

Report Control Symbol U-1423/1

CONTRACTOR PERFORMANCE EVALUATION REPORT

INSTRUCTIONS:

PD-AAB-204
 JHR
 1972

A. PROJECT MANAGER: Complete original and two copies in accordance with M.O. 1423.9; detach two copies and make appropriate distribution; forward original and one copy to Contracting Officer.

B. CONTRACTING OFFICER: Review and sign form; retain copy for Contract File; forward original to CM/SB, A.I.D./W.

PERIOD COVERED
 FROM: Jan 1, 1972 TO: June 30, 1973

TYPE OF REPORT
 INITIAL ANNUAL FINAL

A. GENERAL INFORMATION

1. NAME OF CONTRACTOR TEACHERS COLLEGE; COLUMBIA UNIVERSITY	2. CONTRACT NO/TASK ORDER NO. INSTITUTIONAL DEV. AGREEMENT	3. CONTRACT DURATION Jan 1, 1972 - Dec 31, 1976	4. CONTRACT AMT. (CUM.) \$370,000
5. PROJECT TITLE PROGRAM FOR THE PREPARATION OF EDUCATIONAL LEADERS - ADVANCED PROFESSIONAL STUDIES PROGRAM (APSP) INSTRUCTIONAL LEADERSHIP PROGRAM (ILP)		6. PROJECT NO. 620-11-660-792	7. COUNTRY NIGERIA

B. CONTRACTOR PERFORMANCE RATING

1. EVALUATION FACTORS	CHECK IF SIGNIFICANT	PERFORMANCE AGAINST PLAN (%)			
		NA	NEG.	AS PLANNED	SUPERIOR
a. Understanding project purpose	X				X
b. Planning to achieve purpose	X				X
c. Staff of proper size	X			X	
d. Timely arrival of personnel	X				X
e. Technical qualifications of personnel	X			X	
f. Responsiveness to A.I.D. Directions	X			X	
g. Adherence to scope of work	X			X	
h. Adherence to work schedule	X			X	
i. Contractor's home office support	X			X	
j. Relations with cooperating country nationals	X				X
k. Local staff training and utilization	X			X	
l. Effective administration of participants	X			X	
m. Management of commodities	X			X	
n. Timely submission of required reports	X			X	
o. Candor and usefulness of required reports	X			X	
p. Other (specify)					

2. OVERALL EVALUATION

(-) Check one →

UNSATISFACTORY		SATISFACTORY			OUTSTANDING	
1	2	3	4	5	6	7
				X		

3. If any factor is rated "negative" or if overall rating is unsatisfactory, describe underlying circumstances. Use additional sheets, if necessary.

C. SIGNATURES

1. PROJECT MANAGER		2. CONTRACTING OFFICER	
TYPED NAME HELENE H. WANEY		TYPED NAME	
SIGNATURE <i>James H. Kitch (for P.H.H.)</i>		SIGNATURE	
MISSION/OFFICE SYMBOL LAGOS/IDU		DATE REVIEWED	
DATE August 2, 1973			

Desk Copy #772
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Report of the First Annual Review - USAID Project 792,
Institutional Development Agreement (IDA) Between the College of Education,
University of Lagos, (CEUL) and Teachers College, Columbia University (TCCU) 6p
College of Education, University of Lagos - April 4-5, 1973 PD-AAB-204

Participants:

Professor C. O. Taiwo, Provost (Chairman)
College of Education, University of Lagos

Mr. Curtis Barker
University Relations
AID/Washington

Professor R. Freeman Butts
Associate Dean for International Studies
Teachers College, Columbia University

Mr. S.A. Dawodu, Secretary
College of Education, University of Lagos

Professor Jay W. Erickson
Program Director
Institutional Development Agreement

Mr. Carl L. Graham, Director
Office of International Services
Teachers College, Columbia University

Dr. James Kirk, Chief Education Officer
USAID/Lagos

Professor Charles Lyons
Teachers College, Columbia University

Dr. M.S. Olayinka, Lecturer
College of Education, University of Lagos

Dr. Grace A. Williams, Deputy Provost (Acting)
College of Education, University of Lagos

1. Advanced Professional Studies Program (APSP)
 - a. Professor Charles Lyons reviewed the second phase of the APSP, July 3 - August 24, 1972, the first phase having been completed during a similar period in 1971.
 - b. One gratifying aspect of the APSP was the holding power of the program. For the second phase, 60 of 63 original participants completed the program. The individuals not reporting for phase (2) had accepted

university admission. A significant factor in the high percentage of returnees was the awarding of 5 incremental points on the salary scale for completion of APSP.

Members of APSP came from seven states and included 4 Chief Education Officers, 7 Education Officers, 5 Assistant Education Officers, 14 Inspectors of Education, 22 Assistant Inspectors of Education, 6 tutors, and 4 headmasters.

- c. The first four weeks were devoted to review, draft, and final write-ups of individual research projects. Topics had been identified during the summer, 1971, program, and participants had collected data in their home areas in the months prior to July, 1972.

Professor Joel Davitz and Dr. Lois Davitz, TCCU, supervised the preparation of the research projects, and 62 individual papers were produced. Instruction in testing evaluation was offered and individual members of APSP presented reviews of their research topic and its relevance to the Nigerian educational system.

- d. When faced with a reduction in funds for the IDA from USAID in late 1971, CEUL chose to retain the proposed Instructional Leadership Program and limit APSP to the 1971-1972 cycle. However, Professor Taiwo reported many requests to reinstate the APSP element because it was meeting a need for upgrading of educational administrators and supervisors.

2. The Associateship Course

- a. Since this course is scheduled for one full academic year, CEUL prefers to conform to local titles for such special courses. Thus, the former designation of Instructional Leadership Program (ILP), utilized in the project proposal and in the IDA, has been dropped in favor of the Associateship Course title.

b. The Associateship Course is concerned with upgrading subject competencies of primary school teachers. It seeks to enroll prospective college tutors, primary school headmasters, and primary curriculum specialists. The 1972-73 course was planned to stress the subjects of science and mathematics. However, the announcement soliciting applications did not specify this fact, and many of the entrants had limited subject backgrounds. As a result the TCCU specialists had to place much greater emphasis on basic content than had been anticipated.

c. From a short list of 30 invited, 25 reported, representing 7 states. Six additional participants were invited to make the course total 31. All had at least five years of teaching experience and a minimum of a Grade II teaching certificate.

The professional fields of the class included: 12 primary school teachers; 13 headmasters or assistant headmasters; 4 secondary school teachers; 1 teacher training college tutor; and 1 local education officer.

The source of subsistence for the group is quite varied. Some students are fully self-supporting, others are partially subsidized, and some are on full salary while attending CEUL.

d. In reviewing the course outline, Professor Erickson made the following observations:

Science and Mathematics

Class hours per week were increased from 6 to 7 hours in maths and from 8 to 9 in science.

Efforts will be made to get materials on primary science programs from the Science Education Program for Africa (SEPA).

Teaching Practice

There was a definite shift on the part of the experienced teachers from initially teaching as they had for years, but then branching out to try more experimental techniques.

Primary School Teaching in Nigeria

This segment of the course emphasizes professional preparation of primary teachers, and reviews various approaches to teaching. The focus here is the strategies employed, not subject content.

3. Emerging Issues and Problems

- a. The TCCU specialists are concerned about the long delay in receipt of book orders from U.S.A. Campus representatives acknowledged initial difficulties in expediting orders, but the Purchasing Office is now using a single vendor under Aid Contract and it is hoped that results will be more satisfactory.
- b. The programming for participant training is falling behind, as the mathematics education participant scheduled to go to TCCU in February, 1973, is now planning to enroll in September, 1973.

It is also proposed that the science education participant scheduled for September, 1973, be replaced by a social studies participant in July, 1974.

On the positive side, Mr. Adesina, the educational administration participant, is proceeding nearly to schedule, perhaps needing a two month extension to complete his dissertation.
- c. The selection of candidates for the Associateship Course involves two issues: (1) the limited number of teacher training college tutors applying; and (2) the need for a more equitable geographic distribution of students in the course.

Workshops and visits arranged by CEUL staff members will seek to publicize the Associateship Course and its objectives. Also, it is anticipated that those completing the 1972-73 course will spread the word to colleagues in the field.

- d. Committee members expressed a need for a more integrated program of pre-service and in-service teacher training. There is much wasted effort and less of resources in isolated short courses offered to limited numbers of teachers. Recognition and support of courses such as the Associateship by State Ministries of Education is critical. Such support should include sponsorship of participants during the course and advertised incremental recognition for completion of same.

4. Planning For the Future

a. The 1973-74 Associateship Course

An intake of sixty participants in mathematics and science is planned, with selection preference being given to primary teacher training college tutors, primary school section heads, assistant inspectors in ministries, and experienced teachers preparing to become tutors.

The course will be advertised throughout all States, including the announcement of an entrance examination at selected sites on June 9, 1973. The emphasis on the examination will be weighted 40% mathematics, 40% science, and 20% to professional education.

b. Third TCCU Specialist at CEUL

Noting the provision in the project work plan for a third TCCU specialist in curriculum development for September, 1973, the feasibility of this specialty or an alternative was discussed. It is assumed that the project will include English and social studies specialists in September, 1974.

In anticipation of this development and in view of the need for expanded field services and contacts with State Ministries and TTCS (including follow-up conferences with graduates of APSP and the Associateship Course), the following was proposed:

1. That the third team member be a specialist in primary teacher education, with a subject background preferably in social studies or English, and interested in field activities, supervision of short-term workshops, etc.
2. That this appointment be contingent on the designation of a counterpart by CEUL in order to establish continuity in CEUL involvement in fostering field relationships with Ministries, TTCS, and alumni of the courses conducted under the IDA.

c. Staff Projections

Beyond 1973, in addition to the English and social studies specialists projected for September, 1974, there was the suggestion of possibly assigning a reading specialist for a one year period effective September, 1975.

5. Conclusion

There were mutual expressions of appreciation for the prevailing spirit of cooperation on the part of CEUL, USAID, and TCCU in pursuing objectives of the IDA. Campus representatives of TCCU commended in particular the joint efforts of CEUL and USAID in looking to the welfare of TCCU specialists concerning housing, transportation and other logistical concerns.



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TELEGRAM

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ACTION COPY

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SUBJECT: COLLEGE OF EDUCATION, UNIVERSITY OF LAGOS
(699-747, 660-792)

REF: STATE 099858

1. PROJECT OBLIGATED AT 120,000 DOLLARS WITH FY 1970 FUNDS.
DOCUMENTS WILL BE POUCHED ASAP.

2. ON BASIS AMENDMENT NO. 1 REPEAT AMENDMENT NO. 1 TO
PROAG 078 AND PIO/T 02060 AID/W AUTHORIZED NEGOTIATE
CONTRACT WITH TCC TO PROVIDE ONE EDUCATIONAL PSYCHOLOGIST
AND ONE EDUCATIONAL ADMINISTRATOR, AND CONSULTANT AS
NEEDED TO ASSIST IN ESTABLISHING THE ADVANCED
PROFESSIONAL STUDIES PROGRAM AT THE COLLEGE OF
EDUCATION, UNIVERSITY OF LAGOS AND TO DEVELOP A PROP
FOR PROJECT 792.

3. ADVISE WHEN CONTRACT SIGNED AND ETA PERSONNEL.
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MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR, AFRICA

THRU: AFR/DP, Mr. Edward Hogan/S/ Edward/B. Hogan

FROM: AFR/CWA, Mr. STUART T. Baron

SUBJECT: Request for Life-of-Project-Authorization: Programs for the Preparation of Educational Leaders, College of Education, University of Lagos

This project is designed to assist the College of Education, University of Lagos (CEUL), to develop programs directed toward raising the level of professional preparation and performance of educational personnel in leadership and supervisory positions in Nigeria.

Background

Nigerian primary and secondary school age population growth continues to outstrip the available teaching force despite intensive GON efforts over the past decade to train and qualify teaching and educational supervisory personnel. The population is increasing so rapidly that the presently planned increase in the numbers of new primary and secondary teachers will only maintain present 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 in this area is the inadequate supply of teacher trainers and the poor preparation of those who are doing the job.

Recognizing the critical impact of Nigeria's limited institutional capacity in the teacher training area, AID has been assisting in several ways to strengthen the country's ability to expand and improve its teacher resource base. AID efforts in behalf of the Kano Advanced Teacher's College, the Northern Nigeria Teacher Education Project, the Teacher's Training College Loan, the ABU Institute of Education and the establishment of CEUL's predecessor, the Federal Advanced Teacher's College have all been designed to meet this urgent need. AID's educational sector concentration is, in fact, almost totally in curriculum development and teacher training.

The Programs for the Preparation of Educational Leaders Project addresses itself to the principal remaining institutional weakness in Nigerian teacher training: the lack of a non-formal, in-service training program through which underqualified primary school classroom teachers and curricula can be upgraded. This project will assist CEUL to develop a tutoring and supervisory staff and curriculum capable of providing the continuing teacher education programs required to insure maximum teaching effectiveness at the primary and secondary levels. Further, the project will give further impetus to the trend

to make teacher training colleges responsible for in-service education of classroom teachers.

The Project: The proposed five-year program is the outgrowth of what was originally conceived as a pilot Institutional Development Agreement (IDA) between CEUL and Teacher's College of Columbia University (TCCU). 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 CEUL to develop in-service nationwide programs for the preparation of educational leaders.

This project provides for 1) training at the University of Lagos of 62 state ministry sponsored educational leaders in eight-week sessions during two consecutive summer vacations (Advanced Professional Studies Program) and, 2) training a total of 270 teacher's college tutors in five one-year residential programs (Instructional Leadership Program) in Primary Education Curricula and Instruction. Two full time U.S. educational specialists from TCCU will be provided for a total of 11 man-years, to direct and instruct in these courses. Additionally, three participants will be trained to the PHD level under this project. This is part of the overall development of the CEUL staff to insure their ability to continue development of new courses and expanded programs in educational planning, curriculum development and educational research.

AID funding for FY 72 is \$127,000 of which \$87,000 is for personnel, \$5,000 for participant training and \$35,000 is for commodities and other costs. Project cost over its proposed life, FY 72-76 is projected to be \$899,000. The contribution by the Nigerian Government over this period is estimated at \$659,000.

Recommendation: That you sign the attached Project Authorization Form (TAB A) for the U.S. obligation span, FY 72-76.

Attachments

1. TAB A Proj. Auth. Form
2. TAB B PROP for Programs for Prep. of Educational Leaders, CEUL, Nigeria

AFR/CWA, JSnyder:cf:mr:l/l/72

Clearances: AFR/CWA, JDWilson
 AFR/CWA, LSands
 AFR/TAC, EMartin(draft)
 AFR/MGT, JPJackson(draft)
 AFR/DP, EBogan
 AA/AFR, PBirnbaum

UNITED STATES GOVERNMENT

Memorandum

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TO : Mr. Michael H. B. Adler, DIR

DATE: 28 July 1970

FROM : Cheryl Q. Wilson, Asst. Program Officer

SUBJECT: Briefing Note on Advanced Professional Studies Program--
College of Education, University of Lagos

The Advanced Professional Studies Program, College of Education, University of Lagos, has been selected as USAID/Nigeria's first project under an Institutional Development Agreement. The purpose of the project is to train approximately two hundred teachers and head masters annually in school administration and guidance counseling; there will be, in fact, two specialized in-service programs—one for primary and one for secondary school personnel. A five-year project is envisioned with approximate costs to AID of \$1.1 million. The project will address the need for supervisors, administrators and planners in Nigeria's educational system which has been cited by the Ashby Commission (1960) and Education and World Affairs (1967).

The College of Education has been solely responsible for identifying the need for such a program, for contacting other educational institutions and government ministries to assess their interest and for developing a basic outline for the program. The operation of the Advanced Professional Studies Program is well within the ability of the College with a minimum of outside help. It was decided, therefore, that the project is well suited to the Institutional Development Agreement which stresses full participation of host country institutions in the planning and implementation of projects. (See attached summary of report on proposed IDA.)

The following steps have been taken toward starting the project:

- The particulars of the project along with the terms of reference of the Institutional Development Agreement were submitted to several American universities with known capabilities in the field of in-service education.
- Proposals were received from Southern Illinois, State University of Buffalo, Colorado State University and Teachers College Columbia University.
- The University of Lagos and AID jointly selected Teachers College of Columbia as the American partner in the project.
- USAID provided funds under the project Educational Planning and Advisory Services to finance a one-year contract with Teachers College.

Mr. Michael H. B. Adler

- 2 -

28 July 1970

In the fall of 1970, Teachers College will send two specialists—one guidance counselor and one educational administrator—to Lagos to work with the College of Education in refining the plans for the project, developing course materials, determining specific needs for external aid, and developing the PROP for AID approval. The full project under an Institutional Development Agreement involving AID, Teachers College and the College of Education should be operative by the fall of 1971.

Attached you will find a copy of a summary prepared by Lois Richards on the Institutional Development Agreement which you might want to read before discussing this project in AID/W.

Attachment: a/s

792

Dr. Vernon C. Johnson, Deputy Director

May 5, 1970

Lois Richards, FRM

Summary of the Report on the Proposed Institutional Development Agreement

This is a report of a joint committee which was composed of representatives of AID and the National Association of State Universities and Land Grant Colleges (NASULGC). The committee was asked to examine operating relationships between AID and U.S. universities and to make recommendations for improving them; consequently, the report lists three broad conclusions:

1. The universities and the USG share a strong interest in improving their understanding of the developing world and in cooperation between American and foreign institutions of learning.
2. The universities and AID can each serve their own interests through collaboration on suitable development activities.
3. The development field is rich in opportunities for pursuing a great variety of academic career specialties.

A fourth conclusion, to be expected from such a study, is that working arrangements between the two parties can and should be improved. The major problem at present is that the standard university contract and supporting procedures and policies being used by AID are based on forms used for purchasing operations. The committee feels that more suitable agreements should reflect "involvement in mutual undertakings between partners in joint international ventures in long-term institutional development."

To overcome the problems the committee has proposed adoption of the new Institutional Development Agreement in place of the Standard University Contract in those cases where appropriate (judged to be about half of AID's contracts). It also proposes a more flexible system of program budgeting in place of the line item budgeting now in effect in AID university contracts. The major import of the changes, however, is that universities are to exercise more control over their AID-financed activities and that they are to be involved in project planning at an earlier stage.

For these changes to be effective the report lists the following conditions which must be met:

1. Proper matching of universities with overseas activities--to be based on past performance, the universities' commitments to significant levels of international activity, particular departmental and faculty strengths, and so on.
2. Fuller joint planning--to include involvement of the university in the pre-agreement planning stage (though this does not, apparently, mean the "planning university" will eventually be the project contractor) and in development of an initial workplan prior to the first obligation of funds.
3. Improved program evaluation and feedback--based primarily on annual program reviews involving all parties to the development effort and on frequent updating and revision of workplans.
4. More flexible implementation authority--primarily to mean dropping the requirement for prior AID approval of adjustments in the amount and timing of various resource inputs so long as the total funds budgeted and obligated are not exceeded and so long as the changes are within the pre-approved listing of types of activities and inputs. Under this category, too, the report recommends a return to the former AID practice of forward funding contracts for two years rather than one.
5. More effective management by the universities--to include efforts by the universities to strengthen their campus coordinating staffs, to give more attention throughout their administrative offices to overseas activities, to involve all departments in fields related to a particular development activity in that project's activities, to improve orientation for personnel going overseas, etc.
6. Attracting qualified personnel--to mean primarily that universities make their top personnel available for overseas assignments, rather than hiring overseas staff from "off-campus," and that they try to make overseas assignments more attractive to their professors.
7. Strengthened ability of U.S. universities to support overseas programs--to mean AID will provide institutional grants to develop foreign area studies specializations having particular relevance for development activities.
8. Enhanced capability of host institutions to induce and sustain changes in the host country--to take the form of "deeper involvement of the American university with the host institution in planning, operations, and program review" (page 18). While the committee did not study or try to provide new suggestions for achieving this goal, they take it as a sine qua non of development progress.

A ninth condition considered separately by the joint AID-NAEULGC team was the need for improved continuity and broader perspectives on the role of universities. This is reflected primarily in their desire for AID to give

longer-term assurances of availability of funds, for AID to recognize the long-term nature of institutional development, for AID to ensure that university personnel will not be subject to OPRED-type reductions, and for AID to minimize the application of statutory requirements forcing early termination of bilateral assistance programs.

As you can see from the above, both the universities and AID have incorporated within the report their major criticisms of each other. Unfortunately, there is no mention of the fact that many of the problems identified, particularly those having to do with continuity, are due to actions by third parties (such as Congress) and, therefore, are beyond either's control. Unless the report is read and accepted by all parties, I do not believe the IDA approach can be either wholly implemented or wholly successful. Implementation, of course, is also dependent upon how many of the Peterson Report's recommendations, with which the IDA approach fits in very well, are actually adopted.

Another factor governing success of the IDA approach is the fact that however one describes the relationship between AID and the universities, one cannot escape the fact that basically AID is purchasing with USG funds certain services from those institutions. Consequently, AID has, and most likely will continue to have, certain responsibilities for overseeing its contracts (even though I agree many of the current reporting requirements are excessive). In view of congressional and public concern about careful expenditure of Government funds, I do not believe an ex post facto audit as suggested by the report will be wholly acceptable.

Finally, it is unclear from the report just exactly how the universities' increased autonomy will manifest itself in AID-university relations outside of certain budgeting and pre-planning procedures. But, a more serious problem in Nigeria, at least, is how the autonomy of U.S. universities will be reflected in their dealings with host-country institutions--an aspect almost totally omitted from the report. Certainly, the quotation in number 8 above implies a role for the American universities which may not be acceptable in Nigeria in light of current circumstances, and considering the stage of development which Nigerian institutions have already reached, such deep involvement may never again be either appropriate or allowed.

For more detailed information on the IDA and the report, may I suggest you glance through the report's sections on "Introduction and Highlights" (pp. iii-vi) and "Recommendations" (pp. 27-32).

FRM:LRichards:el:5/5/70

File 12
USAID Project 792
CEUL/TCCU Institutional
Development Agreement

19p.

Minutes of the 2nd Annual Review Conference
Held at the College of Education, University of Lagos
Conference Room on March 27 - 28, 1974.

In attendance:

Prof. C. O. Taiwo, Provost, CEUL (CHAIRMAN)
 Prof. R. Freeman Butts, TCCU
 Mr. Carl Graham, TCCU
 Prof. Charles Lyons, TCCU
 Prof. Jay W. Erickson, Program Director
 Dr. James Kirk, Education Officer, USAID/Nigeria
 Prof. (Mrs.) Alele Williams, Deputy Provost, CEUL
 Mr. S. A. Dawodu, Secretary, CEUL
 Dr. Joseph B. Bolaji, Conference Secretary, CEUL.

Introduction:

The chairman welcomed all to the review and introduced Dr. Bolaji, a new member of the College of Education staff. The chairman pointed out that Dr. Bolaji, who is a specialist in primary education, has been intimately involved with I.D.A. Project activities since joining the staff.

Agenda:

The chairman presented the agenda to the members. The agenda was approved by Prof. Butts and seconded by Prof. Erickson. The agenda was as follows:

REVIEW OF THE US/AID PROJECT 792, I.D.A. PROJECT, MARCH 27 & 28, 1974

Agenda

- i. Discussion of Project Activities to Date.
- ii. Discussion of Central Issues or Problems which Have Emerged.
- iii. Discussion of Future Directions.
- iv. Any Other Matters.

The Chairman's Introductory Speech:

The chairman expressed thanks to the project supporters, and project staff members.

The chairman discussed the present move in the country to introduce universal and compulsory Primary Education in 1975. The country is now organizing ways to train teachers for the universal primary education

scheme. "But" he said, "The programme we run here will be better and prepare better teachers for Nigeria."

The chairman mentioned the difficulty in this country in getting primary education teachers. People, in this country just do not appreciate them. However, he expressed the feeling that the time will soon come when this country and its people will appreciate the fundamental importance of primary education.

The chairman said that the APSP programme under which Dr. Segun Adesina was trained has been abandoned but Dr. Adesina's services will continue to be used. He noted that some states in Nigeria are now emphasizing the need to train headmasters (principals) of primary schools. By 1975, some of these states will not assign school staff to headmasters' posts unless such members of staff are trained as school administrators.

Prof. Butts thanked the chairman for the short speech and remarked that by jointly introducing APSP and the Associateship Program CEUL and TCCU had anticipated developments in Nigeria by about three years.

Agenda:

I. Discussion of Project Activities to Date:

Prof. Jay Erikson, the director of the project gave a full report of project activities from April, 1973 to March, 1974

a) Staff Changes: Dr. Oguntode resigned. He left Lagos for Ibadan in December, 1973. Late in December, 1973, Dr. Bolaji joined the staff from Kansas University, U.S.A.

b) Selection of Students for the 1973-74 Session:

Each of the candidates application forms was evaluated and endorsed by the permanent secretary of the applicant's state education department. The permanent secretaries concerned did recommend nearly all of the applicants for admission into the Associateship program. This kind of response is an indirect indication of strong support. In many cases, letters of recommendation were also attached.

~~Prof. Butts wanted to know if the candidates applied on their own?~~
Prof. Erikson replied that initiative came from the ministry at times but that in most cases the individuals were acting on their own initiative.

60 seats
About 1,200 candidates registered application forms and about 900 finally returned their filled forms.

The basic requirement for eligibility was a Grade II teaching certificate plus five years of experience following the award of the Grade II certificate. About 800 of the 900 applicants were found to be eligible.

In the examination 40% of the mark was allocated to Mathematics, 40% to Science, and the Nigerian Primary Teacher Section carried the remaining 20%.

In the examination, problem solving skills were emphasized. All of the questions were objective. There were no essay questions.

Approximately 700 candidates took the examination in one of the six test centers throughout Nigeria on June 2nd, 1973. The range of test scores was 22 - 76.

On the question of what happened to the 100 candidates who were eligible but did not take the examination, Prof. Erickson replied that followup study might be done to determine the reasons behind the candidates absence.

On May 25th, 1973, a meeting of the CEUL Associateship Committee was held to determine the criteria to be applied for short-listing candidates. At that meeting it was agreed that the criteria for short-listing the candidates would be as follows:

1. mark on the examination (raw score)
2. state of most recent employment
3. whether or not a teachers college tutor.

The method of using the above criteria was to be as follows:

1. Group A.

One person from each state who achieved the highest Raw Score on the examination provided that the score was in the top 1/3 of all the Test Scores.

2. Group B.

Those persons who are currently employed as tutors in Teacher Training Colleges provided that their score was in the top 1/3 of all the Test Scores.

3. Group C.

Persons ranked on the basis of their Raw Scores on the Entrance Examinations.

Note: Persons listed in Group A or B above will not be listed twice)

The procedures described above were followed and on June 12th, 1973 the names of 79 candidates, in priority order, were recommended and submitted to the provost of CEUL and to the academic committee. Finally 69 candidates were invited, 63 accepted the invitation and enrolled.

Prof. Erickson in replying to questions about candidates from teacher training colleges said that very few applications were received from tutors in teacher training colleges.

Prof. Butts and some other members from TCCU wanted to know how the candidates selected were now doing in class. He asked if there were any correlation between their entrance examination scores and class performance. Dr. (Mrs.) Williams wondered if there were any correlation between entrance examination scores and practice teaching performance.

Prof. Erickson distributed the 1973/74 Session Enrollment by State sheet.

COLLEGE OF EDUCATION, UNIVERSITY OF LAGOS
INSTRUCTIONAL LEADERSHIP PROGRAM (I.L.P)
ASSOCIATESHIP COURSE IN EDUCATION 1973/74 SESSION
ENROLLMENT BY STATE

1.	BENUE-PLATEAU	1
2.	EAST CENTRAL	20
3.	KANO	1
4.	KWARA	1
5.	LAGOS	18
6.	MID-WESTERN	12
7.	NORTH-CENTRAL	1
8.	NORTH-EASTERN	0
9.	NORTH-WESTERN	0
10.	RIVERS	0
11.	SOUTH-EASTERN	2
12.	WESTERN	7
	TOTAL	61

Discussing this, Prof. Erickson noted that:

- (1) Some of these students may not return to the states from which they enrolled..
- (2) The number of candidates from each state is in some cases, so small that they may not be able to form a nucleus for primary mathematics and science innovation within the state.
- (3) ~~There are no tutors from teacher training colleges in the~~ group.

c) Completion of 1972-73 Associateship Program:

Professor Erickson announced that all of the members of the 1972-73 class successfully completed the program and each received an "Associateship Diploma in Primary Education" *Quite possible the holder's like what?*

d) Participation of Biersteker and Erickson in the 1973 Summer

Teacher Vacation Course:

Professor Erickson and Mr. Biersteker taught science and mathematics respectively, in the four week inservice programs in primary mathematics and science sponsored by the Federal Ministry of Education.

e) Staffing Recommendations:

Prof. Erickson recalled that some long range staffing recommendations were submitted to the Provost in August, 1973. He said that Mr. Kalejaiye is the only Nigerian staff member teaching mathematics in the associateship program and he is only teaching part time. Also, he is scheduled to depart soon for further study at TCCU. Prof. Erickson warned that if we don't have at least two long range Nigerian staff members in mathematics, we will face serious problems in the future. He said that for science, we need two full time Nigerians also. During the first term of last year Mr. Teibo was on study leave in Ibadan. He is now back. However, Dr. Oguntonade resigned and has gone to Ibadan. He said that as it now stands, we are understaffed in science, also.

The chairman told the conference that Mr. Osiyale will be back from England in June 1974. Mr. Osiyale is currently working on his doctorate degree in the teaching of elementary school science.

f) Follow up Studies of 1972-73 Students:

Prof. Erickson reported on some follow-up work which has been done with 1973 class graduates. He and Mr. Joseph Biersteker went to see 15 of the graduates in September 1973 and a similar follow-up trip involving visits with 7 of the graduates was made in February 1974 when the university was temporarily closed down. During each of these trips they also held meetings with people in state ministries, state and divisional school boards etc. to further advertise the associateship program and introduce its first graduates.

The following data was presented:

Fall 1973

First Associateship Group - 1972-73

Employment Information: Prior to Enrollment in the
Associateship Course and Six Months After Successful
Completion of the Course

	<u>Prior to Enrollment</u>	<u>Six Months After Completion of Course</u>
Primary	26	17
Secondary	4	9 ⁶
Teacher Training College	1	5

Thirty-one students

Mr. S. A. Dawodu, Secretary of CEUL, wanted to know from which States those graduates who were assigned to secondary schools came. He was told that they came from East Central State. Mr. Dawodu explained that the reason why those teachers were assigned to secondary classes may be due to a policy that better teachers are assigned to higher classes instead of lower classes.

Dr. (Mrs.) Williams, deputy provost of CEUL wanted to know what in general are the graduates who are employed at the primary level doing? She was told that some are classroom teachers, some are school or sectional heads, and some are in key positions, such as curriculum development and teacher training specialists, in their states' ministry of education.

Professor Erickson pointed out that he would like to see more of them employed as teacher training college tutors and in key positions in ministries and school boards

In answer to Prof. Butts question related to employment information for the 1973-74 group Prof. Erickson gave the following information:

.../7.

Fall 1973

Second Associateship Group - 1973-74

Most Recent Employment Information Upon Entering Program		(Numbers for 1972-73 Group for Comparison)
Primary Classroom Teacher	26	(12)
Primary Headmaster, Headmistress or Assistant	27	(13)
Secondary Teacher	8	(4)
Teacher Training College Tutor	2	(1)
Local Education Officer (Primary)	-	(1)
	<u>63</u>	<u>(31)</u>

Sixty-three students

g) Resignation of Dr. Oguntonade from CEUL:

Prof. Erickson continued with the report. He mentioned that the resignation of Dr. Oguntonade was announced in September 1973 with effect from December 31, 1973.

h) Allocation of Room 5 to the Associateship Program:

Prof. Erickson thanked the provost and the secretary for the allocation of Room 5 to the Associateship Program. He said that it is being used for seminars and as a study-library room. It is a great addition to the program.

In the nearest future, the room will also be used as Dr. H. Corbin's office. It may be partitioned if necessary.

i) The 1973-74 Associateship Program:

Prof. Erickson said that there are 62 students in the program at present. The original enrollment was 63. One person withdrew to enroll in undergraduate school in the U.S.*

Courses in the Program:

Primary School Teaching in Nigeria -
4 hours per week.

Mathematics -
6 hours per week.

Science -
8 hours per week.

* On April 21, 1974, Mr. George Udeh, a member of the Associateship Class died at Teaching Hospital in Enugu. The class enrollment was thus reduced to 61.

Communication Skills -

3 hours per week.

Other professional activities

Independent Study and Research -

2 hours per week (minimum)

Teaching Practice -

6 weeks

Prof. Erickson remarked that the contents of the syllabi were upgraded this year. All classes meet in the general science laboratory and Room 21.

j) Future Program and Staffing Decisions Made at the October, 1973 Meeting of the Associateship Committee:

Prof. Erickson stated that at the October meeting of the Associateship Committee the group decided to widen the Associateship Program in 1974-75 to include an English - Social Studies section. After extended discussion it was decided that 90 students would be enrolled in the program, 60 in Mathematics - Science and 30 in the new, to be developed, program in English - Social Studies.

Further, the Committee came to the conclusion that as the 3rd TCCU Team Member they would like to invite TCCU to send to Lagos for a two year tour a staff member who is a specialist in primary social studies teacher training and curriculum development. This request was forwarded to New York immediately and led to the selection of Dr. Corbin who will soon join the project in Lagos. 2/24/74 4174

k) Return of Dr. Adesina

Prof. Erickson reported that Dr. Adesina returned to the CEUL campus in November 1973. Dr. Segun Adesina has not been directly involved with the Associateship Program. However, he has been involved in preparing the 1974-75 Associateship entrance examination in English and Social Studies.

The provost announced that Dr. Adesina will be used in the APSP which will be started in the nearest future.

l) Advertisement of 1974-75 Associateship Program:

Prof. Erickson said that the advertisement for 1974-75 course was out in newspapers in early January 1974. He noted that information about the program is not reaching all of the qualified, interested teachers despite the involvement of the various state ministries.

It was announced in the advertisement that the entrance examinations would be given on April 20 in eight testing centers.

.../9.

There was some discussion on why there were not more than 8 centers:
Questions such as:

- (1) Could there be a center in each of the states?
- (2) Could there be centers at Sokoto, Kano and Maiduguri?
- (3) Will the number of applicants in some states justify creation of examination centers?

Finally it was recommended that in the future an attempt be made to establish a testing center in each state for the Associateship's Course.

m) Dr. Bolaji joins the Staff of CEUL:

In January, 1974, Dr. Bolaji joined the CEUL staff. He specializes in primary education. His minor area is in Biology. He has been teaching education and science in the Associateship Program.

n) Convocation Ceremony in January, 1974:

19 of 31 members of the 1973 associateship class came back for the graduation ceremony. Prof. Erickson showed the review panel a copy of the diploma which was presented to each member of the class.

o) 1974 Summer Teacher Vacation Course:

Prof. Erickson said that he and Mr. Biersteker were involved in the planning for the 1974 CEUL summer vacation course for teachers in primary school mathematics and science. Both expect to teach in the program this summer as they did last summer.

p) Social Studies Specialist:

The competency of an expert from U.S. to teach Social Studies was discussed. It was agreed that Nigerians could benefit greatly from basic approaches to the teaching of Social Studies in the U.S. which such an expert will offer.

q) Practice Teaching 1974:

Prof. Erickson reported that this year our students did their practice teaching in six elementary schools located near CEUL. The exercise, which continued for six weeks, was patterned after that of last year with students practice teaching on Mondays, Tuesdays and Wednesdays and attending college classes on Thursdays and Fridays.

The headmasters (principals) and class teachers of the schools used were pleased with the performance of the students and asked us to come back next year—that is to use their schools again.

Quite a number of these teachers in the schools used for practice teaching have applied for entrance into the associateship course next year.

r) Preparation of the 1974-75 Entrance Examinations:

Prof. Erickson announced that as of this date, the entrance examination papers were ready to be printed. He further reported that Dr. Adosina had taken part in setting the social studies questions since Dr. Corbin was not here.

s) Participant Training:

Prof. Erickson presented the following summary:

PARTICIPANT TRAINING:

- Originally trained
to work under
APSP Program*
- | | |
|---------------------|--|
| Adosina | - Departed for TCCU in September, 1971
- returned with Ed.D. in November 1973.
Area - <u>Educational Administration.</u> |
| Kalejaiye
(math) | - Scheduled to depart for TCCU in June,
1974 - return May, 1976.
(Original departure date February, 1973,
followed by September, 1973, followed
by January, 1974.)
Area - <u>Mathematics.</u> |
| 3rd Participant | - Departure date (?; but must be soon)
(Proposed September, 1973, followed
by January, 1974, followed by July,
1974.)
Area - ? ? |

Selection of the 3rd participant was discussed and all agreed that the hour was late. However, no final decision was made regarding who or when. The possibility of sending more than one person for programs of one year or less was discussed and considered a good alternative.

t) Arrival of Books and Equipment Ordered:

In the past orders have been unduly delayed but recently the situation has improved considerably.

u) Project Vehicles:

Prof. Erickson reported that the two project vehicles were adequate to support the program.

v) Liaison with Other Agencies:

Prof. Erickson expressed thanks to the Ford Foundation, U.S.I.S. and the British Council for their continued support of the associateship program. He mentioned that U.S.I.S. has promised to donate more books in the near future.

w) Housing and Office Facilities:

Prof. Erickson reported that Dr. Corbin's house is now ready. His office is already air conditioned and other things are being taken care of.

END OF MORNING SESSION

.../11.

AFTERNOON SESSION

AGENDA:

II. Discussion of Central Issues or Problems Which Have Emerged

Mr. Carl Graham submitted a working paper. He added that this paper was from TCCU but was based on communication from the field. It was submitted to be used as a way of looking toward current problems and also to help with future planning. Therefore the conference should approach it critically.

Draft Project Appraisal Report - March, 1974

I. GOALS AND OBJECTIVES

A. The overall purpose of the project is to enable CEUL to enhance its role in helping to meet Nigeria's educational needs.

B. Specific Objectives

1. In-Service training of ministry and school educational personnel to enable adaptation to changing roles and conditions.
2. Preparation of Teachers' Training College tutors in primary education curriculum and instruction and in social and psychological foundations of education.
3. Develop and expand the educational research competencies of CEUL, and to facilitate cooperative research by the parties to the agreement.
4. Development of CEUL staff through a participant training program seeking to upgrade selected staff members and to make CEUL increasingly self-sufficient in performing its services for Nigerian education.

C. Observations, Need for Revision:

Mr. Graham explained that these statements are in broad terms because they were to embrace the APSP and Associateship Programs. This was in reply to some questions on the objectives.

Prof. Butts noted that by jointly introducing APSP and the Associateship Program CEUL and TCCU had anticipated educational development in Nigeria by about three years.

There were some questions in IA--"The overall purpose of the Project is to enable CEUL to enhance its role in helping to meet Nigeria's educational needs." The main point was

that the goals and objectives sound like a one way street and it is intended to be a two way street. It should express cooperation efforts on the part of CEUL and TCCU. It is not only the role of TCCU but also that of CEUL. When a TCCU person teaches in CEUL, he acquires some knowledge and skill related to African education which he carries back to TCCU when he returns.

Mr. Graham suggested that we move on to item II and come back to item I.

II. STAFFING PATTERN: TCCU SPECIALISTS - PAST AND CURRENT

A. January- Mar-		Man-		
	<u>June 1972</u>	<u>Months</u>		
Proposed	3 2	5	C. Scott Kelly, Admin. - Jan. - April 1972 (4) Charles H. Lyons - Director - June 1972 (1)	
Actual	3 2	5		
B. July 1972				
	<u>June 1972</u>	3	J. Davits - Psych. - July 1972 (1)	
Proposed	6 6 6 6	24	L. Davits - Psych. - July 1972 (1)	
Actual	4 6 6 6	22	J. Erickson - Science - Oct. 1972 - June 1973 (4)	
	Uncommitted	2	J. Biersteker - Math - Oct. 1972 - June 1973 (1) C. Lyons - Director - July 1972 - August 1972 (1)	
C. July 1973-				
	<u>June 1973</u>			
Proposed	6 9 9 9	33	J. Erickson - Science - 12 months	
Actual	6 6 6 9	27	J. Biersteker - Math - 12 months	
	Uncommitted	6	H. Corbin - Soc. Studies - April - June 1973 (1)	
	Uncommitted man months	7/6	3	

Observations

1. The proposed assignment of the third team member by September, 1973 did not occur because:
 - a) Campus representative believed that a primary teacher education/social studies placement was contingent on CEUL first appointing such a local specialist.
 - b) Upon clarification of this issue, a specialist was not available until early 1974.
2. As in all earlier placements, approval of employment visas delayed arrival of specialist at least six weeks.

see/13.

REMARKS:

Mr. Graham said that 3 1/2 man-months were lost through March 1973. This means a loss to the U.S. government and the Institution, TOSU. This is also a loss to CEU. The personnel involved had to wait for visa clearance. It was suggested that in the future CEU institute clearance formalities as soon as an applicant is being considered.

Mr. Graham apologized for not acting quickly on item 1e.

III. STAFFING PATTERN - CEU PERSONNEL

- 4. January 1972 - June 1972 6.5 Months
Man Months (equiv.) 3 5
- 5. July 1972 - December 1972
Man Months (equiv.) 15 10
- 6. January 1973 - June 1973
Man Months (equiv.) 12 12
- 7. July 1973 - December 1973
Man Months (equiv.) 12 12
- 8. January 1974 - June 1974
Man Months (equiv.) 15 15
- Total January, 1972 - June 1974
Man Months (equiv.) 57 57
- 9. Current status based on original obligation of 10 man months (102 man months) of service, 1972-1974 at man months completed by CEU through June, 1974.

Observations

Since the 102 man months is a CEU obligation must be reported with the contract agreement. Through June, 1974 (3 1/2 months of the contract) CEU will have completed 37 man months. 2 of 102 man months (in the year total) is 36 man months. By June 1974 CEU has completed approximately professional staff to the Institute.

IV. SUPPORT STAFF

	July 1972:	Man	
	June 1972	Months	
Contract	1 3 3 3	12	100% available = 12 months
Actual	1 3 3 3	12	100% available 1972

cod/fto

4. July 1970
June 1971

Revenue 0 0 0 0
Expenses 0 0 0 0

- (a) Revenue = 0000
- (b) Revenue = 000 + 000 + 000 + 000
Expenses = 000 + 000
- (c) Revenue = 0000 + 0000 + 0000 + 0000

5. July 1970
June 1971

Revenue 0 0 0 0
Expenses 0 0 0 0

- (a) Revenue = 000 + 000 + 000 + 000
- (b) Revenue = 0000 + 0000 + 0000 + 0000
- (c) Revenue = 0000 + 0000 + 0000 + 0000
- (d) Revenue = 0000 + 0000 + 0000 + 0000
- (e) Revenue = 0000 + 0000 + 0000 + 0000

Rate Revenue = 0000

Answers:

- (a) Revenue = 0000 + 0000 + 0000 + 0000
- (b) Revenue = 0000 + 0000 + 0000 + 0000
- (c) Revenue = 0000 + 0000 + 0000 + 0000
- (d) Revenue = 0000 + 0000 + 0000 + 0000
- (e) Revenue = 0000 + 0000 + 0000 + 0000

Notes:

Revenue = 0000 + 0000 + 0000 + 0000

Revenue = 0000 + 0000 + 0000 + 0000

item number 5. He said that a participant might spend some time in a special program at the Educational Development Center or the Educational Testing Center.

On item number 6, Mr. Graham said that the original commitment was scheduled to be completed by 1975 but that we should now think in terms of completion by 1976.

The 3rd participant training space could be filled by a Social Studies or English participant. The key to selection of staff for higher education, he suggested, should be staffing needs within the program. All present agreed that selection of a person or persons should take place as soon as possible.

V. INSTRUCTIONAL PROGRAMS

A. Associateship Course (originally titled Instructional Leadership Program).

1. First Course - Academic Year 1972-73.
 - a. Against a quota of 30 math./science students, 31 were admitted to the first course.
 - b. Representation from seven states.
2. Second Course - Academic Year 1973-74.
 - a. 63 students accepted, 3 over the quota of 60.
 - b. Preponderantly male group ... 55 to 8.
 - c. Representation from nine states.

B. Observations or Questions:

1. Is representation from primary schools and TTC's increasing?
2. Any progress in assignment of more Associateship alumni to teacher education rather than secondary school teaching?
3. Modifications of instructional content and emphasis from first course.
4. Opportunities for follow-up contacts with students from first course.

Discussion:

The answer to questions 1 and 2 is YES! (Discussed previously)
Questions 3 and 4 were discussed previously.

VI. COMMODITY PROCUREMENT

A. Instructional Materials - Expenditures.

	<u>Allocated</u>	<u>Expended to date</u>
1/1/72 - 6/30/74		
With new shipment, expended to date	M35,050	M26,700
will rise to about	M31,000	

B. General Equipment:

1. Definite reduction in time lag during 1973 between order date and delivery date on maths/science equipment.

C. Book Orders:

1. Major expenditures in 1973 were on books for CEUL and for distribution to APSP and Associateship Course Alumni.
2. Despite concerted efforts to improve performance, there is still excessive delay in some book orders.

D. Observations:

1. On large orders of single or few copies of books, TCCU Purchasing Office in 1973 began utilizing Embassy Book Service, a bulk supplier for many AID contracts. Unfortunately, just after placing the largest order for the project, their operations moved from Long Island, New York to Mialeah, Florida. This caused a delay of about $\frac{3}{4}$ months.

E. Recommendations:

VII. ASSESSMENT OF OBJECTIVES SOUGHT UNDER THE I.D.A. APPROACH

A. Positive Factors:

1. High degree of flexibility in program through positive spirit of co-operation between field personnel, CEUL, and USAID.
2. Given budgetary and staffing limitations, the instructional program has made nearly maximum impact.

B. Negative Factors:

1. Other than activities in the 1971-72 APEP program, co-operative research has been severely limited.
2. Reporting performance has been extremely delayed. It is essential that the TCCU campus in cooperation with field personnel set up procedures and a timetable to meet this requirement.
3. Impact of the project on institution-to-institution relationships has been limited.

C. Additional Observations:

THURSDAY MARCH 28, 1974

Mr. Graham announced to the members that the TCCU group had a privileged talk with Mr. Kalejaiye on their way to the meeting. Mr. Kalejaiye has decided to be in New York by the end of May, 1974 to

register for summer session. The reason why he will go earlier than scheduled was because he will enroll for a course which will be taught during the first summer session by a visiting professor from Minnesota.

Also Mr. Kalejaiye will be working towards a Ph.D. and not an Ed.D. as previously expressed.

Discussion returned to resume where it was left off yesterday with item VII assessment of Objectives Sought Under the I.D.A. Approach.

B Negative Factors:

On item number 1 under VII B., the CEUL group expressed that opportunities for co-operative research were severely limited because TCU and CEUL staff carry very heavy teaching and administrative work loads.

Various research possibilities were discussed such as "Follow-up studies" and "Evaluation of the Program."

The following points were raised:

1. Are there funds in the I.D.A. budget that could be used for such studies?
2. Is there a possibility of using some CEUL graduate students to do these kinds of studies as part of their academic requirements?
3. Give Prof. Erickson and Mr. Biersteker some time to do research.
4. The possibility of Dr. Abosina doing these studies was considered but the Chairman told the members that Dr. Abosina has been asked to put the papers compiled by the AFSP class together. Such a book will be distributed to all who participated in the program as a working tool.

Mr. Graham said that there is money in this project to publish what is written here. Money is not a critical factor but reduction of staff lead to free them for research efforts. When Dr. Fortin, the new TCU social studies specialist, joins the program in April, it is expected that he will devote some of his time to research.

Item 2 under VII B. was discussed. His field officer was commended by Dr. James Kirk. He concluded by asking that the report of annual review conference be sent to his office.

Mr. Graham said that we need better communication but certainly, this item 2 under VII B. was not a reflection on the kind of work Prof. Erickson has been doing. After some discussion, it was agreed to delete "feedback and specific", change "good" to "delayed" and insert "in cooperation with CEUL" between "Campus" and "and" and delete "and".

Finally the item will read:

'Generally reporting performance has been extremely delayed. It is essential that the TCCU Campus in cooperation with CHL and field personnel set up procedures and a timetable to meet this requirement.'

Mr. Graham informed the group that if, for example, CHL sees a need for an English specialist from TCCU even for 3 months, they should let him know. He emphasized the availability of such short-time personnel and the advantages which might accrue to CHL and TCCU from such an assignment.

On the use of such a person - the question of whether such a person would be strictly limited to the Associateship Course alone—Mr. Graham said that I.D.A.'s goal is that this project should be a benefit to the two institutions. As long as the assignment were related to the Associateship, it would be acceptable.

On item 3 under VII B., the TCCU group suggested that co-operative research would do much to improve institution - to - institution relationships. Such efforts would lead to improved understandings of Nigerian education by CHL and TCCU. Mr. Graham said that there is money for this purpose.

VIII. FUTURE PROGRAM CONSIDERATIONS

- A. Following the 1974 Review, a revised Operational Plan and Work Plan for 1975-76 should be completed.
- B. Relevant Factors:
 1. Number of students, subject areas for future instructional programs.
 2. Duration of service for maths/sciences/social studies specialists.
 3. Subject fields for TCCU specialists 1975-76.
 4. Feasibility of a 1975-76 staff program or some instructional activity in administration.
 5. The costs of any short-term assignments.
- C. Other Considerations:

DISCUSSION:

On item 4 under VIII B., the chairman suggested that:

- a) Teaching of the language will prove difficult. It is a language spoken by a large people in the Easternmost State of Nigeria. It will be difficult in the University of Lagos as students may have to be taught in English. This will prove difficult.

the number of students which are usually taken each year into the B.A. language program will be allocated to the Association. This will allow CHEL to increase the Association enrollment by 40.

- b) For September 1974/75 the intake for the Association program will be 90 - 60 for the Mathematics - Science sections and 30 for English - Social Studies section.
- c) After 1974/75 academic year CHEL will have to decide about the fate of the Yoruba Language Diploma course. Should it be added to Association or not?
- d) At present the projection of Association intake in 1974/75 is for 90 (60 for Science - Mathematics and 30 for English - Social Studies).

Item 2, under VIII 2., was discussed. Mr. Graham informed the panel that Prof. Brinson and Mr. Birtcher have accepted second course, and that they will remain at CHEL through approximately the end of December, 1974. With the arrival of Dr. Foster, this will leave three CHEL staff at CHEL until December 1974 - mathematics, science, social studies. It is the panel's view, a CHEL specialist in English was requested by CHEL, to make so possible, within budget and manpower restrictions to send out and a specialist on a short term assignment.

Item 2, VIII 2., - It is possible that CHEL will develop a new diploma program in educational administration in the future.

Item 3, under VIII 3., - discussed previously.

Mr. Graham expressed appreciation to Dr. James Fitch and the staff for their continuing support of the program.

Dr. Fitch, on behalf of himself and the staff expressed thanks for the cooperation received from the staff members and from the CHEL main campus staff.

The members of the College of Education, University of Lagos and Chairman of the conference, on behalf of CHEL and himself expressed the gratitude to the program. He thanked all participants at various one day sessions especially CHEL and Ibadan. For their own colleges, and for their support.

At the end of the second annual session of the CHEL/CESL Joint Session.

SECTION 1 GENERAL INFORMATION	SECTION 2 GENERAL INFORMATION	SECTION 3 GENERAL INFORMATION	SECTION 4 GENERAL INFORMATION
SECTION 5 GENERAL INFORMATION	SECTION 6 GENERAL INFORMATION	SECTION 7 GENERAL INFORMATION	SECTION 8 GENERAL INFORMATION
SECTION 9 GENERAL INFORMATION			

SECTION 10: [Illegible Title]

[Illegible text block]

SECTION 11: [Illegible Title]

[Illegible text block]

SECTION 12: [Illegible Title]

[Illegible text block]

DEPARTMENT OF JUSTICE
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D. C. 20535

REPORT OF AN INVESTIGATION
DATE OF REPORT: 10/15/79
PERIOD FOR WHICH REPORT WAS MADE: 10/15/79
TITLE: [Illegible]

CHARACTER OF CASE: [Illegible]
SYNOPSIS: [Illegible]

DATE	TIME	LOCATION	NAME	STATUS
10/15/79	10:00 AM	Washington, D.C.	[Illegible]	Witness
10/15/79	11:00 AM	Washington, D.C.	[Illegible]	Witness
10/15/79	12:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	1:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	2:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	3:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	4:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	5:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	6:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	7:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	8:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	9:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	10:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	11:00 PM	Washington, D.C.	[Illegible]	Witness
10/15/79	12:00 AM	Washington, D.C.	[Illegible]	Witness

STATEMENT OF [Illegible]
[Illegible text describing the investigation and findings]

Signature: [Illegible]
Date: 10/15/79

Signature: [Illegible]
Date: 10/15/79

COMM-FBI-100-443888-10
10/15/79

FND/T	Department of Social WORK, FOR INTERNATIONAL DEVELOPMENT	Estimated Amount	Cost 2 of 4 Phases
	PROJECT IMPLEMENTATION ENGINEERING OFFICE	Supporting Training STUDIES	Phase No. 630-792-3-20019
		Phase/Activity No. and Title	630-11-640-792
		PROGRAMS FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF IAGOS	

STATE OF IAGOS

1. **Special Technical Services** - Subject to the charges resulting from the annual reviews, the 4-Resource professional services to be provided through this FND/T are eleven man-years of educational specialists' services under a contract with the University of Lagos. During 1970-71 (this staff, the education specialists will: (1) monitor research done by individual advanced international study program (AISP) participants and conduct regional field studies to carry out studies of improving the participation rate in the program; (2) assist in conducting second phase of AISP; (3) assist in implementing the international leadership program (ILP); (4) prepare curricula and instructional materials; (5) assist and coordinate individual and group educational resource projects during academic years and long vacation periods; (6) participate in the execution and planning of Nigerian conferences which will eventually replace I.D. specialists; (7) assist in the over-all development of OCU's capability of designing, implementing and conducting on-going and periodic short-term training projects towards raising the level of performance of educational personnel in leadership positions. OCU staff will be made during the planned five years of AID assistance by progressively transferring to Nigerian educational leaders. Teachers College, Delaware University (TCU) will be responsible for arranging participant training in the U.S. for a Nigerian staff member of OCU.

1. Positions	2. Estimated Cost	3. Funds Available	4. Source of Payment (When Available)
1	International Specialist		1
1	Instructional Planning Specialist		1
1	Resource Education Specialist		12
1	Adult Education Specialist		12
1	Research Methods Specialist		1

15. See for the source of Technical Services

College of Education, University of Lagos, Lagos, Nigeria

16. Name of Technical Specialist

17. Estimated Cost

18. Positions: 15 I.D. 12 I.D. 12 I.D. 12 I.D. 1 I.D. 15 Estimated to Acquire by Technical Services

19. Periodic Cost of Technical Services - For details of method of payment, see Continuation Sheet.

(A) By OCU: \$879,000 over five-year period. See budget on Continuation Sheet.

(B) By Expanding County - \$1,000,000 over five-year period. Based on estimated cost of items OCU has agreed to provide in kind: professional and clerical salaries, student housing/boards, office space/housing for TCU staff, international transportation and emoluments for participants.

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

Voluntary Mandatory

PIO/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

Cooperating Country
NIGERIA

PIO/T No.
620-792-3-20019

Project/Activity No. and Title 620-11-660-792
PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS

21. Equipment and Supplies (Related to the services described in Check 21 and to be procured outside the Cooperating Country by the supplier of those services)

A. (1) Quantity (2) Description (3) Estimated Costs

Educational equipment and supplies including instructional, office, supplementary household appliances and project vehicles.

(SEE CONTINUATION SHEET)

B. Financing Costs of Equipment and Supplies

(1) By AID - 1

(2) By Cooperating Country -

22. Instructions to Authorized Agent

The University of Lagos and the American university contractor are authorized to negotiate an agreement under which the American university contractor will undertake to provide eleven man-years of education specialist services during the five-year life of the project, provide appropriate administrative and substantive backstopping at the home campus and the CEUL campuses to ensure achievement of project objectives, and assist in arranging graduate degree training for three Nigerian staff of the CEUL in appropriate fields and arrange for procurement in the U.S. of equipment and supplies. This agreement will be approved by AID before it is implemented and up to \$899,000 will be financed by AID subject to the availability of funds. By ProAg, AID has obligated \$48,000 to finance the first six months of the contract. The Teachers College, Columbia University, has been selected by CEUL as the contractor.

23. Special Provisions

PIO/T

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

Draft Issued

Cooperating Country
NIGERIA

PIO/T No.
620-792-3-20019

Project/Activity No. and Title
PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS

25. Reports by Supplier of Services (Indicate type, content and format of reports required, including language to be used if other than English, frequency or timing of reports and any special requirements)

The College of Education, University of Lagos and the American university contractor will report to USAID as follows:

1. Semi-annual report reflecting activities, problems and progress (5 copies to USAID).
2. A comprehensive report at the end of each year reflecting results of annual review, including accomplishments, problems and recommendations for change or follow-up (5 copies to USAID).

26. Availability of Background Information (Additional information useful to Authorized Agent and Prospective Suppliers; if necessary, cross reference Block 21.D(3) above)

Proposal for Institutional Development Agreement, Advanced Professional Studies Program, College of Education, University of Lagos, Lagos, Nigeria - Teachers College, Columbia University.

End-of-Year Report on Project to Assist in the Development of a Program for the Preparation of Educational Leaders at the College of Education, University of Lagos, Lagos, Nigeria - Teachers College, Columbia University.

Publications of the College of Education, University of Lagos, Lagos, Nigeria.

(SEE CONTINUATION SHEET)

27. Relationships of Supplier to Cooperating Country and to AID.

A. Relationships and Responsibilities

The specialists provided under this PIO/T will be subject to the terms and conditions of the agreement to be negotiated between the College of Education, University of Lagos and the American university contractor.

B. Cooperating Country Liaison Official

Provost, College of Education, University of Lagos

C. AID Liaison Officials

Chief, Education Division, USAID/Nigeria
Project Manager, Higher Education Advisor, USAID/Nigeria

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

Voluntary Regular

FID/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

Cooperating Country
NIGERIA

FID/T No.
620-792-3-20019

Project/Activity No. and Title 620-11-660-792
PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS

LOGISTIC SUPPORT

28 Provisions for Logistic Support

A. Specific Items (insert "X" in applicable column at right. If entry needs qualification, insert asterisk and explain below in C. "Comments")

	In Kind Supplied By		From Local Currency Supplied By	
	AID	Cooperating Country	AID	Cooperating Country
(1) Office Space		X		
(2) Office Equipment		X		
(3) Housing and Utilities		X		
(4) Furniture		X		
(5) Household Equipment (Stoves, Refrig., etc.)		X		
(6) Transportation in Cooperating Country		X		
(7) Interpreter Services				
Other (Specify) (8) Medical care in Nigeria		X		
(9)				
(10)				
(11)				
(12)				
(13)				
(14)				
(15)				

B. Additional Facilities Available From Other Sources

C. Comments Contract personnel are permitted the duty-free entry by the FMG of an initial shipment of personal effects and a personal automobile. No commissary privileges are available.

Contract funds provided herein may be used by the American university contractor for purchase, international shipment, and maintenance of stoves, refrigerators and air conditioners for the housing occupied by the specialists if required. If purchased with contract funds, U.S. source origin required.

USAID will grant-in-aid the items of property presently assigned to the representative of TCOU, i.e. one air conditioner, one electric stove, one refrigerator, one washing machine, one floor lamp, three table lamps, one lawn table with 4 chairs, two transformers for use of his replacement. USAID will not install, maintain, or service present or future household equipment. ~~Vehicle maintenance and insurance will not be provided by USAID.~~

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

Worksheet Issued

PIO/T

Cooperating Country
NIGERIA

PIO/T No.
620-792-3-20019

Project/Activity No. and Title 620-11-660-792
PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS

FINANCIAL AGREEMENT

19. A. Cooperating Country Financing

Pursuant to paragraph _____ of the PROAG or Other underlying document signed on _____ and subject to the amount shown in Block 13.D above, the Cooperating Country will provide all local currencies required for the expenditures within the country, during the period starting on the Date of this Issuance (Block 10 above) and ending on the Final Contribution Date of the [PROAG or other enabling document]: _____ authorized under this Project Implementation Order, with the exception of the following types of expenditures, which AID hereby agrees to assume:

N.A.

B. As of the effective date of any contract or agreement executed under this Order, the country will establish in the name of the supplier of the services described herein, a local currency advance in the amount of: _____

20. AID Financing

Pursuant to the provisions of the above-referenced Project Agreement or other document, and subject to the limitation of the Total to Date as shown in Block 12.D above, AID will provide all U.S. Dollar Currencies required for expenditures, during the period starting on the Date of this Issuance (Block 10 above), and ending on the Final Contribution Date of December 31, 1972 authorized under this Project Implementation Order, with the exception of the following types of expenditures which the Cooperating Country hereby agrees to assume:

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

CONTINUATION SHEET

FORM SYMBOL

TITLE OF FORM

PIO/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

1. Cooperating Country
NIGERIA

2.a. Code No.
620-792-3-20019

2.b. Effective Date

2.c. Amendment
 Original OR No.

3. Project/Activity No. and Title
620-11-660-792
PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS

Indicate block numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

BLOCK 21-C: FINANCING COSTS OF TECHNICAL SERVICES (CONTINUED)

PROPOSED FIVE-YEAR BUDGET SUBJECT TO THE AVAILABILITY OF FUNDS
AND ADEQUATE PROJECT PROGRESS

	<u>Total All Years</u>	<u>Funding This Document</u>
1. Personnel Compensation	\$381,521	\$20,000
2. Indirect Costs	107,275	3,000
3. Allowances	101,250	4,000
4. Regular Travel & Transportation	103,385	10,000
5. Other Travel	3,902	-
6. Equipment and Materials	105,730	5,000
7. Foreign National Training	50,250	2,000
8. Other Direct Costs	14,645	4,000
Total	\$899,000	\$48,000

METHOD OF PAYMENT

Under this Agreement USAID/Nigeria, upon request from TCCU and certified by CEUL, will make an initial advance of \$30,000 to TCCU, thereafter USAID/Nigeria will reimburse TCCU in amounts equal to reported expenditures in order to replenish the advance fund on an imprest basis. In order for the imprest fund to be replenished, TCCU will submit, on a monthly basis, voucher form SF 1034 (original) and 3 copies SF-1034(A)), properly executed and certified by CEUL, and supported by a fiscal report as defined in Attachment III of the Agreement between CEUL and TCCU. The imprest fund will be replenished until such time as the total reimbursements effected and the advance added together equal the amount of the AID commitment. Thereafter the vouchers submitted will not be reimbursed but will be applied to liquidate the advance. Any unused funds remaining in the TCCU imprest fund will be returned to USAID/Nigeria upon completion of the Agreement.

CONTINUATION SHEET

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

FORM SYMBOL

TITLE OF FORM

PIO/T

PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

1. Cooperating Country
NIGERIA

2.a. Code No.
620-792-3-20019

2.b. Effective Date

2.c. Original OR Amendment

3. Project/Activity No. and Title
620-11-660-792
PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS

Indicate block numbers.

Use this form to complete the information required in any block of a PIO or PA/PR form.

BLOCK 22: EQUIPMENT AND SUPPLIES (CONTINUED)

Under the terms of the agreement to be negotiated between the College of Education, University of Lagos, and American university contractor, the American university contractor will be reimbursed for procurement in the U.S. of the above equipment.

BLOCK 26: AVAILABILITY OF BACKGROUND INFORMATION... (CONTINUED)

Nigerian Human Resource Development and Utilization - EWA Report

Investment in Education - The Report of the Commission on Post-School Certificate and Higher Education in Nigeria - Federal Ministry of Education, Nigeria.

Guide Manual for Institutional Development Agreement - AID

Second National Development Plan 1970/74 - Federal Ministry of Information.

Aug 20 1976

6200792 (15)

INTERNATIONAL DEVELOPMENT
PROJECTS UNIT

PROJECT NAME: **PROJECTS UNIT**

PROJECT NUMBER: **59923**

DATE: **6/2/76**

TO: **Director**

FROM: **William G. Ford**

SUBJECT: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

1. PROJECT TITLE: **PROJECTS UNIT**

2. PROJECT NUMBER: **59923**

3. PROJECT DATE: **6/2/76**

4. PROJECT TYPE: **Development**

5. PROJECT STATUS: **Active**

6. PROJECT LOCATION: **Univ of Lagos**

7. PROJECT DESCRIPTION: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

8. PROJECT OBJECTIVES: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

9. PROJECT BUDGET: **300,000**

10. PROJECT FUNDING: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

PROJECTS UNIT		(1)	(2)	(3)	(4)
Project Title		Project Title	Amount	Amount	Total
11	a. Request		300,000		300,000
	b. Unfunded				
12	a. Unfunded				
	b. Other				

13. PROJECT DESCRIPTION: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

14. PROJECT OBJECTIVES: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

15. PROJECT BUDGET: **300,000**

16. PROJECT FUNDING: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

17. PROJECT STATUS: **Active**

18. PROJECT LOCATION: **Univ of Lagos**

19. PROJECT DESCRIPTION: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

20. PROJECT OBJECTIVES: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

21. PROJECT BUDGET: **300,000**

22. PROJECT FUNDING: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

23. PROJECT STATUS: **Active**

24. PROJECT LOCATION: **Univ of Lagos**

25. PROJECT DESCRIPTION: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

26. PROJECT OBJECTIVES: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

27. PROJECT BUDGET: **300,000**

28. PROJECT FUNDING: **Request for the formation of an external Institute, College of Education, Univ of Lagos**

CONTINUATION SHEET
FORM 8000B

DEPARTMENT OF STATE
AGENCY FOR
INTERNATIONAL DEVELOPMENT

1. Cooperating Country ETHIOPIA	2.a. Code No. 610-702-2
2.b. Effective Date	2.c. <input checked="" type="checkbox"/> Original <input type="checkbox"/> Amendment OR Net

FIG/T
PROJECT IMPLEMENTATION
ORDER/TECHNICAL
SERVICES

2. Project/Activity No. and Title **020-11-660-792**
Programs for the Preparation of Educational Leaders, College of Education, Univ. of Lagos.

Indicate block numbers. Use this form to complete the information required in any block of a PIO or PA/PR form.

In addition to funds previously provided, this subobligation will finance through completion the Institutional Development Agreement as follows:

	<u>Prior Year Funds</u>	<u>This Document</u>	<u>Total</u>
Personal	\$459,000	\$339,000	\$798,000
Participants	27,000	3,000	30,000
Commodities	54,000	3,000	57,000
Other Costs	<u>9,000</u>	<u>5,000</u>	<u>14,000</u>
Total	\$549,000	\$350,000	\$899,000

6200792-16

PD-AAB-204

PROJECT AGREEMENT
BETWEEN THE DEPARTMENT OF STATE, AGENCY FOR INTERNATIONAL DEVELOPMENT (AID),
AN AGENCY OF THE GOVERNMENT OF THE UNITED STATES OF AMERICA, AND
THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION
AN AGENCY OF THE GOVERNMENT OF NIGERIA

27

THE GOVERNMENT OF NIGERIA hereby agrees to carry out a project in accordance with the terms and conditions set forth herein and to pay the amount of any services rendered thereunder, as stated below:

1. PROJECT/GRANT NO. 620-11-660-792 PAGE 1 OF 2 PAGES

2. ACCOUNT NO. 218 2. ORIGINAL OR REVISION NO.

3. PROJECT/TITLE

PROGRAM FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF LAGOS

4. PROJECT DESCRIPTION AND DETERMINATION

See Annex A and B

5. NO. APPROPRIATION FUND 75-112100 6. NO. ALLOTMENT SYMBOL 25-50-620-00-59-21

FEDERAL GOVERNMENT FEDERAL GOVERNMENT

STATE GOVERNMENT STATE GOVERNMENT

LOCAL GOVERNMENT LOCAL GOVERNMENT

FEDERAL GOVERNMENT FEDERAL GOVERNMENT

STATE GOVERNMENT STATE GOVERNMENT

LOCAL GOVERNMENT LOCAL GOVERNMENT

7. NO. APPROPRIATION FUND 75-112100

8. NO. ALLOTMENT SYMBOL 25-50-620-00-59-21

9. NO. APPROPRIATION FUND

10. NO. ALLOTMENT SYMBOL

11. NO. APPROPRIATION FUND

12. NO. ALLOTMENT SYMBOL

13. NO. APPROPRIATION FUND

14. NO. ALLOTMENT SYMBOL

15. NO. APPROPRIATION FUND

16. NO. ALLOTMENT SYMBOL

17. NO. APPROPRIATION FUND

18. NO. ALLOTMENT SYMBOL

19. AMOUNT TO DATE

20. AMOUNT TO DATE

21. AMOUNT TO DATE

22. AMOUNT TO DATE

23. AMOUNT TO DATE

24. AMOUNT TO DATE

25. AMOUNT TO DATE

26. AMOUNT TO DATE

27. AMOUNT TO DATE

28. AMOUNT TO DATE

29. AMOUNT TO DATE

30. AMOUNT TO DATE

Attached to and forming part of this Agreement is Annex A - Project Description

DATE OF SIGNATURE 1972 DATE OF SIGNATURE June 30, 1972

Signature of Federal Minister of Economic Development and Reconstruction

Signature of William H. Ford, Director, USAID

AID 180-1A
12-70
PRO AG
CONTINUATION
SHEET
ANNEX A

PROJECT AGREEMENT
BETWEEN AID AND
**THE FEDERAL MINISTRY OF ECONOMIC
DEVELOPMENT AND RECONSTRUCTION**
AN AGENCY OF THE GOVERNMENT OF
NIGERIA

1. Project/Activity No.
620-11-660-792
2. Agreement No.
218
3. Project/Activity Title
**PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS**
PAGE 2 OF 2 PAGES
3. Original or
Revision No.

PROJECT DESCRIPTION

This Project Agreement obligates FY 72 funding to provide for a three-month extension of AID assistance to the College of Education, University of Lagos, through March 31, 1972. This assistance, which will be provided through an extension of the Teachers College, Columbia University Contract, AID/afr-728, will finance the continued services of the School Administration Specialist and necessary campus backstopping by the American institution. Until now these services were temporarily being funded under Project 747 pending the implementation of Project 792 for which the U.S. Specialist was provided.

The purpose of this extension is to retain the services of the School Administration Specialist in Nigeria so that the incumbent may complete evaluation of a course offered by the College of Education, University of Lagos, during the summer of 1971 (The Advanced Professional Studies Program) and work with the College on implementing new arrangements for programs in the field of in-service teacher education. A directly-negotiated contract between the College of Education of University of Lagos and an American institution is almost completed, and it is expected that these new arrangements will be effective on or about April 1, 1972.

[Handwritten Signature]

Vice Chancellor
University of Lagos

Date 16 February 1972

[Handwritten Signature: James H. Kirk]
Chief Education Officer
USAID/Nigeria

Date February 8, 1972

For the Cooperating Government or Agency

For the Agency for International Development

SIGNATURE: *[Handwritten Signature]* DATE: Feb 20, 1972
TITLE: Federal Ministry of Economic Development and Reconstruction

SIGNATURE: *[Handwritten Signature]* DATE: _____
TITLE: William R. Ford, Director, USAID

6200792 - (17)
 PD-AAB - 204

BETWEEN THE DEPARTMENT OF STATE, AGENCY FOR INTERNATIONAL DEVELOPMENT (AID),
 AN AGENCY OF THE GOVERNMENT OF THE UNITED STATES OF AMERICA, AND
 THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION
 AN AGENCY OF THE GOVERNMENT OF NIGERIA

15 p.

The undersigned parties hereby mutually agree to enter into a project in accordance with the terms set forth herein and the terms set forth in any annexes attached hereto, as attached herein:

- PROJECT ADMINISTRATION SPECIAL CURRENCY ASSISTANCE
- TECHNICAL ASSISTANCE SPECIAL LOAN ASSISTANCE

This Project Agreement is further subject to the terms of the following agreement between the two governments, as attached and incorporated:

FEDERAL ASSISTANCE FOR TECHNICAL COOPERATION DATE

ECONOMIC DEVELOPMENT ASSISTANCE DATE 1948

Other DATE

1. USE OF FUNDS REVENUE OTHER SOURCE PERCENTAGE TOTAL (%)

20. Total \$48,000

21. Current Services 48,000

22. Construction

23. Other Costs

24. ADMINISTRATIVE EXPENSES (including salaries) 3.00

25. Total \$27,000

26. Technical and other services 5,400

27. Construction

28. Other Costs 21,600

1. PROJECT/ACTIVITY NO. 620-11-660-792 PAGE 1 OF 15 PAGES

2. AGREEMENT NO. 219 3. ORIGINAL OR REVISION NO.

4. PROJECT/ACTIVITY TITLE
 PROGRAMS FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF LAGOS

5. FUND-SOURCE DESCRIPTION AND EXPLANATION (See Annex A attached)

6. AID APPROPRIATION SYMBOL 72-1121004 7. AID ALLOTMENT SYMBOL 254-50-620-00-69-21

	INCREASE (D)	DECREASE (E)	TOTAL TO DATE (F)
20. Total	\$48,000		\$48,000
21. Current Services	48,000		48,000
22. Construction			
23. Other Costs			
24. ADMINISTRATIVE EXPENSES (including salaries)			
25. Total	\$27,000		\$27,000
26. Technical and other services	5,400		5,400
27. Construction			
28. Other Costs	21,600		21,600

13. SPECIAL COMMENTS (For Additional Comments, Refer to Summary)
 This is a new activity to provide assistance to the College of Education, University of Lagos, in establishing programs for the preparation of educational leaders per the description in attached Annex A. Standard Annex B forms part of this agreement. Funding provided by this project agreement will provide approximately six months of contract services.

14. DATE OF SIGNATURE 15. DATE OF THIS NOTICE 16. ESTIMATED FINAL CONTRIBUTION DATE
 April 28, 1972 8 December 31, 1972

17. FOR THE SIGNING AUTHORITY OF AGENCY 18. FOR THE AGENCY FOR INTERNATIONAL DEVELOPMENT

SIGNATURE: *Conrad...* DATE: April 28, 1972
 FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION

SIGNATURE: *William R. Ford* DATE: 4/28/72
 DIRECTOR, USAID

RECEIVED
 APR 28 1972
 CCB

PROJECT AGREEMENT

PRO AG
CONTINUATION
SHEET
ANNEX A

BETWEEN AID AND
THE FEDERAL MINISTRY OF ECONOMIC
DEVELOPMENT AND RECONSTRUCTION
AN AGENCY OF THE GOVERNMENT OF
NIGERIA

1. Project/Activity No. 620-11-660-792	PAGE 1 OF 1 PAGE
2. Agreement No. 219	3. <input checked="" type="checkbox"/> Original or Revision No.
3. Project/Activity Title PROGRAMS FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF LAGOS	

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 per cent of established tutor positions (399 out of 1,340) 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.

For the Cooperating Government or Agency

For the Agency for International Development

SIGNATURE: *Esmatians*
DATE: *4/28/72*
TITLE: Federal Ministry of Economic
Development and Reconstruction

SIGNATURE: *William R. Ford*
DATE: *4/28/72*
TITLE: William R. Ford, Director, USAID

PRO AG CONTINUATION SHEET ANNEX A	BETWEEN AID AND THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION	1. Project/Activity No. 080-11-000-794	2. Agreement No. 219	3. <input checked="" type="checkbox"/> Original or Revision No.
	AN AGENCY OF THE GOVERNMENT OF NIGERIA	3. Project/Activity Title PROGRAMS FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF LAGOS		

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 tutors 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.

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 other potential 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)

For the Consenting Government or Agency Signature: <u>E. O. Eromadegun</u> DATE: <u>4/25/72</u> TITLE: <u>Federal Ministry of Economic Development and Reconstruction</u>		For the Agency for International Development Signature: <u>William R. Ford</u> DATE: <u>4/25/72</u> TITLE: <u>Director</u>	
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AID 1980-1 01-70 PRO AG CONTINUATION SHEET ANNEX	PROJECT AGREEMENT BETWEEN AID AND THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION AN AGENCY OF THE GOVERNMENT OF NIGERIA	1. Project/Activity No. 620-11-660-792	PAGE 2 OF 14 PAGES
		2. Agreement No. 219	3. <input checked="" type="checkbox"/> Original or Revision No.
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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 now being inadequately performed by the university Institute 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 supervision of teaching practices of students from nearby teacher training colleges.

The Instructional Leadership Program 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 are 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 completion. We are assuming that the potential 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.

For the Cooperating Government or Agency

For the Agency for International Development

SIGNATURE: E. Martins DATE: April 28, 1972
 TITLE: Federal Ministry of Economic Development and Reconstruction

SIGNATURE: William R. Ford DATE: 5/1/72
 TITLE: William R. Ford, Director, USAID

PROAG
CONTINUATION
SHEET
ANNEX A

PROJECT AGREEMENT
BETWEEN AID AND

THE FEDERAL MINISTRY OF ECONOMIC
DEVELOPMENT AND RECONSTRUCTION
AN AGENCY OF THE GOVERNMENT OF
NIGERIA

620-11-660-792

1. Agreement No.
219

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3. Original or
Revision No.

2. Project/Activity Title
PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS

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 CEOL/TCOU 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.

For the Cooperating Government or Agency

SIGNATURE: *Eson Martins*
DATE: *April 28 1972*
TITLE: Federal Ministry of Economic
Development and Reconstruction

For the Agency for International Development

SIGNATURE: *William R. Ford*
DATE: *5/1/72*
TITLE: William R. Ford, Director, USAID

PRO AG CONTINUATION SHEET ANNEX A	PROJECT AGREEMENT BETWEEN AID AND THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION	620-11-660-792	PAGE 2 OF 11 PAGES
	AN AGENCY OF THE GOVERNMENT OF NIGERIA	2. Agreement No. 219	3. <input checked="" type="checkbox"/> Original or Revision No.
		3. Project/Activity Title PROGRAMS FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF LAGOS	

USAID, CEUL and TCCU frankly 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 AID 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 ILP. 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 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.

For the Cooperating Government or Agency SIGNATURE: <u>Constantin</u> DATE: <u>11 April 1972</u> TITLE: <u>Federal Ministry of Economic Development and Reconstruction</u>	For the Agency for International Development SIGNATURE: <u>William R. Ford</u> DATE: <u>11/72</u> TITLE: <u>William R. Ford, Director, USAID</u>
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AID 100-11 10-701 PRO AG CONTINUATION SHEET ANNEX A	PROJECT AGREEMENT BETWEEN AID AND THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION	620-11-660-792	PAGE 2 OF 2 PAGES
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		3. Project/Activity Title PROGRAMS FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF LAGOS	

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

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.
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, education research, and mathematics education.

For the Cooperating Government or Agency

For the Agency for International Development

SIGNATURE: E. Martins DATE: April 28, 1972
 TITLE: Federal Ministry of Economic Development and Reconstruction

SIGNATURE: William R. Ford DATE: 5/1/72
 TITLE: William R. Ford, Director, USAID

AID 1230-14 (3-70)	PROJECT AGREEMENT	620-11-660-792	PAGE 7 OF 14 PAGES
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ANNEX A			

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 maintain their high motivation; that educational personnel in primary education will be motivated to come to CEUL for participation in the ILP even to the extent of paying their own fees; that ministries of education and schools will continue their established practice of giving five 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 planned and adapted to both individual and institutional needs.

IV. PROJECT INPUTS

A. USAID/U.S. Institution Input

1. January 1972 - December 1976: Subject to the continuing availability of funds and adequate project progress USAID assistance to the Programs for the Preparation of Educational Leaders will be continued through the end of CY 1976 when CEUL should 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 through 1976, USAID will support a contract between CEUL and a U.S. institution in the amount of approximately \$899,000 including local currency expenditures and payment in kind, 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 TCCU, the institution selected by CEUL to implement the activities described herein, it is expected that the following inputs can be financed with the likely available AID funding:

(a) Teaching/Research

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

For the Cooperating Government or Agency

For the Agency for International Development

SIGNATURE: E. Martins

DATE: April 23, 1972

SIGNATURE: William R. Ford

DATE: 5/1/72

TITLE: Federal Ministry of Economic
Development and Reconstruction

TITLE: William R. Ford, Director, USAID

PROJECT AGREEMENT
BETWEEN AID AND
**THE FEDERAL MINISTRY OF ECONOMIC
DEVELOPMENT AND RECONSTRUCTION**
AN AGENCY OF THE GOVERNMENT OF
NIGERIA

1. Project/Activity No.

620-11-660-792

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2. Agreement No.

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LEADERS, COLLEGE OF EDUCATION
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(b) Administration

1. The equivalent of 2½ man-years of U.S. institutional on-campus support beginning January 1972.
2. The equivalent of 10 man-years of locally hired administrative support at CEUL.

(c) Participant Training

Six man-years of participant training to enable qualified Nigerian counterparts to receive doctorate degrees in two-year programs.

(d) Equipment/Maintenance and Supplies

Provide: (1) necessary instructional and office equipment and supplies as well as supplementary household equipment and two project vehicles; (2) operating expenses and maintenance of the project vehicle used by TCCU staff and funds for maintenance of project equipment and supplementary household equipment.

1. January 1972 - June 1972

With funds provided in this Agreement, USAID will finance a contract between the College of Education, University of Lagos, and Teachers College, Columbia University. Persons employed by the American university contractor to serve this project will be entitled to salary and allowances, international transportation for themselves and their dependents and shipment of personal effects under the terms of the Agreement. USAID is also willing to finance training in the U.S. for CEUL staff and teaching aids. An agreement has been negotiated by the cooperating universities and will be approved by USAID before it is finalized. Funds provided in this Project Agreement will finance the Agreement for approximately 6 months. The dollar budget for the funds obligated by this ProAg is as follows:

Personnel services including benefits	20,000
Direct Costs (Overhead)	3,000

For the Cooperating Government or Agency

For the Agency for International Development

SIGNATURE: E. Martins

DATE: AD 12/72

SIGNATURE: William R. Ford

DATE: 5/1/72

TITLE: Federal Ministry of Economic
Development and Reconstruction

TITLE: William R. Ford, Director, USAID

PROJECT AGREEMENT
BETWEEN AID AND
THE FEDERAL MINISTRY OF ECONOMIC
DEVELOPMENT AND RECONSTRUCTION
AN AGENCY OF THE GOVERNMENT OF
NIGERIA

620-11-6604792
2. Agreement No.
219
3. Project/Activity Title
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LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS

PAGE 2 OF 14 PAGES
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Allowances	\$ 4,000
Travel and Transportation	10,000
Equipment and Materials	5,000
Participant Training	2,000
Other Direct Costs	<u>4,000</u>
Total	\$48,000

Contract funds provided herein may be used by the American university contractor for purchase, international shipment, and maintenance of stoves, refrigerators, and air conditioners for the housing occupied by the specialists if required. If purchased with contract funds, U.S. source origin required.

USAID will grant-in-aid the items of property presently assigned to the representative of TCCU, i.e. one air conditioner, one electric stove, one refrigerator, one washing machine, one floor lamp, three table lamps, one lawn table with 4 chairs, two transformers for use of his replacement. USAID will not install, maintain, or service present or future household equipment.

B. Federal Ministry 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.

For the Cooperating Government or Agency

For the Agency for International Development

SIGNATURE: *F. Martins* DATE: *5/1/72*
TITLE: Federal Ministry of Economic
Development & Reconstruction

SIGNATURE: *William R. Ford* DATE: *5/1/72*
TITLE: William R. Ford, Director, USAID

AID 1950-1A (S-70) PRO AG CONTINUATION SHEET ANNEX <u>A</u>	PROJECT AGREEMENT BETWEEN AID AND THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION AN AGENCY OF THE GOVERNMENT OF NIGERIA	1. Project/Activity No. 620-11-660-792	PAGE <u>10</u> OF <u>11</u> PAGES
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4. Other Program Services

(a) Up to 2,830 student-months of student maintenance including housing and feeding will be provided by CEUL to paying students beginning July 1972.

(b) Provide as needed housing and household furnishings comparable to those provided other University employees of equivalent rank for as many as three TCCU specialists during the life of the project and maintenance for the housing as normally provided by CEUL.

(c) Office facilities, equipment and supplies for U.S. staff, classroom and library space for trainees and general administrative support including transportation costs for CEUL project staff members and trainees will be provided beginning January 1972.

(d) Provide port clearance customs duty (if not waived) and other fees or charges that may be levied and internal transport of (1) personal and household effects (including one automobile) of each AID-financed specialist, (2) equipment and supplies purchased in the U.S. for the project or for housing occupied by the U.S. specialists.

(e) Medical and dental services which are available to other CEUL employees of equivalent rank.

(f) Local logistic support for the AID-financed specialists including maintenance and repairs of housing occupied by the specialists, utilities, operating expenses and maintenance of project vehicle used by program participants, and installation of supplemental household equipment purchased with contract funds.

(g) 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.

For the Cooperating Government or Agency SIGNATURE: <u>E. Martins</u> DATE: <u>April 1972</u> TITLE: <u>Federal Ministry of Economic Development and Reconstruction</u>	For the Agency for International Development SIGNATURE: <u>William R. Ford</u> DATE: <u>5/1/72</u> TITLE: <u>William R. Ford, Director, USAID</u>
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**BETWEEN AID AND
THE FEDERAL MINISTRY OF ECONOMIC
DEVELOPMENT AND RECONSTRUCTION**

2. Agreement No. **219**

3. Original or
Revision No. _____

ANNEX A

**AN AGENCY OF THE GOVERNMENT OF
NIGERIA**

3. Project/Activity Title
**PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS**

To conduct the AFSP during its second period (July-August 1972) there will be provided a program co-director, a lecturer in educational planning and a specialist in research methods. These specialists will be augmented by a Nigerian co-director and three full-time Nigerian lecturers. These specialists will be provided by TOCU.

Two lecturers to conduct the LLP beginning September 1972 will be provided by TOCU. 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 AFSP experience and during their in-school LLP 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. COURSE OF ACTION

A. Implementation Plan

One educational administrator and one educational psychologist, both from TOCU and funded by AID under Project 747, have worked intensively with CEUL personnel since November 1970 in preparation of a program to

For the Cooperating Government or Agency

For the Agency for International Development

SIGNATURE: E. Martins DATE: April 1972

SIGNATURE: William B. Ford DATE: 5/1/72

TITLE: Federal Ministry of Economic
Development and Reconstruction

TITLE: William B. Ford, Director, USAID

PRO AG CONTINUATION SHEET ANNEX A	PROJECT AGREEMENT BETWEEN AID AND THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION AN AGENCY OF THE GOVERNMENT OF NIGERIA	1. Project/Activity No. 620-11-660-792	PAGE 12 OF 14 PAGES
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		3. Project/Activity Title PROGRAMS FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF LAGOS	

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 followed up the on-the-job research being done by the individual APSP participants and conducted regional field seminars to discuss methods of improving the participants' on-the-job activities with the trainees and their supervisors. Additionally, the School Administrator assisted CEUL in the preparation of a five-year agreement between CEUL and a U.S. institution that provides for a joint effort leading to the accomplishment of the objectives of this project.

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A contract between TCCU and CEUL will be approved by USAID and signed by the two universities effective January 1, 1972. The contract will include a Standard Provisions Annex which spells out AID regulations applicable to the procurement of AID funded services (i.e. U.S. Government travel and procurement regulations). 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 contract 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 by December 15 of each year the project design and progress to determine whether the minimum levels of output or achievement are being met and to consider possible actions required to strengthen the project.

B. Course of Action Outline

1. New contract between TCCU and CEUL signed; one man on site January 1972.

For the Cooperating Government or Agency SIGNATURE: <u>Esmartins</u> DATE: <u>April 25/72</u> TITLE: <u>Federal Ministry of Economic Development and Reconstruction</u>	For the Agency for International Development SIGNATURE: <u>William R. Ford</u> DATE: <u>5/1/72</u> TITLE: <u>William R. Ford, Director, USAID</u>
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(5-72)
PRO AG
CONTINUATION
SHEET
ANNEX A

PROJECT AGREEMENT
BETWEEN AID AND
**THE FEDERAL MINISTRY OF ECONOMIC
DEVELOPMENT AND RECONSTRUCTION**
AN AGENCY OF THE GOVERNMENT OF
NIGERIA

1. Project/Activity No.
620-11-660-792
PAGE 13 OF 18 PAGES
2. Agreement No.
219
3. Original or
Revision No. _____
3. Project/Activity Title
**PROGRAMS FOR THE PREPARATION OF EDUCATIONAL
LEADERS, COLLEGE OF EDUCATION
UNIVERSITY OF LAGOS**

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. Joint USAID, CEUL and the U.S. institution evaluation and planning review by December 15 of each of the project years.
10. ILP course to be developed and evaluated throughout the first five years. The ILP will be offered five times beginning in September 1974. 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.
11. 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.
12. First participant returns June 1973.
13. Expansion and coordination of individual and group educational research projects during academic years and long vacation periods.
14. Third participant starts September 1973. Three TCCU specialists from September 1973 through September 1975. Reduced to one during 1976.
15. Second participant returns June 1974.

For the Cooperating Government or Agency
SIGNATURE: Comastins DATE: April 28/72
TITLE: Federal Ministry of Economic
Development and Reconstruction

For the Agency for International Development
SIGNATURE: William H. Ford DATE: 5/6/72
TITLE: Director, IDU

PROJECT AGREEMENT BETWEEN AID AND THE FEDERAL MINISTRY OF ECONOMIC DEVELOPMENT AND RECONSTRUCTION AN AGENCY OF THE GOVERNMENT OF NIGERIA	620-11-560-792	PAGE 1 OF 1 PAGES
	2. Agreement No. 219	3. Original or Revision No.
	3. Project/Activity Title PROGRAMS FOR THE PREPARATION OF EDUCATIONAL LEADERS, COLLEGE OF EDUCATION UNIVERSITY OF LAGOS	

15. Third participant returns June 1975.

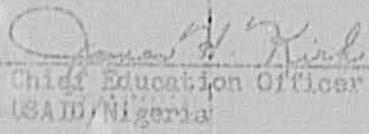
17. A fully functioning, competent wholly Nigerian faculty capable of designing, implementing and conducting non-degree and periodic short-term training directed towards raising the level of performance of educational personnel in leadership positions by December 1975.

18. December 1975 - December 1976. Overlap of returned participants with ICCU staff.



Vice Chancellor
University of Lagos

Date 27 April 1972



Chief Education Officer
USAID/Nigeria

Date April 25, 1972

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BEST AVAILABLE COPY

For the Competing Government or Agency	For the Agency for International Development
SIGNATURE: <u>[Signature]</u> DATE: <u>April 27, 1972</u>	SIGNATURE: <u>[Signature]</u> DATE: <u>5/1/72</u>
TITLE: <u>Vice Chancellor</u>	TITLE: <u>Chief Education Officer</u>
ORGANIZATION: <u>Federal Ministry of Economic Development and Reconstruction</u>	ORGANIZATION: <u>USAID</u>