



Nigerian training and adaptation



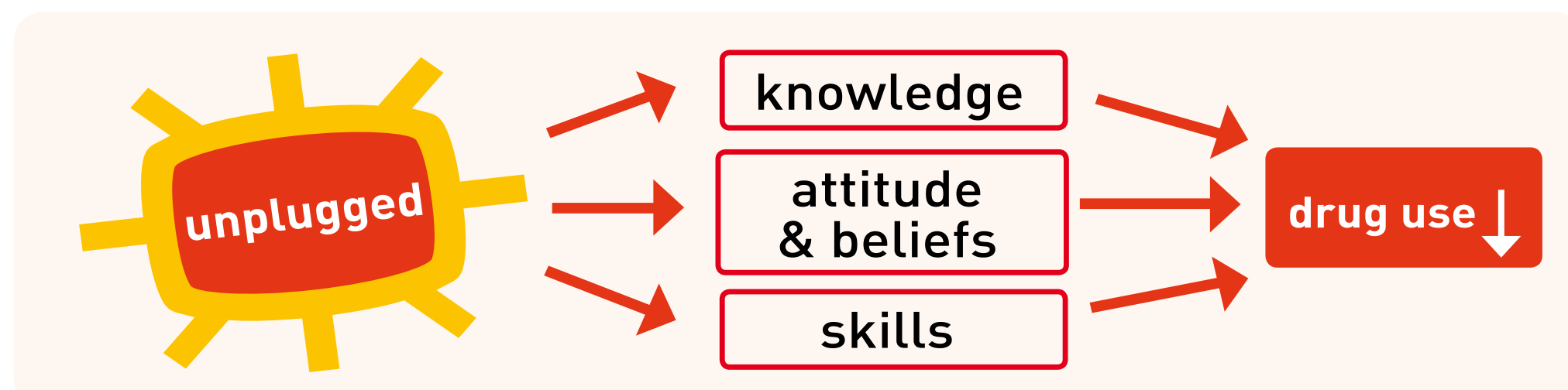
Background

Unplugged is an evidence-based school intervention of 12 lessons for students 12-14 year old. UNODC started an EU-financed implementation project in Nigeria including adaptation, a RCT effectiveness study and training of trainers.

UNODC Nigeria installed

a coordination group with FMOE Federal Ministry of Education, NDLEA National Drug Law Enforcement Agency, NAFDAC National Agency for Food and Drug Administration and Control. A project team with coordinating officers, an adaptation expert in text editing, a research expert in monitoring and evaluation, a master trainer. Consultants were hired from EU-Dap (Torino University and University College Ghent) for the study, adaptation and the Training of Trainers (TOT).

Unplugged works through three groups of mediators to reduce probability of excessive drinking, of regular smoking or of cannabis initiation.

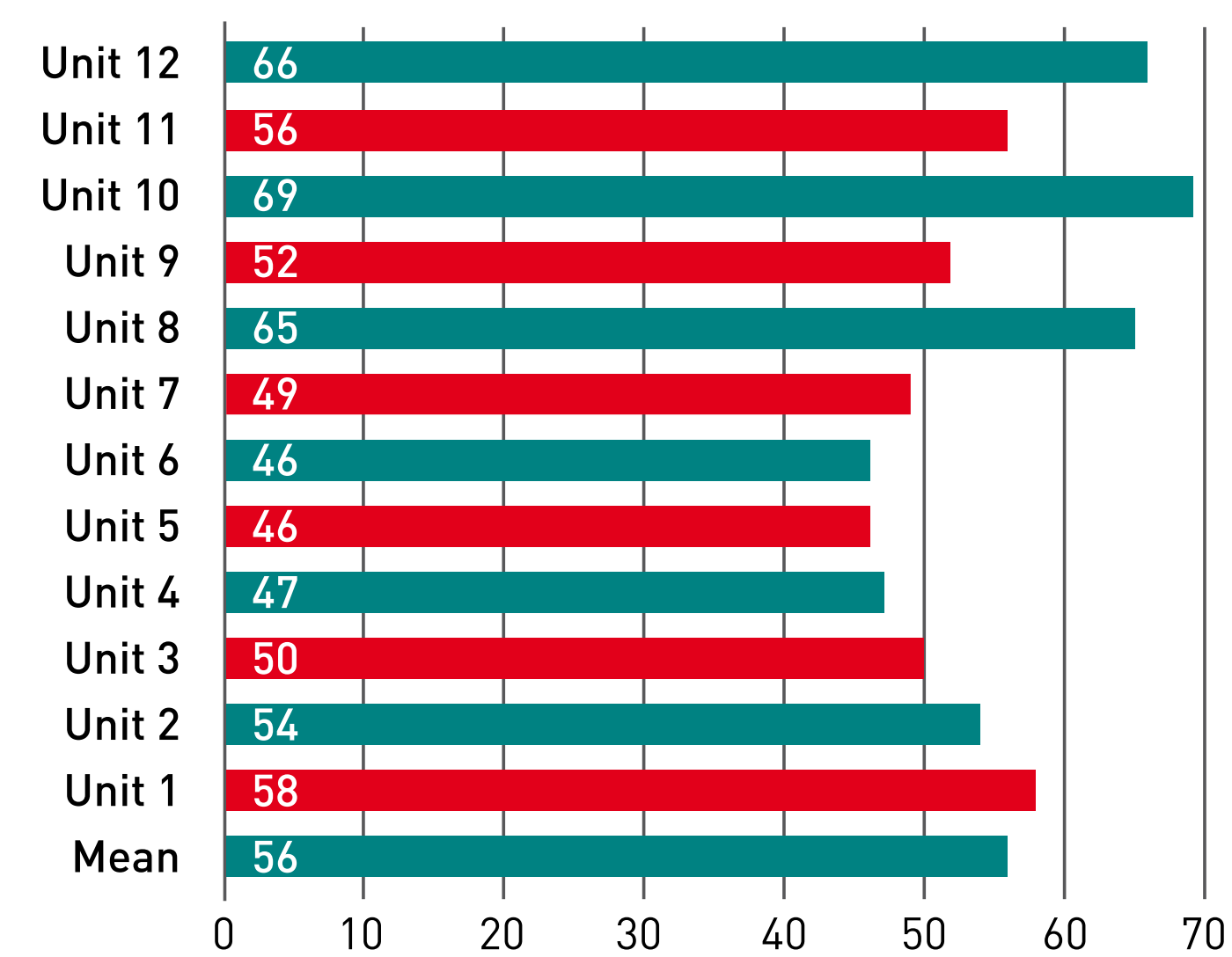


30 countries

Unplugged has been tested 2004-2006 in Greece, Sweden, Germany, Italy, Belgium, Spain and Austria. Since then it has been implemented in the Czech Republic, Romania, Poland, Cyprus, France, Slovenia, Lithuania, Croatia, Russia, Kyrgyzstan, Slovakia, India, Morocco, Egypt, Jordan, Kuwait, Lebanon, United Arab Emirates, Brazil, Nigeria, Pakistan, United Kingdom, Ivory Coast, Peru. Multiple studies have been published 2002-2018 on effectiveness, universality, gender differences, implementation factors, booster sessions, mediating factors, SES influence, ...

Unplugged in Nigeria 2015-2018

Pre-pilot phase 2015



Duration of sessions in minutes (monitoring results pre-pilot phase)

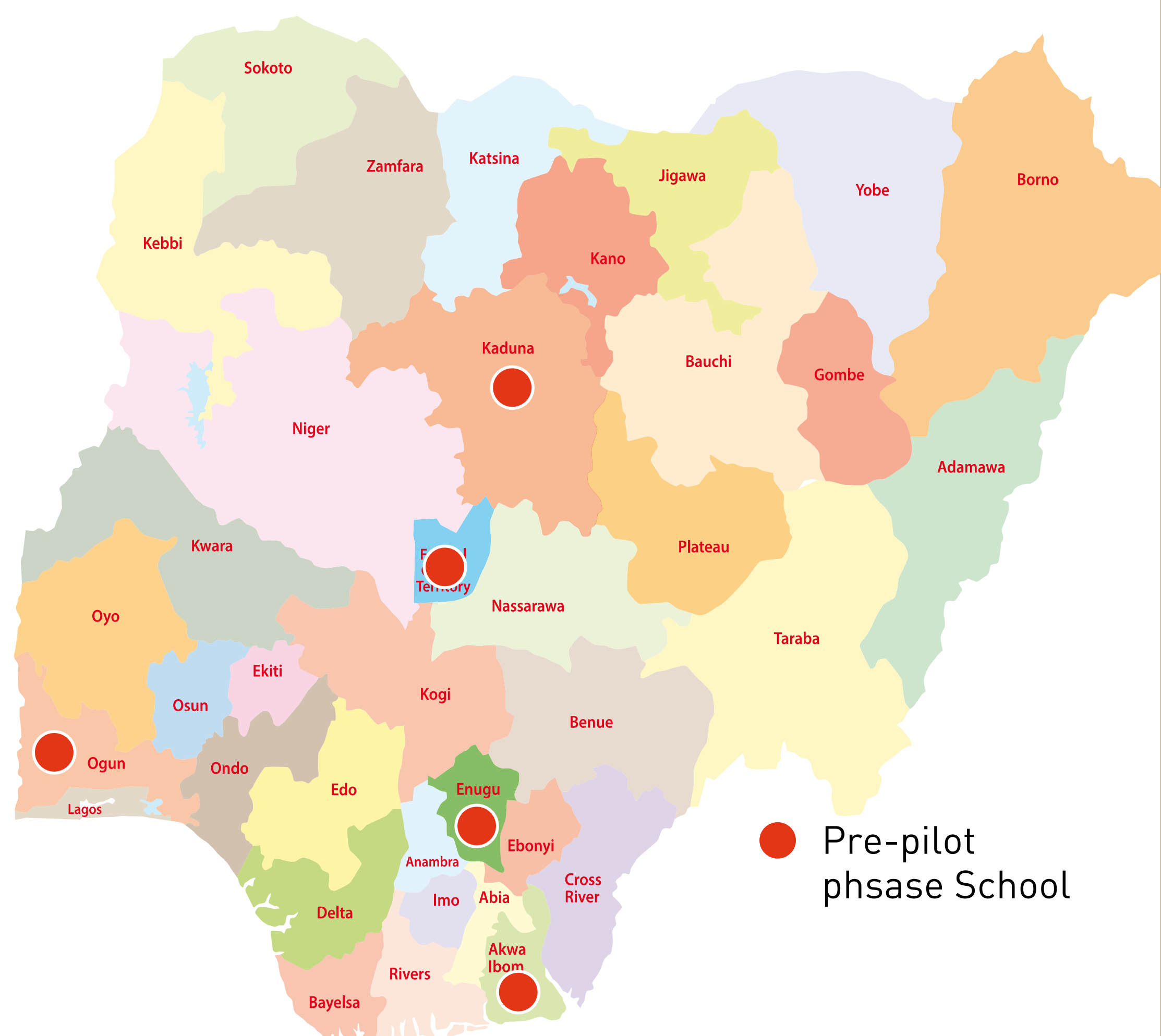
- ▶ Training of teachers from schools in 6 different geo-political zones
- ▶ Monitoring delivery, teacher and pupil satisfaction
- ▶ Training of Trainers: identification of Nigerian potential trainers and TOT-meetings for first candidates.
- ▶ Adaptation of Unplugged pupil books, information cards and teacher handbook based on monitoring, school visits and expert opinion. Quality control of proposed adaptations with fidelity check on content and method.

Study phase with 32 schools in six zones including two large cities 2015-2016

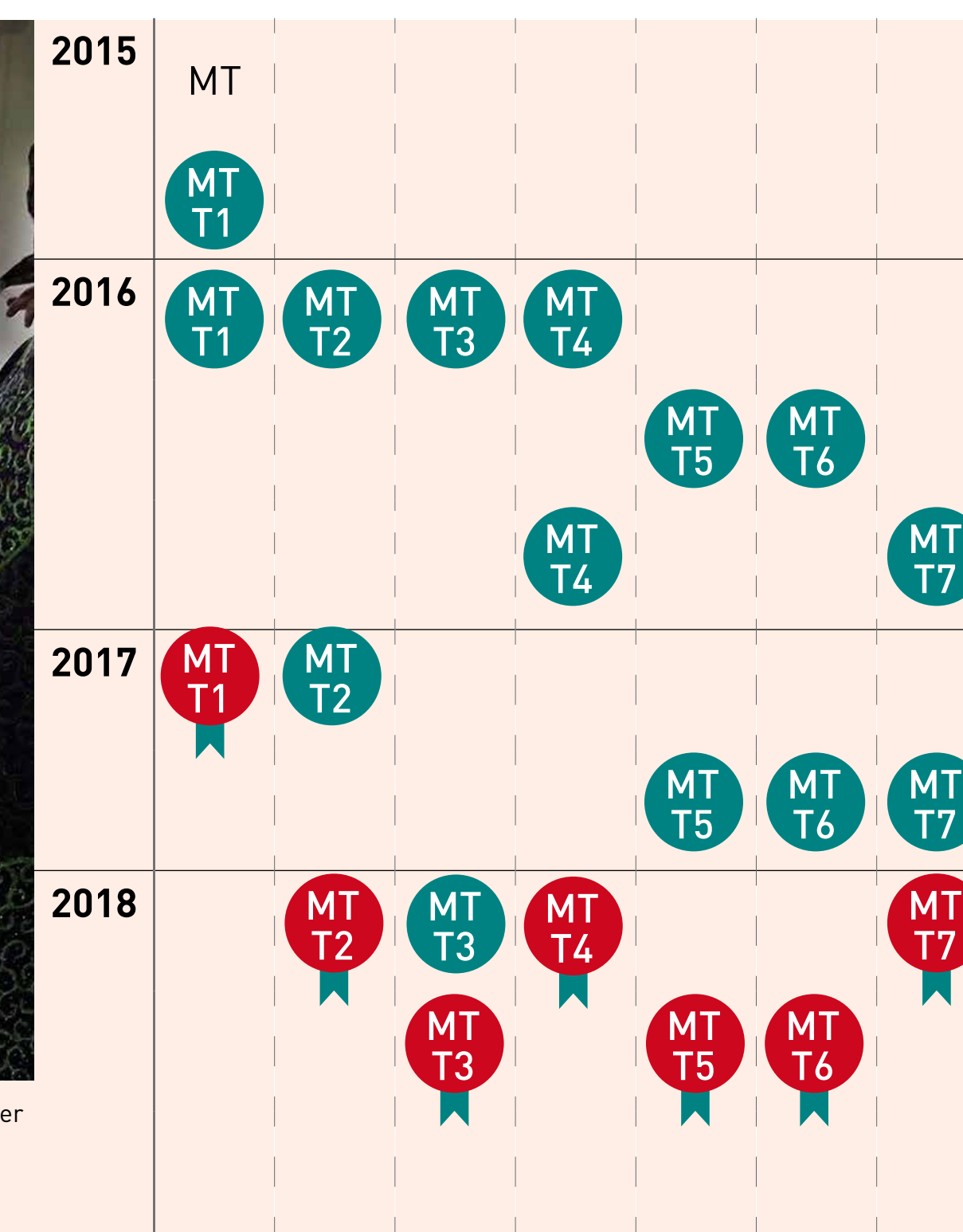
- ▶ 16 intervention and 16 control schools, 96 classes, 4087 pupils
- ▶ Training of Intervention group teachers delivered by EU-Dap Master trainers co-training with Nigeria candidate trainers.

Post-study phase: training of control group teachers

Training Of Trainers TOT three phase model resulting in 7 certified Nigeria trainers: each trainer passes three phases with observation, 50% delivery and approximately 100% delivery of a training to 24 teachers. Master Trainer gives assignment, support and coaching, briefing and debriefing of activities and extensive personal reporting.



Roll out to the geo-political zones with 7 Nigerian trainers certified to train teachers including one Master Trainer certified to train trainers.



Adaptations of materials

Surface adaptations: food, places, names, illustrations. No back-translation, only a description. Replace "He was walking his dog" with "He saw a dog and ran away".

Deep adaptations: submitted for debate and approval.

1. Mention "hard drugs" because "drugs" also relates to medication. Changed to mentioning medication drugs can also be addictive.
2. Remove situation in quiz cards referring to "a girl is doubting if she would take a drink or not". Clarified that situations sometimes refer to a later age.
3. Remove situations where girls meet boys, which is culturally not acceptable. Remained boy-girl encounter in role-plays because they contribute to share complementary coping strategies, but replaced reference to dating by homework.

Adaptation of training

1. Difference in some mediating factors shown by the effectiveness studies, for example:
 - ▶ increased refusal skills significant for Europe but not for Nigeria
 - ▶ increase of negative beliefs significant for Nigeria but not for Europe
 - ▶ decrease of positive attitude significant for Europe but not for Nigeria
2. Modus vivendi for directive teaching style and using the pupil group as a resource
3. Important impact of another rhythm in lunch and tea breaks
4. Introduce Nigeria innovations shown in process evaluation: co-teaching in classes # 150 pupils pupils cascading with pupil books during break and lunch time



The effectiveness of the "Unplugged" program in Nigeria: adaptation, Training of Trainers and implementation. Peer van der Kreeft, Federica Vigna-Taglianti, Marta Alesina, Harsheth Virk, Ljiljana Damjanović, Emina Mehanović, Juliet Pwajok, Ibanga Akanidomo, Glen Prichard and Annemie Coone

Unplugged has been developed through three subsequent projects 2002-2011 with financial support of the European Union (Public Health and Justice). The Nigeria Unplugged implementation is part of "Response to Drugs and Related Organized Crime in Nigeria", a large-scale project funded by the European Union and implemented by UNODC (FEC/2012/306-744) (NGAV16).



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