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# 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 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

# 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

|    |                                    |     |
|----|------------------------------------|-----|
| 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