

# SECONDARY SCHOOL



**FEDERAL MINISTRY OF EDUCATION**

## **NATIONAL IMPLEMENTATION GUIDELINES AGAINST DRUG AND SUBSTANCE USE IN SCHOOLS IN NIGERIA**



**2025**

Drug and substance abuse has emerged as one of the most pressing social and public health challenges confronting our nation today. The rising prevalence of drug use among school-aged children poses a great threat to our collective future. Beyond the immediate risks to physical and mental health, substance abuse undermines academic performance, disrupts families and communities and compromises national development.

Recent data and field reports paint a deeply troubling picture: an alarming and increasing number of students in both secondary schools and tertiary institutions across Nigeria are engaging in the use and abuse of illicit drugs and harmful substances. According to the United Nations Office on Drugs and Crime (2022), about 14.4% of Nigerians in the age group of 15-64 years abuse drugs, of which majority are children.

Although comprehensive national data on drug and substance abuse among Nigerian secondary and tertiary students is limited, however, these statistics are not just numbers, they represent children whose futures are at risk. It is therefore imperative that we take deliberate, coordinated and sustainable actions to safeguard the learning environment and equip our children with the knowledge, skills and resilience to make informed choices.

In view of this, and with a deep sense of responsibility and unwavering commitment to the well-being of our nation's children and youth, I present the National Implementation Guidelines Against Drug and Substance Use in Schools in Nigeria, which was developed in collaboration with key stakeholders and partners to provide a unified, structured and proactive approach to confronting drug and substance abuse in our educational environment.

This document outlines evidence-based strategies for prevention, early detection, intervention, counselling, referral, rehabilitation and punishment while clearly defining the roles and responsibilities of government, school personnel and the wider community in fostering a drug-free learning environment.

I commend all who contributed to the development of these guidelines and urge all education stakeholders to adopt and implement them with fidelity and urgency.



**Dr. Tunji Alausa CON**  
**Honourable Minister of Education**  
Federal Republic of Nigeria

The future of any nation rests on the strength, health and potential of its young people. In Nigeria, our school-aged children represent not only the promise of tomorrow but the foundation upon which our national aspirations are built. It is therefore with great concern and greater resolve that we confront the growing menace of drug and substance abuse within our educational system.

The rising incidence of drug and substance abuse among children and youths in Nigeria has become a critical concern with far-reaching implications for education, public health, national security and the overall development of our country. As the custodians of the nation's educational system, we cannot afford to overlook the growing presence of illicit drugs and harmful substances within and around our academic environments.

The National Implementation Guidelines Against Drug and Substance Use in Schools in Nigeria have been developed in response to this urgent challenge. These guidelines represent a proactive and strategic framework designed to support schools in preventing, identifying and responding effectively to drug-related issues among learners. They are grounded in evidence-based practices and shaped by extensive consultation with stakeholders from across sectors, including education, health, law enforcement, civil society and the learner community.

Our aim is clear: to provide a safe, supportive and drug-free learning environment for every Nigerian child. The guidelines set out clear roles and responsibilities for school administrators, teachers, parents, students, law enforcement agencies, and the communities. They also provide practical tools for awareness creation, early intervention, referral and rehabilitation where necessary.

As Honourable Minister of State for Education, I view this document as a call to collective action. Schools must be safe spaces for growth, learning and positive development. For this to be achieved, the dangers of drug abuse must be approached with coordinated, compassionate and sustained responses.

I commend the efforts of all those who contributed to the development of these guidelines. Your work is a significant step towards securing the future of our learners and I urge all stakeholders to embrace and implement these guidelines with commitment to ensure that our schools remain centres of excellence and transformation.



**Professor Suwaiba Sa'id Ahmad**  
**Honourable Minister of State for Education**  
Federal Republic of Nigeria

## ACKNOWLEDGMENT

The Federal Ministry of Education extends its profound appreciation to all individuals and organizations whose invaluable contributions made the development of the **National Implementation Guidelines Against Drug and Substance Use in Schools in Nigeria** possible.

We especially commend the exemplary leadership and unwavering support of the Honourable Minister of Education, Dr. Tunji Alausa, *CON*, and the Honourable Minister of State for Education, Professor Suwaiba Sa'id Ahmad, for their visionary guidance, steadfast commitment, and passionate dedication to the protection and holistic development of Nigerian children and youth. Their recognition of the urgent need to safeguard our school system from the growing threat of drug and substance abuse has been instrumental to this initiative.

These Guidelines embody the shared vision of the Federal Government of Nigeria to provide a safe, supportive, and secure learning environment for every learner. They present a comprehensive and coordinated response to a complex national challenge, offering clear and actionable strategies for prevention, early detection, intervention, and sustained support across all levels of the education system.

We also express our sincere gratitude to the members of the Technical Working Group drawn from relevant Ministries, Departments, and Agencies (MDAs), as well as representatives of tertiary institutions and secondary schools, school counsellors, and the National Drug Law Enforcement Agency (NDLEA), whose expertise and insights greatly enriched this document. It is anticipated that the eventual development of a full national policy will attract even broader stakeholder engagement.

Furthermore, special recognition is accorded to the dedicated staff of

the Ministry, particularly those of the Educational Planning, Research and Development (EPR&D) Department, whose tireless efforts behind the scenes ensured the timely completion of these Guidelines.

We are confident that the successful implementation of this document will depend on sustained collaboration and strong partnerships. Accordingly, we call on all education stakeholders to take ownership of these Guidelines and fully integrate their provisions into daily practices, institutional policies, and programmes across the school ecosystem.



**Mr. Abel O. Enitan**  
**Permanent Secretary**  
Federal Ministry of Education

The development and implementation of the National Implementation Guidelines Against Drug and Substance Use in Schools in Nigeria came at a critical time in our national development. With the increasing incidence of drug and substance abuse among school-aged children and youths, there is an urgent need for a coordinated and practical response within the school system.

Drug abuse among learners threatens not only their health and academic performance but also their overall well-being, future potential and contribution to national development. It disrupts learning, exposes children to criminal and exploitative networks and creates unsafe school environments. These growing concerns called for the establishment of a multi-sectoral committee to design a national framework that schools, educators, parents and policymakers can adopt to address this challenge effectively.

This guideline was developed through a rigorous and inclusive process involving extensive stakeholder consultations, technical reviews and validation sessions. It draws from global best practices, while being carefully adapted to the Nigerian context, recognising the cultural, social and structural realities of our school system.

The document provides clear direction on prevention strategies, early warning signs, referral pathways, support systems and the roles of key actors, including school authorities, and students. It emphasises a preventive and rehabilitative approach rather than a punitive one, reinforcing the idea that every child deserves the opportunity to be protected, guided and supported.

As Chairman of the drafting Committee [Also Chairman, Committee of Federal Rectors (COFER)] with the support of my able Secretary, [Director, Educational Planning, Research and Development], the Consultant, Sunny Kulutuye, and all the Committee Members, we are confident that these guidelines will serve as a foundational tool in the nation's response to drug and substance abuse in schools.



However, the effectiveness of this document will depend on our collective will to implement it with diligence, compassion and consistency.

I thank the Honourable Ministers of Education for the opportunity to serve and for providing all the needed support. Above all, I encourage all education stakeholders to take ownership of this document and use it as a practical guide to protect and empower our learners.



**Dr. Salisu Shehu Umar**

Chairman, Committee on the  
Development of the National Implementation  
Guidelines Against Drug and Substance use.



**Mrs. Obianuju Anigbogu**

Secretary of Committee

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## ABBREVIATION

CSO	Civil Society Organisation
FBO	Faith Based Organisation
FCT	Federal Capital Territory
FME	Federal Ministry of Education
FMoH	Federal Ministry of Health
IEC	Information, Education and Communication
NAFDAC	National Agency for Food and Drug Administration and Control
NDLEA	National Drug Law Enforcement Agency
NCE	National Council on Education
NGO	Non-Governmental Organisation
PSR	Public Service Rule
PTA	Parent Teacher Association
PTSF	Parent Teacher Student Forum
SBMC	School Based Management Committee
WADA	War Against Drug Abuse

## 1.0 DEFINITION OF KEY TERMS

The definition of drug given by the United Nations Office on Drugs and Crime (UNODC) as cited in some educational or awareness materials, is “a substance people take to change the way they feel, think or behave.”

The term “drugs” is used to refer to:

- all illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- all legal drugs, including alcohol, tobacco, volatile substances, etc (those giving off a gas or vapour which can be inhaled)
- all over-the-counter and prescription medicines

**What is Substance / Drug Abuse:** Drug abuse refers to the habitual and harmful use of psychoactive substances, including alcohol, illicit drugs and prescription medications. Drug abuse is characterised by the excessive and inappropriate consumption of substances that leads to significant physical, psychological, social and economic consequences, whereby the user is unable to function without the substance.

Drug/substance abuse connotes non-medical use of prescription drugs, excessive or inappropriate use of legal substances (e.g. alcohol, tobacco) and use of illicit drugs (cannabis, cocaine, heroin), often resulting in dependence, addiction and negative physical and social outcomes.

**Treatment:** Treatment for substance abuse is a comprehensive approach that combines medical, psychological and social interventions to help individuals overcome addiction, prevent relapse and reintegrate into society as a healthy and productive member.

## 2.0 INTRODUCTION

Drugs are part of our everyday lives and most young people

will, at some stage, use drugs for medical purposes. However, we now live in a society where young people face growing pressures to become involved in and experiment with controlled drugs and other legal substances such as solution, hard drugs, etc. The Federal Ministry of Education recognises its responsibilities within the general health and welfare of students/learners and aims to reduce the effects of drugs and substances abuse on the emotional and intellectual health of students/learners by educating all stakeholders of the risks involved with drug use in order to maintain a school/learning environment that will appropriately support teaching and learning, and promote healthy social and mental development of students and learners.

Drug/substance abuse incident may include the following categories:

- a student/learner is found in possession of drugs or associated paraphernalia
- a student/learner is found to be supplying drugs on school premises
- a student/learner, parent or staff member found to be under the influence of drugs
- a student/learner discloses that he/she or a family member/friend are misusing drugs

### **3.0 SUMMARY OF EXISTING LEGAL PROVISIONS.**

- i. 52nd National Council on Education (NCE) Meeting, Vol. IV (2000-2006) held in Oyo State in 2005: Council urged FME to monitor the progress of the implementation of the Drug Abuse school curriculum in the States;
- ii. 53rd National Council on Education (NCE) Meeting, Vol. V (2007 – 2013) held in Cross River State in 2006:

Council approved the infusion of elements of Drug Abuse and preventive education into adult and non-formal education sub-sector. Also, Council urged NUC, NBTE and NCCE to infuse Drug Abuse education in the relevant General Studies Curriculum;

- iii. 61st National Council on Education (NCE) Meeting, Volume VI (2014 – 2020) held in FCT in 2016: Council urged FME, States and the FCT to collaborate with National Drug Law Enforcement Agency (NDLEA) and support the formation of functional Drug Free Clubs in their Schools at all levels. Also, Council urged FME, States and the FCT to ensure proper implementation of drug abuse education curriculum in their schools; to put in place advocacy and sensitisation programmes on drug abuse; to initiate periodic random drug screening for their students; and to collaborate with NDLEA on sensitisation of stakeholders on the drug education curriculum of Adult and Non-formal Education sub-sector; and
- iv. 66th National Council on Education (NCE) Meeting held in FCT in 2022: Council noted that one of the main catalysts of the numerous security challenges facing Nigeria is the problem of the use of hard drugs and Council urged FME, States and the FCT to make provisions for periodic drug integrity test at all levels of education; conduct regular drug integrity tests for all students in public and private Institutions at all levels of education as a criterion for admission and examination.

## **4.0 SUBSTANCES OF ABUSE IN SCHOOLS**

- 4.1. Drug/substance abuse refers to the use of drugs or substances in amounts or methods that are harmful to the individual or others. Also, it refers to the use of illicit drugs/substances such as cannabis, cocaine, heroin, etc.

It involves using substances to “change mood” or “feel better,” rather than for a legitimate health reason, leading to negative consequences for the individual and those around them.

**4.2. Most commonly abused drugs/substances among young people include:**

- i. **Alcohol and related beverages:** Beer, whisky, spirit, wine and locally brewed alcoholic beverages such as palm wine, burukutu and ogogoro (local gin). The street names for alcohol include beer, shakis, booze, ogogoro, sapele water, etc.
- ii. **Cannabis Sativa:** Cannabis sativa popularly known as Indian hemp, igbo, wee wee, colorado, harshish, skunk, loud, cannabinoids, Arizona, pot, marijuana, smoke, ganja, monkey ail, and so on.
- iii. **Stimulants:** Cocaine (including crack cocaine), amphetamine and related substances (like MDMA, commonly known as ecstasy) and methamphetamine.
- iv. **Narcotics:** Examples include Codeine-containing cough syrups (“purple drank”), tramadol (used for euphoria or stamina), pregabalin, pentazocine, heroin, morphine and other morphine-like substances like methadone. Some of the street names include chill pills, brown, big H, smack, gbana, Thailand rice, etc.
- v. **Volatile Solvents (Inhalants):** Volatile solvents include aerosols, gasoline, glue, petrol, thinner, butyl nitrites marketed as “room odorizers”, hair sprays, deodorants, nail polish removers, paints, insecticides, lighter fluid and dyes. Others also include correcting fluid, fire extinguisher, anti-perspirants, felt pens, furniture polish and paint removers.
- vi. **Sedative and Depressants:** Examples of depressants are barbiturates and the benzodiazepines (e.g diazepam, Valium, Activan and Librium).

- vii. Non-Conventional Drugs:** Non-conventional drugs come in different forms such as monkey tail (a brew of cannabis and liquor), kolos , skuchies (a dangerous mix of zobo, cannabis, codeine , tramadol tablets, etc), akuskura (herbal drug mixed with Cannabis and other chemicals) and so on.

## **5.0 PROVISIONS**

This guideline is aimed at creating a conducive environment for teaching and learning in the Institutions by reducing the negative effect substance abuse has on the mental health and academic performance of students/learners. The following shall apply to all secondary schools/learning centres (public and non-state schools).

### **5.1. Students/Learners**

- i.** All new students/learners shall be subjected to drug tests and other measures approved by the schools/learning centres at the point of entry. The test shall be conducted in collaboration with approved Federal/State health facilities and procedures.
- ii.** All students/learners shall undergo periodic drug test as recommended by appropriate authorities.
- iii.** All students/learners are prohibited from using or being in possession of narcotic drugs, controlled drugs or substances of abuse without approval from the school authority.
- iv.** Where there is need to possess controlled drugs for medical purposes, the parent or legal guardian of the affected student/learner shall make known to the school the existence of such drugs and declare the medical condition at the point of admission and the controlled substance required for the condition must be declared on

resumption and deposited with the School Clinic until required.

- v. Medical report and doctor's prescription are to be filed in the students'/learners' school record.
- vi. No student/learner shall lure or teach others how to indulge in use of substances of abuse, either through text messages, display/circulation of videos, images, etc.

### **5.2. Shop Operators and Other Vendors**

Shop operators and vendors operating within the learning premises are very important to curbing substance abuse in schools/learning centres. Therefore, the following shall prevail for operators and vendors.

- i. No vendor or shop owner shall sell/use drugs or substances of abuse as identified in this guideline.
- ii. Pharmacies and medicine shops within the school/learning centres are prohibited from selling controlled drugs to any student/learner without doctor's prescription.
- iii. Shop owners are to report suspected drug/substance abuse to the school authority.

### **5.3. Teachers and Other School Staff**

- i. No staff shall indulge in smoking marijuana, or any other substances of abuse as identified in this guideline within the school/learning premises at any time.
- ii. Any suspicious activities or potential substance abuse should be reported to the appropriate school authority.
- iii. No staff working in the school/learning centre including teachers, shall facilitate or aid any student/learner to indulge in substances of abuse either in school or outside the school.

### **5.4. Use of School Premises**



- I. Sale and use of all narcotic drugs/substances, controlled drugs and other substances of abuse are prohibited in all schools/learning centres.
- ii. No vendor or artisans contracted to operate in the school/learning centres shall use/sell any of the substances of abuse at any time.
- iii. No visitor, including parents, shall bring in or use any of the identified substances of abuse during their visiting hours in schools/learning centres.

## **6.0 IMPLEMENTATION STRATEGIES FOR CURBING DRUG/SUBSTANCE ABUSE**

### **6.1. School Level Committee**

One of the strategies for curbing the menace of drug abuse shall be to:

- I. Establish a substance abuse prevention and management committee in all schools/learning centres.
- ii. The committee shall comprise of a representative of PTA/SBMC, community leader, the head of the school/learning centre and an identified and tested role model among the students/learners.
- iii. Establishment of a desk officer who shall be a school staff. The desk officer shall be integrated into a health or safeguarding referral system where it exists.

### **6.2. Advocacy and Sensitisation**

- I. Billboards, Posters and Handbills are to be placed in strategic areas within the school with captions displaying messages against Drug/Substance abuse.
- ii. Organising seminars and symposia to create awareness on the effects of drug abuse.

### **6.3. Social Activities for Prevention of Illicit Drug Use and Abuse**

- i. Drug-Free Clubs: Organised, student-led groups dedicated to promoting healthy lifestyles and creating

awareness on drug abuse. Drug Free Clubs help to raise peer counsellors and peer educators.

- ii. Peer Mentorship or Role Models : Identifying students/learners with good behaviour and moral values who should be trained to act as a role model to others.
- iii. Creative Arts: Harnessing students' creative talents in music, drama, writing and visual arts to spread anti-drug messages in relatable ways.
- iv. Faith-Based and Moral Instruction Activities: Using religious and moral platforms within schools to instill discipline, values and spiritual guidance against drug abuse.
- v. Parent-Teacher-Student Forums (PTSFs): Strengthening the home-school partnership in combating drug abuse through open dialogue and collaboration.

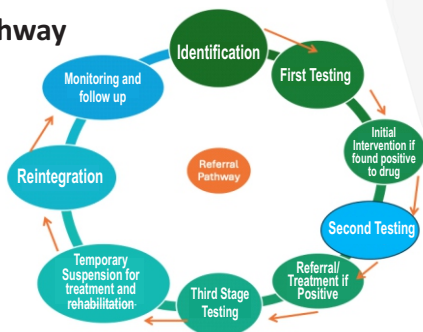
#### 6.4. Curriculum Review

Curriculum Experts/Authorities shall infuse drug education into Civic or Health Education subjects to ensure that students understand the dangers of drug/substance abuse and inculcate the moral value to resist the temptation.

#### 6.5. Referral Pathway/Treatment:

This refers to a step-by-step process of identifying individuals with drug-related problems and the recommended support services to be adopted.

##### I. Referral Pathway



## **6.6. Guiding Principles for Counselling, Reintegration and Rehabilitation**

### **i. General Principle**

- a) Health over punishment: Emphasis should be on care, support and rehabilitation.
- b) Confidentiality: Information must remain confidential.
- c) Non-discrimination: No stigmatisation of a drug user.
- d) Collaboration: Partnerships with NDLEA, health agencies, parents and communities.
- e) Cases requiring law enforcement must be reported to NDLEA.

### **i. Identification/Testing**

- a) Observations and testing by designated desk officer or health personnel on behavioural and physical changes.
- b) Preliminary assessment by school counsellor.

### **ii. Initial Intervention**

- a) Confidential discussion with student/learner.
- b) Notification of parents/guardians.
- c) Documentation by School Drug Control Committee or Drug Desk officer.

### **iii. Referral to Professionals**

- a) Cases forwarded to approved health facilities, NDLEA treatment centre, Counselling units, or rehabilitation centers with the approval of the school authority.

### **iv. Treatment & Rehabilitation**

- a) Counselling, detoxification, therapy, and rehabilitation as may be required.

### **v. Reintegration & Monitoring**

- a) Reintegration of student/learner into

school/learning centre ensuring that he/she is not stigmatised.

- b) Periodic follow-up and counselling support.

#### **6.7. Drug Testing:**

The aim is to identify students who may need help and to promote a safe and healthy school environment. All schools shall ensure the following:

- a) All new students/learners are to undertake a drug integrity test, which shall be conducted by the school health facility in collaboration with a Federal/State government approved health facility. The testing shall be conducted in stages as follows

##### **i). First Testing:**

The first test is to ascertain the health status of every student. Persons found to be positive to drugs shall undergo the initial intervention and treatment, which shall include counselling as might be found appropriate by the school authority.

##### **ii). Second Testing:**

Students found to be positive in the first test shall undergo a second test, after the initial intervention and treatment, to ascertain their status. If found positive again, such a student shall be referred to a professional by the school authority to take appropriate treatment and attention that might be required.

##### **iii). Third Testing:**

Students found to be positive in the second testing stage shall be made to undergo a third stage of testing after treatment and if found to be positive again, such a student shall be temporarily suspended from the school environment to take

treatment from a professional and undergo rehabilitation that might be found appropriate by the professional.

- b) All old students/learners shall undergo impromptu periodic testing at least once a session. Any student found to be positive shall follow the three stages of testing as described above.

#### **6.8. Pre-test and Post Test Counselling:**

- i. **Pre-Test Counselling:** This is the guidance given before a person undergoes a drug integrity test. It aims to prepare the individual, clarify expectations, reduce anxiety, encourage cooperation and build trust.
- ii. **Post-Test Counselling:** This happens after results are available, regardless of whether the test is positive or negative. The goal is to support the individual to accept the result and link them to the right help.

### **7.0 PENALTY FOR NON-COMPLIANCE**

To ensure effective administration of penalty measures, every school/learning centre shall set up a disciplinary committee to be headed by the school head with clear terms of reference. The penalty measures to be administered shall include:

#### **7.1. STUDENTS/LEARNERS**

- i. Students/learners who tested positive to the drug integrity test shall undertake the mandatory referral process established in the school, including the established treatment/rehabilitation procedures.
- ii. Violent cases leading to fighting or inflicting serious injuries on him/herself or others shall be reported to the law enforcement agents.
- iii. Any student/learner that refuses to abide by the

treatment/rehabilitation procedures shall be temporarily separated from the school environment until he/she is found to be stable.

#### **7.2. SHOP OWNERS/VENDORS**

- i. Any shop owner defaulting on this guideline shall be given a first and second warning, their license to operate withdrawn and they shall be reported to the National Drug Law Enforcement Agency (NDLEA) or to the nearest law enforcement agency.
- ii. Any drug dealer operating within the school/learning centre shall be reported to the National Drug Law Enforcement Agency (NDLEA) or to the nearest law enforcement agency.

#### **7.4. SCHOOL AUTHORITY**

Any school head who fails to act on reported cases of drug abuse or compromises any provision of this guideline will face disciplinary action bordering on “General Inefficiency; Negligence; Deliberate delay in treating official matters; Suppression of Records” in line with the Public Service Rule (PSR - 2021).

#### **7.5. OTHER OFFENDERS**

Any other offenders such as artisans or temporary staff working within the school premises, shall be reported and handed over to the law enforcement agents.

### **8.0 ROLES AND RESPONSIBILITIES**

#### **8.1. FEDERAL MINISTRY OF EDUCATION**

- i. Provide the policy, curriculum and oversight framework.
- ii. Integrate drug abuse prevention into the National Policy on Education and at all levels.

- iii. Introduce age-appropriate drug education and life-skills training into schools'/learning centres' activities.
- iv. Train teachers, school counsellors and administrators on early detection and response to drug abuse.
- v. Strengthen policies on drug-free school environments, including codes of conduct and disciplinary procedures.
- vi. Collaborate with Health Agencies (NDLEA, NAFDAC, FMOH, etc.) for campaigns, school outreach and rehabilitation support.
- vii. Collect data on prevalence of drug abuse among students/learners and evaluate effectiveness of interventions.
- viii. Enact policy of no-sale-outlets of alcoholic beverages within the premises of the schools/learning centres.
- ix. Conduct a national campaign against drug abuse, utilising various media channels like TV, radio, social media, etc.

## **8.2. NATIONAL DRUG LAW ENFORCEMENT AGENCY (NDLEA)**

- i. Monitor and ensure that substances of abuse and other psychotropic substances do not circulate around school/learning environments.
- ii. Conduct intelligence-led operations to dismantle supply chains and prevent the sale or distribution of drugs in and around school/learning centre premises.
- iii. Collaborate with community members to identify hotspots for controlled and illicit drug sales near schools/learning centres and enforce strict penalties against offenders.
- iv. Lead nationwide awareness campaigns in

schools/learning centres through its War Against Drug Abuse (WADA) initiative.

- v. Organise drug education programmes, school visits and sensitisation campaigns to raise awareness about the dangers of drug abuse among students.
- vi. Support the establishment of WADA Clubs in schools/learning centres and provide them with Information, Education and Communication (IEC) materials and mentorship.
- vii. Train teachers, school counsellors and administrators on how to identify early warning signs of drug use among students and the necessary interventions.
- viii. Provide access to its counselling and rehabilitation facilities for severe cases referred by schools/learning centres.
- ix. Notify the Federal Ministry of Education on new trends of drug issues.
- x. Advocate for regular testing among students and the school community to deter drug use, identify risky individuals who may need help and provide required interventions.

### **8.3. STATE MINISTRIES OF EDUCATION**

- i. Mobilise resources to support the implementation of this guideline across all schools/learning centres in the State.
- ii. Disseminate anti-drug messages through the state-owned media houses.
- iii. Ensure inter-agency collaboration in the implementation of this guideline.
- iv. Establish a school level committee and Desk Officers on drug abuse and control in the State.
- v. Collect data on substance abuse prevalence at State level and forward same to the Federal Ministry of Education to form the national data on substance



abuse.

- vi. Liaise with Local Government Authorities to enforce compliance of this guideline.
- vii. Work closely with parents, community leaders, NDLEA at the State level and other stakeholders to create a holistic drug prevention strategy for the State.

#### **8.4. STUDENTS/LEARNERS**

- i. Form peer clubs to promote drug free lifestyles and mentor fellow students/learners on healthy coping mechanisms.
- ii. Report suspicious activities or cases of substance use among peers to trusted school/learning centre authorities.
- iii. Actively engage in sensitisation campaigns, debates and workshops to build awareness of the dangers of drug abuse.
- iv. Sign and uphold a student/learner pledge to remain drug free and encourage peers to do the same.

#### **8.5. SCHOOL HEADS AND TEACHERS**

- i. Enforce implementation and total compliance to the provisions of this guideline.
- ii. Integrate drug education into school activities by inviting health and law enforcement experts for regular sensitisation.
- iii. Ensure a supportive school/learning centre culture that prioritises counselling, mental health services and early intervention for at-risk students.
- iv. Collaborate with parents, alumni, NGOs, and government agencies for coordinated anti-drug initiatives and referral systems.
- v. Create a positive school/learning centre environment and classroom climate in order to reduce idleness and deter students/learners from indulging in negative activities.

- vi. Teachers and support staff are to be trained in narcotics and substance abuse prevention to be able to:
  - a. identify pre-disposing factors.
  - b. Help identify drug users within the school/learning centres premises.
  - c. Understand the negative consequences of drug abuse in order to support students/learners who abuse drugs.

#### **8.6. SCHOOL BASED MANAGEMENT COMMITTEE (SBMC)**

- i. Ensure that policies on discipline, health and safety address drug and substance abuse.
- ii. Monitor compliance with government and school/learning centre guidelines against drug use.
- iii. Organise sensitisation campaigns, seminars and workshops in collaboration with teachers, parents and health workers to educate students/learners about the dangers of drugs.
- iv. Encourage peer-to-peer education and anti-drug clubs in schools/learning centres.
- v. Mobilise parents and community leaders to participate in drug prevention strategies.
- vi. Link the schools/learning centres with relevant government agencies (NDLEA, NGOs, etc.) for support and resources.
- vii. Keep close watch on students'/learners' behaviour to identify early signs of drug use or trafficking.
- viii. Report cases to school authorities and relevant agencies for proper intervention.
- ix. Encourage guidance and counseling units in schools/learning centres to support students at risk.
- x. Work with parents to ensure students/learners involved in substance abuse get help rather than only punishment.
- xi. Seek funds and materials from government, NGOs, the community and stakeholders to sustain anti-drug education and related programs in schools.

## 9.0 ANNEXES



### Annex A: Referral Form (Sample)

- Name of Student: \_\_\_\_\_
- Age/Level: \_\_\_\_\_
- Institution: \_\_\_\_\_
- Observed Behaviour: \_\_\_\_\_
- Referring Officer: \_\_\_\_\_
- Date: \_\_\_\_\_

### Annex B: Consent Form for Drug Testing

I, \_\_\_\_\_ (Parent/Guardian/Individual), give consent for drug testing of \_\_\_\_\_ (Student).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Annex C: Referral Cycle Flowchart

*Identification → Initial Intervention → Referral to Professionals → Treatment & Rehabilitation → Reintegration & Monitoring → Follow-up Support*

### Annex D: Pre-Test & Post-Test Counselling Form

#### Section A: Learner Information

Name: \_\_\_\_\_

Age/Date of Birth: \_\_\_\_\_

Class/Level: \_\_\_\_\_

Gender: \_\_\_\_\_

#### Section B: Pre-Test Counselling

Date of Session: \_\_\_\_\_

Counsellor's Name: \_\_\_\_\_

Issues Discussed (tick as appropriate):

☐ Purpose of the test explained

☐ Consent obtained

☐ Confidentiality assured

☐ Substance abuse risks explained

☐ Learner disclosed prior use

Notes: \_\_\_\_\_

#### Section C: Post-Test Counselling

Test Result: ☐ Negative ☐ Positive

Date of Feedback: \_\_\_\_\_

Key Actions Taken (tick as appropriate):

- ☐ Result explained
- ☐ Referred to health services
- ☐ Parent/guardian engaged
- ☐ Preventive education provided
- ☐ Follow-up scheduled

Counsellor's Remarks: \_\_\_\_\_

Counsellor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Learner's Acknowledgement: \_\_\_\_\_ Date: \_\_\_\_\_

## Annex E: Drug Test Reporting Form

### Section A: Institution Details

Institution Name: \_\_\_\_\_

Location: \_\_\_\_\_

Reporting Officer: \_\_\_\_\_

Contact: \_\_\_\_\_

### Section B: Test Details

Name of Learner: \_\_\_\_\_

Age/Level: \_\_\_\_\_

Date of Test: \_\_\_\_\_

Type of Test: ☐ Urine ☐ Blood ☐ Other \_\_\_\_\_

Result: ☐ Positive ☐ Negative

### Section C: Actions Taken

Pre-test counselling conducted

Post-test counselling conducted

Parent/guardian informed

Referred to health/rehabilitation centre

Reported to NDLEA (if applicable)

### Section D: Remarks/Notes \_\_\_\_\_

Reporting Officer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Annex F: Drug Abuse Incident Register (DAIR)

S/N	Date	Name of Learner	Gender	Age /Class	Nature of Incident (Use/Test/Trafficking)	Action Taken	Referral (Yes/No)	Follow-up Status	Officer's Initials