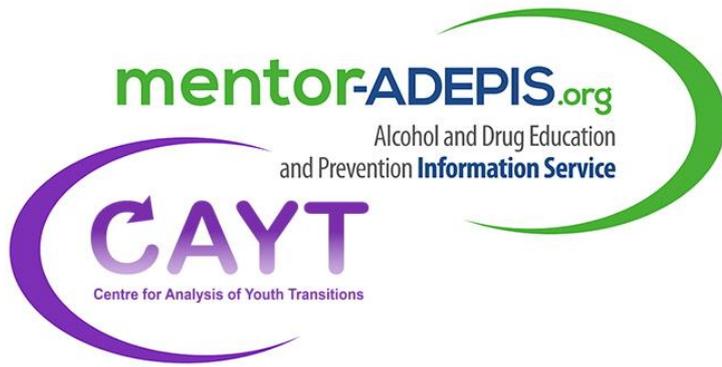


DARE Primary Programme (Drug Abuse Resistance Education)

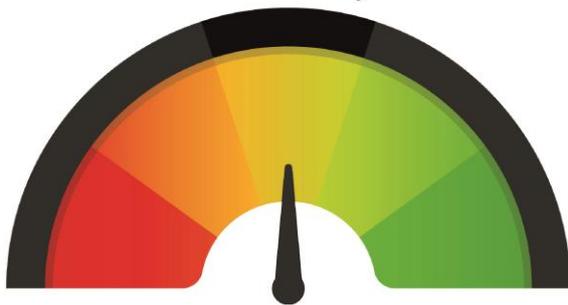
Programme Review
Mentor UK



**Overall Programme Performance
(Maximum Score 4)**

2

Satisfactory



Satisfactory Evidence of Research and Impact

**Evidence
(Maximum Score 7)**

4

Good Standard of Evidence

**Outcomes and Impact
(Maximum Score 4):**

2

Recognised but modest impact in terms of reach and significance

PROGRAMME SNAPSHOT

Aim: Helping young people to become responsible and lead a safe, healthy life.

Age: Children aged 9-11

Gender: Both

Geography: Rural and Urban

Setting: Classroom Based

Current Programme Status: Active

Translation: No

Cost: Yes

£27 per Pupil

The programme is delivered by a fully trained and accredited DARE officer and includes all work books, name cards and graduation certificates.

Training required: Yes

Related Programmes:

Keepin' it REAL

DARE Active

On Track, Keep on Track

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Date of Review: 07.12.17

PROGRAMME PROFILE

Life Skills Education C.I.C. DARE Primary Programme

- **Programme Summary**

DARE (Drug Abuse Resistance Education) was developed in 1983 in California by the County School District and the Police Department before being rolled out nationally. It was first introduced to the UK in 1994 and was completely redesigned in 2013. This revision was designed to fit with the UK education system. Following trials, the revised programme was implemented in the UK in 2014. It was also run as a pilot to ensure it is suitable for children with Alternative Learning Needs (ALN). To date over 360,000 children have graduated from the DARE Primary Programme. There are two versions of the current programme, for primary and secondary school pupils, however, this report is solely for the DARE Primary Programme.

Previous evaluations of the DARE programme have taken place in the USA and many showed a lack of impact of the intervention, however, these evaluations were based on the original elementary DARE curriculum. The current evaluation submitted to CAYT for review is the first evaluation conducted of the fully revised programme using pupils from the UK.

We agree with the current evaluators that 'further replications are required to discern the qualified effects of delivery mode across different schools and improve the effectiveness of the programme on specific questions'.

We have concluded that the evidence provided for the CAYT assessment to be of a **Good** standard and agree that the DARE Primary Programme demonstrates **Acceptable** impact in its intended outcomes in terms of reach and significance. Overall, we have found the programme performance to be **Satisfactory**.

- **Programme Description**

Programme Goals

The aim of the programme is to support young people to become responsible and lead a safe and healthy life, whereby they can:

- Assess the risks and consequences of their behaviour
- Deal with bullying and peer pressure
- Make safe and responsible choices
- Manage personal stress
- Improve their communication and listening skills
- Get help from others, including the police
- Develop knowledge about substances, both legal and illegal

Overview

The DARE Primary Programme involves young people aged nine to 11 years old experiencing ten interactive lessons and a graduation ceremony. Each week builds on the previous week and the knowledge and skills developed. The core decision making

model of define, assess, review and evaluate is applied at each stage and risks and consequences are explored throughout. Parents and/ or careers are engaged at the beginning of the programme and pupils are encouraged to share their workbook with them to help guide discussions in the home. Parents are invited to join in at the graduation ceremony which links the learning to other primary curricular activities.

Theoretical Background

The primary curriculum is based on social and emotional learning theory (SEL). Social and emotional learning involves the processes through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that social and emotional skills are critical to being a good student, citizen, and worker. Many different risky behaviours (e.g., drug use, bullying,) can be prevented or reduced when integrated efforts develop students' social and emotional skills. This approach has a strong empirical base with a growing body of research linking SEL to improved pro-social behaviour and academic achievement and reductions in aggression and substance use.

Programme Topics

During the course of the programme the young people are exposed to a range of personal and social skills. Skills development is integrated with learning about bullying, peer group pressure, the use of social media, use of illegal drugs, the misuse of legal drugs, misuse of alcohol, smoking, solvent abuse and new psychoactive substances.

Delivery Process

DARE is a ten-week course, delivered in schools by former police offers (although the background of officers is becoming more varied) on a universal basis to all pupils. All officers have either teaching or training qualifications or equivalent experience. The delivery team includes a work force predominately of teachers and youth workers, social workers and others who have direct experience of working on substance issues in the community.

The programme is delivered in four different formats:

- 100% DARE trained officer delivery: a DARE officer trained in the delivery of DARE delivers the full 10-week course and attends the graduation ceremony. The teacher is required to be present at all times but has no direct input on the delivery of the course.
- 50/50 delivery: a DARE trained DARE officer delivers every other session and attends the graduation, with the teacher delivering the other half of the sessions. Teachers are able to attend specific training events on delivering DARE and drug and life skills education provision in general.
- Teacher led plus delivery: A DARE trained officer delivers the first lesson and attends the graduation, the teacher delivers the rest of the course.
- Teacher led delivery: The teacher delivers the whole course, there is no DARE trained officer involvement.

Training for group leaders/facilitators to run the programme:

The DARE Primary Programme offers full training and accreditation. Detailed information about implementing it including group leader training opportunities, can be found on the programme's website: <https://lifeskills-education.co.uk>

- **Evidence**

<p>Evidence Rating (Maximum Score 7)</p>  <p><i>Good Standard of Evidence</i></p>
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One independent evaluation of the programme, jointly carried out by researchers from Nottingham Trent University and the University of Nottingham, was submitted for consideration. The full report and the executive summary were reviewed. The evaluation submitted shows the research and the evaluation of the programme to be of a good standard.

Evidence base (Studies Reviewed)

The following source was used in the development of the programme profile:

Tseloni, A & Evans, E. (2016) Evaluation of the UK DARE Primary Programme. Final Report. *Funded by the College of Policing.*

- **Impact**

<p>Outcomes and Impact Rating (Maximum Score 4):</p>  <p>Acceptable Impact in all intended Outcomes in terms of reach and significance</p>

Expected Outcomes

The programme is expected to enable pupils to:

- Improve their communication and listening skills
- Deal with bullying and peer pressure
- Manage personal stress
- Get help from others, including the police
- Assess the risks and consequences of their behaviour

- Make safe and responsible choices
- Develop knowledge about substances, both legal and illegal

Evaluation Methodology

The evaluation used an online questionnaire (hosted by Smart Survey). 166 pupils from three different schools participated in a pilot study to allow alterations to be made. The main study surveyed 1496 pupils (848 in the trial group and 648 in the control group) in years five and six (aged nine – 11 years) from primary school pupils across the East Midlands region of England. The survey was delivered to a randomly assigned group of trial and control schools both before and after delivery of the programme, to assess changes in the knowledge, attitudes and behaviour of the pupils. Pupils were asked about the following topics:

- Knowledge of topics on the DARE curriculum including drugs and substances
- Confidence and behaviour in particular situations
- Personal exposure to substance use
- Personal experience of substance use

As part of the evaluation 25 teachers were asked to rate the delivery of the programme as a) Basic, b) Good, or C) Outstanding, on issues such as the programme's content, delivery and resources.

Findings

Researchers report that the teachers questioned were overwhelmingly satisfied with the way the DARE programme was designed and delivered, rating it in most cases as either good or outstanding.

The evaluation shows change between the pre and post survey and significant differences in the extent of change between trial and control samples with regards to a number of the programme's learning outcomes (communication and listening skills, getting help from others excluding the police, making safe choices and knowledge about drugs, alcohol and substance abuse), marginal change with regards to a few learning outcomes (assessing risks and consequences of behaviour, attitude towards the police, and managing personal stress) but no change in dealing with bullying and peer pressure and personal experiences with drugs, alcohol and substance abuse.

In summary, results from the evaluation show that the DARE programme delivered in the UK has an uncontested positive effect on half the learning outcomes it aims to achieve, a conditional to delivery mode positive effect on another two and a half (attitudes towards the police being the other half of getting help from others) learning outcomes and the remaining learning outcome (dealing with bullying and peer pressure) and personal experiences with drug, alcohol and substance abuse.

ADDITIONAL REFERENCES

In addition to the submitted evaluation, additional documents included an executive summary of the evaluation, teacher lesson notes and a briefing document for invigilators and school staff responsible for administering the survey and for the data collection.