

DEVELOPMENT OF THE LIVELIHOOD AND LIFE SKILLS OF THE YOUTH IN EKITI STATE OF NIGERIA A STRATEGIC PLAN



Ekiti State Government
In partnership with
The Nigerian Academy of Science



THE NIGERIAN ACADEMY OF SCIENCE

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A STRATEGIC PLAN**



Ekiti State Government

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List of Acronyms

ACCOMORAN	Amalgamation of Commercial Motorcycle Owners and Riders Association of Nigeria
ANCOPSS	All Nigeria Confederation of Principals of Secondary Schools
ASUSS	Academic Staff Union of Senior Secondary
BCC	Behaviour Change Communication
CBYO	Community Based Youth Organization
CSC	Civil Service Commission
CSOs	Civil Society Organizations
DICT	Directorate of Information and Communication technology
EEDA	Ekiti Economic Development Agency
EKHA	Ekiti State House of Assembly
EKICIMA	Ekiti State Chambers of Commerce , Mines and Agriculture
FBO	Faith Based organizations
IDPs	International Development Partners
IEC	Information, Education and Communication
JCEA	Job Creation and Employment Agency
JONAPWD	Joint National Assoc. of Persons with Disabilities
LACA	Local Action Committee of AIDs
LGSC	Local Government Service Commission
MICO	Ministry of Information and Civic Orientation
MLCA	Ministry of Local Government and Chieftaincy Affairs
MLHCD	Ministry of Labour and Human Capital Development
MOA	Ministry of Agriculture
MOEST	Ministry of Education Science and Technology
MOJ	Ministry of Justice
MRD&CE	Ministry of Rural Development and Community Empowerment
MTII	Min of Trade Investment and Innovation
MWA	Ministry of Women Affairs
MYS	Ministry of Youths and Sports
NAS	Nigerian Academy of Science
NBTE	National Board for Technical Education
NDE	National Directorate of Employment
NERDC	Nigerian Educational Research and Development Council
NGO	Non-Governmental Organization
NOA	National Orientation Agency
NS&CDC	Nigerian Service Civil Defense Corps
NURTW	National Union of Road and Transport Workers
NUT	Nigerian Union of Teachers
NYCN	National Youth Council of Nigeria
OPS	Organized Private Sector
PCRC	Police Community Relations Committee
PPP	Public-Private Partnership
PTA	Parents Teachers Association
SAC	Skill Acquisition Centres
SACA	State Action Committee of AIDs
SEDA	School Enterprise Development Agency
SMEDAN	Small and Medium Scale Enterprises Association of Nigeria
STAN	Science Teachers Association of Nigeria
SURE-P	Subsidy Re-investment &Empowerment Programme
TESCOM	Teaching Service commission
YFHS	Youth Friendly Health Services

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FOREWORD FROM THE DESK OF THE PERMANENT SECRETARY, MINISTRY OF INFORMATION, YOUTH AND SPORTS DEVELOPMENT, EKITI STATE
MR KOLA AJUMOBI

The Youth Question globally and particularly in Nigeria, keeps resonating, begging for concrete answers, the ignorance of which, has become a clog, in the wheel of political, economic, social and even religious progress of the society. This is because the youth population encapsulates the strength, brainpower, value chain, resource base, reproductive cycle, hope and aspiration, through which political and economic leadership, percolates for tangible development, peace, good neighbourliness and tolerance in the society.

The Nigerian scenario where there is a high level of insurgency, armed robbery, thuggery, rape, prostitution, gangsterism, cultism godfatherism, get-rich-quick, criminal abortions, drug abuse and fading age-long time tested cultural ethos, which made society cohesive, productive and habitable, is a pointer to the reality of how critical, the youth question must be addressed and very quickly too, using a multi faceted pragmatic approach.

For us in Ekiti State, Government is positioned to tackle the youth question headlong. In December 2014, the hitherto existing 38 Ministries, Departments and Agencies, were restructured to 26, in a bid to promote better service delivery, professionalism, monitoring and evaluation and to make the Ekiti public service, a reference point of excellence, which the state is known for. Consequently, the Ministry of Information, Youth and Sports Development, was so redesignated, as a fall out of the restructuring exercise.

It is therefore visionary and missionary, to bring the portfolio of information dissemination, youth and sports development, under one umbrella in a ministry because the youth, being tangential to development will make life long decisions, based on the quality and regularity of information at their disposal. Sports development is also a safety net, to engage the youth to burn their energies whilst inculcating in them the spirit and values of healthy rivalry, competition, teamwork and discipline needed to make them effective leaders, in whatever space they find themselves in future.

Furthermore, the needs of the youth are clearly espoused in the six developmental cardinal programmes of the Ayo Fayose Administration, which were evolved after due consultation with the people in various communities. These are:

- i.) Empowerment. ii.) Development of Agriculture, iii.) Infrastructural Development, iv.) Education, v.) Science and Technology, vi.) Health and vii.) Security.

In the light of the foregoing, with a homogeneous population of about three million people spread across 16 local government areas, with 537 health establishments /institutions? (public, private and mission), 818 public primary schools, 184 public secondary schools, 4 technical colleges, 6 tertiary, 16 remedial colleges and 3 special schools for special children, Ekiti state, through the instrumentality of government, is a fertile ground for partnership with the Nigerian Academy of Science (NAS), in delivering on its core mandate in making science fruitful and relevant, in solving major national problems, without which we all run the risk of being an endangered species.

Be rest assured of the readiness of the Ministry of Information, Youth and Sports Development, Ekiti State, to deploy all our professional skills and support, in breaking new grounds? of hope, engagement, value reorientation and life decisions among our teeming and vibrant youth population, in the course of your research work in the state.

Kola Ajumobi
Permanent Secretary
Ministry of Information, Youth and Sports Development
Ekiti State.

NOTES FROM THE DESK OF THE PERMANENT SECRETRAY, MINISTRY OF HEALTH, EKITI STATE DR (MRS) FOLAKEMI OLOMOJOBI

The current population of youths in the country is at a juncture that cannot be ignored or sidelined. They presently constitute about seventy percent (70%) of the entire population of the country and they are at a vulnerable age that can be influenced effortlessly either positively or negatively. For example, a lot of youths cultivate habits that are harmful to their present stage of life and also detrimental to their future either financially, academically, socially or health wise. Above all, this is the phase in their lives that they need utmost care, attention and guidance from parents, teachers, health managers, policy makers and government.

The Nigerian Academy of Science (NAS) Youth Development and Reproductive Health Project jointly funded by Ford Foundation is a timely and welcome project in the state. The needs assessment survey conducted in the state provided a huge enlightenment on the diverse needs of the youths in the state with special reference to their reproductive health needs in terms of health education and services (Youth Friendly Health Centers). However, the report from the survey also provided guide for policy makers and major stakeholders on actions to take to tackle the mirage of problems concerning youths in Ekiti State.

As Ekiti State strives to attain the Millennium Development Goals (MDGs), the youths have being identified as important resource that must be harnessed and the present government is committed wholeheartedly to improving the lives of the youths in the state. Any project targeted at assisting the government in fulfilling its agenda for the youths and also enriching the lives of youths across the state like the NAS-Ford Foundation Youth Development & Reproductive Health Project is welcome with open arms. In addition, our Executive Governor is unswerving in ensuring that the strategic plan developed is put to use for the development of youths in Ekiti State.

I will like to appreciate Nigerian Academy of Science (NAS) and Ford Foundation for allowing Ekiti State to be a beneficiary of this laudable project.

Dr Folakemi Olomjobi

Permanent Secretary Ekiti State Ministry of Health

BRIEF REMARKS FROM THE OFFICE OF THE PERMANENT SECERTARY, MINISTRY OF WOMEN AFFAIRS, GENDER EMPOWERMENT AND SOCIAL DEVELOPMENT, EKITI STATE, MRS ADEKUNBI F. OBAISI

There is no gain saying that young people specifically ages 15-14 account for 40% of new HIV infections; nearly 13 million adolescents give birth each year while sexual and gender-based violence against youths is wide spread. It is almost not an understatement to infer that inspite of the fact gender inequality and poverty close off countless life options for youth especially girls, most sexual and reproductive health programmes ignore the social, cultural, and economic factors that prevent young people from making healthy decisions and that contribute to their vulnerability to poor sexual, social, and reproductive health outcomes, exposure to HIV, sexual violence, gainful/skill employment, and undesired/unsafe pregnancy. Many young people are also denied access to information and support that enable them to protect their sexual and reproductive health needs.

It is also worth noting that commitments made at the international level including the programme of Action for Youth, the Millennium Development Goals as well as the Global Education First Initiative identify education as a key priority to action in the all round development of youths. In essence, Education is important in eradicating poverty and hunger, and in promoting sustained inclusive and equitable economic growth and sustainable development.

To this end, the role of education as well as youth friendly policies/programmes and the achievement of gender equality and empowerment cannot be overemphasized, hence the need for an improved quality of educational facilities and content which this study set to achieve.

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This laudable project by the Nigerian Academy of Science will go a long way in ensuring the desired quality of youth that will give overwhelming opportunities to attain the required qualities to tackle life's challenges. Consequently, the support of all stakeholders involved in this project is sought to ensure the implementation of the recommendations through which the overall goal of the project will be achieved.

Mrs Adekunbi F. Obaisi

Permanent Secretary,
Ministry of Women Affairs, Gender Empowerment
and Social Development,
Ekiti State

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 the 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 the 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/EXECUTIVE SUMMARY

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 adults, who have attained tertiary education. This group also consists of young adults who have either dropped out of school, or have never been to a formal school. Taken together, the youth comprise people in the most impressionable stages of their development process, and potentially, they are the exuberant work force 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. This singular fact makes the formulation of an articulate, In the face of these problems and challenges, young people need support and guidance to help mitigate negative deviant attitudes and the attendant consequence.

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 Ekiti 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 12 selected private and public rural and urban secondary schools, out-of-school youths aged 10-24 years in 12 rural and urban communities, science teachers in the 12 selected schools, stakeholders/key persons in the State Ministries (of Health, Education, Women Affairs, Youth and Sports), heads or Programme Officers in Youth-related Non-Governmental Organizations, and physically-challenged persons. Science teachers were interviewed with a questionnaire while a checklist was completed for each school documenting school and community resources for science education, reproductive health services, and social development facilities.

RATIONALE FOR THE PROJECT

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 this 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 State 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 Ekiti 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 FROM THE SURVEY:

The following are the key findings from the survey:

- The most frequently mentioned social development need of youths was education and the youths expected the government and parents to meet these needs.
- The respondents felt that they had sufficient information on reproductive health to lead a healthy reproductive life, and most of them had attended a class or seminar on reproductive health which were organized mainly by schools.
- About half of the respondents were involved in some vocational/skills acquisition activities like barbing, tailoring catering and about one-third of the out-of-school youths interviewed were gainfully employed.
- The survey reported that a skill acquisition centre for youths existed in the state called Ekiti-Odua Skill Acquisition Centre, but it had not trained any youth since 2012 when the first batch graduated
- The respondents reported that their main sources of information health/wellbeing were school teachers while their most preferred source of information on reproductive health issues were family members, health workers and the media.
- In assessing the pass rates of students in some science subjects; Mathematics and Biology was generally low, Chemistry was fair while that for Physics was high from 2009 to 2013.
- Majority of the science teachers interviewed had a degree as the basic entry level qualification while less than half of them were members of the Science Teachers Association of Nigeria
- Majority of the teachers had not had any previous training in Family Life Health Education (FLHE) or HIV and AIDS.
- All the surveyed schools had a structure referred to as a Laboratory but it was multipurpose in nature i.e. the same laboratory is used for all science subjects namely Physics, Chemistry and Biology.
- Most of the surveyed schools had a structure referred to as a Library but these were not adequately furnished/equipped.
- Only one school had a computer library that was adequate in structure, space and equipment. About two thirds of the schools surveyed did not have any structure called a computer library
- None of the schools has a designated skill acquisition centre for soap making, crafts, cooking, sewing, baking, etc. However, these are taught or embedded in some subjects such as home management, civics, home economics.
- The communities were also assessed for availability of some of the infrastructure especially for use by out of school youths or others who would want to do self-directed learning. Only one public library was available in the 12 communities visited however, the structure is abandoned and has no reading tables, chairs, shelves and books.
- There is no school curriculum specially designed for FLHE in all the schools. However, topics on reproductive health, HIV/AIDS, nutrition, drug abuse, and general health education were taught in subjects like civics, home economics and home management.
- There was no public or private reproductive health facilities/services designated as a Youth-Friendly Clinic or Centre in the 12 communities and all schools visited
- Of the 633 respondents, very few reported visiting a health care facility or health worker; Government owned facilities were the most visited type of facility.
- The Debating and Literary Society was the only functional club in all schools. There were no such clubs as JETS, Anti-AIDS club, Red Cross etc
- Risky sexual behaviours (e.g. pregnancies, abortion, sexual relationships, and unwillingness to go for HIV testing leading to adverse outcomes of reproductive health were noted or practiced among the youth.
- The youths reported engaging in substance abuse, and the commonest substance use among respondents was alcohol yoyo bitters, Indian Hemp and Heroine

- The respondents reported that the young people in the state were active participants in decision making and are deeply involved in the design and implementation of programmes related to youths.
- Aside from policies and programmes targeted on youth development in terms of training and employment, the Ekiti State Government was identified to have programmes focusing on reproductive health needs of the youths.
- On what policies and programs existed for youth development and reproductive health, findings from the study revealed that there are conflicting statements about existing policies and programmes for youth development that are put in place in Ekiti State. Basically it was indicated that the existing policies and programs are been implemented by the present administration.
- Lack of awareness on existing policies for youth development and reproductive health was strongly expressed by the stakeholders, staff in the schools, and physically-challenged people.

Recommended Interventions

In order to address the key 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 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 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 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 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 FLHE programmes should be evaluated and strengthened where they exist and established if nonexistent.

- 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.
- It is suggested that there should be a fusion among the different stake holders for the success of the different policies that are formulated and the implementation of different programmes.
- Much still needs to be done on the awareness and sensitization of the populace on the different skill acquisition centres established by the state government. This is important because some of the respondents indicated their ignorance to the establishment of these centres or their locations.

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 Ekiti 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 the thrust are:

- i. Advocacy, Leadership & Governance
- ii. Establishment of youth directed services.
- iii. Entrepreneurial and skills acquisition.
- iv. Human Resources Development /Capacity building
- v. Community Participation & Ownership
- vi. Partnership Building and collaboration
- vii. Management Information System/Monitoring & Evaluation of interventions

The Thematic areas of the Strategic plan are:

1. SOCIAL DEVELOPMENT- expected interventions–

Leadership and governance

Training of the trainers to build negotiation and assertiveness skills of youths
Strengthening/Scaling- up of in-school skill acquisition centres (school enterprise project)
Re-orientation of youth on skill acquisition in the state
Provision of more skill acquisition and entrepreneurship centres for youth
Involvement of teachers in impacting vocational and entrepreneurial skills among the students
Continuous re-orientation of the general populace on the skill acquisition through media (TV&radio)

Management Information System

Strengthening / scaling up of Management Information Systems /ICT centres in schools
Strict Monitoring of trained youth on skill acquisition

Service Delivery

Training of trainers to build skills on negotiation and assertiveness for youths
Provision of more skill acquisition and entrepreneurship centres for youth
Involvement of teachers in impacting vocational programs

Human Resources Mobilization

Empowerment of youths in life skills and decision making
Improve Infrastructures for youth empowerment and skills attainment

Community Participation and Ownership

Engage youths in policies related to them
Improve infrastructure (school & community) for youth & social development
Promotion of skills acquisition and entrepreneurship.

2. IMPROVEMENT IN SCIENCE EDUCATION

Leadership and Governance

Engaging a full complement of science teachers with at least a basic university degree as qualification
Renovation and equipping Laboratories and Library facilities
Establishing Computer Laboratories with internet facilities in schools and communities
Intensifying Ministry of Education oversight function of schools especially private schools
Establish a bye-law to guide the services of science teachers including membership of STAN.

Service Delivery

Renovation and equipping Laboratories and Library facilities
Establishing Computer Laboratories with internet facilities in schools and communities
Involvement of Technical colleges in the training of in-schools youth
Establishment and strengthening of existing JETS and other STEM clubs in secondary schools and promoting inter-school science competition

Human Resource Development

Ensuring full complement of science teachers with at least a basic degree qualification
Developing and strengthening of secondary schools for vocational training.
Employment and training of computer technologists and laboratory attendants in all schools for computer training during practicals.
Registration and annual renewal as members of STAN as condition for confirmation and promotion

Partnership building

Establishing Computer Laboratories with internet facilities in schools and communities
Renovation and equipping Laboratories and Library facilities
Commissioning surveys to audit capabilities and skills of the science teachers

3. REPRODUCTIVE HEALTH ISSUES

Leadership and Governance

FLHE curriculum implementation

Scaling up implementation and incorporation of FLHE Curriculum in all secondary schools in the state

Domestication of FLHE curriculum for implementation among out-of-school youths in the state.

Establishment of Youth Friendly Clinics (YFC)

Formulation of policy on Youth Friendly Health Services (YFHS) in all LGAs in the state.

Scaling up of school health clinics/sick-bays in all secondary schools in the state.

Enactment of a bill for the establishment of Youth Friendly Clinic and school health clinics in the state

Establishment of multi-disciplinary and multi-sectoral Technical Action Group (TAG) on youth health and development.

Enforcement of Child Right Law

Service Delivery

Ensuring the availability of FLHE and YFHS materials and equipments

increasing access of youths to FLHE And YFHS

Promoting the effective implementation and institutionalization of YFHS

Improving the quality of delivery of YRHS and FLHE

Human Resources Mobilization

Strengthening the capacity teachers and health workers

Increasing the critical mass of quality multi-skilled gender sensitive workers

Programme Financing

Ensuring regular mobilization and sustainability of funds for FLHE & YFHS programmes

strengthening financial management skills for FLHE & YFHS

Ensuring universal access to YFHS

Management Information System

Ensuring adequate data management - collection, collation, analysis and dissemination

Research promotion

Establishing and strengthening mechanisms for research on youth reproductive health needs

Building critical mass of researchers among workers

Developing transparent approaches for using research findings to aid evidence-based policy

SOCIAL DEVELOPMENT AND EMPOWERMENT																			
STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				INDICATORS	MEANS OF VERIFICATION	COST
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
Leadership and Governance	Training of the trainers to build negotiation and assertiveness skills of youths 1. capacity building of trainers 2. Sensitization of the youth on skill acquisition Strengthening/Scaling up of in-school skill acquisition centre/school enterprise project 1. Extension of centres of enterprise projects to other secondary schools Strengthening existing agencies or to engage/re-orientate youth on skill acquisition in the state/skill acquisition ie EEDA, DICT Provision of more skill acquisition and entrepreneurship centres for youth	1. State 2. Local 3. Community 1. State Level	1. MYSID 2. MOES&T 3. MICO 4. Ekiti Oduua Skill Acquisition Centre 1. Min of Educ. 2. SEDA	1. MDG 2. Ekiti Oduua Skill acquisition centre 3. ML&HCD 4. JCEA 1. Min of Educ. 2. MYSID 3. PTA 4. NGO 5. OPS	30%	60%								85% 1. No of officials trained 2. No of youths reached.	Attendance Registers To be determined by the state government				
					20%	50%								90% At least 5 schls must be reached by end of quarter	No of Extra schools with completed projects				
		1. State	1. ML&HCD 2. MTII	1. MDG 2. NGO	25%	40%				60%				95% Upgrading of existing facilities	No of Orientation programmes organized				
		1. State 2. Local	1. MWA 2. JCEA 3. EEDA 4. DICT 5. MYSID	1. Sure P, 2. OPS 3. MDG 4. NGO	20%	30%								50% 50% increase in the number of skill acquisition centres	Functional skill acquisition centres sighted				
		1. State 2. Local 3. Community levels	1. TESCOM 2. LGSC 3. CSC	1. MDG 2. MOES&T	40%	70%								90% 90% of schools with skilled Professional engaged	Ongoing vocational and entrepreneurial activities				
		1. State 2. Local 3. Community levels	1. MICO 2. MYSID	1. NOA 2. NYCN 3. JONAPWDS	30%	60%								95% No. of Orientation programs aired	Community survey				
Management Information System		1. State 2. Local	1. MOES&T 2. SEDA 3. Ministry of Youth & Sports Development	1. PTA 2. NGOS	10%	40%								100% ICT centre established in at least 1 school per ward	Functional ICT centres established				
		1. State 2. Local 3. Community	1. Ministry of Youth & Sports 2. MOES&T 3. JCEA 4. DICT 5. EEDA	1. NYCN 2. JONAPWDS 3. EKSACA	30%	60%								90% 90% of trained youth visited	1. Reports of monitoring activities 2. M&E tools utilised	All costs to be determined by the state government			

SOCIAL DEVELOPMENT AND EMPOWERMENT																				
LEADERSHIP AND GOVERNANCE	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				INDICATORS	MEANS OF VERIFICATION	COST
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
	Training of the trainers to build negotiation and assertiveness skills of youths	1. capacity building of trainers 2. Sensitization of the youth on skill acquisition	1. State 2. Local 3. Community	1. MYSID 2. MOES&T 3. MICO 4. Ekiti Oduia Skill Acquisition Centre	1. MDG 2. Ekiti Oduia Skill acquisition centre 3. ML&HCD 4. JCEA	30%	60%								85% 1. No of officials trained 2. No of youths reached.	Attendance Registers	To be determined by the state government			
	Strengthening/Scaling up of in-school skill acquisition centre(school enterprise project	1. Extension of centres of enterprise projects to other secondary schools	1. State Level	1. Min of Educ. 2. SEDA	1. Min of Educ. 2. MYSID 3. PTA 4. NGO 5. OPS	20%	50%								90% At least 5 schls must be reached by end of quarter	No of Extra schools with completed projects				
	Re-orientation of youth or to engage/re-orientate youth on skill acquisition in the state/skill acquisition ie EEDA, DICT	Strengthening existing agencies	1. State	1. ML&HCD 2. MTII	1. MDG 2. NGO	25%	40%								60%	Upgrading of existing facilities	No of Orientation programmes organized			
	Provision of more skill acquisition and entrepreneurship centres for youth	1. Establishment of more Skill acquisition centres (SAC) and 2. Upgrading of existing ones	1. State 2. Local	1. MWA 2. JCEA 3. EEDA 4. DICT 5. MYSID	1. Sure P, 2. OPS 3. MDG 4. NGO	20%	30%								50% 50% increase in the number of skill acquisition centres	Functional skill acquisition centres sighted				
	Involvement of teachers in impacting vocational and entrepreneurial skills on the students	Engagement of skilled professionals	1. State 2. Local 3. Community levels	1. TESCOM 2. LGSC 3. CSC	1. MDG 2. MOES&T	40%	70%								90% 90% of schools with skilled Professional engaged	Ongoing vocational and entrepreneurial activities				
	Continuous re-orientation of the general populace on the skill acquisition through media(TV&radio)	airing of regular orientation and sensitization programs	1. State 2. Local 3. Community levels	1. MICO 2. MYSID	1. NOA 2. NYCN 3. JONAPWDS	30%	60%								95% No. of Orientation programs aired	Community survey				
Management Information System	Strengthening / Scaling up of MIS/ICT centres in schools	Establishment of MIS/ICT centres in schools	1. State 2. Local	1. MOES&T 2. SEDA 3. Ministry of Youth & Sports Development	1. PTA 2. NGOS	10%	40%								100% ICT centre established in at least 1 school per ward	Functional ICT centres established				
	Strict Monitoring of youth on skill acquisition	1. Regular inspection 2. Tour of each workshop sites	1. State 2. Local 3. Community	1. Ministry of Youth & Sports 2. MOES&T 3. JCEA 4. DICT 5. EEDA	1. NYCN 2. JONAPWDS 3. EKSACA	30%	60%								90% 90% of trained youth visited	1. Reports of monitoring activities 2. M&E tools utilised	All costs to be determined by the state government			

SOCIAL DEVELOPMENT AND EMPOWERMENT																		
STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				MEANS OF VERIFICATION	COST
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Service Delivery	Training of trainers to build skills on negotiation and assertiveness for youths	1. Local 2. State	1. Min of Y&Sports 2. MOEST&T 3. Min of W/Affairs 4. Min of Labour & HCD	1. JCEA 2. MDG 3. PPP 4. JONAPWD	20%				60%					80%	80% of planned Workshops/ seminars	1. Attendance/ Register 2. Photographs 3. Video Clips 4. Reports		
	Provision of more skill acquisition and entrepreneurship centres for youth	1. State 2. Local	1. MWA 2. JCEA 3. EEDA 4. DICT 5. MYS	1. Sure P, 2. OPS 3. MDG 4. NGO	20%				30%					50%	50% increase in the number of skill acquisition centres	Functional skill acquisition centres sighted		
	Involvement of teachers in impacting vocational programs	1. State 2. Local	1. MOES&T 2. TESCO	1. CSC 2. LGSC 3. MDG 4. NUT	20%				60%					80%	1. Proportion of subject areas where teachers have been engaged. 2. 80% of teachers mobilised to engage in vocational programs	No of teachers per subject / skill areas engaged	All costs to be determined by the state government	
	Continuous re-orientation of the general populace on skill acquisition through media (TV & radio)	1. State 2. Local 3. Community levels	1. MICO 2. MYSD	1. NOA 2. NYC 3. JONAPWDS	30%				60%					95%	No. of Orientation programs aired	Community survey		
Human Resource Development	Empowerment of youths in life skills and decision making	LGA/ State	1. JCEA 2. EEDA 3. Youths & Sports 4. W/Affairs 5. MOES&T	1. EKICIMA 2. Establishment of private organizations 3. MDG 4. NYC	20%				40%					80%	80% of planned trainings delivered on life skills	1. Attendance/ Register 2. Photographs 3. Reports		
	Improve Infrastructure for youth	State Level	1. JCEA 2. Min of Youth & Sports 3. Min of Labour	1. NDE 2. SMEDAN 3. MDG	30%				60%					90%	1. 90% of planned workshops & seminars organized 2. No. of people trained	1. Reports 2. Pictures 3. Attendance register		
	Promotion of Skills acquisition and Entrepreneurship	1. State 2. Local	1. Min of Youth & Sports 2. Min of Labour & HCD	1. NDE 2. EEDA 3. NGOs	15%				40%					80%	80% of planned Capacity building programs organized	1. Reports 2. Attendance register 3. Pictures		
Community Participation & Ownership	Engage youths in policies related to them	State	1. Min of Youth & Sports 2. Min of W/Affairs 3. Min of Justice 4. MOES&T	1. NYC 2. MDG	30%				60%					90%	1. 90% of existing youth organizations involved in developing youth related policies. 2. Proportion of developed youth related policies in which youths participated	List of participants in youth related policies		

SOCIAL DEVELOPMENT AND EMPOWERMENT																			
STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				INDICATORS	MEANS OF VERIFICATION	COST
					Q2	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2			
Improve infrastructure (school & community) for youth & social development	Maintenance / security of existing infrastructures in the communities	Community	1. Min of LG & Chieftancy 2. Min of Affairs Rural Dev & Comm Empowerment 3. MOES&T	1. NS&CDC 2. Vigilante 3. PCRC 4. Legon	25%		50%							70%	70% Reduction in the rate of vandalisations & theft	Inventory of infrastructures			
Promotion of skills acquisition and entrepreneurship.	1. Advocacy to community leaders on community participation and ownership of skills acquisition centres. 2. Mobilisation of community members to support community participation and ownership of skills acquisition centres	1. LGA 2. Community	1. Min. of LG & Chieftancy/Affairs 2. Min of Rural Development & Community Empowerment 3. Min of Y&Sports	1. Min of Information 2. FBO 3. NYCN 4. CBYO	30%		60%							85%	85% of communities mobilised.	1. Reports of community participatory activities 2. Pictures 3. Video Clips	All costs to be determined by the state government		
Engage youths in policies related to them	1. Advocacy to the MDAs 2. MDAs to engage youths in policies related to them.	State	1. Min of Youth & Sports 2. Min of W/Affairs 3. Min of Justice 4. MOES&T	1. NYCN 2. MDG	30%		60%							90%	90% of existing youth organizations involved in developing youth related policies. 2. Proportion of developed youth related policies in which youths participated	List of participants in youth related policies			
Improve infrastructure (school & community) for youth & social development	Maintenance / security of existing infrastructures in the communities	Community	1. Min of LG & Chieftancy 2. Min of Affairs Rural Dev & Comm Empowerment 3. MOES&T	1. NS&CDC 2. Vigilante 3. PCRC 4. Legon	25%		50%							70%	70% Reduction in the rate of vandalisations & theft	Inventory of infrastructures			
Promotion of skills acquisition and entrepreneurship.	1. Advocacy to community leaders on community participation and ownership of skills acquisition centres. 2. Mobilisation of community members to support community participation and ownership of skills acquisition centres	1. LGA 2. Community	1. Min. of LG & Chieftancy/Affairs 2. Min of Rural Development & Community Empowerment 3. Min of Y&Sports	1. Min of Information 2. FBO 3. NYCN 4. CBYO	30%		60%							85%	85% of communities mobilised.	1. Reports of community participatory activities 2. Pictures 3. Video Clips			

IMPROVING QUALITY OF SCIENCE EDUCATION

Strategic Areas:	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				INDICATORS	MEANS OF VERIFICATION	COST
						Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4					
Leadership & Governance	Engage full complement of science teachers with at least a basic degree qualification	Revise existing policy in support of engaging science teachers with at least a basic degree qualification	State Govt	1. Ministry of Education 2. Budget office	1. STAN 2. NUT 3. State excos 4. Ministry of Information											By the end of 2015 existing policy should have been revised in support of engaging science teacher with at least a basic degree qualification	Production of the revised policy document	All costs to be determined by the government		
	Renovate and equipping Laboratories and Library facilities	Mobilise funds for renovating and equipping laboratories and library facilities	State Govt	Ministries of 1. Education, Science and Tech 2. Finance 3. Budget and Economic Dev 4. Works	1. STAN 2. Library Ass of Nigeria 3. SURE-P Education 4. PPP 5. IDOs	40%			80%							80% of funds required to have been released	1. State Budgets 2. Financial Reports			
	Establishing Computer Laboratories with internet facilities in schools and communities	Mobilise funds for establishing computer laboratories with internet facilities in schools and communities	State Govt	Ministries of 1. Education 2. Finance 3. Budget and Economic Dev 4. Works 5. Information 6. Bureau of Infrastructure	1. STAN 2. PPP 3. SURE_P 4. Corporate Organisations, NGOs		40%			80%						80% of funds required to have been released	1. Checklist 2. State Budgets 3. Financial Reports			
Service Delivery	Ministry of Education intensifying oversight function of schools especially private schools	Enforcement of rules and regulations guiding the operations of both public and private schools	State Govt	Ministry of Education	1. Association of private school proprietors 2. NUT 3. STAN 4. SURE-P Education	40%			80%							80% of private schools and 100% of public schools complying with rules and regulations guiding their operations.	1. School Inspection 2. Updated annual statistics from schools	All costs to be determined by the government		
	Establish a bye-law to guide the services of science teachers including membership of STAN.	Drafting and adoption of a bye-law guiding the services of science teachers including membership of S.T.A.N	1. State Govt 2. Legislature	1. Min. of Education (TESCOM) 2. House of Assembly 3. Ministry of Justice	1. S.T.A.N 2. NUT/ASSUS											Availability of Adopted bye-law for Science teachers	Byelaw Document			
	Renovate and equipping Laboratories and Library facilities	Procurement of modern and standard laboratory equipment and library facilities in schools and communities	State Govt	1. Ministry of Education 2. Ministry of BESD 3. Bureau of Infrastructure & Public Procurement	1. STAN 2. Library Ass of Nigeria 3. SURE-P Education 4. PPP 5. IDPs		40%			80%						80% of laboratories and Libraries renovated and equipped	1. Inventory of equipments 2. Pictures 3. Equipped laboratory and library facilities			
	Establishing Computer Laboratories with internet facilities in schools and communities	Provision of standard computer laboratories with internet facilities in schools and communities	State Govt	Ministry of Education, Ministry of YSD, Bureau of Infrastructure & Public Procurement	1. Network Service provider 2. USPF 3. STAN 4. SURE-P Education 5. Min of Information 6. PPPs 7. IDPs	40%			80%						80% of computer laboratories equipped with internet facilities	1. Inventory of equipments 2. Pictures 3. Functional computer laboratory with internet access				

IMPROVING QUALITY OF SCIENCE EDUCATION

Strategic Areas:	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				INDICATORS	MEANS OF VERIFICATION	COST				
						Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q3	Q4				Q1	Q2	Q3	Q4
	Ministry of Education intensifying oversight function of schools especially private schools	Monitoring of schools bi-annually especially private schools	State Govt	Ministry of Education	1. Association of private school proprietors 2. NJT 3. STAN 4. SUBE-P Education			40%			80%									80% of private schools and 100% of public schools visited by the end of 2015 .	1. Monitoring Reports 2. Updated annual statistics from schools			
	Involvement of technical colleges in the training of in-schools youth	1. Engage teachers for technical education in schools 2. Provide facilities for technical education in schools	State Govt	Ministry of Education	TESCOM, National Board for Technical Education, Schools															80% of schools having teachers and facilities for technical education	1. Audit of teachers . 2. Inventory of facilities for technical education			
	Establishment and strengthening of existing JETS clubs in secondary schools and promoting inter-school competition	1. Establishment of JETS clubs in schools not previously existing 2. Resuscitating non-active JETS clubs 3. Organising workshops and competitions like quiz and debate	State Govt	Ministry of Education	STAN, NAS															1. 80% of schools with functional JETS clubs. 2. 80% of non-functioning JETS clubs reactivated. 3. Number of competition/workshops organised per term	1. Reports of competitions and workshops, audio and visual charts 2. Attendance register of inter-school competition 3. Inventory of newly established JETS clubs 4. Inventory of resuscitated JETS clubs			
Human Resources Development	Ensuring full complement of science teachers with at least a basic degree qualification	1. Recruitment of science teachers with at least a basic degree qualification for all schools. 2. Support in the upgrade of teachers with less than basic degree qualification to undergo sandwich program over the next 5 years.	State Govt	Ministry of Education	NAS, STAN, NERDC, TESCOM			25%			50%									1. 100% enrollment in sandwich degree program by the end of 2016 for those with less than basic degree qualification. 2. 100% of new recruitment should have at least basic degree. Improved performance of students in science subjects.	1. Evidence of admission and registration in a sandwich degree program. 2. Certificate of basic degree qualification for the newly recruited.			
	Involvement of technical colleges in the training of in-schools youth	1. Capacity building of teachers of technical colleges. 2. Deployment of teachers of technical education to schools.	State Govt	Ministry of Education	Ministry of Education, TESCOM, Ministry of Finance, National Board for Technical Education			25%			50%									80% of schools must have at least 1 teacher of technical education 2. Proportion of teachers of technical colleges trained as 'trainers' in vocational activities in secondary schools.	1. Certificates of training. 2. Reports of Staff audits.			

IMPROVING QUALITY OF SCIENCE EDUCATION

Strategic Areas:	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015												MEANS OF VERIFICATION	COST
						2015			2016			2017			INDICATORS				
						Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3		Q4			
	Development and strengthening of secondary schools for vocational training.	1. Sensitization of secondary school staff on vocational training. 2. Training/Re-training of intro-tech teachers 3. Orientation of teachers on effective collaboration with ADHOC staff eg teachers of technical colleges	State Govt	Ministry of Education, Sc and Tech	Ministry of Finance, Civil Service commission, NBTE	25%			50%				90%	90% recruitment of personnel and sensitization of staff on vocational training.	1. Proportion of newly recruited personnel 2. No of sensitization seminars conducted 3. Certificates of attendances 4. Photos and video clips of seminars				
	Employment and training of computer technologists and laboratory attendants in all schools for computer training practicals	1. Recruitment of computer technologists 2. Training of computer laboratory attendants	State Govt	Ministry of Education.	Ministry of Finance, TESCOM, Civil service commission, MAS, PPP									1. 50% of schools with at least one computer technologist employed. 2. 80% of computer laboratory attendant trained	1. Staff audit 2. Certificate of training				
	Registration and annual renewal as members of STAN as condition for confirmation and promotion	Verification of registration and annual renewal as a condition for confirmation of appointment and promotion	State Govt	Ministry of Education (TESCOM)	1. STAN 2. NUT/ASSUS						100%			100% compliance to verification of registration and annual renewal as a condition for confirmation of appointment and promotion	Sighting certificate of registration or annual renewal of license				
Project financing	Engage full complement of science teachers with at least a basic degree qualification	1. Budgeting 2. Allocation and release of funds 3. Auditing	State Govt	Ministry of Education, TESCOM	Ministry of BESD, Ministry of Finance, Office of Budget and Statistics						80%			80% of funds released to engage a full complement of science teachers with at least a basic degree qualification	1. Budget Document 2. Annual Financial reports 3. Audit Reports 4. Appropriation and vote/warrant	All costs to be determined by the government			
	Renovation and equipping Laboratories and Library facilities	1. Budgeting 2. Allocation and release of funds 3. Auditing	State Govt	Ministry of Education, TESCOM	Ministry of BESD, Ministry of Finance, Office of Budget and Statistics	40%		80%						80% of funds released to establish , renovate and equip new labs and library facilities	1. Budget Document 2. Annual Financial reports. 3. Audit Reports 4. Appropriation and vote/warrant				
	Establishing Computer Laboratories with internet facilities in schools and communities	1. Budgeting 2. Allocation and release of funds 3. Auditing	State Govt	Ministry of Education, TESCOM	Ministry of BESD, Ministry of Finance, Office of Budget and Statistics	40%		80%						80% of funds released to establish and equip ICT centres and Computer laboratories	1. Budget Document 2. Annual Financial reports. 3. Audit Reports . 4. Appropriation and vote/warrant				

IMPROVING QUALITY OF SCIENCE EDUCATION

Strategic Areas:	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				INDICATORS	MEANS OF VERIFICATION	COST				
						Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q3	Q4				Q1	Q2	Q3	Q4
	Development and strengthening of secondary schools for vocational training.	1. Budgeting 2. Allocation and release of funds 3. Auditing	State Govt	Ministry of Education, TESCOM	Ministry of BESD, Ministry of Finance, Office of Budget and Statistics	25%				50%							90% of funds made available to develop and strengthen secondary schools for vocational training	1. Budget Document 2. Annual Financial reports 3. Audit Reports 4. Appropriation and vote/warrant						
	Employment and training of computer technologists and laboratory attendants in all schools for computer training practicals	1. Budgeting 2. Allocation and release of funds 3. Auditing	State Govt	Ministry of Education, TESCOM	Ministry of BESD, Ministry of Finance, Office of Budget and Statistics	20%				50%							90% of funds released and allocated to employ computer technologists to handle practicals	1. Budget Document 2. Annual Financial reports 3. Audit Reports 4. Appropriation and vote/warrant						
Management information System/ Monitoring and evaluation	Engage full complement of science teachers with at least a basic degree qualification	1. Data base for Science teachers' profiles and upgrading of certificates and degrees 2. Periodic assessment of science teachers in various schools	State Govt	Ministry of Education, TESCOM	1. NUT 2. NAS 3. STAN 4. Ministry of Information&Technology	25%				50%						100% of schools that had periodic assessment of science teachers	1. Science teachers: student population ratio 2. Annual students performance 3. Availability of data base for science teachers							
	Renovation and equipping laboratories and Library facilities	1. Periodic assessment of construction/renovation of labs and library facilities	State Govt	Ministry of Education TESCOM	1. NUT 2. NAS 3. STAN 4. Ministry of Information&Technology		40%			80%							80% of labs and library facilities with periodic assessment of construction/ renovation	1. Periodic Assessment report 2. Inventory of Equipment						
	Establishing Computer laboratories with internet facilities in schools and communities	1. Periodic assessment of construction/renovation of computer labs with internet facilities	State Govt	Ministry of Education, TESCOM	1. NUT 2. NAS 3. STAN 4. Ministry of Information&Technology		40%			80%							80% of computer laboratories facilities with periodic assessment of construction/ renovation	1. Periodic Assessment report 2. Inventory of Equipment	All costs to be determined by the government					
	Ministry of Education intensifying oversight function of schools especially private schools	Monitoring of schools bi-annually especially private schools	State Govt	Ministry of Education	1. Association of private school proprietors 2. NUT 3. STAN 4. SURE-P Education		40%			80%							80% of private schools and 100% of public schools visited by the end of 2016.	1. Monitoring Reports 2. Updated annual statistics from schools						

IMPROVING QUALITY OF SCIENCE EDUCATION

Strategic Areas:	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				INDICATORS	MEANS OF VERIFICATION	COST				
						Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q3	Q4				Q1	Q2	Q3	Q4
Partnership Building	Engage full complement of science teachers with at least a basic degree qualification	Fostering partnership with Academic Institutions, NGOs, Philanthropists, science equipment manufacturers and publishers	State Govt	Ministry of Education	Academic institutions, Science based NGOs, NAS	25%				50%							100%	1. Bi-annual meetings of partners 2. 80% of partners supporting science education	1. Minutes of meetings 2. Inventory of partners					
	Renovation and equipping laboratories and library facilities	Fostering partnership with Academic Institutions, NGOs, Philanthropists, science equipment manufacturers and publishers	State Govt	Ministry of Education	Academic institutions, Science based NGOs, NAS, Library Association of Nigeria	25%				50%							100%	1. Bi-annual meetings of partners 2. 80% of partners supporting science education	1. Minutes of meetings 2. Inventory of partners					
	Establishing Computer Laboratories with internet facilities in schools and communities	Fostering partnership with Academic Institutions, NGOs, Philanthropists, Science equipment manufacturers and publishers	State Govt	Ministry of Education	Academic institutions, Science based NGOs, NAS, Library Association of Nigeria	25%				50%							100%	1. Bi-annual meetings of partners 2. 80% of partners supporting science education	1. Minutes of meetings 2. Inventory of partners					
Community Participation and ownership	Innovation and Equipping Laboratory and Library facilities	Infrastructural support for library and laboratory facilities	State, LGA, Community level	Ministry of Chiefancy and LG Affairs, Ministry of Education, Local Govt	NGOs, NYC, PTA	30%				60%							90%	80% of communities providing infrastructural support for libraries and laboratory facilities	Inventory of facilities & equipment provided by communities					
	Establishing Computer Laboratories with internet facilities in schools and communities	Infrastructural support for computer laboratories with internet facilities in schools and communities	State, LGA, Community level	Ministry of Chiefancy and LG Affairs, Ministry of Education, Local Govt	NGOs, NYC, PTA, Internet Service Providers	30%				60%							90%	80% of communities providing infrastructural support for computer laboratories with internet facilities in schools & communities	Inventory of computer laboratories with internet facilities provided by communities					
Research Promotion	Commissioning surveys to audit science teachers	Periodic conduct of audit surveys of science teachers	State Govt	Ministry of Education, TESCOM, State Bureau of Statistics	NUT, STAN, NAS					50%							90%	1. Number of surveys conducted 2. 90% of schools that have had periodic conduct of audit surveys of teachers by end of 2016	1. Survey Report 2. Photographs 3. Policy Briefs published from survey reports					

IMPROVING QUALITY OF SCIENCE EDUCATION

Strategic Areas:	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015												MEANS OF VERIFICATION	COST						
						2016				2017															
						Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4										
	Renovation and equipping Laboratories and Library facilities	Periodic conduct of audit of laboratories and library facilities	State Govt	Ministry of Education, TESCOM	NUT, STAN, NAS											50%						90%	1. Number of surveys conducted 2. 90% of schools that have had periodic conduct of audit surveys of libraries and laboratory facilities by end of 2016	1. Survey Report 2. Photographs 3. Policy Briefs published from survey reports	
	Establishing Computer Laboratories with internet facilities in schools and communities	Periodic conduct of audit of computer Laboratories with internet facilities in schools and communities	State Govt	Ministry of Education TESCOM	NUT, STAN, NAS											50%						90%	1. Number of surveys conducted. 2. 90% of schools that have had periodic conduct of audit surveys of computers with internet facilities by end of 2016	1. Survey Report 2. Photographs 3. Policy Briefs published from survey reports	All costs to be determined by the government
	Support Science teachers on membership of S.T.A. N.	Annual survey to assess science teachers as members of STAN and Area of coverage	State Govt	Ministry of Education, TESCOM	NUT, STAN, NAS											50%						90%	1. Number of surveys conducted 2. 90% of teachers registered with proof of membership, 90% of teachers registered in at least 90% of schools	1. Survey Report 2. Photographs 3. Policy Briefs published from survey reports	
	Ministry of Education intensifying oversight function of private schools	Annual survey to evaluate regularity of monitoring activities of ministry of education over public and private schools in all communities	State Govt	Ministry of Education, TESCOM	1. Association of private school proprietors 2. NUT 3. STAN 4. SURE-P Education											40%						95%	95% of public and private schools monitored	1. Survey Report 2. Photographs 3. Policy Briefs published from survey reports	

REPRODUCTIVE HEALTH NEEDS AND SERVICES

Strategic Areas	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				MEANS OF VERIFICATION	COST
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
						PROGRESS INDICATORS													
Leadership & Governance	FLHE CURRICULUM IMPLEMENTATION 1. Scaling up implementation and incorporation of FLHE Curriculum in all secondary schools in the state 2. Domestication of FLHE curriculum for implementation among out-of-school youths in the state	1. Advocacy and sensitization of the Communities and Parents, Religious and community leaders, civil societies, students, NGOs/CBOs, Teachers, Out-of-school youths (Artisans, ACCOMORAN, NURTW) on FLHE 2. Adaptation and translation of FLHE curriculum to the needs of out of school youths 3. Dissemination and distribution of the adapted FLHE curriculum to all relevant stakeholders	State, LGA, Communities	MoES&T, MOH, SACA, LACA,	PTA, School-based management committee, Community and religious leaders, Artisans association, NURTW & ACCOMORAN, NYC, CSOs	10%			40%					80% 1. 80% of various stakeholders reached by end of Q4, 2015 2. 80% of all schools having at least one copy of FLHE curriculum by the end of Q2, 2016 3. 2000 copies of adapted and translated FLHE curriculum for out-of-school youth	1. Pictures taken during the advocacy meetings 2. Airing of advocacy messages on FLHE 3. Availability/existence of FLHE curriculum in schools 4. Availability of adapted and translated FLHE Curriculum with relevant stakeholders	All costs to be determined by the government			
	ESTABLISHMENT OF YOUTH FRIENDLY CLINICS (YFC) 1. Formulation of policy on Youth Friendly Health Services (YFHS) in all LGAs in the state. 2. Scaling up of school health clinics/sick-bays in all secondary schools in the state 3. Enactment of a bill for the establishment of YFC and school health clinics in the state 4. Establishment of multi-disciplinary and multi-sectoral Technical Action Group (TAG) on youth health and development	1. Advocacy visits to state government and the house of assembly. 2. Advocacy and sensitization of the Communities and Parents, Religious and community leaders, health workers, civil societies, students, Proprietors of private schools, school principals, NGOs/CBOs, Teachers, Out-of-school youths (Artisans, ACCOMORAN, NURTW) on Youth friendly health services. 3. Drafting of YFHS policy documents. 4. Dissemination and distribution of YFHS policy document to all relevant stakeholders	State, LGAs, Communities	MOH	MoES&T, SACA, Ministry of Women Affairs, Ministry of Youth Sports, NGOs, CSOs, CBOs	20%			80%					1. 80% of various stakeholders reached by end of Q4, 2016 2. 80% of all stakeholders having at least one copy of YFHS policy document by the end of Q4, 2016. 3. 2000 copies of YFHS policy document by Q4, 2016 4. 50% of all LGAs having Youth friendly centres incorporated into at least one PHC by the end of Q4, 2016 5. 80% of secondary schools having at least one teacher trained on basic youth reproductive health services by the end of Q4, 2017	1. Pictures taken during the advocacy meetings 2. Airing of advocacy messages on YFHS 3. Availability/existence of YFHS policy documents with relevant stakeholders				
	ENFORCEMENT OF CHILD RIGHT LAW 1. Strengthen regulatory functions of government 2. Formulation of youth reproductive policy on health rights	1. Advocacy and sensitization of the Communities and Parents, Religious and community leaders, civil societies, students, NGOs/CBOs, Teachers, Out-of-school youths (Artisans, ACCOMORAN, NURTW) on child right act 2. Dissemination and distribution of child right and youth reproductive health policy documents	State, LGAs, Communities	Ministry of Women Affairs	Ministry of Justice, MoES&T, Ministry of Youth & Sports, NGOs/CBOs, CSOs	10%			40%					80% 1. 80% of various stakeholders reached by end of Q4, 2017 2. 80% of all stakeholders having at least one copy of child right act by the end of Q4, 2017	Airing of advocacy messages on YFHS 3. Availability/existence of YFHS policy documents with relevant stakeholders				
	STRENGTHENING ACCOUNTABILITY, TRANSPARENCY AND RESPONSIVENESS TO YOUTH REPRODUCTIVE HEALTH NEEDS 1. Create platform for interaction & collaboration among the key stakeholders	1. Regular stakeholders forum with key government officials for dialog and feedback 2. Provision of independent "watchdogs"	State LGAs, Communities	Ministry of Budget, Economic Planning & Service Delivery	Ministry of Women Affairs, Ministry of Youth & Sports, MoES&T, MOH, SACA, NGOs/CBOs, CSOs	5%			30%				75% of stakeholders held per year from 2015 and concluded by 2017	1. Attendance at stakeholders forum 2. quarterly reports of stakeholders' meetings 3. 'watch dogs' annual report					

REPRODUCTIVE HEALTH NEEDS AND SERVICES																	
Strategic Areas	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				PROGRESS INDICATORS	MEANS OF VERIFICATION	COST	
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
Service Delivery	<p>1. ENSURING THE AVAILABILITY OF FLHE AND YFHS MATERIALS AND EQUIPMENTS</p> <p>2. INCREASE ACCESS OF YOUTHS TO FLHE AND YFHS</p> <p>3. PROMOTING THE EFFECTIVE IMPLEMENTATION AND INSTITUTIONALIZATION OF YFHS</p> <p>4. IMPROVING THE QUALITY OF DELIVERY OF YRHS AND FLHE</p>	<p>1. Provision of FLHE/YFHS materials (IEC/BCC materials, Drugs and equipments, Stocking of Libraries etc.)</p> <p>2. Incorporation of referral system into FLHE and YFHC</p> <p>3. Mapping of existing PHCs to identify high catchment area PHCs</p> <p>4. Upgrading and renovation of selected high catchment area PHCs for provision of YFHS</p> <p>5. Designation of a focal officer for YFHS at the MOH</p> <p>6. Provision of SOPs</p> <p>7. Delivery of FLHE curriculum and YFHS to the youths</p>	State, LGAs, Communities	Technical Advisory Committee formed under the Office the Deputy Governor	Ministry of Women Affairs, Ministry of Youth & Sports, MoESKT, MOH, Ministry of Budget, Economic Planning & Service Delivery, SACA, NGOs/CBOs, CSOs, PTA, NYC, ANCOFSS, Religious & Community leaders	1/3 of target	2/3 of target	100% of target	1. 80% of PHC mappings done by the end of Q2 2015.	2. 80% of secondary schools and selected PHCs should be fully equipped by the end of Q4 2016.	3. 50% of selected PHCs would have been upgraded and renovated by the end of Q4 2015.	4. 60% of students reached with FLHE by the end of Q4, 2016	5. 60% of schools implementing FLHE in the state	1. Receipts of IEC/BCC materials, equipment and drugs purchased.	2. Pictures of upgraded and renovated PHCs.	3. Report from TAC monitoring visits	4. Record/school register containing the names/number of students reached with FLHE in each quarter
Human Resources Development	<p>1. STRENGTHENING THE CAPACITY TEACHERS AND HEALTHWORKERS</p> <p>2. INCREASING THE CRITICAL MASS OF QUALITY MULTISKILLED GENDER SENSITIVE WORKERS</p>	<p>1. Employment of more teachers in the 4 career- subjects having FLHE components (Home Economics, Social Studies, Basic Science, Physical & Health Education)</p> <p>2. Regular training and re-training of all teachers in the 4 FLHE carrier subjects, Guidance & counsellors and peer-educators and health workers through seminars, workshops etc</p> <p>3. Hands-on training and competency transfer on data and financial management system through seminars, workshops etc.</p> <p>4. Selection and Training of Healthworkers in the Selected PHCs.</p> <p>5. Introduction of YRHS into the curriculum of state school of Health Technology and School of Nursing and Midwifery</p>	State, LGAs, Communities	State PHCDA, and MoE	NGOs, Schools of Health Tech, Schools of Nursing/Midwifery, CBOs, CSOs, PTA, ANCOFSS, Experts Consultants in FLHE & YFHS	1/3 of target	100% of target	1. Proportion of teachers trained on FLHE curriculum in each school	2. 80% of selected health workers should be extensively trained on YFHS by the end of Q4 2015.	3. 50% of FLGAs implementing YFHS by the end of 2016.	1. Number of FLHE teachers trained on FLHE curriculum in each school	2. number of health workers trained on YFHS	3. number of PHCs offering YFHS in the state.				
Program Financing	<p>1. ENSURING REGULAR MOBILIZATION AND SUSTAINABILITY OF FUNDS FOR FLHE & YFHS PROGRAMMES</p> <p>2. STRENGTHENING FINANCIAL MANAGEMENT SKILLS FOR FLHE & YFHS</p> <p>3. ENSURE UNIVERSAL ACCESS TO YFHS</p>	<p>Provision of funds for BCC/IEC materials, learning materials, and production of policy documents</p> <p>Provision of funds for training and re-training of teachers and health workers</p> <p>Funds for Monitoring & Evaluation</p> <p>Funds for Advocacy and sensitization activities</p> <p>Sourcing for international donors/grants</p> <p>Provision of funds for training of staff on financial management</p> <p>Provision of social health insurance coverage for the youths accessing YFHS centres in the state</p>	State LGAs, Communities	Ministry of Finance, Ministry of Budget, Economic Planning & Service Delivery, MOH, MoE,	International Donor Agencies, NGOs/CBOs, CSOs, state Service Office	10%	80%	80% of required funds for all the listed activities have been provided by the end of Q4, 2015	1. Receipt/evidence of purchases of IEC/training materials, and equipment	2. Pictures of training sessions	3. Receipt of funds for training of staff						

REPRODUCTIVE HEALTH NEEDS AND SERVICES																				
Strategic Areas:	STRATEGIC INTERVENTION	ACTIVITIES	LEVEL	RESPONSIBLE AGENCY	KEY PARTNERS	2015				2016				2017				MEANS OF VERIFICATION	COST	
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
Management Information System Monitoring & Evaluation	1. ENSURE ADEQUATE DATA MANAGEMENT - COLLECTION, COLLATION, ANALYSIS AND DISSEMINATION	1. Review and use of FLHE prevention intervention tracking tools 2. Strengthening of FLHE & YFHS delivery, monitoring and supervision 3. Adaptation of international YFHS tracking tools 4. Regular dissemination of data	State, LGAs, Communities	Designated officers at MoES&T, MOH	International Donor Agencies, NGOs/CBOs, CSOs, state MDG Office															
Community Participation & Ownership	1. STRENGTHENING COMMUNITY PARTICIPATION AND INVOLVEMENT TO PROVIDE ENABLING ENVIRONMENT FOR YOUTH REPRODUCTIVE HEALTH NEEDS	1. advocacy targeting influential community members (traditional and religious leaders) and other major stakeholders. 2. Formation of community development committee 3. Regular community meetings on programme planning, implementation, monitoring and feedbacks. 4. provision of IEC materials at the service points during community visits	State, LGAs, Communities	MoES&T, MOH, Ministry of Youth and Sports, Ministry of Women Affairs	Religious and Community leaders, Influential Community members, NYC, ANCOFSS, Health workers associations, NGOs, CSOs, Artisans association, NURTW & ACCOMORAN		50% of target			100% of target								80% 1. 80% of secondary schools and YRHS centers submitting completely filled tracking tools/forms at the end of every quarter. 2. 80% of stakeholders received annual disaggregated data reports at the end of each year 3. 80% of advocacy and sensitizations meetings/programmes done at the end of Q4, 2015. 4. 60% of CDC meeting by the end of Q4, 2015 and 80% of CDC meeting by the end of Q4, 2016	1. One completely filled prevention/intervention FLHE/YRHS tracking tool at the designated focal officer's desk at the end of every quarter. 2. Availability of disaggregated data reports with stakeholders. Pictures/videos taken, CDC/community meetings	
Partnership Building	1. PROMOTE PUBLIC PRIVATE PARTNERSHIP	1. Engage youths in the decision making process and implementation of YFRS and FLHE. 2. Engage the private sectors - such as contracting or out-sourcing leases	State, LGAs, Communities	MoES&T, MOH, Ministry of Youth and Sports, Ministry of Women Affairs	Religious and Community leaders, Influential Community members, NYC, ANCOFSS, Health workers associations, NGOs, CSOs, Artisans association, NURTW & ACCOMORAN		20%			50%								90% 1. Number of youths involved in the decision making and day-to-day running of YRHS and FLHE.	Pictures/videos taken at relevant YRHS and FLHE meetings	
Research Promotion	1. ESTABLISHING AND STRENGTHENING MECHANISMS FOR RESEARCH ON YOUTH REPRODUCTIVE HEALTH NEEDS 2. BUILDING A CRITICAL MASS OF RESEARCHERS AMONG WORKERS 3. DEVELOP TRANSPARENT APPROACHES FOR USING RESEARCH FINDINGS TO AID EVIDENCE-BASED POLICY	1. Create active research units in Ministries to undertake operations research and other research related activities. 2. collaborating with established research institution to conduct surveys and programme evaluations of youth reproductive health programmes. 3. collaborating with established training institutions to create appropriate training interventions for workers. 4. Sourcing for International funded research activities in the area of youth reproductive health and social development. 5. Regular feedback of research results to policy makers and key stakeholders to inform policy decisions.	State, LGAs, Communities	Department of Planning Research & Statistics in: MoE, MOH, Ministry of Women Affairs, Ministry of Youth & Sports	International Donor Agencies, NGOs/CBOs, CSOs, state MDG Office, Training and Research institutions, Expert Consultants.		20%			50%								90% 1. 80% of active research units in Ministries to be functioning at the end of Q4 2015. 2. Conducted at least one survey focusing on different areas of youth reproductive health needs by different PRS departments by the end of Q2, 2016 3. one feedback have been organized by the different PRS departments with key stakeholders and policy makers by the end of Q2, 2016	Survey reports and Feedback reports	



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