# Enabling Access

Report of the Sexuality Education/Family Life Education Implementation Forum 13th November, 2003

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# **EXECUTIVE SUMMARY**

Young people in Nigeria are variously challenged as they grow up to deal with various issues around and about them. Whilst some of these challenges may arise due to socio-economic and political determinants, others arise as a result of lack of access to developmentally appropriate and factual information on issues of sexuality. This is even more grave considering that largely the Nigerian society has been aptly described as having a culture of silence around sexuality. For example, despite the ravaging impact of HIV/AIDS especially on our 15 - 24 age group, the desire to ensure access of information on sexuality seems not to be uppermost in the minds of a cross section of adults. Rather a wish for abstinence appears pervasive suggesting therefore that sexuality has to do with sexual intercourse only. Thus, the effort at ensuring access of young people to gender sensitive, developmentally appropriate, factual information on sexuality had gone beyond advocacy efforts but the need to begin to facilitate provision of such information through the curricula approach in the school system. It is therefore in this regard, that the bold initiative by the Lagos State Ministry of Education in flagging off this programme in the public Junior Secondary schools becomes a leading template for other state actors. The effort in Lagos State was not without her challenges, constraints and variables. However, worthy of note is the synergy of public private partnership demonstrated by the active collaboration between Action Health Incorporated and the Lagos State Ministry of Education in this remarkable programme. AHI's role was not only facilitative but in some sense technical and logistically supportive.

It is with a view to engendering such collaboration that the John D and Catherine T. MacArthur Foundation initiated and supported a one day learning exchange for selected States Ministry of Education (Enugu, Cross River and Plateau) in the first instance. Gratifying to note and acknowledge with thanks the participation of the Ministry of Education of Akwa Ibom and Benue states. Beyond these ministries of education active participation from NGOs, YARAC – Plateau, GPI – Cross River, GHARF – Enugu and AHIP – Kano is quite commendable. Also participation were from the United Nation Population Fund (UNFPA) and Chevron Texaco. A few other states were invited but couldn't make it to the meeting such as Rivers, Bayelsa, Niger, Ondo and Ogun as well as the National Institute for Education Planning and Administration (NIEPA) Ondo and National Action Committee on HIV/AIDS (NACA). The Civil Society Coalition on Education for All (CSACEFA) participation was also quite commendable.

# **ACKNOWLEDGEMENTS**

This learning forum was the initiative of the Regional Director of John D. and Catharine T. MacArthur Dr. Kole Shettima. We thank him for providing leadership in this direction and the commitment of the Foundation to promoting the well being of adolescents and youths. We extend our appreciation to other staff of the foundation in Nigeria especially Mr. Wale Ogunleye and Ms. Ere Amachree.

We are highly indepted to the Lagos State Ministry of Education and wish to thank especially Chief Taiwo Ajomagberin Chair of Post Primary Teaching Service Commission (PPTESCOM) for attending the forum as our Special Guiest of Honour.

We are very grateful to the United Nations Population Fund (UNFPA) for consistent support, and especially thank Mr. Mark Schriener for his contributions at the meeting. We are indeed highly grateful to Dr. Bode-Law Faleyimu of Chevron-Texacco, Warri and his team particularly Mrs. Jonathan and Mrs. Omiwade whose contributions to the dialogue were quite informative. Our special thanks to all the state delegates L. E Aba, H. M Nguumbur, C. C. Oluka, N. A. Etukudo, Christopher Usen, Badejo Y.F, D. O. Edide, N.A. Takon, Irene Aniyom, S. C. Choji, Rosemary K. Doh, Ifeoma Jonathan, H. D. Nwokolo, J.A. Olowofila, Lambert O. and K. Oseni, of the Civil Society Coalition on Education For All.

We also appreciate the efforts of our colleagues Prof. Obioma Nwaorgu, Bene Madunagu, Mr. Tor Iorapu and Hajia Mairo Bello in promoting and supporting access in their project states. We wish them all good health and bountiful success in the years ahead.

Our thanks also to our team of rappoteurs Mr. Akin Jimoh and Mr. Akintimi Clement from Devcom Network and Ms. Chieme Ndukwe of AHI.Our thanks to all our staff who contributed immensely to the successful delivery of this project especially Dr. Uwem Esiet, Ms. Bunmi Adeniyi and Ms. Nelly Onwordi.

# LIST OF ACRONYMS

AHI Action Health Incorporated

AHIP Adolescent Health and Information Project
AIDS Acquired Immune Deficiency Syndrome

ANCOPPSS Association of Nigerian

APIN Aids Prevention Initiative in Nigeria

ARFH Association for Reproductive and Family Health

ARH Adolescent Reproductive Health

AYFHS Adolescent Youth-Friendly Health Services
CIDA Canadian International Development Agency
CSACEFA The Civil Society Coalition on Education For All

CSE Comprehensive Sexuality Education
DFID Department for International Development

EAS Executive Airline Services

EFA Education for All EU European Union

FHI Family Health International FLE Family Life Education

GHARF Global Health and Awareness Research Foundation

GPI Girls Power Initiative

HIV Human Immuno-Deficiency Virus IWHC International Women's Health Coalition

LED Local Education District
MOWA Ministry of Women Affairs

NACA National Action Committee on HIV/AIDS

NCE National Council on Education

NDHS Nigeria Demographic and Health Survey

NERDC Nigerian Educational, Research and Development Council

NGOs Non Governmental Organisations
NIEPA National Institute for Education Planning

NYSC National Youth Service Corps

PLWHAs People Living with HIV/AIDS

PPTESCOM Post Primary Teaching Service Commission

RTIS Reproductive Tracts Infections
SACA State Action Committee on HIV/AIDS

SMOE State Ministry of Education

SOGON Society of Gyneacologists and Obstetricians of Nigeria

SPEB State Primary Education Board STDs Sexually Transmitted Diseases

TOT Training of Trainers

UNDP United Nations Development Programme

UNESCO United Nations Educational and Scientific Organisation

UNFPA United Nations Population Fund UNICEF United Nations Children Fund

UNODC United Nations Office on Drugs and Crime

USAID United States Agency for International Development VCCT Voluntary Counseling and Confidential Testing

WHO World Health Organisation

YARAC Youth Action and Reflection Centre

# **OPENING SESSION**

The opening plenary was presided over by Dr. Kole Shettima, the Regional Director John D. and Catherine T. MacArthur Foundation. In his remarks, he noted with grave concern the poor status of sexual health of young people in Nigeria especially indicators as revealed by the recent NDHS which shows an increase in unwanted teenage pregnancy and unsafe abortion. Also he drew from the recent sentential survey of STDs/HIV/AIDS which show that those between the age 15-24 are worst affected by HIV/AIDS. To bring home the issue of maternal mortality he likened it to the loss of lives due to the recent EAS plane crash where about 64 people died and that maternal mortality ratio is about twice that population dying daily. He felt that if the death of 64 drew such anger and public outcry with such urgent governmental remedial measures he cannot see why the death of about 150 women daily due to child delivery cannot attract public outburst and governmental remedy. He then went ahead to trace the effort at providing sexuality education to young people in Nigeria since 1991.

He commended the unique effort of the Lagos State Ministry of Education and felt that we could avoid dissipation of energy if we learn from the Lagos State process. He then posited the need for enhanced collaboration especially in the areas of instructional learning materials, book development and training. Whilst commending the roles of NGOs, he opined that the government was responsible for ensuring equity and therefore any scaling up effort must be at the governmental level. He informed participants that Macarthur Foundation was currently focused on work in Lagos, Cross River, Enugu, Plateau, Kano and Borno States in population program as well as having a special initiative for the Niger Delta work on human rights and university education. He commended the participation of non MacArthur focused States. He thanked Chevron/Texaco for participating and noted that there is an ongoing relationship with Chevron/Texaco to enhance university education in Nigeria.

The presentation by Chief Taiwo Ajomagberin, Chairman, Post Primary Teaching Service Commission, Lagos State, who was the Special Guest of Honour, was the working document. In his preliminary remarks he commended the John D. and Catherine T. MacArthur Foundation for this initiative. He noted that currently the foundation was supporting a baseline evaluation of sexuality education initiative in Lagos State. He noted with satisfaction the presence of several NGOs at this forum and commended them for their good work. He used the opportunity to appreciate the effort of AHI at both the National and State levels. He particularly noted the "family like" relationship AHI has with the State Ministry of Education. The highlights of his presentation of the Lagos State Ministry of Education Sexuality Education implementation include:

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- The selection of carrier subjects
- The integration of Sexuality Education into carrier subjects and the development of the scheme of work
- Selection of pilot schools/teachers
- Training of teachers
- Production of resource materials (teachers training manual and teaching aids)
- Motivation of subject teachers
- Funding of the project
- Learning exchange visit to South Africa
- Monitoring and Evaluation

He identified quite a few challenges, which included:

- Poor learning environment of pupils
- Unavailability of students texts and instructional materials
- Sustaining of subject teachers motivation to enhance.

In his conclusion, he shared some of the lessons learnt which include:

- Stakeholder wide support increase chance of success
- Study tour outcome has encouraged government to increase allocation to the programme.

# PRESENTATIONS BY PARTICIPATING STATES / INSTITUTIONS

These presentations addressed the question "where are we since the National Council on Education (NCE) gave approval in 2002 for this programme.

#### Akwa Ibom

The presentation was made by Mrs. Nse Etukudo and the highlights are:



- Sensitization programmes for parents were held to create awareness about the importance of the teaching of the subject. The response has been of mixed reactions from the parents with regards to the acceptability of the whole concept of sexuality education.
- The implementation process has been stifled by lack of funds from government. Therefore, not much has been done with regards to activities that would translate to the actual teaching of the subject in classrooms.
- The ministry has decided to adopt the multi-sectoral approach through networking and collaboration
  with other key partners including Technical Education Division, State Primary Education
  Board, Special Education Unit and formal and non-formal education agencies in ensuring the
  implementation of the project in the state.

#### **Benue State**

This presentation was made by Mrs. Lucy Aba. The highlights are:

- The ministry participated at the review workshop for the draft sexuality education curriculum.
- The State Action Committee on AIDS (SACA) was inaugurated and the committee developed a blue print on the teaching of sexual health. The blue print outlined 5 projects as follows:
- Teaching of sexual health in primary schools
- Teaching of sexual health in secondary schools
- Teaching of sexual health in tertiary institutions



- Teaching of sexual health in youth/adult formal education
- Teaching of sexual health in youth/adult informal education

(This was prior to the approval of the National curriculum)

- The ministry sent proposals to several funding agencies and eventually obtained grants for two
  projects in secondary schools from the World Bank. The first grant was used for establishing
  an HIV/AIDS Unit within the ministry as well as sensitization programmes for policy makers
  including SACA members, directors and head of parastatals.
- The ministry also participated in study tour to Oyo State to understudy ARFH's implementation
  of the Expanded Life Planning Education Programme. This was sponsored by DFID.
- Benue state has adopted the integrated approach, meaning that the subject will be integrated into 8 carrier subjects.
- A draft training manual was developed and expanded with inputs from the National Sexuality Education Curriculum, ARFH's Expanded Life Planning Education curriculum, AHI's Trainer's Resource Manual and other relevant documents.
- Sensitization seminars have been organized for relevant stakeholders including ANCOPPS, principals of secondary schools from selected zones and 23 Area Education Officers.
- The second grant from the World Bank was used to purchase resource materials on sexuality education, including 150 copies of the sexuality education trainers resource manual from AHI.
- Outstanding activities include training of teachers from 23 Local Government Areas who would be trained as master trainers. The master trainers will be expected to conduct step down training for teachers in their Local Government Areas.

#### **Cross River State:**

The presentation was made by Dr. (Mrs.) D. O. Edide The highlights are:

- The state government is interested and ready to support the implementation of the Family Life Education/HIV/AIDS curriculum.
- The state Ministry of Education made inputs at the review of the National Sexuality Education Curricullum
- The ministry is collaborating with some NGOs in organizing advocacy programmes on HIV/AIDS.
- The NYSC committee on AIDS trained corpers at the NYSC orientation camp. The trained corpers are to train peer educators in selected pilot schools.
- The ministry's participation at the meeting is aimed at learning from Lagos state efforts as well as other states in order to decide best strategies for an effective implementation of the project.



#### Chevron/Texaco

This presentation was made by Mrs. Ifeoma Jonathan.

The highlights are:

- The company provides inhouse programmes for staff and dependants as well as communities where oil drilling takes place.
- The company's interest in problems facing adolescents in these communities motivated it to design Adolescents Reproductive Health Programmes targeting adolescents aged 12 – 24 years.
- Some of the programmes executed by the company include:
  - CD Programme to promote condom use among sexually active youths
  - Carnivals for teenagers aimed at promoting the peer education approach
  - Chevron workplace HIV/AIDS prevention programme for staff and their spouses.
  - Programme targeting People Living with AIDS aimed at preventing stigmatization and maginalization.
  - Partnership with other private sectors. (The M.D. of Chevron is the Co-chairman of NACA, Private Sector Initiative)
  - Commemorative Day activities such as Candle light processions on World AIDS Day
  - Funding of NGO programmes
  - Infection control and prevention of STIs
  - Community service and awareness programme
  - Sponsor the training of female journalists on HIV/AIDS programmes
  - Organize programmes aimed at preventing mother to child transmission
  - Provide riverine ambulance services
  - Design HIV/AIDS programmes for corpers in their target communities
  - Introduced "Way Forward", an evaluation of what's been done and grey areas that
    need to be strengthened including overcoming stigmatization, changing people's sexual
    behaviours, communication strategies, improving approaches to HIV prevention, promoting
    VCT, use of condoms and RTI management as well as programme aimed at interrupting
    vertical transmission.
  - The company introduced a policy on HIV/AIDS prevention in the workplace which would be launched on World AIDS Day.
  - Distribution of male and female condoms
  - Counseling and support services for People Living with AIDS and appropriate benefits for staff/people with full blown AIDS



- Continuous awareness campaign and production of IEC materials for target groups
- Provision of access to youth friendly health services
- Training of Trade Union members during meetings (e.g. PENGASSAN & NUPENG)
- The company has received awards from the UN, UNAIDS, Prince of Wales Business Award,
   United States Secretary Award and several others based on their community interventions.

#### **CSACEFA**

This presentation was made by Mr. Kola Oseni. The highlights of his presentation are:

- CSACEFA is a coalition of NGOs in education working to achieve education for all through policy change in government with members implementing projects in their operational areas.
- At the just concluded strategic planning meeting of CSACEFA for an effective operation of the



coalition, it was agreed that CSACEFA should expand its activities to include education on sexuality in order to reduce the scourge of HIV/AIDS in the country.

#### **Enugu State**

This presentation was made by Mrs. C. O. Oluka. The highlights of the presentation are:

- The ministry received a copy of the sexuality education curriculum for review and involved people from other sectors in the review exercise.
- Successfully sensitized principals and PTAs on

Family Life Education

- The ministry participated in the study tour to Oyo State to understudy ARFH's implementation of the
  - Expanded Life Planning Education Programme.
- Collaborated with NGOs such as GHARF in training peer educators in schools
- Training of teachers could not be conducted because of lack of funds. However, budgetary allocation has been made for the implementation activities in the 2004 budget.
- Some teachers were trained by Yodel Africa and the teachers will be training 20 peer educators in their schools.
- NYSC trained corpers to handle HIV/AIDS, and sexuality education in schools. The ministry is monitoring the process.
- The ministry has also sent proposals to funding agencies but no positive response received to date.

#### AHIP, Kano

This presentation was made by Hadjia Mairo Bello, the Executive Director of AHIP. She listed the following challenges that have stood as impediments in the way of implementation of sexuality education programme in the State.



- · Conservative leaders Vs Politicking
- Frequent change of government officials which undermines advocacy efforts
- · Fear of religious castigation
- Misinterpretation of sexuality education by Islamic clerics
- She opined that a lot of sensitization programmes targeting key stakeholders including religious and traditional leaders, principals, guidance counsellors, government officials were organized and there is a lot of support from people at the grassroot. There is a lot of awareness and acceptance but no one

is willingly taking the initiative for public affirmation of the project.

- AHIP is scaling up its efforts by extending its activities to 9 other northern states.
- The organization is considering changing the name of the programme to values education since the greatest impediment has been with the use of the word "sex" or "sexuality". The content would nevertheless remain untouched.

#### **MacArthur Foundation**

This presentation was made by Dr. Kole Shettima. The highlights of the presentation are:

- Mac Arthur Foundation's work on population and reproductive health focuses on two themes:
  - 1. Reduction of maternal morbidity and mortality
  - Improving young people's sexual and reproductive health and rights

The Foundation's plan for the next 5 years is to focus on the implementation of the sexuality education curriculum. The strategy for achieving this is to focus on one state from each of the 6 geographical zones in the country – Borno, Kano, Cross River, Enugu, Lagos and Plateau states.

- One of the criteria for the selection of the states is the existence of a strong NGO that could support the process.
- The implementation of the project will be conducted across the country in phases and not



- simultaneously.
- The foundation is interested in providing grants to groups that would work proactively to build a constituency for sexuality education in the country. The challenge is how to build a constituency that would include key stakeholders such as ANCOPPS, religious and traditional leaders etc.
- The foundation is happy that although the curriculum was renamed, the content was not changed.

#### **Plateau State**

This presentation was made by Mrs. Susan Choji. The highlights of the presentation are:

- The first sexuality education curriculum in Nigeria was produced by the Home Economics Department of the State Ministry of Agric and Natural Resources in 1985.
- Sensitization programmes have been organized for chief inspectors of education and school principals
- Some teachers have been trained and the training of teachers is still on. Trained teachers were encouraged to conduct advocacy programmes in their communities.
- A total of 20 peer educators in each of the 73 schools have been trained
- The ministry is collaborating with NGOs such as YARAC to conduct training programmes on sexuality education.
- The ministry staff are committed to the successful implementation of the programme
- Primary school teachers would also be trained
- Advocacy visits targeting religious leaders were conducted
- The ministry in collaboration with UNFPA have implemented POP/FLE in the 73 schools where peer educators were trained.
- Have conducted faith based programmes that promote abstinence.



This presentation was made by Mr. Mark Schreiner. The highlights of his presentation include:

- UNFPA's focus for its 5 year cycle is concentrated in 15 states of Ogun, Osun, Delta, Rivers, Abia, Enugu, Borno, Gombe, Nasarawa, Plateau, Kebbi, Sokoto, Katsina, Edo, Anambra.
- The POP/FLE programme was initiated by UNFPA in the first 12 project states. (less Kebbi, Sokoto and Kastina) Teachers and students were trained as master trainers and peer educators respectively. The sexuality education is within its POP/FLE package
- Since the inception of the programme, there has been limited success as a result of low level



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of awareness and understanding of sexuality education. Teachers did not have adequate skills level.

- New country programmes Plan of Action is aimed at building on progress made in the 4<sup>th</sup> country programme and this includes:
- At Federal Level there will be engendering the teaching of POP/FLE.
- At State Level there will be
  - Provision of youth-friendly services
  - Sensitization of teachers with more focus on tertiary level institutions
  - In-school programming in secondary schools in twelve states
  - Three day orientation on teaching of sexuality education for previously trained teachers
  - Training for new teachers using Teachers Manual on Comprehensive Sexuality Education
  - School based health clubs with focus on Guidance Counsellors
  - Using the Parent-Child Communication Manual to educate parents and teachers
  - Operationalizing the use of the parent-child communication manual



# **ISSUES AND RESOLUTIONS**

Various issues came to the fore as either questions or concerns largely as a result of the presentation by the Lagos State Ministry of Education and these were well discussed, clarifications provided where necessary and resolutions reached. These issues include:

- Motivation of Teachers: It was agreed that the role of teachers in implementing this initiative was key thus there was the need to ensure that teachers were well taken care of for the programme to succeed. Such motivational issues include provision of letters of commendation/awards as necessary, adequate care for teachers during training including provision of accommodation for distant living teachers from training sites. Also subject teacher learning forum should be encouraged.
- Monitoring and Evaluation: The state machinery responsible for education must ensure synergy
  for this to be successful e.g. in Lagos the team for M and E include both staff of PPTESCOM and
  SMOE, NGOs including PTAs.
- SMOE & AHI Collaboration How Long?: AHI since inception in 1989 had been working with the arm
  of the SMOE called the Local Education District (LED) Offices through the co-curricular Department
  of the Ministry. However, the current relationship with the Curriculum Services Department dates
  back to about 5 years. AHI now has documentation with the SMOE Headquarters at State Secretariat
  in Alausa.
- What Informed the Choice of Two Subjects at Each Level: The Lagos State Ministry of Education was mindful of the NCE resolution that advised that this should be infused into relevant carrier subjects. Also, SMOE is abiding with the consensus reached at a previous stakeholders forum, which decided that the carrier subjects should be compulsory subjects and thus recommended as follows:
  - JSS Social Studies and Integrated Science
  - SSS English and Biology.

The programme also drew from the lesson of the POP/FLE, which was integrated, into seven subjects and the cost implication arising from that was enormous. Also the state was mindful that there was the need for a fast track approach because of the ravaging HIV/AIDS scourge.

What is the Role of the Guidance Counsellor in Ensuring the Success of this Programme: The
pivotal roles of guidance counsellors are acknowledged. However, not all schools have guidance
counselors and their roles are largely supportive, despite the fact that in some schools some of them
are also subject teachers. In Lagos state, in the years past AHI had facilitated learning sessions for
some guidance counsellors.

- Do We Have S.E/FLE Coordinators or is it within the Job of HIV/AIDS Desk Officer: This
  was considered a SMOE prerogative to deal with this issue. However, it was all agreed that
  it was desireable to have a fast track approach that ensures access of young people to age/
  developmentally appropriate, factual, gender sensitive sexuality education that can be scaled
  up.
- What Happens to SSS Students: The Lagos SMOE has set up two teams to develop scheme of work for selected carrier subjects in both Senior Secondary and Primary School Levels.
- Is it Possible To Have Uniform Plan of Implementation for All States: Education is on the concurrent list and therefore each state government has a right to chart its own path. What we foresee is collaboration and not imposition. States are to work within their peculiarities as directed by the National Council Education (NCE).
- Are There Plans to Train More Teachers in Lagos State: Yes. As a result of lessons learnt
  on the South African study tour, the state government has released funds for the training of
  additional teachers for sexuality education implementation in the state.
- What Was the Role of PTA in the Implementation Process in Lagos State: AHI has a very good relationship with the PTA in the state. The association has always been involved in the advocacy process and infact, the state PTA Chairperson was around during the training of teachers to encourage them. AHI recognizes the important role of parents and therefore with the support of the PTA's leadership, AHI attends PTA meetings to make presentations as appropriate.
- <u>Does Sexuality/Family Life Education Mean HIV/AIDS Education</u>: HIV/AIDS education is integral to a comprehensive sexuality education (CSE) programme. The UNAIDS Benchmark for life skills education was shared out. Also a CSE programme always incorporates the gender dimension.
- Can We Promote Sexuality Education During Commemorative Day Celebration: Yes.
   During march past, sports and other events, messages on positive sexuality can be displayed or distributed.
- What Does Training of Teachers Entail: Training emphasis of subject teachers is on three
  critical issues viz sexuality comfort, facilitation techniques and content. This is further reviewed
  at the practicum via peer, students and facilitators feedback. Some of the trained teachers can
  be used to conduct step down training.
- Are there Provision for Retraining of Teachers: Yes, update for teachers is planned. The Curriculum Services Department of the Ministry of Education is to establish a resource center

and organize periodic updates.

• What Constitutes Monitoring and Evaluation: Monitoring and Evaluation is to enable us check what information is passed on to students, how is it understood and utilized by students.

A baseline survey was conducted as part of take off actions.

# FUNDING OPTIONS FOR SEXUALITY EDUCATION/FAMILY LIFE EDUCATION

Participatory discussion on sources of funding was facilitated by Dr. Uwem Esiet. It was identified that there are different funding opportunities, but that donors have their respective area of focus and look out for specific things. The government contribution lies essentially in payment of staff salaries, infrastructure development and sometimes payment for services

The strategic issue here was leveraging fund support for this programme with a view to answering the following question: what should be done to attract fund in order to commence and sustain sexuality / Family Life education programs.

Thus funding sources for the purpose of this forum were classified as:

- Constant i.e. such source is present in every state in Nigeria
- Variable i.e. such source only present in certain states of the federation.

#### Some of the constant funding sources identified are:

- Government
- Philanthropies
- Private Sector
- Religious bodies
- Parents
- Communities
- Alumni Associations
- UNICEF/WHO/UNDP
- World Bank

#### Variable Funding sources includes:

- Individuals with special interest in subject area
- UNFPA
- Ford Foundation
- USAID
- MacArthur Foundation
- CIDA
- UNESCO
- UNAIDS
- JICA
- UNODC
- APIN
- Carter Foundation
- E.U
- SIDA
- MOVIB
- Bill Gates Foundation
- CAJAB e.t.c

# ACCELERATING CHANGE AT RESPECTIVE STATE LEVELS

Participants deliberated on critical actions that will promote accelerated cost effective programming at each sate level. Such identified actions include:

**Participants Report / Approach**: Trip reports should be completed and submitted in earnest. Participating official should see themselves as programme managers and officers. They must update themselves continuously, think and act strategically. Enhanced commitment is necessary for success.

**Advocacy**: Each state team were to identify critical persons/actors for this exercise. Such persons include the Honourable Commissioner and permanent secretary for Education who will support a budget line for this programme.

**Networking**: All state actors are encouraged to share information and lend support to each other. They are not competitors but compliments. Be more of "facilitators" than "doers"

**Leveraging Critical Opportunities**: For example State Education for All efforts, SACA, POP/FLE programmes and other such opportunities must be embraced and collaborated with

**Capacity Building:** Capacity of all implementers to be built through various means including learning exchange, orientations, and trainings.

**Stakeholders Support**: It is critical to involve all critical stakeholders, empower them through information sharing, and encourage them to present issues and solution options to policy makers

**Media Support**: Strategic media support must be sought as informed discourse will promote programme implementation.

**Co-curricular Approach**: Guided co-curricular approach to be used such as Peer Education, School clubs establishment etc to complement classroom teaching.

# **GROUP WORK REPORTS**

This session was to enable state teams identify actions that would be taken over the next six months to one year that would accelerate implementation at state levels. The report by states are as follows:

#### Lagos State:

- More parents will be encouraged to be part of the implementation because whatever information is given to students should be reinforced by parents
- Enhanced dissemination of information which should be broad based to homes, extended family, villages, mosques, churches and sensitization of colleagues in the office.
- Involve all the arms of the media e.g. television, radio, newspapers and magazines.
- Establish a mechanism of dissemination of information about sexuality education by the trained teachers to their untrained colleagues in schools.
- Peer educators will be trained and have to be reinforced to maintain high quality of knowledge on sexuality education.
- Commence monitoring which should be a continuous process and this should be by teamwork to consist of MOE officials, PPTESCOM and AHI. The students should also be made to monitor their teachers.
- Seek increased funding from LASG and other donor agencies

#### **Cross Rivers State**

- Briefing the Honourable Commissioner, Permanent Secretary, Directors verbally and through report writing. The report will include highlights of presentations and recommendations from the meeting.
- Courtesy call to the community and religious leaders by the participants as a team. (Nov. 17<sup>th</sup> 5<sup>th</sup> Dec. 2003)
- Formation and inauguration of committee on sexuality education
- Sensitization of stakeholders a one-day workshop
- Development of workplan for implementation of sexuality education
- Identification of roles of key stakeholders
- Development of MOU
- Identify monitoring plan/team (one week workshop \* bulleted points 2-7)
- Networking with Lagos State MOE to share information.

#### **Plateau State**

- Meeting of Programme Implementation team (representatives at the forum) to develop strategies for engaging with other critical stakeholders by NGO and representatives from Plateau state
- Identify and sensitize key officers in MOE on the Lagos implementation model by Director of schools.
- Identify and sensitize other critical stakeholders e.g. State House of Assembly chair on education, PTA, ANCOPPS, traditional and religious leaders, to seek support for Sexuality Education by implementation team.

Identify groups working on sexuality education for networking and collaboration

#### **Enugu State**

- Familiarization meeting with SMOE, NGOs, PPSMB, and SPEB to brief them on the outcome of this
  meeting
- Planning meeting with people identified above. Issues to be addressed are scheme of work, signing
  of MOU, and identification of roles
- Targeted advocacy- Hon Comm., Perm Sec, Directors, with a view to obtaining budgetary allocation
- Selection of 100 schools from six education zones using determined criteria
- Sensitization of principals, chairmen and secretary of PTAs 1st Week Dec 2003
- Selection and training of teachers 2 per school in 6 batches from 6 zones for 2 weeks each using existing manual. – Jan – March 2004
- Sensitization of other teachers
- Situation analysis in selected schools to test level of knowledge of teachers and students April
   June 2004
- Implementation in school Sept 2004
- Monitoring and Evaluation
- Networking with Lagos State and others involved in the programme on going

# **CLOSING SESSION**

A very brief, but impressive closing session was held. Participants by State/institutions made comments the highlights of which include:

- Commendation for the Lagos State Government, AHI and MacArthur Foundation
- Seek support of AHI and MacArthur Foundation for implementation in their states
- Commend the demonstration of public private partnership by the Lagos State implementation model
- States represented not many, thus invitations should be extended to all states
- Other donors/stakeholders should be invited to participate at future forumMs. Ere Amachree in her close out statement on behalf of the Foundation stated as follows:
- Appreciated all the participants for their time and contributions
- Observed that the Lagos effort is a challenge to every other state present
- Access to age/developmentally appropriate, gender sensitive information and skills on sexuality is important for all young people
- Observed that participants are strategically positioned to facilitate implementation of programmes at their states
- During the implementation process, sector wide stakeholders should be included especially religious leaders, alumni association and parents
- Depend less on foreign donor support rather seek resources from within with increased commitment

so as to ensure that our young people have better choices and lives.

Mrs. Lambert, the Director Training and Staff Welfare, Post Primary Teaching Service Commission Lagos Commented as follows:

- Thanked MacArthur and AHI
- Commended Lagos State for the level of commitment to the programme.
- Wished every participant journey mercies

# **VOTE OF THANKS**

Dr. Esiet, on behalf of Action Health Incorporated, expressed the appreciation of the organization to all and pledged the commitment of AHI to partner with MacArthur to ensure that all decisions reached are implemented including wide dissemination of this report.

# **ANNEXES**

A: Programme

B: Lagos State Presentation

C: UNAIDS Benchmark for Life Skills Education

D: Participants List

# ANNEX A:

## **PROGRAMME**

**8.30am – 9.00am** - Arrival & Registration

**9.00am – 9.10am** - Welcome

**9.10am – 9.30am** - Introduction

**9.30am – 9.45am** - Purpose of the Meeting

9.45am - 10.15am - T E A B R E A K

**10.15am – 12.15pm** - Presentation By The Lagos

State Ministry of Education

**12.15pm - 1.15pm** - Feedback/Discussions

1.15pm - 2.15pm - *L U N C H* 

**2.15pm – 3.00pm** - Next Steps

**3.00pm – 3.10pm** - Closure

# **ANNEX B:**

# IMPLEMENTATION OF SEXUALITY EDUCATION IN LAGOS STATE

#### THE ISSUES

- Integration of Sexuality Education into carrier subjects (development of the Scheme of Work)
- · Selection of pilot schools/teacher
- Training of teachers
- Production of resource materials (teachers' training manual & teaching aids)
- Motivation of teachers that would teach the subject
- · Monitoring and Evaluation

#### THE PROCESS

#### **Planning Workshop**

#### 1. Participants at the workshop:

- MOE Officers
- Resource Persons from the University of Lagos (Faculty of Education and Department of Psychology)
- AHI team (including a Monitoring and Evaluation Consultant)

#### 2. Outcomes of the workshop:

- Workplan for the implementation activities
- Identification of roles and responsibilities of all key partners
- Draft copy of the M.O.U. to ensure sustainability of the project
- Communiqué of meeting outcomes
- Monitoring and Evaluation plan

#### Integration of Sexuality Education into carrier subjects (Scheme of Work)

- 1. Selection of carrier subjects at JJS level:
  - Social Studies
  - Integrated Science

#### 2. Integration of Sexuality Education into carrier subjects:

- · Review of Scheme of Work
- Sexuality Education topics can be identified as topics 2, 4 and 6 in the scheme of work
- Each carrier subject will be taught for three periods of 40 minutes per period in a week
- (A teachers' guide will have to be produced for the scheme of work)

#### **Identification and Selection of Pilot Schools:**

#### 1 Number of schools selected:

100 public junior secondary schools from the three Senatorial Districts

#### 2. Criteria For Selection:

- Schools had to be selected from the three Senatorial Districts through the Stratified
   Random Sampling Method
- Types of schools to be selected were model, upgraded and general schools
- · Selected schools were to be from rural and urban areas
- Selection also had to be based on gender classifications such as: boys schools, girls schools

#### 3. Method of Selection - Stratified Random Sampling Method:

Stratified Random Sampling involves dividing the population into homogenous subgroups and then taking a simple random sample in each subgroup. This method is preferred because It makes it possible to represent not only the overall population, but also key subgroups of the population, especially small minority groups. It is essential that the units in the population are randomly ordered with respect to the characteristics that is being measured

#### **Screening and Selection of Teachers:**

A total of 200 (two hundred) teachers were selected from the pilot schools based on a set of criteria. Two teachers (One Integrated Science teacher and one Social Studies teacher) were selected from each of the schools. The teachers were selected based on the following criteria:

- The teacher must be a classroom teacher teaching either Social Studies or Integrated Science at the Junior Secondary School level
- He/she should have a minimum of five years teaching experience in a secondary school
- He/she must be responsible and committed to his/her profession

#### Sensitization Of Teachers And Other Key Stakeholders

- 1. Sensitization seminar for teachers: A sensitization seminar was organized for all Integrated and Social Studies teachers in the State. The purpose of the seminar was to sensitize the teachers who would be teaching the subjects about the changes that would be made and its relevance/importance to young people.
- 2. **Sensitization of other key stakeholders:** Other sensitization activities organized were targeted at principals and parents during the ANCOPSS and PTA meetings.

These activities made key stakeholders have a better understanding of the project and made them support the process.

#### **Training of Teachers**

- Participants: Teachers and key staff from the Curriculum Services and the PP TESCOM.
- Duration: Two weeks of training conducted in seven batches
- Focus of Training: Teachers' sexuality comfort level

Teaching methodology

Content

#### **Production of Resource Materials**

- Comprehensive Sexuality Education Trainers' Resource Manual: The Comprehensive Sexuality Education Trainers' Resource Manual was produced and distributed to each of the teachers that were trained. Each school would also have a copy, which would be kept, in the library.
- Teaching Aids: During the training, the teachers suggested a list of teaching aids that would be
  useful in the teaching of the subject. This has been designed and is being reviewed by experts
  before final production.

#### Capacity Building Activities for the MOE-Study Tour To South Africa

Study Tour To South Africa: The Commissioner for Education, the Chairman PP TESCOM,
the Permanent Secretary of the Ministry of Education and the Curriculum Services Director
participated in a study tour to South Africa to understudy the Guateng Province Department of
Education's successful implementation of the Sexuality Education programme in schools. The
one-week study tour further strengthened the Ministry's capacity in the implementation of the
project.

#### **Monitoring And Evaluation**

- Monitoring and Evaluation Team: A monitoring team comprising of LED inspectors as well
  as the PP TESCOM staff was set up to ensure an effective monitoring of the teaching of the
  subject. The Sexuality Educator's Assessment Form was also designed and reviewed as one
  of the tools for monitoring.
- Monitoring and Evaluation Training: A training was organized for the M & E team to build their
  capacity for monitoring and evaluating the teaching of sexuality education in schools. Fifty-five
  LED inspectors and PP TESCOM staff participated in the training.
- **Data Collection Training**: The Philliber Research Associates, New York conducted a data collection training for the data collection team from the Ministry of Education. The aim of the training was to build the capacity of the MOE staff in data collection.
- Baseline Survey: A baseline survey is already being embarked upon to facilitate an effective
  evaluation of the project. The baseline survey is being conducted by a team of experts from
  the Philliber Research Associates and the Management Strategies for Africa along with some
  PP TESCOM and MOE staff.

#### **FUNDING**

The Lagos State MOE has allocated a budget line for two years for the implementation of sexuality education in the state. other sources of income were obtained from the Ford Foundation and the MacArthur foundation through the Action Health Incorporated.

#### **CHALLENGES**

- Sexual comfort level of teachers
- Adaptation of new teaching methodologies
- Over crowded classes vis-à-vis classroom activities
- Parental/faith based support of the teaching of the subject
- Unavailability of student's text books
- Commitment and sustainability of project

#### **LESSONS LEARNT**

- Involving relevant stakeholders
- Importance of motivation of teachers (eg through exposure to trainings, awards and letters of commendation etc.)
- Feedback from young people during practicum (eye opener give examples)
- Effective monitoring is the key
- The study tour motivated the Lagos State Government to increase funds for the training of additional teachers that would teach the subject.

# **SAMPLE**

# ROLES AND RESPONSIBILITIES OF AHI\_

Action Health Incorporated will provide technical and financial support for the agreed Training/Capacity-Building, Resource Material Development and Evaluation activities required to facilitate the implementation of the Sexuality Education Programme in Lagos State.

#### Specifically AHI will:

- 1. Provide technical and financial assistance for the training of 200 classroom teachers from the 100 pilot junior secondary schools;
- Provide 1000 (one thousand) copies of the Sexuality Education Teachers'
  Training Manual (200 copies directly to trained teachers and 800 copies
  for follow-up efforts by the Ministry of Education) and, teaching charts
  for the 100 pilot schools;
- 3. Provide technical and financial assistance for the orientation workshop for 55 (fifty-five) Ministry Of Education officials and 600 teachers who will undertake specific tasks on the pilot programme;
- Provide technical assistance for the development and application of sexuality education integration materials as well as monitoring and evaluation tools;
- 5. Provide a project vehicle to facilitate designated coordination and monitoring activities;
- 6. Provide a project computer with accessories to facilitate project data processing and analysis;
- 7. Provide sexuality education reference texts for the library at the Curriculum Services Department, and;
- 8. Provide technical assistance for the advocacy and sensitization activities at the regular meetings of the identified key stakeholders.

# **SAMPLE**

# ROLES AND RESPONSIBILITIES OF The MINISTRY OF EDUCATION

The Lagos State Ministry of Education will co-ordinate and facilitate the implementation of the Sexuality Education Programme in Lagos State schools.

Specifically The Ministry Of Education will:

- Facilitate the signing of the MOU between AHI and the Ministry of Education;
- 2. Provide baseline information about schools, teachers, resources, and identify key partners that are critical to the successful implementation of the programme in the State.;
- 3. Identify pilot schools from the 20 LEDs in the State through the stratified random sampling method;
- 4. Select subject teachers that will be trained to teach the subject in the pilot schools
- 5. Organize co-ordination/sensitization meetings for identified stakeholders;
- 6. Provide periodic progress report to the Permanent Secretary and the Hon. Commissioner:
- 7. Facilitate the integration of Sexuality Education into the carrier subjects i.e. Social Studies and Integrated Science and reflect integration in the revised scheme of work;
- 8. Facilitate production of a textbook on Sexuality Education;
- 9. Identify monitoring teams and co-ordinate monitoring activities
- 10. Facilitate the dissemination of the programme activities through the MOE's
- 11. -Education News and the at the State presentations at the JCCE/NCE meetings

# **ANNEX C:**

# UNAIDS BENCHMARKS FOR LIFE SKILLS-BASED EDUCATION AND SKILLS-BASED HEALTH EDUCATION

- 1. Recognizes the child/youth as a learner who already knows, feels and can do in relation to healthy development and HIV/AIDS related prevention
- 2. Focuses on risks that are most common to the learning group and responses are appropriate and targeted to the age group;
- 3. Includes not only knowledge but also attitudes and skills needed for prevention;
- 4. Understands the impact of relationships on behaviour change and reinforces positive social values;
- 5. Is based on analysis of learners needs and broader situation assessment;
- 6. Has training and continuous support of teachers and other service providers;
- 7. Uses multiple and participatory learning activities and strategies;
- 8. Involves the wider community
- 9. Ensures sequence, progression and continuity of messages across the curriculum;
- 10. Is placed in an appropriate and effective context or subject area in the school curriculum:
- 11. Lasts sufficient time to meet program goals and objectives;
- 12. Is coordinated with a wider school health promotion program;
- 13. Contains factually correct and consistent messages;
- 14. Has established political support through intense advocacy to overcome barriers and go to scale;
- 15. Portrays human sexuality as a healthy and normal part of life, and is not discriminatory in terms of gender, race, ethnicity, or sexual orientation;
- 16. Includes monitoring and evaluation.

# **ANNEX D:**

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