

**PROFESSOR PETER OLUFEMI
ADENIYI FOUNDATION (PPOAF)'S
COMPREHENSIVE LIBRARY NEEDS
ASSESSMENT REPORT FOR PUBLIC
SECONDARY SCHOOLS IN SOUTH-
WEST NIGERIA**

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REPORT ON THE ASSESSMENT, NEEDS ANALYSIS, AND UPGRADE BUDGETS FOR GOVERNMENT SECONDARY SCHOOL LIBRARIES IN SOUTHWEST NIGERIA

1.0. INTRODUCTION

Education remains one of the most powerful tools for national development, social transformation, and economic advancement. At the secondary school level, quality education is expected to equip learners with the knowledge, skills, values, and competencies necessary for higher education, productive employment, responsible citizenship, and lifelong learning. Central to achieving these outcomes is the availability of functional school libraries that provide access to information, support independent learning, strengthen literacy development, and promote critical thinking and research skills.

Globally, school libraries are increasingly recognised as essential components of effective educational systems. Beyond serving as repositories of books, modern libraries function as learning resource centres that support teaching, learning, innovation, digital literacy, creativity, collaboration, and academic excellence. Well-equipped libraries provide students with access to current curriculum-aligned materials, reference resources, technology-enabled learning tools, and opportunities for self-directed learning beyond the classroom.

Despite their importance, evidence suggests that many public secondary school libraries in South-West Nigeria remain under-resourced, underutilised, and unable to effectively support contemporary educational needs. Numerous school libraries operate with outdated collections, inadequate furniture, limited seating capacity, unreliable electricity, absence of information and communication technology (ICT) facilities, poor internet connectivity, and insufficient professional staffing. These challenges significantly reduce students' access to quality learning resources and limit opportunities for developing critical twenty-first-century competencies such as information literacy, digital literacy, research skills, analytical reasoning, and independent learning.

The need for intervention is further supported by findings from a comprehensive study on library services and academic performance in public secondary schools across South-West Nigeria. The study by Aladetan, 2025, which involved 2,160 students sampled from 108 public secondary schools revealed that the overall condition of library services across the region was largely inadequate and insufficient to significantly support educational outcomes. The study found widespread deficiencies in library infrastructure, learning resources, digital services, staffing, and student engagement with library facilities. Although examination performance has shown gradual improvement over the years, the study concluded that existing library systems are not adequately contributing to students' academic achievement, research competence, critical thinking abilities, or preparedness for tertiary education and the modern workforce.

Recognising these challenges, the Professor Peter Olufemi Adeniyi Foundation (PPOAF) initiated the Secondary School Library Development Initiative as part of its commitment to improving educational opportunities and learning outcomes in Nigeria. Following the successful upgrade of the library at Egbeoba High School, the Foundation expanded its intervention programme to additional public secondary schools across South-West Nigeria. The initiative seeks to transform traditional and underperforming school libraries into modern hybrid learning centres that integrate current learning resources, digital technologies, internet-enabled educational services, and conducive learning environments.

As a preliminary step towards achieving this vision, PPOAF conducted a comprehensive assessment of selected public secondary school libraries across the region. The assessment was designed to establish baseline information on the current state of library facilities, evaluate available resources and infrastructure, identify critical gaps and challenges, determine levels of readiness for modernization, and generate evidence to support strategic intervention planning.

Specifically, the assessment sought to:

- Evaluate the adequacy, relevance, and condition of available learning resources.
- Assess the physical condition of library facilities and learning environments.
- Determine the availability and functionality of ICT infrastructure and internet services.

- Examine staffing capacity and library management practices.
- Identify priority intervention needs and opportunities for future development.
- Generate objective data to guide resource mobilisation, stakeholder engagement, project planning, and implementation.

The findings contained in this report provide a comprehensive overview of the condition of the assessed libraries and serve as an evidence-based foundation for future investments, policy recommendations, partnership development, and library modernization initiatives. The report is intended to support government agencies, educational institutions, development partners, corporate organisations, alumni associations, and philanthropic stakeholders seeking to improve access to quality education through sustainable library development.

Ultimately, the assessment contributes to a broader vision of creating vibrant, technology-enabled, student-centred learning environments that promote reading culture, academic excellence, digital inclusion, innovation, and lifelong learning among young people across South-West Nigeria.

2.0. METHODOLOGY

Research Design

The assessment adopted a descriptive survey and observational research design aimed at generating objective information on the current condition, functionality, adequacy, and development needs of public secondary school libraries. The approach combined quantitative scoring with qualitative observations to provide a comprehensive understanding of each library's strengths, weaknesses, opportunities, and intervention requirements.

Scope of the Assessment

The assessment covered selected public secondary schools across South-West Nigeria. The exercise focused on evaluating critical components of library effectiveness, including learning resources, infrastructure, furniture, staffing, ICT facilities, electricity supply, internet connectivity, library management systems, and opportunities for future expansion.

Each participating school was assessed using a standardized library assessment instrument developed by the Professor Peter Olufemi Adeniyi Foundation (PPOAF) to ensure consistency and comparability across locations.

Data Collection Procedures

Data collection was conducted through field visits to participating schools. The questionnaire used is seen in Appendix A. During each visit, assessors carried out the following activities:

- Physical inspection of library buildings and facilities.
- Direct observation of available books and learning resources.
- Verification of furniture, shelving systems, seating capacity, and study spaces.
- Assessment of electricity supply, backup power systems, computers, and internet connectivity.
- Interviews and consultations with principals, librarians, teachers, and designated school representatives.
- Documentation of major challenges, development priorities, and institutional needs.
- Collection of photographic evidence to support observations and findings.

To ensure data reliability, assessors were instructed to score only facilities, resources, and conditions that were physically observed. Verbal claims were not scored unless supported by direct evidence. Photographs were taken to validate observations and support reporting.

Assessment Framework

A standardized scoring framework with a maximum obtainable score of 100 points was employed. The framework evaluated five key dimensions of library functionality and readiness.

Assessment Area	Maximum Score
Books and Learning Resources	25
Infrastructure and Learning Environment	25
Power Supply and ICT Facilities	25
Staffing and Library Development Needs	20
Assessor's Overall Rating	5
Total	100

The framework was designed to reflect both traditional library requirements and the emerging expectations of modern hybrid libraries that combine physical and digital learning resources.

What Each Dimension Measures

The five reporting dimensions above are derived from PPOAF's standardised Library Assessment Scoring Rubric (reproduced in full as Appendix A), which defines the specific, observable criteria and point allocations assessors used to arrive at each school's score. The rubric breaks the 100-point framework down as follows:

- Books and Learning Resources (25 pts): number of curriculum-relevant books (10), physical condition of books (10), and arrangement/organisation of the collection (5)
- Infrastructure and Learning Environment (25 pts): seating capacity (10), furniture condition (10), and lighting, ventilation and general learning environment (5)

- Power Supply and ICT Facilities (25 pts): availability and reliability of electricity (10), backup power supply (8), and functional computers and internet connectivity (7).
- Staffing and Library Development Needs (20 pts): availability and qualification of trained library personnel, together with the availability of space for future expansion or renovation.
- Assessor's Overall Rating (5 pts): the assessor's independent professional judgement of the library's overall condition, scored separately from the itemised criteria above.

Scoring and Rating System

Each library was assessed against predefined indicators covering:

- Quantity and relevance of books.
- Physical condition of resources.
- Cataloguing and organization systems.
- Seating capacity and furniture condition.
- Lighting, ventilation, and cleanliness.
- Electricity and backup power availability.
- Computers and internet connectivity.
- Staffing capacity and professional management.
- Availability of expansion opportunities.

Following assessment, cumulative scores were interpreted using the following classification system:

Score Range	Classification	Interpretation
80 – 100	Excellent	Library is highly functional and requires only minor improvements to maintain quality service delivery.
60 – 79	Good	Library is functional and supports learning effectively but requires moderate upgrades and modernization.
40 – 59	Fair	Library has significant deficiencies and requires substantial improvement in resources, infrastructure, or services.

Score Range	Classification	Interpretation
0 – 39	Poor	Library is severely under-resourced and requires urgent intervention and comprehensive modernization.

Gate Check (Minimum Domain Thresholds)

To ensure that fundamental library requirements are not masked by strong performance in other domains, the rubric applies a gate check during classification. A school cannot receive a rating higher than Fair if either of the following applies, regardless of its overall percentage score:

- Its Books and Learning Resources score falls below 40% of the maximum obtainable score for that domain; or
- Its Power and ICT Facilities score falls below 40% of the maximum obtainable score for that domain.

This safeguard means the classifications shown for each school are not a simple read-off of the overall percentage: a school lacking current books or basic power/ICT provision is capped at Fair even if its total score would otherwise place it in the Good range, ensuring schools most in need of essential learning resources or digital infrastructure are correctly prioritised for intervention.

Data Analysis and Reporting

Data obtained from the assessment exercise were analysed using both quantitative and qualitative approaches. Numerical scores were used to determine overall library ratings and facilitate comparison across schools, while narrative observations provided contextual understanding of institutional realities, operational challenges, and development opportunities.

The results for each school were subsequently organised into detailed assessment profiles containing descriptive findings, score summaries, strengths, challenges, priority needs, and recommended intervention areas. Collectively, these findings provide an evidence-based framework for the planning and implementation of PPOAF's Secondary School Library Development Initiative and other future educational interventions.

Portfolio Summary of Library Assessment

Indicator	Portfolio Summary
Geographical Coverage	South-West Nigeria
States Covered	6
Schools Assessed	28
Assessment Approach	Physical assessment, interviews, observation and photographic documentation
Assessment Instrument	PPOAF Standard Library Assessment Tool
Maximum Assessment Score	100 Points
Purpose	Assessment, needs analysis and preparation of library upgrade budgets

Schools Assessed by State

State	Number of Schools
Ekiti	10
Ogun	2
Ondo	4
Oyo	7
Osun	3
Lagos	2
Total	28

The detailed budget estimates for upgrading each of the 28 secondary school libraries across the six states are provided beginning on Page 176

3.0. RESULTS

3.1. Ayede Grammar School, Ayede Ekiti, Oye LGA, Ekiti State

Ayede Grammar School recorded an overall library assessment score of 52% (Fair), reflecting the presence of a functioning library facility but highlighting significant deficiencies that limit its effectiveness as a contemporary learning resource centre. With an enrolment of approximately 986 students and 48 teaching staff, the library serves a sizeable academic community, yet its current facilities and resources are inadequate to fully support modern teaching, learning, and research needs.

Furniture and Learning Space

The library currently accommodates only 48 users at a time, representing less than five percent of the total student population. While the available furniture was assessed as being in fair condition, the seating capacity is grossly inadequate for a school of this size and significantly constrains student access. The existing arrangement also reflects a traditional library model, with little provision for collaborative learning, independent study zones, or technology-enabled workstations. To meet contemporary standards, the library requires substantial investment in modern furniture, expanded seating, flexible learning spaces, and designated areas for both individual and group study.

Electricity and Power Supply

Reliable electricity remains a major challenge. The school's identification of solar and inverter systems as a priority need underscores the limitations of the current power infrastructure. In the absence of dependable electricity, the library cannot effectively support digital learning, ICT integration, or extended study hours. A sustainable energy solution, including solar power generation and battery backup systems, is essential for transforming the library into a functional twenty-first-century learning environment.

Books and Learning Resources

Although the library reportedly houses approximately 20,000 volumes, the assessment revealed that fewer than 500 books are curriculum-relevant and less than ten years old. This indicates that the overwhelming majority of the collection is outdated and no longer

aligned with current secondary school curricula, examination requirements, or emerging knowledge fields. Furthermore, less than half of the collection is in good physical condition. Consequently, while the library appears well-stocked in numerical terms, its educational value is substantially diminished by the age and relevance of its holdings.

The collection requires a comprehensive review involving the removal of obsolete materials and the acquisition of current textbooks, reference materials, literature, STEM resources, and career development publications. The introduction of digital resources, including e-books and online educational content, would further enhance access to current information and learning opportunities.

ICT Facilities and Digital Access

One of the most significant gaps identified during the assessment is the absence of meaningful ICT infrastructure. The library lacks adequate computer systems, internet connectivity, and digital information resources. As a result, students are deprived of opportunities to develop essential digital literacy skills, conduct online research, and access the vast range of educational resources now available through digital platforms.

The development of a hybrid library model should therefore include the provision of computers, broadband internet access, a digital catalogue system, educational software, and e-learning resources. Such investments would not only improve library services but also contribute to broader school-wide digital transformation efforts.

Infrastructure and Learning Environment

The library benefits from a generally clean, organised, and secure environment, which represents one of its strongest attributes. Security measures are in place to protect library resources, and the facility demonstrates evidence of good management practices. However, lighting and ventilation were assessed as only fair, suggesting that the physical environment could be significantly enhanced to improve user comfort and productivity.

Modernisation efforts should focus on improving illumination, ventilation, interior aesthetics, and overall user experience. Creating an attractive and welcoming environment is essential for encouraging regular library use and fostering a culture of reading and independent learning.

Staffing and Operational Capacity

Library operations are currently managed by a teacher or attendant rather than a professionally trained librarian. While this arrangement enables basic service delivery, it limits the library's capacity to provide specialised services such as information literacy instruction, collection development, digital resource management, and strategic planning. The appointment or training of qualified library personnel would significantly strengthen operational effectiveness and support long-term development goals.

Prospects for Expansion and Development

A notable strength identified during the assessment is the availability of space for future expansion. This presents a valuable opportunity to reposition the library as a modern hybrid learning centre that integrates traditional print resources with digital technologies and collaborative learning spaces.

The long-term vision for Ayede Grammar School should be the establishment of a fully integrated hybrid library featuring expanded reading areas, ICT workstations, internet connectivity, multimedia resources, group study facilities, and innovation-focused learning spaces. Such a transformation would align the school with emerging best practices in secondary education and significantly improve students' preparedness for higher education and participation in a knowledge-driven economy.

Priority Interventions (Immediate Action)

- **Install a solar/inverter power system.**
- **Procure computers and internet connectivity.**
- **Update and expand the book collection.**
- **Increase seating capacity and replace outdated furniture.**
- **Recruit or train professional library personnel.**

Assessment Area	Findings for Ayede Grammar School, Ayede Ekiti
Student Population	986 students
Teaching Staff	48 teachers
Library Availability	School has a designated library space

Assessment Area	Findings for Ayede Grammar School, Ayede Ekiti
Weekly Library Users	Approximately 250 students
Primary Use of Library	Reading
Total Book Collection	About 20,000 books
Up-to-Date Books	500 or fewer books are less than 10 years old
Condition of Books	Less than 50% are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	48 students at a time
Furniture Condition	Fair
Lighting & Ventilation	Fair
Cleanliness & Organization	Excellent
Security Measures	Available
Internet Access	Not available
Computers	Not available
Library Staffing	Managed by a teacher/attendant
Weekly Opening Hours	30 hours
Space for Expansion	Available
Overall Library Rating	52% (Fair)
Major Strengths	Large book collection, organized library, excellent cleanliness, secure facility, expansion potential
Major Challenges	Outdated books, poor book condition, no computers, no internet access, limited seating capacity
Priority Needs	Current textbooks, computers, solar/inverter power system
Overall Conclusion	The library has a solid foundation with a large collection and good organization, but requires modernization through

Assessment Area	Findings for Ayede Grammar School, Ayede Ekiti
	updated books, ICT facilities, and improved infrastructure to effectively serve its 986 students.



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Pictures of the Ayede Grammar school library, Ayede Ekiti, Ekiti State.

3.2. Obalatan Commercial Grammar School, Ilupeju Ekiti, Oye LGA, Ekiti State

Obalatan Commercial Grammar School recorded an overall library assessment score of 33% (Poor), making it one of the weakest-performing libraries assessed in the study. While the school has a designated library space serving 465 students and 39 teachers, the facility currently functions far below the standard expected of a modern secondary school library. Significant deficiencies exist across infrastructure, learning resources, furniture, ICT facilities, and operational capacity, limiting the library's ability to support effective teaching and learning.

Furniture and Learning Space

The library has a seating capacity of approximately 100 students, which is relatively reasonable for the school's population. However, the furniture was assessed as being in poor condition, reducing both the comfort and functionality of the learning environment. The presence of old furniture and shelving was specifically highlighted by the school as a major challenge.

Poor furniture conditions can negatively affect students' willingness to use the library and may also contribute to the deterioration of library resources through inadequate storage and handling.

To improve functionality, existing furniture should be replaced or refurbished, and modern shelving systems installed to improve resource organization and accessibility. The library should also be redesigned to accommodate individual study, group learning, and future digital learning spaces.

Electricity and Power Supply

The assessment revealed no evidence of dedicated electricity infrastructure or backup power systems within the library. Although electricity was not identified among the school's top three priorities, the poor lighting conditions reported suggest that power availability remains inadequate for effective library operations.

Reliable electricity is fundamental to any effort to modernise the facility, particularly if ICT resources and digital learning services are to be introduced. Future development plans

should therefore include stable power supply arrangements and provision for backup systems.

Books and Learning Resources

The library contains approximately 1,800 books, a relatively small collection for a secondary school serving nearly 500 students. More concerning is the fact that only about 180 books are less than ten years old and curriculum-relevant, indicating that only a small proportion of the collection adequately supports current teaching and learning requirements.

The physical condition of the collection is also poor, with less than half of the books reported to be in good condition. Furthermore, books are stored in a piled or random arrangement, and there is no evidence of a formal cataloguing system. This significantly reduces accessibility and limits the usefulness of the collection for both students and teachers.

A comprehensive collection development programme is urgently required. This should include the acquisition of current textbooks, reference materials, literature resources, examination guides, and supplementary learning materials aligned with the national curriculum. Simultaneously, obsolete and damaged materials should be removed, and a basic cataloguing and classification system introduced.

ICT Facilities and Digital Access

The library currently lacks the essential components of a modern information centre. No functional computers were reported, internet access is unavailable, and there are no digital learning resources.

This absence of ICT infrastructure deprives students of opportunities to develop critical digital literacy and research skills that are increasingly necessary for academic success and future employment. In its current state, the library is unable to support online learning, electronic information retrieval, or technology-enhanced instruction.

The establishment of a hybrid library model will require investment in computers, internet connectivity, digital learning resources, and a library management system. These interventions should form a central component of any modernization strategy.

Infrastructure and Learning Environment

The general learning environment presents several concerns. Lighting and ventilation were both assessed as poor, while cleanliness and organisation received only a fair rating. The school's comments specifically identified poor lighting and outdated shelving as major constraints.

A poorly lit and inadequately ventilated library creates an uncomfortable learning environment and discourages regular use. Combined with disorganized collections and deteriorating infrastructure, these conditions significantly reduce the educational value of the facility.

Priority should be given to improving lighting, ventilation, interior aesthetics, and general maintenance. The installation of modern shelving and improved spatial organization would greatly enhance usability and overall user experience.

Staffing and Operational Capacity

Library services are currently managed by a teacher or attendant rather than a trained librarian. Although the library operates for approximately 35 hours per week, the absence of professional library personnel limits the institution's capacity to effectively manage collections, provide information literacy support, and develop library services.

Professional oversight is essential for the successful implementation of collection development, resource management, user education, and future digital services. Staff training and capacity development should therefore form part of any improvement programme.

Opportunities for Expansion and Development

A significant positive finding from the assessment is the availability of space for expansion and renovation. This provides an opportunity to transform the current facility into a modern hybrid learning resource centre capable of supporting both traditional and digital learning.

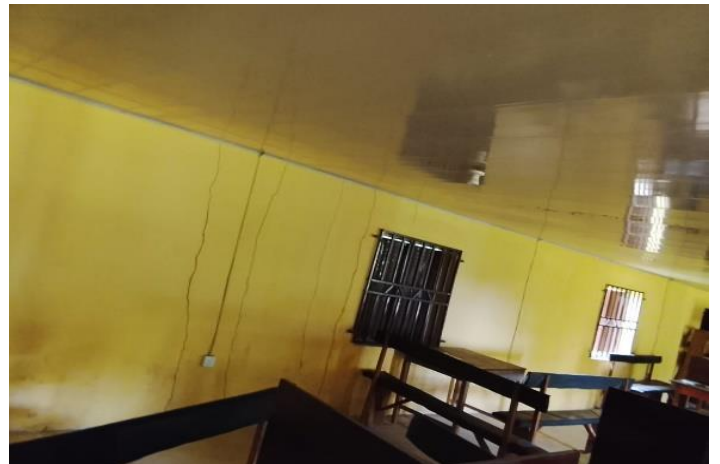
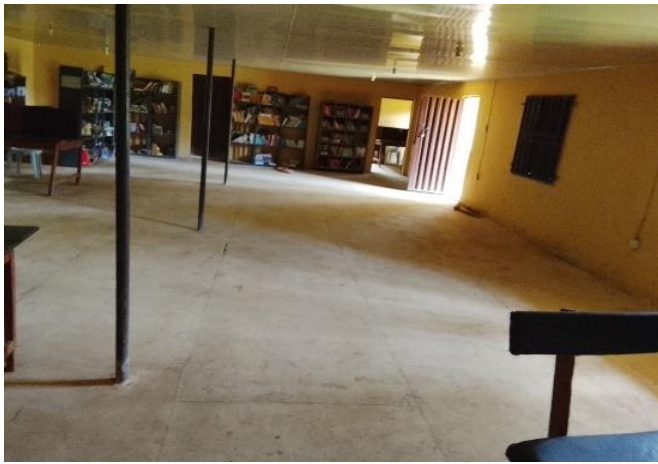
Future development could include expanded reading areas, modern shelving systems, ICT workstations, internet-enabled learning spaces, multimedia resources, and collaborative study areas. Such improvements would significantly increase the library's relevance and contribution to educational outcomes.

Priority Intervention

- **Update the book collection with current curriculum-relevant resources.**
- **Replace damaged furniture and shelving.**
- **Improve lighting, ventilation, and overall library environment.**
- **Provide reliable electricity through solar/inverter systems.**
- **Introduce computers, internet access, and digital learning resources.**

Assessment Area	Findings for Obalatan Commercial Grammar School
School Name	Obalatan Commercial Grammar School
Location	Oye Local Government Area, Ekiti State
School Type	Public/Government School
Student Population	465 students
Teaching Staff	39 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 250 students
Primary Use of Library	Reading
Total Book Collection	1,800 books
Up-to-Date Books	About 180 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% are in good condition
Book Organization	Books are piled/randomly arranged
Cataloguing System	No cataloguing system indicated

Assessment Area	Findings for Obalatan Commercial Grammar School
Seating Capacity	100 students
Furniture Condition	Poor
Lighting & Ventilation	Poor
Cleanliness & Organization	Fair
Security Measures	Available
Internet Access	Not available
Computers	Not available
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	35 hours
Space for Expansion	Available
Overall Library Rating	33% (Poor)
Major Strengths	Dedicated library space, relatively high student usage, adequate seating capacity, security measures in place, space available for expansion
Major Challenges	Outdated books, poor book condition, lack of organization, poor furniture, poor lighting, no computers, no internet access
Priority Needs	Current textbooks, Internet access, Furniture
Additional Comments from School	Old bookshelves and poor lighting are major challenges
Overall Conclusion	The library is actively used by students and has sufficient seating capacity, but its effectiveness is limited by outdated and poorly maintained books, inadequate furniture, poor lighting, lack of internet access, and the absence of digital learning facilities. Significant investment is needed to improve learning outcomes and modernize the library.



Pictures of the Obalatan Commercial Grammar School library, Ilupeju Ekiti, Ekiti State.

3.3. Ekiti Parapo College, Ido-Ekiti, Ido-Osi LGA, Ekiti State

The school has an enrolment of approximately 1,041 students and 57 teachers. The library is managed by a trained librarian and houses an estimated collection of 13,500 books.

Assessment Findings

Furniture Availability and Condition

The library has a seating capacity of approximately 72 students, representing a small proportion of the school's total student population. Assessment findings indicate that much of the furniture is in poor condition, limiting the comfort and functionality of the facility. The shortage of bookshelves also affects effective organization and storage of learning resources.

Electricity and Power Supply

The assessment revealed inadequate power infrastructure within the library. There is no evidence of a reliable alternative power source, and the school identified the provision of a solar or inverter system as a major need. The absence of dependable electricity significantly constrains the introduction and operation of ICT facilities.

Books and Learning Resources

Although the library possesses a relatively large collection of approximately 13,500 books, the quality and relevance of the collection present a major challenge. Less than half of the books are in good condition, while only a small proportion are current and aligned with the contemporary secondary school curriculum. The assessment indicates that only about 200 books can be considered directly relevant to present teaching and learning needs. Consequently, the educational value of the collection is significantly reduced despite its size.

Computer Systems and ICT Facilities

No functional computer systems or internet facilities were observed during the assessment. The absence of ICT infrastructure limits students' exposure to digital

learning opportunities and prevents the library from functioning as a modern knowledge and information centre.

General Infrastructure and Learning Environment

The library environment was found to be generally organized, with fair lighting and ventilation conditions. However, the physical structure requires renovation and modernization to create a more conducive and attractive learning environment. The school administration identified building renovation as one of its major priorities.

Staffing and Operational Capacity

A notable strength of the library is the availability of a trained librarian responsible for its operation. This provides a strong foundation upon which future modernization efforts can be built. The library currently operates for approximately 30 hours weekly.

Opportunities for Future Expansion and Development

The assessment identified opportunities for expansion and further development of the facility. Available space within the existing library structure presents an opportunity to incorporate additional reading areas, ICT facilities, and other components required for a modern hybrid library.

Overall Assessment

Ekiti Parapo College possesses several important assets, including a dedicated library facility, a trained librarian, a sizeable book collection, and opportunities for future expansion. However, the library remains largely a traditional facility with limited capacity to support contemporary educational needs. Key deficiencies include outdated learning resources, inadequate furniture, lack of ICT facilities, insufficient power infrastructure, and the need for physical renovation.

While the library demonstrates significant potential, substantial investment is required to transform it into a functional hybrid library that effectively supports twenty-first-century teaching and learning.

Priority Intervention

- **Acquisition of current curriculum-aligned books.**
- **Installation of solar/inverter power system.**

- Establishment of ICT and e-library facilities.
- Renovation of the library building.
- Provision of furniture and additional bookshelves.

Assessment Area	Findings for Ekiti Parapo College, Ido-Ekiti, Ekiti State
School Name	Ekiti Parapo College, Ido-Ekiti
Location	Ido-Osi LGA, Ekiti State
School Type	Public/Government School
Student Population	1,041 students
Teaching Staff	57 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 100 students
Primary Use of Library	Reading
Total Book Collection	About 13,500 books
Up-to-Date Books	About 3,000 books are less than 10 years old, but only about 200 are curriculum-relevant
Condition of Books	Less than 50% are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	72 students
Furniture Condition	Poor
Lighting & Ventilation	Fair
Cleanliness & Organization	Good
Security Measures	Available
Internet Access	Not available

Assessment Area	Findings for Ekiti Parapo College, Ido-Ekiti, Ekiti State
Computers	None reported
Library Staffing	Managed by a trained librarian
Weekly Opening Hours	30 hours
Space for Expansion	Available
Overall Library Rating	56% (Fair)
Major Strengths	Large book collection, organized library, trained librarian, good cleanliness, secure facility, and space for expansion
Major Challenges	Most books are outdated or not curriculum-relevant, poor furniture, limited seating relative to student population, no computers, and no internet access
Priority Needs	Current textbooks, solar/inverter system, and additional bookshelves
Additional Comments	Renovation of the library building would be appreciated
Overall Conclusion	The library has a strong foundation with a sizeable collection of books, proper organization, and professional library staffing. However, its effectiveness is constrained by outdated learning materials, poor furniture, lack of ICT facilities, and the need for building renovation. Investment in current textbooks, infrastructure, and technology would significantly improve learning outcomes for the school's 1,041 students.



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Pictures of the library of Ekiti Parapo College, Ido Ekiti, Ekiti State.

3.4. Ekiti Baptist High School, Igede Ekiti, Irepodun LGA, Ekiti State.

The school serves approximately 1,234 students with a teaching workforce of 70 teachers, covering both Junior and Senior Secondary levels. The school maintains a designated library facility managed by a trained librarian and records regular student usage for reading, study, and academic support activities.

The assessment indicates that the school possesses a functional library environment with notable strengths in staffing, ICT availability, and overall learning conditions. However, significant challenges remain regarding the adequacy of learning resources, furniture capacity, power reliability, and digital access. Addressing these gaps would substantially improve the library's ability to support teaching and learning across the school.

Furniture Availability and Condition

The library has a seating capacity of approximately 66 students. While existing furniture is reported to be in fair condition, the available seating is insufficient when compared to the school's population of over 1,200 students.

The limited seating capacity restricts the number of students who can simultaneously utilize the library and may affect overall accessibility, particularly during examination periods and peak academic sessions.

Additional furniture and improved space utilization would significantly enhance student access and comfort.

Electricity and Power Supply

The library relies on the public electricity supply, with a generator serving as a backup source of power. While this arrangement supports basic library operations, electricity supply remains inconsistent and may affect effective use of ICT facilities and learning activities.

Dependence on generator power also presents sustainability and operational cost challenges. Improved energy infrastructure would strengthen the reliability of library services and support future digital learning initiatives.

Books and Learning Resources (Relevance and Usability)

The library houses approximately 666 books, of which only 239 are reported to be less than ten years old and relevant to the current curriculum. This indicates that a significant proportion of the collection may no longer adequately support contemporary teaching and learning requirements.

Books are manually catalogued and only partly arranged, making resource retrieval less efficient. The school identified current textbooks as its most urgent library need, highlighting the necessity for substantial collection development. The assessment also revealed concerns regarding termite infestation, which poses a threat to the preservation of existing learning materials and library assets.

Computer Systems and ICT Facilities

The library possesses approximately 26 functional computers available for student use, providing a useful foundation for ICT-supported learning and digital literacy development.

The school also has access to internet services; however, connectivity is reported to be unstable, limiting effective access to online educational resources, digital research materials, and e-learning platforms.

While the existing ICT infrastructure represents a positive asset, improvements in connectivity and expansion of computer access would significantly enhance digital learning opportunities for students.

General Infrastructure and Interior Learning Environment

The library provides a generally conducive environment for learning and academic engagement. Assessment findings indicate:

Lighting and ventilation: Good

Cleanliness and organization: Good

Security for books and equipment: Available

The facility is adequately maintained and offers a suitable environment for reading and study. However, the school reported termite infestation as a key concern affecting resource preservation. In addition, broader school security infrastructure requires improvement, particularly regarding perimeter protection.

Staffing and Operational Capacity

A major strength of the library is the presence of a trained librarian responsible for managing library operations and supporting users. The library operates for approximately 60 hours per week, providing students and staff with regular access to resources and services.

The availability of qualified personnel contributes positively to resource management, user support, and the overall effectiveness of library operations. This staffing capacity provides a strong foundation for future development and modernization initiatives.

Opportunities for Future Expansion and Development

The school confirmed that space is available for future expansion and renovation of library facilities. This presents a significant opportunity to improve learning spaces, expand ICT infrastructure, and increase resource capacity.

The combination of available expansion space, existing ICT facilities, and professional staffing positions the school well for the development of a more comprehensive learning resource centre capable of supporting both traditional and digital learning.

Overall Assessment

Ekiti Baptist High School possesses a functional library system with several positive attributes, including a trained librarian, available ICT facilities, adequate operational hours, and a generally conducive learning environment. The presence of functional computers and available space for future development further strengthens the library's potential.

Nevertheless, the library faces important challenges relating to the adequacy and currency of learning resources, limited seating capacity, unstable electricity and internet connectivity, and preservation concerns arising from termite infestation. Addressing these challenges would significantly improve the library's effectiveness and enhance its contribution to student learning, research, and academic achievement.

Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks and instructional materials.**

- Acquisition of updated reference books, literature texts, and supplementary learning resources.
- Comprehensive termite treatment and book preservation measures.
- Expansion of seating capacity through the provision of additional tables and chairs.
- Improvement of internet connectivity and digital access.
- Expansion and upgrading of computer systems and ICT facilities.
- Installation of a solar-powered backup energy system to improve power reliability.
- Enhancement of library cataloguing, organization, and resource management systems.
- Development of a digital learning hub and e-library services.
- **Expansion and** modernization of library infrastructure to accommodate growing student demand.

Assessment Area	Findings for Ekiti Baptist High School, Ekiti State
School Name	Ekiti Baptist High School
Location	Irepodun LGA, Ekiti State
School Type	Public/Government School
Student Population	1,234 students
Teaching Staff	70 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 24 students
Primary Use of Library	Reading
Total Book Collection	About 666 books
Up-to-Date Books	About 239 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Partly arranged

Assessment Area	Findings for Ekiti Baptist High School, Ekiti State
Cataloguing System	Manual system
Seating Capacity	66 students
Furniture Condition	Fair
Lighting & Ventilation	Good
Cleanliness & Organization	Good
Security Measures	Available
Main Electricity Supply	Unstable
Backup Power	Generator available
Functional Computers	26 computers
Internet Access	Available but unstable
Library Staffing	Managed by a trained librarian
Weekly Opening Hours	60 hours
Space for Expansion	Available
Overall Library Rating	69% (Good)
Major Strengths	Trained librarian, availability of 26 computers, internet access, good lighting and ventilation, good cleanliness, security measures, long opening hours, and space for expansion
Major Challenges	Small book collection relative to student population, poor condition of books, unstable electricity supply, unstable internet connectivity, and very low student usage of the library
Priority Needs	Current textbooks, computers, and furniture
Additional Comments	The school reported termite infestation affecting books and inadequate protection for library materials.

Assessment Area	Findings for Ekiti Baptist High School, Ekiti State
Overall Conclusion	Ekiti Baptist High School has several important assets, including a trained librarian, computer facilities, internet access, and long opening hours. However, the library remains underutilized, with only about 24 students using it weekly despite serving over 1,200 students. The limited and aging book collection, termite infestation, unstable power supply, and infrastructure challenges require attention. Investment in updated books, furniture, and preservation measures would significantly improve the library's effectiveness and student engagement.



Pictures of the library of Ekiti Baptist High School, Igede Ekiti, Ekiti State.

3.5. CAC Grammar School, Efon Alaaye, Efon LGA, Ekiti State.

The school serves approximately 1,200 students with a teaching workforce of 66 teachers, covering both Junior and Senior Secondary levels. The school maintains a designated library facility which records an estimated 30 student users per week, primarily for reading purposes.

The assessment indicates that the school has a library facility that provides basic access to learning resources; however, significant deficiencies exist in resource availability, ICT infrastructure, learning environment, security arrangements, and professional staffing. While the school has space available for future development, substantial investment is required to transform the library into an effective learning resource centre capable of meeting the needs of its student population.

Furniture Availability and Condition

The library has a seating capacity of approximately 30 students, representing a very small proportion of the school's total enrolment of 1,200 students. Existing furniture is reported to be in fair condition but appears inadequate to support increased library usage.

The limited seating capacity restricts student access and reduces the library's effectiveness as a study and research environment. Additional furniture and shelving facilities are required to improve usability and resource organization.

Electricity and Power Supply

Information on the library's electricity and backup power systems was not provided during the assessment. However, observations regarding poor lighting conditions suggest that the existing power and lighting infrastructure may be inadequate to support a conducive learning environment.

The absence of reliable power infrastructure also limits opportunities for future ICT integration and digital learning initiatives.

Books and Learning Resources (Relevance and Usability)

The library houses approximately 140 books, all of which are reported to be less than ten years old and curriculum-relevant. While the relevance of the collection is encouraging, the overall size of the collection is extremely small relative to the student population.

Assessment findings indicate that less than 50% of the books are in good physical condition. Books are only partly arranged and managed through a manual cataloguing system, making resource retrieval less efficient.

The school identified current textbooks as one of its highest-priority needs, indicating that the existing collection is insufficient to adequately support teaching and learning requirements across subject areas.

Computer Systems and ICT Facilities

The library currently has no functional computers available for student use and no internet connectivity.

This represents one of the most significant weaknesses identified during the assessment. The absence of ICT facilities prevents students from developing digital literacy skills and limits access to online educational resources, digital libraries, research databases, and other technology-enabled learning opportunities.

Without investment in ICT infrastructure, students remain disadvantaged in an increasingly digital educational environment.

General Infrastructure and Interior Learning Environment

The library environment requires significant improvement to provide a more conducive atmosphere for learning. Assessment findings indicate:

Lighting and ventilation: Poor

Cleanliness and organization: Fair

Security for books and equipment: Not available

Poor lighting and ventilation affect user comfort and may discourage library use. The absence of adequate security measures exposes books and future equipment to potential

loss or damage. The overall environment requires upgrading to support effective reading, study, and research activities.

Staffing and Operational Capacity

Library services are currently managed by a teacher/attendant rather than a trained librarian. The library operates for approximately 25 hours per week, providing limited access to students and staff.

The school specifically highlighted the need for a specialized librarian, recognizing the importance of professional library management in improving resource organization, service delivery, and overall library effectiveness.

The absence of trained library personnel may contribute to challenges relating to cataloguing, collection management, and user support.

Opportunities for Future Expansion and Development

The school confirmed that space is available for future expansion and renovation. This presents a valuable opportunity to improve the library's physical infrastructure, increase resource capacity, and introduce ICT facilities.

With appropriate investment, the existing library could be developed into a more comprehensive learning resource centre capable of supporting both traditional and digital learning.

The school's request for more recent educational materials and professional library support further demonstrates a willingness to strengthen library services.

Overall Assessment

CAC Grammar School, Efon possesses a designated library facility with a collection of curriculum-relevant materials and available space for future expansion. However, the library currently faces significant challenges that limit its effectiveness as a learning resource centre.

Major weaknesses include a very limited book collection, inadequate seating capacity, poor lighting and ventilation, lack of security measures, absence of computers and internet access, and the lack of professionally trained library personnel. These constraints

significantly reduce the library's ability to support teaching, learning, research, and digital literacy development.

Addressing these challenges would greatly enhance the school's capacity to provide equitable access to quality learning resources and improve educational outcomes for its students.

Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks and supplementary learning materials.**
- **Expansion of the library book collection across core subject areas.**
- **Procurement of additional furniture, including tables, chairs, and book shelves.**
- **Improvement of lighting, ventilation, and overall library infrastructure.**
- **Installation of functional computer systems for student use.**
- **Provision of reliable internet connectivity.**
- **Recruitment or deployment of a trained librarian.**
- **Strengthening of security measures for books and equipment.**
- **Introduction of a modern cataloguing and resource management system.**
- **Development of a digital learning and e-library facility.**
- **Expansion and renovation of the library to accommodate increased student usage.**

Assessment Area	Findings for CAC Grammar School, Efon Alaye, Ekiti State
School Name	CAC Grammar School
Location	Efon, Ekiti State
School Type	Public/Government School
Student Population	1,200 students
Teaching Staff	66 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 30 students

Assessment Area	Findings for CAC Grammar School, Efon Alaye, Ekiti State
Primary Use of Library	Reading
Total Book Collection	About 140 books
Up-to-Date Books	About 140 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Partly arranged
Cataloguing System	Manual system
Seating Capacity	30 students
Furniture Condition	Fair
Lighting & Ventilation	Poor
Cleanliness & Organization	Fair
Security Measures	No security measures reported for books/equipment
Main Electricity Supply	Not specified
Backup Power	Not specified
Functional Computers	None available
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	25 hours
Space for Expansion	Available
Overall Library Rating	34% (Poor)

Assessment Area	Findings for CAC Grammar School, Efon Alaye, Ekiti State
Major Strengths	Dedicated library space, all reported books are current and curriculum-relevant, manual cataloguing system in place, and space available for expansion or renovation
Major Challenges	Extremely small book collection for a student population of 1,200, poor condition of books, poor lighting and ventilation, lack of computers, no internet access, limited seating capacity, low student usage, and absence of security measures
Priority Needs	Current textbooks, computers, and bookshelves
Additional Comments	The school requested more recent educational materials and the support of a specialized librarian.
Overall Conclusion	The library serves a large student population but is severely under-resourced, with only about 140 books available for 1,200 students. While the available books are current and curriculum-relevant, the library lacks adequate infrastructure, technology, and security. Significant investment in books, ICT facilities, furniture, and professional library support is needed to transform the library into an effective learning resource for stude



Pictures of the library of CAC Grammar School, Efon Alaaye, Ekiti State.

3.6. St. Michael Catholic Grammar School, Efon Alaaye, Efon LGA, Ekiti State.

The school serves approximately 395 students with a teaching workforce of 26 teachers, covering both Junior and Senior Secondary levels. The school maintains a designated library facility that records an estimated 60 student users per week, primarily for reading purposes.

The assessment indicates that the school possesses a functional library with several positive features, including professional library staffing, solar backup power, and a relatively high proportion of curriculum-relevant learning materials. However, the library's effectiveness is constrained by a limited collection size, inadequate seating capacity, lack of internet connectivity, and insufficient ICT resources.

Furniture Availability and Condition

The library has a seating capacity of approximately 30 students. Existing furniture is reported to be in fair condition and adequately supports current usage levels.

However, the seating capacity remains limited when compared to the overall student population of 395 learners. Expansion of seating and study areas would improve accessibility and encourage greater library utilization.

Electricity and Power Supply

The library relies on an unstable public electricity supply. To mitigate power interruptions, the school has installed a solar-powered backup system.

The presence of solar backup represents a significant strength and provides a reliable alternative energy source during outages. This infrastructure offers a solid foundation for future ICT expansion and digital learning initiatives.

Books and Learning Resources (Relevance and Usability)

The library houses approximately 200 books, of which 164 are reported to be less than ten years old and curriculum-relevant. This indicates that a significant proportion of the collection remains useful for current educational needs.

However, the overall size of the collection is relatively small for the school's enrolment. Books are only partly arranged and are managed through a manual cataloguing system, limiting ease of access and retrieval.

The school identified current textbooks among its highest-priority needs, indicating the need to expand and diversify the collection.

Computer Systems and ICT Facilities

The library has approximately 16 functional computers available for student use. These computers provide a valuable platform for developing digital literacy and supporting technology-enhanced learning.

Despite this positive foundation, the library currently lacks internet connectivity, significantly limiting access to online educational resources, research materials, and digital learning platforms.

Improving connectivity would substantially increase the educational value of the existing ICT infrastructure.

General Infrastructure and Interior Learning Environment

The library provides a generally conducive environment for learning and academic engagement. Assessment findings indicate:

Lighting and ventilation: Good

Cleanliness and organization: Good

Security for books and equipment: Available

The facility appears adequately maintained and offers a suitable atmosphere for reading and study. Security measures are in place to protect books and equipment.

Staffing and Operational Capacity

One of the library's major strengths is the presence of a trained librarian responsible for managing resources and supporting users.

The library operates for approximately 60 hours per week, providing regular access for students and staff. Professional staffing contributes positively to resource management, user support, and service delivery.

Opportunities for Future Expansion and Development

The school confirmed that space is available for future expansion and renovation. This provides an opportunity to increase seating capacity, expand learning resources, and improve ICT facilities.

The school also highlighted broader infrastructure challenges affecting accessibility, including the need for improved access roads to the school environment.

Overall Assessment

St. Michael Catholic Grammar School possesses a functional library supported by professional staffing, solar backup power, available ICT facilities, and a relatively current collection of learning resources. These strengths provide a strong foundation for future development.

Nevertheless, the library faces important challenges relating to the size of its collection, limited seating capacity, unstable electricity supply, and the absence of internet connectivity. Addressing these gaps would significantly enhance the library's ability to support modern teaching, learning, and digital literacy development.

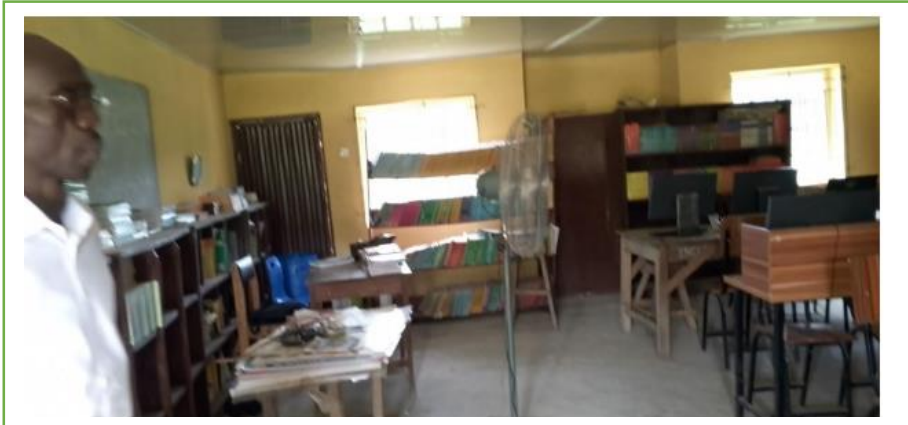
Priority Intervention Areas

- **Provision of additional curriculum-aligned textbooks and learning materials.**
- **Expansion of the library collection across core subject areas.**
- **Installation of internet connectivity.**
- **Expansion of seating capacity and study spaces.**
- **Acquisition of additional computers and digital learning resources.**
- **Modernization of cataloguing and resource management systems.**
- **Development of e-library and online research facilities.**
- **Improvement of general educational infrastructure supporting library access and utilization.**

Assessment Area	Findings for St. Michael Catholic Grammar School, Efon Alaaye, Ekiti State
School Name	St. Michael Catholic Grammar School

Assessment Area	Findings for St. Michael Catholic Grammar School, Efon Alaaye, Ekiti State
Location	Efon, Ekiti State
School Type	Public/Government School
Student Population	395 students
Teaching Staff	26 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 60 students
Primary Use of Library	Reading
Total Book Collection	About 200 books
Up-to-Date Books	About 164 books are less than 10 years old and curriculum-relevant
Condition of Books	50–80% of books are in good condition
Book Organization	Partly arranged
Cataloguing System	Manual system
Seating Capacity	30 students
Furniture Condition	Fair
Lighting & Ventilation	Good
Cleanliness & Organization	Good
Security Measures	Available
Main Electricity Supply	Unstable
Backup Power	Solar power available
Functional Computers	16 computers
Internet Access	Not available

Assessment Area	Findings for St. Michael Catholic Grammar School, Efon Alaaye, Ekiti State
Library Staffing	Managed by a trained librarian
Weekly Opening Hours	60 hours
Space for Expansion	Available
Overall Library Rating	67% (Good)
Major Strengths	Trained librarian, availability of 16 computers, solar backup power, good lighting and ventilation, good cleanliness, security measures, and long opening hours
Major Challenges	Small book collection, limited seating capacity, unstable electricity supply, no internet access, and only fair furniture condition
Priority Needs	Current textbooks, computers, and internet access
Additional Comments	The school noted that there is no accessible road linking the school to the town, which affects accessibility.
Overall Conclusion	The library has several important assets, including a trained librarian, computer facilities, solar backup power, and a relatively high proportion of current books. However, the collection remains small for the school's needs, and the lack of internet access limits research and digital learning opportunities. Investment in updated books, improved ICT facilities, and internet connectivity would significantly strengthen the library's ability to support teaching and learning.



Pictures of the library of St Michael Catholic Grammar School, Efon Alaaye, Ekiti State.

3.7. St. Mary Anglican Girls Grammar School, Ikole Ekiti, Ikole LGA, Ekiti State

St. Mary Anglican Girls Grammar School recorded an overall library assessment rating of 2 (Below Average), indicating that while the school possesses a functional library and some valuable learning resources, significant gaps remain in infrastructure, technology, and resource quality. With a student population of approximately 635 students and 50 teaching staff, the library serves an important educational role within the school. The assessment revealed several strengths, including strong student patronage, a sizeable book collection, and the presence of a trained librarian. However, the library requires substantial investment to improve its facilities and expand access to modern learning resources.

Furniture and Learning Space

The library has a seating capacity of 30 students, representing less than five percent of the total student population. While the library records relatively high usage, with approximately 400 students accessing the facility weekly, the limited seating capacity constrains its ability to accommodate multiple users simultaneously.

Furniture was assessed as fair, suggesting that while basic seating and reading facilities are available, improvements are needed to enhance comfort and functionality. The library environment would benefit from additional tables, chairs, reading carrels, and flexible learning spaces that can support both individual study and group learning activities.

The availability of space for expansion presents a valuable opportunity for future development and improved utilization of the library facility.

Electricity and Power Supply

The assessment indicated that a generator backup system is available to support library operations during power outages. While this provides some level of operational continuity, the school identified the need for a solar inverter system as a priority intervention.

A more reliable and sustainable power supply would improve library operations and support future investments in computers, internet connectivity, and other digital learning technologies. The introduction of renewable energy solutions would also reduce operational costs and improve long-term sustainability.

Books and Learning Resources

The library contains approximately 2,500 books, making it one of the larger collections among the schools assessed. Of these, approximately 1,500 books are reported to be less than ten years old and curriculum-relevant, representing a significant strength of the library.

Despite the size of the collection, the physical condition of many materials remains a concern. The assessment found that less than 50 percent of the books are in good condition, suggesting that many resources may be worn, damaged, or in need of replacement.

Books are catalogued and easy to locate through a manual cataloguing system, which supports access and usability. However, there remains a need to continually update the collection with current textbooks, reference materials, literature, STEM resources, examination preparation materials, and career development publications to ensure students have access to relevant learning materials.

ICT Facilities and Digital Access

One of the major limitations identified during the assessment is the complete absence of digital learning facilities within the library. The assessment found:

- No functional computers available for student use.
- No internet connectivity.
- No access to digital learning resources or online databases.

These deficiencies significantly restrict students' ability to conduct research, access online educational materials, and develop essential digital literacy skills required in contemporary education and the workplace.

The introduction of computers, broadband internet access, educational software, and electronic learning resources would transform the library into a modern information and learning centre capable of supporting both classroom instruction and independent learning.

Infrastructure and Learning Environment

The overall physical environment of the library was assessed as fair. Lighting and ventilation were rated as fair, while cleanliness and organisation also received a fair

rating. Although the library remains functional, these conditions limit its attractiveness as a learning space and may reduce student engagement.

Security measures are reportedly in place to protect books and equipment, which is a positive aspect of the facility. Nevertheless, improvements to lighting, ventilation, aesthetics, shelving systems, and interior design would help create a more conducive environment for reading, research, and study.

Staffing and Operational Capacity

A significant strength of the library is the presence of a trained librarian responsible for managing library services. Professional staffing enhances collection management, user support, information access, and the implementation of library programmes.

The library operates for approximately 40 hours per week, providing relatively good access for students. The combination of professional staffing and extended operating hours provides a strong foundation for future library development initiatives.

Prospects for Expansion and Development

The assessment identified available space for expansion, creating excellent opportunities for future growth and modernization. With proper investment, the library can be expanded to accommodate additional users, improved furniture, expanded collections, and digital learning facilities.

The school's request for support in providing a solar inverter system further demonstrates a commitment to improving library services and ensuring sustainability.

Given the library's strong student patronage and sizeable collection, targeted investments could quickly transform the facility into a model school library capable of supporting teaching, learning, research, and digital literacy development.

Priority Interventions (Immediate Action)

- **Procure additional current curriculum-aligned textbooks and reference materials.**
- **Replace damaged and deteriorated books within the collection.**
- **Increase seating capacity and improve library furniture.**
- **Provide computers, internet connectivity, and digital learning resources.**
- **Install a solar inverter system to ensure reliable power supply.**
- **Improve lighting, ventilation, and overall library aesthetics.**
- **Expand the library space to accommodate increased student usage.**

- Strengthen collection preservation and maintenance practices.

Assessment Area	Findings for St Mary's Anglican Girls Grammar School, Ikole Ekiti, Ekiti State
School Name	St Mary's Anglican Girls Grammar School
Location	Ikole Ekiti, Ekiti State
School Type	Public/Government School
Student Population	635 students
Teaching Staff	50 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 400 students
Primary Use of Library	Reading
Total Book Collection	About 2,500 books
Up-to-Date Books	About 1,500 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	30 students
Furniture Condition	Fair
Lighting & Ventilation	Fair
Cleanliness & Organization	Fair

Assessment Area	Findings for St Mary's Anglican Girls Grammar School, Ikole Ekiti, Ekiti State
Security Measures	Available
Main Electricity Supply	Not specified
Backup Power	Generator available
Functional Computers	None reported
Internet Access	Not available
Library Staffing	Managed by a trained librarian
Weekly Opening Hours	40 hours
Space for Expansion	Available
Overall Library Rating	58% (Fair)
Major Strengths	High library usage, sizeable book collection, large number of current curriculum-relevant books, trained librarian, organized book arrangement, security measures, and space for expansion
Major Challenges	Poor condition of many books, limited seating capacity, lack of computers, no internet access, and only fair furniture, lighting, and library conditions
Priority Needs	Current textbooks, computers, and internet access
Additional Comments	The school requested support for a solar inverter system to provide a reliable power supply for library operations.
Overall Conclusion	St Mary's Anglican Girls Grammar School has a well-utilized library with a substantial collection of books and a trained librarian. However, the library's effectiveness is constrained by the poor condition of many books, limited seating, and the absence of computers and internet access. Investment in updated learning resources, ICT facilities, and reliable

Assessment Area	Findings for St Mary's Anglican Girls Grammar School, Ikole Ekiti, Ekiti State
	power infrastructure would significantly enhance the library's capacity to support teaching, learning, and research activities.



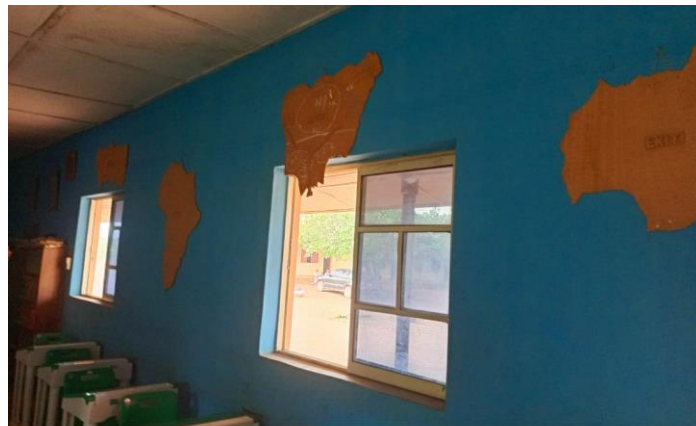
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Pictures of the library of St. Mary Anglican Girls Grammar School, Ikole Ekiti, Ekiti State.

3.8. Amoye Grammar School, Ikere-Ekiti, Ikere LGA, Ekiti State

Amoye Grammar School recorded an overall library assessment score of approximately 54% (Fair), indicating the presence of a functional library that serves a significant proportion of the student population but requires substantial modernization to meet the demands of contemporary teaching and learning. With an enrolment of approximately 1,019 students and 82 teaching staff, the school represents one of the larger educational institutions assessed. While the library demonstrates evidence of regular use and basic functionality, several critical deficiencies continue to limit its effectiveness as a modern learning resource centre.

Furniture and Learning Space

The library currently provides seating for approximately 102 users at a time, representing about ten percent of the student population. Although the furniture was assessed as being in fair condition, the seating capacity remains inadequate for a school of this size, particularly considering that approximately 350 students use the library weekly. The existing furniture and layout primarily support traditional reading activities and provide limited opportunities for collaborative learning, project-based work, or technology-supported instruction.

To adequately support the school's growing academic population, the library requires additional seating, modern reading tables, ergonomic chairs, and flexible learning spaces that can accommodate both individual and group learning activities. The availability of expansion space presents a valuable opportunity for future development and reconfiguration of the learning environment.

Electricity and Power Supply

Electricity supply within the library was assessed as unstable, representing one of the major barriers to effective library service delivery. The school's identification of a solar and inverter system as a priority need reflects the challenges posed by inconsistent power availability. Without reliable electricity, opportunities for digital learning, ICT integration, and extended study periods remain severely constrained.

The installation of a solar-powered energy solution with battery backup would significantly improve library functionality by ensuring uninterrupted access to lighting, computers, internet services, and other digital learning tools. Such an intervention would provide a sustainable foundation for future technological upgrades.

Books and Learning Resources

The library currently houses approximately 2,000 books, providing a moderate collection relative to the size of the student population. However, only 1,000 books are less than ten years old, indicating that approximately half of the collection may no longer align with current curriculum requirements, examination standards, or emerging knowledge areas. Furthermore, less than fifty percent of the books were assessed to be in good physical condition, suggesting significant wear and deterioration of learning resources. Book arrangement was assessed as partly arranged, which may hinder ease of access and reduce the efficiency of information retrieval for students and staff.

The library would benefit from a comprehensive collection development programme that includes the acquisition of current textbooks, updated reference materials, literary works, STEM resources, career guidance publications, and digital learning materials. Simultaneously, damaged and obsolete materials should be reviewed and replaced where necessary to improve the overall quality and relevance of the collection.

ICT Facilities and Digital Access

One of the most significant gaps identified during the assessment is the absence of meaningful ICT infrastructure. The library currently has no internet connectivity and no functional computers, effectively preventing students from accessing online educational resources, digital reference materials, and e-learning opportunities.

In an increasingly digital educational landscape, the lack of ICT facilities places students at a disadvantage and limits their exposure to essential digital literacy skills. The development of a hybrid library model should therefore prioritize the provision of

computers, broadband internet access, digital cataloguing systems, educational software, and electronic learning resources.

Establishing a digital learning section within the library would significantly enhance research capabilities and improve students' preparedness for higher education and participation in the modern knowledge economy.

Infrastructure and Learning Environment

The physical learning environment presents a mixture of strengths and areas requiring improvement. The library was assessed as having good cleanliness and organization, indicating effective day-to-day management practices. Security measures are also in place, helping to safeguard library resources and maintain a conducive learning environment.

However, lighting and ventilation were assessed as fair, suggesting that improvements are needed to create a more comfortable and productive study environment. Upgrades to lighting systems, ventilation, interior aesthetics, and general infrastructure would enhance user experience and encourage more frequent library utilization.

Creating an attractive, learner-centred environment is critical for promoting reading culture, independent learning, and academic engagement among students.

Staffing and Operational Capacity

Library services are currently managed by a teacher or attendant rather than a professionally trained librarian. While this arrangement enables basic library operations, it limits the institution's capacity to provide advanced services such as information literacy training, digital resource management, collection development planning, and strategic library administration.

Investing in staff development or appointing qualified library personnel would significantly strengthen library operations and improve the quality of services available to students and teachers.

Prospects for Expansion and Development

One of the strongest findings from the assessment is the availability of space for future expansion. This provides a unique opportunity to transform the existing library into a modern hybrid learning centre capable of supporting both traditional and digital learning approaches.

Priority Interventions (Immediate Action)

- Install a solar/inverter power system to ensure reliable electricity supply.
- Procure computers and establish internet connectivity.
- Update and expand the library collection with current textbooks and reference materials.
- Improve book organization and establish a formal cataloguing system.
- Increase seating capacity and upgrade existing furniture.
- Recruit or train professional library personnel.
- Improve lighting and ventilation within the library facility.

Assessment Area	Findings for Amoye Grammar School, Ikere-Ekiti
Student Population	1,019 students
Teaching Staff	82 teachers
Library Availability	School has a designated library space
Weekly Library Users	Approximately 350 students
Primary Use of Library	Reading and academic study
Total Book Collection	About 2,000 books
Up-to-Date Books	About 1,000 books are less than 10 years old
Condition of Books	Less than 50% are in good condition

Assessment Area	Findings for Amoye Grammar School, Ikere-Ekiti
Book Organization	Partly arranged
Cataloguing System	Not fully developed
Seating Capacity	102 students at a time
Furniture Condition	Fair
Lighting & Ventilation	Fair
Cleanliness & Organization	Good
Security Measures	Available
Electricity Supply	Unstable
Internet Access	Not available
Computers	Not available
Library Staffing	Managed by a teacher/attendant
Weekly Opening Hours	30 hours
Space for Expansion	Available
Overall Library Rating	54% (Fair)
Major Strengths	Good library usage, available library space, good cleanliness, security measures, and strong expansion potential
Major Challenges	Outdated books, poor book condition, unstable electricity, absence of computers, lack of internet access, and inadequate seating relative to student population
Priority Needs	Current textbooks, solar/inverter power system, and bookshelves

Assessment Area	Findings for Amoye Grammar School, Ikere-Ekiti
Overall Conclusion	The library has a functional foundation and serves a significant number of students. However, modernization is required through improved power supply, updated learning resources, ICT facilities, enhanced infrastructure, and professional library management to effectively support 21st-century teaching and learning.





Pictures of the library of Amoye Grammar School, Ikere Ekiti, Ekiti State

3.9. University Demonstration Secondary School, Ikere Ekiti, Ikere LGA, Ekiti State.

University Demonstration Secondary School serves approximately 588 students with a teaching workforce of 43 teachers, covering both Junior and Senior Secondary levels. The school maintains a designated library facility that records an estimated 400 student users per week, indicating a relatively high level of library patronage compared to many schools assessed during the exercise. Students primarily utilize the library for examination preparation and academic study.

The assessment reveals that the school possesses a functional library facility with strong student utilization and adequate seating capacity. However, significant challenges exist regarding the quality and relevance of learning resources, electricity reliability, ICT facilities, and library modernization.

Furniture Availability and Condition

The library has a seating capacity of approximately 80 students, making it one of the larger reading spaces observed during the assessment.

Existing furniture is reported to be in fair condition and remains functional for current use. While the furniture supports student activities, upgrading and replacing worn furniture would improve comfort, aesthetics, and the overall learning experience.

Electricity and Power Supply

The library relies on public electricity supply, which is reported to be unstable. No alternative backup power source was reported during the assessment. The absence of reliable backup power limits opportunities for ICT integration, digital learning initiatives, and extended library operations.

The provision of a solar or inverter-powered backup system would significantly improve library functionality and sustainability.

Books and Learning Resources (Relevance and Usability)

The library houses approximately 800 books, making it one of the larger collections among assessed schools.

However, only about 100 books are reported to be less than ten years old and curriculum-relevant. Furthermore, less than half of the collection is reported to be in good physical condition.

Books are only partly arranged, and no formal cataloguing system was reported. These findings suggest that although the collection size is relatively substantial, much of the available stock is outdated, poorly organized, and insufficiently aligned with current curriculum requirements.

The school specifically identified current textbooks as one of its highest priority needs.

Computer Systems and ICT Facilities

No functional computers were reported within the library, and internet access is unavailable.

The absence of ICT facilities significantly limits students' opportunities to develop digital literacy skills and access online educational resources.

Investment in computers, internet connectivity, and e-learning infrastructure would substantially enhance the library's educational value.

General Infrastructure and Interior Learning Environment

The library provides a reasonably conducive learning environment. Assessment findings indicate:

- Lighting and ventilation: Good
- Cleanliness and organization: Good
- Security for books and equipment: Available
-

The facility is functional and secure, although improvements in organization, furniture quality, and resource management would further strengthen the learning environment.

Staffing and Operational Capacity

Library services are managed by a teacher/attendant rather than a professionally trained librarian.

The library operates for approximately 30 hours per week, providing students with regular access to resources. However, the absence of trained library personnel may affect collection management, resource organization, user support services, and long-term library development.

Opportunities for Future Expansion and Development

The school confirmed that space is available for expansion and renovation.

This presents a strong opportunity for future investment in library modernization, including the expansion of reading areas, installation of ICT facilities, development of an e-library system, and improvement of resource storage and preservation.

Given the high level of student patronage, expansion efforts would likely generate significant educational benefits.

Overall Assessment

University Demonstration Secondary School demonstrates one of the highest levels of library usage recorded during the assessment, reflecting strong student demand for library services. The facility benefits from adequate seating capacity, good environmental conditions, available security measures, and sufficient space for future development.

However, the library faces major challenges relating to outdated learning materials, poor book condition, lack of ICT facilities, unstable electricity supply, absence of internet connectivity, and the lack of professional library staffing. Addressing these deficiencies

would significantly improve the library's capacity to support teaching, learning, research, and digital education.

Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks.**
- **Acquisition of updated reference materials and literature.**
- **Installation of solar or inverter-powered backup electricity.**
- **Provision of computers and digital learning equipment.**
- **Installation of internet connectivity.**
- **Introduction of a formal cataloguing and library management system.**
- **Recruitment or training of library personnel.**
- **Improvement of furniture and reading facilities.**
- **Development of e-library and digital learning services.**
- **Expansion and modernization of the library facility.**

Assessment Area	Findings for University Demonstration Secondary School, Ikere LGA, Ekiti State
School Name	University Demonstration Secondary School
Location	Ikere LGA, Ekiti State
School Type	Public/Government School
Student Population	588 students
Teaching Staff	43 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 400 students
Primary Use of Library	Examination Preparation

Assessment Area	Findings for University Demonstration Secondary School, Ikere LGA, Ekiti State
Total Book Collection	About 800 books
Up-to-Date Books	About 100 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Partly arranged
Cataloguing System	No formal cataloguing system reported
Seating Capacity	80 students
Furniture Condition	Fair
Lighting & Ventilation	Good
Cleanliness & Organization	Good
Security Measures	Available
Main Electricity Supply	Unstable
Backup Power	Not available
Functional Computers	None reported
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	30 hours
Space for Expansion	Available

Assessment Area	Findings for University Demonstration Secondary School, Ikere LGA, Ekiti State
Overall Library Rating	Fair (49%)
Major Strengths	High student patronage, large seating capacity, sizeable book collection, good lighting and ventilation, available security, and space for expansion
Major Challenges	Outdated books, poor book condition, lack of computers, no internet access, unstable electricity supply, absence of formal cataloguing, and lack of professional library staff
Priority Needs	Current textbooks, computers, solar/inverter power, internet access, library organization systems, and staff development
Additional Comments	School expressed appreciation to the Foundation for selecting the institution for assessment.
Overall Conclusion	University Demonstration Secondary School has a functional and highly utilized library that serves a large student population. However, the educational impact of the facility is constrained by outdated learning resources, weak ICT infrastructure, unreliable power supply, and the absence of professional library management. Strategic investment in books, technology, power infrastructure, and library development would significantly improve learning outcomes and transform the library into a modern learning resource centre.



Pictures of the library of University Demonstration Secondary School, Ikere Ekiti, Ekiti State.

3.10. Iworoko Community High School, Iworoko-Ekiti, Irepodun/Ifelodun LGA, Ekiti State

Iworoko Community High School recorded an overall library assessment score of approximately 34% (Poor), indicating that the library requires major rehabilitation and significant investment before it can effectively support teaching and learning. The school has an enrolment of approximately 811 students and 84 teaching staff, yet the existing library facilities fall considerably short of meeting the academic and information needs of this large school population.

Furniture and Learning Space

The library currently accommodates only 24 users at a time, representing approximately three percent of the student population. This extremely limited seating capacity significantly restricts student access and reduces opportunities for independent study and research.

Furniture within the library was assessed as poor, while the overall learning environment, including lighting and ventilation, was also rated poor. The library lacks the flexible learning spaces expected of a modern educational resource centre and provides limited comfort for users.

A comprehensive refurbishment of the library interior is therefore required, including replacement of furniture, expansion of seating capacity, improved interior design, and the creation of learner-friendly reading and collaborative study spaces.

Electricity and Power Supply

One of the most critical weaknesses identified during the assessment is the complete absence of a reliable electricity supply. The library has no functional electricity, no backup power source, and no alternative energy system.

The school specifically identified the installation of a solar power system as one of its highest priorities. Without dependable electricity, the library cannot support digital learning, ICT integration, extended opening hours, or modern educational technologies. A solar-powered electricity system with battery backup should therefore form the foundation of any future library modernization programme.

Books and Learning Resources

The library currently contains approximately 2,500 books, but only about 267 books are curriculum-relevant and current, while the majority of the collection consists of obsolete materials. Consequently, barely one-tenth of the existing collection adequately supports current teaching and learning requirements.

The physical condition of the books is also poor, with less than fifty percent assessed to be in good condition. Furthermore, books are randomly piled rather than properly arranged, making access difficult and reducing the efficiency of library services.

The assessment also revealed that the library is affected by termite infestation, posing a significant threat to the preservation of existing resources and requiring urgent attention. A comprehensive collection development programme is needed to remove obsolete materials, replace damaged books, procure current curriculum-based textbooks, and introduce reference materials, literature, STEM resources, career guidance materials, and digital learning resources.

ICT Facilities and Digital Access

The assessment revealed a complete absence of ICT infrastructure within the library. There are no computers, no internet connectivity, and no digital learning facilities available to students or teachers.

This significantly limits students' opportunities to develop digital literacy skills, access online educational resources, conduct electronic research, and participate in technology-enabled learning.

Future development should prioritize the establishment of a hybrid library equipped with desktop computers, broadband internet connectivity, electronic cataloguing systems, digital educational resources, multimedia learning facilities, and e-learning platforms.

Infrastructure and Learning Environment

The overall learning environment requires substantial improvement. Lighting and ventilation were assessed as poor, while the general cleanliness and organization were only rated fair. Although basic security measures are available, the combined effects of poor infrastructure and termite infestation have significantly reduced the functionality of the library.

Improving the physical environment through renovation, better lighting, enhanced ventilation, pest control, repainting, and improved aesthetics would create a more conducive atmosphere for learning and encourage greater student utilization.

Staffing and Operational Capacity

A notable strength identified during the assessment is that the library is managed by a trained librarian, providing the school with professional capacity for effective library administration. This places the school in a stronger position to successfully manage future investments and implement improved library services.

However, despite the availability of qualified personnel, the lack of adequate facilities and learning resources significantly limits the librarian's ability to provide quality services.

Prospects for Expansion and Development

The school reported that space is available for future expansion, creating an opportunity to completely redesign the library into a modern hybrid learning resource centre.

The long-term vision should focus on developing an expanded library equipped with updated collections, ICT facilities, internet connectivity, collaborative learning areas, digital resources, multimedia learning spaces, and sustainable power infrastructure capable of supporting twenty-first-century education.

Priority Interventions (Immediate Action)

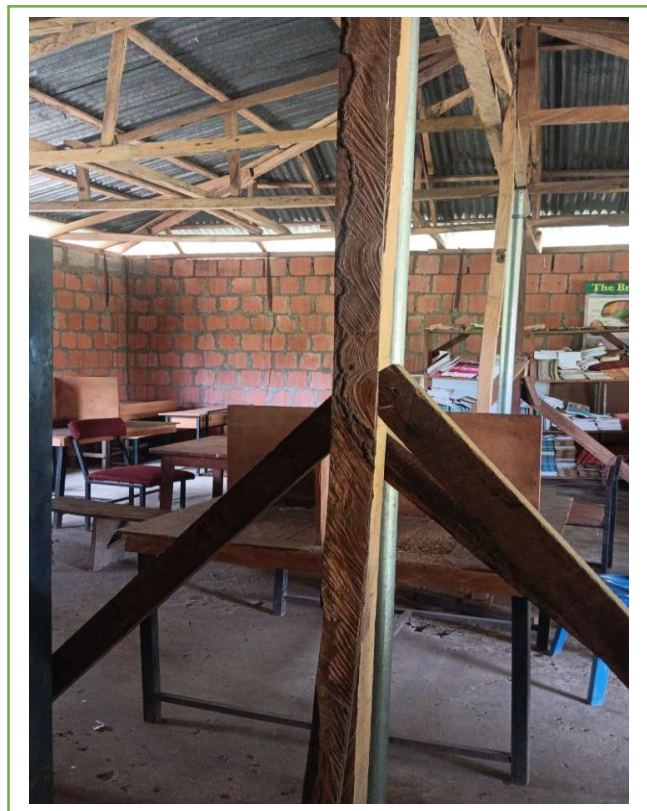
- **Install a solar/inverter power system.**
- **Procure computers and establish internet connectivity.**
- **Replace obsolete books with current curriculum-based textbooks.**
- **Install new bookshelves and reorganize the library collection.**
- **Replace damaged furniture and significantly increase seating capacity.**
- **Renovate the library interior and improve lighting and ventilation.**
- **Undertake comprehensive termite treatment and structural rehabilitation.**

Assessment Area	Findings for Iworoko Community High School
Student Population	811 students
Teaching Staff	84 teachers

Assessment Area	Findings for Iworoko Community High School
Library Availability	School has a designated library space
Weekly Library Users	Approximately 100 students
Primary Use of Library	Reading
Total Book Collection	About 2,500 books
Up-to-Date Books	About 267 curriculum-relevant books; majority are obsolete
Condition of Books	Less than 50% are in good condition
Book Organization	Randomly piled
Cataloguing System	Manual system
Seating Capacity	24 students at a time
Furniture Condition	Poor
Lighting & Ventilation	Poor
Cleanliness & Organization	Fair
Security Measures	Available
Electricity Supply	None
Backup Power Supply	None
Internet Access	Not available
Computers	Not available
Library Staffing	Managed by a trained librarian
Weekly Opening Hours	40 hours
Space for Expansion	Available
Overall Library Rating	34% (Poor)
Major Strengths	Designated library space, trained librarian, available expansion space, security measures in place

Assessment Area	Findings for Iworoko Community High School
Major Challenges	Obsolete book collection, poor furniture, inadequate seating capacity, poor learning environment, no electricity, no backup power, no computers, no internet access, termite infestation
Priority Needs	Current textbooks, furniture, bookshelves, solar/inverter power system, ICT facilities, termite control
Overall Conclusion	The library possesses a basic foundation and professional staffing but requires comprehensive rehabilitation. Major investment in infrastructure, power supply, ICT facilities, updated learning resources, furniture, and pest control is essential to transform it into a functional hybrid library capable of supporting quality secondary education.





Pictures of the library of Iworoko Community High school, Iworoko Ekiti, Ekiti State

3.11. African Church Grammar School, Abeokuta, Abeokuta North, Ogun State

African Church Grammar School achieved an overall library assessment score of 71% (Good), placing it among the better-performing schools assessed in this study. The library serves a student population of approximately 1,300 students and 48 teaching staff, and demonstrates several characteristics associated with a functional school library. Notable strengths include the availability of ICT facilities, internet connectivity, solar backup power, and a generally organised learning environment. Despite these strengths, significant gaps remain in resource provision, infrastructure capacity, and professional staffing, limiting the library's effectiveness as a modern learning resource centre.

The library's physical infrastructure provides a reasonable foundation for service delivery, although capacity constraints are evident. With seating available for approximately 60 students, the facility can accommodate only a small proportion of the student population at any given time. Furniture was assessed as being in fair condition and remains functional; however, the library lacks the flexible learning spaces, collaborative study areas, and dedicated technology zones typically associated with contemporary educational libraries. Expansion and reconfiguration of the available space will therefore be necessary to support increased utilisation and diversified learning activities.

Electricity provision represents a relative strength when compared with many of the schools assessed. The library benefits from a solar backup system, which provides some resilience against power interruptions. Nevertheless, the main electricity supply remains unreliable, affecting the consistent operation of ICT equipment and limiting opportunities for extended digital learning. Strengthening the existing solar and power infrastructure would improve service continuity and support future technological expansion.

The most significant weakness identified during the assessment relates to the library's collection of learning resources. Although the library is well organised and books are accessible through a basic cataloguing system, the collection itself is extremely limited for a school of its size. With an estimated 200 books available for a student population exceeding 1,300, the collection falls substantially below acceptable standards for secondary school libraries. The limited volume of resources restricts students' access to curriculum support materials, reference works, literature, and supplementary learning

resources. Furthermore, there is insufficient evidence of a structured collection development programme to guide resource acquisition and renewal. Expanding and modernising the collection should therefore be considered a priority intervention.

A notable strength of the library is its existing ICT infrastructure. The facility contains approximately 40 functional computers and has internet connectivity, providing a strong foundation for digital learning and research activities. This level of ICT provision is considerably higher than that observed in many schools assessed during the study. However, internet services were reported to be unstable, reducing the effectiveness of available digital resources. Additionally, there is no evidence of an integrated digital library system, electronic catalogue, or access to online educational databases. While the library demonstrates considerable potential as a hybrid learning environment, further investment is required to maximise the benefits of its existing technological assets.

The general learning environment was assessed as satisfactory, with cleanliness and organisation rated positively. Security arrangements for library resources were also found to be adequate. However, lighting and ventilation were rated only fair, indicating room for improvement in user comfort and environmental quality. Modernisation of the physical environment through improved lighting, ventilation, interior design, and learner-centred spaces would contribute significantly to increasing library usage and enhancing the overall learning experience.

Library operations are currently managed by a teacher or attendant rather than a professionally trained librarian. While this arrangement supports basic service delivery, it limits the library's capacity to provide specialised services such as information literacy training, collection development planning, digital resource management, and strategic programme implementation. The engagement or training of qualified library personnel would strengthen management capacity and improve the effectiveness of library services.

One of the most promising findings from the assessment is the availability of space for future expansion and renovation. This presents an opportunity to reposition the library as a modern hybrid learning resource centre that integrates traditional print resources with digital technologies and collaborative learning environments. Given the presence of ICT infrastructure and solar backup systems, African Church Grammar School is well placed

to become a model secondary school library within the region if strategic investments are made in resource development, facility enhancement, and professional staffing.

In summary, African Church Grammar School possesses several foundational strengths that distinguish it from many other schools assessed, particularly in relation to ICT provision, internet access, power backup systems, and organisational practices. However, these strengths are undermined by an extremely limited book collection, inadequate seating capacity, unreliable internet services, and the absence of professional library personnel. Addressing these deficiencies through targeted investments in learning resources, infrastructure expansion, digital services, and staffing will be critical to transforming the facility into a fully functional hybrid library capable of supporting twenty-first-century teaching and learning.

Priority intervention

- **Significantly expand the book collection with current curriculum-relevant resources.**
- **Improve internet connectivity and digital resource access.**
- **Recruit or train a qualified librarian.**
- **Increase seating capacity and modernise furniture.**
- **Implement a digital library management system and strengthen ICT-enabled learning.**

Assessment Area	Findings for African Church Grammar School, Abeokuta North, Ogun State
School Name	African Church Grammar School
Location	Abeokuta North, Ogun State
School Type	Public/Government School
Student Population	1,300 students
Teaching Staff	48 teachers
Grades Covered	Senior Secondary Only

Assessment Area	Findings for African Church Grammar School, Abeokuta North, Ogun State
Library Availability	School has a designated library space
Weekly Library Users	Approximately 200 students
Primary Use of Library	Examination Preparation
Total Book Collection	About 200 books
Up-to-Date Books	Not known/No data available
Condition of Books	50–80% of books are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	60 students
Furniture Condition	Fair
Lighting & Ventilation	Fair
Cleanliness & Organization	Good
Security Measures	Available
Main Electricity Supply	Unstable
Backup Power	Solar power available
Functional Computers	40 computers (ICT and not library)
Internet Access	Available but unstable
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	40 hours
Space for Expansion	Available
Overall Library Rating	71% (Good)

Assessment Area	Findings for African Church Grammar School, Abeokuta North, Ogun State
Major Strengths	Dedicated library space, organized book arrangement, availability of computers, solar backup power, internet access, and room for expansion
Major Challenges	Very small book collection relative to student population, unstable electricity supply, unstable internet connection, limited seating capacity for a large student population
Priority Needs	Literature/Reference Books, Solar/Inverter System, Library Furniture
Additional Comments	No additional comments provided
Overall Conclusion	The library possesses some important modern learning resources, including computers, internet access, and solar backup power. However, with only about 200 books serving 1,300 students and a below-average rating of 2/5, significant investment in learning materials, infrastructure, and furniture is needed to improve its effectiveness and support student learning.





Pictures of African Church Grammar School library, Abeokuta, Ogun State.

3.12. Abeokuta Grammar School, Abeokuta, Abeokuta South LGA, Ogun State.

Abeokuta Grammar School is a historic public secondary school located in Abeokuta South Local Government Area, Ogun State. The school serves approximately 4,500 students and employs 151 teachers, making it one of the largest schools assessed. The school maintains a designated library facility that records an estimated 95 student users per week, primarily for reading purposes.

Despite having a library and a substantial collection of books, usage levels remain relatively low when compared to the size of the student population, suggesting limitations in accessibility, relevance of resources, or overall library attractiveness.

Furniture Availability and Condition

The library has a seating capacity of approximately 84 students, which is significantly inadequate for a school population of 4,500 students. Although the available furniture is reported to be in good condition, the quantity is insufficient to meet the needs of the student body.

The mismatch between enrolment and seating capacity limits the library's ability to function as an effective learning and research centre.

Electricity and Power Supply

The library relies on an unstable public electricity supply, which affects the consistency of library operations and limits opportunities for technology-enhanced learning.

A generator is available as a backup power source, providing some level of resilience during power outages. However, dependence on generator power may increase operational costs and may not guarantee uninterrupted service.

The school's prioritization of solar/inverter solutions among its development needs indicates a desire for a more sustainable and reliable power system.

Books and Learning Resources (Relevance and Usability)

The library houses an estimated 7,000 books, representing one of the larger collections among the schools assessed. However, only approximately 300 books are reported to be less than ten years old and curriculum-relevant.

While more than 80% of the books are in good physical condition, the relatively small proportion of current and curriculum-aligned materials suggests that much of the collection may no longer adequately support modern teaching and learning requirements.

Books are only partly arranged, and no formal cataloguing system was reported, potentially making it difficult for students and staff to locate resources efficiently.

The school identified current textbooks as its highest-priority need, highlighting the necessity of updating the collection.

Computer Systems and ICT Facilities

The assessment revealed that the library currently has no functional computers available for student use and no internet connectivity.

This represents a significant gap in educational provision, particularly for a school of this size. The absence of ICT infrastructure limits students' ability to conduct online research, access digital educational content, and develop essential digital literacy skills.

The school's inclusion of computers and internet access among its top development priorities confirms the urgency of addressing this deficiency.

General Infrastructure and Interior Learning Environment

The library provides a functional learning environment but requires improvements to maximize its effectiveness.

Assessment findings indicate:

Lighting and ventilation: Poor

Cleanliness and organization: Good

Security for books and equipment: Available

The presence of security measures is a positive feature that helps safeguard learning resources. However, poor lighting and ventilation reduce user comfort and may contribute to the relatively low level of library usage.

Staffing and Operational Capacity

One of the school's notable strengths is the presence of a trained librarian, providing professional expertise in resource management and library services.

However, the library operates for only 40 hours per week, which is exceptionally low for a school with 4,500 students. This limited operational schedule likely contributes to the low level of student utilization and reduces the overall impact of the library on academic performance.

Opportunities for Future Expansion and Development

The school confirmed that space is available for expansion or renovation, creating substantial opportunities for future improvement.

The school's comments indicate interest in partnership opportunities and highlight specific needs, including:

- Maps and educational reference materials.
- Updated textbooks.
- Computers and internet facilities.
- Sustainable power solutions.

Overall Assessment

Abeokuta Grammar School possesses several important strengths, including a dedicated library facility, a large book collection, a trained librarian, and available space for future expansion. However, the library's effectiveness is constrained by outdated learning resources, inadequate seating capacity, poor lighting and ventilation, lack of ICT infrastructure, and extremely limited operating hours.

Given the school's large student population, strategic investment in modern learning resources, digital infrastructure, and facility enhancement would significantly improve access to quality educational support services and increase library utilization.

Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks and reference materials.**
- **Installation of computers and internet connectivity.**

- Expansion of seating capacity and study spaces.
- Improvement of lighting and ventilation.
- Deployment of solar/inverter power solutions.
- Establishment of a formal cataloguing and resource management system.
- Extension of library operating hours.
- Development of a modern digital learning and research centre.

Assessment Area	Findings for Abeokuta Grammar School, Abeokuta, Ogun State
School Name	Abeokuta Grammar School
Location	Abeokuta South LGA, Ogun State
School Type	Public/Government School
Student Population	4,500 students
Teaching Staff	151 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 95 students
Primary Use of Library	Reading
Total Book Collection	About 7,000 books
Up-to-Date Books	About 300 books are less than 10 years old and curriculum-relevant
Condition of Books	More than 80% of books are in good condition
Book Organization	Partly arranged
Cataloguing System	No cataloguing system reported
Seating Capacity	84 students
Furniture Condition	Good
Lighting & Ventilation	Poor

Assessment Area	Findings for Abeokuta Grammar School, Abeokuta, Ogun State
Cleanliness & Organization	Good
Security Measures	Available
Main Electricity Supply	Unstable
Backup Power	Generator available
Functional Computers	None available
Internet Access	Not available
Library Staffing	Managed by a trained librarian
Weekly Opening Hours	8 hours
Space for Expansion	Available
Overall Library Rating	72% (Fair Capped)
Major Strengths	Large book collection, books are generally in good condition, trained librarian, good furniture, good cleanliness, security measures, and space for expansion
Major Challenges	Very low number of current curriculum-relevant books compared to student population, no computers, no internet access, poor lighting and ventilation, limited opening hours, and lack of a cataloguing system
Priority Needs	Current textbooks, computers, internet access, solar/inverter system, and bookshelves
Additional Comments	The school is interested in partnership support and requires maps, educational display materials, bulletin boards, magazine shelves, and other library resources.
Overall Conclusion	Abeokuta Grammar School has a sizeable library collection and a trained librarian serving a very large student population of 4,500 students. While most books are in good

Assessment Area	Findings for Abeokuta Grammar School, Abeokuta, Ogun State
	physical condition, only a small proportion are current and curriculum-relevant. The absence of computers and internet access, combined with limited opening hours and poor lighting, restricts the library's effectiveness. Significant investment in modern learning resources, ICT facilities, and infrastructure would greatly enhance the library's impact on teaching and learning.



Pictures of the library of Abeokuta Grammar School, Abeokuta, Ogun State.

3.13. Ansar-Ud-Deen Grammar School, Ikare Akoko, Akoko North East LGA, Ondo State

The school has an enrolment of approximately 410 students and 28 teachers. The library serves both junior and senior secondary students and is managed by a trained librarian.

Assessment Findings

Furniture Availability and Condition

The assessment revealed that the library has extremely limited seating space, accommodating only about 15 students at a time. This represents less than 4% of the total student population and falls significantly below recommended standards for a school of this size. Although the library contains bookshelves that are generally in good condition, there are no functional reading tables and chairs available for students. The absence of adequate furniture significantly limits the library's usefulness as a reading and study environment and contributes to low utilization.

Electricity and Power Supply

The library depends on an unstable electricity supply and has no alternative or backup power system. This limits the library's operational effectiveness and presents a major challenge to future modernization efforts. The absence of reliable power would hinder the operation of computers, internet services, and other electronic learning resources required in a modern hybrid library.

Books and Learning Resources

The library contains approximately 1,000 books, of which about 800 are less than ten years old and curriculum-relevant. This provides a relatively strong foundation for supporting classroom learning. However, the condition of the collection remains a concern, with less than 50% of the books assessed as being in good condition. Book arrangement was found to be only partially organized, and no formal cataloguing system was reported.

While the quantity of curriculum-relevant materials is encouraging, investment is required to improve preservation, organization, accessibility, and replacement of damaged materials.

Computer Systems and ICT Facilities

The assessment confirmed that no computers are available within the library and there is no internet connectivity. Consequently, students currently have no access to digital learning resources, online educational content, electronic reference materials, or e-library services. This represents one of the most significant deficiencies identified during the assessment.

General Infrastructure and Learning Environment

Lighting and ventilation within the library were assessed as good, creating a generally conducive environment for learning. Security measures for books and equipment were reported to be available. However, cleanliness and organization were rated as fair, indicating a need for improved maintenance and resource management practices.

Staffing and Operational Capacity

A major strength of the library is the presence of a trained librarian. This provides a strong operational foundation and significantly improves the prospects for future modernization, collection management, reading promotion programmes, and effective utilization of library resources.

Opportunities for Future Expansion and Development

The school indicated that space is available for future expansion and renovation. This creates an opportunity to expand reading areas, introduce ICT facilities, establish an e-library section, increase seating capacity, and develop the library into a modern hybrid learning resource centre.

Overall Assessment

Ansar-Ud-Deen Grammar School possesses several important assets, including a designated library space, a trained librarian, a substantial collection of curriculum-relevant books, good bookshelves, adequate lighting and ventilation, and room for future expansion. These strengths provide a solid foundation for future development.

However, the library currently operates below acceptable standards due to the absence of computers, lack of internet access, unstable electricity supply, inadequate seating space, absence of reading tables and chairs, poor condition of many books, and weak resource organization systems. The limited seating capacity is particularly concerning, as

only about 15 students can effectively use the library at any given time despite a student population of over 400.

With targeted investment, the library has strong potential to be transformed into a functional hybrid learning centre that supports both traditional reading and digital learning.

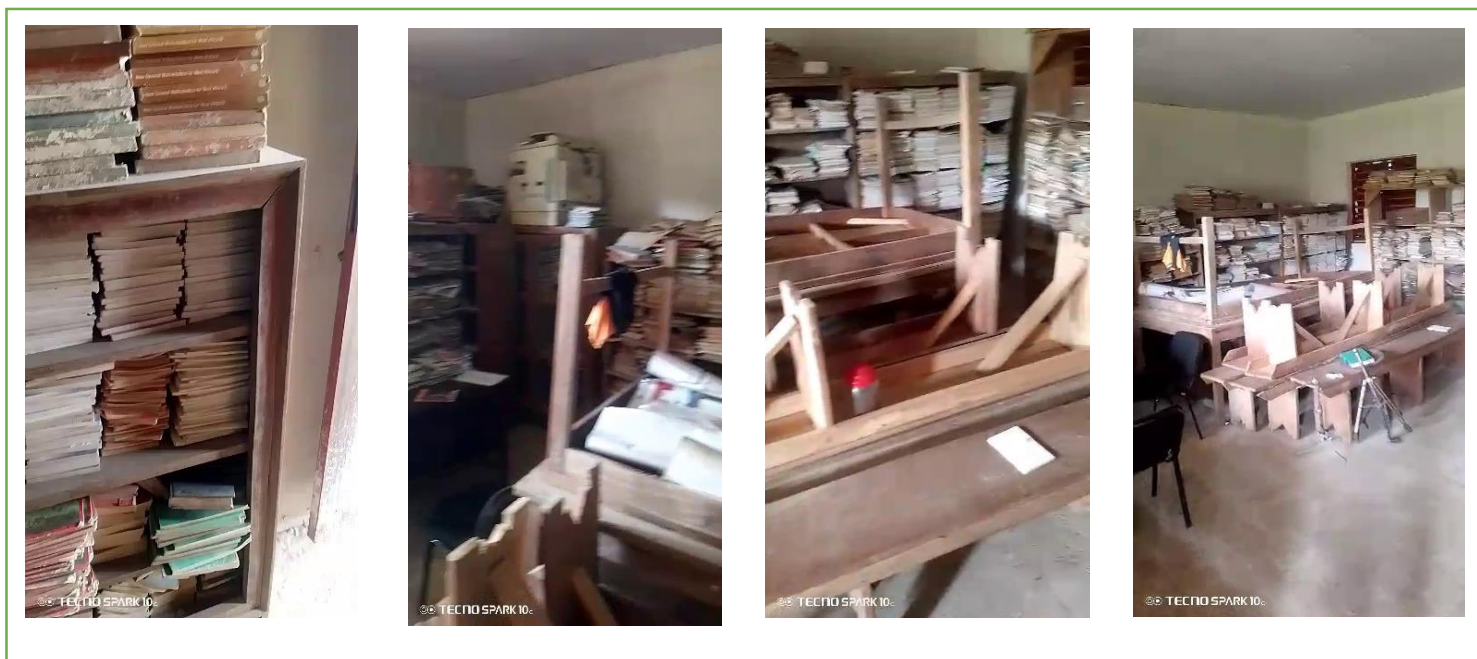
Priority Interventions

- Installation of a solar/inverter power system.
- Provision of desktop computers and establishment of an ICT/e-library section.
- Installation of internet connectivity.
- Procurement of reading tables and chairs.
- Expansion of seating capacity from 15 to at least 40 students.
- Acquisition of current curriculum-aligned textbooks and reference materials.
- Development of a formal cataloguing and library management system.
- Preservation and replacement of damaged books.

Assessment Area	Findings for Ansar-Ud-Deen Grammar School, Ikare Akoko, Ondo State
School Name	Ansar-Ud-Deen Grammar School, Ikare Akoko
Location	Akoko North East LGA, Ondo State
School Type	Public/Government School
Student Population	410 students
Teaching Staff	28 teachers
Grades Covered	Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 150 students
Primary Use of Library	Reading
Total Book Collection	About 1,000 books

Assessment Area	Findings for Ansar-Ud-Deen Grammar School, Ikare Akoko, Ondo State
Curriculum-Relevant Books	About 800 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% are in good condition
Book Organization	Partly arranged
Cataloguing System	No formal cataloguing system reported
Bookshelves	Available and in fair condition
Seating Capacity	Approximately 15 students
Reading Tables and Chairs	Not available
Furniture Condition	Inadequate due to absence of tables and chairs
Lighting & Ventilation	Good
Cleanliness & Organization	Fair
Security Measures	Available
Main Electricity Supply	Unstable
Backup Power	None available
Computers	None available
Internet Access	Not available
Library Staffing	Managed by a trained librarian
Weekly Opening Hours	8 hours
Space for Expansion	Available
Overall Library Rating	48% (Fair)
Major Strengths	Trained librarian, good bookshelves, high proportion of curriculum-relevant books, good lighting and ventilation, available security measures, and space for expansion

Assessment Area	Findings for Ansar-Ud-Deen Grammar School, Ikare Akoko, Ondo State
Major Challenges	No computers, no internet access, unstable electricity supply, inadequate seating space, absence of reading tables and chairs, poor condition of many books, lack of cataloguing system, and limited opening hours
Priority Needs	Solar/inverter system, desktop computers, internet connectivity, reading tables and chairs, current textbooks, and library management system
Additional Comments	The library has a strong foundation in terms of books and staffing but lacks the furniture and ICT infrastructure required for effective utilization.
Overall Conclusion	The library possesses a trained librarian, a substantial collection of curriculum-relevant books, good bookshelves, and room for expansion. However, its effectiveness is severely constrained by inadequate seating, absence of tables and chairs, lack of computers and internet connectivity, unstable power supply, and poor condition of many books. Strategic investment in furniture, ICT infrastructure, power solutions, and resource management would significantly improve learning opportunities for students.



Pictures from the library of Ansar-Ud-Deen Grammar School, Ikare Akoko, Ondo State

3.14. Ikare Grammar School, Ikare Akoko, Akoko North East LGA, Ondo State

The school has an enrolment of approximately 500 students and 25 teachers. The library serves both junior and senior secondary school students and is primarily used for reading and study activities.

Assessment Findings

Furniture Availability and Condition

The library has a seating capacity of approximately 30 students, representing only a small proportion of the school's total student population. The furniture was assessed to be in poor condition, limiting the comfort and effectiveness of the learning environment. Given the size of the student population, the current seating capacity is inadequate and may discourage regular use of the facility.

Electricity and Power Supply

The assessment revealed a major deficiency in power infrastructure. No reliable electricity supply or backup power source was reported for the library. This significantly limits the library's functionality and presents a major obstacle to the introduction of computers, internet access, and other digital learning resources.

Books and Learning Resources

The library contains approximately 150 books, of which about 125 are considered curriculum-relevant and less than ten years old. While the proportion of relevant books is encouraging, the overall size of the collection is grossly inadequate for a school population of 500 students.

In addition, less than 50 percent of the books were assessed to be in good condition. Book arrangement was found to be poor, with books largely piled or randomly stored, reducing accessibility and effective utilization of available resources. The library currently operates with only a manual cataloguing system.

Computer Systems and ICT Facilities

The library lacks functional computers and has no internet connectivity. Consequently, students have no access to digital learning resources, online educational content, or

information and communication technology facilities through the library. This represents one of the most significant limitations identified during the assessment.

General Infrastructure and Learning Environment

The library benefits from good lighting and ventilation, creating a generally conducive atmosphere for reading and study. Cleanliness and organization were also rated as good, indicating reasonable maintenance of the available facility. Security arrangements for books and library resources were reported to be satisfactory.

Despite these strengths, the absence of modern learning facilities and the limited size of the collection reduce the library's overall effectiveness as a learning resource centre.

Staffing and Operational Capacity

The library is currently managed by a teacher or library attendant rather than a professionally trained librarian. While the facility operates for approximately 35 hours per week, the absence of qualified library personnel may affect resource management, collection development, and the implementation of modern library services.

Opportunities for Future Expansion and Development

The school reported that space is available for future expansion and renovation. This presents a valuable opportunity to redesign and upgrade the library into a modern hybrid facility incorporating both physical and digital learning resources.

The school also emphasized the need to equip the library with modern facilities to improve learning outcomes and support contemporary educational practices.

Overall Assessment

Ikare Grammar School's library possesses a designated library space, a relatively conducive learning environment, and opportunities for future expansion. However, the facility remains significantly under-resourced and falls short of the standards expected of a modern secondary school library.

Major challenges include an extremely limited book collection, poor furniture, inadequate seating capacity, lack of reliable electricity, absence of computers and internet connectivity, poor resource organization, and the absence of professional library

personnel. These deficiencies substantially limit the library's ability to support effective teaching, learning, research, and digital literacy development.

The library requires substantial intervention to transform it into a functional hybrid learning centre capable of meeting the educational needs of students and teachers.

Priority Interventions

- **Acquisition of current curriculum-aligned books and reference materials.**
- **Expansion of the library's book collection.**
- **Installation of a solar-powered electricity system with inverter backup.**
- **Provision of computers and ICT equipment.**
- **Internet connectivity for digital learning.**
- **Establishment of an e-library section.**
- **Replacement of damaged furniture and increase in seating capacity.**
- **Provision of bookshelves and improved resource organization.**
- **Training or deployment of qualified library personnel.**
- **Modernization and expansion of library facilities.**

Assessment Area	Findings for Ikare Grammar School, Ikare Akoko, Ondo State
School Name	Ikare Grammar School
Location	Akoko North East LGA, Ondo State
School Type	Public/Government School
Student Population	500 students
Teaching Staff	25 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 25 students
Primary Use of Library	Reading
Total Book Collection	About 150 books

Assessment Area	Findings for Ikare Grammar School, Ikare Akoko, Ondo State
Up-to-Date Books	About 125 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% are in good condition
Book Organization	Books are piled/randomly arranged
Cataloguing System	Manual system
Seating Capacity	30 students
Furniture Condition	Poor
Lighting & Ventilation	Good
Cleanliness & Organization	Good
Security Measures	Available
Main Electricity Supply	Not specified
Backup Power	Not specified
Computers	None reported
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	35 hours
Space for Expansion	Available
Overall Library Rating	36% (Poor)
Major Strengths	Dedicated library space, relatively current book collection, good lighting and ventilation, good cleanliness, security measures, and space for expansion
Major Challenges	Very small book collection, poor book condition, poor furniture, lack of computers, no internet access, low student usage, and poor book arrangement
Priority Needs	Computers, Internet Access, and Solar/Inverter System

Assessment Area	Findings for Ikare Grammar School, Ikare Akoko, Ondo State
Additional Comments	The school library should be equipped with modern facilities to enhance teaching, learning, and research activities.
Overall Conclusion	The library has a dedicated space and a reasonable proportion of current books, but it serves only a small number of students and has a very limited collection of about 150 books. The absence of computers, internet access, and modern facilities significantly limits its effectiveness. Investment in ICT infrastructure, additional books, and furniture would greatly improve learning opportunities for the school's 500 students.



Pictures of the library of Ikare Grammar School, Ikare Akoko, Ondo State.

3.15. Okeagbe High School, Okeagbe Akoko, Akoko North West LGA, Ondo State

The school has an enrolment of approximately 300 students and 11 teachers. The library serves students across the school and is managed by a teacher or library attendant.

Assessment Findings

Furniture Availability and Condition

The library has a seating capacity of approximately 25 students, representing less than 10% of the student population. While the furniture was assessed to be in fair condition, the seating capacity is inadequate for the number of students in the school. Limited seating reduces the number of students who can effectively utilize the library at any given time.

Electricity and Power Supply

The library is connected to an unstable electricity supply and relies on a generator as a backup power source. While the availability of a generator provides some level of support, it is not a sustainable solution for regular library operations, particularly for digital learning activities. The school identified the need for a solar or inverter system as a major priority.

Books and Learning Resources

The library contains approximately 500 books, of which about 200 are less than ten years old and curriculum-relevant. The condition of the collection is relatively good, with over 80% of the books assessed to be in good condition. This is one of the library's notable strengths.

However, the overall size of the collection is relatively small for a secondary school library, and the arrangement of books was found to be poor, with materials largely piled or randomly organized. No formal cataloguing system was reported, limiting ease of access and effective resource management.

Computer Systems and ICT Facilities

The library has five functional computers available for students and limited internet access. This distinguishes the school from many others assessed, as it has already taken initial steps toward integrating technology into learning. However, internet connectivity

was reported to be unstable, significantly reducing the effectiveness of the available ICT facilities. The limited number of computers also restricts student access to digital learning opportunities.

General Infrastructure and Learning Environment

The assessment found that lighting and ventilation within the library are good, providing a conducive environment for reading and study. Security arrangements for books and equipment were also considered adequate.

Cleanliness and organization were rated as fair, indicating the need for improved management of the available space and resources. The school further indicated the need for an independent library hall to provide a more suitable and dedicated learning environment.

Staffing and Operational Capacity

The library is currently managed by a teacher or attendant rather than a professionally trained librarian. The library operates for only about eight hours per week, which is considerably lower than what is expected of an active school library.

The absence of qualified library personnel and limited operating hours constrain the library's ability to effectively support teaching, learning, and information access.

Opportunities for Future Expansion and Development

The assessment identified available space for future expansion and development. The school's request for an independent library hall presents an opportunity to redesign and upgrade the facility into a modern hybrid library that can accommodate both physical and digital learning resources.

Overall Assessment

Okeagbe High School possesses several encouraging features, including a collection of books that are generally in good condition, basic ICT facilities, internet access, adequate lighting and ventilation, and opportunities for future expansion. These strengths provide a foundation upon which a more robust library system can be developed.

Despite these positive attributes, the library faces significant challenges, including a limited book collection, inadequate seating capacity, unstable electricity supply, poor organization of learning resources, lack of a formal cataloguing system, limited ICT infrastructure, restricted operating hours, and the absence of professional library personnel.

The library demonstrates considerable potential for development but requires targeted investment to become a fully functional hybrid learning centre capable of meeting the educational needs of students and teachers.

Priority Interventions

- **Installation of a solar-powered electricity system with inverter backup.**
- **Provision of an independent library hall.**
- **Expansion of curriculum-aligned books and reference materials.**
- **Additional computers and ICT equipment.**
- **Reliable internet connectivity.**
- **Establishment of an e-library section.**
- **Bookshelves and proper cataloguing system.**
- **Additional tables and chairs to increase seating capacity.**
- **Training or deployment of qualified library personnel.**
- **Extension of library operating hours.**

Assessment Area	Findings for Okeagbe High School, Okeagbe Akoko, Ondo State
School Name	Okeagbe High School, Okeagbe Akoko, Ondo State
Location	Akoko North West LGA, Ondo State
School Type	Public/Government School
Student Population	300 students
Teaching Staff	11 teachers
Grades Covered	Both Junior and Senior Secondary

Assessment Area	Findings for Okeagbe High School, Okeagbe Akoko, Ondo State
Library Availability	School has a designated library space
Weekly Library Users	Approximately 50 students
Primary Use of Library	Reading
Total Book Collection	About 500 books
Up-to-Date Books	About 200 books are less than 10 years old and curriculum-relevant
Condition of Books	More than 80% of books are in good condition
Book Organization	Books are piled/randomly arranged
Cataloguing System	No cataloguing system reported
Seating Capacity	25 students
Furniture Condition	Fair
Lighting & Ventilation	Good
Cleanliness & Organization	Fair
Security Measures	Available
Main Electricity Supply	Unstable
Backup Power	Generator available
Functional Computers	5 computers
Internet Access	Available but unstable
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	8 hours
Space for Expansion	Available
Overall Library Rating	61% (Fair)

Assessment Area	Findings for Okeagbe High School, Okeagbe Akoko, Ondo State
Major Strengths	Good condition of books, availability of computers, internet access, backup power (generator), good lighting and ventilation, and room for expansion
Major Challenges	Small book collection, poor book arrangement, limited seating capacity, unstable electricity supply, unstable internet connection, and very limited opening hours
Priority Needs	Solar/Inverter System
Additional Comments	The school needs an independent library hall and additional support to improve library services.
Overall Conclusion	The library has some valuable resources, including computers, internet access, and books that are largely in good condition. However, its impact is constrained by a small collection, limited seating, unstable power and internet connectivity, and short opening hours. Investment in a dedicated library building, reliable power supply, and expanded learning resources would significantly improve library services for students.



Pictures of the library of Okeagbe High School, Okeagbe Akoko, Ondo state.

3.16. St. Thomas Aquinas College, Akure, Akure South LGA, Ondo State.

The school serves approximately 642 students with a teaching workforce of 43 teachers, covering both Junior and Senior Secondary levels. The school maintains a designated library facility that records an estimated 85 student users per week, primarily for reading purposes.

The assessment indicates that the school possesses one of the more functional library environments among the schools surveyed, with strengths in infrastructure, staffing, furniture quality, and power supply. However, there remain significant opportunities to enhance the relevance of learning resources and improve access to digital information.

Furniture Availability and Condition

The library has a seating capacity of approximately 30 students. While the available furniture is reported to be in good condition, the seating capacity is relatively limited when compared to the total student population of 642 learners.

Despite the quality of existing furniture, additional seating and study spaces would improve accessibility and encourage greater library utilization.

Electricity and Power Supply

The library benefits from a stable electricity supply, which supports regular operations and provides a conducive environment for learning.

In addition, the school has a solar-powered backup system, providing a sustainable and reliable alternative power source during outages. This represents one of the strongest power infrastructure arrangements observed during the assessment.

The availability of stable electricity and renewable backup power positions the school well for future ICT expansion and digital learning initiatives.

Books and Learning Resources (Relevance and Usability)

The library houses approximately 1,192 books, with more than 80% reported to be in good physical condition. Books are catalogued and easy to locate, reflecting effective resource management practices.

However, the assessment indicates that there are no books identified as being less than ten years old and curriculum-relevant, suggesting that although the collection is well maintained, many resources may be outdated and require modernization.

The school identified current textbooks and literature/reference books among its highest-priority needs, confirming the necessity of updating the collection to align with contemporary curricula and learning requirements.

Computer Systems and ICT Facilities

The library has approximately 20 functional computers available for student use, representing one of the strongest ICT provisions among the schools assessed.

These computers provide a valuable foundation for digital literacy development and technology-enhanced learning. However, the library currently has no internet connectivity, significantly limiting the usefulness of the available ICT infrastructure.

Without internet access, students are unable to utilize online educational resources, research databases, and digital learning platforms.

General Infrastructure and Interior Learning Environment

The library provides a positive and conducive learning environment. Assessment findings indicate:

Lighting and ventilation: Good

Cleanliness and organization: Good

Security for books and equipment: Available

The facility appears well maintained and organized, contributing to an environment that supports reading, study, and academic engagement. Security measures further enhance the protection of books and equipment.

Staffing and Operational Capacity

One of the library's major strengths is the presence of a trained librarian, ensuring professional management of resources and library services.

The library operates during normal school hours, providing regular access for students and staff. The presence of qualified personnel contributes to effective cataloguing, resource organization, and user support.

This professional staffing arrangement enhances the library's capacity to deliver quality services and manage future development initiatives.

Opportunities for Future Expansion and Development

The school confirmed that space is available for expansion or renovation, providing opportunities for strategic improvement.

The school's comments expressed appreciation for potential support and highlighted the desire for additional learning resources and infrastructure enhancements.

Overall Assessment

St. Thomas Aquinas College, Akure possesses one of the more developed and functional library systems among the schools assessed. The library benefits from stable electricity, solar backup power, trained professional staffing, functional computers, good furniture, effective resource organization, and a conducive learning environment.

Nevertheless, the library faces important challenges, particularly regarding the availability of current curriculum-relevant learning materials and internet connectivity. Addressing these gaps would significantly enhance the library's ability to support modern teaching, learning, and research.

Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks.**
- **Acquisition of updated literature and reference materials.**
- **Installation of internet connectivity.**
- **Expansion of seating capacity and study spaces.**
- **Enhancement of ICT and digital learning resources.**
- **Development of e-library and online research facilities.**
- **Expansion of library resources to support growing academic needs.**

Note: St. Thomas Aquinas College currently operates a mini library located within the school hall, primarily serving the government section of the school. Information obtained during the

assessment indicates that the school is in the process of transitioning to full church ownership, with the transition expected to be completed by the 2027/2028 academic session. At the time of data collection, students in SS2 and SS3 remained under the government arm, while students from JSS1 to SS1 were already under the church administration.

Assessment Area	Findings for St. Thomas Aquinas College, Akure, Ondo State
School Name	St. Thomas Aquinas College, Akure
Location	Akure South LGA, Ondo State
School Type	Public/Government School
Student Population	642 students
Teaching Staff	43 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 85 students
Primary Use of Library	Reading
Total Book Collection	About 1,192 books
Up-to-Date Books	No books reported as less than 10 years old and curriculum-relevant
Condition of Books	More than 80% of books are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	30 students
Furniture Condition	Good
Lighting & Ventilation	Good
Cleanliness & Organization	Good

Assessment Area	Findings for St. Thomas Aquinas College, Akure, Ondo State
Security Measures	Available
Main Electricity Supply	Stable
Backup Power	Solar power available
Functional Computers	20 computers
Internet Access	Not available
Library Staffing	Managed by a trained librarian
Opening Hours	During school hours
Space for Expansion	Available
Overall Library Rating	83% (Excellent)
Major Strengths	Well-maintained library, trained librarian, good furniture, good lighting and ventilation, stable electricity supply, solar backup power, availability of 20 computers, and organized book arrangement
Major Challenges	No current curriculum-relevant books reported, limited seating capacity, lack of internet access, and need for updated learning materials
Priority Needs	Current textbooks, literature/reference books, and additional computers
Additional Comments	The school expressed appreciation and would be grateful for support from the foundation.
Overall Conclusion	St. Thomas Aquinas College has one of the stronger library environments among the assessed schools, with good facilities, stable power, solar backup, trained library staff, and computer access. However, the library's collection appears outdated, with no current curriculum-relevant books reported. Investment in updated

Assessment Area	Findings for St. Thomas Aquinas College, Akure, Ondo State
	textbooks, reference materials, and internet connectivity would significantly enhance the library's ability to support teaching, learning, and research activities.





***Pictures of the library of St. Thomas Aquinas College, Akure, Ondo State
(Government and Mission owned)***

3.17. Abadina College Senior Secondary School, Ibadan, Ibadan North, Oyo State

The school has an enrolment of approximately 1,093 students and 50 teachers. The library serves the senior secondary section of the school and is primarily used for reading and independent study.

Assessment Findings

Furniture Availability and Condition

The library has a seating capacity of approximately 50 students. While the furniture was assessed to be in good condition, the seating capacity is inadequate relative to the size of the student population, accommodating less than 5% of students at a time. This limits access and reduces the library's ability to effectively serve as a learning hub for the school.

The overall condition of the furniture reflects reasonable maintenance; however, additional seating and study furniture will be required to meet the needs of a growing student population.

Electricity and Power Supply

The library relies on an unstable electricity supply and has no reported backup power system. This presents a significant challenge to library operations and limits opportunities for introducing technology-driven learning resources.

The absence of alternative power sources such as solar energy or inverter systems reduces the library's readiness for digital transformation and the deployment of ICT facilities.

Books and Learning Resources

The library contains approximately 500 books, with about 200 books identified as being less than ten years old and curriculum-relevant. The condition of the collection was assessed as fair to good, with between 50% and 80% of books considered to be in good condition.

A major strength of the library is its organized collection. Books are properly catalogued and easy to locate, demonstrating effective resource management practices. However,

the overall size of the collection is inadequate for a school of over 1,000 students, and there is a clear need for expansion of learning resources to better support teaching and learning.

The school specifically identified current textbooks and literature/reference materials as priority needs.

Computer Systems and ICT Facilities

The assessment revealed a complete absence of ICT facilities within the library. No functional computers were available for student use, and internet access was not available.

This significantly limits students' exposure to digital learning resources, online research opportunities, and information literacy development. The absence of ICT infrastructure represents one of the most critical gaps identified during the assessment.

General Infrastructure and Learning Environment

The library environment was assessed positively. Lighting and ventilation were rated as good, while cleanliness and organization were rated as excellent. Security arrangements for books and library resources were also reported to be adequate.

These findings indicate that the library provides a conducive environment for reading and study. The presence of a designated library space, combined with effective organization and maintenance, provides a solid foundation for future modernization efforts.

Staffing and Operational Capacity

The library is currently managed by a teacher or attendant rather than a professionally trained librarian. While the facility operates during school hours, the absence of qualified library personnel may limit collection development, library programming, and the implementation of modern library management systems. Professional library management will be important if the library is to evolve into a fully functional hybrid learning centre.

Opportunities for Future Expansion and Development

The school indicated that space is available for future expansion or renovation. This provides a valuable opportunity for the development of additional reading areas, ICT facilities, digital learning spaces, and collaborative learning environments.

The existing organization of the library and the availability of expansion space position the school well for future library modernization initiatives

Overall Assessment

Abadina College Senior Secondary School possesses several strengths that distinguish it from many other schools assessed. These include a designated library space, good furniture, excellent cleanliness and organization, an effective manual cataloguing system, adequate security arrangements, and opportunities for future expansion.

However, the library remains constrained by an inadequate book collection, limited seating capacity, unstable electricity supply, the absence of ICT facilities, lack of internet connectivity, and the absence of professional library personnel. These challenges limit the library's ability to support contemporary teaching, learning, research, and digital literacy development.

Despite these limitations, the library demonstrates strong potential for development and could be transformed into a model hybrid secondary school library through targeted investment in learning resources, technology, infrastructure, and professional library services.

Priority interventions

- **Current curriculum-aligned textbooks.**
- **Literature and reference materials.**
- **Solar-powered electricity system with inverter backup.**
- **Computers and ICT equipment.**
- **Internet connectivity.**
- **Establishment of an e-library section.**
- **Additional tables and chairs to increase seating capacity.**
- **Qualified librarian or library management training.**

- Computerized cataloguing and library management system.
- Expansion of library facilities to support hybrid learning.

Assessment Area	Findings for Abadina College Senior Secondary School, Ibadan North, Oyo State
School Name	Abadina College Senior Secondary School
Location	Ibadan North, Oyo State
School Type	Public/Government School
Student Population	1,093 students
Teaching Staff	50 teachers
Grades Covered	Senior Secondary Only
Library Availability	School has a designated library space
Weekly Library Users	Approximately 100 students
Primary Use of Library	Reading
Total Book Collection	About 500 books
Up-to-Date Books	About 200 books are less than 10 years old and curriculum-relevant
Condition of Books	50–80% of books are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	50 students
Furniture Condition	Good
Lighting & Ventilation	Good
Cleanliness & Organization	Excellent
Security Measures	Available
Main Electricity Supply	Unstable

Assessment Area	Findings for Abadina College Senior Secondary School, Ibadan North, Oyo State
Backup Power	None reported
Functional Computers	None reported
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Opening Hours	Open daily from 8:00 a.m. to 2:00 p.m.
Space for Expansion	Available
Overall Library Rating	65% (Fair Capped)
Major Strengths	Well-maintained library, excellent cleanliness, good furniture, good lighting and ventilation, organized book arrangement, and available space for expansion
Major Challenges	Small book collection relative to student population, unstable electricity supply, no computers, no internet access, and limited seating capacity
Priority Needs	Current textbooks, literature/reference books, and computers
Additional Comments	No additional comments provided
Overall Conclusion	The library provides a clean, organized, and conducive learning environment and received a strong rating of 4/5. However, with only about 500 books serving over 1,000 students and no access to computers or the internet, there is a clear need for expanded learning resources and digital facilities to better support teaching, learning, and research activities.



Pictures of the library of Abadina College Senior Secondary School, Ibadan, Oyo State.

3.18. Immanuel College, Ibadan, Ibadan North, Oyo State

The school has an enrolment of approximately 720 students and 33 teachers. The library serves the senior secondary section of the school and is primarily used for reading and independent study activities.

Assessment Findings

Furniture Availability and Condition

The library has a seating capacity of approximately 50 students. While this provides some accommodation for users, it is inadequate relative to the student population, allowing less than 10% of students to use the facility at a time. The furniture was assessed to be in fair condition, indicating that some items remain functional but require refurbishment or replacement to improve user comfort and functionality.

The school identified furniture as one of its priority needs, highlighting the importance of upgrading reading tables, chairs, and other essential fittings.

Electricity and Power Supply

The library relies on an unstable electricity supply and has no backup power source. This significantly limits the library's functionality and its ability to support digital learning activities. The absence of reliable electricity presents a major challenge to the introduction of computers, internet services, and electronic learning resources.

To support future modernization efforts, the library requires a sustainable and dependable power solution.

Books and Learning Resources

The library contains approximately 100 books, making it one of the smallest collections among the schools assessed. In addition, less than 50% of the books were assessed to be in good condition, and only a small proportion of the collection is considered current and curriculum-relevant.

Books were reported to be only partly arranged, and the library relies on a manual cataloguing system. Although basic library management structures are present, the

extremely limited size of the collection significantly reduces the library's capacity to support teaching, learning, and independent research.

The school specifically identified literature and reference materials as a major need.

Computer Systems and ICT Facilities

The assessment revealed a complete absence of ICT facilities within the library. No functional computers were available for student use, and there was no internet connectivity.

This represents one of the most significant gaps identified during the assessment and limits students' access to digital information, online educational resources, and twenty-first-century learning opportunities.

General Infrastructure and Learning Environment

The library environment was assessed as fair. Lighting and ventilation were rated as fair, while cleanliness and organization were considered good. However, security arrangements for books and equipment were reported to be inadequate, creating potential risks for library resources and future investments in ICT infrastructure.

Despite these challenges, the school has a designated library space and maintains a reasonably organized environment that can serve as a foundation for future development.

Staffing and Operational Capacity

The library is managed by a teacher or attendant rather than a professionally trained librarian. While the library is open during school hours, the absence of qualified library personnel may limit effective collection development, resource management, user support services, and future digital library operations.

Professional library management will be essential if the library is to function effectively as a modern hybrid learning centre.

Opportunities for Future Expansion and Development

The school reported that space is available for future expansion or renovation. This presents a valuable opportunity for the development of additional reading areas, ICT facilities, collaborative learning spaces, and digital resource centres.

The school also noted that the library requires significant improvement, indicating a willingness to support future modernization efforts.

Overall Assessment

Immanuel College possesses a designated library facility and available space for future expansion. However, the assessment revealed significant deficiencies that limit the library's effectiveness as a learning resource centre. These include a very small and outdated book collection, inadequate furniture, unstable electricity supply, absence of ICT facilities, lack of internet connectivity, inadequate security arrangements, and the absence of professional library personnel.

Although the library currently serves basic reading purposes, it lacks many of the essential features required of a modern secondary school library. Significant investment will be required to improve learning resources, infrastructure, technology, and management systems.

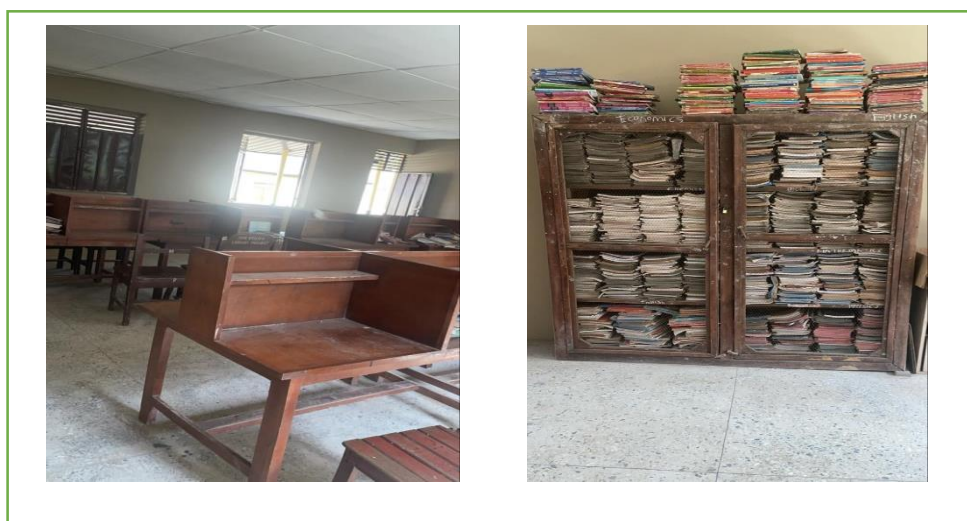
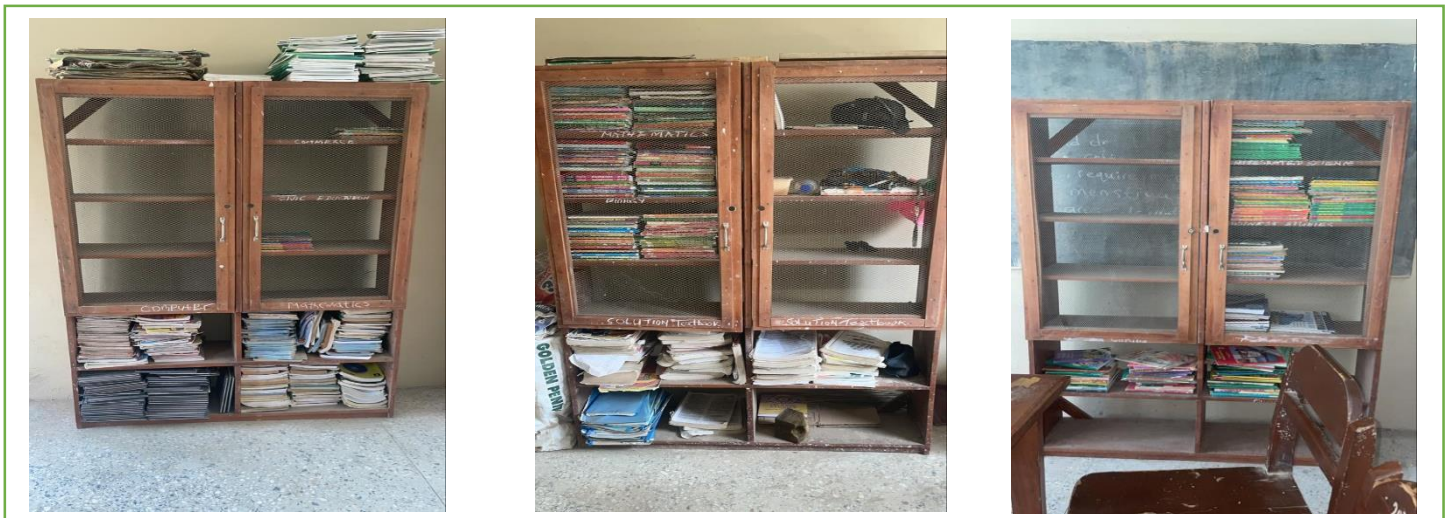
Given its available space and existing library structure, the school presents a viable opportunity for transformation into a functional hybrid library capable of supporting both physical and digital learning.

Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks, literature, and reference materials.**
- **Supply of computers, digital learning devices, and internet-enabled ICT facilities.**
- **Installation of reliable solar/inverter power systems.**
- **Expansion and upgrading of student seating and furniture.**
- **Introduction of library security systems for books and equipment.**
- **Improvement of cataloguing and resource management systems.**
- **Comprehensive renovation and modernization of the library environment.**
- **Development of a hybrid library model combining physical and digital learning resources.**

Assessment Area	Findings for Immanuel College, Ibadan North, Oyo State
School Name	Immanuel College, Ibadan
Location	Ibadan North, Oyo State
School Type	Public/Government School
Student Population	720 students
Teaching Staff	33 teachers
Grades Covered	Senior Secondary Only
Library Availability	School has a designated library space
Weekly Library Users	Very low usage reported (data submitted as 0.25, likely indicating extremely limited use)
Primary Use of Library	Reading
Total Book Collection	About 100 books
Up-to-Date Books	Very few current and curriculum-relevant books reported
Condition of Books	Less than 50% of books are in good condition
Book Organization	Partly arranged
Cataloguing System	Manual system
Seating Capacity	50 students
Furniture Condition	Fair
Lighting & Ventilation	Fair
Cleanliness & Organization	Good
Security Measures	No security measures reported for books/equipment
Main Electricity Supply	Unstable
Backup Power	None reported

Assessment Area	Findings for Immanuel College, Ibadan North, Oyo State
Functional Computers	None available
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Opening Hours	8:00 a.m. – 4:00 p.m.
Space for Expansion	Available
Overall Library Rating	48% (Fair)
Major Strengths	Dedicated library space, good cleanliness, reasonable seating capacity, long daily opening hours, and space available for expansion
Major Challenges	Extremely small book collection, outdated materials, poor condition of books, no computers, no internet access, unstable electricity supply, and lack of security measures
Priority Needs	Literature/Reference Books, Computers, and Furniture
Additional Comments	The school indicated that the library requires significant improvement.
Overall Conclusion	The library provides a dedicated learning space but is severely constrained by a very limited book collection, outdated resources, lack of technology, and inadequate infrastructure. With only about 100 books serving 720 students, substantial investment in books, computers, furniture, and library modernization is needed to make the facility an effective learning resource.



Pictures of the library of Immanuel College, Ibadan, Oyo State.

3.19. Anglican Grammar School, Molete, Ibadan South East LGA, Oyo state.

The school has an enrolment of approximately 1,800 students and 52 teachers, making it one of the larger public secondary schools within its locality. The library currently serves as a learning support facility, with an estimated 150 student users per week.

Furniture Availability and Condition

The library has a seating capacity of only 22 students, which is significantly inadequate when compared to the school's population of 1,800 students. Assessment findings indicate that the available furniture is in poor condition, limiting the comfort and effectiveness of the learning environment.

The low seating capacity restricts simultaneous access to the library and reduces its usefulness as a study and research centre. Existing furniture may require replacement or refurbishment to provide a conducive reading environment.

Electricity and Power Supply

The assessment revealed an absence of reliable power infrastructure within the library. No information was provided regarding a functional electricity supply or backup power source, suggesting either limited availability or non-functional systems.

The school's identified priority need for Solar/Inverter systems further indicates challenges with electricity access and reliability. The lack of dependable power negatively affects lighting, future ICT integration, and extended library operations.

Books and Learning Resources (Relevance and Usability)

The library contains books across approximately eight subject areas, with an estimated average of 80 books per subject. However, the collection is largely outdated. Only about five books were reported to be less than ten years old and curriculum-relevant. Furthermore, less than 50% of the collection is considered to be in good condition, indicating substantial deterioration and limited educational value.

The school identified current textbooks as its most pressing need, confirming significant gaps in curriculum-aligned learning resources.

Despite these challenges, books are catalogued and arranged in a manner that allows users to locate materials relatively easily.

Computer Systems and ICT Facilities

The library currently has no functional computers available for student use. Additionally, there is no internet access within the facility.

The absence of ICT infrastructure significantly limits opportunities for digital literacy development, online research, and access to modern educational resources. Given the increasing importance of technology-enabled learning, this represents a major infrastructure gap.

The school's prioritization of computers among its top library needs demonstrates recognition of this deficiency.

General Infrastructure and Interior Learning Environment

The overall condition of the library environment is modest and requires improvement.

Lighting and ventilation: Fair

Cleanliness and organization: Fair

Security for books and equipment: Not available

While the library remains functional, the absence of security measures exposes resources to potential loss or damage. The relatively low overall library rating of 2 out of 5 further reflects the need for substantial upgrades.

Staffing and Operational Capacity

The library is managed by a Teacher/Attendant rather than a trained librarian. This arrangement may affect professional cataloguing, collection development, information management, and user support services.

The library reportedly operates for only 6 hours per week, which is extremely limited considering the size of the student population.

These operational constraints significantly reduce students' access to library services and learning resources.

Opportunities for Future Expansion and Development

The assessment confirms that space is available for expansion or renovation, presenting a significant opportunity for long-term improvement.

Overall Assessment

Anglican Grammar School, Molete, Ibadan possesses a functional library space but faces significant challenges relating to resource adequacy, ICT infrastructure, furniture, staffing, and operational capacity. The library's current condition limits its effectiveness as a modern learning resource centre. However, the availability of expansion space, existing cataloguing practices, and clear identification of priority needs provide a strong basis for targeted intervention.

Priority Intervention Areas:

- **Provision of current curriculum-aligned textbooks and reference materials.**
- **Supply of computers and internet-enabled ICT facilities.**
- **Installation of solar/inverter power systems.**
- **Replacement and expansion of furniture.**
- **Improvement of library security systems.**
- **Extension of operational hours and strengthening of library staffing.**
- **Comprehensive renovation and expansion of the facility.**

Assessment Area	Findings for Anglican Grammar School, Molete, Ibadan, Oyo State
School Name	Anglican Grammar School, Molete, Ibadan
Location	Ibadan South East LGA, Oyo State
School Type	Public/Government School
Student Population	1,800 students
Teaching Staff	52 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space

Assessment Area	Findings for Anglican Grammar School, Molete, Ibadan, Oyo State
Weekly Library Users	Approximately 150 students
Primary Use of Library	Reading
Total Book Collection	Approximately 640 books (8 subject areas with an estimated average of 80 books per subject)
Up-to-Date Books	Only about 5 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	22 students
Furniture Condition	Poor
Lighting & Ventilation	Fair
Cleanliness & Organization	Fair
Security Measures	No security measures reported for books/equipment
Main Electricity Supply	Not reported
Backup Power	Not reported
Functional Computers	None available
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Opening Hours	6 hours per week
Space for Expansion	Available
Overall Library Rating	36% (Poor)

Assessment Area	Findings for Anglican Grammar School, Molete, Ibadan, Oyo State
Major Strengths	Dedicated library space, books are properly catalogued, active student usage, and space available for expansion or renovation
Major Challenges	Extremely low number of current books, poor condition of books, inadequate furniture, very limited seating capacity, no computers, no internet access, lack of security measures, and limited opening hours
Priority Needs	Current textbooks, computers, and solar/inverter system
Additional Comments	The school reported that upon the assessor's recent resumption, significant deficiencies were observed in the library, indicating a need for comprehensive improvement.
Overall Conclusion	The library serves a large student population of 1,800 students but is severely under-resourced. While the books are organized and easy to locate, the collection is largely outdated, seating capacity is very limited, and there are no digital learning facilities. Significant investment in current learning materials, ICT infrastructure, furniture, and library modernization is required to transform the library into an effective educational resource.



Pictures of the library of Anglican Grammar School, Ibadan, Oyo State.

3.20. IMG Grammar School Mixed, Ibadan, Ibadan South East LGA, Oyo State.

The school serves approximately 2,103 students with a teaching workforce of 28 teachers, covering both Junior and Senior Secondary levels. The school maintains a designated library facility, which records an estimated 210 student users per week, primarily for reading purposes.

Furniture Availability and Condition

The library has a seating capacity of approximately 40 students, which is significantly inadequate when compared to the total student population of over 2,100 learners. While the available furniture is reported to be in fair condition, its quantity is insufficient to support effective library utilization by a large student body.

The limited seating capacity restricts access and may discourage wider student engagement with library services.

Electricity and Power Supply

The assessment did not provide evidence of a functional electricity supply or backup power system within the library. The absence of documented power infrastructure raises concerns regarding the reliability of lighting and the school's readiness for future ICT integration.

Given that the school identified computers and internet connectivity among its priority needs, establishing dependable power infrastructure will be essential for future development.

Books and Learning Resources (Relevance and Usability)

The library houses an estimated 500 books, of which approximately 400 books are reported to be less than ten years old and relevant to the curriculum. This represents a relatively strong proportion of current learning materials compared with many public school libraries.

However, only 50–80% of the books are in good condition, indicating that a significant portion of the collection requires repair or replacement. Furthermore, books are currently piled or randomly arranged, and no formal cataloguing system exists, making resource retrieval difficult and reducing the effectiveness of the collection.

The school has identified current textbooks as one of its most urgent needs, suggesting that available resources remain insufficient to fully support academic requirements.

Computer Systems and ICT Facilities

The assessment revealed that the library currently has no functional computers available for student use and no internet connectivity.

This limits students' access to digital information, online educational resources, and opportunities for developing essential ICT competencies. The absence of digital learning facilities is particularly significant given the large student population and increasing reliance on technology in modern education.

The school's prioritization of computers and internet access among its top needs reflects this critical gap.

General Infrastructure and Interior Learning Environment

The library environment is functional but requires substantial improvement. Assessment findings indicate that:

Lighting and ventilation: Fair

Cleanliness and organization: Fair

Security for books and equipment: Available

The existence of security measures is a positive feature that helps protect learning resources. However, the random arrangement of books and limited seating capacity reduce the effectiveness of the facility as a learning resource centre.

Staffing and Operational Capacity

No dedicated library staff were reported during the assessment. The absence of a trained librarian or library assistant may contribute to the poor organization of books and lack of cataloguing systems.

The library reportedly operates for approximately 40 hours per week, providing reasonable access for students. However, operational effectiveness is constrained by limited staffing and inadequate resource management systems.

Opportunities for Future Expansion and Development

The school confirmed that space is available for expansion or renovation, presenting significant opportunities for future development.

The school's comment indicating that it is “looking forward to seeing the promises fulfilled” demonstrates a strong willingness to partner in improvement initiatives.

Overall Assessment

IMG Grammar School Mixed possesses a functioning library and a relatively substantial collection of curriculum-relevant books. However, the effectiveness of the facility is constrained by inadequate seating capacity, poor resource organization, lack of ICT infrastructure, limited staffing, and insufficient modern learning resources.

Despite these challenges, the existence of a dedicated library space, available expansion opportunities, security measures, and a sizeable collection of relevant books provide a solid foundation for targeted intervention and sustainable improvement.

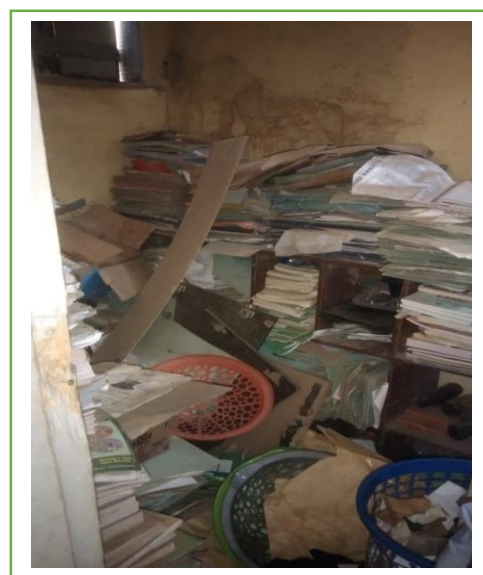
Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks and reference materials.**
- **Installation of computers and internet connectivity.**
- **Establishment of a cataloguing and library management system.**
- **Expansion of furniture and seating capacity.**
- **Improvement of electricity and backup power infrastructure.**
- **Recruitment or training of dedicated library personnel.**
- **Renovation and modernization of the library environment.**

Assessment Area	Findings for IMG Grammar School Mixed, Ibadan, Oyo State
School Name	IMG Grammar School Mixed
Location	Ibadan South East LGA, Oyo State
School Type	Public/Government School
Student Population	2,103 students
Teaching Staff	28 teachers
Grades Covered	Both Junior and Senior Secondary

Assessment Area	Findings for IMG Grammar School Mixed, Ibadan, Oyo State
Library Availability	School has a designated library space
Weekly Library Users	Approximately 210 students
Primary Use of Library	Reading
Total Book Collection	About 500 books
Up-to-Date Books	About 400 books are less than 10 years old and curriculum-relevant
Condition of Books	50–80% of books are in good condition
Book Organization	Books are piled/randomly arranged
Cataloguing System	No cataloguing system reported
Seating Capacity	40 students
Furniture Condition	Fair
Lighting & Ventilation	Fair
Cleanliness & Organization	Fair
Security Measures	Available
Main Electricity Supply	Not specified
Backup Power	Not specified
Functional Computers	None reported
Internet Access	Not available
Library Staffing	Not specified
Weekly Opening Hours	40 hours
Space for Expansion	Available
Overall Library Rating	39% (Poor)

Assessment Area	Findings for IMG Grammar School Mixed, Ibadan, Oyo State
Major Strengths	Dedicated library space, relatively high proportion of current books, regular student usage, security measures in place, and space available for expansion
Major Challenges	Very small book collection compared to a student population of 2,103, poor book arrangement, lack of cataloguing system, no computers, no internet access, limited seating capacity, and only fair library conditions
Priority Needs	Current textbooks, computers, and internet access
Additional Comments	The school expressed interest in receiving support and assistance to improve the library and fulfill identified needs.
Overall Conclusion	The library serves a very large student population but is significantly under-resourced. While most of the available books are relatively current, the collection is too small for over 2,000 students. The absence of computers, internet access, and a proper cataloguing system limits the library's effectiveness. Investment in books, ICT facilities, and library organization would greatly enhance learning opportunities for students.



Pictures of the library of IMG Grammar School, Ibadan, Oyo State.

3.21. Onireke High School, Ibadan, Ibadan North West LGA, Oyo State.

The school serves approximately 2,163 students with a teaching workforce of 40 teachers, covering both Junior and Senior Secondary levels. The school maintains a designated library facility; however, only about 40 students use the library weekly, indicating limited utilization relative to the school's enrolment.

Furniture Availability and Condition

The library has a seating capacity of approximately 40 students, which is extremely inadequate when compared to the school's population of over 2,100 students. Assessment findings indicate that the available furniture is in poor condition, negatively affecting the comfort, accessibility, and attractiveness of the library environment.

The school's comments further emphasize the urgent need for improved seating arrangements and furniture replacement.

Electricity and Power Supply

The assessment did not identify any reliable electricity infrastructure or backup power system dedicated to the library. No information was provided regarding functional electrical services, suggesting that power availability may be limited or inconsistent.

The absence of electricity infrastructure poses a major challenge for lighting, digital learning initiatives, and future ICT integration.

Books and Learning Resources (Relevance and Usability)

The library contains approximately 4,000 books, representing a sizeable collection. However, only about 20 books are reported to be less than ten years old and curriculum-relevant. This indicates that the overwhelming majority of available materials are outdated and may no longer align with current educational requirements.

In addition, less than 50% of the books are considered to be in good condition, further reducing the effectiveness of the collection. Books are only partly arranged, and the library relies on a manual cataloguing system, which may limit efficient resource retrieval.

The school identified current textbooks as one of its highest-priority needs, highlighting the urgent requirement for updated learning materials.

Computer Systems and ICT Facilities

The library currently has no functional computers available for student use and no internet access.

The absence of ICT infrastructure prevents students from accessing digital learning resources, online research tools, and modern educational content. This represents a major gap in preparing learners for contemporary academic and technological demands.

The school's prioritization of internet access among its top needs further confirms this deficiency.

General Infrastructure and Interior Learning Environment

The library remains functional but requires substantial renovation and modernization.

Assessment findings indicate:

Lighting and ventilation: Fair

Cleanliness and organization: Fair

Security for books and equipment: Not available

The absence of security measures exposes library resources to potential loss or damage. Furthermore, the school's comments reveal that both the existing library and a secondary library facility require renovation and upgrading.

Staffing and Operational Capacity

The library is managed by a Teacher/Attendant rather than a professionally trained librarian. While this arrangement allows basic supervision, it may limit the effectiveness of library administration, collection development, cataloguing, and information services.

The library reportedly operates for only 6 hours per week, which is extremely limited for a school of this size and likely contributes to the low level of student usage.

Opportunities for Future Expansion and Development

The assessment confirmed that space is available for expansion or renovation, providing considerable opportunities for future development

Overall Assessment

Onireke High School possesses a library facility and a relatively large collection of books; however, the effectiveness of the library is significantly constrained by outdated resources, poor furniture, inadequate seating capacity, lack of ICT infrastructure, absence of security measures, and limited operational capacity.

The library's low usage rate, despite the school's large student population, suggests that improvements in infrastructure, resources, and services are urgently required. Nevertheless, the availability of expansion space and the school's clear commitment to library improvement provide a strong foundation for targeted intervention.

Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks and reference materials.**
- **Renovation of existing library facilities and development of the second library space.**
- **Replacement and expansion of furniture and seating.**
- **Installation of computers and internet connectivity.**
- **Improvement of electricity and backup power infrastructure.**
- **Introduction of security systems for books and equipment.**
- **Recruitment or training of dedicated library personnel.**
- **Extension of library operating hours and services.**

Assessment Area	Findings for Onireke High School, Ibadan, Oyo State
School Name	Onireke High School, Ibadan
Location	Ibadan North West LGA, Oyo State
School Type	Public/Government School
Student Population	2,163 students
Teaching Staff	40 teachers
Grades Covered	Both Junior and Senior Secondary

Assessment Area	Findings for Onireke High School, Ibadan, Oyo State
Library Availability	School has a designated library space
Weekly Library Users	Approximately 40 students
Primary Use of Library	Reading
Total Book Collection	About 4,000 books
Up-to-Date Books	Only about 20 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Partly arranged
Cataloguing System	Manual system
Seating Capacity	40 students
Furniture Condition	Poor
Lighting & Ventilation	Fair
Cleanliness & Organization	Fair
Security Measures	No security measures reported for books/equipment
Main Electricity Supply	Not specified
Backup Power	Not specified
Functional Computers	None reported
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Opening Hours	6 hours per week
Space for Expansion	Available
Overall Library Rating	31% (Poor)

Assessment Area	Findings for Onireke High School, Ibadan, Oyo State
Major Strengths	Large book collection, dedicated library space, manual cataloguing system, and available space for expansion or renovation
Major Challenges	Extremely low number of current books, poor condition of books, poor furniture, limited seating capacity, no internet access, no reported computers, lack of security measures, and very limited opening hours
Priority Needs	Current textbooks, Internet access, and Furniture
Additional Comments	The school library needs renovation and current textbooks to improve its usefulness and support student learning.
Overall Conclusion	Despite having a sizeable collection of about 4,000 books, the library is severely constrained by outdated materials, poor infrastructure, and limited access. With only about 20 current curriculum-relevant books serving a student population of 2,163, the library requires urgent investment in updated learning materials, furniture, internet connectivity, and renovation to become an effective educational resource.





Pictures of the library of Onireke High school, Ibadan, Oyo State.

3.22. Ibadan Christ Apostolic Grammar School Junior 1, Ibadan, Ibadan South East LGA, Oyo State

Ibadan Christ Apostolic Grammar School Junior 1 recorded an enrolment of approximately 229 students and 26 teaching staff, the school currently lacks a dedicated library environment capable of supporting reading culture, independent learning, information literacy, and academic research.

Library Availability and Learning Space

The most significant finding from the assessment is that the school does not have a designated library space. As a result, students have limited access to organized learning resources outside the classroom, and opportunities for independent reading, research, and study are severely restricted. The absence of a library means that important services such as book lending, reference support, information access, and reading promotion cannot be effectively provided.

Establishing a dedicated library facility should therefore be considered a top priority. Such a facility should be designed to accommodate both individual and group learning activities while providing a welcoming environment that encourages reading and lifelong learning.

Furniture and Learning Environment

Since there is currently no library facility, there is no dedicated seating, shelving system, or learning furniture available for library services. The school identified book shelves and improved learning infrastructure among its priority needs, indicating the necessity for a properly equipped library environment.

Future development should include the provision of reading tables, ergonomic chairs, book shelves, display units, and designated reading zones to support effective learning and resource utilization

Books and Learning Resources

The assessment indicates that the school presently lacks an organised library collection. Information regarding the number, condition, relevance, and organisation of books was unavailable due to the absence of a functional library. This suggests that students have limited access to curriculum-aligned learning materials beyond classroom textbooks.

A newly established library should be stocked with current textbooks, reference materials, literature, STEM resources, career guidance materials, and supplementary reading resources aligned with the Junior Secondary School curriculum. Building a relevant and up-to-date collection will be essential to improving academic performance and fostering a culture of reading.

ICT Facilities and Digital Access

No evidence of dedicated ICT facilities or digital learning resources within a library setting was identified during the assessment. In today's educational environment, digital literacy is an essential skill, and the absence of ICT-supported library services limits students' exposure to online learning opportunities and digital information resources.

The long-term development plan should therefore include the provision of computers, internet connectivity, digital learning platforms, and electronic information resources to support twenty-first-century learning requirements.

Infrastructure and Learning Environment

The school expressed a desire for the construction of a library and confirmed that space is available for expansion or renovation. This represents a major opportunity for development, as the availability of space will facilitate the establishment of a modern learning resource centre without significant structural constraints.

The proposed facility should be designed to provide adequate lighting, ventilation, security, accessibility, and flexibility for future technological integration

Staffing and Operational Capacity

A positive finding from the assessment is that the school has access to a trained librarian, despite the absence of a formal library facility. This provides a strong foundation for future library development, as professional expertise is already available to support collection management, reading programmes, information literacy instruction, and library administration.

Once a library is established, the presence of qualified personnel will significantly enhance service delivery and ensure effective utilisation of resources.

Prospects for Expansion and Development

One of the school's greatest strengths is its readiness for development. The availability of expansion space, the presence of a trained librarian, and the school's demonstrated interest in library establishment create favourable conditions for a successful library development project.

The long-term vision should be the creation of a modern hybrid library that combines traditional print resources with digital learning technologies. Such a facility would serve as a central hub for reading, research, collaboration, creativity, and academic support.

Priority Interventions (Immediate Action)

- **Construct and equip a dedicated library facility.**
- **Procure current textbooks and curriculum-relevant learning resources.**
- **Provide book shelves and library furniture.**
- **Install adequate lighting, ventilation, and environmental controls.**
- **Introduce computers and internet connectivity to support digital learning.**
- **Develop the library as a hybrid learning resource centre managed by the trained librarian.**

Assessment Area	Findings for Ibadan Christ Apostolic Grammar School Junior 1
Student Population	229 students
Teaching Staff	26 teachers
Library Availability	No designated library space
Weekly Library Users	Not available
Primary Use of Library	Not available
Total Book Collection	Not available

Assessment Area	Findings for Ibadan Christ Apostolic Grammar School Junior 1
Up-to-Date Books	Not available
Condition of Books	Not available
Book Organization	Not available
Cataloguing System	Not available
Seating Capacity	Not available
Furniture Condition	Not available
Lighting & Ventilation	Not available
Cleanliness & Organization	Not available
Security Measures	Not available
Internet Access	Not available
Computers	Not available
Library Staffing	Trained Librarian
Weekly Opening Hours	49 hours
Space for Expansion	Available
Overall Library Rating	31% (Poor)

Assessment Area	Findings for Ibadan Christ Apostolic Grammar School Junior 1
Major Strengths	Trained librarian available; space for expansion; strong interest in library development
Major Challenges	No library facility; lack of books and learning resources; no furniture or shelving; absence of ICT infrastructure
Priority Needs	Current textbooks, book shelves, air conditioning/fans
Overall Conclusion	The school currently lacks a functional library and therefore requires foundational investment in library infrastructure, learning resources, furniture, and ICT facilities. However, the availability of a trained librarian and space for development provides an excellent opportunity to establish a modern learning resource centre that will significantly enhance teaching, learning, and student achievement.

Note that there are no pictures of the library for this school as they do not have a designated library space. However, there is a space that can be converted to a library space.



Pictures of the library of Ibadan Christ Apostolic Grammar School, Ibadan, Oyo State.

3.23. Faruku Community Grammar School, Oluyole LGA, Oyo State

Faruku Community Grammar School recorded an enrolment of approximately 700 students and 35 teaching staff, the school serves a sizeable educational community but currently lacks the infrastructure and resources necessary to support reading culture, independent learning, information access, and research activities.

Library Availability and Learning Space

The most critical finding from the assessment is the complete absence of a designated library facility. Without a library, students have limited opportunities to access supplementary learning materials, engage in independent study, or develop reading habits beyond classroom instruction. The lack of a dedicated learning resource centre significantly constrains academic enrichment and reduces students' exposure to broader educational materials.

Establishing a functional library should therefore be considered a priority intervention. Such a facility would provide students with a structured environment for reading, research, and self-directed learning while supporting teachers in curriculum delivery

Furniture and Learning Environment

As no library currently exists, there is no dedicated library furniture, shelving, reading space, or study area available for students and staff. The school's identification of book shelves as a priority need further highlights the absence of basic library infrastructure.

Future development should include the provision of reading tables, chairs, shelving systems, display units, and flexible learning spaces that can accommodate both individual and group learning activities. Creating a comfortable and attractive environment will be essential for encouraging regular library use.

Books and Learning Resources

The assessment revealed that the school does not maintain an organised library collection. Consequently, students have limited access to supplementary textbooks, reference materials, literature, and other educational resources that support classroom learning.

The establishment of a library collection should focus on acquiring current curriculum-aligned textbooks, reference materials, literature, STEM resources, examination

preparation materials, and career guidance publications. Building a relevant and up-to-date collection will significantly enhance educational outcomes and support student achievement.

ICT Facilities and Digital Access

No ICT facilities, computers, internet access, or digital learning resources were identified during the assessment. In an increasingly digital educational environment, this represents a significant gap that limits students' opportunities to develop digital literacy skills and access online educational content.

Future library development should incorporate computers, internet connectivity, digital cataloguing systems, and access to electronic learning resources. The integration of digital technologies would transform the library into a modern learning hub capable of supporting twenty-first-century educational needs.

Infrastructure and Learning Environment

The absence of a dedicated library means that students currently lack a specialised space designed to support reading, learning, and information access. Furthermore, the assessment indicated that space for expansion or renovation is not currently available, presenting an additional challenge for future development.

Despite this limitation, alternative approaches such as repurposing existing rooms or constructing a modest standalone facility should be explored to create a functional library environment capable of meeting the school's needs.

Staffing and Operational Capacity

The assessment did not identify any dedicated library personnel or trained librarian within the school. Without qualified staff, future library operations may face challenges related to collection management, information services, reading promotion programmes, and resource development.

As part of future development efforts, the school should consider assigning and training a staff member in basic library management or recruiting qualified library personnel to oversee library operations and ensure sustainability.

Prospects for Expansion and Development

Although the school faces significant infrastructure challenges, the assessment revealed a strong desire for educational improvement and external support. The school's request for assistance from non-governmental organisations demonstrates a willingness to engage in development initiatives and improve learning opportunities for students.

The long-term vision should be the establishment of a modern learning resource centre that combines traditional print materials with digital learning technologies. Such a facility would enhance educational quality, promote reading culture, and support students' preparation for higher education and future employment opportunities.

Priority Interventions (Immediate Action)

- **Establish and equip a dedicated library facility.**
- **Procure current textbooks and curriculum-relevant learning resources.**
- **Provide book shelves, reading tables, and chairs.**
- **Introduce computers and internet connectivity to support digital learning.**
- **Train or recruit personnel to manage library services.**
- **Explore options for creating or repurposing space for library development.**

Assessment Area	Findings for Faruku Community Grammar School
Student Population	700 students
Teaching Staff	35 teachers
Library Availability	No designated library space
Weekly Library Users	Not available
Primary Use of Library	Not available

Assessment Area	Findings for Faruku Community Grammar School
Total Book Collection	Not available
Up-to-Date Books	Not available
Condition of Books	Not available
Book Organization	Not available
Cataloguing System	Not available
Seating Capacity	Not available
Furniture Condition	Not available
Lighting & Ventilation	Not available
Cleanliness & Organization	Not available
Security Measures	Not available
Internet Access	Not available
Computers	Not available
Library Staffing	Not available
Weekly Opening Hours	40 hours
Space for Expansion	Not available for expansion/renovation

Assessment Area	Findings for Faruku Community Grammar School
Overall Library Rating	31% (Poor)
Major Strengths	Large student population; demonstrated interest in educational improvement; regular school operating hours
Major Challenges	No library facility; absence of books and learning resources; no library furniture or shelving; lack of ICT facilities; no identified expansion space
Priority Needs	Current textbooks, book shelves, air conditioning/fans
Additional Comments	School requested increased support from NGOs and identified needs for additional classrooms and offices
Overall Conclusion	The school currently has no functional library and therefore lacks access to organised learning resources, reading facilities, and digital information services. Significant investment is required to establish a library programme, provide relevant learning materials, and create an environment that supports independent learning and academic achievement.

Note that there are no pictures of the library for this school as they do not have a designated library space.



Pictures of Faruku Community Grammar School, Ibadan, Oyo Stat

3.24. Oduduwa College, Ile Ife, Ife Central LGA, Osun State.

The school serves approximately 725 students with a teaching workforce of 46 teachers, covering both Junior and Senior Secondary levels. The assessment revealed that the school currently does not have a designated library facility, although a small collection of books and learning resources is available for student use.

The absence of a dedicated library represents one of the most significant challenges identified during the assessment. While the school possesses some ICT resources and internet connectivity, the lack of an adequate library facility limits access to learning materials and opportunities for independent study.

Furniture Availability and Condition

The available reading space provides seating for approximately five students. Existing furniture is reported to be in fair condition but is wholly inadequate for a student population of 725 learners.

The limited seating capacity significantly restricts student access to learning resources and highlights the urgent need for a properly equipped library facility.

Electricity and Power Supply

The school relies on an unstable public electricity supply supported by a solar-powered backup system.

The solar backup provides an important level of reliability and demonstrates a commitment to sustainable energy solutions. However, improvements to overall power stability would further enhance educational service delivery.

Books and Learning Resources (Relevance and Usability)

The school possesses approximately 208 books, of which 106 are reported to be less than ten years old and curriculum-relevant.

Although books are catalogued and relatively easy to locate, less than half of the collection is reported to be in good condition. The overall collection size is also inadequate relative to student enrolment.

The school identified current textbooks as a priority need, reflecting the necessity for substantial resource expansion and modernization.

Computer Systems and ICT Facilities

The school has approximately 10 functional computers available for student use and reports stable internet connectivity.

This combination represents a positive foundation for digital learning. However, the absence of a dedicated library space limits the effective integration of ICT resources into library and research activities.

General Infrastructure and Interior Learning Environment

Assessment findings indicate:

Lighting and ventilation: Fair

Cleanliness and organization: Fair

Security for books and equipment: Available

While basic conditions are adequate, the absence of a dedicated library environment significantly limits the school's ability to provide an effective learning resource centre.

Staffing and Operational Capacity

Library-related activities are managed by a teacher/attendant rather than a trained librarian. The available facility operates for approximately 30 hours per week.

The absence of professional library personnel may limit effective resource management, user support, and long-term development planning.

Opportunities for Future Expansion and Development

The school confirmed that space is available for future expansion or renovation. School leadership specifically emphasized the need to upgrade the library to meet modern educational requirements.

This presents a significant opportunity to establish a fully functional library and learning resource centre equipped with both traditional and digital learning resources.

Overall Assessment

Oduduwa College faces substantial challenges due to the absence of a designated library facility. Although the school possesses some books, computers, internet connectivity, and solar backup power, these resources are insufficiently supported by appropriate infrastructure and professional library services.

The establishment of a dedicated library should be regarded as a high-priority intervention. Such an investment would significantly improve access to learning resources, strengthen academic support services, and enhance student learning outcomes.

Priority Intervention Areas

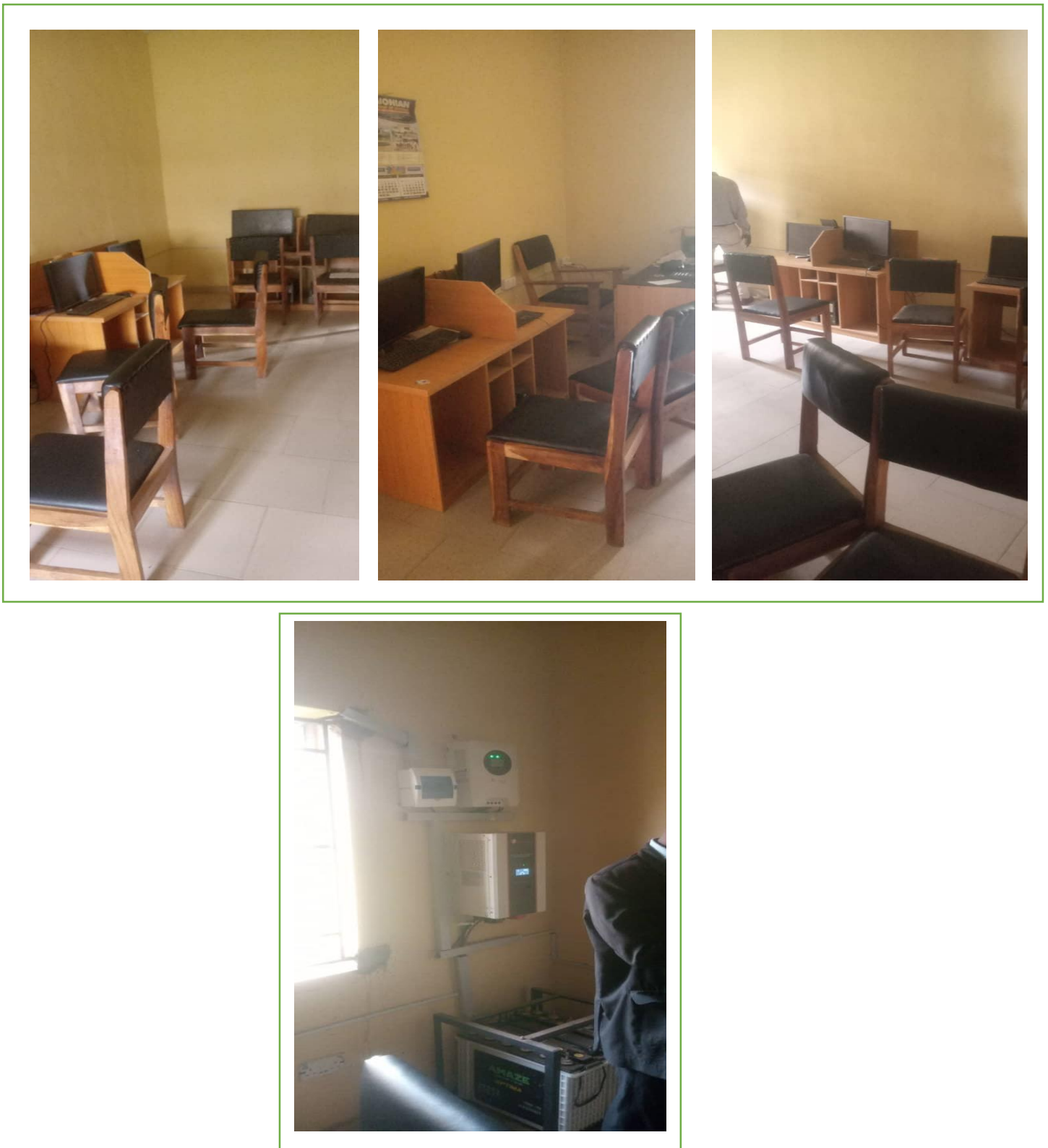
- **Construction or establishment of a dedicated library facility.**
- **Provision of current curriculum-aligned textbooks and learning resources.**
- **Expansion of the existing book collection.**
- **Procurement of additional furniture and study spaces.**
- **Recruitment or deployment of a trained librarian.**
- **Expansion of ICT facilities and computer access.**
- **Development of a digital library and research centre.**
- **Improvement of learning environment infrastructure and resource management systems.**

Assessment Area	Findings for Oduduwa College, Ile-Ife, Osun State
School Name	Oduduwa College
Location	Ife Central LGA, Osun State
School Type	Public/Government School
Student Population	725 students
Teaching Staff	46 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	No designated library space
Weekly Library Users	Approximately 10 students

Assessment Area	Findings for Oduduwa College, Ile-Ife, Osun State
Primary Use of Library	Examination Preparation
Total Book Collection	About 208 books
Up-to-Date Books	About 106 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	5 students
Furniture Condition	Fair
Lighting & Ventilation	Fair
Cleanliness & Organization	Fair
Security Measures	Available
Main Electricity Supply	Unstable
Backup Power	Solar power available
Functional Computers	10 computers
Internet Access	Available and stable
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	30 hours
Space for Expansion	Available
Overall Library Rating	54% (Fair)
Major Strengths	Stable internet access, availability of 10 computers, solar backup power, organized book arrangement, security measures, and space available for expansion

Assessment Area	Findings for Oduduwa College, Ile-Ife, Osun State
Major Challenges	No designated library space, very small book collection, poor condition of books, extremely limited seating capacity, low student usage, and unstable electricity supply
Priority Needs	Current textbooks, computers, and internet-related improvements
Additional Comments	The school emphasized that upgrading the library to meet modern educational needs is highly essential.
Overall Conclusion	Oduduwa College has some important digital learning assets, including computers, stable internet access, and solar backup power. However, the absence of a dedicated library space, limited book collection, poor book condition, and seating capacity for only five students significantly restrict the library's effectiveness. Investment in a proper library facility, updated learning materials, and expanded learning resources is needed to adequately serve the school's 725 students.

Note that there are no pictures of the library for this school as they do not have a designated library space. However, there is a space that can be converted to a library space.



The pictures of the library of Oduduwa College, Ile Ife, Osun State

3.25. St. Johns Grammar School, Ile Ife, Ife East LGA, Osun State.

The school serves approximately 304 students with a teaching workforce of 26 teachers, covering both Junior and Senior Secondary levels. The school maintains a designated library facility that records an estimated 15 student users per week, primarily for reading and academic support activities.

The assessment indicates that the school possesses a relatively well-maintained library environment with strengths in furniture quality, cleanliness, electricity supply, solar backup power, and ICT availability. However, significant gaps remain in the availability of current learning resources, internet connectivity, and professional library staffing.

Furniture Availability and Condition

The library has a seating capacity of approximately 50 students. Existing furniture is reported to be in good condition and adequately supports current levels of usage.

The seating arrangement provides a comfortable environment for reading and study and compares favourably with many schools assessed during the exercise.

Electricity and Power Supply

The library benefits from a stable public electricity supply complemented by a solar-powered backup system.

This combination provides a reliable power infrastructure that supports library operations and positions the school well for future ICT and digital learning expansion.

Books and Learning Resources (Relevance and Usability)

The library houses approximately 300 books, of which only 60 are reported to be less than ten years old and curriculum-relevant.

Although books are catalogued and easy to locate, less than half of the collection is reported to be in good physical condition. The findings suggest that a significant proportion of the collection is outdated and requires replacement or upgrading.

The school specifically noted the lack of current and relevant textbooks, reinforcing the need for substantial collection development.

Computer Systems and ICT Facilities

The library has approximately 25 functional computers available for student use, representing one of the stronger ICT provisions observed during the assessment.

These computers provide a strong foundation for digital literacy and technology-enhanced learning. However, the absence of internet connectivity significantly limits their educational effectiveness and restricts access to online learning resources.

General Infrastructure and Interior Learning Environment

The library provides a highly conducive learning environment. Assessment findings indicate:

Lighting and ventilation: Good

Cleanliness and organization: Excellent

Security for books and equipment: Available

The facility appears well maintained, organized, and secure, creating a positive atmosphere for reading, study, and academic engagement.

Staffing and Operational Capacity

Library services are managed by a teacher/attendant rather than a trained librarian. The library operates for approximately 30 hours per week.

While the facility is functional, the absence of professional library personnel may limit the effectiveness of resource management, user support, and future development initiatives.

Opportunities for Future Expansion and Development

The school confirmed that space is available for expansion and renovation. This presents opportunities to expand learning spaces, improve resource provision, and strengthen digital learning infrastructure.

With appropriate investment, the library can be developed into a more comprehensive learning resource centre serving both traditional and digital learning needs.

Overall Assessment

St. Johns Grammar School possesses a well-maintained library environment supported by stable electricity, solar backup power, good furniture, functional computers, and a

secure learning atmosphere. These strengths position the school favourably for future development.

However, the library faces significant challenges relating to the availability of current curriculum-relevant learning materials, the absence of internet connectivity, and the lack of professional library staffing. Addressing these gaps would significantly improve the library's ability to support teaching, learning, research, and digital literacy development.

Priority Intervention Areas

- **Provision of current curriculum-aligned textbooks.**
- **Acquisition of updated literature and reference materials.**
- **Installation of internet connectivity.**
- **Recruitment or deployment of a trained librarian.**
- **Expansion of digital learning resources and e-library services.**
- **Improvement of collection preservation and renewal programmes.**
- **Enhancement of ICT-supported teaching and learning initiatives.**
- **Expansion of library resources to meet evolving academic needs.**

Assessment Area	Findings for St. Johns Grammar School, Ife East, Osun State
School Name	St. Johns Grammar School
Location	Ife East LGA, Osun State
School Type	Public/Government School
Student Population	304 students
Teaching Staff	26 teachers
Grades Covered	Both Junior and Senior Secondary
Library Availability	School has a designated library space
Weekly Library Users	Approximately 15 students
Primary Use of Library	Reading
Total Book Collection	About 300 books

Assessment Area	Findings for St. Johns Grammar School, Ife East, Osun State
Up-to-Date Books	About 60 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	No formal cataloguing system reported
Seating Capacity	50 students
Furniture Condition	Good
Lighting & Ventilation	Good
Cleanliness & Organization	Excellent
Security Measures	Available
Main Electricity Supply	Stable
Backup Power	Solar power available
Functional Computers	25 computers
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	30 hours
Space for Expansion	Available
Overall Library Rating	79% (Fair capped)
Major Strengths	Excellent cleanliness, good furniture, good lighting and ventilation, stable electricity supply, solar backup power, availability of 25 computers, organized book arrangement, and space for expansion
Major Challenges	Small book collection, very few current curriculum-relevant books, poor condition of books, no internet access, and very low student usage of the library

Assessment Area	Findings for St. Johns Grammar School, Ife East, Osun State
Priority Needs	Current textbooks, literature/reference books, computers, internet access, bookshelves, air conditioning/fans, and librarian training
Additional Comments	The library lacks current and relevant textbooks for student use.
Overall Conclusion	St. Johns Grammar School has a conducive library environment with stable electricity, solar backup, 25 computers, good furniture, and excellent cleanliness. However, the library's impact is limited by a small and largely outdated book collection, lack of internet access, and low student patronage. Investment in current textbooks, reference materials, internet connectivity, and library development would significantly improve learning opportunities for students.





Pictures of the library of St. Johns Grammar School, Ile Ife, Osun State

3.26. Luther Kings College High School, Ileogbo, Ayedire LGA, Osun State

Luther Kings College High School recorded an overall library assessment score of approximately 51% (Fair), indicating that the school has a functional library with a relatively organised collection and adequate furniture condition, but significant limitations remain in terms of capacity, technology, security, and digital learning infrastructure. With an enrolment of approximately 732 students and 32 teaching staff, the library currently serves only a small proportion of the school population and requires strategic investment to meet the demands of modern education.

Furniture and Learning Space

The library currently accommodates only 30 users at a time, representing approximately four percent of the total student population. While the furniture was assessed as being in good condition, the available seating capacity is insufficient for a school of this size. The limited space restricts simultaneous access by students and reduces the library's effectiveness as a central learning resource.

To improve access and utilisation, the library should expand its seating capacity and introduce more flexible learning spaces that can support independent study, group discussions, and project-based learning activities.

Electricity and Power Supply

The assessment revealed that the school relies on an unstable electricity supply, with no available backup power system. This significantly limits opportunities for technology integration, extended study periods, and future digital library services.

The school's identification of a solar/inverter system as its highest priority need demonstrates the importance of establishing a reliable power source. A sustainable solar-powered energy solution would provide uninterrupted electricity and create the foundation for future ICT and digital learning initiatives.

Books and Learning Resources

The library houses approximately 300 books, which is relatively small for a school with over 700 students. Although most of the books are reportedly less than ten years old, only

a portion of them are curriculum-relevant, indicating that the collection may not adequately support all subject areas and learning requirements.

The physical condition of the collection is relatively positive, with 50–80% of books assessed as being in good condition, and the books are catalogued and easy to locate. However, the size of the collection remains a major limitation.

The library would benefit from a substantial expansion of its holdings, including current textbooks, reference materials, literature, STEM resources, examination preparation materials, career guidance publications, and digital learning content.

ICT Facilities and Digital Access

One of the most significant challenges identified is the complete absence of ICT facilities.

The library currently has:

- No functional computers for students.
- No internet connectivity.
- No digital catalogue system.
- No access to e-books or online educational resources.

As a result, students have limited opportunities to develop digital literacy skills, conduct online research, or engage with technology-enhanced learning resources.

The school's comment that it requires additional gadgets to transition into a digital library highlights the need for a comprehensive ICT development programme. Priority investments should include computers, internet connectivity, digital learning platforms, and electronic information resources.

Infrastructure and Learning Environment

The library environment was assessed as generally good and organised, with books properly catalogued and easy to locate. Cleanliness and organisation were rated positively, demonstrating evidence of effective day-to-day management.

However, lighting and ventilation were assessed as fair, suggesting room for improvement in creating a more comfortable and conducive learning environment. Upgrading lighting

systems and improving ventilation would enhance user comfort and encourage greater library utilisation.

A notable concern is the absence of security measures for protecting books and equipment. As the library expands and acquires more valuable resources, establishing appropriate security systems will become increasingly important.

Staffing and Operational Capacity

Library services are currently managed by a teacher or attendant rather than a professionally trained librarian. While this arrangement supports basic operations, it limits the library's ability to provide specialised services such as information literacy training, collection development, digital resource management, and strategic planning.

Providing professional library training for existing staff or appointing a qualified librarian would significantly strengthen service delivery and support future modernisation efforts.

Prospects for Expansion and Development

A major strength identified during the assessment is the availability of space for future expansion and renovation. This provides an excellent opportunity for the school to transform the library into a modern hybrid learning centre that combines traditional print collections with digital technologies.

The long-term vision should be the creation of a fully integrated learning resource centre featuring expanded reading areas, computer workstations, internet access, digital resources, collaborative learning spaces, and technology-enabled educational services.

Such improvements would significantly enhance learning outcomes and better prepare students for higher education and participation in a digital economy.

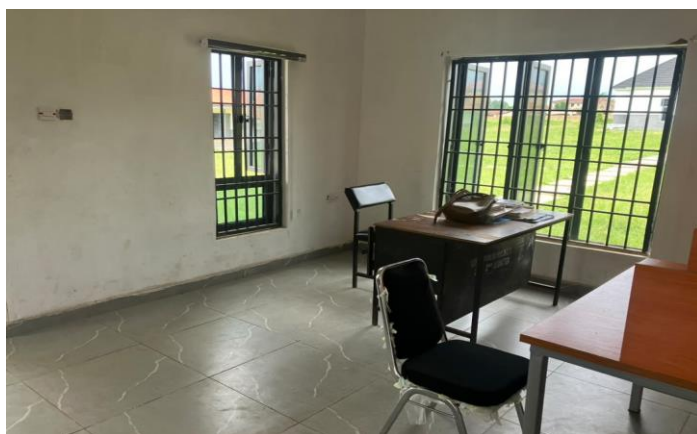
Priority Interventions (Immediate Action)

- **Install a solar/inverter power system to ensure reliable electricity.**
- **Procure computers and establish internet connectivity.**
- **Expand and update the book collection with curriculum-relevant materials.**
- **Increase seating capacity and create flexible learning spaces.**
- **Introduce library security measures for books and equipment.**

- Train library personnel or engage a qualified librarian.
- Improve lighting and ventilation within the library.

Assessment Area	Findings for Luther Kings College High School, Ileogbo
Student Population	732 students
Teaching Staff	32 teachers
Library Availability	School has a designated library space
Weekly Library Users	Approximately 50 students
Primary Use of Library	Reading
Total Book Collection	About 300 books
Up-to-Date Books	Most books are less than 10 years old, but only some are curriculum-relevant
Condition of Books	50–80% are in good condition
Book Organization	Books are catalogued and easy to locate
Cataloguing System	Manual system
Seating Capacity	30 students at a time
Furniture Condition	Good
Lighting & Ventilation	Fair
Cleanliness & Organization	Good
Security Measures	Not available

Assessment Area	Findings for Luther Kings College High School, Ileogbo
Electricity Supply	Unstable
Internet Access	Not available
Computers	Not available
Library Staffing	Managed by a teacher/attendant
Weekly Opening Hours	30 hours
Space for Expansion	Available
Overall Library Rating	58% (Fair)
Major Strengths	Organised collection, good furniture condition, available expansion space, relatively current books
Major Challenges	Small collection size, no ICT facilities, unstable power supply, no security measures, limited seating capacity
Priority Needs	Solar/inverter system, computers, digital library equipment
Overall Conclusion	The library provides a functional foundation for learning but requires significant investment in power, ICT infrastructure, security, seating capacity, and collection expansion to effectively serve its 732 students and evolve into a modern hybrid learning centre.





Pictures of the library of Luther Kings College High School, Ileogbo, Osun State.

3.27. Fagba Junior Grammar School, Ifako Ijaiye, Ifako Ijaiye LGA, Lagos State.

The school serves approximately 1,004 students with a teaching workforce of 36 teachers, covering Junior Secondary education. The school maintains a designated library facility that records an estimated 30 student users per week, primarily for reading purposes.

The assessment indicates that the school possesses a functional library with a relatively strong collection of curriculum-relevant books and the advantage of professional library staffing. However, the library faces significant challenges relating to limited seating capacity, inadequate learning environment conditions, lack of ICT facilities, restricted operating hours, and the need for interior renovation. Addressing these gaps would significantly enhance the library's capacity to support teaching and learning.

Furniture Availability and Condition

The library has a seating capacity of approximately 28 students, which is considerably low when compared to the school's enrolment of over 1,000 students. Existing furniture is reported to be in fair condition but is insufficient to adequately serve the student population.

The limited seating capacity restricts access to library services and may contribute to the relatively low level of student utilization. Additional furniture and improved study spaces would enhance both accessibility and user comfort.

Electricity and Power Supply

The library benefits from a stable public electricity supply, supporting regular library operations and providing a suitable environment for reading and study activities.

A generator is available as a backup power source, ensuring continuity of service during power interruptions. While this arrangement supports current operations, the school identified the need for alternative power solutions to improve sustainability and reduce reliance on fuel-powered generation.

Books and Learning Resources (Relevance and Usability)

The library houses approximately 2,400 books, of which about 2,000 are reported to be less than ten years old and curriculum-relevant. This represents one of the stronger collections observed during the assessment and indicates that the library possesses a substantial volume of useful learning materials.

Between 50% and 80% of the books are reported to be in good condition. However, books are only partly arranged and managed through a manual cataloguing system, which may limit ease of access and retrieval.

The school identified current textbooks among its highest-priority needs, indicating the need for continuous collection development and updating of resources.

Computer Systems and ICT Facilities

The library currently has no functional computers available for student use and no internet connectivity.

This represents a significant limitation, particularly given the increasing importance of digital literacy and technology-supported learning. The absence of ICT infrastructure prevents students from accessing online educational resources, digital libraries, research databases, and other contemporary learning tools.

The introduction of computers and internet access would significantly improve the library's ability to support twenty-first-century learning.

General Infrastructure and Interior Learning Environment

The library environment presents mixed conditions. Assessment findings indicate:

Lighting and ventilation: Poor

Cleanliness and organization: Good

Security for books and equipment: Available

While the facility is generally clean and secure, poor lighting and ventilation reduce the overall quality of the learning environment and may discourage prolonged library use. The school specifically identified the need for interior renovation and improved environmental conditions within the library.

Staffing and Operational Capacity

One of the library's key strengths is the presence of a trained librarian, ensuring professional management of resources and library services.

However, the library operates for only approximately 10 hours per week, which is considerably lower than most schools assessed during the exercise. Limited operating hours may restrict student access and reduce the overall impact of library services.

Expanding operational hours would improve utilization and maximize the benefits of the available resources and professional staffing.

Opportunities for Future Expansion and Development

The school reported that no additional space is currently available for expansion or major renovation. This limits opportunities for physical enlargement of the facility.

Nevertheless, significant improvements can still be achieved through interior refurbishment, improved space utilization, furniture upgrades, ICT integration, and modernization of library services. The school's request for additional books, improved interior facilities, and air-conditioning further highlights opportunities for enhancing the learning environment.

Overall Assessment

Fagba Junior Grammar School possesses a functional library with several notable strengths, including a trained librarian, stable electricity supply, backup power, and a substantial collection of curriculum-relevant books. These factors provide a solid foundation for supporting student learning and academic development.

However, the library's effectiveness is constrained by limited seating capacity, poor lighting and ventilation, absence of computers and internet connectivity, restricted opening hours, and the need for interior renovation. Addressing these deficiencies would significantly improve library utilization and enable the facility to better support modern teaching and learning requirements.

Priority Intervention Areas

- Provision of current curriculum-aligned textbooks and supplementary learning materials.
- Procurement of computers and establishment of ICT facilities.
- Installation of internet connectivity.
- Expansion and upgrading of furniture, including tables, chairs, and bookshelves.
- Improvement of lighting, ventilation, and interior learning conditions.
- Interior renovation and modernization of the library environment.
- Provision of sustainable backup power solutions such as solar/inverter systems.
- Extension of library operating hours to improve student access.
- Modernization of cataloguing and resource management systems.
- Development of digital learning and e-library services.
- Enhancement of overall library resources to support growing academic needs.

Assessment Area	Findings for Fagba Junior Grammar School, Ifako-Ijaiye, Lagos State
School Name	Fagba Junior Grammar School
Location	Ifako-Ijaiye LGA, Lagos State
School Type	Public/Government School
Student Population	1,004 students
Teaching Staff	36 teachers
Grades Covered	Junior Secondary Only
Library Availability	School has a designated library space
Weekly Library Users	Approximately 30 students
Primary Use of Library	Reading
Total Book Collection	About 2,400 books
Up-to-Date Books	About 2,000 books are less than 10 years old and curriculum-relevant

Assessment Area	Findings for Fagba Junior Grammar School, Ifako-Ijaiye, Lagos State
Condition of Books	50–80% of books are in good condition
Book Organization	Partly arranged
Cataloguing System	Manual system
Seating Capacity	28 students
Furniture Condition	Fair
Lighting & Ventilation	Poor
Cleanliness & Organization	Good
Security Measures	Available
Main Electricity Supply	Stable
Backup Power	Generator available
Functional Computers	None available
Internet Access	Not available
Library Staffing	Managed by a trained librarian
Weekly Opening Hours	10 hours
Space for Expansion	No space available for expansion or renovation
Overall Library Rating	62% (Good)

Assessment Area	Findings for Fagba Junior Grammar School, Ifako-Ijaiye, Lagos State
Major Strengths	Large collection of current and curriculum-relevant books, trained librarian, stable electricity supply, generator backup, good cleanliness, and adequate book collection
Major Challenges	No computers, no internet access, poor lighting and ventilation, limited seating capacity, low student usage, short opening hours, and no room for expansion
Priority Needs	Current textbooks, computers, furniture, and solar/inverter system
Additional Comments	The school requested interior renovation, additional books, and improved library facilities.
Overall Conclusion	Fagba Junior Grammar School has a relatively strong book collection, with most books being current and curriculum-relevant. The presence of a trained librarian and stable electricity supply are important strengths. However, the library serves a large student population with limited seating, no computers, no internet access, and poor lighting. Investment in ICT facilities, furniture, renovation, and extended library access would significantly improve learning opportunities and student engagement.





Pictures of the library of Fagba Junior Grammar School, Ifako Ijaiye, Lagos State.

3.28. Station Junior Grammar School, Fagba, Ifako-Ijaiye LGA, Lagos State

Station Junior Grammar School recorded an overall library assessment rating of 1 (Poor), indicating that the library currently operates far below the standards required to effectively support teaching, learning, and information access in a modern educational environment. With an enrolment of approximately 1,059 students and 35 teaching staff, the library serves a large school population but is severely constrained by inadequate facilities, limited resources, and the absence of digital learning infrastructure.

Furniture and Learning Space

The library's seating capacity is only 10 users at a time, representing less than one percent of the total student population. This extremely limited capacity significantly restricts access to library services and prevents the facility from functioning as a meaningful learning centre for the school community.

The condition of available furniture was assessed as poor, suggesting that much of the existing furniture may be outdated, damaged, or inadequate for effective use. The current space lacks the flexibility and comfort required to support reading, research, collaborative learning, and independent study. Significant investment is required to increase seating capacity, replace deteriorated furniture, and redesign the space to accommodate modern learning activities.

Electricity and Power Supply

The library benefits from a relatively stable electricity supply, supplemented by a generator backup system. While this provides a basic foundation for operations, the absence of ICT facilities means that the available power infrastructure is not currently being utilized to support digital learning.

Future modernization efforts should consider upgrading power reliability and introducing sustainable energy alternatives to support computer systems, internet connectivity, and other technology-based services.

Books and Learning Resources

The library contains an estimated 200 books, a very small collection considering the size of the student population. Of these, only approximately 70 books are reported to be less

than ten years old and curriculum-relevant. Furthermore, fewer than half of the books were assessed to be in good physical condition.

The collection is therefore both limited in quantity and weak in quality, significantly reducing its educational value. Students have restricted access to current textbooks, reference materials, literature, and supplementary learning resources necessary for academic success.

A comprehensive collection development programme is urgently needed, including the acquisition of current curriculum-aligned textbooks, literature materials, STEM resources, examination preparation materials, and career guidance publications. Obsolete and damaged materials should also be reviewed and replaced where necessary.

ICT Facilities and Digital Access

One of the most significant deficiencies identified during the assessment is the complete absence of ICT infrastructure within the library. The facility currently has:

No functional computers for student use.

No internet connectivity.

No digital catalogue or electronic learning resources.

As a result, students are unable to access online educational materials, conduct digital research, or develop the information technology skills increasingly required for higher education and participation in the modern workforce.

The development of a hybrid library model should therefore prioritize the provision of computers, broadband internet access, digital learning resources, and educational software. These investments would significantly improve both library services and overall educational outcomes.

Infrastructure and Learning Environment

The physical condition of the library requires substantial improvement. Lighting and ventilation were both assessed as poor, while cleanliness and organisation received only a fair rating. These conditions create an environment that is unlikely to encourage regular library use or support effective learning.

Although security measures are reportedly in place to protect books and equipment, the overall learning environment remains inadequate. Modernisation efforts should focus on improving lighting, ventilation, interior design, shelving systems, and general aesthetics to create a more welcoming and productive learning space.

Staffing and Operational Capacity

Library services are currently managed by a teacher or attendant rather than a professionally trained librarian. While this arrangement allows for basic supervision of the facility, it limits the library's ability to provide specialised services such as collection management, information literacy instruction, reader development programmes, and strategic planning.

The training of existing personnel or the appointment of qualified library staff would significantly improve operational effectiveness and support future development initiatives.

Prospects for Expansion and Development

A significant limitation identified during the assessment is the absence of space for expansion or renovation. This constraint may limit opportunities for large-scale physical expansion and requires careful planning to maximize the use of available space.

Despite this challenge, there remains considerable opportunity to improve library services through strategic refurbishment, better space utilization, improved furniture, upgraded collections, and the introduction of digital resources. Even within existing space constraints, the library can be transformed into a more functional learning environment through targeted interventions.

The school's own comments highlighted the urgent need for a library upgrade, further reinforcing the importance of immediate investment and support.

Priority Interventions (Immediate Action)

- **Procure current curriculum-aligned textbooks and reference materials.**
- **Increase seating capacity and replace deteriorated furniture.**
- **Improve lighting, ventilation, and overall library environment.**

- Provide computers, internet connectivity, and digital learning resources.
- Train library personnel or engage qualified library staff.
- Improve collection organisation and cataloguing systems.
- Undertake a comprehensive library refurbishment programme within the available space.

Assessment Area	Findings for Station Junior Grammar School, Ifako-Ijaiye LGA, Lagos State
School Name	Station Junior Grammar School
Location	Ifako-Ijaiye LGA, Lagos State
School Type	Public/Government School
Student Population	1,059 students
Teaching Staff	35 teachers
Grades Covered	Junior Secondary Only
Library Availability	School has a designated library space
Weekly Library Users	Approximately 10 students
Primary Use of Library	Reading
Total Book Collection	About 200 books
Up-to-Date Books	About 70 books are less than 10 years old and curriculum-relevant
Condition of Books	Less than 50% of books are in good condition
Book Organization	Partly arranged
Cataloguing System	Manual system
Seating Capacity	10 students
Furniture Condition	Poor
Lighting & Ventilation	Poor
Cleanliness & Organization	Fair
Security Measures	Available

Assessment Area	Findings for Station Junior Grammar School, Ifako-Ijaiye LGA, Lagos State
Main Electricity Supply	Stable
Backup Power	Generator available
Functional Computers	None available
Internet Access	Not available
Library Staffing	Managed by a Teacher/Attendant
Weekly Opening Hours	10 hours
Space for Expansion	No space available for expansion or renovation
Overall Library Rating	31% (Poor)
Major Strengths	Dedicated library space, stable electricity supply, generator backup, and security measures for books/equipment
Major Challenges	Extremely small book collection, very few current books, poor condition of books, poor furniture, poor lighting and ventilation, no computers, no internet access, very low student usage, limited seating capacity, and no space for expansion
Priority Needs	Current textbooks, literature/reference books, and computers
Additional Comments	The school urgently requires a library upgrade, as the current library is unable to adequately serve the learning needs of students.
Overall Conclusion	Station Junior Grammar School has one of the most under-resourced libraries among the schools assessed. With only 200 books serving 1,059 students, seating for just 10 students, no computers, and no internet access, the library's capacity to support learning is severely limited. Significant investment in books, ICT facilities, furniture, and infrastructure is urgently needed to transform the library into an effective educational resource.



Pictures of the library of Station Junior Grammar School, Fagba, Lagos State.

4.0. BUDGET FOR UPGRADING 28 SECONDARY SCHOOL LIBRARIES IN SOUTHWEST NIGERIA

4.1. Methodology for Library Upgrade Costing and Resource Estimation

To develop realistic and evidence-based budgets for the upgrade of the assessed secondary school libraries, the Foundation adopted a standardized approach that combined library assessment findings, established library planning benchmarks, and visual evidence obtained during the assessment process.

The objective was to determine the quantity of books, furniture, ICT equipment, and other resources required for each library to function effectively as a modern learning resource centre. To achieve this, the assessment data collected from each school were analyzed using recognized planning ratios and minimum standards for school libraries. These included indicators such as the student-to-book ratio, student-to-computer ratio, and student-to-seating ratio, among others.

For each school, the existing resources and infrastructure were compared against these benchmarks to identify gaps and estimate the quantity of materials required to meet acceptable standards. This process enabled the Foundation to determine the scale of intervention needed in areas such as book acquisition, furniture provision, ICT deployment, internet connectivity, power supply, and library space utilization.

In addition to the quantitative assessment, photographs and video evidence collected during the library assessment exercise were carefully reviewed. These visual materials provided valuable information on the physical condition of the libraries, including the state of furniture, bookshelves, reading spaces, building infrastructure, lighting, ventilation, ICT facilities, and overall usability of the library environment. The visual assessment also helped validate information contained in the assessment reports and informed decisions regarding renovation, refurbishment, and equipment requirements.

The combination of benchmark-based analysis and physical verification provided a reliable basis for determining resource requirements and developing school-specific cost estimates. Consequently, the budgets presented in this report reflect both the identified

needs of each school and the resources required to transform the assessed libraries into functional, modern, and sustainable learning centres capable of supporting teaching, learning, research, and digital literacy.

- As a minimum standard, the library should maintain a collection of at least five books per student, with a strong emphasis on quality and relevance rather than sheer volume. At least 70 percent of the collection should consist of current, curriculum-aligned resources, while obsolete or outdated materials should not exceed 10 percent of the total collection.
- The library should also provide adequate seating capacity to accommodate a minimum of 10 percent of the student population at any given time. This ensures that students have reasonable access to reading, study, and research facilities throughout the school day. For example, a school with 1,000 students should have seating for at least 100 library users simultaneously. Higher-performing libraries may provide seating for 15–20 percent or more of their students.
- As education increasingly incorporates technology-enabled learning, the library should function as a hybrid learning resource centre. A minimum provision of one computer for every 50 students is recommended, supported by reliable internet connectivity that enables access to online educational resources, digital reference materials, e-books, and research databases.
- To ensure continuity of service, the library should have a dependable power supply, including an alternative or backup energy source such as a solar-powered system with inverter support. Reliable electricity is necessary for lighting, computer operations, internet access, and other technology-based learning activities.
- Professional management is equally important. Every secondary school library should be supervised by a trained librarian who possesses the skills required for collection development, cataloguing, information management, user education, and the administration of both physical and digital library resources. Larger schools may require additional support staff to ensure effective service delivery.
- Finally, the effectiveness of a library should be reflected in its level of use. As a benchmark, at least 30 percent of students should make use of the library on a weekly basis. A library that consistently attracts and supports a significant proportion of its student

population is more likely to contribute meaningfully to reading culture, academic achievement, independent learning, and lifelong educational development.

The table below presents the standards and ratios adopted in estimating the quantity of resources required for each school library.

Indicator	Minimum Standard
Books per Student	5
Current Books	70%
Obsolete Books	Less than 10%
Seating Capacity	10% of student population
Computers	1 per 50 students
Internet	Available
Power Backup	Available
Librarian	Trained librarian present
Weekly Library Usage	≥30% of students

Please note that the quantities of the proposed materials have been adjusted to reflect the available space within each school's library and the maximum number of bookshelves the facility can accommodate.

Summary of Upgrade Costs by State

State	Schools	Estimated Budget (₦)
Ekiti	10	₦414,149,500
Ogun	2	₦80,585,100
Ondo	4	₦125,927,300
Oyo	7	₦374,433,100
Osun	3	₦101,464,500
Lagos	2	₦93,361,600
Grand Total	28	₦1,189,921,100

4.2. Budgets for Upgrading School Libraries across the States

4.2.1. EKITI STATE

4.2.1.1. Ayede Grammar School, Ayede Ekiti Library Profile

- Student Population: 986
- Teaching Staff: 48
- Weekly Library Users: 250 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	20.3 books/student (20,000 books)	Exceeds standard
Current/Curriculum-Relevant Books	≥70% of collection	<500 books (2.5%)	Severe deficit
Outdated Books	≤10% of collection	97.5% of collection	Critical deficit
Seating Capacity	10% of students (99 seats)	48 seats	Deficit of 51 seats
Computers	1 per 50 students (20 computers)	0 computers	Deficit of 20 computers
Internet Access	Available	Not available	Full deficit
Backup Power	Available	Not available	Full deficit
Professional Librarian	1 trained librarian	Teacher/Attendant	Deficit of 1 librarian

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned and literature books	2000	5328	10,656,000
Furniture	50 chairs 5 tables 5 bookshelves	1,750,000 850,000 1,750,000	4,850,000
Desktop computers	10	600,000	6,000,000
Solar/Inverter System	1	5,500,000	5,500,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Internet Setup	1	500,000	500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			3,050,600
Contingency			1,525,300
Total			35,081,900

4.2.1.2. Obalatan Commercial Grammar School, Oye LGA, Ekiti State Library Profile

- Student Population: **465**
- Teaching Staff: **39**
- Weekly Library Users: **Approximately 250 students**

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	3.9 books/student (1,800 books)	Deficit of 525 books to reach minimum standard
Current/Curriculum-Relevant Books	≥70% of collection	180 books (10%)	Severe deficit
Outdated Books	≤10% of collection	Approximately 90% of collection	Critical deficit
Seating Capacity	10% of students (47 seats)	100 seats	Exceeds standard
Computers	1 per 50 students (9–10 computers)	0 computers	Deficit of 10 computers
Internet Access	Available	Not available	Full deficit
Backup Power	Available	Not available	Full deficit
Professional Librarian	1 trained librarian	Teacher/Attendant	Deficit of 1 librarian
Book Organization	Catalogued and accessible	Randomly arranged	Requires full organization system

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned books	2,500	5328	13,320,000
Furniture	50 chairs 5 tables 5 bookshelves	1,750,000 850,000 1,750,000	4,850,000
Desktop computers	10	600,000	6,000,000
Solar/Inverter System	1	5,500,000	5,500,000
Internet Setup	1	500,000	500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			3,317,000
Contingency			1,658,500
Total			38,145,500

4.2.1.3. Ekiti Parapo College, Ido-Ekiti, Ekiti State
Library Profile

- Student Population: **1,041**
- Teaching Staff: **57**
- Weekly Library Users: **Approximately 100 students**
- Managed by a **trained librarian**

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	13 books/student (13,500 books)	Quantity exceeds benchmark
Curriculum-Relevant Books	Majority current and relevant	Only about 200 relevant books	Severe quality gap
Seating Capacity	10% of students (104 seats)	72 seats	Deficit of 32 seats
Computers	1 per 50 students (21 computers)	None	Deficit of 21 computers

Indicator	Recommended Standard	Current Status	Gap
Internet Access	Available and reliable	Not available	Full deficit
Backup Power	Available	None	Full deficit
Professional Librarian	At least 1 trained librarian	Available	Meets benchmark
Book Organization	Catalogued and accessible	Properly catalogued	Meets benchmark
Digital Library System	Recommended	Not available	Requires implementation

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Current curriculum-aligned textbooks	4,000	5328	21,312,000
Computer systems	10	600,000	6,000,000
Internet and networking infrastructure	1	500,000	500,000
Solar/Inverter power system	1 complete system	5,500,000	5,500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Reading tables Student chairs Bookshelves	50 chairs 5 tables 6 bookshelves	1,750,000 850,000 2,100,000	5,200,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,141,200
Contingency			2,070,600
Total			47,623,800

4.2.1.4. Ekiti Baptist High School, Irepodun LGA, Ekiti State Library Profile

- Student Population: 1,234 students
- Teaching Staff: 70 teachers
- Weekly Library Users: Approximately 24 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (6,170 books)	666 books	Deficit of 5,504 books
Curriculum-Relevant Books	≥70% of collection	239 books (36%)	Significant deficit
Seating Capacity	10% of students (123 seats minimum)	66 seats	Deficit of 57 seats
Computers	1 per 50 students (25 computers minimum)	26 computers	Meets benchmark
Internet Access	Available and reliable	Available but unstable	Improvement required
Backup Power	Reliable backup power	Generator available	Partial compliance
Professional Librarian	1 trained librarian	Available	Meets benchmark
Library Management System	Digital cataloguing preferred	Manual system	Modernization needed

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Current curriculum-aligned textbooks Literature and reference materials	5000	5328	26,640,000
Internet upgrade and networking infrastructure	1 package	500,000	500,000
Solar power and inverter system	1 package	5,500,000	5,500,000
Furniture	5 tables 50 chairs 6 bookshelves	850,000 1,750,000 2,100,000	5,200,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,074,000
Contingency			2,037,000
Total			46,851,000

4.2.1.5. CAC Grammar School, Efon Alaaye, Ekiti State
Library Profile

- Student Population: 1,200 students
- Teaching Staff: 66 teachers
- Weekly Library Users: Approximately 30 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (6,000 books)	140 books	Deficit of 5,860 books
Curriculum-Relevant Books	≥70% of collection	140 books (100%)	Meets benchmark but collection is extremely small
Seating Capacity	10% of students (120 seats minimum)	30 seats	Deficit of 90 seats
Computers	1 per 50 students (24 computers minimum)	None	Deficit of 24 computers
Internet Access	Available and reliable	Not available	Critical gap
Backup Power	Reliable backup power	None reported	Critical gap
Professional Librarian	1 trained librarian	Teacher/Attendant	Deficit
Library Management System	Digital cataloguing preferred	Manual system	Modernization required

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Current curriculum-aligned textbooks Literature and reference materials	5000 books	5328	26,640,000
Computers and ICT equipment	10	600,000	6,000,000
Internet infrastructure and connectivity	1 package	500,000	500,000
Solar power and inverter system	1 package	5,500,000	5,500,000
Furniture	5 tables 50 chairs 6 bookshelves	850,000 1,750,000 2,100,000	5,200,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,684,000
Contingency			2,342,000
Total			53,866,000

4.2.1.6. St. Michael Catholic Grammar School, Efon Alaaye, Ekiti State Library Profile

- Student Population: 395 students
- Teaching Staff: 26 teachers
- Weekly Library Users: Approximately 60 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (1,975 books)	200 books	Deficit of 1,775 books
Curriculum-Relevant Books	≥70% of collection	164 books (82%)	Meets benchmark
Seating Capacity	10% of students (40 seats minimum)	30 seats	Deficit of 10 seats
Computers	1 per 50 students (8 computers minimum)	16 computers	Exceeds benchmark
Internet Access	Available and reliable	Not available	Critical gap
Backup Power	Reliable backup power	Solar power available	Meets benchmark
Professional Librarian	1 trained librarian	Available	Meets benchmark
Library Management System	Digital cataloguing preferred	Manual system	Modernization needed

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks	3000 books	5328	15,984,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Literature and reference materials			
Internet infrastructure and connectivity	1 package	500,000	500,000
Additional tables and chairs Furniture upgrade and refurbishment	2 tables 20 chairs 5 bookshelves	340,000 700,000 1,750,000	3,290,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			2,267,400
Contingency			1,133,700
Total			26,075,100

4.2.1.7. St. Mary Anglican Girls Grammar School, Ikole-Ekiti, Ekiti State

Library Profile

- Student Population: 635 students
- Teaching Staff: 50 teachers
- Weekly Library Users: Approximately 400 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (3,175 books)	2,500 books	Deficit of 675 books
Curriculum-Relevant Books	≥70% of collection	1,500 books (60%)	Moderate deficit
Seating Capacity	10% of students (64 seats minimum)	30 seats	Deficit of 34 seats
Computers	1 per 50 students (13 computers minimum)	None	Critical deficit
Internet Access	Available and reliable	Not available	Critical deficit

Indicator	Recommended Standard	Current Status	Gap
Backup Power	Reliable backup power	Generator available	Partially meets benchmark
Professional Librarian	Trained librarian	Available	Meets benchmark
Expansion Potential	Space for growth	Available	Meets benchmark

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Current curriculum-aligned books	2000	5328	10,656,000
Desktop computers	10	600,000	6,000,000
Internet and networking infrastructure	1 package	500,000	500,000
Reading tables and chairs	40 chairs 4 tables 5 bookshelves	1,400,000 680,000 1,750,000	4,330,000
Solar inverter power system	1 package	5,500,000	5,500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			2,988,600
Contingency			1,494,300
Total			34,368,900

4.2.1.8. Amoye Grammar School, Ikere-Ekiti, Ekiti State
Library Profile

- **Student Population:** 1,019 students
- **Teaching Staff:** 82 teachers
- **Weekly Library Users:** Approximately 350 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (5,095 books)	2,000 books	Deficit of 3,095 books

Indicator	Recommended Standard	Current Status	Gap
Curriculum-Relevant Books	≥70% of collection	1,000 books (50%)	Significant deficit
Seating Capacity	10% of students (102 seats minimum)	102 seats	Meets benchmark
Computers	1 per 50 students (20 computers minimum)	None	Critical deficit
Internet Access	Available and reliable	Not available	Critical deficit
Backup Power	Solar/Inverter or Generator	None available	Critical deficit
Professional Librarian	Trained librarian	Teacher/Attendant	Deficit
Expansion Space	Available	Available	Meets benchmark

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks	3,000	5328	15,984,000
Desktop computers	10	600,000	6,000,000
Internet infrastructure and networking	1 package	500,000	500,000
Solar/Inverter power system	1 package	5,500,000	5,500,000
Furniture	50 chairs 5 tables 5 Bookshelves	1,750,000 850,000 1,750,000	4,850,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			3,583,400
Contingency			1,791,700
Total			41,209,100

4.2.1.9. University Demonstration Secondary School, Ikere LGA, Ekiti State

Library Profile

- **Student Population:** 588 students
- **Teaching Staff:** 43 teachers
- **Weekly Library Users:** Approximately 400 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (2,940 books)	800 books	Deficit of 2,140 books
Curriculum-Relevant Books	≥70% of collection	100 books (13%)	Critical deficit
Seating Capacity	10% of students (59 seats minimum)	80 seats	Exceeds benchmark
Computers	1 per 50 students (12 computers minimum)	None	Critical deficit
Internet Access	Available and reliable	Not available	Critical deficit
Backup Power	Solar/Inverter or Generator	None available	Critical deficit
Professional Librarian	Trained librarian	Teacher/Attendant	Deficit
Expansion Space	Available	Available	Meets benchmark

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks Literature and reference materials	3000	5328	15,984,000
Desktop computers	10	600,000	6,000,000
Internet infrastructure	1 package	500,000	500,000
Solar/Inverter power system	1 package	5,500,000	5,500,000
Furniture	50 chairs 5 tables 5 bookshelves	1,750,000 850,000 1,750,000	4,850,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			3,583,400
Contingency			1,791,700
Total			41,209,100

4.2.1.10. Iworoko Community High School, Iworoko-Ekiti, Ekiti State Library Profile

- **Student Population:** 811
- **Teaching Staff:** 84
- **Weekly Library Users:** Approximately 100 students
- **Managed by:** Trained Librarian

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (4,055 books)	2,500 books (3.1 books/student)	Deficit of 1,555 books
Current/Curriculum-Relevant Books	≥70% of collection	About 267 books (11%)	Severe deficit
Outdated Books	≤10% of collection	Approximately 89% of collection	Critical deficit
Seating Capacity	10% of students (81 seats)	24 seats	Deficit of 57 seats
Computers	1 per 50 students (16–17 computers)	None	Deficit of 17 computers
Internet Access	Available and reliable	Not available	Full deficit
Backup Power	Solar/Inverter or Generator	None available	Critical deficit
Professional Librarian	1 trained librarian	Available	Meets benchmark
Book Organization	Properly catalogued and accessible	Randomly piled	Requires complete organization and cataloguing
Expansion Space	Available	Available	Meets benchmark

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Current curriculum-aligned textbooks	3,000	5,328	15,984,000
Desktop computers	10	600,000	6,000,000
Internet infrastructure and networking	1 package	500,000	500,000
Solar/Inverter power system	1 package	5,500,000	5,500,000
Furniture	50 chairs 5 tables 5 bookshelves	1,750,000 850,000 1,750,000	4,850,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Internal renovation	Cleaning, termite treatment, painting, lighting improvement, minor repairs	-	10,000,000
Logistics			4,323,400
Contingency			2,161,700
Total			49,719,100

4.2.2. OGUN STATE

4.2.2.1. African Church Grammar School, Abeokuta North, Ogun State Library Profile

- Student Population: **1,300**
- Teaching Staff: **48**
- Weekly Library Users: **Approximately 200 student**

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	0.15 books/student (200 books)	Deficit of approximately 6,300 books
Seating Capacity	10% of students (130 seats)	60 seats	Deficit of 70 seats
Computers	1 per 50 students (26 computers)	40 computers available	Exceeds benchmark
Internet Access	Available and reliable	Available but unstable	Quality improvement needed
Backup Power	Available	Solar backup available	Strength
Professional Librarian	1 trained librarian	Teacher/Attendant	Deficit of 1 librarian
Book Organization	Catalogued and accessible	Properly catalogued	Meets benchmark
Digital Library System	Recommended	Not available	Requires implementation

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned books, literature & reference materials	5000	5328	26,640,000
Internet upgrade & networking	1	500,000	500,000
Desktop computers	10	600,000	6,000,000
Wall quotes	8	20,000	160,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Training of Librarian			100,000
Logistics			3,590,000
Contingency			1,795,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Total			41,285,000

4.2.2.2. Abeokuta Grammar School, Abeokuta South LGA, Ogun State Library Profile

- Student Population: 4,500 students
- Teaching Staff: 151 teachers
- Weekly Library Users: Approximately 95 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (22,500 books)	About 7,000 books	Deficit of 15,500 books
Curriculum-Relevant Books	≥70% of collection	About 300 books (4.3%)	Critical deficit
Seating Capacity	10% of students (450 seats minimum)	84 seats	Deficit of 366 seats
Computers	1 per 50 students (90 computers)	None available	Deficit of 90 computers
Internet Access	Available	Not available	Complete deficit
Backup Power	Reliable backup power	Generator only	Requires sustainable solution
Professional Librarian	1 trained librarian	Available	Meets benchmark
Library Management System	Formal cataloguing system	None reported	Gap exists

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks Literature and reference materials	3000	5328	15,984,000
Desktop computers	10	600,000	6,000,000
Internet and networking infrastructure	1 package	500,000	500,000
Solar/Inverter power system	1 package	5,500,000	5,500,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Additional tables and chairs Bookshelves and magazine racks	2 tables 20 chairs 5 bookshelves	340,000 700,000 1,750,000	3,290,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			3,417,400
Contingency			1,708,700
Total			39,300,100

4.2.3. ONDO STATE

4.2.3.1. Ansar-Ud-Deen Grammar School, Ikare Akoko, Ondo State Library Profile

- Student Population: 410
- Teaching Staff: 28
- Weekly Library Users: Approximately 150 students
- Managed by a trained librarian

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	2.4 books/student (1,000 books)	Deficit of 1,050 books
Current/Curriculum-Relevant Books	≥70% of collection	800 books (80%)	Meets benchmark
Seating Capacity	10% of students (41 seats)	15 seats	26 chairs deficit
Computers	1 per 50 students (8 computers)	None	Deficit of 8 computers
Internet Access	Available	Not available	Requires installation
Backup Power	Available	None	Requires installation
Professional Librarian	1 trained librarian	Available	Meets benchmark
Digital Library System	Recommended	Not available	Requires implementation

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Current curriculum-aligned textbooks	2000	5328	10,656,000
Computer systems	10	600,000	6,000,000
Internet and networking infrastructure	1	500,000	500,000
Solar/Inverter power system	1 complete system	5,500,000	5,500,000
Fans	6	40,000	240,000
Reading tables Student chairs Bookshelves	4 tables 40 chairs 7 book shelves	680,000 1,400,000 2,450,000	5,030,000
Wall quotes	8	20,000	160,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			3,058,600
Contingency			1,529,300
Total			35,173,900

4.2.3.2. Ikare Grammar School, Ikare Akoko, Ondo State Library Profile

- Student Population: 500
- Teaching Staff: 25
- Weekly Library Users: Approximately 25 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	0.3 books/student (150 books)	Deficit of 2,350 books
Current/Curriculum-Relevant Books	≥70% of collection	125 books (83%)	Meets benchmark
Seating Capacity	10% of students (50 seats)	30 seats	Deficit of 20 seats
Computers	1 per 50 students (10 computers)	None	Deficit of 10 computers
Internet Access	Available	Not available	Requires installation
Backup Power	Available	Not available	Requires installation
Professional Librarian	Trained librarian recommended	None	Requires deployment/training
Digital Library System	Recommended	Not available	Requires implementation

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks and reference materials	2,500	5328	13,320,000
Desktop computers	10	600,000	6,000,000
Internet and networking infrastructure	1	500,000	500,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Solar/inverter power system	1	5,500,000	5,500,000
Tables, chairs and furniture upgrade Bookshelves and storage systems	40 chairs 4 tables 5 bookshelves	1,400,000 680,000 1,750,000	4,330,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Training of Librarian			100,000
Logistics			3,265,000
Contingency			1,632,500
Total			37,547,500

4.2.3.3. Okeagbe High School, Okeagbe Akoko, Ondo State

Library Profile

- Student Population: 300
- Teaching Staff: 11
- Weekly Library Users: Approximately 50 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	1.7 books/student (500 books)	Deficit of 1,000 books
Current/Curriculum-Relevant Books	≥70% of collection	200 books (40%)	Needs improvement
Seating Capacity	10% of students (30 seats)	25 seats	Deficit of 5 seats
Computers	1 per 50 students (6 computers)	5 computers	Deficit of 1 computer

Indicator	Recommended Standard	Current Status	Gap
Internet Access	Stable access	Available but unstable	Upgrade required
Backup Power	Reliable renewable backup preferred	Generator available	Solar/Inverter needed
Professional Librarian	Trained librarian recommended	None	Requires deployment/training
Digital Library System	Recommended	Not available	Requires implementation

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks and reference materials	2,000	5328	10,656,000
Additional desktop computers	10	600000	6,000,000
Solar/inverter power system	1	5,500,000	5,500,000
Internet upgrade and networking infrastructure	1	500,000	500,000
Furniture	30 chairs 3 tables 5 bookshelves	1,050,000 510,000 1,750,000	3,810,000
Fans	5	40,000	200,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			2,942,600
Contingency			1,471,300
Total			33,839,900

4.2.3.4. St. Thomas Aquinas College, Akure South LGA, Ondo State Library Profile

- Student Population: 642 students
- Teaching Staff: 43 teachers
- Weekly Library Users: Approximately 85 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (3,210 books)	1,192 books	Deficit of 2,018 books
Curriculum-Relevant Books	≥70% of collection	No current curriculum-relevant books reported	Critical deficit
Seating Capacity	10% of students (64 seats minimum)	30 seats	Deficit of 34 seats
Computers	1 per 50 students (13 computers minimum)	20 computers	Exceeds benchmark
Internet Access	Available	Not available	Complete deficit
Backup Power	Reliable backup power	Solar power available	Meets benchmark
Professional Librarian	1 trained librarian	Available	Meets benchmark
Library Management System	Digital cataloguing preferred	Manual system	Modernization needed

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Current curriculum-aligned textbooks Literature and reference materials	2,500	5328	13,320,000
Internet and networking infrastructure	1 package	500,000	500,000
Wall quotes	8	20,000	160,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			1,684,000
Contingency			842,000
Total			19,366,000

4.2.4. OYO STATE

4.2.4.1. Abadina College Senior Secondary School, Ibadan North, Oyo State

Library Profile

- Student Population: 1,093
- Teaching Staff: 50
- Weekly Library Users: Approximately 100 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	0.46 books/student (500 books)	Deficit of about 4,965 books
Current/Curriculum-Relevant Books	≥70% of collection	200 books (40%)	Needs expansion
Seating Capacity	10% of students (109 seats)	50 seats	Deficit of 59 seats
Computers	1 per 50 students (22 computers)	None	Deficit of 22 computers
Internet Access	Stable internet required	Not available	Full installation needed
Backup Power	Reliable backup power	None	Solar/Inverter required
Professional Librarian	Trained librarian recommended	None	Requires deployment/training
Digital Library System	Recommended	Not available	Requires implementation

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks and reference materials	5,000	5328	26,640,000
Additional desktop computers	10	600000	6,000,000
Solar/inverter power system	1	5,500,000	5,500,000
Internet upgrade and networking infrastructure	1	500,000	500,000
Furniture	1 table 10 chairs	170,000 350,000	1,020,000
Fans	2	40,000	80,000
Wall quotes	8	20,000	160,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,250,000
Contingency			2,125,000
Total			48,875,000

4.2.4.2. Immanuel College, Ibadan North, Oyo State

Library Profile

- Student Population: 720
- Teaching Staff: 33
- Weekly Library Users: 180

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	0.14 books/student (100 books)	Deficit of about 3,500 books
Current/Curriculum-Relevant Books	≥70% of collection	50	Major deficit
Seating Capacity	10% of students (72 seats)	50 seats	Deficit of 22 seats
Computers	1 per 50 students (14–15 computers)	None	Deficit of 15 computers
Internet Access	Stable internet required	Not available	Full installation needed
Backup Power	Reliable backup power	None	Solar/Inverter required
Professional Librarian	Trained librarian recommended	None	Requires deployment/training
Security System	Required for books/equipment	None reported	Requires installation

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks and reference materials	4,000	5328	21,312,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Additional desktop computers	10	600000	6,000,000
Solar/inverter power system	1	5,500,000	5,500,000
Internet upgrade and networking infrastructure	1	500,000	500,000
Furniture	5 tables 50 chairs 5 bookshelves	850,000 1,750,000 1,750,000	4,850,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,116,200
Contingency			2,058,100
Total			47,336,300

4.2.4.3. Anglican Grammar School, Molete, Ibadan, Oyo State Library Profile

- Student Population: 1,800
- Teaching Staff: 52
- Weekly Library Users: Approximately 150 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum	0.36 books/student (640 books)	Deficit of about 8,360 books
Current/Curriculum-Relevant Books	≥70% of collection	Only 5 current books reported	Critical deficit
Seating Capacity	10% of students (180 seats)	22 seats	Deficit of 158 seats
Computers	1 per 50 students (36 computers)	None	Deficit of 36 computers
Internet Access	Stable internet required	Not available	Full installation needed
Backup Power	Reliable backup power	Not available	Solar/Inverter required

Indicator	Recommended Standard	Current Status	Gap
Professional Librarian	Trained librarian recommended	None	Requires deployment/training
Security System	Required for books/equipment	None reported	Requires installation

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks and reference materials	5000	5328	26,640,000
Additional desktop computers	10	600000	6,000,000
Solar/inverter power system	1	5,500,000	5,500,000
Internet upgrade and networking infrastructure	1	500,000	500,000
Furniture	5 tables 50 chairs 6 bookshelves	850,000 1,750,000 2,100,000	5,200,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,684,000
Contingency			2,342,000
Total			53,866,000

4.2.4.4. IMG Grammar School Mixed, Ibadan North LGA, Oyo State Library Profile

- Student Population: 2,103 students
- Teaching Staff: 28 teachers
- Weekly Library Users: Approximately 210 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (10,515 books)	Approximately 500 books	Deficit of 10,015 books

Indicator	Recommended Standard	Current Status	Gap
Curriculum-Relevant Books	≥70% of collection	About 400 books current and relevant	Collection relatively relevant but inadequate
Seating Capacity	10% of students (210 seats minimum)	40 seats	Deficit of 170 seats
Computers	1 per 50 students (42 computers)	None reported	Deficit of 42 computers
Internet Access	Available	Not available	Complete deficit
Backup Power	Available	Not available	Complete deficit
Professional Librarian	1 trained librarian	Not reported	Gap exists
Library Furniture	Adequate tables, chairs, shelves	Fair condition but insufficient	Significant deficit

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks Literature and reference materials	5000	5328	26,640,000
Furniture	40 chairs 4 tables 5 bookshelves	1,400,000 680,000 1,750,000	4,330,000
Desktop computers	10	600,000	6,000,000
Internet and networking infrastructure	1 package	500,000	500,000
Solar/Inverter power system	1 package	5,500,000	5,500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,597,000
Contingency			2,298,500
Total			52,865,500

4.2.4.5. Onireke High School, Ibadan North West LGA, Oyo State
Library Profile

- Student Population: 2,163 students
- Teaching Staff: 40 teachers
- Weekly Library Users: Approximately 40 students

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Books per Student	5 books/student minimum (10,815 books)	About 4,000 books	Deficit of 6,815 books
Curriculum- Relevant Books	≥70% of collection	About 20 books	Critical deficit
Seating Capacity	10% of students (216 seats minimum)	40 seats	Deficit of 176 seats
Computers	1 per 50 students (43 computers)	None reported	Deficit of 43 computers
Internet Access	Available	Not available	Complete deficit
Backup Power	Available	Not specified	Major gap
Professional Librarian	1 trained librarian	Teacher/Attendant	Capacity gap
Library Security System	Available	None reported	Security gap

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks Literature and reference materials	4000	5328	21,312,000
Furniture	40 chairs 4 tables 5 bookshelves	1,400,000 680,000 1,750,000	4,330,000
Desktop computers	10	600,000	6,000,000
Internet and networking infrastructure	1 package	500,000	500,000
Solar/Inverter power system	1 package	5,500,000	5,500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,064,200
Contingency			2,032,100
Total			46,738,300

**4.2.4.6. Ibadan Christ Apostolic Grammar School Junior 1, Ibadan
South East LGA, Oyo State**

Library Profile

- **Student Population:** 229 students
- **Teaching Staff:** 26 teachers
- **Library Availability:** No designated library space

Indicator	Recommended Standard	Current Status	Gap
Dedicated Library Facility	Available	Not Available	Critical Deficit
Book Collection	Minimum 1,000 books	None reported	Critical Deficit
Seating Capacity	Minimum 25 seats	None available	Critical Deficit
Bookshelves	Adequate shelving system	None reported	Critical Deficit
Computers	Minimum 5 computers	None	Critical Deficit
Internet Access	Available	None	Critical Deficit
Digital Resources	Available	None	Critical Deficit
Library Furniture	Available	None reported	Critical Deficit
Professional Staffing	Qualified Librarian	Available	Strength

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks Literature and reference books	5000	5328	26,640,000
Furniture	5 tables 50 chairs 6 bookshelves	850,000 1,750,000 2,100,000	5,200,000
Desktop computers	10	600,000	6,000,000
Internet installation	1 package	500,000	500,000
Solar/Inverter Power System	1 package	5,500,000	5,500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Logistics			4,424,000
Contingency			2,212,000
Total			50,876,000

4.2.4.7. Faruku Community Grammar School, Oluyole LGA, Oyo State Library Profile

- **Student Population:** 700 students
- **Teaching Staff:** 35 teachers
- **Library Availability:** No designated library facility

Indicator	Recommended Standard	Current Status	Gap
Dedicated Library Facility	Available	Not Available	Critical Deficit
Book Collection	Minimum 1,500 books	None Available	Critical Deficit
Seating Capacity	50+ seats	None Available	Critical Deficit
Bookshelves	Adequate Shelving System	None Available	Critical Deficit
Computers	Minimum 5–10 Units	None Available	Critical Deficit
Internet Access	Available	Not Available	Critical Deficit
Digital Resources	Available	Not Available	Critical Deficit
Professional Library Staff	Available	None Identified	Critical Deficit
Expansion Space	Available	Not Available	Major Constraint

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Library Building/Conversion	1 facility		20,000,000
Curriculum-aligned textbooks Literature and reference books	5000	5328	26,640,000
Furniture	5 tables 50 chairs 6 bookshelves	850,000 1,750,000 2,100,000	5,200,000
Desktop computers	10	600,000	6,000,000
Internet installation	1 package	500,000	500,000
Solar/Inverter Power System	1 package	5,500,000	5,500,000
Fans	6	40,000	240,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Wall quotes	8	20,000	160,000
Logistics			6,424,000
Contingency			3,212,000
Total			73,876,000

4.2.5. OSUN STATE

4.2.5.1. Oduduwa College, Ile-Ife, Ife Central LGA, Osun State

Library Profile

- Student Population: 725 students
- Teaching Staff: 46 teachers
- Weekly Library Users: Approximately 10 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (3,625 books)	208 books	Deficit of 3,417 books
Curriculum-Relevant Books	≥70% of collection	106 books (51%)	Significant deficit
Seating Capacity	10% of students (73 seats minimum)	5 seats	Deficit of 68 seats
Computers	1 per 50 students (15 computers minimum)	10 computers	Deficit of 5 computers
Internet Access	Available and reliable	Available and stable	Meets benchmark
Backup Power	Reliable backup power	Solar power available	Meets benchmark
Professional Librarian	1 trained librarian	Teacher/Attendant	Deficit
Dedicated Library Facility	Dedicated library building/space	No designated library space	Critical deficit

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks Literature and reference books	3000	5328	15,984,000
Furniture	40 chairs 4 tables 5 bookshelves	1,400,000 680,000 1,750,000	4,330,000
Desktop computers	10	600,000	6,000,000
Internet installation	1 package	500,000	500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Librarian Training			100,000
Logistics			2,731,400
Contingency			1,365,700

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Total			31,411,100

4.2.5.2. St. Johns Grammar School, Ife East LGA, Osun State Library Profile

- Student Population: 304 students
- Teaching Staff: 26 teachers
- Weekly Library Users: Approximately 15 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (1,520 books)	300 books	Deficit of 1,220 books
Curriculum-Relevant Books	≥70% of collection	60 books (20%)	Significant deficit
Seating Capacity	10% of students (30 seats minimum)	50 seats	Exceeds benchmark
Computers	1 per 50 students (6 computers minimum)	25 computers	Exceeds benchmark
Internet Access	Available and reliable	Not available	Critical deficit
Backup Power	Reliable backup power	Solar power available	Meets benchmark
Professional Librarian	1 trained librarian	Teacher/Attendant	Deficit
Dedicated Library Facility	Dedicated library building/space	Available	Meets benchmark

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks Literature and reference materials	3000	5328	15,984,000
Internet infrastructure and networking	1 package	500,000	500,000
Furniture	50 chairs 5 tables 5 bookshelves	1,750,000 850,000 1,750,000	4,850,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Librarian Training			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			2,433,400
Contingency			1,216,700
Total			27,984,100

4.2.5.3. Luther Kings College High School, Ileogbo, Ayedire LGA, Osun State

Library Profile

- **Student Population:** 732 students
- **Teaching Staff:** 32 teachers
- **Seating Capacity:** 30 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (3,660 books)	300 books	Deficit of 3,360 books
Seating Capacity	10% of students (73 seats minimum)	30 seats	Deficit of 43 seats
Computers	1 per 50 students (15 computers minimum)	None	Critical deficit
Internet Access	Available and reliable	None	Critical deficit
Backup Power	Solar/Inverter or Generator	None	Critical deficit
Book Condition	≥80% good condition	50–80% good condition	Moderate improvement needed
Security Measures	Available	None reported	Critical deficit
Digital Resources	Available	None	Critical deficit

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned textbooks Reference and literature books	4000	5328	21,312,000
Desktop computers	10	600,000	6,000,000

Broadband internet installation and an annual subscription	1 package	-	500,000
Furniture	10 chairs 1 table 5 bookshelves	350,000 170,000 1,750,000	2,770,000
Solar inverter power system	1 package	5,500,000	5,500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Librarian Training			100,000
Logistics			3,658,200
Contingency			1,829,100
Total			42,069,300

4.2.6. LAGOS STATE

4.2.6.1. Fagba Junior Grammar School, Ifako-Ijaiye LGA, Lagos State Library Profile

- Student Population: 1,004 students
- Teaching Staff: 36 teachers
- Weekly Library Users: Approximately 30 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (5,020 books)	2,400 books	Deficit of 2,620 books
Curriculum-Relevant Books	≥70% of collection	2,000 books (83%)	Meets benchmark
Seating Capacity	10% of students (100 seats minimum)	28 seats	Deficit of 72 seats
Computers	1 per 50 students (20 computers minimum)	None	Critical deficit
Internet Access	Available and reliable	Not available	Critical deficit
Backup Power	Reliable backup power	Generator available	Partially meets benchmark
Professional Librarian	Trained librarian	Available	Meets benchmark
Expansion Potential	Space for growth	No space available	Constraint

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Additional curriculum-aligned books	3000	5328	15,984,000
Desktop computers	10	600,000	6,000,000
Internet infrastructure and networking	1 package	500,000	500,000
Furniture	Chairs 40 Tables 4 5 Bookshelves	1,400,000 680,000 1,750,000	4,330,000
Solar/Inverter backup system	1 package	5,500,000	5,500,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			3,521,400
Contingency			1,760,700
Total			40,496,100

4.2.6.2. Station Junior Grammar School, Ifako-Ijaiye LGA, Lagos State Library Profile

- Student Population: 1,059 students
- Teaching Staff: 35 teachers
- Weekly Library Users: Approximately 10 students

Indicator	Recommended Standard	Current Status	Gap
Books per Student	5 books/student minimum (5,295 books)	200 books	Deficit of 5,095 books
Curriculum-Relevant Books	≥70% of collection	70 books (35%)	Significant deficit
Seating Capacity	10% of students (106 seats minimum)	10 seats	Deficit of 96 seats
Computers	1 per 50 students (21 computers minimum)	None	Critical deficit
Internet Access	Available and reliable	Not available	Critical deficit
Backup Power	Reliable backup power	Generator available	Partially meets benchmark
Professional Librarian	Trained librarian	Not available	Deficit
Expansion Potential	Space for growth	No space available	Major constraint

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Curriculum-aligned books	5,000	5328	26,640,000
Desktop computers	10	600,000	6,000,000
Internet and networking infrastructure	1 package	500,000	500,000
Solar Power	1 Package	5,500,000	5,500,000

Intervention	Quantity Needed	Unit Cost (₦)	Total Cost (₦)
Furniture	40 chairs 4 tables 5 bookshelves	1,400,000 680,000 1,750,000	4,330,000
Fans	6	40,000	240,000
Wall quotes	8	20,000	160,000
Training of Librarian			100,000
Internal renovation	Cleaning, termite treatment, painting etc	-	2,500,000
Logistics			4,597,000
Contingency			2,298,500
Total			52,865,500

The summary of the whole budget for the upgrade of secondary school libraries state by state is presented below:

State	S/N	School	Estimated Budget (₦)
Ekiti	1	Ayede Grammar School	₦35,081,900
	2	Obalatan Commercial Grammar School	₦38,145,500
	3	Ekiti Parapo College	₦47,623,800
	4	Ekiti Baptist High School	₦46,851,000
	5	CAC Grammar School	₦53,866,000
	6	St. Michael Catholic Grammar School	₦26,075,100
	7	St. Mary Anglican Girls Grammar School	₦34,368,900
	8	Amoye Grammar School	₦41,209,100
	9	University Demonstration Secondary School	₦41,209,100
	10	Iworoko Community High School	₦49,719,100
Subtotal	10	10 Schools	₦414,149,500
Ogun	1	African Church Grammar School	₦41,285,000
	2	Abeokuta Grammar School	₦39,300,100
Subtotal	2	2 Schools	₦80,585,100
Ondo	1	Ansar-Ud-Deen Grammar School	₦35,173,900
	2	Ikare Grammar School	₦37,547,500
	3	Okeagbe High School	₦33,839,900

State	S/N	School	Estimated Budget (₦)
	4	St. Thomas Aquinas College	₦19,366,000
Subtotal	4	4 Schools	₦125,927,300
Oyo	1	Abadina College	₦48,875,000
	2	Immanuel College	₦47,336,300
	3	Anglican Grammar School (Molete)	₦53,866,000
	4	IMG Grammar School Mixed	₦52,865,500
	5	Onireke High School	₦46,738,300
	6	ICAG Junior 1	₦50,876,000
	7	Faruku Community Grammar School	₦73,876,000
Subtotal	7	7 Schools	₦374,433,100
Osun	1	Oduduwa College	₦31,411,100
	2	St. Johns Grammar School	₦27,984,100
	3	Luther Kings College High School	₦42,069,300
Subtotal	3	3 Schools	₦101,464,500
Lagos	1	Fagba Junior Grammar School	₦40,496,100
	2	Station Junior Grammar School	₦52,865,500
Subtotal	2	2 Schools	₦93,361,600
GRAND TOTAL	28	28 Schools	₦1,189,921,100

Grand Total

₦1,189,921,100 (One Billion, One Hundred and Eighty-Nine Million, Nine Hundred and Twenty-One Thousand, One Hundred Naira Only).

5.0. References

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6.0. APPENDIX

6.1. Questionnaire tool for the library assessment

The Professor Peter Olufemi Adeniyi Foundation (PPOAF) is a non-governmental organization based in Lagos, Nigeria, with a strong focus on advancing education and improving learning opportunities for young people. As part of its commitment to educational development, the Foundation is undertaking a Library Upgrade Project aimed at transforming public secondary school libraries into functional modern hybrid libraries that support both physical and digital learning. Following the successful upgrade of the library at Egbeoba High School to meet the standards of a modern-day library, the Foundation is extending similar interventions to other public secondary schools in Southwest Nigeria. The upgraded model promotes improved access to quality books, conducive reading spaces, digital learning facilities, proper furniture, electricity solutions, and organized library management systems that enhance teaching, learning, and research. The project seeks to bridge the gap between traditional learning environments and the evolving demands of 21st-century education by creating libraries that encourage reading culture, digital literacy, innovation, and academic excellence among students. As part of this initiative, assessments are being conducted in selected schools to evaluate the current condition of existing libraries and identify areas requiring improvement and support.

Assessor Instructions

Please complete this assessment through a walk-through of the library with the principal or librarian present. Observe and verify all responses rather than relying solely on verbal answers. Count books and furniture where possible, and check the condition of items directly. Record exact numbers for students, teachers, computers, and seating capacity. Take 3–5 clear photographs with permission. Be respectful, neutral, and avoid making promises about support.

Section A: School Information

1. Name of School: _____

1.1 Name of School Principal: _____

1.2 Contact of School Principal (Phone Number): _____

2. LGA & State: _____

3. School Type:

☐ Public ☐ Grant-aided ☐ Unity

4. Total Students: _____

Total Teachers: _____

5. Grades Covered:

☐ JSS Only ☐ SSS Only ☐ JSS & SSS

Section B: Library Existence & Usage

6. Does the school have a designated library space?

☐ Yes ☐ No

If No, skip to Section F.

7. Average number of students using the library per week:

8. Main purpose of use:

☐ Reading

☐ Research

☐ Examination Preparation

☐ ICT

☐ None

Section C: Books & Resources

9. Estimated total number of books: _____

10. Of these, how many are less than 10 years old and curriculum-relevant?

11. Condition of books:

☐ 80% and above are in good condition

☐ 50–80% are in good condition

☐ Less than 50% are in good condition

12. Book arrangement:

- ☐ Catalogued and easy to find
- ☐ Partly arranged
- ☐ Piled/Random

13. Cataloguing system:

- ☐ Manual
- ☐ Digital
- ☐ None

Section D: Infrastructure & Environment

14. Seating capacity: _____ students at a time

15. Furniture condition:

- ☐ Good
- ☐ Fair
- ☐ Poor

16. Lighting and ventilation:

- ☐ Good
- ☐ Fair
- ☐ Poor

17. Cleanliness and organization:

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

18. Security for books/equipment:

- ☐ Yes
- ☐ No

Section E: Power & ICT

19. Main electricity supply:

- ☐ Stable
- ☐ Unstable
- ☐ None

20. Backup power:

- ☐ Solar
- ☐ Inverter
- ☐ Generator
- ☐ None

21. Number of functional computers available for students:

22. Internet access in the library:

- ☐ Yes, stable
 - ☐ Yes, unstable
 - ☐ No
-

Section F: Staffing & Management

23. Staff managing the library:

- ☐ Trained Librarian
- ☐ Teacher/Attendant
- ☐ Student Volunteer
- ☐ None

24. Opening hours per week:

Section G: Needs & Priorities

25. Tick the top three (3) priority needs for your library:

- ☐ Current Textbooks
- ☐ Literature/Reference Books
- ☐ Computers

- ☐ Internet
- ☐ Furniture
- ☐ Solar/Inverter
- ☐ Shelves
- ☐ Air Conditioning/Fans
- ☐ Projector/Smart Board
- ☐ Librarian Training

26. Is there space for expansion or renovation?

- ☐ Yes
- ☐ No

27. Any other comments from the school:

Section H: Assessor's Observation

28. Overall library rating:

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

Assessor's Name: _____

Date: _____

Signature: _____