

## **MONITORING 'UNPLUGGED' IMPLEMENTATION AND TRAINING**

### **FINAL REPORT**

#### **1. Evaluation and monitoring in the EU-Dap Faculty Project**

In order to monitor Unplugged dissemination in the European context, specific tools were developed and included in a protocol which was distributed to all partners and published online in the Faculty area of the EU-Dap website ([www.eudap.net/Faculty\\_HomePage.aspx](http://www.eudap.net/Faculty_HomePage.aspx)).

Some forms were modified versions of those used in the first EU-Dap trial: a) forms to monitor the 12 units implementation; b) forms to monitor the implementation of the 3 parents seminars. New forms were developed to evaluate teachers and students' satisfaction with Unplugged.

A specific tool was created for the partners to register training courses held at the country level.

From these tools specific internet masks were developed in order to give the countries the possibility to enter data locally. A password for the data entry was given to each country. This monitoring system allows a continuous data collection and analysis, and gives the possibility to monitor the dissemination of the program around Europe.

During the study period (2009-2011), OED Institute in Torino analysed and reported data on training courses organized and held in the involved countries every six months.

In this report data on training courses and evaluation of implementation are summarized.

#### **2. Unplugged dissemination**

The dissemination of Unplugged is developed through training courses organized at two levels:

- international level
- national level

From 2009 to 2011 six international training courses for trainers (IToT) were organized as described in table 1. Trainers participating in the IToT are from 15 European countries: Austria, Belgium, Cyprus, Czech Republic, France, Greece, Italy, Lithuania, Poland, Romania, Russia, Slovak, Slovenia, Spain, and Sweden. On overall 46 (new and old) trainers participated in the IToT from 2009 to 2011.

The training courses organized to train new trainers at the country level from the beginning of 2009 are summarized in table 2.

On overall 21 training courses for new trainers were held, of which 16 in Italy due to a large prevention strategy supported by Ministry of Health in 2010-2011. On overall 454 new trainers were trained. Apart from Italy, it is a positive result that also other countries (Czech Republic, Greece, Slovenia, and Sweden) trained new trainers in 2011. This is an important step for future implementation and dissemination. In fact, the cascade model of the training courses will have its impact on the health of adolescents in Europe only if new international trainers will be able to train and support new local trainers and new local trainers will train and support teachers. Since this is a naturalistic model, and nothing is

forced, it is expected a partial loss of efficacy from one step to the other; so not all trainers will be able to train teachers, and not all teachers will implement the program due to various reasons: lack of funds, time, political changes, weather conditions, etc. Therefore a large number of trainers is the first fundamental achievement for a dissemination strategy to be successful.

Table 1. International Training of Trainers courses held in 2009-2010-2011.

location of ITOT course	dates	participants	participants' country
Turin	7-9 July 2009	8	Czech Republic, Greece, Italy, Poland, Romania, Spain, Sweden.
Ghent	18-21 October 2009	14	Austria, Belgium, Czech Republic, Greece, Italy, Romania, Russia, Spain, Sweden.
Prague	19-21 April 2010	15	Austria, Czech Republic, Greece, Italy, Poland, Romania, Slovenia, Spain.
Warsaw	24-26 November 2010	14	Austria, Belgium, Czech Republic, Greece, Poland, Slovenia.
Ghent	8-10 March 2011	15	Austria, Belgium, Czech Republic, Greece, Italy, Lithuania, Poland, Slovenia, Spain, Sweden.
Bilbao	20-22 June 2011	18	Austria, Belgium, Cyprus, Czech Republic, France, Greece, Italy, Lithuania, Poland, Romania, Slovak, Spain.

Table 2. National Training of Trainers courses held in 2009-2010-2011.

year	country	number of courses	number of participants
2009	-	-	-
2010	Italy	5	148
	Greece	2	48
2011	Italy	11	244
	Czech Republic	1	11
	Sweden	1	13
	Slovenia	1	5
overall		21	454

The training courses organized to train teachers at the country level from the beginning of 2009 are summarized in table 3.

On overall 171 training courses for teachers were held in 12 European countries, with 2926 teachers participants. In Italy a large number of training courses were held in a cascade model, due to the mentioned prevention strategy supported by Ministry of Health in 2010-2011.

As mentioned, it is unlikely that all teachers trained will be able to implement the program in class. It is consequently quite difficult to estimate the final number of pupils reached by

Unplugged program in these years. Estimating 100% of teachers implementing the program, around 73,150 pupils could have received Unplugged in the three school years 2009/10, 2010/11, 2011/12. Estimating 75% implementation, around 54,860 pupils received Unplugged. Estimating only 50% implementation, 36,575 pupils received Unplugged in the last 3 years.

In order to ensure the quality of implementation of the program, and of the training courses, it is important to hold booster sessions for teachers and for trainers. Some countries organized booster sessions as described in Table 4.

Greece and Italy offered booster sessions for trainers during 2011. Austria, Croatia, Lithuania , Poland, Romania, Russia and Sweden organized booster sessions for teachers in 2010 and 2011.

Table 3. Unplugged Training of Teachers courses organized and held at the national level.

Country	July/Dec 2009	Jan/June 2010	July-Dec 2010	Jan/June 2011	July/Dec 2011	overall	overall number of participants
Austria					1	1	9
Belgium	9	6	10	8	6	39	539
Croatia	2		2	1	2	7	175
Czech Republic	3	1	2	1	2	9	120
Greece	4	3	3	1		11	148
Italy	8		16	4	49	77	1398
Lithuania	2	1	1		2	6	113
Poland	1	1		1		3	50
Romania	1		1			2	90
Russia	1		1			2	39
Slovenia		1	7		2	10	178
Sweden	1	1	2			4	67
overall	32	14	45	16	64	171	2926

Table 4. Booster sessions organized and held at the national level.

Country	n	year	participants
<b>Held for trainers</b>			
Greece	1	2011	11
Italy	4	2011	58
overall	5		69
<b>Held for teachers</b>			
Austria	1	2011	4
Croatia	1	2010	25
Lithuania	1	2010	12
Poland	1	2011	12
Romania	5	2010	50
Russia	1	2010	15
Sweden	2	2010	20
	1	2011	11
overall	13		149

The activity rate of Unplugged trainers is described in Table 5. On overall there are 193 active trainers from 12 European countries, 12 of whom undertook more than 5 courses, and 181 undertook 1 or 2 courses.

Figure 1 shows the effectiveness of the cascade model: thanks to 6 international training courses, 21 courses for trainers, and 171 courses for teachers were held at the country level, finally reaching 54,000 pupils.

Finally, using demographic data extracted from the EUROSTAT Demography Report 2010, it is possible to estimate roughly the number of pupils receiving Unplugged in the three years of the Faculty Project (Table 6). For this calculation the official population under 18 years of age per each country has been used (apart from Croatia for which data were unavailable and therefore estimated). Calculating 75% of teachers trained implementing the program in the school year of the training, a number of possible pupils reached by the program has been estimated.

Through these estimations we can derive the impact of this project on the under 18 population of the involved EU countries: the rate of pupils receiving the program ranges from 0.1 every 1000 pupils in Poland to 8.6 per 1000 pupils under 18 years of age in Slovenia, with mid values in Belgium, Croatia, Italy and Lithuania.

Table 5. Activity rate of Unplugged Trainers 2009-2011.

Country	trainers with >10 training courses held	trainers with 5-9 training courses held	trainers with 2-4 training courses held	trainers with 1 course held	overall number of active trainers
Austria			1		1
Belgium	1	1			2
Croatia		2			2
Czech Republic			3	3	6
Greece		1	6	17	24
Italy	3	1	34	100	138
Lithuania		1	1	2	4
Poland			9		9
Romania			2	1	3
Russia			1		1
Slovenia	1			1	2
Sweden		1			1
overall	5	7	57	124	193

Figure 1. Output of EUDap Faculty cascade model.

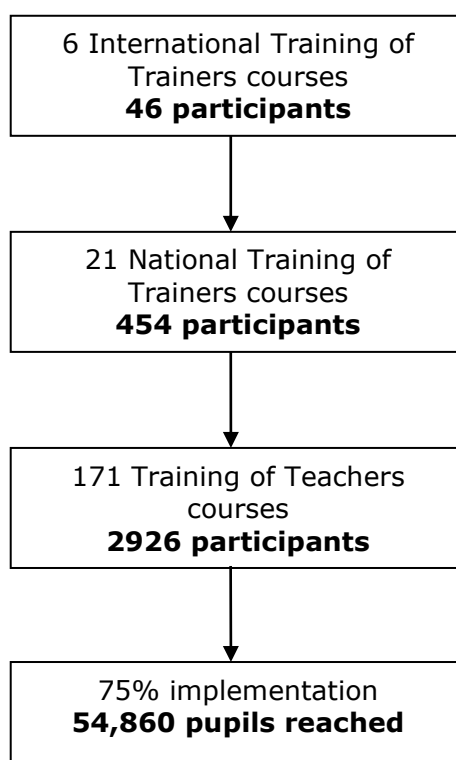


Table 6. Estimation of young population reached by Unplugged by country.

Country	overall country population	% under 18	n under 18	teachers trained	pupils receiving the program if implementation =75%	n pupils receiving the program out of 1000 pupils under 18
Austria	8,355,260	20.8	1,737,894	9	168	0.1
Belgium	10,753,080	22.9	2,462,455	539	10,106	4.1
Croatia*	4,700,000	20,0	940,000	175	3,281	3.5
Czech Republic	10,467,542	20.1	2,103,975	120	2,250	1.1
Greece	11,260,402	19.4	2,184,517	148	2,775	1,3
Italy	60,045,068	19.0	11,408,562	1398	26,212	2.3
Lithuania	3,349,872	22.2	743,671	113	2,118	2.8
Poland	38,135,876	21.8	8,313,620	50	937	0.1
Romania	21,498,616	21.0	4,514,709	90	1,687	0.4
Slovenia	2,032,362	19.2	390,213	178	3,337	8.6
Sweden	9,256,347	23.4	2,165,985	67	1,256	0.6

\* estimated values

#### 4. Unplugged implementation and parents workshops

The monitoring of the implementation of Unplugged in class was undertaken through standardized forms distributed to all partner at the beginning of the project. For the data entry it was provided a mask, and for those entering the data, statistics were included in small reports and provided to the countries.

Croatia, Lithuania, Romania and Russia provided data in 2010 and Italy in 2011.

Examples of Croatia, Lithuania, Romania and Russia process evaluation (2010) and Alessandria region (Italy, 2011) are given in Figures 2-7.

Figure 2. Proportion of classes implementing 100%, 50% and less than 50% of Unplugged Units, 5 East European countries.

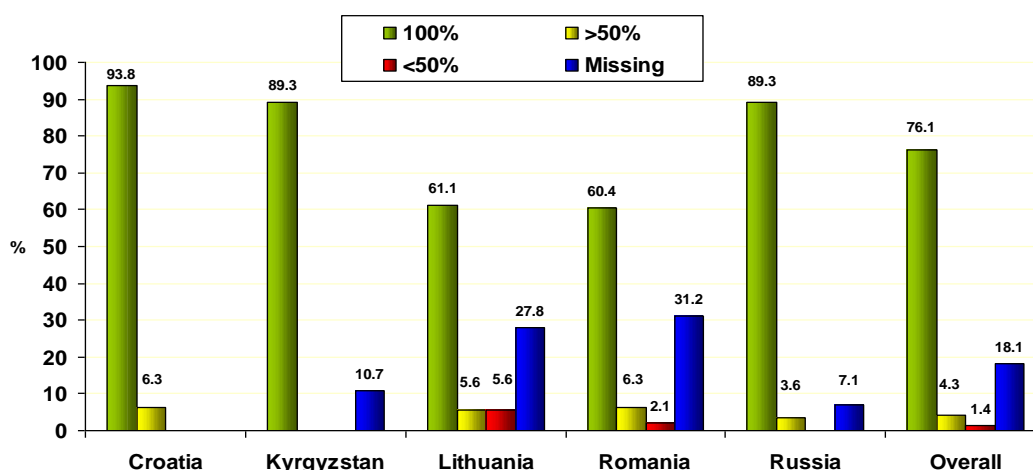


Figure 3. Proportion of classes implementing 100%, 50% and less than 50% of Unplugged Units, Alessandria, Italy.

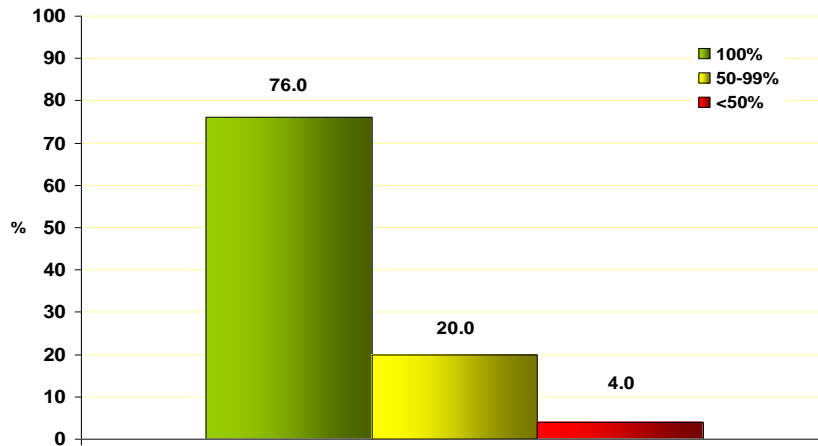


Figure 4. Proportion of classes implementing each of 12 Unplugged units, 5 East European countries.

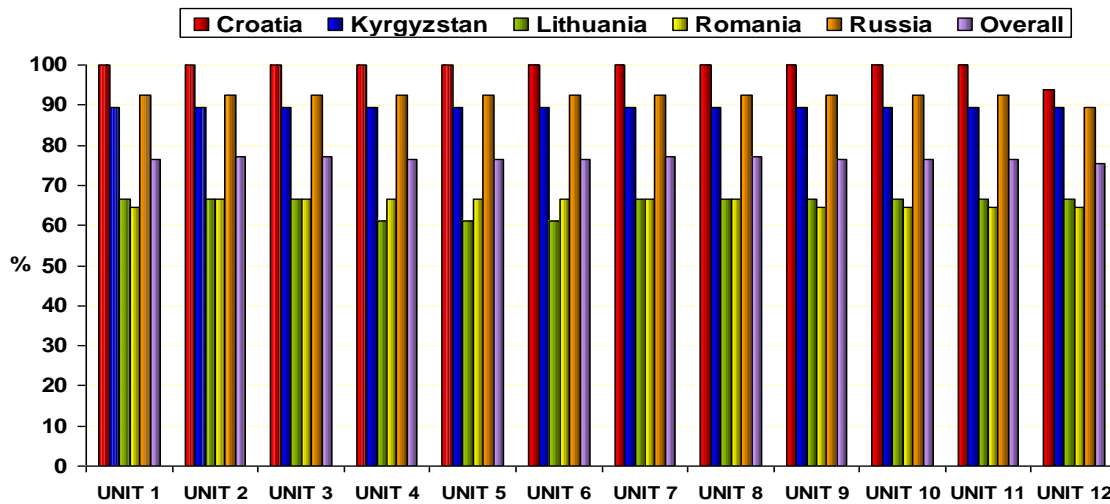


Figure 5. Proportion of classes implementing or not each of 12 Unplugged units, Alessandria, Italy.

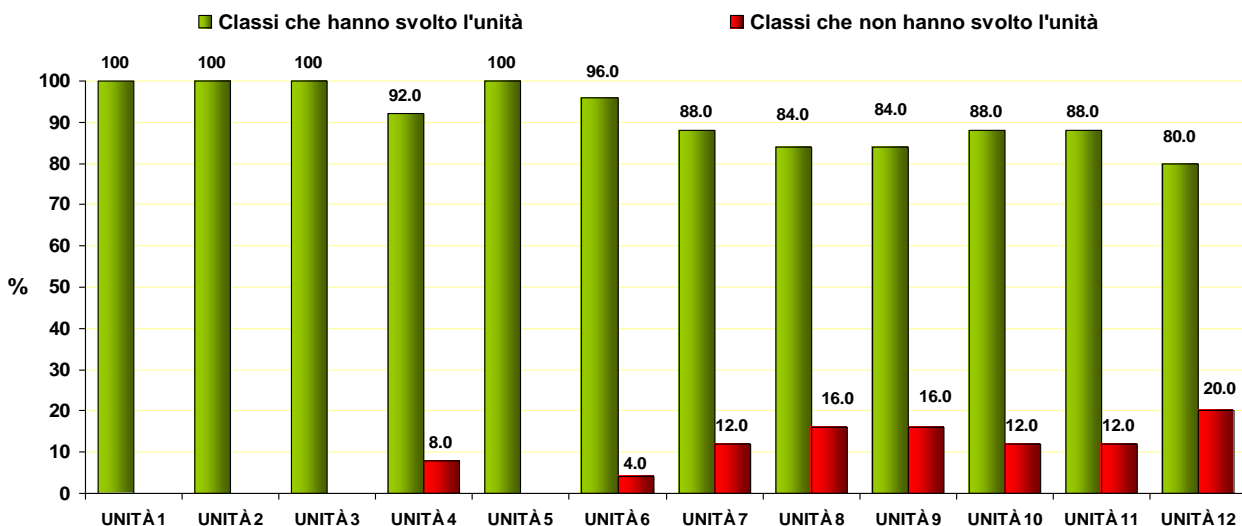


Figure 6. Proportion of classes implementing parents' seminars, 5 East European countries.

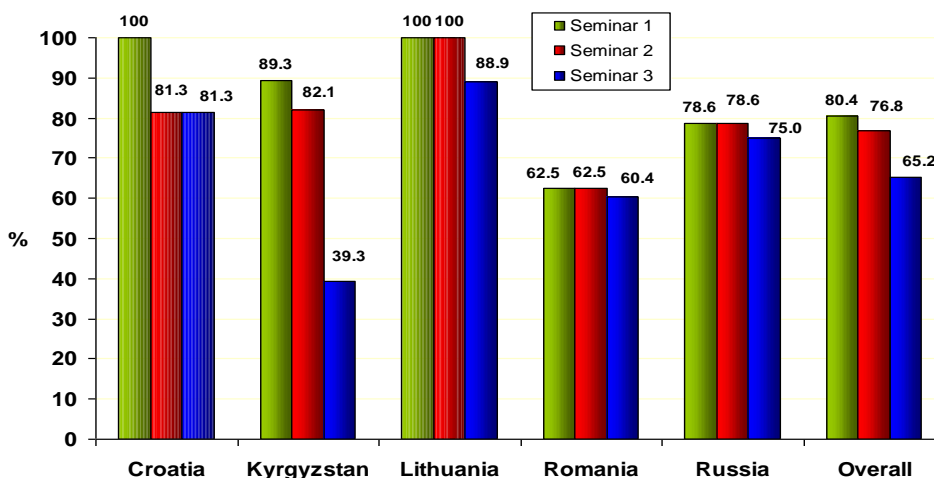
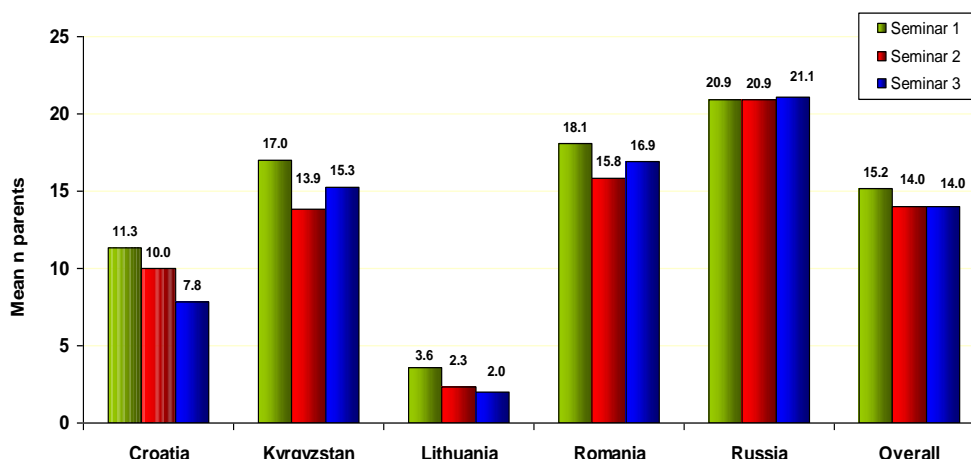


Figure 7. Mean number of parents' attending seminars, 5 East European countries.



## 5. Teachers' and students' satisfaction with Unplugged

Forms to assess teachers' and students' satisfaction with Unplugged are new tools developed at the beginning of the project and that can be used to evaluate the success of the program at the teacher and student level.

Also for these forms an internet mask has been created, and for countries entering the data, statistics were included in small reports provided. Again, Croatia, Lithuania, Romania and Russia provided data in 2010 and Italy (Alessandria) in 2011.

Examples of Croatia, Lithuania, Romania, Russia and Alessandria region evaluation of teachers' and students' satisfaction are given in Figures 8-12.

Each country will enter the data in the mask, and OED staff will provide statistics on the data entered, to each country and to the Faculty responsible for reporting purposes and improvement of the program in next Project



Figure 8. Proportion of Teachers perceiving improvement of teaching skills, 5 East European countries.

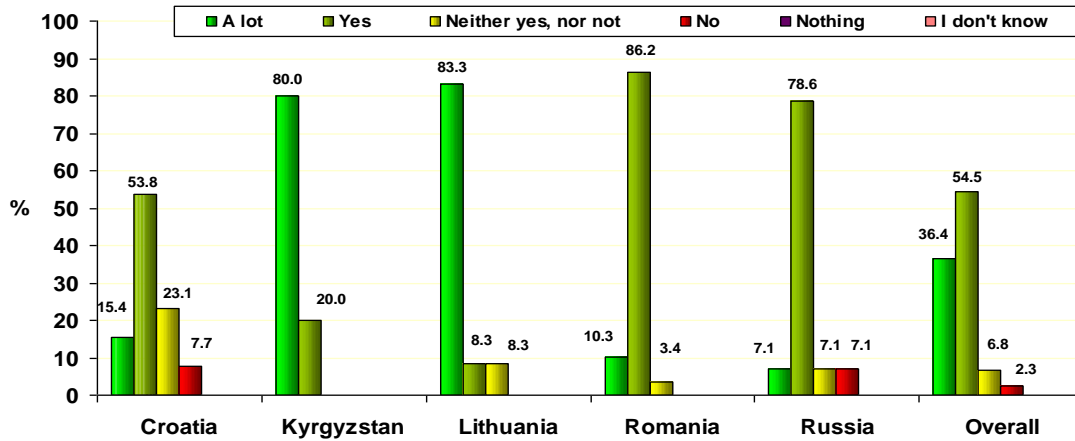


Figure 9. Proportion of Teachers perceiving better relationship with students, 5 East European countries.

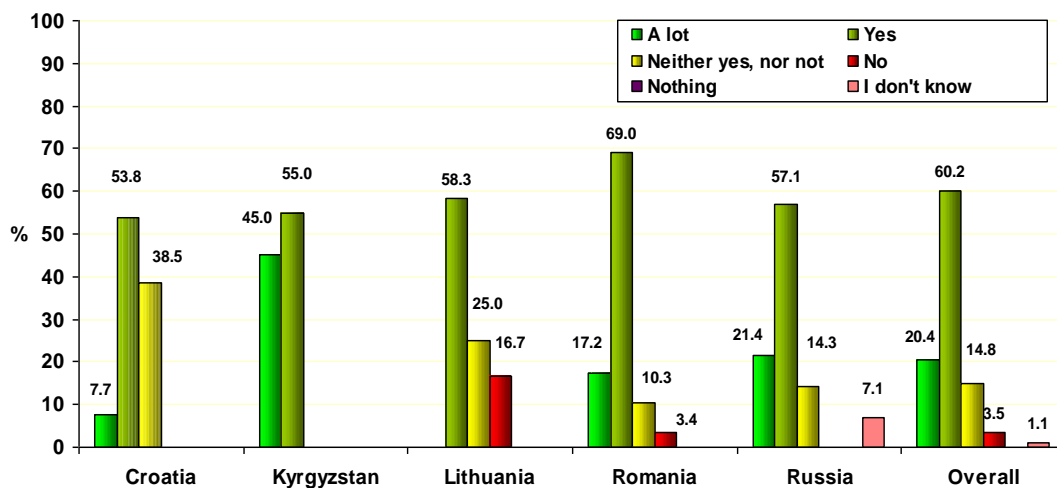


Figure 10. Proportion of Teachers perceiving improvement of group climate, 5 East European countries.

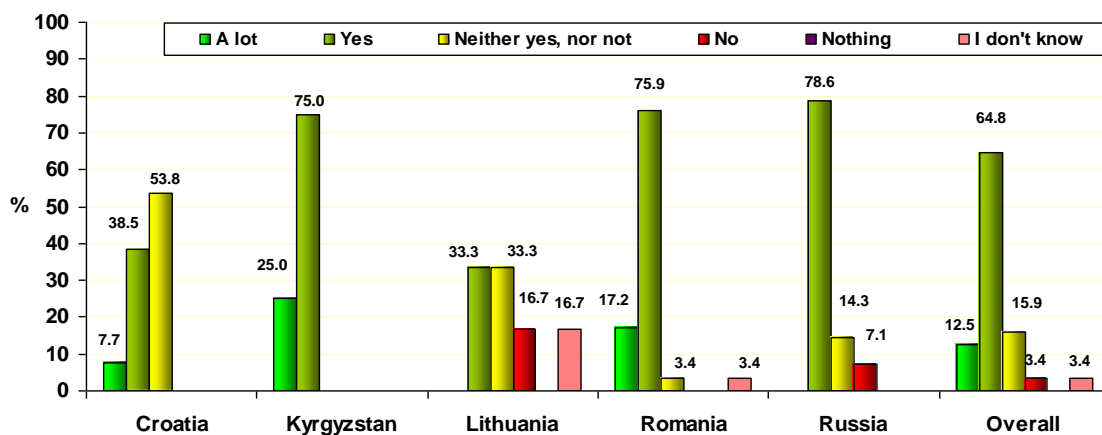


Figure 11. Proportion of Teachers perceiving improvement of knowledge, teaching skills, relationship with students, group climate and usefulness of the handbook, Alessandria, Italy.

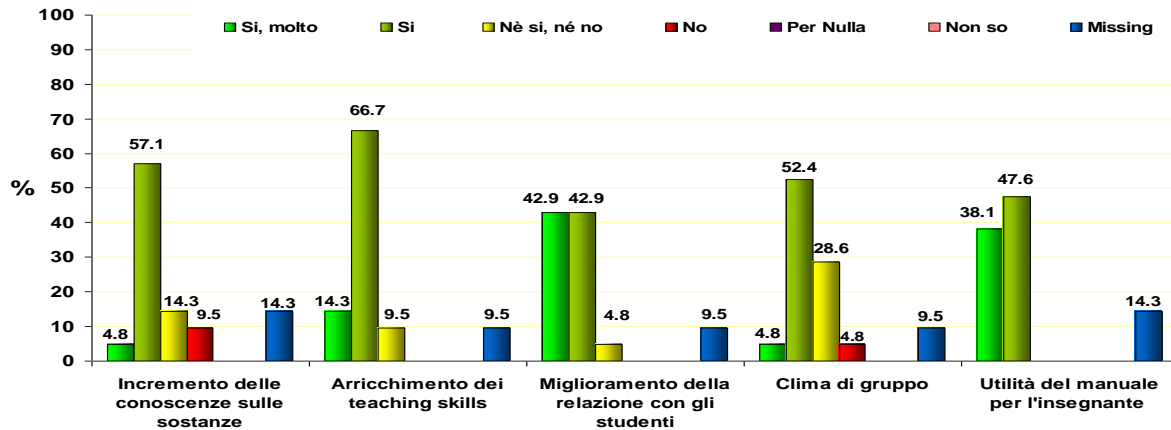


Figure 12. Students who would like to have a program like Unplugged again next year, 5 East European countries.

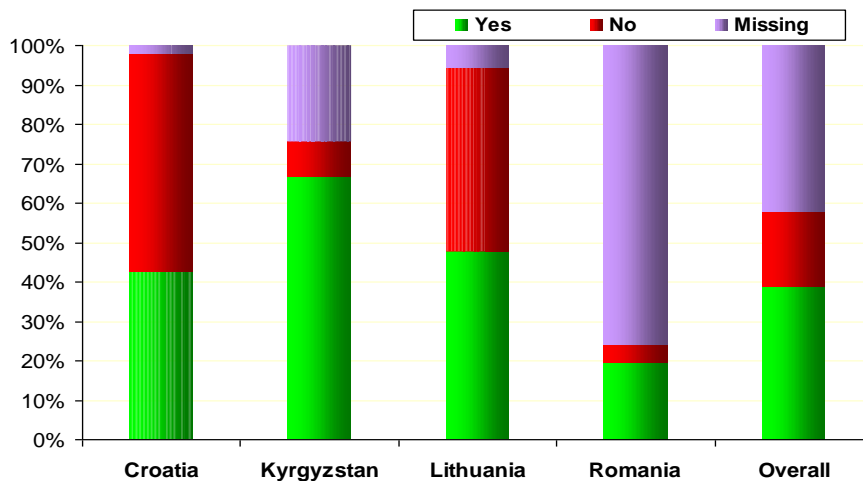


Figure 13. Students who would like to have a program like Unplugged again next year, Alessandria, Italy.

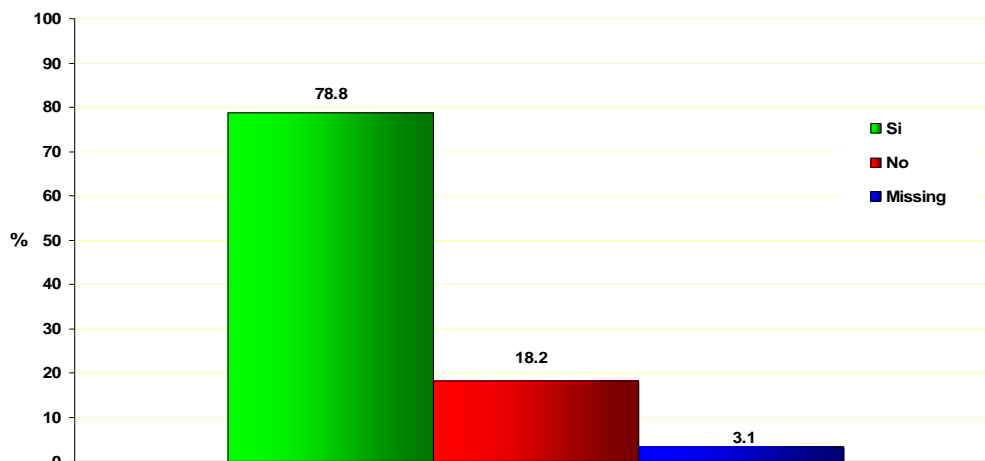


Figure 14. Unplugged units liked more by students, 5 East European countries.

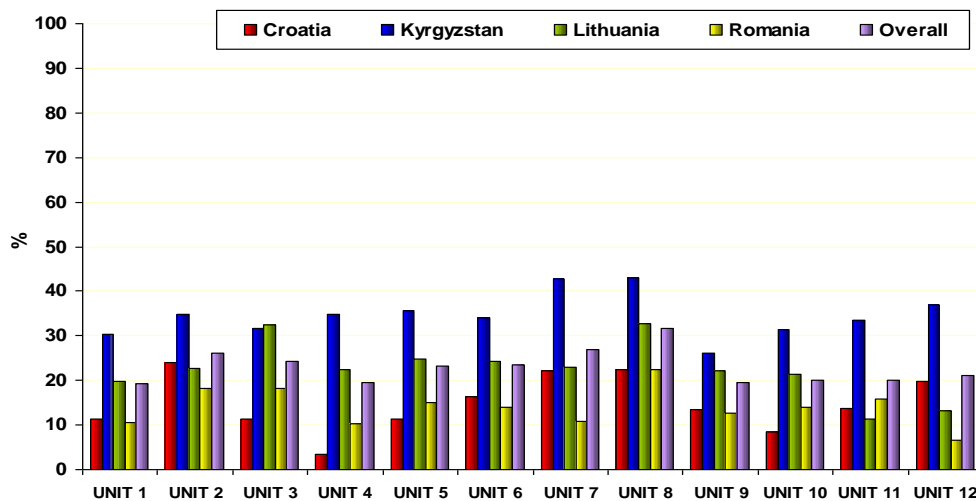


Figure 15. Unplugged units liked more and liked less by students, Alessandria, Italy.

