



Effectiveness of hybrid skills transfer through co-facilitation to implement the Unplugged addiction prevention program in a French middle school abroad (Lisbon, Portugal, 2023-2024)



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INTRODUCTION

Implementation by **hybrid training** of the evidence-based Unplugged prevention program aimed at pupils aged 12 to 14.

- It aims to :
- develop psychosocial skills delay initiation
 - reduce the prevalence of tobacco, alcohol and cannabis use

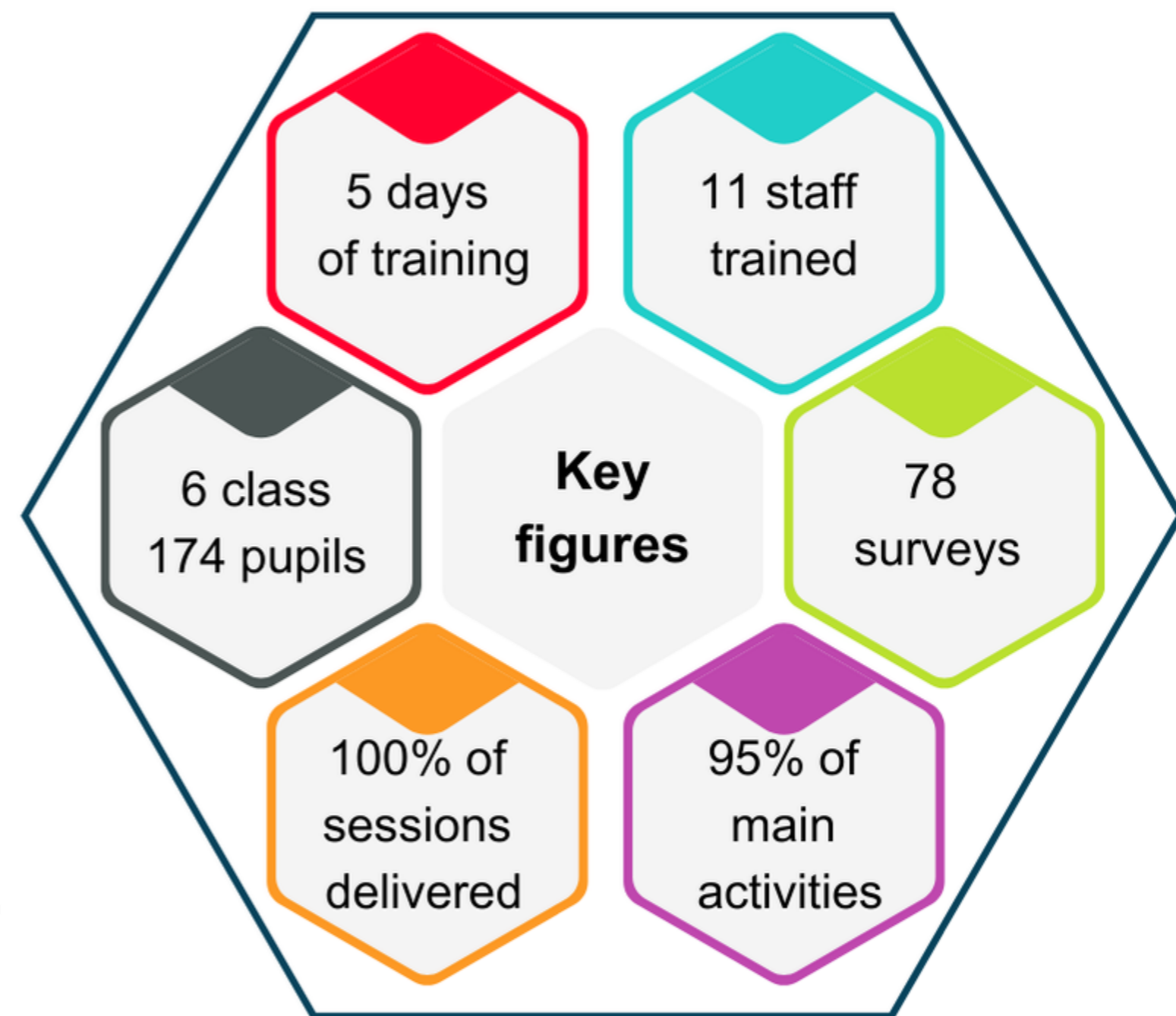
METHOD

Target audience : 174 pupils from 6 sixth form class followed the program
Beneficiaries : 11 national education professionals were trained to form 6 pairs of facilitators (N=11)

Evaluation methods
 Each pair of national education staff completed an online 'post-session' questionnaire at the end of each session delivered (N=78).
 The 'post-session' questionnaires include the number of sessions completed and whether it was possible to carry out the activities set out in the protocol for each session (introduction, energising activity, main activity, reflective feedback, personal reflection).

OBJECTIVES

Evaluation of the hybrid skills transfer (co-facilitation by two national education staff against a national education professional and a preventionist in France) in the implementation of Unplugged by a team based in France in a French middle school in Lisbon (Portugal) in 2023-2024.



RESULTS

An adapted and effective skills transfer model (fig.1)

- A **hybrid transfer of skills** from trainers based in France to the team at a middle school in Lisbon
- an adapted training and deployment model
- **implementation in line with the Unplugged protocol**

3 days initial training + 2 booster days during the programme + videoconference supervision

Skills transfer model	Initial model (2008)	French model (2019)	Experimentation Apléat-acep (2024)
Initial training	2,5 days	2 days	3+2 days
Cofacilitation	X	1 preventionist 1 national education professional	2 national education professional
Supervision	X	X	✓

Figure 1. Comparison table of Unplugged skills transfer models

The quality of implementation ensures that the program is faithfully deployed and that the expected results are achieved (fig.2)

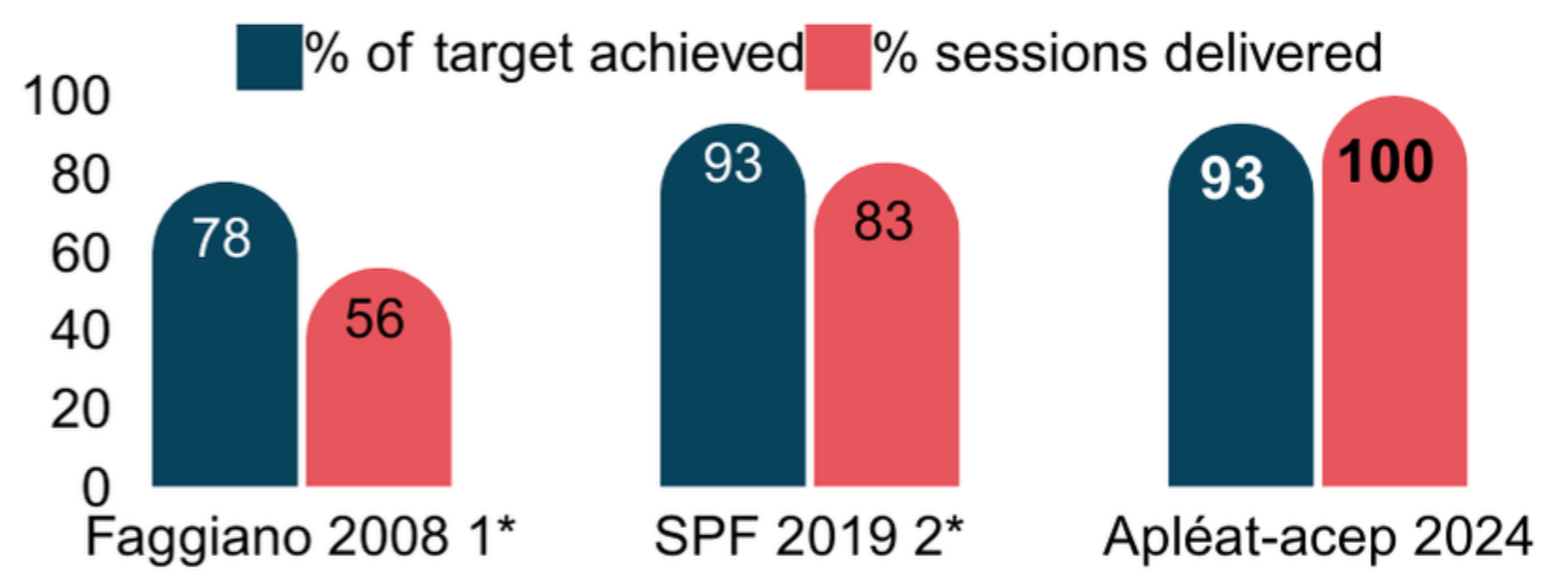
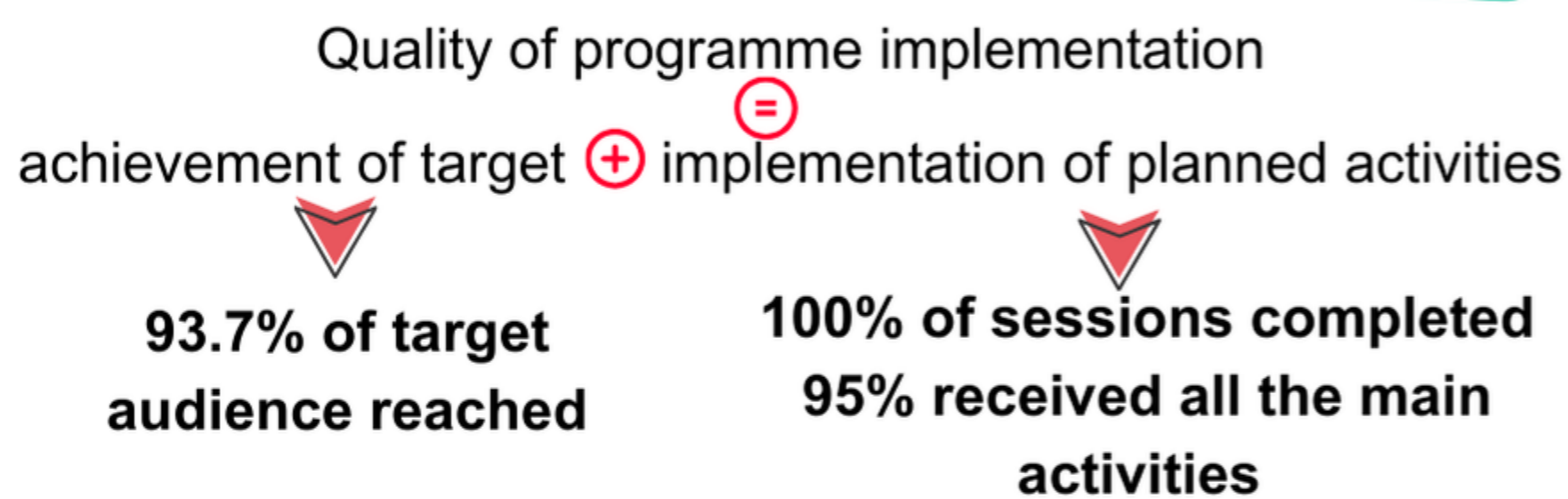


Figure 2. Unplugged implementation quality comparison table

Completed sessions: the dose-effect relationship (fig.3)

- The greater the dose of program delivered, the greater the effect
- The 6 class received all the sessions provided for in the protocol (N=78)
- **The main activity was carried out in 74/78 sessions = 95%**

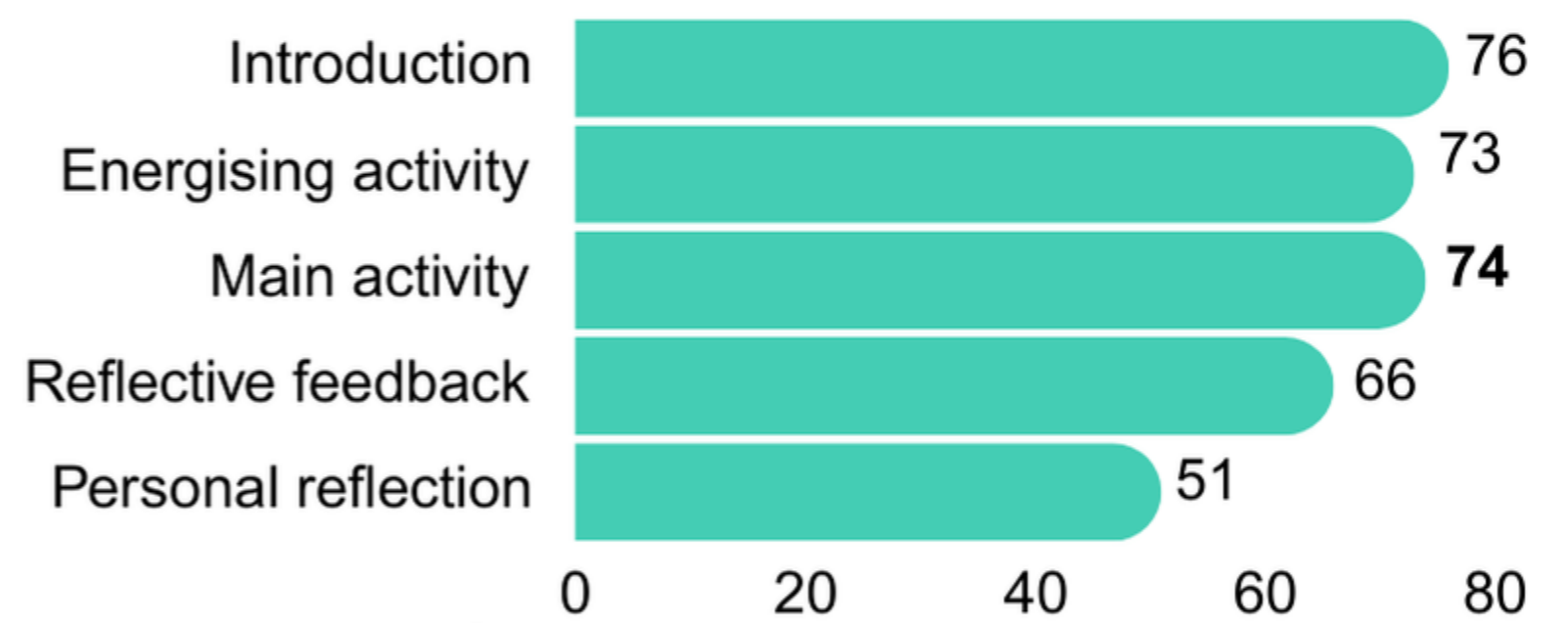


Figure 3. Dosage of the programme received over the 78 sessions delivered

The Unplugged program appears to have the potential to be deployed in other French schools abroad by following this skills transfer model with five days of training and videoconference supervision.

DISCUSSION

A larger-scale evaluation would be necessary to ensure the link between this training model, quality deployment and loyalty to the program.

ACKNOWLEDGEMENTS



1* Faggiano, F., Galanti, M. R., Bohrn, K., Burkhart, G., Vigna-Taglianti, F., Cuomo, L., Wiborg, G. (2008). The effectiveness of a school-based substance abuse prevention program: EU-Dap cluster randomised controlled trial. Preventive Medicine, 47(5), 537-543.

2* <https://www.santepubliquefrance.fr/docs/resultats-de-l-evaluation-du-programme-unplugged-dans-le-loiret>