

KDPPPG

Handbook // 2008

On Best Practice Guidelines between School and Community
Life Skills Programme



Welcome to the KDPPG Handbook!

The aim of this handbook is to provide the reader with information on the work of Killinarden Drug Primary Prevention Group in a format that can be useful for communities who are considering how to develop community responses to drugs education, prevention and early intervention with families to enable them to live a drug and crime free lifestyle.

The experience of KDPPG in developing and delivering drugs education programmes and early intervention programmes in its local schools and community can be studied by communities and adapted in whatever way is needed to meet that community's emerging or outstanding needs.

"I laugh whenever I hear emerging needs". The KDPPG constantly endeavour to respond to the ongoing outstanding needs existing within our community. Working with young people has a knock-on-effect of recognising the outstanding need of their Parents. The Family is affected by the tide of drug and crime that is overwhelming their whole Family system. The KDPPG/ Probation Services and the local schools are trying to provide the appropriate service at the appropriate time and facilitate transition between programmes where necessary.

Actions 32 to 34 of the analysis of the mid-term review of the **National Drugs Strategy 2001-2008** state that, **"National programmes in drugs education can only be effective if they are linked into local programmes, local supports and local networks."**

KDPPG, the Probation service and four local schools (three primaries and one community) in Killinarden have established a framework for working a 'Partnership Approach' to deliver drugs awareness and prevention programmes and early intervention programmes for families affected by drugs and offending behaviour.

The KDPPG invite you to accept our handbook as a tool to help you have a better understanding of our community response to drugs education/prevention and intervention of drug use and misuse.

The core principles and actions of KDPPG is to ensure the resources of local parents and community leaders is the fundamental delivering agent of its programme.

Alice Murray
Manager of KDPPG

Foreword KDPPG

Community / voluntary sector organisations have a strong belief in the value of exchanging and sharing their practice to learn about what works, as well as what doesn't work. It is a logical, simple and sensible idea and like other such ideas surprisingly hard to implement. I am therefore very pleased that the Killinarden Drug Primary Prevention Group (KDPPG) decided to share its practice and learning in this Handbook.

KDPPG's journey from a small, though highly motivated and focused, community group to a successful, mature and confident organisation is an important reference for others working to create drug and crime free communities. They have made and continue to make a valuable contribution towards the achievement of such a community in Tallaght.

I am delighted, as Chairperson of Tallaght Drugs Task Force, to recommend this Handbook to you. I am sure that you will find it as interesting and useful as I did.

Anna Lee
Chairperson
Tallaght Drugs Task Force.

Feidhmeannacht na Seirbhíse Sláinte

Health Service Executive

The Addiction Service of the H.S.E. Dublin Mid-Leinster (South West) welcomes the launch of the handbook on services from K.D.P.P.G. Through its work on the Tallaght Drugs Task Force the Addiction Service has been aware of the work of the group since 1997. The Addiction Service is supportive of all efforts to provide education services to prevent individuals becoming involved in drug use. Without the hard work of voluntary organisations such as K.D.P.P.G. there is little doubt that many more young people would likely be involved in drug use. The Addiction Service wishes K.D.P.P.G. continued success in its work in the education arena.

SPHE (Social Personal Health Education) Support Service Post Primary

The Killinarden Drug Primary Prevention Group is a very good example of a community response to a perceived community issue – a concern about the prevalence of drug misuse. It had its origins in the early 1990's, initiated by a core group of people who had returned to second chance education in Killinarden Community School. I can vividly remember Alice Murray's address to the first Conference of the European Network of Health Promoting Schools (Greece, 1997) where she outlined developments of KDPPG up to that point. While expanding to now facilitate six school-based programmes and some ten support programmes for parents it has remained true to its commitment to drug education and early intervention programmes. Its strengths include a strong community base, a willingness to network, a commitment to training and personal development, openness to new challenges and always listening. The work of KDPPG compliments school-based SPHE programmes and extends the impact of SPHE into the community.

This Handbook is a 'real' story of incremental development of a community support group. KDPPG has consolidated its base through the development of a management / administrative structure and clearly defined working principles. It provides training and support for its key workers. It has expanded its repertoire to meet the perceived needs of the community in which it is based. In fact it has moved beyond its own community to offer assistance to other communities struggling to address the same issues. As such, the Handbook provides a very useful case history for those communities planning similar development projects.

John Lahiff
National Coordinator, SPHE Support Service (Post Primary)

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Section One

History and Development of KDPPG

Introduction

In the early 1900's it became apparent that the drugs problems in Killinarden were increasing. Drug misuse blighted families and the very fabric of our community. Local crime was on the increase; there was fear in the elderly and worry in the parents and the teachers of our youth. The self-image of our community was very low; our community was in conflict with drug dealers, drug users were in turn in conflict with our community. It was a very dark passage of time in Killinarden. Luckily many local people were questioning agencies on their policies or lack of them and were demanding to have their voices heard. KDPPG was one of those voices.

DEVELOPMENT OF KDPPG, 1993-1997

The initial motivation for the establishment of the KDPPG emerged from the concern of a number of local teachers, healthcare workers and parents about the absence of drugs education and drugs information programmes and activities for children/parents within the Killinarden area. In the 1990's there were no courses or modules within the formal education curriculum which addressed issues concerning drugs, drug misuse and drug addiction. At the same time there was an obvious and urgent need for young people and their parents to become more educated and more informed about the causes and consequences of drug misuse.

In this context, a number of the Home School Liaison Teachers and local parents decided to set up an initiative which would aim to train parents in facilitation skills, skills which would then be utilised to deliver drugs awareness and drug education programmes within a number of local schools in the Killinarden area. In the period from the formation of the KDPPG in September 1993 up until 1997 (when the project began to receive on going statutory funding), the KDPPG engaged in the following activities and actions:

- The KDPPG became affiliated to CAD (Community Awareness of Drugs) in 1993. All of the facilitators involved in the KDPPG have participated in drug awareness training programmes organised by CAD.
- The KDPPG received support and encouragement from organisations like the Health Promotion School Network, Tallaght Youth Services and Crosscare.
- The founding members of the KDPPG completed a three year Group Dynamics course from 1994-1997.
- The KDPPG opened a Drop-in Centre for local people who wanted to be more informed about the issues relating to drugs.

- The KDPPG began to work with individual families who had concerns about the drug taking habits of family members
- The KDPPG organised information stands at parent/teacher meetings within local schools in Killinarden
- The KDPPG organised drug awareness poster competitions in local primary schools
- The KDPPG linked into the DSS (Development and Social Studies) programme in Killinarden Community School.
- Suicide Prevention ASSIST Course
- The KDPPG began delivering Drugs Awareness Programmes in two schools in Killinarden.
- Many of the KDPPG staff and facilitators have received certificates, diplomas and degrees from third level colleges such as the Institute of Technology Tallaght, University College Dublin, N.U.I. Maynooth, Institute of Integrative Counseling and Psychotherapy, UCD, HSE Children's First Protection Guidelines.

DEVELOPMENT OF KDPPG, 1998-2003

One of the key recommendations of the report of the Government Task Force was to Reduce the Supply of Drugs (1996) concerned the establishment of Local Drugs Task Forces in areas which had been most affected by the drugs problem. Since its establishment in February 1997, the Tallaght Drugs Task Force has worked closely with the KDPPG. The KDPPG is represented on the Drugs Task Force, and the Drugs Task Force has facilitated the provision of ongoing core financial assistance to the KDPPG (the KDPPG received its first grant of £35,000 through the Drugs Task Force in 1998). The financial support helped to consolidate the work of the KDPPG and has enabled the KDPPG to expand its activities to meet emerging needs in the community, to take on new projects and new pieces of work, to pay staff and facilitators, and to strengthen the organisational infrastructure of the project. Other key developments, which have taken place between 1997 and 2003, have included the following:

- The KDPPG facilitators have continued to deliver Drugs Awareness Programmes in a four of schools in the Killinarden area and five in the wider Tallaght area.
- The Self Esteem Programmes, which, was pilot-ed in Sacred Heart Senior National School has now been extended to the other primary schools in the Killinarden area.

- The KDPPG has continued to provide support and guidance to local families (parents and young people) who have requested information about drug related issues.
- The Drugs Awareness Programme developed by the KDPPG and Crosscare has been extend-ed to other locations in the Greater Dublin area.
- The KDPPG staff and facilitators have acted as a resource for other groups and organisations who are interested in setting up drugs awareness and drugs education projects/initiatives.
- The KDPPG made a successful application to the Probation and Welfare Services for a project entitled "Women Reviewing Equality Networking Standards" (WRENS) - this project aims to develop a range of activities and services for women in the Killinarden area who are affected by their family member's anti-social or criminal behaviour, with a view to breaking the cycle of anti-social and criminal behaviour. This project is fully integrated with the work of KDPPG.
- The KDPPG relocated to better premises in Killinarden Enterprise Park
- The KDPPG became a legal entity (Company limited by guarantee) with its own Board of Directors.
- The KDPPG, staff policies and procedures were drawn up these included, Condition of Employment Handbook, Financial Procedures, Health and Safety, Confidentiality, Drug and Alcohol Policy. KDPPG work under the National Child Protection Guidelines.
- The staff, facilitators and management committee/board of the KDPPG have engaged in ongoing independent evaluation, review and team building activities.

Board of Directors and Management Committee 2006

| | | |
|--|--------------------|-----|
| Brian Horgan, Probation Services | Chairperson | BOD |
| Orla Kelly, Project Worker KDPPG | Secretary | M |
| Karen Burke, KEEP School Completion Programme | | BOD |
| Maria O Donoghue, Women Together Tallaght Network | | BOD |
| Thomas Mac Carthaigh, Tallaght Probation Project | | BOD |
| Orla Mc Caffery, Tallaght Travellers Community Development Project | | BOD |
| Hilda Hamilton, Killinarden Community Centre | | BOD |
| Terry Wynne, Community Rep | | BOD |
| Robert O Leary Principal Sacred Heart Primary School | | M |
| Ita Garvey SPHE Co-ordinator Killinarden Community School | | M |
| Roisin Kelly Co Dublin VEC | | M |
| Jerry Boyle RAPID | | M |

Conclusion of Section One

The history of KDPPG shows how it was established as a community led initiative working in partnership with schools and state agencies to deliver drug awareness/education and related supports to children, parents and families in Killinarden. It also shows how it has continued to grow and develop in response to the needs that are presenting in the local community, how it is supporting and enhancing existing schools programmes and agency work and how it is developing its own innovative programs to meet emerging needs. The next section outlines the key principles that underlay the work.

Section Two

Key Principles Underlying the work of the KDPPG

“The Partnership Approach”

The KDPPG work from a clear, agreed definition of drugs education and prevention. There are five principals in our definition:

- Up to date facts and information on drugs and drug-related issues (age appropriate)
- Promotion of health, self-esteem and well-being.
- Development of the skills to make healthy choices and understand the implications of choices.
- Looking at the community context – look at the reality of drug use in our communities and its impact; acknowledge both the positive and negative aspects of how our communities are dealing with drug related issues promoting its positives.
- The involvement of local people in the group was a key factor in most decisions to return to education as many had left school at a relatively young age with no educational qualifications.

The KDPPG Partnership Approach

The KDPPG partnership approach is essential to the development of drugs awareness and education. This partnership involves schools, agencies, families, parents and the wider community. We recognise that in order to develop this kind of partnership, we had to change our traditional view of the school and its role in our community. One huge change was that Teachers and community workers could access joint training through the SPHE Department.

"KDPPG work a 3-edged approach, the school, the students and the community. That union of parents and teachers developed into an equal partnership, a partnership today that is still growing, strengthening and networking with other agencies, responding to the needs of young people. In our view we live in a community of remarkable and accelerating change, a change that sees the education system as part of the community and the community as part of the education system.

"The partnership works in that the KDPPG is a resource for the schools and the schools are also a resource for KDPPG. Virtually all the activities and programmes of the KDPPG are delivered by local people who live in the area; some of these people are now employed directly by the KDPPG, whilst others carry out seasonal or facilitation work on behalf of the group. KDPPG has provided a wide range of education and training opportunities for local people. Most of our staff and facilitators were themselves participating on courses and programmes running in our schools.

KDPPGs school programmes are now an integral and recognised part of the schools curriculum in Killinarden and that is testimony to the work of one partnership approach, principals, teachers and the locally trained facilitators in delivering S.P.H.E. Education Programmes"

Alice Murray, Manager KDPPG, Evaluation Report 2003.

WRENS Project: is funded through the Probation Services.

WRENS provides a range of personal development, education and training supports through the participation of young people and local women within Killinarden who are affected by anti-social behaviour and crime.

"Knowledge and experience of local networks and neighbourhood partners with the skills to divert their children from anti-social and criminal behaviour"

Brian Horgan Senior Probation Officer Tallaght.

Networking

A whole range of agencies and groups can be networking in one way or another around drugs education and prevention work in communities.

For some community projects drugs are their main focus, for others it is one aspect of their role as youth workers, social workers etc.

Below is a list of groups that KDPPG networks with.

Locally

- Tallaght Drugs Task Force
- Probation & Welfare Services Tallaght
- Killinarden Local Schools/Home School Community Teachers/ Principals/
- SPHE Support Teachers.
- Tallaght Schools/Home School Community Teachers/Principals/SPHE Support Teachers
- K.E.E.P. (Killinarden Education Enhancement Programme)
- Tallaght Youth Service
- Community Alcohol & Drug Services
- Local Counselling Services (e.g. Kiltalawn House/The Priory)
- The Village Counselling Services
- CARP (Community Addiction Response Programme-Killinarden)
- Local Drug Treatment Services
- An Cosan (Education Courses)
- Barnados (Family Support/Lorien Project)
- Family Support Services
- BEST Literacy Services
- Vocational Education Committee (V.E.C.)
- Women Together Tallaght Network
- HSE Services
- VEC
- Tallaght Suicide Implementation Group
- Tallaght Partnership.
- Community Gardai
- Local Employment Services/Jobs Club/FAS
- Tallaght Travellers Development Group
- Tallaght Domestic Violence
- Tallaght Money Advice and Budgeting Services (MABS)
- St. Vincent De Paul Support Services
- Local Bereavement Support

- Local Boxing Club
- Local Football Clubs
- Fettercairn Horse Project

Nationally

- Citywide
- Crosscare
- CAD (Community Awareness of Drugs)
- Department of Education and Science.
- Social Personal Health Education (SPHE) Support Services
- Drugs Education Workers Forum
- Rape Crisis Centre
- HES Education Officer

Internationally

- European Network of Health Promoting Schools
- Merseyside Liverpool Drug Education & Prevention Project
- Northern Ireland Probation & Welfare Services

KDPPG is represented monthly on the following Committees:

- Tallaght Drugs Task Force
- Drugs Task Force Education & Prevention Sub Committee
- City Wide Board of Management
- West Tallaght Probation Project Board of Management
- Women Together Tallaght Network Board of Management
- Village Counselling Services Board of Management
- KEEP Steering Committee
- KEY Management Committee
- Killinarden Education Services Network
- Local Schools Sub Committees
- Drugs Workers Forum
- School Policies Implementation Group

Section Three

Community Involvement in Developing and Delivering Programmes.

It is essential that drugs education and prevention programmes are based on and respond to the needs and circumstances of the local community. It is local people who know these needs and circumstances best, so they have a central role to play in shaping drugs education and prevention programmes. Local people should be supported to become involved in local committees, training and education programmes. The LDTF (Local Drugs Task force) and local community groups that are dealing with the drugs issue could use local people, a necessary resource.

The more training and education local people gain the more likely they will in turn become leaders and support and encourage other local people into leadership roles.

While teachers will receive training in delivering SPHE through SPHE support service programmes, this needs to be supported by links with community groups who are dealing with the drugs situation locally. Many community groups have developed the capacity to deliver programmes, in partnership with the school, to both children and parents and can also act as a point of referral into other services in the community as appropriate.

Training for Programme Delivery.

A core value for community groups involved in drugs education and prevention is the need for ongoing training for all those involved in delivery. The training is essential both for the development of necessary skills and also to keep up-to-date on drug related issues that are constantly changing.

Example of Staff & Facilitators Training 2006

| Host /facilitator | Course | Duration | Number of Staff/ facilitators in attendance |
|--|--|------------------|--|
| Institute of Integrative counselling & Psychotherapy | Choice theory, Reality Therapy | 4 day Course | 3 |
| CAD Community Awareness of Drugs | Drugs Issues & Experiences | 1 day | 5 |
| Institute of Technology Tallaght | Addiction Studies | Year long Course | 4 parents |
| Institute of Integrative counselling & Psychotherapy | Diploma in Counselling and Psychotherapy | Two year Course | 2 |
| National Crime Awareness Initiative | Copping On Programme | 2 day Course | 3 |
| Tallaght Voluntary Bureau | Policy making | 6 day Course | 1 |
| Assit | Suicide Prevention | 2 day Course | 3 |
| Local Drugs Task Force | Negotiating & Committee Skills | 50 hours | 1 |
| Brian Kelly | Appraisals & evaluation | 2 day Course | 8 |
| Margaret Harrington | Facilitation Skills | 14 day Course | 8 |
| Brian Kelly | Communication / public Speaking | 2 day Course | 8 |
| Brian Kelly | Key working | 2 day Course | 8 |
| Del Pe Lecturer | Inner power of healing yourself | 4 day Course | 1 |
| SDCC | Web Site Construction | _ day | 3 |
| UCD/An Cosan | Diploma in Community Drugs Work | Two year Course | 2 |
| Aids Alliance | Sexual and Health awareness | 10 day Course | 1 |
| Empower Training NCVA Level 5 | Facilitation Skills | 6 day Course | 4 |

"Over the years I have participated in a number of courses from personal development in the local school to courses in IT Tallaght, Maynooth and National College of Ireland. Throughout my time as a voluntary worker I received a huge amount of support and encouragement from the Schools, the Parish and a number of services within the Killinarden area. It's because of this support and training that I now work in the community I have lived in for 28 years."
Extract from Stephen Rourke's Evaluation Report 2003.

Review and Evaluation

KDPPG believe that review and evaluation of work on a regular basis has helped us adapt to changing needs.

Evaluation Process

- Strategic three year work plan compiled by the Board of Management and Stephen Rourke
- Annual review of work plan by Board of Management
- KDPPG evaluate every session worked
- Weekly structured staff meetings
- Annual staff appraisals & evaluation
- End of every School programme Reports are evaluated
- One to One Supervisory meetings for staff and facilitators
- External supervision for staff members on a monthly basis
- Regular review and updating of SPHE School programmes
- External evaluation last one Stephen Rourke 2003

Funding for Local Delivery.

The Tallaght Local Drugs Task Force through the VEC has facilitated the provision of ongoing core financial assistance to KDPPG. The LDTF's and RDTF's need to be adequately resourced to enable them to provide the funding for this kind of local community based initiative. The need for more interventions with young people is not an emerging need. It is a constant need!

Co-ordination in the local community

KDPPG needs to take the lead in the co-ordination at local level. The LDTF/RDTE Education Officer is ideally placed to take the lead in facilitating and developing the partnership between schools, parents/families and communities around drugs education. In carrying out this role, the Education Officer needs to be supported by the education sub-committee of the LDTF/RDTE. This is usually made up of representatives of the schools, SPHE Support workers, home school community teachers, department of education and science, parents, youth services, community groups and other statutory agencies with an interest in drugs education and prevention.

These are the key principles which underlay all of the work of KDPPG and this work is outlined in detail in the next section. Section 4 goes on to outline how KDPPG programmes are planned and delivered and the final section presents three case studies drawn from the experience of KDPPG.

Section Four

Description of Current Programmes run by KDPPG

SCHOOL BASED PROGRAMMES

The KDPPG is involved in delivering programmes within four schools in the Killinarden area. Three of these schools are primary schools:

- Sacred Heart Senior National School (KDPPG began work in 1994)
- Knockmore Senior National School (started work in 1995)
- Scoil Caitlin Maude (started work in 1996).

The fourth school where the KDPPG is delivering programmes is:

- Killinarden Community School - the KDPPG began working in this school in 1995.
- Schools outside Killinarden
- St Mary's Primary School
- St Dominic's Primary School
- St Colmcilles Primary School
- Jobstown Community College

PROGRAMMES

The programmes being provided by the KDPPG to schools in the Killinarden area are as follows:

- **Self-Esteem Programme.** This programme aims to build up and develop the self-esteem and self-belief of children attending third and fourth classes in primary schools in Killinarden. The motivation for this programme emerged from an understanding of the importance of good self-esteem as a means of helping young people not to get involved in drug misuse. Self-esteem is enhanced by providing opportunities for all to succeed by validating pupils and by building a sense of belonging among all students.

"The facilitators delivering the Self Esteem Programme use a variety of facilitation and teaching techniques. These include games, role-plays, exercises, projects, quizzes and discussions. The children involved in the self-esteem programme respond well to the contents of the programme and the ways in the programme is delivered by the facilitators. On the basis of comments made by the children and their teachers, it appears that the Self Esteem Programme is an enjoyable, useful and beneficial programme for the participating children".
Stephen Rourke, Evaluation Report 2003.

• **Drugs Awareness Programme.** This programme aims to build up awareness and understanding about different types of drugs (nicotine, alcohol and illicit drugs) and to outline the impact and the consequences of various drugs. The Drugs Awareness Programme begins in fifth and sixth class in primary school. People involved in the KDPPPG are conscious of the dangers of providing information about cigarettes, alcohol, solvents and illegal drugs at too early an age. Hence, the sequential nature of the various programmes -with the Self Esteem Programme taking place in third and fourth classes and the Drugs Awareness Programme is taking place in fifth and sixth classes.

"In a similar way to the Self Esteem Programme, the facilitators who deliver the Drugs Awareness Programme utilise a number of different facilitation and teaching techniques. The children who participate in the Drugs Awareness Programme seem to have a clear interest in the issues being addressed by the KDPPPG facilitators - many of the children already have a direct and/or personal understanding of the impact of nicotine, alcohol, solvents and illegal drugs. In this context, the Drugs Awareness Programme provides some very useful and valuable information, which, enable the children who participate in these programme more aware of the different types of drugs (legal and illegal) and the impact/consequences of the various drugs available".
Stephen Rourke, Evaluation Report 2003.

• **Follow-up Programme.** The Follow-up Programme takes place in Killinarden Community School. This programme aims to build upon the Self Esteem Programme and the Drug Awareness Programme that take place in the primary schools; and to provide children who participated in these primary school programmes with an opportunity to discuss and work through issues relating to drug use and addiction. The Follow-up Programme is less intensive than the primary school programmes and primarily consists of one session each term with first, second and third year students attending Killinarden Community School.

ADDITIONAL PROGRAMMES

In addition to the Follow-up Programme, the KDPPG has also delivered other programmes in Killinarden Community School. These include:

Leaving Certificate Applied Work Experience Programme (L.C.A.)

This programme provides communication and life skills. It is run for two hourly sessions over a four week period for students aged between sixteen and eighteen years of age.

Young Adult Assertiveness Programme

The young adult assertiveness programme is (adopted from the Family Caring Trust by Michael and Terri Quinn) aimed at fifth and sixth year students.

The programme covers

Week One: What assertiveness means

Week Two: Saying No

Week Three: Dealing with abuse and criticism

Week Four: When you're annoyed or angry

Week Five: Encouragement and assertiveness

Week Six: Listening

Week Seven: Problems

Week Eight: Assertiveness a way of life

Summer Project

The Summer Programme runs for five weeks throughout June and July.

The partners involved were KDPPG, KEEP (The School Completion Programme) and SVDP (St. Vincent de Paul).

Each week fifteen students were targeted to take part in the programme, which took place from Monday-Thursday from 9.30-4pm each day in KCS (Killinarden Community School). The students were identified through KCS some are bad school attendees and others are at hi risk of drug use/misuse.

Staffing for the programme consisted of KDPPG Project worker, KDPPG facilitator, KCS teacher and the KEEP Project worker.

Quotations

"I am in no doubt that the key to this success is in fact that the programmes are as a result of a willing and productive partnership between teachers and members of the community, who are known to the children and live in the area. As such, they bring to the school a very real link between the life of the school and the life of the community, and a sense of credibility and meaning that teachers, in general, have great difficulty in achieving. I am certain that the class teachers' efforts in dealing with the issues of substance abuse and self-esteem are greatly enhanced by the co-operation with the group. These issues, in my view, encompass a great deal more than a curriculum subject. A very large number of our pupils are affected by these problems in their daily lives, either directly or indirectly, and we have seen in the school, at first hand, the devastating results that substance misuse can bring. On this basis, I strongly support the continuation of this programme. It has made, and continues to make, a very real and meaningful difference to the lives of our pupils."

**Principal Robert O'Leary of Sacred Heart Primary School,
Killinarden, Tallaght, Dub 24.**

"All members of the team have emerged in extensive training and in service over the years and provide support for our in-school SPHE coordinator and her team of teachers. School finishes at 3.30pm each day and as a community based, local group I feel Alice and her colleagues are very well placed to offer additional support and advice to our students, and their parents, outside of the mainstream curricular provision. In this regard their expertise and experience enhance any work undertaken during the SPHE programme in school."

**Acting Principal, Michael Kelly of Killinarden Community School,
Killinarden, Tallaght, Dublin 24.**

"Over the past number of years as classroom teacher in the above school I have had the opportunity to witness and participate in the work of the KDPPG. I see the fact that the group, led by Alice Murray, all come from the local area has a huge advantage in the implementation of the programme. The first hand knowledge of problems associated with the locality that they bring is a great help to me. This year, after a meeting between all facilitators and teachers involved, the role of the class teacher has been emphasised. It has been a definite enhancement of, and addition to the substance misuse element of the SPHE programme"

Nicholas Flynn, Assistant Principal, Sacred Heart Primary School, Killinarden.

Parents Programmes (Incorporating WRENS)

Programme One: Health Education for Local Parents (HELP).

Three-year programme, fourteen marginalized women, held in the K.C.S parents room every Tuesday morning throughout the school year from 9.30 to 12.30. Target group referrals come from school principals, home school liaison teachers, Probation officers education officers and self-referrals. Course contains life coaching, effective parenting, assertiveness, and managing negative behaviour in the home, literacy, anger management, and drug education and prevention. This programme aims to create self-belief (and to provide the target group with practical life skills) and hope for a better tomorrow.

Some participants on this course are transported to and from the school by KDPPG staff. Crèche facilities are provided; this is credited with the success of the programme, which is now in its third year.

Programme Two: “Parenting For Prevention”

“Parents dealing with crime, anti-social behaviour and drug issues from a parenting perspective”. This is a one-year course with eleven women participating. The course takes place every Wednesday morning, time 9.30 to 11.30.am in the parent’s room of K.C.S.

The target group are local women who wish to reduce their isolation, develop confidence and skills, gain qualifications and explore the possibility of returning to the work force. The course content includes drug education and awareness, exploring your self-concept, conflict resolution, anger management, drug issues, experience, parenting skills, self-belief.

Programme Three: “Drugs Education/Awareness & Information Morning”

Parent’s information morning. The topic: parents dealing with effects of anti-social behaviour and drugs misuse in the home and community. Held in the K.C.S and twenty-five parents attended.

Programme Four: “The Good Enough Parent”

This is a six-week drug education and awareness course held in Killinarden junior school classroom, time 7pm to 9pm nine participants including two teachers.

Programme Five: “Parents Being Aware”

This course takes place over four weeks and consists of introducing participating parents to drug education and awareness course held in K.C.S parents room from 9.30 to 11.30 am with fourteen women and two men participating.

Programme Six: “Drug Awareness/Education & Information Morning”

This programme consisted of a Parent’s information morning with KDPPG, Killinarden Community School and Community Addiction Response Programme (CARP). The venue was K.C.S time 9.30 to 11.30 and the topic was “Hash and today’s Teenager” which twenty-two parents attended.

Programme Seven: “Adult Assertiveness Course”

This programme is run over eight weeks in local schools for two hours. (This programme is adopted from the Family Caring Trust by Michael and Terri Quinn). Course content includes:

Week One: What assertiveness means

Week Two: Saying No

Week Three: Dealing with abuse and criticism

Week Four: When you’re annoyed or angry

Week Five: Encouragement and assertiveness

Week Six: Listening

Week Seven: Problems

Week Eight: Assertiveness a way of life

Programme Eight: “Family Communication”

This programme is run over ten weeks for two hours and is used in long term prevention of drug and alcohol misuse. Course content includes: communication and listening, health, stress and drugs, the needs of children, self-esteem for all the family, the good enough, love and limits, drugs and peer pressure and resolving conflict.

Programme Nine: “Flower Arranging through Personal Development”

This programme is run over an eight week period in Killinarden Community School. The sessions last two hours, one day a week. The course aims to teach the skills of flower arranging while providing a safe environment where mutual trust and respect are observed. This is a good introductory course for many of our marginalized women.

Programme Ten: “Assertiveness Women and Mental Health”

This programme is run over a period of ten weeks, Mondays 10.00am – 12 noon and the venue is Killinarden Community School. The course covers effects of depression, self harming, suicide, alternative depression and moving forward.

Programme Eleven: Personal Development through Flower Arranging

The course aims to teach the skills of flower arranging while providing a safe environment where mutual trust and respect are observed. This is a good introductory course for many of our marginalised women.

Programme Twelve: Spirituality through Art Stage 1

This programme is facilitated in Killinarden Community School, over a period of ten weeks, the session lasts two hours. This course helps deal with issues experienced by the participants using artistic expression.

Programme Thirteen: Spirituality through Art Stage 2

This programme followed from stage one. It is facilitated in Killinarden Community School, over a period of eight weeks, the session lasts two hours. This course helps deal with issues experienced by the participants using artistic expression.

Social Events

Approximately twenty women attend social events

- Service of Hope and Commemoration
- Mama Mia Musical
- Family Support Network AGM
- "Men at Work" Play through LDTF
- "Blood Brothers" Play, Gaiety Theatre
- Dublin Theatre Festival
- "Elvis Show" Gaiety
- Two day rest bite Talbot Hotel Carlow

Participants are referred to the project from:

- Tallaght Probation & Welfare Services
- Killinarden Local Schools, Principals, Vice Principals, Career Guidance Teachers
- St. Vincent De Paul Support Services
- Education and Welfare officer
- City Wide
- Parish House
- Community Garda
- Community Members
- Travellers Community Development
- Self-Referrals

Participants referred to other services:

- West Tallaght Probation Project
- Community Alcohol & Drug Services
- The Village Counselling Services
- Local Drug Treatment Services
- An Cosan (Education Courses) Young Women's Programme
- Barnados (Family Support/Lorien Project)
- BEST Literacy Services
- Local Employment Services/Jobs Club/FAS
- Tallaght Money Advice and Budgeting Services (MABS)
- Belgard Road HES Alcohol Services
- St. Vincent De Paul Support Services
- Local Boxing Club
- Mary Mercer Clinic
- Credit Union
- Local Treatment Centres
- FETAC full time learning course
- Tallaght Suicide Implementation Group
- Pieta House
- Cocaine Project

WORK WITH INDIVIDUAL FAMILIES/PARENTS

"In the period from 1993 to 2003, the KDPPG has been involved in carrying out work, in a confidential and non-judgmental manner, with up to 40 individual families around issues relating to drug misuse and drug addiction. Many of these families were referred to the KDPPG by teachers, youth workers, probation officers and community gardai in the Killinarden who felt that the KDPPG (as an organisation directly involved in drugs prevention and drugs education) had a particularly useful role to play in helping families/parents to work through drugs/alcohol and crime related issues which were affecting the performance and behaviour of children and young people within local schools in the Killinarden area.

The nature of the interventions provided by the KDPPG to individual families/parents depended significantly on the particular needs and circumstances of these families / parents - some interventions only involved a one off discussion or consultation whilst other interventions involved a number of sessions. It is apparent that the interventions and supports provided by the KDPPG were tailored to the needs of the families/parents that approached the KDPPG for support and guidance. In some situations the KDPPG was able to provide direct assistance (through counselling, listening, information) whilst in other cases the staff and facilitators from the KDPPG referred families/parents onto more appropriate drug services in Killinarden and within the wider Tallaght area."

Stephen Rourke, 2003, Evaluation Report of KDPPG.

WRENS PROJECT

"The WRENS (Women Reviewing Equality Networking Standards) project builds upon work, which, the KDPPG has already carried out with families in the Killinarden area.

Since its establishment in 1993, the KDPPG has organised a number of personal development and drugs awareness courses for local parents in Killinarden. The WRENS project, set up in 2002, aims to broaden and expand the range of work, which has taken place with parents (especially with women) in the Killinarden area.

Since its establishment in early 2002 the WRENS project has engaged in a number of activities which have included outreach work; networking with relative agencies and groups; organisation and implementation of individual 1-to-1 meetings and group meetings; provision of information and referral onto appropriate agencies and supports; organisation of workshops; provision of individual life coaching; and the delivery of parent training programmes around issues/themes like assertiveness, managing negative behaviour in the home, mentoring, citizenship, anger management, effects of anti-social behaviour on the family and community.

There is an on-going need to measure more closely what we do with families that are caught up in the criminal justice system and to be more involved in addressing crime free lifestyles. It is considered that the WRENS project has made impressive progress since its formation in early 2002. The WRENS project has clearly identified the demand, which, exists for services focused upon issues like effective parenting, dealing with addiction, crime and anti-social behaviour within the family, handling conflict within the family etc. It is estimated that in October 2003 the WRENS project had worked with over 100 people living in the Killinarden area - on an individual basis, in a group context and/or as part of a training pro-gramme.

In addition to the direct activities which have been stimulated and developed by the WRENS project, the project has also organised and implemented courses and other activities in conjunction with local education providers like Killinarden Youthreach, Probation Project, Scoil Caitlin Maude, Killinarden Community School and Killinarden Junior National School - most of these activities have focused upon the organisation of training courses and information sessions for parents/adults.

The WRENS project has served to enhance the profile and relevance of the KDPPG within the Killinarden area and has created a whole range of new opportunities for the KDPPG to carry out developmental work with local residents, local families and local groups in Killinarden. It is considered important that the KDPPG should continue to maintain the focus on families/adults (which has become clearer and better resourced since the establishment of the WRENS project) in addition to its traditional and ongoing focus on children and young people around drug and crime free lifestyles".

Stephen Rourke, 2003, Evaluation Report of KDPPG.

Section Five

An Outline of the Planning and Delivery Process.

This section gives an outline of the planning work that goes into the KDPPG School SPHE Programme and the Parents Programmes. It also includes an outline of the practical tasks involved in carrying out the work of the KDPPG Project.

Planning of KDPPG School SPHE Programme

Stage One: Planning Ahead.

This consists of one half hour meeting annually in one school with the KDPPG manager and all the four local principals. The agenda for the meetings are:

- To agree on the main outlines of action plan for the KDPPG community S.P.H.E programme.
- To agree on the personnel for the plan for the following year.

Stage Two: Open Communication.

Communication between KDPPG and our four local schools has always been an open process. One SPHE teacher and one Principal are part of the KDPPG Board of Management. KDPPG is linked into every community based SPHE planning sessions in our schools.

Stage Three: Sub Committee for Each School.

Four one-hour meetings a year held in the school with the manager of KDPPG, project worker, the home schools liaison teachers and the S.P.H.E tutor.

- To plan, dates, timetables, review and evaluation of the programmes

Stage Four: Meetings with Class Teachers and KDPPG Staff and Facilitators.

Example: One primary school in Killinarden had four sixth classes in the year 2004/05. The staff and facilitators met with the four teachers of sixth class in the staff room, sometimes meeting in assembly time, after school hours, lunchtime or when there are student teachers available to cover for their class. This is a very important activity for introductions, deciding contact responsibility for the classroom, clear boundaries, terms and conditions, format, reviewing and evaluation and discussion of both the schools and KDPPG's policies and procedures. For these reasons we always place priority in allocating time to these meetings. A new initiative developed in 2003 with KDPPG facilitators and class teachers working together.

Programme Delivery

KDPPG, SPHE community based school programmes are delivered in partnership with the class teacher.

- KDPPG plan the delivery of SPHE programmes with the class teacher.
- Teachers are responsible for classroom management
- Facilitators and class teachers each write a report at the end of the programmes

Working with teachers to deliver the programmes has cemented the partnership of the local Schools and the community. The project feels this partnership and the implementation of the S.P.H.E School curriculum only benefits our children in our community

Planning of KDPPG School Parents Programmes

Stage One: Planning.

Planning ahead consists of one half hour meeting annually in one school with the KDPPG Manager and four local principals. The agenda for these meetings are:

- To agree on the main outlines of action plan for the KDPPG community Parents programme.
- To agree on the personnel for the plan for the following year.

Stage Two: Sub Committee for each School

Consists of four half hour meetings annually held in the Parent's room of the school or the teacher's office with H.S.L.T., S.P.H.E tutor, KDPPG Manager and project worker.

Planning sessions focus on:

- Identifying target group of Parents
- Timetables, courses and talks
- Programme venue: Parent's room, classroom, prayer room or other venues.
- Childcare in school/other venues are funded through KDPPG, the school or both.
- Monitoring of programmes.
- Evaluation of KDPPG, Programme, Sub Group, Target Group, Programme content and venue.

Parent's courses are mostly time tabled into school time. One of our four local schools does not have a parent's room or a free classroom. For a twelve week, two hourly Parents Drug Awareness Programme to run in the school the programme had to take place in the evening in one of the classrooms. Security was needed and to ensure this it was taken on by school caretakers who open and lock up for the cost of 25 per night and was funded by KDPPG.

Links with Department of Education Programmes

KDPPG have continuous links with KEEP (The School Completion Programme). Both projects work in partnerships to facilitate a number of small groups in Killinarden Community School. The groups have had approx. 6-8 participants and ran in School time for one hour per week for 8 weeks. The participants are selected in partnership with KDPPG, KEEP and the year heads from the School. The partnership also runs a five week summer programme in Killinarden Community School approx. 50 students take part.

KDPPG also work in partnership with all four local schools, SPHE teaching departments. Meetings between SPHE teachers, KDPPG Project workers and manager take place regularly throughout the school year. The meetings clarify issues, programmes, class times, evaluation, classes and personal. All KDPPG programmes are annually time tabled through the SPHE/CSPE School Curriculum.

Additional Education links

- Tallaght Drugs Task Force: Community Rep for Education & Prevention
- Tallaght Drugs Task Force Education & Prevention Sub Committee: Dept of Education and Science and the Walk Tall Programme are represented on this committee.
- School Policy Implementation Group: through meetings
- SPHE Support service: through meetings and linking with local in-service training for teachers.
- HSE Education Officer: through meetings and linking with local training.
Drugs Education Workers Forum: through meetings

Manager Job description

- To be responsible for the day-to-day management of K.D.P.P.G and the formulation of relevant policies and programmes in consultation with the management committee.
- To develop and co ordinate appropriate training with and for the management committee and staff.
- To be responsible for supervising and supporting all staff employed by the project.
- To represent the Management Committee and project, and liaise with statutory, voluntary and other relevant agencies.
- To be responsible for the drawing up and implementing a programme of work for the project and coordinating with the team.
- To participate in activities related to the evaluation and development of the project.
- To organise regular management Committee meetings and keep the committee fully informed of progress.
- To promote the work of the project.
- Represent KDPPG and WRENS with relevant agencies
- To liaise with member groups assisting with group development.
- Identify potential funding opportunities for projects initiatives.
- Sourcing and providing training for staff, committee, work teams, linked organisations and initiatives.
- Preparing and implementing K.D.P.P.G plan for the management Committee.
- Developing Programmes i.e. Drugs education and life skills.
- Demonstrate motivation, training and facilitation skills.
- Developing and implementing equality strategies and initiatives.
- To deliver high quality courses to identified groups.
- Develop and maintain close working relations with personnel implementing the K.D.P.P.G plan.
- Liaise and network with outreach facilitators to exchange experience and best practice.
- Identifying and managing relevant research and/or policy development initiatives
- To work independently and as part of a team.
- To monitor progress, compile reports and briefing documents.

Staff Support

- Training
- Staff meetings
- Ensuring the provision and development of supervision
- Develop an appraisal system
- Staff and facilitation induction package
- Strategic planning
- Team building

Daily Tasks of KDPPG Project Worker

Duties are broken into four sections

- SPHE School Programmes
- Small Group work
- General Administration
- Networking

KDPPG, SPHE School Programmes

Organising KDPPG SPHE School programmes in six primary schools and one secondary school. This involves meeting relevant class teachers to discuss programme layout, clarify facilitator/teachers roles. Organise dates, times with teachers and facilitators. Ensure photocopying (i.e. Handouts / worksheets /Facilitator evaluation sheets, certs) is completed; each student receives certification on completion of the programme. To facilitate programmes as needed.

Small Group Work/ Summer Programme

Meet relevant contacts, teachers and students year head or KEEP Project worker to discuss target participants, times, dates venue. Weekly meetings take place with co-facilitator to plan programme content. Facilitate small groups and summer programme.

Networking

To network with relevant schools and agencies through meetings and committees.

General Administration

To compile relevant reports, funding proposals case files and ensure all records are kept up to date. To review and update SPHE School programmes regularly.

To undertake any other admin duties as requested by my manager.

Daily tasks of WRENS Project Worker

Duties are broken into four sections

- Women's Group
- Key working (one to one/outreach)
- General Administration
- Networking

Women's Groups

Facilitation of Women's Course (3 hrs in length) including hospitality (tea/coffee etc. Preparation of Materials/Course Content for Women's Group. Collecting some local women to bring them to Group Meeting Point. Taking note of any issues from group including minute taking. Bringing women home

Key working (one to one/outreach)

One-to-one key working meetings/outreach meetings to client's home (average 2 meetings per day). Action to be taken as a result of key working meetings e.g. referrals to other services/letters/enquires on behalf of client etc. Client database up-date and maintenance. All reports of key working are firstly handwritten and then computerised. (Bearing in mind that client identity is protected with these records and password protected)

General Administration

Other administration duties include: admin for manager, funding proposals, letters to services, minutes of group meetings, preparation of course materials including photocopying and typing. I am also company secretary and perform duties attach to this position.

WRENS Referrals From:

- Tallaght Probation & Welfare Services
- Killinarden Local Schools (School Principals and Home School Liaison Teachers)
- Community Garda
- Community Members
- Killinarden Youth Reach
- Jobs Club
- Travellers Community Development
- Self-Referrals

Networking

To network with relevant schools and agencies through meetings and committees.

Section Six

Case studies.

The following case studies are based on actual clients. Permission has been granted for the publication of these stories; names have been changed to protect the clients' identity.

Case Study 1 [Jane]

Client Background:

Jane was 11, in 5th class, when the Primary School Principal referred her to KDPPG. She lives in Killinarden with her Mother, three brothers and two sisters. Jane's Mother has a history of heroin use. She had recently split from her partner and was finding it difficult to manage her children's behaviour. The Principal was worried about Jane's behaviour in school and the talk around the School of solvent abuse.

Progress:

A meeting was arranged with Jane's mother the Principal, KDPPG project worker and KDPPG manager. As a result of this meeting it was decided KDPPG manager would facilitate one to one key working sessions with Jane's mother and the KDPPG project worker would work with Jane.

Over the next school year sessions took place once a week for 30 minutes in the School. Unfortunately Jane's school attendance wasn't regular. When Jane went into 6th class a review took place, because of her bad school attendance, family situation and her continued experimentation of alcohol and hash, it was decided Jane needed extra supports from KEEP (the School Completion Programme). As a result of numerous meetings with KDPPG, KEEP and the Principle, a small group of six students was set up. This group focused on self-esteem. Jane was also to attend after-school clubs and homework clubs.

Over the years Jane has participated in KDPPG 3rd, 4th and 5th class Community Self- Esteem Programmes. When the 6th class Drug Awareness Programme was facilitated in her class she was very helpful and supportive to the facilitators and her class, because she had participated in drugs education, she remembered quite a lot and wasn't afraid to ask questions.

In the summer months Jane attended four weeks of KEEP/KDPPG summer Programme. The programme ran for four days a week from 10.00 – 3.30pm. Breakfast and lunch were provided. Each morning a workshop was held and there was a trip in the afternoon. Jane proved to be helpful to the leaders and became a very positive role model for the younger children.

Jane's transition to the secondary school was quite a worrying time for all concerned. Although she was very positive about it, nine teachers, changing classes and becoming the youngest in a school is hard for all students transferring. The first week into the School year KDPPG, KEEP, Jane's Year Head met to discuss supports to be put into place for Jane. Again she was encouraged to get involved in sports, after school clubs and a small group was set up to provide; community awareness, self esteem and drugs education.

These supports and Jane's attendance of the KEEP summer programme have been ongoing to date. Jane sat her Junior Certificate in June of year 2006. In September she returned to Killinarden Community School. Yes we are hopeful she will make it to leaving cert.

Networking/Links/Referrals:

KEEP/ KDPPG Summer Programme, KDPPG family support and St. Vincent de Paul Society.

Case Study 2

Client Background:

18-year-old member of the Travelling Community, living in the Killinarden area, referred from local Probation Services as a result of 240 community service hours. Client initially appeared very anxious and withdrawn. As a result, in the beginning a lot of key working was focused on improving the client's personal development and self-esteem. Quickly, the confidence of this client began to improve, through better eye contact, posture and verbal communication of thoughts, hopes, feelings and fears.

Progress:

This client had never attended a single day in school. Therefore, this client did not have any literacy skills. We referred the client to local literacy tuition. Also, as a result of a keen love of horses, we linked this client into a local horse project. During this time, the project continued to work on a one-to-one key-working basis to continue to identify the client's needs.

The client was linked into the local boxing club. There the client really contributed in a very important and positive way to the local community, through the training of young local members with the consent of the boxing club manager. We began to work with the client on literacy problems having completed a literacy tutor course. Through this work, the client's confidence and self-belief began to improve and the client asked if we could work on preparing for the driver's theory test so that a provisional license might be obtained. This was another positive way of reducing his community service hours in a beneficial way.

To date, this client is nearly completed his community service hours. The remainder of these hours will be completed through a combination of continued literacy learning, continued self-esteem building and through the painting of local community based services. This client is getting married this year and is looking forward to his new future.

Networking/Links/Referrals:

Local literacy services, Probation Services, Fettercairn Horse Project, Killinarden Boxing Club, Driving Theory Testing Section, Medical Card Section and Painting for Community Based Services.

Case Study 3 [Anne]

Client Background

Ann was referred to KDPPG in September 2004 by the Principal of Killinarden Community School. Ann's son at the time was having behavioural problems in class and having problems with the police due to his anti-social behaviour. As a result Ann was feeling very isolated and it was felt that she needed support.

Progress

Anne had become very isolated in her home and community due to her family problems. In the beginning her self-esteem and confidence was very low. Anne had six one-to-one key working sessions with KDPPG project worker to help support and encourage her to improve her self-esteem and confidence. Anne's confidence quickly grew and she felt she was ready to move forward with her life. As a result we linked Anne with a new KDPPG Parents Group "Parenting For Prevention". This group focused on "Parents dealing with crime, anti-social behaviour and drug issues from a parenting perspective" and was targeted at local women who wished to reduce their isolation, develop confidence and skills with the possibility of returning to work or moving on to other learning/education.

Anne was an asset to the group. She felt that the course was helping her within her home life. She felt because she was changing this was having a positive knock-on-effect on the rest of her family. She says the communication within the home "has really improved" and she now feels she can "talk to and listen more" to her son.

Anne's Son

KDPPG project worker linked in with KCS Home School Liaison Teacher in September 04. As a result her son was linked in with KDPPG small group work to address his behaviour at home, school and within the community. The small group work focused on building up his self-esteem and confidence, helped him to explore his choices and consequences. His behaviour began improving in school and Anne says she began to see positive changes in his behaviour at home. He had started coming in early and was no longer "hanging around" in gangs.

Anne said *"she has moved so far in her life in the past two years. As a result of the improvement in her self-esteem and confidence"*, Anne went on to complete the Parenting for Prevention Programme, improved her literacy skills and has begun to meet other women in her community i.e. Women Together Tallaght Network. Anne has now decided that she would like to go back to education and sit her leaving certificate in English. This she hopes will eventually lead her back into the workplace. As a result of the KDPPG early intervention, small group work and programme with Anne's son he is now doing well in all areas of his life i.e. school, home and the community.

Networking/Links/Referrals:

As Anne's confidence and self-esteem grew so did her interest in doing other courses and learning more. We linked Anne in with other local services, these included: BEST Literacy Group, Women Together Tallaght Network, FAS, the Jobs Club and a basic Computer Class. Anne's son was linked in with KEEP Summer Programme.

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| | |
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| O Connor Patricia | NDST (National Drugs Strategy Team) |
| O’Leary Robert | Principal, Sacred Heart Primary School |
| Kelly, Michael | Acting Principal, of Killinarden Community School |
| Flynn Nicholas | Assistant Principal, Sacred Heart Senior Primary School. |
| Michael & Terry Quinn | Family Caring Trust |
| Brian Horgan | Senior Probation and Welfare Officer Tallaght |

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