



“Some adolescents are still in school because of the counselling given to them by the school. Counsellors are critical to school retention”.
- Feola



Gown and Town: Synergy for Enhanced Societal Impact



A Community Engagement Project among Stakeholders in Adolescent Health and Well Being in Ibadan, Oyo State, Nigeria

Teachers' engagement brief

Background

Adolescence (the period from 10 to 19 years) is a time of immense opportunity. It is also a time when some individuals start engaging in health-risk behaviours such as smoking, drinking alcohol and unsafe sexual practices¹. Studies we conducted in Oyo state, Nigeria, revealed that these risky behaviours are more common among older adolescents who are not enrolled in senior secondary school^{2, 3}. In Oyo state, more than half (53%) of adolescents who should be in senior secondary school are not in school; ⁴ even though education is currently free from primary to senior secondary school⁵. These adolescents who are out of school are exposed to the likelihood of engaging in unhealthy practices.

What did we set out to do?

Our team conducted a community engagement project to sensitise stakeholders (adolescents, teachers, private school owners and government) about the importance of senior secondary school enrolment

How did we engage with our key audience?

Teachers and secondary school students reviewed existing research data highlighting the role of senior secondary school enrolment in protecting against unhealthy habits

Groups of teachers came together to draw maps of their immediate community and identified and discussed about issues within these communities that promote or hinder senior secondary school enrolment

In and out-of-school adolescents took photographs of things and activities within their communities that promote or hinder senior secondary school enrolment, discussed their findings and came up with suggestions for improving senior secondary school retention.

What can teachers do to promote senior secondary school retention?

- i. Utilise teaching methods that promote learning
- ii. Be good role models to the students
- iii. Counsel students who have problems and refer students to the school counsellor or school principal as required
- iv. Discuss students' performance with their parents or guardians using avenues such as Parents Teachers Association meetings and open days

Further reading

UNESCO International Bureau of Education. (2010/2011). World Data on Education. 7th Edition, 2010/11. Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Nigeria.pdf on 20 February, 2020

UNICEF. (2012). Progress for Children. A report card on adolescents. Geneva, Switzerland: UNICEF

²Olumide AO. (2017) Unpublished. Prevalence, Predictors and Costs of Health-Risk Behaviours among Adolescents in Oyo State, Nigeria. PhD thesis, University of Ibadan, Nigeria

³Olumide, A. O., et al. 2014. Predictors of substance use among vulnerable adolescents in five cities: findings from the well-being of adolescents in vulnerable environments study. *Journal of Adol. Health* 55.6: S39-S47.

⁴Federal Ministry of Education (2017). Nigeria Education Indicators 2016. . Viewed online at <http://www.nemis.gov.ng/downloads/fold/Nigeria%20Education%20Indicators%202016.pdf> on 10 February, 2020

⁵Editor. Live Times. Why I declared free education in Oyo - Makinde. Nov 10, 2019 Live Times. Viewed online at <https://www.livetimesng.com/why-i-declared-free-education-in-oyo-%E2%80%995-makinde/> on 10 February, 2020

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CONTACT INFORMATION

Adolescent Health Unit, Institute of Child Health, College of Medicine, University of Ibadan and University College Hospital, Ibadan. aoolumide@com.ui.edu.ng; daisyolu@yahoo.co.uk