



**UNODC**  
United Nations Office on Drugs and Crime

## REPORT

### Implementation of the Unplugged Drug Prevention Programme and its Impact in Nigeria (2015-2023)

#### INTRODUCTION

United Nations Office on Drugs and Crime (UNODC) is a global leader in the fight against illicit drugs and international crime. Since 2013 UNODC is implementing a large-scale project funded by the European Union under the 10<sup>th</sup> European Development Fund (EDF) modality, Project NGAV16 – Response to Drugs and Related Organized Crime in Nigeria. Output 3.9 of the project is “promotion of and training/building skills for ‘healthy lifestyles’ in schools, families and communities.” One of the key activities in this regard is to adapt and pilot evidence based prevention programmes. As part of this project, in 2015, the UNODC in collaboration with Federal Ministry of Education (FMOE), National Drug Law Enforcement Agency (NDLEA) and National Agency for Food, Drug Administration and Control (NAFDAC), implemented a school-based drug prevention programme called ‘Unplugged’ in Nigeria in order to promote healthy lifestyles in schools, families and communities. (DPTC).

At a workshop in 2014, the Nigerian government indicated that the age group for the drug use prevention intervention should be between the ages of 13-15 years. In addition it was agreed that the programme should be based in a school setting. Unplugged was selected as it matched the age cohort that the FMOE wanted and in addition, Unplugged is in the public domain and was free to access.

#### **2.1 UNPLUGGED<sup>1</sup>**

*Unplugged* is an evidence based program with twelve sessions to prevent use of tobacco, alcohol and other drugs at children 10-14 year old. It has been developed and evaluated in seven European countries. In addition it has been adapted and introduced in several other parts of the world outside the EU, including in Arabic speaking countries, Latin America, South East Asia, Russia and Kyrgyzstan. It is currently being applied in more than thirty five countries worldwide. Results of earlier studies of this programme be the EU-Dap Drug Abuse Prevention study group revealed a 23% reduction in the risk of using cannabis, 28% reduction of risk to get alcohol intoxicated weekly and 30% reduction of risk to smoke daily.

#### **Unplugged Content**

The *Unplugged* programme involves the provision of training and resource material to be delivered to young teens at school based on a social influences approach to promote positive health behavior generally and substance abuse prevention specifically. It is delivered by trained teachers at the schools. A Teachers Handbook and Students Workbook is available as part to the *Unplugged* package. There is a total of 12 lessons:

1. Opening Unplugged
2. To be or not to be in a group
3. Choices – Alcohol, Risk and Protection

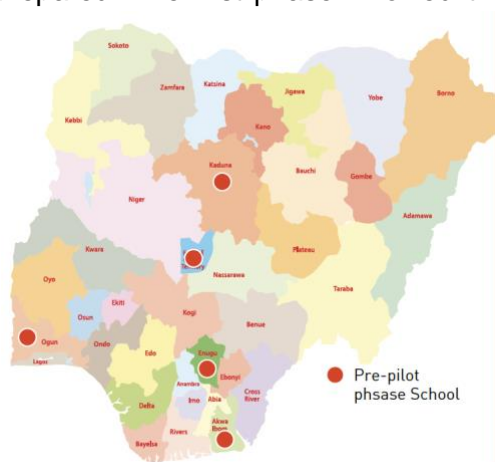
---

<sup>1</sup> [www.eudap.net](http://www.eudap.net)

4. Your beliefs, norms and information – do they reflect reality?
5. Smoking the cigarette drug – Inform yourself
6. Express yourself
7. Get up, stand up
8. Party tiger
9. Drugs - Get informed
10. Coping competences
11. Problem solving and decision making
12. Goal setting

### 1.1 Pilot and Adaptation of the Unplugged Programme in Nigeria

In 2015, after agreement with the Permanent Secretary of FMOE and staff from the Department of Education Support Services, a work plan for the pilot programme was prepared. The first phase involved the field testing and adaptation of the programme for



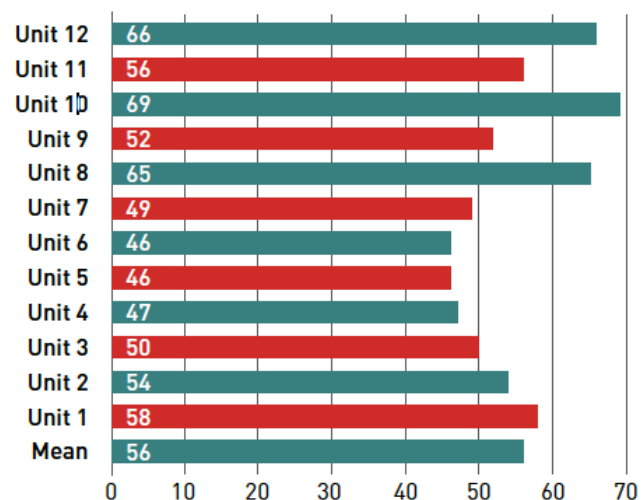
Nigeria, which took place in 2015. Phase I was on a smaller scale and covered 5 schools. Each from a different geo-political zone to ensure it covered cultural groups for where there may be cultural issues that would need adapting or changing.

Two teachers from each of these schools were trained and given the needed materials for implementation. These materials included the teachers manual quiz cards for the games and handbooks for each student participating in the programme. As well as evaluation and record-keeping tools to allow for the reporting of the findings from this adaptation phase.

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.

Teachers were required to keep information on the length or period it took in the conducting each of the 12 sessions of the Unplugged programme. Results of this tabulation in shown in the figure. 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> sessions were the sessions that took the longest, taking 65,69, and 66 minutes respectively. Lessons 4,5,6, and 7 each took less than 50 minutes to complete. Overall lessons took 56 minutes on average to complete.

When looking at the content and materials used in the prevention programme there were a few changes that were required to make this more applicable and relatable for the Nigerian environment and culture. Few of these were what would be considered surface adaptations. This included changing the food, places, names, and illustrations. No back translations



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

were required, only descriptions for example the phrase “He was walking his dog” was change to “He saw a dog and ran away”.

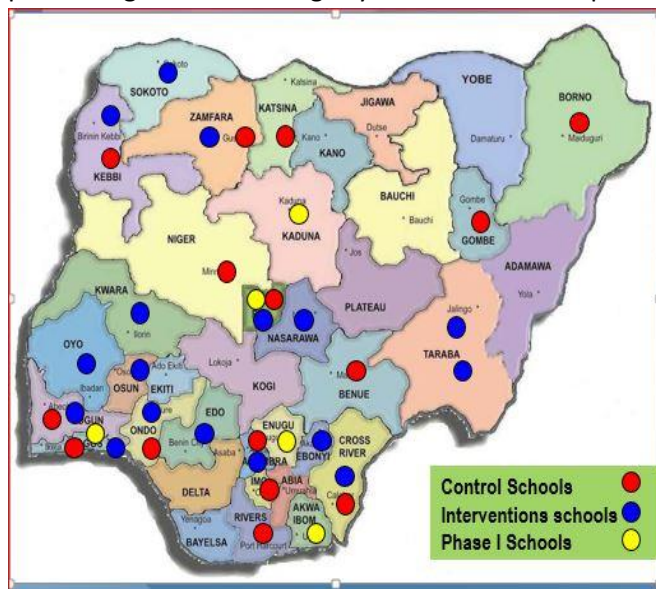
There were deeper-level adaptations that were submitted for debate and approval. These include for instance

1. Mention “hard drugs” because “drugs” also relate to medication. Changed to mentioning medication drugs can also be addictive.
2. Remove the 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 encounters in role-plays because they contribute to sharing complementary coping strategies, but replaced reference to date with homework.

During this phase of the pilot, the evaluation instruments (pre and post-questionnaires) were developed.

## 1.2 Randomized Control Trial

Once the materials for the programme was piloted and adapted taking into consideration of the Nigerian schools and culture; there was a need to test the effectiveness of the programme in preventing the use of drugs by students when implemented. For this, a clustered randomized



control trial was carried out involving 32 Federally Administered Government Colleges.

These Federally Administered Government Colleges (or Unity Colleges as they are sometimes called) were selected because they were thought to be similar in administration and students. The geo-political zones were taken into consideration when randomly selecting the 32 schools where 16 were assigned to the control group while the other 16 to the intervention group.

Baseline data was gathered from all the schools prior to the start of this programme. This was followed by the training of 3 teachers from each school in the intervention arm of the randomized control trial to implement the programme. 3-4 months after the end of the programme the post-intervention data was again gathered from all 32 schools participating in the trial. It was only after this that the teachers from the schools in the control group were trained and supported in implementing the programme in the 16 remaining schools. This implementation took place in the academic year following post-intervention data collection. In total, the programme was implemented in 96 classes for a total of 4087 students.

In the publication of this work (F. Vigna-Taglianti et al. 2019), results obtained from the implementation of Unplugged programme in Nigeria were comparable to those obtained in other countries where it showed a significant effect in reducing drug experimentation in the intervention group.

This significant effect of the programme was evident in the improvement of class climate as well as prevention of cigarette, alcohol, and cannabis use,

- **Improvement of class climate**
  - result consistent with previous studies
  - observed in all subgroups of pupils
- **Prevention of cigarettes use**
  - result achieved for advanced use (regularly in last 30 days; daily in last 30 days) (strong effect)
- **Prevention of alcohol use**
  - result achieved in all population subgroups
  - result achieved for all indicators (sporadic and advanced use)
  - stronger effects on advanced use
- **Prevention of cannabis use**
  - result not statistically significant in the overall sample
  - result significant on younger pupils

In comparison, the mediating factors shown in the effectiveness studies leading to or accounting for these changes were also examined.

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

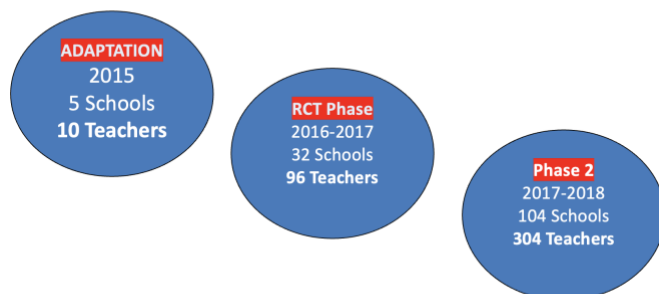
Once the data had been collected from the randomized controlled trials; the teachers in the control schools were trained and also commissioned to implement the programme in the 16 control schools.

### 1.3 Roll out of the Unplugged Federally Administered Government Colleges in Nigeria

With the publication of the results and impact of the prevention programme implementation in schools, there was a buy-in by the Federal Government and a desire to ensure that the programme

#### Phases of UNPLUGGED Implementation in Nigeria – 2015 - 2018

Schools covered and Teachers Trained in Federally Administered Government Colleges



would now be implemented in all 104 Federally Administered Government Colleges. From 2017-2018 UNODC organised training for teachers in the remaining schools – schools that were neither part of the adaptation/pilot phase of the randomized control phase. The schools were required to nominate and send 3 teachers who were then trained in a central location. Once trained they were given the required

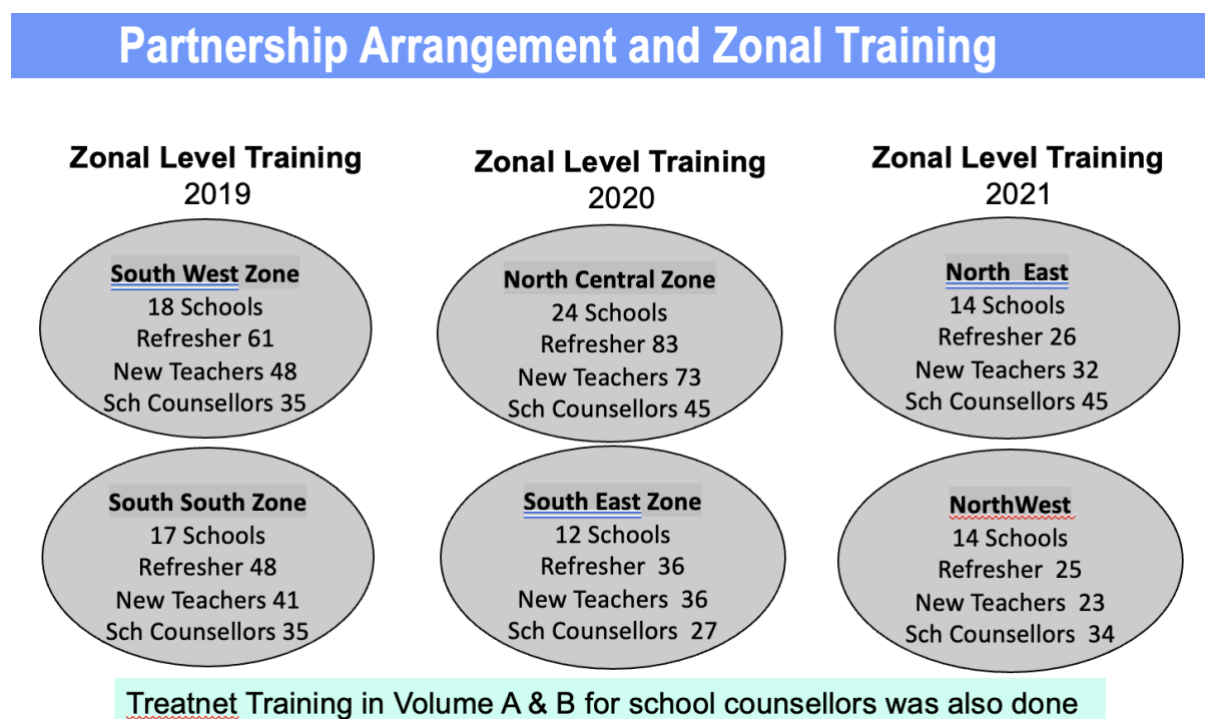
materials for implementing the programme in their schools.

The figure below shows the phases of implementation in the country and the number of teachers that were trained for each of these phases thus far.

To further ensure the sustainability of the programme; UNODC from 2019-2021 entered into a partnership arrangement with the Federal Ministry of Education and adopted a zonal approach to carry out refresher training of all earlier trained teachers and the training of 3 additional new teachers in each of the Colleges. This training was organised by zone where two zones were covered in each year. In each zone the training was for 5 days. The first two days was refresher training for the teachers. This was immediately followed by a 3-day training for the new teachers from the participating schools.

The figure below shows the number of schools involved, the number of teachers that participated in both the refresher training as well as those who were being trained for the first time in the Unplugged programme.

Lessons learnt from the previous implementation of this programme is that it leads to the students' disclosure of their own or friend's drug use to the unplugged teachers. To better equip the school in managing these disclosures of drug use and related issues, the school counsellors were also taken through a 6-day course in Treatnet Volume A & B. A UNODC programme to better equip the counsellor in the management of students and staff with drug use issues.



#### 1.4 Uptake of the Unplugged Programme in State Schools

In addition to the scaling up of the Unplugged programme in Federally Administered Government Colleges the results and the publicity of the randomised controlled trial led other initiatives to reach state schools in the country with the programme. Kebbi state was one of the first of such initiatives. In collaboration with UNODC the Kebbi State Government in 2018, arranged for the training of 159 teachers from 69 State schools teachers. Another set of training was carried out in 2021 where additional 88 teachers from 57 of the state-run schools received training. This made for a total of 247 teachers from 126 Schools.

Bayelsa State Government in a similar venture collaborated with UNODC to have teachers trained in their centres for implementation in their schools. The number of schools reached and teachers trained is shown on the table below.

In 2022 another thrust came from the MTN foundation as part of its cooperate social responsibility collaborated with UNODC in the implementation of the programme. In the first year of this collaboration the reached 3 states (Kano, Oyo and Rivers State), training 30 teachers in each of the states. In this year they have expanded this to the Federal Capital Territory and 5 other states namely, Delta, Gombe, Imo, Kaduna, and Lagos State). In these states 30 teachers were trained and given materials to implement the programme in their various schools

#### **Numbers trained and students Reached in the State Owned Schools**

	State/ Year of Training	Collaborating Entities	No of Participating Schools	Teachers Trained
1.	Bayelsa (2022)	Bayelsa State	61	136
2.	Abuja (2023)	MTN Foundation	10	30
3.	Delta (2023)	MTN Foundation	10	30
4.	Gombe (2023)	MTN Foundation	10	30
5.	Imo (2023)	MTN Foundation	10	30
6.	Kaduna (2023)	MTN Foundation	10	30
7.	Kano (2022)	MTN Foundation	10	30
8.	Kebbi State (2018 & 2021	State Government	126	247
9.	Lagos (2023)	MTN Foundation	10	30
10.	Oyo (2022)	MTN Foundation	10	30
11.	Rivers (2022)	MTN Foundaton	10	30

#### **1.5 Training of Unplugged Trainers**

To build the capacity to deliver the Unplugged Training in the country various training sessions were arranged for selected trainers in the country. To be certified to train the selected individuals went through 4 phases. In the first phase they observed the delivery of the Unplugged training by a Master Trainer. In the next three sessions they were assessed in their delivery of 25, 50 and then 100% of the Unplugged programme to at least 24 teachers. Master Trainer was there in assigning, supporting coaching, briefing and debriefing activities and extensive personal reporting. Through the series of trainings at the different phases of implementation of Unplugged in the country it was possible to develop a pool of trainers. This resulted in the certification of 8 Unplugged Trainers and two Master Trainer from Nigeria (see annex for detail list). This pool of trainers has also in the process supported the training in Unplugged in other countries namely Liberia and Pakistan.

## 1.6 Monitoring and Evaluation of the Unplugged Programme

To check the fidelity of the delivery of the unplugged programme there was a programme to monitor its implementation. The monitoring involved interviews with senior management in the schools – Principals/Vice Principals, interviews with teachers implementing the unplugged programme (see Annex 4) and focus group discussions with the students (see Annex 5) who participated in the Unplugged programme.

The first phase of monitoring at a national level was after the clustered randomised control trial and when the unplugged programme was expanded and implemented in all the Federally Administered Colleges. Once this was expanded to all the colleges the need to continue monitoring the programme to ensure fidelity of was crucial.

In this phase 48 of the schools were monitored. A team of evaluators physically visited the schools and conducted interviews and focus group discussions. This was done twice during the implementation of the project. The first monitoring took place after lessons 3 & 4 of the Unplugged programme. The final monitoring visit was done from lesson 10. Due to the security situation in the country during this period, it was not possible to carry out the physical monitoring of the Unplugged programme in the schools in the North East geo-political zone.

With the joint arrangement between UNODC and FMOE for zonal training 2019 -2021, members of the Unplugged committee and trainers continued monitoring of the programme in the implementing schools. At the beginning of 2021 the security situation was that physical presence in the. Schools for the monitoring exercise was not possible. Monitoring at this time was then done remotely. Teachers in the schools called and interviewed over the phone. At the end of 2022 the estimated number of teachers trained and students reached are shown below. The five additional states where teachers were trained in 2023 have not been included in this list as the monitoring is yet to be done

SCHOOLS REACHED	NO OF TEACHERS TRAINERD	NO OF STUDENTS REACHED
Federal Government Colleges (110 schools)	663	114,345
Kebbi State Schools (126 schools)	247	30,700
Bayelsa State Schools (62 Schools)	136	18,600
Kano State Schools (10 Schools)	30	3,375
Rivers State Schools (10 Schools)	30	3,850
Oyo State Schools (10 Schools)	30	4,125
<b>TOTAL</b>	<b>1136</b>	<b>174,995</b>

### RESULTS OF THE MONITORING EXERCISE

## 1.7 Monitoring and Evaluation of the Unplugged Programme

On arrival in each of these schools, the team would pay a courtesy call to the principal or school management. This was then followed by time with the teachers where the questions were administered. Usually, after the initial time with the teachers the monitors would separate where one would hold a focus group discussion with the students while the

other monitor would continue with the teachers; at this time administering the semi-structured interview.

In terms of the implementation of the programmes schools visited were at different levels of implementation. 14 of the schools had not started implementing the programme as of the time of the monitoring visit. The teachers in each of these schools did commit to starting, some are to start immediately after the visit.

In terms of the implementation of the programme some schools brought in some innovation to the process, some of which could be seen as having an effect on the fidelity of the programme and negatively impacting on maximum benefits that could be derived from the programme. For instance:

- The management of one of the schools wanted to programme delivered in bits during the school assembly the thinking behind this was that it would give all the students the opportunity to benefit from the programme.
- Some teachers thought it best to have it only at the weekends and therefore not affect the normal classes.
- Rather than have all students benefit from the programme students were selected from several arms to be part of those to undergo the UNPLUGGED lessons. The lessons were then limited to a few selected students.
- A few schools for instance wanted every student in SS1 to be part of the programme. For this, they arranged for joint classes or a big hall where the students can then participate together,
- A few schools moved the timing of the lessons to the evening during the time they have for social clubs.

A difficulty that the teachers expressed across the board was the lack of time and space for the UNPLUGGED lessons. This is more as the lesson period had over the last year been shortened from 45 minutes to 35 minutes to accommodate some new topics that had been introduced into the school curriculum. This meant that the teachers had less time for the implementation of UNPLUGGED. Most teachers have resorted to using the time they have combined period to administer the UNPLUGGED programme.

Closely related to the issue of time is that of space. Arranging the class in a circular formation which is the preferred format for the delivery of the UNPLUGGED Lesson takes time. In some schools the population of students and the kind of seats that they have made this difficult. In several of the schools, management found innovative ways in which to allow for the implementation of the programme. In one they had allocated a classroom prearranged in a circle with a school design posture of UNPLUGGED in the class. In another school, they printed manuals so that the teacher could continue the administration of UNPLUGGED to other students in the school. And in yet another, they set aside a certain period where UNPLUGGED would be taught.

One of the common difficulties expressed by teachers in the schools in the North was that of language. A majority of students in these schools had difficulty for comprehending English or expressing themselves freely in English. As a result, the lessons take longer to implement. In two different schools, they mentioned having to repeat lessons twice to enable the students to fully grasp principles. In some instances, the teacher had to make use of the interpreter to translate the core issues of the lesson and explain it in the local language for the students to fully comprehend.



In terms of the support received from school management, this has been reported as very positive in some schools while some others report that management was not supportive of the programme. In the schools that were supportive, the management had worked out a timetable and space and supplied the required materials for the implementation of UNPLUGGED. Others who felt management was not supportive reported, not being willing to approach management about the required material for implementing the programme. It is thought that it is difficult to get management to provide materials for primary courses and hence teachers are hesitant to now approach management for materials for UNPLUGGED which is not included in the curriculum. In two instances the management was said to actually contribute to the non-implementation of the programme.

### 1.8 Perspectives from school management

The meeting with school management, it showed that many of the principals had recently been posted or transferred to the school. Some had been principals in other schools and therefore had been part of the briefing of Principals at the start of this programme. A majority of the Principals and Vice Principals in these schools have been informed either by the report or other means once the teachers had returned from the training, but they had not been kept up-to-date with the status of implementation in the school.

The impact was noted by the school administration and they mentioned that this had an impact on students' academic performance:

*“We see the enthusiasm in the students and we are really excited. The teachers have admitted to an improvement in their school grades especially the mathematics teacher”*

### 1.9 Teachers' Perspective on the Implementation of Unplugged and Observed Results

Teachers were met and given a semi-structured interview (see annex 4) regarding the implementation of the Unplugged programme in the schools. The results of this interview should that the teachers all report that the students “enjoy the lessons”, “find it interesting”, “even for those not yet benefiting from the programme, tend to hang around the windows and try to be a part of the group.

This they also report has impacted the children in a variety of ways, this impact has ranged from personal changes in character, to the way they relate with each other in class, and with the teachers, as well as their performance in class and drug use and related behaviour.

*“Some of the students were exposed to this from their home or environment and therefore were prone not really seeing anything wrong with it, but with the programme many opened up to say that this was behaviour that they were engaging in and that they did not know it was that destructive. Not only were they now telling us about their own drug use but encouraged us to talk with some of their friends that they knew were using.”*

*“The act of bullying and disobedience has drastically reduced and now portray this that they can help themselves and solve their own personal problems.*

*“It had the effect of positively changing one of the more problematic student in class who was usually withdrawn, with this program they were willing to be involved and actively participated”*

When reporting on the impact of the programme teachers mentioned that because they no longer laugh at each other in class when someone shares an opinion that many of the students are now actively contributing in class but answer questions and asking them when they are not sure. The teachers also mentioned that Students were more willing to report their own and other students' drug use as well as seek help and confide in the teachers on how to cope where they had guardians or relatives that were using drugs.

*“Students are seen to confide more in these teachers. They are more willing to discuss things they would normally hide or not bring to the attention of the teacher; including their drug use and effects.”*

### **Students' Perspective on the Implementation of Unplugged and Observed Results**

From the focus group discussions with the students, the report was similar to interviews with the teachers. In the analysis of the FGDs the programme was seen to have impacted the students in different ways. In these discussions, the students said it has provided them with greater knowledge about drugs and their consequences, as well as lead to notable character change, improved classroom environment, positive impact on learning of core courses, and improved interpersonal interactions both between students and with their unplugged teachers

#### **Notable Character Change.**

Analysis shows that some of the change them and they feel more confident and have a more positive outlook in life. Statements made include:

*“UNPLUGGED has greatly influenced and changed me. Like now that my family is moving house if it was before I would be afraid of how I will adapt, how I will have to make new friends and different things I would need to adapt to, but with UNPLUGGED I find myself excited about the move, I think I now have the skills to adapt.”*

*“It improved my self-esteem and I now know how to deal with peer pressure.”*

*“There is notable character change, those that were bad are now behaving well. Those that did not use to greet the teachers are now doing so. Those that use to make noise in class are no longer making noise”*

*“We notice that the students that are not doing UNPLUGGED use to dodge lessons at times while those doing UNPLUGGED don't.”*

*Also those doing UNPLUGGED are also different, they are neater, they bath wear socks, wear clothes that are clean and ironed.*

*'program teaches us to prevent ourselves from life's challenges. It has taught us that life is about choices and decision-making.'*

*"I learnt that in a school environment, I have the right to be on my own. I must not change my behavior to be in a particular group."*

### **Improved Classroom Environment**

*'We are now free with our teacher. We used to fear them and think they are wicked but now we talk about our issues with them.'*

*"The class is quieter, and when teachers come in everyone seems more willing to learn. We are at attention when we want to talk."*

*"Our participation in class has greatly improved because we feel more comfortable around our teachers and class mates than before the UNPLUGGED lessons."*

*"We no longer laugh at each other in class and it makes people to feel free to answer questions in class."*

### **Positive Impact on Learning of Core Courses**

*"It has helped me to engaged in academic more; other subjects that I use to be disinterested in and found difficult, I am now finding are more simple and I get it easier than when I was not doing UNPLUGGED."*

*'We now understand math more than before.'*

*"In the Math class which the UNPLUGGED teacher takes, people have become more active asking questions. Math became easier and interesting."*

### **Improved Interpersonal Interactions**

*"We interact now more than ever before. We even respect each other's ideas more and we don't laugh at each other when we make mistakes again".*

*"Built team work and as we work in different teams with different people it has helped us to build bonds , strong bonds amongst ourselves."*

*We are made to feel equal with our teachers, we are not shy*

*Anything you do not understand you can ask the UPLUGGED teacher and he will answer. We are now free with our teacher. We used to fear them and think they are wicked but now we talk about our issues with them."*

*We are free to ask questions in class and whatever question we ask the teacher always answers. This is not the same in the other teachers who are not teaching UNPLUGGED.*

*Normally I cannot talk to my teacher about my problems but with UNPLUGGED this has made it that we are closer and we can talk to them "Teachers are more sensitive to our private challenges."*

## CONCLUSION AND RECOMMENDATION

- The monitoring visit has been added impetus for many of the teachers. For those that had not started the programme the visit made it possible to obtain the commitment of the teachers to start implementing and for those who were implementing, the monitoring visit was like a morale booster informing them that the efforts they are putting into the programme is acknowledged. They felt supported by the visit and encourage to fully implement the programme. For some that were innovative in the implementation, it served as a platform to discuss these innovations/modifications to see how it may negatively impact the programme and other options it that could be taken. With the different impacts, it has had on the teachers and the implementation of the programme it is suggested that all schools implementing the programme should be monitored.
- Because of the delay in some of the schools implementing the programme. In this case, over a third of the schools had not started implementing the programme. Early monitoring would help in getting the commitment of the teachers to start the programme, as was the case with this visit.
- During the monitoring visit a number of questions and issues arise in regard to the implementation of the programme. To help in addressing these issues when they arise it is recommended that Monitors should receive some level of training in the monitoring of UNPLUGGED prior to monitoring and also where possible at least one member of the team should be an UNPLUGGED trainer or someone very conversant with the principles of UNPLUGGED.
- In terms of the timing for the monitoring visit; where possible this should be schedule shortly after the proposed start date for the implementation of the programme and at the end or near the end of the programme.
- To effectively monitor and engage with the schools in the North where students are reported as not being fluent in English, it is important that at least one member of the visiting team is fluent in Hausa (the common language across the north. In this way it will be possible to engage the students and give them a platform where they can be fully expressive.
- During the visit, it was found that many of the principals and school management may have heard of the programme and had been briefed by teachers after returning from the training. Many of them however had no knowledge of the status of implementation of the programme or how it is

situated along with other programmes the school is running. It is recommended that the ministry on the one hand adequately take steps to inform the school management as well as set in place means of monitoring the implementation of the programme in the schools. Where feasible to work this into the school curriculum.

- The management should plan the school time table in such a way that those trained to deliver UNPLUGGED will all be given SS1 classes to take. This way they will be in a position to implement the programme.
- Few teachers trained had finished implementing the programme with the students but lack materials to continue with another arm of the class was raised in all schools affected. Materials should be made available to these teachers to continue
- Transfer, resignation or retirement of some teachers meant that the not all schools had the complement of teachers to implement the programme. There is a need to train more teachers in each of the schools such that where there is a transfer that the school will still have complement of teachers that can implement the programme.
- Teachers that were trained, particularly in the adaptation phase as well as the randomized control phase have since stopped implementation of the programme. Many indicated interest in continuing to implement the programme is materials were made available. It is recommended however that prior to their being required to trained another set that they should go through a refresher training.
- In some of the schools the students have seen this in line with or as a club. There is a need when training of the UNPLUGGED teachers to emphasize that this is not a say no to drugs campaign or club, but focus on building skills. Teachers should be encouraged to pin point the skills acquisition and comprehensive social influence stance by de-emphasizing the harmful effects of drug use.
- The non-payment of some of the teachers as at the time of the monitoring visit also affected moral of teachers who were implementing the programme. There is a need for the remunerations and entitlements for this group of teachers to be paid on time.
- This time shortening and constraint that teachers feel when implementing UNPLUGGED has led some to move UNPLUGGED training to times they have social club or at weekends or evenings. For best results, it is important that students perceive UNPLUGGED as part of the overall subjects they need to learn, this is enhanced by having lessons during the lesson times. Some teachers in addressing this challenge have moved UNPLUGGED to after school periods and Saturdays. Where this is the case these teachers should be encouraged to implement UNPLUGGED during lessons times especially at the initial lessons, while moving the normal class to the other periods (after school etc). Towards the middle of the lessons teachers can be times.
- There are a few schools that have allocated a specific classroom and set it up with chairs arranged in the desired form that makes for easier implementation of the programme, taking away the need to arrange and rearrange the class. Where this is possible other schools should be encouraged to do the same.

## REFERENCES

1. Emina Mehanović, Harsheth Kaur Virk, Akanidomo Ibanga, Juliet Pwajok, Glen Prichard, Peer van der Kreeft, Federica Vigna-Taglianti & the Unplugged Nigeria Coordination Group (2021) Correlates of alcohol experimentation and drunkenness episodes among secondary-school students in Nigeria, *Substance Abuse*, DOI: [10.1080/08897077.2021.1944952](https://doi.org/10.1080/08897077.2021.1944952)
2. Mehanović, E., Virk, H. K., Akanidomo, I. Pwajok J., Prichard, G., Kreeft P., Vigna-Taglianti, F., the Unplugged Nigeria Coordination Group (2020). Correlates of cannabis and other illicit drugs use among secondary school adolescents in Nigeria, *Drug and Alcohol Dependence*, 206 (1), 107457
3. Vigna-Taglianti, F, Alesina, M., Damjanović L., Mehanović, E., Ibanga A., Pwajok, J. Prichard, G. van der Kreeft, P., Virk, H.K. (2019). Knowledge, attitudes and behaviours on tobacco, alcohol and other drugs among Nigerian secondary school students: Differences by geopolitical zones. *Drug and Alcohol Dependence*, 10.1016/j.drugalcdep.2019.04.028.

**ANNEX 1****List of Master Trainers/Trainers**

S/N	Name	Station	Phone	Email
1*	Ruth Owotumi	Osun	08058022458	aowotomi@yahoo.com
2*	Akanidomo Ibanga	Abuja	08171000002	lbanga.akanidomo2un.org
3	Juliet Pwajok	Jos	08065754064	<a href="mailto:julietpwajok@yahoo.com">julietpwajok@yahoo.com</a>
4	Ann Ogbonna	Abuja	08054539945	ednaze@yahoo.co.uk
5	Amina Ibrahim	Abuja	08034962589	Aminatu75@gmail.com
6	Jude O Ikenye	Abuja	08069760335	judedanielikenye@yahoo.com
7	Elizabeth J. Atuman	Nasarawa	08064994431	<a href="mailto:jummaiati@gmail.com">jummaiati@gmail.com</a>
8	Comfort Okoye	Anambra	08047932721	<a href="mailto:innopieces@yahoo.com">innopieces@yahoo.com</a>
9	Adebomi O. Adekunle	Osun	08038549015	<a href="mailto:mayorade85@yahoo.com">mayorade85@yahoo.com</a>
10	Maria Ilugbuhi	Lagos	0801368804	mariailugbuhi@gmail.com

\*Master Trainers

## Annex 2 Process Monitoring Forms



**UNODC**  
United Nations Office on Drugs and Crime

**Response to Drugs and Related Organised Crime in Nigeria (FED/2012/306-744) (NGAV16)  
UNPLUGGED MONITORING FORM**

SCHOOL YEAR \_\_\_\_\_

ZONE \_\_\_\_\_

CITY \_\_\_\_\_

SCHOOL \_\_\_\_\_

CLASS \_\_\_\_\_

TEACHER (name, surname) \_\_\_\_\_

Number of students participating in "Unplugged" in this class \_\_\_\_\_

Which units were implemented in this class?

LESSON 1	OPENING UNPLUGGED	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 2	TO BE OR NOT TO BE IN A GROUP	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 3	CHOICES – ALCOHOL, RISK AND PROTECTION	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 4	YOUR BELIEFS, NORMS AND INFORMATION - DO THEY REFLECT REALITY?	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 5	SMOKING THE CIGARETTE DRUG – INFORM YOURSELF	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 6	EXPRESS YOURSELF	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 7	GET UP, STAND UP	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 8	THE SOCIALITE	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 9	DRUGS – GET INFORMED	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 10	COPING COMPETENCES	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 11	PROBLEM SOLVING AND DECISION MAKING	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED
LESSON 12	GOAL SETTING	NO <input type="checkbox"/>	YES <input type="checkbox"/>	<input type="checkbox"/> FULLY IMPLEMENTED <input type="checkbox"/> PARTIALLY IMPLEMENTED

Thank you for your collaboration!

### ANNEX 3. UNPLUGGED Progress Form





Response to Drugs and Related Organised Crime in Nigeria (FED/2012/306-744) (NGAV16)

**Unplugged Progress Form for Federal Government Colleges implementing Unplugged, 2018**

**Instructions: Form should be completed by the school Principal or senior teachers or administrators who are aware of the *Unplugged* programme.**

**This form should be filled and sent back to the Federal Ministry of Education via email to Mrs. Chinwe Pauline at [okerekechinwe56@gmail.com](mailto:okerekechinwe56@gmail.com)**

1. Details of person/s completing the form

Name	_____
Designation	_____
Department	_____
Date	_____

Name	_____
Designation	_____
Department	_____
Date	_____

2. Details of School

2.1 Name of school	_____
2.1 Address of school	_____
2.3 Zone	_____

3. Details of staff who have been trained on Unplugged in school.

No.	Name	Primary subject of teaching	Date of Unplugged training	Is the teacher still in the same school
1.				
2.				
3.				
4.				
5.				
6.				
7.				

This project is funded by the European Union



Response to Drugs and Related Organised Crime in Nigeria (FED/2012/306-744) (NGAV16)

### Unplugged Progress Form for Federal Government Colleges implementing Unplugged, 2018



S/N	ITEM	RESPONSE
1.	When did your school initiate the Unplugged programme for the first time?	____/____ (month/year)
2.	When was the last time that Unplugged was implemented in your school?	____/____ (month/year)
3.	How many pupils have benefitted from the Unplugged programme to date (completed Unplugged)	
4.	a. Do you feel your school is benefitting by being part of the Unplugged programme?	(yes/no)
	b. Please explain reasons briefly	
5.	a. Did you receive adequate Unplugged material (school books, teachers books, playing cards)?	(yes/no)
	b. If no, Please describe shortage	
6.	a. Will you be continuing to implement the Unplugged programme in future years?	(yes/no)
7.	b. Please explain reasons briefly	

8. What can the Federal Ministry of Education do to assist you in implementing Unplugged

- Training \_\_\_\_\_ (yes/no). If yes, how many teachers \_\_\_\_\_
- Material \_\_\_\_\_ (yes/no). If yes, how much material is needed \_\_\_\_\_
- Other \_\_\_\_\_

## ANNEX 4 SEMI-STRUCTURED INTERVIEW FOR TEACHERS



Response to Drugs and Related Organised Crime in Nigeria (FED/2012/306-744) (NGAV16)

### Unplugged Monitoring Form, Nigeria 2018

#### SEMI-STRUCTURED INTERVIEW WITH TEACHERS IMPLEMENTING UNPLUGGED

#### SEMI-STRUCTURED INTERVIEW WITH TEACHERS TO BE ADMINISTERED BY MONITORING TEAM

**INSTRUCTION:** This is a Semi-Structured Interviews of approximately 45 Minutes with individual teachers using the standard list of questions. The line does not have to be strictly followed, but at the end of the interview the interviewer checks if all items are covered.

**NOTE:** It is important to probe and get concrete examples of the different experiences and perspectives of the teachers.

*As much as possible in recording of the response of the teacher it should be verbatim or nearly so.*

#### 1. Details of monitoring team

Name	_____
Designation	_____
Department	_____
Date	_____

Name	_____
Designation	_____
Department	_____
Date	_____

#### 2. Details of School

2.1 Name of school	_____
2.1 Address of school	_____
2.3 Zone	_____

#### QUESTIONS

3. Tell me, did the students enjoy participating in the Unplugged programme? Can you give some examples?



Response to Drugs and Related ~~Organised~~ Crime in Nigeria (FED/2012/306-744) (NGAV16)

## Unplugged Monitoring Form, Nigeria 2018

### SEMI-STRUCTURED INTERVIEW WITH TEACHERS IMPLEMENTING UNPLUGGED

4. What were the most captivating exercises or activities you observed during the Unplugged programme?
5. What specific things or in which specific areas did you observe changes in the students learning?
6. Which difficulties did the students encounter during the course of implementation of the programme/lessons?
7. Were there any situations in the class or in the school that may have hindered the smooth delivery of the lessons? Probe for specific things that may have disrupted the programme.
  - a. Is there adequate time allotted to delivery of Unplugged in the week?
  - b. Do you have adequate material/stationery for implementing Unplugged?
8. Were there any cultural issues that arose, which may have hindered the smooth flow of lessons? Probe for situations where the students seemed uninterested?
9. Was the training provided to you adequate and did it help in implementing the Unplugged in your school? Probe.
10. Is the Unplugged material provided to you of adequate quality and quantity?
11. Will you be implementing Unplugged in the next term? If no, explain why. If yes, explain what support is needed to help you improve delivery of Unplugged.
12. How many lessons has the Teacher taught in this current term \_\_\_\_\_
13. Any other observations.

## ANNEX 5 FOCUS GROUP DISCUSSION WITH STUDENTS



Response to Drugs and Related Organised Crime in Nigeria (FED/2012/306-744) (NGAV16)

### Unplugged Monitoring Form for Nigeria 2018 Focus Group Discussion with Students

#### Instruction for Focus Group Discussion with Students – APPROXIMATELY 1 HOUR

This will be a focus group discussion with 6-10 students in a group. Request is made for these students to be selected to participate in the focus group discussion. This must be students that are participating in the UNPLUGGED programme.

This group discussion is to take place in a comfortable setting in the absence of any of the teachers. Once students have gathered for this meeting they should be seated in a circle and the monitor leads the discussion.

“Welcome to this select group, you were selected as one of those who have experienced UNPLUGGED. We are interested in hearing what your experience of Unplugged has been. This would help us better understand

1. Your experience in going through this programme.
2. The impact that it has had on you and other students.

**NOTE for MONITOR:** Please in taking notes of the students' responses; record their responses verbatim. It is important with each question to probe and get concrete examples of the different experiences and perspectives given by the student.

#### QUESTIONS

1. Details of monitoring team

Name	_____
Designation	_____
Department	_____
Date	_____

Name	_____
Designation	_____
Department	_____
Date	_____



Response to Drugs and Related Organised Crime in Nigeria (FED/2012/306-744) (NGAV16)

**Unplugged Monitoring Form for Nigeria  
2018  
Focus Group Discussion with Students**

**2. Details of School**

2.1 Name of school	_____
2.1 Address of school	_____
2.3 Zone	_____

3. Did you enjoy being part of the UNPLUGGED programme? Probe to find why they enjoyed it or did not enjoy it.  

■
  
4. Do you think that the programme helped you to answer questions you had about yourself and the choices you make? Probe for concrete examples of how this programme has helped them to understand themselves better.
  
5. After participating in the programme do you now know more things about the consequences of using cigarettes, alcohol and other drugs. Do you find this helpful? Probe to find out how this information has helped them.
  
6. Do you think that by being part of the programme your relationship with your class mates has improved? If so, give some examples.



Response to Drugs and Related Organised Crime in Nigeria (FED/2012/306-744) (NGAV16)

**Unplugged Monitoring Form for Nigeria  
2018  
Focus Group Discussion with Students**

7. Do you think that by being part of the programme your relationship with your teachers has improved? If so, give some examples.
  
8. What is the perception of Unplugged among others in your class? Did they find it useful? Did they find it enjoyable?
  
9. What did you not like so much about the programme. Give some suggestions for improvement in the future?