and multicausal viewpoint.

The imitative factor and the issue of associating with the peer group emerge as crucial factors: their strong influence on adolescent is highlighted especially with reference to the important role played by the need for standardisation during the periods of adolescence and pre-adolescence. (Vittoria)

A further aspect analysed thoroughly by the group is the issue of the lack of perception of the danger and/or illegal status of substances such as alcohol and drugs as hascisc or marijuana.

Parents firmly state that the latter are not perceived as illegal at all, also by young people who do not use them (Emma), and their children also refer that over 70% of the boys and girls frequenting disco-clubs use drugs (Mirella).

The debate focuses on the problem of alcohol consumption, especially in terms of how it is perceived.

Several parents in the group agreed that, even outside their family environment, groups of adolescents abuse of alcoholic substances.

In this respect, they report that these adolescents often show a contradictory attitude by stating that if they do not drink they cannot enjoy themselves, however they deny that this constitutes some sort of addiction. (Maria Carla).

Moreover, they voice their concern as regards markedly ambiguous or even misleading cultural messages disseminated into the Italian social environment: the advertising campaign and the success of a disco-club called "the breath-analyser", where every night a prize is awarded to the customer who drinks most.

One further factor mentioned by the group as a possible cause for the approach to drugs is the feeling of omnipotence that parents clearly perceive in their pre-adolescent and adolescent children.

They notice how their children do not really understand the meaning of death or illness, or what remaining physically or mentally impaired means.

Some of them had the opportunity of giving their children a chance to get to know such realities, and willingly chose to extend such experiences for a certain period of time. Their impression was positive and they believe that it is vital that teenagers enjoy the opportunity to know these realities for a relatively long time, whereas they think that a sporadic and occasional experience is insufficient and useless (Emma and Tiziano).

Such reflections supply direct information on what the parents in the group believe is useful to prevent the consumption of drugs by their children, starting from the setting on of a dialogue.

They stress that they endeavour to speak as much as possible to their children about those issues and this channel of communication is believed to be one of the few instruments available, and in any case it is the most effective.

Nevertheless, it should be stressed that the group of parents show an attitude of substantial trust in their children and what they tell them (Ivan: "Basically, I believe what they say"; Maria Carla: "We speak a lot and I believe this is very important anyhow").

Nobody in the group feels that the family habits can induce the children to use alcohol or drugs: on the contrary, some amusedly report that they were severely reproached by their children even for a modest consumption of alcohol or tobacco. In this sense, they see their children as the result of an environment much more marked by cultural reproach than when they were teenagers.

Asked what prevention is, the group agree that prevention is based on knowledge, considered the most useful and effective tool.

They not only believe it should consist in an information process, but also give much importance to the examples provided by the behaviour of the main social agencies young people come in touch with.

Thus, the main subjects that are believed to carry out a preventive action emerge, i.e. the family and the school.

In this respect, an issue emerges that is believed to be remarkable thorny, i.e. the possible negative example provided by the peer group.

It is considered crucial and, at the same time, difficult to be assessed and limited, since teenagers do not refer who, among their friends, misbehaves (Mirella).

Those reflections lead to the conclusion achieved by the group on the issue of prevention, i.e. the primary importance attributed to the cultural context: if the social group allow a certain behaviour, the family become powerless in trying to forbid it (Maria Carla).

One last aspect the parents dealt with is related to the negative effects that an informative action on those issues may cause, since curiosity and a wish to experience or defy – typical dangers of adolescence - may emerge.

Nevertheless, they state that this is a problem considered at length and still today constitutes a remarkable cause for doubts and uncertainties (Luciano).

In this respect, some stressed that the problem may be limited by avoiding to make too many recommendations to one's children, thus restraining from becoming obsessive (Mirella) and that adopting a cautious attitude, which may involve waiting for the children to ask questions themselves, may be useful.

The whole group agree that prevention (considered, as stated above, especially as knowledge) should start very early, even during childhood: children should know what drugs are already at primary school level (Ivan, Mirella, Luciano).

Moreover, the most dangerous drug is not identified with heroin, but with what is most easily accessible and has the most immediate and, possibly, longest lasting effect.

Affection management

As regards punishment, the group refer they do not ground their children frequently (Tiziano, Emma, Ivan).

On the contrary, some show regret at not having grounded their children more often, but this is – paradoxically – justified on altruistic grounds, since today they believe that at the end of the day punishment is also a means to free a teenager from responsibilities and, as such, may sometimes work as a "discharge valve" for tension, tension which is constant during adolescence (Vittoria).

In general, the group does not take the problem of punishment too seriously and identifies the most common retaliation forms in not allowing going to the football match, or going out with friends, using the computer etc.

Parents tend not to consider the opportunity of asking direct questions to their children as regards their emotional state and happiness: they rather resort to less explicit formulae, or ask the opposite question, i.e. if the child feels unhappy (Luciano, Vittoria, Emma).

On the contrary, although they are convinced that obtaining an answer is difficult, some believe it is important to ask such questions as a positive message for their children (Maria Carla).

The conclusion they all agree upon is that everything depends on the child's character (Ivan).

As regards the institutions outside the family that are believed to be important in the education of children, mention is made of voluntary associations pursuing important goals, such as the WWF, the Scouts, other environmentalist associations etc. (Luciano).

Others express their concerns about the real contents provided by the various associations available, since their are actually difficult to know owing to the ideological manipulation which can never be eliminated fully, not even in religious groups (church)(Tiziano, Vittoria) and to the very high competition level characterising today's culture (Mirella).

As regards the importance given by parents to being close to their children, urging them to express their feelings, efforts are clearly made in this sense, although problems emerge in achieving that goal.

Parents highlight that their children rarely provide an answer when urged to express their feelings and that, when it happens, their answers are purely formal. (Vittoria).

On the other hand, the mothers especially tend to insist in this effort, sometimes while being aware that it is only an expression of their anxiety (Maria Carla), sometimes as an instrument of knowledge or as a proof of being available when children go through critical periods (Mirella).

Nevertheless, the importance of individual differences between individual children or brothers and sisters is highlighted along with the difficulty in deciphering their messages (Luciano: "Either they speak to hide something or they do not speak at all"; Ivan: "Possibly, after ten minutes he comes and says that… But if you are the one who asks questions, he doesn't speak a syllable").

As regards the definition and management of the limits imposed upon children, the majority of the couples in the group declare that they create a substantial balance.
Limits and punishments are managed jointly (Maurizio e Maria Carla; Vittoria e Luciano; Emma e Tiziano).

On the contrary, in this area there is a differentiation of roles: a remark was that "Sometimes she (his wife) asks me to assume a more "paternal" role, in the traditional sense, and I accept" (Luciano).

Moreover: "Our children know there are boundaries in the definition of roles: for certain things, they very well know they should address their mother (school problems, timetables, permissions), for other issues their father (managing practical problems)" (Emma).

Only one couple state that they have not always agreed upon such issues (Ivan e Mirella).

Values
The whole group agree immediately on identifying the values supported by our society with the search for success, money, and self-realisation.

Particular participation and efforts are devoted to illustrating the values characterising their families and that they endeavour to convey to their children: in this respect, what was stated previously about the liveliness of the focus-group member's is reaffirmed.

Among the values endowed with a crucial importance, mention is made of the ability to relate to others, the respect for others, being able to view the same thing from different perspectives, the ability to serve the others (Vittoria, Luciano), solidarity, the ability not to take anything for granted (i.e. gaining insight before expressing judgements) and the ability to accept different cultures, which is becoming particularly important in an increasingly multi-ethnic society (Maria Carla, Maurizio)

In this respect, the remark made by one of the mothers is particularly interesting, since she shared the following doubt with the group: "I am not a successful person myself: in the light of the discrepancy between the values pursued by society and those I propose, I sometimes feel I am going against the tide, and I wonder if I'm teaching him things which will put at a disadvantage" (Vittoria).

When dealing with the way to convey certain values to the children, the importance of the concrete example given by the parents' behaviour is highlighted. This is believed to be the most effective instrument to convey and embrace cultural models.

The emphasis is put on the value enshrined in the ability to stand pain and fatigue, to overcome obstacles and sacrifices and, in particular, to postpone satisfaction with a view to the achievement of a goal (Maria Carla, Luciano, Vittoria).

As regards the importance given to religious education in the children's lives, only one of the couples (who actively participate in the life and initiatives of their own religious community) declare that they consider it as a priority, although they add that it may be viewed as spirituality (Maria Carla).

The other couples express a more neutral position in this respect: the define religious education as an opportunity they have offered their children, although the family lack an active example (Vittoria).

The religious practice is defined as a habit kept alive during the children's childhood, which was lost during their adolescence (Emma, Mirella). (It should be noticed that this phenomenon is quite common in today's Italian culture).

An interesting criticism levelled at religious groups by the majority of the parents participating in the focus-group deals with their excessive "closure": they often perceived these groups "almost as sects" (Vittoria, Emma, Mirella), which are not available for dialogue, although some of the values they support may be shared.

Representation of the family
The participants in the group start a debate on the meaning of the family and how it should be, starting from the comparison and contrast between their own realities, as they have evolved in time, and a hypothetical ideal family model.

The latter is immediately and automatically identified in a condition marked by the full sharing of tasks and roles, also in houseworks.

The conclusion emerges that in at least half of their families there has been a negative evolution of such a balance, starting from the sharing of tasks which took place on an equality basis in the first period after marriage but then, owing to economic factors and the predominant roles of the husbands at professional level, reached a point in which the husbands' contribution to the housework does not exceed 20% (Luciano e Vittoria).

Another couple revealed that, even in the light of a marked increase of the wife's activities outside the family over the last years, no increase was recorded on

the husband's part as regards the housework, all of which is the wife's responsibility only. (Ivan e Mirella).

The situation of the third couple is described - in cautious terms - as a generally acceptable balance (Emma e Tiziano), whereas only one couple define that balance a concrete and satisfactory agreement (Maurizio e Maria Carla).

In the latter case, the husband states that he encounters no difficulty in collaborating in the housework, which is feasible thanks to his flexible working hours, and husband and wife both state that, thanks to his interest in cooking as a hobby, he makes a remarkable contribution in this sector.

The dialogue moves on to the issue of the difficulties provided by the present social context which the couples need to face to maintain their agreement on ideas and goals.

Among the main problems, the difficulty encountered in successfully providing an image of concordance and coherence between the parents is mentioned.

They describe a great number and variety of disagreements between husband and wife as regards both their respective positions and the image proposed to their children: "We have completely different ideas on many things, therefore they perfectly know that we will take different stances; consequently, it's no use pretending to agree always on every choice, because it is not true and they know" (Emma).

The problem of maintaining a unitary and coherent behaviour before the children is shared by the other couples in the group and is connected to the other problem of arguing in front of the children, and of the negative repercussions constantly deriving therefrom: "This happens to us too, of course. We do not always agree on decisions. We happen to discuss in front of them … but to them discussions are quarrels and say: "Why are you arguing all the time?" and are unable to see different degrees other than that" (Mirella).

Finally, the analysis of ideas and forecasts of the participants in the focus-group about the future of the families is dealt with, focussing on the difficulties that, as parents, they perceive in their children as regards interpersonal and affective relationships.

In this respect, many obstacles are identified since the beginning of the relationship: what is often missing or remarkably unstable is the will to create and experience a relationship.

Relationships often emerge more or less explicitly, at least on the part of one of the partners, in episodic terms: "Young people find it very hard to find the right person and I believe this is due to the fact that now many young people do not experience any difficulty .. boys don't find it hard to go out with girls for a few weeks or days and get what they want with no problem at all… And then they move on to the next affair" (Mirella).

Since the approach between young people becomes increasingly difficult, the creation of a family consequently becomes more difficult too: the origin of such problems also sees a role played by the experiences linked to legal separation or divorce, which are increasingly common.

The problems experienced by young people when they belong to a separated family are highlighted, and this condition is always accompanied by a certain degree of pain (Emma e Maria Carla). Anyway, incorrect generalisations are to be avoided and it should be stressed that the parents' – albeit separated - attention for their children is crucial for their well being (Vittoria).

In the final analysis, within the picture provided by the participants in the focus-group, the family of the future seems to be characterised by two main and opposite features: on the one hand, relationships enjoy greater honesty and freedom since they are based "on different motivations than those of our parents and grand-parents. In other words, I think that couples today manage to stay together not on the basis of their roles, but rather on the basis of learning to share as a free choice " (Vittoria).

On the other hand, It is impossible to underestimate the problems related to a relational approach which is becoming increasingly common in which "…nobody wants anybody … everybody only care for themselves and selfishness emerges … We shall not be alone at seventy, we shall be in our thirties!" (Mirella).

PORTUGAL

FOCUS GROUP – PORTUGAL

FINAL REPORT

The FOCUS GROUP took place in November 9th 2001.

Two parents who were members of the Federation of Parents Associations from the centre of Portugal were invited. These parents invited other parents to participate in the Focus Group.

The Group was constituted by ten parents, three fathers and seven mothers, aged from 42 to 58.

As regards the parents' academic qualifications, the majority had an university degree or attendance; only three parents were secondary school graduates. They were all professional employees or technicians.

The great majority of these parents were not married before, except for two of them: one mother who had been married before but that marriage was dissolved, and one of the parents has been living with a partner since the spouse died.

All the participants had at least one child with the target ages of this Focus Group. However, there were some cases where there were older (from 17 to 22) and younger (6 to 8) children.

One should emphasise that all the parents showed great enthusiasm and dynamism, despite the meeting having lasted through the night.

PARENTAL ROLES

When we questioned the group on the main concerns about their children's future, the immediate response was related to their people their children go out with. This preoccupation clearly increases when the parents do not know these people, thus increasing the risk of the children being influenced by the peer group, on the choices they may have to make. Thus, in order to fill this gap, some parents stated that they make an effort to "get to know my children's friends" (Ernesto). Drugs and AIDS are also great concerns of these parents and they are not separated from the previous, since the fear about the friends is related to the fear of the children's "inability to resist the temptation/illusion they can instigate" (Paula)., for " it is easy to be part of a flock, but to be different isn't" (Fátima).

Violence comes up as another concern, especially for the parents whose children are younger. Notice that we refer to violence in a general sense and particularly in schools, whether its expression is physical or verbal.

Some parents are very concerned about the decreasing availability of time to be with the children and to perform family activities.

As far as the parents' educational role is concerned, the group's answers were unanimous. They all considered their parental attitudes extremely important for the construction of the children's character (" we have to give them material so that they can choose, on the right time, it can't be done by us" – Paula). However, it was mentioned that their attitude changes as the children grow older and become more mature (there is always some control, then it becomes complicity: "we are the talking cricket in Pinocchio. Only in this way can they make their own choices" – Paula). "… there is a change from control to complicity, how can I control them if I'm working?" (Ernesto). But, despite the changes in the relationship, we are still parents and we still have a parental authority" (Fátima).

As regards school life, to the question " Do you think it is important to follow your child's school life? Until when?", the answer were very homogeneous, once again. Parents think this accompanying is very important, thus passing on some stability and a wider understanding of reality, especially by the time they have to make their curricular options. It is important to mention that all the parents in the focus group are members of the Parents' Association in their children's schools.

To the participating parents family rules are essential to an harmonious family dynamics. Each family's rules are known to the members and negotiated between all of them, but never neglecting the children's age: "I decide the rules with them" (Fátima); "we have a family assembly" (Isabel).

The children's autonomization process, as well as the eagerness for freedom is not a very worrying matter. To most parents freedom must be assumed with responsibility: "autonomy is essential, but it has to be proportional to responsibility, that is, the more freedom, the bigger responsibility" (Ernesto). Autonomy is seen as something positive and that should be encouraged, because "it they aren't able to be autonomous when they are children, when they grow up they'll be able to choose; by being autonomous they learn to have confidence in themselves" (Isabel).

SOCIAL REPRESENTATION OF PREVENTION

Drug use prevention is, to these parents, an important vector in their children education. This is the reason why this subject was discussed in such a vigorous way, but also with many doubts.

When asked on the reasons that can lead young people to use drugs, there were several answers, although they all completed each other. As main reason, these parents mentioned the frustration many youngsters feel for not having achieved their goals, their expectations; the pressure of the peer group is, once more, mentioned as a risk factor: "… to some young people it is the result of a negative evolution as citizens, they form groups and recognise their leadership capacities; in order to feel as members of a group they internalise some of the values that group stands for, namely drug use" (José).

Youngster's personalities were also said to be a factor that may lead to drug use, for, according to Ana Maria, "my husband was a member of a group of users and he never took drugs!"

The existence of drug users in the family and by previous generations is also mentioned as a factor which may easily burst drug experiences.

Some of the parents think that they behaviour may induce their children's consumption, especially of tobacco: "… I used to be a smoker, now I don't smoke, but even then I advised my children not to smoke. Nowadays, none of them does" (Fátima).

In a general way, the group considered that the family environment helps inducing some risk behaviour, among which drug use: " the child reacts by imitation and they first imitate what they see at home; until the age of 10 8 more or less) they do everything that we – parents – do, after that only God knows… and their friends as well! (Emília).

So, what can parents do to avoid their children consuming? The answers given were very different, some with a more traditional aspect, i.e. " to buy a book on drugs and give to the children" (Paula); and also in a more relational way:"… books can be choking but they're not determinant, we need to explain" (Fátima).

The existence of clear rules and limits between the different generation in the family are considered protective factors, with clear communication patterns, where children may grow up in harmony and develop their self-confidence and a critical sense, so that they do not receive outside influences in a pacific manner.

To the group, parental authority is seen as something that should be present al all times and which will also act as a protective factor towards the risks of consumption.

The fact that the children are occupied with healthy activities, "such as Scouts" (Isabel) is also a way of preventing consumption. "It is important that they practice collective sports rather than individual ones, because these would only be another challenge to their own limits, whereas in collective sports they have to work as a team, all for the same purpose" (Isabel).

The group considers that the educational attitudes they have towards their children are preventive: "the education we give them and what we provide them are ways of preventing consumption" (Emília). That is why all the parents in the group considered that drug prevention begins when children go to school and it never ends.

And who is in charge of this prevention chore? In a general way, Family was pointed out as the main area, followed by School and, lastly, Community. What is worrying to these parents are the gaps in school prevention: the great majority are activities very seldom undertaken, in which the relational side is forgotten:" in primary school, when they have only one teacher, there is some preventive work that can be done, since

that teacher is seen as 'another' parent, but after that…" (Paula). "Schools are very badly equipped at the human resources level, for rarely can we find a school with a psychologist… and social workers are very hard to find there!" (Emília)." The way teachers are employed is not the best one" (Isabel), because teachers are a very wandering population, making it impossible to develop affective relationships between teachers and students.

The group considers alcohol the most dangerous drug, due to its permissive use. The escalate myth is clearly present in these parents' minds. "after the shots come the joints and after these come the heavier drugs" (José). "Alcohol makes the passage to other uses easier" (Olga), "… but it doesn't mean that there is a direct connection" (Ernesto). However, some of the parents did not mention any particular drug to be the most dangerous, but the one which one starts with and which is more available.

Here, cultural issues are also mentioned as consumption inducing, for we live in a country well-known for its wine, being its consumption culturally accepted.

So, how can families avoid their children becoming users? The group reported several strategies, since "talking to them about the danger of using legal and illegal drugs" (Isabel), watching programmes and discussing them with the children: "we watched Pedro's Agony on TV together; I thought it was choking and my daughters couldn't stand the physical pain and they changed the TV channel" (Paula).

MANAGEMENT OF AFFECTION

As regards punishment, the majority of parents reported that they do not punish their children very often, but when they consider that they should, they do not hesitate.

Regarding the type of punishment they use, the group makes it clear that it depends on the child's age and the context of the misbehaviour: " my punishment varies according to their age; nowadays I punish them less" (Ernesto)." At the age of 20, it is difficult to punish her, but I punish the youngster, in different ways. For example, last year he failed because he didn't study, so he didn't go to his grandparents', in France, for the Summer." (Fátima).

The group reported that, in a general way, there is less punishment with physical violence, "today we punish them with psychological slaps" (Paula), " which are also a form of violence" (José).

If on one hand these parents punish the children when their behaviour is not the most adequate, the same parents also incite them to express their feelings: "I incite my children to talk, I give them a lot of positive reinforcement" (Isabel), without disrespecting their children's privacy: "they don't always want to talk" (Fátima", "they don't always want to tell you what they feel, it has a lot to do with age and we must respect that" (Ernesto).

In what concerns the institutions that they consider important in their children's education, besides the nuclear family, they also mentioned the extended family, especially grandparents:" the sharing of experiences with an older generation is very important" (Ana Maria).

The Church is the only institution they mentioned.

VALUES

The whole group identified consumerism as the only value that rules our society today. However, none of the participants identified this value as the one which rules their own family. Here, values such as honesty, sincerity and solidarity were presented.

Thus, the values that the group considered to be important to pass on to their children were solidarity, respect towards others and the value of family ("… all the others follow these! – Vieira). The education for citizenship and the respect for the difference were also strongly referred to as values to pass on to the children.

Some of the parents stated that they have a religious identification that they find important to transmit to their children. " I'm a catholic, but I don't go to church a lot, but I try to pass on to my daughters the values of the Catholic Church, I think it is important that we have faith, a belief, so I give them the orientation that I had and that could be a starting point, but t doesn't mean that later they won't make a different option" (Paula). " the classes of Religious and Moral Education call their attention to the dangers of drugs and they promote healthy life styles" (Helena). Nevertheless, none of the parents frequently practices any religion.

SOCIAL REPRESENTATION OF FAMILY

The group discussed this issue very enthusiastically, despite being quite late.

To the majority of the people in the group, the notion of family is beyond nuclear family. In the family they are included elements from extended family, as parents, grandparents, uncles and cousins. To some parents the notion of family also includes people that, because of their affective proximity, are at a similar level: "Family is beyond the parental relationship." (Ernesto).

The search for an ideal family does not seem to be a goal to achieve by this group, since they were quite firm in claiming that there are no ideal families. On the other hand, several elements of the group said that they consider their own families as the ideal one. " I feel good in my family, I don't look for any other, I like the way it works" (Emília). Another argument is related to the different meanings of the concept 'ideal' , that is, what is ideal to a family does not necessarily have to be ideal to another family. " it is ideal when we feel good" (Ernesto); "when we feel good, when we are happy, then we have the ideal family" (Ana).

The group ended up wondering if they were confused about the notion of «feel good» and «be used to» a way of living. The necessary distinctions were made: they said that «feeling good» is a moment, i.e., "it depends on the time, it can be it at a moment, and it isn't any more" (Olga).

As a conclusion the group considered that «feeling good» in the family was to be happy with that family, where the respect towards others and the living together allowed the family to be "the space of learning, where the good moments are reinforced, and other people's mistakes are not overrated" (Emília). This permits that even the moments of crisis are seen as an opportunity to change to a better situation, so that all feel good in the family.

To the group the value of family is timeless and it should be cherished. When we questioned the group whether there will be families in the future, they all agreed that it will, even if the family keeps changing, even with the new types of families, i.e., reconstituted families, families of homosexual couples, single parents families, etc, "they are still families" (Paula).

Some of the parents were very glad to report the returning of noble values, such as "marriage for love " (Fátima).

The group closed the discussion saying that "Family as a central core to educate has future!" (Isabel).

SPAIN

FAMILY PROJECT

FIELD WORK
3 interviews have been realized to Experts, a Group of Discussion to women with children of 10-13 years and a questionnaire to teenagers between 10-13 years.

EXPERTS:
- Ana Palmerín, psychologist, Subprincipal of the Center of Attention to Drugdependent (CAD 4) of the district of San Blas, of the Town hall of Madrid. Specialized in cognitive - behavioral treatment..
- Marta Franco, psychologist. Coordinator in the Service of Support to the Prevention of the Anti-drug Agency of the Community of Madrid. Specialized in psychoanalysis.
- Gloria Sanroman, licensed in Biological, is Advises North of the Area Scientific Technological of the Center of Support the Teachers (CAP) of Madrid, and Coordinator of the Program of Prevention of Drugs PPD.

GROUP Of DISCUSSION (FOCUS GROUP) WOMEN WITH CHILDREN OF 10-13 YEARS
Realized in the Association of Parents of Pupils, of the college Luis de Góngora of Madrid, with the assistance of 10 women who have children of 10-13 years. Later a questionnaire has happened to these teenagers.

QUESTIONNAIRE TO TEENAGER OF 10-13 YEARS
A survey has been realized to a small group of 10 teenagers, children of the mothers who have taken part in the Group of Discussion. The used instrument belongs to Arthur, Hawkins and Catalano SSRPF: demographic Variables, family dimensions and use of drugs. The translation to the Spanish and adjustment of the questionnaire has realized Enrique Gil Carmena. In the part corresponding to the use of drugs the articles corresponding have been omitted to the drugs which interest and consumption is not still an object of the pupils who are going to answer the questionnaire.

REPORTS ON THE INTERVIEWS REALIZED TO THREE EXPERTS

FIRST PART: DESCRIPTION OF THE GROUP OF TEENAGERS FROM THE INFORMATION PROVIDED BY THE EXPERTS.

EVOLUTIONARY STAGE OF THE CHILDREN AND GIRLS WITH 10-13 YEARS
From the affirmations realized by the experts the feature that more characterizes the persons in the ages that are considered is the change. For Gloria Sanromán it is a change in all the levels of the person. Marta Franco affirms that the process would be initiated teenager and there would begin to appear the first signs of the puberty. Ana Palmerín indicates an increase in the interest that appears towards the exterior world.

Ana Palmerín: His features demonstrate in a major exploration towards the adult world where the rites towards the adolescence start being important. The image that they believe that the society has of the teenager starts weighing in them.

Nevertheless, Marta Franco affirms that still they have many features near to the infancy. This characteristic also indicates by Gloria Sanromán on having affirmed that they are very early teenagers who still have not achieved the capacity of abstract reasoning. The persons entrusted to design programs of prevention must remember this fact.

DIFFERENCE IN THE DEVELOPMENT FOR SEX
It is important to indicate that every person is unique and has his(its) own pace of growth. Nevertheless it is important to identify general characteristics of the process of human development for groups. This way, our experts appear in agreement in which the physical development of the women is produced of a more rapid form:

Marta Franco: From a physical point of view in the girls external signs can appear of what they are already the sexual changes, whereas in the boys there can no be these signs, (). The increase in the weight and in the height of the boys would be slower and in the girls more rapid, in turn also it is accompanied of psychological changes

Also one indicates that they are interested in different topics. The males still would be orientated towards games and physical activities, while the girls already would have spent this stage.

DIFFERENCES IN THE PSYCHIC, PHYSICAL AND SOCIAL DEVELOPMENT ACCORDING TO THE PERTNENCIA'S SOCIAL CLASS, THE PLACE OF RESIDENCE AND THE EDUCATIONAL LEVEL OF THE PARENTS.
Marta Franco affirms that she can not devote an easy response, except in certain situations of extreme precariousness, where they can find statistically significant differences even in the physical development. She admits that the influences of the close environment (family and school) are important, specially as for the identifications of roles that can make the teenager.

Ana Palmerín underlines the differences that they can find for social class and environment where the children move, as for the stereotypes of what means to be drugdependent. In poorer zones, where it is not rare to have brothers or friends who are or they have been drugdependent this figure is seen of a nearby and familiar way, and is not pushed back.

Ana Palmerín: They see to the drugdependent one or to the person with antisocial conduct of much more natural way, fewer fear, they know it in the personal area. On one hand it is nice, because they have major tolerance (), but it is bad because they are in the habit of taking example.

CONSUMPTIONS OF DRUGS AND ANTISOCIAL CONDUCT AT THE AGE OF 10-13

It is interesting to state this information for the importance that they have everything the relating thing to the first consumptions. Unanimity exists in to indicate that it is the tobacco the first substance that takes, and the alcohol would be the second one. Both consumptions take place of almost simultaneous form.

For general population, it is possible to indicate some limited percentages that begin to try cannabis, and in some minorities consumption has been detected of " substances to inhale ". It is important to indicate the consumption of " substances with caffeine ", as for the extension of consumption and the quantities. Also it surprises the knowledge that there show some young of certain medicaments (Prozak, Tranxilium). This can be explained by the domestic presence of these substances. On the other hand, there is a nucleus of population with specific consumptions. This population has the common denominator of being young men and women with histories of familiar and school problems.

Ana Palmerín: The consumption that they make these young men is different from the consumption that they make the young men who still are present at the institute, the consumption already is of alcohol, all the weekends, already they start consuming hashish every day, and tablets, and even some with cocaine, and you can meet to people this age that is selling in small quantities (trapichear).

As for the forms of antisocial conduct two bosses are described. The first one refers to environments of hard-working classes, where the typical forms of antisocial conduct are " lacks of respect " to the major persons, both in the college and in the family.

It is necessary to highlight the importance of the problems of relation that exist between pupils and teachers, nowadays in Spain, if we take as an indicator the high level of job stress supported by the teachers. Behind this bad relation pupil - teacher, is the shade of the familiar rejection to values proceeding from the system of education, specially towards the authority of the teacher.

Other antisocial conducts are the small thefts between companions of college and the destructions of school and urban material. Also it is necessary to include here, the scorn towards the private property that is demonstrated in the mode of to paint in the walls (grafitti).

The second group of antisocial conducts is in social poor environments. There is more violence against the persons (fights between juvenile bands), and the things (thefts of mobile telephones, motorcycles, jackets of leather and trapicheo of substances).

SECOND PART

INFLUENCE OF THE PATERNAL - AFFILIATED RELATIONS IN THE USE OF DRUGS AND IN THE ANTISOCIAL CONDUCT AT THE AGE OF 10-13

IMPORTANCE OF THE AFFECTIVE MUTUAL LIMITS IN THE CONSUMPTION OF DRUGS AND IN THE ANTISOCIAL CONDUCTS

There is no unanimity between the experts consulted in the definition of this concept, and each one contributes a shade derived from his professional activity.

For Palmerín it is the relation that is established as parents and children and that this link bears. Sanromán grants more importance to the affective part of the link, while Franco prefers delimiting every part of binomial.

The bearing limit is one of the paternal roles, and there consists of teaching the children to submit to a necessary frustration imposed by the existence of so called " principle of reality ". This principle demonstrates that all the desires can not be satisfied. Also it demonstrates that the majority of the desires can not be satisfied of immediate form.

Therefore, the function of the parents is to teach the children to agree not, and to handling the wait, in order that of this there are no painful or traumatic situations. On the other hand, the affectibility belongs to the sphere of feelings that is established between the subjects, in the continuous one of love - hatred.

How the affective limits work in the abuse of drugs?.

Palmerín believes that in the abuse of drugs there are no affective limits. The parents appear as "colleagues" of his children, and establish neither any educational style, nor any norm. On the other hand, it is clear that the children need to know what it is nice and what it is bad, and this type of parents does not realize this function, because they neither believe it necessarily, or because they themselves nor have them clear.

It is necessary to think that many of these parents are consuming drugs. In Spain already one is treating the second generation of drugdependent. For a child 12 years, which parents are consuming drugs, it is difficult to have clear limits in relation with the drugs, more to this age, in which the model to continuing they are the parents. These young men can not separate his behaviors from those of his parents, for the need that they have of loving and to want his parents and for the semantic mechanism of "globalization":

Ana Palmerín: " If my father is good because I him love, I have to assume that consumes drugs, therefore consuming drugs will not be so bad ".

This mechanism does not leave them to separate the affective sphere and of behavior I concern of his parents.

In a minor level of consumption of drugs, also there can be detected a normative carelessness derived from a lack of familiar communication.

The young has more information of his peer group. The parents have not assumed his role, and therefore they have not also could create any affective sufficiently strong link since in order that it can be supported in this stage in which the young man begins to look to the exterior of the family.

Marta Franco differentiates the consumption of drugs of the abuse. For the age 10-12 the consumption is experimental and can be defined as a conduct of imitation. The teenager is inserted in the adult world and in this world there is consumption of drugs. In his process of ripeness and of identification, it does what one sees. Therefore it is going to experiment and is going to know what is the consumption of drugs, is going to imitate the adult.

On the other hand, in his process of autoaffirmation and of separation of the adult, it is going to do that one that they do not leave him to do, to verify if it can do what it wants. These mechanisms also are very tied to the value that this consumption has in his peer group, which is going to begin to be a preponderant sphere.

Marta Franco: If besides the psychological effect of the drugs, since a discomfort removes respect of another sex, which is a source of anxiety, (), if the effect derived from the consumption serves to attenuate this discomfort evidently will repeat it. One of the functions of the alcohol to this age is to lower the anxieties for the approximation to another sex.

Therefore, as soon as it has experimented, the sensations that it has had, they will begin to form a part of the game of internal forces that will determine his relation with the drugs: Consume or not, quantity and frequency.

For Marta Franco, to this age, " the game already is almost played ", the basic elements of the personality already are formed. If the infancy of the child, it has developed with a good affective level, and there have no been familiar problems not psychological important, the child will have less probabilities of having an early beginning in the consumption of drugs. But besides as soon as it has experimented, also it will have less probabilities of developing an excessive consumption, abuse or dependence. Nevertheless, besides these elements it is never possible to forget what in the close environment of the child is happening (family, neighborhood and school).

In the antisocial conducts they would play personal and social factors similar the explained ones for the consumption of drugs.

IMPORTANCE OF CONTROLLING THE CONDUCT OF THE CHILD IN THE CONSUMPTION OF DRUGS AND IN THE ANTISOCIAL CONDUCTS
Sanromán and Franco they prefer focusing this question from a point of view foreign on the control.

Gloria Sanromán: It surprises the word to control, I would prefer saying accompanying the conduct of the child, to the effect that control me sounds to being dependent on what it does badly to correct it, and to teach is from the positive thing, teaching him to achievements, accompanying him in the whole process.

Marta Franco: To me the word to control I do not like, I would use supervision, follow-up.

But besides, according to Marta Franco's opinion, the parents also have to do for them same a process of ripeness, which must be harmonic to that of the son. The

aim of this process is to give to the son skills that allow him to be increasing his degree of autonomy. The paper (role) of the parents must be of supervision and help, and not of control, which one has to see in spite of prohibiting and to restrict. Restricting in excess is to invite to transgressing.

For the opposite side, the conduct of the father who does not control anything, it can be being perceived by the son since of disinterestedness towards it, and this can create a discomfort, and to relieve this discomfort, or for to call the attention of his parents, it can begin to consume drugs.

In relation with the young men who already are in treatment for consuming drugs, Palmerín affirms that controlling is to establish clear procedure that these young men understand and accept and that respect socially desirable values.

Ana Palmerín: what more is obvious in these young men is that are very confused, because nobody says to them what they have to do and what not (); the young man does not know if this well or badly what it does and it does it.

According to Palmerín, in the college and in the family there would be a carelessness of the educational function, and the young men meet that there is no a clear regulation on many questions. In the school aims of knowledge are preferred working that of values. What they count they are the notes, the results.

Besides, both the parents and the teachers would be abstained from using the procedure, for dread which they call them "authoritarian". In the college and in the family therefore, there would no be a clear regulation on the consumption of drugs (and other questions). On the other hand, when the procedure are applied, they are in the habit of using of inadequate, rigid and authoritarian way, more as an instrument of repression that of education.

IMPORTANCE OF THE AVAILABILITY AND OF THE PATERNAL SUPPORT IN THE CONSUMPTION OF DRUGS AND IN THE ANTISOCIAL CONDUCTS
They are two very close concepts. The availability means that the young man knows that his parents are there, "available" for when he needs his help. For Sanromán it would be the opposite of the idea of control.

Gloria Sanromán: The support is to teach from the positive thing, stimulating the young men for the achievements, (), it there has to be necessary very much fondness.

The experts coincide with this basic idea. It is not only to have time to be united in the home, but it implies making know the son, and that this perceives, that he can trust in his parents (availability), and besides the parents are providing the stimuli necessary to the son for his integral development.

Again it is necessary to think that the forms of this support must go changing with the time, as the son grows. Marta Franco suggests it by means of an image.

Marta Franco: The support of the parents (), is the image, when the child is small you hold him, give him your body, and gradually the child is turning towards out and you

him open the arms in order that it goes out, () you are behind for when the child needs you.

There is remembered, nevertheless, that also it is important to make understand(include) to the children that the parents can not be always available, and also it(he,she) forms a part of the education, to make understand to the children, that the parents are not going to be able to answer always of satisfactory way not immediate. Again it is sent to the importance of the education in the limits and to the control of the frustration.

DIFFERENCES BETWEEN SOCIAL CLASSES
The neighborhood of residence, the time that happens the young man in the street, the zones of the city that are used to spend(pass) the free time, the persons to whom the young man is related and probably other types of variables, can mark the differences in the consumption of certain drugs. For Madrid and the age of 10-13 years, the early beginning in the consumption of tobacco and alcohol, takes place in the context of the peer group, and there would no be significant differences for social class or place of residence.
The consumption of cannabis it can turn out more probable in a few neighborhoods that in others, though with small differences. The experimentation with other illegal drugs, can be tied to variables of residential type, education of the parents, work of the parents, dedication of the parents to the tasks of nursing (everything what has met till now: education of the children, affectibility in the relations paternal subsidiaries, availability, support, control, limits ...). This wants to say that, for Madrid, in this moment, except cases of extreme social poverty or concrete neighborhoods of traffic of drugs, the social class will mark few differences in the probabilities of early beginning in the experimentation with illegal drugs, included the cannabis (safe it is to say it). At first, all the hypotheses of investigation at the demand of consumption of drugs, and the programs of prevention, are employed variables related to the persons, principally changeable of familiar and school relation.

More above it has been said, that the interviewed experts, have indicated few differences between the consumption of drugs and the antisocial conducts, when they are identified as dependent variables and for general population. It is necessary to indicate, that the definition of antisocial conduct, it is very ambiguous, and in the practice it is, actually, a tautology: " it is antisocial, the conduct that is qualified as such ".
In this respect the experts have expressed, when they have indicated some precisions, in relation with the differences between both questions. In the ideological plane, Marta Franco has indicated differences between Europe and The United States. In Europe, the consumption of drugs, as such, is not considered an antisocial conduct, and in The United States yes. In relation with Europe, it(he,she) indicates that, which is considered antisocial, they are the conducts following the consumption, for example, the dirt, or the noise that there are in the places of party ("marcha"), or the conducts of aggression, voices or insults and inconveniences to the neighbors, for the high hours of the night in which the bars and discotheques are closed, etc..
Ana Palmerín, on having indicated the differences between the consumption of drugs and the antisocial conducts, warns that in the consumption of drugs, probably should control more a personal playful factor of search of amusement, whereas in the antisocial conducts, another type of reinforcements are looked. Insisting on his

hypothesis of lack of social values, and ignorance of procedure for the young men who are in treatment for consumptions of drugs, it affirms that for these young men, none of these conducts, it is antisocial, and for them they are "normal" conducts, up to the moment in which the police they detains. These young men do not have another limit.

In this respect, it coincides with Marta Franco's affirmation, on having affirmed the need to work the aptitude to support the frustration, and to present to the children the principle of reality, as part of a socially adapted education.

RELATION BETWEEN JUVENILE PERSONALITY AND CONSUMPTION OF DRUGS

CONFORMITY AND CONVENTION

The principal ideas, in relation with the social values, expressed by the consulted experts, they are articulated in the following thing:

- Between the 10-13 years of age, the young men still could not have elaborated his scale of values, and an important part of his personality, obtain her of his peer group. The prevention, therefore, must work the capacity of assertion of the young man, by means of the transmission of messages of rejection towards the consumption.
- The probabilities of be initiating in the experimental consumption of legal drugs, they would be seemed for children of parents with different degrees of convention, understanding this concept, from a conservative point of view (= to prohibit the consumption of drugs, inflexibility in the education) / progressive (= tolerance with the consumption of drugs, " laissez faire " in the education). In both ends, there would be increased the probabilities of early experimentation and subsequent abuse of drugs.
- There is remembered the importance of having dedicated itself to grow up the children, also for others of the consequences that this fact has, and is that hereby offers to the children a model of parents, which is very important along the whole life of the persons, and specially in the ages that we are speaking. If the parents have a conventional, not rigid attitude, and they do not consume drugs, this is going to be had in bill as his children of a way or other one.

In relation with the consumption of tobacco and alcohol (and medicaments), in the home, one affirms that it is more important the familiar dialogue, in relation with the conduct of drinking or of smoking of way moderated by the parents, that the fact itself from which the parents smoke or drink.

AUTOCONTROL (SELFCONTROL)

The Autocontrol is the aptitude to put a limit respect of certain things, the capacity of wait and to regulate the excess. In relation with the consumption of drugs, it is the aptitude to moderate the consumption in order that it does not harm. At the age of 10-12 there are individual and social variations. In general, the women have more capacity of Autocontrol than the males, though there is contributed information that indicates that this fact is changing. In the consumption of group, the boys consume more that the girls as way of autoaffirmation, but also there are started seeing, that the girls get drunk and begin to taking part in aggressive behaviors. The social class and the forms of education, also they influence the capacity of Autocontrol and the forms of response.

In the beginning of the consumption of drugs, concretely in the consumption of alcoholic drinks also it shows himself the importance of the Autocontrol. If young have a little time to be with his group of friends, because they have to return soon to house, there have referred situations in which the group of friends drinks more rapid to get drunk and to be able to return to house more or less clear.
In relation with the prevention, it would be a question of teaching to canalizing emotions and impulses, specially the ire, the frustration, the anger, the restlessness, etc. The education consists of helping the young men to be able to recognize these impulses and to canalize them of suitable form.

SOCIAL SKILLS

The social skills would be tools to confront the vital situations of social character, of suitable way. Said otherwise, it is the capacity, which every subject has, of be relating to the others, of satisfactory form. It is probably one of the variables that has provoked certain controversy to relate her to the consumption of drugs.
In relation with the subjects that have few social skills they give themselves two types of arguments: a) That having few social skills is a protection factor, if for this reason there leaves little of house, with which they increase the probabilities of not consuming drugs. B) That to have few social skills there might increase the probabilities of abuse of drugs if the consumption is used to facilitate his social relations.

On the other hand, the subjects with many social skills are the leaders of his group of friends, and probably they have more probabilities of having an early beginning in the experimentation and in to realize a subsequent consumption.

The education in social skills has a short path in Spain. It has been in the last years, when his work has been considered necessarily in the contents of school prevention. At the school curricula still one is not employed, for what the majority of the young men, who have not been present at programs of prevention, do not know of his existence. In the great majority of the families, there is not done the formal learning of social skills.

In Ana Palmerín's opinion, the families unknown the importance of working the social skills: assertion takes of decisions, resistance to the pressure of group, reinforcement of the autoesteem, etc. The knowledge that they can have the families of these

questions comes to them probably from exclusive way across " Schools of parents ", who are classrooms of formation financed by the town halls, which mothers attend in his great majority, but that comes to few population.

ORIENTATION OF THE TEENAGER TOWARDS THE PARENTS OR TOWARDS THE PEER GROUP

The consulted experts coincide with that if the parents have realized a suitable education of his children, they have could develop the affective links, and come to this phase, understand the process of independence that have to initiate the children, and realize also for them themselves these adjustments, the necessary separation of the children does not have to transport any problem.

That the young want to spend more time with the friends, it does not mean that already they do not need the parents. On the other hand, these have to can develop new skills of communication with his children, who respect his autonomy, but that in turn allow to know them who are his friends, where go when they go out, they do what and when they are going to return.

For the teenagers of 10-13 years, the family is more important than his peer group. At the moment of considering different opinions, the opinion of the parents, major weight has that different. What the parents have to accept, it is the concurrence of these other opinions in the cognitive set of the teenager.

It is difficult to say how much and where there go out the young men of 10-13 years of Madrid. At first, it is necessary to suppose that still there go out little to big " centers of march ". Some of the major ones (14 years), they would go out every Friday, but they would have the hour of returning to house fixed before 11 p.m.. Nevertheless, for the great majority of young , the exits of autonomous way, they would realize her with friends of the neighborhood, or of the college, but limited to the sites of leisure the most nearby to his place of residence. The hours of exit, they would not depend so much of the social class, but they would be more related to the styles educationally paternal. Some parents try to delay these first exits the most possible thing. In Ana Palmerín's opinion, this strategy only must be done from the consensus with the son, and not from the imposition of procedure of authoritarian way.

In relation with what the children perceive, of the attitudes of his parents, on his own consumption, the consulted experts believe that it is important that the parents say of unequivocal way his rejection towards all kinds of drugs, to avoid the effect of the " autofulfilled prophecy ".

RELATION PARENTS - SCHOOL AND PROGRAMS OF PREVENTION

Gloría Sanromán, affirms that the relations between the parents and the school of his children is very important, because still, to this age, the young do not have aptitude to support the contradictory messages. That is to say, if the parents have a critical, not constructive attitude, against the school, his children, in solidarity with they, they are going to push back the messages that receive from the school, already it is of his teachers or of other professionals who work from there, since they can be the cases of the school programs of prevention against the drugs.

Ana Palmerín affirms the importance of which the colleges should have an educational project, beyond what it is the normalized education, of academic contents. The education in values, and the programs of prevention of drugs, they are important elements that help the teenagers to reinforce his factors of protection against the consumption of drugs and the antisocial conducts..

In relation with the characteristics of the programs of prevention on drugs, the following ones are highlighted:
- The prevention on drugs must enter the school curriculum of a normalized way.
- Importance of reinforcing the Protections factors of the young.
- Utilization of active methodologies.
- Importance of supporting a good system of information, on the daily reality of the consumption of drugs, in every municipality and neighborhood.
- Importance of working the affective relations
- Importance of working with the parents, of joint form, so that, parents and children realize, of parallel way, the same program of prevention, with a methodology adapted for every group.
- Importance of working the autoesteem, the assertion, alternatives of leisure adapted to every case, values, etc..
- To confront the difficulties of implantation of preventive programs in the schools.
- Importance of having forming external experts to the school.
- Importance of working the educational contents, from the comprehension and critique of the evolutionary process, which the teenagers are crossing, highlighting the functions that try to fulfill the consumption of drugs.
- Importance of stimulating also programs of prevention, which join the cognitive thing with the unconscious thing, the affective learning and the introspection.
- For 10-13 years and for general population, the aims that have to propose the programs it is not to consume, forgetting expositions of delaying ages of beginning, or of proposing controlled consumption, since the young men of 10-13 years, are not prepared to take this type of decisions.

REPORTS ON THE GROUP OF DISCUSSION (FOCUS GROUP) REALIZED TO MOTHERS OF PUPILS

GROUP Of DISCUSSION: WOMEN WITH CHILDREN Of 10-13 YEARS

The group of discussion has been realized in the Association of Parents of Pupils, of the college Luis de Góngora, of Madrid, with the assistance of 10 women who have children of 10-13 years. Later, a questionnaire has happened to each of these teenagers.

PATERNAL PAPERS (ROLES)

The principal topics of worry, of the mothers attendees, are the consumption of drugs, the alcohol and the sex. Has been observed that the alcohol continues differing from " the drugs ", as a substance apart. The consumption of tobacco, in some passage of the Group, has managed to trivialize, taking any importance from him, and separating it furthermore from what is the consumption of drugs. The smoking mothers have adopted this position.

The sex is another worry that the mothers demonstrate, in relation with the future of his children. They admit that, in spite of the education that is given in the home, " the street is there ". In this respect they demonstrate a double tension:
- They have perceived the increasing need that there have his children of "looking" towards out, towards the street. The family stops being, so, the only important group for the child.
- The real social values that the mothers think that they exist for his children, they are related to the drugs and the sex.

The mothers affirm that his children will be able to decide on his studies, when " they come to certain age ", but still they do not recognize this faculty. They affirm with conviction, that it is very important to help them. In this respect, for the ages of 10-13 years the mothers still have not initiated his own process of autonomy of his children.

Of the demonstrated for the group of mothers, it is necessary to conclude that a formal negotiation of procedure does not exist to coexist. The children know the rules because they have grown up in and with them. The way of coexisting with the procedure, it is the continuous "protest" and the renegotiations continue. Because of it, say the mothers, " it is necessary to be on them ". As the experts were saying, it is not easy to find families where a correct negotiation of procedure can be done. The current thing is that the procedure are used more as imposition and enclosed punishment, which as rules that are going to facilitate the living together.

It is not also easy to find families, where there exists a tradition of consulting with the children, decisions related to they, specially in these ages of 10-13 years. It can consult them slightly important aspects, certainly not related to the familiar functioning. Neither consults them the college which they attend. Other topics probably it consults them, like for example, if it wants to do some out-of-school activity.

For the quickness with which the mothers react, it appreciates that are in the process in which his children are claiming more autonomy and freedom. It includes all the

aspects of the familiar life, beginning for the most elementary, since it is the clothes of dressing. Also they begin to protest time to be with his friends, in the neighborhood where they reside, and even to move to the sites of leisure of the center of Madrid. The mothers live through the tension that supposes this new facet of the children. They know on one hand, that it is that it " to be yielding ", but for other one, do not give up exercising on them the total control to which they are accustomed. Mothers have not thought, that they have raised any species of plan of active support, to this process of autonomy of the children.

SOCIAL REPRESENTATION OF THE PREVENTION
The mothers believe that to consuming drugs comes near for a lot of ways, almost all-foreign to the familiar education. The following groups of reasons are mentioned to consume drugs: a) abstract aspects " they are many things "; b) of situation " they offer it to you ", " for it it is not necessary to go to the discotheques "; c) cultural " now it is turning the culture of the cannabis ".

As a whole, the mothers have two positions, in relation with what it is done in the family to prevent that the children do not take drugs. A) To explain and to speak. B) To delay the information, still not to speak to them because " they are young to speak to them about this ".

The mothers comment on anecdotes on the consumption of tobacco: " since my son has been throwing the package of tobacco the whole summer ", etc.. Between the mothers who say that they speak with his children, the message that prevails is apocalyptic, to the effect that the drugs kill. In this type of messages, it treats self equally to all the drugs and to all the types of consumptions in quantity and frequency. It is not tinted probably because the topic is unknown. The form of the message, it is the absolute prohibition, by means of the imposition. Neither can made clear the contradiction that it can generate in the children, the fact that some of his parents, relatives or friends smoke or drink alcohol.

In relation with the fact of admitting that there are familiar habits, which can lead to the children to consume tobacco, alcohol and other drugs, the opinions of the mothers are divided. Those who do not smoke, immediately they say that there are domestic habits that can favor the consumption of drugs. In the first moment those that they smoke also they appear in agreement with this position, but the speech of this group of smokers derives towards legitimizing and to normalize the fact of smoking, separating it from fact of consuming drugs. They recognize, nevertheless, that the fact of being smokers, moral force reduces them to be opposed to that his children in the future are also smoking.

The prevention on drugs consists of reporting, basically, and it is necessary to do from the college. Nevertheless, they admit the paper that has the family and the environment of the son, in this work. For the age of 10-13 years, the "more dangerous " drug is the alcohol, because " the whole world has in his house and the children can drink ", and for the facility with which it is possible to buy still in the shops, in spite of being prohibited.

The mothers demonstrate that they little can do in order that his children do not begin to consume drugs. Again the negative message appears, of them reporting of " bad consequences that it has his consumption ". Those who smoke, they insist even that morally they can not be opposed to that his children begin to smoke. Those who say to take some beer, they adopt the same position, respect of the alcohol. As a whole, again a speech appears to normalize the fact of smoking and of driking referring to the tradition: " when it was young no person was saying to myself that to take drinks (or to smoke) was bad ".

AFFECTIVE AREA
Undoubtedly, it is the area that prevails in the family, where the relations for definition are "nearby". Probably this presumption does that forget some forms. It is authors who indicate important differences as for the above mentioned for social class. In relation with the daily life and the happy thing that they are his children, the mothers think, of majority form, that they are not necessary to have to ask if they are happy, " because one sees it ". Also one indicates that in this age already shame gives them to some boys to speak and to express his feelings.

The mothers are the managers of establishing the limits and the daily procedure of living together. The principal activity of the group of mothers attendee to the " Focus group " is the work of his home, therefore they are those who fight with everything relative to the domestic area. One of the most important tasks is the " daily battle " with the children. The father, normally, they are in the work, and do not have conscience of which this task they corresponds. Somehow, for social tradition, all they agree in that this work him corresponds principally to the mother.

 It is therefore, the mother, the manager of managing the limits and procedure that make the familiar daily living together possible. Big question probably they speak each other between the mother and the father, coming to general agreements that then it has to apply the mother. The normal thing is that these limits are not agreed by consensus with the children, and therefore, as the mothers say the normal thing it is that the way of imposing them is "discussing". The limits refer to everything relative to the domestic thing: hours of getting up and especially of going to bed, going out to the street with the friends, seeing the television, doing the duties of the college, etc.

Of the previous thing already it is clear that, the management of the domestic limits, it is not done of a rational way, for what the consequences to applying, when these limits are penetrated, it does not answer to any logic either. The punishments that are applied are in the habit of being arbitrary. As says some mother " the first thing that happens to me ". Since one does not speak, not accord the limits, one does not speak about the remuneration either.. In general, in the average Spanish families of urban area, when one asks to the mothers what prizes or what remuneration might offer his children, for realizing of suitable way his school and domestic daily performance, they are in the habit of answering that they do not know because his children " they have of everything or of almost quite".

This way of focusing the education of the children, it answers to a very concrete moment, and it is possible to explain, partly, for the historical development happened in Spain recently. In a few years it has passed of having few resources to having

sufficient, of not having any more than obligations to thinking that alone are had right. It is not the site of spreading in this matter, but this idea applied to the domestic area and school overcoat, has provoked, partly, the current situation that they live in the families, in relation with the education of the children, and in the schools and institutes, with the grave problems that have the teachers to make to respect the most elementary procedure of school living together between the pupils.

THE SOCIAL VALUES
The previous thing is very related to the great change of social values that has experimented the Spanish society in a little time. The values mentioned by the mothers, first, are the money and the consumption and actually they are the mentioned only ones that are technically social values, which it is necessary neither to impose nor teach. The rest of concepts that they mention answer, rather, to what it is necessary to teach. In this respect, the mothers believe that it is important " the respect " to the parents and to the similar ones, in concrete they mention to the immigrants, since in the neighborhood where the group of discussion is realized there is a great quantity of immigration.

In relation with the religious education, there is no agreement. In general, it predominates the idea, of which the religious education, it must be one more speech between others, and that must have a rather secular and educational character.

REPRESENTATION OF THE FAMILY
The mothers attendees are fully conscious of the changes that it has experienced the familiar institution, and show opened to them. This means to admit the integration and the recognition of the new familiar forms. Nevertheless it continues predominating over the idea of nuclear family. The value that they prefer for the family is the communication. The respect is mentioned also, and the possibility of happening daily time all together, like to be able to meet in the hour of the food or of the dinner.
On the future of the family, the group proves to be divided. On one hand one demonstrates that the familiar current life, and more in the future, is and it will be difficult to arrange with the work, for the demanding thing that is the latter, and on the other hand is recognized the capacity of adjustment that has the familiar institution, and they trust that he will be able to adapt to the new social and economic circumstances that they present.

AUSTRIA

FINAL REPORT "Family Group" AUSTRIA

This report was written on the basis of the parents´ focus-group and the expert interviews that were organized for the IREFREA Family project.

PART 1: EXPERTS INTERVIEWS
The interviewed experts were:
Thomas Legl – director of a therapy centre
Maria Abel – preventive worker in a regional counselling centre (Suchtpräventionsstelle) in Vienna
Christoph Lagemann - preventive worker in a regional counselling centre (Suchtpräventionsstelle) in Linz, Upper Austria
Kurt Fellöcker - preventive worker in a regional counselling centre (Suchtpräventionsstelle) in St. Pölten, Lower Austria
Fr. Püspök – preventive worker in school projects in Vienna
Interviews were held in august and September 2002, the average duration was 45 minutes. All interviews partners spoke freely and were interested by the topic and the questions.

Influence of the parental-filial relationships on adolescent drug use
Importance of mutual affective boundaries
Here we see two different conception of the influence of parental behaviour on children: Some experts think about an early influence on the children's´ development, the others see the actual influence on the children's´ behaviour at the age of 12 -13 years and older.

> Legl: "The relation between parents and children is very important and in fact, this relation starts already during the pregnancy. Later, the way the child grows up and how the relations are managed, is the **most important factor** [for developing problematic drug use](…) We often see that the emotional relations are disturbed, and addicted parents have the same problems in treating their children (attachment quality theory).
> Another point are missing emotional boundaries, this is a style of education. It can facilitate drug use because children get the idea that parents don't care about what the children are doing.
> Sometimes also parents react too emotionally and speak about consequences that are not followed by actions. And children can't learn how to take emotions seriously.
> Different styles of education harm the children's´ development – for example the "laissez-faire" style, but also very authoritarian style."
> Lagemann: "It is not the question that there are boundaries, but how they are fixed. Consequence and love are essential. Boundaries are also influenced by the society and the culture. And economics preach a world without limits."

One expert differentiates between drug use and drug abuse: On use influence is nearly zero; on abuse it is very important.
Three experts stress explicitly the importance of boundaries:

> Püspök: "Children also have a right to intimacy and parents have to respect it."

> Legl: "Children have also a right to make their experiences and not to talk about with their parents."
> Lageman: "To show and to respect boundaries mutually is basic in education."

Another expert thinks that the parents-child-relationship influences the development of the child during childhood but that the actual influence (at the age of 12-13) is less important.

> Abel: "I think that the direct influence is not so important, the influence on the earlier development of the children is much more important. But at the age of 12/13 parents have influence because they propose norms and limits."
> Fellöcker: "Nearly no influence on consume. We've seen in several studies that consume of legal drugs is not related to parents-child relationship."

Importance of following and controlling the child's behaviour
The term "control" is a very controversy one and needs clearer definition. Differences in answering to this question can depend on different understanding of the term "control".
Some experts stress the importance of some amount of control:

> Fellöcker: "Children need limits to feel secure. And the most important persons here are the parents. They must fix the limits in a good and understanding way. Parental control is linked with first experiences in drug consume because without control 12-13 year old children can find a way to drug using groups. But: everything that is too much, is harming, this is also true for control. Children need some freedom to make their own experiences."
> Legl: "Another important factor that we often see that the father is missing in the family of drug users. Either he is not living with the family or he is not caring about the family. And in consequence, the male role model is missing. And some of the single mothers are not able to set appropriate limits to the children because they see them more grown up as they are. That is what we call "stolen childhood" – when a child is not considered as a child but as a partner."
> Abel: "(Legally) parents are totally responsible for their children and for what their children are doing."

Other interview partners hold views against control:
One expert says that for her, "control can never be a method or a tool for education. With control you only make things worse. You can never reach a real change in behaviour, only a kind of "Scheinanpassung"." (Püspök)
Another interview partner also says that "control is very dangerous. Parents should know what their children are doing but not by controlling them but by speaking and listening and observing and asking. Also asking about drug use." (Fellöcker)
Importance of parental availability and support
Experts agree that support and availability of parents are important for the children's´ development, but the relation to drug abuse is rather loose.

> Lagemann: "Availability of parents is very important for the development of children because it gives them a feeling of security that can not be provided in another way. Parents should be available when the children face a problem or fears. Support – help to develop abilities, explain the world. "
> Püspök: "Not the quantity but the quality of support is important."

Abel: "A lot of children try, it depends on relation to parents if they continue and get problems; even a good relationship between parents and children is no guarantee that children do not try drugs"

Differences in social class and environment or residential area:

There seem to be some differences according to social class but they are not very marked:

Legl: "In fact, Austrian social security helps a lot; there are no big differences between social classes. There are some families of the so-called lower classes, which have more social problems, but this is not linked to drug use.
In lower social classes, single mothers experience more stress than in higher classes because some of them have only the strict minimum of money available. And this has negative influence on education.
But there are differences in environment: In the areas where socially disadvantaged families live, there are fewer possibilities of making positive experiences."

Abel: "No differences, in middle and upper classes: no more orientation on relationship; more importance of "good learning in school".
There might be differences in language, but not in relational styles.
But children in higher social classes have more money and frequent other places, where the access to drugs is different; they also con afford more drugs.
The daily functioning is also different between classes: Higher classes have bigger apartments, so children can bring their friends with them. In lower social classes this is not always possible, so children go to other places (e.g. park) to meet their friends and to spend their leisure time there."

At different moments of the interviews, experts mention the relation between income and access to health promotion/ therapy:

Püspök: "Members of lower social classes have more difficulties in getting information; they have fewer resources than those of higher classes. In case of problem, they feel more helpless because they don't see a way to react to the problem.
In higher social classes, therapy is more accepted, to the extent that tasks of the family are given to institutions (e.g. school).
In lower classes, money can be a big problem as therapies are expensive."
Lagemann: "A lot of studies have shown that lower income is linked to poorer health and more health risks → need for structural approaches."
Fellöcker: "When therapy is needed, lower social classes are disadvantaged because of their lack of money."

2. Influence of the parental-filial relationships on adolescent antisocial behaviour

To avoid too much repetition, interview partners generally said that this is very similar to chapter 1.

Importance of mutual affective boundaries

It is difficult to clear the meaning of antisocial behaviour and to differentiate with drug use – generally, drug use is antisocial behaviour.

Legl: "For me, generally when we are talking about drug consume of adolescents, this is not addiction but some kind of undisputed behaviour. It is also the age of gangs, vandalism, but also very risky behaviours like "metro-surfing". These behaviours are cries for help. In the background, it is all the same. Drug consume has also some aspects of antisocial behaviour – it is not only experiencing the effects but also breaking rules, doing something illegal. In some kind, the peer group is the better family that gives what the family doesn't give."

Abel: "When values like good emotional relations and communication are important in a family then children develop good social skills and see their own needs and can ask for satisfaction of these needs. If there are deficits, the child searches for limits in the world outside the family e.g. vandalism."

2.2. Importance of following and controlling the child's behaviour
See 1.2.

2.3 Importance of parental availability and support
See 1.3.

2.4. Differences in social class and environment or residential area:
Legl: "In Austria there is no "culture" of antisocial/ criminal behaviour where children find models for their own future as this is the case in other countries. (E.g. being criminal to get some money very quickly)."

Lageman: "Family is one factor of socialisation between others. Children observe their parents´ behaviour and they imitate it. But they also feel expectations which may be aren't even verbalised.
There are differences in education styles between classes. And the environment also offers different possibilities. "

The relationship between the adolescent personality and drug use
Conventionality or conformity with widely accepted values

"Not to go conform" with the values and rules of society can have various degrees. Some experts think only about being critical, other about breaking legal regulations.

Legl: "Some of the values of society are empty of meaning, they are no longer founded in reality. So it is good for the development of children to be critical. On the other side, children have to leave the security of their family and especially in lower social classes, they must start to earn their own life at 16 and a lot of fears arise in this situation of change. In the whole process it is important not to loose contact with reality, to be able to choose the best for them (learning, job etc.)."

Lagemann: "Norms vary within society and social classes– some might be good to accept, others aren't. Some lead to drug use, other don't."

Fellöcker: "In general I think that some kind of antisocial behaviour and experimental drug use are very common during puberty, not having these experiences is the exception. Being critical with social norms tends to be a positive factor."

Abel: "Adolescents who do not want to have problems, who are not critical with the norms of society, will tend to use legal drugs, while more rebellious

adolescents will also try illegal drugs. Use of illegal drugs is rebellion. Adolescents often say: Adults are drinking alcohol and we are smoking cannabis. Why cannabis is illegal and alcohol is not?"

Püspök: "Children should learn to be critical with the norms of the surrounding society. Then they can choose what they want to do, and they know what sanctions they may face."

Self –control

As control self-control is a rather broad term which evokes negative and positive associations. Some experts also mention "risk-assessment" in connection with self-control.

Legl: "Self-control is possible when the personality is okay, is an indicator of good development in childhood (see below). Testing limits is a characteristic of puberty. In this context, some experts held the view that some personal experience with illegal drugs can be a protective factor. Self control might be important in the step of use to abuse."

Abel: "To choose which risk one wants to face in searching for limits, to try out personal limits in an "informed" way...?"

Lagemann: "To know that you need not do every thing you want to do (immediately) is very important, children should learn this very early."

Püspök: "To be able to decide what is good for yourself."

Fellöcker: "Self-control is important with drug-use. For example: When you like to drink a glass of wine every day, self-control helps you not to do so on some days to allow your liver to recover. But it is one characteristic of drug-abuse that self-control is lost."

Püspök: "Drugs can make you loose your self-control, e.g. alcohol."

Lageman: "Sensation seekers show greater affinity to drug use."

Interpersonal competence and social skills (resistance, decision-making, etc.): most important traits

Experts generally agree in the importance of social skills. They number:

- *To know ones abilities and possibilities,*
- *to have realistic plans for the future,*
- *to know what is important for me,*
- *What do I need actually?*
- *to know your strong and weak points*
- *to be able to make new social contacts,*
- *have good self-esteem, not to be shy,*
- *Dare to speak about everything, be critical, but this is not rewarded by society.*

Püspök: "Being self-confident, enjoy life, have a stable identity, know your limits, see life as a positive challenge."

Fellöcker: "There is a big influence of personality on drug use. Protective factors in personality are difficult to generalize, but I think self esteem, feeling good your body, social skills and emotional competence should be numbered here."

A critical view comes from Fellöcker: He says: *"I'm not sure of the evidence of the life skill approach."*

Differences in social class and environment or residential area

> *Legl: "In lower classes, children must be "independent" earlier, parents push them towards an independent life, or children want to be independent → more risks for failing; on the other hand: "waywardness caused by affluence", children do not want to live their own lives, they stay with their parents because it is easier. This can be as risk-factor for drug abuse, too."*

Influence of adolescents' orientation by the parents VS orientation by the peer group on drug use and antisocial behaviour
The interviewed experts hold rather different opinions the influence of the peer-group:

> *Abel: "Low influence of the parents, high influence of the group.*
> *But: A child/ a teenager can choose his/her peer group. If he/she sees that he/she doesn't like the group or certain kind of behaviour in the group and if he/she is self-confident, he/she can choose to belong to another group.*
> *Püspök: A child with a well developed personality will ask herself/himself from time to time if the peer group is still the right group for him/her."*

Other experts rate the influence of the peer-group much higher:

> *Legl:"The peer-group can become a "better family" where children find stable emotional relations. You can't compare the influence of the family with the influence of the peer group: Peers are everything, family is nothing. (…) The influence of the peer group starts already at the age of 12/13 years and this is also the age, when children come in contact with drugs. Nowadays, children start earlier."*

Another expert supports this view:

> *Püspök: "I've observed the tendency that peer groups form earlier in childhood – starting when children are only 10 years old – and children seek emotional support there. Has to do with "lonesome" children."*

One expert differentiates between legal and illegal drugs: *"For legal drugs, the influence of the family is more important, for illegal it is the peer group. "*
One expert thinks that the peer-group is not so important for drug abuse, as he differentiates between use and abuse:

> *Fellöcker: "Of course, the peer-group is important for the first experiences with drugs. Children try e.g. given Wodka together. They all try but no one can say who of them will later have a problem with abuse. I think, for abuse the peer group has no importance, abuse is an illness. But puberty is an age of not accepting norms and so in some cases, it's neither the family nor the peer group that leads to the first experiences."*

4.1. Differences in social class and environment or residential area
In general, experts don't see important differences according to social classes.

> *Püspök: "Rituals, outlook and language differ in peer groups from different social classes, but consume is nearly the same."*
> *Fellöcker: "A lot of children try different kind of drugs. Alcohol is also consumed in higher social classes, but cocaine will be too expensive for lower classes."*

Influence of the perception of parents' attitudes about their child's drug use

Concerning parental attitudes about drug use and their influence on children's' behaviour, experts generally agree that there is some influence. Only on of the experts seems to deny a relation between these variables:

Transmitting attitudes:

> *Abel: "Till now, science doesn't know why a child accepts his parents' attitudes and develops the same attitudes. A lot depends on the children's' personality."*
>
> *Lageman: "Parents influence their children a lot and the parents' views on themes like money or drugs are important."*

The other experts point out different important points: One is the **model** parents are for their children:

> *Püspök: "Parents are a model for their children. This is true for all kind of behaviour and parents should be aware of this. You can not cross a junction at the red light, and expect your children not to break the rules of society."*
>
> *Fellöcker: "Of course children learn from their parents' behaviour. If for example parents take medicaments to face stress, children see this: But this doesn't mean that they will also do it, we only can speak about strategies and tendencies. "*

Another point is that parents should have **accurate information** about legal and illegal drugs are underlined by several experts:

> *Püspök: "Children want their parents to be informed about drugs so that they can really talk with them about this topic."*
>
> *Legl: "When parents only speak about the dangers of drug use, children see that this information is not true because they compare the information given by their parents with the information they get from friends and their own experiences. So they do no longer believe in their parents' opinions. It is very important that parents are well informed about the effects and risks of legal and illegal drugs. But in Austria, people often demonise illegal drugs because they do not want to face their own addictive tendencies."*
>
> *Abel: "When parents have accurate information and can talk with their children without demonising, this is very helpful. It can institute a trustful relation where parents can also give feedback about their observations of their children."*

The last point mentioned in the interviews has to do with educative style and competence:

> *Fellöcker: "Very negative attitudes as when parents say to their children "you can do every thing but if you take drugs, you are no longer my child" can have a sort of challenging effect for the children. They try to see what happens."*

Differences in social class and environment or residential area

> *Lageman: "Maybe when parents have to work a lot, they have less influence on their children. I'm sure there are differences between classes."*

Influence of the parents' relationship with school on adolescent drug use and antisocial behaviour.

In general, experts agree that parents should know how their children get along in school, but this interest is seen as a part of a good functioning of a family. So it is much more an indicator than a risk factor in itself.

> *Legl: "In my opinion, it is the other way round. When relations in a family are functioning well, parents also care for their children's' school career. But when*

there are problems in family, parents avoid contact with school and in prevention work we often see, that those who need it most, do not participate."

Good cooperation between school and family involves both parents and teachers:

Püspök: "First, parents should try to find a school that corresponds to the interests and abilities of their children. They should also think about the school's educative style because this style should be congruent with the parents´ ideas about education. So a good cooperation between teachers and parents can arise."

Fellöcker: "Even good relation between school and parents can not prevent children from trying drugs.

Parents should also listen to what teachers tell them. So a good cooperation can grow and when there is a problem (antisocial behaviour, drugs or other), a solution can be found easier together. But parents should not always believe in what teachers tell them about their children. They should confront this feedback with their own view and be critical."

Lageman: Children must learn to accept rules but they must also learn that they are not at the school system's mercy. School can be a risk factor. Parents should support their children, also concerning school."

One expert says that obvious disinterest of parents can also be part of their education style and can be motivated by a rational choice they've made (together with their children). We will see another example in the focus group.

Abel: "Parents´ interest in school can have different motivations: positive ones and negative ones (only interested in good learning), some parents leave those kind of things to their children, because they say "school is your task".

Differences in social class and environment or residential area

Social origin can influence the parents' attitudes towards school and by this, influence their relation to their children´s school career:

Püspök: "Parents from lower social classes fear teachers and they try to avoid contact with school. They only come to the school when they must do it and then they only hear negative things about their children."

Abel: "When parents are more interested in school performance, they involve themselves more in school."

Family-Targeted Primary Prevention Programmes

Do you know any family-targeted Primary Prevention Programmes?

What kind of programme is it?

What Programme would you design for a preventive intervention at a family level?

Legl: Own programme for drug detected mothers (described in the last project)

Abel: Own work in kindergarten (toy free kindergarten), information + workshop for parents ("Elternschule")

Lagemann: information + workshop for parents, manual "Prevention" for parents

Püspök: own preventive work in schools

Fellöcker: Projects as working with the catholic families association, workshops for parents, information materials

Part 2: Focus group

The parents' focus group took place in the rooms of the Institute of Social- and Health Psychology (ISG) in Vienna on 4th of July.

Characteristics of participating parents were:

A mother with an 11 year old son, father could not come (from Vienna) (K).

A father of an 18, a 16 and a 4 year old daughter, mother could not come because of the youngest daughter (from Burgenland, a rural region). (PS)

A single mother with a 17 year old daughter (from Vienna). (E)

A single mother of four grown up children (29, 28, 23 and 21 years) and a 15 and a 16 year old daughter. (NBS)

One other mother invited was unable to assist because of illness.

All parents belong to middle class.

The duration of the group was about 2 1/2 hours, and the majority of subjects could be discussed.

An interesting fact to note is that nearly all parents told at least one anecdote of their own childhood or referred to their own education during the focus group.

Parental role:

Nowadays, what are the parents' worries as regards their children?

What worries you most about your child's future?

One important theme for worries is **school education**:

> *"One of my worries is to choose a school type that is adapted to the child's abilities. This is difficult because at the age of 14 years, a child can not choose him/herself. As parent, we can only try to listen and to give information about abilities. And later, to find a job." (E)*

To the question how long parents should give their opinions in their children's' decisions, a mother said spontaneously: *"As long as they are asked."(E)*

The school system itself generates worries as well:

> *"In our school system some values that are important in the job market are not taught to the children. For example: Social competence and other resources, which everyone has."(PS)*
> *"In the world outside school other values are important e.g. loyalty, being self-confident – those social skills, I think they are at least as important as knowledge. It's a pity that they are not important in our school system where they are not encouraged."(NBS)*
> *"If children could learn how to be critical in school and if they were allowed to say their own onions, they would be more motivated in learning." (NBS)*

Parents worry also about their own **position in education**:

> *"How we can ‚maintain the balance between reward and performance. How long we can educate our children with the "carrot-system"? How much liberty we can give them especially when difficulties arise?" (PS)*

Other parents do not agree with the "carrot-model of education":

> *"I didn't want to adopt this model because material rewards are sometimes expensive. I wanted my children to get able to set their own goals and to try to reach them. And I discussed with them what was important to reach their goals, e.g. in school and job decisions."(NBS)*

"I tried to integrate the children very early in decision but one must be aware not to ask too much, not to overburden children with responsibility " (NBS)
"I also discussed the importance of performance (in school) with my children." (NBS)
But also:
"Sometimes I worry about myself: It can be very difficult to be consequent. How can I get enough distance to say: "I must be consequent now because otherwise this method will no longer work.""(PS)

As for goal of education, **independence** is mentioned:
"One day you must "let your children go their own way", becoming independent. And this day, they must be able to say: "This is good for me and this isn't. Here I can say my opinion and here it is better to accept."(PS)
Another aspect is the "guiding of the children":
"It depends also on my children's´ personality in which direction I will try to guide them. This is very demanding for parents, they have to decide how much they should interfere in their children's´ life." (PS)

Until when do you think your educational role is crucial in your child's education?
- *"As long as they ask for my opinion."*
- *"Till they can live an independent life."*

Do it think it is important to follow your child's school career? Until when? Do you consider that it is important that you help your child in choosing his/her area of study? Why?
"One year ago, I decided that it is my daughter marks in school and not mine. So I could stop endless discussions about school performance." (E, daughter 17)
Are your family rules clear to every member of the family? Do you all know about those rules? Are they followed (meals, going out)?
"I think inside the family it should be possible to include children in everyday-decisions as who is doing this or that duty at home. Children should share responsibilities according to their age.
For example: We come and sit together and decide what has to be done for example cleaning the house. And then everyone can say what he would like to do. I don't want to use authority for this. And if it doesn't work immediately, I continue explaining that I've a lot of work myself and that I need help." (NBS)

"I've noticed that I must tell it to my children if I expect them to help me. If I don't say anything, they cannot know about it. And this is also true for duties at home.
And there is another aspect: When I always do everything, they get used to it." (NBS)
"If we share the daily routine we have more leisure time that we can spend together. Rules are fixed in a kind of "home-policy"."(E)

A mother that has not been working during her son's childhood and who just started to work again, states:
"In our family it is different. My son doesn't have fixed duties, only very small ones like making his bed in the morning. I think, I do not include him as much as a should." (K)

When you have to make an important decision, who is allowed to voice their opinion (holidays, change of school and/or house move)?

How do you see your child's autonomy and freedom?

Social Representation of Prevention:
In your opinion, what leads a young person to take drugs?
- *Because they try what they haven't experienced till now. (E)*
- *To belong to a group. (E)*
- *They don't think or know about the risk of getting addicted. (E)*
- *Because it is illegal. (PS)*
- *Because it is part of their (hippie) lifestyle. (PS)*

What do you do to prevent your children from taking drugs?
Smoking:
> *"I didn't even know that my daughter was smoking till 2 years. She doesn't smoke at home. As she likes sports, I think she'll quit when she starts to feel the negative effects." (E).*
> *"When my son was 4 years old, he saw a man smoking in the street and he asked about it. I told him: "He's smoking and you can get quite ill with smoking. After this, he addressed smoking persons and told them: Why do you smoke, you can get ill with it."(K)*
> *"Nicotine is actually a theme in our family. The older daughter (18) smokes a lot, and the younger one (16) started. It was something like "Now I'm 16 and I'm allowed to smoke. Smoking means being adult. But both are not allowed to smoke inside the house." (PS)*

Other drugs:
> *"And with drug addicts I also explain in the same manner and say: Try to avoid contact with drugs – because you see that you can get very ill with it. If you avoid contact, there's no risk of getting addicted." (K)*
> *"Concerning other drugs, she didn't tell me anything. I just told her: "It is not necessary to do everything" and she answered that she knew this. I never ask her about."(E)*
> *"Drugs are not so interesting to the older daughter (18). The younger one (16) is "hippie" and drugs are part of this lifestyle. Our message was: „Smoking cannabis is better, XTC and other drugs where you don't know what you are exactly taking, are not okay."*
> *Both have tried cannabis, but we think there's no need to be afraid for them. They only smoke from time to time.*
> *We were also giving information about the dangers of XTC and about persons taking it and then dying from it. Now they have a sort of respect according these drugs.*
> *The signal of our society is: Alcohol and nicotine are good, cannabis is illegal. And at their, the illegal is very interesting. I remember myself at this age.*
> *We try to have a basis for communication by telling our children about and giving them the feeling that there is no taboo. And we also let them know about our own experience." (PS)*

Do you think that some of your day-to-day habits may lead your children to consume tobacco, alcohol and over the counter/prescribed drugs?

Parents agree that is important to give a good model for their children.

But also that parents should not deny their own consume-behaviour but talk freely about it:

> *"We like to drink some wine in the evening. And we never deny but we face our children's´ comments on it and we also admit that sometimes we are drinking a little bit more than we should." (PS)*

Besides the role of parents, participants mention the mode that society shows to their children:

> *"In our rural region the consume of alcohol is widely accepted. Going out with the parents to some event together on Saturday and Sunday is common. And there a lot of drinking happens.*
> *It is also accepted that young boys get drunk.*
> *But with the new law about driving and alcohol things get better. Often one of the young people doesn't drink because he drives the car.*
> *In the whole, there is a lack of interest and engagement of society in reducing alcohol and nicotine consume. These substances are also an economic factor." (PS)*

> *"Advertising shows cigarette smoking like something belonging to the adult world." (PS)*

For you, what is and what does prevention consist of?
From what age do you think it is possible to start prevention?

From your perspective, who should carry out prevention?
The participating parents shared the same view: School and family:
Which drug do you consider to be the most dangerous?

How can families avoid their children becoming users?

Management of affection:

What kind of punishment do you use the most with your children?

10.2. Do you usually ask you children if they are happy and why?

> *„With my daughter, this is rather nonverbal. I see when she feels good - then she laughs a lot. And even in the eating habits: when there is not too much stress, she likes going shopping with me and helping me in preparing the meals."(E)*
> *"I'm very glad that my son tells me a lot about himself. When he comes home from school we talk about – if it was a good day or if there's been something going wrong. And we discuss and try to find solutions." (K)*
> *"This question should be asked to the children themselves. But I think that as they are growing up they realise more and more that we care a lot about them and that we give them good opportunities to develop their personality." (PS)*
> *"I think all my children feel good about themselves. "(NBS)*

Besides family, which institution do you consider more important in your child's education?

Do you think it is important for your child's education that you stimulate and help them express their feelings/affections?

Who establishes the limits in your home? And how is this done?

Values:

In your opinion which values govern our society? And your family?

> „Consume. Pluralism. Pluralism is good in itself but only when children have their own values which they can confront with and compare to the other values. I want to transmit my values to my children but I do not want to impose them. But I think a lot of families don't worry about values and this can be a part of substance related problems." (NBS)

Which values do you consider to be the most important to pass on to your children? How do you pass them on?

Do you think that Religious Education is important for your child's life? Why?
Do you follow any religion?

> "For me religion is very important and I'm praying a lot. In the crisis that I faced during my life, religion was a big support for me. My children know this. We've been talking about religion and till now, we talk about it sometimes. But I never tried to impose my religion to my children. They are free to choose themselves. And I'm very curious about their development in this area."(NBS)
> "In his childhood, my son came to church with me, also because he has been in a catholic kindergarten. But now, he does no longer come to church on Sundays, and I've to convince him. But I do it less and less." (K)
> "Me and my wife, we are distancing ourselves more and more from catholic religion. And so we are not so interested that our children grow up in this religion. What we want them is to think about different religions, and for example, why a lot of people are interested in hinduistic and buddhistic religion – as we are for the moment attracted by these religions.
> Actually, there are no contact points with catholic religion (e.g. youth group) for them – and we do not encourage them to seek these points.
> For the youngest daughter this is different: Her aunt is sometimes looking after her and this aunt believes in catholic religion. She talks to our daughter about it and takes her to religious services sometimes. As our little daughter likes it, this is okay for us." (PS)
> "My daughter belongs to the Scout's movement. This is not purely religious but she gets a lot of good vibrations from the social contact. This is important to me because she has no brothers and sisters." (E)

Representation of family:

What does family mean to you?

In your opinion how would the ideal family be?
With the participating parents we see different models of families: One traditional family in the sense of married parents with a child, a "recomposed" family/patchwork family and two single mothers.
As for the ideal family, the participants mentioned the following points:

One mother refers to the traditional family model as ideal:
"The ideal family consists of married parents with more than one child."(E)

- Family is individuals that are living together and who try to balance (adjust) the differences between generations. (PS)
- Parents should give as many freedom and set as many rules, so that children can grow up to independent persons. (PS)
- Parents should encourage and help the development of their childrens´ personality. (PS)
- A partnership/ friendship between parents and children is important, the relations should not be authoritarian, parents should not set rules on their own. Partnership-based relations should start in early childhood. (K)
- Family is seen as a place of security and safety, we everyone is accepted as he actually is, and where
- Everyone feels good. (NBS)
- Communication should have the same importance for all members of the family. (E)
- Children should be accepted as equal members, their opinions should be taken in account. (E)

Will there be families in the future?
> *Not discussed.*

GERMANY

FINAL REPORT " Family Group"

IREFREA Germany

This report was written on the basis of a parents focus group and an expert focus group, which were organized for the IREFREA Family project.

Part 1: Parents focus group
The parents focus group took place in the rooms of the center for drug therapy of KOKON in Berlin on the 1st of September 2001.
There were 10 participants, including two couples.
Characteristics of participants were:
Mother of 14 and 8 year old girls, she lives with husband and the two children
Mother of 14 and 9 year old girls, she lives with husband and the children
Mother of a 14 year old boy and a 4 year old daughter, she lives with husband, son and daughter, husband is stepfather of the son, original father of daughter
Husband participated as well
Mother of a 14 year old girl, she lives with her daughter and her boyfriend, who is not the physical father of the girl
Father of 14 and 7 year old boys and of a 19 year old girl, he lives with wife and two sons, daughter lives with first wife
Wife participated as well
Mother of 14 and 11 year old boys, she lives with husband an the sons
Mother of a 14 year old boy and a 5 year old girl, she lives with husband and the two children, husband is stepfather of the son and physical father of the daughter
Mother of a 14 year old girl, she lives with husband and daughter

All parents belong to middle class
The duration of the group was about 3 hours and the majority of the subjects could be discussed

1. Parental role
1.1 Nowadays, what are the parents worries as regards their children?
The biggest worry lies in the area of the relationship to the child. Parents are afraid, they could lose contact to the child and the child might withdraw from them.
"My greatest worry is that the relationship is not close enough, that the contact breaks off, and that my child won't open up anymore. The children might have problems with drugs or school, but the relationship to them has to be good."

Another worry concerns the area of school education. Parents are afraid that the institution of school will more and more fail to support the children, the quality of education will decrease esp. concerning social behaviour and knowledge.

"What worries me most, is that the school doesn't offer any guidance for solving problems. For example, when my son goes to school he is asked whether he wants to buy drugs, this happens almost everywhere everyday."

1.2 What worries you most about your child's future?

Parents had several worries concerning the future
- if the children will find work and if so work which is satisfying for them
- the threat because of terrorism, the political and social development
- the breaking apart of families and the consequence for children: they won't learn as much as in a complete family

"I am concerned generally about families falling apart; I have already experienced this myself. A lot is learnt in families. When they fall apart, children won't be able to learn how to deal with other people as well as they used to. In my sons class at least 50% of the parents have split up."

1.3 Until when do you think your educational role is crucial in your child's education?

"I think influence is absolutely essential until the children are 16. After that age they will make their own decisions anyway. As long as they're living under my roof I want to decide which way they go, later on I have a supportive function regarding issues such as jobs or life decisions."

"I was told what to do a lot, that's why I think it better to leave them to themselves from a certain point onwards. When for instance the direction they're heading in is clear. Then I will be no more than an advisor."

1.4 Do you think it is important to follow your child's school career? Until when? Do you consider that it is important to help your child in choosing his/her area of study? Why?
1.5
Parents think, that it is important to support the child regarding education and school career. It is noted that the child needs someone to talk to and one should not try to be repressive but try to motivate to do the learning for school.

"It 's most important I think that the child has someone to talk to, someone who helps him/ her out in school. The demands are too excessive for the child to be left alone."

"When I tell my daughter, that she has got to know the capitals of the German states off by heart by Monday, she says to me, that I can quiz myself on them. I'm seriously asking myself, how can I motivate my child to learn."

"Education is important. And it is my job to explain to a child that doesn't want to learn the capitals off by heart, why it is sensible to do so anyway."

1.6 Are your family rules clear to every member of the family? Do you all know about those rules? Are they followed? (meals, going out)
Family rules seem to be clear mostly in an unspoken way, and parents find it important that there are rules in a family. Especially in puberty rules are important, and parents think that it is important to follow them. Especially in Puberty children are fighting against rules and most of the parents

think it is important to stay consequent with these rules. Nevertheless in practice it is sometimes hard to be consequent.

"Especially during puberty, rules are necessary. With us punctuality, family meals, and the respect for the other members of the family are very important."

"With us reliability and to keep to appointments is extremely important."

1.7 When you have to make an important decision, who is allowed to voice their opinion? (holidays, change of school and/or house move)
In general decisions should be made by the adults, when there are important decisions to be made, children should be heard and take part in making the decision.
"When it comes to holidays, I want everybody to say what their wishes are. We discuss the final decision together. Apart from this one a few other decisions are also made together."
"Decisions are made by the grown – ups."

"But if for example such a difficult decision as to whether to move or not would have to be made, I would discuss it with my child. And if he says he doesn't want to move, I would reconsider the matter."

1.8 How do you see your child's autonomy and freedom?
Not discussed

2. Social Representation of the Prevention
2.1 In your opinion what leads a young person to take drugs?

Parents had different opinions – a severe personal loss, problems, low self esteem others think that a young person takes drugs because she is curious, wants to be cool or does it because of the pressure of the peer group.

"It starts with cigarettes at this age, they want feel big, and want to belong to the group, and want to be cool, most of them try it."

"My son got to know a clique where hashish was smoked. He talked a lot about it. And then he also said that he thinks it's weird when the others act differently as a result, and that they aren't sociable anymore. Then he distanced himself – sociability is very important to him."

2.2 What do you do to prevent your children from taking drugs?
Parents think it is important to give information about addiction and which drugs are really dangerous, what effect they take, some think it is important to talk about ones own experiences with drugs
Just to forbid drugs is wrong, because children will just as well try out, like parents did when they were young.
One mother meant it is important to talk to the child a lot about how it feels, so it won´t need to take drugs.

"I would focus on addiction. I would try to explain which drugs are dangerous and what effects they have on you, what addiction actually means, and why drugs exist in the first place: for example in order to produce a certain feeling, to overcome inhibitions, or as a form of protest. It's very important to me to give them information, to speak to them of my concern regarding addiction and tell them of my experiences with drugs."

2.3 Do you think that some of your day-to-day- habits may lead your children to consume tobacco, alcohol and over the counter/prescribed drugs?
"I would focus on addiction. I would try to explain which drugs are dangerous and what effects they have on you, what addiction actually means, and why drugs exist in the first place: for example in order to produce a certain feeling, to overcome inhibitions, or as a form of protest. It's very important to me to give them information, to speak to them of my concern regarding addiction and tell them of my experiences with drugs."

2.4 For you, what is and what does prevention consist of?
Several parents said that being informed is important, to know with whom the young person is meeting and where she goes, a mother said that confidence is important as well.
Another mother found out, that practising sport seemed to work out as a prevention for her son**.**

"Sport is very important to my son. He wants to go on with it, but he can't if he drinks too much."

"Sport is essential for self-confidence because you're active."

"People try drugs out of curiosity and emptiness. If they have real interests of their own this works preventively

So it seems that the support of interests works as prevention.

2.5 From what age do you think it is possible to start prevention?
"They're developing constantly. At some point questions come up that you have to answer. You notice when to tell your children the facts of life if you have a good"

2.6 Who should carry out prevention?
Parents think that the school education system should have more influence in this area

"I think that alcohol consumption should be talked about at school or at school events ; if it occurs in the class community for instance."

"I'm not sure whether it should be spoken about directly. My son's school, although it generally isn't all too good, has created a good community where the children hold together. It offers many different activities – this is good. The children can involve

themselves in orchestra, class bands, or the Big Band. Thus drugs don't play as large a role as they do at other schools."

2.7 Which drug do you consider to be the most dangerous?
Extasy and alcohol are discussed as the most dangerous drugs, also because they are easy to get and wide spread.

"Alcohol is accepted in society, thus it's consumption isn't questioned."

"For teenagers at 13, I think, ecstasy is most dangerous. Or, generally speaking, all drugs that heighten narcissism.

2.8 How can families avoid their children becoming users?
"With heroine and cocaine I would drastically interfere. With ecstasy I'm not sure, I don't know the drug well enough

3. Management of affection
3.1 What kind of punishment do you use the most with your children?
Several sorts of punishment were mentioned, physical punishment was in general refused.

"A punishment I use is for example that the children can't use the computer."

"I also scold and punish the child. If the he/ she does something I don't like I express my anger and give him/ her a bad conscience."

"I implement privileges more than I use pedagogical measures. When my child behaves I am friendlier, I feel better with her and allow more. Punishment would then mean that these privileges cease. I control using privileges. When my daughter is friendly and does her homework, I am far more lenient and she knows that."

3.2 Do you usually ask your children if they are happy and why?
Not discussed

3.3 Besides family which institution do you consider more important in your child's education?
Not discussed

3.4 Do you think it is important for your child's education that you stimulate and help them express their feelings/affections?
The expression of feelings is meant to be important and to take responsibility for them as well.

"I am more of the opinion that they must learn to hold back certain things. My son sometimes shows severe disrespect. I think he shouldn't express it the way he does, but in a form which is acceptable. He should learn to control himself."

"One should take children seriously, even when you feel differently about a situation."

3.5 Who establishes the limits in your home? And how is this done?
Both parents should establish the limits, if they don't agree with each other, they should try to find an agreement.

"When my husband is too hard on them we talk about it. We do that openly and the children listen and accept it."

"When my husband is at home and he makes an arrangement with the children which I don't agree with, I accept it anyway."

4.Values
4.1 In your opinion which values govern our society? And your family?
Values which govern society and are shown on TV are often different to personal values.
Personal values are for example tolerance, independence, love of man and love of nature.

"On the one hand children are confronted with a lot of aggression and criminality. They see it on TV, for example the terrorist attacks on New York. On the other hand I try to teach them values like tolerance or peace, that's very hard."

"Children must learn that it doesn't work without aggression and a certain amount of egoism. It's a problem, though, that it's emphasised so strongly in society."

4.2 Which values do you consider to be the most important in your child´s education?
"I find it very important to convey values such as tolerance and respect."

"I want to help them to understand that it isn't important to earn a lot of money, but to be happy. It's important for me to strengthen the awareness for the environment and the resources. They should understand that it's not just important to have clothes from a fashionable make. You see children in many cases are on these unbelievable ego-trips, I'd like to show them something different."

4.3 Do you think that religious education is important for your child's life? And why?
Most of the parents don't believe in catholic or protestant religion. Religion is no more part of their life.

"I regret that I can't teach my children any religion. This would be of value, a stable ground. However the children don't want to have anything to do with religion, you have to substitute it with something else."

"I think it's important to **believe in some power**. It's important that there's a point to life and I try to help them understand this. This can balance out the negative influences. I think it's very important to find a place in this world, that gives us stability."

4.4 Do you follow any religion?
"To realise, that there is something, and that is the belief in god. It's not my thing to read the bible a lot, but I do demand from my son to go to religion class. And we talk a lot about it at home. I think it's important and it gives you stability."

"We often have fights about religion at home, for example why we are still members of the church. I , personally, am inclined towards Buddhism. It's important to offer different models so the children can decide for themselves."

5. Representation of the family
5.1 What does family mean to you?

Family will always exist, also because it brings a feeling of social security.
The ideal family is discussed as the family with father, mother and children, but also expressed that there is a lot of stress on this form. Close contacts to relatives seem to loosen up and are replaced by close contact to non related persons.

"The nuclear family is what still exists and friends replace aunts and uncles. Relationships to relatives dissolve, and instead families of choice are created. I think that's nice."

"Personally I enjoy my family. But I don't think it's the ideal form. The nuclear family is a real test for most people – you have to do quite a lot to do a good job."

"Concerning upbringing, I can't fall back on anything I know for sure from past experiences because there aren't any. I have to come up with most things myself which I find pretty difficult. Most people I know experiment a lot."

"Children need their father and mother, you can create the social surroundings."

5.3 Will there be families in the future?
"I'm not sure whether the family will continue to exist. I can see how the working world is changing. Since I've been together with my husband, he's constantly been changing jobs. And possibly, he can't work in this city. The need for flexibility will increase in our working world and will become a burden for families."

PART 2: FOCUS GROUP WITH EXPERTS

The participants of the expert focus group were.
K, a female pedagogue and therapist for children, working in own practice
S, a female teacher for gestalt therapists
X, a male psychologist and therapist for children, teacher for gestalt therapists, working in a home for deviant children
G, female psychologist, working in a centre for educational support
Ch, female therapist for drug addicts
V, female therapist for drug addicts

The focus group took place on 1st of September in Berlin.

1. Influence of the parental-filial relationship on adolescent drug use
All participants expressed their opinion, that boundaries and rules are very important for the development of a child. Especially when children are older, it is important to keep transparent and understandable.

V: "To make rules transparent. Talk about why you made these rules to let them understand. To accept the child's individuality, but nonetheless set limits."
G: "It is very important for parents to defend their rules and keep the upper hand, even when it's uncomfortable."
C:" Clear and tangible limits, so that the kids have something to fight against instead of falling into an limitless emptiness

Drug addicts often had little experience with helpful boundaries or lost the experience during consuming, that is why a part of drug therapy means to learn to accept boundaries.
Rules that you can fight against, are important to develop a healthy personality structure.

V:" They're looking for an opponent so as to develop their own identity. Very often a conflict helps them in their search for identity even when it's unpleasant."

1.2. The Importance of following and controlling the child's behaviour
This was discussed concerning the educational behaviour of parents towards their teenage children.
The experts agreed, that parents should take influence on their children without being too rigid. Children should have enough place for own experience.

G: "Teenagers need help to develop a flexible structure. It should enable them to find a good balance, showing them how much for example T.V./ Computer/ Disco is good for them. "
G: " Teenagers must have the chance to try out whether the structure is any good for them or whether it's too dense."
G: "Teenagers need a structure in which they can try and test themselves."

One participant articulated an example of adaptation on the surface, underlying protest and refusal.

S: "Although children seem to stick to the rules (adaptation), but question them under the surface. They abide by the rules, but break them when they have the chance. How are the parents supposed to recognise this."
V : "Isn't this kind of deception proof that something is wrong in the family? Calculated adaptation as a manoeuvre, in order to get your way shows a lacking in the ability to have open discussions. Obviously this point couldn't be conveyed to this particular family."

1.3 Importance of parental availability and support
Experts generally agree that support and availability of parents is important for the development of the child.

C : "A mutual relationship between parent and child is important."
V: "Works only when the relationship between the parents and the child is good enough for the child to understand what the parents want. They need to understand that there's a good will behind it, which originates form a deep compassion."

1.4 Differences in social class and environment or residential area
There were different opinions: one expert thought that middle class conservative families usually set firmer limits than lower class families, others expressed their opinion, that the ability to set limits is not class related, the different classes simply have different values.

S: "Middle-class conservative families usually set firmer limits."
V : " I second that! Middle-class intellectuals want to bring up their children according to their values. They do this via limits and the discussion of values. Apart from that, though, setting limits is not class-related. "

2. Influence of the parental-filial-relationships on adolescent antisocial behaviour
Antisocial behaviour has been learned.

V : "Judging from experience, antisocial behaviour begins when you do something you shouldn't do and there's no reaction or hardly one. Or : sometimes there's a very harsh reaction, and sometimes no reaction at all. Then you learn, so to speak, that you may carry on."

If parents live under pressure, they can't influence the education of their children in a sufficient and positive way. School as another educational institution is overcharged to replace parental education.

S : "At the secondary modern school, I work with children that come from families without a father. The working mother can't look after the children properly. And the children are left to themselves. Amongst these children antisocial behaviour, such as

stealing, oppressing, or teasing, is far more common than with the rest of the group. They aren't taught by grown-ups what correct social behaviour is. "

S : "Teachers, especially at secondary modern schools, are overburdened with trying to teach this age-group correct social behaviour."

S : "Children/ Teenagers often try to get attention through negative or aggressive behaviour. The attention they don't get at home, they try to get in school. Because this wish isn't fulfilled a tragic cycle is initiated which eventually leads to antisocial behaviour."

Difficult and antisocial children are often careless diagnosed to have ADS and get only medical treatment.

X: "Many children that are hyperactive or daydream a lot/ can't concentrate, or both are diagnosed to have ADS. Doctors simply prescribe **Ritalin** without the necessary psychiatric, psychotherapeutic, social therapeutic or pedagogical measures that should accompany the medical treatment. To diagnose ADS usually takes a fair amount of time, but I've heard of cases where it took the doctor two minutes."

X: "The diagnosis ADS reduces complex psychological and social problems to a physical problem that merely requires medical treatment."

Another influence on antisocial behaviour was discussed as growing up in aggressive surroundings.

V : "The kids often witnessed aggression. This way they were taught how to behave aggressively. Social structures didn't seem to play a role or were simply not recognisable for the kids."

As well as lack of contact in the relationship to the parent influences antisocial behaviour.

K : "What do the parents of antisocial children evaluate as being antisocial? Often, they ignore or don't criticise small digressions. They only react from a certain level of digression onwards."

X : "Actually, this is proof of lacking contact."

K : "Exactly, very often there is no other possibility for children and teenagers to communicate."

X : "From a different perspective, you could say that this way the teenagers try to open up."

Or antisocial behaviour as a cry for help:

S : "Teenagers express their desire for contact through antisocial behaviour. It might also be a shout for help when they find themselves in a very difficult situation and the parents have not yet realised. This is when teenagers steal, run away, steal from other friends, etc. These are signs of despair."

Parents of antisocial kids seem to send out contradicting messages to their children.

K : "Sometimes, when I counsel parents, they tell me about the crap their children do. Partially, I notice how they really enjoy talking about it. "

Ch : "The message these parents communicate is very ambiguous. No, it's not good that you do this crap and yes, we love you for it."

3. The relationship between adolescent personality and drug use
Teenage children experience and some find out that consuming drugs can make you feel better or that you can use drugs as an opener of suppressed feelings.

K : "At the age of 14 children begin to notice how drugs can suppress feelings such as uneasiness or instability. Although these feelings are completely normal at this age drugs are often used as medicine, so to speak, when these psychological problems and/ or an ADS problem occurs. "
Ch : "A third of all the clients at our unit for drug addicts have an ADS-background, with partially strong problems with aggression and antisocial behaviour. In order to remain a part of the (class-)group and prevent expel they began to take drugs as teenagers, such as marihuana."
V : "It also happens the other way around, though. Especially when addicts consume drugs, they flip out. They lose all their inhibitions when they're high or drunk. Then, all the aggression, the hatred, or disgust for their environment may vent unfiltered."
K : "A state in which you don't have to take responsibility anymore."

An example from practice

Ch : "This reminds me of a former client of mine who came from an orderly family where she was raised conservatively. It also seemed as though she was responsible for the depressive mother. The father was aggressive and strict. She was a charming girl until she discovered hashish. The drugs set her emotions free. She could let out her aggressions and she felt liberated. This undesirable development took place because she never learnt to deal with her aggressions – but instead learned that emotional suppression was the right thing to do."

Other experts also know cases like this.

A low self esteem appears to encourage the consuming of drugs.

K : "In my experience, teenagers consume drugs when they're in a hopeless situation or when they feel helpless. On the one hand a lack of self-confidence exists, but also the absence of a role-model and a real perspective in life - to put it short: the absence of a moral foothold leads to addiction."
S : "To overcome problems in school, endurance and an ability to deal with failure are essential. These qualities are collected at home."

There are differences in the group of drug addicts: For example there is a certain group of cocaine addicts with a good education. They are trying to be different from the other philistine "bourgeoisie". In some circles taking a drug may be looked upon as being cool. The large discrepancy between the picture teenage drug addicts have of themselves and what he can really achieve gives reason to an expert to focus on the psychodynamics of such a person:

This sounds like a narcissistic personality disorder. The acceptance of their own normality is very difficult for these teenagers. Adolescents are very unstable regarding their self-esteem. These teenagers, especially, vacillate between the two extremes of being the greatest and the smallest and least capable. To bear this kind of vacillation requires a basic self-confidence.

These drug addicts are grown up in the upper middle-class family which is often extremely ambitious. When the family itself has lost its stability in spite of it's wealth the child will fail to satisfy it's ambitions. Feeling unsupported and lost the child will be endangered to use drugs.

Beyond the social surroundings there is been a trend in the past years in which parents withdraw from education when the child reaches the age of 12 – 14. Corresponding with this item experts refer to some more aspects:

They try to avoid the necessary discussions and confrontations with the teenager.

It's also important to note that the adolescent increasingly puts the parents into question.

The teenagers retreat when the parents' demands don't match reality.

It's part of being a teenager to learn from the parents how important endurance and a little bit of obstinacy are.

4 Influence of adolescents orientation by the parents VS orientation by the peer group on drug use and antisocial behaviour

Some experts suppose that the influence of the peer-group is most relevant at the age of 15 – 16. Others disagree and argue that the influence of parents has already substantially decreased at 13:

It begins at this age, when kids start to go out with their clique. They experiment with alcohol and hashish. To be part of the group and join in they try it out.

At 14/15 most teenagers have had their first experiences with alcohol and hashish. The peer group has the greatest influence at this stage.

The motives of the teenager to use drugs may be different. The first experiences are made between 12 and 14 together with other peers. It's only a question of time due to curiosity, acceptance, and peer pressure, before they try it out. And how they feel about it depends greatly on how well the other family members deal with their feelings.

⇒ It begins at this age, when kids start to go out with their clique. They experiment with alcohol and hashish. To be part of the group and join in they try it out.
⇒ It's the age at which they experiment with drugs and try them out.
⇒ At 14/15 most teenagers have had their first experiences with alcohol and hashish. The peer group has the greatest influence at this stage.

⇒ The experience is made that unpleasant feelings such as insecurity, shame or matters concerning boys can seemingly be overcome more easily with the help of drugs.
⇒ Sometimes it's the only way they can have fun on parties.
⇒ Sometimes drugs play an important role in their circle of friends – and addiction can follow
⇒ In the peer group the teenager looks for adventure.
⇒ This way they test themselves. How does it suit me when I consume stimulants.

Unfortunately parents are going to resign in education facing the rebellious nature of the teenagers. Some parents are focusing on rules as the only kind of education, so they are loosing contact to their children and don't see the obvious.

⇒ Nowadays kids smoke hash to an extent where they're completely stoned out of their minds and can't communicate anymore. People must notice! But many of the teenagers are left to themselves by their parents. Nobody reacts to these signs that show that something is wrong.
⇒ The only tie many 13/ 14 year-olds that smoke hashish have to their parents is a catalogue of rules.
⇒ The attitude these teenagers develop towards their experiences with drugs, depends strongly on what they gained from the personal experiences they made at home.
⇒ And depending on how they evaluate these experiences they join the corresponding group.

On the other hand basic rules have to exist to give the child a sense of direction connected with a message like "I'm still interested in you!".
Parents often show that abusing alcohol, pills or smoking cigarettes is a signature for being adult. So parents might sermonise against smoking hashish on the one hand and on the other hand they are convinced that their drinking is part of the "normal" way of life.
But the influence of parents has to be regarded at an earlier stage of childhood than adolescence. There is not so much the focus on rules and structuring but on the support children have got to develop their personal self.

⇒ This is about what the child learnt regarding his/ her body and health, how the family deals with drugs for instance
⇒ Where are my limits? When do I feel good, when don't I feel good. And whether I like people who are stoned out of their minds – all of this happens a lot earlier.

In the way how a teenager takes his place in the peer group is a strong feed-back to his parents:

⇒ In the end the peer group reflects to what degree the teenager matured in the family.
⇒ And, also, what picture they have of themselves.

$\Rightarrow$ Teenagers enter circles that differ greatly from the family community. This is a provocation on the one hand, but at the same time they're searching for a suitable environment, even if their judgment is based mainly on the atmosphere.

5　What effect does the attitude of the parents towards the consumption of drugs have on their child's actual drug consumption.

There is a lot of influence parents have on the consumption of drugs of their children.

$\Rightarrow$ Many times, I've seen one parent who is addicted. This is passed on from one generation to the next and is a result of abuse and neglect for instance.

Parents are a model for the child, how to manage daily life with its ups and downs: how to deal with a low mood, how to go in contact with other people, how to create a stable vision of oneself, how to be aware of needs, how to adapt to reality in a creative way etc.
Parents may use drugs intensively or develop neurotic behavior in order to compensate certain lacks in personality. Looking at the teenager, they hold up a mirror for the parents to look into.

$\Rightarrow$ Teenagers want to get rid of their emptiness by smoking up. Because they can't talk, they need something to fill the silence with, and this is hash. Apart from smoking up they don't do anything together anymore – there's not even an ideology at the back of it as we had it.

$\Rightarrow$ To smoke up until you can't walk or do anything is what you mean. The first-hand information I get partially is horrific. When they're left on their own for a week-end they drink loads of liquor and other stuff. In some areas this seems to be a widespread development which isn't even restricted to only the male sex.

System theory shows that there is often a tradition of family addiction.

$\Rightarrow$ Many times, I've seen one parent who is addicted. This is passed on from one generation to the next and is a result of abuse and neglect for instance.

$\Rightarrow$ Children suffer from quite substantial disorders if they have parents addicted to drugs.

Experts underline the relevance of parents consuming drugs and their personal attitude to drugs in general.

$\Rightarrow$ It begins with medicine. There are drug-addicts that grew up in a family taking medicine belonged to the daily routine. If you don't feel fit, then take some medicine, or take a pill as soon as you feel pain of any kind. The child inherits this attitude towards changing his/ her constitution with the help of medicine.

$\Rightarrow$ In the case of alcohol, the attitude towards is conveyed at an early age.

$\Rightarrow$ And they notice how strongly the parents object to illegal drugs – and this also makes the whole thing attractive.

Imbedded in the social mainstream, often there is an outlook on the role of drinking alcohol as a teenager as a kind of initiation for getting adult.
A difference between city and country areas have not been noticed.

⇒ But there are also many difficult cases where well-situated parents don't worry when their 13 year old child drinks alcohol. At a party they might even offer their child some liquor themselves.
⇒ In some circles the popular opinion is that alcohol is essential in order to have fun at a party.
⇒ Or that it's a part of growing up.
⇒ What happens to the values of a child that learns, for example, that someone is allowed to drink because he's older. This is an invitation for them to drink.

6. Influence of the parents relationship with school on adolescent drug use and antisocial behavior

⇒ It's extremely important for parents to support and cooperate with school. There are quite a few critical phases such as the transition from elementary to high school where the demands are also higher, and the integration into other groups, crisis, and adaptation. There's also a phase where they aren't motivated at about 14/ 15 and the performance suffers. If the parents don't cooperate with the school in these phases then the children are left to themselves. Children need help when they don't meet the demands. Otherwise they drop out of the system. If they don't get the sufficient amount of support the wish to escape reality in the form of drugs might become evident.

⇒ **Research has been done where it was proven that school is more important to the psychological development than the family from a certain age onwards. If children go to the wrong school, where there's hardly any cooperation between parents and the school, life is much more difficult.**

School retreats from educational functions and discourages parents. On the other hand teachers are often frustrated because of parents not cooperating with school items.

⇒ I believe that parents should be very committed regarding their attitude towards school. They should not simply accept the child's decision to leave school early, but should try to motivate their child to go on.

⇒ Very often, when there is interest, it's mere interest in good performance and good marks.

⇒ **Sometimes it's also important to protect your child and possibly send it to another school.**

The commitment always depends on the situation of the parents social class, education and their own experience with school in their childhood. It seems that often school does not take enough pedagogical responsibility for the

children. Many times school does not react to skipping. Then parents don't get informed about their child not attending school for weeks.

Some experts say, that there is a lack of structuring, pedagogical support in schools in Germany.

⇒ **I think neglect is apparent in schools.**

7. Family targeted Primary Prevention Programs

Most support programs only help in the case of emergency, but there are also a few examples for primary prevention:

⇒ Actually, I know of one drug rehab unit that invites drug-addicts to come with their children. They've developed a special program for the children in which they consider the specific disorders and problems these children have. I was very impressed by the work.

⇒ What I've heard is that kindergartens are more careful than they used to be regarding sweets and television. But I don't know whether they also involve parents. Also, there are kindergartens in which the development of communicative abilities is emphasized instead of putting most emphasis on neat, expensive toys. But I think these kindergartens are pretty rare.

⇒ In Kreuzberg (a quarter of Berlin) there's a prevention program concerned with sexual abuse for elementary school classes. It focuses heavily on limits so that children no their own limits and learn to say "no". Additionally there's a parent evening and a conversation with the teacher dealing with this topic.

⇒ Now and then the "Pädagogische Zentrum" organize a parent day that focuses on the topic "Children need limits". This is an information day for parents who suffer from their child's defiance. They learn that this phase is very important because the foundation for a mutual and consequent respect for each others limits is lain.
⇒ A circular letter from the organization "Arbeitskreis Neue Erziehung" deals with exciting topics such as "Bringing up children without violence", "The absence of one the father/ mother", or "How do I deal with temper tantrums?". These brochures are sent to all parents of infants living in Berlin. They try to increase the awareness of parents concerning the phases of the child's development and ways are shown how to deal with upcoming difficulties.

Anyway, Germany is lacking of prevention programs. Especially for children of the age 10 – 14 there are no proper programs. This is a difficult age, where children need a lot of orientation.
Some experts focus on the life long learning for workers in the kindergarten or in school to become more sensitive for arousing problems and to get tools for preventive interventions.

⇒ I think teachers and carers should take part in further education and to offer them more support in form of supervision. Furthermore, a concept should be developed

where parents of children showing behavioural problems can participate in prevention programs.

Experts suggest to establish prevention programs in kindergarten. Apart from teaching children essential social fertilities it is important to motivate parents to cooperate.

⇒ The role of the parent needs to be manifested and strengthened in these programs. Often, carers and teachers represent the "better parents" and an unproductive conflict emerges.

⇒ I would suggest moderated discussions for parents in school with topics like violence, puberty, addiction, etc. where interested parents can meet up.

⇒ This would already be necessary in kindergarten, in my opinion. The community of parents should be strengthened in particular. Parents are often pretty insecure when it comes to questions concerning upbringing because traditional goals have partially expired.

⇒ In "Berlin-Friedrichshain" there's a project called "das haus". This is a place where you can go to consult experts or find out about presentations, or participate in discussions, etc.

⇒ In Berlin-Kreuzberg there's a nice project called "Kinder Villa". Parents can go there with their children and have some coffee and cake while their children are well looked after.

⇒ **For example the "Gestaltpädagogische Kindergarten" (Berlin-Wilmersdorf) offers consultation regarding the specific problems of the children or their upbringing.**

Prevention-programs should begin as soon as parents become insecure. This is only possible if institutions work closely together with the parents. A special emphasis should also put on the development of social abilities of the children.

FRANCE

FOCUS GROUP ANALYSIS

Development
Two psychologists (a man and a woman), three observers (two women and a man), an audio technician and a video technician.
18 participants : 6 men for 12 women, 4 married couples.

The focus group tacked place in three times, with a break between each time :

- The first time was centred on the family, where were discuss themes on : family and society, family and adolescence, ideal family, family and liberty or adolescent independence ; family and limits, family and prevention.

- The second time was centred on the prevention : what prevention does it mean and what is preventive ?

- The third time, on the parents educational role : sanctions, emotion's expressions and values (religious or not).

What we can note:
- A functioning in two under groups : 5 members together against the 13 others.
- 6 of them monopolised the speech : 17, 9, 11, 5, 18, 8 (they are classified by decreasing order of numbers of their interventions)
- 7 of them didn't speaking too much : 2, 13, 15, 3, 12, 6 and 10.
- 3 of them spoke just a very little : 1, 16, 14
- 2 of them said nothing : 4 and 7, they only participated on infra verbal mode

Finally, some of them said nothing during the second part of the discussion (about prevention) : 2, 12, 13 (couple), 14, 16, 18 (couple with 4)

What was said :
Some sentences were rich on affects and confidences exchanges, for examples :

"I lost a two year old child"
"My daughter is a delinquent"
"I have a complex daughter"
"I have done a suicide attempt"
"We suffer as a martyr with our son"
"I was in wandering"
"I am in therapy"
"I have lost my first daughter"
"I am a Dutch woman"
"I have no husband"
"My child has run away"
"My son takes drug"
"His little sister was dead from respiratory deficiency"
"We are vulnerable"

About educational atmosphere, understanding (block) between father and mother is predominant.

We talked about "universal values", but we can't know how to express them, excepted : love, solidarity, honesty, respect, independence, feminism. For love and solidarity, these values will be associate to religion, association life and communism.

Negative and "push away" values : economy, competition, stock exchange, money, injustice, are designed like a corruption source for the society.

We must not hand over these values to each other, we principally learn by "impregnation" in an educational atmosphere.

The professionals, named for the prevention are : teachers, nurses and social workers (these two last categories are designed only with feminine spelling ! maybe we can link up it as a matter of fact that prevention in the family is perceived like something which must be obligatory a mother's role ? c.f. just below)

Institutions designed for prevention : family (who makes around 90% of the work, especially the mother), National Education (school), television, radio, and all the press campaigns.

The efficiency of prevention seems to be done by the value of the example : showing the consequences of the actions, especially the most morbid of them (for example, somebody on a bed at the hospital, with many pipes around him !).

The punishments can be looked like forceful physical relations to verbal relations, or total disregards, and also passing by suppressing pocket money.

Psychologists and observers have seen and earn:
Such a anger against the society.

A presentation which seem to be "a facade", especially about what it said on the family, this "facade" is quick crumbling during all the confidences at the end of the group.

A strong feeling of loneliness when they faced to difficulties. These parents seem to be waiting for models, they experienced some of them so empty, that they search normative models, with a need "to be helped" (for example, a mother said :"my daughter is not too ill to be helped…" and another one said : "Help, I find it nowhere !")

"Faux-self" functionary of one of them was it the result of the group or was it the characteristic of their own "normal" mental functionary with their adolescents ?

Family as a root, as a refuge against the dangerous outside : ideal family is the protector of society. Society must be able to protect the family which must be able in turn to protect the adolescent.

Such a difficulty to accept that child now is not more a child. Adolescent is intruded ; adolescent crisis asks the question on parents' identity and about couple (a woman said that her first worry is to take care about herself and her husband face to their daughter).

Some parents are dependants so yet, the familial functioning seems to be like fitting together "co-dependencies".

Prevention, as disrupted dangers, came from the outside. The question of "faux-self" functionary of the group can be asked, because a hiatus appears between individual

and social, like between ideal and reality and very little things are clearly said about reality of familial functioning, parents rules or sanctions.

At last, when we cross all the pieces of data of the group with all the answers on questionnaires the adolescents have given, so flagrant discords appear :

- Very undecided parents, otherwise lost in the group, who are perceived by the adolescents as very sure, even rigid.
- The professional's solicitations are never seen by children.
- Religious references are never mentioned by the adolescents (similarly for those who wants to wear David's star).
- Parents are talking about functioning, only in "expand family" (they appear even so quite alone, in spite of everything, cf. up-side) : familial group loneliness feeling is confirmed by adolescents.

To conclude : paradoxically, this group asks more about adolescents than about parents, and makes us asking the question how to hand limits down to and how to know if these limits were internalising or not.

IREFREA SECRETARIAT

Project head. Dr. Paolo Stocco.

Participating countries. Germany, Austria, France, Italy, Portugal, Spain, Greece, Finland, The United Kingdom, The Netherland.

The scientific secretariat, co-ordinated by Dr. Amador Calafat, and the executive secretariat, co-ordinated by Dr. Paolo Stocco, have continued, as in the past, to carry out activities that support activities of IREFREA.
The scientific secretariat and the executive secretariat have kept constantly in touch with all members of IREFREA: this included contact by e-mail and telephone, as well as scientific exchanges during meetings, conferences and congresses.

The secretariat's aims are as follows:
- ❑ coordination of activities of study and spreading of the contents and information to all IREFREA'S partners as to other ONG' s in the field;
- ❑ strengthening and improvement of the international cooperation between IREFREA and other ONG' s;
- ❑ improvement and integration of activity projects by ONG' s that are smaller or represented to a lesser degree within the member states;
- ❑ encouraging the relationships between national IREFREA organisations, community and government institutions;
- ❑ promotion of programmes and activities developed by the research carried out;
- ❑ management, up-dating and development of the IREFREA internet site with the aim of: promoting the activity of research by means of the network; increasing the number of specialised internet sites specialised in primary prevention; making IREFREA publications and other informative material available;
- ❑ the sending of IREFREA publications to those interested.