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Partners
What have we learnt

• African Baselines are low across the continent necessitating the need to act now!
• Social Constructivist Model of teaching and learning
• Project based learning
• AssitMents, JICA, Chinese model
• Constructive assessment methods
• Technology assisted teaching and learning
• NJTCL and WPI modules
Where we are

- Nigeria baselines are equally poor
- Nigeria demographics are indicative of skills development as a valuable asset
- Policy support environment is good (60:40)
- State and Non-state actors have recognized the need for quality improvements
- Assessment infrastructure exist, but they need to be tooled to deliver reliable data
- Benchmarks exist for K-12 level and it is regional (WASC)
Where we are contd

- AUST as the Node
- College of Education Ikere Ekiti as a hub
- Teacher Registration Council of Nigeria (TRCN) as a Quasi-Government regulator for teacher certification
- Federal Capital Territory Administration Department of Science and Technology as a Hub.
- The Nigerian Academy of Science as a custodian of quality
- Professional associations in Mathematics, Materials Research Society, NUT, NTI and Other STEM professional bodies as knowledge diffusion groups.
What we value

• NJTCL social constructivism
• WPI project-based approaches, robotics education and materials science catalysts
• Assistments
• WPI assessment methods
• WB convening power and support
• Hospitality of our hosts
A cascade model of knowledge diffusion is planned.

Hit the ground running: Start date is July 10th 2017 with a National Action committee training

30 cohort of trainers in collaboration with WB, WPI, NJTCL

Each of these trainer-trainees would train on ratio 1:5, bringing up the number of teacher trainers to 150. This number may be required to service region

Each second level trainers would be responsible for another 5 bringing the number of teacher trainers to 750.
Strategy

- Certification as a trainer/teacher would be issued by TRCN and monitored by Nigerian Academy of Science using WPI assessment methods.
- Accreditation of institutions in Nigeria would be handled by TRCN and NAS.
- Regional accreditation and certification would be supported in West Africa.
- African Curriculum Organization (ACO) would be supported.
- Annual reviews and fidelity of the intervention would be reported to the International Advisory board before
Support Required

- Project-based power infrastructure improvement
- Improvement of housing infrastructure
- Improvement of ICT infrastructure
- Improvement of Communication Infrastructure
- Tools for Technology Assisted Teaching and learning (NJTCL), AssistMents, WPI, Robotics, American Materials Society (AMS) etc
- Provision of vehicles
strategy

● Organogram of operation of PAMI Node

● Set up national working groups drawn from MDAs, State Govts, non state actors

● Practice-level contact groups, teacher learning portals, Teacher support groups

● Student camps

● Curriculum convergence groups – ACO

● Partnerships that work

● Data, data, data
Reporting and Assessment Strategy

- Cascade model for recruitment of assessment teams
- Teacher-level support portals
- Parent-level support portals
- Regional assessment plan
## Ekiti State Data

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<th>Registered Private Primary Schools</th>
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<td>Public Secondary Schools</td>
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<td>Women Education Centers</td>
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<td>Nomadic Education schools</td>
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<td>Local Government Training School</td>
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<td>8</td>
<td>School for the blind, ...</td>
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FCT data
Lagos State Data