



MID WEST REGIONAL
DRUGS & ALCOHOL FORUM
Clare • Limerick • N Tipperary



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

Evaluation of the Impact of the Post Primary Substance Use Education Support Programme

A substance use education programme for 2nd year pupils and their parent/guardians



UNIVERSITY of LIMERICK
OLLSCOIL LUIMNIGH

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Foreword

Thankfully, many young people in Ireland live life in a very positive environment growing and developing in loving families, active communities and schools where their potential is realised.

Despite this we know that young people are confronted by concerns and challenges not least when it comes to the question of substances. Far too often our services encounter alcohol and drug related presentations in young people. The prevalence of alcohol use by those of school going age is at the high end with nearly half having tried at least one illicit drug prior to leaving school.

Drug & alcohol education in schools is primarily delivered in the context of the Social Personal & Health Education programme (SPHE) where substance use is one of the ten modules covered, and since 2006 has been a compulsory module.

It was in this context that the Drug and Alcohol Service in the Mid West were requested to design and tailor specialised educational resources on substance use. Specifically, they were to:

- develop and pilot an evidence-based, sustainable workshop for teachers, guardians/parents **and** their children, that will allow them to have a shared experience of drugs education.

The Let's Learn About Drugs and Alcohol Together (LLADAT) programme was developed in 2012 and piloted in a number of schools in the Mid West. The programme was well received and generated much attention.

Awareness of the programme has been promoted through a post primary schools art competition and has been rolled out, with great success, with demand as well as participation levels, ever increasing from schools, pupils and parents.

The LLADAT programme has undergone academic scrutiny with an evaluation conducted by the University of Limerick. The HSE Mid West is delighted to present the findings of the evaluation in this document. Such exercises enhance the quality of the training and services offered and will assist in the further development of the programme as well as aiding the design of future initiatives.

Special acknowledgement must be given to the Mid West Regional Drugs & Alcohol Forum, Mary Immaculate College, University of Limerick and the Professional Development Service for Teachers (SPHE) for their vision and leadership in developing and implementing such a progressive and beneficial project. The programme's success is due in no small part to their dedication, insight and experience. I look forward to this vital project going from strength to strength and commit my support to it.

Education is, of course, but one dimension in combating drug & alcohol abuse and I am delighted, therefore to see the project evaluation launched as part of the inaugural Mid West Drugs & Alcohol Awareness Week 2014 which brings together the other dimensions for tackling this issue.

Bernard Gloster

Area Manager, HSE Mid West

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List of Acronyms

CPD	Continued Professional Development
HSE	Health Service Executive
LLADAT	Let's Learn About Drugs and Alcohol Together
MWRDAF	Mid-West Regional Drugs and Alcohol Forum
NCCA	National Council for Curriculum and Assessment
PCCC	Primary, Community and Continuing Care
SPHE	Social, Personal and Health Education

1.0 Introduction

1.1 Background to Research

The 'Let's Learn About Drugs & Alcohol Together' (LLADAT) post-primary programme began in September 2012 aided by funding made available by the Health Services Executive (HSE) for the development and pilot of "an evidence-based, sustainable workshop for teachers, parents and their children that would allow them to have a shared experience of drugs education". The inspiration to create such a programme was initially conceived by Education Officers HSE Mid-West Drug & Alcohol Service as a response to ongoing requests by schools (staff/management, students, parents associations) for educational inputs/expert speakers. Funding was secured by HSE Mid-West Drug & Alcohol Service from within the HSE Mid-West Social Inclusion Directorate and Primary, Community and Continuing Care Directorate who pledged the funding to ensure delivery by the HSE in their role as a partner in prevention as per the National Drug Strategy, 2009-2016. Throughout the process, senior management in both Directorates took a keen and active interest in the project.

The programme was developed by Dr. Sancha Power in consultation with a Steering Group comprising of representatives from the HSE Mid-West Drug & Alcohol Services, the Mid-West Regional Drugs & Alcohol Forum, Mary Immaculate College Limerick, the University of Limerick, the Health Promotion Unit (HSE and Mary Immaculate College) and a regional manager of SPHE Support Service with the Professional Development Service for Teachers. The resulting intersectoral and interagency partnership is highly valued by all organisations involved in the Steering Group, culminating in a stronger, mutually agreed initiative. The aim of the programme is to support and build upon the work of SPHE in the classroom, while addressing parent/pupil needs in drugs education and to create a dialogue on this topic between parents and their children.

For the Mid-West Regional Drugs & Alcohol Forum, the initiative provides a further layer of support for schools as a key partner in the prevention pillar of the National Drugs Strategy. It is one of many projects co-ordinated by the Forum and supported by their Education & Prevention subgroup.

In designing the project proposal, the objectives were to respond in a consistent planned way, in keeping with best practice in this area (of substance use education in schools). Key family risk and protective factors have been repeatedly identified by research. As a key objective in terms of outcomes, LLADAT endeavours to nurture protective factors relating to parent-child relationship and discussion of clear messages surrounding substance use. This meant that the concept of shared learning experiences became central and was a new approach because traditionally, parents and adolescents were addressed as separate groups.

For the programme to run in any school the following criteria must be met:

- Alcohol, Cannabis and Solvents topics must be covered with the pupils in SPHE class.
- A minimum of 6 parents/guardians must attend workshop 1 carrying through to workshop 2, providing 12 participants. Workshop 1 is always run regardless. Minimum numbers are an exception where school numbers are low.

Typically, only one facilitator runs the workshops, however, if numbers for workshop 2 were high for example, nearing 90, a second facilitator would attend.

The programme, which is structured as two individual workshops, is aimed at second year pupils in post-primary education and is grounded in the National Council for Curriculum and Assessment (NCCA) guidelines relating to substance use education in SPHE. The first workshop invites parents/guardians only to explore substance information; age-related development; parental influence; prevention messages; how to talk in the home; national and local services. The second workshop invites parents/guardians and their child to explore pertinent information regarding substance abuse, its effects and dangers in an activity based interactive workshop where pupils working with their own parents (or another family member) and others' develop their own responses and conclusion to activities.

The LLADAT programme was piloted across the mid-west region from January to May 2013. Both urban and rural schools were sampled for the pilot due to the demographic of the mid-western region. Urban schools were selected from Limerick City, while rural schools from Co. Clare. Schools in North Tipperary and County Limerick were excluded for the pilot phase. An internal evaluation report was completed in July 2013 and subsequently funding was sought for a regional pilot.

Having received funding for a regional pilot, which began in September of 2013, the programme has now been disseminated to 27 schools across the mid-west region, including North Tipperary and County Limerick (which had been excluded from the original pilot).

1.2 Research Aim

To evaluate the impact of the post-primary substance use education support project “Let’s Learn About Drugs & Alcohol Together.”

1.3 Research Objectives

- To document and analyse the impact of the LLADAT Programme for Pupils, Parents/Guardians and Schools.
- To analyse the sustainability of the LLADAT Programme.
- To analyse the key strengths and challenges of the LLADAT Programme in the mid-west Region.
- To make recommendations for the future development and implementation of the LLADAT Programme in the mid-west Region.

1.4 Research Design

The evaluation adopted a mixed method approach. Quantitative data were gathered in the form of questionnaires that were distributed to pupil and parent participants of the LLADAT Programme prior to and following completion of the programme. Qualitative data were gathered from the following individual sources:

1. Interviews with parents who participated in the programme.
2. Interview with teachers attended the programme.
3. Focus groups with pupils who participated in the programme.
4. Interviews with members of the LLADAT Steering Group.

2.0 Evaluation Design

The scope of the evaluation undertaken was specific to the implementation of the 'Let's Learn About Drugs & Alcohol Together' programme in the mid-west region of Ireland. The research design was mixed method in nature involving three strands drawing data sources from:

- School based data collection
- Implementation partnership data collection
- Implementation process data collection

The intention behind this approach was to gain insight from those who experienced Let's Learn About Drugs & Alcohol Together workshops (children, parents, and teachers) while also to gain an understating of the role of the partnerships that drove the initiative. Attention to the implementation process through the Steering Group was also deemed important as this would illuminate the day to day experiences of the implementation.

Therefore, data were collected at several junctures and these are analyzed in this report;

- Parent questionnaires (n=134)
- Student questionnaires (n=105)
- Parent interviews (n= 8)
- Two student focus groups (n= 14)
- Five Steering Group interviews (n=8)
- School staff interviews (n=2)

2.1 Parent Questionnaires

Prior to participation in the workshops parents were asked to complete a pre-programme questionnaire. The aim of this questionnaire was to gather demographical information in terms of age, gender, occupation and number of children. The questionnaire also sought to yield parent self-identified levels of knowledge (pre-programme) about alcohol, solvents and cannabis. It also sought to assess their level of comfort in discussing alcohol, solvents and cannabis with their children and whether they currently discuss these substances with their children. The questionnaire also sought responses pertaining to the reasons for participation in the workshops and parental expectations of the workshops.

On completion of the workshops parents were again asked to complete a questionnaire. This questionnaire explored parent experience of the quality of the workshop delivery and content. The questionnaire also sought to examine parent self-identified levels of

knowledge (post-programme completion) about substances such as alcohol, solvents and cannabis. It also sought to assess their level of comfort in discussing alcohol, solvents and cannabis with their children having completed the workshops. Parents were also invited to make recommendations for improvement.

2.2 Student Questionnaires

Prior to participation in the workshops students were asked to complete a pre-programme questionnaire. The aim of this questionnaire was to gather demographical information in terms of age and gender. The questionnaire also sought to yield self-identified level of knowledge (pre programme) about alcohol, solvents and cannabis. It also sought to assess their level of comfort in discussing alcohol, solvents and cannabis with their parents. The questionnaire also sought responses pertaining to the reasons for participation in the workshops and what students hoped to achieve by participating.

On completion of the workshops students were again asked to complete a questionnaire. This questionnaire assessed levels of knowledge (post-programme completion) about substances such as alcohol, solvents and cannabis. It also sought to assess their level of comfort in working with their parents in the workshops. It also explores their experience of the content and workshop delivery.

2.3 Parent interviews

Eight parents participated in semi-structured interviews. All interviews followed a similar pattern and were focused through an interview schedule of questions. The interviews were conversational in nature and their aim was to probe in more depth parents experiences of the quality, delivery and perceived efficacy of the workshops. Interviews were on average approximately 30 minutes in duration. The discussion during the interview centred on how the programme influenced parents' knowledge of drugs, its impact on their confidence in speaking to their child about drugs, and whether that had actually followed up and spoken with their children about substance use.

2.4 Student focus groups

Two focus groups were conducted with students in 2 schools that had participated in the programme (one urban and one rural in location). Fourteen students took part (seven in each school). The focus groups were mixed in gender composition with eight participants male and six female taking part. The focus groups were approximately one hour in duration and were conversational in nature. The focus groups were designed to elicit maximum participation from students. The conversation was guided by a focus group schedule. The conversations centred on the students experiences of the programme, the relevance of the content, their experiences of the activities, and their suggestions for future activities. The focus groups also explored whether students perceived that the programme linked with their SPHE classes, how they experienced working with their parents and the efficacy of the programme in promoting more open dialogue with their parents about drugs.

2.5 Steering Group Interviews

Eight members of the Steering Group were interviewed. In the original design a focus group was intended however, pragmatically interviews were more efficient. Some Steering Group members opted to be interviewed in pairs, while others were interviewed individually resulting in three paired interviews and two individual ones. Once data had been collected from participants and preliminary data analysis conducted, interviews with the Steering Group commenced. The focus of the interviews was to explore the programme strengths. They also sought to examine the challenges faces in LLADAT implementation and the strategies employed to overcome such challenges if encountered. Discussions were also held about the potential sustainability of LLADAT and how LLADAT and the school subject SPHE could potentially intersect more effectively.

2.6 Teacher Interviews

Two teachers were interviewed for this evaluation. More teacher participation was sought but unsuccessfully. The focus of the interviews was to explore the suitability of the programme for second year pupils, what teachers perceived as the programme strengths and challenges, teacher expectations and recommendations. It also sought to identify how teachers perceived the programme intersects with SPHE and its potential sustainability.

2.7 Data Analysis

Quantitative data were manually inputted into the software programme Statistical Package for the Social Sciences (SPSS). Descriptive and inferential analyses were then performed. Qualitative data were coded and analyzed according to Braun and Clarke's framework for qualitative data analysis. Two researchers independently coded and analyzed the data in order to ensure rigor and to limit potential bias.

2.8 Ethics

Ethics approval for the study was granted by the Faculty of Education and Health Sciences Research Ethics Committee. The research was governed by a research working group in the University of Limerick which comprised of significant research expertise in education and schools based research. There were certain ethical principles that were held as inviolable throughout the research process. These were beneficence (that the research do good and/or achieve benefit for participants), non-maleficence (that the research do no harm) and the autonomy of persons (that participants rights and freedoms are at all times honoured). All participants were given information sheets clearly delineating the research parameters and expectations and outlining the freedom to decline participation or to withdraw at any stage without prejudice. Careful attention has been given to protecting the anonymity of participants and research locations.

3.0 Key Findings

3.1 Increased Substance Knowledge

Prior to starting the programme and following its completion, pupils and parents were asked to rate on a scale of 1 – 7 statements relating to their knowledge of the three substances covered in the programme. These statements read “I know about *insert substance* and its effects. 1 = Strongly Disagree while 7 = Strongly Agree. Significant increases following completion of the programme were observed.

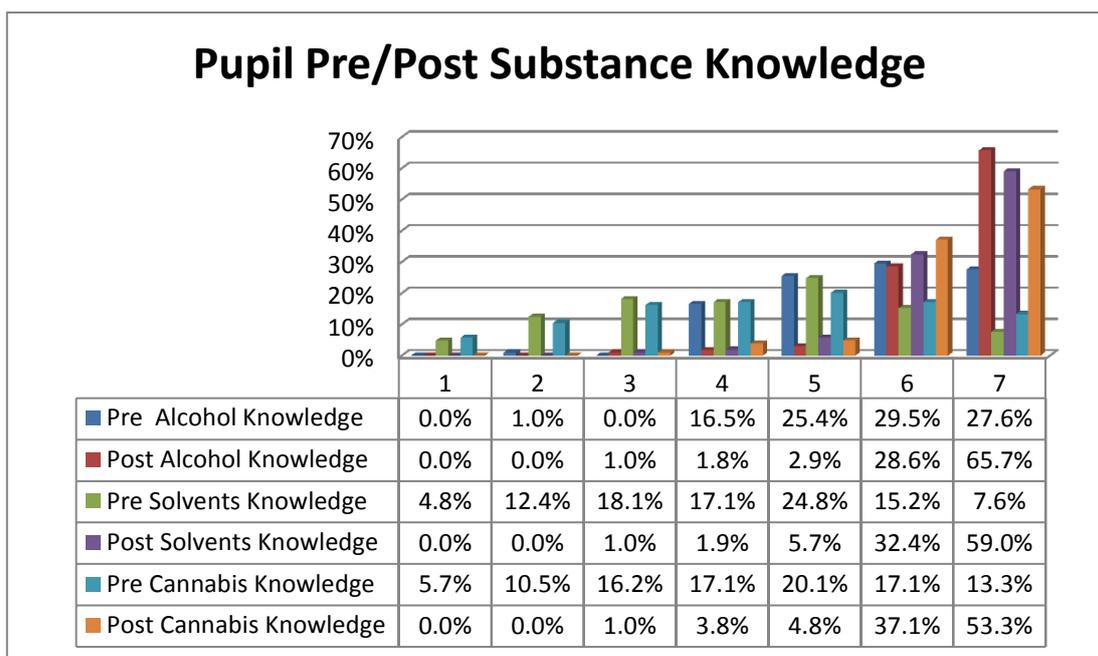


Figure 3.1

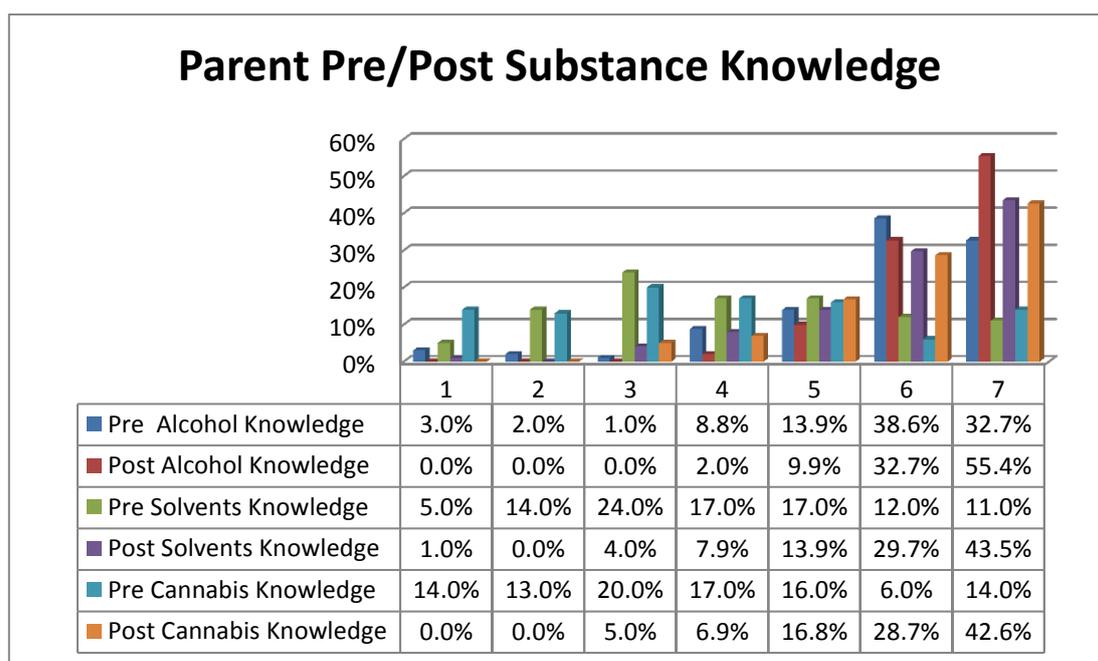


Figure 3.2

3.2 Increase in Parent Confidence Speaking about Substances

Prior to starting workshop 1 and following completion of workshop 2 parents were asked to rate on a scale of 1 – 7 statements relating to their confidence in speaking to their child about any of the substances covered in the programme. These statements read “I feel confident talking to my child about *insert substance*”. 1 = Strongly Disagree while 7 = Strongly Agree. Significant increases in parent confidence following completion of programme were observed.

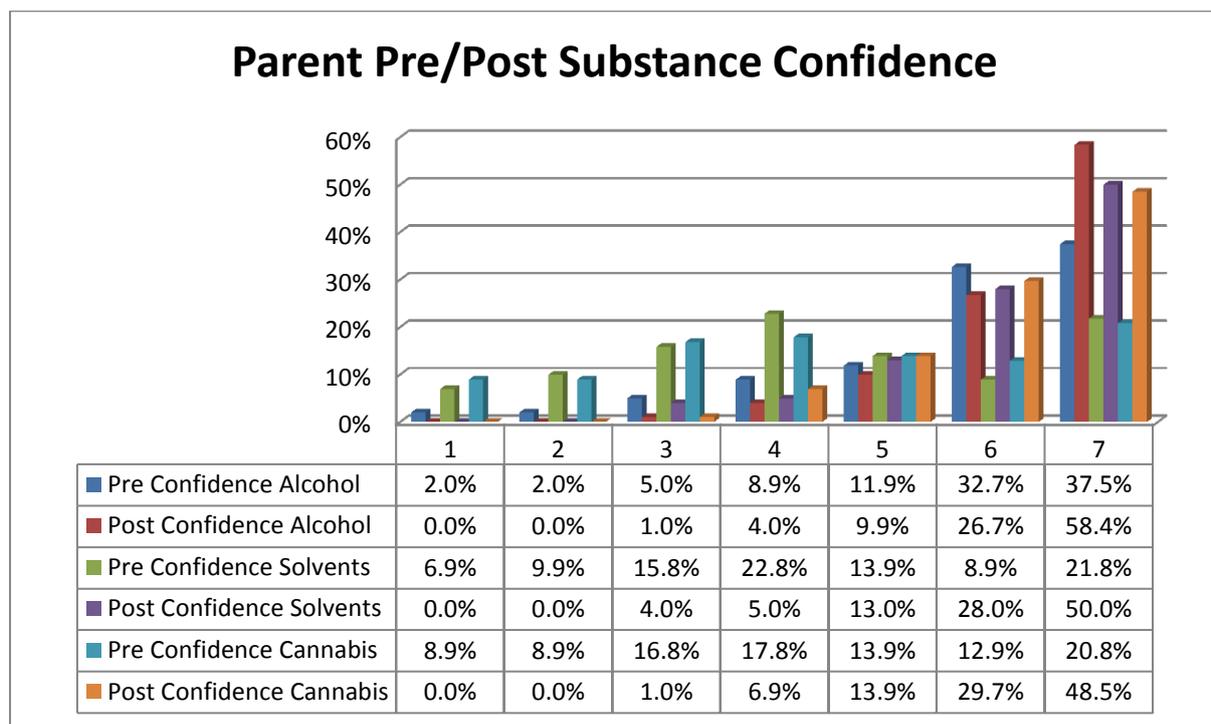


Figure 3.3

3.3 Positive Programme Evaluation

Parents and students were asked to indicate their level of agreement to a variety of statements designed to evaluate the programme and its activities.

Tables 3.1 and 3.2 show these results with green cells highlighting the highest % response from parents and pupils in relation to each individual statement.

Table 3.1 – Statement Responses (Parents)

Statement	Level of Agreement (%)				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I was well informed about the learning outcomes of the workshops.	56.1%	32.7%	10.2%	0.0%	1.0%
Workshop 1, lived up to my expectations.	57.6%	39.4%	1.5%	0.0%	1.5%
The activities in workshop 1, helped me to understand and learn more.	64.6%	32.3%	1.5%	0.0%	1.5%
Workshop 2, lived up to my expectations.	61.0%	33.0%	3.0%	1.0%	2.0%
Working with my child in a shared environment like workshop 2 was successful for us.	64.0%	29.0%	5.0%	0.0%	2.0%
I found the pace of the workshops too fast for me.	4.0%	4.0%	3.0%	38.0%	51.0%
The resource booklet given out in workshop 1 is useful.	54.5%	34.8%	6.1%	1.5%	3.0%
Seeing the drugs was useful for me.	45.0%	37.5%	10.0%	5.0%	2.5%
The presentation was clear and coherent.	74.5%	22.4%	1.0%	0.0%	2.0%
The facilitator was effective.	82.1%	14.7%	2.1%	0.0%	1.1%
I found the PowerPoint presentation boring.	5.2%	1.0%	5.2%	30.9%	57.7%
I will be able to use what I learned	57%	36.0%	3.0%	2.0%	2.0%

Table 3.2 – Statement Responses (Pupils)

Statement	Level of Agreement (%)				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Unsure</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
I found this workshop interesting.	42.9%	49.5%	6.7%	0.0%	1.0%
I enjoyed working with my parent in this session.	24.8%	49.5%	19.0%	5.7%	1.0%
It helped me to work with my parent.	22.0%	49.6%	21.0%	6.7%	1.0%
I really didn't want to come to this workshop.	8.6%	11.4%	28.6%	40.0%	11.4%
I enjoyed working in groups during the session.	42.9%	45.7%	8.6%	1.0%	1.9%
The facilitators were helpful.	46.7%	49.5%	1.0%	1.9%	1.0%
The workshop was relevant to me.	14.3%	43.8%	22.8%	14.3%	4.8%
I feel comfortable to talk to my parent if I have any questions about drugs.	44.8%	29.6%	18.1%	1.9%	5.7%
I found the content of the workshop easy to understand.	43.8%	51.4%	3.9%	0.0%	0.0%
I thought the Myth vs Fact exercise was good.	39.0%	51.4%	5.7%	2.9%	1.0%
I thought the Big Brother activity was good.	35.2%	52.4%	9.5%	1.0%	1.9%
I thought the Happy Birthday activity was good.	33.3%	53.3%	11.4%	1.0%	1.0%
I thought the Dilemma Dealing activity was good.	29.5%	54.3%	14.3%	0.0%	1.9%
I thought the Q and A section was good.	34.3%	45.7%	16.2%	2.9%	1.0%
My knowledge about the dangers of alcohol has increased	60.0%	33.3%	4.8%	1.9%	0.0%
My knowledge about solvents has increased.	66.7%	27.6%	3.8%	1.9%	0.0%
My knowledge about cannabis has increased.	65.7%	28.6%	3.8%	1.9%	0.0%
The question and answer session was helpful.	37.1%	48.6%	11.4%	1.9%	1.0%

3.3 Parent Expectations Met

When parents were asked what their expectations of the programme were and what they hoped to achieve by taking part:

- 91% stated they wanted to increase their level of knowledge and understanding surrounding the substances.
- 20% of total respondents also stated they wanted to enhance their communication skills with their child.

When parents were asked if each workshop did not live up to their expectations to outline the reasons why and any changes they would make, 91% of respondents stated their expectations were met and they could not offer any changes for workshop 1, while 83% echoed this for workshop 2.

3.4 Impact of the Programme

In the qualitative data gathered through interviews and focus groups three main themes emerged in relation to the impact of the programme.

1. A significant value was placed on the content covered within the workshops by both parents and pupils, highlighting the importance of knowledge surrounding these substances.
2. As the workshops provided parents and pupils with an opportunity to view different perspectives of the same issue a significant value was associated with this, deepening their understanding of one another's thinking in relation to the substances covered.
3. An improvement in the channels of communication at home following the workshop was identified by parents.

3.5 Strengths of the Programme

In the qualitative data gathered through interviews and focus groups a variety of strengths were identified.

1. The content and structure of the programme was identified due to its interactive, collaborative nature in opening discussion on these substances between parents and pupils.
2. Parental involvement was identified by teachers, parents, pupils and Steering Group members as one of the key strengths of the programme.
3. The friendly, enthusiastic, open approach adopted by the programme facilitator was identified as a strength.
4. The composition of the Steering Group, with a variety of backgrounds and expertise in education, health, teacher training and drugs.
5. The partnership/collaborative approach undertaken in developing the programme was seen as a very important by members of the Steering Group.
6. The programmes nature to supplement SPHE rather than replace it emerged as another strength, identified by the Steering Group.

3.6 Challenges of the Programme

In the qualitative data gathered through interviews and focus groups a number of challenges were identified.

1. The issue of attendance emerged from comments made by parents, teachers and Steering Group members. Participants offered some explanations for this, but ultimately encouraging as many people to attend was viewed as a significant challenge to the programme.
2. Some difficulties were noted by pupils in relation to some of the activities completed as part of the workshops, indicating that the Dilemma Dealing activity was hard to understand for some, why in the Q&A activity they felt they had to write something down even if they did not have a genuine question.
3. A mixed reaction was evident in the data surrounding the length of the programme. Some claimed the workshops took too long, while others stated they would have liked more time.
4. Limitations presented by the NCCA Guidelines prevented the Steering Group from including benzodiazepines in the development of the programme. It is felt that this is an important topic which must be covered.
5. The future of SPHE as a short course in the new Junior Cycle has raised concerns over the implementation of effective drugs education.

3.7 Sustainability of the Programme

In the qualitative data gathered through interviews and focus groups a number of findings emerged from the data.

1. A deep level of satisfaction with the programme has frequently emerged from all groups interviewed. Both pupils and parents stated that they would recommend this programme to others.
2. There is debate surrounding how the programme should be implemented in schools. Whether it should be done by an external individual or if teachers should be trained to conduct the workshop in their own schools.
3. It has been recognised that other programmes of this nature exist around the country and that there should be more collaboration on initiatives such as this, ultimately leading to a national programme.

4.0 Conclusions

The following conclusions have been identified and are delineated under the research aims.

1. Document and analyse the impact of the LLADAT Programme for Pupils, Parents/Guardians and Schools.

- A deep level of satisfaction with the programme was evident in the results of the evaluation.
- Pupils and parents reported that they would recommend the programme to others.
- Information on drugs/alcohol was valued by parents.
- Parents reported that the LLADAT programme was effective addressing their needs specific to drugs education.
- Significant increases in perceived knowledge could be seen in parent/pupil knowledge of each of the substances covered and their effects.
- Significant increases could be seen in parent perceived confidence in talking to their child about each substance. Increases were evident in how often they planned to speak with their child about the substances covered post-programme.
- The majority of pupils (74%) reported feeling more comfortable in speaking with their parent about drugs on programme completion.
- Both pupils and parents reported finding it interesting working together developing their communication skills, ultimately gaining an understanding of one another's perspectives. This was valued highly by parents, from whom it was reported that communication on this topic has continued at home following completion of the workshop.

2. Analyse the sustainability of the LLADAT Programme.

- In relation to structure and content, the programme evidences strong potential sustainability. Parents reported that their expectations had been met. Levels of satisfaction among parents and pupils across all the data strands were high. Parents valued the content of the programme and perceived that it had improved their knowledge and confidence levels.
- A cascading training model, whereby the current programme facilitator trains a large group of individuals (e.g. teachers, drug education workers, volunteers from addiction studies courses) to run the programme themselves could potentially offer more expedient fiscal and resource value. However, as with all cascading training models consistency and fidelity in terms of programme delivery can be difficult to maintain.
- Given the current impact and level of satisfaction with the programme there is significant potential at national level. Consideration of how the programme could be rolled out nationally is worthy of consideration.
- Due to varying levels of participation, clustering schools would be worth consideration and might be useful in terms of streamlining of resources.

3. Analyse the key strengths and challenges of the LLADAT Programme in the Mid-West Region.

Strengths:

- The programme increased knowledge and confidence levels amongst pupils and parents of drugs/alcohol and their effects.
- LLADAT is based on an evidence-based approach through interactive and participatory workshops.
- Parental involvement in the programme was a key strength which resulted in parents working with their children with the aim to ultimately help communication specific to substances between them to improve, by gaining an understanding of one another's perspectives.
- The programme facilitator was highly motivated and had the ability to relate well with participants thus ensuring comfort in the workshop environment. The content was well elucidated and she engaged with both parents and pupils at an effective, invitational and appropriate level.
- The programmes supplemental link to SPHE has significant potential and meets a current gap in this area. LLADAT effectively compliments the SPHE syllabus. The programme also enhances links between home and school for 2nd year pupils.
- The Steering Group expertise provided a wealth of invaluable experience and knowledge for programme development and implementation.

Challenges:

- Increasing commitment from schools in relation to increasing the number of participants who attend the programme is a particular challenge.
- Ensuring that teachers fulfil their duties prior to and during the programme is also a significant challenge to programme efficacy and sustainability.
- The development of the new Junior Cycle has added an element of uncertainty for the future in terms of the SPHE short course being optional for the school curriculum. A proposal for a substance use strand to be created in this environment of curricular uncertainty is a key challenge.
- Ensuring that adequate support is put in place so that the strategic development of this programme is not hindered is essential. A sustainable model of programme implementation (i.e. day to day running) and in tandem strategic development is required.
- Exploring the limitations raised by the NCCA guidelines surrounding benzodiazepines and prescription medication is problematic as education on these substances appears relevant and timely.

5.0 Recommendations

- 1) The programme received very positive evaluations and feedback from all participants in this report indicating its value and the imperative for continuation.
- 2) A cost analysis should be undertaken for the purposes of bringing an additional individual on board to deliver the programme.
- 3) Further research on various sustainable models of implementation would be of benefit.
- 4) A pilot of the programme wherein various personnel are trained to deliver the workshop would be useful. Targeted personnel could include Home School Liaison Officers, Drugs Education workers and Teachers. Comparison of programme efficacy and fidelity with targeted personnel delivery and the current external facilitator would yield excellent insight into the potential for broader implementation of school based interventions.
- 5) Investigation (with the aid of the PDST) of the potential that participation in the programme by teachers may count towards their CPD hours would greatly aid school and teacher engagement.
- 6) Exploration of the feasibility of creating similar age-appropriate programmes for other age groups would be useful.
- 7) Development of a detailed planning document for participating schools to help ensure that appropriate preparation for the programme is undertaken would greatly aid implementation.
- 8) Consideration to clustering of schools might be useful in terms of streamlining of resources.
- 9) Arrangement of Steering Group meetings with sufficient advance notice is required (this will need to be determined within the group), so that all members may schedule time to attend is essential for effective partnership.
- 10) Links with The National Literacy Agency with an aim to summarise all workshop materials in plain English would be useful to aid document clarity.
- 11) Exploration of the scope for including benzodiazepines and prescription medication in the programme is required.
- 12) Workshop content should be amended in line with the major findings of this report.