

Efficacy of the anti-drug education by the drug enforcement commission in combating drug abuse among youths in Zambia: the case of two high schools in Lusaka, Zambia

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Abstract

The study was undertaken to explore the effectiveness of the drug prevention education by the Drug Enforcement Commission in extenuating the drug scourge among the youth in Zambia. The target population was boys at high schools. Data was collected from pupils and teachers at high schools and officers from the Education unit of the Drug Enforcement Commission in Zambia. The study sought to identify the common material, methodologies and expertise used in anti-drug education, establish their effectiveness in combating drug abuse among the youth and determine the context in which drug prevention education took place. A survey research design was employed with a purposefully selected sample of forty four (44) respondents. Interview guides and questionnaires were used to collect data from DEC officers and teachers on one hand, and pupils on the other respectively. The data from the questionnaires was analysed using frequency distribution tables and percentages while first-hand information from the interviews was recorded according to emerging themes.

The findings of the study were that material and methodologies used to disseminate drug prevention education were not very effective. Schools did stock relevant literature with information on drugs. The commonly used methodology, though with limitations of language especially among pupils, who in most cases fail to articulate issues in English, was debate. The findings further revealed that the context for drug prevention education was limited to schools which disadvantaged the out-of-school youths who are also susceptible to drugs. It was also discovered that drug prevention education lacked the required expertise to conduct it as most of the officers involved had no pedagogical or adragogical experience.

The study concluded that drug prevention education in Zambia was not effective. It was recommended that stakeholders should use suitable media, resources, methodologies and personnel to improve the provision of this education. The officers involved in the dissemination of the anti-drug education should be appropriately trained and use diverse contexts for effective delivery.

Keywords: drugs, Drug abuse, ant-drug education, effectiveness, dissemination, prevention.

1. Introduction

The impact of education on an individual cannot be over emphasised. The achievements of the goals of education largely depend on the determination of the educator and learner mutually working together to achieve these goals. The study therefore, sought to address the effectiveness of drug prevention education by the Drug Enforcement Commission (DEC) in Zambia through the two selected high schools in Lusaka province. It considered prevention education on the basis of the adage 'Prevention is better than cure'.

Drugs have been in existence even before recorded history. Archeologists and anthropologists, ascertain to the long relationship between man and drugs. Drugs have been used for medicinal, religious as well as pleasure and social purposes. Drug use and abuse is as old as mankind itself. Human beings have always had a desire to eat or drink substances that make them feel relaxed, stimulated, or euphoric (http://www.forcon.ca/learning/drug_use.html)

During the world wars, injured veterans used drugs to relieve pain of gunshot wounds but after war they came back with these narcotic substances which later started spreading throughout the world. Until the 19th century, drugs were simply used for medicinal purposes. This is the time when newly discovered drugs cocaine, laudanum and morphine were completely freely prescribed by trained physicians for a wide variety of ailments. In the 1930s most states required

anti-drug education but there were fears that knowledge about drugs would lead to experimentation and this led to the idea being abandoned in most schools (Albadinsky, 1989) ^[3].

The current problem confronting many countries is not a new phenomenon although now it is more complex than previously. Part of this complexity is due to scientific and technological advancements in the field of pharmacy (Cohen, 1969) ^[6].

The drug scourge has reached the doorsteps of Zambia as well, up until 1990, Zambia was just a transit state but the situation has changed over the years. School boys and girls are now used as carriers and the 1990 statistics indicate that 30% of boys and 15% of girls now use drugs. These numbers are likely to increase in the near future (Post, 2008; 3) ^[10] Seeing the drug abuse rates were escalating at an alarming rate, the government of the republic of Zambia established the Drug Enforcement Commission under statutory instrument no. 87 in 1989 to specifically deal with issues relating to drug trafficking and abuse. The main objective of the commission was twofold to:

- Disseminate information intended to educate the general public on the evils and dangerous effects of drug abuse.
- Collect, collate and disseminate information on narcotic drugs and psychotropic substances.

In order to mitigate the drug scourge, the Drug Enforcement Commission devised a number of strategies and methods

toward curbing the drug scourge through drug prevention education. These strategies and methods include debates and workshops, curbing the drug scourge at the source, media counseling and popular theatre (www.deczambia.co.zm).

1.1 Statement of the Problem

The establishment of the Drug Enforcement Commission by government was seen as a lasting solution to the drug abuse scourge among the youths of Zambia. The Drug Enforcement Commission has put in place intervention strategies toward curbing the drug scourge. However, the effectiveness of these strategies was not known as there was no known study to establish their efficacy. Therefore, the study sought to establish the effectiveness of drug prevention education in mitigating the drug abuse scourge among youths in Zambia using the case of Munali and Kabulonga high schools in Lusaka.

1.2 Purpose of the Study

The purpose of the study was to establish the effectiveness of drug prevention education in mitigating the drug abuse scourge in Zambia by looking at the two selected schools in Lusaka.

1.3 Objectives of the Study

The aim of the study was to establish the effectiveness of the drug prevention education in mitigating the drug abuse scourge among youths in Zambia.

Objectives

The objectives of the study were to;

- Identify the common materials used in disseminating information about drugs in Zambia;
- Find out the effectiveness of materials used in disseminating information about drugs in Zambia.
- Identify the common methodologies used in disseminating information about drugs in Zambia;
- Establish the effectiveness of methodologies used in disseminating information about drugs in Zambia;
- Identify the expertise involved in the anti-drug education in Zambia; and
- Establish the context in which drug preventive education takes place in Zambia.

1.4 Research Questions

- What materials were used in disseminating information about drugs in Zambia?
- Were the materials used in drug prevention education effective enough to mitigate the scourge?
- What were the common methodologies used in disseminating information about drugs in Zambia?
- How effective were the methodologies used in drug prevention education in Zambia?
- What expertise was involved in the anti-drug education in Zambia?
- In what context was drug prevention education done in Zambia?

1.5 Significance of the Study

The study was very important because it intended to benefit all stakeholders such as the Ministry of Education Science and Vocational Training and Early Education(MOESVTEE.),

(thereafter referred to as the Ministry of Education), the Drug Enforcement Commission (DEC), parents and youths themselves. The results would help the Ministry of education and the Drug Enforcement Commission to work together and produce relevant materials for disseminating information to the clientele. More importantly, DEC would utilise the findings to consider involving suitable expertise and usage of appropriate methodologies in the provision of anti-drug education. Parents may be better informed on issues of youth involvement in drug abuse and help to fight the scourge. The youths should be aware of the dangers of drug abuse and stay away from identified snares within their environments.

1.6 Limitations of the Study

In an ideal situation, the study would have covered all the youths and teachers in Lusaka District but due to limited time and financial constraints the study was limited only to two high schools, four (4) teachers and two (2) officers from the Drug Enforcement Commission.

1.7 Definition of Terms

1. **Drug**-Any psychoactive substance that significantly impacts on the mind with respect to feeling, thinking and acting (Richard, 2001) ^[15]. In this study, the term was limited to illegal drugs with adverse physical, psychological, physiological, social and legal consequences.
2. **Education**-The transmission of what is worthwhile to those who become committed to it. Education involves knowledge, understanding of some cognitive perspectives which are not inert and that education must be lifelong (Peters, 1969). Education in this study will be used to mean education for behavioral change.
3. **Effectiveness**-The degree of goal achievement and goes beyond the measure of the extent to which the goal is being achieved. In this study, the term will be used to mean the extent to which drug preventive education is achieving the desired goal.
4. **Hallucinogens**-Drugs that make a person hallucinate i.e. seeing imaginary things e.g. cannabis, marijuana and LSD (Cohen, 1969) ^[6].
5. **Prevention**- Deterrent measures to stop something or somebody from doing a certain action (Longman Dictionary, 2004).
6. **Psychedelic Substances**-Mind altering substances more especially LSD and Marijuana (Hochman, 1972).
7. **Psychological Dependence**-The reliance of the mind on drugs with regards to thinking, feeling and acting (Cohen, 1969) ^[6].
8. **Sedatives**-Drugs that depress the mind processes and cause somebody to sleep. These are very useful during surgery (Richard, 2001) ^[15].
9. **Stimulants**-Drugs that speed up the actions in the brain and make a person more alert. These drug are helpful for people suffering from depression (Cohen, 1969) ^[6].
10. **Tranquilisers**-Drugs that are used to reduce pain and are used by medical practioners during surgery or on a person suffering from anxiety (Abandinsky, 1989).

2. Review of related Literature

Our society at present is more difficult to live in than any in the past. Institutions that we used to rely on for inculcation of

good attitudes and values like churches and family are now less effective. We have developed a generation of young adults who are less able to tolerate frustration and cope with stress (Albano, 1974) ^[4].

Societal norms have been proliferated by media that are compatible with drug-taking behaviour. Their economic gain from advertisements whether these disseminate harmful information surpasses moral fabric (Albandinsky, 1989). The social learning theories show the significance of interaction between the individual and their environment. The initial interaction starts with the members of the family and widens out to cover the total community extending the entire society. A wider range of interaction helps create stimuli and tends to seek conformity with values of others through a process of internalisation. However, society prescribes what response it shall reinforce and opens up avenues for initiative learning.

Programs of preventive education can be effective only if the family is involved even though most education processes are relinquished to the school. It should be noted that the major attitude concerning the drug abuse problem belongs to the home because there are a number of preventive measures that must be taken even before a child enters school (Glatt, 1969) ^[7]. It should, however, be noted that much as the family maybe principal in preventive education, how equipped are they with such information necessary information regarding drug abuse in order to disseminate without jeopardizing the young people's minds?

The humanist theories with a bias to social and environmental learning, particularly Paulo Freire's Conscientisation approach emphasises the active nature of the learner which is primarily responsible for creating learning situations that facilitate learning. It stresses upon goals, urges and drives of people which largely influence and direct their learning. Freire's theory also advocates for education of critical consciousness. It denotes a process of transforming our own personal lives, communities and societies as a whole. Conscientisation is the deepening of attitudes and awareness characteristic of all emergencies. It also advocates for dialogical, communicative system of education organised by students, how they view their own world and where their own generative themes are found (Tight, 1996) ^[12]. Going by Freire's theory, drug preventive education can be addressed by the participation of all those affected. All stakeholders must play a role in transforming this drug-infested world. Conscientisation awakens people to view the world in a better perspective.

To prevent drug abuse, we must promote individual behaviour by means of coordinated collective action, raise awareness and mobilise decision-makers about the need for school-based prevention education as well as organise international campaigns for young people in co-operation with civil society (UNESCO, 1999) ^[13].

Non- Governmental Organizations (NGOs) are taking part in the struggle against drugs preventatively by confronting the problem at community levels. The assistance is offered by setting up youth programmes at which youths exchange information through peer teaching under the guidance of a professional. The programmes are aimed at significantly reducing indulgence and enhancing productive life (Africa Recovery, 1998) ^[2].

The Ministry of health is concerned about out of school health education considering the escalating psychotropic substance

abuse. The Ministry of health works in collaboration with the Ministry of education in the development of a curriculum on drug prevention education through the media.

The Government of Zambia has also developed an effective medium for educating the youth through the publication of Orbit magazine with various articles on the dangers of Drug abuse. The orbit is widely read by the youth in most parts of Zambia (Harworth, 1982) ^[8]. Reliance on the orbit alone by the Government is not so much helpful because there is no guarantee that all Zambian youths are literate and even if they were, how accessible is this medium to the youths in the remotest parts of Zambia where some of these drugs are even grown? The abuse of drugs has really compromised development almost in all productive sectors. People have resorted to abusing drugs as a way of reducing their frustrations owing to unemployment and other social factors. It is very encouraging to see people come together and talk about the negative effects of drug abuse. Drug abuse has greatly contributed to the spread of HIV in society; therefore, we must, by all means, strengthen the advocacy against this scourge. The saddening thing is that youths, especially the unemployed, are the worst hit. We are sure the introduction of anti-drugs clubs in schools will help address this problem but the entire community must also get involved in drug prevention education to assist discourage the teenagers from abusing drugs such as alcohol, tobacco, valium and many others. We must all stand up and fight drug abuse (The Post, July 3, 2008) ^[10].

The drug abuse scourge has reached the doorsteps of Zambia. The most common used drug is cannabis .This drug is found almost all the provinces and is known by various names in local languages such as icamba (Bemba), matokwani (Lozi), mbanje (Nyanja), jamba (Kaonde) and lubanje (Tonga). It is also known by various street jargons for example kajay, icushi, dobo in many townships and compounds.

Cannabis is very dangerous as it affects the nervous system of the body. People under the influence of cannabis react differently. Some may tend to eat too much, others may have hallucination thereby seeing things that are imaginary while others become extremely violent and cause damage to property and hurt people

The escalating drug abuse prompted the Government of the Republic of Zambia to establish the drug Enforcement Commission in 1989. The aim of commission was to specifically deal with issues relating to drug abuse and trafficking. The functions of the commission include:

- a) To collect, collate and disseminate information on narcotic drugs and psychotropic substances.
- b) To disseminate information intended to educate the public on the evils and dangerous effects of drug abuse or psychotropic substances abuse as well as the effects of dealing in property acquired from drug trafficking.
- c) Address and advise Government ministries and departments, public and private institutions on ways and means of preventing prohibited activities relating to narcotic drugs and psychotropic substances.
- d) Enlist and foster public support against abuse of drugs and psychotropic substances

In mitigating the drug scourge, the Drug Enforcement commission devised a number of strategies in line with drug prevention education as follows:

1. Curbing Drug Abuse at the Source

The Drug Enforcement commission organizes workshops involving Chiefs, Headmen and village elders to sensitize them about the dangers of cultivating the plants for narcotic and psychotropic purposes. This move was after the commission realized that traditionally cannabis was used for medicinal purposes as well as food consumption in some parts of Zambia. People used these purposes as a scapegoat to cultivate these plants. To hinder people from using cannabis for any reason the Drug Enforcement commission in its sensitization uses the law which stipulates that:

Any person who without lawful authority cultivates any plant which can be used or consumed as a narcotic drug or psychotropic substance shall be guilty of an offence and shall be liable upon conviction to a fine five hundred penalty units or to imprisonment not exceeding ten (10) years or to both (Ministry of Legal Affairs, 1994).

The interpretation of this law to traditional rulers when disseminating information acts as a deterrent to many people due to fear of imprisonment.

2. Debates and Workshops in Institutions of Learning

The Drug Enforcement commission targets learning institutions like primary, secondary and tertiary education as these are the most vulnerable and easily influenced group. During these workshops, DEC concentrates on the drugs available on the market, the good and bad effects of various drugs and more importantly the benefits of avoiding indulgence. In institutions, DEC encourages formation of anti-drug clubs where students can exchange views towards a drug-free world. Debates are organized and include both inter and intra school debates.

3. Work Place Activities

The Drug Enforcement commission goes round government ministries and departments, public bodies, companies, institutions, statutory bodies and corporations to address and advise on ways of preventing prohibited activities relating to narcotic drugs and psychotropic substances. They also talk to workers to be responsible citizens and report any person in possession of these prohibited substances and anyone permitting the premises to be for unlawful prohibited narcotic drugs and psychotropic substances.

4. Media

The Drug Enforcement commission works in collaboration with both print and electronic media to help disseminate information to the masses on the dangers of drug abuse. For example, they show films depicting prominent figures in all circles of life who after indulging in drugs end up as nonentities.

5. Popular Theatre

The Drug Enforcement commission also uses popular theatre to target the masses that may not have access to television, radio, newspapers, brochures, magazines or internet. In this method the local population is included in plays and drama especially people who once indulged in drug abuse. Such people are effective in disseminating firsthand information other than depending on theoretical aspects only.

6. Counseling Services

Counseling is another intervention strategy that the Drug Enforcement commission utilises to stop people from indulging in drug abuse. The mobile counseling group targets schools where youths are talked to and advised to take the right direction which avoiding drug indulgence. The counseling services are not as effective because of using group counseling method which hinders youths from opening up. Sometimes such sessions are not taken seriously due to peer pressure. However, in other instances, this method is effective especially when youths are given chance to exchange views other than just listening to the counselor alone (www.dec Zambia.gov.zm).

According to Africa Recovery United Nations Publications (1998) global narcotic menace threatens 'family of the nation'. The United Nations anti-drug strategy at a special General Assembly held on 8-10 June in New York -1998 supported the formation of the United Nations International Drug control Program (UDCP) towards the creation of a drug-free 21st century.

Drug education programmes are never tested for efficacy because there are no clear measurable expectations or objectives. The programme is compounded by the tendency of the news media to report the proceedings of drug information programme in a manner which is provocative. Drugs are described as very dangerous but at the same time they are described in a manner that lends them an aura of mystery and excitement thus stimulating the young people to adventurous (Albano, 1974) ^[4].

Studies conducted in Zambia show that alcohol, cannabis, diazepam and inhalants are often used by street children, secondary school and tertiary education level youths between ten (10) and thirty one (31) years. This is the target group that must be offered prevention education about the dangers of drug abuse (Malambo, 1994) ^[11].

Educational programmes might be helpful to both the young and old alike if they are focused on broader social and ethical issues. It would be useful to begin by acknowledging that the abuse of legal drugs including those prescribed by physicians is a problem for our society probably greater than abuse of illegal drugs. To begin with educators must acknowledge that there is no drug known to mankind that is not dangerous if used in excess. Perhaps, the best approach could be to think of drug education as a treatment designed to treat any symptom without doing anything about the cause of the illness, whether this is an effective treatment is far from proven. Drug prevention education programmes can be helpful if supported by a firm commitment to examine and be clear with the more basic causes of human despair (Cohen, 1969) ^[6].

Despite the enthusiasm there is still no way of evaluating whether educating the young people about drugs has any effect at all in diminishing usage. Accurate data drug about incidences of drug experimentation are almost impossible to obtain because people who take drugs initially do not talk about drugs honestly and co-operatively during survey research. In this view it would be prudent to disconcerting possibilities.

First that drug education may not discourage youth from experimenting but may even encourage drug usage.

Second, the drug Education program may be expensive and destructive which may diminish our motivation to examine

basic moral and political questions which may be the root cause of the drug problem.

Recognizing the drug problem in the communities, DEC conducted an in depth survey designed to assess the extent of the programme and manner in which communities see the problem. The hope was that the survey would result in reality – based education programmes which would attempt to make use of the available resources in the most efficient way (Nation Education Campaign division of Drug Enforcement, 2004).

In schools only incidental mention is made of the dangers of drugs in the programmes of study offered. In clubs like anti-drugs, only a few interested candidates have the opportunity to learn information about drugs (Nyambe, 1979). The question that all stakeholders must ask is ‘why can’t preventive education on drugs become part of the education curricular in order to address the problem at national level and not club level?’

Information on drugs must be availed to students, teachers, policy makers and general public. Such information should be designed for particular target groups taking into consideration their values, beliefs and behavior. The mere dissemination of information could have negative effect because different stakeholders have their own preconceptions about drug abuse. Drugs often precede criminal activities, violence and crime these have attributed to abuse of substances. The cardinal issues is not to wait until people abuse drugs but to prevent drug and psychotropic substance abuse through education which is preventative (Collins, 1992).

UNICEF/WHO advocates for an attractive education based on practical scientific and social acceptable methods and techniques which are usually accessible to individuals participation of all those concerned; bringing out the spirit of self – reliance and self-determination (UNICEF/WHO, 1978) [14].

3. Methodology

3.1 Research Design

The research was a case study using a survey design. The survey design was selected due to its ability to triangulate data from all the respondents.

A case study was employed to get a specified population because of the need for intensive descriptions and analysis of the phenomenon thereby seeking a holistic description and interpretation of the findings. The method has been used by previous researchers due to its use in evaluating and describing the efficacy of new programs or approaches to on-going problems. Case studies offer large amounts of rich detailed information about a phenomenon useful for planning major investigations.

3.2 Population

The population of the study included all the pupils and teachers at Munali and Kabulonga Boys High schools and officers from the mitigation unit of DEC

3.3 Sample Population

The sample size of the population comprised forty (40) pupils and four (4) teachers from the two schools and two (2) officers from the Drug Enforcement Commission- Mitigation Department.

3.4 Sampling Procedure

Purposeful sampling for the two schools, DEC officers and teachers was used with the purpose of including all key elements in the sample. The two schools were purposely selected based on information from the DEC office Mitigation Department that these schools were among those where pupils had been rehabilitated for drug related matters. Among pupils random sampling was used for the 40 respondents.

3.5 Data Collection Techniques

Structured interviews were used for all the three categories of respondents; DEC officers

Teachers and pupils in order to get firsthand information on the effectiveness of drug preventive education and what needed to be done to fight the drug scourge effectively.

Structured interviews allowed direct interaction and also permitted assessment of non-verbal communication which could have been missed if other techniques were employed. Structured interviews also encouraged mutual exchange of information yet allowing data to be easily coded and analysed.

3.5. 1 Desk Research

The past records for the past three (3) years were studied to establish whether drug preventive education was yielding any desired results. The records helped to find whether the materials, methods used for disseminating drug preventive education had been effective enough to warrant continuation or changing. The records also helped to find out expertise used in disseminating information on drug preventive education and the context in which drug preventive education had always been done. This was done for purposes of finding ways of making possible improvements.

3.6 Data Analysis

The data was analysed both quantitatively and qualitatively. Quantitative data was used to analyse the effectiveness of methods and materials used. In this case tables and frequencies were used. Qualitative data was coded and analysed in form of explanations as given by the respondents.

4. Findings and Discussion of Findings

The findings of the study revealed that there were several types of material used in disseminating anti-drug information to pupils namely brochures, textbooks and electronic media. This is contrary to what Haworth, (1982) observed that the government had developed a more effective medium for educating the youth through the publication of the orbit magazine with various articles on the dangers of drug abuse.

4.1 Common materials used in disseminating information on drugs

Table 1: Pupils’ responses on the common material used in the teaching about drugs

Category of material	Frequency	Percentage (%)
Brochures	12	30
Textbooks	20	50
Electronic media	8	20

The study also discovered that the most effective method of delivering the education against drug abuse was the textbook. The pupils observed that using the textbooks exposed all the pupils during lessons in English and Science. This supports the earlier finding that apart from the text book other materials are not easily accessible to the youth for one reason or the other. In which case, the circulation of the message would be inhibited. The quality of the textbooks is also intended for youth learning.

Effectiveness of methodologies

Table 2: Pupils’ response to the most effective method of delivering anti-drug information

Effective materials	Frequency	Percentage (%)
Brochures/magazines	6	15
Textbooks/ newspapers	20	50
Electronic media	14	35

One pupil stated;

“Most of these books have pictures which are self-explanatory as to how one can be affected by drugs of any type.”

The teachers indicated that although brochures and magazines were commonly used materials, they were not as effective as textbooks. One teacher commented:

“Textbooks proved to be very effective because of detailed information included in these books.”

Albandinsky (1989) observed that most of these materials are haphazardly distributed thereby creating a break in information and there by affecting effective teaching. He also cautions that there must be a limit as to how the youths can be exposed to electronic media as if exposes them to unintended messages which disseminate harmful information and affects the moral fabric of society. Further officers from DEC admitted failure to supply other material on regular basis due to financial limitations.

The responses from the teachers and pupils point to the importance of mainstreaming the drug education. This typically refers to the placement of a child with special developmental, physical, emotional or educational deficiencies or challenges into a regular classroom setting for part or all of the school day, with the long-term goal of helping the child make a gradual adjustment into as many aspects of normal life as possible, so that the child can become a functioning member of society to whatever extent he or she is able (<http://glossary.adoption.com/mainstreaming.html>). However, the concept has been adopted to mean inclusion of topical issues in the main curricula of the learners

The DEC officers on the other hand stated that electronic media was very effective although not commonly used. As one of them said:

“This is because these materials brought drug lessons into reality which had a great impact on pupils.”

However, Albano (1974) [4] this can only be achieved if educators utilize materials and methods that will stimulate learners to come out and denounce that causes of indulgence as well as make commitments to fight the vice. He further observed that sometimes methods or materials used may fail to meet the desired goal due to misrepresentation. Drug

education programmes are never tested for efficacy because there are no clear measureable expectations or objectives. The programme is compounded by the tendency of the news media to report the proceedings of drug information programme in a manner which is provocative. Drugs are described very dangerously but at the same time are describe in a manner that leads them to an aura of misery and excitement thus stimulating the young people to adventure.

Tight (1996) [12] cautioned that educators should aim at devising methods and materials that help to deal with the root causes of drug abuse so that these can be dealt with adequately through preventive education. This description meets the text book information which I most cases is well designed and presented.

He also advised that Freire’s theory of conscientisation was critical and denotes a process of transforming one’s life, communities and societies as a whole. It is the deepening of attitudes and awareness characteristic to all emergencies. It advocates for dialogical, communicative system of education organized by students, how they view their own generative themes.

These methods discovered in the study do not meet the Freirean theory as they depend on the master teacher. The learners are not allowed to express their opinions on issues that concern them. These are standardized methods which leave out the learner and the aspect that they are endowed with knowledge on issues that affect them

On the common methods used, the study findings indicated that pupils saw debate as the most commonly used.

Table 4: Responses from pupils on the common methods used

Category	Frequency	Percentage (%)
Debate	15	62.5
Articles	10	25
Drama	5	12.5

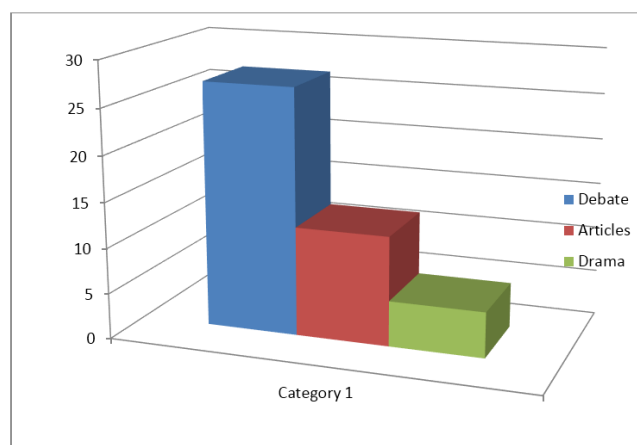


Fig 4.3: Common methodologies used in disseminating drug information

They contended that debate was done both at intra and inter-school levels the responses from teachers interviewed also revealed that the common methodology used was debate which was done at the school, zonal and district levels. The DEC officers, however, indicated that the most common methodology used was article writing which involved the entire nation where people wrote to various media about the

drug scourge and what should be done to alleviate it. The graph below clearly indicates what the respondents perceive as the common methodologies used.

4.4 Effectiveness of methodologies used in disseminating drug prevention education

4.4.1 Responses from pupils

Table 4.1: Effectiveness of methodologies used

Effectiveness	Frequency	Percentage (%)
Articles	20	50
Debate	16	40
Drama/theatre	4	10

The findings of the study discovered that some methods like debate and article writing were met with resistance more especially by pupils who could not express themselves well in English. In addition, electronic media which is quite effective for disseminating information is not made available to pupils due to limited computers in schools and in most cases any computers at all. According to the findings from the DEC officers, all the methodologies employed were quite effective although there were limited materials to compliment these methods. Under a different situation where all resources are available, these methods are very effective as they involve the youths and who are the major players in curbing the drug scourge. It was discovered that lack of appropriate materials compelled DEC to concentrate on the distribution of brochures, which they also accepted did not contain in depth data and this in turn hampered effective delivery of the required information.

4.5.1 Responses from pupils

Table 4.2: Context through which youths learn about drugs and their effects

Category	Frequency	Percentage (%)
Media	8	20
Family/friends	6	15
School	24	60
Theatre	2	5

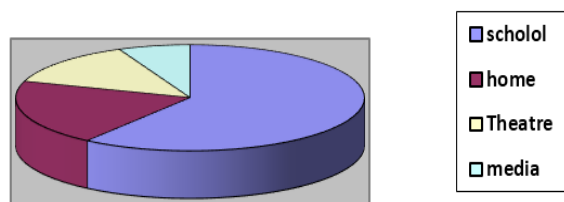


Fig 4.5: Contexts in which information on drugs is disseminated

From the pupils interviewed, it was discovered that most of the interviewees acquired drug prevention education from school through the anti-drug club. Respondents who said got information from school stated that it could be very helpful if this education was extended to places like churches as this is one place where most youths are found and where moral education was emphasised.

The chart below clearly indicates the various contexts used for the dissemination of drug prevention education to the youths.

4.6 Expertise involved in disseminating information on drugs.

The study further revealed that teachers involved in the anti-drug clubs were not trained on drugs. They took the responsibility as part of their work only. One teacher stated; ‘We take this responsibility without training but we do the work out of sheer personal interest.’

Out of the respondents only one teacher had the privilege of undergoing some form of training thorough a workshop that was organised by DEC. This was only once and since then there were not refresher courses for teachers to be acquainted with the latest information concerning drugs.

The findings revealed that all DEC officers at undergo training in relation to drugs before being involved in the exercise of educating the public about drugs. It was also revealed that funds permitting, all people involved in drug preventive education must first undergo intensive training before engaging into the exercise and only then would quality be guaranteed.

5. Discussions, Conclusion and Recommendations

5.1 Discussion of Findings

The study selected a population of male pupils on grounds that boys are the worst affected culprits of drug abuse and also in order to get a clear picture as to whether these respondents have comprehended the gravity of the drug problem and also if at all they have been exposed to any form of drug preventive education. The academic level of the pupils was a clear indication that these respondents understood the nature and benefits of drug preventive education.

Drugs often precede criminal activities, violence and crime these have attributed to abuse of substances. The cardinal issues is not to wait until people abuse drugs but to prevent drug and psychotropic substance abuse through education which is preventative (Collins, 1992). This is a very clear indication how important drug prevention education is in curbing the drug scourge. It has been a trend to concentrate on abusers of drugs instead of identifying potential drug abusers and help them refrain. Dealing with the illness itself, which in this case, is drug abuse cannot offer lasting solutions but we should deal with the cause of the ‘illness’ and prevent it. Once we start educating the masses about the effects of drug abuse then we will make headway towards the desired goals. Drug prevention education has been advocated for in almost all parts of the world especially in developed nations where drug abuse is the order of the day.

Albano (1974) [4] states “Our society at present is more difficult to live in than any in the past. Institutions that we used to rely on for inculcation of good attitudes and values like churches and family are now less effective. We have developed a generation of young adults who are less able to tolerate frustration and cope with stress”

The quotation above clearly shows the important institutions that should take a lead in providing prevention education if desired results are to be achieved. The analysis by the majority of the respondents revealed that drug prevention education has not received much support from the stake

holders i.e. Ministry of Education, DEC and community members as a whole. The question we should ask is how many people in these institutions have the necessary information needed to curb the scourge? It was apparent that despite these institutions being cardinal in drug prevention, drug prevention education has never been priority number one on their duties. Apart from this, introduction of new institutions through modernization has led to a lot of enculturation which in turn has affected value systems of many societies. Many people do not understand the importance of preventive education in curbing the drug scourge. Non-Governmental Organizations (NGOs) are taking part in the struggle against drugs preventatively by confronting the problem at community levels. The assistance is offered by setting up youth programs at which youths exchange information through peer teaching under the guidance of a professional. The programs are aimed at significantly reducing indulgence and enhancing productive life (Africa Recovery, 1998) [2].

This problem of community level approach by NGOs is that these NGOs do not cater for all communities in Zambia and so the best way is to deal with the root cause which is to transform institutions and policies exacerbating drugs trafficking. This problem if neglected can be a time bomb ready to destroy the economy of the nation. The researcher concluded that drug preventive education could achieve desired goals i.e. reduction in the number of drug abusers if this activity is accorded the serious attention it deserves. For instance if drug prevention education is given attention like the HIV/AIDS scourge then positive results will definitely be achieved.

The Government of the republic of Zambia has also developed a most effective medium for educating the youth through the publication of the orbit magazine with various articles on the dangers of drug abuse (Harworth, 1982). The task of providing has not been left to NGOs alone but the Government too. The development of the orbit magazine as one way of assisting to curb the scourge is a good idea but what guarantee is there that even the people in the remotest part of Zambia will have access to this magazine and even if they have access, how literate are they to understand information being delivered? There must be other complimentary methods that Government should employ so that all people both literate and illiterates can be catered for.

The research revealed that despite living in an era of technological advancements, the youths have not been exposed to electronic gadgets like video clips, and internet where they could find comprehensive information and view various documentaries on drugs and their effects in a more real situation. Apart from this, limiting youth to brochures and magazines alone cannot broaden the young people's horizons as these materials do not explain fully the gravity of the drug scourge simply because brochures and magazines lack in-depth information needed to alleviate the problem. Another related problem is that these materials are haphazardly distributed thereby creating a break in information and thereby affecting effective teaching. Nevertheless, there must be caution as to how much you can expose the youth to new technology simply because societal norms have been proliferated by media that are compatible with drug-taking behavior. Their economic gain from

advertisements whether these disseminate harmful information surpasses moral fabric (Albandinsky, 1989).

The findings also revealed that there a lag on the part of DEC to distribute the needed resources. Officer from DEC accepted failure to distribute a variety of materials and attributed this to financial constraints the office was facing as it entirely depended on government for funding for all their operations. In an ideal situation, the office would like to supply each and every school both primary and secondary with enough materials so that their intended goal, which is to reach their masses with a variety of materials, could be achieved. With adequate funding, the two officers stated that the DEC office would like to supply schools with videos depicting and effects that drugs have on both individual and society. In addition it was stated that funds permitting the office would like to set up resource centre where students could access materials not supplied in their schools.

After investigations, the interviewees revealed that lack of effective materials could also be attributed to failure on the part of school managers to acknowledge the importance of anti-drug education in terms of its social returns. In most cases the anti-AIDS clubs is given first priority simply because it is a world problem currently prevailing. Nevertheless, it should be noted that most of the AIDS cases among youths are contracted through exchange of the same needles when doing drugs. Therefore, the drug problem is as important and must be accorded the attention it deserves.

To begin with educators must acknowledge that there is no drug known to mankind that is not dangerous if used in excess. Perhaps, the best approach could be to think of drug education as a treatment designed to treat any symptom without doing anything about the cause of the illness, whether this is an effective treatment is far from proven. Drug preventive education programs can be helpful if supported by a firm commitment to examine and be clear with the more basic causes of human despair (Cohen, 1969) [6].

This can only be achieved if educators utilize materials and methods that will stimulate learners to come out and denounce that causes of indulgence as well as make commitments to fight the vice. Sometimes methods or materials used may fail to meet the desired goal due to misrepresentation. Drug education programs are never tested for efficacy because there are no clear measurable expectations or objectives. The program is compounded by the tendency of the news media to report the proceedings of drug information program in a manner which provocative. Drugs are described very dangerous but at the same time are described in a manner that lends them an aura of mystery and excitement thus stimulating the young people to adventurous (Albano, 1974) [4].

Educators should aim at devising methods and materials that help to deal with the root causes of drug abuse so that these can be dealt with adequately through preventive education. Freire's theory also advocates for education of critical consciousness. It denotes a process of transforming our own personal lives, communities and societies as a whole. Conscientization is the deepening of attitudes and awareness characteristic of all emergencies. It also advocates for dialogical, communicative system of education organized by students, how they view their own world and where their own generative themes are found (Tight, 1996) [12]. However, it was discovered that drug prevention education utilized

limited methodologies and this failed to steer motivation in pupils. The methods are standardized and leave out the aspect that pupils are endowed with knowledge which they can use to generate their own themes of how they view drugs and how they can find solutions to this problem. Including pupils in all aspects about drug prevention education can definitely lead to positive results. Out of the limited methods used, the findings revealed that article writing though, has proved an effective method because it allows members to publish articles in the school magazine so that other pupils who have access to this magazine can acquire information about drugs and their effects. From the findings, it was also discovered that a number of articles in magazines especially those with pictures depicting drug abuse have had a great impact on most youths who have ended up changing for the better.

Another significant example of the efficacy of articles is the article that appeared in the post newspaper dated 22nd February, 2009 about the Zambian music artist Maiko Zulu popularly known as Saint Michael who indulged in drug abuse and has been given a suspended sentence where he has to visit at least ten (10) schools and offer preventive education on the dangers of drug abuse. Youths who had a chance of reading this article confessed that drug abuse was a degrading practice more especially where somebody was subjected to scrutiny, pathetic conditions in cells as described by Maiko. Apart from this, 75% of the respondents said that being arrested curtailed your freedom in many aspects. Nevertheless, the question that we should ask is 'How many youths countrywide have access to the education post or magazines more especially those who are in the outskirts of Zambia and rural schools?' This should awaken the schools anti-drugs clubs and DEC to devise accessible methods that can reach masses. It is the same people in rural Zambia that grow such drugs who need proper orientation. Article writing according to the findings has proved its effectiveness beyond doubt for instance one of the interviewees admitted quitting drug abuse after he read an article about a girl who indulged in drug abuse and later contracted HIV/AIDS. This method was tried in some schools in North America but this has not proved for efficacy as no record has been accessed as to whether drug preventive education using various methods has impacted positively on the pupils. However it was also acknowledged that the article writing method has been diluted in the sense that publication of articles takes too long due to the financial constraints faced by the press clubs. Another contributing factor is that there has not been much support by the pupils because many of them lack reading and writing skills. There is almost no reading culture among many Zambian people.

Another major hindrance to effective drug preventive education was the use of untrained personnel to disseminate information on drugs to youths. From the findings, it is evident that the teachers that take up the responsibility of teaching young people about drugs and their effects have no qualifications in the same discipline in order to impart the correct information. With this information it becomes clear that drug prevention education becomes hampered due to lack of training on the part of the teacher. Apart from this drug education is a very sensitive issue which needs skills and knowledge to enable one detect signs of drug abuse and how to deal with such people. Lack of training of training also renders teachers incompetent which can lead to pupils

questioning the importance of drug prevention education if it can be handled only by 'unprofessional' educators.

Recognizing the drug problem in the communities, Drug Enforcement Commission conducted an in depth survey designed to assess the extent of the program and manner in which communities see the problem. The hope was that the survey would result in reality – based education programs which would attempt to make use of the available resources in a most efficient way (Nation Education Campaign division of Drug Enforcement, 2004).

The study revealed that these education programs were established and all persons employed by DEC had to undergo some training so that they could fully understand drugs in order to execute their duties diligently. The question that still remains though is why the DEC office does not provide training to teachers in charge of anti-drugs and peer educators despite these being key players in alleviating the drug scourge. If these programs have to be education based, then educators must come on board with all the qualifications required to undertake such a duty. This problem of untrained personnel was attributed to low funding by government. Training trainers was a resource intensive venture which needed a lot of commitment by all stakeholders. It was also discovered that shortage of staff at DEC is the major cause for failure to send officers in schools to educate trainers and this is why officers simply visit few schools once in a while. The officers accepted that annual visits were inadequate and acknowledged that the trend of using untrained teachers in the sector of drugs prevention was evident enough that drug preventative education is less effective because the staff used lacked knowledge and expertise to disseminate required information effectively.

Glatt (1969) ^[7] states "Programs of preventive education can be effective only if the family is involved even though most education processes are relinquished to the school. It should be noted that the major attitude concerning the drug abuse problem belongs to the home because there are a number of preventive measures that must be taken even before a child enters school"

From the above quotation it is clear that to curb the drug scourge, there is great need to employ a variety of contexts more especially the family context in which drug preventive education could be done. However, it should be noted that the author of the above quotation wrote from the western world's point of view where parents can freely discuss all issues affecting their children unlike in an African setup where a number of issues are surrounded by taboos. There is need to educate African families so that they can take responsibility over their own children in aspects that affect these children only then will we find lasting solutions to problems like the drug scourge

. It was further noticed that in most cases drug prevention education takes place in a school context neglecting the fact there are a number of youths who are out of school but indulge in drug abuse as (Malambo, 1994) ^[11] writes "Studies conducted in Zambia show that alcohol, cannabis, diazepam and inhalants are often used by street children, secondary school and tertiary education level youths between ten (10) and thirty one (31) years. This is the target group that must be offered prevention education about the dangers of drug abuse".

Many youths on the streets do not have a chance of acquiring knowledge about drugs and their effects and just come to know about this when they indulge in drugs and are arrested by DEC. An important aspect that needs to be understood is that drug abuse takes place in various contexts which include among others, homes, market places, schools, bus stops and churches therefore the people in charge of this program must try by all means available to capture these areas. A number of youths who indulge in drug abuse would not do so if they were enlightened about the scourge. In addition, although it is stated that most drug education takes place in schools is not the case as (Nyambe, 1979) states “only incidental mention is made of the dangers of drugs in the programs of study offered. In clubs like the anti-drug club only the few interested candidates have the opportunity to learn information about drugs”. The question to all stakeholders is why can’t drug preventive education be part of the school curriculum in order to address the problem at macro level? The context in which drug prevention education must take place must be reality-based education programs which would attempt to make use of all available resources in a most efficient way. The context should be as conducive as possible to remove threats from the learner so that they can easily come out and contribute effectively to the program. The exercise should not be punitive more especially to the youth but let it be reformatory so that desired goals can be achieved. Drug prevention education is the only answer if the drug scourge is to be dealt with from the source as has been acknowledged by United Nations in the following caption: UNICEF/WHO advocates for an attractive education based on practical scientific and social acceptable methods and techniques which are usually accessible to individuals participation of all those concerned; bringing out the spirit of self – reliance and self-determination (UNICEF/WHO, 1978) [14].

5.2 Conclusion

From the findings, it was concluded that drug prevention education is not as effective as it should be because of a number of reasons. The non-availability of teaching materials and limited methodology hinders effective dissemination of the needed information. To achieve desired goals, all the stakeholders concerned must ensure availability of required resources, employment of a variety of methodologies to arouse interest in the learners and also train all personnel involved in disseminating information. It should be understood that drug abuse has devastating effects on individuals, families, schools and consequently the whole nation. The failure to recognize the importance that prevention has over cure will always lead various nations into underdevelopment. This is simply because many nations Zambia inclusive have waited too long to realize the pivotal role that drug prevention education can play in curbing the scourge. Drug prevention education if accorded the importance it deserves will help reduce the numbers of drug abusers and serve as a prohibitory measure to those who want to indulge. If we are to fight the scourge of drug abuse let us deal with the real problem which is lack of enlightenment through education and not to wait until youth indulge in drugs and then we take them to reformatory schools. This is because, in most cases, youths who go to reformatory schools

do not reform as expected but the problem is usually exacerbated.

5.3 Recommendations

The researcher made the following recommendations:

1. The drug prevention education needs to be transformed into policy so that it is included in the school curriculum and be incorporated in the entire school subject both at primary and secondary school. Only then will it receive maximum attention it deserves.
2. The drug prevention education program must be given adequate funding so that the Drug Enforcement Commission can provide quality training to those given the mandate to disseminate information to the youths. Adequate funds will allow all stakeholders to attend frequent workshops in order to keep abreast and avoid misinforming the young mind.
3. There is need to have special trainers at the Drug Enforcement Commission for purposes of monitoring what information is being given to the youth. The monitoring will also assist the commission to evaluate whether the education provided is yielding the intended goals.
4. They must in most cases utilize former drug abusers to educate youths because these people have experienced what drugs can do to their lives hence their information is authentic and in most cases impacts positively on the learners.
5. The commission must make it a mandate to visit all schools at least once a month, by utilizing officers in all districts, so that youths in schools can perceive the importance of the drug issue is unlike the situation where the officers visit the schools at the most once per year or not at all.
6. All stakeholders i.e. Ministry of education, Ministry Sports Youth and Child Development as well as the general public must take keen interest in seminars or workshops where they can have an opportunity to exchange knowledge about dangers and effects of drugs.
7. There must be involvement of stakeholders in decision making, planning, implementation and evaluating of programs designed to make sure that the drug preventive education succeeds.
8. There is need for school counselors to undergo proper counseling training to acquire proper counseling skills so that they can handle drug cases with professionalism instead of simply moralizing culprits.
9. The study was confined to two boys schools both day schools. Therefore, the researcher recommends that in future other institutions such as Girls’ schools and boarding schools as well as institutions of higher education must be studied for purposes of comparing results.

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