

Activity Report

of the “**Module Development, Training and Piloting of School-based Education Programme for Drug Abuse Prevention**” within the UNODC ROMENA project XNAJ58 – funded by the EC “**Promoting good practices and networking for reducing demand for and harm from drugs**” (*Bridging the Gap*).

In short “Unplugged in the Arab region”

Cooperating partners:

UNODC Regional Office for the Middle East and North Africa
Mentor Arabia

EU-Dap Faculty, including:

University College Ghent, Faculty for Education, Health and Social Work, Belgium
L'Osservatorio Epidemiologico - Piedmont Centre for Drug Addiction Epidemiology,
Public Health School, University of Torino, Italy

National teams in Morocco, Egypt, Lebanon, Jordan, United Arab Emirates and Kuwait



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Introduction

The Unplugged programme is a EU-Dap (European Union Drug Abuse Prevention) initiative that has been developed, piloted and positively evaluated in 7 European countries. It is a programme involving training and resource material to be delivered to 12-14 year olds based on a social influences approach to promote positive health behaviour generally and substance abuse prevention specifically. It has shown effective outcomes in the delay of the onset of drug use, the reduction in the use of alcohol, tobacco and cannabis and the reduction of frequency of use among the age groups involved. Programme components are: 12 lessons to be delivered by the teacher, parent meetings, training for teachers, printed materials for teacher and pupils. Further information about the EU-Dap initiative is available at www.eudap.net.

In the light of this evidence based programme which has been positively evaluated there is a demand for the programme to be adapted to meet the cultural needs of other countries. UNODC, EU-Dap and Mentor therefore wishes to undertake this work in the Middle East and North Africa in this project.

This project contributes to the EU Bridging the Gap programme to prevent drugs by promoting and increasing life skills to develop healthy and positive lifestyles, alongside developing human resource knowledge and capacities. The project aims to have impact on (1) the use of drugs by youngsters (2) the resources and competences of teachers and (3) the expertise of country teams of trainers, researchers and prevention experts.

Goals of Unplugged are: Increased health related awareness and knowledge of social influences; delayed onset of drug use; improved knowledge, attitudes and skills concerning health behaviours and drug use; reduction in the use of tobacco, alcohol and cannabis and a reduction in the likelihood of future drug abuse.

1 Structure of the project

Objectives:

One of the Strategic Programme Framework objectives of the UNODC Regional Office for the Middle East and North Africa is to provide technical cooperation to prevent drug use and treat people with drug dependencies. This is achieved through increasing Member States' capacity to provide treatment and support services to drug-dependent persons. Under this thematic objective, **XNAJ58** – UNODC project **Promoting good practices and networking for reducing demand for and harm**

from drugs, empowers regional capacities to cover a wide spectrum of activities aiming at reducing demand for and harm from drugs. This should be achieved through expanding and adapting successful national best practice models to a regional level while networking local NGO/resource institution with various expertise to the best practice within the European Community. This project also aims at advocating for adoption of good practices by policy/decision makers. The aforementioned activities will be coupled with a networking structure to be established between the various NGOs/resource centres in operation to ensure sustainability and multiplication of these efforts on a long term basis.

EU-Dap Faculty, in close collaboration with L'Osservatorio Epidemiologico and Mentor Arabia ensured the execution of a randomised control trial of a standardised school based comprehensive social influence prevention program, Unplugged, and the coordination and training of key professionals in the field for the execution of the study trial and later dissemination of the program. The aim of the program is to reduce the age-specific prevalence of use of the following drugs: tobacco, alcohol, marihuana and other drugs. Specific objectives to achieve this aim were set:

- 1) Training staff from specific organizations in 6 countries to be able to train and work with other professionals to adapt and implement well tested and evaluated modules and evaluate a drug prevention initiative for school aged students comprising an approximate balance of boys and girls as provided by the school setting in which the project will operate;
- 2) Facilitating the adaptation of the initiative, a specific drug prevention resource targeting the aforementioned group to be relevant in their country and culture;
- 3) Training teachers and other educators to be conversant with the resource and its methodologies and to implement it in the school setting with young people and their parents;
- 4) Evaluating the process and immediate qualitative and quantifiable outcomes of the project's implementation and its impact upon the school, children, teachers and parents, with conclusions and recommendations on an overall and a country-specific level;
- 5) Identifying a process for review and development and extending the training, implementation, and evaluation of the project as part of national extension and development of drug prevention within the country.

2 Project components in time overview

- At a Regional Consultation Meeting in Sharm El Sheikh – Egypt in June 2008 the Unplugged program was introduced as a good practice
- A Regional Working Group Meeting in Beirut in April 2009 delivered country teams with a distinction of tasks:
 - A trainer, to lead the process training teachers in the interactive method of Unplugged, in order for the teachers to operate as program deliverer

- An evaluator, to lead the Randomized Controlled Trial of Unplugged in the region
- A coordinator, to lead the contributions to the program adaptation process, and to take necessary steps for approval of relevant authorities and for recruiting, selecting and communicating with schools.
- At this Beirut Meeting, a separate submeeting was organised with each country team in order to produce situation assessments at start. Those were published in a meeting report.
- This benchmark was followed by a period of preparatory activities.
- The translation and adaptation was decided to be established at a regional level. Mentor took care of contacting the country coordinators in order to keep track of the reactions they gathered on the English version and later, on the first translation.
- The training of teachers was prepared by the assigned trainers. They assessed the need of a follow up Training Of Trainers Meeting in Jordan in November 2009, and the continued support of the Faculty team, for this issue completed with Mr Nady Sfeir. The training sessions with teachers were established in Morocco, Lebanon and Egypt, in cooperation of the local trainers and Nady Sfeir.
- The evaluation study was further prepared and established in the participating countries, where the Morocco, Lebanon and Egypt teams brought it to operation.
- The acquisition of schools and establishing the sample for control and intervention group, was the actual launch of school-level activities in the three mentioned countries.
- Bringing the adaptation process to draft and then final printed materials, delivering the training of teachers, administering the pre- and post questionnaires from the students were the crucial actions making it able to perform the study and to lay a solid ground for future implementation and dissemination.
- After the closing date of the project, the partners still engaged in these activities:
 - further analyse and report on the study within the conditions of the project but with an extended delivery deadline of September 2012
 - continued support and training of the master trainer(s) in the region and future trainers
 - support by the EU-Dap Faculty and the EU-Dap network for centres in other countries from the region to adopt and adapt Unplugged

Mar 2009	TOR
	Preparatory Skype meeting on regional and national situation assessment
Apr 2009	Training of Trainers and Working Meeting Country Teams Beirut
	TOT Evaluation preparation Prepare preliminary material Set steps towards authorization in countries
Jun 2009	Presentation to UNODC project steering group and meeting on translation and adaptation Paris
Nov 2009	TOT Amman
	Translate and adapt evaluation instruments Acquire and sample schools for intervention and control Prepare schools and train teachers in intervention schools Update and agree on study protocol Start baseline survey Prepare follow up survey
Mar 2010	Update on TOT, Evaluation and Adaptation process at coordination meeting Cairo
	Continue baseline surveys in some countries Establish intervention Prepare follow up surveys
Jan 2011	Adaptation consensus meeting Beirut, comparing adapted version with original EU-Dap Unplugged materials
	Analyse baseline surveys Establish follow up surveys Prepare analysis follow up surveys Train teachers in involved control schools
June 2011	Telephone conference coordination evaluation, adaptation, TOT, reporting Assess potential sustainability resources
2012	Establish analysis and report on follow up surveys Continue TOT support to master trainer and trainers Implementation of Unplugged in schools with trained teachers

3 Procedures

3.1 Evaluation study

The aim of the program is to reduce the prevalence of use of the following drugs: tobacco, alcohol, marihuana and other drugs.

The prevalence of initial and regular use after the interventions represents the study outcome. In order to estimate the size of the change from pre to post-test in terms of rate of pupils starting to use and rate of pupils quitting the use in the intervention versus control classes, two surveys were planned: the first before the program implementation and the second after the end of the program.

The assessment of pupils' behaviours before the program (pre-test) also aimed to measure the comparability of intervention and control groups at baseline.

The same questionnaire was used before (pre-test) and after (post-test) the program in both intervention and control classes.

The questionnaire investigated:

- own and peers' substance use;
- knowledge, opinions and attitudes towards substances;
- family environment;
- school environment and school climate;
- personal and interpersonal skills.

A self-generated anonymous code was used to link pre-test with post-test questionnaires while protecting the personal identification. This system had the purpose to prevent a possible link between personal identifiers, but allowing at the same time to link the pre- and post questionnaires filled in by the same respondent.

3.2 School access and sample

The evaluation plan proposed in this project showed some difficulties in undertaking complex plans of training and evaluation in countries of the Middle East and North Africa. An 18 month trial plan proved not to be flexible enough for parallel processes of adaptation of materials, training of professionals and teachers, administrative organisation of the schools, while running a complex randomized control trial in all enrolled countries. Authorities in Kuwait and UAE demanded adapted study materials before school access was granted and Jordan and Egypt had at least some troubles on national and governmental level, severely interrupting proceedings.

During the kick-off meeting, all participant countries agreed with the described study design. However, afterwards Jordan, Kuwait and UAE could not afford the evaluation as planned and Egypt followed its own evaluation plan. Lebanon and Morocco carefully followed the evaluation protocol, maintaining regular contacts with the L'Osservatorio Epidemiologico research staff. This does illustrate that evaluation is possible under the condition of good team organization and proper funding.

3.3 Translation and adaptation

An English version of the program materials (pupils workbook, teacher manual, quiz cards, parent meeting guidelines) was distributed to all country delegates before the Regional Working Group Meeting in Beirut 8-10 April 2009. At a baseline assessment comments and questions on this version were assembled and where possible answered. A first translated version was completed by Mentor Arabia and was sent to the countries' representatives for feedback and comments. This participatory process took some time back and forth until UNODC and Mentor Arabia come to the point of a final adapted version for use.

The time consuming adaptation process interfered in some national negotiations with authorities to achieve permission for training teachers or even approaching schools, preliminary to the intervention or study activities. Sometimes such permission was granted based on the original English or literally translated version.

Mentor Arabia with the support of the Arab Resource Collective (ARC) established a sophisticated and well thought adapted version, accepted by the participating partners. The EU-Dap Faculty, mandated by the EU-Dap group for adaptation quality control, did not require a back-translation of the program materials because of the high price of such. Similar to adaptation processes in other regions, the quality control was based on a presentation of major changes, distinguishing a 'surface structure' (idioms, names, brands) and 'deep structure'.

In the mean time, translation of the questionnaire, and other evaluation instruments was in process. For the questionnaire back-translation was issued. The questionnaire was pretested on a small group of pupils in each country proceeding with the evaluation. The translation of instruments also included adaptations.

3.4 Training of teachers

Teachers eligible to deliver the Unplugged program to their students 12-14 year old are advised to follow a 2,5 day training course conducted by an Unplugged trainer. This trainer has a detailed training scenario at hand. He or she is also trained and supported by the EU-Dap Faculty. The Faculty is delegated by the EU-Dap network to coordinate translation and adaptation of Unplugged, and of the training of trainers.

The EU-Dap Faculty organised in this project two international training of trainer events in the Arab region, invited the centres to delegate a trainer to the Cluster TOT-events in Europe. It also gave access to the online and distance support of the EU-Dap Faculty onwards.

After the two TOT events in Beirut and Amman, the senior master trainer of the Faculty, Daniel Pellaux, decided to have the national trainers supported by one assigned master trainer (Nady Seifer) in order to guarantee quality result. During the process, the project team decided to complete the training of teachers with a follow up session.

4 Detailed description of activities

4.1 Assessing starting situation

(Extract from report Regional Working Group Meeting in Beirut 8-10 April 2009)

In the country sub-meetings the organisation systematically went over the following issues: anticipated problems with the questionnaire, area and scope of the sample,

interest in including an Environmental Strategy arm in the study, anticipated adaptation challenges or questions, the detailed timeframe and any other raised matter.

Table: starting situation assessment per country at date of the Regional Working Group Meeting in Beirut 8-10 April 2009

Country	Team	Scope	Notes
Jordan	Rajai Al Azzeh EV Anwar Altarawneh CO Aisha Daglas TR Asma Obeidat TR	City of Amman (1 mio inhab), approx 12 schools, 30 to 45 pupils per class, 7th grade, 13 yr	At least two teachers should deliver the programme because of the specific character of it; 1 scientific and 1 humanitarian
UAE	Hisham El Arabi EV Safa Al Badawna CO Elwalid Eltahir TR Hussein Muzahem TR Contact for ADAP dr Safa	There are many non-Arab speaking people in UAE: 60% Arab, 40% N-Amer, Euro, SE-Asian. 15 schools, max 25 pupils per class Possibly a subregional trial with the English version.	<i>Naivety</i> : no knowledge on substances, leading to resistance. Mentioning the drugs in questionnaire can be left out and replaced by a general description Social stratification is difficult UAE delegation is self funded partner (in coop with Mentor). Environmental Strategy: there is a generic school policy in all schools Re adaptation: have to take into account an independent government organisation for treatment, DDR and advocacy, and a <i>satellite</i> group reporting to the presidential court
Morocco	Imane Kendili EV Kawtar Almechechti CO Soumia Berrada TR	Casablanca city (7 mio inhabitants) Can deliver in many schools because Nassim has the task from Min interior affairs and Min health to reach 30.000 pupils	NGO NASSIM (connected to univ, medical faculty, psychiatry), delivering a diploma in ADIKTOLOGIE; attached to MENAHAR, attached to WHO Mediterranean. Interested in Environmental strategy Have also some documents translated in French
Lebanon	Mona CO Grace Khawam EV Maha Housami CO Mona Tawil CO Juliana Traboulsi CO Nady Sfeir TR Chantal Chedid TR Rana Barazi	Possibility to try out in Palestinian camps, but concluded it more apt for dissemination phase. Lebanon schools, pupils 13 yr	Easy access to schools, process for receiving approvals must start vlyery quickly
Egypt	Mohamed Hassan EV Nael Hassan TR Essam Abdelwahab TR Wael Mansour contact for ADAP	1 st and 2 nd year preparatory schools (primary-preparatory-secondary) Nasser city in Cairo plus suburbs	Extra attention for administering Q1 and Q2: mix the forms in the boxes to guarantee anonymity Schools finish early may, so Q2 should be in April. Implementation should hence start mid November Programme should be the same in each country, but questionnaires may be slightly different. Conference could also be in June 2010
Kuwait	Ahmed Al Shatti EV Badriya Nawar Jaber CO Azem Kassem TR	6 `governates `with 2 schools each. Girls and boys schools are separated, grades 6 and 7. Final target would be approx 100 schools	Should find a collective term for drugs: mental (mind) altering products. Note for UNODC, Mentor and EU-Dap: mind not to make too much PR and media exposure on the programme in the countries before it is disseminated...

4.2 Translation and Adaptation

4.2.1 Roles of UNODC, Mentor and EU-Dap Faculty re Adaptation

UNODC: The UNODC team is liaising the project technical partner EU-Dap Faculty to the project participants in the six involved countries. This is also important in the adaptation process. UNODC focuses on sustainability in the active countries and transfer of the whole process to other interested countries or regions. As in the other project components, UNODC provides possibilities to meet internationally.

Mentor Arabia: The NGO Mentor team provides in this project the consultancy of the adaptation experts from ARC, the Arab Resource Collective. Mentor also focuses on sustainability and concerning adaptation this includes specific attention for possible use of the materials in a wider region.

EU-Dap Faculty: the Faculty's role in the adaptation process is to keep the balance between openness to change and adherence to the evidence based original version. This implies making a clear distinction between core and 'adaptable' components. EU-Dap Faculty supports the adaptation expert and Mentor in their editing of the Arab version.

4.2.2 Adaptation: process

Ghanim Bibi (www.mawared.org) from the institution ARC delivered his expertise in assembling the comments and suggestions from the six country teams, each in its turn consulting educational and prevention specialists. ARC has long experience in 'arabizing' international materials for health promotion and harm prevention. For Unplugged the basic text ARC worked on was a literal translation. ARC checked word by word if the English language was well understood. All six countries had sent feedback on that translation and this is what ARC used to establish the current version. So the adaptation process included also those countries where implementation did not take place afterwards. Feedback was considered per item, country by country and issues that were discussable were debated in the Mentor group (plus UNODC at first meeting). The group used criteria set by the EU-Dap Faculty ("adaptation guidelines") and further common sense, judging whether opinions were representative. An adaptation meeting with EU-Dap, Mentor, UNODC and ARC brought all suggestions together and led to a conclusive version.

The language can be considered as simple classical Arabic language, generally used in school, but conditions can be very different between countries and classes, as such there is a need of local interfaces to 'localize' the general version of the materials. Some adaptation discussions were on using this word instead of that. This is regionally dependant, showing the need for local interfaces. It was difficult to use one glossary, therefore the adaptation group used sometimes other dialect words between brackets. Dialect (spoken) Arabic is completely different from school (written) Arabic.

Gaps in the level of education can go from internet access for all pupils to 45 pupils in one room. An important interface is local intermediaries and media.

Regarding content, ARC has tried to keep the original content but with respect for user friendliness and community acceptance. Boy-girl relations are replaced by single sex friendship relations. Other general comments include more religious motivations. However, such feed back issues come sometimes from only one NGO or professional in a country and represent a certain vision. In the field more diversity is found. That is why it is necessary to register acceptance of the materials in the target groups, alongside difficulties. This is needed for further adaptation in the scaling up phase.

Adapters agree this program can be part of a holistic approach in a fast changing Arabic society: "How to deal with adolescents". Of course schools will struggle implementing like it should be. Especially in most deprived school settings. An article on the program design should be made available to facilitate future further adaptations, EU-Dap has an existing article on this¹. Further recommendations for the future: add a list of related programs in Arabic. Add extra info on adolescence. Describe the use of a 'child to child' approach (six steps model), already widely spread in the ROMENA region. Deliver Arabic statistical data instead of European. Only a few (extreme) examples of prevalence that are overestimated are enough; overestimation is most obvious for daily or weekly use. There are some reliable statistics from an Arabic version of the ESPAD studies for Lebanon, Morocco and Egypt.

Following rules of engagement re copyright and reference were agreed and communicated to all representants:

- a. Carry the EU-Dap name: coordination centre (L'Osservatorio Epidemiologico Torino Italy) has to be informed and agree with changes, through EU-Dap Faculty (Belgium)
- b. The EU-Dap material, in all the language versions, is intellectual copyright of L'Osservatorio Epidemiologico Torino
- c. EU-Dap wants it to be public domain; no financial obligations or profits may be liaised with the © on EU-Dap material
- d. Mention in the colophon: The EU logo and 'the original EU-Dap programme design has been financed by the European Commission'; © 2009, Turin, EU-Dap; www.eudap.net

¹ Van der Kreeft, Peer, Wiborg, Gudrun, Galanti, Maria Rosaria, Siliquini, Roberta, Bohrn, Karl, Scatigna, Maria, Lindahl, Ann-Marie, Melero, Juan Carlos, Vassara, Maro, Faggiano, Fabrizio and The Eu-Dap Study Group (2009) "Unplugged": A new European school programme against substance abuse', *Drugs: education, prevention and policy*, vol 16:2, pag 167 - 181, april 2009 London [you can find the link at eudap.net, publications, article is also attached]

4.2.3 Adaptation: relevant changes

- The word for teacher is changed from 'lecturer' to 'someone who forms people, including more sharing'.
- Added an introduction describing the origin as a European program, adaptation, also explain that it is one Arab version although it can differ per region. Add "if this text doesn't apply to your pupils, don't put it aside but try to adapt it to your situation". *Think in terms of transfer* (repeat this in delicate lessons like party tiger).
- Mention the EU-Dap website, © to Torino, following the colophon instructions.
- Add a glossary and list of interesting literature in Arab language
- Alcohol lesson. Added illegality in teacher book and pupil book; added community, family and religious organization as protective factor in teacher book. This is reassuring because illegality should be mentioned of course but not too much upfront. Illegality is not the same concept in Arab world as in EU. Also the example function of persons can be stronger: father, brother, teacher...
- Add Khat and also alcopops, breezers etc with reference to the industry strategy to 'gateway' youngsters through such substances.
- Lesson 6 left out 'in love' and agreed to introduce 'something good about a friend'
- Party tiger: no big changes.
- Lesson 9: Considering mentioning drugs, obviously only those substances need to be treated that are known to the pupils and that are an issue in society. This is in the first place a decision, based on the teacher's assessment, also discussed in the teacher training workshops. Notice that in the English Unplugged materials, the quiz cards have different colours, corresponding with the substances they are treating. Red for alcohol, green for cannabis etc. As such the teacher can easily skip cards with substances that are believed not to be an issue. The idea is not to wake sleeping dogs. The same holds for the completing of the questionnaires. Cards are sometimes voluntarily ambiguous, exactly to create debate. It sometimes seems to be wrong, but it is right. Teachers don't like that, but still EU-Dap want to move to this debating style. Translation and wording is crucial therefore.
- Add a comment on perceived or expected or desired positive effects which are often isolated and described as 'promotion for drugs'. Yet they should not be taken out because they actually connect to reality and the arguments that young people will hear and have to judge.
- Lesson 11: the example of a girl with alcohol temptation is replaced by example of a boy with hash temptation
- In general the adapters try not to be too paternalistic (even in the title) and don't want to underscore the flexibility of the text and creativity of the teacher.

4.2.4 Printing

The digital versions are sent to the country teams; printing is covered by Mentor. It was mentioned that this is not the final dissemination version. So the countries were advised not to print in too high quantity.

4.3 EU-Dap Faculty training of trainers and teachers

4.3.1 TOT sessions in Beirut working meeting, april 2009

In order to launch the activities of Unplugged in schools for prevention of drugs, a 3 day training session was held on April 8 – 10, 2009 in partnership with the EC, Mentor Arabia and the EU-DAP Faculty under the title "Training and Piloting of School-Based Education Programmes for Drug Abuse Prevention", in Crowne Plaza Hotel, Beirut Lebanon. The TOT was organized mutually with the country coordinators and evaluators meetings.

4.3.1.1 Objectives

The objectives of the workshop were:

- To insure country partners are fully conversant with the "UNPLUGGED" programme;
- To start a process of training trainers so that they are competent and confident in delivering the training in their own country;
- To ensure each country partner feels able to implement and manage the programme's work in their country in 2009 and 2010;

4.3.1.2 Participants

The priority countries from Middle East and North Africa that were able to participate in the drug prevention activities were:

1. Morocco
2. Egypt
3. Lebanon
4. Jordan
5. UAE
6. Kuwait

Other representation came from UNODC ROMENA, Mentor Arabia and the EU-DAP Faculty. Overall the workshop was attended by 33 persons (25 from participating countries and 8 organisation delegates). The EU-Dap Faculty was represented by:

- *Federica Vigna-Taglianti* (EUDAP primary trainer for Evaluation)
- *Daniel Pellaux* (EUDAP primary trainer of trainers)
- *Johan Jongbloet* (EUDAP training assistant)
- *Peer van der Kreeft*. (EUDAP Coordinator)

4.3.1.3 Content

Training of Trainers (TOT) session for all participants with demonstrations of Unplugged lessons and parent activities, triggering debate and subgroup interaction.

overview of and introduction into materials and components of the programme, assessment of training capacities.

A follow up training of trainers (booster training) appeared to be necessary, prior to launching of operations.

4.3.2 Continued capacity building at a TOT Training Of Trainers event in Amman, October 2009

4.3.2.1 Objectives

After the first 3 day training session held in Beirut (April 8-10, 2009), it was clear a training reinforcement session for future master trainers had to be organised. That's why a new training session took place in Le Royal Hotel Amman, Amman, Jordan, 4 – 7 October 2009, under the title: "Training and piloting school-based education programme for drug abuse prevention."

The objectives of the workshop were:

- To revise the Unplugged teacher training agenda
- To get familiar and comfortable with each activities of the workshop
- To reinforce the use of active methods
- To reinforce facilitating skills

4.3.2.2 Participants:

In Partnership with MA, the priority countries from Middle East and North Africa that were able to participate in the drug prevention activities were:

1. Morocco
2. Egypt
3. Lebanon
4. Jordan
5. UAE
6. Kuwait

From each country at least one trainer of trainers was delegated to the workshop. The EU-Dap Faculty was represented by:

- *Daniel Pellaux* (EUDAP Faculty Team trainer of trainers)
- *Johan Jongbloet* (EUDAP Faculty Team coordination)

4.3.2.3 Content

The meeting started on Sunday Evening the 4th of October with opening remarks from the Jordanian ministry of education, Mentor Arabia, UNODC ROMENA and EU-Dap Faculty.

Monday 5th, Tuesday 6th, and Wednesday 7th where reserved for extensive training on the Unplugged materials. The materials used I the workshop where: Teachers' Handbook, Pupils' Workbook and a draft of the Teachers' Workbook, to be finalised based on the comments from the participant trainers.

Different topics had to be touched during the workshop. Not in the least the rationale and content of Unplugged lessons.

Monday, 4 subgroups prepared and presented each 1 Unplugged lesson. 1 subgroup took the plunge with a parent evening session, also an integral part of the Unplugged curriculum. The first demonstration touched the essence of normative belief and provided solutions for difficulties in subgroup work and division. The second demonstration was on the "party tiger" lesson. However the benefits and rationale of role play were made explicit, the need for adaptation of this particular unit came to the forefront. The day was closed with reflection and revisiting the activities from day one.

Day 2 kicked off with a clarifying view on the stages in a teachers life. This is essential to understand when motivating teachers. Following was the third demonstration: Coping Competences. Afterwards, some feedback on training skills and clarification on the concept of life skills were in place. Contiguous, the 4th demonstration: "Drugs, Get informed", was delivered. After lunch, different alternative strategies were supplied to work through this sensitive, but indispensable information component of Unplugged. The day was closed with the demonstration of a parent meeting and a discussion on motivating parents to participate on those evenings and how to assure teachers to include this component.

The last day was spent to a general overview of all the materials. Exchange of ideas, feedback, usefulness and comments on the provided materials. Finally a SWOT analysis was carried out on oneself.

4.3.2.4 Evaluation of the training workshop

The different workshop components were scored from 1 (being insufficient) to 4 (excellent). We noted the highest score for the instructor, meaning that, overall, the participants were very satisfied with the instructor. The lowest score was for the teachers' workbook, with a score of 48 and a mean of 3. This signifies however that there still was an overall satisfaction with this material. Besides it should be noted that the used material was a draft version to be further reworked alongside the comments from the participants. All the other components (workshop content, organisation, general opinion and methods) scored a mean between 3.1 and 3.4, also showing overall satisfaction.

Finally there was a query for suggestions for the future. More days of training is the most heard comment, followed respectively by field-visit follow up and armed chairs to better enable writing.

4.4 Evaluation study

4.4.1 Training of evaluation coordinators, and provision of instruments

For the evaluation of effectiveness of Unplugged in the UNODC ROMENA/Mentor Arabia project, a replication of the first EU-DAP trial was proposed and conducted. During a first meeting organized and held in Beirut in April 2009, the overall structure of the evaluation study was presented to participating countries and evaluation coordinators were specifically trained. During this meeting, L'Osservatorio Epidemiologico staff presented a first preliminary version of:

- the evaluation protocol;
- the process monitoring protocol;
- the questionnaire;
- the forms for the process evaluation.

The main procedures of the evaluation study were described, and agreements on number of schools to be involved in the study were taken with Egypt, Jordan, Lebanon, Morocco, Kuwait and United Arab Emirates.

After some delay due to the complexity of the adaptation of the Unplugged program for the new context, a business meeting was held in Cairo with representatives of EUDAP Faculty, UNODC ROMENA, Egypt and Mentor Arabia in February 2010, in order to establish a new timeframe for the project.

In the spring 2010, L'Osservatorio Epidemiologico staff contacted evaluators and coordinators of the six involved countries, providing the final version of the evaluation and process monitoring protocols, of the questionnaire and forms. Mentor Arabia undertook the Arabic translation of these instruments, the back-translation of the questionnaire, and the piloting. In the piloting, together with the questionnaire to be filled, a short form assessing the understandability and the acceptability of the questionnaire was administered to the pupils. Suggestions provided by L'Osservatorio Epidemiologico staff from the backtranslation, and comments from the piloting were taken into consideration to provide the final version of the questionnaire. Questionnaire and forms were then distributed to all involved countries.

A specific page describing the UNODC-ROMENA/Mentor Arabia study was added in the EUDAP website (http://www.eudap.net/Dissemination_HomePage.aspx), together with the protocols and the tools to be used during the evaluation. Names and contact addresses of country teams were added in the page of country contacts (<http://www.eudap.net/Contacts.aspx>).

4.4.2 Overall study design and sampling control and intervention schools

Countries undertaking the full evaluation study agreed to conduct a Cluster Randomized Controlled Trial with two groups, one exposed to Unplugged program plus parents involvement (the experimental schools), and the second exposed to the usual curriculum without Unplugged (the control schools).

This kind of study design implies that the schools invited to participate are asked to be randomly allocated to the two experimental arms. They consequently have no choice in being intervention or control schools for the school year of experiment; however, the control schools have the possibility to receive Unplugged training after the end of the evaluation study, so that they could implement Unplugged in the next school year.

In the meeting in Beirut, all participants countries agreed with this study design, providing approximate numbers of schools and pupils to be surveyed (Table 1). Afterwards, Jordan, Kuwait and UAE could not afford the evaluation as planned and Egypt followed its own evaluation plan.

Table 1. Hypothetical study sample

Country	Egypt	Jordan	Kuwait	Lebanon	Morocco	United Arab Emirates	overall
Approximate number of schools to be involved	8	15	12	15	10	15	75
Pupils per class*	30	30	25	25	25	25	
Number of schools to be randomized (pupils) ^o							
Unplugged + parents involvement	4 (480)	7 (840)	6 (600)	7 (700)	5 (500)	7 (700)	36 (3820)
Usual Curriculum	4 (480)	8 (960)	6 (600)	8 (800)	5 (500)	8 (800)	39 (4140)
Overall number of pupils to be surveyed	960	1800	1200	1500	1000	1500	7960

* as estimated by country coordinators at the Beirut meeting

^o estimating 4 participants classes per school

4.4.3 Randomization of schools

Lebanon and Morocco carefully followed the evaluation protocol, maintaining regular contacts with L'Osservatorio Epidemiologico staff.

Regions, cities, schools and classes to be involved in the evaluation study were defined at the country level. Details on the schools accepting to participate in the evaluation study were included in a specific excel file provided by L'Osservatorio Epidemiologico staff. According to information registered in the database, schools were classified in 3 social class groups (high, medium, low), and the random allocation was performed taking into account this classification. Morocco finally decided to work with public schools, therefore all the schools randomized and participating were of low socio-economic level. Lebanon schools randomly allocated were of the three social-economic levels (Table 2).

L'Osservatorio Epidemiologico staff attributed to each school and class a unique code, to be used in all the phases of the study, and to be put on the first page of the questionnaire.

Jordan, Kuwait and UAE did not provide the school sample to L'Osservatorio Epidemiologico staff, and followed the evaluation procedures according to national plan.

Table 2. Schools randomly allocated to intervention and control arms by Socio-Economic Status

Country and SES	Number of schools randomly allocated		
	Intervention (Unplugged + parents)	Control (Usual Curriculum)	Overall
Lebanon	7	7	14
high SES	1	1	2
middle SES	5	5	10
low SES	1	1	2
Morocco	6	6	12
low SES	6	6	12
overall	13	13	26

4.4.4 Participation of schools, classes and pupils in the surveys

The participation of schools, classes and pupils to the first survey (baseline, November-December 2010) was quite good, with some uncertainty to Morocco's data. One school and one class did not participate in the baseline survey in Lebanon, with a participation rate of 93% for schools, 97% for classes and 99% for pupils. More than 1600 students participated on overall to the evaluation study at baseline in the two countries (Table 3).

Table 3. Schools, classes and pupils randomly allocated and participants in baseline survey

Country	Randomly allocated			Baseline participants			Baseline participation rate %		
	schools	classes	pupils	schools	classes	pupils	schools	classes	pupils
Lebanon	14	39	855	13	38	849	92.9	97.4	99.3
Morocco*	12	36	828	12	36	828	na	na	na
overall	26	75	1683	25	74	1677	-	-	-

* data not available, number of pupils estimated = 23 pupils/class

The participation in the follow-up survey (May 2011) is still not available for Morocco, whilst Lebanon could administer the follow-up questionnaire only to 8 schools out of 13 participants in the baseline (2 intervention and 6 control schools).

4.4.5 Process evaluation

For the evaluation of the process, a specific protocol was provided, with details on the forms to be used and the procedures to follow. The protocol and the forms were translated in Arabic language by Mentor Arabia and provided to all partners. The forms assessed the implementation of Unplugged at the class level, the implementation of the parents' seminars, the satisfaction of the teachers with the program, and the satisfaction of the pupils. Information on other prevention activities implemented in control and intervention classes were also collected.

4.4.6 Data entry and analysis

L'Osservatorio Epidemiologico staff provided the participating countries with an internet mask for the data entry of baseline and follow-up questionnaires. Data entry for the baseline has been completed for Lebanon whilst it is ongoing for Morocco. Data about follow-up will be entered and analysed later on. Data entered for Lebanon have been checked and analyzed, following strategies and methods already used in the data analysis of the first EUDAP trial.

For the process evaluation forms, an internet mask has recently been provided by L'Osservatorio Epidemiologico staff. The data entry of the forms is ongoing.

4.4.7 Results of baseline survey for Lebanon

In Lebanon, 849 pupils participated in the baseline survey between November and December 2010.

Among students participating in the survey at baseline and answering the questions (missing values are generally excluded from the analysis), 51.1% were boys, 38.6% were 10-12 years old, 32.6% were 13 years old, and the others were more than 14 years old. Seventy percent of pupils lived with both parents. According to what declared by pupils, mothers appear to be better educated, with 25.1% of them having attended college or university vs 19.6% of fathers. The education of the mothers is better known by pupils than education of the father, with proportion of "unknown" being 30.2% for mothers vs 39.8% for fathers. More than 81% of pupils declared their families having one car, and more than 87% one computer at home. However, only 38% of pupils had a bedroom for him/herself, and 58% of them did not have family vacation in the past year (Table 4).

Table 4. Characteristics of Lebanese pupils at baseline (n=849)

Characteristic		n	%
Sex	boys	412	48.5
	girls	394	46.4
	missing	43	5.1
Age (years)	10-12	328	38.6
	13	277	32.6
	14	132	15.6
	15	72	8.5
	16-20	40	4.7
Family composition	just father or mother	48	5.7
	father and mother	598	70.4
	others	186	21.9
	nobody	17	2.0
Siblings	yes	413	51.4
	no	391	48.6
Father schooling	primary school or less	198	24.6
	secondary school	129	16.0
	college or university	158	19.6
	don't know	320	39.8
Mother schooling	primary school or less	213	26.1
	secondary school	152	18.6
	college or university	205	25.1
	don't know	246	30.2
Family car or van	at least one	668	81.4
Family computers	at least one	723	87.5
Bedroom for yourself	yes	312	38.1
Vacation with family in the past year	not at all	480	58.4
	once	159	19.3
	twice	69	8.4
	more than twice	114	13.9

Overall 14.7% of students declared to have smoked at least one cigarette in their life, and 10.1% in the last 12 months (Table 5). The difference among boys and girls is quite big, with 18.7% of boys having smoked at least one cigarette in their life vs 10.9% of girls. The difference is a little less for alcohol drinking, with 31.1% of boys vs 25.4% of girls having drunk alcohol during their life, and respectively 25.0% vs 20.6% for last 12 months' use. Drunkenness episodes are more frequent among boys (8.5%) than among girls (4.8%) both for lifetime and for last 12 months' use (5.8% vs 3.3%). Similar patterns are observed for cannabis and drugs use (Table 5).

Table 5. ALO* lifetime and last 12 months' use of cigarette, alcohol and cannabis by sex

	Boys n=412		Girls n=394		Overall n=849	
	n	%	n	%	n	%
Lifetime use						
cigarettes	77	18.7	43	10.9	125	14.7
alcohol drinking	128	31.1	100	25.4	235	27.7
drunkenness	35	8.5	19	4.8	55	6.5
cannabis	16	3.9	4	1.0	21	2.5
other drugs	15	3.6	4	1.0	21	2.5
Last 12 months' use						
cigarettes	52	16.6	31	7.9	86	10.1
alcohol drinking	103	25.0	81	20.6	187	22.0
drunkenness	24	5.8	13	3.3	37	4.4
cannabis	11	2.7	2	0.5	14	1.7
other drugs	8	1.9	2	0.5	10	1.2

*ALO= at least once

Nine percent of boys and 5.8% of girls smoked at least a cigarette in the last month, but 17.7% of boys and 12.4% of girls drunk alcohol (Table 6). However, regular and daily use show similar prevalence for cigarettes and alcohol. Around 4% of boys and 2% of girls had at least one episode of drunkenness in the last month, and 2% of boys and 1% of girls used cannabis (Table 6).

When stratifying the prevalence of use by age of pupils, an increase of use with age is observed for all substances (Figure 1). For alcohol drinking the increase is particularly high, the proportion of pupils drinking alcohol at least once in the last month moving from 6.4% among 10-12 years old to 17.0% among 13 years old to 24.2% among 14 years old or older. The use of cigarettes increases from 3.0% among 10-12 years old to 6.1% among 13 years old to 15.2% among 14 years old or older. Drunkenness episodes are stable until 13 years (1.5%) and move to 6.1% among 14 years old or older, as well as drugs use that move from 0.6-0.7% until 13 years old to 3.3% among 14 years old or older. Cannabis use move from 0.6% to 1.4% to 3.3%.

Table 6. Last 30 days' cigarette, alcohol and cannabis use by sex

	Boys n=412		Girls n=394		Overall n=849	
	n	%	n	%	n	%
Cigarettes smoking						
ALO*	37	9.0	23	5.8	64	7.5
regular ^o	25	6.1	9	2.3	36	4.2
daily [^]	17	4.1	5	1.3	23	2.7
Alcohol drinking						
ALO	73	17.7	49	12.4	127	15.0
regular ^o	26	6.3	12	3.1	40	4.7
daily [^]	15	3.6	4	1.0	20	2.4
Drunkenness						
ALO	15	3.6	9	2.3	24	2.8
regular [§]	10	2.4	3	0.8	13	1.5
Cannabis						
ALO	9	2.2	4	1.0	14	1.6
regular [§]	8	1.9	4	1.0	13	1.5
Other drugs use						
ALO	6	1.5	3	0.8	10	1.2
regular [§]	4	1.0	3	0.8	8	0.9

*ALO= at least once

^o regular (cigarettes and alcohol)= >6 times

[^] daily (cigarettes and alcohol)= >20 times

[§] regular (drunkenness, cannabis and other drugs)=>3 times

Figure 1. Last 30 days' cigarette, alcohol and cannabis use by age

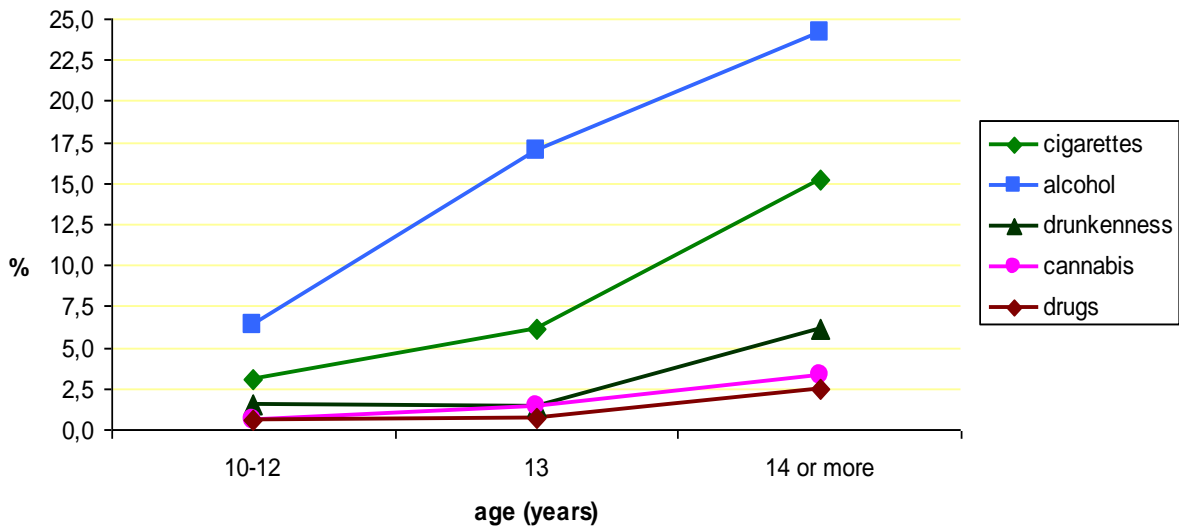


Table 7. Perception of likely consequences related to use of tobacco, alcohol and drugs

I will ...	Smoking cigarettes % "yes"	Drinking alcohol % "yes"	Using cannabis or other drugs % "yes"
Negative consequences			
Have troubles with police	38.6	59.6	76.9
Do badly in school	63.7	68.1	79.3
Have troubles with parents	75.5	74.6	81.1
Be expelled from school	63.4	61.8	76.9
Have problems with friends	55.4	62.4	75.3
Become addict	60.3	61.9	73.0
Have money problems	58.0	61.3	72.8
Have problems finding work	47.2	54.6	72.7
Positive consequences			
Have more friends	37.0	34.5	36.5
Feel more relaxed	34.2	36.4	38.9
Have more fun	33.1	36.5	36.9
Be more popular	31.4	29.9	32.6
Forget my troubles	41.6	43.2	43.3
Be more confident	31.0	29.9	30.5

Table 7 describes the perception of consequences of tobacco, alcohol and drugs use.

As regards smoking cigarettes, a high proportion of pupils (75.5%) declared they would have troubles with parents if they smoked, around 63% they would do badly at school and would be expelled, and 60% they would become addicted to cigarettes. Positive consequences were declared by around a third of pupils answering this set of questions. Thirty-seven percent declared they would have more friends and 41% they would forget troubles.

The perception of negative consequences of drinking alcohol seems generally higher than those regarding cigarettes. Alcohol use appears to be perceived as a risky behaviour causing problems with parents, school, police, friends, money and job. However, again, positive consequences of drinking were declared by about a third of pupils, with 36% of pupils declaring they would have fun and relax using alcohol, and 43% they would forget troubles.

The use of cannabis or other illicit drugs was perceived as related to bad consequences by a high proportion of pupils (73-81%) for all kind of consequences, but worryingly the proportion of pupils declaring positive consequences like more friends, relaxation, fun, popularity and forgetting troubles was even higher than for cigarettes and alcohol.

Smoking cigarettes occasionally is perceived as behaviour at slight risk by 37% of pupils, and have one or two drinks a week by 42%. Smoking one or more packs of cigarettes a day is perceived as behaviour at great risk by the majority of pupils (67%), similarly to drink alcohol every day (66%). Smoking marijuana regularly and using other drugs occasionally are perceived as behaviours at great risk by a quite low proportion of pupils (38.6 and 48.4%), probably due to a large and worrying proportion of “do not know” answers (respectively 28.7 and 22.5%).

Table 8. Perception of risk of smoking cigarettes, drinking alcohol and using drugs

	% “no risk”	% “slight risk”	% “great risk”	% “don’t know”
Smoke cigarettes occasionally	10.6	37.3	29.5	18.6
Smoke one or more packs of cigarettes per day	4.8	10.4	67.1	13.4
Have one or two drinks nearly each week	15.3	42.5	19.8	17.6
Drink alcohol every day	5.5	10.0	65.7	14.2
Smoke marijuana or hashish regularly	8.9	10.8	38.6	28.7
Use other drugs occasionally	5.3	10.1	48.4	22.5

The proportion of pupils who already used tobacco or alcohol is much higher among those having one or both parents smoking cigarettes or drinking alcohol (Table 9). The same trend is observed among pupils having siblings smoking cigarettes or drinking alcohol.

When looking at the proportion of pupils who already used tobacco, alcohol or drugs among those having friends smoking or drinking, those having more than half of friends smoking are smokers themselves in a higher proportion (41-45% vs 30% vs 7% of those not having friends smoking). Those having no friends smoking or no friends drinking have constantly a lower probability of smoking, drinking, having drunkenness episodes and using cannabis (Table 9).

When looking at use related to parents permissiveness, the proportion of pupils who already used tobacco, alcohol, had drunkenness episodes, and used cannabis is higher both among those whom parents would allow to smoke cigarettes and among those whom parents would allow to drink. Parents permissiveness on cigarettes and smoking appear to influence not only smoking and drinking, but also drunkenness episodes and cannabis use (Table 10).

Table 9. Proportion of pupils who already used tobacco, alcohol or drugs among those having/not having parents or siblings or friends smoking/drinking alcohol

	% of pupils who already smoked cigarettes	% of pupils who already drunk alcohol	% of pupils who already had a drunkenness episode	% of pupils who already used cannabis
Cigarettes				
Any of parents smoking	20.7	34.3	7.4	1.4
No parents smoking	7.1	21.6	4.2	3.2
Any of siblings smoking	25.4	35.8	11.2	2.2
No siblings smoking	11.8	25.4	4.6	1.7
All of friends smoking	41.2	41.2	17.6	23.5
More than half of friends smoking	44.8	44.8	6.9	3.4
About half of friends smoking	45.9	35.1	18.9	0.0
Less than half of friends smoking	30.0	37.8	10.0	2.2
No friends smoking	6.9	26.5	4.3	1.0
Alcohol				
Any of parents drinking	21.9	64.1	14.1	2.6
No parents drinking	10.5	11.7	2.3	1.6
Any of siblings drinking	33.3	69.6	18.6	4.9
No siblings drinking	11.6	19.6	3.7	1.3
All of friends drinking	37.8	71.1	22.2	17.8
More than half of friends drinking	16.7	54.2	12.5	0.0
About half of friends drinking	39.3	60.7	17.9	7.1
Less than half of friends drinking	25.8	53.9	14.6	2.2
No friends drinking	10.8	18.5	2.6	1.1

Table 10. Proportion of pupils who already used tobacco/alcohol among those whom parents would allow or not doing it

	% of pupils who already smoked cigarettes	% of pupils who already drunk alcohol	% of pupils who already had a drunkenness episode	% of pupils who already used cannabis
Cigarettes				
Parents would allow to smoke	45.5	54.5	31.8	27.3
Parents would not allow smoking at home	24.7	37.0	8.2	6.8
Parents would not allow smoking at all	11.9	23.8	5.1	0.6
Alcohol				
Parents would allow to drink alcohol	40.0	70.0	20.0	18.0

Parents would not allow drinking at home	18.5	40.0	3.1	1.5
Parents would not allow drinking at all	12.4	17.0	3.3	0.4

4.4.8 Next steps and activities

As soon as all the data will be entered, L'Osservatorio Epidemiologico Institute will provide Lebanon and Morocco with statistics for the baseline survey, the process evaluation and the effectiveness of the program.

Databases for local analysis will be prepared for each country. Country teams will be involved in writing specific papers of local and international interest.

4.4.9 Conclusions on the trial

The evaluation plan proposed in this project showed some difficulties in undertaking complex plans of training and evaluation in Arabic countries. However, even with only 2 countries participating in the trial coordinated by EUDAP Faculty/L'Osservatorio Epidemiologico Institute, this experience is the first standardized evaluation of a prevention program in the Arabic context, showing that evaluation is possible under the condition of good organization team and proper funding.

Survey data at baseline will be very important for the policy makers at the local level to better understand the burden of the problem, to identify the right target age for substance use prevention interventions, and to identify areas of work. For example, the step increase of use from 13 to 14 years of age observed in the Lebanon sample indicates a need to act on 12-13 years old pupils better than on 14 years old ones. Alcohol appear to be the most used substance, but also cigarette use is high, suggesting a need of prevention intervention to be developed across schools and communities to tackle both behaviours. Perception of positive social related consequences from using cigarettes and alcohol but also from using marijuana is higher than what generally observed in this kind of studies. On the other side, the risk perception is low and in case of marijuana and drugs the proportion of pupils without a clear opinion on risks related to these drugs is quite high. These data strongly indicate the need to organize interventions to reduce social acceptability and to increase risk perception among adolescents in this context.

From the analysis of pupils behaviours related to parents cigarette and alcohol use, a clear influence of family behaviour on pupils' use is showed, as well as a clear relation with parents' permissiveness. Interventions on families should be considered in the future prevention strategies.

From the international side, this experience will be very useful for the EU-Dap group, and for the scientific international community, allowing to proceed in the reasoning on effectiveness of school-based prevention programs and to accumulate evidence on mechanisms of effect, on target ages to approach, on effective components of

programs, all characteristics for which an agreement has still to be reached in the scientific community.

The participation of the teachers in the training courses in all the involved countries (Lebanon, Morocco, UEA, Egypt, Kuwait, and Jordan) will improve the quality of the teaching introducing new techniques and increasing knowledge and abilities of teachers to face tobacco, alcohol and drugs related topics.

Finally, results of the process evaluation will allow improving both the local versions of the Unplugged program and the official English version, in the light of a constant process of quality improvement and of a better standardized version applicable to more and more contexts.

5 Establishing expert teams in Middle East and North African region and future prospects

5.1 Expert teams in Lebanon, Morocco and Egypt.

The three mentioned countries have established the Unplugged translation and adaptation, training of trainers and teachers, pilot and evaluation study of the program in a RCT, implemented and further disseminated Unplugged to control schools and beyond.

This process required a highly motivated and active team in order not only to achieve the necessary capacities to fulfil those tasks, but also to build a network in the education and health area of policy- and decision makers in their countries. The teams also experienced the logistic, organisational and marketing requirements in order to acquire schools and teachers in the pilot. Finally, the expertise to exchange, take and give capacities in an international context was a refreshing component of this project.

At the moment of editing this report, team members are taking steps to sustain the dynamic in their own countries by involving instances and NGO's in their action. They also started to further disseminate Unplugged to neighbouring countries.

5.2 Situation assessment Unplugged project in UAE and Jordan

5.2.1 United Arab Emirates:

5.2.1.1 Beirut Kick Off 2009

From United Arab Emirates team in the kick off meeting in Beirut, March 2011, there was general reserve towards the rationale in the Unplugged program. Remarks included that drug use was less a national problem and more preventive effort should be dedicated to the legal consequences of drug use as a protecting factor.

"In Europe/Italy there are more problems with drug use in general."

"Legal consequences are important: maybe we can introduce a picture of a jail."

5.2.1.2 *Beirut Adaptation meeting 2011*

In the business adaptation meeting, Beirut, January 2011, there was reported a green light for accessing schools in the country. The United Arab Emirates team also delivered feedback on the literal Arabic translation of the Unplugged materials.

Involved Professionals:

Name	Title	Country	Affiliation	Present B=Beirut, A=Amman	E=evaluator; C=Coordinator; T=trainer
Elwalid Eltahir		UAE	NRC Senior Researcher Health Education	B	
Fatima Al Hamedi	Ms.	UAE	NRC Clinical Psychologist	A	
Fowzia Ahmed Mohamed	Ms.	UAE	NRC Nurse	A	
Hisham El Arabi		UAE	NRC Head of Education, Studies and Research Department	B	
Hussein Muzahem	Mr.	UAE	NRC Social Worker	A B	Trainer
Safa Al Badawna		UAE	NRC Health Educator and Manager Director General Office	B	

5.2.2 Jordan:

5.2.2.1 *Beirut Kick Off 2009*

Country meeting Jordan:

Questionnaire difficulties:

- The list of substances is too controversial.
- Schools shut down in May – difficulties to have the pilot done.

Randomized Selection:

- Amman (1.6 million inhabitants)
- 7th grade (13 years), 30 – 45 pupils/class
- 5 intervention schools with 2 – 3 teachers per school (science and religion teachers are suggested).

Evaluation Bias:

- School policy: will not be evaluated
- Previous programs: all students had previous programs.

5.2.2.2 Beirut Adaptation meeting 2011

No official green light for school access through the Ministry of Education was given at the time, but was an ongoing process.

Also the Jordan team delivered feedback on the translated Unplugged materials and contrary to the Kuwait view; they reported an underrepresentation of the boy – girl issue.

Involved professionals

Name	Title	Country	Affiliation	Present B=Beirut, A=Amman	E=evaluator; C=Coordinator; T=trainer
Ahmed Ibrahim Hassan	Mr.	Jordan	Ministry of Education Department of educational Guidance	A	
Aisha Daglas		Jordan	Ministry of Education	B	
Anwar Altarawneh	Mr.	Jordan	AND (Anti Narcotics Department) Head of the Information Section	A B	
Asma Obeidat	Ms.	Jordan	Future Guardians NGO Manager of my family's my life project	A B	
Ernest Robello		Jordan	UNODC		
Ghalia Alul		Jordan	Mentor Arabia		
Jamal Anani	Dr.	Jordan	Ministry of Health Director of the National Centre for Rehabilitation of Addicts	A	
Marwan Odetallah	Mr.	Jordan	Future Guardians NGO	A	
Mohammed Mahmoud Al Rabe'e	Dr.	Jordan	UNRWA school supervisor guidance and counseling	A	

Rajai Al Azzeh	Dr.	Jordan	Ministry of Health Head of voluntary counseling and testing - National AIDS programma	A	
Saja Amasheh		Jordan	UNODC Program Assistance		
Sulaiman Al- Abadi	Dr.	Jordan	general Security Directorate Military Culture	A	

5.3 Results of the project activities in other regions

5.3.1 Kuwait:

5.3.1.1 Beirut Kick Off 2009

The Kuwait team expressed some reservations re the suitability of the Unplugged materials in their country. It felt insecure about the extensive drugs info in the program and about linking the program with the general school subjects. Kuwait pupils do not dispose of the same amount of knowledge on drugs like European pupils. Introducing this info in courses could damage school credibility in the community, with losing community support as a result. An adapted version could for example be connected to subjects that are instructed inside Quran lessons.

"As a student I did not know what these drugs were."

"Ask questions about time and curriculum. We should find a link with the general subjects taught such as inside Quran lessons."

"Think to talk about risks of drugs is more important than the type of drugs and drug info."

"If the vast majority does not consider alcohol as a problem, why should we introduce the topic?"

Country Meeting Kuwait:

Materials and school access:

- First we will need an Arabic version of the materials before we will get approval. From the moment approval is there, we have access to around 100 schools.

Randomized Selection:

- 12 schools (2 per governorate), grade 6 and 7
- Among teachers there is however a fast turnover

Training:

- Limited experience of Kuwait trainer, but Mr Mahmoud has been trained within Lions-Quest and could be contacted for support.

5.3.1.2 Beirut Adaptation meeting 2011

In the business adaptation meeting, January 2011, it appears that the Kuwait process is slowed down and no security of support to the project is guaranteed. Still school access through the state is an ongoing endeavour.

Also the Kuwait team attended feedback on the literal translation of the Unplugged materials. The explicit girl/boy issue is found culturally unsuitable, together with youth party settings in the role playing. Alternatives could be to have the setting in a mosque and then also connecting religious motives for restraining from drug use.

Involved professionals

Name	Title	Country	Affiliation	Present B=Beirut, A=Amman	E=evaluator; C=Coordinator; T=trainer
Ahmed Al Shatti		Kuwait	Ghiras Executive Manager	B	
Azem Kassem		Kuwait	Ghiras Trainer in Public and Private Schools	B	
Badriya Fahd Ahmad Al Salem AlWehaib		Kuwait	Ministry of Education	A	
Badriya Nawar Jaber		Kuwait	Ministry of Education General Manager Mubarak Al Kabeer Educational Area	B	
Nawal Badr al Wahib		Kuwait	Ministry of Education	A	

6 Challenges

The EU-Dap Faculty would have needed more personal contacts with the country teams. In the project the possibilities to travel were not built in the consultancy agreement, for this reason any visit to or meeting with a country team had to pass through a procedure in the UNODC, resulting in a focus on multi-country meetings. Visits of a few days to one country would have given more opportunity for a local project situation assessment.

The approval in some countries for setting up the trial appeared to be dependent on submission of the adapted version and not the original English version. This was not taken in consideration at the project initial planning, and had obviously important implications on the time schedule. An immediate start of the adaptation process, including an intermediate version for this authorization purpose could have prevented this.

In the recruitment and selection of trainers the candidates in several cases were more acquainted with drug treatment or therapeutic strategies than with the educational sector of schools and prevention. The correct profile should in a next project be promoted more explicit.

It seems to strengthen sustainability to include a NGO for the future dissemination and service-related activities (delivering training and disseminating materials), and a University for the evaluation component. It will be better to put this forward as a sound structure for Unplugged implementation in the future.

7 Delivered documents to participants of the meetings and trainings

In attachment

ppt *pvdk 8-10 apr BEY*

ppt *ROMENA Beirut 10 april 09 adapt and print*

ppt *evaluation*

ppt *parent meetings*

doc *UNODC ROMENA Unplugged_questionnaire*

doc *UNODC ROMENA Unplugged_RCT study protocol*

doc *UNODC ROMENA Unplugged_process monitoring protocol*

doc *tasks for coordinators EU Dap ROMENA*

printed *Unplugged documents: pupil workbook, teacher manual, quiz cards, implementation guide, parent meeting guide, workshop scenario, workshop guidebook*