

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Lagos Private School Census 2010-2011 Report

Report Number: LG 501

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June 2011



www.esspin.org

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 244333TA02

Report No.: LG 501

Report Title: Lagos Private School Census 2010-2011 Report

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	July 2011	Joanna Härmä	Steve Baines	Steve Baines	Formatting/ Checking

Scope of Checking

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Acronyms

AFED	Association for Formidable Educational Development
ASC	Annual School Census
B.Ed	Bachelors of Education
CSO	Civil Society Organisation
DfID	Department for International Development
DPESP	Department of Private Education and Special Programmes
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
IDPs	International Development Partners
JSS	Junior Secondary School
LASGEMS	Lagos State Government Education Management System
LGA	Local Government Area
M.Ed	Masters of Education
NAPPS	National Association of Proprietors of Private Schools
NCE	National Certificate of Education
OND	Ordinary National Diploma
PGDE	Postgraduate Diploma in Education
PP	Pre-primary
PRY	Primary
PSAs	Private School Associations
PTR	Pupil-teacher ratio
SSCE	Senior Secondary Certificate Examination
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board

Abstract

1. The report presents and discusses the findings of the first comprehensive private school census to be carried out in Lagos State. Data was collected between 22nd November 2010 and 18th March 2011; the exercise was aimed at defining the size and basic characteristics of the sector and how many children are served.

Executive Summary

2. In a context of little concrete knowledge on the private sector in Lagos State and in Nigeria in general, the Education Sector Support Programme in Nigeria (ESSPIN), a Department for International Development (DFID) programme, undertook a full census of schools in Lagos. In the absence of a workable school list, enumerators were assigned electoral wards to search from street to street to find all private schools. The findings outlined in the report provide an accurate assessment of the sector, as all schools teaching the formal curriculum at any level or combination of levels between nursery 1 and senior secondary 3 are captured.
3. Private schools currently account for 57 percent of all enrolments in Lagos State, serving 1,385,190 pupils (1,408,420 including projections for 202 schools that did not report on enrolment), half of whom are girls, in 12,098 schools from kindergarten through senior secondary levels. The most common type of private school is the neighbourhood 'nursery-primary school' run by a sole proprietor and usually unapproved by, and unknown to, the state government. These serve on average 109 pupils from the immediate vicinity of the school.
4. Seventy-four percent of private schools are not approved by government and overall only 63 percent of the sector's 118,785 teachers are qualified. The bulk of enrolments are accounted for at the lower levels (pre-primary and early classes of primary level) with decreasing numbers at junior and senior secondary levels.
5. Thirty-seven percent of schools are in purpose-built, proper structures, although many of these will not comply with guidelines pertaining to size and number of classrooms. The balance of 63 percent of schools exist in buildings that were not designed to be schools (such as churches/mosques or residential houses and flats) or in makeshift structures or commercial spaces; however only 5 percent of schools have no toilets.
6. The sector is currently making a major contribution to education in the state and the model of the smaller, local school has great appeal to parents. Oversight of the sector is currently lacking, with its size dictating that it is advisable that avenues for constructive dialogue and collaboration between the state government and private school proprietors be pursued.

Introduction

7. The Lagos education landscape is dominated by a large but hitherto unknown number of private schools, with anecdotal evidence suggesting that the sector has been expanding significantly. As in many other contexts in Africa and Asia, it was believed that the majority of schools are not approved by government and the vast majority not captured in administrative data. The 2010-11 private school census in Lagos State, supported by DFID-ESSPIN, is the first exercise to capture data on all of Lagos's 12,098 private schools covering different combinations of levels from pre-primary to senior secondary, and this report will be accessible and usable by government, researchers, and International Development Partners (IDPs). This information is needed for planning purposes as the State Government has responsibility for regulating the sector and because many children transition into public secondary schools from private primary schools; in addition the resulting data will aid government to come to an evidence-based understanding of the sector.
8. The structure of the report is as follows:
 - The first section illustrates the context in which the census was carried out.
 - The second section describes the schools as found during the exercise and how they are reported.
 - The third section outlines the methodology used.
 - The fourth section presents the main findings of the census arranged in terms of the characteristics of schools (along with facilities), enrolment and teaching staff.
 - The final section draws some conclusions.
 - Annex A provides the private school census questionnaire while Annex B lists census team members.

The context

9. The context in which the census was carried out is of relevance to the need for this exercise and the methodology adopted. The rationale for the census is firstly that Government education provision is limited in coverage: there are 991 primary schools serving 462,284 pre-primary and primary pupils, 308 junior secondary schools serving 318,064 pupils and 307 senior secondary schools serving 253,724 pupils; in all 1,606 schools serving 1,034,072 pupils (Lagos Annual School Census Report 2010-11). The State Government is unlikely to extend significantly its own provision for a number of reasons including the difficulty in acquiring sufficient land.
10. The available schools are mostly overcrowded, with an average pupil-classroom ratio of 42:1 at the primary and pre-primary level, rising to 78:1 at the junior secondary level (*ibid.*). In addition, the limited evidence available indicates that private schools may be better serving their students in terms of quality (or at least quantity) of instruction (DFID-ESSPIN Monitoring

Learning Achievement exercise 2010). In this context, private schools have ‘mushroomed’ to fill the gap, providing education where there is insufficient coverage and/or quality of public provision.

11. Evidence from research and consultation with private school association (PSA) representatives indicates that most private schools cater to poorer socioeconomic groups, with the smaller proportion of schools catering to middle and upper-income families. These schools’ target client group dictates that fees must be kept low, and as a result teachers’ qualifications and school facilities often do not meet current government-stipulated standards. There has historically been a problematic relationship between government and private school proprietors, with government viewing schools as intentionally flouting regulations in search of profit, while schools view government as interested solely in generating revenue from private schools. Progress has been made in improving this relationship; however further movement is both possible and desirable.

Private schools and how they are reported in the census

12. All private schools teaching the formal, standard curriculum at any level and for any combination of levels, between nursery 1 and senior secondary 3 were covered in the census. Schools with only crèche (day care) and kindergarten were not included due to there being no formal curriculum at this level, and there are many such schools in existence. In addition, private (supplemental) tutoring centres and ‘cramming’ colleges for prospective university students or private vocational centres were not included, nor were Qur’anic schools teaching only Islamic religion and culture. Enumerators were trained to include all schools irrespective of socio-economic level, size, infrastructure and facilities, approval status, staffing (numbers and qualifications) or what the school was called by its own proprietor.
13. Many of the smallest, poorest schools state that they are not ‘schools’, in an attempt to circumvent government regulation regarding the operation of private schools. Where these entities used the books and curriculum of nursery levels and perhaps primary 1 and/or primary 2 for even a handful of children, these were included as schools. These schools are often the starting point for growth and will become fully-fledged nursery-primary schools in time.
14. Enumerators were trained to capture *all existing schools* by asking local residents and business people where schools are, using a wide variety of different terms rather than just ‘private school’, including ‘kindergarten’ (which is how many private schools began due to the dearth of public ECCE facilities; what are thought of as ‘kindergartens’ usually serve nursery and often lower (or complete) primary levels), ‘je’le o simi’ (meaning ‘house is peaceful [because the child is being cared for elsewhere]’), ‘nursery-primary’, ‘lessons centre’

and simply 'lesson'. Some of the latter did not even have a name, and so were listed purely as 'Lesson Centre', with only the addresses to distinguish them.

15. By regulation proprietors are not allowed to run all levels (nursery to senior secondary) in the same school; however in practice many do so (or any combination of different levels), which is reflected in the dataset and this report. Some proprietors run nursery-primary levels and separate secondary schools under the same name but different managements, whereas others run them as one single entity. This mixing of levels presents some difficulties for reporting on teachers and facilities by level, and this is noted in the relevant sections below.
16. Lastly, the census covered Lagos State as a whole, not simply the metropolitan area of the city of Lagos. Therefore the (limited) rural areas of the state are also represented, found mostly in Badagry and Epe Local Government Areas (LGAs).

The methodology

17. The context and historical development of the sector meant that the vast majority of private schools would not participate in any school census without enumerators visiting each school to elicit information and fill and return the questionnaires. Proprietors would need to be individually persuaded to participate, and to be encouraged to provide accurate information. It was anticipated that some schools would, despite enumerators' efforts, resist, and prove unmovable in their determination not to participate. Past efforts by Lagos State to conduct a census of private schools were met with resistance (and therefore a very low response rate); schools were relied upon to fill and return school census forms which contained overly sensitive questions. Therefore any methodology relying on schools to voluntarily come forward was discounted from the start. Concern for data quality also dictated the use of trained enumerators, as it would not be possible to train a very large and unknown number of head teachers to fill the census questionnaire.
18. Trained enumerators were allocated electoral wards within LGAs and were tasked with finding and enumerating every school in the area, with a supervisor managing each LGA. The school-finding work, the most uncertain aspect of the process, was checked and overseen by a verification team; the entire census team of 261 was managed and coordinated by the ESSPIN EMIS state specialist/private education research specialist.

The private school census team

19. **Enumeration Team:** in selecting enumerators the relationship between government and the private sector was kept in mind; all stakeholder groups were therefore involved in the data collection process. The aim was to build trust and collaboration, and through extensive discussion with PSAs, civil society organisations (CSOs) and Government it was decided to use 240 enumerators drawn from the PSAs, CSOs and government.

20. **Supervision Team:** Each supervisor was assigned one LGA; these individuals were drawn from the Lagos State Ministry of Education's Department of Private Education and Special Programmes (DPESP). Supervisors were responsible for overseeing enumerators in their LGAs to ensure that every area of the LGA was covered and that every questionnaire was accurately filled. Supervisors were also there to support and advise enumerators who experienced difficulties and to instruct enumerators to improve their performance (where needed) and how. They also handled administration for their LGA.
21. **Verification Team:** This team was independent of all groups participating in the census, at times accompanied by the ESSPIN EMIS consultant, to randomly select electoral wards within each LGA to list all schools in the ward(s). The verification team leader efficiently organised the work of her team and ensured that all schools within selected wards were fully verified (table 1.1). The school lists collected were compared with enumerators' school lists to check that all schools had been covered, and that no ghost schools had been created. Certain other aspects of the enumerators' performance could also be checked, such as ensuring that enumerators were filling forms rather than leaving them for schools to fill out (and later collecting the completed forms), and that they approached school proprietors in a courteous and respectful manner.
22. All supervisors were trained in a one-day session in November 2010. Enumerators were also trained in one day, but in two phases and four different groups. The first phase (November 2010) comprised of two groups of approximately 75 each (149 were trained in all for the pilot phase), with two additional groups trained in January for the main round of data collection. A follow-up meeting and refresher training for all census staff was held before the start of data collection for each round. Logistical arrangements and key aspects of the work were discussed in plenary and also in LGA-specific groups, where supervisors established regular meeting times and venues with enumerators. All staff were trained using the Supervisors' Manual or the Enumerators' Manual drafted by the ESSPIN EMIS consultant; the manuals were revised and updated by the consultant after the pilot phase.
23. The verification team was trained separately by the ESSPIN EMIS consultant and by the verification team leader.

Organisation of the work

24. Each enumerator was assigned one of Lagos's 376 electoral wards, as defined by the Electoral Commission¹. Enumerators were required to enumerate all schools within their ward, painstakingly searching out and listing all private schools in the ward.
25. A census ordinarily relies on a school list from which to organise the work (including effective deployment of enumerators), to print the correct number of forms and to ensure the highest

¹ The common view is that there are 377 wards, however the document from the Electoral Commission giving details of these includes only 376.

possible response rate. The lack of such a list has been seen as a major barrier to the conduct of a private school census hitherto.

26. Lagos State Government Education Management System (LASGEMS) was instituted by Lagos State Government and a private consultant to create a constantly updated source of administrative data for the state, on pupils (through 'student personal identification numbers') and schools. This system covers both public and private sectors, and in the initial stages the private consultant's team was able to compile the best school list to date including approximately 11,000 schools of all levels (personal communication, Yomi Erogbogbo, 18 September 2009). In the past year all schools have been encouraged (through the media) to register with LASGEMS and engage with the system via the internet and thereby keep their details up-to-date; however many schools will not have done so partly through wishing to remain unknown, and partly through lack of access to IT facilities and the necessary skills. Due to issues between the contractor and the client (Lagos State Government), the school list could not be made available for this exercise and the data is unavailable for planning and research purposes. By contrast, this report will be freely available to all ministries, departments and agencies and other stakeholders.
27. It was intended that ESSPIN would compile a new school list by collating that of the DPESP with the member lists of PSAs, resulting in some 8,000 schools (based on PSAs' reported membership numbers and the DPESP school list). However all but the smallest PSAs were unable to supply a list of members, despite ample time being given to assemble such. The government's school list was so small as to be of insufficient use for this purpose, so it was decided that the exercise would be entirely exploratory.
28. The questionnaire used is the Federal Government of Nigeria's official census form for private schools (therefore the instrument was not piloted). Modifications had been suggested by ESSPIN and most were accepted; some less desirable additions were also made. However the form overall covers most areas that could reasonably be expected to be addressed and of use to the government. An initial 6,000 questionnaires were printed by ESSPIN, with the balance of forms coming from the federal government.
29. It should be noted that several areas of information of interest to government and IDPs are only superficially addressed or omitted entirely. This is due to the sensitive nature of the information involved and the fact that head teachers/principals/proprietors are required to sign the form (i.e. approving of what is entered on the form). The main omission is information on school fees and other associated costs for a child to attend the school. Proprietors would have been likely to refuse to answer such questions and might even refuse to allow the census form to be completed. In cases where schools answered, research findings indicate that they would have been likely to under-report (and so data would be inaccurate and therefore of very limited use). Another area of difficulty is in accurately and honestly describing buildings, with schools unlikely to sign a form stating that their structures

are shoddy or makeshift. Milder terms for different types of private school accommodation were therefore employed.

Pilot phase

30. The pilot phase of the census started with national school census week, 22-26 November 2010 and continued until the end of the term, concluding Friday 17th December 2010. Some of the denser LGAs (in terms of school numbers) were chosen for this round, to test the methodology. The pilot LGAs were:

Agege	Ikorodu
Ajeromi-Ifelodun	Surulere
Alimosho	

31. The number of schools found was very large: 4,150, of which 96 refused to participate. Alimosho was so large that data collection continued through the main phase of the census. The methods used were successful, as demonstrated by the finding of the verification team's work.

Main data collection phase

32. The main phase was scheduled for early January 2011; however the federal government enforced the closure of all schools nationally throughout the voter registration period for the April 2011 elections. The census was able to re-start on 7th February in the remaining 15 LGAs. During this round, 7,948 schools were found, of which 76 refused to participate. The main round's 15 LGAs were:

Amuwo Odofin	Ibeju Lekki	Lagos Mainland
Apapa	Ifako Ijaye	Mushin
Badagry	Ikeja	Ojo
Epe	Kosofe	Oshodi-Isolo
Eti Osa	Lagos Island	Somolu

Verification

33. The verification team consisted of 5 individuals during the pilot phase and 7 during the main phase. There was a greater emphasis during the pilot stage because the census teams and their methods were untested. Confidence for the main round was developed through successful verification work in the pilot phase. The team conducted spot checks in all LGAs during the pilot stage, and all but Badagry, Eti Osa and Ibeju Lekki in the main phase. The team started work on the same day as the enumerators, randomly choosing electoral wards in each LGA to search every street and alley in the ward to list all schools. The figures on enumerated and verified schools and wards for pilot and main phases are detailed in table 1.1.

Table 1.1 Number of schools, wards and percentages verified by LGA

LGA	Schools enumerated	Schools refused to participate	Total schools in LGA	Schools verified	% schools verified	Number of wards per LGA	Number of wards verified	% wards verified
Agege	444	0	444	273	62	13	8	62
Ajeromi Ifelodun	622	0	622	306	49	16	9	56
Alimosho	2,637	37	2,674	204	8	36	6	17
Amuwo Odofin	406	0	406	235	58	14	5	36
Apapa	197	4	201	200	100	12	6	50
Badagry*	403	18	421	0	0	20	0	0
Epe	128	0	128	128	100	19	19	100
Eti Osa*	354	0	354	0	0	20	0	0
Ibeju Lekki*	205	0	205	0	0	12	0	0
Ifako Ijaye	735	9	744	689	93	14	5	36
Ikeja	335	4	339	96	28	18	6	33
Ikorodu	968	1	969	388	40	30	10	33
Kosofe	703	14	717	337	47	21	9	43
Lagos Island	171	1	172	163	95	20	20	100
Lagos Mainland	353	14	367	120	33	18	7	39
Mushin	538	5	543	363	67	19	11	58
Ojo	1,087	26	1,113	818	73	15	6	40
Oshodi Isolo	738	16	754	669	89	20	14	70
Somolu	402	20	422	339	80	16	11	69
Surulere	500	3	503	304	60	23	13	57
Overall totals	11,926	172	12,098	5,598	46	376	165	44

* Note – no verification was carried out in Badagry, Eti-Osa or Ibeju Lekki

34. Some schools were found by verifiers but were not found by enumerators, and in these cases enumerators were sent back to finish their work, being told to search again in instances where there were more than a few missed schools. No instance of any ghost school was found (the structure of incentives meant that this was a risk). Schools that the verification team did not find in their school listing exercise were investigated and verified. In addition to these spot checks, enumerators would 'bump into' verifiers in the field, and there are indications that this led to enumerators being more careful in their work due to this evidence of oversight. The percentage of schools verified per LGA is erratic, ranging from 8-100 percent. This is because verifiers worked in LGAs for a fixed number of days each

(simultaneously to the enumerators' own data collection); distances between schools varied by area, and due to the lack of a school list it was not possible to choose to verify a similar proportion across LGAs.

35. Due to the finding that all schools reported by enumerators do exist, whatever small errors exist in the dataset are those of omission. It is acknowledged that not every school and 'lesson centre' could be found in the State due to the difficulties connected with finding them. However enumerators were found to be finding virtually all schools in existence in verified areas, so only a minimal degree of caution is required in using the findings of this report.

Data entry and processing

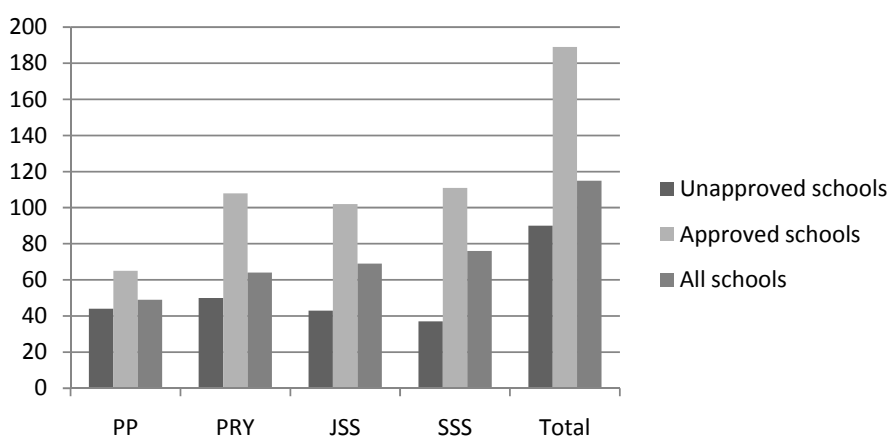
36. The questionnaires and the enumerators' hand-written school lists were gathered at the ESSPIN office at the end dates of the two phases of the exercise. These were handed over to a private data entry team working at SUBEB Library; data entry commenced while data collection for the main phase was still ongoing, on 28th February 2011 and was completed 29th April 2011. Cleaned data was available in early May 2011.

The census findings

Schools and their basic characteristics and facilities

37. This section outlines some basic characteristics of private schools. Average school size is 115 pupils overall while the average enrolment for nursery-primary sections (of which there are 9,342 in the state) is 109 pupils (figure 1). This large number of relatively small schools highlights a common preference for sending younger children to schools very close to home. Many schools in the state are relatively or very new, which tends to coincide with low enrolment numbers and an absence of government approval.

Figure 1. Mean enrolment by level and approval status



38. There are currently **12,098 private schools in Lagos State** serving all levels (and different combinations of levels) from nursery 1 to senior secondary 3 (table 2.1), of which for 172 schools only the name and address was recorded (proprietors of these schools refused to participate in the census), while for an additional 30 schools there is no information on the levels of education offered (including no information on enrolment). These schools on which we have limited or no data represent 1.7 percent of the total. The number of schools that agreed to participate is 11,926 while those that responded fully (or close to fully) number 11,896 (98.3 percent). It should be noted here that enrolment for these 202 problematic schools is not recorded in the detailed enrolment tables in Annex A, but taking the average of 115 pupils per school, an additional 23,230 pupils can be added to the total enrolment (see paragraph 52 and table 3.2).
39. It is currently against state guidelines to run a school offering primary and secondary levels together, however the below table reflects the reality. Schools come in a variety of different level combinations, while the vast majority are nursery-primary schools. Twenty-six percent of schools report being approved by the Lagos State Ministry of Education (table 2.2). The vast majority of private schools are owned and operated by individual proprietors, with only 5 percent of schools being operated by a faith-based organisation. Nearly all private schools offer the standard curriculum with only 3 percent of schools offering an Islamiyya integrated curriculum (which includes the secular curriculum).

Table 2.1 Distribution of schools by levels offered and LGA

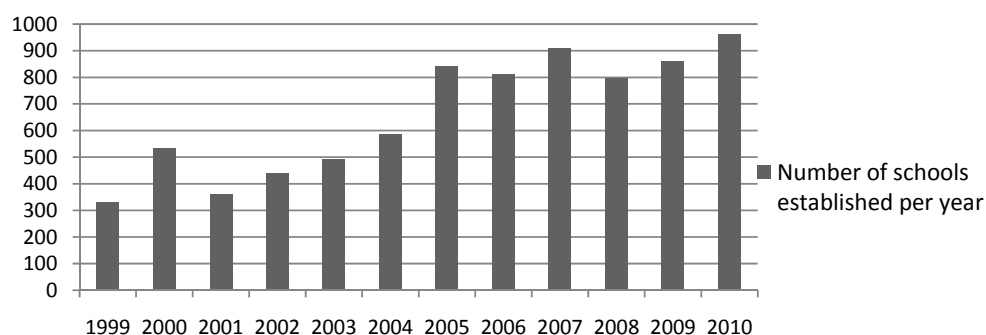
LGA	PP* only	PRY only	PP, PRY	PP, PRY, JSS	PP, PRY, JSS, SSS	JSS, SSS	PRY, JSS, SSS	PRY, JSS	JSS only	SSS only	No level indicated	Refused to participate	Total schools
Agege	9	1	361	9	1	52	4	5	0	0	2	0	444
Ajeromi/Ifelodun	11	3	538	10	0	42	6	11	0	1	0	0	622
Alimosho	58	64	1,824	110	2	419	77	77	1	2	3	37	2,674
Amuwo Odofin	25	14	294	9	1	48	7	2	1	0	5	0	406
Apapa	3	2	179	1	0	9	2	1	0	0	0	4	201
Badagry	5	3	334	0	0	20	23	15	1	0	2	18	421
Epe	2	0	116	2	1	7	0	0	0	0	0	0	128
Eti Osa	25	2	239	17	0	31	17	22	0	1	0	0	354
Ibeju Lekki	7	2	164	3	0	15	10	4	0	0	0	0	205
Ifako/Ijaye	13	3	529	9	2	137	14	25	0	1	2	9	744
Ikeja	27	1	241	4	1	35	12	11	0	0	3	4	339
Ikorodu	19	8	751	25	3	91	44	24	1	2	0	1	969
Kosofe	25	7	530	17	5	77	23	17	0	2	0	14	717
Lagos Island	21	1	132	8	1	4	2	2	0	0	0	1	172
Lagos Mainland	36	9	252	11	1	20	8	5	0	0	11	14	367
Mushin	30	6	422	14	1	47	9	8	1	0	0	5	543
Ojo	15	4	806	50	0	176	15	20	0	1	0	26	1,113
Oshodi/Isolo	27	1	566	9	1	77	23	32	0	0	2	16	754
Shomolu	32	5	325	3	2	20	4	10	1	0	0	20	422
Surulere	27	5	389	14	3	40	10	10	1	1	0	3	503
TOTAL	417	141	8,992	325	25	1,367	310	301	7	11	30	172	12,098

*See acronyms section

Table 2.2 Selected school characteristics (1)

Approval status		Ownership structure		Mean year of establishment		Curriculum	
26%	Approved	92%	Individual / sole proprietor	1995	All schools	96%	Regular
42%	Application in process	5%	Faith-based	1986	Approved schools	3%	Islamiyya (with secular)
32%	Unapproved	1%	Community	2000	Unapproved schools	1%	Other
		2%	NGOs, corporations				

40. The recent trend of growth in the private sector is significant (figure 2). In 1998 only 24 percent of today's schools were in existence, and until the 1990s the numbers of schools opening per year remained below 90. In 1991 the number of new schools reached 100, and through the course of the decade there was year on year growth in the sector. The upwards curve continued into the 2000s and accelerated in 2005, with 961 schools established in 2010. It is plausible that this trend will continue, with 78 schools already established in the first quarter of 2011².

Figure 2. Number of schools established per year

41. Ninety-six percent of schools are classed as urban, with the 531 rural schools located in Badagry and Epe LGAs; schools in Ibeju Lekki are classed as urban while it is acknowledged that many areas of the LGA could be classed peri-urban. The vast majority of schools have parent-teacher associations (PTAs), while most do not share facilities or have boarding facilities, and only 1 percent report running two shifts in the day (table 2.3). The data tells a story of many young schools copying a successful model and catering to substantial demand: secular private education that does not cater to differing tastes or priorities in education but

² It should be noted also that the first quarter of 2011 was a slow period for private school activity in general due to the closure of schools by the government in connection with the April elections.

rather delivers the standard curriculum in a standard format, involving parents through traditional PTAs.

Table 2.3 Selected school characteristics (2)

Location		Shared facilities		Shifts		Boarding facilities		PTA	
96%	Urban	13%	Shared facilities	99%	Single shift	2%	Have Boarding	93%	Have PTA

42. Private school associations have proved popular amongst proprietors as a way to defend common interests and deter government action to close down private schools. However membership numbers are found to be smaller than expected (table 2.4): the largest group of schools consists of those not aligned with any association, representing 44 percent of the total. The Association for Formidable Educational Development (AFED) has overtaken the National Association of Proprietors of Private Schools (NAPPS) as the largest association in Lagos. The former caters predominantly to unapproved schools while the latter is made up mostly, but not exclusively of approved schools. There are 999 schools that are members of different smaller associations including those for elite schools and those bringing specific faith-based schools together, such as the League of Muslim School Proprietors (having 353 members).

Table 2.4 Private school association membership: percentage shares and numbers of schools

Non-members		AFED		NAPPS		All other associations	
44%	5,288 schools	25%	2,961 schools	23%	2,679 schools	8%	999 schools

43. Private schools have buildings and facilities of widely varying quality. The school census questionnaire captured only basic information on these aspects of schools, as discussed in paragraph 29; some aspects of private schools compare favourably with government schools, such as water and sanitation facilities, while private school buildings often compare poorly with government buildings in terms of their size, solidity and permanence.

44. It was not possible to classify buildings at the lower end of the spectrum with blunt (but more accurate) terms such as 'makeshift' (table 2.5). It should be noted that all schools should be housed in purpose-built buildings meeting specific requirements. Schools housed in any other type of building do not meet regulations, and even some buildings that are of cement blocks and are built for the purpose of being a school do not comply with the guidelines.

45. The vast majority of approved schools are in owned buildings, while over half of unapproved schools are in rented buildings (table 2.6). Private schools have between 7 and 9 classrooms on average, with approved schools having a slightly higher pupil-classroom ratio due to their higher enrolment. The pupil-classroom ratios are low across approved and unapproved schools (table 2.7).

Table 2.5 Private school building types by approval status

Approval status	Converted building, with only 1 big room	Converted building, with separate rooms	Mixed-use building	Purpose-build (from poor to regulation condition)	Space in house or flat
Approved	153 (5%)	863 (28%)	16 (0.5%)	1,963 (65%)	35 (1%)
Unapproved	1,767 (21%)	2,785 (33%)	431 (5%)	2,469 (29%)	1,038 (12%)
Total	1,920 (17%)	3,648 (32%)	447 (4%)	4,432 (38%)	1,073 (9%)

Note – row percentages in parentheses.

Table 2.6 Building ownership and mean number of classrooms by approval status

Approval status	Owned	Rented	Granted for free	Mean number classrooms
Approved	2,259 (75%)	734 (24%)	18 (1%)	9
Unapproved	3,624 (43%)	4,564 (54%)	290 (3%)	7
Total	5,883 (51%)	5,298 (46%)	308 (3%)	8

Note – row percentages in parentheses.

Table 2.7 Pupil-classroom ratio by approval status and LGA, with public sector comparison

LGA	Private schools			Public schools		
	Approved schools	Unapproved schools	All schools	Primary	Junior secondary	Senior secondary
Agege	15	12	13	32	79	64
Ajeromi/Ifelodun	21	18	19	61	90	71
Alimosho	15	12	13	66	118	84
Amuwo Odofin	17	13	15	38	58	34
Apapa	22	23	23	58	90	57
Badagry	32	25	27	62	111	72
Epe	17	14	15	36	44	41
Eti Osa	15	13	14	31	51	48
Ibeju Lekki	15	10	11	51	71	46
Ifako/Ijaye	13	11	12	46	66	67
Ikeja	13	15	14	24	49	51
Ikorodu	15	11	12	67	108	69
Kosofe	15	12	13	39	59	76
Lagos Island	21	15	17	23	43	50
Lagos Mainland	19	15	17	32	69	50
Mushin	18	15	16	26	71	60
Ojo	18	15	16	63	127	89
Oshodi/Isolo	17	13	14	39	68	53
Shomolu	14	14	14	36	79	82
Surulere	16	13	14	37	108	65
TOTAL	16	13	14	42	78	63

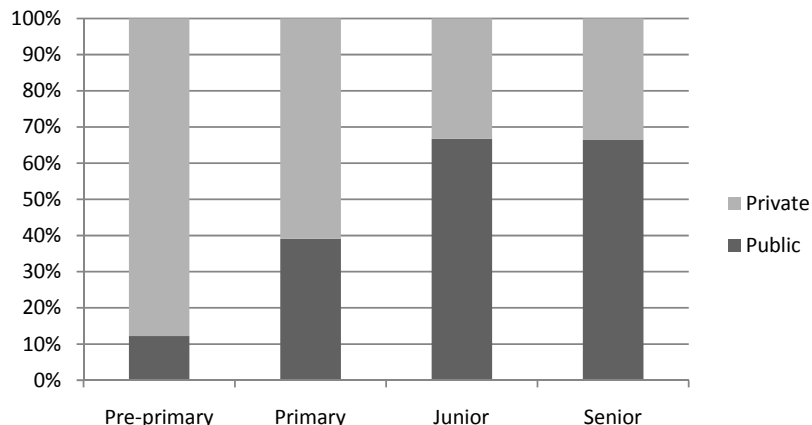
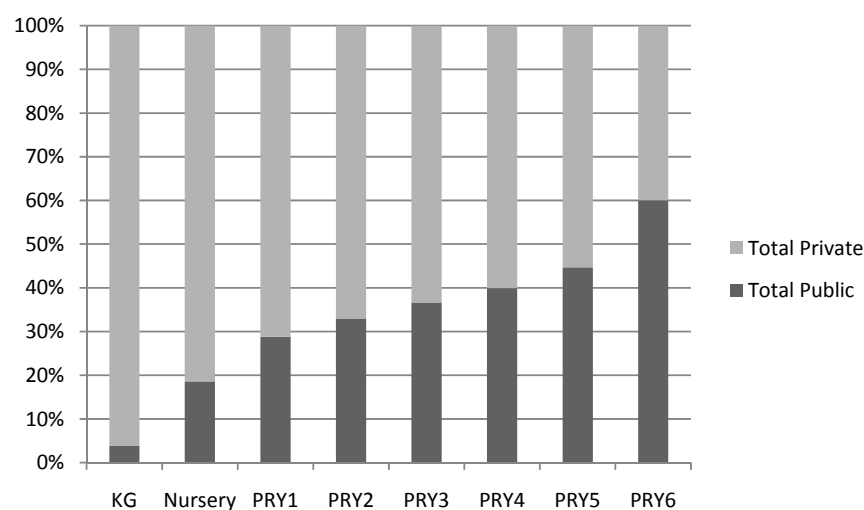
46. Two percent of schools are without a water source while 30 percent state that they have no power source. Ninety-five percent of schools report having at least one toilet available to pupils; 28 percent have only one pupil toilet while another 28 percent have two. Fifty-two percent of schools have at least one female-only toilet available to pupils. Overall the pupil-toilet ratio in private schools is 34:1 (table 2.8), while in nursery-primary schools the overall ratio is 38:1.

Table 2.8 Pupil-toilet ratio by approval status and LGA

LGA	Private schools			Public schools		
	Approved schools	Unapproved schools	All schools	Primary	Junior secondary	Senior secondary
Agege	37	41	40	91	194	82
Ajeromi/Ifelodun	48	62	57	148	218	82
Alimosho	29	34	31	208	341	228
Amuwo Odofin	28	36	31	73	84	54
Apapa	46	59	55	115	210	82
Badagry	36	50	45	193	129	59
Epe	34	52	44	108	118	54
Eti Osa	15	32	22	52	119	50
Ibeju Lekki	18	33	28	132	168	140
Ifako/Ijaye	25	34	29	135	130	202
Ikeja	18	32	21	52	165	76
Ikorodu	29	33	31	130	182	165
Kosofe	26	37	30	93	215	137
Lagos Island	41	45	44	56	81	74
Lagos Mainland	28	44	34	39	113	83
Mushin	41	43	42	59	297	111
Ojo	40	45	43	169	270	173
Oshodi/Isolo	30	40	34	85	106	86
Shomolu	23	47	32	53	216	132
Surulere	32	38	35	61	138	112
TOTAL	29	39	34	91	164	102

Enrolment

47. There is a total of 1,385,190 pupils in 11,896 schools for which there is complete census data. As noted previously, 202 schools did not provide enrolment data, and taking the mean school size of 115 pupils, 23,230 pupils are added to this total, making a **projected 1,408,420 pupils in 12,098 schools**. The majority of private sector pupils are in pre-primary and primary levels, with the majority of secondary pupils found in the public sector (figure 3).

Figure 3. Percentage share of total enrolment by level and sector**Figure 4. Total enrolment per primary class level (and pre-primary level)**

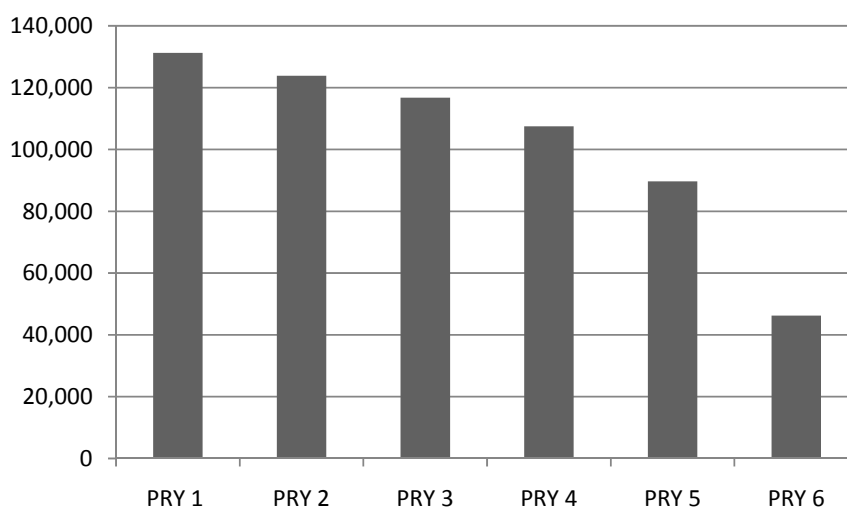
48. Pre-primary education in Lagos is essentially private (figures 3 and 4), with 484,109 pupils enrolled in private schools, while the figure is 67,097 in public schools. Kindergarten levels cater to children aged 0-3 while nursery usually consists of 2 years (but sometimes 3 years) immediately preceding primary 1. At the pre-primary level 49 percent of pupils are girls.
49. Total enrolments by pre-primary level and primary classes (figure 4), combined with data on the numbers of new schools opening every year and public school census data, indicate that participation in private pre-primary and primary education is growing. Household survey data from 2010³ has found that only 3 percent of children aged 6-11 are out of school, meaning that the drop off in enrolment numbers is less likely due to drop-out, as would be the case in most contexts. The indication is that the parents of new entrants to school (with the

³ Nigeria DHS EdData Survey 2010

population growing at approximately 3 percent per year) overwhelmingly favour private schools. In addition, there are more schools offering education at the lowest levels (often pre-primary classes and primary 1 and 2); these schools may scale up with time.

50. The distinct drop-off in enrolment after primary 5 is due to only 46 percent of private primary schools offering primary 6 (figure 5). This is because most private schools start the primary curriculum at nursery level (and may also cover material faster than public schools), meaning that the full curriculum is covered by the end of primary 5. This is against basic education laws that state that the primary school cycle is 6 years; however it may be popular with parents who have one less year of education to pay for, and have children transitioning to junior secondary school at a younger age.
51. Total enrolment in primary 5 can therefore be better used as a proxy for primary school completers than primary 6 enrolment, and enrolment in junior secondary 1 shows that the numbers of children participating in private education drops off significantly at this level (see tables A.4 and A.6). Many pupils change sector to attend public secondary schools; indications are that this is due to public schools at this level being perceived as being of higher quality than public primary schools, and also due to the increasing cost of private education as a pupil progresses up the levels.

Figure 5. Total enrolment per primary class level



52. Tables 3.1 and 3.2 below detail enrolment by level and by sex. Table 3.1 provides the figures as reported by schools while table 3.2 includes projections for enrolments for the 202 schools that did not report enrolment. The figure to be added (to each figure from table 3.1) is a proportional share of the total projected additional enrolment: 23,230 pupils (115 pupils per school multiplied by 202 schools).

Table 3.1 Enrolment by level and sex

Levels of education	Male	Female	Total
Kindergarten enrolment	117,585	114,423	232,008
Nursery enrolment	126,697	125,404	252,101
Primary enrolment	306,825	308,473	615,298
Junior secondary enrolment	77,695	80,601	158,296
Senior secondary enrolment	62,884	64,603	127,487
Total	691,686	693,504	1,385,190

Table 3.2 Enrolment by level and sex, incorporating projected enrolment for non-responding schools (23,230 additional pupils)

Levels of education	Male	Female	Total
Kindergarten enrolment	119,557	116,342	235,899
Nursery enrolment	128,822	127,507	256,329
Primary enrolment	311,971	313,646	625,617
Junior secondary enrolment	78,998	81,953	160,951
Senior secondary enrolment	63,939	65,686	129,625
Total	703,286	705,134	1,408,420

53. Schools were asked to report primary through senior secondary enrolments by age in order to combine with public school data to calculate net and gross enrolment rates. It was found that private schools keep records of widely varying quality; some do not even keep the address and phone numbers of parents and guardians and many do not keep a record of the ages of their pupils. Summary table 3.3 reports the percentages of children recorded as within the official age range for the specific level⁴ (as a percentage of all enrolments reported by age); this is not disaggregated by sex as there is no difference between males and females.

Table 3.3 Enrolment by level and sex, incorporating projected enrolment for non-responding

Levels of education	% pupils in correct age for level	% schools reporting by age
Primary enrolment	71	84
Junior secondary enrolment	70	81
Senior secondary enrolment	72	68

⁴ Primary level = 6-11 years; junior secondary level = 12-14 years; senior secondary = 15-17 years.

Teachers

54. The census questionnaire asked for teachers to be reported by level of education taught (pre-primary, primary, junior secondary and senior secondary), and by qualification level. Because teachers and head teachers do not tend to distinguish between academic and teaching qualifications, but rather prefer to report whichever is their highest qualification, the questionnaire also asked for qualifications in this manner.
55. As noted, many private schools run various different levels of education in the same institution, often assigning teachers duties across levels, meaning that many teachers cannot be categorised by level. To avoid double counting teachers in such schools, they are not reported by level taught but rather by highest qualification only. In addition, private schools tend not to make distinctions between teachers and 'care givers' at pre-primary level, therefore all teachers are detailed, including those taking kindergarten and nursery classes.

Table 4.1 All teachers (kindergarten to senior secondary 3) by qualification, sex and LGA

LGA	All teachers			Qualified teachers		
	Male	Female	Total	Male	Female	Total
Agege	1,308	3,056	4,364	765	1,845	2,610
Ajeromi/Ifelodun	1,846	3,672	5,518	864	1,956	2,820
Alimosho	7,892	17,912	25,804	4,816	11,168	15,984
Amuwo Odofin	1,290	3,034	4,324	944	2,136	3,080
Apapa	558	1,006	1,564	286	529	815
Badagry	1,075	2,102	3,177	754	1,293	2,047
Epe	403	754	1,157	262	418	680
Eti Osa	1,582	2,704	4,286	1,092	1,861	2,953
Ibeju Lekki	574	995	1,569	317	507	824
Ifako/Ijaye	2,541	5,071	7,612	1,697	3,301	4,998
Ikeja	1,303	2,814	4,117	950	2,089	3,039
Ikorodu	2,950	6,543	9,493	1,868	3,875	5,743
Kosofe	2,347	5,369	7,716	1,461	3,452	4,913
Lagos Island	583	1,008	1,591	369	585	954
Lagos Mainland	1,330	2,418	3,748	850	1,568	2,418
Mushin	1,674	3,728	5,402	1,095	2,343	3,438
Ojo	3,091	6,807	9,898	2,170	4,563	6,733
Oshodi/Isolo	2,292	5,668	7,960	1,388	3,629	5,017
Shomolu	1,148	2,719	3,867	760	1,750	2,510
Surulere	1,695	3,923	5,618	1,142	2,616	3,758
TOTAL	37,482	81,303	118,785	23,850	51,484	75,334

56. Teachers are reported as being 'qualified' when they have a National Certificate of Education (NCE), Post-Graduate Diploma in Education (PGDE), Bachelors of Education (B.Ed) or Masters of Education (M.Ed) as their highest qualification. Sixty-three percent of teachers are qualified (table 4.1), while 15 percent have only up to complete secondary schooling. The remaining 22 percent of teachers can be classed as 'other unqualified', including all those that have any other degree or Ordinary National Diploma (OND), i.e. academic qualifications, but no formal teaching qualification.

Table 4.2 Pupil-teacher ratio by LGA (all teachers, all levels)

LGA	All teachers	Qualified teachers
Agege	11	19
Ajeromi/Ifelodun	16	32
Alimosho	11	18
Amuwo Odofin	11	16
Apapa	17	33
Badagry	14	21
Epe	13	22
Eti Osa	10	14
Ibeju Lekki	11	22
Ifako/Ijaye	10	15
Ikeja	10	13
Ikorodu	11	18
Kosofe	11	17
Lagos Island	14	23
Lagos Mainland	13	21
Mushin	13	20
Ojo	13	19
Oshodi/Isolo	12	19
Shomolu	11	17
Surulere	12	17
TOTAL	12	18

57. Private schools tend to have significantly lower pupil-teacher ratios (PTRs) than government schools, the overall ratio being 12:1. Taking qualified teachers only, the ratio is still a favourable 18:1. For the reasons stated in paragraph 15, it is not possible to report PTRs by level. Because only some schools reported teachers by level, table 4.3 reports on percentages qualified, with SSCE or lower, and 'other unqualified'. These percentages are calculated out of only those teachers reported by level.

58. Teachers at nursery level are the least qualified, with those at the junior secondary level being the most highly qualified. The mean number of teachers per unapproved school is 8, while the mean for approved schools is 16. The overall mean is 10 teachers per school. Thirty-six percent of unapproved schools have 5 teachers or fewer, meaning that a large proportion of nursery-primary schools are using multi-grade teaching (most likely without training in appropriate methods).

Table 4.3 Percentage of teachers by qualification and sex

	% male qualified	% female qualified	% total qualified	% male SSCE or lower	% female SSCE or lower	% total SSCE or lower	% male other unqualified	% female other unqualified	% Total other unqualified
Nursery	43	49	48	36	29	29	21	23	22
Primary	58	70	66	16	11	13	25	19	21
Junior secondary	77	84	81	02	01	1	21	15	18
Senior secondary	75	82	78	01	00	0	25	18	18

Conclusions

59. The Lagos private school census 2010-2011 provides the first comprehensive dataset on the size and basic characteristics of the sector. The above data on the 12,098 schools and 1,385,190 children captured (1,408,420 after projection for non-responding schools; 57 percent of all enrolments in the state) represent a true picture of the sector. Enumerators' efforts and the verification and monitoring work done during data collection point to the census figures being highly accurate; this is reinforced by the Nigeria DHS EdData Survey 2010 which finds private schools accounting for a similar proportion of enrolments.
60. The data collection team grappled with various questions regarding what makes a school: conventionally schools are viewed as institutions with permanent sites and qualified staff teaching children in recognisable classrooms according to a common curriculum. What the census team found is that often curriculum is one of the only aspects common across schools, with different schools having vastly different arrangements in terms of classroom usage, multigrade or monograde teaching and teacher qualification levels. In addition, various different levels of education might be taught at one site, or conversely schools teaching only one or two levels might operate in buildings several streets apart.
61. The Lagos private school sector is dominated by the neighbourhood 'nursery-primary school' (76 percent of all schools), most of which are unapproved, and many of which exist in sub-optimal buildings, with only very basic facilities. Despite this, private schools are ahead of the public sector in terms of provision of water and sanitation facilities and also in terms of pupil-classroom ratio (14:1 across the sector). The pupil-teacher ratio across private schools (18:1) is far superior to that at public schools, and likely accounts for much of their appeal, as well

as their being highly localised to the neighbourhoods they serve. Amongst the most significant positive aspects of private schools are their small class sizes attended to by teachers who are accountable to fee-paying parents⁵.

62. Seventy-four percent of schools are unapproved, and the numbers of such schools are growing, as more and more are established every year. Growth in the sector has been phenomenal since the 1990s, with these schools catering to families that would have no other option due to extremely slow growth in the public sector. Their contribution needs to be recognised, as do their limitations in terms of providing children with education in a good physical setting, with teachers who are trained in appropriate methods and pedagogy. The wide appeal of such schools, despite often poor facilities and relatively low proportions of qualified teaching staff, points to lessons to be learned by the public sector in terms of accountability to service users.

⁵ Evidence from Härmä (2011), ESSPIN's study of private schools in Lagos.

Annex A: Enrolment tables by LGA

Table A.1 Kindergarten enrolment by sex and LGA

LGA	Kindergarten 1			Kindergarten 2		
	Male	Female	Total	Male	Female	Total
Agege	2,618	2,538	5,156	1,880	1,743	3,623
Ajeromi/Ifelodun	4,049	3,853	7,902	2,644	2,527	5,171
Alimosho	12,957	12,667	25,624	9,108	8,984	18,092
Amuwo Odofin	1,652	1,692	3,344	1,461	1,463	2,924
Apapa	1,761	1,649	3,410	1,060	1,086	2,146
Badagry	1,969	1,996	3,965	1,294	1,292	2,586
Epe	936	909	1,845	681	680	1,361
Eti Osa	1,711	1,586	3,297	1,385	1,460	2,845
Ibeju Lekki	1,062	968	2,030	1,282	1,244	2,526
Ifako/Ijaye	4,017	3,865	7,882	2,842	2,942	5,784
Ikeja	2,090	2,104	4,194	1,552	1,541	3,093
Ikorodu	5,544	5,199	10,743	4,022	3,869	7,891
Kosofe	4,078	3,959	8,037	2,155	2,128	4,283
Lagos Island	1,099	1,150	2,249	1,087	1,148	2,235
Lagos Mainland	2,241	2,193	4,434	1,383	1,296	2,679
Mushin	3,953	3,763	7,716	2,503	2,324	4,827
Ojo	7,214	6,854	14,068	4,754	4,634	9,388
Oshodi/Isolo	4,992	4,823	9,815	3,644	3,599	7,243
Shomolu	2,203	2,194	4,397	1,692	1,710	3,402
Surulere	2,733	2,656	5,389	2,277	2,135	4,412
TOTAL	68,879	66,618	135,497	48,706	47,805	96,511

Table A.2 Nursery enrolment by sex and LGA

LGA	Nursery 1			Nursery 2			Nursery 3		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agege	2,416	2,564	4,980	2,082	1,974	4,056	65	60	125
Ajeromi/Ifelodun	4,781	4,686	9,467	4,205	4,151	8,356	279	228	507
Alimosho	12,167	11,961	24,128	9,840	9,623	19,463	292	298	590
Amuwo Odofin	2,433	2,590	5,023	2,219	2,185	4,404	304	279	583
Apapa	1,631	1,698	3,329	1,266	1,278	2,544	85	85	170
Badagry	2,512	2,530	5,042	2,164	2,217	4,381	55	54	109
Epe	976	956	1,932	567	512	1,079	9	13	22
Eti Osa	2,133	2,126	4,259	1,741	1,638	3,379	168	134	302
Ibeju Lekki	836	875	1,711	932	904	1,836	9	7	16
Ifako/Ijaye	3,264	3,265	6,529	2,246	2,264	4,510	52	63	115
Ikeja	2,003	2,074	4,077	1,696	1,761	3,457	55	57	112
Ikorodu	4,813	4,628	9,441	3,891	3,833	7,724	141	104	245
Kosofe	4,096	3,960	8,056	3,471	3,550	7,021	118	103	221
Lagos Island	1,368	1,346	2,714	1,118	1,150	2,268	168	184	352
Lagos Mainland	2,137	2,178	4,315	1,950	1,966	3,916	418	320	738
Mushin	3,470	3,402	6,872	3,052	2,927	5,979	177	211	388
Ojo	6,158	5,927	12,085	5,039	4,963	10,002	191	171	362
Oshodi/Isolo	4,750	4,508	9,258	4,065	4,231	8,296	58	56	114
Shomolu	2,379	2,404	4,783	1,876	1,843	3,719	41	48	89
Surulere	3,089	3,229	6,318	2,992	2,881	5,873	188	171	359
TOTAL	67,412	66,907	134,319	56,412	55,851	112,263	2,873	2,646	5,519

Table A.3 Total pre-primary enrolment by level, sex and LGA

LGA	Kindergarten			Number of schools*	Nursery			Number of schools*
	Male	Female	Total		Male	Female	Total	
Agege	4,498	4,281	8,779	347	4,563	4,598	9,161	377
Ajeromi/Ifelodun	6,693	6,380	13,073	486	9,265	9,065	18,330	557
Alimosho	22,065	21,651	43,716	1,764	22,299	21,882	44,181	1,970
Amuwo Odofin	3,113	3,155	6,268	226	4,956	5,054	10,010	322
Apapa	2,821	2,735	5,556	176	2,982	3,061	6,043	182
Badagry	3,263	3,288	6,551	259	4,731	4,801	9,532	366
Epe	1,617	1,589	3,206	81	1,552	1,481	3,033	103
Eti Osa	3,096	3,046	6,142	274	4,042	3,898	7,940	298
Ibeju Lekki	2,344	2,212	4,556	179	1,777	1,786	3,563	177
Ifako/Ijaye	6,859	6,807	13,666	563	5,562	5,592	11,154	565
Ikeja	3,642	3,645	7,287	278	3,754	3,892	7,646	282
Ikorodu	9,566	9,068	18,634	821	8,845	8,565	17,410	813
Kosofe	6,233	6,087	12,320	540	7,685	7,613	15,298	590
Lagos Island	2,186	2,298	4,484	130	2,654	2,680	5,334	156
Lagos Mainland	3,624	3,489	7,113	265	4,505	4,464	8,969	297
Mushin	6,456	6,087	12,543	441	6,699	6,540	13,239	459
Ojo	11,968	11,488	23,456	792	11,388	11,061	22,449	837
Oshodi/Isolo	8,636	8,422	17,058	616	8,873	8,795	17,668	638
Shomolu	3,895	3,904	7,799	323	4,296	4,295	8,591	364
Surulere	5,010	4,791	9,801	403	6,269	6,281	12,550	426
TOTAL	117,585	114,423	232,008	8,964	126,697	125,404	252,101	9,779

* Number of schools offering this level; most schools offer more than one level

Table A.4 Primary enrolment by sex and LGA

LGA	Class 1			Class 2			Class 3		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agege	2,469	2,517	4,986	2,395	2,369	4,764	2,179	2,153	4,332
Ajeromi/Ifelodun	4,594	4,831	9,425	4,393	4,392	8,785	4,100	4,156	8,256
Alimosho	12,221	12,080	24,301	11,593	11,719	23,312	11,050	11,089	22,139
Amuwo Odofin	2,360	2,473	4,833	2,159	2,377	4,536	2,176	2,367	4,543
Apapa	1,442	1,421	2,863	1,401	1,364	2,765	1,205	1,275	2,480
Badagry	2,326	2,361	4,687	2,132	2,213	4,345	2,009	2,002	4,011
Epe	816	844	1,660	792	806	1,598	713	722	1,435
Eti Osa	1,926	1,897	3,823	1,882	1,875	3,757	1,795	1,835	3,630
Ibeju Lekki	919	909	1,828	787	844	1,631	696	688	1,384
Ifako/Ijaye	3,207	3,165	6,372	3,008	2,999	6,007	2,749	2,860	5,609
Ikeja	1,837	1,966	3,803	1,697	1,841	3,538	1,688	1,689	3,377
Ikorodu	4,548	4,719	9,267	4,540	4,500	9,040	4,122	4,192	8,314
Kosofe	3,958	3,991	7,949	3,513	3,653	7,166	3,535	3,561	7,096
Lagos Island	1,248	1,231	2,479	1,151	1,145	2,296	1,075	1,055	2,130
Lagos Mainland	2,498	2,359	4,857	2,370	2,219	4,589	2,085	1,969	4,054
Mushin	3,323	3,251	6,574	3,120	3,217	6,337	3,033	3,074	6,107
Ojo	5,703	5,875	11,578	5,412	5,540	10,952	5,128	5,024	10,152
Oshodi/Isolo	4,544	4,614	9,158	4,175	4,149	8,324	3,975	4,109	8,084
Shomolu	2,174	2,251	4,425	2,027	2,050	4,077	1,954	1,935	3,889
Surulere	3,242	3,186	6,428	3,071	2,977	6,048	2,859	2,885	5,744
TOTAL	65,355	65,941	131,296	61,618	62,249	123,867	58,126	58,640	116,766

LGA	Class 4			Class 5			Class 6		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Agege	1,921	2,080	4,001	1,637	1,652	3,289	968	914	1,882
Ajeromi/Ifelodun	3,874	3,894	7,768	3,324	3,298	6,622	1,995	1,919	3,914
Alimosho	10,279	10,521	20,800	9,021	8,788	17,809	4,524	4,277	8,801
Amuwo Odofin	1,863	2,005	3,868	1,629	1,663	3,292	718	721	1,439
Apapa	1,128	1,194	2,322	923	920	1,843	584	535	1,119
Badagry	1,747	1,775	3,522	1,419	1,360	2,779	680	684	1,364
Epe	574	587	1,161	478	413	891	245	223	468
Eti Osa	1,554	1,623	3,177	1,368	1,421	2,789	605	611	1,216
Ibeju Lekki	627	656	1,283	526	514	1,040	259	256	515
Ifako/Ijaye	2,590	2,717	5,307	2,237	2,186	4,423	1,111	1,053	2,164
Ikeja	1,579	1,645	3,224	1,339	1,321	2,660	663	709	1,372
Ikorodu	3,763	3,835	7,598	3,221	3,170	6,391	1,547	1,501	3,048
Kosofe	3,142	3,186	6,328	2,584	2,693	5,277	1,481	1,501	2,982
Lagos Island	935	901	1,836	721	742	1,463	321	301	622
Lagos Mainland	1,880	1,810	3,690	1,432	1,412	2,844	933	781	1,714
Mushin	2,794	2,884	5,678	2,356	2,274	4,630	1,485	1,393	2,878
Ojo	4,641	4,848	9,489	3,855	3,825	7,680	1,659	1,572	3,231
Oshodi/Isolo	3,668	3,774	7,442	3,176	3,132	6,308	1,634	1,618	3,252
Shomolu	1,812	1,792	3,604	1,508	1,553	3,061	844	849	1,693
Surulere	2,720	2,668	5,388	2,310	2,256	4,566	1,315	1,237	2,552
TOTAL	53,091	54,395	107,486	45,064	44,593	89,657	23,571	22,655	46,226

Table A.5 Primary enrolment by sex, age and LGA

LGA	Number of schools	All male	All female	Total	% Female	% pupils aged 6-11	% females aged 6-11	% schools reporting by age
Agege	381	11,569	11,685	23,254	50.2	71	72	95.4
Ajeromi/Ifelodun	568	22,280	22,490	44,770	50.2	75	74	77.2
Alimosho	2,154	58,688	58,474	117,162	49.9	70	70	82.2
Amuwo Odofin	327	10,905	11,606	22,511	51.6	71	70	61.1
Apapa	185	6,683	6,709	13,392	50.1	73	75	40.2
Badagry	375	10,313	10,395	20,708	50.2	67	66	86.4
Epe	119	3,618	3,595	7,213	49.8	65	63	94.2
Eti Osa	297	9,130	9,262	18,392	50.4	71	72	98.9
Ibeju Lekki	183	3,814	3,867	7,681	50.3	78	78	100.0
Ifako/Ijaye	582	14,902	14,980	29,882	50.1	73	73	87.9
Ikeja	270	8,803	9,171	17,974	51.0	69	68	70.9
Ikorodu	855	21,741	21,917	43,658	50.2	71	70	89.3
Kosofe	599	18,213	18,585	36,798	50.5	71	71	98.1
Lagos Island	146	5,451	5,375	10,826	49.6	70	69	88.3
Lagos Mainland	286	11,198	10,550	21,748	48.5	68	68	93.4
Mushin	460	16,111	16,093	32,204	50.0	74	73	91.4
Ojo	895	26,398	26,684	53,082	50.3	65	66	68.8
Oshodi/Isolo	632	21,172	21,396	42,568	50.3	73	73	76.1
Shomolu	349	10,319	10,430	20,749	50.3	73	73	90.1
Surulere	431	15,517	15,209	30,726	49.5	71	71	98.5
TOTAL*	10,094	306,825	308,473	615,298	50.1	71	71	83.9

* Note 9,700 out of 10,094 schools were able to report enrolment figure

Table A.6 Junior secondary enrolment by sex and LGA

LGA	JS1			JS2			JS3		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agege	723	639	1,362	748	744	1,492	728	762	1,490
Ajeromi/Ifelodun	1,239	1,243	2,482	1,138	1,227	2,365	1,006	988	1,994
Alimosho	7,062	7,190	14,252	6,620	7,144	13,764	6,415	6,719	13,134
Amuwo Odofin	824	900	1,724	846	898	1,744	849	893	1,742
Apapa	236	258	494	235	285	520	135	204	339
Badagry	650	672	1,322	644	667	1,311	565	593	1,158
Epe	146	131	277	142	130	272	133	98	231
Eti Osa	975	797	1,772	840	730	1,570	803	634	1,437
Ibeju Lekki	228	254	482	230	225	455	216	210	426
Ifako/Ijaye	1,802	2,004	3,806	1,790	1,864	3,654	1,661	1,761	3,422
Ikeja	676	754	1,430	627	647	1,274	545	623	1,168
Ikorodu	2,133	2,219	4,352	2,056	2,126	4,182	1,778	1,820	3,598
Kosofe	1,728	1,720	3,448	1,671	1,814	3,485	1,511	1,590	3,101
Lagos Island	122	134	256	162	145	307	123	134	257
Lagos Mainland	1,105	1,290	2,395	829	1,122	1,951	811	996	1,807
Mushin	1,211	1,211	2,422	1,168	1,145	2,313	1,127	1,109	2,236
Ojo	3,108	3,238	6,346	2,895	3,051	5,946	2,843	2,928	5,771
Oshodi/Isolo	1,733	1,771	3,504	1,611	1,679	3,290	1,566	1,621	3,187
Shomolu	696	540	1,236	648	464	1,112	606	471	1,077
Surulere	894	1,071	1,965	1,072	1,175	2,247	1,011	1,129	2,140
TOTAL	27,291	28,036	55,327	25,972	27,282	53,254	24,432	25,283	49,715

Table A.7 Junior secondary enrolment by sex, age and LGA

LGA	Number of schools	All		Total	% Female	% pupils aged 12-14	% females aged 12-14	% schools reporting by age
		males	females					
Agege	71	2,199	2,145	4,344	49.4	66	65	91.5
Ajeromi/Ifelodun	69	3,383	3,458	6,841	50.5	80	81	87.0
Alimosho	686	20,097	21,053	41,150	51.2	70	70	80.0
Amuwo Odofin	68	2,519	2,691	5,210	51.7	70	70	58.8
Apapa	13	606	747	1,353	55.2	79	80	53.8
Badagry	59	1,859	1,932	3,791	51.0	75	75	88.1
Epe	10	421	359	780	46.0	72	72	70.0
Eti Osa	87	2,618	2,161	4,779	45.2	63	72	96.6
Ibeju Lekki	32	674	689	1,363	50.6	87	89	100.0
Ifako/Ijaye	187	5,253	5,629	10,882	51.7	73	72	86.1
Ikeja	63	1,848	2,024	3,872	52.3	64	64	76.2
Ikorodu	188	5,967	6,165	12,132	50.8	63	62	80.3
Kosofe	139	4,910	5,124	10,034	51.1	70	70	92.1
Lagos Island	17	407	413	820	50.4	66	65	70.6
Lagos Mainland	45	2,745	3,408	6,153	55.4	65	64	86.7
Mushin	80	3,506	3,465	6,971	49.7	74	74	91.3
Ojo	261	8,846	9,217	18,063	51.0	73	72	69.0
Oshodi/Isolo	142	4,910	5,071	9,981	50.8	62	63	69.0
Shomolu	40	1,950	1,475	3,425	43.1	67	70	80.0
Surulere	78	2,977	3,375	6,352	53.1	66	66	94.9
TOTAL	2,335	77,695	80,601	158,296	50.9	70	70	81.0


Table A.8 Senior secondary enrolment by sex and LGA

LGA	SS1			SS2			SS3		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agege	608	604	1,212	735	745	1,480	683	711	1,394
Ajeromi/Ifelodun	1,030	949	1,979	1,054	1,004	2,058	1,018	950	1,968
Alimosho	5,696	5,915	11,611	5,596	5,825	11,421	5,618	5,676	11,294
Amuwo Odofin	735	795	1,530	771	918	1,689	852	1,023	1,875
Apapa	169	160	329	148	113	261	100	112	212
Badagry	474	563	1,037	505	527	1,032	402	412	814
Epe	96	107	203	113	114	227	110	85	195
Eti Osa	635	510	1,145	779	613	1,392	638	479	1,117
Ibeju Lekki	164	142	306	132	149	281	50	55	105
Ifako/Ijaye	1,568	1,611	3,179	1,647	1,738	3,385	1,526	1,554	3,080
Ikeja	484	594	1,078	505	598	1,103	393	443	836
Ikorodu	1,532	1,590	3,122	1,426	1,460	2,886	1,540	1,563	3,103
Kosofe	1,293	1,255	2,548	1,288	1,262	2,550	1,139	1,184	2,323
Lagos Island	71	81	152	92	60	152	40	35	75
Lagos Mainland	942	1,111	2,053	891	982	1,873	893	933	1,826
Mushin	874	881	1,755	840	824	1,664	827	811	1,638
Ojo	2,293	2,361	4,654	2,132	2,272	4,404	1,801	1,996	3,797
Oshodi/Isolo	1,291	1,398	2,689	1,369	1,438	2,807	1,179	1,186	2,365
Shomolu	520	410	930	542	346	888	463	374	837
Surulere	765	972	1,737	830	969	1,799	977	1,055	2,032
TOTAL	21,240	22,009	43,249	21,395	21,957	43,352	20,249	20,637	40,886

Table A.9 Senior secondary enrolment by sex, age and LGA

LGA	Number of schools	Male	Female	Total	% Female	% pupils aged 15-17	% females aged 15-17	% schools reporting by age
Agege	62	2,026	2,060	4,086	50.4	69	69	85.5
Ajeromi/Ifelodun	60	3,102	2,903	6,005	48.3	78	78	76.7
Alimosho	577	16,910	17,416	34,326	50.7	72	71	69.8
Amuwo Odofin	58	2,358	2,736	5,094	53.7	75	75	48.3
Apapa	12	417	385	802	48.0	95	96	41.7
Badagry	58	1,381	1,502	2,883	52.1	78	77	51.7
Epe	8	319	306	625	49.0	73	69	75.0
Eti Osa	71	2,052	1,602	3,654	43.8	70	80	71.8
Ibeju Lekki	29	346	346	692	50.0	79	84	65.5
Ifako/Ijaye	179	4,741	4,903	9,644	50.8	75	75	79.3
Ikeja	59	1,382	1,635	3,017	54.2	65	65	59.3
Ikorodu	164	4,498	4,613	9,111	50.6	68	67	55.5
Kosofe	124	3,720	3,701	7,421	49.9	68	67	69.4
Lagos Island	9	203	176	379	46.4	67	65	66.7
Lagos Mainland	34	2,726	3,026	5,752	52.6	69	67	61.8
Mushin	65	2,541	2,516	5,057	49.8	74	75	80.0
Ojo	212	6,226	6,629	12,855	51.6	75	75	66.5
Oshodi/Isolo	133	3,839	4,022	7,861	51.2	71	70	56.4
Shomolu	36	1,525	1,130	2,655	42.6	69	71	69.4
Surulere	64	2,572	2,996	5,568	53.8	69	69	78.1
TOTAL	2,014	62,884	64,603	127,487	50.7	72	72	67.8

Annex B – Questionnaire

FOR ENUMERATOR ONLY: No. _____ Was this school in the school list? <input type="checkbox"/> Yes <input type="checkbox"/> No									
<p>Instructions: Please enter all answers in BLOCK CAPITALS. Use a pencil and cross out any question which is not applicable.</p> <p>School Code Please enter the school code(s) in the box at the TOP of this page. For schools having more than one level in the same premises please provide year of establishment and school code for each level. If you are not certain about your school code(s), leave the box(es) blank. If you know only one enter that. Do not use abbreviations anywhere on this page.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Year of Establishment</th> </tr> </thead> <tbody> <tr> <td>PRE-PRY and PRY School Code</td> <td></td> </tr> <tr> <td>JSS School Code</td> <td></td> </tr> <tr> <td>SSS School Code</td> <td></td> </tr> </tbody> </table>		Level	Year of Establishment	PRE-PRY and PRY School Code		JSS School Code		SSS School Code	
Level	Year of Establishment								
PRE-PRY and PRY School Code									
JSS School Code									
SSS School Code									
 <p>FEDERAL MINISTRY OF EDUCATION 2010/2011 SCHOOL CENSUS FORM PRIVATE SCHOOLS</p>									
<p>1. Please check that you have received two copies of the School Census Form. After you have completed all forms, keep one copy for the school records, and send the other copy to: The Director, Planning, Research and Statistics Department State Ministry of Education</p> <p>2. Please read the instructions and the examples provided. Make sure that each section is completed carefully and that all your figures are correct.</p>									
A. SCHOOL IDENTIFICATION									
School name									
Name of proprietor									
Number and street									
Village or Town									
LGA									
State									
School Telephone									

B. SCHOOL CHARACTERISTICS

B. 1	Location	<input type="checkbox"/> Urban <input type="checkbox"/> Rural
B. 2	Ownership status	<input type="checkbox"/> Community <input type="checkbox"/> Faith-based <input type="checkbox"/> NGO <input type="checkbox"/> Corporation <input type="checkbox"/> Individual <input type="checkbox"/> Other
B. 3	Recognition status	<input type="checkbox"/> Unregistered <input type="checkbox"/> In process of approval <input type="checkbox"/> Approved
B. 4	Levels of education offered Tick all that apply	<input type="checkbox"/> Pre-primary <input type="checkbox"/> Junior secondary <input type="checkbox"/> Primary <input type="checkbox"/> Senior secondary
B. 5	Shifts: How many shifts does the school operate?	<input type="checkbox"/> Single <input type="checkbox"/> Double
B. 6	Shared Facilities: Does the school/level share facilities/premises with any other school/level?	<input type="checkbox"/> Yes <input type="checkbox"/> No
B. 7	Type of school Does your school fall into any of these special categories?	<input type="checkbox"/> Regular School <input type="checkbox"/> Islamiyya integrated <input type="checkbox"/> Science and Technical College
B. 8	What Association is the school a member of? Write the name of the association. If the school is not a member of any association, write 'none'.	_____ _____
B. 9	School: Average Distance from Catchment Area(s) What is average distance of school from its catchment areas	___ kilometres (Enter 0 if within 1 km)
B. 10	Students Boarding How many students board at the school premises	___ Students
B. 11	School Development Plan (SDP) Did the school prepare an SDP in the last school year?	<input type="checkbox"/> Yes <input type="checkbox"/> No
B. 12	School Based Management Committee (SBMC) Does the school have an SBMC, which met at least once last year?	<input type="checkbox"/> Yes <input type="checkbox"/> No
B. 13	Parent-Teacher Association (PTA) / Parents Forum (PF) Does the school have a PTA / PF, which met at least once last year?	<input type="checkbox"/> Yes <input type="checkbox"/> No
B. 14	Date of Last Inspection Visit When was the school last inspected?	/ / day/month/year
B. 15	Authority of Last Inspection Which authority conducted the last inspection visit?	<input type="checkbox"/> Federal <input type="checkbox"/> State <input type="checkbox"/> LGEA

C. SCHOOL ENROLMENT

C. 1 Pre-primary enrolment for the current school year (2010/2011)

Pupil age	Kindergarten 1		Kindergarten 2		Nursery 1		Nursery 2		Nursery 3	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
0-3 Years										
3 Years										
4 Years										
5 Years										
Above 5 Years										
Total										

C. 2 Primary enrolment for the current school year (2010/2011) by age

Pupil age	PRY1		PRY2		PRY3		PRY4		PRY5		PRY6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5 Years												
5 Years												
6 Years												
7 Years												
8 Years												
9 Years												
10 Years												
11 Years												
Above 11 Years												
Total												

C. 3 Arms per Class in Current School Year (2010/2011)

School Year	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6
2010/2011						

C. 4 Repeaters in the current school year (2010/2011)

	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6
Male						
Female						

C. 5 Primary Students with Disabilities in the current school year (2010/2011)

2010/2011	PRY 1		PRY 2		PRY 3		PRY 4		PRY 5		PRY 6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Blind / visually impaired												
Hearing / speech impaired												
Physically challenged (other than visual or hearing)												
Mentally challenged												

C. 6 Junior secondary enrolment for the current school year (2010/2011) by age

Ages	JS1		JS2		JS3	
	Male	Female	Male	Female	Male	Female
Below 12 years						
12 Years						
13 Years						
14 Years						
Above 14 years						
Total						

C. 7 Senior secondary enrolment for the current school year (2010/2011) by age

Ages	SS1		SS2		SS3	
	Male	Female	Male	Female	Male	Female
Below 15 years						
15 Years						
16 Years						
17 Years						
Above 17 years						
Total						

C. 8 Number of Arms (2010/2011)

	JS1	JS2	JS3	SS1	SS2	SS3
2010/2011						

C. 9 Repeaters in the current school year (2010/2011)

	JS1	JS2	JS3	SS1	SS2	SS3
Male						
Female						

C. 10 Secondary Students with Disabilities in the current school year (2010/2011)

2010/2011	JSS 1		JSS 2		JSS 3		SSS 1		SSS 2		SSS 3	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Blind / visually impaired												
Hearing / speech impaired												
Physically challenged (other than visual or hearing)												
Mentally challenged												

D. CLASSROOMS AND FACILITIES

D. 1	Source of safe drinking water Is there a source of water in the school that is safe to drink and in sufficient quantity to provide water every day for students? If there is more than one source, select only the primary source.	<input type="checkbox"/> Yes, pipe water	<input type="checkbox"/> Yes, other
		<input type="checkbox"/> Yes, borehole	<input type="checkbox"/> No
		<input type="checkbox"/> Yes, well	

D. 2	Toilet type	Count the number of toilets of each type. Make sure the total adds up to question D3 (below).									
		Used only by students			Used only by teachers			Used by students and teachers			Total
		Male only	Female only	Mixed	Male only	Female only	Mixed	Male only	Female only	Mixed	
		Pit									
Bucket system											
Water flush											

D. 3	Usable Facilities How many usable facilities does the school have that are in good enough condition to be used? Answer the question by writing the number. Write zero (0) if there are none, or where the facilities are not in good enough condition to be used.	<input type="checkbox"/> Toilets	<input type="checkbox"/> Classrooms
		<input type="checkbox"/> Computers	<input type="checkbox"/> Library
		<input type="checkbox"/> Water Source(s)	<input type="checkbox"/> Play Ground(s)
		<input type="checkbox"/> Laboratories	

D. 4	Shared Facilities If your school shares any of the facilities listed above, specify which are shared with any other school by ticking the appropriate box.	<input type="checkbox"/> Toilets	<input type="checkbox"/> Classrooms
		<input type="checkbox"/> Computers	<input type="checkbox"/> Library
		<input type="checkbox"/> Water Source(s)	<input type="checkbox"/> Play Ground(s)
		<input type="checkbox"/> Laboratories	

D. 5	Source of electric power Is there a source of power for the school?	<input type="checkbox"/> Yes, PHCN/NEPA	<input type="checkbox"/> Yes, both
		<input type="checkbox"/> Yes, other	<input type="checkbox"/> No

D. 6	Health facility Does the school have a health facility?	<input type="checkbox"/> Yes, health clinic	<input type="checkbox"/> No
		<input type="checkbox"/> Yes, first aid kit	

D. 7	Ownership status of school building Are the school premises rented or owned?	<input type="checkbox"/> Owned	<input type="checkbox"/> Rented	<input type="checkbox"/> Granted for free

D. 8	Type of school building	<input type="checkbox"/> Purpose-built	
		<input type="checkbox"/> Converted building, rooms holding multiple classes (no walls between)	<input type="checkbox"/> Converted building, one class per room (walls separating)
		<input type="checkbox"/> Space in house/apartment (residential)	<input type="checkbox"/> Mixed-use building (school plus other commercial use)

E. TEACHERS (BY LEVEL OF MAIN TEACHING INPUT)

Highest qualification	Pre PRY		Pry		JSS		SSS		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1 Below SSCE										
2 SSCE/WASC										
3 Grade II										
4 OND / Diploma										
5 NCE										
6 PGDE										
7 B.Ed.										
8 Other degree / HND / graduate with NCE										
9 Other degree / HND / graduate without NCE										
TOTAL										

F. TEXTBOOKS

F. 1 Number of Pupils' Textbooks available to Pupils on average in 2010/2011 Academic Year

	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6	JS1	JS2	JS3	SS1	SS2	SS3
2010/2011												

F. 2 Number of Teachers' Textbooks available to teachers on average in 2010/2011 Academic Year

	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6	JS1	JS2	JS3	SS1	SS2	SS3
2010/2011												

Annex C – Team members

Name	Position	1st LGA assigned	2nd LGA assigned
Akinlade, B.I.	Supervisor, SMOE DPESP	Agege	
Adebanjo, S.E.	Enumerator	Agege	Ifako Ijaye
Alakinde, L.G.	Enumerator	Agege	
Awodiyasi, O.C.	Enumerator	Agege	
Elujulo, O.J.	Enumerator	Agege	Ifako Ijaye
Fagbuaro, S.O.	Enumerator	Agege	
Habeeb, Y.A.	Enumerator	Agege	Oshodi Isolo
Idika, B.	Enumerator	Agege	Ikeja
Ishola, F.	Enumerator	Agege	
Olaosebikan, O.	Enumerator	Agege	Ifako Ijaye
Oyeleye, D.O.	Enumerator	Agege	Ifako Ijaye
Oyetoro, R.A.	Enumerator	Agege	
Shogo, A.M.	Enumerator	Agege	Ifako Ijaye
Tugboro, R	Enumerator	Agege	
Toyin-Moses, O.M.	Supervisor, SMOE DPESP	Ajeromi Ifelodun	Mushin
Abegunrin, D.O.	Enumerator	Ajeromi Ifelodun	
Atasie, A.	Enumerator	Ajeromi Ifelodun	
Isiaka, B.A.	Enumerator	Ajeromi Ifelodun	
Cardoso, O.M.	Enumerator	Ajeromi Ifelodun	Amuwo Odofin
Dada, O.	Enumerator	Ajeromi Ifelodun	
Kazim, M.M.	Enumerator	Ajeromi Ifelodun	Amuwo Odofin
Martins, F.D.	Enumerator	Ajeromi Ifelodun	
Ojo, O.	Enumerator	Ajeromi Ifelodun	
Oluwatunsin, B.A.	Enumerator	Ajeromi Ifelodun	
Oniye, M.T.	Enumerator	Ajeromi Ifelodun	Amuwo Odofin
Onyeukwu, R.	Enumerator	Ajeromi Ifelodun	
Usen, E.U.	Enumerator	Ajeromi Ifelodun	
Bada, D.O.	Supervisor, SMOE DPESP	Alimosho	
Ahaiwe, V.N.	Enumerator	Alimosho	
Abodunrin, D.J.	Enumerator	Alimosho	
Adebowale, Y.I.	Enumerator	Alimosho	Mushin
Adetoro, S.A.	Enumerator	Alimosho	
Adeyinka, O.T.	Enumerator	Alimosho	Mushin
Ajose, A.A.	Enumerator	Alimosho	
Akinlade, B.I.	Enumerator	Alimosho	
Akpocha, D.	Enumerator	Alimosho	
Animasaun, O.A.	Enumerator	Alimosho	
Arenrin, O.A.	Enumerator	Alimosho	
Ayandunmo, O.	Enumerator	Alimosho	
Ayanlola, A.A.	Enumerator	Alimosho	Ifako Ijaye

Davis, S.	Enumerator	Alimosho	
Emonfonwan, J.	Enumerator	Alimosho	
Famuyide, V.O.	Enumerator	Alimosho	
Ganiyu, O.	Enumerator	Alimosho	
Ibrahim, B.S.	Enumerator	Alimosho	
Kayode, O.	Enumerator	Alimosho	
Morayinko, R.	Enumerator	Alimosho	
Obinaike, Y.L.	Enumerator	Alimosho	
Oduloju, B.O.	Enumerator	Alimosho	
Ogbonna, O.M.	Enumerator	Alimosho	
Olalusi, A.O.	Enumerator	Alimosho	
Olutola-Adebayo, J.O.	Enumerator	Alimosho	Ojo
Oluwole, I.O.B.	Enumerator	Alimosho	
Omoloye, Y.	Enumerator	Alimosho	
Omoloye, T.O.	Enumerator	Alimosho	
Oyejola, S.O.	Enumerator	Alimosho	
Oyewole, I.J.	Enumerator	Alimosho	
Raheem, B.F.	Enumerator	Alimosho	
Rufai, A.R.	Enumerator	Alimosho	Oshodi Isolo
Ogunlade, O.O.	Supervisor, SMOE DPESP	Amuwo Odofin	
Ojilore, O.B.	Enumerator	Amuwo Odofin	
Alu, R.O.	Enumerator	Amuwo Odofin	
Anyanwu, M.	Enumerator	Amuwo Odofin	
Eshinlokun, A.	Enumerator	Amuwo Odofin	
Falana, E.	Enumerator	Amuwo Odofin	
Idowu, E.	Enumerator	Amuwo Odofin	
Otohinoyi, J.	Enumerator	Amuwo Odofin	
Yusuf, O.	Enumerator	Amuwo Odofin	
Obadofin	Supervisor, SMOE DPESP	Apapa	
Adams, A.	Enumerator	Apapa	
Afuye, A.	Enumerator	Apapa	
Azeez, O.W.	Enumerator	Apapa	
Igbasanmi, H.	Enumerator	Apapa	
Ojo, A.K.	Enumerator	Apapa	
Ojo, S.	Enumerator	Apapa	
Sanni, B.	Enumerator	Apapa	
Wusu, A.	Enumerator	Apapa	
Dada	Supervisor, AFED	Badagry	
Akande, S.	Enumerator	Badagry	
Enwefah, E.	Enumerator	Badagry	
Fadeyi, O.	Enumerator	Badagry	
Giwanson, A.	Enumerator	Badagry	
Idowu, A.A.	Enumerator	Badagry	

Ismail, R.	Enumerator	Badagry	
Jacob, O.	Enumerator	Badagry	
Olayonu, M.	Enumerator	Badagry	
Samuel, J.	Enumerator	Badagry	
Ajetunmobi, R.T.	Supervisor, SMOE DPESP	Epe	
Ayegi-Olateju, B.O.T.	Enumerator	Epe	
Egodo, A.O.	Enumerator	Epe	
Evans, V.	Enumerator	Epe	
Omoseeke, T.	Enumerator	Epe	
Yusuf, B.F.	Enumerator	Epe	
Lamidi, H.A.	Supervisor, SMOE DPESP	Eti-Osa	
Fakeye, F.O.	Enumerator	Eti-Osa	
Fashanu, R.	Enumerator	Eti-Osa	
Ibrahim, S.	Enumerator	Eti-Osa	
Kehinde, O,	Enumerator	Eti-Osa	
Lawal, T.	Enumerator	Eti-Osa	
Odunewu, G.	Enumerator	Eti-Osa	
Otabor, E.	Enumerator	Eti-Osa	
Tirimisiyu, O.	Enumerator	Eti-Osa	
Sanusi, O.	Supervisor, SMOE DPESP	Ibeju-Lekki	
Lamidi, M.O.	Enumerator	Ibeju-Lekki	
Ojikutu, M.A.	Enumerator	Ibeju-Lekki	
Idowu, S.I.	Supervisor, SMOE DPESP	Ifako Ijaye	
Aborisade, L.	Enumerator	Ifako Ijaye	
Adeniyi, B.	Enumerator	Ifako Ijaye	
Edu, A.B.	Enumerator	Ifako Ijaye	
Isiaka, M.	Enumerator	Ifako Ijaye	
Jadesola, E.	Enumerator	Ifako Ijaye	
Mutairu, K.	Enumerator	Ifako Ijaye	
Okoli, I.	Enumerator	Ifako Ijaye	
Rosanwo, A.	Enumerator	Ifako Ijaye	
Alli, K.O.	Supervisor, SMOE DPESP	Ikeja	
Ayanlaja, O.T.	Enumerator	Ikeja	
Bamgboye, A.	Enumerator	Ikeja	
Isiaka, S.	Enumerator	Ikeja	
Kuforiji, K.	Enumerator	Ikeja	
Mokobia, M.	Enumerator	Ikeja	
Muoka, E.N.	Enumerator	Ikeja	
Odu, D.	Enumerator	Ikeja	
Okeke, U.	Enumerator	Ikeja	
Olabode, O.	Enumerator	Ikeja	
Oresanya, O.	Enumerator	Ikeja	
Daramola, I.	Supervisor, SMOE DPESP	Ikorodu	Kosofe

Abolade, D.	Enumerator	Ikorodu	
Adebisi, A.O.	Enumerator	Ikorodu	
Ademuwagun, T.A.	Enumerator	Ikorodu	
Ajetunmobi, R.T.	Enumerator	Ikorodu	
Akande, J.O.	Enumerator	Ikorodu	
Akinola, R.F.	Enumerator	Ikorodu	Kosofe
Akinyemi, B.A.	Enumerator	Ikorodu	Kosofe
Alese, T.D.	Enumerator	Ikorodu	
Augustus, U.C.	Enumerator	Ikorodu	
Ayanbanjo, E.A.	Enumerator	Ikorodu	Epe
Balogun, T.O.	Enumerator	Ikorodu	Epe
Enobong, T.	Enumerator	Ikorodu	
Hassan, F.A.	Enumerator	Ikorodu	Eti-Osa
Nori, E.	Enumerator	Ikorodu	
Odesanya, A.T.	Enumerator	Ikorodu	
Olajubu, A.O.	Enumerator	Ikorodu	Kosofe
Olukunle, E.T.	Enumerator	Ikorodu	
Oyekunle	Enumerator	Ikorodu	
Sanni, H.S.L.	Enumerator	Ikorodu	Kosofe
Tanigbola, N.M.	Enumerator	Ikorodu	Kosofe
Daramola, I.	Supervisor, SMOE DPESP	Kosofe	
Adeoye, O.H.	Enumerator	Kosofe	
Agboola, G.	Enumerator	Kosofe	
Alade, S.A.	Enumerator	Kosofe	
Awodibu, J.O.	Enumerator	Kosofe	
Gbegbin, A.	Enumerator	Kosofe	
Irawo, O.	Enumerator	Kosofe	
Ogunlana, D.	Enumerator	Kosofe	
Onibonoje, A.	Enumerator	Kosofe	
Oyedele, O.R.	Enumerator	Kosofe	
Salau, O.	Enumerator	Kosofe	
Adeniran, R.B.	Supervisor, SMOE DPESP	Lagos Island	
Adejugbe, B.A.	Enumerator	Lagos Island	
Adewuyi, O.	Enumerator	Lagos Island	
Ajao, R.	Enumerator	Lagos Island	
Amusat, T.	Enumerator	Lagos Island	
Kupoluyi, V.M.	Enumerator	Lagos Island	
Lawal, I.	Enumerator	Lagos Island	
Ogundare, A.O.	Enumerator	Lagos Island	
Osobaye, L.O.	Enumerator	Lagos Island	
Salami, I.	Enumerator	Lagos Island	
Kalesanwo, O.Y.A.	Supervisor, SMOE DPESP	Lagos Mainland	
Adelowo, O.	Enumerator	Lagos Mainland	

Aladetan, F.G.	Enumerator	Lagos Mainland
Ayesehinikan, B.S.E.	Enumerator	Lagos Mainland
Fakoya, O.	Enumerator	Lagos Mainland
Ibrahim, A.O.	Enumerator	Lagos Mainland
Paseda, O.	Enumerator	Lagos Mainland
Toyine-Moses, O.M.	Supervisor, SMOE DPESP	Mushin
Adebajo, A.D.	Enumerator	Mushin
Adebayo, M.	Enumerator	Mushin
Adebiyi, A.O.	Enumerator	Mushin
Adelakun, A.S.	Enumerator	Mushin
Ajibade, O.B.	Enumerator	Mushin
Nnenji, O.	Enumerator	Mushin
Oderinde, O.	Enumerator	Mushin
Odunukan, M.F.	Enumerator	Mushin
Okoro, A.	Enumerator	Mushin
Olarioye, O.	Enumerator	Mushin
Matemilola, A.K.	Supervisor, SMOE DPESP	Ojo
Abdur-Rafii, M.O.	Enumerator	Ojo
Adeyemi, S.O.	Enumerator	Ojo
Ajagbe, O.A.	Enumerator	Ojo
Akinyosoje, C.O.	Enumerator	Ojo
Balarinwa, L.	Enumerator	Ojo
Coker, J.F.	Enumerator	Ojo
Ilegbusi, B.	Enumerator	Ojo
Isicheli, K.	Enumerator	Ojo
Lawal, A.	Enumerator	Ojo
Lawal, M.A.	Enumerator	Ojo
Oraka, M.	Enumerator	Ojo
Owolana, A.	Enumerator	Ojo
Sowho, O.E.	Enumerator	Ojo
Bashir, J.A.	Supervisor, SMOE DPESP	Oshodi Isolo
Achilike, N.	Enumerator	Oshodi Isolo
Alade, R.	Enumerator	Oshodi Isolo
Awonbiowo, A.K.	Enumerator	Oshodi Isolo
Ayeni, R.	Enumerator	Oshodi Isolo
Chilaka, I.	Enumerator	Oshodi Isolo
Egborge, E.C.	Enumerator	Oshodi Isolo
Olalekan, O.	Enumerator	Oshodi Isolo
Olubayode, A.R.	Enumerator	Oshodi Isolo
Osameior, L.	Enumerator	Oshodi Isolo
Salami, O.	Enumerator	Oshodi Isolo
Sunmola, F.	Enumerator	Oshodi Isolo
Adeniyi, M.O.	Supervisor, SMOE DPESP	Somolu

Abodunrin, D.	Enumerator	Somolu	
Abubakar, S.	Enumerator	Somolu	
Alayaki, I.	Enumerator	Somolu	
Ayinla, K.K.	Enumerator	Somolu	
Bamgboyed, M.	Enumerator	Somolu	
Odususi, A.	Enumerator	Somolu	
Ogundeji, O.	Enumerator	Somolu	
Olaniyan, O.	Enumerator	Somolu	
Onibonoje, E.	Enumerator	Somolu	
Oyebanjo, F.G.	Enumerator	Somolu	
Sanyaolu, A.	Enumerator	Somolu	
Sojirin, M.T.F.	Enumerator	Somolu	
Suraqah, M.B.	Enumerator	Somolu	
Uzorchukwu, E.	Enumerator	Somolu	
Kalesanwo, O.Y.A.	Supervisor, SMOE DPESP	Surulere	Lagos Mainland
Abdulsalam, Z.O.	Enumerator	Surulere	Kosofe
Abiodun, B.	Enumerator	Surulere	
Adegoke, O.A.	Enumerator	Surulere	
Adegoke, O.J.	Enumerator	Surulere	
Adeyemi, O.A.	Enumerator	Surulere	Lagos Mainland
Aipoh, I.M.	Enumerator	Surulere	Mushin
Ajose, M.A.	Enumerator	Surulere	
Alade, O.N.	Enumerator	Surulere	Lagos Mainland
Awe, A.	Enumerator	Surulere	
Bakare, O.A.	Enumerator	Surulere	
Campbell, O.	Enumerator	Surulere	Lagos Mainland
Ohaeri, C.	Enumerator	Surulere	Ojo
Nwosu, N.M.	Enumerator	Surulere	Eti-Osa
Okoro, K.	Enumerator	Surulere	Oshodi Isolo
Okoro, N.C.	Enumerator	Surulere	Oshodi Isolo
Okoya, R.B.	Enumerator	Surulere	Lagos Mainland
Olagbaju, O.D.	Enumerator	Surulere	
Olowu, M.O.	Enumerator	Surulere	Lagos Mainland
Oyawoye, T.	Enumerator	Surulere	Mushin
Raji, A.B.	Enumerator	Surulere	
Salam, S.A.	Enumerator	Surulere	Lagos Mainland
Shitta-Bey, A.H.	Enumerator	Surulere	Oshodi Isolo
Williams, F.	Enumerator	Surulere	
Yusuf, I.A.	Enumerator	Surulere	
Lawal, A.M.	Lead Verifier	Pilot phase	Main phase
Adedayo, M.	Verifier		Main phase
Adedipe, Y.O.	Verifier	Pilot phase	Main phase

Adelabu, O.B.	Verifier	Pilot phase	Main phase (part)
Arabome, O.	Verifier	Pilot phase	Main phase
Ilupeju, S.A.	Verifier		Main phase
Kehinde, O.T.	Verifier	Pilot phase	
Rashidat, A.A.	Verifier		Main phase
Sogbo, B.	Verifier		Main phase
Dr Joanna Härmä	EMIS/Private Education Research Specialist		ESSPIN
Allan Findlay	EMIS Task Leader		ESSPIN
Abiodun Fowomola	Access and Equity Specialist		ESSPIN
Dr Gboyega Ilusanya	Lagos State Team Leader		ESSPIN