

France



ECPA/BPC 2006

Please answer the following questions in English.

1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)

2. What is the title of the project?

ADDICTION PREVENTION COMPETITION

3. Please give a short general description of the project.

REGION: ALSACE

DATE AND IMPLEMENTATION PERIOD OF THE PROJECT:

2001/2002 to 2006/2007 School year

Coordination

Juvenile crime prevention Unit (French gendarmerie)

The anti-drug trainers

227 rue de Bâle 68054 MULHOUSE CEDEX

03.89.63.42.87

and

Le CAP

Association for prevention and the care with the drug addicts

4-6, rue Schlumberger – 68200 MULHOUSE

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This project entails the creation of pedagogical material aimed at preventing addictive behaviours amongst teenagers. The choice of the material is made after a meeting of the various partners and based on the students surveyed during the first meetings.

This material is then distributed in all the schools, mainly in secondary schools up to fourth form, of the Haut-Rhin *département* (French territorial division). It can take

the form of posters (2001, 2002), T-shirts or comic strips (2003, 2004). This year, a tray set was chosen and 300,000 of these sets will be distributed in school canteens of the *département* and in Mac Donald's restaurants with an advertising campaign.

School year	Items distributed	
2001 / 2002	T-shirts (1,400)	Posters (10, 000)
2002 / 2003	T-shirts (2,000)	Posters (12,000)
2003 / 2004	Comic Strip competition (10,000)	
2004 / 2005	Comic Strip competition (12, 000)	
2005 / 2006	leaflets (30,000)	Necklaces (5,000)
2006 / 2007	Tray sets (planned distribution:300,000)	

This initiative seeks to allow third and fourth form students to become players in their own prevention, instead of being listeners of institutional prevention messages. This direction was chosen as messages coming from peers are better perceived. However, this prevention approach is preceded by the intervention of health and prevention professionals, aimed at giving students a better understanding of drug addiction.

Any volunteer teachers can supervise and carry out the project (Art teacher, Science teacher, French teacher...). The work is done in joint collaboration with the medico-social team, anti-drug trainers and contributors from CAP, an association for drug addiction prevention.

At the end of this first phase, teachers follow the various steps of the work carried out by groups of 4 students (maximum) to design the pedagogical material on addictive behaviour. It must be illustrated using drawings or photographs and texts. The objective is to create a prevention message by and for young people. Students are free in their choice of content, forms, colours and techniques (drawing, painting, collage, photos, montage...). Only a small space must be left for the logos of partners.

Students whose projects are chosen by the panel of judges will be rewarded during an awards ceremony chaired by the *Préfet* (Prefect) of COLMAR. The chosen pedagogical material is first distributed in the *département*, then throughout the *académie* (local education authority).

Furthermore, other projects are chosen for use in itinerant exhibitions in which students' work is shown in schools, associations or institutional bodies. Five student projects are currently being used as pedagogical material to initiate dialogue with students during institutional information sessions.

The main prizes awarded are portable CD players, MP3 players, cinema tickets, sports goods, DVD players, jewellery and coupons offered by partners.

4. Please describe the objective(s) of the project?

1. Raising awareness amongst secondary school students by providing preliminary information on the dangers of drugs and alcohol. This information is provided by the Cap association, the *national gendarmerie* and the *national police*.
2. Allowing a prevention message to be created by young people, for young people, and separate from prevention concepts traditionally designed by adults.
3. Designing a prevention strategy by causing students to question themselves through the creation of projects using images, photos, drawings and the symbol of the message to be passed on. This should cause them to take a stance on drug use (learn to say no), but also to be more responsible thanks to the impact of the message directed at their peers.
4. Valuing the artistic work carried out by promoting distribution of the booklets in different places where young people can be found throughout the *département*.
5. Perpetuating the initiative by securing it for instance, with the *CESC - Comité d'Education à la Santé et à la Citoyenneté* (Committee for civic education in schools), the consulting body for implementing prevention initiatives in secondary schools, and extending it to other schools so as to create large-scale action throughout the *département*.
6. Raising awareness amongst potential drug users of the dangers of these substances and the implications of breaking the Law.

5. How was the project implemented?

This project has existed since 2001.

This project started in 1997 with a partnership between anti-drug trainers from the *Groupement de Gendarmerie Départementale du Haut-Rhin* (Departmental grouping of French gendarmerie units for the Haut Rhin area), and the CAP association. As a part of prevention initiatives, anti-drug trainers from the Mulhouse *brigade de prévention de la délinquance juvénile-BPDJ* (juvenile delinquency prevention unit) started this competition in 2001. However, seeing the *Groupement de Gendarmerie Départementale du Haut-Rhin* could not receive subsidies directly, it decided to work in a partnership with *le CAP* (an association for the prevention and treatment of addictions that is under the responsibility of the Haut-Rhin *conseil général* (*département* council) along with financial support from the *Mission Interministérielle de Lutte contre la Drogue et la toxicomanie* (Interministerial mission for the fight against drugs and drug addiction).

From 2001 to 2004, the 41 *collèges* in areas under the jurisdiction of the national gendarmerie were involved in this initiative. But as the years went by, 10 other *colleges* located in areas under the jurisdiction of the national police expressed interest in this competition.

As a result, **for the 2005-2006 school year**, anti-drug training police officers were given the chance to participate in this project.

This good idea has therefore gradually become a good practice which is now spreading throughout the *département* thanks to its success with students.

2005 PROJECT SCHEDULE (an example):

1 – First school term 2005: contacts and meetings with partners from October to November. Meeting with the chosen classes at this level (one or several) for presentation of the project and interaction on the concept. Launch of activities and information sessions on drug addiction by anti-drug trainers from the *Gendarmerie* of the Haut-Rhin area, anti-drug training police officers from the Haut-Rhin area and contributors from the CAP association. This will depend on the schedule set up with the various *collèges*.

2 – Second term of the 2005/2006 school year: launch of the production of leaflets and continuation of activities and interventions in classrooms.

3 – End of the second term, completion of the work and selection of a panel of judges to decide on the best project carried out.

4 – During the third term of the 2005/2006 school year: the finished product will be printed and awards will be handed out during an awards ceremony. The following bodies will be invited: representatives from the Haut-Rhin *prefecture* (administrative office of the Prefect), the *accadémie*, the Interministerial mission for the fight against drugs and drug addiction, the national Gendarmerie, the national police and the Conseil Général (department Council).

Types of prizes: 1st prize, 2nd prize, 3rd prize, special award for the judges' favourite choice, road safety award, best message award, best graphics award, humour award and originality award.

6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

As a part of the interventions carried out by the B.P.D.J. among young people, the partnership has existed for several years with the Le CAP association and schools in the *département*. This project has made it possible to widen the range of interventions. It is essential to point out that there is complementarity between the initiatives. Students can therefore observe the consistency of the prevention messages from specialised educators, health professionals and law enforcement officers. The fact that the project is a partnership shows students that different professional bodies can transmit the same message while maintaining their specificities (notably in terms of the law and authority). This is perceived as a strong sign for students, teachers and principals.

The main partners:

1- Anti-drug trainers from the *direction départementale de la sécurité urbaine du*

Haut-Rhin (Departmental Directorate for Urban Safety of the Haut-Rhin area – national police).

2- Prevention contributors from the CAP, *association pour la prévention et les soins aux addictions dépendant du conseil général du Haut-Rhin* (an association for the prevention and treatment of addictions under the responsibility of the Haut-Rhin conseil général).

3- The MILDT (Interministerial mission for the fight against drugs and drug addiction).

4- The cabinet director for the Prefect of the Haut-Rhin area, MILDT departmental head of mission

5- The Chief education officer for the Haut-Rhin area represented by the head of mission for the prevention of urban violence.

This project is also sponsored by businesses such as:

CARREFOUR - ILE NAPOLEON (store)

BUT (store)

DECATHLON - WITTENHEIM (store)

HYPERMEDIA (store)

KINEPOLIS - MULHOUSE cinema complex

SOLEA urban transport

DYCTAL (digital energy)

TOURMALINE Jewellery shop - 68510 SIERENTZ

ROLAND Garage - 68400 RIEDISHEIM

MAURICE Garage - 68100 MULHOUSE

7. How did you build in plans to measure the performance of the project?

The evaluation questionnaire handed out to students at the end the programme, covers the following dimensions (see the attached questionnaire):

- Knowledge acquisition
- Implication as an actor in prevention
- Freedom of expression
- Group work

Student interest

This questionnaire makes it possible to determine the first choice for the material and also the strategy to employ with the students. By taking into account the observations made by students, trainers are able to regularly reassess themselves and measure the impact of the project.

This assessment is carried out in order to find out if the third and fourth formers who participated in creating this material acquired knowledge on the issue of drugs.

Since 2001, the results have demonstrated that out of a sample of 500 students:

- 74% of the students broadened their knowledge on the topic of addictions.
- 100% of the students were actors in prevention, as they worked alone or in groups to create prevention material alongside teachers.
- 60% of the students worked alone. Teachers are free to choose the approach they use to produce the material. This means that some teachers use this project to give individual or overall grades. However, the work handed in is not censored.
- 82% of the students were able to express themselves freely.
- 60% of the students found this project and the group work involved interesting.

Based on the additional comments section of the evaluation, it appears that students encountered difficulties when creating the pamphlet and some preferred the comic strip format. This explains, for the most part, why student participation fell during the 2005/2006 school year.

8. Has the project been evaluated? How, and by whom?

Over the entire period during which the pedagogical material was developed (since the 2001 school year).

HEADS OF EVALUATION:

- The CAP association,
- national gendarmerie,
- national police,

The project was evaluated on the basis of a questionnaire for qualitative assessment, and in terms of the number of participating *collèges* and students for quantitative assessment.

9. What were the results? How far were the objectives of the project achieved?

2001-2002 school year: 5 *collèges* ie around 450 students participated. (start of the project)

2002-2003 school year: 7 *collèges* ie around 530 students participated.

2003-2004 school year: 11 *collèges* ie 900 students participated in the competition (comic strips).

2005/2006 school year: 8 *collèges* of the *département* participated in this initiative, i.e. 530 students.

2006/2007 school year: 12 *collèges* have currently signed up.

Results obtained since 2001

Around 3,000 students have participated in this project. For the great majority of them, being able to transmit prevention messages on drug use was motivating. They were also able to freely decide how the information would be presented, in the same way as the actors in prevention initiatives.

This project has now become a part of the initiatives carried out by the *comités d'éducation à la citoyenneté des établissements scolaires* - CESC (Committee for

civic education in schools). It allowed transversal teaching to take place between the various subjects studied at the *collège* (e.g. French/Art and Craft/ Science).

In 2005/2006, 30,000 copies of the winning booklet were printed and distributed throughout the *département* during interventions in schools and other structures (fairs, companies, socio-cultural centres, career forums, cinema complexes, shopping centres and public relations events).

Lessons learnt:

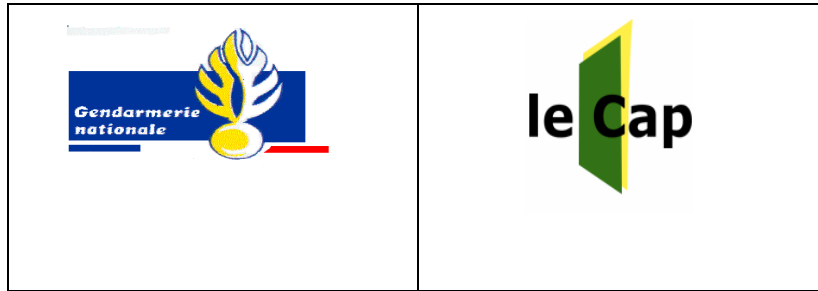
The last evaluation carried out among third and fourth formers revealed that the creation of material such as leaflets can cause various difficulties in terms of design and presentation.

It is also essential to regularly renew the material used to disseminate prevention messages in order to keep it up-to-date and suited to the day to day reality facing young people.

For the **2006/2007 school year**, it was decided that the material would be presented using a tray set. This tray set will be distributed in different places where young people can be found (school canteens, fast food joints, self-service restaurants...) in the *département*. Mac Donald's restaurant chain also wishes to participate in this distribution.

10. Are there reports or documents available on the project? In print or on the Web? Please, give references to the most relevant ones.

Letters from several authorities and newspapers articles, posters, necklaces, comics



**ASSESSMENT OF ACTION PREVENTION
PRESENTATION BOOKLET COMPETITION**

EVALUATION year 200 . / 200 . - QUESTIONNAIRE HANDED OUT TO STUDENTS

This evaluation was carried out among XXX pupils.

QUESTION No.1/ *Did this competition allow you to gain knowledge on drugs?*

YES	NO

QUESTION No.2/ *Did you enjoy participating in this competition?*

YES NO

	<i>I enjoyed this</i>	<i>I did not enjoy this</i>
<i>The topic of drugs:</i>		
<i>Creating this leaflet:</i>		
<i>Transmitting the message:</i>		

QUESTION No.3/ *Were you able to create this leaflet freely?*

YES	NO

Did you enjoy it YES NO

Did you work in a group?

YES	NO

Did you enjoy it YES NO