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9. ABSTRACT

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Although comparative cost data are fragmentary, it appears from this limited information that OIC/L is performing effectively. (See Tables 1 and 2.)

OIC/L has, in addition, introduced a number of significant innovations which set it apart from the others. These include: an accelerated course schedule, individualized instruction, counseling and placement on jobs. They are accomplishing these objectives to a fair degree. They also are trying to involve the community in the support of the school. Although slow in coming, evidence of success in this area is accumulating and is judged satisfactory by the consultants.

Industrial Training Fund (ITF) staff, seven in all, were assigned to the task to introduce them to evaluation techniques. They were totally involved throughout. Their reviews of OIC/L all recommend ITF support with varying degrees of emphasis. The consultants concur in this recommendation.

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REPORT

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Report on Evaluation of Opportunities Industrial Centre

Lagos, Nigeria
for
Industrial Training Fund
Lagos, Nigeria

by

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FOREWORD

This report was prepared by Richard Eugene Beard.
Initial design and arrangements were made in Lagos, August 7th through 17th, 1974. Survey was conducted September 15th through October 2nd, 1974 in Lagos.

Consultants were assisted by the following Industrial Training Fund staff members:

J.U. Agbazue
E.O. Awonogun
K.O. Kolade
O.O. Loto
E. Mwobi (Mrs)
J. Obianwun
R. I. Wallace

This group was being trained in evaluation techniques and also served as full working collaborators. Their assistance permitted the accomplishment of a complex task in the allotted time and is sincerely appreciated.

The principal training officer, Mr. S.D. Solarin, was unstinting in his efforts in support of the survey and we are especially grateful to him. The principals or chief advisors of the six schools cooperated fully. Special thanks are due Director Sam Gbadebo of OIC/L and Advisor A. Jennings who made staff and facilities available for the project. Director William Ford and USAID/Nigeria staff lent full support and counsel. Many others gave generously of their time to assist in developing information. They are included in Appendix 9.

Messrs. Valfoulaye Diallo and Boukabar Daillo and others on their

staff at OICI/Philadelphia provided essential background support data as well as a thorough critique of the proposed procedures for this survey.

DB/amb
10/14/74

TABLE OF CONTENTS

SUMMARY

INTRODUCTION

Methodology
Review of Actions

COMPARATIVE SUMMARY

Inputs
Process
Outputs

ASSESSMENT OF OIC/L

RECOMMENDATIONS

APPENDICES

1. Abbreviations Used
2. Work Order No. 12
Instruments - Check Lists
3. Training Facilities - ITF Check List
4. Student/Trainees Follow-Up - ITF Check List
5. Employers of S/Ts - ITF Check List
6. Board Members - OTF Check List
7. Letter to Selected Institutions w/Documentary Details
Required
8. List of Documents and Resource Materials
9. List of Persons Contacted
10. OIC Report* (ITF Staff) Composite Report Prepared by
O.O. Kolade from Staff Reports
11. NARS* (ITF Staff Report Prepared by E. O. Awonogun)
12. Drivers Report* (ITF Staff Report Prepared by
Mrs. R.I. Wallace)
13. Ijebu-Ode Report* (ITF Staff Report Prepared by
G. U. Agbazue)
14. Sampling of Comments from Employers and Student/Trainees
Now on Jobs

*All reports presented without editing.

Summary

Five Nigerian vocational schools in the Lagos area were visited to provide perspective for comparative purposes with the Opportunities Industrial Centre, Lagos (OIC/L). All schools but one appeared to be providing adequate training for rapidly expanding Nigerian industrial skill needs. The exception, the Nigerian Army Resettlement Scheme (NARS), is coping with the special problem of rehabilitating disabled military veterans.

Although comparative cost data are fragmentary, it appears from this limited information that OIC/L is performing effectively. (See Tables 1 and 2.)

OIC/L has, in addition, introduced a number of significant innovations which set it apart from the others. These include: an accelerated course schedule, individualized instruction, counseling and placement on jobs. They are accomplishing these objectives to a fair degree. They also are trying to involve the community in the support of the school. Although slow in coming, evidence of success in this area is accumulating and is judged satisfactory by the consultants.

Industrial Training Fund (ITF) staff, seven in all, were assigned to the task to introduce them to evaluation techniques. They were totally involved throughout. Their reviews of OIC/L all recommended ITF support with varying degrees of emphasis. The consultants concur in this recommendation.

INTRODUCTION

PURPOSE

This report for the Industrial Training Fund of Nigeria (ITF), headquartered in Lagos, documents the efforts of the AID-financed consultants to assist in the development of an evaluation capability in their staff and to make a specific evaluation of and recommendations for the Opportunities Industrial Centre, Lagos (OIC/L) in respect to its request for financial assistance from the Fund. Assistance was requested in the training of the staff, the preparation of a series of comparative reports on other vocational schools and the preparation of suggested criteria for evaluating vocational school applications for funding.

METHODOLOGY

The consultants visited Nigeria, made preliminary trips to ITF, OIC/L, USAID Mission to Nigeria (USAID), and two other vocational schools. A tentative time schedule was developed, drafts of information instruments prepared. ITF initiated correspondence for institutional visits and requested preparation of basic essential data by them. Plans were also formulated for the training part of the task with the proposed assignment of several new ITF staff to the effort. The draft instruments were refined in Washington and Philadelphia incorporating suggestions from AID and OIC/L.

The evaluation exercise was to include an intensive look at OIC/L and surveys of five to seven other vocational training facilities to help establish some vocational training norms in Nigeria for ITF's needs in evaluating applications for financial assistance from vocational training schools. The survey of several schools would also provide perspective for the evaluation of OIC/L. Facilities to be surveyed included OIC/L, Ijebu-Ode Trade Centre (Ijebu-Ode), Yaba Trade Centre (Yaba), Nigerian Army Resettlement Scheme (NARS), Drivers & Maintenance School (Drivers), and instruments were to be pretested at the YWCA Secretarial College (YWCA). Other agencies concerned with vocational training were to have been visited. The concluding task was to be a seminar on evaluation for the ITF staff.

The steps in the proposed schedule included pretesting evaluation instruments at YWCA, day-long visits to the other five schools with call-backs as required, interviews with school graduates now employed, interviews with their employers, and a concluding seminar.

This program was generally adhered to. Other agencies were not contacted on local suggestion that their information tended to be general rather than specific and time would be better spent on the basics of the project.

REVIEW OF ACTIONS

Returning to Nigeria, consultants were assigned seven capable new ITF staff members to be trained in evaluation techniques. Advance notice had been sent to the six vocational training institutions and appointments confirmed. A continuing seminar was begun prior to the pretest visit to the YWCA Secretarial College. NARS, Drivers, Ijebu-Ode, Yaba, and OIC/L visits followed in good order. Each morning the day's schedule was reviewed and procedures critiqued in group seminar. The events of each day were similarly reviewed at its close. Each participant was responsible for preparing a report on the school visited, and these were critiqued (see Appendices 10 through 13 for samples).

Consultants initiated the interviewing and gradually shifted the whole task to ITF staff as the days went along. By the fifth day at OIC/L, ITF staffers took over the complete interviewing process. The composite report was drafted by one of them (see Appendix 10).

The staff was next organized into three teams to conduct interviews of OIC/L student trainees now employed, along with their employers. The staff experienced a frustrating week in hunting down elusive addresses in a sprawling metropolis. Traffic "go-slows," torrential rains, a debilitating gas shortage, and their newness to the task kept the results to a minimum. The random sample of candidates selected from the lists provided by OIC/L and Drivers yielded some 22 interviews from the OIC/L list and none from the Drivers. The interviews gained provide some indicators of the pluses and minuses of the training provided by OIC/L but cannot be used in a generalizable manner.

This second week was interlaced with review and seminar sessions about interviewing, sampling, and the specifics of simply finding the interviewees (and even where to find gas to travel). The final seminar session was concluded during the afternoon and early evening of the Monday following. Most of the professional staff of ITF was in attendance. A general and theoretical overview of evaluation was the major subject with a resume of the staffs' findings and recommendations regarding OIC/L.

COMPARATIVE SUMMARY*

The six schools visited responded variously to the interviewers, perhaps somewhat related to their needs from or views of ITF and the perceived 'importance' of the visiting team. One common objective binds this group of schools, train skilled technicians and craftsmen for Nigerian Industry. All are striving to meet this objective. Means or process to achieve the objective varied, as did time allotted, resources available, and techniques used. All aver that they follow a balanced program of lecture, demonstration, and shop practice. With some adding practical on-the-job work 'attachment' assignments: Ijebu-Ode, Yaba, and OIC/L.

INPUTS

Finance:

Funding support ranges (as best could be determined) from the bare minimums of the YWCA Secretarial College to the rather fulsomely financed NARS and Yaba schools. (Data was meager and only gross comparisons were possible.) Yaba, as the National Trade Centre, is in a favored budgetary position and all building, equipment, and operating support needs are met. The NARS program, as a disabled veterans resettlement scheme, has a large budget but with operational and organizational problems which impede optimum allocation or use of its resources. Drivers & Maintenance School has run out of its start-up funding, has not secured new sources, and may be forced to close. The Motor Drivers Union, the original sponsor, has not yet come up with necessary financing and some salaries are now several months in arrears. OIC/L support costs have been high given the heavy input of the expatriate technical advisory team. Translating that support into local staffing equivalencies reveals a tight, bare bones budget for the tasks being undertaken. No financial data was made available at Ijebu-Ode.

All schools except OIC/L charge tuition. OIC/L is dedicated to free, public instruction. Unit costs are reported at some risk, given the gross nature of the data. The following are provided with considerable caution.

* See Table 1

TABLE I
COMPARATIVE SUMMARY

	YWCA Secretarial College	Nigerian Drivers and Maintenance	Nigerian Army Resettlement School	Ijebu-Ode Trade Center	Yaba Trade Centre	Opportunities Industrialization Centre
First Enrolment	(1969&) 1974	1962	1972	1959	1948	1972
Objectives	Train students to meet skilled needs of expanding Nigerian industry.					
Inputs						
Enrollment						
Full-time	50	105	2000	400	500	175
Part-time	190	75			600	
Faculty	5	6	70(?)	18	52	26
Funding	₦10,000*	₦45,000*	₦2,500,000*	(?)	₦1,500,000*	₦75,000
Course length	2 yrs.	3 & 9 mos.	18 mos.	3 yrs.	3 yrs.	18 mos.+/-
Vocational	1-secretarial 1-bookkeeping	1-commercial driving 1-heavy duty trailers	27-crafts and mechanical skills	5-building trade crafts	13-crafts and mechanical skills	3-mechanical 2-secretarial 1-hotel catering and cooking.
Other	Remedial English	Basic Education	Basic Education	Basic Education Mech. Drawing Mgt. skills	Basic Education Mech. Drawing	Basic Education Job Readiness Motivation Counseling
Outputs						
Graduates	0 (New)	2500	(2000) (discharged Oct. 1974)	1600	2300	231
Placements	0 (New)	2500	0 (New and unplanned)	(Nearly all given job market)	2500 (Nearly all given job market)	178 (Systematic effort)
Cost per student	₦200	₦430	₦1250	(?)	₦3000	₦430

*Estimates

Table 2

<u>School</u>	<u>Enrollment</u>		<u>Annual Budget</u>	<u>Unit Cost/Mo.</u>
	<u>Full time</u>	<u>Part time</u>		
YWCA	50	(190)	N 10,000	N 17
(Only direct costs of students, full-time with no estimate of building and facility or other support.)				
OIC/L	175	-	75,000	36
Drivers	105	(75)	45,000	36
(Allocated only to full-time students; with part-time, unit costs drop to N21.)				
NARS	(2000)		2.5M	(104)
	1140 actual			183
(Note only 1140 attending classes out of 2000. Does not include students' military pay and allowances.)				
Yaba	500	(600)	1.5M	250
(Allocated only to full-time students; with part-time, unit costs drop to N114.)				

The other element to be considered in the unit costs of a program is the length of time spent by the student being equipped for his trade. Thus Yaba (and Ijebu-Ode, if figures were available) per student costs would be N9000 for three years. It is also to be noted that Yaba provides room and board for some of its students from its budget. YWCA, for its two year program, would amount to N400. Drivers hold at N430 per year as their programs are for three and nine month sessions for 35 students each. OIC/L's program is for 18 months with some leaving sooner and others taking a bit longer for an average cost of N645. NARS disabled veteran population suggests that it continue to be viewed separately.

The foregoing data needs to be carefully reviewed as the Nation moves along its newly initiated path of free universal education beginning with free primary schooling for all in 1976.

Facilities:

Building, equipment and training support supplies were generally reflective of financial support. NARS buildings were numerous and of good quality though not well suited to the needs of the disabled veterans without additional modifications. Yaba was well housed and equipped. Ijebu-Ode was modestly housed and equipped. Drivers and YWCA appeared meagerly but adequately housed and equipped though Drivers is in need of operational transport. OIC is getting optimum use out of a 'jury-rigged' set of rented buildings (large residence and outbuildings) and a well planned but minimal set of equipment.

Faculty:

Staffing of all facilities appeared to be adequate with the usual problems of turnover and vacancies except for NARS. Its control over military and civilian teaching staff is in other hands and there are apparent problems of qualification and definite problems of tenure of assignment stemming from the lack of in-house control of faculty. The OIC staff, having been reviewed in some depth, was found to be well qualified with evidence of rapid improvement in the past twelve months.

Enrollment:

The student population varies by institution in number and entrance eligibility requirements. NARS was assigned 2000 disabled veterans in several tranches over the past two years. These veterans have been certified as being unfit for further military assignment and are to be prepared for return to civilian life. The educational qualifications range from zero formal education to Class IV or Primary School Certificate. (Only 1140 out of the 2000 were recorded as being enrolled in the classrooms and shops.) The others accept Class IV or Primary Certificate, although OIC/L will make exceptions based upon interview, need and aptitude. Enrollment ranges from NARS, 2000; Yaba, 500; Ijebu-Ode, 400+; OIC/L, 175+; Drivers, 105; and YWCA, 50. However, evening classes augmented the foregoing: Yaba, 600; YWCA, 190; and Drivers, 75. Data was not provided in any detail on part-time instruction and no comparisons are made. The schools are to be commended for their efforts to optimize use of facilities and staff.

Length of Courses:

Time in school runs from three years for Ijebu-Ode and Yaba, two years at YWCA, eighteen months for OIC/L, and also proposed for NARS. Drivers is a three-month short course for Grade B and nine months for Grade C.

PROCESS

Vocational Courses:

The number and variety of vocational skill offerings was extreme. NARS offered a full range of mechanical, crafts, and secretarial plus poultry keeping or 27 in all. Yaba provides 13 courses in the craft and mechanical trades. Ijebu-Ode concentrates on the building trades, including plumbing, painting, carpentry, cabinet making, and brick masonry. YWCA offers secretarial and bookkeeping. Drivers trains for the regular commercial and heavy duty driver certifications. OIC/L trains cooks and bakers, hotel catering (these two to be combined), auto mechanics, electronic technicians, air conditioning/refrigeration mechanics, and secretarial (bookkeeping is just being started).

Other Education:

Support courses in basic education -- communications (English reading and writing) and computation skills -- are reportedly provided at all schools. NARS deals with basic literacy as well as other basic educational subjects, including arithmetic. YWCA concerns itself with remedial English. Ijebu-Ode and Yaba both provide mechanical drawing as an integral component of their skills training. Ijebu-Ode provides instruction in job requirements and job readiness. Drivers adds geography and rules of the road to its basic education. OIC/L focuses especially on job readiness through its Feeder Program developing positive attitudes towards the workaday world and job readiness. NARS is modeled on the OIC concept and is endeavoring to initiate attitudinal change courses or motifs in its basic education courses. In addition, OIC/L has an ambitious program of individual and group counseling to prepare students for work. NARS is struggling with the initiation of a counseling program following this model.

As stated before, all schools report use of the combined techniques of lecture, demonstration, and shop practice. OIC/L, Yaba, and Ijebu-Ode report on-the-job practice as well. This latter is extremely difficult to organize and none are able to provide as much of this kind of practical experience as they would like, although OIC/L has the most systematic approach to it.

OUTPUTS

Certification:

All schools award testimonial documents on completion of courses. Ijebu-Ode and Yaba prepare students specifically for the London Crafts and Guilds Certificates, as well as the Nigerian Ministry of Labour Grade III or trade entry level certificate and report high (95%) achievement. NARS and OIC concentrate on entry level skill attainment for the Grade III test. This level prepares students to begin work at the apprentice grade. OIC has attained a 90-95% achievement on first try with retraining for the balance to ensure an ultimate 99%. There are no full time graduates from the YWCA yet, but part-time students are usually already employed as secretaries, clerks, or typists. Drivers graduates are certified or retrained until certifiable and then placed through the Motor Drivers Union.

Placement:

OIC/L is the only school except Drivers which attempts to locate jobs and place their students. They report placement of more than 175 of the 231 graduated to date. However, their data are not clear as a number of these are second and third placements. It is a significant and worthwhile effort worthy of replication. There is no data available on the graduates of the other schools. Drivers refers all graduates to the Motor Drivers Union and they claim 100% placement.

It is important to note that Nigerian education is based upon the school certification system common to the British education programme. Thus, graduates of the two Trade Centres, Ijebu-Ode and Yaba, have an advantage over the others in competitive positions due to the familiarity with and acceptance of this mode by employers. The remedy lies in either securing Federal Ministry certification for schools like OIC/L or supplying

the job market with candidates whose superiority in the job calls for repeats from the same source. This latter is occurring as attested to by some of the employer interviews. (See Appendix 14).

Given the fluid, rapidly expanding nature of the Nigerian economy, there is no apparent shortage of need for skills of all kinds at all levels. There is no systematic study available analyzing current or future skill needs. The analysis of skill training requirements of Nigerian industry being developed by ITF will fill a critical need and be available for determining skill offerings and, if necessary, quotas by the schools. Two areas have an apparently inexhaustible demand: drivers training and secretarial -- the former as evidenced by driving anywhere in Nigeria and the latter by the relatively high salaries being offered typists and other secretarial personnel.

Employers comment that graduates from the Trade Centres are really over-trained for the dirty-hands work at the bench but not quite equipped to move into foremen positions. Ijebu-Ode endeavors to provide a modest amount of managerial training, anticipating the upward mobility of its graduates. OIC/L is and plans to remain at the task of training entry level workers. Some employers have also stated that they felt the OIC/L program was too short and that Trade Centre graduates were better prepared due to their three year programmes as against one and a half years.

ASSESSMENT OF OIC/L

Objectives

OIC/L provides the most explicit set of measurements for assessing its performance of any of the schools surveyed. All propose to train for the skilled job market at either the entry level or at the next step above it. And all are striving to do this. YWCA has yet no record and NARS is summarily terminating the current enrollment to make room for a new group. Ijebu-Ode, Yaba, and Drivers are accomplishing their purposes and so is OIC/L. However, OIC/L has a detailed list of objectives leading to the fulfillment of their overall goal of training skilled workers which makes it distinctive and worthy of detailed examination.

These include:

- o Free - no tuition or other fees
- o Individualized instruction
- o Accelerated (compressed) training
- o Practical, on-the-job experience
- o Counseling, individual and group
- o Motivational training for job readiness
- o Job development and placement
- o Follow-up with retraining and replacement
- o Community involvement
- o New job creation - entrepreneurship

Free schooling with no fees is an innovation in Nigeria and is derived from its American counterpart experience with OICs endeavoring to make training opportunities available to all and especially for those who might not otherwise be able to afford such training. In other words, helping these students to the place where they can help themselves. By so doing, they will become enhanced assets in the development of their country rather than potential problems or wards.

Individualized instruction is practiced throughout the curriculum, permitting individuals to advance at their own speed, optimizing resources in so doing, including their own. Curricula and lesson plans are organized into discrete behavioral (performance) units to facilitate learning and ensure student/trainees orderly and satisfactory progress.

Accelerated training* is designed into each of the courses. OIC/L students are a bit older than those going through the regular school schedules and have need to enter the gainful employment lists at the earliest. Further, the limited resources of the school argue for the shortest possible turnaround time in developing its products-trained workers.

Practical on-the-job experience is difficult to stimulate. There is no effective substitute to being in a work situation with worker and supervisor relation to be dealt with along with performing the required work assignments. OIC/L is moderately successful in developing these kinds of opportunities for its students.

Counseling of the students on entry to the program, while they are going through it, and after they graduate from it is a critical and integral part of the OIC process. Staff limitations preclude this from reaching the standards set for themselves. An average of 90 enrolled students per counselor plus follow-up counseling is an overwhelming workload. The staff will have to be augmented if this objective is to be fully realized.

Motivational training is carried on through the counselors, formal classroom sessions, in the work shops, and is, in fact, part of the total environment of the school. Within the short period of eighteen months, a credible effort is made to ready the students for the working world and as useful citizens of Nigeria.

Job development and placement require the two staff assigned to locate 'practical attachments' for student/trainees as well as regular full-time work assignments on completion of training, follow-up of the worker on the job and new placements if for any appropriate reason a new job is required. This is an obvious overloading of requirements on these two staff members.

*Student/trainees are being placed in jobs after 10, 12 and 13 months of instruction while a scattered few take 19 and even up to 23 months before being placed.

Community involvement requires making the aims, actions, and future purposes of the school known in the metropolitan area and especially to the employing community. It also very specifically has stipulated that it is to derive the major part of its support costs from the local community. Results to September 1, 1974 have amounted to N65,025. The recent commitment of the Ikeja Round Table (British employers) to contribute N2000 annually for equipment purchases is a significant breakthrough. It is reported that this is being followed by a N25,000 commitment annually by the Industrial Advisory Council of the OIC. Finally, the donation of six acres of land at Mile 12 on the Ikorodu Road is currently being settled between the owners and the OIC Board.

Entrepreneurship or new job creation is the sole objective from this ambitious list which reveals no action. There is as yet no staff or advisor on board.

Constraints

Given the newness of the school, only now having gotten up 'to speed' producing 175-180 trained graduates per year, it has surmounted a remarkable number of obstacles in the pursuit of its several end and process objectives. Innovation is difficult and most of the list cited above fall in that category. Before critiquing them, it is necessary to note that the school had its fair share of problems in locating, recruiting, and keeping qualified staff. In addition, like most overseas technical assistance activities, there were untoward delays in recruiting advisors and not all of those who came were found suitable to the task, either by their own determination or that of OICI in Philadelphia. The search for a suitable building site has been an onerous task in a community expanding and filling with such demonic purpose as Lagos. The third rented set of buildings is now serving, albeit not well, the housing needs of the school. Just a bit more space, a bit more equipment, a 30% add-on to budget for staff and support, and enrollment could be doubled by adding a late afternoon-evening session. The new six-acre site provides the opportunity for the solid growth of the school.

Assessment

We found little to criticize throughout the survey but share with staff their concern over inadequate space, limited personnel, limited equipment, and limited budget. Further, the Counseling, Job Development, and Administration Departments are in the greatest need for staff assistance. Counseling is grievously undermanned with two staff assigned, though they are unusually well qualified for their tasks. Proposed budgets indicate an ultimate staff of three. Ancillary record keeping and administrative tasks can and should be assigned to the Administrative Department. In truth, the latter does not yet exist as it is being staffed by one expatriate who is shortly to be joined by a newly recruited Administrative-Finance Officer. This department must be augmented by a couple of clerks and a bookkeeper.

Job development and placement is one of the special features of OIC (as is counseling) and deserves careful study. The two staff assigned appear adequate to the basic task, providing it could be redefined. It seems rather clear that primary liaison and relationships with industry have and should be the special province of Board members and the Director and Programme Advisor. Turnover in these latter two positions and the interregnum which ensued has precluded use of their services in this area. Further, vocational instructors are in superior position when it comes to judging capabilities of individual students and suggesting suitable employment. This latter is predicated upon their being involved more closely in knowing their employer 'clients' and taking an active rather than passive role in placement. Given the reactivation of the roles of the top staff, steadily increasing support and assistance by Board members, and involvement of the vocational instructors, the task of the two Job Developers will then be susceptible to critical evaluation. In the present overloaded state, it is difficult to make a fair assessment of their performance. Certainly the program needs maximum help in support of this area.

The 22 interviews with student/trainees and employers provided some useful indicators for OIC/L. Student/trainees were generally pleased with their training and their new enhanced roles. Employers were mixed, some willing and eager to hire more OIC/L graduates, a few "no more," and the

rest in between. The latter sounded like employers everywhere who expect fully trained shop people to fit into their operation with no further conditioning. This is not realistic and suggests some short seminars for supervisors on work expectations. (See Appendix 14 for a selection of comments.)

Community involvement has been referred to above. It is important to note that local support for causes everywhere seem to spring from reactions to threatening situations, response to needs clearly supportive of one's own, and generous offerings of support for clear and simple reasons of altruism. The latter is chancy and not normally subject to regular budgeting. The first is negative though the OIC/L approach is stated in some quarters as a guarantee of security from young people who might become malfactors if not gainfully employed. We suggest that the second, or enlightened self-interest approach, is the solidest foundation for building local support. The school will train specifically qualified people to perform suitably in the designated areas and those who have need for the talent should be the ones most actively canvassed for support. Other, more general, community appeals are valuable as a means of spreading the word about the school, its aims and products.

Further, community involvement has been read rather narrowly in some quarters and should be rephrased to read 'local involvement.' It should not be overlooked that OIC in the United States has grown and developed with generous support from local and national governmental bodies supplying some 80% of support through grants and contracts to meet urgent U.S. manpower development needs. OIC/L should, and is, looking to industry directly and to their agency, the Industrial Training Fund, for a major role in its support. OIC/L is also seeking assistance from Lagos State Government. Perhaps the Federal Ministries should also be considered as possible sources of funding. Strictly private support is unlikely to meet the continuing needs of the school even though the recent pledges and gifts validate the basic assumption.

Entrepreneurship or new job creation is a glamorous and worthy objective. The team's difficulty with it stemmed not from the lack of beginning progress in the area but rather with a need to redefine the objective in reasonable time terms. The parent agency in the U.S. has

been operating for a decade or slightly more. It has an impressive aggregation of new business and industrial activities in Philadelphia. But in only two other of the 100 plus sites where OICs function were there reported entrepreneurship activities of significance. One can be sure there are others, but the relevant point for OIC/L is to stretch the time frame on this objective and address it as they can when more pressing needs have been met.

Overall, the ITF evaluation team and consultants were favorably impressed with the OIC/L operation.

RECOMMENDATIONS

The ITF Evaluation Team had a stimulating short course while being introduced to evaluation as a special tool of management. They exhibited promise of high quality performance assisting ITF in the development of its capabilities to constructively exploit the vocational training resources of the nation's schools in the expansion and growth of Nigerian industry. The team viewed the assignment as a working apprenticeship, focusing on one particular institution after exposure to five others. Further, viewing it as a developing entity rather than a fixed unit in time and place even as their own roles in their own agency are dynamic. The consultants are pleased to concur in the group consensus that OIC/L is a worthy candidate for financial support from ITF.

The specifics of that support are a matter for staff and Board at ITF. However, consultants would be remiss in their task if they would not suggest a formula for support for this and similar institutions who may be or are claimants before the Fund.

It is recommended that in addition to the verification of quality instruction being provided by a given institution, and its existing or planned potential to meet its basic training objectives, ITF consider as criteria the additional items listed here:

- o Cost to student with free instruction as optimum
- o Individualized instruction to optimize human potential
- o Accelerated training, regardless of total time, make the most of it
- o Practical training, on-the-job training of the utmost importance
- o Counseling, prepare the student for a more effective work experience and good citizenship
- o Motivational training for job readiness

- o Job placement, guaranteed to keep training relevant
- o Follow-up, additional great responsibility for 'responsible' schools
- o Community involvement

It is neither necessary or perhaps even desirable that all schools adopt the above as a complete package or model. However, it will be most useful to ascertain what variants of the foregoing are and can be adapted by other schools to enrich their offerings and better equip their students for the industrial futures that await them.

Obviously, the criteria for support having been taken from OIC/L, and it having been adjudged to be performing in a satisfactory manner with reference to most, if not all of said criteria, it is a favorable candidate for support. It is suggested that such support be offered at 60% of current and proposed operating costs from industry sources through ITF, 20%-30% from Lagos State or Federal Military Government, and 10%-20% from the community at large. The formula is proposed to reflect the decline and termination of OICI (AID) financing and the maintenance of the pledges of support recently gleaned directly from private sources. The cost of the new buildings for the new site will pose another urgent consideration, and it is proposed that the same funding formula be used for its construction.

OIC/L proposes budgets of ₦101,000 and ₦273,700 for the fiscal years beginning July 1, 1975 and July 1, 1976. The latter year includes funding for the new buildings in the amount of ₦150,000. The current availability of land suggests the item for new construction be pushed considerably forward into the first fiscal year. Specifically, funding entailed in the recommendation for ITF support would amount to ₦60,000 and ₦74,000 for operating budgets for FY75 and FY76 plus ₦90,000 as a 60% share for construction of new buildings at earliest time commensurate with legal clearance of site and plan preparation.

APPENDIX 1

Abbreviations Used

AID/W	Agency for International Development, Washington, D.C.
USAID/L	U.S.A.I.D. Mission to Nigeria
I.T.F.	Industrial Training Fund, Lagos, Nigeria
OICI	Opportunities Industrial Centres International, Philadelphia, Pa.
OIC/L	Opportunities Industrial Centre, Lagos, Nigeria
S/T	Student/Trainees
Drivers	Nigerian Drivers and Maintenance School
Ijebu-Ode	Ijebu-Ode Trade Centre
NARS	Nigerian Army Resettlement Scheme
Yaba	Yaba Trade Centre
YWCA	YWCA Secretarial College

WORK ORDER UNDER INDEFINITE QUANTITY CONTRACT FOR PROGRAM EVALUATION SERVICES Work Order No. 17 Project No. 620-11-610-800

NEGOTIATED PURSUANT TO THE FOREIGN ASSISTANCE ACT OF 1961, AS AMENDED, AND EXECUTIVE ORDER NO. 11223

APPENDIX 2

AUTHORIZED ORDERING ACTIVITY

CONTRACTOR

Agency for International Development
Office of Contract Management
Central Operations Division
Washington, D. C. 20523

American Technical Assistance Corp.
7655 Old Springhouse Road
McLean, Virginia 22101

COGNIZANT SCIENTIFIC/TECHNICAL OFFICE

MAIL VOUCHERS TO

AFR/CWA
PPC/PME

Controller
Office of Financial Management
Agency for International Development
Washington, D.C. 20523

EFFECTIVE DATE

August 5, 1974

EXPIRATION DATE

October 31, 1974

ACCOUNTING AND APPROPRIATION DATA

WORK ORDER TOTAL: \$21,440.38
OBLIGATED AMOUNT: \$21,440.38

PIO/T No.: 620-802-3-50001
Appropriation No.: 72-11X1025
Allotment No.: 425-50-620-00-69-51

The United States of America, hereinafter called the Government, represented by the Contracting Officer executing this Work Order, and the Contractor agree as follows: (1) That the Contractor shall perform all the services set forth in this Work Order; (2) That this Work Order is issued pursuant to the terms of Indefinite Quantity Contract No. AID/CM/orr-C-73-198 ; and (3) That the entire contract between the parties hereto consists of: (a) This Work Order including the Cover Page, the Schedule, and Additional Provisions (if any); and (b) Indefinite Quantity Contract No. AID/CM/orr-C-73-198

AMERICAN TECHNICAL ASSISTANCE CORPORATION

UNITED STATES OF AMERICA AGENCY FOR INTERNATIONAL DEVELOPMENT

BY _____

BY _____

TYPED OR PRINTED NAME

TYPED OR PRINTED NAME

L. E. Stanfield

TITLE

TITLE

Contracting Officer

DATE

DATE

SCHEDULE

I. A.I.D. Project Title

Opportunities Industrial Center (OIC).

II. Objectives

To provide professional staff to assist in the evaluation of vocational training activities in Nigeria.

III. Statement of Work

A. The Contractor shall provide the services of two consultants qualified in the evaluation of vocational training. The Contractor shall direct the consultant evaluation team to perform a two-phased evaluation of the Opportunities Industrial Center in Lagos, Nigeria, which will fulfill the following three main objectives:

1. Provide an assessment of Opportunities Industrial Center, Lagos that can be used by the Industrial Training Fund (ITF) as a basis for deciding whether or not to support that institution.

2. Provide ITF with a standardized system to use in evaluating requests for assistance from other training institutions in Nigeria.

3. Provide A.I.D. and OIC with an objective, in-depth assessment of the performance of the project and of its relevance to Nigeria's manpower training needs; and

recommend any modifications that would lead to improvements in the project.

B. Phase I - Evaluation Design

The evaluation team shall work with ITF and OIC to establish the relevant criteria for assessing performance of vocational training activities in Nigeria and the means for measuring these criteria. The team will arrange criteria and their indicators in an evaluation matrix, (input-output-purpose), concentrating particularly on the output and purpose categories.

In Phase I, the team shall also identify the available sources of data which will be used in the evaluation in order to assess such elements as:

1. Adequacy of inputs into OIC;
2. Outputs, both stated and unstated and relationship to OIC objectives;
3. Comparative assessment of OIC relative to other vocational schools in such categories as costs per student, subsequent employment, etc.;
4. Consistency of training with industrial need and job market;
5. Relevance of OIC concept to Nigerian conditions;
6. Methodologies for continuing evaluation;
7. Other criteria which may be developed in course of evaluation design.

The team shall present an evaluation plan, orally and in writing to the concerned USAID/Nigeria staff and to the Cognizant/Technical staff of AFR/CWA and PPC/PME, A.I.D., Washington, D.C. 20523. Review and approval of this plan by AFR/CWA and PPC/PME shall be accomplished prior to the start of Phase II.

C. Phase II - Evaluation of OIC

The on-site evaluation conducted according to the approval plan shall be performed by the same team which prepared the evaluation plan. The team shall summarize the principal findings prior to leaving Nigeria, in oral briefings with appropriate representatives of OIC, ITF and USAID/Nigeria, and, at their own discretion, may at that time provide a draft report to USAID/Nigeria. The final report shall be prepared in Washington.

D. Reports

The Contractor shall submit ten copies of the final report to the Cognizant/Technical Staff in AFR/CWA not later than October 15, 1974. The final report shall cover the items enumerated hereinabove in Items A, B and C.

In addition, one copy of the final report shall be submitted to the Contracting Officer, named in the Cover Page; and two copies of the final report shall be submitted to the A.I.D. Reference Center, Agency for International Development, Washington, D.C. 20523. The title page of

the copies forwarded to the A.I.D. Reference Center shall include the contract number, project number, and project title as set forth on the Cover Page of this Work Order.

IV. Place of Work Order Performance

The performance of the Statement of Work shall be accomplished in Washington, D.C., Philadelphia, PA., and Lagos, Nigeria.

V. A.I.D. Liaison Officials

In A.I.D. Washington: AFR/CWA, J. Wilson

In Lagos, Nigeria: USAID Mission Director

These officials shall be contacted for technical liaison and guidance.

VI. Term of Work Order Performance

Effective Date: August 5, 1974

Completion Date: October 31, 1974

VII. Estimated Level of Effort

<u>Position Category</u>	<u>Fixed Daily Rate</u>	<u>Man-Days</u>	<u>Total</u>
Senior Evaluation Generalist			
Albert Brown	\$306.44	3	\$ 919.32
Clerical	76.29	5	381.45
<u>Consultants</u>			
Education (Sr. Eval. Gen.)			
Richard V. Bernhart	170.45	37	6,306.65
Education			
Eugene Beard	167.28	32	<u>5,352.96</u>
	Total Fixed Rate	77	\$12,960.38

VIII. Work Order Price

Total Fixed Rate	\$12,960.38
Total Other Direct Costs	<u>8,480.00</u>
Work Order Total	\$21,440.38

Total Other Direct Costs shall include international travel, per diem, local travel, communications, report preparation, and other miscellaneous expenses directly related to performance under this Work Order.

IX. Ceiling Price

The ceiling cost of this Work Order shall not exceed \$21,440.38.

X. Additional Clauses

A. Consultants

In accordance with Article VIII-C of the basic contract, consultant services are hereby authorized in connection with the services to be provided hereunder and compensation for such consultant services shall be as stated in Article VII hereunder.

B. Access to Classified Information

Access to classified information is not necessary for the performance of this work. Therefore, the Contractor shall not have access to any classified information in connection with this effort.

APPENDIX 3

INFORMATION OUTLINE FOR TRAINING FACILITIES IN NIGERIA

1. History

(Brief half page narration: who, what, when, where, how)

2. Philosophy - Rational for Programme

(Short paragraph)

3. Purpose

(Succinct statement of purpose derived from Philosophy.)

4. Objectives

Specific, detailed goals of the programme that should be susceptible to quantitative and/or qualitative measurement.

- a) Are objectives clearly stated?
- b) Are objectives in behavioral (performance) terms?
- c) Are objectives categorized as short, medium, or long-range?
- d) Are objectives quantifiable (measurable)?
- e) Are objectives amenable to qualitative indicators?
- f) Do objectives relate to National goals?

5. Description of Programme

- a) Target Population
Definition of target population.
Adequacy of target population to stated objectives.
Eligibility criteria.
- b) Structure - Organization and Administration
Organization chart.
- c) Staffing
Personnel, qualifications, and experience.
Position descriptions. (Brief)
Adequacy of staff and faculty to achieve programme objectives.
In-service training provisions.
- d) Facilities and Equipment
Appropriate building, equipment, and facilities to achieve objectives.
Optimum Usage

e) Training Design - Curricula

- (1) Skill training areas.
- (2) Other supplemental courses: communications, job readiness, etc.
- (3) Adequacy of training programme:

To achieve programme objectives.
To respond to needs of target population.
To permit quantitative measurement of outcomes.
In accord with amount of funds available and/or requested, and in re staff capabilities.

- (4) Educational techniques used:

Lectures, demonstration, shop, and work experience.

f) Time Table

- (1) Does programme contain a time schedule for specific events and activities to occur leading to accomplishment of objectives?
- (2) Does time table appear feasible within limits of programme?

g) Reports

- (1) Internal:

Feedback mechanisms for trainees, staff and industry.
Records for trainees progress.
Between departments in re S/Ts.

- (2) External:

Information dissemination as a means of informing the profession and public/private sector about programme, e.g. newspapers, radio, T.V., demonstrations, open homes, etc.

h) Linkages

- (1) Coordination with other training programmes, industry, and agencies.
- (2) Does programme cooperate with or use operational projects to complement its efforts?
- (3) Does programme duplicate others?
- (4) Use of other supplementary services for training or placement of trainees.

i) Budget and Finance

- (1) Source of funds.
- (2) Is budget adequate to meet programme objectives?
- (3) Is budget adequate to supply properly qualified staff?

- (4) Reports
- (5) If programme receives outside funds (e.g. I.T.F.) what are possibilities of continuing programme if external help is terminated?
- (6) How? When?

6. Assessment of Components/Courses

a) Programme Goals and Objectives

- (1) Are there adequately stated means for determining achievement of programme goals and objectives?
- (2) Are goals and objectives relevant to national priorities and needs?
- (3) Local need for program
- (4) How local need determined?

b) Evaluating Student/Trainee (S/T)

(1) Training completion criteria.

- (a) What are the short-term
intermediate and
long-term objectives
the S/T are expected to achieve in terms of:
Knowledge
Understanding
Perception
Skill?

- (b) Are there clearly described procedures to be used to accomplish short term, intermediate, or long-term objectives?

- (c) Will quantifiable and qualitative techniques be used to assess the attainment of short-term objectives?

- (d) Are these techniques reliable?

- (2) What is employment level trainees expected to attain: entry level, apprentice or journeyman (i.e. productive remunerative employment)?

- (3) What is the anticipated S/T work stability and work performance (job retention and on-the-job-performance)?

- (4) What happens to S/Ts who drop out?

- (5) What is drop out percentage?

c) Replication (Exemplary Model Potential)

- (1) Can and should this programme be duplicated in other places?
- (2) Are the programme outcomes generalizable?
- (3) Does this programme have the potential of becoming an exemplary model or parts of it?

7. Constraints and Assumptions

It is assumed that the stated objectives of the programme will be achieved IF:

- *Required staff, facilities and other instruments of implementation are accessible.
- *There is objective verification of outcomes.
- *The outcomes are generalizable, and
- *There is a logical connection between purpose, content and operation.

8. Conclusion

- a) Summary of Programme Strengths
- b) Summary of Programme Weaknesses
- c) Recommendations for strengthening programme and
- d) Recommendation for funding

9. Statistical Addenda

- a) Enrollment by years and skills
- b) Job-Readiness Criteria by years and skills
- c) Job Placements by years, skills and retention rates
- d) Annual Costs

Totals and per enrollee

Capital and operating costs

APPENDIX 4

STUDENT/TRAINEE (S/T) FOLLOW-UP

CHECK LJST FOR I.T.F.

1. Student/Trainee impressions of training.
2. Student/Trainee attitude towards his job.
3. Does Student/Trainee feel adequate to job needs?
4. Extent training prepared Student/Trainee for job.
5. What did training fail to provide?
6. What might training include to better prepare Student/Trainee for job?
7. What part of training might just as well have been left out?
8. What aspects of training program should be improved? How?
9. What additional training needs does Student/Trainee foresee?
10. Does Student/Trainee feel that training has made a change in his life?
What might he be doing if he had not taken training?
11. Did Student/Trainee ever work before entering program?
12. What was Student/Trainee doing before he took the training?
13. Do Student/Trainees receive higher salary now than before they took the training?

APPENDIX 5

EMPLOYER FOLLOW-UP

CHECK LIST FOR I.T.F.

1. Employer impressions of student/trainees.
2. Employer readiness to accept more student/trainees.
3. Are student/trainees job ready?
4. Extent training prepared student/trainee for job.
5. What did training fail to provide student/trainee?
6. What might training include to better prepare student/trainees for job?
7. What part of training might just as well have been excluded?
8. What aspects of training program should be improved? How?
9. What additional training requirements can be forecast for student/trainees.
10. Do you have S/Ts from other schools?
11. If so, how do they compare with this schools products?
(IF possible, go through complete check-list on other S/T.)

APPENDIX 6

CHECK - LIST FOR

BOARD MEMBERS

OF

VOCATIONAL TRAINING INSTITUTIONS

1. History and rationale (if possible) of your affiliation with the subject school.
2. Why does a busy person like yourself continue to devote valuable time to the school?
3. What do you consider as the special strengths of the school?
4. What do you consider as weaknesses of the school?
5. What would you suggest to make the school more effective in its task of training workers for industry?
6. What is the place of vocational training in the national scheme?
7. Have you employed anyone from this program?
If yes - results (see Employers Check-List).
8. Have you urged others to employ from this program?
Results?

APPENDIX 7

SAMPLE COPY OF LETTER SENT TO SIX SCHOOLS

Our Ref: ITF 67/Vol.I/e

26th August, 1974

The Organizing Secretary
Young Women Christian Association
8 Moloney Street
Lagos

Dear Madam

Evaluation of Industrial Training Institutions

The ITF is developing experience and capabilities in the industrial vocational and technical training areas and the logical next step for us is to establish some training norms. This will enable institutions to begin to make useful comparisons. Further, it will enable ITF to make sound professional evaluative judgements when asked for financial/professional support by individual institutions.

This seems necessary in view of the fact that each institution has been established to meet specific and in some cases special needs pertinent to the area in which it is located. Yet all have one common set of objectives essentially to prepare men and women for productive work.

We are pleased to report that through the good offices of USAID, we will have a group of consultants working with us from September 12 through October 4, 1974. The team will consist of Mr. Richard Bernhart, Dr. Eugene Beard, Mr. Heiman Green, all from the United State and some ITF staff members.

The team will like to visit your school on 19th September, 1974.

May we have your agreement for the visit? Assuming that you will welcome this opportunity for better knowledge of ITF, we request that you detail a staff member of your institution to prepare materials in response to the attached outline. The information will be collected by the team leader and regarded as strictly confidential by this Fund.

Yours faithfully
INDUSTRIAL TRAINING FUND

R C MBONU
for Secretary

Att. (ITF INFO SCHEDULE)

INDUSTRIAL TRAINING FUND

DOCUMENTARY DETAILS REQUIRED

1. a brief history of the purpose and aim of the institution
2. a list of the names and addresses of the members of the Advisory/
Governing Council as well as the name and address of the Manager/
Principal/Head of the institution
3. details and proof of land possessed and site ownership
4. concerning the organization of your training programme, viz:
 - (a) - prospectus, if any
 - (b) - courses, duration and syllabuses being followed, scheme of work
for each course, diary of work covered, assignments/projects
 - (c) - number of classes, distribution into courses and classes.
 - (d) - admission/entry requirements
 - (e) - enrollment for past two years (where applicable) and projections
for next three years
 - (f) - end-of-course examination and certification or type of job-
readiness test
 - (g) - most recent two annual reports
5. teaching staff: names, qualifications, designation and experience
6. finance and funding:
 - (a) - fees charged, where applicable
 - (b) - grants-in-aid and sources
 - (c) - last financial statement
 - (d) - current budget
 - (e) - next year's budget
 - (f) - reserve fund(s) for buildings, equipment, etc.

7. training facilities:

- (a) - workshop(s)
- (b) - class/lecture room(s)
- (c) - drawing room(s), where applicable
- (d) - schedule of workshop equipment
- (e) - audio visual equipment
- (f) - library

8. records:

- (a) - admission register, total enrollment, annual intake and graduates
- (b) - attendance register
- (c) - training progress-assessment
- (d) - type of reports on trainees/students
- (e) - type and copy of end-of-course certificate

- 9. (a) - percentage, for each course, of the graduates of your institution absorbed by industry/commerce or, by other employers in your trade-group**
- (b) - list of such employers, within past one/two years, and the number of graduate per employer.**

APPENDIX 8

LIST OF
DOCUMENTS AND RESOURCE MATERIALS

- "OIC Evaluation Scope," USAID/L, (R. Poulin) June 14, 1974.
"Scope of Work, OIC Evaluation" memo from C. D. Cowles, AID to A. L. Brown, ATAC, 6/26/74.
"Prospectus for an Evaluation of OIC," ATAC, July 74.
** "Work Order No. 12, Contract No. AID/CM/otr C-73-198" (Evaluation of OIC Nigeria), AID/W, Aug 5, 1974.
"Planning Visit to Nigeria in OIC Evaluation," memo R. V. Burkart to A. L. Brown, Aug 19, 1974 and Revision of Sept 10, 1974.
Project Instruments, Aug-Sept 1974
** "Information Outline for Training Facilities in Nigeria"
** "Student/Trainee Follow-UP, Check List for ITF"
** "Employee Interview Guide"
** "Checklist for Board Members of Vocational Training Institutions"
* "OIC is Out to Combat Unemployment," Daily Times, Lagos, p. 7, Oct 1, 1974.
* "OIC/L Board Members," Sept 1974.
* "OIC/L Teaching Staff" Sept 1974
* "OIC/L Industrial Advisory Council"
* "OIC/L Organization Chart"
* "Estimated Enrollment, Jan '75 - Dec '78," Sept 1974.
* "OIC 1974 Graduates" Sept 1, 1974.
** "Memo to Industrial Training Institutions" incl. NARS Drawn OIC. Request for Documentary Details, ITF to YWCA, Yaba.
"Request for Financial Support to Industrial Advisory Council," OIC/L, Feb 1974.
Proposal for Ikare, Calabar, Emigu and Benin City, OIC/L, Oct 1972.
"Semi-Annual Report, 7/1/73-12/31/73," OIC/L Technical Assistance Team, Jan 1974.
"Quarterly Progress Report, Oct-Dec 73," OIC/L, Apr 74.
"Quarterly Progress Report, Jan-Mar 74," OIC/L 4/17/74.
"OIC/L Newsletter," 1972.
"OIC/L Fund Appeal," 1972.
* "OIC/L Local Cash Disbursements" OIC/1 & OLC/L, 7/1/73-6/30/74.
* "Operating Budget 1974-1975 CY," OIC/L 7/74.
* "Operating Budget 1975-1976 CY," OIC/L 7/74.
* "Analysis of Cost per Trainee," OIC/1 Nigeria, 7/1/73 to 6/30/74, July 74.
* "Job Placements/Attachments in Lagos," OIC/L, Sept 1974.

* Other Appendices

** Appendices for OIC Supplements

- Training Prospectus, OIC/L, May 1974
- * Auto Mechanics Syllabus, OIC/L, Apr 1974
 - * Electronics Syllabus, OIC/L, Jun 1974
 - * Cooks and Baker Syllabus, OIC/L, Apr 1974
 - * Air Conditioning and Refrigeration Syllabus, OIC/L, July 1974
 - * Secretarial Science Syllabus, OIC/L, May 1974
 - * Counselling Manual, OIC/L, June 1974
 - * Feeder Training Curriculum and Guide, OIC/L, 1974
 - Certificate of Completion, OIC/L
 - "Progress Parade," OIC/US, Newsletter, Summer 1974
 - PROP, Revised, USAID/Lagos, Nov 21, 1972
 - PROP, OIC/L Draft, March 1974
 - Application for Financial Support, OIC/L, Feb 1974
 - AID Audit, OIC/L, AID Area Auditor General, Africa
 - "USAID/L Audit Action Response," Nov 16, 1973
 - ** "Job Placements of OIC Lagos Trainees," Jan-Aug, 1974
 - PAR, OIC/Lagos, July 1970-April 1972, July 17, 1972
 - Trade Test Syllabuses, Federal Min. of Labor, Nigeria, 22 April 1961.
 - "OIC in Washington," 1974
 - Assessment of OIC's International Program, Community Science, Inc. Philadelphia.
 - Securial Evaluation of OIC's International Program, Community Science, Inc. Philadelphia
 - Prospectus, Government Trade Centres, Western State, 1971-72
 - Prospectus, Yaba Trade Centre, Yaba-Lagos, 1973-74
 - Nigerian Army Resettlement Scheme, NARS (1972?)
 - "After the War What Next?", NARS, (1973?)
 - "NARS ITF Questionnaire," Sept 17, 1974
 - "Report on Nigerian Army Resettlement Scheme," D. H. Kruger, July 1972
 - Various papers: Specific Course Objectives, Client Flow Chart, etc. NARS, 1974.
 - Prospectus & Syllabus, Nigeria Drivers and Maintenance School, 1966
 - "Driver & Maintenance School ITF Questionnaire," Sept 18, 1974
 - "Course Outlines," "Lesson Plans," "Instructor Guides," "Drivers and Maintenance School, 1973-74
 - "YWCA Secretarial College," Lagos, Sept 1974
 - Training Policy, ITF, February 1973
 - Reimbursement and Grants Scheme, ITF, Lagos, July 1973
 - Various application and information forms, ITF
 - ** ITF Board of Directors
 - Story of Nigeria, 3d Ed., Michael Crowder, Faber & Faber, London, 1973
 - Nigeria, Area Studies Handbook, 1972

* Reviewed, not collected.

** Appendices for OIC/L Supplement

APPENDIX 9

LIST OF PERSONS CONTACTED

Industrial Training Fund

A. Fasboba, Acting Secretary, Head Accountant
S. D. Solarin, Principal Training Officer
F. R. Oshodi, Senior Training Officer
E. J. Ekong, Senior Program Officer
B. C. Mbonu, Training Officer (Assistant to Secretary)
F. Chukwufe, Program Officer
E. I. Akinyele, Program Officer
G. A. Salami, Admin. Officer
K. O. Kalu, Training Officer
P. Aruwin, Training Aide
W. Chapman, Training Advisor to I.T.F., I.T.S., London

OIC Lagos

Alhaji M. O. Oseni, Chairman of Board
Dr. F. Salawu, Member of Board and Founder of OIC/L
E. O. Martins, Member of Board

I. A. Adelabu, Assistant Secretary of Board
Otunbo Ogunwo, Member of Board

S. A. Gbadebo, Programme Director
G. A. Oyetunji, Training Manager
W. A. Ojo, Head Vocational Instructor
D. A. Okpaize, Counsellor
A. Shobo, Job Developer
N. A. Akama, Electronics Instructor
A. C. Adekolu, Air Conditioner and Refrigeration Instructor
Mrs. F. A. Oke, Hotel Catering Instructor
Mrs. D. L. Mohammed, Communications Skills Instructor
Mrs. G. T. Ogunshola, Secretary Science Instructor
Ms. O. Esien, Short-Name Instructor
Alonzo Jennings, Chief Advisor
Richard Howard, Head Vocational Advisor
James Jackson, Administration and Finance Advisor
Ms. Kandi Wethers, Curriculum Devel. & Feeder Advisor
James Wethers, Counselling Advisor
Robert Mebane, Job Development Advisor

OICI/Philadelphia

Valfoulaye Diallo, International Director OIC/I
Baboukar Diallo, Assistant Administrator OIC/I
John Carstarphen, Program Officer OIC/I
Don Green, Controller OIC/I
Charles Taylor, Training Director OIC/I

OICI/Philadelphia

Pearl Jackson, Training Supervisor OIC/Phil.
Alonzo Jackson, Manager, Progress Plaza, Phil.

YWCA*

Ms. Adejare, Executive Director
Ms. Yaiyesima, Program Director
Ms. Balawa, Assistant Program Director
Lady Bank Anthony, Principal

NARS*

Lt. Col. Daramola, Dep. Commandant
Obadiah Craig, Chief Advisor (acting Ch. Counsellor & Training Officer)
G. Fenwick, Advisor, Brit. Overseas Development Administration.
(acting Workshop Manager)
Egon Chronetkza, Advisor, German YWCA (acting Ch. Workshop Supervisor)

Nigeria Drivers & Maintenance School*

Tom Bryant, Advisor (acting Director)

Yaba Trade Centre*

Clem I. Eli, Principal

Ijebu-Ode Trade Centre*

Olu. Allen-Taylor, Principal
T.O. Odufuwa, Acting Vice-Principal

Private Business

S. R. Osime, Personnel Manager Mandilas
G. W. Wallace, CPA & entrepreneur
F. Grahame, Manager, Ford Distributor
S. Schmidtke, Catering Manager, Airport Hotel
(others from Mobil, Shell, N.E. CO, etc.)

Employer and OIC/L Student/Trainees
Interviewed

Muritala Lawal, C.F.A.O. (O.I.C./L., S/T)
Lucky Okonofua, C.F.A.O. (OIC/L, S/T)
Michael Mawusi, C.F.A.O. (OIC/L, S/T)
Michael Kubeyinje, Pers. Off., Panalpina
B.O.A. Olowu, Pers. Manager, U.A.C. (Technical) Iddo
J.E. Mbamali, Catering Manager, Nigeria Airways
Samuel Emola, W.A.E.C. (OIC/L, S/T)
S. B. Ayoola, W.A.E.C. (OIC/L, S/T)

*Other faculty and staff interviewed while touring school.

E. Babaloba, Skyline Hotel (OIC/L, S/T)
Mrs. Iloputaife, Catering Manager, DeFacto
Miss Eunice Alcanbi, DeFacto (OIC/L, S/T)
K. Ogebade, Cocoa Ind.
Miss Dupe Otubaga, Cocoa Ind. (OIC/L, S/T)
Mr. Modilin, Assistant Maintenance Engr., Wayne
Hakeem Kosoko, Wayne Electric, (OIC/L, S/T)
B. Ogunbade, Wayne Electric, (OIC/L, S/T)
H. O. Oduleye, Mech. Supervisor, L.C.T.S.
M. Tajudeen, L.C.T.S. (OIC/L, S/T)
A. O. Olopin, Tech. Clerk, S.L.O.A. (OIC/L, S/T)
Mr. Madubuko, Maintenance Engineer, S.C.O.A. (OIC/L, S/T)
J. O. Elijah, Executive Off., DeFacto
Moga Savage, DeFacto (OIC/L, S/T)
(plus A.I.L., Vono, Samco & Federal Palace, Levintis, Weide, Muritala)

USAID/Nigeria

Wm. Ford, Director
Steven Christmas, Deputy Director
Donald Parker, Program Officer
Roger Poulin, Economist and Program Manager
Thomas Tyler, Program Manager
Daniel Agbar, Program Analyst
Arthur Smith, Controller
James Kirk, Education Advisor

AID/Washington

John D. Wilson, AFR/CWA
Robert Chamberlain, AFR/CWA
Calvin Cowles, PPC/Eval.
Princeton Lyman, AFR/TA
Phil Haney, AFR/CWA

APPENDIX 10

OPPORTUNITIES INDUSTRIALIZATION CENTER

Name of School

Opportunities Industrialization Centre (OIC)
5, Ikorodu Road
Merryland, Ikeja
Lagos, Nigeria

Date Visited

Friday, 20th Sept 1974

Industrial Training Fund Team

Bernhart, R.)
Beard, E) USAID/AID/OICI Consultants
Mrs. R. Wallace)
Mrs. E. Mwobi)
Kolade, O.) ITF Training Officers
Awonogun, O.)
Obianwun, J.)
Agbazue, J.U.)
Loto, O.

Names of Profile Interviewed

Jennings, A. - Programme Adviser
Oyetunji, G. - Training Manager
Howard, R. - Airconditioning specialist
Jackson- J. - Administrative/financial officer
Wethers, J. - Counselling specialist
Mrs. K. Wethers - Curriculum specialist
Okpalze, D. - Counsellor
Shobo, A. - Job developer
Mebane, R. - Job development specialist
Esiem, O. - Shorthand specialist
Mrs. G. Ogunsole - Secretarial Science specialist

Evaluator

O. O. Kolade

1. HISTORY

The OIC (Lagos) was founded in May 1970 as a voluntary organization committed to providing skill training and job placement for unemployed Nigerian youths.

It is an offshoot of OIC International founded by Dr. L. H. Sullivan in Philadelphia, Pa., USA.

2. PHILOSOPHY

OIC believes (1) that every man and woman should be given a chance to help himself, and (2) that the community must be totally involved in the preparation for economic security and citizenship responsibility.

3. PURPOSE

The purpose of OIC (Lagos) is to train and retrain freely, thousands of Nigerian youths whose talents and skills are unexplored.

4. OBJECTIVES

a. Are objectives clearly stated?

The objectives are clearly stated. These objectives include:

(1) Meeting the needs of those who have completed school but cannot advance in job position because of bad school background, work attitude, financial hardships and/or unmarketable skills.

(2) To develop a relationship with the industrial community so that they can provide the OIC (Lagos) trainees with job opportunities, and

(3) To develop new business and industries through total training program.

b. Are objectives in behavioral terms?

Objectives are in behavioral terms since OIC graduates are skilled in various vocations such as:

(1) The operation, maintenance, wiring and assembly of simple and complicated electronic equipments;

(2) Servicing, installation and repair of all types of air conditioning and refrigeration systems, and

(3) Organizing banquets, running canteens, hotels, and restaurants.

c. Are objectives categorized as short, medium or long-range?

The objectives are not explicitly categorized but it can be inferred that OIC (Lagos) has short, medium and long-range objectives.

Short term objectives -- the provision of vocational training and the subsequent issuing of OIC testimonial (App A).

Medium - securing employment for the trainees.

Long range - follow-up of trainees.

d. Are objectives quantifiable?

The objectives are quantifiable. The overall objectives can be measured by the on-the-job performances of the trainees which OIC receives regularly through external feedback reports. Some departmental objectives can also be measured. For example, a trainee in the secretarial studies department will not be credited with a pass unless he/she is able to type 50 words per minute among other requirements.

e. Are objectives amenable to qualitative indicators?

Yes. The objectives are amenable to qualitative indicators.

f. Do objectives relate to national goals?

Objectives relate to national goals since the provision of skilled manpower at all levels is one of the national priorities.

5. DESCRIPTION OF PROGRAMME

a. Target population. The target population are the unemployed people within the Lagos environ who are between the ages of 15 and 55. Prospective trainee must have had a minimum of primary school education. This target population is adequate for the stated objectives since majority of unemployed people fall within this range.

b. Structure - Organization and administration. The structural charts of the organization are attached as appendices B and C. Appendix B shows the structure of OIC (Lagos) while Appendix C shows the structure of OIC (Lagos) in relation to OIC (International).

c. Staffing. Appendix D contains the chart for the teaching staff only. Other members of staff in the administrative, finance and job development department are excluded. Although the chart shows the qualifications and experience of each teacher, it fails to show the appropriate position descriptions.

At present OIC is short of qualified staff because of lack of funds. If, however, the vacant positions are filled there will be adequate staff to achieve program objectives. These positions include two finance/administration officers, two entrepreneurial management advisors and two management and training supervisors.

Although Mr. Jackson, the finance/administration officer, expressed difficulty in getting qualified local counterparts, it can easily be noticed that the problem is not with the actual recruitment but with the funding.

There is in-service training for members of staff and this will continue as long as the advisory team from OIC (International) is around.

d. Facilities and Equipment. The buildings are inadequate. The equipments are meager and limited. But what is available seems very well used.

e. Training Design - Curricula.

(1) Skill training areas. Skill areas are explicitly designed to provide opportunity for individualized program through curricula.

(2) Other Supplemental Courses. Other supplementary courses are taught in the Feeder Component. These courses include communication skills, consumer education and job finding techniques.

(3) Adequacy of training programme. Students/trainees are moved to jobs after training which lasts between 12 to 18 months. The needs of the target population are met and outcomes can be measured quantitatively. The training programme is being pursued with available staff and facilities.

(4) Educational techniques used. OIC uses virtually all traditional techniques of education-lecture, demonstration, practical attachment and shop work using individualized instruction method.

f. Time Table. The OIC is operating on an input, output time table which is planned through 1978 (see App. H, I, J). The time table is flexible in extent but orderly designed leading to accomplishment of objectives.

The time table is feasible as demonstrated by over 800 graduates.

g. Reports. OIC has a central records unit responsible for the analysis and reporting of all data. In addition all instructors submit monthly reports to the Training Manager and the Program Advisor for analysis and action. These reports include among others, daily attendance, trainee

progress and job placement. Information dissemination is not thorough because of lack of funds. In fact, the OIC relies solely on the goodwill of their graduates and employers for publicity.

h. Linkages. OIC has no linkage with any other training program in the country but it does coordinate and work closely with industry through its Board of Directors and the Industrial Advisory Committee, the Technical Advisory Council (see App K & L for the members of the Industrial Advisory Committee), and the Job Development Department.

The programme uses operational projects to support its efforts. For example, the Hotel Catering Department provides lunch for the trainees (and trainers) daily at nominal charges.

To some extent the programme is unique in the sense that it is the only training center in the country offering vocational training free of charge to those who are unemployed because they are unskilled.

i. Budget and Finance. OIC (Lagos) is being financed almost solely by OIC (International). The budget is barely adequate to meet the need of the programme and very inadequate for equipments and facilities. The budget is being well used for staff needs.

Funding from OIC (International) stops at the end of June 1976. Even if this happens the future is not all that bleak. The OIC has been given six acres of land for building purposes and the Industrial Advisory Council has pledged an annual contribution of \$25,000 for its development. The Ikeja Round Table, a group of British industrialists, has now pledged \$2,000 annually to be used for equipment purchases. The Industrial Training fund is also interested in the programme (see App. M, N. & O).

ASSESSMENT OF COURSES
COUNSELLING DEPARTMENT

PHILOSOPHY

Counselling is perceived as a means of assisting a trainee and implementing strategies for solving problems which affect training goals and objectives. In addition, counselling is involved in the methods and techniques of enhancing the quality and quantity of individual performances as well as avoiding pitfalls.

PURPOSE

The main purpose of counselling is to assist trainees in the formulation and utilization of their skills for the realization of their training goals and objectives. In addition, counselling promotes and encourages the development of such attitudes which are compatible with improved quality of living and the optimal exploration and release of their potentials.

OBJECTIVES

The objectives of the Counselling Department are:

- (a) to guide trainees into vocational areas congruent with both their aptitudes and interests;
- (b) to diagnose and remediate subskill areas in need of improvement.

(c) to identify and solve personal, economic and social problems of trainees, and

(d) to provide trainees with leadership experiences during problem solving group sessions.

Are objectives clearly stated?

The objectives are clearly stated and are contained in a paper -- the review and updating of the OCIC/AID noncapital projects -- dated March 1974.

The objectives are in behavioral terms and are categorized as short, medium and long-range -- see the above paper.

Are objectives quantifiable?

Yes. Frequency distribution techniques are currently being used by the Counselling Department to assess the extent to which they are achieving or are not achieving their objectives which relate to national goals.

DESCRIPTION OF PROGRAMME

a. Target Population. Counselling directs its attention to any trainee whose progress can be facilitated by the counselling process.

One criterion for determining whether a person should be given counselling is the identification of problems during the initial entry/orientation period and the perceived seriousness of such problems.

b. Structure - Organization and Administration. At present there are only two members of staff in this department -- the Counselling Specialist and the Guidance Counsellor. They perform essentially the same functions. The two counsellors are adequately qualified. They

have had extensive experiences with disadvantaged populations.

Functions of the Counsellors include:

1. Compilation and updating of all program training statistics except job development, and
2. Individual and group counselling in matters relating to trainee progress and problem areas.

The staff is too small to accomplish the counselling objectives. At the time this evaluation was conducted, each counsellor has a case load of 90. It is very unlikely that one single counsellor will counsel effectively 90 trainees. At least, four additional counsellors are needed.

c. Facilities and equipment. The Counselling Department does not have the minimum facilities and equipments to achieve its objectives. They are in need of such basic equipments as tape recorder, slide projector, space for file cabinets and space for individual counselling.

d. Counselling Design. The counselling component is designed to maintain daily contact with instructors and trainees. Disposition counselling sessions are held on each trainee after he has completed his feeder course. These sessions are between the counsellor, trainee, and anticipated vocational instructor. Student forms and test results are used in the construction of individualized programme.

The training areas in which trainees receive counselling are: recruitment and selection, intake/registration, feeder, vocational training, job development, placement, and followup. (See Appendix E).

e. Adequacy of the Counselling Programme. Programme objectives are only partially achieved because the present staff is too small and the facilities and equipments are insufficient. The result is that the needs of the target population are being met only with the constraints and limitations of the programme.

Programme outputs can be measured quantitatively. Various teaching/training methods are being used with emphasis on practice as opposed to theory.

f. Time Table. A precise but flexible schedule exists for each component from the time a student enters orientation to the completion of his training.

g. Reports. An effective feedback system provides the counselling component with information on a continuous basis. Daily attendance forms, follow-up of graduates, periodic review of student progress and the results of standardized test provide the required feedback information.

The alumni association is used by the counselling component for information required for programme modification.

h. Linkage. The counselling component is attempting to establish contact with the general hospital so that trainees may be given a physical examination before entering the OIC programme. A relationship with the child and guidance clinic also exists. Trainees with problems whose severity surpasses the expertise of the counsellors are referred to this clinic.

1. Budget and Finance. The funds for the counselling component are the same as funds for the total programme - USAID, OIC (International) and local contributions. The budget is not adequate and the amount of money presently allocated to the component needs to be increased to attract properly qualified personnel.

ASSESSMENT OF COMPONENTS

a. Programme goals and objectives. There are stated means of determining achievement of programme goals; but as of now considerable improvement and work including clearly written procedures are urgently needed. This will be valuable not only to the present counsellors but to subsequent counsellors.

The short-term objectives of the Counselling Department are:

- (1) to determine why candidates come to OIC;
- (2) to assess the relevant background experiences of the candidates, and
- (3) to find out if candidate is currently in school and if so, why he does not want to continue.

The intermediate objectives are:

- (1) to get information on why the candidate feels he will succeed in the vocational area he has chosen;
- (2) to evaluate the trainee in terms of past achievements relevant to chosen vocational areas, and
- (3) to establish grounds for decision making based on agreement between trainee, counsellor and trainer.

The long-term objective is to provide the trainee with skills which will ensure effective problem solving.

There are clearly described procedures for accomplishing the above objectives. The Counselling Component has a number of forms on which data are collected. Individual and group counselling as well as some testing are also used. The reliability/credibility of these techniques cannot easily be assessed even though the counselling specialist maintains that they are reliable.

CONCLUSION

a. Summary of programme strengths. The major strengths of the counselling component are:

(1) the sensitivity and availability of counsellors and the trust trainees have in them, and

(2) the two counsellors have professional qualifications.

b. Summary of programme weakness. The most obvious and serious weakness of the programme is insufficient physical facilities, equipments and personnel.

c. Recommendation for strengthening the programme. Many of the responsibilities of the counselling component could be handled by administrative assistants such as the receptionist and the secretary. For example, administrative assistants could handle daily record keeping which is being presently handled by the counsellors. The counsellors should concentrate only on group and individual counselling and diagnosis.

d. **Funding recommendations.** The evaluators recommend that the counselling component be funded by the Industrial Training Fund. For a successful operation of OIC programme, the counselling component is indispensable. Otherwise, solvable problems could weigh down on the trainee performance and OIC output in general.

FEEDER COMPONENT

The history, philosophy and purpose of the Feeder Component are as stated for the entire programme.

OBJECTIVES

The main objective of the Feeder Component is to provide basic educational techniques necessary for the various skills.

The objective is quantifiable and it is not stated in behavioral terms.

DESCRIPTION OF PROGRAMME

a. Criteria for eligibility varies from a minimum of primary six to the government Class IV. Because most trainees initially don't know anything about the courses chosen, the stated objective is adequate for the target population.

b. Structure. There are four instructors in the Feeder Component and the organization chart is shown overleaf.

c. Staffing. The members of staff in this Component are well qualified. They are engaged in periodic in-service training. The staff is adequate to achieve programme objectives.

d. Facilities and Equipment. The facilities and equipments in this department are inadequate. There are not enough classrooms. However, the available facilities are being best utilized.

e. **Curricula.** The Feeder Component provides training in communication skills, computation skills, personal development, consumer education, attitudinal training and job finding techniques.

The training programme in this department is adequate to achieve programme objectives, responds to the needs of the target population, and permits quantitative measurement of outcomes.

f. **Time Table.** There is a feasible programme schedule for the accomplishment of objectives. Trainees spend between three and five months in the Feeder Department depending on the ability of the individual trainee.

g. **Reports.** Relevant information about a trainee is obtained from the Counseling Department and regular monthly tests serve as feedback on trainee progress.

Information dissemination is as for the entire programme

h. **Linkages.** There is interdepartmental cooperation between the Feeder Department and the Counselling Component on one hand and between the Feeder department and the Vocational department on the other.

i. **Finance.** The source of funds for the Feeder department is as for the entire programme.

The Feeder Component budget is inadequate to meet its programme objectives and supply qualified staff.

ASSESSMENT

a. There are adequately stated means for determining achievement of programme objectives and there are clearly described procedures to be used to accomplish the same.

b. The trainee is expected to be knowledgeable, at the end of his stay in the Feeder department, in the basic education necessary for his chosen vocation.

c. The Feeder Programme can be duplicated in other places and the programme is strongly recommended to other vocational institutions in the country.

CONCLUSION

a. The major strength of the Feeder Component is its provision of basic educational techniques necessary for the various skills at individualized rate.

b. The major weakness of the programme is inadequate buildings and equipments.

c. The problems of the Feeder Component cannot be solved in isolation of other components since these problems have their roots in the financial position of the entire programme. When enough money is pumped into the center, the Feeder Component will then be strengthened.

d. It is recommended that the Industrial Training Fund in particular and the public in general should come to the aid of the center in view of the center's noble roles and objectives in the society.

SECRETARIAL STUDIES

Philosophy and Purpose -- as for the overall programme.

OBJECTIVES

The objectives of the Secretarial Science Department are as stated in the programme objectives as they affect secretarial studies.

DESCRIPTION OF PROGRAMME

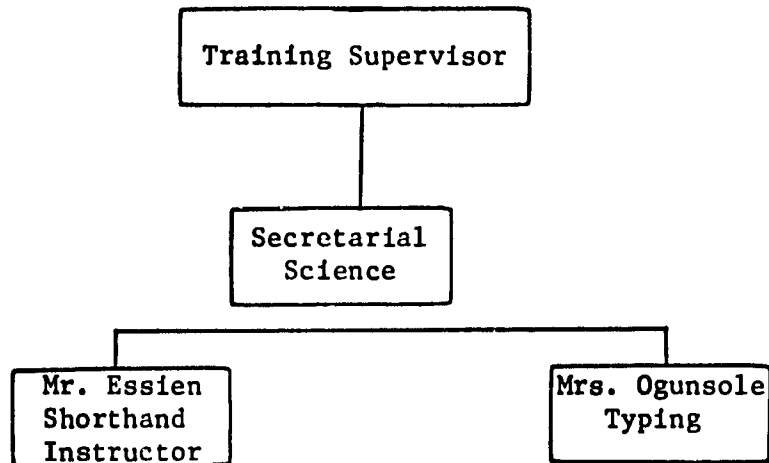
a. Target population. The target population and eligibility criteria are as for the general programme. In addition, the Secretarial Science Department requires each trainee to have a minimum qualification of government Class IV. However, the trainee may or may not have any knowledge of typing and/or shorthand.

b. Organization chart. The organization chart of the Secretarial Science Department is shown overleaf. The department is under the control of the supervisor.

c. Staffing. At present, there are only two instructors and one will be phasing out in June 1976 and will be replaced. The two instructors contended that their work load is too much since they have to deal with the trainees at individual level. More instructors are needed although the limiting factor is always there -- and this is fund.

The members of the staff of this department are qualified and experienced instructors in the skills involved.

ORGANIZATION CHART



The staff-student ratio in a class is 1 to 13 though the number of students and staff can be increased if there are available spaces. There is in-service training for the instructors in this department.

FACILITIES AND EQUIPMENTS

Accommodation seems to be the main problem of this department. There are not enough classrooms to achieve their stated objectives.

TRAINING DESIGN

The skill areas cover typewriting and shorthand. They are also taught office routine and secretarial practice.

Supplementary courses are provided in the Feeder Department.

The training programme is adequate and responds to the need of the target population. The programme outcomes permit quantitative measurement. The programme is in accord with the amount of fund and staff available for the department.

Techniques used for instruction include lectures, demonstrations and discussions. Assignments given to students are later discussed and this serves as a feedback to the department.

TIMETABLE

The programme contains a practicable and flexible time-schedule for the accomplishment of the objectives.

REPORTS

Assignments and tests are given to the trainees from time to time. Records of performance throughout the course are kept and the counsellors informed of cases where trainees' progress is deteriorating.

Information dissemination is oral and done mostly by the trainees and the instructors. Even then the public is well reached and there is an unending waiting list.

LINKAGE

There is no linkage with other training bodies but the department is well linked with other departments such as the Counselling Component and the Job Development section.

This type of programme is available in many technical colleges but the students in such colleges pay fees.

BUDGET AND FINANCE

The sources of funds are as for the general programme. In addition, some companies donate equipments to the Secretarial Science Department.

The budget is just sufficient to sustain the programme and more money is needed to employ qualified staff and buy equipments.

ASSESSMENT

a. The objectives are clearly stated and are relevant to national needs. The trainees are expected to be skilled in typewriting and shorthand, and have a knowledge of office management.

b. There are clearly described procedures to be used to accomplish the objectives. The trainees are expected to be employed as stenographers. The program outcomes are generalizable and the programme should be duplicated in other places.

CONCLUSION

Programme strengths. The programme strengths are:

- (1) The programme is totally free individualized and innovative;
- (2) It develops within the trainee the whole-man concept of self-reliance; and
- (3) Entry into the Secretarial Department is continuous and each student progresses at his/her own rate.

Programme weaknesses lie in the fact that the programme is restricted and cannot be expanded because of lack of funds.

Recommendations for strengthening. The programme will be strengthened when there is sufficient funding.

Recommendations for funding.

(1) The Center can become a fee-paying vocational school.

**(2) It can seek support from the Federal or State Government
or from agencies like the Industrial Training Fund.**

JOB DEVELOPMENT

The history and philosophy of the Job Development component are as for the entire programme.

OBJECTIVES

The objectives of the Job Development component are:

- (1) To serve as a liaison between the OIC and the industries,
- (2) To find job for OIC graduates, and
- (3) To conduct a follow-up of the on-the-job performance of the trainee.

These objectives are clearly stated and can be measured. Objectives are not in behavioral terms but they relate to national goals.

DESCRIPTION OF PROGRAMME

Staffing: There are only two job developers in this component and they appear qualified for the job. They are charged with the responsibility of achieving the objectives of the Job Development component. The staff is, however, inadequate as about 100 trainees graduate every session from the centre (see Appendix E).

FACILITIES AND EQUIPMENT

There are not enough facilities. In fact there are no facilities at all, not even basic communication facilities like the telephone nor a vehicle for transport. The evaluators must stress here the problems and difficulties involved in contacting firms and industries at Apapa, Ilupeju and Ikeja from OIC without having any means of transport.

CURRICULA

The programme responds to the needs of the target population and permits quantitative measurement of outcomes.

TIMETABLE

The programme contains a time schedule for specific events and activities to occur leading to accomplishment of objectives. This schedule appears feasible within the limits of the programme (see Appendix P).

Seaports. The Job Development component receive periodic reports from employers. These reports serve as feedback for trainees. The job developers themselves visit each trainee five times in a year—at the end of his first two weeks, at the end of his first one month, at the end of his first two months, at the end of his first six months, and at the end of his first one year. The aim of the visits is to assess the progress of the trainee during the first one-year of his working experience.

LINKAGES

There is coordination with industries and firms and the programme does not duplicate others (see Appendixes Q and R).

BUDGET AND FINANCE

The source of funds is as for the entire programme and the budget for the job development component is grossly inadequate to meet programme objectives and the evaluators are of the opinion that this component is the worst hit by the financial position of the OIC.

ASSESSMENT OF COMPONENTS

- a. There are adequately stated means for determining achievement of programme goals and objectives.
- b. There are clearly described procedures to be used to accomplish objectives. Quantifiable and qualitative techniques which are reliable and can be used to assess the attainment of objectives.
- c. This programme should be duplicated in other places.

CONCLUSION

- a. The programme strengths are:
 1. The job development component serves as a middle man between the OIC and the industries,
 2. The component is responsible for the placement of OIC graduates, and
 3. The component conducts a followup of on-the-job progress of the trainees.

b. Programme weakness includes:

1. 'Inadequate building, facilities and equipments,
2. Inadequate staff, and
3. Complete lack of communication and transport facilities

which are indispensable in job placement.

c. Most of the problems of this component arose out of the financial situation in the centre so that it is inadvisable to make a singular recommendation in respect of the job development component alone. However, some money could be spared from the central treasury of the OIC to solve those immediate and most pressing problems of this department.

d. It is recommended that the federal government through Industrial Training Fund should come to the aid of the programme.

ASSESSMENT—GENERAL

a. Programme goals and objectives

There are adequately stated means for determining achievement of programme goals and objectives. These objectives as stated in Section 4 are relevant to national priorities and goals.

There is a local need for this programme especially when one considers the unemployment rate among the unskilled youth in the country and in Lagos in particular.

b. Evaluating Student Trainee

The objectives the trainees are expected to achieve in terms of knowledge and skill are stated in Section 4. There are clearly described procedures to be used to accomplish these objectives (see Appendix E). Quantifiable and qualitative techniques can be used to assess the attainment of these objectives.

c. Replication

Considering the physical, financial and administrative problems involved in the present programme, and in view of the fact that increase in job opportunities does not match increase in job seekers in this country (and perhaps anywhere in the world) uncontrolled duplication of this programme in other places might create more problems that it intends to solve. In particular there will be mass unemployment of skilled youths.

The programme outcomes are generalizable and this particular programme has the potential of becoming an exemplary model.

CONCLUSION

a. Summary Programme Strengths

The major strengths of the programme are

1. It develops within the trainees enough skills for entry into the electronics trade, automobile mechanics, air conditioning and refrigeration, secretarial, science, hotel catering and others just to mention a few.
2. It develops within the trainee the right attitude for job entry and advancement including interest in and appreciation for quality work.
3. Through its counselling component the OIC programme helps the trainee to develop an attitude of pride, self-reliance, self-confidence and self-control, and
4. The programme helps in providing much needed skilled labor for national economy (see Appendix H).

b. Summary of Programme Weakness

The financial position of the OIC is poor. At present they still manage to sustain the programme because of the funds received from USAID/AID/OICI. But this breast-feeding will stop in 1976; and if no aid comes by then the financial position will be deplorable.

This lack of adequate fund has created other weaknesses in the programme. For example, the centre is at present inadequately staffed. There are not enough facilities, not enough buildings and not enough materials. There is no library. One make-shift library is in the same room as Mrs. Wethers--the Curriculum Specialist. Even then the few books hastily arranged there, are torn and outdated. Over half of these books are pamphlets and memos on OIC.

c. Recommendations for Strengthening the Programme

It appears as if there are very few man-made problems at OIC. All the problems seem to stem from lack of adequate funds. If there is sufficient fund, more qualified staff will be employed, there will be more buildings and more equipments.

d. Recommendation for Funding

At present, the OIC is just managing to exist on its meager financial resources. The going will definitely not be easy in 1976 when USAID stops its funding and OICI withdraws its technical advisers. If this happens, OIC hopes will survive only if -

highly public-spirited individuals come together

to aid the programme

or

giant public-owned industrial organizations like the

Industrial Training Fund come to the rescue.

Considering the lofty objectives of the OIC programme and also taking into consideration the noble roles which the organization has played, is playing, and will play in the training and placement of skilled youths, it is our opinion that the Industrial Training Fund should come to the rescue in 1976.

OPPORTUNITIES INDUSTRIALISATION

Cert No. **VOID.**
CENTRE



OIC NIGERIA

Hereby Certifies That

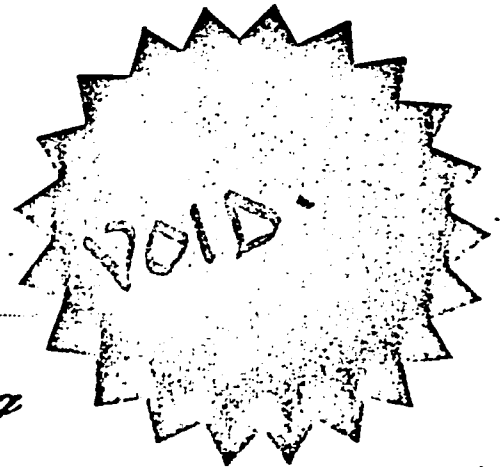
XX

has successfully completed a course of study in

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at the Opportunities Industrialisation Training

Centre, Lagos on this XXXX day of XXXXXXXXXXXXXXXX 19 XXX



XX

Executive Director

XX

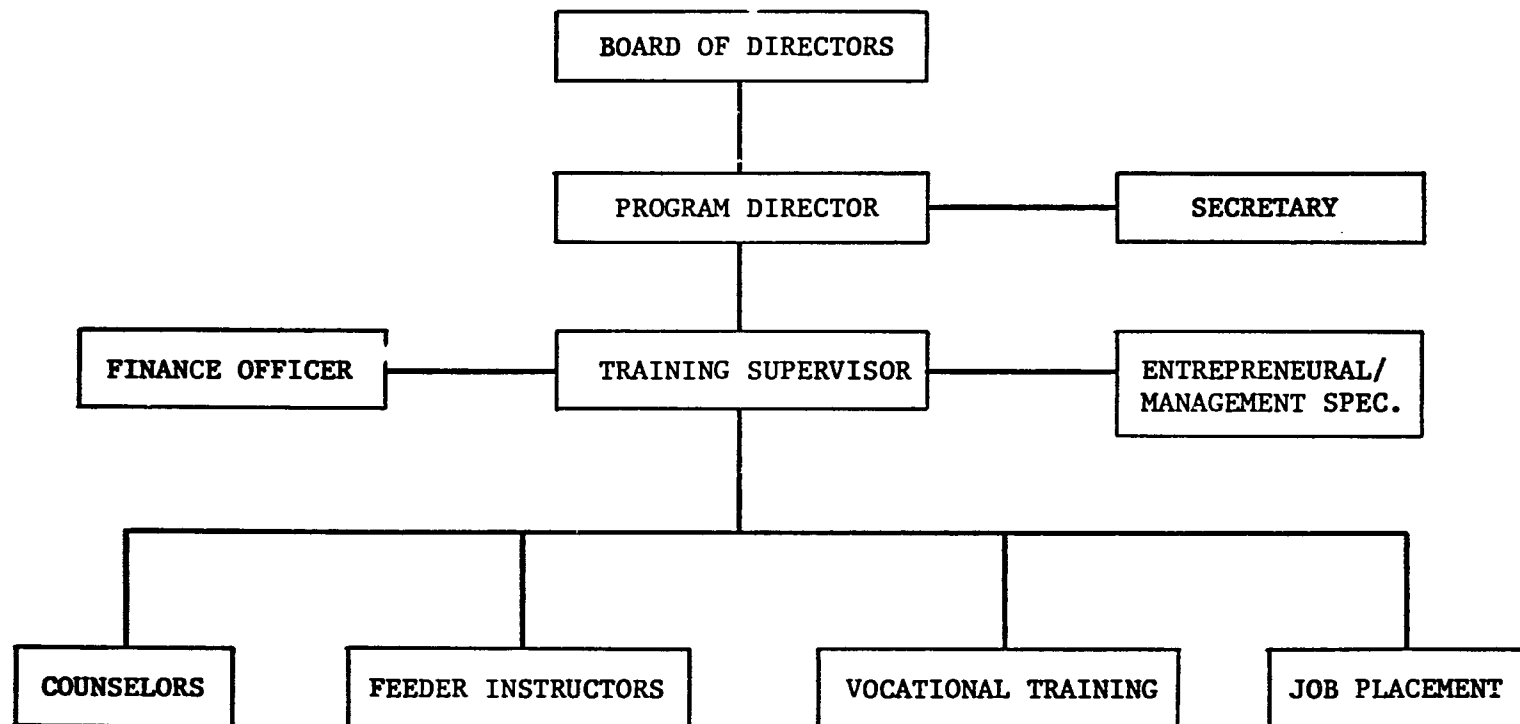
Training Manager

XX

Chairman-Board of Directors

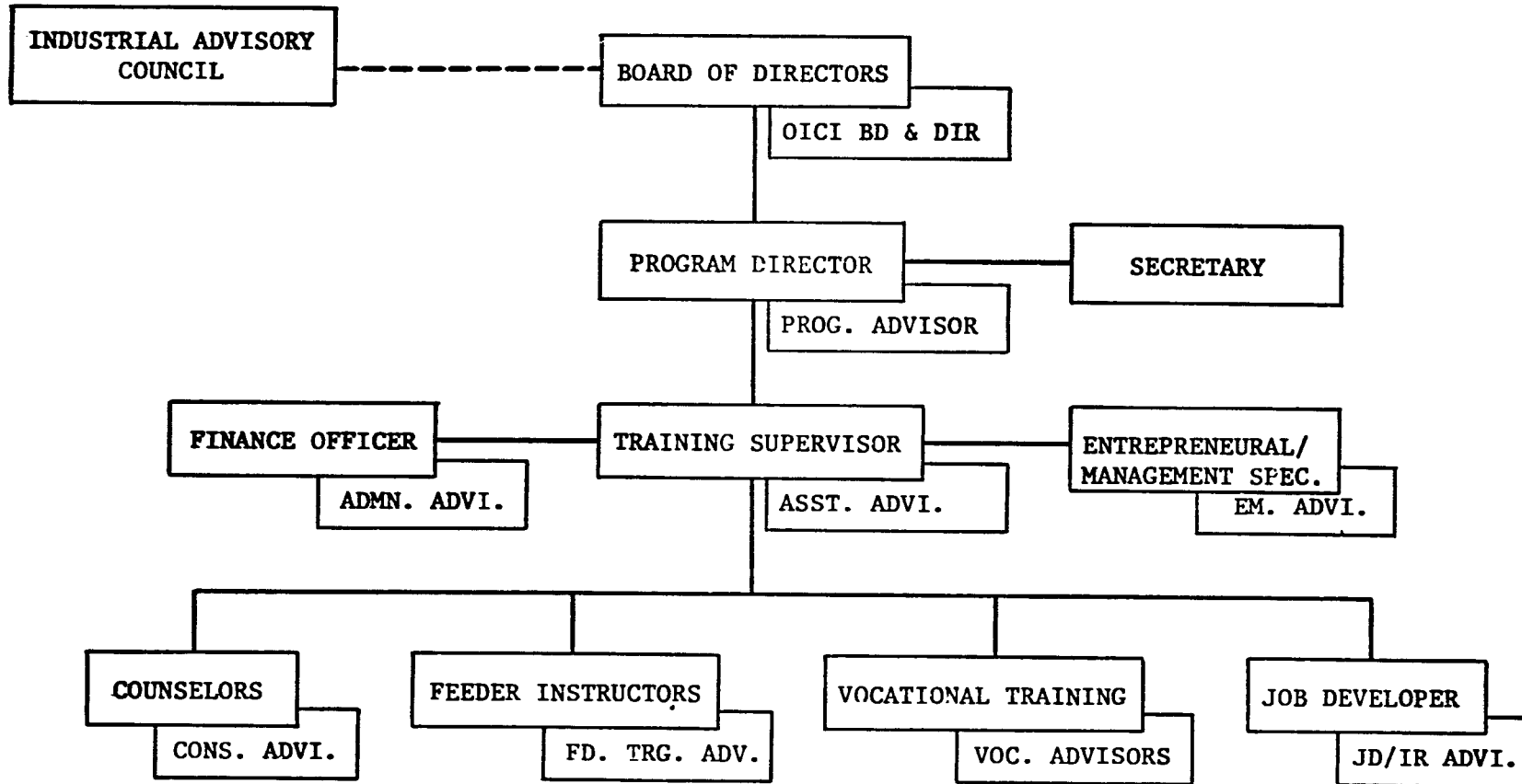
Appendix 10/B

OICL ORGANIZATIONAL CHART



Appendix 10/C

OICL ORGANIZATIONAL CHART
AS IT RELATES TO OICI
TECHNICAL COOPERATION TEAM (TCT)



- 72 -

Appendix 10/D

OPPORTUNITIES INDUSTRIALISATION CENTRE LAGOS
TEACHING STAFF 1974

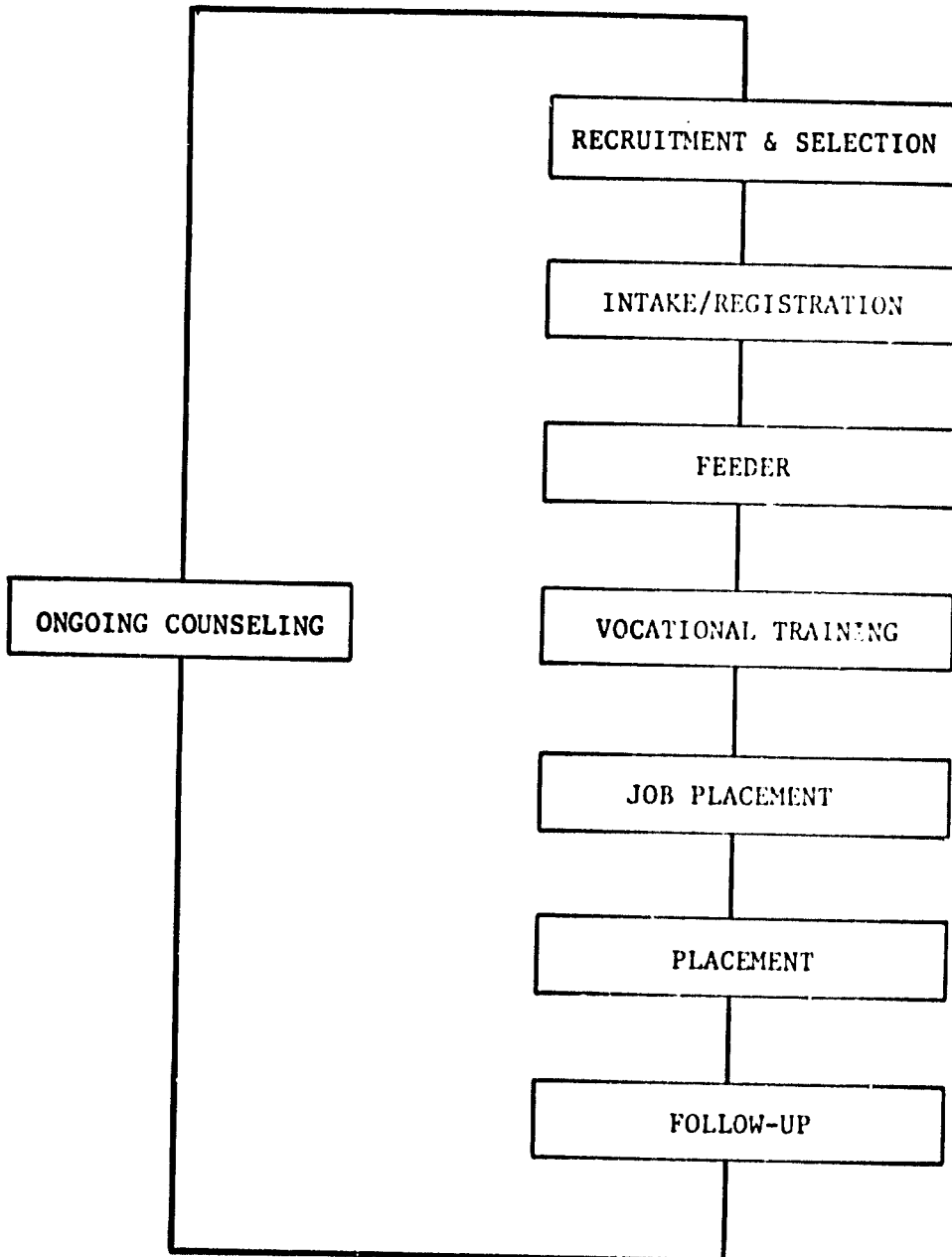
NO.	NAME	TEACHING EXPERIENCE	TEACHING QUALIFICATIONS	OTHER QUALIFICATIONS	DESIGNATION	EXPERIENCE AT OIC LAGOS
1.	Gabriel Adeyemo Cyetunji	20 years	Teachers' Certificate G. III Teachers' Certificate G. II	First Sch. leaving Cert. G.C.E. Ordinary Level G.C.E. Advanced Level RSA Group Certificate Intermediate B.A. Hons	Training Manager	1st July '74
2.	David Abhulimen Okpaize	10 years	Teachers' Certificate G. II	B.S. Hons (Psychology)	Counselor	September '73
3.	Wesley Adalakun Ojo	7 years	City & Guild Motor- Mechanic Works (1966) City & Guild Technicians German Diploma Auto- mobile Engineering Train-the-Master- Trainer (ITF 1974)	Pry. Sch. leaving Cert. Sec. Mod. Sch. Cert. City & Guild Int. (FTC) City & Guild Final FTC Diploma Automobile Eng.	Automechanics Specialist Lead Instructor	January '73
4.	Nathaniel Awekimedhe Akama	10 years	Ordinary National Certificate, J1 Qualifications re- viewed by represen- tative group of electronic employer	Intermediate City & Guilds Final Cert. City & Guilds Engineering Science Cert. Telecommunications and Electronics Engineering Advanced Comm. Radio 'C'	Electronics Specialist	1972

4.				Principle of Com Radio 'C' Mathematics for Telecommunication 'C' Secondary Form III First Sch. leaving Cert.		
5.	Abel Olumuyiwa Adakolu	5½ years	Ordinary National Cert, J1 Qualifications re- viewed by group of representative air conditioning employers	Pry. Sch. leaving Cert. Sec. Mod. Sch. Cert. Yaba College of Tech. 1960-64 Fed. Min. of Works & Housing Craft- manship Cert. Final City & Guilds Cert. Refrigeration Prac- tice 1965	Air-Condition and Refrig- eration Specialist	1972
6.	Mrs. Felicia Amoke Oke	2 3/4 years	Teachers' Cert. G. III	Intermediate Member- ship of Hotel catering Institu- tion Management Final Membership Cert. of Hotel Catering & Institu- tion Management Waiting Cert. of Hotel Catering & Institu- tion Management Advanced Waiting Cert. of City & Guild of London Institute City & Guild of London Institute 151	Hotel Catering Specialist	1972

6.				College Craft Course Cert. *At present a full member of the above institute		
7.	Shome Bodunrin Akrong	7 months		First Sch. leaving Cert. West African Sch. Cert. N.C. . Accounting Machine Operator's Certificate NCR In-service training (one month)	Accounting Machine Operation Specialist	12th Feb. '74
8.	Mr. Offiong Esien	15 years	Shorthand Teachers' Cert. (RSA and Pitman) Typewriting Teachers' Cert. (RSA & Pitman) & I.P.S. (London) PCT, PCTT, (Pitman Cert., Teacher-Shorthand & Type)	Senior Cambridge with Exemption from Matriculation Fellow Member Society of Commercial Teachers Fellow Member Institute of Phonographic Society Fellow Member British Society of Commerce	Shorthand Writing Specialist	Dec. 6, 1971
9.	Mr. John Adigun Ayoola Olalere	7 years	Teachers' Cert. G. II	G.C.E. Ordinary Level Diploma in Journalism and Mass Media Diploma in Adult Education and Community Development	Consumer-Education and Personnel Development Specialist	1st Sept. 1974
10.	Mrs. Doleres Lami Mohammed	3 years	B. SC. Education		Communication Skill Specialist	1st Sept. 1974
11.	Mrs. Grace Uzoamaka Ume	4 years	Teachers' Cert. G. II	City & Guilds 147, 151 RSA Nutrition HCI Intermediate	Commercial Baking Specialist	1st Aug. 1974

12.	Mrs. Gloria Theresa Ogunshola	12 years	New York City Regular Teacher of Pitman Shorthand & Typewriting Member of Delta Epsilon Business Education Honorary Society of U.S.A.	B.A. Business Education M.S. Business Education 15 credits-- Guidance	Secretarial Science Specialist	Feb. 2, 1974
13.	Akim Shobo	Industrial experience 10 years				1973
14.	Samuel A. Gbadebo	15 years				May 1974

Appendix 10/E
OIC LAGOS TRAINEE FLOW



Appendix 10/F

UNIQUE FEATURES OF OIC

ITS ORIGIN

EARLY BEGINNINGS - COMMUNITY INITIATED
COMMUNITY - CHURCH - BUSINESS CONFLICT AND COOPERATION
SUBSEQUENT DEVELOPMENT - OIC LAUNCHED

ITS RELATIONSHIP WITH THE COMMUNITY

COMMUNITY BASED
PEOPLE ORIENTED

ITS TRAINING APPROACH AND DESIGN

ACCELERATED TRAINING
MOTIVATIONAL CONCEPTS
TRAINEE ORIENTED

ITS RELATIONSHIP WITH BUSINESS AND INDUSTRY

VITAL PARTNERSHIPS
MUTUAL BENEFITS

ITS SUPPORT FROM GOVERNMENT

UNDERSTANDING THE NATIONAL, STATE AND LOCAL GOALS
PRIVATE SECTOR AS A CONTRIBUTING FACTOR TO NATIONAL DEVELOPMENT
MUTUAL BENEFITS

SUMMARY:

OIC IS A COORDINATED, COOPERATIVE EFFORT OF MAXIMUM COMMUNITY INITIATION, INVOLVEMENT AND PARTICIPATION.

APPENDIX 10/G

OIC MAJOR EMPHASIS AREAS

I. OUTREACH

SELECTION
RECRUITMENT

II. INTAKE

REGISTRATION
ENROLLMENT

III. ORIENTATION

MOTIVATION
ASSESSMENT
EVALUATION
INFORMATION
CLASS ASSIGNMENT

IV. FEEDER TRAINING

BASIC EDUCATION
MOTIVATIONAL TRAINING
PREVOCATIONAL TRAINING

V. REFERRAL

OIC SKILL TRAINING
OTHER SKILL TRAINING PROGRAMS
OJT
JOB PLACEMENT

VI. VOCATIONAL TRAINING

SPECIFIED SKILL AREAS

VII. JOB DEVELOPMENT

INDUSTRIAL RELATIONS
PRE-EMPLOYMENT
JOB PLACEMENT

IX. COUNSELING*

INTAKE
COUNSELING

ON-GOING
GUIDANCE

ABSENCE
TRENDS
FOLLOW-UP

RECORD
KEEPING

APPENDIX 10/H



OPPORTUNITIES INDUSTRIALISATION CENTRE, LAGOS

"WE HELP OURSELVES"

Cable/Telegram: OPPINDCENT

OUR REF,

YOUR REF,

5 IKORODU ROAD,
MARYLAND
TEL: 94878
P. O. BOX 4215
LAGOS, NIGERIA.

AS AT SEPTEMBER ENDING 1974

O I C V O C A T I O N A L C O U R S E S

VOCATIONAL AREA	COURSE DURATION	TIME PRESENT CLASS IS JOB-READY	CLASS CAPACITY	No ON ROLE		PROSPECTIVE 1974 GRADUATES
				FEE- DER	VOCA- TIONAL	
AUTO-MECHANICS	12 Months	NOVEMBER '74	25	16	16	NOV. 16
AIR CONDITIONING & REFRIGERATION	12 Months	OCTOBER '74	16	9	16	OCT. 16
ELECTRONICS	12 Months	DECEMBER '74	30	8	17	DEC. 17
COMMERCIAL BAKING	6 Months	JANUARY '75	16	1	.8	
HOTEL CATERING	9 Months	APRIL 1975	10	4	10	
ACCOUNTING MACHINE OPERATION	4 Months	NOVEMBER '74	7	4	8	DEC. 8
SECRETARIAL SCIENCE	12 Months	JULY 1975	25	5	22	
TOTAL			129	47	97	57

APPENDIX 10/I

O.I.C. LAGOS

TRAINING CHART ANALYSIS JAN. 1975-DEC. 1978.

VOC. AREAS	INPUT (INTAKES)								OUTPUT (GRADUATES)							
	AUTO-MECHANICS	AIR COND/REFRIG	ELECTRO	COMM. BAKING	HOTEL CATERING	ACCOUNT MACHINE OPERAT.	SECRET. SCIENCE	TOTAL	AUTO-MECHANICS	AIR COND/REFRIG.	ELECTRO	COMM. BAKING	HOTEL CATERING	ACCOUNT. MACH. OPG	SECRET. SCIENCE	TOTAL
1975	25	14	15	14	10	18	24	120	9	9	8	16	10	16	22	90
1976	25	16	17	16	10	18	24	126	25	13	15	16	10	18	16	113
1977	25	16	17	16	10	18	24	126	25	16	17	16	10	18	24	126
1978	25	16	17	16	10	18	24	126	25	16	17	16	10	18	24	126
1979																
TOTAL	100	62	66	62	40	72	96	498	84	54	57	64	40	70	86	455

OPPORTUNITIES INDUSTRIALISATION CENTRE, LAGOS - NIGERIA

TRAINING CHART - OIC NIGERIA LAGOS

AUGUST 1974 - 1978

CLASS	COURSE DURATION	TIME PRESENT CLASS IS JOB READY End of	INTAKES TO FEEDER		FEEDER TO VOCATIONAL Beginning of	VOC. TO JOB DEVELOPMENT End of	CLASS CAPACITY
			No. TO BE PHASED-IN	1st MONDAY IN THE MONTH OF			
			AUTO MECHANICS	12 Months			
AIR CONDITION/REFRIGERATION	12 Months	October 1974	9 4 3 6 5 5 6 5 5 6 5 6 5 6 5	August 1974 Nov. 1974 March 1975 July 1975 Nov. 1975 March 1976 July 1976 Nov. 1976 March 1976 July 1977 Nov. 1977 March 1978 July 1978 Nov. 1978	Nov. 1974 March 1975 July 1975 Nov. 1975 March 1976 July 1976 Nov. 1976 March 1977 July 1977 Nov. 1977 March 1978 July 1978 Nov. 1978 March 1979	October 1975 February 1976 June 1976 October 1976 February 1977 June 1977 October 1977 February 1978 June 1978 October 1978 February 1979 June 1979 October 1979 February 1980	16

<p>ELECTRONICS</p>	<p>12 Months</p>	<p>December 1974</p>	<p>8 5 4 6 6 5 6 6 5 6 6 6 5 6</p>	<p>Sept. 1974 Jan. 1975 May 1975 Sept. 1975 Jan. 1976 May 1976 Sept. 1976 Jan. 1977 May 1977 Sept. 1977 Jan. 1978 May 1978 Sept. 1978</p>	<p>Jan. 1975 May 1975 Sept. 1975 Jan. 1976 May 1976 Sept. 1976 Jan. 1977 May 1977 Sept. 1977 Jan. 1978 May 1978 Sept. 1978 Jan. 1979</p>	<p>December 1975 April 1976 August 1976 December-1976 April 1977 August 1977 December 1977 April 1978 August 1978 December 1978 April 1979 August 1979 December 1979</p>	<p>30</p>
<p>SECRETARIAL SCIENCE</p>	<p>12 Months</p>	<p>July 1975</p>	<p>8 8 8 8 8 8 8 8 8 8 8 8</p>	<p>April 1975 August 1975 Dec. 1975 April 1976 August 1976 Dec. 1976 April 1977 August 1977 Dec. 1977 April 1978 August 1978 Dec. 1978</p>	<p>August 1975 Dec. 1975 March 1976 August 1976 Dec. 1976 March 1977 August 1977 Dec. 1977 March 1978 August 1978 Dec. 1978 March 1979</p>	<p>July 1976 November 1976 February 1977 July 1977 November 1977 February 1978 July 1978 November 1978 February 1979 July 1979 November 1979 February 1980</p>	
<p>HOTEL CATERING</p>	<p>9 Months</p>	<p>April 1975</p>	<p>3 3 4 3 3 4 3 3 4 3 3 3 4</p>	<p>Jan. 1975 May 1975 Sept. 1975 Jan. 1976 May 1976 Sept. 1976 Jan. 1977 May 1977 Sept. 1977 Jan. 1978 May 1978 Sept. 1978</p>	<p>May 1975 Sept. 1975 Jan. 1976 May 1976 Sept. 1976 Jan. 1977 May 1977 Sept. 1977 Jan. 1978 May 1978 Sept. 1978 Jan. 1979</p>	<p>January 1976 May 1976 September 1976 January 1977 May 1977 September 1977 January 1978 May 1978 September 1978 January 1979 May 1979 September 1979</p>	<p>10</p>

COMMERCIAL BAKING	6 Months	January 1975	4	Oct. 1974	Feb. 1975	July 1975	16
			4	Feb. 1975	June 1975	November 1975	
			5	June 1975	Oct. 1975	March 1976	
			5	Oct. 1975	Feb. 1976	July 1976	
			6	Feb. 1976	June 1976	November 1976	
			5	June 1976	Oct. 1976	March 1977	
			5	Oct. 1976	Feb. 1977	July 1977	
			6	Feb. 1977	June 1977	November 1977	
			5	June 1977	Oct. 1977	March 1978	
			5	Oct. 1977	Feb. 1978	July 1978	
			6	Feb. 1978	June 1978	November 1978	
			5	June 1978	Oct. 1978	March 1979	
			5	Oct. 1978	Feb. 1979	July 1979	
ACCOUNTING MACHINE . . . OPERATION	4 Months	November 1974	4	August 1974	Dec. 1974	March 1975	6
			6	Dec. 1974	April 1975	July 1975	
			6	April 1975	August 1975	November 1975	
			6	August 1975	Dec. 1975	March 1976	
			6	Dec. 1975	April 1976	July 1976	
			6	April 1976	August 1976	November 1976	
			6	August 1976	Dec. 1976	March 1977	
			6	Dec. 1976	April 1977	July 1977	
			6	April 1977	August 1977	November 1977	
			6	August 1977	Dec. 1977	March 1978	
			6	Dec. 1977	April 1978	July 1978	
			6	April 1978	August 1978	November 1978	
			6	August 1978	Dec. 1978	March 1979	
6	Dec. 1978	April 1979	July 1979				

ASSUMPTIONS

This Training Plan assumes that

1. All trainees would progress at their own rate.
2. The slowest trainee - learner would spend not more than four months to cover feeder syllabus.
3. The plan may be adjusted to suit emergencies.
4. Trainees would be phased into the program in small groups as indicated in this plan.

Appendix 10/K

OIC LAGOS BOARD MEMBERS

Mr. F. A. Abari, Director
Ministry of Communication
Accounts Dept.
Race Course, Lagos

Mr. A. A. Adio Moses, Director
170 Bamgbose Street
Lagos

Mr. F. A. B. Longe, Director
Manufacturers Association of Nigeria
(6th floor) 30 Marina, Lagos

Mrs. A. Bakare, Director
14 Sofidiya Close
Surulere

Otunba J. A. Tuyo, Trustee
DeFacto Bakeries
Ojuelegba Road
Surulere, Yaba, Lagos

Alhaji A. K. Laguda, Director
83 Payne Crescent
Apapa

Dr. F. Salawu, Trustee
(Founder and First Chairman)
62 Idoluwo Street
Lagos

Mr. D. O. Ogun, Director
Nigerian Standard Organisation
11 Kofo Abayomi Street
Victoria Island
Lagos

Mr. M. Oluwa, Director
39 Campbell Street
Lagos

Mr. O. O. Oso, Trustee
Mobile Oil Nigeria
60 Yakubu Gowon
Lagos

Mr. W. O. Martins, Director
Federal Ministry of Economic
Development
5 Oil Mill Street
Lagos

Mrs. Caxton-Martins, Director
67 Iyun Road
Surulere

Mr. F. A. Oshinkanlu, Trustee
86 Clifford Street
Ebute Metta

Alhaji M. O. Oseni
41 Idoluwo Street
Lagos

Mr. I. I. Oluwa, Director
20 Reclamation Road
Lagos

Alhaji B. A. Oluyadi
47A Jebba Street
Ebute Metta

Mrs. A. I. Oduniyi, Treasurer
72 Campbell Street
Lagos

OFFICERS

Otunba Z. Ade Ogunwo
Chairman Finance Committee
53 Odunlami Street
Lagos

Alhaji M. O. Oseni
Chairman Board of Directors
41 Idoluwo Street
Lagos

Mr. A. O. Adegunle
Secretary, Board of Directors
4 Sadiku Street
(Papa-Ajao)
Mushin

Mr. D. B. Ayo, Secretary
2 Adebisi, Initiri
Yaba

Mr. I. A. Adelabu
Asst. Secretary
31 Coker Street
Mushin

OFFICERS (cont.)

Alhaji A. K. Bajela
Finance Secretary
41A Obun Eko Street
Lagos

Alhaji B. A. Oluyadi
Treasurer
47A Jebba Street, (East)
Ebute Metta (East)

G. O. Kasali, Lagos

Appendix 10/L

49

SECTION 5

OIC LAGOS INDUSTRIAL ADVISORY COUNCIL

- Mr. C. P. Johnson, Chairman Standard Bank (Nig.) Ltd., Chairman of Industrial Advisory Council
- Mr. D. A. Barrett, General Manager, The Metal Box Company of Nigeria Limited
- Mr. E. R. De Luze, Managing Director, S.C.O.A.
- Mr. R. K. C. Lee, Vice Chairman, Specomill Textiles Limited
- Chief H. O. Fajemirokun, Chairman, Henry Stephens & Sons Limited, and President of the Lagos Chamber of Commerce and Industry
- Mr. W. C. Gray, Managing Director, Costain (WA) Limited
- Alhaji Babatunde Jose, Chairman, Daily Times of Nigeria Limited
- Mr. J. Day, General Manager, United Nigeria Insurance Company, Limited
- Mr. H. P. MacDonald, Chairman, Nigerian Tobacco Company
- Mr. M. Ibru, Managing Director, Ibru Seafoods
- Mr. R. J. Goeken, Managing Director, Gulf Oil Co. (Nigeria) Ltd.
- Mr. L. H. Pickerton, Director, John Holt Group
- Mr. T. Shropshire, Managing Director, Phillip Morris Nigeria Ltd.

APPENDIX 10/M

OICI AND OICL
CASH DISBURSEMENTS
7/1/73 TO 6/30/74

OICI Share

Salaries	32,727.04
Transportation	7,134.80
Other Direct Cost	8,034.80
Equipment	<u>4,745.76</u>
	52,642.40

OICL Share

Security Guards	790.00
Office Supplies	643.91
Salaries	4798.45
Petrol	251.12
Telephone	176.12
N.P.F.	827.24
Bank Charges	36.93
Rent	1,1400.00
Office Repairs	21.20
? ?	76.33
Training Equipment	386.11
Insurance	921.04
Vehicle Licence	211.20
Postage	87.15
Printing	44.00
Longwalk Expenses	134.09
Travel	418.94
Vendor ?	5.52
Office Expenses	96.21
Entertainment	10.00
N.E.P.A.	<u>229.82</u>
sub-total	21,565.38

TOTAL Naira 74,207.78

APPENDIX 10/N

OPPORTUNITIES INDUSTRIALISATION CENTRELAGOS NIGERIAOPERATING BUDGET 1974/75

	N	N
<u>PERSONNEL COSTS</u>		
Administration		
Executive Director	5,000	
Training Manager	3,600	
Entrepreneurial Manager	3,600	
Job Development Officer	3,000	
Accountant	2,400	
Secretary 1	1,500	
Secretary/Typists (3)	3,000	
Clerical Support Staff	<u>2,250</u>	24,350
Training		
4 Feeder Instructors at N2,000 each	8,000	
9 Vocational Instructors at N2,000 each	18,000	
3 Counsellors at N2,000	<u>6,000</u>	32,000
Service		
2 Drivers at N540 p.a. each	1,080	
2 Maintenance men at N360p.a.	<u>720</u>	1,800
Allowances and Fringe Benefits		6,000
<u>EQUIPMENT</u>		
Feeder		
Furniture and Fittings		1,000
Vocational		
Automobile Mechanics	2,000	
Commercial Baking/Catering	2,000	
Accounting Machine	1,000	
Secretarial Science	2,000	
Electronics	2,000	
Building Trades	<u>3,000</u>	12,000
Balance B/D		77,150

Balance B/F		77,150
Administration		
Office Equipment		2,500
Travel and Transportation		5,000
<u>FACILITIES</u>		
Rent of Premises	6,000	
Utilities etc	1,200	
Security Guards	<u>1,050</u>	8,250
<u>SUPPLIES</u>		
Consumable Stores	4,300	
Postage and Telecoms	<u>3,800</u>	8,100
		<hr/>
		N101,000

APPENDIX 10/0

OPPORTUNITIES INDUSTRIALISATION CENTRELAGOS, NIGERIAOPERATING BUDGET - 1975/76

<u>PERSONNEL COSTS</u>	N	N
Administration		
Executive Director	5,250	
Training Manager	3,780	
Enterpreneural Manager	3,780	
Job Development Officer	3,150	
Accountant	2,520	
Secretary I	1,610	
Secretary/Typists (3)	3,150	
Clerical Support Staff	<u>2,360</u>	25,600
Training		
5 Feeder Instructors at N2,000 each	10,400	
10 Vocational Instructors at N2,000	20,900	
3 Counsellors at N2,000	<u>6,300</u>	37,600
Service		
2 Drivers at N540 p.a. each	1,200	
2 Maintenance Men at N360 p.a.	<u>800</u>	2,000
Allowances and Fringe Benefits		6,500
Land and Buildings (Permanent Site)		150,000
<u>EQUIPMENT</u>		
Feeder		
Furniture and Fittings		3,000
Vocational		
Automobile Mechanics	3,000	
Commercial Baking and Catering	3,000	
Accounting Machine	1,000	
Secretarial Science	2,000	
Electronics	3,000	
Building Trades	<u>3,000</u>	15,000
Balance B/d		239,700

Balance B/P		239,700
Administration - Office Equipment		3,000
Travel and Transportation		10,000
<u>FACILITIES</u>		
Rent of Premises	6000	
Utilities etc	3000	
Security Guards	<u>2000</u>	11,000
<u>SUPPLIES</u>		
Consumable Stores	5,000	
Postage and Telecoms	<u>5,000</u>	10,000
		<u>273,700</u>



OPPORTUNITIES INDUSTRIALISATION CENTRE, LAGOS

"WE HELP OURSELVES"

Cable/Telegram: OPPINDCENT

OUR REF,

YOUR REF,

5 IKORODU ROAD,
MARYLAND
TEL: 34876
P. O. BOX 4215
LAGOS, NIGERIA.

DIC 1974 GRADUATES

VOCATIONAL AREA	JANUARY TO SEPTEMBER	OCTOBER TO DECEMBER	TOTAL
AUTO - MECHANICS	31	16	47
AIR CONDITIONING & REFRIGERATION	19	16	35
ELECTRONICS	16	17	33
COMMERCIAL BAKING	22	0	22
HOTEL CATERING	17	0	17
ACCOUNTING MACHINE OPERATION	0	8	8
SECRETARIAL SCIENCE	18	0	18
TOTAL	123	57	180



OPPORTUNITIES INDUSTRIALISATION CENTRE, LAGOS

"WE HELP OURSELVES"

Cable/Telegram: OPPINDCENT

5, IKORODU ROAD
MARYLAND
TEL: 34876
P. O. BOX 4215
LAGOS, NIGERIA.

OUR REF

YOUR REF:

JOB PLACEMENTS/ATTACHMENTS IN LAGOS

A U T O M E C H A N I C S

1. S.C.O.A.
2. WAYNE WEST AFRICA
3. FEDERAL MINISTRY OF WORKS
4. LAGOS CITY TRANSPORT SERVICE
5. CUBBITS
6. LEVENTIS
7. CUSTOMS & EXCISE
8. MINISTRY OF TRADE
9. BEAM
10. NIGERIAN RAILWAY
11. NIGERIA AIR FORCE.

E L E C T R O N I C S

1. WAYNE west AFRICA.
2. weide & co.
3. G.T.E. AT DEVELOPMENT HOUSE TINUBU SQUARE
4. NIGERIAN PORTS AUTHORITY
5. NIGERIAN AIR FORCE
6. ULTRA MODERN ELECTRONICS

H O T E L C A T E R I N G

1. DE FACTO
2. FLAG STAFF HOTEL
3. IKOYI HOTEL
4. SKY LINE HOTEL
5. MOUNT PLEASANT GUEST HOUSE
6. CORNER GUEST HOUSE

BOARD OF TRUSTEES: DR. F. SALAWU (Founder) ALHAJ M. O. OSENI (Chairman) CHIEF J. ABE. TUYO, CHIEF F. A. OSHINKANLU,
O. O. OSO, S. A. GBADEBO (Programme Director)

S E C R E T A R I A L S C I E N C E

1. U A C
2. MINISTRY OF DEFENCE
3. LAGOS STATE MINISTRY OF JUSTICE
4. COASTAL SERVICES LIMITED
5. STANDARD BANK NIGERIA LIMITED
6. PANALPINA
7. NIGERIAN BOOKS NIGERIA SUPPLY LAGOS
8. (WAEC) WEST AFRICAN EXAMINATION COUNCIL
9. FEDERAL MINISTRY OF TRADE
10. NIGERIA HOTELS LIMITED

C O M M E R C I A L B A K I N G

1. LAGOS UNIVERSITY TEACHING HOSPITAL
2. NIGERIA AIRWAYS
3. DE FACTO
4. AIR PORT HOTEL
5. LEVER BROTHERS
6. JOINT RESTUARANT
7. FEDERAL PALACE HOTEL
8. BRISTOL HOTEL
9. COCOA INDUSTRY LIMITED
10. UNITY HOTEL

A I R C O N D I T I O N I N G & R E F R I G E R A T I O N

1. MANDILLAS
2. C.F.A.O
3. West COAST ORANGE
4. CHELLERMS
5. ADEBOWALE ELECTRONICS INDUSTRIES

JOB PLACEMENTS OF O.I.C. LAGOS TRAINEES
JANUARY '74 THROUGH AUGUST '74

<u>NAME:</u>	<u>DATE PLACED:</u>	<u>EMPLOYER:</u>	<u>POSITION:</u>	<u>SALARY: PER MON:</u>	<u>COURSE:</u>	<u>HRS. PER WEEK:</u>
Adegbesan R.N.	31/1/74	Nig. Airways	Cook	₦34.00	C/B	42
Balogun Michael	31/1/74	Esboro Associates	Secretary	₦120.00	Sec/Sci.	42
*Basanya Adekunle	7/1/74	New Nigeria	Mechanic	₦40.00	Aut/Mech.	40-44
B. Christopher	24/1/74	UAC	S/H Typist	₦65.00	Sec/Sci.	42
Jolaoso Adedeji	17/1/74	Wayne Elec.	Electrician	₦60.00	Electro.	40-44
Ladipo A.O.	31/1/74	Nig. Airways	Pastry Cook	₦34.00	C/B	42
Tajudeen M.	17/1/74	LCTS	Mechanic	₦42.00	Auto/Mech.	40-44
Oladunni Rasaki	25/1/74	Federal Palace	AC/Ref Mechanic	₦60.00	AC/Ref.	40-44
*Oseni Fasasi	26/1/74	SCOA	Mechanic	₦40.00	Auto/Mech.	40-44
Owolabi S.A.	31/1/74	Nig. Airways	Pastry Cook	₦34.00	C/B	42
Basorun Adesina	1/8/74	Fed. Min. of Works	Mechanic	₦36.00	Auto/Mech.	42
Malafa Hanna	1/28/74	DeFacto	Cook	₦30.00	H/C	42

*Moved to new job

<u>NAME:</u>	<u>DATE PLACED:</u>	<u>EMPLOYER:</u>	<u>POSITION:</u>	<u>SALARY:</u> <u>PER MON:</u>	<u>COURSE:</u>	<u>HRS. PER</u> <u>WEEK</u>
Adesanua Adebayo	28/1/74	Mandilas	A/Ref Mechanic	₦36.00	AC/Ref.	40-46
*Adetoro Tunde	7/2/74	Leventis Apapa	Auto/Mech.	₦20.00	Auto/Mech.	42-44
Babalola Ezekiel	1/2/74	Flagstaff Hotel	Manager	₦60.00	H/C	40-44
Banji Michael	28/2/74	Weide & Co.	Radio Mechanic	₦32.00	Elect.	40-44
Koya Omotoya	28/2/74	Custom & Excise	Mechanic	₦36.00	A/Mech.	40-44
Lawal Muritala	2/2/74	CFAO	AC/Ref. Mechanic	₦46.00	AC/Ref.	42
Obojolu Ezekiel	27/2/74	Weide & Co.	Radio Serviceman	₦30.00	Elect.	42
Omokofua Lucky	6/2/74	CFAO	AC/Ref. Mechanic	₦46.00	AC/Ref.	42
Akinyemi Salaimon	1/3/74	Mins. of Works	A/Mechanic	₦34.00	A/Mech.	42
Ewedimi Iyabo	14/3/74	Hotel/Cat.	Cook	₦45.00	H/C	42
Jacobs Agnes	1/3/74	Niger Upholstery	S/H/Typist	₦50.00	Direct	42
Komolafe Moses	18/3/74	Min. of Works	A/Mech.	₦34.00	A/Mech.	42
Oladele R.	14/3/74	Mount Pleasant Guest House	Cook	₦45.00	H&C	42
Orekoya A.	15/3/74	OIC	Typist	₦40.00	Sec. Sci.	42
R. Animashaun	31/3/73	Airport Hotel	Cook	₦34.00	H/C	42

<u>NAME:</u>	<u>DATE PLACED:</u>	<u>EMPLOYER:</u>	<u>POSITION:</u>	<u>SALARY:</u> <u>PER MON:</u>	<u>COURSE:</u>	<u>HRS. PER</u> <u>WEEK:</u>
S. Musibau	13/3/74	UAC Tech (Iddo)	S/H Typist	₦68.00	S/C	42
Akanbi Eunice	17/4/74	DeFacto	Catering Officer	₦35.00	H/C	42
A. Adesanua	15/4/74	Ikoyi Hotel	AC/Ref. Mech.	₦42.00	AC/R	42
A. Adetoro	15/4/74	New Nigeria	A/Mech.	₦34.00	A/Mech.	42
Basanua Adekunle	13/4/74	Cubittis Construction	Mechanic/ Driver	₦42.00	A/Mech.	42
Igumah Samuel	17/4/74	CFAO	AC/R Mech.	₦40.00	AC/R	42
L. Olarenwaju	11/4/74	GTE	Telecomms. Trainee	₦40.00	Electro.	42
*L. Tajudeon	1/4/74	Muritalu Electronics	Serviceman	₦25.00	Electro.	42
*Martin Shola	1/4/74	Nig. Tourist Association	Secretary	₦54.00	S/S	42
Ogun Bomi	17/4/74	DeFacto	C/Officer	₦35.00	H/C	42
Thomas Michael	22/4/74	Min. of Defence	Typist	₦33.00	S/S	42
Ethiopia Omojugba	6/5/74	Ikoyi Hotel	Head Waiter	₦52.00	H/C	44
Olowole Ajayi	1/5/74	BEAM	A/Mech.	₦34.00	A/Mech.	42
*O. Wasin	2/5/74	CFAO	Serviceman	₦42.00	AC/Ref.	44
A. Adewale	10/6/74	Nig. Railway Corporation	A/Mech.	₦44.00	A/Mech.	42
A. Joseph	3/6/74	N.P.A.	Electrician	₦42.00	Elect.	42

<u>NAME:</u>	<u>DATE PLACED:</u>	<u>EMPLOYER:</u>	<u>POSITION:</u>	<u>SALARY:</u> <u>PER MON:</u>	<u>COURSE:</u>	<u>HRS. PER</u> <u>WEEK:</u>
M. Fadayiro	21/6/74	D.T.V.	A/Mech.	₦34.00	A/Mech.	42
Ogun Bomi	25/6/74	Lever Brothers	Pastry Cook	₦52.00	H/C	42
A. Bashiro	15/7/74	UAC	AC/Ref. Mech.	₦46.00	AC/Ref.	44
Balogun Sidi	26/7/74	Mount Pleasant Guest House	Cook	₦35.00	H/C	42
C. Folake	10/7/74	Federal Palace	Pastry Cook	₦50.00	C/B	42
Iwok Eric S.	1/7/74	N.B.C.	Elec. Mech.	₦44.00	Elec.	42
Kosoko Hakeem	16/7/74	Wayne West Africa	A/Mech.	₦32.00	A/Mech.	44
Lawal Durojaiye	31/7/74	Coastal Servs.	Copy Typist	₦38.00	S/S	40
Maosi Michael	9/7/74	CFAO	AC/Ref. Mech.	₦36.00	AC/Ref.	42
Ogunbade B.	16/7/74	Wayne N. Africa	A/Mech.	₦42.00	A/Mech.	44
Olowu Sule	12/7/74	Immigration Office	A/Mech.	₦60.00	A/Mech.	42
Onafuye Folake	10/7/74	Federal Palace	Pastry Cook	₦50.00	C/B	42
Oloko Rahaman	19/7/74	Fed. Min. of Works	AC/Ref. Mech.	₦33.00	AC/Ref.	42
Suraju Yusuff	1/7/74	Nig. Book Supply	Typist/Clerk	₦33.00	S/C	44
Tade Damiel	1/7/74	Corner Guest House	Supervisor	₦35.00	C/B	42
Adelabi K.	17/8/74	Defactory	Caterer	₦30.00	H/C	44
Aheriere David	24/8/74	N.A.F.	Mechanic Apprentice	₦55.00	E	44

<u>NAME:</u>	<u>DATE PLACED:</u>	<u>EMPLOYER:</u>	<u>POSITION:</u>	<u>SALARY:</u> <u>PER MON:</u>	<u>COURSE:</u>	<u>HRS. PER</u> <u>WEEK:</u>
Bekley Yemice	17/8/74	DeFacto	Caterer	₦30.00	H/C	44
Eniola Samuel	7/8/74	WAEC	Typist	₦47.00	S/C	42
Frank Eric	17/8/74	N.A.F.	Mech. Trainee	₦55.00	E	44
Gabriel Emmanuel	12/8/74	N.A.F.	Elec. Mech.	₦55.00	Electr.	42
I.J. Onioniyi	13/8/74	Nig. Hotel Ltd.	Typist	₦39.00	S/S	42
L. Lanrewaju	15/8/74	Ultra Matern Electronics	Electronic Mechanic	₦40.00	Electr.	42
O. Darolola	28/8/74	Niger Comms.	S/H Typist	₦60.00	S/S	42
O. Olubunmi	17/8/74	DeFacto	Caterer	₦30.00	H/C	44
Ohache Dennis	23/8/74	Central Bank	AC/Ref. Mech.	₦36.00	A/Ref.	44
O. Oluronke	11/8/74	Panalpina	Typist Temporary	₦34.00	S/S	42
O. Kayode	12/8/74	DeFacto	Caterer	₦30.00	C/B	44
R. Adeola	19/8/74	DeFacto	Caterer	₦30.00	H/C	44
Savage Maju	17/8/74	DeFacto	Caterer	₦30.00	H/C	44
Otubasa Dupe	9/8/74	Cocca Industries Limited	Cook	₦55.00	H/C	42

Appendix 11

NIGERIAN ARMY RESETTLEMENT SCHEME, OSHODI

ITF TEAM ON VISIT:

1. Mr. Awonogun
2. Mr. Kolade
3. Mrs. Nwobi
4. Mrs. Wallace
5. Mr. Agbazue
6. Mr. Obianwu

DATE OF VISIT: 17 September 1974

CONSULTANTS ON VISIT:

1. Dr. Beard
2. Dr. Bernhart

EVALUATOR:

E. O. Awonogun

INTERVIEWED:

1. The Deputy Commandant, Lt. Colonel Daramola
2. The Chief Counselor, Mr. Craig
3. The Workshop Manager, Mr. Finwick

EVALUATION OF NIGERIAN ARMY RESETTLEMENT SCHEME (NARS)

History

The Resettlement Scheme was a product of the Nigerian Civil War (1967-70) which had left thousands of soldiers disabled as a result of the injuries they sustained in the course of the war. The rehabilitation scheme was initiated in 1969 but it was not until the close of 1972 when the government had acquired the 100-acre piece of land that the scheme became operational.

The first batch of intakes who are now on the verge of graduation numbers about 2000. They were recruited in three installments from the defunct Armed Forces Convalescent Home in Victoria Island Lagos.

Philosophy

The underlying philosophy is not specifically stated although this could be deduced. It is the belief that the potentials of these men, despite their disabilities, could be developed and harnessed both for their own advantage and that of the nation. Essentially, it is utilitarian.

Purpose

The purpose is to prepare them in various trades for the Federal Ministry of Labour Grade III Test as to make their skills saleable to industries.

Objectives

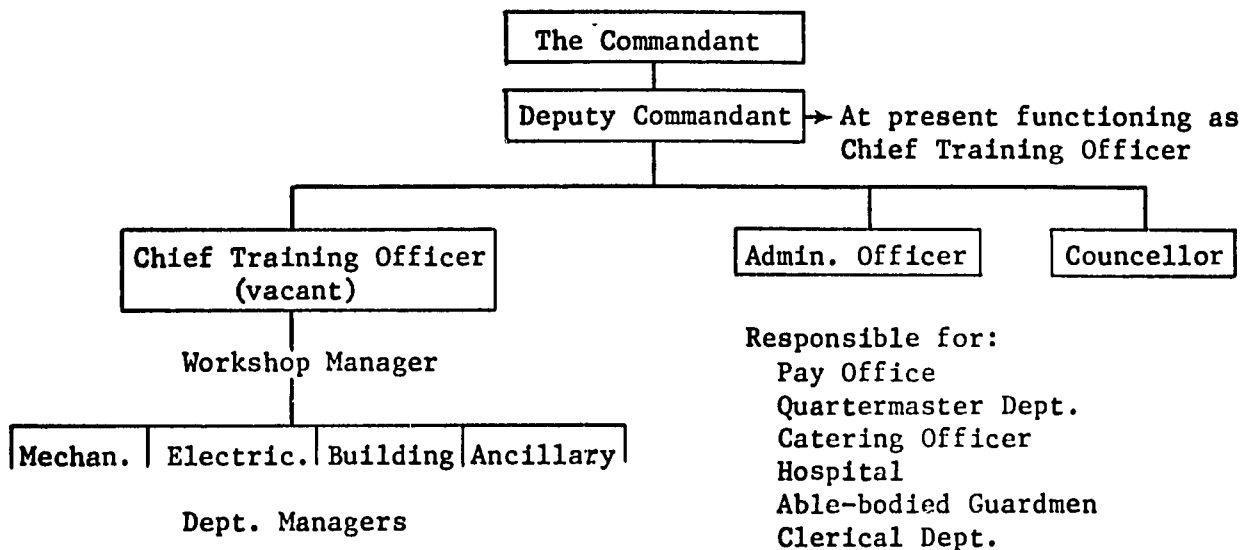
To rehabilitate, resettle and place on gainful employment demobilized soldiers (those presently disabled and in future able but demobilized) after having been given vocational skill training.

- a. The objectives are too broadly stated and not stated in behavioral terms.
- b. The objectives are not categorized in short, intermediate and long-term range for no period of time allocation is made for the maturity of each skill. The long-term range, however, is measured by the award of passes in Trade Test and consequent job placement.
- c. The objectives are in general quantifiable since the number in employment could be counted. But there are no component objectives as to be able to determine how many would be produced in each skill area.
- d. The objectives are subject to qualitative indicators through actual performance and certification.
- e. The objectives are relevant to national goals of utilizing available human and material resources in her bid towards attaining rapid economic development and relative independence.

Description of Programme

1. Target Population. The present target population is disabled soldiers from the Nigerian Civil War. The stated objective covers all demobilized soldiers who are either able or disabled. The eligibility criteria is certified disability for the present trainees.

2. Organization Chart:



Staffing

No data was given as to the staff strength and there were guarded replies as to the adequacy of staff to meet programme needs.

The members of staff are made up of soldiers and civilians. The civilians are recruited by the Federal Public Service Commission and their yardsticks provide bases for the recruitment of military staff by the Ministry of Defense.

A foreign advisor who was on loan contract and now serves as the Workshop Manager indicated gross staff inadequacies.

Limited in-service training exists as evidenced by the information that six officers had been away overseas on training in counseling.

Job Descriptions

No job descriptions have been formulated.

Equipment and Facilities

The physical plant was impressive. Some of the workshops had some good equipments. None however had adequate equipments to give trainees individual practice. Some of the equipments require modification to cater more for individual disabilities. More recreational and transport facilities need be provided.

Training Design: Curricula

1. Skill Training Areas. The skill training areas are diverse and fairly comprehensive. Some are: carpentry and joinery; motor mechanics; welding; shoe-making; typing; tailoring; poultry; radio and T.V. repairs, etc.

2. Supplementary Courses. There was no evidence of any supplementary courses except those that exist on paper as a projection for the future.

Adequacy of Training Programme

Inadequate to achieve programme objectives. Only some -- in fact, a few -- trainees could be successful in terms of the objective of preparing them for Trade Test Grade III and be placed on remunerative employment. Many of the graduates would not have learned any trade before they are disposed with.

Educational Techniques

There was no sufficient information on the educational techniques used to train. It could only be inferred that a combination of lectures, demonstration and workshop technique would be used. In this wise the relative proportion would be hard to determine.

Time Table

There was no time table showing structural class programme. The time table relating to entry and end of course is arbitrary and absurd. The termination date of course for all trainees irrespective of period of entry has been fixed for October 1974.

Reports

1. Internal. Counseling data are kept. We were also told that records of internal exams are kept too. But no records were available showing staff-faculty ratio, civic/military ratio, and student/staff ratio. Records about finances were not released for they were regarded as military secrets.

There was a projection to keep for the next batch of students a continuous assessment record of their performance and progress.

2. External. Various gadgets exist for projecting the programme to the outside world. There are pamphlets, radio and newspaper media and above all the Commandant who is more a public relations figure than any other thing.

It is pertinent to note here that these various gadgets and others have so far not been fully used to educate the public about the programme. Publicity about the programme is more incidental than deliberate.

Linkages

The Centre has developed so far little or no link with industries and intended employers of its trainees. A few external links in the form of international loan and assistance have resulted in YWCA, USAID, British Government's technical assistance to the Centre.

Other linkages exist in the form of recruitment of civilian staff by the Public Service Commission and the Trade Tests conducted by the Federal Ministry of Labour.

Budget and Finance

The project is almost wholly financed by the Federal Government. Closed lips were kept about the annual budget and the running of the finances available to the Centre. However, we managed to come by the information that an annual ₦2-1/2 million or so is the usual allocation out of which about ₦60,000.00 go into buying equipments.

The budget and, in fact, these funds are adequate to meet programme objectives and to supply and maintain adequate staff. This assumption rests primarily on ensuring adequate safeguards against forces that may siphon the funds into other unrelated channels.

ASSESSMENT OF COMPONENTS/COURSES

Determining Programme Objectives and Goals

- a. No adequate means exist for determining achievement of programme goals and objectives. For instance, the feedback mechanism has not been built into the programme to determine the absorption and performance of graduates of the scheme.
- b. It is hard to determine relevance of programme goals to national objectives and goals. The programme germinated from mere expediency of averting the social and economic menace which disabled turned adrift on the population without any saleable skills might constitute. In philosophy it is congruent with national objectives (see philosophy).
- c. The local need giving birth to this programme is very hard to determine or ascertain. The programme was generated by political, social and economic expediency.

Evaluation Student/Trainee

1. Training Completion Criteria: Award of:
 - a. Attendance (NARS) certificate which is the short-term objective.
 - b. Passing Labour Test Grade III examination which is a mark of acquisition of saleable skill. This represents the intermediate objective.
 - c. Final placement on the job and re-integration into civilian life. This represents the long-term objective. Virtually nothing has been done in preparation for the fulfillment of this long-term objective.
2. Students Expected Achievement:
 - a. Labour Test Grade III syllabuses in the various grades. However, not broken down into knowledges, understanding preception and skills. Schemes are not formulated from the syllabuses.
 - b. No clear procedures exist to ensure accomplishments of objectives in short, intermediate, and long-term runs.

3. **Employment Level:** Employment level is productive remunerative employment implicit in Ministry of Labour Trade Test Grade III.

4. **Anticipated S/T Work Stability:** Cannot now be determined since there is no provision.

Replication of Programme

1. The programme is exclusive to the soldiers who face demobilization. It is therefore atypical and cannot be recommended for replication.

2. The programme outcomes are not generalizable.

3. Evidence does not point to any conclusion that the programme has the potentials of serving as an exemplary model. Its uniqueness and peculiarities limit its applicability.

Constraints and Assumptions: Absolutely "yes" to all the assumptions posed in this section.

Conclusion

a. Programme strengths:

1. The programme is comprehensive. The programme covers more than 25 vocational skill areas.

2. Reduces social and economic menace which over 2,000 disabled but skill-less soldiers might have constituted. Saves the nation from the unrest.

3. Providing the soldiers with saleable skills without which many might turn beggars.

4. Possibly making re-integration into civilian life relatively progressive and painless.

b. Programme weaknesses:

1. No control of budget.

2. No control of staff.

3. Little control of trainees.

4. High rate of absenteeism of trainees.

5. Very little motivation for learning on part of trainees.

6. No follow-up and feedback system built in.
7. Mass graduation irrespective of level of attainment and performance.
8. Equipment design in some cases not suitable.
9. Lack of individual trainees practicing equipments.
10. Non-involvement of trainees in the determination of their specific needs.
11. No in-service training conducted for staff at 'home'.

c. Recommendation for Strengthening Programme:

1. More stringent budgetary control and maximization of allocation.
2. More control of staff and trainees recommended.
3. Staff work to be more supervised.
4. Motivation for learning be introduced.
5. Programme to be re-structured as to cater for special abilities and weaknesses. Mass graduation discouraged.
6. Equipments and furniture be modified in special cases.
7. Kits containing tools for individual trainees supplied.
8. More civilian staff recommended.
9. Coordination with other agencies and employers necessary.
10. In-service training on 'home' front recommended.

Recommendations for ITF Refunding

Since this is a military programme over which the ITF cannot maintain even an ostensible control, and since available evidence reveals much defect in structure and control, I would recommend that the ITF should not fund/refund any aspect of the programme.

Appendix 12

VISIT TO THE DRIVERS AND MECHANICS VOCATIONAL SCHOOL ON WEDNESDAY, SEPTEMBER 18, 1974

BY A TEAM COMPOSED OF:

1. Dr. Beard
2. Mr. Bernhart
3. Mr. E. O. Awonogun
4. Mrs. Nnobi
5. Mr. O. Kolade
6. Mrs. R. I. Wallace
7. Mr. Agbazue

PERSON INTERVIEWED:

Mr. T. J. Bryan, Jr. (Technical Adviser to D.M.V.S.)

EVALUATOR: Mrs. R. I. Wallace

HISTORY

The concern for the high toll of death on Nigerian roads led the Nigeria Motor Drivers and Allied Transport Workers' Union to found a training school in 1962, to combat the situation by producing proficient and efficient drivers, in cooperation with appropriate traffic authorities. The school started on a 1-1/2 acres plot of land and it has expanded ever since to a space of 5 acres.

From January 1965 - December 31, 1973, the school was supported financially by the African-American Labour Centre (AALC) at the average of \$25,000 per annum and a Technical Adviser, whose contract has ended because of the stoppage of the aid, was also provided. But this Technical Adviser stays on, by a special contract.

The school's control which was formally transferred to the Nigeria Motor Drivers and Allied Transport Workers' Union, has trained over 2,500 driver-mechanics, who have all been placed on jobs.

The school has received, during the last twelve years, external aid from Austrian Federal Labour, International Transport Workers Federation.

PHILOSOPHY

It is believed that this school will raise the standard of efficiency of all drivers and especially reduce the rate of deaths by road accidents, as well as produce better and responsible citizens whose driving will be of service to the community through the observance of traffic ordinances.

PURPOSE

To produce proficient, efficient and safety-conscious drivers - male and female.

OBJECTIVES

To make students aware of the relationship between a driver's physical, mental and emotional characteristics and his ability to operate a vehicle safely.

To teach the students to be alert for the mistakes of other drivers and the recklessness of pedestrians and cyclists.

To help the students develop the skills required for safe and efficient driving.

To give students an understanding of the relationship between road conditions and driving problems and an appreciation of highway markings and signals.

To stimulate interests and participation in efforts to improve traffic conditions through legislative processes, engineering developments, and the functions of various law enforcement agencies and administrative departments.

To assist in improving traffic conditions by the observance of traffic laws and regulations.

To help in producing men and women in the commercial and transport fields.

The objectives are clearly stated in behavioral terms and are categorized as short, medium and long-range. The objectives are quantifiable as well as amenable to qualitative indicators (viz. pass/fail). The objectives relate to national goals, as they help to reduce road accidents.

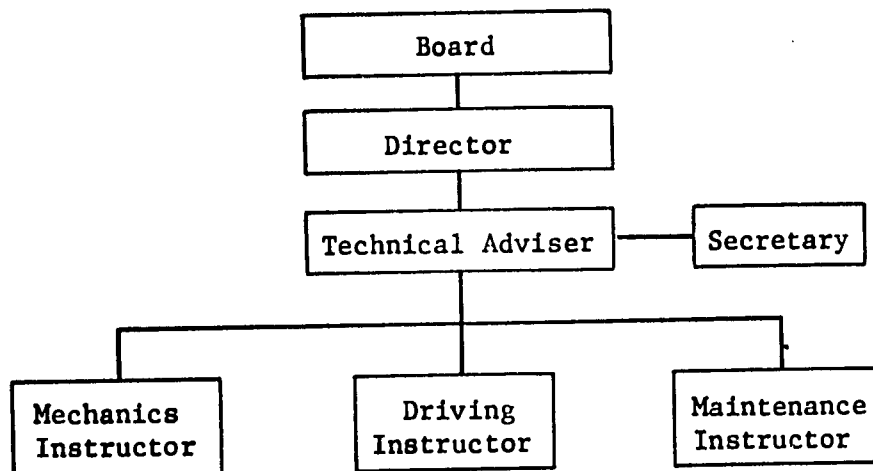
DESCRIPTION - TARGET POPULATION

All persons who are 18 and above, living in Lagos, with primary six certificates, desirous of becoming drivers, either as owner-drivers or employee-drivers.

The target population is adequate for the objectives, especially since under-aged persons are not eligible, and the minimum educational level would enable trainees to understand lessons (which are in English) and to read road signs.

Eligibility for Class B license is primary IV and for Class C, it is both primary VI and a Class B license.

STRUCTURE AND ORGANIZATION



STAFFING

The staffing is done entirely by Nigerian Trade Unionists. The Head Instructors are well-qualified and experienced; though their Assistants are less-qualified, they have potential.

The Technical Adviser who was sent through a bi-lateral contract, is highly professionally qualified; but his contract has expired and a Superintendent of Instructors is needed to replace him. The position description of the staff is not shown. The Director of the school has

an extra job as General Secretary of the Motor Drivers and Allied Transport Workers' Union.

FACILITIES AND EQUIPMENT

As earlier mentioned, the school is situated on a 5-acre plot. This is small and limits the driving range. There are approximately 20 vehicles, most of which are broken down -- as only 5 are in good condition. Most of the vehicles are rendered idle because of lack of spare parts. Some of the functioning vehicles even have right-hand steering wheels!

The school block looks wretched; the classroom is badly ventilated, and everything cries for urgent rehabilitation. The school has one workshop, one classroom, a full complement of maintenance and testing equipment, some films, charts and a small library. There is, however, an apparent optimum utilization of equipment, staff and facilities, which include a 2,000 gallon-capacity petrol-storage tank.

TRAINING DESIGN

Skill Training Areas

The areas of skills trained are driving and maintenance. The mechanic skill is supplementary and it is to help trainees identify faults in the event of vehicle breakdown. The curriculum is more or less broken into two -- Beginners and Advanced Driving Courses, leading to Classes B and C Driving licenses respectively.

Other supplementary courses include industrial relations and civics.

ADEQUACY OF TRAINING PROGRAMME

The training program is adequate for the achievement of programme objective which is "pass test and get job."

There have been good feedback reports from employers of graduates of this school. The rate of accidents have fallen in some establishments by up to 60% and repair costs have fallen tremendously too. Programme is therefore responsive to the target population, and permits quantitative and qualitative assessment -- in pass/fail and as well as feedback of impact of graduates on costs reduction.

The training programme is adequate within the constraint of budget and staff. They can do better if funds are available, especially in the mechanics department.

EDUCATIONAL TECHNIQUES USED

A combination of lectures, group discussion and presentation, demonstration shops, practical driving lessons and on-the-job experience — as some are already employed as drivers.

The various teaching devices used are: lesson plans, job sheets, operation sheet, constructed tests, examinations, forms of check used in shop instruction, charts analyzing instructional materials, visual aids — viz. films, slides and mock-ups.

TIME TABLE

The training programme is for three months and it provides for a 6-hour daily work — 3 hours each for driving and mechanics. The programme contains a network of activities, specifying events and time for achievement. This is because each subject has its objective clearly spelled out. This time table is feasible and has been tested over twelve years.

The time required for class C professional license is, however, inadequate, as the high rate of demand on the school for this category of trainees makes the time for training short.

REPORTS

Internal

There have been no drop-outs and the main sources of feedbacks are the internal lessons and tests which are comprehensive, and usually only 5%-7% fail on first attempt. They usually pass on second attempt after undergoing a remedial course. There are no set guidelines for determining the progress of graduates. Feedback is obtained from graduates themselves. About 40% of the drivers in Esso are from the school. The company said that their rate of accidents has gone down by 50% and their maintenance cost has also fallen by 45% since graduates of the school

have been employed. The oil company conducted an aptitude test recently and graduates of the school were placed 1st, 2nd and 3rd.

The school issues a semi-annual progress report highlighting achievements and problems. The budget for 1973 was N45,746; but the fund released was much lower. In fact, the Technical Adviser has not been paid some months' salaries!

External

The school also issues a prospectus and syllabus and information is disseminated orally; yet, the demand is greater than what the school can cope with. The Director of Labour has asked the school to train 1,000 drivers for the coming World Black and African Festival of Arts. But no assistance from the Ministry of Labour yet.

LINKAGES

There is no linkage with outsiders except the Motor Drivers' Union. There have, however, been occasions for the school to train or update drivers for certain ministries, Nigerian Armed Forces, the Police, Navy, Air Force, Esso, Lagos State Municipal Transport Service, Samco Ltd., and Shell-BP.

Apart from the potential link with the federal government, reported above, the school has requested the assistance of the Industrial Training Fund, in the area of finance.

The programme, however, does not cooperate with or use operational projects to complement its efforts.

Although this programme does not duplicate any yet in existence, there are many driving schools to which this school stands as model.

The school has developed and can still develop a Moral Training Unit, showing driving films in different driving areas (e.g., Mushin, Shomolu, etc.).

There is usually a supplementary seminar -- union and employers -- for placement of trainees.

BUDGET AND FINANCE

Sources

The source of funds prior to 1974 has been the African-American Labour Centre (AALC). But from January 1, 1974, the Nigeria Motor Drivers and Allied Transport Workers Union took over the financial responsibilities, and this body is apparently not able to support the school.

The tuition fees generate about ₦ 10,000 a year, but the school needs ₦44,000 and there is therefore a shortage of ₦34,000.

The budget is adequate, but the funds available are not. It is not certain if funds have been obtained from the M.D. and A.T.W.U. this year as the Technical Adviser has not been paid for nine months to date.

Though the programme is adequate for the budget, the cost per student can be much lower, if the limited driving range can be increased to allow an additional number of students.

No records were presented to us, showing the financial activities of the school, though we were told that the school has a credit balance of only ₦57,28 in the bank.

The programme will almost certainly have to receive continuous outside support to survive. Since the transport companies feel that their contribution to ITF is enough, the ITF should support the school.

ASSESSMENT

Programme Goals and Objectives

The programme goals and objectives are adequately stated means of determining achievement.

The short-term objectives are relevant because they help to solve the problem of shortage of qualified drivers in the country, and the intermediate objectives are relevant because they introduce gradually into our roads, better trained and well mannered drivers, and the long term objectives will ensure that all drivers will have respect for other road-users and as such, reduce road accidents. These objectives are thus relevant to our national priorities and needs.

EVALUATING S/T

1. Training Completion Criteria

a. Short-term Objective. S/T is expected to learn and know how to drive and develop a 'mechanical ear for faults while driving.

Intermediate. S/T should have an awareness of other road-users as well as develop a sense of asset preservation for the vehicles.

Long-term. S/T is expected to become a good citizen and increase the national output by reducing the death toll.

b. There are clearly defined procedures for accomplishing these objectives.

c. Quantifiable and qualifiable techniques can be used to assess the attainment of short-term objectives.

d. The techniques are reliable.

2. They are professional class C drivers or private class B drivers. The professionals are ready for employment after passing driving test.

3. There is a high stability of jobs and "on-the-job performance" of S/T on completion, is good.

REPLICATION

This programme can be duplicated elsewhere, but the one proposed for Kano never came off-ground. No encouragement is given to duplicate it in every state as yet. It can be under one umbrella of training programme.

A kind of behavioral pattern can thus be formed among graduates of the school all over the country. This is an exemplary model.

It is assumed that the stated objectives of the programme will be achieved if:

- a) required staff, facilities and other instruments of implementation are accessible and
- b) funding is secured in time.

CONCLUSION

- a. The strength of the programme is in:
- 1) The good organization, staffing, planning and execution.
 - 2) The blending of driving with maintenance education.
 - 3) The success rate (no drop-out) and the record of job-placement.
- b. Summary of Programme Weaknesses:
- 1) The over-reliance on the Technical Adviser, as no counterpart is employed to understudy him.
 - 2) The over-burdening of the Director, who also functions as General Secretary to M.D. and A.T.W.U.
 - 3) The bleak nature of the future of the financing for the school.
 - 4) The difficulty of getting spare parts for vehicles as well as increasing the vehicles.
 - 5) The limited driving range. This makes the teacher/student ratio 1:6 instead of 1:25, and as such, cost per trainee is on the high side.
- c. Recommendation for Strengthening Programme:
- 1) Secure stable financing to ensure continuation of this scheme.
 - 2) Rehabilitate the vehicles.
 - 3) Add a few more vehicles.
 - 4) Increase the land available for use as well as facilities for mechanical training.
 - 5) Add a Superintendent of Instructors to staff in order to phase out the Technical Adviser.
- d.
- 1) The school is a worthy candidate for ITF funding -- after other avenues have been exhausted.
 - 2) Increase fees payable by students.
 - 3) Get federal and/or state government assistance either directly or through their agencies.

- 4) **Seek financial support of the Road Safety Committee since the institution has similar goals with the Committee.**

Appendix 13

REPORT ON THE SURVEY OF GOVERNMENT TRADE CENTRE, IJEBU-ODE

By G. U. Agbazue

1. History

The Government Trade Centre, Ijebu-Ode was the first to be built in the Western State. The foundation was laid on the 23rd of January 1959. In October the same year, work started in earnest with forty-five trainees, fifteen each in three different trades, namely, plumbing; carpentry/joinery and cabinet making. Later vehicle body building, brickwork and masonry were added to the number of courses available at Ijebu-Ode.

Reorganization of courses in November 1965 resulted in the vehicle body building course being transferred to Government Trade Centre, Owo; while Government Trade Centre, Ijebu-Ode, acquired painting and decorating courses from Government Trade Centre, Ozhogbo, and carpentry/joinery from Government Trade Centre, Owo.

Courses now available at Ijebu-Ode are: brickwork/masonry; furniture craft; carpentry/joinery; painters and decorators work and plumbing.

2. Philosophy

The average school learners in this country traditionally opted for the white collar job. The choice for the white collar job was motivated mainly by the system of education which had been exclusively academic in character. The able students therefore preferred training in the professions where they would not do "dirty jobs." As a result, those with less or no academic ability were regarded most suitable for training as craftsmen. Contrary to the views held in the late 1950s and early 1960s, it was recognized that the situation had to change if Nigeria was to develop an industrial economy. The belief of the Centre is that the type of training which it offers will provide a fundamental

approach to productive industry. It is also believed that it is one of the best recognized methods of preparing young men and women with the correct aptitudes to acquire skills that will fit them into the various fields of modern industrial developments.

3. Purpose

Succinctly, the purpose is to provide facilities for trade training for male and female students with the right aptitude for technical education, which will qualify them for direct employment in industry at craftsman's level, or enable them to establish small scale businesses of their own in due course.

4. Objective

- a) To help students relate their special aptitudes to training in various trades available at the Trade Centre.
- b) To serve generally, the private and public sectors at our industries by providing at craft level skilled craftsmen and trained women in housecraft and institutional management.
 - 1) The objectives are clearly stated.
 - 2) The objectives are in behavioral terms.
 - 3) The objectives are not categorized as short, medium or long range.
 - 4) The objectives are quantifiable.
 - 5) The objectives are qualitative indicators.
 - 6) The objectives relate to national goals.

5. Programme Description

Courses available in the Centre are plumbing craft, blocklaying concreting, carpentry and joinery, painting and decorating, screen poster/sign writing (starting next month), furniture craft.

Syllabuses followed are those of the W.A.E.C.'s in collaboration with the City and Guilds of London Institute intermediate and craft levels in the trades listed above. Federal Ministry of Labour classes three and two are also adequately covered before the trainees take the end-of-course

examination that qualifies them for Federation of Nigeria Craft Certificate if passed. There are three classes in each trade except one (screen poster/sign writing) which will have only one class as from 30th of September 1974. All the classes in plumbing, blocklaying, concreting, painting and decorating and furniture craft have been double-streamed. Carpentry and joinery classes will be double-streamed; there will be average distribution of 120 trainees on each course.

Eligibility Criteria

1. Applicants should be between 15 and 18 years old on admission.
2. They must have completed and passed the prescribed Modern III examination or must have successfully completed three years in a recognized secondary grammar school.

Target Population

For the past two years enrollment has increased considerably in four of five existing courses at the Centre. Student population rose from 300 in 1972/1973 to 403 in 1973/1974 session. It is anticipated that the figure will again rise to 644 when new intakes resume on the 30th of September.

Examinations

On successful completion of the courses students attempt three examinations to equip themselves adequately with relevant certificates for all the relevant areas of the labour market.

1. W.A.E.C. in collaboration with the City and Guilds of London Institute Craft or intermediate (whichever is available in the trade) is attempted. This is an internationally accepted qualification which not only enables students to fit into industries, but also qualifies them to undergo advanced stages of their courses.
2. Federation of Nigeria Craft Certificate. Examination for this is conducted internally by the Centre. It is a nationally accepted qualification for entry into industries throughout Nigeria.

3. Federal Ministry of Labour Trade Test in Class II and III is also attempted to meet the need of industries that have established Standard Pay Rate with this qualification only.

Structure of Organization and Administration

All the Government Trade Institutions in the W. State of Nigeria are part of the Technical Education Division of the Ministry of Education, Ibadan. The Ministry of Education allocates funds from its annual budget to run each Government Trade Centre, consistent with an established policy. All the employees or personnel of the Trade Centre are employees of the Government of the W. State of Nigeria.

The Principal of the Trade Centre is responsible to the Ministry of Education through the Chief Technical Education Officer for the day to day administration of the Institution.

The Principal is assisted by a Vice Principal, Executive and Clerical Officers in the administration of the Centre. Heads of Departments in the Trade Centre are responsible for running of the established courses. The Principal coordinates the training programme through the Vice Principal.

Advisory Committee

The Centre has an Advisory Committee appointed by the Commissioner for Education. The Advisory Committee consists of representatives of the Engineering Managers and Practitioners of the various trades for which courses are provided at the Centre. The Advisory Committee exerts worthwhile influence on policy decision, curriculum content and placement of trainees in jobs.

Adequacy of Staff to Achieve Programme Objective

This is lacking. No sufficient staff to teach all the subjects in the syllabus. There is sufficient land for expansion, but not sufficient equipment to accomplish the programme objective due to lack of funds.

Training Design - Curricula

Skill training areas are furniture craft, carpentry and joinery, painters and decorators work, brickwork, poster/sign writing.

Supplementary Courses

There is a basic induction course for all the students on entry. The objective is to expose students to all courses. The interest of the students can be identified during this course and the Centre is in a better position to group students according to their areas of interest after the induction course. The next objective is to set students on the trade after the induction course.

There is adequacy of training programme to achieve programme objectives, respond to needs of target population, permit quantitative measurement of outcomes.

Educational techniques used are lectures, demonstrations, shop and work experience.

Time Table

The programme contains a time schedule for specific events and activities to occur leading accomplishment of objectives. The time table appears feasible within limits of programme.

Reports - Internal

There are feedback mechanisms for trainees, staff and industries. Progress records of trainees are kept and these help the teaching staff to locate the students' areas of weakness and strength. Also, industries request for certain number of Western State students. Reports are usually sent to the Centre in respect of the progress made by the students.

Reports - External

There is not enough information dissemination as a means of informing the profession and public (private sector about programme, e.g., newspapers, radio, T.V., demonstrations).

Linkages

There is coordination with other training programmes and industries. The programme duplicates others, for instance, certain courses, e.g., vehicle body building is also being taught at Government Trade Centre at Owo.

Budget and Finance

a. Sources of Funds:

- 1) Students pay ₦2.00 per annum. This covers both tuition and boarding.
- 2) The Centre is financed by W. State Government.
- 3) Aids are channelled to the Western State Ministry of Education. The I.D.A. expansion aid is the only one the Centre is enjoying at present.

The Budget is not adequate to meet the programme objectives; it is not adequate to supply properly qualified staff. Three members of the staff may resign in the near future because of lack of motivation.

b. Assessment

- 1) Programme goals and objectives are adequately stated.
- 2) There are no short-term and intermediate goals. But the long-term objective is to train the students to pass Federation of Nigeria Craft Certificate examination which is the nationally accepted qualification for entry into industries throughout the country.

Training Completion Criteria

At the end of the course the students are expected to pass the Federation of Nigeria Craft Certificate Examination. They also take the City and Guilds conducted by W.A.E.C.

There are no short term and intermediate objectives. The long-term objective is to enable the students to pass a trade test that will fetch them jobs. By the end of their courses the students are expected to know and understand the way to utilize and apply their classroom and workshop experience in their industrial places of work in order to increase productivity.

Employment

The students who passed the Trade Test normally get jobs in industries. Their salary range is N300 - N500 p.a.

Replication

1. The programme can be duplicated in other places.
2. Programme outcomes are generalizable.
3. This programme has the potential of becoming parts of exemplary model.

Conclusion - Programme Strengths

1. Good boarding accommodations for 403 students.
2. Very good workshops for students.
3. Enough land for expansion.
4. Marked division of labour.
5. Adequate buildings for training.

Weaknesses

1. Lack of motivation for teachers.
2. Lack of funds to develop the Centre.
3. Lack of wide publicity of the programme.
4. Lack of properly qualified staff.
5. Too much bottleneck in channelling aids through the headquarters at Ibadan.

Recommendations

1. To arrest the exodus of the staff; their conditions of service are to be improved.
2. More personnel are to be trained as instructors.
3. More funds are to be provided to develop the Centre.
4. The programme ought to be given more publicity.
5. Administrative bottleneck existing in the Centre ought to be minimized.

Appendix 14'

Selected Comments of Student/Trainees Now Employed

1. "The training received is adequate and satisfactory."
"...likes his job."
"...felt adequate to the job needs."
"...present, salary is ₦24 (month) higher than what he was earning before he attended OIC."
2. "...finds his job challenging..."
"...found nothing lacking in his training at OIC."
"...training has given him sufficient skill to cope with his present job."
"By his training, his social life has improved a lot."
3. "Finds his job quite rewards in terms of exposure to commercial air conditioners."
"...training at OIC has fully equipped him to tackle the job."
"He is considerably overtaken his classmates who completed standard VI with him and who have gone onto secondary education."
4. "...training in OIC has greatly improved his skill."
"...he readily copes with his job in terms of practicals."
"...had lost all hope of upgrading his skill until he went into OIC."
"Now through higher earning he has earned more respect from his people and regained his confidence."
5. "S/T is adequately trained for the job."
"...has experienced a change of life in many spheres. He has prestige in the family because he is a salary earner."
6. "...training received--satisfactory."
"Her status has changed. She is now a salary earner." (Zero to ₦420 per annum.)
7. "OIC training? Very good."
"Salary then ₦37 per month. Present salary ₦50 per month."
"I have more respect now than before."
8. "Expressed happiness and joy about receiving training in auto mechanics."
"Job agrees with training."
"He considers himself a 'professional' man."
"Now assumes more responsibility in the family."
"Now economically independent."
"...more selective of his friends."
"Employee earns more now than previously. Now collects about ₦42 a month (₦20 before)."
"Yaba graduates are rated higher when he thinks he compares favourably well with them"
9. "...likes the training he had received at OIC."
"He received a higher salary than before he attended OIC course."
(₦36 per month to ₦55 now)
"Thinks that boys from Yaba Trade Centre are better than him in practical work on Diesel engines."

10. "Training was good."
"Feels she is adequate to job needs."
"Job has changed her life. She now has more prestige."

Appendix 14/A
Selected Comments of Employers of Student/Trainees from OIC/L

1. "Training is satisfactory."
"Ready to recruit more products of OIC."
"Too early to make comparisons...with the products of other institutions."
2. "Ready to accept more trainees from OIC."
"She is prepared to work!"
3. "...good, hard working ready to take corrections and eager to learn."
"He likes working with his hands."
"Employer is not ready to accept more students from OIC."
"...not quite job ready."
"Boys from Trade Centre are better prepared for the job."
4. "...is doing well."
"Basing judgement on the sacked one,...he wouldn't like to employ more from the school. But...is all right."
"S/Ts are not well prepared for their job."
"...period of training is too short."
5. "...employees performance is average."
"Very little of independent work is expected of him unlike trainees from Yaba, Ports Authority, and the Railway training schools who had spent relatively longer time in training."
"Ready and willing to take more (from OIC)."
"...rated (OIC trainee) a little lower than trainees from Yaba."
6. "Quite ready to take more of graduates from OIC."
"Not quite fully prepared for their job. They are still very dependent but are good materials for quick induction."
"Employees compare favourably with trainees from Yaba, Benin, Oshogho, and other centres."
7. "Ready to accept more OIC product? Yes."
"Well prepared for job? Yes"
"Compare very favourably with other workers from other training centres."
8. "...employer is ready to accept more S/Ts."
"The training there (OIC) should teach the trainees to love to use their hands."
"The employees from other places are better; especially those from Idi-Aba Women Training Centre, Abcokuta."