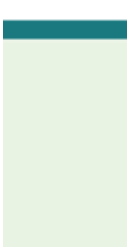




**An Evaluation of a
Pharmacy Schools
Programme:
A Primary Education
Service**

June 2025



Pharmacy Schools Programme

Overview of the Pharmacy Schools Programme

The Pharmacy Schools Programme, developed by Belfast Healthy Cities and in partnership with the Departments of Health and Education, provides children with knowledge and life-skills, enabling them to better understand the role of community pharmacies, what they're there for and how to use them.

The programme was established in 2021 to promote self-care as the best choice to treat minor illnesses and to equip children with the information they need to use medicines safely throughout their lives. It also aims to highlight the role of community pharmacy services to treat common childhood ailments such as colds, head lice and hay fever.

The Pharmacy Schools Programme is an innovative resource available for Primary 1 through Primary 7, aimed at raising awareness around self-care and the role of community pharmacies. This programme helps children understand how to manage common childhood ailments like colds, diarrhoea, hay fever, and head lice, while emphasising the importance of safe medicine use.

Through a health literacy approach, the Pharmacy Schools Programme teaches children about:

- The role of pharmacists and how to access health information and services.
- Common childhood illnesses and self-care practices.
- Medication safety and the appropriate use of health services.

This programme was co-produced with input from organisations in pharmacy, education, health, and the voluntary sector and includes lesson plans and resources aligned with the Personal Development and Mutual Understanding curriculum area.

Belfast Healthy Cities is a member of the WHO European Healthy Cities Network, dedicated to promoting a healthier, more sustainable Belfast by integrating health and well-being into all aspects of our lives.

Pharmacy Schools Programme

Through innovative programmes and partnerships, delivering the Sustainable Development Goals at city level, Belfast Healthy Cities is working to address health inequalities and promote environments where everyone thrives.

The Medicines Optimisation Innovation Centre (MOIC) is a regional centre based within the Health and Social Care (HSC) service in Northern Ireland dedicated to improving outcomes from medicines for the population. In 2024 MOIC were tasked with by the Department of Health with completing an evaluation of the Pharmacy Schools Programme.

Pharmacy Schools Programme

Aims and objectives

The overall aim of the Pharmacy Schools Programme was to raise awareness of self-care and community pharmacy services for common childhood ailments for children from Primary 1 to Primary 7.

- Using a health literacy approach
- Highlighting the importance of medication safety
- Developing understanding of the role of a community pharmacist, other health professionals and health services
- Co-produced with input from organisations in pharmacy, education, health, and the voluntary sector
- Supporting delivery of the 'Personal Development and Mutual Understanding' (PDMU) area of the Northern Ireland Curriculum

The primary aim of the evaluation is to assess the value and benefits of the Pharmacy Schools Programme to schools and pupils and provide evidence to support a case for further development of the programme.

Pharmacy Schools Programme

Methodology

Funding was available from the Science, Technology, Engineering and Maths (STEM) Ambassador Programme hub in Northern Ireland to cover the cost of substitute teachers to enable teachers to attend training workshops prior to programme delivery within schools, and evaluation workshops after programme delivery. All primary schools in Northern Ireland were invited to participate during the 2023/24 and 2024/25 academic years. Quantitative and qualitative data was collected from participating schools and teachers using pre-designed questionnaires.

The programme was designed to be fun and interactive, using age-appropriate activities and resources to engage children in learning about health and pharmacy.

Participants in the training covered topics to:

- Inform and Educate - Be aware of the Pharmacy Schools Programme to support delivery of curriculum including Personal Development and Mutual Understanding (PDMU) and World Around Us, for Foundation Stage, Key Stage 1 & 2.
- Teach health literacy skills - Identify baseline understanding on self-care and health services, who can help us in our community and current level of health literacy.
- Support behaviour change - Identify suitable resources within programme to enable continued conversation at home on health literacy, community pharmacy services, medication safety, and hand hygiene.
- Sharing learning - Explore options for showcasing learning as a whole school event or within the community, creating links to pharmacy and retail.

Evaluation methodology

The following outcome measurement and analysis was undertaken:

- **Teacher Pre & Post Programme Delivery Questionnaires**

Between November 2023 and March 2025, 42 primary school teachers across a large geographical area in Northern Ireland participated in the Pharmacy in

Pharmacy Schools Programme

Schools Programme delivery. Data for each school was collected on a pre-designed questionnaire (Appendix 1).

All analysis was undertaken using Microsoft Excel. Frequencies, percentages, graphs, charts and tables have been used to summarise and present the information.

- **Teacher feedback**

Stakeholder feedback was obtained using evaluation workshops on completion of the Programme. Qualitative feedback from the participating teachers was themed and summarised. Data gathered from this evaluation will inform future policy and roll-out.

Pharmacy Schools Programme

Results

Teacher Pre- and Post-Programme Delivery questionnaires

A total of 42 responses from 42 individual schools were completed for the pre-delivery questionnaire, with this number decreasing to 30 post-delivery of the Pharmacy Schools Programme during the 2024/25 academic year. Teachers who participated in the Pharmacy Schools Programme were from across NI and numbers of pupils in the participating schools ranged from a total of 39-650 pupils. In terms of delivery of the programme, participating numbers varied between schools with some schools taking a whole-school approach whilst others delivered to certain classes or key stages groups.

The figures below, (Fig 1a – 1e), display levels of agreement with statements outlined in the questionnaire for pre- and post-delivery by the participating teachers (n=29). The shift in the pre and post responses are evidenced in all of the statements which, in turn, demonstrate the value of the Pharmacy Schools Programme. In all cases, the trend in agreements all moved to more teachers fully agreeing with the statement post-delivery of the educational programme, supporting an increase in understanding and health literacy improvements.

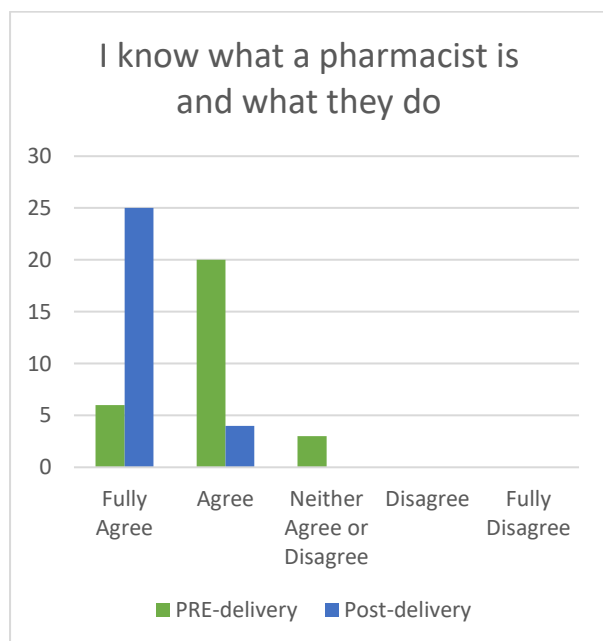


Fig 1a

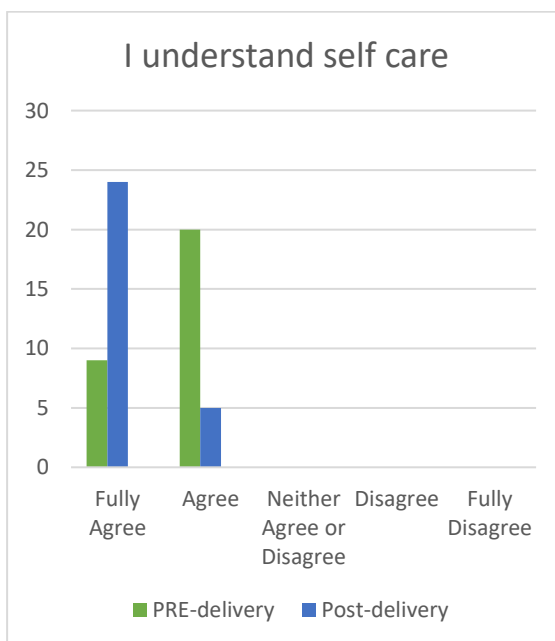


Fig 1b

Pharmacy Schools Programme

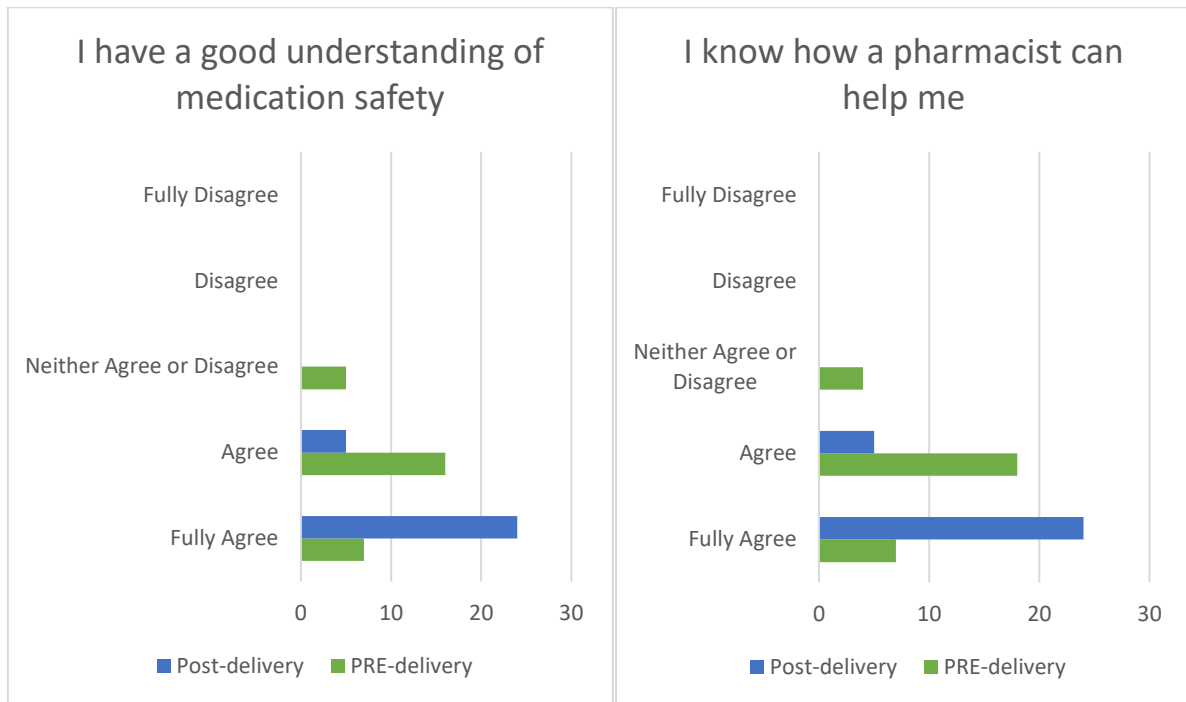


Fig 1c

Fig 1d

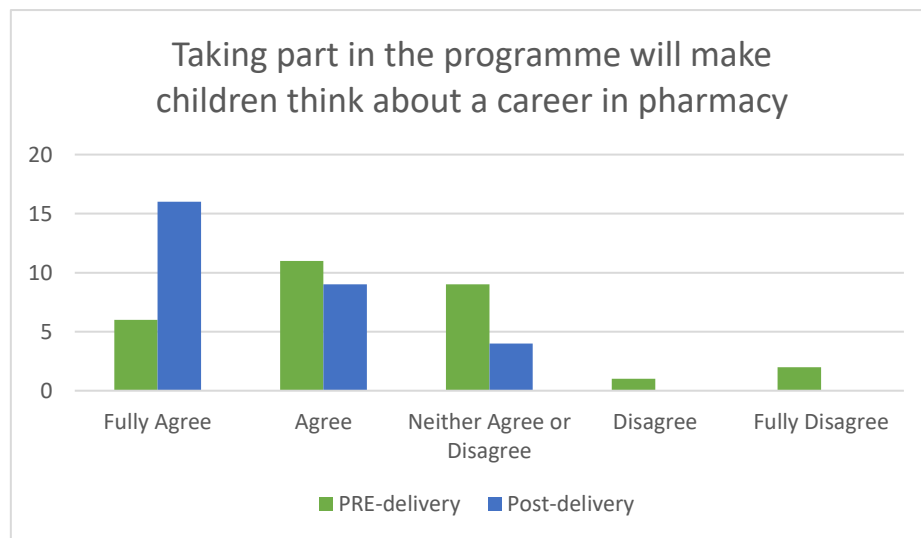


Fig 1e

Figure 1e further demonstrated the programme had provided awareness of the positive role of community pharmacists in healthcare and that as a result more children might think about a career in Pharmacy in their future life.

Pharmacy Schools Programme

Participating teachers (n=29) were then asked to answer a number of questions designed to measure general health literacy in adults by considering how easy or difficult it was for them to complete a number of tasks. These questions were intended to measure teachers' general health literacy before delivery of the programme as well as post-delivery, and were derived from health literacy questions in the Northern Ireland Health Survey 2018/19, which were themselves adapted from the 2012 HLS-EU-Q12 European Health Literacy Survey Questionnaire - short version. The results of the pre- and post-delivery questionnaire responses are highlighted in Figs 2a- 2g.

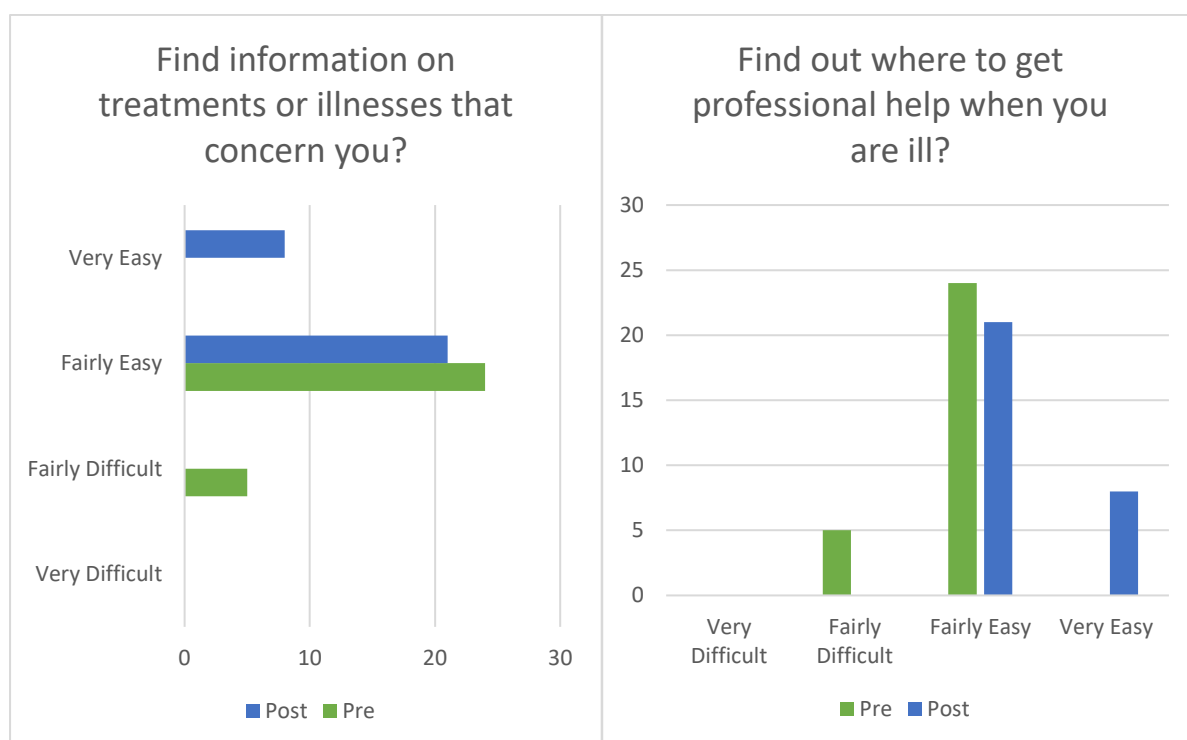


Fig 2a

Fig 2b

Pharmacy Schools Programme

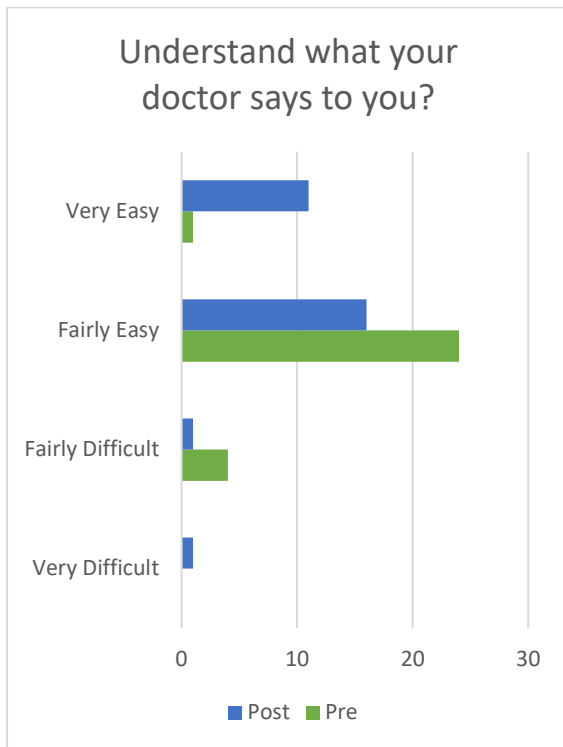


Fig 2c

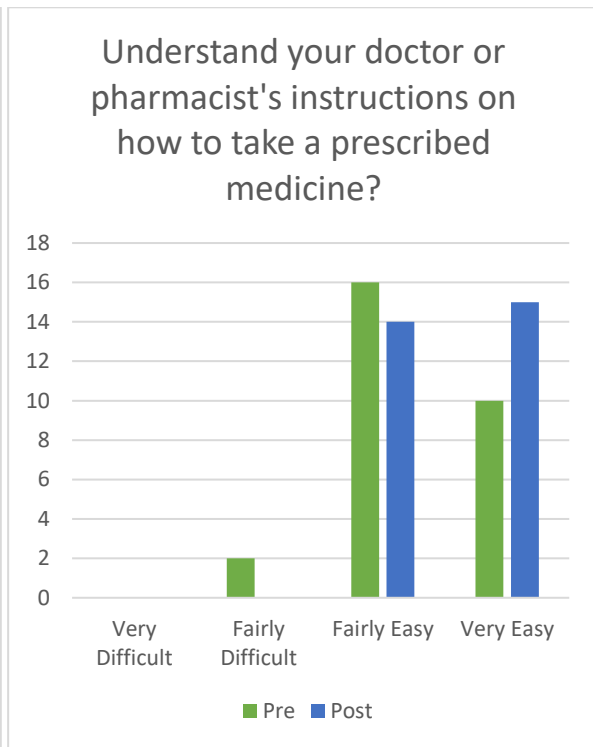


Fig 2d

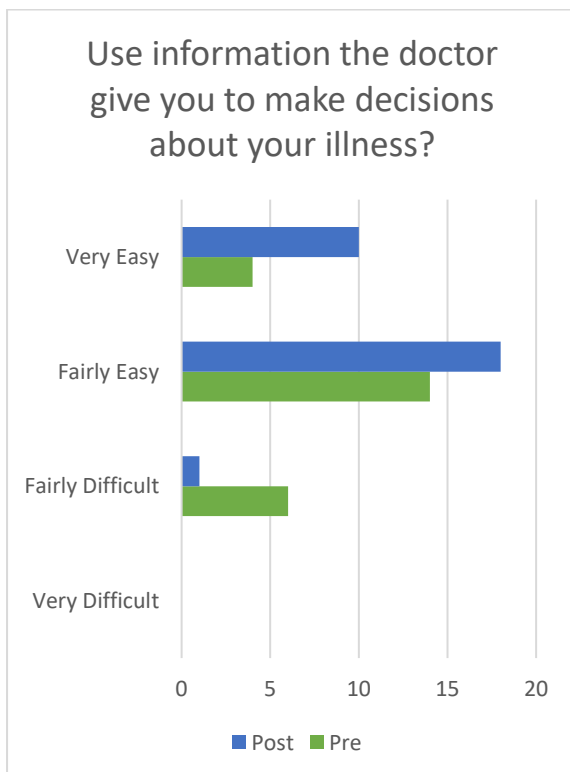


Fig 2e

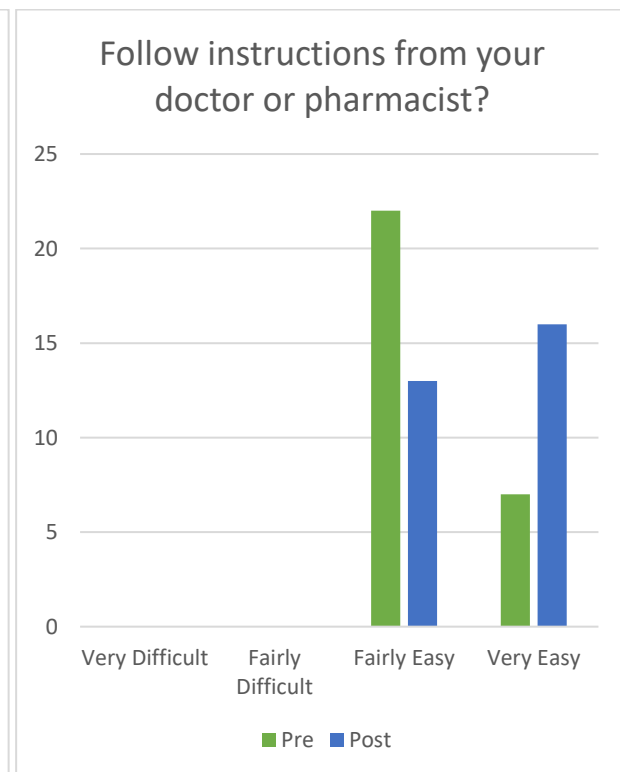


Fig 2f

Pharmacy Schools Programme

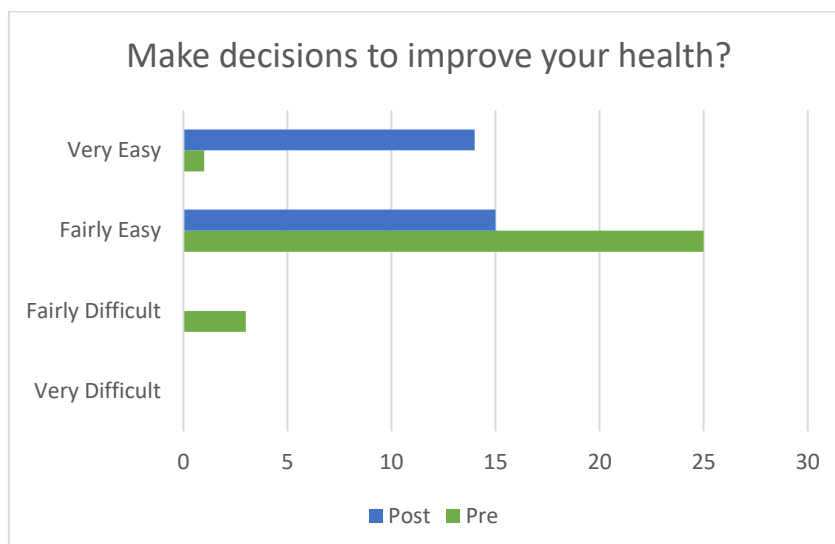


Fig 2g

Similar to the findings above, post-delivery responses saw a shift to more ease in decision making and understanding around their healthcare.

The last section of the post-delivery questionnaire asked teachers to indicate if they had any suggestions to improve the Pharmacy Schools Programme by completion of a free-text question. The responses given are highlighted below in Table 1.

Table 1: Suggestions for improvement to the Pharmacy Schools Programme
No suggestions, I think it is a great programme. However, it has been very difficult to implement the programme within school due to action short of strike
Continuation of development of resources if possible. Links into other areas of health literacy to create links e.g. healthy eating.
I think it would be beneficial to have it adapted for pupils with SEN, resources and lesson plans while very good are not suitable for these pupils.
We thought the programme always really beneficial for all involved. The lessons plans were clear and easy to follow and the resources were tailored well to the age ranges of the children taking part. Pupils enjoyed the lessons and I received positive feedback in school about the programme.
Resources and activities for learning about the Pharmacy through Structured play
I have thoroughly enjoyed this course. It is great to bring a knowledge of self-care back to school and feel that this will be a life lesson for them all
We all really enjoyed the programme. The time scale to deliver it we felt would take much longer.
Play based learning ideas for Foundation Stage?
No suggestions
Just very difficult to deliver across a large school in the latter half of the year. Would probably be best delivered in term 1 with a select number of classes
It's lovely as a teacher to be able to lift a resource and run with it and the Pharmacy Schools Programme is just that so well done!

Pharmacy Schools Programme

No specific tool was used to measure health literacy for the children due to the lack of an available validated tool suitable for measuring health literacy changes in children. However, the programme was designed where each lesson included a baseline and evaluation exercise for participating teachers to gauge the current level of understanding and health literacy to inform decisions about appropriate lessons to deliver. The questionnaires completed by the teachers however reflect the conversations with the children and their level of understanding before and after delivery of the lessons. Evidence of some of the work completed by the children who completed the Pharmacy Schools Programme is included in Appendix 3.

Evaluation Workshop

An evaluation workshop schedule was developed to obtain the views and experiences of the teachers who led the delivery of the Pharmacy Schools Programme in their respective schools. The schedule was developed by the Programme co-ordinators in conjunction with MOIC. A full outline of the schedule can be found in Appendix 2.

Over the course of the evaluation period, 3 separate workshops were held (2 in Belfast, one in Dungannon). Participating teachers were asked to consider 3 different elements of the programme:

- ❖ Training for the Pharmacy Schools Programme
- ❖ Delivery of the Pharmacy Schools Programme
- ❖ Evaluation of the Pharmacy Schools Programme

Responses obtained at the workshops have been collated, analysed and are summarised below.

Training for the Pharmacy Schools Programme

Many teachers reported that they chose to take part in the Pharmacy Schools Programme educational training programme because it offered a timely and relevant extension to the existing PDMU frameworks already in use within schools; many stated

Pharmacy Schools Programme

that it slotted in perfectly especially with the Mind You, Mind Me strand. Some teachers also commented that it also fit into WAU (World Around Us) and numeracy and literacy frameworks. With rising interest in health literacy, the programme provided practical, up-to-date materials for teachers. It addressed current health issues in the post-COVID era through an engaging and accessible format, helping teachers to better understand how to promote health literacy both inside and outside the classroom.

Additionally, training for the programme was supported by STEM bursaries which encouraged participation as no additional costs were involved. The fact that health is such a current issue and particularly the pressure of GPs sparked the curiosity of teachers and principals alike. Ultimately, the training created a shared space for educators and health professionals to develop a positive language around health and deepen children's understanding around pharmacy and its role.

The participating teachers found many positive aspects of the education and training programme, making it both practical and enjoyable to engage with. One of the standout features was the face-to-face delivery which allowed for important interaction, real-time discussion and hands-on exploration of the resources. This format made it much easier to build confidence and momentum among the staff, and many found it simple to share and promote within their schools. The excellent resources and clear structured lesson plans, which were both child-friendly and age-appropriate, meant that teachers could implement this new initiative in their own classrooms without the need for extensive preparation or adaptation, thereby making it easy to sell to their peers.

The training programme was also praised for how well it was facilitated. Participants reported that the trainers were approachable, knowledgeable and responsive to questions, creating a relaxed but focused learning environment. The training was appealing as it mirrored the ethos of life skills education complementing existing frameworks within the school. Staff appreciated that the content didn't just raise awareness but actually equipped them to make a practical difference in their pupils' lives. Overall the programme's strong combination of high-quality content, strong

Pharmacy Schools Programme

delivery and practical adaption made it both impactful and easy to deliver into school practice.

While the education training programme was widely praised, a few areas for improvement were highlighted. One concern was that the resources were not easily adaptable for use in Special Educational Needs (SEN) settings. Teachers working in these contexts felt that more differentiated materials or guidance would have helped them tailor the lessons to better meet the needs of their pupils. It was highlighted that SEN schools participated in the initial scoping of the programme, but were unable to engage fully in the process due to capacity. In addition, some teachers felt that they would have preferred editable versions of the resources allowing schools greater flexibility to customise content.

Timing was another issue raised by some attendees, with the programme being delivered late in the school year. This made it challenging for schools to build it into their curriculum planning. Despite these minor drawbacks, most found the training valuable and saw strong potential for future use.

Delivery of the Pharmacy Schools Programme

The Pharmacy Schools Programme delivery in the participating primary schools was positively received by teachers and pupils alike. The teachers commented on the well-structured lesson plans which captured the imagination and interests of the children involved. Each of the participating schools had a different approach to the delivery of the programme to suit their own individual school needs. In some schools, lessons were integrated into Science Week activities, others integrated the programme into PDMU lessons whilst others fitted the lessons as suited. Similarly, some schools delivered the programme to certain classes or Key Stage Groups, whilst other adopted a whole-school approach.

Regardless of the delivery model used in the schools, the Pharmacy Schools Programme was exceptionally well received and the flexibility in delivery ensured that each participating school could tailor it to suit their individual setting and needs.

Pharmacy Schools Programme

All of the attendees praised the high-quality resources which made the lessons accessible to all the staff in their respective schools. Importantly, there was clear progression through the key stages, with learning objectives building logically from one year to the next. The teachers present re-emphasised the ability to use and adapt the resource to suit their individual schools' needs. The topics covered in the lesson plans were relatable to children's everyday experiences, helping them make meaningful connections between what they learn in the classroom and the world around them. One of the most successful aspects was the emphasis on learning through play, which actively engaged students, boosting confidence and led to a great deal of discussion creating a real buzz in the classrooms. Many of the participating teachers used external resources and visual representations in collaboration with the existing resources.

Despite the many strengths, there were some challenges to the successful delivery of the Pharmacy Schools Programme. One issue was the timeframe of delivery over a one-week period felt rushed, making it difficult for both teachers and students to fully engage with all the content. Additionally, since the curriculum programme was set early in the year, there was limited flexibility to adjust or incorporate new themes as the year progresses. Industrial action by education staff over the evaluation period added further difficulty as this limited engagement by teaching staff on areas that could potentially be seen as outwith their core role. One further drawback was the inability to edit the resources provided for the programme which restricted some teachers' ability to tailor materials as necessary for specific purposes.

Some teachers suggested that involving pharmacists to provide real-life resources or demonstrations could enhance the learning experience for the children perhaps making it more engaging and memorable. Additionally, recommendations were made to host a parent information evening would keep families informed and involved, allowing them to better support their children's learning at home. It would also provide an opportunity to explain the aims of the Pharmacy Schools Programme, share examples to the children's work and build stronger home-school partnerships. These improvements would enrich the overall experience and increase the impact of the programme.

Pharmacy Schools Programme

Evaluation of the Pharmacy Schools Programme

The Pharmacy Schools Programme offered a range of valuable benefits for teachers, making it a highly effective and enjoyable addition to the curriculum. Teachers reported that it fit seamlessly into current WAU and PDMU themes and work streams, reinforcing also key literacy and numeracy concepts through its content. They also testified that they found it particularly good for promoting listening and talking skills, with plenty of opportunities for discussion and collaborative learning. Its adaptability was a major strength, allowing educators to tailor lessons as necessary.

Many teachers noted that children learned a great deal and were able to make clear connections with real-life situations, making the content highly relevant and enjoyable to engage with. They stated that the children had learned skills for life and realised that they did not always need to go the doctor to receive care. The fact that the programme came with excellent resources readily available, which were written for teachers by teachers, made it user-friendly and practical. It offered a refreshing step away from norm, and in many cases, exceeded expectations in terms of student engagement and learning outcomes.

When asked about potential benefits for parents, teachers recognised that benefits would be realised in attending the pharmacy instead of waiting for GP appointments. They also recognised that the programme would also benefit pharmacies in raising awareness of the value in attending the community pharmacy as a first point of contact for health advice and treatment.

Pharmacy Schools Programme

Conclusion

Overall the feedback on the Pharmacy Schools Programme has been universally positive, with the participating teachers reporting that the service should be considered for roll out to all primary schools, as it can increase health literacy and help to ensure the appropriate use of pharmacy services, potentially absorbing a substantial workload that would otherwise end up in other healthcare settings. The programme provided a rich, skills-based learning experience that was both educational and enjoyable for teachers and children alike.

Limitations

While the available data supports the impact of the programme in increasing teacher health literacy, there is a lack of data that directly suggests participation in the programme has resulted in an increase in child health literacy due to a lack of an available validated tool that can be used to directly measure health literacy in children. However, the programme itself included a lesson plan where each lesson included a baseline and evaluation exercise for participating teachers to gauge the current level of understanding that pupils had about particular topics and this informed decisions about appropriate lessons to deliver. The evaluation questionnaires were completed by the teachers however they reflect the teacher's level of understanding before and after delivery of the programme, and the conversations they will have had with the children during the programme to assess their understanding of the topics covered.

Pharmacy Schools Programme

Ideas for Future Development:

- Discussions with Education Authority to explore additional ways to encourage roll-out to all primary schools across Northern Ireland
- Adaptable resources to meet specific schools' needs e.g. SEN
- Training provided earlier in the year to support early inclusion of the programme in the school's development plan for the year ahead
- Scope extension of the programme to include post primary education
- Encourage links between the primary schools, pharmacists and local pharmacies
- Explore potential for programme delivery to be supported by trainee pharmacists

Appendices

Pharmacy Schools Programme

Appendix 1: Pharmacy Schools Programme Participant Questionnaires (Pre- and Post-Delivery)

2024 Pharmacy Schools Programme Pre Delivery

1. About your school

1. School Name and address

2. Total Number of Pupils in School

3. Number of Pupils in School

Female:

Male:

Prefer Not to Say:

4. Name and Contact Details of Key Person within my School for Pharmacy Schools Programme

2. Learning

5. Please select all that apply:

	Fully agree	Agree	Neither agree or disagree	Disagree	Fully disagree
I know what a pharmacist is and what they do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand self care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good understanding of medication safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how a pharmacist can help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in the programme will make children think about a career in pharmacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pharmacy Schools Programme

6. Question for teacher - on a scale of very easy to very difficult, how easy or difficult would you say it is for you to:

	Very easy	Fairly easy	Fairly difficult	Very difficult	Don't know	Not applicable
Find information on treatments or illnesses that concern you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find out where to get professional help when you are ill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand what your doctor says to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand your doctor or pharmacist's instructions on how to take a prescribed medicine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use information the doctor give you to make decisions about your illness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow instructions from your doctor or pharmacist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make decisions to improve your health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. I agree to delivering the Pharmacy Schools Programme in my school and attending the second training day on Thursday 3 April 2025 to give feedback.

Yes No

8. Thank you so much for taking part in the Pharmacy Schools Programme. If you need any further information please email to anne@belfasthealthycities.com

April 2025 Pharmacy Schools Programme Post Delivery

1. About your school

1. School Name and address

Pharmacy Schools Programme

2. Total Number of Pupils in School

3. Number of Pupils in School

Female:

Male:

Prefer Not to Say:

4. Name and Contact Details of Key Person within my School for Pharmacy Schools Programme

2. Pharmacy Schools Programme

5. Year Groups involved in the Pharmacy Schools Programme

- Primary 1
- Primary 2
- Primary 3
- Primary 4
- Primary 5
- Primary 6
- Primary 7

Pharmacy Schools Programme

3. Learning

6. Please select all that apply:

	Fully agree	Agree	Neither agree or disagree	Disagree	Fully disagree
I know what a pharmacist is and what they do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand self care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good understanding of medication safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how a pharmacist can help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking part in the programme will make children think about a career in pharmacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Question for teacher - on a scale of very easy to very difficult, how easy or difficult would you say it is for you to:

	Very easy	Fairly easy	Fairly difficult	Very difficult	Don't know	Not applicable
Find information on treatments or illnesses that concern you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find out where to get professional help when you are ill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand what your doctor says to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand your doctor or pharmacist's instructions on how to take a prescribed medicine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use information the doctor give you to make decisions about your illness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow instructions from your doctor or pharmacist?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pharmacy Schools Programme

	Very easy	Fairly easy	Fairly difficult	Very difficult	Don't know	Not applicable
Make decisions to improve your health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Thank you so much for taking part in the Pharmacy Schools Programme. If you would like to share photos, resources or need any further information please email to anne@belfasthealthycities.com

9. If you have any suggestions to improve the Pharmacy Schools Programme please let me know.

Pharmacy Schools Programme

Appendix 2: Pharmacy Schools Programme Evaluation Workshop Schedule

Purpose: Want to develop the case for further development of the programme, therefore need to demonstrate the value and benefits from the Pharmacy Schools programme to schools and pupils.

❖ *Training*

- Why did you want to take part in the programme?
- What worked well at the training events?
- What did not work so well? Why?
- What could be done differently?
- What improvements could be made to the training programme?

❖ *Delivery of Programme*

- Did you / your school cover all aspects of the Pharmacy Schools programme?
- When did you / your school deliver the Pharmacy Schools Programme?
- Did all school years deliver the programme at the same time?
- If not, why not?
- What do you think worked well in terms of delivery of the programme in your school?
- What didn't work so well?
- What improvements could be made to the Pharmacy in Schools programme or what could be done differently?

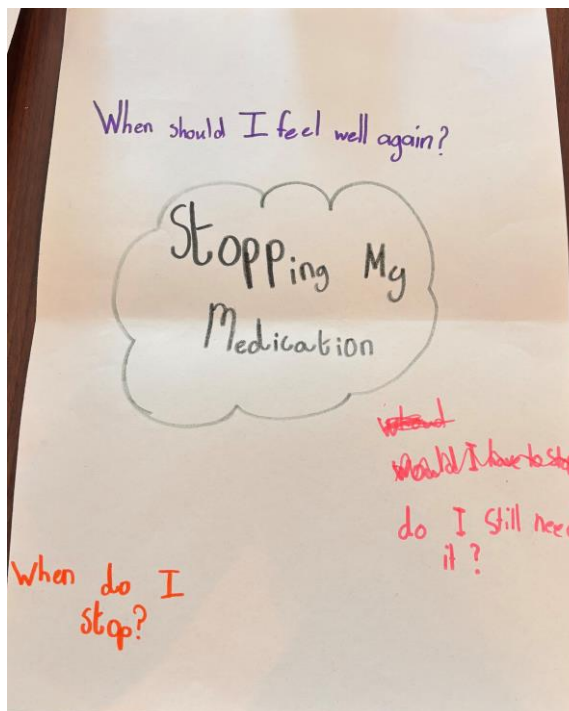
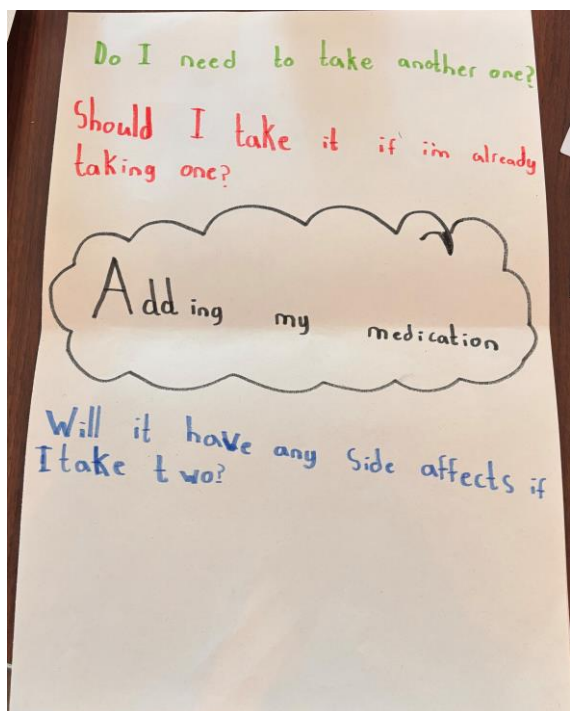
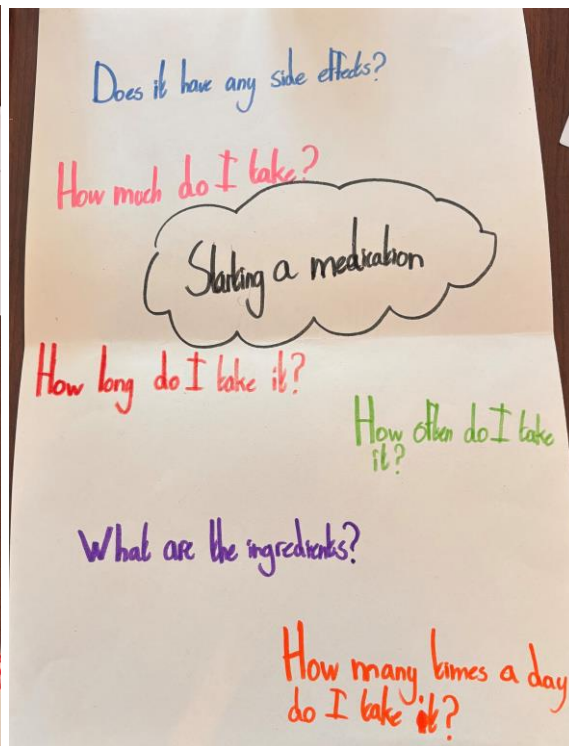
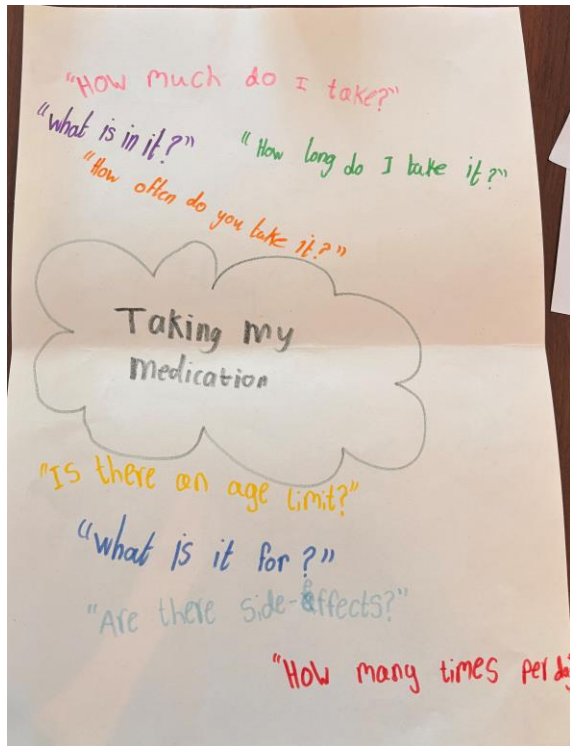
Pharmacy Schools Programme

❖ *Evaluation & Suggestions for future*

- Did the programme meet your expectations?
- Why not? What could be done differently?
- Do you feel that the children benefited from taking part in the Pharmacy in Schools programme – how?
- What benefits, if any, has participation in the programme had for teachers?
- What benefits, if any, has participation in the programme had for parents?
- What benefits, if any, has participation in the programme had on relations with local pharmacies?
- Can you provide any evidence to show the success of the programme?
- Why is it difficult to get evaluation forms for the programme completed? What would encourage teachers to fill out evaluation?

Pharmacy Schools Programme

Appendix 3: Examples of work produced by children through engagement with the Pharmacy Schools Programme



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