Lessons Learnt: 2007-2009

“Learning about Living is an opportunity brought to our doorstep... the children are enthusiastic and want to learn more, they never want to leave the class...”

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Acronyms

AAN  ActionAid Nigeria
AHIP  Adolescent Health and Information Projects
AIDS  Acquired Immune Deficiency Syndrome
ARH  Adolescent Reproductive Health
BFW  Butterfly Works Netherlands
CEO  Chief Education Officer
CSO  Civil Society Organisations
CSR  Corporate Social Responsibility
ED  Executive Director
eFLHE  Electronic version of the Family Life and HIV/AIDS Education curriculum
EVA  Education as a Vaccine against AIDS
FCT  Federal Capital Territory, Abuja
FLHE  Family Life and HIV/AIDS Education curriculum
FMoE  Federal Ministry of Education
FMoH  Federal Ministry of Health
GHARF  Global Health Awareness Research Foundation
GPI  Girls' Power Initiative
GSM  Global System for Mobile communications
HIV  Human Immuno-deficiency Virus
ICT  Information and Communication Technology
IEC  Information, Education and Communication material
LaL  Learning about Living
M&E  Monitoring and Evaluation
MDG  Millennium Development Goal
MoE  Ministry of Education
MoU  Memorandum of Understanding
MyA  My Answer
MyQ  My Question
NACA  National Agency for the Control of AIDS
NCCE  Nigeria Commission for the Colleges of Education
NERDC  Nigerian Educational Research & Development Council
NGO  Non-Governmental Organisation
OLPC  One Laptop Per Child
OWUK  OneWorld UK
PTA  Parent Teacher Associations
SACA  State Agency for the Control of AIDS
SMC  School Management Committee
SMoE  State Ministry of Education
SMS  Short Message Service
SRH  Sexual and Reproductive Health
STI  Sexually Transmitted Infections
SUBEB  State Universal Basic Education Board
VAS  Value Added Service
WHO  World Health Organisation
WSWM  World Starts with Me
YARAC  Youth Adolescent Reflection and Action Centre
Acknowledgements

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Introduction

Since Learning about Living (LaL) was first conceived in 2006, a number of important lessons have arisen during the process of initiating, planning, implementing and monitoring the project. With the two year pilot now completed and a three year ‘scale-up and sustainability plan’ set to be implemented across Nigeria, this short report is designed to aid in the documentation and distribution of these lessons.

It is intended that the experiences and processes highlighted here will be of interest not only to the programme’s current stakeholders, but to organisations interested in implementing similar projects elsewhere. In the short term, for example, the LaL concept has been identified as a potentially powerful tool for addressing sexual and reproductive health (SRH) issues in Mexico and Senegal. Feasibility studies, funded by the MacArthur Foundation and Oxfam Novib, are due to commence in these countries in 2009.

From an organisational perspective, this report will go some way to ensuring that the knowledge gained during the implementation of the LaL pilot is captured and integrated into the future work of OneWorld UK, Butterfly Works and our international and Nigerian partners.

The report begins with an overview of the need for sexual and reproductive health problems that undermine the lives of millions of young Nigerians each year, and the innovative educational response which Learning about Living provides building on the work of existing civil society organisations and government – exploring the origins and development of the concept, the formation of a partnership with the key partners, the design of the initial proposal and implementation over two years.

The ‘Risk Management’ section identifies some of the key risks that impacted the project, as well as detailing the most effective solutions used to overcome them. The results of the pilot (almost 9,000 young people reached in schools, more than 60,000 questions received via the mobile service, and 308 teachers trained) are then analysed, revealing an additional impact of more than 10 percent compared to FLHE in some cases. Finally, the initial scale up and sustainability plans are laid out for the future. It is our hope that you find the report of interest and that the lessons we have learnt over the last two years in Nigeria can be built upon by others.

Uju Ofomata, Project Manager, and Adam Groves, Project Assistant
OneWorld UK, April 09

‘Learning about Living’ (LaL) is designed to assist in addressing SRH problems in schools and community centres through a digital version of the national Family Life and HIV/AIDS Education (FLHE) curriculum. Since 2007 the programme has been running in the FCT Abuja, Lagos State, and Cross River State, and in January 2009 was adapted for the predominantly Muslim Bauchi State.

The innovative and interactive eLearning environment ‘eFLHE’ dissolves traditional boundaries by providing young people with a route to reliable SRH information, negating much of the stigma associated with asking adults or the risks of receiving inaccurate information from peers. Supported by mobile services that allow young people to anonymously text or call trained counsellors, LaL has used eFLHE to extend both the reach and the impact of the FLHE Curriculum.
Overview

The Problem

Nigeria’s 45 million young people aged between 10 and 24 make up almost one third of the country’s population. They live in a society where their need to know about sexual and reproductive health (SRH) issues is acute. The majority of adolescents have sex before reaching 17, with 56 percent of boys and 31 percent of girls estimated to have had at least two sexual partners by this age. Over 60 percent of new HIV infections in Nigeria are in the 15-25 year old age group and—tragically—AIDS is now amongst the leading causes of death in this group.

Girls are especially vulnerable. In sub-Saharan Africa, 61 percent of adults and 75 percent of young people infected with HIV are female. In Nigeria, most girls face a devastating combination of sexual health threats, including HIV/AIDS, unplanned pregnancy, which often leads to unsafe abortions, and indirect threats to their wider wellbeing. Girls aged between 15 and 24 are approximately twice as likely as boys of the same age to be infected with HIV/AIDS, and just one in five can correctly identify ways to prevent infection. Of those girls who are aware of the dangers, many feel unable to protect themselves because of societal pressures – for example: the pressure to get pregnant means that condom use is virtually non-existent within marriage.

One recent survey found that 10 percent of Nigerian women who have abortions are hospitalised due to complications; teenage girls are reported to account for up 80 percent of these cases. Conservative estimates suggest that more than 3,000 Nigerian women and girls die each year following the procedure; other studies put the figure closer to 10,000 per year, or 27 deaths each day.

Despite this widespread suffering, cultural and religious traditions mean that, until recently, young people were not encouraged to access information on issues relating to their sexuality and reproductive health. The assumption was that access to such information would encourage risky behaviour by young people: information and education were not perceived as ways to empower young people to make decisions that could help them protect themselves against damaging or even life-threatening risks — like the high rates of morbidity and mortality associated with early pregnancy, unsafe abortion or HIV/AIDS.

The FLHE curriculum*

Designed to provide the information and life skills necessary to foster behavioural change, the Family Life and HIV/AIDs (FLHE) curriculum seeks to achieve a number of general outcomes:

- Reduced sexual activity (including postponing age of first intercourse and promoting abstinence)
- Reduced number of sexual partners
- Increased contraceptive use especially use of condoms among sexually active youth for pregnancy protection and prevention of HIV/AIDS and other STIs
- Low rates of child marriage
- Low rates of early, unwanted pregnancy and resulting abortions
- Lower rates of infection of HIV/AIDS and other STIs

* FLHE was developed by the NERDC in collaboration with the Universal Basic Education, FMoE, and AHI.
An opportunity to make a critical intervention emerged with the recognition of the increased incidence and prevalence of HIV/AIDS and there was a renewed urgency in addressing issues of adolescent reproductive health. The result was the production of a national sexuality education curriculum for young people aimed at promoting awareness of, and prevention against HIV/AIDS: the Family Life and HIV Education (FLHE) Curriculum. It was a major milestone in promoting youth sexuality education in Nigeria. The FLHE curriculum is designed to provide the information and life skills necessary to foster behavioural change to young people in schools. It was the culmination of efforts of organisations in Nigeria committed to the provision of comprehensive adolescent SRH education and services to young people.

Whilst previous efforts to provide sex education for young people (especially girls) were hampered by religious and cultural objections, the new curriculum was developed in consultation with religious and community leaders. In consequence, it is likely to remain in place for the foreseeable future and provides an unprecedented opportunity to promote youth education and gender empowerment as vehicles for tackling sexual and reproductive health issues.

OneWorld UK, Butterfly Works and our partners have grasped this opportunity by using innovative and interactive digital media to promote and extend FLHE within, and beyond, Nigerian classrooms – empowering young Nigerians to gain access to accurate sexual and reproductive health information on their own terms.

**Our Response**

The mission of LaL is ‘to leverage cross-media ICT innovatively to promote sexuality education, gender empowerment and life skills among young people in Nigeria’. The overarching goal of the project is to contribute to the reduction in prevalence of SRH issues, HIV/AIDS and gender violence among young people in Nigeria by improving access to accurate and appropriate information through ICT. Specifically, the project has been designed to assist the teaching of SRH issues in schools and community centres through a digital version of the national Family Life and HIV/AIDS Education (FLHE) curriculum. Supported by mobile phone services which allow young people to anonymously text or call trained counsellors, LaL aims to extend the reach and impact of SRH education in Nigeria.

It seeks to achieve this by:

1. **Utilising** information and communication technology (ICT) to equip young people in Nigeria with the relevant skills to enable them make informed decisions about their sexual health, prevent HIV/AIDS and gender based violence, and associated mortality and morbidity especially regarding maternal mortality
2. To improve discussion and information on reproductive health education and reduce socio-cultural tendencies that lead to reluctance about discussing these issues with young people
3. To increase gender equality by reducing the prevalence of and offering positive alternatives to gender constructs that assume male superiority and the acceptability of violence against women in the Nigerian society.
In pursuit of these goals, two core implementation strategies were designed: an eLearning system to be used in schools and community centres, and a supporting mobile phone service which is accessible from across the country.

The eLearning system: eFLHE is based on experiential learning and encourages a participatory approach to teaching sexuality education and life skills. The content of the FLHE curriculum is communicated directly to adolescents using illustrated ‘info cartoons’, games and quizzes. Four digital peer educators, aged 10-16, provide an emotionally ‘safe’ route to accurate information for both teachers and students, enabling issues of SRH to be explored in a virtual space that is free from traditional social pressures. In this way, LaL seeks to dissolve barriers and improve discussion about sexuality and gender in Nigerian classrooms and beyond. eFLHE has been piloted in FCT Abuja, Lagos, Cross River and is set to commence in Bauchi state.

The mobile phone service: Two services are now available to support and extend the eLearning programme. First, a confidential question and answer service called ‘My Question’ (MyQ) allows young Nigerians to get anonymous assistance from trained counsellors. Second, mobile phones are used to run a monthly competition called ‘My Answer’ (MyA), which encourages teenagers to engage with SRH issues by offering them a chance to win prizes, free ‘air time’. This mobile component extends LaL beyond schools and community centres – empowering young Nigerians to gain access to SRH information on their own terms.
The Concept

The concept that vital SRH information could be channelled to young Nigerians via an eLearning programme and mobile phone service was born out of the previous experiences of OneWorld UK (OWUK) and Butterfly Works (BFW) Netherlands. Butterfly Works is a Dutch NGO with considerable eLearning expertise. This section will briefly show how their award-winning programme in Uganda, *The World Starts with Me*, and the mobile work of OWUK in Kenya (with Kazi560) and India (Lifelines), formed the basis for the LaL concept.

**The World Starts with Me (WSWM)**

Butterfly Works produced the programme WSWM with the World Population Foundation and SchoolNet Uganda for young people in the age range of 12-19 years. Designed to be used in secondary schools and out-of-school facilities, WSWM is youth-friendly whilst also being easily used by teachers - they will find all the materials and instructions they need with the assistance of peer educators who introduce detailed information on sexuality and sexual health.

The programme is a useful SRH education tool for a number of reasons. It is easy to use and the safe environment of eLearning and the self-guided, student-driven learning process facilitates interactive education on sensitive issues. Combining text, audio and visual effects helps to shape knowledge, attitudes and skills in a process of social learning by modelling.

The processes used in developing WSWM formed the conceptual basis for the LaL eLearning tool, in content, design and building. As with WSWM, following a series of concept development workshops, the LaL eLearning content was co-created with a local NGO and then tested with small focus groups. Once the full programme was completed, teacher training was undertaken in partnership with local organisations.

Lessons learnt during the WSWM implementation allowed for LAL to be enhanced in several key ways. The most notable is two extra peer educators make the programme accessible to a wider age range of young people. Second, the website was built using a content management system (CMS) that made it easier to create new versions of the programme for other regions in Nigeria or other target groups. Third, the website was designed so that young people can browse and explore the content alone. Finally, a parent’s section provides advice on how to approach the issue of sexuality education with their children.
Mobile for Good (M4G), Kazi560 and Health Tips

An 80 percent unemployment rate prevails in Kibera, Kenya’s largest informal settlement in East Africa and poverty, HIV/AIDS are rife. Although the people in this community need jobs to pull them out of these cycles of suffering, most cannot afford to buy a newspaper to scour vacancies or access online job lists.

OneWorld UK developed a mobile phone platform enabling the community to receive tailored job alerts. Research demonstrated that while mobile phone ownership was limited, up to 85 percent of local residents had access to them through friends and family members. Demand for the service among local citizens proved high, with 30,000 subscribers signed up within 4 months. Employers also signed up and within three years, Kazi560 was a profitable social franchise which could be handed over to a local entrepreneur – it is now one of Kenya’s biggest job alerts service.

Delivering Kazi560 meant more than developing new software tools. It also meant brokering a complex web of partnerships within which the tools operated: local entrepreneurs, telecom providers, employers, members of the local community, northern funders and investors. A number of other services were contemplated on the basis of the Kazi560 model, including ‘Health Tips’, which allowed the residents of Kibera to subscribe to SRH information via SMS.

LifeLines India

LifeLines India was launched in direct response to the need to bridge gaps in grassroots knowledge and help impoverished farmers access the expert advice and information that they are excluded from due to cost, social status or illiteracy. OneWorld UK’s experience of using mobile phones for a Q&A service on health issues in Kenya led us to the idea of innovating a similar service for farmers in India.

First they call the LifeLines number, where they are given a reference number and can then ask their questions. The queries are then immediately circulated to a panel of India’s agricultural experts, whose advice is stored in the LifeLines database. The farmers then make their second call to the service at a time of their choosing, give their reference number, and can listen to the answer in their own language.

Results have exceeded all expectations. As of November 2008, the service was reaching 100,000 farmers in 2,400 villages across four states, with more than 450 calls to the service taken each day. LifeLines’ database of frequently asked questions has swelled to 135,000 and is so content-rich that it is now possible to start analysing it for trends - opening up new possibilities for developing the service.

LifeLines has won a BitC award in the UK in summer 2008, and was among the laureates at prestigious global Tech Museum Awards in the US in November 2008. The successful development of LifeLines leads us to believe that there are further opportunities to develop additional innovative mobile services that would benefit the Learning about Living project.
Designing the Concept: Summary of key Lessons Learnt:
The experience of BFW and OWUK in implementing eLearning and mobile projects yielded a number of clear lessons. A number of broad conclusions can be drawn with regards to the use of ICT and computer for SRH education.

- Issues concerning puberty, relationships, and reproduction are often difficult for a teacher to address. The safe environment provided by the eLearning and the self-guided, student-driven learning process facilitates interactive education on sensitive issues. ICTs can therefore be a vital part of a group learning experience, led by a trained educator and assisted by virtual (cartoon) peer educators.
- In a situation where a little information can go a long way, using computer-based learning can be an effective way of reaching tens of thousands of young people.
- Combining creative exercises, audio and/or visual effects can shape knowledge, attitudes and social learning through modelling.
- An eLearning programme can be easy to use and can quickly be adapted based on feedback from users. In a country like Nigeria, with many cultures and languages, it is an advantage to have a fully customisable system for the different regions.
- A computer-based programme is suitable for combining social competencies (e.g. negotiation skills, contraceptive use, the right to refuse sex) and technical competencies which underlie informed decision-making.
- Ignorance of the facts of sexual behaviour during an HIV/AIDS epidemic is itself an epidemic – and computer-delivered curriculum materials can provide leverage to teachers who lack up to date material and resources.
- A web-based programme can be built upon as technical possibilities and quality of the equipment grows.
- As the mobile phone explosion continues in Africa, most young people are able to access phones and they appreciate the anonymity that it provides when obtaining information they would otherwise be reprimanded for (especially concerning sexual health). SMS has therefore proved to be a popular route for information as many teenagers are too shy to voice their questions and opinions.
- The need to ensure that information remains relevant and acceptable to users in different areas is a key lesson from previous projects.
- The benefits associated with enabling and encouraging the private sector to buy into the programme through their CSR initiatives to augment government resources. CSR initiatives can be harnessed to make a significant contribution to sexuality and reproductive health programmes.
The Scoping Study

To explore how the experience of OneWorld UK and Butterfly Works in other ICT-related initiatives could be adapted and implemented in Nigeria, research was undertaken for a feasibility study into the current issues and how they could be addressed. This study found its focus in a workshop held in Abuja in May 2006, which brought together participants from government, civil society and telecom companies.

The scoping study identified a number of challenges facing the promotion of youth sexuality education in Nigeria. Amongst the issues raised by stakeholders included: culture and tradition, and specifically the issue of early marriages and the role of women; religion; opposition and lack of support by parents and adults; funding; getting information to youth; poverty; and ignorance relating to a lack of information and services. A number of areas were identified where ICT could help support services. These included: counselling services and help lines; information dissemination – on available services; preventing STI’s including HIV; and peer group support – encouraging abstinence.

The scoping study concluded that although a number of issues would need to be addressed with challenges and limitations to overcome, ICT would add value to current services through improved access to culturally sensitive information for young people and there was willingness by stakeholders to explore this potential. The conclusion of the scoping study was to propose an eLearning package in order to support the FLHE curriculum. An SMS service for young people would be connected to the peer educators’ toolkit allowing follow-up questions to be asked anonymously and answers obtained through mobile phones.

OneWorld UK submitted a proposal to pilot this initiative to the MacArthur Foundation USA and Oxfam Novib. It was proposed that in the first year the initiative would roll out in three states and, if proved successful, it could be extended to six states in the second phase, one in each geo-political region. To this end detailed monitoring and evaluation would be necessary throughout the programme to ensure that expected outcomes were being achieved. OneWorld would provide the project leadership for the wide-ranging partnership of NGOs, government agencies and telecom companies that together were in a position to affect for the good, the lives of the rising generations in Nigeria. In September 2008, the David and Lucile Packard Foundation also lent their support to the project with funding to develop a version for the North, starting with Bauchi State.

The Scoping Study Process: Summary of Key Lessons Learnt

- A clear partnership involving actors across sectors would be instrumental for project success.
- Given Nigeria’s diversity, it was suggested that a minimum of two locations be used for the pilot – one in the north and one in the south.
- ICT would add value to the work of organisations involved in ARH issues and had the potential to unleash the power of the FLHE curriculum to engage young people interactively.
- Young people in Nigeria preferred anonymity in dealing with sexuality issues and therefore a safe environment would go a long way in allowing even the reticent ones seek information when they need it.
- Young people in Nigeria were as fascinated as children in other countries by ICT tools and thus any project which incorporates this could engage them in a positive way.
- Civil society organisations were particularly keen to try new innovations in reaching young people with relevant information on SRH.
Steps to starting

Despite the previous experiences of OWUK and BFW in implementing eLearning and mobile projects, the LaL concept was undoubtedly ambitious. It aimed to leverage the increasing consensus amongst Nigeria policy makers that SRH issues should be urgently addressed. Specifically, it sought to draw on previous methodologies in order to unleash the power of the national curriculum in schools and communities. Whilst researching the project, it became clear that a strong partnership would have to be based on NGOs working in the sector and operating in the different geopolitical areas. Having established the clear opportunity to use the power of ICT and bring to life the national curriculum, and with such good groundwork laid by the government and civil society organisations especially in promoting and providing adolescent reproductive health education/services, working with a partnership of civil society organisations and the government was a ‘sine qua non’ to achieving the goals of the project. The partnership underpinning LaL spans civil society, government and corporate spheres:

CIVIL SOCIETY
- OneWorld UK (OWUK) – Conceptual Design, Project Management and Mobile platform development
- Butterfly Works Netherlands (BFW) – Conceptual Design & Development of eLearning platform and training resources
- ActionAid Nigeria (AAN) – Strategic Partner
- Action Health Incorporated (AHI) – Chief editor for factual Content for eFLHE & Implementing Partner, Lagos State
- Education as a Vaccine Against Aids (EVA) – Lead in mobile Service & Implementing Partner, FCT Abuja
- Girls’ Power Initiative (GPI) – Lead in Out of School Centre & Implementing Partner, Cross River State

GOVERNMENT
- The Federal Ministry of Education (HIV/Aids Unit) – Strategic partner and stakeholder
- The Federal Ministry of Health (ARH Unit) – Advisory
- The Nigerian Educational Research and Development Council (NERDC) – Advisory
- The National Agency for the Control of AIDS (NACA) – support for MyAnswer

PRIVATE SECTOR INVOLVEMENT
- Technology Support Centre (TSC) and Intel – provision of Intel Classmates
- Vas2Nets – mobile value added service provider
- MTN Foundation through ‘SchoolConnect’ implemented by SchoolNet and MTN Nigeria (mobile publicity)

“The project has helped strengthen the implementing CSOs’ relationships with themselves on the one hand, but also with various governmental agencies such as the ministries of education and health on another hand”.

Independent External Evaluation
**International Non-Governmental Organisations (NGOs)**

**OneWorld UK** is part of the international OneWorld network. It seeks to innovate technology and participatory media for NGO and citizen-led social change. OWUK aims to achieve its goals by brokering collaborative partnerships between local and global civil society organisations and citizens. OWUK is managing the LaL project and leads in the development of the mobile platform, drawing on its experiences in using mobile technologies for development in East Africa and South East Asia.

**Butterfly Works** is an international NGO based in The Netherlands. Their projects range from digital and mobile life skills courses to product design and development. Butterfly Works have used their eLearning expertise to design and develop the methods and lesson formats for the eLearning platform. They also lead in the development of manuals and instructional tools and are part of the National Steering Committee and Project Management Committee.

**National NGOs**

**ActionAid** is an International NGO. ActionAid Nigeria (AAN) is one of the ActionAid country programmes which commenced operation in January 2000 in its country office in Abuja. Through their Education team, AAN provides strategic support for LaL. The Country Director serves on the National Steering Committee and they provide office for the local co-ordinating office. The LaL team is also working with AAN to incorporate eFLHE into their projects in Nigeria aimed at Enhancing Girls’ Basic Education in Northern Nigeria (EGBENN) and building the capacity of local coalitions to influence policies on education.

**Action Health Incorporated (AHI)** is an NGO which was established in 1989 in order to promote young people’s sexual and reproductive health and rights in Nigeria. Having been integral to the initial design of the FLHE curriculum, AHI drew on their experience to provide the factual content for developing eFLHE in partnership with Butterfly Works. In addition, they have trained ‘Master Trainers’ on the use of eFLHE (as they are already training FLHE Master trainers across the country) they are the implementing partner for the eFLHE in Lagos state and they sit on the National Steering Committee.

**Civil society and SRH in Nigeria**

In Nigeria, a range of civil society organisations have an honourable record of meeting the reproductive health needs of young people by developing long-term programmes for building the capacity of teachers and creating curriculum materials appropriate to Nigeria’s different cultural contexts. During the pilot phase, some of these CSOs came together to implement LaL in three geographical locations.
Education as a Vaccine against AIDS (EVA) establishes structures for young people to make responsible decisions about their development. They had already been working with the National Agency for the Control of AIDS (NACA) on the national hotline for the North Central region of Nigeria, and so represented an obvious choice for working with on the mobile component. They started working with OneWorld UK in designing the mobile service with focus group discussions held with youth to identify the services they thought would be most useful for them. EVA and OWUK have developed the mobile services together which EVA administers. They are the implementing partner for eFLHE in the FCT, Abuja, and serve on the National Steering Committee.

Girls’ Power Initiative (GPI) was founded in 1993 to provide comprehensive sexuality education information to adolescents (especially girls) in Edo, Delta, Akwa Ibom and Cross River states. It is a strong national advocate group organising training on gender equality and SRH rights. In Cross River State they have worked with the Ministry of Education to train more than 600 teachers from 131 public secondary schools on the implementation of the FLHE curriculum. GPI were the implementing partner for eFLHE in Cross River State and they have also piloted it in their ‘out of school’ centre in Calabar which they will be extending to the centres in the other three states. The Chair of GPI sits on the National Steering Committee.

The Federation of Muslim Women’s Associations in Nigeria, Bauchi (FOMWAN) was established as an NGO in October 1985 as a civil society umbrella body for Muslim women’s associations in Nigeria. In 2008, LaL received funding to extend into Bauchi state. This presented an opportunity to test the content management system which had been developed by Butterfly Works with the view that regional adaptations may be necessary. The eLearning system was adapted to operate in the different cultural context which Bauchi state represented. As a respected Muslim women’s organisation, FOMWAN Bauchi state were able to aide in the adaptation of the programme to ensure its suitability.

Working in Different Socio-Cultural Contexts

“...The situation is much worse in northern Nigeria where hundreds of thousands of youth are exposed to higher levels of maternal mortality, forced to marry at lower ages, and have minimal access to modern family planning methods...

The need for the provision of age-appropriate information about sexuality, as well as responsive sexual and reproductive health services, using a variety of strategies that take into consideration the sociocultural context of young people...”

Action Health Incorporated
Government organisations and agencies

The Federal Ministry of Education has overall responsibility for national policies and guidelines for uniform standards of education in Nigeria. The HIV/AIDS Unit coordinates the FLHE implementation and training and have been closely involved with the development of LaL from the project’s inception. The FMoE are represented on the National Steering Committee by the FLHE National Coordinator, a Deputy Director in the Ministry of Education. They provide assistance and information and play a leading role in ensuring that eFLHE is incorporated as part of the wider FLHE implementation. The FMoE is committed to training teachers and have introduced eFLHE in these sessions.

The Nigerian Educational Research & Development Centre (NERDC) is a Government think-tank on educational matters. Its mission is to create an enabling environment in which educational research and development activities will thrive and in the process encourage collaboration with international development partners and foster public-private partnerships. As the copyright-holders of the FLHE curriculum, the NERDC has been closely involved with the development of eFLHE. They form part of the National Steering, are part of the committee monitoring team, and attend all of the major workshops.

The Federal Ministry of Health has supported LaL through their Adolescent Reproductive Health Division. It serves on LaL’s National Steering Committee and has ensured that the health messages in the eLearning programme are in line with Nigerian national reproductive health policy.

The National Agency for the Control of AIDS (NACA) has supported the project and contributes the prizes for the monthly competition service, MyAnswer since the launch in November 2007.

Private Sector Involvement

The Technology Support Centre/Intel - through their Intel Classmate personal computers for secondary schools have provided an alternative platform for the delivery of eFLHE, increasing the available channels for eFLHE delivery in schools. Additionally, their training partner, SchoolNet Nigeria, is currently providing IT skills training to teachers across Intel schools providing a pool of IT trained teachers who can be trained to teach eFLHE. Vas2Nets is a leading mobile technology company in Nigeria with experience in the development and delivery of mobile value added services. Their commitment to the project enabled LaL to secure subsidised rates from the Telecom providers. This in turn meant that we could provide SMS services free of charge to young people through the reverse billing method. MTN Foundation, the CSR vehicle for the MTN Nigeria Group, plays a key role through the MTN’s School Connect programme which has donated computers to designated schools across Nigeria. MTN Nigeria provided the marketing support to launch the mobile services.
How the Partnership Worked

Donors
Oxfam Novib, MacArthur Foundation
Butterfly Works, Packard Foundation

OneWorld UK – Grant holders
Anuradha Vittachi (Executive Director)
Peter Armstrong (Innovations Director)
Uju Ofomata (Project Manager)
Gopal Gobiratnam (Software Architect)
Catherine Okereke (Project Assistant, Nigeria)
Adam Groves (Project Assistant, UK, ‘08-‘09)
Britt Jorgensen (Project Coordinator, ‘07-‘08)

Steering Committee (2007-2009)
- OWUK – Project Manager
- BFW – Director
- AAN – Country Director
- AHI – Executive Director
- GPI – Chair of GPI
- EVA – Executive Director
- NERDC – Director, Special Programme Centre
- FMoH – Head, Adolescent/School Health
- FMoE – Deputy Director, HIV/AIDS Unit and National Coordinator, FLHE

NGO and Government Partnership
BFW, AHI, GPI, EVA, FMoE, OWUK (coordination).

Private Sector Involvement
TSC/Intel (Classmates), MTN Foundation (Computers).
VAS2NETS (service provider), MTN Nigeria (publicity).

Building a Partnership: Summary of Key Lessons Learnt
- A multi-sector approach was necessary to ensure success.
- Enabling each partner to lead in a role that they were already experienced in brought a range of expertise and locally relevant perspectives to the project.
- Sharing ideas at the steering committee ensured that each state could take the best of another state’s implementation experience to their location.
- The delay in implementation in the FCT provided a valuable lesson in the need for thorough institutional assessment prior to commencing the project in each location and also enabled the implementing in NGO to learn from the experiences in other states.
- A participatory approach to managing the implementation of the project ensured the best ideas were examined and adopted.
- The strength of the private sector brought resources that opened new platforms for the delivery of the project.
The LaL Project

eLearning (eFLHE)

The interactive eLearning system (eFLHE) has 25 pre prepared lessons covering the five themes in the FLHE: human development, relationships, personal skills, HIV infection and society and culture. The programme can be installed on computers or accessed online so that teachers, students and parents can engage with SRH issues via its info-cartoons, educative quizzes and games. There is a dedicated section for teachers which provides them with learning resources and materials making their preparation easier. In the words of a teacher in Lagos, “the LaL programme is a complete package”. The activities added to the learning materials removes from the teacher the burden of producing instructional aides. Each lesson is designed as a ‘stand alone’ and can be taught in and out of classrooms with role plays, quizzes and games to help the students further internalise the key points from the lesson. Using the eLearning programme to address SRH issues in Nigeria has many advantages:

- It will support the training of teachers and students in FLHE.
- It will provide a safe environment for sensitive issues - specifically, privacy for students and support for teachers.
- It is cost effective by reusing of materials.
- It can be expanded with new content and lessons and used over and over again.
- It can provide a platform for communication between students and teachers.
- It is a creative learning method with text, illustrations, animations, audio, quizzes and games which engage students to impart knowledge, shape attitudes and improve skills.
- It improves computer skills which are in themselves empowering.
- It is fun - and when students have fun they learn.
- It is student-driven and frees the teacher to spend his/her time coaching and facilitating, using his/her individual skills. This is a more effective way for young people to learn.
Mobile (MyQuestion and MyAnswer)
To provide follow-up to the work being done in schools, LaL builds on the fascination that young people have with mobile phones, extending and deepening the impact of FLHE through a question and answer service. From experience in other countries, and from focus group discussions with young people conducted during the scoping study, we knew that many questions arise in teenagers’ minds that they are not willing to ask directly in class or speak out loud.

MyQuestion (MyQ)
LaL offers a 3-in-1 service whereby young people can ask questions via SMS, voice call or via the internet. SMS in particular offers the chance of anonymity for those questions on sexuality that young people may not feel comfortable discussing out loud, or which may arise during the eLearning experience or in their personal lives. The questions can be answered by experienced local NGOs and allows for a database of Frequently Asked Questions to be built up.

MyAnswer (MyA)
MyA is a monthly competition service which allows young people to engage more with SRH issues. Every month, a question is publicised and young people get a chance to respond through their preferred medium. The competition opens on the first day of the month and closes on the last day. Ten randomly selected numbers are chosen from a pool of correct answers to win the prizes for the month. The answers which the young people provide to the questions give an indication of their level of knowledge for the topic.

In addition, other phone-based services can be offered. These can range from simple health tips to the kind of competitions that have proved popular in other African countries and are being utilized by some NGOs.

How does it work?
The technology provides a single platform through which the counsellors can answer incoming questions (see Figure 1). This enables constant monitoring and improvement of the service by the OWUK technical team who constantly work with EVA staff to make it the service ‘user friendly’ and effective.
A number of significant risks to the project were identified during the initial proposal, before the project commenced. Of these, two (B and C, in Table 1) proved to be a challenge during the pilot phase.

Table 1: Anticipated risks and consequences

<table>
<thead>
<tr>
<th>ANTICIPATED RISK</th>
<th>ANTICIPATED CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) The risk that the complexity of programme structure (number and variety of actors) will hamper the implementation of the programme.</td>
<td>This was judged to be medium. A fluid implementation depended on the commitment and capacities of all the actors who were already key players in SRH issues. The weakest link would determine the progress, which could lead to delay and frustration.</td>
</tr>
<tr>
<td>B) The risk that the infrastructure and hardware will be limited.</td>
<td>The consequences of this risk were judged to be medium, with the medium and long term consequence of a low multiplier effect. In anticipation of power or technical failures specific non technical components of the eLearning material were designed. Contingency plans included accompanying print versions which will be developed to reduce the effects of such failures.</td>
</tr>
<tr>
<td>C) The risk that the 100 dollar computers may not materialise as a platform for the eLearning</td>
<td>Again this was judged to be low for the period of the pilot, with larger implications for the scale up phase</td>
</tr>
</tbody>
</table>

In developing the concept for the project, the imminent arrival of the OLPC project in Nigeria was viewed as a way of mitigating the inadequate IT infrastructure in schools. In May 2007, the new government decided not to go ahead with the OLPC initiative as it was not a priority.

This rendered engagement with the private sector especially important in order to facilitate scale up and improve IT infrastructure in schools. Our alliance with Intel/TSC has resulted in more than 40,000 Classmate PCs distributed in schools with the recent order for 52,000 being preloaded with the eFLHE curriculum.
Identifying and Managing Risk: Summary of Key Lessons Learnt

- **Inconsistencies in the Nigerian power supply:** This has proved a significant challenge to eFLHE implementation. Flexibility has been encouraged for teaching when there is no power as aspects of the eLearning resources can be used independently of a computer. Steps taken to mitigate the impact have included the distribution of a printed version of the programme for teachers to work through with their class, and the provision of laptops with digital projectors and batteries to enable teachers in the pilot schools continue their lessons during power outages.

- **The low level of internet connectivity made it necessary to distribute the eFLHE through CDs - removing the need for schools to be have internet before implementing.**

- **Network fluctuations:** Network upgrades over some period of the pilot led to interruptions to the mobile system with the result that users were not receiving responses to their questions. This led to complaints from disappointed users who felt that the MyQ service had not delivered as promised. Network fluctuations negatively affect perceptions of the service and render monitoring systems unreliable. In order to mitigate this problem, clear testing, reporting and communication processes have been established between OWUK, EVA and VAS2NETS and the telecos.

- **Low IT skills of teachers:** Although this was taken into consideration in planning, the extent was not clear until teacher training commenced. The eLearning system was designed to be easy to use and included some basic computer skills training for teachers. Nonetheless, some of the teachers had never used a computer before and it became necessary to include extra sessions on basic computer skills during the teacher training and in some instances, an extra day.

- **Overcrowded classrooms:** The student to teacher ratio in some schools also called for innovation in getting the students to benefit from the eFLHE. In some schools, half the class were taken to the computer room to use the computers while the other half remained in the class practising role plays and discussions using the print version. In some instances, it represented a value added as the use of computers engaged the students adequately and the teachers did not feel anyone was left behind.

- **An enabling environment** for implementation in schools requires that school administrators be carried along to ensure success. Some pilot schools ensured that free periods and after school classes or club periods were utilised in reaching students on the eFLHE. Parents should also be informed through the PTA in schools but this process needs to be driven by school, and perhaps state, authorities.

- **Institutional assessments** are required for adequate identification of schools that have FLHE trained teachers and computers. Trained FLHE teachers are required before they can be trained to utilize the eFLHE resources to teach.

- **Teacher attrition:** More teachers should be trained in each school, providing a contingency measure should some be transferred. They can in turn be encouraged to step down the training to their colleagues when they return when they return from the training sessions.
**Results**

**eLearning**

By the end of the pilot phase in January 2009, the project had met and exceeded its core goals, with almost 9,000 young people reached by the partners in the different locations on the eLearning programme (see Table 2).

An independent evaluation conducted in October 2008, found that LaL has made significant progress in achieving its goals. It concluded that schools are effectively using eFLHE, LaL builds accurate knowledge and skills in sexual and reproductive health and ICT and life skills of young people are being improved.

**Table 2: Number of people reached directly during the pilot**

<table>
<thead>
<tr>
<th>Location</th>
<th>Students</th>
<th>Teachers</th>
<th>NGO Staff</th>
<th>Ministry officials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>GPI girls</td>
<td>Peer educators</td>
</tr>
<tr>
<td>Lagos (AHI)</td>
<td>2,659</td>
<td>2,889</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cross River (GPI)</td>
<td>352</td>
<td>1,029</td>
<td>240</td>
<td>29</td>
</tr>
<tr>
<td>FCT Abuja*(EVA)</td>
<td>*812</td>
<td>*812</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3,823</td>
<td>4,730</td>
<td>240</td>
<td>30</td>
</tr>
<tr>
<td>Grand total</td>
<td>8,793</td>
<td>30</td>
<td>308</td>
<td>35</td>
</tr>
</tbody>
</table>

*EVA data was not reported by gender

In addition to the training conducted for teachers on the LaL, partners have begun to introduce eFLHE during their other training sessions for teachers on FLHE, whilst the Federal Ministry of Education have also been able to introduce the eFLHE to an additional 584 teachers across the country during their nationwide training on FLHE.

Qualitative feedback is also positive. Positive reports from key stakeholders suggest that we are well positioned to consolidate the future success of eFLHE:

- Teachers and students showed genuine excitement when using LaL and were very quick in introducing it to their fellow teachers – even in other schools.
- Teachers comment that, “the LaL programme is a complete package. The extra activities added to the learning materials takes from the teacher the headache of producing instructional aides. It also helps to bring reality into the lesson”. Teachers observe that eFLHE “is FLHE made easy” and “it helps the students get closer to me”. In the words of a teacher in Lagos, it “improves our own confidence in relating with the students”. It has also improved the teachers’ interest in IT and opened up a whole new source of information which is in itself empowering.
A teacher from Calabar explained how a girl in her class who had been raped, and who had previously told no one of the ordeal, approached her after a session using LaL. The teacher was then able to ensure that the girl received the necessary counselling and guidance from GPI. She explained, “Learning about Living is an opportunity brought to our doorstep... the children are enthusiastic and want to learn more, they never want to leave the class.... it has improved communication between teachers and students. The children were not able to speak one on one with the teacher, but Learning about Living has bridged that gap... they are able to communicate with the teachers”.

Students who were approached by the independent evaluation team told how eFLHE helped improve their communication on SRH issues. Comments included, “I feel free now to discuss issues of sexuality” and “LaL has helped me identify my values and behaving according to them” and yet another ‘the pictures and the cartoons help me understand better’.

Local partners have enthusiastically supported LaL– highlighting the potential and benefits of eFLHE through workshops and by incorporating it in their other projects.

Other benefits of LaL to have emerged during its pilot is the positive impact that engaging in the eFLHE has had on teachers’ and students’ IT skills. As the Independent External Evaluation team noted, “there is a general low IT skills set for many teachers”. But through LaL, “at the individual level students and teachers have improved their computer skills”.

Baseline and End survey Data

Prior to the commencement of the pilot in schools, each implementing partner carried out baseline surveys to gauge the knowledge and attitude of young people towards SRH issues in three categories of schools: one where FLHE was being taught, one which would experience eFLHE and one ‘control’ which was not implementing FLHE or eFLHE. The baseline studies revealed poor levels of knowledge across a number of issues including gender violence, prevention and the transmission of HIV/AIDS and other STIs.

Once the pilot was completed, the classes were revisited and an end survey was conducted. Unfortunately, due to variations in partners’ evaluation strategies, the results are not directly comparable from state to state. However, we are able to identify some broad measures of impact.

The data indicates eFLHE has had a significant impact on girls; for example, in Cross River, average knowledge levels increased by an extra 10 percent for those girls who experienced eFLHE compared to those who experienced the paper-based FLHE curriculum. The greatest impact can be seen in areas where initial levels of knowledge and attitude were poor. For example, issues surrounding pubertal changes menstrual cycle, condom use and attitudes towards safe sex within relationships. In these cases, the impact of eFLHE was found to be between 10 and 20 percent higher than the regular method of teaching FLHE or the control. However, in cases where knowledge levels were already reasonably good (for example, the importance of testing to identify HIV/AIDS), the difference between the three was less pronounced. This story is repeated in Lagos, where knowledge levels for those who experienced eFLHE increased by an extra 9 percent on average. The eLearning platform proved especially effective at conveying ideas and information on subjects where knowledge levels had previously been low.
Mobile (MyQuestion and MyAnswer)

The MyQuestion (MyQ) service proved overwhelmingly popular and the number of incoming questions has consistently exceeded targets since its launch. Data on the mobile component is collected through an inbuilt reporting facility and this been augmented by an end of pilot user survey conducted in January 2009. As of January 2009 (a year and two months after the launch), the inbuilt reporting facility showed that MyQ had received more than 60,000 questions via SMS – three times the original target (see Figure 1). Entries to the MyAnswer (MyA) competition have also increased on a month by month basis. Evidence from the reporting facility demonstrates that MyQ is providing vital information in response to sexual and reproductive health questions. Table 3 shows some of the key issues (as classed in categories on the FAQ database) which MyQ addresses each month.

Table 3: Popular Questions (final quarter of 2008)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Changes and Hygiene</td>
<td>4.3</td>
</tr>
<tr>
<td>Contraceptives and Family Planning</td>
<td>4.7</td>
</tr>
<tr>
<td>Basic facts on HIV/AIDS</td>
<td>25.7</td>
</tr>
<tr>
<td>HIV Counselling and Testing</td>
<td>4.7</td>
</tr>
<tr>
<td>Home Based Care and Positive Living</td>
<td>2.0</td>
</tr>
<tr>
<td>Non Reproductive Health medical concerns</td>
<td>24.9</td>
</tr>
<tr>
<td>Opportunistic Infection and ARV</td>
<td>0.6</td>
</tr>
<tr>
<td>Preventing Mother to Child Transmission</td>
<td>2.5</td>
</tr>
<tr>
<td>Transmission and Prevention of HIV/AIDs</td>
<td>12.5</td>
</tr>
<tr>
<td>Reproductive Health Services</td>
<td>7.6</td>
</tr>
<tr>
<td>Safe motherhood, pregnancy and unsafe abortion</td>
<td>1.9</td>
</tr>
<tr>
<td>Sexual Relationships</td>
<td>5.6</td>
</tr>
<tr>
<td>STI and reproductive track infections</td>
<td>2.8</td>
</tr>
<tr>
<td>Stigma and Discrimination</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong>‡</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Examples of text messages received by MyQ include: ‘should I use a condom with my regular partner?’, ‘How do i know if I have HIV/AIDs?’, ‘My uncle is touching me and I don’t like it’ and ‘My boyfriend said that he will give me phone credit for my mobile if I have sex with him. What should I do?’ More examples are listed in Annex 5.

![Figure 1: Number of Incoming Messages (Cumulative)](image-url)
Observations from the mobile platform:

The end of pilot survey also provided us with data on the age, sex and location of the mobile platform’s users. The median age for those who access the service is 24, with 61 percent of users under the age of 25 (see Figure 2). The mobile platform was accessed from across the country, with the majority of users coming from southern regions (see Figure 3): 9.5 percent from Delta, 8.6 percent from Lagos and 8 percent from Enugu. When asked whether they would classify their environment as urban, suburban or rural, 93 percent of users replied that they live in an urban or suburban setting. In addition, the majority (79 percent) of those currently using the SMS service are male; this is consistent with EVA’s findings from the hotline where 81 percent of users are male (see Figure 4). These findings have important implications for program managers as they design program to reach these groups. It will also direct our approach to publicity, which will increasingly need to focus on girls and women, and those living in rural areas.

Figure 2: Age of MyQ/MyA Users

![Bar chart showing age distribution of MyQ/MyA users. The majority are under 25 years old.](chart.png)
In assessing satisfaction with the service, the survey found that 76 percent of users were satisfied that their question had been answered properly (see Figure 5). When asked what they liked about the service, their answers varied: 24 percent used it because it is free; 12 percent said that it provides prompt response and is especially useful when people are in need; 7 percent commend it for being easy to access and available; and it 20 percent felt that it is educative and provides information not only on HIV but on other issues of life young people face.

Of the 24 percent of respondents who were not satisfied, more than 50 percent had not received a reply due to network fluctuations; 25 percent said their questions were only partially answered (counsellors are restricted to 150 characters in their replies); 18 percent said the response time was too long; and 7 percent said their question was misunderstood.
A separate indicator of satisfaction is repeat usage. The inbuilt reporting facility shows how many times individual mobile numbers have used the MyQ SMS service. A total of 15,765 phones have been used to ask questions via the service, and almost half have (7,693 phones) have been used to ask questions on more than one occasion (see Figure 6).

**Figure 6: Repeat Usage of MyQ SMS Service**

- **Monitoring and Evaluation** - Baseline and end of project results: Although the survey showed a slight increase in knowledge at the end of the project, lack of uniformity in administration of the survey in the different locations made the results across the country not comparable. This will be improved in the next phase as an external consultant has been contracted to coordinate and implement the data collection and analysis. This should give a more accurate picture of the impact of the intervention across the country.

- **On the Mobile platform:** In the beginning, the platform was not designed to capture data on age, gender and location except through the web; but as the project developed, it was possible to get users to include this data when sending in their questions. Although this was not possible all the time as young people felt their calls could be traced and wanted to preserve their anonymity, those who complied gave us an indication on demographics which will be useful to program managers developing targeted interventions.

- **Network fluctuations:** cause interruptions to the service may not be eliminated completely, but a reduction is possible in collaboration with telcos and the Vas provider.

- **Repeat Use:** As the service remains free to ensure that all young people are able to access the service when needed; there will be a few individuals who will take advantage and send spam messages that may distort the data on the inbuilt reporting system.

- **Advocacy with key organisations in the rural areas and with focused attention to girls will be instrumental to ensure adequate publicity reaches the rural/grassroots especially in northern areas where uptake of the service is lower. Also measure to ensure more girls are reached will be explored.**

- **In summary:** the eFLHE proved to be a useful means of conveying information on SRH issues in a way young people can engage with to change behaviour. In addition, the mobile service provided a vital means of ensuring that young people got the information they required when needed.
An independent evaluation by an external consultant was conducted in October 2008 to assess the project’s progress and to assess whether scale up was practical.

From the evidence gathered during the evaluation, the team concluded that LaL has performed well in contributing to increased access to information for young people in the pilot states. It has supported the emergence of eFLHE teachers through training and capacity building and has enhanced the capacity of government agencies as well as civil society personnel and school teachers. The project has therefore been able to create an environment that favours increased access to information on sexuality and HIV and AIDS for young people in the project schools and also across the country through the MyQ&A component of the project.

The stand-alone version of the e-FLHE and MyQ&A, were recognised to be sustainable approaches that can easily be replicated elsewhere. In addition, these two initiatives have been the most effective strategies in increasing young peoples’ access to sexuality education

Initiatives like the steering committee meetings, monitoring and evaluation workshops, the monitoring visits to pilot schools by steering committee members, and the production of newsletters have proved to be adequate mechanisms for feedback to the various stakeholders, although it was recognised that a regular forum experience sharing would be of benefit.

According to the independent evaluation “A major strength of this partnership is regular formal and informal communication with the project manager and assistant, with the implementing partner organisations”. Because of LaL’s complex programme structure (involving numerous actors and locations), this has been essential to guarantee the project’s smooth implementation. Flexibility in implementation has been greatly aided by the provision of regular updates on project activities (which act as a constant feedback mechanism using a standardised format). When obstacles are encountered, consultations are used to overcome them.

The independent evaluation concluded that “the management arrangement appears to be effective, particularly in the working relationship between LaL project staff and the CSO partners on the one hand and the CSO partners and the schools on the other hand”. The heads of the NGO implementing partners as well as ministry and parastatal officials are part of the project steering committee, which meets twice a year and is also updated regularly by the Project Manager. NGO partners report that “the relationship with the project is cordial and two-way, and that the project manager usually seeks their opinions on project issues before they are signed off”. The Independent Evaluator’s recommendations have been incorporated into plans for the scale up phase.
Our Next Steps

Scaling up
During the two year pilot, LaL has made “tremendous progress” in developing tools utilising ICT to support the implementation of the FLHE curriculum. The second phase of the project will build upon—and secure—this success. It will consolidate and improve the eLearning and mobile platforms, and lay the foundations for LaL’s sustainable future through capacity building and engagement with civil society and development partners, government and the private sector.

The plan for the next phase is to scale up in existing and new states - to build a ‘hub’ in the six geopolitical zones. The project is currently in three geo-political zones - Lagos (South West); Abuja (North Central) and Calabar (South South). As part of the next phase, it will be extended to the North West, North East (it is already started with Bauchi state) and South East. The focus will be on building the structures required to sustain the eFLHE in collaboration with the government and other civil society organisations as well as development partners.

The intervention strategies for the scale up can be summarised as follows:

1. Expanding the eLearning platform
2. Expanding the (mobile) telephone platform
3. Building the capacity of teachers through training as well as increasing NGOs and Government agencies capacity to implement and incorporate LaL as part of current and future projects
4. Building alliances and networks to leverage sustainable successes from LaL in order to catalyse future interventions

By leveraging enthusiasm for the initiative amongst new and existing partners, together we can achieve far more than if we simply sought to extend our own work.

Leveraging the opportunities provided through different interventions by organisations, to mainstream gender empowerment and gender options alongside essential HIV/AIDS prevention initiatives among young people will be a key focus of LaL as the programme seeks to extend into new regions. These include building alliances or deepening engagement with:

a. Civil Society Organisations
b. Deepening Engagement with Government
c. Deepening Engagement with Development Agencies
d. Deepening Engagement with the Private Sector
Recommendations

From our experience over the two year pilot, we feel well placed to make a few recommendations based on critical success factors and how we have overcome the challenges we have faced during this period. It is hoped that this will benefit organisations who intend to incorporate the eFLHE as part of the wider FLHE implementation. We will be incorporating these recommendations over the next three years as we seek with our partners to institutionalise the eFLHe as a resource tool for the FLHE implementation in Nigeria:

Management:
OWUK has responsibility for the coordination, development, delivery and financial management of LaL – and the overall programme is overseen by a Project Manager from OWUK. To ensure effective implementation of the project, OWUK signed a memorandum of understanding with all the partners, which spelt out the roles and responsibilities of each party. A key success factor to the success of the project was the participatory approach to managing the project. According to the independent evaluation “A major strength of this partnership is regular formal and informal communication with the project manager and assistant, with the implementing partner organisations”. Because of LaL’s complex programme structure (involving numerous actors and locations), this has been essential to guarantee the project’s smooth implementation. It has been greatly aided by the provision of regular updates on project activities (which act as a constant feedback mechanism using a standardised format). When obstacles are encountered, consultations are used to overcome them.

The independent evaluation concluded that “the management arrangement appears to be effective, particularly in the working relationship between LaL project staff and the partners on the one hand and the CSO partners and the schools on the other hand”. The heads of the NGO implementing partners as well as government officials are part of the project steering committee which meets twice a year, and are updated regularly by the Project Manager. NGO partners report that “the relationship with the project is cordial and two-way; the project manager usually seeks their opinions on project issues before they are signed off”.

Training
A number of important factors were identified for successful training. Investing in proper training for the teachers as well as the interest and commitment of trained teachers is crucial for classroom delivery. The availability of FLHE trained teachers is an inevitable requirement for the implementation of FLHE and by design, eFLHE. Regular monitoring visits to schools by the partner NGO’s, including the visit by the steering group, further encouraged the trained teachers and school authorities to implement what they had learnt despite the challenges experienced.
Two forms of teacher training are recommended: For FLHE trained teachers and where they already have basic IT skills the training should be for three days. However, to overcome challenges faced when teachers have inadequate computer skills, four days of training is recommended, with one day spent on basic IT training. Furthermore, experienced teachers from pilot schools should be included in these trainings to share their experience which can help their peers in new schools. It is best for facilitators and or Master trainers to be drawn from local organisations as understanding of local languages and culture may be required. Teachers should be encouraged to step down the training to other teachers in the school when they return from the trainings – with the production of the teacher training DVD, this will be more realistic and help in avoiding ‘gaps’ in knowledge when teachers are transferred. See Annex 2 for typical teacher training schedule.

Collaborative working across sectors
The combination of the strength of the different partners across sectors proved vital to the success of the project: the government as the policy making organisations, the NGOs at the grassroots implementing level driving the process and the private sector with their resources. For instance, the AHI creative development team brought valuable experience from the initial development of the FLHE curriculum. By involving young people as well as AHI master trainers, teachers, Ministry officials, and our implementing partners, AHI and Butterfly Works were able to deliver the story lines and games for the eLearning that is user friendly. Equally, GPI’s expertise in working with girls in out-of-school settings, EVA’s experience with phone-based counselling, and AAN’s strategic advice were fundamental to the pilot’s overall success. The flexibility and commitment of the partners – their ability to alter and improve set plans as necessary and make recommendations based on their experiences – was crucial, with each benefiting from the others’ strengths.

Implementation
Effective institutional assessments were identified as vital during the course of the pilot in order to determine availability of infrastructure as well as trained FLHE teachers, and by design schools that will implement the programme effectively. Schools with adequate infrastructure such as computers (like the Intel and MTN Foundation schools) are more likely to find it easier implementing the program so long as the teachers are committed.

The lack of computers as well as sporadic power supply led us to consider innovative measures of implementing the project:

- A ‘high tech’ version: an ideal version with two or three kids sharing a computer;
- A ‘low tech’ version: a version with the teacher using a digital projector and a laptop to project the lessons where the students can still participate by reading the info cartoon and participating in the quizzes, discussions and role plays;
- A ‘no tech’ version: a version which makes provision for the program to be printed on paper. The students still engage with the info cartoons and the accompanying storylines, participate in the quizzes, discussions, make exercise and role plays.

During the pilot we also tried to prove the concept of using one laptop with a digital projector to project the lessons to students. Low cost inverter batteries, which can power the laptops enough for a few lessons, were provided to some of the pilot schools.

“IT is possible to achieve what we desire if we collaborate; the level of achievement now is a result of collaborative working”.

Professor Bene Madunagu
Chair of GPI
We found that eFLHE still engages the young people through these methods of delivery, delivering information through the virtual peer educators in a way they could still easily imbibe the lessons being taught. In addition, they can still further internalise the lesson by practicing the role plays and quizzes and partaking in the discussions with their peers. The teachers are also saved the trouble of looking for tools to teach the students effectively as they are still able to use the pre-prepared materials in the teachers’ section.

**Advocacy**

From the onset the Federal Ministry of Education was instrumental to the acceptance of this project and the Minister of State for Education present at the formal launch in November 2007. The importance of advocacy at various levels is extremely important for stakeholder involvement in the build up to the eFLHE. Adequate support from the school administration, especially head teachers in the implementing schools and state officials in the state Ministry of Education, is needed for successful adoption of eFLHE. Sensitising key stakeholders about the programme ensures cooperation and their valuable input into designing an implementation plan that is locally relevant to a given location. This can be achieved through different stakeholder forums such as PTA for parents; Association of School Principals for school level and state stakeholders forum to involve key ministries on the state level.

**Documentation for Monitoring and Evaluation**

Proper documentation to track progress and measure output and outcome is a key goal of this project. This was done with the full cooperation of the partners who have provided the information and will ensure that replicability of the project is easier to achieve. In addition, the newsletters used to keep stakeholder abreast of the progress of the project was quite effective in keeping external stakeholders engaged with the project.

**Summary of Recommendations**

- **Management**: A participatory approach to management is required in each location/state; on a state level, formation of a state project management committee which incorporated key line ministries and organisations working in the state is recommended.
- **Training**: Adequate training of teachers and master trainers who can step down the trainings to more teachers in schools is imperative.
- **Collaboration**: Proper collaboration across sectors and between institutions ensures smooth implementation and sustainability of the project.
- **Flexibility**: Flexibility in implementation is required as infrastructure differs in each area; this ensures the students (and teachers) benefit from the project.
- **Advocacy**: Advocacy is key to ensure all stakeholders are supportive of the project which makes for smooth implementation.
- **Monitoring and Evaluation**: Proper documentation should be available to record and measure outcomes and for replicability by other organisations and in different locations.
Conclusion

Implementing ICT based solutions to empower communities in locations where basic infrastructures (such as power supply, computer access, and communication networks) are poor, is challenging. Furthermore, in a context where people are struggling to meet basic needs, ICT may not be viewed as a means to addressing difficulties faced in everyday lives.

In the face of rising sexual reproductive health issues including HIV/AIDS, STI’s, maternal mortality - the need to reach the rising generation of young people with behavioural change communication that will potentially save their lives, has made innovative approaches such as ICT driven projects instrumental in addressing these issues.

OneWorld UK and Butterfly Works’ record of successfully providing essential services through mobile and computer platforms (including education, employment opportunities and health information), demonstrates that ICTs can address the basic life needs that so many communities in Nigeria are struggling to meet. Building awareness that ICTs can be a powerful tool for overcoming everyday problems, such as lack of information about SRH issues – and enabling communities to access and use them for this end – was fundamental to LaL’s success.

Ensuring that stakeholders bought into the LaL concept required effective and continuous communication with national NGOs, State and Federal government agencies and, perhaps most importantly, with the teachers and children who would be using the services. The overwhelming take-up of LaL owes a great deal to this network of ‘local’ knowledge and support, and particularly to the hard work and persistence of the implementing NGOs. It is also a direct result of the innovative approaches and cross-sector partnerships developed for the programme.

The results of the pilot have yielded a number of specific and important lessons for the next phase of LaL. Whilst the overwhelming popularity of the mobile services ensured that the project’s targets were met and exceeded, LaL has not successfully reached all populations of young people in Nigeria. Similarly, whilst the eLearning platform exceeded its core quantitative targets and received positive feedback from teachers and children during the pilot stage, the scale-up process provides an important opportunity to rigorously monitor the impact of the programme.

It is our hope that, beyond contributing to the improvement of LaL itself, this report will be of value to organisations seeking to implement similar ICT-based projects in the South. We also firmly believe that LaL demonstrates the real potential for innovative use of ICTs in addressing basic life needs – even in the most challenging of environments. This, perhaps, is the single most important lesson that we have taken from our experiences in Nigeria and which we will build upon in the next phase over the next three years.
Annex 1: The implementation steps for the ‘LaL’ Nigeria project

**eLearning**

**Step 1: Concept development workshop** - A 3 day workshop to set up the context and background for the e-learning environment with key stakeholders including staff from the Ministry of Education, NGO partners, multilateral agencies. The workshop ended with a division of the work and a co-ordination strategy.

**Step 2: Content development** - Adaptation of the curriculum - AHI and BFW developed the eLearning contents and designed the environment, characters, in close collaboration the relevant staff from the State Ministry of Education, master trainers and young people from AHI.

**Step 3: Test Workshop** - The developed six lessons were shown to NERDC for approval. During a 3 day workshop with all involved (experts plus teachers and students), the environment and the lessons were tested in Queens College Lagos state organised by AHI and facilitated by BFW. All feedback were noted for adjustment.

**Step 4: Finalising the content for the eFLHE** - BFW and AHI finalised the complete curriculum.

**Step 5: Train the trainers** - During a 3 day workshop the first set of pilot teachers including some master trainers, and a group of students from the demonstration schools were trained to use ‘Learning about Living’ by BFW in Lagos with Cross Rivers and Cross Rivers State with GPI.

**Step 6: Demonstration in schools** - Over a semester the full program was tested in the first pilot schools – 2 in each state in Lagos with AHI and in Cross Rivers State with GPI. Baseline survey was conducted in each of the schools – 4 in Lagos and 6 in Cross Rivers prior to teh implementation.

**Step 7: Analysing/reporting monitoring & evaluation information from the demonstration** - A monitoring and evaluation visit was organised for the members of the steering committee to teh pilot schools in Lagos and Cross Rivers State. An M&E workshop was held to analyse all M&E information gathered so far and to make adjustment.
Step 8: **Train the trainers, organised on a state level** - A training for master trainers in the state organised by state implementation partner with the State Education Ministry, for the next step of the pilot and for the sustainability of the programme. This held in Lagos with AHI and in Cross Rivers State with GPI. The first training was also held in FCT Abuja.

Step 9: Pilot in more schools

Step 10: End survey

Step 11: Evaluation and development of strategic plan for scale up across the state for the sustainability of Learning about Living in the state

**Implementation steps for the MyQ and MyA mobile project**

Step 1: Concept development workshop: Focus Group with young people – two initial services identified

Step 2: FAQ database developed with EVA

Step 3: VAS Provider identified Telcos and engaged them in discussions

Step 4: Platform built and tested with VAS Provider and Telcos

Step 5: Training on the system and training of Counsellors

Step 6: Project launched: development of publicity materials

Step 7: Reporting system provided and continues to be developed

Step 8: Implementation and monitoring: constant feedback
Annex 2: Typical Teacher Training Schedule

Typical Schedule for the LaL training of trainer’s workshops:

1. **Introduction and Welcome**
   - Overview of the training
   - Background of LAL/eFLHE
   - Workshop goals and objectives
   - Training schedule and climate settings
   - Participants expectations and fears
   - Overview of the LAL program, lessons and types of activities
   - Teacher training tools: manuals/CDs/DVD
   - Daily assignments, evaluation and recap before start the next day by participants

2. **Overview of Lessons and teacher’s program**
   - Performance objectives and goals
   - How to prepare for lessons
   - Going through the lessons by facilitators – one from each theme

3. **Facilitation Skills and experiential learning**

   *Practical computer lessons: To be included the day before training*

   **Session Guide:** warm up (5mins), info-cartoons where students read on their own (15mins), discussion/make/play (20mins), recap (5mins).

4. **Administrative issues**
   - Local challenges to implementation and mitigation steps
   - Local implementation strategy and detailed plans
   - Experience sharing with teachers from other pilot schools/states
   - Monitoring: Getting data and feedback from teachers and students
   - Involving parents, other teachers and school administration
   - Referral services for ASRH and dealing with confidential issues from students
   - Step down in schools – plan by participants and teachers in each school.

   - Practical sessions – Teachers presentations and constructive feedback by fellow participants and instructor
   - Conducting warm up activities – strategies, etc
   - Student activities – Role plays, Discussions, Quiz and Exercises
Annex 3: About OneWorld UK

OneWorld was founded by Anuradha Vittachi and Peter Armstrong in 1995. Following its enormous success, an international network of 12 centres was created around the OneWorld International Foundation. On 1 April 2005, OneWorld UK (‘OWUK’) was incorporated as an independent company limited by guarantee (i.e. a not for profit company) to become a centre in its own right. Anuradha Vittachi is its Founding Director and Peter Armstrong is its Innovations Director.

OneWorld UK has a portfolio approach, with a range of activities designed to leverage media innovatively for the purpose of bringing about a fair and sustainable world. These activities fall into three categories:

- Activities focused on working with communities in the global south on innovative social media projects that increase the community’s access to information (both local and global) and voice.
- Activities focused on innovative editorial products – e.g. OneWorld.net and OneWorld TV - aimed primarily at audiences in the north, sharing information about the underreported realities and potentials of the human family. These are increasingly focusing on ‘climate injustice’: the exponentially-growing injustices caused to people living in vulnerable environments in the global south through the high-carbon habits of the north.
- Activities focused on developing connections - partnerships and alliances – that foster positive environments for knowledge-sharing between civil society organisations, developing their capacity so that they can contribute better to knowledge-sharing among citizens/communities. The alliance building is extended where relevant to include social entrepreneurs, the social responsibility departments of ethical corporations, and (from time to time) government departments.
Annex 4: Contributors to LaL Nigeria Pilot

One World UK
- Anuradha Vittachi
- Peter Armstrong
- Britt Jorgensen
- Gopal Gobiratnam
- Uju Ofomata
- Catherine Okereke
- Adam Groves

Butterfly Works
- Emer Beamer
- Ineke Aquarius
- Merel Van der Woude
- Alex Okwaput – WSWM, Uganda

ActionAid Nigeria
- Dr. Otive Igbuzor, Country Director
- Tom Odemwingie
- Azuka Menkiti
- Andrew Memedu
- Stanley Garba

AHI Lagos
- Mrs ‘Nike Esiet, Executive Director
- Miss Damilola Abokede - Program Officer
- Miss Nelly Onwordi – Program Associate

Education as a Vaccine against AIDS (EVA) Abuja
- Ms. Fadekemi Akinfaderin – Executive Director EVA,
- Sylvia Ekponimo
- Racheal Udeh

GPI Calabar
- Professor Bene Madunagu - Chair
- Ndodeye Bassey – HoD Knowledge Management
- Margaret Afangide - Facilitator GPI Center
- Gloria Henry – Youth Facilitator

Federal Ministry of Education
- Mrs. Z. U. Momodu, Deputy Director, HIV/AIDS Unit and National Coordinator, FLHE
- Mr Julius Ameh, Chief Education Officer

Federal Ministry of Health
- David Ajagun, Head Adolescent Reproductive Health Unit

NERDC
- Mr. O. Adara, Director, Special Programme Centre
- Dr. Kate Nwufo, Director
**Cross River State**

**State Government Officials**
- Mrs, Ninka Takon – Project Manager CRS SACA Office
- Mr. Chris Abia - Director (Public Relations)/ Desk Officer, schools computer project representative Secondary Education Board.
- Mr. Dominic Ogebeche – Secretary of SUBEB
- Mr. Ibiang Amos – Community Mobilization Officer, SUBEB
- Mr. Frank Oyije – Ministry of Education

**Pilot Schools and teachers**

1. **NYSC demonstration Secondary School, Calabar**
   - Mrs. Veronica Ochala
   - Mrs. Caroline Ugbor

2. **Government Girls Secondary School, Big Qua, Calabar**
   - Mrs. Charlotte Kubiangha

3. **West African People’s Institute (WAPI) Secondary School, Damond Hill Calabar**
   - Immaculata Archibong
   - Mrs. Eka Offiong

4. **Army day Secondary School, Ikot Ansa, Calabar**
   - Mrs. Agnes Odey
   - Mrs. Ephraim

**Lagos State**

**State Government Officials**
- Mrs. Alli Kofoworola Olatukunbo
- Mrs. Adejuwon Elizabeth Adenike – Director of Education
- Mrs. Thomas I.A. – CEO SUBEB

**Pilot Schools and teachers**

1. **Lagos State Junior Model College, Meiran**
   - Mrs. Akinlade Omolayo Olatomirin
   - Mrs. Makinde Faosat Olaitan
   - Mrs. Oyesanya

2. **Morocco Comprehensive Junior High School, Igbobi**
   - Miss Ogunbona Adjat Oritoke
   - Miss Olaitan Fatimo Omolara
   - Mrs. Oruche Nneka Rose
   - Mrs. Akintunde Fredrick Taiwo

3. **Lagos State Junior Model College, Badore**
   - Mr. Kuola .A Issa

4. **Apapa Junior High School, Apapa**
   - Miss Epun Loretta Nwamaka
   - Miss Onwuegbunam Mariam Chinwe

5. **Mokoya Junior High School, Oloja Apapa**
   - Mrs. Igwetu Eunice Ijeoma
   - Miss Ubby Theresa Nkechi
   - Mr. Negedu Sunday

6. **Ikeja Junior High School, Ikeja**
   - Mr. Fayokun Olalekan Busayo
   - Mr. Mutairu Ganiyat Atanda
   - Miss Aderibigbe Adekemi Biona
FCT Abuja
Pilot Schools

1. Junior Secondary School, Tundun Wada
   - Theresa B. Attat
   - John Osigbemhe
   - Mrs. Iheanacho E. Uju
   - Adoyi Christophe
   - Duya Innocent.D

2. Junior Secondary School, Jabi
   - Mr. SHEHU BAWA
   - Mr. Dauda Akan
   - Olusunle Grace
   - Usiobaifo Magdalene
   - Igbinedin Lopez
   - Stella Aimah

3. Junior Secondary School, Durumi
   - Ishaya Mary
   - Oyedele Oyeleye
   - Larson Titus G.
   - Okpara Anna N.

4. Federal Government Boys College, Apo
   - Mr. Adedun Olalekan.A
   - OMOKHOMION MARY
   - Nnerom Glory U.

5. Federal Government Girls College, Bwari
   - Mr. Gomati K.M Tahomodo
   - Angbye Gideon A.
   - Abdulmalik Inusa Ado

6. Federal Government College, Kwali
   - Mrs. Akubue, N. C
   - Mr. Usman Y. Gbagudu
   - Mr. Idajili Suleiman.D

FCT Officials

- Mrs. Opeoluwa
- Mrs. Nancy Moral
- Mr. Dauda Akan
- Mrs. Victoria Aleogena – FLHE Desk Officer FCT
Annex 5: Examples of questions received for MyQ

**Family planning**
Q: i dont understand meaning this word. contraceptives.
Q: Is there any adverse effect of family planning.

**Condoms**
Q: Hpy xmas pls can a person wit a sore in his penis contact the virus using condom
Q: How safe is the use of condom?

**Basic facts about HIV/AIDS**
Q: HOW CAN WE RECOGNISE D PEOPLE WHICH HAVE MIGHT HAVE CONTACT HIV.
Q: I have a friend who is HIVpositive,should i keep away from him because i might get infected.pls what should i do?

**Non RH Medical Concerns**
Q: Pls, since last month, ive been experiencing itching & burning all over my body especially my private parts, whenever i scratch it, itll be very sweet
Q: I have fever what will i do?

**Opportunistic Infections/Antiretrovirals**
Q: What is ARVs
Q: Is it true that the (arv) causes liver related diseases and their like? If yes, is there any remedy, and if no try and stop this rumour pls.

**Prevention Mother to Child Transmission**
Q: Can an HIV+ mother breast feed her baby without infecting d baby
Q: CAN A MOTHER WHO IS INFECTED WITH HIV GIVE BIRTH TO AN UN-INFECTED CHILD..

**Sexually Transmitted Infections/Reproductive Track Infections**
Q: What are d symptoms of syphilis
Q: What are d symtoms 4 gonorrhea

**Body Changes and Hygiene**
Q: What causes irregular menses
Q: How many days does a woman ovulate

**Prevention**
Q: How can i prevent HIV/AIDS ?
Q: I av boyfriend but dont know his statue.and he wanted 2 av sex with me.Pls help me

**Sexual Relationships**
Q: What bad effects has masturbation on the system.
Q: What is libido.

**Safe Motherhood**
Q: A women wit pregent & @ 6 moths she discover her mesural cycle.what effective does it have on d unborn baby & women in general ?.Is there any medical problems ?
Q: Can somone be pregnant and at de same time be seeing her period

**Positive Living**
Q: what will happen to person that contact hiv positive.wat wl he do.
Q: i am a hiv positive.what can i do
Endnotes

3 African Christian youth Development Foundation (undated) ‘AIDS Prevention Programme’
8 Stanley K. Henshaw et. al. (2008) ‘Severity and cost of unsafe abortion complications treated in Nigerian Hospitals’, International Family Planning Perspectives, Volume 34, Number 1, March
10 Stanley K. Henshaw et. al. (2008) ‘Severity and cost of unsafe abortion complications treated in Nigerian Hospitals’, International Family Planning Perspectives, Volume 34, Number 1, March
13 Delayed Implementation of FLHE in this state has held up eFLHE
15 This was not possible in the FCT Abuja due to late implementation of FLHE
16 A randomly selected sample of 526 users was selected from the 60,440 numbers which contacted the LaL mobile platform from November 2007 - January 2009. This provided a 95% confidence level with a confidence interval of 4.25.
17 This represents the grand total of selected questions. Some have been discounted (for example, MyA competition entries and questions about the LaL service itself)