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5. Supporting system for INSET is strengthened.

<p>5-1 To examine the current policies as it relates to SMASE INSET.</p> <p>5-2 To assist in incorporating SMASE activities and experience into teacher education policies, guidelines and programmes.</p> <p>5-3 To conduct INSET management workshop for stakeholders (Education Secretaries and Heads of School Services) in Local Governments in the pilot state.</p> <p>5-4 To conduct INSET management workshop for stakeholders (Director in charge of INSET and other 2 officials per state) in other remaining states.</p> <p>5-5 To conduct advocacy / sensitization workshop for supervisors and head teachers using existing association such as COPSHON.</p> <p>5-6 To monitor State INSET activities in other remaining states.</p> <p>5-7 To develop SMASE INSET guidelines based on activities 2-6 and 4-4.</p> <p>5-8 To assess and approve SMASE INSET guidelines by FME.</p> <p>5-9 To assist in approving the SMASE INSET guidelines through JOCE and NCE.</p> <p>5-10 To publish at least 3 Newsletters on the activities of the project.</p> <p>5-11 To promote and popularize the activities of the project through the media and other national and state education for a.</p>	<p>NCU</p> <p>NCU</p> <p>NCU (FME / LIBBO), NTs, others</p> <p>NCU (FME), SCUs</p> <p>NCU, NTs, SCUs, others</p> <p>NTC, NTs</p> <p>NCU, NTs</p> <p>NCU</p> <p>NCU</p> <p>NTs, NCU</p> <p>NCU, NTs, SCUs, Local INSET centre managers, JICA</p>
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Appendix 3:

INSET & Advocacy / INSET Management Workshop Schedule 2010 - 2013

1. Cascading down INSET to Local level in pilot states (Kaduna, Niger and Plateau)

Venue	INSET/TWS	Target	2009			2010			2011			2012			2013		
			9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
Local INSET Centres	Local INSET	Primary school teachers in pilot states (Kaduna, Niger and Plateau)					Local INSET Cycle 1 (1st cohort)	Local INSET Cycle 1 (2nd cohort)	Local INSET Cycle 1 (3rd cohort)	Local INSET Cycle 2 (1st cohort)	Local INSET Cycle 2 (2nd cohort)	Local INSET Cycle 2 (3rd cohort)	Local INSET Cycle 3 (1st cohort)	Local INSET Cycle 3 (2nd cohort)	Local INSET Cycle 3 (3rd cohort)		
State INSET Centre	INSET management workshop in Local Government in pilot states	130 (ES and Head of School Service X 65 LGEAs in pilot states)															

2. Scaling up of SMASE INSET to other remaining states (33 non pilot states and FCT)

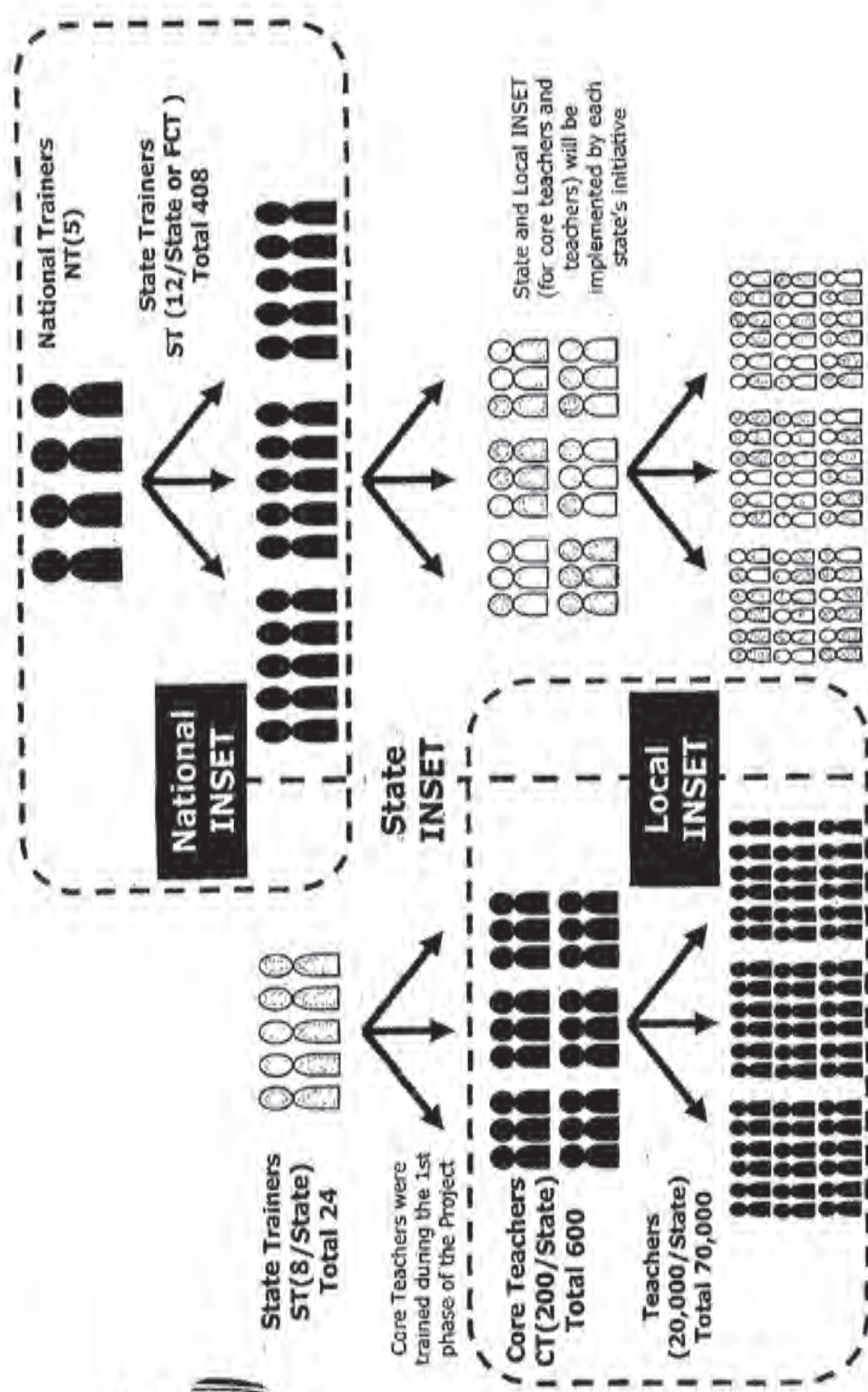
Venue	INSET/TWS	Target	2009			2010			2011			2012			2013		
			9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
National INSET Centre (NTI)	National INSET	State Trainers from other remaining states (33 non pilot states and FCT)															
National INSET Centre	INSET management workshop in other remaining states	150 (Director in charge of INSET and other 2 officials per State and others)															



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Appendix 4

Training Structure



3 Pilot States (Niger, Kaduna and Plateau) 33 States and FCT

Appendix 5

Terms of Reference of National Steering Committee (NSC)

The Honorable Minister of Education, who shall take responsibility for the overall Project management and implementation, shall chair this Committee. The composition of the NSC is:

- (1) Honorable Minister of Education
- (2) Permanent Secretary FME
- (3) Director Basic & Secondary Education (DBSE)
- (4) Director Policy Planning, Management and Research (PPMR)
- (5) Executive Secretary UBEC
- (6) Executive Secretary NCCE
- (7) Registrar TRCN
- (8) Executive Secretary NERDC
- (9) Director General NTI
- (10) Director General NMC
- (11) JICA Resident Representative
- (12) JICA Expert
- (13) Chairmen of SUBEBs
- (14) Legal Adviser FME
- (15) President of MAN
- (16) Executive Director of STAN
- (17) Deputy Director Science Education- Secretary

The roles and functions of this committee are:

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



Appendix 6

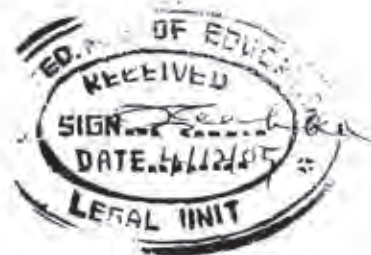
Terms of Reference of National Technical Committee (NTC)

NTC will meet whenever the need arises. The roles and functions of this committee are:

- (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.

Membership of the Committee includes:

- 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



Appendix 7

Terms of Reference of National Coordinating Unit (NCU)

Department of Basic and Secondary Education will be in charge of coordination of the Project. A National Coordinator, Deputy National Coordinator and Assistant Coordinators shall be appointed by the Director of Basic and Secondary Education of FME to manage the unit. They shall finalize the Annual work plans. The Annual work plans shall be used by all stakeholders of the Project to access funds (including annual budget proposal). Assistant Coordinators from UBEC are also selected as the members of the National Coordinating Unit.

The National Coordinator, Deputy National Coordinator and the Assistant Coordinators shall have the following roles and responsibilities:

- (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.
- (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.

Membership of the Unit includes:

- 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)



Appendix 8

Terms of Reference of State Implementation Committee (SIC)

The roles and functions of this committee are:

- (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.

The SUBEB Chairman will chair this Committee. The composition of the SIC is:

- 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



Appendix 9

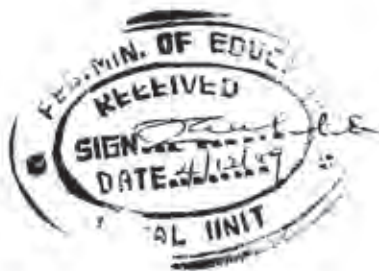
Terms of Reference of State Coordinating Unit (SCU)

The roles and functions of the SCU are:

- (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.

The composition of the SCU is as follows:

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



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Appendix 10

Terms of Reference of Zonal Implementation Committee (ZIC)

The roles and functions of the ZIC are:

- (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.

The composition of ZIC in pilot state is:

- 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.



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Appendix 11

Terms of Reference of Zonal Coordinating Unit (ZCU)

The roles and function of this unit are:

- (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.

The composition of ZCU is:

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



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Appendix 12

Terms of Reference of JICA Experts

JICA shall dispatch Experts and the functions of JICA Experts include following;

- (1) To advise the Project Director, National Coordinator, State Coordinators and National and State Trainers on the implementation and management of the Project.
- (2) To assist the National Coordinator in developing Annual work plans.
- (3) To advise the Nigerian counterpart personnel on technical aspects of mathematics and science education, lesson study, lesson observation, and monitoring and evaluation.

The list of Experts is:

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



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Appendix 13

Terms of Reference of National Trainers (NTs)

National Trainers are NTI staff who will be fully assigned to the Project. The National Trainers will be responsible for implementing all SMASE INSET activities. The functions of the National Trainers include the following:

Part time National Trainers (NCCE)

- To support full time National Trainers in INSET related activities as the need arises;

Full time National Trainers (NTI)

- To carry out day to day running of the National INSET Centre;
- To develop Annual Work Plans of SMASE Project in consultation with NCU;
- To develop, produce and modify training materials for the SMASE INSET activities;
- To organize and conduct the training sessions at the National level for the State Trainers;
- To develop monitoring and evaluation tools in collaboration with NCU;
- To conduct internal monitoring and evaluation activities of the Project;
- To collate monitoring and evaluation reports to be submitted to NCU;
- To develop bi-annual progress reports of the Project in consultation with NCU;
- To support and supervise SMASE INSET activities at all levels; and
- To adhere strictly to work ethics as stipulated in the Project Document.

Criteria for Selecting National Trainers

1. Minimum qualification of a masters degree
2. Must be a professional in mathematics and science education
3. Must have minimum of 5 years of teaching experience
4. Must show high level of dedication and commitment to duty
5. Must be less than 50 years old
6. Must be computer literate



Appendix 14

Terms of Reference of State Trainers (STs)

The State trainers in each pilot state are four (4) lecturers from the Colleges of Education and four (4) mathematics and science teachers from primary schools. All are assigned on a part-time basis to the Project to implement training and related activities. During the pilot implementation of the Project, it became clear that there was a need for an increase in the number of State Trainers from 8 to 12. Moreover, it was apparent that classroom teachers rather than college lecturers are preferred in this position so as to meet the actual classroom needs. The composition of the State Trainers is: One Head State Trainer and Eleven State Trainers

The proposed criteria for selection of State Trainers are as follows:

- Nomination: State Trainer should be nominated by popular selection by colleagues in schools on criteria of hard work; achievement and integrity, using a questionnaire (See attachment). The Head teacher should ratify this.
- Qualification: Trainer must possess minimum qualification of NCE with bias for science or mathematics from a recognized institution.
- Zonal selection:
 - (i) Selection should be well distributed per senatorial zone. This will assist the trainings in the senatorial zones of the State.
 - (ii) Four trainers should represent each zone. It will give room for qualitative and quantitative coverage of teachers in the zone.
- Years of experience: Not less than 5 years and not more than 25 years.
- Age: Not less than 30 and not more than 50.
- Gender consideration: Trainers' selection should be gender sensitive.
- State geographical spread: selection should consider both rural and urban locations.
- Final selection by Committee: Selection committee composed of 5 members (1NCU, 2SCU, 2NT) will do the final selection of short listed candidates based on interviews.

The roles and responsibilities of the State Trainers:

State Trainers in pilot states:

- To implement INSET related activities at the state and local level in pilot states.
- To be part of reviewing team of the SMASE training manual and M&E instrument.

State Trainers in other remaining states:

- To adapt the training manuals developed by the National Trainers to suit the State situation and to carry out any other research when the need arises.
- To organize and conduct the training sessions at the State INSET centre when the need arises.
- To collaboratively develop the Annual work plan when the need arises.
- To collaboratively Monitor and Evaluate the Project when the need arises.
- To support and supervise classroom teachers when the need arises.
- To work in collaboration with State Coordinating Unit in making the bi-annual progress report of the Project when the need arises.
- To adhere strictly to work ethics as stipulated in the Project Document.



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Terms of Reference of Core Teachers (CTs)

Core Teachers 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.

Core Teachers in other remaining states:

Each State will select 200 teachers to be trained in their State INSET centres when the need arises. In the final stage of the Project, these teachers will train the rest of the teachers in their respective training centres. For the purpose of uniformity of selection by all states, there are proposed criteria for the selection of the trainees, as shown below.

- o Qualification:
 - (i) B.Ed / NCE with bias in mathematics and science
 - (ii) B.Ed / NCE in other subjects
- o Number of Teachers in LGEA: Selection should be proportional based on the number of teachers per LGEA

i.e. No. of Core Teachers = $\frac{\text{No. of teachers in LGEA}}{\text{No. of teachers in zone}} \times 200$

- o Years of Service: Teachers that have served for at least 5 years and not more than 25 years.
- o Gender: Selection of participants should be gender sensitive.
- o Selection of participants should take cognizance of urban - rural spread of schools.
- o Nomination of the Core Teachers should be done by LGEA based on the guideline from NCU
- o Final selection to be done by SCU

Note:

- o In the future, the selection of trainees may be done according to the total number of teachers in the State for ease of cascading to Local level INSET (e.g. ratio of 1:50).
- o Teachers from Nomadic/Special Schools should be included in the training.
- o Teachers under upgrading programmes should not be selected.



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WORK ETHICS

1. Punctuality to all NSET activities is mandatory.
2. No closing before the official time.
3. No loitering during official business hours.
4. Always appear neat and be polite.
5. Deal with your colleagues, trainees and the public with respect.
6. Be guided by the concept of prompt and quality delivery.
7. No officer will leave assignment unattended to for more than thirty six (36) hours.
8. Ensure adequate security and maintenance of office equipment.



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Budget Analysis for SMASE Project Phase 2

1. Tentative Budget Analysis

Organization	Annual amount (Naira)	Total amount (Naira) in 3 years
FME	3,984,000 (National INSET M&E: 1,440,000) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 1,019,000) (INSET MGT WS for non-pilot states: 725,000)	11,952,000
NTI	36,596,000 (National INSET: 34,886,000) (Local INSET M&E: 1,600,000) (INSET MGT WS for pilot states: 320,000)	109,758,000
UBEC	6,320,000 (National INSET M&E: 480,000) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 5,040,000)	18,960,000
NCCE	2,016,000 (National INSET M&E: 1,440,000) (Local INSET M&E: 320,000) (INSET MGT WS: 256,000)	5,048,000
TRCN	2,176,000 (National INSET M&E: 1,872,000) (Local INSET M&E: 240,000) (INSET MGT WS: 64,000)	6,528,000
NMC	512,000 (National INSET M&E: 208,000) (Local INSET M&E: 240,000) (INSET MGT WS: 64,000)	1,536,000
NERDC	512,000 (National INSET M&E: 208,000) (Local INSET M&E: 240,000) (INSET MGT WS: 64,000)	1,536,000
Non-pilot States (SUBEB)	8,240,000 (National INSET: 4,080,000) (INSET MGT WS for non-pilot states: 4,160,000)	24,720,000
Pilot State (Niger)	171,021,800, (Local INSET: 169,986,800) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 75,000)	513,065,400
Pilot State (Kaduna)	273,714,600 (Local INSET: 272,889,600) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 75,000)	821,143,800
Pilot State (Plateau)	143,980,200 (Local INSET: 143,155,200) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 75,000)	421,940,600
LGEA	7,130,200 (Local INSET: 6,480,000) (INSET MGT WS for pilot states: 650,000)	21,390,000
JICA	116,125,000 (National INSET: 6,005,000 include initial cost) (Local INSET: 109,820,000 include initial cost) (INSET MGT WS for pilot states: 650,000) (INSET MGT WS for non-pilot states: 650,000) (Advocacy and Promotion: 1,000,000)	284,575,000 - Initial cost: National INSET Centre 1,925,000 + Zonal Office: 18,120,000 + Local INSET Centre: 15,100,000 = 35,145,000 - Running cost: (National INSET: 4,080,000 + Local INSET: 78,800,000 + INSET MGT: 1,300,000 + Advocacy: 500,000 + Newsletter: 500,000 = 83,810,000) X 3 = 251,430,000

Note: The detail of each organization's budget responsibility is following.

Note: Following budget analysis is on an annual basis.



2. National INSET (9 times per year)

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
NTI	Meals	7,956,000	1,500 X 13 days X 408 STs	Running cost
	Venue		Use existing facilities	
	Accommodation	26,520,000	5,000 X 13 nights X 408 STs	
	Medical	90,000	10,000 X 9 times	
	Miscellaneous	100,000		
Total: 34,666,000				
Non-pilot States (SUBEBs)	Transport	4,080,000	10,000 X 408 STs	Running cost
Total: 4,080,000				
FME	M & E	1,440,000	16,000 X 10 days X 9 times	Running cost
Total: 1,440,000				
NCCE	M & E	1,440,000	16,000 X 10 days X 9 times	Running cost
Total: 1,440,000				
UBEC	M & E	480,000	16,000 X 10 days X 3 times	Running cost
Total: 480,000				
TRCN	M & E	1,872,000	16,000 X 13 days X 9 times	Running cost
Total: 1,872,000				
NMC	M & E	208,000	16,000 X 13 days X 1 time	Running cost
Total: 208,000				
NERDC	M & E	208,000	16,000 X 13 days X 1 time	Running cost
Total: 208,000				
JICA	National INSET Center's Office equipment			Initial Cost
	1. Laptop PC	1,000,000	200,000 X 5	
	2. Photocopier	400,000	400,000 X 1	
	3. Printer	50,000	50,000 X 1	
	4. Generator	100,000	100,000 X 1	
	5. Projector and Screen	350,000	350,000 X 1	
	6. White board	20,000	20,000 X 1	
	7. Stapler	5,000	1,000 X 5	
Teaching material	4,080,000	10,000 X 408 STs	Running cost	
Total: 6,005,000				



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3. Local INSET (budget for each training centre)

Note: Following is the budget for each local INSET

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
Pilot SUBEB/ LGEAs (UBEC-Capacity Development Fund)	Accommodation for 4 TOTs	52,000	1,000 X 13 days X 4 CTs	Running cost
	Transportation for TOTs	6,400	800 X 2 times X 4 CTs	
	Honorarium for TOTs	26,000	500 X 13 days X 4 CTs	
	Meals	840,000	400 X 10 days X 210 prs	
	Transport for participants	400,000	100 X 2 times X 10 days X 200 prs	
	Venue preparation	30,000	30,000 X 1 time	
	Printing paper	12,000	500 X 24 rims	
	Teaching aid	10,000	10,000 X 1 time	
	Stationeries	11,800	(File jacket & Biro X 200, Stapler X 2, Chalks X 10 pks, Marker X 2 pks)	
	Contingencies	43,000	(Health service, Fueling/EG, Local transport, Admin support, Water supply and GP-tank)	
	Opening/Closing Ceremony	10,000	5,000 X 2 times	
	M&E by ZCU	50,000	5,000 X 10 days	
Total: 1,491,200				
<p>Note: Above amount is the running cost for each local INSET. The local INSET is planned to implement 3 times per local INSET centre per year using school holiday. Therefore total annual running cost for local INSET in each pilot state is:</p> <p>Niger: $1,491,200 \times 38 \text{ Centre} \times 3 \text{ times} = 169,996,800 \text{ Naira per year}$ Kaduna: $1,491,200 \times 61 \text{ Centre} \times 3 \text{ times} = 272,889,600 \text{ Naira per year}$ Plateau: $1,491,200 \times 32 \text{ Centre} \times 3 \text{ times} = 143,155,200 \text{ Naira per year}$ Total: <u>586,041,600 Naira</u> per year</p>				



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4. Local INSET cont.

Note: Following is the budget for each local INSET

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
FME	M & E	800,000	16,000 X 5 days X 10 times	Running cost
				Total: 800,000
UBEC	M&E	800,000	16,000 X 5 days X 10 times	Running cost
				Total: 800,000
NCCE	M & E	320,000	16,000 X 5 days X 4 times	Running cost
				Total: 320,000
TRCN	M & E	240,000	16,000 X 5 days X 3 times	Running cost
				Total: 240,000
NMC	M & E	240,000	16,000 X 5 days X 3 times	Running cost
				Total: 240,000
NERDC	M & E	240,000	16,000 X 5 days X 3 times	Running cost
				Total: 240,000
NTI	M&E	1,600,000	16,000 X 5 days X 20 times	Running cost
				Total: 1,600,000
Pilot SUBEB and STs	M&E	800,000	8,000 X 5 days X 20 times X 3 states	Running cost
				Total: 2,400,000 (Each SUBEB =800,000)
Each LGEA (Host of ZCU)	Running cost for Zonal office's stationeries:	270,000	(Printer ink, Photocopier ink and Stapling pin = 270,000 X 24 Zones)	Running cost
				Total: 6,480,000 (Each LGEA,(host of ZCU) = 270,000)
JICA	Zonal Office's equipment	18,120,000	(laptop, photocopier, printer, generator, stapling machine = 755,000) X 24 Zones	Initial cost.
	Local INSET Centre's equipment	13,100,000	(White board, Public address system and Electric generator = 100,000) X 131 Centres	Initial Cost
	INSET Materials	78,600,000	(Printing papers and so forth = 200,000) X 131 Centres X 3 times	Running cost
				Total: 109,820,000



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5. INSET management workshop for pilot states.

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
FME	Meals	585,000	1,500 X 130 participants X 3 days	Running cost
	Medical	50,000	50,000	
	M&E	384,000	16,000 X 4 days X 6 person	
Total: 1,019,000				
UBEC	Accommodation	3,120,000	8,000 X 3 nights X 130 participants	Running cost
	M&E	1,920,000	16,000 X 4 days X 3 persons	
Total: 5,040,000				
NTI	M & E	320,000	16,000 X 4 days X 5 persons	Running cost
Total: 320,000				
NCCE	M & E	256,000	16,000 X 4 days X 4 persons	Running cost
Total: 256,000				
TRCN	M & E	64,000	16,000 X 4 days X 1 person	Running cost
Total: 64,000				
NMC	M & E	64,000	16,000 X 4 days X 1 person	Running cost
Total: 64,000				
NERDC	M & E	64,000	16,000 X 4 days X 1 person	Running cost
Total: 64,000				
SUBEB	Venue	225,000	25,000 X 3 days X 3 states	Running cost
Total: 225,000 (Each SUBEB = 75,000)				
LGEA	Transport	650,000	2,500 X 2 times X 130 participants	Running cost
Total: 650,000				
JICA	Training Materials	650,000	5,000 X 130 participants	Running cost
Total: 650,000				

6. INSET management workshop for non-pilot states

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
FME	Meals	565,000	1,500 X 130 participants X 3 days	Running cost
	Venue	90,000	30,000 X 3 days	
	Medical	50,000	50,000	
Total: 725,000				
Non pilot states	Accommodation	4,160,000	(8,000 X 4 night X 130 participants) Non pilot states' self sponsored	Running cost
	Transport		Non pilot states' self sponsored	
Total: 4,160,000				
JICA	Training Materials	650,000	5,000 X 130 participants	Running cost
Total: 650,000				

7. Advocacy and sensitization

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
JICA	Publish Newsletter	500,000	500,000 X 1 time	Running cost
	Training Materials	500,000	500,000 X 1 time	
Total: 1,000,000				



Essential INSET Materials for Local INSET supported by JICA

	Material	Organization	Category
1	Pair of scissors	131 centres	Initial cost
2	Plastic ruler		Initial cost
3	Measuring tapes		Initial cost
4	Staplers		Initial cost
5	Curriculum books		Initial cost
6	Metre rulers		Initial cost
7	Printing papers		Running cost
8	Marker (Felt pens)		Running cost
9	Pencil		Running cost
10	Masking tape		Running cost
11	Toner for photo copy	24 zones	Running cost
12	Toner for HP printer		Running cost

※Note Materials to be provided by JICA are subject to review after each cycle



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Appendix 19

Measures to be taken by JICA and the Nigerian Authorities

I. 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 Japanese Experts

JICA will provide the services of the Japanese and third country experts as listed in Appendix 12.

2. Provision of Machinery and Equipment

JICA will provide such machinery, vehicle, equipment and other materials (hereinafter referred to as "the Equipment") necessary for the implementation of the Project. 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 airports of disembarkation.

3. Training of Nigerian Personnel in JAPAN or Third Countries

JICA will train the Nigerian personnel connected with the Project for technical training in Japan or third countries.

II. Measures to be taken by the Nigerian Authorities

1. The Nigerian Authorities will take necessary measures to ensure that the self-reliant 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 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 Appendix 20 and will grant privileges, exemptions and benefits no less favourable than those granted to experts of third countries or international organizations performing similar missions to the Japanese experts referred to in Appendix 12 above 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 Japanese or third country experts referred to in Appendix 12.
5. The Nigerian Authorities will take necessary measures to ensure that the knowledge and experience acquired by the Nigerian personnel from technical training in Japan and/or third countries will be utilised effectively in the implementation of the Project.
6. In accordance with the laws and regulations in force in 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 Appendix 21;



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- (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 Federal Republic of Nigeria, the Nigerian Authorities will take necessary measures to meet:
 - (1) Expenses necessary for transportation within Federal Republic of Nigeria of the equipment provided by JICA as well as for the installation, operation and maintenance thereof;
 - (2) Customs duties, internal taxes and any other charges, imposed in Federal Republic of Nigeria on the equipment provided by JICA; and
 - (3) Running expenses necessary for the implementation of the Project.



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Appendix 20

Privileges, Exemptions, and Benefits for Japanese Experts

In accordance with the laws and regulations in force in 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, import duties, and any other charges imposed on personal household effects of the Japanese experts and their families, including one motor vehicle per expert.
3. To use all its 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.
6. To exempt from customs duties for import and export for machinery and equipment by the Japanese experts in connection with the Project activities.



Appendix 21

List of Land, 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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3. ミニッツ（詳細計画策定調査時）

MINUTES OF MEETING
BETWEEN
THE JAPANESE DETAILED DESIGN SURVEY TEAM
AND
FEDERAL MINISTRY OF EDUCATION
FOR AND ON BEHALF OF THE FEDERAL REPUBLIC OF NIGERIA
ON
JAPANESE TECHNICAL COOPERATION
FOR
STRENGTHENING OF MATHEMATICS AND SCIENCE EDUCATION
(SMASE) IN NIGERIA (PHASE 2)

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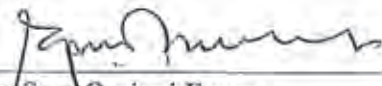
**MINUTES OF MEETING BETWEEN
THE JAPANESE DETAILED DESIGN SURVEY TEAM AND
FEDERAL MINISTRY OF EDUCATION
FOR AND ON BEHALF OF
THE FEDERAL REPUBLIC OF NIGERIA
ON JAPANESE TECHNICAL COOPERATION FOR
STRENGTHENING OF MATHEMATICS AND SCIENCE EDUCATION (SMASE)
IN NIGERIA (PHASE 2)**

The Japanese Detailed Design Survey Team (hereinafter referred to as the "Team"), organized by Japan International Cooperation Agency (hereinafter referred to as "JICA") visited the Federal Republic of Nigeria from August 4th to August 12th, 2009 in order to agree on the framework of the Project on Strengthening of Mathematics and Science Education (SMASE) in Nigeria (Phase 2) (hereinafter referred to as the "Project") with the Government of Federal Republic of Nigeria (hereinafter referred to as the "the Nigerian Authorities").

During the stay in the Federal Republic of Nigeria, the Team exchanged views and had a series of discussions with the Nigerian Authorities on the formulation of the Project.

As a result of the discussions, both the Nigerian Authorities and the Team drew up the Project in the document attached hereto.

Abuja, 11th August, 2009



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



Mr. Shinichi Ishihara
Leader
Japanese Detailed Design Survey Team
Japan International Cooperation Agency




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In the Presence of:

Name: Dr. Ahmed Modibbo Mohammed
Designation: Executive Secretary
Address: Universal Basic Education Commission

Signature:  _____

Name: Dr. Aminu Ladan Sharehu
Designation: Director General/Chief Executive Officer
Address: National Teachers' Institute

Signature:  _____

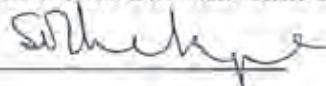
Name: Mr. Nwozuzu, U Samuel
Designation: Assistant Chief Planning Officer
Address: International Cooperation Department
National Planning Commission

Signature:  _____

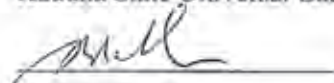
Name: Prof. Addison Mark Wokocho
Designation: Registrar/Chief Executive Officer
Address: Teachers Registration Council of Nigeria

Signature:  _____

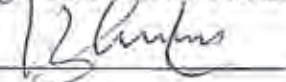
Name: Sarah R. Ocheke
Designation: Executive Chairman
Address: Plateau State Universal Basic Education Board

Signature:  _____

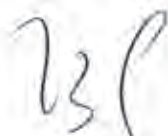
Name: Dr. Bashir Balarabe
Designation: Executive Chairman
Address: Kaduna State Universal Basic Education Board

Signature:  _____

Name: Ibrahim Uba Hassan
Designation: Executive Chairman
Address: Niger State Universal Basic Education Board

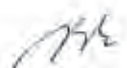
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ATTENDANCE LIST

The discussions between the Nigerian side and the Japanese side regarding the Project were held in Abuja from August 4th to August 11th. The participants are listed below.

The Nigerian side

Federal Ministry of Education (FME)

Alhaji G.Y. Bello, Deputy Director, Department of Basic and Secondary Education

Mrs. Omotese Eva, Representing Legal Adviser

Mr. S. A. Odo, Assistant Director, Department of Basic and Secondary Education

Mrs. F. A. ChukuW, Assistant Director, Department of Basic and Secondary Education

Mrs. E. M. Okebukola, Assistant Director, Department of Basic and Secondary Education

Mr. J. C. Aguiyi, Chief Education Officer, Department of Basic and Secondary Education

Mrs. Tambari R. Lawal, Assistant Chief Education Officer, Department of Basic and Secondary Education

Mr. Ippei Shimizu, JICA Expert

Universal Basic Education Commission (UBEC)

Prof. Charles Onochia, Deputy Executive Secretary

Dr. Tony Alabi, Director Planning

Dr. Ubani, Director Quality Assurance

Alh. Ibrahim Suleiman, Director Social Mobilization

Mr. Toluju, Deputy Director Social Mobilization

Mrs. Edeghere, Deputy Director Academic Services

Alh. Aliyu Kaoje, Deputy Director Administration and Supplies

Mrs. Blessing Obinatu, Academic Planning Officer

Mr. Auwal Lawal, Deputy Director of Finance

Mr. Bello Kagara, Project Co-ordinator

Mr. Umar Iro, Assistant Project Co-ordinator

National Teachers' Institute (NTI)

Mr. Kolawole S. A., Director of Academic Service

Mr. Olude, A.O. Assistant Director of Academic Service

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Mrs. Olasinde Kudrat Olushola, National Trainers
Mrs. Hadiza Garba Mohammed, National Trainers
Mrs. Veronica Owotemu, National Trainers
Mrs. Zainab Shuaibu, National Trainers
Mr. Joseph Onimisi, National Trainers

State Universal Basic Education Board (SUBEB), Kaduna State

Mr. Musa. D. Ibrahim, Deputy Director, (SMASE Desk Officer), Inspectorate Department

State Universal Basic Education Board (SUBEB), Niger State

Mr. Hussaini Koto Usman, Chief Education Officer, Department of School Service
Mr. A. M. BabaFada, Education Officer, Department of School Service
Mrs. A. Zufahat, State Trainer, College of Education, Minna

State Universal Basic Education Board (SUBEB), Plateau State

Mr. Izam Yohanna Makeri, Director, Department of School Service
Mrs. Jenimah Atajan, SMASE Desk Officer, Department of School Service

FCT Universal Basic Education Board (FCT UBEB), Abuja

Mr. Abubakar Dantsoho, Chief Education Officer, Department of School Service

The Japanese side:

JICA Detailed Designed Survey Team

Mr. Shinichi Ishihara, Director, Basic Education Division II, Human Development Department, JICA
Mr. Daishiro Murakawa, Basic Education Division II, Human Development Department, JICA
Mr. Hiromasa Hattori, Vision & Spirit for Overseas Cooperation Co., Ltd.

JICA Nigeria Office

Mr. Kyojin Mima, Resident Representative, JICA Nigeria Office
Mr. Kuniaki Amatsu, Assistant Resident Representative, JICA Nigeria Office
Ms. Naoi Suwa, Project Formulation Advisor, JICA Nigeria Office
Mr. Kola M. Ayandele, Education Expert

Handwritten signatures and initials of JICA staff members, including a large signature that appears to be 'Amatsu' and several other initials.

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ABBREVIATIONS AND ACRONYMS

ASEI/PDSI:	Activity, Student, Experiment, Improvisation and Plan, Do, See, Improve
COE	College of Education
COPSHON	Conference of primary school head of Nigeria
CT	Core Teacher
DBSE	Department of Basic and Secondary Education
DPRS	Department of Planning Research and Statistics
EFA	Education for All
FME	Federal Ministry of Education
HOD	Head of Department
HOS/D	Head of Section / Department
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
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 Coordination Unit
SIC	State Implementation Committee
SMASE	Strengthening Mathematics and Science Education

SMASE-WECSA	Strengthening Mathematics and Science Education- Western Eastern Central and Southern Africa
SBMC	School Based Management Committee
ST	State Trainer
STAN	Science Teachers Association of Nigeria
SUBEB	State Universal Basic Education Board
TOR	Terms of Reference
TRCN	Teachers Registration Council of Nigeria
UBEC	Universal Basic Education Commission
ZIC	Zonal Implementation Committee
ZCU	Zonal Coordinating Unit

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On the basis of the proposal of the Project, the two parties have discussed and agreed on the Project framework. The details of the agreed documents are attached as appendices 1 -21. The major points of the Project framework that have been agreed upon are as follows:

1. Title of the Project

Strengthening of Mathematics and Science Education(SMASE) in Nigeria (Phase 2)

2. Project Design Matrix (PDM)

PDM has been finalized as shown in Appendix 1. The outline of PDM is as follows:

(1) Overall Goal

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

(2) Project Purpose

The ability of primary school teachers to conduct student centred 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.

(3) 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.

3. Duration of the Project

The duration of the Project will be three (3) years and two (2) months from January, 2010.

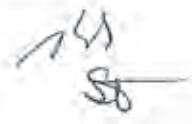
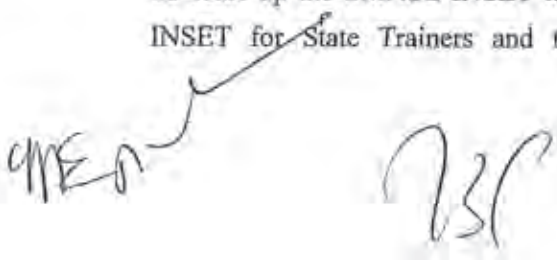
The commencement of the Project is subject to the progress of preparation by the both parties.

4. Training Structure

As shown in Appendix 4, the Project has two basic components:

- Cascading SMASE INSET to local level (primary teachers in three pilot States)
- Scaling up SMASE INSET to other remaining States (33 States and Federal Capital Territory).

To scale up the SMASE INSET to the other States, the Project shall focus on the National INSET for State Trainers and the establishment of State Implementation Committee/



Coordinating Unit. It is expected that State and Local INSET will be implemented by each State's initiative using the existing model with technical support from NTC and technical advice from JICA. It is noted that further support to other States will be discussed during the mid-term evaluation based on the progress of the Project.

5. National INSET centre and National Trainers

The National INSET centre has been transferred from National Commission for Colleges of Education (NCCE) to National Teachers Institute (NTI) and five (5) staff of NTI have been officially deployed to the Project as full time National Trainers. The Part time National Trainers (NCCE) will support the full time National Trainers in related activities as the need arises.

6. Role of State Trainers in pilot States

The State Trainers in the pilot States shall carry out the following:

- Monitor and evaluate Local INSET
- Re-train and facilitate Core Teachers
- Train additional Core Teachers
- Share their knowledge and expertise with other lecturers of COE and teachers of primary schools.
- Support full time National Trainers (NTI) to review the current SMASE training manual and Monitoring and Evaluation instruments.

Regarding this responsibility and budget implication, further discussions with NTI is required.

7. Budget for SMASE INSET


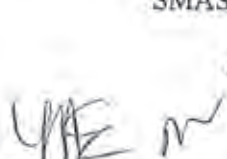
UBEC in collaboration with FME shall meet with the Executive Chairmen of SUBEB to discuss modalities on the utilization of UBE fund for SMASE INSET (State/Local).

8. INSET Materials

The essential INSET materials to be provided by JICA are contained in appendix 18, while other materials required shall be provided by the SUBEBs/LGEAs. It is noted that materials to be provided by JICA are subject to review after each cycle.

9. Institutionalized SMASE INSET

SMASE INSET should be incorporated into relevant policies, guidelines and programmes



including National Teacher Education Policy, while the certificate of SMASE INSET should be recognized by TRCN.

10. Long-term SMASE INSET Vision

By the end of third cycle of Local INSET, school/cluster based INSET shall be initiated to mobilize teachers at school level. The development of training contents should be linked to SMASE INSET strategy. Further discussions on long-term SMASE INSET vision is required based on the process of learning from the activities implemented during the Project Phase 2.

11. Technical support during the transitional period of Phase 1 and Phase 2

The Nigerian side has requested that capacity for National Trainers at NTI in terms of management and academic should be strengthened with technical support from JICA during the transitional period of Phase 1 and 2. The Team has agreed to convey this request to JICA headquarters to consider the possibility of technical support.

12. Way Forward

Date	Procedure	Remarks
August-September, 2009	<ul style="list-style-type: none"> - Finalization of the Project Document by the Nigerian side - Internal assessment procedure for the final approval of the Project at JICA Headquarters 	
Late September, 2009	<ul style="list-style-type: none"> - Signing of Record of Discussions(R/D) 	R/D is the official document of the Project which is included in Appendix 19 to 21 between the Nigerian authorities and JICA.
October-December, 2009	<ul style="list-style-type: none"> - Recruitment Process of JICA Experts 	
January, 2010	<ul style="list-style-type: none"> - Commencement of the Project 	

The above schedule will depend on the preparation by both sides.

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Appendix List

- 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 - 2013)

Version August 11, 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, 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 :</p> <p>1. Lesson observation index obtained on a scale of $1 < x < 5$ with $x \geq 3$ as acceptable mean.</p> <p>2. Teachers' participation index obtained on a scale of $1 < y < 5$ with $y \geq 3$ as acceptable mean.</p>	<ul style="list-style-type: none"> • Classroom impact survey • Project monitoring and evaluation reports 	<p>Teacher will practice ASE(-) POSI approach.</p> <p>State and Local INSET will be implemented by each state's initiative in other remaining states.</p> <p>Primary school</p>

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	<p>3. 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>4. Mastery ICT mode of instruction</p>		<p>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) at least 70,000 primary school teachers are trained with three-cycle of INSET.</p> <p>2(b) 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 established at NTI, Kaduna.</p> <p>3 (b) Number of National Coordinating Unit members is increased; at least 2 additional officers work for the</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>Project as Unit members. 3 (c) 5 fulltime National Trainers are appointed. 3 (d) State Implementation Committee and State Coordinating Unit in other remaining states are established. 3 (e) 12 State Trainers per other remaining states are selected.</p> <p>By the end of the Project, 4(a) Modification of training materials and monitoring and evaluation instruments for SMASE INSET cycle 1 to 3 is conducted. 4 (b) 408 State Trainers are trained.</p> <p>By the end of the Project, 5(a) Over three news letters are published. 5(b) 3 INSET management workshops for stakeholders in each pilot state. 5(c) 3 INSET management workshops for stakeholders in other remaining states are conducted. 5(d) Sensitization workshops for stakeholders are conducted. 5(e) Core Teachers are trained in other remaining states 5(f) SMASE INSET guidelines are assessed and approved by FME. 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 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>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</p>		<p>Federal, State and Local Governments will continue to support the Project.</p> <p>SMASE – WECSA will continue to</p>

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

Output	Component	Activities	Responsible person / organization	2009	2010	2011	2012	2013
1. The barriers / enablers to implement the Local INSET for primary school teachers in the pilot States (Karnataka, Madhya Pradesh) are established.	Carrying down of SMASE INSET to Local level in pilot States.	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 centers. 1-4 To group Core Teachers to training centers. 1-5 To select trainers.	SCU SCU, ZCU, JICA SCU, ZCU, Local INSET centre manager SCU, ZCU ZCU					
2. The INSET for primary school teachers are conducted and assessed in pilot States.	Carrying down of SMASE INSET to Local level in pilot States.	2-1 To modify training materials, monitoring & evaluation task for Local INSET. 2-2 To print and distribute INSET training materials to the Local INSET centers. 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 carrying SMASE INSET to Local Level based on Activity 2-1 to 2-5.	NTs, SCU NTs, SCU, ZCU, CTs SCU, STs, ZCU, CTs NTs, STs, NCU, SCU, ZCU, others NCU, NTs, STs NCU, NTs					
3. The barriers / enablers to implement the INSET at National and State level are strengthened.	Scaling up of SMASE INSET to other remaining States (33 non pilot States and PCT).	3-1 To transfer National INSET centre from NCFE to NIT. 3-2 To equip the new National INSET centre. 3-3 To appoint all 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.	NTs, NCU JICA NIT NCU, JICA NCU, SCU SCU NCU NCU					
4. The National INSET for State Trainers in other remaining states are conducted and assessed.	Scaling up of SMASE INSET to other remaining States.	4-1 To modify training materials and monitoring & evaluation task for National INSET. 4-2 To conduct training for at least 408 non 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.	NTs, NCU NTs NCU, others NCU, NTs					

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Appendix 3:
INSET & Advocacy / INSET Management Workshop Schedule 2010 - 2013

1. Cascading down INSET to Local level in pilot states (Kaduna, Niger and Plateau)

Venue	INSET/W/S	Target	2009			2010			2011			2012			2013			
			9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Local INSET Centres	Local INSET	Primary school teachers in pilot states (Kaduna, Niger and Plateau)					Local INSET Cycle 1 (1st cohort)	Local INSET Cycle 1 (2nd cohort)	Local INSET Cycle 1 (3rd cohort)	Local INSET Cycle 2 (1st cohort)	Local INSET Cycle 2 (2nd cohort)	Local INSET Cycle 2 (3rd cohort)	Local INSET Cycle 3 (1st cohort)	Local INSET Cycle 3 (2nd cohort)	Local INSET Cycle 3 (3rd cohort)			
State INSET Centre	INSET	130 (ES and Head of School Service X Government in pilot states)																

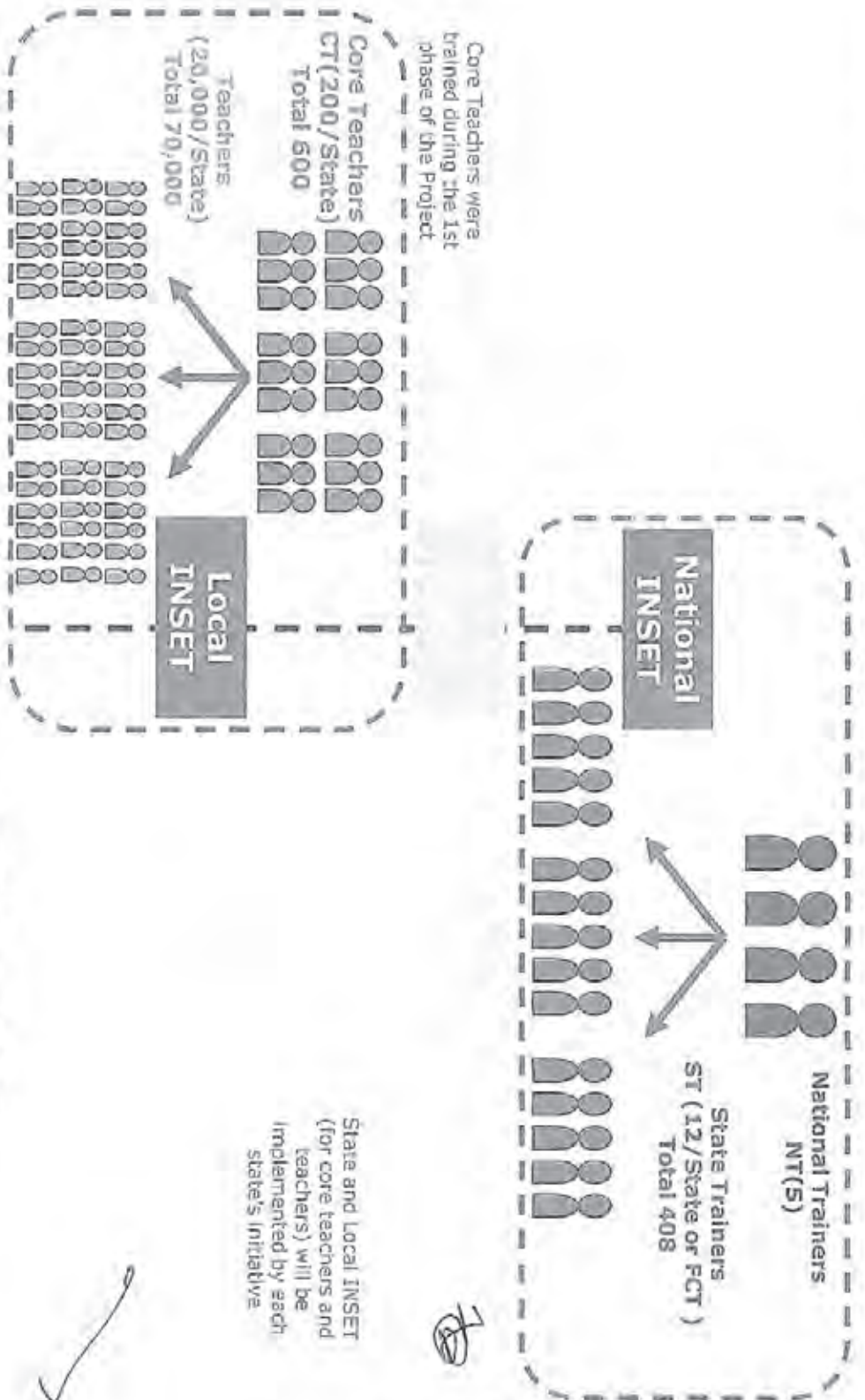
2. Scaling up of SMASE INSET to other remaining states (33 non pilot states and FCT)

Venue	INSET/W/S	Target	2009			2010			2011			2012			2013			
			9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
National INSET Centre (NTD)	National INSET	State Trainers from other remaining states (33 non pilot states and FCT)					National INSET Cycle 1	National INSET Cycle 1	National INSET Cycle 1	National INSET Cycle 2	National INSET Cycle 2	National INSET Cycle 2	National INSET Cycle 3	National INSET Cycle 3	National INSET Cycle 3			
National INSET Centre	INSET	130 (Director in charge of INSET and other 2 remaining officials per State and others)																

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Appendix 4

Training Structure



3 Pilot States (Niger, Kaduna and Plateau)

33 States and FCT

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Appendix 5

Terms of Reference of National Steering Committee (NSC)

The Honourable Minister of Education, who shall take responsibility for the overall Project management and implementation, shall chair this Committee. The composition of the NSC is:

- (1) Honourable Minister of Education
- (2) Permanent Secretary FME
- (3) Director Basic & Secondary Education (DBSE)
- (4) Director Policy Planning, Management and Research (PPMR)
- (5) Executive Secretary UBEC
- (6) Executive Secretary NCCE
- (7) Registrar TRCN
- (8) Executive Secretary NERDC
- (9) Director General NTI
- (10) Director General NMC
- (11) JICA Resident Representative
- (12) JICA Expert
- (13) Chairmen of SUBEBs
- (14) Legal Adviser FME
- (15) President of MAN
- (16) Executive Director of STAN
- (17) Deputy Director Science Education- Secretary

The roles and functions of this committee are:

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

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Appendix 6

Terms of Reference of National Technical Committee (NTC)

NTC will meet whenever the need arises. The roles and functions of this committee are:

- (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.

Membership of the Committee includes:

- 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

The image shows several handwritten signatures and initials in black ink. On the left, there is a signature that appears to be 'YME'. In the center, there is a large, stylized signature that looks like 'ZP'. To the right of 'ZP', there is a small circular stamp or signature. Further right, there is a large, cursive signature that appears to be 'A. O. O.'. Below this, there are several smaller initials and signatures, including 'A. O. O.', 'SO', and 'A. O. O.'.

Appendix 7

Terms of Reference of National Coordinating Unit (NCU)

Department of Basic and Secondary Education will be in charge of coordination of the Project. A National Coordinator, Deputy National Coordinator and Assistant Coordinators shall be appointed by the Director of Basic and Secondary Education of FME to manage the unit. They shall finalize the Annual work plans. The Annual work plans shall be used by all stakeholders of the Project to access funds (including annual budget proposal). Assistant Coordinators from UBEC are also selected as the members of the National Coordinating Unit.

The National Coordinator, Deputy National Coordinator and the Assistant Coordinators shall have the following roles and responsibilities:

- (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.
- (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.

Membership of the Unit includes:

- 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)

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Appendix 8

Terms of Reference of State Implementation Committee (SIC)

The roles and functions of this committee are:

- (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.

The SUBEB Chairman will chair this Committee. The composition of the SIC is:

- 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

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Appendix 9

Terms of Reference of State Coordinating Unit (SCU)

The roles and functions of the SCU are:

- (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.

The composition of the SCU is as follows:

- 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

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Appendix 10

Terms of Reference of Zonal Implementation Committee (ZIC)

The roles and functions of the ZIC are:

- (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.

The composition of ZIC in pilot state is:

- 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.

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Appendix 11

Terms of Reference of Zonal Coordinating Unit (ZCU)

The roles and function of this unit are:

- (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.

The composition of ZCU is:

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

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Appendix 12

Terms of Reference of JICA Experts

JICA shall dispatch Experts and the functions of JICA Experts include following:

- (1) To advise the Project Director, National Coordinator, State Coordinators and National and State Trainers on the implementation and management of the Project.
- (2) To assist the National Coordinator in developing Annual work plans.
- (3) To advise the Nigerian counterpart personnel on technical aspects of mathematics and science education, lesson study, lesson observation, and monitoring and evaluation.

The list of Experts is:

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

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Appendix 13

Terms of Reference of National Trainers (NTs)

National Trainers are NTI staff who will be fully assigned to the Project. The National Trainers will be responsible for implementing all SMASE INSET activities. The functions of the National Trainers include the following:

Part time National Trainers (NCCE)

- To support full time National Trainers in INSET related activities as the need arises;

Full time National Trainers (NTI)

- To carry out day to day running of the National INSET Centre;
- To develop Annual Work Plans of SMASE Project in consultation with NCU;
- To develop, produce and modify training materials for the SMASE INSET activities;
- To organize and conduct the training sessions at the National level for the State Trainers;
- To develop monitoring and evaluation tools in collaboration with NCU;
- To conduct internal monitoring and evaluation activities of the Project;
- To collate monitoring and evaluation reports to be submitted to NCU;
- To develop bi-annual progress reports of the Project in consultation with NCU;
- To support and supervise SMASE INSET activities at all levels; and
- To adhere strictly to work ethics as stipulated in the Project Document.

Criteria for Selecting National Trainers

1. Minimum qualification of a masters degree
2. Must be a professional in mathematics and science education
3. Must have minimum of 5 years of teaching experience
4. Must show high level of dedication and commitment to duty
5. Must be less than 50 years old
6. Must be computer Literate

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Appendix 14

Terms of Reference of State Trainers (STs)

The State trainers in each pilot state are four (4) lecturers from the Colleges of Education and four (4) mathematics and science teachers from primary schools. All are assigned on a part-time basis to the Project to implement training and related activities. During the pilot implementation of the Project, it became clear that there was a need for an increase in the number of State Trainers from 8 to 12. Moreover, it was apparent that classroom teachers rather than college lecturers are preferred in this position so as to meet the actual classroom needs. The composition of the State Trainers is: One Head State Trainer and Eleven State Trainers

The proposed criteria for selection of State Trainers are as follows:

- **Nomination:** State Trainer should be nominated by popular selection by colleagues in schools on criteria of hard work; achievement and integrity, using a questionnaire (See attachment). The Head teacher should ratify this.
- **Qualification:** Trainer must possess minimum qualification of NCE with bias for science or mathematics from a recognized Institution.
- **Zonal selection:**
 - (i) Selection should be well distributed per senatorial zone. This will assist the trainings in the senatorial zones of the State.
 - (ii) Four trainers should represent each zone. It will give room for qualitative and quantitative coverage of teachers in the zone.
- **Years of experience:** Not less than 5 years and not more than 25 years.
- **Age:** Not less than 30 and not more than 50.
- **Gender consideration:** Trainers' selection should be gender sensitive.
- **State geographical spread:** selection should consider both rural and urban locations.
- **Final selection by Committee:** Selection committee composed of 5 members (1NCU, 2SCU, 2NT) will do the final selection of short listed candidates based on interviews.

The roles and responsibilities of the State Trainers:

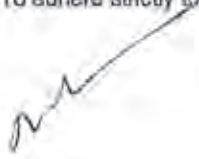
State Trainers in pilot states:

- To implement INSET related activities at the state and local level in pilot states.
- To be part of reviewing team of the SMASE training manual and M&E instrument.

State Trainers in other remaining states:

- To adapt the training manuals developed by the National Trainers to suit the State situation and to carry out any other research when the need arises.
- To organize and conduct the training sessions at the State INSET centre when the need arises.
- To collaboratively develop the Annual work plan when the need arises.
- To collaboratively Monitor and Evaluate the Project when the need arises.
- To support and supervise classroom teachers when the need arises.
- To work in collaboration with State Coordinating Unit in making the bi-annual progress report of the Project when the need arises.
- To adhere strictly to work ethics as stipulated in the Project Document.

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WORK ETHICS

1. Punctuality to all NSET activities is mandatory.
2. No closing before the official time.
3. No loitering during official business hours.
4. Always appear neat and be polite.
5. Deal with your colleagues, trainees and the public with respect.
6. Be guided by the concept of prompt and quality delivery.
7. No officer will leave assignment unattended to for more than thirty six (36) hours.
8. Ensure adequate security and maintenance of office equipment

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Budget Analysis for SMASE Project Phase 2

1. Tentative Budget Analysis

Organization	Annual amount (Naira)	Total amount (Naira) in 3 years
FME	3,984,000 (National INSET M&E: 1,440,000) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 1,019,000) (INSET MGT WS for non-pilot states: 725,000)	11,952,000
NTI	36,596,000 (National INSET: 34,666,000) (Local INSET M&E: 1,600,000) (INSET MGT WS for pilot states: 320,000)	109,758,000
UBEC	6,320,000 (National INSET M&E: 480,000) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 5,040,000)	18,960,000
NCCE	2,016,000 (National INSET M&E: 1,440,000) (Local INSET M&E: 320,000) (INSET MGT WS: 256,000)	6,048,000
TRCN	2,176,000 (National INSET M&E: 1,872,000) (Local INSET M&E: 240,000) (INSET MGT WS: 64,000)	6,528,000
NMC	512,000 (National INSET M&E: 208,000) (Local INSET M&E: 240,000) (INSET MGT WS: 64,000)	1,536,000
NERDC	512,000 (National INSET M&E: 208,000) (Local INSET M&E: 240,000) (INSET MGT WS: 64,000)	1,536,000
Non-pilot States (SUBEB)	8,240,000 (National INSET: 4,080,000) (INSET MGT WS for non-pilot states: 4,160,000)	24,720,000
Pilot State (Niger)	171,021,800 (Local INSET: 169,996,800) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 75,000)	513,065,400
Pilot State (Kaduna)	273,714,600 (Local INSET: 272,689,600) (Local INSET M&E: 600,000) (INSET MGT WS for pilot states: 75,000)	821,143,800
Pilot State (Plateau)	143,980,200 (Local INSET: 143,155,200) (Local INSET M&E: 800,000) (INSET MGT WS for pilot states: 75,000)	421,940,600
LGEA	7,130,200 (Local INSET: 6,480,000) (INSET MGT WS for pilot states: 650,000)	21,390,000
JICA	118,125,000 (National INSET: 6,005,000 include initial cost) (Local INSET: 109,620,000 include initial cost) (INSET MGT WS for pilot states: 650,000) (INSET MGT WS for non-pilot states: 650,000) (Advocacy and Promotion: 1,000,000)	284,675,000 - Initial cost: National INSET Centre: 1,925,000 + Zonal Office: 18,120,000 + Local INSET Centre: 13,100,000 = 33,145,000 - Running cost: (National INSET: 4,080,000 + Local INSET: 78,600,000 + INSET MGT: 1,300,000 + Advocacy: 500,000 + Newsletter: 500,000 = 83,810,000) X 3 = 251,430,000

Note: The detail of each organization's budget responsibility is following.

Note: Following budget analysis is on an annual basis.

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2. National INSET (9 times per year)

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) *quantity)	Category
NTI	Meals	7,956,000	1,500 X 13 days X 408 STs	Running cost
	Venue		Use existing facilities	
	Accommodation	26,520,000	5,000 X 13 nights X 408 STs	
	Medical	90,000	10,000 X 9 times	
	Miscellaneous	100,000		
Total: 34,666,000				
Non-pilot States (SUBEBs)	Transport	4,080,000	10,000 X 408 STs	Running cost
Total: 4,080,000				
FME	M & E	1,440,000	16,000 X 10 days X 9 times	Running cost
Total: 1,440,000				
NCCE	M & E	1,440,000	16,000 X 10 days X 9 times	Running cost
Total: 1,440,000				
UBEC	M & E	480,000	16,000 X 10 days X 3 times	Running cost
Total: 480,000				
TRCN	M & E	1,872,000	16,000 X 13 days X 9 times	Running cost
Total: 1,872,000				
NMC	M & E	208,000	16,000 X 13 days X 1 time	Running cost
Total: 208,000				
NERDC	M & E	208,000	16,000 X 13 days X 1 time	Running cost
Total: 208,000				
JICA	National INSET Center's Office equipment			Initial Cost
	1. Laptop PC	1,000,000	200,000 X 5	
	2. Photocopier	400,000	400,000 X 1	
	3. Printer	50,000	50,000 X 1	
	4. Generator	100,000	100,000 X 1	
	5. Projector and Screen	350,000	350,000 X 1	
	6. White board	20,000	20,000 X 1	
	7. Stapler	5,000	1,000 X 5	
Teaching material	4,080,000	10,000 X 408 STs	Running cost	
Total: 6,005,000				

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3. Local INSET (budget for each training centre)

Note: Following is the budget for each local INSET

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
Pilot SUBEB/ LGEAs (UBEC-Capacity Development Fund)	Accommodation for 4 TOTs	52,000	1,000 X 13 days X 4 CTs	Running cost
	Transportation for TOTs	6,400	800 X 2 times X 4 CTs	
	Honorarium for TOTs	26,000	500 X 13 days X 4 CTs	
	Meals	640,000	400 X 10 days X 210 prs	
	Transport for participants	400,000	100 X 2 times X 10 days X 200 prs	
	Venue preparation	30,000	30,000 X 1 time	
	Printing paper	12,000	500 X 24 times	
	Teaching aid	10,000	10,000 X 1 time	
	Stationeries	11,800	(File jacket & Biro X 200, Stapler X 2, Chalks X 10 pks, Marker X 2 pks)	
	Contingencies	43,000	(Health) service, Fuelling/EG, Local transport, Admin support, Water supply and GP-tank)	
	Opening/Closing Ceremony	10,000	5,000 X 2 times	
	M&E by ZCU	50,000	5,000 X 10 days	
Total: 1,491,200				
<p><i>Note: Above amount is the running cost for each local INSET. The local INSET is planned to implement 3 times per local INSET centre per year using school holiday. Therefore total annual running cost for local INSET in each pilot state is:</i></p> <p><i>Niger: 1,491,200 X 38 Centre X 3 times = 169,996,800 Naira per year</i> <i>Kaduna: 1,491,200 X 61 Centre X 3 times = 272,889,600 Naira per year</i> <i>Plateau: 1,491,200 X 32 Centre X 3 times = 143,155,200 Naira per year</i> <i>Total: 586,041,600 Naira per year</i></p>				

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4. Local INSET cont.

Note: Following is the budget for each local INSET

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) × quantity)	Category
FME	M & E	800,000	16,000 X 5 days X 10 times	Running cost
Total: 800,000				
UBEC	M&E	800,000	16,000 X 5 days X 10 times	Running cost
Total: 800,000				
NCCE	M & E	320,000	16,000 X 5 days X 4 times	Running cost
Total: 320,000				
TRCN	M & E	240,000	16,000 X 5 days X 3 times	Running cost
Total: 240,000				
NMC	M & E	240,000	16,000 X 5 days X 3 times	Running cost
Total: 240,000				
NERDC	M & E	240,000	16,000 X 5 days X 3 times	Running cost
Total: 240,000				
NTI	M&E	1,600,000	16,000 X 5 days X 20 times	Running cost
Total: 1,600,000				
Pilot SUBEB and STs	M&E	800,000	8,000 X 5 days X 20 times X 3 states	Running cost
Total: 2,400,000 (Each SUBEB =800,000)				
Each LGEA (Host of ZCU)	Running cost for Zonal office's stationeries:	270,000	(Printer Ink, Photocopier ink and Stapling pin = 270,000 X 24 Zones)	Running cost
Total: 6,480,000 (Each LGEA,(host of ZCU) = 270,000)				
JICA	Zonal Office's equipment	18,120,000	(laptop, photocopier, printer, generator, stapling machine = 755,000) X 24 Zones	Initial cost
	Local INSET Centre's equipment	13,100,000	(White board, Public address system and Electric generator = 100,000) X 131 Centes	Initial Cost
	INSET Materials	76,600,000	(Printing papers and so forth = 200,000) X 131 Centres X 3 times	Running cost
Total: 109,820,000				

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5. INSET management workshop for pilot states.

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
FME	Meals	585,000	1,500 X 130 participants X 3 days	Running cost
	Medical	50,000	50,000	
	M&E	384,000	16,000 X 4 days X 6 person	
Total: 1,019,000				
UBEC	Accommodation	3,120,000	8,000 X 3 nights X 130 participants	Running cost
	M&E	1,920,000	16,000 X 4 days X 3 persons	
Total: 5,040,000				
NTI	M & E	320,000	16,000 X 4 days X 5 persons	Running cost
Total: 320,000				
NGCE	M & E	256,000	16,000 X 4 days X 4 persons	Running cost
Total: 256,000				
TRCN	M & E	64,000	16,000 X 4 days X 1 person	Running cost
Total: 64,000				
NMC	M & E	64,000	16,000 X 4 days X 1 person	Running cost
Total: 64,000				
NERDC	M & E	64,000	16,000 X 4 days X 1 person	Running cost
Total: 64,000				
SUBEB	Venue	225,000	25,000 X 3 days X 3 states	Running cost
Total: 225,000 (Each SUBEB = 75,000)				
LGEA	Transport	650,000	2,500 X 2 times X 130 participants	Running cost
Total: 650,000				
JICA	Training Materials	650,000	5,000 X 130 participants	Running cost
Total: 650,000				

6. INSET management workshop for non-pilot states

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
FME	Meals	585,000	1,500 X 130 participants X 3 days	Running cost
	Venue	90,000	30,000 X 3 days	
	Medical	50,000	50,000	
Total: 725,000				
Non pilot states	Accommodation	4,160,000	(8,000 X 4 night X 130 participants) Non pilot states' self sponsored	Running cost
	Transport		Non pilot states' self sponsored	
Total: 4,160,000				
JICA	Training Materials	650,000	5,000 X 130 participants	Running cost
Total: 650,000				

7. Advocacy and sensitization

Responsible organization	Items	Total cost (Naira)	Break down (Unit cost (Naira) x quantity)	Category
JICA	Publish Newsletter	500,000	500,000 X 1 time	Running cost
	Training Materials	500,000	500,000 X 1 time	
Total: 1,000,000				

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Essential INSET Materials for Local INSET supported by JICA

	Material	Organization	Category
1	Pair of scissors	131 centres	Initial cost
2	Plastic ruler		Initial cost
3	Measuring tapes		Initial cost
4	Staplers		Initial cost
5	Curriculum books		Initial cost
6	Metre rulers		Initial cost
7	Printing papers		Running cost
8	Marker (Felt pens)		Running cost
9	Pencil		Running cost
10	Masking tape		Running cost
11	Toner for photo copy	24 zones	Running cost
12	Toner for HP printer		Running cost

※Note Materials to be provided by JICA are subject to review after each cycle

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Appendix 19

Measures to be taken by JICA and the Nigerian Authorities

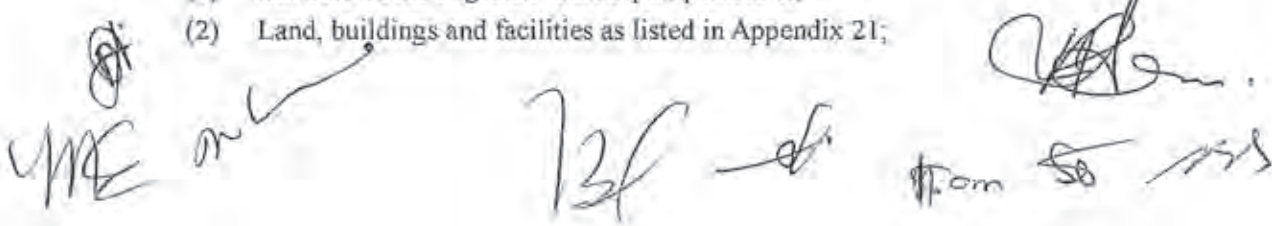
I. Measures to be Taken by JICA

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 Japanese Experts
JICA will provide the services of the Japanese and third country experts as listed in Appendix 12.
2. Provision of Machinery and Equipment
JICA will provide such machinery, vehicle, equipment and other materials (hereinafter referred to as "the Equipment") necessary for the implementation of the Project. 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 airports of disembarkation.
3. Training of Nigerian Personnel in JAPAN or Third Countries
JICA will train the Nigerian personnel connected with the Project for technical training in Japan or third countries.

II. Measures to be taken by the Nigerian Authorities

1. The Nigerian Authorities will take necessary measures to ensure that the self-reliant 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 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 Appendix 20 and will grant privileges, exemptions and benefits no less favourable than those granted to experts of third countries or international organizations performing similar missions to the Japanese experts referred to in Appendix 12 above 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 Japanese or third country experts referred to in Appendix 12.
5. The Nigerian Authorities will take necessary measures to ensure that the knowledge and experience acquired by the Nigerian personnel from technical training in Japan and/or third countries will be utilised effectively in the implementation of the Project.
6. In accordance with the laws and regulations in force in 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 Appendix 21;



- (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 Federal Republic of Nigeria, the Nigerian Authorities will take necessary measures to meet:
- (1) Expenses necessary for transportation within Federal Republic of Nigeria of the equipment provided by JICA as well as for the installation, operation and maintenance thereof;
 - (2) Customs duties, internal taxes and any other charges, imposed in Federal Republic of Nigeria on the equipment provided by JICA; and
 - (3) Running expenses necessary for the implementation of the Project.

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Appendix 20

Privileges, Exemptions, and Benefits for Japanese Experts

In accordance with the laws and regulations in force in 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, import duties, and any other charges imposed on personal household effects of the Japanese experts and their families, including one motor vehicle per expert.
3. To use all its 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
6. To exempt from customs duties for import and export for machinery and equipment by the Japanese experts in connection with the Project activities

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Appendix 21

List of Land, 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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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 - 2013)

Version OctoberAugust 2611, 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 :</p> <p><u>(For primary school teachers)</u></p> <p>1. Lesson observation index obtained on a scale of $1 < x < 5$ with $x \geq 3$ as acceptable mean.</p> <p>2. <u>Pupils participation index</u> 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>

	<p><u>$x < 5$ with $x \geq 3$ as acceptable mean.</u></p> <p>3. Mastery ICT mode of instruction.</p> <p><u>(For State Trainers)</u></p> <p>1. Teachers' participation index obtained on a scale of $1 < y < 5$ with $y \geq 3$ as acceptable mean.</p> <p>3. 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>4. Mastery ICT mode of instruction</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>.</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><u>2(a) 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(cb) 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>

<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) 4 (b) 408 State Trainers are trained.</u></p> <p><u>Teachers' participation index obtained on a scale of $1 < y < 5$ with $y \geq 3$ 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>		
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<p>Activities</p> <p>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.</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</p>	<p>Inputs:</p> <p>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.</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</p>		<p>Federal, State and Local Governments 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>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</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>Project personnel. b. Dispatch of experts. c. Provision of equipment, materials and machinery. d. Expenses necessary for the implementation of the Project.</p>		
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<p>5. Supporting system for INSET is strengthened.</p>	<p>Cascading down SMASE INSET to Local level in pilot States and scaling up of SMASE INSET to other remaining States.</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 Secretary and Head of School Service) in Local Government in 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 guidelines through ICCE 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 for</p>	<p>NCU NCU NCU (FME/ UBEC), NTs, others NCU (FME), SCUs NCU, NTs, SCUs, others NTC, NTs NCU, NTs NCU NCU NTs, NCU NCU, NTs, SCUs, Local INSET centre managers, JICA</p>	
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