

NCCCE



FAMILY LIFE AND EMERGING HEALTH ISSUES CURRICULUM

QUALITY ASSURANCE TOOLS

FOR COLLEGES OF EDUCATION IN NIGERIA

The Family Life and Emerging Health Issues Quality Assurance Tools was developed by the National Commission for Colleges of Education in collaboration with Action Health Incorporated with support from The Ford Foundation, West Africa Office.

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I am pleased to present these Quality Assurance Tools developed by the National Commission for Colleges of Education (NCCE) in collaboration with Action Health Incorporated (AHI) aimed at helping lecturers of the Colleges of Education in the implementation of the Family Life and Emerging Health Issues (FLEHI) curriculum introduced by the National Commission for Colleges of Education (NCCE) in response to the national call of preparing the teacher educators, teacher training institutions, education policy makers and practitioners to fight the HIV and AIDS pandemic. The Quality Assurance Tools respond to the challenge of preparing teachers who are better equipped with the knowledge and skills to teach the Family Life and HIV Education (FLHE) curriculum at the basic education level more effectively. The main objectives of the quality assurance tools are:

- to align the themes and contents of the NCE FLEHI curriculum with the Family Life and HIV/AIDS Education curriculum for basic education;
- develop a quality assurance tools that will assist lecturers of Colleges of Education in the successful implementation of the FLEHI course; and
- provide teacher educators with the necessary quality assurance tools for monitoring and evaluating the FLEHI course at the NCE level.

The focus on teacher educators is premised on the belief that teachers are the greatest resource that we have in the preparation of young people for productive and healthy living in the society. Teachers are among the most prominent influence that affect not only the students' academic performance, but also their social behavior. In this regard, it is hoped that the information contained in these tools will, in addition to equipping the teacher educators with the essential skills to effectively deliver the FLEHI curriculum, also impact tremendously and positively on the sexual behaviour of their pre-service students with its potential multiplier effects on the entire basic education sector.

I wish to thank and commend Action Health Incorporated for their collaborative support in this regard and for adding value to both the NCCE's and the country's fight against the HIV and AIDS pandemic.

I encourage our teacher training institutions to utilise this resource to draw upon for their own strategic purposes as well as lecturers to use it as a source for their continued learning and teaching for optimal impact on their pre-service teachers.

Prof. M. I. Junaid
Executive Secretary, NCCE.

12th February, 2009



These Quality Assurance Tools for the effective implementation of the Family Life and Emerging Health Issues (FLEHI) Curriculum for the Colleges of Education in Nigeria have been produced through the collaboration between the National Commission for Colleges of Education (NCCE) and Action Health Incorporated (AHI). The initiative was led by Prof. Mohammed Junaid, the Executive Secretary of NCCE, with the active support of the National Coordinator HIV and AIDS Unit, Federal Ministry of Education (FME), Mrs Z.U. Momodu. We are indeed very grateful to both of them for their commitment to this initiative.

These Quality Assurance Tools is a further demonstration of the commitment of several key stakeholders in the education sector to reducing new HIV infections and mitigating the impact of AIDS amongst young people at the basic education level. Thus, the development of the Quality Assurance Tools benefitted from the expert contributions of the following persons Dr. Alex Abdullahi Maiyanga, Mrs. Modupe Olokun and Mr. Chukwuma Ugwuanyi of NCCE, Mr. Julius Ameh of Federal Ministry of Education, Mr. Sola Adara of Nigerian Educational Research and Development Council (NERDC), Mr. J. B. Fadokun of National Institute for Educational Planning and Administration, Dr. Charles Ugwuegbulam of Alvan Ikoku College of Education, Dr. Muhammad Shaaba of Federal College of Education, Kontagora; Dr. B. A. Adeniji of Federal College of Education, Abeokuta and Mallam Idris Saba of Federal College of Education, Yola, Dr. Uwem Esiet, Ms. Damilola Abokede, Dr. Dorothy Ofoha, Mrs. Ayo Gbemileke and Mrs. Josephine Muyiwa-Afolabi of Action Health Incorporated, Professor Konstance McCaffree of the Human Sexuality Program, Widener University USA, and Mrs. Olanrewaju Buhari, Mrs. Evelyn Okene, Mr. Adekunle Adegboye, Mr. Olakunle Olaniran of the Lagos State Ministry of Education.

We are also very grateful to the Ford Foundation, West Africa Office for providing the funding for the development of these Quality Assurance Tools in Nigeria. Finally, I urge all our Teacher Educators to make very good use of these Quality Assurance Tools and to share their feedback with us at NCCE and AHI.

Nike O. Esiet (Mrs.)
Executive Director,
Action Health Incorporated, Lagos



MATRIX FOR MONITORING AND EVALUATION OF FLEHI CURRICULUM IMPLEMENTATION

MATRIX FOR MONITORING AND EVALUATION OF FLEHI CURRICULUM IMPLEMENTATION

The Matrix for Monitoring and Evaluation of FLEHI curriculum implementation presents the types of the instruments; the purpose for using each type of the instruments; evaluation criteria associated with each tool; evaluation descriptions and code; and the evaluation standards, and interpretations of the results emanating from each of the instruments.

S/No	Name of Instrument	Aim	Evaluation Criteria	Evaluation Description and Code	Evaluation Standard and Interpretation
M&E/GSE/N CE124/001	Pre and Post Attitude Inventory	To determine attitude/opinions of the trainees towards various aspects of the FLEHI curriculum before and after under-going training.	<p>Evaluation aspects include:</p> <p>Category A - Attitude towards the purpose and objectives of teaching and learning of FLEHI in schools</p> <p>Category B - Attitude towards the use of various teaching and learning strategies to deliver the FLEHI curriculum in schools.</p> <p>Category C - Attitude towards work plan/work planning tools for the implementation of FLEHI curriculum in schools</p> <p>Category D - Attitude toward limitations in the delivery of FLEHI curriculum in school.</p> <p>Category E - Attitude towards conducting activities to enhance the delivery of FLEHI curriculum in school.</p> <p>Category F - Attitudes towards assessment of FLEHI teaching and learning outcomes in school</p>	<p>Strongly Disagree(SD) =1</p> <p>Disagree(D)=2</p> <p>Agree(A)=3</p> <p>Strongly Agree(SA)=4</p>	<p>1.00- 1.74=SD</p> <p>1.75 - 2.49 = D</p> <p>2.50 - 3.24 = A</p> <p>3.25 - 4.00 = SA</p> <p>1.00 - 2.49 = Needs efforts</p> <p>2.50 - 3.24 = Attaining</p> <p>3.25 - 4.00 = Attained</p>
M&E/GSE/N CE124/002	Pre and Post Knowledge Inventory	To determine the knowledge of the trainees about FLEHI issues before and after under-going training	The items contains - items drawn from the FLEHI curriculum contents.	Trainees scores on the instrument are based on 100%	<p>Scores between:</p> <p>a. 1%-69%= Needs Efforts</p> <p>b. 70%-89%= Attaining</p> <p>c. 90%-100%= Attained</p>

S/No	Name of Instrument	Aim	Evaluation Criteria	Evaluation Description and Code	Evaluation Standard and Interpretation
M&E/GSE/N CE124/003	Ability of Facilitator to implement FLEHI curriculum	To evaluate the ability of FLEHI facilitators in the use of the principles of Activity, Student centred, Experimental and Improvisation (ASEI) approach to teaching based on Plan, Do, See and Improve (PDSI) techniques.	The items are divided into two major sections, namely: a.) Plan, Do, See and Improve, and b.) Activity, Student centred, Experiment and Improvisation. Each of the broad category is further divided into subsections	Assessment is based on four point scale, Namely: a. A little = 1 b. Fairly Adequate = 2 c. Adequate = 3 d - A great deal =4	Scores between: a.1.00-1.74=A little b. 1.75-2.49=Fairly Adequate c. 2.50-3.24=Adequate d. 3.25-4.00=A great deal Scores between Efforts 1.00-2.49=Needs 2.50-3.24=Attaining 3.25-4.00=Attained
M&E/GSE/N CE124/004	Lesson observation to assess classroom Delivery of FLEHI contents.	To access trainees perception of quality of classroom activities in the delivery of the FLEHI contents by facilitators.	The instrument has three broad Sections, namely: a. Teaching procedure b. Fundamental Technique/Methods c. Management. Each broad section is further divided in sub-sections	Assessment is based on four point scale, namely: a. Fail = 1 b. Average +2 c. Good = 3 d. Excellent = 4	1.00- 1.74=SD 1.75 - 2.49 = D 2.50 - 3.24 = A 3.25 - 4.00 = SA 1.00 - 2.49 = Needs efforts 2.50 - 3.24 = Attaining 3.25 - 4.00 = Attained

S/No	Name of Instrument	Aim	Evaluation Criteria	Evaluation Description and Code	Evaluation Standard and Interpretation
M&E/GSE/N CE124/005	Assessment of Institutional Preparedness to implement FLEHI curriculum	To monitor and evaluate the extent of an institutional preparedness to implement the FLEHI curriculum/training.	The instrumentation is divided into: a. Planning b. Availability of Accessibility c. School Arrangements d. Teacher Training in FLEHI e. Classroom Delivery	Assessment is based on four point scale, namely: a. Fail = 1 b. Average +2 c. Good = 3 d. Excellent = 4	1.00- 1.74=SD 1.75 - 2.49 = D 2.50 - 3.24 = A 3.25 - 4.00 = SA 1.00 - 2.49 = Needs efforts 2.50 - 3.24 = Attaining 3.25 - 4.00 = Attained

TOOL FOR ASSESSING INSTITUTIONAL PREPAREDNESS OF THE IMPLEMENTATION OF FLEHI

Institution (Name and Address): _____

Date of Commencement of Implementation: _____

Name of Assessor: _____

Date of Assessment: _____

Instructions: Please indicate your assessment of the institutional preparedness of the institution by ticking (✓) the appropriate box on the rating scale.

Rating Scale: 1 - Fair; 2 - Average; 3 - Good; and 4 - Excellent

S/N	LEVELS OF PREPAREDNESS	Fair	Average	Good	Excellent	Comment
1.0	CATEGORY A : PLANNING	1	2	3	4	
1.	Written work plan with a timeline for curriculum implementation					
2.	Plan for funding, implementing and assessing the FLEHI curriculum					
3.	Clear delineation of roles and responsibilities between relevant departments in the implementation and assessment of FLEHI curriculum					
4.	Adequacy of financial and administrative support for procurement and distribution of FLEHI resource materials in the school					
5.	Adequacy of financial and administrative support for training of lecturers in FLEHI					
6.	Activities by (GSE Department) to increase community awareness and support for FLEHI implementation					
7.	Involvement of Gatekeepers (Parents, Religious leaders and opinion leaders) in advocacy efforts at community level.					
8.	Plan for sensitization of school gatekeepers, administrators, teachers, and other staff to support FLEHI implementation as well as pre-service and in-service professional preparation and technical assistance.					

LEVELS OF PREPAREDNESS					
S/N	Fair	Average	Good	Excellent	Comment
2.0 CATEGORY B : AVAIL ABILITY AND ACCESSIBILITY OF FLEHI RESOURCES					
1.					Funding for procurement and development of FLEHI resources (at national/state levels) in the school
2.					Availability of national FLEHI curriculum in the school
3.					Distribution of FLEHI curriculum in schools
4.					Distribution of FLEHI curriculum to lecturers
5.					Availability of teacher resources and guides for teaching FLEHI topics
6.					Availability of pupils/students textbooks on FLEHI topics
7.					Availability of teaching aids for FLEHI topics, e.g. charts, posters, anatomical models, etc.
8.					Availability of gender-sensitive FLEHI resource materials in terms of contents, teaching methodologies, language, examples, and illustrations.
9.					Relevance of FLEHI resource materials to learners' needs.
10.					FLEHI resource materials are sensitive to socio-cultural setting of the state
11.					FLEHI materials include instructional methods for acquisition of knowledge and improving values, attitudes and skills.
12.					FLEHI materials include instructional methods that enable pupils/students to participate actively in learning activities and helps them personalize the information

LEVELS OF PREPAREDNESS					
S/N	Fair	Average	Good	Excellent	Comment
3.0 CATEGORY C : SCHOOLS' PREPAREDNESS					
1.					Template that integrates the FLEHI curriculum into designated carrier subjects
2.					Trained FLEHI carrier subject teachers to implement the curriculum
3.					Sensitization/orientation conducted for other teaching and non-teaching staff
4.					Follow-up training /professional development opportunities available for trained teachers, administrators, and other staff responsible for FLEHI curriculum implementation
5.					Awareness and support of parents and other stakeholders on the implementation of FLEHI curriculum
4.0. CATEGORY D : STUDENT TEACHER TRAINING IN FLEHI					
1.					Trainings conducted for student teachers in the school
2.					Certification for teachers teaching the FLEHI curriculum
3.					Trainings conducted by trainers with the relevant expertise in FLEHI content and teaching methodology
4.					Content of the training addressing guidelines for classroom teaching
5.					Content of the training addressing ethics for teaching FLEHI
6.					Methods of instruction that enable youth to be actively involved and to personalize the information and lessons learned
7.					Methods of instruction that promote the acquisition of positive values, attitudes, and life skills by learners.

TOOL FOR ASSESSING ABILITY OF TRAINERS TO IMPLEMENT FLEHI CURRICULUM

TOOL FOR ASSESSING ABILITY OF TRAINERS TO IMPLEMENT FLEHI CURRICULUM

M&E/GSE/NCE124/003

Name of the Trainer: _____ Sex: _____

Theme: _____

Topic/Subtopic: _____ Level: _____

Number of Students: _____

Area of specialization of Trainer: _____

- 1- A little
- 2- Fairly adequately
- 3- Adequately
4. A great deal

Plan		1	2	3	4
P1	The work plan took into account students' backgrounds such as learning difficulties, their needs/interests/misconceptions, growth of skills and previous experience in relation to the topic				
P2	The work plan was appropriate and realistic in the lights\ of the lesson content and students' abilities/skills/interests				
P3	Facilitators prepared appropriate and adequate materials for use				
P4	Improvised training materials based on available resources.				

(Teach) Introduction

Do		1	2	3	4
D1	Introduction incorporated previous knowledge/skills/everyday experience and linked them to the new topic				
D2	Introduction was clear on what facilitators wanted the students to learn (clear statement of objectives)				
D3	Introduction was stimulating enough to arouse the interest and curiosity of the students				

Development

Do		1	2	3	4
D4	Lesson encouraged students to express their prior experiences and explain their ideas related to the content				
D5	Lesson encouraged students to give their own suggestions/predictions and helped to discuss how they differed from those held by others and to verify them through activities facts, etc.				
D6	Lesson encouraged students to give their own observation/results in the activities and to discuss how they differed from those of others				
D7	Lesson facilitated growth of process skills such as observing, measuring, identifying variables, planning experiments, etc.				
D8	Facilitator dealt with students' question, misconceptions and reinforced learning at each step				
D9	The lesson encouraged active participation of students in the main teaching steps				

Counseling

Do		1	2	3	4
D10	Lesson encouraged students to draw conclusion				
D11	Lesson was suitably summarized and follow-up activities given				
D12	The lesson assisted students to view the content in relation to what they come across in the				
D13					

Class management

Do		1	2	3	4
D14	The facilitator organized and conducted lesson taking into account the individual differences in student capability				

Instructional materials/media

Do		1	2	3	4
D15	The facilitator made effective use of the teaching/learning materials and media				

See (evaluate)

See		1	2	3	4
S1	Facilitator supervised class work				
S2	Facilitator was attentive to the needs of students – with low ability and high academic ability				
S3	Facilitator kept eye contact with students to monitor their feelings				
S4	Facilitators encourage students to ask questions and clear misconceptions.				
S5	Facilitator asked questions to check students' level of understanding.				

Improve

Improve		1	2	3	4
Im1	Facilitator rephrased questions or instructional statements as necessary				
Im2	Facilitator interjected rightly and called to attention inattentive students				
Im3	Facilitator gave further guidance to students on lesson activity(ies)				
Im4	Facilitator made appropriate adjustments in the conduct of the lesson				
Im5	Facilitator gave educational tasks by the end of the lesson				

ASEI	1- a little; 2 – fairly adequately; 3 – adequately; 4 – A great deal	1	2	3	4
Activity	The lesson was activity- focused: a. Practical work was conducted. b. Appropriate tasks for discussion were given. c. Students asked/ answered questions				
Student involvement	The lesson was student- centered: Evidence a. Students were effectively encouraged to give their prior experiences and explain their ideas related to the content. b. Students were effectively encouraged to give their own suggestions/predictions and helped to discuss how they differed from those held by others and to verify them through activities, facts, etc. c. Students were effectively encouraged to give their own observation/ results in the practical work and to discuss how they differed from those of others d. Students were encouraged to evaluate lesson				
Activity Effectiveness	The practical work helped to achieve the objective(s) of the lesson Evidence: a. Students were able to solve related problems. b. Students were able to make deductions from the activities carried out. c. Students were able to verify suggestions/ predictions.				

ASEI	1- a little; 2 – fairly adequately; 3 – adequately; 4 – A great deal
Improvisation	Improvisation was practiced during the lesson: Evidence: a. Modified/simplified activities small scale activities were done (scale down) b. Utilization of available materials in students' immediate environment (make do). c. Teacher produced and or utilized improvised equipment through deliberate efforts. d. Students were able to use improvised materials effectively. e. Students' participation was enhanced/ increased.

Name of Assessor: _____

Signature and Date: _____

TOOL FOR ASSESSING CLASSROOM DELIVERY OF FLEHI CURRICULUM



TOOL FOR ASSESSING CLASSROOM DELIVERY OF FLEHI CURRICULUM

M&E/GSE/NCE124/004

Name: _____

Level: _____

School: _____

Date: _____

Topic: _____

Instructions: Please indicate your assessment of the following aspect of the lesson by placing a tick (✓) in the appropriate box on the rating scale.

Rating Scale: 1 - Fair; 2 - Average; 3 - Good; and 4 -Excellent

Aspect	Rating Scale			
	1	2	3	4
A. Teaching Procedure				
1. Clarity/feasibility of lesson objectives <ul style="list-style-type: none"> ○ Stated in simple and clear language ○ Stated in terms of what learners are expected to achieve ○ Achieved within stipulated time 				
2. Appropriateness of lessons in terms of: <ul style="list-style-type: none"> a. Introduction: <ul style="list-style-type: none"> ○ Helps learners to focus on content of lesson ○ Stimulating ○ Makes references to previous lessons/everyday experiences (if applicable) b. Content: <ul style="list-style-type: none"> ○ Related to learners' previous experience ○ Geared to level of learners ○ Used variety of participatory techniques ○ Well versed in content c. Gender: <ul style="list-style-type: none"> ○ Examples free of gender bias ○ Questions distributed evenly ○ Motivational cues free of gender bias 				



Aspect	Rating Scale			
d. Language: <ul style="list-style-type: none"> ○ Voice well projected ○ Language appropriate to the level of learners ○ Facilitator defines and explains difficult terms ○ Instructions given clearly and unambiguously 				
3. Emphasis on main concepts: <ul style="list-style-type: none"> ○ Explanation and elaboration on main concept ○ Use of appropriate and familiar examples to illustrate main concept 				
4. Lesson consolidation/summary: <ul style="list-style-type: none"> ○ Recap of main points ○ Reference to main concepts ○ Sufficient time for learners to ask questions and seek clarification 				
5. Achievement of set objectives: <ul style="list-style-type: none"> ○ Appropriateness of activities to lesson objectives ○ Relevance of teachers questions to lesson objectives 				

B. Fundamental Technique/Methodology	1	2	3	4
1. Student involvement through questioning and discussion: <ul style="list-style-type: none"> ○ Relevance of teachers questions ○ Learners involvement in discussions 				
2. Student involvement in hands-on/minds-on activities: <ul style="list-style-type: none"> ○ Learners meaningfully engaged in learning activities ○ Activities presented to arouse and sustain learners interest ○ Activities presented are designed to encourage communication 				
3. Appropriateness of Demonstration and Instructional Materials: <ul style="list-style-type: none"> ○ Instructional Materials appropriate for the lesson ○ Evidence of improvisation of instructional materials ○ Evidence of economy in the use of instructional materials ○ Appropriateness of demonstrations to lesson content 				
4. Appropriateness of teacher's attitude and expression: <ul style="list-style-type: none"> ○ Facilitator promotes tolerance ○ Facilitator demonstrates respect for learners 				

Aspect	Rating Scale			
C. Management	1	2	3	4
1. Distribution of time: <ul style="list-style-type: none"> ○ Facilitator provides adequate time for tasks ○ Use adequate time for presentation of lesson content 				
2. Class control: <ul style="list-style-type: none"> ○ Facilitator engages students in relevant learning activities ○ Facilitator handles disruptive behaviour appropriately 				
3. Use of students' opinions/ ideas: <ul style="list-style-type: none"> ○ Facilitator solicits students ideas on content being taught ○ Facilitator relates students ideas to the content being taught ○ Facilitator discusses and corrects students misconceptions 				
4. Evaluation of the lesson by the Facilitator: <ul style="list-style-type: none"> ○ Includes assessment exercise before teaching ○ Includes assessment exercise during teaching ○ Includes assessment exercise after teaching ○ Uses assessment results to improve future teaching (if applicable) 				

FLEHI- KNOWLEDGE INVENTORY FOR LEARNERS



ID No: _____

Date: _____

Instructions: The purpose of this inventory is to evaluate Trainees' knowledge about the concepts of Family Life Education and Emerging Health Issues. Please consider the following statements and indicate your response by ticking (✓) either true or false in the appropriate column.

S/NO	STATEMENTS	TRUE	FALSE
1	Females use the same opening to urinate and to have sexual intercourse		
2	When a boy releases sperm it is called ejaculation		
3	When a woman releases an egg, it is called ovulation		
4	Girls usually start puberty before boys		
5	It is normal for boys to get erections even when they are not thinking about sexual intercourse		
6	A 10-year old girl cannot get pregnant		
7	Girls cannot get pregnant the first time they have sexual intercourse		
8	If you only have sexual intercourse once or twice, you can still get HIV		
9	Abstinence means choosing not to have sexual intercourse		
10	You cannot get HIV from people you know very well		
11	A girl has a problem if she hasn't started to menstruate by age 14		
12	Not having sexual intercourse is the surest way to prevent a pregnancy		
13	Most sexually transmitted diseases (STDs) go away without taking medicine		
14	Birth control pills will prevent sexually transmitted diseases including HIV/AIDS		
15	If a girl washes out her vaginal immediately after sex, she cannot get pregnant		

S/NO	STATEMENTS	TRUE	FALSE
16	Girls have to take birth control pills everyday for them to prevent pregnancy		
17	Wet dreams (nocturnal emissions) are normal part of pubertal traits.		
18	Fertilization (the meeting of the sperm and the egg) occurs first in the uterus		
19	Sperm are produced by the testicles		
20	A baby grows inside a woman's stomach		
21	You can get sexually transmitted disease if you kiss a person who has sexually transmitted disease		
22	Douching with a vinegar and water solution is a good method of birth control		
23	Nursing a baby usually prevents the mother from becoming pregnant for over a year		
24	If a man pulls out his penis from the vagina before he ejaculates, a woman cannot get pregnant		
25	Sexually transmitted diseases can be spread through sexual contact other than intercourse		
26	In its early stages, HIV can be cured with the proper doses of penicillin		
27	A man can usually tell more easily than a woman if he has sexually transmitted infection such as gonorrhea or Chlamydia		
28	Males produce semen for 1-2 years before sperm is produced		
29	Men cannot get HIV if they have intercourse first with a virgin		

S/NO	STATEMENTS	TRUE	FALSE
30	The size of a man's penis is related to his body size		
31	The clitoris has no known function		
32	If a man pulls out a penis from vagina before he ejaculates, a woman cannot get HIV infection		
33	A man is born with a certain amount of semen, once the supply is used up, his sex life is over		
34	Masturbation is usually harmful and can cause acne		
35	Alcohol is not a stimulant for sexual arousal but it can be a stimulant for sexual interest in someone else.		
36	People who have sexual fantasies are sex-crazy		
37	A man is born with a certain amount of semen, once the supply is used up, his sex life is over		
38	Menopause in women is accompanied by a sharp and lasting reduction in sexual drive and interest		
39	Impotence (inability to get and maintain erection) in men over 70 is nearly universal		
40	It is usual for children to masturbate		
41	A man may have trouble getting erection when he feels nervous or scared		
42	A person who masturbates is having sexual problems with his/her sexual partner		
43	During sex, using a latex condom is the best way of avoiding STIs (Sexually Transmitted Infections)		
44	The rhythm method (only having sex during the few days before and after a woman's period) is as safe as		

S/NO	STATEMENTS	TRUE	FALSE
45	Taking antibiotics before and after sex is likely to prevent STIs		
46	A woman can only get pregnant if she has orgasm during sex		
47	A man who wears women's clothes is homosexual.		
48	When a boy does not have sexual intercourse for a long time, his testicles will burst open		
49	HIV can be transmitted through mosquito bites		
50	The more times that a boy and a girl spend together alone, the more likely it is that they will have sex together		

THE PRE AND POST ATTITUDE INVENTORY FOR LEARNERS



THE PRE AND POST ATTITUDE INVENTORY FOR LEARNERS
M&E/GSE/NCE124/001

Name of the Trainee: _____

Sex: _____

Area of specialization: _____

The purpose of this questionnaire is to evaluate the FLEHI Trainees' opinion on their roles during the delivery of FLEHI curriculum in the school.

Please consider each of the following statements and indicate the response that reflects your opinion about your situation by putting a tick (✓) in the appropriate column.

Key: SD Strongly Disagree; D Disagree; A Agree; SA Strongly Agree

CATEGORY A

Item No	Statements regarding your teaching/learning of FLEHI activities	SD 1	D 2	A 3	SA 4
1	Teaching and learning of sexuality in schools is a welcome idea and must be sustained.				
2	Sexuality education should be introduced at all levels of the education system.				
3	Aspects of FLEHI curriculum dealing with sexuality should be taught at the primary school and junior secondary school level.				
4	Students are encouraged to think especially about their attitudes during the teaching/learning of FLEHI				
5	Students are helped to understand procedures in FLEHI experiments/practical activities.				
6	FLEHI students are encouraged to think creatively during teaching/learning of FLEHI.				
7	Students are assisted to view the relevance of the FLEHI learned in class in relation to what they come across in real-life situation.				
8	Students are encouraged to design activities aimed at solving problems on FLEHI issues				
9	FLEHI is not primarily a theoretical and abstract subject				
10	Students should voluntarily opt to do FLEHI activities above and beyond the minimal expectations especially in the community				
11	FLEHI is usually taught to enable students to master the subject content and not necessarily to excel in the final examination				

CATEGORY B

Item No	Statements regarding your teaching/learning of FLEHI activities	SD 1	D 2	A 3	SA 4
12	FLEHI students are helped to make precise/and accurate observations during practical sessions				
13	Class discussions are encouraged during FLEHI teaching/learning sessions				
14	FLEHI students are encouraged to write reports on the activities/practical work they do during FLEHI classes (lessons).				
15	During FLEHI activities /practical work session, students are encouraged to make their own predictions/suggestions				
16	Students are encouraged to verify their predictions or suggestions through evidence/facts in text books/journals/experiences				
17	Students are encouraged to verify their predictions or suggestions by doing activities that are based on a scientific idea				
18	Students are encouraged to participate in activities as FLEHI lessons progress				
19	Individual attention is paid to students in a FLEHI class				
20	Group work should be encouraged during FLEHI teaching and learning sessions				
21	FLEHI facilitators are able to guide students with poor study habits				
22	FLEHI is taught/ learned as sets of rules and skills.				
23	FLEHI students with difficulties are given more exercises and practice on observation /practical work				
24	FLEHI facilitators can use appropriate questions/answer techniques with reinforcement of student' responses accordingly				
25	FLEHI facilitators provide their students with comprehensive instruction that includes what to do, how to do it and when and why to do it				
26	FLEHI facilitators promote retention of content taught by occasional review activities and with opportunities for students to practice what they have learnt especially on positive living.				
27	Methods/ approaches used in the teaching and learning of FLEHI issues encourage learners not to engage in unwanted sexual activities.				
28	Participatory approach is used during FLEHI sessions				

CATEGORY C

Item No	Statements regarding your teaching/learning of FLEHI activities	SD 1	D 2	A 3	SA 4
29	School duties, other than teaching, do not hinder effective implementation of FLEHI curriculum				
30	High student/facilitators ratio in school hinder effective implementation of FLEHI curriculum				
31	Facilitators incorporate students/ practical activities (or ideas) when planning for FLEHI teaching/learning sessions				
32	Where activities are not possible FLEHI facilitators plan for other meaningful improvisation for their students.				
33	FLEHI facilitators should prepare work-out examples related to subject content areas to be taught ahead of the lesson				
34	FLEHI facilitators prepare teacher-friendly and student-centred work-plans for their daily lessons				
35	FLEHI lessons are designed such that the sequence of ideas or events makes sense and the relationships among them are clear to students				
36	FLEHI facilitators usually prepare FLEHI work plans in time				
37	FLEHI facilitators usually make effective use of FLEHI work plans				
38	Time is effectively managed during FLEHI lessons.				
39	Updated inventory of the FLEHI equipments, apparatus and other training materials is maintained.				
40	Effort is made to develop and use improvised FLEHI training materials based on available resources.				
41	Good interpersonal relationships are usually maintained among trainers, participants and support staff during FLEHI lesson.				
42	Feedback on various aspects of FLEHI is usually gathered, analyzed and interpreted				
43	Effort is usually made to improve on subsequent FLEHI facilitation, based on the report of analysis and interpretation of feedback obtained from the previous sessions.				

CATEGORY D

Item No	Statements regarding your teaching/learning of FLEHI activities	SD 1	D 2	A 3	SA 4
44	FLEHI facilitators rely on improvisation where facilities are limited in school.				
45	FLEHI facilitators are able to conduct teaching lesson even where there is shortage of conventional teaching materials and aids in school				
46	FLEHI activities are not hindered by low morale among fellow teachers in school.				
47	FLEHI facilitators are able to deal with students with different socio-economic backgrounds in class				
48	Religious background of students does not need to hinder the teaching and learning of FLEHI in school				
49	Team facilitation enhances teaching/learning of FLEHI				
50	Facilitators usually practice improvisation to supplement shortage of equipment and materials when teaching sexuality issues in school.				
51	Facilitators usually practice improvisation to raise the interest and curiosity of the student				

CATEGORY E

52	FLEHI students are usually made to perform activities to aid learning of FLEHI concepts				
53	FLEHI students are usually made to perform activities for them to develop various skills				
54	FLEHI facilitators are able to conduct practical sessions that require safety precautions.				
55	Where necessary, FLEHI facilitators simplify or modify activities.				
56	Students are encouraged to take part in demonstrating activities dealing with sexuality issues in the FLEHI curriculum				
57	Equal opportunity should be given to both male and female students to participate in practical demonstration of sexuality issues in the FLEHI curriculum				
58	Assignment of roles when discussing sexuality issues in the FLEHI curriculum should respond to gender issues/concerns.				

CATEGORY F

Item No	Statements regarding your teaching/learning of FLEHI activities	SD 1	D 2	A 3	SA 4
59	FLEHI facilitators plan for assessment as a basic part of the FLEHI teaching/learning process				
60	FLEHI students' achievement during the teaching/learning process is continuously monitored by a series of tests				
61	Continuous assessment contributes more to effective teaching/learning of FLEHI				
62	FLEHI facilitators use results of classroom assessment to gauge their own effectiveness in teaching the subjects				
63	The learner's mental state of readiness is usually considered when designing FLEHI assessment tools.				
64	Suitable assessment procedures are used to determine the level of readiness of the FLEHI learners.				
65	Effort is usually made to give learners a variety of tasks that promote their interest and understanding of FLEHI.				
66	FLEHI facilitators, when assessing, set positive and realistic goals for their classes and for individual students				
67	Question-answer technique is used in teaching/learning of FLEHI as an important assessment tool.				
68	Results of FLEHI classroom assessment are used to improve on the process of teaching/ learning the subject				
69	FLEHI students are given opportunity to give the FLEHI facilitators feedback on their lesson presentations.				

