



ANNUAL REPORT

August 2016 – July 2017

*Testing the Waters of rural
education evangelism...*

Community Outreach for Educational Change

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EXECUTIVE SUMMARY

MESSAGE FROM OUR EXECUTIVE DIRECTOR...

As we reflect on the journey of Community Outreach for Educational Change (COEC) throughout the year 2016, it brings me immense joy and gratitude to share the impact we've collectively made in the lives of children in rural and underserved communities. This year marked the beginning of our endeavors, and the seeds we planted have grown into a testament of the transformative power of education.

Here is a story of how it all began. I was born and raised in Northern Nigeria where education is not considered a priority, especially for girls. My sisters and I, however, got a good education. We were lucky to have had parents like ours who understood and appreciated the importance of literacy and made every possible effort to make sure we got the best they could afford. We went to private schools because the public school system was in a state of rapid decline. Because education wasn't considered a top priority in my community (a mirror of other Northern communities), teenage pregnancies, and early marriages were rife among girls and young boys resorted to thuggery, stealing, and substance abuse. It was particularly bad for the girls as they couldn't aspire to be more than a farmer's or a petty trader's wife.

As I grew older and began to pick an interest in education, my perspective about the issues I experienced in my community got clearer. I could see that there was a huge imbalance between myself and the mates I grew up with. I was educated and could contribute actively to my immediate environment. On the other hand, my mates were either drug addicts or thugs or pregnant, poor, and with a litany of children. I knew then that the major difference between me and them was that I had the opportunity to be educated. The others weren't so lucky. If every child is given the gift of a full education, we would have a different world. These young children, who grow into poor wives, baby-making machines, thugs, thieves, and drug addicts, would have a chance at a better life. Most would have the ability to create wealth, invent things, solve problems, and contribute to their immediate society.

With each passing day and different rural experiences, the link between perpetual poverty and illiteracy became more defined. The impact could be felt in the communities as their lack of knowledge was used by politicians to foster tribal discord, hate, and conflicts and incite these people into making electoral choices based on negative propaganda that cannot be queried by superior reasoning. Poor people cannot be disenfranchised in deciding who rules the nation but they are not even enlightened enough to understand the effects the actions of the people they elect have on them, their children, and their overall wellbeing. I pledged to myself that I would get rural communities educated, empowered, and liberated just as I was opportune to enjoy so that they can be responsible contributors to society.

Armed with a BA in Education (CRS), a Master's degree in Christian Education, and certified with the Teachers Registration Council of Nigeria, I gained vast experience working at all levels of education and school systems rising through the ranks from being an Assistant Class Teacher, Class Teacher, House Mistress, Hostel Administrator, School Administrator, School Manager and now a School Owner. After teaching in several schools, something remarkable happened that made me even more deliberate. I had accepted the role of a Hostel Administrator in one of the prestigious international schools in Abuja and eight months in, while planning the graduation for my girls, I realized that most of them already had admissions waiting for them in universities within and outside Nigeria. I became troubled at the thought that their peers from low-income families had the opposite experience. Bolstered especially by the memories of the children in my rural hometown, I decided not to wait for some grand way of achieving my dream, so I resigned. This decision birthed Community Outreach for Educational Change (COEC).

For children in rural and disadvantaged communities, COEC exists to create quality classroom experiences, intentional role modeling, change narratives, and ultimately champion educational best practices as a response to the fourth global Sustainable Development Goal (SDG 4). I believe that the most pivotal tool for the development of a people is the quality of education available to its members. This is why our approach to education and the interventions we have carried out over the years is community-based. It is even why we are so named – Community Outreach for Educational Change. Once we change the value system and mindset of a people, we set them on a path of self-awareness and growth which in turn affects the quality of their lives in the community and the global scene. How can they become active global citizens if and

when they are not armed with the necessary skills that give them a voice to become part of the conversation in solving local yet global problems?

And now, we are at the end of our first year and I lack the words to express my joy. In our commitment to taking quality education to the heart of underserved areas, we initiated several impactful programs at a rural public school. The Rural English Literacy Project was born out of the belief that literacy is the cornerstone of education. We aimed not just to teach English but to ignite a passion for language and learning among the students.

The Extreme Makeover: School Edition was more than a physical transformation. It was about creating an environment that inspires and nurtures young minds. The freshly painted and tiled classroom, along with learning materials, whiteboards, and even soccer balls, aimed to make the school a place where education is not only imparted but experienced.

Our Teacher Volunteer Network, comprised of seven dedicated educators, exemplifies the spirit of community and collaboration. Their voluntary contributions went beyond the classroom, reaching the hearts of the students and leaving an indelible mark on their educational journey.

The Book Club for Primary 6 Pupils was a gateway to a world of imagination and knowledge. Through this initiative, we sought to instill a love for reading, critical thinking, and curiosity, fostering skills that extend far beyond the classroom.

The establishment of a Free Public Library in the school was a celebration of accessibility to knowledge. By providing a resource hub within the community, we aimed to bridge gaps and make learning a shared experience.

Our commitment to holistic development was evident in the donation of school uniforms, sandals, and welfare packages for the dedicated school staff. We recognized that a positive teaching environment is crucial for nurturing the potential within each child.

As we look back on 2016, we see more than projects and initiatives. We see the collective impact of a community that believes in the power of education to change lives. We see the smiles of children eager to learn, the enthusiasm of volunteers shaping the future, and the collaborative efforts that define COEC.

Our journey is a testament to what can be achieved when individuals and communities come together with a shared vision. In the years to come, we aspire to build upon the foundations laid in 2016, expanding our reach, refining our programs, and continuing to be a catalyst for educational change.

Thank you for being an integral part of this transformative journey. Your support has been the driving force behind our accomplishments, and together, we look forward to a future where quality education is not a privilege but a right for every child.

With gratitude,



BONAT, Blessing Swanta,
Executive Director.



OUR 2016 ACTIVITIES

Rural English Literacy – REL Project

In 2016, Community Outreach for Educational Change (COEC) embarked on a transformative journey with the initiation of the Rural English Literacy Project. This project was designed with the fundamental belief that literacy serves as the cornerstone of education, empowering individuals and communities. The aim was not merely to teach English but to instill a lifelong love for language and learning among the students of a rural public school.

Objective: To address literacy challenges, COEC launched the Rural English Literacy Project to, enhance English literacy skills by helping rural school children develop foundational reading, writing, and communication skills; foster a love for language by empowering rural school children to cultivate an appreciation for the richness of the English language; and empower students for academic success by providing tools for academic success through improved English proficiency.

Implementation: A tailored curriculum was deployed to address the specific needs of students in the rural context. This curriculum focused on practical language skills that would be directly applicable to their daily lives and academic pursuits. Engaging and interactive learning methods were employed to capture the students' attention and make the learning experience enjoyable. Storytelling, songs, games, and group activities were incorporated to create a dynamic and participatory atmosphere. Recognizing the importance of context, the project integrated local stories, traditions, and examples into the curriculum. This approach aimed to make learning more relatable and meaningful for the students. Regular assessments were conducted to track progress and identify areas that required additional support. This allowed for targeted interventions to address specific learning needs.

Challenges: There was limited initial interest from some students due to unfamiliarity with English. Again, resource constraints posed challenges in providing individualized support to all students.

Lessons Learned: The ability to adapt teaching methods to suit the local context is crucial for engagement and understanding. Involving the community in the learning process fosters a supportive environment and reinforces the importance of education. Regular evaluation and adaptation of the curriculum are essential to meet the evolving needs of the students.

The Rural English Literacy Project stands as a testament to the transformative impact that targeted educational interventions can have on individuals and communities. COEC remains committed to the journey of educational change, one where literacy is not just a skill but a powerful tool for empowerment and progress.

REL QUICK FACTS

Thematic Area

Literacy

Schools Reached

7

School Children Reached

138

Impact

Improved Literacy Skills: Significant improvement in reading and writing skills among participating students. Enhanced ability to comprehend and express thoughts in English.

Increased Confidence: Boosted students' confidence in engaging with English-language materials. Greater willingness to participate in classroom activities and discussions.

Academic Progress: Positive correlation observed between participation in the Rural English Literacy Project and overall academic performance. Improved scores in English language assessments.

Community Engagement: Increased interest and participation from parents and community members in students' literacy development. Recognition of the value of English literacy in accessing broader educational opportunities.



REL PHOTO PROJECT BY ©SHANTEE'S LENS & JAWBU PHOTOGRAPHY

REL Book Club for P6

The Book Club for Primary 6 Pupils, initiated by Community Outreach for Educational Change (COEC) in 2016, represents a commitment to fostering a love for reading and expanding the horizons of knowledge among primary school pupils in underserved communities. This initiative sought to create a nurturing space where children could engage with literature, develop critical thinking skills, and cultivate a lifelong passion for learning.

Objectives:

Promote Literacy: Encourage and enhance literacy skills among Primary 6 pupils.

Cultivate a Love for Reading: Foster a love for reading and a curiosity for diverse literary genres.

Facilitate Critical Thinking: Engage students in discussions that stimulate critical thinking and analysis.

Implementation:

Selection of Reading Materials:

Curated a collection of diverse and age-appropriate books covering various genres and topics.

Book Club Sessions:

Regular Meetings: Conducted regular after-school book club sessions once every week, providing a platform for students to discuss and share their thoughts on the selected books. Meeting days were Wednesdays during the school term.

Facilitator Guidance: Facilitators, including teachers and volunteers, guided discussions, posed questions, and encouraged reflections to deepen understanding.

Activities and Projects:

Creative Projects: Engaged students in creative projects related to the books, such as art, storytelling, and drama, to enhance comprehension and creativity.

Book Reviews: Encouraged students to write and share book reviews, promoting communication skills and critical analysis.

Community Engagement:

Involvement of Parents: Involved parents in book club activities, fostering a collaborative approach to literacy development within the community.

Challenges: Limited access to a wide variety of books posed challenges in maintaining a diverse book collection.

Lessons Learned: Creativity and resourcefulness are key to maximizing the impact of literacy programs in resource-constrained environments. Involving parents in book club activities not only enriches the learning experience but also fosters community support.

Future Directions:

The success of the Book Club for Primary 6 Pupils in 2016 serves as a foundation for future literacy initiatives by COEC. The lessons learned will guide the expansion of similar programs, ensuring that a love for reading becomes an integral part of the educational journey for every child in underserved communities. As we move forward, COEC remains committed to creating vibrant learning experiences that go beyond the curriculum, instilling in children the joy of exploration and the empowerment that comes with knowledge.

BOOK CLUB QUICK FACTS

Thematic Area

Literacy

Schools Reached

1

School Children Reached

24

Impact

Improved Literacy Skills: Significant improvement in reading and writing skills among participating students. Enhanced ability to comprehend and express thoughts in English.

Increased Confidence: Boosted students' confidence in engaging with English-language materials. Greater willingness to participate in classroom activities and discussions.

Academic Progress: Positive correlation observed between participation in the Rural English Literacy Project and overall academic performance. Improved scores in English language assessments.

Community Engagement: Increased interest and participation from parents and community members in students' literacy development. Recognition of the value of English literacy in accessing broader educational opportunities.



Extreme Makeover: School Edition

Community Outreach for Educational Change (COEC) undertook the transformative "Extreme Makeover: School Edition" project at a rural public school. This initiative went beyond physical renovations; it aimed to create an enriched and inspiring learning environment by addressing infrastructure needs and providing essential learning materials. The project sought to uplift both the physical space and the educational experience for students in underserved communities.

Objectives:

Physical Transformation: Renovate and enhance the physical infrastructure of a designated classroom.

Provision of Learning Materials: Supply essential learning materials, including worksheets, stationery, whiteboards, and sports equipment.

Creation of a Conducive Learning Environment: Establish an atmosphere that fosters a love for learning and encourages student engagement.

Implementation:

Classroom Renovation:

Painting and Tiling: The designated classroom underwent a complete makeover with fresh paint and new tiles, creating a vibrant and clean space for learning.

Learning Materials Provision: Worksheets and Stationery: Provided students with necessary materials for interactive and hands-on learning experiences.

Whiteboard Installation: Installed whiteboards to facilitate interactive teaching methods and encourage student participation.

Sports Equipment: Supplied soccer balls to promote physical activity and team sports.

Infrastructure Enhancement: Pipe Borne Water Supply: Installed a pipe-borne water system for clean drinking water, improved hygiene and convenience.

Community Engagement: Involvement of Local Community: Engaged local community members in the renovation process, fostering a sense of ownership and pride.

Challenges: Limited resources posed challenges in fully meeting all infrastructure and material needs.

Lessons Learned: Involving the local community in the project not only maximizes resources but also fosters a stronger sense of community ownership. Adapting to resource constraints requires creative solutions and prioritization of essential needs.

Future Directions:

COEC aims to continue enhancing learning environments in underserved schools. The project demonstrated that physical improvements in educational spaces can significantly impact the educational experience for students and create a positive ripple effect in the community. COEC remains committed to the belief that every child, regardless of their circumstances, deserves access to a quality education within a nurturing environment. This initiative is not just about renovating classrooms; it is about transforming lives through the power of education and community collaboration. As we move forward, we carry the lessons learned and the spirit of positive change into the heart of every community we serve.

EMSE QUICK FACTS

Thematic Area

Conducive Learning Environments

Schools Reached

1

School Children Reached

381

Impact

Improved Learning Environment:

Enhanced Aesthetics: The physical transformation contributed to a more visually appealing and conducive learning space.

Positive Psychological Impact: Improved aesthetics positively impacted students' and teachers' attitudes toward the learning environment.

Increased Engagement:

Interactive Learning: The provision of learning materials and whiteboards facilitated interactive and dynamic teaching methods.

Sports and Recreation: Soccer balls promoted physical activity, teamwork, and recreational opportunities.

Hygiene and Convenience:

Improved Hygiene: The installation of a pipe-borne water system contributed to better hygiene practices among students and staff.

Community Pride:

Sense of Ownership: Involving the local community in the project created a sense of ownership and pride in the school's improved facilities.



Teacher Volunteer Network - TVN

The Teacher Volunteer Network (TVN) launched by Community Outreach for Educational Change (COEC) in 2016 stands as a testament to the power of community engagement in education. This initiative aimed to bridge gaps in teacher-student ratios, enhance the learning experience, and create a collaborative environment in a rural public school.

Objectives: Recognizing the importance of dedicated educators, COEC established the Teacher Volunteer Network to leverage the expertise of volunteers in improving teaching and learning experiences.

Supplement Teaching Staff: Enlist the support of qualified teachers and volunteers to supplement the existing teaching staff.

Provide Personalized Attention: Offer personalized attention to students, addressing individual learning needs.

Enhance Teaching and Learning Experience: Create a dynamic and enriched teaching and learning environment through the expertise of dedicated volunteers.

Implementation:

Recruitment of Teacher Volunteers:

Selection Criteria: Identified and selected seven volunteer teachers based on their expertise, commitment, and passion for community service.

Volunteer Orientation: Conducted an orientation program to familiarize volunteers with the school's context, curriculum, and community dynamics.

Role and Responsibilities:

Supplementary Teaching: Engaged volunteers in providing supplementary teaching sessions to students, focusing on specific subjects or topics as needed.

Individualized Support: Offered individualized support to students struggling with particular concepts or subjects, ensuring a tailored approach to learning.

Participation in School Activities: Encouraged volunteers to actively participate in school activities, fostering a sense of community and collaboration.

Continuous Professional Development:

Training Workshops: Organized training workshops to enhance the skills of both volunteer and regular teaching staff.

Feedback and Evaluation: Conducted regular feedback sessions and evaluations to ensure continuous improvement and alignment with the school's goals.

Challenges: Limited resources posed challenges in providing additional training and support for teacher volunteers.

Lessons Learned: Adaptability and creative use of available resources are essential for maximizing the impact of volunteer programs. Integrating teacher volunteers into the broader community fosters a collaborative learning environment.

Future Directions: The success of the Teacher Volunteer Network in 2016 has laid the groundwork for future partnerships leveraging the strengths of both volunteer and regular teaching staff to provide quality education to children in rural and underserved communities. As we move forward, the Teacher Volunteer Network will remain an integral part of COEC's mission to bring positive change to education. Thank you to our dedicated teacher volunteers for their invaluable contributions to the educational journey of these young minds.

TVN QUICK FACTS

Thematic Area

Teacher Quality

Schools Reached

1

School Children Reached

381

Impact

Improved Student-Teacher Ratios:

Personalized Attention: Students benefitted from smaller class sizes, allowing for more personalized attention and interaction with teachers.

Academic Progress:

Enhanced Learning Outcomes: Students under the guidance of teacher volunteers demonstrated improved academic performance and understanding of subject matter.

Community Engagement:

Positive Community Perception: The active involvement of teacher volunteers in community activities fostered a positive perception of the school within the local community.

Professional Development:

Skill Enhancement: Both volunteers and regular teaching staff reported enhanced teaching skills and improved professional development.



Free Public Library

The establishment of a Free Public Library in the rural public school by Community Outreach for Educational Change (COEC) in 2016 marked a significant step towards providing children in underserved communities with access to educational resources beyond the traditional classroom. This initiative aimed to create a space where students could explore the world of literature, expand their knowledge, and develop a habit of independent reading.

Objectives:

Promote Reading Culture: Cultivate a reading culture among students by providing free access to a diverse collection of books.

Expand Learning Beyond the Classroom: Extend educational resources beyond the classroom, offering students opportunities for self-directed learning.

Encourage Lifelong Learning: Foster a love for learning that extends beyond academic requirements, encouraging lifelong learning habits.

Prepare Pupils for Secondary School: Sharpen the critical thinking skills of pupils for independent and higher learning

Implementation:

Library Setup:

Book Collection: Curated a collection of books covering various genres, subjects, and reading levels to cater to the diverse interests and reading abilities of students.

Reading Spaces: Created comfortable and inviting reading spaces within the library to encourage students to spend time exploring books.

Library Activities:

Reading Sessions: Conducted regular reading sessions where

students could select books of interest and engage in independent reading.

Storytelling Sessions: Organized storytelling sessions to enhance language skills and spark creativity.

Community Involvement:

Engagement: Involved teachers and parents in library activities, encouraging them to support their children's reading habits at home.

Challenges: Constraints in space and resources posed challenges in expanding the library collection and accommodating a growing number of students.

Lessons Learned: Maximizing the impact of the library with limited resources requires creative solutions and strategic planning. Engaging teachers, parents and the community is crucial for the sustainability and success of community-based initiatives.

Future Directions:

COEC remains committed to expanding library services, exploring partnerships, and overcoming challenges to provide an enriching and accessible learning environment for every child. As we look ahead, the Free Public Library stands as a symbol of the transformative power of education and the boundless potential that lies within the pages of a book.

QUICK FACTS

Thematic Area

Reading for Lifelong Learning

Schools Reached

1

School Children Reached

381

Impact

Increased Reading Interest:

Growing Borrower Numbers: A steady increase in the number of students borrowing books indicated a growing interest in reading.

Improved Language Skills:

Enhanced Language Proficiency: Regular library activities contributed to improved language skills, vocabulary, and comprehension among students.

Community Engagement:

Positive Community Response: The involvement of parents and community members in library events fostered a positive community response to the initiative.

Holistic Learning:

Broadened Educational Horizons: The library became a hub for holistic learning, providing resources beyond the academic curriculum.



Donation of School Uniforms and Sandals

The provision of school uniforms and sandals by Community Outreach for Educational Change (COEC) in 2016 played a crucial role in addressing the socio-economic barriers to education faced by children in underserved communities. This initiative aimed to enhance students' access to education by alleviating the financial burden on families and promoting a sense of equality and dignity among students.

Objectives:

Remove Financial Barriers: Alleviate the financial burden on families by providing school uniforms and sandals free of charge.

Promote Equality: Foster a sense of equality among students, eliminating disparities based on economic circumstances.

Enhance School Attendance: Encourage regular school attendance by ensuring that students have the necessary attire.

Implementation:

Needs Assessment:

Identification of Beneficiaries: Conducted a needs assessment to identify students and families facing challenges in acquiring school uniforms and sandals.

Procurement and Distribution:

Uniform and Sandals Selection: Procured school uniforms and sandals of appropriate sizes, ensuring quality and durability.

Distribution Events: Organized distribution event within the community to distribute the uniforms and sandals to 20 identified beneficiaries. Donated uniforms and sandals to 20 students, promoting a sense of identity and pride. Alleviated financial burdens on parents and encouraged school attendance.

Challenges: Resource constraints posed challenges in extending the initiative to cover a larger number of beneficiaries.

Lessons Learned: Implementing a targeted approach based on needs assessments helps maximize the impact of limited resources.

Future Directions:

As we look to the future, the School Uniforms and Sandals Donation initiative remains a cornerstone of COEC's mission to make quality education accessible to every child, regardless of their economic circumstances.

Thank you to everyone who contributed to the success of this initiative.

QUICK FACTS

Thematic Area
Student Welfare

Schools Reached
1

School Children Reached
20

Impact

Enhanced Sense of Belonging:

Promoted Sense of Equality: Students felt a sense of equality, contributing to a positive and inclusive school environment.

Community Support:

Positive Community Feedback: Received positive feedback from the community, indicating appreciation for the initiative's positive impact.

Dignity and Confidence:

Boosted Student Confidence: Students reported increased confidence and a sense of dignity when attending school in their new uniforms.



Field Trip to Spelling Bee Event

The field trip organized by Community Outreach for Educational Change (COEC) in 2016, where two students and a teacher were taken to witness a spelling bee event in another state, was a unique initiative designed to broaden the educational experiences of participants. This endeavor aimed to expose students to a competitive and intellectually stimulating environment, fostering a love for learning and encouraging the development of essential language and communication skills.

Objectives:

Exposure to Academic Competitions: Provide students with exposure to academic competitions beyond the local school environment.

Encourage Linguistic Skills: Encourage the development of linguistic skills, spelling proficiency, and effective communication.

Inspire a Love for Learning: Inspire students to embrace learning as a lifelong journey by showcasing the rewards of academic excellence.

Implementation:

Selection of Participants:

Identifying Enthusiastic Participants: Two pupils who came 1st position in their respective grade levels and who also have a keen interest in language and literacy, alongside the school's English Teacher were identified and chosen as beneficiaries.

Logistics and Planning:

Travel Arrangements: Arranged transportation and accommodation for the participants to ensure a comfortable and secure journey.

Itinerary Planning: Developed a comprehensive itinerary that included attendance at the spelling bee event, interaction with participants, and exploration of the host city.

Participation in the Spelling Bee Event:

Observation and Learning: Participants observed the spelling bee event, witnessing the competition, and learning from the strategies employed by other students.

Networking: Facilitated networking opportunities for the students, encouraging them to interact with participants from diverse backgrounds.

Reflection and Debriefing:

Post-Event Discussions: Conducted post-event discussions with the students and the accompanying teacher to reflect on the experience and its impact. The students narrated their experience to the school community during general assembly and the teacher organized a Spelling Bee competition in the school for the first time ever and it was a great success.

Challenges: Resource constraints posed challenges in organizing similar experiences for a larger number of students.

Lessons Learned: Creative planning and strategic use of available resources can maximize the impact of educational experiences, even with limited funding. Long-term planning is essential for organizing successful and impactful field trips, ensuring a seamless and enriching experience for participants.

Future Directions:

The field trip paved the way for future initiatives aimed at providing students with diverse and enriching educational experiences. COEC remains committed to expanding such opportunities, promoting holistic development, and fostering a love for learning among children in underserved communities.

QUICK FACTS

Thematic Area

Extra-Curricular Exposure

Schools Reached

1

School Children Reached

381

Impact

Academic Inspiration:

Motivation for Academic Excellence: The experience served as a source of motivation for students, inspiring them to strive for academic excellence.

Language and Communication Skills:

Enhanced Linguistic Skills: Exposure to the spelling bee event contributed to the enhancement of linguistic skills, spelling proficiency, and effective communication.

Cultural Exposure:

Broadened Perspectives: The field trip provided cultural exposure and broadened the perspectives of participants, fostering a sense of curiosity and open-mindedness.

Teacher Professional Development:

Enriched Teaching Practices: The accompanying teacher gained insights into effective teaching practices by observing the competition and interacting with educators from other regions.



Children's Day Event

The Children's Day event in 2016, organized by Community Outreach for Educational Change (COEC), marked a vibrant and culturally rich celebration that showcased the talents and creativity of students from the rural public school where COEC initiated its activities. This event aimed to provide students with a platform to express themselves, celebrate their cultural heritage, and actively participate in the commemoration of Children's Day.

Objectives:

Cultural Expression: Allow students to express their cultural identity through various activities.

Skill Development: Provide students with opportunities to develop and showcase their talents in news casting and cultural dance.

Community Engagement: Foster community engagement by involving parents, teachers, and local residents in the celebration.

Implementation:

Preparation and Training:

News Casting Preparation: Students underwent training and preparation sessions to learn the basics of news casting.

Cultural Dance Rehearsals: Rehearsals were conducted for the cultural dance performance, ensuring coordination and cultural authenticity.

News Casting and Cultural Dance Presentation:

News Casting Segment: Students actively participated in the news casting segment, taking on roles as news anchors and reporters.

Cultural Dance Performance: The cultural dance presentation showcased the diversity of Nigerian culture, incorporating traditional dance forms and attire.

Community Involvement:

Parent and Teacher Participation: Parents and teachers actively participated in supporting and encouraging students during the event.

Local Residents Attendance: The event attracted local residents, creating a sense of community participation and support.

Challenges: Limited resources posed challenges in organizing and managing certain aspects of the event.

Lessons Learned: Despite constraints, the event highlighted the importance of optimizing available resources for maximum impact. The event emphasized the significance of community engagement strategies to enhance the success of future initiatives.

Future Directions:

The success of the Children's Day event in 2016 has inspired COEC to continue fostering a holistic approach to education, incorporating cultural celebrations and talent development into its programs. Moving forward, COEC remains committed to providing platforms for students to express themselves, celebrate their cultural heritage, and build essential life skills.

Thank you to all who contributed to the success of the Children's Day event, making it a memorable and impactful occasion for the students and the entire community.

QUICK FACTS

Thematic Area

Extra-Curricular Exposure

Schools Reached

13

School Children Reached

613

Impact

Student Empowerment:

Confidence Building: Participation in news casting and cultural dance empowered students, building their confidence and public speaking skills.

Cultural Appreciation:

Celebration of Diversity: The event promoted an appreciation for the rich cultural diversity within the community, fostering unity and understanding.

Community Cohesion:

Community Bonding: The Children's Day event served as a platform for community members to come together, fostering a sense of unity and collaboration.

Skill Enhancement:

Media and Performance Skills: Students developed media and performance skills through the news casting and cultural dance activities, enhancing their overall skill set.





**IMPACT ON THE
SCHOOL
COMMUNITY**

Impact on the School Community

The implementation of the Rural English Literacy Project has resulted in a noticeable improvement in language proficiency among students. Regular literacy activities and targeted interventions have contributed to enhanced reading, writing, and communication skills. The project has fostered a love for reading, with students actively engaging in reading sessions and developing a habit of independent reading. The library, a key component of the literacy project, has become a hub for exploration and discovery.

The physical transformation brought about by the Extreme Makeover: School Edition has positively impacted the learning environment. A revitalized and aesthetically pleasing classroom, equipped with learning materials, has created an atmosphere conducive to learning and creativity. The makeover has instilled a sense of pride within the community, showcasing the potential for positive change through collaborative efforts. Students and teachers alike now have an improved space that reflects the value placed on education.

The engagement of seven teachers as volunteers through the Teacher Volunteer Network has enriched teaching practices within the school. The exchange of ideas and collaborative efforts have created a supportive professional environment. The close interaction between volunteer teachers and students has fostered meaningful relationships, creating a supportive and nurturing learning environment.

The Book Club for Primary 6 Pupils has provided students with additional academic enrichment opportunities, expanding their knowledge beyond the standard curriculum. Through book discussions and related activities, students have developed critical thinking skills, analytical abilities, and a broader perspective on various subjects.

The Free Public Library has evolved into a community learning hub, not only benefiting students but also attracting parents and community members. It serves as a resource center for continuous learning and community engagement. The availability of diverse reading materials has contributed to the promotion of lifelong learning, encouraging individuals of all ages to explore new topics and expand their knowledge.

The donation of school uniforms and sandals has positively impacted school attendance, eliminating economic barriers that may have hindered some students from regularly attending classes. The initiative has fostered a sense of equality among students, promoting inclusivity and reducing socio-economic disparities within the school community.

The field trip to witness a spelling bee event has inspired students academically, motivating them to set higher educational goals and strive for excellence. The exposure to an academic competition beyond their immediate environment has broadened the perspectives of the students, encouraging curiosity and a desire for intellectual growth.

QUICK FACTS

Thematic Areas

Literacy
Conducive Learning Environments
Teacher Quality
Reading for Lifelong Learning
Student Welfare
Extra-Curricular Exposure

Schools Reached

20

School Children Reached

994

Teachers Reached

13

Impact

Improved Language Proficiency
Cultivated a Love for Reading
Transformed Learning Environment
Community Pride
Enriched Teaching Practices
Enhanced Student-Teacher Relationships
Academic Enrichment
Improved Critical Thinking
Community Learning Hub
Lifelong Learning
Improved School Attendance
Fostering a Sense of Equality
Academic Inspiration
Broader Perspectives

Looking Ahead:

The initiation of multiple educational programs by Community Outreach for Educational Change (COEC) this year has significantly transformed the school community, bringing about positive changes in various aspects. The holistic approach to education, encompassing literacy, infrastructure development, community engagement, and exposure to diverse experiences, has left a lasting impact on the students, teachers, and the broader community.

The cumulative impact of COEC's initiatives in 2016 extends beyond academic achievements. It encompasses improved infrastructure, enhanced learning experiences, community engagement, and the cultivation of a positive and supportive educational ecosystem. The commitment to quality education has set in motion a transformative journey for the school community, laying the foundation for continued growth and success.

As we reflect on the achievements of 2016, COEC is poised to build on these foundations and expand its reach in the coming years. The success of the initiatives undertaken at the rural public school serves as a testament to the potential for positive change, and COEC remains dedicated to the mission of transforming education in Nigeria's underserved communities.

COEC expresses gratitude to everyone who contributed to the realization of these initiatives and looks forward to building on these successes in the pursuit of educational excellence for underserved communities.

2016 was a year of significant progress and impact for COEC. The organization looks forward to continued collaboration with communities, educators, and partners to create a brighter and more equitable future through education.

**COEC Nigeria is working to ensure that every child gets quality education irrespective of social class and location.
Every Child Should Learn. Location is no Barrier!**