



Family Life and Emerging Health Issues Curriculum Implementation:

Strategic Framework

(2011-2015)



N C C E



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Health Issues Curriculum
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The Strategic Framework 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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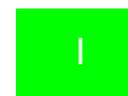


Table of Contents

	Page
Foreword	iii
Acknowledgments	iv
List of Acronyms	v
Executive Summary	vi
Vision, Mission and Mandate of NCCE	vii
Introduction	1-2
Challenges/Constraints	3
Strategic Issues	4
Guiding Principles	5
Goal, Objectives and Strategies	6-7
Implementation Matrix	8-13
Outcomes/Indicators of Progress	14

Foreword

I am profoundly pleased to present this invaluable publication titled Family Life and Emerging Health Issues Curriculum Implementation: Strategic Framework (2011-2015) developed by the National Commission for Colleges of Education (NCCE) in collaboration with Action Health Incorporated (AHI) aimed at giving implementers a path to follow.

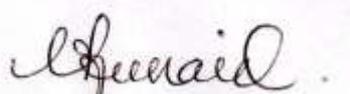
From a modest attempt at infusing the contents of HIV/AIDS education into various subject areas, we matured into designing a full course titled: Family Life and Emerging Health Issues (FLEHI) which is presently being taught as a GSE 124 course. Added to that and through the efforts and collaboration with AHI, publications which include the Training Guide and Quality Assurance Tools for Colleges of Education were developed. Since NCCE is working within a global context pursuing high profile policy implementation such as the Millennium Development Goals (MDGs) and Education for All (EFA), it is good to tailor our activities toward these goals. To align with these proposed destinies, we have developed for the first time, a strategic framework for the effective implementation of Family Life and Emerging Health Issues Curriculum.

I must underscore the strategic place of teacher educators in advancing the fight against the HIV/AIDS pandemic among our young adults. This confidence is drawn from the fact that if our trainees are properly exposed to the knowledge and skills of family life education at the pre-service level, the children they will nurture at the basic education level will also be impacted with the same knowledge and skills to defend themselves during their vulnerable years. By so doing, sexually risky behaviours among our young adults will be drastically reduced.

This roadmap is prepared to guide us in our day-to-day implementation of FLEHI Curriculum in our Colleges across the country between now and 2015. As we present this strategic plan, I encourage all stakeholders to buy-in and commit themselves to its full implementation.

This foreword would be incomplete without acknowledging the brains behind this success. The AHI conceived it, developed the concept paper, and executed it along with some staff from FME, NCCE and Colleges of Education. Indeed, NCCE owes AHI a quantum of gratitude for this collaboration. Finally, I must thank the Ford Foundation for providing the financial support that made this publication possible.

Having noted this, I hereby present this succinctly packaged Strategic Framework for Implementation of the Family Life and Emerging Health Issues (FLEHI) Curriculum - 2011 – 2015 for the use of Colleges of Education and indeed, all relevant multi-sectoral stakeholders committed to ensuring the effective implementation of this national programme.



Prof. M.I. Junaid
Executive Secretary

Acknowledgements

Following a long and painstaking process of national advocacy that secured the national policy approval of the integration of Family Life and HIV Education into the school curriculum in Nigeria, government stakeholders and non-governmental organizations have been working to ensure successful implementation of the programme at different levels of education. However, in spite of the significant progress made with scaling-up, one of the real threats to its sustainability, enhanced effectiveness and impact has been the inadequacy of the current teacher training mechanism to produce the number of teachers needed for effective programme rollout nationally. Therefore, we at AHI are very pleased to have this opportunity to partner with the National Commission for Colleges of Education (NCCE) and the Federal Ministry of Education to begin tackling this challenge.

The Strategic Framework for Implementation of the Family Life and Emerging Health Issues (FLEHI) Curriculum - 2011 – 2015 is a road map outlining the key issues and strategies for implementers and stakeholders whose responsibility it is to facilitate teacher education. The goal is to guide and fast track the scaling up of pre-service teacher training and effective implementation of the FLHE curriculum nationally. This opportunity we have had to develop the strategic framework with the NCCE under the leadership of the Executive Secretary, Prof. M.I. Junaid is golden. We are very grateful for his unflinching commitment to ensuring that Nigeria produces highly qualified and competent teachers to actualize the vision and goals of education for national development.

The development of the Strategic Framework for Implementation of the Family Life and Emerging Health Issues (FLEHI) Curriculum - 2011 – 2015 benefitted significantly from the expert contributions of Dr. Alex Abdullahi Maiyanga, Mrs. Modupe Olokun, Mr. Chukwuma Ugwuanyi and Dr. S. O. Alapa of the NCCE, Dr. Charles Ugwuegbulam of Alvan Ikoku College of Education, Owerri, Dr. B. A. Adeniyi of Federal College of Education, Abeokuta; Mallam Idris Saba of Federal College of Education, Yola, Mr. Gabriel Amudipe of the Federal Ministry of Education, Abuja, Dr. Uwem Esiet, Mrs. Damilola Obinna, Mrs. Ayo Gbemileke, Ms. Nelly Onwordi, and Ms. Temitope Ijiwole of Action Health Incorporated. Appreciation is also due to Mrs. Omolara Ogunjimi and Ms. Stella Nwogo for the publication's typesetting/layout design and for facilitating administrative processes during its development. We are also grateful to all the participants from colleges of education across Nigeria at the national stakeholders meeting convened by the NCCE for their inputs towards generating the final version of the framework.

AHI is particularly indebted to the Ford Foundation, West Africa Office for the exemplary vision demonstrated over the years including, steadfast commitment to facilitating innovation and providing funding for the implementation of the FLEHI curriculum, as well as the development of this framework, training guide and quality assurance tools.



Adenike O. Esiet
Executive Director
Action Health Incorporated

List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
COE	Colleges of Education
CSOs	Civil Society Organisations
EFA	Education For All
FLEHI	Family Life and Emerging Health Issues
FLHE	Family Life and HIV Education
GSE	General Studies Education
HIV	Human Immunodeficiency Virus
HODs	Head of Departments
ICT	Information, Communication and Technology
IDPs	International Donor Partners
MDGs	Millennium Development Goals
NCCE	National Commission for Colleges of Education
NCE	National Certificate in Education
NGO	Non-Governmental Organization
NSF	National Strategic Framework
QA	Quality Assurance

Executive Summary

Nigeria is committed to achieving both the Education for All goals, as well as the Millennium Development Goals. Teachers play key roles in the achievement of these goals. Also, the roles of teachers are Centre to advancing educational development. The National Commission for Colleges of Education as the key agency responsible for training quality teachers at the sub-degree level of the education sector has intensified efforts at ensuring the continuing improvement of teacher education standards in Nigeria. Thus the NCCE has continued to engage with partners and stakeholders in this regard, such as governmental agencies, development partners, NGOs and the private sector.

In response to reducing the HIV infections and mitigating the impact of AIDS as well as other emerging health issues the NCCE in 2009 introduced the *Family Life and Emerging Health Issues (FLEHI)*, a General Studies course in all NCE awarding institutions in Nigeria. Since the introducing of this course, the Commission has followed with keen interest the implementation with a view to continually providing the support and guidance necessary to achieving an effective implementation of the curriculum.

The development of this strategic framework of implementation 2011 – 2015, is a key deliverable that will help achieve this objective through mobilizing a cross section of stakeholders as well as serve as a tool for gauging the level of implementation. The framework is cognizant to the context in which implementation is taking place. This has provided a response that encapsulates directions and strategic actions that will fast track the accomplishment of the goal and objectives.

This framework addresses the FLEHI implementation through the following thematic areas:

- Enabling environment,
- Partnerships,
- Capacity building,
- Increase access to learning materials,
- Research, Monitoring and Evaluation,
- Funding.

Whilst the activities proposed in the framework are not exhaustive, it is envisaged that all stakeholders will be able to locate their respective roles within the framework. The framework also serves as a guide for monitoring the level and quality of implementation of FLEHI. In this regard, the framework serves as a template on which all other monitoring and evaluation efforts will take off.

Vision, Mission and Mandate

National Commission for Colleges of Education

Our Vision

Make the Colleges of Education centers of Excellence in Teaching , Learning, and Research to facilitate the production of top class teachers, highly motivated and fully prepared for teaching at the basic education level

Our Mission

Production of well motivated teachers of world class quality with high personal and professional discipline, integrity and competence for the expanding basic education sector.

Functional Mandates

The enabling decree mandates the Commission to among other functions,

- a. Advise the Federal Government, through the Honourable Minister of Education, on and coordinate all aspects of non-degree teacher education in Nigeria;
- b. Make recommendations on the National Policy necessary for full development of teacher education and the training of teachers;
- c. Harmonize entry requirements and duration of course in the Colleges of Education, Lay down Minimum Standards for all programme on teacher education and accredit their certificates and other academic awards after obtaining there of prior approval of the Honourable Minister of Education;
- d. Approve guidelines and criteria for accreditation of all Colleges of Education in Nigeria;
- e. Make recommendations on the development of pre-vocational, technical, agricultural, business and home economics education in all our primary and secondary schools and advise as to necessary facilities for them, the course requirements, the relative contribution of government and industry and how to ensure that our women take full part in these;
- f. Enquire into and advise the Federal Government on the financial needs of the Colleges and receive block grants from the Government and allocate to the colleges based on approved formula;
- g. Collate, analyze and publish information relating to teacher education in the country;
- h. Undertake periodic reviews of terms and conditions of service of personnel in the Colleges of Education and make recommendations there-on to the Government.

Introduction

The Federal Government of Nigeria provides leadership towards the attainment of the Millennium Development Goals (MDGs). In particular, the leadership provided on reducing new HIV infections and mitigating impact of AIDS has led to the progress made in the fight against HIV and AIDS. Several key significant actions to fast track the national response to HIV and AIDS had taken place in the past years including:

- National Policy on HIV/AIDS
- HIV/AIDS Emergency Action Plan 2001-2003, 2004-2005
- National Strategic Framework 2005-2009
- National Strategic Framework 2010-2015

Key to the successful delivery of the national response to HIV/AIDS is the role of the Education sector in the promotion of behaviour change and prevention of new infections.

The Education sector response has been driven by the National Policy on HIV and AIDS for the Education Sector in Nigeria as well as the National Education Sector HIV and AIDS Strategic Plan 2006-2010. Both documents derive from the existing National Policy on HIV and AIDS as well as the National Strategic Framework, the education sector response is customized to incorporate the context and goals of education delivery in Nigeria. In this regard therefore, the sector response acknowledges the fact that in Nigeria education is on the concurrent legislative list. Thus, all the three tiers of government are obliged to participate in the delivery. The Federal Ministry of Education is at the apex of education delivery in Nigeria and is responsible for policy formulation and implementation, co-ordination, maintaining standards as well as monitoring and evaluation. The Federal Ministry of Education discharges some of her functions through her departments and agencies.

One of the key agencies for the regulation of provision of teachers in the education system in Nigeria is the National Commission for Colleges of Education (NCCE). NCCE was established by Decree (now ACT) No 3 of January 1989 and as amended by Decree (now Act) No 12 of 1993.

One of the mandates of the NCCE is to supervise the production of quality teachers for the country at the sub-degree level of education. These category of teachers trained in the College of Education and other NCE-awarding institutions in Nigeria dispense education at the basic level. Thus the NCCE is responsible for ensuring that the Minimum Standards of Education at all NCE awarding institutions reflects needed changes in the curriculum over time. It is therefore in response to the challenges of HIV and AIDS and other emerging health issues that the Commission introduced Family Life and Emerging Health Issues (FLEHI) as a General Studies 124 course in 2009 for all NCE-awarding institutions in Nigeria. The successful

implementation of FLEHI will thus fast track the attainment of the behaviour change component of the NSF 2020 -2015 as expressed in the communication intervention objective 11, as well as the attainment of the MDGs.

Without doubt, the quality of teachers and outputs at the basic education level is a key determinant of the overall quality of education of the country. In addition, the teacher is a key developmental resource at every level of society. Thus, every step must be taken to equip the teacher with information, knowledge and skills to positively influence the Nigeria child and community. It is therefore imperative to writethat to attain the Millennium Development Goals as well as the Education for All goals, the NCCE would continue to take steps to improve teacher education and her preparedness for the attainment of the goals of national development.

In the last few years, the NCCE has noted the significant national investment in the health and the well being of the Nigerian child against diseases such as HIV/AIDS, communicable diseases, drugs and substance abuse. The NCCE has decided to complement all these efforts especially in the education sector response to HIV/AIDS which has led to the inclusion of the life skills based Family Life HIV Education (FLHE) curriculum in the school system. The new course, *Family Life and Emerging Health Issues (FLEHI)* which the NCCE has included in the NCE programme is designed to promote the acquisition of factual information, formation of positive attitudes and values, as well as develop skills to cope with biological, psychological, socio-cultural and spiritual development as human beings. It is also intended to build the competence and confidence of trainings in imparting knowledge of FLHE concepts at the basic school level. Effective delivery of FLEHI in our Colleges of Education will allow trainees to acquire foundational knowledge, skills and leadership they would impact in learners. This will further contribute to the attainment of healthy adults and nation.

In 2009, NCCE developed FLEHI training guides and quality assurance tools for use by the COEs. To further ensure that all Colleges of Education (COEs) accomplish the effective implementation of the FLEHI course, the NCCE has developed this strategic framework of Action (2011 – 2015); wherein all stakeholders can locate their roles. Finally, it is our expectations that all stakeholders and indeed the general public will use this framework to effectively implement FLEHI Curriculum.

The successful implementation of the FLEHI Curriculum will further help to contribute to the attainment of the national social objectives enunciated in section 17 of the constitution of the Federal Republic of Nigeria, 1999; which are Freedom, Equality and Justice.

Challenges/Constraints

Since incorporating the FLEHI curriculum into the NCE minimum standards, the NCCE has continued to encourage implementation of the curriculum at all Colleges of Education (COE) across the country. FLEHI curriculum implementation has also been supported by some NGOs, development partners and dedicated leadership in some of the COEs. Despite all these efforts there continues to be notable challenges/constraints to effectively implement the FLEHI curriculum at the COEs. Some of these challenges/constraints include:

1. Misconception of the course content as a result of stereotypes, cultural beliefs and religion.
2. Dearth of enough trained personnel, leading to high student- lecturer ratio with resultant effect of overcrowded classroom
3. Management of the teaching of FLEHI course
4. Course content is much coupled with inadequate time allotted for the FLEHI course as a one unit course
5. Inadequate resource materials for teaching and learning FLEHI including ICT.
6. Inadequate funds and absence of efforts in resource mobilization outside budgetary allocation.
7. Inadequate leadership support for FLEHI curriculum implementation at college level.
8. General lack of infrastructure for the teaching of FLEHI including inadequate classroom/hall space, erratic power supply, ICT, etc.
9. Low capacity for M & E of FLEHI curriculum implementation in the COEs.
10. Difficulties to applying learner-centred approaches to the teaching of FLEHI.
11. Inability of some lecturers/facilitators to handle sensitive content issues in FLEHI
12. Low level of awareness of appropriate policies supporting the teaching of FLEHI
13. Low level of awareness of community support available for FLEHI curriculum implementation

Strategic Issues

The following are key strategic issues that inform the development of this framework:

1. The desire of Nigeria to attain the Millennium Development Goals (MDGs), achieve EFA goals and become one of the best twenty economies in the year 2020.
2. The commitment of the NCCE leadership to a well co-ordinated programme for quality teacher production.
3. The commitment of the COEs leadership to the effective implementation of FLEHI Curriculum devoid of politics.
4. Appropriately situating of the FLEHI GSE 124 course in the General Studies Department as a multi-disciplinary course.
5. FLEHI curriculum classroom delivery is premised on learner centered, participatory facilitation methodologies in the face of large student population offering FLEHI
6. Availability of adequate fund mobilization for FLEHI implementation and proper utilization of such funds.
7. Availability of learning materials that are gender sensitive and culturally appropriate.
8. Availability of a robust quality assurance system including M &E for the FLEHI activities at the NCCE and COEs.
9. Availability of dedicated lecturers with competencies to deliver the FLEHI curriculum including use of ICT.
10. Rights based programming approaches that will ensure inclusiveness and democratization of teaching and learning.
11. Respecting the human rights of all including advancing gender equality and equity as well as the elimination of all forms of violence against the girl-child and the woman.
12. Understanding and dealing with Societal influence/Stereotypes including perceived religious beliefs, social and cultural norms as well as negative attitudes of students, teachers, parents and other gate keepers towards some FLEHI contents which are mostly misconception.
13. Inadequate preparedness on the part of some FLEHI facilitators for effective delivery of FLEHI.

Guiding Principles

Compliance with these guiding principles will enable the attainment of the goal and objectives of these interventions:

1. Strong political leadership at the Federal Ministry of Education, NCCE and Colleges of Education and other NCE-awarding institutions committed to the effective implementation of FLEHI Curriculum
2. The implementation of this Strategic Framework should be within the purview of the National HIV/AIDS Strategic Framework 2010-15, National Policy on HIV and AIDS for the Education Sector in Nigeria, The NCCE Minimum Standards and the realization of Vision 20-20-20.
3. The strategic plan is integral to the ongoing reform at the NCCE with respect to teachers standards, New college structure and New Curriculum implementation Framework
4. Activities in the Strategic Framework should be jointly implemented by dedication to forging consistent, effective partnerships and collaboration with stakeholders such as NGOs, donor agencies, and the private sector.
5. GSE 124 is a multidisciplinary course and should be situated in the General Studies Department
6. All lecturers involved in the delivery of the FLEHI Curriculum must be well grounded in the key concepts, knowledge, attitude and skills to effectively deliver the Curriculum to student teachers
7. Deployment of participatory approach in the delivery of the FLEHI Curriculum in the classroom
8. To optimize the FLEHI Curriculum, classroom delivery must accomplish the following: empower students, promote universal values, address a diversity of learning styles and abilities, promote life-long learning, respect cultural pluralism as well as affirm human dignity

Goal, Objectives and Strategies

Goal

To provide quality teachers with competencies for effective delivery of basic education curriculum in Nigeria

Objectives

1. To promote enabling environment for effective implementation of FLEHI Curriculum
2. To enhance stakeholders involvement in FLEHI Curriculum implementation
3. To build the capacities of teacher educators for effective delivery of the FLEHI Curriculum
4. To increase access to gender sensitive and culturally appropriate relevant learning materials for both teacher educators and student-teachers
5. To strengthen research, monitoring and evaluation system for effective FLEHI curriculum implementation
6. To enhance access to adequate fund/resources and ensure accountability of utilization and utilization.

Strategies:

Investing in the following identified strategic areas will help actualize the objectives of this framework. These include:

Advocacy

Family Life and Emerging Health Issues (FLEHI) as a newly introduced course in the NCE Minimum Standards, may not be welcoming to all because of socio-cultural and religious diversities. As a result, a lot of advocacy is necessary to gain the confidence and buy-in of stakeholders such as college proprietors and administrators, lecturers, parents, traditional and religious leaders and policy makers. Consequently, programmes such as consultative workshops, sensitization meetings, development of advocacy tool kits will be deployed to accelerate the implementation of FLEHI curriculum. By so doing, an enabling environment would be created for effective implementation.

Research, Monitoring and Evaluation

Effective implementation of FLEHI curriculum to a large extent depends on effective baseline and operations research as well as monitoring and evaluation. The NCCE has developed a monitoring and evaluation mechanism to guide the implementation of the FLEHI curriculum in the NCE -awarding institutions. The Commission has commenced training COE's staff on the use of the tools. Researches into FLEHI curriculum delivery at the NCE level and FLHE

Curriculum delivery at the basic level will be carried out. The results of these studies would provide opportunities for reviewing the FLEHI curriculum implementation and strategies adopted in this framework.

Networking and Collaboration

Partnership is key to the delivery of this curriculum in the areas of provision of technical assistance, capacity enhancement, funding, resources mobilisation and utilization, provision of learning materials, and co-ordination. There is therefore the need to recognize inherent challenges if multi stakeholder collaboration is not in place. Networking and collaboration would reduce conflicts and streamline actions of stakeholders.

Capacity Building

The massive promotion of transfer of knowledge, acquisition of skills and development of positive attitudes will ensure that products of all NCE awarding institutions can adequately inter phase with students at the basic education level. Capacity building for FLEHI lecturers should be a continuous process that requires the involvement of all stakeholders.

Provision of Learning Materials

Effective learner centred approach to learning relies heavily on the use of varieties of learning materials. There is therefore, an urgent need to provide varieties of learning materials for both teacher educators and student teachers. These materials must be factual, comprehensive, gender sensitive, respect cultural diversities and removal of negative stereotypes.

Funding, Resource mobilization and Utilization

Funding is key to effective implementation of any educational programme. Incidentally, budgetary allocation which is the main source of funds for the Education Sector is never enough. This makes issues dealing with funding, resources mobilisation and utilisation important for consideration in any strategic framework. Therefore, adequate funding, resource mobilisation and utilisation would facilitate effective implementation of FLEHI curriculum.

Strategy: Advocacy

Objective 1: To Promote enabling environment for effective implementation of FLEHI curriculum

Activities	Target Group	Time Line					Responsibility	Verifiable Indicators	Output
		2011	2012	2013	2014	2015			
1. Develop advocacy kits on FLEHI curriculum	Provost Deans of Education and HOD of GSE	X				X	NCCE/COEs, NGOs/IDPs	Number of advocacy kits developed	Advocacy kits developed
2. Organise annual stakeholders forum on FLEHI	Provosts Deans of Education, HODs of GSE Departments	X	X	X	X	X	NCCE/NGOs/IDPs	Number of meetings held	Stakeholders meeting held
3. Regular Consultations with stakeholders to create a sense of ownerships at NCE-awarding institutions and the NCCE	Provost, Deans, HODs of GSE	X	X	X	X	X	NCCE/COEs/NGOs	Regular consultations with stakeholders	Stakeholders take ownership
4. Advocate for budgetary allocation at COE	Provost, Deans, HODs of GSE						NCCE/COEs/NGOs	Number of COEs with budgetary allocation for FLEHI implementation	Budget allocated to FLEHI in COEs
5. FLEHI Newsletter – Bi-annual		X	X	X	X	X	NCCE/NGOs/IDPs	Number of newsletters provided	Newsletters provided
6. FLEHI Annual Award and Exhibition		X	X	X	X	X	NCCE/NGOs/IDPs	Number of Annual Award and Exhibitions	Annual Award and Exhibition organised
7. Include status of FLEHI implementation in NCCE reports and briefings		X	X	X	X	X	NCCE	Number of reports on FLEHI Implemented in NCCE Reports And Briefing	FLEHI Implementation reports

Strategy: Networking and Collaboration

Objective 2: To enhance stakeholders' involvement in FLEHI curriculum implementation

Activities	Target Group	Time Line					Responsibility	Verifiable Indicators	Output
		2011	2012	2013	2014	2015			
1. Mapping and Tracking of partners support FLEHI implementation activities	Implementing partners and CSOs	X					NCCE	Compendium of partners activities in COEs	Coordination of activities of partners
2. Convene partners forum for resource mobilization	Implementing partners and NGOs	X	X	X	X	X	NCCE	Numbers of meeting held	Partners forum constituted
3. Develop and adopt partners code of engagement	IDPs/NGOs						NCCE	Numbers of meeting held	Partners forum constituted
4. Establish task teams/consultative groups on FLEHI	IDPs/NGOs						NCCE	Number of Task team constituted	Task team constituted

Strategy: Capacity Building

Objective 3: To build capacity of teacher educators for effective delivery of the FLEHI Curriculum

Activities	Target Group	Time Line					Responsibility	Verifiable Indicators	Output
		2011	2012	2013	2014	2015			
Training of 190 GSE lecturers as master trainers on FLEHI	GSE lecturers teaching FLEHI	X	X	X			NCCE/NGOs/IDPs	Number of GSE lecturers trained as master trainers, Report of training	190 lecturers trained
Step-down training for 510 GSE lecturers on FLEHI	GSE lecturers	X	X	X	X		COE / NGOs/IDPs	Number of GSE lecturers trained. Number of COEs that submit report of step down training	510 GSE lecturers trained
Refreshers course on FLEHI for Master Trainers	FLEHI Master Trainers		X		X		NCCE, NCCE COE / NGOs/IDPs	Number of master trainees trained	FLEHI Master Trainers trained
Train lecturers on facilitation skills for FLEHI delivery	GSE lecturers	X	X				NCCE, IDPS, NGOs	Number of GSE lecturers trained on facilitation skills	GSE lecturers trained on facilitation skills
Annual Zonal FLEHI lecturers forum	GSE lecturers	X	X	X	X	X	NCCE/COEs/NGOs/IDPs	Number of zonal workshop held. Number of GSE lecturers that attended the training	Zonal workshops held

Strategy: Availability of gender sensitive and culturally appropriate learning materials

Objective 4: To increase access to gender sensitive and culturally appropriate relevant learning materials for both teacher educators and student-teachers

Activities	Target Group	Time Line					Responsibility	Verifiable Indicators	Output
		2011	2012	2013	2014	2015			
Develop student textbooks on FLEHI	Student-teachers	X	X	X	X	X	Publisher/COEs/Authors NGOs	Number of FLEHI student-teacher textbooks published	FLEHI Students- teachers textbooks produced
Develop teacher handbook on FLEHI	Lecturers of GSE department	X	X	X	X	X	NCCE	Number of FLEHI teacher handbook produced	FLEHI teacher textbook produced
Develop instructional materials	Student-teachers and teacher educators	X	X	X	X	X	NCCE/DPS/COEs/Authors NGOs/Publishers	Number of instructional materials produced	Instructional materials produced
Operationalise/Establish FLEHI resource centre	Teacher Educators	X					NCCE COEs	Number of FLEHI resource centre established	FLEHI resource centers established

Strategy: Research Monitoring and Evaluation

Objective 5: To strengthen Research, Monitoring and Evaluation System for effective implementation of FLEHI Curriculum

Activities	Target Group	Time Line					Responsibility	Verifiable Indicators	Output
		2011	2012	2013	2014	2015			
1. Conduct baseline survey on the curriculum delivery at the basic education level	All NCE awarding Institutions	X					Management of all NCE- awarding institutions	1. Presence of QA Unit 2. Schedule of duties for the staff of QA Unit 3. List of staff in the QA Unit	QA unit established in all the NCE- awarding institutions in Nigeria
2. Capacity Building to strengthen the competences of QA officers in M and E protocols	Officers in QA Units	X	X	X	X	X	Management of all the NCE-awarding institutions, NCCE, Ips eg MacArthur, Ford Foundation etc	1. Workshop schedules 2. Reports on workshops or capacity building conducted 3. Evidence of attendance to relevant training	QA officers in the NCE-awarding institutions trained on the M and E protocols and research
3. Adaptation/Development of Institutional specific QA tools	QA Unit of NCE- awarding Institutions	X	X				NCCE, QA officer in NCE awarding institutions, Ips	Report of workshop on QA tool adaptation/development Copies of QA adopted/ developed QA tools	Institutional specific QA tools are used to under-take M and E of FLEHI activities in all NCE-awarding institutions
4. Undertake regular M and E activities of FLEHI Curriculum implementation	Lecturers in NCE- awarding institutions that facilitate FLEHI and Management		X	X	X	X	QA Officers in the NCE-awarding institutions, NCCE	Reports of internal M and E Reports of external M and E Internal M and E schedules External M and E schedules	Status of FLEHI implementation ascertained. Feedback on FLEHI implementation ascertained
5. Assess the quality of Curricula delivery at the basic education level Operation Research	NCE graduates dispensing the curricula of basic education				X	X	NCCE, Ips	Reports of Impact surveys Schedules of impact survey activities	Quality of lesson delivery at the basic education level determined Feed back on classroom activities ascertained

Strategy: Funding, Resource Mobilization and Utilization

Objective 6: To enhance access to adequate funds/resource and ensure accountability in utilization

Activities	Target Group	Time Line					Responsibility	Verifiable Indicators	Output
		2011	2012	2013	2014	2015			
Advocacy to key stakeholders	FME/ MDGs Office/ Donors	X	X	X	X	X	NCCE COE	Reports	No of stakeholders supporting FLEHI implementation
Review COEs budgetary guidelines and integrate FLEHI into budgetary process	NCCE	X	X				NCCE	FLEHI Budget	New COE budget guidelines available
Establishment of Budgetary allocation for FLEHI	Provost/ Deputy, Dean School of Education HOD GSE	X	X	X	X	X	HOD GSE BURSAR	Database of Budget	No of COEs with budget for FLEHI
Establish and operationalize funding forum	NCCE COEs Donor Private Sectors CSOs	X	X	X	X	X	NCCE	Meeting Reports	Increase funding for FLEHI
Publish annual FLEHI Funding	MDGs FME Private Sector Donors	X	X	X	X	X	NCCE	Annual Funding Report	Increase Funding for FLEHI

Outcomes/Indicators of Progress

The following indicators can be used for the effective monitoring of FLEHI curriculum implementation. Data should be collected routinely at the COE and by the NCCE. The findings should be utilized to track progress as well as enhance delivery of the curriculum. These indicators include:

- Increase number of reports of the NCCE with status of FLEHI implementation
- Increase number of partners supporting FLEHI implementation
- Increase financial and technical commitment from partners in support of FLEHI implementation
- Increase in the number of student teachers with competencies to deliver FLHE at basic education level
- Increase in the number of COE with functional Quality Assurance units
- Increase in the number of competent Quality Assurance Officers in COEs for FLEHI
- Increase in the number of COEs with FLEHI workplan
- Increase number of FLEHI lecturers/facilitators with updated facilitation skills and techniques
- Increase number of relevant learning/institutional materials on FLEHI
- Increase in the number of COEs with budgetary provision for FLEHI
- Increase in the number of trained FLEHI master trainers.
- Increase in the number of trained FLEHI teachers/ facilitators at each COE
- Increase in the number of student- teachers reached with FLEHI at each COE
- Increase in the number of COEs who are effectively implementing the FLEHI curriculum
- Availability of FLEHI lecturers hand-book developed by NCCE
- Availability of FLEHI resource centre
- Availability of published FLEHI M & E reports by NCCE and COEs
- Availability of periodic assessment reports of FLHE curricular delivery at basic education level
- Availability of updated COEs budgetary guidelines by NCCE
- Availability of national funding reports for FLEHI
- Reduction in the number of student teachers who resort to unhealthy practices
- Reduction in the prevalence of STIs and HIV among student teachers.

