

I. PROJECT IDENTIFICATION

1. PROJECT TITLE
PROGRAMS FOR PREPARATION OF EDUCATIONAL LEADERS

APPENDIX ATTACHED
 YES NO 348

2. PROJECT NO. (M.O. 1025.2)
620-11-660-792

3. RECIPIENT (specify)
 COUNTRY **NIGERIA**
 REGIONAL INTERREGIONAL

4. LIFE OF PROJECT
BEGINS FY **72**
ENDS FY **77**

5. SUBMISSION
 ORIGINAL REV. NO. DATE
CONTR./PASA NO.

II. FUNDING (\$000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US (U.S. O. NEO)				
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY	(A) JOINT	(B) BUDGET	
1. PRIOR THRU ACTUAL FY	-													
2. OPRN FY 72	127	87	9	5	6	30	5							
3. BUDGET FY 73	185	131	24	19	24	29	6							
4. BUDGET '1 FY 74	226	186	35	20	24	14	6							
5. BUDGET '2 FY 75	227	196	37	10	12	14	7							
6. BUDGET '3 FY 76	134	116	21	-	-	12	6							
7. ALL SUBO. FY	-	-	6	-	-	-	-							
8. GRAND TOTAL	899	716	132	54	66	99	30							

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER **Philip Haney** *PH Haney* TITLE **Higher Educ. Advisor** DATE **11/29/71**
Cheryl Wilson *C. Wilson* TITLE **Program Assistant**

2. CLEARANCE OFFICER **See below** TITLE DATE

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

2. CLEARANCES

P. OFF.	SIGNATURE	DATE	BUR OFF.	SIGNATURE	DATE

3. APPROVAL AAs OR OFFICE DIRECTORS

SIGNATURE DATE
TITLE

4. APPROVAL AID (See M.O. 1025.1 VI C)

SIGNATURE DATE
ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

D/DIR
PRM/EVAL *[Signature]*
AD/P *[Signature]*
EDU *[Signature]*
PRM/O *[Signature]*

CONTENT OF PROP PER NO 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**I. The Project Goal**

The goal of this project is to fill educational skills gaps in Nigeria by assisting the College of Education of the University of Lagos (CEUL) to mount new programs directed toward raising the level of professional preparation and performance of educational personnel in leadership and supervisory positions. "Skills gap" refers to situations in which persons holding established positions are not suitably trained for those positions; examples are teachers who by virtue of seniority (and/or superior teaching ability) are moved into school or ministry administrative positions and primary school teachers who become teacher trainers (tutors) in training colleges or who teach in-service courses but without any special preparation. Less directly, this project will also address an important manpower gap; that is the absolute shortage of qualified Nigerian Grade II (primary) teachers college tutors. Over twenty percent of established tutor positions (399 out of 1340) are presently held by expatriates. In the view of most Nigerian educators, experienced primary school teachers, if given appropriate training, can and should replace expatriates without decreasing the quality of primary teacher education in Nigeria.

The achievement of this goal will be verified through increased job competence, understanding of job role and improved job performance in each trainee. Provision is made in the project for pre- and post-course testing, observation and evaluation of each trainee; observation during supervised practice as part of the various courses; evaluation of projects which some trainees will be assigned as independent study efforts on-the-job; and follow up of trainees after they complete courses and return to their positions.

Each trainee's skills will be upgraded and updated. Content most suited to their respective job roles will be emphasized, i.e. educational planning and administration for ministry officials; mathematics, science, social studies, language arts, curriculum and methods for tutors and potential tutors. There will also be courses and seminars for all trainees in education and national development with particular reference to Africa and Nigeria in order to increase each trainee's perception of the relationship of his profession to national goals.

There are several important assumptions for achieving the above goal. It is expected Ministries of Education, local school districts, and educational institutions and agencies will recommend, release for training and financially subsidize, if necessary, high potential candidates whose subsequent job performance upon completion of training will have a strong multiplier effect in their educational areas. It is assumed sufficient funds will be budgeted by state ministries of education and other educational institutions and agencies to provide for required support and utilization of participants during and after training. For example, the tutors who complete the Instructional Leadership Program (ILP) will be better qualified to teach their young students in the Grade II teachers colleges; of even more potential in terms of multiplier, ILP graduates will have particular competence in offering in-service programs to primary school teachers. It will be the responsibility of ministries and schools to see that in-service programs are organized and conducted. It is expected educational agencies and institutions will provide sufficient incentives to encourage those in educational leadership positions to accept the opportunity to upgrade and update their capabilities.

Section V, "Rationale", will discuss the fact that over sixty percent (673 out of 941) of Nigerian Grade II (primary) teachers college tutors can be regarded as needing upgrading and the implications of this condition for improving the quality of pre-service and in-service primary teacher education.

II. Purpose

This project has a two-level purpose:

- A. to upgrade presently employed educational manpower who are deficient in skills required for their present or potential job roles/levels, and
- B. to create capability for providing non-degree and periodic short-term training at the College of Education University of Lagos (CEUL).

The upgrading of educational manpower will be accomplished through two courses of study which will be offered by CEUL: the Instructional Leadership Program (ILP) and the Advanced Professional Studies Program (APSP).

The Instructional Leadership Program is an academic year full-time program oriented toward teaching and curriculum development in primary education. It is directed toward teacher training college tutors, potential tutors and selected other primary curriculum specialists such as assistant headmasters in primary schools and assistant inspectors in ministries. It is designed to update these leaders in their specialized fields of instruction (mathematics, science, social studies, language arts) as well as in modern curriculum development and teaching techniques, and to train them in techniques of in-service education so that the teachers colleges may shoulder the major responsibility for offering in-service training to primary teachers, a job ~~job~~ now being inadequately performed by the university Institutes of Education and the state ministries.

The curriculum for ILP places heavy emphasis on studies in the disciplines consisting of intensive consideration of modern developments in the areas appropriate to the primary program (for example, the new math, modern primary science, communication skills, integrated social studies, etc.); the implications of these for the primary curriculum; and the problems of improving methods of teaching these subjects. In addition to stressing the disciplines, emphasis is placed on organized professional studies including a professional colloquium devoted to the problems of primary education in Nigeria; a lecture/seminar series on Nigerian education featuring lectures by noted educators from the Nigerian educational system; independent study and research related to a problem of specific interest to the student; laboratory experiences which involve organizing and conducting workshop/refresher courses for serving primary teachers and ~~mandating~~ supervision of teaching practices of students from nearby teacher training colleges. The curriculum of ILP is further explained in Annex A.

ILP will be offered five times during the course of this project beginning in September of 1972. Operating at capacity, it will enroll 270 students over the life of the project and, hopefully, graduate virtually all of these. The 270 ILP completers will represent approximately 25% of the primary teacher training force that in 1970/71 can be classified as needing upgrading. This is no mean contribution; moreover the capacity and capability of CEUL to continue ILP and/or to develop and offer new programs is to be institutionalized by 1975/76. Based on experience to date with other in-service programs in Nigeria, there will be more than enough candidates willing to leave their jobs for a year and pay their own fees to take this course lured by the prospect of five salary increments upon its successful completion. We are assuming that the potential ~~enrollee~~ enrollee in ILP is a Grade II tutor with a few years of experience and is therefore earning about ₦300 per annum. (Starting salary is ₦230). He will be expected to invest one year off the job and ₦230 in tuition and fees in order to earn 5 annual salary increments of ₦36 each (₦180) on successful completion of the ILP.

The expectation of near-capacity utilization of ILP is supported by the financial incentives involved. A tutor completing ILP successfully will earn at once the salary increments which would have taken him five years to earn.

The second course to be offered is the Advanced Professional Studies Program (APSP). The Advanced Professional Studies Program is directed toward the following groups: educational administrators and planners, such as secondary school principals, primary school headmasters and ministry officials; school supervisors and inspectors, such as ministry inspectors and school section heads. The course will be given during the University's

long vacation period (July-August) and study for a cycle of two successive periods will be required. This pattern permits the participants to continue on their jobs throughout most of the year.

The curriculum for the first summer includes Common Foundation Courses, such as Educational Planning for National Development, Psychology of Human Development and Learning, and Educational Research and Evaluation; laboratory experiences, including case studies, role playing, reporting on-field situations relevant to their professional roles and colloquium. Scheduled activities for the participants during the intervening academic year will include: on-the-job research activities to aid in developing practical research competence in the participants, and guided professional readings and seminars to evaluate progress made in individual research and field projects. Provision is made for CEUL/TCCU staff to supervise the trainees on-the-job during the academic year.

The curriculum during the second period will emphasize specialized courses oriented toward the roles and responsibilities of the two major sub-groups of participants. Courses in professional specialties for the administrator group will include educational administration, school organization and educational planning. For the supervisory group courses in principles and practices of curriculum development and principles and techniques of instruction are scheduled. A review and evaluation of the on-the-job research activities will be made. Two weeks of supervised practice, in an internship setting, of roles and duties appropriate to the participants' specialty is scheduled. The final two weeks will be devoted to individual group meetings evaluating the internship experiences and relating them to further individual career development. A colloquium is also scheduled to interpret the outcome of the learning experience of the total program in terms of current development in education in Nigeria.

USAID, CEUL and TCCU formerly had very high hopes for APSP as a means of providing professional training for Nigerian educational planners, administrators and supervisors. Original project planning provided for three cycles of APSP or a total enrollment of 150 students over a five-year period. The first group of 62 students started the course in July 1971 with participation by three professors from Teachers College Columbia University (TCCU). Subsequently, CEUL was asked to reassess the priority attached to the APSP by itself and its clients (the state ministries of education) given the prospect of a reduced ALU commitment to provide supplemental staff. CEUL decided to complete phase two of the APSP during the summer of 1972 for the 62 students enrolled and thereafter to drop the APSP unless and until another source of financial assistance is found. Although educational administration, planning, inspection/supervision and guidance counselling are areas where CEUL feels a need to broaden its role and deepen its contribution in training of personnel, CEUL attaches highest priority to teacher education and has, therefore, opted to concentrate on the LL'. The area of primary curriculum development and instructional methods is at present under-represented in the

program of CEUL.

In addition to operating the APSP once and the ILP five times, the purpose of this project is to institutionalize the capability of CEUL to run these two courses and to develop new non-degree and periodic short-term training courses for educational personnel in order to respond to changing national needs. Eight positions essential to the continued operation of the ILP program will be filled by qualified Nigerians meeting CEUL standards. By 1976, the University will be expected to have incorporated into its development plan the financial, staffing and logistical support required for the continuation of the ILP. At the end of this project as a result of technical assistance and mutually supportive programs with TCCU, CEUL will have broadened its curriculum ~~and standards~~ particularly with regard to in-service, upgrading programs of the extension service, institute type, non-degree programs at the post-graduate level, and basic and applied educational research.

III. Project Outputs

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. The following are output targets and output indicators for the programs proposed therein.

Outputs

1. In-service training of ministry and school educational leaders for their changing job roles.
2. Preparation of teachers college tutors knowledgeable in primary education curriculum and instruction and with social and psychological foundations of education.
3. Expansion of educational research undertaken at CEUL.

Output Indicators

1. Sixty-two state ministry-sponsored educational leaders given training consisting of two eight-week sessions on campus with intervening ten months of related on-the job field projects.
2. Five cycles of an academic year residential course in Primary Education Curriculum and Instruction for teachers college tutors. A total of 270 participants is expected.
3. It is expected that there will have developed a number of individual and group research projects by faculty (CEUL and TCCU) and students.

Outputs

4. Development of CEUL staff better prepared to offer new courses and expanded programs in educational planning, curriculum development, and educational research.

Output Indicators

4. Three ~~xxxxxxx~~ additional doctorates will have been obtained by CEUL staff in fields at present under-represented at the College, particularly educational administration and planning, primary education curriculum and instruction, education research, and mathematics education.

Critical assumptions underlying the achievement of these outputs are that ministries will continue to support (i.e., pay transportation and salaries while in training) the 62 APSP trainees through the completion of their course in 1972 and the participants will maintain their high motivation; that educational personnel in primary education will be motivated to come to CEUL for participation in the program to the extent of paying their own fees; that ministries of education and schools will continue their established practice of giving salary increments to tutors and teachers who complete specialized academic work in primary education; that having a Research Coordinator with competence and responsibility will stimulate research ideas and facilitate research project support; and that participant training will be carefully screened and adapted to both individual and institutional needs.

IV. Project Inputs

A. USAID/U.S. Institution Input

USAID assistance to the Preparers for the Preparation of Educational Leaders will be completed at the end of CY 1976 when CEUL will have the capability to mount new programs directed towards raising the level of professional preparation and performance of educational personnel in leadership positions. From 1972 to 1976, USAID assistance will be in the form of a grant to CEUL of approximately \$175,000 a year that will support a contract between CEUL and a U.S. institution in order that CEUL may acquire a team of American specialists to function both as advisors and operational personnel; advanced training of selected CEUL staff in the United States; assistance in planning, developing and evaluating APSP, ILP and other in-service teacher training programs; basic instructional and office equipment and other project related commodities. Based on a budget submitted by FCCU, it is expected that the following inputs can be financed with the likely available AID funding:

1. Teaching/Research

Eleven man-years of U.S. educational specialists services will be provided beginning in January 1972.

2. Administration

The equivalent of 2½ man-years of U.S. institutional on-campus support beginning January 1972.

3. Participant Training

Six man-years of participant training to ensure qualified Nigerian counterparts for the U.S. specialists. Three Nigerian counterparts will receive doctorate degrees in two-year programs.

4. Equipment and Supplies

Required educational equipment and supplies, including instructional, office supplementary household appliances, a project vehicle.

B. Federal Military Government/CEUL Input

The following are inputs to be made for the program by the Federal Military Government through CEUL.

1. Teaching/Research

Sixteen man-years of service by Nigerian educational specialists will be provided beginning January 1972.

2. Administration

Ten man-years of secretarial and supporting clerical services will be provided.

3. Participants

During six participant years of training, international transportation, family allowances and partial salaries of the participants will be provided.

4. Other Program Services

1. 2,830 student months of student maintenance including housing and feeding will be provided by CEUL to paying students beginning July 1972.

2. Three CEUL houses will be provided as needed to accommodate American staff members during the life of the project.

3. Office facilities for U.S. staff, classroom and library space for trainees and general administrative support including transportation in Lagos for trainees will be provided beginning January 1972.

4. Salaries, transportation costs, per diem and replacement costs for APSP participants will be provided by sponsoring state ministries and institutions.

C. Details of Combined Inputs

1. Staff

To provide for the supervision and follow-up of the on-the-job research phase of the APSP the services of one U.S. education specialist for the period January 1, 1972 through June 30, 1972, will be provided. The specialist will be supported by two part-time Nigerian lecturers. To conduct the APSP during its second period (July-August 1972) there will be provided a program co-director, a lecturer in educational administration and a specialist in research methods. These specialists will be augmented by a Nigerian co-director and three fulltime Nigerian lecturers.

Two lecturers to conduct the ILP beginning September 1972 will be provided by TCCU. It is expected that this two-man team will cover a combination of assignments including program co-director, research coordinator and lecturers in math, science and curriculum development. The U.S. specialists will be supported by a full-time Nigerian program director/lecturer, three lecturers serving each approximately one-half time, and two program assistants throughout the life of the project.

2. Nigerian Staff Development

During the projected five-year period, three selected staff members from the College of Education will be supported during study leave periods during which advanced training will be obtained. This will be carefully preplanned in the light of the professional development needs of the CEUL staff and the provisions for supplementary staffing from the U.S. university.

3. Research

The proposal provides for cooperative research on educational problems relevant to Nigerian education, using several approaches. Explicit provision is made for training in educational research methods and for field research projects to be carried out by the students while back on their jobs during their APSP experience and during their in-school ILP experience. Provision is made for a Research Coordinator to plan coordinated research projects. With participant training of

CEUL staff being scheduled as part of a total staff development plan, their doctoral research will be done in Nigeria and on topics relevant to Nigerian education.

V. Rationale

This section will address briefly the need for in-service teacher education in Nigeria, the approach embodied in this project for meeting those needs, the role of the College of Education, University of Lagos, in in-service teacher education and the relationship of this project to AID's education strategy and to other AID projects in Nigeria.

Although this project touches lightly on the need for educational administrators and planners, through APSP, its major emphasis is on teacher education, particularly on the improvement of primary curriculum and instruction.

By any measure, the educational system in Nigeria is expanding rapidly. At the beginning of the decade, the Federal Ministry of Education found that there were 2.9 million primary school children enrolled, 170,000 at secondary level, and 2,500 in universities. The number of primary school teachers was 96,800 and secondary school teachers 6,700 in 1960. In 1970, there were 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 school (3½ percent age-grade cohort) and 8,400 enrolled in higher education. The number of primary school teachers has risen to 100,000 and secondary school teachers to 15,000. In neither case has the increase in the number of teachers 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 million primary school students, approximately 400,000 secondary school students and approximately 15,000 higher education students. The population is increasing so rapidly in Nigeria that any immediately foreseeable increase in the numbers of new primary and secondary school teachers is likely to serve only to maintain present levels of enrollment percentages and pupil/teacher ratios. In such a situation, improvement of the quality of the present teaching force becomes a critical concern.

One of the major constraints on the improvement of the quality of the teaching force is the inadequate supply of teacher trainers and the poor preparation of those who are doing the job. The AID-financed Education and World Affairs report - Nigerian Human Resources Development and Utilization (p.81) gives high marks to the quality of university-level and post-secondary teacher training, however, the

the report states "it is the quality of instruction in the Grade II colleges which appears to be the weakest link in the chain". Almost half the tutors hold qualifications no better than that for which they are preparing their students. At the time the report was written, there was no well-designed post-secondary course for Grade II tutors or for primary school teachers.

The educational implications of the shortage of Nigerian tutors are several. ~~There are several factors which contribute to this situation.~~ At a time when the Four Year Plan and Nigerian public opinion urge a rapidly diminishing reliance on expatriate assistance, a large number of tutors and an exceedingly large number of the qualified tutors in Nigerian teachers colleges are expatriates. Secondly, the non-graduate tutors, of whom there are far too many, have had no special preparation for their unique responsibilities. Third, at a time when new curricular approaches are being introduced into Nigerian education and there is a mounting insistence on greater attention to math and science, tutors are largely unfamiliar with these approaches and these subjects and ill-equipped to play their necessary role in curriculum development and reform. Lastly, if the massive job of retraining the existing unqualified Nigerian teaching force is to be accomplished, it will have to be done by in-service programs mounted and run by tutors. University departments and Institutes of Education quite clearly do not have the staff for the job.....yet tutors presently lack the expertise for undertaking this assignment. Most Nigerian educators agree, however, that given further training, a highly-motivated, intelligent and educable primary teacher can become a successful tutor.

Yet until now there have not been special programs for preparing carefully selected primary teachers to become tutors. Ibadan University's Institute of Education has for some years conducted a one-year program -- formerly the Associateship but recently ~~was~~ renamed the Certificate Program -- which had as one of its purposes preparing teachers as tutors. Experience showed however that the program inadequately took into account the need for giving teachers more subject matter competence. In 1969, the Joint Consultative Committee on Education -- a national body composed of representatives of all Ministries, Departments and Institutes of Education, reviewed the Associateship Course and found it "grossly deficient in academic content". The JCC agreed that such courses "were undesirable and their curricula should be reviewed, in order to ensure that only those which would meet the country's needs would be run." The ILP is designed to remedy this deficiency in content.

The greatest multiplier effect of improving the quality of teacher trainers will come about if the trend continues whereby teacher training colleges are responsible for in-service education of classroom teachers. The staff of Institutes of Education and of Lagos' College of Education have been running month-long vacation courses in the various primary subjects as recommended by the Ashby Commission. Clearly, however, their staffs are inadequate for the mammoth task. If teacher training colleges are to take on this responsibility, tutors must be specially trained.

The case for reforming the primary school curriculum in Nigeria has been made many times. Primary education should be more relevant to the needs of the vast majority of primary school pupils for whom primary education is terminal, to introduce agricultural and practical vocational subjects, to introduce science and mathematics universally, to impart concepts of good Nigerian citizenship. The operational agent of change in the primary school classroom is the teacher who will be reached by the teachers college tutors in their role as supplier of in-service teacher education. Moreover, leadership for redirecting the goals and purposes of the training colleges and for training the tutors to staff them devolves on the universities in fulfilling their role of providing services to the nation in the field of education.

The College of Education and its predecessors - the Federal Advanced Teachers College (FATC) and the Faculty of Education - have addressed themselves remarkably well to the Ashby Commission's concern for increasing the number of qualified secondary school teachers and for assisting in the remedial education of what was in 1960 a nationwide primary teaching force numbering 80,000. For the preparation of secondary teachers, FATC mounted the Nigeria Certificate in Education program, a program that the College of Education continued following the merger. The Faculty of Education instituted both a one-year Post-Graduate diploma in Education (PGDE) and undergraduate B.A. and B.Sc. in education programs. The FATC began and the College has continued to run "Ashby courses", in-service programs held during the long vacation for serving primary teachers.

In 1970-71, the following numbers of students were registered in the College:

Nigeria Certificate in education	435
B.A. Education	54
B.Sc. Education	46
Post-graduate diploma in Education	<u>17</u>
Total	552

Despite these impressive achievements, the College has now become convinced of the necessity for mounting additional programs in recognition of changing national needs. CEUL is seeking to provide leadership for mounting an attack on a wide range of educational problems in Nigeria.

Taking advantage of its role as a federal university having responsibilities extending throughout the Federation, CEUL, in 1969, circulated a questionnaire to all the Ministries of Education in which it asked them to pinpoint their most urgent needs. It became apparent from the responses ~~xxx~~ to that questionnaire that CEUL's clients needed more services in primary school teacher training. As a result of the responses received, the College appointed a committee to draft proposals for non-formal, in-service programs that would be specifically addressed to these needs. At the same time, it entered into negotiations with USAID/Lagos for the purpose of obtaining supplementary funds and the assistance of an American university that it might be thus enabled to undertake its new responsibilities.

The Programs for the Preparation of Educational Leaders fits in neatly with AID's educational sector concentration in Nigeria which has been curriculum development and teacher training. AID helped to establish CEUL's predecessor, FATC, whose role in training secondary school teachers is now essential in Nigeria. An advanced teachers college at Kano has been developed with our aid. Also in the Northern Nigeria Teacher Education Project and the Teacher Training College loan we have tried to get at the problems of poor curriculum and instruction in the teacher training colleges and the sheer shortage of facilities in northern Nigeria where primary school teacher trainers can be produced. Nigeria's university institutes and departments of education have a role to play in improving the quality of education in this country by offering their special knowledge of education, highly qualified staff and organizational ability to the understaffed ministries of education. The universities have begun to reach for this extension function in recent years. Thus AID's planned project at the Institutes of Education, ABU, will provide a team of experienced curriculum writers in the major subjects offered in the primary program. These specialists will provide the Institute with the books, teaching aids and methods needed to improve primary teacher training in the north. The Program for the Preparation of Educational Leaders clearly supports the outreach program of CEUL.

VI. Course of Action

A. Implementation Plan

One educational administrator and one educational psychologist, both from TCCU and funded by AID under Project 747, have worked intensively with CEUL personnel since November 1970 in preparation of a program to assist the CEUL to develop in-service nationwide programs for the preparation of educational leaders. Planning was completed and an IDA proposal submitted to USAID in April 1971. The first of two eight-week phases of the APSP program was conducted at CEUL for sixty-two Nigerian

school administrators/supervisors during July/August 1971. The educational administrator, psychologist and one short-term TCCU staff member taught in this program. The psychologist departed Nigeria in September 1971 at the end of his one-year assignment. The tour of the administrator has been extended until December 31, 1971. During September through December 1971 he will follow up the on-the-job research being done by the individual APSP participants and conduct regional field seminars to discuss methods of improving the participants' on-the-job activities with the trainees and their supervisors. Additionally, the School Administrator will assist CEUL in the preparation of a five-year agreement between CEUL and a U.S. institution that will provide for a joint effort leading to the accomplishment of the objectives of this project.

Concurrent with the PROP review process in November-December 1971, USAID will work out with CEUL the terms of a direct grant for AID assistance to in-service education programs; it will also be necessary for CEUL and TCCU to negotiate a contractual agreement. The College of Education, University of Lagos, has confirmed its choice of TCCU as the cooperating U.S. institution in this project (TCCU was originally selected by the College in June 1970 and received a one-year planning contract from AID which expires December 31, 1971.) It is, therefore, highly desirable that there be a smooth transition between TCCU's present AID contract and the new host country contract arrangement. This transition must be accomplished quickly to avoid a break in TCCU's services. TCCU and CEUL anticipate that their relationship will be cast in the IDA mode. It is our understanding that TCCU will submit to CEUL an administrative manual describing in detail its preferred conditions of service for persons coming to Nigeria.

AID's grant to CEUL will be in the amount of approximately \$175,000 per year for five years. The grant will be made for the purpose of assisting CEUL to expand and improve its program of in-service teacher education. The grant agreement between USAID and CEUL will describe the purpose, prescribe the amount and period of the grant, spell out allowable expenditures and the method by which AID will reimburse CEUL; spell out the rules and regulations applicable to the procurement of services under the grant (i.e. USG travel and procurement regulations); and provide for AID's participation in annual program reviews.

A contract between TCCU and CEUL will be signed early in 1972. Following contract signature, TCCU will identify and order commodities needed in support of its work at CEUL. In cooperation with the Provost of CEUL participants to be trained under the project will be identified so that Nigerian counterparts can begin training in the U.S. soon enough to make possible a period of overlap with the U.S. institution's personnel after the trainees' return to CEUL.

Qualified Nigerian counterparts will be assigned to each U.S. specialist. The agreement between CEUL and the U.S. institution will provide for the joint provision of logistic support by CEUL and the U.S. institution rather than by the USAID Mission although the grant will provide sufficient funds to "top-off" the logistic support which can be provided by CEUL from its own budget. Representatives of the USAID, CEUL and the U.S. institution will review the project design and progress each 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 PKOP will be implemented promptly and modifications in the project design will be entertained.

B. Course of Action Outline.

1. New contract between TCCU and CEUL signed; one man on site January 1972.
2. Four regional seminars held for first phase APSP participants by June 1972.
3. Required equipment on site end of June 1972.
4. Two U.S. Education specialists and Nigerian counterparts on site July 1972 to conduct second phase APSP program.
5. APSP for 62 Ministry-sponsored educational leaders completed end of August 1972.
6. Two full-time U.S. education specialists, their Nigerian counterparts and two Nigerian program assistants on site by September 1972.
7. Second participant trainee departs for Ph.D in U.S. September 1972. (First participant has started in September 1971 under Project 747.)
8. First ILP to start September 1972.
9. ILP course to be developed and evaluated throughout the first five years. The ILP will be offered five times beginning in September 1972. Preparation of course materials, training in research methods, improving of teaching materials and the establishment of procedures for continuous updating of courses and course materials will be carried out by U.S. and Nigerian staff during vacation periods.
10. Annual output of ILP of 30 students in June 1973 and 60 students in subsequent years with competence in educational leadership in their specific areas.

11. First participant returns June, 1973.
12. Expansion and coordination of individual and group educational research projects during academic years and long vacation periods.
13. Third participant starts September 1973. Three TCCU specialists from December 1973, and through September 1975. Reduced to one during 1976.
14. Second participant returns June, 1974.
15. Third participant returns June 1975.
16. A fully functioning, competent wholly Nigerian faculty capable of designing, implementing and conducting non-degree and periodic short-term training directed towards raising the level of performance of educational personnel in leadership positions by December 1975.
17. December 1975 - December, 1976. Overlap of returned participants with TCCU staff.

RETIQIAIQT

INSTRUCTIONAL LEADERSHIP PROGRAM

This program is designed to create a cadre of educational leaders in primary education capable of serving effectively as tutors in teachers colleges, tutors of in-service training courses for primary teachers, assistant headmasters in primary schools, and assistant inspectors and curriculum leaders in ministries.

It is designed to update these leaders in their specialized fields of instruction as well as in modern curriculum development and in teaching techniques.

Preference in the selection of participants in the course will be given to tutors in teacher training colleges preparing primary school teachers, section heads in primary schools, assistant inspectors in ministries and experienced teachers selected to be prepared as tutors. It will thus be open to those possessing a professional qualification of at least Grade II Teachers Certificate, plus at least five years professional experience after obtaining this basic qualification. It is expected, therefore, that most of the participants will be non-graduates, although graduates for whom the program is relevant will be eligible.

The purposes of the program will be accomplished through emphasis upon the following basic needs:

1. A deeper and updated mastery of the academic areas in which the teacher educators are working;
2. Acquaintance with recent developments in the over-all structure of the primary school curriculum and in the various subject matter areas;
3. An increased understanding of the role of the teacher in curriculum development;
4. Acquaintance with recent improvements in methodology as related to changing subject matter content and knowledge of the learning process.

The program will require one academic year of full-time study. A total of up to 60 students will be enrolled each year, divided among science, mathematics, English language, and social studies. All students will take an intensive course in two subject areas (which will include teaching methodology), and follow a program of professional studies.

Outline of Curriculum

1. Studies in the disciplines (16 hours per week)

In as much as the major emphasis in the primary program is to be upon increasing the competency of tutors and primary school leaders in their subject matter areas, the heaviest emphasis and the largest block of time will be allotted to this phase of the program (8 hours per week in each of two disciplines studied). However, in harmony with modern trends in the preparation of teachers and leaders, it is felt that the most effective way of accomplishing both increased mastery of subject and improved methods of instruction is to attack the two problems simultaneously and in an integrated fashion rather than in separate courses. Consequently, the program in the disciplines will consist of an intensive consideration of modern developments in the knowledge of the modern primary science, communication skills, integrated social studies, etc.), the implications of these for the primary curriculum, and the problems of improving methods of teaching these subjects.

Planning for studies in the various disciplines makes the basic assumptions that

- a. trends in the content and methods of subject matter teaching at both the Primary School and Teachers' Grade II College levels can be identified;
- b. the College of Education will be actively involved in setting the pace for future trends in the content and methods of Science, Mathematics, English and Social Studies;
- c. participants in the course will, on successful completion of the course, be severally involved in curriculum development in their chosen areas through their activities of teacher training (in-service and/or pre-service), development of instructional materials, actual teaching and the supervision of instruction in the primary schools;
- d. given the fact that the trends in content and method at the referent levels are identifiable, such trends will enable us to identify the basic concepts which will constitute the structure of a learning world which the participants will not only learn about and experience but also plan appropriate learning activities for children and adults.

The approach to instruction will be based on the following model:

- * classic lecture with demonstration;
- * colloquium, during which problems for investigation will be identified and analysed;
- * experimentation and individual library research;
- * workshop, during which materials will be assembled/improvised;
- * writing up individual projects;
- * seminar/colloquium, to report and discuss findings.

This approach in each of the subject areas will necessitate utilizing a team of instructors and various teaching methods, such as team-teaching, individual projects, use of audio-visual aids, etc. It also dictates that there be the closest of relationships between the studies in the disciplines and the work in the professional studies.

An integral part of each course will be the experience of developing specific teaching plans and of trying them out under supervision.

The basic topics to be covered both in content and methodology in the various disciplines are as follows:

Science

1. The Unit Cell
2. Constituents of Substances and their Changes
3. Interdependence of Living and Non-Living
4. Tools of the Scientist
5. Energy
6. Weather
7. Elementary Astronomy
8. The Human Body and Special Systems.

Mathematics

The list of topics below recognizes the need for extending the participant's understanding of fundamental topics taught at the Primary School level as well as deepening their appreciation of mathematics. The depth to which these topics are taught will depend on the background of the participants but at a minimum should cover the equivalent of sixth form work as dictated in present day West African Examinations Council standard.

Major Topics

1. History of Mathematics
2. The Real Number System

3. Measurements and Approximations
4. Methods of Proof in Mathematics
5. Intuitive, Descriptive Motion and Deductive Geometry
6. Theory of Numbers
7. Functions and Graphs
8. Circular functions
9. Statistics
10. Probability
11. Elementary Vector Geometry and Properties of Vectors
12. Matrices
13. Transformation Geometry

A. English

1. Elementary Linguistics and a brief survey of different grammatical models.
2. Learning theories and their corollaries for teaching English as a second language in Nigeria.
3. Phonetics and speech training.
4. Intensive and Extensive Reading skills - including Faster Reading.
5. Basic remedial course in English Syntax.
6. Modern English Usage.
7. Styles and Registers .
8. Continuous writing.
9. Creative writing, with special reference to supplementary readers and other materials for use in primary schools.

B. Literature

1. The different literary forms - drama, prose and poetry
2. 19th & 20th Century Literature in English with special reference to African Writing in English.

C. Methods

1. A course in Principles and Practice of teaching English as a second language.
2. The techniques of teaching Literature.
3. Use of the library.
4. Use of audio-visual aids in English Language teaching.
5. Language learning games.
6. Evaluation, selection and use of text books.
7. Principles and practice of testing English as a second language - including Common Entrance requirements in English.

SOCIAL STUDIES

A. GENERAL PRINCIPLES

1. The social studies concept
 - (a) Meaning
 - (b) General and specific objectives
2. Methodology for . . . new approach
3. Resources and materials

B. Contents

5. The Family
 - (a) Duties and obligations
 - (b) Roles of individuals
 - (c) Types of family
6. The School
 - (a) Its relationship to the family and the community at large
 - (b) Role of the school in a changing society
7. The Community at work
 - (a) Types of community
 - (b) Government patterns
 - (c) Provision of amenities
 - (d) Animal and plant life
8. Nigeria
 - (a) Factors of geography in historical development
 - (b) Peoples and wealth
 - (c) Government - colonial and post-colonial essentials of good government
9. Nigeria in African Setting
 - (a) Population and economy
 - (b) Ethnic groups and cultural diversities
 - (c) The Organization of African Unity (O.A.U.)
10. Nigeria and the outside world
 - (a) Interdependence of nations
 - (b) World political, economic and social organizations -- The Commonwealth of Nations, U.N.O. W.H.O. etc.
11. Social studies and Nation-building

2. Professional Studies (5 hours per week)

The five hours devoted to professional studies will be organised as follows:

- a. A professional colloquium devoted to the problems of primary education in Nigeria, common core for all students (three hours per week throughout the year).

The content of the colloquium will be the analysis of problems identified by the staff as the programme is developed, both in the planning stage and then in the implementation stage. Examples of such problems are:

- The evolving role of education in Nigerian society;
- The structure and administration of primary education in Nigeria;
- The development of universal primary education;
- Legal provisions, current and needed, regarding primary schools, and primary teachers;
- The evolving primary school curriculum;
- The organization and functioning of teachers colleges in Nigeria;
- The role of the tutor in the teachers colleges;
- The role of the school inspectors in State Education Ministries;

Obstacles to effective teaching practice;

Professional organization and the responsibilities of tutors in Nigeria;

Recent developments in knowledge regarding the learning process.

b. A Lecture/seminar series on Nigerian education (two hours per week)

The series will feature lectures by noted educators, most of whom will be drawn from university academics and the Nigerian educational system but some of whom will be educational experts from other countries. Each lecture will be supplemented by seminar discussion groups. The series is viewed as an integral part of the programme with coherence and continuity provided by a co-ordinator or director responsible both for organizing the lectures and the seminar discussion groups.

c. Independent study and research (equivalent to one hour per week).

In addition to courses in the disciplines, the colloquium, and the lecture seminar series, each student will be expected to identify a problem or topic of particular interest to him or her, organize a plan of independent study of the problem and, where appropriate, plan a piece of research on the problem.

d. Laboratory Experiences

At an appropriate stage in the course, the participants will be required to organize and conduct workshop/refreshers courses for serving teachers in primary schools in their various subject areas. They will also be involved in the supervision of teaching practice of students from nearby teacher training colleges, and will participate in seminar discussions of supervisory problems.

PROJECT PURPOSES AND VERIFICATION THAT PURPOSES ACHIEVED -
PROGRAM FOR THE PREPARATION OF EDUCATIONAL LEADERS

Items	2nd Half FY 72	FY 73	FY 74	FY 75	FY 76	1st half FY 77	Proj. Total
<u>I. Upgraded/employed educational manpower</u>							
Number of APSP Graduates (Two-session non-graduate cycle for administrators & inspectors) returned to their jobs.		65					65
Number of ILP Enrollees		30	30	30	30	30	150
Number of ILP Enrollees			30	30	30	30	120
Total		<u>95</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>60</u>	<u>335</u>
<u>II. Capability of CEUL to develop and implement appropriate programs for upgrading educational manpower</u>							
Nigerianization of Senior Staff Staff Positions - total number of senior positions required at end of project - 10	10%	30%	50%	70%	90%	100%	
Number of Participant's comple- ting 2-year Ph.D training	-	-	2	1	-		3
Qualitative improvement in CEUL staff ability to continue Pre- paration of Educational Leaders programs, if necessary, offer new courses for training educa- tional manpower and to support programs with relevant research.	0%	20%	50%	70%	90%	100%	

1/ CEUL will presumably run ILP for 60 trainees beginning in Sept of 1976;
 ICCU staff will phase out in December 1976.

ARRIVAL - DEPARTURE OF TECHNICIAN & PARTICIPANT SCHEDULE

POSITION	PROG	FY 1972				FY 1973				FY 1974				FY 1975				FY 1976				FY 1977			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	
Staff A	APSP		1	2																					
Short Term	APSP					1	1																		
Staff B	ILP					1																			
Staff C	ILP								1																
Staff D	ILP									1															
Staff E	ILP												1												
Staff F	ILP														1										
Participant A	ILP	1																							
Participant B	ILP					1																			
Participant C	ILP								1																

* Scott Kelly and new Program Director overlap for 3 months.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 2nd 1972 to FY 1st 1977
Total U.S. Funding \$ 899,000
Date Prepared: November 1971

Project Title: Program for Preparation of Educational Leaders (620-11-660-792)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Program or Sector Goal: The broader objective to which this project contributes:</u></p> <p>To meet urgent educational skills gaps.</p>	<p><u>Measures of Goal Achievement</u></p> <ol style="list-style-type: none"> 1. Increased job competence and understanding of job roles of educational personnel holding leadership positions throughout the country; primarily tutors in teacher training colleges; secondarily educational administrative/supervisory personnel. 	<ol style="list-style-type: none"> 1. Pre- and post-course testing observation/evaluation of each trainee; observation during supervised practice and during on-the-job field projects included in the trainee program. 2. Follow-up of participants after conclusion of training. 	<p><u>Assumptions for achieving goal targets:</u></p> <p>Ministries and schools will recommend and release high potential candidates whose subsequent job performance will have a strong multiplier effect.</p> <p>Ministries and schools will provide for required support of participants during and after training; i.e. financial support to enable people to attend courses where this is necessary; organization of programs to utilize the particular skills imparted by these courses.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title: Program for Preparation of Educational Leaders (630-11-660-792)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Project Purpose:</u></p> <p>A. To upgrade presently employed educational manpower who are deficient in skills required for their present or potential job roles/levels.</p>	<p><u>Conditions that will indicate purpose has been achieved: End of project status:</u></p> <p>A. 1. Near capacity utilization of training programs by client agencies.</p> <p>A. 2. Grade II teachers colleges will be staffed to fulfill their role as major suppliers of in-service training for primary school teachers.</p>	<p>A. 1. CERE records.</p> <p>A. 2. Observation.</p>	<p><u>Assumptions for achieving purpose:</u></p> <p>A. 1. Recognition by Ministries throughout the country that CERE provides courses which meet in-service needs of educational personnel in leadership roles.</p> <p>A. 2(a) Present trends in Nigerian education will continue; i.e. institutes and faculties of education in universities delegate to teacher training colleges responsibility for in-service training of primary school teachers.</p> <p>(b) TTC's carry out in-service training of serving primary teachers.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project: _____
 From FY _____ to FY _____
 Total U.S. Funding _____
 Date Prepared: _____

Project Title: _____

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Includes:	<u>Implementation Target (Type and Quantity)</u>		<u>Assumptions for providing inputs:</u>
A. AID/US			
5 year host country contract with features of IDA beginning in Jan. 1, 1972.			
1. Teaching/Research	A. 1. Lecturers/Research Coordinator/Director 11 MYs at \$660,000. (\$60,000 per MY).		
2. Administration	A. 2. Nigerian Administrative Assistant; driver 10 MYs at \$30,000 (\$3,000 per MY) Campus Coordinator & Secretary 21 MYs at \$56,000 (\$22,400 per MY over a 5-year period)		
3. Participant Training	A. 3. 6 MYs - Ph.D level; \$54,000.		
4. Equipment and Materials	A. 4. Instructional, office, stoves, refrigerators, air-conditioners for staff houses. Project car and bus: \$99,000.		
			<p>USAID will continue to provide adequate grant funds as planned during life of project.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 2nd 1972 to FY 1st 1974
Total US Funding \$ 859,000
Date Prepared: November 1971

Project Title: Program for Preparation of Educational Leaders (620-11-660-792)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Program or Sector Goal: The broader objective to which this project contributes:</u></p> <p>To meet urgent educational skills gaps.</p>	<p><u>Measures of Goal Achievement</u></p> <ol style="list-style-type: none"> 1. Increased job competence and understanding of job roles of educational personnel holding leadership positions throughout the country; primarily tutors in teacher training colleges; secondarily educational administrative/supervisory personnel. 	<ol style="list-style-type: none"> 1. Pre- and post-course testing observation/evaluation of each trainee; observation during supervised practice and during on-the-job field projects included in the trainee program. 2. Follow-up of participants after conclusion of training. 	<p><u>Assumptions for achieving goal targets:</u></p> <p>Ministries and schools will recommend and release high potential candidates whose subsequent job performance will have a strong multiplier effect.</p> <p>Ministries and schools will provide for required support of participants during and after training; i.e. financial support to enable people to attend courses where this is necessary; organization of programs to utilize the particular skills imparted by these courses.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY _____ to FY _____
Total US Funding _____
Date Prepared: _____

Project Title: _____

OPERATIVE SUMMARY	OBJECTIVE VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Objectives:</p>	<p>Magnitude of Outputs:</p>		<p>Assumptions for providing outputs:</p>
<p>1. In-service training of ministry and school educational leaders in their changing job roles.</p>	<p>1. 62 state ministry-sponsored educational leaders given training consisting of two eight-week sessions on campus with intervening 10 months of related on-the-job field projects.</p>	<p>1. Records of the training program in AKSP.</p>	<p>1. Ministries and schools will recommend and release personnel for the training programs and the participants so motivated will be motivated to learn. A sufficient number of participants will be available to enable programs to operate at capacity. Students will be either institutionally sponsored (in case of AKSP by ministries) or self-financed (ILP). The prospect of salary increments upon successful completion will motivate individuals to enroll in ILP.</p>
<p>2. Preparation of teachers college tutors knowledgeable in primary education curriculum and instruction and in the social and psychological foundations of education.</p>	<p>2. Five cycles of a one-year residential course in Primary Education Curriculum and Instruction for teachers college tutors. A total of at least 270 participants is expected.</p>	<p>2. Records of ILP training programs from 1972 to 1976.</p>	<p>2. Educational personnel in primary education will be motivated to come for the ILP program because of prospect of career progress.</p>
<p>3. Expansion of educational research undertaken at CEUL.</p>	<p>3. It is expected that there will have developed a number of individual and group research projects by faculty and students.</p>	<p>3. Examination of Annual Reports of CEUL and vitas and publications of CEUL staff.</p>	<p>3. Having a Research Coordinator with competence and responsibility will stimulate research ideas and facilitate research project support.</p>
<p>4. Development of CEUL staff better prepared to offer new courses and expanded programs in educational planning, curriculum development, and educational research.</p>	<p>4. Three additional doctorates will have been obtained by CEUL staff in fields at present under-represented at the College, particularly educational administration and planning, primary education curriculum and instruction, educational research, mathematics and education.</p>	<p>4. Analysis of staff qualifications and course offerings. In FY 72, CEUL has two persons with specific training related to these programs. In FY 76, there will be 8.</p>	<p>4. Participant training done under the auspice of a TCCU relationship will be carefully planned and adapted to both individual and institutional needs. Required additional training will be obtained by CEUL staff from university or other sources.</p>

PROJECT DESIGN SUMMARY
LOGIC & FRAMEWORK

Life of Project:
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title: Program for Preparation of Educational Leaders (620-11-660-792)

MANAGEMENT SUMMARY	OBJECTIVELY MEASURABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Project Purpose:</u></p> <p>A. To upgrade presently employed educational manpower who are deficient in skills required for their present or potential job roles/levels.</p>	<p><u>Conditions that will indicate purpose has been achieved; End of project status:</u></p> <p>A. 1. Near capacity utilization of training programs by client agencies.</p> <p>A. 2. Grade II teachers colleges will be staffed to fulfill their role as major suppliers of in-service training for primary school teachers.</p>	<p>A. 1. CEUL records.</p> <p>A. 2. Observation.</p>	<p><u>Assumptions for achieving purpose 1:</u></p> <p>A. 1. Recognition by Ministries throughout the country that CEUL provides courses which meet in-service needs of educational personnel in leadership roles.</p> <p>A. 2(a) Present trends in Nigerian education will continue; i.e. institutes and faculties of education in universities delegate to teacher training colleges responsibility for in-service training of primary school teachers.</p> <p>(b) TFC's carry out in-service training of serving primary teachers.</p>

AID:020-28(2-71)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project: _____
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title: _____

NARRATIVE SUMMARY	OBJECTIVE/MEASURABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p>	<p>Conditions that will indicate purpose has been achieved: End of project status:</p> <p>A. 3. The following needful persons (educational personnel) holding administrative/supervisory teaching positions but lacking adequate training for those positions) will have returned to their previous professional fields after training.</p> <p>Need 616 to be trained 72-75 at CEUL <u>3</u></p> <p>673 Non-graduate Nigerian "tutors needing upgrading".</p> <p>399 Established positions now filled by expatriates which experienced Nigerian primary school teachers could be trained to fill.</p> <p><u>1072</u> <u>270</u> <u>25</u></p>	<p>A. 3. CEUL records and follow-up visits to persons who complete courses.</p>	<p>Assumptions for achieving purpose:</p> <p>A. 3. These percentages will be reached condition A.1 obtains (near capacity utilization); if all students who enter the program complete it successfully a return to appropriate positions; if CE increases available hostel space so th. ILP intake of 60 possible in 73-76.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY _____ to FY _____
Total US Funding _____
Date Prepared: _____

Project Title: _____

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																
<p><u>Project Purpose:</u></p> <p>A.3. (cont'd)</p> <table border="0"> <tr> <td>Supervisors</td> <td>218</td> <td rowspan="2">} #s trained 2</td> <td rowspan="2">} via 71 & 72</td> </tr> <tr> <td>Inspectors</td> <td>179</td> </tr> <tr> <td>State Inspectors</td> <td>10,000</td> <td rowspan="2">} 67</td> <td rowspan="2">} .4</td> </tr> <tr> <td>Principal of TFCs</td> <td>4,500</td> </tr> <tr> <td>Primary Schools:</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Headteachers</td> <td>1,000</td> <td></td> <td></td> </tr> <tr> <td> Section Heads</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Secondary Schools:</td> <td></td> <td></td> <td></td> </tr> <tr> <td> Principals</td> <td>35,927</td> <td></td> <td></td> </tr> </table> <p>✓ The first of two sessions of APSP program for training these categories of educational personnel was begun in FY 71. The enrollees will be brought back to CEMC during the summer of 1972 to complete their course; during the intervening months, they will be supervised on the job. There are no plans to continue APSP beyond 1972 under the project. See PRDP for further explanation.</p>	Supervisors	218	} #s trained 2	} via 71 & 72	Inspectors	179	State Inspectors	10,000	} 67	} .4	Principal of TFCs	4,500	Primary Schools:				Headteachers	1,000			Section Heads				Secondary Schools:				Principals	35,927					<p><u>Assumptions for achieving purpose:</u></p>
Supervisors	218	} #s trained 2			} via 71 & 72																														
Inspectors	179																																		
State Inspectors	10,000	} 67	} .4																																
Principal of TFCs	4,500																																		
Primary Schools:																																			
Headteachers	1,000																																		
Section Heads																																			
Secondary Schools:																																			
Principals	35,927																																		

ID1020-28(2-71)

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY _____ to FY _____
Total U.S. Funding _____
Date Prepared: _____

Project Title: _____

BRIEF SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Project Purpose:	<u>Conditions that will indicate purpose has been achieved; End of project status:</u>		<u>Assumptions for achieving purpose:</u>
<p>B. To create capability for providing non-degree and periodic short-term training at CEUL.</p>	<p>B. CEUL able to continue APSP and IIP programs as necessary and adapt non-degree and periodic short-term training to meet on-going needs.</p> <p>1. 8 required positions filled by qualified staff meeting CEUL standards.</p> <p>2. Required financial, staffing and logistical support for continuation of IIP provided for in University of Lagos development plan.</p>	<p>B. Comparison of CEUL offerings in 1971 and in 1976.</p> <p>I. Observation.</p> <p>2. Observation.</p>	<p>B. That the relationship established between CEUL and TOOU will foster continuous evaluation and modification of programs to remain responsive to changing national needs.</p>

Project Title:

EXECUTIVE SUMMARY

Inputs:

B. 55

OBJECTIVELY VERIFIABLE INDICATORS

Implementation Target (Type and Quantity)

1. CEUL, Federal Ministry of Education, State Ministries which sponsor participants.
 - (a) CEULs lecturer; program assistant, secretary salaries; student housing/board; housing for TOCU staff; office facilities for project staff; international transport for participants and 3 months' salary.
Total 5 years \$587,000.
 - (b) State ministries transport to Lagos for each ASEP trainee and his salary while in training.
Total 1972 - \$ 72,000.
 - (c) State ministries pay five annual increments to 270 tutors who successfully complete IIP.
2. Two hundred and seventy IIP participants invest one year off job and \$2 200 in CEUL's tuition and fees to complete IIP.

MEANS OF VERIFICATION

CEUL budgetary allocations.

IMPORTANT ASSUMPTIONS

Assumption - for period 1972-1976

Federal Ministry of Education, State Ministries of Education, and CEUL budgetary support will be adequate for normal program operation.

PPC/RS/TS

PROJECT AUTHORIZATION

1. PROJECT NUMBER 620-11-660-792	3. COUNTRY Nigeria	4. AUTHORIZATION NUMBER 0204
2. PROJECT TITLE Programs for Preparation of Educational Leaders		5. AUTHORIZATION DATE January 7, 1972
A.I.D. Reference Center Room 1656 HQ		6. PROP DATED November 29, 1971

7. LIFE OF PROJECT

a. Number of Years of Funding: 5
Starting FY 1972; Terminal FY 1976

b. Estimated Duration of Physical Work
After Last Year of Funding (in Months): 12 months

FUNDING BY FISCAL YEAR (in U.S. \$ or \$ equivalent)	DOLLARS		P.L. 480 CCC + FREIGHT	LOCAL CURRENCY Exchange Rate: \$1 =			
	GRANT	LOAN		U.S. OWNED		HOST COUNTRY	
				GRANT	LOAN	JOINTLY PROGRAMMED	OTHER
Prior through Actual FY							
Operational FY 72	127						
Budget FY 73	185						
B + 1 FY 74	226						
B + 2 FY 75	227						
B + 3 FY 76	134						
All Subsequent FY's							
TOTAL	899						

9. DESCRIBE SPECIAL FUNDING CONDITIONS OR RECOMMENDATIONS FOR IMPLEMENTATION, AND LIST KINDS AND QUANTITIES OF ANY P.L. 480 COMMODITIES

10. CONDITIONS OF APPROVAL OF PROJECT

(Use continuation sheet if necessary)

Approved in substance for the life of the project as described in the PROP, subject to the conditions cited in Block 10 above, and the availability of funds. Detailed planning with cooperating country and drafting of implementation documents is authorized.

This authorization is contingent upon timely completion of the self-help and other conditions listed in the PROP or attached thereto.

This authorization will be reviewed at such time as the objectives, scope and nature of the project and/or the magnitudes and scheduling of any inputs or outputs deviate so significantly from the project as originally authorized as to warrant submission of a new or revised PROP.

A.I.D. APPROVAL	CLEARANCES	DATE
<i>Philip Barba</i> SIGNATURE	AFR/CWA, JDWilson <i>JW</i>	12/22/71
	AFR/CWA, STBaron <i>SB</i>	1/4/72
	AFR/DP, EHogan <i>EH</i>	1/6/72
AA, AFR, Assistant Administrator	XXXXXXXX AA/AFR, PBirnbaum <i>PB</i>	1/6/72