

AIRGRAM

DEPARTMENT OF STATE

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TO - AID/w TOAID A 167 X

1971 MAY 27 AM 10 42

A.I.D.
DATE SENT
May 17, 1971.

Reference Center
Room 1856 NE
Proj. 792 (PROP)
6200792 (3)
PD-AAB-202-D1
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FROM - LAOS

SUBJECT - Project Paper (PROP) - Programs for the Preparation of Educational Leaders (620-11-660-792)

REFERENCE -

COUNTRY: Nigeria

SUBMISSION DATE: May 5, 1971

PROJECT TITLE: Programs for the Preparation of Educational Leaders

PROJECT NUMBER: 620-11-660-792

U.S. OBLIGATION SPAN: FY 1971 through FY 1975

PHYSICAL IMPLEMENTATION SPAN: FY 1971 through FY 1976

GROSS LIFE OF PROJECT FINANCIAL REQUIREMENTS:

U.S. Dollars	2,197,000.00
U.S.-Owned Local Currency	-
Cooperating Country Cash Contribution	1,010,000.00
Other Donors	-
	<u>3,207,000.00</u>

N.B. This PROP is based on the IDA project proposal (submitted as Attachment A) proposed by the Teachers' College Columbia University team. The proposal describes the programs in detail and projects Teachers College inputs (financed by AID) as well as those of the University of Lagos

PAGE 1 OF 10 PAGES

DRAFTED BY ACruz-Gonzalez:euo	OFFICE EDU	PHONE NO.	DATE 5/5/71	APPROVED BY: WCFurst:Acting Director
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AID AND OTHER CLEARANCES
EDU:MCNeville
PIM:O.Wilson (in draft)

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CONTENT OF PROP PER MO 1025.1

PROJECT TITLE: Programs for the Preparation of Educational Leaders

(1) Advanced Professional Studies Program (APSP)

(2) Instructional Leadership Program (ILP)

PROJECT NUMBER: 620-11-660-792

1. SUMMARY DESCRIPTION OF PROJECT

A. Necessity of Project

The College of Education of the University of Lagos (CEUL) and the Government of Nigeria (GON) have requested from USAID the services of an American university contract team to assist the College of Education to develop ^{nationwide} programs for the preparation of educational leaders, designed to meet the urgent need in Nigeria for providing specialized training for educators who already hold administrative/supervisory positions in education but who lack specific training for the positions. The Project, as designed, has two programs for the preparation of educational leaders; (1) The Advanced Professional Studies Program (APSP), and (2) Instructional Leadership Program (ILP). The APSP for non-graduates* will be conducted in cycles involving two consecutive long school vacations, beginning in July 1971, and the participants will have an opportunity to apply their training skills immediately to their job responsibilities. In addition, a three-session APSP designed for B.A./B.S. graduates may be offered in subsequent years if justified by the annual program review. Participants will be sponsored by state ministries of education and the program will lead to a Certificate in Advanced Professional Studies. Participants in the ILP, designed for primary education personnel, chiefly tutors and ministry inspectors, will spend one academic year in residence at the College. It is expected that successful completion of the program will lead to salary increments as well as improved professional competence.

B. Project Goals and Targets:

The two major objectives are: (1) The mounting of a program for the preparation of educational leaders, and (2) the long-term broadening of the CEUL's offerings, particularly in-service, up-grading programs of the extension-service institute type, master's degree programs and basic and applied educational research. The following goals and targets are stated in the Proposal for Institutional Development Agreement (IDA). (Attachment A).

*without bachelor's degrees

1. APSP beginning in July, 1971, and extending over two successive long vacation periods. Enrollment: 50 to 75 participants, designed for school administrators and Ministry officials. Following the completion of the first cycle of APSP, additional cycles of the two-session non-graduate APSP and/or cycles of the three-session graduate APSP, designed for administrators, supervisors and potential guidance counselors will be mounted, as decided by the annual project review.
2. ILP beginning in September, 1972, as an academic year for 50 to 60 teachers college tutors, assistant headmasters, and assistant inspectors involved in primary education, focusing on two subject areas of the curriculum, i.e. mathematics, science, English, social studies. Three additional cycles will be mounted with an annual intake of at least 60 or more if additional subjects are included as a result of the annual program review.
3. Over a five-year period, beginning with 1971-72, a program for participant training will be developed. Five CEUL staff members will spend an average of two years each at TCCU receiving doctoral training.
4. TCCU staff members will spend various periods of time serving as staff members of the CEUL in the development of the Program starting in July, 1971, as projected in the staffing pattern, (see Attachment A).
5. Beginning in CY 1972, a Research Coordinator will join the staff to plan and facilitate educational research by both staff and students.
6. An annual review of the Program will be held early in 1972 to evaluate the program and to plan future directions and emphases in continuing institutional relationship.
7. A Steering Committee, instituted in November 1970 and composed of CEUL staff and TCCU staff, will function during the life of the IDA relationship. It will meet regularly to review and orient the progress of the IDA.

C. Requisites for Continued U.S. Assistance

Continued U.S. assistance would depend on provisions of logistical support by CEUL to TCCU specialists, adequate financial support for the Project to carry out its objectives and functions, an adequate number of CEUL qualified staff members to achieve the planned level of staffing and the willingness of the Ministries of Education to fully utilize the services provided by the Project.

D. General Approach and Plan of Action

The Project as stated in the IDA proposal has two significant provisions namely: (1) It projects a continuing relationship growing out of the cooperating roles of the institutions involved and (2) it requires annual reviews and future planning based on these reviews.

It thus provides a setting within which current project activities can be kept responsive to changing national needs and a mechanism by which plans for future projects can be carefully reviewed.

The activities of the first five years can be clearly specified in terms of the current need for the Program of the Preparation of Educational Leaders as has been described. The nature of the Project activities as specified by the IDA beyond this projected period, will be determined by several factors: (1) the success of the present program in developing a cadre of educational leaders, (2) the changing needs of the Nigerian educational system for educational leadership, and (3) the availability of financial support either from AID, Nigerian or other sources.

II. SETTING OR ENVIRONMENT

The crucial importance of education for the construction of a healthy integrated society is widely recognized. It has even greater urgency during the period of reconstruction in which Nigeria is currently engaged.

During the past several years, considerable effort has been made to revise the content and raise the quality of education at all levels and to modify the structure and organization of the school system so as better to serve the national needs. However, the improvement in the quality and quantity of education has been handicapped by the acute shortage of experienced and qualified personnel in certain areas.

CEUL, which has up to this time directed its efforts to the training of secondary school teachers, recognizes its responsibilities to contribute to the training of personnel in key areas which an initial analysis of the problem has identified as the following: (1) Administration and Planning, (2) Inspection and Supervision, (3) Teacher Education, and (4) Guidance and Counseling.

In general, the programs to be offered are designed to raise the professional performance of ministry and school personnel engaged in administrative and leadership roles. The approach will have strong practical orientation and it is intended that the participants will return to the field to apply what they have learned in their leadership posts in education. Participation in the programs should also lead to career development and career progress for the individuals involved.

The present needs of the Nigerian educational system are adequately covered in the IDA proposal (p. 5, environment and setting).

III. STRATEGY

A. Cooperating Country Leadership

CEUL represents a merger of the Federal Advanced Teachers College and the Faculty of Education of the University of Lagos. The Federal Advanced Teachers College was conceived and established as a cooperative undertaking of the Federal Government of Nigeria, UNESCO, USAID and the Ford Foundation. The College, opened in 1962, was in charge of supplying part of the need for qualified secondary school teachers. The creation of CEUL in 1967 by Federal Decree had the following purposes:

1. To provide courses of instruction leading to degrees, diplomas, certificates and other university distinctions in education.
2. To provide special training courses in educational or related subjects, whether leading to university distinctions or not, for such persons as may be prescribed, taking into account at all times the requirements of the Federal Ministry of Education.
3. To produce at all times, as the successor of the Federal Advanced Teachers College, an adequate supply of well-qualified non-graduate teachers in accordance with the requirements of the Federal Ministry of Education.
4. To conduct research, with particular reference to research in the field of education.
5. To arrange conferences, seminars, study groups and like activities.
6. To perform such other functions as may be conferred by its statute.

B. Cross Relationships

1. Relationship to other USAID-assisted Projects

The present project is related to the following areas of USAID assistance in education:

(a) Project 747

Under this project USAID is providing the services of two staff members of TCCU for one year and consultants to carry out exploratory work, investigation and planning the preparation of IDA for Project 792.

2. National/State Organizations

(a) National Educational Research Council (NERC)

The NERC for which the USAID, under Project 747, has provided two positions (one specialist on board), is the body established by the Federal Ministry of Education to initiate and coordinate nation-wide curriculum development efforts.

The Provost of CEUL serves as a member of the Council. Faculties of Education and Ministerial personnel also have membership.

(b) Joint Consultative Committee for Education (JCC)

The JCC is a national advisory committee composed of Institute Directors, Heads of Faculties of Education, and State and Federal Ministry representatives.

(c) State and regional Linkages

The State Ministries of Education have the legal responsibility for the operation of schools and therefore CEUL must work closely with them.

3. Other Organizations

The Comparative Education Study and Adaptation Center (CESAC) was established in 1967 with funds provided by the Ford Foundation as an educational research body within the College. This Center organizes and participates in conferences of groups interested in curriculum development, assists in the preparation of curricular materials, tests new curricular approaches and techniques and promotes the modernization of Nigerian curricula at all levels.

C. Contribution to Sector and Country Objectives

This Project will be a major vehicle for addressing education sector goals identified in the FY 1972 Country Field Submission. The thrust will be toward training experienced teachers and administrators and potential educational planners 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.

IV. PLANNED TARGETS, RESULTS, OUTPUTS

By about 1976, when the USAID contribution to this project of assistance to CEUL will have been completed, the project will have made it possible for CEUL to accomplish the following:

A. Trained Personnel

APSP will begin as a two-session non-graduate program in 1971-72. Subsequent two-session and/or three session cycles will be mounted as agreed upon by the annual program review. The maximum projected total output will be approximately 225 administrators, inspectors and guidance counselors. Four cycles of the ILP, enrolling 200-360 tutors and supervisors in Mathematics, Science, English, and Social Studies, will be completed.

B. Staff Development at CEUL

Through counterpart training provided by TCCU staff members and training at TCCU for five candidates for Doctor's degree, CEUL will have developed a self-sufficient institution staff better able to perform its intended role in training educational leaders for Nigeria.

C. Curriculum Improvement

The ILP will produce tutors, teachers of in-service training courses, assistant inspectors and curriculum leaders oriented toward teaching and curriculum development in primary education who will lead and help to systematize the curriculum improvement programs underway in Nigeria.

V. COURSE OF ACTION

One educational psychologist and one educational administrator, both from TCCU, have been working intensively with CEUL personnel since their arrival in Nigeria in November 1970, in the preparation of the IDA that is attached to this PROP.

Because of the urgent need for this Project as stated in the attached IDA Proposal and further elaborated in this PROP, we solicit AID/Washington's prompt approval of this PROP as the basis for AID/W's negotiating with TCCU and IDA with effect from July 1, 1971. As stated above, the two-session APSP will begin in July 1971 for 50 to 75 students. Since several ministries of education have already agreed to release their employees ~~to~~ with pay and provide their transportation to Lagos, recruitment of students should not be difficult. TCCU's staff input in FY 1972 will consist of: 1) three lecturers and one program (graduate) assistant to teach in APSP from July to September of 1971 (funds are available in the present TCCU contract), 2) a program director/research coordinator, and 3) an administrative assistant.

As soon as possible after the IDA is signed, the TCCU staff will identify and order commodities needed in support of their work at CEUL. In cooperation with the Provost of CEUL they will identify participants to be trained under the Project 792, so that the Nigerian counterparts can begin training in the U.S. soon enough to make possible a period of overlap with the TCCU personnel after the trainees return to CEUL.

As specified in the IDA relationship, representatives of USAID, CEUL and TCCU will review the project design and progress every year to determine whether the minimum levels of output or achievement are being met. Any changes that may be required to insure that the project will meet the goals and targets set forth in the PROP will be implemented promptly. During the life of the Project there will be regular project management, including on-site inspections, in accordance with standard USAID practice. Subsequent reviews will be carried out as part of the Mission's established annual project review process.

TRUEHEART

PROP DATE Mo/Day/Yr
 Original _____
 Rev. No. _____
 Project No. _____

Table 1

NON-CAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

COUNTRY: Nigeria

PROJECT TITLE:

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Fiscal Year	AP	LG	Total	Cost	Personnel Serv.			Participants		Commodities		Other Costs	
					AID	PASA	CONT	U.S. Agencies	CONT	Dir. US Ag.	CONT	Dir. US Ag.	
Prior Through Act. FY 71	TA	G	150*	150	-	-	-	-	-	-	-	-	-
Oper. FY 72	TA	G	260	260	-	-	214	-	21	-	23	-	2
Budg. FY 73	TA	G	478	478	-	-	411	-	40	-	21	-	6
B + 1 FY 74	TA	G	511	511	-	-	446	-	40	-	20	-	5
B + 2 FY 75	TA	G	441	441	-	-	401	-	20	-	15	-	5
B + 3 FY 76	TA	G	357	357	-	-	332	-	10	-	10	-	5
All Subs	TA	G	-	-	-	-	-	-	-	-	-	-	-
Total Life	TA	G	2,197	-	-	-	1,804	-	131	-	89	-	23

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* Funds for the initial phase through October 1971 under Project 747

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Exchange rate \$ 1 = 2.80

Fiscal Years	AID-Controlled Local Currency		Other Cash Contribution Cooperating Country ^{1/}	Other Donor Funds (\$ Equiv.)	Food for Freedom Commodities		
	U.S. owned	Country owned			Metric Tons (000)	CCC Value Freig	World Market (000)
Prior through Act. FY 71							
Oper FY 72			\$ 90,000				
Budg. FY 73			195,000				
B + 1 FY 74			225,000				
B + 2 FY 75			240,000				
B + 3 FY 76			260,000				
All Subs							
Total Life			1,010,000				

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* If only page 2 of table is applicable, state page 2 only and insert heading block from page 1 at top of page.

^{1/} Based on estimated cost of items CEUL has agreed to provide in kind: professional and clerical salaries, student housing/board, office space/housing for TCCU staff, international transportation and emoluments for participants. Does not include state ministry/other employers' contributions, i.e. salaries while in training, transportation to Lagos

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Proj. 792 (PROP)

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TO - AID/W TOAID A 242

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1971 JUL 20 AM 9 42

A.I.D.
COMAIR

FROM - LAGOS

DATE SENT

July 20, 1971.

SUBJECT - Supplementary Information for PROP and IDA proposal -
Program for the Preparation of Educational Leaders (792)

REFERENCE -

The goal of the project is: to meet urgent educational manpower/skill gaps. USAID and TOCU are approaching the goal through a two-level purpose: (1) to upgrade presently employed educational manpower who are deficient in skills required for their present or potential job roles/levels; (2) to create capability for providing non-degree and periodic short-term training at CEUL. Responses to questions raised in ref tel and requested charts follow:

Goals and Targets:

1. A total of 330 persons will be trained in programs to be offered during the five year project and the capability of CEUL to carry on these programs will be fully developed through counterpart training by FY 1976. The stages by which these conditions will be reached are shown on Attachment # 1.

Staffing:

2. Regarding staffing requirements, our present estimate of total number of man-years required in field is 18 i.e. 14 man-years of regular staff beginning October 1971 and 4 man-years of one program assistant. It has been decided that the second program assistant projection will be filled by a Nigerian paid by CEUL. Arrival/departure of staff and participants shown on Attachment # 2. As we have pointed out previously there will be a need for short-term (two months) staff to teach in APSP and medium-term (ten months) to teach Math, Science, English and Social Studies in ILP.

encls: a/s

Handwritten signature and date: 7/28/71

PAGE 1 OF 4 PAGES

DRAFTED BY C. Wilson P: Haney: raa	OFFICE EDU	PHONE NO. 114	DATE 7-19-71	APPROVED BY: EDU: BHKirk EDU: BHKirk
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AID AND OTHER CLEARANCES

EDU: BHKirk (draft)
PRM: C. Wilson (draft)

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Budget

3. Mission has reduced estimated U.S. financed cost of project from \$2.2 to \$1.7 million as shown on Attachment # 3. Per man-year cost of regular field staff is \$71,000 which is high but tolerable in comparison with other projects in Nigeria and considering unique features IDA and lack of direct/USAID logistic support for team.

GON Contribution:

4. The GON through CEUL will provide those items stated in PROP p.10. Professional salaries are calculated at about ₦2500 (senior lecturer level) or \$7500 per man-year for approximately 20 man-years over a five year period; total \$150,000.

Student maintenance (housing/feeding) is calculated at about ₦10 (\$28) per month, based on an analysis of UNILAGOS 1970-71 budget. Over five-year period Project 792 programs will include 5500 student months at \$28 per month; total \$154,000. Participants' international transportation, family allowance and partial salary are estimated at ₦1225 (\$3700) per participant year. Total for ten participant years, \$37,000. TCCU staff will occupy 4 UNILAGOS houses each year; estimated cost excluding maintenance and utilities is \$3000 per house or \$12,000 each year; \$60,000 over the life of the project. Clerical staff, office facilities for Americans and general administrative support including, for example, transportation in Lagos for trainees will amount to about \$60,000 per year for 4 years or \$240,000 excluding FY 72 which is not representative of the average year i.e. only one short-term program is offered. Total estimated CEUL contribution based on number of trainees now expected and anticipated staffing level is \$650,000 over 5 year period. Additional contributions of State Ministries and other participating agencies are difficult to estimate with any degree of accuracy on long-term basis. Rough estimate salary and transportation costs for APSP and ILP participants for five year period to ~~be~~ be \$600,000 including cost of personnel replacements for ILP participants during their 10 month absence.

IDA:

5. Mission puzzled by apparent AID/W disillusionment with IDA concept. Going back to May of 1970 when this project was proposed, we were informed in State 082947 that "this project selected as one of Agency pilot Institutional Development Agreements" and urged to have UNILAGOS "consider full range possibilities under the approach in order to make meaningful input scope terms and conditions of resultant first phase contract". TCCU came into project on understanding that IDA would

result and takes seriously whole IDA concept as described January 1970 IDA Report and Guide Manual. AID financing of one year's joint planning by highly qualified TCCU staff and UNILAGOS consistent with this approach. TCCU and Mission realize IDA and 792 project are not co-extensive.

Regarding specific questions raised in refal about project's relationship to IDA, offer following comments:

Educational Leaders project is a ~~discrete~~ ^{discrete} activity with a Project life of 5 years with no prior commitment for support beyond that period. However, since it will be carried out under an IDA Agreement (also for five years) it is expected that the cooperative relationship and joint planning will result in additional project proposals designed to meet emerging needs beyond the five year period of the project.

The references in the IDA proposal to "joint forward planning" and "continuing dialogue and exploration as to next stage" are merely descriptive of the way TCCU and CMUL would work together in identifying needs, making long-term projections and formulating project proposals for future AID support. The IDA Agreement does not commit AID in advance to support these projects.

The IDA Proposal does not specify that the project-related research should be financially supported by AID under 792, but that the Program Director will serve part-time as Research Coordinator to facilitate the development of research programs and research project proposals to be conducted by CMUL staff and will seek support from many sources - GON, foundations, etc.

The Annual Review is an integral and required part of the IDA Agreement and USAID project management. The whole process of project evaluating long-term planning and modification in light of emerging needs depends on a careful review by all parties concerned.

As stated IDA Guide Manual pp. 8 - 9 (annual review) "It is critical, not only to a strengthened planning effort throughout the project life but to the effective stewardship of public funds by both AID and the University". Pg.40 "Senior home officers and field representatives of the University and AID join the host institution and, where appropriate, the host government in the annual field review of programs under the operating agreement. "The Proposed Budget asks only for money to enable TCCU "senior officers" to come to Lagos to participate in the annual review.

We interpret "rolling forward budget obligations" as nothing more than what is normally described as Contract Forward Funding, in this case to cover a 5 year project. For example, we propose to fund IDA for 24 months in FY 72 subject to availability of funds.

Decisions about funding levels in subsequent years will grow out of annual reviews.

MILGANT



792

AGENCY FOR INTERNATIONAL DEVELOPMENT

UNITED STATES A.I.D. MISSION TO NIGERIA
3, MOLONEY STREET
LAGOS, NIGERIA

Telephone:
52300-14

P.M.B. 12182
Cable Address: USAID Lagos

June 14, 1971

Mr. Samuel Rea
AFR/CWA
Nigeria Desk
AID/W

Dear Sam:

Greetings! By now you have received the PROP on the educational leaders project (792). The pouch we put it in left here on May 18th and, miraculously, did not get to Washington until May 25th. You've also talked to Scott Kelly who, I'm sure, briefed you on the educational aspects of the project.

Putting substance aside, I would like to clarify a couple of points which I am not sure came through in the PROP. First, what do we intend to do this summer? The College of Education and the Columbia team plan to start the first of two sessions of the Advanced Professional Study Program (or Administrative Leadership Program, if you will) in July; approximately 50 students without bachelor's degrees. As you know, APSP is one of three courses of study covered under this project, the other two being the Instructional Leadership Program (ILP) -- the academic year course -- and the APSP for bachelor's degree holders.

We believe it is a good idea to start something this summer to climax a year of exceptionally hard work by Drs. Thompson and Kelly and in order for the College of Education and the Nigerian states to utilize the TCCU team in the final stage of their planning year and conduct a pilot trial of the APSP. We also believe that phasing in assistance as well as programs is consistent with the concept of implementing projects under institutional development agreements. We understand there are funds available in Teachers College's present contract to cover Thompson, Kelly and one additional lecturer for the summer. They will probably be able to get along without bringing in a program assistant and they will utilize local hire for administrative assistance. The job of program director/research coordinator will continue to be handled by Dr. Thompson until he departs. After the summer session, Thompson will stay until October 1971 and Kelly until April 1972 -- about the time the summer/fall '72 people will begin phasing in.

We also want to start the first two of five participants in September 1971 and probably will ask TCCU to pick them up under their present contract for the first semester and switch them over to the IDA later. Two people have already gotten study leave beginning in September.

Secondly, I want to make some comments on the budget. The figures in the PROP are lifted directly from the IDA proposal and reflect no budget analysis by the Mission although some of us had ideas on where savings were possible. We are assuming that AID/W and TCCU will negotiate the final budget. The project is expensive; for about 27 man years of professional services/campus backstopping, we proposed a \$2.1 million project. There are reasons why the project is costly. We asked the Columbia team to plot out the resources they believed were necessary to make the project go including a built-in capability for the contract team to provide its own logistic support (hence, the American administrative assistant). Also, the way TCCU staff is phased in for the summer months to cover APSP pushes up the cost of salaries and travel and transportation. Savings are possible if the staffs of ILP and APSP are to some extent interchangeable. In fact, the staffing pattern for the first two years when translated into people on board provides for a program director who will stay two years, two lecturers who will stay for one calendar year each and teach in all programs, two program assistants who will stay for one year each and one lecturer who will stay for one academic year (see attachment). I realize there is some specialization of functions involved but Columbia could be prevailed upon to recruit some broad-gauged people. Moreover, we do not know yet if the College of Education can house and otherwise support six to eight Americans at any one time. We will approach the College again about housing, etc. in the next few weeks when we negotiate the ProAg and again next January before phasing in the summer 1972 staff.

We had a lot of trouble with the idea of program assistants for obvious reasons. We extrapolated their cost from the budget and can show that their salaries and support will cost the project over \$200,000. I don't want to be negative but the contribution of program assistants to this particular project could be explained better and the cost justified.

Also, in the project analysis course (214), we are proposing that contractor's staff not take R&R which is more appropriate for career foreign service people who spend long periods overseas. I don't know how far we'll get with U Conn/U Mass or TCCU, if this is proposed to them, but we might try. We could not justify R&R for people who spend less than a full two-year tour in Nigeria.

Equipment/materials cost should go down significantly about year three.

Regarding the administrative assistant, there is some feeling now among the College, the TCCU team and the Mission that a Nigerian administrative assistant paid for by AID under the contract will do just as well as an American. One very able Nigerian is being considered for the job.

We would also be interested in TCCU's opinion of a flat overseas allowance for staff to substitute for the allowances/amenities provided to direct hire and contract employees. We could try to compensate staff for the necessary costs of transferring hearth and home to Nigeria in tact. I realize that money cannot substitute for goods and services when those goods and services are not readily available on the local market. Money can go a long way to motivate a fellow to make a go of it for one or two years. We do not want the professionals spending their time arranging logistic support; therefore, adequate provision should be made for the contractor to purchase housing and auto maintenance commercially if not provided by the University of Lagos. I see no compelling reason why we have to adhere slavishly to the IDA or contract standard provisions in the area of staff allowances.

I think we should also face another issue. TCCU and AID want these programs to be high quality. In general, the staff should be recruited from TCCU itself. On the assumption that very few of the kinds of people we want will be willing to spend a full two-year tour in Nigeria, TCCU is planning that most of the people will stay for periods ranging from one summer session to one academic year. The rub is that the personnel benefits and incentives normally payable by AID come into effect for tours of duty of at least one calendar year. I understand that TCCU is making some recommendations to AID about administrative changes necessary for this particular IDA. Perhaps one necessary change is that a tour of duty be redefined to accommodate tours of less than one calendar year, ~~or even less~~, i.e. one academic year. This will have to be looked at very carefully. Also, I think that staff members should be compensated for time spent in the U.S. waiting for visas.

I understand from Scott Kelly that we should be expecting a cable asking questions about the phasing in of participants and details of the GON's contribution. I'll wait for the cable before providing supplementary information.

This letter has been reviewed with Drs. Thompson and Kelly who agree in substance.

Sincerely yours,



Cheryl Q. Wilson
Program Assistant