

# 2011

Learning About Living  
Nigeria Project

Final Report



**FINAL EVALUATION**

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## **Executive Summary**

### **Background**

The Learning about Living (LaL) Nigeria project was initially piloted in Lagos and Cross River States, and the Federal Capital Territory Abuja, from 2007 to 2009 and coordinated by OneWorld UK (OWUK). The project involves the development and implementation of an e-learning system based on the Nigerian Family Life and HIV/AIDS Education (FLHE) curriculum. An associated mobile component comprising a Question and Answer service (Q&A) and a competition to further engage young people. The project was conceived by OneWorld UK and Butterfly Works Netherlands, and builds on the fascination young people have with information and communication technology (ICT), especially computers and mobile phones to connect them to vital information about HIV and sexual and reproductive health.

The main thrust of the project is to utilise ICT to equip Nigerian teenagers with the relevant skills to enable them make informed decisions about their sexual health, to prevent HIV/AIDS and gender based violence, and to reduce their risk to maternal mortality and morbidity. Funding for the project came from Oxfam Novib Netherlands, The John D. and Catherine T. MacArthur Foundation, the David and Lucile Packard Foundation and Butterfly Works.

An independent evaluation of the pilot was undertaken in November 2008 which showed initial programme success and recommended a scale up of the project through expansion to other parts of the country. This report describes the findings of an independent external evaluation of the scaleup phase of project conducted for OWUK and Oxfam Novib. The purpose of the evaluation was to assess the overall effectiveness of the project, with a focus on progress against the logical framework outputs, key project milestones and the project purpose.

### **Key findings and recommendations**

The evaluation revealed that significant achievements have been made in all major project components. The evaluation team is satisfied that the project has made significant progress in achieving all the targets specified in the project logframe: schools are effectively using e-version of the FLHE; the mobile phone extension is available and accessible to young people; and there is an appreciable increase in number of young people with accurate knowledge and improved skills in SRH, ICT and their life skills.

The project has expanded the reach of the eFLHE. From availability in 16 schools at the end of the pilot in January 2009, the project included a total of 239 schools directly trained (552 schools with FME support) by the end of 2011. An additional out-of-school curriculum has also been developed and is being used in 2 out-of-school centres in the country. The project has also continued with training teachers as master trainers to ensure sustainability, as well as to mitigate the impacts of teacher transfers between schools. At the end of the pilot in 2009, a little over 300 teachers had been trained in 2 states and the FCT. At the time of the final evaluation

in 2011, a total of 1,488 teachers have been cumulatively trained across 19 States, including FCT.

The mobile phone component of the project has expanded steadily and is providing accurate information on SRH/HIV/AIDS and gender issues to young people across the country. This component is now available on 4 major mobile telecom networks in Nigeria. The number of queries on the platform annually has steadily increased from about 9,000 in 2007, to 60,440 in 2008, 94,646 in 2009, 98,354 in 2010 and 145,504 in 2011 cumulating to 398,944 queries. The number of repeat users also increased from about 1,600 in 2007 to about 50,688 in 2011, which suggests an increase in client satisfaction.

The project has also improved young people's ICT skills. At the end of the pilot, 57% of surveyed adolescents in the intervention schools indicated that they could use computers to access information. This evaluation found an increase to 79% of adolescents who said they could manipulate computers to obtain information.

Partnerships and capacity building with civil society and government institutions has helped in the expansion of the project. At the national level, the National Agency for the Control of AIDS (NACA), Federal Ministry of Education through the Global Fund, and NCCE, have rolled out the platform in other schools. At the state level, project partners and the Ministries of Education (MoE) have supported project activities through incorporation of the e-learning platform in all FLHE trainings, support for trained teachers by providing an enabling environment for implementation as well as providing resource materials for trained teachers. The project has thus established linkages that can be used in support of sexuality education.

The project has also had a positive impact on the implementing civil society organisations (CSOs), who have indicated enhanced programming capacities and improved relationships with other CSOs and government structures. Partner organisations reported improved staff capacity as well as better programme delivery cutting across both LaL project and other organisational activities.

The project paid particular attention to monitoring and evaluating progress. In addition to agreeing on baseline indices, monitoring forms for teacher and pupil attendance and systems for partner progress reports were developed. These systems ensured that project progress could be adequately captured and that issues arising could be identified and addressed in a timely and appropriate manner. Initiatives like state-level experience sharing events, the production of newsletters, steering committee meetings, state level project management committees have provided key vehicles for ensuring feedback to all stakeholders. Exit strategies have also been developed and shared with the partners.

The evaluation concludes from the foregoing, that LaL has performed well in achieving its core mandate of using ICT to provide young people with accurate information about sexual and reproductive health/HIV/AIDS and gender empowerment. The project has also demonstrated that the electronic version of the FLHE can work given the right environment, namely functional computers and regular electricity. The LaL programme has been able to create supportive

environment through the links created with government, civil society, and other stakeholders.

It is recommended that as the project is winding down and mobile platform activities are billed to continue through Education as a Vaccine (EVA), there should be an analysis of critical issues that can be phased over to EVA. For example, in addition to anchoring the mobile platform in the coming years, EVA could be available to provide continuing support for eFLHE – for example in teacher training and revision of content – to ensure that quality does not drop.

In respect of the exit strategy, there should be adherence to close out time lines while maintaining the primary principles of exit strategies: a focus on participation, local ownership, and consensus building; the use of benchmarks and lesson learnt, and documentation of best practices. The evaluation recommends provision of seed funds to the CSO partners for upto 6 months, to ensure proper implementation of the exit strategy.

## SECTION 1: INTRODUCTION & METHODOLOGY

### 1.1 Background

The Learning about Living (LaL) Nigeria project was piloted in Lagos and Cross River, as well as the Federal Capital Territory; from 2007 to 2009 by OneWorld UK, Butterfly Works and the LaL partners. Funding for the pilot programme was provided by Oxfam Novib Netherlands and the MacArthur Foundation USA. The project was conceived by OneWorld UK and Butterfly Works Netherlands and was designed to use Information and Communication Technology (ICT), to connect young people to sexuality education and HIV/AIDS information. LaL Nigeria is a set of educational tool through ICT that can be used in- and out-of-school to enhance the physical, reproductive and mental well-being of young people by providing new routes and access to accurate information to make informed decisions about their sexual health, and to prevent HIV&AIDS, sexual and gender based violence, and to reduce associated mortality and morbidity. The initial intervention involved the development and implementation of an e-learning system based on the national Family Life HIV/AIDS Education (FLHE) curriculum.

In addition to the e-learning tool, two further services involving mobile phones to further engage young people were launched in November 2007. These are the Question and Answer services (MyQ & MyA). The question and answer service (MyQ), is a 3-in-1 service whereby young Nigerians can ask questions via SMS, by calling a toll-free mobile number, or through email and webforms on the internet. SMS in particular offers the chance of anonymity for those questions on sexuality that young people may not feel comfortable discussing out loud, or which may arise during the LaL eLearning experience or in their personal lives. The answer service (MyA) is a monthly competition programme which allows young people to engage more with SRH issues. Every month, a question is published and young people get a chance to respond through their preferred medium. The competition opens on the first day of the month and closes on the last day. Initially, ten (now twenty); randomly selected numbers are chosen from a pool of correct answers to win the prizes for the month. The MyA service not only engages young people directly, but also provides an easy measurement for LaL of young people's existing knowledge on SRH. The services were developed with and are being anchored Education as a Vaccine (EVA) in Abuja, FCT.

An independent evaluation of the pilot was undertaken in November 2008, which showed initial project success and recommended a scale up of the project to more areas of the country. Following the evaluation's recommendations, the scale up phase emphasises consolidation and expansion of coverage of the project as well as access to education via the e-learning platform for out-of-school adolescents. Additionally, it will focus on deepening engagements with government to ensure commitment to funding the programme in the future. Funding for phase two of the project comes from Oxfam Novib; The John D. and Catherine T. MacArthur Foundation; the David and Lucile Packard Foundation; and Butterfly Works.

The objectives of the project during phase two are:

- Increase the use of e-FLHE by schools and out-of-school centres in at least 6 states in Nigeria
- Promote young people's increased use of the mobile platforms to access accurate, non-judgmental SRH information
- Build a critical mass for sustaining eFLHE through alliances with civil society, government and the private sector in Nigeria

## **1.2. Evaluation objectives and key questions**

This report describes findings of the independent evaluation of the scale up phase carried out between November 2011 and January 2012, for OWUK. The purpose of the evaluation was to assess the overall effectiveness of the project with a focus on progress against the logical framework outputs, key project milestones and the project purpose and goal.

The evaluation focused on the following key questions, amongst others:

- What are the key achievements to date and how do these contribute towards the project objectives?
- What progress has been made in designing and implementing a suitable monitoring and evaluation system for the LaL?
- Is the project methodically learning lessons, identifying good practice and adapting project approaches in the light of emerging issues and trends?
- What impact has been made at the state level in contributing to improved policy that can sustain LaL-type activities?
- To what extent has the project facilitated wider and deeper partnerships in support of sexuality education, involving civil society and government institutions?
- What LaL activities and/or strategies have been most cost-effective in increasing access to sexuality education?
- What were the key risks to project implementation and how were these mitigated?
- How, and to what extent has the project contributed to positive changes in young people's attitudes and behaviours in relation to SRH?

## **1.3 Methodology**

The evaluation team used the logframe and project milestones as the basis for the evaluation. For core principles, the team ensured that the evaluation was evidence-based, participatory and balanced. The team ensured balance by collecting data from various sources and stakeholders thereby achieving an impartial, triangulated assessment, based on the evidence and views collected. In line with the above principles, the evaluation employed a mix of methods and tools that included questionnaires, focus group discussions (FGD) and in-depth interviews (IDI). For consistency, the same questionnaire that was used at baseline and midline was used during this survey to facilitate comparing information on changing knowledge,

attitudes and practices (KAP) in relation to SRH including HIV&AIDS, and the use of computers. The evaluation team developed a scoring matrix for achievements against the project logframe as follows:

1 = developing progress;

2 = some progress,

3 = major progress,

4 = significant progress and

5 = completely achieved.

Information gathered was used to score logframe purpose and each of the outputs on this scale.

The following broad steps were undertaken:

### **1.3.1 Review of secondary documents**

The LaL team made available relevant documents such as the phase two proposal to Oxfam Novib and MacArthur Foundation, reporting guidelines and risk analysis matrix from Oxfam Novib, and other programme/project documents such as steering committee meeting reports and newsletters. These documents were reviewed together with the pilot evaluation report; scale up baseline and midline reports as well as implementing partner reports to the project secretariat. The evaluation team formulated key questions for the evaluation and synthesised project progress from these documents.

### **1.3.2 Consultations with LaL Project team for identification of evaluation areas:**

Based on the Consultant's Terms of Reference (ToR), the review of relevant documents and the project logframe, the lead consultant developed broad criteria for selection of topical issues to be considered for the evaluation as well as the scope and list of stakeholders to meet. These were discussed with the project team in Nigeria and the Project Director in the UK. The questionnaires and checklists for discussions with various stakeholders, which had been developed by the consultant were also reviewed and agreed upon with the Project Team and other partners. These checklists/interview guides are contained in Annex 2.

Based on the principles of the methodological approach, and to allow comparison of time series data, all the implementing states where baselines were collected in 2009 were visited to collect information. These are Akwa Ibom, Bauchi, Benue, Cross River, Delta, Edo, Lagos, and the Federal Capital Territory Abuja. In each state, all of the intervention schools were visited. Across the intervention schools, questionnaires were administered to a total of 1660 students.

### **1.3.3 Structured interviews and consultations**

A set of questionnaires were administered to civil society implementing partners, to provide insight on the project and its progress to date. Follow-up discussions were held with the partners on-site, which included a review of their relationships with the LaL project officers, as well as the benefits of the project on their own capacities to undertake similar initiatives in their respective states. Another set of questionnaires



were administered to adolescents in the intervention schools. These explored students' knowledge, attitudes and practices in relation to sexuality, gender-based violence, communication and assertiveness, and HIV&AIDS. It also included an assessment of their computer skills. In addition to the questionnaires, FGDs were conducted with female and male adolescents in schools to further explore the issues raised in the questionnaires, and to obtain gendered perspectives of the issues. Discussions were also held with out-of-school youths in GPI centre, Calabar.

Structured key informant interviews were held with teachers in the schools, exploring their perspectives of the LaL project and gaining their recommendations for next steps. The team also collected information from key government officials on the benefits of the project and their role in ensuring sustainability. Within the schools, the evaluation team also assessed the the general school environment and the facilities available (books, teaching materials, toilet and recreational facilities).

#### **1.3.4 Information analysis and report presentation**

A matrix of the major issues discovered was prepared based on review of secondary documents, key informant interviews and FGDs and was used to complement the findings from the detailed analysis of the quantitative data collected from young people in the schools. For processing and analysing the quantitative data, the evaluation team used MS Excel and the Statistical Package for Social Science (SPSS). Excel was used for the initial data entry and cleaning, then SPSS was used for detailed data analysis, employing statistical techniques such as frequency counts, percentages and cross-tabulations.

The evaluation team's reflections on the project's strengths and achievements, challenges and recommendations were combined together with the aforementioned quantitative and qualitative data analyses and together formed the basis of this report. This report has been circulated to LaL staff as well as partners, and the final text incorporates their comments.

#### **1.4 Scope, limitations and challenges of the evaluation**

The study used the pre-test and post-test approach to assess the impacts of LaL interventions, by comparing baseline and endline data from the intervention schools. Data collection was therefore carried out only in intervention schools where baseline data was collected, and not all of the LaL intervention schools.

Visits to states and schools were necessarily brief. The sequencing of activities and available time to execute them (travelling to the states, meetings with government officials and planning with civil society implementing partners) run against each other and flexibility in sequencing and merging of various components was slightly challenging. The timeframe for the evaluation, given the scope and depth of investigations, was slightly ambitious. However, the critical point was that the quality of outputs was maintained.

The timing of the evaluation turned out to be challenging in some of the states and FCT. The survey was timed to hold soon after students wrote their term exams in December 2011. However, in FCT, the time of exams was brought forward because

of a national event. At the time of the survey therefore, students had completed their exams and gone on holidays so the survey had to be conducted in January 2012. The same situation occurred in Cross River State.

While all of the above challenges can be noted as limiting factors, they were not sufficiently significant to reduce the quality of analysis.

### **1.5 Structure of this report**

The remainder of this report sets out the evaluation findings in three sections highlighted below: Achievements and challenges, broader impacts and lessons learnt. The key questions developed for the evaluation are answered within the narratives under the topic area.

## SECTION 2: ACHIEVEMENT AGAINST LAL PURPOSE AND OUTPUTS

This section looks at achievements laid out against the project logframe purpose and outputs. The strengths and challenges in relation to each output and the purpose are also discussed. As a prelude to the discussions on achievements, the LaL project delivery is described in order to contextualise challenges faced during implementation.

### 2.1 LaL Project Delivery

The core aim of the eFLHE programme is to complement the implementation of the national FLHE curriculum through the development of an e-learning system which builds on the fascination young people have with ICT, especially computers. To achieve this, the project provides training for teachers on the modules of the eFLHE, while also providing for teachers and trainers a supporting paper based manual and DVD to ease the process of delivery. The project also assisted some schools by providing a computer and projector to facilitate delivery during the pilot phase.

In practice, there are variants in the delivery of the eFLHE across the states, primarily because of the differences in the availability of infrastructure like computers and electricity. There are 2 major systems that have evolved over time. In the first system where there are enough functional computers - as the case where schools have been supported by MTN or Multichoice Computer Laboratories or Intel classmate PCs – it is possible to hold eFLHE sessions that are devolved from the regular scheme of work in schools. In this scenario, lessons are held during lessons, breaks or soon after regular school work, and are able to reach a significant number of students.

The second system involves ad-hoc delivery of FLHE topics using the eFLHE manual. This happens when there are serious issues with electricity supply or when computers are faulty and pending repairs. According to teachers, this is done so that they do not lag behind in the delivery of the curriculum within their subjects, because if they wait until such a time when computer are repaired or there is regular electricity supply, then they would not be able to meet up with their work.

With the above scenarios, what has happened with implementation is that in most cases, the schools implement eFLHE as much as it appears in the scheme of work *“The e-FLHE topics have been incorporated in the school curriculum especially in subjects like social studies, home economics, Christian Religious Studies, civic education and computer and that is what we follow”* said the teachers in Word of Faith Group of Schools Benin City, Edo State.

In about half of the implementing schools, they have formed mixed or all-girls clubs where curriculum topics are taught. In Government Secondary School Uwanse, Cross River State for example, Youth Corpers have been deployed to the school for this purpose. They come every Wednesday before 2pm to take the students on this program. The Wednesday activity is run like a school club where some students “participate actively” says Pascal Luyang Igbang, Project Facilitator, G.S.S Uwanse. According to Barrister Francis Ohije, the M&E Officer, MoE Calabar, *“In fact the*

Cross River State government in collaboration with the State Coordinator NYSC has signed an agreement for Youth Corpers to be posted to the schools as a way of enhancing e-FLHE project implementation”.

The major challenge to implementation has been lack of regular electricity supply. Many school Principals have been very cooperative and have supported the project by making funds available to fuel the electric generating sets in schools, which are used when there are eFLHE classes. Another challenge is the fact that FLHE topics appear to have been progressively dropped from the teachers’ scheme of work in the last three years. No government official was able to say why this is happening, they just said “it is part of normal revisions to school curriculum”. Indeed, it is this factor that have compelled the schools to device different methods and approaches to eFLHE delivery. *“The topics are found in the scheme of work for basic sciences and social studies and the topics are gradually disappearing in the curriculum and even when you see them, they only appear a few times in a whole school session”* says teachers in Randle Jnior Secondary School Apapa, Lagos.

Notwithstanding these challenges, available evidence suggests that students have been able to acquire new knowledge and skills in relation to sexuality, HIV and AIDS, using the LaL platforms.

## 2.2 Achievements against Project Purpose

The core mandate of LaL Nigeria project as articulated in the project logframe **goal** is to contribute to the reduction of HIV and AIDS, gender violence and sexual and reproductive problems among youth in Nigeria. The project **purpose** is to provide young people with accurate information about sexual and reproductive health and HIV and AIDS as well as gender empowerment, through information and communication technology (ICT).

<i>LaL Purpose: Improved access to SRH/HIV/AIDS information and gender empowerment by young people in Nigeria through ICT</i>	
<i>Performance indicators</i>	<i>Progress against indicators</i>
Number of schools effectively using the e-version of FLHE	eFLHE has been rolled out in a total of 239 schools (552 with FME through the Global Fund) as at 2011
Mobile phone extension for LaL available and accessible to young people on three major telecom networks	Mobile extension available on 4 Nigerian telecom networks: MTN, Airtel, Globacom and Starcomms
50% increase in no. of young people with accurate knowledge and skills in SRH & gender rights by EOP	231278 (eFLHE + mobile platform) had access compared with 70000 at the end of pilots; showing 230% increase
50% increase in the no. of young people with improved ICT and life skills in	102,108 young improved their ICT skills compared with 9000 at end of pilots;

## Evidence of Change

Like the pilot phase, the main vehicles for the delivery of the project during the scale-up phase were the electronic version of the National Family Life and HIV and AIDS Education (eFLHE), as well as the provision of sexual and reproductive health/HIV and gender violence information through mobile phones by trained counsellors in EVA office. The evaluation team concludes that the project has made significant progress in achieving the logframe purpose namely schools effectively using e-version of the FLHE; mobile phone extension is available and accessible to young people; and increasing the knowledge and skills of young people in the use of ICT, as well as in SRH and rights. The logframe purpose achievement is scored 4 out of 5.

### *Number of schools using eFLHE*

The evaluation showed that the scaleup phase has expanded the rollout of the eFLHE. From reaching only 16 schools at the end of the pilot in 2009, at the end of 2011 the project had reached a total of 239 schools directly (552 with FME through the Global Fund). This was achieved through both direct expansion and collaboration with government agencies like NACA, FME/Global Fund, NCCE, who have additionally rolled out the platform in other schools. The out-of-school curriculum has also been developed and is being used in 7 youth centres across the country (AHI centre in Lagos, AHIP centre in Kano; GPI centres in Calabar, Uyo, Benin, Asaba, and the Fantsuam Centre Kafanchan in Kaduna state).

### *Availability of mobile phone extension for LaL- Mobile Service (MyQ and MyA)*

During the pilot phase, the mobile platform was available on 1 major telecom network in Nigeria – MTN. Towards the end of the pilot, the project identified 2 other major telecom networks (Airtel formerly Zain, and Starcomms) as potential partners and began to engage with them. These networks, as well as a third new network, Globacom are now supporting the mobile platform making a



total of four networks on the service. The mobile phone extension of the project has expanded steadily and is providing accurate information on SRH/HIV/AIDS and gender issues to young people across the country.

## *Number of young people with accurate knowledge and skills in SRH & gender rights*

At the end of the pilot, about 70,000 young people had access to accurate, non judgmental information on SRH and gender rights through the eFLHE curriculum lessons (in- and out-of-school centres) and through the mobile platform. As at the end of 2011, close to a quarter of a million young people have direct access to accurate information via these media. Tables 1 to 4 below shows that compared to baselines, there have been demonstrable improvements in the knowlegde base and attitudes of young persons across a range of proxy indicators on sexuality, HIV/AIDS, and gender-based violence.

In table 1 below, it can be observed that at baseline, about two-thirds or less, of the adolescents demonstrated accurate knowledge in respect of HIV/sexuality. At endline, knowledge base has increased across all proxies. For example there was an 16% increase in the proportion of adolescents (from 46% to 62%) who did not agreed that HIV infection can happen only through sexual intercourse. At baseline it was observed that a high proportion of young people demonstrated appropriate attitudes as 73% and 81% of the adolescents respectively agreed with abstinence and were assertive about non consensual sex. In spite of this, there were 10% increases in the proportion of adolescents with appropriate attitudes.

Table 1: Percentage distribution of adolescents with accurate knowledge on sexuality/HIV, baseline and endline

<b>Proxies</b>	<b>Baseline (2009)</b>	<b>Endline (2011)</b>
A HIV positive woman can give birth to a HIV negative baby	63	70
People living with HIV can remain healthy for years	62	76
You can only get infected with HIV through sexual intercourse	46	62
Not having sexual intercourse (abstinence) is the best way to prevent HIV infection and pregnancy	73	83
If you have sexual intercourse once you can still be infected by HIV	66	69
Girls have the right to refuse any kind of unwanted sexual advances including touching	81	91
It is impossible to abstain if you are already having sex	51	54

Table 2: shows that when the knowledge proxies were disaggregated by sex in intervention schools, females and males were tied on certain issues such as abstinence and signs of HIV, and slightly different in other issues such as HIV infection, on consensual sex. Overall however, responses were relatively similar.

Table 2: Percentage distribution of adolescents in intervention schools at endline with accurate knowledge on sexuality/HIV, disaggregated by sex

<b>Proxies</b>	<b>Male</b>	<b>Female</b>
A HIV positive woman can give birth to a HIV negative baby	67	72
People living with HIV can remain healthy for years	76	76
You can only get infected with HIV through sexual intercourse	36	41
Not having sexual intercourse (abstinence) is the best way to prevent HIV infection and pregnancy	83	83
If you have sexual intercourse once you can still be infected by HIV	71	68
Girls have the right to refuse any kind of unwanted sexual advances including touching	88	93
It is impossible to abstain if you are already having sex	48	44

In order to further explore attitudes and practices of adolescents in relation to sexuality, a cluster of proxy indicators were examined in order to assess communication between young people and their parents and peers. Table 3 below shows that at baseline just about one-quarter of the surveyed adolescents have ever talked to their parents about sexuality and less than half of the adolescents said they could talk to their parents on sexuality. At endline the percentage of surveyed adolescents who have ever talked to their parents on sexuality increased to 40% while those that can talk to their parents increased to 53%. Furthermore, at baseline just about half of the adolescents mentioned that their parents have talked to them on sexuality, and slightly less than half of the adolescents said they could talk to their friends on sexuality issues. At endline about two-thirds said their parents have talked to them on sexuality while just over two-thirds said they could talk to their friends on sexuality issues.

Table 3: Percentage distribution of adolescents with appropriate attitudes/communication skills on SRH at endline compared to baseline

<b>Proxies</b>	<b>Baseline</b>	<b>Endline</b>
Have you ever talked to your parents about sexual issues	27	40
Have your parents talked to you about sexual issues	46	66
Can you talk to your friend about sexual issues	44	68
Can you talk to your parents about sexual issues	42	53

Violence against girls in schools was measured with a number of proxy indicators. These included whether a boy has threatened a girl in the recent past, or pushed/shoved/shook a girl. The same question was posed to the girls. At midline, 15% of the boys/male students said they recently threatened a girl, and about 25%

of the girls/female students reported being threatened by boys in the recent past. At endline, there was just a slight drop in these figures to 14% of the boys and 23% of girls reporting threats. At midline, while 36% of the boys reported having recently pushed/shoved/shook a girl, 41% of the girls reported having been pushed/shoved/shook by a boy. Again at endline, there were only marginal changes in the scores as the same proportion of the boys (36%) and 40% of the girls reported this.

Sexual harassment was measured by asking if male adolescents have ever forcefully touched a girl; or if females have ever been forcefully touched by a boy. At midline 8% of the boys responded in the affirmative, and about 21% of the girls reported being forcefully touched by a boy. At endline, the same proportion of boys responded Yes, while 20% of the girls reported same.

### *Number of young people with improved ICT skills*

At the end of the pilot, about 9,000 young people had direct access to computers in the intervention schools, with the potential to acquire both ICT and life skills. At the beginning of the scale-up phase in 2009, the baseline survey showed that 57% of the adolescents in the intervention schools could use computers to access information. The final evaluation findings show that at the end of 2011, about 103,952 young persons had had direct access to computers in the intervention schools. Results also show that compared to the baseline, 79% of the young people could manipulate computers and use them to obtain information.

## **Challenges**

A big issue with implementation has been the fact that the scheme of work of teachers has been changing over the past three years; this was confirmed in Lagos State. FLHE topics within core subjects have been limited to only one topic per term. In other states, topics are concentrated only in 1 or 2 terms, breaking up the flow of the lessons. The other effect has been a reduction in the time devoted to the delivery of eFLHE because if a topic is not included the subject as part of the scheme of work, teachers cannot cover that topic because they cannot go outside the general scheme or guidelines to teach the topic.

Another challenge with implementation is the limited number of computers in schools. In more than half of the intervention schools, the only computers available in the schools were those distributed by the project. To cope with this challenge, students are placed in a class and in batches during a typical lesson using a projector. During such lessons, students are allowed to copy the notes from the projection so they would be able to revise the notes. With large numbers of students it is often not possible to cover all the topics in one lesson as it is just 40 minutes.

Unreliable electric supply was and continues to be a major issue. In many schools, Principals has been very cooperative by providing funds to fuel the electric generating set and so teachers are able to deliver lessons. There are also issues with computer literacy – there is no express guarantee that students can use computers because of limited numbers of computers. Because there is often only



one computer, teachers have to concentrate on delivery of the content of the e-FLHE as opposed to teaching the students how to use computers.

### 2.3 Progress towards delivering LaL logframe outputs

In order to achieve the project purpose, the project was to deliver 5 major outputs. This section discusses the progress made towards delivering these major outputs as stated in the logical framework.

<i>LaL Output 1: Increased use of e-FLHE by schools and out-of-school centres in 3 pilot locations and at least 6 new states in Nigeria</i>	
<i>Performance indicators</i>	<i>Progress against indicators</i>
New e-learning curriculum for northern states and out of school youth centres developed by December 2009	e-learning developed for northern states and being used in Bauchi, Kano, Sokoto, Gombe and Jigawa States Out-of-school curriculum developed
At least 6 of youth centres using LaL curriculum by EOP	7 youth centres are using LaL out-of-school curriculum
At least 400 master teachers cumulatively trained in 6 states in Nigeria by EOP - 150 in 2009, 150 in 2010 and 100 in 2011	1,488 teachers) cumulatively trained in 19 States
At least 100 peer educators trained in 5 youth centres in 5 states by EOP	Total of 913 (552F, 361M) peer educators cumulatively trained
No. of LaL CDs distributed	3199 CDs and 2717 DVDs distributed since project inception

### Evidence of Change

In order to achieve output 1, the project developed new versions of the e-learning curriculum for northern states and out of school youth centres; trained more teachers in more states and more peer educators for implementation in youth centres. It also continued to distribute the LaL CDs and DVDs. From the evidence on progress against the performance indicators the evaluation concludes that project has made very significant progress in meeting this output and is scored 4 out of 5.

#### *e-learning curriculum developed for northern Nigeria*

The new e-learning curriculum for the northern states was developed and piloted in Bauchi in 2009, during which a total of 204 teachers were trained as eFLHE teachers in 10 implementing schools, and more than 2000 students were reached with life skills and basic computer operation skills. Following this success, the curriculum has continued to be used in Bauchi and has been expanded to Kano, Sokoto, Gombe and Jigawa states. At the moment, the curriculum is being used in 20 schools in

Bauchi, 4 schools each in Sokoto and Gombe; and 20 schools trained in Jigawa state, while in Kano it is being used at the AHIP center.

An out-of-school curriculum has also been developed and final version will be used in seven youth centres. A total of 913 (552F, 361M) peer educators have been trained and are providing support across these centres. Since implementation started, a total of 2,595 young people have been reached directly by the centres' activities.

#### *Training of teachers as master trainers*

The project has continued to train teachers as master trainers to ensure sustainability, as well as to mitigate the negative impacts of teacher transfers across schools. At the end of the pilots in 2009, just over 300 teachers had been trained. At the time of the final evaluation in 2011, a total of 1,488 teachers have been cumulatively trained across 19 States. The strategy relies on master trainers to deliver step-down trainings at lower costs, as well as to increase the critical mass of teachers available to deliver the eFLHE curriculum in schools.

#### *Distribution of LaL CD/DVD*

In order to facilitate the delivery of the eFLHE curriculum in schools, the project from inception has distributed CDs and, later, DVDs that can be used on stand alone computers by teachers and students alike. Teachers reported that the CDs/DVDs have been very useful because they are able to use it on personal laptop computers either for preparing lessons, or for instructing students when there are challenges with electricity supply that prevents the use of the desktop computers.

### **Challenges**

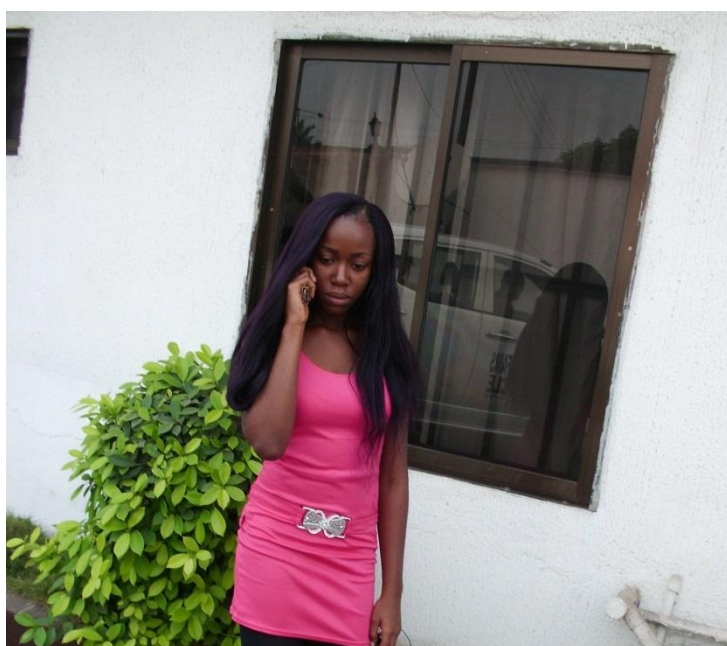
Although the northern curriculum has been finalised and piloted in Bauchi, Kano and Jigawa, challenges continue to exist especially in relation to the 'percieved language' of the curriculum. There is still resistance to the curriculum in northern Nigeria and this was exemplified in Jigawa when the project attempted to conduct baselines in 2011. In line with the principle of ensuring consistency in project activities and possibility to compare the different intervention states, the same baseline tools that were used in the other states including Bauchi, were proposed for use in Jigawa. There was however, serious resistance to the content of the tools to the extent that the baseline survey was eventually suspended in Jigawa state.

**LaL Output 2: Youths increasingly using mobile platforms to access accurate SRH information**

<i>Performance indicators</i>	<i>Progress against indicators</i>
Mobile extension platform available on three major telecom networks in Nigeria	Mobile platform available on 4 Nigerian telecom networks
Number of SMS, calls and online hits to the LaL mobile platform	No. of queries on the mobile platform annually rose from about 9000 in 2007 to more than 398,000 in 2011 during the scale up phase.
Number of successful responses by the project via the platform	More than 50% response within 24 hours and more than 90% within 1 week.
Number of youths reporting quality services on the platform	62% of a random sample of 771 service users report satisfaction with services

**Evidence of Change**

The project has completely met this output and surpassed all targets and is scored 5 out of 5. Two services are available on the mobile platform to support the eLearning services. First, a confidential phone and SMS service called 'My Question' (MyQ) allows young Nigerians to get anonymous assistance from trained counsellors. Second, mobile phones are used to run a monthly competition called 'My Answer' (MyA), which encourages teenagers to engage with SRH questions by offering them a chance to win free 'air time'. This mobile component has helped extend LaL beyond schools and community centres thus empowering young Nigerians to gain access to sexual and reproductive health information on their own terms.



### *Mobile extension platform available on major telecom networks in Nigeria*

From a modest beginning in 2007 when the mobile platform was available only on 1 network (MTN), the platform is now available on 4 major Nigerian mobile telecoms networks namely Airtel (formerly Zain), MTN, Globacom and Starcomms. In order to establish and demonstrate the potential effectiveness of the mobile platform in changing behaviours of young persons in a positive way, the evaluation compared data collected in 2011 with 2010 benchmark data for observable changes. Findings showed that there was an increase in the number of respondents who heard of the services through bulk SMS on mobile phones in 2011 compared with 2010. This increase suggests that the service has increased its spread over the last one year through mobile phones, which is in line with the project objectives of using this platform to reach young people. Results also showed that the most important motivational factor for using the services by young people was seeking information on SRH as about one-third of the respondents reported this. Again this is consistent with project objective of providing SRH, STI and HIV information to young people.

The evaluation observed a marked decrease in the number of respondents who said using the services met their needs in 2011 when compared with 2010. Seventy-nine (79%) of the respondents said that using the services was helpful and that it met their needs in 2010, while in 2011, 62% said using the services met their needs. In spite of this drop, the number of queries on the platform increased from about 98,000 in 2010 to about 127,000 in 2011 suggesting that the platform has increased its reach over time. The number of users who made more than one query also increased from about 12,000 in 2010 to about 19,000 in 2011, which suggests an increase in client satisfaction. Across the two periods 2010 and 2011, more than half of the respondents shared the information obtained via the mobile platform with friends and family members through discussions.

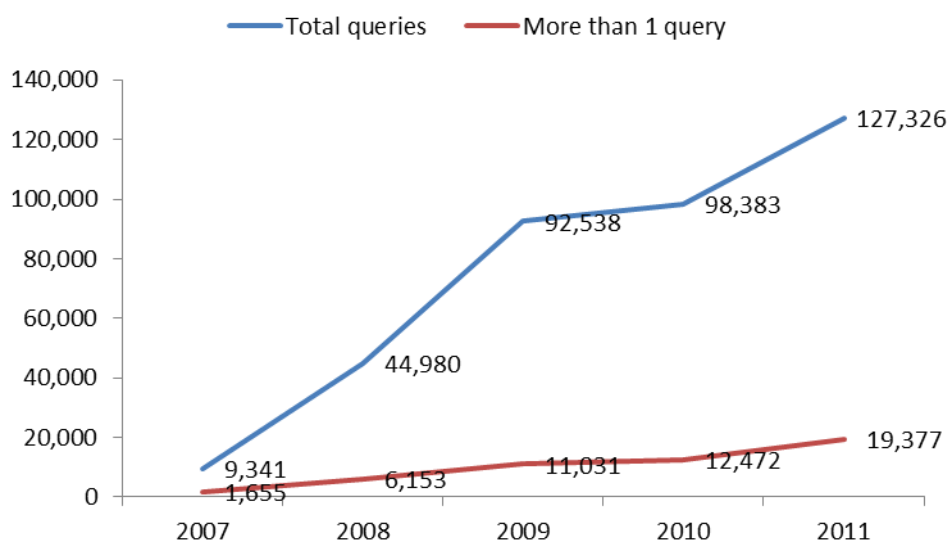


Figure 1: Number of queries on the MyQ platform, 2007 – 2011

There is evidence that exposure to the mobile platform led to positive changes in all the scores for selected proxies of knowledge and attitudes of young people in relation to sexuality, HIV/AIDS and gender-based violence. In relation to sexuality for example, the number of respondents who agreed on issues of abstinence increased from 68% in 2010 to 72% in 2011. There was also a marked decrease in the number of respondents (from 9% to 1%) who agreed with keeping multiple partners. Evaluation findings show that whereas 31% of the male respondents agreed that it is impossible to abstain if you are already having sex, 27% of female respondents agreed with this assertion.

Regarding gender-based violence, the number of respondents who agreed that a boy can force a girl to have sexual intercourse decreased considerably from 22% in 2010 to 8% in 2011. Similarly, the number of respondents who agreed that it is justifiable for a boy to hit his girlfriend decreased considerably from 12% in 2010 to 4% in 2011. Compared to 11% of males, only 5% of female respondents agreed that sometimes a boy has to force a girl to have sex if he loves her.

There was an 11% increase in the number of respondents who are aware of their risks to contracting HIV/AIDS (from 64% in 2010 to 75% in 2011), and there was an 11% increase in the number of respondents who are confident about insisting on condom use during sexual intercourse from 2010 to 2011.

Compared with 2010 when 69% of the respondents were male and 31% female; this evaluation shows that there is about an equal distribution of female (51%) and male (49%). This suggests that the service is increasingly reaching more young women. Indeed, female respondents consistently demonstrated better knowledge and positive attitudes in relation to sexuality, HIV/AIDS and gender-based violence than their male counterparts.

## **Challenges**

The number of mobile telephone lines in Nigeria has increased in the last three to five years. Anecdotal evidence suggest that the number of calls that do not go through, as well as SMS messages that are not delivered also increased during the period. There might be a correlation between this and the increased reports from the LaL mobile component users saying there was no response from the service and who were subsequently dissatisfied with the service.

*LaL Output 3: Critical mass for sustaining eFLHE is built through alliances with Civil Society, Government and Private sector*

<i>Performance indicators</i>	<i>Progress against indicators</i>
Number of advocacy visits to related government agencies in each of the test locations	Total of 107 advocacy visits by project staff and implementing partners in 7 implementing states and FCT
Number of Staff of NGOs and other stakeholders trained as LaL master trainers	124 NGO staff (105F, 19M); 78 Government officials (39F, 39M); and 95 Lecturers (37F, 58M) trained as master trainers
Number of government initiated projects engaging with LaL	7 initiatives cutting across agencies such as FME, NACA, NERDC, NCCE
Number of government agencies/ministries and private sector organisations engaging with LaL	FME, NACA, NERDC, NCCE, NYSC, MOE in 5 States; Starcomms, MTN, Globacom, Airtel
Number of initiatives by Civil Society partners engaging with LaL	2 initiatives from ARFH and NYSC
Number of teachers trained by other organizations whose master trainers have been trained through the project	1,173 teachers (676F, 497M) supported via step-down trainings through FME/Global Fund
Number of computers deployed in schools by Intel/OLPC/MTN and preloaded with LaL	40,000

### **Evidence of change**

One key focus of the LaL scale up phase is to deepen relationships with Government agencies and other stakeholders to sustain existing and future areas of FLHE implementation including eFLHE. The strategy is to sensitise and engage policy makers at the community, state and national level through advocacy for budgetary allocation for FLHE curriculum which at the time of the scale up was the only approved response by the Education sector to address HIV/AIDS and sexuality education in schools. There has been good progress made towards achieving this output and it is scored 3 out of 5.

The LaL project secretariat together with NGO implementing partners, has undertaken a number of advocacy visits to government agencies both at federal and state levels in order to push for support for the project. At the federal level, the LaL secretariat and EVA have successfully advocated with the Federal Ministry of Education (HIV/AIDS unit), the National Agency for the Control of AIDS (NACA) primarily for better coordination with the states. At the state level, partner NGOs have advocated for administrative support as well as budgetary allocation for the programme, including provision and maintenance of infrastructure.

Advocacy efforts from the project have yielded a number of benefits. The Federal Ministry of Education through the Global Fund-supported FLHE project has incorporated eFLHE into all of its FLHE training. The HIV unit of the Ministry has also featured eFLHE in most of its programs like the just concluded Regional Education Summit on HIV/AIDS in Africa (RESHAA) and the Youth Speak Out program in 2010. NACA also integrated eFLHE into its FLHE training in 6 states (Gombe, Sokoto, FCT, Oyo, Abia and Rivers state), equipping 4 schools from each state with a projector and a laptop and funding the production of eFLHE CDs for each school. NACA is also in the process of including the mobile platform numbers on all of its publications and supporting the production of more eFLHE tools (CDs, DVDs, and manuals). At the time of the evaluation, the National Educational Research and Development Council (NERDC) is planning to fund the production of more eFLHE tools. National Council for Colleges of Education (NCCE) incorporated eFLHE as part of Family Life and Emerging Issues course (FLEHI) a first year, second semester compulsory course for students at Colleges of Education.

Apart from the initiatives mentioned above, government agencies have supported training for teachers as master trainers. For example, NACA has so far supported the training of 240 teachers (281F, 22M) as master trainers. The FME (HIV Unit) also supported training 80 (46F, 34M) teachers as master trainers, and supported step-down trainings for 1,173 teachers (676F, 497M).

At the state level, through the project partners, the MoE have supported project activities through incorporation of the e-learning platform in all FLHE trainings, support for trained teachers by providing an enabling environment for implementation as well as providing resource materials for trained teachers. Other support include the administrative support of classroom implementation of eFLHE (continuous fuelling of generators), allowing eFLHE teachers to use school computers and release of teachers for eFLHE training, and curriculum integration of FLHE to ensure the effective implementation of eFLHE.

## **Challenges**

Although Action Aid Nigeria (AAN) is identified as a strategic partner, there were major challenges in working with AAN projects such as the Enhancing Girls' Basic Education in Northern Nigeria (EGBENN) and Transforming Education for Girls in Nigeria (TEGIN). By their design, these projects did not have components for supporting the purchase of computers for schools and their intervention schools lacked computers. On its part, LaL was financially constrained to provide further support in this area to these projects. The projects instead identified this as a major issue for future advocacy with governments in their intervention states to commit to purchasing computers for the rollout of eFLHE.

<i>LaL Output 4: Lesson learned is systematically documented and informs ongoing project activities and potential replication</i>	
<i>Performance indicators</i>	<i>Progress against indicators</i>
Functional M&E framework developed and baseline data collected at start of project	M&E framework developed through a participative process with partners and stakeholders in April 2009; baseline data collected in 2009
Implementation and work plan developed by April 2009	Implementation work plan developed with partners at start of scale up phase in 2009
Baseline indices developed by June 2009	Baseline indices developed against the project logframe in 2009 following collection of baseline data
At least two newsletter produced every year	3 newsletters produced between 2010 and 2011
Lessons learnt compiled and published as an advocacy tool	Lesson learned compiled at the end of the pilot and shared with implementing partners and other stakeholders
Effective use of various fora to disseminate lessons locally and	National and international conferences and seminars used to disseminate project

## Evidence of Change

The evaluation team finds that the project has almost achieved this output completely and is scored 4 out of 5. At the beginning of the scale-up phase, a comprehensive baseline data collection process was undertaken with the aim of obtaining data from the basis for measuring progress against the project objectives as stated in the logframe. The baseline data collection process was carried out in conjunction with the CSO partner project anchor staff in all the pilot and scale up schools and out-of-school sites. The data collection process as well as the reporting and sharing processes that followed also contributed to developing the capacity of the CSO partners in data collection and managing information in relation to the project.

Before the collection of the baseline data, a central M&E workshop was held in April 2009 which involved all the implementing partners. The workshop focused on logical frameworks and helped in resolving some of the issues identified at the end of the pilot around the project logframe and milestones. The process served as a common platform for partners to prepare for the baseline surveys of the scale up phase as well as a chance to anticipate and plan for peculiarities of their respective states.

Following the collection of baseline data, there was a collective process of teasing out quantitative and qualitative indices against the project logframe. This was in order to establish benchmarks for the project and to highlight issues that were pertinent as part of the scale-up phase, and which implementation needed to address. The issues identified formed the basis for the work plans of the



implementing partners and also informed the design of monitoring visits by the project secretariat. As part of the recommendations from the evaluation of the pilot phase, OWUK agreed that the scale up phase would include more clearly defined steps for each NGO against work plans and more robust M&E tools. Thus, in addition to agreeing the baseline indices and developing monitoring forms for teacher and pupil attendance, CSO partner progress reporting mechanisms were developed in order to ensure adequate documentation of project progress and that issues needing attention by all stakeholders could be identified on a timely basis and dealt with accordingly.

Following the completion of the baseline survey in early 2009, the partners agreed that not enough emphasis was placed on gender-based violence, particularly at the school level; as part of the baseline data collection. It was agreed that such indicators would be benchmarked at the midline. A midline survey was undertaken in 2010, which included a general review of progress and some benchmark indicators around violence against girls in schools.

The project holds steering committee meetings regularly (twice a year) as a vehicle for lesson learning and overall project oversight. It has published 3 editions of the LaL Newsletter since 2010. The Newsletter has been a good medium for sharing implementation lessons and information. The project support team in Abuja also undertook a monitoring visit just before the final evaluation in order to take stock of issues on the ground in all the implementing schools and states.

A state-level experience sharing workshop for teachers was held in 2011 in all implementing states. In addition to exploring issues and progress of project implementation, it helped in the collation of critical issues from across the states that helped in improving project implementation. 6 experience sharing sessions were held.

In 2010, EVA with support of NACA organized a series of stakeholders' forums in Abuja to reach out to more organisations working with youth and involved in HIV-prevention initiatives. Other partner NGOs could replicate this and partner with the SACAs to explore this kind of collaboration.

## **Challenges**

At the end of the pilot, the independent evaluation recommended holding broader implementation partners' meetings on a regular basis in order to provide a medium for sharing implementation experiences/lessons among the partners. This is because the steering committee meetings bring together only the Chief Executive Officers in the NGO partners, and although the CEOs are expected to take information back to their respective organisations, it was not deemed effective enough. This recommendation could not be fully implemented because of lack of funds due to the number of scale up states.

In addition to the above, there was no evidence that the partners had M&E plans, in spite of having work plans for the scale up phase. Good practice in the field of M&E suggests that at least 5% of project funds should be dedicated to M&E. The absence of individual NGO M&E plans in relation to the project as well as lack of

funds may have prevented this from happening with the attendant challenges of effective monitoring.

<i>LaL Output 5: LaL consortium/partners effectively manage project</i>	
<i>Performance indicators</i>	<i>Progress against indicators</i>
Partners report a high level of satisfaction with LaL support including exit strategy for partners	Partners rate project support an average of 4 out of 5 Exit strategy agreed by project and partners
LaL financial management and organisational development systems are efficient	Project management well coordinated from London; extra staff employed to support Project Manager in the UK
LaL partners comply with quality assurance guidelines with respect to work	LaL secretariat report compliance by partners

### **Evidence of Change**

Management of funds and rate of spend overall have been satisfactory. Close-out plans and an exit strategy have been agreed with partners. It is now important to link the priorities for the exit strategy with the remaining funds. The evaluation team finds that the project has made good progress in achieving this output and scores it 3.5 out of 5.

LaL implementing partners all report a high degree of satisfaction. The evaluation team noted that the partners had continued to work harmoniously and constructively, using each other's strengths to good effect. Communication has also improved between the project management team and implementing partners. LaL partners have largely adhered to the various Quality Assurance and Quality Improvement (QA/QI) guidelines with respect to their work. Management tools such as Performance Monitoring Plans, work plans, quarterly reports, and monthly calendar of events are in use for the day-to-day running of the programme.

Exit strategies have been developed. The project will need to adhere to close out time lines and to follow the principles of the exit strategies, most importantly focus on participation and ownership, consensus building, use of benchmarks and lesson learning, and documentation of best practices. Since the mobile platform activities are set to continue through EVA, there should be an analysis of critical issues that can be phased over to EVA.

The evaluation team finds that LaL's organisational systems and management of the project to have been up to expected standards. Working out of Abuja and within the budget requirements, it has ensured better engagement with partners during implementation. Internal management has been improved with the employment of additional staff to support activities from the headquarters in London. The Abuja

secretariat staff reports good guidance from the Project Director – in particular the opportunities for visits by the PM to Nigeria as part of project activities have helped to ensure technical team meetings, thus ensuring team building and team maintenance.

The steering committee has been used as a tool for project management and meetings have been held regularly. The committee has served as a platform for oversight to programme coordination and programme implementation and this has helped to foster shared and common understanding amongst the partners and positively impacted on the project. As a vehicle for ensuring sustainability, the project tried to assist with inaugurating Project Management Committees (PMC) in the implementing states.

### **Challenges**

Although exit strategies have been produced, it is not clear, the extent to which these have been internalised and adopted by the partners. This is because there would be state peculiarities, which needs to be factored into the strategies.

Peer-to-peer lesson learning among implementing partners (via exchange visits) was challenging due to funding constraints. Exchange visits could have deepened mutual learning among the partners.

## SECTION 3: PROJECT IMPACTS AND RISK ANALYSIS

### 3.1 Project Impacts

This section highlights the achievements and successes of the project at the various levels. It draws heavily on the results of the FGDs and in-depth interviews with various stakeholders. As with the pilot, the evaluation team observe that project impact can be noticed at three interrelated levels; school, including pupils and teachers; civil society organisations and government structures.

#### 3.1.1 School level impacts

Teachers and students both report impact at the school level. Teachers stated that the programme has made their work a lot easier, and that it makes the work more interesting, because the programme is hands-on and involves operating the computer. Other teachers said that the interactive methodology make classes lively and helps students open up to the teachers. Students show more interest in classes and have improve relationships with teachers thanks to the real life examples, and issues relevant to young people's lives. According to a teacher in Lagos, *"The methodology makes our work easier and interesting. Students learn more from what they see – we also bring things that are real and which apply to everyday life issues. Being visual, students are always interested in coming to see what is happening. We also have discussions with students."* Another teacher also states as follows: *"there are many things I didn't even know as a teacher that I now know – the way body anatomy is illustrated is clearer to me compared with the way it is in Biology"*

Interviews and discussions also revealed that the process of LaL instruction has increased teachers' knowledge and understanding of topics and improves their confidence when discussing issues around sexuality and HIV with students. Some teachers claimed that the process of delivering LaL lessons has increased their confidence to other young people or community members outside the school – for example in the church. Beyond the direct implementation, a number of schools have taken steps to create more opportunities to talk about issues from the lessons. In Lagos, for example topics are also discussed with students every Friday after assembly and specifically during a "girls' talk" session which was introduced by the school authorities in Oshodi Junior High School in Ajegunle. According to the teachers, major topics covered have included Love, Friendship and Abstinence.

There are also positive effects of the way intervention schools are perceived by other schools. In Lagos for example, a teacher in Oshodi High School in Ajegunle told the evaluation team that: *"In the whole of Tolu complex there are 36 secondary schools and we are seen as the model as a result of the behaviours of our students. This can be traced to the influence of the programme. The programme has also helped to attract more students to the school. For example, students from northern Nigeria now constitute about 10% of the student population and this is traceable to the programme as it talks about cultural issues as well."*

There is evidence that the project has impacted positively on the personal lives of students. According to a teacher in Mokoya High School, Ajegunle Lagos, the topic 'power of influence' changed the life of one of his students for the better (box 1)

#### **Box 1: The power of influence**

A female JSS2 student of mine who I can say is slightly below average got onto the programme in 2008/2009 session and it changed her life for the better. A few weeks after the programme started, she started asking questions, and I thought this was unusual of her, she is usually very quiet in class. She asked questions bothering on her personal conduct and character – things she did at home which her parents didn't like. The parents later came to the school and spoke with me about how their child seemed to have changed, stating that they had given up on the girl being able to achieve academic excellence. I thereafter asked the girl what led her to asking the questions about herself. She opined that before exposure to LaL, she had thought that education ended in the 4 walls of the school and that she thought she could not gain anything about school life. However with the LaL programme she has discovered that "moving with bad peers" was her problem and realised that she needed to change. She said that the topic 'power of influence' is the major thing that led her to change. She therefore identified peers she thought were very serious with school work and started associating with them. As of 2011, she is in SS2 and doing well in school

*As narrated by a Teacher in Mokoya High School, Lagos...*

At the school level, major infrastructural challenges continue to affect the implementation of the LaL programme. Inadequate computers and power outages continue to plague implementation. Additionally, overcrowded classrooms represents a barrier to students' effective participate during lessons.

#### **3.1.2 Impacts on implementing Civil Society Organisations**

Three civil society organisations were involved in project implementation during the pilot namely Education as a Vaccine (EVA) in Abuja; Action Health Incorporated (AHI) in Lagos; and Girls' Power Initiative (GPI) in Calabar. In preparation for scale up and piloting of the northern curriculum, Adolescent Health Education and Development Centre of Bauchi was engaged to anchor the project in Bauchi State. Other organizations subsequently joined the new phase.

There is evidence that the project has impacted positively on the implementing civil society organisations. Interactions with the initial implementing organisations revealed enhanced programming capacities and improved relationships with other CSOs and government structures. Capacity improvements have led to better

programme delivery both of the LaL project the organisations' own activities. According to EVA, *"the relationship has been very cordial and mutually beneficial. EVA has gained experience and recognition in the use of information & communication technology (ICT) for development in the country."* As a result of EVA's involvement and management of the mobile component (MyQ & MyA), the organisation has received recognition from partners and donors as "experts" in the use of mobile phones for SRH issues for young people.

Implementing CSOs also observed that by facilitating eFLHE sessions with young people, the partnership has assisted their organizations by adding value to activities. Generally, sessions are fun and very lively with more interesting games and visual methodologies. In Calabar, an out-of-school curriculum for youth centers which was developed with inputs from GPI has further enriched their work by providing handy information on various topics in the GPI training curriculum. GPI stated that the process has enhanced the capacity of GPI staff on issues of developing scripts and ability to use ICT to produce e-versions, as well as monitoring and evaluation. One of the facilitators who used the out-of-school version for a lesson on sexual and reproductive health and rights reports: *"the package has put to rest some of the challenges we in the second and third level were having. You do not need to start packing and carrying flipcharts about during lessons. Information is handy and easy to reach. Girls learn with so much fun. The diagrams are self explanatory as they speak life to the issues being addressed. Language used is also very simple for everyone to understand."*

The project has helped strengthen the relationships among the implementing CSOs', and, among CSOs and various governmental agencies such as the Ministries of Education and Health. According to GPI Calabar, *"this project and partnership has assisted GPI to enhance her relationship with the Cross River State Ministry of Education in implementing the Family Life and HIV/AIDS Curriculum in Secondary Schools in the State"*. In Benin, GPI observed that the project has improved communication between facilitators and girls. There is also an increase in the number of girls and boys with improved ICT skills at the centre and in the schools. The GPI centre in Delta observed that the project has made facilitating centre meetings easier as it has also enhanced facilitators' computer skills. Furthermore, It has enhanced collaboration with the Ministry of Education in training teachers in Delta State. Most importantly since the implementation of LaL, the number of girls coming into the centre has increased by about 30%.

Other impacts of the project can be correlated to the capacity of the CSOs to continue LaL-type activities. For example the EVA project team worked with OWUK and other LAL partners to develop an out-of-school youth (OSY) version which has been piloted as "summer school" programs during long vacations in the months of August/September. EVA intends to go on with this yearly program; in addition, the program will also be used for some projects being implemented for OSYs by the organisation.

At the time of the evaluation, EVA was revising the OSY version of the program, with funding from Ford Foundation; and stated that the revised version will be used to reach OSYs specifically under a project being implemented by the organisation in Niger State. The Global Fund is currently supporting FLHE training for teachers

across the country. EVA is part of the Global Fund implementation team in the FCT and will be providing training on the e-component in all trainings conducted within the FCT. Other partners are also members in their states.

### **3.1.3 Government structures**

In continuing with relationships that were initiated during the pilot, the project has continued to involve government agencies and parastatals in its activities. At the federal level, in addition to the Ministries of Education and Health and the Nigerian Education Research and Development Council (NERDC), the project now has a very good relationships with the National Agency for the Control of AIDS (NACA). At the state level, the Ministries of Education and Health as well as the State Universal Basic Education Board (SUBEB) continue to be involved by the partners and OneWorld UK. Officials from these agencies and parastatals have attended the trainings under the project and are part of the project steering committee, including the newly evolved Project Management Committees in implementing states.

The project has provided the opportunity for government support at various levels. For example, NACA has so far supported the training of 240 teachers (281F, 22M) as master trainers. The FME/Global Fund initiative has also supported training 80 (46F, 34M) teachers as master trainers, as well as step-down trainings for 1,173 teachers (676F, 497M). At the state level, the MoEs have supported project activities through incorporation of the e-learning platform in all FLHE trainings, support for trained teachers by providing an enabling environment for implementation and by providing resource materials for trained teachers. Other support include the administrative support of classroom implementation of eFLHE (continuous fuelling of generators), allowing eFLHE teachers to use school computers, release of teachers for eFLHE training, and curriculum integration of FLHE to ensure the effective implementation of eFLHE.

The evaluation team believes that the impact of the aforementioned initiatives are two-fold. On the one side, it has impacted on the activities of government institutions as they are able to include new initiatives. For example, the inclusion of eFLHE into teacher training curriculae would mean that teachers can pick up the skills at point of training and would not need detailed training to deliver eFLHE. In November 2010, the College of Education Minna, Niger state included the eFLHE training as part of the Family Life and Emerging Health Issues (FLEHI) Training of Trainers for 30 lecturers. Secondly and more important, it would impact on the sustainability of LaL interventions as government agencies would be able to carry on LaL-type interventions beyond 2012.

## **3.2 Risk Analysis and Management**

As with the pilot phase, potential risks to implementation of the scale-up phase were identified, and strategies for managing them were proposed. These risks are discussed below for their relevance.

**Lack of functioning computers and power in public schools.** To mitigate this risk, the project tried to ensure that all new schools selected to participate in the project should have at least one functioning computer and an alternative source of power. This risk of interrupted power supply turned out to be the most significant one during implementation. During the evaluation, the team observed that across all the schools, very few had electricity during the visits to the schools. While the issue of power supply is out of the control of the project, it advocated with schools and state governments to support the fuelling of electric generators in the schools. In many of the schools, it was confirmed that the principals were very cooperative as they supported the fuelling of generators when needed for LaL lessons. To mitigate the effect of lack of computers, the project provided to each pilot school a Laptop and projector so that schools can reach many students during a lesson. The strategy of providing a Laptop was also able to provide the opportunity for extended lessons when there is no electricity.

**The project will not be sustainable after January 2012.** In order to mitigate this risk, the project has put in place a number of strategies both at the internal project level and at the external level. At the internal level, an exit strategy has been developed. This has helped the implementing partners to begin to articulate how they will sustain activities beyond the project period. As mentioned in earlier sections, some of the partners spoke about strategies for continuing project-type activities. For example GPI has an outreach programme with facilitators under the payroll of GPI. These facilitators have been trained in LaL and it is hoped that they will continue with the LaL implementation in schools as well as the GPI centre. GPI will also continue using the LaL package during their weekly sessions with out of school youth, train new facilitators as they join GPI on how to use the LaL package. EVA will also be receiving funding directly from Oxfam Novib to carry on with the implementation of MyQ & MyA.

At the external level, the various collaborative activities currently being undertaken with government agencies in particular are vehicles for sustainability. The initiatives with NACA, FME and other State governments will definitely go beyond January 2012. For example a uniform presentation for FLHE trainings, which includes the electronic version and monitoring tools, has been developed for the Global Fund supported FLHE project being implemented through Association for Reproductive and Family Health (ARFH) and FME in all the 36 states and the Federal Capital Territory in Nigeria. This project commenced in March 2011 and includes eFLHE.

The evaluation team is of the view that the inauguration of Project Management Committees at the State level also creates an avenue for bringing together various stakeholders to ensure continued support for the project beyond 2012.



## SECTION 4: LESSONS LEARNED AND RECOMMENDATIONS

### 4.1 Lessons learned

The independent evaluation of the pilot identified a number of lessons arising from implementation of that phase. These were:

- Providing age-specific information on sexuality education as well as the medium of delivery is particularly important.
- Linkages with other players need to be strengthened.
- Pre-implementation institutional assessment of CSOs is required for an effective delivery of the project.
- On-going capacity is required at various levels to ensure effectiveness.
- School principals are vitally important for effective rollout of LaL in schools.
- Marketing and promoting the project through mass media is required for better reach, especially of the MYQ&A.
- Introduction and uptake of new issues in Nigeria especially on sexuality takes time because of cultural and religious beliefs.

This evaluation is of the view that the project has indeed responded to the lessons during the scale up phase. It has continued to focus on young people using media that appeals to them – computers and mobile phones. The project has also forged partnerships with government and non government institutions and built the capacity of stakeholders. Pre-implementation assessments were conducted for new CSOs that were engaged for implementation during the scale-up. The project actively engaged the school principals during implementation, and actively promoted the mobile component via mass media.

The fact that uptake of new issues in Nigeria takes time was demonstrated in Jigawa State when baseline data was to be collected using the same tools that were used in the other states. In spite of the fact that the state is implementing the northern version of the curriculum, there was resistance from government officials on the grounds that the wording of the baseline data collection tool around sex and condom use, were slightly 'offensive' to culture and religion. A similar issue was illustrated by a teacher in Cross River State when she said *"part of the challenges to project implementation is the fear of change, that is, some teachers not wanting to get involved in what they term vulgar languages especially the so called born again"*.

In addition to the lessons mentioned above, the evaluation notes that a new lesson emerged during the scale up phase as follows:

**Introduction of topics into curriculum of teachers at point of training is a good vehicle for sustainability.** In 2010, the College of Education in Minna, Niger state included the eFLHE training as part of the Family Life and Emerging Health Issues (FLEHI) Training of Trainers for 30 lecturers, this followed the training of NCCE staff and Lecturers organized by OneWorld UK, Butterfly Works and AHI in December 2009 as Master trainers. Inclusion of eFLHE into teacher training curriculae means that teachers can pick up the skills at point of training and would reduce the need for

detailed training to deliver eFLHE. This strategy would make available a crop of teachers that be used to deliver similar training and who are potentially available to be deployed to schools that have computers, for the delivery of eFLHE, which impacts on the sustainability of LaL interventions.

## **4.2 Conclusions**

From the interactions and evidence gathered during the evaluation, the team concludes that LaL Nigeria has performed well in achieving its core mandate of using ICT to provide young people with accurate, non judgmental information about sexual and reproductive health/HIV/AIDS and gender empowerment. The project has expanded the rollout of the eFLHE from 16 schools in 2009 to more than 500 schools (with FME support) in 2011. The mobile phone extension of the project has also expanded steadily across 4 major telecoms networks in Nigeria to receive almost 400,000 questions via mobile phones. The out-of-school curriculum has also been developed and is being used in 7 youth centres across the country. A total of 1,488 teachers have been cumulatively trained across 19 States by 2011. The linkages with civil society and government institutions including the provision of capacity building have helped in the expansion of the project. Across the LaL platforms (eFLHE and mobile) close to a quarter of a million young persons have had direct access to accurate information.

From the demonstrable improvements in the knowledge base and attitudes of young persons across selected proxy indicators of sexuality, HIV/AIDS, and gender-based violence, and the improvement in the ICT skills of young persons in Nigeria, it is concluded that the electronic version of the FLHE can work given the right environment namely functional computers and regular electricity. It has been able to create an environment that can allow this happen through the links created with government and civil society and other stakeholders; these links can be easily deployed and explored for sustainability.

The project has also impacted positively on the implementing civil society organisations. Interactions with the pioneer organisations revealed that there have been enhanced programming capacities and improved relationships with other CSOs and government structures. In addition to trainings provided to staff of the organisations, it is claimed that the capacity improvements have led to better programme delivery both of the LaL project but also complimenting their own activities. It is concluded that there are prospects for sustainability given the capacities of the CSOs.

## **4.3 Recommendations**

### **4.3.1 Short term recommendation to OWUK**

The plan for continuing the mobile platform activities through EVA is a step in the right direction, as this coverage is National and it has the potential to reach young persons that are not within the school system. It is recommended that as the project is winding down, there should be an analysis of critical issues that can be phased over to EVA. For example, in addition to anchoring the mobile platform in the coming years, EVA could be available to provide continuing support for eFLHE – for

example in teacher training and revision of content – to ensure that quality does not drop.

With respect to the exit strategy, there should be adherence to close out time lines while the principles should be adhered to, namely: focus on participation and ownership, consensus building, use of benchmarks and lesson learning, and documentation of best practices. There could be seed funds made available to the CSO partners for upto 6 months so as ensure that the exit strategy is followed through.

There should be a final stakeholder project dissemination workshop, that will provide feedback on the findings of the evaluation, but which should generally tell the success stories of the project over the last 5 years. This should allow stakeholders who were involved in implementation to provide more information about the challenges faced, and the way forward on these issues. The meeting should involve those who are in the forefront of implementation at the moment – NACA and FME/GF so they can take these issues into consideration as they go forward with implementation.

#### **4.3.2 Medium to longer term recommendation to OWUK and Oxfam Novib**

The project could explore further engagements in northern Nigeria through states that are currently implementing as a way of further understanding the complexities of the socio-cultural issues that affect the delivery of sexuality education. The project could also explore this with the FME within the Global Fund initiatives on FLHE.

The project should continue to advocate with the state ministries of education to look into the issues around the seeming withdrawal of FLHE lessons from the school curriculum. Once an issue is out of the normal scheme of work of teachers, it is difficult or impossible for them to teach that subject matter, and this affects the effective delivery of the curriculum, including the electronic version.

## **Annexes**

### **Annex 1: Terms of Reference**

#### **TERMS OF REFERENCE FOR THE PROVISION OF MONITORING AND EVALUATION CONSULTANCY SERVICES**

##### **1. Background**

OneWorld UK is currently preparing for the closure of Phase II of the Learning about Living project in Nigeria. The projects has encompassed the development and implementation of an e-learning system for the Nigerian Family Life and HIV/AIDS Education (FLHE) curriculum and a Question and Answer service (Q&A) and competitions on mobile phones to further engage young people.

Learning about Living (LaL) has three broad objectives:

- To utilise information and communication technology (ICT) to equip Nigerian young people with the relevant skills to enable them make informed decisions about their sexual health, prevent HIV/AIDS and gender based violence, and lessen associated mortality and morbidity, especially maternal mortality.
- To improve public dialogue and the availability of information on sexual and reproductive health and reduce socio-cultural tendencies that lead to reluctance in discussing these issues with young people.
- To increase gender equality by reducing the prevalence of and offering positive alternatives to gender constructs that assume male superiority and the acceptability of violence against women in the Nigerian society.

Between February 2007 and January 2009, LaL was implemented in 2 states (Lagos and Cross River) and the FCT on a pilot basis. Between January 2009 and 2011, LaL has been scaled up in the pilot states and in the additional states of Bauchi, Benue, Akwa Ibom, Edo and Delta, then to Rivers, Nassarawa, and Jigawa in late 2010.

##### **2. Context to the Consultancy**

The external evaluation of LaL Phase I made a number of recommendations in respect to the monitoring and evaluation during the Phase II scale up. One of the recommendations was that a monitoring and evaluation training should be organised for the partners with a focus on the project logical framework and generation of streamlined and work plans. The evaluation also suggested that in order to ensure consistency in the implementation and dissemination of the survey findings, future baseline surveys should be anchored centrally from the project office, but with inputs and participation from the implementing partners.

The workshop on Monitoring and Evaluation was held at the commencement of the project scale-up phase, in April 2009, and established the M&E workplan. Both the initial baseline evaluation and the midline evaluation were done according to the logical framework and monitoring and evaluation plan specified for this project at that initial training and stakeholders meeting. At the close of Phase II of the Learning about Living project, OneWorld UK and local implementing partners are set to engage in a full evaluation of all elements, including eFLHE programmes, the mobile components, and the interactions between implementing agencies, civil society actors, government officials, and funders.

OWUK invites the Consultant to provide Technical Assistance in the development and implementation of a comprehensive final evaluation of the Lal scaleup in Nigeria – Lagos, Cross River, Bauchi, Edo,

Delta, Plateau, and Benue States and the Federal Capital Territory Abuja, drawing on the materials developed at the outset of the monitoring and evaluation plan in 2009 and the results of the baseline in 2009 and midline evaluation in December 2010.

### **3. Scope and Conduct of Work**

The main objective of the consultancy is to guide and facilitate the final evaluation of the Learning about Living Phase II, including but not limited to providing technical assistance and guidance documents to implementing partners and volunteers, coordinating cooperative evaluation processes amongst all stakeholders, and reporting on the final evaluation results. In concert with OWUK, the consultant will facilitate relevant meetings workshops on Monitoring and Evaluation and ensure all stakeholders understand their M&E roles and have systems to supply relevant information. The consultant will also coordinate the process of collecting and analyzing end of project evaluation data in all the Phase II states.

### **4. Methodology and Composition of Evaluation Team**

The consultant will perform a full evaluation of the Learning about Living project, including survey data, focus-group discussions, in-depth interviews encompassing project targets, implementing and other project partners, and a range of stakeholders including government and civil society representatives, in order to ensure a comprehensive and varied range of experiences.

The consultant will also be responsible for the constitution of the evaluation team, together with OWUK and for the mobile, with the primary implementing partner Education as a Vaccine against AIDS (EVA). The team will comprise of the consultant, selected members of implementing agencies from project states, and local data collection volunteers. The consultant will guarantee a minimum level of competency, familiarity with project aims and objectives, and gender parity amongst the members of the evaluation team.

### **5. Expected Outcomes and Deliverables**

Objectives for the evaluation include:

1. Establishment of effectiveness of eFLHE in-school programmes on young people's behavioural outcomes and attitudes towards sexual health, gender equality, and sexual and gender-based violence, as established by comparison with the baseline data collected.
2. Comprehensive review of user feedback on the MyQ and MyA mobile initiatives, establishment of guidelines and recommendations for improvement and ongoing monitoring of mobile health programmes to be taken up by implementing partners.
3. Best practices and lessons learned from the Learning about Living Nigeria project reported on and programme recommendations made for future initiatives.

At the end of the consultancy, OWUK will receive the following deliverables:

- Development of a workplan and timeline for the end of project evaluation, including clear deliverables and expectations for all involved stakeholders;
- Developed evaluation tools, including questionnaires, interview and focus-group-discussion guides, evaluation checklists, and other tools as deemed necessary by the Consultant and OWUK;
- Comprehensive final evaluation report which incorporates input from all states and stakeholders and reports back on all project indicators from the project M&E logical framework.

The consultant will additionally be responsible for supervising the recruitment and training of all volunteers or implementing partner staff engaged in conducting parts of the evaluation. The consultant will ensure that volunteers are recruited with an eye towards gender parity and appropriately trained on the collection of sensitive information from evaluation participants, including

awareness of gender inequality, sexual and gender-based-violence, and stigma and discrimination based on gender identity, age, class, sexual orientation, or other status.

## **6. Timeframe and work plan**

The consultancy will run for a maximum of 32 days between November 1, 2011 and December 30, 2011. The consultant will be required to develop a work plan based on the needs of CSO partners, and to be discussed and signed off by OWUK.

## **7. Competency and Experience Requirements**

The consultant should be professionally competent in the area of participatory monitoring and evaluation, external evaluation process and impact assessment and have experience working in the field with CSOs and with community members in situation analysis, evaluation and impact assessment. A good knowledge on the use of participatory approaches and facilitation skills would be necessary for this type of work.

The consultant should be sound in gathering both quantitative and qualitative data and should have a fair knowledge of the development issues across the country and sensitivity to gender and diversity issues.

## **8. Conflict of Interests**

Both parties to the TOR shall take all precautions necessary to avoid conflict of interests and shall inform the other immediately of any situation giving rise or that is likely to give rise to any such conflict.

## **9. Termination**

Either party shall have the right to terminate the agreement with at least three (3) months notice subject to meeting contractual obligations implied in agreements with third parties premised upon this TOR.

## **10. Arbitration**

- a) Where a dispute arises, all relevant stakeholders (partners, members, constituencies etc.) must be informed within 30 days of such dispute.
- b) In the first instance, a joint meeting of the parties shall seek to resolve such disputes as may arise.
- c) Relevant and appropriate articles of this Memorandum of Understanding shall be used as a reference point in dispute management.
- d) As a final resort, the laws of the Federal Republic of Nigeria governing arbitration and mediation may be used as a mechanism to resolve disputes of an acute nature.

## **11. Copyrights and Credits**

The final product will be a joint product of the LaL Nigeria project with credit to all the partners who have contributed to development of the e-FLHE, and for the mobile, to OWUK and EVA. The Copyright of the M&E tools will belong to OWUK.

## 12. Amendments

Amendments to this TOR (or its Annexes) will be by the written consent of both parties.

Signed on behalf of OneWorld UK by Uju Ofomata-Aderemi (Programme Director)

Date:

Signed by Abdulkareem Lawal, PhD (Consultant)

Date: November 21, 2011

Appendices:

- Work Timetable for Evaluation Consultant
- LaL M&E Logframe
- Checklist
- Draft Questionnaires
- FGD and IDI Guidelines

## **Annex 2: Methodological Approach**

### **A. General approach:**

The project logical framework (revised in October 2007) was used as the basis for the evaluation and the methodology emphasized evidence and participation of all key stakeholders. The evaluation team visited intervention schools in seven states from which baseline data were collected in 2009.

Interviews were held with:

- civil society implementing partners' staff including youth facilitators, and project
- school teachers (eFLHE trained and others)
- pupils participating in the LaL programme
- government officials
- questionnaires were administered to participating pupils

### **B: Evaluation tools**

#### **1. FGD checklist for students (females) *Please modify accordingly for males***

***Interviewers to make note of individual responses and record similar as well as divergent views***

How long have you been exposed to Lal?

How often did you get to use the computers to learn? The stories did you like them? Why or Why not?

What specific things have you learned from Lal? What has being exposed to LaL made you know that you did not know before?

What are the things that you cannot do before, but which you can now do as a result of you contact with Lal?

How have you taken the lessons of LaL beyond the school environment?

Do you agree that girls have the right to refuse any kind of unwanted sexual advances including touching?

Has a boy slapped or kicked or beaten you up in the last school term? (let pupils indicate by raising hands) What were the reasons?

Has a boy ever physically forcefully touched you even though you did not want to?

What of at home? Any Uncle or Aunty touched you in a way that you did not like or feel right about?



## **2. Checklist for Ministry/Parastatal officials (Federal & State Level)**

Please tell us about the project generally (***explore the current status of the FLHE curriculum with FME and SME***)

What benefits have you or your agency derived from the project?

How has the project helped you to engage with the intervention sites?

How have you helped to replicate the perceived benefits of the project?

In your opinion, has the state allocated more funds to education? Can you substantiate this?

How is the state taking forward e-FLHE?

What major lessons would you say have been learnt? (things you would do again or differently if you had another chance)

What were the potential or real risks to project implementation?

Any advice on how it could be better or how in your opinion you feel that state could help?

## **3. Checklist for Teachers (in intervention – e-FLHE schools)**

Ask Teachers' name and ask how long s/he has been in the school.

Please say anything you know about the project including how it is delivered.

Are there teacher-training programmes available to upgrade teachers on FLHE?

When were you trained on e-FLHE? Was it in this school or in another school?

How many e-FLHE teachers are there in your school? M F

How has the training affected your performance in the school?

How has the training improved your work?

What type of support did you receive from the project for implementation?

What would you consider to be the major impacts of the project? Consider the period before the project and then afterwards

What were the major challenges in the project implementation? How did you overcome these?

What major lessons would you say have been learnt? (Things you would do again or differently if you had another chance)

How do you intend to take the initiatives you have learned, forward?

Any stories/anecdotes to share with us – on how the project helped a student or whatever?

#### **4. Questions answered by LaL Secretariat in Nigeria**

How many schools are using the e-version of FLHE as of 2011?

How many mobile networks have the mobile extension as of 2011?

What is the status of the e-Learning curriculum for out of school/youth centres and how many centres were using the curriculum as of 2011?

How many master trainers have been trained cumulatively (disaggregated by sex)?

How many peer educators have been trained cumulatively (disaggregated by sex)?

How many LaL CDs have been distributed cumulatively?

How many telecom networks have taken on the mobile extension as of 2011?

Can you say anything about how many government initiated projects are engaging with LaL?

Can you say something about how many government agencies/ministries and private sectors organisations are engaging with LaL?

Can you say something about how many other Civil Society partners (outside implementing partners) are engaging with LaL?

Are there teachers who have been trained by other organizations whose master trainers have been trained through the project?

How many computers have been deployed in schools by Intel/OLPC/MTN and preloaded with LaL as of 2011?

Did partners develop implementation and work plans for Phase 2?

How many newsletters were produced in 2010 and 2011?

Have there been lessons learnt documents compiled and published? If so when and how were they disseminated?

Has the project developed an exit strategy?

Would you say that LaL partners have complied with financial and other quality assurance guidelines with respect to work?

## 5. Endline survey Questionnaire (Female)

### Learning about Living

Please answer all questions. Your answers will not implicate you in any way as your name is not indicated on this questionnaire.

How old are you?	
What class are you?	
What is the name of your school?	
What is your state of origin?	
Who do you live with?	
What is your religion?	

#### SECTION A: KNOWLEDGE

For the following, please tick if it is true or false. If you are not sure, tick 'I don't know'.

		True	False	Don't Know
1.	A HIV positive woman can give birth to a HIV negative baby			
2.	People living with HIV can remain healthy for years			
3.	You can only get infected with HIV through sexual intercourse			
4.	Not having sexual intercourse (abstinence) is the best way to prevent HIV infection and pregnancy			
5.	If you have sexual intercourse once you can still be infected by HIV			
6.	A person with HIV is easily identified when you see them			
7.	Do you know what Sexually Transmitted Infections (STIs) are?			
8.	Only promiscuous persons contract Sexually Transmitted Infections (STIs)			
9.	You can protect yourself from HIV and STIs by using a condom			
10.	You cannot get STI from someone you know very well			

#### SECTION B: ATTITUDE

For the following, please tick if it is true or false. If you are not sure, tick 'I don't know'.

		True	False	Don't Know
11.	Girls have the right to refuse any kind of unwanted sexual advances including touching			
12.	It is impossible to abstain if you are already having sex			
13	Girls and Boys may choose any career they want in life			

14	When a girl says NO to sexual intercourse, a boy should leave her alone			
15	A boy who abstains from sex is not cool			
16	If you have a reliable boyfriend, it is unfair to keep saying NO to sexual intercourse			
17	Asking your boyfriend to use a condom means you do not trust him			

18 Some cultures believe men are superior to women, do you agree?

Yes  No

19 Which of these applies to you? Please circle

- i. I would not engage in sexual activities at my age because I am too young
- ii. I would not engage in sexual activities at my age because I am not married
- iii. I would not engage in sexual activities at my age because my parents will be angry
- iv. I would not engage in sexual activities at my age because I do not want to have a baby

### SECTION C: Violence Against Girls in School

20. Has any boy ever threatened you before?

Yes  No

21. Has any boy ever pushed, shook, shoved, or threw something at you before?

Yes  No

22. If yes to 16 above, how many times in the last school term?

23. Has any boy ever slapped or twisted your arm?

Yes  No

24. If yes to 18 above, how many times in the last school term?

25. Has any boy ever hit you with his fist or with something else?

Yes  No

26. If yes to 25 above, how many times in the last school term?

27. Has any boy ever kicked, choked or beat you up before?

Yes  No

28. If yes to 27 above, how many times in the last school term?

29. Has any boy ever physically forced you to touch you even though you did not want to?

Yes  No

30. If yes to 29 above, how many times in the last school term?

31. If you had been forced to have sexual intercourse, what did you do? (PLEASE CIRCLE)

- i. Nothing
- ii. Spoke to an adult at home
- iii. Spoke to a religious leader
- iv. Spoke to my teacher
- v. Spoke to my friends
- vi. Others (Please write here) \_\_\_\_\_

**SECTION D: Your Actions**

- 32 Have you ever had sexual intercourse?  
Yes  No
- 33 If you or anyone you know has had sexual intercourse, how old were you/they the first time?
- 34 If you or anyone you know has had sexual intercourse, did you/they use anything to prevent pregnancy or STI?  
Yes  No
- 35 If you or your friend has had sexual intercourse, did you/they use a condom all the time?  
Yes  No
- 36 Have you or anyone your age ever been pregnant?  
Yes  No
- 37 If Yes to 36 above, what did you or the person do when they found out they were pregnant?
- 38 Do you know what abortion is?  
Yes  No
- 39 Do you or anyone you know your age ever had an abortion?  
Yes  No
- 40 If yes to 39 above how many times?  
Once  Twice  More than twice  More than 5 times
- 41 Have you ever talked to your parents about sexual issues?  
Yes  No
- 42 Have your parents talked to you about sexual issues?  
Yes  No
- 43 Can you talk to your friend about sexual issues?

Yes  No

44 Can you talk to your parents about sexual issues?

Yes  No

45 If your boyfriend wanted to have sexual intercourse with you and you do not want, will you be able to tell him even if he says you will not be his girlfriend again?

Yes  No

### SECTION E: Use of Computer

46 Can you use a computer?

Yes  No

47 If yes, where did you learn how to use a computer?

- i, at home
- ii. Cyber café
- iii, Lal project
- iv others

48 If you can use a computer what can you do on it? Circle as many as you can do from the options below.

- i. I can boot a computer system
- ii. I can use a mouse to click and open web pages
- iii. I can use the keyboard to type sentences
- iv. I can draw, design posters and print documents from the computer
- v. None of the above
- vi.

49 Do you have access to a computer at home?

Yes  No

50 Have you ever used computers to learn about sexuality issues?

Yes  No

51 If yes how often did you use the computers to learn about sexuality issues?

Everyday  Once a week  Once in a term  Never

52 Do you think using computers to teach in class would be fun?

Yes  No

**Thank you for your cooperation!**

## 6. End line survey Questionnaire (Male)

### Learning about Living

Please answer all questions. Your answers will not implicate you in any way as your name is not indicated on this questionnaire.

How old are you?	
What class are you?	
What is the name of your school?	
What is your state of origin?	
Who do you live with?	
What is your religion?	

#### SECTION A: KNOWLEDGE

For the following, please tick if it is true or false. If you are not sure, tick 'I don't know'.

		True	False	Don't Know
11.	A HIV positive woman can give birth to a HIV negative baby			
12.	People living with HIV can remain healthy for years			
13.	You can only get infected with HIV through sexual intercourse			
14.	Not having sexual intercourse (abstinence) is the best way to prevent HIV infection and pregnancy			
15.	If you have sexual intercourse once you can still be infected by HIV			
16.	A person with HIV is easily identified when you see them			
17.	Do you know what Sexually Transmitted Infections (STIs) are?			
18.	Only promiscuous persons contract Sexually Transmitted Infections (STIs)			
19.	You can protect yourself from HIV and STIs by using a condom			
20.	You cannot get STI from someone you know very well			

#### SECTION B: ATTITUDE

For the following, please tick if it is true or false. If you are not sure, tick 'I don't know'.

		True	False	Don't Know
11.	Girls have the right to refuse any kind of unwanted sexual advances including touching			
12.	It is impossible to abstain if you are already having sex			

13	Girls and Boys may choose any career they want in life			
14	When a girl says NO to sexual intercourse, a boy should leave her alone			
15	A boy who abstains from sex is not cool			
16	If you have a reliable boyfriend, it is unfair to keep saying NO to sexual intercourse			
17	Asking your boyfriend to use a condom means you do not trust him			

18 Some cultures believe men are superior to women, do you agree?

Yes  No

19 Which of these applies to you? Please circle

- v. I would not engage in sexual activities at my age because I am too young
- vi. I would not engage in sexual activities at my age because I am not married
- vii. I would not engage in sexual activities at my age because my parents will be angry
- viii. I would not engage in sexual activities at my age because I do not want to have a baby

### SECTION C: Violence Against Girls in School

20. Have you ever threatened a girl before?

Yes  No

21. Have you ever pushed, shook, shoved, or threw something at a girl before?

Yes  No

22. If yes to 16 above, how many times in the last school term?

23. Have you ever slapped or twisted a girl's arm?

Yes  No

24. If yes to 23 above, how many times in the last school term?

25. Have you ever hit a girl with your fist or with something else?

Yes  No

26. If yes to 25 above, how many times in the last school term?

27. Have you ever kicked, choked or beat up a girl before?

Yes  No

28. If yes to 27 above, how many times in the last school term?

29. Have you ever physically forced a girl to touch her even though she did not want to?

Yes  No



30. If yes to 29 above, how many times in the last school term?
31. If you had been forced to have sexual intercourse, what did you do? (PLEASE CIRCLE)
- i. Nothing
  - ii. Spoke to an adult at home
  - iii. Spoke to a religious leader
  - iv. Spoke to my teacher
  - v. Spoke to my friends
  - vi. Others (Please write here) \_\_\_\_\_

**SECTION D: Your Actions**

32. Have you ever had sexual intercourse?  
 Yes  No
33. If you or anyone you know has had sexual intercourse, how old were you/they the first time?
34. If you or anyone you know has had sexual intercourse, did you/they use anything to prevent pregnancy or STI?  
 Yes  No
35. If you or your friend has had sexual intercourse, did you/they use a condom all the time?  
 Yes  No
36. Have you or anyone your age ever gotten a girl pregnant?  
 Yes  No
37. If Yes to 36 above, what did you or the person do when they found out?
38. Do you know what abortion is?  
 Yes  No
39. Do you or anyone you know your age ever asked a girl to have an abortion?  
 Yes  No
40. If yes to 39 above how many times?  
 Onc  Twic  More than twic  More than 5 times
41. Have you ever talked to your parents about sexual issues?  
 Yes  No
42. Have your parents talked to you about sexual issues?  
 Yes  No

43 Can you talk to your friend about sexual issues?

Yes  No

44 Can you talk to your parents about sexual issues?

Yes  No

45 If you wanted to have sexual intercourse with your girlfriend and she did not want, will you tell her she will not be his girlfriend again?

Yes  No

### SECTION E: Use of Computer

46 Can you use a computer?

Yes  No

47 If yes, where did you learn how to use a computer?

- i, at home
- ii. Cyber café
- iii, Lal project
- iv others

48 If you can use a computer what can you do on it? Circle as many as you can do from the options below.

- vii. I can boot a computer system
- viii. I can use a mouse to click and open web pages
- ix. I can use the keyboard to type sentences
- x. I can draw, design posters and print documents from the computer
- xi. None of the above

49 Do you have access to a computer at home?

Yes  No

50 Have you ever used computers to learn about sexuality issues?

Yes  No

51 If yes how often did you use the computers to learn about sexuality issues?

Everyday  Once a week  Once in a term  Never

52 Do you think using computers to teach in class would be fun?

Yes  No

**Thank you for your cooperation!**

**Read to each young person to seek consent for participation**

Good morning/afternoon/evening. Hope all is well. My name is XXX and I am calling in respect to the My Question and Answer service managed by Education as a Vaccine and One World, UK. We sent out a text message to some of our clients to request for permission to administer an evaluation survey of the services. We are interested in learning more about how we can improve the services to better serve young people. All the information you provide will be confidential and will be used only for research purposes. Completion of this questionnaire is voluntary and you have a right to decline to participate.

**SECTION 1: SOCIO-DEMOGRAPHICS**

1.1 Are you a male or female?	Male 01  Female 02	Skip Instructions
1.2 How Old Were You At Your Last Birthday?	<input type="text"/> <input type="text"/> Years Old	
1.3 What is your marital status	Married 01  Single (never been married) 02  Single (separated) 03  Divorced 04  Widowed 05	
1.4 Are you currently in school?	Yes 01  No 02	
1.5 Have You Ever-Attended School?	Yes 01  No 02	NO Go to 1.7 →
1.6 What Is the Highest Level Of Schooling You Completed?	Primary 01  Junior Secondary 02  Senior Secondary 03  Tertiary 04  Postgraduate 05	
1.7 Are you currently employed or working for pay?	Yes 01  No 02	NO Go to 1.9 →
1.8 If YES What Type Of Work Do You Do? Probe	.....	

1.9 What Is Your Religion?	None	01	
	Christian	02	
	Muslim	03	
	Traditional	04	
	Other.....	05	
1.10 Which state do you currently live in? ( <b>Write in the exact state beside the code</b> )	North Central	01	
	North East	02	
	North West	03	
	South East	04	
	South West	05	
	South South	06	
1.11 Do you live in an urban or rural area	Rural	01	
	Semi-Urban	02	
	Urban	03	

## SECTION 2: REPRODUCTIVE HEALTH ATTITUDES

2.1 The next set of questions I am going to ask is about your opinions about sexual and reproductive health issues. For each statement I read, please say if you agree, disagree or are unsure.

Statements	Agree	Unsure	Disagree
I think that sometimes a boy has to force a girl to have sex if he loves her	01	02	03
If a girl suggested using condoms to her partner, it would mean that she didn't trust him	01	02	03
It is impossible to abstain if you are already having sex	01	02	03
If you have a boy/girlfriend it is unfair to keep saying 'NO' to sexual intercourse	01	02	03
Only sexually promiscuous persons can get STI	01	02	03
I am not at risk for contracting HIV or STI	01	02	03
It is sometimes justifiable for a boy to hit his girlfriend	01	02	03
When a man gives gifts to a girl he has the right to ask for sexual intercourse	01	02	03
It is okay for boys to have sexual intercourse with more than one persons at a time	01	02	03
I am confident that I can insist on condom use every time I have sex	01	02	03

### SECTION 3: USE OF SERVICES

3.1 What situation or circumstances motivated you to use the My Q&A service? <b>Probe for reasons for calling or texting.</b>		
3.2 Did using the services, which is calling or texting, actually help you or did the service, meet your needs?	Yes 01 No 02	YES go to 3.4 NO go to 3.3 and then 3.6
3.3 If the service didn't help you or meet your needs, please tell us why?		
3.4 How did the service or information provided help you?		
3.5 Did you use the information provided through this services in any other way beyond helping yourself. If yes can you tell me how?		
3.6 How did you get to know about this service?	School/Teacher 01 Word of Mouth/Friend 02 Flyer/Posters 03 Heart-2-Heart Centre/Health Facility 04 NGO 05 Bulk SMS 06 Radio/TV/Newspaper 07 SGM/Rallies 08 Other (Specify)..... 09	
3.7 Did you ever call or text to know the location of where to receive reproductive health services such as HCT/STI testing and treatment/pregnancy testing	Yes 01 No 02	NO End Here!
3.8 Would you mind telling us what services you were interested in receiving? (probe for types of health service)		
3.9 Did you ever visit the health facility/organisation we recommended to you?  <b>For NO, probe for reasons why. Also ask for the name of the facility or site we recommended</b>	Yes 01 No 02	
3.10 Were you able to receive the services at the health facility or organization we recommended to you?  <b>For NO, probe for reasons why.</b>		
3.11 If Yes, how did the service or information provided help you?		

## 8. Learning About Living (LaL) Nigeria Project, End of Project Evaluation (2011)

### Questionnaire for CSO Partners

1. How would you view the partnership/relationship between your organisation and the LaL project? Please give examples to buttress your points/answers
2. How and in what ways has the partnership/relationship affected your organisation as a whole? Please give specific examples
3. How many of your organisation staffs have been trained as LaL master trainers? What year was they trained?
4. Do you know if other civil society organisations' staff been trained as master trainers? How many and in which organisation?
5. Are you aware if these trainers have trained teachers? If yes how many, and in which schools?
6. Is your organisation engaging with other CSOs on Lal? If yes please name these organisations and state the type of engagement
7. With which government institutions have you advocated, for Lal support? What type of support have you advocated for?
8. How can you describe government support for the project? Which areas have there been support, if any?
9. Did your organisation develop implementation work plans for Phase 2 of the project? If yes, would you say that it was followed by you and the project secretariat?
10. How would you describe project support (implementation) to your organisation? Please rate this support on a scale of 1 – 5 where 5 is the best
11. How would you describe the effects of the project on the target groups? Please give examples
12. What would you consider as major challenges in this project
  - a.in your relationships with LaL
  - b.in implementing the project itself
13. Please describe how the project is managed in your organization
14. What material/financial support do you receive from the project?
15. What M&E systems do you have in place and how do you undertake for the project? Have you gotten any M&E support from the project?
16. What lessons have you learned from the project implementation? (Things you would do again or differently if you have another chance)
17. What were the potential or real risks to project implementation?
18. As the project is now winding down, what strategies has your organisation put in place to continue Lal-type interventions?
19. Do you think that your organisation's capacity is strengthened to deliver Lal-type services Please give some practical examples

### C: List of Teachers and Students interviewed

Innocent P. Ikpong	West Itam Sec. School; Teacher	Female
Ndifreke I. Udoh	West Itam Sec. School; Teacher	Female
Lynda Bassey Akpan	West Itam Sec. School	Female
Abasiodu Anthony Ebong	West Itam Sec. School	Female
Joy Okon Afiong	West Itam Sec. School	Female
Dorcas Paulinus Uyoh	West Itam Sec. School	Female
Favour Joseph James	West Itam Sec. School	Female
Imoh Peter Etim	West Itam Sec. School	Female
Ito Dominic Okon	West Itam Sec. School	Female
Udeme Gabriel Ottong	West Itam Sec. School	Female
Regina Akan Archibong	West Itam Sec. School	Female
Sylvia Sylvester Umoh	West Itam Sec. School	Female
Olivia Sylvester Umoh	West Itam Sec. School	Female
Victoria Archibong Ekpo	West Itam Sec. School	Female
Happiness Clement Bassey	West Itam Sec. School	Female
Emmanuel Michael Ambrose	West Itam Sec. School	Male
Aniebiet Anietie Ekong	West Itam Sec. School	Male
Ndiuwem Okon Williamson	West Itam Sec. School	Male
Mfoniso Anietie Okon	West Itam Sec. School	Male
Ifiok Boniface Uyanga	West Itam Sec. School	Male
Mbuotidem Effiong Bassey	West Itam Sec. School	Male
Desire Etoroabasi Ibanga	West Itam Sec. School	Male
Justice Nse Okon	West Itam Sec. School	Male
Emediong Anthony Sampson	West Itam Sec. School	Male
Christian Bassey Sunday	West Itam Sec. School	Male
Wisdom Sunday Archibong	West Itam Sec. School	Male
Wisdom Godwin Joshua	West Itam Sec. School	Male
Emem Ini Umoh	C .S .S Four Towns; Teacher	Female
Ime Sampson Ekong	C .S .S Four Towns; Teacher	Female
I. Aquaisua	C .S .S Four Towns; Teacher	Female
Esther S. Abasiekong	C .S .S Four Towns; Teacher	Female
Mfon B. Akpakpa	C .S .S Four Towns; Teacher	Female
Anthony	C .S .S Four Towns; Teacher	Male
Emem Effiong Asuquo	C S S Four Towns	Female
Ima-Obong E. Morgan	C S S Four Towns	Female
Mary Essien Archibong	C S S Four Towns	Female
Nsikan Sunday George	C S S Four Towns	Female
Ekaette Augustine Udoh	C S S Four Towns	Female
Blessing Samson Conqueror	C S S Four Towns	Female
Ini-Obong Patrick Ekpo	C S S Four Towns	Female
Mary Uduak Etim	C S S Four Towns	Female
Blessing Udeme Isong	C S S Four Towns	Female
Veronica Effiong Paul	C S S Four Towns	Female
Ufoma Peace Joel	Efficient Sec. Comm. Sch., Uyo	Male
Daniel Daniel Usoro	Efficient Sec. Comm. Sch., Uyo	Male
Promise Stephen Obuaku	Efficient Sec. Comm. Sch., Uyo	Male
Sifon Aniefiok Akpabio	Efficient Sec. Comm. Sch., Uyo	Male
Onome Emuejevoke	Efficient Sec. Comm. Sch., Uyo	Male
Ediomo Iniuwem Udoekere	Efficient Sec. Comm. Sch., Uyo	Male
Udeme Umana	Efficient Sec. Comm. Sch., Uyo	Female
Rachel Mbah	Efficient Sec. Comm. Sch., Uyo	Female
Ekaette Godwin	Efficient Sec. Comm. Sch., Uyo	Female

Abigail Ekanem	Efficient Sec. Comm. Sch., Uyo	Female
Christiana Effiong	Efficient Sec. Comm. Sch., Uyo	Female
Emem Udoh	Efficient Sec. Comm. Sch., Uyo	Female
Aniebiet-Abasi Akaninyene	Efficient Sec. Comm. Sch., Uyo	Female
Chiamaka L.U	Efficient Sec. Comm. Sch., Uyo	Female
Michelle Etimo Nkereuwem	Efficient Sec. Comm. Sch., Uyo	Female
Blessing Johnson Daniel	Efficient Sec. Comm. Sch., Uyo	Female
Favour Effiong Uweh	Efficient Sec. Comm. Sch., Uyo	Female
Sharon Williams Ukoh	Efficient Sec. Comm. Sch., Uyo	Female
Jane Sunday Akpan	Efficient Sec. Comm. Sch., Uyo	Female
Ema Ime Jackson	Modern Training Institute, Uyo	Female
Blossom Uwemedimo Abraham	Modern Training Institute, Uyo	Female
Queenette Linus Udofia	Modern Training Institute, Uyo	Female
Gift Bassey Uko	Modern Training Institute, Uyo	Female
Maria John Patrick	Modern Training Institute, Uyo	Female
Chibueze Salome	Modern Training Institute, Uyo	Female
Blessing Essien Asuquo	Modern Training Institute, Uyo	Female
Olushola Wumi Yusuf	Modern Training Institute, Uyo	Female
Elizabeth Abraham Bassey	Modern Training Institute, Uyo	Female
Edidiong Edet Etim	Modern Training Institute, Uyo	Female
Inemesit Joseph David	Modern Training Institute, Uyo	Female
Ini-Obong Sunday Eyo	Modern Training Institute, Uyo	Female
Queen Samuel Inyang	Modern Training Institute, Uyo	Female
Tonye Tavener Sydney	Modern Training Institute, Uyo	Male
Ekemini John Mark	Modern Training Institute, Uyo	Male
Edikam Cecil Sydney	Modern Training Institute, Uyo	Male
Ito Moses Akpaette	Modern Training Institute, Uyo	Male
Michael Simon Agbor	Modern Training Institute, Uyo	Male
Godswill Anthony Udoidiong	Modern Training Institute, Uyo	Male
George Paul Thomas	Modern Training Institute, Uyo	Male
Kufreabasi Inyang Eton	Modern Training Institute, Uyo	Male
Jeremiah Oguntimehin Kolapo	Modern Training Institute, Uyo	Male
Joseph Joseph Archibong	Modern Training Institute, Uyo	Male
Kuseme Joseph Bassey	Modern Training Institute, Uyo	Male
Ejiro .E. Emonenah	St. Patricks' Sec. Sch. Asaba.	Male
Isikwet Ikenna	St. Patricks' Sec. Sch. Asaba.	Male
Jimawo Destiny	St. Patricks' Sec. Sch. Asaba.	Male
Seun James Olanrewaju	St. Patricks' Sec. Sch. Asaba.	Male
Ezemonye Christian R.	St. Patricks' Sec. Sch. Asaba.	Male
Ehiye Peace	St. Patricks' Sec. Sch. Asaba.	Male
Ikechukwu Okeleke	St. Patricks' Sec. Sch. Asaba.	Male
Njoagwani .A. Emmanuel	St. Patricks' Sec. Sch. Asaba.	Male
Okoyelmo.C. Izuchukwu	St. Patricks' Sec. Sch. Asaba.	Male
Elvis .N. Amazia	St. Patricks' Sec. Sch. Asaba.	Male
Eghuenu Uche Andrew	St. Patricks' Sec. Sch. Asaba.	Male
Okonta Benjamin	St. Patricks' Sec. Sch. Asaba.	Male
Uadia U.O Mercy	Demonstration Sec. Sch. Asaba	Female
Biose O. Awele	Demonstration Sec. Sch. Asaba	Female
Anam C. Priscilla	Demonstration Sec. Sch. Asaba	Female
Udenna Chinwe .M	Demonstration Sec. Sch. Asaba	Female
Precious I. Chiejina	Demonstration Sec. Sch. Asaba	Female
Dike Ngozi Chukwuka	Demonstration Sec. Sch. Asaba	Female
Chukwuma Blessing .A	Demonstration Sec. Sch. Asaba	Female
Olawore Tolani Esther	Demonstration Sec. Sch. Asaba	Female



Tamara Klein	Demonstration Sec. Sch. Asaba	Female
Achemu Esther Precious	Demonstration Sec. Sch. Asaba	Female
Nze Mary Peace	Demonstration Sec. Sch. Asaba	Female
Igben Oghenerume	Demonstration Sec. Sch. Asaba	Female
Uchenna Awelechukwuka F.	Demonstration Sec. Sch. Asaba	Female
Osiwu Ikenna	Demonstration Sec. Sch. Asaba	Male
Alonge Samuel	Demonstration Sec. Sch. Asaba	Male
Oravbiere Osazee	Demonstration Sec. Sch. Asaba	Male
Uwatse Augustine	Demonstration Sec. Sch. Asaba	Male
Egba-okaro Enogheneoke	Demonstration Sec. Sch. Asaba	Male
Totobi Elvis Onyinye	Demonstration Sec. Sch. Asaba	Male
Okonkwo Samuel	Demonstration Sec. Sch. Asaba	Male
Umukoro Ufuoma Nefo	Demonstration Sec. Sch. Asaba	Male
Iteku Maxwell	Demonstration Sec. Sch. Asaba	Male
Okwuouongbe George	Demonstration Sec. Sch. Asaba	Male
Anana Samuel. T.	Demonstration Sec. Sch. Asaba	Male
Ohakwu Henry	Demonstration Sec. Sch. Asaba	Male
Uzor Ebinum Daniel	Demonstration Sec. Sch. Asaba	Male
Josephine Okeke N.E	Word of Faith Group of Sch. Benin; Teacher	Female
Daphne Omoragbon	Word of Faith Group of Sch. Benin; Teacher	Female
Patience Egbon	Word of Faith Group of Sch. Benin; Teacher	Female
Omoregie Esohe	Word of Faith Group of Sch. Benin; Teacher	Female
Oviawe O. Victor	Word of Faith Group of Sch. Benin; Teacher	Male
Oluwajuoshia O. A.	(Principal) Word of Faith Group of Sch. Benin; Teacher	Male
Akhere Peter	Word of Faith Group of Sch. Benin	Male
Igbinoba Osamudiomen	Word of Faith Group of Sch. Benin	Male
Oluwajuoshin Temitope	Word of Faith Group of Sch. Benin	Male
Ogbemudia Desmond	Word of Faith Group of Sch. Benin	Male
Sheriff Precious	Word of Faith Group of Sch. Benin	Male
Amandi Micheal Chibuike	Word of Faith Group of Sch. Benin	Male
Oyewole Peter	Word of Faith Group of Sch. Benin	Male
Favor Goodluck	Word of Faith Group of Sch. Benin	Male
Okunloye Peace	Word of Faith Group of Sch. Benin	Male
Otiti Bright	Word of Faith Group of Sch. Benin	Male
Ogwu .C. Emmanuel	Word of Faith Group of Sch. Benin	Male
Ekhosuchi C. Uyi	Uni. Prep. Sec. Sch. Asaba; Teacher	Male
Imarieaghe Abies	Uni. Prep. Sec. Sch. Asaba; Teacher	Female
Meiofe Israel	Uni. Prep. Sec. Sch. Asaba	Male
Akpolophi .O. David	Uni. Prep. Sec. Sch. Asaba	Male
Adenekan .O. Stephen	Uni. Prep. Sec. Sch. Asaba	Male
Iwinosa Alex Obaretin	Uni. Prep. Sec. Sch. Asaba	Male
Uwuijbe Taiye Peter	Uni. Prep. Sec. Sch. Asaba	Male
Izekor Osborn	Uni. Prep. Sec. Sch. Asaba	Male
Debebs Elijah	Uni. Prep. Sec. Sch. Asaba	Male
Obasogie Kingley	Uni. Prep. Sec. Sch. Asaba	Male
Palmer Solomon	Uni. Prep. Sec. Sch. Asaba	Male
Umuruyi Abraham	Uni. Prep. Sec. Sch. Asaba	Male
Ohigbo .O. Nicholas	Uni. Prep. Sec. Sch. Asaba	Male
Aigbogun Eneizena	Uni. Prep. Sec. Sch. Asaba	Male
Uwangué Favour	Uni. Prep. Sec. Sch. Asaba	Male
Okafor Austin	Uni. Prep. Sec. Sch. Asaba	Male
Okoyomoh Victory	Uni. Prep. Sec. Sch. Asaba	Male
Uwuijbe Kehinde Paul	Uni. Prep. Sec. Sch. Asaba	Male

Palmer Tosan	Uni. Prep. Sec. Sch. Asaba	Male
Agede Tomiwa	Uni. Prep. Sec. Sch. Asaba	Male
Eghareuba Odosa	Uni. Prep. Sec. Sch. Asaba	Female
Idehen Naomi Ogheneruese	Uni. Prep. Sec. Sch. Asaba	Female
Olumese Praise	Uni. Prep. Sec. Sch. Asaba	Female
Edobor Queensly	Uni. Prep. Sec. Sch. Asaba	Female
Jennifer Omorodion	Uni. Prep. Sec. Sch. Asaba	Female
Oboba Faith	Uni. Prep. Sec. Sch. Asaba	Female
Enomo Grace	Uni. Prep. Sec. Sch. Asaba	Female
Ataro Patience	Uni. Prep. Sec. Sch. Asaba	Female
Omoriegie Paula	Uni. Prep. Sec. Sch. Asaba	Female
Igbineweka Obehi	Uni. Prep. Sec. Sch. Asaba	Female
Omo-osawe Joan	Uni. Prep. Sec. Sch. Asaba	Female
Oghosa Jawati	Uni. Prep. Sec. Sch. Asaba	Female
Giegbefumwen Blessing	FGGC. Benin	Female
Abara Nene	FGGC. Benin	Female
Omohimua Peace	FGGC. Benin	Female
Edomen .O. Abigail	FGGC. Benin	Female
Olubor Peace	FGGC. Benin	Female
Eribo Osato agho Obosauwaye	FGGC. Benin	Female
Obiyo Deborah	FGGC. Benin	Female
Agboba Peace	FGGC. Benin	Female
Omoriegie Blessing	FGGC. Benin	Female
Aniaguya Priscilla	FGGC. Benin	Female
Asun Clementina	FGGC. Benin	Female
Orobosa Oghogho Happy	FGGC. Benin	Female
Ebhohimhen .O. treasure.	FGGC. Benin	Female
Izerbigie M.E	Asoro Grammar School, Benin; Teacher	Female
Osakwe Blessing	Asoro Grammar School, Benin; Teacher	Female
Joy O. Igbinomwanhia	Asoro Grammar School, Benin; Teacher	Female
Eluchioya T.A	Asoro Grammar School, Benin; Teacher	Female
Orikpete Kelvin	Asoro Grammar School, Benin	Male
Onyeacholem Ikenna	Asoro Grammar School, Benin	Male
Osasumwen Nicholas	Asoro Grammar School, Benin	Male
Ephraim Ikechukwu	Asoro Grammar School, Benin	Male
Igbimnowanhia Irene	Asoro Grammar School, Benin	Male
Basil Osagumwenro	Asoro Grammar School, Benin	Male
Osaro osasere	Asoro Grammar School, Benin	Male
Nnamdi Ezekiel	Asoro Grammar School, Benin	Male
Momodu Lukman	Asoro Grammar School, Benin	Male
Osarodion Loveth	Asoro Grammar School, Benin	Female
Uwuijbe Influence	Asoro Grammar School, Benin	Female
Jeko Favour	Asoro Grammar School, Benin	Female
Victoria Ikechukwu	Asoro Grammar School, Benin	Female
Otoboh Believe	Asoro Grammar School, Benin	Female
Igbinomwanhia Osalapolor	Asoro Grammar School, Benin	Female
Obaraye Aisosa	Asoro Grammar School, Benin	Female
Ogunbor Gift	Asoro Grammar School, Benin	Female
Khabor Ejiro	Asoro Grammar School, Benin	Female
Ndulue Uchenna. F.	Asoro Grammar School, Benin	Female
Mrs. Takon	MoE, Calabar	Female
Barr. Frank	MoE, Calabar	Male
Paschal Luyang Igbang	G.S.S Uwanse	Male
Udo-udua Victoria	G.S.S Uwanse	Female

Udoh, Mbuotidem Udofia	G.S.S Uwanse	Female
Bassey Victoria Friday	G.S.S Uwanse	Female
Queeneth Nse Etim	G.S.S Uwanse	Female
Blessing Aniekan Umoh	G.S.S Uwanse	Female
Magdalene Victor Effiong	G.S.S Uwanse	Female
Promise David Offiong	G.S.S Uwanse	Female
Mary Victor Umo	G.S.S Uwanse	Female
Joy Effiom Etim	G.S.S Atu	Female
Odo Cobham Eyo	G.S.S Atu	Female
Bright James Daniel	G.S.S Atu	Female
Miriam Solomon Hamilton	G.S.S Atu	Female
Vivian Patrick Nnadozie	G.S.S Atu	Female
Nancy Mark Gabriel	G.S.S Atu	Female
Etim Rose Ntuen	G.S.S Atu	Female
Dorcas Solomon Hamilton	G.S.S Atu	Female
Esther Anyanime Friday	G.S.S Atu	Female
Christiana Edet Effiong	G.S.S Atu	Female
Victoria Nseabasi Udo	G.S.S Atu	Female
Kingsley Edet Bassey	G.S.S Atu	Male
Inemesit Owoidoho Akpan	G.S.S Atu	Male
Emmanuel Offem Ewono	G.S.S Atu	Male
Stephen Nkoro Ebaji	G.S.S Atu	Male
Emmanuel Ekeng Ewa	G.S.S Atu	Male
Emmanuel E Felix	G.S.S Atu	Male
Richard N. Asagha	G.S.S Atu	Male
Maurice Samuel Bassey	G.S.S Atu	Male
Ezekiel Eke Effiom	G.S.S Atu	Male
Charles Asuquo Jackson	G.S.S Atu	Male
James Monday James	G.S.S Atu	Male
Emmanuel Asuquo Eyo	G.S.S Atu	Male
Oluchi Charles Agomuch	GPI (level 2)	Female
Goodness Edet Okon	GPI (level 2)	Female
Edna Emeka Obika	GPI (level 3)	Female
Victoria Eno Udofia	GPI (level 1)	Female
Ugbe Bassey Eyo	GPI (level 2)	Female
Uwemedimo Rosemary Raymond	GPI (level 1)	Female
Dorothy Etim	GPI (level 3)	Female
Akinwa Odewale F.	(Principal) Morocco Com. Jnr High Sch. Somolu; Teacher	Male
Olaitan F.O	Morocco Com. Jnr High Sch. Somolu; Teacher	Male
Ogunbowa A.O	Morocco Com. Jnr High Sch. Somolu; Teacher	Female
Osineye K.O	Morocco Com. Jnr High Sch. Somolu; Teacher	Female
Olaoye S.I	(Principal) Ikosi Jnr High Sch. Ketu; Teacher	Male
Somuyiwa S.O	Ikosi Jnr High Sch. Ketu; Teacher	Female
Bosun-kwadjo B.O	Ikosi Jnr High Sch. Ketu; Teacher	Female
Famutimi F.F	Ikosi Jnr High Sch. Ketu; Teacher	Male
Olaniyi A.O	Ikosi Jnr High Sch. Ketu; Teacher	Male
Opayinka H.T	Ikosi Jnr High Sch. Ketu; Teacher	Male
Olagookun A.O	Ikosi Jnr High Sch. Ketu; Teacher	Female
Olaniyan C.A	Ikosi Jnr High Sch. Ketu; Teacher	Female
Ajulo O.B	Ikosi Jnr High Sch. Ketu; Teacher	Female
Oseagwina P.O	Ikosi Jnr High Sch. Ketu; Teacher	Female
Miss Osineye	Ikosi Jnr High Sch. Ketu; Teacher	Female
Oluwatuyi F.O	Ikosi Jnr High Sch. Ketu; Teacher	Female

Abosedo David .A	Randle Jnr. Sec. Sch. Apapa; Teacher	Male
Chinweuba Grace	Randle Jnr. Sec. Sch. Apapa ; Teacher	Female
Okekunle Mojisola .T	Randle Jnr. Sec. Sch. Apapa; Teacher	Female
Oluwotan Babatunde John	Randle Jnr. Sec. Sch. Apapa; Teacher	Male
Onwuegbunam Maria Chinwe	Apapa Jnr High Sch. ; Teacher	Female
Igwetu Eunice Ijeoma	Apapa Jnr High Sch. ; Teacher	Female
Obaro John E.	Apapa Jnr High Sch. ; Teacher	Male
Jamiu Barakai	Apapa Jnr High Sch. ; Teacher	Female
Owolabi Damilola	Apapa Jnr High Sch.	Female
Basseu Uduak	Apapa Jnr High Sch.	Female
Petemote Georginia	Apapa Jnr High Sch.	Female
Samson Blessing	Apapa Jnr High Sch.	Female
Osowe Damilola	Apapa Jnr High Sch.	Female
Gbokosi Mary	Apapa Jnr High Sch.	Female
Adegoke Rebecca	Apapa Jnr High Sch.	Female
Onogu Promise	Apapa Jnr High Sch.	Female
Wahab Falilat	Apapa Jnr High Sch.	Female
Hassan Rodiat	Apapa Jnr High Sch.	Female
Yusuf Mojisola	Apapa Jnr High Sch.	Female
Jamiu I.M	Ikeja Jnr High Sch. ; Teacher	Female
Makelemi C.O	Ikeja Jnr High Sch. ; Teacher	Female
Fayokun O.B	Ikeja Jnr High Sch. ; Teacher	Female
Oduguwa S.O	Ikeja Jnr High Sch. ; Teacher	Female
Dele-Adisa O.C	Omole Jnr. Gram. Sch. ; Teacher	Female
Oyegbade A.T	Omole Jnr. Gram. Sch. ; Teacher	Female
Oladehinde A.T	Omole Jnr. Gram. Sch. ; Teacher	Female
Faboya T.A	Omole Jnr. Gram. Sch. ; Teacher	Female
Olaolu-Olatinsu E.O	Omole Jnr. Gram. Sch. ; Teacher	Female
Oyegbemi O.A	Omole Jnr. Gram. Sch. ; Teacher	Male
Nwoye Roselyn N.	Omole Jnr. Gram. Sch. ; Teacher	Female
Ogbonnaya R.N	Omole Jnr. Gram. Sch. ; Teacher	Female
Ewedemi K.T	Omole Jnr. Gram. Sch. ; Teacher	Female
Godwin Mary	Omole Jnr. Gram. Sch	Female
Olaore Esther	Omole Jnr. Gram. Sch	Female
Fred Augustina	Omole Jnr. Gram. Sch	Female
Etim Okon Affion	Omole Jnr. Gram. Sch	Female
Muriana Sarah	Omole Jnr. Gram. Sch	Female
Danladi Rashidat	Omole Jnr. Gram. Sch	Female
Michael Precious	Omole Jnr. Gram. Sch	Female
Nwokolo Sophia	Omole Jnr. Gram. Sch	Female
Oyelami Zainab	Omole Jnr. Gram. Sch	Female
Ekpo Edidiong Uduak	Omole Jnr. Gram. Sch	Female
Irabor Patricia	Omole Jnr. Gram. Sch	Female
Okorie Joy	Omole Jnr. Gram. Sch	Female
Badmus Mariam	Omole Jnr. Gram. Sch	Female
Esther Nwobu	City comprehensive High school, Bauchi	F
Aliyu Haidar Mohammed	City comprehensive High school Bauchi	M
Tawa Bashiru	City comprehensive High school Bauchi	F
Umar Salisu	City comprehensive High school Bauchi	M
Amina Abdullahi	City comprehensive High school Bauchi	F
Abdusalam Abubakar Sadiq	City comprehensive High school Bauchi	M
Esther Joseph	City comprehensive High school Bauchi	F
Hafizu Ibrahim	City comprehensive High school Bauchi	M
Maryam S Mohammed	City comprehensive High school Bauchi	F

Kamaludeen Saminu	City comprehensive High school Bauchi	M
Kahalijah Adam Sani	City comprehensive High school Bauchi	F
Abdulrahaman Abdullahi	City comprehensive High school Bauchi	M
Victoria Samson	City comprehensive High school Bauchi	F
Muktar Bashiru	City comprehensive High school Bauchi	M
Fatima C Bitrus	City comprehensive High school Bauchi	F
Habibu Sanusi	City comprehensive High school Bauchi	M
Elizabeth S. Ishaya	City comprehensive High school Bauchi	F
Bright Anagunmba	City comprehensive High school Bauchi	M
Abigale Bako	City comprehensive High school Bauchi	F
Patrick Ukeh	City comprehensive High school Bauchi	M
Chioma Chinedu	City comprehensive High school Bauchi	F
Abdulmalik Umar	City comprehensive High school Bauchi	M
Jeinet Haruna	City comprehensive High school Bauchi	F
Samson Kayode	City comprehensive High school Bauchi	M
Laila Yushe'u	City comprehensive High school Bauchi	F
Promise Neji Odok	City comprehensive High school Bauchi	M
Elura Felix	City comprehensive High school Bauchi	F
Phillip Harunna	City comprehensive High school Bauchi	F
ZAINAB HASSAN	Government Girls' College Bauchi	F
ZIPPORAH GEORGE	Government Girls' College Bauchi	F
BLESSING NAMO	Government Girls' College Bauchi	F
HARIRA ADAMS	Government Girls' College Bauchi	F
BALKISU USMAN	Government Girls' College Bauchi	F
BILKISU A. GHANI	Government Girls' College Bauchi	F
KABIRAT ADEOGUN	Government Girls' College Bauchi	F
AISHAT ALARO	Government Girls' College Bauchi	F
ZULIHAT OBA	Government Girls' College Bauchi	F
MARYAM JIRIN	Government Girls' College Bauchi	F
MARY YAHDAM JOHN	Government Girls' College Bauchi	F
LADI BULUS	Government Girls' College Bauchi	F
HELEN SUNDAY	Government Girls' College Bauchi	F
RUTH MUSA	Government Girls' College Bauchi	F
FATIMA ADAMU BARA	Government Girls' College Bauchi	F
JANE NKEMJIKA	Government Secondary School Bauchi	
CHIDINMA CHAGU	Government Secondary School Bauchi	F
OMAGU GRACE ELOYI	Government Secondary School Bauchi	F
EUNICE OLAGBADUN	Government Secondary School Bauchi	F
ARINZE ADAEZE	Government Secondary School Bauchi	F
MIRIAM ISHAUAL AMLABU	Government Secondary School Bauchi	F
AISHA UBAYO JUJI	Government Secondary School Bauchi	F
JENNIFER JOHN BILLAH	Government Secondary School Bauchi	F
RANBAYI YOHANNA	Government Secondary School Bauchi	F
KISSI NGADDA	Government Secondary School Bauchi	F
AJIMA JOYCE	Government Secondary School Bauchi	F
PATIENCE HASSAN	Government Secondary School Bauchi	F
VICTORIA OKONKWO	Government Secondary School Bauchi	F
IBRAHIM OJONUJO	Government Secondary School Bauchi	F

### **Annex 3: List of Abbreviations**

AAN	Action Aid Nigeria
AHI	Action Health Incorporated
AHIP	Adolescent Health and Information Project
AIDS	Acquired Immune Deficiency Syndrome
ARFH	Association for Reproductive and Family Health
CD	Compact Disc
CEO	Chief Executive Officer
CSO	Civil Society Organisation
DVD	Digital Video Disc
eFLHE	Electronic Family Life and HIV/AIDS Education
EGBENN	Enhancing Girls Basic Education in Northern Nigeria
EOP	End of Project
EVA	Education as a Vaccine against AIDS
FCT	Federal Capital Territory
FGD	Focus Group Discussion
FLHE	Family Life and HIV/AIDS Education
FME	Federal Ministry of Education
GF	Global Fund
GPI	Girls Power Initiative
HIV	Human Immune Virus
ICT	Information and Communication Technology
IDI	In-Dept Interviews
KAP	Knowledge, Attitudes and Practices
LaL	Learning About Living
M & E	Monitoring and Evaluation
MoE	Ministry of Education
MTN	Mobile Telecommunication Network
MYA	My Answer
MYQ	My Question
NACA	National Action Committee on AIDS
NCCE	National Commission for Colleges of Education
NERDC	National Educational Research and Development Council
NGO	Non Governmental Organisations
NYSC	National Youth Service Corp
OLPC	One Laptop per Child
OSY	Out of School Youths
OWUK	One World UK
PM	Project management
PMC	Project Management Committee
RESHAA	Regional Education Summit on HIV/AIDS in Africa
SMS	Short Message Service
SPSS	Statistical Package for Social Sciences
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infections
TEGIN	Transforming Education for Girls in Nigeria
ToR	Terms of Reference
USA	United States of America

**Annex 4: List of documents consulted**

Past Editions of the LaL Newsletters for the period 2010 – 2011

Guidelines for TOR for Project Evaluations: Oxfam Novib

LaL Project Briefs

Report of the LaL Evaluation Workshop held in Abuja, 2008

Report of the Steering Committee visit to Pilot States, 2008

NGO partners quarterly reports, 2010 – 2011

Scale-up Project Proposal for LaL, 2009

## Annex 5: Composition of evaluation team

Name	Nationality	Role in team	Expertise	Current place of work
Abdulkareem Lawal	Nigerian	Lead Consultant and Team Leader	Social and Political economy analysis; skills in design evaluation and impact assessment of development programmes	ITAD Ltd, UK
Nneka Ugwu	Nigerian	Support Consultant	Social analysis, participatory research	Freelance Consultant
Emeka Ijeomah	Nigerian	Research Assistant	Social analysis, participatory research	Freelance Consultant
Aboki Theophilus	Nigerian	Project Support: data collection in Bauchi, Benue and FCT		OWUK