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ANNEX 1

PROJECT DESIGN MATRIX 1 (Kenya) Ver. 2

Project Title: Strengthening of Mathematics and Science in Secondary Education (SMASSE) in Kenya Phase II
Executing Bodies: Ministry of Education, Science and Technology (MOEST) and Japan International Cooperation Agency (JICA)

Duration: 5 years from 1st July, 2003 to 30th June, 2008

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
(Overall goal) Capability of young Kenyans in Mathematics and Science is upgraded.	Performance in National examinations at secondary level in the National level.	Kenya National Examinations Council SMASSE Project Impact Assessment Survey (SPIAS)	
(Project Purpose) Quality of Mathematics and Science education at secondary level is strengthened in Kenya through In-Service Training (INSET) of teachers.	(1) By the end of the project, the preparedness for lesson innovation index will obtain a mean of more than 3 on the scale of 0 to 4. (2) By the end of the project, the results of lesson observation by ASEI/PDSI checklist and lesson observation instrument will obtain a mean of more than 2 on the scale of 0 to 4“.	SMASSE Project Monitoring and Evaluation reports.	Teachers continue to practice ASEI/PDSI
(Output) 1. A system of training for the District Trainers in Mathematics and Sciences will be strengthened at the National INSET Centre. 2. A system of INSET in Mathematics and Science will be established in the Districts.	1(a) By the end of the project, over 83 Kenyan Academic Staff and 57 non-academic staff at National INSET Centre work for the project. 1(b) By the end of the project, INSET at National INSET Centre is carried out 4 times and trains over 900 district trainers. 1(c) By the end of the project, INSET at National INSET Centre obtain a mean of over 3 on the scale of 0 to 4 in the Quality of INSET Assessment Index through the instruments administered by the project’s Monitoring and Evaluation Task Force. 1(d) By the end of the project, over 14 titles of materials are prepared and more than target number of copies are printed and circulated to people engaged in education 2(a) Every year, over 900 District Trainers and over 480 (115 for phase I and 365 for phase II) administrative staff in the Districts work for the project. 2(b) By the end of the project, INSETs in the Districts are carried out four times and train over 15,000 (3,000 for phase I and 12,000 for phase II) teachers 2(c) By the end of the project, District Trainers in the Districts obtain a mean of over 3 on the scale of 0 to 4 in the	1. SMASSE Project Monitoring and Evaluation reports. 2. SMASSE Project Monitoring and Evaluation reports.	1. Other programs do not adversely affect teachers’ participation. 2. Assistance of MOEST will continue.

<p>3. Role of SMASSE National INSET Centre and District INSET Centres as resource centres will be strengthened.</p>	<p>overall assessment of INSET Building Capacity INDEX of the Project's Monitoring and Evaluation Task Force tools.</p> <p>2(d) By the end of the project, INSETs in the Districts obtain a mean of over 2.5 on the scale of 0 to 4 in the Quality of INSET Assessment Index of the project's Monitoring and Evaluation Task Force tools.</p> <p>3(a) By the end of project, National INSET Centre publishes and distributes more than 10 newsletters.</p> <p>3(b) By the end of project, the Districts prepare and produce INSET-training materials at least once.</p>	<p>3. SMASSE Project records</p>	
<p>(Activities)</p> <p>1-1 To investigate, analyse and evaluate the present situation, problems and needs of Mathematics and Science education at secondary level in the Districts.</p> <p>1-2 To enhance the ability of counterparts in implementation of the Project.</p> <p>1-3 To teach demonstration lessons in selected secondary schools.</p> <p>1-4 To review and develop curricula for INSET on Mathematics and Science.</p> <p>1-5 To develop training materials for the INSET on Mathematics and Science.</p> <p>1-6 To select District Trainers.</p> <p>1-7 To train key trainers for the Districts at the National INSET Centre.</p> <p>1-8 To carry out monitoring and evaluation of the INSET.</p> <p>1-9 To carry out follow-up activities to supplement INSET.</p> <p>1-10 To develop model ASEI lesson plans and other teaching materials which are applicable to local situations in the Districts.</p> <p>1-11 To explore the possibility of adapting ASEI/PDSI to</p>	<p>(INPUTS)</p> <p>1. Kenya side:</p> <ul style="list-style-type: none"> a. Buildings, Offices and other facilities necessary for the project. b. Assignment of Kenyan full-time counterpart personnel at National INSET Centre. c. Assignment of non-academic staff. d. Expenses necessary for the implementation of the Project. e. Expenses for Mathematics and Science teachers to attend INSET at National INSET Centre and in the Districts. <p>2. Japanese side:</p> <ul style="list-style-type: none"> a. Dispatch of long-term experts. b. Dispatch of short-term experts when necessary. c. Training of Kenyan counterpart personnel in Japan. d. Training of Kenyan counterpart personnel in the third countries. e. Provision of equipment. f. Expenses necessary for the implementation of the Project. 		<p>The counterparts at National INSET Centre and key trainers in the Districts will continue to work for the project.</p>

<p>ASEI/PDSI to mathematics and science teachers in TIVET and tutors in PTTC.</p> <p>2-1 To select schools for INSET centres in the Districts.</p> <p>2-2 To improve teaching and learning facilities in Mathematics and Sciences at the District INSET Centres.</p> <p>2-3 To facilitate implementation of the INSET at the Districts INSET Centres.</p> <p>2-4 To organize INSET system management workshops for relevant officials of MOEST and school managers in the Districts.</p> <p>3-1 To publish the Project Newsletter etc. and disseminate relevant information.</p> <p>3-2 To promote and implement Mathematics and Science activities when need arises.</p> <p>3-3 To establish the mechanism to exchange information on subject matters among secondary school teachers when need arises.</p>			<p>Preconditions: All stakeholders do not oppose the project.</p>
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PROJECT DESIGN MATRIX 2 (SMASSE-WECSA) Ver. 2

Project Title: Strengthening of Mathematics and Science in Secondary Education (SMASSE) in Kenya (Phase II): SMASSE-WCSA

Executing Bodies: Ministry of Education, Science and Technology (MOEST) and Japan International Cooperation Agency (JICA)

Duration: 5 years from 1st July, 2003 to 30th June, 2008

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
(Overall goal) Quality of Mathematics and Science Education at secondary level in member countries is strengthened.	Practice of ASEI lessons by mathematics and science teachers in member countries.	Country Reports.	Policy frameworks in member countries are supportive of Mathematics and Science Education.
(Project Purpose) ASEI/PDSI lessons are practiced in teacher training institutions and secondary schools in member countries.	By the end of the project, the results of lesson observation by ASEI/PDSI checklist and lesson observation instrument will obtain a mean of more than 2 on the scale of 0 to 4	SMASSE Project Monitoring and Evaluation Reports.	Teacher training and INSET based on ASEI/PDSI continue.
(Output) 1. Trainers for ASEI/PDSI based INSET will be produced in member countries. 2. SMASSE National INSET Centre will be consolidated as resource centre for Mathematics and Science in Africa. 3. SMASSE National INSET Centre will function as secretariat of SMASSE-WECSA.	1. By the end of project period, 1(a) INSET at the SMASSE INSET Centre is carried out 5 times 1(b) At least 300 participants attend the INSET at the SMASSE INSET Centre 1(c) At least 40 sets of training materials are produced. 1(d) Monitoring and Evaluation tools applicable to member countries are developed and practiced. 2. By the end of the project period, 2(a) ASEI/PDSI prototype lesson plans are developed by the participants from member countries. 2(b) At least 10 newsletters are published. 3. By the end of the project period, 3(a) Regional conferences are held at least 4 times. 3(b) At least 6 Kenyan Academic Staff at National INSET Centre work for the SMASSE-WECSA secretariat. 3(c) At least 30 African countries participate in SMASSE-WECSA.	1(a), (b) & (c) Records at the SMASSE INSET Centre. 1(d) SMASSE Project Monitoring and Evaluation Reports. 2 INSET Reports and Country Reports. 3(a), (b) & (c) Records at the SMASSE INSET Centre.	Training for enhancing ASEI/PDSI lesson continues in member countries.

<p>(Activities)</p> <p>1-1. To investigate, analyse and evaluate the present situation, problems and needs of INSET systems in member countries.</p> <p>1-2. To develop curricula for INSET (regional training in Kenya).</p> <p>1-3. To develop training materials for regional training.</p> <p>1-4. To organise regional training.</p> <p>1-5. To develop monitoring and evaluation instruments adaptable for regional training.</p> <p>1-6. To conduct monitoring and evaluation on the impact of regional training.</p> <p>1-7. To assist to develop INSET curricula for Mathematics and Science in member countries.</p> <p>1-8. To assist to develop of monitoring and evaluation tools for project activities.</p> <p>2-1. To publish newsletters and other publications for disseminating information.</p> <p>2-2 To conduct technical exchange with member countries.</p> <p>2-3 To hold joint workshops with member countries.</p> <p>2-4 To assist to construct sustainable INSET systems in member countries.</p> <p>3-1 To organize SMASSE-WECSA meetings.</p> <p>3-2 To sensitise education Ministries from member countries on ASEI and PDSI approaches in the teaching/learning of Mathematics and Science.</p> <p>3-3 To promote coordinating activities with other donor agencies.</p>	<p>(Input)</p> <p>1. Kenya side:</p> <p>a Buildings, Offices and other facilities necessary for the project.</p> <p>b Assignment of Kenyan full-time counterpart personnel at the SMASSE National INSET Centre.</p> <p>c Assignment of support personnel at the SMASSE National INSET Centre.</p> <p>2. Japanese side:</p> <p>a Training of SMASSE-WECSA Counterpart personnel in Kenya.</p> <p>b Attachment of long-term Japanese experts.</p> <p>c Provision of equipment.</p> <p>d Expenses necessary for the implementation of the Project.</p>		<p>Support and understanding are obtained from member countries to SMASSE-WECSA activities sustain.</p> <p>Pre-condition Member countries have or will have plans of developing Mathematics and Science Education at secondary level.</p>
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Evaluation Grid: Strengthening of Mathematics and Science in Secondary Education (SMASSE) in Kenya Phase II Mid-term Evaluation

Evaluation Questions: Achievements of the Project and Implementation Process (Kenya)

Evaluation Items	Necessary Information and Data	Findings of the study
Achievements of Overall-goal		
<p>[Overall goal] Capability of young Kenyans in Mathematics and Science is upgraded.</p> <p>[Indicator] Performance in National Examinations at secondary level in the District.</p>	<ul style="list-style-type: none"> • Performance in National examinations at secondary level in the District. • Improvement of performance in National examinations by district. 	<ul style="list-style-type: none"> • Indicator should be modified as "Performance of Mathematics and Science in National Examinations improves", because of the following reasons: <ul style="list-style-type: none"> ➢ It should be compared by national level, not only district level. ➢ National Examinations depends on the difficulty of the test each year, and therefore are not appropriate to use in a short period of time. • Achievements test results of the 2nd year students tend to be in good harmony with results of National Examination results of graduates of the same school. SPIAS can be relied on to reflect the impact of INSET as illustrated in Chapter 2 of Information and Data for Mid-term Evaluation (M&E October 2005). • Impact of ASEI/PDSI on students' learning is being realized as observed through increased participation in lessons.
Achievements of Project Purposes		
<p>[Project Purpose] Quality of Mathematics and Science education at secondary level is strengthened in Kenya through In-Service Training (INSET) of teachers.</p> <p>[Indicator] By the end of the project, the lesson innovation index will obtain more than 50% improvement through the administration of the instruments formulated by the project's Monitoring and Evaluation Task Force.</p>	<ul style="list-style-type: none"> • Prospect of 50% improvement on the national figure of the lesson innovation index. 	<ul style="list-style-type: none"> • Quality of mathematics and science in terms of lesson Innovation Index and learning attainment has been improving with time as illustrated in Chapter 2 of M&E October 2005. <ul style="list-style-type: none"> ➢ The mean for overall assessment of preparedness for lesson Innovation Index was 3.3 on 0 to 4 scale. ➢ Quality of lessons verified by ASEI/PDSI checklist and lesson observation instrument improved substantially as illustrated in Chapter 2 of M&E October 2005. • INSET attendance at the National level and district level is very high. • INSET is institutionalized and regularized. • Indicator should be clarified as follows: <ul style="list-style-type: none"> ➢ By the end of the project period, lesson innovation index will obtain mean of more than 3.0 on the scale of 0 to 4. ➢ By the end of the project period, the results of lesson observation by ASEI/PDSI checklist will obtain mean of more than 2.0 on the scale of 0 to 4.



Achievements of Project Outputs		
<p>[Output] 1. A system of training for the District trainers in Mathematics and Sciences will be strengthened at the National INSET Centre.</p> <p>[Indicator] By the end of the project: 1-1 Over 61 Kenyan Academic Staff and over 12 Administrative Personnel at National INSET Centre work for the project. 1-2 INSET at National INSET Centre is carried out 4 times and trains over 900 district trainers. 1-3 INSET at National INSET Centre obtain mean of over 3 on the scale of 0 to 4 in the Quality of INSET Assessment Index through the instruments administered by the project's Monitoring and Evaluation Task Force. 1-4 Over 14 titles of materials are prepared and more than target number of copies are printed and circulated to people engaged in education</p>	<p>1-1 The number of Academic staff and Administrative staff working for the project.</p> <p>1-2 The number of implementation of INSET and participants.</p> <p>1-3 Status of the Quality of INSET Assessment Index.</p> <p>1-4 Status of preparation, production and circulation of the training materials.</p>	<p>1-1 The establishment of Kenyan academic staff is 61 but 54 are currently in place. Whereas for non-academic staff establishment is 57 and 14 are currently in place with an additional 11 on contract.</p> <p>1-2 There is in a place four INSET syllabi/curricula developed on the bases of baseline findings that put an emphasis on Lesson Innovation in Mathematics and Science classrooms. Two cycles of National INSET have been conducted as planned and trained 900 and 981 district trainers in 2004 and 2005.</p> <p>1-3 INSET at National INSET Centre obtained mean rating of 3.4 in 2004 and 3.5 in 2005 in the Quality of INSET Assessment Index.</p> <p>1-4 Over 18 titles of educational materials and manuals have been prepared and 1,000 copies of each material have been printed and circulated.</p> <p>Other achievements in relation with Output 1 are as follows.</p> <ul style="list-style-type: none"> • One Stakeholders Workshop was conducted at KSTC for sensitization on efficient and effective INSET management. • The National Staff conducted INSET for Quality Assurance and Standard Officers (178 in 2004 and 60 in 2005). • The National Staff conducted INSET for principals (253 in 2004 and 204 in 2005). • The Monitoring and Evaluation Task Force (M&ETF) developed locally adaptable monitoring and evaluation tools. Using them, the Task Force has been working to examine the effectiveness of INSET at all levels. • "Administrative staff" in indicator of 1-1 should be modified as "non-academic staff".
<p>[Output] 2. A system of INSET in Mathematics and Science will be established in the</p>	<p>2-1 The number of the district trainers and administrative staff in the Districts working</p>	<p>2-1 1,230 trainers and 384 administrative personnel have worked for district INSET program in 2005, 2-2 Two cycles of District INSET have been conducted as planned and trained 16,362 teachers (3,671 in districts of Phase 1 and 12,691 new districts) in 2004 and 16,295 teachers (3,411 in districts of Phase 1 and 12,884 in new districts) in 2005.</p>

<p>Districts. [Indicator]</p> <p>2-1 Every year, over 900 District Trainers and over 200 administrative staff in the Districts work for the project.</p> <p>2-2 By the end of the project, INSETs in the Districts are carried out four times and train over 10,000 teachers</p> <p>2-3 By the end of the project, District Trainers in the Districts obtain mean of over 3 on the scale of 0 to 4 in the overall assessment of INSET Capacity Building INDEX of the Project's Monitoring and Evaluation Task Force tools.</p> <p>2-4 By the end of the project, INSETs in the Districts obtain mean of over 2.5 on the scale of 0 to 4 in the Quality of INSET Assessment Index of the project's Monitoring and Evaluation Task Force tools.</p>	<p>for the project.</p> <p>2-2 The number of INSETs and participants.</p> <p>2-3 The value of the INSET Capacity Building index among the district trainers.</p> <p>2-4 The value of the Quality of INSET Assessment Index in the District INSET.</p>	<p>2-3 District trainers' capacity building index evaluated by the M&ETF is as follows.</p> <ul style="list-style-type: none"> • General ability of district trainer on the scale of 0 to 4: 2.0 in 2004 and 2.3 in 2005; • Quality of facilitation of district trainer on the scale of 0 to 4: 2.1 in 2004 and 2.4 in 2005. <p>2-4 The overall mean score for quality of District INSET is 3.3.</p> <p>Other achievements in relation with Output 2 are as follows.</p> <ul style="list-style-type: none"> • SMASSE District Planning Committees (DPC) are in place in all SMASSE Districts in Kenya. • Capacity in INSET management by DPC has been strengthened and prevented any disturbances in a large scale. • Collection of SMASSE fund has been improved in most districts. Total amount provided by SMASSE fund in 2005 was KES 80,355,437.
<p>[Output]</p> <p>3. Role of SMASSE National INSET Centre and District INSET Centres as resource centres will be strengthened.</p> <p>[Indicator]</p>	<p>3-1 The number of newsletters published and distributed.</p> <p>3-2 The number of training materials independently prepared and produced in the Districts.</p>	<p>3-1 The National INSET Centre has published four newsletters, twice a year and sends them to all the schools in the republic.</p> <p>3-2 In some district, District Trainers have developed some training materials independently. The district trainers have undergone training on how to prepare training materials during the past two cycles.</p> <p>Other achievements in relation with Out put 3 are as follows.</p> <ul style="list-style-type: none"> • Necessary equipment was supplied to the districts without delay. • The Project has established 96 District INSET Centres (73 in Phase 2 and 23 in Phase 1). Based on

INSET curriculum, each centre has been equipped with teaching and learning materials in mathematics and science subjects as illustrated in chapter 13 of M&E October 2005.

3-1 By the end of project, National INSET Centre publishes and distributes more than 10 newsletters.
 3-2 By the end of project, the Districts prepare and produce INSET-training materials at least once.

Attainment of Important Assumptions

- 1 Teachers' union does not oppose the project.
- 2 The counterparts at National INSET Centre and key trainers in the Districts will continue to work for the project.
- 3 Other programs do not adversely affect teachers' participation.
- 4 Teachers continue to practice ASEI/PDSI.

- 1 Opposition from teachers' union.
- 2 Inhibiting factors against C/P and the District trainers working for the project.
- 3 Participation in the project from other programs.
- 4 Inhibiting factors against continuation of teacher's practice of ASEI/PDSI lessons.
- 5 Impact of other external factors.

- (-) There was some opposition from teachers' union in several districts with regard teachers attending District INSET during school holidays without monetary incentives. However majority of teachers have supported INSET and the opposing movement did not get serious.
- (-) A few teachers were reluctant to attend District INSET during the school holiday due to lack of monetary incentives. However, it is now a government policy that all science and mathematics are to attend INSET from 2004.
- Turn over of counterparts and District Trainers has been in a small scale.
- No disturbance from other program was observed so far.

Results of Inputs

Inputs by the Kenyan side

- Achievements of the following inputs:
- Buildings, Offices and other facilities necessary for the project.
 - Assignment of Kenyan full-time counterpart personnel.

- Buildings and facilities have been allocated by Kenyan side in a timely manner, and in general have been maintained appropriately.
- Counterpart personnel and non-academic personnel have been appropriately assigned and the turnover has been in a small scale.
- Local cost has been met by Kenya Government in a timely manner. The project did not face serious problems arising from shortage of local funds.
- Kenyan budget expenditure for SMASSE project amounts to KES 40,000,000 from GOK, and KES 80,355,437 from SMASSE Fund at district level; comprising almost 68% of total expenditure.

	<p>at the National INSET Centre.</p> <ul style="list-style-type: none"> • Assignment of administrative personnel for project management. • Expense necessary for the implementation of the Project. • Expenses for Mathematics and Science teachers to attend INSET at National INSET Centre and in the Districts. 	<ul style="list-style-type: none"> • Six long-term and two short-term experts have been dispatched and implemented technical cooperation as planned. • 44 counterparts have had training in Japan and 40 counterparts have had trained in the Philippines. • All the machines and equipment have been provided to the project in a timely manner as planned. Project team has taken inventory of all equipment provided including those provided to District INSET Centres. • Japanese budget expenditure for operational cost for INSET in 2005 amounts to KES57,979,656 comprising almost 32% of total expenditure.
<p>Inputs by the Japanese side</p>	<p>Achievements of the following inputs:</p> <ul style="list-style-type: none"> • Dispatch of long-term experts. • Dispatch of short-term experts when necessary. • Training of Kenyan counterpart personnel in Japan. • Training of Kenyan counterpart personnel in a third country. • Provision of equipment. • Expenses necessary for the implementation of the Project. 	
<p>Appropriateness of Implementation Process</p>		
<p>Project management structure</p>	<ul style="list-style-type: none"> • Appropriateness of the project • Project team has demonstrated appropriate management of unexpected events, such as opposition of teachers to INSET in some districts. The team made a report of the situation for action by 	

INSET



		management structure. • Ways of handling problems.	MoEST.
Implementation of activities		<ul style="list-style-type: none"> • Planned and implemented activities of PDM. 	<ul style="list-style-type: none"> • All activities originally planned and additional activities are being implemented.
Communication among the stakeholders in the project		<ul style="list-style-type: none"> • Appropriateness of the Communication. • Ways of handling problems. 	<ul style="list-style-type: none"> • Communication among members of the Project has been adequate.
Monitoring and evaluation process		<ul style="list-style-type: none"> • Development of monitoring evaluation tools and results. 	<ul style="list-style-type: none"> • Monitoring and evaluation process has been quite appropriate in general. • Several kinds of monitoring and evaluation instruments has been developed by M&ETF and are being utilized.
Ownership		<ul style="list-style-type: none"> • Establishment of ownership by MoEST and the National INSET Centre. • Division of roles in implementation of the INSET. • Expense distribution in implementation of the project. 	<ul style="list-style-type: none"> • INSET system is institutionalized and regularized nationwide. • Expenditure from GOK is more than stipulated in bilateral agreement therefore ownership by MoEST is quite high. • Stakeholders in national and district levels work in harmony.
Method of technical cooperation		<ul style="list-style-type: none"> • Appropriateness of technical cooperation. 	<ul style="list-style-type: none"> • Japanese and Kenyan counterparts have had mutual collaboration in execution of project activities.

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Evaluation Questions: Achievements of the Project and Implementation Process (SMASSE-WECSA)

Evaluation Items		Necessary Information and Data		Findings of the Study
Achievements of Overall-goal				
[Overall goal] Quality of Mathematics and Science Education at secondary level in member countries is strengthened.		Practice of ASEI/PDSI lessons by member countries.	<ul style="list-style-type: none"> Positive effect of INSET on attitude of participants toward promoting quality of teaching and learning has been observed as illustrated in Chapter 9 of M&E October 2005. ASEI/PDSI lessons were well accepted by participants in the Third Country Training giving positive impression that member countries adapt ASEI/PDSI lessons. The number of countries which have shown interest to join SMASSE-WECSA Association is increasing. 	
[Indicator] Practice of ASEI/PDSI lessons by mathematics and science teachers in member countries.				
Achievements of Project Purposes				
[Project Purpose] ASEI/PDSI lessons are practiced in teacher training institutions and secondary schools in SMASSE-WECSA member countries.		Frequency of ASEI/PDSI lessons for mathematics and science teachers in member countries.	<ul style="list-style-type: none"> Student participation in the process of learning is improving as illustrated in Chapter 9 of M&E October 2005. Impact evaluation has been conducted in Malawi, Zambia, Rwanda and Zimbabwe between May and July 2005, using questionnaire for extent of student participation in lesson, ASEI/PDSI Checklist and Lesson Observation Instrument. The ability of trained teachers to practice ASEI/PDSI method is higher than for non-trained teachers. Trained teachers scored mean of 1.9 and non-trained 1.0 on the scale of 0 to 4, as illustrated in Chapter 9 of M&E October 2005. 	
[Indicator] By the end of the project period, ability of educators from member countries to practice ASEI/PDSI methods of teaching improves.				
Achievements of Project Outputs				
[Output] 1. Trainers for ASEI/PDSI based INSET will be produced in member countries.		1-1 The number of INSETs 1-2 The number of participants in the INSET 1-3 The number of	<ul style="list-style-type: none"> 1-1 Third Country Training has been carried out two times in 2004. The third will be held in November 2005. 1-2 The total members of participants were 127 from 18 countries (Botswana, Burundi, Ethiopia, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Niger, Nigeria, Rwanda, Senegal, Seychelles, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe) 1-3 Over 35 titles of workshop manuals and training materials have been prepared. 	
[Indicator]				

<p>By the end of project period:</p> <p>1-1 INSET at the SMASSE INSET Centre is carried out 5 times</p> <p>1-2 At least 150 participants attend the INSET at the SMASSE INSET Centre</p> <p>1-3 At least 40 sets of training materials are produced.</p> <p>1-4 Monitoring and evaluation tools applicable to member countries are developed and practiced.</p>	<p>education materials prepared for training</p> <p>1-4 Development of evaluation tools for monitoring</p>	<p>1-4 ASEI/PDSI Checklist, Lesson Observation Instrument and Questionnaire for extent of student participation in lesson have been tested and proved to be effective for monitoring and evaluations in member countries.</p>
<p>[Output]</p> <p>2 SMASSE National INSET Centre will be consolidated as resource centre for Mathematics and Science in Africa.</p> <p>[Indicator]</p> <p>By the end of the project period:</p> <p>2-1 ASEI/PDSI prototype lesson plans are developed by the participants from member countries.</p> <p>2-2 At least 10 newsletters are published.</p>	<p>2-1 Status of development of ASEI/PDSI prototype lesson plans.</p> <p>2-2 Status of publication of News letters</p>	<p>2-1 During training the participants from member countries developed 104 ASEI/PDSI lessons plans.</p> <p>2-2 (-)No newsletter has been published</p>
<p>[Output]</p> <p>3 SMASSE National INSET Centre will function as secretariat of SMASSE-WECSA.</p> <p>[Indicator]</p> <p>By the end of the project</p>	<p>3-1 The number of SMASSE-WECSA general meeting</p> <p>3-2 The number of Kenyan C/Ps who work for the SMASSE WECSA</p>	<p>3-1 Three regional conferences have so far been held between 2003 and 2005. The conferences have been held under the theme "Enhancing classroom activities for quality teaching and learning of mathematics and science in Africa."</p> <p>3-2 There is not particular secretariat for SMASSE-WECSA activities so far, instead, all members of National INSET Centre implement SMASSE-WECSA activities.</p> <p>3-3 29 countries (Benin, Botswana, Burkina Faso, Burundi, Cameroon, Congo (Brazzaville), Cote D'Ivoire, Egypt, Ethiopia, Ghana, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique,</p>

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<p>period: 3-1 Regional conferences are held at least 4 times. 3-2 At least 6 Kenyan Academic Staff at National INSET Centre work for the SMASSE WECSA secretariat. 3-3 At least 14 African countries participate in SMASSE WECSA.</p>	<p>3-3 The number of countries participating in SMASSE WECSA.</p>	<p>Namibia, Niger, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia, (Zanzibar) and Zimbabwe) have participated in SMASSE-WECSA activities.</p> <ul style="list-style-type: none"> • Other achievement in relation with Output 3 is that 17 sensitization workshops were organized and conducted for member countries.
<p>Attainment of Important Assumptions</p>		
<p>1 Member countries have or will have plans of strengthening mathematics and Science education at secondary level. 2 Support and understanding are obtained from member countries to SMASSE-WECSA activities. 3 Training for enhancing ASEI/PDSI lesson continues in member countries. 4 Teacher training and INSET based on ASEI/PDSI continue. 5 Policy frameworks in member countries are supportive of Mathematics and Science Education.</p>	<p>1 Policy frameworks regarding education in member countries support Mathematics and Science Education. 2 Continuation of teacher training and INSET based on ASEI/PDSI. 3 Implementation of ASEI/PDSI lessons. 4 Continuation of ASEI/PDSI lessons. 5 Impact of other external factors.</p>	<ul style="list-style-type: none"> • Every member country has plan of strengthening mathematics and science education. • SMASSE-WECSA secretariat is coordinating activities for the following 28 member countries: Benin, Botswana, Burkina Faso, Burundi, Cameroon, Congo (Brazzaville), Cote D'Ivoire, Egypt, Ethiopia, Ghana, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia, (Zanzibar), Zimbabwe.
<p>Results of Inputs</p>		

Inputs by the Kenyan side	<p>Achievements of the following inputs:</p> <ul style="list-style-type: none"> • Provision of office space and facilities for the project • Allocation of full-time Kenyan counterpart at the National INSET Centre • Allocation of personnel for administrative support at the SMASSE National INSET Centre 	<ul style="list-style-type: none"> • Buildings and facilities have been allocated by Kenyan side in a timely manner, and in general have been maintained appropriately. • Counterpart personnel and non-academic personnel have been appropriately assigned and the turnover has been in a small scale.
Inputs by the Japanese side	<p>Achievements of the following inputs:</p> <ul style="list-style-type: none"> • Implementation of INSET for member countries in Kenya. • Dispatch of long-term experts. • Provision of machinery and equipment. • Expense necessary for the implementation of the project. 	<ul style="list-style-type: none"> • Six long-term and two short-term experts have been dispatched and implemented technical cooperation as planned. • Japanese budget expenditure for operation cost for SMASSE-WECESA project amounts to KES 5,551,240 in 2003, KES 18,782,082 in 2004 and KES 24,028,344 in 2005.
Appropriateness of Implementation Process		
Project management structure	<ul style="list-style-type: none"> • Appropriateness of the project management structure • Ways of handling problems 	<ul style="list-style-type: none"> • Project team has demonstrated appropriate management of unexpected events.
Implementation of activities	<ul style="list-style-type: none"> • Planned and implemented activities of PDM 	<ul style="list-style-type: none"> • Almost activities originally planned and additional activities are being implemented.

Communication among the actors in the project	<ul style="list-style-type: none"> • Appropriateness of the Communication among the actors • Ways of handling problems 	<ul style="list-style-type: none"> • Communication among members of the Project has been adequate. • The Project communicated with NEPAD and ADEA to strengthen networking.
Monitoring process	<ul style="list-style-type: none"> • Development of monitoring tools and results of monitoring 	<ul style="list-style-type: none"> • Monitoring and evaluation process has been quite appropriate in general. • Several kinds of Monitoring and Evaluation instruments has been developed by M&ETF and are being utilized. • SACMEQ has signed a Memorandum of Understanding (MOU) with SMASSE-WECSA on monitoring learning achievement.
Ownership	<ul style="list-style-type: none"> • Establishment of ownership by member countries. 	<ul style="list-style-type: none"> • Third Country Training is regularized with agreement of 18 countries and the number of countries is expected to increase, showing that ownership by member countries is increasing with time.
Method of technical cooperation	<ul style="list-style-type: none"> • Appropriateness of technical cooperation. 	<ul style="list-style-type: none"> • Japanese and Kenyan counterparts have had mutual collaboration in execution of project activities.

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Evaluation Questions: Relevance

Evaluation Items	Necessary Information and Data	Findings of the Study
Relevance to the government policies	<ul style="list-style-type: none"> Relevance between Overall-goal/Project purpose and National development plan, National development plan on education and other related policies 	<ul style="list-style-type: none"> GOK, in its Economic Recovery Strategy (ERS), identified four pillars, one of them being quality education. Within the context of poverty reduction and economic growth, education is seen not only as welfare indicator but also as a key determinant of earnings and, therefore, an important exit route from poverty. The MoEST, through the Sessional Paper No.1 of 2005, states that secondary education is characterized by poor performance in national examinations especially in core subjects such as mathematics and science. The MoEST, through the Sessional Paper above mentioned, states a policy to enhance in-service teachers training to improve the teaching of these subjects by upgrading the Centre for Mathematics, Science and Technology Education in Africa (CEMASTE/A). In August 2004, SMASSE-WECESA was approached by NEPAD to become NEPAD's flagship project in mathematics and science education in Africa. In November 2004, SMASSE-WECESA was granted a Working Group status on mathematics and science education in Sub Sahara Africa by ADEA.
Relevance to the needs of target groups	<ul style="list-style-type: none"> Sense of need for the project among teachers and students 	<ul style="list-style-type: none"> The number of mathematics and science teachers attending INSET is large, despite the fact that no allowance is given during the training. It therefore means that teachers find the INSET relevant to their work. The financing of district INSET is from existing school fees. The funds are increasing significantly, indicating that stakeholders feel the INSET being offered is relevant. Other stakeholders at secondary sub sector, such as DEOs, Quality Assurance and Standards Officers, Principals and Pre-service lectures, are attending SMASSE workshops and INSET indicating that the project activities are relevant. Level of satisfaction of SMASSE-WECESA participants from member countries is high.
Relevance to the Japanese ODA policies	<ul style="list-style-type: none"> Relevance between Overall-goal and Japanese Country Aid policies 	<ul style="list-style-type: none"> Enhancing basic education in developing countries is one of the major policies of Japanese Government, as addressed in BEGIN (Basic Education for Growth Initiative). In Tokyo International Conference for African Development (TICAD II in 1998 and TICAD III in 2003), Japanese Government emphasized the importance of basic education. The Japanese Government registered "Capacity Development for Mathematics and Science Education for the African Region" under type-2 partnership initiatives during the Johannesburg 2002

Evaluation Questions: Effectiveness

Evaluation Items	Necessary Information and Data	Findings of the Study
Achievements of Project Purpose		
<p>[Kenya] Quality of Mathematics and Science education at secondary level is strengthened in Kenya through In-Service Training (INSET) of teachers. [SMASSE-WECSA] ASEI/PDSI lessons are practiced in teacher training institutions and secondary schools in member countries.</p>	<ul style="list-style-type: none"> • General achievements of Project Purpose 	<p>[Kenya]</p> <ul style="list-style-type: none"> • There are several findings showing quality of mathematics and science education at secondary level in Kenya is being strengthening [SMASSE-WECSA] • Quality of mathematics and science in terms of lessons innovation index and learning attainment has been improving with time.
<p>Contribution of Outputs for Project Purpose</p>	<ul style="list-style-type: none"> • Appropriateness of outputs for achieving the Project Purpose • Important assumptions 	<p>[Kenya]</p> <ul style="list-style-type: none"> • The three project outputs have been successfully produced and contributed to attainment of the Project Purpose. [SMASSE-WECSA] • The three project outputs have been successfully produced and contributed to attainment of the Project Purpose.
<p>Contributing factors for the achievements of the Project Purpose</p>	<ul style="list-style-type: none"> • Operation unit • Financial sources • C/Ps and trainees • Government commitment • C/P's job 	<ul style="list-style-type: none"> • Strong ownership of Kenya Government has supported the project achievements, because the Project approaches are highly relevant to the Kenyan Government policies. • Sound management by both Kenyan and Japanese Project team has adequately dealt with limiting factors. • Tailor-made monitoring and evaluation instruments were developed by M&ETF. These instruments were appropriately utilized and findings used to improve continuously to improve the project activities.

	<p>turnover rate and turnover reasons</p> <ul style="list-style-type: none"> Gaps between needs and provided services
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Evaluation Questions: Efficiency

Evaluation Items	Necessary Information and Data	Findings of the Study
Efficiency of Outputs		
Appropriateness of activities for achieving Outputs	<ul style="list-style-type: none"> General achievements of outputs. Implementation of activities. Important assumptions. 	<ul style="list-style-type: none"> Plan of activities and budget has been formulated and executed appropriately in general. Management system has been established and has functioned appropriately.
Appropriateness of quality, quantity and timing of inputs		
Experts	<ul style="list-style-type: none"> Number. Expertise. Duration of dispatch. Timing of dispatch. 	<ul style="list-style-type: none"> Appropriate number of Japanese long-term and short-term counterparts with relevant expertise has been dispatched in a timely manner.
Machinery and equipment	<ul style="list-style-type: none"> Categories. Amount. Timing of installation. 	<ul style="list-style-type: none"> Most machines and equipment have been procured locally and provided in a timely manner. Project management has developed systematic maintenance procedures for machinery and equipment.
Counterparts allocation	<ul style="list-style-type: none"> Number. Ability. 	<ul style="list-style-type: none"> Number of Kenyan academic and non-academic staff has been kept at reasonable levels in general.
Building and facilities	<ul style="list-style-type: none"> Quality. Scale. Convenience. Current condition. 	<ul style="list-style-type: none"> Buildings and facilities have been provided by Kenya Government in a timely manner, and in general have been appropriately maintained. Japanese Government supported the renovation of facilities of CEMASTEVA in a timely manner.
Local costs	<ul style="list-style-type: none"> Amount. Contents of local cost burden. Timing. 	<ul style="list-style-type: none"> Sufficient funds have been allocated by the Kenya Government to cover local cost.

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Training overseas	<ul style="list-style-type: none"> • Duration of dispatch. • Timing of dispatch. 	<ul style="list-style-type: none"> • Training courses in Japan and the Philippines have been well planned and carried out regularly. The contents and length of stay have been appropriate in general.
Contribution to the Efficiency of Project Support System		
Roles of the Joint Coordination Committee (JCC)	<ul style="list-style-type: none"> • Activities. • Member of Committee. • Discussion topics and advices. • Frequency of meeting. • Relation with the project. 	<ul style="list-style-type: none"> • Member of Joint Coordination Committee provided guidance from time to time.

Evaluation Questions: Impacts

Evaluation Items	Necessary Information and Data	Findings of the Study
Impacts		
[Kenya] Capability of young Kenyans in Mathematics and Science is upgraded. [SMASSE-WECESA] Quality of Mathematics and Science Education at secondary level in member countries is strengthened.	<ul style="list-style-type: none"> • Actual and expected achievements of Over-all Goal. 	<ul style="list-style-type: none"> • Performance of mathematics and science in National Examinations is expected to improve in a long run. • Good quality trainers for ASEI/PDSI for member countries have been trained.
Contribution of achievements of Project Purpose for Over-all Goal	<ul style="list-style-type: none"> • Appropriateness of achievements of Project Purpose for contributing to the Overall-goal. • Conditions of Important assumptions to contributing to the Overall-goal. 	<ul style="list-style-type: none"> • Project Purpose is being achieved and contributes to positive factors to attain Over-all Goal. Achievement of the Project Purpose is mainly due to improved INSET in mathematics and science in secondary schools.
Other impacts	<ul style="list-style-type: none"> • Positive and negative impacts of the project on the secondary 	[Kenya: Positive Factors] <ul style="list-style-type: none"> • The attitude of teachers who have attended INSET is steadily changing to positive towards the teaching profession and subjects they teach as illustrated in Chapter 2 of M&E October 2005.

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<p>school principals' union in Kenya.</p> <ul style="list-style-type: none"> • Positive and negative impacts of the project on neighboring countries. 	<ul style="list-style-type: none"> • Majority of trained teachers are accepting the INSET and use of ASEI/PDSI. • Capacity of District Planning Committees to implement SMASSE activities has increased. • Impact of ASEI/PDSI on students is being realized as observed through increased participation in lessons. • Phase 1 districts continue with INSET activities. • Apart from mathematics and science education, school management is improving in terms of teaching and learning environment through SMASSE sensitization. • At secondary level, teachers of other subjects (Languages, Arts and Technical) are asking to be included in the program. In some schools, they have formed "SALTS" (Strengthening of Arts, Languages and Technical Subjects). • Demand for ASEI/PDSI based training by pre-service institutions arose. Pre-service institutions like KSTC and Kagumo Teachers' Training College started ASEI/PDSI based INSET and similar demand has also arisen from Primary Teachers' Training Colleges. • Institutes of Science and Technology have shown interest in INSET activities. • Other donors and organizations are keen on SMASSE approach. <p>[Kenya: Negative Impacts]</p> <ul style="list-style-type: none"> ➤ (-) Impact is not the same in all schools because of the differences in school conditions and preparedness of teachers. ➤ (-) A few teachers were reluctant to attend INSET during the school holiday due to lack of monetary incentives. However, it is now a government policy that all teachers of Mathematics and Science are to attend INSET from 2004. ➤ (-) Mathematics and science teachers feel less free time compared with other teachers. Because INSET during school holidays is regularized. ➤ (-) Some teachers claim ASEI/PDSI approach needs more time to prepare and conduct each lesson. <p>[SMASSE-WECSA: Positive Impacts]</p> <ul style="list-style-type: none"> • Positive INSET effect on attitude change of participants toward promoting quality of teaching and learning has been observed. • ASEI/PDSI lessons were well accepted by participants in the Third Country Training. • Number of countries which have shown interest to join SMASSE-WECSA Association is increasing. • Six countries have started similar projects. • SMASSE-WECSA Association was given a working group status by ADEA on mathematics and science Education in Sub-Sahara Africa in November 2004. • Collaboration with NEPAD, ADEA and SACMEQ is ongoing. • Use of SMASSE project staff as Third Country Experts. • Specialized country focused trainings are being organized and conducted.
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	[SMASSE-WECSA: Negative Impacts] • No negative impact has observed.
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Evaluation Questions: Sustainability

Evaluation Items	Necessary Information and Data	Findings of the Study
Organizational Aspects		
Roles of the National INSET Centre in future	<ul style="list-style-type: none"> • Policies for the National INSET Centre. • Future concept of the National INSET Centre as regional/ international training center and its plan. 	<p>[Kenya]</p> <ul style="list-style-type: none"> • SMASSE Project activities are within the existing GOK policy framework as contained in various policy documents. It is evident that SMASSE will continue benefiting from policy support by MoEST. <p>[SMASSE-WECSA]</p> <ul style="list-style-type: none"> • It is observed the GOK has full commitment to support SMASSE-WECSA activities in member countries..
Operation and management system	<ul style="list-style-type: none"> • Organization profile. • Training planning systems. • Securing of staff and C/P. 	<p>[Kenya]</p> <ul style="list-style-type: none"> • At the National level, the establishment is in place with 54 full time academic staff and 14 non-academic staff. CEMASTEIA is now fully operational despite limitation in its capacity of facilities. • At the district level, there are 96 established District INSET Centres in the country. These Centres are manned by at least 12 District Trainers per centre. • Replacement of District Trainers who leave the project because of natural attrition, transfer, etc. is usually through recruitment of competent teachers. • The newly identified trainers are trained at national level to maintain the human resources at the districts. • The management of District Trainer is done by DPC in collaboration with the National Office. <p>[SMASSE-WECSA]</p> <ul style="list-style-type: none"> • All SMASSE Kenya staff work for SMASSE-WECSA.
Financial Aspects		
Budget allocation by the Kenyan Government	<ul style="list-style-type: none"> • SMASSE's financial conditions. 	<ul style="list-style-type: none"> • The funds on recurrent estimate between 2003 and 2005 have been actualized through timely disbursement to enhance sustainability. • The INSET budget for the future is already factored in the Kenya Education Sector Support Programme (KESSP). • The system of collection of District SMASSE Funds has been fully established in all districts. • Because of close guidance and supervision by the National Office, District Planning Committee's capacity on the financial management has been generally strengthened. <p>➤ (-) There are some discrepancies on the fund collection among districts due to economic variations</p>

	<p>which are beyond SMASSE's control.</p> <p>➤ (-) JICA is actually financing most part of the operation cost for WECSA activities.</p>	
<p>Technical Aspects</p> <p>Progress of technical cooperation</p>	<ul style="list-style-type: none"> • The pilot districts have continued to conduct INSET on their own, indicating technical sustainability is assured in certain extent. ➤ (-) However the quality of teaching and learning process requires continuous improvement through INSET in the district. 	<ul style="list-style-type: none"> • Capacity of planning, implementing and evaluating training courses.
<p>Social, Cultural and Environmental Aspects</p> <p>Consideration for social, cultural and environmental aspects</p>	<ul style="list-style-type: none"> • There have not been limiting factors arising from lack of consideration for gender, poverty and vulnerable groups. 	<ul style="list-style-type: none"> • Limiting factors by lack of consideration for gender, poverty and vulnerable groups. • Limiting factors by lack of environmental consideration.

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Plan of Operation for the Whole Period 1 (Kenya)

Name: Strengthening of Mathematics and Science in Secondary Education Project, Phase II
 Project Purpose: Quality of Mathematics and Science education at secondary level is strengthened in Kenya through In-Service Training (INSET) of teachers.

Output	Activities	Target	2003		2004		2005		2006		2007		2008		Responsible Person in Project Team
			I	II	III	IV	I	II	III	IV	I	II	III	IV	
1. A system of training for the District trainers in Mathematics and Science will be strengthened at the National INSET Centre.	1) To investigate, analyse and evaluate the present situation, problems and needs of Mathematics and Science education at secondary level in the Districts.	More than 1 reports are published and distributed. However, this is a continuous process.													Head of National INSET Centre
	2) To enhance the ability of counterparts in implementation of the Project	Each academic department produces more than 1 reports. However, this is a continuous process.													Head of National INSET Centre
	3) To teach demonstration lessons in selected secondary schools.	National INSET Centre obtain mean of over 3 on the scale of 0 to 4 in the Quality of INSET Assessment Index.													Head of National INSET Centre
	4) To review and develop curricula for INSET on Mathematics and Science.	Each academic department produces syllabi / curricula for INSET.													Head of National INSET Centre
	5) To develop training materials for the INSET on Mathematics and Science.	150 sets of INSET materials are produced for each subject.													Head of National INSET Centre
	6) To select District Trainers.	Over 900 District Trainers are selected.													Head of National INSET Centre
	7) To train key trainers for the Districts at the National INSET Centre.	National INSETs are conducted at least once a year.													Head of National INSET Centre
	8) To carry out monitoring and evaluation of the INSET.	Comprehensive INSET monitoring and evaluation report is published once a year.													Head of National INSET Centre
	9) To carry out follow-up activities to supplement INSET.	After 3 cycles of INSET, this will be considered.													Head of National INSET Centre
	10) To develop model ASEI lesson plans and other teaching materials which are applicable to local situations in the Districts.	After 3 cycles of INSET, useful teaching know how for teachers will be compiled and published.													Head of National INSET Centre
2. A system of INSET in Mathematics and Science will be established in the Districts.	1) 1-11 To explore the possibility of adapting ASEI/PDSI to mathematics and science teachers in TIVET and tutors in PTTC.	The possibility to apply ASEI/PDSI in other categories (mathematics and science teachers in TIVET and tutors in PTTC) is explored.													Head of National INSET Centre
	1) To select schools for INSET Centres in the Districts.	Over 900 trainees and over 50 District INSET Centres are selected.													Head of National INSET Centre
	2) To improve teaching and learning facilities in Mathematics and Science at the Districts INSET Centres.	Over 50 district INSET Centres are equipped to function as INSET Centre as well as resource centre.													Head of National INSET Centre
	3) To facilitate implementation of the INSET at the Districts INSET Centres.	District INSETs are implemented at least once a year.													Head of National INSET Centre
3. Role of SMASSE National INSET Centre and District INSET centres as resource centres will be strengthened.	4) To organize INSET system management workshops for relevant officials of MOEST and school managers in the Districts.	More than one educational management course are conducted.													Head of National INSET Centre
	1) To publish the Project Newsletter etc. and disseminate relevant information.	More than 10 newsletters are published and distributed.													Head of National INSET Centre
	2) To promote and implement Mathematics and Science activities when need arises.	On needs basis. For example, SMASSE staff acted as judge of science congress at various levels.													Head of National INSET Centre
	3) To establish the mechanism to exchange information on subject matters among secondary school teachers when need arises.	On needs basis. In collaboration with JOCV their activities will be assisted by the project.													Head of National INSET Centre

Plan of Operation for the Whole Period 2 (SMASSE-WECSA)

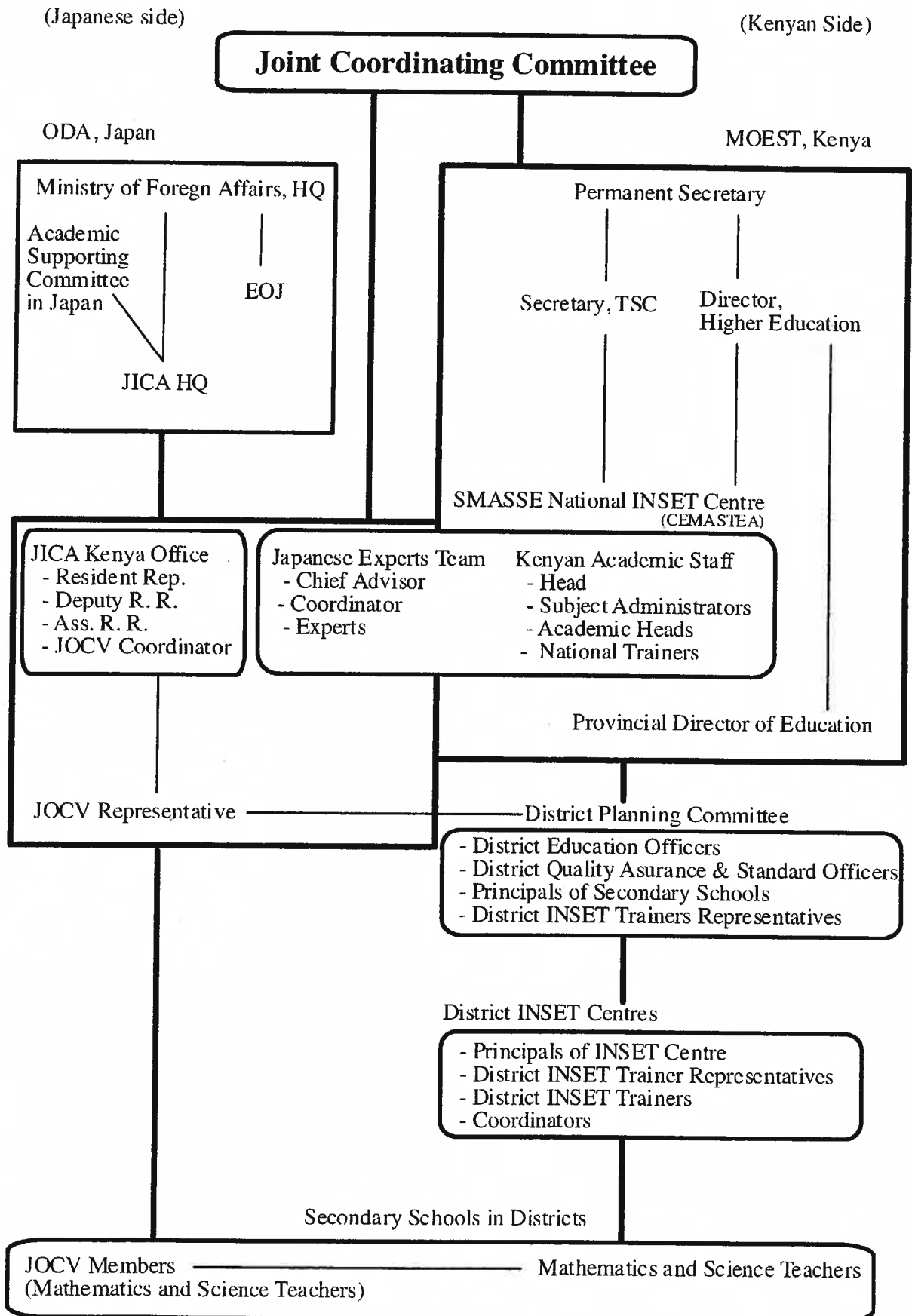
Name: Strengthening of Mathematics and Science in Secondary Education Project, Phase II

Project Purpose: ASEI/PDSI lessons are practiced in teacher training institutions and secondary schools in member countries.

Output	Activities	Target	2003				2004				2005				2006				2007				2008				Responsible Person in Project Team	Actual input
			I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV		
1. Trainers for ASEI/PDSI based INSET will be produced in member countries.	1) To investigate, analyse and evaluate the present situation, problems and needs of INSET systems in member countries.	Comprehensive reports is published.																							Head of National INSET Centre			
	2) To develop curricula for INSET (regional training in Kenya).	Each academic department produces syllabi / curricula for INSET.																							Head of National INSET Centre			
	3) To develop training materials for regional training.	At least 40 sets of INSET materials are produced for each subject.																							Head of National INSET Centre			
	4) To organise regional training.	Regional trainings are conducted at least once a year, and at least 300 trainers attend.																							Head of National INSET Centre			
	5) To develop monitoring and evaluation instruments adaptable for regional training.	Comprehensive INSET monitoring and evaluation report is published once a year.																							Head of National INSET Centre			
	6) To conduct monitoring and evaluation on the impact of regional training.	Comprehensive reports is published.																							Head of National INSET Centre			
	7) To assist to develop INSET curricula for Mathematics and Science in member countries	Comprehensive reports is published.																							Head of National INSET Centre			
	8) To assist to develop of monitoring and evaluation tools for project activities.	Comprehensive report is published.																							Head of National INSET Centre			
2. SMASSE National INSET Centre will be consolidated as resource centre for Mathematics and Science in Africa.	1) To publish newsletters and other publications for disseminating information.	More than 10 newsletters are published and distributed.																						Head of National INSET Centre				
	2) To conduct technical exchange with member countries.	Comprehensive report is published.																						Head of National INSET Centre				
	3) To hold joint workshops with member countries.	Workshop is organised at least once a year.																						Head of National INSET Centre				
	4) To assist to construct sustainable INSET systems in member countries.	Comprehensive report is published.																						Head of National INSET Centre				
3. SMASSE National INSET Centre will function as secretariat of SMASSE-WECSA.	1) To organise SMASSE-WECSA meetings.	Meeting is organised at least once a year.																						Head of National INSET Centre				
	2) To sensitise education Ministries from member countries on ASEI and PDSI approaches in the teaching/learning of Mathematics and Science.	Member countries' commitment is assessed.																						Head of National INSET Centre				
	3) To promote coordination activities with other donor agencies.	Exchange of information is reported.																						Head of National INSET Centre				

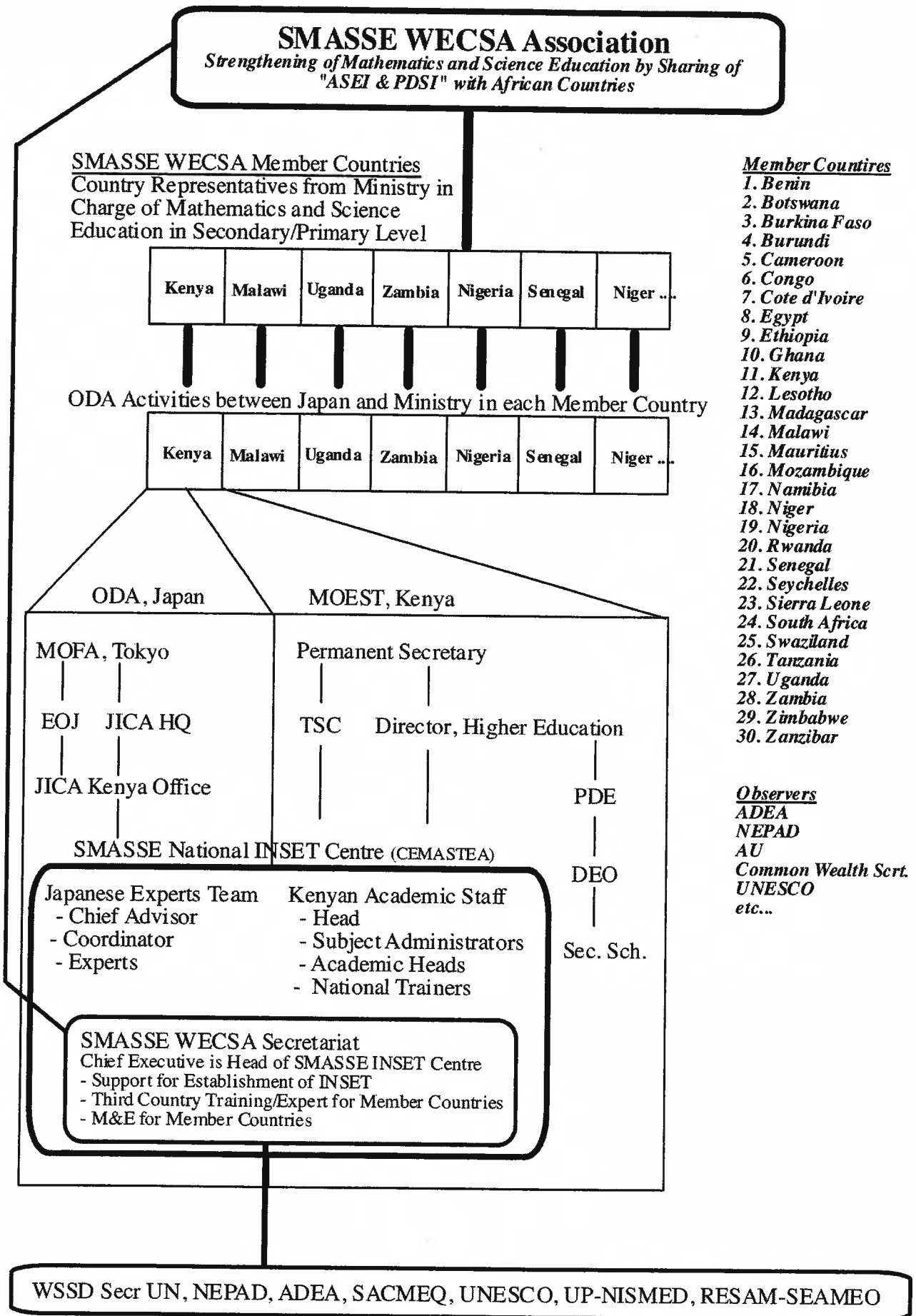
ANNEX 4-1

Design of SMASSE National Organisation and Administration



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Design of SMASSE Regional Organisation and Administration



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ANNEX 5-1

List of Japanese Experts

(1) Long-term Experts

Name		From	To	FY	MM
1 Mr. Sugiyama Takahiko	Chief Advisor	1998/7/5	2005/9/30	1998	86.9
2 Prof. Takemura Shigekazu	Academic Advisor	1999/6/9	2005/9/30	1999	74.7
3 Mr. Naganuma Keiichi	Project Coordinator	2001/6/26	2005/9/30	2001	50.2
4 Mr. Tokuda Tomoki	Mathematics Education	2001/10/20	2005/9/30	2001	47.4
5 Mr. Hattori Hiromasa	Education Evaluation	2002/4/6	2005/9/30	2001	41.8
6 Ms. Uchiyama Hazuki	Science Education	2004/10-	2005/9/30	2004	11.7

(2) Short-term Experts

1 Mr. Inoue Tsunehiko	INSET Management	2003/8/24	2003/9/8	2003	1
2 Mr. Hamano Hiroshi	Education Evaluation	2004/4/1	2004/4/19	2003	1

ANNEX 5-2

List of Major Equipment Provided by JICA

Item	Specification (for Tender)	Qty	Ksh		JPY		Delivery	Site
			Unit Price	Sub Total	Unit Price	Sub Total		
Desktop PC	Compaq EVO D310 (P4/ 2.4G/ 40G-HDD/ 15Mon/ WinXP/ MSOffice)	125	63,457	7,932,125	106,798	13,349,766	Sep-03	CEMASTEА & 30 District Centres (DC)
Laptop PC	P4/ 1.6G/ 20G-HDD/ WinXP/ MSOffice	4	110,872	443,488	186,598	746,390	Sep-03	CEMASTEА
Printer	Laser, B&W	40	18,000	720,000	30,294	1,211,760	Sep-03	CEMASTEА & 30 DC
Photo copier	A4 Digital PhotoCopy, Auto Document Feeder, 45ppm or faster	1	463,000	463,000	779,229	779,229	Sep-03	CEMASTEА
Photo copier	A4 Digital PhotoCopy, Auto Document Feeder, 18 ppm or faster, Portable	1	126,000	126,000	212,058	212,058	Sep-03	CEMASTEА
Copy Printer	Gestetner Copy Printer 5308b (with Ink 15, Master 10)	31	227,000	7,037,000	382,041	11,843,271	Sep-03	CEMASTEА & 30 DC
Velo Binder	Gestetner BMV270	1	160,000	160,000	269,280	269,280	Sep-03	CEMASTEА
Multimedia Projector	EPSON EMP 52	3	106,594	319,782	179,398	538,193	Sep-03	CEMASTEА
OHP	Ordinary Business Use	30	17,112	513,360	28,799	863,985	Sep-03	30 District Centres
OHP Screen	Tripod 70" x 70"	30	10,695	320,850	18,000	539,991	Sep-03	30 District Centres
Video Player	SONY ED323	30	10,000	300,000	16,830	504,900	Sep-03	30 District Centres
TV	SONY WEGA 34" XA34	30	90,195	2,705,850	151,798	4,553,946	Sep-03	30 District Centres
Cabinet	Metallic, Heavy Duty, 6x3ft, Double Door	60	12,000	720,000	20,196	1,211,760	Sep-03	30 District Centres
Microscope	Leica BME Monocular 10 x 40	120	22,388	2,686,560	37,679	4,521,480	Sep-03	30 District Centres
Math/Science Books (Local)	1 set = 75 items. Book list can be obtained by SMASSE Office.	70	47,501.90	3,325,133	72,725	5,090,779	Mar-04	70 District Centres
4WD Vehicle	Station Wagon Type, 1800cc - 2000cc, preferably 4WD	1	1,701,950	1,701,950	2,605,685	2,605,685	Mar-04	CEMASTEА
Desktop PC	CPU=P4, 2.4GHz/ 40G-HDD/ 15Monitor/ Software=WinXP/ MSOfficeXP	90	69,000	6,210,000	105,639	9,507,510	Mar-04	30 District Centres
Copy Printer	with Ink 15, Master 10, A4 Paper, Black & White	30	175,000	5,250,000	267,925	8,037,750	Mar-04	30 District Centres
Video Player	VHS, PAL & NTSC	30	10,450	313,500	15,999	479,969	Mar-04	30 District Centres
OHP	Ordinary Business Use	30	25,200	756,000	38,581	1,157,436	Mar-04	30 District Centres
OHP Screen	70" x 70" Screen with Tripod	30	15,500	465,000	23,731	711,915	Mar-04	30 District Centres
Cabinet	for Secondary School Laboratory, Metallic, Heavy Duty, 6 x 3 ft, Double Door	60	8,250	495,000	12,631	757,845	Mar-04	30 District Centres
Microscope	for Secondary School Laboratory, Monocular 10 x 40	120	26,000	3,120,000	39,806	4,776,720	Mar-04	30 District Centres
4WD Vehicle	4WD, 4200cc Diesel, 7 seater or above, Purchased in Japan	2					Mar-04	CEMASTEА
Bus	Bus, 30 seats with all safety requirements by GOK	2	3,136,800	6,273,600	4,802,441	9,604,882	Jul-04	CEMASTEА
Laser Printer	Windows PC Compatible, Black & White, USB connection	30	15,500	465,000	23,731	711,915	Jul-04	30 District Centres
TV	34 inch Flat Screen	30	115,500	3,465,000	176,831	5,304,915	Jul-04	30 District Centres
Rehabilitation of CEMASTEА	Laboratory, Classroom, Dining Room, Dormitory, Tendered for Local Contractors	1					Dec-04	CEMASTEА
Cabinet	for Secondary School Laboratory, Metallic, Heavy Duty, 6 x 3 ft, Double Door	60	8,000	480,000	10,712	642,720	Feb-05	30 District Centres
Laser Printer	Windows PC & Mac Compatible, A4, Full Colour, 16ppm or faster, USB connection	1	154,000	154,000	206,206	206,206	Feb-05	CEMASTEА
Desktop PC	CPU=P4, 2.4GHz/ 20G-HDD/ 15-LCD Monitor/ USB/ Software=WinXP/ MSOfficeXP	90	78,500	7,065,000	105,112	9,460,035	Feb-05	30 District Centres (DC)
Laser Printer	Windows PC Compatible, A4, Black & White, 20ppm or faster, USB connection	30	19,500	585,000	26,111	783,315	Feb-05	30 District Centres
Photocopier	with Auto Sheet Feeder, A4 Digital, Black & White, 45ppm or faster	1	336,580	336,580	450,681	450,681	Mar-05	CEMASTEА
Multimedia Projector	Input: Video, PC / Output: XGA, 2000 ANSI lumens or brighter	1	183,150	183,150	245,238	245,238	Mar-05	CEMASTEА
Public Address System	for Conference Room (pax 200), Amplifier, Mixer, 2 Wireless Microphones, 1 Fixed Microphone	1	135,690	135,690	181,689	181,689	Mar-05	CEMASTEА
Copy Printer	with Ink 15, Master 10, A4, Black & White, 100ppm or faster, Paper Capacity 500 or more	31	199,786	6,193,366	267,513	8,292,917	Mar-05	CEMASTEА & 30 DC
Video Player	VHS, PAL & NTSC	30	5,000	150,000	6,695	200,850	Mar-05	30 District Centres
TV	34 inch Flat Screen	31	87,500	2,712,500	117,163	3,632,038	Mar-05	CEMASTEА & 30 DC
OHP	Ordinary Business Use (2000 ANSI lumens or brighter, A4), with OHP Screen	30	31,890	956,700	42,701	1,281,021	Mar-05	30 District Centres
Microscope	Monocular, x10WF Eyepiece with pointes, 3 Objectives (x4, x10, x40), Condenser	120	22,500	2,700,000	30,128	3,615,300	Mar-05	30 District Centres

ANNEX 5-3

Counterpart Training

No.	Name	Subject	Venue	From	To	FY
1	Mr. Muyanga Mutua	Physics Education	Hiroshima	8/20/03	10/13/03	2003
2	Ms. Grace Orado	Chemistry Education	Hiroshima	8/20/03	10/13/03	2003
3	Ms. Peula Lelei	Biology Education	Hiroshima	8/20/03	10/13/03	2003
4	Mr. Njogu Kithaka	Mathematics Education	Hiroshima	8/20/03	10/13/03	2003
5	Ms. Mary Wangechi Gaturu	Local Educational Administration	Sapporo	1/20/04	2/22/04	2003
6	Ms. Jane Jepkemboi Mtange	Local Educational Administration	Sapporo	1/20/04	2/22/04	2003
7	Mr. David Arimi	Biology Education	UP-NISMED	2/2/04	3/13/04	2003
8	Mr. Kipchumba K. Turmet	Biology Education	UP-NISMED	2/2/04	3/13/04	2003
9	Ms. Grace Wanjiku Matu	Biology Education	UP-NISMED	2/2/04	3/13/04	2003
10	Mr. Geoffrey G. Momanyi	Biology Education	UP-NISMED	2/2/04	3/13/04	2003
11	Ms. Lydia Muriithi	Biology Education	UP-NISMED	2/2/04	3/13/04	2003
12	Mr. Jeremia Ndiritu Gitahi	Chemistry Education	UP-NISMED	2/2/04	3/13/04	2003
13	Ms. Ruth Wangechi Kamau	Chemistry Education	UP-NISMED	2/2/04	3/13/04	2003
14	Ms. Gladys Aliviza Mwugusi	Chemistry Education	UP-NISMED	2/2/04	3/13/04	2003
15	Mr. Joseph Mathenge Kamau	Chemistry Education	UP-NISMED	2/2/04	3/13/04	2003
16	Mr. Peter Omutiti	Chemistry Education	UP-NISMED	2/2/04	3/13/04	2003
17	Ms. Rahab Wangari Chiira	Mathematics Education	UP-NISMED	2/2/04	3/13/04	2003
18	Ms. Gachahi Lilian Wairimu	Mathematics Education	UP-NISMED	2/2/04	3/13/04	2003
19	Mr. Matembo Lukongo	Mathematics Education	UP-NISMED	2/2/04	3/13/04	2003
20	Mr. Mnengwa Evans	Mathematics Education	UP-NISMED	2/2/04	3/13/04	2003
21	Mr. Paul Ndirangu Mwangi	Mathematics Education	UP-NISMED	2/2/04	3/13/04	2003
22	Mr. Aggrey A. Machanule	Physics Education	UP-NISMED	2/2/04	3/13/04	2003
23	Mr. Samuel E. Madaguda	Physics Education	UP-NISMED	2/2/04	3/13/04	2003
24	Mr. George Gitau	Physics Education	UP-NISMED	2/2/04	3/13/04	2003
25	Mr. John W. Kagika	Physics Education	UP-NISMED	2/2/04	3/13/04	2003
26	Mr. John L. Makanda	Physics Education	UP-NISMED	2/2/04	3/13/04	2003
27	Mr. J. M. Chahilu,	INSET Management	Hiroshima	2/24/04	3/28/04	2003
28	Mr. Wilson Chelagat	INSET Management	Hiroshima	2/24/04	3/28/04	2003

29	Ms. J. Kariuki	INSET Management	Hiroshima	2/24/04	3/28/04	2003
30	Mr. Solomon Katembu	INSET Management	Hiroshima	2/24/04	3/28/04	2003
31	Mr. Lawrence Kiwara	INSET Management	Hiroshima	2/24/04	3/28/04	2003
32	Ms. Lilian Mwalekwa	INSET Management	Hiroshima	2/24/04	3/28/04	2003
34	Mr. G. M. Njoroge	INSET Management	Hiroshima	2/24/04	3/28/04	2003
35	Mr. Jonathan M. Nyamai	INSET Management	Hiroshima	2/24/04	3/28/04	2003
36	Mr. Christopher Omosa	INSET Management	Hiroshima	2/24/04	3/28/04	2003
37	Mr. T. O. Opot	INSET Management	Hiroshima	2/24/04	3/28/04	2003
38	Mr. Mbugua Kabaki	INSET Management	Hiroshima	2/24/04	3/28/04	2003
39	Mr. Ernest K. Ngeny	Physics Education	Hiroshima	8/10/04	10/10/04	2004
40	Mr. Benjamin Kilonzo	Chemistry Education	Hiroshima	8/10/04	10/10/04	2004
41	Ms. Mary W. Kariuki	Biology Education	Hiroshima	8/10/04	10/10/04	2004
42	Mr. John Muiruri	Mathematics Education	Hiroshima	8/10/04	10/10/04	2004
43	Ms. Margaret N. MBAE	Teachers' Training Policy	Tokyo	9/5/04	9/18/04	2004
44	Ms. Rita Wamuyu Wahome	Biology Education	UP-NISMED	1/17/05	2/25/05	2004
45	Ms. Rita Nyokabi Kiarie	Biology Education	UP-NISMED	1/17/05	2/25/05	2004
46	Mr. Goffrey Musili Kalola	Biology Education	UP-NISMED	1/17/05	2/25/05	2004
47	Mr. Humphrey Kaluli Nengo	Biology Education	UP-NISMED	1/17/05	2/25/05	2004
48	Ms. Joyce Karauna Kimiti	Biology Education	UP-NISMED	1/17/05	2/25/05	2004
49	Mr. Ropkoi Joel Kiprono	Chemistry Education	UP-NISMED	1/17/05	2/25/05	2004
50	Ms. Jane Wambui Kariuki	Chemistry Education	UP-NISMED	1/17/05	2/25/05	2004
51	Mr. Moses Kahindi Kashuru	Chemistry Education	UP-NISMED	1/17/05	2/25/05	2004
52	Ms. Janet Kanja Muriithi	Chemistry Education	UP-NISMED	1/17/05	2/25/05	2004
53	Mr. David K. Kireru	Chemistry Education	UP-NISMED	1/17/05	2/25/05	2004
54	Mr. Kamau Muchiri	Mathematics Education	UP-NISMED	1/17/05	2/25/05	2004
55	Mr. Mohamed Abdinoor Dahir	Mathematics Education	UP-NISMED	1/17/05	2/25/05	2004
56	Mr. Benson Somba Manoo	Mathematics Education	UP-NISMED	1/17/05	2/25/05	2004
57	Mr. Francis Kamau Mwangi	Mathematics Education	UP-NISMED	1/17/05	2/25/05	2004
58	Mr. Katana Kapombe	Mathematics Education	UP-NISMED	1/17/05	2/25/05	2004
59	Mr. Leonard Wamalwa Wafula	Physics Education	UP-NISMED	1/17/05	2/25/05	2004
60	Ms. Jacinta Kathure Mung'atia	Physics Education	UP-NISMED	1/17/05	2/25/05	2004
61	Mr. Paul Gakuru Maina	Physics Education	UP-NISMED	1/17/05	2/25/05	2004
62	Mr. Joseph A. Rabari	Physics Education	UP-NISMED	1/17/05	2/25/05	2004
63	Mr. Eliud Kipkorir Menjo	Physics Education	UP-NISMED	1/17/05	2/25/05	2004

64	Mr. Apollo Apuko	Local Educational Administration	Sapporo	1/18/05	2/20/05	2004
65	Mr. Mosbei Daniel Keen Kibor	INSET Management	Hiroshima	2/22/05	3/27/05	2004
66	Mr. Owino Ouma John	INSET Management	Hiroshima	2/22/05	3/27/05	2004
67	Mr. Francis Mubia Muraya	INSET Management	Hiroshima	2/22/05	3/27/05	2004
68	Mr. Joseph Kiplangat Koech	INSET Management	Hiroshima	2/22/05	3/27/05	2004
69	Ms. Tomeyan Masaren Rosalyne	INSET Management	Hiroshima	2/22/05	3/27/05	2004
70	Ms. Catherine Kananu Irungu	INSET Management	Hiroshima	2/22/05	3/27/05	2004
71	Ms. Benta Achieng Akech	INSET Management	Hiroshima	2/22/05	3/27/05	2004
72	Ms. Mwanahamisi H. Bilashaka	INSET Management	Hiroshima	2/22/05	3/27/05	2004
73	Ms. Theresia Khabetsa Mbelase	INSET Management	Hiroshima	2/22/05	3/27/05	2004
74	Ms. Consolata Muthoni Kimuya	INSET Management	Hiroshima	2/22/05	3/27/05	2004
75	Ms. Assumpta Nekesa Obore	INSET Management	Hiroshima	2/22/05	3/27/05	2004
76	Ms. Mathenge Beatrice Wairimu	INSET Management	Hiroshima	2/22/05	3/27/05	2004
77	Mr. Kibanya Paul Gathitu	Physics Education	Hiroshima	8/9/05	10/9/05	2005
78	Mr. Oduor Stephen Edwin	Chemistry Education	Hiroshima	8/9/05	10/9/05	2005
79	Mr. Kiria Felix George Kiruja	Biology Education	Hiroshima	8/9/05	10/9/05	2005
80	Mr. Odindo Fredrick Osen	Mathematics Education	Hiroshima	8/9/05	10/9/05	2005
81	Ms. Ombati Priscilla Kemunto	Mathematics Education	Hiroshima	8/9/05	10/9/05	2005
82	Mr. Omodi Opel	Master in Physics Education	Hiroshima	9/25/05	3/31/08	2005
83	Mr. Ogwel J. Carilus Ateng	Mathematics Education	Hiroshima	4/1/04	4/1/06	2004
84	Mr. Kisangi Albart Kayesa	Biology Education	Hiroshima	4/1/04	4/1/06	2004

ANNEX 5-4

List of Kenyan Counterparts

1.	Mr. Bernard M. Njuguna	Non-Academic.	Head of National INSET Centre
2.	Mr. Michael Waititu	Physics	Subject Administrator
3.	Mr. Obadiah Maganga	Mathematics	Subject Administrator
4.	Ms. Peula Lelei	Biology	Subject Administrator
5.	Mr. Patrick Kogolla	Chemistry	Subject Administrator
6.	Mr. Berege Cherutich Chesire	Physics	Academic Head
7.	Mr. Kithaka Njogu	Mathematics	Academic Head
8.	Ms. Lynnet G. Kisaka	Biology	Academic Head
9.	Mr. Daniel Matiri	Chemistry	Academic Head
10.	Ms. Nancy Wambui Nui	Mathematics	National Trainer
11.	Mr. Lukongo Matembo	Mathematics	National Trainer
12.	Mr. John Owuor Oyuga	Mathematics	National Trainer
13.	Mr. Paul Waibochi	Mathematics	National Trainer
14.	Mr. Kamau Mwangi	Mathematics	National Trainer
15.	Mr. Fred Odindo	Mathematics	National Trainer
16.	Ms. Priscila Ombati	Mathematics	National Trainer
17.	Ms. Rahab Ciira	Mathematics	National Trainer
18.	Mr. Mugo Simon	Mathematics	National Trainer
19.	Mr. Ogwel Ateng	Mathematics	National Trainer
20.	Ms. Mary N. Wakhaya	Mathematics	National Trainer
21.	Mr. Paul Cheruiyot Ruto	Physics	National Trainer
22.	Mr. George Gitau	Physics	National Trainer
23.	Mr. Muyanga Mutua	Physics	National Trainer
24.	Ms. Serah Njeri Mburu	Physics	National Trainer
25.	Mr. Leonard Omondi Opel	Physics	National Trainer
26.	Mr. Kibanya Paul Gathitu	Physics	National Trainer
27.	Mr. Ngeny Ernest Kiprono	Physics	National Trainer
28.	Mr. Maate Phillip	Physics	National Trainer
29.	Mr. Mboya Tom Okaya	Physics	National Trainer
30.	Mr. Rabari Joseph	Physics	National Trainer
31.	Mr. Makanda Livingstone	Physics	National Trainer
32.	Mr. Ndelela Masoka	Chemistry	National Trainer

33.	Ms. Grace Nyandiwa Orado	Chemistry	National Trainer
34.	Mr. Benjamin Kilonzo	Chemistry	National Trainer
35.	Mr. Kamau Joseph Mathenge	Chemistry	National Trainer
36.	Mr. Samwel K. Gachuhi	Chemistry	National Trainer
37.	Ms. Gladys Alivisia Masai	Chemistry	National Trainer
38.	Mr. Stephen E. Oduor	Chemistry	National Trainer
39.	Mr. Michael Kimani Gacui	Chemistry	National Trainer
40.	Mr. David Kireru	Chemistry	National Trainer
41.	Mr. Isaac Gathambiri	Chemistry	National Trainer
42.	Ms. Mercy Wangui Macharia	Chemistry	National Trainer
43.	Mr. Okeyo Jackomanyo	Chemistry	National Trainer
44.	Mr. Edmond Makoba Kizito	Biology	National Trainer
45.	Mr. David M. Arimi	Biology	National Trainer
46.	Ms. Mary Kariuki	Biology	National Trainer
47.	Mr. George Kiruja	Biology	National Trainer
48.	Ms. Amina Sharbaidi	Biology	National Trainer
49.	Mr. Joseph Odhiambo	Biology	National Trainer
50.	Mr. Stanslus Nyamai	Biology	National Trainer
51.	Ms. Lydia Muriithi	Biology	National Trainer
52.	Mr. Joseph K. Thuo	Biology	National Trainer
53.	Mr. Albert Kisangi Kayesa	Biology	National Trainer
54.	Mr. Daniel Muraya	Biology	National Trainer
55.	Ms. Jane Marete	Non-Academic	Secretary
56.	Mr. Alfred Mureithi	Non-Academic	Office Assistant
58.	Mr. John Thairu	Non-Academic	Driver
59.	Mr. John Kinyanjui	Non-Academic	Driver
60.	Mr. Ezekiel Njoroge	Non-Academic	Driver
61.	Mr. Kusimba Simiyu	Non-Academic	Driver
62.	Mr. Nelson Mugalla	Non-Academic	Driver
63.	Mr. Nahashon Ng'eno	Non-Academic	Driver
64.	Mr. Ann Wairimu	Non-Academic	Office Assistant
65.	Mr. J. Kihara Mwai	Non-Academic	Ag. Non-Academicistrative Officer
66.	Mr. Jacson A. Muniale	Non-Academic	Ag. Maintanance Officer
67.	Ms. Dorollosa Okumu	Non-Academic	Housekeeper/Cateress

68.	Ms. Florence Mbaiya	Non-Academic	Cook
69.	Ms. Margaret Abing'o	Non-Academic	Laundry Assistance
70.	Ms. Jane Mwega	Non-Academic	Senior Support staff
71.	Ms. Wilkester Kemunto	Non-Academic	Support staff
72.	Mr. Henry Nyange	Non-Academic	Support staff
73.	Mr. Makarios Nyagwachi	Non-Academic	Watchman
74.	Mr. Julius Kibusi	Non-Academic	Cleaner/grounds man
75.	Ms. Alice M. Malesi	Non-Academic	Copy typist
76.	Mr. David N. Mwangi	Non-Academic	Artisan
77.	Mr. Joseph N. Thuku	Non-Academic	Watchman
78.	Mr. Tom N. Makwae	Non-Academic	Watchman
79.	Mr. Jacob K. Nkoroi	Non-Academic	Watchman
80.	Mr. N. Nyaga Ng'o	Non-Academic	Watchman

Annex 6 List of District INSET Centres

Table 1: List of SMASSE District Centres (Newly established from 2003 July)

No.	Venue of District Centre	District	Province
1	Nyamonye Girls High School	Bondo	Nyanza
2	Asumbi High School	Homa Bay/Suba	Nyanza
3	Kisumu Girls High School	Kisumu	Nyanza
4	Bishop Okoth Ojolla	Kisumu	Nyanza
5	Ulanda High School	Migori/Kuria	Nyanza
6	Kebirigo High School	Nyamira	Nyanza
7	Nyansiongo High School	Nyamira	Nyanza
8	Sironga Girls High School	Nyamira	Nyanza
9	Kebirigo High School	Nyando	Nyanza
10	Agoro Sare High School	Rachuonyo	Nyanza
11	Ng'iya Girls High School	Siaya	Nyanza
12	Rang'ala	Siaya	Nyanza
13	Kyeni Girls High School	Embu	Eastern
14	Nguviu Boys High School	Embu	Eastern
15	Muthale Girls High School	Kitui	Eastern
16	Mulango Girls High School	Kitui	Eastern
17	Machakos Girls High School	Machakos	Eastern
18	Masinga Girls High School	Machakos	Eastern
19	Tala Girls High School	Machakos	Eastern
20	Consolata, Gitaraka	Mbeere	Eastern
21	Kanjalu GSS	Meru North	Eastern
22	Kaaga Girls High School	Meru Central/Moyale	Eastern
23	St. Mary's Girls High School	Tharaka/Marsabit	Eastern
24	Isiolo Boys High School	Isiolo	Eastern
25	Migwani	Mwingi	Eastern
26	Moi, Siongiroi Girls High School	Bomet/T Mara	Rift Valley
27	Tenwek Secondary School	Bomet/T Mara	Rift Valley
28	Kaplong Girls High School	Bureti	Rift Valley
29	Tengecha Girls High School	Bureti	Rift Valley
30	Kaptagat Girls High School	Keiyo	Rift Valley
31	Moi Girls Kapsowar	Marakwet	Rift Valley
32	Moi Girls Eldoret	Uasin Gishu	Rift Valley

33	Loreto Matunda	Uasin Gishu	Rift Valley
34	Bhati Girls High School	Nakuru	Rift Valley
35	Mary Mount Girls High School	Nakuru	Rift Valley
36	Menengai High School	Nakuru	Rift Valley
37	Naivasha Girls High School	Nakuru	Rift Valley
38	Njoro Boys High School	Nakuru	Rift Valley
39	St. Mary Girls High School	Narok	Rift Valley
40	St. Brigid's Girls High School	Tans Nzoia	Rift Valley
41	Nasokol Girls High School	Turkana/West Pokot	Rift Valley
42	Njonjo Girls High School	Laikipia/Samburu	Rift Valley
43	Londiani Girls High School	Kericho	Rift Valley
44	Moi Tea Girls High School	Kericho	Rift Valley
45	Kapsabet Girls High School	Nandi North	Rift Valley
46	St. Mary's, Tachasis	Nandi South	Rift Valley
47	Kerugoya Girls High School	Kirinyaga	Central
48	Kianyaga Boys High School	Kirinyaga	Central
49	Karima Girls High School	Nyandarua	Central
50	Nyandarua High School	Nyandarua	Central
51	Chinga Girls High School	Nyeri	Central
52	Nyeri High	Nyeri	Central
53	TumuTumu Girls High School	Nyeri	Central
54	Kangubiri Girls High School	Nyeri	Central
55	Gatanga Girls High School	Thika	Central
56	Karinga Girls High School	Thika	Central
57	Maryhill Girls High School	Thika	Central
58	Wajir Boys	Wajir/Ijara/Mandera/Garissa	North Eastern
59	BuruBuru Girls High School	Nairobi	Nairobi
60	Kenya High School	Nairobi	Nairobi
61	Statehouse Girls High School	Nairobi	Nairobi
62	St. George's Girls High School	Nairobi	Nairobi
63	Moi Girls High School Vokoli	Vihiga	Western
64	Bunyore Girls High School	Vihiga	Western
65	Lugulu Girls High School	Bungoma	Western
66	Cardinal Otunga Girls High School	Bungoma	Western
67	Bungoma High School	Bungoma	Western

68	Friends School Kamusinga	Bungoma	Western
69	Kolango Girls High School	Teso/Mt Elgon	Western
70	St. Cecilia Girls High School Nangina	Busia	Western
71	Coast Girls High School	Mombasa	Coast
72	Matuga Girls High School	Kwale	Coast
73	Malindi High School	Malindi/Lamu/Tana River	Coast

Table 2: List of SMASSE District Centres (Pilot and In-Country District)

No.	Venue of District Centre	District	Province
1	Sengera Girls High School	Gucha	Nyanza
2	Kisii High School	Kisii	Nyanza
3	Makueni Boys High School	Makueni	Eastern
4	St. Joseph Kibowezi Secondary School	Makueni	Eastern
5	Precious Blood Girls Kilungu	Makueni	Eastern
6	Chuka Girls High School	Meru South	Eastern
7	Sacho High School	Baringo	Rift Valley
8	Solian Girls High School	Koibatek	Rift Valley
9	Moi Girls High School Isinya	Kajiado	Rift Valley
10	Kahuhia Girls High School	Murang'a	Central
11	Murang'a High School	Murang'a	Central
12	Kamahuha Girls High School	Maragwa	Central
13	Njiri High School	Maragwa	Central
14	St. Joseph High School Githunguri	Kiambu	Central
15	Kiambu High School	Kiambu	Central
16	Ngarariga Girls High School	Kiambu	Central
17	Kirangari High School	Kiambu	Central
18	Bishop Njenga High School	Lugari	Western
19	Kakamega High School	Kakamega	Western
20	Mukumu Girls High School	Kakamega	Western
21	Butere Girls High School	Butere Mumias	Western
22	Dr. Krapf Memorial Secondary School	Kilifi	Coast
23	Bura Girls High School	Taita Taveta	Coast