



## **Think Differently**

**An evaluation of the impact of the programme**

**Final report for the Trustees of the  
Colyer-Fergusson Charitable Trust**

**November 2018**

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## 1. Introduction

### 1.1 The background to the project

In 1996, Kenward Trust launched a programme named Grey Zebra which later became known as the Kenward in the Community programme. It is a preventative, early intervention and outreach-focused substance misuse service for young people and the wider community. It offers a comprehensive provision of appropriate information, early intervention advice, support and information where young people's alcohol and drug use is problematic, and is causing harm, or potential harm. It specifically targets young people who are deemed to be at risk of substance dependence, which has a strong likelihood of links to criminal activity and/or anti-social behaviour. The intervention provided by Kenward Trust operates within tiers 1 and 2 of the UK government's drug and alcohol strategy, in that they offer information and/or advice to users or potential users, but do not provide any treatment or counselling.<sup>1</sup>

The Department for Education and Skills issued guidance for schools in 2004<sup>2</sup> relating to alcohol, tobacco, illegal drugs, medicines and volatile substances. It states that "All schools should have a drug education programme which is developmental and appropriate to the age, maturity and ability of pupils", delivered as part of PHSE (personal, social, health and economic education). While the 2005 Ofsted report 'Drug education in schools' acknowledges that "The quality of provision for drug education in schools is improving"<sup>3</sup>, the reality is that not all schools are delivering this education, mainly because of a lack of knowledge on how to deliver the subject. An Ofsted report from 2013 found that "Most pupils understand the dangers to health of tobacco and illegal drugs but were less aware of the physical and social damage associated with alcohol misuse, including personal safety".<sup>4</sup>

Kenward Trust, being aware of the use of drugs and alcohol in the local community and the lack of comprehensive education on the matter from schools identified that developing its own education programme in secondary schools across Kent and Medway was the best possible way to fulfil this very clear need. In 2016, the trustees of The Colyer-Fergusson Charitable Trust awarded The Kenward Trust a grant of £48,640 and a further grant of £18,860 in 2017 to enable them to launch the new Think Differently project. This programme offered free and unique drug and alcohol education and intervention sessions to all secondary schools across Kent and Medway between October 2016 – August 2018, and engaged with young people by using real life stories and experiences from trained

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<sup>1</sup> 'Models of care for treatment of adult drug misusers', *NHS National Treatment Agency for Substance Misuse*, 2002

<http://www.dualdiagnosis.co.uk/uploads/documents/originals/Models%20of%20Care%201.pdf>

<sup>2</sup> 'Drugs: Guidance for schools', *Department for Education and Skills*, 2004

<http://webarchive.nationalarchives.gov.uk/20130323073954/https://www.education.gov.uk/publications/eOrderingDownload/DfES%20112%20200MIG619.pdf>

<sup>3</sup> 'Drug education in schools. A report from the Office of Her Majesty's Chief Inspector of Schools, *Ofsted*, 2005: 2

<http://dera.ioe.ac.uk/5389/1/Drug%20education%20in%20schools%20%28PDF%20format%29.pdf>

<sup>4</sup> 'Not yet good enough: personal, social, health and economic education in schools' *Ofsted*, April 2013: 2  
<https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education>

individuals with previous drug and alcohol addictions, ex-offenders and current prison volunteers.

This funded project is now complete and this final evaluation offers an analysis of the project and the impact that it has had on the students that attended the Think Differently sessions.

## **1.2 The Think Differently Team**

### **John Shanley**

John is the Project Manager for Kenward in the Community. He has a degree in Young People, Communities and Society. John has delivered substance misuse youth work for 14 years for Kenward Trust and before was a youth worker in clubs and street outreach for 5 years.

### **Andy**

Andy had a long history of crime and drug addiction before he was a resident at Kenward Trust in 2002 and has been drug and crime free since then. Andy is qualified to deliver intervention and education to young people who are involved in drugs and Anti Social Behaviour.

### **Amy**

Amy began volunteering for Kenward whilst serving the end of her prison sentence at East Sutton Park women's open prison. She has a history of crime and addiction and is able to use her experiences to speak to young people. Her story is particularly powerful when speaking to female groups.

### **Paula**

Paula has been delivering Youth work and community outreach for 5 years, Paula also has a diverse Past around family and drug abuse. Her life story is very impacting of females groups.

### **Esme**

Esme is a volunteer for Kenward in the Community. She has a BA Hons in Social Policy and Criminology and is currently studying to be a Social Worker. Esme has helped to bring a new dimension to our Think Differently programme by helping young people to understand how social workers help and support families.

### **1.3 Summary of Interim Evaluation**

The Interim Evaluation laid out the situation in Kent and Medway with regard to drug and alcohol use and smoking habits and the findings from the first year of the project. Overall, the Think Differently sessions were being well received by students and teachers. There had also been good reach across all local authority areas and types of schools. At the end of the first year, online surveys were also introduced and as a result the volume of student feedback grew enormously.

### **1.4 Methodology**

As discussed in the Interim Evaluation, the evaluation is based on Contribution Analysis which is designed to help reach an understanding of what has happened as a result of the project being in place versus what would have happened without it (i.e. the project's impact and added value). This analysis is the best approach for attributing a degree of 'probable causality'<sup>5</sup> to a programme. More information about the development of this evaluation approach is available in the Interim Evaluation report.

At the core of this approach is using a Theory of Change methodology. The process is used to describe how the Think Differently programme is supposed to work, including any external factors that might account for the outcomes observed. This should support the conclusions of how far the activities of the programme affect the sought outcomes.

The approach pulls together the quantitative data collected during the project, pulls in new findings from in-depth case studies and draws on external data relevant to the project.

A Theory of Change for the programme was developed at the beginning of the project, and then revised at the end of year one and during year two to reflect adaptations to the programme over time. Each time, the Theory of Change was developed by the Think Differently team in a workshop format.

After the Theory of Change was agreed the data collection methodology was designed in order to measure the outputs and outcomes of the project. There are three main strands to the data collection methodology: collecting quantitative data from schools, collecting survey feedback from teachers and students, case study interviews and collation of external data and evidence.

#### **1.4.1 School visits**

Throughout the two years of the project, the schools visited were recorded by the Think Differently team in Excel, detailing for each school the number of sessions, in which local authority area the school is located, and a note of when the feedback surveys were

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<sup>5</sup> Jon Bannister and Anthony O'Sullivan, 'Knowledge mobilisation and the civic academy: the nature of evidence, the roles of narrative and the potential of contribution analysis', *Contemporary Social Science*, Vol 8, No 3, (2013): 256

distributed. This data has been used to analyse the school visits, and is presented in the Appendix.

### 1.4.2 Survey feedback

During the first year of the project, all student and teacher feedback surveys were distributed by paper only, at the end of a Think Differently session. Not all students completed a form; just a sample of students did so. At the end of the first year, online surveys using SurveyMonkey were introduced and as a result the volume of student feedback grew enormously and immediately with as many online surveys being received in the first two weeks as had been over the course of a year by paper. Links to the online surveys for students and teachers were emailed out to schools after the session, and teachers asked all students that attended to respond. Paper surveys remained available too.

In the Interim Evaluation, the possibility of an additional teacher survey to gauge their perceptions on the impact of the sessions upon their students was raised. This survey was launched in May 2018 using SurveyMonkey, with surveys sent retrospectively to teachers in schools that had received a visit from January 2018 and then up to July 2018. The results of this survey are available in the Appendix.

In total therefore, in year one there were 152 survey responses available for analysis, and in year two 1205 giving a total of 1357 valid responses across the period.

	<b>Year one</b>	<b>Year two</b>	<b>Totals</b>
Students – paper	113	119	232
Students – online	0	1019	1019
Teachers – paper	39	13	52
Teachers – online	0	48	48
Teachers follow-up – online	0	6	6
<b>Totals</b>	<b>152</b>	<b>1205</b>	<b>1357</b>

The first stage of the survey analysis was to put all responses into Excel, and ensure all responses such as school name were entered in the same format. After checking with the Think Differently team a small number of student responses were then deleted on the basis that they were not genuine responses. In addition, a few survey responses relating to sessions which had been self-funded were deleted, as these do fall under the remit of this evaluation.

Both the paper and online survey open-ended responses about the three things that they had learned in the session were then coded using the coding frame developed as part of the Interim Evaluation. The responses to the question about their rating of the sessions was then analysed and a list of topics that students and teachers wanted to learn more about in the future created.

The paper and survey monkey responses were analysed in combination, but student and teacher responses kept separate. This data relating to survey feedback is available in Appendix 2.

### **1.4.3 Case studies**

To gain a greater understanding of how the Think Differently sessions are positively impacting upon students, a series of in-depth case studies of students and teachers have been conducted.

The questions to be asked in the case study interviews were agreed with the Think Differently team, and a document drawn up which explained the interview and sign-off process for students and teachers which was shared with them when seeking agreement for an interview. Four case study interviews were then conducted by the Think Differently team, two with students and two with a teachers and all audio recorded digitally with their permission. These audio recordings were then transcribed and turned into a case study which was first signed-off internally and then with the interviewee before being included in this evaluation. The four case studies are available in section 3.4.

### **1.4.4 Additional external evidence**

It is important when evaluating a programme to also consider external data such as relevant reports, to understand how far the Think Differently programme is likely to have been the chief cause of positive impact on students. A range of newspaper reports, journal articles and government statistics have been gathered to support this evaluation, and a discussion about these is available in section 3.5.

## **1.5 What this report covers**

This final evaluation report covers the findings from year one (October 2016 - September 2017) and year two of the project (October 2017 – August 2018). This includes an analysis of the schools visited to date; the results from the student and teacher surveys and case studies; an examination of the programme's initial and adapted Theory of Change; an explanation of the methodology used in the evaluation; and the final conclusions drawn from the evaluation process.

## 2. Theory of Change

A Theory of change is simply a description of the process that a project is expected to take to reach the anticipated change. This is all mapped out visually to show the flow of the project, or in this case programme.

Firstly the problem that needed to be addressed was identified and the ultimate long-term goals (impacts) of the programme agreed. By working back the intervening steps to reach the goal were then identified: what resources would be needed to make the project workable, the assumptions being made, the activities that would need to be undertaken, the outputs, desired outcomes and longer-term impacts. The data collection tools and evaluation design were then planned in order to assess how far the outputs, outcomes and impact of the programme is attributable to the Think Differently programme. By measuring progress against outputs and outcomes, a strong evaluation of the extent that the programme has achieved its long-term goals is possible.

The Theory of Change is displayed visually in section 2.3.

### 2.1 Goals

The first action when creating a Theory of Change is to determine the ultimate goals of the programme. The six goals of the Think Differently programme cover both the direct aims of the project as well as for continuing school support and continuing the project after the end of the funding period.

1. Educate young people in Kent and Medway about the dangers of drugs, alcohol and smoking.
2. Teach young people that they have the power to make their own decisions and to understand the consequences of these decisions.
3. Show young people how they can change and get out of drug, alcohol or cigarette use if they have already taken that road.
4. Play a role in encouraging young people to think twice and consider their use of drugs, alcohol and cigarettes.
5. Ensure sustainability of the project through schools asking for additional funded sessions as well as encouraging willingness to request privately-funded sessions in future.
6. Build long-term relationships with schools so that Kenward Trust is the first point of call for them.

### 2.2 The project process

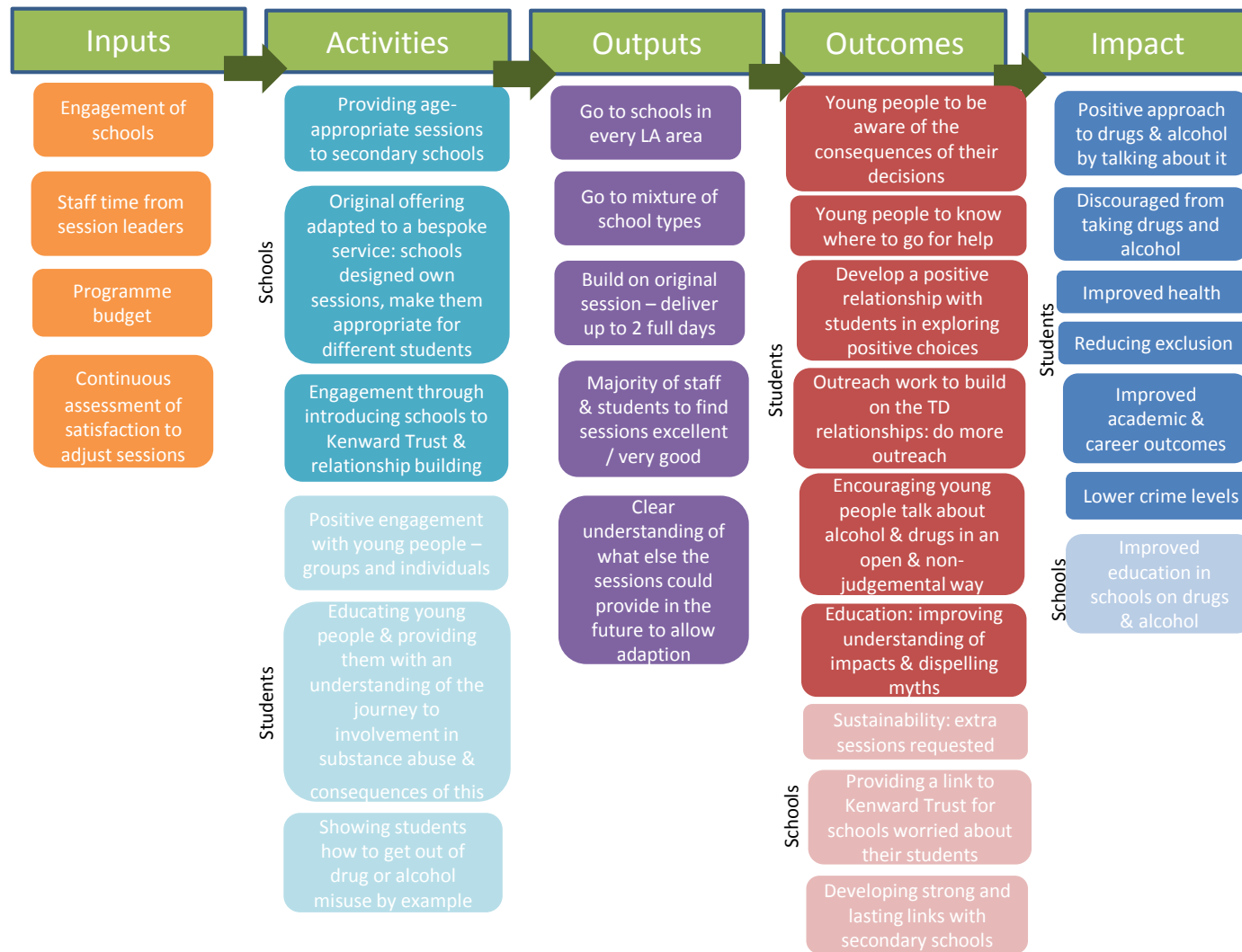
In a nutshell, the activities which the project team planned during the funding period were two-fold: firstly, the sessions needed to be set up with schools which involved engaging with them and making the offering clear, and then quickly adapting the original fixed offering to a more bespoke service as different schools wanted to focus on different issues. For the



young people there needed to be engagement in the sessions and the teaching of the dangers of drugs, alcohol and cigarettes, consequences of actions and also support to move away from these if they were already involved. The desired outcomes were also two-fold: to support schools and to leave students with the confidence to talk openly about drugs, alcohol and cigarettes and to have the knowledge and tools make their own decisions and take actions. The desired impacts are more wide-ranging: from preventing drug use to reducing crime rates.

As noted in the Interim Evaluation, a simple Theory of Change was originally presented but this was updated in September 2018 for this report to reflect both the importance of the project and adaptations to the programme as it has progressed. The earlier versions of the Theory of Change can be viewed in the Interim Evaluation.

## 2.3 Revised Theory of Change



### **3. Impact and evidence**

In this section the evaluation of the progress achieved by the Think Differently programme against the outputs, outcomes and impacts listed in the Theory of Change is considered, followed by a presentation of the case studies that were conducted at the end of the programme, and an investigation into the external information and evidence that relates to the programme and the context that it has operated within. By drawing on this supporting evidence in the form of other relevant research and data, the conclusions drawn in the evaluation attributing change to the programme are strengthened.

#### **3.1 Outputs**

##### **3.1.1 Go to schools in every local authority area in Kent and Medway**

In the first year, all 13 local authority areas in Kent and Medway were visited; and in year two 11 of the areas were visited: Dartford and Gravesham did not see any Think Differently sessions run. Therefore, this output was achieved during the funding period.

##### **3.1.2 Go to a mixture of school types**

Eight different types of education establishments were visited. Five types were visited in both years: secondary schools, independent schools, pupil referral units, alternative curriculum schools and special schools. In addition in the first year supported housing was visited, and in year two Further Education colleges were visited. Therefore this output was also achieved during the funding period.

##### **3.1.3 Build on original session - deliver up to four sessions**

Schools were entitled to a maximum of two full-day sessions free of charge, many of which opted to take this as half-day sessions and so a good number of schools received the maximum number of four half-day sessions, or close to it.

In the first year it was mainly first and second sessions being delivered, and one third session. In the second year there were approximately half as many first sessions, around the same number of second sessions as in year one, followed by 13 third sessions and five fourth sessions. The full data on number of sessions delivered can be viewed in Appendix 2.1.

This output of delivering up to four sessions was therefore achieved during the funding period.

##### **3.1.4 Majority of staff and students to find sessions 'excellent' or 'really good'**

Overall 98% of teachers and 78% of students found the Think Differently sessions to be 'excellent' or 'really good' which means that this output was achieved in the funding period. For teachers in year one, the figure was 100% and then in year two it was 97%. For the

students, the figures were 90% and then 77%. Therefore this output was also achieved during the funding period.

The reasons behind students generally being less satisfied than the teachers can only be surmised. The teachers will have had a clear view on what they wanted the sessions to deliver, and so this was requested and delivered, and clearly this was achieved in nearly all cases. The students however, may have been worried about issues not covered or not fully covered by the sessions and therefore gave a lower rating for their session.

### **3.1.5 Clear understanding of what else the sessions could provide in the future to allow adaption**

Through the surveys, students and teachers were asked what else they thought the Think Differently sessions could also provide, and anonymised responses were provided to the Think Differently team for them to analyse. The answers were wide-ranging and particularly for the students will have altered according to what was covered in the session that the school had requested. For the students the answers ranged from wanting to know more about what prison is like, asking for advice on how to help someone, wanting to know more about the speaker, needing more information about illegal drugs, alcohol, rehabilitation and peer pressure. Teachers suggested more targeted information about things like alcohol, solvent abuse, prescription drug abuse and anti-social behaviour.

Therefore the output of gaining a clear understanding of what else the sessions could provide in the future has been achieved.

## **3.2 Outcomes**

### **3.2.1 Young people to be aware of the consequences of their decisions**

The surveys of young people asked what the top three things they had learned from the session was, and learning about the consequences of their actions was the sixth most popular learning spontaneously raised by the students, out of 14 commonly mentioned learning points. The top learning points raised are linked to this point on consequences though, because knowing that drugs are bad, what the effects on the body can be and what to expect from sentencing and prison life are all about the consequences of actions.

Making young people aware of the consequences of their actions has therefore been achieved by the Think Differently sessions.

### **3.2.2 Young people to know where to go to for help**

In the sessions, young people are told that if they would like further support then they should either go to their school counsellor or Addaction or could have a one-to-one session with The Kenward Trust. In year two, ballpoint pens with the trust's contact details on have also been handed out in sessions and a dedicated email address set up to receive enquiries from students.

An example of signposting is that after a session at Tonbridge Grammar School a student told her parents about the “very powerful talk” from Kenward Trust. Her mother then got in touch with Kenward Trust because she was very worried about her teenage son who had recently got involved with drugs and did not understand the dangers and consequences of this. As he had not had any drugs education from his school, she asked whether Kenward Trust could help her. As a result the son attended a small intervention group at Kenward Trust the next week as well as three 1-2-1 sessions; the mother was supported too and had some awareness training around the issues of young people and drugs.

This anecdote shows that the outcome of signposting young people to the right place to for help had been achieved.

### **3.2.3 Develop a positive relationship with students in exploring positive choices**

The whole approach of the Think Differently sessions is to create a positive and safe environment where students can learn, discuss and question the issues covered. The approach is also for the students to hear from people who have lived through difficult times, as this is more effective than talking down to the young people or teaching them in a traditional education style, with the added benefit of schools using external agencies to deliver the sessions, as evidenced in section 3.5.3.

In addition, the content of the sessions covers making sure that the young people have the information that they need whilst at school so that they can make informed decisions – hopefully positive decisions - based on an understanding of what the consequences might be when the time comes. More on the content of sessions is available in Appendix 1.

In order to assess whether there was any improvement in the ability of students to deal with any drug and alcohol issues that they may have encountered/encounter in the future after attending a Think Differently session, teachers were surveyed. Six responses were received and every teacher stated that their students’ ability to deal with issues had improved. Four teachers said that student ability had improved from ‘poor’; two to ‘average’ and two to ‘good’. Two teachers said that their students had improved from ‘average’ to ‘good’. Whilst these numbers are small, it does give an indication that the aim of the sessions to improve decision-making among young people was achieved.

Looking at the evidence from the two student case studies, it is clear that these young people feel empowered to make positive choices. Student A speaks about choosing not to drink or take drugs because they understand how it will affect their body, and the negative consequences for their chosen sporting career path. Student B talks about awareness of all the potential impacts of drink and drugs and says that if ever pressurised, then they would just walk away and urge close friends to stop if they were involved.

This outcome of helping students to make positive choices by building a positive relationship with them has been achieved, as evidenced by the content of the sessions and feedback from students and teachers.

### **3.2.4 Outreach work to build on the Think Differently relationship: do more outreach**

The outreach work run by Kenward Trust involves staff approaching young people outside of school hours, in their local community or on trains. Often they are recognised by the young people as being part of Think Differently, or they remember the session and would like to speak further. It is possible in this out of school environment to have greater engagement, and in addition to offering information and advice on the spot, students can request a direct 1-2-1 session or ask their school to bring in extra support from Think Differently.

Recently, outreach has been taking place in Maidstone, Tonbridge and the mid-Kent area. In Maidstone, the team have been targeting a park in the town which they realised from the Think Differently sessions was a local hangout, and have been engaging with students smoking cannabis from the local FE College and grammar school. In Tonbridge the area around the High Street, park and McDonald's has been the focus.

The need for both school education and youth outreach means that outreach and the Think Differently sessions work hand to hand with each other. The outreach sessions are able both to reach a far greater number of young people in one session – as many as 100, whilst also allowing more in-depth engagement.

Absolutely the outcome of doing more outreach has been achieved, and it is both made easier by and builds on the Think Differently programme, as it builds upon that relationship.

### **3.2.5 Helping young people talk about alcohol and drugs in an open and non-judgemental way**

Similar to developing a positive relationship with young people, encouraging discussions both within the session and afterwards is an important aspect of the Think Differently sessions. Breaking down any culture of secrecy or sense of silence or embarrassment around drug and alcohol issues is important in producing an environment where young people (and their parents and teachers) can talk openly and without judgement to each other in order to protect the vulnerable, share knowledge and make positive decisions. Although not part of the funded project, the outreach work is an important aspect of encouraging talking as the Think Differently team make themselves available for discussions outside of school.

As one of the teachers in the case studies commented, “The students still talk about the session now and can recount the stories they learned; and I know from previous sessions that the difference it has made to them lasts for years, so I would say that it has been invaluable”. Encouraging young people to talk in an open and non-judgemental way about drugs and alcohol has been achieved although the evidence supporting this is largely anecdotal as it is not a measurable outcome.

### **3.2.6 Education: improving understanding of impacts and dispelling myths**

Again, working to end a culture of secrecy is paramount when dispelling myths about drugs and alcohol, which in turn needs to be done in order to properly inform young people about the genuine impacts of using drugs and alcohol. Think Differently achieves this by the session leader presenting their experiences, rather than through educating by telling the students what to do and what not to do, because as evidenced in section 3.5.3, interactive sessions work best.

An analysis of the student surveys reveals that the young people do feel that they are learning from the sessions, and while there will always be some things that they want to know more about, there are clearly a few topics that have resonated with them. The top three topics that the students said that they had learned about were: drugs are bad/dangerous, sentencing in court, and the effects of drugs on the body. In fourth place is learning about prison life, which is an important area in which to dispel myths as many people (of all ages) have a rather rosy view of what being in prison is like, and hearing the truth from a session leader who has been in prison is vital in this regard.

The outcome of improving the understanding of impacts and dispelling myths through education has therefore been achieved.

### **3.2.7 Sustainability: extra sessions requested**

During the funding period, two self-funded sessions in two schools were run. At the end of the funding period in August 2018, 16 schools had requested having another Think Differently session, on the understanding that this would have to be paid for by the school. Eight schools had already set a date for the session (one requesting two sessions) and another eight had not booked in but had said that they would like one from September 2018 onwards. The fact that 36% of schools visited in the second year had requested a paid-for repeat visit demonstrates the popularity of the Think Differently sessions with the schools.

In addition, in September 2018, of the nine schools that asked to book a session in the 2018/19 academic year, they were given a choice to self-fund their session in order to book a firm date, or wait to see if further funding becomes available: seven chose to pay to get booked in.

It seems that the availability of free sessions has opened the door to being able to request funding in future, now that the schools understanding the quality and value to students of the sessions.

These future bookings demonstrate that there is clear demand for the Think Differently programme to continue in the future, and that with funding work can continue at a similar pace, with the addition of direct payments from schools for some sessions. Therefore, the sustainability of the programme through providing extra sessions has been achieved.

### **3.2.8 Providing a link to Kenward Trust for schools worried about their students**

The Think Differently team spend a lot of time building strong links with schools and teachers both before and during the period that sessions are running in their school for. By putting the time in to reassure schools before the sessions begin and by offering bespoke sessions, the schools feel able to approach Kenward Trust for ongoing advice and support (as far as their role within tiers 1 and 2 of the UK government's drug and alcohol strategy allows). More targeted interventions with vulnerable young adults such as treatment or counselling would need to be requested via school referral to an agency like Addaction.

An example of the strong links that have developed between schools and the Trust is the relationship with High Weald Academy. Following a request to fundraise for Think Differently, the school arranged a Body Positive Event and a charity fundraising session which they said was because "the talks you gave were so awesome and you need to keep doing what you do!" This anecdote shows that the outcome of providing a link for schools has been achieved.

### **3.2.9 Developing strong and personal links with secondary schools**

As discussed in 3.2.8 the time spent developing strong and personal links with secondary schools has been invaluable for the programme. The Think Differently team has been able to build good relationships with the schools, often spending time reassuring them about the content of the sessions and bringing in the session leaders to meet the teachers and Heads before the session. Also, such good relationships have been built with teachers that when teachers have moved schools they have pushed for Think Differently to be brought into their new school as they understand its value, which opens up new opportunities to reach more young people for the programme.

Therefore the outcome of developing strong and personal links with secondary schools has been achieved.

## **3.3 Impacts**

There were seven long-term impacts listed in the Theory of Change:

- Positive approach to drugs and alcohol by talking about it
- Discouraged from taking drugs and alcohol
- Improved health
- Reducing exclusion
- Improved academic and career outcomes
- Lower crime levels
- Improved education in schools on drugs and alcohol

The seven long-term anticipated impacts listed in the Theory of Change are so long-term that they cannot all be easily assessed during the course of the programme. However, three of the impacts can be partly evaluated at this early stage. For the first two impacts, we already know that the encouragement to talk about drugs and alcohol in the sessions and after the sessions both among young people and with outreach workers is having a positive



effect. For discouraging young people from taking drugs and alcohol, a common survey response has also been that the young people are aware that drugs are bad/dangerous and many have become aware of peer pressure and say that they would choose not to take drugs or alcohol in the future. For 'improved education in schools on drugs and alcohol', from the teacher surveys we already know that the teachers found the sessions to be well run and 100% rated them as either 'excellent' or 'really good'. Of those asked (48) 100% said that they would recommend a Think Differently session to another school.

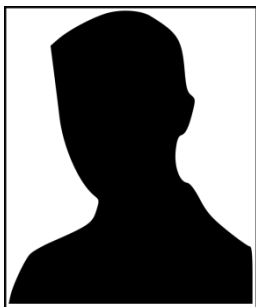
By surveying the schools, data and anecdotal evidence about whether school exclusions had been reduced, whether academic and career outcomes had been improved and whether education on drugs and alcohol had been improved in their school by the Think Differently sessions could be gathered.

Ideally though a longitudinal evaluation of each of the impacts would be designed, partly by tracking a willing sample of students and comparing their experiences against a control group of students who had not been to a Think Differently session, and partly by surveying the schools which have had Think Differently sessions. All of the impacts except 'improved education in schools on drugs and alcohol' could be assessed in full or in part by monitoring the young people over a five-year period which would stretch beyond school into university, apprenticeships and work to see how they progress. The methodology for this part of the evaluation would be e-surveys.

### **3.4 In-depth case studies**

Four case study interviews were conducted towards the end of the funding period, two with students and two with teachers. This provides the evaluation with a more personalised understanding of the impact of the Think Differently sessions on young people from the perspective of the students and their teachers, and offers the ability to gather confirmation that the programme is making a difference.

### Student A - at a comprehensive school



“I choose not to smoke and I rarely drink because I am very serious about sport and hopefully having a football career. I know people who smoke, drink and take marijuana and one was hospitalised and they have to worry about having their drinks spiked at clubs. I just move away if friends are smoking next to me.

The most useful thing that I learned from the Think Differently session was about the spiking of drinks and drugs. I have a friend who recently went to a festival so I warned her to be really careful about keeping her drink safe and to be aware of the people around her as you don't know how they will act if they are taking drugs or drinking. She said later that she had been grateful for the advice and had seen people acting oddly and thought their drinks might have been spiked.

My friends and I were inspired by Andy's talk, and we've spoken a lot about why drugs are bad, why cigarettes are harmful and how drinking can be dangerous sometimes. I want to tell everyone around me to stop because it is going to ruin their lives”.

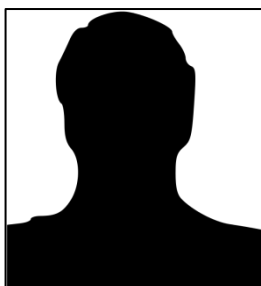
### Student B - at a comprehensive school



“I haven't come under any peer pressure to take drugs, drink or smoke but if I find myself in that situation then I will take the advice to walk away because it would have an impact on me for the rest of my life. If a good friend started taking drugs I would definitely urge them to stop. I've seen people drinking to excess and taking drugs and worry about what they are doing to their body and how they could potentially push the people close to them away.

The thing that most stood out for me from the Think Differently session was how Andy's life had changed forever - nearly losing his children and being in prison for a long time. It was inspirational to hear how not to take drugs and alcohol as they can get you into lots of trouble with the police and you might get a criminal record. I would definitely recommend Andy's talk to younger people, as it will give them lessons for the future”.

## Teacher at an Alternative Curriculum school



“The school has a mix of students, many from challenging backgrounds who struggle in education and are often at risk of exclusion. There have been four Think Differently sessions and they have had a really positive impact on the students. The students often have a lack of direction from parents, and experience negative outside influences, all at a time when their brains are still developing and risky behaviour such as drinking and taking drugs provides a buzz. The students are often of the mind-set that they know everything, but the sessions stop them in their tracks and give them real food for thought. For example, one boy who had previously carried drugs for people had run away and been in trouble with the police came along and although he seemed to not be listening initially, he stayed to ask questions and in later sessions engaged and grew from the experience. Think Differently was the catalyst for him turning his life around over the nine months when the sessions were running, and he is no longer in trouble with the police which was an incredible turnaround.

The issues that young people face today are more complex than when I was growing up, many have an unstable home life and more and more young people have mental health issues. The programme deals with the holistic view of where you come from and the speaker used their own experience in a positive way which made the students sit up and listen.

Think Differently has a very powerful effect on young people, especially where crime is seen as a badge of honour yet they do not know what prison is like. The students look forward to the facilitators coming back.

Think Differently should be part of all schools curriculum. As educators we’re trying to prepare them for life, it’s not just about educating them at school, so this kind of programme is absolutely invaluable”.

## Teacher at a secondary school



“Children are never too young to learn and there are a range of issues that come up each year which need to be addressed. We want to nip risk-taking and making bad choices in the bud, so that they can make the right choices for themselves, especially because some of them get no clear guidance from their families.

The Think Differently session has been fantastic for our students. It was done professionally, at the right level for the students, and because it was people with real life experiences, they have taken notice. The students still talk about the session now and can recount the stories they learned; and I know from previous sessions that the difference it has made to them lasts for years, so I would say that it has been invaluable.

Specifically the students learned about risk-taking behaviour, the criminal impact of this, making the right choices, and what rehabilitation can do”.

In summary, from the student case studies it is clear that young people are already putting into action the things that they have learned from the Think Differently sessions. One is already saying no to drinking and smoking because of the effect it will have on their body. The other has not experienced peer pressure, but has decided that they would walk away and encourage others to do the same. Both described the speaker at the session as ‘inspirational’ and they seem to have really taken in what happened to him based on his decisions – they understand now how drink and drugs can ruin lives.

The teachers both referred to the fact that many of the young people in their schools get no real guidance from their families, and can be prey to outside negative influences. The teacher at an Alternative Curriculum school saw the Think Differently sessions as having a powerful influence on young people said that the sessions should be part of the curriculum of all schools. The teacher from the secondary school praised the professional delivery of the sessions and explained that the students have really remembered and understood what they heard and speak about the sessions often.

## 3.5 Additional evidence

### 3.5.1 Introduction

To understand the impact of the Think Differently programme, it is essential to look widely at the environment in which the programme is operating. To do this, a deep look at the government data that is available on the use of drugs, alcohol and smoking among young people has been conducted; and a literature review of recent research into education programmes similar to the Think Differently initiative is presented.

This additional evidence is necessary to help validate and expand on what has been found during the project, which will strengthen the analysis and therefore provide more confidence in the findings.

### 3.5.2 Government statistics

The government statistics about drugs, alcohol and smoking were explored in the Interim Evaluation and have been updated here. Data is available at the national level, regional level and local authority level.

The data reveals that there are significant issues in Kent and among young people.

Focusing on crime first, in Kent in the 12 months leading to March 2018 there were 2,701 crimes relating to drug offences recorded by Kent Police which is slightly up from the 2,638 recorded in the Interim Evaluation to June 2017.<sup>6</sup>

An examination of the ONS data on drugs reveals that in England in 2017, 48 young people aged under 20 (29 males and 19 females) died from drug poisoning, and 31 (22 male and 9 female) died from drug misuse. These numbers are very similar to those from 2016. The ONS records the substance named on the death certificate, and the top three substances among the under 20s in England were slightly altered in 2017 with second and third place reversed: 'any opiate' (up from 17 to 24), 'heroin/morphine' (up from 11 to 15) and 'any amphetamine' (static at 11). A new category of 'ecstasy/MDMA' was introduced in 2017 and 10 people aged under-20 died from this. Whilst the total number of deaths by drug misuse in the South East had dropped from 347 in 2016 to 327 in 2017, the South East continued to have the second highest death rate due to drug misuse, behind the North West.<sup>7</sup>

Focussing on Kent, it is possible to look at drugs deaths by local authority area between 2015 and 2017. There were 306 deaths in this period (202 males and 104 females) which is

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<sup>6</sup> 'Recorded crime data at police force area level', *ONS*, accessed on 28 September 2018  
<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/datasets/recordedcrimedatapoliceforcearealevel>

<sup>7</sup> 'Deaths related to drugs poisoning in England and Wales, 1994-2016', *ONS*, accessed on 28 September 2018  
<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/datasets/deathsrelatedtodrugpoisoningenglandandwalesreferencetable>

an increase from 213 in 2014-16. The top two local authorities with the highest number of deaths were the same as in the 2014-16 period: Thanet (48) and Canterbury (44). Shepway (36) however enters the list in third place in the 2015-17 period, followed by Maidstone (34) which was in joint third place last year, knocking Swale out of the top four.<sup>8</sup>

Turning to alcohol use, the most recent figures available are for 2015 and reveal that in the South East, 590 males and 327 females died from alcohol-related issues, which is the second highest death rate in England and Wales, behind the North West.<sup>9</sup> In terms of the particular cause of death, the figures from 2015 and 2016 hardly alter due to the very small sample size. In 2016, two males and one female aged 20-24 died from alcoholic liver disease, and six males and one female died from accidental poisoning by and exposure to alcohol. In addition, one male aged 20-24 died from mental behaviour disorders due to alcohol use, and one male aged 15-19 died from fibrosis and cirrhosis of the liver.<sup>10</sup>

Looking next at smoking of cigarettes, the proportion of 16-24 year-olds who smoked in England in 2017 was 19.9%, up from an all-time low of 16.6% in 2016 but down from 23.5% on 2015. There is an overall downward trend in cigarette smoking among this age group, looking at the data on ten year intervals it has dropped from 44.3% in 1974 to 34.7% in 1984 to 34.2% in 1994 to 28.9% in 2004 to 23.1% in 2015.<sup>11</sup>

With regard to e-cigarette use, in 2015 there were 44,565 people aged 16 and over in England who have never smoked but who use e-cigarettes. There were also 791,035 ex-smokers using them and 1,098,750 smokers using them.<sup>12</sup> In Great Britain for 2015-17, of those using e-cigarettes 70% were using them daily. It is interesting to look at the reasons given for using e-cigarettes, and these differ according to whether the user is a cigarette smoker, ex-smoker or have never smoked. For the smokers and ex-smokers the top reasons given were that it was an aid to stop smoking, followed by a perception that it is less harmful than cigarettes. For those that have never smoked (or not regularly) the perception of it being less harmful was the top reason offered, followed by 'other' and it being an aid to stopping. Recent press stories based on medical trials have found that while 'vaping' maybe less harmful than cigarette smoking, they are not without health implications, because one

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<sup>8</sup> 'Deaths related to drug misuse in England and Wales, 2001-2016', *ONS*, accessed on 28 September 2018 <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/adhocs/07000deathsrelatedtodrugmisuseinenglandandwales2001to2015registrations>

<sup>9</sup> 'Alcohol-related deaths in the UK, its constituent countries and regions of England', deaths registered 1994 to 2015, *ONS*, accessed on 28 September 2018 <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/causesofdeath/datasets/alcoholrelateddeathsintheukitsconstituentcountriesandregionsofengland>

<sup>10</sup> 'Alcohol-related deaths by sex, age group and individual cause of death, UK constituent countries, deaths registered 2001 to 2016', *ONS*, accessed on 28 September 2018 <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/causesofdeath/datasets/alcoholrelateddeathsbysexagegroupandindividualcauseofdeath>

<sup>11</sup> 'Proportion of cigarette smokers, by sex and age, Great Britain, 1974-2017', *ONS*, accessed on 28 September 2018 <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/drugusealcoholandsmoking/datasets/adultsmokinghabitsingreatbritain>

<sup>12</sup> 'E-cigarette use by smoking status, England, 2015 (provisional), taken from the Opinions and Lifestyle Survey 2015 provisional data', *ONS*, accessed on 24 February 2016 <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/drugusealcoholandsmoking/adhocs/005398ecigaretteusebycigarettesmokingstatusengland2015provisional>

laboratory study found that the liquid inhaled when vaping can damage the cells in the lungs, especially when using an e-cigarette containing nicotine.<sup>13</sup> In addition, a Scottish study in 2015-16 found that of the 11-18 year-olds surveyed, 40% of those who had tried a e-cigarette in the first of two surveys went on to smoke tobacco by the time of the second survey.<sup>14</sup>

In summary, the data reveals that the Think Differently sessions are being delivered in an environment where crime levels relating to drug offences have increased in Kent; opiates, heroin/morphine, amphetamines and ecstasy/MDMA are the biggest drugs killers among the under-20s in England; the South East has the second-highest death rate due to both drug misuse and alcohol misuse; there was an increase in drug-related deaths in Kent; after a 40+year downward trend in cigarette use by young people, use went up in 2017; and e-cigarette usage figures reveal that most users vape daily.

### 3.5.3 Literature review

A review of existing academic research in the areas of drug, alcohol and cigarette education among school-aged young people in the UK has been conducted. This provides additional evidence as to the effectiveness of the approach used by the Think Differently programme. A range of papers were accessed from the last 30 years which detail research studies undertaken in England, Scotland and Northern Ireland which focused on drug, alcohol, smoking and in one case drug and alcohol education/prevention programmes and their findings about their effectiveness.

#### *Background/context in which programmes are operating*

The focus of the UK government's drug strategy is to reduce use among young people<sup>15</sup>. The first Drug Strategy was published in 1998 and updated in 2002. In the 2002 document, the implications of drug use on wider society as well as the individual was acknowledged. Slym et al summarise the report as saying that 'Once young people start to become involved in legal and illegal drug use, secondary prevention or harm reduction interventions are needed to minimize the extent of problems encountered, for both the individual and the wider society'<sup>16</sup> In addition, the approach of targeting those most vulnerable groups through targeted preventative interventions was proposed.<sup>17</sup>

In 2013 the government's 'FRANK' campaign and leaflet was released by the National Drug Awareness Campaign, and was seen as a 'key lever' to deliver the Drug Strategy 2010.<sup>18</sup> It

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<sup>13</sup> 'Study finds e-cigarettes may make lungs vulnerable to infection', *NHS*, 14 August 2018, accessed on 28 September 2018 <https://www.nhs.uk/news/heart-and-lungs/study-finds-e-cigarettes-may-make-lungs-vulnerable-infection/>

<sup>14</sup> 'Teenagers e-cigarette 'link to tobacco' study finds', *BBC News*, 28/07/17, accessed on 18/10/17 <https://www.bbc.co.uk/news/uk-scotland-tayside-central-40751660>,

<sup>15</sup> McCrystal, P & Winning, K 'Drugs Education and Prevention for School-aged Young People', *Child Care in Practice*, Vol 15, No 4, (October 2009): 343

<sup>16</sup> Slym, RL et al 'National survey of drugs and alcohol provisions within further education colleges in England in 2006' *Drugs: education, prevention and policy*, 14 (3), (2007): 194

<sup>17</sup> *ibid*

<sup>18</sup> 'FRANK: free practical drug advice for adults and children', *Home Office*, 8 April 2013, accessed on 16/10/18, <https://www.gov.uk/government/publications/frank>

had a mixed response from professionals, some of whom saw it as relevant to young people, and others as patronising.<sup>19</sup> In the UK, Ofsted stated in 2005 that schools are expected to provide a drugs education programme to include provision of information about the risks of drug use.<sup>20</sup>

In summary, while much of what the 2002 Updated Drug Strategy called for should fall within the remit of government-commissioned provision of services, actually speaking to vulnerable groups is part of Think Differently. The programme also steps into the space of providing drug education and information in schools where schools do not have the skills or capacity to do so themselves.

### *Types of interventions*

A study by Amos into education about smoking found that it needs to start before children try their first cigarette, which for 39% is by their second year at secondary school. Also, as smoking is more opportunistic than a well thought-through behaviour, then equipping them with the life skills to deal with the issues of adolescence and exploring the reasons why they might accept and smoke a cigarette in a given situation is most appropriate. The study also points out that some children are more likely to try smoking than others based on their family setting and educational attainment and so targeting these groups would be of benefit.<sup>21</sup> However, as McCrystal et al in their study of drugs education for young people with special education needs point out, 'targeting preventative interventions rely on the accurate identification of those groups susceptible to drug use'<sup>22</sup> which of course is not always straightforward. High-risk variables for substance misuse include school failure and social exclusion (Suissa, 2001 in McCrystal) and so identifying the issues that might be contributing to this for young people with special education needs is important (Weinberg et al, 2002 in McCrystal).

The Stead et al study noted that the teachers that they observed were in favour of an information-based session, however the literature indicates that this approach is 'less effective than other approaches to drug education' (Bruvold, 1993; Hansen, 1992; Rundall & Bruvold, 1988; Thomas, 2004; Tobler, 1986 in Stead).<sup>23</sup> Thinking about education as being either interactive or non-interactive, 67% of the observed lessons were a combination of the two.<sup>24</sup> However, the literature shows that the interactive approach is 'nearly always more effective than non-interactive programmes'<sup>25</sup> Finally, Bagnall found that alcohol education was conducted with an emphasis on participation through small group work and optional role play exercises.<sup>26</sup>

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<sup>19</sup> Slym, RL at al, op.cit., 199

<sup>20</sup> McCrystal, P & Winning, K, op.cit., 343

<sup>21</sup> Amos, A 'Why children start smoking – the health education challenge' *British Journal of Addiction*, 87 (1) (1992): 18-21

<sup>22</sup> McCrystal, P & Winning, L, op.cit., 343

<sup>23</sup> Stead, M et al 'Bridging the gap between evidence and practice: A multi-perspective examination of real-world drug education', *Drugs: education, prevention and policy*, (February 2010): 17 (1): 15

<sup>24</sup> *ibid*: 11

<sup>25</sup> *ibid*: 2

<sup>26</sup> Bagnall, G, 'Alcohol education for 13 year olds- does it work? Results from a controlled evaluation', *British Journal of Addiction*, 85 (1990), 90



In summary, the Think Differently programme approach of equipping students with the life skills and tools to make their own decisions based on what they know the potential consequences might be fits neatly with the Amos study into smoking. Adapting the sessions to groups such as those with special education needs is also a key part of the Think Differently offering, as is providing interactive sessions.

#### *Using external agencies to deliver programmes*

In the study by Slym et al, in their sample of 154 FE colleges, 75% invited external agencies to provide drug and alcohol education and training and 17% paid for these. A range of agencies were involved, from drug and alcohol agencies to the police and ex-drug users. 83% of the sample were either satisfied or completely satisfied with their provision. The key benefits listed by schools were that as external people the students regarded the session as confidential, and that they were seen as experts. However negative comments tended to focus around the agencies' limited availability and/or unreliability.<sup>27</sup> 18% wanted greater input from external agencies in the future.<sup>28</sup>

Stead et al in their survey and observation of drug education in Scottish schools found that there was 'a strong reliance on visitors for delivering drug education'.<sup>29</sup> These external agencies were often observed to receive a positive response from students, and teachers appreciated their input too.<sup>30</sup> They also noted that whilst there is some evidence that peer educators may improve the effectiveness of drug education, actually 'trained teachers and health professionals can also be effective deliverers of drug education'.<sup>31</sup> The study concludes that 'There is a need for more specific guidance on how to use outside visitors most effectively, covering understanding of visitors' particular strengths and expertise; what areas of drug education should be more appropriately covered by teachers; and ensuring that visitors' inputs support and are integrated better with school provision'.<sup>32</sup>

In the survey to 42 post-primary schools, McCrystal et al found that many schools did rely on external speakers for drugs education, and warned that because of this 'schools may not possess the full spectrum of expertise required to deliver drugs education and prevention' and that schools often have a standardised approach to what they provide, with only one-fifth adapting to meet the needs of young people with special education needs. Teachers however were the main providers of drug education, mainly those with responsibility for special education needs.<sup>33</sup>

In summary, the Think Differently programme fits neatly within the findings of these studies that external agencies provide a high level of satisfaction and that the students and teachers give the session positive feedback and see it as more confidential than a teacher-run session. In addition, the fact that the Think Differently team adapted early on to meet the need from schools to have bespoke sessions to fit with their own curriculum or needs of

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<sup>27</sup> Slym, RL et al, op.cit.: 200

<sup>28</sup> Slym, RL et al, op.cit.: 202

<sup>29</sup> Stead, M et al, op.cit.: 16

<sup>30</sup> Stead, M et al, op.cit.: 16

<sup>31</sup> Stead, M et al, op.cit.: 3

<sup>32</sup> Stead, M et al, op.cit.: 18

<sup>33</sup> McCrystal, P & Winning, K, op.cit.: 347-8

specific student groups is helpful in making the programme more useful and integrated with the work of the schools. It also moves into the space of providing drugs education where none or little is being provided by a school.

### ***Attributing the impact of education provision/intervention***

Bagnall's (1990) evaluation into alcohol education finds that 'the way forward may lie in an educational approach which takes account of social influences on use and misuse'.<sup>34</sup> The study's general conclusion is that the alcohol education had some impact on knowledge, but its influence on attitudes was less clear. Those who had received the education also began to exhibit more restraint in the amount of alcohol they reported to consume than those who had not.<sup>35</sup>

The study by Coggans et al into drug education in schools had a similar finding that drug education did have a positive influence on drug-related knowledge which backs up the teachers' belief that this had been the case in their schools. However, due to a low level of illegal drug use in the sample, there was no evidence that illegal drug use, drinking, smoking or solvent abuse had been influenced by drug education. Also there was no evidence that students had become more anti-drugs as a result of the education, which is what the school believed.<sup>36</sup>

In summary, the design of the Think Differently programme does look at local and societal influences on decisions as well as peer pressure, and the findings from the surveys conducted over the two-year funded period do indicate that knowledge levels have been improved.

### **3.5.4 Other external information**

#### ***Parliamentary debate***

In November 2017, South Thanet MP and Chair of the all-party group on cannabis Craig Mackinlay took part in a parliamentary debate to highlight his concerns about illegal drug use, in particular the human and financial costs of addiction. He spoke about his concerns about illegal drugs in relation to crime, in terms of the "revolving door" of committing crimes, going to prison and then starting again; and also that "more than half of all acquisitive crimes—crimes including shoplifting, burglary, robbery, car crime, fraud and drug dealing, whether at a lower or higher level—are down to those on heroin, cocaine or crack". He also highlighted that drug use and poverty are linked. With regard to drug treatment he said that "Some 70% of those in drug treatment suffer from mental health problems" and that "More than 100,000 under-18s are living with people in drug treatment". He is concerned that in the future the opioid epidemic in the USA will travel to the UK leading to "a potential onslaught of fentanyl and other artificial opioid derivatives", and he quoted the Advisory Council on the Misuse of Drugs which reported that England alone saw an increase of 58% in opioid deaths between 2012 and 2015.

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<sup>34</sup> Bagnall, G, op.cit.: 89-96

<sup>35</sup> Bagnall, G, op.cit.: 85, 95

<sup>36</sup> Coggans, N et al (1991) 'The impact of school-based drug education', *British Journal of Addiction*, 86, (1991): 1107

Specifically relating to Kent, he quoted Kent County Council's road safety team which reported that there were 59 incidents of known drug-driving on Kent roads in 2016, with 16 resulting in serious injury and three in road accident deaths.

Finally, he said that the July 2017 government drug strategy does call for the expansion of education and prevention information, and concluded with the remark that "I feel that we should be upping our game in three strands of work: education in schools, colleges and universities".<sup>37</sup>

In summary, Think Differently is already delivering the education to young people that is called for and as part of that information about more newly available drugs is provided. Reducing drug and alcohol-related crimes is one of the desired long-term impacts of the Think Differently programme.

### ***Newspaper articles***

In a BBC article, figures released by the Department for Education in 2017 reveal that of exclusions (permanent and fixed-term) from state schools in 2015-16, 9,250 were for substance abuse (drugs and alcohol), compared with 8,580 in 2006-07. A report from the Institute of Public Policy Research was also quoted as finding that nearly two-thirds of the adult prison population were at some point excluded from school.<sup>38</sup>

Prescription medication or counterfeit prescription medication is also something that school-aged children may be exposed to. Addaction claimed in May 2018 that in relation to Xanax it was aware of "13 year-olds "dealing" the tranquiliser on school premises". One teacher was quoted as saying that "Because it's seen as a prescription drug and therefore not seen necessarily by some people as dangerous because it is prescription, they don't understand the risks. They think it's a safe way of getting into drugs."<sup>39</sup>

In Kent, in January 2018 Public Health Kent a statement calling for "users of illicit recreational drugs to be vigilant" because in east Kent 11 patients had been treated after taking Novel Psychoactive Substances (specifically one mimicking cannabis).<sup>40</sup> In August 2018 it was reported that 20 drug dealers in west Kent had been convicted in the past year as part of an operation to crack down on 'county lines' crime whereby dealers from London target vulnerable young people in Kent to get them to deal for them. Maidstone Borough Council has updated its Community Safety Plan to reflect this and this includes "educating teenagers in secondary schools and young people's supported accommodation on the risks of joining gangs".<sup>41</sup>

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<sup>37</sup> 'Drug Addiction', *Hansard*, 27/11/17, <https://hansard.parliament.uk/Commons/2017-11-22/debates/2e0f19ca-5a9b-49b0-86c7-75e16a25bc1d/WestminsterHall>

<sup>38</sup> 'School exclusions: Record numbers for drugs and alcohol', *BBC News*, 21/07/17, accessed on 18/10/17, <https://www.bbc.co.uk/news/uk-england-40670354>,

<sup>39</sup> 'Xanax: children as young as 11 taking anxiety drug', *BBC News*, 03/05/18, accessed on 17/10/18, <https://www.bbc.co.uk/news/health-43431453>,

<sup>40</sup> 'Public Health Kent Statement', 31/01/18, accessed on 17/10/18, <https://kccmediahub.net/public-health-east-kent-statement745>,

<sup>41</sup> 'County lines: Detectives bring down 20 dealers in west Kent coming from London', 28/08/18, *KentOnline*, accessed on 28/08/18, <https://www.kentonline.co.uk/maidstone/news/rise-of-londons-drug-dealers-188615/>,

In summary, educating young people about prescription drugs, legal highs, how to deal with peer pressure and the consequences of crimes such as drug dealing are already covered by the Think Differently programme. It is also a long-term desired impact of the programme to reduce school exclusions because of the lasting negative impact that this can have on young people into adulthood.

### **3.6 External factors**

The only other agency going to schools in Kent and Medway to speak to young people about drug and alcohol misuse is the national charity Addaction. They are commissioned by the UK government to provide a tier 2 and 3 level service, which is counselling. There is generally a waiting list for these sessions, they are shorter than those offered by Kenward Trust, are run by counsellors not people who have experienced drug and alcohol misuse or abuse themselves, and the intervention is held with at risk groups with a view to harm reduction.

It is unlikely therefore that given the differences in the two types of session offered by Kenward Trust and Addaction, that the impact measured in this evaluation can actually be attributed to the work of Addaction.

### **3.7 Review of the Theory of Change and evidence**

To review the Theory of Change therefore, evidence has been gathered and examined along with any other possible external influencing factors that could have contributed to the outcomes of the programme. By identifying these possible additional explanations and information or evidence, confidence in the likelihood that the steps in the Theory of Change have credibly caused change is increased.

Reviewing the information in section 3, it is indeed reasonable to assume that the actions of the programme have both achieved all six of the programme's goals as well as contributing to the observed outputs and outcomes. The external data confirms the assumptions of the project that young people in Kent are living in an environment of increased drug and alcohol use, drug-related crime and adults preying on the vulnerable. Of course not all young people will encounter these issues, and most have a clear understanding of what is sensible and have clear guidance from family. However, for those more vulnerable young people Think Differently is offering information in a mature way, bringing positivity and clarity to them. The students and teachers report that the sessions are a success and are changing behaviour in a positive way. There are no other external factors which could be directly influencing this impact on young people in Kent and Medway.

Specifically, all of the outputs and outcomes in the Theory of Change have been achieved and the goals addressed. As discussed in section 3.3, it is too early at this stage to assess whether the expected long-term impacts have been achieved. It is also important to note that the one limitation of the evaluation is that a randomised control trial was not possible, in which a sample of students could have been monitored over time to determine any long-

term changes in behaviour. This is why a contribution analysis has been undertaken, which allows for data and evidence to be pulled in from multiple primary and secondary sources in order to make sound judgements on the Theory of Change.

Furthermore, the learnings from the literature review around the context in which drugs education in schools are operating, types of interventions in schools, the use of external agencies in delivering programmes and attributing the impact of interventions – show that the Think Differently programme sits neatly within best practice. As such it deals with: vulnerable young people, giving students life skills, adapting sessions to the group, providing trust among students that the session is confidential because it is run by an external agency, and improving knowledge levels. In addition, issues raised recently in the press and Parliament are all being tackled by Think Differently.

To conclude, it is important to consider what would have happened to young people in Kent and Medway without the Think Differently programme being in place. It seems unlikely that schools would have had the capacity or confidence to run similar sessions without support, and these certainly would not have included a person who has experienced the issues themselves and would probably have been less interactive than the Think Differently sessions; as such the students would have missed out on both the learning points and on being able to discuss issues openly. Young people might not have been empowered to make positive decisions when the need arose, and the more vulnerable young people might have been pulled into drink, drugs and even crime without a clear understanding of the consequences in terms of what will happen to their body, their life, criminal sentencing and prison life. It is fair therefore to attribute value to Think Differently and to conclude that it has had a positive effect on young people in Kent and Medway.

## **4. The future**

This evaluation report has considered a wide range of information and research data, from data on school visits to surveys, case studies, a literature review and government data in order to reach its conclusion that the Think Differently programme has met its goals. In addition, the conclusion that, as far as it is possible to say, the actions of the programme have been the primary contributory factor in achieving the desired outputs and outcomes has been reached.

### **4.1 Recommendations**

It is recommended that Kenward Trust shares the results of this evaluation widely, with stakeholders and potential funders to demonstrate the importance and impact of Think Differently. It is of benefit to both young people and their schools and wider community, and as such should be continued. This report can also be used by The Kenward Trust to adapt the programme in the future and keep developing the Theory of Change over time.

### **4.2 Future plans**

As there are self-funded sessions booked in and a good level of demand for further Think Differently sessions, the programme will be continuing, hopefully with additional funding.

In addition, Kenward Trust has plans for the future which will expand the provision in Kent and Medway. Firstly, they plan to set up a learning resources pack which would be left with schools, for them to use in tandem with the sessions. Secondly, they would also like to start working with primary schools, with a focus on peer pressure and smoking. Finally, they hope to recruit a School Engagement Officer, initially for secondary schools and then later another for primary schools.

## Appendix

### 1. Typical Think Differently session

Using real life stories and experiences from individuals with previous drug and alcohol addictions, ex-offenders and current prison volunteers, Think Differently engages with young people raising awareness of the issues and potential consequences of drug and alcohol dependency. It helps young people to see these issues of crime and addiction and how it affects people. It outlines starkly that if they continue to follow the path they are on, then there will be multiple, negative consequences. Think Differently can help young people to make an informed choice due to contact and conversation with people who have been caught up in crime and addiction, because their lives have been affected by substance misuse.

The session can be tailored to meet the individual needs of the school. It can be delivered to the whole school via an assembly, to specific year groups or to a small group of targeted individuals who may already be experimenting with drugs and alcohol or at risk of using drugs and alcohol. It covers the following:

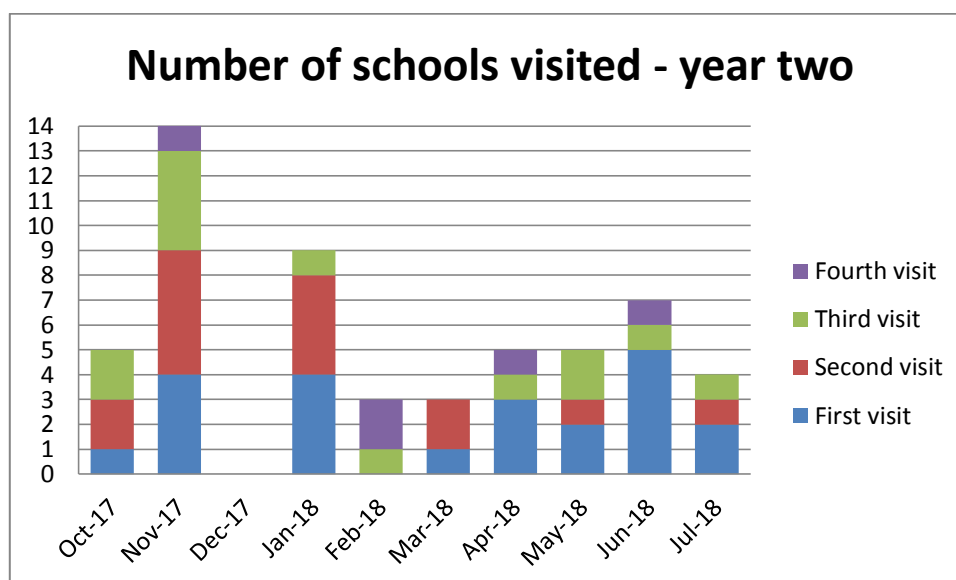
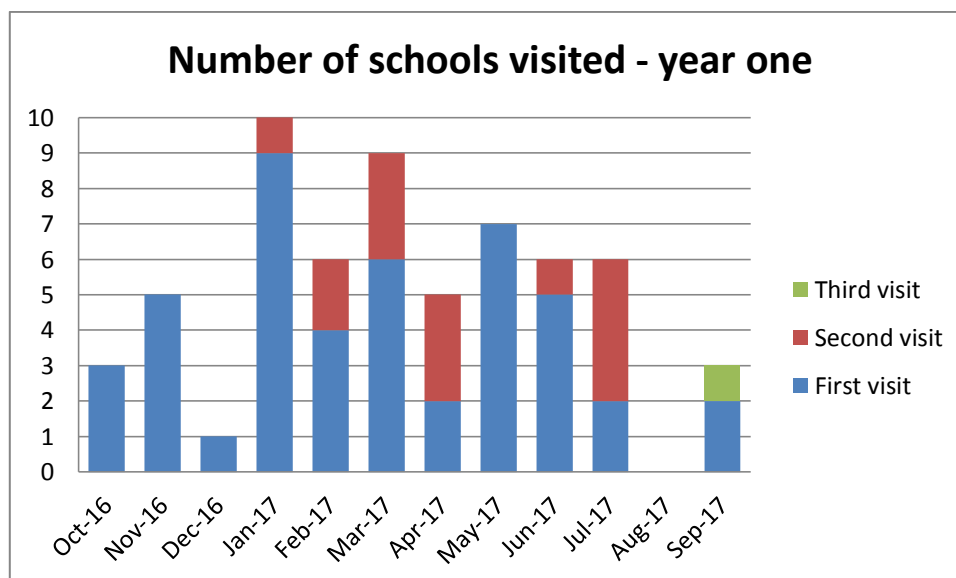
- Drug Awareness: Identifying the signs, drug paraphernalia, new psychoactive substance (former 'legal highs')
- Impact of alcohol and substances on the body
- Alcohol, smoking, drugs and the Law
- Life story
- Peer pressure and gangs
- Anti-social behaviour
- Crime and life in prison
- Question time

## 2. Data analysis of years one and two

### 2.1 Schools visited

#### 2.1.1 Number of schools visited

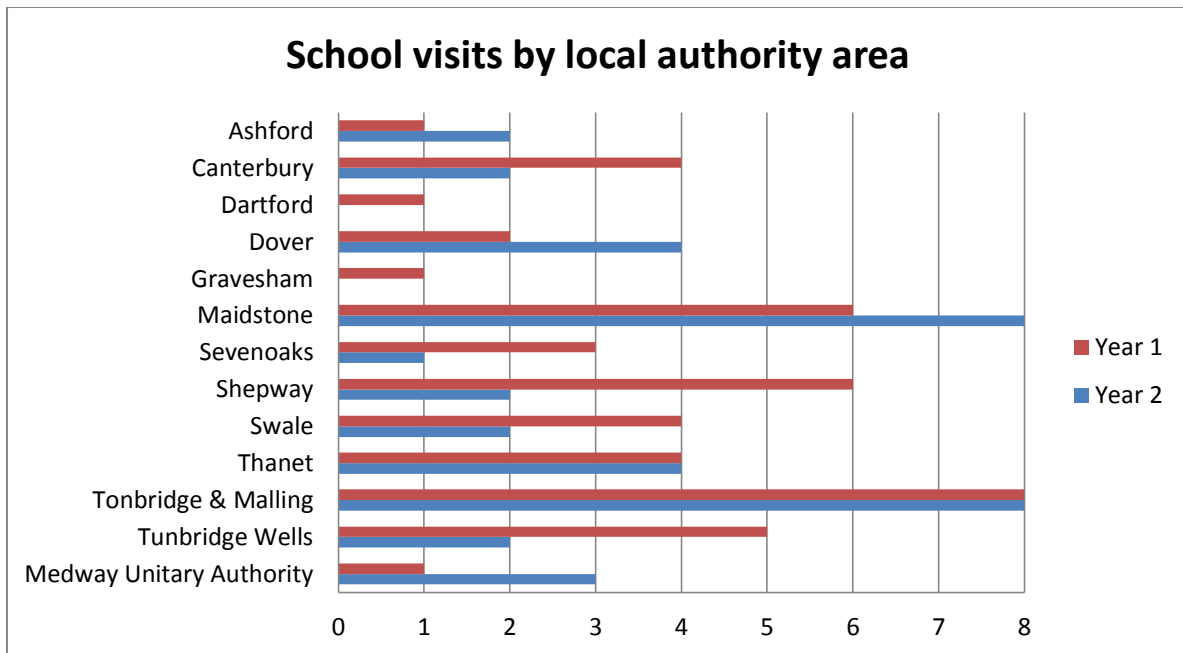
In year one 61 sessions were run in 46 schools encompassing first, second and third visits. In year two 55 sessions were run in 38 schools, some of which were fourth visits; and 14 future bookings were made for September 2018 onwards. During year two, schools tended to hold off on booking sessions during exam season, and then a good number of bookings came at the end of the school year. As funding was running low, some of these bookings had to be moved to the following academic year.





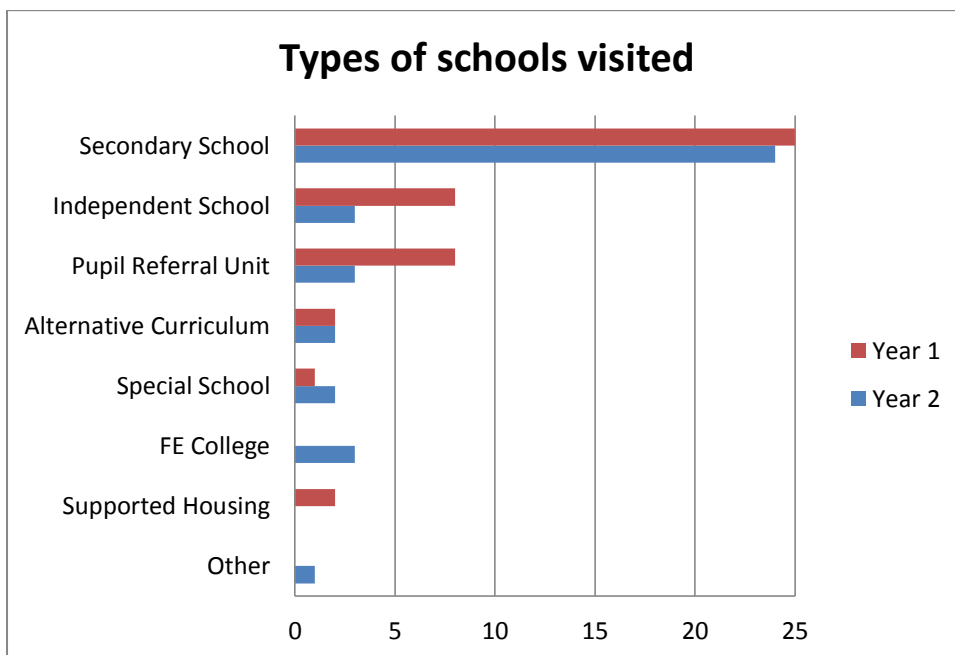
### 2.1.2 School visits by local authority area

In year one, all local authority areas in the county of Kent were reached, and in year two all areas except for Dartford and Gravesham were visited.



### 2.1.3 Types of schools visited

In year two, Further Education colleges were reached for the first time and a parents-only session was run at a fostering agency (classified as 'other'). Only the supported housing category did not receive a session in year two.

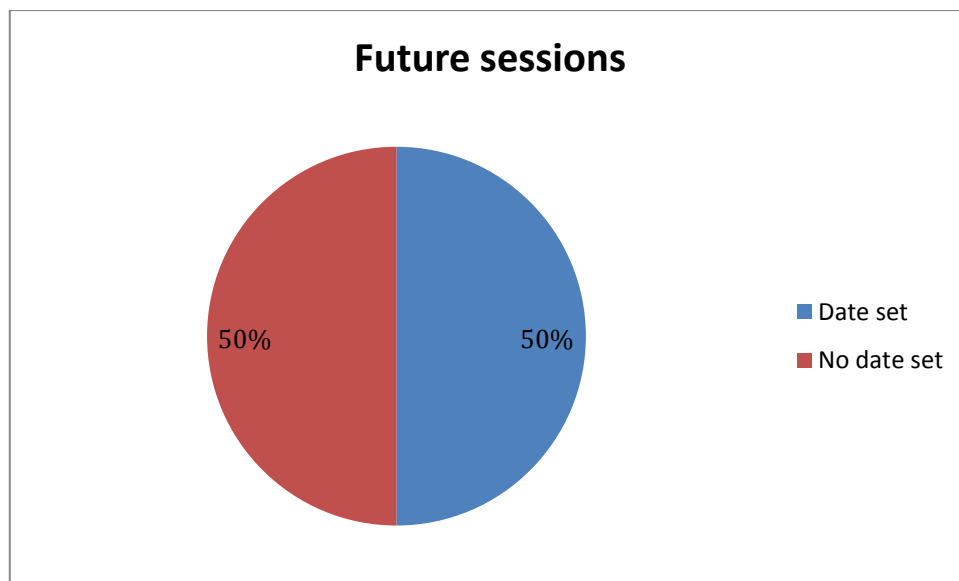


#### 2.1.4 Privately-funded sessions

Two schools in year two requested an additional session which they paid for privately. Tonbridge Grammar School had an extra session after their funded sessions, and Blackheath School based in Greenwich which is outside of the Think Differently funded area also paid for a session.

#### 2.1.5 Future sessions requested

At the end of the funding period in August 2018, 16 schools had requested having another Think Differently session, on the understanding that this would have to be paid for by the school. Eight schools had already set a date for the session (one requesting two sessions) and another eight had not booked in but had said that they would like one from September 2018 onwards. The fact that 36% of schools visited in the second year has requested a paid-for repeat visit demonstrates the popularity of the Think Differently sessions with the schools.



During September 2018, nine schools contacted Kenward Trust to ask for a session. When they heard that they could either be pencilled in for a session and wait to see if it could be funded by a charitable trust or book in a definite date by paying the fee (approximately £480 for a full day), seven out of the nine schools went ahead and booked. Anecdotally, the belief is that by offering free of charge sessions to schools and spending the time early on building relationships and trust, that schools are now willing to make payment because they value the programme and regard it as the best place to go to for support.

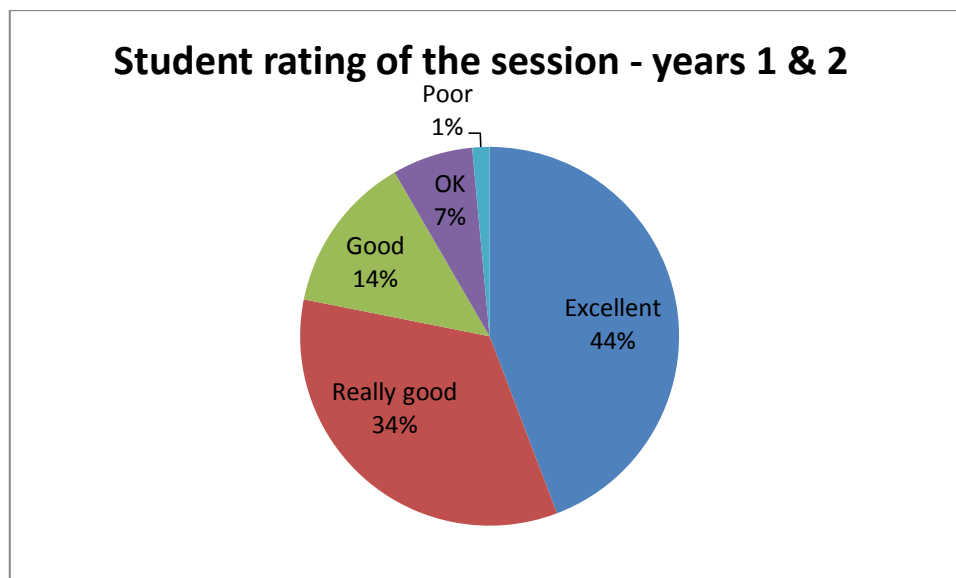
## 2.2 Feedback from students and teachers

In year one, paper feedback forms were distributed to students and teachers at the end of the sessions. The aim was to evaluate the standard of sessions and to gauge interest in other topics that could be covered. 113 forms from students and 39 from teachers were received and analysed.

In October 2017, online surveys were launched alongside paper surveys. After the Think Differently session the school was emailed the link to the student and teacher surveys. 1,019 online survey responses were received from students in year two plus 119 paper surveys. Teachers returned 48 online surveys and 13 paper surveys.

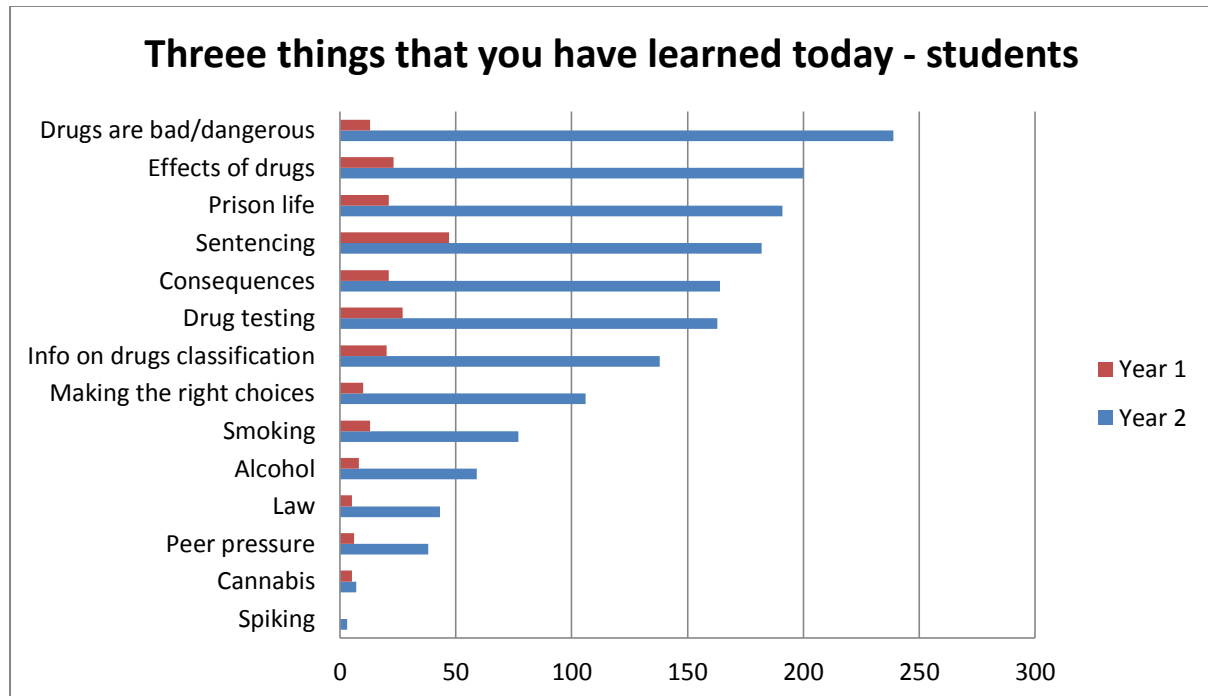
### 2.2.1 Student feedback

In year one, 90% of students said that the session that they attended was either 'excellent' or 'really good'. In year two, the 'excellent' and 'really good' responses declined slightly, but 'good', 'OK' and 'poor' went up. Overall therefore, 78% of students felt that the Think Differently session had been 'excellent' or 'really good'.



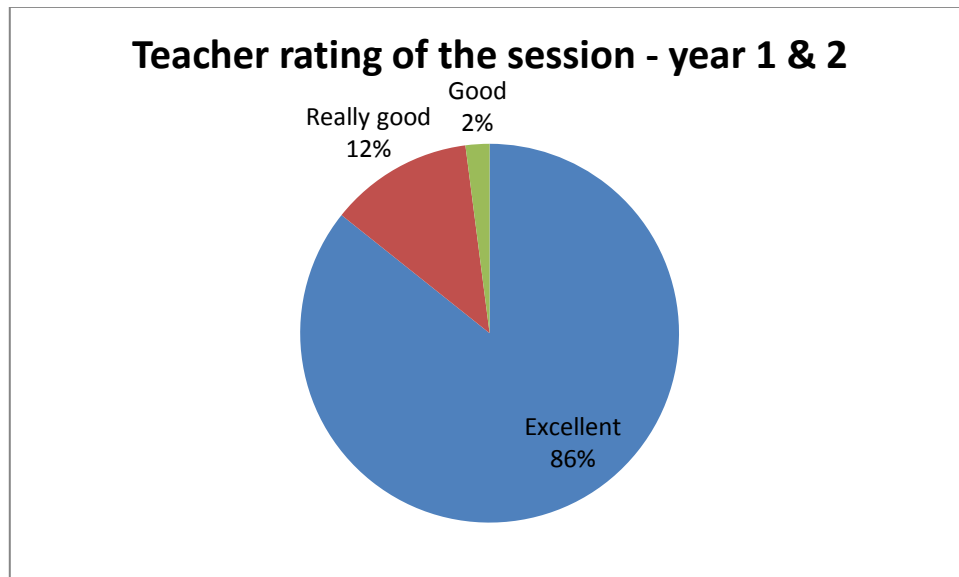
In the Interim Evaluation, 13 issues were raised often and analysis reveals that these are still the most frequently raised learning points in year two, with the addition of spiking (of drinks or drugs).

In year one, learning about the sentencing relating to different crimes was the most often raised issue by students, followed by how drug testing happens and how long drugs stay in the body for, and then the effects of drugs on the body and mind. In year two however, the learning that drugs are simply bad was raised most often, followed by the third most popular learning in year one, the effects of drugs, and then learning about prison life.

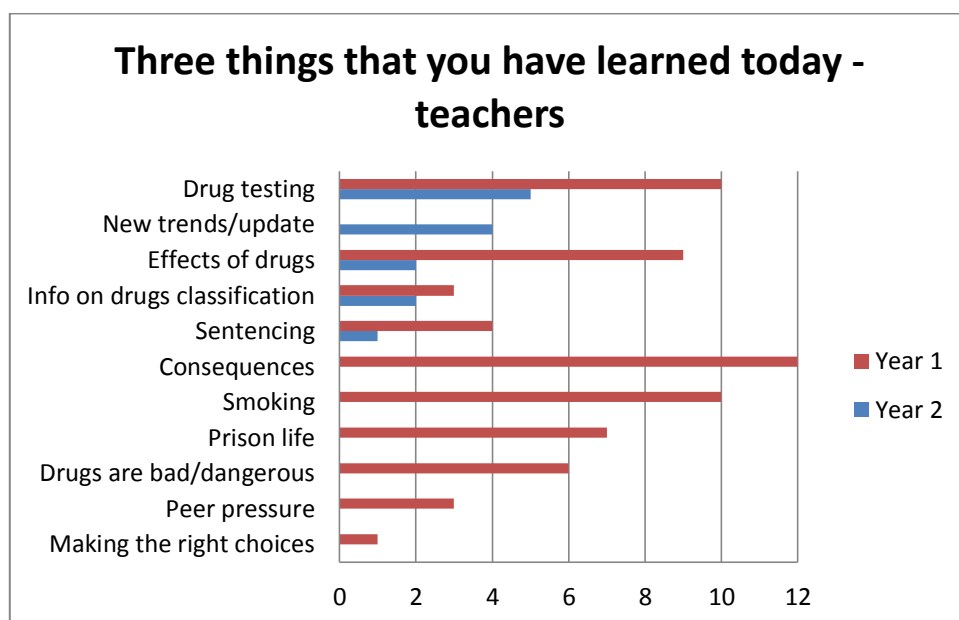


### 2.2.2 Teacher feedback

In year one, 100% of teachers said that the sessions had been either 'excellent' or 'really good'. In year two this level was at 97%, with an additional 3% saying that 3% the sessions were 'good'. Across years one and two therefore, teacher ratings were almost unchanged, with an average of 98% saying that the sessions were 'excellent' or 'really good'. Notably, 86% said that the sessions were excellent which is nearly double that of the students at 44%.



Among teachers, in year one the issues raised most often were the consequences of using and selling on your life, the effects of smoking and the content of cigarettes and drug testing. In year two however, drug testing was followed by a new category of learning about new trends and then the effects of drugs and information on classification come joint third.



Also in year two, the additional follow-up survey for teachers that was raised in the Interim Evaluation was launched. In May 2018, surveys were sent retrospectively to teachers in schools that had received a visit from January 2018 and then up to July 2018. The aim was to gather extra feedback on how effective the teachers felt the Think Differently sessions have been in supporting their students. Six responses were received and every teacher stated that their students' ability to deal with any drug and alcohol issues that they may have encountered/encounter in the future improved after attending a Think Differently session. Four teachers said that student ability had improved from 'poor'; two to 'average' and two to 'good'. Two teachers said that their students had improved from 'average' to 'good'.