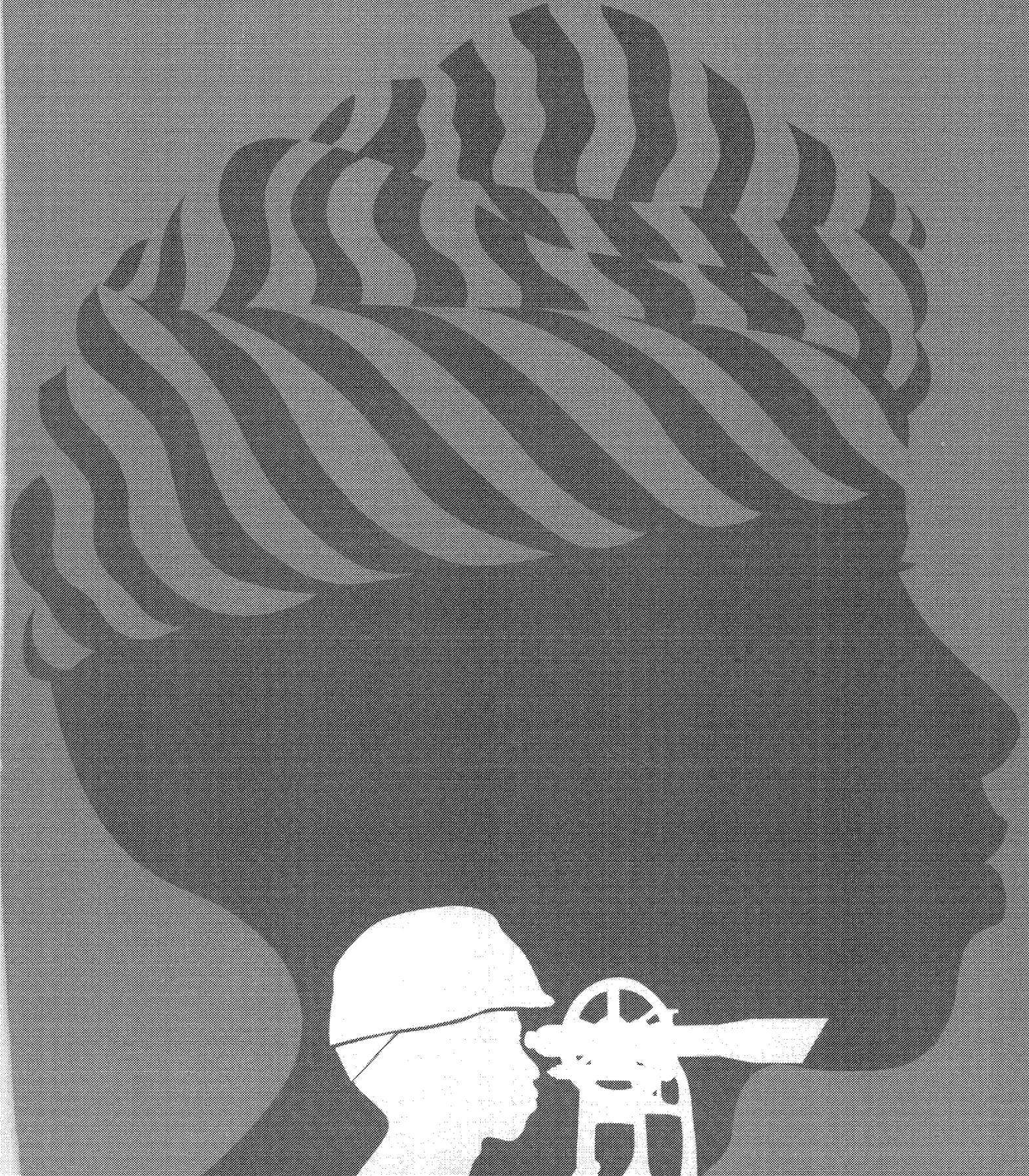


The Nigerian Manpower Project

Annual Report from the
U.S. Agency for International
Development
September 1977-September 1978

Submitted to
The Federal Ministry of Education
Federal Military Government of
The Federal Republic of Nigeria

PD-AAN-655



DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

PDHAN 655

January 31, 1979

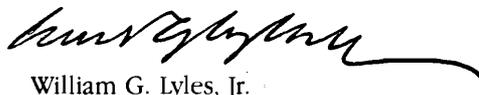
Dr. Garrick B. Leton
Commissioner of Education
Federal Ministry of Education
Federal Military Government of Nigeria
Lagos, Nigeria

Dear Dr. Leton:

It is with great pleasure that I transmit to you the first Annual Report on the Nigerian Manpower Project of the United States Agency for International Development, for the period of September 1977 to September 1978.

We are honored by the opportunity to be of service to you in helping to develop your great nation's most valuable resource—her young people.

Sincerely yours,



William G. Lyles, Jr.
Coordinator
Office of Reimbursable Development
Programs

Perhaps more than any other factor, it was the skilled craftsmen that started a great and productive tradition in America. In large part our economic advancement came from the men and women who applied common sense and practical skills to the problems of our society.

Many of the early innovations one associates with the United States—the steamship, the harvester, the electric light, the automobile, and the airplane—were developed by just such people. Fulton, McCormick, Edison, Ford and the Wright Brothers combined the practical skill of the machine shop with the theoretical knowledge of the scientific lab.

It is in this tradition that you will be trained The practical application of skills can still produce innovative solutions to the problems of society.

***Address to Nigerian students by
John J. Gilligan
Administrator
Agency for
International
Development
September 1977***

Introduction

Four Nigerian Airway 707s carrying 986 Nigerian students to the United States touched down at Dulles Airport in September 1977 and January 1978. Within a week after their arrival, Mailambu Waziri and his colleagues had fanned out to 112 institutions of higher education throughout the United States. Their mission: to acquire the technical know-how necessary to help build Nigeria into a technically advanced and self-reliant nation. Over a two-year period, they will acquire skills in areas crucial to technological development which are not yet widely taught in Nigeria. After obtaining Associate degrees or their equivalent and, in a few cases, Bachelor degrees, they will return to Nigeria to assume key mid-level positions in industry and government.

The students who are receiving training in the United States represent roughly one-third of the students Nigeria has sent all over the world for technical training. The United States component is known as the Nigerian Manpower Project of the Agency for International Development (A.I.D.), and is funded entirely by the Nigerian Government.

The Report which follows is designed to describe the progress of the Nigerian Manpower Project from September 1977 to September 1978 in fulfilling the terms of the "Agreement on the Placement of Nigerian Students in United States Higher Educational Institutions" made between Nigeria and the United States on August 16, 1977.

The Report is supplemented by a semi-annual "Academic and Special Activities Progress Report" and an annual financial report submitted to the Federal Ministry of Education in January 1979.



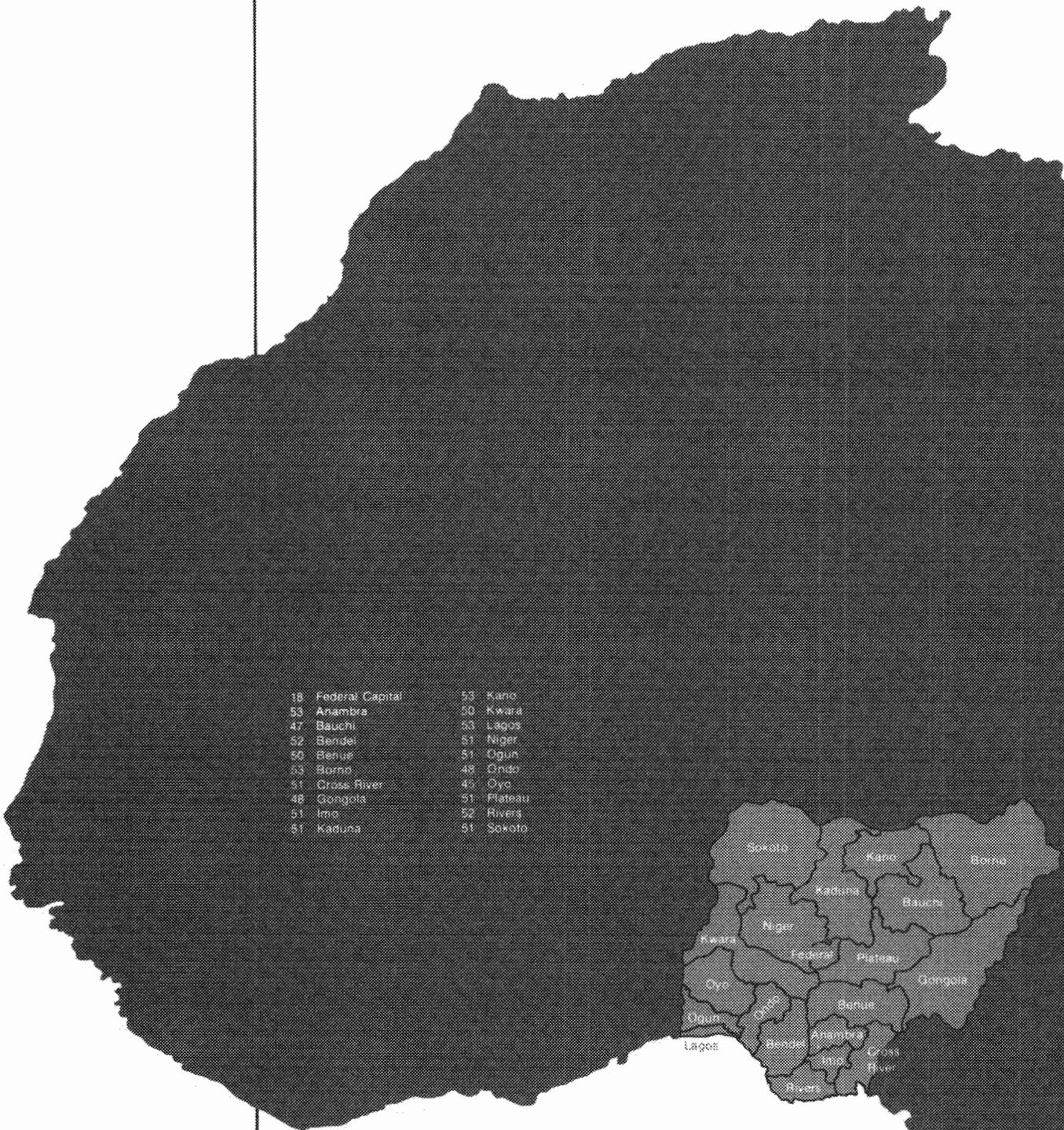


We should remember that the solid foundation of every developed country in this modern world is a technical background. We should remember that the economy of our great nation will not reach a point of equilibrium without technical support.

*Mailambu Waziri
Student
Lower Columbia
Community College
Longview, Washington*



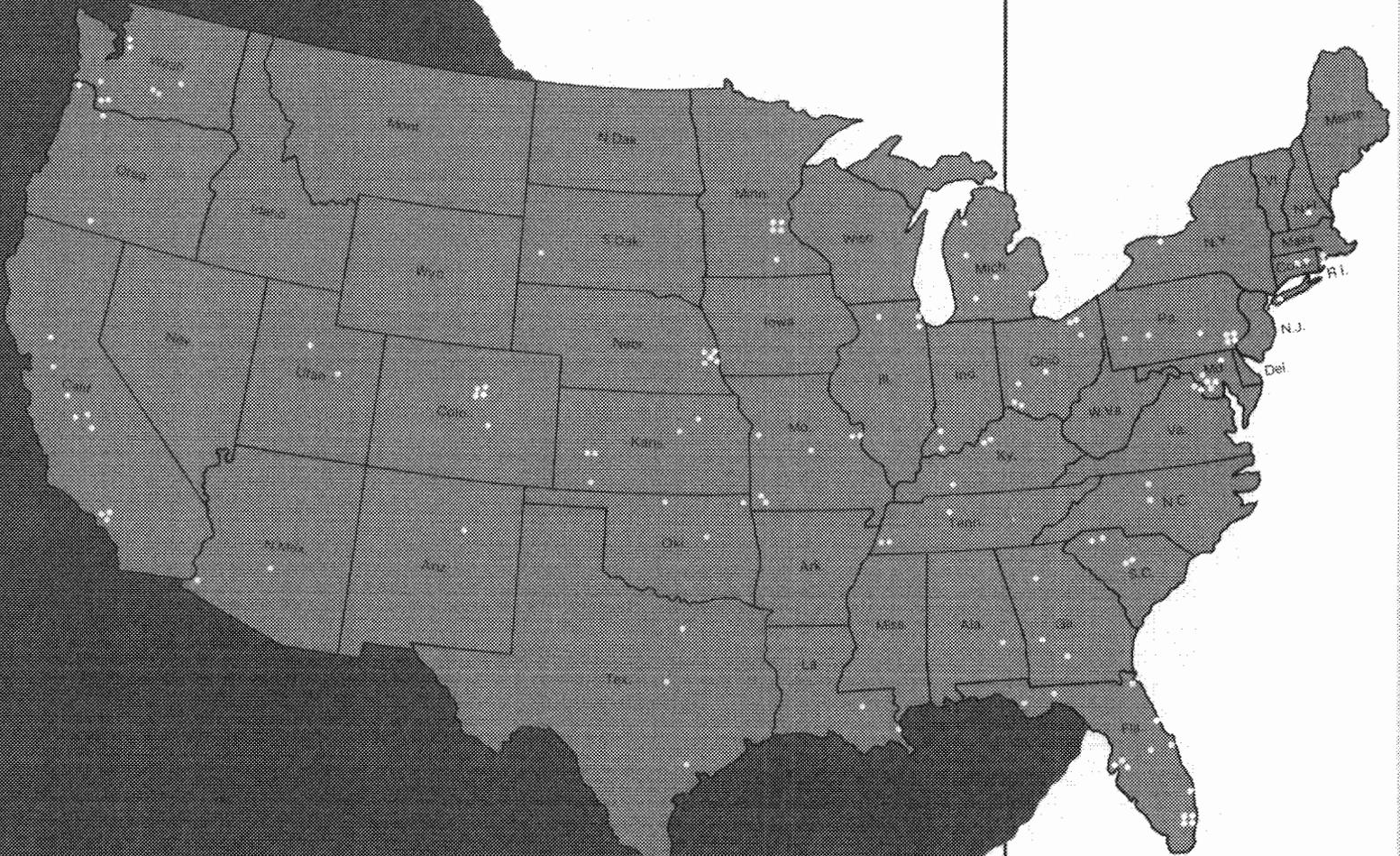
Where the students came from . . .



18	Federal Capital	53	Kano
53	Anambra	50	Kwara
47	Bauchi	33	Lagos
52	Bendel	51	Niger
50	Benue	51	Ogun
53	Borno	48	Ondo
51	Cross River	45	Oyo
48	Gongola	51	Plateau
51	Imo	52	Rivers
51	Kaduna	51	Sokoto

and where they went to study

See the inside back cover for a list of schools being attended by students enrolled in the Nigerian Manpower Project



The students enrolled in Physical Science 102 as part of the Nigerian Manpower Project performed much better than the average student in that course. The striking statistic is that the Nigerian students earned 29% of the "A" grades even though they represent only 8% of the total population in this course. However, this group of students attended classes more regularly than the average, and they apparently studied together outside of class more than most students. The results of their work show a disproportionately high number of "A" grades and no failures. I understand that this pattern is true in all the other courses in which students from this special project were enrolled.

Dr. O. P. Puri
School Coordinator
Clark College
Atlanta, Georgia

Overview

By all standards of performance, students sponsored by the Nigerian Manpower Project performed very well throughout their first academic year at American institutions of higher education.

(1) Academically, the students demonstrated exceptional talent.

Students in Group I (those who arrived in September 1977) achieved an 89% rate of satisfactory performance in the first six months of the program (September 1977 through February 1978).

Although the data for the second six-month period (March through September 1978) is not as yet complete, the available data indicates a 94% level of satisfactory performance for Group I and a 97% rate for Group II (those who arrived in January 1978). Fully 38% of the students in Group II were designated as honor students and/or were on Dean's Lists.

If the 21% of the grade reports which have not yet been received for the second six-month period follow substantially the same pattern as those which have been received, the percentage of satisfactory performance for the combined total of Group I's first year and of Group II's first six (6) months should be 93%.

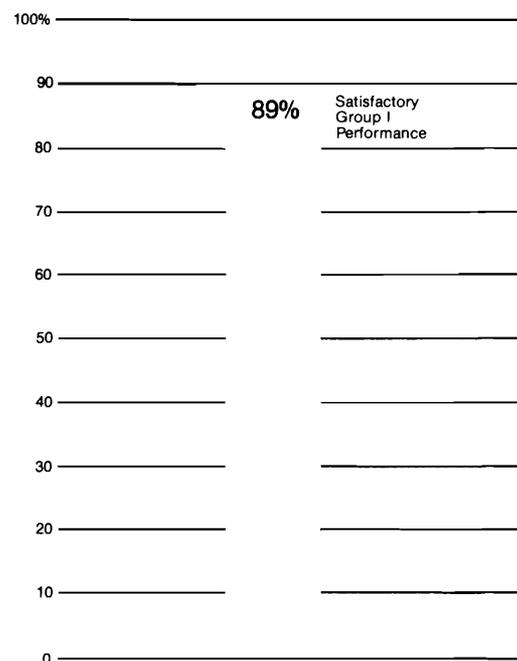
(2) Less than a half percent (.5%), or seven (7), were terminated from the program.

(3) Most students have adjusted well to their new environment.

Transfers from one institution to another totalled 26%. Most resulted from inadequate matches of the expectations and vocational needs of a student with the program offered at an institution. Some 35 students who held Ordinary National Diplomas or the equivalent were transferred to four-year institutions. A smaller number of transfers resulted from inadequate degree programs—lack of practical experience or laboratory courses offered by an institution.

Although the percentage of transfers is high, it is predictable. Because of the "crash" basis on which the Project was developed, the selection of students was both hasty and inadequate. There was little opportunity for personal interviews or in-depth analysis to determine either the suitability of the students for participation in the Project or the most appropriate field of study. Students who arrived in January were interviewed only upon their arrival in Washington.

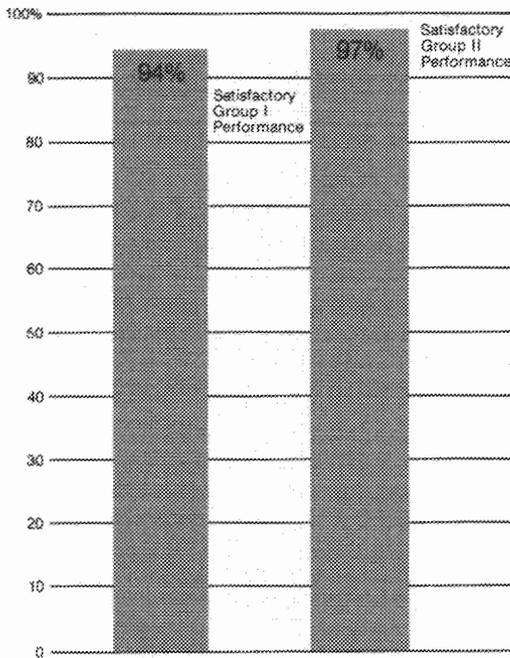
Academic Performance



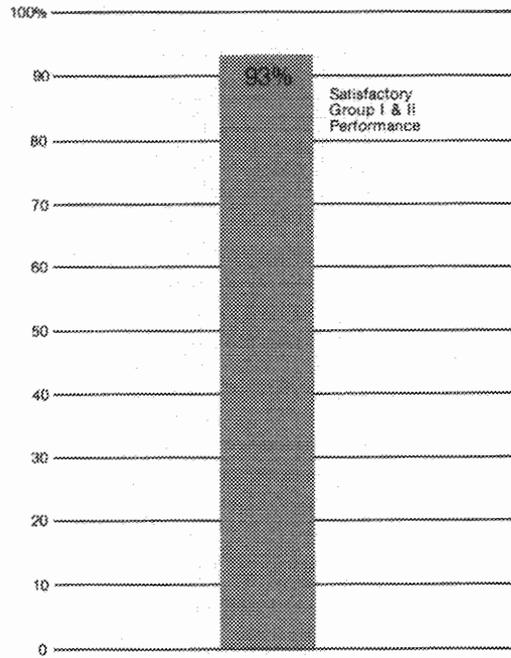
Total Returns
 September 1977-February 1978

Consequently, students experienced a large number of misplacements and subsequent transfers.

In the future we hope to be provided more lead time for recruitment, selection and placement of students so that we can reduce substantially the rate of transfers.



Early Returns
March 1978-September 1978



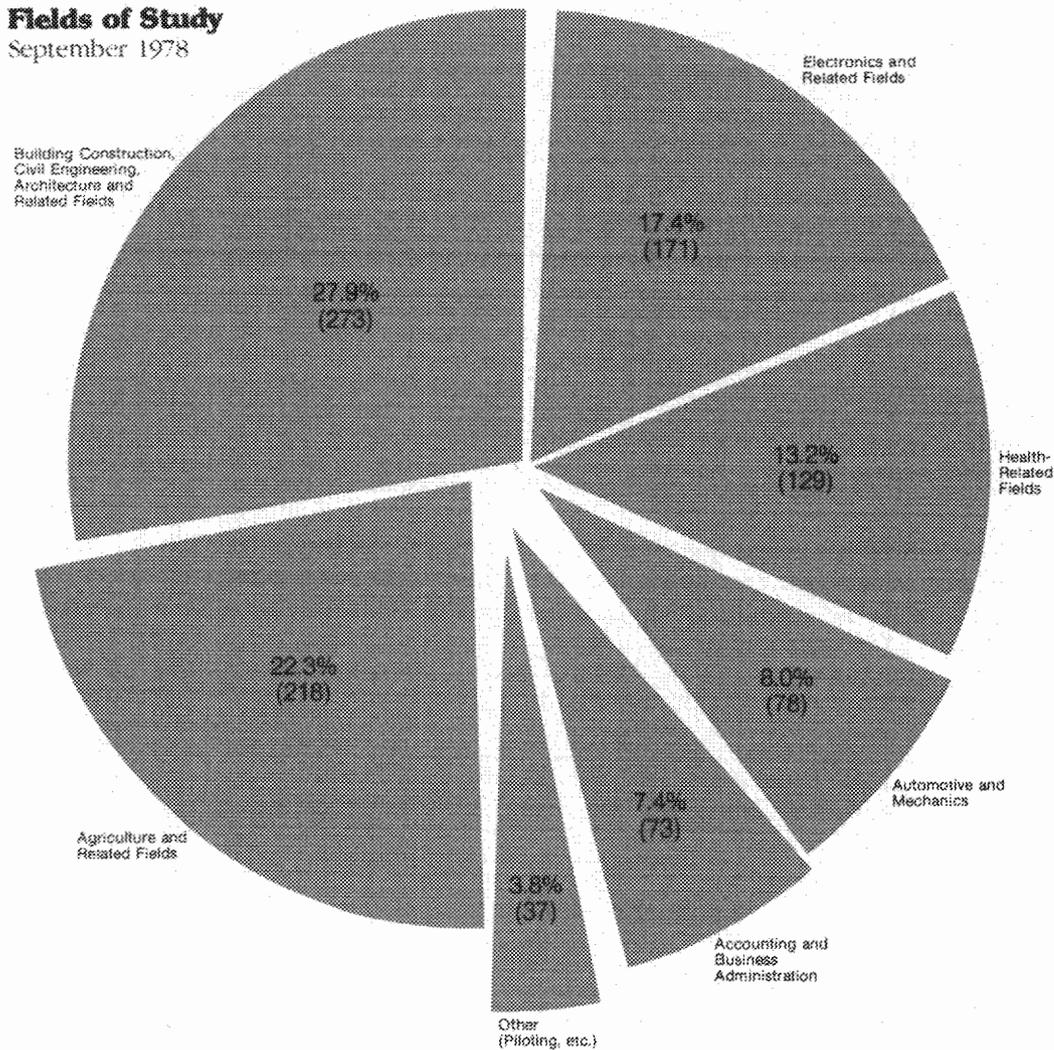
Projected Total Returns
September 1977-September 1978

Anastasia Luga is a very industrious young lady. Adjusted well to a new country and a new academic setting. Expect that student will succeed and make a valuable contribution to her country's industry.

*Mr. Raymond Dunn
Assistant Dean for Students
Miami-Dade Community College
Miami, Florida*

Fields of Study

September 1978



Design and Development

The Federal Military Government has embarked on schemes designed to accelerate the pace of our social and economic development, and in this task, there can be no better tool than education to move our people towards the building of a truly democratic and just society. We are in the midst of a revolution, an intellectual revolution, designed to guarantee for all Nigerians functional literacy, a keen awareness of their civic rights and responsibility, good and adequate diet, low infant mortality and a longer life span, decent accommodation, and, generally, a happy life. The five national objectives as embodied in the Second National Plan document are:

- (i) a united, strong and self-reliant nation;***
- (ii) a great and dynamic economy;***
- (iii) a just and egalitarian society;***
- (iv) a land of bright and full opportunities for all citizens; and***
- (v) a free and democratic state.***

***"The New Nigerian Policy on Education"*
Col. Dr. A. A. Ali
Federal Commissioner
for Education
14th Annual Colloquium
of the Nigerian Students
in the Americas
July 1977**

Education has one of the highest price tags in the business of building a fully literate and productive Nigeria. The 1975-80 National Development Plan allocates roughly ten (10%) percent—or six billion dollars—of a \$60 billion budget, for education: primary, secondary, university, special, vocational and technical.

In the summer of 1977, the Federal Military Government (F.M.G.) established a National Implementation Committee on Technical Manpower Training under the chairmanship of Dr. Hamidu Alkali to implement an accelerated overseas program in middle-level technical training. The F.M.G. set a goal of 60,000 persons to be trained within the next five (5) years, using the resources of many technically oriented nations.

The United States was one of the first countries to respond to a request to serve as an agent for training. To assess the American capability of fulfilling this request, inter-agency meetings were held with representatives from A.I.D., the Departments of State, Labor, and Health, Education and Welfare, and the International Communications Agency. Representatives from the American Association of Junior and Community Colleges, the Association of Independent Schools and Colleges, and the National Association of Trade and Technical Schools also attended. A.I.D. agreed to work with other Government agencies and with public and private institutions to respond to Nigeria's request.

Thomas A. Moser, Deputy Coordinator of A.I.D.'s Office of Reimbursable Development Programs, Dr. James A. Goodman, Director of A.I.D.'s Office of International Training and Nancy Frame, an A.I.D. attorney, flew to Lagos to negotiate the terms of the agreement.

On August 16, 1977, the "Agreement on the Placement of Nigerian Students in United States Higher Educational Institutions" was signed for Nigeria by Commodore Oduwaiye, Member, Supreme Military Council and for the United States by Parker D. Wyman, Deputy Chief of Mission, U.S. Embassy in Lagos. Under the terms of the Agreement Nigeria agreed to pay A.I.D. to provide technical training for an indefinite number of Nigerian students (the figure of 10,000 was used on many occasions).

One by one, a team of experts in education and training was hired to assist Nigerian officials in selecting qualified students, and to place the students in accredited American institutions.

The Nigerian Manpower Project became the first major training program under A.I.D.'s Office of Reimbursable Development Programs, which provides technical assistance to developing countries able and willing to pay for such services. These programs help to provide the link in a developing country's transition from dependence on external assistance to self-reliance.

The Nigerian Government set the terms of training as a two-year program to provide students with middle-level technical skills through a combination of academic learning and practical experience. Most students will receive an Associate of Science or Associate of Applied Science degree at the end of their training. Both are roughly the equivalent of an Ordinary National Diploma. A few will receive Bachelor of Science degrees and fewer still will earn technical licenses and certificates.

Dr. Alkali stressed the importance of technical skills over credentials. He suggested that priority be given to selecting institutions which provide considerable "hands-on" practical experience.

While the general length of the program is two years, some students may stay for a shorter time, such as 18 months, while others may take up to 30 months. The time is determined by how long it takes to complete the course of study and to receive the practical experience beyond the school setting.

Although the program was clearly designed to train students primarily for mid-level management in technical fields, a number of students will become proficient in craft or trade areas such as draughtsmanship.

Services to Be Furnished by A.I.D.

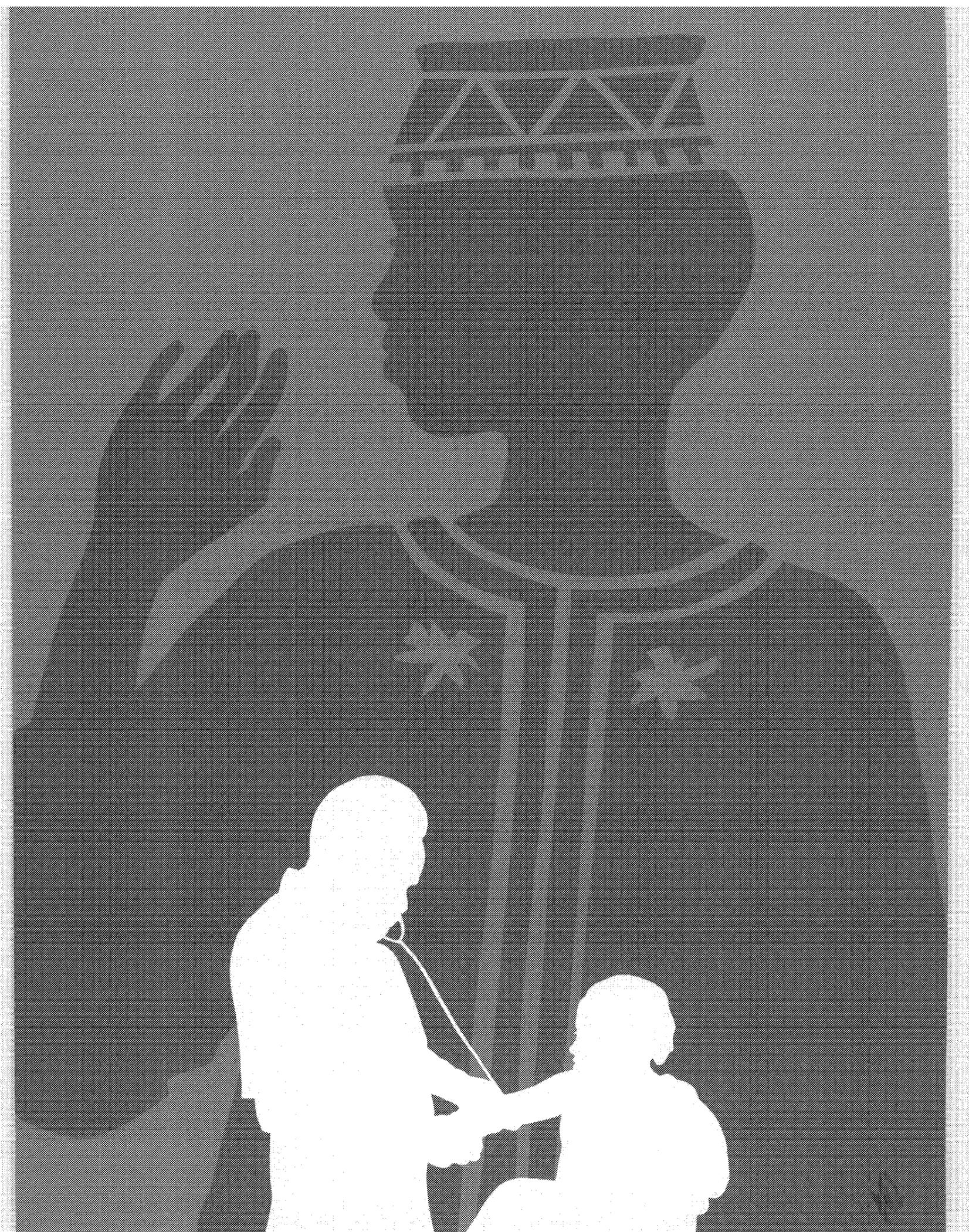
- Assistance in selection of students to receive training, including interviewing, testing and credentials review.
- Selection of appropriate institutions in U.S. for training students.
- Planning and placement of students in American institutions, including processing of appropriate documentation.
- Reception of students at U.S. ports of entry.
- Orientation of students upon their arrival in U.S.
- Arrangement of travel and lodging during orientation and travel to training institutions.
- Preparatory training programs as necessary (e.g., courses in English technical terms, math, etc.)
- Educational enrichment programs such as special academic and/or technical workshops, mid-winter seminars, and home visitations.
- Monitoring of students' educational progress and social adjustment including counseling of individual students.
- Issuing of periodic and special reports on students' progress at least twice a year.
- Issuing of students' monthly maintenance cheques.
- Disbursing of funds to cover program costs, including unforeseen contingencies.
- Compiling and maintaining of accounting records.
- Providing quarterly accounting reports.
- Exit interview and concluding seminar.



Calvin H. Rautlerson, A.I.D. Assistant Administrator of the Bureau for Private and Development Cooperation, confers on policy with Olujimi Jolaoso, Nigerian Ambassador to the United States.

It must by now be obvious to you that apart from the skills which you learn in the classroom, in the laboratories, and practically elsewhere, the very nature of the people among whom you are training is of special interest. They must have shown you that there is dignity in work and that every category of workers has a special place in the overall development of the nation. Your exposure to these people and institutions must have shown you that it is through the hard work, dedication and patriotism of its citizens that the United States has become a great country. I am sure that you will not allow these important qualities to pass you by unnoticed. It is these qualities that I hope you will take back to Nigeria along with your newly acquired skills, at the end of your programme in order to make Nigeria great also.

*Letter to Nigerian Students in
The Nigerian Manpower Project Newsletter
Olujimi Jolaoso
Ambassador of Nigeria
October 1978*



Implementation

Overview

The Nigerian Manpower Project was inaugurated in September 1977 with the arrival in the United States of the first 489 students (Group I). An additional 497 arrived in January 1978 (Group II).

Students in Group I entered training in 16 vocational areas approved by the Federal Military Government, with the largest concentration (roughly 70 students) in accounting. Group II students were limited to five (5) fields of study: construction, electro-mechanics, agriculture, land surveying, and paramedical programs.

Most were placed in proprietary schools, vocational/technical institutes and community colleges with a technical track. Others were placed in universities which have two-year technical programs. A few students who had the equivalent of a two-year post-secondary education were placed in Bachelor degree programs.



The two principal architects of the Nigerian Manpower Project: Thomas Moser, Deputy Coordinator of A.I.D.'s Office of Reimbursable Development Programs, and Dr. Albaji Hamidu Alkali, Chairman of the National Implementation Committee on Technical Manpower Training.

Recruitment and Selection

Candidates for the Nigerian Manpower Project submitted applications to an appointed liaison officer in their home states in the summer and winter of 1977. Applications were screened by the officers and an initial 40 to 50 were selected from each state on each occasion.

Final screening and selection was performed by A.I.D. teams and Nigerian officials who met with and tested the candidates and selected 25 from each state plus the Federal State for each of the two groups. Each candidate was given an English test to determine his or her ability to communicate in American schools. Academic credentials were reviewed and, when possible, each candidate was interviewed to determine whether he or she realistically could achieve the academic goals. Candidates were given a numerical rating. Those with the highest ratings, in rank order, were accepted into the program.

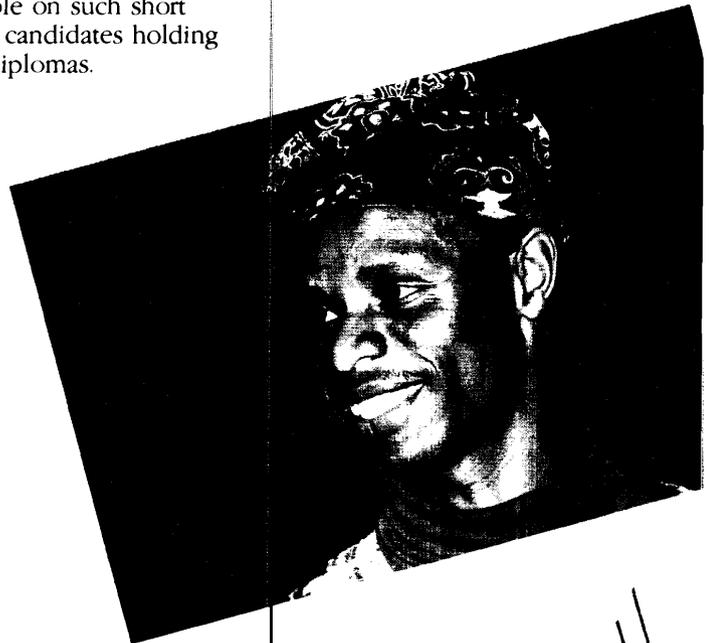
Preference was given to students who:

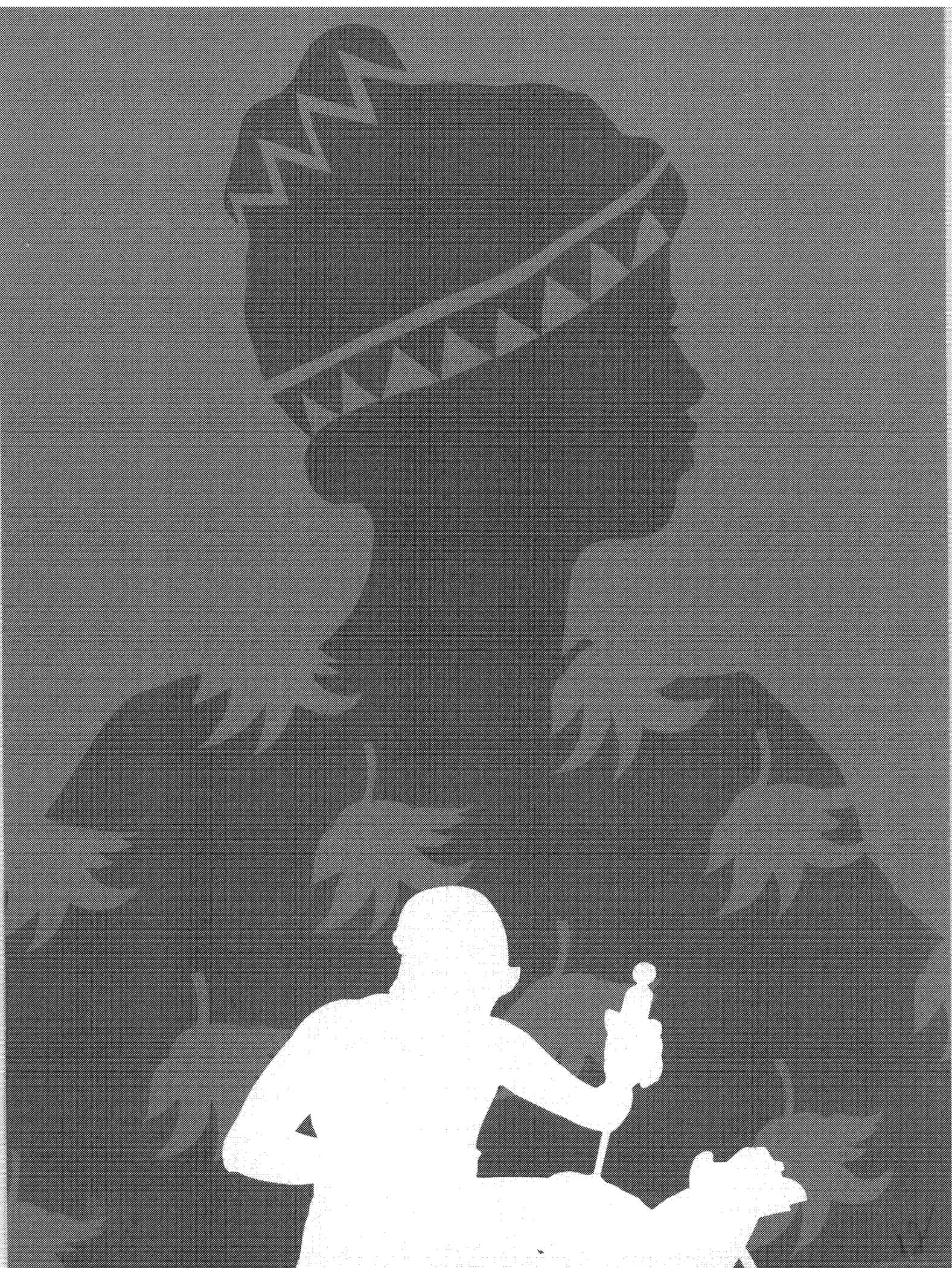
1. had completed secondary school at the W.A.S.C. (West African School Certificate) Division III level or above and who had received good grades in science or the subject central to the desired course of study;
2. had job experience in a technical area;
3. showed interest in working as mid-level managers upon their return to Nigeria; and
4. passed the English test.

Roughly 50 of the 979 students from Groups I and II hold Ordinary National Diplomas and are studying for Bachelor of Science degrees at colleges and universities. Most of these students were selected from states which could not assemble on such short notice enough qualified candidates holding only secondary school diplomas.

Those Nigerian Airway 707s as they touched down at Dulles International Airport were a high spot for us. Seeing the students on the ground in America meant that the program was on its way. I can also tell you that in many cases these students received grand welcomes from school officials, their fellow students and local communities.

*Thomas A. Moser
Deputy Coordinator
Office of Reimbursable
Development Programs
Agency for International
Development*





Placement and Accreditation

The selection of participating institutions was based on the following criteria:

- accreditation by national and state educational associations;
- experience in training international students;
- availability and adequacy of “hands-on” practical experience, supervised occupational employment and laboratories, as well as theoretical courses in prescribed fields of study;
- on-site evaluations by Project staff.

The Nigerian Manpower Project enrolls students in five types of institutions of higher education:

1. Junior and community colleges. Both are accredited by the American Association of Junior and Community Colleges and the state accreditation association.

Historical precedence distinguishes community colleges from junior colleges. Most two-year colleges established before the 1960s were called junior colleges. In the early '60s a movement developed in the United States which advocated the reorientation of junior colleges to the needs of the local community. Subsequently, many junior colleges were renamed community colleges; most two-year colleges established since then have also assumed that title.

Community and junior colleges are funded by the local community and state and enroll primarily residents from the local community. Because of their orientation to the community, these institutions usually are less expensive than other types. Most require students to take a distribution of courses in the social sciences and humanities, regardless of their field of study.

2. State technical institutes. Most institutes of this type are accredited by the American Association of Junior and Community Colleges and the state accreditation association. They are similar in structure and purpose to the polytechnic institutes of Nigeria and Europe.

State technical institutes serve a geographical region and are funded by the state. Industry and labor representatives often serve on the board of trustees and/or advisory committees to ensure that graduates are prepared to take jobs in the business or industry of the region.

Students enrolled in these institutes usually are not required to take many liberal arts courses.

3. Proprietary schools. Most are accredited by the National Association of Trade and Technical Schools and the state accreditation association. Schools which offer degrees in business and accounting are accredited by the Association of Independent Schools and Colleges and the state accreditation association. Proprietary schools are privately owned and operate for a profit.

(Note: Although roughly 300 of the students in Groups I and II were initially placed in proprietary schools, many were transferred to other types of institutions after Nigerian Government officials requested A.I.D. in September 1978 not to place students in this type of school.)

4. Universities and colleges which have two-year skill training programs. Colleges and universities are accredited by state and regional associations, such as the Association of Southern Colleges and Universities. There are seven (7) regional accreditation associations in the United States.

Historically, two-year tracks in some universities developed prior to the community college movement. They were offered primarily in Black universities in order to help educate Blacks. These two-year tracks offer many of the same types of training offered by community and junior colleges.

5. Regular four-year colleges and universities. These institutions operate in the same way as do colleges and universities in Nigeria. In the United States, they are either private and nonprofit, or public—sponsored and funded by a city or state.

The American system of higher education is comprised of several accreditation associations and hundreds of diverse institutions ranging from small two-year community colleges to four-year universities in urban areas with full-blown graduate schools.

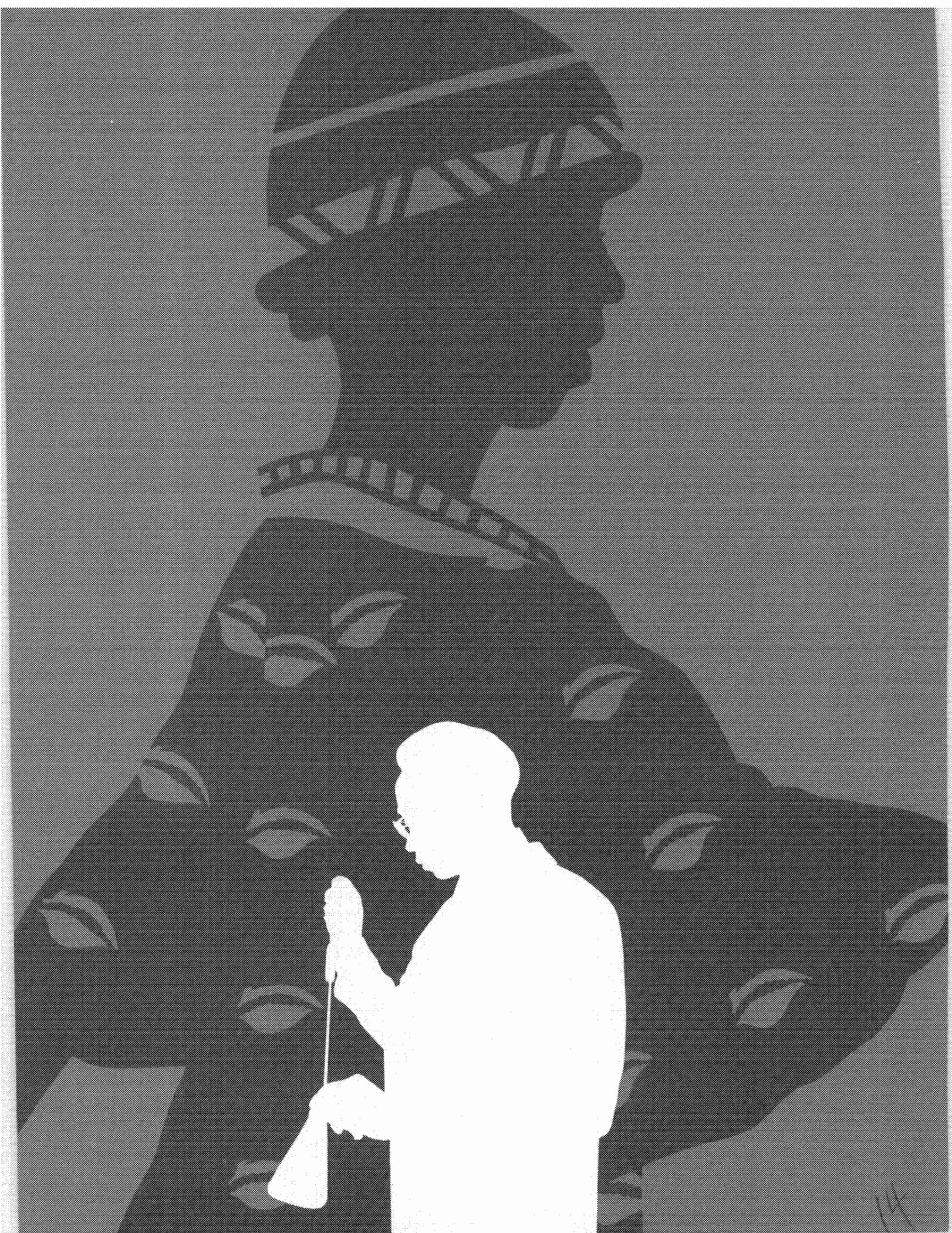
At the outset of this program our very small staff had the complex task of selecting in a one-month period over one hundred fully-accredited institutions from a pool of over 2,000.

Student placement involved finding the right school for the particular capabilities of each student. This task also was complex and time consuming.

Over the year we made some adjustments to our initial “crash” placement decisions. As we enter our second year we feel we have a strong base to build the quality program Nigeria needs.

***Dr. Robert L. McCan
Program Coordinator***

13



Orientation

Orientation was designed to familiarize students with the American way of life, to acquaint them with the goals and regulations of the project, to inform them about their school assignments and fields of study, and to provide them with money and other necessary items. Intensive individual counseling was considered the key to an orientation program which would help the Nigerians make the physical, emotional and psychological transition from their culture to ours.

The Nigerian Manpower Project awarded a short-term contract to the Washington International Center (W.I.C.) to help conduct five-day orientation programs for each of the two groups. W.I.C. has provided orientation programs for A.I.D. participants for the past two decades and enjoys a good reputation with the agency.

The orientation program got underway the moment the students stepped off the planes. Each group was warmly received by members of the Project team and the W.I.C. staff, who helped them with immigration and customs procedures and escorted them to their excellent quarters at the National 4-H Center.

Nigerian Manpower Project staff members conducted a welcoming ceremony, and informed the students about the philosophy, policies and procedures of the program. Each student was provided a copy of a *Regulation Handbook*. Project team members counseled individually with each student to ascertain his or her interests and to evaluate academic credentials. Students were told where they had been placed and why, and what to expect at the selected institution and respective community. Every effort was made to place each student at the institution best suited to his or her ability and, most importantly—best suited to Nigeria's priority needs.

Both the Project team and the W.I.C. staff made special efforts to share meals and conversation with the students on an informal basis to complement the more formal counseling sessions.

The work of the Project team was augmented by W.I.C.'s comprehensive orientation program, designed to thoroughly acclimate students to everything from American dating habits to our grading methods.

Lectures and slide shows spanned such diverse topics as American social mores, our political and economic system, minority cultures, language and dialects, the meaning of academic freedom in America, our education, transportation, mail and telephone systems, how to relate to teachers, and how to budget and shop.

For many students the highlight of orientation was the extensive tours offered by W.I.C. tour guides. Students visited the White House, the Kennedy graves at the Arlington Cemetery, the Zoo, the Capitol, and other national monuments. The tours exposed the students for the first time to large groups of Americans. Tour guides were barraged with hundreds of questions about American behavior and attitudes on the bus rides back to the National 4-H Center. To many, Americans appeared strange, yet friendly and curious.

Administrative details such as conversion of student allowances to travellers' checks, distribution of student identification cards, insurance forms and visas, were handled by W.I.C.

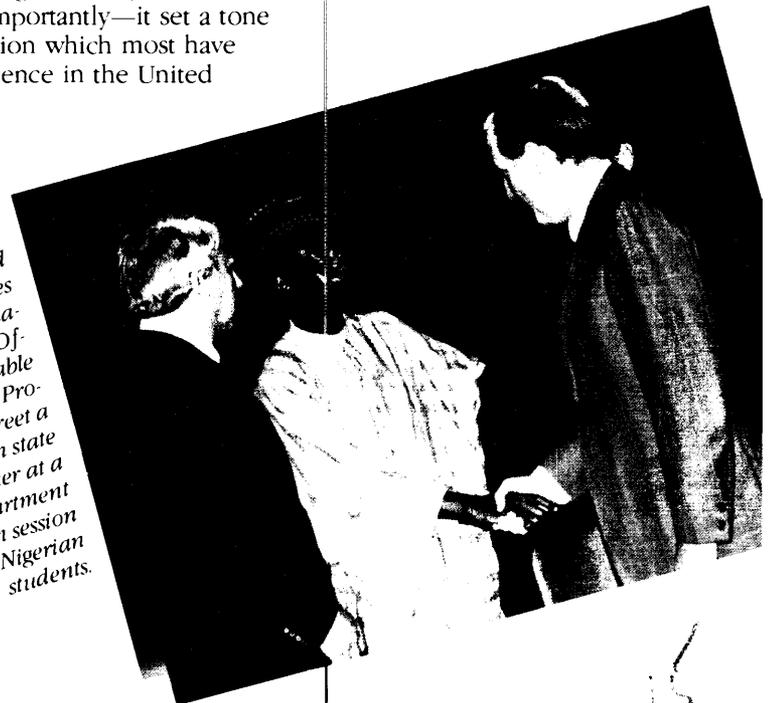
The departure of students for the airport—and their final destination—was expedited by W.I.C. staff, who ordered buses and taxis and gave the students fond farewells and good wishes.

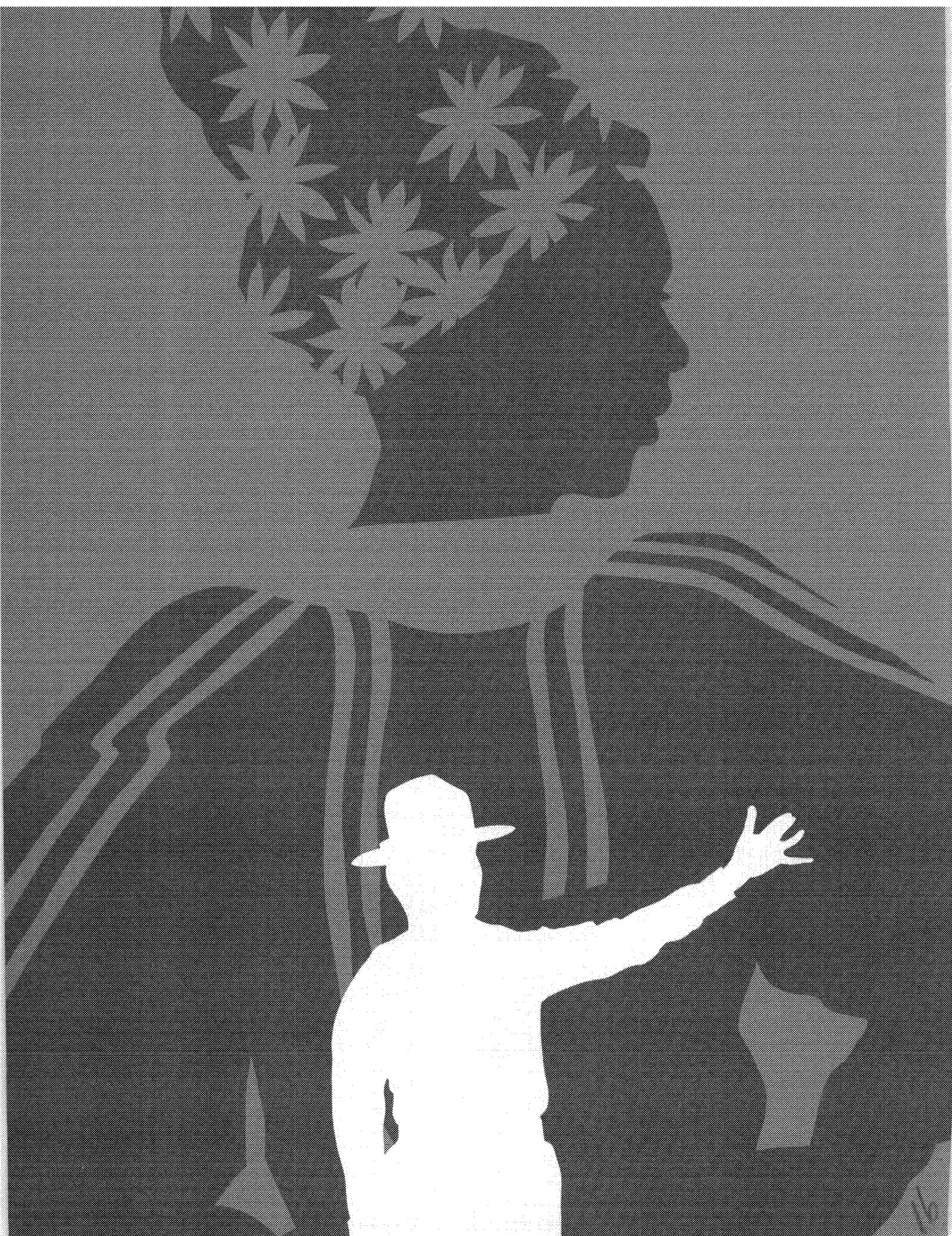
Judging from our communications with students, the orientation program eased considerably the cultural shock usually experienced by those moving from one culture to another. Students have written us that the orientation program was of considerable importance in helping them adjust to our society, and most importantly—it set a tone of friendly cooperation which most have continued to experience in the United States.

The orientation in Washington was very helpful. They gave us a lot of written papers concerning the American way of life, how to deal with people, the kind of people you will meet wherever you may go, what you will encounter and, especially in Washington, we were given a list of hotels and places where we should not go . . . and we were told that we should not be walking alone but rather with a friend. In fact the whole orientation was to give us the general view of the American peoples' lives, how things are and what we would be encountering. I think that was very important

Habu Mshelia
First graduate of the Nigerian Manpower Project
December 1978

A.I.D. Administrator John J. Gilligan (right) and William G. Lyles (left), Coordinator of A.I.D.'s Office of Reimbursable Development Programs, greet a Nigerian state liaison officer at a State Department orientation session for Nigerian students.





Practical Training

Mid-level technical training by its very nature entails both theoretical understanding and practical knowledge. Our goal is to provide our students with a program of studies which integrates classroom instruction with "hands on" practical training. By providing the very best training, our program will enable them to enter the world of work in Nigeria as competent and responsible mid-level technicians with positive work habits and attitudes.

A high priority in selecting institutions for participation in this Project was the school's willingness to work with us in providing quality practical training as a part of each student's program of studies. Practical training can take place both on and off campus. For instance, one participating institution owns \$5 million worth of textile-related equipment from all over the world. To graduate from this institution, textile engineering students must spend over 30% of their time working with this up-to-date equipment. At another school, students studying food processing technology spend close to 45% of their time in clean, modern laboratories which are under federal, state and local health jurisdiction. Students at another institution learn how to process milk at the school's modern milk processing plant. Automotive students spend most of their time repairing and maintaining cars at the campus "shops".

Examples of off-campus practical training include an industrial engineering technology program in which students work with the U.S. Forestry Service as well as public works departments of municipal and county gov-

ernments and private firms. Medical technology students at another school receive full semesters of practical training at hospitals and medical laboratories. Many agricultural students must spend at least one summer on local farms, working on projects related to crop production, livestock, irrigation or agricultural mechanization.

The goal of the Nigerian Manpower Project is to help participating institutions provide practical training which is relevant and of the highest quality. Our assistance during the first year ranged from consultation with institutions that could provide practical training—but were having difficulty doing so because of insurance, immigration, and labor laws, or because of the lack of practical training options in their areas—to helping other schools plan and execute new practical training programs.

Due to the complexities of the U.S. world of work and the tight labor markets, institutions often require help in establishing good training programs—especially off-campus. During the first year, the Project helped institutions develop practical training programs involving over one third of the total student population. As instances, we helped one institution place students at a U.S. Veterans Hospital; and another to develop a summer practical training program in land surveying.



There is nothing that can replace hands-on, real world, highly supervised experience. The world of work is where the student tests what he or she has learned in the classroom. Technical competence, professional judgment, good work habits and high motivation are rooted in the real world of work—not in classrooms.

*Dr. Samuel Black
Supervised Occupational Employment/
Practical Training
Officer*

At the heart of a student's success in this program is his or her ability to adjust both physically and mentally to an alien environment. We try in every way to aid the student in this cross-cultural adjustment. Maladjustment often takes a physical form which is manifested in psychosomatic symptoms. We have tried to build a lifeline—or support system—from Washington to the students to help them maintain good health and spirits.

***Ethel Brooks
Special Projects
Officer***

Health

Health problems ranged from minor injuries, mild allergies and colds to severe illnesses and injuries that required major surgery and convalescence.

During the first six-month period (September 1977 through February 1978), the total number of health problems was 146, out of a total student population of 986. This figure includes ailments involving the same students. Most afflictions occurred in the months of September through December 1977. An analysis of these problems has been published in the first "Semi-Annual Report" submitted to Nigeria in the spring of 1978.

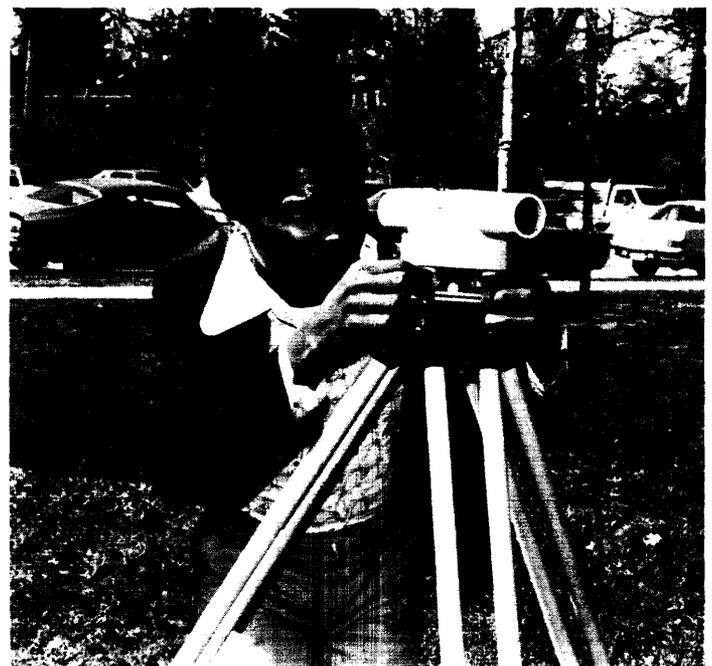
The average number of students who sought medical attention during the second six-month period (March - September, 1978) was 46 out of a total student population of 979. This figure was derived from a partial survey of students in states with the largest number of participants (Arizona, Connecticut, Illinois, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Missouri, New Hampshire, Oklahoma, Oregon, Ohio, Pennsylvania, Rhode Island, and Washington State).

Minor injuries and illnesses, including contusions, lacerations, sprains, skin rashes and skin diseases, represented the major proportion of all cases treated at medical facilities. The large number is due to the readiness of students to seek medical help of any type.

The St. Paul Fire and Marine Insurance Company, which handles the students' insurance policies, reported thirty-nine (39) claims in excess of the \$2,000 ceiling on claims. Four cases of active tuberculosis were recorded, one which involved a student who was drug-resistant and required a sixty-day hospital stay. This student presently is continuing her studies at Shoreline Community College in Washington State. She has given ample evidence academically that she will finish the program of study in the prescribed period of time.

Of those students who required major surgery, five (5) had appendectomies, two had hernias removed, one had a breast tumor removed, and one underwent neurosurgery for a cranial aneurysm. Unfortunately, the aneurysm affected the student's manual dexterity; it is unknown if this individual will fully recover.

A number of students required counseling for psychological reactions, many of which were caused by a change in environment. They ran the gamut from relatively mild anxiety reactions—which in most cases were handled by local psychological counseling services—to psychotic reactions requiring further psychological evaluation in Washington. Only one student returned to Nigeria for psychological reasons. This was done with the concurrence of the Federal Military Government and the staff of the Nigerian Manpower Project, as a result of evaluations conducted at the respective school and in Washington, D.C.



Communications

Extensive communication with students and with School Coordinators was, and remains, one of the priorities of the Nigerian Manpower Project. The following are efforts undertaken to fulfill this goal during the first year.

(1) Staff members logged hundreds of hours answering student telephone calls and making extensive on-site visits. During these visits high priority was given to evaluating the extent and quality of practical training offered both on- and off-campus. If the practical training was insufficient or inadequate, in many instances team members helped the institution to set up a quality training program.

Separate meetings were held with students and school personnel to evaluate whether the facilities, curricula, and quality of instruction adequately met the needs of students—and of Nigeria. When necessary, staff members served as mediators between a student and an instructor.

(2) Students who experienced special problems were counseled by a special team which worked in cooperation with School Coordinators at each institution. The Coordinators serve as liaisons between students and the Project team.

(3) The first edition of the *Nigerian Manpower Newsletter* was distributed in May 1978. The *Newsletter* included policy statements, regulations, advice and comment, and news from Nigeria. Letters to the editor indicate that the first issue was highly successful.

(4) A 21-minute videotape of the first year of the Project, entitled *The Young Nigerians in America*, was designed and developed for use in the future orientation programs by A.I.D.'s Office of Public Affairs. The videotape is being converted to make it available for use by Nigerian television stations, if desired.

(5) Two-day regional conferences were held in Washington State and Michigan to clarify the objectives of the Project and to serve as a forum for schools to share their experiences with the Project team.



Dr. Philip S. Gannon, president of Lansing Community College, discusses the Lansing Regional Conference with Program Coordinator Dr. Robert L. McCan.

Based on our site visits and on telephone conversations with students, we find that the first term in an institution is the most difficult for the students. After this initial period, we find that the students adjust very well to the academic and social settings. Overall, we are exceptionally pleased with their progress.

Most of the school faculties and communities have gone out of their way to help the Nigerians make their stay in the United States a comfortable one.

***Viola Brothers
Project Officer
Northeast Region***

The Team

The Nigerian Manpower Project was developed by, and operates under the direction of, Thomas A. Moser, Deputy Coordinator of A.I.D.'s Office of Reimbursable Development Programs. Throughout the first year, Robert McCan was Program Director and Thomas L. Rose the Financial and Systems Manager.

Starting from a small corps of six, the staff grew with the addition of new personnel during the summer of 1978 to a total of 19 professionals and 11 technical/clerical support staff as of September 1978. The staff is of high quality and is small in comparison with similar programs of comparable size.

The team is structured around four geographical regions, each of which is headed by a Project Officer. During the first year, each regional team handled a caseload of roughly 250 students. Regional teams provided most of the "tender loving care" which was crucial to each student's adjustment to a new culture and way of life.

Short-term contracts were occasionally issued to develop single aspects of the program. For example, Arthur Young and Company, a well-known financial management firm, was hired to undertake certain accounting functions.



Thomas Moser



Robert McCan



Abraham Baldwin Agriculture College
American Diesel & Automotive School, LTD
American Institute of Drafting
Arizona State University
Arizona Western College
Asheboro College

Bailey Technical School
Benedict College
Big Bend Community College
Blair Business College
Bowling Green Business College
Brevard Community College
Brown Mackie College

California State College at Fresno
Charron Williams College
Clark Community College
Clatsop Community College
College of Eastern Utah
College of Staten Island
Columbia College
Columbia Commercial College
Consumnes River Valley College
Crowder College
Cuyahoga Community College

Delgado College
Denver Institute of Technology
Detroit College of Business
DeVry Technical Institute
Draughons College
Dunwoody Industrial Institute

Electronics Technical Institute
Embry Riddle Aeronautical University

Ferris State College
Florida A&M University
Florida Institute of Technology
Florida International University
Florida Junior College
Florida Technological University
Fresno City College

Garden City Community College
Gateway Electronics Institute
Gradwohl School of Laboratory Tech
Greater Hartford Community College
Greenville Technical College
Gulf Coast Community College

Hartford State Technical University

International Technical Institute
ITT Technical Institute/Dayton
ITT Technical Institute/Evansville

Johnson and Wales College

Kalamazoo Community College
Kansas State University
Kent State University
Kishwaukee Community College

Lansing Community College
Liberal Area Vocational & Technical
Institute
Lincoln University
Lindsey Hopkins Technical Education
Center
Lower Columbia Community College
Luna Vocational Technical Institute

McCarrie School
Medical Institute of Minnesota

Memphis State University
Merced College
Metro-Tech, Omaha
Miami-Dade Community College
Modesto Junior College
Mt. Hood Community College

National College of Business
National Technical Schools
NCE School of Commerce
New England Institute of Technology
New Hampshire College
New York Institute of Technology
North Carolina A&T University
Northeastern Oklahoma A&M College
Northern Oklahoma College
Northern Virginia Community College
Northwest Institute of Medicine
Northwestern Business College
Northwestern Michigan College

Ohio Institute of Technology
Oklahoma State Technical College
Oregon Institute of Technology

Parks College
Pennsylvania Institute of Technology
Pennsylvania State University at Middletown
Penn Valley Community College
Philadelphia College of Textiles & Sciences
Pittsburgh Technical Institute

Raymond Walters Gen. Technical College
Reedley College
RETS Electronic School
Rochester Institute of Technology
Rutledge College

Saint Petersburg Junior College
Seattle Central Community College
Shoreline Community College
Sierra Sawyer College of Business
South Georgia Technical & Vocational
School
Southeastern University
Southern University
State Technical Institute—Memphis
Strayer College
Sullivan Junior College of Business

Tampa Technical Institute
Texas Southern University
Texas State Technical Institute
Thornton Community College
Tuskegee Institute

United Electronics Institute
University of Cincinnati
University of the District of Columbia
University of Minnesota
University of Minnesota Technical College
University of Nebraska—Omaha
Universal Technical Institute—Omaha
Utah Technical College

Vale Technical Institute
Vincennes University

Washington Technical Institute
Water and Wastewater Technical School
Westside Institute of Technology

Yakima Valley Community College

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