

# ESPAD

2019 Malta National Report

European School Survey Project  
on Alcohol and Other Drugs



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## 2019 MALTA NATIONAL REPORT

**Sharon Arpa & Petra Borg**

Foundation for Social Welfare Services



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First published 2020

Published in Malta by the Foundation for Social Welfare Services

European School Survey Project on Alcohol and Other Drugs: 2019 Malta National Report

Authors: Sharon Arpa & Petra Borg

Design and printed at the Government Printing Press

Print ISBN: 978-99957-1-859-6  
PDF ISBN: 978-99957-1-860-2

Recommended citation: Arpa, S., & Borg, P. (2020). European School Survey Project on Alcohol and Other Drugs: 2019 Malta National Report. Malta: Foundation for Social Welfare Services.

Key words: Alcohol/Tobacco/Drugs/Licit and illicit drugs/Social media use/Gaming/Gambling/Schools/Family/Adolescents/Epidemiology/Survey/Questionnaire/Substance use prevalence/Europe/Malta

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Message from

# THE CHIEF EXECUTIVE OFFICER OF FSWS

Alfred Grixti

Four years ago, I had concluded my message for the 2016 publication launching the ESPAD findings with the following words:

*“ We have taken note of these emerging trends and we will be addressing them in order to help our young generation achieve its full potential and assure itself of a better future. We will rise to this challenge.”*

Without wanting to sound boastful, I want to humbly submit that the results from this study show that Aġenzija SEDQA, as the national anti-drugs agency within the FSWS, is succeeding in this objective.

I must also emphasise that we have managed to achieve this in a socio-economic climate where there is more social and media tolerance to the so called “recreational-use” of most drugs and where the demand for the legalisation of cannabis is much stronger than it has ever been before.

Despite this, the 2019 ESPAD Malta report shows that:

- The lifetime use of alcohol has continued the downward trend noted in the previous ESPAD reports.
- The use of alcohol in the last 12 months has continued the downward trend reported in the previous ESPAD reports.
- The use of alcohol during the last 30 days has also continued the downtrend reported in the previous reports.
- Regular heavy episodic drinking in the preceding month continued on its downward trend and decreased from 47% of respondents in 2015 to 40% in 2019.
- Heavy episodic drinking more than 3 times in the preceding month decreased from 22% of respondents in 2015 to 18% in 2019.

- Lifetime use of cigarettes continued its decline in 2019, going down from 29% in 2015 to 22% in 2019.
- The number of occasions of cigarette smoking has also declined with 4% of students reporting smoking on 40 or more occasions (8% in 2015).
- Cigarette smoking, within the past 30 days, has also declined (from 15% to 10%) while daily smoking at the age of 13 or younger has declined but not by a significant amount (from 3% to 2%).
- The lifetime prevalence of cannabis use has remained stable between 2015 and 2019.
- In terms of trends we have continued to see a fall in inhalant use, while alcohol together with pills has remained stable and the use of other illicit drugs amongst the ESPAD cohort has also remained stable.
- Thus, cocaine, ecstasy and amphetamines have been reduced by less than 1% between 2015 and 2019 with small reductions continuing since a peak in 2007.

That said, both on behalf of the organisation that I have the honour and the privilege to lead, and also in a personal capacity, I have to say that there are also concerns that must be addressed.

- Firstly, that many students perceive that various substances are fairly or very easy to obtain. A third (33%) of students perceive that cannabis is fairly or very easy to obtain, followed by 20% for cocaine. Whilst these are perceptions, given that some of them use these substances, it is likely to reflect reality.
- Secondly, the gender issue. Average lifetime use of all substances is more prevalent in girls than boys.
- Thus, 36% of the female respondents replied that they had got drunk in their lifetime as opposed to 29% of the male respondents.
- Results on intoxication in the 12 months preceding the survey showed that girls did worse than the boys on this measure by 28% to 23%.
- Likewise, 24% of girls reported having used cigarettes in their lifetime as against 21% of boys.
- 25% of girls admitted to having used shisha (water pipe) in their lifetime as against 17% of boys.

- Beyond this, the newer, potentially problematic behaviour – social media use – is more prevalent amongst girls .... Indeed 95% of girls admitted using social media on school days as against 89% of boys and 99% of girls as against 96% of boys on non-school days.
- Boys, then, are more likely to engage in online gaming, 79% to 53% on school days and 91% to 66% on non-school days.

The above means we have to research why there is more prevalence of alcohol and cigarette use, as well as social media use, amongst girls rather than boys. This will enable us to then design our very successful prevention programmes with more gender sensitivity.

We also have to address the reality that a relatively high percentage of all respondents do not perceive a great risk in using illicit drugs, even on more than an occasional basis.

In this context, I must urge the authorities to re-think the issue of legalisation of cannabis. I say this as a convert. In my youth we used to argue in favour of legalisation because up till then the received wisdom was that cannabis was harmless. The medical science now teaches us otherwise, and so, just as with the fight against the COVID-19 pandemic, we have to let the science inform our decision making.

Finally, I want to thank all those involved with the ESPAD census. Thanks to all the schools, state, church and private, who made it possible for us to conduct the survey. Above all else, thanks to Sharon Arpa and Petra Borg for seeing the 2019 ESPAD through from beginning to end.

Last but definitely not least, a big thank you to all at Aġenzija SEDQA for these very encouraging and impressive results. Yes! Our prevention strategies and programmes which we deliver day in, day out in all schools and all places of work around Malta and Gozo are working. Special thanks, then, to Charles Scerri, and his predecessor Jesmond Schembri at the helm of Aġenzija SEDQA, and the fantastic, dedicated team of professionals within Aġenzija SEDQA who give their all to ensure that substance misuse and other emerging addictions are kept well in check.

**ALFRED GRIXTI**

Chief Executive Officer

Foundation for Social Welfare Services

Forward from

# THE OPERATIONS DIRECTOR OF AĠENZIJA SEDQA

Charles Scerri

Within this ESPAD cycle, further information was gathered on the use of online gaming, gambling and social media in addition to the conventional areas of study, namely the use of tobacco, alcohol and other substances. Studying these other behaviours is of relevance to Aġenzija SEDQA, given that it now endorses a strategy aimed at tackling the wider notions of addictions, hence moving away from a separation of services being offered based on the substance of misuse.

The former are indeed the emerging types of addictive behaviours being encountered by our professionals throughout their everyday practice. The relatively high percentages being registered in both gaming and social media use, indicate that professionals working in this sector need to be on the lookout for contouring social issues deriving from such misuse, such as issues related to physical inactivity, lack of social interaction and radicalisation, amongst others.

Compared to 2015 data, there has been an encouraging, although not dramatic, overall decline in alcohol and smoking related behaviours being measured. Having said this, there needs to be a more coordinated, interministerial approach in order to consolidate the current legal framework concerning the accessibility, for instance, of alcohol consumption amongst youths.

It is also worth noting the need for a shift in the overall local culture around alcohol consumption, which directly impacts alcohol related behaviours in relation to younger generations. ESPAD 2019 figures do in fact outline the aforementioned, where on the last drinking occasion most students reported drinking at home more than any other venue such as pubs and bars.

Prevention efforts amongst youths, primarily targeted at promoting healthy alternative lifestyles are key at mitigating alcohol, smoking and substance misuse behaviours. Aġenzija SEDQA has continued to invest in its prevention pillar of operations, with particular focus on children and youths.

2019 has in fact been a very important year for Aġenzija SEDQA's Prevention service development, whereby it continued to bridge the gap between programmes being offered at primary school level, and the need to cater for older generations at secondary level. Through a Memorandum of Understanding signed in collaboration with the Secretariat for Reforms, Citizenship and Simplification of Administrative Processes, Aġenzija SEDQA has secured funding in order to introduce new programmes within the education sector across Malta and Gozo. Such programmes mainly follow on from what was already being offered at Year 3 primary level, extending input to Year 5 level, as well as a new programme targeting Year 8/Form 2 at secondary level of education.

This much needed upgrade in preventive service provision will hopefully have a positive impact on forthcoming ESPAD outcomes in an ongoing strive at mitigating behaviours that could possibly lead to the onset of addictions amongst our youth population.

**CHARLES SCERRI**  
Operations Director  
Aġenzija SEDQA

# ACKNOWLEDGEMENTS

**Thanks go to the people who participated in this survey and made it happen.**

First of all, to the schools, teachers and students who participated in the survey and without whom this study would not have been possible.

Other members of the Maltese ESPAD coordinating team, namely: Kay Xuereb, Sandra Cortis, Franceanne Borg Orland, Karl Coleiro, Marjoe Abela, Lawrence Bonello, Emily Chircop, Roslyn Spiteri, Ruth Stivala, Audrey Schembri, Antoine Saliba, Daniela Bugeja, Shaun Bartolo, Gabrielle Bartoli, Christiana Bajada and Isabelle Anastasi.

FSWS members of staff, particularly: Claudette Abela Baldacchino, Charles Scerri and Ronald Balzan for reviewing the report, and Marion Taliana for double-checking the data. Additionally, the Customer Care Team (Carmel Camilleri, Peter Cachia and David Cuschieri) for their logistical input. Also to students Beatriz Brunelli Zimmermann and Daniel Gafa' for their input.

Special thanks go to the various entities that collaborated in and supported the 2019 ESPAD Survey, including:

Agenzija SEDQA (the National Agency against Drug and Alcohol Abuse and Compulsive Gambling) within the Foundation for Social Welfare Services;

The Directorate for Educational Services (DES), National School Support Services;

The Directorate for Education at the Secretariat for Catholic Education, Archdiocese of Malta; and

The Independent Schools Association (ISA) and participating independent schools.

A special note of thanks goes to Hon. Minister Michael Falzon, Ministry for Family, Children's Rights and Social Solidarity, and Hon. Evarist Bartolo and Hon. Owen Bonnici, former and current Ministers for Education and Employment respectively, for their continuous support throughout the conduct of this survey.

# EXECUTIVE SUMMARY

In 1995, the first European School Survey Project on Alcohol and Other Drugs (ESPAD) was conducted among 15- to 16-year-old students with the predominant aim of examining the prevalence of substance use (alcohol, tobacco and other drugs) as well as related attitudes and behaviours. Over time, ESPAD has developed and now also collects data on other substances, including e-cigarettes and new psychoactive substances, and other behaviours, such as social media use, online gaming and gambling. The latest ESPAD survey was conducted in 2019 in 35 European countries, with this seventh study wave providing data spanning 24 years. This report presents the 2019 results from 3043 students in Malta and Gozo and examines changes in results over time.

## Alcohol

Many students believed that it would be 'fairly or very easy' to obtain beer (75%), wine (72%), premixed drinks (67%), spirits (60%) and cider (59%).

A high percentage of students reported consuming alcohol during their lifetime (82%), the last 12 months (73%) and the last 30 days (48%).

The alcoholic beverages most commonly consumed in the last 30 days were spirits (40%) and wine (40%), followed by beer (33%), premixed drinks (31%) and cider (16%).

During the 30 days prior to the study, 29% of students had purchased an alcoholic beverage off-premise (e.g. in a store or kiosk) for their own consumption, while 44% of students had consumed an alcoholic beverage on-premise (in a pub, bar, kazin or disco).

On the last drinking occasion, students most frequently reported drinking at home (21%), at a bar or pub (19%) and in a disco (14%).

Some 32% of students had been drunk on at least one occasion in their lifetime, 25% reported being intoxicated in the last 12 months and 12% in the last 30 days.

Many students (40%) had engaged in heavy episodic drinking (i.e. consumed five or more drinks on one occasion) during the 30 days prior to the study.

Drinking alcohol at the age of 13 or younger is relatively high at 34%, with 6% of students having gotten drunk at the age of 13 or younger.

With regards to sex differences in alcohol consumption, a higher percentage of girls than boys had been intoxicated in their lifetime (36% vs. 29%) and the last 12 months (28% vs. 23%) and had consumed alcohol in a 'disco/party or club' (16% vs. 12%) and in a restaurant (15% vs. 11%) during the last drinking occasion. Girls were also more likely than boys to perceive alcohol to be 'fairly or very easy' to obtain (88% vs. 82%).

Between 2015 and 2019 there was an overall decline in all alcohol-related behaviours measured. Lifetime use of alcohol declined from 86% to 82%, and prevalence in the last 12 months and last 30 days also showed reductions (80% to 73% and 54% to 48%, respectively). There were also downward shifts in lifetime drunkenness (from 38% to 32%), drunkenness during the last 12 months (31% to 25%) and heavy episodic drinking (47% to 40%).

## Cigarettes and e-cigarettes

The majority of students (57%) believed that it would be 'fairly or very easy' to obtain cigarettes.

Some 22% of students had smoked cigarettes during their lifetime and 10% had smoked in the last 30 days, with 7% smoking less than one cigarette a day.

Some 21% of students had used e-cigarettes in their lifetime.

At the age of 13 or younger, 7% of students had smoked their first cigarette and 2% had started to smoke on a daily basis, while 5% of students had smoked their first e-cigarette and 1% had begun smoking e-cigarettes on a daily basis at this age.

Between 2015 and 2019 there was a decline in the use of cigarettes. For example, reductions were observed in the lifetime prevalence of cigarette smoking (from 29% to 22%), smoking in the last 30 days (15% to 10%), daily cigarette use in the last 30 days (7% to 4%), and first cigarette use at the age of 13 or younger (13% to 7%).

Substantial declines in smoking rates between 2015 and 2019 were fuelled by a greater reduction in cigarette use among girls. Despite this decline, girls were more likely than boys to have smoked in their lifetime (24% vs. 21%).

## Other substances

A relatively high percentage of students thought that it would be 'very easy or fairly easy' to obtain cannabis (33%), cocaine (20%), tranquillisers or sedatives (19%) and ecstasy (15%).

The use of a range of illicit drugs (cannabis, LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB) is less widespread than the use of alcohol and cigarettes or e-cigarettes, with 12% of students reporting the use of any of the listed illicit drugs during their lifetime.

Other substances frequently reported as having ever been used were: cannabis (12%) and inhalants (5%), followed by alcohol together with pills to get high (4%), synthetic cannabinoids (4%), tranquillisers or sedatives without a prescription (3%), painkillers to get high (3%), cocaine (2%) and ecstasy (1%).

The most frequently reported substances other than alcohol, cigarettes and e-cigarettes to have first been used at the age of 13 or younger were cannabis (2%) and inhalants (2%).

Whilst sex differences in the use of other substances examined were not large, they were found to be statistically significant for tranquillisers or sedatives without a doctor's prescription, with higher rates reported among girls than boys (3.8% vs. 2.5%), while boys were more likely than girls to report ever using crack (1.7% vs. 0.7%), LSD or other hallucinogens (1.8% vs. 0.8%), magic mushrooms (1.7% vs. 0.9%), drugs by injection (1.1% vs. 0.5%) and anabolic steroids (2.6% vs. 1.5%).

Between 2015 and 2019, among all students, lifetime use of inhalants declined from 8% to 5% (and declined from 9% to 5% among girls). All other substances examined remained relatively stable.

## Social media

Most respondents reported using social media within the last 7 days; 91% reported social media use on a school day and 97% reported use on a non-school day. A relatively high percentage of students reported using social media for 4 or more hours in the last 7 days (38% on a school day and 68% on a non-school day).

A higher percentage of girls than boys used social media for 4 or more hours on a school day (45% vs. 31%) and on a non-school day (75% vs. 60%).

## Gaming

Over half of students reported gaming within the past 30 days with 66% reported gaming on a school day and 78% reported gaming on a non-school day. Students reported gaming on an average of 3 days during the last 7 days. Some 13% of students reported gaming for 4 or more hours on a school day, and 30% reported gaming for 4 or more hours on a non-school day during the last 30 days.

Boys reported spending a higher average number of days gaming in the last 7 days than girls (4 days vs. 2 days). Boys also spent more hours gaming than girls, with boys more likely to spend 4 or more hours gaming both on a school day (19% vs. 7%) and on a non-school day (46% vs. 13%) in the last 30 days.

## Gambling

Some 14% of students reported gambling money in the preceding year.

The gambling activities most frequently engaged in within the last 12 months were cards or dice (7%) followed by lotteries (7%), sports betting (4%) and slot machines (3%).

The rate of gambling in the preceding year is higher for boys than girls (17% vs. 12%).

# 1 BACKGROUND AND RESEARCH DESIGN



## Introduction

The use of tobacco, alcohol and other drugs have a range of negative effects on young people on both an individual and societal level. Knowledge about substance use among adolescents is therefore necessary to determine if action is required and, if so, what and who should be targeted. The European School Survey Project on Alcohol and Other Drugs (ESPAD), a pan-European, cross-sectional, school-based survey has become a primary tool to gauge the prevalence of substance use and other potentially problematic behaviours, amongst young people aged 15–16 years in Europe.

Social media use, gaming (playing electronic games) and gambling have also emerged as areas of public concern, with evidence indicating that, like the use of psychoactive substances, these behaviours have the potential to become problematic (Grant et al., 2010; Rosenkranz et al., 2017). In the 2015 and 2019 ESPAD studies these behaviours were therefore measured. In 2019 the use of e-cigarettes and energy drinks were also examined.

The first ESPAD study was conducted in 1995, with data being collected every four years ever since. Malta has participated in all seven cycles of the ESPAD project. In 2019, 35 countries provided data for the study. This collaborative work of independent research teams across a wide range of European countries makes ESPAD the largest cross-national research project on adolescent substance use in the world.

The ESPAD project was initiated by the Swedish Council for Information on Alcohol and Other Drugs (CAN) in co-operation with the Pompidou Group at the Council of Europe. Supported by the Swedish government, CAN co-ordinated ESPAD for approximately 20 years. The international coordination of ESPAD is now supported by the Italian National Research Council (CNR) together with the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA), the latter having provided increasing support to ESPAD in recent years.

## Purpose of the project

Data emanating from the ESPAD project provides a better understanding of the extent and nature of smoking, alcohol and other drug use, as well as social media use, gaming and gambling. It also sheds light on associated beliefs, attitudes and behaviours.

This study is conducted by a range of other European nations using a common questionnaire and similar methodology and, as previously noted, is repeated every four years. This facilitates comparisons between countries and over time, helping to improve the understanding of the behaviours under study. The collection of socio-demographic data also allows subgroups to be compared, which increases knowledge about groups most at risk of engaging in the examined behaviours.

A comprehensive picture of substance use and other behaviours can assist in the design and implementation of effective policies, strategies and interventions to prevent, curb or halt risky behaviours among adolescents. The absence of such data can lead to the development of misconceptions and possible misallocation of resources.

## Research design

### Study co-ordination

The seventh ESPAD survey was conducted nationally by Aġenzija SEDQA (the National Agency against Drug and Alcohol Abuse and Compulsive Gambling) within the Foundation for Social Welfare Services (FSWS) in collaboration with:

the Directorate for Educational Services (DES), National School Support Services;

the Directorate for Education, Secretariat for Catholic Education;

the Independent Schools Association (ISA); and

the participating independent schools.

### Population, sampling method and respondents

The target population for the local ESPAD survey comprises students in Malta and Gozo born in 2003 who turned 16 during the year of data collection (2019). Year 11/Form 5 students (hereby referred to as Year 11 students) were included in the sampling frame since these students covered 95% of the target group. The remaining students born in 2003 were in other grades. As in previous ESPAD surveys, the total population was sampled since the number of students born in 2003 was similar to the desired sample size. Among 2003-born students, 3043 returned valid questionnaires.

Similar to preceding ESPAD surveys, all schools with Year 11 students were invited to participate in the study<sup>1</sup>. Altogether 96% of eligible schools (44 schools) participated, with a class participation rate (proportion of selected classes participating in the study) of 99%. The non-participating classes derived from two independent schools and had a very small number of students.

The students' presence rate, measured as the percentage of students in participating classes regardless of birth year, was 78%. This stood at 71%, 87% and 81% amongst students of state school, church schools and independent schools, respectively. In total, only 9 students refused to answer the questionnaire.

Comparisons between the population of students and respondents in terms of sex and school type indicate a considerable degree of similarity (Table A). The largest variation between the study population and all respondents was found for school type, with approximately 54% of all Year 11 students and 49% of respondents attending state schools.

<sup>1</sup> Data from classroom reports, which were completed by survey leaders and which collected data on all students irrespective of birth year, were used to calculate data in this section of the report. A limited number of classroom reports had missing data and were excluded from the analysis.

Table A

### A comparison of the study population and all survey respondents by sex and school type

	Study population	All respondents
<b>Sex</b>		
Boys	50%	52%
Girls	50%	48%
<b>School type</b>		
State	54%	49%
Church	36%	40%
Independent	10%	11%

The ESPAD study is intended to represent the student population, however, it does not include data from students who were absent from school on the day of data collection. Reports from a US-based study indicate that although absentees and students who have dropped out of education are, for example, more likely to use licit and illicit substances than their school-attending counterparts, their exclusion does not substantially influence prevalence estimates of drug use (Miech et al., 2020).

#### Field procedures

Consent to conduct the study was obtained from:

- the Permanent Secretary for Education;
- the Director General, Directorate for Educational Services;
- the Director for Education Services in Church Schools, Secretariat for Catholic Education;
- the Independent School Association; and
- head teachers of independent schools.

College principals and heads of state, church and independent schools were sent a formal letter informing them about the study and the date when the study was to take place.

Guidance teachers, counsellors, and personal, social and career development (PSCD) teachers acted as study co-ordinators in each respective school. The study co-ordinators provided information to the survey leaders pertaining to the study rationale and the way in which the questionnaires should be administered and collected. Study co-ordinators and survey leaders were also provided with written guidelines. In three schools with a small number of Year 11 students, FSWS staff members acted as survey leaders to ensure that students felt confident that their responses were anonymous.

Data collection from all schools took place between 12 February and 4 April, 2019. Since Year 11 students normally finish school early in the year to study and prepare for their examinations, the Maltese survey was initiated earlier in the year than in other countries.

The survey was carried out during a mid-morning class period to ensure that late-comers were included. The survey leaders collected the envelope containing the questionnaires and instructions outlining how the data should be collected. In the class, the survey leader read out instructions to students, which included directions to assure anonymity, and then distributed the questionnaires to all students. Survey leaders were instructed that whilst the questionnaires were being answered, they should sit at their desks from where they were to respond neutrally to students' questions and complete a classroom report. The classroom report asked for information relating to, *inter alia*, absenteeism, student co-operation, disturbances and questionnaire completion time. Upon completion, students placed their questionnaire into a blank envelope, which they were each given. Within each class, each student's envelope was gathered and placed into a provided A3 envelope, together with the classroom report.

Students who required assistance from learning support educators (LSEs) to complete the questionnaire were assembled into a separate classroom. The questionnaire was projected onto an interactive whiteboard and the questions were read aloud and followed with an enlarged cursor. Students who made use of computer assistance were given the option to complete the questionnaire on their computer using a PDF reader. Students who were unable to complete the questionnaire without their answers being seen by others were exempted from data collection to safeguard their anonymity.

### **Data collection instrument**

The anonymous questionnaire included items on alcohol, cigarettes, e-cigarettes, energy drinks and other substances. It also included questions on social media use, gambling for money, and gaming, as well as related attitudes and socio-demographic characteristics. In relation to the international version of the ESPAD questionnaire, cultural adjustments were made to the questionnaires used in Malta, as outlined in the previous national ESPAD report (Arpa, 2016).

Questionnaires were available in both Maltese and English. To ensure an accurate translation of the questionnaire into Maltese, the official English version of the questionnaire was translated into Maltese and then back-translated into English. The two English versions were compared and amendments to the Maltese questionnaire were carried out. Prior to the 2019 data collection wave, the new ESPAD questions were pre-tested in both Maltese and English for comprehension, and the necessary amendments were made.

An English version of the 2019 questionnaire used in Malta is presented in Appendix I.

## Data processing and analysis

Data from completed questionnaires were manually inputted into a database. The data were then sent to the international ESPAD co-ordination team and a standardised cleaning procedure was conducted for all countries. This resulted in 0.9% of all questionnaires from 2003-born students in Malta being discarded, mainly due to poor data quality. The national dataset was then returned and analysed using SPSS version 25. Only data from Year 11 students born in 2003 were included in the analysis.

### Calculation and re-categorisation of variables

#### Substance use variables

Availability of substances was measured by asking students how difficult they thought it would be to get various listed substances, if they wanted. Response categories were: “impossible”, “very difficult”, “fairly difficult”, “fairly easy”, “very easy” and “don’t know”. The perceived availability of all substances measured was re-categorised into ‘fairly or very easy to obtain’ and ‘other’. Overall alcohol availability was deemed to be ‘fairly easy or very easy to obtain’ when any one of the five types of alcohol measured individually (beer, cider, premixed drinks, wine or spirits) was reported to be “fairly easy” or “very easy” to obtain.

To gain an understanding of overall substance use by students, the variables ‘any illicit drug use’, ‘any illicit drug use other than cannabis’ and ‘abstinence’ were created. ‘Any illicit drug use’ was operationalised as the use of cannabis, amphetamines, cocaine, crack, ecstasy, LSD or other hallucinogens, heroin or GHB. Similarly, ‘any illicit drug use other than cannabis’ was operationalised as the use of amphetamines, cocaine, crack, ecstasy, LSD or other hallucinogens, heroin or GHB. Finally, ‘abstinence’ was classified as not having used a range of substances, specifically cigarettes, alcohol, tranquillisers or sedatives, inhalants, cannabis, amphetamines, cocaine, crack, ecstasy, LSD or other hallucinogens, heroin and GHB.

To examine prevalence rates and to assess differences between boys and girls, a number of variables were dichotomised. All variables measuring the frequency of substance use were re-categorised into ‘used’ and ‘not used’. The following sets of variables were also re-categorised:

perceived availability of substances (into ‘fairly or very easy to obtain’ and ‘other’);

off-premise alcohol purchasing, on-premise alcohol consumption, heavy episodic drinking, alcohol intoxication, first use of various substances at the age of 13 or younger, first got drunk on alcohol at the age of 13 or younger, and first use of cigarettes and e-cigarettes on a daily basis at the age of 13 or younger (into ‘yes’ and ‘no’); and

perceived risk of various substances (into ‘great risk’ and ‘other’).

Drinking motives were examined by asking students to report if they had “never”, “seldom”, “sometimes”, “mostly” or “always” drunk alcohol in the last 12 months for each of the 12 listed possible motives. The responses were re-categorised into ‘mostly and always’ and ‘other’.

### **Social media use and gaming variables**

In relation to social media use and gaming, response options to questions about time spent on both a school day and a non-school day on social media (during the last 7 days) and on gaming (during the last 30 days) were “none”, “half an hour or less”, “about 1 hour”, “about 2-3 hours”, “about 4-5 hours” and “6 hours or more”. These responses were re-categorised into ‘about 4 or more hours’ and ‘about 3 hours or less’.

A non-clinical screening tool (Holstein et al., 2014) was adapted to measure perceived problems relating to (a) social media use and (b) gaming. Students were asked if they “strongly agree”, “partly agree”, “neither agree nor disagree”, “partly disagree”, or “strongly disagree” with three statements for each behaviour. Items examined whether students thought they spend too much time on these activities, whether they get into a bad mood if they cannot spend time on these activities and whether their parents thought they spend too much time on these activities. Responses indicating agreement with the statements (“strongly agree” and “partly agree”) were scored 1 and all other responses scored 0. The responses to the three items were summed to produce an index score ranging from 0 to 3, with a score of below 2 suggesting a low risk of problems relating to social media use and gaming, and scores of 2 and 3 suggesting a high risk.

### **Gambling variables**

The survey included questions on the frequency of gambling for money in the last 12 months in general and by gambling activity, namely gambling through slot machines, card or dice games, lotteries and betting on sports/animals. For this report, the last 12-month prevalence of gambling was calculated as having engaged in at least one of the four gambling activities during the preceding 12 months.

An adapted version of the Consumption Screen for Problem Gambling – CSPG (Rockloff, 2012), consisting of three items, was used to examine excessive gambling activity. The first item asked: “How often (if ever) have you gambled money in the last 12 months?” Response options were:

“I have not gambled for money” (score 0 points);

“monthly or less” (1 point);

“2-4 times a month” (2 points); and

“2-3 times or more a week” (3 points).

The second item asked: “How much time (if any) did you spend gambling for money on a typical day in the last 12 months?” Responses options were:

“I have not gambled for money during the last 12 months” (score 0 points);

“less than 30 minutes” (0 points);

“between 30 minutes and 1 hour” (1 point);

“between 1 and 2 hours” (2 points);

“between 2 and 3 hours” (3 points); and

“3 hours or more” (4 points).

The final question asked: “How often (if ever) did you gamble for money more than 2 hours (on a single occasion) in the last 12 months?” Responses options were:

“I have not gambled for money during the last 12 months” (score 0 points);

“never” (0 points);

“less than monthly” (1 point);

“monthly” (2 points);

“weekly” (3 points); and

“daily or almost daily” (4 points).

The points from the three questions were summed, with a total of 4 or more points considered to suggest excessive gambling.

Possible problem gambling was estimated using the Lie/Bet screening tool (Johnson et al., 1997). This two-question tool asked: (a) “Have you ever felt the need to bet more and more money?” and (b) “Have you ever had to lie to people important to you about how much you gambled?” The response options for both questions were “no” (scored 0) and “yes” (scored 1). The scores were summed, with a total score of 2 considered to indicate problem gambling.

To examine prevalence rates and differences between boys and girls, gambling-related variables were further dichotomised into ‘gambled for money in the last 12 months’ and ‘not gambled for money in the last 12 months’.

### **Overall testing for sex differences**

As well as providing data on all students, all variables examined within Chapters 2 and 3 of the report have been assessed for differences between boys and girls (hereby referred to as sex differences) using chi-square tests, with the exception of the number of days spent gaming during the last 7 days, for which t-tests were used to examine sex differences in the mean number of days. Statistical test results were considered significant at the 0.05 level. For the purpose of brevity, only statistically significant differences between boys and girls are reported in text in the form of percentages or means obtained for each sex.

## Presentation

Within Chapters 2 and 3, figures produced present data for all students. Response categories for some variables have been grouped so that patterns in the data can be more easily discerned, or to standardise categories when making comparisons between variables with different response options. A question on water pipes (shisha) was asked for the first time in 2019. Given the limited information available from this study on water pipes, results are only presented in one figure that outlines the prevalence rates of various substances (see Figure 13). Chapter 4 - which examines trends - displays line graphs for each selected indicator for the total sample and disaggregated by sex, so that differences in trends between boys and girls can be observed. The figures presented in Chapters 2, 3 and 4 are based on data provided in tabular format in Appendices II and III.

When examining age of first use of various substances, information is not provided on use initiating beyond the age of 15. Since many participants were still aged 15 at the time of data collection, including the results from 16-year-olds would provide a distorted picture of the age of initiation.

## Comparability of variables over time

Various changes in the questionnaire have taken place over the years. To place trend data within a proper context, revisions between 2015 and 2019 in selected indicators included in Chapter 4 on trends are briefly outlined here. For more detailed information about changes in the questionnaire over time refer to the 2015 national ESPAD report (Arpa, 2016) and international ESPAD documentation related to the 2019 survey (see [espad.org](http://espad.org)).

### Alcohol

In 2015, the age of onset of alcohol use was measured by asking about the age of onset for each type of alcoholic beverage separately. This was changed to asking about the age of first alcohol use irrespective of beverage type.

Questions that previously asked about alcopops (e.g. questions on perceived availability and frequency of use) were reworded to ask about “premixed drinks (breezer, alcopops etc.)”. To measure heavy episodic drinking (which is considered in this study as having had five or more drinks on one occasion), the quantity of each type of drink is defined for the purpose of the question. The quantity of premixed drinks classified as a “drink” changed from “2 glasses/bottles of alcopops” in 2015 to “1 bottle of premixed drinks (breezer, alcopops etc.)” in 2019.

### Smoking

The module on cigarette smoking was changed in 2019 to specifically ask about tobacco smoking. This refers to cigarettes, which includes rolled cigarettes, and excludes water pipes (shisha) and e-cigarettes (e-cigs, vapes and mods). A new module was then included in the 2019 questionnaire to assess the use of e-cigarettes and water pipes.

**Other substances**

In relation to tranquillisers and sedative use, a question on perceived availability asked how difficult it would be to get “tranquillisers or sedatives” in 2015 and this was changed to asking about “tranquillisers or sedatives without a prescription” in 2019.

In 2015, five separate questions examined the number of occasions of use of ecstasy, amphetamines, methamphetamines, cocaine, and crack, with sub-questions measuring lifetime and last-12-month use of each substance. In 2019, the use of these substances, in both timeframes, was measured using a single question, and heroin was also included within this question set. In 2015, students were asked about the number of occasions of use during their lifetime of other substances (including heroin), within a single question set. In 2019, two sets of questions were used; the first incorporating LSD or other hallucinogens, magic mushrooms, GHB and drugs by injection with a needle (like heroin, cocaine, amphetamine), and the second incorporating tranquillisers or sedatives (without a doctor’s prescription), anabolic steroids, alcohol together with pills in order to get high, painkillers in order to get high, and mephedrone. The response categories for questions asking about the number of occasions of use of all of the abovementioned substances were reduced between 2015 and 2019. The previous response options of ‘0’, ‘1-2’, ‘3-5’, ‘6-9’, ‘10-19’, ‘20-39’ and ‘40 or more’ were changed to ‘0’, ‘1-2’, ‘3 or more’.

**Perceived risk of various substances**

Perceptions of risk of various substance-related behaviours were previously examined using one set of questions. In 2019, two sets of questions were asked. The first question asked about smoking and drinking-related behaviours, with a new sub-question asking about the perceived risk of trying e-cigarettes once or twice. The second question asked about behaviours relating to other substances, with a new sub-question on trying synthetic cannabinoids once or twice.

# 2 SUBSTANCE USE



## Introduction

This section of the report presents the results on substance use from the Malta 2019 ESPAD survey. It includes data on the extent of use, the age of onset and perceptions related to alcohol, cigarettes, e-cigarettes, cannabis and other substances. The figures presented in this chapter are based on data provided in Appendix II and Figure 13 gives an overview of the lifetime prevalence of all substances examined.

## Alcohol

### Perceived availability of alcohol

The majority of students (85%) reported that any alcoholic substance would be 'fairly or very easy to obtain'. Many students believed that it would be 'fairly or very easy to obtain' beer (75%), wine (72%), premixed drinks (e.g. breezer, alcopops) (67%), spirits (60%) and cider (59%).

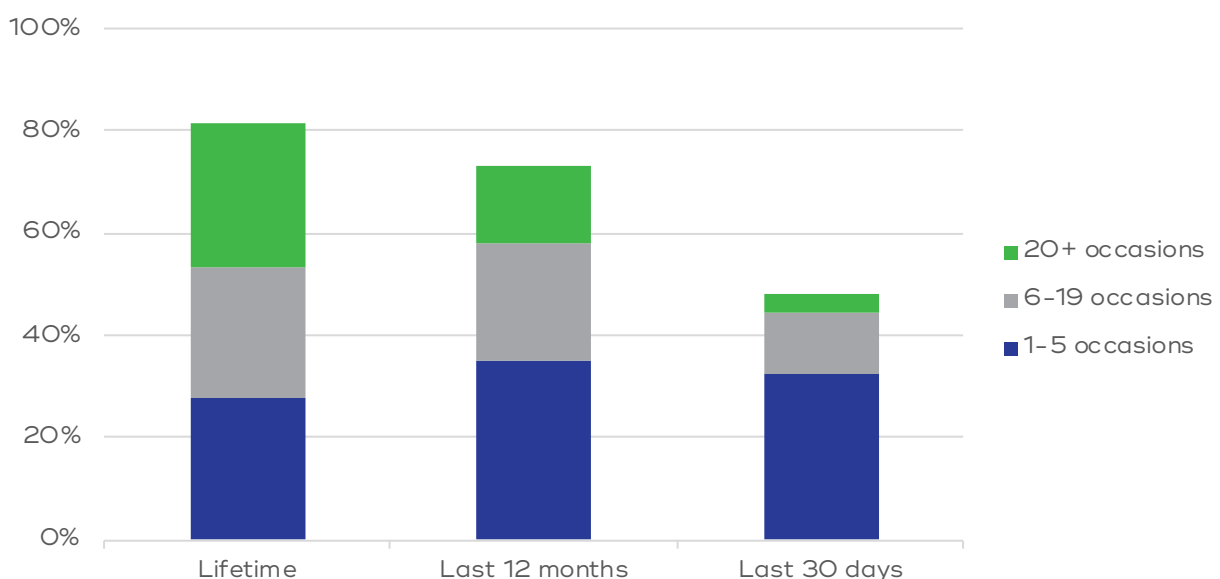
Significantly more girls than boys thought that it would be 'fairly or very easy to obtain' alcohol in general (88% vs. 82%), and the following beverages in particular: wine (77% vs. 68%), premixed drinks (72% vs. 62%) and spirits (63% vs. 57%).

### Frequency of alcohol use

Many respondents had consumed an alcoholic beverage on at least one occasion during their lifetime (82%), the last 12 months (73%) and the last 30 days (48%). Among all students, alcohol was consumed on 20 or more occasions by 28% of students in their lifetime, by 15% during the past year and by 4% in the last 30 days.

Figure 1

### Number of occasions of alcohol use

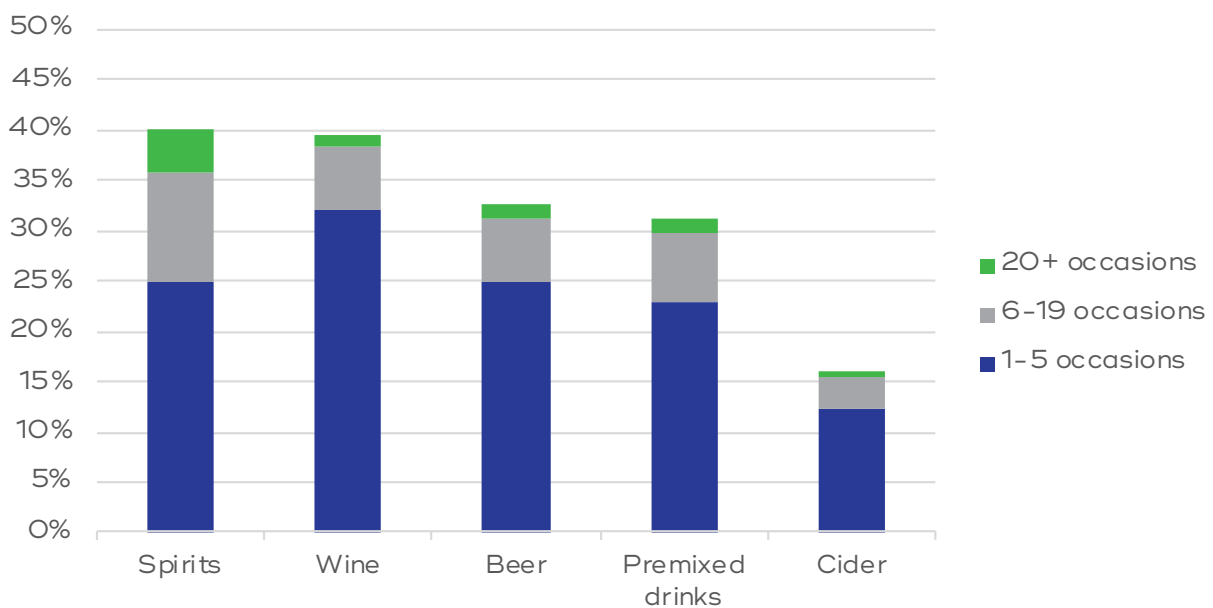


### Type of beverage consumed

Figure 2 shows that in the last 30 days, students most commonly consumed spirits (40%) and wine (40%), followed by beer (33%), premixed drinks (31%) and cider (16%). Boys were significantly more likely than girls to have consumed beer (40% vs. 25%), whilst girls were significantly more likely than boys to have consumed premixed drinks (35% vs. 28%) and wine (42% vs. 37%) within this timeframe.

Figure 2

### Number of occasions of alcohol use during the last 30 days by beverage



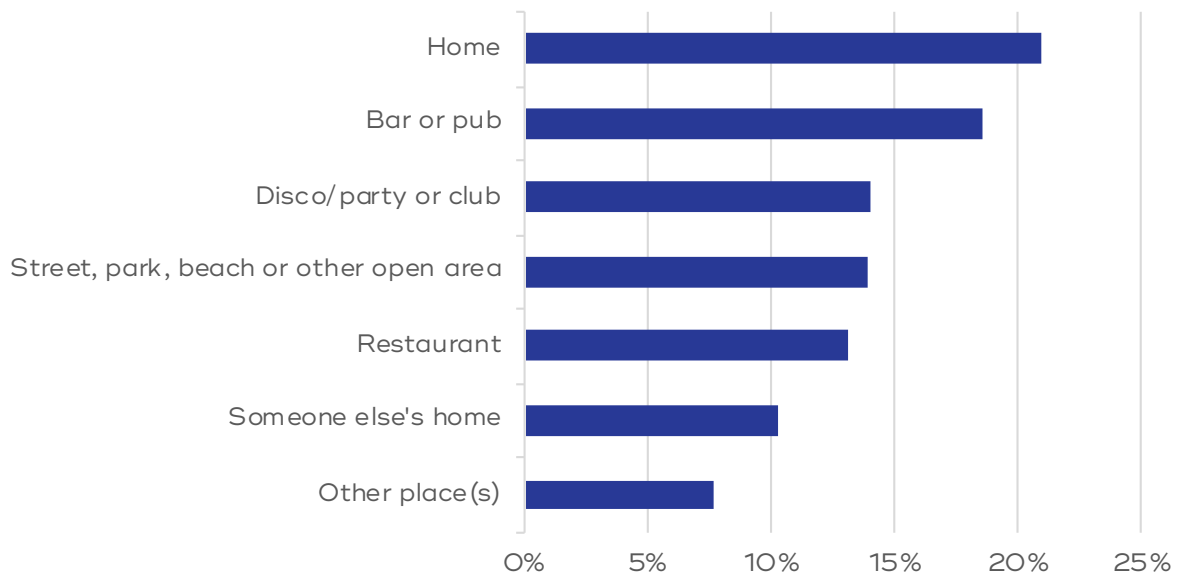
### Off-premise alcohol purchasing and on-premise consumption

Students were asked about their purchasing of alcohol in a store (supermarket, liquor store or kiosk) for their own consumption (off-premise). They were also asked about their consumption of alcohol in a pub, bar, kázin, restaurant or disco (on-premise). In the last 30 days, 29% of students had purchased alcohol for their own consumption off-premise, whilst 44% of students had consumed alcohol on-premise. There were no sex differences in either behaviour.

### Drinking venue on the last drinking occasion

Students were asked about the places in which that they had consumed alcohol on the last drinking occasion (Figure 3). Students most frequently reported drinking at home (21%), followed by at a bar or pub (19%) and at a disco/party or club (14%). A significantly higher percentage of girls compared to boys had consumed alcohol in a disco/party or club (16% vs. 12%) and in a restaurant (15% vs. 11%).

Figure 3

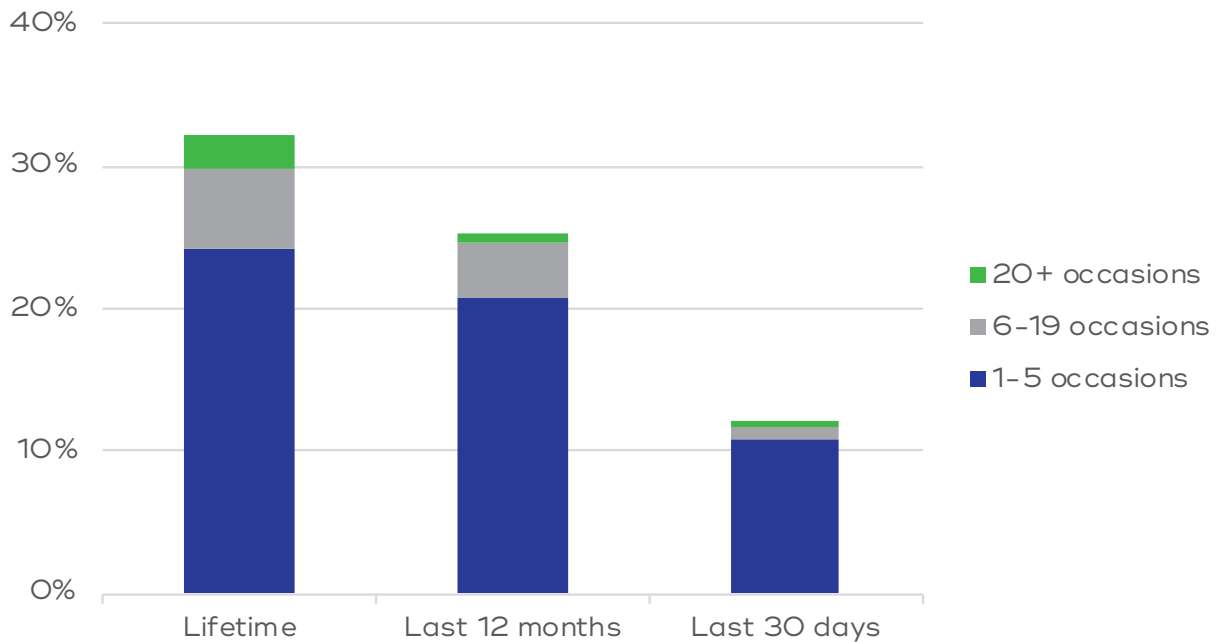
**Drinking venues on the last drinking occasion****Frequency of heavy episodic drinking**

Heavy episodic drinking, defined here as the consumption of five or more drinks on one occasion, is a measure of heavy alcohol use (Hibell et al., 2009). For the purpose of this question a drink was defined as “1 large glass/bottle/can of beer or 2 small glasses/bottles/cans of beer, 1 glass of wine, 2 glasses/shots of spirits, 1 glass/bottle of cider and 1 bottle of premixed drinks”. Amongst all students, 40% had engaged in heavy episodic drinking in the past 30 days: 22% on 1 to 2 occasions, 10% on 3 to 5 occasions, 4% on 6 to 9 occasions and 4% on 10 occasions or more. No sex difference was found.

**Frequency of alcohol intoxication**

Just under one third (32%) of all students had been drunk on at least one occasion in their lifetime, 25% reported being intoxicated in the last 12 months and 12% in the last 30 days (Figure 4). The majority of students who had been drunk within each timeframe had been inebriated on between 1 and 5 occasions. Girls were significantly more likely than boys to report being intoxicated in their lifetime (36% vs. 29%) and in the last 12 months (28% vs. 23%).

Figure 4

**Number of occasions of alcohol intoxication****Age of first alcohol use**

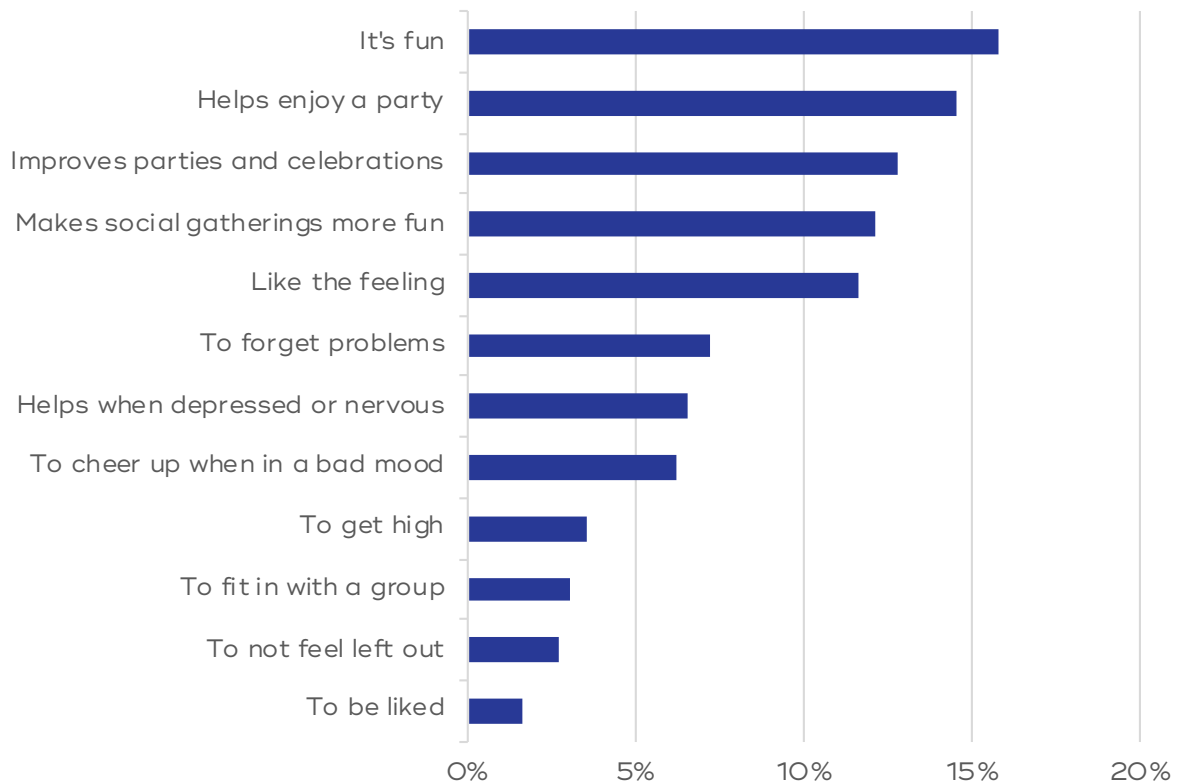
Approximately one third of respondents (34%) had consumed at least one glass of any alcoholic beverage at the age of 13 or younger. Amongst all students, 6% had first got drunk at the age of 13 or younger. No sex differences were found.

**Drinking motives**

Students were asked about their motives for drinking alcohol during the last 12 months (Figure 5). Alcohol was “mostly” or “always” used to enhance positive moods and for social incentives, with 16% reporting using alcohol because it’s fun, 15% to help enjoy a party and 13% to improve parties and celebrations. A smaller percentage of students drank for coping reasons, specifically to forget problems (7%), to help when depressed or nervous (7%) and to cheer up when in a bad mood (6%). Only a small percentage of students reported drinking for conformity-related reasons with 3% drinking to fit in with a group, 3% to not feel left out and 2% to be liked.

Girls were significantly more likely to drink because it helps when feeling depressed or nervous (8% vs. 5%). No other sex differences were found.

Figure 5

**Drinking motives in the last 12 months****Perceived risk of alcohol use**

Students were asked to indicate how much they thought people risk harming themselves (physically or in other ways) if they engage in various behaviours (see Figure 12). More frequent alcohol use was associated with higher levels of perceived risk. Students generally perceived having four or five drinks nearly every day as riskier than having five or more drinks nearly each weekend, which in turn was perceived as riskier than having one or two drinks nearly every day. Some 62%, 43% and 17% of students perceived each of these behaviours as likely to incur a “great risk”, respectively.

A significantly higher percentage of girls than boys perceived the following to be a “great risk”: having four or five drinks nearly every day (68% vs. 56%), having five or more drinks nearly each weekend (47% vs. 40%) and having one or two drinks nearly every day (20% vs. 14%).

## Energy Drinks

### Frequency of energy drink use

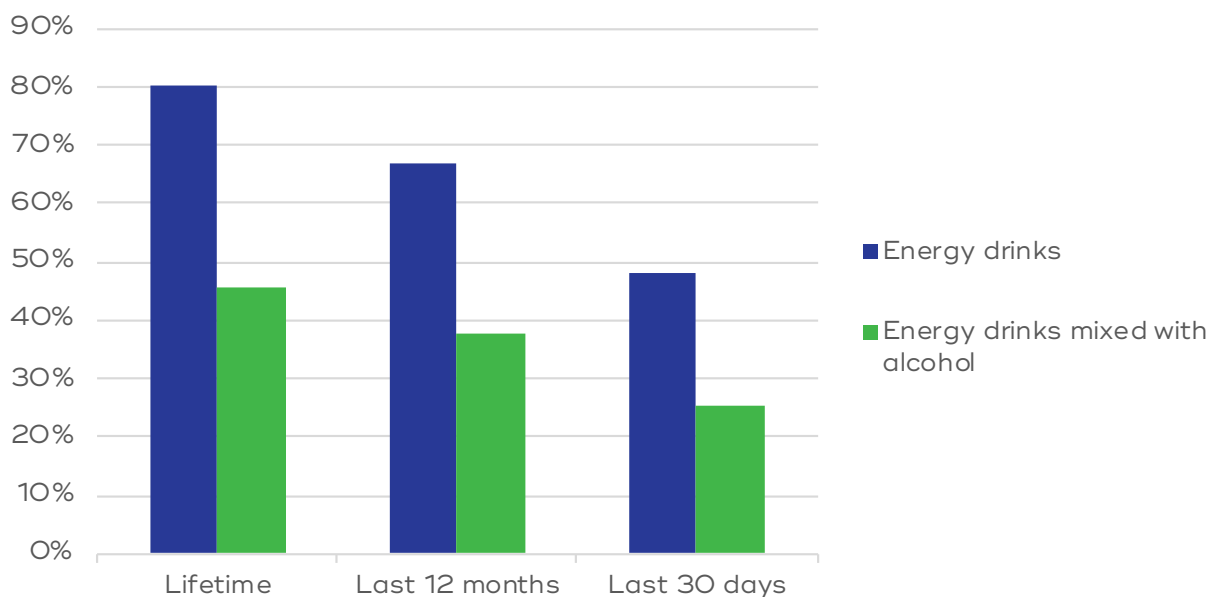
The majority of students (80%) reported drinking energy drinks in their lifetime, 67% reported drinking energy drinks in the last 12 months and 48% in the last 30 days (see Figure 6). A significantly larger percentage of boys than girls reported energy drink consumption in the last 12 months (71% vs. 63%) and the last 30 days (54% vs. 43%).

### Frequency of energy drink and alcohol use during a single session

Lifetime use of energy drinks mixed with alcohol was reported by 46% of students, with 38% reporting use in the last 12 months and 25% in the last 30 days (see Figure 6). Girls were more likely than boys to drink energy drinks mixed with alcohol in their lifetime (48% vs. 43%).

Figure 6

### Percentage of students using energy drinks



## Cigarettes

### Perceived availability of cigarettes

The majority of students (57%) believed that it would be 'fairly or very easy to obtain' cigarettes. No significant sex difference was found.

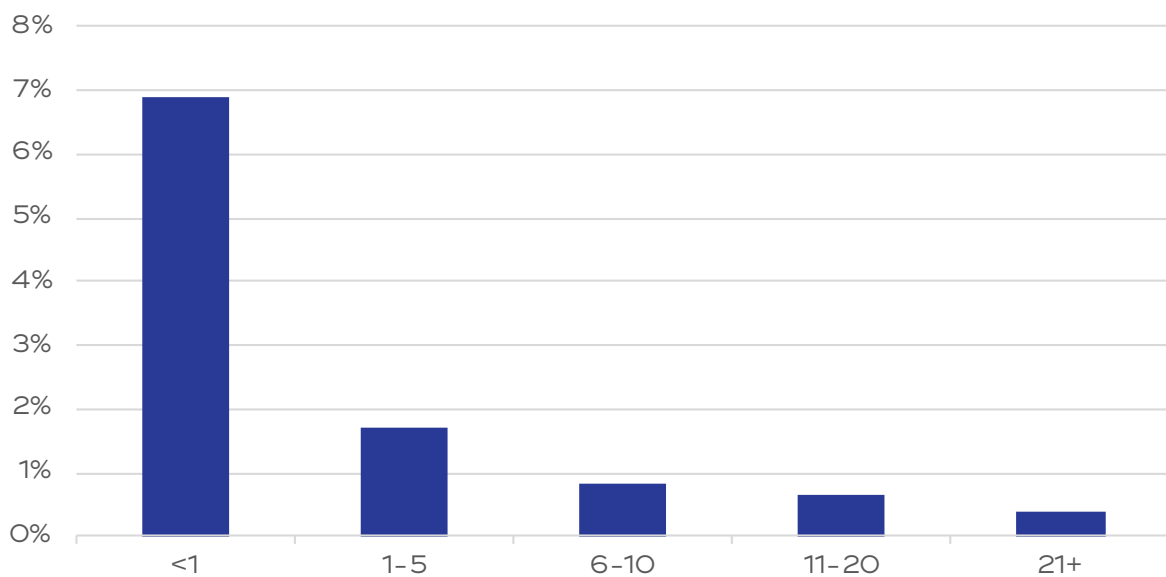
### Frequency of cigarette use

Some 22% of students reported smoking cigarettes on at least one occasion in their lifetime, with 12% smoking on between 1 and 5 occasions, 5% smoking on 6 to 19 occasions and a further 5% smoking on 20 occasions or more. A significantly larger percentage of girls than boys had ever smoked (24% vs. 21%).

During the 30 days preceding the survey 10% of students reported cigarette use, with 7% smoking less than 1 cigarette a day and 4% smoking 1 cigarette or more a day (Figure 7). No sex difference in the prevalence of smoking in the last 30 days was found.

Figure 7

### Number of cigarettes smoked per day during the previous 30 days



### Age of first cigarette use and daily smoking

Altogether, 7% of students reported smoking their first cigarette at the age of 13 or younger, and 2% started smoking on a daily basis at this age. At the age 14 or 15, 15% of students had smoked their first cigarette and 4% had smoked on a daily basis. No sex differences were found.

### Perceived risk of cigarette use

More students perceived a “great risk” in smoking one or more packets of cigarettes a day than in smoking occasionally (60% vs. 15%) (see Figure 12). The percentage of girls perceiving a “great risk” in smoking one or more packets of cigarettes per day was higher than the percentage of boys (61% vs. 57%).

## E-cigarettes

### Frequency of e-cigarette use

Around 21% of students reported e-cigarette use at least once in their lifetime, 15% reported use in the last 12 months and 6% reported use more than 12 months ago. Referring to e-cigarette use during the last 30 days, 6% reported smoking less than once per week, 3% reported use at least once a week and 1% smoked every day or almost every day. No sex differences were found.

### Age of first e-cigarette use

Amongst all students, 5% reported smoking their first e-cigarette at the age of 13 or younger, while 15% reported their first e-cigarette use at the age of 14 or 15. Smoking e-cigarettes on a daily basis was initiated by 1% of students before the age of 14 and 3% of students at the age of 14 or 15. No sex differences were found.

### Relationship with tobacco

Students were asked about their relationship with tobacco prior to their first use of e-cigarettes. Among all students, 16% had never used tobacco prior to their e-cigarette use, 6% had occasionally used tobacco and 2% had regularly used tobacco. No sex differences were found.

### Perceived risk of e-cigarette use

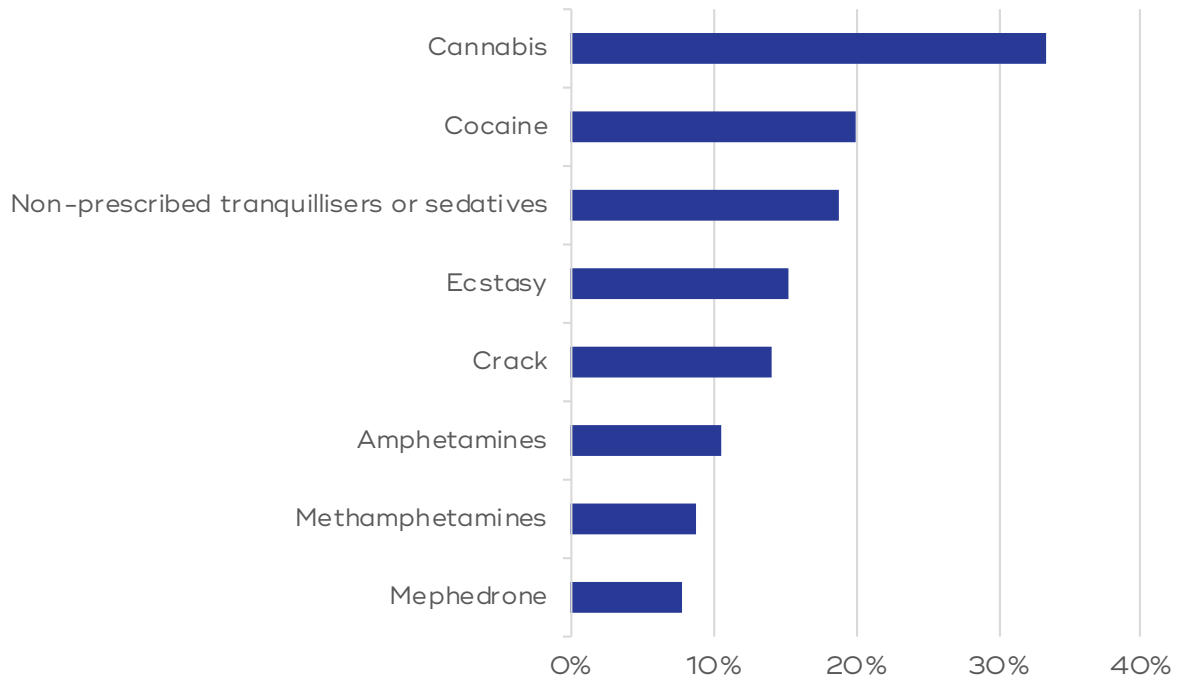
The students' perceived risk of e-cigarette use was lower in comparison to conventional cigarette use (see Figure 12), with 6% of students reporting a "great risk" in smoking e-cigarettes once or twice. No sex difference was found.

## Illicit and other drug use

### Perceived availability of drugs

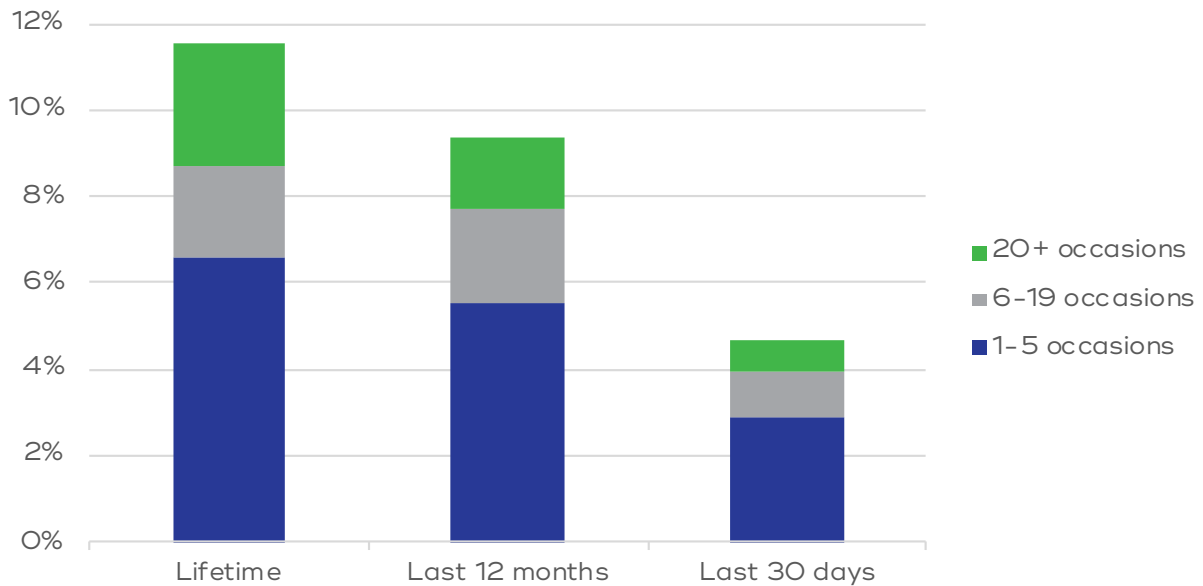
Figure 8 shows that the substances perceived by a relatively large percentage of students as 'fairly or very easy to obtain' were cannabis (33%), cocaine (20%), tranquillisers or sedatives without a doctor's prescription (19%) and ecstasy (15%). A significantly higher percentage of girls than boys perceived cocaine as 'fairly or very easy to obtain' (22% vs. 18%).

Figure 8

**Percentage of students perceiving various substances to be 'fairly or very easy to obtain'****Frequency of cannabis use**

The lifetime, annual and 30-day prevalence rates for cannabis (marijuana and hashish) use stand at 12%, 9% and 5%, respectively (Figure 9). Most respondents who had ever used cannabis reported doing so on 1 to 5 occasions. No significant sex differences were found.

Figure 9

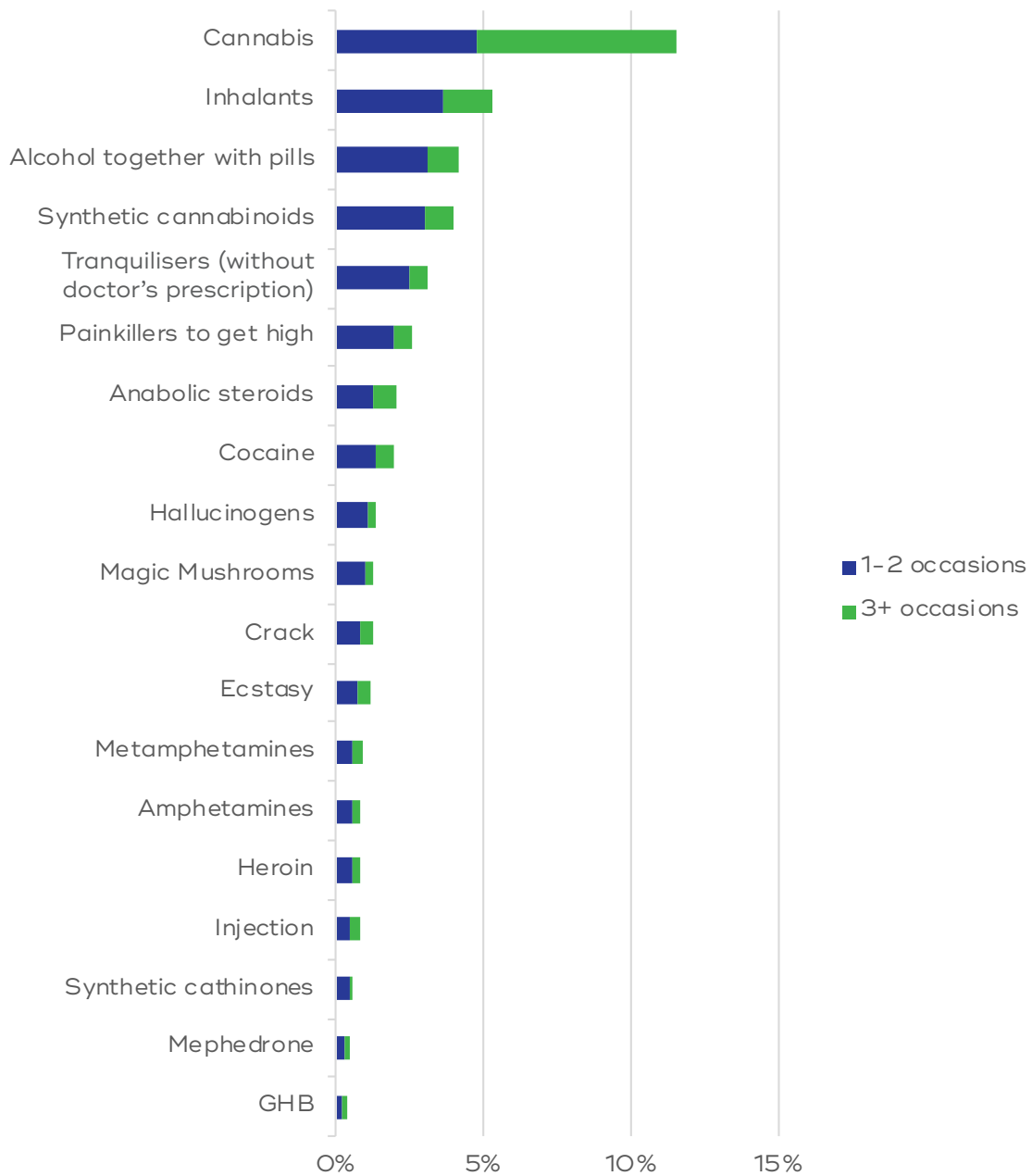
**Number of occasions of cannabis use****Frequency of other drug use**

The lifetime prevalence rates of drugs other than cannabis were relatively low (Figure 10). The highest lifetime prevalence rates were observed for inhalants (5%) and alcohol together with pills (4%), followed by synthetic cannabinoids (4%), tranquillisers or sedatives without a doctor's prescription (3%), painkillers to get high (3%), anabolic steroids (2%), cocaine (2%), magic mushrooms (1%) and LSD or other hallucinogens (1%). A question about synthetic cathinones was included in the questionnaire for the first time in 2019. Less than 1% of students reported ever using these substances.

A higher percentage of boys than girls reported ever using anabolic steroids (2.6% vs. 1.5%), LSD or other hallucinogens (1.8% vs. 0.8%), magic mushrooms (1.7% vs. 0.9%) and crack (1.7% vs. 0.7%), while a higher percentage of girls than boys reported ever using tranquillisers or sedatives without a prescription (3.8% vs. 2.5%).

Figure 10

**Number of occasions of substance use in lifetime**



**Age of first drug use**

By the age of 13, each individual substance considered in Figure 11 was used by 2% or less of respondents. For all drugs under consideration, the percentage of students initiating use increased with age. Boys were more likely than girls to have reported using cannabis (2.7% vs. 1.5%) and crack or cocaine (1.0% vs. 0.3%) at the age of 13 or younger.

Figure 11

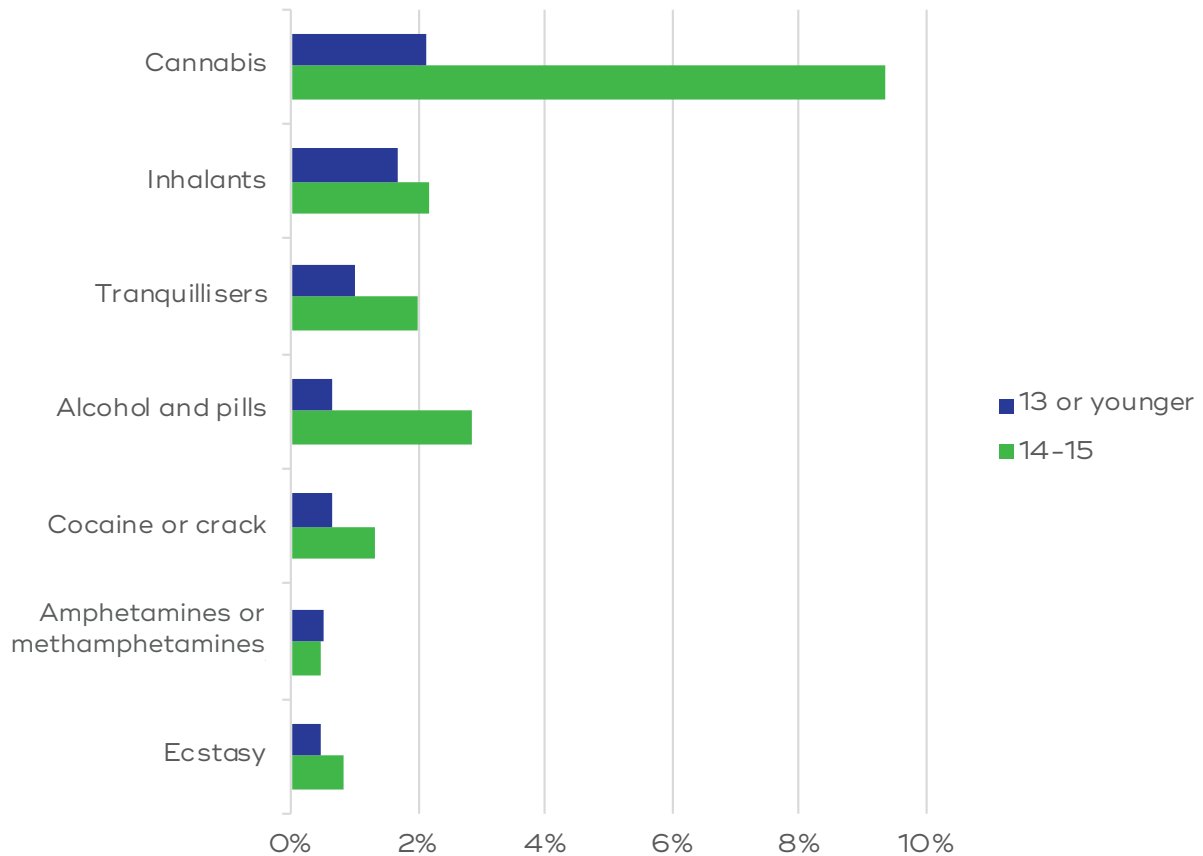
**Age of first use of various substances****Perceived risk of drug use**

Figure 12 displays the percentage of students who reported various drug-related behaviours to be a “great risk”. The perceived harmfulness of a substance varies according to the level of use being considered. For all illicit substances studied (cannabis, ecstasy, amphetamines and synthetic cannabinoids) young people perceived a greater risk in regular use than in trying the substance once or twice. The substance with the highest percentage of students reporting regular use as a “great risk” was ecstasy (71%), followed by amphetamines (65%) and cannabis (56%). Whilst the regular use of synthetic cannabinoids was not asked in the questionnaire, trying synthetic cannabinoids once or twice was considered to be a “great risk” by 36% of students. Students were also asked about the use of cannabis, with 26% perceiving occasional use of cannabis as being a “great risk”, while 20% and 56% perceived smoking cannabis once or twice and regular use of cannabis to be a “great risk”, respectively.

A significantly higher percentage of girls than boys perceived a “great risk” in regularly using cannabis (59% vs. 53%) and amphetamines (67% vs. 63%). Boys were more likely than girls to perceive a “great risk” in trying synthetic cannabinoids once or twice (39% vs. 33%), in trying ecstasy once or twice (34% vs. 28%), and in the occasional use of cannabis (28% vs. 24%).

Figure 12

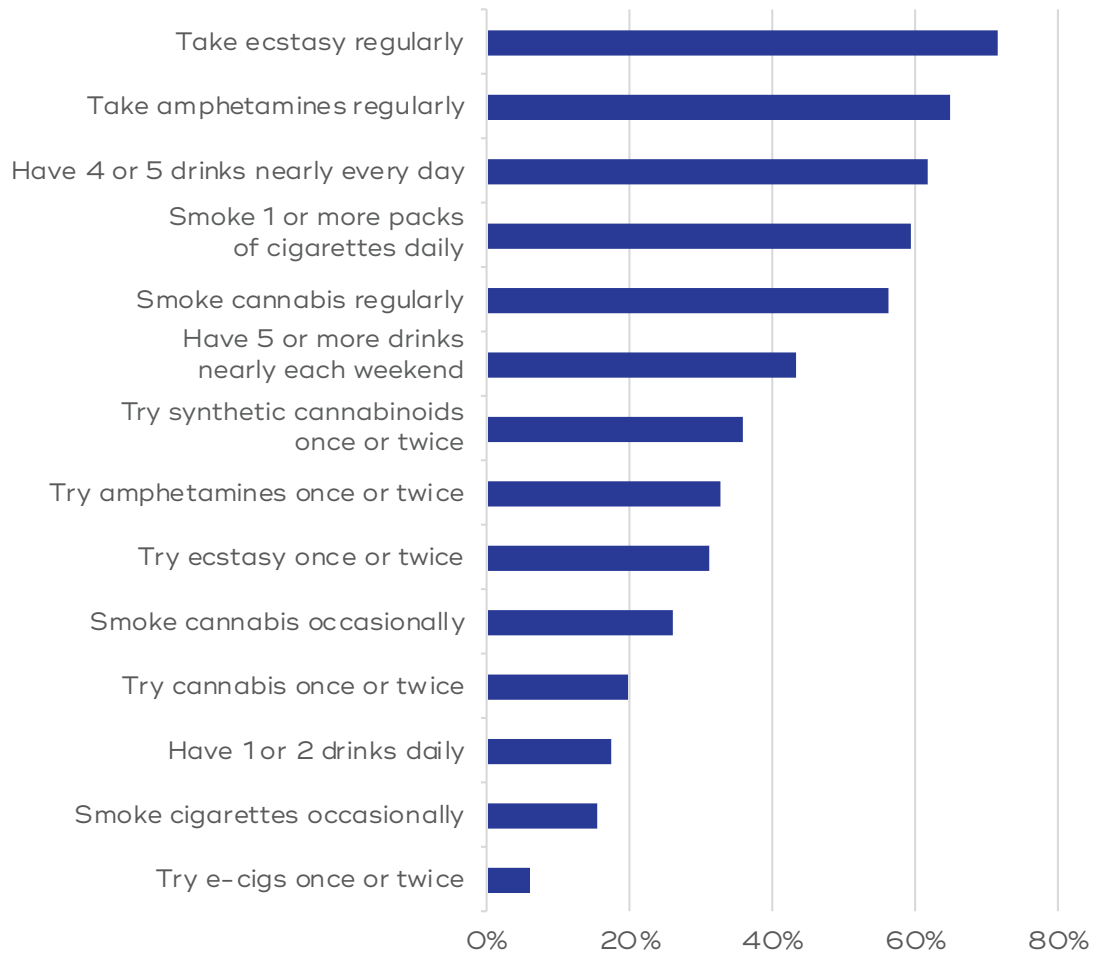
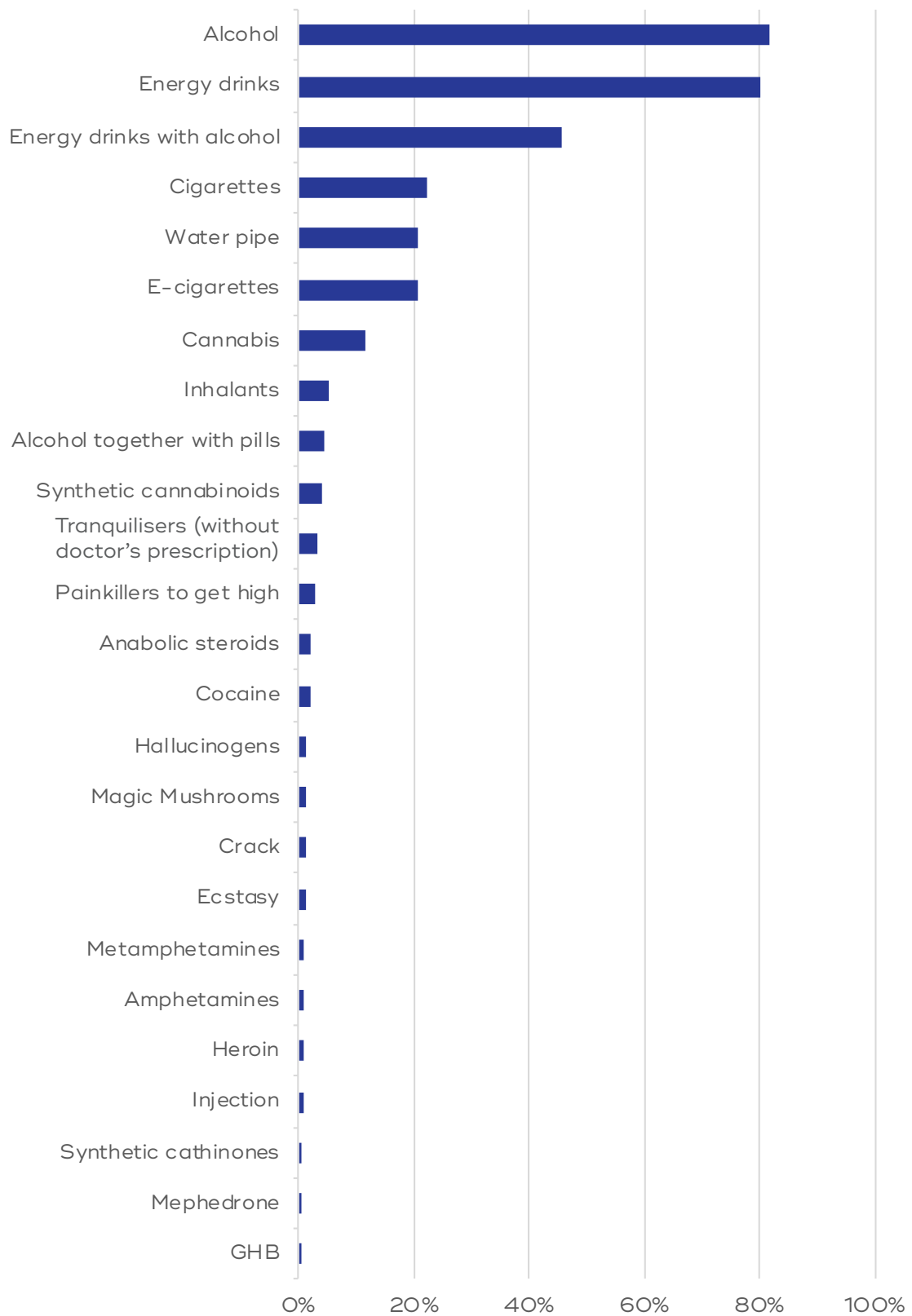
**Percentage of students perceiving various behaviours as a “great risk”**

Figure 13

**Percentage of students using various substances**



# 3

## SOCIAL MEDIA USE, GAMING AND GAMBLING



## Introduction

This chapter assesses patterns of social media use, gaming and gambling; behaviours which, similar to the use of psychoactive substances, have the potential to become problematic (Grant et al., 2010; Rosenkrantz et al., 2017). Extensive engagement in these activities has raised concerns from various quarters. In light of this the current ESPAD report has widened its realm to include the collection of data on these behaviours.

For the purpose of consistency a working definition of social media, gaming and gambling were provided in the questionnaire. Social media was defined as using social media to communicate with others on the internet, and the following examples of social media platforms were given: WhatsApp, Twitter, Facebook, Skype, Blogs, Snapchat, Instagram and YouTube. Gaming was defined as playing games using a computer tablet, console, smartphone or other electronic device, with some examples of different types of games also provided: strategy, puzzle, adventure, football and war games. The gambling questions asked about gambling for money both on the internet and not on the internet, with the following examples of gambling activities included: slot machines, playing card or dice, lotteries and sport bookmakers.

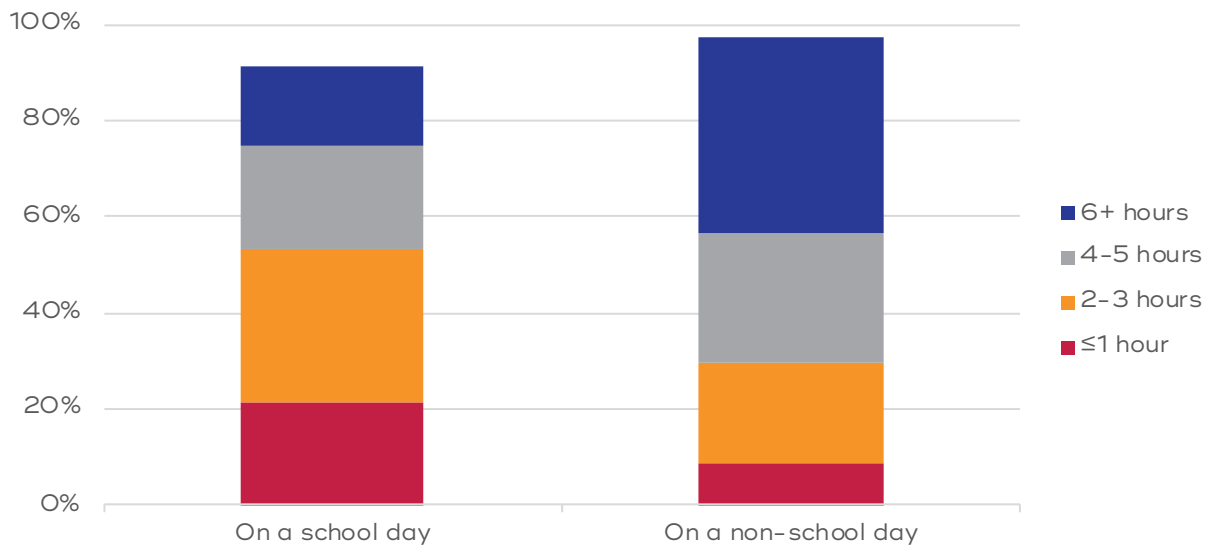
The figures presented in this chapter are based on data provided in Appendix II.

## Social media use

### Frequency of social media use

Almost all students reported social media use during the last 7 days, with 91% reporting use on a school day and 97% reporting use on a non-school day. Figure 14 shows that within this timeframe, a high percentage of students spent 4 or more hours on social media during a non-school day (68%) and on a school day (38%). A higher percentage of girls than boys used social media for 4 or more hours both on a non-school day (75% vs. 60%) and on a school day (45% vs. 31%).

Figure 14

**Number of hours spent on social media in the last 7 days****Self-perceived problems with social media use**

Using a self-reported, non-clinical scale that examines problems related to social media use, 50% of students were found to have a score of 2 or 3 (from a possible range of 0 to 3), suggesting that one half of all students have a high risk of problems relating to such behaviour. A score of 2 or 3 on this index was more prevalent among girls than boys (56% vs. 44%).

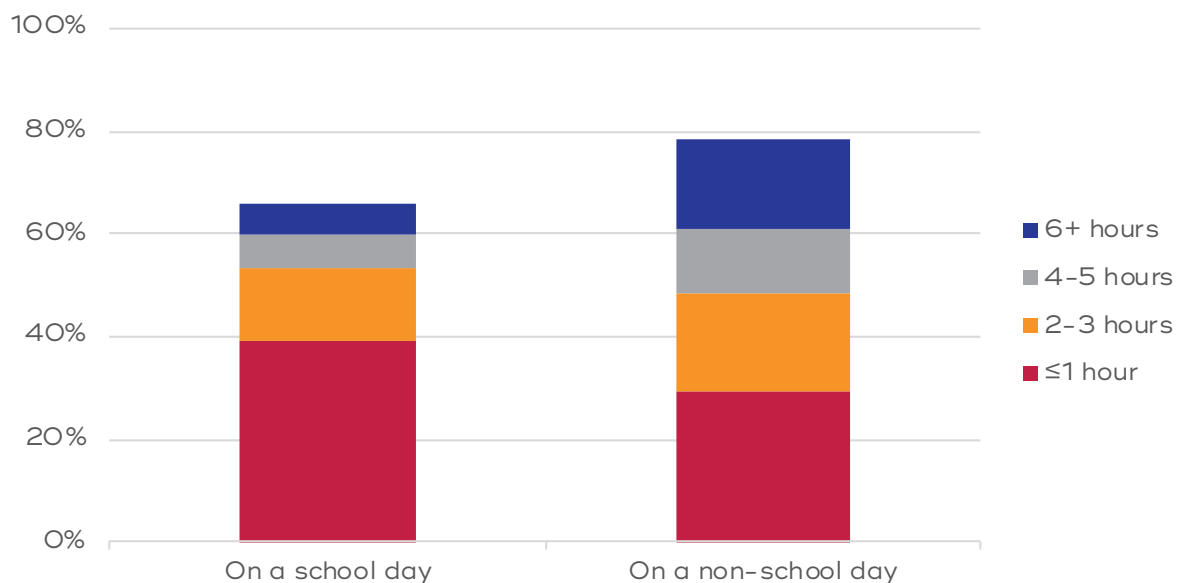
## Gaming

**Frequency of gaming**

More students reported gaming on a non-school day than on a school day in the last 30 days (78% vs. 66%). In terms of time spent gaming, 30% of students spent 4 or more hours gaming on a non-school day, compared to 13% on a school day (Figure 15). A higher percentage of boys than girls reported gaming for 4 or more hours on a non-school day (46% vs. 13%) and on a school day (19% vs. 7%).

In the past 7 days, students reported gaming on an average of 3 days of the week, with boys gaming more frequently than girls (4 days vs. 2 days).

Figure 15

**Number of hours spent gaming in the last 30 days****Self-perceived problems with gaming**

Results from a self-reported, non-clinical scale that examines perceived problems related to gaming indicate that 24% of students had a score of 2 or 3 (from a possible range of 0 to 3), suggesting a high risk of problems relating to this behaviour. A higher percentage of boys than girls were estimated to have a high risk of problems related to gaming (36% vs. 12%).

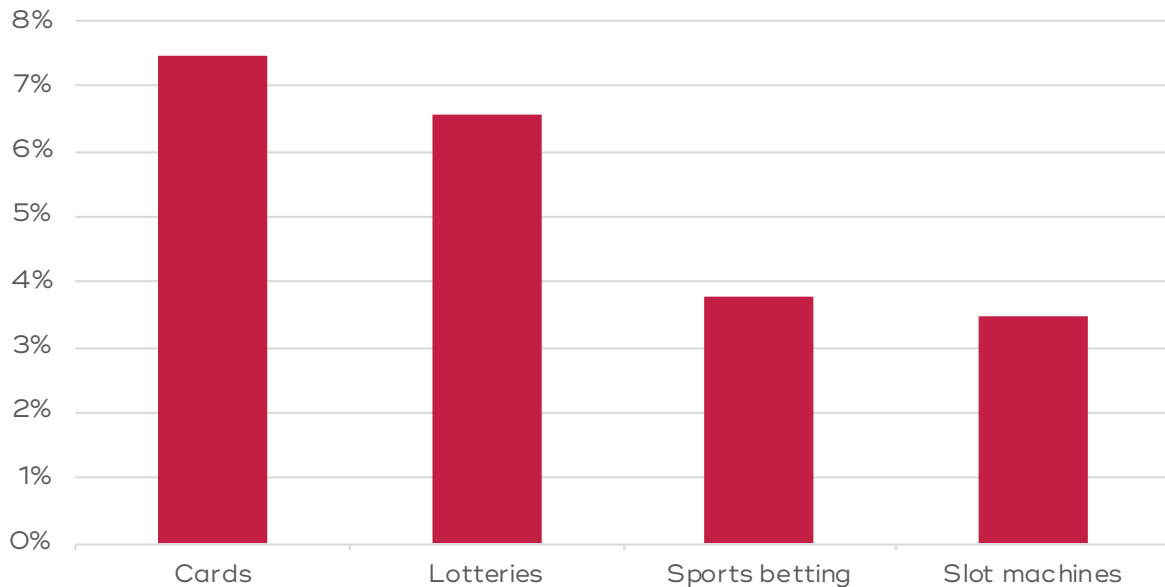
## Gambling

**Frequency of gambling for money**

Some 14% of students reported gambling for money in any form (both on the internet and not on the internet) during the 12 months preceding the survey. The rate is significantly higher for boys than girls (17% vs. 12%). In the last 12 months, 4% of students reported gambling on the internet, with boys being more likely than girls to do so (5% vs. 2%).

Card or dice games were the most popular form of gambling in the preceding year, engaged in by 8% of students (Figure 16). A higher percentage of boys than girls gambled on card or dice games (9% vs. 6%), lotteries (8% vs. 6%), sports or animals (6% vs. 2%) and slot machines (4% vs. 3%).

Figure 16

**Percentage of students engaging in various gambling activities during the last 12 months****Excessive and problem gambling**

Results from the Consumption Screen for Problem Gambling (Rockloff, 2012), which measures the intensity of gambling activity, estimate that 1% of students gamble excessively. Boys were calculated to be more likely than girls to gamble excessively (2% vs. 1%).

Using the Lie/Bet screening tool to estimate possible problem gambling (Johnson et al., 1997), 1% of students were estimated to have possible gambling behaviour problems. No significant sex difference was found.



# **4 TRENDS IN SUBSTANCE USE AND RELATED PERCEPTIONS 1995-2019**



## Introduction

ESPAD data is available from seven repeated cross sectional surveys spanning 24 years from 1995 to 2019 allowing changes over time to be monitored. In this chapter, a visual representation of trends in selected variables is presented for all students and separately for boys and girls. Understanding changes in the extent and nature of substance use and other related variables can help provide an understanding of the dynamics and aetiology of substance use and may help predict future trends. Tracking changes can also assist in assessing the impact of prevention initiatives, policies, practices and historical events.

Past national ESPAD reports have highlighted differences between subsequent study waves when the changes were equal to or greater than 3 percentage points. This criterion of substantive change is used again in this report, although it should be noted that observed variations between study periods may be due to random sampling fluctuations rather than actual changes. For all students, an increase between one time period and another of 3 percentage points or more will be shown in the figures in red, whereas a decrease of 3 percentage points or more will be marked in green. Stability or change of less than 3 percentage points is displayed in yellow. For figures displaying results for boys and girls, increases or declines of 3 percentage points or more are presented using a solid line, while stability or changes below 3 percentage points are presented using a dotted line.

In the 2015 and 2019 international ESPAD reports the criterion for change is based on significance test results rather than substantive changes. This means that some changes highlighted in the international reports will not be highlighted as such in this document.

When examining trends the comparability of data between studies is an important consideration. Factors such as changes over time in the questions used, data collection timeframes, and participation rates may influence comparability. Due to changes in the questions, some variables were deemed to be incomparable between study waves (Hibell et al., 2009) and in such cases earlier data has not been provided. Chapter 1 outlines changes in certain questions used in 2019 in comparison to the previous study. For more information, refer to Chapter 1, the 2015 national ESPAD report (Arpa, 2016) and international ESPAD documentation related to the 2019 survey (see [espad.org](http://espad.org)).

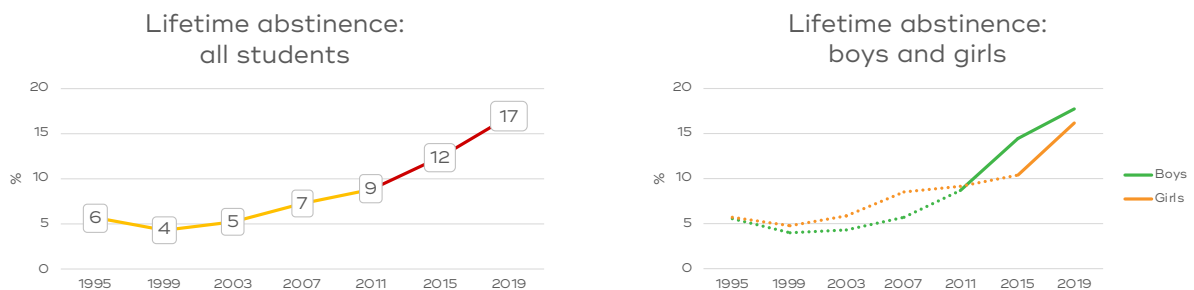
Data presented in this chapter, together with other trend data, is also provided in Appendix III.

## Abstinence from substance use

In the past 20 years, rates of abstinence from a range of substances (cigarettes, alcohol, tranquillisers or sedatives, inhalants, cannabis, amphetamines, cocaine, crack, ecstasy, LSD or other hallucinogens, heroin and GHB) have increased. A substantial overall increase (defined as an increase of 3 percentage points or more) between 2015 and 2019 has led to a peak abstinence rate of 17%, (see Figure 17). In 2015 and 2019 abstinence rates were higher among boys than girls.

Figure 17

### Lifetime abstinence by year. Percentages.

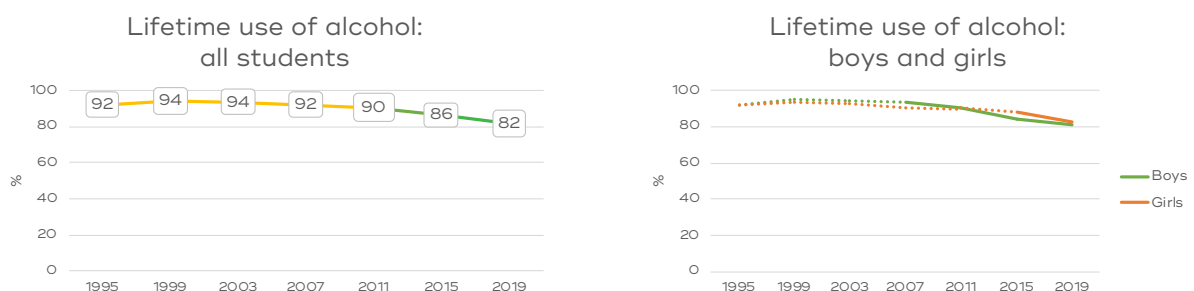


## Changes in alcohol consumption

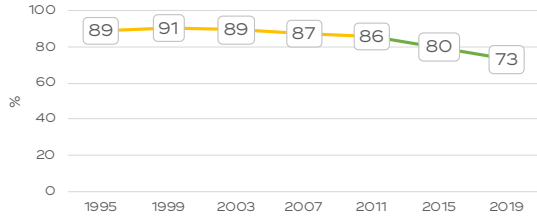
Between 2015 and 2019, substantial declines (defined as a reduction of 3 percentage points or more) were registered in overall rates of all alcohol-related variables (see Figure 18), resulting in the lowest rates obtained over the 24-year period of review. The percentage of students reporting drunkenness at the age of 13 or younger and drunkenness during the last 30 days were the exception to this substantial overall decline, with rates of these variables falling by 1.5 percentage points and 2.4 percentage points, respectively. There was some disparity between boys and girls in drunkenness during the last 30 days, with a steeper decline between 2015 and 2019 for girls (from 17% to 13%) than boys (12% to 11%).

Figure 18

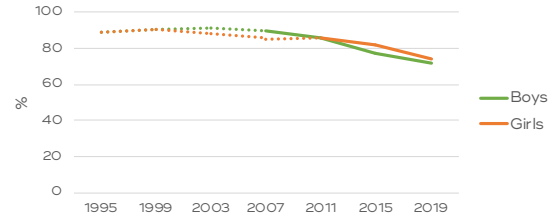
### Alcohol consumption by year. Percentages.



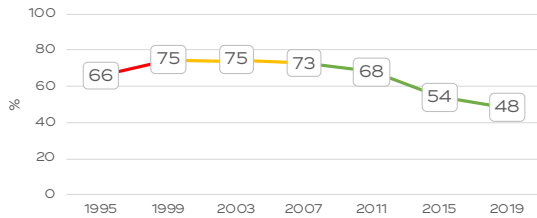
Alcohol use in the last 12 months:  
all students



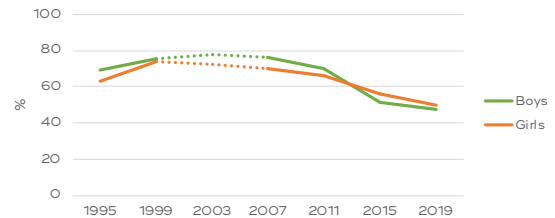
Alcohol use in the last 12 months:  
boys and girls



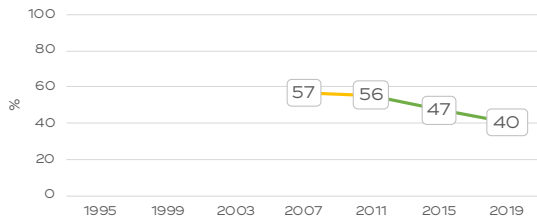
Alcohol use in the last 30 days:  
all students



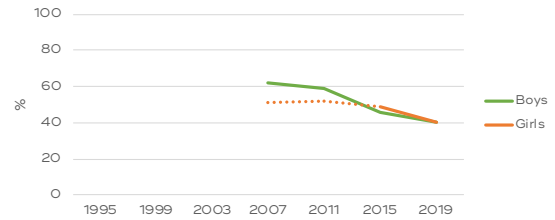
Alcohol use in the last 30 days:  
boys and girls



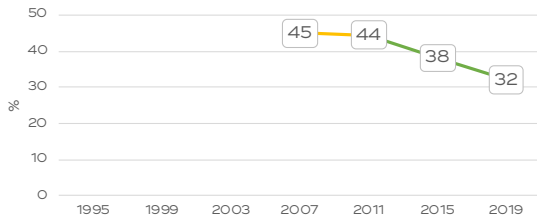
Heavy episodic drinking in the last  
30 days: all students



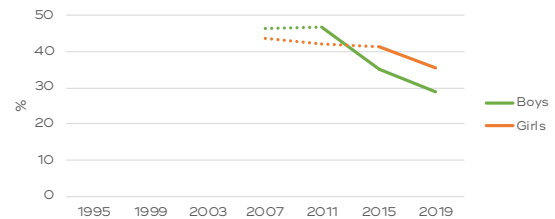
Heavy episodic drinking in the last  
30 days: boys and girls



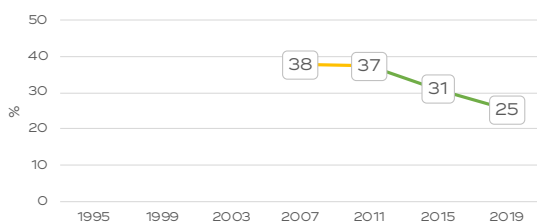
Lifetime drunkenness:  
all students



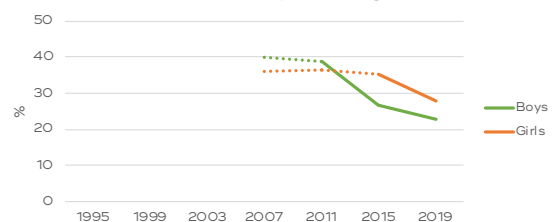
Lifetime drunkenness:  
boys and girls

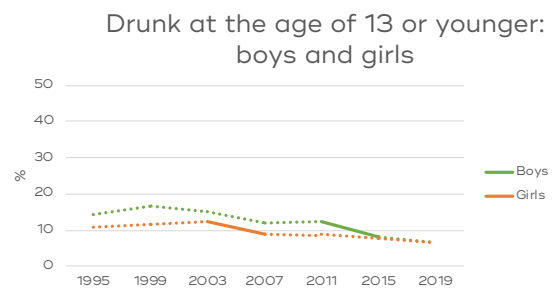
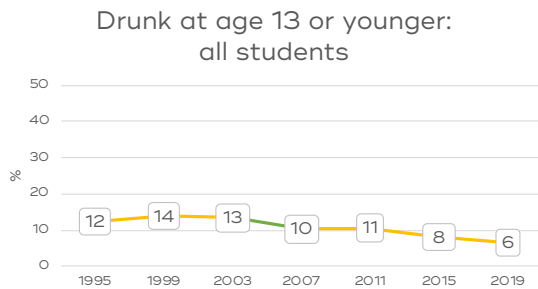
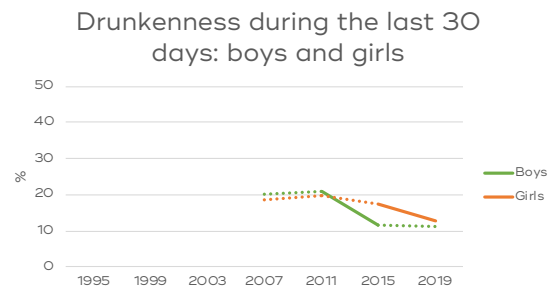
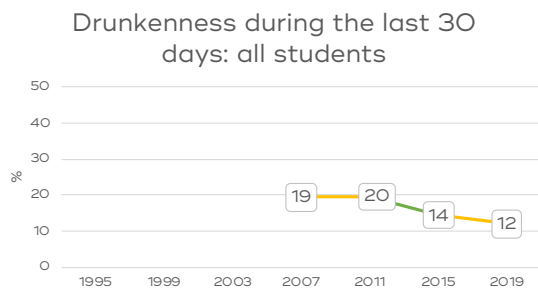


Drunkenness during the last 12  
months: all students



Drunkenness during the last 12  
months: boys and girls





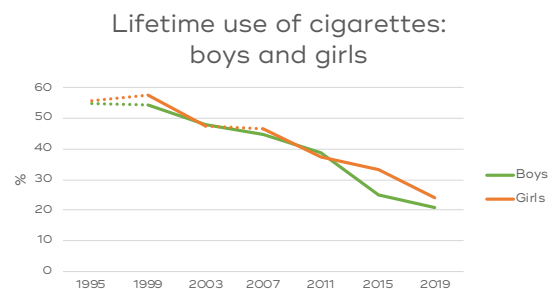
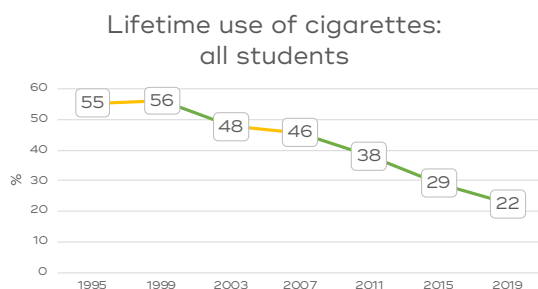
## Changes in cigarette smoking

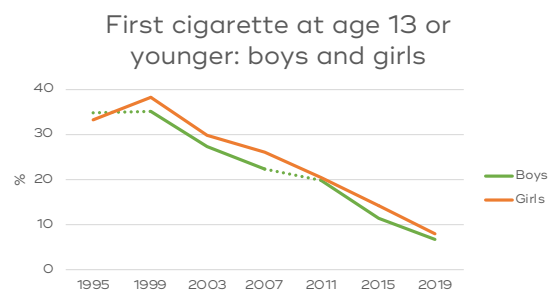
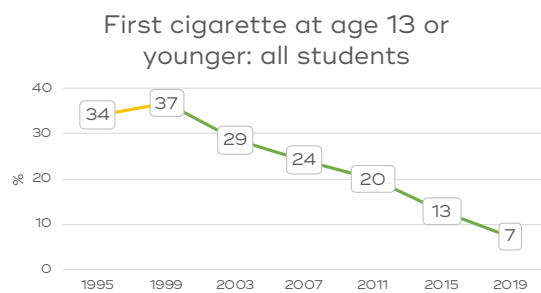
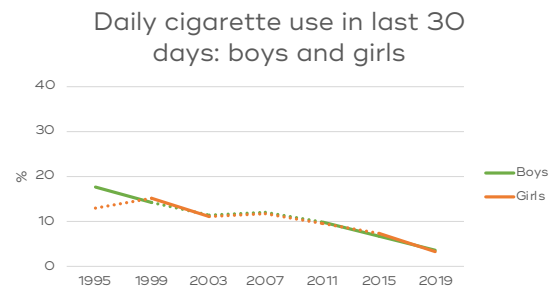
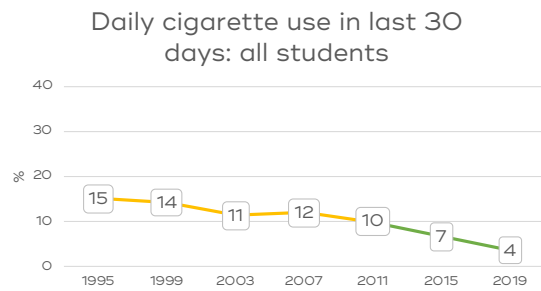
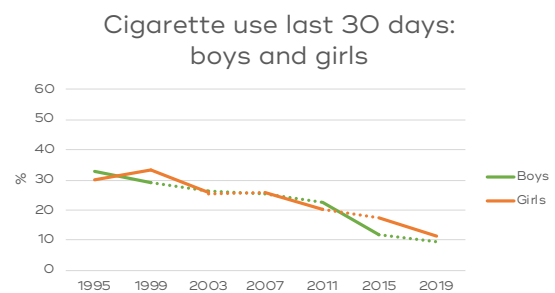
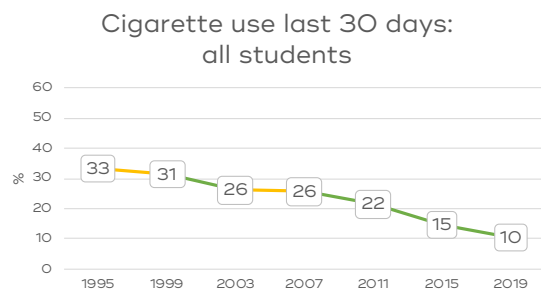
Following the general decline in cigarette use observed over time, the rate of all smoking-related variables displayed in Figure 19 fell further between 2015 and 2019. These substantial declines were fuelled by greater falls in smoking rates among girls. For example, cigarette use in the last 30 days substantially fell by 6 percentage points among girls, with a moderate decline of 2 percentage points among boys.

In the 2019 ESPAD study, questions about cigarettes smoking specifically excluded e-cigarettes. The 2019 data presented below therefore refers to conventional cigarette use only. If the rates of cigarette use and/or e-cigarette use are merged in 2019 and comparisons are made between 2015 (cigarette use) and 2019 (cigarette and/or e-cigarette use), the lifetime prevalence remains stable at 29%, with a pertinent increase of 3 percentage points in the lifetime prevalence among boys (from 25% in 2015 to 28% in 2019).

Figure 19

### Cigarette use by year. Percentages.





## Changes in illicit and other drug use

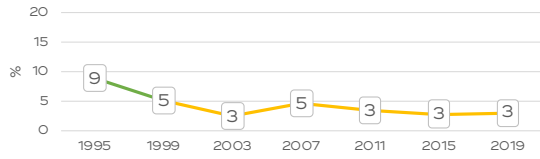
Between 2015 and 2019, among all students, there was a very slight downward shift in the lifetime prevalence rates of most of the drug use behaviours displayed in Figure 20. A substantial fall was only observed in the percentage of students reporting lifetime inhalant use, which saw a decline of 3 percentage points among all students (from 8% to 5%) and 4 percentage points among girls (from 9% to 5%). Rates of decline among boys were not substantial, at less than 2 percentage points.

Figure 20

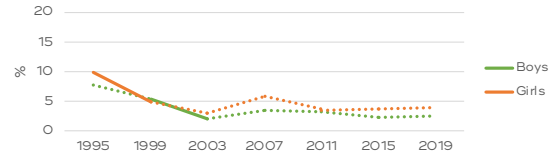
**Illicit substance use by year. Percentages.**



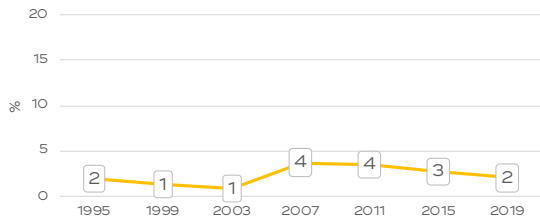
Lifetime use of tranquillisers or sedatives without a doctor's prescription: all students



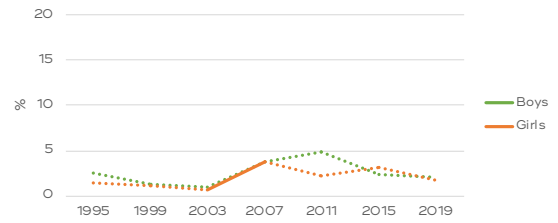
Lifetime use of tranquillisers or sedatives without a doctor's prescription: boys and girls



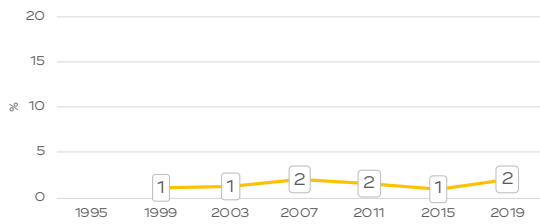
Lifetime use of cocaine: all students



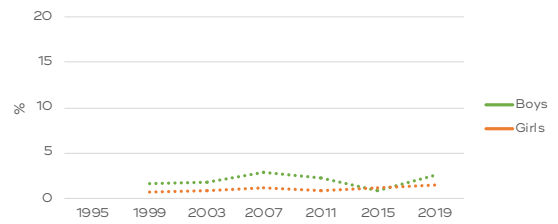
Lifetime use of cocaine: boys and girls



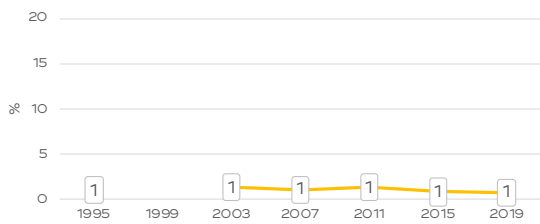
Lifetime use of anabolic steroids: all students



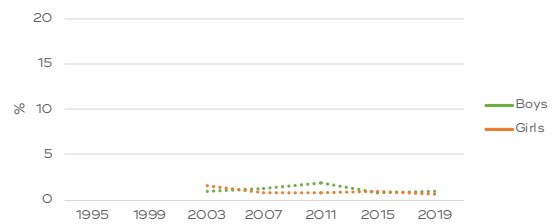
Lifetime use of anabolic steroids: boys and girls



Lifetime use of heroin: all students



Lifetime use of heroin: boys and girls



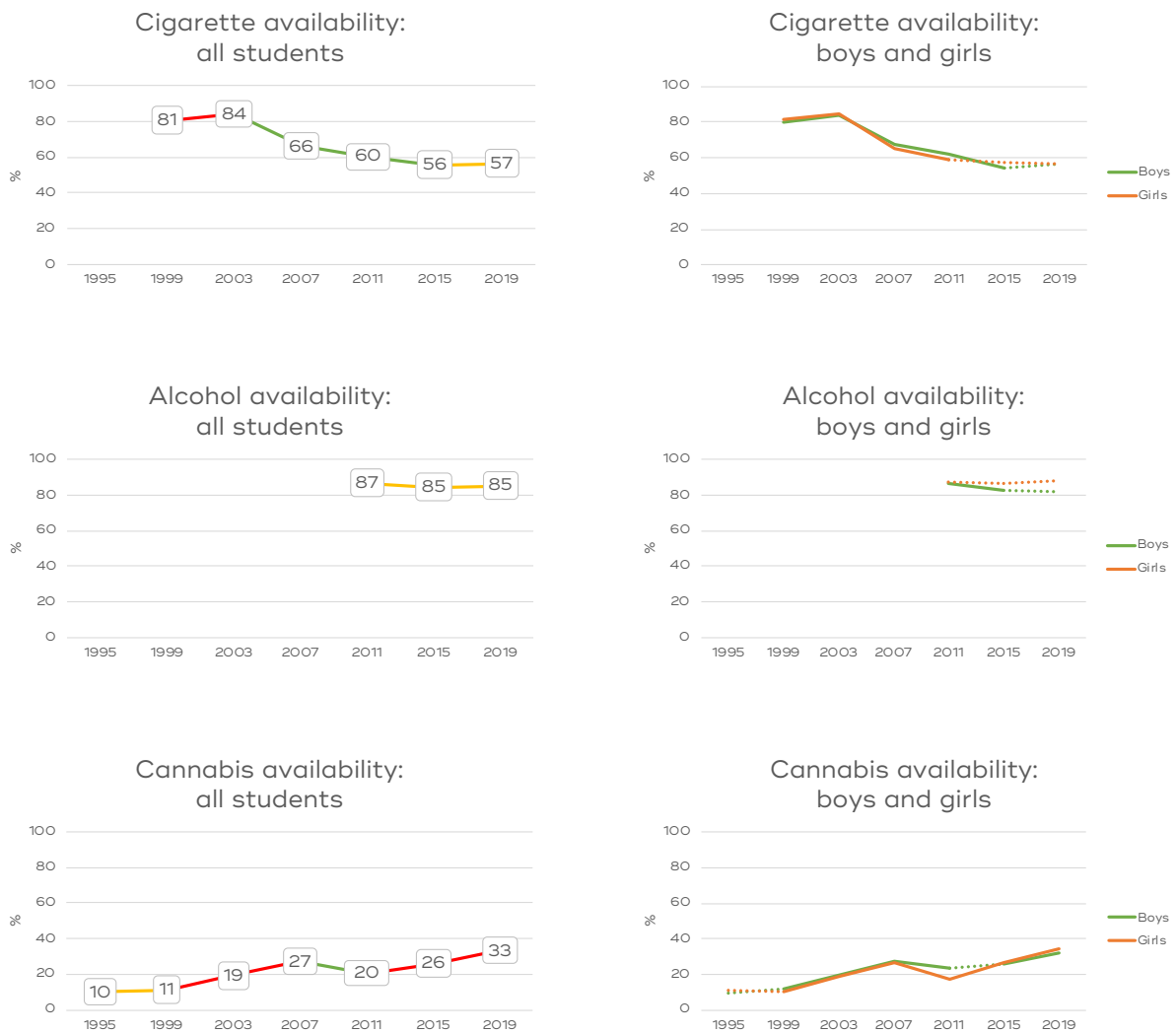
## Changes in the perceived availability of substances

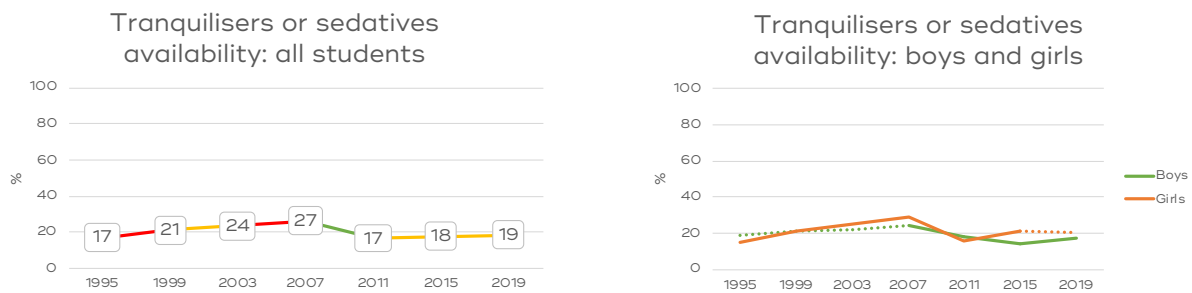
The overall percentage of students that perceived cigarettes, alcohol and tranquillisers and sedatives to be ‘fairly easy or very easy to obtain’ remained stable between 2015 and 2019 (Figure 21). Cannabis was an exception to this trend, with an increase in perceived availability from 26% in 2015 to a peak of 33% in 2019.

Sex comparisons show that between 2015 and 2019 there was an increase in the perceived availability of tranquillisers and sedatives among boys (from 14% to 17%), while these rates among girls were more stable, standing at 21% in 2015 and 20% in 2019, respectively.

Figure 21

### Perceived availability of substances by year. Percentages.





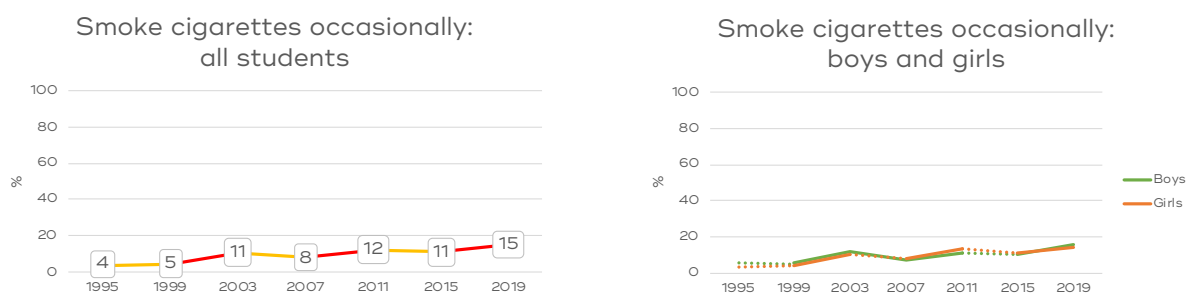
## Changes in the perceived risk of substance use

The percentage of students perceiving a “great risk” in various substance use behaviours is displayed in Figure 22. Over time, rates in the percentage of students perceiving a “great risk” in smoking and alcohol use have fluctuated. Between 2015 and 2019, the perceived risk of alcohol and cigarette use increased. The largest increases in perceptions of risk were observed for the consumption of five or more drinks on one occasion each weekend (from 30% to 43%) and four or five drinks nearly every day (from 50% to 62%). The direction of change for alcohol and cigarette related variables were similar for boys and girls.

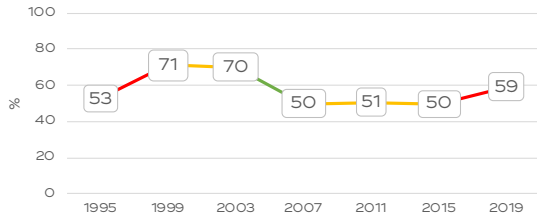
For annabis-related variables, between 2015 and 2019 the perceived risk of trying cannabis once or twice declined slightly overall from 22% to 20%, smoking cannabis occasionally remained relatively stable, and smoking cannabis regularly declined substantially from 61% to 51%. These cannabis-related figures were the lowest obtained over the 24-year period. There was some disparity between boys and girls in these variables. The perception of risk for girls has generally declined, with reductions ranging from just under 3 percentage points to 10 percentage points. Between 2015 and 2019, there was stability in the percentage of boys perceiving a “great risk” in trying cannabis once or twice and in smoking cannabis regularly, and an increase from 25% to 28% in smoking cannabis occasionally.

Figure 22

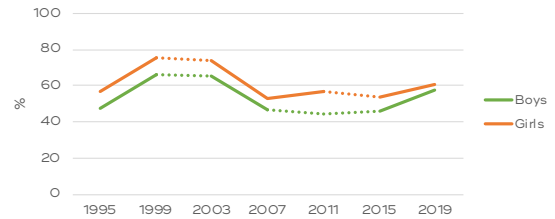
### Perceived risk of substance use by year. Percentage of students perceiving a “great risk”.



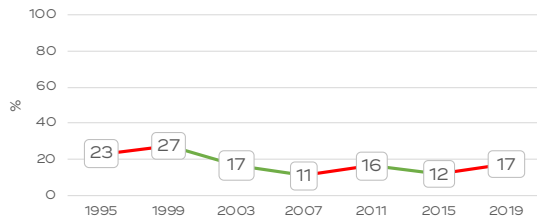
Smoke one or more packs a day:  
all students



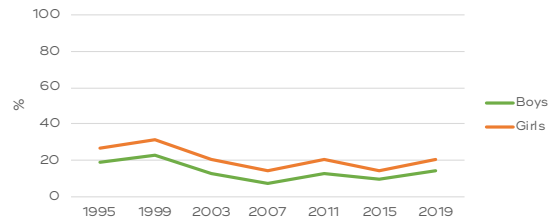
Smoke one or more packs a day:  
boys and girls



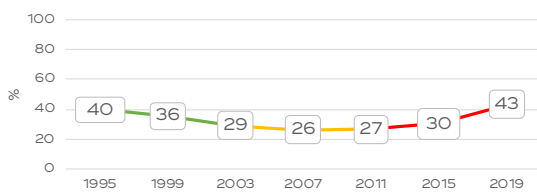
Have one or two drinks nearly  
every day: all students



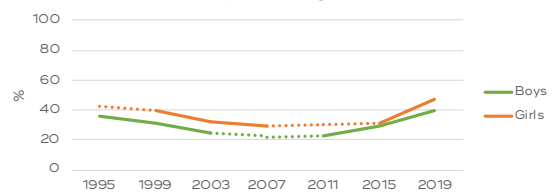
Have one or two drinks nearly  
every day: boys and girls



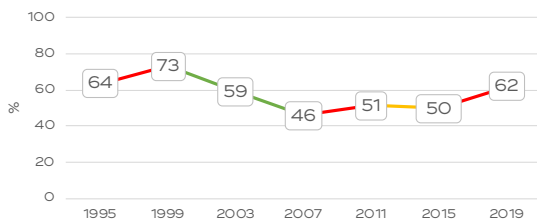
Have five or more drinks on one  
occasion each weekend:  
all students



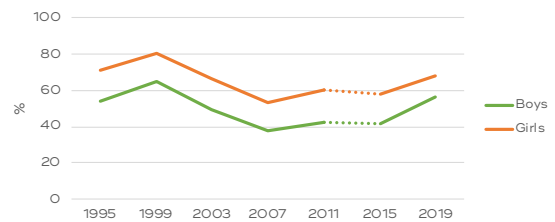
Have five or more drinks on one  
occasion each weekend:  
boys and girls



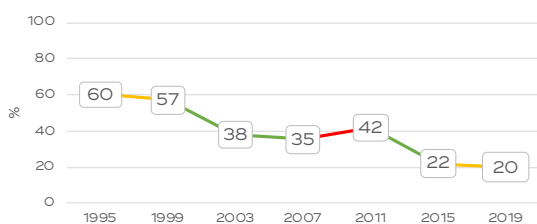
Have four or five drinks nearly  
every day: all students



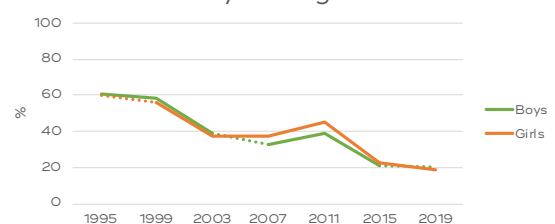
Have four or five drinks nearly  
every day: boys and girls

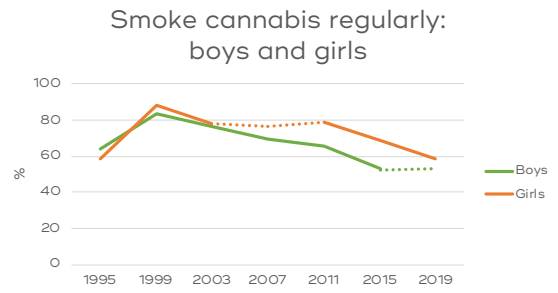
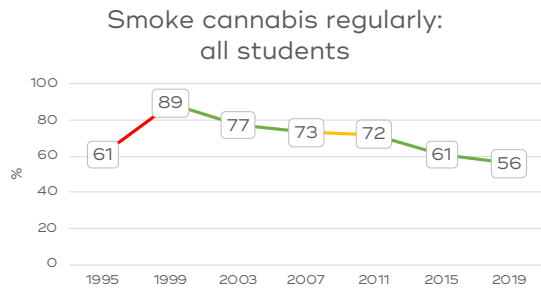
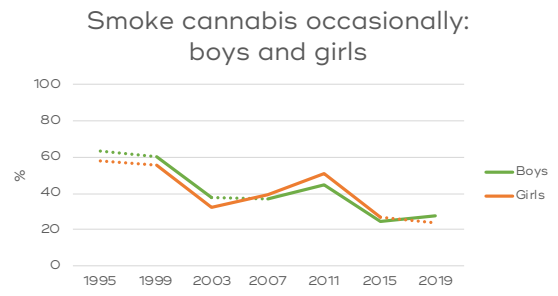
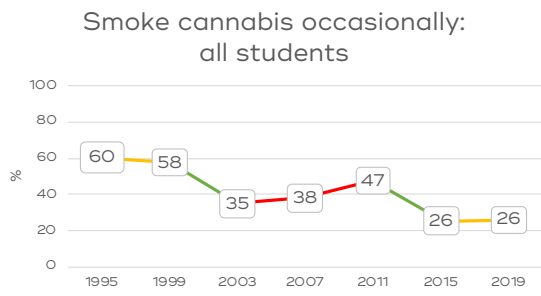


Try cannabis once or twice:  
all students



Try cannabis once or twice:  
boys and girls





# 5 DISCUSSION AND CONCLUSION



## Introduction

The results of the 2019 ESPAD survey conducted in Malta show that lifetime abstinence from alcohol, cigarettes, inhalants, tranquillisers or sedatives and a range of illicit drugs has increased over time, reaching a peak of 17% for all students. Alcohol and cigarettes continue to be the substances most commonly used by young people despite declines in use between 2015 and 2019. Other potentially problematic behaviours were also investigated in the 2019 ESPAD study, with results indicating substantial use of e-cigarettes and high rates of energy drink use, social media use and gaming.

## Alcohol use

Alcohol use, heavy episodic drinking and drunkenness among young people are noteworthy given that they have a variety of negative health, behavioural and social consequences (see: Inchley et al., 2018; WHO, 2018). Alcohol is the most widely used substance among 15- to 16-year-old students, with many reporting lifetime (82%), last year (73%) and last month (48%) alcohol use. The results suggest that drinking often persists once it starts. Risky drinking behaviours are also prevalent, with 40% of students reporting heavy episodic drinking in the last 30 days and 12% reporting lifetime intoxication.

Alcohol accessibility will contribute, in part, to its high prevalence of use. In Malta, 85% of respondents reported alcohol to be 'fairly easy or very easy to obtain'. In 2007, it became illegal to serve, sell or supply alcohol to persons under the age of 16 and for under 16-year-olds to drink alcohol, be in possession of alcohol or try and obtain alcohol in public places. In March 2009, this minimum age was legally extended to include persons under the age of 17 (Code of Police Laws, Chapter 10). Although study participants were under the age of 17, a large percentage reported purchasing alcohol from a store for their own consumption (30%) and drinking in bars and discos (42%) within the previous 30 days. This shows that the law is not being fully enforced, and alcohol is still being served, sold and supplied to minors from stores and places of entertainment. One of the aims of the Malta National Alcohol Policy 2018-2023 is to address underage alcohol drinking (Ministry for the Family, Children's Rights and Social Solidarity, 2018).

Many participants are also consuming alcohol at home, with 21% of students reporting drinking at home on their last drinking occasion. At least some of this consumption is likely to be with the knowledge of parents. Parental attitudes towards alcohol may be more tolerant when compared to more prohibitive and discouraging attitudes towards tobacco and cannabis (Jacob et al., 2015).

While alcohol use is widespread, between 2015 and 2019 there was a decrease in alcohol use and risky drinking behaviours, continuing a general trend of decline seen in recent years. A reduction in alcohol-related behaviours among 15-year-olds in Malta was also reported in the Health Behaviour in School-aged Children (HBSC) study (Inchley et al., 2020b). Declines in alcohol use have been seen in many other high-income countries (Inchley et al., 2018; Inchley et al., 2020a; Kraus et al., 2018). A fall in the prevalence of alcohol use was found in both sexes, with declines observed for men and women in many regions across the globe (e.g. WHO, 2018).

Various hypotheses have been put forward as to why there is this downward shift in alcohol consumption among young people (e.g. Bhattacharya, 2016; Kraus et al., 2018; Pape et al., 2018). A change in the social and cultural position of alcohol has been suggested (Kraus et al., 2020; Törrönen et al., 2019). A systematic review (Vashishtha et al., 2019) examined the role of potential explanatory factors in declining alcohol consumption. These included changes in population-wide alcohol policy, substitution of alcohol with other substances, economic changes, changes in exposure to alcohol advertising, demographic changes, and shifts in adolescent lifestyle. The review concluded that there is a lack of robust evidence for the explanatory factors studied with evidence of shifts in parental practices being the most consistent.

## Energy drink use

Energy drinks are composed of large amounts of caffeine and sugar, and also contain stimulants such as taurine and guarana, and other ingredients like B-vitamins (Ehlers et al., 2019; Heckman et al., 2010). ESPAD results show that energy drink consumption is widespread, with a high percentage of students having consumed energy drinks in their lifetime (80%). Rates of energy drink use were higher for boys than girls in all three timeframes examined, although the difference was only significant for consumption in the past 12 months (71% vs. 63%) and in the last 30 days (54% vs. 43%). Other reports also indicate that energy drinks are more likely to be consumed by males than females (Friis et al., 2014; Grech et al., 2019; Reid et al., 2017; Scalese et al., 2017; Visram et al., 2016).

Acute excessive consumption of caffeinated energy drinks has been linked to a variety of negative health effects, and while the majority of studies have been conducted amongst the young adult population, such adverse effects can be assumed to present a risk to more sensitive groups such as children and adolescents (Ehlers et al., 2019). Energy drinks have also been positively associated with substance abuse and risk taking behaviours (Ali et al., 2015; Scalese et al., 2017). Safe levels of energy drink consumption have not been identified (Ehlers et al., 2019; Seifert et al., 2011).

Although energy drinks are commonly consumed on their own, they are also frequently mixed with alcoholic beverages and this is popular among adolescents and young adults (Marczinski & Fillmore, 2014). ESPAD results show that 46% of students had ever consumed energy drinks mixed with alcohol. Interestingly, girls were more likely than boys to have consumed energy drinks combined with alcohol in their lifetime (48% vs. 43%).

## Cigarette and e-cigarette use

Tobacco and nicotine are substances that are widely used. They can be consumed through conventional cigarettes or through new product types and technologies that have become available on the market, such as electronic cigarettes (WHO, 2015). Electronic cigarettes – also known as electronic nicotine delivery systems, e-cigarettes or vapes – unlike cigarettes, do not contain tobacco. These devices heat a solution called e-liquid to create an aerosol which is inhaled by the user (WHO, 2020). These liquids typically contain nicotine as well as flavourings and other chemicals (NIDA, 2020). Given the high addictive properties of nicotine, electronic nicotine delivery systems are considered to be unsafe for use by youth (WHO, 2020). Monitoring the Future, a US-based study, indicates an increase in vaping among young people in recent years (Miech et al., 2020). The National Youth Tobacco Survey also found an increase between 2011 and 2018, although a decrease has been registered since 2019 (Cullen et al., 2018; Wang et al., 2020). Examining conventional cigarette use alone may therefore underestimate harmful smoking practices. To address this, questions on the use of alternative smoking products, with a particular focus on e-cigarettes, were also included in the 2019 ESPAD questionnaire.

Among all students, 22% reported having smoked a cigarette on at least one occasion in their lifetime and 21% reported e-cigarette use. When considering these together, 29% of students had ever used either cigarettes or e-cigarettes or both, with a substantial portion of students having ever used both.

An examination of trends in conventional cigarette smoking shows a reduction in use between 2015 and 2019, continuing a trend of decline which has been observed among young people in many countries (Inchley et al., 2020a; Kraus et al., 2018; Miech et al., 2020; WHO, 2019). If in 2019, the use of cigarettes and e-cigarettes are considered together (bearing in mind the limitation that in 2015 the use of e-cigarettes, while likely to have been lower than current rates, was not specifically measured), the prevalence of smoking has remained more stable.

Legislation implemented over the years will have contributed to the decline in conventional cigarette use. Such policy measures have been associated with a decrease in smoking among adolescents (Van Hurck et al., 2018; WHO, 2017). In Malta, various regulations controlling tobacco use in public and work places, advertising and promotion, and pictorial health warnings on packaging have been introduced and amended over the years, together with increases in taxation of tobacco products up until 2017 (Baluci, 2019).

Stronger regulations and regulatory frameworks (including the Tobacco Products Directive 2014/40/EU) now also control any product intended as a substitute to a conventional tobacco product and new emerging tobacco products (Baluci, 2019). In Malta, the use of e-cigarettes is controlled by the same laws that regulate tobacco products and the minimum age for use is 18 as per the Tobacco Smoking Control Act (Chapter 315).

Despite the existing policy measures, there are still concerns about alternative smoking products. These products have been found to attract people who have never previously smoked (Chapman & Wu, 2014). Compared to conventional cigarettes, adolescents are less knowledgeable about the risks of novel or emerging

products such as e-cigarettes, and perceive them as less risky from a health, social and environmental perspective (Roditis et al., 2016). There is substantial debate on whether e-cigarettes provide a gateway to smoking (WHO, 2020). E-cigarette use by never-smoking-adolescents increases the odds of intention to smoke cigarettes (Zhong et al., 2016) and is a risk factor for the onset of cigarette smoking (Chaffee et al., 2018; Wills et al., 2017). ESPAD results show that 16% of e-cigarette users had no prior relationship with tobacco when they first tried e-cigarettes. This necessitates awareness and a call for action to prevent a new swell in nicotine dependency among young people.

## Illicit and other drug use

On an international level, while alcohol consumption seems to be universally declining, trends in the use of other substances are less uniform (Vashishtha et al., 2019). In Malta, 12% of students reported ever using any illicit drug (operationalised as cannabis, amphetamines, cocaine, crack, ecstasy, LSD or other hallucinogens, heroin or GHB) whilst 4% reported ever using any illicit drug other than cannabis operationalised as amphetamines, cocaine, crack, ecstasy, LSD or other hallucinogens, heroin or GHB.

Cannabis is the most widely used illicit drug with 12% of survey respondents having used it at least once in their lifetime and 5% reporting use during the previous 30 days. This finding is in line with data indicating that cannabis is the most widely used drug in Malta (Malta National Focal Point on Drugs and Drug Addiction, 2019) and in other parts of Europe (EMCDDA, 2020). While ESPAD data indicates that cannabis use has remained relatively stable, greater declines in lifetime cannabis use in Malta between 2014 and 2018 were found amongst sampled 15-year-olds within the HBSC study (Inchley et al., 2020b). ESPAD results also show that perceived cannabis availability has increased between 2015 and 2019, while the perceived risk of smoking cannabis regularly has declined. Such changes in perception may be influenced by the introduction of the Drug Dependence (Treatment not Imprisonment) Act (Chapter 537), the Production of Cannabis for Medicinal and Research Purposes Act (Chapter 578) enacted in 2018, and the widespread media coverage and public debate concerning cannabis and law reforms. Of concern is the increase in potency of cannabis products (EMCDDA, 2019).

Inhalants followed cannabis in the lifetime prevalence rankings, with 5% of students reporting lifetime use. Inhalant use has been declining since 2011, with use declining by 6 percentage points between 2011 and 2015, and 3 percentage points between 2015 and 2019.

In Europe, drug use now encompasses a wider range of substances than in the past (EMCDDA, 2020). To reflect this change, the ESPAD questionnaire now also includes questions related to new psychoactive substances. Study participants were asked about their use of new substances that imitate the effects of illicit drugs. Such drugs, termed new psychoactive substances, are diverse in their effects and chemistry. These include synthetic cannabinoids, which are considered more toxic than natural cannabis (Cohen & Weinstein, 2018), and synthetic cathinones, which imitate the effects of amphetamine, methamphetamine or MDMA. Both synthetic cannabinoids and cathinones are considered to pose a major risk to public health

(Weinstein et al., 2017). Among students in Malta, 4% reported ever using synthetic cannabinoids. Synthetic cathinone use was less prevalent, with 1% of students indicating use in their lifetime.

New psychoactive substances are raising concerns due to their associated adverse effects and the fact that many consumers are not aware of what they are taking or the effect the substance may have. The market for these products adapts rapidly to changes introduced by legal controls and their production has reportedly been rising over time, resulting in an increasing number, type and availability of new psychoactive substances (EMCDDA, 2019). In Malta, the availability of new psychoactive substances is low but has been increasing over time (Malta National Focal Point on Drugs and Drug Addiction, 2019). New psychoactive substances have now been included in the existing legal framework by amending the lists of substances in the Medical and Kindred Professions Ordinance and the Dangerous Drugs Ordinance (Chapter 31) which now also includes substances that are not specifically mentioned in the Conventions on narcotic and psychotropic drugs, but which pose similar health or social risks.

## Social media use and gaming

Social media use amongst the adolescent population has both positive and negative aspects. It has been associated with connecting with others, positive self-esteem, inspiration, and creative expression, as well as cyberbullying, and exposure to racist, homophobic and sexual content (Pew Research Center, 2018a; Rideout & Robb, 2018). Social media use has also been linked to an increased risk of anxiety, psychological distress, poor sleep quality and depression (Keles et al., 2020; Wong et al., 2020; Woods & Scott, 2016). The prevalence and frequency of social media use have been on the rise amongst the adolescent population (Rideout & Robb, 2018). Results from the ESPAD study indicate that many students use social media frequently, with 91% of students using it on a school day and 97% on a non-school day.

Girls were more likely than boys to have made use of social media, both on a school day (95% vs. 89%) and on a non-school day (99% vs. 96%). These results are consistent with national and international research findings that girls are more likely to use social media (Lauri & Farrugia, 2020; Pew Research Center, 2018b; Smahel et al., 2020; Spilková et al., 2017).

Results from a self-reported scale also suggest that one half of all students (50%) have a high risk of problems relating to social media use, with this being more prevalent among girls than boys (56% vs. 44%). The HBSC study looked at problematic social media use, and in Malta 20% of 13-year-olds and 18% of 15-year-olds were found to have problematic social media use, the highest of all participating countries (Inchley et al., 2020a; Inchley et al., 2020b).

Playing games online is also prevalent with 66% of students gaming on a school day and 78% gaming on a non-school day. In the Malta EU Kids Online study, a high rate of 15- to 16-year-old students were also found to play online games (51% played online games daily) (Lauri & Farrugia, 2020).

Boys were more likely than girls to report playing games online, both on a school day (79% vs. 53%) and a non-school day (91% vs. 66%). These findings are consistent with research that indicate that boys are more likely than girls to engage in gaming activities (Smahel et al., 2020; Spilková et al., 2017).

Similar to social media use, playing digital games can have both positive and negative effects on users. While the majority of students experience cognitive, motivational, social, emotional and educational benefits, some may experience negative effects such as depression, psychological distress and problematic internet use (Granic et al., 2014; Wong et al., 2020). In 2018 the ICD-11 recognised Internet Gaming Disorder while the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) continues to view internet gaming disorder as an area for further study (International Classification of Diseases, 2020; Parekh, 2018). ESPAD results from a non-clinical scale suggest that 24% of students have a high risk of problems relating to gaming, with a higher percentage of boys than girls estimated to have a high risk of such problems (36% vs. 12%).

## Gambling

The gambling landscape has rapidly changed in recent years, both in traditional brick and mortar settings as well as in the online environment (Newall et al., 2019). Among ESPAD participants, 14% of students engaged in any form of gambling for money in the last 12 months, and 4% reported gambling for money online in the same timeframe. These figures are in line or below those observed in other countries (Elton-Marshall et al., 2016; Gambling Commission, 2019).

All gambling activities were more prevalent among boys than girls. This sex disparity parallels findings from other countries (Elton-Marshall et al., 2016; ESPAD Group, 2016; Gambling Commission, 2019; Raisamo et al., 2020).

Youths are considered a vulnerable group at risk of developing a gambling disorder (Sharman et al., 2019). ESPAD results showed that just under 1% of students were estimated to have possible gambling behaviour problems. Several risk factors for problem gambling among young people have been identified, including being male, exposure to gambling marketing and gambling availability (Elton-Marshall et al., 2016; Sharman et al., 2019).

While rates of gambling in Malta may be similar or lower than many other countries, monitoring of gambling behaviour should continue. One reason is that gambling might be underestimated due to the way young people perceive gambling (Wardle, 2019). The changing gambling environment (Gainsbury et al., 2015; Wardle, 2019), with technological advancements and a growing market in mobile gambling (James et al., 2017), also backs this need for further study.

## Concluding remarks

The behaviours examined by ESPAD have the potential to lead to negative consequences, on both an individual and societal level. The latest study results show a continuing trend of decline in alcohol, tobacco and other substance use, however, they also bring to light the extent of use of other potentially risky substances such as energy drinks, e-cigarettes and new psychoactive substances. A change in risk perceptions and perceived availability of different substances may also point towards a changing scene among adolescents. In 2019, ESPAD also shed light on the vast use of social media and gaming behaviours, highlighting the need for further study into the technological advancements that impact youth behaviour. Gambling activities among youth in Malta were also examined, and should be monitored further given the rise in popularity amongst youth found in other studies.

ESPAD continues to provide information about the extent and nature of these potentially problematic behaviours and associated risk and protective factors. This allows for the comparability of data collected from over 30 countries across Europe spanning 24 years. The strength of this project lies in the continuous support it provides towards the development of sound policies and actions to prevent, mitigate and curb public health issues. ESPAD will continue monitoring problematic as well as emerging behaviours among young people in future.

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# APPENDIX I

## Questionnaire





The European School Survey Project on  
Alcohol and Other Drugs  
[www.espad.org](http://www.espad.org)

**Read this first please!**

This questionnaire is part of an international study on substance use among European students. It will be answered by more than 100,000 students in over 35 countries. The study is called ESPAD.

This is a totally anonymous questionnaire. You should not state your name or any other information which identifies you. You should place your completed questionnaire in the envelope provided and seal it yourself. Your teacher / survey leader will collect the envelopes after completion.

All fifth form / year 11 students in Malta and Gozo have been selected to take part in this study. In Malta and Gozo the survey is carried out by Sedqa, the Agency against Drug and Alcohol Abuse within the Foundation for Social Welfare Services (FSWS), in collaboration with the Directorate for Educational Services, the Student Services Department, National School Support Services; the Directorate for Educational Services, Secretariat for Catholic Education; and the Independent Schools Sector.

It is voluntary to take part in this study. If there is any question you find objectionable for any reason, just leave it blank.

It is important that you answer as thoughtfully and truthfully as possible. The results will not be presented by single classes or schools and remember your answers are totally anonymous.

If you do not find an answer that fits exactly, indicate the one that comes closest. Please, mark the appropriate answer to each question by making an "X" in the box (). If, and only if, you make a mistake please fill in completely the box you marked by mistake () and mark the correct box with an "X".

Please write where requested in CAPITAL LETTERS.

The term 'occasion' is used throughout this questionnaire. An example of an occasion would be an evening out or an afternoon spent with friends. So, if you go to a bar, have two drinks, then go to another bar and have some more drinks, this is still one occasion.

If you have a question, please raise your hand and the teacher will assist you.

**Thank you in advance for your participation! Please begin.**



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[emcdda.europa.eu](http://emcdda.europa.eu)

The first questions ask for some background information about yourself and the kinds of things you might do.

**1 What is your sex?**

- 1  Male
- 2  Female

**2 When were you born?**

Year:            2001                      2002                      2003                      2004                      2005                      Other

1                                      2                                      3                                      4                                      5                                      6

**3 How often (if at all) do you do each of the following?**

Mark one box for each line.

	Never	A few times a year	Once or twice a month	At least once a week	Almost every day
(a) Play computer games .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Actively participate in sports, athletics or exercising .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Read books for enjoyment (do not count schoolbooks) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Go out in the evening (to a disco, cafe, party etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Other hobbies (play an instrument, sing, draw, write) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Go around with friends to shopping centres, streets, parks, etc. just for fun .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Use the Internet for leisure activities (chats, music, games, social networks, videos etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Play on slot machines (the kind in which you may win money) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

**4 During the LAST 30 DAYS on how many days have you missed one or more lessons?**

Mark one box for each line.

	None	1 day	2 days	3-4 days	5-6 days	7 days or more
(a) Because of illness .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Because you skipped or 'cut' .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) For other reasons .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6

The following questions are about tobacco smoking (cigarettes, which include rolled cigarettes and EXCLUDE shisha and e-cigarettes (mods, vapes)).

**5 How difficult do you think it would be for you to get cigarettes (excluding e-cigarettes) if you wanted?**

- 1  Impossible
- 2  Very difficult
- 3  Fairly difficult
- 4  Fairly easy
- 5  Very easy
- 6  Don't know

**6 On how many occasions (if any) during your lifetime have you smoked cigarettes (excluding e-cigarettes)?**

Number of occasions

0	1-2	3-5	6-9	10-19	20-39	40 or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

**7 How often have you smoked cigarettes (excluding e-cigarettes) during the LAST 30 DAYS?**

- 1  Not at all
- 2  Less than 1 cigarette per week
- 3  Less than 1 cigarette per day
- 4  1-5 cigarettes per day
- 5  6-10 cigarettes per day
- 6  11-20 cigarettes per day
- 7  More than 20 cigarettes per day

**8 When (if ever) did you FIRST do each of the following things?**

Mark one box for each line.

	Never	9 years old or less	10 years old	11 years old	12 years old	13 years old	14 years old	15 years old	16 years or older
(a) Smoke your first cigarette (excluding e-cigarettes) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Smoke cigarettes on a daily basis (excluding e-cigarettes) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7	8	9

The next questions are about smoking and nicotine products: e-cigarettes (including e-cigs, vapes and mods) and water pipe (shisha).

**9 Have you ever used e-cigarettes?**

Mark all that apply.

- 1  Yes, in the last 30 days  
 1  Yes, in the last 12 months  
 1  Yes, more than 12 months ago  
 1  Never

**10 How often have you smoked e-cigarettes during the LAST 30 DAYS?**

- 1  Not at all  
 2  Less than once per week  
 3  At least once a week  
 4  Almost every day or every day

**11 When (if ever) did you FIRST do each of the following things?**

Mark one box for each line.

	Never	9 years old or less	10 years old	11 years old	12 years old	13 years old	14 years old	15 years old	16 years or older
(a) Use your first e-cigarette .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Use e-cigarettes on a daily basis .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7	8	9

**12 When you first tried e-cigarettes (if ever), what was your relationship with tobacco?**

- 1  I have never tried e-cigarettes  
 2  I had never used tobacco  
 3  I had occasionally used tobacco  
 4  I was regularly using tobacco

**13 Have you ever used water pipe (shisha)?**

Mark all that apply.

- 1  Yes, in the last 30 days  
 1  Yes, in the last 12 months  
 1  Yes, more than 12 months ago  
 1  Never

The next questions are about alcoholic beverages – including beer, cider, premixed drinks, wine and spirits.

**14 How difficult do you think it would be for you to get each of the following, if you wanted?**

Mark one box for each line.

	Impossible	Very difficult	Fairly difficult	Fairly easy	Very easy	Don't know
(a) Beer (do not include low alcohol beer like shandy).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Cider (do not include low alcohol cider) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Premixed drinks (breezer, alcopops, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Wine.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Spirits (whisky, vodka, shot drinks, etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6

**15 On how many occasions (if any) have you had any alcoholic beverage to drink?**

Mark one box for each line.

	Number of occasions						40 or more
	0	1-2	3-5	6-9	10-19	20-39	
(a) In your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) During the last 12 months .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) During the last 30 days.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

**16 Think back over the LAST 30 DAYS. On how many occasions (if any) have you had any of the following to drink?**

Mark one box for each line.

	Number of occasions						40 or more
	0	1-2	3-5	6-9	10-19	20-39	
(a) Beer (do not include low alcohol beer like shandy).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Cider (do not include low alcohol cider) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Premixed drinks (breezer, alcopops etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Wine.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Spirits (whisky, vodka, shot drinks, etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

The following questions are about the last day you drank alcohol.

**17 When was the last day you drank alcohol?**

- 1  I never drink alcohol
- 2  1-7 days ago
- 3  8-14 days ago
- 4  15-30 days ago
- 5  1 month-1 year ago
- 6  More than 1 year ago

**18 Think of the LAST DAY that you drank any alcohol. Which of the following beverages did you drink on that day?**

Mark all that apply.

- 1  I never drink alcohol
- 1  Beer (do not include low alcohol beer like shandy)
- 1  Cider (do not include low alcohol cider)
- 1  Premixed drinks (breezer, alcopops, etc.)
- 1  Wine
- 1  Spirits (whisky, vodka, shot drinks etc.)

**18a If you drank beer that last day you drank any alcohol, how much did you drink?**

- 1  I never drink beer
- 2  I did not drink beer on the last day that I drank alcohol
- 3  Less than 2 small beers OR 1 big beer
- 4  2-4 small beers OR 1-2 big beers
- 5  5-8 small beers OR 3-4 big beers
- 6  More than 8 small beers OR more than 4 big beers

**18d If you drank wine that last day you drank any alcohol, how much did you drink?**

- 1  I never drink wine
- 2  I did not drink wine on the last day that I drank alcohol
- 3  Less than 2 glasses
- 4  2-3 glasses OR half a bottle
- 5  4-6 glasses
- 6  More than 6 glasses OR more than a bottle of wine

**18b If you drank cider that last day you drank any alcohol, how much did you drink?**

- 1  I never drink cider
- 2  I did not drink cider on the last day that I drank alcohol
- 3  Less than a regular bottle or can
- 4  1-2 regular bottles or cans
- 5  3-4 regular bottles or cans
- 6  More than 4 regular bottles or cans

**18e If you drank spirits that last day you drank any alcohol, how much did you drink?**

- 1  I never drink spirits
- 2  I did not drink spirits on the last day that I drank alcohol
- 3  3 drinks or less
- 4  4-6 drinks
- 5  7-9 drinks
- 6  10 drinks or more

**18c If you drank premixed drinks (breezer, alcopops etc.) that last day you drank any alcohol, how much did you drink?**

- 1  I never drink premixed drinks
- 2  I did not drink premixed drinks on the last day that I drank alcohol
- 3  Less than 2 drinks
- 4  2-4 drinks
- 5  5-7 drinks
- 6  8 or more drinks

**18f Please indicate on this scale from 1 to 10 how drunk you would say you were that last day you drank alcohol. (If you felt no effect at all you should mark "1".)**

Not at all
Heavily intoxicated, for example not remembering what happened

1
2
3
4
5
6
7
8
9
10

I never drink alcohol

11

The next question is about alcohol consumption during the last 30 days.

**19** Think back again over the **LAST 30 DAYS**. How many times (if any) have you had five or more drinks on one occasion?

A 'drink' is defined as:

- 1 large glass / bottle / can of beer OR 2 small glasses / bottles / cans of beer,
- 1 glass of wine,
- 2 glasses / shots of spirits,
- 1 glass / bottle of cider,
- 1 bottle of premixed drinks (breezer, alcopops etc.).

- 1  None
- 2  1
- 3  2
- 4  3-5
- 5  6-9
- 6  10 or more times

The next questions are also about alcohol.

**20** On how many occasions (if any) have you been intoxicated from drinking alcoholic beverages, for example staggered when walking, not being able to speak properly, throwing up or not remembering what happened?

Mark one box for each line.

	Number of occasions						
	0	1-2	3-5	6-9	10-19	20-39	40 or more
(a) In your lifetime .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) During the last 12 months .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) During the last 30 days.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

**21** When (if ever) did you **FIRST** do each of the following things?

Mark one box for each line.

	Never	9 years old or less	10 years old	11 years old	12 years old	13 years old	14 years old	15 years old	16 years or older
(a) Drink alcohol (at least one glass) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Get drunk on alcohol .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7	8	9

**22 In the LAST 12 MONTHS, how often did you drink ...**

Mark one box for each line.

	Never	Seldom	Sometimes	Mostly	Always
(a) because it helps you enjoy a party? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) because it helps you when you feel depressed or nervous? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) to cheer up when you're in a bad mood? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) because you like the feeling? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) to get high? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) because it makes social gatherings more fun? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) to fit in with a group you like? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) because it improves parties and celebrations? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) to forget about your problems? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) because it's fun? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) to be liked? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) so you won't feel left out? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

Tranquillisers and sedatives, like valium and ativan, are sometimes prescribed by doctors to help people to calm down, get to sleep or to relax. Pharmacies are not supposed to sell them without a prescription.

**23 Have you ever taken tranquillisers or sedatives because a doctor told you to take them?**

- 1  No, never
- 2  Yes, but for less than 3 weeks
- 3  Yes, for 3 weeks or more

The next questions ask about marijuana or hashish (cannabis). Cannabis can also be called weed, haxixa, joint or smoke. These questions **DO NOT** include synthetic cannabis (synthetic).

**24 How difficult do you think it would be for you to get marijuana or hashish (cannabis) if you wanted?**

- 1  Impossible
- 2  Very difficult
- 3  Fairly difficult
- 4  Fairly easy
- 5  Very easy
- 6  Don't know

**25 On how many occasions (if any) have you used marijuana or hashish (cannabis)?**

Mark one box for each line.

	Number of occasions						
	0	1-2	3-5	6-9	10-19	20-39	40 or more
(a) In your lifetime .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) During the last 12 months .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) During the last 30 days .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

**26 When (if ever) did you FIRST try marijuana or hashish (cannabis)?**

- 1  Never
- 2  9 years old or less
- 3  10 years old
- 4  11 years old
- 5  12 years old
- 6  13 years old
- 7  14 years old
- 8  15 years old
- 9  16 years or older

**27 Have you ever had the possibility to try marijuana or hashish (cannabis) without trying it?**

- 1  No
- 2  Once or twice
- 3  3 times or more

**28 Have you used marijuana or hashish (cannabis) during the LAST 12 MONTHS?**

1  No

2  Yes → **Has the following happened to you during the LAST 12 MONTHS?**

Mark one box for each line.

	Never	Rarely	From time to time	Fairly often	Very often
(a) Have you smoked cannabis before midday? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Have you smoked cannabis when you were alone? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Have you had memory problems when you smoked cannabis? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Have friends or members of your family told you that you ought to reduce or stop your cannabis use? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Have you tried to reduce or stop your cannabis use with- out succeeding? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Have you had problems because of your use of cannabis (argument, fight, accident, bad result at school, etc.)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

**The next questions ask about other drugs.**

**29 How difficult do you think it would be for you to get each of the following, if you wanted?**

Mark one box for each line.

	Impossible	Very difficult	Fairly difficult	Fairly easy	Very easy	Don't know
(a) Amphetamines (speed, uppers, pep pills).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Methamphetamines (crystal, meth, ice).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Tranquillisers or sedatives without a doctor's prescription.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Ecstasy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Cocaine.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Crack.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Mephedrone (meow meow).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6

**30 On how many occasions (if any) have you ever used...?**

Mark one box for each line.

	Number of occasions		
	0	1-2	3 or more
(a) Ecstasy in your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Ecstasy during the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Amphetamines (speed) in your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Amphetamines during the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Methamphetamines (meth) in your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Methamphetamines during the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Cocaine in your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Cocaine during the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Crack in your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) Crack during the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) Heroin in your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) Heroin during the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

**31 On how many occasions (if any) have you used inhalants (sniffed substances) to get high? (Examples of inhalants are glue, gas, aerosols. Inhalants are not inhalers for asthma.)**

Mark one box for each line.

	Number of occasions		
	0	1-2	3 or more
(a) In your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) During the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) During the last 30 days.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

**32 On how many occasions in your lifetime (if any) have you used any of the following drugs?**

Mark one box for each line.

	Number of occasions		
	0	1-2	3 or more
(a) LSD or some other hallucinogens .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) "Magic mushrooms" .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) GHB .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Melevin .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Drugs by injection with a needle (like heroin, cocaine, amphetamine).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

**33 On how many occasions in your lifetime (if any) have you used any of the following drugs?**

Mark one box for each line.

	Number of occasions		
	0	1-2	3 or more
(a) Tranquillisers or sedatives (without a doctor's prescription).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Anabolic steroids .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Alcohol together with pills (medicaments) in order to get high .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Painkillers in order to get high .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Mephedrone (meow meow).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

**34 When (if ever) did you FIRST do each of the following things?**

Mark one box for each line.

	Never	9 years old or less	10 years old	11 years old	12 years old	13 years old	14 years old	15 years old	16 years or older
(a) Try tranquillisers or sedatives (without a doctor's prescription) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Try amphetamines or methamphetamines.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Try cocaine or crack.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Try ecstasy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Try inhalants (glue, gas, aerosols) in order to get high.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Try alcohol together with pills (medicaments) in order to get high.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7	8	9

The next questions ask about new substances.

**35** New substances that imitate the effects of illicit drugs (such as cannabis or ecstasy) may now be sometimes available. They are sometimes called ‘legal highs’, ‘ethno botanicals’, ‘research chemicals’ and can come in different forms, for example – herbal mixtures, powders, crystals or tablets.

**On how many occasions (if any) have you used such substances?**

Mark one box for each line.

	Number of occasions			
	0	1-2	3 or more	Don't know / not sure
(a) In your lifetime .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) During the last 12 months .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

**36** If you have used such new substances in the LAST 12 MONTHS, what was the appearance / form of the new substance/s?

Mark one or more boxes.

- 1  I have not used such substances in the last 12 months
- 1  Herbal smoking mixtures with drug-like effects
- 1  Powders, crystals or tablets with drug-like effects
- 1  Liquids with drug-like effects
- 1  Other

**37** On how many occasions in your lifetime (if any) have you used any of the following substances?

Mark one box for each line.

	Number of occasions		
	0	1-2	3 or more
(a) Synthetic cannabinoids (synthetic [weed], spice, K2) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Synthetic cathinones (flakka, bath salts) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3

The next questions ask about various substances.

**38** How much do you think PEOPLE RISK harming themselves (physically or in other ways), if they...  
Mark one box for each line.

	No risk	Slight risk	Moderate risk	Great risk	Don't know
(a) smoke cigarettes occasionally? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) smoke one or more packs of cigarettes per day? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) try e-cigs once or twice? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) have one or two drinks nearly every day? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) have four or five drinks nearly every day? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) have five or more drinks in one occasion nearly each weekend? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

**39** Again: how much do you think PEOPLE RISK harming themselves (physically or in other ways), if they...  
Mark one box for each line.

	No risk	Slight risk	Moderate risk	Great risk	Don't know
(a) try marijuana or hashish (cannabis) once or twice? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) smoke marijuana or hashish (cannabis) occasionally? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) smoke marijuana or hashish (cannabis) regularly? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) try ecstasy once or twice? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) take ecstasy regularly? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) try an amphetamine (uppers, pep pills, bennie, speed) once or twice? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) take amphetamines regularly? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) try synthetic cannabinoids once or twice? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

The next questions ask about Social Media.

**40** During the LAST 7 DAYS, how many hours (if any) did you spend on Social Media communicating with others on the Internet? (using for example WhatsApp, Twitter, Facebook, Skype, Blogs, Snapchat, Instagram, YouTube etc.)  
Mark one box for each line.

	None	Half an hour or less	About 1 hour	About 2-3 hours	About 4-5 hours	6 hours or more
(a) On a school day .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) On a non-school day (weekend, holidays) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6

**41 How much do you agree or disagree with the following statements on Social Media communicating with others on the Internet? (using for example WhatsApp, Twitter, Facebook, Skype, Blogs, Snapchat, Instagram, YouTube etc.)**

Mark one box for each line.

	Strongly agree	Partly agree	Neither nor	Partly disagree	Strongly disagree
(a) I think I spend way too much time on Social Media .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I get in a bad mood when I cannot spend time on Social Media.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) My parents say that I spend way too much time on Social Media.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

The next questions ask about gaming.

**42 During the LAST 30 DAYS, how many hours (if any) did you play games using a computer, tablet, console, smartphone or other electronic device (strategy, puzzle, adventure, football, war games, etc.)?**

Mark one box for each line.

	None	Half an hour or less	About 1 hour	About 2-3 hours	About 4-5 hours	6 hours or more
(a) On a school day .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) On a non-school day (weekend, holidays) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6

**43 During the LAST 7 DAYS, on how many days (if any) were you playing games using a computer, tablet, console, smartphone or other electronic device (strategy, puzzle, adventure, football, war games, etc.)?**

- 1  None
- 2  1 day
- 3  2 days
- 4  3 days
- 5  4 days
- 6  5 days
- 7  6 days
- 8  7 days

**44 How much do you agree or disagree with the following statements about gaming on a computer, tablet, console, smartphone or other electronic device?**

Mark one box for each line.

	Strongly agree	Partly agree	Neither nor	Partly disagree	Strongly disagree
(a) I think I spend way too much time playing games .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I get in bad mood when I cannot spend time on games .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) My parents say that I spend way too much time on gaming.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

The next questions ask about gambling for money (slot machines, playing card or dice, lotteries, sport bookmakers, etc.) both on the Internet and not on the Internet (in traditional settings).

**45 How often (if ever) did you gamble for money in the LAST 12 MONTHS?**

- 1  I have not gambled for money during the last 12 months
- 2  Monthly or less
- 3  2-4 times a month
- 4  2-3 times or more a week

**46 How much time (if any) did you spend gambling for money on a TYPICAL DAY in the LAST 12 MONTHS?**

- 1  I have not gambled for money during the last 12 months
- 2  Less than 30 minutes
- 3  Between 30 minutes and 1 hour
- 4  Between 1 and 2 hours
- 5  Between 2 and 3 hours
- 6  3 hours or more

**47 How often (if ever) did you gamble for money more than 2 hours (on a single occasion) in the LAST 12 MONTHS?**

- 1  I have not gambled for money during the last 12 months
- 2  Never
- 3  Less than monthly
- 4  Monthly
- 5  Weekly
- 6  Daily or almost daily

**48 If you have gambled for money in the LAST 12 MONTHS, which games have you played?**

Mark one box for each line.

	I have not played these games	Monthly or less	2-4 times a month	2-3 times or more a week
(a) Slot machines (fruit machine, new slot, etc.) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Play card or dice (poker, bridge, dice, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Lotteries (scratch, bingo, keno, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Betting on sports or animals (horses, dogs etc.) ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4

**49 If you have gambled for money in the LAST 12 MONTHS, how often did you use the INTERNET?**

- 1  I have not gambled for money during the last 12 months
- 2  I never used the Internet to gamble for money
- 3  Seldom
- 4  Sometimes
- 5  Mostly
- 6  Always

**Now think again about gambling for money in general****50 Have you ever felt the need to bet more and more money?**

- 1  No
- 2  Yes

**51 Have you ever had to lie to people important to you about how much you gambled?**

- 1  No
- 2  Yes

The next questions ask about your parents. If mostly foster parents, step-parents or others brought you up answer for them. For example, if you have both a stepfather and a natural father, answer for the one that is the most important in bringing you up.

**52 What is the highest level of schooling your father completed?**

- 1  Completed primary school or less
- 2  Some secondary school (or Trade school)
- 3  Completed secondary school (or Trade school)
- 4  Some post-secondary school (e.g. Junior College, Sixth Form, MCAST, Polytechnic, Fellenberg, Technical Institute)
- 5  Completed post-secondary school (e.g. Junior College, Sixth Form, MCAST, Polytechnic, Fellenberg, Technical Institute)
- 6  Some University
- 7  Completed University
- 8  Don't know
- 9  Does not apply

**53 What is the highest level of schooling your mother completed?**

- 1  Completed primary school or less
- 2  Some secondary school (or Trade school)
- 3  Completed secondary school (or Trade school)
- 4  Some post-secondary school (e.g. Junior College, Sixth Form, MCAST, Polytechnic, Fellenberg, Technical Institute)
- 5  Completed post-secondary school (e.g. Junior College, Sixth Form, MCAST, Polytechnic, Fellenberg, Technical Institute)
- 6  Some University
- 7  Completed University
- 8  Don't know
- 9  Does not apply

**54 How well off is your family compared to other families in Malta?**

- 1  Very much better off
- 2  Much better off
- 3  Better off
- 4  About the same
- 5  Less well off
- 6  Much less well off
- 7  Very much less well off

**55 Which of the following people live in the same house in which you stay most of the time?**

Mark all that apply.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> I live alone                   | 1 <input type="checkbox"/> Brother(s)        |
| 1 <input type="checkbox"/> Father                         | 1 <input type="checkbox"/> Sister(s)         |
| 1 <input type="checkbox"/> Stepfather or Mother's partner | 1 <input type="checkbox"/> Grandparent(s)    |
| 1 <input type="checkbox"/> Mother                         | 1 <input type="checkbox"/> Other relative(s) |
| 1 <input type="checkbox"/> Stepmother or Father's partner | 1 <input type="checkbox"/> Non-relative(s)   |

**56 How often do the following statements apply to you?**

Mark one box for each line.

	Almost always	Often	Some- times	Seldom	Almost never
(a) My parent(s) set definite rules about what I can do at home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) My parent(s) set definite rules about what I can do outside the home.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) My parent(s) know whom I am with in the evenings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) My parent(s) know where I am in the evenings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I can easily borrow money from my mother and/or father.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I can easily get money as a gift from my mother and/or father.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

**57 We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.**  
Mark one box for each line.

	Very strongly disagree	2	3	4	5	6	Very strongly agree
(a) My family really tries to help me .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I get the emotional help and support I need from my family.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I can talk about my problems with my family .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) My family is willing to help me make decisions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

**58 We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.**  
Mark one box for each line.

	Very strongly disagree	2	3	4	5	6	Very strongly agree
(a) My friends really try to help me .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I can count on my friends when things go wrong .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I have friends with whom I can share my joys and sorrows .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) I can talk about my problems with my friends .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

**59 Does your mother or your father know where you spend Saturday nights?**

- 1  Know always
- 2  Know quite often
- 3  Know sometimes
- 4  Usually don't know

**60 If you had ever used marijuana/hashish (cannabis), do you think that you would have said so in this questionnaire?**

- 1  I already said that I have used it
- 2  Definitely yes
- 3  Probably yes
- 4  Probably not
- 5  Definitely not

The next questions ask once more about alcohol.

**61 Think back over the LAST 30 DAYS. On how many occasions (if any) have you bought alcohol in a store (supermarket, liquor store or kiosk) for your own consumption (off-premise)?**

Number of occasions					
0	1-2	3-5	6-9	10-19	20 or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6

**62** Think back once more over the **LAST 30 DAYS**. On how many occasions (if any) have you drunk alcohol in a pub, bar, kažin, restaurant or disco (on-premise)?

Number of occasions

0	1-2	3-5	6-9	10-19	20 or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6

**63** Think of that last day on which you drank alcohol. Where were you when you drank?

Mark all that apply.

- 1  I never drink alcohol
- 1  At home
- 1  At someone else's home
- 1  Out on the street, in a park, beach or other open area
- 1  At a bar or a pub
- 1  In a disco/party or club
- 1  In a restaurant
- 1  Other places

The next two questions are about energy drinks. Energy drinks contain caffeine, sugar and other stimulants to boost performance. These questions are NOT about sports drinks. Sports drinks contain carbohydrates and electrolytes and are taken to hydrate during strenuous physical activity.

**64** On how many occasions (if any) have you had any energy drinks?

(Don't include so called "sports drinks")

Mark one box for each line.

Number of occasions

	0	1-2	3-5	6-9	10-19	20-39	40 or more
(a) In your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) During the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) During the last 30 days.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

**65** On how many occasions (if any) have you been drinking energy drinks and alcohol during a single session? (Don't include so called "sports drinks")

Mark one box for each line.

Number of occasions

	0	1-2	3-5	6-9	10-19	20-39	40 or more
(a) In your lifetime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) During the last 12 months.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) During the last 30 days.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

**Now follow some more questions about the Internet and ONLINE games.**

**66 Please read the statements below regarding Internet use.  
Please indicate how often these statements apply to you.**

Mark one box for each line.

	Never	Seldom	Sometimes	Often	Very often
(a) How often do you find it difficult to stop using the Internet when you are online? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) How often do you continue to use the Internet despite your intention to stop? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) How often do others (e.g. parents, friends) say you should use the Internet less? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) How often do you prefer to use the Internet instead of spending time with others (e.g. parents, friends)? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) How often are you short of sleep because of the Internet? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) How often do you think about the Internet, even when not online? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) How often do you look forward to your next Internet session? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) How often do you think you should use the Internet less often? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) How often have you unsuccessfully tried to spend less time on the Internet? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) How often do you rush through your (home) work in order to go on the Internet? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) How often do you neglect your daily obligations (work, school or family life) because you prefer to go on the Internet? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) How often do you go on the Internet when you are feeling down? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m) How often do you use the Internet to escape from your sorrows or get relief from negative feelings? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(n) How often do you feel restless, frustrated, or irritated when you cannot use the Internet? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5

**67 Please read the statements below regarding online gaming. The question REFERS TO ONLINE GAMES exclusively, but we use the expression ‘game’ in each statement for simplicity’s sake. Please indicate how often these statements apply to you.**

Mark one box for each line.

	Never	Seldom	Sometimes	Mostly	Always
(a) When you are not gaming, how often do you think about playing a game or think about how would it feel to play at that moment? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) How often do you play longer than originally planned? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) How often do you feel depressed or irritable when not gaming only for these feelings to disappear when you start playing? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) How often do you feel that you should reduce the amount of time you spend gaming? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) How often do the people around you complain that you are gaming too much? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) How often do you fail to meet up with a friend because you were gaming? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) How often do you daydream about gaming? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) How often do you lose track of time when gaming? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) How often do you get restless or irritable if you are unable to play games for a few days? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) How often do you unsuccessfully try to reduce the time you spend on gaming? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) How often do you argue with your parents because of gaming? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) How often do you neglect other activities because you would rather game? .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5





# APPENDIX II

## Tables 2019



### Note to readers

Tables within this Appendix contain percentages of boys, girls and all students answering each individual question, unless otherwise specified.

Table 1

### Perceived availability of various substances. Percentages answering that a substance would be 'fairly or very easy to obtain'.

	Boys	Girls	All students
<b>Cigarettes</b>	56.8	56.6	56.7
<b>Alcohol</b>			
Beer	74.6	75.4	75.0
Cider	57.5	60.0	58.7
Premixed drinks	62.0	71.8	66.8
Wine	67.8	77.0	72.3
Spirits	57.2	63.4	60.3
Any alcoholic beverage <sup>a)</sup>	82.4	88.2	85.2
<b>Other drugs</b>			
Cannabis	32.3	34.5	33.4
Tranquillisers or sedatives without a doctor's prescription	17.4	20.1	18.8
Ecstasy	14.4	16.1	15.2
Amphetamines	10.3	10.8	10.5
Methamphetamines	8.6	9.0	8.8
Cocaine	17.6	22.4	19.9
Crack	13.0	15.0	14.0
Mephedrone	8.1	7.5	7.8

<sup>a)</sup> Includes beer, cider, premixed drinks, wine and spirits.

Table 2

## Frequency of lifetime use of various substances. All students. Percentages.

	Number of occasions of use in lifetime						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Smoking and nicotine products</b>							
Cigarettes	77.6	8.8	3.5	2.2	2.5	1.5	3.9
E-cigarettes <sup>a)</sup>	79.4	20.6					
Water pipe <sup>a)</sup>	79.3	20.7					
<b>Alcohol and other drinks</b>							
Any alcoholic beverage	18.4	13.7	14.1	11.6	14.0	11.1	17.1
Been drunk	67.8	17.5	6.9	3.0	2.6	1.3	0.9
Energy drinks	19.9	13.0	11.1	9.5	13.2	12.2	21.1
Energy drinks together with alcohol	54.3	17.5	8.5	6.0	5.3	3.4	5.0
<b>Other substances</b>							
Cannabis	88.5	4.8	1.8	1.3	0.9	0.8	2.0
Alcohol together with pills <sup>b)</sup>	95.8	3.1	1.1				
Painkillers in order to get high <sup>b)</sup>	97.4	1.9	0.7				
Tranquillisers or sedatives <sup>b)c)</sup>	96.9	2.4	0.7				
Anabolic steroids <sup>b)</sup>	97.9	1.3	0.8				
Inhalants <sup>b)</sup>	94.7	3.6	1.7				
Ecstasy <sup>b)</sup>	98.9	0.7	0.4				
Amphetamines <sup>b)</sup>	99.2	0.6	0.3				
Methamphetamines <sup>b)</sup>	99.1	0.6	0.3				
Cocaine <sup>b)</sup>	98.0	1.4	0.6				
Crack <sup>b)</sup>	98.8	0.8	0.4				
LSD or other hallucinogens <sup>b)</sup>	98.7	1.1	0.2				
Heroin <sup>b)</sup>	99.2	0.5	0.3				
Mephedrone <sup>b)</sup>	99.5	0.3	0.2				
GHB <sup>b)</sup>	99.6	0.2	0.2				
Magic mushrooms <sup>b)</sup>	98.7	1.0	0.3				
Synthetic cannabinoids <sup>b)</sup>	96.0	3.0	1.0				
Synthetic cathinones <sup>b)</sup>	99.4	0.4	0.2				
Any illicit drug use <sup>b)d)</sup>	87.6	4.6	7.8				
Any illicit drug use other than cannabis <sup>b)e)</sup>	96.3	1.7	2.0				
Any drug by injection <sup>b)</sup>	99.2	0.5	0.3				

<sup>a)</sup> Any use within the timeframe is reported.

<sup>b)</sup> Last category is 3 or more occasions.

<sup>c)</sup> Without a doctor's prescription.

<sup>d)</sup> Includes Cannabis, LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

<sup>e)</sup> Includes LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

Table 3

## Frequency of lifetime use of various substances. Boys. Percentages.

	Number of occasions of use in lifetime						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Smoking and nicotine products</b>							
Cigarettes	79.1	9.0	3.4	1.9	1.6	1.0	3.9
E-cigarettes <sup>a)</sup>	79.4	20.6					
Water pipe <sup>a)</sup>	83.5	16.5					
<b>Alcohol and other drinks</b>							
Any alcoholic beverage	19.3	13.4	14.2	11.5	14.1	8.9	18.5
Been drunk	71.2	16.1	6.4	2.4	2.1	0.8	1.0
Energy drinks	18.6	11.6	9.5	8.6	12.8	12.6	26.2
Energy drinks together with alcohol	56.6	17.1	7.2	5.6	5.0	3.0	5.5
<b>Other substances</b>							
Cannabis	88.7	4.3	1.9	1.2	0.9	0.6	2.4
Alcohol together with pills <sup>b)</sup>	96.1	2.7	1.2				
Painkillers in order to get high <sup>b)</sup>	97.3	1.8	0.8				
Tranquillisers or sedatives <sup>b)c)</sup>	97.5	2.1	0.3				
Anabolic steroids <sup>b)</sup>	97.4	1.7	0.9				
Inhalants <sup>b)</sup>	94.5	3.9	1.6				
Ecstasy <sup>b)</sup>	98.7	1.0	0.3				
Amphetamines <sup>b)</sup>	98.9	0.8	0.3				
Methamphetamines <sup>b)</sup>	99.0	0.7	0.3				
Cocaine <sup>b)</sup>	97.9	1.6	0.5				
Crack <sup>b)</sup>	98.3	1.3	0.4				
LSD or other hallucinogens <sup>b)</sup>	98.2	1.6	0.3				
Heroin <sup>b)</sup>	99.0	0.6	0.4				
Mephedrone <sup>b)</sup>	99.3	0.5	0.3				
GHB <sup>b)</sup>	99.5	0.3	0.3				
Magic mushrooms <sup>b)</sup>	98.3	1.4	0.3				
Synthetic cannabinoids <sup>b)</sup>	96.6	2.5	0.9				
Synthetic cathinones <sup>b)</sup>	99.4	0.5	0.2				
Any illicit drug use <sup>b)d)</sup>	87.6	4.3	8.1				
Any illicit drug use other than cannabis <sup>b)e)</sup>	95.7	2.1	2.1				
Any drug by injection <sup>b)</sup>	98.9	0.7	0.4				

<sup>a)</sup> Any use within the timeframe is reported.

<sup>b)</sup> Last category is 3 or more occasions.

<sup>c)</sup> Without a doctor's prescription.

<sup>d)</sup> Includes Cannabis, LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

<sup>e)</sup> Includes LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

Table 4

## Frequency of lifetime use of various substances. Girls. Percentages.

	Number of occasions of use in lifetime						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Smoking and nicotine products</b>							
Cigarettes	76.1	8.6	3.6	2.5	3.4	2.0	3.9
E-cigarettes <sup>a)</sup>	79.5	20.5					
Water pipe <sup>a)</sup>	74.9	25.1					
<b>Alcohol and other drinks</b>							
Any alcoholic beverage	17.5	14.0	14.0	11.6	14.0	13.3	15.6
Been drunk	64.4	18.8	7.4	3.7	3.0	1.8	0.8
Energy drinks	21.1	14.4	12.8	10.4	13.7	11.8	15.9
Energy drinks together with alcohol	52.0	18.0	9.8	6.5	5.5	3.8	4.4
<b>Other substances</b>							
Cannabis	88.2	5.2	1.7	1.3	0.8	1.1	1.5
Alcohol together with pills <sup>b)</sup>	95.5	3.5	1.0				
Painkillers in order to get high <sup>b)</sup>	97.5	2.0	0.5				
Tranquillisers or sedatives <sup>b)c)</sup>	96.2	2.8	1.1				
Anabolic steroids <sup>b)</sup>	98.5	0.8	0.7				
Inhalants <sup>b)</sup>	94.9	3.4	1.7				
Ecstasy <sup>b)</sup>	99.1	0.5	0.5				
Amphetamines <sup>b)</sup>	99.5	0.3	0.2				
Methamphetamines <sup>b)</sup>	99.3	0.4	0.3				
Cocaine <sup>b)</sup>	98.2	1.1	0.7				
Crack <sup>b)</sup>	99.3	0.3	0.4				
LSD or other hallucinogens <sup>b)</sup>	99.2	0.6	0.2				
Heroin <sup>b)</sup>	99.3	0.5	0.2				
Mephedrone <sup>b)</sup>	99.7	0.1	0.1				
GHB <sup>b)</sup>	99.7	0.1	0.1				
Magic mushrooms <sup>b)</sup>	99.1	0.6	0.3				
Synthetic cannabinoids <sup>b)</sup>	95.5	3.5	1.0				
Synthetic cathinones <sup>b)</sup>	99.5	0.4	0.1				
Any illicit drug use <sup>b)d)</sup>	87.7	5.0	7.4				
Any illicit drug use other than cannabis <sup>b)e)</sup>	96.9	1.3	1.8				
Any drug by injection <sup>b)</sup>	99.5	0.3	0.2				

<sup>a)</sup> Any use within the timeframe is reported.

<sup>b)</sup> Last category is 3 or more occasions.

<sup>c)</sup> Without a doctor's prescription.

<sup>d)</sup> Includes Cannabis, LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

<sup>e)</sup> Includes LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

Table 5

**Lifetime use of various substances. Absolute numbers.**

	Boys	Girls	All students
<b>Smoking and nicotine products</b>			
Cigarettes	323	357	680
E-cigarettes	319	306	625
Water pipe	255	374	629
<b>Alcohol and other drinks</b>			
Any alcoholic beverage	1236	1205	2441
Been drunk	443	527	970
Energy drinks	1223	1165	2388
Energy drinks with alcohol	653	709	1362
<b>Other substance use</b>			
Cannabis	174	175	349
Alcohol together with pills	60	67	127
Painkillers in order to get high	41	37	78
Tranquillisers or sedatives <sup>a)</sup>	38	57	95
Anabolic steroids	40	22	62
Inhalants	84	76	160
Ecstasy	20	14	34
Amphetamines	17	8	25
Methamphetamines	16	11	27
Cocaine	32	27	59
Crack	26	11	37
LSD or other hallucinogens	28	12	40
Heroin	15	10	25
Mephedrone	11	4	15
GHB	8	4	12
Magic mushrooms	26	13	39
Synthetic cannabinoids	53	67	120
Synthetic cathinones	10	8	18
Any illicit drug use <sup>b)</sup>	192	184	376
Any illicit drug use other than cannabis <sup>c)</sup>	66	46	112
Any drug by injection	17	7	24
<b>Medically supervised use</b>			
Tranquillisers or sedatives	126	147	273

<sup>a)</sup> Without a doctor's prescription.

<sup>b)</sup> Includes cannabis, LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

<sup>c)</sup> Includes LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

Table 6

**Use of new psychoactive substances. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
<b>Lifetime use of new psychoactive substances</b>			
Yes	2.8	3.2	3.0
No	96.3	95.8	96.0
Don't know	0.9	1.1	1.0
<b>Use of new psychoactive substances in the last 12 months</b>			
Yes	2.3	2.0	2.2
No	97.2	96.8	97.0
Don't know	0.5	1.2	0.8

Table 7

**Frequency of lifetime use of tranquillisers or sedatives prescribed by a doctor. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
Never	91.8	90.1	91.0
For less than 3 weeks	6.1	6.1	6.1
For 3 weeks or more	2.1	3.8	2.9

Table 8

### Frequency of use of various substances during the last 12 months. All students. Percentages.

	Number of occasions of use in the last 12 months						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Alcohol</b>							
Any alcoholic beverage	26.9	19.9	15.1	11.5	11.3	8.1	7.2
Been drunk	74.6	16.4	4.4	2.3	1.5	0.4	0.4
<b>Other substance use</b>							
Cannabis	90.6	3.9	1.6	1.2	1.1	0.5	1.1
Inhalants <sup>a)</sup>	96.7	2.5			0.8		
Ecstasy <sup>a)</sup>	99.0	0.7			0.3		
Amphetamines <sup>a)</sup>	99.3	0.4			0.3		
Methamphetamines <sup>a)</sup>	99.3	0.5			0.2		
Cocaine <sup>a)</sup>	98.5	1.0			0.5		
Crack <sup>a)</sup>	99.3	0.4			0.3		
Heroin <sup>a)</sup>	99.3	0.4			0.3		
<b>Smoking and nicotine products</b>							
E-cigarettes <sup>b)</sup>	84.9				15.1		
Water pipe <sup>b)</sup>	84.0				16.0		

<sup>a)</sup> Last category is 3 or more occasions.

<sup>b)</sup> Any use within the timeframe is reported.

Table 9

## Frequency of use of various substances during the last 12 months. Boys. Percentages.

	Number of occasions of use in the last 12 months						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Alcohol</b>							
Any alcoholic beverage	28.0	19.7	14.7	10.3	11.3	7.2	8.8
Been drunk	77.1	15.2	4.0	1.9	1.2	0.2	0.5
<b>Other substance use</b>							
Cannabis	90.7	4.0	1.5	1.0	1.0	0.5	1.3
Inhalants <sup>a)</sup>	96.4	2.9			0.7		
Ecstasy <sup>a)</sup>	99.0	0.6			0.5		
Amphetamines <sup>a)</sup>	99.2	0.5			0.4		
Methamphetamines <sup>a)</sup>	99.2	0.5			0.3		
Cocaine <sup>a)</sup>	98.3	1.1			0.6		
Crack <sup>a)</sup>	99.1	0.5			0.4		
Heroin <sup>a)</sup>	99.3	0.3			0.4		
<b>Smoking and nicotine products</b>							
E-cigarettes <sup>b)</sup>	84.3				15.7		
Water pipe <sup>b)</sup>	87.1				12.9		

<sup>a)</sup> Last category is 3 or more occasions.

<sup>b)</sup> Any use within the timeframe is reported.

Table 10

### Frequency of use of various substances during the last 12 months. Girls. Percentages.

	Number of occasions of use in the last 12 months						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Alcohol</b>							
Any alcoholic beverage	25.8	20.2	15.6	12.7	11.2	9.0	5.6
Been drunk	72.1	17.7	4.9	2.7	1.8	0.6	0.3
<b>Other substance use</b>							
Cannabis	90.6	3.8	1.7	1.3	1.1	0.6	0.9
Inhalants <sup>a)</sup>	97.0	2.1			0.9		
Ecstasy <sup>a)</sup>	99.1	0.7			0.1		
Amphetamines <sup>a)</sup>	99.5	0.3			0.2		
Methamphetamines <sup>a)</sup>	99.5	0.5			0.1		
Cocaine <sup>a)</sup>	98.7	0.9			0.5		
Crack <sup>a)</sup>	99.5	0.3			0.3		
Heroin <sup>a)</sup>	99.3	0.4			0.3		
<b>Smoking and nicotine products</b>							
E-cigarettes <sup>b)</sup>	85.6				14.4		
Water pipe <sup>b)</sup>	80.7				19.3		

<sup>a)</sup> Last category is 3 or more occasions.

<sup>b)</sup> Any use within the timeframe is reported.

Table 11

## Frequency of use of various substances during the last 30 days. All students. Percentages.

	Number of occasions of use in the last 30 days						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Alcohol</b>							
Any alcoholic beverage	51.6	21.3	11.0	6.5	5.5	2.5	1.5
Beer	67.3	17.6	7.3	3.3	3.0	1.0	0.6
Cider	84.0	9.5	2.7	2.2	1.0	0.3	0.3
Premixed drinks	68.6	16.5	6.5	4.5	2.4	0.9	0.5
Wine	60.4	24.3	7.9	3.8	2.4	0.8	0.5
Spirits	59.8	15.9	9.1	5.6	5.2	2.6	1.7
Been drunk	87.9	9.1	1.7	0.7	0.3	0.1	0.2
5+ drinks on one occasion <sup>a)</sup> <sup>b)</sup>	59.7	22.4	9.9	4.4		3.8	
<b>Other substance use</b>							
Cannabis	95.3	2.1	0.8	0.6	0.4	0.2	0.5
Inhalants <sup>c)</sup>	98.6	0.8			0.6		
<b>Smoking and nicotine products</b>							
	Number of cigarettes per day during the last 30 days						
	0	<1	1-5	6-10	11-20	21+	
Cigarettes	89.5	6.9	1.7	0.8	0.7	0.4	
	Frequency of e-cigarette use in last 30 days						
	Not at all	Less than once per week		At least once a week		Almost every day or every day	
E-cigarettes	90.4	5.7		2.8		1.2	

<sup>a)</sup> The alcohol content of alcoholic beverages differs across beverage type and country. To increase comparability, the question in Malta asked "Think back again over the LAST 30 DAYS. How many times (if any) have you had five or more drinks on one occasion? (For the purpose of this question, a "drink" is defined as: 1 large glass/bottle/can of beer OR 2 small glasses/ bottles/cans of beer, 1 glass of wine, 2 glasses/shots of spirits, 1 glass/bottle of cider, 1 bottle of premixed drinks)."

<sup>b)</sup> Last category is 10 or more occasions.

<sup>c)</sup> Last category is 3 or more occasions.

Table 12

## Frequency of use of various substances during the last 30 days. Boys. Percentages.

	Number of occasions of use in the last 30 days						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Alcohol</b>							
Any alcoholic beverage	52.7	20.2	10.1	6.9	5.2	2.7	2.2
Beer	60.1	19.1	9.3	4.8	4.0	1.7	1.0
Cider	82.9	9.4	2.9	2.6	1.4	0.4	0.5
Premixed drinks	72.5	13.5	6.1	4.2	2.0	1.0	0.6
Wine	63.0	22.3	7.1	3.9	2.5	0.8	0.5
Spirits	60.7	15.7	8.9	5.0	5.5	2.4	1.9
Been drunk	88.6	8.6	1.4	0.6	0.3	0.1	0.3
5+ drinks on one occasion <sup>a)</sup> <sup>b)</sup>	59.9	22.4	8.7	4.4		4.5	
<b>Other substance use</b>							
Cannabis	95.3	2.1	0.8	0.8	0.3	0.1	0.5
Inhalants <sup>c)</sup>	98.9	0.5			0.7		
<b>Smoking and nicotine products</b>							
	Number of cigarettes per day during the last 30 days						
	0	<1	1-5	6-10	11-20	21+	
Cigarettes	90.5	5.7	1.5	0.9	0.8	0.6	
	Frequency of e-cigarette use in last 30 days						
	Not at all	Less than once per week	At least once a week	Almost every day or every day			
E-cigarettes	89.8	5.6	3.2	1.4			

<sup>a)</sup> The alcohol content of alcoholic beverages differs across beverage type and country. To increase comparability, the question in Malta asked “Think back again over the LAST 30 DAYS. How many times (if any) have you had five or more drinks on one occasion? (For the purpose of this question, a “drink” is defined as: 1 large glass/bottle/can of beer OR 2 small glasses/bottles/cans of beer, 1 glass of wine, 2 glasses/shots of spirits, 1 glass/bottle of cider, 1 bottle of premixed drinks).”

<sup>b)</sup> Last category is 10 or more occasions.

<sup>c)</sup> Last category is 3 or more occasions.

Table 13

### Frequency of use of various substances during the last 30 days. Girls. Percentages.

	Number of occasions of use in the last 30 days						
	0	1-2	3-5	6-9	10-19	20-39	40+
<b>Alcohol</b>							
Any alcoholic beverage	50.5	22.5	12.0	6.1	5.8	2.2	0.9
Beer	74.8	15.9	5.2	1.7	2.0	0.3	0.1
Cider	85.1	9.7	2.5	1.8	0.7	0.1	0.1
Premixed drinks	64.6	19.6	6.9	4.9	2.7	0.8	0.5
Wine	57.8	26.3	8.8	3.6	2.2	0.7	0.5
Spirits	59.0	16.2	9.3	6.3	5.0	2.8	1.5
Been drunk	87.2	9.6	2.0	0.7	0.3	0.1	0.1
5+ drinks on one occasion <sup>a)b)</sup>	59.4	22.3	11.0	4.3		3.0	
<b>Other substance use</b>							
Cannabis	95.4	2.2	0.7	0.5	0.5	0.3	0.5
Inhalants <sup>c)</sup>	98.4	1.1			0.5		
<b>Smoking and nicotine products</b>							
	Number of cigarettes per day during the last 30 days						
	0	<1	1-5	6-10	11-20	21+	
Cigarettes	88.5	8.2	1.9	0.7	0.5	0.1	
	Frequency of e-cigarette use in last 30 days						
	Not at all	Less than once per week		At least once a week		Almost every day or every day	
E-cigarettes	90.9	5.8		2.3		0.9	

<sup>a)</sup> The alcohol content of alcoholic beverages differs across beverage type and country. To increase comparability, the question in Malta asked "Think back again over the LAST 30 DAYS. How many times (if any) have you had five or more drinks on one occasion? (For the purpose of this question, a "drink" is defined as: 1 large glass/bottle/can of beer OR 2 small glasses/bottles/cans of beer, 1 glass of wine, 2 glasses/shots of spirits, 1 glass/bottle of cider, 1 bottle of premixed drinks)."

<sup>b)</sup> Last category is 10 or more occasions.

<sup>c)</sup> Last category is 3 or more occasions.

Table 14

**Age at first use. All students. Percentages.**

	Age at first use							
	<9	10	11	12	13	14	15	16
<b>Cigarettes and e-cigarettes</b>								
First cigarette	1.2	0.7	0.8	1.6	3.0	5.9	8.9	0.6
Daily cigarette smoking	0.3	0.1	0.2	0.3	0.8	1.5	2.7	0.5
First e-cigarette	0.5	0.2	0.2	1.3	2.7	6.3	8.9	0.6
Daily e-cigarette smoking	0.1	0.1	0.1	0.1	0.5	1.2	2.1	0.1
<b>Alcohol</b>								
Drink alcohol (at least one glass)	6.6	2.5	3.7	7.0	13.9	20.8	21.2	1.1
Been drunk	1.2	0.3	0.4	1.1	3.4	8.2	15.3	1.4
<b>Other drugs</b>								
Alcohol together with pills	0.2	0.1	0.1	0.0	0.3	0.9	2.0	0.2
Tranquillisers or sedatives <sup>a)</sup>	0.3	0.0	0.1	0.1	0.5	0.8	1.3	0.1
Inhalants	0.4	0.1	0.3	0.4	0.5	1.1	1.1	0.1
Cannabis	0.1	0.2	0.1	0.4	1.4	3.8	5.5	0.3
Amphetamines or methamphetamines	0.2	0.1	0.2	0.1	0.1	0.2	0.3	0.0
Ecstasy	0.1	0.0	0.1	0.1	0.1	0.2	0.6	0.1
Cocaine or crack	0.2	0.1	0.1	0.0	0.2	0.4	0.9	0.0

<sup>a)</sup> Without a doctor's prescription.

Table 15

**Age at first use. Boys. Percentages.**

	Age at first use							
	<9	10	11	12	13	14	15	16
<b>Cigarettes and e-cigarettes</b>								
First cigarette	1.6	0.7	0.6	1.8	2.1	5.6	7.9	1.0
Daily cigarette smoking	0.5	0.1	0.3	0.2	0.7	1.3	2.4	0.6
First e-cigarette	0.8	0.3	0.1	1.4	3.0	5.4	8.9	0.8
Daily e-cigarette smoking	0.1	0.1	0.2	0.2	0.4	1.6	2.5	0.1
<b>Alcohol</b>								
Drink alcohol (at least one glass)	7.2	2.9	4.0	7.0	12.1	19.9	20.2	1.4
Been drunk	1.5	0.5	0.7	1.1	2.7	6.6	13.3	1.7
<b>Other drugs</b>								
Alcohol together with pills	0.1	0.1	0.1	0.1	0.3	0.8	1.5	0.4
Tranquillisers or sedatives <sup>a)</sup>	0.5	0.1	0.1	0.1	0.1	0.4	1.0	0.1
Inhalants	0.5	0.1	0.3	0.5	0.4	1.2	1.4	0.0
Cannabis	0.2	0.3	0.1	0.5	1.5	3.2	5.3	0.3
Amphetamines or methamphetamines	0.3	0.1	0.3	0.1	0.1	0.3	0.4	0.1
Ecstasy	0.2	0.1	0.2	0.1	0.1	0.2	0.8	0.1
Cocaine or crack	0.4	0.2	0.1	0.0	0.3	0.5	1.0	0.0

<sup>a)</sup> Without a doctor's prescription.

Table 16  
**Age at first use. Girls. Percentages.**

	Age at first use							
	<9	10	11	12	13	14	15	16
<b>Cigarettes and e-cigarettes</b>								
First cigarette	0.8	0.7	1.0	1.5	4.0	6.3	10.0	0.1
Daily cigarette smoking	0.1	0.1	0.2	0.3	0.9	1.8	3.0	0.4
First e-cigarette	0.3	0.1	0.2	1.3	2.5	7.2	8.9	0.4
Daily e-cigarette smoking	0.2	0.1	0.0	0.1	0.5	0.9	1.7	0.1
<b>Alcohol</b>								
Drink alcohol (at least one glass)	6.0	2.1	3.3	7.0	15.9	21.7	22.3	0.7
Been drunk	1.0	0.2	0.1	1.0	4.1	9.9	17.4	1.1
<b>Other drugs</b>								
Alcohol together with pills	0.2	0.0	0.1	0.0	0.3	0.9	2.5	0.1
Tranquillisers or sedatives <sup>a)</sup>	0.1	0.0	0.1	0.1	0.8	1.1	1.5	0.1
Inhalants	0.3	0.1	0.3	0.3	0.7	0.9	0.8	0.1
Cannabis	0.1	0.0	0.0	0.3	1.2	4.6	5.8	0.3
Amphetamines or methamphetamines	0.0	0.1	0.1	0.1	0.1	0.1	0.2	0.0
Ecstasy	0.0	0.0	0.1	0.1	0.1	0.3	0.4	0.1
Cocaine or crack	0.0	0.0	0.1	0.1	0.1	0.3	0.8	0.1

<sup>a)</sup> Without a doctor's prescription.

Table 17  
**Willingness to admit using cannabis. Percentages.**

	Boys	Girls	All students
<b>If you had ever used cannabis, do you think that you would have said so in this questionnaire?</b>			
I already said that I have used it	11.0	9.6	10.3
Definitely yes	32.0	31.7	31.9
Probably yes	30.7	35.9	33.3
Probably not	10.2	10.9	10.5
Definitely not	16.1	11.9	14.0

Table 18

### Relationship with tobacco on first use of e-cigarettes. Percentages.

	Boys	Girls	All students
<b>When you first tried e-cigarettes (if ever), what was your relationship with tobacco?</b>			
I have never tried e-cigarettes	75.9	77.1	76.5
I have never used tobacco	16.8	15.5	16.2
I had occasionally used tobacco	5.6	5.6	5.6
I was regularly using tobacco	1.7	1.8	1.7

Table 19

### Perceived risk of use of various substances. Percentages answering “great risk”.

	Boys	Girls	All students
<b>Cigarettes and e-cigarettes</b>			
Smoke cigarettes occasionally	16.0	14.3	15.2
Smoke one or more packs of cigarettes per day	57.3	61.1	59.2
Try e-cigarettes once or twice	6.4	5.7	6.1
<b>Alcohol and other drinks</b>			
Have one or two drinks nearly every day	14.4	20.4	17.4
Have four or five drinks nearly every day	56.0	67.7	61.8
Have five or more drinks nearly each weekend	39.8	46.8	43.3
<b>Other drugs</b>			
Try cannabis once or twice	20.6	19.0	19.8
Smoke cannabis occasionally	27.7	23.9	25.9
Smoke cannabis regularly	53.3	58.7	56.0
Try ecstasy once or twice	33.8	28.1	31.0
Take ecstasy regularly	69.8	72.8	71.3
Try amphetamines once or twice	33.1	31.8	32.4
Take amphetamines regularly	62.5	66.8	64.6
Try synthetic cannabinoids once or twice	39.2	32.5	35.9

Table 20

**Purchase of alcoholic beverages during the last 30 days in a store for own consumption (off-premise purchase). Percentages.**

Number of occasions	Boys	Girls	All students
0	69.2	70.7	70.0
1-2	14.6	16.6	15.6
3-5	7.8	7.2	7.5
6-9	3.6	2.8	3.2
10-19	2.1	1.6	1.8
20 or more	2.6	1.2	1.9

Table 21

**Consumption of alcoholic beverages in bars, discos etc. (on-premise consumption) during the last 30 days. Percentages.**

Number of occasions	Boys	Girls	All students
0	60.0	56.5	58.3
1-2	19.7	22.1	20.9
3-5	9.0	11.6	10.3
6-9	5.6	5.1	5.3
10-19	3.1	2.5	2.8
20 or more	2.6	2.2	2.4

Table 22

**Drinking place(s) on the last drinking day. Percentages<sup>a)</sup>.**

	Boys	Girls	All students
Never drink	25.6	22.0	23.8
At home	21.9	20.0	21.0
At someone else's home	9.3	11.2	10.2
Out on the street, in a park, beach or other open area	14.0	13.8	13.9
At a bar or a pub	17.9	19.1	18.5
In a disco/party or club	12.2	16.0	14.1
In a restaurant	11.4	14.9	13.1
Other places	7.9	7.5	7.7

<sup>a)</sup> Students were asked to mark all categories that apply so columns will not sum up to 100.

Table 23

**Last day on which alcohol was consumed. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
I never drink alcohol	20.9	18.8	19.9
1-7 days ago	24.9	23.2	24.0
8-14 days ago	10.2	11.8	11.0
15-30 days ago	11.8	11.3	11.6
1 month - 1 year ago	24.5	28.9	26.7
More than 1 year ago	7.6	6.1	6.8

Table 24

**Extent of drunkenness on the last drinking occasion. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
1 - Not at all	40.7	38.4	39.6
2	10.1	12.5	11.3
3	8.0	7.5	7.7
4	4.8	5.9	5.3
5	3.3	4.5	3.9
6	3.2	2.8	3.0
7	3.5	3.4	3.4
8	2.9	2.8	2.8
9	1.0	1.5	1.2
10 - Heavily intoxicated, e.g. not remembering what happened	1.5	1.5	1.5
11 - I never drink alcohol	21.3	19.3	20.3

Table 25

### Number of hours spent on social media communicating with others during the last 7 days. Percentages.

	Boys	Girls	All students
<b>On a school day</b>			
None	11.5	5.5	8.6
Half an hour or less	7.0	5.5	6.3
About 1 hour	17.2	13.3	15.3
About 2-3 hours	33.2	30.7	32.0
About 4-5 hours	16.7	26.0	21.3
6 hours or more	14.4	19.0	16.6
<b>On a non-school day (weekend, holidays)</b>			
None	4.1	1.5	2.9
Half an hour or less	3.7	2.3	3.0
About 1 hour	7.1	4.2	5.6
About 2-3 hours	24.6	17.2	21.0
About 4-5 hours	26.0	28.0	26.9
6 hours or more	34.5	46.8	40.6

Table 26

### Number of hours spent playing games using an electronic device during the last 30 days. Percentages.

	Boys	Girls	All students
<b>On a school day</b>			
None	21.5	46.6	33.9
Half an hour or less	17.1	26.1	21.5
About 1 hour	21.9	13.1	17.6
About 2-3 hours	21.0	7.1	14.2
About 4-5 hours	8.8	4.3	6.6
6 hours or more	9.7	2.8	6.3
<b>On a non-school day (weekend, holidays)</b>			
None	9.1	34.4	21.6
Half an hour or less	6.8	24.7	15.7
About 1 hour	11.8	15.5	13.7
About 2-3 hours	26.2	12.0	19.2
About 4-5 hours	18.9	6.0	12.5
6 hours or more	27.2	7.4	17.4

Table 27

**Number of days spent playing games using a computer, tablet, console, smart phone or other electronic device during the last 7 days. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
None	10.9	37.5	24.0
1 day	8.8	19.1	13.9
2 days	11.1	10.5	10.8
3 days	10.4	8.9	9.7
4 days	8.4	4.8	6.6
5 days	9.2	3.4	6.4
6 days	6.8	2.4	4.7
7 days	34.4	13.4	24.0

Table 28

**Perceptions regarding own use of social media. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
<b>“I think I spend way too much time on social media”</b>			
Strongly agree	21.9	38.4	30.0
Partly agree	32.8	34.3	33.5
Neither/nor	24.9	17.3	21.2
Partly disagree	10.8	6.3	8.6
Strongly disagree	9.6	3.8	6.8
<b>“I get in a bad mood when I cannot spend time on social media”</b>			
Strongly agree	11.7	16.7	14.2
Partly agree	20.6	22.0	21.3
Neither/nor	18.5	18.8	18.6
Partly disagree	20.8	19.9	20.4
Strongly disagree	28.3	22.6	25.5
<b>“My parents say that I spend way too much time on social media”</b>			
Strongly agree	22.8	31.9	27.3
Partly agree	23.2	21.7	22.4
Neither/nor	20.4	19.9	20.1
Partly disagree	14.7	14.0	14.3
Strongly disagree	18.9	12.6	15.8

Table 29

**Perceptions regarding own use of gaming on electronic devices.  
Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
<b>“I think I spend way too much time playing games”</b>			
Strongly agree	16.5	7.2	11.9
Partly agree	22.2	9.7	16.1
Neither/nor	21.3	16.2	18.8
Partly disagree	17.6	16.8	17.2
Strongly disagree	22.3	50.1	36.0
<b>“I get in a bad mood when I cannot spend time on playing games”</b>			
Strongly agree	10.7	4.5	7.7
Partly agree	18.2	5.5	12.0
Neither/nor	17.3	12.2	14.8
Partly disagree	19.3	13.1	16.3
Strongly disagree	34.5	64.6	49.3
<b>“My parents say that I spend way too much time on playing games”</b>			
Strongly agree	21.3	7.5	14.5
Partly agree	19.6	5.9	12.9
Neither/nor	17.8	13.5	15.7
Partly disagree	15.4	10.6	13.0
Strongly disagree	25.9	62.5	43.9

Table 30

### Frequency of various gambling activities during the last 12 months. Percentages.

	Boys	Girls	All students
<b>Engagement in any of the following gambling activities</b>	16.5	11.8	14.2
<b>Slot machines</b>			
I have not played these games	95.7	97.4	96.5
Monthly or less	3.4	2.2	2.8
2-4 times a month	0.8	0.4	0.6
2-3 times or more a week	0.1	0.1	0.1
<b>Play card or dice</b>			
I have not played these games	91.2	93.9	92.5
Monthly or less	5.8	4.0	4.9
2-4 times a month	2.3	1.5	1.9
2-3 times or more a week	0.7	0.6	0.6
<b>Lotteries</b>			
I have not played these games	92.5	94.4	93.4
Monthly or less	6.0	4.8	5.4
2-4 times a month	1.2	0.6	0.9
2-3 times or more a week	0.3	0.3	0.3
<b>Betting on sports or animals</b>			
I have not played these games	94.0	98.5	96.2
Monthly or less	4.1	1.2	2.7
2-4 times a month	1.0	0.2	0.6
2-3 times or more a week	0.8	0.1	0.5

Table 31

### Frequency of online gambling money during the last 12 months. Percentages.

	Boys	Girls	All students
I have not gambled for money on the internet during the last 12 months	94.9	97.6	96.2
Less than monthly	1.9	1.1	1.5
Monthly	1.0	0.2	0.6
Weekly	0.8	0.4	0.6
Daily or almost daily	1.5	0.7	1.1
5 days	9.2	3.4	6.4
6 days	6.8	2.4	4.7
7 days	34.4	13.4	24.0

Table 32

## Frequency of engagement in various leisure time activities. Percentages.

	Boys	Girls	All students
<b>Play computer games</b>			
Never	7.5	22.2	14.7
A few times a year	10.0	33.4	21.5
Once or twice a month	10.6	16.1	13.3
At least once a week	29.6	17.4	23.6
Almost every day	42.3	10.9	26.8
<b>Actively participate in sports, athletics or exercising</b>			
Never	6.4	11.6	8.9
A few times a year	8.5	18.6	13.4
Once or twice a month	8.5	13.4	10.9
At least once a week	30.3	34.5	32.4
Almost every day	46.3	21.9	34.3
<b>Read books for enjoyment (not school books)</b>			
Never	32.5	19.5	26.1
A few times a year	33.8	32.6	33.2
Once or twice a month	18.3	20.7	19.5
At least once a week	10.6	13.4	11.9
Almost every day	4.8	13.8	9.2
<b>Go out in the evening (to a disco, cafe, party etc.)</b>			
Never	7.6	4.0	5.8
A few times a year	15.5	12.8	14.2
Once or twice a month	26.0	27.2	26.6
At least once a week	44.6	48.7	46.6
Almost every day	6.4	7.3	6.9
<b>Other hobbies (play instrument, sing, draw, write etc.)</b>			
Never	21.8	13.1	17.5
A few times a year	13.3	11.1	12.2
Once or twice a month	15.0	12.1	13.6
At least once a week	26.5	33.3	29.9
Almost every day	23.4	30.3	26.8
<b>Go around with friends to shopping centres, streets, parks etc. just for fun</b>			
Never	6.4	2.0	4.2
A few times a year	13.4	11.5	12.4
Once or twice a month	30.2	32.8	31.4
At least once a week	40.8	43.5	42.1
Almost every day	9.3	10.3	9.8

Table 33

**Number of days during which one or more school lessons have been missed during the last 30 days. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
<b>Because of illness</b>			
None	51.2	41.7	46.6
1 day	15.6	17.0	16.3
2 days	15.6	19.0	17.2
3-4 days	10.6	15.5	13.0
5-6 days	3.6	4.2	3.9
7 days or more	3.4	2.7	3.0
<b>“Skipped”</b>			
None	77.3	73.2	75.3
1 day	12.3	12.4	12.3
2 days	4.6	7.2	5.8
3-4 days	3.1	3.9	3.5
5-6 days	0.8	1.3	1.0
7 days or more	2.0	2.0	2.0
<b>Other reasons</b>			
None	66.3	57.9	62.2
1 day	17.4	20.0	18.7
2 days	7.7	12.3	9.9
3-4 days	5.2	5.9	5.5
5-6 days	1.9	2.3	2.1
7 days or more	1.5	1.7	1.6

Table 34  
**Parents' level of schooling. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
<b>Father</b>			
Completed primary school or less	2.6	2.7	2.7
Some secondary school (or Trade school)	9.7	10.6	10.1
Completed secondary school (or Trade school)	24.0	26.7	25.3
Some post-secondary school	5.0	5.1	5.1
Completed post-secondary school	14.9	13.1	14.0
Some college or university	4.0	4.3	4.1
Completed college or university	22.2	21.4	21.8
Don't know or does not apply	17.6	16.0	16.8
<b>Mother</b>			
Completed primary school or less	1.6	0.8	1.2
Some secondary school (or Trade school)	6.3	8.1	7.2
Completed secondary school (or Trade school)	23.1	27.8	25.4
Some post-secondary school	5.7	6.2	5.9
Completed post-secondary school	17.5	16.4	17.0
Some college or university	4.9	3.8	4.4
Completed college or university	26.3	26.4	26.4
Don't know or does not apply	14.6	10.4	12.5

Table 35  
**The family's economic situation compared to other families. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
Very much better off	6.6	3.4	5.0
Much better off	8.6	6.7	7.7
Better off	25.6	20.6	23.2
About the same	48.5	56.9	52.6
Less well off	7.8	9.8	8.8
Much less well off	1.8	1.2	1.5
Very much less well off	1.1	1.4	1.3

Table 36

**People living in the same household. Percentages <sup>a)</sup>.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
Live alone	1.8	0.3	1.1
Father	74.3	72.2	73.3
Stepfather or mother's partner	6.1	7.2	6.6
Mother	88.7	91.0	89.8
Stepmother or father's partner	1.4	1.2	1.3
Brother(s)	45.1	45.9	45.5
Sister(s)	40.0	44.0	42.0
Grandparents(s)	9.1	8.8	9.0
Other relative(s)	3.2	4.2	3.7
Non-relative(s)	2.3	2.3	2.3

Table 37

**Parental knowledge of where Saturday nights are spent. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
Know always	67.3	73.9	70.6
Know quite often	24.6	19.6	22.1
Know sometimes	6.2	5.3	5.7
Usually don't know	2.0	1.1	1.6

Table 38

**Parental behaviour. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
<b>Parent(s) set definite rules about what can be done at home</b>			
Almost always	15.3	16.6	15.9
Often	27.4	23.7	25.6
Sometimes	26.4	29.3	27.8
Seldom	17.7	17.1	17.4
Almost never	13.3	13.4	13.3
<b>Parent(s) set definite rules about what can be done outside the home</b>			
Almost always	17.4	22.8	20.1
Often	26.9	31.2	29.0
Sometimes	28.5	24.7	26.6
Seldom	15.7	14.1	14.9
Almost never	11.4	7.2	9.3
<b>Parent(s) know with whom evenings are spent</b>			
Almost always	59.3	75.3	67.2
Often	21.0	13.1	17.1
Sometimes	10.7	6.7	8.7
Seldom	5.0	3.0	4.0
Almost never	3.9	1.9	2.9
<b>Parent(s) know whereabouts in the evenings</b>			
Almost always	64.7	76.4	70.5
Often	19.2	15.2	17.2
Sometimes	9.5	4.8	7.2
Seldom	3.2	2.4	2.8
Almost never	3.4	1.3	2.3
<b>Can easily borrow money from mother and/or father</b>			
Almost always	35.4	41.8	38.6
Often	27.8	29.2	28.5
Sometimes	21.6	18.0	19.8
Seldom	9.2	6.6	7.9
Almost never	6.0	4.4	5.2
<b>Can easily get money as a gift from mother and/or father</b>			
Almost always	28.2	31.4	29.8
Often	25.1	24.1	24.6
Sometimes	28.1	24.9	26.5
Seldom	12.3	14.3	13.3
Almost never	6.2	5.4	5.8

Table 39

**Multidimensional scale of perceived social support. Percentages.**

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
<b>“My family really tries to help me”</b>			
Very strongly disagree	4.2	3.0	3.6
2	1.9	3.1	2.5
3	1.9	4.5	3.1
4	5.2	7.8	6.5
5	9.1	7.8	8.5
6	12.4	14.2	13.3
Very strongly agree	65.3	59.5	62.4
<b>“I get the emotional help and support I need from my family”</b>			
Very strongly disagree	6.2	5.4	5.8
2	3.4	5.2	4.3
3	4.2	7.1	5.7
4	7.8	8.4	8.1
5	12.4	11.5	11.9
6	16.2	14.4	15.3
Very strongly agree	49.8	48.0	48.9
<b>“I can talk about my problems with my family”</b>			
Very strongly disagree	8.4	8.3	8.3
2	4.8	7.2	6.0
3	6.6	9.0	7.8
4	10.5	12.6	11.5
5	12.8	11.8	12.3
6	14.0	14.3	14.2
Very strongly agree	42.9	36.9	39.9
<b>“My family is willing to help me make decisions”</b>			
Very strongly disagree	4.4	3.8	4.1
2	2.0	3.7	2.8
3	3.0	5.5	4.2
4	6.2	7.0	6.6
5	10.3	8.6	9.4
6	16.3	16.3	16.3
Very strongly agree	57.8	55.1	56.5
<b>“My friends really try to help me”</b>			
Very strongly disagree	5.0	3.2	4.1
2	2.9	3.7	3.2
3	4.6	5.8	5.2
4	12.5	10.5	11.6
5	22.2	16.1	19.2
6	23.0	23.1	23.0
Very strongly agree	29.9	37.6	33.7

	<b>Boys</b>	<b>Girls</b>	<b>All students</b>
<b>“I can count on my friends when things go wrong”</b>			
Very strongly disagree	7.4	6.2	6.8
2	5.0	5.0	5.0
3	7.8	7.2	7.5
4	15.1	13.7	14.4
5	21.4	18.2	19.8
6	20.5	21.2	20.9
Very strongly agree	22.7	28.3	25.5
<b>“I have friends with whom I can share my joys and sorrows”</b>			
Very strongly disagree	5.0	3.8	4.4
2	2.9	4.2	3.5
3	5.1	3.0	4.1
4	7.6	7.2	7.4
5	15.1	12.4	13.8
6	23.1	19.0	21.1
Very strongly agree	41.2	50.3	45.7
<b>“I can talk about my problems with my friends”</b>			
Very strongly disagree	7.8	5.4	6.6
2	5.2	5.7	5.4
3	5.0	6.6	5.8
4	11.4	8.6	10.0
5	15.5	13.4	14.4
6	20.5	21.3	20.9
Very strongly agree	34.7	39.0	36.8

# APPENDIX III



### Note to readers

Tables within this Appendix contain data derived from the International ESPAD Database, as well as data taken from past ESPAD National Reports. Data in bold is derived from past national reports. Unavailable data or data considered to be incomparable is indicated by a dot (.).

Table 40

### Lifetime abstinence, 1995–2019. Percentages.

	1995	1999	2003	2007	2011	2015	2019
<b>Lifetime abstinence<sup>a)</sup></b>							
All	<b>5.6</b>	4.3	5.2	7.2	8.9	12.4	16.9
Boys	<b>5.6</b>	3.9	4.2	5.7	8.6	14.4	17.7
Girls	<b>5.7</b>	4.7	5.9	8.5	9.1	10.3	16.1

<sup>a)</sup> No use of cigarettes, alcohol, tranquillisers or sedatives, inhalants, cannabis, amphetamines, cocaine, crack, ecstasy, LSD or other hallucinogens, heroin and GHB.

Table 41

**Prevalence of cigarette use, 1995–2019. Percentages.**

	1995	1999	2003	2007	2011	2015	2019	2019 cigarettes and/or e-cigarettes <sup>a)</sup>
<b>Lifetime use of cigarettes</b>								
All	<b>55.3</b>	56.2	47.7	45.7	38.0	29.1	22.4	29.3
Boys	<b>55.0</b>	54.3	48.1	44.6	38.6	25.0	20.9	28.1
Girls	<b>55.6</b>	57.9	47.5	46.7	37.5	33.3	23.9	30.6
<b>Lifetime use of cigarettes 40 times or more</b>								
All	<b>18.9</b>	<b>20.3</b>	<b>16.3</b>	<b>15.4</b>	<b>11.7</b>	<b>8.1</b>	3.9	.
Boys	<b>20.2</b>	<b>19.9</b>	<b>16.6</b>	<b>15.7</b>	<b>11.9</b>	<b>6.8</b>	3.9	.
Girls	<b>17.8</b>	<b>20.6</b>	<b>16.1</b>	<b>15.1</b>	<b>11.5</b>	<b>9.5</b>	3.9	.
<b>Cigarette use during the last 30 days</b>								
All	<b>33.3</b>	31.3	26.1	25.8	21.6	14.6	10.5	14.0
Boys	<b>32.9</b>	28.9	26.4	25.6	22.7	11.6	9.5	13.2
Girls	<b>30.0</b>	33.4	25.9	26.0	20.4	17.6	11.5	14.9
<b>Daily cigarette use in the last 30 days</b>								
All	<b>15.0</b>	14.2	11.2	11.9	10.0	6.6	3.6	4.3
Boys	<b>17.5</b>	14.2	11.2	11.9	10.0	6.6	3.6	4.8
Girls	<b>13.0</b>	15.0	11.1	11.7	9.4	7.5	3.4	3.8
<b>First cigarette at the age of 13 or younger</b>								
All	<b>34.1</b>	<b>36.8</b>	<b>28.6</b>	<b>24.2</b>	<b>20.0</b>	<b>12.9</b>	7.4	.
Boys	<b>35.1</b>	<b>35.2</b>	<b>27.3</b>	<b>22.4</b>	<b>19.7</b>	<b>11.3</b>	6.8	.
Girls	<b>33.3</b>	<b>38.2</b>	<b>29.8</b>	<b>26.1</b>	<b>20.3</b>	<b>14.3</b>	8.0	.
<b>Daily cigarette use at the age of 13 or younger</b>								
All	8.0	9.4	6.5	6.2	6.0	3.0	1.7	2.2
Boys	8.7	8.6	4.4	6.1	6.0	2.6	1.7	2.2
Girls	7.7	10.2	8.1	6.2	6.1	3.5	1.7	2.3

<sup>a)</sup> This variable combines the use of cigarettes and e-cigarettes in 2019.

Table 42

**Prevalence of alcohol use, 1995–2019. Percentages.**

	1995	1999	2003	2007	2011	2015	2019
<b>Lifetime use of alcohol</b>							
All	<b>91.9</b>	94.0	93.6	92.0	90.4	86.2	81.6
Boys	<b>91.8</b>	94.6	94.5	93.8	90.7	83.9	80.7
Girls	<b>92.0</b>	93.4	92.9	90.4	90.1	88.4	82.5
<b>Lifetime use of alcohol 40 times or more</b>							
All	<b>33.8</b>	<b>35.9</b>	<b>33.3</b>	<b>33.3</b>	<b>29.5</b>	<b>19.6</b>	17.1
Boys	<b>39.4</b>	<b>43.5</b>	<b>41.0</b>	<b>40.6</b>	<b>34.6</b>	<b>20.9</b>	18.5
Girls	<b>29.3</b>	<b>29.1</b>	<b>27.1</b>	<b>26.9</b>	<b>24.4</b>	<b>18.2</b>	15.6
<b>Alcohol use during the last 12 months</b>							
All	<b>88.8</b>	90.5	89.4	87.4	85.8	79.8	73.1
Boys	<b>88.5</b>	90.3	90.8	89.5	85.8	77.5	72.0
Girls	<b>89.1</b>	90.7	88.3	85.5	85.7	82.1	74.2
<b>Alcohol use 20 times or more during the last 12 months</b>							
All	<b>27.7</b>	31.1	30.9	32.3	27.6	18.1	15.3
Boys	<b>33.0</b>	36.9	37.9	37.7	31.1	18.2	16.0
Girls	<b>23.6</b>	26.1	25.4	27.6	24.0	18.1	14.5
<b>Alcohol use during the last 30 days</b>							
All	<b>66.1</b>	74.8	74.7	72.9	68.0	53.9	48.4
Boys	<b>69.4</b>	75.8	78.0	76.2	69.7	51.6	47.3
Girls	<b>63.3</b>	73.9	72.1	70.0	66.3	56.3	49.5
<b>Alcohol use 10 times or more during the last 30 days</b>							
All	<b>15.9</b>	19.5	19.4	20.3	18.3	10.5	9.5
Boys	<b>20.3</b>	24.2	24.6	23.5	21.0	9.1	10.1
Girls	<b>12.3</b>	15.4	15.3	17.5	15.7	11.9	8.9
<b>Consumption of beer during the last 30 days</b>							
All	<b>48.2</b>	52.7	48.3	47.1	45.4	36.0	32.7
Boys	<b>64.3</b>	66.7	64.9	62.6	57.0	42.5	39.9
Girls	<b>35.1</b>	40.5	35.2	33.4	33.9	29.5	25.2

	1995	1999	2003	2007	2011	2015	2019
<b>Consumption of cider during the last 30 days</b>							
All	.	.	.	16.5	19.9	16.4	16.0
Boys	.	.	.	20.3	23.6	15.7	17.1
Girls	.	.	.	13.2	16.3	17.1	14.9
<b>Consumption of premixed drinks during the last 30 days <sup>a)</sup></b>							
All	.	.	.	35.2	32.0	25.7	31.4
Boys	.	.	.	36.4	31.6	21.6	27.5
Girls	.	.	.	34.1	32.5	29.8	35.4
<b>Consumption of wine during the last 30 days</b>							
All	60.8	67.7	67.4	63.3	55.6	42.5	39.6
Boys	65.1	71.4	72.1	66.5	57.3	41.2	37.0
Girls	57.4	64.5	63.8	60.6	53.9	43.9	42.3
<b>Consumption of spirits during the last 30 days</b>							
All	.	.	.	64.3	62.5	48.2	40.2
Boys	.	.	.	65.4	63.8	43.8	39.3
Girls	.	.	.	63.3	61.3	52.6	41.0
<b>Heavy episodic drinking during the last 30 days <sup>b)</sup></b>							
All	.	.	.	56.8	55.5	47.3	40.3
Boys	.	.	.	62.4	59.0	45.4	40.1
Girls	.	.	.	52.0	52.1	49.2	40.6
<b>Heavy episodic drinking 3 times or more during the last 30 days <sup>b)</sup></b>							
All	.	.	.	31.5	30.8	22.1	18.0
Boys	.	.	.	36.4	33.2	19.9	17.7
Girls	.	.	.	27.2	28.4	24.3	18.3

<sup>a)</sup> The question asked about "alcopops" in 2007, 2011 and 2015, which was changed to "premixed drinks" in 2019.

<sup>b)</sup> The quantity of premixed drinks classified as a "drink" for the purpose of the question on heavy episodic drinking changed from "2 glasses/bottles of alcopops" in 2015 to "1 bottle of premixed drinks (breezer, alcopops, etc.)" in 2019.

Table 43

**Prevalence of intoxication, 1995–2019. Percentages.**

	1995	1999	2003	2007	2011	2015	2019
<b>Lifetime drunkenness</b>							
All	.	.	.	<b>45.0</b>	<b>44.4</b>	<b>38.1</b>	32.2
Boys	.	.	.	<b>46.5</b>	<b>46.6</b>	<b>35.1</b>	28.8
Girls	.	.	.	<b>43.7</b>	<b>42.3</b>	<b>41.1</b>	35.6
<b>Drunkenness during the last 12 months</b>							
All	.	.	.	<b>37.8</b>	<b>37.4</b>	<b>31.0</b>	25.4
Boys	.	.	.	<b>39.8</b>	<b>38.6</b>	<b>26.9</b>	22.9
Girls	.	.	.	<b>35.9</b>	<b>36.3</b>	<b>35.1</b>	27.9
<b>Drunkenness during the last 30 days</b>							
All	.	.	.	<b>19.4</b>	<b>19.6</b>	<b>14.4</b>	12.1
Boys	.	.	.	<b>20.1</b>	<b>20.8</b>	<b>11.5</b>	11.4
Girls	.	.	.	<b>18.7</b>	<b>18.4</b>	<b>17.4</b>	12.8
<b>Drunk at the age of 13 or younger</b>							
All	<b>12.3</b>	<b>13.9</b>	<b>13.4</b>	<b>10.3</b>	<b>10.5</b>	<b>8.0</b>	6.4
Boys	<b>14.4</b>	<b>16.6</b>	<b>15.0</b>	<b>12.0</b>	<b>12.5</b>	<b>8.3</b>	6.4
Girls	<b>10.7</b>	<b>11.5</b>	<b>12.2</b>	<b>8.9</b>	<b>8.8</b>	<b>7.7</b>	6.4

Table 44

**Lifetime prevalence of illicit drug use, 1995–2019. Percentages.**

	1995	1999	2003	2007	2011	2015	2019
<b>Lifetime use of illicit drugs <sup>a)</sup></b>							
All	<b>2.4</b>	8.4	10.4	15.2	11.6	14.7	12.5
Boys	<b>3.0</b>	9.3	12.3	18.1	13.7	14.7	12.5
Girls	<b>1.7</b>	7.7	8.9	12.6	9.5	14.6	12.4

<sup>a)</sup> Includes cannabis, LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

Table 45

**Prevalence of cannabis use, 1995-2019. Percentages.**

	1995	1999	2003	2007	2011	2015	2019
<b>Lifetime use of cannabis</b>							
All	<b>8.0</b>	7.0	9.6	12.9	9.8	12.6	11.5
Boys	<b>9.9</b>	7.2	11.6	14.7	11.6	12.7	11.3
Girls	<b>6.5</b>	6.9	8.1	11.4	7.9	12.5	11.8
<b>Cannabis use during the last 12 months</b>							
All	<b>5.8</b>	4.8	8.0	10.6	7.8	10.4	9.4
Boys	<b>6.8</b>	5.2	9.3	12.3	9.7	10.6	9.3
Girls	<b>5.1</b>	4.5	7.0	9.1	5.9	10.3	9.4
<b>Cannabis use during the last 30 days</b>							
All	<b>2.7</b>	2.5	3.6	5.3	4.5	5.4	4.7
Boys	<b>4.4</b>	2.9	4.2	6.0	6.2	5.4	4.7
Girls	<b>2.2</b>	2.2	3.2	4.7	2.7	5.3	4.6
<b>Cannabis use at the age of 13 or younger</b>							
All	<b>0.9</b>	1.3	1.5	3.2	2.8	2.7	2.1
Boys	<b>1.0</b>	1.6	1.3	3.4	3.0	3.0	2.7
Girls	<b>0.8</b>	1.1	1.6	3.1	2.5	2.4	1.5

Table 46

### Lifetime prevalence of other drug use, 1995-2019. Percentages.

	1995	1999	2003	2007	2011	2015	2019
<b>Alcohol together with pills</b>							
All	<b>12.9</b>	11.7	9.0	10.7	7.6	4.7	4.2
Boys	<b>10.1</b>	8.9	6.5	9.6	7.2	2.8	3.9
Girls	<b>15.2</b>	14.1	11.0	11.7	8.1	6.6	4.5
<b>Tranquillisers or sedatives without a prescription</b>							
All	<b>8.9</b>	5.1	2.5	4.7	3.5	2.9	3.1
Boys	<b>7.7</b>	5.4	1.9	3.4	3.3	2.2	2.5
Girls	<b>9.9</b>	4.9	3.0	5.8	3.7	3.7	3.8
<b>Anabolic steroids</b>							
All	.	<b>1.1</b>	<b>1.2</b>	<b>2.0</b>	<b>1.6</b>	<b>1.0</b>	2.1
Boys	.	<b>1.6</b>	<b>1.7</b>	<b>2.9</b>	<b>2.3</b>	<b>0.9</b>	2.6
Girls	.	<b>0.7</b>	<b>0.9</b>	<b>1.2</b>	<b>0.9</b>	<b>1.1</b>	1.5
<b>Inhalants</b>							
All	<b>16.9</b>	16.0	15.3	16.4	13.9	8.3	5.3
Boys	<b>17.3</b>	15.2	15.4	17.6	15.3	7.2	5.5
Girls	<b>16.6</b>	16.7	15.3	15.2	12.6	9.4	5.1
<b>Ecstasy</b>							
All	<b>2.1</b>	2.1	1.0	3.9	2.8	2.0	1.1
Boys	<b>2.1</b>	2.8	0.7	4.5	3.5	1.5	1.3
Girls	<b>1.4</b>	1.5	1.2	3.5	2.1	2.4	0.9
<b>Amphetamines</b>							
All	<b>0.9</b>	<b>1.4</b>	<b>1.3</b>	<b>5.2</b>	<b>2.9</b>	<b>1.7</b>	0.8
Boys	<b>1.5</b>	<b>2.1</b>	<b>1.2</b>	<b>6.3</b>	<b>3.7</b>	<b>1.5</b>	1.1
Girls	<b>0.5</b>	<b>0.7</b>	<b>1.4</b>	<b>4.2</b>	<b>2.1</b>	<b>1.9</b>	0.5
<b>Cocaine</b>							
All	<b>1.9</b>	<b>1.3</b>	<b>0.8</b>	<b>3.7</b>	<b>3.5</b>	<b>2.8</b>	2.0
Boys	<b>2.5</b>	<b>1.4</b>	<b>0.9</b>	<b>3.8</b>	<b>4.8</b>	<b>2.3</b>	2.1
Girls	<b>1.4</b>	<b>1.2</b>	<b>0.7</b>	<b>3.7</b>	<b>2.2</b>	<b>3.2</b>	1.8
<b>Crack</b>							
All	<b>1.0</b>	<b>0.7</b>	<b>1.1</b>	<b>1.9</b>	<b>1.8</b>	<b>1.4</b>	1.2
Boys	<b>1.8</b>	<b>0.8</b>	<b>1.3</b>	<b>2.9</b>	<b>2.3</b>	<b>1.4</b>	1.7
Girls	<b>0.4</b>	<b>0.6</b>	<b>0.9</b>	<b>1.0</b>	<b>1.2</b>	<b>1.5</b>	0.7

	1995	1999	2003	2007	2011	2015	2019
<b>LSD or other hallucinogens</b>							
All	1.8	0.8	0.6	2.5	1.9	1.2	1.3
Boys	2.3	0.9	0.7	2.8	2.6	1.2	1.8
Girls	1.3	0.7	0.5	2.2	1.2	1.1	0.8
<b>Heroin</b>							
All	1.0	.	1.3	1.1	1.3	0.8	0.8
Boys	1.0	.	0.9	1.3	1.8	0.7	1.0
Girls	0.5	.	1.5	0.8	0.8	0.9	0.7
<b>Mephedrone</b>							
All	.	.	.	.	3.6	1.6	0.5
Boys	.	.	.	.	5.1	1.3	0.7
Girls	.	.	.	.	2.1	1.8	0.3
<b>GHB</b>							
All	.	.	.	0.5	0.8	0.3	0.4
Boys	.	.	.	0.8	1.2	0.3	0.5
Girls	.	.	.	0.3	0.4	0.4	0.3
<b>Magic mushrooms</b>							
All	.	.	.	1.9	2.0	1.4	1.3
Boys	.	.	.	2.3	2.9	1.8	1.7
Girls	.	.	.	1.6	1.2	1.1	0.9
<b>Illicit drugs other than cannabis <sup>a)</sup></b>							
All	1.4	3.8	3.3	8.6	6.4	5.3	3.7
Boys	1.9	4.6	2.9	10.6	7.9	4.7	4.3
Girls	0.9	3.0	3.6	6.9	4.8	6.0	3.1

<sup>a)</sup> Includes LSD, amphetamines, crack, cocaine, heroin, ecstasy and GHB.

Table 47

**Perceived availability of different substances, 1995-2019.**  
**Percentages answering that a substance would be ‘fairly or very easy to obtain’.**

	1995	1999	2003	2007	2011	2015	2019
<b>Cigarettes</b>							
All	.	80.7	84.3	66.4	60.4	55.7	56.7
Boys	.	79.9	83.5	67.4	62.1	54.4	56.8
Girls	.	81.3	84.8	65.5	58.7	57.0	56.6
<b>Any alcoholic beverage</b>							
All	.	.	.	.	86.8	84.5	85.2
Boys	.	.	.	.	86.5	82.5	82.4
Girls	.	.	.	.	87.0	86.5	88.2
<b>Beer</b>							
All	67.3	85.9	87.8	78.0	74.4	71.0	75.0
Boys	70.1	86.8	88.6	81.5	77.2	70.8	74.6
Girls	65.1	85.1	87.2	74.8	71.7	71.2	75.4
<b>Cider</b>							
All	.	.	.	51.6	51.6	51.9	58.7
Boys	.	.	.	54.7	54.0	51.1	57.5
Girls	.	.	.	48.9	49.2	52.7	60.0
<b>Premixed drinks <sup>o)</sup></b>							
All	.	.	.	54.3	58.2	57.9	66.8
Boys	.	.	.	56.2	57.9	54.6	62.0
Girls	.	.	.	52.7	58.5	61.3	71.8
<b>Wine</b>							
All	69.5	86.3	87.8	82.1	77.4	70.3	72.3
Boys	69.4	86.3	87.4	82.7	76.2	67.5	67.8
Girls	69.6	86.4	88.1	81.5	78.7	73.1	77.0
<b>Spirits</b>							
All	57.3	76.5	77.7	73.2	68.6	59.7	60.3
Boys	52.5	75.7	76.6	72.5	67.5	56.5	57.2
Girls	61.1	77.2	78.5	73.8	69.7	62.9	63.4

<sup>o)</sup> The question asked about “alcopops” in 2007, 2011 and 2015, which was changed to “premixed drinks” in 2019.

	1995	1999	2003	2007	2011	2015	2019
<b>Cannabis</b>							
All	10.2	11.2	19.3	27.2	20.5	26.1	33.4
Boys	9.4	12.0	19.8	27.6	23.4	25.8	32.3
Girls	10.9	10.5	18.8	26.9	17.6	26.3	34.5
<b>Tranquillisers or sedatives <sup>b)</sup></b>							
All	<b>17.1</b>	<b>21.4</b>	<b>23.5</b>	<b>26.5</b>	<b>16.8</b>	<b>17.9</b>	18.8
Boys	<b>18.5</b>	<b>21.4</b>	<b>21.8</b>	<b>24.1</b>	<b>17.9</b>	<b>14.3</b>	17.4
Girls	<b>15.3</b>	<b>21.5</b>	<b>24.8</b>	<b>28.6</b>	<b>15.7</b>	<b>21.3</b>	20.1
<b>Ecstasy</b>							
All	<b>7.3</b>	<b>13.6</b>	<b>13.9</b>	<b>21.2</b>	<b>14.0</b>	<b>13.5</b>	15.2
Boys	<b>7.5</b>	<b>14.7</b>	<b>12.8</b>	<b>21.1</b>	<b>15.8</b>	<b>12.0</b>	14.4
Girls	<b>7.1</b>	<b>12.6</b>	<b>14.8</b>	<b>21.2</b>	<b>12.1</b>	<b>14.9</b>	16.1
<b>Amphetamines</b>							
All	<b>6.9</b>	<b>7.3</b>	<b>9.1</b>	<b>18.0</b>	<b>8.3</b>	<b>8.8</b>	10.5
Boys	<b>7.4</b>	<b>8.9</b>	<b>8.5</b>	<b>17.8</b>	<b>10.6</b>	<b>7.8</b>	10.3
Girls	<b>6.5</b>	<b>5.9</b>	<b>9.5</b>	<b>18.1</b>	<b>6.0</b>	<b>9.9</b>	10.8
<b>Cocaine</b>							
All	<b>6.4</b>	<b>6.7</b>	<b>9.8</b>	.	.	<b>14.8</b>	19.9
Boys	<b>7.2</b>	<b>7.0</b>	<b>8.4</b>	.	.	<b>12.0</b>	17.6
Girls	<b>5.7</b>	<b>6.4</b>	<b>10.9</b>	.	.	<b>17.6</b>	22.4
<b>Crack</b>							
All	<b>5.5</b>	<b>5.9</b>	<b>7.8</b>	.	.	<b>9.5</b>	14.0
Boys	<b>5.3</b>	<b>6.6</b>	<b>6.9</b>	.	.	<b>8.3</b>	13.0
Girls	<b>5.8</b>	<b>5.3</b>	<b>8.4</b>	.	.	<b>10.8</b>	15.0

<sup>b)</sup> This question asked about “tranquillisers or sedatives” in 2015 and about “tranquillisers or sedatives without a doctor’s prescription” in 2019.

Table 48

### Perceived risk of consuming different substances, 1995–2019. Percentages.

	1995	1999	2003	2007	2011	2015	2019
<b>Smoke cigarettes occasionally</b>							
All	4.4	4.6	10.8	7.9	12.3	10.9	15.2
Boys	5.8	5.5	11.7	7.5	10.9	10.5	16.0
Girls	3.4	3.8	10.0	8.3	13.8	11.2	14.3
<b>Smoke one or more packs a day</b>							
All	52.7	71.2	70.1	49.9	50.7	49.8	59.2
Boys	47.5	66.2	65.6	46.4	44.8	45.7	57.3
Girls	56.6	75.5	73.7	52.9	56.7	54.0	61.1
<b>Have one or two drinks nearly every day</b>							
All	23.1	27.5	16.9	11.0	16.4	12.0	17.4
Boys	18.9	22.8	12.9	7.3	12.6	9.4	14.4
Girls	26.4	31.5	20.1	14.3	20.1	14.6	20.4
<b>Have five or more drinks on one occasion nearly each weekend</b>							
All	39.8	35.6	29.2	26.3	26.7	30.4	43.3
Boys	36.4	31.0	25.0	22.8	22.9	29.8	39.8
Girls	42.4	39.6	32.5	29.5	30.4	31.0	46.8
<b>Have four or five drinks nearly every day</b>							
All	63.6	73.0	59.1	45.9	51.3	49.8	61.8
Boys	54.3	64.7	49.6	37.4	42.1	41.7	56.0
Girls	70.9	80.2	66.7	53.3	60.4	57.9	67.7
<b>Try cannabis once or twice</b>							
All	60.1	57.1	38.0	35.3	41.9	21.8	19.8
Boys	60.6	58.3	39.2	32.8	38.9	20.7	20.6
Girls	59.7	56.1	37.1	37.6	44.9	22.9	19.0
<b>Smoke cannabis occasionally</b>							
All	60.3	57.6	34.9	37.9	47.5	25.6	25.9
Boys	63.3	60.4	38.0	36.9	44.4	24.5	27.7
Girls	57.9	55.2	32.3	38.8	50.6	26.7	23.9

	1995	1999	2003	2007	2011	2015	2019
<b>Smoke cannabis regularly</b>							
All	60.9	89.1	77.2	72.9	72.0	60.8	56.0
Boys	64.2	83.6	76.2	69.2	65.4	53.0	53.3
Girls	58.2	88.2	78.0	76.2	78.5	68.7	58.7
<b>Try amphetamines once or twice</b>							
All	63.0	55.9	31.2	32.4	42.6	31.0	32.4
Boys	63.5	56.8	32.0	29.1	39.8	31.0	33.1
Girls	62.7	55.1	30.8	35.3	45.5	31.1	31.8
<b>Take amphetamines regularly</b>							
All	76.7	83.6	63.9	66.4	68.8	66.3	64.6
Boys	73.2	79.7	59.5	59.8	61.1	58.1	62.5
Girls	79.4	87.1	67.3	72.2	76.4	74.5	66.8
<b>Try ecstasy once or twice</b>							
All	58.6	63.9	46.7	38.5	44.2	32.3	31.0
Boys	61.4	64.8	46.5	35.6	41.1	32.0	33.8
Girls	56.4	63.0	46.8	41.0	47.2	32.7	28.1
<b>Take ecstasy regularly</b>							
All	79.0	89.4	81.6	79.6	77.7	74.7	71.3
Boys	75.4	86.1	76.0	74.5	71.0	68.0	69.8
Girls	81.8	92.3	86.0	84.0	84.3	81.3	72.8





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