A REPORT ON PEER EDUCATION IN THE EAST END OF GLASGOW

PURE 94 STYLE

By Young People for Young People
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1 FOREWORD

"By young people for young people" was the slogan that was used to promote the Pure Youth Conference held in Glasgow in October 1994. It represented the culmination of eight months’ inter-agency work with young people and focused on a number of contemporary issues which affect young people today.

Whilst health education provided an overall theme for the conference, particular emphasis was placed on drugs education. The conference was specifically timed to occur in European Drugs Prevention Week.

The Pure Youth project developed from three separate pilot peer education projects which began in 1991/92 in the East End of Glasgow. The pilot programme involved groups of young people from Barrowfield, Carmyle and Tollcross supported by staff from South Camlachie Youth Project, Health Promotion Department, Community Education Service and East End Drugs Initiative.

Peer Education has been described as an approach

"which empowers young people to work with other young people, and which draws on the strength of positive peer pressure. By means of appropriate training and support, the young people become active players in the educational process, rather than passive recipients of a set message. Central to this approach is the collaboration between young people and adults". (Fast Forward Positive Lifestyles Ltd. Extract from ‘Xcellent’ Journal, January 1994.)

The planning and organisation of the Pure Youth Conference was based on the approaches encapsulated in this definition.

This report has been compiled following consultation with all of those involved in the Pure Youth project. It aims to provide the reader with the following information:

1 The project history
2 How the project was organised and funded
3 A description of the peer education process
4 A description of the Conference
5 An analysis of the Conference and its outcomes
6 Monitoring and evaluation of the peer education process
7 Conclusions, recommendations and future strategy

The authors hope that this report will be used by anyone who is interested in finding out more about peer education and who want to learn from the East End experiences. It is intended that the report will enable wider discussion and further development of peer education with young people.
In 1990 neighbourhood youth workers involved in a local forum identified a common concern regarding drug use and health education for young people. It was felt that existing educational resources were neither suitable nor directly relevant to young people's experiences and needs in Glasgow's East End.

As a result, less traditional and more informal approaches to drugs education were investigated. The concept of peer education in drugs work with young people was introduced by East End Drugs Initiative (EEDI), and led to a collaboration between EEDI, Greater Glasgow Health Board (Health Promotion Department), South Camlachie Youth Project and Strathclyde Regional Council's Community Education Service.

In 1992 three peer education projects were piloted. Each group of young people participated in a training programme following which they embarked on a peer based process to produce drug education resources. The three projects were:

- **Drug Education Video** - South Camlachie Youth Project
- **Drug Information Leaflets** - Tollcross Drug Information Group
- **Drug Education Drama Production** - "Carcross" (Carmyle and Tollcross) Drama Group

All three projects were highly successful both in terms of producing an end product and in terms of how that end product has been received. Of greater significance than the end products however, were the processes by which they were achieved. Whilst the resources developed in the three pilot projects stimulated interest among other youth groups and agencies at a local and national level and have featured in forums, conferences and in media profiles (such as a Channel 4 schools programme), peer education is not driven by the need for an end product. The process of engaging with young people and validating their contribution is central to the philosophy of peer education work.

Independent of these three projects, there were developments in Haghill and Lilybank and people from these areas were brought in to extend the peer education network. To co-ordinate activity across this network the East End Peer Education Forum was established in February 1993. The initial aims of the forum were:

1. To facilitate peer education work in the East End of Glasgow.
2. To provide support and an information network for workers involved in the peer education process.
3. To build on existing work and continue the growth of local groups.

Simultaneous with discussions on future work and collaboration in the workers' forum, young people were putting forward their suggestions for future projects. From this grew the idea of organising an East End Youth Conference.
3 WHY PEER EDUCATION?

What is the attraction of using a peer education approach with young people? It is certainly not a short cut to solving problems or a cheap method of service delivery.

As indicated earlier, youth workers had initially identified from young people that existing drugs education materials and traditional approaches to drugs education were not meeting needs in the East End. Peer Education was seen as a more realistic approach to drugs education and had the major benefit of reflecting the processes which underpin good youth work practice - it is educational, participative and empowering.

The central focus of peer education work lies with young people, validating their experiences and attaching importance to their existing knowledge. The process depends on their contribution and active participation. It is a pre-requisite that workers in this process acknowledge that young people themselves should identify needs, wants, and issues which are relevant to them.

Peer education is therefore an interactive process, involving young people and workers in partnership, seeking to endorse and extend knowledge in a way which is relevant to the needs of the peer group.

Whilst there are major benefits from the peer education process, the costs should not be underestimated. The ripple-out effect of peer education, with young people engaging with their peers in an educational process, is the culmination of a resource and staff intensive programme of work. A great deal of time is devoted to establishing ownership by young people and progressing at a pace set by them.

The programme in the East End has drawn on a substantial pool of expertise and resources. This has been achieved by collaboration between agencies to support young people.

The experience gained through the three piloted projects confirms that peer education is a positive and productive method which can both inform policy and promote relevant and appropriate responses to issues which affect young people's lives.
4 The Infrastructure

As peer education was developed in the East End there was a need to build on the ad-hoc groupings which were the nucleus of initial activity. Given the success of these groups in developing pilot work and given the essential component of participation by young people, it had been acknowledged that any infrastructure created to enable the co-ordination and development of peer education would be largely "bottom-up" and based on the activity at grassroots level.

This resulted in a process involving three key elements:

Local peer groups with support workers
Support workers’ forum (East End Peer Education Forum)
Managers’ forum (East End Joint Strategy Group)

The intention was that these three elements would inter-connect in a process which was both dynamic and developmental.

4.1 Local Peer Education Groups

Peer education groups currently exist in the following locations:

- Carmyle
- Tollcross
- Lilybank (Parkhead)
- Barrowfield
- Haghill

Each group has a range of characteristics determined by:

- the age and experience of participants
- the needs of the group
- the neighbourhood in which it is located
- the extent to which peer education is a component in other programmes

4.2 East End Peer Education Forum (Established February 1993)

The East End Peer Education Forum consists of:

5 Community Education Workers (Area 9 and Area 14)
1 Health Promotion Officer (GGHB)
1 Information and Resource Worker (East End Drugs Initiative)
1 Youth Worker (South Camlachie Youth Project)
AIMS

* To build and consolidate existing peer education commitments

* To organise and stage a peer led, drugs and health education based Youth Conference for young people throughout the East End of Glasgow

* To present youth led workshops at an East End Youth Conference on relevant issue based topics

* Provide a platform to use and present health education materials produced locally by young people

* To examine ways forward for recommendations from young people, ie new ideas, initiatives, responses to issues highlighted in conference

* To create an informed Youth Work Strategy for the East End

OBJECTIVES

* Identify interested youth groups to participate

* Identify relevant agencies

* Provide learning opportunities for young people to gain increased skills and information on a wide range of issues

* Work with and encourage young people to identity issues which should be addressed

* To build self confidence and boost self esteem in young people

4.3 East End Joint Strategy Group (Established March 1993)

The Joint Strategy Group consists of:

2 Area Community Education Officers (Areas 9 and 14) (East End)

1 Senior Health Promotion Officer

1 Project Leader (EEDI)

1 Senior Development Officer (EEDI)

1 Project Leader (East End Community Information Project)

The purpose of this group was to agree a strategic approach to peer education work across the East End.

AIMS

* Maintain an overview with regard to effective co-ordination

* Ensure speedy decision-making

* Commit staff time and resources

* Submit joint funding applications
5 The Pure Youth Project

The East End Peer Education Forum set out to fulfil aims and objectives relative to the organisation of a peer led drugs and health education conference.

The planning process incorporated consideration of:

- funding
- workers' roles
- monitoring and evaluation.

5.1 Funding

It was appreciated that for such a potentially large venture a number of funders would be required. Estimates were prepared and various funding sources were investigated. It was finally agreed to seek funding from the Government sponsored Drugs Prevention Initiative (DPI) via its local office in Glasgow. The funding application included detail of substantial in-kind funding from the contributing agencies which included significant commitment of staff time to the project.

Whilst the Drugs Prevention Initiative were supportive of the bid its scale warranted both an approach to the local political structures (East End Partnership Ltd) to seek matched funding and referral of the application to the Home Office in London for final approval.
5.2 Role of Workers

Each agency had identified and committed staff to the project. Within this staff group, tasks and responsibilities were allocated to allow the process to be progressed.

The group assumed responsibility for setting up routine planning meetings. In addition, a system for co-ordinating activity was established. Other than these systematic tasks this group also developed the methodology of the project and clarified the process by which young people could become involved, group work would be instituted, and the overall work programme allocated and progressed. Central to these tasks was the method of evaluation and monitoring.

5.3 Evaluation/Monitoring

(a) The Peer Education Forum would be convened on a regular basis, progressively more often as the process of implementation demanded. Forum minutes would record progress and would be circulated to Forum participants and Joint Strategy Group members.

(b) All correspondence, minutes and plans would be maintained in a master file which would contain a complete record of the project.

(c) Financial statements would be prepared, submitted to the Joint Strategy Group and reinforced by verbal reports.

(d) A liaison person would be nominated by the Forum who would liaise with the Joint Strategy Group Chairperson and would attend Joint Strategy Group meetings to ensure exchange of information.

The Forum identified key phases in the conference planning process:

Phase 1 - Consultation/team building
Phase 2 - Social weekend
Phase 3 - The training
Phase 4 - (a) Residential including mock conference/dress rehearsal (b) Conference
Phase 5 - Evaluation

These phases will be used to structure the remaining components of this report.
6 Phase 1 – The Forming – March to June 1994

6.1 Aims

The initial aim was to assess the interest and commitment of current peer group members in taking the peer education process further. The intention was to ensure continuity, and to build on existing skills in taking the concept to a wider group of peers who may have had little or no experience of peer education.

After the initial consultation meeting, at which young people committed themselves to the process, the programme aimed to build trust, friendship and confidence. This was specifically designed to bring together individuals who had varying levels of experience and who were from neighbourhoods around the East End which suffered from “traditional” territorial loyalties. From the outset the acknowledgement and breaking down of barriers was seen as a priority.

6.2 Content

The content of the programme in phase one was determined in consultation with young people invited from the initial three groups and from Haghhill and Lilybank.

The consultation evening took place in February 1994 and involved 50 young people drawn from the five distinct neighbourhoods described in section 5.1. There was therefore some anxiety among both the workers’ group and the young people about how the consultation may go given the mix in ages, experience and home neighbourhoods of the groups involved. However, whilst there was some apprehension at the meeting, the fears proved groundless.

Group exercises were undertaken which introduced and explored the concept of peer education. The conference as an idea was discussed and accepted and a range of issues pencilled in vis Drugs; HIV/AIDS; Health and Fitness. At this stage the proposal was for a high profile event in a prestigious venue with a target audience of 200 young people. Also at this stage the young people present had intimated their intention to avoid a “stuffy” or “boring” conference and to link the information aspects to fun and social events.

Whilst a decision to press ahead with the large scale event had been taken, there was some concern that if the funding package did not come to fruition, expectations may have been falsely raised. As a result, and to sustain interest from the young people, it was agreed that Plan B would entail a smaller scale, more localised, event. “Plan B” was also targeted for October 1994 in European Drugs Prevention Week.
On the basis of the very positive results of the first consultation evening the forum workers completed the grant application to the Drugs Prevention Team and arranged a programme of meetings with young people with the aim of building trust, confidence, and knowledge. These meetings were arranged to run fortnightly each Sunday and whilst each had a social element their central purpose was to lay the foundations for the conference.

Contrary to expectations the numbers participating remained high throughout this phase of the project. From a high of 50 participants the number of young people remained consistent at 43. The groups varied in age and maturity and included a mix between those with little experience in the peer education process to those with confidence and skills acquired in the earlier programme.

Those with more experience were encouraged to share their skills and knowledge with less experienced participants. This was achieved by encouragement from workers, exercises to reduce barriers and to increase team building.

The following bullet points reflect the content of the programme at this stage:

* individual introductions
* team building exercises
* group ‘ground rules’
* trust and confidence building
* local area/club profiles
* reviewing principles of peer education
* identifying key issues/themes for the conference
* investigate/experience methods of workshop delivery ie presentation skills, communication skills, resource mediums, information gathering, boring v fun inputs, audio/visual techniques
* naming the project: “PUREYOUTH ’94”
6.3 Benefits and Issues

Benefits

* Young people generally worked well together in spite of their area/experience differences.

* Workers involved brought and shared a range of resources, skills and techniques from their different professional backgrounds.

* A wide range of teaching techniques were used by workers and were "chewed over", adopted or rejected by young people.

* The conference idea was very much adopted by the young people and ownership was apparent in the debating and choosing of a name for the project.

* Social events were an integral, valued and enjoyable factor in this stage of events.

* Interim funding for this phase was made available, on loan from participating agencies, until such time as firm funds were acquired.

* Peer Education Forum continued to meet in between these Sunday meetings in order to evaluate, review and forward plan.

* Communication between the Joint Strategy Group and Peer Education Forum was established and effective.

Issues

* Uncertainty in funding affected the further execution of the planning and the planned residential event had to be converted to a non-residential one.

* Transport arrangements for young people on Sundays proved to be problematic. This was due to factors such as young people and workers not being at pick-up points on time, and to Strathclyde Regional Council self-drive mini-buses being of such poor condition that last minute alternative arrangements had to be made on more than one occasion.

* The additional workload from the project impinging on wider remits. The requirement to re-negotiate workloads did not meet with a consistent response.
Issues (cont'd)

* As a result of other commitments, workers could not always make pre-arranged planning meetings. A degree of tension arose when decisions about the programme had to be made in the absence of workers who were keen to be present.

* Some friction was apparent between two particular groups of young people which inhibited the progress of both. The friction was caused in part by territorial mistrust.

* As a result of a lack of confidence there were small elements of resentment from those young people new to the process towards those participants who had experience and knowledge of peer education.

* A fight broke out between two group members (not related to the above) and was dealt with by too many workers after the incident was resolved.
7 Phase 2 – The Storming – June 1994

The Non-Residential Weekend

7.1 Aims

The first aim of the weekend was to hold it in a residential setting to enable time for the group to address problems, highlight concerns and to ‘gel’ effectively. This was to provide the base on which the next intensive stage of work could be built.

Secondly, and equally importantly, the project was at a turning point. Issues for workshops had to be finalised and group members were invited to commit themselves to workshop planning groups. This was difficult both for participants, since they had to be encouraged by interest rather than “safe” “home” groups, and for workers who had to encourage but not push. For the first time groups would potentially be permanently mixed.

Thirdly, the whole concept of the conference and the level of commitment had to be agreed. Young people were asked to both decide if this project was what they really wanted to be involved in and to acknowledge the need for a programme of activities in preparation for the conference.

7.2 Content

Despite having verbal commitments, the matching process in funding had to be completed and written approval received. In the absence of funds a decision was therefore taken by young people and workers that the residential could not go ahead as planned. However, by way of a compromise, and so that the potential gains of such a residential were not totally lost, an alternative arrangement was made.

A programme over two days was arranged at a venue outwith the East End. Dalmuir Community Education Centre in Clydebank was chosen as the venue for this “non-residential” event since it could accommodate the various needs of such a large training group.

The centre was close to Clydebank Shopping Centre and Entertainment Park which allowed for the social events, which were required to complement the planning element of the non-residential event.

On the educational side of the programme, group exercises were set up to plan each conference workshop and to develop the conference idea with regard to venues, content and planning. A Conference Planning Group was instituted to arrange the venue, speakers, displays, publicity and transport. There was also an opportunity for young people to identify firm issues and to enable allocation to their choice of groups which would research and plan the running of issue workshops. The issues identified and agreed were:

Drugs, HIV and AIDS, Sexual Health, Youth Rights.
The training programme for each group was worked out at this stage and included the following:

Issues within the issue
What messages do they want to put across
How to put the message across
Timescales
Meeting times
Venue for meetings
Logistics of getting to and from venues
Summer holidays - who would be available and when
Training needs
Resource needs
Availability of support workers

The weekend highlighted various issues, including differences arising from the mix in age and experience of young people involved. The Peer Education Forum had anticipated the differences in levels of experience and had given a lot of attention to encouraging more experienced participants to share with less experienced participants. However, the practicality of taking this forward proved to be more difficult than envisaged. Informally, the process was taking place but in more organised sessions it was difficult to bridge the differences in experiences and perspectives.

Given the intensity of the programme, some young people decided that the process was not for them. Others suffered from negative peer pressure, even though they had had a previous experience of peer education. A few subsequently withdrew.

The weekend was rounded off with a barbecue and outside games. This made for a well earned and much needed time for relaxation. An enormous football game dominated the afternoon and almost saw the oxygen starved demise of one or two workers!
However, it was the first time since March that the young people were "a group" as opposed to "groups" in the same room. The 'PURE YOUTH PEER EDUCATION GROUP' had emerged.

7.3 Benefits and Issues

Benefits

* The accommodation and hospitality of Dalmuir CEC offered an excellent opportunity to carry out the programme.

* Young people were very much impressed with the centre to the extent that they suggested it for the conference venue.

* The commitment shown by the remaining 35 young people was clear with the groups now taking on board the responsibility for progressing tasks associated with organising conference workshops.

* Young people had come to realise that this was very much their project, that what they were saying was being listened to and acted upon and that without them, it would not happen.

* The friction that existed between two particular groups came to a boiling point and, although this event in itself was negative, the process of resolving the problem led to an understanding between the groups and to their concerted efforts to move forward together. This was very positively apparent during the barbecue event on Sunday afternoon.

* There was a good deal of fun as well as some intensive work.

Issues

* Some peer educators had not taken on board the level of commitment required of this project and dropped out.

* For some who dropped out, the decision was as a result of conflict and group dynamics much of which was exacerbated by time limitation. Team building did take place but did not resolve all of these issues.

* Transport difficulties continued to arise, on this occasion partly as a result of issues arising from a private coach hire.

* The release of funding became a major issue and some workers had to use their own money to sustain programmes and await repayment.
Issues (cont’d)

* The uncertainty in funding raised concerns about the ability to progress with the conference and forced consideration of Plan B.

* Workers’ time commitment to the project was now in overdrive and this had to be set in the context of other summer programme demands and annual leave rotas.
8 Phase 3 – The Training Programme – June to September 1994

8.1 Aims

The main aim of this phase was to capitalise on the five workshop choices made for the conference by continuing to meet with young people over the summer months to ensure that each workshop was thoroughly planned and thought out.

This was to be achieved by:

- providing a supportive environment in which each workshop group could explore their chosen subject;
- utilising a variety of methods for exploring issues vis role playing, discussion, group exercises, arts and media, interactive games;
- conducting a programme of training to increase knowledge and skills;
- evaluating and extending communication and interactive skills;
- providing support and encouragement to build personal confidence and assertiveness; to enable the young people to reach potential;
- encouraging young people to broaden horizons and overcome traditional territorial barriers.

8.2 Content

Support workers were attached to each of the five workshop groups who then embarked upon independent preparation and training to develop ideas for their workshops. Each workshop met at times and places of their own choosing and the frequency of meetings was determined in consultation with participants.

In September 1994, all of the groups were brought together in planning meetings each Sunday at Tollcross Youth Centre.
8.3 The Workshop Groups

8.3.1 CONFERENCE PLANNING GROUP

Peer Educators
Sarah Jo Beckett  )
Karen Pierce  )
Ann Marie Kelly  )
Thomas Devine  )
Joseph White  )
Steven Bradley  )
Leeanne McIntosh*  )
Carol Ann McCracken  )
Carmyle Youth Group
Tollcross Mixed Group
Lilybank Mixed Group

* participated at conference (left September 1994) due to other commitments

Facilitators
Karen Davis  Community Education Area 14
Jim McGowan  Community Education Area 14
Kath Lipton  Community Education Area 9

The key tasks to be undertaken by the conference planning group were:
- Book the conference venue
- Set out the conference programme and publicity
- Organise and book the information fair; activity workshops; funshop; and the Rave

These tasks were achieved via weekly meetings between July and October.

The Venue
The group brainstormed a number of high profile conference venues and subsequently narrowed this down to three or four choices. Working through this shortlist it soon became clear that the Marriott Hotel was available on Sunday 23 October. Whilst this was a day later than originally planned, it was agreed to approach the hotel manager with a view to negotiating a suitable deal.
An exercise was undertaken with the planning group to establish their requirements of the hotel and to enhance negotiating skills. A list of testing questions were devised by the group for the hotel manager. This formed the basis of a very stimulating and rewarding exchange in which the peer educators assertively pursued and attained their agreed objectives.

The Conference Programme and Publicity

Over a number of meetings the group collated all of the programme elements, identified a schedule of activities and prepared a programme of work.

In addition to programming the conference, the group designed a conference promotional leaflet, the conference pack and registration document. The distribution of leaflets and registration packs was arranged via full-time youth work staff who delivered them to a wide range of local youth organisations.

A press release was organised in conjunction with the Press Office of the Education Department. This resulted in material being disseminated to the local and national media network.

The group were also responsible for booking the various workshop leaders and contributors, inviting guest speakers and arranging the evening rave and non-alcoholic bar.

Consideration had also to be given to the detail of the transport arrangements on the day of the conference. Two hundred participants would require to be picked up and returned to the East End.

Part-Time Youth Work Staff

To ensure that the participant groups who would be coming to the conference would gain as much as possible from the day, support workers were invited to a briefing. At this meeting the young people conveyed the principles of peer education, provided the conference aims and objectives and explained the requirements of support staff in terms of assisting peer educators with the smooth running of the conference. In a more practical vein, the timings of uplift and return and the notification of parents were also covered in this briefing.
Mock Conference

To facilitate a dress rehearsal, a mock conference was arranged at which all of the individual workshop groups were brought together to present their workshop to their peers in the planning group.

Over the course of a residential, final preparations were undertaken, speeches rehearsed and the remaining work identified.

Final Week Before Conference

In the week leading up to the conference the group were very busy with final preparations. In particular they had to confirm:

participants' lists
workshop leaders
allocation to workshops
final purchase of provisions

Although many programme elements began to be progressed simultaneously, the planning group managed (just!) to stay on top of things and to co-ordinate activity effectively.
8.3.2 DRUGS WORKSHOP

Peer Educators
Debbie Cameron
Bernadette Fitzsimmons
Michelle Kerr
Kevin Donaldson
Gerald O’Hara
Scott Thorpe
Joe Lynch

South Camlachie Youth Project (Barrowfield)

Tollcross Drug Information Group

Facilitators
Fiona Taylor
Ann White

South Camlachie Youth Project
Community Education Sessional Worker

Training Programme
The drugs workshop group met in the Barrowfield Youth Flat over a period of seven weeks (31 August - 12 October). The group had brainstormed ideas and the main themes which they wanted to explore. The training programme helped them to develop a structure for their workshop and covered the following:

- icebreaker games with a drug theme
- how to find out participants’ knowledge and awareness of facts and issues around drugs
- ways of putting across information in an interesting and fun way
- attitudes towards drugs and drug-users
- identifying main drugs to be covered
- “messages” which young people receive about drugs
- possible exercises/role plays/resources for workshop
- how to facilitate and encourage young people’s involvement (role of peer educators, individual tasks, timetable etc)
A considerable amount of time and effort was devoted to ensuring that the peer educators themselves had developed the necessary skills and confidence to design and deliver the workshop. Extra meetings were in fact called by the group members, as they recognised the need to put in extra effort in order to be prepared. There was some conflict in the group, but this was dealt with by them in a positive way and in the end they emerged as a “team”.

**Evaluation**

In the beginning it was difficult to get the entire group together, however as the training programme progressed, the group pulled together and took on various responsibilities. One of the major problems to overcome was that the level of peer education experience; knowledge and confidence of the majority of the group was fairly low.

The feedback received from their peers at the “mock conference” was on the whole very positive and the team took on board suggestions made. The group carried out their own evaluation and identified areas which needed to be tightened up. Having presented their workshop once, the team felt ready to present it again at the conference.
8.3.3 HIV/AIDS WORKSHOP

Peer Educators
Andrena McInnes
Sarah Jane Smith
Thomas Hughes
Rab Erskine

All from Tollcross area

Facilitators
Kathy Granger
Andy Forrester

East End Drugs Initiative
Community Education Service Area 9

The group met in Tollcross Youth Centre on a training programme which lasted 14 weeks, involving weekly two-hour sessions, a residential weekend and four Sunday sessions.

Training Programme
The whole programme and each session was divided between three key areas:
- HIV/AIDS issues
- specific training on skills required to present and run the workshops which included general groupwork and communication skills (eg listening, public speaking, organising information)
- promotion of personal development, particularly in regards to building self-esteem, confidence and assertiveness

The sessions on HIV/AIDS were run according to the group’s own agenda. For example, in the first session they were asked to identify what they knew and thought about HIV/AIDS.

The group raised a number of issues: “Is there a difference between HIV and AIDS?” “How does HIV turn to AIDS?” “Do you always get HIV before AIDS?” A central aim of the group was that the workshops should be enjoyable and fun. They didn’t want to be seen as ‘experts’, or as ‘do gooders’. They also expressed a desire to meet and talk to other young people.

These early discussions showed that they were relatively aware of the “facts”. For example, some knew that HIV and AIDS were not the same, but they were less aware of the specific ways HIV could be transmitted. They seemed to know the facts on HIV/AIDS but perhaps had not internalised this knowledge in such a way as to alter behaviour.
There was agreement that the structure of the workshops would contain a number of elements. Firstly, a formal and informal presentation i.e., the peer educators would present the factual information on HIV and AIDS at the beginning of the presentation, whilst the second half of the workshop would involve a Game/Quiz Show, reinforcing factual information, whilst at the same time exploring opinions/attitudes. The final workshop component would involve participants in discussion on any areas from the session which they wished to question.

Evaluation: Peer pressure v peer influence!

The young people recruited as peer educators were already part of a pre-existing friendship group, and so territorial barriers with the group did not pose a problem. However, the down side to this was that if one friend didn't attend a training session, then nobody did. Inevitably this meant cancelling the session, and having a more intensive session the following week.

Timescales were also problematic. At times it was difficult to sustain both attendance and motivation in the months leading up to the conference. From time to time, the peer educators felt that too much commitment was being demanded of them. As a result, the training programme had to be both flexible and geared to their needs and interests.
8.3.4 SEXUAL HEALTH WORKSHOP

Peer Educators
Anne Davidson
Lynnett Hayes
Kelly Thomson
Amanda Tough
Helen Mansell
Melissa Anderson

South Camlachie Youth Project
Haghill Youth Project

Facilitators
Kim Camer-Pesci
Gillian Grant
Xanthe Fry

Health Promotion Officer
Health Promotion Youth Team
Health Promotion Youth Team

The Sexual Health workshop group consisted of six girls aged between 14-16 years. The Health Promotion Officer facilitated this group and along with two other Health Promotion Officers, who specialise in sexual health, carried out the training. The course was designed around the ideas that came up at the social weekend in July.

The programme was designed to build on work that had already been undertaken around the issues. A basic course was developed as a framework covering the following areas:

Training Programme:
Ground rules, language, exercise
Anatomy, puberty, menstruation
Contraception
Sexually Transmitted Diseases and safer sex
Pregnancy issues
Relationship issues

Activities used to explore these issues were varied and included group discussions, role plays, activity sheets and case studies. The issues were approached as one worker described it - in an 'in yer face' manner, ie in an active and upfront manner! This allowed the discussions to flow as the young people felt they were ready to move on or explore issues.
With the date of the conference getting closer the programme was revised, the group identified 'relationships' as being the issue they wanted to focus on, and work began to explore this issue and to look at how they were going to present their workshop on it.

The group decided on a trigger video. A short scenario on three characters, and their relationships, was developed. The training programme focused on video production, complementary workshop activities and skills required to present the workshop.

**Evaluation**

As the training programme developed, there were problems within the group which caused the timescale to become unrealistic. The above training could not progress in the depth that was hoped for. Although the workers continued to meet with the group, some sessions were spent looking at the reasons for some of the girls not attending. In the end, a decision was made that some members would no longer be part of the group and it was left to the three younger girls from the same area to carry on.

Whilst the six peer educators contributed to initial planning, only the three girls from Haghill completed the project. The loss of the three older girls affected the group since they were experienced peer educators. In addition, there was more time than anticipated devoted to trying to resolve differences and then supporting the remaining group. This caused delay and subsequent pressures from timescales. It also left less time for workshop preparation.

The benefits of this process were that the remaining girls were roughly the same age, were motivated and committed and were able to grow in confidence with the support of Health Promotion staff.
8.3.5 YOUTH RIGHTS WORKSHOP

Peer Educators

Thomas Love
John Seery
Alexander Connor
Sarah-Ann White
Jennifer Lopez
Heather McRae (joined July 94)
Edward Greenhill*
Robert Erskine**

Lilybank
Lilybank
Tollcross
Carmyle
Carmyle
Carmyle
Tollcross
Tollcross

* (left to go to college in England July 1994)
** (left to join another group after discussion with workers August 1994)

Facilitators

Christina Miles
Jane Timoney
Marion Allison
Lucy Mackay
Laura Cairns

Community Education, Full-Time Youth Worker
Community Education Sessional Youth Worker
Community Education Sessional Youth Worker
(From September 1994)
Community Education Sessional Drama Worker
Community Education Sessional Drama Worker

Training Programme

Identify key issues of concern to young people within youth rights.

Identify and contact relevant agencies/information sources for the purpose of obtaining factual information and training on the interpretation of such.

Establish ideas and format for presentation of workshop.

Scripting, video and drama skills to help produce a video for use in the workshop.

Key Issues

The group learned early on that Youth Rights was a potential minefield which could not be covered in summary detail for this workshop. The theme was therefore narrowed down to concentrate on three key elements of concern to them: Working Rights, Police and Law, Age of Consent.
Gathering Information

Deciding on the content and the format of the workshop, the group were now clear on the information and training they would need which resulted in the following:

Input from ‘Scottish Child Law Centre’
Visit to East End Community Information Centre to obtain leaflets
Visit to London Road Police Station and input from Community Liaison Officer
Discussed and evaluated information in preparation for workshop

Video Work and Scripting

The group were determined not to present a boring workshop. As a result it was agreed that the focus of the workshop would be a video produced by the peer educators which would reflect their lifestyles and present typical youth rights situations.

Training was undertaken in a range of activities, from scripting through to graphics and presentation. The video was intended to raise awareness, to provoke discussion and to encourage other young people to consider their rights.

Evaluation

A very intensive programme was complicated further by the fact that three local groups were involved - each wanting to meet in their home area. After a trial rotation of venues - which had mixed success - it was agreed to focus on Carmyle Centre as the venue for all preparatory work.

Whilst this created other logistical problems relative to transport and constant uplift and removal of equipment and materials it did provide a stable focus for remaining work. However there was then a knock-on effect to attendance with group members varying attendance in such a way as to make groupwork difficult and planning vulnerable.
BENEFITS AND ISSUES

Benefits
* Programme of summer meetings achieved continuity.
* The training programme generated a strong sense of purpose.
* Development of confidence and assertiveness was successful and provided a strong base for the next phase.
* Sound preparation was undertaken for the residential "dress rehearsal".

Issues
* Progress was initially slow and difficult.
* The holiday period disrupted some planning meetings.
* Early signs of burn-out were beginning to emerge.
* Facilitators had other work commitments and therefore limited time to support the process.
* A degree of fragmentation to the overall project occurred by splitting into separate groups which met independently. This led to some workers feeling isolated and unsupported.
* The availability and suitability of venues and the transportation of groups was problematic and time consuming.
9 Phase 4 – The Residential – October 1994

9.1 Aims

The residential provided the opportunity for a final “dress rehearsal” and social event. The aims of the phase were:

Provide an environment in which the group could finalise their workshop preparations.

Present the workshops to their peers and receive constructive criticism and suggestions for changes.

Provide time and space for the participants to relax and support each other.

To discuss and make final arrangements for the conference.

9.2 Content

The residential took place at Nethy-bridge outdoor centre near Aviemore over a four day period between 14 October and 17 October. In addition to intensive preparation and planning, a programme of outdoor education was utilised to provide both variety and a safety valve!

Over the residential period each group finalised their own programme and collectively moved to the point of implementing the Pure Youth Conference.

The setting provided a change of scenery which greatly assisted in generating a positive atmosphere and productive exchanges between the young people and between young people and staff.

On the Saturday evening the different strands were brought together in the form of a mock conference. Via this platform the groups were able to experiment, test their skills (and nerves) and receive constructive criticism. All presentations were video taped for individuals to assess later.

9.3 Evaluation

Evaluation carried out by young people themselves. There were three groups and were facilitated by Rab, Tam and Amanda.

Q What do you feel that you have learned or gained from this weekend?

“More unity with the rest of the group”

“Each area is now getting along a lot better with one another”.

“We have learned how to ski and abseil”.
Q Was this type of weekend worthwhile?
Yes or no and please give reasons.

Some people said:
"Yes because of the activity".
"Yes because we have learned to be assertive".
"Yes because it has helped us to get more time to prepare and practice our workshops as well as meeting socially again".
No. Some people thought the work and the early rise was too much.

Q Are you happy with the staff role and what we were doing?
"Sometimes we were unhappy".
"Lack of communication, some of them were too harsh".
"They could have had some more support".

Q What changes would you like to see?
"More free time".
"Wouldn’t change anything".

Q Was the weekend useful to get your workshop ready?
"Yes, it helped".
"The amount of time spent on preparation could only benefit us".
"Very helpful".
"Too much work time - not enough breaks".
"Not really, we had to work late at night".

Q Did you have enough social time?
"Of course not - there's never enough free time".

Q What changes would you make if you were running the weekend?
"Drink, drugs, etc ... only kidding!!"
"Later rise".
"More free time".
"Stay up later".
"Work was too long".
"Improvements in food".
"Some better instructors".

Q Accommodation
"The chalets were good". "Comfy beds". "Privacy from strangers".
"Only one shower".
"Lounge - large and roomy with comfy seats". "The rooms were nice but cold".
Q How was the food?
“Quite good”.

Q How were the facilities and the activities?
“Very good”.
“Activities were a good laugh”.
“Equipment was good”.
“Ski-ing was excellent”.
“We didn’t know about the pool/sports room - not lit well enough outside”.

9.4 Benefits and Issues

Benefits
* The mock conference provided the first opportunity to present the workshops “in public”.
* Most of the workshops were received enthusiastically providing proof that the participants had the necessary knowledge, skills and confidence to carry out their workshops.
* The residential provided the opportunity to bring the whole group together under one umbrella.
* The residential provided a systematic evaluation of progress made towards the conference including workloads, expectations and scale of achievement.

Issues
* The scale of the residential - its planning, organisation and time commitment - just ahead of the conference placed a lot of pressure and a degree of burn-out on support workers.
* The work element over leisure ratio in the programme was too great and the young people indicated feelings of pressure and overwork (and a degree of hostility).
* Due to shortage of time there was limited opportunity to respond to conflict, friction or differences of opinion.
* It became clear that there was still a great deal of work required prior to the conference which was only one week away.

10.1 Youth Survey

The Youth Survey was carried out on 23 October 1994, prior to and during the Pure Youth conference. The aim of the survey was to collect information and to gauge the level of knowledge about health issues and the need for better information. Of the 170 young people to attend the day, 91 filled in the youth survey. This survey assisted in gauging the effectiveness of the conference (and peer education) since comparisons could be drawn between these responses and those obtained from participants following the event.

About Yourself

What area do you come from?

The area most of the young people came from was Tollcross and Carmyle, (22% and 11% respectively). Other areas to attend the day included Haghill (10%), Carntyne and Townhead (9%), Bridgeton (8%), Whitehill (7%), Barrowfield 6%, Dalmarnock and Lilybank (5%) and Shettleston (3%).

A few people were outwith the areas listed and these included Parkhead, Quarrybrae and Sandyhills.

The age of those attending ranged from 12-18 years old. While the majority were 12-13 year olds (55%), 14-15 year olds comprised 30% of participants, the remainder being the older age groups.

There was an even gender mix, with only slightly more boys than girls (51% : 49%).

About Your Youth Group

Most of the young people attending the conference regularly attend their local youth club - 87% of those present.

We asked why some young people didn’t attend clubs. Reasons for this included “there isn’t one”, “it’s only once a week”, “there’s not one for my age group”. The general feeling seemed to be a lack of resources and facilities rather than lack of interest on the young person’s part.
Activities available at clubs:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pool</td>
<td>70%</td>
<td>Drug Education</td>
<td>32%</td>
</tr>
<tr>
<td>Table tennis</td>
<td>64%</td>
<td>HIV/AIDS education</td>
<td>31%</td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>63%</td>
<td>Youth rights info</td>
<td>26%</td>
</tr>
<tr>
<td>Sports</td>
<td>52%</td>
<td>Sexual health training</td>
<td>24%</td>
</tr>
<tr>
<td>Drama</td>
<td>46%</td>
<td>Assertiveness Training</td>
<td>11%</td>
</tr>
<tr>
<td>Keep fit</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of respondents stated they would like to see more activities at their clubs. The most suggestions came for: more sports/keep fit/outdoor activities, followed by more days/nights and more people. A few suggestions for more activities for girls along with the request for more ‘nice guys’, more drama, more HIV/AIDS education and more games.

Although 70% of clubs had a young person’s committee, only 60% of participants wanted to be on it.

Issues

We asked the young people what problems/issues affected them:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>92%</td>
<td>Lack of money</td>
<td>71%</td>
</tr>
<tr>
<td>Drugs</td>
<td>92%</td>
<td>Boredom</td>
<td>71%</td>
</tr>
<tr>
<td>Violence</td>
<td>81%</td>
<td>HIV/AIDS</td>
<td>50%</td>
</tr>
<tr>
<td>Crime</td>
<td>80%</td>
<td>Unemployment</td>
<td>48%</td>
</tr>
<tr>
<td>The Police</td>
<td>75%</td>
<td>Housing</td>
<td>33%</td>
</tr>
</tbody>
</table>

From these responses drugs, alcohol and violence appeared to be the key issues for young people.

We then asked them which were the BIGGEST problems to affect them:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>25%</td>
<td>Boredom</td>
<td>9%</td>
</tr>
<tr>
<td>The Police</td>
<td>15%</td>
<td>Smoking</td>
<td>9%</td>
</tr>
<tr>
<td>Alcohol</td>
<td>11%</td>
<td>Crime</td>
<td>8%</td>
</tr>
<tr>
<td>Drugs</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was interesting to see that, although young people thought that alcohol and drugs were THE biggest problem, the ones to affect them most were boredom and violence.

We wanted to gain some insight into the level of knowledge of those attending the conference, so a series of questions were posed as follows.
**Sexual Health**

What age are you legally allowed to have sex?

Boys 77% said 16 years  
Girls 91% said 16 years  
Gay men 17% said 16 years, 34% said 18 years, 19% said 21 years  
Lesbians 17% said 16 years, 31% said 18 years

Answer: Boys 16 years, Girls 16 years, Gay men 21 years, Lesbians (no law) 16 years

Where would you go to get information on contraception?

<table>
<thead>
<tr>
<th>Health centre</th>
<th>70%</th>
<th>Friends</th>
<th>37%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor</td>
<td>60%</td>
<td>Youth Club</td>
<td>20%</td>
</tr>
<tr>
<td>Family Planning</td>
<td>54%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Youth Rights**

Do you know your working/employment rights?

29% said yes, 71% said no. This may be offset against the fact that over half those attending were under 16 years of age.

90% of young people at the conference would like to know more about their rights.

67% did not know who to contact for information on youth rights.

**HIV / AIDS**

Will a mother infect her child if she gets HIV after the birth?

68% said NO  
Answer: YES if she is breast feeding, otherwise NO

Name three ways you can get HIV

<table>
<thead>
<tr>
<th>Sex</th>
<th>55%</th>
<th>Cuts</th>
<th>6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing needles</td>
<td>25%</td>
<td>Sexually transmitted</td>
<td>5%</td>
</tr>
<tr>
<td>Blood transfusions</td>
<td>18%</td>
<td>Mixing blood</td>
<td>5%</td>
</tr>
<tr>
<td>Mother to baby</td>
<td>16%</td>
<td>Dirty needles</td>
<td>4%</td>
</tr>
<tr>
<td>Blood</td>
<td>16%</td>
<td>Gay sex</td>
<td>3%</td>
</tr>
<tr>
<td>Needles</td>
<td>15%</td>
<td>Drugs</td>
<td>3%</td>
</tr>
<tr>
<td>Injecting</td>
<td>13%</td>
<td>Injections</td>
<td>1%</td>
</tr>
<tr>
<td>Unsafe sex</td>
<td>12%</td>
<td>Body fluids</td>
<td>1%</td>
</tr>
<tr>
<td>Not wearing a condom</td>
<td>10%</td>
<td>Hereditary</td>
<td>1%</td>
</tr>
<tr>
<td>Breast milk</td>
<td>10%</td>
<td>Contraception</td>
<td>1%</td>
</tr>
</tbody>
</table>
Answer: Unprotected/unsafe sex - that is sex without a condom
Sharing dirty/used needles
Mother to child

**Drugs**

Are drugs popular in your area?
84% said yes

Which drugs?

<table>
<thead>
<tr>
<th>Substance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hash</td>
<td>45%</td>
</tr>
<tr>
<td>Jellies</td>
<td>36%</td>
</tr>
<tr>
<td>Acid</td>
<td>35%</td>
</tr>
<tr>
<td>Ecstasy</td>
<td>30%</td>
</tr>
<tr>
<td>Speed</td>
<td>24%</td>
</tr>
<tr>
<td>Alcohol</td>
<td>11%</td>
</tr>
<tr>
<td>Tems</td>
<td>7%</td>
</tr>
<tr>
<td>DFX</td>
<td>6%</td>
</tr>
<tr>
<td>Heroin</td>
<td>3%</td>
</tr>
<tr>
<td>Smack</td>
<td>2%</td>
</tr>
<tr>
<td>Amatripidon</td>
<td>2%</td>
</tr>
</tbody>
</table>

Other substances named only once were - slimming tablets, mogadon, cigarettes, sulph, ice and valium.

Where do you get information on drugs?

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Club</td>
<td>61%</td>
</tr>
<tr>
<td>Friends</td>
<td>60%</td>
</tr>
<tr>
<td>School</td>
<td>53%</td>
</tr>
<tr>
<td>Parents</td>
<td>39%</td>
</tr>
</tbody>
</table>

Other sources were youth workers, leaflets, police and health centres.

What sort of information would you like on drugs?
48% said they would like more information on drugs, in particular on:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects</td>
<td>27%</td>
</tr>
<tr>
<td>Everything</td>
<td>9%</td>
</tr>
<tr>
<td>Classes of drugs</td>
<td>3%</td>
</tr>
<tr>
<td>Facts</td>
<td>3%</td>
</tr>
<tr>
<td>How bad they are</td>
<td>2%</td>
</tr>
</tbody>
</table>

Other comments were made in relation to finding out more about drugs, these included: how to stop yourself taking it, someone to come to the club, leaflets, variations of drugs.
10.2 The Conference

The conference consisted of five elements:

1 Peer Education Issue-based Workshops
   HIV/AIDS
   Sexual Health
   Drugs
   Youth Rights

2 Activity Workshops
   Techno Fit
   Healthy Eating
   Drama Production
   On the Spot
   Sessional Staff Workshop

3 Information Fair
   This was held in the foyer area during breaks and lunch time.
   It included stalls representing Barrowfield Pilot Peer Education
   Project, Childline, Community Dietician, Community
   Education, Community Police, East End Drugs Initiative,
   Health Promotion, Housing and Youth Enquiry Service.

4 Funshops
   Music
   Arts and Crafts
   Drama

5 The Rave
   Organised by the conference planning group and presented by
   Streetwise Promotions

The days preceding the conference were hectic with all the issue
based groups working hard to finalise the workshops. The planning
group were also busy preparing and putting together the registration
packages, making up banners, allocating workshops and contacting
all participants attending the conference to confirm details for
the “Big Day”. At this stage a number of other Community
Education staff assisted in the organisational and administrative tasks
(eg photocopying).
The morning of the conference got off to a slow start for the peer educators due to confusion over the buses and there was a delay in their arrival. Eventually this was sorted out, giving the groups time for a guided tour of the hotel and to prepare and set up their workshops.

10.3 The Workshops

10.3.1 THE CONFERENCE PLANNING GROUP

On arrival at the Marriott Hotel the conference planning group’s first task was to give all the peer educators a brief tour of the venue and show each to their rooms. Once this was completed, the planning group set about decorating the main hall and preparing the registration area.

When the young people arrived at the Marriott, they were met as they came off their buses by a member of the planning group who showed them to the reception area where they were registered and handed their registration packs. Meanwhile other members of the planning group were meeting councillors and other “VIPS” on their arrival.

The conference was opened by Sarah Jo Beckett, a member of the planning group, who explained why this conference was organised, emphasising that it was “by young people for young people”. Sarah Jo then introduced Councillor Neelam Bakshi, Chairperson of Strathclyde Regional Council Community Development (Youth Work) Sub-Committee who, in her remarks, confirmed the Regional Council’s commitment to working with young people. Councillor Bakshi congratulated the young people for setting up the conference, acknowledged their effort and expertise and wished the conference every success.

Sarah Jo then introduced another member of the planning group, Karen Pierce, who outlined the day’s programme. The names of the participants in each workshop were read out and they were escorted to their chosen workshop in rooms throughout the hotel.

The planning group co-ordinated activity throughout the day. This included setting up the information fair, organising the filming of the event, dealing with the press and ensuring smooth movement between workshops.

At the final session of the conference, both Gordon Coster from Drugs Prevention Initiative and Councillor Paul Martin from Glasgow District Council congratulated the peer educators for their efforts. The session was wound up by a member of the planning group who thanked everyone for their contribution to the day.
All that remained for the planning group was to organise the evening Rave which included registration, stewarding and transporting people home. After this the planning group also managed to go home after an exhausting 14 hour day.

10.3.2 DRUGS WORKSHOP

Introduction

Workshop participants were welcomed by the workshop leaders, and asked to introduce themselves to each other by playing the Drug Name Game ...“my name is John and I can think of Jellies.”

Finding out about Drugs

Participants were split into small groups and asked to feedback later about:

Where they lived?
What was there for young people in their area?
Were drugs a problem there? What kind of problems?
Which drugs?

Body Map Exercise

Participants were given a drug badge each and asked to find their partners/group. Each group were assigned a facilitator to help them explore their particular drug: Alcohol, Ecstasy, LSD, Marijuana, Temazepam. Each group were given a cartoon Body Map for them to write their responses to a series of questions:

(a) What are the slang/street names for this drug?
(b) What does this drug look like?
(c) How is this drug taken?
(d) What are the effects of this drug?
(e) What class of drug is it?

Each group were then asked to feedback to the other groups followed by a short discussion.

Judge and Jury

Participants were asked to respond to a series of role-play situations looking at the possible legal and social consequences of being caught in possession, or under the influence, of certain drugs. Participants had to decide what they thought the consequences may be, discuss and then hear the “official verdict” (as advised by an experienced law firm).
Evaluation

Facilitators thanked everyone for taking part, and asked participants to evaluate what they thought of the workshop. Comments were varied: “it was fun”, “interesting”, “I liked the Judge”, “I know some stuff about drugs, but I learned more”, “liked drawing on the body maps”, “didn’t learn anything”, “could talk about drugs with no adults around”. On leaving the workshop, participants were given a drugs information pack.

The workshop facilitators said they were nervous and worried before doing the workshop but in the end they enjoyed doing it. The only problem they found was trying to cope with a couple of people who were “cheeky”, but they felt they had dealt with them satisfactorily.

10.3.3 HIV/AIDS

Workshop Outline

Introduction
Individual leaders introduced themselves and outlined the format of the workshop.

Formal Presentation
What is HIV?
What is AIDS?
Differences between HIV/AIDS
Transmission routes
Medical symptoms
HIV testing. (What is it?)

Game/Quiz Show
True and False Questionnaire
Condom Game
Safe/Unsafe activities game
Group Discussion

Evaluation Completion

Information Packs
Young People and HIV/AIDS leaflet
HIV/AIDS booklet
HIV/AIDS services available
Evaluation

The first workshop was not without its problems. The peer educators were initially very nervous which stifled audience participation. However, this was overcome, as the audience themselves visibly began to relax and participate in the discussion.

By the second workshop the educators had ‘come into their own’. There was no holding them back! It was easier to generate discussion, and the workshop was more dynamic.

The debates which took place during these workshops were open, challenging and well received by the audience. The peer educators were able to challenge existing prejudices, myths and stereotypes around HIV/AIDS. Their newly acquired skills, knowledge and confidence were demonstrated by their ability to challenge misinformation about HIV/AIDS. The workshop was also fun and enjoyable.

All participants were asked to complete a post-workshop questionnaire as a means to evaluate their increased knowledge of HIV/AIDS or any change in attitudes.

There were no negative comments expressed. It is clear that the educators themselves gained a good deal from the programme. The long-term impact on the participants is much more difficult to quantify. However, here are some of their comments:

“It was really well done ... I liked the Game Show the best ... as we could all join in ... and have a good time as well”

“I liked the chance to talk about things at the end”

“I know more about HIV and AIDS, and will tell my pals about it”

10.3.4 SEXUAL HEALTH

Workshop Format

Introduction of the group and what the workshop was about. Showing video. Break into groups to role play. Feedback from groups. Chat up lines from guys to girls and girls to guys.
Introduction

This was done using the name round, each person having to introduce those people before him/herself.

Showing the video - after the video participants were divided into three groups and asked to role play the end of the scenario. This was then fed back to the whole group.

Chat up lines - this was where the group considered the sort of lines that guys and girls receive from each other.

Workshop One

The mix of ten girls to four guys was uneven, moreover, the girls were all from the same area. However, the leaders did manage to continue with the workshop despite some heckling.

The group did not want to do the role play at all - which caused the leaders a few problems. In hindsight they said they perhaps should have kept trying or had more questions up their sleeves to ask. This was not the case on the day, it was suggested to bring the group back together to try to have a discussion around the video and the roles of those involved. This was hard work.

The chat up lines had the same fate as on the trial run - it was over quickly. The youth survey was handed out which allowed the worker to talk to the leaders and discuss what to do next. It was decided to try and do the ten things game ie ten things that are important in a relationship, and then to move on to discuss this and get the top five things. Both exercises, although well executed, were over quickly leaving the leaders feeling annoyed and a little frustrated.

Workshop Two

As expected spirits were much higher despite the previous experience, the group were from a mix of areas and there were no guys. The group got involved and were happy to act out their role plays and discuss things. It even got to the stage where participants became very vocal in the discussion. All activities were well executed although the leaders were not as concerned about giving the orders, but more concerned with being involved. This, despite the mayhem, worked well.
After the workshop, the leaders were on a high and were eager to have lunch. Although they commented more on the first workshop they were happy with the second and wanted to enjoy the rest of the day and the rave at night.

Evaluation

In all, the workshops went well and the leaders were confident and very capable. They had run the workshop twice for 45 minutes to one hour each time. They were quite nervous for the first workshop because they didn’t know any of the people in it and were just looking forward to the second one when a few of their pals were going to be there.

Benefits and Issues

Benefits

The achievement of completing the workshops, and doing it twice

The gaining of confidence by all members

Having the residential to dry run and rework the workshop

The lack of involvement of the first group didn’t knock their confidence for the second group

Issues

More attention could have been given to the comments from the residential - however by this stage it was a thin line between bringing the group back down to earth and keeping their spirits and motivation up

More preparation time could have helped the leaders feel more able to deal with the lack of participation

10.3.5 YOUTH RIGHTS

Setting up...

When the group arrived, most of the equipment needed was in the room and we set about putting up our artwork, testing out the special room lighting system, setting up the seating arrangements, making sure the video and session programmes were in place, putting on their ‘Pure Youth’ T-shirts and generally psyching-up for the morning ahead.
The group had put an enormous amount of effort into last minute changes and refinements to their workshop but were nonetheless nervous that things would still go wrong. We therefore settled down to some positive thinking in anticipation of the first group arriving.

Programme

1 Introduction of the Peer Educators
2 Ice-breaker
3 Handing out of questionnaires to accompany next three stages of programme
4 (a) Part one of video - Police and Law
   (b) Role play questioning of characters
5 (a) Part two of video - Working Rights
   (b) Role play questioning of characters
6 (a) Part three of video - Ages of Consent
   (b) Role play questioning of characters
7 General question time
8 Evaluation sheets for audience
9 Information pack on workshop topics handed out to audience

The presentations went without a hitch, apart from the first group arriving ten minutes early!

The Presentation ...

The workshop was introduced by Heather who explained that Youth Rights was a vast area. The session was intended to raise awareness that young people DO have rights, to explore how to find out more about them, and to give three examples by way of video sketches of how these rights could be used/abused in situations which often affect young people: Police and Law - in the street, Working Rights - in the first job, Ages of Consent - cinema, pub, social security.
Evaluation

There were 18 young people in the first group and only nine in the second, this was due to one of the participating clubs not turning up to the conference.

The workshop information and presentation went down well with participants soon settling in to a relaxed yet attentive mood, which the ice-breaker and introductory speech were planned to encourage. Many questions asked of the peer educators were to do with workshop content and questions were handled with efficiency in keeping with their degree of knowledge.

The information pack prepared by the group for participants contained a collection of material concerned with the three subject areas addressed in the workshop as well as a list of local contact numbers and addresses where further information on Youth Rights could be obtained.

The evaluation questionnaire asked about the presentation, content and appropriateness of the workshop. The following are extracts.

On The Presentation

"It was very well done"
"I thought it was presented very well"
"Presented in a fun way"

On The Content and Appropriateness

"Was told information that was not already known to me"
"It told me my rights"
"Lots of info that I never knew, I learned something"

10.3.6 ACTIVITY WORKSHOPS

Running alongside the peer-led issue-based workshop were four activity workshops which were facilitated by specialist workers. The other workshops were:
Drama Production

This was run by a Theatre group who had written and devised short scenes tackling subjects such as smoking, drugs and alcohol. The young people were able to discuss each of the scenes and consider how they would react or behave in real life.

Techno Fit

An aerobic workout to techno music. The aim of this workshop was to encourage young people to participate in exercise.

On the Spot

An opportunity for young people to ask questions of staff from Family Planning, Alcohol Advice, Welfare Rights, East End Drugs Initiative and Community Education.

Healthy Eating

An opportunity for young people to learn about a healthy diet and also to give them the opportunity to make healthy food.

Sessional Staff Workshop

It was felt that it would be important to involve the sessional staff escorting the young people to the conference, in a workshop exploring the theory and practice of peer education and examining ways to promote peer education initiatives within their own youth groups. This workshop was led by Kathleen Beaton of the Scottish Drugs Training Project and Fiona Taylor of South Camlachie Youth Project.

10.3.7 THE INFORMATION FAIR

A priority identified from the outset when beginning to plan the conference was that a major problem facing young people in the East End was the lack of accurate and relevant information. It was therefore decided to set up an information fair at the conference which would give the young people the opportunity to wander round and pick up leaflets or talk to the people staffing the stalls during the lunch break. Some of the many stalls set up were: Barrowfield Pilot Peer Education Project, Childline, Community Dietician, Community Education, Community Police, Duke of Edinburgh Award, East End Drugs Initiative, East End Community Information Project, Health Promotion, Housing Department, Welfare Rights and Youth Enquiry Service.
10.3.8 FUNSHOPS

In the afternoon, all participants were split into three funshops which allowed the young people to try the following activities:

Music Funshop

Allowed young people to try out various instruments, sample sounds, record themselves and also DJ mixing skills.

Drama Funshop

Gave young people a brief introduction to drama techniques and also allowed them to play some drama related games.

Arts and Crafts Funshop

Provided an opportunity for young people to try mosaic making, screen printing and pottery.

10.3.9 THE END OF THE CONFERENCE

After the funshops, the young people came together again to finish off the day. Anne Marie Kelly of the conference planning group asked all the young people to fill out the evaluation sheets they had been given. She then introduced Gordon Coster from the Drug Prevention Initiative to address the conference. Gordon Coster indicated to those present how impressed he had been with the day and thanked all the young people for their hard work.

Closing speeches were then made by Anne Marie who introduced Councillor Paul Martin, Convener of Glasgow City Council’s Youth Committee. Councillor Martin also congratulated all of the young people for organising and attending the conference. Finally, Anne Marie thanked all the young people for their contribution to the day and hoped that they would come back for the evening “rave”.

10.3.10 THE RAVE

The young people attending were then transported back home to allow them to get changed and fed. Arrangements had been made for transport to bring them all back for the evening “rave”.

The “rave” was organised by the conference planning group and implemented by a peer education project called Streetwise Promotions which sets up drug free “raves” for young people. A non-alcoholic bar was also provided and the “rave” was voted a great success by all the young people.
The conference overall was considered a success by participants. It involved one hundred and fifty young people, 40 staff and 20 invited officials who attended the conference and participated in the programme of workshops and information sessions planned, organised and delivered by young people.

10.3.11 BENEFITS AND ISSUES

Benefits

* The workshops were well received
* There was no conflict, everyone present contributed to a positive atmosphere
* The food was appreciated by most of those involved
* The “Rave” was brilliant
* The Mocktail Bar worked well

Issues

* The Marriot Hotel overcharged the project for use of the hotel
* Arrangements for storage and uplift of all of the equipment was changed late in the day
* Uplift and removal of equipment was left to individuals and was uncoordinated

We did it! After so many months of hard work, the whole group felt an overwhelming sense of achievement (and relief) seeing their efforts finally coming together. The day was long, but at the same time it was over too soon. However, the work did not finish there. The next phase for Pure Youth was to evaluate the conference and conclude the evaluation process of the project as a whole.

Drawing on past experiences, workers adopted a variety of techniques for evaluation which had been employed to assess the previous pilot peer education projects ie each individual session was recorded by facilitators noting details of the activity, date, time, numbers, staff, the aims of the session, timetable/structure of session, the level of involvement/participation by the young people, the progress of the group, group dynamics, relationship with peer educators and facilitators, issues arising and any follow-up work required.

Additionally, at the end of each session and phase, the young people were given an opportunity to feed back their views through various formal and informal evaluations. A record of the project’s development was kept using video and photographs taken by young people.

11.1 Conference Evaluation

Before the conference began, the “Pure Youth” group hoped “it would go well”, “everyone would pull together”, “it would be fun”, “it wouldn’t be too hard” ... and “it would be over soon”. There was an overwhelming fear that the event would flop, not be successful, that they’d be laughed at if they said/did something wrong, all their hard work wouldn’t come across ... and worse still ... no one would turn up!

However, as the day unfolded fears were unfounded. The facilitators observed the achievements of the peer educators:

overcoming their fear of speaking to their peers and adults
realising their confidence and ability to cope with their delegated tasks and responsibilities
creating a platform where other young people felt comfortable in being vocal and confident in being heard
feeling a sense of pride and satisfaction in achieving their goal responding to “unforeseen circumstances” with presence of mind gathering comments and views of participants for feedback giving and receiving support and positive strokes
Once the conference was over, the peer educators looked back and identified their own personal highlights:

meeting new people
how other young people got on with each other
working as a team and with others
feeling the day was an important event
seeing a final "result", the conference happened
it was fun, seeing other people enjoying themselves
learned new things
running the workshops
number of young people attending
level of involvement by young people
learning what it's like being a "worker"
speaking out
listening to other people's views
showing others that young people can do a "good job"

Conference participants were also given the opportunity to evaluate their experiences and feedback their opinions on the day. Their responses were recorded on evaluation sheets. Not all participants filled in questionnaires. The following feedback refers to the returned forms (112 respondents) and to questions which were answered.

1 Asked their opinion about:

<table>
<thead>
<tr>
<th></th>
<th>&quot;Brand New&quot;</th>
<th>&quot;Good&quot;</th>
<th>&quot;OK&quot;</th>
<th>&quot;Poor&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Pack</td>
<td>32%</td>
<td>37%</td>
<td>25%</td>
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<tr>
<td>Transport</td>
<td>33%</td>
<td>32%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>Hotel</td>
<td>60%</td>
<td>29%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Information Stalls</td>
<td>31%</td>
<td>35%</td>
<td>23%</td>
<td>11%</td>
</tr>
</tbody>
</table>

2 Asked how they felt the conference was run:

46% Very well
31% Well
18% All right
1% Not very well
3% Badly
1% No comment

3 What did you think of the conference being run by young people?

"I think it was a good idea"
"Excellent"
"I thought it was good"
"It was interesting"
“It was fun”
“Not too interesting”
“I thought it was better 'cos it was easier to talk to the young people”
“It was a good laugh and it wasn’t strict”
“Very good because they know what we like”
“Brilliant”
“Quite right!”
“I thought it was an excellent idea”
“Brilliant because adults don’t know what we want - young people do”
“The way to go for youth empowerment and action”
“I thought it was brilliant - HIV/AIDS was the best workshop”
“It wouldn’t have been so good if it had been run entirely by adults”
“If there was another one of these conferences I would love to come”
“It was good as we had a chance to show our opinions”
“It was brill”
“Quite well organised”

Fifty young people said they would like a visit from “Pure Youth” to their area/club ... 27 said they wouldn’t.

4 Respondents were asked to name each of the workshops they attended and how they found them. (It should be noted that there were a large number of non-responses to this question).

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Very Good</th>
<th>Good</th>
<th>OK</th>
<th>Not Very Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Techno-Fit</td>
<td>19</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Music</td>
<td>15</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>10</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Arts ’n’ Crafts</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Drugs</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>On the Spot</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Youth Rights</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Healthy Eating</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The top five workshops then, in terms of satisfaction ratings were:
1) Techno-Fit  2) Music  3) Arts ’n’ Crafts  4) HIV/AIDS  5) Drugs

5 What was the best thing about the conference?

17% Music Workshops
16% Information available (especially on drugs)
12% “Everything”
12% Lunch
8% HIV/AIDS workshop (especially the way it was conducted)
7% Don’t know
7% Workshops as a whole
(21%) Individual varying ratings which couldn’t be grouped
6 What was the worst thing?
25% Nothing
18% Lunch
8% Writing and having to “work”
7% Waiting around
6% Healthy eating workshop (kept getting lost)
6% Techno-Fit workshop

7 Did the conference raise your awareness?
   a) About drugs
      68% Yes
      18% No
      14% Don’t know
   b) About issues around HIV/AIDS
      58% Yes
      19% No
      23% Don’t know
   c) About issues around sexual health
      47% Yes
      23% No
      30% Don’t know

Would you go to another conference like this?
97% Yes
3% No

Asked how they felt that a conference such as “Pure Youth” could be made better - the largest number of respondents, 35%, said “nothing”, the conference was excellent, 10% said more choice of workshops, more to do, more exciting, 10% said they didn’t know.

The workshops were on the whole well received and a significant number of participants were positive about the event overall.
In terms of raising awareness, over two thirds of respondents said it had raised their awareness about drugs, over a half said it had raised awareness about HIV/AIDS, and just under half said it had raised awareness about sexual health.

Over three quarters of respondents believed the conference had been organised well or very well. In terms of being able to organise a conference which held the attention of young people (particularly those under 15), and being able to give information to them in a thought provoking but entertaining format, the conference succeeded as a peer education event.
11.2 Pure Youth Evaluation

Pure Youth Project - Overall Evaluation

Throughout the evaluation process “Pure Youth” participants identified the main issues which they felt important to highlight.

Planning stages

There was an acceptance that some areas had not been satisfactorily covered prior to the project beginning. As the project progressed, problems arose associated with the lack of clarity around roles; of peer educators, facilitators (full-time and part-time) and management. These problems could have been easily resolved had there been less pressure arising from timescales and weaknesses in the internal lines of communication.

Funding

Funding had been applied for but not finally confirmed before the project began. This resulted in an increased pressure related to satisfying potential funders, and trying to implement the first phase of the project. The project was started prior to funding being confirmed. This was partly in order to allow ample time for preparation of a youth conference to be held during European Drug Prevention Week. Some alterations were therefore forced on the planned programme since funding did not become available until a later date.

Pressure

Workers and young people felt under pressure at various times during the project, in terms of time, people’s expectations of the project, trying to reach a positive “end result”, and the hope that we would continue to develop peer education in the East End. Those involved recognised that sometimes they were becoming too task orientated. It has to be recognised that, alongside the commitment to the Pure Youth Project, the staff team had other work remits.

Management and Support

Due to lack of clarity in roles, the management of the project overall was found to be lacking in some areas eg differences in management styles of the represented agencies, under-estimation of the quantity of administration, and a lack of awareness of areas of conflict and how these could be resolved. Workers did receive individual support throughout the project, however, it was subsequently recognised that the Peer Education Forum would have benefited from regular joint meetings with the Joint Strategy Group.
Programme

Feedback from young people and staff pointed to the need for a more balanced programme and more opportunities for fun while learning. Workers felt pressure, but at the same time young people were under pressure too; they felt workers’ stress, as well as their own pressures regarding their expectations, hopes and outside commitments. A further tension was the continuous need to offer young people support, and to maintain a balance between motivation, enjoyment and learning.

Collaboration

It was recognised that there was conflict around the differences in working styles within the staff team (full-time and part-time). Again there was insufficient attention given to working styles, delegated responsibilities, communication and scope for compromise. There was also a need to clarify the role of part-time workers and for them to have a greater opportunity to contribute to the process. However, more positively there was a growing realisation that as much time needed to be spent on groupwork amongst staff as with young people.
12 CONCLUSIONS, RECOMMENDATIONS AND FUTURE STRATEGY

12.1 Conclusions

A number of conclusions have been drawn from the Pure Youth project of which the following have greatest significance:

Peer education is a valuable youth work method of engaging with young people on issues which are relevant to them.

The East End experience confirms that peer education neither provides a short-cut to resolving issues nor is it a cheap method of service delivery.

The process of peer education is one which depends on a sound and trusting partnership between committed youth work staff and young people.

Given adequate resources – staff time, premises, materials, funding, transport – peer education can provide a model of educational youth work practice which is especially effective in ensuring participation and empowerment for young people.

When engaging on central societal issues, as this peer project did, inter-agency partnerships have been proven to maximise support to young people by ensuring a range of professional and philosophical perspectives are brought to the peer education process.

The nature of this inter-agency process provided spin-offs such as experiential learning and peer education among the staff group.

In seeking to marry experienced peer educators with inexperienced peer educators, the project encountered difficulties which in retrospect would be recognised and responded to more systematically.

In the circumstances of this project we were reminded not to underestimate the burn-out, commitment and painful experiences felt by the peer educators.

By establishing a fixed focus for the peer process – a conference – the pressure of timescales created the risk of becoming too task orientated and less process orientated.

The message from the pure youth project is that large scale projects drawing on peer education groups can be attainable. However, there must be a constant check on the balance between task and process. “Small is beautiful” should be the motto! Break large scale events into manageable chunks and the peer education process can be effective and retain integrity.
12.2 Recommendations

Process
The peer education process should be promoted as an effective learning tool among funders, managers, fieldwork staff and above all young people.

In promoting the process of peer education, emphasis must be placed on achieving a balance between timescale, task and process.

Where peer education groups are working towards fixed deadlines or end products there is a constant need to check that the priority of process over task is maintained. Policy makers, politicians and managers must be as aware of this as facilitators and peer educators.

The scale of each peer education project must be carefully considered but the general principle of small being beautiful is advocated in the interests of young people participating in, benefiting from and owning the process.

Since the process has importance over product those considering peer education development must have a clear understanding of the theory and practice and how it is to be implemented.

Peer education can impact on young people and effect change. Research demonstrates that young people take other young people as one of their main sources of information. Peer education encourages young people to make informed choices and intends a ripple-out effect whereby more and more young people gain access to relevant information. However this is a long-term process which requires stimulation and support. Whilst it is difficult to make a general correlation between peer education and changes in practice or attitudes, those centrally involved have been shown to gain significantly from their participation.

Inter-Agency Working
Where inter-agency approaches are being considered there should be joint training, joint planning, team building, confirmation of philosophy, expected outcomes, and a properly maintained structure for meetings, administration and planning. The role of co-ordinator is central to the effectiveness of such a structure.

Agencies require prior consideration of joint work and make appropriate decisions regarding workload management.

Where these matters are in place, inter-agency work extends and enhances the peer education process by drawing on differing practice perspectives and philosophies.
Resources/Planning

For projects of this scale to be effective there is a requirement for funding to be in place early and an independent funding infrastructure managed by those involved. Flexibility in the process is not a luxury but a necessity.

Policy-makers should be aware of the absolute benefits of peer education and recognise that it requires a great deal of staff time and other resources.

Residential work has been seen to significantly enhance peer education work.

12.3 The Peer Education Strategy

Emerging from the Pure Youth project is a continuing peer education strategy for the East End of Glasgow. The strategy will be rooted in the existing infrastructure outlined in section five of this report and will have the following key elements:

* existing peer education groups will be sustained and developed
* existing peer education groups will establish links with other local youth groups to follow-up on the conference objectives
* the practitioners' forum (East End Peer Education Forum) will be sustained and developed
* funding will be sought to create a training the trainers workpack for volunteers, part-time staff and full-time staff
* an approach will be made to local peer groups and the practitioners’ forum to ascertain the support for further East End wide projects and potentially new directions for peer education work
* there will be consideration of an East End peer led drugs strategy
* the East End Joint Strategy Group will continue to meet to co-ordinate activity and to implement this strategy
* via the above process there will be consideration of appropriate funding packages to further develop peer education both in relation to drugs and to other issues.
13 APPENDICES

1 Pure Youth Programme

2 Balance Sheet

3 List of Conference Participants (outwith peer educators' group)
WHAT'S IT ALL ABOUT!

Issue based workshops
These workshops have been developed by and will be presented by Young People

DRUGS
Drugs... The young drugs squad finding out about drugs... their effects... and what the law says about them! What do you know? What do you think?

HIV AIDS
This workshop will be a fun way to learn about HIV/AIDS. It will give FACTS and NOT the myths and will give you a whole new meaning to the game of life.

SEXUAL HEALTH
Sexual Health... "The problems with those itchy bits" is a short role play about some of the dilemmas and questions around relationships.

YOUTH RIGHTS
This workshop will explore areas of concern to young people and will concentrate on three main topics -

AND THERE IS MORE

Activity Workshops
These workshops will be developed and presented by specialists in the field.

DRAMA PRODUCTION
Drama workers will act out role plays which will relate to young people who will then work out solutions.

TECHNO FIT
Come prepared! This is an aerobic workout to techno music.
It's Fun! It's Fab! So get Techno Fit!

ON THE SPOT
Is a panel session including Family planning, Greater Easterhouse Alcohol Project, East End Drugs Initiative and Child Law. This is your chance to ask the questions you've been afraid to ask.

HEALTHY EATING
Find out about different types of food and how they affect you, try a variety of tasty healthy foods.

Fun Shops
Your chance to relax and have some fun and meet other people using:
Your task now is to choose:
1. Issue workshop
2. Activity workshop
3. Fun workshop

RAVE THE NIGHT AWAY
WHAT MORE COULD YOU WANT?

THE BIG event

PURE YOUTH 94 STYLE

By Young People for Young People
PURE YOUTH CONFERENCE
Sunday 23rd October 1994
9.30 am - 4.30 pm
Marriott Hotel

Programme Morning
9.30 - 10.30am Registration
10.30 - 11.00am Introduction
11.00 - 12.00pm Issue Workshop
   Drugs
   Sexual Health
   HIV AIDS
   Youth Rights
   Activity Workshop
   Techno Fit
   Drama Production
   On the Spot
   Healthy Eating

12.00 - 1.00pm Swap over workshop
   (allowing each person to participate in one issue
   workshop and one Activity workshop)

1.00 - 2.00pm Lunch Break
   also available
   Videos, Information Stalls,
   Buffet and lots, lots more

AFTERNOON
2.00 - 4.00pm Fun shops
   Music = Arts = Drama

4.00 - 4.15pm Round up of days events

4.15pm Finish

Wow that sounds excellent
is there more?

BY YOUNG PEOPLE - FOR YOUNG PEOPLE
## APPENDIX 2

### EAST END PEER EDUCATION FORUM - BALANCE SHEET

**INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
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<tr>
<td>Glasgow Drugs Prevention Team</td>
<td>£9,004.65</td>
</tr>
<tr>
<td>East End Partnership (Social Division) Ltd</td>
<td>£9,000.00</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td><strong>£18,004.65</strong></td>
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**EXPENDITURE**

<table>
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<td>Conference</td>
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<td>Planning Meetings/Training Programme/</td>
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<td>Social Programme</td>
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<td>Transport</td>
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<td>Peer Educators’ Expenses</td>
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<td>Peer Education Report</td>
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<tr>
<td>Follow-Up Peer Education Work</td>
<td>£1,076.12</td>
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<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td><strong>£18,004.65</strong></td>
</tr>
</tbody>
</table>

**IN KIND FUNDING FROM**

- Community Education Service
- East End Drugs Initiative
- Greater Glasgow Health Board Health Promotion Department
- South Camlachie Youth Project

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
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<tr>
<td>*Staffing Costs</td>
<td>£27,000.00</td>
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<tr>
<td>Sessional Youth Work Staff</td>
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</tr>
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<td>Transport</td>
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<td>*Venue Costs</td>
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<tr>
<td>Specialist Sessional Workers</td>
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<tr>
<td>*5% Admin Cost</td>
<td>£1,555.94</td>
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<td><strong>TOTAL</strong></td>
<td><strong>£35,674.64</strong></td>
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*Approximate costings*

The original estimate of staffing cost in the application form was well below actual costs due to the actual time needed to develop and plan the conference and workshops.
APPENDIX 3

LIST OF CONFERENCE PARTICIPANTS

Barrowfield
Angela Hughes  Amanda Hughes
Brian Lennox  David McCafferty
Janet Murray  William Murray

Bridgeton
Paul Quinn  Carol Wilson
Stuart Blackly  Gary Clarke
William Ross  Adel Toal
Lisa Hanlon  Linda Miller
Kirsty Flannigan

Carmyle
Paul Doyle  Gerard White
Gary Pierce  Lisa McNulty
Geraldine Smith  Alex Beckett
Joseph Timoney  Anthony White
James Johnson  Thomas Cameron
Tricia McGhee

Dalmarnock
Angela Skinner  Nicola Martin
Paula Cameron  Leeanne Martin

Dennistoun
Natalie Wallace  Tracy Quinn
Maria Ryan  Donna Gallaso
Natalie Harkins  Kelly McInally

Gorbals
Jackie Craig  William Cordwar
Peter McGeachy  Christopher McCann
Sacha Waddell  Jacqueline Motherwell
Andrew Dobbin

Haghill
Kirsty Rumsby  Charlene Hollis
Audrey Cameron  Dean Hutchison
Liz Scolwan  Daniel Morrison
Andrew Clark  Michael Bryant
John Mallon  Stuart Smith
Helen Mansell  Amanda Connolly
Donna Murray  Tina Malloy
Michelle McDowell  Stuart Wilson
Billy Rumsby  George Monaghan
Louise Leadbeher  Jack Rumsby
Carrie Reynolds

Lilybank
Lynsy Duncan  John Seery
Thomas Love  Denise Graham
Kelly Hayes  
David Regan  

Parkhead  
Karen Rodger  
Kirsty Ferguson  
Stacey Thomson  
Kelly Connolly  

Quarrybrae  
Sharon Watson  
Amanda Kerr  

Shetleston  
Laura Paterson  
Elaine Hughes  
Denise McFarlane  

South Carnytne  
Pauline Brown  
Lisa Strachan  
Laura Watt  
Sharon Caven  
Georgia Stead  
Tricia Drew  

Tollcross  
Eddie Mills  
Dean Ramsay  
Darren Murray  
William McKinlay  
Kelly Anne Dolan  
Siobhan Ward  
Margaret O’Connell  
Jim Wilson  
Edward Daly  
John Hamilton  
Alan Smith  
Edward Jollie  

Townhead  
Andrew Watson  
Mark French  
Michael Johnson  
James Doherty  

Others  
Scott Thorpe  
Melissa Anderson  
Bernie Fitzsimmons  
Alec Connor  
Amanda Tough  
Thomas Devine  
Michelle Kerr  

Gary McMahon  
Sandra Brown  

Daniell Ferguson  
Debi McCue  
Lesley McCue  

Jane Hutton  
George Cross  

Lynn Alcorn  
Carrie Hemmingsley  
Sharon McKinlay  

Bernard Mullin  
Sam Smith  
Donna Watt  
Susan Rollo  
Catriona Malloy  
Debbie Caven  

Anne Margaret McPherson  
Thomas Hughes  
Sandy Woods  
Paul McInness  
Niki Guthrie  
Margaret Anderson  
Vicky Gibson  
Kelly Ann Healy  
Robert McDermott  
Gary Higgins  
Barry Campbell  

Neil O’Donnel  
Mun Tai Mo  
Lorraine McFayden  
Lisa McTaggart  

Gerald O’Hara  
Heather McCrey  
Debbie Cameron  
Kevin Donaldson  
Joe Lynch  
Rab Erskine  
Joseph White
CONTACT NAMES FOR REPORT

For further information:

Community Education Glasgow, Area 9
Kath Lipton (0141) 551 9721

Community Education Glasgow, Area 14
Christina Miles (0141) 778 0955

East End Drugs Initiative
Kathy Granger (0141) 556 7131

GGHB Health Promotion Department
Lesley Moodie (0141) 201 9804

South Camlachie Youth Project
David Moore (0141) 556 2731

East End Community Information Project
Kay Hutcheson (0141) 556 7412

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