

DEVELOPMENT OF THE LIVELIHOOD AND LIFE SKILLS OF THE YOUTH IN NASARAWA STATE OF NIGERIA

A STRATEGIC PLAN



Nasarawa State Government
In partnership with
The Nigerian Academy of Science



THE NIGERIAN ACADEMY OF SCIENCE

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AND LIFE SKILLS OF THE YOUTH IN
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LIST OF ACRONYMS

BCC	Behaviour Change Communication
CSC	Civil Service Commission
CSOs	Civil Society Organizations
DPs	Development Partners
FBO	Faith Based organizations
FLHE	Family Life Health Education
HIV/AIDS	Human Immuno Deficiency Virus/ Acquired Immune Deficiency Syndrome
ICT	Information, Communication and Technology
IEC	Information, Education and Communication
IHVN	Institute of Human Virology Nigeria
JAMB	Joint Admissions and Matriculation Board
LACA	Local Action Committee on AIDs
LGSC	Local Government Service Commission
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MoA	Ministry of Agriculture
MoEST	Ministry of Education Science and Technology
MoF	Ministry of Finance
MoI	Ministry of Information
MoL/S	Ministry of Lands and Survey
MWA/GD	Ministry of Women Affairs and Gender Development
MYSO	Ministry of Youths and Sports Development
NASUBEB	Nasarawa State Universal Basic Education Board
NSHA	Nasarawa State House of Assembly
NAYES	Nasarawa Youth Empowerment Scheme
NCC	Nigerian Communications Commission
NGO	Non-Governmental Organization
NOA	National Orientation Agency
PS	Permanent Secretary
PTA	Parents Teachers Association
Q	Quarter
STAN	Science Teachers Association of Nigeria
SURE-P	Subsidy Reinvestment and Empowerment Programme
TV	Television
UTME	Unified Tertiary Matriculation Examination

TABLE OF CONTENTS

List of Acronyms	iii
Table of Contents	iv
Acknowledgements	v
Foreword and Notes from the Nasarawa State officials	vi
Preface	ix
Introduction and project goal	1
The Needs Assessment Survey Findings and Recommendations	3
The Strategic Plan (objectives and activities)	6
Conclusion	15
About NAS	16
Appendices	18

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FOREWORD

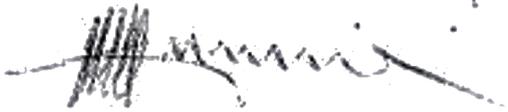
In today's world the Youth is facing the most hardships and lack of belonging within the society. Youth in Nigeria constitute a big chunk of the population, yet it remains the most marginalized and vulnerable to the difficult circumstances that young people face because of limited opportunities for education and training, viable employment, health and social services.

The growing incidence of substance abuse and juvenile delinquency among the youths is further deteriorating the chance of Nigeria's quest for achieving the status of a developed nation. Their imagination, ideas, considerable energies and vision are essential for the continuing development of the society in which they live.

The Youth view the older generations to have been re-cycled one too many times in the scheme of social status, economic power and authority, and enjoy all the attendant privileges at their expense and detriment of their future.

The turnout of students from our secondary schools has been on the increase in recent times most of which cannot be absorbed by our tertiary institutions either because of their poor performance or because of capacity constraints. Furthermore the labour market is unable to absorb our young graduates for white collar jobs; and sadly most of these young school leavers lack the requisite skills to be either self-employed or get paid employment.

This project is indeed viable, there is need to solicit the support of international donor agencies, corporate organizations, institutions and good spirited individuals including relevant ministries, department and NGOs in the implementation of these programmes.



Mr. Bulus M. Amoyi

Permanent Secretary

Ministry of Sports and Youth

Development, Lafia

Nasarawa State.

**REMARKS BY HON. COMMISSIONER OF EDUCATION, SCIENCE AND TECHNOLOGY
COMRADE HUSSAINI IBRAHIM ABUBAKAR,**

Youths, the immediate leaders of tomorrow if not properly trained may constitute a threat to the development of a nation. As they are growing to face the realities and challenges of life, they need to be guided against negative vices such as violence, drugs, thuggery, restiveness and other risks that deprive positive results in life. It is against this backdrop, that the Youth development project initiated by the Nigeria Academy of Science (NAS) in mobilizing support for developing, implementing and sustaining livelihood and life skills development among youths in Ekiti and Nasarawa State of Nigeria as pilots was received with whole hearted acceptance.

All youths need major skills such as welding, carpentry, electrical, building, computer training etc that empower the citizenry, and free them from the shackles of poverty. These tools will reduce the incidence of social vices to the barest minimum.

The needs assessment conducted covered the state of social development of youths in Nasarawa State as well as their access to and the use of information pertaining to reproductive health. The report of the project been implemented in the State intends to guide Government, NGO, NAS and the Private Sector, to take actions in resolving the problems of the youths identified in the needs assessment study that subsequently developed into an action plan.

It is also expected that, this document will sensitize the nation on what to do, the priority activities to implement for the maximum benefits of the state and the Country. There is the readiness on the part of the Nasarawa State Government and its agencies to mobilize political will to ensure the success of the project.

All negative trends discovered, need collective and concerted efforts to strategize for intervention in youth empowerment and retention plan such as strengthening, and encouraging interest in Science Education, promoting youth empowerment and more awareness on reproductive health needs and services.

The State further solicits support and cooperation from all quarters towards the realization of the set objectives.

I will personally, recommend this Action Plan to all States of the Federation for implementation by Ministries, Departments, Agencies, Establishment, NGO, Private sector and Communities.

I will like to extend my hands of friendship to the Ford Foundation for the financial support towards the project and NAS for selecting Nasarawa State as a pioneer beneficiary.

**From the desk of the Hon. Commissioner, Ministry of Health
Dr. Emmanuel Agwadu Akabe**

It is with great pleasure and high sense of humility that I write and forward to you this publication. I am highly indebted to the Nigerian Academy of Science for her zeal, concern and doggedness in coming up with this and following it through.

The problem of youth restiveness and idleness is of great concern to us in Nasarawa State. The popular saying that an idle mind is the devil's workshop comes into play here. From our findings, health education and knowledge about reproductive health in particular is quite poor. Science knowledge and education in the State is not any better. Most of our Schools and even homes do not teach sex education among our youths and growing children thus exposing them to all associated known risks and hazards. These were some of our findings at the beginning of this project.

As a follow up to the findings, deliberate efforts are being made to address these shortcomings/deficiencies.

Health education has been given a priority in all our activities concerning reproductive health. Procurement and provision of health products for teaching, learning and usage have been beefed up. A bill on stigmatization against people living with HIV/AIDs has been posed by the State House of Assembly with the report of this research and findings, it will go a long way to helping us come up with a work plan in Nasarawa State that when fully implemented shall help us have a healthy vibrant, committed and well informed generation of youths that will be a pride of not only the State but the Country at large.

I feel comfortable to say this because we have an Executive Governor who has shown more concern and is willing and capable to put into action what he believes in and wants nothing but the best for his State. Most particularly, as it affects the youths, disabled and women. This fits in squarely.

PREFACE

Young people are a very important part of the population. Currently, there are over 1.8 billion youth aged between 10-24 years globally. Ninety percent of these live in developing countries including Nigeria. Given their large number, it would be expected that significant attention would be accorded to the youth to ensure that their needs - education, employment, reproductive and others -are met. The reverse, however, seems to be the case most of the time, with issues pertaining to the youth being relegated to the background. Even when policies and programmes are developed ostensibly for young people, not much attention is paid to their suitability for the target. Although it may appear that the youth are a homogenous group and interventions aimed at them would have general applicability, the reality is that young people are a diverse assemblage whose problems require custom-designed solutions.

In Nigeria, 70% of the population can be classified as the youth, with 60% of them living below the poverty line. Although there are youth development policies at the national and state levels, there appears to be a gap between policy making and policy implementation. While the government may have put structures and programmes in place for youth empowerment and development, it would appear that these have not reached the average Nigerian youth whose life they are meant to impact. This trend has left the youth feeling neglected and disenfranchised. If adequate attention is not given to this group of Nigerians who are at once full of untapped potential, yet very vulnerable, the nation's future will be at risk. Hence, the needs of the youth in Nigeria ought to be addressed in a deliberate evidence-driven fashion. It is to this end that the project titled Mobilising Official Support for Developing, Implementing and Sustaining Livelihood and Life Skills Development among the Youth was undertaken.

As part of her mandate to obtain evidence that could drive policy and action by relevant persons and organizations on issues of national importance, the Nigerian Academy of Science (NAS), with support from the Ford Foundation, designed this project to develop strategic plans for youth development in Nasarawa and Ekiti States. The project was undertaken in collaboration with stakeholders from the states' ministries responsible for education, science and technology, youth development, finance, health and women affairs. Representatives from the legislatures of the two states and Non-Governmental Organizations (NGOs) working with the youth were also involved in the process. This was done to engender a sense of 'ownership' of the initiative at the state level and ensure its sustainability upon the completion of the project.

Given the Academy's commitment to evidence-based policy making, the project's activities were in two stages. There was an initial needs assessment study to identify the specific needs of various categories of youth in the two states selected for this intervention. Following this, stakeholders from the two states each drafted a detailed strategic plan to address the key findings of the needs assessment study for their own state. This was done to ensure that the resultant policies and interventions are based on the specific identified needs of the youth in each state. It is intended that the outputs of this project will encourage top level political and civic leadership, as well as other relevant stakeholders, in the two states to commit the necessary political will and aggregate the appropriate resources for the implementation of the specific state strategic plans toward enhancing youth reproductive health, promoting life skills and improving the overall level of social

development of young people.

This strategic plan draws on the information unearthed during the needs assessment survey and outlines a plan of action to improve the social wellbeing of the youth, enhance their educational preparation for livelihood while also promoting their reproductive health and preventing illness. It is intended for the use of all who are interested in youth development nationwide. This outreach is important because the aspiration is to see a scaling up of the initiative by way of replication of these youth development activities in other states of the nation that were not beneficiaries of this first phase of intervention in youth development and wellbeing in Nigeria.

Professor Akinyinka O. Omigbodun, FAS

Principal Investigator

INTRODUCTION

Seventy percent of Nigeria's population comprises persons aged between 10 years to 24 years, and belong to a socio demographic group referred to as youth. This group includes students (in school), in secondary and tertiary institutions, as well as employable and employed young persons. The group also includes young adults who have either dropped out of school, or have never been to a formal school. Taken together, the youth comprise persons in the most impressionable stages of their developmental process, and potentially, they serve as an exuberant workforce of the country. Their singular shared reality however, is that of inadequate capacity to make decisions, absence of programmes that advance their development, inability to access information that is correct and consistent with messages that reinforce their self confidence among other interventions.

In Nigeria, although there are national policies on youth as well as Ministries of Youth at both the national and State levels, there has not been a systematic programme or plans of action dedicated to address youth development or empowerment. While youth constitute about 70% of the Nigerian population, they comprise 52.9% in Latin America and 48.8% in Asia. Of the 70% of youthful population in Nigeria, 60.5% live below poverty level. Clearly, the need to formulate programmes and policies that would build economic development for Nigerian youth and foster their behavioural change and social integration is urgent. In particular, the high social and economic disadvantages suffered by youth accounts for the high rate of documented adverse sexual and reproductive health outcomes among youth, including high rates of fertility, unwanted pregnancy, unsafe abortion, maternal mortality and HIV/AIDS. This worrisome scientific knowledge of the high rate of adverse reproductive health outcomes among youth is a major challenge affecting young people's development in Nigeria, and calls for targeted action to reverse the trend.

Consequently, the Nigerian Academy of Science with the support of the Ford Foundation, engaged a consultant and his team to carry out a descriptive cross-sectional needs assessment of the current state of social development of youths in Nasarawa State as well as document their access to and use of information pertaining to reproductive health, using quantitative and qualitative approaches to data collection.

The study population consisted of in-school youths aged 10-24 years in 6 selected private and public rural and urban secondary schools, out-of-school youths aged 10-24 years in 7 rural and urban communities, science teachers in the 6 selected schools, stakeholders/key persons in the State Ministries (of Health, Education, Women Affairs, Youth and Sports). Forty one Science teachers were interviewed with a questionnaire and a checklist was completed to document school and community resources for science education, reproductive health services and social development facilities.

Rationale for the Study

The phenomenon of globalization has created tremendous potential for economic and social development for youth. Globalization and national development has also contributed to heightened inequality and problems associated with urbanization. Some of the challenges that are increasingly faced by youth include poor or non-existent access to education, high rate of unemployment, significant vulnerability to adverse sexual and reproductive health outcomes (include high risk of sexually transmitted infections and gender-based sexual violence), exposure to conflicts due to rising prevalence of urban violence, growing poverty and food insecurity. More significantly, there are large numbers of young people who have not attained the level of education that would enable them to compete favourably in the labour market. Juvenile sexual experimentation appears to be increasing, so also are unplanned pregnancies which lead to unplanned children who themselves face the same situation. Young people on the move are often victims of sexual exploitation or abuse and marginalization. In the face of these problems and challenges, young people need support and guidance to help mitigate negative deviant attitudes and the attendant consequence.

Promoting youth development has become a central tenet of many youth advocacy organizations including Research Institutes, Academies for Educational Development, Public/Private Ventures and Governments. Although these organizations set out to provide valuable resources to community in planning and implementing youth development programs, sustainability and ownership of these programs by the youth and the communities could be a big challenge, because proper surveys to assess the perceived need and of the youth are seldom carried out before project/program implementation.

There is little evidence that any of the 36 states and 774 Local Government Councils in the country has articulated specific strategies aimed at promoting social development and reproductive health of young people. It is against this background that the Nigerian Academy of Science (NAS) decided to undertake a pilot project aimed at providing a framework for addressing youth social development and reproductive health needs in Nigeria using Ekiti and Nasarawa States as pilot sites.

Project Goal

The goal of the project is the promotion of life skills, livelihood and social/reproductive health development of youth in the broader development agenda at all levels in Nigeria.

Project Objectives

To assess the social development and reproductive health needs of youth aged 10 - 24 years in Ekiti/Nasarawa States of Nigeria.

To develop a strategic plan of action for improving the social development and reproductive health of youth in the two states using the results of the needs assessment.

To mobilize top level political leadership and relevant multi-stakeholders in the two States to accept the plan and to commit resources to implementing it and sustaining it over time

THE NEEDS ASSESSMENT SURVEY

The Nigerian Academy of Science with the support of the Ford Foundation, engaged a team of consultants to carry out a descriptive cross sectional needs assessment of the current state of social development of youth in Nasarawa State as well as their access to and use of information pertaining to reproductive health, using quantitative and qualitative approaches to data collection.

Survey Specific objectives: The objectives of the needs assessment survey are:

- a) Document the socio-demographic characteristics of youth in the state.
- b) Assess employment and occupational status of out-of- school youth in the state.
- c) Document level of enrolment in schools in the state.
- d) Assess the quality of science education of library facilities and access to Information, Communication and Technology (ICT) facilities in the school system in the state.
- e) Assess the sexual and reproductive health behaviours in the state including experiences with adverse reproductive health outcomes among the youth in the state.
- e) Assess the youth's access to evidence-based information and services for reproductive health.
- f) Document the nature of existing policies (if any) and programs that address youth development; and
- g) Assess the level of official commitment to prioritizing the youth development needs in the state.

Key Findings of the Survey:

The following are the key finding of the survey:

- High unemployment was noted among the out- of- school youths
- Pass rate in most of the science subjects was noted to be low
- Teachers were not or had no opportunity for trainings in Family Life Health Education (FLHE) and HIV
- There is no curriculum for FLHE in schools
- Teachers were the commonest source of information for students on Reproductive Health issues
- Infrastructure for science learning and teaching e.g. laboratories and libraries were noted to be very inadequate particularly in the public schools
- Access to ICT facilities among the in-school youths was noted to be highly inadequate
- Infrastructure for social development (skills acquisition, empowerment, decision making) were very minimal and, grossly inadequate particularly in the public schools
- Risky sexual behaviours among the youth and experiences leading to adverse outcomes in reproductive health [e.g. pregnancies, abortion, sexual relationships, and unwillingness to go for Human Immunodeficiency Virus (HIV) testing] were noted or practiced
- There was an observed poor knowledge of contraceptive methods by the youths
- Utilization of health facilities was low among young persons
- People with disabilities reported not been involved in policy/decision making especially on issues affecting them
- The ability to obtain life and transferable skills (decision making, goal setting, negotiation, time management) was reported to be an issue among the out of school youth
- Skill empowerment programmes were reported to have been set up but not sustained so some are non- functional
- In public schools visited, the only social development/recreational activity was football
- Involvement of youths in development of empowerment schemes was not remarkable or was considered inadequate

- Development scheme for the young persons were localized only in the state capital and not accessible to the rural youths
- There were no well-articulated social development programmes for out of school youths
- Female students' performance for 2012/2013 was poor compared with the male students
- Few teachers reported attending continuing/update education activities in the last 3 years
- Affirmative action to patronize/engage youths that have passed through government empowerment programmes was not practiced
- Substance abuse was reported among the young persons in the state

Recommendations

In order to address the key problem issues captured by the survey, the following interventions are recommended:

Social Development Issues

- Adequate provision of ICT facilities to encourage computer based learning for in-school youth to approximate with current developmental best practices and educational needs should be considered
- Adequate provision of well equipped science laboratories would promote science education teaching and learning
- Adequate provision of libraries with relevant text materials and other infrastructure are needed to enhance reading and learning
- Provision of infrastructure for skills acquisition and craftsmanship for out- of- school youths would promote empowerment and financial independence and serve as a way to create job opportunities
- Vocational training opportunities for in-school youth should be provided through the government in order to engage them positively
- Provision of education opportunities and infrastructure for skill acquisition for persons with disabilities or the physically challenged is most essential to the actualization of their developmental potentials and self sustenance
- Provision of education opportunities and infrastructure for out of school youth, possibly adult learning centres is most indispensable
- Persons with disabilities should be involved in decision making especially in issues that pertain to their health and social development
- The State should establish mechanisms to obtain appropriate data on school enrolment and other parameters especially from the private schools
- Prevention and control of substance use and abuse should be accorded utmost attention.
- Training and retraining of teachers on social development issues and on modern science teaching techniques should be prioritized
- Registration of science teachers as members of Science Teachers Association of Nigeria (STAN) should be enforced so as to ascertain the standard of science teaching

Reproductive Health Issues

- There is need for increased awareness/enlightenment on risky sexual behaviour and its sequelae through school health programmes
- The use of peer educators and guidance counselors should be emphasized in schools.
- Opportunities to encourage parental and religious leaders involvement in addressing/educating youths on reproductive health matters should be explored
- The implementation of Family Life Health Education (FLHE) programmes should be evaluated and strengthened where they exist and established if non-existent
- Teachers should be trained in FLHE and HIV/AIDs prevention and other social issues of the infection
- Establishment of youth friendly clinics should be promoted in the state
- Opportunities for the acquisition of life and transferable skills (decision making, goal setting, negotiation, time management etc) should be explored and established
- Government should partner with NGOs, private sector, and communities in the design, implementation, and monitoring of pro-youth health related programmes

THE STRATEGIC ACTION PLAN

The development of this plan is intended to make available to the government and relevant MDAs a document that is state specific based on the identified needs, and with inputs from the state to be used in the design, and delivery of programmes and interventions that will positively address the youth problems and challenges. This is expected to be a two year plan (2015-2017).

The plan has a state ownership approach in the sense that the stakeholders in the state participated in the drafting of the document and have also pledged support and commitment to ensuring that the activities specified therein will be executed through the provision of resources and mobilization of relevant support.

The Strategic Plan is expected to be adopted by the State and all MDAs that collaborated in its design will rally support and facilitate its successful implementation.

This plan has its main thrust on

- Sensitizing the government and other stakeholders on the issues affecting youth social development and reproductive health.
- Requesting the government and stakeholders to design and implement programmes that are targeted at the overall wellbeing of the youth in Nasarawa State.
- Creating awareness among the youth that they have a role in demanding the provision of programmes and services that will address their social development and reproductive health needs.

Activities planned to ensure the realization of these are:

- I- Advocacy and social mobilization.
- ii- Capacity building and training.
- iii- Establishment of youth directed services.
- iv- Entrepreneurial and skills acquisition.
- v- Partnerships and collaboration.
- vi- Monitoring and evaluation of all stated activities and interventions.

The thematic areas of the plan are:

A. REPRODUCTIVE HEALTH ISSUES- Objectives are:

- To increase skills and knowledge of teachers in FLHE and HIV prevention and control
- To promote the introduction of functional FLHE curriculum in schools
- To encourage parent child relationship on reproductive health issues
- To encourage/promote awareness on the need to maximally utilize youth friendly health facilities by the youth

B. SOCIAL DEVELOPMENT/IMPROVEMENT IN SCIENCE EDUCATION: Objectives are:

- To advocate for job creation & youth empowerment opportunities for the Out-of-School youths
- To enhance the quality of science education -teaching and learning in the state
- To create opportunities that will improve computer literacy among in-school youths
- To advocate for job creation and empowerment opportunities for youths living with disability

OBJECTIVE	INTERVENTION	TIME FRAME	WHO	RESOURCES	SOURCE	EXPECTED OUTCOMES	SUCCESS INDICATORS	COST	M & E PLAN	MEANS OF VERIFICATION	RISKS & ASSUMPTIONS	MITIGATION
REPRODUCTIVE HEALTH ISSUES												
To increase skills, knowledge of Teachers in * FLHE: Family Life Health Education and HIV prevention and control.	Training and capacity development workshop for science teachers in the state.	Termly from March 2015 to Dec 2017	State Government and development partners, Teachers, Ministry of Education, Ministry of Health, Ministry of Information, Ministry of Women Affairs	Experts on health matters, ICT/IEC materials.	State Government, Donor Agencies, Corporate Organisations, Individuals Philanthropic Organisations & individuals	FLHE and prevention and control are taught in schools Teachers trained on FLHE & HIV prevention and control	Informed teachers and parents identified, Improved attendance by youth to the youth friendly centres.	To be determined by State government, development partners, NGO, CSO,	Government officials with requisite knowledge in the field, Permanent Secretaries, Directors, Principals.	Increased registration of youths in youth-friendly centers, More students with better skills and knowledge on FLHE and Reproductive health. The teachers well-informed to be able to impact on their students.	Cultural, traditional and religious beliefs, lack of commitment on the part of the teachers.	Advocacy, sensitization visits to Teachers Traditional rulers, community/religious leaders involving them in the activities accordingly.

OBJECTIVE	INTERVENTION	TIME FRAME	WHO	RESOURCES	SOURCE	EXPECTED OUTCOMES	SUCCESS INDICATORS	COST	M & E PLAN	MEANS OF VERIFICATION	RISKS & ASSUMPTIONS	MITIGATION
REPRODUCTIVE HEALTH ISSUES												
Promote the introduction of Functional FLHE curriculum in schools	Inclusion of FLHE into schools curriculum by Ministry of Education in collaboration with Ministry of Health	Q1 2015	Ministry of Education	Curriculum development experts relevant textbooks teaching/ instructional aids, etc.	State governments and donor agencies, corporate individuals.	FLHE included and adopted in schools.	Drafted curriculum, relevant textbooks provided, trained teachers Knowledgeable students.	To be determined by the State government.	State government committees, M.E S/T, PTA, schools administrators.	Workshop materials reports, Attendance sheets of participants. Teachers adequately informed to educate their students on reproductive health issues, Increase registration in youth friendly centres, follow-up research.	Cultural and religious barriers, misconceptions by students, Absence of political will.	Advocacy awareness campaigns lobbying, etc.

OBJECTIVE	INTERVENTION	TIME FRAME	WHO	RESOURCES	SOURCE	EXPECTED OUTCOMES	SUCCESS INDICATORS	COST	M & E PLAN	MEANS OF VERIFICATION	RISKS & ASSUMPTIONS	MITIGATION
REPRODUCTIVE HEALTH ISSUES												
To encourage parent child relationship on reproductive health issues.	Sensitizing parents on the need to educate their Children/wards on reproductive Health issues through PTA forum and other interactive sessions like open days.	Termly from March 2015	Relevant State government agencies, and ministries of Health, Education, Women Affairs, Youths and Sports, Parents, Religious and Community leaders	Health experts Guidance counsellors, IEC materials, Religious leaders and social workers.	State government partners, NGOs and schools.	Informed parents and youths on reproductive health issues. Improved/enhanced communication between parents and children on sexuality and reproductive health education. Youths able to make informed choices on the basis of proper parental guidance. Reduction in risky sexual behaviour among youths	Emotionally secure assertive and confident youths able to express themselves.	To be determined by the State government.	Assessment of type and impact of parents/youth interactions	Reports, records of advocacy and sensitization programmes carried out. Inform parents about reproductive health matters and benefits of parent/child communication.	If youth-friendly centres are working effectively, some youths & parents may not see the need for parental communication on Reproductive Health issues. Religious/cultural barriers.	Sensitized parents and youth used on role models.
	Developing effective communication strategy involving the parents, youth and selected/ concerned individuals/bodies											

OBJECTIVE	INTERVENTION	TIME FRAME	WHO	RESOURCES	SOURCE	EXPECTED OUTCOMES	SUCCESS INDICATORS	COST	M & E PLAN	MEANS OF VERIFICATION	RISKS & ASSUMPTIONS	MITIGATION
REPRODUCTIVE HEALTH ISSUES												
To Encourage/promote awareness on the need to maximally utilize health facilities. (youth friendly health services YFHS) amongst youths.	Provision of gender responsive recreational facilities at the health centres to attract the target youths. Qualified gender balanced technical staff to attend to the youths needs	Termly from January 2015	Government ministries and agencies, civil society organizations, development partners, corporate bodies and individuals, health/social workers.	Recreational facilities such as Table Tennis, Snooker, Chess, Scrabble, TV Viewing Centres, and the provision of guidance counsellors in schools, health experts give talks to youths. IEC materials,	State governments, key Ministries like: Health Education Youths/Sports	Maximum utilization of health care facilities by the youths, Courteous and friendlier health personnel.	Increase in service delivery of health care.	To be determined by state Government	Ministries of: Health, Education, Information, Women Affairs, Sports / Youth Development,	Attendance registers on the usage of health facilities, Newspaper Publications and tapes.	Difficulty in accessing health centres in dangerous terrains.	Making accessibility a key criteria for locating youth-friendly centers.
	Provision of affordable health care facilities/services, Capacity building to promote cordiality among personnel & Youth.											

OBJECTIVE	INTERVENTION	TIME FRAME	WHO	RESOURCES	SOURCE	EXPECTED OUTCOMES	SUCCESS INDICATORS	M & E PLAN	MEANS OF VERIFICATION	RISKS & ASSUMPTIONS	MITIGATION
YOUTH EMPLOYMENT AND IMPROVEMENT IN SCIENCE EDUCATION											
Establishment of youth empowerment and skills acquisition centre to reduce unemployment among out-of-school youths	Needs assessment of youths not enrolled in school Establishment of 6 more training Centres and proper equipping of existing ones. Training and re-training of personnel.	Q1 2015 Q2-Q3, 2015 Q1and 2, 2016 Q1and 2, 2017	MoE S/T, MYSD, MoI, MWSD, NGOs/ Development Partners	Funds, volunteers data collectors NGOs, trainers in various skills of crafts.	Mo L&S, MoF, MoE, MYSD, M.I office of the Governor community leaders.	Reduction in crime rates, Reduction in youth restiveness, Increase in number of self employed youths	1000 youths would have been trained & equipped in the first 18 months 6 well equipped centre established Equipments/materials provided for existing centres.	Monthly M&E by MoE S/T, MYSD Community/youth leaders	Monthly M&E report Enrolment & Graduation registers, Pictures, Workshops	Lack of commitment from Government. Lack of interest from participants Political will, Change in political leadership	Ensuring that the implementation is based on the Needs Assessment Involvement of PS & Directors to ensure support of leadership for the programme.

OBJECTIVE	INTERVENTION	TIME FRAME	WHO	RESOURCES	SOURCE	EXPECTED OUTCOMES	SUCCESS INDICATORS	M & E PLAN	MEANS OF VERIFICATION	RISKS & ASSUMPTIONS	MITIGATION
YOUTH EMPLOYMENT AND IMPROVEMENT IN SCIENCE EDUCATION											
Promote science education: teaching and learning.	Setting up and/or equipping science laboratories, Recruitment of Science Teachers Retraining of Teachers Motivation and promotion of Science competition quiz Scholarships awards for Science Student Media campaign on Science	Once every Second term in 2015,2016 and 2017, Yearly Scholarships awards, Weekly media campaigns	MoES/T, NGOs Schools/ NGOs Scholarships Board Media Houses	Commissioners: MoF, MoE, PTA, Science teachers, STAN	MoF, MoE/S/T NASUBEB STAN	Equipped laboratories Increased students' enrollment/retention, Increased Girl Child education.	Increase in students' performance Increase students' enrollment in science courses in tertiary institutions.	Monthly M&E, MoE S/T, MYSD, MoI, Community/youth leaders	Monthly M&E reports Poor maintenance culture	Procurement may become a route for political patronage thus adversely affecting the quality of equipment supplied. Lack of sustainability	Ensure that the tender process be supervised by the State procurement council / men & women of integrity These should include parents who can appreciate the implication of substandard teachers and equipment on the education of their children

OBJECTIVE	INTERVENTION	TIME FRAME	WHO	RESOURCES	SOURCE	EXPECTED OUTCOMES	SUCCESS INDICATORS	M & E PLAN	MEANS OF VERIFICATION	RISKS & ASSUMPTIONS	MITIGATION
YOUTH EMPLOYMENT AND IMPROVEMENT IN SCIENCE EDUCATION											
Improve computer Literacy in Secondary Schools	<p>Take inventory of existing facilities in schools</p> <p>Provision of more ICT facilities (computers/ internet</p> <p>Recruitment of ICT Teachers</p> <p>Training of teachers</p> <p>Advocacy to key stakeholders to solicit for support</p> <p>Conduct a Mock computer based test for staff and students</p>	Q2 2015 Q3 2016, and Q3 2017	MoE S/T, NCC, USPF Alumni Associations LEST NCC	Linkages to relevant agencies funds	Commissioners, PS, MoF, MDGs, SURE-P, NCC	Most students would have been computer literate, Most teachers would have been computer literate	At least 200 computers in each school, All schools are connected to the internet, All schools have at least 2 ICT teachers, 90% success in computer based termly exam.		Termly review of results of computer based exams by MOE School reports/ records, UTME/ JAMB results	Supply of inferior equipments Poor internet connection Power interruption Inability to secure ICT facilities	<p>Evolvement & support a Planned Preventive Maintenance (PPM) Culture</p> <p>Equipment supply agreements to include maintenance & After Sales Services clause</p> <p>Procurement of tropicalised minimum voltage operation equipment</p> <p>Encourage the use of alternative sources of power e.g solar panels, inverters.</p> <p>Provide adequate security at schools</p>

CONCLUSION

Scaling-up of interventions pertaining to youth education, training of teachers, and development of youth friendly centers are recommended to meet the reproductive health needs of the youths. In addition, interventions targeting and re-positioning private health facilities to be more youth friendly might be considered to improve access to the youth, thereby limiting the grave consequences of poor access to health services. The Ministry of Education should do more in overseeing the activities of private schools in the State; this will afford a mechanism for periodic updating of private school statistics in terms of students' enrolment, performance in examinations, among others.

Engagement of a full complement of science teachers with at least basic degree qualifications and greater number of years of teaching experience should be carried out to enhance learning and better performance by the students. There is a need to renovate and properly equip the laboratory and library facilities in the schools. Computer laboratories with internet facilities should be established in schools and communities in order to facilitate ICT skills acquisition by the students. This will enable them meet up with the challenges of the present reality in terms of admission into higher institutions of learning and employment. Bearing in mind the sensitive nature of the issues discussed under the FLHE program, science teachers should be supported to attend workshops and training programmes on HIV and FLHE so as to make it easier for them to teach the students these concepts. Furthermore, supporting them to become members of science associations will afford them the opportunity of continuing professional development.

It is desirable for the youth to be helped in building negotiation and assertiveness skills through seminars and social development activities as this will correct misconceptions on reproductive health and empower them to resist peer pressure. Engaging youths in policies related to them will create awareness of their existence and would help them focus their demands from relevant stakeholders.

ABOUT THE NIGERIAN ACADEMY OF SCIENCE

The Nigerian Academy of Science (NAS) is the foremost independent scientific body in Nigeria. Established in 1977, NAS is uniquely positioned to bring scientific knowledge to bear on the policies/strategic direction of the country and is also dedicated to the development and advancement of science, technology, and innovation in Nigeria. The mission of NAS is to promote the growth, acquisition and dissemination of scientific knowledge, and to facilitate its use in solving problems of national interest.

As with other national academies around the world, NAS is a non profit organization with members comprising of 160 Fellows who are experts in various fields of science. Some of its members have served as Vice – Chancellors of Universities, Director-Generals of government parastatals and Honorable Ministers in Federal Ministries. The Academy given its high standing, can attract experts both locally and internationally. The Academy with its combination of experts and independence is uniquely positioned to bring scientific knowledge to bear on the policies and strategic direction of the country and has institutionalized proven methods of consistently impacting policies in the country with scientific evidence.

NAS is a member of the Inter- Academy Panel (IAP) which is the umbrella body for all academies worldwide. The Academy is also on the Executive Committees of the Inter- Academy Medical Panel (IAMP) and the Network of African Science Academies (NASAC). It also has representatives at the International Council on Science (ICSU)- the umbrella body of all science associations

NAS is a merit based organization with both honorific and service roles. In its honorific role, highly distinguished scientists are elected and inducted annually as Fellows of the Academy. On the other hand, the service delivery role of NAS can be summarized as the provision of evidence-based and unbiased advice to government and the public, while also stimulating the development of science in the country.

The activities of the Academy are coordinated by its secretariat, led by an Executive Secretary who works with a team of programme officers, and administrative support staff. The secretariat has been greatly strengthened in recent years by its participation in the African Science Academy Development Initiative (ASADI) under a grant from the U.S. National Academies. This capacity – strengthening grant has been provided to support staff, develop communication resources, and initiate a process of collaboration with other National Academies. NAS has also developed a working relationship with the national level of government through its ministries and parastatals as well as with civil society, international development agencies, and the media in implementing several development and social change projects in Nigeria.

Some accomplishments of NAS include the following:

- 1) The development of a training manual on getting research into policy and practice in collaboration with Alliance for Health Policy and System Research;
- 2) The organization of an international conference on climate change in Lagos in November 2012;
- 3) Implementation of a project on improving agriculture and nutrition for women through a grant from the Bill and Melinda Gates Foundation; and
- 4) The organization of a national consensus building workshop on the prevention of maternal and child mortality in Nigeria in 2011.

LESSONS LEARNT FROM NAS PROJECTS

To date, NAS has successfully implemented several projects in health, agriculture and climate change and science education. Our projects are geared towards building the competency and capacity of leaders and the next generation to compete favourably in an increasingly knowledge-driven world. The need to bring the results of science to bear on development in marginalized communities is the central aim of the work that NAS does in the area of social change. The principal strategy and approach of NAS has been to work with official organs of government to build executive understanding and competency for addressing critical issues in national development.

Some of the lessons that NAS has learnt from its work in promoting transformational development in Nigeria include the following:

- Policymakers require evidence-based research and information on which to base their action and programming
- Such research information needs to be communicated to policymakers in a manner that stimulates their systemic understanding and internalization
- In the face of competing demands, compelling reasons need to be provided to policymakers to make them understand why they should prioritize an issue over several others
- Simple and cost-effective action plans when developed are more easily taken up by policymakers than more comprehensive and costly action plans
- Respected policy champions such as those comprised in the membership of NAS can encourage policymakers to take action on a neglected issue

Appendix 1: STRATEGIC PLAN DRAFTING COMMITTEE

Political Committee

Hussaini Abubakar	Commissioner, Ministry of Finance, (Chairman)
Emmanuel Akabe	Commissioner Ministry of Health,
Othman Bala Adam	Chairman House Committee on Youths and Sports, NHSA
Martha Iyakwari	Commissioner, Ministry of Women Affairs & Social Development
Barrister Sani Yakubun Hawa	Commissioner Ministry of Education, Science and Technology
Hon. Godwin Mbatsav	Commissioner, Ministry of Youths and Sports Development

Technical Committee

Idris Umar	Min. of Information
Alli Mohammed Ogye	Min of Women Affairs and Gender Development
Joseph Obala	Min. of Education, Science & Technology
Danladi Maikasuwa	Min. of Youths & Sports Development
Esla Fillibus	Min. of Education, Science & Technology
Haruna Ibrahim	Out of school Youth
Toluleke Obadimu	Federal University, Lafia
Adamu Sa'ad	Min. of Youths & Sports Development
Mustapha Hanafi-Idiaro	Federal University, Lafia
Dauda Abdullahi	Centre for Women Youth and Community Action
Odela Joan Ame	Center for Women, Youth and Community Action
Dr Ekom Haruna	Ministry of Health
Aliyu M Kaura	Government Secondary School
Abubakar Ahmed Umar	Ministry of Youth & Sports Development
Susan S Audu	Volunteer IHVN, Ministry of Health
Mohammed Bako	National Youth Council of Nigeria
Fatima Aliyu	Lafia EASY
Mrs Scholastica M Lan	NAS
Ms Anjola Olanipekun	NAS
Mr Martin Obono	Consultant

Appendix 2: NAS PROJECT TEAM

PROJECT OVERSIGHT COMMITTEE

Professor Oyewale Tomori, FAS- President

Professor Akin Omigbodun, FAS- Principal Investigator

Professor Domingo Okorie, FAS -Academic Secretary, Physical Sciences

Professor Temitayo Shokunbi, FA-S Academic Secretary, Biological Sciences

Dr. Doyin Odubanjo- Executive Secretary

STATE LIAISON

Professor. Ekanem Braide FAS

SECRETARIAT TEAM

Mrs. Scholastica Lan

Ms. Gertrude Ogieguata

Mr. Samuel Shofuyi

Ms. Anjola Olanipekun

Consultant

Mr. Martin Obono

Appendix 3



NAS Advocacy meeting to Governor Umaru Tanko Al- Makura



THE NIGERIAN ACADEMY OF SCIENCE

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