



Hybrid skills transfer of the unplugged prevention programme in a French high school abroad (Lisbon, Portugal 2023 2024)

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Context

The evidence-based Unplugged prevention programme aims to develop psychosocial skills, delay initiation and reduce the prevalence of tobacco, alcohol and cannabis use among children aged 12-14 years. In routine, implementation in France relies on 12 one-hour units taught once a week by one class teacher or other education professional of the school and one prevention trainer. We evaluated the feasibility of an 'hybrid skills transfer' adapted to long distance between the trainers and the school, by experimenting a co-facilitation by two trained school staff, in a French secondary school in Lisbon (Portugal) from December 2023 to June 2024.

Method

Two French Apleat-acep prevention trainers trained 11 members of staff for a three-day training course in 12/2023, a two-day booster in 03/2024 in Lisbon and debriefings visio call with each pair of staff. Six pairs of school staff implemented the programme in 6 classes (n=174 children, aged 11). Staff complete self-administered questionnaires after the initial and booster training, and online post-session questionnaires after each of the 13 sessions held from 01/2024 to 06/2024. The self-administered questionnaires include the perceived improvement in staff skills, the application of these acquired skills in their work and the match between the training and their needs. The post-session questionnaires include the number of sessions completed, whether the activities set out in the protocol for each session introduction, energising activity, main activity, reflective feedback, personal reflection were carried out, how the staff felt about leading the session, the difficulties encountered and the strengths of the respective session.

Results

Eleven members of staff (9 women, 2 men) completed 19 self-administered questionnaires and 78 post-session questionnaires. All classes (6/6) received the 13 sessions as per the protocol (n=78 sessions). The introduction activity was carried out in 76/78 sessions, the energising activity in 73/78, the main activity in 74/78, the reflective feedback in 66/78 and the personal reflection in 51/78. 6/6 classes could do all main activities. The 11 trained staff faithfully implemented the programme. In 65/78 sessions, the member of staff felt completely at ease in leading the activity. They indicated that the training improved their skills, was applicable to their work and met their needs.

Conclusion

All the classes (6/6, 100%) attended the 12 sessions (compared with 56% in the initial European evaluation (Faggiano, 2008)). The hybrid transfer of skills by the trainers to the staff of a French school in Lisbon, Portugal, in 2023-2024, is feasible. A faithful implementation of the Unplugged protocol was possible with adaptations linked to the context. This method could be the subject of a more in-depth evaluation. Unplugged could be deployed in other French schools abroad using this method and could support the deployment of the Unplugged programme in European countries.