

The Use of External Agencies in the Delivery of Drug Education Programmes

سياسة معاداة التنمر ومعاداة العنصرية

এন্টি বুলিং এন্ড এন্টি রেসিস্ট পলিসি

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***The Use of External
Agencies in the Delivery of
Drug Education programmes***

This booklet offers advice on how to maximise the benefits of using external agencies in the support and delivery of drug education programmes.

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Why Use an External Agency?

Section 1

An external agency can enhance and support a drug education programme in several ways, but in order to maximise the potential of these agencies, certain procedures should be followed:

- There must be preliminary planning meetings to establish the content and format of the agency's input and to ensure that it fits in fully with the curriculum and policy of the school/Education Department.
- An education establishment therefore must be clear as to the rationale for the use of an agency.
- The agency's work should complement and supplement the work which has already been done with the pupils.
- The agency must have previous experience of the age group with whom they are working and the numbers involved.
- There should also be the opportunity for the agency to undertake follow up work with groups if this is thought to be required.
- External agencies should not normally be used on a one off basis; their work should be part of a structured drug education programme.
- There may be times however when an agency is making a contribution 'on a one-off basis' as part of a wider programme. In this case, the same checklist procedures should be followed.
- It is good practice to use a local agency whose staff are familiar with the City of Edinburgh's Drug Action Strategy and its principles of prevention and education.
- Teachers are in a unique position to deliver drug education; they know their pupils and are sensitive to the needs of their pupils. External agencies provide a specialist knowledge and experience which is difficult for teachers to have. The effectiveness of school-based drug education is supported by the research project undertaken by SCORE, *Providing Drug Education to Meet Young People's Needs* (Interchange 2000 – Kevin Lowden and Janet Powey).

Guidelines on How To Select the Most Appropriate Agency

Section 2

This section is to help you select the most appropriate professionals to support you in the delivery of drug education programmes.

Adviser – Guidance Health and Social Education

The Adviser can offer advice on how to organise and support awareness raising events for parents and can support staff development programmes. In addition, he/she has an overall picture of City wide developments.

Strengths	Constraints
<ul style="list-style-type: none"> • Educational experience • Curricular knowledge • Up to date knowledge both on drugs and on effective approaches in drug education • Knowledge of local agencies • Good working relationships with other agencies who undertake work on drug education 	<ul style="list-style-type: none"> • Availability

Specialist Drug Agency: Drug Practitioners

Drug practitioners deliver informal drug education inputs to young people in a range of settings, they have a variety of skills and experience and specialist knowledge of drug related issues. Specialist Drug Agencies are predominantly discreet voluntary sector organisations.

Strengths	Constraints
<ul style="list-style-type: none"> • Specialist knowledge of drugs and their effects • Knowledge of drugs in circulation locally • Experience of group work • More aware of young people's drug/use/drug problems have credibility with young people • Aware of Edinburgh Drug Strategy and familiar with Child Protection Guidelines 	<ul style="list-style-type: none"> • Availability • May find working in formal settings more difficult

Youth Workers

Youth Workers deliver informal personal, social and education programmes to young people aged 9–25 years of age. They have a variety of skills and experience and use many different methods to deliver the curriculum. They may be employed by the local authority or through voluntary youth organisations.

Strengths	Constraints
<ul style="list-style-type: none"> • Young people may already know youth workers • They may see a side of young people not seen by teachers • Skilled at working with young people • Have experience of group work • Can use a variety of educational techniques • Can be more aware of young peoples drug problem due to informality of setting • Have credibility, as they are not seen as linked to formal institutions such as police, schools and social work services • If directly employed by the City of Edinburgh Education Department they will know the drug education policies and child protection guidelines 	<ul style="list-style-type: none"> • May find that working in a formal classroom setting constrains them and places barriers between them and young people • Capacity to take on additional work in schools may be seriously limited • Availability • Not all youth workers will have in-depth knowledge of drug education

Police

Schools will already have contact with a School Liaison Officer through their local community police. Officers delivering drug education are specifically trained for this role.

Strengths	Constraints
<ul style="list-style-type: none"> • Officers with a specific remit for understanding drug education with young people have received additional training • Give clear factual and accurate information about drugs, the law and procedures including relevant regulation, search powers, custody procedures and case disposal options <ul style="list-style-type: none"> • Can bring samples of simulated drugs and drug paraphernalia and where appropriate, give information and identification of drugs and their effect • Can provide a local profile of legal and illicit drug use • Are aware of local agencies and initiatives • Can use case studies 	<ul style="list-style-type: none"> • Availability • Sometimes young people can display negative attitudes towards police because of contacts either without or within school • Perception of police by young people may hinder open and honest discussion

Theatre Groups

Strengths	Constraints
<ul style="list-style-type: none"> • Through drama, song and role-play, complex social, economic or cultural issues associated with drug use can be explored • Personal issues such as coping with stress, peer pressure and resisting drug offers can also be addressed • Often visually inspiring and therefore more attractive for younger children • Can use a variety of interesting formats – role-play – workshops – interviews • Can work with both small and larger groups 	<ul style="list-style-type: none"> • Work is often focussed on a small and • Messages not always consistent with overall themes of drug education • Tendency is to focus on shock/horror • Cost implications • Good quality follow up needed to maximise on the theatre performance

Former Drug Users and their Families

Former drug users are often keen to put their experiences to some more positive use and young people often say that they prefer to hear someone with first hand knowledge and experience.

Strengths	Constraints
<ul style="list-style-type: none"> • First hand experience. They can describe the 'highs' and 'lows' of using drugs and the immediate and long-term effects • Can make great impact with their presentation • Are not speaking from the viewpoint of 'experts' but relating their own experience • May have better street credibility 	<ul style="list-style-type: none"> • May lack teaching skills • May have little experience working with young people in a more formal setting • May inadvertently glamorise drug use and play down the negative effects (a former user standing before the group is a survivor in a position of authority) • May use shock tactics, which fuel anxiety • May promote escalation theories not borne out by research • May lack objectivity and be evangelical • May underplay the issue of legal or 'softer' drugs

Health Promotion Specialists

These are workers whose priority role is health promotion (including school nurses).

Strengths	Constraints
<ul style="list-style-type: none">• Long established connections with local schools• See the health of young people as a priority• Have received training on learning techniques and may have extensive experience of working with young people in a variety of formal and informal settings• They are well placed to deal with the broader health issues which might arise when discussing drugs<ul style="list-style-type: none">• Good source of resources• Often seen as neutral	<ul style="list-style-type: none">• Availability/Time• Work with staff in developing health promotion but do not directly work in the classroom• School Nurses may not be fully aware of drug education programmes

Appendix 1

A Checklist for Schools

Aims To provide a valuable experience for pupils

To ensure relevance to the curriculum, and to your own work with the class

To ensure that the external agency's contribution is appropriate for your needs

To evaluate the effectiveness of the visit

- Is the agency clear about the content required by yourself and your class?
- How will their contribution enhance the programme?
- Has the presence of teaching staff during the session been negotiated?
- Have the pupils been involved in organising and/or planning the visit and its content?
- Is it possible to have a preliminary meeting or discussion with the visitor prior to the session (perhaps with pupils or representative)?
- Do you know the viewpoint/agenda of the agency or individual on the topic? (Who is the parent body? Do they exist to promote a particular viewpoint?)
- What work can you do prior to and following the visit to support, make relevant and reinforce the agency's input?
- Does the agency know how many pupils they will be working with, and how much time is available to them?
- What educational methods will the agency use, and are they appropriate?
- Have you checked what practical requirements they have? (eg working space for groups, AV equipment, flipcharts etc.)
- What role will you play in the session?
- How will you get feedback from the agency about the session, and how will you share this with the class?
- How will you get feedback from your class to inform future planning and inform the agency?
- Could the agency be used in a different way? (eg staff training, consultation, service provision.)
- Does the visit have support implications (eg if sensitive material is being raised, or if there is likely to be demand for information following the session) and if so, how will these needs be met?
- Schools should check that external agency workers have knowledge and training in the City of Edinburgh *Child Protection Guidelines*, and the *Vetting of Volunteer Guidelines*.

A Checklist for External Agencies

Aims To ensure contribution is as valuable as possible
To make sure the needs of the class / school are being met
To provide input which is relevant to, and supported by the curriculum
To provide feedback on work undertaken Knowledge and training in:
 City of Edinburgh Child Protection Guidelines
 Vetting of volunteers and staff

- What content has been requested?
- In what context does the visit take place? (What precedes and follows your input?)
- Is it possible to have a meeting or discussion with the teacher (and pupils) prior to the session?
- Have the pupils identified what they want? Do they have the opportunity to do so?
- How will this be handled? (eg questions asked in class; requests forwarded to you prior to visit; pre-visit discussion with class or group representatives.)
- What methods will be used? (eg groupwork/whole class talk/workshops.)
- How will you obtain feedback?
- How will this feedback be communicated from the teacher/class to the agency?
- Have you agreed with the teacher what role they will have, and where they will be positioned?
- Is the school aware of your practical requirements? (eg working space for groups, AV equipment, flipcharts etc.)
- How many pupils will you be working with, and how much time is available?

Appendix 3

Ready Guide to Drug Services in Edinburgh

Key to Services

- YPS Young People's Services
- CS Carers Services
- DA Disabled Access
- DI Drop In Service
- NE Needle Exchange
- SS Safer Sex Supplies
- TA Telephone Answering Machine
- WR Welfare Rights Advice

	YPS	CS	DA	DI	NE	SS	TA	WR
Castle Project	✓					✓	✓	
First Base	✓	✓					✓	
Lothian and Borders Police								
Simpson House	✓	✓	✓	✓			✓	
Crew 2000	✓		✓	✓		✓		
Fast Forward	✓						✓	
Turning Point	✓	✓		✓	✓	✓	✓	
NEDAC	✓				✓	✓	✓	
WEST					✓		✓	
Solvent Abuse Centre				✓				

General Information

Opening times and drop in times may vary between organisations; please telephone for specific details. Services cover the whole City unless specifically stated. The philosophy and formality of services differs between organisations so ask for more information before deciding whether it is suitable for you.

The Castle Project

PO Box 922
Edinburgh
EH16 4DU
Tel: 0131 669 0068
Fax: 0131 657 4676

Counselling, advice support and practical help to drug users and their families; drop in groups; education and training on drug issues.

Area: South East Edinburgh

First Base (YMCA)

142a Ferry Road
Edinburgh
EH6 4NX
Tel: 0131 478 7124
Fax: 0131 478 7129

Information, counselling, support and substance abuse prevention/education service for young people aged 13–20 years and their families.

Lothian and Borders Police

Police Headquarters
Fettes Avenue
Edinburgh
EH4 1RB
Tel: 0131 311 3131
Fax: 0131 311 3038

Mainly concerned with law enforcement but can also provide information and advice (Freephone Drugline: Dial 100). Divisional Headquarters can be contacted on 24 hour basis: Central Edinburgh (tel: 652 5000) Western Edinburgh (tel: 229 2323) and Edinburgh Coastal (tel: 554 9350). Operates confidential line for passing information regarding drug dealers. Works in partnership with schools to raise awareness of drugs issues amongst young people, parents and the community.

Simpson House Drugs Counselling and Related Services

52 Queen Street
Edinburgh
EH2 3NS
Tel: 0131 225 6028/1054
Fax: 0131 220 0064

Early Intervention Project for young people involved in substance misuse. The Early Intervention Project will accept referrals from young people using substances (drugs, alcohol or volatile substances) and their families who come into contact with social services, schools. The Children's Hearing system and the Police.

Simpson House also has a 'Carers Services' eg counselling for family/friends of drug users plus a popular 'Family Support Group'.

Crew 2000

32 Cockburn Street
Edinburgh
EH1 1PB
Tel: 0131 220 3404
Fax: 0131 220 4446

Information and education resources on harm reduction and safer drug use, including multi-media web site with specific relevance to young people involved in the dance/recreational drug scene.

Fast Forward

4 Bernard Street
Edinburgh
EH6 6PP
Tel: 0131 554 4300
Fax: 0131 554 4330

Promotes health education by and for young people on substance misuse. Provides information and develops resources for young people and their carers.

Turning Point

3 Smith's Place
Edinburgh
EH6 8NT
Tel: 0131 554 7516
Fax: 0131 555 4453

Counselling, advice, support, practical help to drug users and their families. Drop in, group work, drug education and training.

NEDAC

10 Pennywell Court
Edinburgh
EH4 4TZ
Tel: 0131 332 2314
Fax: 0131 332 2314

Area: North West Edinburgh – Pilton to South Queensferry

Advice, information, counselling and support service for individuals, their families and friends who are affected by drug / alcohol use, HIV / AIDS

WEST

12a Dumbryden Road
Edinburgh
EH14 2AB
Tel: 0131 442 2465
Fax: 0131 458 3440

Confidential information, advice, counselling and support to drug users, families and friends. Education and training on all drug issues.

Solvent Abuse Clinic

Craigmillar Medical Centre
106 Niddrie Mains Road
Edinburgh
Tel: 07901 518 221

A drop-in clinic and phone line 10am–1pm. This facility is available for helping young people of school age from Edinburgh and Midlothian.

Appendix 4

Drug Education Resources

- *A Guide to Teaching and Learning Approaches* (Scottish Consultative Council on the Curriculum)
- *Drug Fax* (Scottish Drugs Forum)
- *Drugs Issues for Schools*, Colin Chapman (Institute for the Study of Drug Dependence)
- *Don't Panic: Responding to Incidents of Young People's Drug Use* (Healthwise)
- *Simple Drugs* – drug education without too much reading and writing (Healthwise)
- *Taking Drugs Seriously: A Manual of Harm Minimising Education on Drugs* (Healthwise, 3rd ed)
- *Taught not Caught: Strategies for Sex Education* (Learning Development Aids) Useful group exercises to adopt
- *De-Code*, CD-ROM (Health Education Authority)
- *Health Education for Living Project* (Scottish Office and Strathclyde Education)
- *Junk* (a novel) by Melvin Burgess, Penguin Press
- *The Right Choice: guidance on selecting drug education materials for schools* (SCODA)
- *Drug Education: Approaches, Effectiveness and Implications for Delivery* (HEBS Working Paper 1)
- *Learning to be You – Substance Abuse* – BBC Series
- *A Practical Guide for Primary School Teachers* (Groups in Learning, 10 Charlotte Street, Bristol, BS1)
- *The World of Drugs* – Tacade, The Crescent, Salford, Greater Manchester, M5 4QA
- *Bolt ya Radge* – 'Blush' – Fast Forward, Positive Lifestyles, 4 Bernard Street, Leith, Edinburgh EH6

Cards and Leaflets

Drug Cards
Mini Drug Cards Pack

published by:
Hit Publications
Cavern Court
8 Matthew Street
Liverpool
L2 6PE
Tel: 44151 227 4012

Making the Most of Visitors – Tacade, The Crescent, Salford, Greater Manchester, M54.