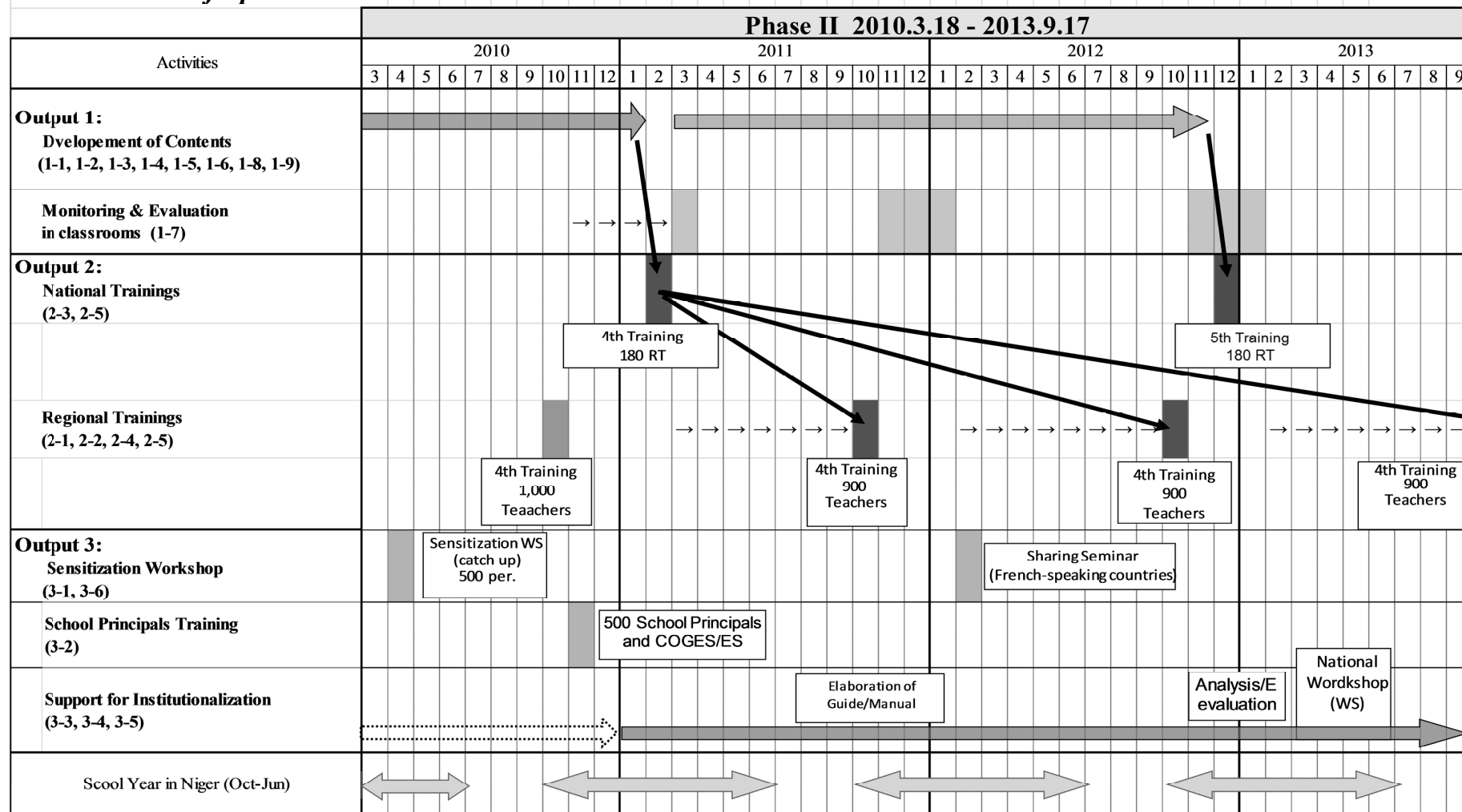
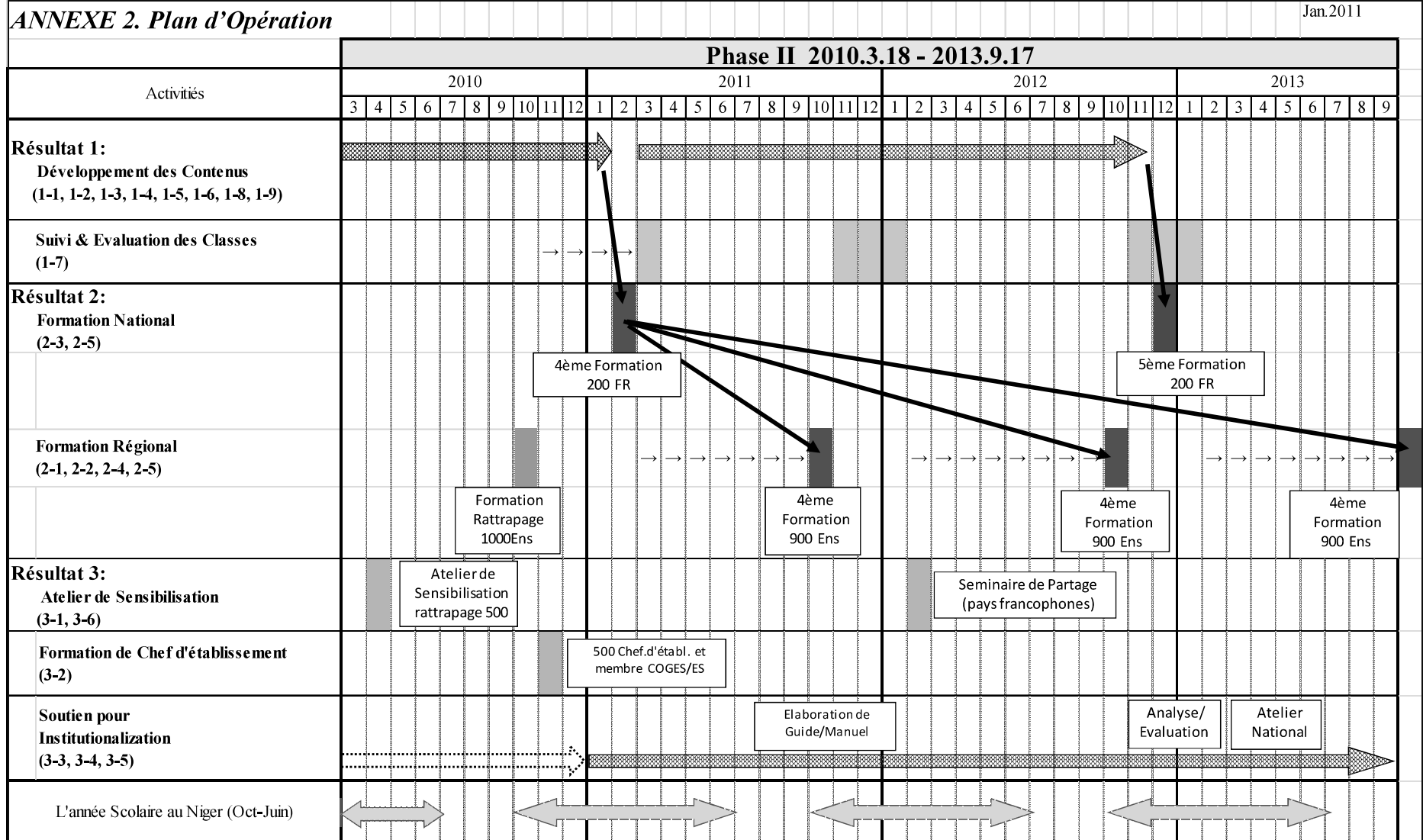


ANNEX2. Plan of Operation





付属資料 2-5 評価グリッド

| Criteria | Evaluation Questions | | Findings from Study | | | | | | | | | | | | | | | |
|--|---|--|---|--------------------------------|--|--|--|-----------|------|------|-----|-----|------|-----|-----|--------|-----|-----|
| | Question | Sub-question | | | | | | | | | | | | | | | | |
| Achievement of Overall Goal (Forecast) | The ability of Base II and Middle Education Cycles students in Mathematics and Science is improved. | End of Year Exams or Exams on Completion of Secondary Education are available? The data are adequate to be used as indicators? | - With the same reason for the Project's learning achievement tests, it can safely be said that measuring the change in ability of students with End of Year Exams will be also inadequate to use as an indicators. The exams on Completion of Secondary Education, BEPC, are not suitable either to be used as indicators. Its results vary greatly in each year, which makes them difficult to use as a tool for measuring achievement of the Overall Goal to show changes over years. For example, success rates in BEPC varied from 55% in 2004-2005 to 12% in 2005-2006. | | | | | | | | | | | | | | | |
| | | What are the prospects for improvement in the ability of Base II and Middle Education Cycles students in Mathematics and Science? | - Two learning achievement tests were implemented by the Project in 2010 and 2011, which evaluated the academic achievement of sampled students in the three subjects. The results of the studies coincided with the Nigerian Government's recent performance evaluation for PDDE, which indicated rapid progress in access to education and serious problem of quality both in primary and secondary education. Substantially low scores obtained by the sampled students suggest that many of them had obtained very poor academic achievement in their primary education. Important problem of language ability of French was also recognized. - In the school visits and interviews conducted during the evaluation period, there noted some important positive impacts reported by the interviewees on the attitudes of teachers trained by SMASSE, which includes following points. 1) Teachers are more confident in teaching than before. 2) They feel proud of teaching profession. 3) Their interest in teaching increased. 4) They began to consider teacher as a permanent job. - Positive impacts on students are as follows. 1) They began to like mathematics and sciences more, compared with before. 2) They want to study mathematics and sciences in higher education. 3) They are interested in professions related to science and technologies. | | | | | | | | | | | | | | | |
| Achievement of Project Purpose | The capacities of Mathematics and Science teachers are strengthened through quality INSET. | After receiving the training, teacher's attitude and their capacity to practice ASEI-PDSI are improved? If so, what are the reasons of the improvement? Is student involvement in class improved for the students whose teachers received the training? If so, what are the reasons of the improvement? | - After receiving the training, teacher's attitude and their capacity to practice ASEI-PDSI were improved. Also the students' involvement in class improved measured by ASEI, for the students whose teachers received the training. - ASEI-PDSI indicator obtained 0.8 in a monitoring and evaluation in classrooms conducted from April to May 2010, which improved to 1.7 in 2011. ASEI indicator was 0.6 in the monitoring and evaluation in classrooms in 2010, and which indicator improved to 1.6 in 2010. - Between the two monitoring and evaluations, the Project implemented training sessions (catch up) for teachers in all the 8 regions of Niger from October 2010 to March 2011. The training was for the purpose of the teachers who have never been trained before by the SMASSE Project phase 1. Improvement in both ASEI-PDSI and ASEI indicators can be regarded as the positive effects of the training. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Practice of ASEI-PDSI Approach</th> </tr> <tr> <th></th> <th>ASEI-PDSI</th> <th>ASEI</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>0.8</td> <td>0.6</td> </tr> <tr> <td>2011</td> <td>1.7</td> <td>1.6</td> </tr> <tr> <td>Target</td> <td>2.0</td> <td>1.5</td> </tr> </tbody> </table> <p style="text-align: center;">(0-4 scale)</p> | Practice of ASEI-PDSI Approach | | | | ASEI-PDSI | ASEI | 2010 | 0.8 | 0.6 | 2011 | 1.7 | 1.6 | Target | 2.0 | 1.5 |
| Practice of ASEI-PDSI Approach | | | | | | | | | | | | | | | | | | |
| | ASEI-PDSI | ASEI | | | | | | | | | | | | | | | | |
| 2010 | 0.8 | 0.6 | | | | | | | | | | | | | | | | |
| 2011 | 1.7 | 1.6 | | | | | | | | | | | | | | | | |
| Target | 2.0 | 1.5 | | | | | | | | | | | | | | | | |

| Achievement of Outputs | 1. The capacities of National Trainers are reinforced. | Are pilot schools selected for tryouts? Tryouts of pedagogical materials developed by the Team are implemented as planned? | <ul style="list-style-type: none"> - With a collaborated manner, the Nigerien and the Japanese sides of the Project are making efforts to produce the planned outputs. The status of the achievement of each output is such as follows. - Tryouts of pedagogical materials began in October 2011. Currently CEG3 and CEG6 are used as pilot schools. | | | | | | | | | | | | |
|---|---|--|--|---|----------|----------|---|-------------|-----------------------------------|-------------------------|----|---------------------|----|-------|----|
| | | Training materials are developed as planned? | <ul style="list-style-type: none"> - Considering the Nigerien curriculum and the results of needs surveys, 66 training materials were already developed. <table border="1"> <thead> <tr> <th colspan="2">Number of Pedagogical Materials Developed</th> </tr> <tr> <th>subjects</th> <th>number</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>16</td> </tr> <tr> <td>Physiques and Chemistry</td> <td>32</td> </tr> <tr> <td>Biology and Geology</td> <td>18</td> </tr> <tr> <td>Total</td> <td>66</td> </tr> </tbody> </table> | Number of Pedagogical Materials Developed | | subjects | number | Mathematics | 16 | Physiques and Chemistry | 32 | Biology and Geology | 18 | Total | 66 |
| | | Number of Pedagogical Materials Developed | | | | | | | | | | | | | |
| | | subjects | number | | | | | | | | | | | | |
| | | Mathematics | 16 | | | | | | | | | | | | |
| | Physiques and Chemistry | 32 | | | | | | | | | | | | | |
| | Biology and Geology | 18 | | | | | | | | | | | | | |
| | Total | 66 | | | | | | | | | | | | | |
| | Practical pedagogical materials are developed? | <ul style="list-style-type: none"> - A survey has not been implemented to measure the level of satisfaction of both Regional Trainers and teachers with the developed pedagogical materials. | | | | | | | | | | | | | |
| | Implementation of the pedagogical materials in classrooms is monitored as planned by the National trainers? | <ul style="list-style-type: none"> - Monitoring will be implemented in the remaining period of the Project. | | | | | | | | | | | | | |
| 2. The National and Regional Training Structure is established. | The National Training is executed as planned? | <ul style="list-style-type: none"> - The Project prepared training modules based on the Nigerien curricula and employed them for the National Training in Niamey in February 2011. - The National training was conducted for 101 regional trainers from Niamey, Maradi and Tahoua Regions instead of inviting regional trainers from all the 8 regions of Niger. | | | | | | | | | | | | | |
| | The Regional Training is conducted as planned? | <ul style="list-style-type: none"> - The regional training was implemented in Maradhi and Tahoua Regions from January 4th, and in Niamey in January 11th, 2012. | | | | | | | | | | | | | |
| | All the planned training courses, both regional and catch up training) are conducted as planned? | <ul style="list-style-type: none"> - Catch up training were organized for teachers in the 8 regions of Niger from October 2010 to March 2011. Total number of the trainees reached 994. The training was originally scheduled for March 2010, but its implementation was delayed due to the Coup d'état occurred. - The regional training scheduled for 2011, has not been implemented due to lack of allocation of budget for that year until January 2012. In January 2012, regional training was given to 266 trainees in Niamey, Tahoua and Maradi. | | | | | | | | | | | | | |
| | Quality of the National and Regional training is assured? | <ul style="list-style-type: none"> - In order to assure the quality of training, a questionnaire surveys were conducted for the participants of both the catch up training and the national training. Evaluation of each training rated more than 3. The criteria of evaluation were for exposition, group work, presentation & discussion, time management and relevance of themes of the training. <table border="1"> <thead> <tr> <th colspan="2">Results of Quality Survey</th> </tr> <tr> <th>training</th> <th>score</th> </tr> </thead> <tbody> <tr> <td>Catch up training (from October 2010 to March 2011)</td> <td>3.1</td> </tr> <tr> <td>National training (February 2011)</td> <td>3.2</td> </tr> </tbody> </table> <p>(0-4 scale, target value:3)</p> | Results of Quality Survey | | training | score | Catch up training (from October 2010 to March 2011) | 3.1 | National training (February 2011) | 3.2 | | | | | |
| | Results of Quality Survey | | | | | | | | | | | | | | |
| training | score | | | | | | | | | | | | | | |
| Catch up training (from October 2010 to March 2011) | 3.1 | | | | | | | | | | | | | | |
| National training (February 2011) | 3.2 | | | | | | | | | | | | | | |

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| | 3. The supporting system for the INSET Project is strengthened. | Sensitization workshops are conducted as planned? | <ul style="list-style-type: none"> - To support the system for the INSET, sensitization workshops and seminars were held for school principals and COGES/ES members. - <u>Sensitization Workshops for school principals and COGES/ES members</u> were implemented as scheduled on April 2010. The workshops were held at the training centers of Maradi (for participants from Maradi Region), Zinder (for participants from Diffa Region and Zinder Region) and Nkonni (for participants from Agadez and Tahoua Region). The participants amounted to 669. |
| | | Training sessions for school principals are conducted as planned? | <ul style="list-style-type: none"> - <u>Training Seminars for school principals</u> were implemented as planned on November 2010 in Tahoua, Maradi and Zinder. The number of the participants in the Seminars was 328, and 292 of which were school principals. |
| | | School principals carry out M&E of classrooms as planned? | <ul style="list-style-type: none"> - A follow-up survey was implemented to know the impacts of the workshops and seminars mentioned above. The Project conducted the survey with 33 school principals in the Regions of Tahoua, Maradi and Zinder in April 2011. According to the survey, 30% of the schools principals answered that they carried out M&E of classrooms. It was also confirmed that 97% of 33 COGES/ES elaborated an annual action plan for their activities, some of which included support to mathematics and science education. Both of the Survey results show that the workshops and seminars were effective to support the INSET by SMASSE. |
| | | An action plan to support the quality of education is developed and carried out? | |
| | | A plan is made for the organization of a national workshop to share the internal evaluation result and to capitalize the project experiences? | <ul style="list-style-type: none"> - Not yet implemented |
| | | A plan is made for the preparation of INSET guide/manual? | <ul style="list-style-type: none"> - Not yet implemented |
| | | A plan is made for the evaluation and validation of INSET guide/manual by MESS/R/T? | <ul style="list-style-type: none"> - Not yet implemented |

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| | <p>Inputs Provided</p> | <p>Input: Japanese side 1. Two Long-term experts 2. Two Short term experts 3. Short term experts (third countries) 4. Assistant Staff 5. Training of C/Ps in Japan and Third Countries 6. Equipment necessary for the Project 7. Project costs</p> | <p>Quantity, quality and timing of the inputs are implemented as planned?</p> | <ul style="list-style-type: none"> - Human resources are the most significant input from both Nigerien and Japanese sides. In general the Nigerien counterparts, the management of MEM/RS and the Japanese experts worked in a collaborative manner to carry out the Project activities. - Operational costs for training are dispensed both by the Nigerien and the Japanese sides. MEM/RS and JICA shared the costs almost as planned. More timely disburse by the Ministry of Finance is expected for smooth implementation of training. Investment in buildings and equipment has been minimum, utilizing efficiently exiting facilities. - One long-term expert for “INSET Management and Project Management” and one for “Education on Mathematics and Science”, both dispatched from June 2010 - One short-term expert for “Project Management” dispatched from March to April 2010 - One assistant staff for advisory services - Training of one C/P in Japan on Teacher Education from November to December 2011 - Training of 5 Regional Trainers in Third Country Training in Kenya from October to November 2010 for the purpose of strengthening capacity for practicing ASEI-PDSI in teaching of Mathematics and Natural Sciences - Training seminar for 4 National Trainers and 1 Project staff in Third Country Training in Senegal in January 2011 on Data Collection and Processing related to SMAS(S)E Projects - Equipment necessary for the Project in total 49,608,452 FCFA as of the end of March 2011, which include one vehicle, two computers and books in the French language related to the Project activities - Reparation of school laboratories for regional training in Birni N’Konni, Maradi and Zinder. - Construction of an office for a long-term expert and a meeting room - From March 2010 to December 2010, 217,311,716CFA was provided. From January 2011 to December 2011, 78,513,676CFA was provided. |
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|--------------------------------------|---|--|---|--|
| | | <p>Input: Nigerien side</p> <ul style="list-style-type: none"> • C/Ps 1. National Coordinator 2. Pedagogic Inspector for Mathematics 3. Pedagogic Inspector for Natural Science 4. Pedagogic Inspector for Physics-Chemistry 5. Pedagogic Advisor for material maintenance(CNM) 6. Administrative Inspector for COGES/ES 7. Pedagogic Advisor for English 8. Assistant staff <ul style="list-style-type: none"> • Building and Facilities including national and regional training centers • Project costs (INSET implementation, costs of Monitoring and Evaluation, and other) | <p>Quantity, quality and timing of the inputs are implemented as planned?</p> | <ul style="list-style-type: none"> - Following 7 C/Ps are assigned which are also national trainers. <ol style="list-style-type: none"> 1) National Coordinator (National Pedagogic Inspector of Biology and Geology) 2) Chief of Mathematic Unit (National Pedagogic Inspector for Mathematics) 3) Chief of Physics and Chemistry Unit (National Pedagogic Inspector of Physics and Chemistry) 4) Chief of Biology and Geology Unit (National Pedagogic Inspector of Biology and Geology) 5) Chief of Material and Maintenance (Chief of CNM) 6) Chief of COGES/ES Unit (Administrative Inspector) 7) National Trainer of COGES/ES, Translator and interpreter (Pedagogic Advisor for English) - In addition to the 7 C/Ps mentioned above, 12 National Trainers are assigned for the training of Mathematics, Physics and Chemistry, Biology and Geology and COGES/ES. These National Trainers other than the C/Ps work on a part-time basis for the Project, possessing other job assignment such as of principal, teacher and officer in Regional Inspectors' Office of Niamey. - Assistant staff to support Project activities has not been allocated. - Building and facilities including national and regional training centers are provided. - From March 2010 to December 2010, 9,320,000CFA was provided. From January 2011 to December 2011, 43,008,000CFA was provided. |
| <p>Implementation Process</p> | <p>Implementation of Planned Activities</p> | <p>Output 1 : The capacities of National Trainer are reinforced.</p> <p>1-1 Conduct a need assessment in training contents and pedagogical materials.</p> | | <ul style="list-style-type: none"> - In 2010 and 2011, School Achievement Studies were conducted as needs assessments from April to May by the Project. In those studies, not only students' academic ability was measured but also questionnaire surveys were conducted on teachers' opinions of the part of the curricular that they found difficulty in teaching. - Considering the results of the above Studies, the Project made plans to prepare modules for National training and pedagogical materials. |
| | <p>1-2 Develop an INSET and pedagogical material development plan for National Trainings based on the outputs of the analysis of the first phase and the need assessment.</p> | <ul style="list-style-type: none"> - INSET and pedagogical material development plans were prepared. | | |
| | <p>1-3 Form a team for teaching material development in close collaboration with the Pedagogical Units (UP).</p> | <ul style="list-style-type: none"> - Three Material Development Units was formed, one for each of the three subjects, Mathematics, Physics and Chemistry, and Biology and Biology and Geology. | | |
| | <p>1-4 Develop modules and pedagogic materials for National and Regional Trainings.</p> | <ul style="list-style-type: none"> - New training modules were completed for the National training in February 2011 - The Project formed units to prepare training modules based upon Nigerien curricula, which were employed for the National Training in Niamey in February 2011. | | |
| | <p>1-5 Identify pilot schools in Niamey and experiment the training modules and pedagogical materials developed in</p> | <ul style="list-style-type: none"> - The Project chose General Education Colleges (CEGs) for tryouts of training modules and pedagogical materials, some teachers of which had participated in the Units for pedagogical development. In October 2011, tryouts were | | |

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| | close cooperation with the UPs. | conducted in those schools. The pedagogical materials development teams try out their pedagogical materials currently in CEG3 and CEG4. |
| | 1-6 Revise the Monitoring and Evaluation tools of INSET quality and impact. | - The monitoring sheet for ASEI-PDSI method was revised in the beginning of the Project by the Nigerien C/Ps, making it simpler to be handled by not only by pedagogical inspectors and pedagogical advisers, but also by principals. |
| | 1-7 Monitor and evaluate the impact of INSET in classrooms. | - From April to May 2010, the first M&E in classrooms by SMASSE Phase II was conducted for 55 teachers in Niamey, Tillarberi, and Dosso Regions. - From April to May 2011, the second M&E in classrooms was conducted with Nigerien budget for 106 teachers in Tahoua, Zinder and Maradi Regions. |
| | 1-8 Revise the modules and pedagogical materials based on the results of Monitoring and Evaluation. | - The Project improved the modules and pedagogical materials for its national training, using more tools such as blackboards and PowerPoint. They are also more adapted to the Nigerien teaching environment. |
| | 1-9 Train National Trainers in specific areas (evaluation, curriculum development, planning, teaching material design, etc.) | - In January 2011, 4 National Trainers and 1 Project staff participated in Training Seminar on Data Collection and Processing in Senegal. The National Trainers who participated in the seminar contributed much in the analysis of the results from the School Achievement Studies. - A Training Workshop on Statistics and Information was held by the Nigerien SMASSE Team in Niamey from December 16 to 22, 2010. In total, 73 National and Regional Trainers including officers in Secondary Education Inspections (IES) received the training for collection and processing of data related to education. The Training Workshop was executed principally by the Nigerien project team members who participated in the seminars organized by JICA Senegal office in 2009 and 2010. |
| | Output 2 : The National and Regional Training structure is established. 2-1 Identify INSET centers, equip them, and rehabilitate them in 3 regions (Maradi, Tahoua, and Zinder). | - Reparation works of school laboratories for regional training in Bimi N’Konni, Maradi and Zinder finished in September 2011, the total cost of which amounted to 2,213,000 FCFA. |
| | 2-2 Train teachers who have never been trained. (catch up) | - Training sessions (catch up) for teachers in 8 regions of Niger were implemented from October 2010 to March 2011. Total number of the trainees reached 994. The training was originally scheduled for March 2010, but its implementation was delayed due to the Coup d’état. |
| | 2-3 Organize training sessions for Regional Trainers in Niamey. | - In February 2011, training sessions for 101 Regional Trainers were conducted in Niamey capital district, for Regional Trainers from Maradi and Tahoua Regions. |
| | 2-4 Train teachers of the 8 Regions. | - The training was scheduled to be conducted on October 2011, but it was postponed due to lack of allocation of budget by the Ministry of Finance. The training is currently implemented from January 2012 in Maradi, Tahoua and Niamey. |
| | 2-5 Conduct the Monitoring and Evaluation of the INSET quality. | - Evaluation was conducted for catch up training and training sessions for Regional trainers. |
| | Output 3 : The supporting system for the INSET Project is strengthened. 3-1 Organize a workshop for stakeholders (Pedagogical Advisers, qualified teachers, school principals, | - Sensitization workshops are conducted as planned in 2010. 669 stakeholders (mainly school principals and representatives of COGES/ES) participated in the workshop. |

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| | COGES/ES representatives, laboratory technicians). (catch up) | |
| | 3-2 Train school principals in Monitoring and Evaluation of the INSET impact in classrooms. (catch up) | - In 2010, training sessions for school principals were organized, in which 292 school principals participated. |
| | 3-3 Elaborate an INSET guide/manual. | - To be implemented |
| | 3-4 Conduct INSET evaluation and analysis. | - To be implemented |
| | 3-5 Organize a national workshop for experience sharing and capitalization. | - To be implemented |
| | 3-6 Organize a seminar for experience sharing with French-speaking countries. | - The Project is planning to organize an experience sharing seminar with French-speaking countries, between 2012 and 2013. |
| | Is there any additional or suspended activity? If so, what is the reason for the addition or the suspension? | - Collaboration with JOCV members was suspended due to their evacuation from Niger for security reasons. - Additional activities implemented so far are such as follows. 1) Training for Nigerien trainers on data collection and processing in December 2010 2) Training for Pedagogic Inspectors for Niamey, Dosso and Tilaberi in March, 2011 3) Workshop for experiments in science education at a school in Niamey in June, 2011 |
| Relationship Between Experts and C/Ps | Relationship between the experts and the C/Ps is good? | - In examining all the implementation process and the interview results, it can be said that in general there exists relationship of a mutual trust between the Nigerien and the Japanese side. |
| | Do the C/Ps participate in the Project planning and implementation with a sense of ownership? | - Change in personnel affected the planning and implementation of activities by C/Ps. - A Training Workshop on Statistics and Information was carried out under the strong initiative of the Nigerien SMASSE Team in Niamey from December 16 to 22, 2010. The Training Workshop was prepared and executed by the Nigerien Team of the Project, which included the preparation of all the training materials, equipment and budget necessary for the workshop. |
| Ownership by the Nigerien Implementing Agency | Does MESS/R/T's grasp of the Project activities sufficiently? | - Until the current management of MEMS/RS came in the middle of 2011, JCC meeting could not be open because of political instability. |
| | Is the Nigerien budget secured and disbursed as planned? | - Budget from the Ministry of Finance for 2011 was allocated from January 2012, and which affected the implementation of the Project activities. |
| Relationship Between Project and JOCV | Is there any collaborative activity such as mutual provision of information and support? | - The Project made efforts for good coordination with activities of JOCV in the areas of mathematics and science education. |
| | If so, is the relationship highly satisfactory? | - The relationship was satisfactory until, the JOCV members were forced to evacuate from Niger in March 2011, because of security reasons, which ended the project's collaborative activities with JOCV. |

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|--|---|--|--|--------------------|--|--|--|------------|-------------------|--|--|--------|--------|-------|-----------|--------|--------|-------|--|--------|--------|
| Management of Project | Is the management of the Project effective? | Does the management system function? | <ul style="list-style-type: none"> - The first Joint Evaluation Committee (JCC) was held on July 26th, 2011. - - Transfer of the administration of secondary education (Base II) to MEN/A/PLN was officially confirmed on August 2011 with Decree No. 2011-253/PRN/MEMS/RS. Middle education stayed under the Directorate of Middle Education (DEM) of MEMS/RS. - The National Coordinator left the Project team on February 2011 and the new National Coordinator was officially nominated on April 2011. | | | | | | | | | | | | | | | | | | |
| | Are the monitoring and evaluation of the Project activities effectively implemented? | Monitoring and evaluation system of the quality of training and teaching is established? | <ul style="list-style-type: none"> - Questionnaire surveys were conducted to measure quality of training. - Reports are made for M&E for training such as questionnaire for trainees for each training session. | | | | | | | | | | | | | | | | | | |
| | | Do the evaluators share the criteria for the evaluation of teaching? | <ul style="list-style-type: none"> - The criteria for the evaluation of teaching are shared by the evaluators with the ASEI-PDSI monitoring sheet revised by the C/Ps. | | | | | | | | | | | | | | | | | | |
| Prevention and Contribution Factor to the Implementation of Activities and Achievement of Overall Goal and Project Purpose | Is there any promoting and inhibiting factor to the activities and to the achievement of results and the Project Purpose? | Levels of participation in the training courses are high? | <ul style="list-style-type: none"> - Levels of participation in the training courses have been sufficiently high. | | | | | | | | | | | | | | | | | | |
| | | Do teachers' and students' strikes affect the Project activities? | <ul style="list-style-type: none"> - Teachers' strikes and students' boycotting classes are beginning to affect the Project activities seriously. The causes of strikes are external conditions for the Project, which is related to drastic increase in the number of contract teachers in junior secondary schools (Base II) and senior high schools (Middle) in these 10 years. The ration of contract teachers to all the teachers increased from 10% in 1998-1999 to 74% in 2010-2011. | | | | | | | | | | | | | | | | | | |
| | | There exist other inhibiting and promoting factors? | <ul style="list-style-type: none"> - Political instability such as coup d'état in February 2010 delayed the start of the Project activities and affected the planning of the Project through the implementation process. - Project implementation was negatively affected by deterioration of public order caused by terrorist groups related to Al-Qaeda. Terrorist activities specially increased in 2010. Following are the important effects on the Project activities due to security problems. <ul style="list-style-type: none"> a) JICA experts' activities are prohibited in Tillabéri, Diffa, Tahoua and Agadez Regions. b) All the JOCV members were forced to evacuate from Niger in March 2011, which also suspended effective collaboration with JOCV members in mathematics and science education. - Drastic increase in number of students is a menace to quality of education. The number of students enrolled in secondary education increased at a very fast pace, especially in junior high schools. The number of students in junior high schools (Base II) has increased rapidly from 151,593 in 2004-2005 to 248,906 in 2010-2011. - Decentralization of regional inspectors' offices (IPR) affected the training. There are three regional inspectors' offices (IPR), instead of one national office in Niamey. Implementation of national training was delayed, because of confusion related to this structural change. <table border="1"> <tr> <td colspan="4">Inspectors' office</td> </tr> <tr> <td>IPR office</td> <td colspan="3">regions in charge</td> </tr> <tr> <td>Niamey</td> <td>Niamey</td> <td>Dosso</td> <td>Tillabéri</td> </tr> <tr> <td>Maradi</td> <td>Zinder</td> <td>Diffa</td> <td></td> </tr> <tr> <td>Tahoua</td> <td>Tahoua</td> <td>Agadez</td> <td></td> </tr> </table> | Inspectors' office | | | | IPR office | regions in charge | | | Niamey | Niamey | Dosso | Tillabéri | Maradi | Zinder | Diffa | | Tahoua | Tahoua |
| Inspectors' office | | | | | | | | | | | | | | | | | | | | | |
| IPR office | regions in charge | | | | | | | | | | | | | | | | | | | | |
| Niamey | Niamey | Dosso | Tillabéri | | | | | | | | | | | | | | | | | | |
| Maradi | Zinder | Diffa | | | | | | | | | | | | | | | | | | | |
| Tahoua | Tahoua | Agadez | | | | | | | | | | | | | | | | | | | |