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SUBJECT . Evaluation of Contractor's Performance (U-307)

REFERENCE .

- a. Regents of the University of California
- b. ICAC-2164
- c. Nigeria
- d. Demcnstration Comprehensive Secondary School
- e. September, 1964 - March, 1965
- f. Port Harcourt Comprehensive Secondary School
- g. Burton C. Newbry, Secondary Education Advisor

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A. Contractor's Understanding of Objectives

The ultimate objective of this project continues to be the development of a fully comprehensive secondary school, embracing academics, commerce, vocational, agriculture, and home economics. The University of California, the Ministry of Education, and USAID have been in full accord on this objective.

B. Contractor's Performance

The project has been confronted with difficult problems during the rating period, the most serious being the student strike of October, 1964. The strike was precipitated by student unrest over lack of communication within the School regarding the administration of the West African

PAGE 1 OF 24

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School Certificate for fifth form students. As a direct result of this strike, relations between the School administration and the Ministry deteriorated severely. This situation resulted in a visit to Nigeria by the Assistant Dean, University of California, Los Angeles, during which thorough discussions were held concerning all issues confronting the project.

Aside from this specific problem, there has been the more persistent concern of USAID that UCLA had simply not "cooled up" sufficiently to carry out a project of this magnitude. As a result, USAID has felt that there has not been sufficient campus backstopping, and the campus has not been sufficiently aware of and attuned to the detailed factual developments of the project. Further, USAID has felt that more campus involvement in such things as curriculum development is essential inasmuch as this School is viewed as a model for subsequent developments of this kind.

Specifically, visits by the Campus Coordinator have been much less frequent and regular than is necessary. From July to November, 1964, the University was searching for a campus coordinator. A new one was appointed in November. During this time there has not been a visit to Nigeria by the Campus Coordinator.

As a result there have been documented misunderstandings of details of the project on the campus. This has been compounded by inadequate communications from the Chief of Party to UCLA, according to the campus.

It now appears that the campus does have adequate personnel to provide sufficient backstopping, and USAID is looking for a much firmer grasp of the project and a much greater involvement by the University in the project development.

From the long range point of view, USAID has been most concerned about leadership from the UCLA campus in curriculum work. The reasons are clearly evident. The United States has entered into an agreement with Nigeria to develop a demonstration secondary school which is completely foreign to traditional Nigerian educational practice. Their schools are single purpose, this is multiple purpose; their schools are small, this one is large; their schools are generally not coeducational, this one is; their schools are of five years duration, with a two year sixth form in some cases, this one is of six years duration. As is well recognized, institution building in any society is difficult, for the building of a new type of institution strikes at very widely held, and firmly held traditional beliefs. Even in the United States, the building of a high school for 1500 students is a major undertaking. To build one in Nigeria where there is a different concept, inadequate personnel, and limited finances, requires an infinitely higher degree of individual competence and patience. The Ministry of Education, and high level Nigerians, are deeply committed to this new principle, but working level educators need to be brought along carefully.

It is of the utmost importance that what is done in this School be eminently logical and defensible educationally. The curriculum must be both imaginative and realistic so far as Nigeria is concerned if the Ministry of Education is indeed to look upon it as a model to be emulated.

It is of concern, therefore, that curriculum development has been left almost entirely to the field party, most of whom have been able to devote inadequate time to this vital area. The Campus should develop a master plan for curriculum workshops, short term consultants, and curriculum reviews by UCLA staff.

The coming year will be one of major significance to the future of the School, for during this time new construction will begin, curriculum plans will be finalized, and Nigerian personnel will be trained. USAID hopes that the Contractor will review its role in the area of curriculum development, and will immediately embark on an intensified effort in this realm.

Participant training remains a major strength of the project. Two more participants entered training during the evaluation period and two returned. It is anticipated that all key areas will be staffed in part by returned participants when the School goes into its expansion. Participants are now in training in administration, science, industrial arts, and commerce. One has returned in administration, one in science one in vocational education, and one has returned because of ill health without completing his training. One other person who was trained in the graduate teacher program has returned to the staff. It is the intention of the Contractor to have a solid core of U.S. trained people in industrial arts, and key people in each of the academic areas who have had U.S. training.

The School has been running as scheduled during the evaluation period, with plans having been completed for the new intake.

A faculty organization was developed which will give Nigerian staff a greater part in School planning and which will provide for a more constant flow of information through the staff. (Another major problem has been the lack of staff meetings and a resultant lack of sense of involvement by Nigerian staff.) A curriculum committee was established, and plans were made for intensive curriculum study by the staff.

#### C. Contract Team

Most team members have been highly competent and wellfitted for their assignments. The Contractor has felt it desirable to withdraw 3 team members before tours were completed. Eight advisors in subject matter areas are currently on board, all of them adequate to the tasks at hand.

#### D. The Contract

Terms of the Contract are being adhered to. No problems exist so far as contract interpretation is concerned.

### E. External Activities Affecting Contractor's Performances

It has been difficult for the Contractor's field party to achieve what they had hoped to achieve simply because of the shortage of Nigerian personnel. This has been a plaguing problem. However, USAID is convinced that the situation at Port Harcourt is improving in this regard. The School now has 23 staff for 360 students. The lack of counterparts is a parallel problem. However, qualified personnel are now assigned to work with all Americans save three. USAID is currently attempting to assist with the assigning of these additional Nigerians.

The problem of maintenance has been a disturbing one. The Ministry of Works has not come through as hoped. Within the past month a procedure was established, through the help of USAID, whereby maintenance can be carried out internally. USAID will keep in very close touch with this to see whether or not it works adequately.

Housing problems, equipment delivery, and difficulty of communicating with the Ministry have been of concern to the team, and have inhibited activities somewhat.

### F. Impact

There continues to be, in the strong view of USAID, complete support for the project by the Ministry of Education. Over 6,000 applications were filed for the 90 seats available. The University of Nigeria Faculty of Education is supporting the comprehensive concept through their Dean. High officials in Eastern Nigeria including the Premier, continue their expressions of support for this concept.

USAID continues to view this as a high impact project, and believes it to be of ~~the~~ ~~very highest significance to Nigeria's secondary education.~~ ~~potentially~~ high potential significance to Nigeria's secondary education.

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