

## Improving access, quality and learning outcomes in Lagos schools

School quality and learning outcomes have improved significantly in Lagos' schools, while headteacher effectiveness, school development planning, school inclusiveness and management have also strengthened. In most cases, schools receiving longer-term support from the Lagos State/ESSPIN School Improvement Programme (SIP) are more successful. However, in some cases schools involved with the SIP for less time improved more between 2012 and 2014. This may be because they often had more scope for improvement at the outset, suggesting the rate of improvement may slow over time. These successes have occurred despite the challenges of increased pupil to teacher ratios. Continuous state financing for interventions is crucial to addressing these factors and ensuring all children learn more in Lagos schools.

Lagos is one of six partner states identified by the Nigerian and UK governments to form part of the Education Sector Support Programme in Nigeria (ESSPIN), which provides technical assistance to improve school access, quality and learning outcomes. The intervention began in 2009-10 with 100 of the state's public primary schools (9% of the total). A further 500 schools were added in 2011-12, and the remaining 501 schools were covered from 2012-13.

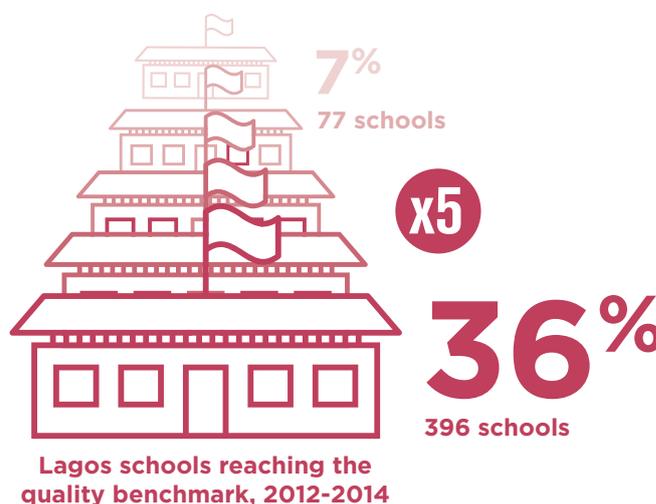
Surveys were conducted 2012 and 2014 to understand how Lagos' schools are performing.

The full reports can be accessed on ESSPIN's website [www.esspin.org](http://www.esspin.org)

### THE KEY FINDINGS ARE:

**School quality has improved significantly, those longest in the SIP scoring highest**

“Schools in Lagos that meet at least three of four quality standards have increased five-fold, from 7% to 36%.”



Quality is highest among schools that have been in the School Improvement Programme since 2009-10: 66% of these meet at least three quality standards, compared with 35% of schools that began in 2012-13.

Improvement has been greatest among schools receiving the least support from the SIP. This is likely to be because those schools on average were of significantly lower quality in 2012 than the schools already receiving support at that time.

### Learning outcomes have improved across Lagos

Average scores in Lagos' schools improved in all tests from 2012 to 2014, particularly in Grade 2 literacy, which increased from 60% to 69%. However, there remains substantial room for improvement.

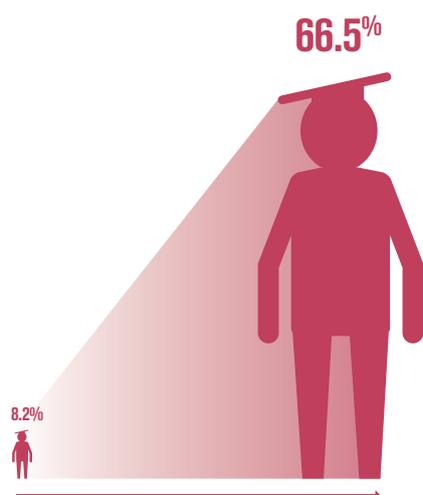
**“Fewer than 10% of students meet the expected level in Grade 4 literacy and numeracy.”**

Improvement has been seen on average across schools, regardless of how long they have received support from the School Improvement Programme. Schools that have been part of the SIP for a shorter time typically had slightly lower scores in 2012, and their improvement has been slightly greater than in other schools.

### Teacher competence has remained largely unchanged, while headteacher effectiveness has improved

Between 2012 and 2014 there has been little change in the overall competence of teachers in Lagos. At the same time, there has been a large increase in the effectiveness of headteachers:

**“The proportion that met at least five of the seven criteria of effectiveness increased, from 8.2% to 66.5%.”**



In both cases, the School Improvement Programme is associated with higher performance. Teachers that have been directly trained by the SIP are generally more competent. Headteachers of schools that have received support for longer are also, on average, more effective. School development planning has also improved, although still only around one in five schools meet the standard for effectiveness.

### Schools in Lagos have become more inclusive and more SBMCs now meet the functionality standard: particularly those in the School Improvement Programme

The inclusiveness of schools in Lagos improved significantly between 2012 and 2014, with those meeting at least three out of four standards increasing from 24% to 46%. Schools that have received support from ESSPIN for longer appear to be more likely to meet this threshold: of those that received support since 2009-10, 56% meet the standard, compared with 42% of schools that started in 2012-13.

**“The functionality of SBMCs also appears to have significantly increased: from 14% to 74%.”**

Again, functionality is higher among schools that have received support from ESSPIN for longer. The large increase may be related to the move from cluster-based SBMCs to school-based ones.

### The context for pupils in Lagos has become more challenging as pupil-teacher ratios have worsened

**“Between 2009 and 2013 the pupil-teacher ratio (PTR) in Lagos increased from 33 to 40.”**

While this is still a relatively low average, there is considerable variability, with 21% of schools having a PTR of over 50. This is partly a result of increased enrolment and partly due to declining teacher numbers. The increased PTR is likely to have made it more difficult for schools and teachers to be effective.

There is strong evidence that the SIP improves equitable access to better quality education for Nigeria's children. State governments need to consistently fund school improvement in their states to raise standards across schools and improve long-term prospects for Nigeria's economic and social development.