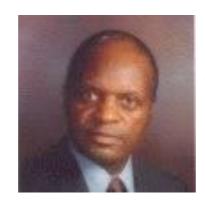
# African University of Science and Technology, Abuja Nigeria







Professor Kingston Nyampfene **President AUST** 



Dr. Shola Odusanya Co-Center Leader, **Pan African Materials Institute** 



**Professor Charles Chidur Director, Mathematics 1** 



Mr. Ben Okwonkwo **Head of Finance** 



Osoba Igbinoba Executive Secretary, MS4SSA node/Ms. Nafisa Abdullahi Ag Registrar, AUST



**Director, HR/Logistics** 

## **AUST** in Pictures





### 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

#### 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

## strategy

- •A cascade model of knowledge diffusion is planned.
- •Hit the ground running: Start date is July 10<sup>th</sup> 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

# 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

## 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
- •Curriculun 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

1	Registered Private Primary Schools	74
2	Public Primary Schools	541
3	Public Secondary Schools	141
4	Government Colleges	4
5	Women Education Centers	4
6	Nomadic Education schools	5
7	Local Government Training School	1
8	School for the blind,	3
9	Mentally Retarded	1
10	Private Secondary schools	18

## FCT data

# Lagos State Data