

**Appendix 1: Written letter of approval from the Department
of Education and Culture**



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

HEAD OFFICE

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Reference:
Inkomba:
Verwysing:

Date: 2001-10-09
Usuku:
Datum:

Mrs C. Brandt
11 Sandpiper
MANDENI
4490

Dear Mrs Brandt

Your letter dated 2001-08-14 applying for permission to do research towards improving your qualifications, refers.

Permission is granted subject to the following provisos:

1. That access to schools is at the discretion of the principal/SGB.
2. Similarly for staff at schools during official working hours.
3. That your findings not be used to embarrass the KZNDEC, any of its institutions or personnel.

You are wished success in your studies.


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**CHIEF DIRECTOR
EDUCATION MANAGEMENT**

Wp\mrs c brandt\nn

Appendix 2: Structured Interview with a schedule

Project Skills Development

Researcher:

P.O. Box 198

Tel: (032) 525 5593

Carien Brandt

Salt Rock

4391

Dear representative

My name is Carien Brandt. I am a student at the University of Pretoria, busy with a study on the prevention of youth substance abuse in KwaZulu Natal. As part of the study, I need to conduct interviews with major role players in this field to determine what is currently being done to address the problem of substance abuse among early adolescents in KwaZulu Natal. My objective with this interview is thus to review the state of your existing substance abuse prevention programme(s) for early adolescents in the mentioned province. During the interview, the researcher will make use of a schedule, as guideline, to ensure systematic data. Participation in this endeavour will surely benefit your Organization in that it will provide an opportunity to critically review your prevention services to the youth.

You are therefore kindly invited to partake in this interview.

The interview will take approximately 55 minutes of your time.

Thank you for your cooperation.

Research schedule

Case number

Repetition number

1. Identifying particulars

1.1 Name of representative

.....

1.2 Occupation

1	Social worker
2	Nurse
3	Teacher / Educationist
4	School psychologist
5	Other (Specify:.....)

For office use

Q1
1- 2

Q2 3

Q3
4 - 5

Q4 6

For office use

1.3 Represented Organization
(Mark that which apply)

1	Department of Social Welfare and Population Development
2	Department of Education and Culture
3	South African National Council on Alcoholism and Drug Dependence (SANCA)
4	Durban Children Society
5	South African Narcotics Bureau
6	NCVV (“Natal Christelike Vroue Vereniging”)
7	CMD (“Christelik-Maatskaplike Diens”)
8	Other (Specify:.....)

Q5

7

For office use

1.4 Substance abuse prevention programme name(s)
 (Mark that which apply)

1	Lion's-Quest Skills for Adolescence
2	Student Assistance Programme
3	Life Orientation (Curriculum 2005)
4	"I am addicted to life"
5	School Prevention and Education Programme
6	Drug-Free Marshals
7	Soul City
8	TADA (Teenagers Against Drug Abuse)
9	Peer counselling
10	Other (Specify:.....)

Q6

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8 - 9

2. Critical review of the presented prevention programme(s)

2.1 Programme setting

2.1.1 Location (Mark that which apply)

1	In school
2	After school (At school)
3	Church/Faith-based Organization
4	Community Centre
5	Home
6	Substance Abuse Treatment Centre
7	Youth/Family Services Agency
8	Other (Specify:.....)

2.1.2 Geographic setting (Mark that which apply)

1	Urban
2	Suburban
3	Rural

For office use

Q7

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10 - 11

Q8

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 1

For office use

2.2 Programme participants (target group)

2.2.1 Age range (Mark that which apply)

1	School age (5 – 10)
2	Early adolescent (11 – 14)
3	Teenagers (15 – 17)
4	Young adults (18 – 24)

Q9 13

Q10 14

Q11 15

Q12 16

2.2.2 Gender (Mark that which apply)

1	Male
2	Female
3	Male & Female

Q13 17

2.2.3 Race / Ethnicity (Mark that which apply)

1	Black
2	Coloured
3	Asian
4	White
5	Other (Specify:.....)

Q14 18

Q15 19

Q16 20

Q17 21

Q18 22

For office use

2.2.4 Special characteristics
(Mark that which apply)

1	Children who have experimented with substances
2	Children in treatment for substance dependence
3	Delinquent youth
4	Children who occasionally abuse substances
5	Children of substance abusers
6	Aggressive/Violent youth
7	Conduct disordered children
8	Children with academic problems / Special Ed / or Dropout
9	Street / homeless youth
10	All school going youth
11	Other (Specify:.....)

Q19 23

Q20 23

Q21 23

Q22 23

Q23 23

Q24 23

Q25 23

Q26 34

Q27 34

Q28 32 - 33

Q29 34 - 35

2.3 Underlying programme theory

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2.3.1 Prevention strategy (Mark that which apply)

1	Information dissemination
2	Prevention education approach
3	Alternatives strategy
4	Problem identification and referral approach
5	Community-based strategy
6	Environmental approach
7	Other (Specify:)

Q30 3

Q31 3

Q32 3

Q33 3

Q34 4

Q35 4

Q36 4

2.3.2 Prevention model (Mark that which apply)

1	Information-only model
2	Alternatives model
3	Affective educational/social competency model
4	Social influence model
5	Other (Specify:.....)

Q37 4

Q38 4

Q39 4

Q40 4

Q41 4

2.4 Programme structure

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2.4.1 Type of prevention service(s) provided

(Mark that which apply)

1	Awareness and information on drugs and drug use
2	Self-management skills (i.e. problem solving, decision making, critical thinking skills, goal setting, stress relief)
3	Resistance skills (assertiveness, peer pressure, self reinforcement)
4	General social skills (i.e. communication, shyness, meeting new people, developing healthy friendships, relationship with parents)
5	Normative education (social norm development)
6	Developing policy
7	Creating healthy alternatives
8	Other (Specify:.....)

Q42 48

Q43 49

Q44 50

Q45 51

Q46 52

Q47 53

Q48 54

Q49 55 -56

2.4.2 Frequency of prevention service within a period of one year (Mark that which apply)

For office use

1	Once of
2	Once, followed by a single booster session
3	Two repeat interventions
4	Three times
5	Bi-monthly
6	Quarterly
7	Other (Specify:.....)

- Q50 57
- Q51 58
- Q52 59
- Q53 60
- Q54 61
- Q55 62
- Q56 63

2.4.3 Length of each service (Mark that which apply)

1	30 - 45 minutes
2	46 - 60 minutes
3	61 - 75 minutes
4	76 - 90 minutes
5	More than 90 minutes

- Q57 64
- Q58 65
- Q59 66
- Q60 67
- Q61 68

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2.4.4 Duration of each service (Mark that which apply)

1	1 – 6 days
2	1 – 4 weeks
3	1 – 4 months
4	5 – 8 months
5	8 - 12 months (1 year)
6	Other (Specify:.....)

- Q62 6
- Q63 7
- Q64 7
- Q65 7
- Q66 7
- Q67 7

2.4.5 Method of delivery for each service (Mark which apply)

1	One-on-one
2	Group work (e.g. group discussion, role plays)
3	Peer counsellors
4	Experiential learning
5	Didactic instruction
6	Other (Specify:.....)

- Q68 7
- Q69 7
- Q70 7
- Q71 7
- Q72 7
- Q73 8

For office use

2.4.6 Group participation in the programme

(Mark that which apply)

1	Excellent
2	Good
3	Reasonable
4	Poor

Q74 81

Q75 82

Q76 83

Q77 84

For office use

2.4.7 Measurement / evaluation of programme success

(Mark that which apply)

1	Formal evaluation
2	Feedback that indicates change in attitudes
3	Requests for more information
4	Early identification of substance abusers
5	Fewer children that drop out of school because of substance abuse
6	More open discussion between children and teachers
7	Increased self-referrals
8	Increased referrals by concerned friends
9	Increased knowledge of signs, symptoms and dangers of substance abuse
10	Increased awareness of community resources that can help them
11	Awareness of option in dealing with peers, decision making, problem solving and resisting peer pressure.
12	Other (Specify:.....)

Q78 8

Q79 8

Q80 8

Q81 8

Q82 8

Q83 9

Q84 9

Q85 9

Q86 9

Q87
94 - 95

Q88
96 - 97

Q89
98 - 99

For office use

2.5 Implementation problems and programme changes

What problems were encountered while implementing the programme? (For example, programme participants may have greater service needs than the planners anticipated; when programme services are accordingly expanded, a different staffing pattern may be required.)

1.....
.....
.....
2.....
.....
.....
3.....
.....
.....

Q90	<input type="checkbox"/>	<input type="checkbox"/>
	100 - 101	
Q91	<input type="checkbox"/>	<input type="checkbox"/>
	102 - 103	
Q92	<input type="checkbox"/>	<input type="checkbox"/>
	104 - 105	

For office use

3. Programme staff

3.1 Programme staff qualifications (Mark that which apply)

1	Qualified social worker
2	Professional nurse
3	Qualified school teacher
4	School psychologist
5	None (Volunteer)
6	Other (Specify:.....)

- Q93 10
- Q94 10
- Q95 10
- Q96 10
- Q97 1
- Q98 1

3.2 Staff satisfaction with the programme
(Mark that which apply)

1	Excellent
2	Good
3	Reasonable
4	Poor

- Q99
- Q100
- Q101
- Q102

4. Programme effectiveness

Answer the following part of the schedule by carefully reading the next questions and circling the number that apply to the prevention programme under discussion.

For example

Do you love to read?

Yes	Uncertain	No
1	2	3

This means that you agree with the question, in other words "Love to read".

No.	Question	Yes	Uncertain	No
4.1	Is the prevention programme designed to enhance protective factors and move toward reversing or reducing known risk factors?	1	2	3
4.2	Does the prevention programme target all forms of drug abuse, including the use of tobacco, alcohol, cannabis and inhalants?	1	2	3
4.3	Does the prevention programme include skills to resist drugs when offered?	1	2	3
4.4	Does the prevention programme strengthen personal commitments against drug use?	1	2	3
4.5	Does the prevention programme increase social competency (e.g. in communications, peer relationships, self-efficacy, and assertiveness) in conjunction with reinforcement of attitudes against drug use?	1	2	3

For office use

Q103

Q104

Q105

Q106

Q107

For office use

No.	Question	Yes	Uncertain	No
4.6	Does the prevention programme include interactive methods, such as peer discussion groups, rather than didactic teaching techniques alone?	1	2	3
4.7	Does the prevention programme include a parent or caregivers' component that reinforces what the children are learning, such as facts about drugs and their harmful effects?	1	2	3
4.8	Is the prevention programme(s) long-term, in other words implemented over the child's school career with repeat interventions to reinforce the original prevention goals?	1	2	3
4.9	Is the prevention effort family-focused, i.e. focused on both parents and children?	1	2	3

Q108 12

Q109 1

Q110

Q111

No.	Question	Yes	Uncertain	No
4.10	Is the prevention effort focused on parents only?	1	2	3
4.11	Is the prevention programme focused on children only?	1	2	3
4.12	Is the prevention programme developmentally appropriate?	1	2	3
4.13	Is the prevention programme culturally sensitive?	1	2	3
4.14	Is the prevention programme(s) cost-effective?	1	2	3

For office use

Q112

Q113

Q114

Q115

Q116

4. Additional information

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