

ESSPIN is supporting schools to become effective centres of learning at the heart of the community. We are working to improve the way education is managed at all levels of government and to get more and better resources in schools. ESSPIN is helping Nigeria's children to grow.

Background

Lagos State has a vast basic education system. According to the 2011-2012 Lagos School Census, there are 1,004 public pre-primary and primary schools and 326 public junior secondary schools, with over 870,000 pupils and 24, 246 teachers in the state.

With limited resources, managing such an enormous basic education system remains a big challenge to the state government. More so, many years of neglect have left the sector with myriads of challenges – weak management, inadequate implementation of policies, poor tracking and monitoring of education budgets, low teaching standards, and lack of basic opportunities for learning.

However, the state government in the last few years has been addressing the challenges so as to bring about improvement in teaching and learning in Lagos public schools. ESSPIN is supporting the state in this regard.

ESSPIN's contribution

ESSPIN has helped to provide empirical evidence of the nature and extent of the challenges in the sector by supporting the Annual School Census (ASC), Annual Education Sector Performance Review (AESPR), and teacher and pupil assessments.

ESSPIN later advocated an integrated approach to simultaneously address the challenges. This led to the introduction of the School Improvement Programme (SIP) which ESSPIN piloted in 100 schools to demonstrate various reform initiatives. The SIP involves training head teachers and teachers, improving school infrastructure, promoting inclusive education and involving communities in school improvement.

ESSPIN has helped to restructure and strengthen state education authorities and supported them to effectively manage education, including translating long-term plans into Medium-Term Sector Strategies (MTSS). It has also helped to develop an Integrated School Development (ISD) model to make useful school data available to policy and decision makers. The ISD model is used to determine appropriate bundles of support for schools.

The following pages show examples of the outcomes and impacts of these supports and interventions by ESSPIN in Lagos schools and communities.

ESSPIN Impact in Schools

The School Improvement Programme (SIP) piloted by ESSPIN in 100 primary schools (Phase 1) in 2011 has been adopted by the state. The state initially scaled it up in additional 500 schools (Phase 2) in 2012 and later to the remaining 404 schools (Phase 3) in 2013. This means the SIP is now implemented in all 1,004 public primary schools in the state.

Teaching and learning are improving in schools enjoying the SIP. An assessment shows that 92% of schools in Phases 1 & 2 are meeting the needs of all their pupils; 94% of head-teachers are operating effectively; while 74% of teachers are delivering competent lessons.

"I received trainings in school leadership and management ... which have helped me to plan and manage my school effectively. The teachers in the school have also been trained. Teachers talk less now and allow pupils to do more of classroom activities," says Mrs. Owolabi, Head-Teacher, Ajegunle Primary School, Agege.

About 60,000 pupils, teachers and community members now have access to clean water and improved toilet facilities having benefited from 30 boreholes and 21 standard toilets ESSPIN provided in some of the schools in the 100 pilot schools.

At Roman Catholic Mission Primary School, Iwerekun in Ibeju-Lekki LGA, enrolment increased from 35 in November 2012 to about 100 in May 2013. The school came on board the SIP in 2012, benefiting teachers' training and water and toilets provision.

About 30,000 pupils in 56 schools in 10 LGAs now have better access to quality basic education as they learn in much improved learning environments courtesy of ESSPIN's Challenge Fund grants. The over N35 million grants was to help the schools improve their infrastructure and make them more conducive for teaching and learning.

"After the classroom block was renovated, the school enrolment increased by over 400. There is now enough space for the pupils to learn. At least the accommodation problem is now solved," says Jihumeto Israel, Assistant Head-Teacher, Methodist Primary School, Ashipanu, Badagary.

Dozens of Lagos school children, like Seve Ogabi and Mary Senami of Methodist Primary School, Badagary were given unique opportunities by ESSPIN to learn film acting, play different roles in a film project, and discover their talents and probably future careers.



Better learning environment

Pupils of Local Authority Primary School, Ibereko, Badagary in a more improved classroom, courtesy of ESSPIN's Challenge Fund grants

ESSPIN Impact in Communities

Majority of Lagos communities are now actively involved in *owning*, managing and improving public primary schools in the state. ESSPIN has directly and indirectly sensitised the communities to support schools in their areas. The programme also promoted the establishment of School Based Management Committees (SBMCs).

All 1,004 public primary schools in Lagos State now have functional SBMCs, each SBMC having between 12 and 14 members per school. Training of 4,800 SBMC members in 600 schools has been completed with support from ESSPIN.

School projects worth over N35 million, which are helping about 30,000 pupils learn in better environments, were successfully executed by the SBMCs of 56 schools that benefited from ESSPIN's Challenge Fund grants.

Pupils of Ojuwoye Community Primary School, Mushin now enjoy subsidised bus ride to and fro school courtesy of their school's SBMC which partnered with the Parent Forum, some CBOs and a political office holder to provide a school bus to the school.

The SBMC of Okekoto United Nursery & Primary School, Agege LGEA solicited and got the support of St Peter's Blessed Church Agege in providing the school with six cubicle toilets and a borehole valued at N1,150,000.00.

The SBMC of St John's Anglican School, Lagos Island helped to resolve a case of domestic violence against Duro Emmanuel Dada, a pupil of the school who was severely abused by his step-mother. The boy is now safe and learning undisturbed. Child protection is a key part of the training for SBMCs.

The SBMC of Otto Primary School, Lagos Mainland mobilized from different organizations a range of supports for the school – from building of modern toilets to renovation of a sick bay to free feeding of the pupils on Fridays to provision of school materials and furniture – all totaling about N2,500,000.

Cases of incessant road accidents involving pupils of Ipakodo Primary School along the road leading to the school in Ikorodu LGEA dropped significantly after the SBMC of the school mobilized the school community to construct speed breakers along the road.

Courtesy of all the SBMCs in Mushin LGEA which organised for the second time a Home Economics Competition, about 300 pupils from 75 schools were exposed to practical cooking, thread making, soap making and other home and business management skills. These skills will make them to be self-reliant in the future.

"We have been well sensitised to provide whatever support we can to improve our schools. The schools are our schools. The children are our future. We will do whatever we can to support them," says Chief W. Adediran, Chairman Mushin SBMC Cluster 6.



Child protection

The SBMC of Ipakodo Primary School, Ikorodu mobilised the school community to construct speed breakers to reduce road accidents involving the pupils

Case Study

Providing unique opportunities for learning and education

ESSPIN is providing unique opportunities for pupils to express themselves in ways that promote learning and education.

Ladi and Titilayo are two child-characters in two films being produced by ESSPIN. Seve Ogabi, 10, of Methodist Primary School (MPS) Badagary played Ladi while Mary Wusu Senami, 12, also of MPS Badagary acted Titilayo. For both girls, participating in the films was an experience they will cherish for long.

"I am happy they chose me to play Ladi. I learnt new things like how to talk without looking at the camera. I enjoyed the filming so much. Now people will see me on television," Seve said excitedly.

Mary was equally excited narrating her experience in the film projects: "I felt happy when my teacher asked me if I will play a role in a film. I said 'yes'. The same day I started to practice. They taught me what to say and how to move my body. They taught me a lot of things. It was fun and I enjoyed myself. Now everybody calls me 'Titilayo'".

Titilayo, Mary's character, was the daughter of a taxi driver who was detached and nonchalant about her education that he even mistook a different school for hers. It took some events around Titilayo for him to change his attitude. The film was in essence a message to parents to show more responsibility about their children's education.

In the other film, Seve's character, Ladi, resorted to self help to tackle the lack of furniture in her classroom. This set her in confrontation with a carpenter whose plank she had improvised as her seat. The film went on to show the need for all stakeholders to collaborate to make the school environments more conducive for learning.

The films are the adaptation of community drama organised by ESSPIN in 2012 and 2013 across Lagos State. Over 12,000 Lagosians were sensitised on a range of education issues and given opportunities to voice out on the state of education in their areas.

Now that the drama is being adapted into films in both Yoruba and Pidgin, more Lagosians, millions of them, are going to be reached with its important messages on television, DVD, YouTube and other media.

For now, Seve and Mary as well as dozens of other pupils who participated in the films are happy to have experienced life filming and given opportunities to learn and discover their talents and probably their future careers.

"I have not acted before but I find acting interesting. I enjoyed watching films and artistes like Fathia Balogun, Ogogo and Suliya. One day I can be a great artiste too," Seve said.



Outside-the-classroom learning

Dozens of Lagos school children, like Seve Ogabi, were given opportunities to learn outside the classroom and discover their talents