



A CALL FOR INTEGRATION OF LEADERSHIP AND COMPREHENSIVE SEXUALITY EDUCATION IN NIGERIAN SCHOOLS

**TEENAGE NEEDS ASSESSMENT SURVEY
& FOCUS GROUP DISCUSSION (FGD) REPORT**

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Acronyms/Abbreviations

LGA

FGD

FCTSEB

FCT

UNESCO

SDGs

G.S.S

NGO

Definitions

Local Government Areas

Focus Group Discussions

Federal Capital Territory Secondary Education Board

Federal Capital Territory

United Nations Educational, Scientific and Cultural Organization

Sustainable Development Goals

Government Secondary School

Non-Governmental Organizations

I. About Teenage Network

The Teenage Education and Empowerment Network (TEENAGE NETWORK), is a youth led non-profit organization that improves access to quality education and health for adolescents in Nigeria. The organization equips adolescents with 21st century leadership skills and harnesses their skills and talents towards nation building.

Through research and advocacy, community engagement and school based initiatives; the Teenage Network has demonstrated over time its strengths in amplifying adolescents' voices and building safe spaces for adolescent girls in Nigeria. The organization has influenced over twenty thousand adolescents across five states in Nigeria.

During the lockdown, Teenage Network provided COVID-19 sanitary toolkits and educated 350 girls on safety and gender based violence prevention information. The beneficiaries were selected from 13 rural and underserved communities in the Federal Capital Territory (FCT). The Teenage Network is also mentoring these girls under the School in My Community project, a leadership academy for teenage girls in Nyanya and Kukwaba communities.

II. Executive Summary

The Teenage Network conducted a students' needs assessment survey and Focus Group Discussions (FGDs) to identify challenges adolescents experience in schools, causes of school dropout and to make recommendations. The survey collected data from male and female students, while the Focus Group Discussions (FGDs) focused on girls' menstrual experience. In the combined studies, Teenage Network identified quality of education, cost of education, and poor knowledge of sexual and reproductive health as factors hindering the performance of students and their desire to remain in school.

The studies found teacher-students relationship as a strong factor affecting students' performance in schools. One in every three students surveyed have challenges understanding teachers during classes. Only 4% of students surveyed agreed that their teachers have an influence on their decision-making process. To reverse this trend, the Teenage Network advocates that school administrators and teachers take additional steps in creating an enabling environment for students to learn. Teachers are the most important school-related factor influencing students learning, therefore, a strong Teacher-Student relationship would improve school attendance, influence students to make positive decisions, and provide accurate information to girls about their sexual and reproductive health. In addition, we also recommend the review of teaching approaches as well as the integration of leadership and comprehensive sexuality education in Nigerian schools. Quality education should be learner-centered, empower learners to make informed decisions, prepare students for the future of work, and transform society.

Students also identified the inability to pay school fees and purchase recommended books as the second leading factor affecting their class attendance and reading habits. Access to quality education is a fundamental human right and the government needs to put in measures to make education affordable and accessible to all. Furthermore, these studies show that 1 in 7 girls miss classes because of issues related to menstruation and a significant number of students do not have good knowledge about their sexual and reproductive health rights. This explains the increasing rate of teenage pregnancy and vulnerability to gender-based violence. Therefore, we recommend that teachers should play a key role in providing girls' with sexual and reproductive education.

III. Introduction

There are 258 million out of school children in the world, representing one-sixth of the global population of these group. One in five of the out of school children are in Nigeria with a population of about 13.2 million. Sixty percent of them are girls and about 13% of them reside in the Federal Capital Territory. The UNESCO's report stated that 59 million of the global out of school children are of primary school age, 62million are of junior secondary school age and 138million of upper secondary school age. Children between ages 6-11 years are classified as primary school age, ages 12-14 years are classified as Lower secondary school age and ages 15-17 years are classified as Upper secondary school age.

Adolescents between the ages of 15-17 years are four times likely to be out of school as primary school children and twice as likely to be out of school as lower secondary school children. In Sub-Saharan Africa, 58% of out-of-school children and adolescents are of upper secondary school level, 37% are of lower secondary school level while 19% are of primary school level. This statistics show that the major contributor to the increasing number of out-of-school children is the increasing rate of school dropout and not only lack of enrollment in schools.

When adolescents are unable to complete their education, it reduces their chances of living a quality life. Oftentimes, lack of education translates into lack of skills; they become unemployable and this negatively affects the nation's economy.

As part of the commitment of the Teenage Network to promote quality education for teenagers, we embarked on this assessment to identify factors contributing to the rate of school dropout among adolescents and make recommendation for the achievement of the Sustainable Development Goals (SDGs). The Needs Assessment Survey covered five thematic areas, which are learning experience, self-esteem and decision-making, substance abuse, sexual and reproductive health and leadership. The findings from these areas provided understanding on the learning challenges and students perceptions on education as well as the knowledge gap in sexuality education and substance abuse.

In addition to the survey, the Teenage Network also conducted Focus Group Discussions (FGDs) with female students to establish how menstruation affect girls' education. The outcome of the survey and the FGDs guides the work of Teenage Network in developing programs to meet the educational needs of teenagers and to make recommendations for policy makers and all stakeholders in the education sector.

IV. Survey Objectives

1. To document adolescents learning experiences in schools
2. To identify the challenges adolescents face in schools and how they influence school attendance
3. To assess the knowledge of adolescents on substance use and sexual and reproductive health issues.

VI. Methodology

Teenage Network developed and adopted the Teenage Needs Assessment Questionnaire to collect data for the assessment survey. Teenage Network administered the questionnaire to students at the Dynamic Senior Secondary School, Ipe-Akoko, Ondo state to test the validity of the instrument. Furthermore, an independent team of four members reviewed the instrument to test the reliability. The questionnaire measures five areas: learning experience, self-esteem and decision-making, drug abuse, sexual and reproductive health and leadership. To ensure confidentiality of the respondents, the questionnaire did not require participants' name and responses were anonymous.

Data was collected from 892 students in 12 sampled secondary schools. The 12 schools were proportionately selected, two (2) each from the six (6) Local Government Areas (LGAs) in the FCT. The students were randomly selected from SSS1 (157 students), SSS2 (385 students) and SSS3 (346 students) classes. Teenage Network selected these classes because existing statistics show that the number of out-of-school children is highest among senior secondary school students. The respondents include 520 female and 363 male students. Eight (8) students did not disclose their gender. The students who completed survey questionnaires say they live with their both parents (84%), fathers (1%), mothers (6%), relatives (8%) and others (1%).

To determine the sample, Teenage Network requested for the number of schools and senior secondary school students in the FCT and obtained written permission from the Federal Capital Territory Secondary Education Board (SEB) to conduct the survey. During administration of questionnaires, Teenage Network obtained informed consent from the school Principals, explained the questionnaires to the students and allowed them to participate in the survey voluntarily.

Teenage Network also conducted FGDs in three schools in the FCT. At least thirty female students participated in each of the three FGDs. The FGDs measured the experiences of girls during menstruation and its effects on learning. The teenage interview guide was developed and used for the FGDs.

VI. Key Findings

Learning Experience

1. Findings show that only 85% of students believe that education is a solution to poverty. This belief is stronger among students at SSS2 (91%) as against SSS1 (82%) and SSS3 (80%) and 11 -16 years (91%) as against 17-21 years (81%). There was no significant difference in male and female responses.
2. Findings revealed that 34% of students have challenges understanding teachers during lectures. Only 19% of students read to pass exams, (52%) of students read to update themselves while 28% read to learn new words. This findings also show that only 14% of students read their notebooks,30% of Students prefer to read textbooks , 29% prefer to read novel while 24% of students read motivational books. This indicates the need for teachers to be creative and adopt storytelling teaching methods. There is also a need for Nigerian education content to be tailored to meet the needs of learner. Knowledge gained in the classroom should be applicable to their day-to-day activities.
3. This survey also revealed that 68% of students read every day while 53% of those who do not read, do not read because they don't have time to read, 29% do not have books to read,, 9% do not like to read and 8% do not know how to read.
4. Findings show that 32% of students go for extra lessons or learn new skills after school hours and 8% of students either sell or go to the farm. There is a need for parents to create a balance to enable their children have sufficient reading time.
5. After secondary school education, only 66% of students will apply for tertiary education while 34% will not. 41% of students will not apply due to lack of funds, 40% will not apply because of the difficult admission process, 12% are not interested while 7% will not apply because they are girls. Gender is still a barrier to girls acquiring higher education in Nigeria. There is a need to keep sensitizing girls and the society at large on the need to provide equal learning opportunities for girls.
6. Finding show that students prefer debates (23%) than quiz competitions (17%). Students prefer games (29%) than other school activities.
7. The survey revealed that 36% of students miss classes as a result of inability to pay school fees, 31% miss classes because of health related issues and 9%, which represents 1 in 7 girls miss classes as a result of period poverty, 8% stay away from school to avoid being bullied while 6% as a result of family errands.

Drug Use and Abuse

1. Findings show that 91% of students believe that it is bad to use substance. However, 2% said it is okay and 7% believe it depends on the reason.
2. Findings show that 62% of students believe that friends are greatest influencers of teenagers who go into substance abuse. Twenty-five percent (25%) believe it is parents, 7% believe in celebrity influence and 24% believe it is because those who go into drug abuse like it.
3. Findings show that 91% of students are knowledgeable about the effects of substance use and abuse on the health while 9% does not know.

Knowledge and Perception about Sexual and Reproductive Health

1. Findings show that 44% of students Okayed dating for teenagers and 54% did not.
2. Findings show that 37% of students does not believe that marriage under age 18 is wrong and illegal, only 63% believe so.
3. Findings show that 93% of students are knowledgeable about sexually transmitted diseases while 7% does not.
4. Findings show that 44% of teenagers believe that girls cannot become pregnant at first time sex. However, 56% says first time sex can lead to teenage pregnancy.

Self Esteem and Decision Making

1. Findings show that friends (43%) and parents (43%) have equal chances of influencing teenagers. Religious leaders (9%) and teachers (4%) have little influence on teenagers. This suggest a difficult learning environment and poor student teachers relationship. No respondent agreed that their siblings influence them in decision-making.
2. Findings show that 89% of the students like their physical appearance while 11% has concerns with being too fat, too short, too tall, too thine or would have preferred to be fairer.
3. Findings show that 26% of students have challenges with self-esteem and 27% have difficulty in communicating with other students in class. Students also identify inability to contribute in class (19%) as 35% of students say they are unable to contribute in the class. Students also identified inadequate funding (16%) as key challenges in school. 23% has challenges with self-expression and 6% say they do not know how to answer question in class.
4. Findings show that inability to pay fees affect 36% of students' class attendance; sickness for 31% students and menstruation affects 9% of students.
5. Finding show that students prefer debates (23%) than quiz competitions (17%). Students prefer games (29%) than other school activities.
6. Findings show that 34% of students have challenges with understanding teachers

Leadership Potentials

1. Findings show that 16% of students do not believe they have a role to play in solving problems in their schools, homes and community and 9% do not see themselves as leaders.
2. Findings show that 27% of students have a wrong leadership perspective. They see leadership as holding positions (25%), being rich (2%) and being famous or likable (1%).
3. Findings show that less than 1% of students have interest in agriculture
4. Finding show that the top 7 career paths for students include medical sciences, law, accounting, engineering, banking, entertainment and media.

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Leadership Potentials

I. Data Presentation

Table 1: Students perception about education as a solution to poverty

Responses	Number of Responses	Percentage
Yes	750	85%
No	136	15%

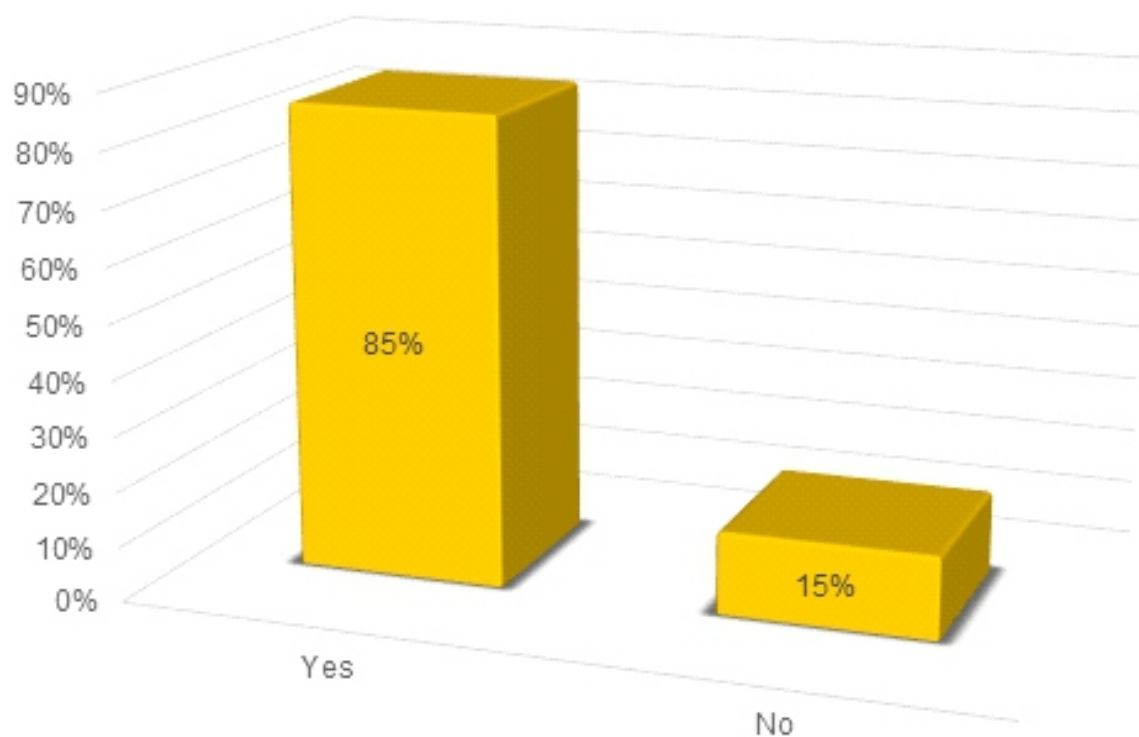


Table 2: Post-Secondary school intention of students

Responses	Number of Responses	Percentage
Marry	6	1%
Acquire skills	322	37%
Apply for tertiary education	510	58%
Marry and acquire skills	17	2%
Don't know what to do	23	3%

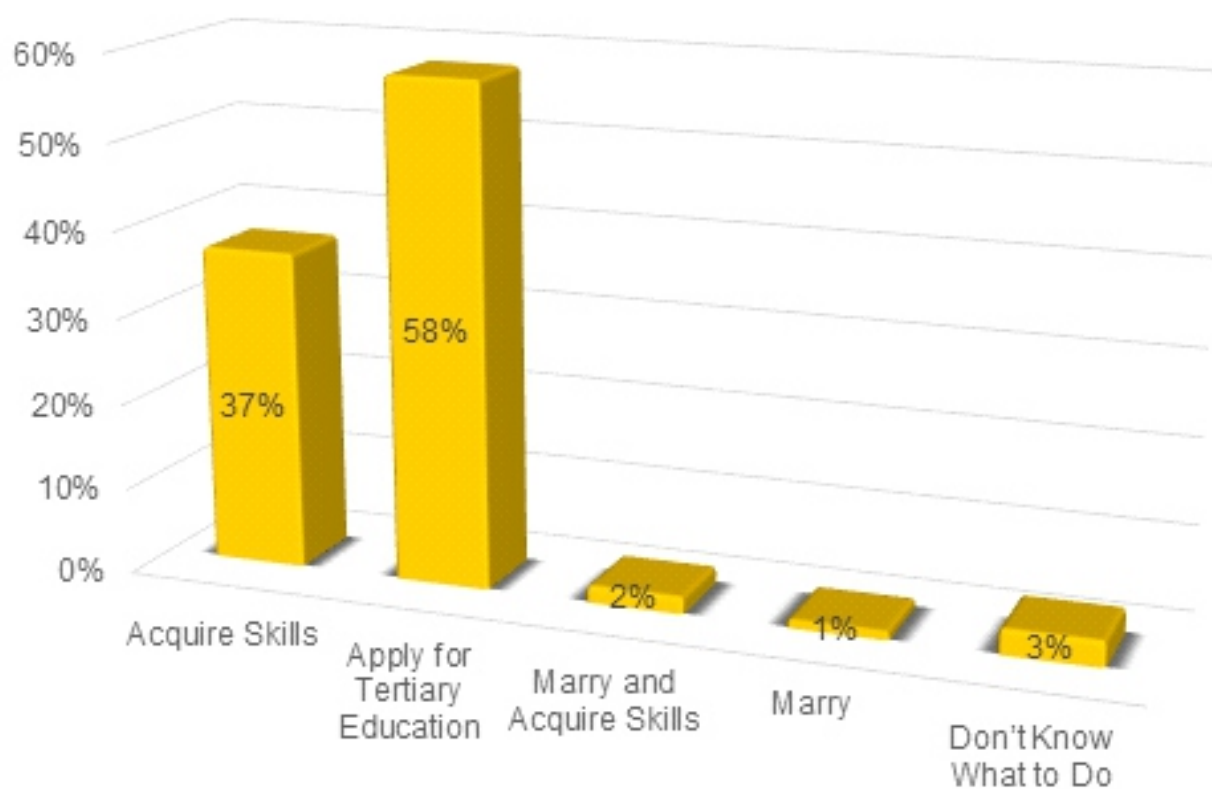


Table 3: Students intentions for seeking admission into tertiary institutions

Responses	Number of Responses	Percentage
Yes	556	66%
No	283	34%

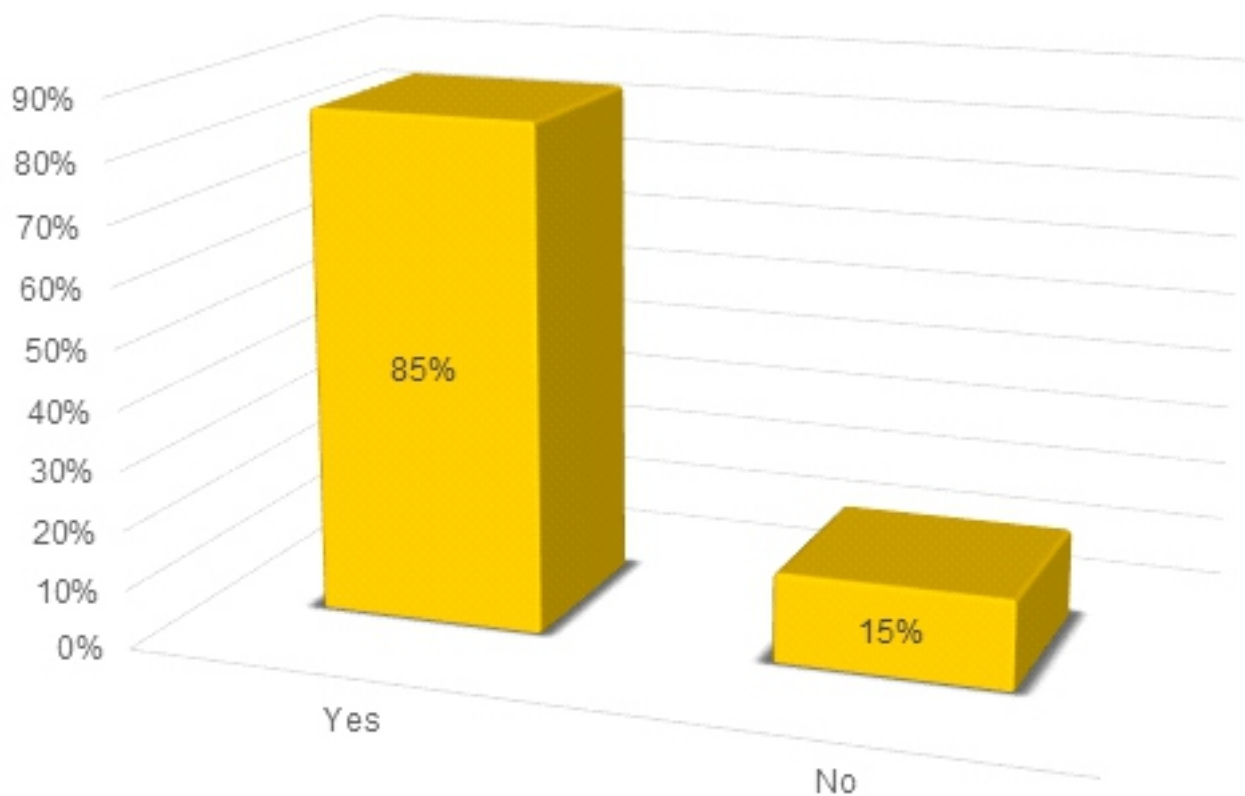


Table 4: Reasons why students do not consider enrolling for higher education

Responses	Number of responses	Percentage
I'm not interested	34	12%
Lack of funds	116	41%
I'm a girl	21	7%
Admission process is difficult	112	40%

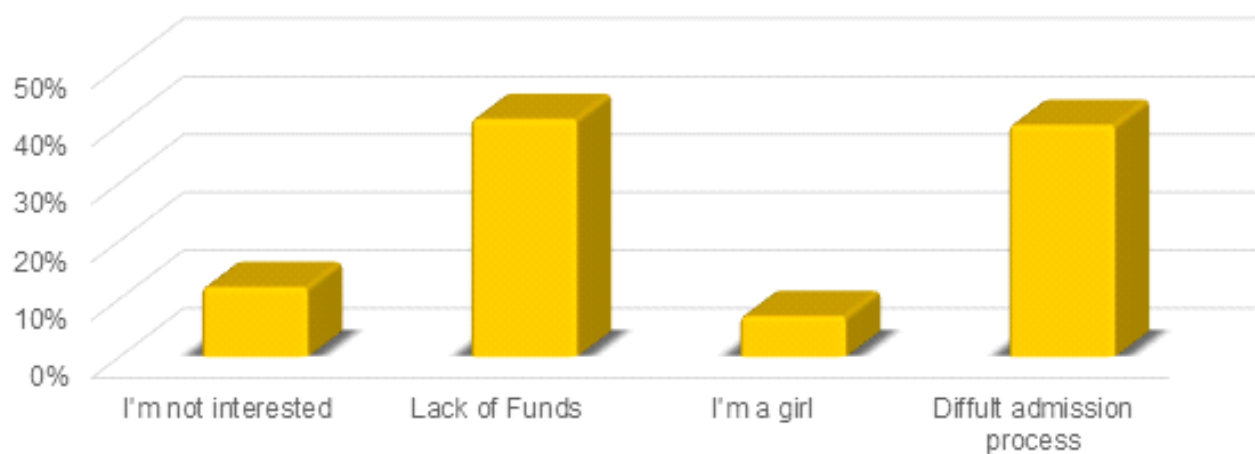


Table 5: What students do after school?

Responses	Number of responses	Percentage
Rest at home	137	16%
Go for extra lessons or learn work	285	32%
Go to farm or sell	70	8%
Read books	385	44%

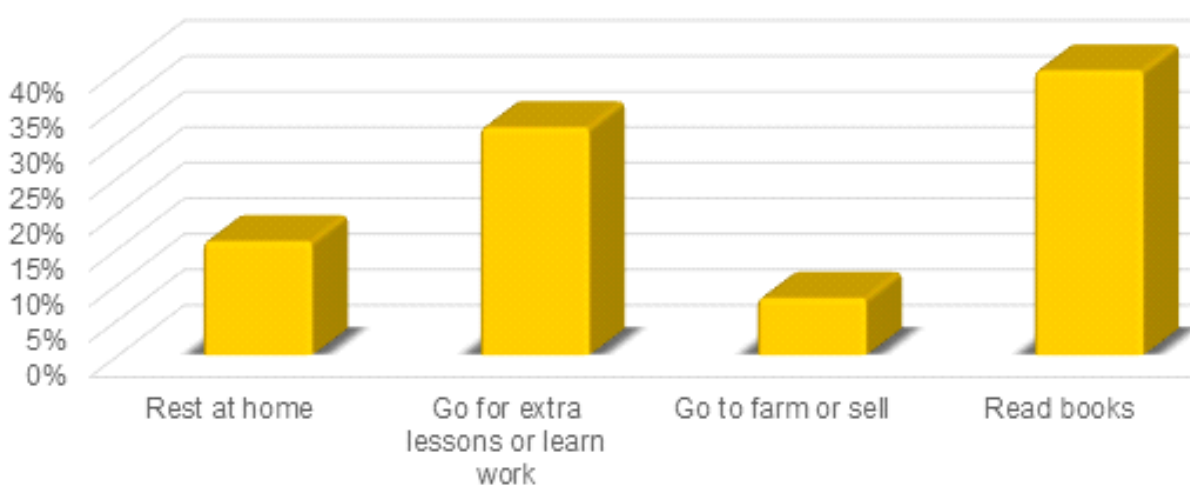


Table 6: How often students read?

Responses	Number of responses	Percentage
Every day	576	68%
Every week	171	20%
When preparing for exams	93	11%
I don't read	5	1%

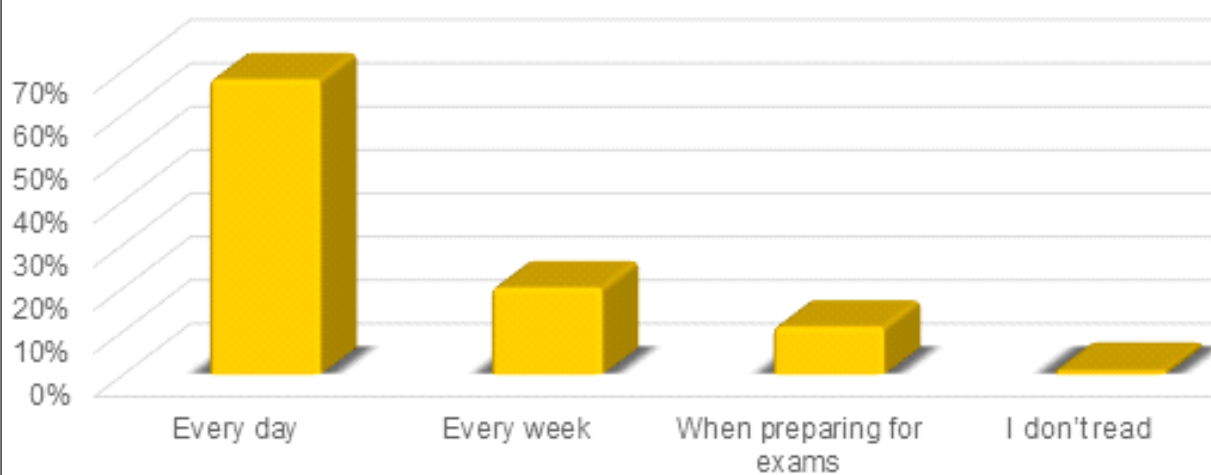


Table 7: Reasons why students do not read

Responses	Number of responses	Percentage
I don't know how to read	21	8%
I don't have books to read	74	29%
I don't like to read	24	9%
I don't have time to read	134	53%

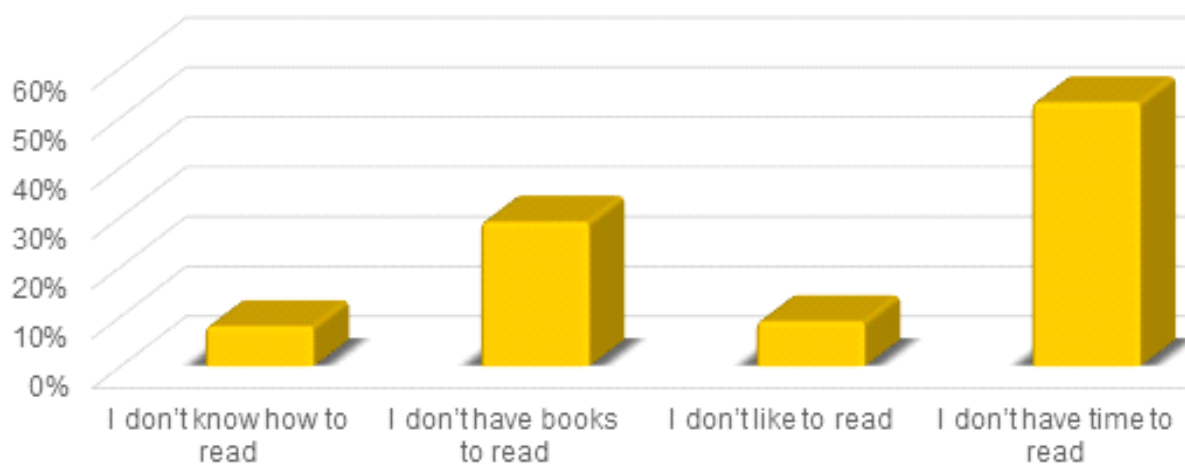


Table 8: What students love reading

Responses	Number of responses	Percentage
Novels	252	29%
Motivational books	207	24%
Text books	259	30%
Note books	124	14%
Others	14	2%

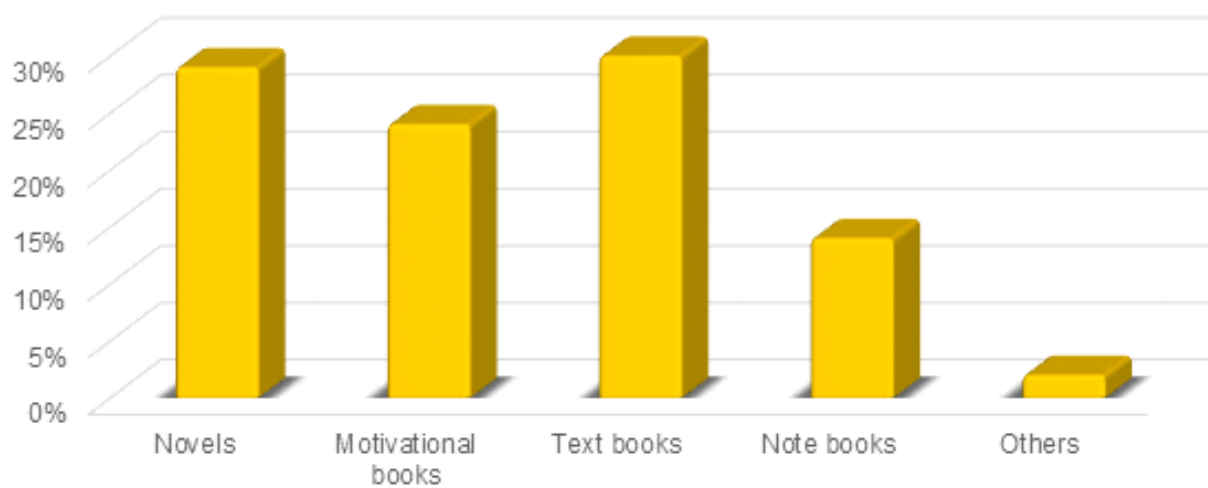


Table 9: How long do students read?

Responses	Number of responses	Percentage
30 minutes or above	252	66%
15 – 30 minutes	207	27%
Less than 15 minutes	259	6%

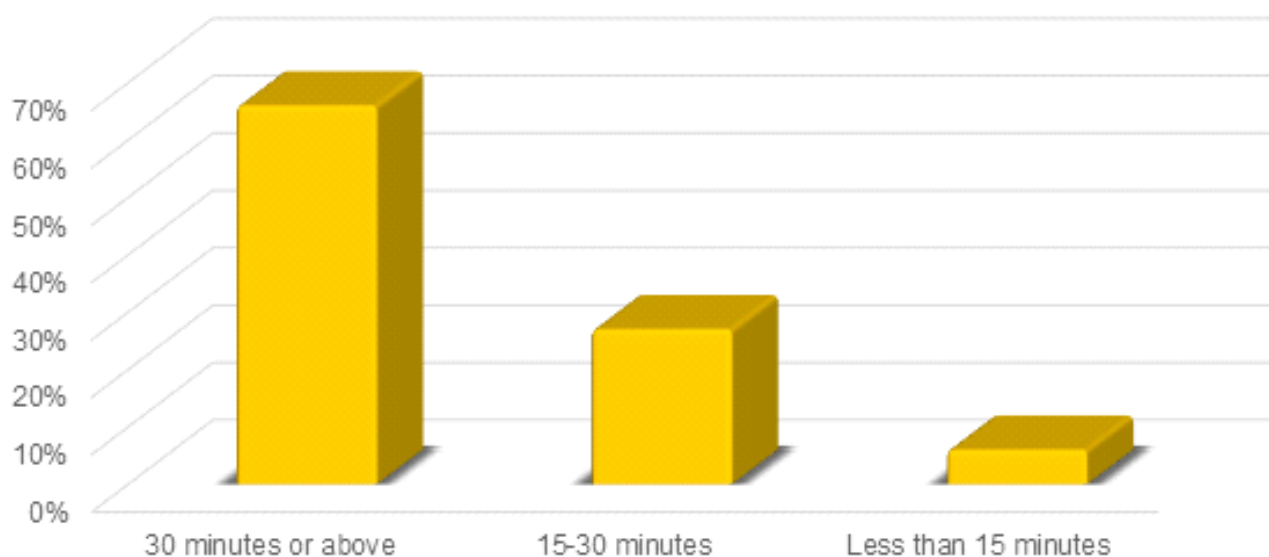


Table 10: Why students read?

Responses	Number of responses	Percentage
For entertainment	21	2%
To learn new words	245	28%
To pass exams	166	19%
To update myself	450	51%

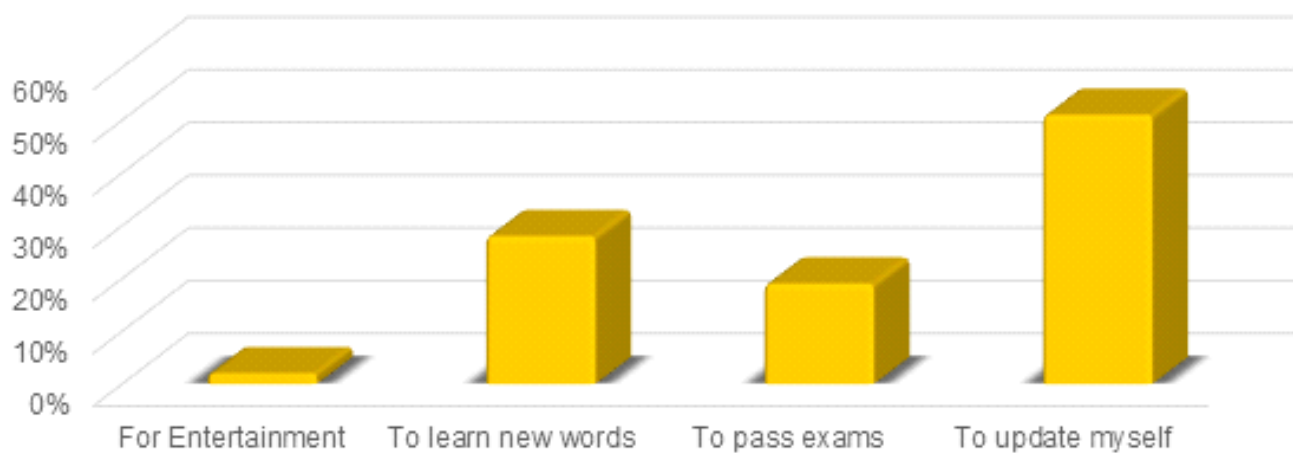


Table 11: Students perception on drug use and abuse

Responses	Number of responses	Percentage
It's okay to use substance	20	2%
It's bad to use substance	799	91%
It depends	61	7%

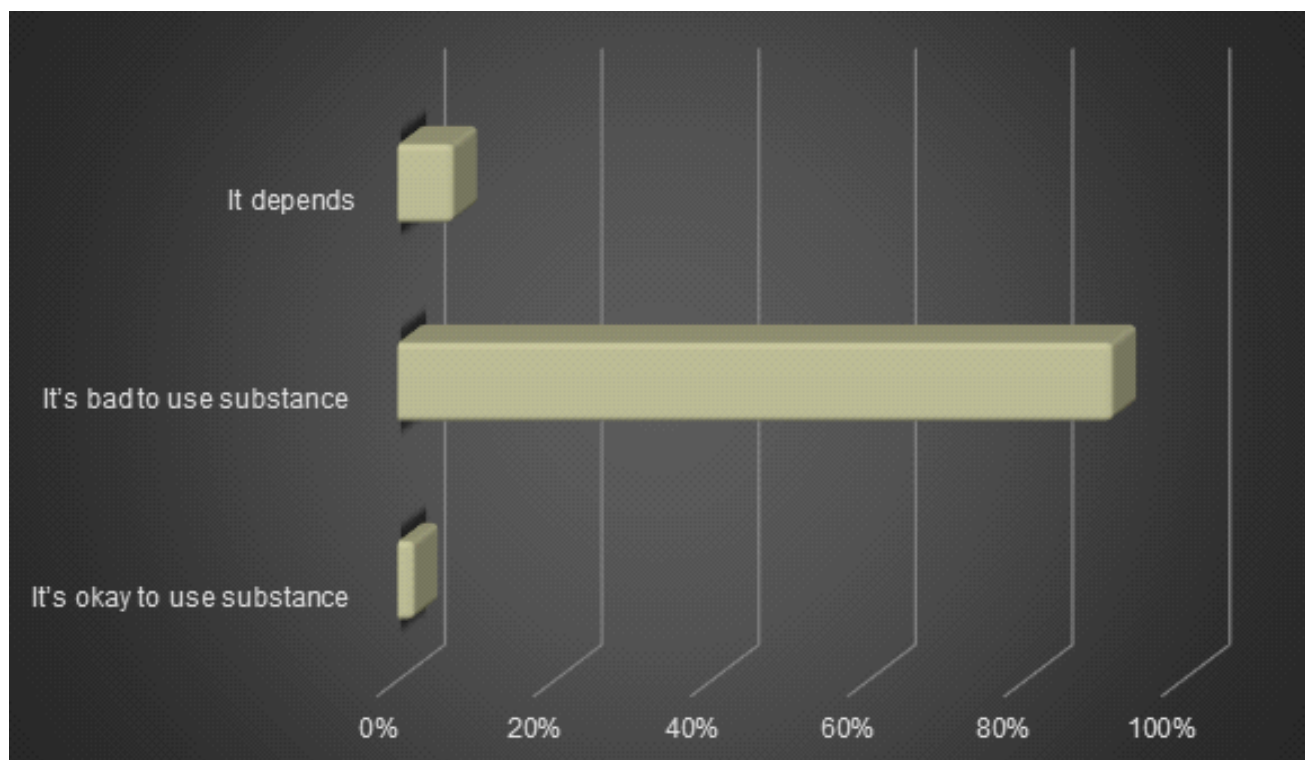


Table 12: Reasons Adolescents use substances

Responses	Number of responses	Percentage
Because their parents take it	54	25%
Because their friends take it	539	62%
Because celebrities take it	64	7%
They like it	212	24%

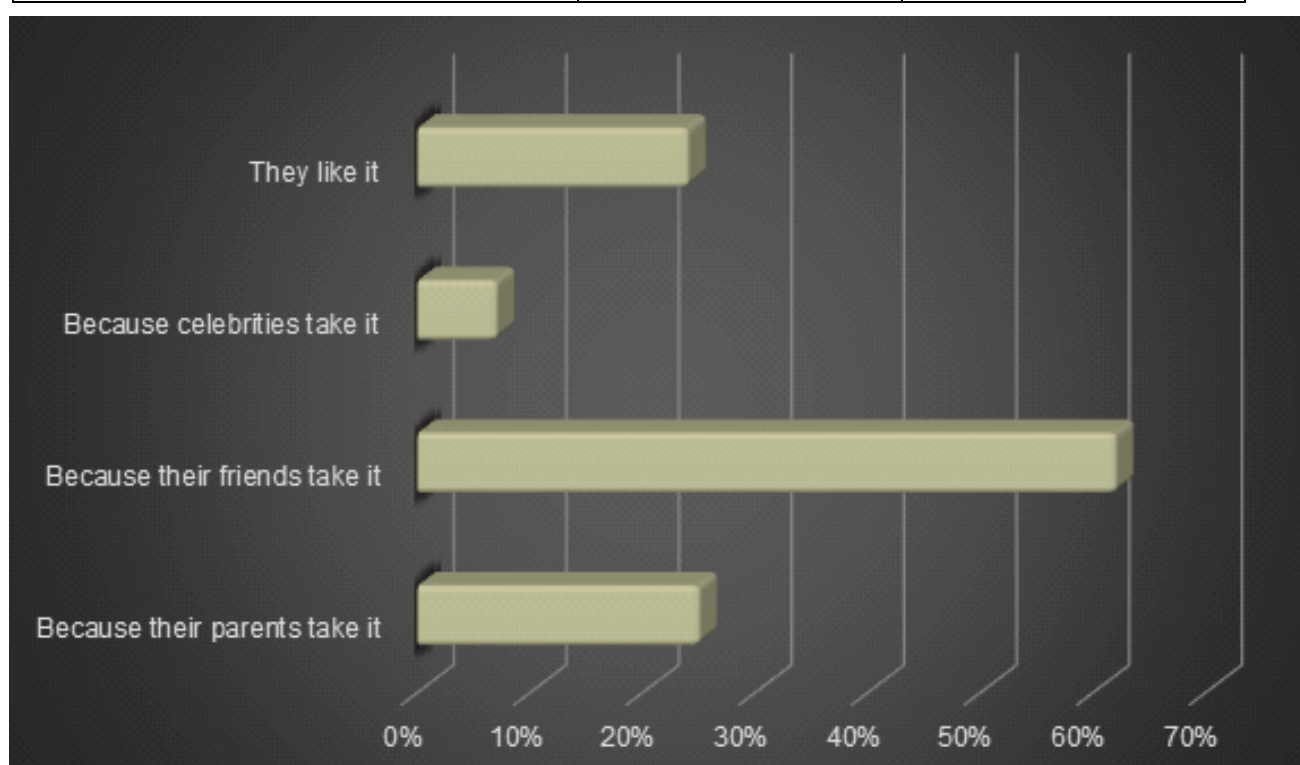


Table 13: Knowledge on the effects of substance abuse health

Responses	Number of responses	Percentage
Knowledgeable	793	91%
Not Knowledgeable	82	9%

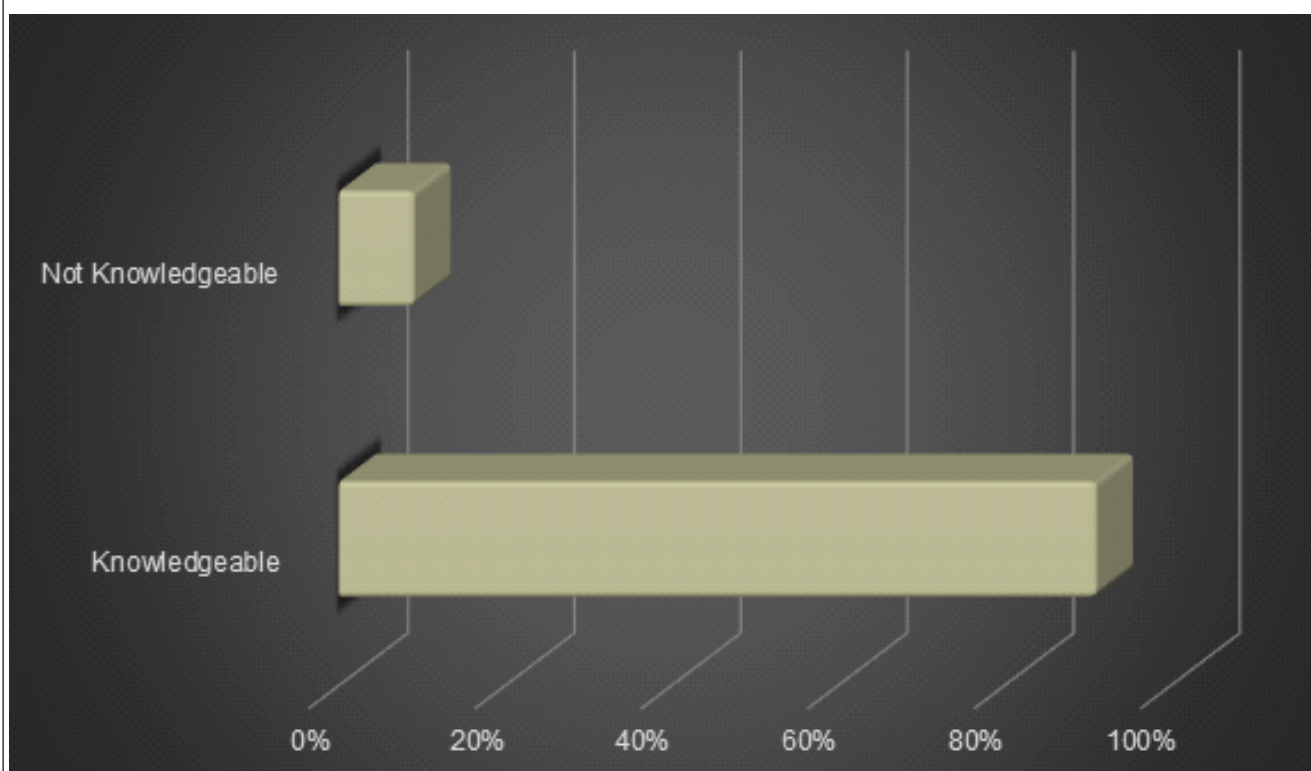


Table 14: Knowledge on the effects of substance abuse

Responses	Number of responses	Percentage
Knowledgeable	793	91%
Not Knowledgeable	82	9%

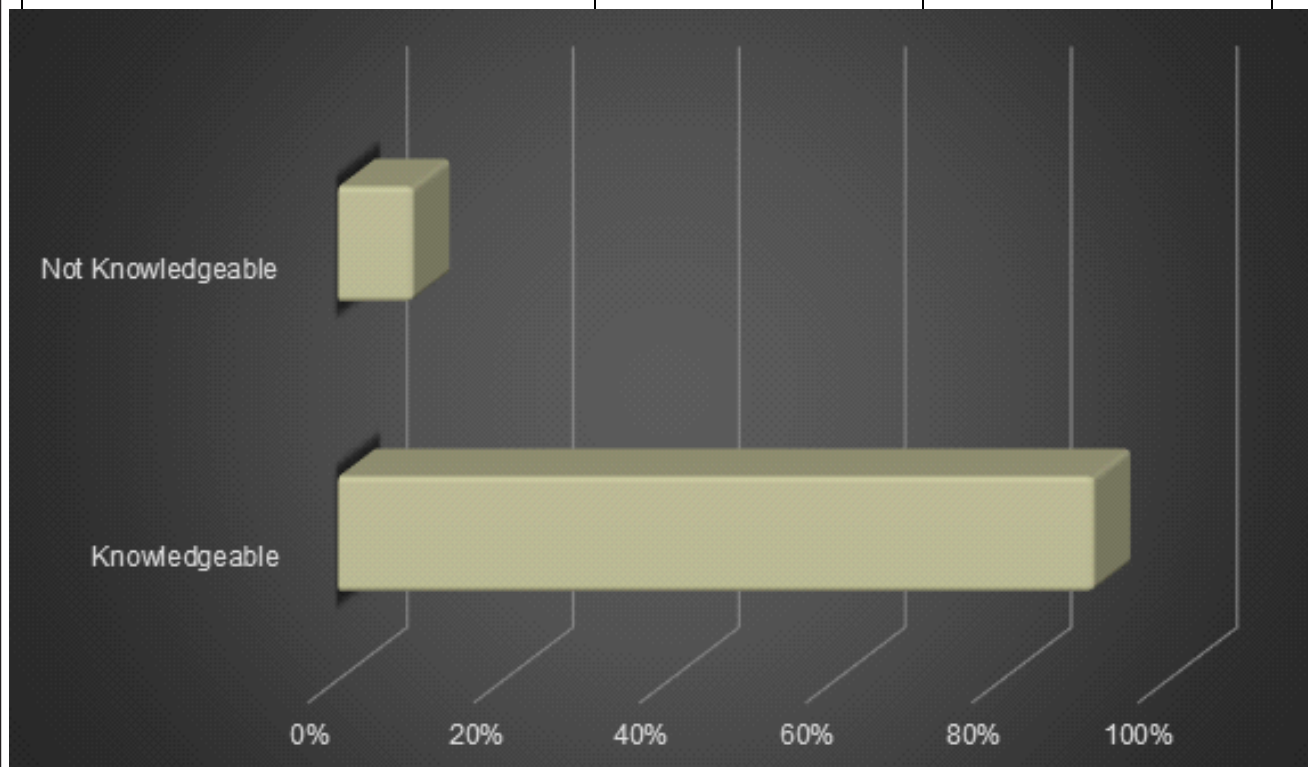


Table 15: Perception on dating

Responses	Number of responses	Percentage
It's okay for teenagers to date	382	44%
It's not okay for teenagers to date	480	56%

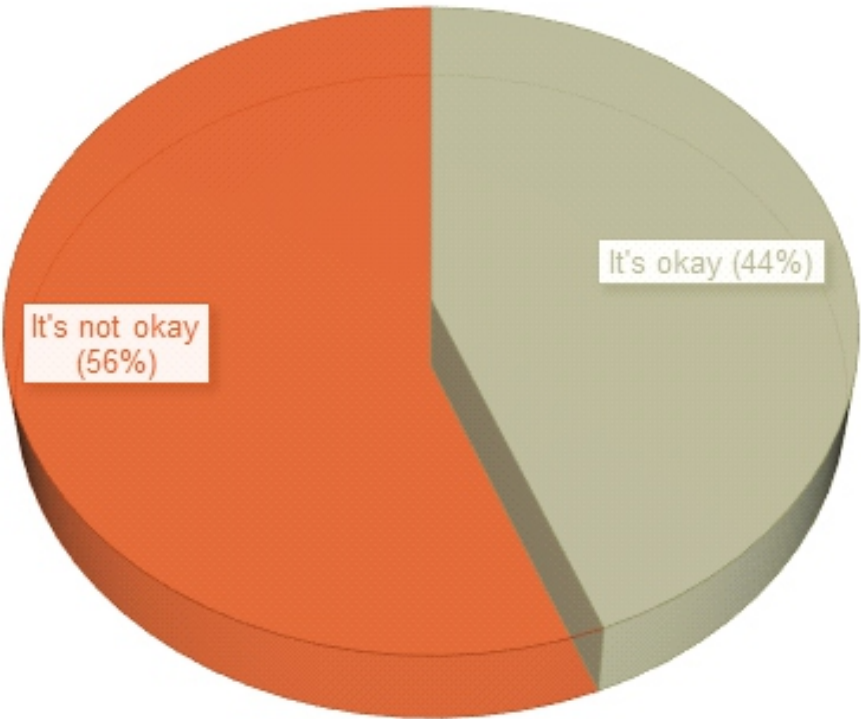


Table 16: Knowledge on child marriage

Responses	Number of responses	Percentage
Marriage under age 18 is right	320	37%
Marriage under age 18 is wrong	551	63%

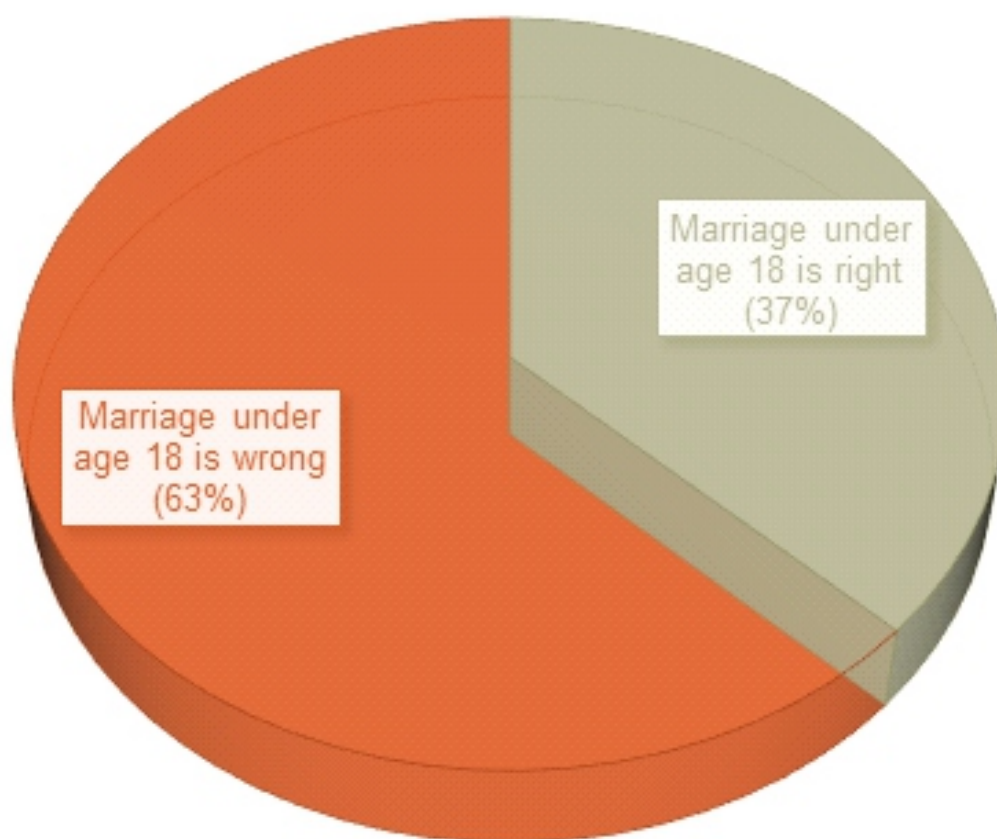


Table 17: Knowledge on STDs

Responses	Number of responses	Percentage
Knowledgeable about HIV, Gonorrhea and Syphilis as STDs	819	93%
Not knowledgeable about HIV, Gonorrhea and Syphilis as STDs	58	7%

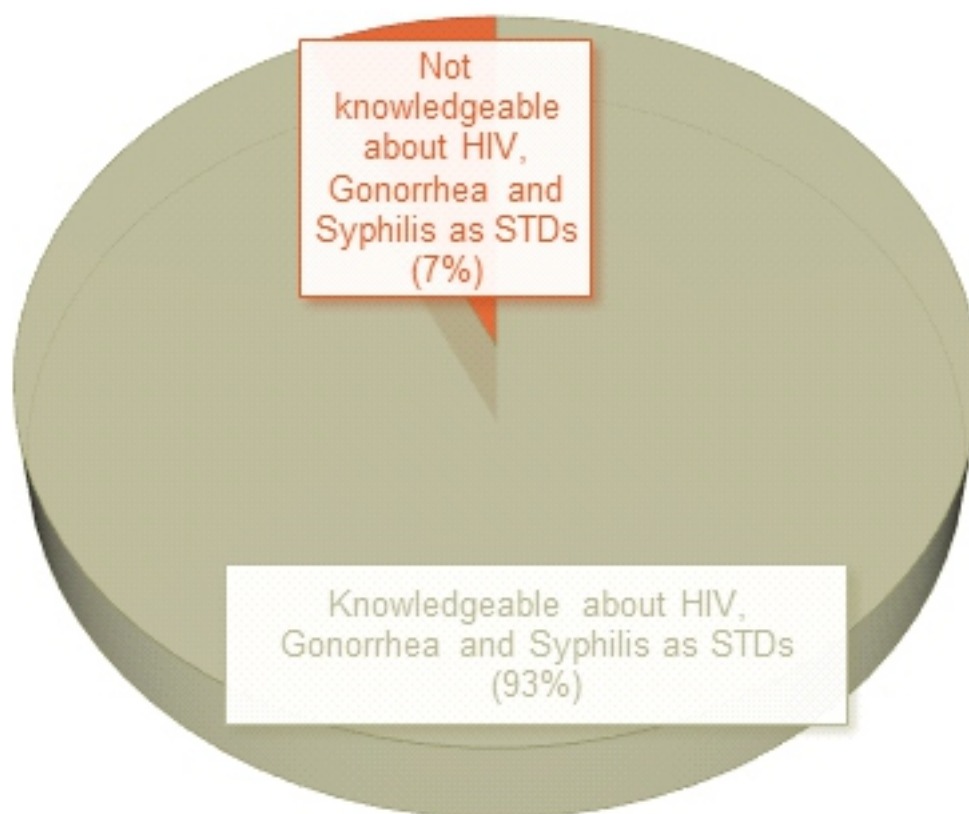


Table 18: Knowledge on sex

Responses	Number of responses	Percentage
Knowledgeable that teenagers can be pregnant after sex for the first time	475	56%
Not knowledgeable that teenagers can be pregnant after sex for the first time	375	44%

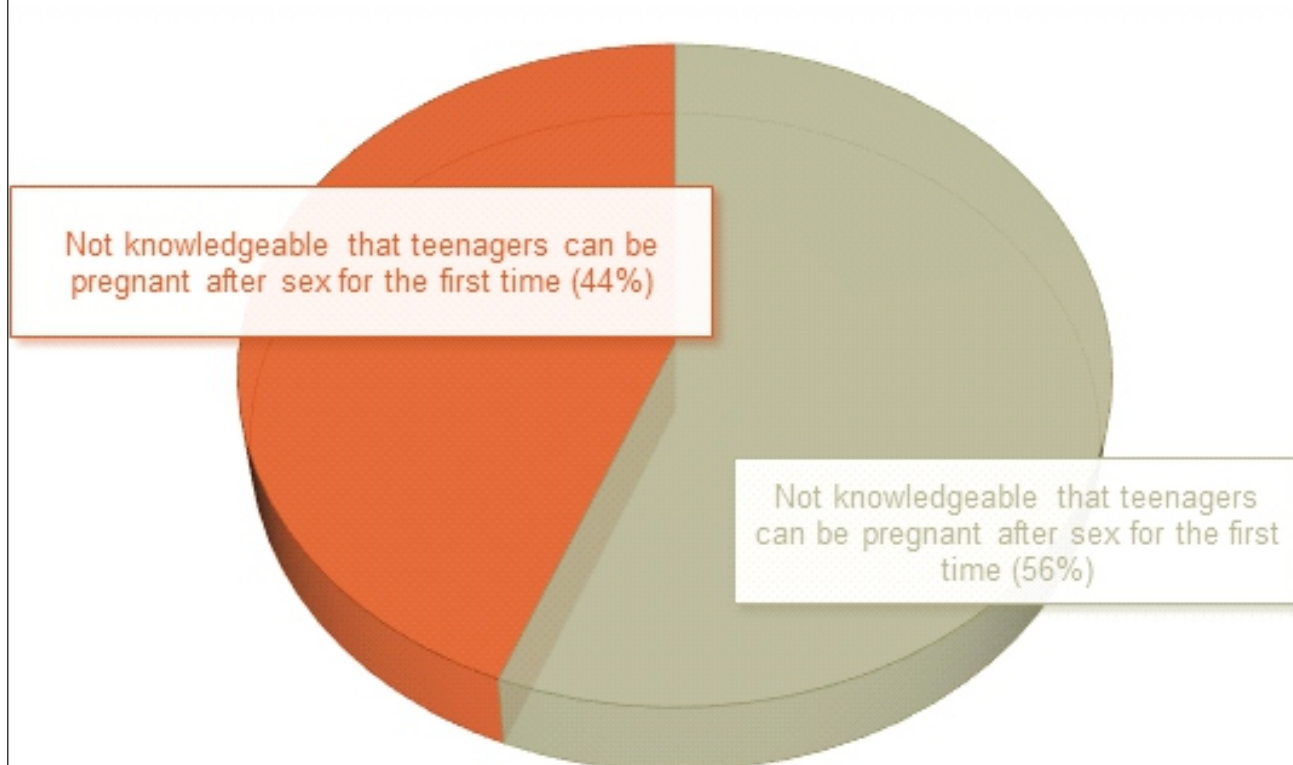


Table 19: Who influence teenagers' decision-making?

Responses	Number of responses	Percentage
Friends	374	43%
Parents	376	43%
Religious leaders	78	9%
Teachers	37	4%
Siblings	0	0%

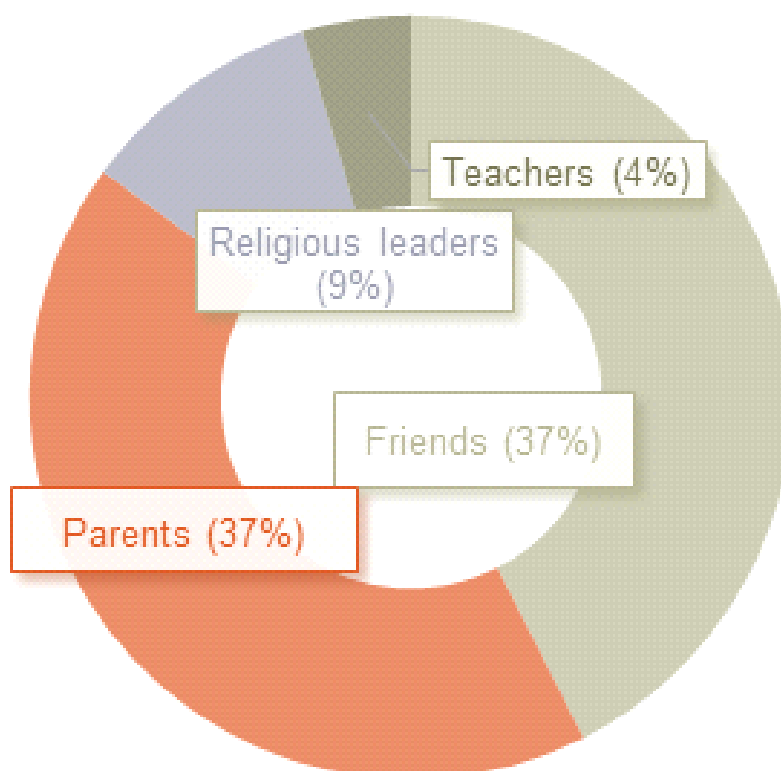


Table 20: Perception on physical appearance

Responses	Number of responses	Percentage
I like myself	770	89%
I prefer to look fairer	32	4%
I am too tall or short	11	1%
I am too fat or thin	56	6%

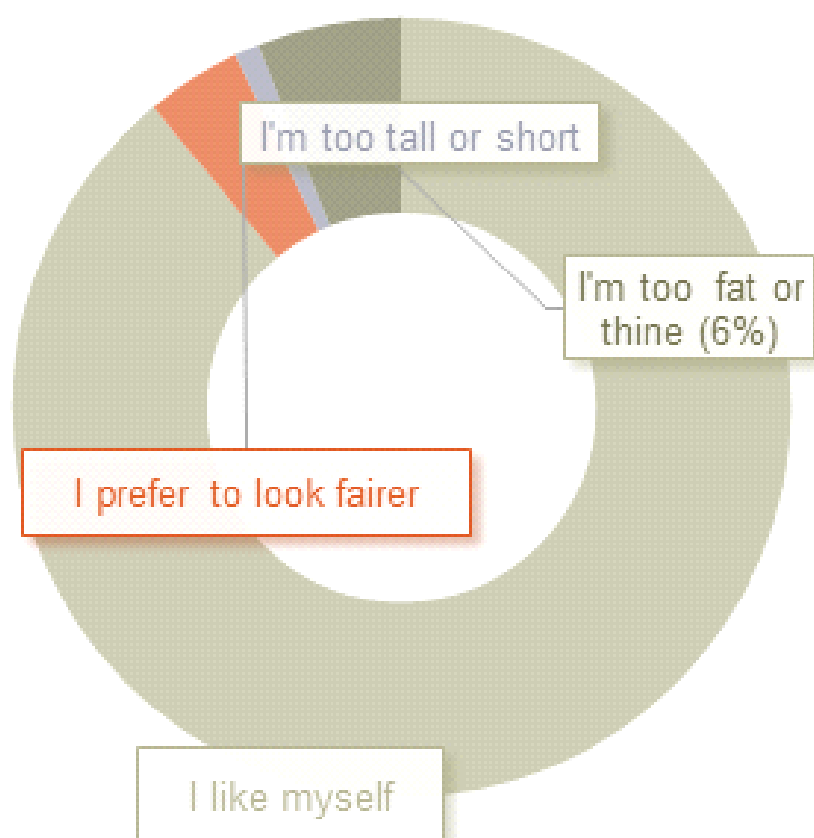


Table 21: Areas teenagers need help in school

Responses	Number of responses	Percentage
How to read	52	6%
How to write	23	3%
How to study	111	13%
How to understand teachers	295	34%
Asking questions and making contributions in class	296	35%
Making noise in class	80	9%

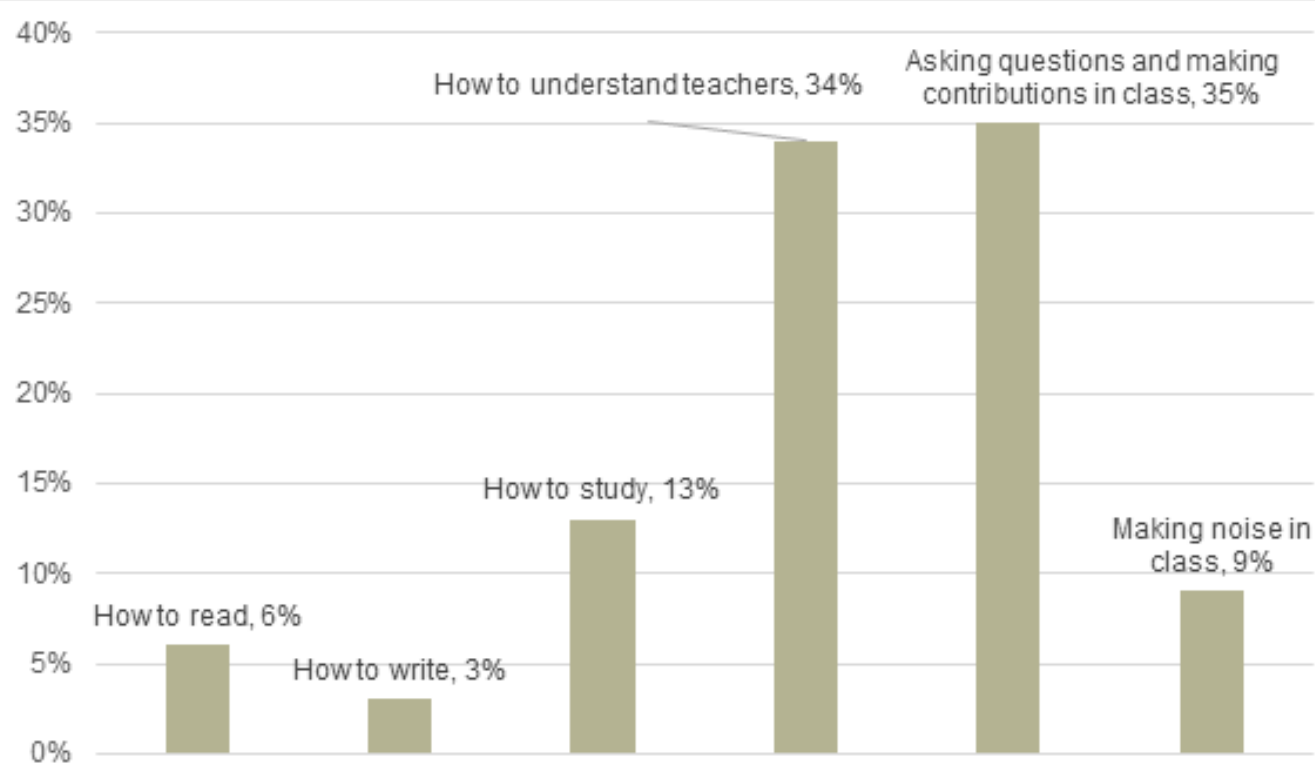


Table 22: Self descriptions

Responses	Number of responses	Percentage
I'm a shy person	299	34%
I'm absent from school most times	215	25%
I don't know how to answer questions in class	53	6%
I cannot express myself well	197	23%
I make contributions in class	105	12%

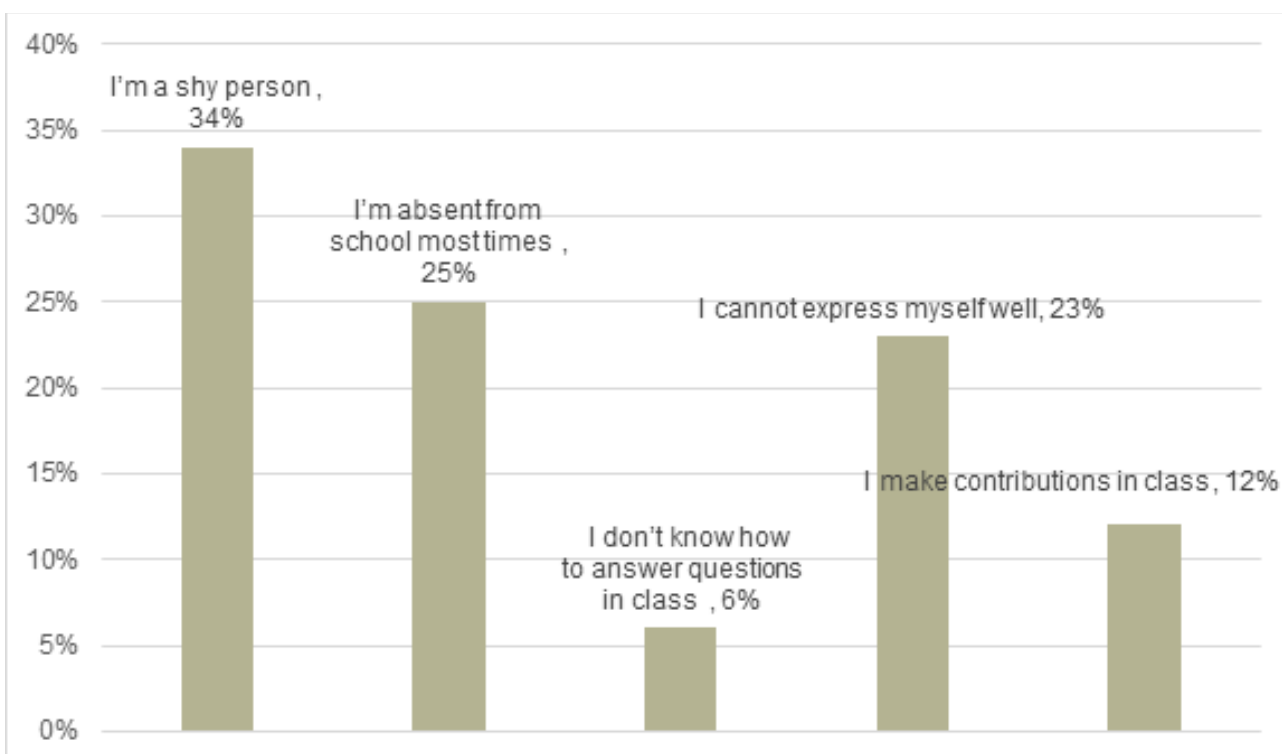


Table 23: Student challenges in school

Responses	Number of responses	Percentage
Bullying	53	8%
Bedwetting	24	4%
Communicating with class mates	174	26%
Self esteem	180	27%
Inadequate funding for study materials	105	16%
How to answer questions in class	128	19%

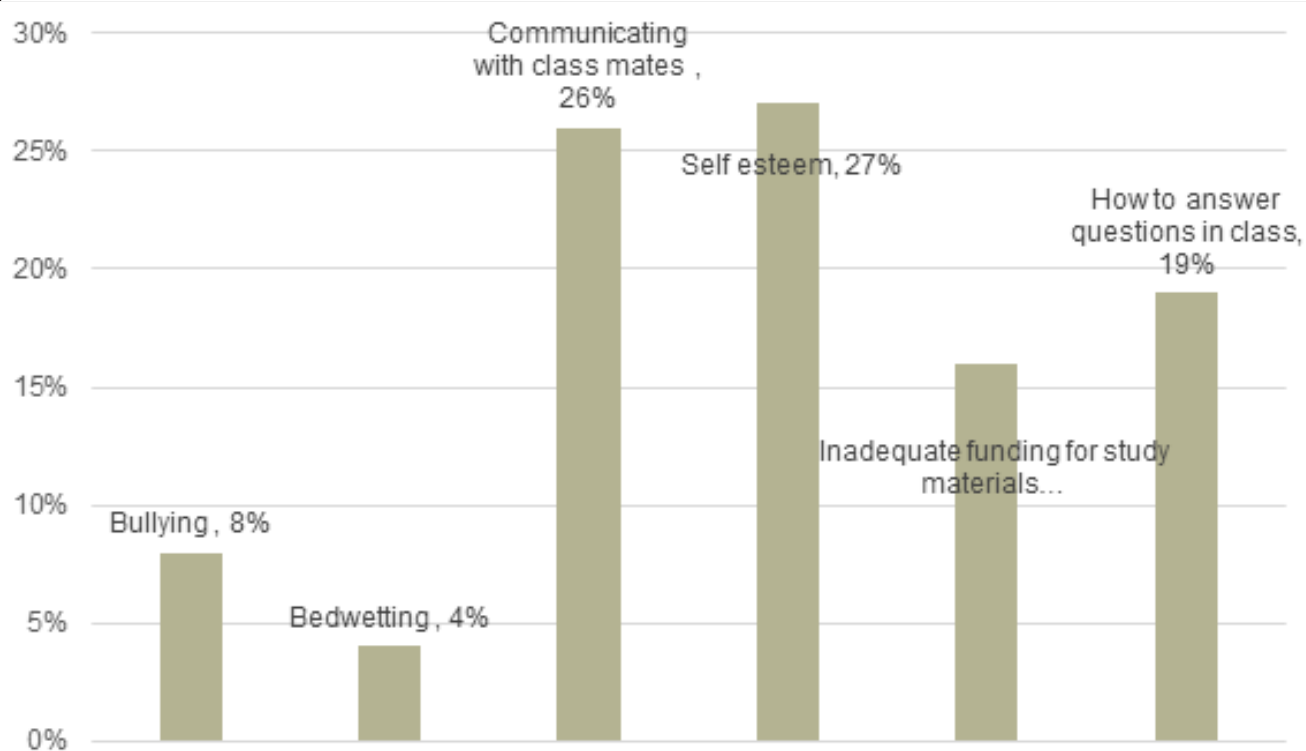


Table 24: Preference for school activities

Responses	Number of responses	Percentage
Debates	197	23%
Quiz competitions	147	17%
Games	255	29%
Labour work	13	1%
Group work	259	13%

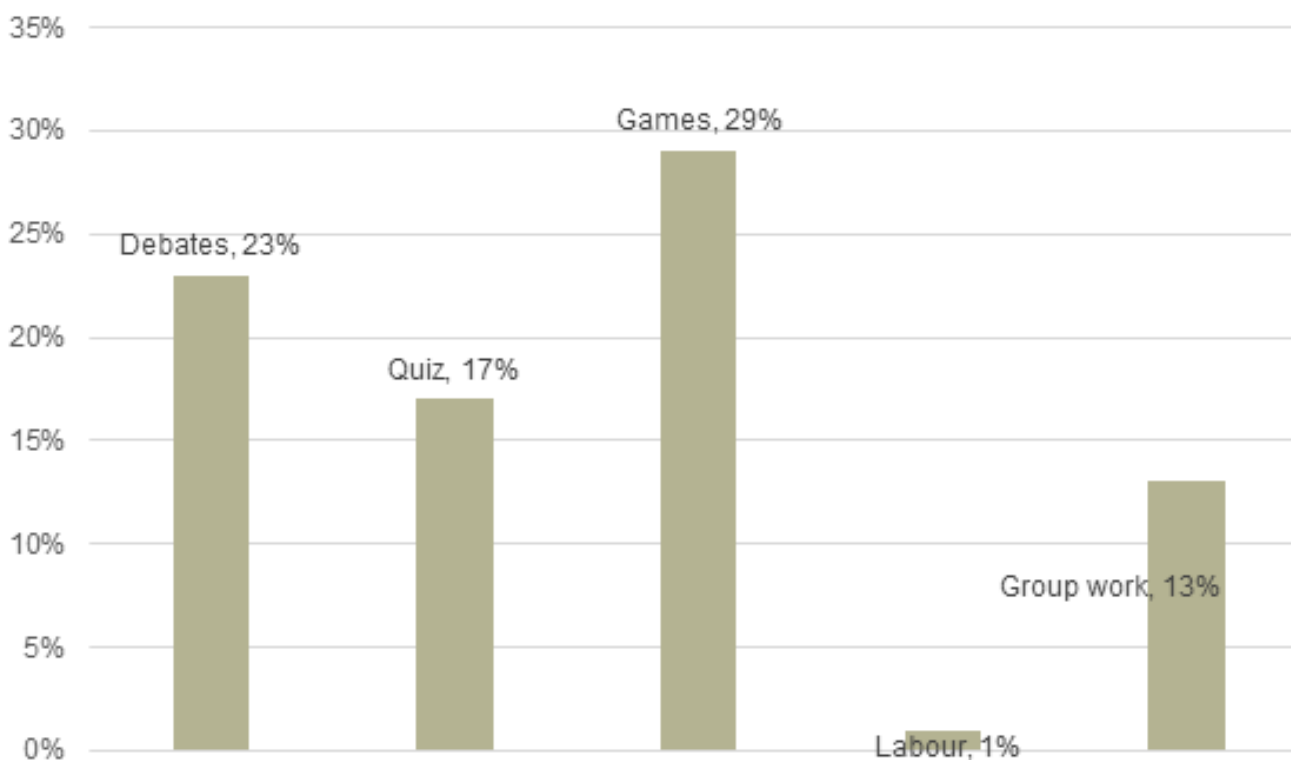


Table 25: Factors that affect class attendance

Responses	Number of responses	Percentage
School Fees	247	36%
Health	216	31%
Menstruation	62	9%
Errands	43	6%
Bullying	57	8%
Others	61	9%

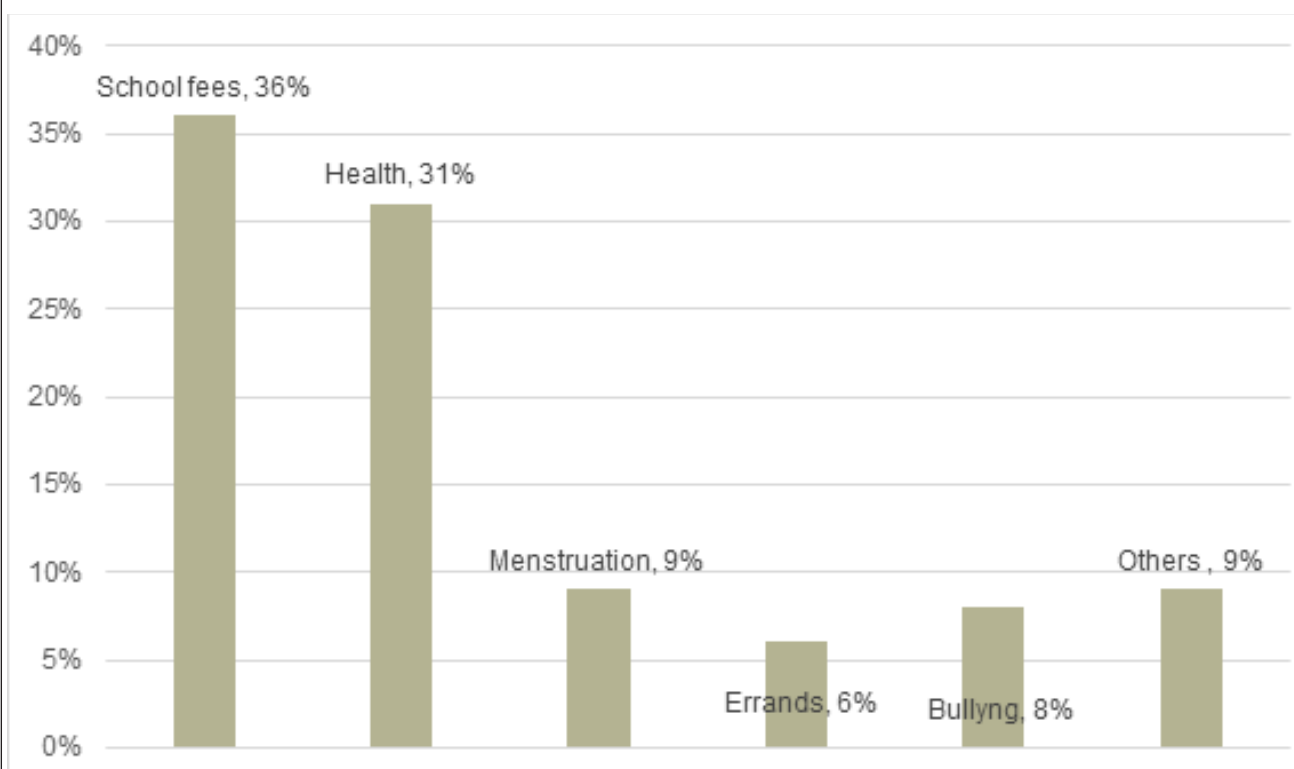


Table 26: Leadership orientation

Responses	Number of responses	Percentage
Yes, I see myself as a leader	774	91%
No, I don't see myself as a leader	79	9%

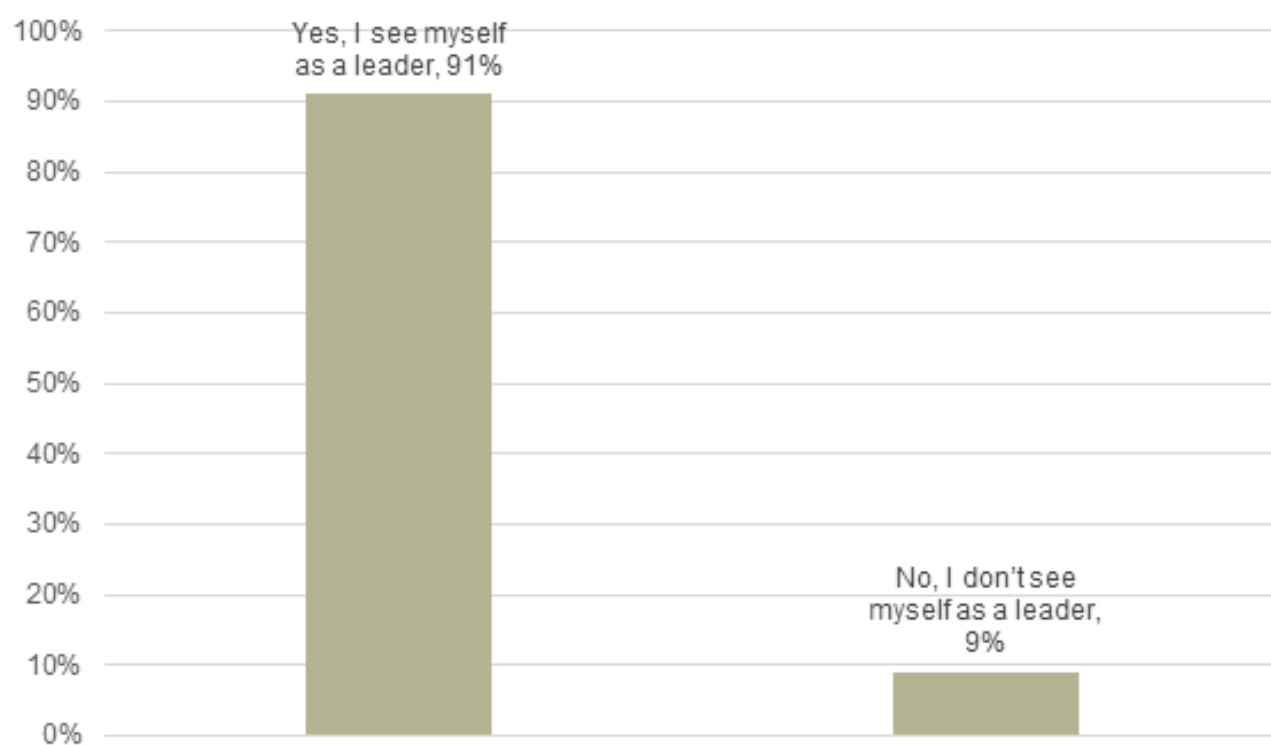


Table 27: Leadership perception

Responses	Number of responses	Percentage
A leader holds position	212	25%
A leader influences others	630	73%
A leader is rich	5	1%
A leader is famous and likable	15	2%

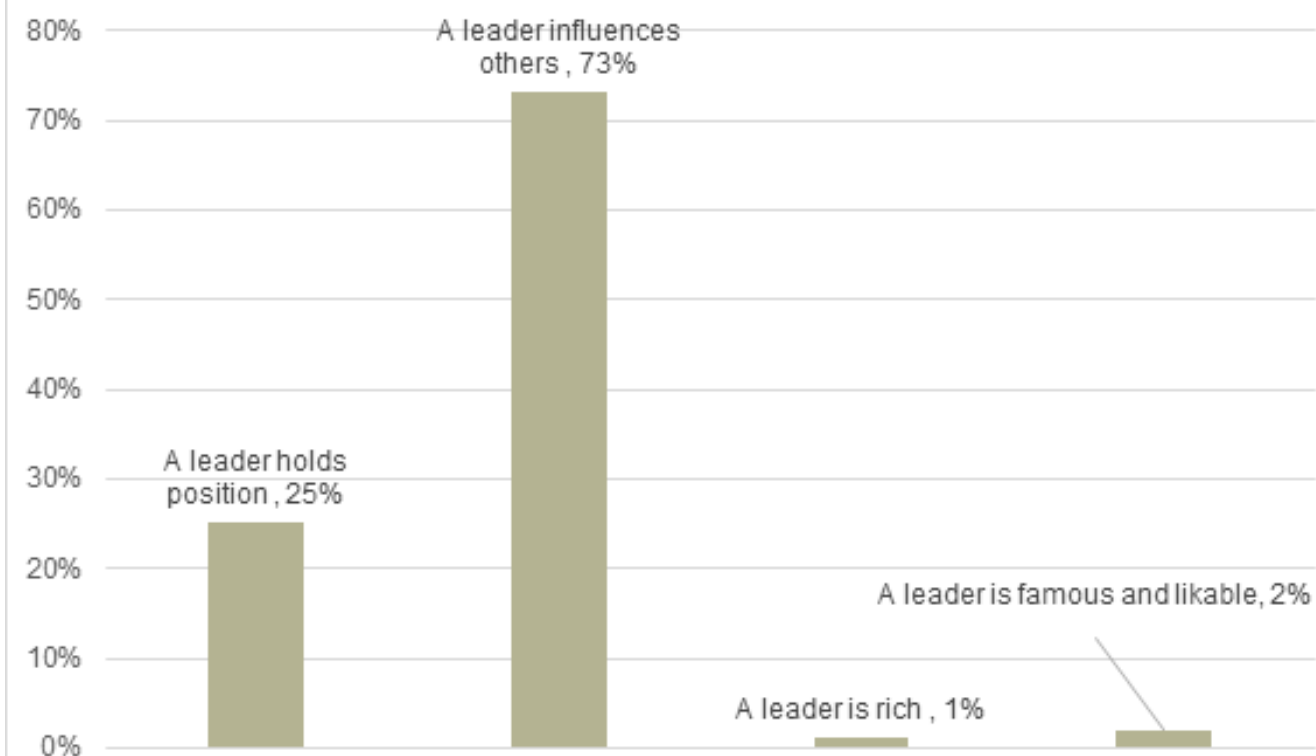


Table 28: Leadership role

Responses	Number of responses	Percentage
Yes, I have a role to play in solving problems in my school, home and community	724	84%
No, I don't have a role to play in solving problems in my school, home and community	137	16%

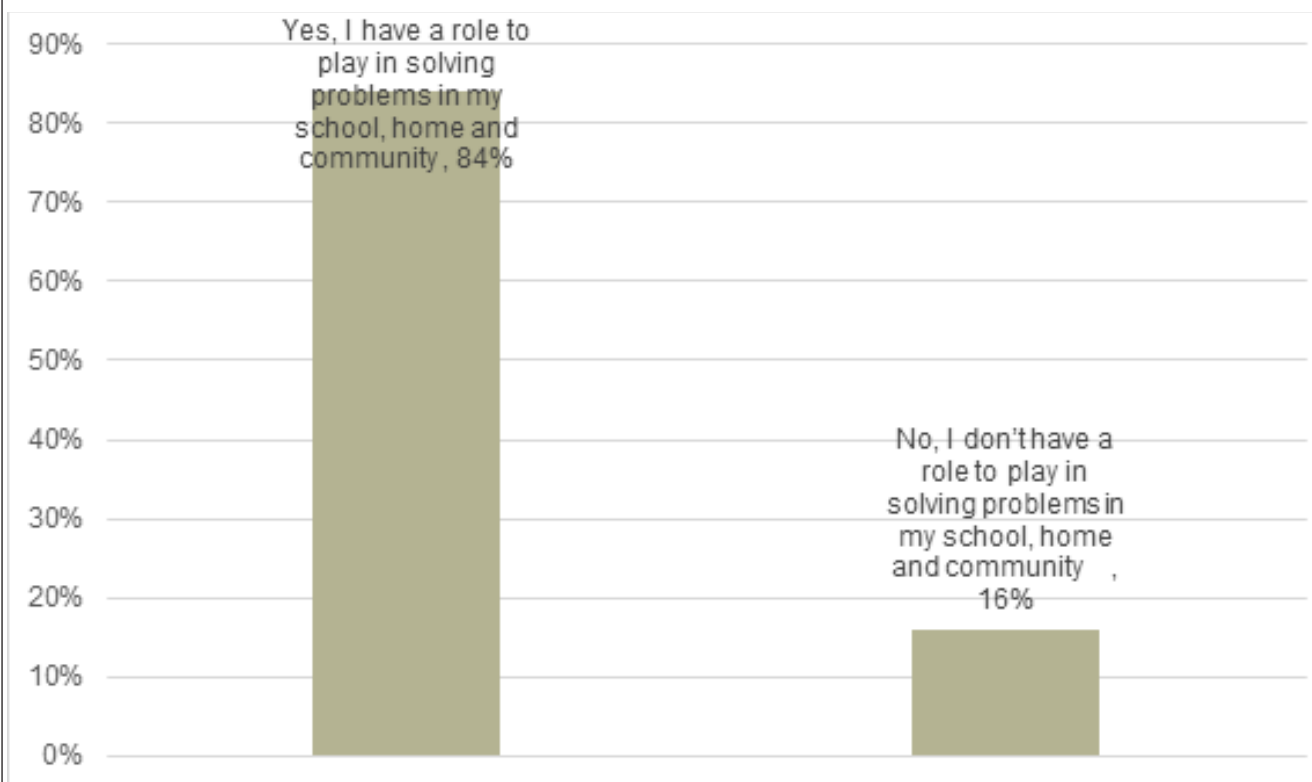


Table 29: Top 7 careers choice of students

Responses	Number of responses	Percentage
Health care	244	28%
Law	89	10%
Accounting	64	7%
Engineering	48	5%
Banking	24	3%
Entertainment	21	2%
Media	19	2%

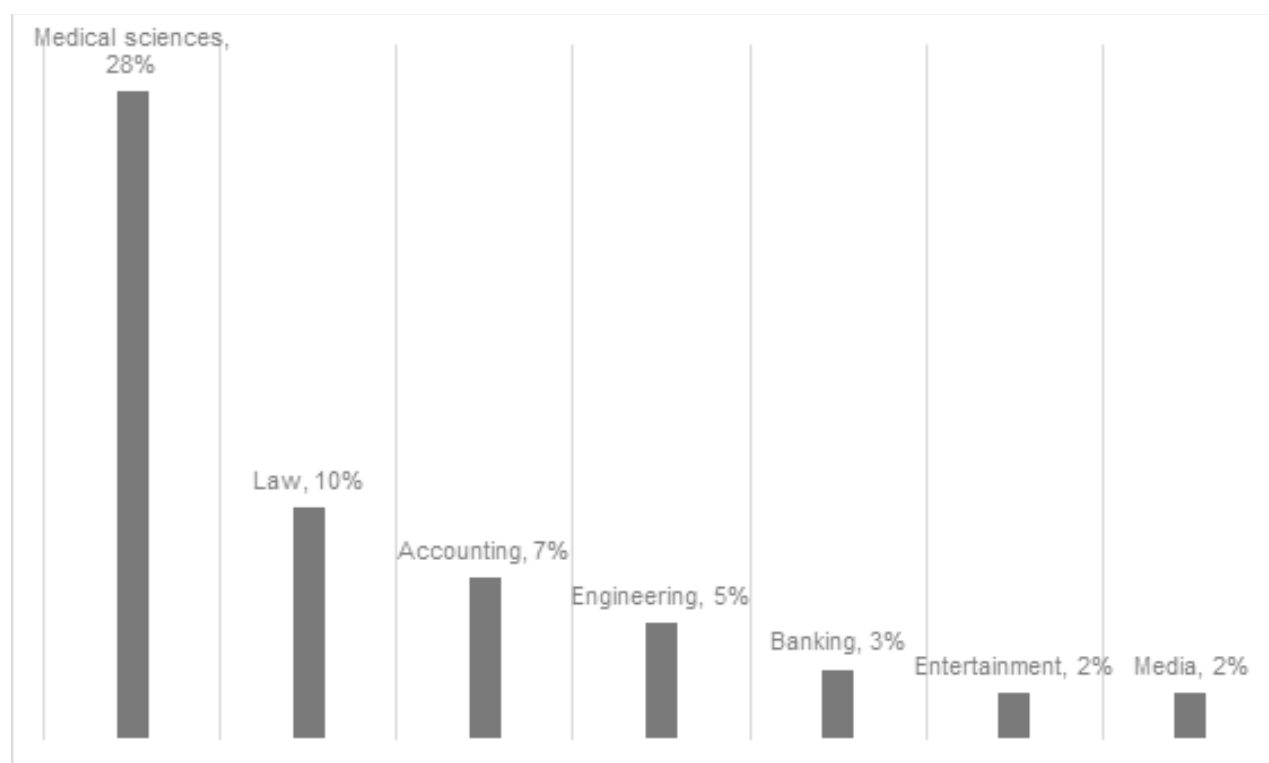


Table 30: Age at first menstruation?

Responses	Number of responses	Percentage
8 -10 yrs	9	10%
11-13 yrs	61	67%
14 – 16 yrs	21	23%

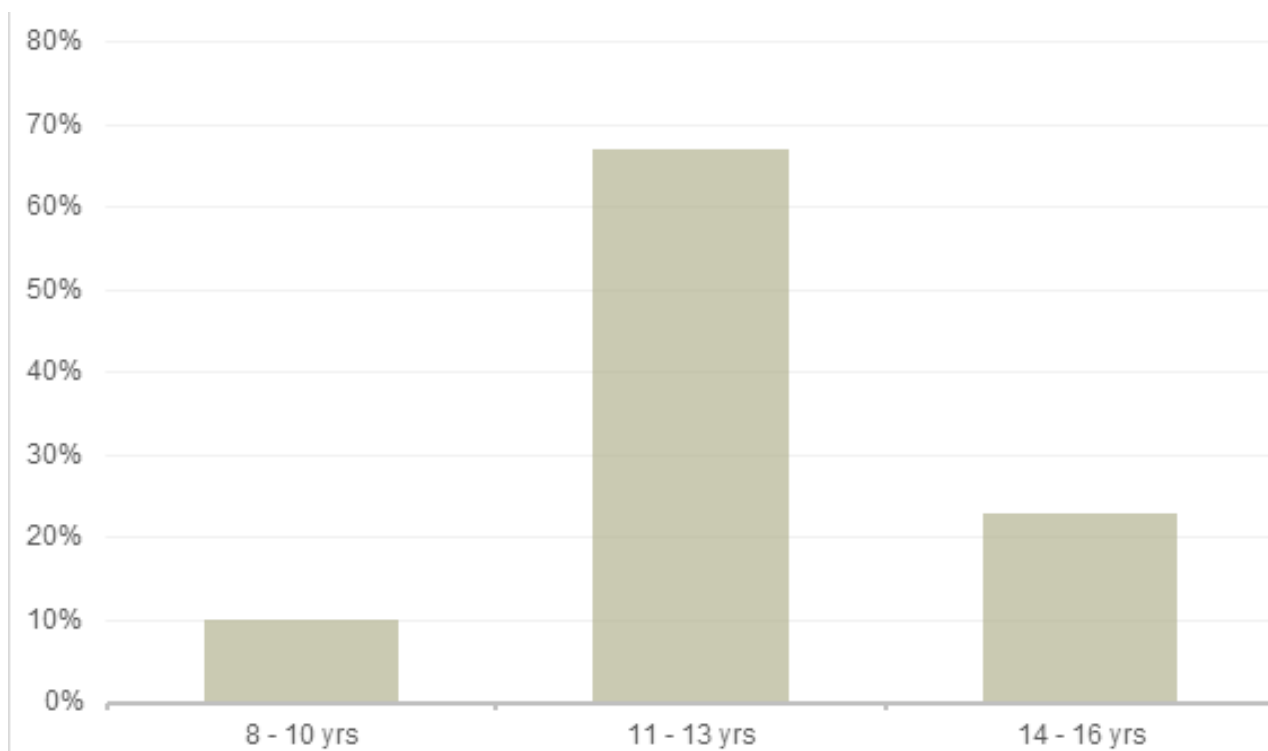


Table 31: How many girls were educated prior to their first menstruation?

Responses	Number of responses	Percentage
Yes	83	85%
No	15	15%

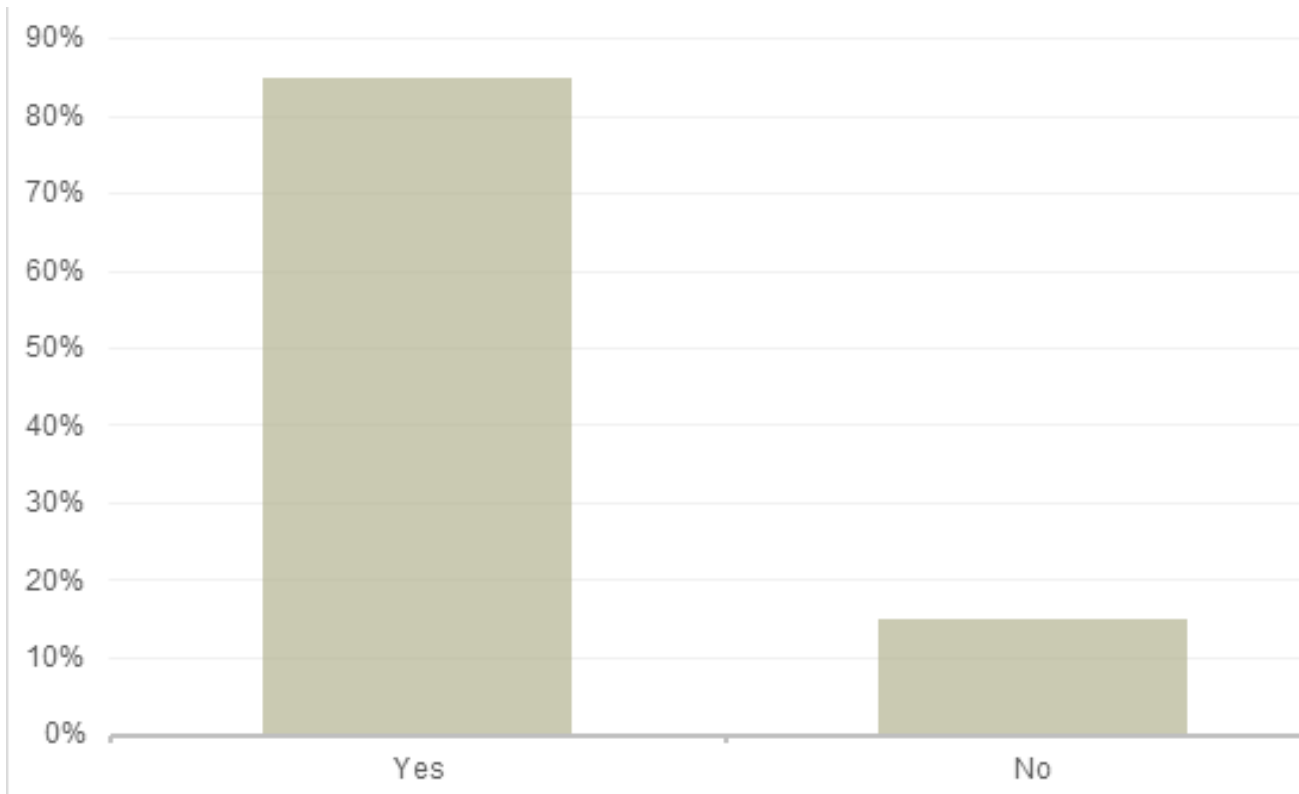


Table 32: How girls felt at first menstruation?

Responses	Number of responses	Percentage
Happy	31	33%
Scared	41	44%
Sad	16	17%
Shy	1	1%
Indifference	5	5%

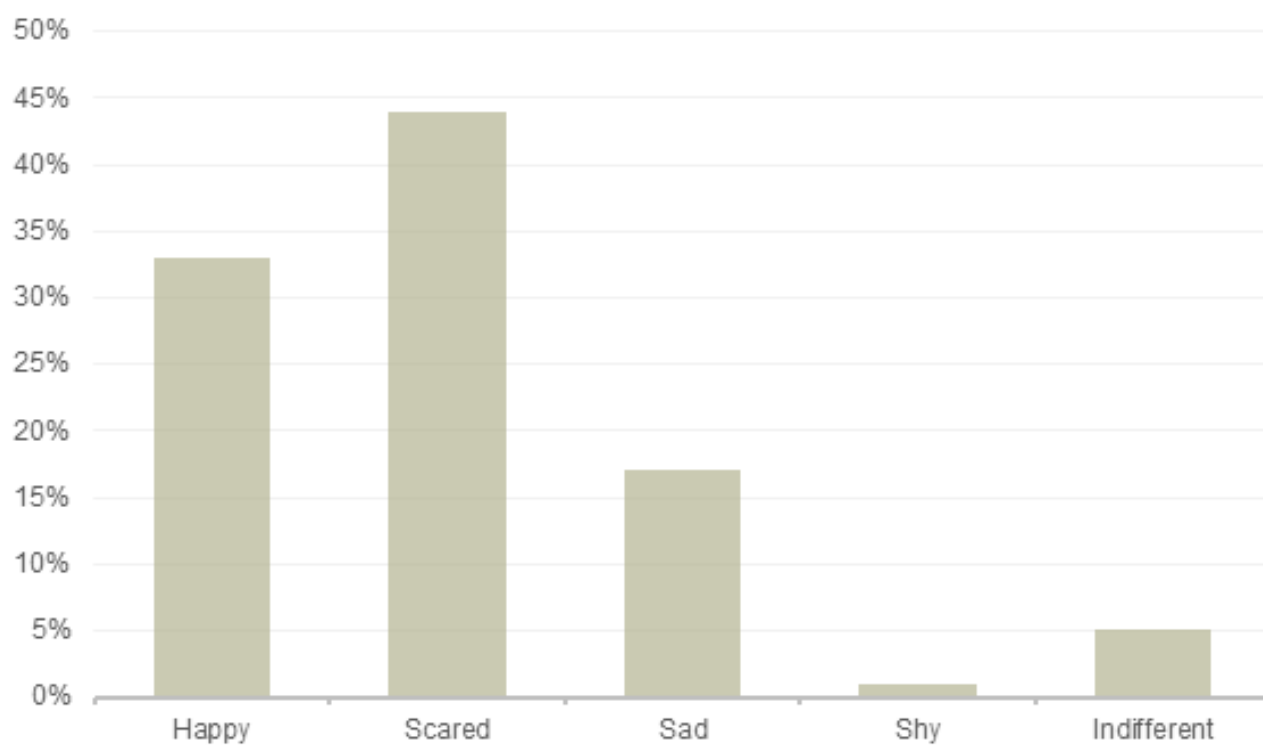


Table 33: Who first educated girls on menstruation?

Responses	Number of responses	Percentage
Mother	53	56%
Father	0	0
Teacher	17	18%
Peer group	2	2%
Media	3	3%
NGOs	1	1%
Sister/aunt	17	18%
Can't remember	1	1%

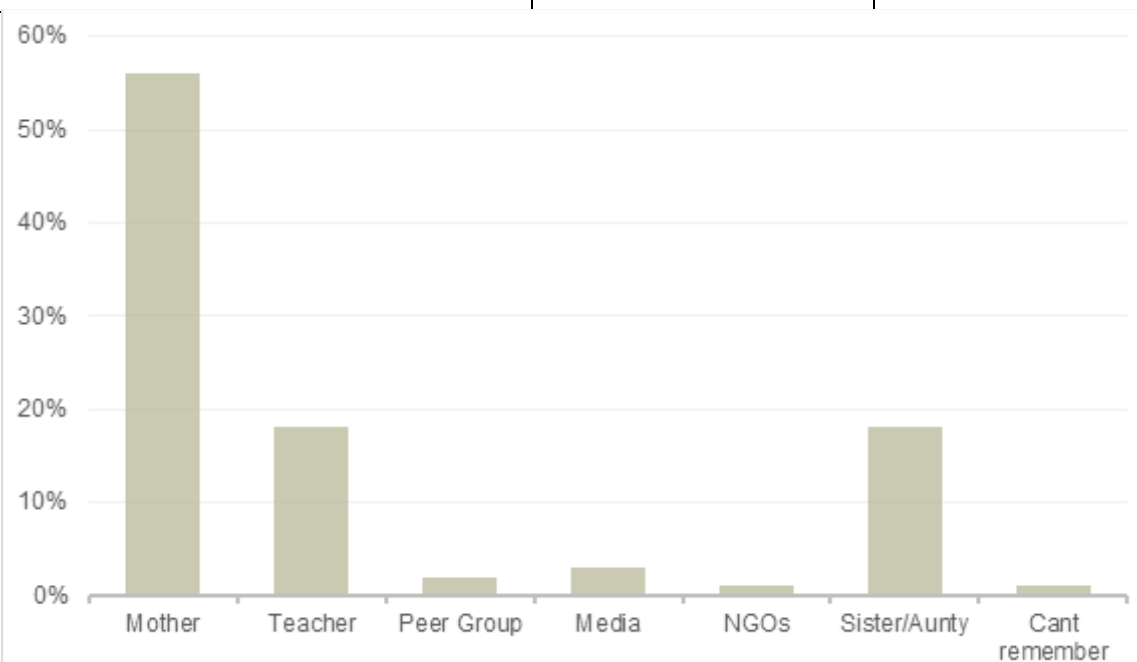


Table 34: What is the content of the first menstrual education given to girls?

Responses	Number of responses	Percentage
What is menstruation	27	12%
How menstruation is formed	26	11%
The frequency of menstruation	41	18%
Details about menstrual cycle	2	1%
How to use pad	57	25%
Signs and symptoms	44	19%
How to manage menstrual cramps	34	15%

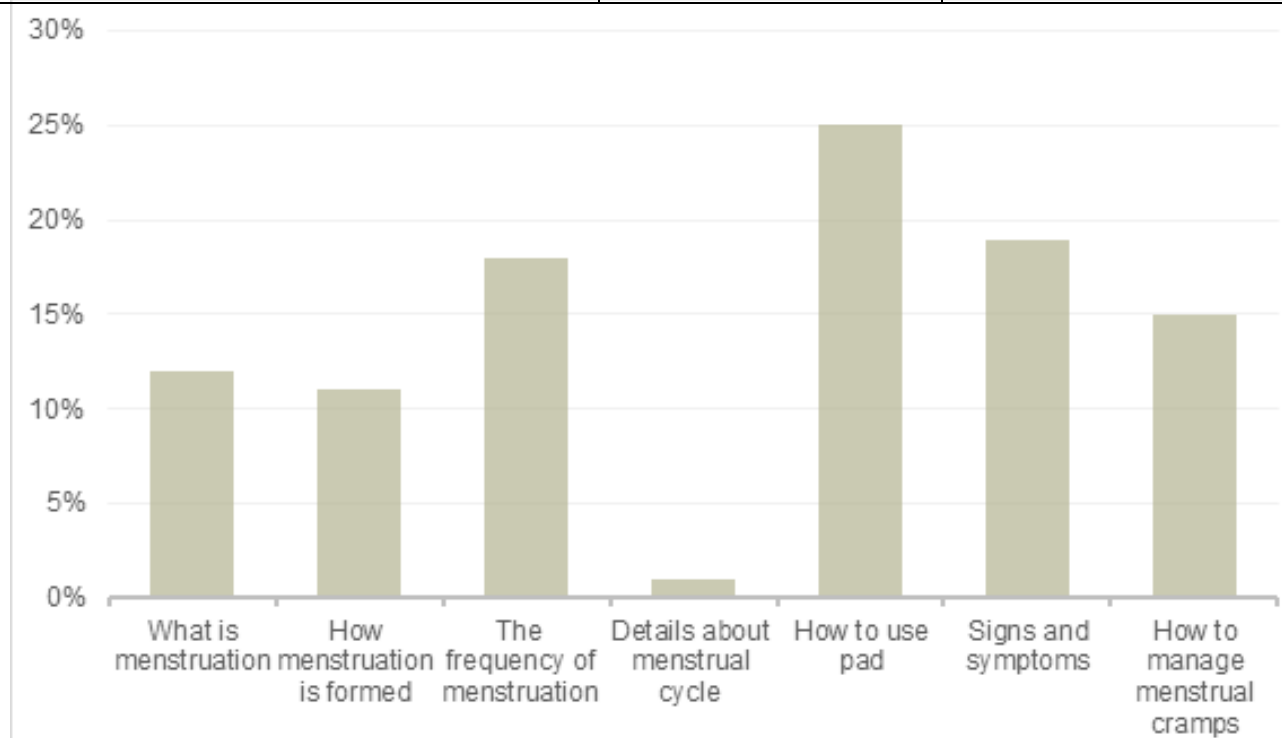


Table 35: How did girls feel after first talk/education on menstruation?

Responses	Number of responses	Percentage
Scared	44	40%
Relieved	10	9%
Happy	24	22%
Indifferent	33	30%

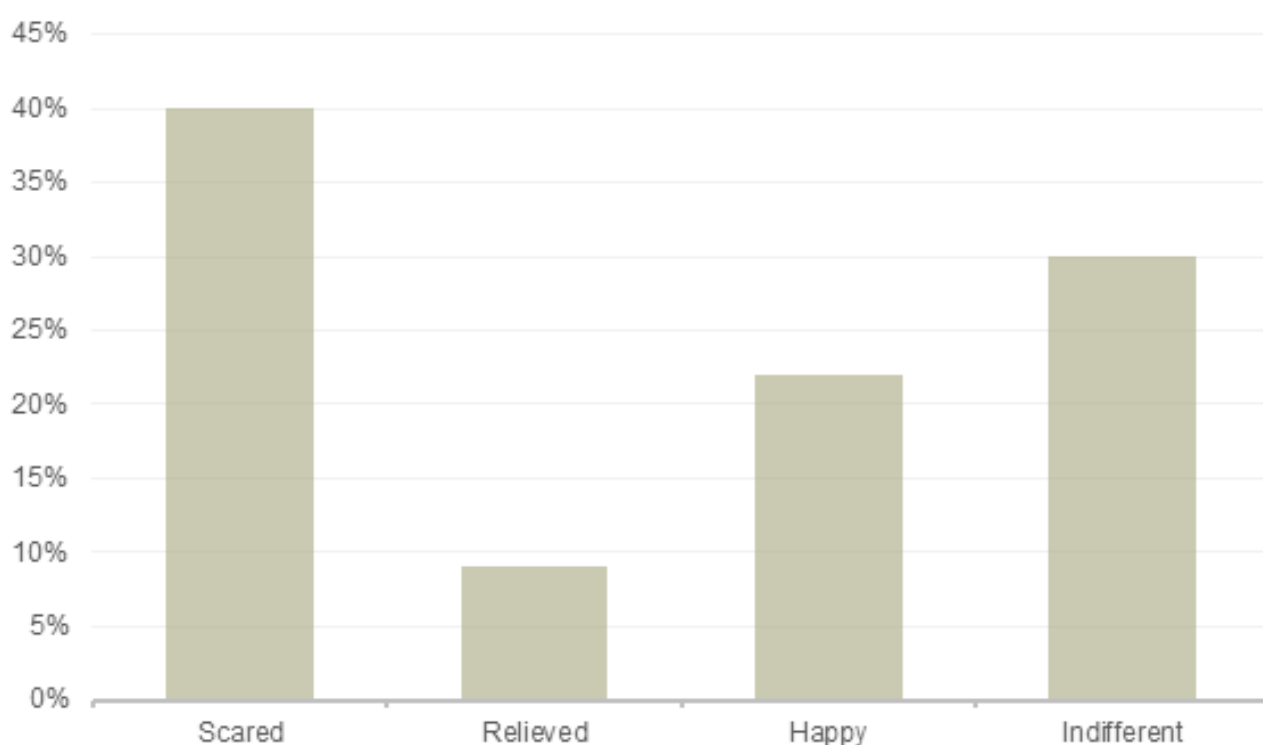


Table 36: What challenges do girls experience during menstruation?

Responses	Number of responses	Percentage
Inability to afford sanitary pad	88	41%
Disposal of sanitary pads	30	14%
No decent toilet to change	0	0
No water	0	0
Inability to calculate menstrual cycle	97	45%

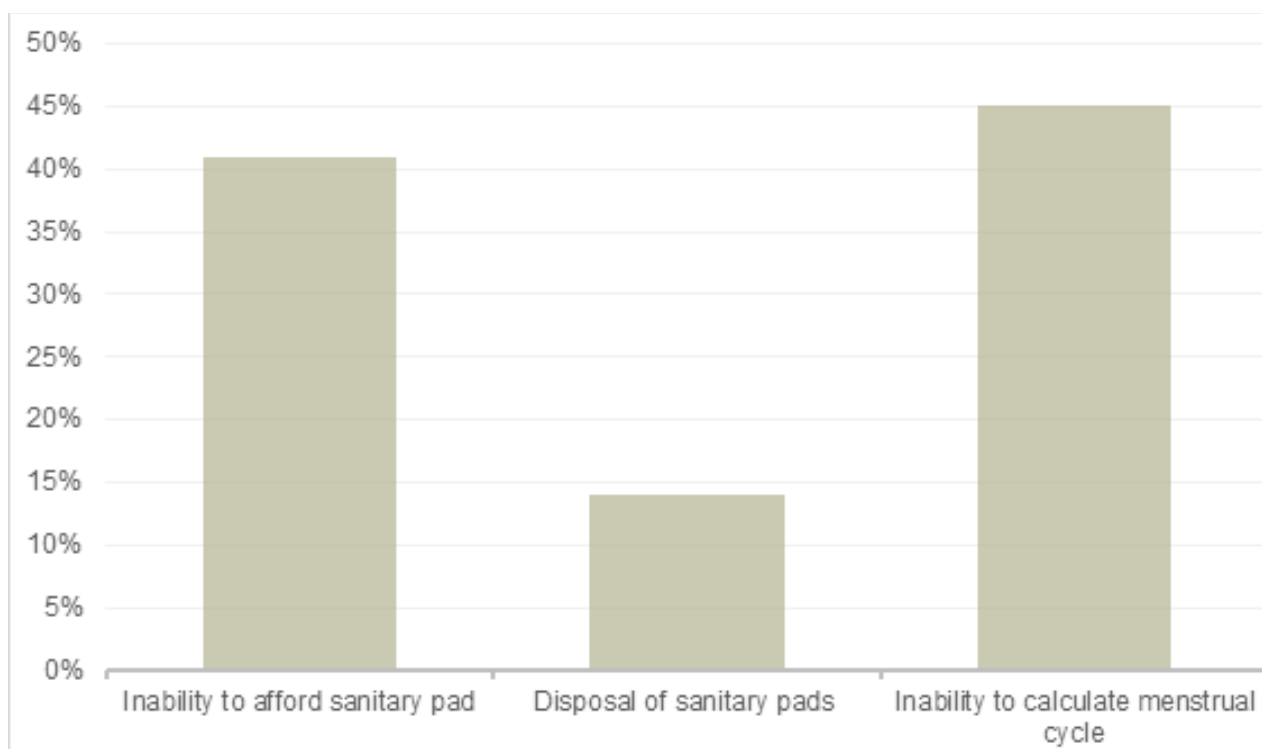
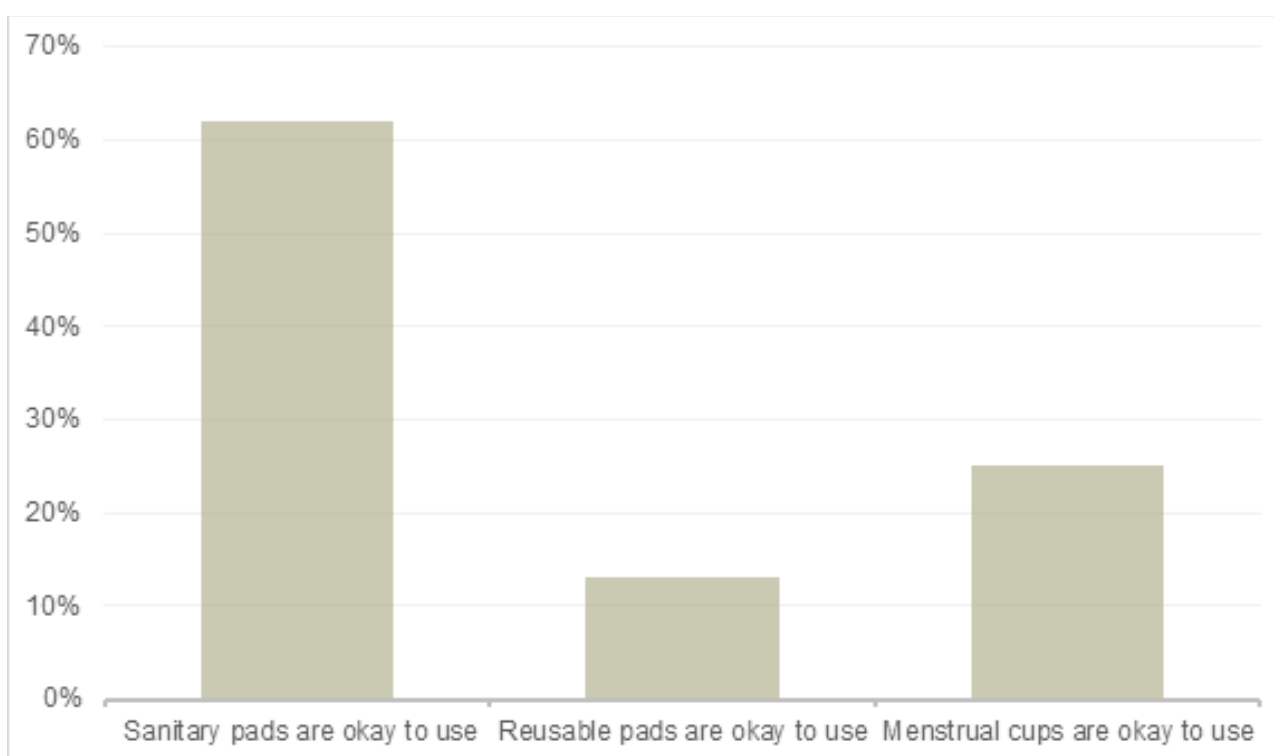


Table 37: Perception of girls on sanitary pads, reusable pads and menstrual cup

Responses	Number of responses	Percentage
Sanitary pads are okay to use	82	62%
Reusable pads are okay to use	17	13%
Menstrual cups are okay to use	33	25%



Recommendations

The Teenage Network believes that raising a responsible generation requires collective efforts. Below are recommendations for consideration by parents, teachers, adolescent counsellors, private organizations, individuals, and policy makers.

1. Teachers should commit more time to teaching and explaining concepts to students rather than engaging the students in long hours of copying note. These notes are most times not read by the students. However, where notes are provided, it should not be directly copied from textbooks available for the students. Teachers' notes should be unique, easier to understand and more interesting to read than textbooks.
2. Students prefer to read novels because of the stories. Educators and teachers should do more to adopt storytelling techniques in teaching and learning to achieve greater impact.
3. Gender inequality in education is still a problem in our society. More initiatives needs to be taken to advocate that parents allow their female children access tertiary education, rather than preparing them for marriage after secondary school education..
4. Parents should encourage their students to cultivate reading habits by creating more time for them to study.
5. Tuition fees and study materials should be made affordable to low income families to encourage mass education
6. Schools should incorporate leadership lessons in classroom teachings to raise effective teenage leaders
7. There is need for continued education on negative effects of substance abuse and its legal implications in schools
8. Attention should be on providing scientific knowledge about menstruation than scaring girls with pregnancy.
9. Male teachers should be taught to respect girls request to visit the toilets without embarrassing them in the classroom.
10. Mothers are the primary agent of education for adolescent girls on issues related to their sexual and reproductive health, they should be provided with adequate information on the management of menstruation to reach more girls
11. We believe that teachers can have greater influence on teenagers if they adopt the integrated school wide approach as a teaching method.

TEENAGE NEEDS ASSESSMENT SURVEY QUESTIONNAIRE (TNASQ)

This survey is designed to identify needs of teenagers in schools and out of schools for Education and Empowerment programs. The findings will guide government and non-governmental organizations to develop suitable programs to overcome educational, personal, social and leadership challenges of teenagers.

Respondents are encouraged to participate in the survey with utmost sincerity. We will ensure confidentiality of individual responses.

SOCIO-DEMOGRAPHIC DATA

Name of School:

Class:

Age: Sex:

LGA: State:

Home Address:

INSTRUCTIONS

Kindly tick your answers in the boxes provided below:

1. I live with (a) My parents (b) My Father (c) My Mother (d) Relatives (e) others (please indicate)
2. I consider Education as a solution to poverty (a) Yes (b) No
3. After secondary school, I would: (a) Marry (b) Acquire skills (c) Apply for Tertiary Education (d) Marry and Acquire skills (e) I don't know
4. I may not consider tertiary education because: (a) I'm not interested (b) Lack of funds (c) I'm a girl (d) Securing admission is difficult (e) I would definitely apply
5. After school: (a) I hawk/sell things at the market (b) I go home to rest (c) I do extra lesson (d) I go to the farm (f) I read my books
6. I read: (a) Every day (b) Every week (c) Only when preparing for exams (d) I don't read
7. I don't read because: (a) I don't know how to read (b) I don't have books to read (c) I don't like to read (d) I don't have time to read (e) none
8. I prefer to read: (a) Novels (b) Motivational books (c) Textbooks (d) Notebooks (e) Others (please specify)
9. I read forminutes per time: (a) 30 minutes or above (b) 15-30minutes (c) Less than 15minutes
10. I read: (a) For entertainment (b) To learn new words (c) To pass exams (d) To update myself
11. I think the use of alcohol, cigarette and other substances by teenagers is: (a) Okay (b) Bad (c) It depends
12. Teenagers take alcohol/cigarette because: (a) Their parents take it (b) Their friends take it (c) Celebrities take it (d) They like it
13. People who take alcohol or smoke are likely to develop liver/lung diseases: (a) Yes (b) No (c) I don't know
14. I think it is okay for teenagers to date: (a) Yes (b) No
15. Marriage under 18 years is wrong (a) Yes (b) No (c) It depends
16. HIV, Hepatitis, Gonorrhea and Syphilis are sexually transmitted diseases: (a) Yes (b) No (c) I don't know
17. A teenager or pre-teenager cannot be pregnant during first time sex (a) Yes (b) No
18. influences my decisions the most? (a) Friends (b) Parents (d) Religious leaders (e) Teachers
19. What is the full name of your role model and why do you choose the person?
.....
.....

TEENAGE NEEDS ASSESSMENT SURVEY QUESTIONNAIRE (TNASQ)

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Name of School: -----

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Kindly tick your answers in the boxes provided below:

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5. After school: (a) I hawk/sell things at the market (b) I go home to rest (c) I do extra lesson

DEMYSTIFY MENSTRUATION FOCUS GROUP DISCUSSION LINE OF INQUIRY

DATE: 11TH FEBRUARY, 2020

- How old were you when you had your first menstruation?
- Has anyone ever talked to you about menstruation before then?
- Describe your feeling at your first menstruation (Happy, Scared, Dream come true, Indifferent, Ashamed)?
- Has anyone ever talked to you about menstruation?
- Who was the first person that ever spoke to you about menstruation?
- How did the talk make you feel (Tensed, Ease, and Indifferent)?
- What would you like to know about menstruation or change about menstruating?
- How do you dispose sanitary pads- do they access to water, toilet?
- What do you think about the use of disposable pads?

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