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PROJECT APPRAISAL REPORT (PAR)

1. PROJECT NO. 620-11-660-792	2. PAR FOR PERIOD: Jan. 1, 1972 to June 30, 1973	3. COUNTRY Nigeria	4. PAR SERIAL NO. 1973-4 129
5. PROJECT TITLE PROGRAM FOR THE PREPARATION OF EDUCATIONAL LEADERS - (ADVANCED PROFESSIONAL STUDIES PROGRAM - INSTRUCTIONAL LEADERSHIP PROGRAM)			
6. PROJECT DURATION: 2nd 1/2 Begon FY <u>72</u> 1st 1/2 Ends FY <u>77</u>	7. DATE LATEST PROP Nov. 29, 1971	8. DATE LATEST PIP --	9. DATE PRIOR PAR --
10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$ <u>172,000</u>	b. Current FY Estimated Budget: \$ <u>289,000</u>	c. Estimated Budget to completion After Current FY: \$ <u>462,000</u>

11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.
TEACHERS COLLEGE, COLUMBIA UNIVERSITY (TCU)	Contractor
COLLEGE OF EDUCATION, UNIVERSITY OF LAGOS (CEUL)	Host Institution

I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION IX			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID 'W	HOST		
			NOTE: During the planning of the Project, due to the prospect of a reduced AID commitment to provide project support, CEUL was asked to reassess the priority attached to the APSP after the first eight-week session had been completed under the Educational Planning and Advisory Services (CEUL Advance Professional Studies Program) Project No. 620-11-699-747. CEUL decided to complete phase two of the APSP during the Summer of 1972 for students enrolled and thereafter to drop the APSP part of the Program for the Preparation of Educational Leaders unless and until another source of technical assistance was found.	
X	X	X	Discuss with FMG and other donor agencies APSP program so as to elicit their responses to probable support and to obtain their suggestions on how it might be able to reach a larger percentage of the teaching force that requires upgrading.	As soon as possible
		X	If APSP is reinstated: 1. Provide direct federal support to the APSP to insure payment of lecturers, participant transportation and per diem. 2. Joint Consultative Committee of the Federal Ministry of Education must provide for a Certificate of Completion that has "currency value" for all of those completing program, i.e. specified numbers of steps on salary guide.	Before APSP's reinstated Before APSP's reinstated

(Continued)

D. REPLANNING REQUIRES						E. DATE OF MISSION REVIEW	
REVISED OR NEW:	<input type="checkbox"/> PROP	<input type="checkbox"/> PIP	<input type="checkbox"/> PRO AC	<input type="checkbox"/> PIO/T	<input type="checkbox"/> PIO/C	<input type="checkbox"/> PIO/P	August 6, 1973
PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE				MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE			
Philip H. Haney				Stephen G. Christmas			

PROJECT APPRAISAL REPORT (PAR)

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1. PROJECT NO. 620-11-660-792	2. PAR FOR PERIOD: Jan. 1, 1972 TO June 30, 1973	3. COUNTRY Nigeria	4. PAR SERIAL NO. 1973-4
5. PROJECT TITLE			

6. PROJECT DURATION: Began FY _____ Ends FY _____	7. DATE LATEST PROP	8. DATE LATEST PIP	9. DATE PRIOR PAR
10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$	b. Current FY Estimated Budget: \$	c. Estimated Budget to completion After Current FY: \$

11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.

I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID 'W	HOST		
			Continued:	
		X	TCCU should develop for CEUL a system, chiefly manned by clerical personnel, for maintaining contact with completers that would serve to:	ASAP
			1. Ascertain the job advancement following completion of APSP/ILP.	
			2. Ascertain utilization of research findings to advance educational development in their area.	
			3. Keep completers in communication with CEUL and with new ideas growing out of the in-service training, research publications.	
		X	Increase present 1.8 man years of CEUL staff contribution to ILP program to 3.2 man years.	By Sept. 1973
		X	Establish student selection procedures that will provide enrollment opportunities in ILP program to those who will upon the completion of program have the greatest multiplier effect on the improvement of primary education.	Immediately
X		X	In view of changes in commodity procurement, review commodity budget to determine new level of funding required to achieve project objectives.	By Oct. 15, 1973

D. REPLANNING REQUIRES	E. DATE OF MISSION REVIEW
REVISED OR NEW: <input type="checkbox"/> PROP <input type="checkbox"/> PIP <input type="checkbox"/> PRO AG <input type="checkbox"/> PIO/T <input type="checkbox"/> PIO/C <input type="checkbox"/> PIO/P	

PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE	MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE
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II. PERFORMANCE OF KEY INPUTS AND ACTION AGENTS

A. INPUT OR ACTION AGENT CONTRACTOR, PARTICIPATING AGENCY OR VOLUNTARY AGENCY	B. PERFORMANCE AGAINST PLAN							C. IMPORTANCE FOR ACHIEVING PROJECT PURPOSE (X)					
	UNSATISFACTORY		SATISFACTORY			OUTSTANDING		LOW	MEDIUM			HIGH	
	1	2	3	4	5	6	7	1	2	3	4	5	
1. TEACHERS COLLEGE, COLUMBIA UNIVERSITY (TCCU)						X							X
2.													
3.													

Comment on key factors determining rating

TCCU inputs as to quality, personnel, commodities and backstopping were timely, of the highest quality, and productive in accomplishing program objectives. All personnel and teaching materials were in place; the curriculum was prepared in detail and counterpart staff was identified and assigned by CEUL at the beginning of the APSP. Assessment of the participants' evaluation of Session I of the APSP presented their attitude toward various parts of the Program which were used where needed to strengthen Session II of the APSP. U.S. technicians worked closely and efficiently with assigned counterparts. Contractor's reports were submitted on time and identified both accomplishments and problems.

4. PARTICIPANT TRAINING	(Continued)									
	1	2	3	4	5	2	3	4	5	
				X					X	

Comment on key factors determining rating

Participant selected by Host Country and concurred in by Contractor/USAID had previously received U.S. degree in Education and was functioning satisfactorily as CEUL Staff member. Advanced degree (Ph.D.) in Educational Administration will prepare participant to administer, upon his return, the Program for the Preparation of Educational Leaders

5. COMMODITIES	(Continued)									
	1	2	3	4	5	2	3	4	5	
					X				X	

Comment on key factors determining rating

Since only 31 participants were enrolled in the first ILP, expenditures for instructional equipment, textbooks and supplies for the period ending June 30, 1973 were approximately one-half of the planned expenditure. The Mission's ability to Grant-in-Aid supplemental household equipment eliminated approximately \$10,000 of planned expenditures. The

6. COOPERATING COUNTRY	(Continued)									
	a. PERSONNEL									
	1	2	3	4	5	2	3	4	5	
				X					X	
		X							X	

Comment on key factors determining rating

6a. Senior staff assigned to APSP was competent in subject matter content. Counterpart staff to U.S. technicians were receptive to new ideas, and accepted suggestions pertaining to implementation of program. Participant trainee in U.S. returned to Nigeria during second eight-week session to assist in conduct of program. As enrollment is increased from 30 to 60 participants in the ILP program, CEUL will need to increase during academic year 1973-74 man-month of staff in-pur from present 1.8 man-month to planned 3.2 man-months.

6b. Other:
Federal Government did not consider the APSP program as qualifying for direct federal support under their teacher training crash program which placed financial burden on state to support participants and CEUL to pay instructors during long vacation period.

OTHER DONORS	1	2	3	4	5	6	7	1	2	3	4	5
				X								X

(See Next Page for Comments on Other Donors)

PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

Page 2 - A. INPUT OR ACTION AGENT - Continued

Comment on key factors determining rating - Continued

A Steering Committee consisting of the TCCU team and the top administrators and senior staff members of CEUL was established at the request of the Contractor to provide for the planning and management of the program.

At the conclusion of the APSP program it was the consensus of the TCCU and CEUL authorities that the program was a demonstration that an in-service training program of high academic level, broad scope and innovative nature can be successfully mounted. The curriculum included both academic study in social, economic, historical and psychological foundations of education and intensive analysis of the professional roles and skills represented by the participant's jobs. It involved the participants themselves in the specific emphasis within the courses, i.e. student selection of colloquial topics; and identifying major job problems perceived by participants themselves. Additionally, the curriculum was specifically designed to develop in the participants a research orientation toward their jobs and educational problems.

The 31 completers of the ILP is an indication that teacher training colleges, such as CEUL, can assume the responsibility for providing in-service education on an academic year basis to insure maximum teaching effectiveness at the primary/secondary school levels. These 31 completers, who were selected from 1201 applicants, will return to their teacher training colleges, primary/secondary schools and state ministries and utilize their newly acquired capabilities of implementing curricula, with emphasis on mathematics and sciences, and assume responsibilities in resolving problems involved in improving methods of teaching these subjects. Additionally the ILP graduates will have particular competence in implementing and conducting in-service programs for primary/secondary school teachers.

4. PARTICIPANT TRAINING - Continued

and other in-service educational programs. Remaining additional participants have been identified and are scheduled to depart September 1973 and June 1974 for advanced degrees.

5. COMMODITIES - Continued

The purchase of the planned project cars by the University has now spread a planned expenditure of \$13,400, for the period ending June 30, 1973, through budget year 1976. Future obligations will reflect this change.

UNCLASSIFIED

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11. 7. Continued: Comment on key factors determining rating of Other Donors

Canadian High Commission provided to CEUL the services of a highly qualified educator who represented the Provost of CEUL and whose professional efforts in implementing the programs were instrumental in leading to the successful completion of scheduled programs.

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS	(ADVANCED PROFESSIONAL STUDIES PROGRAM)	TARGETS (Percentage /Rate /Amount)					
		CUMU- LATIVE PRIOR FY	CURRENT FY ⁷³		FY ⁷⁴	FY ⁷⁵	END OF PROJECT
			TO DATE	TO END			
Ministry-sponsored educational leaders enrolled in two, eight-week sessions on campus.	PLANNED	62	62	62			62
	ACTUAL PERFORM- ANCE	62	62				
	REPLANNED						
Ten (10) months of related on-the-job field projects undertaken between regular campus sessions, i.e. between summer school.	PLANNED	62	62	62			62
	ACTUAL PERFORM- ANCE	62	62				
	REPLANNED						
CEUL Staff Development	PLANNED	1	1	1	2	3	3
	ACTUAL PERFORM- ANCE	1	0				
	REPLANNED			0	1	1	3
Completers of Program (APSP)	PLANNED	62	62	62			62
	ACTUAL PERFORM- ANCE	62	62				
	REPLANNED						
3. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS	COMMENT:						
1. Appoint Steering Committee	Steering Committee provides for close liaison between TCCU team and CEUL staff functioning satisfactory. Committee composed of TCCU and CEUL staff, and Federal Ministry of Education representation.						
2. Site and Physical Plant for 62 long summer vacation students and 31 academic year students	COMMENT: Program conducted in physical facilities to be provided by University of Lagos College of Education (CEUL). Housing, board and project transportation provided by CEUL.						
1. Criteria for Selection of Trainees	COMMENT: Candidates participating in both primary and secondary education as administrators and supervisors as well as in the field of guidance and counseling are nominated by Federal State Ministries of Education and 31 other educational institutions for the APSP. The ILP participants were selected by competitive examination from 1201 applicants.						

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1. 7. Continued: Comment on key factors determining rating of Other Donors

II KEY OUTPUT INDICATORS AND TARGETS - Continued

III. KEY OUTPUT INDICATORS AND TARGETS

I. QUANTITATIVE INDICATORS (INSTRUCTIONAL FOR MAJOR OUTPUTS LEADERSHIP PROGRAM)		TARGETS (Percentage/Rate/Amount)					END OF PROJECT
		CUMULATIVE PRIOR FY	CURRENT FY 73		FY 74	FY 75	
			TO DATE	TO END			
Enrollees in academic year LP.	PLANNED	0	30	30	60	60	270 (Cum)
	ACTUAL PERFORMANCE	0	31				
	REPLANNED						
Completers of ILP program	PLANNED	0	30	30	60	60	270 (Cum)
	ACTUAL PERFORMANCE	0	31				
	REPLANNED						
Cycles/year of one-year ILP course	PLANNED	0	1	1	1	1	5 (Cum)
	ACTUAL PERFORMANCE						
	REPLANNED						
Research projects by Faculty/ Research projects by students	PLANNED	0	$\frac{1}{30}$	$\frac{1}{30}$	$\frac{1}{60}$	$\frac{1}{60}$	$27\frac{3}{1}$ (Cum)
	ACTUAL PERFORMANCE	0	$\frac{1}{31}$				
	REPLANNED						

4. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS

COMMENT:

7. Development of Program for the Preparation of Educational Leaders

Program recognized as a joint venture between CEUL and TCCU which is interested in building up its in-service training role and its impact on Nigerian education throughout the states. (Continued)

7. Measurement of trainees accomplishments and success.

COMMENT:

CEUL has not established to date a system for maintaining contact with completers of in-service programs. There is, however, a continuing informal feedback to the Provost, the Project Director and the Contractor's Chief-of-Party (Continued)

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

COMMENT:

Nigerian staff assigned to work with AFSP will be better qualified to plan and implement new in-service courses related to development of educational personnel.

PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

Page 3A - III. KEY OUTPUT INDICATORS AND TARGETS - Continued

B. QUALITATIVE INDICATORS COMMENT: Continued
FOR MAJOR OUTPUTS

4. APSP designed to increase the professional competence of those participating and to operate two 8-week periods during CEUL's long vocation. An on-the-job research project was designed and carried out by each student during the intervening academic year.
- ILP designed to up-grade educational personnel in teacher training colleges, primary/secondary school and state ministries in order to implement curricula designed to improve primary/secondary education.
5. to the effect that the APSP has met a critical educational need of those participating. Completers report: job activities have become more meaningful; research findings, based on APSP oriented research project, are being utilized; other research projects being designed and implemented; numerous advancement on salary scales have been obtained due to increased job performance; and additional job responsibilities have been assumed.
- Approved certificate granted to each APSP participant upon completion of program.
- ILP completers are recipients of five increments on their salary guides.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

To upgrade presently employed educational manpower who are deficient in skills required for their present or potential job roles/levels.

B. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<p>1. Sixty-two educational personnel holding administrative/supervisory/teaching positions but lacking adequate training for those positions will have returned to their previous professional fields after training with increased job competence and understanding of their job roles.</p> <p>2. Thirty-one of an estimated total of 271 participants from teacher training institutions, primary/secondary schools and (Continued)</p>	<p>1a. Issuance of Certificate of Completion of APSP to 62 participants.</p> <p>b. Return of participants to their original positions</p> <p>c. Follow-up visits to persons completing first eight week phase of program indicated majority of participants attributed increased job performance to a better understanding of their job role.</p> <p>Feedback to CEUL from employers of participants indicates APSP has been instrumental in making participants' job activities more meaningful; has assisted resolution of problems through applied research; has provided increases for several participants and increased job responsibilities for the majority of the participants.</p> <p>2a. Certificates issued to 31 ILP completers.</p> <p>b. Return of completers to original or higher level positions.</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

To fill educational skill gaps in Nigeria by assisting the College of Education, University of Lagos to mount new programs directed towards raising the level of professional preparation and performance of educational personnel in leadership and supervisory positions. Education skill gap refers to situations in which persons holding established positions are not suitably trained for those positions.

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

Re: APSP - No.

The project has been reduced in scope by completing only the original APSP. The original project called for the training of 150 during the life of the project. Sixty-two were trained providing a nucleus of those capable of conducting similar programs throughout Nigeria.

Re: ILP - Yes.

The ILP program upon completion will have upgraded 271 individuals qualified to fill positions being held by 673 unqualified tutors. Other short-term, in-service programs designed to up-grade Grade II teacher training college tutors, conducted by CEUL, will provide qualified Nigerian candidates to replace the 399 positions held by expatriates.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

<p>B. 1. Conditions which will exist when above purpose is achieved.</p>	<p>2. Evidence to date of progress toward these conditions.</p>
<p>2. Continued: state ministries will have returned to their previous positions or to higher level positions in their field of endeavor after completion of the first of five cycles planned for the total program. Increased competence of these completers will provide educational institutions and facilities with the capabilities of improving the teaching of mathematics and science.</p> <p>3. Educational research expanded at CEUL.</p>	<p>3a. Sixty-two research problems identified by APSP participants, projects designed for each, data collected and compiled and final conclusions drawn by each APSP completer.</p> <p>b. One CEUL Nigerian staff completing research related to the planning and administration of (Forwarded)</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

<p>B. 1. Conditions which will exist when above purpose is achieved.</p>	<p>2. Evidence to date of progress toward these conditions.</p>
<p>4. CEUL staff better prepared to plan and implement new in-service courses.</p> <p>5. Near capacity utilization of training programs by client agencies.</p>	<p>Continued: 3b. in-service teacher education in Nigeria.</p> <p>c. Thirty-one ILP students identified an educational problem of particular interest and conducted planned research on the problem.</p> <p>4a. Two full-time CEUL staff as counterparts to U.S. technicians.</p> <p>b. Four part-time staff assisted in the planning and implementing of Program for the Preparation of Educational Leaders.</p> <p>c. CEUL's candidate for EDU. D. in Administration returned to Nigeria to assist in conduct of second summer session of APSP.</p> <p>d. CEUL/TCCU staff planning in-service program (4 weeks) for 120 primary school/teacher training college personnel to be conducted during 1973 long vacation.</p> <p>5a. Based on housing facilities/staff available at CEUL during the long vacation period (8 weeks) (Forwarded)</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

B. 1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<p>6. Grade II teacher colleges will be staffed to fulfill their role as major suppliers of in-service training for primary school teachers.</p>	<p>CONTINUED: 5a. the original APSP program was planned for 60 participants. Sixty-three were enrolled from eight Nigerian states. The original intake of the ILP was limited to 30 participants who were selected from 1201 applicants. As planning makes available additional housing facilities, larger number of ILP students will be enrolled, i.e. 60 participants are being planned for the second cycle of the ILP. CEUL is reducing its intake of Nigerian Certificate of Education students to provide accommodations for ILP students.</p> <p>6a. It is too early to determine what input the 31 ILP completers will have on stimulating and improving in-service education for primary school teachers. Although no information is available at this time to verify the indicator, it appears completers of the ILP program will play an increasingly important role in the planning and implement- (Forwarded_</p>

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

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IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged. 2. Same as in PROP? YES NO

7. CEUL able to continue ILP as necessary and adapt non-degree and periodic short-term training to meet on-going needs.

2. Evidence to date of progress toward these conditions.

Continued:

6a. of in-service programs for primary school teachers in Grade II Teachers Colleges.

7a. CEUL is currently seeking a full-time staff member to increase man-months from 1.8 to 2.8 as enrollment increases in the ILP program. It is indicated CEUL will increase its man-month input to 3.2 as planned.

A short one-month in-service program for 120 primary math and sciences teachers from teachers training institutions and primary schools will be conducted during the 1973 long vacation period.

The support of CEUL is being provided for in the University's development plan with adequate budget funds for planned and on-going expansion of physical facilities.

V. PROGRAMMING GOAL

A. Statement of Programming Goal

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.