

KENWARD TRUST GREY ZEBRA PROJECT

CASCADE INTERIM EVALUATION REPORT for DEPIS

March 2004

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Summary

Grey Zebra Youth Project provides information, education and a counselling service for young people with regard to substance misuse issues. The evaluation carried out was to find out what impact Grey Zebra's Cascade peer education programme had on school, peer educators and teachers.

Information was collected using the following: questionnaires aimed at the service providers and teachers, emails to the stakeholders, and interviews for those that used the drop in service.

The Cascade is a youth-led programme, aimed at harnessing the skills, experiences, ideas and energies of young people, youth-led projects provide young people with opportunities to participate in society in an active, positive and responsible way.

In many ways, we found, Cascade to be a successful Project. However, we also found that it has not been used to its full potential within the school. This has been mainly due to peer educators having other important commitments - study for exams being the main inhibitor to run successful drop-ins and also because of insufficient advertising of the programme within schools and amongst other stakeholders.

We recommend that:

- Cascade continues to offer schools peer education training and support and, in planning future work, they take into account any recommendations made in this report.
- schools PSHE coordinators raise the profile of the programme within their schools so that the whole school community is aware of what Cascade is and how it operates in their school.
- Cascade is extended to include PSHE training for teachers and PSHE coordinators in the scheme – so that they understand how it may best be implemented.
- schools make the Cascade service available to all pupils through appropriate advertising within the school. (For example: on notice boards, in school bulletins, information at registration.)
- Grey Zebra publicise Cascade more widely, particularly to potential funders and to professionals in the education service who could promote Cascade in schools.
- PSHE coordinators and teachers ensure that all year 11 students are aware of Cascade and the implications of becoming peer educators.
- Cascade considers closer links with school staff so that there is a common recognition of the aims of the Project. We further recommend that teachers are trained alongside peer educators.
- local schools work with Cascade to introduce peer drug education to complement their other work in this area.
- Cascade stresses the importance of integrating the work of the peer educators into school policies and includes this in any teacher training that it does.

- Cascade discuss the timing of the peer education training with individual schools so that the time slot of the training can be changed, possibly from lunchtime to a scheduled lesson time so that the peer educators are able to participate every week.
- the present peer education training continues as at present and that peer educators perceived needs for further training are met through an extra training session a few weeks after they have started educating their peers. This session should also include debriefing and the opportunity to share experiences.
- Cascade continues to seek feedback from peer pupils so that they can take this into account when planning future work with sixth formers.
- a consistent scheduled time slot for trainee on the programme.
- more information given on the advertising as to the commitment/time needed to successfully complete the course.
- to raise awareness of cascade within the school – this includes teachers as well as other students.

Terminology and abbreviations

Teachers	Refers to the teachers returning the questionnaire
Students	School students
Peer tutors	Year 11 students who received Cascade training in peer-led education and who tutor in their schools
Peer pupils	The students whom the peer tutors teach
Pupils	Also used to refer to peer pupils
YCRO	Police Youth Crime Reductions Officers
PSHE	Personal Social Health Education
KDAAT	Kent Drugs and Alcohol Action Team

Background

Grey Zebra project takes innovative approach to young people and drugs use, primarily by taking notice of what young people are saying. Cascade, one of the Grey Zebra programmes, was chosen for our evaluation – this is a peer-led education training programme. The evaluation was carried out by the Grey Zebra Team with in excess of three and a half days DEPIS Consultancy provided by Barbara Wyvill.

Grey Zebra

The Grey Zebra Project was conceived in 1996 by Kenward Trust and is part of the Kent Drug Action Team initiative for “Tackling Drugs Together”. It is supported by voluntary organisations; the Safer Kent Initiative; KCC Education; Social Services and Youth & community department, the Police; West Kent Health; Maidstone, Tonbridge & Malling, Dartford & Gravesham, Sevenoaks and Tunbridge Wells Borough Councils and West Kent Health Care NHS Trust. [Part of the Communities Against Drugs strategy. Originally working from a caravan it now operates from a purpose-converted Mobile Library vehicle, which is staffed by a minimum of two full-time workers and varying number of sessional workers and part-time volunteers. The vehicle carries a wide range of material, tv and videos, resource directories, educational games and a mobile phone for young people to use for self-referral or enquiries to other specialist services.

The Grey Zebra undertakes work in

- Drug education in primary schools – this project will seek to promote and support the anti-drug belief system shared by the majority of young children.
- secondary schools – to make professional drug services available to young people in schools. - working within the key stages.
- Drugs Intervention & Support Programme which is run by Police Youth Crime Reductions Officers (YCROS) – Grey Zebra is an integral part of this programme and offers on-going support to participants. We do this is the belief that young people want to make sensible choices, which are of benefit to their lives.
- Peer Education ‘Cascade’ this is a certificated training package, part of which requires the participants to deliver drugs education to their peers
- Outreach - making specialist information and support available to young people in villages.
- Safety in Action projects in Maidstone, Dartford & Gravesham.

Cascade

Many problems and dangers from drugs are created by misinformation, which is passed from one to another.

“We can’t talk to our parents, for fear of alarming them; we can’t talk to our Doctor, because he may tell our parents; we can’t talk to Teachers because

they may be suspicious and think badly of us; so we end up talking to each other.”

Aim: to initiate a ‘bottom up approach to drug education by stimulating questions and by the creation of a well supported and theoretically sound, Peer Education Programme.

The Grey Zebra works in school to provide the ‘Cascade’ peer mentor training. This is a certificated training package, part of which requires the participant to deliver drugs education to their peer, both in formal (classroom, assemblies, etc) and in ad-hoc conversations. Positive media coverage is given upon successful completion of the course.

We are currently running ‘cascade’ in three schools.

Theory and official guidance

The Grey Zebra project will seek to meet young people on their own ground, to create a space that is acceptable to them and over which they have a sense of ‘ownership’ and to permit them to make enquiries and express their opinions in a non-coercive, non-threatening environment.

The Government’ set out its 10-year Strategy for tackling drug misuse in the White Paper, *Tackling Drugs To Build A Better Britain*.¹ One of its aims is: ‘to help young people resist drug misuse in order to achieve their full potential in society’. Peer-led drug education is one of the many initiatives to support and improve drug education in schools.

Peer education is not a new idea. It has been described as: ‘young people who have themselves grown in confidence, knowledge and skills, working at empowering their peers to develop their confidence, knowledge and skills with the back up of professional adults’ (Murtagh 1974).

Peer-led education in schools

Young people learn about drugs from a variety of sources, from each other, from magazines and papers and from friends. They also learn drug education from their teachers in school. However, this can be problematic because pupils view teachers as experts on National Curriculum subjects but not necessarily as experts on drugs issues. Peer-led drug education, on the other hand, can offer drug education which is more credible to students. (This is particularly so for drugs knowledge.) There are several reasons for this:

‘Few class tutors and PSHE teachers who deliver drug education have had more than brief training. Many would agree that they know less about drugs than some of their pupils. In addition, many pupils perceive their teachers as unfamiliar with the drugs culture and therefore not credible educators in this area. For the majority of teachers this is true: the British Crime Survey shows how drug use peaks in the twenty to twenty-four age-range and declines as people grow older. However, those young people who believe that teachers need to have used illegal drugs in

¹ HM Government (1998) *Tackling Drugs to Build a Better Britain*, The Stationery Office

order to teach about them are mistaken. Drug education is not only about providing accurate information; it also requires teaching skills not specific to drugs.'

(Barbara Wyvill 2001)

The recent *Drugs: Guidance for schools* describes peer drug education as a 'credible source of information and advice'. It points out the advantages to the peer educators but stresses their need for support:

'Peer education is an approach most commonly used in secondary Schools... Where used, their [peer educators'] role should be carefully negotiated with teachers, and adequate support provided. They should work within clearly defined boundaries and the school's policy on confidentiality. Research shows that often the pupils who benefit most from peer education are the peer educators themselves. Teachers should bear this in mind when choosing peer educators, particularly where vulnerable pupils might benefit... Pupils should be made aware of their potential role as informal peer educators, providing accurate information and positive role models.'

Aims and objectives

To initiate a 'bottom up' approach to drug education by stimulating questions and by the creation of a well supported and theoretically sound, Peer Education Programme.

- Incorporate and encourage good practice within schools existing drugs education programmes
- Raise awareness of substance use and misuse with school pupils
- Reduce the acceptability of drugs to individuals
- To provide a comfortable environment for pupils to discuss any issues they have on a confidential basis.*

****This can only be so as long as there is no risk of harm to themselves or someone else. Should this be an issue then the peer-educator will inform the yp of this.***

To give peer educators the skills, knowledge and confidence to pass on accurate information to their peers.

Methodology

The evaluation set out to find the effectiveness of the ‘Cascade’ programme on the school, pupils, teachers, and peer educators.

At the beginning of the evaluation we set the following evaluation questions:

- Has Cascade made a difference to peer educators’ attitude, knowledge and skills
- To what extent are stakeholders aware of Cascade, do they think it works have they any suggestions
- What impact has Cascade had on the school – teachers
- What impact has Cascade had on the school – pupils

Table 1: Evaluation questions and the methods planned

<i>Evaluation questions</i>	<i>Evidence sought</i>	<i>Evaluation activity</i>
Has cascade made a difference to the peer educator’s attitude, knowledge and skills	Feedback from peer educators	e-mail questionnaires individual interviews – semi structured
To what extent are stakeholders aware of cascade, do they think it works have they any suggestions	Feedback from stakeholders	e-mail and questionnaires parents’ questionnaire
What impact has cascade has on the school – teachers	Feedback from teachers	Questionnaires
What impact has cascade had on the school – pupils	Feedback from peer pupils	One or two group sessions – focus group (10-12 pupils)

Table 1 shows the evaluation methods we planned to use to answer the evaluation questions. Each evaluation activity is described in detail below.

Peer educator questionnaires (Annex 6)

A short questionnaire was sent to fifteen? former peer educators to find out how they rated CASCADE. The questionnaires were also intended to identify peer educators who were willing to be interviewed. The former peer educators sent questionnaires had left school and become university students. Letters were sent out via the school.

Peer educator individual interviews (Annex 7)

Peer educator interviews did not take place because none of the peer educators returning questionnaires were willing to be interviewed.

Stakeholder questionnaires (Annex 1)

Stakeholder questionnaires were sent out to Director and Deputy Director of Kenward Trust, Maidstone YRCOs (2), West Kent Drugs co-ordinator, Mid Kent Drugs co-ordinator, Research and Verifications Officer (KDAT) and Chairman of Trustees (Kenward Trust). The questionnaire sought to find out whether they were aware of the way CASCADE worked and their opinions about it.

Peer pupil focus groups (Annex 3)

We asked how they felt about being taught by yr12&13 students, what was good/bad. Did you trust them, find the drop-ins useful, were they knowledgeable.

Parents' questionnaire (Annex 5)

We sent these out but there has been no response.

How the DEPIS consultancy affected the evaluation

The DEPIS consultant visited the Project and helped us to frame evaluation questions, select appropriate evaluation methods, and provided a workshop in which we started to design questionnaires and interview schedules.

Subsequently we sent the completed instruments to the Consultant who provided feedback and advice. The Consultant also helped us design Excel spreadsheets so that we could input data. Subsequently she assisted us with analysis and gave extensive help with writing the report (for which she provided a template).

Limitations

This evaluation had several limitations

- poor response rate to questionnaire resulted in no ex-students (former peer educators) being interviewed
- some key people were not available to be interviewed therefore this evaluation does not take into account the views of some of the peer pupils who used the 'drop-in', some peer educators.
- due to lack of time and resources our sample was rather small
- only one peer pupil was interviewed; it was not possible to hold a focus group of peer pupils
- no parent opinions were obtained due to non-return of questionnaires.

Results

Young people attending the Project

Cascade has trained eight peer educators to date and is now training thirty pupils in two more schools. Peer educators have taken part in a drug-awareness week run by Maidstone Boys Grammar School this has included taking assemblies. Only four of the eight peer educators responded to the questionnaire they were sent; none of them wished to be interviewed.

The sample

Grey Zebra has worked closely with Maidstone Boys Grammar School and they were our first choice to pilot 'cascade'; the school was very receptive to this.

To what extent are stakeholders aware of Cascade, do they think it works have they any suggestions

The stakeholders questionnaire was given to eight stakeholders included in these were the Director and Deputy Director of Kenward Trust and the Maidstone YCROS but only four people responded to it: the Director of Kenward, the Mid-Kent drugs co-ordinator, the YCRO Maidstone, and the Director of Kenward Trust.

Three out of the four respondents knew:

- that Grey Zebra was doing a Cascade peer education programme on drugs and alcohol,
- that Cascade had trained eight peer educators in that school over the last two years
- that the peer educators taught in a weekly drop-in session about drugs and alcohol for student from years 7-13
- that the peer educators also delivered an assembly on drug and alcohol one a year
- the secondary school in which Cascade was operating

The other respondent was not aware of the Project.

The three respondents were well aware of the benefits of the peer education programme to the peer educators, for example:

- 'they learn at a level and with a motivation, which would not be present within conventional school-based education'
- 'the fact that they are learning in order to disseminate to other, also gives a much deeper 'internalisation' of the subject'
- 'additionally, by making public statements, they are nailing their colours to the mast and are less likely to risk the status, so earned'
- 'peer educators are getting experience of being 'givers' of advice and information, which is a formative 'work experience' exercise, valuable for those booking at a Social, Educational, Medical, Caring, or other professional future'
- 'gives them experience in educating younger students to the dangers of becoming involved with drugs'

- ‘correct information and increased knowledge, confidence, role model, respect form both staff & students’.

and to the students:

- ‘the students hear accurate information, given by their Peers’
- ‘research tells us that this is the most acceptable source of information to young people, a factor particularly vital, when taken in conjunction with the knowledge that, those intending or already experimenting with illegal substances are also those least likely to be paying attention within formal education settings’
We have found this to be true during our lessons in school, based upon some responses from pupils to certain information given during the lesson.
- ‘it is also important that information and guidance are not just available at the time of the Cascade Project. With Peer Mentors, these stay in the school and within the continuum of accurate and targeted information. Support also needs to be continuously available for both the students and the peer mentors, outside of the structured settings’
Peer educators have expressed that knowing we will be there for them when needed is reassuring.
- ‘listening to information and help being given from somebody on their own wave length’

When asked if they could suggest any changes to the peer education programme, the respondents generally wanted :

- ‘more of it. The success of this work suggests that DAAT's should be aiming to have this programme available in all secondary schools and other 'structured' youth settings’
- ‘more schools taking part, and greater number of students benefiting from this approach’.

One respondent wanted:

- ‘greater publicity of this to the general public’.

Two respondents wanted further information about Cascade.

What impact has cascade has on the school

Twenty of the 50 teachers responded to the questionnaire but, of these, only five were aware of Cascade operating in their school.

The five respondents identified eight aims for Cascade in their school (see Table 2 below).

Table 2: Aims identified by teachers

<i>Aim</i>	<i>Number of teachers</i>
raising awareness about drugs generally	2
develop skills of those involved in training to become peer mentors	1
giving responsibility/leadership to others (peer mentors)	1
add another strand of support to the student body over drug and alcohol issues	1
drug awareness information to students	1
acknowledging the problem	1
help students who may be having problems associated with misuse/abuse of drugs	1
supporting individual students	1

Three of the five respondents who were aware of Cascade in their schools, reported having evidence to show that these aims had been met, their comments being:

- The drug peer mentors 'drop-in' sessions on Friday lunchtimes have been used by students
- I know students who have gone to the GZ team [the peer educators] on Friday to get information or talk about problems
- anecdotal evidence [not specified] is good.

One commented on an area that could be improved:

- Assemblies have been developed by the Cascade team - more of this could have been done.

The other two teachers said that they did not know of any evidence.

All five teachers were positive about the students teaching their peers:

- 'very much in favour, given the appropriate knowledge and training'
- 'excellent idea. Students can talk about sensitive subjects easier with peer mentors'
- 'it brings it closer to them (not an adult-adolescent relationship) and they are more likely to listen/take notice'
- 'an excellent idea: I think that in some cases this is the most effective way of handing the issue'
- 'wholly supportive'.

We have found that most schools think of cascade in a positive way.

The teachers were also asked about the impact that Cascade had had on the peer educators. Four of them said that the impact was 'constructive' and the other one that it had had 'some' impact.

Only one school said that Cascade was fully integrated with their drugs education policy and practice; another indicated that it was integrated but 'not much'. One teacher said that it was 'not known to me' while two did not answer the question.

Has cascade made a difference to the peer educators' attitudes, knowledge and skills

Cascade Training

Peer Educators were asked about how well the training had equipped them for peer tutoring in the Drop-in sessions and in the Assemblies. On average they responded 'Very Well' to both questions – though responses varied from 'Excellent' to 'Fairly Well'.

All four peer educators responding thought that the training had given them the confidence to deliver Cascade. However only two thought that it had given them sufficient skills and knowledge to deliver it.

Peer educators who have managed to attend all/most of the training session have more confidence to deliver the information

There was some difference of opinion about the best time to deliver the training. Peer educators agreed that it should not take place before school but one wanted it at lunchtime and another in the evening. Two thought the best time was after school.

Trying to find a good time for the training is probably the biggest hurdle we/they face.

Outcomes of training

Two teachers responded to the item asking about the attitudes, knowledge and skills that the peer educators had at the end of their Cascade training; these included:

- ability to empathise
- ability to pass on knowledge
- improved listening skills, team work, responsibility, and organisation
- very aware of a wide range of issues.

One teacher said that he or she needed to ask the PSHE Coordinator
Two did not answer the question.

The Peer Educator questionnaire also asked about the benefits of Cascade to themselves. On average they responded that it had benefited them 'very much'.

What impact has cascade had on the pupils?

When teachers were asked about the impact of Cascade on the students. Two said it had been 'constructive' while the other three said that it had had 'some' impact.

The four Peer Educators responding to the questionnaire thought that Cascade had benefited students in their schools. In particular they all thought that the assembly had benefited students but only one of the four thought that the drop-in sessions had; the others were unsure about any benefits.

One peer pupil was interviewed about his experience of Cascade. He reported that he liked being taught by sixth form students because they were non-judgemental: 'older people would be more likely to judge you.' He also felt that he could trust the peer educators though 'not completely'. The Drop In was useful to him: 'you can tell them more than friends – it's relaxed, talking', he also thought there was 'nothing negative about it'. However, he also felt that someone who lacked confidence might have a problem asking questions. Friends encouraged him to attend the Drop In and had this service not been available he would have: 'done nothing. Wouldn't go anywhere else to ask questions'. He heard about the Drop-in from his teachers.

He felt that the peer educators were knowledgeable and that: 'if they didn't know they would say'. His talk with them was confidential but it concerned a specific drug which could lead on to other drugs and even dependence. He thought that the peer educators: 'made you feel welcome and that you could tell them anything', and that he felt at ease with them because it was so normal and they were so knowledgeable in fact there was only one thing that 'they were not sure about'. Sometimes his opinions differed from those of the peer educators: 'I had my own opinions and they were OK with that'. As a result of the Drop Ins, his attitudes towards drugs and alcohol had changed: 'a bit - they gave me a proper reason why to stop using drugs'. The Drop Ins were weekly and four of his friends had used it.

There will always be different opinions, but discussion will possibly encourage someone to re-examine their views.

The student had also attended a drugs or alcohol assembly run by the peer educators but he said that: 'It was difficult to participate as there were too many students'. He avoided the question about how enjoyable the session was and pointed out the: 'knowledge among the pupils would be at different levels'. However, he thought that the assembly was helpful but 'that there should be more Drop-ins than assemblies - more advertising on notice boards and in bulletins to raise awareness within the school'.

All lessons/assemblies will have pupils with different levels of knowledge, but giving correct information must be seen as a positive outcome.

We would tend to agree that more advertising is needed.

Discussion and Recommendations

The following discussion is based on the results from our investigations. Due to a variety of circumstances these were based on the views of quite a small number of respondents. However, these views are supported from our own observations and informal conversations with teachers, peer educators and peer pupils. The discussion is organised under headings relating to the evaluation questions.

To what extent are stakeholders aware of Cascade?

In order for a peer education programme to be effective in schools, it is necessary to have a high level of awareness of the scheme; we did not find this. Amongst teachers in the schools, only a small number responded to the questionnaire. This might have indicated a lack of knowledge of or commitment to the programme. Of those that did, only a quarter were aware of Cascade operating in their schools. Teachers need to be fully aware of the programme if they are to direct their students to use the Drop In service or to support the peer educators.

Three of the four stakeholders who replied were very aware of Cascade; the fourth person would like to know more information about Cascade.

We therefore recommend that schools PSHE coordinators raise the profile of the programme within their schools so that the whole school community is aware of what Cascade is and how it operates in their school.

We further recommend that Cascade is extended to include PSHE training for teachers and PSHE coordinators in the scheme – so that they understand how it may best be implemented.

There is some evidence that not all pupils in the schools were aware of the CASCADE Drop In sessions in their school. Increased teacher awareness should help this, also Cascade courses for teachers. In addition, the service needs to be advertised in the school.

We recommend that schools make the Cascade service available to all pupils through appropriate advertising within the school. (For example: on notice boards, in school bulletins, information at registration.)

Some of the wider group of stakeholder's were aware of Cascade, its aims and how it worked; others were not. It would help Grey Zebra if they were to publicise what they are doing to potential funders and to people in the education/service who could promote Cascade's work in schools.

We recommend that Grey Zebra publicise Cascade more widely, particularly to potential funders and to professionals in the education service who could promote Cascade in schools.

Grey Zebra found a lack of awareness of Cascade within the school by teachers and pupils. The teachers who were aware of Cascade felt very positively about it. Not all candidates for the Cascade training were fully aware of what the programme was about. More publicity in the schools and PSHE coordinators and teachers who required some Cascade training would help to promote a better awareness amongst the year 11 students.

We recommend that PSHE coordinators and teachers ensure that all year 11 students are aware of Cascade and the implications of becoming peer educators.

What impact has cascade has on the school

When asked to identify their aims for Cascade in their school, there was little consistency between the three teachers responding to this item. In addition, not all the aims given matched the stated aims of Cascade. However, Cascade's aim to 'raise awareness about drugs/substance use and misuse with school pupils' was identified by two teachers.

We therefore recommend that Cascade considers closer links with school staff so that there is a common recognition of the aims of the Project. We further recommend that teachers are trained alongside peer educators.

Nevertheless, most teachers thought that Cascade had achieved its aims and evidence included: knowledge of students using the drug peer mentors 'drop-in' sessions; and good anecdotal evidence.

Teachers were positive about the impact peer education had had in their schools recognising the effectiveness and credibility of peer educators in the drop-in sessions. This effectiveness has also been noted in reports of other peer drug education projects, for example HYPE.

We recommend that local schools work with Cascade to introduce peer drug education to complement their other work in this area.

Peer education works best if it is fully integrated into the school drugs education policy. The evidence is that this was only true of some schools.

We recommend that Cascade stresses the importance of integrating the work of the peer educators into school policies and includes this in any teacher training that it does.

Has cascade made a difference to the peer educators' attitudes, knowledge and skills?

The majority of peer educators responding to the questionnaire thought that their training had prepared them very well for the Drop In sessions and the Assemblies including giving them the confidence to deliver the programme. Notwithstanding this, some peer educators indicated the need for more skills and knowledge. This might have been related to the fact that not all trainee peer educators attended the full complement of training sessions. This was usually due to their having other commitments during lunchtime. The peer educators consulted had a slight preference for an after school slot for the

training. However, we have a preference for a scheduled lesson time as this could be attended by all. On the other hand we recognise that this may not be possible and would depend, very much on a particular school's timetable. Therefore the best option would be to negotiate the timing of the training individually with schools.

The Peer-educators who replied to the questionnaires thought on the whole that Cascade was of benefit to school and pupils.

Due to other commitments of the peer-educators during training it was not always possible for them to be there every week.

We recommend that Cascade discuss the timing of the peer education training with individual schools so that the time slot of the training can be changed, possibly from lunchtime to a scheduled lesson time so that the peer educators are able to participate every week.

The peer educators thought that they had benefited 'very' much' from the training but unfortunately, since none were willing to be interviewed, it was not possible to find out in what ways they had benefited. However, teachers indicated that, as a result of their training, the peer educators had improved their skills to empathise, to teach, to listen, and to work as a team. They also said that the peer educators had become more responsible and organised and were more aware of a wide range of issues.

At present there is no formal mechanism for peer educators to be debriefed after the Drop In sessions; this does not accord with the advice given by the DfES in their Drugs: guidance for schools. Additionally, some peer educators feel the need for further skills training.

We recommend that the present peer education training continues as at present and that peer educators perceived needs for further training are met through an extra training session a few weeks after they have started educating their peers. We further recommend that this session includes debriefing and the opportunity to share experiences.

What impact has cascade had on the pupils?

The evidence from teachers and peer educators indicates that Cascade has had some impact on the students. The extent of this impact, however, is unclear because of lack of evidence from peer pupils. Nonetheless, the one pupil to give evidence was very positive about his experience of the Drop In and the assembly and reports that the advice given affected his behaviour around drugs.

We recommend that Cascade continues to seek feedback from peer pupils so that they can take this into account when planning future work with sixth formers.

Conclusion

The evidence from this evaluation shows that Cascade is offering schools a useful service which complements their drug education programmes. We found no major problems with the Project.

We recommend that Cascade continues to offer schools peer education training and support and, in planning future work, they take into account any recommendations made in this report.

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Annex 1:

DEPIS EVALUATION

Stakeholders' Questionnaire

(Please Highlight Yes or No, where appropriate)

Do you know that Grey Zebra is doing a Cascade peer education programme on drugs and alcohol? Yes No

Did you know that Cascade operates in Maidstone Grammar School for boys? Yes No

Did you know that Cascade has trained eight peer educators in the school over the last two years? Yes No

Did you know that the peer educators teach in a weekly drop-in session about drugs and alcohol for students from years 7-13? Yes No

Did you know that the peer educators also deliver an assembly on drugs and alcohol once a year? Yes No

If you were aware of the work of the Cascade peer education programme, what do you think are the benefits to?

a) The peer educators

b) The students

If you were aware of the work of the Cascade peer education programme, are there any changes you would like to see?

Would you like to know more about the Cascade peer education programme?
(Please Highlight Yes or No)

Yes

No

If you have answered 'yes' to the above question, The Kenward Trust Grey Zebra team will be pleased to talk with you further about the Cascade peer education programme.

Thank you for completing this questionnaire.

Kenward Trust, Grey Zebra Project
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Annex 2:

DEPIS EVALUATION

TEACHERS QUESTIONNAIRE

Are you aware of what CASCADE is?

(Please circle Yes or No)

Yes No

What were the schools aims in embarking upon CASCADE?

What evidence is there that these aims have (or haven't) been reached?

How do you feel about students teaching their peers?

has impact has CASCADE had upon the Peer Educators?

(Please circle one)

None Minimal Some Constructive
Major

What impact has CASCADE had upon Students?

(Please circle one)

None Minimal Some Constructive
Major

To what extent is CASCADE integrated with your drugs educational policy and practice?

What attitudes, knowledge and skills do the peer educators have at the end of the CASCADE training?

Thank you for completing this questionnaire.

<p>Did you find the drop-in useful?</p> <p>Why did you find it useful?</p> <p>Was there anything you didn't like about the drop-in?</p>	<p>Number finding the drop-in useful:</p>
<p>Why did you go to the drop-in?</p> <p>What would you have done had the drop-in been unavailable?</p> <p>How did you hear about the drop-in?</p>	

<p>Did you find the peer educators knowledgeable?</p> <p>What sort of things did you talk about – or was it confidential?</p>	<p>Number finding peer educators knowledgeable:</p>
<p>Were the peer educators welcoming?</p> <p>What did they do to make you feel at ease?</p> <p>Were there any questions, which they couldn't answer?</p>	<p>Number who thought peer educators welcoming:</p>

<p>Have the drop-ins been every week?</p> <p>If not, how often?</p> <p>Is this often enough?</p>	
<p>Have your attitudes towards drugs and alcohol changed as a result of the drop-ins?</p> <p>If 'yes', in what way?</p> <p>Have you noticed a change in attitudes towards drugs and alcohol within the school as a whole?</p>	<p>Number of those whose attitude had changed:</p>

Annex 4: Cascade peer pupil interview

Interview with one male student (peer pupil)

Date: 04/03/2004

age: 16

ethnic origin: British

What did you think about being taught by Y12/13 student?

They were non judgemental. 'Older people would be more likely to judge you.'

What was good or bad about it

Lack of confidence might be a problem for pupils to ask questions

Did you trust them?

Trust mostly, but not completely.

Did you find the drop-in useful?

Yes

Why did you find it useful?

You can tell them more than friends relaxed, talking

Was there anything you did not like about the drop-in?

Nothing negative about it

Why did you go to the drop-in

Friends

What would you have done had the drop-in been unavailable?

Done nothing. Wouldn't go anywhere else to ask questions

How did you hear about the drop-in

Teachers

Did you find the peer educators knowledgeable?

Yes - if then didn't know they would say

What sort of things did you talk about- or was it confidential?

Specific drugs leading on to other drugs and on dependence
yes in confidence within the drop-in

Were the peer educators welcoming?

Made you feel welcome and that you could tell them anything

What did they do to make you feel at ease?

Friendly approach and knowledgeable

Were there any questions, which they couldn't answer?

There was one thing they were not sure about

Have the drop-ins been every week?

Yes, four friends used it

Have your attitudes towards drugs and alcohol changed as a result of the drop-ins

A bit . They gave me a proper reason why to stop using drugs.

If 'yes', in what way?

A lot more informed within my views pass correct info onto siblings about drugs

Have you noticed a change in attitudes towards drugs and alcohol?

-

Have there been any differences of opinion between yourselves and the peer educators?

Yes, I had my own opinions and they were OK with that.

Have you attended a drugs or alcohol assembly run by the peer educators?

Yes but It was difficult to participate as there were too many students

If so, how did you find it helpful

Different level of knowledge amongst pupils makes it more difficult to aim the assembly at the right level

Is the assembly enjoyable?

The information was helpful, trust friends -run voluntary assembly

what made it helpful and enjoyable

-

Is there anything else you would like to tell me?

There should be more drop-in than assemblies - more advertising on notice boards and in bulletins to raise awareness within the school.

Annex 5: Parents' Questionnaire

1. Do you know that your son / daughter is involved with the Cascade peer education programme. *(Please circle Yes or No)*

No

Yes

2. What do you know about the Cascade peer education programme?

3. Is your son / daughter is a *peer educator*? .
(Please circle Yes or No)

No

Yes

If Yes, do you agree that it is a good idea for them to educate other students on drug issues? (Please circle Yes or No)

No

Yes

4. Has your son / daughter has been educated on drug issues by year 12 and 13 students? *(Please circle Yes or No)*

No

Yes

If Yes, do you think it is a good way of educating them?
(Please circle Yes or No)

No

Yes

5. Any comments to above questions? *(Please write in the box)*

Please continue on next page

6. Do you think The Cascade peer educator programme will leave a positive impact on your son / daughter.

(Please circle Yes or No)

Yes

No

7. Would you like to know more about the Cascade peer education programme?

(Please circle Yes or No)

Yes

No

If you answered yes to last question the Kenward Trust Grey Zebra team will be pleased to talk to you further about the Cascade peer education programme.

Thank you for completing the questionnaire

Kenward Trust Grey Zebra team
Tel 01622 817820
Email: greyzebra@kenwardtrust.org.uk

ANNEX 6:Peer Educators Questionnaire

Do you believe CASCADE has benefited Students in your school?
(Please circle Yes or No)

Yes **No**

To what extent did CASCADE benefit you?
(Please circle one only)

Did not **Slightly** **A little** **Very**
much **Significantly**

Do you believe the CASCADE assembly benefited the Students?
(Please circle one only)

Yes **No** **Unsure**

Has the CASCADE 'Drop-In' benefited Students?
(Please circle one only)

Yes **No** **Unsure**

How well do you think your training equipped you for peer tutoring during the 'Drop In' sessions?
(Please circle one only)

Not at all **A little** **Fairly well**
Very Well **Excellently**

How well do you think your training equipped you for peer tutoring during the Assemblies?

(Please circle one only)

Not at all A little Fairly well Very Well
Excellently

ease continue overleaf

**Has your training given you the confidence to deliver
CASCADE?**

(Please circle one only)

Yes

No

Unsure

Has your training given you the skill to deliver CASCADE

(Please circle one only)

Yes

No

Unsure

**Has your training given you the knowledge to deliver
CASCADE**

(Please circle one only)

Yes

No

Unsure

What do you think would be the best time for the training?

(Please circle one only)

***Before School
evenings***

lunchtime

after school

**Would you be willing to give your views to Grey Zebra in the
form of an interview?**

(Please circle Yes or No)

Yes

No

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

ANNEX 7: PEER EDUCATORS INTERVIEW SCHEDULE

Name..... Age
 Class.....Date...../.../2004

THE TRAINING	
<p>What were the most useful aspects of the Cascade training for equipping you to deliver assemblies?</p> <p>What would you add or change?</p>	
<p>What were the most useful aspects of the Cascade training for equipping you to deliver drop-ins?</p> <p>What would you add or change?</p>	
<p>Did your Cascade training give you the confidence to deliver assemblies?</p> <p>If Yes, what aspects of the training gave you confidence? What more could be done?</p> <p>If No/ Unsure, how could the training have been changed to give you more confidence?</p>	<p>Yes No Unsure</p>
<p>Did your Cascade training give you the confidence to deliver drop-ins?</p> <p>If Yes, what aspects of the training gave you confidence? What more could be done?</p> <p>If No/ Unsure, how could the training have been changed to give you more confidence?</p>	<p>Yes No Unsure</p>

<p>Did the training change your attitude to drugs in any way? If so, how?</p>	
PEER PUPILS	
<p>How do you feel about Your relationship with the pupils you have been teaching?</p>	
<p>What do you think that pupils get from a peer educator that they could not get from a teacher?</p>	
THE SCHOOL	
<p>What does the school do to facilitate your teaching?</p>	
<p>Can you think of any other way in the school (or others) could help your teaching?</p>	
<p>How do you think teachers feel about Cascade?</p>	

THE SCHOOL (continued)	
How do you think teachers feel about pupils teaching pupils?	
How did your school become involved in Cascade?	
What were the schools aims in embarking upon Cascade?	
How did the school proceed in order to achieve these aims? E.g., publicity, any changes in current drug education.	
What evidence is there that these aims have (or have not been) reached?	

PERSONAL	
<p>Would there be a problem if anyone had a different attitude to drugs than yours?</p> <p>Peers?</p> <p>Teachers?</p> <p>Pupils?</p>	
<p>Does being a Peer Educator affect your present studies?</p> <p>Are there any negative effects?</p> <p>Are there any positive effects?</p>	
<p>Has Cascade affected your relationship with your teachers? If so how?</p>	
<p>What impact, if any, has Cascade had on you personally?</p> <p>Did the Cascade training given you confidence in other areas?</p> <p>If so, what?</p>	
<p>Is there anything else you would like to tell us?</p>	