

**Strengthening Basic Education in Africa  
Presidential Initiative  
Final Project Report**

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**WORLD EDUCATION  
USAID NIGERIA/AFRICAN EDUCATION  
INITIATIVE  
BOOK DONATION**

**Project Report**



# Table of Content

<b>1. Title Page.....</b>	<b>1</b>
<b>2. Project Information .....</b>	<b>2</b>
<b>3. Reception of Donated Materials .....</b>	<b>4</b>
<b>4. Review of Resources with UBE .....</b>	<b>5</b>
<b>5. Selection of NGOs .....</b>	<b>8</b>
<b>6. Inventory and Sorting of Materials .....</b>	<b>11</b>
<b>7. Distribution to Schools .....</b>	<b>12</b>
<b>8. Training .....</b>	<b>13</b>
<b>9. Meetings .....</b>	<b>20</b>
<b>10. Book Presentations .....</b>	<b>21</b>
<b>11. School Visitations .....</b>	<b>22</b>
<b>12. Monitoring and Evaluation .....</b>	<b>23</b>
<b>13. Challenges .....</b>	<b>25</b>
<b>14. Successes and Opportunities .....</b>	<b>27</b>
<b>15. Conclusion .....</b>	<b>28</b>
<b>16. Appendix</b>	

# Project Information

- Project start date: May 12, 2003
- Project end date (including extension): March 31, 2004
- Total amount received from USAID: \$221,000.00

This project was made possible with funding support from USAID-Nigeria under the Strengthening Basic Education in Africa Presidential Initiative.

The initiative was announced by President Bush in June 2002 and is designed to improve educational opportunities for African children.

Under the *Strengthening Basic Education in Africa Presidential Initiative*, otherwise known simply as the *Africa Education Initiative*, Nigeria was beneficiary to educational resources of over 250,000 primary school-level supplementary instructional materials valued at over 12 million dollars.

World Education supervised this particular project. This organization employed the services consultants to oversee the distribution, sorting, inventory, training of teachers and evaluation of this project in Kano, Lagos and Nasarawa States, as well as in Abuja (Federal Capital Territory).

After the contract ended in November 2003, World Education was granted an extension period in which they could do additional activities with the money outstanding. These activities included the monitoring of all the schools that benefited from the donation, additional training for the Abuja FCT teachers (which included the tour of the American International school, training for PTAs, and the production of additional science and math manipulative kits.

# The Procedure

This project was carried out to complement WORLD EDUCATION values—“To help people worldwide make important transitions as they develop the skills and gain the knowledge they need to fulfill their own aspirations – for themselves, their children and their communities.”

The approach we used was to “place total confidence in the learner(s), integrate basic skills with practical ‘daily life’ applications, and build the capacity of local institutions so they can carry on their work with increasing independence.” To achieve this objective we identified the ‘learners’ to be on three levels - the trainers, teachers, and ultimately the pupils. The local institutions, whose capacity we built in order to sustain this project once World Education completes their work, are the Parent Teacher Association (PTA).

In order to achieve these aims we broke down the project into the following blocks/procedures.

1. **Reception of the donated materials to ensure proper storage through State Primary Education Boards (SPEB)**
2. **Review of resources with Universal Basic Education (UBE)**
3. **Interview, hire and train NGO Representatives to work on the project**
4. **Supervise the inventory and sorting of the materials**
5. **Select schools with State Primary Education Boards (SPEB)**
6. **Ensure selected schools have proper storage facilities**
7. **Ensure donated materials are distributed to schools**
8. **Train trainers**
9. **Develop a Training Manual and Support Guide with the technical input of a Curriculum Specialist, UBE, SPEB, and Trainers.**
10. **Supervise training of teachers/librarians, PTA representatives, Inspectors, and NGO Representatives**
11. **Meetings**
12. **Assist in organizing formal Book Presentations**
13. **Visiting schools with USAID**
14. **Monitor and Evaluate**

## **Reception of the donated materials to ensure proper storage**

The State Primary Education Boards (SPEB) were responsible for placing the donated materials in storage until they have been sorted out for distribution to the benefiting schools.

- Kano State Primary Education Board created space in their warehouse for the materials.
- Lagos SPEB Chairman had to rent two warehouse rooms for several months (May - November 2003). He paid N100,000.00 a month for the two rooms.
- In Nasarawa State, a storage facility in a Secondary School was used to store the materials.
- The Federal Capital Territory, Abuja, borrowed a fertilizer warehouse from the Ministry of Agriculture and cleaned it out for the resources.

All the warehouses had security men put in place to ensure that the materials were not tampered with. A procedure was also established to make certain that only staff working on the book drop were permitted in the warehouse.

Minor repair work was done on the warehouses; they range from fixing leaky roofs, boarding windows to replacing locks on doors. There was a very good partnership/relationship between the project officers and the SPEB officers. They worked very hard to guarantee that the resources were kept as safe and secure as possible.

Within Abuja, the Primary Education Board Director had to put in place florescent lamps, industrial fans, and a generator to make the warehouse conducive for the staff working there.



## **Review of resources with Universal Basic Education (UBE)**

The educational resources distributed to the public primary and Islamiya schools comprised experiment kits, math manipulative kits, maps, magazines, vocabulary and comprehension books and other resources.

In order to ensure the standard and quality of the materials donated to Nigeria, Universal Basic Education (UBE) was asked to set up a review team in association with the Project Supervisors from World Education.

An intensive evaluation exercise was conducted with seasoned professionals who have been conducting similar exercises with other international organizations such as World Bank, UNICEF etc.

### **Objective of Review**

- Suitability to the Nigerian Curriculum
- Appropriateness for class use and study
- Classification of Materials
- Durability of the items
- Not contradictory to any Nigerian religion or culture

### **Method**

The team decided that the all the materials should be listed and their multi-faceted uses determined and written out. This was later used to develop the Support Guide. This Support Guide incorporated the Nigerian Curriculum Modules to enable the teachers to know exactly what resource can be used with the topics taught under the syllabus.

### **Conclusion**

It was decided that the resources were appropriate for Nigerian Primary schools as support materials. They were to be classified into two sections:

Lower Primary: Classes 1, 2, and 3

Upper Primary: Classes 4, 5, and 6

They were very excited about the materials and expressed a desire for this relationship to continue and grow to reach all parts of the nation.

The UBE Review Team were called back during the extension period. The intention or objective of the meeting was to give them an update of the activity, visit schools who benefited from this project and to review the resource kit, put together locally, for the schools in Abuja who did not receive the sets donated by USAID.



The report shared with UBE was mostly positive and encouraging. A good majority of the schools had found various ways to use the materials donated to them and were utilizing them effectively but there were still some schools that had not complied with their action plans and have kept their books neatly and untouched in a room for storage. Teachers and students were not encouraged to use them. They had various reasons for this – one of the basic reasons is a lack of libraries and trained librarians.

In the Nigerian Education Policy<sup>1</sup> all primary schools are supposed to have a library and a qualified librarian. Sadly this is not the situation in the public primary schools in Nigeria today. Much less than half of the schools visited during this exercise had a functioning library and a librarian. Since the donation was made, quite a number of PTAs have donated shelves and have attempted to build a library and the Primary Education Board in Abuja is taking a survey of the number of trained librarians in every school.

Another major problem faced was that pupils were not encouraged to read freely for fear that the resources will be lost or destroyed. In quite a number of schools in Nigeria pupils only read library books in schools. Most head teachers expressed fear of handing over readers to the pupils to take home. We had to continuously encourage them to make it a part of their training. In most cases pupils are trained to develop positive habits, taking proper care of reading material can also be added to the list. Various methods have been adopted to surrender the books to the children, for example:



*At Festival Road Primary School in Abuja Nigeria, the Head Teacher of the school selected 3 students, randomly, from every class to take home some of the readers for a week as part of an experiment.*

*Another school asked for parents to sign an agreement. This agreement makes the parents responsible for the books borrowed by their children in case of loss or damage. Books were only given to students who complied.*

*The students were taught how to handle and take proper care of the books the materials before taking them home.*

*When these selected students went back to the class and showed the others their books many more students wanted the same privilege and were anxious to get the books themselves.*

Another way the team felt they could encourage reading was to make posters for each of the schools. These posters<sup>2</sup> would serve as a reminder and persuade students and teachers to read and make use of the donated resources and make them available to all.



<sup>1</sup> Page 40, item 89 (e) and (f) – National Policy 3<sup>rd</sup> Edition

<sup>2</sup> Sample of posters can be found in the Annex.

During this meeting the Activity Manager also suggested that the schools compete against one another in their respective Area Councils. The best school will receive gifts. While the best school in the Municipal Area Council who have utilized their resources most effectively will also become the 'Sister' school to the American International School of Abuja.

The American International School of Abuja, having taken part in the exercise through facilitating workshops and opening their school to the selected primary school, has decided to go a step further by committing itself to at least one school in Abuja. The administrators want to support this school through trainings, resources, and visitations. We are very excited by this achievement through the Book Donation Project and hope to see other international schools follow this model.

The staffs of UBE have been very supportive of this exercise, not only participating in the Review, but also participating as trainers. They intend to organize training within their office or with the staff of the National Commission of Colleges of Education with regard to the Student Centered Training Approach. The head librarian, a trainer and review panelist, has written a document<sup>3</sup> in their periodical concerning this project.

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<sup>3</sup> Attached in appendix.

**Interview, hire and train NGO Representatives to work on the project**

One of the advantages this project had that made its work a lot easier was the fact that we were able to make use of the Literacy Enhancement Assistance Program (LEAP) “connections”. These “connections” were the various partners working with LEAP, for example the Non-governmental Organizations (NGO). These NGOs that LEAP have as partners, were very much interested in collaborating with the Book Donation Project. (A list of the NGOs are found below.)

In order to have appropriate staff for this project the NGO’s were given specifications as a guideline to short listing at least 2 candidates to present for final selection: **All candidates must -**

- be staff already working with their organization
- have experience in the field of education
- have at least a Diploma
- be computer literate
- be agile (capable of lifting heavy boxes in the warehouse)

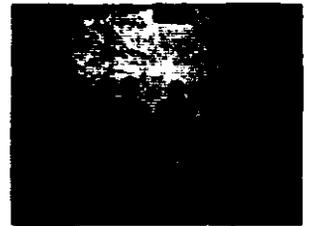
In Abuja, Federal Capital Territory (FCT), a non-LEAP state, we had to go through the process of selecting NGOs for the project. Once again LEAP assisted us in the selection process. Forms<sup>4</sup> used by LEAP were used to rate NGOs were provided to assist this project in making a final selection.

Visits were paid to the selected states and interviews were conducted to finalize the selection of the people who will work on the project.

Training began immediately in the warehouses. It was felt that a more practical hands-on method would be suitable for a good jumpstart.

State	NGO	Representative
Abuja	Eduvision International Services	Miss Carole Strutt
Abuja	Assembly of Muslims in Nigeria	Mal. Mohammed Albakir Ibrahim Saleh
Lagos	Non-Governmental Association for Literacy Support Services	Muyibat Jimoh
Lagos	Association for Education and Empowerment.	Foluke Obademi
Kano	Basic Education Association	Abba Mohammed
Kano	Neighborhood Education Committee	Ado Adamu Muri
Nasarawa	Keffi Development Foundation	Ibrahim Zakari
Nasarawa	Child Education and Community Action	Margaret Alaku
Nasarawa	Mada Development Association	Sommeh S. M. Rinzeh

<sup>4</sup> See appendix for a copy of the form used.



During the project the NGO representatives cooperated positively and faced a great challenge when the project was extended. They were given additional responsibilities. These additional responsibilities included the monitoring and evaluation of all the schools benefiting from the project and training representatives of the PTA to continue monitoring the project even after it ends in March.



In order for the NGO representatives to be well equipped for these new tasks they were all invited to Abuja for a 3-day training exercise. The Agenda for this exercise included a practical approach to the work ahead (extensive simulations were acted out in order for the representatives to understand what was expected from them), introduction to the Student Center Teaching Approach, the study of Action Plans submitted by various schools, manners of approach to correcting/re-training of teachers etc.



During the training exercise Abigail Dairo, the Curriculum Specialist, took charge of the Student Centered Approach and highlighted the visible changes within the classroom and the school that the NGO Representatives should see to determine if the resources are being utilized effectively. She was joined by one of the Trainers, Emem Opashi, who volunteered to assist during this session of the training.



Visible changes expected:

1. All resources should be identified with the school stamp
2. All resources should be registered in a Log Book
3. Posters should be displayed
4. Student and Staff check-out books should be initiated (where libraries do not exist)
5. Students should be seen with materials
6. Staff should be using the Math Manipulatives/Science Kits with the children in class etc.



**Method**

The Representatives:

1. Decided which area and the number of schools they will be working with.
2. Studied Action Plans submitted in those areas and copied it onto their monitoring and evaluation form.
3. Visit the school in order to pinpoint areas where they will need extra support and training. At this point schools were given encouragement, suggestions, were corrected on procedures and where necessary, the trainings were conducted immediately.



4. Sent in reports every two weeks to Abuja (this information was sent to determine if the Curriculum Coordinator will be needed to go to conduct spot-trainings).
5. Opened an email box in order to send and receive general reports and to share information with one another.

The second and last visits to the school were to ensure that the school had reached the target and to train the PTAs for continuity.

At the end of the project we decided to call PTA meetings within each Local Government Area to speak with the PTAs as a body. This collective meeting went a long way to encourage them and make them realize what our expectations were.

# Inventory and Sorting of the Materials

## Working in Collaboration with State SPEBs

The State Primary Education Board (SPEB) *Chairpersons*/Directors were informed of the African Education Initiative from the beginning of the project through the United States Agency for International Development (USAID). They were asked to make provision for the safe keeping of the donated materials/resources with adequate security.

The SPEB Heads enlisted the assistance of members of their staff to work with Non-Governmental Organization (NGO) representatives. They formed a good working committee that operated very well during the inventory and distribution stages of the project. The SPEB teams consisted of LEAP Desk Officers, Storekeepers, Librarians, Director of School Services, Director of Planning Research and Statistics, Educational Secretaries, Inspectors, Monitoring and Evaluation Officers, and Office Clerks.

It is very important to mention that this project received unsolicited 'cost share' from the State Primary Education Board. This was basically through:

1. Renting of warehouse
2. Provision of lunches for staff working in the warehouses
3. Transportation for some members of staff to and from the warehouses
4. Provision of generators, fans, extra lighting in warehouse during the inventory exercise etc.
5. Organization of Book Launches/Presentation (food, renting of chairs, tents, tables etc.)
6. Presents of appreciation
7. Making videos of the training sessions for others who could not attend
8. Employing manual labor etc.

## Steps towards Success

The inventory procedure was simplified into the following steps

- Place boxes according to subject areas with like resources together
- Check off the item from the list supplied by USAID for confirmation of reception
- Open all the boxes (one section at a time) and count the resources.
- Use the designed inventory table that will later assist in distribution to the school
- All lists should be computed by the NGO Reps and sent to Abuja
- SPEB offices supervised by World Education will determine the number of public primary and Islamiya schools to benefit
- Resource sets will then be made according to schools selected
- Sets to be distributed after the Training of Trainers (TOT)



# Distribution to Schools

Schools were selected through a ballot system. The balloting exercise took place at the State Primary Education Board by the Education Secretaries, LEAP Desk Officers or Project Supervisors and NGO Representatives.

The State Primary Education Boards informed the benefiting schools about USAID's donation and asked them to come (on a particular date) to receive the resources allocated to them.

The NGOs had sorted out all the materials according to the number of schools. They had also prepared the list of materials to be collected by every benefiting school. When the schools came they verified their lists before taking the materials away.

Quite a number of the institutions brought their staff and students along to assist in counting and carrying their donated materials. Everyone was excited!



Students accompanied their teachers to receive the books donated by USAID



Transportation was mostly provided by the PTAs.



Each school took a record of what they are to receive



A lot of hard work was involved

# Training

The Federal Republic of Nigeria's National Policy of Education (3rd edition, published in 1998) was studied in order to reach the projected goal and standard set for Nigeria during the Book Donation training. This policy supports the method of approach that we adopted for training – Student Centered Teaching Approach.

The statements of the policy that guided us are as follows:

1. educational activities shall be centered on the learner for maximum self-development and self-fulfillment;
2. modern educational techniques shall be increasingly used and improved upon at all levels of the education system;
3. the education system shall be structured to develop the practice of self-learning.

(Page 9)

4. give the child opportunities for developing manipulative skills that will enable him/her to function effectively in the society within the limits of his/her capacity.

(Page 13)

5. The following educational services will be provided
  - a. school library
  - b. educational resources center
6. Teaching shall be by practical, exploratory and experimental methods.

(Page 14)

7. Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools alongside those provided by the state and local governments as long as they meet the minimum standards laid down by the Federal Government.

(Page 15)

With this as a guide we were able to implement all our objectives in a manner we feel that is complimentary to the above points found in the National Policy on Education through implementing the Student Centered Teaching Approach.

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This approach has the student at the center of learning. It is a method of learning where students work in both groups and as individuals to explore problems and become active knowledge workers rather than passive knowledge recipients<sup>5</sup>. Students do not merely restate the

<sup>5</sup> (Harmon S.W. & Hirumi A., 1996)



information; they learn how to acquire skills and knowledge through discovery, inquiry, and problem solving.

Figure 1 illustrates both teacher-centered and student-centered models of instruction<sup>6</sup>. Under the traditional teacher-centered approach, teachers serve as the center for all knowledge and information, the authority directing the learning process and controlling students' access to information.

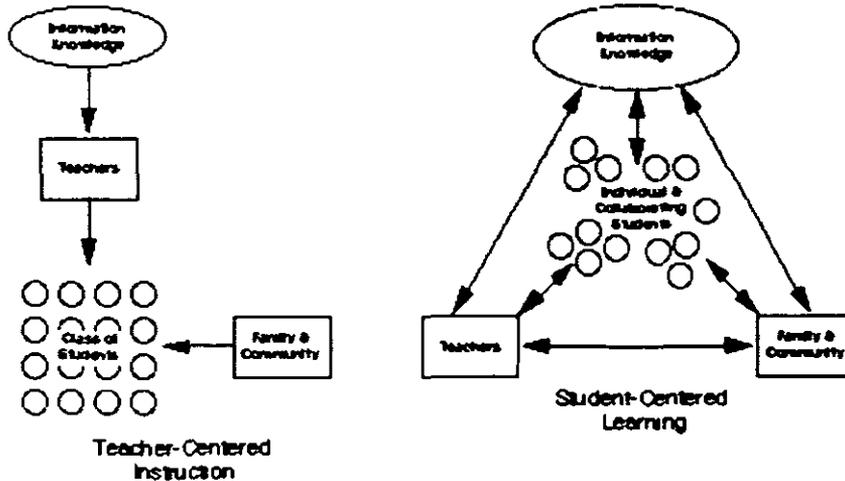


Figure 1. A comparison of teacher centered and student centered learning environments

Students are treated as "empty vessels" and learning is viewed as an additive process where new information that is geared to the "average" students is simply added on top of existing knowledge and everyone is forced to progress at the same pace. Family and community members may contribute to student learning, but rarely in any systematic fashion.

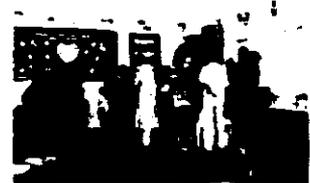
Research, however, indicates that students are not empty vessels. They come to class with their own perceptual frameworks<sup>7</sup> and learn in different ways<sup>8</sup>. Learning is no longer viewed as a passive process. It is an active, dynamic process in which connections are constantly changing and the structure is continually reformatted<sup>9</sup>. In short, students construct their own meaning by talking, listening, writing, reading, and reflecting

<sup>6</sup> (Hirumi, 1996)

<sup>7</sup> (Erickson, 1984)

<sup>8</sup> (Kolb, 1984)

<sup>9</sup> (Cross, 1991)



on content, ideas, issues and concerns<sup>10</sup>. In student-centered environments, learners are given direct access to the knowledge base and work individually and in small groups to solve authentic problems. In such environments, parents and community members also have direct access to teachers and the knowledge base, playing an integral role in schooling process.

Learning must focus on what the learner needs to know to be learner/student-centered.

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Training was divided into two levels. The first level was the training of trainers and the second level was the training of teachers, PTA Reps., librarians, and during the extension phase education inspectors and secretaries were included.

### **Training of Trainers (TOT)**

To get high-quality trainers in short notice, once again, we decided to ask for assistance from LEAP. We made use of their trainers to conduct training within the LEAP states, but in Abuja we decided to form a new team of trainers. These trainers we felt would be a good mixture to the LEAP group and bring out more methods, suggestions and different approaches to the utilization of the materials.

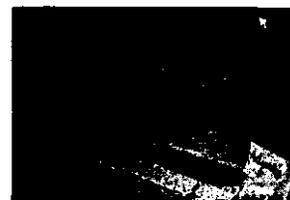
The training workshops took place in Protea Hotel. Mrs. Dairo, the Curriculum Specialist, led the workshop assisted by Mr. Alexander Ukoko, Local Curriculum Advisor for the project, and Mrs. Ayobisi Osuntusa, the Activity Manager.

All the trainers had at one time taught in a primary school and could identify with the teachers of the public primary school system. The LEAP Trainers already had been trained using the student center approach but they also welcomed the training exercise to brush up their methods and to practice them using the donated materials. (The donated materials were very different from what any of the teachers were used to working with.)

During the first training exercise the major objectives were to introduce the donated materials to the teachers, train them how to use it, highlight the advantages and use of the students centered teaching method, explain how to use the Support Guide and to make an action plan for the effective utilization of the materials.

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<sup>10</sup> (Meyers & Jones, 1993)



The 2<sup>nd</sup> training exercise targeted only Abuja because they had not benefited in any way from LEAP and needed extra training. To make an impact we decided to include a few modifications that centered on more practical hands-on activities. They are:



1. Classroom seating arrangements to be changed during the training to support group activities. Every school will be encouraged to look for an arrangement suitable to their classroom arrangement.

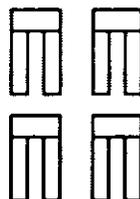
Usual Arrangement



Arrangement encouraging group work



Arrangement encouraging group work



2. Conduct a teaching practice (simulation) by bringing in a class of students on the last day to practice what has been taught. This is to ensure that the teachers put into application other teaching methods other than the lecture method and understand how to use the support guide and learning centers in order to utilize the donated resources effectively.
3. Involve the teachers to look for alternative uses of the materials that did not come as a complete set.
4. Supervise teachers as they physically set up learning centers for their classrooms.



Supervise the teachers and assist them to decorate and put up displays in the classroom with the donated resources to enhance



### Training of Teachers/PTA/Librarians etc.

The Student Centered Learning Approach was a new concept for the Abuja based teachers; in fact a majority of the teachers in Abuja have never attended a training workshop before. They had no idea what to expect but were very excited. Most of the teachers were very eager to learn how use the resources so that they can help the students to understand concepts through activities.



The teachers from the LEAP states have had some previous knowledge of this approach through the LEAP program but they had never used these types of materials donated by USAID and felt that training was appropriate. The two

groups accepted the challenge and really worked hard to understand how important it is to include students in their daily instruction.

A majority of the teachers are familiar with the lecture type method of training (This is also called direct teaching). The first attempt to use the donated resources with the Student Centered Approach was difficult. Many put the materials aside and fell back into their normal teaching method and made little or no reference to the resources. By the second presentation a marked change occurred and the teachers showed, through this activity, that they were a bit more confident and applied the knowledge they learnt during this session.

### **Tour of the American International School of Abuja**

The Federal Capital Territory of Abuja had not benefited from any training programs offered through LEAP as the other 3 states. However, it is essential that public school teachers in Abuja receive training in the effective use of the materials provided by the African Education Initiative. We decided to use the American International School of Abuja (AISA) as a venue to conduct a workshop for the public primary school teachers in Abuja. Local teachers will be invited to see firsthand what a typical school classroom in the United States resembles, and these classrooms will serve as a point of reference for these teachers as they set up their own classrooms.

Members of the teaching staff as well as the Curriculum Coordinator of the AISA, who are familiar with this project, have volunteered to assist in training teachers within Abuja. We are hoping to capitalize on this new trend and establish an exchange that will continue in the future and will include other international schoolteachers.

In addition to touring the classrooms, teachers will also receive instruction on improving classroom management and organizational skills, record keeping, and evaluation of their students. Other topics will include training in the use of student-centered methodology, creating a resource center in the classroom using the donated materials, as well as instruction on how to effectively use these resource kits in their classrooms. Teachers can use these resource kits in their classrooms to establish an area where students can go for independent study activities.

Mrs. Amy Uzoewulu (Director) welcomed the participants along with Ms. Debbie Giles (Deputy Director), and Mayida Zaal (Curriculum Coordinator).

The tour began on both of the days scheduled with the Head Teachers drawing up a list of expectations. Here among others is what they expected to see:

1. Displays
2. Ideas for seating arrangements



3. Library activities
4. Classroom structure
5. Computer room
6. Ideas for teaching lessons
7. Interaction with American teachers



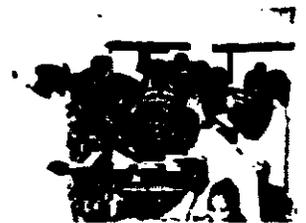
All the rooms in the school were cleaned and neatly arranged by their staff. They were all opened and made available. Some members of staff volunteered to be in the school on both weekends to present their classes to the Head Teachers. The teachers were able to ask questions concerning teaching method, displays in the classroom, student reports, meetings with parents and students (conferencing), student projects, etc. The teachers who volunteered were the Grade 6 Teacher – Laurie Palmetier, Grade 8 Teacher/Math and Science – Abimbola Osuntusa, Art Teacher – Vivian Hakim, & the Librarian – Funke Abegunde.



At the end of the day the head teachers got more than they expected. Debbie told them not to expect to change everything in their schools at once. They should just try to change things one at a time. She stressed that every school borrowed ideas from other schools and that is the best way to grow. She encouraged them to take away just one idea that they could develop in their schools, and she was sure once that was done they would be able to effect more positive change.



The American School informed the head teachers that at the end of the year they usually have library books, magazines (parents donate this periodically), textbooks etc. that they dispose. Schools who are interested in any of these items or more information about anything they learnt that day were welcome to write a formal letter requesting for them.



Finally, the American School decided to take part in the training of teachers by conducting workshops of their own in addition to what the project had already scheduled.

### **Teachers of AISA who participated in the Workshop**

Name	Topic	Relation to Donation
1. Kristie Fakunle	Creating an Effective Classroom	Use of donated posters, books and resources to make a positive impact on the children and their environment.
2. Shikha Vasta	Environment	
3. Patience Eruogaba	Early Childhood (3-4 year olds)	
4. Vivian Hakim	Easy Art Techniques	Positive student environment and to emphasise on the importance of activities with students and alternatives to written work.



# Meetings

One of the best ways to include people in the project and to let them know that their opinions and input are valued and necessary was to have meetings.

From time to time USAID invited the project team for meetings to get first hand information on the day-to-day operations. This was really appreciated by the project officers who gained a lot of experience through their assistance. Melinda Taylor and Ann Oden provided a lot of technical support.

Another set of people who came towards the end of the project that are willing to support the project and ensure that a high quality is maintained are the inspectors from the State Primary Education Boards. During their termly inspections to the schools, they assured us that they will follow up this activity.

As a guarantee two of the states (Abuja FCT, and Nasarawa State) have altered their inspection forms to include the storage and utilization of the donated resources.

Abuja went a step further and organized a meeting<sup>11</sup> with the project officials to discuss the hindrances the project faced and feedback they received from the teachers.

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<sup>11</sup> The minutes of the meeting has been enclosed in the Appendix.

# Book Presentations

Distinguished persons like Governors, Education Ministers, Commissioners and even the USAID-Nigerian Mission Director, Ms. Dawn Liberi and staff at USAID graced the book presentation with their presence.

The book presentations have been a very colorful affair with traditional dances, songs and even some recitations from children.

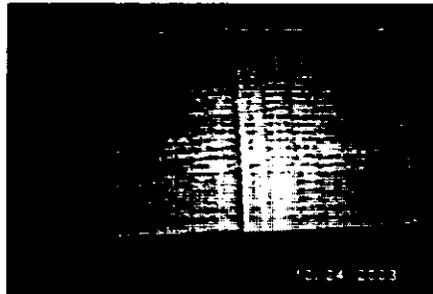


# School Visitations

The Basic Education Advisor (USAID-Nigeria), Ms. Melinda Taylor and Ms. Ann Oden, visited some schools who benefited from this project



Space has been created for the donated resources in the home economics room.



A student check-out register.



A head teachers office accommodates the resources until the library is completed.



Head teachers warmly welcome their visitors.



A librarian processing the materials.



The PTA supporting the donation by building a library for the school.



Children singing songs when we visited the school.



Interviewing teachers to find out how relevant the donated resources are.

# Monitoring and Evaluation

Monitoring and Evaluation<sup>12</sup> (M&E) took place throughout the Book Project in three official capacities and many informal ways.

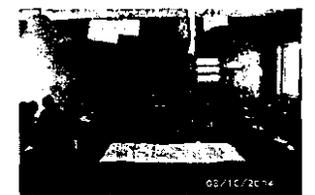
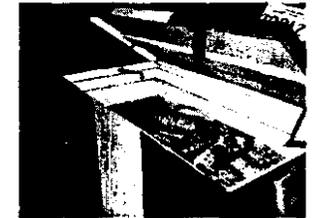
The first M&E took place after the 1<sup>st</sup> phase of the exercise (from the 29<sup>th</sup> of October – 28<sup>th</sup> of November 2003) by a selected team, the second took place by the NGO Representatives who were mandated to visit every school throughout the 2<sup>nd</sup> phase of the project and finally another select group of officials conducted the final M&E exercise from the 8<sup>th</sup> –26<sup>th</sup> of March 2004.

The objective of the M&Es were to ensure that the Action Plans<sup>13</sup> developed by the representatives of every school were adhered to:

- Resources were stamped using the school name
- Student check-out books/procedures were set in motion
- Staff check-out books/procedures were set in motion
- In-house training had occurred
- There was proper storage of resources (hopefully in a library or on a shelf)
- The resources were being properly utilized
- Parents are taking part in the monitoring of the resources and encouraged to contribute to its safekeeping and utilization

Each Supervisor spent 4 days to complete this project. The steps taken to achieve these objectives included:

- Meetings with the SPEB/PEB Chairpersons and the committees created for the Book Donation Project at the state levels.
- Writing letters to the Local Education Authorities (LEAs) to ensure that an officer who knew the various locations of the schools would be mandated to accompany the teams.
- Selection of a mixture of schools to include:
  - a. Public and Islamiya schools
  - b. Schools located in Urban and rural areas and
  - c. Schools considered to be model
- Visiting the schools with a member of a staff from SPEB/PEB, LEAs, NGO Representatives and the LEAP Desk Officer. (The Curriculum Specialist accompanied the M&E team only in Abuja).



<sup>12</sup> Monitoring and evaluation tool can be found in the Appendix.

<sup>13</sup> A copy of the Action Plan form can be found in the Appendix

## SUMMARY OF MONITORING AND EVALUATION

### 1. *Storage:*

- a. Most schools have displayed their resources in the libraries (some of these libraries were just built to accommodate the resource materials).
- b. Other schools have located the resources in the Head Teachers' office
- c. Some classrooms and stores were renovated to accommodate the resources.

Almost all the schools visited now have adequate storage. There was only one Islamiya school in Kano which still had there resources on the floor.

### 2. *Stamping of the donated resources:*

All of the schools visited have successfully stamped their books.

### 3. *In-house training*

Many schools have had in-house workshops/training sessions for all the teaching staff in the school. The Student Centered Approach is still an ongoing process in all the states that requires a lot of follow-up activities.

### 4. *Check-out procedures*

#### Students:

Most of the schools are now willing to lend books to their students. They are still afraid that they will be destroyed and lost but are willing to try this process now because parents as partners are willing to monitor their children's reading at home.

A large number of the schools opened an exercise book for the students to write their names in as they check out books for a specific length of time. Another popular method is to issue books for a classroom to use for a particular period of time (this is done by writing every pupil's registration number at the back of the books distributed to them and make them responsible for the books issued to them).

#### Staff:

All staffs in the schools visited have been encouraged to make use of the resources. Most of the teachers check them out weekly as they prepare their lesson plans. The highest level of enthusiasm and utilization was displayed in Abuja. We feel that it was due to the extra training, visit to the American International School, monitoring through the PEB officials, and especially the competition within the LGAs.

### 5. *Parent Teacher Association*

Parents have contributed immensely towards the book donation project by making shelves, building libraries, and by accepting responsibility for the loss or destruction of any of the materials by their own children. They have also agreed to monitor the resources at the end of this project to ensure that the standard of utilization by the school is high and maintained.

#### Final Evaluation

It has been established that a good majority of the schools have begun to use the donated resources and to explore their many uses.

In each school there always seemed to be one teacher who stands out. This teacher seemed to be more enthusiastic than the others goes the extra mile to explored varied avenues of using the materials with the children as projects to reinforce her/his lessons.

# Challenges

## ***Reception of Materials:***

1. It would have been easier if we would have been able to assist in dividing the materials. This would have aided the division of the resources to the states and schools could have received complete sets of materials.

## ***UBE Review***

The two greatest challenges have been in arranging for meetings with UBE staff.

1. They have very busy schedules and participate in quite a number of meetings within their office and with foreign developmental agencies. Therefore, we try to arrange our meetings in advance then they arrange others around it.
2. We have also learned not to arrange meetings within their offices complex because they get called out to attend to other matters by their Directors.

In conclusion, it has been a very fruitful partnership. The staffs are very professional and seem to have a wealth of positive information and ideas. We have benefited greatly from this joint venture.

## ***NGOs Inventory and Sorting/Monitoring and Evaluation***

If I could have done it again I would have:

- Supervised the NGO representatives with more frequent visits to support their work
- Used a longer period of time to train them and ensure that they completely understand their SOWs

## ***Distribution***

- Ensured that the resources get to the school before the teacher training exercise
- Extended the period of reception so that the NGO's could close on time.

## **Training Public Primary schools Teachers**

Major hindrances to effective utilization of donated resources:

- **Security:** - There is no security in the schools and if they attempt to put up any elaborate displays the people in the community will come in and take them away.
  - There is need of at least two security guards and renovation made to doors, windows, and perimeter gates.
  
- **Money:** - The public schools only benefit salaries for teachers. Books and resources trickle into the school through the government from time to time, but this is very rare. The PTAs provide most of the resources in the public primary schools. The schools do not really get any funds from the government to run the schools - they do not have money to buy colored paper or even chalk.
  
- **Motivating teachers:** - At the American School, a lot of the teachers bring things from home to support their students. This is not so in Nigeria because of the following reasons.
  - In Nigeria the teachers of the public school systems are underpaid (not paid regularly) and not encouraged to put effort in their teaching.
  - A high percentage of teachers are only teaching because they could not find better jobs and are constantly looking for a way out.
  - Some of these teachers, especially those employed outside of the main town, are not qualified teachers, but locally hired from the communities where the schools are located.
    - Teachers with little motivation are not encouraged to put in more effort to imparting knowledge to the students.
  
- **Librarians:** - Very few libraries can be found in the Nigerian Public primary schools. In fact the book donation has inspired many of the PTAs in Abuja to build libraries in order to secure the resources donated.
  
- **Training time was too short.** The teachers preferred that the training was a continuous practice that was scheduled at least once a month.
  
- **Classroom sizes are too big to use materials effectively.** (Average of 80 in a class.)

# Successes and Opportunities

1. Building the capacity of PTAs, especially in Abuja FCT.
2. The resources have given children an opportunity to work with manipulative that support their class work, and projects that stimulates the thinking process.
3. Teachers have gained more knowledge of the Student Center Approach through the workshops.
4. Libraries have been built, classrooms renovated and the school PTAs has donated shelves/strong boxes.
5. The Primary Education Boards have provided lots of cost share.
6. Some states are collecting data to know the number of schools with libraries and trained librarians in order to make provision where lacking.
7. PTAs have agreed to take over the monitoring of the project.
8. The American International School of Abuja provided training to the teachers and head teachers during the project.
9. The American International School is adopting one of the benefiting public primary school in the Municipal Area, FCT Abuja as a sister school.
10. The teachers and PTAs now source out Local resources from their vicinities to reinforce class activities
11. The traditional classroom arrangement in public classrooms in Abuja have been changed to become more student centered.
12. The NCCE is determined to adopt the training manual for use to train lecturers and student teachers in colleges of education.
13. The incorporation of the Book Donation Project into the Inspection form has been implemented in Abuja (FCT) and Nasarawa.
14. Head Teachers in Abuja tour of the American International School has given them an idea of what a standard school should have.
15. The Project has created an opportunity of partnership between PEB Abuja and USAID.

# Conclusion

This project was a big success and it was due to the positive contributions received by all the partners who worked together as a team.

## Project Team:

Lamine Sow, Country Representatives  
Ayobisi Osuntusa, Activity Manager  
Alexander Ukoko, Curriculum Advisor  
Abigail M. Dairo, Curriculum Specialist  
Abibath Bodea, Project Accountant  
Ndidi Uche, Project Officer

# Appendix

**USAID/AFRICAN EDUCATION INITIATIVE BOOK DISTRIBUTION PROGRAMME  
AND THE UNIVERSAL BASIC EDUCATION PROGRAMME [UBEP] IN NIGERIA.**

**A REPORT BY:**

**FRANCESCA EDEGHIERE.  
ASSISTANT DIRECTOR, LIBRARY SERVICES, UBEP.**

**FEBRUARY 2004.**

**Introduction**

Books are fundamental instruments of disseminating knowledge especially in the teaching and learning process. Despite this obvious truth, most schools in developing countries do not have enough books and other learning materials to support quality teaching and learning. This is due to the scarcity of locally produced books and the exorbitant prices and affordability of imported books and materials. Most often, donations are solicited from reputable agencies by interested organizations for quality and relevant materials to fill the gap.

In June 2003, about 250,000 supplementary readers and teaching aids worth over 12 million U.S. dollars were donated by the United States Government to Nigeria through the project “Strengthening Basic Education in Africa Presidential Initiative”. These materials included Posters, Transparencies, Videodiscs, Audio Tapes, Teachers’ Resource Guides, Social Studies Maps, Science Literature, Cross Curriculum Link, Literacy Readers (Comprehension Books, Picture Books, Magazines, Supplementary Readers) Word Building Kit, Science Experiment Kit, Math Manipulation Kits, Stickers and Posters. World Education supervised the project.

#### Beneficiaries:

Kano, Nassarawa, Lagos States and the Federal Capital Territory (FCT Abuja) were the selected beneficiaries of the materials donated. The following number of schools per State, benefited directly from the project:

Federal Capital Territory, Abuja	= 60 schools
Nasarawa State	= 60 schools
Lagos State	= 80 schools
Kano State	= 80 schools

In all, a total of 280 schools were enriched by the donation. These schools, selected by the State Primary Education Boards [SPEBs], reflect an acceptable balance and spread across the benefiting States and the Federal Capital Territory. A good percentage of rural schools [which are often “marginalized” when donations are distributed to schools in Nigeria] were adequately represented.

About 224,000 primary school children in the 280 schools are expected to use these materials to learn- how- to-learn. In the same vein, about 12,000 teachers from the benefiting schools are expected to use the donated materials to enrich the quality of teaching and learning in their schools. Parents and other interested community members of the benefiting schools are expected to be involved in the storage and effective utilization of the donated materials.

USAID mandated Shell Oil Company to distribute and manage the donated materials consigned to Bayelsa, Delta and Rivers States.

#### Evaluation of Donated Materials.

The donated materials were evaluated at the national level by the Universal Basic Education Programmed [UBEP] Office because it is the office mandated by government to prescribe and maintain minimum standards in basic education. This evaluation was to ensure that the materials are relevant and suitable as support materials to the Nigerian Primary School Curriculum. The UBEP Books Management Team, after the evaluation process, certified the materials applicable to teaching and learning in Nigerian schools.

The criteria used for evaluation included:

- Suitability to the Nigerian Curriculum;
- Currency of materials in terms of information contained in them;
- Cultural relevance and acceptability;
- Durability of materials and
- Clarity of audio recordings.

A support guide was developed by World Education to ensure the effective use of the materials in line with the current curriculum modules in use in Nigerian primary schools.

**Training of Master Trainers on the Effective Use of the Donated Materials:**

In September 2003, a four-day training workshop was organized by World Education for 40 participants (three of whom are UBEP staff) drawn from the participating States. These participants were trained as Master Trainers. The method of teaching and learning in schools as advocated at the workshop by the workshop facilitators was the student-centered approach to learning. One of the highlights of the practical sessions was the demonstration of different teaching methods by workshop participants in the effective utilization of the donated resources.

**Training of Teachers/Librarians/PTA Representatives of Benefiting Schools:**

World Education organized a four-day training workshop for teachers, librarians and PTA representatives in the three benefiting states of Kano, Lagos, Nasarawa and FCT, Abuja.

A total of 1,960 teachers, librarians and PTA representatives from the benefiting states participated in the workshop. Each participating school drew a plan of action on storage, preservation and effective utilization of the donated materials. The method of teaching and learning emphasized for effective and quality utilization of the resources was the student-centered approach. Participants were stimulated to demonstrate innovative ways of using the donated materials in enhancing student centered learning in schools. The facilitators of this training were the Master Trainers trained in September 2003.

**What the Universal Basic Education Programmed (UBEP) is:**

The Universal Basic Education Programmed is the Nigerian counterpart of the Education for All (EFA) Programmed.

**Objectives of the UBEP:**

- Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- The provision of free, universal basic education for every Nigeria child of school-going age;
- Reduce drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency;
- Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and
- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life long.

**Scope of the UBEP:**

- Programs and initiatives for early childhood education and development;
- Acquisition of functional literacy, numeracy and life skills, especially for adults (aged 15 and above);
- Special programs for nomadic populations;

- Out-of-school children, non-formal programs for updating the knowledge and skills of persons who left before acquiring the basics needed for life-long learning;
- Non-formal skills and apprenticeship training for adolescents and youth who have not had the benefit of formal education;
- The formal school system from the beginning of primary education to the end of the junior secondary school.

### Impact of the African Initiative Book Distribution Programmed on the Universal Basic Education Programmed [UBEP]

One of the new mandates of the UBEP is to coordinate donor agency interventions in basic education in Nigeria. Therefore, the African Education Initiative Book Distribution Programmed in Nigeria under World Education was a timely intervention in basic education.

### Training of Master Trainers

Participants at this workshop were mainly major stakeholders in the Universal Basic Education Programmed. Aside from the three UBEP staff, other participants were either from UBE collaborating agencies like the National Commission for Colleges of Education, State Primary Education Boards or practicing primary school teachers. Most professional staff of government agencies in Nigeria including UBE collaborating partners do not have adequate in-service training due to the global economic slide, which has severely reduced operating budgets of most agencies and organizations. This World Education training for participants was therefore a treasured professional capacity building opportunity. It was also a boost to quality basic education in general as the master trainers are expected to transfer knowledge gained to their individual desk schedules.

### Training of Teachers/Librarians/PTA Representatives

No educational system can rise above the level of its teachers. It has also been observed that many laudable initiatives have failed mainly because they did not take due account of the teacher factor. For Universal Basic Education to succeed, TEACHERS have to be a major part of the process. Current efforts to raise the level of general education of teachers as well as efforts to raise the level of their initial professional preparation will have to be pursued, broadened and intensified. Added to these is the very crucial issue of career-long professional development of serving teachers. [UBE Implementation Guidelines.] Most Nigerian teachers receive no in-service training after certification [Sokan].

World Education through the book distribution initiative has alleviated most, if not all of the issues raised in the UBE Implementation Guidelines and by Sokan. More than 2000 teachers were trained [by World Education] not only in the effective use of the donated materials and their professional capacity was further enhanced through practical sessions on the different methods of teaching that reflect the student-centered approach. Teachers were also stimulated to develop better-structured lesson plans into which they incorporated the use of the donated materials.

Therefore, the World Education in-service training of these teachers has served as a solution to the requests made by policy makers on the need for teachers' professional development in UBE.

## The Support Guide

The objective of the Support Guide created by World Education was to match the relevant Nigerian Primary School Curriculum modules to the effective use of the donated materials, class by class. The production of the Support Guide and its introduction during the two trainings is remarkable in view of the scarcity of the National Curriculum modules in schools. Even where the modules are available, some teachers find it difficult to use them effectively to make their lesson plans. The approach used in matching the modules with appropriate donated materials for all the classes [1-6] in the core subject areas of English, Math, Science and Social Studies is simple and easy to follow. Teachers in benefiting schools are therefore able to use the Support Guide comfortably to teach more effectively.

The concept of asking the trained teachers to train others in their schools who did not attend the training will introduce the multiplier effect desired.

### Locally Available Substitutes in Math and Science.

The quantity of donated materials in Science and Math was insufficient to go round all the benefiting schools. Therefore local substitutes available in the market, of the same quality were purchased, and assessed by the UBEP and the teachers. The substitutes were declared good quality, easy to get and not expensive. This goes to show that there are a lot of locally available teaching and resource materials that are affordable and relevant to teaching and learning.

### Student Centered Approach.

The introduction of the student-centered approach to teaching and learning during the World Education Training sessions may not be new to some teachers because the National Policy on Education (1998) advocates the practice of self-learning. The National Policy further advocates that teaching shall be by practical, exploratory and experimental methods- some of the ideals of student centered teaching.

However from observation, the method of teaching in most Nigerian primary schools is teacher-centered. It is therefore very rewarding that participating teachers have been stimulated to teach in an appropriate manner as advocated in the National Policy.

## Library Development in Schools.

Nigerian educational policy planners are conscious of the role libraries play in teaching and learning hence the following pronouncements:

Libraries are one of the most important educational services [so] school libraries will be provided as educational services. Educational services facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of the educational system. [National policy on Education] Libraries are spatial enablers of learning. They have to be of the appropriate quantity, size and quality to meet the minimum standards for promoting any meaningful teaching and learning. [UBE Implementation Guidelines] UBEP monitoring reports however, have revealed that there are just 1,483 libraries in over 43,000 primary schools. This indicates a shortfall of over 41,000 libraries. There is obviously the need for an aggressive provision of school libraries in Nigerian schools.

The USAID book donation programmed did not only train librarians on the use of the materials, it triggered the building of school libraries in some benefiting schools. Examples are the Yaba Pilot Science Primary School

and the Model Primary School, Garki Village both in the FCT. The training has also stimulated schools into restructuring existing libraries into functional libraries. An example is the Kuchingoro Primary School library in the FCT, Abuja.

Classroom Learning Centers are also springing up in schools due to the book donation initiative.

### **Community Participation in Education.**

One of the aims of the UBEP is to sensitize the entire Nigerian citizenry into accepting ownership of schools and participating effectively in the education of their children. That is the global trend and available literature confirms this.

In spite of the efforts of countries, education systems did not succeed in meeting the problems that arose particularly for the poorest groups in the society. There was therefore the need to involve local community in the design, organization and implementation of education activities and other development programmed [UNESCO]

The involvement of PTA representatives in World Education training programs and their direct commitment as contained in the Plan of Action formulated during the training sessions has further stimulated the involvement of communities in basic education in Nigeria. Most of the library buildings being put in place after the book donation are as a result of PTA efforts.

### **Observations / Recommendations.**

- UBE is a universal programmed for all. This book donation programmed could therefore have noted this and distributed the materials to reflect some universality in terms of the geo- political spread of Nigeria.
- Teachers, pupils and parents need to be trained in the care of books in view of the unwillingness of teachers to allow pupils take home the books for fear of damage and mutilation.
- Teachers who have been designated as teacher- librarians should be allowed to remain permanently in the school libraries to manage the resources for effective utilization.
- An official plan of action should be devised by the SPEBs for teachers who participated to train others in their schools.
- Surrounding schools should be allowed to borrow some of the materials for their schools.
- World Education should continue to monitor the use of the materials in schools at least six weeks after the expiration of the project for sustainability.

### **Conclusion**

'Book Maketh Man' - So the saying goes. This saying has been translated into a reality through the USAID/African Education Initiative Book Distribution Programmed in Nigeria. The book distribution initiative has had a tremendous impact on basic education in Nigeria. The UBEP, which is the arrowhead of basic education in Nigeria, has collaborated effectively with USAID/ World Education to make the book donation relevant to teachers and pupils. Teachers who may not have had any form of in- service training till they were out of service have had a rewarding in-service programmed through this book donation programmed.

Parents have contributed to how their children learn and what the children use in learning. Some UBE collaborating partners have been involved directly as Master trainers and thus promoted some UBE ideals.

In all, the Universal Basic Education Programmed has benefited immensely from the USAID/World Education Book Distribution Initiative. The short period of nine months in which these feats were accomplished is also highly commendable. It is expected that the monitoring mechanism put in place by World Education will

continue at least six weeks after the completion of the project to further eternalize effective utilization of the donated materials and ensure sustainability.

It is important to note that the human resources in World Education that harmonized this book donation programmed gave it a human face. This was not just one of those books - dump donations but one that ensured that the beneficiaries were empowered to make the best use of the materials.

This is why the USAID/ World Education sponsored book donation to Nigeria is not just a book donation, but also the book donation that can be emulated by others.

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# **MEETING BETWEEN THE PRIMARY EDUCATION BOARD'S INSPECTORATE TEAM AND REPRESENTATIVES OF WORLD EDUCATION**

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**VENUE:** Primary Education Board, Area 2, Garki, Abuja

**DATE:** 29<sup>th</sup> March 2004

**TIME:** 10am

## **Participants:**

- (a) Mrs Ayobisi Osuntusa (Project Activity Manager, World Education)
- (b) Mr Alexander U. Ukoko (Curriculum Advisor, World Education)
- (c) Mr. Nwaoru M. U (CEO, Primary Education Board)
- (d) Hajia Hussaina A. Mohammed (PEO, Primary Education Board)
- (e) Mrs. Helen Ekpeha (EO1, Primary Education Board)

Reference was made to a letter addressed to the Director of the Primary Education Board from the Book Donation Project Activity Manager concerning the Tour of the American International School by 60 Head teachers from public primary schools in the FCT benefiting from the United States Agency for International Development (USAID) sponsored project.

Issues highlighted from the letter that was deliberated upon include:

- (a) Government funding to build more classrooms, student lockers and chairs and the provision of sufficient educational resources
- (b) The activities of Tutorial Centers and Distant Learning and other University Programmes in the school premises
- (c) The security status of most schools in the FCT
- (d) Modifications on the Monitoring and Evaluation Tool to include the monitoring of educational materials donated to the schools by USAID.

Based on the observations made by all present, the committee recommends the following proposals as ways of improving the quality of primary education in the FCT:

- (a) Due to the drawbacks created by poor funding and the restraints the Education Board experiences because of limited funds, the Primary Education Board in collaboration with other stakeholders and donor organizations should focus on involving communities and school based PTAs in supporting the government in meeting the needs of their school.
- (b) The Board should continue to recommend to the Ministry of the Federal Capital Territory on the need for more allocation of funds to the education sector especially the primary school level.
- (c) Tutorial Organizers and Distant Learning University Programs make use of public primary school facilities and are responsible for the destruction of school property. They generate millions on a monthly basis but make no significant contribution to the schools in which they operate. All tutorial organizers, Long Distant Learning Programs and those who operate businesses should be ejected from the school premises.

**The Agency of mass education should be made to give account of the money they have collected from these organizations.**

**It is the general opinion that any organization who wishes to negotiate for the use of school premises with the Primary Education Board should be prepared to:**

- (i) Construct two classrooms and maintain all the classrooms in use in the school every year**
- (ii) Make provision for the construction of 30 lockers and chairs per class and the continuous maintenance of the furniture**
- (iii) or make payment of the sum of 500,000 naira to the Education Board every year with the payment of outstanding arrears dating from when the school facilities was put to use by the tutorial organizer.**
- (c) The board should provide at least two security guards per school and place particular focus on the construction of a perimeter fence in each school and the reinforcement of the doors and windows of each classroom.**
- (d) The changes made by the benefiting schools in sitting arrangement should reflect the lessons being taught.**
- (e) The Training of teachers must be intensified by the Board and a mechanism should be put in place to determine if In-house trainings were conducted at the school level.**
- (f) To put in place a Desk Officer who would be charged to attend all PTA meetings and report to the Board.**
- (g) Appointment of Head teachers should from hence forth be based on competence with non to be treated as a "sacred cow". The committee believes that "connected" Head teachers and teacher display a high level of indiscipline and this has sent a negative message to hardworking teachers, pupils and the PTAs as a whole.**
- (h) Every school should be advised to have a functioning PTA in order to benefit from any USAID program.**
- (i) Finally, the format of the monitoring and evaluation tool should be retained but the utilization of donated materials from donor agencies can be incorporated into an additional page.**

**REPORT ON WORLD EDUCATION USAID- NIGERIA  
AFRICAN EDUCATION INITIATIVE BOOK DISTRIBUTION PROGRAMME  
TRAINING OF TEACHERS AND PTA REPRESENTATIVES  
WORKSHOP, ABUJA  
FEBRUARY, 17- 19<sup>th</sup>, 2001**

- VENUES:**
1. Festival Road Primary school Area 10, Abuja
  2. Kubwa III Primary School, Kubwa, Abuja
  3. Pilot Science Primary School Kuje, Abuja
  4. Pilot Science Primary School, Kwali, Abuja
  5. Pilot Science Primary School Gwagwalada, Abuja
  6. The American International School, Maitama, Abuja
  7. Wuse II Zone 3 Primary School, Wuse zone 3, Abuja

**OBJECTIVE**

3\_ The main objective was to train 438 Primary School Teachers, PTA representatives and Zonal **Educational** secretaries and inspectors from 60 selected Public primary schools in Federal Capital Territory, Abuja on the use of teaching materials donated by the United States of American Government. To effect this, the training aims at equipping the participants to:

- i Create activities that will help them to effectively implement student centered teaching/learning approach.
- ii be trained on classroom setting,
- iii Source local resources to replace the consumable items in the Science experimental and Mathematic resource kits.
- iv Encourage the PTA to assist the teachers to acquire these local resources.
- v know the ways of providing effective safekeeping of the donated materials.

**2.0 Participants**

All participants were drawn from 60 selected Public Schools in Federal Capital Territory, Abuja. Among them are Head teachers, Teachers, PTA representatives and Zonal Educational Secretaries and inspectors

2.1 **Trainers** The trainers were the 10 people specially trained by the Curriculum Specialist for training of the selected primary school teachers in FCT, Abuja on the use of teaching materials donated by the United State Government.

### **3.0 Training**

The training which focused on student centred approach to teaching and classroom setting was very intensive and include the follows:

- Discussion and Presentation
- Application of donated materials
- Group activities
- Classroom setting with learning centers
- Practical application(Re-arrangement of the classrooms)
- Developing an action plan
- Visitation to American International School, Abuja and Wuse II Zone 3 Primary School, Abuja

### **4.0 Student Centered Teaching**

Student Centered approach was defined in the simplest way that every participant was able to understand it and differentiate it from the old lecture method used in all the primary schools.

To make it clear different activities were provided to illustrate student centered teaching. The United state Government donated materials and local source materials were used and the participants worked in groups, made lesson plan and taught the students using the student centered teaching approach.

#### **4.1 Observation after the lesson.**

The participants observed that student centered teaching:

- Allowed student to student interaction.
- Encouraged students to think and work independently.
- Created new and interesting experiences for students in the classrooms
- Adopted instruction to the individual learning styles and needs of students.
- Students were very active and happily participated in the lesson.

#### **4.2 Recommendation**

After the training, the participants recommended that the PTA and the teachers should replace the consumable, lost and damaged Science and Mathematics manipulative kits with local sourced materials.

## **5.0 Classroom Setting**

Since classroom set-up can dramatically affect students attitudes toward and habit of learning the participants were encouraged to re-arranged the classrooms that will stimulate the students and help them to learn effectively

The following tips for re-arrangement of the classroom were given to the participants.

- Take the physical features of their classrooms into account when planning. As the year process they can add different kinds of learning centers to fit the class evolving needs.
- Use Bookshelves to isolate different areas.
- Save space by using walls for posters, strings across the room for hanging children's work or for display art work.
- Separate learning centers of high activity from areas like reading center where students need quiet.
- Set aside an area to meet with small groups.
- Make sure all students will have an unrestricted view of the chalkboard.
- Consider using local mat to mark off the area.
- Consider what work-group activities will take place to determine how to arrange students
- desks.

Your desk should be out of the way, but in an area where you can view the entire classroom.

Each participant did the activity on paper and after met in their groups, choose one planning and re-arranged the classrooms to meet the children needs.

## **5.1 Observations of the Participants**

- After the re-arrangement there was more space than before.

- Learning centers were created.
- The children prefer the seating arrangement than the old style used to.

## 6.0 MOTIVATION

- All the Head teachers in the 60 selected schools visited American International school, Maitama, Abuja to see different types of classroom settings.
- A Prize will be given to the best school that has the best classroom arrangement, utilized the donated materials to support lessons in the classroom and using student centered Teaching approach.

## 7.0 EVALUATION OF THE TRAINING WORKSHOP

**Table 1**

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
	1	2	3	4	5	Total
Frequency	0	0	0	8	52	60
%	0	0	0	13.33	86.67	100

From table 1, the results shows that 8(13.33%) respondents agreed that they took part in all the topics introduced in the training while 52(86.67%) strongly agreed. This implies that majority of the respondents are of the opinion that they took part in all the topics.

**Table 2**

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
	1	2	3	4	5	Total

Frequency	0	0	0	6	54	60
%	0	0	0	10	90	100%

The table shows that 6(10%) agreed that the content of each topic was clearly presented and understood, while as many as 54(90%) strongly agreed. The implication is that all the participants agreed that the content of each topic was clearly presented and understood.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 3	1	2	3	4	5	Total
Frequency	0	0	0	6	54	60
%	0	0	0	10	90	100

As regards the presentation of examples 6 (10%) agreed that enough examples were provided during the training while 54 (90%) strongly agreed. This implies that all the participants agreed that enough examples were provided during training.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 4	1	2	3	4	5	Total
Frequency	0	0	1	9	50	60
%	0	0	1.67	15	83.33%	100

As many as 50 (83.33% strongly agree and 9(15%) agreed that enough exercise was provided during the training while 1 (1.67%) was undecided.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 5	1	2	3	4	5	Total
Frequency	0	0	0	4	56	60
%	0	0	0	6.67	93.33	100

The table shows that as many as 56 (93.33%) strongly agreed that they enjoyed the training while 4 (6.67%) agreed. This implies that majority of the participants agreed that they enjoyed the training.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 6	1	2	3	4	5	Total
Frequency	0	0	0	5	55	60
%	0	0	0	8.33	91.67	100

Majority of the participants 55 (91.67) strongly agreed that the activities maintained their interest while 5 (8.33) agreed.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 7	1	2	3	4	5	Total
Frequency	0	0	0	7	53	60
%	0	0	0	11.67	88.33	100

From the table, 53 (88.33) strongly agreed that they found the training motivating while only 7 (11.67) agreed.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 8	1	2	3	4	5	Total
Frequency	1	0	1	7	51	60

%	1.67	0	1.67	11.67	85	100
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Nearly all participants 5 (85%) strongly agreed that their participation in the workshop was worth of their time and effort while only one (1.67%) disagreed.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 9	1	2	3	4	5	Total
Frequency	0	0	6	14	40	60
%	0	0	10	23.33	66.67	100

40 (66.67%) of the participants strongly agree and 14 (23.3%) agreed that they were able to get all their questions answered, while only 1 (1.67) disagreed. This implies that all their questions were answered during the workshop.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 10	1	2	3	4	5	Total
Frequency	0	0	1	6	53	60
%	0	0	1.67	10	88.33	100

Majority of the participants 53 (88.33%) were of the opinion that they would recommend the training to a friend or a Colleague.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 11	1	2	3	4	5	Total
Frequency	0	0	1	9	50	60
%	0	0	1.67	15	83.33	100

As regards whether the course met the expectation of the participants, 50 (83.33%) strongly agreed , 9 (15%) agreed while only 1 (1.67%) disagreed.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 12	1	2	3	4	5	Total
Frequency	0	0	1	17	42	60
%	0	0	1.67	28.33	70	100

The table shows that 42 (70%) of participants strongly agreed and 17(28.33%) agreed that they can apply all they have learnt during the training, while only 1 (1.67%) disagreed.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 13	1	2	3	4	5	Total
Frequency	0	0	0	9	51	60
%	0	0	0	15	85	100

From the table, 51 (85%) strongly agreed that they can explain what they have learnt during the training to another person while 9 (15%) agreed.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 14	1	2	3	4	5	Total
Frequency	0	0	0	4	56	60
%	0	0	0	6.67	93.33	100

As many as 56 (93.33%) participants strongly agreed and 4(6.67%) agreed that they can put into practice what they have learnt. This implies that all of the participants agreed.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 15	1	2	3	4	5	Total

Frequency	0	0	1	13	46	60
%	0	0	1.67	21.67	76.67	100

The table shows that 46 (76.67%) participants strongly agreed and 13 (21.67%) agreed that they understood how the support guide can be utilized, while 1 (1.67%) disagreed.

	Strongly disagree	disagree	undecided	Agree	Strongly agree	
Table 16	1	2	3	4	5	Total
Frequency	0	0	1	2	57	60
%	0	0	1.67	3.33	95	100

Majority of the participants 57 (95%) strongly agreed and 2(3.33%) agreed that they can identify and apply student centered Techniques, while 1. (1.67%) was undecided.

### Summary

There is no doubt that evaluation of the training workshop is an important as the workshop it self. The feed back from the participants will definitely assist in determining the next line of action in case of overall structure and quality of the course, the majority of the participants (87.51%) were of the opinion that the overall structure was sound while the quality of the course was on the high side.

As regards learner satisfaction of the course majority of the participants (82.31%) expressed satisfaction about course. Participants stated that they enjoyed the training as a whole, found the training motivating, worth to the extent that they can recommend the training to their friends and colloquies.

### Knowledge Acquired from the Course.

Over eighty percent of the participants also agreed that they actually acquired great knowledge from the training programme to the extent that they now feel confident that they can apply, explain, put into practice and understand how the support guide and the donated resource materials can be utilized.

### Conclusion

From the above analysis it is clear that majority of the participants were of the opinion that the training workshop was well organized to the extent that they are confident that they can replicate the workshop in their schools. The conclusion is that the objective of the workshop has been achieved.

### **APPRECIATION**

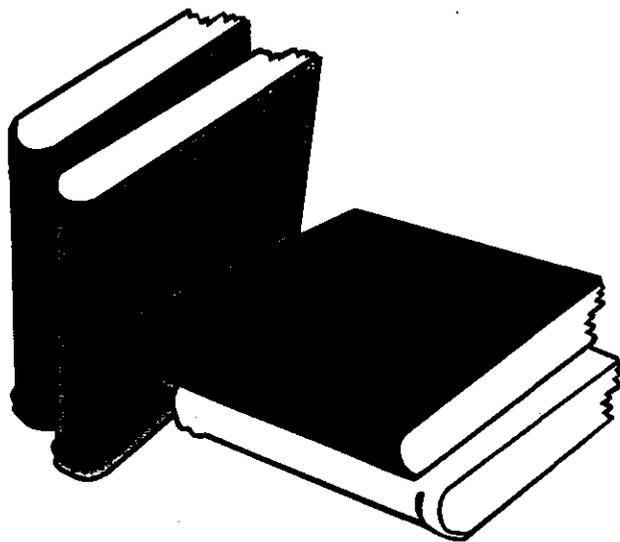
I wish to express my profound gratitude for giving me the opportunity to work with World Education USAID NIGERIA African Education Initiative book distribution program. It has been a privilege to serve as the Curriculum specialist on this project. It was a very rewarding and an eye opening experience which has broadened my educational horizon.

I am at your beck and call for future engagement.

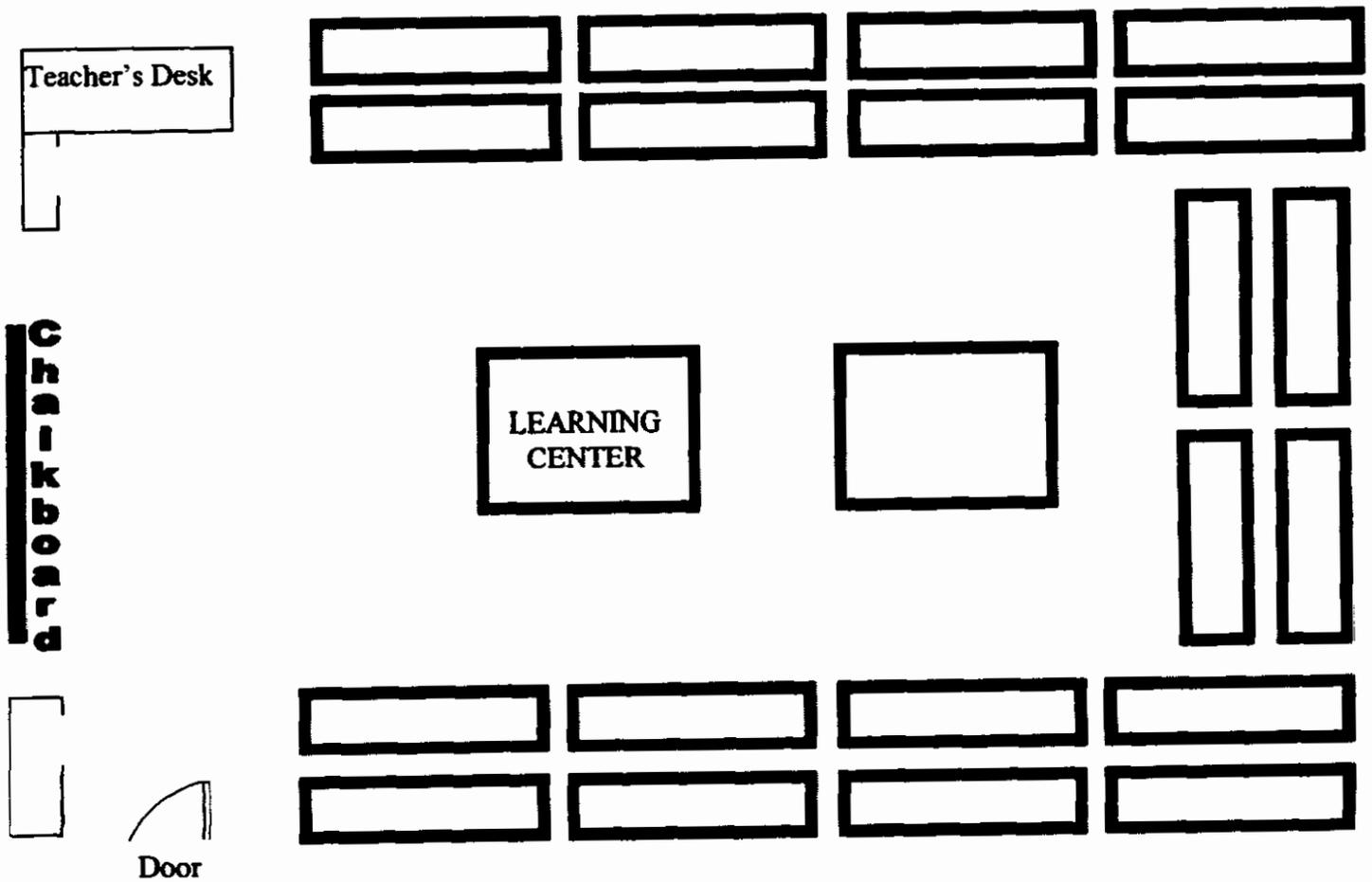
Thanks.



# Reading Enriches!



# Rearrange your pupil's lockers and chairs.



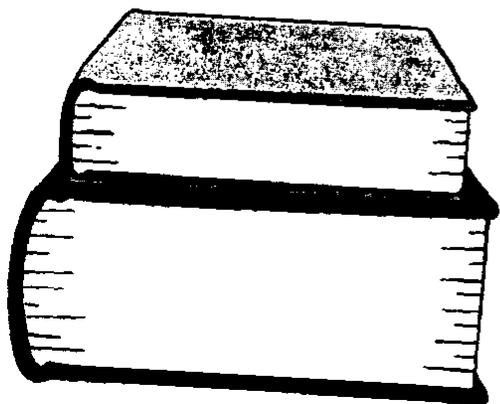
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**R**elaxing

**E**xciting

**A**mazing

**D**elightful



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today!**



WORLD EDUCATION

# USAID/ AFRICAN EDUCATION INITIATIVE

The Action Plan of the NGO representatives from \_\_\_\_\_ State

Names of NGO Representatives	(a)	(b)	(c)								
Team or individual activity And Local Government Area allocation	<b>Team activity</b> Name of team leader		<b>Individual activity</b> <table border="0"> <tr> <td>Name</td> <td>Name</td> <td>Name</td> </tr> <tr> <td>LGA:</td> <td>LGA:</td> <td>LGA:</td> </tr> </table>			Name	Name	Name	LGA:	LGA:	LGA:
Name	Name	Name									
LGA:	LGA:	LGA:									
Proposed date of resumption for M&E Exercise and Meeting with Teachers:			Proposed date of completion for M&E Exercise and Meeting with Teachers:								
Proposed date of resumption for the Follow-up activity and Training of PTA:			Proposed date of completion for the Follow-up activity and Training of PTA:								
Proposed supervisor of the NGO Time Sheet and Attendance Form:											
Number of schools to be monitored per Week/ Month:											
Number of schools proposed for Follow-up and Training of PTA per Week/ Month:											
Proposed means of transportation:											
Proposed method for information exchange:	E-Mail	Telephone	Diskette/ Written Report								
Proposed period of time for submitting: (Specify whether WEEKLY or MONTHLY) <ul style="list-style-type: none"> <li>- Time sheet: _____</li> <li>- M&amp;E Tool: _____</li> <li>- Report on the Meeting with Teachers: _____</li> <li>- Follow-up Tool: _____</li> <li>- Report on the Training of the PTA representatives: _____</li> </ul>											

Names of NGO representatives: (a) \_\_\_\_\_ Signature: \_\_\_\_\_

(b) \_\_\_\_\_ Signature: \_\_\_\_\_

(c) \_\_\_\_\_ Signature: \_\_\_\_\_

Names of Training Supervisors: (a) \_\_\_\_\_ Signature: \_\_\_\_\_

(b) \_\_\_\_\_ Signature: \_\_\_\_\_



WORLD EDUCATION

**USAID/ African Education Initiative-Book Donation Project**

**Monitoring and Evaluation, Meeting with Teachers and Follow-up Form**

S/N	Name of School and Location	Name of Head teacher	No. of Students	No. of teachers	Storage	Condition of items	Mandated person
			Male:  Female:	Male:  Female:			

Use of Support Guide.	Use of the donated materials in the classroom	Teacher check-out ledger	Student check-out ledger	Contributions made by PTA	Contributions made by teachers	Head teachers signature	Comments

Identifiable Classroom settings	Location and utilization of Learning Centers in the classroom	Use of local resources to reinforce individual/group learning	In-house training	Comments

Name of supervisor: \_\_\_\_\_ Signature: \_\_\_\_\_

5/2