

**“Talk About Alcohol“
 (“Pobavme-se-o-alkoholu.cz“)
Evaluation of the Implementation of the
Programme and the Website**

Final Report

SCAN Association



Tišnov, October, 2010

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Table of Contents

Introduction	4
1. Alcohol consumption in EU and in the Czech Republic	4
2. Internet portal "Pobavme-se-o-alkoholu.cz"	6
3. Presentation/lecture "Pobavme se o alkoholu"	7
4. Evaluation of implementation of the programme "Pobavme se o alkoholu"	8
4.1 Ethic principles of the evaluation of the programme	8
4.2 Tasks of the "Pobavme se o alkoholu" programme evaluation	8
4.3 Technical and personal assurance of the programme and the data collection	8
4.4 Methods used for the data collection	9
4.5 Selected set of respondents	9
4.6 Results of the Survey	10
4.7 Conclusions on evaluation of the "Pobavme se o alkoholu" lecture	14
5. Evaluation of the website	15
5.1 Tasks of the evaluation of the website "Pobavme-se-o-alkoholu.cz"	15
5.2 Methods used and execution of the evaluation	15
5.3 Results of evaluation	16
5.3.1 Evaluation of the expert questionnaire	16
5.3.2 "Introductions page" and "Home"	17
5.3.3 Who am I? Who are you?	18
5.3.4 Facts	18
5.3.5 The "Big Five"	19
5.3.6 Challenges	19
5.3.7 Parents	20
5.3.8 Teachers	21
5.3.9 About us	21
5.3.10 Floating section "Facts"	21
5.4 Discussion and the main recommendations for the operators of the website	22
Literature	24

Annex 1: Map of the Server

Annex 2: Evaluation questionnaire – presentation "Talk about alcohol"

Annex 3: What to do, if..... presentation "Talk about alcohol"

Annex 4: Expert evaluation of an internet website

Introduction

From the economical point of view alcohol is a very important commodity. Its existence has an influence on the creation of jobs; it is an important source of fiscal inputs. In Europe only it generates in retail roughly 9 billions Euro annually (Rabinovich et al., 2009).

The project, which has been created on the basis of the international initiative „Talk about alcohol“, has its own Czech version. This is a programme of a specific primary prevention targeted on alcohol abuse. This programme is implemented as a presentation, as an educational type of programme. The presentations are targeted at pupils of the 7th grade of elementary schools. Lecturers of the NGO called Sananim execute them.

Besides that there is a special website <http://www.pobavmeseoalkoholu> targeted at the group of young people aged 11 – 16 years.

Evaluation studies have become a necessary part of all intervention in all human activities during last decades. Evaluation studies are an integral part of implementation of programmes, which are targeted at prevention of risks related to alcohol abuse. Evaluations are an important tool for the evaluation of executed activities and they help in drafting goals during planning, programming a decision taking on actions in future.

The presented report is conceived as an evaluation of the programme “Talk about alcohol” and its presentations executed at elementary schools in the Czech Republic, especially in the cities Prague and Brno. We mainly focused on:

- a) Evaluation of the level of informedness
- b) Evaluation of the impact
- b) Satisfaction with the presentation and benefit for the participants

We have got 391 valid questionnaires from 40 elementary schools from Prague and Brno.

Results of the evaluation of the <http://www.pobavmeseoalkoholu.cz> website are presented in the second part of the report.

1. Alcohol consumption in the EU and in the Czech Republic

Europe has the highest number of people abusing alcoholic beverages. Due to this here is the highest alcohol consumption per inhabitant together with a very high level of undesirable health impacts on alcoholics. The annual average consumption of pure alcohol per adult is 11 litres (EU, 2008).

Besides tobacco and high blood pressure alcohol is the third most important risk factor of death and injuries in the EU (Rabinovich et al., 2009). Harmful and dangerous consumption is the main reason for 7,4 % of cases of bad health and premature deaths (EC, 2009).

A high level of alcohol consumption is connected with many social, health and other problems (especially with violence and crime, liver deceases, loss of productivity, family problems and fatal injuries). These problems are the reason why the costs for society are very high. On the EU level they are roughly 125 trillions (1,3 of GDP). Costs are approximately 4 times higher than the economic benefits (approx. 9 billion Euro) from the alcohol industry in EU (Rabinovich et al., 2009).

What is valid for Europe on a global scale, the same is valid for for the Czech Republic. Higher alcohol consumption per capita has only Luxembourg.

During the period 2000 – 2007 the annual consumption of pure alcohol increased according to the Czech Statistical Office in average by 0,5 litre to 10,5 litres on one inhabitant, including children. See details in table 1.

Table 1: Alcohol consumption in litres per capita in the Czech Republic during the period 2000 – 2007

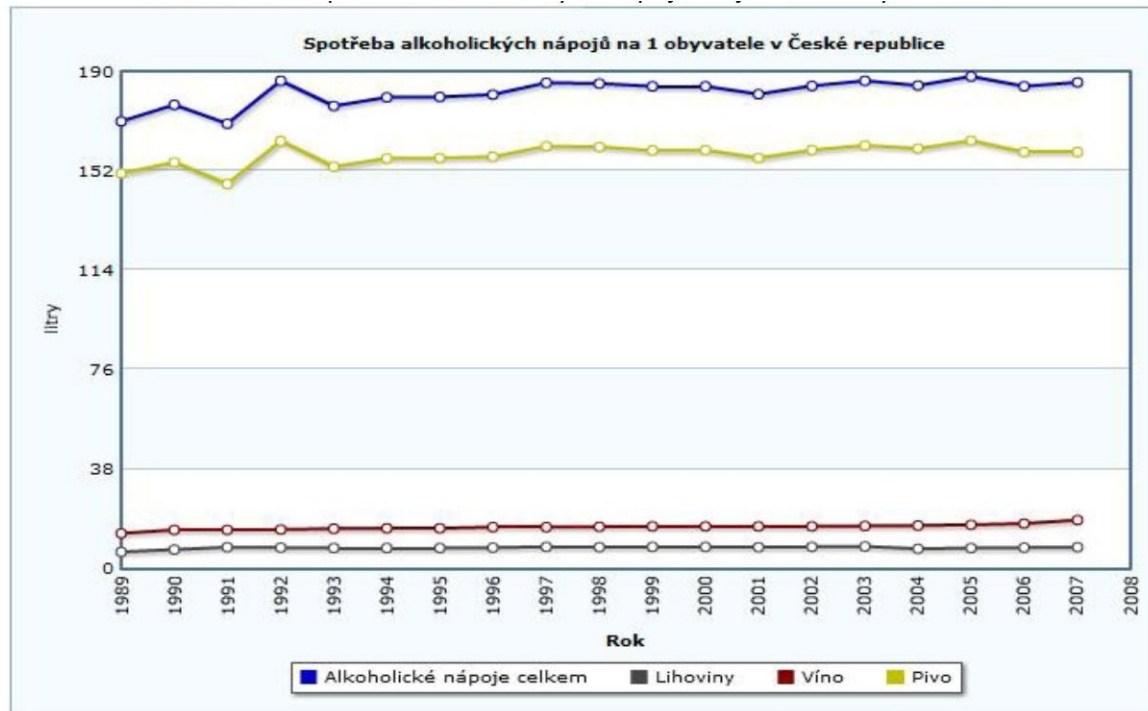
	2000	2001	2002	2003	2004	2005	2006	2007
Beer	159,9	156,9	159,9	161,7	160,5	163,5	159,1	159,1
Wine	16,1	16,2	16,2	16,3	16,5	16,8	17,2	18,5
Spirits	8,3	8,2	8,3	8,4	7,6	7,8	8	8,21
Total	184,3	181,3	184,4	186,4	184,6	188,1	184,3	185,8
Pure alcohol	9,9	9,9	10	10,2	9,8	10,2	10,2	10,4

For the age group of children up to 15 years we have relatively few information at our disposal. They are mostly from representative estimations on a level of alcohol consumption and abuse of illicit drugs. Drug abuse is relatively low among children and dependence on drugs amongst them is exceptional. Mostly there are experiments with illicit drugs, which we call experimenting with illicit drugs. “There are big differences between countries in share of pupils mentioning that they were drunk when they were less than 13 years old. The highest level of drunkenness of children up to 13 years of age has been recorded in Denmark, Estonia, UK and Finland (33 – 36 %), the lowest in Turkey (5 %) and Cyprus (7 %). In most of the countries their experience with drunkenness reported mostly boys up to 13 years of age, but similar data for both boys and girls were recorded in Malta, Ireland, Austria, Finland, UK and Norway.” (EMCDDA, 2007).

Trends in alcohol consumption among adolescents in the Czech Republic during the period 1995 – 2007 are covered by the ESPAD Study (Csémy et al., 2008). The main focus of the study is on the population of the age of 16 (which for the Czech Republic and most of European countries represents a lower age than the legal age for tobacco and alcohol). The Czech set was composed of 2 962 individuals in 1995, 3 579 in 1999, 3 172 in 2003 and 3 914 persons in 2007. In the years 2003 and 2007 were questioned also other other age groups in order to compare regional differences and the total number of questioned was higher than 15 000. In the years 2003 and 2007 were for the purposes of the study with task to compare regional differences were asked in parallel other persons with different year of birth so total number of interviewed persons was higher than 15 000. Frequent drinking of alcohol beverages is more often mentioned by boys than girls and the most preferred alcohol beverage is beer. In the case of girls there is no such significant preference of an alcoholic beverage, nevertheless since 1995 a percentage of girls regularly drinking beer is growing, which has not been registered in other brands of alcohol beverages. The most consumed alcoholic beverages amongst girls in 1995 were spirits. Comparing to 1995, in 1999 there were more frequent alcoholic beverages consumers within both sexes and all brands of alcoholic beverages. During the period 1999 – 2007 we can see a slight decrease of frequent drinking among boys and a stabilisation among girls. Results show that forms of drinking which are harmful (consumption of an equivalent of more than 1000 ml of pure alcohol 3 times more or more during the last month) are very often amongst boys and they became to be more common amongst girls. The incidence of risky drinking as defined above can be estimated as 24 % of the boy population and 17 % of the girl population aged 16. Differences between the years 2003 and 2007 show an increase in the case of girls from 12,6 % to 16,7 % (see Table 3). The incidence of risky drinking defined in this sense can be estimated as 24 % of boy population and 17 % of girl population aged 16. Differences in the period of 2003 – 2007 show increase in case of girls from 12,6 % to 16,7 % (see Table 3). A new phenomenon is the drinking of Alco pops (lemonades or soft drinks with alcohol content). In West European Countries the growing popularity of Alco pops has been observed for a longer period of time, in the case of the Czech Republic it is confirmed by the research executed in 2007, according which 41 % of respondents tasted Alco pops at least once in their life (Csémy et al, 2008), (Charvát et al, 2009, pages 3 – 4).

According to a study executed by GfK Prague (2009) during autumn 2008, 72 % of people occasionally drink glass of alcohol. The share of abstainers on total number of inhabitants (21 %) is in comparison to the European average (31 %) significantly lower. The share of daily drinkers is slightly below average (7 % to 8,5 % of average of 17 countries). As can be seen from the survey there is a higher popularity of beer compared to wine amongst Czechs. The difference between beer, wine and spirits consumption can be clearly seen on Picture 1 (Czech Statistical Authority, 2009).

Picture 1: Alcoholic Beverages Consumption per one inhabitant of the Czech Republic



Blue line: Alcoholic beverages in total ; Yellow: Beer ; Brown: Wine ; Grey: Spirits

If the beer is preferred by roughly 50% of respondents, wine is preferred only by 34 % of inhabitants. Men prefer beer (78 %) rather than a wine (13 %). In the case of women dominates wine (59 %). Other alcoholic beverages are not that popular. Spirits are preferred to other alcoholic beverages only by 4 % of inhabitants. In this case there is no significant difference between men and women. Cocktails and wines with low content of alcohol are not very popular in the Czech Republic compared to other countries. They are more popular among women than men (GfK Prague, 2009).

2. Internet portal “Pobavme-se-o-alkoholu.cz”

The operator of the website “Pobavme-se-o-alkoholu.cz” is FORUM PSR. FORUM PSR is an association of alcoholic beverages producers, which proposes programmes for combating the abuse of alcohol. The website “Pobavme-se-o-alkoholu.cz” is an European initiative “which has been created by a team of pedagogical experts, teachers and young people” (EFRD, 2010, para 1). The copyright owner of the website “Pobavme-se-o-alkoholu.cz” is the European Forum for Responsible Drinking (EFRD).

The website “Pobavme-se-o-alkoholu.cz” is targeted to young people aged 11 – 16 years (EFRD, 2010). The school information programme on alcohol has been designed by the Amsterdam Group “ together with other European and national investors” (ibid, 2010). Tasks of the website are according to the authors as follows:

- “To improve knowledge of young people about alcohol and its influence on the organism of young people

- ❑ To increase knowledge and information of young people about the dangers related to alcohol consumption
- ❑ To improve information flow to young people on laws regulating alcohol consumption and the reasons why they are in force
- ❑ To improve information flow on abstinence as a relevant choice regarding alcohol”.

More information on authors and other activities on national and European level can be found on the website <http://pobavmeseoalkoholu.cz/o-nas>

For learning the content of the website you should either visit the website itself on <http://pobavmeseoalkoholu.cz> or see the Annex 1, where you could find the map of the server <http://www.pobavme-se-o-alkoholu.cz>.

3. Presentation “Pobavme se o alkoholu”

The presentation “Pobavme se o alkoholu” has a clear structure; according which the lecturers spend the given time on the issue of alcohol. The problems are structured into thematic areas. The presentation is targeted on pupils of the 7th grade of elementary schools. It lasts 45 minutes and usually is executed within the standard schedule. The teacher can be present in the classroom during the presentation, but he is asked to leave the classroom for a short time at the beginning (see below).

The scenario, prepared minute by minute of the lecture is as follows:

0 min. The lecturer asks the teacher and other adult school personnel to leave the classroom for a while. Than he /she asks the children to close their eyes and to raise their hands in case:

- ❑ They've ever smoked a cigarette
- ❑ They've ever drunk alcohol
- ❑ They've ever used a drug
- ❑ They've never tried the things mentioned above

The lecturer keeps in mind the rough number of the hands raised for each item (it is possible to write it down on a piece of paper, but it not can be done before the children!)

The lecturer invites the adults back to the classroom.

5 min. Topic: What is alcohol?

Very brief description. Warning of the danger of becoming addicted to alcohol.

7 min. Topic: History

Alcohol accompanies mankind from its early beginnings – this is the reason for its exceptional position among other drugs, it is legal (in the Czech Republic from 18 years of age).

10 min. Kinds of alcoholic Beverages

Presentation on basic kinds of alcohol beverages.

Warning on dangerous combination of alcoholic beverages and energy drinks.

Discussion on the topic of alcoholic beverages and energy drinks.

15 min. During the discussion the issue of “Alcohol and your brain” is being brought up.

Short term and long term impacts of alcohol.

Information about the website with more detailed information.

18 min. Space for pupil's reactions.

How quickly can alcohol influence human reactions?

Risky behaviour, danger of injuries etc.

21 min. What shall you do if....?

Questions to be answered by the children in such a way, that they form groups at certain places reserved for a certain answer. Those giving the right answer will obtain a small gift.

The questions are listed in Annex 3: What shall you do if.... ?

36 min. Space for discussion.

4. Evaluation of implementation of the programme “Pobavme se o alkoholu”

4.1 Ethic principles of the evaluation of the programme

The association FÓRUM PSR finances the set of the preventive lectures „Pobavme se o alkoholu“. This association also ordered the evaluation of the programme. So FÓRUM PSR plays two roles – it implements the programme and it is the donor of the programme and its evaluation. The draft of the evaluation questionnaire and the collection of the data had been prepared by the lecturers themselves. The survey of the questionnaires had been executed by an independent body, which was not involved in the execution of the preventive programme. In the same way was the evaluation part of the website had been conducted. The intention of the evaluation team was to take necessary step to execute an independent evaluation of the programme. It involves especially the transparent description of the relations between the body ordering the study and its evaluator, a clear description of methods used and the publishing of the evaluation report.

Because the beer and spirits producers have financed the lectures and the evaluation study, the realisation documents and the results of the evaluation of the impact of the preventive campaign “Pobavme se o alkoholu” are open to public. There were other research studies executed within the European union. No person taking part in the evaluation study of the impact of the campaign has received any tangible benefit over the framework of the contract on the realisation of the evaluation.

Ethic principles were also valid for the lecturers who were playing two roles – as the people executing the lectures and as the people asking questions during the evaluation survey. The basic premise for obtaining the questionnaires was not to endanger and harm the participants of the survey.

We would like to thank to all participants of the survey for their time and the goodwill they showed during the survey as well as to the lecturers for the collection of data.

4.2 Tasks of the “Pobavme se o alkoholu” programme evaluation

The tasks were mainly as follows:

- ☐ To find information on basic knowledge of the target group on the drug policy of the school
- ☐ To find opinions of the target group
- ☐ To evaluate the level of influence on the target group immediately after visiting the lecture
- ☐ To evaluate the level of satisfaction of the target group with the programme.

4.3 Technical and personal assurance of the programme and the data collection

The lecturers of the presentations at schools in Prague and Brno were employees of the SANANIM association. The presentations were executed during the period from September 2009 do February 2010 in 7th grade classes within their standard education. 80 presentations were executed in total using seven lecturers.

Schools were chosen by accident from a list, and then they were addressed by the project co-ordinator. On the basis of the school interest the term of realisation of the lectures was agreed.

Data from the data collection are from 40 schools. Questionnaires were given and returned filled in by the lecturers. The questionnaires were anonymous, pupils were asked to mention neither name nor other identification data. Pupils filled in the questionnaires at the end of the lesson, or during the break what could have some impact on the quality of the obtained data and the number of questionnaires returned.

4.4 Methods used for data collection

The lecturers have prepared the draft of the evaluation questionnaire and the data collection themselves. Time needed for filling in the questionnaires was no more than five minutes.

The tool is mentioned in Annex 2. It contains five questions, which:

- 1) Determine the sex of the respondents (boy or girl)
- 2) Determine the knowledge of the School Rules on alcohol (yes, no, do not know)
- 3) Determine the conformity with school rules in relation to alcohol (yes, partly or not)
- 4) Determine the atmosphere at school which creates an open discussion on illicit drugs in general (yes or no)
- 5) Determine the presence of an adult person at school who it is possible to talk about drugs (yes, no, do not know)

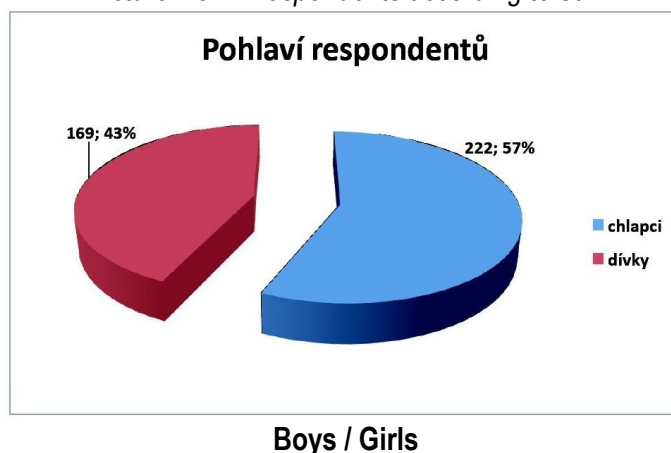
The second part of the questionnaires on a 5-point scale (from agree, mostly agree, do not know, mostly disagree to do not agree) determines how the participants of the lecture appreciate the content and the impact of the lecture. Five non-standardised data were observed:

- 1) Intelligibility of the lecture
- 2) Transfer of new information
- 3) Amusement of the lecture
- 4) Whether the lecture lead to thinking about the problems
- 5) Whether the lecture lead to a change of the view on alcohol

4.5 Selected set of respondents

The target group, which passed the presentation "Pobavme se o alkoholu (Talk about alcohol)" was asked to fill in a short questionnaire on their experience with the programme just at the end of the presentation. Selection was done by a method of non-representative and occasional selection (Miovský, 2006). The size of a set was 391 adolescents, of which were 222 boys and 169 girls.

Picture No.2: Respondents according to sex



The average age of the respondents was given by the age of the whole set, which took part in the programme, which represents 7th grade pupils in the age group of 12-13 years. Due to tools used it is not possible to get data related to the exact age of the respondents and further socio-demographic data (e.g. place of residence, school results, information about family, etc.)

Collection of the data took place in Prague and Brno from September 2009 to February 2010.

4.6 Results of the Survey

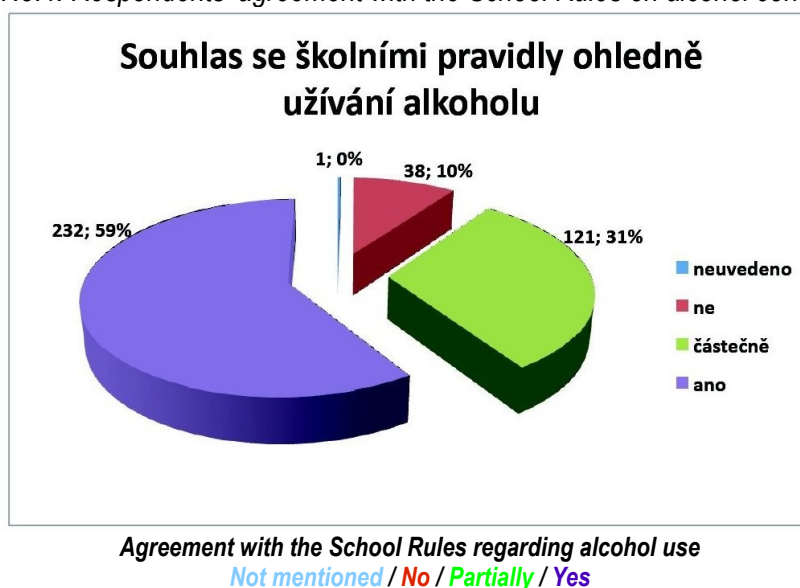
In total, 73 % of respondents mentioned that the School Rules speak about alcohol. Almost 1/5 of respondents mentioned that they do not know if the issue of alcohol is a part of the School Rules. 7 % of the respondents think that the issue of alcohol is not mentioned in the School Rules.

Picture No.3: Knowledge of the School Rules with regards to alcohol



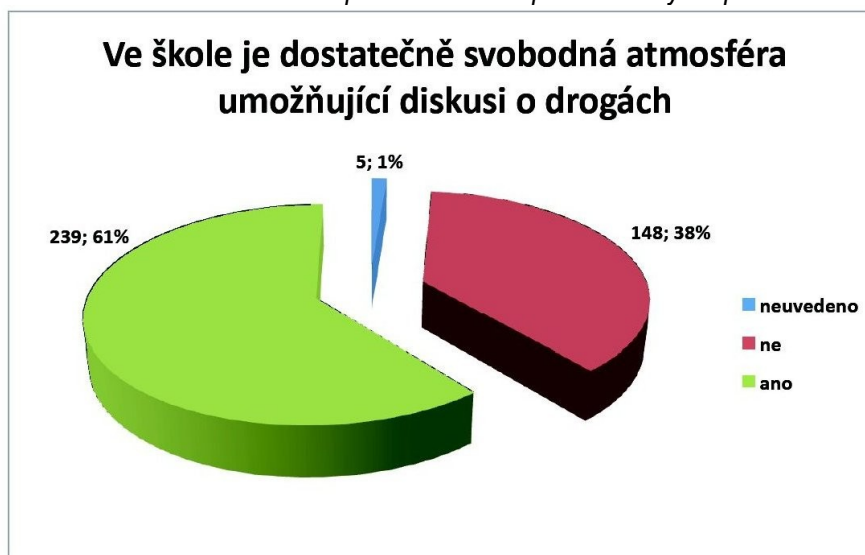
59 % of the programme participants and respondents agree with the "school alcohol policy" (N=232). 31 % of respondents mentioned that they have some doubts about the School Rules with regards to alcohol consumption. But the doubts were not specified. 10 % of participants clearly disagree with the school alcohol policy (N=39).

Picture No.4: Respondents' agreement with the School Rules on alcohol consumption



More than half of the set (61 %, N=239) mentioned that the atmosphere at school is liberal, which leads to possibilities of discussing the issue of legal or illegal drugs. More than a third (38 %) of the respondents mentioned, that the atmosphere is not safe for them. But we were not able to identify individual classes or schools from the survey codes. Because of this we were not able to find out, whether the sufficiently liberal atmosphere, which would enable free discussions about addictive substances, can be identified on the level of the individual or the school.

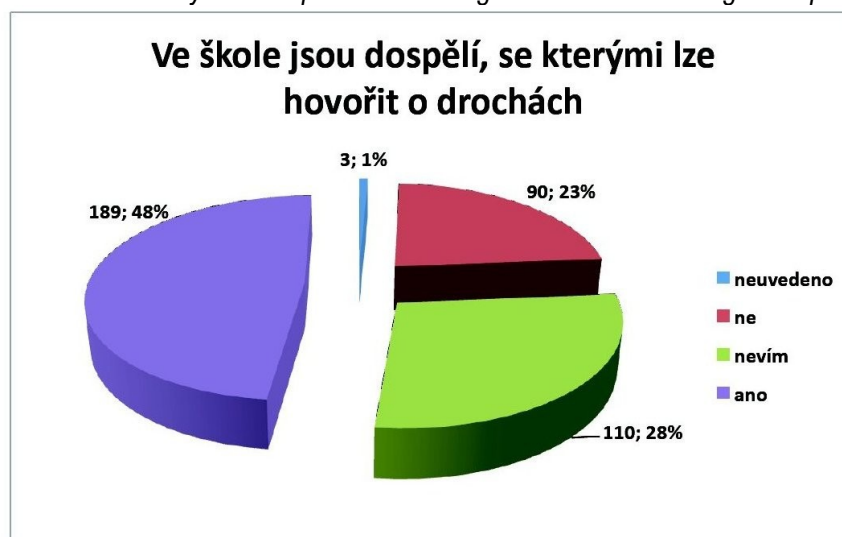
Picture No 5: Free atmosphere at school perceived by respondents



Is there a sufficiently liberal atmosphere at school enabling discussion about drugs
Not mentioned / No / Yes

48 % respondents (N=189) mentioned that there are adults at school to which they can talk freely about legal or illegal drugs. 23 % of respondents mentioned that there is no such person at their school and 28 % didn't know (N=90).

Picture No. 6: Adults to which you can speak about drugs at school according to respondent's opinion



There are adults at school I can talk about drugs with
Not mentioned / No / I don't know / Yes

Following graphs (pictures 7 - 11) show the evaluation of the respondents of the "Pobavme se o alkoholu" (Talk about alcohol) presentation. The evaluation is shown on a 5-point scale from "I agree" through "I rather

agree", "I don't know", "I rather don't agree" to "I disagree". The last category is "Not mentioned" in case a respondent did not stick to any given possibility.

Intelligible was the presentation to 60 % of the respondents; mostly intelligible the presentation was for 23 % of the respondents (N=91). 6 % of the respondents did not mentioned any positive or almost positive alternatives. Mostly disagree or disagree 6 % of respondents (N=10 and N=13).

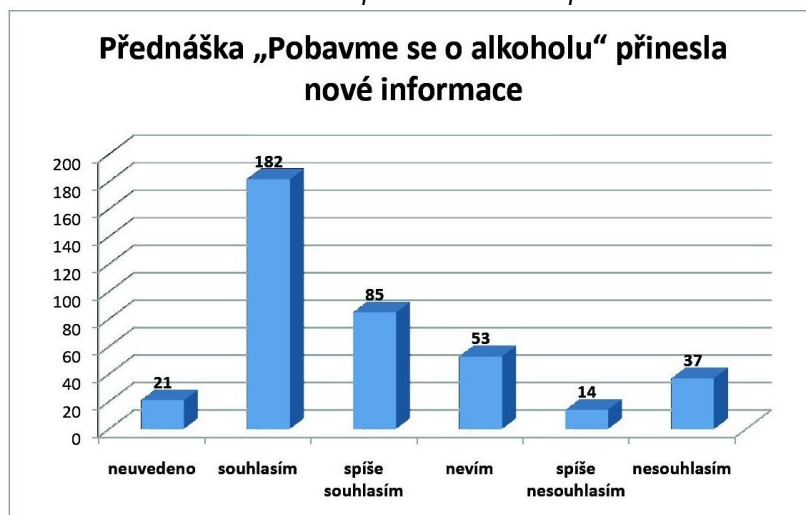
Picture No.7: Evaluation of the intelligibility of the "Pobavme se o alkoholu" presentation by respondents



Not mentioned / I agree / I rather agree / I don't know / I rather don't agree / I don't agree

46 % of the respondents mentioned that the presentation was a source of new information for them and slightly positive the presentation was evaluated by 22 % of the respondents (N=85). 14 % of the respondents did not mentioned any positive or almost positive alternatives. Mostly disagree 4 % of the respondents (N=14) and 9 % of the respondents disagree (N=37).

Picture No.8: Evaluation of the possibility of obtaining new information from the presentation "Pobavme se o alkoholu" from the position of the respondents



Not mentioned / I agree / I rather agree / I don't know / I rather don't agree / I don't agree

The presentation was amusing to 30 % (N=119) of the respondents, mostly amusing to 24 % (N=96) of the participants. Rather disagreed 7 % (N=28) of the respondents. Not amusing was the presentation for 11 % (N=43) of the respondents. 21 % (N=81) of the respondents did not have a clear opinion on this matter.

Picture No 9: Evaluation of the presentation "Pobavme se o alkoholu" from the point of view of amusement by respondents



Not mentioned / I agree / I rather agree / I don't know / I rather don't agree / I don't agree

We were also interested how the presentation led to more thinking about problems related to alcohol within the target group. More than half of the respondents (54 %, N=165) mentioned, that the presentation led them to think more about alcohol. 18 % of participants did not know and 22 % of participants rather disagreed or disagreed regarding the impact of the presentation.

Picture No. 10: The presentation contributed to my consideration of alcohol



Not mentioned / I agree / I rather agree / I don't know / I rather don't agree / I don't agree

A change on views and opinions towards alcohol after experiencing the presentation clearly declared 25 % (N=97) and rather yes (21 %) of respondents. Rather not declared 8% of the respondents and 17 % of the respondents from the set disagreed.

Picture No 11: Change of view on alcohol after passing the presentation “Pobavme se o alkoholu”



Not mentioned / I agree / I rather agree / I don't know / I rather don't agree / I don't agree

Interesting information for the organisers of the presentations “Pobavme se o alkoholu” was, whether boys and girls evaluate the programme in the same way. This is the reason why we evaluated the results separately for boys and girls and subsequently we tried to find statistical differences in the evaluation between both sexes. Nevertheless, the differences among boys and girls did not reach in any of the five evaluation criteria (intelligibility, new information, amusement, new view on alcohol and change of attitude towards alcohol) any statistical importance. Gender differences did not play in this set any important role in the evaluation of the presentation “Pobavme se o alkoholu”.

4.7. Conclusions on the evaluation of the “Pobavme se o alkoholu” lecture

The authors of the report entered the phase of evaluation in time of processing and data interpretation. Preceding phases were: i) construction of the tool for data collection, ii) selection of the set of respondents, iii) methodology of the data collection, iv) data collection itself, v) giving data into electronic form. In every of the five phases the operators must follow the basic methodological rules. If they do not so, there is a danger that the results will have lower validity and reliability.

The constructed tool for the data collection was unsuitable and it can be used only in limited way for the evaluation of the programme. The advantage of the questionnaire was that it respects the time limit for its filling in by the target group. Nevertheless, some important and standard data are missing. These data could increase the scope of that data and could be used for more analysis and statistical tests in the future. Important data for evaluation are as follows: age, basic socio-demographical data (information about family, place where the participant lives – important is especially for comparison between regions and towns and small villages). Missing codes of participants lead to the situation that it was impossible to identify certain classes or schools. This situation for example made it impossible to find out, whether a sufficiently liberal atmosphere, which could create a free discussion on drugs and alcohol at a given school, can be identified on the level of the individual, the classroom or the school. For the evaluation of the programme it is important to include questions evaluating especially the lecturers, the structure of the lecture and its content. In case there will be the follow-up of the evaluation we suggest to improve the data collection according to our notes mentioned above. In case the task will be the evaluation of the content and the impact of the presentation, we recommend to use some form of a knowledge test before and after the lecture. A well-chosen knowledge test brings a more objective way of measuring the knowledge. The question “whether the lecture has changed my opinion on alcohol” seems to be a problematic one. Questions like this can be very hardly answered by adolescents without a clearly subjective point of view. Very important topic is the combination of alcohol with other illicit drugs, which at the end means a higher risk of health damage than intoxication by alcohol only.

During the next phase of the selection of the research set there were used methods, which decrease the validity of the data. More sophisticated selection methods were not used for the selection; the selection itself was forced and accidental, without detailed control, which could lead to a larger return of the questionnaires. The selection was done ad hoc. The set for example does not reflect the scope of sexes within the set. The selection of the set phase is connected with the collection of data phase.

Probably a common methodology for data collection was not created. Pupils filled in the questionnaires at the end of the lesson, sometimes during the breaks, which could lead to a decrease in the quality of the data obtained and the number of questionnaires returned. The lower return of questionnaires is obvious from the fact, that in 40 classes, where the questionnaires were picked up, with a total number of 391 respondents, the average of questionnaires returned for one class is 15,64 pupils. But the average number of pupils in one 7th grade class of a elementary school in the Czech Republic is roughly 24, so it is possible, that not every pupil filled in the questionnaire a returned it. This leads to the question, whether the questionnaires were filled in also by problematic pupils. This can lead to wrong results. We suggest to include the filling in of the questionnaire into lesson.

Generally it can be stated, that roughly $\frac{3}{4}$ of the pupils taking part in the survey know, that the School Rules cover the issue of alcohol and agree with them. More than half of the pupils perceive the school atmosphere as safe for discussions about illicit drugs. And almost half of the pupils mentioned, that there is an adult person at their school they can freely and safely talk about alcohol.

For most of the pupils (83 %) the lecture "Pobavme se o alkoholu" was intelligible and for almost $\frac{2}{3}$ of the respondents (88 %) it brought new information. The lecture was amusing for half of the pupils (54 %) and in 54 % of them it lead to think about alcohol.

It can be seen from the literature, that efficiency (impact on the target group, whether the intervention leads to a change or not) of one-time programmes is low. This is also valid for this types of intervention, where lectures are rated in the lower part of the efficiency scale. This is the reason why we propose to the organisers to reconsider the concept of the programme as well as the strategy and the realisation of the presentations. The programme could be e.g. prepared with the use of modern ICT elements (see the website www.pobavmeseoalkoholu.cz), or a set of interconnected lectures for single classes could be prepared. This could significantly increase the efficiency of the executed interventions.

5. Evaluation of the website

The evaluation of the website does not differ from the evaluation of the printed materials, persons, institutions or programmes. We used the method of a formative evaluation for the evaluation of the www.pobavmeseoalkoholu.cz website.

5.1. Tasks of the evaluation of the website "Pobavme-se-o-alkoholu.cz"

The tasks of the sub-study were as follows:

- a) To evaluate the technical side of the website
- b) To evaluate graphical quality of the website
- c) To evaluate the content and the quality of the opening parts of the sections of the website

5.2. Methods used and execution of the evaluation

The evaluation of the website has been done in two ways. During the first phase the website was evaluated using the Expert Evaluation Tool, which is determined for evaluation of websites (see Annex 4).

The results of this phase can bring useful information regarding: (Hunter, 1999)

- ❑ **Authority:** which shows that the person, institution or organisation is qualified and has knowledge to maintain the website
- ❑ **Aim:** the author should clearly present what is the reason why he puts the information on the website. Aims can inform, persuade, show the opinion, amuse or parody something or someone
- ❑ **Coverage of the subject:** Very often it is very hard to evaluate the level of coverage of the topic of the website, if the sites are so in-depth, especially in case of using other links, so they are endless. One of the authors can say, that he presents the set of all knowledge to the topic, but another can thematically cover just only one part of the topic.
- ❑ **Topicality:** Topicality of the website is related to:
 - How up to date the information are
 - How often the website is updated. It is important to know when the website was created, when it was updated the last time and if all the links are working.
- ❑ **Objectivity:** The objectivity of the website should be clear. Be aware of websites containing some bias. On objective websites you can find information with minimum bias, without the intention to persuade the visitor
- ❑ **Exactness:** There are some standards available how to prove exactness of information. It depends on the reader to be careful with regards to the quality of the information. Most important is to select facts from opinions.

In the second phase for the evaluation of the “Pobavme se o alkoholu” website a different way of evaluation was chosen, as the website was evaluated both by authors of the study and students of the first year of the university (N=21).

In the text below we focus much more on the problems and the potential for improvement rather than on the existing high-quality parts of the mentioned website. We pinpoint this imbalance because our task was to name non-functional, flawed elements and information, which will lead to their quick identification and removal. Generally we can say that the website “Pobavme se o alkoholu” has many functioning elements and useful information for all three target groups.

5.3. Results of the evaluation

We divided the chapter into sub-chapters according to main thematic parts of the website.

5.3.1. Evaluation of the expert questionnaire

Name: website: - POBAVME-SE-O-ALKOHOLU

URL: <http://www.pobavmeseoalkoholu.cz/>

Date of evaluation: _3.3.2010

AUTHORITY	
Is it clear who created the website?	YES
Does the author mention contact information: e-mail. Postal address, telephone number and fax number?	NO
Does the author mention his qualification, credits or gave some information on his personal history, which give him the authority to present information on the website?	NO
Is the website supported by organisation or commercial subject?	YES
AIM	
What is the purpose of the website and is the content in line with given aims?	YES
Does the name of the website indicate its aim?	YES

Is the website organised and targeted enough?	NO
Are the levels of the website relevant to the aim of the website?	YES
Are the levels of the website and links evaluated?	NO
Are information targeted on specific target group (students, experts, common readers)?	YES
COVERAGE OF THE SUBJECT	
Is the website announced as comprehensive?	NO
Are the topics dealt with in depth?	NO
In comparison to other thematically same websites brings the website new information?	YES
Offers the website own information instead of presentation of links to other sites?	YES
Has the website relevant outside links?	NO
TOPICALITY / ACTUALITY	
Is the date of the first information published mentioned on the website?	NO
Is the date of the first information drafted mentioned on the website?	NO
Is the date of the first revision of information mentioned on the website?	NO
Is the information actual and reliable?	NO
Is the information more less unlimited in time than related to certain trend, so its usefulness is not limited of some period of time?	YES
Is the website fully in operation (e.g. note that the website is under the construction)	YES
OBJECTIVITY	
Is information presented without concrete bias?	YES
Is information provided constituted in a way that does not include manipulation (forcing, involving) parts?	YES
Does the website avoid adverts which could create conflict with the website content?	YES
Does the website avoid persuading or selling something?	YES
EXACTNESS	
Is information reliable?	YES
If statistics data and other fact are mentioned are the sources of the information listed?	YES
Seem the information on the website right?	YES
Is information mentioned comparable with other sites with similar topic?	NO
Is the text grammatically and in composition right?	NO
Is the list of literature and links mentioned?	NO

Source: <http://www.library.dal.ca/How/guides/Checklist/>

© Site originally created by Sue Hunter January 19, 1999; last updated March 14, 2007

5.3.2. “Introductions page” and “Home”

One of the icons on the Home page is “Contact”, which is placed at the right lower part of the page. After clicking on this icon the visitor enters a screen, where he should fill in “your name”, “e-mail” and “phone number”. There is a frame for further text; below is a picture with a verification code. The reason why he should provide the requested data is not clearly explained. Is it because the provider will send him his contact details? Or because he will be answered some questions? We suggest adding a (very) short paragraph informing about:

- 1) The purpose of this function
- 2) What type of information can be asked for and for what reason
- 3) What will happened further with the obtained contact information
- 4) The deadline until when the visitor can expect getting the information or some confirmation etc.

We suggest to mark (e.g. with an asterisk) the voluntary and obligatory information (e.g. your name, e-mail, phone number).

In case the visitor doesn't know the reason why he should provide his identity information, the probability that he will not use this service increases. E.g., after not having successfully passed the test on the website, a 12 years old visitor could fear, that his identity and the unsuccessful test result could be paired off. Fearing potential consequences he might not use the service. In such a case the function offered makes no sense.

The suggested contact is probably the only possibility, how the target group could discuss the issue of alcohol and "talk about alcohol". Nevertheless the one-way contact from the user to the creator and executor of the website is not a sufficient tool for "talking" about alcohol.

We appreciate, that the texts are not long and that they have the optimal length for the target group of children of (older) school age.

5.3.3. "Who am I? Who are you?"

We use the expression "test" in the text but we know that this is not a test at all.

The crucial fact for the functionality of this section is the fact, that even if the questions answered are replied randomly, the result is always the same. This means, that all participants get the same message. The results are "telling everything". We suggest to re-write the tests and to adapt the results according to the type of replies chosen, not to show one universal result.

None of the tests in this section shows the number of questions, which could increase the probability, that participants do not complete the test. Maybe this is intentional, because a large number of questions could discourage the youngest users to do the test. Nevertheless we suggest to numerate the pages (preferably: the current test question from the total number of questions, e.g. question 3 of 10).

On the right side with every question the icon "FACTS" is shown - in this case this is unnecessary, it has an effect of disruption, because while filling in the test the user should not pay attention to them. It can be said that the facts shown can decrease the concentration on the questions in the test. We suggest switching off the "FACTS" in this section.

One of the respondents in the evaluation of this part of the website concluded: "The section "Who am I?" seems unnecessary...to me. There is nothing important in it". The questions seem confusing, they are very often used in a way that they force the user to give a broad answer (this is nevertheless the problem of most tests, they simplify the issue). From the content point of view it's more important to mention, that many answers are similar, they do not survey the character or attitudes of the user, they are chosen expediently; e.g. the question below lacks the important possibility of a functional problem solution such as for example: "I will warn him and ask him for explanation".

"The best friend revealed your secret. You will:

- ☐ *act in the same way*
- ☐ *ignore her/him*
- ☐ *get angry at him/her."*

A problem also is the intelligibility of some answers ("you will return it to him/her" – what should be returned?) and the use of foreign language expressions ("the state of ignorance will come"), which is not necessarily understandable for younger members of the target group.

5.3.4. "Facts"

In general it can be stated that this section is a very good and valuable part of the web. The highest mark has got the part called "**Facts – The reaction of the organism**".

In this section there are also problematic parts of the text, because they're concise they're also a bit misleading, e.g. in the **"Facts- Clear facts- What the others do"**.

*"If you are watching TV or read the newspapers you can come to the conclusion that most of the young people drink alcohol regularly although they are below legal age to drink or purchase alcoholic beverages. But the statistics say something different – most of the young people do not drink alcohol. **In the Czech Republic within the recent 30 days 39 % of students drunk beer three or more times. That means that roughly 60 % of the students did not drink beer that often.** (Source: European School Survey Project on Alcohol and other Drugs (ESPAD), 2003)".*

The problem of this passage is, that underlined information can be related only to the target group of 16 years old adolescents. Nevertheless, this information is wrong for younger visitors of the website, because e.g. 12 years old young people can get the impression, that people of the same age drink more than they really do.

5.3.5. The "Big Five"

This section includes very small amount of introductory information, the objective of this section is unclear as well as the reason why the users should give their attention to it.

The "Big Five" – Test

Clicking on "Jsi / You are" a test on fact about alcohol appears, but it is not clear why. Some further explanation should be added.

The test doesn't contain proper numeration, which could enhance the work with time and carefulness (see chapter 5.3.2.). The stories illustrating the questions are sometimes too long and use words not suited for the age of the given target group (e.g.: "Tomáš asked her to go across the street to the local shop selling alcoholic beverages and buy some beer..."). In the question below it is hard to choose the right answer, despite the explanation sums up all the possibilities as correct:

"What is influenced when you drink alcohol?"

- ☐ *your body (organism)*
- ☐ *your behaviour*
- ☐ *your personality*
- ☐ *your judgement*
- ☐ *your perception".*

We think it would be appropriate to add the possible answer "Everything mentioned above".

The reasoning of the safe limit for alcohol consumption, if you are younger than 18 years, has a wrong logical background. The limit of 18 years is the legal limit, which has little to do with the health risks of alcohol consumption. From the safe limit point of view there is a very small difference between alcohol consumption at the age of 17 ½ years and after having reached the 18th year of age.

5.3.6. Challenges

The name of the section "Challenges" does not fully correspond with the name of the sub-section, which mostly includes quizzes and tests.

Application "Challenges – Think about yourself"

After clicking the box "wine" in one of the scenes "near the lake" the text in English appears.

We have chosen one of the representative answers from the survey: "Think about yourself has probably the objective to motivate teenagers to assertive, rejecting attitudes, but it rather makes the impression of being manipulative the solutions are not in line with reality."

The application "**Challenges - Will you get home?**" is an interesting effort to get close to the fact that it is difficult to co-ordinate your body when you are drunk. One of the female respondents evaluated the application as "far-fetched... it makes the impression of being superficial and unrealistic... and includes few facts in its results".

With adolescents who have some experience with alcohol consumption or drunkenness both applications could create the not credible impression of being far from the reality of common life. "I will not have big problems with my movement after one beer so I can't get home safely...". As far as older students are concerned the application could decrease the effectivity and the positive impact of the website on alcohol consumption.

5.3.7. "Parents"

This section basically includes identical parts as the "The set of the facts" section, which is aimed on the youngest target group. Besides that, there is, according to our opinion, the valuable part for parents: "**Parents - Talks about alcohol**". This part can provide parents with basic information about children and alcohol, also with attitudes and knowledge for discussions with their own children. Problematic is the fact, that the placement of these information enables the adolescents to "study" the strategies of their parents. This could (but not necessarily must) lead in the end to a decrease of their impact. We propose to differentiate more clearly the website for the youngest target group and for parent or teachers.

The welcoming of parents in their section should be targeted in such a way, that it addresses them directly, introduces them to the issue of children and adolescents in relation to alcohol. The current form seems to be too general and short.

Parents-Are you informed about alcohol? – Test

Some answers are confusing, e.g. it is not clear what is the content of alcohol in strong beer (strong beer does mean something else in the Czech Republic than in Belgium), or whether a 0,5 litre can is also related to fruit wine.

"Which beverage contains the highest amount of alcohol?"

- ☐ 0,5 litre of a strong beer, lager or a fruit wine
- ☐ 2 dl of wine (red or white)
- ☐ a small glass of a spirits (e.g. gin or vodka)".

As unsuitable, even a bit humiliating we consider the evaluation of the parents test, especially its first sentence saying: "**Oh darling, you should renew your knowledge about alcohol to be more up to date.** Before you start to speak with your child about alcohol, it is important that you have all the necessary knowledge. But do not hesitate, the website "pobavmeseoalkoholu" is here for you to help and to bring you many useful information. Take a look at the Fact section and start".

In the section Links there are missing links to expert assistance, e.g. the Pedagogic-psychological consultation place, where parents could find advice. It is necessary to take a lower level of computer literacy of parents into account. For this reason some graphical elements could be less user friendly. We suggest to conduct an evaluation study targeted on parents, children and adolescents.

5.3.8. “Teachers”

In this section we focus only on the evaluation of functional elements at the first level. We will not address texts and education materials at the levels “**Teachers - Education of biology**” and “**Teachers - Citizen education**”.

It would be useful to more develop the introduction for teachers to let them know why it is important to pay attention to the issue of alcohol among children and adolescents.

“Help for teachers” is a slightly misleading name for this section, because it is more a set of basic information for teachers how to use this section. For this reason we suggest to re-name the section to be more pregnant.

The name “Education of sciences” seems to be misleading as well, because it contains materials related to Citizen education.

The link to “**Teachers- Citizens education**” is not active and after clicking on the Citizens education icon at the central part of the web the user will notice, that he has to use the second possibility of opening the link , which is situated at the left side at the vertical panel.

In case of a separation of the website into a site for children and a site for teachers, and also in the case of consideration of computer literacy of teachers and of the nature of the website, we refer to the previous chapter 5.3.6. and recommend to take into account the proposal to conduct an evaluation study with teachers as target group.

5.3.9. “About us”

The style chosen is in comparison to the text of other sections too formal, especially for the target group of children and adolescents.

5.3.10. Floating section “Facts”

There are dynamically changing banners at the website. On the banners there are shown Facts about alcohol and other related information.

From the point of view of functioning this is a functional element, which in a non-violent way provides information about alcohol to the target groups. A small thing could be pointed out: that the Facts are appearing by accident indeed, nevertheless the algorithm does not rule out duplicity, so it results in situations when the same facts are repeat one by one.

The design and colours used are in line with the age of adolescents. The question is, whether this is also valid for the target group of teachers and parents.

“7 % of men and almost 20 % of women are long life abstainers (UZIS, 2002)”. Experts and people do know this, but the general public doesn't necessarily know, and this could result in the feeling, that the data are not up to date (seven years old).

Sometimes the year is mentioned (see e.g. UZIS 2002 above), sometimes not (e.g. *“At least once a week 16 % of 13 years old boys and 9 % of girls of the same age drink alcohol. (ESPAD)”*). We suggest to unify it.

In the above mentioned paragraph it is not clear, whether there are meant the ESPAD results for whole Europe or for the Czech Republic only.

There is no index of sources mentioned at the website.

As far as some facts are concerned, it is not clear whether they are understandable for the youngest target group. E.g. the following information: *"5,4 % of treatments in ambulatory psychiatric premises were mental troubles caused by alcohol (UZIS 2004)"*.

The text *"13,5 % of students are drunk 3x a month. (ESPAD)"* does not fully correspond with the picture of a kissing pair (see picture).

Picture 12: Illustration from the section "The facts" from the website www.pobavmeseoalkoholu.cz.



There are some spelling errors in this section.

5.4. Discussion and the main recommendations for the operators of the website

In the text above we much more accent imperfections and possibilities of improvement against good parts of the website. We stress this unbalance because our task was to name functionless, wrong or misleading parts and information what should lead to their quick elimination. Generally we can summarize that the website www.pobavmeseoalkoholu.cz contain many functional parts and useful information for all three target groups.

In the text above we much more focus on imperfections and potential for improvement vs. the high quality parts of the website. We ourselves stress this unbalance because our task was to name not functioning, flawed or misleading parts and information, so that these parts can be quickly identified and eliminated. Generally we can summarize that the website www.pobavmeseoalkoholu.cz contains many functional parts and useful information for all three target groups.

Recommendations and comments are mentioned in those related parts of the chapters. The aim is not to split the text and make it transparent both for readers and for those who will work with it. In this part we only mention the most important and rather general recommendations.

For 11 years old the navigation could be a little bit difficult. The question is whether not to - within one website - clearly differentiate between pages targeted to 11-14 y.o., 15 y.o. and older. Equally we raise the question, whether it could be considered to separate materials addressed to children, parents and teachers.

User surveys are a useful tool, which - due to feedback from users - could significantly contribute to an improvement of the quality of information, a higher web-traffic, etc.

The design and the colours used on the website www.pobavmeseoalkoholu.cz are in line with the age of adolescents. The question is, whether this is the case for the target group of teachers and parents. We suggest the operator orders an evaluation study of the website, where the content and the functioning parts will be evaluated by representatives of the target groups, preferably in combination of a questionnaire survey and a qualitative study.

The evaluators did not receive materials for evaluation of the website after it has been started:

- ☐ monitoring of daily visits
- ☐ chronological monitoring
- ☐ monitoring of the ways the website is accessed
- ☐ monitoring of the most visited parts of the website.

We recommend to keep this in mind for the next evaluation study.

The website www.pobavmeseoalkoholu.cz is very close to the Harm Reduction principle, which is starting to prevail in the area of prevention of the use of addictive substances and which has been largely neglected in the Czech Republic. This website could be one of the pioneering projects.

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Annex 1: Map of the server <http://www.pobavme-se-o-alkoholu.cz>

- ❑ Introduction page
- ❑ Home
- ❑ Who am I?
 - Who are you?
 - Level of beginners
 - Master level
 - Are you good friend?
 - Level of beginners
 - Master level
- ❑ Facts
 - Bare facts
 - Fight with the myths
 - Reaction of organism/body
 - Links
- ❑ The “Big Five”
 - Test
- ❑ Challenges
- ❑ Think of yourself
 - Will you get home?
- ❑ Parents
 - Discussions about alcohol
 - Business tricks
 - Talk about alcohol
 - What if..... ?
 - Are you informed about alcohol?
 - How people perceive alcohol?
 - What the Law says
 - What content of alcohol in beverage?
 - Why it is not recommended to drink alcohol beverages to youngsters?
 - Links
- ❑ Teachers
 - Help to teachers
 - Facts about alcohol
 - Education of biology
 - Citizens education
- ❑ About us
 - Aims
 - Background
 - Our principles
 - About us

Annex 2: Evaluation questionnaire – lecture, “Talk about alcohol”

Questionnaire - lecture, “Talk about alcohol”

Please keep all things in anonymity; do not mention your name.

- 1) Are you boy or girl?
 - a. Boy
 - b. Girl
- 2) Does the School Code mention an alcohol?
 - a. Yes
 - b. No
 - c. Do not know
- 3) Do you agree with school rules with regards to alcohol consumption?
 - a. No
 - b. Partly
 - c. Yes
- 4) Do you think that there are enough free atmospheres at school that it could be possible to discuss about topic of drugs (both legal and illegal)?
 - a. No
 - b. Yes
- 5) If you would have some problems related to drugs (legal or illegal) do you think there are adults at school you could speak with?
 - a. No
 - b. I do not know
 - c. Yes

And now, please mark like at school if the lecture “Talk about alcohol”:

- | | |
|---|-----------|
| 1) Was intelligible | 1-2-3-4-5 |
| 2) Brought new information | 1-2-3-4-5 |
| 3) Was amusing | 1-2-3-4-5 |
| 4) Contributed that I have started to think about alcohol | 1-2-3-4-5 |
| 5) Has changed my insight on alcohol | 1-2-3-4-5 |

And in the end you can write everything what has flashed through your mind.

Annex 3: What to do, if... ? - Lecture, "Talk about alcohol"

1) Kristian and David are 15 years old. David's parents went out and Kristian is rushing to David's home with a couple of cans of beer stolen from his parent's refrigerator. David does not want to drink alcohol but Kristian is persuading him that everybody of his or her age is drinking.

How many 15-16 years old adolescents regularly drink alcohol beverages in the Czech Republic?

1 of 10

2 of 10

5 of 10

8 of 10

Almost everybody

Only 13 % - little bit more than 1 of 10 of 15 – 16 years olds consume alcoholic beverages, which means that around 85 % (9 of 10) do not drink regularly or do not drink alcohol at all.

Although many young people tried alcoholic beverage – either legally at home with parents or illegally with friends – most of them do not drink regularly even if they say otherwise. Only the absolute minority drinks excessively. To choose not to drink is a good choice and many young people choose this way.

2) Agata, Eliska and Teresa are 16 years old. All are girls staying for the night at Teresa's home and they brought some wine with them. Eliska never tasted alcoholic beverages before and she is not sure if she wants to do so. But Agata says she drinks with her older sister's friends and that it is so fantastic. Nothing bad has ever happened to anyone.

What is the highest risk of drinking alcohol by adolescents?

- ☐ Liver decease (e.g. cirrhosis or cancer)
- ☐ Loss of weight
- ☐ Creation of rash
- ☐ Black out
- ☒ Accident

The highest risk when drinking alcohol is an accident to happen.

It is true that people who drink regularly alcohol for a long time can get a liver disease (there are 25 years old people who died of liver cirrhosis), and sometimes people drink until they lose conscience.

Drinking of alcoholic beverages has also an influence on your skin and weight. You will probably act differently than usual – fight or have unprotected sex or sex you will deplore in future.

Nevertheless, almost 70 % of all hospitalisations on trauma units or emergency is connected with the abuse of alcoholic beverages.

Alcoholic beverages influence your co-ordination, stability and judgement and young people end up with face injuries, broken limbs or with even more serious handicaps.

3) Katka and Hanka are speaking to each other about their schoolmates who hid alcoholic beverages in their luggage and became drunk on a school trip abroad. One of them, Lucka, had to be transported to hospital. Katka says that Lucka was really silly when she did not know her limits, but Hanka says the all were silly because drinking alcoholic beverages before reaching the legal age is really bad and the laws prescribing the age limit are duly justified.

What is the safe limit for consumption of alcoholic beverages in the age less than 18 years?

There is no safe limit

One drink
Two drinks
Four drinks
Six drinks

There is no safe limit for consumption of alcoholic beverages if you are not 18. Teenagers are less equipped to deal with the impact of alcoholic beverages both physically and emotionally.

Your organism is not fully developed and it is more influenced by alcohol than the organism of an adult. Drinking alcoholic beverages earlier than your organism is fully developed can lead to a big scale of health problems.

4) Karolina is 15 years old. When her parents left she organised a party together with her best friend Gabina. Both had some cans of beer, because their older friend persuaded them. But Karolina blabbed out something very private about Gabina, although she told her that this is not for the ears of others. Girls quarrelled horribly and Gabina and Karolina do not speak to each other.

What is influenced when you drink alcoholic beverages?

Your organism
Your judgement
Your behaviour
Your personality
Your perception

Drinking alcoholic beverages if you are under the age limit influences your organism, judgement and behaviour, your personality and perception as well. Young people have not enough experience to overcome the impact of alcohol on their judgement and perception, so they can act differently than usual - say things they would never say under normal circumstances, be embarrassing or have unprotected sex or sex they deplore in future.

Decision not to drink will help you keeping your life under your control.

Annex 4: Expert evaluation of the questionnaire

Name of the website:

URL:

Date of evaluation:

AUTHORITY	
Authority shows that person, institution or organisation has qualification and enough knowledge to operate the website	
Is it clear who created the website?	Yes No
Does the author mention contact information: e-mail. Postal address, telephone number and fax number?	Yes No
Does the author mention his qualification, credits or gave some information on his personal history, which give him the authority to present information on the website?	Yes No
Is the website supported by organisation or commercial subject?	Yes No
AIM	
The author should clearly mention what is the aim of the publication of the information on the website. The aim can be to inform, persuade, to express an opinion, to entertain or to make a parody of something or someone.	
What is the purpose of the website, is the content in line with given aims?	Yes No
Does the name of the website indicate its aim?	Yes No
Is the website organised and targeted enough?	Yes No
Are the levels of the website relevant to the aim of the website?	Yes No
Are the levels of the website and links evaluated?	Yes No
Are information targeted on specific target group (students, experts, common readers)?	Yes No
COVERAGE	
Often it is hard to evaluate the level of the coverage of the topic of the website, if the sites are so in-depth, especially in case of using other links, so they are endless. One of the authors can say, that he presents the set of all knowledge to the topic, but another can thematically cover just only one part of the topic.	
Is the website announced as comprehensive?	Yes No
Are the topic dealt in depth?	Yes No
In comparison to other thematically similar websites, does this one provide new information?	Yes No
Does the website offer own information instead of presenting links to other sites?	Yes No
Does the website have relevant outside links?	Yes No
TOPICALITY/ACTUALITY	
Topicality of the website is related to 1) how up-to-date are the information, 2) How often is the website updated or maintained? It is important to know when the website was	

created, when it was updated for the last time and whether all links are working.	
Is the date of the first information published mentioned on the website?	Yes No
Is the date of the first information drafted mentioned on the website?	Yes No
Is the date of the first revision of information mentioned on the website?	Yes No
Is the information actual and reliable?	Yes No
Is the information more less unlimited in time rather than related to some certain trend, so its usefulness is not limited by some period of time?	Yes No
Is the website fully in operation (e.g. note that the website is under the construction)	Yes No
OBJECTIVITY	
Objectivity of the website should be clear. Be aware of websites containing bias. On objective website there are information with minimum bias, without the intention to persuade	
Is information presented without concrete bias?	Yes No
Is information constituted in a way that does not include manipulative (forcing, involving) elements?	Yes No
Does the website avoid adverts which could create conflict with the website content?	Yes No
Does the website avoid persuading or selling something?	Yes No
EXACTNESS	
There are some standards available how to prove exactness of information. It depends on the reader to be careful with regards to the quality of the information. Most important is to select facts from opinions.	
Are the information reliable?	Yes No
If statistics data and other facts are mentioned, are the sources of the information listed?	Yes No
Seem the information on the website right?	Yes No
Are information mentioned comparable with other sites with a similar topic?	Yes No
Is the text grammatically and in composition right?	Yes No
Is a list of literature and links mentioned?	Yes No

Source: <http://www.library.dal.ca/How/guides/Checklist/>

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