

## Assessment of the Implementation of Eko Excel in Teaching and Learning at the Basic School Level in Nigeria

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**Abstract:** This study evaluated an assessment of the implementation of Eko Excel in teaching and learning at the basic school level in Lagos State, Nigeria, which included teachers who had received Eko Excel training and were utilizing tablets in their classrooms. The research population included all teachers from five public primary schools in the Kosofe Local Government Education Authority (LGEA) who received Eko Excel training and used the tablet for teaching and learning in their classrooms. The sample comprises five schools in the Kosofe Local Government Education Authority (LGEA) in Lagos State, and the sampling methodology employed is purposive sampling. A random method was employed to pick 100 teachers. The study is a descriptive survey using structured questionnaire forms. Data from the study were analyzed using tables, basic percentages, and bar charts. The study found that teachers appreciated the government's innovation because it reduces the stress of writing notes, aids in the assessment of the implementation of Eko Excel in teaching and learning at the basic school level in Lagos State, promotes self-thinking, and exposes students to global events. The research also found that the tablet is teacher-centered.

**Keywords:** *Assessment, Eko Excel Tablet, Educational technology, Teaching, Learning*

**Introduction:** Globalization in the twenty-first century necessitated creating high-quality pupils with the necessary abilities and competencies to deal with appropriate teaching and learning to produce effective learning outcomes. A country's potential to grow and thrive is determined by the quality and efficacy of its education system, which is a critical pillar of societal progress. Lagos State, one of Nigeria's most populous and economically significant states, has long recognized the importance of education in encouraging human capital development, economic progress, and social harmony. However, Lagos' educational system faced serious challenges, as did those in many other parts of the country. The state's educational growth was hindered by several urgent issues, including overcrowded classrooms, inadequate teaching and learning resources, teacher incompetence, and falling learning results [2]. Lagos State, the administration initiated the Eko Excel program as a comprehensive project to revolutionize teaching and learning at the basic school level, realizing the importance of education in the state [2].

Under the innovative leadership of Governor Babajide Sanwo-Olu, the Lagos State Government has responded to these difficulties by launching the Eko Excel initiative, which aims to rejuvenate and reposition the state's basic education system. Eko Excel is a multifaceted program that includes several tactics and interventions to empower educators, create a positive learning atmosphere, and give pupils the tools they need to succeed in school and life [5]. The Eko Excel program's justification comes from the need to give every kid in Lagos State access to a top-notch education that would equip them for the possibilities and difficulties of today's society. This use of technology initiative aims to foster a culture of ongoing teaching and learning improvement in addition to addressing the system's current shortcomings [9].

The utilization of technology, such as Eko Excel Tablets, has the potential to increase academic attainment among basic pupils in Lagos State. This inspired the Lagos State Government in December 2019 to launch Eko Excel, an acronym for Excellence in Child Education and Learning, as a model. The purpose of this project is to reposition state public primary schools and improve teaching methods for the twenty-first century. Similarly, it plans to transform all government primary schools by providing teachers with cutting-edge technology. It aims to improve teachers' approaches by enhancing how they present content, regulate classroom behaviour, and manage classroom disruption. Since 2020, the Lagos State Universal Basic Education Board (LASUBEB) has trained over 4000 teachers from more than 1,017 public primary schools to develop a highly skilled and capable workforce. This has been done in partnership with Bridge International and its technical partner [6].

It was further stated that Eko Excel aims to boost faith in the state public education system by generating more talented teachers through training, support, and motivation to succeed in their classrooms. This is believed to improve learners' performance. governments at all levels have launched several initiatives over the years to reverse the trend and draw more students to public schools. The Lagos State Government's new scheme, Excellence in Child Education and Learning (Eko Excel) has been hailed as a step in the right direction. Teachers are the foundation of successful learning. The introduction of new training models to support and empower them will have an impact on the achievement of both pupils and teachers. Eko Excel training is provided

**Article history:**

Received 30 April 2024

Received in revised form 17 September 2024

Accepted 08 October 2024

Available online 01 November 2024

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both upfront and on-the-job throughout the year. A vital component is an improved approach for teachers. It also allows teachers to improve their skills in assisting children in learning in a favourable setting, resulting in increased pupil enrolment across the state. Leveraging technology allows teachers and principals to be more effective. In addition, they receive in-person and continuing coaching support. 1017 head teachers get one-on-one coaching and support.

As Lagos strives to become Africa's 21st-century economy, a significant investment in basic education is essential to produce the quality workforce of the future. "Eko Excel is a new Edu-Tech-infused approach to primary school teaching and learning. This has elevated Lagos State's educational system to the point that her students may confidently compete with their peers from around the world. This is a significant step for Lagos State and the Lagos State Universal Basic Education Board (LASUBEB). The Eko Excel are numerous, such as teachers being empowered and made capable of delivering at the same level as their counterparts around the world, and there is on-the-ground strong continuous support that encourages improvement in teachers and students, allowing them to accelerate reading and literacy skills to compete with their peers worldwide. Furthermore, teachers have grown more professional and technologically knowledgeable in their employment, as well as more adept at assisting students in learning in a pleasant environment. However, before introducing the Eko Excel tablets to the teachers, they were faced with the challenges of how to handle the tablet and ways of transitioning to a technology-driven classroom from their traditional approach to teaching. There was an improvement in how to make the classroom technology on the part of the teachers after the training. Furthermore, LASUBEB and other governing bodies will have enough data to make required academic modifications and infrastructural improvements across schools and other areas. According to data from the State Universal Basic Education Board (SUBEB), nearly 18,000 head teachers and teachers have transitioned from analog to digital instruction, utilizing tablets and revised curriculums. The project has included more than 14,000 primary school teachers from 1,017 public elementary schools. The intervention has also improved uniformity and adherence to the curriculum. Teachers' iPads are equipped with lessons and information for effective monitoring and consistency across all Lagos state primary schools [6].

All of this would not have been feasible without Governor Sanwo-Olu's commitment to education development, as well as the assistance of a tried-and-true Nigerian technical partner. Sanwo-Olu has invested heavily in education, allocating N171.6 billion (or 12.3%) of the whole N1.38 trillion 2022 budget to it. It is not a waste of money, as verified facts and data continue to demonstrate. Even global and national bodies and individuals appreciate the amazing characteristics of Eko Excel, which was recognized at the global 2021 Education Alliance Symposium in the United States. Fundamentally, Eko Excel entails providing necessary instructional materials, extensive professional development and teacher training, incorporating technology into the classroom, and implementing strict monitoring and assessment procedures to ensure teachers are held accountable and progress is tracked. Together, these factors create a complete approach to educational reform, which has the potential to drastically change Lagos State's educational system [10]. Several complicated hurdles, including those related to educational quality, teacher capacity, technological integration, monitoring and evaluation, equity, sustainability, community engagement, and data availability, impede Lagos State's basic school implementation of the Eko Excel program. These difficulties must be rectified for the program to achieve its stated goals of increasing educational outcomes and providing every child in Lagos State with a high-quality education [11]. This study aims to investigate these difficulties and make recommendations for improving and expanding the Eko Excel program. The primary goal of this research is to evaluate the use of Eko Excel in teaching and learning at the basic school level in Lagos State. The study specifically assesses the impact of Eko Excel on student learning outcomes, evaluates the effectiveness of teacher training and professional development programs, examines the use of technology and digital resources in the classroom, investigates infrastructure improvements in basic schools, identifies challenges and obstacles in the implementation of the Eko Excel programme and makes recommendations for improving the program's effectiveness.

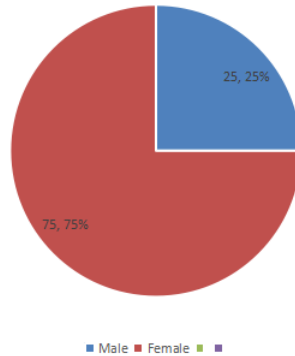
**Research Questions:** To achieve the purpose of this study, the following research questions were addressed:

1. How have Eko Excel's teacher training and professional development programmes helped educators in participating schools improve their capacity and pedagogical skills?
2. How much technology has been included in the Eko Excel schools' teaching and learning process, and how has this affected student involvement and learning outcomes?
3. How are the teaching and learning resources, such as textbooks, teaching aids, and classroom facilities distributed and used in participating schools?
4. What challenges were experienced throughout the implementation of Eko Excel, and what factors contributed to its success in improving education in Lagos?

**Method:** The study used a descriptive survey approach to evaluate the use of the Eko Excel tablet in teaching and learning at the basic school level in Lagos State. The research population included all teachers from five public primary schools in the Kosofe Local Government Education Authority (LGEA) who received Eko Excel training and used the tablet for teaching and learning in their classrooms. The sample comprises five schools in the Kosofe Local Government Education Authority (LGEA) in Area, Lagos State, and the sampling methodology employed is purposive sampling. A random method was employed to pick 100 teachers. Conducting a larger-scale study may not be feasible due to resource constraints, such as time, budget, or access to participants. Given these limitations, a sample size of 100 teachers provides a reasonable balance between representativeness and feasibility. The respondents' questionnaire consists of four components. The first section inquired about the respondents' social

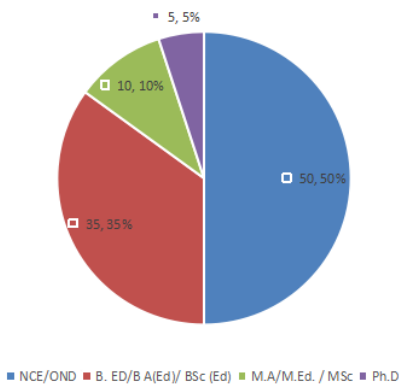
and demographic information, such as age, gender, level of education, rank, and duration of service; the second section asked if utilizing the tablet made it easier for them to take attendance immediately following the morning assembly. The third component examined respondents' competency and obstacles in using the technological hand-held device in their classrooms, while the fourth section determined their attitude toward using this new technological innovation in their classrooms. The study was conducted by ethical standards. The instrument used a 4-Likert scale, with options ranging from "Strongly Agree" (SA), "Agree" (A), "Strongly Disagree" (SD), and "Disagree" (D). To confirm the instrument's validity, professionals in measuring and evaluation reviewed it. The instrument received the necessary modifications. Cronbach Alfa yielded a dependability index of 0.87. The acquired data was examined using simple frequency counts and percentages. Each table will include detailed explanations to support respondents' positions on each research question.

**Results:** This chapter explains the results of the analysis of the data collected as well as discusses the findings of the results. A total of 100 teachers in 40 public primary schools across Kosofe Local Government Education Authority (LGEA), Lagos State was selected for this study, through distribution questionnaires. The following were the findings of the study.



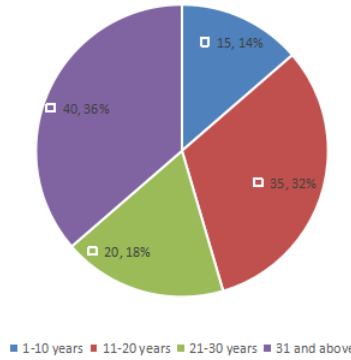
**Fig. 1:** Distribution of Respondents based on Gender.

Figure 1 shows that 25 (25%) of the respondents were male while 75 (75%) of the respondents were female.



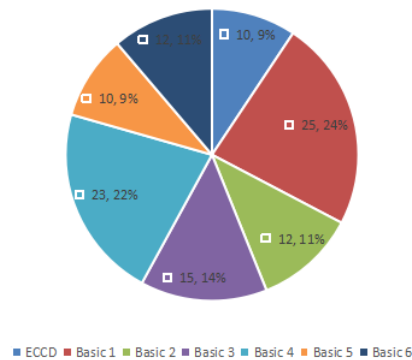
**Fig. 2:** Distribution of Respondents Based on Qualifications.

Figure 2 shows that 50 (50%) of the respondent's qualifications were NCE/OND, and 35 (35%) of the respondent's qualifications were B. ED/B A(Ed)/ B.Sc. (Ed), 10 (10%) of the respondent qualification were M.A/M.Ed. / MSc, while 5 (5%) respondent qualifications were Ph.D.



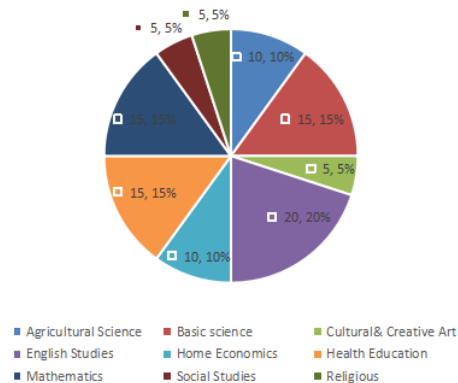
**Fig. 3:** Distribution of Respondents Based on Working Experience.

Figure 3 shows that 15 (14%) of the respondents' working experience was between 1-10 years, 35 (32%) of the respondents' working experience was between 11-20 years, 20 (18%) of the respondents' working experience was between 21-30 years, while 40 (36%) respondents working experience was between 31 and above.



**Fig. 4:** Distribution of Respondents Based on Class Taught.

Figure 4 shows that 10 (9%) of the respondents taught ECCD, 25 (24%) of the respondents taught basic 1, 12 (11%) of the respondents taught basic 2, 15 (14%) respondents taught basic 3, 23 (22%) respondents taught basic 4, 10 (9%) respondents taught basic 5, while 12 (11%) respondents taught basic 6.



**Fig. 5:** Distribution of Respondents Based on Subject Taught.

Figure 5 shows that 10 (10%) of the respondents taught agricultural science, 15 (15%) of the respondents taught basic science, 5 (5%) of the respondents taught culture & art, 20 (20%) respondents taught English studies, 10 (10%) respondents taught home economics, 15 (15%) respondents taught health education, 15 (15%) respondents taught mathematics, 5 (5%) respondents taught social studies, while 5 (5%) respondents taught religious.

**Research Question 1:** How have Eko Excel's teacher training and professional development programmes helped educators in participating schools improve their capacity and pedagogical skills?

**Table 1:** Teacher Training and Professional Development in Eko Excel.

Items	Strongly agree	Agree	Disagree	Strongly disagree
Teachers must be equipped with 21 <sup>st</sup> -century skills so that they can deliver standardized learning to pupils in line with global standards in public primary schools in the state.	60(60%)	40(40%)	-	-
By keeping up with new ideas and developments, teachers who participate in professional activities will be able to advance both their own and the school's professional development, which will ultimately improve teaching and learning.	55(35%)	30(30%)	5(5%)	10(10%)
To allow people to become leaders via mastery of their subject topics, teachers must constantly be knowledgeable and competent in their delivery of the material.	60(60%)	25(25%)	5(5%)	10(10%)
To design and execute lessons effectively, teachers must possess a solid understanding of the material they are teaching as well as the ability to choose relevant and sufficient data.	35(35%)	30(30%)	20(20%)	15(15%)
Teachers who participate in professional development programs will gain information and skills that will help them improve their careers and increase productivity in the classroom.	55(55%)	25(25%)	10(10%)	10(10%)
Teachers differ from one another in terms of their instructional obligations due to a mix of their personalities, talents, and intellectual or ethical strengths.	45(45%)	25(25%)	10(10%)	20(20%)

As shown in Table 1, all respondents (100%) were fully aware of the requirement for teachers to have 21st-century abilities to deliver standardized instruction to pupils in the state's public primary schools. 85% strongly agreed that teachers' participation in professional activities will keep them up to date on new knowledge and innovations that will encourage both their professional and the school's development, thereby greatly increasing teaching and learning; 85% strongly agreed that teachers must constantly be proficient and competent in topic delivery to be leaders via knowledge of their subject matters; and 65% claimed that instructors possess this ability. 80% of respondents believe that professional development will help teachers achieve the information and skills they need to progress their careers. However, 70% of respondents said that teachers' features were a combination of unique characteristics, character traits, and moral or intellectual fortitude that distinguished them from one another in terms of their responsibilities as teachers.

**Research Question 2:** How much technology has been included in the Eko Excel schools' teaching and learning process, and how has this affected student involvement and learning outcomes?

**Table 2:** Use of Technology in Eko Excel.

Items	Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers are the most important determinant element in students' ability to master 21st-century skills such as creativity, communication, cooperation, and critical thinking.	60(60%)	40(40%)	0(0%)	0(0%)
The technological advancements of the 21st century have revolutionized human behaviour in all spheres of life through the way they think, work, or live always be ready to carry out the teaching of students.	50(50%)	30(30%)	10(10%)	10(10%)
Excellent teacher preparation and readiness is a prerequisite for effective teaching as it has a positive and significant effect on students' achievement	50(50%)	40(40%)	5(5%)	5(5%)
ICT is not a replacement tool for quality teaching or teachers but is regarded as an add-on-supplement needed for better teaching and learning.	40(40%)	25(25%)	15(15%)	20(20%)
As the largest ever eLearning effort in Africa, EKO EXCEL is harnessing transformative technology in schools through this programme.	55(35%)	20(20%)	10(30%)	15(15%)
Teachers as implementers of the curriculum must be trained on this innovation to achieve its objectives in the classrooms.	55(55%)	45(45%)	-	-

Table 2 shows that (100%) of the respondents reported that teachers are the most important determinant element in students' ability to master 21st-century skills such as creativity, communication, cooperation, and critical thinking, (80%) strongly agreed that The technological advancements of the 21st century have revolutionized human behaviour in all spheres of life through the way they think, work, or live always be ready to carry out the teaching of students, (90%) (65%) responded that ICT is not a substitute tool for quality teaching or teachers, but rather an add-on supplement required for better teaching and learning. 75 per cent reported that as Africa's largest e-Learning effort, Eko Excel is leveraging transformative technology in schools through this program, while (100%) of respondents stated that teachers, as curriculum implementers, must be trained on this innovation to achieve its goals in the classroom.

**Research Question 3:** How are the teaching and learning resources, such as textbooks, teaching aids, and classroom facilities distributed and used in participating schools?

**Table 3:** Infrastructure Improvement in Basic Schools.

Items	Strongly Agree	Agree	Disagree	Strongly Disagree
Students' motivation to study is greatly enhanced by the physical amenities provided in the classroom.	55(55%)	20(20%)	10(10%)	15(15%)
Physical amenities necessary for students' successful learning and academic achievement don't seem to be available in enough of our public elementary schools these days.	65(65%)	30(30%)	3(3%)	2(2%)
Physical resources are made available to instructors in the educational system, which improves their effectiveness.	70(70%)	25(25%)	5(5%)	-
For more effective and efficient school administration and improved academic achievement, it is crucial to provide and maintain physical infrastructure such as buildings, labs, libraries, furniture, equipment, etc.	50(50%)	35(35%)	5(5%)	10(10%)
In a school system, educational facilities are the primary element influencing academic success.	50(50%)	28(28%)	10(10%)	12(12%)
It may not be possible to provide effective education and learning without these resources.	55(55%)	40(40%)	2(2%)	3(3%)

Table 3 shows that 75% of respondents felt that having physical facilities in the classroom helps to motivate students to learn; 95% strongly agreed that there aren't enough physical facilities in today's public secondary schools for students' effective learning and academic performance; 95% strongly agreed that having physical materials available in the classroom improves teachers' job performance; and 85% said that having and maintaining physical facilities like building.

**Research Question 4:** What challenges were experienced throughout the implementation of Eko Excel, and what factors contributed to its success in improving education in Lagos?

**Table 4:** Challenges in Educational Program Implementation.

Items	Strongly Agree	Agree	Disagree	Strongly Disagree
The inadequate fiscal allocation for education prevents the numerous educational initiatives in the educational sector from being implemented.	45(45%)	37(37%)	13(13%)	5(5%)
The execution of language programs at schools, including federal government universities, is impacted by the shortage of qualified instructors.	40(40%)	33(33%)	17(17%)	10(10%)
Instructors are inadequate in number, horribly undertrained, overworked, and badly motivated.	55(55%)	45(35%)	-	-
One of the main obstacles to Nigeria's educational policy being implemented is the lack of qualified instructors.	50(50%)	45(45%)	2(2%)	3(3%)
Another issue obstructing Nigeria's educational plans from being fully implemented is institutional corruption.	45(40%)	38(30%)	7(7%)	10(10%)
Nigeria has been seeing very little progress despite rampant corruption.	60(60%)	40(40%)	-	-

Table 4 shows that most respondents (82%) believe that the budgetary allocation for education is insufficient to adequately support the execution of various educational initiatives within the sector. Furthermore, 73% strongly agreed that a lack of qualified teachers considerably impedes the implementation of language programs in schools, especially federal government universities. A unified 100% of respondents strongly agreed that teachers suffer challenges of low motivation, insufficient training, high workloads, uneven distribution, and a clear lack of numbers. Furthermore, 95% of respondents identified the shortage of professional instructors as a significant obstacle in the execution of educational programmes in Nigeria. 83% of respondents regarded institutional corruption as another major impediment to the country's comprehensive execution of educational policies. Finally, the study indicated that 100% of respondents feel Nigeria is experiencing unsatisfactory development due to widespread corruption.

**Discussions:** The study examined an assessment of the implementation of the Eko Excel tablet in teaching and learning at the basic school level in Lagos State. Based on the data generated from the questionnaire distributed, detailed explanations were provided on each figure and table to justify the stand of the respondents regarding each research question. The results revealed that teachers must be equipped with 21st-century skills so that they can deliver standardized learning to pupils in line with global standards in public primary schools in the state. The finding of this study also agreed with that of [4] that teachers who participated in job-embedded professional development activities, such as coaching or mentoring, teacher networks, and action research, were likely to have higher perceptions of self-efficacy.

Consequently, the findings aligned with the [3], that the continuous professional training for teachers which exposes them regularly is espoused in section 96 of the 6th edition of the FRN, 2013. According to this policy, the professional training of teachers comprises two components: pre-service and in-service training. The pre-service training prepares would-be teachers for varying ideas of teaching and learning and the material of different subject areas depending on the area of each teacher, while the in-service involves the professional training they meet on the job. Also, research further found that Teachers are the most crucial determining aspect in students' capacity to master 21st-century abilities such as creativity, communication, teamwork, and critical

thinking. This corroborates with the research by [8], that teachers play a significant role in defining the results of 21st-century learning outcomes because of their perception and grasp of innovation in education that affects their actions, choices, and practice in the classroom. Therefore, instructors are the most crucial determining factor in students' capacity to acquire 21st-century abilities such as creativity, communication, collaboration, and critical thinking. The findings further suggest that great teacher preparation and preparedness is a necessity for successful teaching since it has a favourable and substantial influence on students' performance. This aligns with the study of [7], claiming that teachers appreciate the government for the innovation as it reduces the stress of writing notes, and helps students in their self-thinking and exposure to happenings around the world. The findings further indicated that Physical amenities in the school environment go a long way to stimulate pupils to study. This corresponds with the results of [1], who underlined the relevance of the provision of physical infrastructure. They stressed that the availability of these resources is highly significant to establishing efficacy in instructional delivery and monitoring in the educational system. They further buttressed the notion that the non-availability of basic amenities such as classrooms, office accommodation, workshops, athletic facilities, labs, library et cetera which is being experienced in secondary schools is a perfect representation of what happens in the university system.

**Conclusion:** The study investigated how Eko Excel was used in Lagos State, Nigeria, basic schools for instruction and learning. The results show that Eko-Excel's implementation has improved the state's public basic schools' use of information and communication technology (ICT) by bringing in new teaching and learning strategies. There has been a noticeable decrease in the stress related to drafting class notes, and teachers are now more knowledgeable in their subject areas. The study also emphasizes how, particularly in this digital age, integrating technology into the classroom environment promotes a healthy rapport between educators and students while also helping students develop their critical thinking abilities. Nonetheless, the study found that using the Eko Excel tablet presents a few difficulties. Notably, the methodology favours teacher-centered learning over student-centered learning, which may have an impact on the quality of education. Technical problems have also been reported, including connectivity issues and power outages that affect the tablet's operation when it is not fully charged. These difficulties highlight the necessity of the government to continue evaluations and possible modifications in the application of Eko Excel to maximize its advantages in the educational setting.

### Recommendations

Based on the findings of this study, the following recommendations were made:

1. The government should provide comprehensive training programs for teachers to effectively use Eko Excel in the classroom.
2. The government should ensure that basic schools have the necessary technological infrastructure, including access to computers, internet connectivity and relevant software.
3. There should be accessibility for all learners, including those with special needs, to ensure equitable participation.
4. The government should educate the parents about the benefits of Eko Excel and how they can support their children's learning through the program.
5. The government should implement a robust data collection system to monitor pupils' performance, teacher engagement, and program effectiveness.
6. There should be a system for regular program monitoring and quality assurance to ensure consistent implementation across schools.
7. The government should develop a long-term sustainability plan to secure the program's future.

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