



Evidence of alcohol and other drugs use prevention training in school territories: a systematic review*


Tadeu Lucas de Lavor Filho^{1,2,3}

 <https://orcid.org/0000-0003-2687-1894>


Vilkiane Natercia Malherme Barbosa^{1,2,4}

 <https://orcid.org/0000-0002-3048-9316>


Ana Jéssica de Lima Cavalcante^{1,2}

 <https://orcid.org/0000-0002-0489-7244>


James Ferreira Moura Junior^{1,2,5}

 <https://orcid.org/0000-0003-0595-5861>

Alexandro Rodrigues Pinto¹

 <https://orcid.org/0000-0001-9270-2760>

Luciana Sepúlveda Köptcke¹

 <https://orcid.org/0000-0001-7079-6575>

Objective: to analyze the theoretical and methodological aspects of drug abuse prevention and health promotion training in school/educational territories based on scientific articles in Brazilian journals. **Methodology:** a systematic review was carried out in January 2021 in the CAPES Journals platform, for the period 2006-2020. Guided by the PRISMA method (Preferred Reporting Items for Systematic Review and Meta-Analysis), and from the inclusion and exclusion criteria of variables, we performed a synthesis analysis with a final sample of 10 studies. **Results:** two axes of discussion of the analytical data were evidenced: a) Similarities and dissimilarities of the term drugs and adolescence; b) Cross-cutting reflections of the training of drugs in prevention and health promotion. The studies show a discussion of drugs in relation to: 1) adolescence, as a relationship of prone use arising from the maturational process, 2) fragility in family and social relationships, and, 3) recreational use. **Conclusion:** the evidence shows that trainings on the theme are incorporated into practices of knowledge acquisition and information transmission in drug addiction prevention. The trainings emphasis should prioritize breaking stigmatizing and prejudiced paradigms about drugs, fostering dialogical and emancipatory actions from the teaching work in schools' daily life.

Descriptors: Illicit Drugs; Capacity-Building; Prevention; Schools.

How to cite this article

Lavor TL Filho, Barbosa VNM, Cavalcante AJL, Moura JF Junior, Pinto AR, Köptcke LS. Evidence of alcohol and other drugs use prevention training in school territories: a systematic review. SMAD, Rev Eletrônica Saúde Mental Álcool Drog. 2024;20:e-196939 [cited ____-____-____]. Available from: _____. <https://doi.org/10.11606/issn.1806-6976.smad.2024.196939>

year month day

URL

* Supported by Fundação Oswaldo Cruz (FIOCRUZ - Brasília), Grant # GEREB-001-FIO-19-2-2, Brazil.

¹ Fundação Oswaldo Cruz, Fiocruz Brasília, Brasília, DF, Brazil.

² Universidade Federal do Ceará, Fortaleza, CE, Brazil.

³ Universidade Estadual do Ceará, Faculdade de Educação, Ciências e Letras, Fortaleza, CE, Brazil.

⁴ Bolsista da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), Brazil.

⁵ Universidade da Integração da Lusofonia Afro-Brasileira, Instituto de Humanidades, Redenção, CE, Brazil.

Evidências de capacitações de prevenção ao uso de álcool e de outras drogas em territórios escolares: uma revisão sistemática

Objetivo: analisar teórico-metodologicamente as capacitações de prevenção ao uso abusivo de drogas e na promoção da saúde em territórios escolares/educacionais, a partir de artigos científicos em periódicos brasileiros. **Metodologia:** realizou-se uma revisão sistemática no mês de janeiro de 2021, na Plataforma de Periódicos CAPES, relativa ao período de 2006-2020. Guiados pelo método PRISMA (*Preferred Reporting Items for Systematic Review and Meta-Analysis*) e a partir de critérios de inclusão e de exclusão de variáveis, realizamos uma análise de síntese que resultou na amostra final de 10 estudos. **Resultados:** foram evidenciados dois eixos de discussão dos dados analíticos: a) similitudes e dissimilaridades do termo drogas e adolescência; b) reflexões transversais da capacitação de drogas em prevenção e promoção em saúde. Os estudos evidenciam uma discussão de drogas com relação: 1) na adolescência, enquanto uma relação de uso propenso decorrente do processo maturacional; 2) fragilidade nas relações familiares e sociais; 3) uso recreativo. **Conclusão:** as evidências mostram que as capacitações na temática são incorporadas em práticas de aquisição de conhecimento e de transmissão de informações na prevenção da drogadição. A ênfase das capacitações deve priorizar romper paradigmas estigmatizantes e preconceituosos em relação às drogas, bem como fomentar ações dialógicas e emancipadoras a partir do trabalho docente nos cotidianos escolares.

Descritores: Drogas Ilícitas; Capacitação; Prevenção; Escolas.

Pruebas de la formación en prevención del consumo de alcohol y otras drogas en los territorios escolares: una revisión sistemática

Objetivo: analizar teórico-metodológicamente las capacitaciones de prevención del uso abusivo de drogas y de promoción de la salud en territorios escolares/educativos a partir de artículos científicos en periódicos brasileños. **Metodología:** se realizó una revisión sistemática en el mes de enero de 2021 en la Plataforma de Periódicos CAPES, en el período 2006-2020. Guiados por el método PRISMA (*Preferred Reporting Items for Systematic Review and Meta-Analysis*) y a partir de los criterios de inclusión y exclusión de variables, se realizó un análisis de síntesis con una muestra final de 10 estudios. **Resultados:** se evidenciaron dos ejes de discusión de los datos analizados: a) Similitudes y disimilitudes del término drogas y adolescencia; b) Reflexiones transversales de la formación de las drogas en la prevención y promoción de la salud. Los estudios evidencian una discusión de las drogas con relación: 1) en la adolescencia, como una relación de uso proclive que surge del proceso madurativo, 2) la fragilidad en las relaciones familiares y sociales, y, 3) el uso recreativo. **Conclusión:** las pruebas demuestran que las formaciones sobre el tema se incorporan a las prácticas de adquisición de conocimientos y transmisión de información en la prevención de las drogodependencias. Las capacitaciones deben priorizar la ruptura de paradigmas estigmatizantes y preconcebidos hacia las drogas, fomentando acciones dialógicas y emancipadoras a partir del trabajo docente en el cotidiano de las escuelas.

Descriptorios: Drogas Ilícitas; Formación; Prevención; Escuelas.

Introduction

The discussion on drugs presented in this study arises from the necessity to map and examine a range of primary studies and research conducted between 2006 and 2020. The objective is to provide an analysis of the transversal impact of the implementation of Law Nº 11.343, enacted on August 23, 2006⁽¹⁾, which established the National System of Public Policies on Drugs (SISNAD) in Brazil. This study represents an initiative to explore the subject of drugs within the school context. It is a bibliographic study integrated with national research on public policies. The research focuses on analyzing the training of teachers in relation to the impacts and interventions concerning drugs in public schools in Brazil. The aim is to provide a comprehensive understanding of the topic and contribute to the development of effective strategies and policies in this area.

Previous studies on the subject of this research⁽²⁾ ratify the role of the school as a territory for the development of preventive practices of risk behaviors, especially the use and abuse of drugs among adolescents, considering the development of systemic interventions in an education production for health mediated by educators. Thus, with this systematic review, we sought to investigate intervention practices and assessment of skills on the subject of drug use and abuse in schoolchildren, aiming to analytically qualify the aforementioned theme.

The discussion surrounding drug-related issues in Brazil began to emerge in the 1950s with a different tone compared to the present day, as there was not a shared economic and political perspective on drug use. In 1971, Law No. 5.726 was enacted to address drug trafficking and addiction related to substances that caused dependence. Subsequently, in 1976, Law No. 6368 was implemented, which explicitly prohibited the use of illicit drugs. During this time, the focus was predominantly on viewing drug addiction through a medical and psychiatric lens, leading to punitive and primarily curative actions. In 1980, the Federal Council on Narcotics (COFEN) took steps to formulate public drug policies. Although it encouraged the establishment of referral centers for care, the prevailing approach remained centered on prohibition and repression against drug trafficking. In 1998, COFEN underwent a name change and became the National Anti-Drug Council (CONAD), reflecting ongoing efforts to address drug-related issues in the country⁽³⁾.

In 2005, the Brazilian Federal Government, under the Ministry of Health, issued Ordinance No. 1,028 on July 1, 2005. This ordinance aimed to formalize and institutionalize the harm reduction policy within various health services and interventions related to alcohol, drugs, and other health issues provided by public healthcare institutions⁽⁴⁾. Harm reduction remains a non-prohibitionist strategy, but one that reduces and

minimizes the risks and exposures of harm resulting from the use and abuse of substances that cause drug addiction/dependence. It started to be adopted in different approaches and production of self-management of care in the field of health, and minimally started to be incorporated in transversal actions of other public policies, such as education and social assistance, both based on health education⁽⁵⁾.

Previous studies⁽⁶⁾ carried out a systematic review of interventions aimed at reducing or breaking the stigma associated with drugs. Its results indicated weaknesses in the methodological and theoretical quality of the proposed interventions, which mostly did not meet or respond to a select efficient construct of changing stigmatizing paradigms in individuals. As for the resolution of primary interventions, authors⁽⁷⁾ ratify the need for articulations of intersectoral public policies on health education in relation to drugs, especially considering devices and equipment as strategic territories. A solution to this scenario is the investment in evidence research that supports decision-making in public policies and basic interventions with permanent education.

In the educational context, authors⁽⁸⁾ claim that the need and articulation of the debate on drugs at school depends on educational and training processes, support networks and permanent education on the subject with teachers and school educators. According to the aforementioned investigation, the development of an efficient drug intervention should be based on health promotion, harm reduction, and changing stigmatizing beliefs and prejudiced attitudes.

Considering these factors, we justify the need for this systematic review by focusing on the central theme of our investigation, which is training actions and interventions related to alcohol and drug issues, we aim to address the needs of various stakeholders within the school environment, including students, teachers, and administrators. Therefore, this study aims to critically analyze the theoretical and methodological aspects surrounding drug prevention and health promotion in educational settings based on scientific articles published in Brazilian journals.

Methodology

The development of the systematic review followed the theoretical guidelines of Sampaio and Mancini⁽⁹⁾ to present some methodological construction protocols, namely: a) defining a feasible and delimited research question on the investigation topic; b) search and article collection strategies; c) study review and summarization; d) analysis of evidence and methodology of included studies; and finally, e) writing and presentation of the elaborated synthesis. Based on these methodological cues, a systematic review allows for a faithful and

consolidated interpretation of a specific topic, considering that its process ensured a rigorous, feasible, impartial, and comprehensive conduction of the literature⁽¹⁰⁻¹¹⁾. As for the writing of the final text, the construction of the analytical synthesis was guided by the writing checklist Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA)⁽¹²⁾.

To compose the search question, the PICO strategy was used, an acronym for Population or Problem, Interest, Context⁽¹³⁻¹⁵⁾; P: abusive use of alcohol and other drugs, I: prevention and health promotion training, Co: school territories. The guiding question of the review was: what are the prevention and health promotion factors for the use of alcohol and other drugs in the school area, based on training in educational/school areas?

The aim was to delimit a problem that could map a field of theoretical-practical discussions of the evidence discussed in primary studies of Brazilian research. After that, in the article search and collection strategy, the search for articles was limited to the time period between 2006 and 2020, since 2006 dates the starting point of the National System of Public Policies on Drugs⁽¹⁾, and 2020, the course that is part of this study.

In order to structure the search strategies, an analysis of the methodological and synthesis guidelines indicated in review studies⁽¹⁶⁻¹⁷⁾ that also made up the scope of the umbrella research to which this study belongs was carried out. The controlled descriptors were selected from the Health Sciences Descriptors (DeCS) of the Virtual Health Library (VHL). In order to locate the maximum number of publications that responded to the objectives of this review, keywords were included in the search strategies, namely Drugs AND Training AND

Prevention, and Drugs AND Training AND Promotion, being used in Spanish for the LILACS database.

The search strategy was carried out in July 2021, through the CAPES Journal Portal (Coordination for the Improvement of Higher Education Personnel) of the Ministry of Education, connected by the VPN of the Federal University of Ceará (UFC) through the CAFE (Academic Community Federated) remote access. The selected databases were: SciELO and SciELO Public Health and the Latin American and Caribbean Literature in Health Sciences (LILACS) of the Virtual Health Library (VHL).

Indexed databases with scope specificities in the field of public/collective health were accessed. 122 and 92 studies were retrieved from the CAPES Journals and LILACS databases, respectively. Following the point of review and summarization of the studies, after the pre-analysis treatment that consisted of the reading and paired selection of two judges on the titles, abstracts and keywords, 169 studies were excluded, and a total of 10 articles were included for complete analysis. As exclusion criteria, we had 1) research and studies outside the Brazilian context; b) studies and research outside the school/educational context; and, c) other types of text, such as editorials, letters to editors, reviews, comments, etc. The studies selected for analysis were those that presented the following stratifications of level of evidence⁽¹⁵⁾: 1 – Experimental (1.c Randomized controlled trial); 3 – Observational-Analytical (3.c Cohort study with control group) and; 4 – Observational-Descriptive (4.b Cross-sectional study; 4.d Case study).

Then, in Figure 1, the flow of search strategies and the sample number identified in the databases accessed for this review, respectively, are presented.

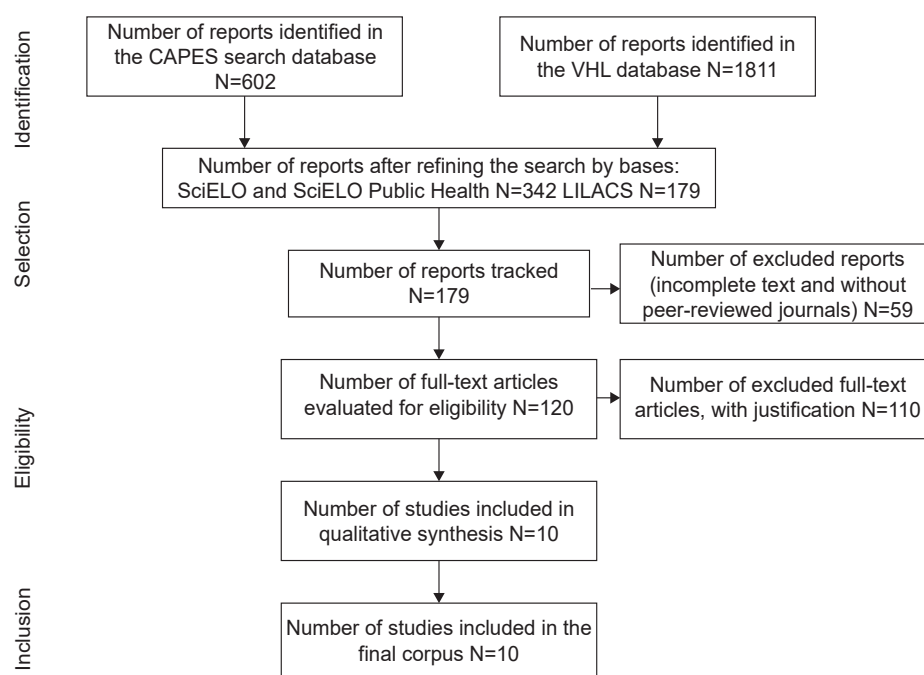


Figure 1 - Flowchart and eligibility of the final corpus of analysis of the systematic review

Results

Description of studies

In the 4th step, we performed a descriptive analysis of the retrieved studies. We visualize in the table below the 10 articles that make up the corpus of analysis of this systematic review. Regarding the study design, it was identified that 100% are empirical works (n=10). In the language results, 9 studies are originally in Portuguese and only 1 in English, but all with institutional affiliation

of Brazilian authors. We also analyzed the stratification by region of the authors' institutional affiliation, resulting in: Southeast (n=7), South (n=2), Northeast (n=1), North (n=0) and Midwest (n= 0). The selected articles come from journals in different areas of knowledge, namely: Public Health and Collective Health (n=5), Health Sciences (n=1), Nursing (n=2), and Psychology (n=2). Following a sequence by year of publication in ascending order, Figures 2 and 3 summarize the studies. For this moment, we chose the stratification of data titles, authors, linked journal, year of publication and thematic fields.

Number	Title	Authors	Journal	Year
1	Situations related to the misuse of drugs in public schools in the city of São Paulo	Moreira; Silveira; Andreoli ⁽¹⁸⁾	<i>Rev. Saúde Pública</i>	2006
2	Conceptions and practices of self-medication in vocational schools: a case study in the State of Ceara, Brazil	Catrib, et al. ⁽¹⁹⁾	<i>Rev. Baiana de Saúde Pública</i>	2013
3	Evaluation of different types of preventive actions to reduce the consumption of psychotropic substances in students in the school environment: a randomized study	Nascimento; Micheli ⁽²⁰⁾	<i>Ciência e Saúde Coletiva</i>	2015
4	Health education with adolescents: analysis of the acquisition of knowledge on health topics	Viero, et al. ⁽²¹⁾	<i>Escola Anna Nery Revista de Enfermagem</i>	2015
5	Evaluation of the conceptions of public and private school educators about drug use: an exploratory study	Souza, et al. ⁽²²⁾	<i>Psicologia Clínica e Psicanálise</i>	2015
6	The school facing the student who uses alcohol and drugs: What do the teachers say?	Cordeiro; Silva; Vecchia ⁽²³⁾	<i>Pesquisas e Práticas Psicossociais</i>	2016
7	Consequences of drug use: the perspective of adolescents belonging to rural areas	Camargo, et al. ⁽²⁴⁾	<i>Rev. Pesquisa Cuidado é Fundamental Online</i>	2017
8	Elementary and high school teachers' attitudes towards the use of psychoactive substances	Perez; Zerbetto; Gonçalves ⁽²⁵⁾	<i>Rev. Eletrônica Saúde Mental Álcool e Drogas</i>	2018
9	Multidisciplinary training on drugs in the school context: training, health and education	Silva, et al. ⁽²⁶⁾	Journal Health	2019
10	Information, beliefs and attitudes of students about the use of alcohol and other drugs	Tavares, et al. ⁽²⁷⁾	<i>Rev. Eletrônica Saúde Mental Álcool e Drogas</i>	2019

Figure 2 - Systematic literature review database

Study	Authors	Objective of the study	Thematic fields
1	Moreira; Silveira; Andreoli ⁽¹⁸⁾	To investigate situations, attitudes and behaviors of the pedagogical coordinators of municipal elementary schools related to the misuse of psychoactive substances.	School: perception of pedagogical coordinators.
2	Catrib, et al. ⁽¹⁹⁾	To analyze the conceptions and practices of teachers at a public vocational high school in the state of Ceará, Brazil regarding self-medication, its implications for health and the school's role in promoting students' health.	School: teachers' perception.
3	Nascimento; Micheli ⁽²⁰⁾	It sought to evaluate, in the school context, the impact of three different preventive modalities in reducing substance use among students.	School: students' perception.
4	Viero, et al. ⁽²¹⁾	To analyze the acquisition of knowledge on the themes: Oral Health, Prevention of Drug Use and Sexuality, with adolescents enrolled in public schools in the south of Santa Catarina.	School: perception of health professionals.
5	Souza, et al. ⁽²²⁾	To identify educators' main beliefs and knowledge about drug use.	School: teachers' perception.
6	Cordeiro; Silva; Vecchia ⁽²³⁾	To understand how the theme is treated by teachers from two public schools in a city in the administrative macro-region of Campo das Vertentes, Minas Gerais.	School: teacher intervention.

(continues on the next page...)

Study	Authors	Objective of the study	Thematic fields
7	Camargo, et al. ⁽²⁴⁾	To know the perspective of rural adolescents about the consequences of drug use.	School: students' perception.
8	Perez; Zerbetto; Gonçalves ⁽²⁵⁾	The objective of the study was to evaluate the attitudes of Elementary and/or High School teachers towards the use of psychoactive substances, in their work function.	School: teachers' attitudes.
9	Silva, et al. ⁽²⁶⁾	To develop training on the use of psychoactive substances for secondary and elementary school teachers and submit it for evaluation by specialists.	School: teachers' perception.
10	Tavares, et al. ⁽²⁷⁾	To know the levels of information, beliefs and attitudes of students about the use of alcohol and other drugs.	School: students' perception.

Figure 3 - Selected articles and their plot specifics

Discussion

Similarities, differences and relationships between the conception of drugs and adolescence

The theme of drugs as a health education vector appears in two studies^(3,22) reiterating the need to think about effective long-term actions. There is an orientation by the authors that interventions should not be applied only in the school curriculum, but be carried out in pedagogical actions related to prevention and health promotion, whose work should involve an intersectoral work policy linking multiple agents such as family, school and society.

Another study⁽²⁷⁾ reinforces the need to work on drug prevention in adolescence, considering that this life cycle is a phase of maturational development of experimentation and curiosities linked to the age group. Adolescence assumes a representation of susceptibility to drug use, often linked to stereotypes of the "rebel" young adolescent. Other factors are also pointed out by adolescent students in another study⁽²⁴⁾ as consequences of drug addiction. The effects of social and health damage are indicated, citing as examples exposure to Sexually Transmitted Diseases (STDs), unwanted and early pregnancies, vulnerable violence and rape, and traffic accidents.

Studies⁽²²⁻²⁵⁾ reinforce the centrality of the school environment, as adolescents and young people experience this space for a long time, which ends up being a fragile place for the dissemination and use of drugs among their peers, especially in the consumption of alcoholic drugs. It is also in this context that the teacher/educator plays an important role in disseminating information that guides the construction of an individual's opinion in the maturational process for adult life.

In another study⁽²³⁾, the drugs most likely to be consumed by adolescents are alcohol and tobacco. Studies⁽²⁴⁻²⁷⁾ reaffirm that alcohol leads recreational drug use among adolescents, through its easier access in the social space of consumption, requiring intersectoral strategies between school, family and social facilities.

In cases of use seen and understood as less evident of licit drugs, other authors⁽¹⁹⁾ deal with the phenomenon of self-medication, whose definition is misuse or without prescription, and which was considered by research participants as a curative drug.

Thus, since adolescence is seen as this fluid and maturational process of interpersonal relationship and sociability processes, the school in the work of prevention must also prioritize the focus on health education, not only developing a preventive ideation, but promotion and health protection through participatory attitudes and interventions and empowerment of adolescents, to produce behavioral changes based on self-reflective processes and autonomies⁽²¹⁾. This discussion touches on a view of vulnerable adolescents that appears in other analyzed studies, although the content of this vulnerability is not made explicit; we only found in one study⁽²⁰⁾ the assertion of vulnerability as a condition of the maturational phase.

Other authors⁽²³⁾ discuss the issue of harm reduction as an education strategy for the user, in a way that it avoids considering the user as stigmatized and "drug addicted", and that through information and the educational nature of prevention processes there is no attempt to moralize or trivialize the behavior of the stigmatized user. It is in this same reflective position that other authors⁽¹⁸⁾ ratify that the idea of harm reduction consists of minimizing and reducing serious and harmful effects to users, in which the operation of assistance and care does not permeate a perspective of abstinence, but of autonomy and integration of the subject and the conscious use of its inputs. In 2005, with the implementation of the harm reduction policy, national drug guidelines emerged with guidelines on risk prevention.

The reflection on the stigmatization of drugs, contrary to harm reduction, is also presented as a fragility of knowledge about drugs. But even in that study, the authors synthesize the statement that "drug use among schoolchildren can cause damage to the development of children and adolescents, which can extend throughout life"⁽²⁷⁾. This goes against other authors⁽¹⁸⁻²³⁾ who address

the need to think of harm reduction in prevention work with adolescent users, instead of reducing drugs as the ultimate end in the subject's life.

Stigmatization is perceived as a perception arising from negative beliefs and attitudes of teachers and educators, whose reality reflects social representations of adolescence, common sense and the criminalization of drugs. Therefore, it is necessary to go deeper into these training processes in school contexts.

Cross-sectional reflections on drug training in prevention and health promotion

In all the studies analyzed, training was central to the discussion on drug prevention strategies. The reflection proposed by the studies brings up the potential effect of transforming thought and beliefs about drug knowledge, as well as the possibility of paradigm shifts and drug use in everyday life. The relationship of information is necessary for the work developed at school, in the family and in the intersectoral relationship with other equipment.

Another study⁽²⁷⁾ was carried out with adolescent students enrolled in the 7th and 8th grades of public schools in Belo Horizonte. A sample of 240 individuals participated in the study, who answered a structured questionnaire. The Scale of Social Representations of Alcohol and Drug Consumption in Adolescents (ERSCADA) was applied. Its purpose was to evaluate the impact that Information, Attitudes and Beliefs have as reverberating factors in the prevention and aptitude for drug consumption in adolescents. For the constitution of the participants, there was no previous training, since the research sought to investigate the knowledge/training of the theme with the students. The results show that only 70 adolescents have already used some type of drug, and that of these, a total of 68 have ingested some type of alcoholic beverage, mainly producing behavioral changes.

Parallel to this perception of knowledge about drugs, educators participating in a survey associated marijuana as a gateway to substance use and abuse. There was no training or previous training, as the intention of the research was to investigate this prior knowledge⁽²²⁾. The results show that, on the part of teachers, beliefs refer to the production of behavioral changes by marijuana, but disregard that use is not associated with recreational habits and/or pleasure. This view on the causality and consequences of use is reflected in the position that educators assume when dealing with the topic with students, since educators reported that, although the topic needs to be approached in a non-prejudiced way, it is relevant to mention its negative aspects⁽²²⁾.

In two studies^(22,27), attitude is presented as the predictive behavior for carrying out interventions, whether approaching or preventing drugs. Beliefs are

under the condition of pre-established reflexive thoughts and positions, whose productions are crossed by life history, culture and social imaginary - common sense, with information as a guiding element for changing attitudes and beliefs. Evidence from studies suggests that preventive work should be carried out from a continuous perspective based on scientific knowledge. The idea is that the problematization of drug use does not centralize a discussion about the causal relationship and consequences of drugs, but the relationships that impact the daily lives of users and, in particular, school processes.

The need to understand how the subject of drugs is treated by teachers was the object of study⁽²³⁾, which, through a qualitative research with 21 public school teachers, also corroborated a typification of drugs in alcohol, tobacco, in addition to marijuana, cocaine and lysergic acid diethylamide (LSD). The operation of this group was mediated by a case discussion, whose description was a fiction of an ostensive and repressive approach at school, with the function of training the focus group. Subsequently, a semi-structured interview was applied to the group. In the discussion, the teachers' narratives claimed to know the effects and consequences of behavioral alteration of the user who uses drugs, as well as being able to typify a variety of drugs that they believe to be present in the daily life of the school. Considering this, the participants conditioned a fragility of approaches in situations of potential use, since they do not have experience or training for these cases, but they agree with the need for this training process in the daily life of the school. This perception was also reported in the study⁽²²⁾.

With regard to the formative knowledge of students, the results anchored in the ERSCADA scale revealed that knowledge of information about drugs and their effects was satisfactory. In the analysis of Attitudes, the relationship with drug use was mostly harmful. As for Beliefs, the data showed neutrality regarding the perception of adolescents about the causes and effects in relation to drugs⁽²⁷⁾. Attitudes are still treated in another study⁽²⁵⁾ as a factor for ordering and producing a predictive behavior, whether positive or negative, through cultural bias, which predisposes their choices and preferences for action and decision-making.

Another study⁽²⁵⁾ applied the scale in the Brazilian version of the Drug and Drug Problems Perceptions Questionnaire (DDPPQ-br) in a sample of 75 public school teachers from two cities in the countryside of Sao Paulo. The scale makes it possible to assess the attitudes of individuals in relation to their work that deals with drugs. The composition of the sample had 55 women and 20 men. Based on the results indicated by the instrument, positive attitudes regarding the use of drugs at work were

significant among men. Another interesting fact was that professional educators who did not receive some type of training on drugs showed more positive attitudes than educators who had already received some training.

The theme of the family as a training vector in drug prevention was reported by a study⁽²⁷⁾, which pointed out that the family-school relationship is paramount for successful work. According to some authors^(24,27), in these spaces of education about drugs with adolescents, it is necessary to promote the dissemination of information with rigor and consolidation of informational preparation, avoiding awakening effects of curiosity about the use. This family context was also an analysis factor in a study⁽¹⁹⁾ on self-medication at school, in which teachers understood that it was not their job role to exercise a training function in the health area, consequently justifying that this function belongs exclusively to the family and public policies. However, this discourse reflects the need for training in intersectoral actions/interventions.

This attitude is more linked to a curative perspective than necessarily one of prevention, and this falls back on a search for a solution only in moments of palliative bets of the illness, instead of having a short and long term work⁽¹⁹⁾. This reality is a reflection of the fragility of the formative nature of teachers and school administrators. As an alternative to implementing an internal prevention policy, it would be important to strengthen ongoing training and education programs that can make the work of approaching the theme easier and, mainly, the formulation of colloquial beliefs and common sense⁽²²⁾.

Training programs focused on the topic of drug use and abuse are seen as essential by the World Health Organization, and are oriented as priority actions in public health policies in each territory. The school is chosen as a cutting-edge institution for carrying out preventive work, however, the fragility of training and intersectoral work are still disjointed gears that hinder a better efficiency in the family-school-society relationship⁽²²⁾. The emphasis on prevention work must ensure, mainly, non-chemical dependence⁽²⁴⁾.

Only one study⁽²⁶⁾ addressed the issue of transversal structuring of training courses on drug prevention. The results showed that, for a positive effectiveness in teacher training, training needs to be articulated in partnership, mainly with collective and, if possible, multidisciplinary methodologies. Content-oriented approaches should privilege a contextualization of the theme from different aspects, and not just through the cause-effect relationship.

The proposal must guarantee a break with the stigmas and taboos related to drug use and produce critical reflections. Although succinctly, the authors treat this evidence as culminating factors of a previous experience of training with teachers⁽²⁶⁾. In a similar experience,

another study⁽²¹⁾ carried out a previous training with public school students, when investigating the impacts of the training activity. It was noticed that there was a positive increase in the acquisition of knowledge about drugs, results linked to training perspectives with dialogic and participatory methods, exchange of experiences and strengthening of affective bonds.

In more objective aspects and training organization, a study⁽²⁶⁾ pointed out that the workload must correspond to the demands of the teachers, as well as the adequacy of the contents, for a facilitating understanding of the perceptions of the theme in the school territory. This requires methodological adaptations and teaching strategies that promote increased confidence among these education professionals in taking on the issue of drug prevention and health education. In addition to this study, other authors point out that the methodological disposition of interventions should favor the creation of reflections contrary to the repressive approach, seen as inefficient or ineffective in the work of risk prevention⁽¹⁸⁾.

Other authors⁽²⁰⁾, when working with training with students in a control group methodology, positively analyzed the participative and dialogical approach method, especially with Freire's matrix of popular education. It was also observed that a group involvement of the participants is necessary in which common sense and stereotyped social representations about drugs are avoided. For both teachers and students, it is recommended to work on harm reduction. That is, the use of lectures, already pointed out in other studies, proves to be inefficient when adopted as the only tool and it is necessary to work with all segments of the school⁽¹⁸⁾.

However, teachers and school managers recognize that the school is still a privileged locus for the discussion of drug prevention, and rely on minimal strategies such as lectures, in a way that the need for innovation and investment in permanent/continuing education is revealed^(20,26).

Even with this acknowledgment of the need to work on the topic of drugs on the part of teachers, the social representations that drugs have often end up inhibiting or enhancing attitudes of fear, impotence and unpreparedness for school activities of drug prevention. Thus, the common sense is strengthened that teachers are not professionals capable of practical and theoretical work on the topic of drugs at school⁽²⁰⁾. Corroborating this intention of training teachers, it is perceived that there is a need for parallel training with students, whose evidence was observed in another study⁽¹⁸⁾. The authors identified that even teachers and educators, when carrying out periodic activities on the topic of drugs, had noticed insecurity, little appropriation and a feeling of fear. The authors suggest that this formative work should also be carried out with students, whose condition

presents itself as a gap that hinders a satisfactory implementation of prevention and harm reduction.

The systematic review study sought to find evidence in the literature on the impacts of training on drugs in the context of prevention and health promotion. We found two axes of analytical synthesis in the studies. The first points out that there is a portion of the studies that deal with the prior knowledge acquired by individuals as a factor to think about a more effective preventive training and, on the other hand, the second axis deals with studies, in smaller quantity, that evaluated the impact of previous trainings. In both cases, the results are confluent and are repeated in the maintenance indications and propositions for carrying out training in the short and long term.

The retrieved and analyzed studies showed different aspects of the target audience, methodologies and ways of assessing knowledge about the use and abuse of drugs. Most studies focused on assessing prior knowledge related to the acquisition of information and teachers' preconceived beliefs. With regard to students, training also proved to be effective in studies that work with this target audience. The workshop and the lecture were the instruments most used in the experiences investigated in school territories. The raw material of the investigated training experiences elects awareness and the transmission of information as powers to break with stigmas and repressive/individualizing approaches to drugs.

Conclusion

The view of an adolescent appears in all studies that deal with the theme with children and adolescents as a maturational phase prone to the consumption of multiple drugs, and there is little or no critical reflection on the psychosocial and cultural aspects of drug use, focusing on a maturational discussion of adolescence and the stereotypes of the "curious" adolescent. This gap is shown to be significant and new studies and training practices should broaden reflections and positions in the literature on the vision of youth.

The field of debate about prevention and promotion is not much explored as a work policy in the field of collective/public health. Prevention appears as a measure to avoid the use and chemical dependence of drugs, as well as to avoid losses such as health problems and fatal accidents. Promotion timidly appears only to correlate training in drug issues as an activity in the field of health education. In both paradigms, training activities and information about drugs were requested and indicated for long-term effects.

The school as a research territory appears as the main locus for the work of preventing addiction and drug use by adolescents and young people. Although

not centrally and rigorously discussed, intersectoral and multidisciplinary work is used as a tool and work policy among school agents. Therefore, studies show the need for preventive activities against drug use, and that part of the success of this process strongly depends on the education and training of teachers and school administrators on the subject, as often the pretense of knowledge on the subject ends up undermining critical reflection. It is seen that this scenario occurs through common sense knowledge and the emptying of the communicative relationship not only about individualities, but relational, cultural and social aspects in which drug consumption by adolescents is inserted.

References

1. Brasil. Lei nº 11.343, de 23 de agosto de 2006. Institui o Sistema Nacional de Políticas Públicas sobre Drogas – SISNAD, prescreve medidas para prevenção do uso indevido, atenção e reinserção social de usuários e dependentes de drogas; estabelece normas para repressão à produção não autorizada e ao tráfico ilícito de drogas; define crimes e dá outras providências. Diário Oficial da União [Internet]. 2006 Aug 24 [cited 2022 Apr 25];163(seção 1):2-6. Available from: https://www.planalto.gov.br/ccivil_03/_ato2004-2006/2006/lei/l11343.htm
2. Souza MLP, Conceição MIG, Sudbrack MFO. A escola como Comunidade Educativa e Protetiva: a experiência do Prodequi/UnB na prevenção do uso abusivo de drogas. In: Conceição MIG, Sudbrack MFO, Adorno R, editors. Drogas e transição de paradigmas: compartilhando saberes e construindo fazeres. Brasília: Technopolitik; 2018.
3. Santos JAT, Oliveira MLF. Políticas públicas sobre álcool e outras drogas: breve resgate histórico. Saúde Transform Social [Internet]. 2013 [cited 2022 Apr 25];4(1):82-9. Available from: <http://incubadora.periodicos.ufsc.br/index.php/saudeetransformacao/article/view/1909>
4. Brasil. Portaria nº 1.028, de 1º de julho de 2005. Determina que as ações que visam à redução de danos sociais e à saúde, decorrentes do uso de produtos, substâncias ou drogas que causem dependência, sejam reguladas por esta Portaria. Diário Oficial da União [Internet]. 2005 Jul 2 [cited 2021 Jul 1];126(seção 1):5. Available from: http://bvsms.saude.gov.br/bvs/saudelegis/gm/2005/prt1028_01_07_2005.html#:~:text=Determina%20que%20as%20a%C3%A7%C3%B5es%20que,sejam%20reguladas%20por%20esta%20Portaria
5. Passos EH, Souza TP. Redução de danos e saúde pública: construções alternativas à política global de "guerra às drogas". Psicol Soc [Internet]. 2011 [cited 2021 Jun 10];23(1):154-62. Available from: <https://www.scielo.br/j/psoc/a/zMk4Dq4gQ4XhH4dQgzScQRm/?lang=pt>
6. Tostes JGA, Dias RT, Reis AAS, Silveira PS, Ronzani TM. Interventions to Reduce Stigma Related to People

- who Use Drugs: Systematic Review. *Paidéia*. 2020;30. <https://doi.org/10.1590/1982-4327e3022>
7. Souza FE, Ronzani TM. Desafios às práticas de redução de danos na atenção primária à saúde. *Psicol Estud*. 2020 Mar 13;23. <https://doi.org/10.4025/psicoestud.v23.e37383>
8. Adade M, Monteiro S. Educação sobre drogas: uma proposta orientada pela redução de danos. *Educ Pesqui*. 2014;40(1):215-30. <https://doi.org/10.1590/S1517-97022013005000009>
9. Sampaio R, Mancini M. Estudos de revisão sistemática: um guia para síntese criteriosa da evidência científica. *Rev Bras Fisioter [Internet]*. 2007 [cited 2022 Apr 25];11(1):83-9. Available from: <http://www.scielo.br/pdf/rbfis/v11n1/12.pdf>
10. Costa ABC, Zoltowski APC. Como escrever um artigo de revisão sistemática. In: Koller SH, Couto MCP, Hohendorff J, editors. *Manual de produção científica*. Porto Alegre: Grupo A; 2014. p. 55-70.
11. Donato H, Donato M. Stages for undertaking a systematic review. *Acta Med Port*. 2019 Mar;32(3):227-35. <https://doi.org/10.20344/amp.11923>
12. Galvão TF, Pansani TDSA, Harrad D. Principais itens para relatar Revisões sistemáticas e Meta-análises: A recomendação PRISMA. *Epidemiol Serv Saúde [Internet]*. 2015 Jun;24(2):335-42. Available from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S2237-96222015000200335
13. Santos CMC, Pimenta CAM, Nobre MRC. The PICO strategy for the research question construction and evidence search. *Rev. Latino-Am. Enferm. [Internet]*. 2007 Jun [cited 2022 Apr 25];15(3):508-11. Available from: <https://www.scielo.br/j/rlae/a/CfKNnz8mvSqVjZ37Z77pFsy/?lang=en>
14. Bernardo WM, Nobre MRC, Jatene FB. A prática clínica baseada em evidências: parte II - buscando as evidências em fontes de informação. *Rev Assoc Med Bras [Internet]*. 2004 [cited 2022 Apr 25];50(1):104-8. Available from: http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-42302004000100045
15. Lockwood C, Porritt K, Munn Z, Rittenmeyer L, Salmond S, Bjerrum M, et al. Chapter 2: Systematic Reviews of Qualitative Evidence [Internet]. In: Aromataris E, Munn Z, editors. *JBIC Manual for Evidence Synthesis*. Adelaide: JBI; 2020 [cited 2022 Apr 25]. Available from: <https://jbi-global-wiki.refined.site/space/MANUAL/4688637/Chapter+2%3A+Systematic+reviews+of+qualitative+evidence>
16. Barbosa VNM, Lavor TL Filho, Moura JF Júnior, Pinto AR, Köptcke LS. Systematic Review About Drug Abuse Prevention in the Brazilian School Context. *OD on line Rev Psicol*. 2022 Jul 31;16(61):100-14. <https://doi.org/10.14295/online.v13i47.2089>
17. Oliveira IA, Lima AAS, Moura JF Júnior, Pinto AR, Köptcke LS, Cavalcante AJL, et al. Trabalho em Rede e a atuação de prevenção ao uso de drogas com adolescentes: uma revisão integrativa. *Res Soc Develop*. 2022 Jul 4;11(9):e10611931486. <https://doi.org/10.33448/rsd-v11i9.31486>
18. Moreira F, Silveira D, Andreoli S. Situações relacionadas ao uso indevido de drogas nas escolas públicas da cidade de São Paulo. *Rev Saúde Publica*. 2006;40:810-7. Available from: <https://www.scielo.org/pdf/rsp/v40n5/10.pdf>
19. Catrib AMF, Gondim APS, Batista MH, Olegário NB, Praxedes DG. Concepções e práticas sobre automedicação na escola profissionalizante: um estudo de caso no estado do Ceará, Brasil. *Rev Baiana Saúde Pública*. 2013;37(1). <https://doi.org/10.22278/2318-2660.2013.v37.n1.a783>
20. Nascimento MO, Micheli D. Avaliação de diferentes modalidades de ações preventivas na redução do consumo de substâncias psicotrópicas em estudantes no ambiente escolar: um estudo randomizado. *Ciênc Saúde Colet [Internet]*. 2015 Aug 1 [cited 2022 Apr 25];20:2499-510. Available from: <https://www.scielo.org/article/csc/2015.v20n8/2499-2510/pt/>
21. Viero VSF, Farias JM, Ferraz F, Simões PW, Martins JA, Ceretta LB. Educação em saúde com adolescentes: análise da aquisição de conhecimentos sobre temas de saúde. *Esc Anna Nery [Internet]* 2015 [cited 2021 Nov 17];19(3):484-90. Available from: <http://www.scielo.br/pdf/ean/v19n3/1414-8145-ean-19-03-0484.pdf>
22. Souza FBD, Andrade ALM, Rodrigues TP, Nascimento MO, Micheli D. Avaliação das concepções de educadores de escolas públicas e particulares sobre uso de drogas: um estudo exploratório. *Estud Pesqui Psicol [Internet]*. 2015 [cited 2022 Apr 25];15(3):1081-95. Available from: <https://www.redalyc.org/pdf/4518/451844505017.pdf>
23. Cordeiro ILS, Silva DMA, Vecchia MD. A escola diante do aluno que faz uso de álcool e drogas: O que dizem os professores? *Rev Pesqui Prát Psicossoc [Internet]*. 2016 [cited 2022 Apr 25];11(2):356-68. Available from: http://www.seer.ufsj.edu.br/index.php/revista_ppp/article/view/1752
24. Camargo JC, Romancini F, Schneider LR, Ferraz L. Consequências do uso de drogas: a ótica de adolescentes pertencentes ao meio rural. *Rev Pesqui Cuid Fundam Online [Internet]*. 2017 [cited 2022 Apr 25];1028-33. Available from: <http://seer.unirio.br/index.php/cuidadofundamental/article/view/5744/pdf>
25. Perez ABN, Zerbetto SR, Gonçalves AMS. Atitudes dos professores de ensino fundamental e médio frente ao uso de substâncias psicoativas. *SMAD, Rev Eletrônica Saúde Mental Álcool Drog [Internet]*. 2018 [cited 2022 Apr 25];14(1):45-51. Available from: http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1806-69762018000100007
26. Silva PMC, Galon T, Moura AAM, Volpato RJ, Zerbetto SR, Gonçalves AMS. Capacitação multiprofissional sobre

drogas no contexto escolar: formação, saúde e educação. *J Health NPEPS* [Internet]. 2019 Jun 1 [cited 2022 Apr 25];4(1):182-99. Available from: <https://periodicos2.unemat.br/index.php/jhnpeps/article/view/3362>

27. Tavares MLO, Reinaldo AMS, Villa EA, Pereira MO, Monteiro MAM. Informação, crenças e atitudes de escolares acerca do uso de Álcool e outras Drogas. *SMAD, Rev Eletrônica Saúde Mental Álcool Drog.* 2019;15(2):45-51. <https://doi.org/10.11606/issn.1806-6976.smad.2019.000408>

Authors' contribution

Study concept and design: Tadeu Lucas de Lavor Filho, Vilkiene Natércia Malherme Barbosa, Ana Jéssica de Lima Cavalcante, James Ferreira Moura Junior, Alexandro Rodrigues Pinto, Luciana Sepúlveda Köptcke. **Obtaining data:** Tadeu Lucas de Lavor Filho, Vilkiene Natércia Malherme Barbosa, Ana Jéssica de Lima Cavalcante. **Data analysis and interpretation:** Tadeu Lucas de Lavor Filho, Vilkiene Natércia Malherme Barbosa, Ana Jéssica de Lima Cavalcante, James Ferreira Moura Junior, Alexandro Rodrigues Pinto, Luciana Sepúlveda Köptcke. **Statistical analysis:** Tadeu Lucas de Lavor Filho, Vilkiene Natércia Malherme Barbosa, Ana Jéssica de Lima Cavalcante. **Obtaining financing:** James Ferreira Moura Junior, Alexandro Rodrigues Pinto, Luciana Sepúlveda Köptcke. **Drafting the manuscript:** Tadeu Lucas de Lavor Filho, Vilkiene Natércia Malherme Barbosa, Ana Jéssica de Lima Cavalcante. **Critical review of the manuscript as to its relevant intellectual content:** James Ferreira Moura Junior, Alexandro Rodrigues Pinto, Luciana Sepúlveda Köptcke.


All authors approved the final version of the text.

Conflict of interest: the authors have declared that there is no conflict of interest.

Received: Apr 25th 2022

Accepted: May 18th 2023

Associate Editor:
Ana Carolina Guidorizzi Zanetti

Corresponding Author:
Tadeu Lucas de Lavor Filho
E-mail: tadeulucaslf@gmail.com
 <https://orcid.org/0000-0003-2687-1894>

Copyright © 2024 SMAD, Rev. Eletrônica Saúde Mental Álcool Drog.
This is an Open Access article distributed under the terms of the Creative Commons CC BY.
This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.