PROGRESS REPORT:

2018 WORLD BANK GROUP STAFF COMMUNITY CONNECTION CAMPAIGN SCHOOL BAGS AND SOLAR LAMPS DISTRIBUTION TO PRIMARY 6 PUPILS IN LAGOS AND OGUN STATES

By

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1.0 Background and Introduction:

Following successful validation by the World Bank Group, Ajoke Ayisat Afolabi Foundation (AAAF) was enlisted on the 2018 World Bank Group Staff Community Connection Campaign to implement the distribution of school bags and lamps to Primary Six pupils through its Support A Child with Knowledge to eliminate Poverty (SACK-Poverty) project. The project, which largely utilizes educational services to empower resource-poor homes that are mostly female headed, is at the fore of promoting the achievement of **Sustainable Development Goal (SDG) 4: Ensure inclusive and quality education for all and promote lifelong learning.** In the light of the above, the school accessory supply project was considered a child and gender friendly means to ***leaving no child behind*** in the acquisition of qualitative education.

(i) Scope:

The distribution of school bags and solar lamps was restricted to selected Primary 6 pupils from schools within Ajeromi-Ifelodun LGEA, Lagos State, Ijebu North-East LGEA, Ogun state and AAAF Stakeholders; beneficiaries were members of resource-poor households from a combination of urban and rural locations. Other specific criteria for selection included;

- A gender distribution consistent with prevailing gender population in primary schools
- Pupils living with disabilities
- Membership of female-headed households, particularly widows

(ii) Limitation:

- Though initial plans were to procure one-piece bags with solar lights implanted, but, this could not be achieved due to constraints associated with project schedule and school calendar that indicated after examinations in the first week of July, schools will be closed for the 2017/2018 session. Since this will affect proposed target beneficiaries in primary 6 pupils, adjustments were made to procure school bags and solar lamps separately to enable on time project delivery.

- Not every pupil in a class received a bag and lamp due to the insistence of educational authorities on broadening beneficiaries to include pupils from other schools within the community and enable broader support and participation

- Due to restriction placed by the Lagos state government on the movement of pupils, a formal presentation to beneficiaries in the state could not be executed within a venue as slated previously, resulting in the use of multiple venues, and subsequent grap ple with logistics issues

(iii) Meetings with Stakeholders

The disbursement of funds to AAAF for project implementation was followed by series of meetings with key stakeholders to make necessary project determination. These included;

1. Telephone calls and Meeting with representative of WBG/IFC to determine the quality of products and timing of event
2. Telephone calls and meetings with Education Secretary, Ajeromi-Ifelodun LGEA and the office of the Chairman, State Universal Basic Education Board (SUBEB) to obtain requisite approval for working with school authorities on the project, who also presented a list of infrastructural issues that may be resolved with collaborative help
3. Telephone calls and meetings with community leaders and school heads at Isade and nearby communities in Ogun state
4. Meetings with parents to provide information on project, make presentations and inform them that engagement will be iterative to enable appropriate monitoring and feedbacks

(iv) Resource

While project funding was fully provided by the WBG Staff Community Connection Campaign, actual implementation was managed through contributions of man-hours from a combination of AAAF and WBG/IFC staff. Rosemary Ifeoma Odimegwu (WBG) and Ifeoma Johnson (IFC) provided requisite oversight and guidance of process with Foluke Ademokun (AAAF) managing project operations.

2.0 Project Descriptions:

The choice of school bags and solar lamps were informed by the need to provide infrastructures that promote good learning environment. While the bags offer protection to books and related school materials, the solar lamps were given as source of light to provide alternative source of energy for reading with zero electricity, battery and fuel cost. The project recognition that bags and lamps fall on the rung of parents' priority expenses on education, largely reflects the submission of **Nigeria Education Sector Analysis: An Analytical Synthesis of Performance and Main Issues (2000)** produced for the World Bank. It states parents' pupil per year costs in public schools focus mostly "in the order of levies, registration, stationery". Following observations that the procurement of school's accessories was outside of parents' expenditure priorities, it was important to focus on bags as very important feature to boost pupils' self-esteem and love for school and learning, thereby contributing **to the achievement of SDG 4 target 7; Education for Sustainable Lifestyle.** Additionally, the distribution of the accessories to **primary 6 pupils, expectedly, would increase transition rate of pupils from primary to secondary schools, and, in particular, reduce female attrition while promoting the achievement of target 4.1; Universal Primary and Secondary Education.**

In all, 6 presentation ceremonies were held in various locations in Lagos and Ogun states and witnessed by Ifeoma Johnson, IFC-World Bank Group, Hon. Aboluwade Solomon Ademofe,

Education Secretary Ajeromi Ifelodun LGEA, Liberian Mrs. Odunayo Adebowale, representing the Executive Chairman, Lagos State Universal Basic Education Board (SUBEB), Mrs. Sola Soile, Member, Board of Trustees (AAAF), Mr. Wasiu, Total Nigeria, Mrs. Ajoku Head Teacher, St. John Anglican primary school, Mrs. Ossai, Head Teacher, Anglican Primary school, (Inclusive Unit), Mrs. O.G Akinbode, Head Teacher, Christ the King Primary school, Mrs. F. A Ekujumi, Head Teacher, Layeni Primary School, Mr. A. J Adeyemi, Head Teacher Community primary School, Mrs C. I Izebuno, Ajegunle primary school, and community leaders. See table 1 below for the schedule of presentations

Figure 1: Crossection of Dignitaries at Ajeromi Ifelodun Presentations



Table 1: Schedule of Presentations

S/N	Location	Date
1.	**Ajeromi Ifelodun, Lagos**	27th June 2018
2.	Egbeda, Lagos	28th June, 2018
3.	Ijebu North-East LGEA	2nd July 2018

Lagos Presentations:

(v) As shown in table 2 below a total of **202 pupils of public schools** benefitted from the project with an average of 50 each drawn from four schools; (i) St. Johan Anglican Primary School (regular and inclusive), (ii) Christ the King Primary School, (iii) Layni Primary School, and, (iv) Ajegunle Primary School all based in Ajeromi Ifelodun LGEA. Beneficiaries included regular pupils and pupils with a range of disabilities disaggregated into 111 **females and 92 males (see figure below) to reflect prevailing gender enrollment structure in primary schools**[1]. The distribution of accessories was aimed at actualizing target 4.5 – Gender Equality and Inclusion. See figure 1 for gender distribution

(vi) Similar presentations were made at Egbeda to **8 primary 6pupils** who are mostly children from female-headed households

Figure 2: % Gender Distribution of Beneficiaries at Ajeromi

[1] See gender distribution of primary school enrollment in (i) **Lagos State School Census Report, August 2010, P.5, and (ii) Federal Ministry of Education, Nigeria Education Indicators, 2016, p. 8**

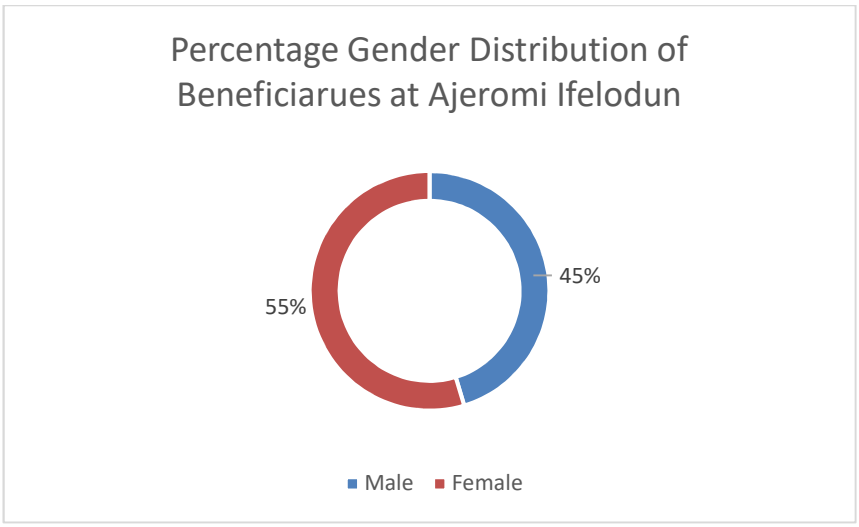


Figure 3: Cross-section of beneficiaries at Layeni Primary School



Figure 4: A Pupil set to replace polythene with school bag



Figure 5: Parents and Guardians at Ajegunle Primary School



Figure 6: Vote of thanks by a parent at Christ the King School



Figure 7: Presentation to Pupils at Ijebu North East



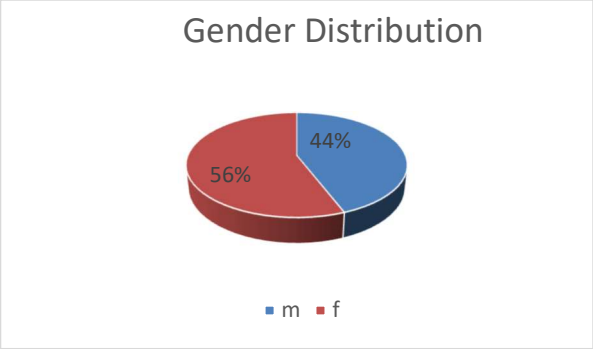
Table 2: Gender Distribution and Characterisation of Lagos Beneficiaries

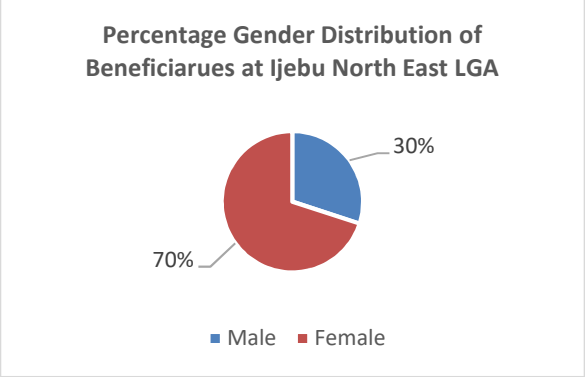
S/N	BENEFICIARY	GENDER		TOTAL
		Male	Female	
1	Ajegunle Primary School	34	16	50
2	Layeni Primary School - orphan	21 -	30 1	52
3	C.K.S PRIMARY - orphans Pupil with physical disability	15 2 -	22 10 1	50
4	St. John's Anglican Nur. & Primary School - orphans (Inclusive unit – the Deaf)	10 2 8	18 - 13	51
Sub total		92	111	203
5	Egbeda Presentation for widows' children	4	2	6
Grand total		95	114	209

Table3: Distribution pattern in Ijebu North East Local Government, Ogun state

S/N	NAMES OF SCHOOLS	GENDER		TOTAL
		Male	Female	
1	Command Primary Children, Idomila-Idomowo	3	6	9
2	Army Children School, Barrack, Ilese	2	5	7
3	St. Paul's Anglican School, Ilese	-	2	2
4	Moslem Primary School, Ilese	1	1	2
Total		6	14	20

Figure 8: % Gender Distribution for rural beneficiaries





2.1 Findings:

(i) Overall gender distribution of 54% female and 46% is consistent with official primary school enrollment outlook in Lagos state and offers opportunities for targeting interventions at this level, to give fillip to girl child education and empowerment, particularly, as deliberate distribution policy in rural locations ensured more girls benefitted from the project.

(ii) Visits to and meetings with educational authorities suggest there are collaborative opportunities to close infrastructural gaps on pupils' furniture, toilets, library, computer centre, wall paintings, playground etc.

(iii) Due to households' economic constraints, accessories like school bags do not form part of parents/guardian educational cost priority

Two weeks after the Lagos presentations, AAAF telephoned some parents / guardians to document their feedback on the project. As indicated below, parents were gratified by the intervention

Feedbacks from some Parents Two Weeks after Distribution

S/N	PARENTS' NAMES	CONTACTS	FEED BACK
1	Bashiru Semapa	08156111424	*I appreciate the organizers; my son has been using the solar lamps to read his books.*
2	Ololade Eather	08127102326	*She used the solar lamp to prepare for her common Entrance exam.*
3	Abazi Micheal	08134586348	*He uses it to read his books, before when there is no light he can't read but now he can read any time.*
4	Bassey Gift	08137065134	*She has been using it since she brought it home.*
5	Abayomi Titilope	08060786487	*The solar lamp has been helpful to her studies.*
6	Oduwole Rasak	08072123384	*The solar lamp has been helpful to him mostly this period of exam, when he goes to school the mother will help him to charge it in the sun, we are grateful.*
7	Adepoju Joseph	07055808064	*The solar lamp has enabled him to read for his exams while the bag is for secondary school*
8	Adewale Timileyin	0703339342	*The school bag is better and bigger than the one he is using before and the solar lamp enablDe him to read his books during exam.*
9	Rafiu Wasila	08028294180	*The bag is reserved for secondary school, it is of good quality and solar lamps has been helpful too*

3.0 Financial Statement:

Overall, the Foundation received the sum of The Foundation received the sum of One Million, Eight Hundred and Sixty-six Thousand and Eight Hundred and Ninety-Six Thousand Naira (₦1,866,896:00) paid in three tranches. At the first instance of One Million Naira, Eight Hundred and Thirty-six thousand, Eight Hundred and Ninety-Six Naira (₦1,836,896:00) received from the World Bank Group directly and Twenty Thousand Naira (N20,000:00) and Ten Thousand Naira (N10,000) paid by two employees of the bank. See table 4 below for expenditure breakdown

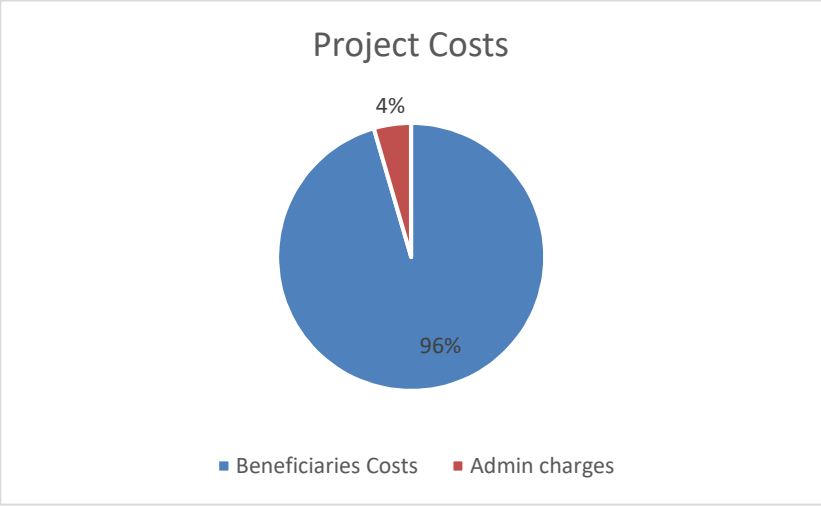
Table 4: Project Expenditures

S/N	Description	Units	Price	Cost
1	School Bags	230	4,000	920,000
2	Solar Lamps	230	2,800	644,000
3	Branding (Bags and lamps)	640		69,000
4	Refreshments and Media costs	Lots		150,000
Project Costs				1,783,000
Administrative Charges				83,896
Overall Total				**1,866,896**

Payment of large sums to Total Nigeria Plc-Solar Service Unit and Akpulonu Nnamdi Loveday for the procurement of solar lamps and school bags were made in Sky bank cheque numbers 00000517 and 00000516 respectively

As indicated in figure 9 below, just 4% of funds was spent on project administration

Figure 9: % Project Costs Distributions



4.0 Recommendations:

Consequently, we wish to make the following recommendations:

1. That necessary time adjustments be made to allow at least four months for the implementation of more broadly needed projects. This is based on the findings that communities, such as schools, are mostly poorly affected by dilapidated or zero infrastructure
2. Since the campaign was established to support the work of nonprofits, there is need to create opportunities for systems strengthening, such that agreed provisions were made to cover administrative costs expended in the course of project implementation to keep the nonprofits in good steads even after the intervention.

5.0 Conclusion

Inspite of momentarily challenges in the course of project delivery, findings suggest there are collaborative opportunities in school communities that if viably exploited could improve household economic conditions, increase children's interest in learning, close infrastructural gaps and ultimately reduce the number of out of school children in Nigeria.