

ASORAM

DEPARTMENT OF STATE

UNCLASSIFIED

CLASSIFICATION

For each address check one ACTION | INFO

TO - AID/W TOAD A 231

6200792 (3)

A.I.I.
Reference Center
Roda 105

792
PD-AM6-202-01

DATE

TOW

DATE SENT

4/4/70

DISTRIBUTION

ACTION

AER

AMPC

IS

OA

TAB

FROM - LAGOS

SUBJECT - Preliminary Project Proposal 792 (PPP)

REFERENCE -

Country: Nigeria Project #620-11-660-792

Submission Date _____ Original X Revision No _____

Project Title: College of Education, University of Lagos
(Advanced Professional Studies)

U.S. Obligation Span: FY 1971 through FY 1973

Gross life of Project financial requirements

U.S. Dollars	\$1,100,000
U.S.-owned Local Currency	-
Cooperating Country Cash Contribution	1,734,000
Other donor	Nil

SUMMARY

STATE

HEW

CIA

The purpose of this PPP is to secure AID/Washington approval in principle of, and to set into motion the necessary machinery to initiate, an advanced Professional Studies Program at the College of Education, University of Lagos, Ibadan, Nigeria.

The purpose of The Advanced Studies Program is to train teachers to become administrators, supervisors and planners. In this way the greatest multiplier effect will be felt - much more so than through the simple expectation of upgrading teachers to go back to their schools and their old jobs for what is lacking in Nigeria's school

PAGE 1 OF 1 PAGES

INITIATED BY Horton Spauld	OFFICE Education	FIGURE NO.	DATE 4/1/70	APPROVED BY: DIR: H. Badler
-------------------------------	---------------------	------------	----------------	--------------------------------

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11/19/01 BY 60322/UC/STP

UNCLASSIFIED

CLASSIFICATION

system and what this program can best provide are administrators and supervisors who can guide teachers in the field and thereby assure their ultimate most effective utilization, without which teachers frequently never develop, or, if good teachers, often regress to the level of their peer group. Two programs will be offered by the University, one dealing with primary education, and the other dealing with secondary education. In each, the thrust will be toward training experienced teachers and administrators who will be able to return to the field with improved administrative techniques and concepts and will be able thereby to improve the climate in which teachers have to work. In addition to this they will be trained and oriented toward improving support services to teachers in the field. At the same time certain individuals will receive training in development and revision of curriculum. An innovation to Nigerian education will be the training of guidance counsellors who will work with the teachers in the field. Clearly, if any of the problems existing in Nigerian education, as are listed below, are to be addressed effectively the teachers in the field must enjoy the benefits of better supervision and guidance. It is toward this end that this project makes its primary thrust.

This PPP requests AID/Washington to contract with an American University to provide initially under project 747 in the summer of 1970 two professors who will plan with the College of Education the balance of the four-year assistance program. They will remain with the faculty for a period of up to one year, depending on the development of a PROP and subsequent AID/Washington and University contracting approvals, at the conclusion of which (July 1971) and after approval of proposed project 792, they will be joined by about three other professors from the same campus. This level of about five U.S. professors will be maintained in FY 1972 and FY 1973. It will be reduced to approximately three in FY 1974 and FY 1975. The PPP also projects provision under project 792 when approved of participant training (five to the Ph.D. level) and commodity support consisting of two school busses, educational and demonstrational equipment, and library acquisitions. The field of expertise required of the American Contractor will be in educational psychology and guidance, curriculum development, and school administration. The two experts to be placed in the summer of 1970 should be an educational administration specialist (with strength in curriculum) and an educational psychologist. The first summer's courses will be the introductory courses in Educational psychology, Guidance, secondary school curriculum usually offered in an Ed. M. program in the U.S.

SETTING

The crucial importance of education in integrating Nigeria has long been recognized by Nigerian leaders of all levels. Also recognized is the necessity of gearing education to fill the manpower needs of the country.

Mr. Conike Briggs the Federal Commissioner for Education stated in a speech which was delivered at the University of Ife on 6 November 1969 that: "Nigeria has inherited an educational system which draws inspiration from an alien culture and an alien tradition, inadequate for the needs of the country and totally unrelated to national aspirations."

The present concern of Nigerian leaders is the necessity for fitting young school leavers, at all levels, with the knowledge and skills which will allow them to be gainfully employed members of their society. Such a goal will require curriculum change. Mr. Briggs in his speech referred to above suggests a greater diversification of the primary school curriculum with greater attention to vocational education and rural development. That diversification which is necessary at the primary school level is perhaps even more necessary on the secondary level.

In both primary and secondary schools extensive curriculum change must be undertaken to eliminate the lack of relevance that now is so apparent.

Mr. Briggs is a strong advocate of the comprehensive school. He believes that such an institution will enable the young student to choose a career for himself before he becomes too bogged down in the pragmatically useless grammar school type of instruction. The comprehensive school requires skillful counselling as well as extensive curriculum change before it can be effective. Another area that requires review is the utilization of existing facilities. Many are not now being used to their full capacities. Many teachers are not now being used to their full potential. Changes in these areas require strong, enlightened supervisory and administrative leadership. Clearly Nigeria must develop more effective leadership in all of these areas.

The Nigerian educational system does not, as yet, begin to fill the national manpower requirements. According to Manpower Study number 2 nearly 8,000 expatriates are employed in high level managerial and supervisory positions. These positions must be filled, eventually, with Nigerians and it is the Nigerian school system that, for the most part, must supply them.

In the secondary schools there is an excess of expatriate teaching staff members. Of the 9,977 secondary school teachers listed in the 1968 Statistics of Education in Nigeria published by the Federal Ministry of Education nearly 1,600 are expatriates, and, while statistics presented do not reflect it, a spot check of several schools does indicate that a vast majority of these expatriates are holding administrative and supervisory positions. The educational system is not now supplying even its own needs adequately. This situation must be changed.

The above reflects serious shortages/shortcomings in the Nigerian educational system. Other factors which further exacerbate the situation in addition to the lack of well trained supervisors, administrators, counsellors and curriculum specialists are low pay for teachers, lack of sufficient opportunities or incentives for teacher improvement and the rapidly increasing population.

The population is increasing so rapidly in Nigeria that any immediately foreseeable increase in the numbers of primary and secondary school teachers will serve only to maintain present levels. Any lessening of effort in this area and even more serious shortages will become obvious. These factors have combined not only to cause serious teacher shortages but what Mr. Briggs calls a crisis in Nigerian education.

In 1960 the Ashby Commission in their attempt to assess the scope of the problems involved in the evolution over 20 years of a viable Nigerian educational system projected a population of 50 million for Nigeria by 1980. The population according to best available figures has already exceeded that, what was then a rather generous estimate, by about 6 million people. The present best estimate for Nigerian population in 1980 is nearly 72 million people. This pre-supposes an annual growth of 3%. This figure is, however, on the conservative side since it does not take into account such factors as universal vaccination programs, better health programs, and the increasingly younger age structure of the population, all of which could affect this percentage of increase considerably.

According to the Ashby Report, which quotes Federal Education Department, Nigeria: Digest of Statistics 1958, two and a half million children were enrolled in some 17,000 schools throughout the country. Over 25,000 young people were enrolled at Teacher Training Colleges, 1,800 students were enrolled in institutions of higher education in Nigeria and approximately 1,000 students were enrolled in Colleges and Universities abroad.

According to the Ashby Report there were 80,000 teachers in Primary Schools most of whom were "pitifully unprepared for their task." In the secondary schools in 1958 there were 4,378 secondary school teachers, 3,470 of whom were not graduates and 1,082 of whom were neither graduated nor certified teachers. In addition, the pupil population of secondary schools was only 12,344 in contrast to a pupil population of 648,748 in the first year of primary school.

In 1970 there are 3 million primary school children enrolled (approximately 20% of the total school-age population or 37.5% of the age-grade cohort), 250,000 young people enrolled in secondary schools (3½ per cent age-grade cohort) and 8,400 enrolled in Higher Education. The number of Primary School Teachers has risen from 80,000 to 100,000 and Secondary School Teachers from 12,344 to 15,000. In neither case has the increase in the number of teacher paralleled the general population growth. If these trends continue Nigerian education will lose ground in relative terms of percentages in achieving the goals presently set for 1980 (5,000,000 primary school students, approximately 400,000 secondary school students and approximately 15,000 higher education students). This is the situation we find ourselves in at the moment in Nigeria - one which has caused Mr. Briggs and others to warn that Nigerian education is in a state of crisis.

As early as 1960 the members of the Ashby Commission were aware of the possibility of this trend and said in their report on page 3 "the Nigerian people will have to forego other things they want so that every available penny is invested in education, even this will not be enough. Countries outside Nigeria will have to be enlisted to help with men and money. Nigerian education must for a time be an international enterprise."

No one on the Commission did, at that time, anticipate the subsequent crisis which did so exacerbate the situation in the sixties. Now, if the targets set for 1980 as outlined above are to be met, the statement made by the Commission in the above paragraph becomes even more pertinent. The Ashby Report stated that one particularly urgent need of Nigeria was the strengthening of the Teacher Training Colleges.

The Ashby Commission also recommended, as the first step, the immediate upgrading by an injection of remedial education to the then 80,000 primary school teachers. They proposed concentrated courses in English and other courses utilizing University facilities during the long vacation period. Such short courses have been conducted through the years with some beneficial effects. They have been offered on Teachers College and University Campuses by U.K. visiting teachers, for a total exposure time of four weeks. Each summer's work has differed and has been directed to a different target group. Clearly, a more institutionalized approach is needed to address the problem of upgrading teaching personnel. This proposal should provide a stimulus to the teaching profession in Nigeria. Its new programs will establish a precedent which will proliferate with the resulting benefit to all levels of education in Nigeria. In essence what every statistical study does show is that the numbers of school-age children are increasing more rapidly than are numbers of qualified teachers. Present school experiences do not necessarily qualify students for life in a developing country. Further, the very important factor of providing educational leaders is falling equally behind.

Other Nigerian educators have commented on the situation. Dr. S. J. Cookey, Chief Adviser, Federal Ministry of Education has said, in respect to the relevancy of Nigeria's public schools, that "since 1913 we have had over a dozen major conferences or commissions set up to examine education in Nigeria..... In nearly every one of the reports of this enquiry, it is emphasized that education should be reoriented to suit African or Nigerian needs." The current proposal is for the establishment of a training program in Nigeria which will give Nigerian educators the academic tools and approaches to initiate that reorientation.

Dr. A. Babs Fafunwa, Dean, Faculty of Education, University of Ife has indicated a need for further professional training of the teachers of teachers. "It would seem to me," he says, "that our Universities through our Faculties and Institutes of Education should be specially charged with the responsibility of producing teachers of teachers."

A number of educational problems alluded to by Dr. Cookey crop up in the statement of goals for secondary schools as enunciated by Chief Olu Taiwo, Provost, College of Education, University of Lagos. These goals imply the presence of a secondary school teaching force imbued with professionalism, endowed with wisdom and the ability to impart it, and possessed with the zeal, skill, and tools necessary to effect a modern secondary education program. The goal statement also pre-supposes the presence of a supportive administrative-supervisory structure.

In truth, while there are many well educated teachers in Nigeria, and enlightened administrators are to be found, there are no programs intentionally designed to make better teachers out of degree holders. Worse, there are no programs for the preparation of guidance counselors. The teacher who wishes to become an administrator must wait for the gods to single him out - there is no way for him to become professionally prepared in Nigeria. The present PPP addresses a program which will provide the professional content similar to such programs as they exist in the U.S. and elsewhere. It is felt by the Faculty of Education, University of Lagos, that the value of such programs and approaches will be recognized and acknowledged by Teachers Colleges and state ministries as they approach the task of revamping the educational system to address the realities of life in Nigeria in the 1970's.

For the past ten years, at least, the proposal to utilize long vacation periods and university facilities has been in existence. The Ashby Report saw it as perhaps an undertaking somewhat too ambitious for present day resources to accomplish; they visualized a program which would allow 3,000 teachers to be exposed to remedial courses each year. The proposal from the College of Education is somewhat less ambitious, much easier to mount and more meaningful to those involved, and, while not producing 3,000 exposed teachers per year, it should, ultimately, be able to produce some 300 highly trained administrators per year, individuals who, with their new training and newly acquired skills, will exert a long-range and broad-based influence on education throughout the entire country. The program developed by the University of Lagos might also serve as a model for similar programs to be developed in other universities in Nigeria.

In short, the proposal represents a supportive technique for upgrading Nigerian education to that level envisioned by the Ashby Commission, a project that is well within the ability of the personnel and facilities at the University of Lagos to accomplish with a minimum of essential outside help as outlined elsewhere in this paper.

The proposal envisions the creation of a nucleus of highly motivated well trained teacher administrators equipped to begin to address the many obvious deficiencies now extant within the Nigerian educational system.

It is for this reason that the Federal Military Government decided in 1969 to initiate a crash program to train 4,000 teachers annually. This is all well and good, but it is not enough. Quality must not be neglected for the sake of quantity. More high level administrative, supervisory personnel must be trained to meet the demands of modern changing educational programs as identified in national policy meetings on Goals and Curriculum for the 1970's. The current system elevates teachers to supervisory positions on the basis of tenure. Thirty years of poor teaching doesn't necessarily prepare one for successful supervisory roles. It is toward this end that the Advanced Professional Studies Programme has been proposed by the College of Education, University of Lagos.

The E.W.A. report Preliminary Submission Part II dated May 1967, states "...A.I.D. should give special support to programs for the training of educational leaders... school principals, inspectors, teacher training college tutors and other specialists. Highly competent persons in such categories are in short supply in all regions... Leadership training programs should be the responsibility of universities..."

The E.W.A. Final Report dated December 1967 states on page 127: "Nigeria's teachers represent her most valuable, but costly resource. Every possible step must be taken to upgrade those whose value may not equal the level of their cost through further intensification of in-service training programs... Investment to this end will have the highest possible multiplier effect for the entire educational and training system."

The same report referred to immediately above states on page 68 under item B. Alternatives For The Improvement Of Teaching quality, Items 4 and 5 that alternatives are: "Inservice educational opportunities that will enable teachers in service to improve their competencies and opportunities made available to outstanding teachers to prepare themselves for leadership positions (administration, inspectorial, specialized - e.g., as experts in guidance, language, science instruction etc.)"

Clearly a serious situation is developing in Nigerian education one which demands much attention if it is to be resolved. It is toward this goal that much of this Mission's effort has been directed in the past and, if our contribution is to be a meaningful one, much of our effort must be directed in the future. The proposal outlined herein is but one step in what will undoubtedly be for Nigeria and those countries interested in the welfare of Nigeria a journey of many, as yet, uncountable steps.

STRATEGY

A request has been received by USAID/Lagos from the Ministry of Economic Development for assistance in the mounting of a program at the College of Education, University of Lagos, which is designed specifically to address the problems extant in the efforts Nigeria is making in an attempt to improve its teachers on all levels and to train, especially, those administrators, supervisors, counsellors and high level teachers who are now so lacking on the primary and secondary school levels.

As outlined below the proposed program would address sectoral goals for education which include improving the quality of second and third level manpower, and particularly, changing the educational system to meet modern needs and requirements. The proposed project has grown out of a previous USAID project at the College of Education, which project also received UNESCO assistance. At the current time, the proposal does not overlap with developmental assistance of other donors.

The proposed program bears the title: Advanced Professional Studies Programmes and has been referred to above.

Before undertaking any detailed planning, a series of enquiries was undertaken by the College of Education to ascertain the views of The Federal Ministry of Education and of the State Ministries of Education to determine their assessment of the needs and how best the College might move in order to address the resolution of these needs. The proposal, as outlined below, represents, in large measure, the results of these enquiries and an outline of the contribution which can be made by the College with a minimum of outside help.

Two parallel programs are proposed, the first designed to meet the needs of primary school systems and the second designed to address the needs of the secondary school system. Both programs would lead to a proposed Certificate in Advanced Professional Studies. This proposed certificate does not now have any official recognition but efforts will be made to gain official recognition for it.

The programs are intended to have a strongly practical orientation and it is intended that Certificate holders will return to the field to apply that which they have learned rather than to pursue higher studies.

The Primary School Programme would be open to persons possessing a professional qualification of at least Grade II Teachers' Certificate level with at least five years professional experience gained after achieving the minimal qualifications.

Preference in the selection of students for these courses would be given in the first instance to staff members of Grade II and Advanced Teachers Colleges and primary school supervisors ("Inspectors"), then to serving primary school headmasters and sectional heads. If sufficient numbers of acceptable applicants are not attracted from these categories of personnel, the courses would be open to a limited number of serving primary school teachers of promise who are likely to assume positions of authority and leadership.

It is envisioned that total of up to 100 students would be enrolled, evenly divided between science, mathematics, English language and social studies. All students would take an intensive course in two subject areas (including teaching methodology) and follow a course of professional studies. The program would, provide a one year, full-time course. The program would be continued each year indefinitely or for as long as the need for it exists.

The proposed course structure is as follows:

1. Science and mathematics group would study:

10 hours per week for science - the course to embrace both academic content and methodology.

8 hours per week for mathematics - both academic and methodology.

3 hours per week for professional studies.

2. English language and social studies group:

10 hours per week for English language skills and methodology.

8 hours per week for social studies, including content and methodology. This course would be oriented toward the new social studies now being drawn up.

3 hours per week for professional studies.

In addition it is envisaged that courses in remedial English language would be provided as experience proved necessary. Such courses would be offered students from both groups.

The professional studies aspect of the program would be structured as follows:

1. A detailed study of the structure, administration and development of primary education in Nigeria. Considerable stress would be placed on study of the law relating to primary education, the teaching service, and of current planning proposals and problems, including administrative problems, organization and conduct of in-service education courses, and supervisory roles.
2. The role of education in Nigerian society; a broadening course designed to promote discussion of the philosophic and sociological background to the primary school, including examination and development of curriculum appropriate to Nigeria, the child as a learner, school-community relationships.

(The above courses would each be taught for two hours per week for one term. The intention would be for a series of major lectures to be followed by seminar discussions.)

3. **Specialist courses:** To be conducted through the medium of seminars for one hour per week throughout the year, devoted to the specific roles of teacher educators, school supervisors and of primary school headmasters or sectional heads. While there will clearly be a great deal of common ground, students will have the opportunity to develop the specialist skills and understanding appropriate to each group.
4. At an appropriate stage in the course the students would be required to organize and conduct workshops/refresher courses for serving teachers in primary schools in their various subject areas. They would also be involved in the supervision of practice teachers from local teacher training colleges.

The Secondary School Program would mount three courses designed to provide:

1. Guidance counsellors to serve in the larger secondary schools.
2. Educational administrators.
3. School supervisors and inspectors.

The program would be open to graduates and non-graduates alike. Possession of a professional qualification of at least Grade II Teachers' Certificate level plus at least five years teaching experience after obtaining this qualification is highly desirable but certification might be waived in special cases where the candidate has substantial teaching experience and has demonstrated a high level of professional ability. Candidates for the guidance counselling course must have a sound foundation in educational psychology.

The program would operate during the University long (summer) vacation. Attendance for three successive long vacations would be required for completion of the course, this total period being regarded as equivalent to one academic session.

It is envisioned that eventually between 100 to 150 students would attend during each long vacation. It would permit, as an on-going project, an annual output of Certificate holders each year after 1972.

It is proposed that there will be a strong common body of professional studies on which specialist studies would be super-imposed. Each course would be constructed of units capable of being studied intensively during a single long vacation. The complete course would be structured as follows:

1. Foundation courses common to all disciplines. (year 1)
2. Theory and skill courses specific to each discipline. (year 2)
3. Intensive practical application of theory and skills studies in the second year.

The vacation courses would be highly intensive and would be linked by activities carried on by students in the course of their normal duties during the remainder of each year.

Personnel

Personnel will, in addition to those provided from U.S. sources, be appointed to the program from the teaching faculty of the college.

The personnel requirements for the primary school program, assuming 25 students in each of the four subject areas, would be:

Mathematics:	1 lecturer and two demonstration teachers
Science:	2 lecturers and two demonstration teachers
English language:	2 lecturers
Professional studies:	3 lecturers.

The requirements for the secondary school program (summer) are based upon the assumption that 100 to 150 students will be instructed during a single cycle of the program. If cycles overlap as is now envisaged all staff listed will be required in each vacation period from 1972 on.

The requirements by year would be as follows:

First year: 1 educational psychologist
1 educational statistician
1 lecturer in structure and law of the Nigerian educational system.

Second year: 1 specialist in guidance and counselling
3 specialists in curriculum development and methodology in science/math, social studies and modern languages
2 specialists in educational administration.

Third year: (It is assumed that the staff listed above will have their time fully occupied with first and second year courses being taught in the college. Since large parts of the third year courses should be conducted outside the College and cannot easily be geared into first and second year time tables, it is likely that further staff will be required for this part of the program:

- 1 guidance counselling specialist
- 1 supervision specialist
- 1 administration specialist.

Several of these persons, perhaps up to three, should be considered permanent staff members responsible for the organization and administration of both programs. The permanent staff members would be responsible for program coordination and for the organization of seminars to follow up each major lecture. It is important that much follow-up in field work be done for both the secondary and primary school programs to give continuity to the secondary school program as it is developed over a period of three years and to follow up the primary school program leavers to ensure their full utilization and continual awareness of those new developments and techniques affecting their various disciplines. At an appropriate time consideration should be given to the appointment of a coordinator to these follow-up and evaluation activities.

In addition to personnel requirements, many of whom, it is hoped, can be drawn from the Nigerian universities and colleges, residential accommodations for the 100 students of the primary school program will be required since they will be at the College during the full school year and will be there in addition to the regular student body normally occupying the campus at that time. The request for this expansion of facilities has been included in the College's Quinquennial Development Proposal.

The College administration also envisages the need for an additional two school busses and very considerable quantities of teaching materials of all kinds, including library acquisitions.

TARGETS

This project has the goal of producing 100 primary school administrators, supervisors and teaching specialists annually and 50 to 150 guidance counsellors, educational administrators, school supervisors and inspectors on the secondary school level annually by the end of the 1972 cycle.

While such a Certificate as would be awarded to the successful completers of the above program does not now have any official recognition, it will have recognition before the university will undertake the program.

COURSES OF ACTION

USAID/Lagos believes the various sections of the E.W.A. report quoted above makes valid analyses of existing problems and that this project, as outlined above, merits our support in its attempt to resolve some of the more serious problems in education. We hereby solicit AID/Washington approval and do recommend the following courses of action based upon our evaluation of the situation and based upon the expressed wishes of the Provost of the College of Education and other concerned University administrators.

It is suggested that an American university enter into a relationship with the University of Lagos in respect to the above outlined programs. Several alternative suggestions have been advanced to the Provost of the College of Education, but this is the approach he prefers.

The first phase would be to recruit two high-level educational specialists for up to one year to arrive at the University of Lagos as quickly as possible. These two specialists - preferably senior members of the contracted American university staff and preferably with experience in English speaking West Africa - should be:

1. Educational psychologist
2. School administration specialist

In addition, both should be familiar with the administration and operation of such a program as is outlined above.

Because of the complexity of this project and the numbers of teachers involved whose potential multiplier effect is of a high magnitude much assistance in project administration and planning is essential if the project is going to be successful. Present administrators at the University are already working at their limit and a project such as is envisaged here is beyond their scope of experience. It is for these reasons that AID/Lagos feels such a two-man administrative study team to be eminently justifiable.

Their major task upon arriving at the University of Lagos would be to become thoroughly familiar with the College of Education as integral members of its faculty with the purpose of learning the assets and limitations of the College insofar as the setting up of the proposed program is concerned. The full, detailed implementation of the program as proposed would depend upon their thorough assessment of the needs, appraisal of what is needed in minute detail - what part of the project can be accomplished by indigenous educators and what part must be accomplished by outside, contracted specialists. In addition, they would be responsible to the Provost for the minute to minute planning of all phases of the program to ensure that it will be effected in as efficient a manner as is possible.

The final project proposal (PROP), assuming approval of this PPP on the part of AID/Washington, will be based upon the analysis of these specialists when they have had sufficient time to assess the situation and report upon it with their recommendations.

It is hoped that the two specialists will be present in time to assist the administrators of the University of Lagos to begin planning the initial phases of the program commencing in July of 1970.

It would clearly be an advantage if the two specialists could be recruited in time to become familiar with all aspects of the College by actually being on the scene and actively participating on the campus prior to the termination of the spring semester in June 1970. In fulfilling their duties of planning and analysis it would certainly be most helpful if both could actually participate in the summer session activities currently planned for 1970, in addition to making contact with State, Municipal, and National educational authorities. Depending on the planning developed through the summer months, it would be possible for the first two experts to return to their campus by December 1970, to make the necessary preparations to return to Nigeria with the Contract Team. The attached Resources schedule provides USAID's initial views as to training, funding, and implementation of the project.

TRUEHEART

Attachment: a/s

ANNEX

Non-Capital Project Funding (Obligations in \$000)

Project Title: College of Education, University of Lagos
(Advanced Professional Studies)

PROP Date: Mo/Day/Yr
Original 4/3/70
Proj. No: 620-11-660-792

Fiscal Years	Ap.	L/G	Total	Contract ^{1/}	Personnel Services			Participants		Commodities		Other Costs	
					AID	PASA	Cont.	DH	Cont.	DH	Cont.	DH	Cont.
Prior through Actual FY 1970	TA	G	2/										
Operating FY 1971	TA	G	334	(318)	-	-	200	-	33	-	35	16	50
Budget FY 1972	TA	G	335	(290)	-	-	200	-	33	-	15	40	50
FY 1973	TA	G	210	(170)	-	-	120	-	20	-	-	40	30
FY 1974	TA	G	174	(150)	-	-	120	-	-	-	-	24	30
FY 1975	TA	G	62	(38)	-	-	30	-	-	-	-	24	8
All Subt	TA	G	-	-	-	-	-	-	-	-	-	-	-
Total 1970	TA	G	1,115	(974)	-	-	670	-	86	-	50	144	168

UNCLASSIFIED

Lagos Field 4.

^{1/} Semi-annual

^{2/} Initial two- and survey team (1105, 0621) funded under Project 747 in FY 1970.