

付 属 資 料

1. 詳細計画策定調査現地報告書
2. RD 及びミニッツ
3. ミニッツ（詳細計画策定調査時）
4. PDM
5. PO

2009年8月31日

初等理数科教育強化プロジェクト フェーズ2
詳細計画策定調査 現地報告書

団長/総括 石原 伸一
 教育事情 服部 浩昌
 協力企画 村川 太志郎

1. 調査目的

- (1) 現対象 3 州（カドナ州、プラトー州、ナイジャー州）における地方研修実施〔現場教員（7 万名）対象の研修〕、及びその他 33 州と首都特別区における中央研修の実施計画（実施体制、研修内容、スケジュール等）を確認し、先方政府との協議を行い、プロジェクトデザイン（PDM、PO、実施体制、予算）について合意形成を図る。
- (2) 中央・州・地方レベルの実施体制を確認し、必要な人員、予算措置、組織体制のあり方についてナイジェリア側関係者と協議を行う。
- (3) プロジェクトの円滑な実施及び将来の持続発展性に関する懸案事項・課題の抽出を行い、ナイジェリア側関係者と協議し解決策を検討する。

2. 調査団員

担当分野	名前	所属・職位
団長/総括	石原 伸一	JICA 人間開発部 基礎教育第二課長
協力企画	村川 太志郎	JICA 人間開発部 基礎教育第二課 職員
教育事情	服部 浩昌	株式会社 VSOC コンサルタント

3. 調査日程 別添 1 を参照。

4. 調査結果

調査団は、ナイジェリア教育省との協議を通じ、ミニッツ（付属資料 3）にある記載事項を合意した。主な合意事項は以下のとおり。

(1) プロジェクト名称

英文：Strengthening of Mathematics and Science Education (SMASE) in Nigeria (Phase2)

和文：ナイジェリア連邦共和国初等理数科教育強化プロジェクト フェーズ 2

(2) プロジェクト協力期間

2010 年 1 月～2013 年 2 月（3 年 2 カ月）

※プロジェクト期間は、先方政府が予定している研修すべての完了に必要な 3 年間、及び研修終了後に本プロジェクト内の活動をレビューするための期間として 2 カ月間が必要

と判断し、全体で3年2カ月とすることとした。

(3) ターゲット

(ア) 対象地域	①地方研修：カドナ、ナイジャー、プラトー州（フェーズ1対象州） ②中央研修：新規33州＋首都特別区
(イ) 対象科目	理科、算数
(ウ) 対象レベル	全国公立小学校 ①地方研修 学校数：8,051校 教員数：6万7,742名 生徒数：217万7,021名 ②中央研修 学校数：5万2,137校 教員数：53万1,430名 生徒数：1,993万8,411名 ※出典 STATISTICS OF EDUCATION IN NIGERIA 1999-2005
(エ) ターゲットグループ	①地方研修 直接裨益者 a) 州実施委員会 (SIC)：39名 (13名×3州) b) 州調整ユニット (SCU)：12名 (4名×3州) c) 州研修指導員 (ST)：24名 (8名×3州) d) ゾーン実施委員会 (ZIC)：39名 (13名×3州) e) ゾーン調整ユニット (ZCU)：9名 (3名×3州) f) 地方研修指導員：600名 (200名×3州) g) 初等教員 (カドナ、ナイジャー、プラトー州)：約7万名 間接裨益者 a) 生徒 (カドナ、ナイジャー、プラトー州)：約200万名 ②中央研修 直接裨益者 a) 中央技術者委員会 (NTC)：15名 b) 中央調整ユニット (NCU)：8名 c) 中央研修指導員 (NT)：5名 d) 州研修指導員 (ST)：408名 [12名×34 (33州＋首都特別区)] 間接裨益者 a) 地方研修指導員：6,800名 [200×34 (33州＋首都特別区)] b) 初等教員：約53万名

(4) PDM 概要 (※詳細は別添 2)

(ア) スーパーゴール

生徒の理数科分野における学力が向上する。

(イ) 上位目標

制度化された SMASE 研修を通じて、ナイジェリアの初等教員の理数科分野の指導力が向上する。

(ウ) プロジェクト目標

パイロット州で初等教員の理数分野における生徒中心型授業の実施能力が向上する。また、パイロット州以外の州研修指導員の理数科分野における INSET 実施能力が向上する。

(エ) 成果

【成果 1】パイロット州で地方レベルの現職教員研修を実施するための組織が確立される。

【成果 2】パイロット州で地方レベルの現職教員研修が実施される。

【成果 3】中央及び州レベルで現職教員研修を実施するための組織が確立される。

【成果 4】パイロット州以外の州で州研修指導員を対象とした現職教員研修が実施される。

【成果 5】現職教員研修を支援する体制が強化される。

5. 主な協議事項

(1) ナイジェリア側 SMASE 研修実施方針、及び JICA 側の支援内容について

- ・フェーズ 2 は、フェーズ 1 の対象州であるナイジャー州、カドナ州、プラトー州での一般教員を対象とした地方研修、及びそれ以外の 33 州と首都特別区における中央研修を JICA の支援対象とすることで合意した。
- ・フェーズ 1 対象 3 州では、600 名の地方研修指導員を活用して 7 万人の現場教員に SMASE 研修を実施することになるが、規模が大きく研修実施にかかわる関係者も増える。そのため、調査団から具体的なマネジメント体制整備の進捗状況について確認するとともに、実際に研修を確実に回していけるのかについて確認した。3 州の政府代表者による合同会議を開催し進捗状況について確認したところ、3 州とも 2010 年 4 月の開始に向け運営スタッフ、研修センター等の確保を進めているとのことを確認するとともに、実施についても問題ないことを確認した。
- ・また、先方政府からフェーズ 1 における研修の質の高さについて高く評価しており、フェーズ 2 においても同様の質を維持してほしい旨依頼を受けた。調査団からは、規模に応じた適切な専門家を配置すること、フェーズ 2 からはマネジメント面に加え、教科面を指導できる専門家を投入することを検討していることを説明した。
- ・フェーズ 2 では、ナイジェリア主導で SMASE 研修の全国展開が進められる。SMASE 研修を全国で取り入れられることに対する先方政府の関心は非常に強く、新規対象となる 33 州及び首都特別区で確実に研修が実施されることの重要性について双方で確認した。先方政府は、新規対象 33 州及び首都特別区のなかからもパイロット地区を設け、各地区で実施される州研修について専門家の投入を含めたフェーズ 1 対象 3 州と類似の支援について強く要望があった。これに対し、調査団からフェーズ 1 対象の 3 州における地方研修の支援の規模をかながみると、日本政府の予算的制約からそれ以外の州の州研修まで支

援することは現実的に難しいということを伝えた。一方で、全国展開の成功はナイジェリアに SMASE 研修を根付かせるために非常に重要であるという調査団側の認識を伝えるとともに、JICA からモニタリング活動を実施し、中間レビューでプロジェクトの進捗確認を行い、その結果を基にその後の支援の方向性を議論する旨説明しミニッツに記載することで了解を得た。

(2) 中央研修機関の移管、及び新規中央研修指導員の配置

- ・中央研修の実施機関が、フェーズ 1 の全国教員養成校委員会 (NCCE) から全国教員研修所 (NTI) に移管される。これまでプロジェクトに関与していなかった NTI が、本プロジェクトの主要部分を担うことになるため、当該機関の体制整備の進捗状況について協議を行い、プロジェクトの開始に向け必要な準備が進められていることを確認できた。また、新規中央研修指導員 5 名についても既に配置済みであることが確認された。
- ・なお、フェーズ 2 を円滑に実施するために現行の中央研修指導員が新規中央研修指導員を必要に応じて支援するような体制を整備することで先方と合意しミニッツにも記載した。

(3) フェーズ 1 で育成した人材の活用について

- ・フェーズ 1 では、各州 8 名計 24 名の州研修指導員を育成した。フェーズ 2 では、フェーズ 1 対象 3 州で州研修を実施する予定がないため、これら州研修指導員の活用について検討するよう終了時評価調査で先方政府に依頼していた。先方政府からは、地方研修のモニタリング、地方研修指導員のファシリテーション及び再訓練、新規地方研修指導員に対する研修、知識や経験の他関係者への共有、中央研修指導員がモニタリングツールや教材を改訂する際のサポート等で活用するという提案を受け、ミニッツに記載した。
- ・なお、これら州研修指導員の活動に必要な予算についてはまだ確保されていないところ、NTI を通じて引き続き検討していくこととした。

(4) 本プロジェクト実施に必要な予算について

- ・規模の大きなプロジェクトになるなか、予定した研修がきちんに行えるよう必要な予算が確実に中央政府から現場レベルに流れるようマネジメント体制を確立しておくことが重要である。
- ・フェーズ 1 対象の 3 州で実施される地方研修の費用は、州政府独自の予算で賄う部分もあるが、中央レベルから配賦される部分も大きい。地方研修は、各州に設置されたゾーン事務所が運営を担うことになるが、中央政府 (UBEC) → 州政府 → ゾーン事務所 (地方教育委員会) と確実にお金が流れるように必要な調整を図ることが重要であることについて関係者間で理解を促進するとともに、ミニッツを、中央関係 4 機関及び 3 州の州政府代表者の立会いの下、連邦教育大臣と署名した。

(5) 本プロジェクトに必要な研修教材について

- ・また、フェーズ 1 では研修に必要な教材は JICA 側で調達していた。しかしながら、フェーズ 2 では、フェーズ 1 のように細かい調整を図ることが難しく JICA 側で調達できる教材について制約が出てくる。その他の州の展開も考えサスティナビリティの観点から JICA 側で調達する研修教材は理科、算数で使用される必要不可欠なものに絞ることを提案した。提案した内容については、大筋で先方政府から合意がとれたものの、JICA

側で調達するものに関しては 1 サイクルが終了した段階で見直しを行うという提案があり、これについて調査団側は了解した。

(6) SMASE 研修の政策・制度的位置づけについて

- ・全国展開が行われるフェーズ 2 では、現場レベルでの研修の実施に加えて、ナイジェリアにおける教師教育政策・プログラム等と整合させ、組み込んでいくということが重要になる。このことから、プロジェクトの活動として、現状の教師教育の政策、プログラム、ガイドラインをレビューし、SMASE 研修を組み込んでいくことを活動に加えた。
- ・具体的な取り組みの 1 つとして、フェーズ 1 で JICA から出していた SMASE 研修修了書がフェーズ 2 から先方機関である教員認定評議会 (TRCN) に認定される方向で調整していくことが合意された。
- ・継続的に SMASE 研修が実施されるためには、ガイドラインが存在することが大切である。ガイドラインの位置づけを明確にするためにも承認過程が重要であり、連邦教育省の承認をプロジェクト活動に含めた。
- ・さらに、本プロジェクトが国家プログラムとして承認されるには、教育諮問委員会 (JCCE) 及び教員資格 (NCE) での承認が必要であり、右プロセスを支援していくことをプロジェクトの活動に含めることとした。

(7) 長期的な展望について

- ・現状 3 サイクル完結型の研修をしているが、教員の質を高めるためには 3 サイクルで十分というのではなく、その後も継続的に研修が行われることが重要である。長期的な SMASE 研修のあり方について協議を行い、先方政府からは、地方研修の 3 サイクル、完了までに校内研修やクラスター型研修の導入の検討を行いたい旨意向が示されるとともに、SMASE の研修実施戦略を教材内容の開発にも反映することとした。また、これらを含め今後の方向についてはフェーズ 2 のなかで内容をより具体化していくことについても意向を確認しミニッツに記載した。

6. 留意事項、フォローアップ

- ・中央研修の実施機関の移管に伴い、フェーズ 2 開始当初から NTI が本プロジェクトの主要部分を担うことになる。そのような状況のなかで、フェーズ 1 終了 (2009 年 8 月) からフェーズ 2 が開始する 2010 年 1 月 (予定) までの間で NTI の新規中央研修指導員のマネジメント及び教科知識の能力強化について先方政府から要請があった。この要請の対応については、調査団帰国後に JICA 本部の関係部署で対応を検討することを先方に説明しミニッツに記載した。
- ・なお、当該実施機関の体制整備について本調査のなかで聞き取り調査を行い、具体的に作業が進んでいることが確認できたものの、SMASE プロジェクトに関する基本的な理解を図り、プロジェクトの立ち上げを円滑に進めるための NTI の体制整備には、調査団としては、日本人アドバイザーによる支援の必要性は高いと考える。

7. 団長所感

フェーズ2では理数科分野を切り口に小学校教員を対象とした現職教員研修の質を確保しつつ、全国展開（下層展開、他州展開）に向けての制度を構築していくプロセスに取り組んでいくことになる。いわば、全国展開に向けての基盤を構築するとともに、現職教員研修の実施を具体的に設計していくことが求められる。本プロジェクト実施に際し、留意すべき点、所感は以下のとおり。

（1）対象規模の大きさ

現在、アフリカにおいて初等レベルの現職教員研修で全国展開に向けて取り組んでいる国として、ガーナ、ケニアがあるが、ガーナは約10年のパイロット経験を基に、ケニアは中等レベルで全国展開に取り組んできた約10年の経験を基に初等レベルでの展開に向け取り組んでいる。これらのプロジェクトと比較しても、ナイジェリアの場合、倍近いスピードで全国展開に向けて進んでいる感じがある。今回、下層展開するパイロット3州の教員数（約7万7,000人）はガーナ全国の小学校教員数（約8万8千人）とほぼ相当するが、残り33州及び首都特別区に約50万人以上の教員への展開も視野に入れ、教員研修の実施方法を組んでいくことがある。フェーズ2では、他州への展開も視野に中央研修（州研修指導員の育成）を実施することでスケールアップの仕掛けを組み込んでいくことになるが、国としての大きさを十分認識しつつ、取り組んでいく必要がある。

（2）スケールアップにあたっての留意事項

ナイジェリアは大きく分けて6つの政策ゾーンに分けられるが、下層展開する3州は2つのゾーンに属している。今回の協議において、ナイジェリア側から、残り4つの政策ゾーンから1つずつパイロット州として支援（州研修レベルまで）してほしいと強い要望があった。特にSMASE研修を全国プログラムに正式に組み込んでいくプロセスにおいて、全州の同意が必要であり、そのためには6つの政策ゾーンを公平に取り組んでおくことが重要であるとの主張がなされた。現時点では、調査団としては、プロジェクト規模・範囲を考えると、プロジェクトで新規に州を追加することは困難とのことで整理したが（プロジェクトの進捗を踏まえ中間レビューで議論）、同様の要望が繰り返されることが予想される。今後、パイロット州以外のモニタリング活動では、6つの政策ゾーンの公平に実施すること、今後、新規パイロット州の追加を検討する場合、この点を十分配慮することが必要である。

（2）関係機関の多さと巻き込み

今回、ミニッツに連邦教育省のほか、パイロット3州の代表、全国教員研修所（NTI）、教員認定評議会（TRCN）、全国基礎教育委員会（UBEC）が立会人として署名したが、プロジェクトに関係する機関が非常に多い。全国教員研修所（NTI）は中央研修の実施機関、州は州・地方研修を実施していく責任を担い、全国基礎教員委員会（UBEC）は州研修・地方研修の財政支援機関として、教員認定評議会（TRCN）は研修修了書の認定機関として、各機関とも重要な役割を果たすことになり、これらの機関をしっかりと

巻き込んでいくことが重要である。

(3) 教師教育の政策、プログラム、ガイドラインへの組み込み

SMASE 研修を全国で展開していくには、教師教育全体の政策のなかでの位置づけを明確にするとともに、現在、策定中・予定の政策、プログラム、ガイドライン等に組み込んでいくことが重要である。特に教員にとってのインセンティブの観点から、SMASE 研修を受けることが昇進につながっていく等、教員認定評議会（TRCN）と調整をしていく必要がある。また、現在、ナイジェリアにおいても FTI が動きつつあり、特に教師教育分野についての動向を十分把握していく必要がある。また、適宜、プロジェクトの情報提供等、インプットしていくことが大切である。

(4) 研修の質の確保と継続的な実施に向けて

パイロット 3 州では、7 万人を対象に研修を実施することになるが、費用対効果が高く、質の高い実施が求められる。そのためには地方研修講師、地方教育行政が協力しながら、実施していく体制が必要となる。また、24 カ所の SMASE ゾーンオフィス、131 カ所の地方研修センターへの初期投資として研修に必要な最低限の機材や研修教材を支援する予定である。プロジェクトのなかでも円滑な調達ができるよう工夫していきたいが、ナイジェリア事務所の調達管理・支援が必要となることから、ご協力をお願いしたい。

また、新たに専従となる中央研修講師の能力の強化を図ることが重要であり、全国展開に向けての大きな鍵となると考えられ、フェーズ 2 開始前にフォローアップ協力を通じた支援を検討することが必要と考える。

今回の議論で 3 サイクルの研修後、ナイジェリア側としては校内研修・クラスター型研修の方向性をめざしたいとの意向が示されたが、研修の方向性の中身を具体化していくことが必要である。

(5) プロジェクト運営に係る柔軟な対応

フェーズ 2 において、業務実施契約による実施を予定しているが、先方のオーナーシップを大切に、「待ち」の姿勢を大切に状況に応じ柔軟に対応していくことが必要である。全国展開に向けて、教育の改善を念頭に置きつつ、総合的な視点をもって、柔軟に計画等を見直しながら、事務所と緊密に連携しつつ、取り組んでいきたい。

(6) アフリカ域内経験交流の促進

フェーズ 1 においては、ケニア人専門家の貢献が大きく、これまで同様、SMASE—WECSA の枠組みを活用しつつ、アフリカ域内の経験を促進していくことが重要であると考えられる。また、業務実施契約でプロジェクトを実施の場合、本部において、ケニア等の第三国からの専門家による支援や技術交換の進め方について整理を行うことが必要である。

今回の調査において、ナイジェリア事務所、プロジェクト専門家から、多大な支援をいただき感謝申し上げますとともに、フェーズ 2 の円滑な開始に向け、引き続きご支援をお願いしたい。

8. 今後の予定

2009年8～9月	・プロジェクトドキュメントの完成（ナイジェリア側） ・事前評価表の決裁
2009年9月下旬	・R/D署名
2010年1月	・協力開始

以上

別添1：調査日程

別添2：PDM図

別添3：研修実施図

現地調査 日程

	日時	曜日	a	b	c
			団長	協力企画	教育事情
			石原	村川	服部
			12日間	12日間	25日間
1	8/3	月	成田12:00→ロンドン16:35(JL401) ロンドン22:15→		
2	8/4	火	アブジャ4:35(BA083) AM: JICA事務所協議 PM: 連邦教育省協議、UBEC協議		
3	8/5	水	AM: 連邦教育省協議 PM: IDPミーティング(教育ドナー会合)、大使館表敬		
4	8/6	木	AM: NTI協議		
5	8/7	金	終日: 連邦教育省協議		
6	8/8	土	終日: 資料整理		
7	8/9	日	終日: 資料整理		
8	8/10	月	終日: 連邦教育省、フェーズ1対象3州関係者協議		
9	8/11	火	AM: 連邦教育省M/M案協議 PM: M/M署名、NPC報告		
10	8/12	水	AM: 資料整理 PM: JICA事務所、大使館報告		
11	8/13	木	アブジャ: 8:30→ロンドン14:55(BA082) ロンドン19:15→		補足調査
12	8/14	金	成田15:00(JL402)		補足調査
13	8/15	土			補足調査
14	8/16	日			補足調査
15	8/17	月			補足調査
16	8/18	火			補足調査
17	8/19	水			補足調査
18	8/20	木			補足調査
19	8/21	金			補足調査
20	8/22	土			補足調査
21	8/23	日			補足調査
22	8/24	月			補足調査
23	8/25	火			補足調査
24	8/26	水			アブジャ: 8:30→ロンドン 14:55(BA082) ロンドン19:15→
25	8/27	木			成田15:00(JL402)

初等理科教育強化プロジェクト フェーズ2 (PDM Ⅱ)

別添2

対象州：

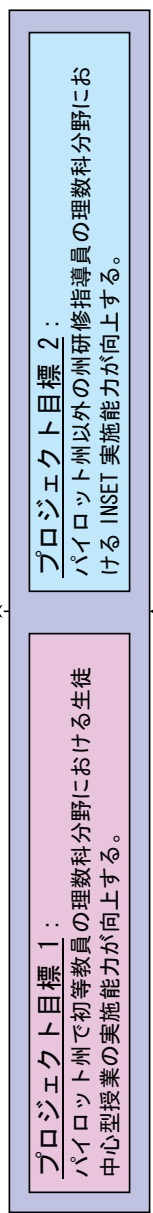
- ①カドナ州、ナイジャ州、プラト州
- ②新規対象33州+首都特別区

生徒の学力向上 (全国)

スーパーゴール：
生徒の理数分野における学力が向上する。

教員の能力強化 (全国)

上位目標：
制度化された SMASE 研修を通じて、ナイジェリアの初等教員の理数分野の指導力が向上する。



成果 1
パイロット州で地方レベルの現職教員研修を実施するための組織が確立される。

- 活動**
- 1-1 ゾーン実施委員会 (ZIC) 及びゾーン調整ユニット (ZCU) を設置する。
 - 1-2 ゾーン事務所を設置し、必要な資機材を整備する。
 - 1-3 地方研修センターを設置し、必要な資機材を整備する。
 - 1-4 地方研修センターごとに必要な地方研修指導員のグループ分けをする。
 - 1-5 研修受講者を選定する。

成果 2
パイロット州で地方レベルの現職教員研修が実施される。

- 活動**
- 2-1 地方研修用の研修教材、モニタリング・評価ツールを改訂する。
 - 2-2 研修教材を印刷し、地方研修センターに配布する。
 - 2-3 初等教員に研修を実施する (1 研修センター-200 人/1 回)。
 - 2-4 地方研修のモニタリング評価を実施する。
 - 2-5 教室レベルのインパクト調査を実施する。
 - 2-6 2-1~2-5 の活動を通じて地方研修ガイドラインのレビューを行い、改訂する。

成果 3
中央及び州レベルで現職教員研修を実施するための組織が確立される。

- 活動**
- 3-1 中央研修センターを NCCE から NTI へ移転する。
 - 3-2 新研修センター (NTI) の必要な資機材を整備する。
 - 3-3 常勤の中央研修指導員を配置する。
 - 3-4 常勤の中央研修指導員に導入研修 (OJT) を実施する。
 - 3-5 州実施委員会 (SIC) 及び州調整ユニット (SCU) を設置する。
 - 3-6 州研修指導員を選定する。
 - 3-7 中央調整ユニット (NCU) のメンバーの増員を行う。
 - 3-8 中央調整ユニット (NCU) に必要な資機材を整備する。

成果 4
パイロット州以外の州で州研修指導員を対象とした現職教員研修が実施される。

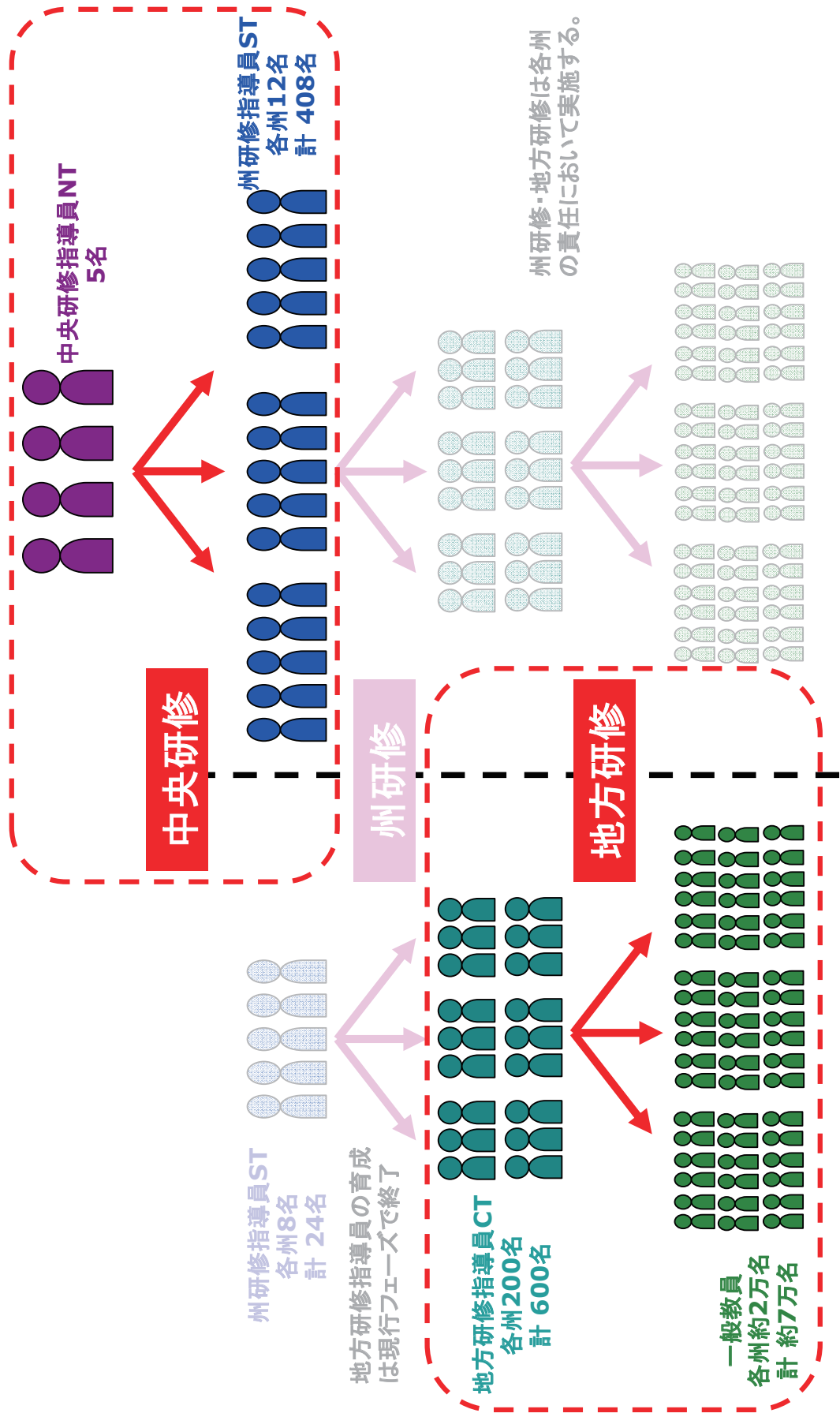
- 活動**
- 4-1 中央研修用の研修教材、モニタリング・評価ツールを改訂する。
 - 4-2 408 人の州研修指導員に研修を実施する (12 人×34 州) (48 人/1 回)。
 - 4-3 中央研修のモニタリング・評価を実施する。
 - 4-4 4-1~4-3 の活動を通じて他州拡大ガイドラインのレビューを行い、改訂する。

成果 5
現職教員研修を支援する体制が強化される。

- 活動**
- 5-1 SMASE 研修に関する現行政策について分析する。
 - 5-2 SMASE 研修の活動や経験が教員政策やガイドライン、研修に取り入れられるよう必要な支援を行う。
 - 5-3 パイロット州の地方政府関係者 (教育長、学校業務局長) に INSET 運営管理ワークショップを実施する。
 - 5-4 パイロット州以外の関係者 (INSET 研修責任者、他代表者 2 名) に INSET 運営管理ワークショップを実施する。
 - 5-5 COPSHON のような既存の組織を通じて、監督者や校長に啓発セミナーを実施する。
 - 5-6 パイロット州以外の州における州研修のモニタリングを行う。
 - 5-7 2-6 及び 4-4 の活動を基に SMASE INSET ガイドラインを開発する。
 - 5-8 SMASE INSET ガイドラインの見直しを行い、教育省から承認される。
 - 5-9 SMASE 研修の教育諮問委員会及び国家教育評議会での承認を支援する。
 - 5-10 プロジェクト活動に関するニュースレターを 3 回発行する。
 - 5-11 必要に応じてメディアを通じて広報活動を推進する。

研修実施図

別添3



現行フェーズ対象3州

33州+首都特別区

RECORD OF DISCUSSIONS BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY AND
AUTHORITIES CONCERNED OF
THE GOVERNMENT OF THE FEDERAL REPUBLIC OF NIGERIA
ON JAPANESE TECHNICAL COOPERATION FOR
THE STRENGTHENING OF MATHEMATICS AND SCIENCE EDUCATION (SMASE)
IN NIGERIA (PHASE 2)

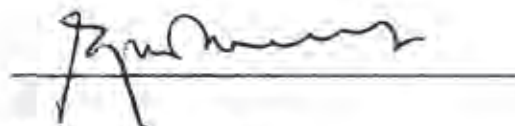
With regard to the Japanese technical cooperation for the Strengthening of Mathematics and Science Education (SMASE) in Nigeria (Phase 2), Japan International Cooperation Agency (hereinafter referred to as "JICA") had a series of discussions, through the Chief Representative of JICA in Nigeria, with the authorities concerned of the Government of the Federal Republic of Nigeria (hereinafter referred to as "the Nigerian authorities")

As result of the discussions, JICA and the Nigerian authorities concerned agreed on the matters referred to in the document attached hereto.

Abuja, November 19, 2009



Mr. Kyojin Mima
Chief Representative
Japan International Cooperation Agency
Nigeria Office



Dr. Sam Ominyi Egwu
Honorable Minister of Education
Federal Republic of Nigeria

THE ATTACHED DOCUMENT

I. COOPERATION BETWEEN JICA AND THE GOVERNMENT OF THE FEDERAL REPUBLIC OF NIGERIA

1. The Nigerian authorities will implement the "Project for Strengthening of Mathematics and Science Education (SMASE) in Nigeria (Phase 2)" (hereinafter referred to as "the Project") in cooperation with JICA.
2. The Project will be implemented in accordance with the Master Plan which is given in Annex I.

II. MEASURES TO BE TAKEN BY JICA

In accordance with the laws and regulations in force in Japan, JICA will take, at its own expense, the following measures according to the normal procedures under the Technical Cooperation Scheme of Japan.

1. DISPATCH OF EXPERTS
JICA will provide the services of experts as listed in Annex II.
2. PROVISION OF MACHINERY AND EQUIPMENT
JICA will provide such machinery, equipment and other materials (hereinafter referred to as "the Equipment") necessary for the implementation of the Project as listed in Annex III. The equipment will become the property of the Government of Nigeria upon being delivered C.I.F (cost, insurance and freight) to the Nigerian authorities concerned at the ports and/or airport of disembarkation.
3. TRAINING OF NIGERIAN PERSONAL IN JAPAN AND/OR THIRD COUNTRIES
JICA will receive the Nigerian personnel connected with the Project for technical training in Japan and/or third countries.

III. MEASURES TO BE TAKEN BY THE GOVERNMENT OF THE FEDERAL REPUBLIC OF NIGERIA

1. The Nigerian authorities will take necessary measures to ensure that the self-reliant



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operation of the Project will be sustained during and after the period of Japanese technical cooperation, through full and active involvement in the Project by all related authorities, beneficiary groups and institutions.

2. The Nigerian authorities will ensure that the technologies and knowledge acquired by the Nigerian nationals as a result of the Japanese technical cooperation will contribute to the economic and social development of the Federal Republic of Nigeria.
3. The Nigerian authorities will grant in Federal Republic of Nigeria privileges, exemptions and benefits as listed in Annex IV, and will grant privileges, exemptions and benefits no less favorable than those granted to experts of third countries or international organizations performing similar missions to the JICA experts referred to in Annex II and their families
4. The Nigerian authorities will ensure that the Equipment provided by JICA will be utilized effectively for the implementation of the Project in consultation with the JICA experts referred to in Annex II.
5. The Nigerian authorities will take necessary measures to ensure that the knowledge and experience acquired by the Nigerian personnel through technical training in Japan and/or third countries will be utilized effectively in the implementation of the Project.
6. In accordance with the laws and regulations in force in the Federal Republic of Nigeria, the Nigerian authorities will take necessary measures to provide at its own expense;
 - (1) Services of the Nigerian counterpart personnel;
 - (2) Land, buildings and facilities as listed in Annex VI;
 - (3) Supply or replacement of machinery, equipment, instruments, vehicles, tools, spare parts and any other materials necessary for the implementation of the Project other than the Equipment provided by JICA.
7. In accordance with the laws and regulations in force in the Federal Republic of Nigeria, the Nigerian authorities will take necessary measures to meet:
 - (1) Expenses necessary for transportation within the Federal Republic of Nigeria of the Equipment provided by JICA above as well as for the installation, operation and maintenance thereof;
 - (2) Customs duties, internal taxes and any other charges, imposed in the Federal Republic of Nigeria on the Equipment provided by JICA; and
 - (3) Running expenses necessary for the implementation of the Project.



IV. ADMINISTRATION OF THE PROJECT

1. The Minister of Education, the Federal Ministry of Education (hereinafter referred to as "FME"), as the Project Director, will bear overall responsibility for the administration and implementation of the Project.
2. Deputy Director, Department of Basic and Secondary Education, FME, as the National Coordinator, will be responsible for the overall coordination for all project activities.
3. Assistant Director, Department of Basic and Secondary Education, FME, as the Deputy National Coordinator, will assist the National Coordinator in implementation for all project activities.
4. The Japanese Chief Advisor dispatched by JICA will provide necessary recommendations and advice to the Project Director, the National Coordinator, and other Nigerian counterpart personnel on any matters pertaining to the implementation of the Project.
5. The Japanese or third country experts dispatched by JICA will give necessary technical guidance and advice to the Nigerian counterpart personnel on technical matters pertaining to the implementation of the Project.
6. For the effective and successful implementation of technical cooperation for the Project, the National Steering Committee will be established whose functions and composition are described in Annex VII.

V. JOINT EVALUATION

Evaluation of the Project will be conducted jointly by JICA and the Nigerian authorities concerned, at the middle and during the last six months of the cooperation term in order to examine the level of achievement.

VI. CLAIMS AGAINST JAPANESE EXPERTS

The Nigerian authorities undertakes to bear claims, if any arises, against the Japanese experts engaged in technical cooperation for the Project resulting from, occurring in the course of, or otherwise connected with the discharge of their official functions in the Federal Republic of



Nigeria except for those arising from the willful misconduct or gross negligence of the Japanese experts.

VII. MUTUAL CONSULTATION

There will be mutual consultation between JICA and the Nigerian authorities on any major issues arising from, or in connection with this Attached Document.

VIII. MEASURES TO PROMOTE UNDERSTANDING OF AND SUPPORT FOR THE PROJECT

For the purpose of promoting support for the Project among the people of the Nigeria, the Government of the Nigerian authorities will take appropriate measures to make the Project widely known to the people of the Federal Republic of Nigeria.

IX. TERM OF COOPERATION

The duration of the technical cooperation for the Project under this Attached Document will be about three years and two months from the date of the first dispatch of experts.(tentatively scheduled in January, 2010)

ANNEX I	MASTER PLAN
ANNEX II	LIST OF EXPERTS
ANNEX III	LIST OF MACHINERY AND EQUIPMENT
ANNEX IV	PRIVILEGES, EXEMPTIONS AND BENEFITS FOR JICA EXPERTS
ANNEX V	LIST OF NIGERIAN COUNTERPARTS AND ADMINISTRATIVE PERSONNEL
ANNEX VI	LIST OF BUILDINGS AND FACILITIES
ANNEX VII	ROLE OF VARIOUS BODIES FOR THE PROJECT



1. Overall Goal

Teaching skills of primary school teachers in mathematics and science in the country are upgraded through institutionalized SMASE INSET.

2. Coverage of the Project

The project will be implemented in Local Education Authorities in pilot States (Kaduna, Niger, and Plateau) and other remaining States (33 non pilot States and Federal Capital Territory (FCT)).

3. Project Purpose

The ability of primary school teachers to conduct student centered lesson in mathematics and science in pilot states and the ability of State Trainers as INSET providers in primary mathematics and science education in other remaining states is enhanced.

4. Project Outputs

- (1) The bodies / units to implement the Local INSET for primary school teachers in the pilot states are established.
- (2) The INSET for primary school teachers are conducted and assessed in pilot states.
- (3) The bodies/units to implement the INSET at National and State levels are strengthened.
- (4) The National INSET for State Trainers in other remaining states are conducted and assessed.
- (5) Supporting system for INSET is strengthened.

5. Activities of the project

- (1-1) To inaugurate Zonal Implementation Committee and Zonal Coordinating Unit.
- (1-2) To identify and equip SMASE Zonal offices.
- (1-3) To identify and equip Local INSET centres.
- (1-4) To group Core Teachers to training centres.
- (1-5) To select trainees.



- (5-9) To assist in approving the SMASE INSET through JCCE and NCE.
- (5-10) To publish at least 3 Newsletters on the activities of the Project.
- (5-11) To promote and popularize the activities of the Project through the media and other national and state education fora.

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ANNEX II

LIST OF EXPERTS

Experts in the following will be dispatched by JICA

- Chief Advisor / Teacher Education Planning
- INSET Management and Planning
- Mathematics and Science Education / Lesson Study
- Monitoring and Evaluation / Lesson Observation
- Procurement Planning

Other Expert(s) will be dispatched, when necessity arises, for the smooth implementation of the Project within the framework of the Project.



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ANNEX IV

PRIVILEGES, EXEMPTION AND BENEFITS FOR JAPANESE EXPERTS

In accordance with the laws and regulations in the Federal Republic of Nigeria, the Nigerian Authorities will grant the following:

1. To exempt from income tax and other charges of any kind imposed on or in connection with the living allowances remitted from abroad for the Japanese experts.
2. To exempt from income tax, export duties and any other charges imposed on personal household effects of the Japanese experts and their families, including one motor vehicle per experts.
3. To use all available means to provide medical and other necessary assistance to the Japanese experts and their families.
4. To issue, upon application, entry visas for the Japanese experts and their families free of charge.
5. To issue identification cards to the Japanese experts and their families to secure the cooperation of all governmental organization necessary for the performance of the duties of the experts; and
6. To exempt from customs duties for import and export for machinery and equipment by the Japanese experts in connection with the Project activities.



ANNEX V

LIST OF NIGERIAN COUNTERPART AND ADMINISTRATIVE PERSONNEL

Counterpart and administrative personnel will be assigned by the Government of the Federal Republic of Nigeria.

1. The Project Director

The Minister of Education, FME

2. The National Coordinator

Deputy Director, Department of Basic and Secondary Education, FME

3. The Deputy National Coordinator

Assistant Director, Department of Basic and Secondary Education, FME

4. Counterpart Personnel

National Coordinating Unit (10 people)

National Trainers(5 people)

State Implementing Committee (39 people: 13 people×3 states)

State Coordinating Unit (12 people: 4 people×3 states)



ANNEX VI

LIST OF BUILDINGS AND FACILITIES

1. Land, buildings, and facilities necessary for the Project.
2. Rooms and facilities necessary for installation and storage of equipment in National INSET Centre, State INSET Centres, Zonal Offices and Local INSET Centres.
3. Offices and facilities necessary for the Project within the Headquarters of Federal Ministry of Education and National Teachers Institute.
4. Other facilities mutually agreed upon as necessary for implementation of the Project.

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ANNEX VII

ROLE OF VARIOUS BODIES FOR THE PROJECT

I. National Steering Committee (NSC)

1. Functions

- (1) To be responsible for the overall policy decisions with reference to the Project.
- (2) To consider the bi-annual progress report on the implementation submitted by the National Coordinator and the State Implementation Committee.
- (3) To exchange views on any major issues arising from or in connection with the implementation of the Project.
- (5) To carry out Monitoring and Evaluation of the Project.
- (6) To work towards the implementation and institutionalization of regular INSET as stipulated in the National Policy on Education (NPE).

2. Compositions

- Honorable Minister of Education
- Permanent Secretary FME
- Director Basic & Secondary Education (DBSE)
- Director Policy Planning, Management and Research (PPMR)
- Executive Secretary UBEC
- Executive Secretary NCCE
- Registrar TRCN
- Executive Secretary NERDC
- Director General NTI
- Director General NMC
- JICA Resident Representative
- JICA Expert
- Chairmen of SUBEBs
- Legal Adviser FME
- President of MAN
- Executive Director of STAN
- Deputy Director Science Education- Secretary

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II. National Technical Committee (NTC)

1. Functions

- (1) To exchange views on major technical issues arising from or in connection with the implementation of the Project.
- (2) To apply for release of funds for the implementation of Project activities according to the workplan.
- (3) To carry out Monitoring and Evaluation of the Project.
- (4) To give feedbacks and reports of the Project activities to the Chief Executives of Stakeholders.

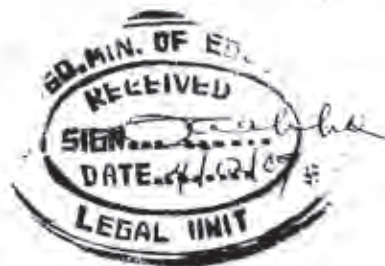
2. Compositions

- National Coordinator
- Deputy Coordinator of NCU
- National Coordinating Unit members
- Representative of the National Trainers
- JICA Expert
- Representative of NMC
- Representative of NERDC
- Representative of TRCN
- Representative of SUBEBs
- Representative of JICA Nigeria Office

III. National Coordinating Unit (NCU)

1. Functions

- (1) To coordinate the Project.
- (2) To finalize Annual work plans developed by the National INSET Centre.
- (3) To initiate the requisition for funds based on the Annual work plans for the implementation of the Project activities.
- (4) To develop and defend Budget Statement proposal.
- (5) To coordinate stakeholders of the Project on their roles and responsibilities.
- (6) To observe and supervise SMASE INSET activities.
- (7) To finalize bi-annual progress report of the Project activities developed by National Trainers and present to the National Steering Committee.
- (8) To conduct internal monitoring and evaluation of the Project.



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- (9) To facilitate all stakeholders that are related to teacher education to develop a framework for implementing and institutionalizing regular INSET as a component of National INSET in Nigeria as stipulated in the National policy on education.
- (10) To monitor participate and initiate wherever and whenever possible policy issues relating to SMASE INSET in Nigeria arise.

2. Compositions

- One National Coordinator from DBSE
- One Deputy National Coordinator from DBSE
- Eight Assistant National Coordinators from DBSE of FME and from UBEC (five from FME and 3 from UBEC)
- JICA Expert(s)

IV. State Implementation Committee (SIC)

1. Functions

- (1) To be responsible for implementation of Project activities in the State.
- (2) To ensure that the trainings are organized effectively and on schedule as specified in the Project document.
- (3) To approve the disbursement of funds based on the recommendation of the State Coordinating Unit.
- (4) To ensure that bi-annual progress reports are submitted to the National Steering Committee.
- (5) To monitor and evaluate the progress of the INSET.
- (6) To prepare the frame work for implementing and institutionalizing regular INSET as stipulated in the NPE.

2. Compositions

- SUBEB Chairman
- SUBEB Directors: in charge of INSET, Inspectorate Services, School Services
- Provost Federal College of Education
- Provost State College of Education
- Representative of State Trainers
- Directors Education Resource Centre and Science, Mathematics and Technology of State Ministry of Education
- Representative of Education Secretaries of LGEAs



- National Union of Teachers Representative
- Head of INSET Centre
- JICA Expert
- NCU Representative
- State PTA Chairman
- National Trainers' Representative
- Science Coordinator- Secretary

V. State Coordinating Unit (SCU)

1. Functions

- (1) To coordinate the INSET activities at the State INSET centre.
- (2) To prepare the work plan for the INSET centre, and any other duties for the effective implementation of INSET in the State.
- (3) To prepare and submit the bi-annual progress report of the INSET activities to the SIC
- (4) To conduct internal monitoring and evaluation of the Project.
- (5) To prepare the framework for implementing and institutionalizing regular INSET as stipulated in the NPE.

2. Compositions

- State INSET Coordinator from SUBEB
- Assistant State Coordinator from SUBEB
- Science Coordinator at the SUBEB as the Assistant State Coordinator
- State Trainers' Representative
- JICA Expert

VI. Zonal Implementation Committee (ZIC)

1. Functions

- (1) To be responsible for implementation of the Project activities in the LGEA.
- (2) To ensure that the trainings are organized effectively and on schedule as specified in the Project Document.
- (3) To approve the disbursement of funds based on the recommendation of the ZCU.
- (4) To monitor and evaluate the progress of the INSET



- (5) To prepare the framework for implementing and institutionalizing regular INSET as stipulated in the National Policy on Education.

2. Compositions

- Executive Secretary of host LGEA (Chairman)
- All Local Education Secretaries of SMASE Zone
- HOS / D School Service
- Representative of SUBEB area inspectors of LGEA
- Representative of zonal inspector of education, MOE
- Principle / Head Master of training centre
- One State Trainer
- One Core Teacher per training centre
- Representative of Nigerian Union of teacher
- Representative of SBMC/PTA
- Representative of COPSHON
- Science Coordinator of the host LGEA.

VII. Zonal Coordinating Unit (ZCU)

1. Functions

- (1) To coordinate the INSET activities at the local INSET centre.
- (2) Provision/preparation of training materials and meals.
- (3) To prepare the work plan for the INSET centre, and any other duties for the effective implementation of INSET in the zone.
- (4) To prepare and submit the bi-annual progress report of the INSET activities to the SCU.
- (5) To conduct internal monitoring and evaluation of the Project.
- (6) To be responsible for safety, maintenance and distribution to training centres.
- (7) To prepare the frame work for implementing and institutionalizing regular INSET as stipulated in the NPE.

2. Compositions

- Executive Secretary of host LGEA (Chairman)
- Head of Department of the host LGEA
- Science Coordinator of the host LGEA

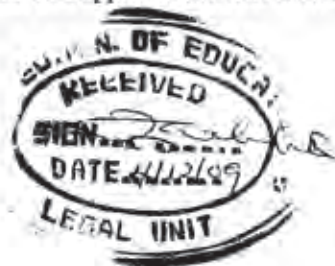


- (2-1) To modify training materials, monitoring & evaluation tools for local INSET.
- (2-2) To print and circulate INSET training materials to the Local INSET centres.
- (2-3) To conduct training for primary school teachers (200 participants per centre per training).
- (2-4) To conduct monitoring & evaluation of Local INSET.
- (2-5) To conduct classroom impact survey on Local INSET.
- (2-6) To review and revise the guidelines for cascading SMASE INSET to Local Level based on Activity 2-1 to 2-5

- (3-1) To transfer National INSET centre from NCCE to NTI.
- (3-2) To equip the new National INSET centre.
- (3-3) To appoint full time National Trainers.
- (3-4) To conduct induction course (OJT) for full time National Trainers.
- (3-5) To establish and inaugurate State Implementation Committee/ Coordinating Unit.
- (3-6) To select State Trainers.
- (3-7) To increase number of NCU members.
- (3-8) To equip NCU office.

- (4-1) To modify training materials and monitoring & evaluation tools for National INSET.
- (4-2) To conduct training for at least 408 new State Trainers from other remaining states (12 trainers X 34 states) (48 participants from 4 states per training)
- (4-3) To conduct monitoring and evaluation of National INSET.
- (4-4) To review and revise the guidelines for scaling up of SMASE INSET to 33 non pilot states and Federal Capital Territory based on activity 4-1 to 4-3

- (5-1) To examine the current policies as it relates to SMASE INSET.
- (5-2) To assist in incorporating SMASE activities and experience into teacher education policies, guidelines and programmes.
- (5-3) To conduct INSET management workshop for stakeholders (Education Secretaries and Heads of School Services) in Local Governments in the pilot states.
- (5-4) To conduct INSET management workshop for stakeholders (Director in charge of INSET and other 2 officials per state) in other remaining states.
- (5-5) To conduct advocacy / sensitization workshop for supervisors and head teachers using existing association such as COPSHON.
- (5-6) To monitor State INSET activities in other remaining states.
- (5-7) To develop SMASE INSET guidelines based on activities 2-6 and 4-4.
- (5-8) To assess and approve SMASE INSET guidelines by FME.



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- (5-9) To assist in approving the SMASE INSET through JCCE and NCE.
- (5-10) To publish at least 3 Newsletters on the activities of the Project.
- (5-11) To promote and popularize the activities of the Project through the media and other national and state education fora.



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MINUTES OF MEETING BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
THE AUTHORITIES CONCERNED OF
THE GOVERNMENT OF THE FEDERAL REPUBLIC OF NIGERIA
ON JAPANESE TECHNICAL COOPERATION FOR
THE STRENGTHENING OF MATHEMATICS AND SCIENCE EDUCATION (SMASE)
IN NIGERIA (PHASE 2)

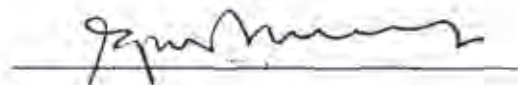
With regard to the Japanese technical cooperation for the Strengthening of Mathematics and Science Education (SMASE) in Nigeria (Phase 2), Japan International Cooperation Agency (hereinafter referred to as "JICA") had a series of discussions, through the Chief Representative of JICA in Nigeria, with the authorities concerned of the Government of the Federal Republic of Nigeria (hereinafter referred to as "the Nigerian authorities")

As result of the discussions, JICA and the Nigerian authorities concerned agreed on the matters referred to in the document attached hereto as a supplement to the Record of Discussions.

Abuja, November 19, 2009



Mr. Kyojin Mima
Chief Representative
Japan International Cooperation Agency
Nigeria Office



Dr. Sam Ominyi Egwu
Honorable Minister of Education
Federal Republic of Nigeria

ATTACHED DOCUMENT

I. SCOPE OF TECHNICAL COOPERATION

The Project Document is shown in the ANNEX I and explains the detail of the Project background, the design, the administration and the pre-evaluation of the Project.

II. The Project Design Matrix

The Project will be implemented within the framework of the Project Design Matrix (hereinafter referred to as "PDM") shown in Appendix 1 of the Project Document. The PDM is an effective tool for managing and implementing the Project. The PDM is characterized as follows;

1. The PDM is a logically designed matrix which defines the initial understanding of the framework for the Project and indicates the logical steps toward the achievement of the Project purpose and Overall Goal.
2. The PDM is to be flexibly revised according to the progress and achievement of the Project, upon agreement by both sides.
3. It is also used as a reference for monitoring and evaluating the Project.

III. Plan of Operation

The Plan of Operation (hereinafter referred to as "PO") is shown in Appendix 2 of the Project Document, on condition that the necessary input will be allocated for the Project by both sides. The schedule of the PO is subject to change within the framework of the R/D when the necessity arises in the course of the Project implementation.

IV. Cost Sharing

Both JICA and the Nigerian authorities have jointly elaborated the details on cost sharing for the implementation of the Project through the Detail Design Survey Team dispatched in August 2009. The details of the cost sharing are shown in Appendix 17 of the Project Document, which are the guideline for the both sides. The both sides should make joint efforts to secure the necessary budget allocation and its disbursement. Moreover, detail budget will be consulted between the Nigerian side and JICA each year according to the progress of the Project.

ANNEX I PROJECT DOCUMENT



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List of Abbreviations and Acronyms

ASEI/PDSI:	Activity, Student, Experiment, Improvisation and Plan, Do, See, Improve
CEMASTEIA:	Centre for Mathematics, Science and and Technology Education in Africa
COE:	College of Education
COPSHON	Conference of primary school head-teachers of Nigeria
CT	Core Teacher
DFID:	Department for International Development (UK)
DBSE	Department of Basic and Secondary Education
EFA:	Education for All
ETF:	Education Tax Fund
FGN:	Federal Government of Nigeria
FME:	Federal Ministry of Education
HOD	Head of Department
HOS/D	Head of Section / Department
GON:	Government of Nigeria
GOJ:	Government of Japan
INSET:	In-Service Education and Training
JCCE	Joint Consultative Council on Education of Nigeria
JICA:	Japan International Cooperation Agency
LGEA:	Local Government Education Authority
MAN	Mathematics Association of Nigeria
M&E	Monitoring and Evaluation
NCE:	Nigeria Certificate in Education
NCCE:	National Commission for Colleges of Education
NCU:	National Coordinating Unit
NEEDS:	National Economic Empowerment Development Strategy
NERDC:	Nigeria Educational Research and Development Council
NMC:	National Mathematical Centre
NPE:	National Policy on Education
NSC:	National Steering Committee
NT:	National Trainer
NTC	National Technical Committee
NTI:	National Teachers Institute
PO	Plan of Operation
PDM:	Project Design Matrix
PPMR	Policy Planning, Management and Research
PTA	Parents' Teachers' Association
SCU:	State Coordinating Unit
SIC:	State Implementation Committee
SMASE	Strengthening Mathematics and Science Education
SMASSE-WECSA:	Strengthening Mathematics and Science Education- Western, Eastern, Central and Southern Africa
SBMC	School Based Management Committee

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ST:	State Trainer
SUBEB:	State Universal Basic Education Board
TOR:	Terms of Reference
TRCN:	Teachers Registration Council of Nigeria
UBEC:	Universal Basic Education Commission
UNESCO:	United Nations Education Scientific and Cultural Organization
UNICEF:	United Nations Children's Fund
USAID:	United States Agency for International Development
WSSD:	World Summit for Sustainable Development
ZIC	Zonal Implementation Committee
ZCU	Zonal Coordinating Unit

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1.0 Executive Summary

- Project Title:** Strengthening of mathematics and science education (SMASE) in Nigeria (phase 2)
- Country:** Federal Republic of Nigeria
- Super Goal:** The capability of primary school pupils in mathematics and science education in the country is upgraded.
- Overall Goal:** Teaching skills of primary school teachers in mathematics and science in the country are upgraded through institutionalized SMASE INSET.
- Project Purpose:** The ability of primary school teachers to conduct student centered lesson in mathematics and science in pilot states and the ability of State Trainers, as INSET providers in primary mathematics and science education in other remaining states is enhanced.
- Coverage:** 3 pilot states (Kaduna, Niger and Plateau) and other remaining states (33 states and Federal Capital Territory (FCT))
- Executing Bodies:** Federal Ministry of Education (FME), National Teachers Institute (NTI), National Commission for Colleges of Education (NCCE), Universal Basic Education Commission (UBEC), State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs) in pilot states, and Japan International Cooperation Agency (JICA)
- Collaborating Bodies:** Nigeria Educational Research and Development Council (NERDC), National Mathematical Centre (NMC), Teachers Registration Council of Nigeria (TRCN)
- Duration:** 3 years and 2 months (2010 - 2013)
- Beneficiaries:**
1. 70,000 Primary school teachers in pilot states
 2. 542 Core Teachers in pilot states
 3. 24 State Trainers in pilot states
 4. 404 State Trainers in other remaining states
 5. 5 National Trainers
 6. 51 SUBEB officials and 48 LGEA officials in pilot states
 7. 8,051 Head Teachers and Inspectors

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8. 2,000,000 Primary school pupils in pilot states

Outputs:

1. The bodies / units to implement the Local INSET for primary school teachers in the pilot states are established.
2. The INSET for primary school teachers are conducted and assessed in pilot states.
3. The bodies/units to implement the INSET at National and State levels are strengthened.
4. The National INSET for State Trainers in other remaining states are conducted and assessed.
5. Supporting system for INSET is strengthened.

Activities:

- 1.1 To inaugurate Zonal Implementation Committee and Zonal Coordinating Unit.
- 1.2 To identify and equip SMASE Zonal offices.
- 1.3 To identify and equip Local INSET centres.
- 1.4 To group Core Teachers to training centres.
- 1.5 To select trainees.

- 2.1 To modify training materials, monitoring & evaluation tools for local INSET.
- 2.2 To print and circulate INSET training materials to the Local INSET centres.
- 2.3 To conduct training for primary school teachers (200 participants per centre per training).
- 2.4 To conduct monitoring & evaluation of Local INSET.
- 2.5 To conduct classroom impact survey on Local INSET.
- 2.6 To review and revise the guidelines for cascading SMASE INSET to Local Level based on Activity 2-1 to 2-5

- 3.1 To transfer National INSET centre from NCCE to NTI.
- 3.2 To equip the new National INSET centre.
- 3.3 To appoint full time National Trainers.
- 3.4 To conduct induction course (OJT) for full time National Trainers.
- 3.5 To establish and inaugurate State Implementation Committee/ Coordinating Unit.
- 3.6 To select State Trainers.
- 3.7 To increase number of NCU members.
- 3.8 To equip NCU office.

- 4.1 To modify training materials and monitoring & evaluation tools for National INSET.

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- 4.2 To conduct training for at least 408 new State Trainers from other remaining States (12 trainers X 34 States) (48 participants from 4 States per training)
- 4.3 To conduct monitoring and evaluation of National INSET.
- 4.4 To review and revise the guidelines for scaling up of SMASE INSET to 33 non pilot states and Federal Capital Territory based on activity 4-1 to 4-3

- 5.1 To examine the current policies as it relates to SMASE INSET.
- 5.2 To assist in incorporating SMASE activities and experience into teacher education policies, guidelines and programmes.
- 5.3 To conduct INSET management workshop for stakeholders (Education Secretaries and Heads of School Services) in Local Governments in the pilot states.
- 5.4 To conduct INSET management workshop for stakeholders (Director in charge of INSET and other 2 officials per state) in other remaining states.
- 5.5 To conduct advocacy / sensitization workshop for supervisors and head teachers using existing association such as COPSHON.
- 5.6 To monitor State INSET activities in other remaining states.
- 5.7 To develop SMASE INSET guidelines based on activities 2-6 and 4-4.
- 5.8 To assess and approve SMASE INSET guidelines by FME.
- 5.9 To assist in approving the SMASE INSET through JCCE and NCE.
- 5.10 To publish at least 3 Newsletters on the activities of the Project.
- 5.11 To promote and popularize the activities of the Project through the media and other national and state education fora.

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2.0 Background Information of Nigerian Education Sector

2.1 Overview of Education Sector

Education has always been a priority agenda for Nigerian Government since independence. The introduction of the Universal Primary Education (UPE) in September 1976 was the first major National initiative that was aimed at universalizing access to education. The National Policy on Education (NPE) first published in 1977 (4th Edition 2004), provided a greater sense of direction and purpose to educational activities at all levels of the education system. This policy established a philosophy and goals of education in Nigeria and a National curriculum for schools. A 6-3-3-4 education system was also set up this time. The UPE scheme was not as effective as expected, because it was marred by inadequate planning, but nevertheless resulted in doubling of primary enrolment.

Nigeria has participated in all deliberation concerning Education for All (EFA) since the Jomtien Conference of 1990. In order to achieve the goals of EFA, the Nigerian Government made a renewed commitment to adult literacy and introduced the concept of a nine-year basic education programme covering the primary and junior secondary level. In 1999, the civilian administration launched the current Universal Basic Education (UBE) Programme, ahead of Dakar 2000 framework on EFA. The six goals were later integrated into the UBE blueprint. In pursuance of the EFA goals, the Nigerian government made the formal level of primary and junior secondary education universal, free and compulsory.

The Universal Basic Education Commission (UBEC) is the main agency coordinating the implementation of basic education. At the state level, State Universal Basic Education Boards (SUBEB) is responsible for nine years of basic, free and compulsory education.

Since the launch of UBE in 1999, more students have been enrolled. About 17.9 million children were enrolled in primary schools in 1999. This increased to 20.2 million in 2002 and 22.2 million in 2005. Free Universal Basic became a law in May 2004, but Nigeria remains at low point on the Millennium Development Goals (MDGs) for education.

The Federal Ministry of Education is the Principal Organ of Government of Nigeria entrusted with the statutory mandate for coordinating educational activities at National level. Specifically the Ministry effects Cooperation and Coordination of Educational Policies, setting standards and procedures in 36 States of the Federation and the Federal Capital Territory (FCT) through the Instrumentality of the National Council on Education (NCE).



2.2 Scope and Objectives of Basic Education

The current education system is 6-3-3-4, which represents six years for primary, three years for junior secondary, three years for senior secondary and four years for university education. In Nigeria, primary education forms the base of nine-year Basic education programme comprising of 6 years of primary education and 3 years of junior secondary education. It is tuition free, universal and compulsory. Statistics from the 2006 school census show that there are 87,941 primary schools in Nigeria with an enrolment figure of 24,422,918 of which the male accounts for 13,302,269 (54.5%) indicating a gender parity of 83.6%. More (65%) males are enrolled in the primary schools than females (35%) in the north while a new parity is recorded in the south. The Gross enrolment ratio (GER) in primary education was between 95 – 100% from 2000 to 2005, except 123% in 2003 which is due to inclusion of over or under-aged pupils. A GER in 2005 was 95%, 103% in male and 87% female. Completion rate in primary education in 2005 was 78% while completion rate for male (84%) was higher than that of female (68%). Teacher-pupil ratio in the country is improving, which was 1:43 in 2000 and 1:37 in 2005.

The objectives of Basic Education are derived from the National Policy on Education, one of which is to equip the individual with a solid base for scientific and reflective thinking through the inculcation of permanent literacy and in numeracy. The individual who has passed through primary education must have imbibed a sound attitude and character training to enable the recipient adapt to the changing environment. Indeed, at the end of the primary education programme, the recipient must have acquired manipulation skill necessary to function effectively in the society within the limits of his capability.

2.3. Situational Analysis on Primary Mathematics and Science Education

In Nigeria primary schools, a normal lesson period lasts 35 minutes during which the teacher is expected to employ practical demonstration, experimental and explanatory/interactive methods of teaching. Instructional materials such as textbooks, science equipment, chalk and chalkboard and charts are generally inadequate in most rural schools thus making effective delivery of curriculum difficult to achieve. The school environment in most public schools lacks adequate facilities like gender sensitive toilets; a recreation ground, perimeter fence, a source of potable water and electricity. Indeed classrooms facilities are inadequate.

There are also proofs from some studies on poor students' academic performance as follows:

- (a) The result of the National Assessment of Learning Achievement of Primary 5 pupils in English and Mathematics in 2001 conducted by UBEC showed low level of achievement in English (40%) and Mathematics (34%) respectively.

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- (b) National Assessment of Universal Basic Education Board (NAUBEB) in 2003 reported that mean scores at Primary 4, 5 and 6 pupils across the four core subjects, English, Mathematics, Primary Science and Social Studies, are very low at each grade levels.
- (c) The Monitoring Learning Achievement (MLA2006) result in Mathematics at the grade 4 level shows no significant difference between 1996 and 2006. Mean scores for mathematics changed from 32% in 1996 to 34% in 2006.
- (d) SMASE baseline survey conducted in 2005 concluded that there was a strong association between inadequate teaching capacity and poor pupils' performance.

2.4. Situational Analysis on Teacher Education

Recent researches revealed that students' performance is poor in literacy and numeric skills at primary level of education.

The National Policy on Education (2004) stated that no education system can rise above the quality of its teachers. The National certificate in Education (NCE) is the basic minimum qualification for teaching in the Nation's primary and junior secondary schools, obtained after three-year post-secondary school pre-service education programme in a College of Education (COE).

A large number of teachers with certificates below the NCE (38.75%) still abound in the system. In the North East and North West regions, the figure is about 70%. The existing shortfalls in teachers are 338,147 for Primary education and 581 for Junior Secondary School. In addition, it is reported that there is alarming discrepancy between teachers certified qualifications and their actual teaching competence and performance on the job. The National Teachers Institute (NTI) established an upgrading course serving for Grade II teachers to the NCE level through distance learning. Some COEs also have part-time or "Sandwich" NCE programmes.

There are few opportunities for primary school teachers to develop their capacity through in-service programme. Generally, in-service course are offered by ad-hoc style not in regular base. Some courses are provided by government agencies such as National Mathematical Centre (NMC) and NTI. The Teachers Registration Council of Nigeria (TRCN) has designed a Mandatory Continuous Professional Development Programme for registered teachers and both the Universal Basic Education Commission (UBEC) and the NTI have been funded and mandated to provide continuing professional development programmes for teachers in the Basic Education system.

Development Partners also provide in-service programme for primary school teachers in the area of HIV/AIDS, science and mathematics education.

2.5. Government Policy and Strategy on Education Sector Development

The National Vision is for Nigeria to become one of the top 20 economies in the world by the year 2020 (Vision 20-20-20) and this requires a total commitment of



the Education Sector to create the foundation for the needed transformation by providing the needed human capital that will drive the economy. The present focus in the Education sector therefore is the development of knowledge, skills, expertise and capacity by providing access to quality education for all and ensuring minimum acceptable standards. The National Policy on Education (NPE) stipulates that "In-Service training shall be developed as an integral part of continuing teacher education and effort towards the improvement of quality education at the primary and secondary levels shall include regulation of in-service training programs for teachers and head teachers.

The Federal Ministry of Education (FME) is guided by the macro-economic objectives of the National Economic Empowerment and Development Strategy – 2 (NEEDS-2), the goals of Education for All (EFA) the Millennium Development Goals (MDGs) as well as the 7-Point Agenda of the Present administration which is also stressed the importance of human recourse development through education.

In view of the foregoing the Federal Government through FME is charting the strategies and Roadmap for the Education sector (2009) that would lead to the achievement of the National vision in: (i) Access and Equity, (ii) Standards and Quality Assurance and (iii) Technical, Vocational Education and Training and (iv) Funding, Resource Mobilization & Utilization. It also stated that "no education system can rise above the quality of its teachers as the standard of our teachers invariably affects the performance of the pupils and students".

National Teacher Education Policy (NTEP) developed with the assistance of USAID/ENHANSE was approved in 2009, for pre- and in-service teacher education. In this document it is stated that every teacher shall be required to participate in at least one CPD programme of at least 4-day duration once every two years in order to maintain his/her professional status. In addition, the National Framework for Continuing Professional Development for teachers will be enhanced by SMASE, as government sets to implement this Policy (NTEP).

2.6. Education Sector Development Initiatives Undertaken by the FGN and Development Partners

The Federal government of Nigeria (FGN) undertakes Education Sector Development Initiatives with the aim of attaining her educational goals. Some of these include:

- NTI NTI mounted a number of programmes to fill the existing gap in the supply of teachers both in quality and quantity through a network that covers the whole country. These are: Nigeria Certificate of Education by Distance Learning System (DLS) (1990), Special Teacher Upgrading Programme (STUP) (2006)



NMC NMC produces mathematics kits and teaching modules that make the teaching and learning of mathematics easy, friendly and real at primary and secondary levels.

TRCN To improve teaching and learning in pedagogy and ICT, TRCN provide Continuous Professional Development (CPD) course annually on zonal bases

A number of donor agencies and International development Partners have contributed significantly to the efforts of the FGN in the education Sector. They include UNESCO, UNICEF, USAID, DFID and the World Bank. Some of the donor-funded projects include;

UNESCO Project revitalizing teaching learning of Science, Technology and Mathematics (STM) Education in primary /secondary schools and Colleges of Education

UNICEF The Basic Education Project (2002-2007) also managed the Girls' Education Project (GEP), which is financed by DFID

USAID Project on Enabling HIV and AIDs/TB (ENHANSE, 2004-2009) and Community Participation for Action in the Social Sector (COMPASS, 2004-2009)

DFID Education Sector Support Programme in Nigeria (ESSPIN) is part of the State Level Programme (SLP) to strengthen government capacity. (2008-20014)
Girls' Education Project managed by UNICEF in selected Northern states to help to increase girls' enrolment.

World Bank Nigeria World Bank Science and Technology Education Post Basic (STEP-B) Project (2007-2011)
State Education Sector Project (SESP) implemented in Kaduna, Kwara and Kano states

2.7 Achievement of SMASE Project

The first Phase of SMASE Nigeria Project which started in 2004 came to an end in August 2009. With high dedication to duty and committee on the part of the Nigerian Counterparts and the Japanese Expert, most of the planned activities were successfully implemented.

The bodies and Units to implement INSET at National and State levels were put in place and also three (3) cycles of National and State INSET were conducted. As a result, Twenty four (24) State trainers and about 600 core teachers were trained in order to train all the remaining teachers in the Pilot States. The ability



of core teachers to provide INSET for teachers in Primary Mathematics and Science was enhanced and this is evident by the finding of classroom impact survey and the local try-out INSET conducted in April, 2009.

The project implemented INSET management and Advocacy and sensitization workshops for Non-Pilot States and pilot states respectively. At the end of these workshops, guidelines for reaching all teachers in pilot state and for Scaling up to remaining 33 states and FCT were produced.

In order to strengthen the National INSET Centre, five National INSET trainers were appointed on full time basis and the National INSET Centre was moved from NCCE to NTI, Kaduna.

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3.0 Background of the Project

The vision to uplift Nigeria to become one of the twenty largest economies in the world by the year 2020 and the desire to meet targets set out in the National Economic Empowerment and Development Strategy (NEEDS) and 7-Point Agenda are threatened by the limitations of National Education system. The 1999 Constitution of the Federal Republic of Nigeria and the National Policy on Education (NPE) require governments in the Federation to promote Technology and Science education which has been adjudged as a veritable tool to sustainable development. The cultivation of scientific culture through education has been hampered by various factors among which are poor teaching skills of primary teachers in mathematics and science.

Japan International Cooperation Agency (JICA) has helped to establish sustainable and quality In-Service Education and Training (INSET) for mathematics and science teachers in some African countries like Kenya, Uganda, Malawi, Zambia, Niger, Rwanda, Senegal, Burkina-Faso, Ghana and South Africa. To share the experience of these countries, officials from Federal Ministry of Education (FME) participated in Strengthening of Mathematics and Science in Education-Western, Eastern, Central and Southern Africa (SMASE-WESCA) workshops organized by JICA in 2003.

In 2005, the Federal Ministry of Education and JICA conducted a baseline study on status of Mathematics and Science in selected primary schools. The study revealed that schools were facing serious challenges in teaching/learning of Primary mathematics and science. The teachers engaged themselves in **chalk and talk** strategy while the pupils were **passive** participants in the class. This confirmed that there is strong association between low teaching capacities and poor performance, thus the need to re-establish a system of re training of teachers in the areas of mathematics and science.

Currently, FME has a policy on capacity building of all teachers in public primary schools in the country through Continuous Professional Development programme. This development, target innovative techniques of methodology of teaching subject content, improvisation of Instructional Materials (IMs). FME intended to achieve this by organizing training workshops during vacations and also involve NERDC/ERC, SUBEBs, TRCN, NMC, and ETF. Through SMASE Nigeria Project the capacity of at least 542 core teachers in three pilot States have been upgraded. And now the target is to upgrade the capacity of all teachers (about 70,000) in the three pilot states. Through the project, FME is realizing its initial goal of capacity building of all teachers, through a sustainable three-tier-cascading model.

SMASE Nigeria Phase 1 involved INSET activities at National and State levels. The National level (level 1), involved training of STs at the National INSET centre at NCCE, while the State level (level 2) involved training CTs at State INSET



centres in pilot states. It also involved development of Training materials, Monitoring and Evaluation instruments for the three INSET cycles which included three types of training manuals, twenty eight types of handouts and eleven types of M&E instruments. During this phase bodies/units for implementing INSET at National and State levels were established. To support the INSET system sensitization and advocacy workshop were conducted for key stakeholders.

Mid term and terminal evaluation of SMASE Nigeria Project were conducted by Japanese team and National Coordinating Unit (NCU) in July, 2008 and April, 2009 respectively. The findings indicated that the project had achieved the expected three outputs stipulated in the PDM. The first output was the establishment of bodies/units to implement INSET at National and State levels. This included the establishment of NCU, National INSET centre at NCCE, SCU, ZCU and nomination of National Trainers, State Trainers and Core Teachers. Second output was to conduct and assess the National INSET for State Trainers and State INSET for Core Teachers. Both the State Trainers and Core Teachers have gone through three (3) INSET cycles at the national and state INSET centres respectively. The third output was for conducting workshops for stakeholders and publicity. The project was rated highly in terms of relevance, effectiveness and efficiency. Impact was positively observed during mid-term evaluation and highly rated during the terminal evaluation. However, the project's sustainability was rated 'average' at mid-term and 'moderately high' during terminal evaluation. It is therefore important to seriously think about the sustainability of the project and its ownership. Based on the mandate establishing the National Teachers Institute (NTI), the National INSET Centre has been transferred from NCCE to NTI and five staff of NTI appointed to work for the project of full-time basis.

Due to the relevance of the project it was necessary to expand the benefit of the project to all teachers in the Pilot States. Guidelines for cascading SMASE INSET to the local level were developed by the stakeholders and try-out INSET conducted in nine (9) local INSET centres. Participants of the try-outs indicated that the content of the training was very suitable for upgrading their classroom practices. It was on this basis that the extension of the Project became necessary so as to enable all teachers in the pilot States benefit from the INSETs and expand to the remaining thirty-three States (and the Federal Capital Territory)



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4.0 Strategy of the Project

The project basic component is cascading system of In-Service Education and Training (INSET) for Mathematics and science teachers in Nigerian primary schools in the 3 pilot states and scaling- up the INSET to the Mathematics and science teachers in other remaining states (33 states and FCT).

4.1 Quality Control

Quality Control of the INSET system can be achieved through the use of National and State Trainers who were trained in Nigeria, Kenya, Malaysia and Japan and the 542 Core Teachers who were trained at the state INSET in the three pilot states. The part time National Trainers will support the full-time national trainers with the help of academic experts in the review of training manuals and monitoring and evaluation tools.

In the pilot phase, the four part-time National Trainers have trained twenty-five (25) State Trainers at the National INSET centre three times in the three INSET cycles. Subsequently, the State Trainers have cascaded the training to about five hundred and forty two (542) Core Teachers. These Core Teachers are expected to conduct INSET for approximately 70,000 primary teachers in the three States. Quality control of the Local INSET can be achieved through training of CTs and administrators.

4.2 Training of Trainers

The National INSET Centre is transferred from NCCE to NTI, but the full-time National Trainers who have been trained in Kenya, Malaysia and Japan will still need assistant and further training for successful conduct of National INSET for the remaining states. 408 States Trainers are expected to be trained for three INSET cycles at the National INSET centre.

It is therefore expected that there will be effective collaboration between the part time NTs from NCCE, State Trainers from the pilot states and the full-time NTs from NTI for effective facilitation of National INSET activities in other remaining states.

4.3 Training of Administrators

The Core officials from the Federal and State levels who have been trained in Kenya for INSET system management in the pilot phase will organize INSET management, advocacy and sensitization workshops for relevant officials in the remaining states. However the core officials and other relevant Officials from Federal and non-pilot States will be further trained by utilizing SMASE-WECSA Network to expand the understanding of ASE/PDSI approach's effectiveness in teaching and learning.



4.4 Establishment of the bodies to implement INSET Activities

In the pilot phase various structures and bodies were established for effective planning and implementations of SMASE INSET. SMASE Nigeria is a 3-tier cascade model and the implementation of the whole SMASE INSET activities will be under responsibility of National Trainers while National Coordinating Unit will coordinate the Project. The SCU and ZCU will be required to coordinate SMASE INSET at the local level in pilot states. Training centres at the local level will be established in selected primary schools to conduct INSET for all teachers in the pilot states.



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5.0 Design of the Project (See Appendix 1)

5.1 Super Goal

The capability of primary school pupils in mathematics and science education in the country is upgraded.

5.2 Overall Goal

Teaching skills of primary school teachers in mathematics and science in the country are upgraded through institutionalized SMASE INSET.

5.3 Project Purpose

The ability of primary school teachers to conduct student centered lesson in mathematics and science in pilot states and the ability of State Trainers as INSET providers in primary mathematics and science education in other remaining states is enhanced.

5.4 Coverage and Duration

The project will be implemented in Local Education Authorities in pilot States (Kaduna, Niger, and Plateau) and other remaining States (33 non pilot States and Federal Capital Territory (FCT)). The project will be implemented for 3 years and 2 months starting from 2010 to 2012.

5.5 Executing Bodies

Federal Ministry of Education (FME), National Teachers Institute (NTI), National Commission for Colleges of Education (NCCE), Universal Basic Education Commission (UBEC), State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs) in pilot states, and Japan International Cooperation Agency (JICA)

5.6 Collaborating Bodies

Nigeria Educational Research and Development Council (NERDC), National Mathematical Centre (NMC), Teacher Registration Council of Nigeria (TRCN)

5.7 Beneficiaries

The Project is targeting the following categories of Beneficiaries:

1. Primary school teachers in pilot states
2. Core Teachers in pilot states
3. State Trainers in both pilot states and other remaining states
4. National Trainers
5. SUBEB and LGEA officials
6. Head Teachers and Inspectors
7. INSET centre managers in Pilot state



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Net

8. Primary school pupils in pilot states

5.8 Outputs

1. The bodies / units to implement the Local INSET for primary school teachers in the pilot states are established.
2. The INSET for primary school teachers are conducted and assessed in pilot states.
3. The bodies/units to implement the INSET at National and State levels are strengthened.
4. The National INSET for State Trainers in other remaining states are conducted and assessed.
5. Supporting system for INSET is strengthened.

5.9 Activities

- 1.1 To inaugurate Zonal Implementation Committee and Zonal Coordinating Unit.
- 1.2 To identify and equip SMASE Zonal offices.
- 1.3 To identify and equip Local INSET centres.
- 1.4 To group Core Teachers to training centres.
- 1.5 To select trainees.

- 2.1 To modify training materials, monitoring & evaluation tools for local INSET.
- 2.2 To print and circulate INSET training materials to the Local INSET centres.
- 2.3 To conduct training for primary school teachers (200 participants per centre per training).
- 2.4 To conduct monitoring & evaluation of Local INSET.
- 2.5 To conduct classroom impact survey on Local INSET.
- 2.6 To review and revise the guidelines for cascading SMASE INSET to Local Level based on Activity 2-1 to 2-5

- 3.1 To transfer National INSET centre from NCCE to NTI.
- 3.2 To equip the new National INSET centre.
- 3.3 To appoint full time National Trainers.
- 3.4 To conduct induction course (OJT) for full time National Trainers.
- 3.5 To establish and inaugurate State Implementation Committee/ Coordinating Unit.
- 3.6 To select State Trainers.
- 3.7 To increase number of NCU members.
- 3.8 To equip NCU office.

- 4.1 To modify training materials and monitoring & evaluation tools for National INSET.
- 4.2 To conduct training for at least 408 new State Trainers from other remaining States (12 trainers X 34 States) (48 participants from 4 States per training)



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- 4.3 To conduct monitoring and evaluation of National INSET.
- 4.4 To review and revise the guidelines for scaling up of SMASE INSET to 33 non pilot states and Federal Capital Territory based on activity 4-1 to 4-3
- 5.1 To examine the current policies as it relates to SMASE INSET.
- 5.2 To assist in incorporating SMASE activities and experience into teacher education policies, guidelines and programmes.
- 5.3 To conduct INSET management workshop for stakeholders (Education Secretaries and Heads of School Services) in Local Governments in the pilot states.
- 5.4 To conduct INSET management workshop for stakeholders (Director in charge of INSET and other 2 officials per state) in other remaining states.
- 5.5 To conduct advocacy / sensitization workshop for supervisors and head teachers using existing association such as COPSHON.
- 5.6 To monitor State INSET activities in other remaining states.
- 5.7 To develop SMASE INSET guidelines based on activities 2-6 and 4-4.
- 5.8 To assess and approve SMASE INSET guidelines by FME.
- 5.9 To assist in approving the SMASE INSET through JCCE and NCE.
- 5.10 To publish at least 3 Newsletters on the activities of the Project.
- 5.11 To promote and popularize the activities of the Project through the media and other national and state education fora.

5.10 Inputs

To implement the planned activities, the Government of Japan, Federal Government of Nigeria and the State and Local Governments will provide the following inputs.

1. Federal Government of Nigeria:

- a. Office space and facilities necessary for the Project at the National level.
- b. Expenses for monitoring and evaluation of the project.
- c. Assignment of full time National Trainers to the project.
- d. Assignment of full time Administrative Personnel to the project.
- e. Expenses necessary for the implementation of the Project (Running cost for training and so forth).
- f. Project Account.

2. State Government:

- a. Office space and facilities necessary for the project at the State level.
- b. Expenses for monitoring and evaluation at the State and Local levels.
- c. Assignment of State Trainers to the project.
- d. Assignment of administrative personnel to the Project.
- e. Expenses necessary for the implementation of the Project at the State level (running cost for training).

3. Local Government:

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- a. Office space and facilities necessary for the Project at the Zonal level and Local INSET centres.
- b. Expenses for monitoring and evaluation at the Local level.
- c. Assignment of Core Teachers to the Project.
- d. Assignment of administrative personnel to the Project.
- e. Expenses necessary for the implementation of the Project at the Local level (running cost for training)

4. Japanese Side:

- a. Overseas training for Project personnel.
- b. Dispatch of experts.
- c. Provision of equipment, materials and machinery.
- d. Expenses necessary for the implementation of the Project.

5.11 Important Assumptions

- Teacher will practice ASEI/PDSI in the classroom.
- State and Local INSET will be implemented by each state's initiative in other remaining states.
- Primary school teachers in pilot states and State Trainers in other remaining states will not leave the teaching field for another profession after training.
- The socio - political situation in the pilot states will not affect the INSET framework.
- Other training programmes will not affect teachers, State Trainers and other key stakeholders.
- National and State Trainers will not leave teaching field for another profession.
- Other training programmes will not interfere with the training and activities of the Project.
- There will be prompt release of funds for the Project by the Federal, State and Local Governments.
- Federal, State and Local Governments will continue to support the Project.
- SMASE – WECSA will continue to support SMASE Nigeria.
- Teachers trained will not leave the teaching profession.

5.12 Administration

The Federal Ministry of Education shall implement the project with the Permanent Secretary as Project Director, and Coordinated by the Department of Basic and secondary Education (DBSE) in collaboration with Universal Basic Education Commission (UBEC) with technical assistance from JICA.

5.12.1. National Steering Committee (NSC)

The National Steering Committee is chaired by the Honourable Minister of Education, FME, who takes the responsibilities for the project overall management and implementation. It consists of Permanent Secretary FME and other officials of (DBSE, and PPMR, DD Science Education, Legal Adviser),



Chairmen SUBEBs, Chief Executives of UBEC, NMC, MAN, STAN, NTI, NCCE, NERDC, TRCN, JICA Resident Representative and JICA Expert.

5.12.2. National Technical Committee (NTC)

The National Technical Committee, chaired by the National Coordinator, consist of Deputy National Coordinator, members of the National Coordinating Unit, Representative of the National Trainers, JICA Expert, Representatives of NMC, NERDC, TRCN, SUBEBs, and JICA Nigeria Office.

5.12.3. National Coordination Unit (NCU) / National Coordinator

The Department of Basic and Secondary Education shall be in charge of coordination of the Project. The National Coordinator (Deputy Director Science Education), Deputy National Coordinator and Assistant Coordinators from the FME and UBEC shall be appointed by the Director Basic and Secondary Education of FME to manage the unit. The JICA Expert will assist the National Coordinator as a member of NCU.

5.12.4. State Implementation Committee (SIC)

The State Implementation Committee, chaired by the SUBEB Chairman, consists of Director of Inspectorate Service, Director of School Services, Director of PRS, Provosts of State and Federal Colleges of Education, Representative of State Trainers, Director of Education Resource Centre, Representative of Local Education Secretaries, Representative of NCU, State PTA Chairman, Representative of National Trainers', Science Coordinator as the Secretary, Representative of National Union of Teachers, Teachers Registration Council of Nigeria, Head of INSET Centre and JICA Expert

5.12.5. State Coordination Unit (SCU) / State Coordinator

The Department / Division of School Services of each SUBEB shall be in charge of coordinating the SMASE INSET activities at State INSET Centre. The Head of the Department is the State INSET Coordinator whiles the Science Coordinator at the SUBEB the Assistant State Coordinator. Other members are JICA Expert and the State Trainers.

5.12.6. Zonal Implementation Committee (ZIC)

The Zonal Implementation Committee, chaired by the Executive Secretary of host LGEA, consist of All LGEA of the SMASE Zone, HOS / D School Service, Representative of SUBEB area inspectors of LGEA, Representative of Zonal inspector of Education, MOE, Principle / Head Master of training centres, One Core Teacher per training centre, Representative of Nigerian Union of teacher, Representative of SBMC / PTA, Representative of COPSHON and Science Coordinator of the host LGEA.

5.12.7. Zonal Coordinating Unit (ZCU)

The Zonal Coordinating Unit, chaired by the Executive Secretary of host LGEA, consists of HOD of the host LGEA and Science Coordinator of the host LGEA.



5.12.8. JICA Experts

JICA shall dispatch Experts to advice and assist the NCU, SCU, NTs, STs and CTs on the implementation of the second phase.

5.12.9. National Trainers (NTs)

National Trainers and full time INSET centre Coordinator is NTI staff who will be fully assigned to the Project. National Trainers will be responsible for implementing all SMASE INSET activities. Part time National Trainers assist full time National Trainers when the need arises.

5.12.10. State Trainers (STs) in pilot state (Niger, Kaduna and Plateau)

The State Trainers are full-time lecturers at the State and Federal Colleges of Education and primary schools teachers but are recruited on part-time basis to implement INSET related activities at the state and local level in pilot states.

5.12.11. State Trainers (STs) in other remaining states

The State Trainers in other remaining states are primary school teachers and full time Lecturers at the State Colleges of Education.

5.12.12. Core Teachers (CTs) in pilot states

Core Teachers are primary school teachers recruited on part-time basis and trained at State INSET to implement training and related activities at the local level.

5.12.13. Core Teachers (CTs) in other remaining states

Each State will select 200 teachers to be trained in their State INSET centres when the need arises.

5.12.14. National INSET Centre

National INSET centre is to be located at the NTI where training for State Trainers will be conducted.

5.12.15. State INSET Centre

State INSET centres have been established in the 3 pilot states where 25 STs were trained in 3 cycles. Additional training for STs will be conducted in the State INSET centre when the need arises. Each of the remaining States plus FCT will establish State INSET centre to train CTs

5.12.16. Local INSET Centre

Local INSET centres will be established in the 3 pilot states to train at least 70,000 primary school teachers. At least 131 local INSET centres are expected to be established using existing facilities during the second phase of the project in the 3 pilot states.



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5.13. Monitoring and Evaluation Committee

There will be both external and internal monitoring and evaluation of the project activities at the National, State and Local levels.

Monitoring and Evaluation Committee shall

National Level

- External Monitoring and Evaluation Committee shall consist of members of the National Steering Committee or their representative.
- Internal Monitoring and Evaluation Committee shall consist of National Trainers and representative of National Coordinating Unit.

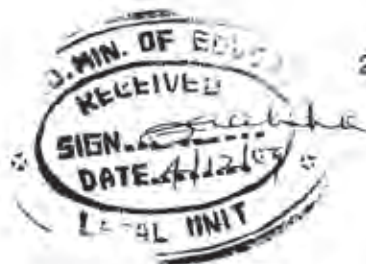
State Level

- External Monitoring and Evaluation Committee shall consist of members of the State Implementation Committee.
- Internal Monitoring and Evaluation Committee shall consist of State Trainers and State Coordinating Unit under supervision of NCU and National Trainer.

Zonal Level

- External Monitoring and Evaluation Committee shall consist of State Coordinating Unit and Zonal Implementation Committee.
- Internal Monitoring and Evaluation Committee shall consist of Core teachers and Zonal Coordinating Unit under supervision of NCU and National Trainer.

The result of the monitoring and evaluation is reflected in the bi-annual progress report of the project. Tools and methods to be employed in the exercise shall always be developed by the NTs in collaboration with the State Trainers and other stakeholders.



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5.14 Budget

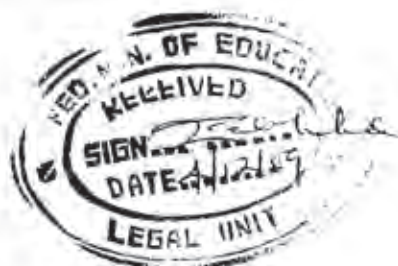
The Government of Nigeria (GON), through FME, SUBEBs in all States of the Federation and other stakeholders will make the identified contributions over the period of three years. JICA will supplement the Government inputs in the form of project-type support. The contributions by FME, SUBEBs, other stakeholders and JICA are shown below:

(Estimate in Naira)

	YEAR 1	YEAR 2	YEAR 3	TOTAL
JICA	116,955,000	83,810,000	83,810,000	284,575,000
FME (DBSE, NTI, TRCN, NCCE, NERDC, NMC & UBEC)	52,116,000	52,116,000	52,116,000	156,348,000
Remaining States and FCT (SUBEBs)	8,240,000	8,240,000	8,240,000	24,720,000
3 Pilot States (SUBEBs)	588,716,600	588,716,600	588,716,600	1,766,149,800
LGEAs	7,130,000	7,130,000	7,130,000	21,390,000
Total	773,157,600	740,012,600	740,012,600	2,253,182,800
JICA %	15.13%	11.33%	11.33%	12.63%
FME (DBSE, NTI, TRCN, NCCE, NERDC, NMC & UBEC)%	6.74%	7.04%	7.04%	6.94%
Remaining States and FCT (SUBEBs)%	1.07%	1.11%	1.11%	1.10%
3 SUBEBs%	76.14%	79.55%	79.55%	78.38%
LGEAs%	0.92%	0.97%	0.97%	0.95%

(Note: The Salary of JICA Expert is excluded from the figures shown above)

The funds from the Government of Nigeria will be released from the FME, SUBEBs and other stakeholders on the basis of the agreed Annual work plan and be transferred to SMASE Project account at the National and State levels in a commercial bank in Nigeria respectively. The funds from the Government of Japan, through JICA, will be disbursed according to the Annual work plan and transferred to JICA Project account in a commercial bank in Nigeria.



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5.15 Accountability

The FME, SUBEBs and JICA Expert are to ensure that funds are adequate, released on time for the implementation of the project and well accounted for in terms of output and expenditure

The FME shall be accountable for funds released by the FGn for the project while the SUBEBs will be accountable for the funds released by the State governments in accordance with the financial regulation in Nigeria.

JICA Expert is responsible for the accountability of the JICA project account and shall report to JICA Headquarters in accordance with the laws and regulations in force in Japan.

Monthly progress reports shall be considered by the National Steering Committee to prepare and submit bi-annual narrative progress and financial reports to FME, SUBEBs and JICA before release for the next year is made.

5.16 Procurement

All procurement of the goods and services financed by the GON and JICA shall be in accordance with the Government of Nigeria 'Due Process' and the laws and regulations in force in Japan respectively.



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6.0 Feasibility of the Project

6.1 Relevance

It is widely recognized in Nigeria that improvement in teaching and learning of Mathematics and Science is essential for national development. The Vision 20-20-20 requires a total commitment of the Education Sector to create the foundation for the needed transformation by providing the needed human capital that will drive the economy. The National Policy on Education (NPE) stipulates that In-Service Training shall be developed as an integral part of continuing teacher education and effort towards the improvement of quality education at the primary and secondary levels shall include regulation of In-Service Training programs for teachers and head teachers. In addition, the project is in consonance with Government effort through the National Economic Empowerment and Development Strategy-2 (NEEDS-2) and the 7-Point Agenda that focuses on capacity building requirements of the citizens.

Roadmap on Nigerian Education sector in 2009 also stressed the importance of the quality of teachers for the performance of the pupils and students. Therefore an In-Service Training for improving the quality of teachers in line with National Teacher Quality and Development Strategy (NTQDS) document will be very relevant. As government sets to implement the National Teacher Education Policy (NTEP), the National Framework for Continuing Professional Development for teachers will be enhanced by SMASE.

INSET for primary school teachers of mathematics and science subjects which is conducted consistently and regularly corresponds to the strong needs of teachers to improve teaching skills. The ASEI-PDSI approach selected for the project is appropriate in terms of actualizing the "practical, exploratory and experimental methods" mentioned in the National Policy on Education. Most stakeholders have noticed that the INSET which focuses on ASEI-PDSI approach is much more practical than other training programs.

The Government of Japan declared an interest on the support of Mathematics and Science Education capacity development of African countries. One way was to be through support of education as expressed in Basic Education for Growth Initiative (BEGIN) and during World Summit for Sustainable Development (WSSD) in 2002. As output of this initiative, an African regional networking, through SMASE-WECSA association was formulated. The recently concluded Tokyo International Conference on African Development (TICAD) IV held in Yokohama City in 2008, Japanese government committed to train 100,000 teachers of mathematics and science in Africa over next 5 years. The SMASE Nigeria project is collaborating with the SMASE-WECSA Association (with secretariat in Kenya) in line with the Japanese Official Development Assistance (ODA) strategy in Africa.

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6.2 Effectiveness

The project aims to enhance the ability of primary school teachers to conduct student centered lesson in mathematics and science in pilot states and the ability of State Trainers as INSET providers in primary mathematics and science education in other remaining states. The project purpose is clearly described and the target figures of its indicators are adequate because these indicators were set based on the result of the achievement of project phase I. The means of verification is also appropriate, as these can be measured within the project. For those reasons, the project purpose of the project is appropriate.

During phase I project, Local INSET try-outs were conducted successfully in the pilot States and most of the participants were satisfied with the quality of the INSET, while the contents were well understood. The attitude and teaching skills of Core Teachers (CTs) have improved through State INSET. The indicators of CTs show a significant difference from that of other untrained teachers, which demonstrates the effectiveness of the SMASE INSET. State Trainers in the pilot States were well trained through National INSET as providing quality INSET for CTs effectively. This demonstrates the ability of CTs to provide INSET with a certain quality.

From these points of view, five outputs of the project are sufficient for achieving the project purpose by the end of the project. Therefore, the casual relationship between Project Purpose and the Outputs of the project is appropriately understood.

6.3 Efficiency

In order to achieve the outputs of the project, existing facilities as the INSET Centers and local resources will be utilized and will contribute to minimizing the initial cost of the Project. Cost-effectiveness of the project for conducting INSET is better compared to other training programs in Nigeria due to no extra allowances to the participants, use of trained Nigerians as facilitators and cascading system of the project.

The National INSET centre is located at NTI since it is the body set up by the government for teachers' In-Service Training. The State Trainers in other remaining states will be trained by the full-time National Trainers at the NTI throughout the year. The part-time NTs can impart into the full-time NTs to boost their effectiveness.

JICA experts from Japan will be dispatched for the Project but for cost effectiveness and timeliness. SMASE-WECSA short term academic experts as technical support from SMASSE Kenya will be engaged as the need arises and effectively utilized. The concept and framework of the Project will be adopted based on the experience and lessons learned from the phase I of the project



making appropriate adjustments according to the context of geographical and political situation.

6.4 Impact

Cascading INSET system introduced during phase I of the project has been recognized as practical and sustainable systems for continuous professional development. Using this system effectively, the overall goal of the project will be achieved.

During phase I of the project, impact was observed in the following areas;

1. Improvement in teaching skills of Core Teachers
2. Increase in pupils' interest, participation and performance through lessons based on ASEI-PDSI approach.
3. The successful implementation of Local INSET try-out

Considering these impacts, there is a high possibility of cascading INSET to the local level in the pilot States. Thus, it can be said that the Overall Goal of upgrading the teaching skills of teachers is likely to be achieved after the INSET is cascaded to local level and teachers in the field participated in the INSET. The project will enhance and change the teachers' attitude, pedagogy and level of subject mastery. This will expose the teaching and learning of not only Mathematics and Science but also other subjects. Moreover, more teachers practice ASEI-PDSI approach, there is possibility of achieving the Super Goal of improvement in pupils' academic achievements in the future.

The project aims to enhance the ability of primary school teachers to conduct student centered lesson in mathematics and science in pilot states. However, the project prepared some training/workshop for Local Education Secretaries in the States to enlighten the Policy makers on the relevance and importance of institutionalization of INSET program. In the case of Local Education officers in the States, it is expected that they integrate the approach and concept of this project into their local programs like the planned cluster teacher training programs. This program will be able to utilize Core Teachers who have been trained at the State INSET as the trainers of other teachers. It means that the project shall act as a springboard for institutionalization of INSET program for entire Nigerian teachers and will give added impact on the regularization of in-service training programs that the NPE stipulated.

It is also assumed that no negative ripple effect by implementing the project can be expected.

6.5 Sustainability

The sustainability of the project will be hinged on policy, activities, finance, academic and management.



At policy level, the Federal Ministry of Education (FME) along with other Stakeholders has initiated a proposal at the Joint Consultative Committee on Education (JCCE) and the National Council on Education (NCE) for the institutionalization and regularization of SMASE INSET for primary education teachers. The importance of quality basic education is stipulated in several national policy documents. Capacity of teachers is a crucial factor in the quality of education, and FME will continue make effort to develop an effective framework of continuous professional development of teachers. Quality education in the field of mathematics and science is especially required as the foundation of science and technology which Nigeria prioritizes for the development of the country. These facts assure the continuous political commitment of the Government of Nigeria to the Project.

There will be collaboration between the National and State INSET system in the execution of project activities together with collaboration among other educational institutes. This collaboration will enhance project sustainability in terms of demarcation of responsibilities of different tiers of government.

The Nigerian Government will provide the running cost while JICA funds the initial cost including cost of equipment, materials and overseas training for core-stakeholders including National Trainers, National, State and Local government coordinators to enhance the quality of the project. It means that the INSET training at National, State and local INSET levels can be financially sustained without JICA's input after the project implementation period.

The National Trainers (NTs) are staff of NTI engaged on full time basis on the SMASE Nigeria Project. However, they will be assisted and supported by the part-time NTs of the pilot phase. At the state level, the State Trainers are primary school teachers, and core classroom teachers who will be engaged on part-time basis. Engaging these trainers in the project is better than hiring training consultants from outside the system at State level. Therefore the knowledge of INSET construction accumulated by these trainers will enhance the project sustainability.

The sustainability of the project will also be aided by effective administration of the project. The administration of the project at the National level will be coordinated by NTI and FME through Basic and Secondary Education (B&SE) Department while at the State level, SUBEBs through the Department of School Services, will coordinate the project. However, the Zonal Coordinating Units (ZCUs) will coordinate Local INSETs in the Pilot States, supervised by the SUBEBs.



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6.6 Conclusion

The Project is relevant in the Nigerian context and is feasible to attain the Project purpose during the period of implementation in terms of the five DAC evaluation criteria above.

7.0 Appendix

- Appendix 1: Project Design Matrix (PDM)
- Appendix 2: Plan of Operation
- Appendix 3: INSET & Advocacy / INSET Management Workshop Schedule 2010-2013
- Appendix 4: Training Structure
- Appendix 5: TOR of National Steering Committee (NSC)
- Appendix 6: TOR of National Technical Committee (NTC)
- Appendix 7: TOR of National Coordinating Unit (NCU)
- Appendix 8: TOR of State Implementation Committee (SIC)
- Appendix 9: TOR of State Coordinating Unit (SCU)
- Appendix 10: TOR of Zonal Implementation Committee (ZIC)
- Appendix 11: TOR of Zonal Coordinating Unit (ZUC)
- Appendix 12: TOR of JICA Experts
- Appendix 13: TOR of National Trainers (NTs)
- Appendix 14: TOR of State Trainers (STs)
- Appendix 15: TOR of Core Teachers (CTs)
- Appendix 16: Work Ethics
- Appendix 17: Budget Analysis for SMASE Project Phase 2
- Appendix 18: Essential INSET Materials for Local INSET supported by JICA
- Appendix 19: Measure to be taken by JICA and the Nigerian Authorities
- Appendix 20: Privileges, Exemptions, and Benefits for Japanese Experts
- Appendix 21: List of Land, Buildings, and Facilities



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Appendix 1: PROJECT DESIGN MATRIX
Project Title: Strengthening of mathematics and science education (SMASE) in Nigeria (phase 2)
Executing Bodies: Federal Ministry of Education (FME), National Teachers Institute (NTI), National Commission for Colleges of Education (NCCE), Universal Basic Education Commission (UBEC), State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs) in pilot states, and Japan International Cooperation Agency (JICA)
Collaborating Bodies: Nigeria Educational Research and Development Council (NERDC), National Mathematical Centre (NMC), Teacher Registration Council of Nigeria (TRCN)
Coverage: 3 pilot states (Kaduna, Niger and Plateau) and other remaining states (33 states and Federal Capital Territory (FCT))
Duration: 3 years and 2 months (2010 - 2015)

Version October 26, 2009

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
<p>Super goal: The capability of primary school pupils in mathematics and science education in the country is upgraded.</p>	<p>Improved pupils' performance in mathematics and science.</p>	<ul style="list-style-type: none"> • Performance record of pupils in school examinations • National assessment of UBE programmes. • Monitoring of learning achievement reports • Classroom impact survey reports 	
<p>Overall goal: Teaching skills of primary school teachers in mathematics and science in the country are upgraded through institutionalized SMASE INSET.</p>	<p>1. Positive change in teachers' attitude and improved performance in subject mastery, pedagogical skills, <u>ICT Mastery mode of instruction</u>, improvisation and resource utilization as well as pupils' participation in classroom activities</p> <p>2. Regular SMASE INSET is conducted systematically.</p>	<ul style="list-style-type: none"> • Quality assurance reports • Classroom impact survey reports 	
<p>Project Purpose: The ability of primary school teachers to conduct student centered lesson in mathematics and science in pilot states and the ability of State Trainers as INSET providers in primary mathematics and science education in other remaining states is enhanced.</p>	<p>By the end of the Project, the ability of primary school teachers in 3 pilot states and State Trainers will improve in : (For primary school teachers) 1. Lesson observation index obtained on a scale of $1 < x < 5$ with $x \geq 3$ as acceptable mean. 2. Pupils participation index obtained on a scale of $1 <$</p>	<ul style="list-style-type: none"> • Classroom impact survey • Project monitoring and evaluation reports 	<p>Teacher will practice ASEI-PDSI approach.</p> <p>State and Local INSET will be implemented by each state's initiative in other remaining states.</p>

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	<p>$x < 5$ with $x \geq 3$ as acceptable mean.</p> <p>3. Mastery ICT mode of instruction.</p> <p><u>(For State Trainers)</u></p> <p>1. Attitude of teachers to the teaching of mathematics and science index obtained on a scale of $1 < z < 5$ with $z \geq 3$ as acceptable mean.</p>		<p>Primary school teachers in pilot states and State Trainers in other remaining states will not leave the teaching field for another profession after training.</p> <p>The socio-political situation in the pilot states will not affect the INSET framework.</p> <p>Other training programmes will not affect teachers, State Trainers and other key stakeholders.</p>
<p>Output(s):</p> <p>1. The bodies / units to implement the Local INSET for primary school teachers in the pilot states are established.</p> <p>2. The INSET for primary school teachers are conducted and assessed in pilot states.</p> <p>3. The bodies/units to implement the INSET at National and State levels are strengthened.</p>	<p>By the end of the Project,</p> <p>1(a) 24 Zonal Implementation Committees and 24 Zonal Coordinating Units are established.</p> <p>1(b) 24 Zonal offices are established using existing facilities.</p> <p>1(c) 131 Local INSET centres are established using existing facilities.</p> <p>1(d) Core Teachers work for the Project as facilitators.</p> <p>1(e) Three cycles of Local INSET for primary school teachers are carried out.</p> <p>By the end of the Project,</p> <p>2(a) <u>Teachers' participation index obtained on a scale of $1 < y < 5$ with $y \geq 3$ as acceptable mean.</u></p> <p>2(b) at least 70,000 primary school teachers are trained with three-cycle of INSET.</p> <p>2(c) Local INSET reports are produced for each cycle of INSET.</p> <p>By the end of the Project,</p> <p>3 (a) National INSET centre is</p>	<p>Project monitoring and evaluation reports</p>	<p>National and State Trainers will not leave teaching field for another profession.</p> <p>Other training programmes will not interfere with the training and activities of the Project.</p> <p>There will be prompt release of funds for the Project by the Federal, State and Local Governments.</p>

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<p>4. The National INSET for State Trainers in other remaining states are conducted and assessed.</p> <p>5. Supporting system for INSET is strengthened.</p>	<p>established at NTI, Kaduna.</p> <p>3 (b) Number of National Coordinating Unit members is increased; at least 2 additional officers work for the Project as Unit members.</p> <p>3 (c) 5 fulltime National Trainers are appointed.</p> <p>3 (d) State Implementation Committee and State Coordinating Unit in other remaining states are established.</p> <p>3 (e) 12 State Trainers per other remaining states are selected.</p> <p>By the end of the Project,</p> <p>4(a) Modification of training materials and monitoring and evaluation instruments for SMASE INSET cycle 1 to 3 is conducted.</p> <p><u>4(b) Teachers' participation index obtained on a scale of 1 <math>y < 5</math> with $y \geq 3</math> as acceptable mean.$</u></p> <p>4 (c) 408 State Trainers are trained.</p> <p>By the end of the Project,</p> <p>5(a) Over three news letters are published.</p> <p>5(b) 3 INSET management workshops for stakeholders in each pilot state.</p> <p>5(c) 3 INSET management workshops for stakeholders in other remaining states are conducted.</p> <p>5(d) Sensitization workshops for stakeholders are conducted.</p> <p>5(e) Core Teachers are trained in other remaining states</p> <p>5(f) SMASE INSET guidelines are assessed and approved by FME.</p> <p>5(g) SMASE activities and experience are incorporated into teacher education policies, guidelines and programmes.</p>		
<p>Activities 1-1 To inaugurate Zonal Implementation Committee</p>	<p>Inputs: 1. Federal Government of Nigeria:</p>		<p>Federal, State and Local Governments</p>

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<p>and Zonal Coordinating Unit. 1-2 To identify and equip SMASE Zonal offices. 1-3 To identify and equip Local INSET centres. 1-4 To group Core Teachers to training centres. 1-5 To select trainees.</p> <p>2-1 To modify training materials, monitoring & evaluation tools for local INSET. 2-2 To print and circulate INSET training materials to the Local INSET centres. 2-3 To conduct training for primary school teachers (200 participants per centre per training). 2-4 To conduct monitoring & evaluation of Local INSET. 2-5. To conduct classroom impact survey on Local INSET. 2-6 To review and revise the guidelines for cascading SMASE INSET to Local Level based on Activity 2-1 to 2-5</p> <p>3-1 To transfer National INSET centre from NCCE to NTI. 3-2 To equip the new National INSET centre. 3-3 To appoint full time National Trainers. 3-4 To conduct induction course (OJT) for full time National Trainers. 3-5 To establish and inaugurate State Implementation Committee/ Coordinating Unit. 3-6 To select State Trainers. 3-7 To increase number of NCU members. 3-8 To equip NCU office.</p> <p>4-1 To modify training materials and monitoring & evaluation tools for National INSET. 4-2 To conduct training for at least 408 new State Trainers from other remaining states (12 trainers X 34 states) (48 participants from 4 states per training) 4-3 To conduct monitoring and</p>	<p>a. Office space, and facilities necessary for the Project at the National level. b. Expenses for monitoring and evaluation of the Project. c. Assignment of full time National Trainers to the Project. d. Assignment of full time Administrative Personnel to the Project. e. Expenses necessary for the implementation of the Project (Running cost for training and so forth). f. Project account.</p> <p>2. State Government: a. Office space and facilities necessary for the project at the state level. b. Expenses for monitoring and evaluation at the state and local levels. c. Assignment of State Trainers to the Project. d. Assignment of administrative personnel to the Project. e. Expenses necessary for the implementation of the Project at the state level (running cost for training).</p> <p>3. Local Government: a. Office space and facilities necessary for the Project at the zonal level and Local INSET centres. b. Expenses for monitoring and evaluation at the local level. c. Assignment of Core Teachers to the Project. d. Assignment of administrative personnel to the Project. e. Expenses necessary for the implementation of the Project at the local level (running cost for training).</p> <p>4. Japanese Side: a. Overseas training for Project personnel. b. Dispatch of experts, c. Provision of equipment,</p>		<p>will continue to support the Project.</p> <p>SMASE – WECSA will continue to support SMASE Nigeria.</p> <p>Teachers trained will not leave the teaching profession.</p>
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<p>evaluation of National INSET. 4-4 To review and revise the guidelines for scaling up of SMASE INSET to 33 non pilot states and Federal Capital Territory based on activity 4-1 to 4-3</p> <p>5-1 To examine the current policies as it relates to SMASE INSET. 5-2 To assist in incorporating SMASE activities and experience into teacher education policies, guidelines and programmes. 5-3 To conduct INSET management workshop for stakeholders (Education Secretaries and Heads of School Services) in Local Governments in the pilot states. 5-4 To conduct INSET management workshop for stakeholders (Director in charge of INSET and other 2 officials per state) in other remaining states. 5-5 To conduct advocacy / sensitization workshop for supervisors and head teachers using existing association such as COPSHON. 5-6 To monitor State INSET activities in other remaining states. 5-7 To develop SMASE INSET guidelines based on activities 2-6 and 4-4. 5-8 To assess and approve SMASE INSET guidelines by FME. 5-9 To assist in approving the SMASE INSET through JCCE and NCE. 5-10 To publish at least 3 Newsletters on the activities of the Project. 5-11 To promote and popularize the activities of the Project through the media and other national and state education fora.</p>	<p>materials and machinery. d. Expenses necessary for the implementation of the Project.</p>		
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