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Acronyms and Abbreviations

DFID	Department for International Development
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FGD	Focus Group Discussion
IDP	International Development Partner
LGA	Local Government Area
NAPPS	National Association of Proprietors of Private Schools
PTR	Pupil-Teacher Ratio

Abstract

1. This report presents the findings of a study investigating private education for the poor in Kwara State, and examines parental perceptions of the public and private sectors and examines why parents choose private schools; the study also investigates the challenges facing private primary school proprietors.

Executive Summary

2. Private education is becoming increasingly popular across Nigeria, with particularly high concentrations in urban areas but only sparse coverage in rural villages. In Ilorin West Local Government Area (LGA) 294 schools were found by the research team, while only 97 were on the official school list. Based on the average school size, this means that there may be up to 54,390 pre-primary and primary pupils served in Ilorin West alone, as opposed to the 23,683 reflected in the Annual School Census Report (Kwara State Government 2011). Indeed if the sample is reflective of wider trends, then the 951 private schools on the government's school list may be closer to 2,400 in reality. At an overall state average enrolment of 174 pupils per school, there may be a possible 417,600 private enrolments in the state, accounting for 52% of all enrolments (pre-primary through secondary) in the state. The 2010-2011 school census recorded only 157,327 total private enrolments in the state¹.
3. This study focuses on private schools serving the poor, and finds that they tend to have low-quality facilities and a high proportion of unqualified teachers. They are owned usually by individual proprietors only some of whom have a background in education. They charge low fees in order to attract the largest possible clientele and due to their focus on attracting poor parents working in the informal sector, they struggle with an unpredictable cash flow.
4. Relations with government are reported as generally reasonable, however many schools are unable to meet overly stringent government requirements for registration. Approval status was not found to have great bearing on the quality of the education provided, however facilities in approved schools tend to be somewhat better than in unapproved schools. Government should re-think its strategy with regard to regulation: even where enforced the current rules do not touch on teaching quality but rather on facilities and teachers' qualifications on paper.
5. Parents broadly expressed preference for private schools because they perceive that private school pupils learn more, based on informal comparisons made in local communities between

¹ This estimate of possible school and pupil numbers is for indicative purposes only and must be **treated with caution**. It is based on a small sample size which is not statistically representative of the entire state. The numbers for Ilorin West may have introduced an upward bias in the estimate, as this LGA has more and bigger schools. The Annual School Census has been seen to collect accurate data (Antoninis 2010), however insufficient attention has been given to finding private schools that are not approved by government and are not on the official school list.

government and private school children's levels of proficiency in reading and mathematics. Learning levels at government schools are unsatisfactory, despite efforts at improvement and even despite a relatively widespread perception that this is working.

6. Respondents reported that private schools are difficult to afford for most and that there are many people that cannot afford to pay, with many children out of school. Parents reported needing time to pay fees and having to pay in small instalments; they also stated that some parents withdraw their children from school rather than pay the balance owed. Such parental reports were broadly in agreement with proprietors' reports.
7. There is gender parity in private school enrolments; however there is geographical and socioeconomic inequity in access to private schools. Private schools can be considered a long-running emergency-type response by parents in a context of poor quality government schools; however this is in effect a permanent migration. No respondents expressed the view that they are in favour of private education *per se*, but rather that they use them only out of necessity. International findings are reinforced: that private education tends to serve, to some degree, mostly urban populations, and only those with some ability to pay.

Introduction

8. Despite Kwara being one of the poorest states in Nigeria, awareness of the failings of the government education system is widespread, and this perception is giving rise to an increase in numbers of private schools. Private education was already known to be a well-established phenomenon in Kwara's capital city, Ilorin, and other principal towns, however it was not clear how far private education has spread to rural areas. Therefore a key aim of this study was to explore the extent of private school reach and appeal to urban and rural communities, both of which are linked to their affordability, as it is the *low-cost private* schools targeting the poor that are the focus of this study.
9. It was assumed that a large proportion of schools would be unknown to government, largely because many would be operating in sub-standard premises, and with many untrained teachers. This was the case, with 1.7 times as many schools found during the study than were on the government's list. However a relatively high 63 percent of schools randomly sampled for the survey of proprietors were found to be government-approved schools.
10. In Nigeria generally, little is documented about private schools and there is no documented evidence on private education in Kwara State, beyond the data collected through the government's Annual School Census (ASC). This study explores the nature of private schools (taking into account the divide between those recognised and those unrecognised by government – in the Nigerian terminology 'approved' and 'unapproved' schools), the challenges that proprietors face, and the functioning of the education market at this lowest end of the socioeconomic spectrum. The study also explores private education from a household perspective, interviewing parents regarding their reasons for choosing private education in a

context of fee-free government primary education², and how they perceive government and private schools.

Purpose of the consultancy

11. The UK's Department for International Development (DFID) is becoming increasingly interested in non-state provision of education which targets the relatively poor. It is known that many of the schools are operating in sub-standard conditions, leading to criticism of the sector. In a context where the state government is failing to deliver education of an acceptable quality and where private education appears to be popular, it is of interest to examine the functioning of low-cost private schools and parental perceptions of school choice. This study is part of DFID's drive to gather evidence on the low-cost private schooling phenomenon in several country contexts.

The key research areas:

- (i) How common these schools are and how many children they serve
- (ii) The challenges facing poorer private schools in improving the service they offer
- (iii) How and why parents choose to send their children to private schools
- (iv) How parents perceive the education market

The research questions:

- (v) What are the key characteristics of low-cost private schools?
- (vi) What type of challenges do private schools in poor areas face?
- (vii) In what areas do private school proprietors feel they need support?
- (viii) Why do parents choose these schools over fee-free government schools?
- (ix) How do parents perceive the schooling options open to them?

Structure of the Report

12. The next section of the report details the methodology, context and rationale and is followed by a brief section on what is currently known about private education in Kwara State. The next section discusses the findings of the report, discussing the characteristics of the schools and the key challenges faced by proprietors, before discussing the household survey results. The penultimate section examines the equity and access considerations before a final concluding section. Annex 1 provides the fieldwork instruments while Annex 2 details the research team.

² The researchers were aware that 'fee-free' does not mean 'cost-free', and that several types of direct, non-discretionary costs still apply at government schools; however these were found to be universally significantly lower than the costs at any private school.

Methodology, Context and Rationale

13. DFID-ESSPIN works primarily with the government school system, however interest in private education has increased over the period of the first half of the programme and a solid evidence base is sought. Lagos state has hitherto been the key focus with regard to private education in Nigeria, and this study aims to broaden the emerging picture of the sector. The previous ESSPIN study of private education in Lagos focussed on one urban LGA (Härmä 2011b), whereas this study examines private education in rural and urban areas of Kwara State.

Low-fee private schools as the focus

14. Non-state providers of education can take many forms and be run by a variety of actors including faith-based groups, charities, communities and those commercially driven. The type of private school that is growing in Nigeria is the small school owned and run by a private individual, funded through school fees alone, with these fees being kept as low as possible to achieve the broadest possible market. These fully-private, un-aided schools are distinct from some schools in Nigeria which have benefitted historically from grants-in-aid (mostly mission schools, see Adelabu and Rose 2004), and have complete autonomy in terms of management, hiring and pedagogy. The private un-aided sector in Nigeria is now highly heterogeneous and varies significantly in scope and quality, encompassing the elite to the low cost.
15. For the most part, the only alternative in the study areas are government schools, owned, funded, run and managed by the government, with little-to-no autonomy at the school level. Government schools are necessarily government-approved irrespective of standards. However private schools can (and should) be disaggregated by approval status. It is illegal to operate a private school without government approval and it is also against government regulations to operate for profit (Adelabu and Rose 2004). In reality many approved schools do not actually fulfil the approval guidelines (Tooley et al 2005 also indicate that some schools gain recognition without fulfilling criteria). Government schools are nominally free, while monthly fees and a range of other direct costs are payable at private schools. These are on average lower in unapproved schools than in approved schools.
16. The type of schools that are the focus of the study are low-fee private schools within the sample neighbourhoods that are run by individuals, as small, sometimes family businesses. Of the sample schools 63% are approved and 37% unapproved.

The study area

17. The study areas were purposively selected, meaning that they were chosen specifically to represent³ the different parts of the state: the north (and west), the south (and east), and the main urban centre. One local government area (LGA) in urban Ilorin was chosen for what was believed to be a high number of private schools. A major focus of the study was to examine schools' prevalence in rural areas, so parts of two rural LGAs were selected. Kwara state is predominantly Muslim in (roughly) the northern half, while the southern half tends to have more Christians. There is one northern and one southern Senatorial Zone, and so to explore both 'halves' of the state, an LGA was selected from each, Baruten in the north-west and Ifelodun in the south-east. Specific districts were chosen in each, and in the event it was comparatively easy to cover a large portion of Ifelodun, while the geography of Baruten was such that a relatively smaller portion of it could be covered.
18. There was found to be what the researchers considered moderate to severe poverty in both urban and rural study areas, with greater variability in urban Ilorin West. It must be noted that the sample households for the most part will not be representative of their communities as the ability to pay for private school tends to indicate somewhat better socioeconomic status than that of the poorest members of the community. Entire villages and communities were observed while locating households for interview, meaning that a reasonable impression of communities and households could be gleaned. Arguably most communities visited were, for the most part, poor. In rural Kwara many parents are farmers with very few assets or even working tools while urban parents are engaged in various types of work from civil service or bank work down to market trading and other unskilled work.

The available schooling options

19. The public primary school system in Kwara is remarkable in terms of its extensive coverage which includes many remotest villages. Most village residents appear to have access to a public primary school which is fee-free, and even those choosing to live more isolated lives outside of villages can usually still access a school by foot. In rural areas public schools were found to vary greatly in size, building type and state of repair. Some villages had schools accommodated in very small, non-standard, mud-built buildings. However more commonly schools consist of a substantial piece of land, with anywhere from one to four or five classroom blocks, comprising two to four classrooms each. These are often arranged in a line, or roughly in a U-shaped layout. These were found to be sometimes new and in good condition; in various stages of wear; and sometimes essentially derelict. It is extremely common to find schools with abandoned, derelict structures alongside new classroom blocks due to the propensity to build new rather than maintain what is already there.

³ This should not be taken to mean that the sample is representative of the state, in the statistical meaning of the word.

20. The private schools available were found to be typical of the low-cost private school sector more generally. Schools are often housed in structures that do not meet government regulations, including houses, flats, sheds, shops and under trees. They are usually owned by an individual proprietor, and the teaching staff is usually a combination of trained teachers and those who have no prior experience or training. The sample private schools' characteristics are discussed in detail below. The choice for parents is generally between a government school or a neighbourhood private school which, more positively, is close to home, has good class-sizes and which may be observed to have more teaching activity.

Sampling and survey methodology

21. This study is a small-scale school-based survey within a purposively selected geographical area. The selected study areas were mapped: all existing schools were found and a random sample of schools to be surveyed was drawn from this sampling frame. The 41 sampled schools were visited and interviewed, and then children were randomly selected from school registers from classes three and four, and their parents or guardians were interviewed. Six children were selected from each school with the intention of interviewing four of these (it is sometimes not possible to locate the household or to find a suitable time when the parent or guardian is available for interview so backup families were needed). Where a school was found not to operate one or both of these class levels, the closest available level was used instead (i.e. class two or class five).
22. The sample size was set in advance of commencing the fieldwork. It was decided that each researcher would sample three schools and four households per school, in each study area (one urban and two rural LGAs). Some deviation in this plan resulted when some rural districts were found to have insufficient numbers of private schools to justify visiting the same numbers in each area, and the number of schools in Ilorin was adjusted upwards slightly. During the regular meetings of the research team it became clear that a consistent story would emerge from the data collected, and therefore at the end of the process the dataset was considered sufficient.
23. The data collection team consisted of the Specialist and one assistant working as a unit, while four other researchers worked independently. All researchers were accompanied by a local translator in Baruten as some respondents only spoke the local language, not English or Yoruba. Data was collected mostly through the use of a structured interview schedule, one for the school proprietor/manager/head teacher and one for the parent or guardian of the child sampled from the class three or four school register list. The school sampling frame was recorded with a school listing template. The final instrument was a list of questions to be asked during focus group discussions. Each respondent was interviewed once only, with the interview lasting from 40 minutes to two hours, depending on the openness of the respondent.
24. One focus group discussion was carried out in Ilorin and one in Ifelodun; these sessions were audio recorded and careful notes were taken. The logistics in Baruten were more complicated

in terms of distance and also the dynamic of the very rural school market meant that to get a range of different parents using different private schools would have required gathering people from relatively far distances; this was because there was usually only one private school between many villages, and so the range of experience and exposure to the market in education would have been extremely limited. In addition, outside factors beyond the research team's control limited the amount of time that could be spent in Baruten. It was decided therefore to have one urban and one peri-urban FGD. Participants were drawn from the local community and were not all household survey respondents. The aim was to get a broader perspective and to discuss issues in depth, and so groups were made up of private school parents, government school parents, and also those sending some children to each school type.

25. The purpose of the study was explained to all study participants and verbal consent was granted in all cases. Some schools participated but declined to provide information about teacher qualifications and/or salary levels and school running costs. The questionnaires were piloted in several schools and households, with alterations and additions made as a result. A straightforward approach to analysis is adopted for this study; the questions dictate methods which are essentially descriptive (discussed below).

What is currently known on the size of the private sector

26. The documented evidence to draw on and in which to situate this study is minimal, with Kwara State not highlighted in any existing research. The limited literature illustrates that '... parts of central and southern Nigeria... [have] seen a notable growth in the enrolments and relative importance of private nursery-primary schools in the period since 1980' (Urwick 2002, p.134). There is evidence of a 'flight from the public sector,' reportedly due to 'the inadequate funding of government schools, and the related problem of teacher strikes' in the 1980s and 1990s (ibid., p.142; echoed in Rose and Adelabu 2007); this trend appears to have continued into the 2000s, with growth slowing towards the end of the decade.
27. What is known to date comes from the state's education management information system (EMIS). DFID-ESSPIN has been working with the state authorities to improve the Annual School Census data collection, analysis and reporting, including a more extensive coverage of private schools in the state. However it was found that this school list grossly under-represents the sector, and by extension the school census data also under-represents enrolments in the state (see table 2 below). The area where the list was most accurate was in Baruten LGA, indicating that only where growth in the sector has been slowest, the state authorities have been able to keep up.

School Survey Findings

Growth in approved and unapproved private schools

28. Teams visited 41 schools in 3 LGAs: 10 in Baruten, 14 in Ifelodun and 17 in Ilorin West. This distribution only roughly reflects the actual prevalence of schools, with Ilorin West having by far the largest number; however the sampling was not intended to be mathematically proportional. Table 1 shows the distribution of schools by LGA and approval status. There is a marked contrast in the sample from the Lagos study and census (Härmä 2011a&b) where the overwhelming majority of schools were found to be unapproved, 74% in the case of the census overall and 88% in the case of a sample of slum schools. The present sample is made up of only 37% unapproved schools. This is consistent with quite limited growth in the sector in recent years as a large number of unapproved schools tends to be associated with rapid growth, meaning many new, small schools opening every year. The current year's ASC data shows that of schools reporting approval status, 72% claimed to be government approved, however this number should be treated with caution as schools refusing to disclose their approval status, as well as school omitted entirely from the census, will mostly likely be unapproved schools.

Table 1: Distribution of schools by LGA and approval status

	Baruten	Ifelodun	Ilorin West	Total
Approved schools	5	10	11	26
Unapproved schools	5	4	6	15
All schools	10	14	17	41

29. As noted in the methodology section, schools were selected randomly from the school lists drawn up by the researchers, which captured all approved and unapproved schools in the sample areas. Table 2 shows the distribution of schools found by the researchers by LGA and according to whether the school was on the government school list or not; researchers were instructed to search carefully for every school, including the smallest, providing that the formal curriculum was taught for any level between nursery 1 and primary 6.

30. Information on approval status was not gathered for schools not on the government list, and not selected for interview in this study. The table shows that in urban Ilorin West a very large proportion (67%) of schools were found to be unlisted and therefore unknown to government. In Ifelodun 51% of schools found were unlisted, and 31% in Baruten; overall 60% of the schools found were unlisted⁴. There are a total of 951 private schools on Kwara State's latest school list (updated September 2010), however if this figure represents only 40% of the true total then there may be closer to 2,400 private schools (of all levels) in the state.

⁴ There were also some purely Quar'anic schools found which are not included in any of these figures as these schools do not teach the formal, secular curriculum.

Table 2: Distribution of schools by list status and LGA

	Baruten	Ifelodun	Ilorin West	Total
SMoE listed schools found	34	27	97	158
Unlisted schools found	15	28	197	240
Total schools	49	55	294	398

31. Unlisted schools have implications for enrolment rates in Kwara State. Considering for example pre-primary and primary pupils in Ilorin West LGA, and taking the average enrolment for sampled private schools in Ilorin West (185 pupils); if this is multiplied by the number of schools found (294), the result is 54,390 pupils in private schools in the LGA⁵. This is contrasted against the Annual School Census report figures for the same year which show 132⁶ schools serving 23,683 pupils. The number of schools included in the census represents only 45% of the schools found during the study, while the enrolments from census schools represent 44% of the extrapolated 54,390 (possible) total private pupils. To put this in context, 58 public schools serve 34,557 pupils. If the extrapolation is close to accurate, then approximately 61% of enrolments in Ilorin West are in the private sector, while the census results indicate that this figure is only 41%.
32. Data collected on year of establishment (table 3) goes some way to illustrating the extent of growth in the sector, using the study data and also school census data from the same school year (Kwara State Government 2011). It shows clearly that there were very few private schools in existence before 1990; there were no private schools existing pre-1984, the year that the first school opened in urban Ilorin West. Growth was significant in the 1990s, but accelerated in the 2000s. This mirrors the trend from Lagos State (see Härmä 2011a), but to a lesser degree.

Table 3: Year of establishment of study schools

Year of establishment	Sample schools; Study data		All schools from study LGAs; Annual School Census data	
	Number of schools	% of total	Number of schools	% of total
Pre-1990	1	3	9	5
1990-1999	8	22	63	34
2000-2009	27	73	103	56
2010	1	3	10	5
All schools	37*	100	185*	100

* Note – 4 study schools and 35 census schools did not report year of establishment because the respondent did not have this information to hand.

⁵ Based on the small sample of 17 schools this calculation must be treated with caution and is for indicative purposes only.

⁶ This figure is greater than the figure of 97 in table 2 because efforts to cover unlisted schools in the census have improved, meaning that the census covers more than those schools that are on the government list.

Characteristics of study schools

33. The basic characteristics of the schools are detailed in table 4, which highlights certain common features amongst private schools: that most schools were established and are run by an individual proprietor; four schools were church-owned and only one mosque-owned (however all were entirely reliant on fee income for their operations). Most schools are not in owned premises, with around a quarter of schools in accommodation with no security of tenure. Another commonality is that, as discussed above, most private schools are relatively new, with the mean year of establishment in the early 2000s. Just over half of the schools were in urban locations which will have more to do with sampling method than with the actual distribution of schools.

Table 4: Basic characteristics of sample schools

	% Owned by an individual	Mean year of establish-ment	% in urban location	% premises owned	% premises up to 1 year lease
Approved schools	77	2001	54	42	23
Unapproved schools	87	2004	53	20	27
All schools	81	2002	54	34	24

34. Association membership (table 5) is relatively popular amongst proprietors with just over half being members of an association. When asked what benefits schools receive from this membership the vast majority of answers focused on the association's role in aiding communication between government and proprietors, and also in protecting the interests of proprietors vis-a-vis the government (see table 13 below). Some proprietors said that there was value in simply feeling part of a group. However such positive views were by no means universal, with 59% of member schools reporting that there are no benefits attached to association membership.

Table 5: Association membership

	NAPPS	Ansarul Islam	Other association	Total
Approved schools	9	1	3	13
Unapproved schools	5	1	2	8
All schools	14	2	5	21

35. All schools included in the study run the standard primary school curriculum while 39% of the schools ground studies in an overtly religious foundation and teach religious studies (table 6): 10% run a curriculum with a Christian ethos, and 29% are Islamiyya integrated schools. There were many Quar'anic schools which run on the weekends and during the evening, meaning that

many children will also get religious teaching outside of their main school. One third of schools conduct a terminal examination for pupils finishing the primary cycle (separate from the Common Entrance Examination for gaining entry to secondary school).

Table 6: Type of school and curriculum

	Regular	Christian/ Mission	Islamiyya integrated
Approved schools	15	3	8
Unapproved schools	10	1	4
All schools	25	4	12

Enrolment

36. Average enrolments by approval status and level are presented in table 7. It illustrates that the older, better-established approved schools tend to be significantly larger than their unapproved counterparts. The median enrolment for approved schools is 164 while that for unapproved schools is 121; it is 142 for all schools combined. There is near-perfect gender parity in private schools, with 49% of private school places filled by girls at both pre-primary and primary levels (see table 20 below). This, as well as parental views expressed during interviews, suggests that parents do not choose to favour boys over girls for enrolment in private schools.

Table 7: Mean enrolment by sex and school type

	Pre-primary			Primary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Approved schools	44	41	85	55	55	109	99	95	194
Unapproved schools	31	32	63	41	36	76	72	68	139
All schools	39	38	77	50	48	97	89	85	174

37. Private schools often have erratic class level patterns; for example one unapproved school was found to offer pre-primary classes and primary 2, but no other primary class. Approved schools tend to have a more conventional pattern of class offerings, while decreasing numbers of private schools tend to offer the higher primary classes (table 8). This is often associated with the early years of operation, with schools starting small and expanding upwards.

Table 8: Percentage of schools offering each class level by approval status

	At least 1 pre-primary class	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6
Approved schools	100	100	96	100	100	89	19
Unapproved schools	100	93	93	80	73	60	13
All schools	100	98	95	93	90	78	17

38. There is a clear pattern however with regard to primary 6, with only seven sample schools offering this. 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. There is little difference between approved and unapproved schools with regard to this issue.

Teachers' characteristics

39. Approved sample schools have around one and a half times as many teachers as unapproved schools, and teachers are paid significantly more at approved schools; however even approved school pay is far below the minimum wage of N18,000 per month⁷ (table 9). There is little difference between approved and unapproved schools in terms of the proportion of female teachers, their ages, and even their attendance.

Table 9: Selected characteristics of private school teachers

	Mean number of teachers	% female	Mean age in years	% present on day of visit	Mean monthly salary in Naira
Approved schools	10	63	29	89	5,980
Unapproved schools	6	63	27	92	3,983
All schools	9	63	27	91	5,249

40. Private schools tend to have favourable pupil-teacher ratios (PTR), and there is little difference by approval status; the overall PTR is 19. Private school PTRs are usually lower than those of government schools; however in the case of Kwara State this relationship is reversed, with public primary schools having a mean PTR of 17 (Kwara State Government 2011)⁸.

⁷ It should be noted that the minimum wage was raised to this level in early 2011; however private school wages are considerably below even the old minimum wage of N7,500 per month that was in force hitherto.

⁸ This mean PTR for the state masks serious inequality between LGAs, with remote, rural areas facing serious problems attracting teachers. Baruten LGA's PTR is 30, while that for urban Ilorin West is 22 and that of

41. Private school teachers tend not to be very experienced, however only proxy information on experience is available, as proprietors are only able to report on how long the teacher has been in service at their own school. While mean teacher numbers appear sufficient, 12 percent of schools report having to use multigrade teaching, with as many as 20% of unapproved schools doing so. Twenty-two percent of schools have 3-6 teachers, when a primary school with pre-primary should have between 7 and 9 teachers, depending on how many pre-primary classes there are. However, as noted above, some schools do not run primary classes 5 and 6, and so may require fewer teachers.

Table 10: Teachers' qualifications, in-service training and experience at private schools

	% teachers qualified	% up to secondary school certificate	Mean minimum years experience	Mean pupils per teacher	% of schools using multigrade teaching
Approved schools	64	15	3	18	8
Unapproved schools	54	31	2.7	19	20
All schools	62	19	2.9	19	12

42. All low cost schools have a large proportion of unqualified teachers (table 10), with this proportion being somewhat larger in unapproved schools. Twice as many unapproved school teachers as approved school teachers have only secondary school level education. Most schools purport to offer their teachers some form of in-service training, although the description of this was often vague. No training in multi-grade methods is provided at any school.

School facilities

43. The majority of schools are accommodated in purpose-built buildings, however over half of unapproved and over one third of approved school buildings are in very poor condition, essentially unfit to be used. Twenty percent of schools operate in residential houses or flats not designed to be schools, while another 10% use village-style mud-built buildings (table 11). The mean number of classrooms does not differ substantially by approval status, and considering that most schools do not run primary 6 there are generally sufficient rooms; only 7% of schools (two approved schools and 1 unapproved school) have only one large room in which to operate.

Ifelodun is only 10 (Kwara State Government 2011). This inequality is mirrored somewhat in private PTRs, with Baruten having a mean of 27, and 18 and 17 for Ilorin West and Ifelodun, respectively.

Table 11: School buildings and facilities

	% proper, purpose-built building	% facilities described as 'very poor'	Mean number of usable classrooms	% with toilets for students	% with water source	% with electricity connection
Approved schools	89	35	8	69	73	42
Unapproved schools	53	53	6	60	60	27
All schools	76	42	7	66	68	37

44. Most schools had ample outdoor space where children could play, whether or not that space actually belonged to the school. The majority of schools have toilet and water facilities, setting them apart from government schools. Despite their (usually) smaller, lower-standard buildings, these extremely important facilities are usually present. Electricity is less common (and arguably less necessary) in schools: the running of generators is too costly to be worthwhile, and the frequency of availability of mains electricity is too low to warrant investment in the necessary wiring. Some areas, particularly in rural districts, were not served by mains electricity.
45. One school in Baruten had no building at all, holding class in various locations scattered around the village; a few classes operating in a small church room, a few more in other borrowed rooms elsewhere, while the smallest children were taught under a tree in the centre of the village. Despite this entire lack of facilities of any kind, parents viewed the quality of teaching to be better than that available at the public school accommodated in a large, reasonably maintained building in the centre of the village.

The key challenges faced by private school proprietors

46. Most proprietors will state that running a private school is highly challenging, and table 12 sets out what the main difficulties were stated to be. Finance is a serious issue, which is related to (and largely caused by) the third most common challenge, difficulty in getting parents to pay fees on time. The majority of private schools cater to the less well-off, which means that clients often struggle to pay the fees, often resulting in late and partial payments. For the most part proprietors have no choice but to accept piecemeal payment (but usually expecting full payment in due course), meaning that cash flow is erratic.
47. Other schools reported that the socioeconomic background of the pupils was their biggest challenge; they asserted that uneducated parents are less supportive of their children's education (or less aware of how to be supportive). Many parents do not buy the requisite number of books required and when books are lost or spoilt, will not replace them; indeed

some parents buy exercise books and pencils only. Due to this more challenging background, these children are considered more difficult to teach. Other challenges included the school's physical environment, particularly where operating in urban slums; difficulties in finding teachers in rural areas; conflict with the government and lastly transportation.

Table 12: The main challenges facing school proprietors

	Finance	Pupils' socio-economic background	Irregular fee payment	The school environment	Difficult to find teachers in rural areas	Conflict with government	Transport
Approved schools	15	8	3	1	2	0	1
Unapproved schools	6	6	3	3	0	1	0
All schools	21	14	6	4	2	1	1

School finance

48. Table 12 has illustrated that the key challenge for school is finance, which is underlined by only 20% of schools managing to access credit for school development (4 approved and 4 unapproved schools). The majority (58% of approved and 67% of unapproved schools) had never tried to get a loan, mostly because of a lack of opportunity or availability. Where schools did get credit for school development, in two cases the term was 3 months and another two had terms of 6 months, the rest were mostly one or two year terms. Interest rates were also high, at a minimum of 5.5% per month. The main reason for not accessing credit for 29% of proprietors was that they would not be able to afford to repay a loan if one were available, a problem linked back to the issue of irregular (and low) fee income.

49. Nigerian banks have traditionally been focused on the oil and gas sector, under-serving small clients. Part of this narrow focus is a result of high levels of identity and financial fraud in Nigeria, and because, even where collateral is connected to a loan, systems for debt recovery are extremely weak, leading banks to be overly cautious and even punitive in their lending practices (interview, Modupe Ladipo of DFID's finance programme, Enhancing Financial Innovation and Access, January 2011). In this context microfinance banks and informal sector private money lenders are the only options available to low cost private school proprietors, and these charge very high interest for short-term loans unsuitable for capital investment in schools.

Teachers and teaching quality

50. While two proprietors stated that finding teachers in a rural area is the most challenging aspect of running a private school, it is of interest that no proprietor reported teacher quality-related issues as their main challenge and as many as 49% reported that they have no problems

at all with their teachers. Interestingly, 73% of unapproved school proprietors reported no teacher-related problems whatsoever; while 65% of approved school proprietors reported that they did have a range of different problems with their staff.

51. The most common issue reported was that teachers tend to complain about low pay, in 31% and 13% of cases at approved and unapproved schools respectively. Lateness is the second most common problem, complained of almost exclusively at approved schools. There were small numbers of complaints regarding a range of other issues, such as excessive corporal punishment used on children (3 reports), lack of commitment to the job and unwillingness to learn and work hard (5 reports), absenteeism (3 reports), teachers' need for constant supervision (2 reports), high turnover of teachers (4 reports), teachers leaving employment without notice (2 reports). There were single reports of qualified teachers being unaffordable; teachers not wanting to teach their less favoured subjects; and teachers keeping records poorly.
52. Despite most complaints being more management-related, proprietors reported that they do provide training to improve teaching quality in 66% of cases. Unexpectedly, no training provision is slightly more common at approved schools (35% of cases) as compared to 33% of unapproved school. Proprietors often described training in terms that indicate that this may be fairly substantial, particularly in comparison to Lagos schools (see Härmä 2011b); 32% described hiring external trainers to come to the school to deliver seminars on teaching methods, while 13% of proprietors reported sending teachers on actual training courses. Fifteen percent of schools send their teachers to seminars held by a textbook publishing company, while at 20% of schools the 'training' on offer consists of the usual orientation and instruction from the head teacher or proprietor. Only 7% of proprietors reported that their private school association offered training.

Government-private sector interaction

53. During previous meetings with association members and representatives it has been stated that schools feel aggrieved by government attitudes and actions with regard to private education (Härmä 2010). For this reason proprietors were asked how they felt about the government and about interacting with government. In fully 46% of cases it was reported that the relationship with government was cordial, and that there were no problems, whereas another 15% of proprietors reported that they have no interaction with government and so therefore have no feelings on the subject. Seventeen percent reported that as they are approved schools they have no apprehension regarding government.
54. Only 24% of proprietors reported negative views; that government are only interested in taxing schools, closing them down, and that their approval requirements are too impossibly high to attain. It is likely that many schools are unreachable by government due to their remote locations, while those that are more accessible are simply untouched due to weak government

capacity to reach all schools, and because systems of dealing with private schools are in transition at the present time⁹.

55. To help schools deal with perceived threats of various types, and to help schools learn from one another the trend towards private school association membership has developed in Kwara, however not to the same extent as in Lagos. The National Association of Proprietors of Private Schools (NAPPS) is essentially the only association specifically for private schools, while there are sub-groups of similar schools within the wider association and also other, often religious associations that schools can belong to (table 13).

Table 13: Percentage distribution of reported benefits from association membership

	No benefits	Communication with and protection from government	Mutual support and protection	Teacher training and other support
All schools	24	17	12	10

The low-fee private school business model

56. Low cost schools are small and charge low fees, because their client base consists of low-income families. The context in which they exist dictates the fee level, while there can be some variation within a given context according to the age and reputation of the school, and the nature of the work of target clients is often informal and irregular. Client families tend to appear relatively poor, meaning that their scarce resources are stretched for many different purposes and when unexpected expenses occur, parents often fail to pay school fees. Schools' cash flow is therefore unpredictable, and schools have little leverage with parents who can always withdraw a child to enrol elsewhere.
57. Schools are collectively developing coping mechanisms: it was reported that many schools at the current time will not enrol a new student without a letter from the previous school stating that there are no outstanding debts. However it is unlikely that all schools will do this as some, especially new schools, need to attract new clients in order to grow and to project an image of popularity and desirability.
58. Erratic cash flow for schools leads to difficulties in meeting financial obligations, the largest being teachers' monthly salaries; regular difficulties paying salaries was reported at 19 percent of approved schools and 33 percent of unapproved. By extension the business model could lead to difficulties repaying a standard loan¹⁰. Low-cost schools are often started by individuals who

⁹ The government's approach to the private school sector should become clear once the new state administration has become established; however the previous Commissioner's position paper on private education is referred to in official policy soon to be enshrined in law (Härmä 2010).

¹⁰ It is possible that lending institutions could design products specifically tailored to schools' needs, with repayment tied to actual cash flow, and with a bank having a lien over the school's bank account.

are largely unaware of formal school management procedures, and do not have the necessary skills to draw up business plans and to keep proper school records and accounts. The majority (62%) of approved schools but only 20% of unapproved schools reported keeping proper accounts ledgers¹¹, while a further 35% and 47% of approved and unapproved schools reported at least writing down what money comes in and goes out of the school.

The household survey: parental perceptions and school choice

Family background

59. A total of 164 families were sampled for the household survey on perceptions of schooling sectors and reasons for private school choice. Households have an average of 6.5 members currently resident, living in accommodation consisting of a mean of 4 rooms (or median of 3 rooms); 66% of households have toilets and 90% reported having some sort of power source, however 43% of these rely solely on mains supply. One third of households appeared to the respective researcher to be poor or very poor, while 18% appeared to be moderate to well-off (relative to the context). Half of all households owned their homes with a further 29% renting long term. Only 21% of families reported themselves to be living in poverty. However in many cases it appeared that they simply did not want to admit to poverty, or that the abiding local conditions were such that their living situations were highly similar to their peers'. Most households had only a very basic list of assets, with many having very few possessions of any kind¹².
60. In terms of household occupation, there is usually more than one earner, with petty trading being by far the most common occupation, followed by government (civil service) employment and skilled work (table 14). It should be highlighted that sample families are not representative of the wider population of Kwara families: while several families also had children in government school, all sample families were private school users, meaning that the sample is likely to be more affluent (to some degree) than the wider population as a whole.

Table 14: Percentage of households with an earner in specific types of work

	Petty trading	Civil servant	Skilled worker	Small business	Farmer	Unskilled worker
% households	74	43	43	26	12	10

¹¹ Accounts ledgers/notebooks were not inspected.

¹² A full list of assets was recorded at each household.

Perceptions of private and government sectors

61. Parental perception of government school quality is instrumental in choosing private education. The most commonly held belief amongst respondents about government schools is that teachers simply do not teach and are insincere (43% of parents reported this view). Another 24% stated that government schools are overcrowded, 23% feel that these schools have bad facilities and 22% reported overall that schools provide a poor quality of education. Small numbers of parents reported each of the following issues: that there are no teaching aids, books or healthcare facilities at the school (further reinforcing the poor facilities already noted); that teachers are not well-trained and that there are insufficient teachers; that teachers are appointed politically and often go out on strike leading to long school closures; that they do not keep discipline, and there is no proper inspection of schools which has led directly to the decline of government education through lack of accountability. Lastly, and perhaps most remarkably, instances of teachers taking children away from school to go and work on their own farms were also reported.
62. Perceptions of government schools were mixed however, with 22% of guardians believing that government schools provide a good quality of education¹³. Another 15% felt that government schools were at least of a semi-good or middling quality. While presumably all parents felt that government schools are affordable, 25% specifically mentioned this aspect.
63. Despite the generally dim view of government schools, 39% of parents felt that they had improved over the last ten years, while 30% felt they had declined in quality. When asked if they would ever consider sending their children to government school 39% stated that they would if the quality improved, while 21% said that they already were sending some children there (although this is often due to financial constraint or because there is no available private school at the particular child's current class level). Thirty-six percent stated that they would not under any circumstances consider sending a child to government school. One father stated that he would take his children to work with him in the field and save his money rather than waste it by paying for his children to go to government school.
64. By way of contrast, parents' general view of private schools was much more positive. The most commonly held view was that they offer a good quality of education (70% of respondents) while another 15% felt that their quality was semi-good. A small majority of 53% of parents specifically mentioned that the schools are affordable. Another 15% mentioned their closeness to home as being significant. Several other factors were mentioned variously by different parents: that private schools have good facilities and that they keep (longer) hours that are helpful to working parents; that strict discipline is kept at schools, that they offer a safe environment for children, who are taken better care of by teachers, and in small class sizes. It

¹³ However several of these parents were teachers in government schools who nevertheless chose to send their children to private schools.

was also specifically mentioned that private school teachers do not go out on strike, and that *naturally children learn faster in these schools because the parents pay fees.*

65. The most common negative perception of private schools was that they have poor quality facilities (19% reported this), while another 14% of parents reported that the schools are very expensive, with fees that were only barely manageable. Only 4% felt they offer a poor quality of education. Despite any negative feelings, 63% of parents reported being very satisfied while another 29% were satisfied with their chosen private school. Only 2% were dissatisfied.

School choice and market competition

66. Despite low levels of education amongst parents, there was keen awareness of the competitive nature of the education 'market'. An overwhelming 92% of parents expressed the view that having many private schools in their area and having a choice between schools is a good thing. Those living in villages with only one government and one private school to choose from expressed this by saying that, it *would be good to have more* private schools available. However of interest is that from a sample of private school-using families, only 75% expressed an overall, general preference for private schools (51% preferring private secular schools and 24% preferring private religious schools). Seventeen percent of respondents stated that government schools were their preferred type, supplying various reasons for not sending their children to such schools¹⁴. Another 4% stated that they had no preference as to schooling sector, but rather judged based on quality alone, however all of these families were in practice choosing private school, meaning that the preference for private school is in effect felt by 79% of the sample.
67. Parents perceived that private schools must compete and offer something worth paying for in order to attract 'clients'. During focus group discussions (FGDs) respondents stated that schools actively compete for their attention by offering different types of teaching (for example the 'play way' method), by competing on price, by going to households to try to talk parents into trying their school, and through offering superficial incentives such as giving children biscuits during the school day. Schools also compete through their end of year party and several parents stated that their children asked to change schools as a result of having attended a more elaborate school function at another school.
68. FGD participants showed great awareness of market competition between schools, and explained how they used their leverage with schools in order to gain a reprieve regarding their previously agreed fee payments or to negotiate a lower fee. Several respondents during

¹⁴ Several of these parents were teachers in government schools, indicating that their stated preference must be treated with caution; some stated that their spouses insisted on private schools. In addition some families were found to give contradictory reasons such as that government schools are too expensive. Such parents could not be persuaded that logic and simple arithmetic did not support such an assertion and it proved impossible to get to the motivation for stating a preference at variance with their own choice, freely made.

interviews also showed a keen awareness, unprompted and unasked, of the link between the payment of fees and the imperative for private schools to out-perform government schools: schools' direct accountability to the parent in a context of market competition. The inter-sector competition effect is considered to work one-way: respondents were clear that government school teachers could act in whatever way they wished as there is no accountability to the parent or the community¹⁵ while private schools must compete against each other (in urban areas) and must keep standards above the local government school's (in urban and rural areas).

69. When asked about what was good about the specific private school that their child was attending, the overwhelming reply (in 84% of cases) was that the school offers good teaching, and that their children are therefore learning well (26% reported this). There were several different responses surrounding the teachers, with 23% stating that the teachers were hard working, that they do not go on strike (21%), and that they keep firm discipline in the school (25%). Good religious teaching was also prized by parents, with 19% reporting that the school provides this; more than the 17% that stated that the school provides good English teaching. Forty percent of parents stated that the school takes good care of their pupils and provides a safe environment; the contrast being with government schools that would send even the smallest children outside, possibly to the fields or the bush, to use the 'toilet'. These positive factors were reinforced during FGDs where parents stated that private schools tend to take more care of each child (and particularly small children) and will enquire with the family if the child is missing school.
70. Table 15 details the reason for choosing the selected school for every primary school-going child in the family; there were a total of 24 children attending government schools and 268 attending private schools. This shows that the most common reason for choosing a private school is the quality of instruction while affordability is the most influential reason for choosing a government school.

Table 15: % households citing each reason for choosing the specific school the child is enrolled in

	School quality	Closeness to home	Affordability	Recommendation	Far from home ¹⁶	Other	Total
Government	21	21	38	4	8	8	100
Private	64	12	3	8	7	6	100

¹⁵ It was asserted during the Ilorin FGD that the accountability of government school teachers had decreased further since the introduction of electronic salary payments in 2009. Respondents stated that in the past the head teacher could at least delay salary payments to teachers in cases of poor performance or absenteeism, but that now teachers know that they will receive their salaries automatically irrespective of the head teacher's opinion, thereby eroding a thin layer of accountability that they believed to have existed previously.

¹⁶ Some parents felt that it was better for the child to go to school far from home because it would mean fewer home-related distractions during the school day; i.e. once the child is at school for the day the child would not be expected at home again until the end of the day.

71. Despite the general view that private schools are better than government schools (and it appears through the researchers' observations of schools that positive opinions of these schools should largely be viewed as being in relation to failing government schools), an overwhelming 97% of families stated that their private school needs to improve.

Table 16: Percentage distribution of parental understanding of schools' approval status

Did not know	Said 'approved' correctly	Said 'unapproved' correctly	Said 'approved' incorrectly	Said 'not approved' incorrectly
24	48	8	16	4

72. In terms of the school's approval status, 90% of respondents claimed to know that schools should be government-approved in order to function. When asked if approval status was important to them in relation to their child's education, 76% of parents stated that it was indeed important. However there are significant gaps in parents' knowledge on their child's school's approval status. Table 16 illustrates that nearly one quarter of parents did not know whether their child's school was approved or not. Sixty-four percent thought that the school was approved while only under half were correct in thinking so (based on schools' approval status as reported to researchers). The reports from schools may need to be treated with some caution: some head teachers at a new branch of an existing school thought that the school was approved because the 'mother' school was approved. However it is required that each branch or new location of any school must apply for its own separate approval status.

Equity in access to private education

Affordability, concessions and fee-free places

73. In terms of school choice for all children in the household (as opposed to only the one sampled child), 72% said they do not have to make any choices between various children within the household due to an inability to access the preferred school type for all children. However guardians reported that they do send some of their children to government school (17%) or a cheaper private school (6%) because they cannot afford all of their children in their preferred (private) school. Another 6% of guardians did not have to make any choices between children as there was only one school aged child in the family.

Table 17: Concessionary places offered at schools (as reported by proprietors/head teachers)

	Mean enrolment	Mean number concessionary places	Concessionary places as % of total enrolment	% schools not offering these
Approved schools	194	5	2.6	40
Unapproved schools	139	5	3.6	47
All schools	174	5	2.9	43

74. In terms of affordability, only 9% of families stated that they had ever asked for a concession or fee waiver at a private school, which may be symptomatic of parents feeling that they could not ask. Alternatively it could be that parents strategised that it may be better to force the issue by choosing to enrol the child (implying that they fully intend to pay the full costs) and then failing to pay the full amount. This was reported in 3% of cases but this may be happening more frequently, particularly considering proprietors' responses and parental views expressed during FGDs. In only 4% of cases did parents report receiving a requested discount or waiver, equating to only an average of 5 concessionary places per school (table 17).

75. The most common accommodation of parents' financial difficulties is in the proprietors' willingness to take fees in as many instalments as the parent needs, and even accepting fees after the end of the school term. However in most cases it appears that parents must eventually pay the full amount, except where they withdraw the child, often intentionally to avoid paying the balance. This was reported in FGDs to happen not infrequently.

School fees, total costs and the minimum wage

76. Tables 18 and 19 show the differences between the school fee for one year, as compared to the *fee plus all other direct costs*, as reported by proprietors and by parents. The school fee as reported by schools and households is remarkably (and encouragingly) similar. Interestingly parents reported paying N465 less per year at approved schools than the schools claimed to charge parents¹⁷.

77. However there is found to be far greater divergence between what parents say they spend on other direct costs, and what schools say parents would need to spend. This includes other fees paid to the school and costs paid elsewhere: books, stationery, uniform, exam fees, PTA fees and any other costs. The overall costs as reported by schools represent only 63% of the cost as reported by households; disaggregated by approval status it is 61% for approved schools and 73% for unapproved schools. This discrepancy between schools' and households' reports is common. If we consider the proportion of the Nigerian minimum wage (both before and after

¹⁷ It is more usual to find schools under-reporting costs.

the recent increase from N7,500 to N18,000 per month) required to send a child to private school in Kwara State, the proportions are large at both wage levels. In order to send one child it represents 21% (or 9% after the increase) of household income to educate one child, when it is more usual for poorer families to dedicate between 5 and 10% of total household expenditure to education for all children in the household (Lewin 2007), and it is generally only very young families that have only one child in education.

78. In Kwara state the termly fee makes up a relatively small part of the total costs; as reported by schools the fees make up 57% in the case of approved schools and 59% in the case of unapproved schools. When taking households' reports, these percentages are only 33 and 43 for approved and unapproved schools respectively. Approved schools are on average 1.5 times (as reported by schools) to 1.8 times (as reported by households) more expensive than unapproved schools, meaning that unapproved schools, which may be of lesser quality overall, are the most likely to be accessed by poor populations.

Table 18: School costs as reported by proprietors and as a percentage of household expenditure

	Mean yearly fee in Naira*	Mean total cost in Naira*	% old minimum wage N7500/ month	% revised minimum wage N18000/ month
Approved schools	7,946	13,834	15.4	6.4
Unapproved schools	5,340	9,093	10.1	4.2
All schools	6,993	12,100	13.4	5.6

* As reported by proprietors/head teachers

Table 19: School costs as reported by households and as a percentage of household expenditure

	Mean yearly fee in Naira*	Mean total cost in Naira*	% old minimum wage N7500/ month	% revised minimum wage N18000/ month
Approved schools	7,481	22,564	25.1	10.5
Unapproved schools	5,370	12,469	13.9	5.8
All schools	6,787	19,222	21.4	8.9

*as reported by parents/guardians

Equity implications

79. There are equity implications to reliance on private schools; in rural areas it appears that market competition between private providers (which is purported to benefit consumers) is not possible due to lack of population density, and even in urban areas where many schools can thrive, affordability is still an issue (as also in rural areas). During FGDs parents unequivocally stated that there are many families in their communities, both urban and rural, that could not afford private schools, and it was stated that there are still many out of school children.
80. Parents also expressed clearly that they do not have any preference for private schools in principle, and it was stated during FGDs that ‘if public schools can manage to improve, then private schools will die a natural death’, this assertion gaining general agreement from the group. It was stated that no one would want to send their child to private schools if government schools were of an acceptable quality, but this claim was probed further. It was asked whether, as people want a better make of car or a nicer house in order to show off their prosperity, parents might want to use private schools as a status symbol. FGD participants stated unequivocally that this is not the case, and that communities would be happier with functioning government school. Positive perceptions of school choice and the private sector appear to be firmly rooted in the current context of government school failure.
81. Private education appears to benefit those able to pay, in areas where population density is sufficient to support private schools. In rural areas there is very limited upward pressure on quality as schools’ only competition is with government schools. The majority of rural villages found during the study are entirely un-served by private schools; many hours were spent driving through such villages where private schools were unheard of; indeed several times people directed us to the village government school through lack of comprehension of the distinction between school sectors.
82. In terms of gender equity, encouragingly 49% of enrolments in private schools were girls (table 20), meeting internationally accepted standards for gender parity. It appears then that the existence of private schools is not exacerbating any gender discrimination within society or families, and that the main equity concern is socioeconomic and geographical.

Table 20: Percentage of girls in total school enrolment by school situation and approval status

	Approved schools	Unapproved schools	All schools
% girls	49	49	49

Conclusions

83. This study has explored private education for the poor and why parents choose to pay for it, and a familiar picture largely consistent with other state and national contexts emerges. Parents choose these schools because they perceive that government schools are of poor quality and awareness of the importance of education is now widespread. Parents therefore pay whatever they can afford to spend, in the hope of accessing a better quality of education for their children. But there are reportedly many families in the vicinities of private schools who cannot afford to pay, and even many children who are entirely out of school. In addition, the majority of rural communities visited in the search for private schools were found to be served only by government schools. There is therefore socioeconomic and geographic inequity in access to these schools that are perceived to be of better quality, while there is essentially no gender inequity. The poor and those in remote communities are therefore the most likely to be left behind.
84. The Kwara private school market is more settled and much slower-growing than in Lagos (see Härmä 2011a). Growth has been very slow in terms of the extent of unserved areas, but has picked up in pace somewhat over the last decade. It is likely that the trend will continue to spread, however it would take many years for there to be fairly even coverage of private schools across the state, and it is doubtful that many small rural communities could support even one private school. There is a thriving private school market in urban areas in the state and particularly in the capital, Ilorin. But in the absence of any government or donor interventions inequality in access will continue.
85. Despite relatively slow growth, there are many schools, and many that are not included in the government school list of 951 schools or in Annual School Census data. Based on the proportion of unlisted schools found during this study, there may in reality be up to 2,400 schools, although the density of schools in certain urban areas may upwardly bias this estimate. However, at an overall state average enrolment of 174 pupils per school, 2,400 schools would be serving up to 417,600 pupils, or 52% of all enrolments (pre-primary through secondary). The 2010-2011 school census recorded only 157,327 total private enrolments in the state. These estimates must be treated with caution as they are based on a small sample size, and because urban Ilorin's data will likely have introduced an upward bias, although there are several other urban centres in the state with relatively large numbers of private schools.
86. The challenges facing private school proprietors are similar to those reported in Lagos (Härmä 2011b). However interference from government came out far less strongly as an issue for these schools. A small majority of schools are already government approved, and it appears that there is minimal harassment and interference in school management by government representatives. The official government school list was found to be far from comprehensive, and a concerted effort is needed by the government to list all existing private schools and ensure that they are included in the Annual School Census.

87. As in Lagos the main challenge for proprietors is school finance; access to credit is extremely difficult (or almost impossible) and the repayment term is too short to be of much use for school infrastructure development. As with all low-cost private schools, the target clientele consists of relatively poor families whose living comes from irregular, informal sector work and unskilled casual labour. This means that their own irregular income is passed on to schools in the form of irregular and extremely unpredictable fee income. Such unpredictable cash flow makes it difficult for schools to meet financial commitments the first of which is the need to pay teachers' salaries. It is extremely difficult then to save for and invest in school development.
88. In terms of the quality of schools (discussed here only through proxies and perceptions), the infrastructure varies greatly with many extremely sub-standard buildings. Only 62% of teachers are qualified, with nearly one fifth having only secondary school education. However these factors do not seem to deter parents, who even tend to choose private schools where the buildings are much worse than at the local government school (at least one school had no building at all). It appears that the appeal of private schools continues to be in their teachers' greater proportion of time on task and that children appear to be learning more, despite teachers being technically poorly qualified. This came out strongly through focus group discussions, where parents reported being able to clearly see the difference, in their local communities, between government and private school children in terms of learning.
89. Private schools in Kwara state appear to be filling a gap in terms of quality, with children reportedly learning more, at least of the basics, in these schools. However they do not appear to be filling a provision or access (using the simplest meaning of the word) gap. In this context they appear to be a direct response to the low quality of government education; public school coverage is not so much an issue in the sample areas, in contrast to the prevailing situation in Lagos (Härmä 2011b). The quality of the government schools must continue to be addressed as this is the sole provider for most rural areas and for the poorest families across the state.

Annex 1: The fieldwork instruments¹⁸

A1.1 School list template

Name _____ LGA _____ Ward _____ Page Number _____

S/N	School Name	Address	Contact Person, & position	Phone number	Levels 1-Nurs 2-PRY 3-JSS 4-SSS	On sch list? Y/N	School type & notes 1-Regular private school 2-Regular -Mission 3-Islamiyya primary, with secular curriculum 4-Qur'anic, religion only; 5-Vocational; 6-Community

¹⁸ In all three fieldwork instruments some answer spaces have been reduced or edited out for presentation here, and formatting may be slightly different.

A1.2 Household questionnaire

Questionnaire number _____ Interviewer initials _____ Date of interview _____ Ward _____ LGA _____

HOUSEHOLD ROSTER Name of interviewee _____ Household member number from below table _____

Details of all members of the household (include those that are permanent residents there, exclude those that have moved away):

Members of household – enter names below, continue on back of page of necessary	Sex 1=M 2=F	Age	Relation to household head	Occupation USE CODES or write details if 'other'	In education NOW? >>>> 1=yes 2=no	if yes , type? 1=public 2=private	Highest/ current level of education
Member 1 Head of Household			HH Head				
Member 2							
Member 3							
Member 4							
Member 5							
Member 6							
Member 7							
Member 8							
Member 9							
Member 10							
Member 11							
Member 12							
Member 13							
Member 14							
Member 15							
Member 16							

Codes relation to head: 1=husband 2=wife 3=mother 4=father 5=brother 6=sister 7=cousin 8=aunt 9=uncle 10=son 11=daughter 12=niece 13=nephew

14=granddaughter 15=grandson 16=other [add 'a' if 'in law']

Codes occupation: 1= trader/vender 2=unskilled labourer 3=small business owner 4=skilled worker 5=office/bank worker 6=civil servant 7=farmer 8=housewife 9=unemployed 10=retired 11=nursery pupil 12=primary pupil 13=JSS pupil 14=SSS pupil 15=tertiary student 16=vocational student 17=infant &/or in KG/creche 18=other

Codes education level: 0=none; 1-6=PRY classes; 7-9= JSS years 1-3; 10-12= SSS years 1-3; 13=currently tertiary student; 14=graduate (degree); 15=doing post-grad; 16=complete post-grad; 17=technical training; 18=KG (any class); 19=Nursery classes (any class)

A. costs - all primary school children in the household

A.1	Child name				
A.2	School name				
A.3	Has child changed from government school to private school – OR – private to government? 1=yes 2=no If no, skip to A.5				
A.4	If yes, what was reason? 1=search for better quality teaching 2=distance 3=over-crowding 4=cost too much 5= (write in details)				
A.5	How did you choose specific school? 1=quality of teaching/learning 2=closeness to home 3=affordability 4=only school in walking distance 5=recommendation from trusted person 6=other (write in details)				
A.6	Reasons for educating each child 1=get good job 2=set up own small business 3=all children get educated these days 4=child will marry well 5=other (write in details)				
A.7	What level of education do you want child to reach? (write in number of years)				
A.8	How many days has child been absent in last 4 weeks?				

B. PERCEPTIONS OF EDUCATION AND SCHOOL YOUR CHILD ATTENDS (sample school)

B.1	What do you consider a good school to be? Tick all that apply.	☐ 1 Delivers good teaching ☐ 2 Children learn very much ☐ 3 Qualified/trained teachers ☐ 4 Motivated teachers that turn up and work ☐ 5 Low fees ☐ 6 Small class sizes ☐ 7 English – teachers teach IN ENGLISH ☐ 8 English – taught well AS A SUBJECT ☐ 9 Gives lots of homework ☐ 10 Firm discipline ☐ 11 Has good facilities/infrastructure ☐ 12 Good computer room and IT teaching ☐ 13 Vocational training ☐ 14 Relevant curriculum ☐ 15 Religion in school ☐ 16 Care for children/ safe environment ☐ 17 Other _____
B.2	How satisfied are you with _____ [sample] school? READ OPTIONS TO RESPONDENT Tick 1.	☐ 1 Very satisfied ☐ 2 Satisfied ☐ 3 Indifferent – it's just ok ☐ 4 Slightly dissatisfied ☐ 5 Dissatisfied ☐ 6 I don't know
B.3	What is good about the school? Tick all that apply.	☐ 1 Good teaching/learning ☐ 2 Teachers attend, work hard ☐ 3 Teachers do not go on strike ☐ 4 Good discipline ☐ 5 Lots of homework is given ☐ 6 Children are learning a lot ☐ 7 Good building/infrastructure ☐ 8 Care for children/ safe environment ☐ 9 Close to home ☐ 10 English – teachers teach IN ENGLISH ☐ 11 English – taught well AS A SUBJECT ☐ 12 Teaches in local language ☐ 13 I don't know
B.4	What problems are there with the school? Tick all that apply.	☐ 1 Not enough teachers ☐ 2 Poorly qualified teachers ☐ 3 De-motivated teachers ☐ 4 Poor English instruction ☐ 5 Too much corporal punishment ☐ 6 Not enough punishment/discipline ☐ 7 School keeps irregular hours ☐ 8 Poor infrastructure/environment ☐ 9 Not government approved ☐ 10 Too expensive ☐ 11 Child not learning enough ☐ 12 Not enough care taken of children ☐ 13 No/insufficient religious teaching ☐ 14 No problems at all ☐ 15 I don't know

B.5	Is it important to have good facilities and infrastructure, or is quality of teaching more important? Tick 1.	☐ 1 Yes, infrastructure is always important ☐ 2 Quality teaching is most important, facilities 2nd ☐ 3 Quality teaching and infrastructure equally important ☐ 4 Infrastructure doesn't really matter ☐ 5 I don't know
B.6	How much do you think your children are learning? Tick 1.	☐ 1 Learning very much ☐ 2 Learning just enough ☐ 3 Not learning enough ☐ 4 Not learning at all ☐ 5 I don't know
B.7	Do you know if your child's school's teachers are qualified and formally trained as teachers? Tick 1.	☐ 1 Yes, I know they are qualified ☐ 2 Yes, I think they are qualified ☐ 3 Yes, I know they are NOT qualified ☐ 4 Yes, I think they are NOT qualified ☐ 5 I don't know
B.8	Is it important to have qualified and trained teachers? Tick 1.	☐ 1 Yes, formal qualifications very important ☐ 2 No, as long as teachers are hard working ☐ 3 I don't know
B.9	What type of interaction do you have with the school? Tick all that apply	☐ 1 Regular, when taking kids to school ☐ 2 Formal meetings with head teacher ☐ 3 Spontaneous meetings with head teacher ☐ 4 PTA meetings ☐ 5 Never or very rarely ☐ 6 School calls when child not doing well ☐ 7 Other _____
B.10	Does the school listen to your concerns/comments /suggestions? Tick 1.	☐ 1 Yes, they engage with parents & respond ☐ 2 They listen, but there is no change ☐ 3 They don't really listen to our concerns ☐ 4 They refuse to hear us at all ☐ 5 I don't know, I've never tried to suggest

C. SCHOOL CHOICE – SCHOOLS AVAILABLE TO YOU, AND AFFORDABILITY OF SCHOOLS

C.1	What school types do you know about in your community? READ OPTIONS OUT TO RESPONDENT Tick all that apply.	☐ 1 Government school ☐ 2 Community school ☐ 3 Private – Secular ☐ 4 Private – Religious ☐ 5 I don't know
C.2	Which are close enough to your home that you would consider sending your child? Tick all that apply.	☐ 1 Government school ☐ 2 Community school ☐ 3 Private – Secular ☐ 4 Private – Religious ☐ 5 I don't know
C.3	What is your preferred school type (if all were equally available/close to you)? Tick 1.	☐ 1 Government school ☐ 2 Community school ☐ 3 Private – Secular ☐ 4 Private – Religious ☐ 5 No preferred type – quality of particular school is what counts ☐ 6 I don't know
C.4	Do you have to choose between children in your household because you can't afford all children at a private school or other good school? Tick all that apply.	☐ 1 Yes, we send some to public school ☐ 2 Yes, we send some to a cheaper private school ☐ 3 No, we don't make choices ☐ 4 N/A (1 primary aged child in HH)
C.5	If you are not sending any of your children to your preferred school type, why is this? Tick all that apply.	☐ 1 Cost – private school too expensive ☐ 2 None of preferred type available close enough ☐ 3 Other _____
C.6	Which of these schools could you afford/have a choice between? Tick all that apply.	☐ 1 Government school ☐ 2 Community school ☐ 3 Private – Secular ☐ 4 Private – Religious ☐ 5 I don't know
C.7	Have you ever asked for a concession/reduction/free place at a private school? Tick 1. If no , go to C.9	☐ 1 Yes, asked for reduced cost place ☐ 2 Yes, asked for full waiving of fees ☐ 3 No
C.8	If yes , what was result? Tick all that apply.	☐ 1 Received reduction in fees, agreed by proprietor ☐ 2 Received full fee waiver ☐ 3 Didn't agree to reduce, but then took what I paid (reduced amount) ☐ 4 Refused to take any lesser amount ☐ 5 Other _____
C.9	How do you perceive private schools in the area? Tick all that apply. DO NOT READ OPTIONS	☐ 1 Affordable ☐ 2 Expensive, but manageable ☐ 3 Too expensive; unaffordable ☐ 4 Good quality ☐ 5 Semi-good quality ☐ 6 Poor quality ☐ 7 Very bad quality ☐ 8 Good facilities ☐ 9 Bad facilities ☐ 10 Overcrowded

Study of private schools in Kwara State

		☐ 11 Too far from home ☐ 12 Close to home ☐ 13 Good hours of operation/late enough ☐ 14 I don't know
C.10	Have private school numbers in your area changed in the last ten years? Tick 1.	☐ 1 Many more; schools opening all the time ☐ 2 Some schools have opened ☐ 3 No change ☐ 4 Somewhat fewer private schools ☐ 5 Many fewer schools ☐ 6 I don't know
C.11	How do you feel about having many private schools in your area (whether or not there are now)? Tick 1.	☐ 1 It is a good thing – lots of choice ☐ 2 It would be a good thing to have choice ☐ 3 I don't like it – government schools should serve all ☐ 4 More schools opening is a bad thing for government schools. ☐ 5 I can't afford private; doesn't affect me ☐ 6 I don't know
C.12	How do you perceive government schools in the area? Tick all that apply.	☐ 1 Affordable ☐ 2 Expensive ☐ 3 Teachers do not teach/insincere ☐ 4 Good quality ☐ 5 Semi-good quality ☐ 6 Poor quality ☐ 7 Very bad quality ☐ 8 Good facilities ☐ 9 Bad facilities ☐ 10 Overcrowded ☐ 11 Too far from home ☐ 12 I don't know
C.13	Have government schools changed for better or worse in the last ten years? Tick 1.	☐ 1 Much better ☐ 2 Somewhat better ☐ 3 No change ☐ 4 Worse ☐ 5 Much worse ☐ 6 I don't know
C.14	Would you ever consider sending your child to government school? Tick 1. If yes, skip to C.16	☐ 1 Yes, if quality improved ☐ 2 No ☐ 3 I don't know
C.15	If no, why not? Tick all that apply.	☐ 1 Because children do not learn there ☐ 2 Because teachers do not teach ☐ 3 Because government schools are for the poor/ those who don't care ☐ 4 I don't know
C.16	Why do you think people want to run private schools? Tick all that apply.	☐ 1 To serve the community; schools needed in the community ☐ 2 For profit/to earn a living ☐ 3 For political influence ☐ 4 Other _____ ☐ 5 I don't know
C.17	Is your child's school government-approved. Tick 1.	☐ 1 Yes ☐ 2 No ☐ 3 I don't know

C.18	Do you know that private schools should be approved by government to function? Tick 1.	☐ 1 Yes, I knew that ☐ 2 No, I did not know that
C.19	Does approval status matter to you? Tick 1.	☐ 1 Yes ☐ 2 No ☐ 3 I was not even aware of this issue
C.20	Do you think your private school needs to improve? Tick 1. If no, skip to D.1	☐ 1 Yes ☐ 2 No ☐ 3 I don't know
C.21	If yes, what does the school need to improve? Tick all that apply.	☐ 1 The quality of teachers ☐ 2 Better trained/qualified teachers ☐ 3 Better buildings/facilities/infrastructure ☐ 4 Better furniture ☐ 5 More teachers (of any type - numbers) ☐ 6 Better textbooks ☐ 7 Better curriculum ☐ 8 More outside/play space ☐ 9 Safer environment ☐ 10 Sports ☐ 11 Other _____ ☐ 12 I don't know

D. SCHOOLING COSTS & AFFORDABILITY

D.1	Is it difficult to afford schooling? Tick 1.	☐ 1 Very difficult ☐ 2 Difficult ☐ 3 affordable ☐ 4 Very easily affordable
D.2	Have you ever been unable to meet the fees? Tick 1. If no, skip to D.4	☐ 1 Yes ☐ 2 No
D.3	If yes, what action did the school take? Tick all that apply.	☐ 1 Allowed child to stay, asked full payment by a certain date ☐ 2 Allowed child to stay, accepted what we could afford to pay (reduced amount) ☐ 3 Child sent home until paid in full ☐ 4 Child sent home until came with some money (reduced amount) ☐ 5 Child asked to leave school permanently ☐ 6 Other _____

D.4 Costs of sending private school children to school

MAKE SURE TO SPECIFY IF YEARLY / TERMLY / MONTHLY / DAILY

Child name				
School child is attending				
Class child is in				
Main school fee (tuition) per day/				

month/ term/ year (delete as needed)				
Registration per term/ year /once only at start (delete as needed)				
Examinations per term/ year (delete as needed)				
Afternoon classes per month/ term/ year (delete as needed)				
Development per month/ term/ year (delete as needed)				
PTA per month/ term/ year (delete as needed)				
Sports per month/ term/ year (delete as needed)				
Books Per term/ year (delete as needed)				
Stationary per term/ year (delete as needed)				
Books & stationary per term/ year (delete as needed)				
Uniform per term/ year (delete as needed)				
Transportation per month/ term/ year (delete as needed)				
TOTAL EXPENDITURE (if it cannot be broken down, circle the various items this total includes in rows above)				

E. FAMILY'S FINANCIAL SECURITY

E.1	Does the household have any savings? Tick 1.	☐ 1 Yes ☐ 2 No ☐ 3 I don't know
E.2	Does the household have any loans? Tick 1.	☐ 1 Yes ☐ 2 No ☐ 3 I don't know
E.3	Do you have to save money in any of these areas to pay for school? READ OPTIONS TO RESPONDENTS Tick all that apply.	☐ 1 Healthcare ☐ 2 Clothing ☐ 3 Food ☐ 4 Livelihood/business inputs ☐ 5 Social outings ☐ 6 Education of some children in household

		☐ 7 General running of household ☐ 8 Other _____
E.4	Financially, are you.... Read out list of 5 options Tick 1.	☐ 1 Well off ☐ 2 Comfortable/secure ☐ 3 Barely secure ☐ 4 Poor ☐ 5 Very poor ☐ 6 I don't know
E.5	Is your living... Read out list of 5 options Tick 1.	☐ 1 Very vulnerable/uncertain ☐ 2 Somewhat vulnerable/uncertain ☐ 3 Steady but moderate ☐ 4 Quite secure ☐ 5 Very secure, no problems

E.6 Details of earners in family – enter Naira per month (or other) in cells (or enter details of payment in kind)

Wage earner Enter name>	1	2	3	4	5	6
Office work						
Farming						
Small business						
Skilled labour						
Unskilled manual work						
Vending/ trading						
Other						

E.7	Do members of the household produce any of the household's food requirements? Tick 1.	☐ 1 Yes, year round ☐ 2 Yes, certain times of the year ☐ 3 No
E.8	Is your home... Tick 1.	☐ 1 Owned ☐ 2 Rented – long term, secure ☐ 3 Rented – long term, insecure ☐ 4 Rented – short term, insecure ☐ 5 Squatting – long term ☐ 6 Squatting – short term
E.9	How many people usually sleep in the house?	
E.10	How many rooms do you have in the house?	

E.11 What assets do you own (enter numbers, including 0 where none are owned)?**NOTE – be sensitive and do not mention items that it is obvious the family cannot own**

____ sewing machine ____ generator ____ motor bike ____ car ____ tractor ____ a/c ____ pieces solid furniture	____ large livestock ____ small livestock ____ kerosene lamp ____ kerosene stove ____ tools for farming/livelihood ____ TV ____ Radio
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F. Observations of the house

NOTE – OBSERVE DURING INTERVIEW AND FILL THIS IN AFTER LEAVING THE HOUSE. DON'T MAKE RESPONDENT UNCOMFORTABLE THROUGH TOO MUCH OBVIOUS LOOKING AT THEIR HOME. WRITE NOTES OVERLEAF.

Location:	☐ Urban	☐ Semi-urban	☐ Rural village	☐ Rural countryside	
Home is:	☐ Flat	☐ House	☐ Shared house	☐ Other (specify):	
Type of construction	☐ Slum	☐ Village (mud)	☐ Middle-quality urban	☐ Solid, modern (city type)	
Size of house	☐ Very small	☐ Small	☐ Medium	☐ Large	☐ Very large
Overcrowded?	☐ Yes	☐ Somewhat	☐ No		
Toilets	☐ None	☐ Water flush	☐ Pit	☐ Other (specify):	
Electricity connection	☐ Yes, NEPA only	☐ No	☐ Generator & NEPA	☐ Generator only	
Water	☐ Piped water	☐ Communal tap	☐ Well	☐ Other (specify):	
General state of repair of house/condition	☐ Very poor	☐ Poor	☐ Moderate	☐ Good	☐ Very good
Impression of status of HH	☐ Very poor	☐ Poor	☐ Moderate	☐ Comfortable	☐ Well-off

A1.3 School proprietor/head teacher questionnaire

Kwara Study of Private Primary Schools
Questionnaire for proprietors or head teachers

Interviewer initials:		LGA:	
Questionnaire no.		Ward:	
Date of interview:			

School Name	
Proprietor/Organisation	
Interviewee name	
Interviewee position	
Address (street & no.)	
Town/Village	
LGA	
Phone number	

A. SCHOOL CHARACTERISTICS

A.1	Year of establishment	
A.2	Ownership type	☐ 1 Individual ☐ 2 Community ☐ 3 Church ☐ 4 Mosque ☐ 5 NGO/charity ☐ 6 Corporation/company
	Tick 1.	
A.3	Who makes decisions for school?	☐ 1 Proprietor(s) ☐ 2 Board ☐ 3 Head teacher/principal ☐ 4 Community group ☐ 5 Proprietor with PTA input
	Tick 1.	
A.4	What is the approval status of the school? Tick all that apply. If not approved, skip to A.6	☐ 1 Registered/approved ☐ 2 Registration process begun but not complete as yet ☐ 3 Not registered
A.5	Are there any benefits to being an approved school? Skip A.6	☐ 1 Better reputation ☐ 2 Ability to charge higher fees ☐ 3 No more harassment from government, cordial relations ☐ 4 Other (specify):
A.6	If not approved , do you plan to seek approval? Tick 1.	☐ 1 Yes, but I need to make improvements (short term, 1-2 years) ☐ 2 Yes, but I need to make improvements I can't afford to make just now (long term) ☐ 3 No, requirements are too high ☐ 4 I don't know

A.7	Is the school affiliated with a particular voluntary /private school association? Main association in Kwara is NAPPS but there are lower 'sub-groups' within NAPPS Kwara. Get details of which sub-group. Tick all that apply.	☐ 1 Yes – main association name: _____ ☐ 2 Yes – sub-association or sub-section name: _____ ☐ 3 Not member of any association (skip A.8 and A.9)
A.8	Does the association provide you with any services/benefits? Tick all that apply. DO NOT READ OUT OPTIONS	☐ 1 Teacher training ☐ 2 Peer learning ☐ 3 Protection from government ☐ 4 Access to loans ☐ 5 Communication with government ☐ 6 Unified exam ☐ 7 Feeling of being part of group ☐ 8 External assistance ☐ 9 Help proprietors when in trouble ☐ 10 none ☐ 11 Other (specify): _____
A.9	Are there any problems with being a member? Tick all that apply.	☐ 1 Membership fees too high ☐ 2 Internal politics ☐ 3 Association doesn't act for poorest members ☐ 4 Decline: no longer does anything for members ☐ 5 Hasn't made progress with Govt ☐ 6 None ☐ 7 Other (specify): _____
A.10	Location Tick 1.	☐ 1 Urban (city/outskirts) ☐ 2 Rural (village/countryside)
A.11	Type of school. Tick 1.	☐ 1 Regular, non-religious ☐ 2 Regular Christian/ Mission ☐ 3 Islamiyya primary
A.12	Do children sit a terminal examination at the end of primary school? [OTHER THAN COMMON ENTRANCE EXAM]	☐ 1 Yes (specify): _____ ☐ 2 No
A.13	Are students given any formal certificate or testimonial at the end of the primary cycle?	☐ 1 Yes Write name of certificate/testimonial: _____ Who issues the certificate / testimonial: _____ ☐ 2 No

B. Enrolment

B.1 Pupil enrolment for the current (2010/2011) academic year

Pre-primary enrolment

Grade	KG1	KG2	KG3	KG general	Nur1	Nur2	Nur3	Nur general
Male								
Female								
Total								

Primary enrolment

Grade	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6
Male						
Female						
Total						

Secondary school enrolment

Grade	JS1	JS2	JS3	SS1	SS2	SS3
Male						
Female						
Total						

B.2	How many students board at the school premises?	
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C. TEACHERS (and other staff)

C.1	Number of non-teaching staff				
C.2	Number of teachers	Paid by the school	Paid by the community	Volunteers	Total
	How many teachers work at the school (INCLUDING SECONDARY LEVEL)?				

Teacher details – PLEASE GIVE DETAILS OF ALL THAT TEACH PRIMARY LEVEL ONLY							
1=below SSCE 2=SSCE 3=Grade II 4=OND/Diploma 5=NCE 6=PGDE 7=B.Ed 8=M.Ed							
9=Any other degree/HND with teaching qualification 10=any other degree/HND without teaching qualification							
C.3	Title 1=HT 2=assist HT 3=teacher	Gender 1=male 2=female	Age	Qualification (Enter code)	Years, months at this school	Classes taught	Present? 1=yes 2=no 3=exam 4=other
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

C.4	Multigrad or 1 teacher per class: How are classes and teachers arranged? (refer to options>>>) Tick 1.	☐ 1 Yes, multigrade; certain levels always grouped together in same room ☐ 3 No - take turns being taught – classes not being taught wait their turn	☐ 2 Yes, but classes in separate classrooms, teacher goes back & forth ☐ 4 No, it is monograde – there is one teacher per class at all times
C.5	Do teachers receive any training while teaching at this school? Tick all that apply.	☐ 1 Basic orientation & continual instruction by P/HT ☐ 3 Training seminar – paid for, external professional trainer ☐ 5 Training course provided outside the school ☐ 7 Other (specify):	☐ 2 Training seminars w all teachers, by P/HT ☐ 4 Training seminar – book company provides ☐ 6 No training at all
C.6	What are important criteria for hiring new teachers? Tick all that apply.	☐ 1 Qualifications ☐ 3 Experience ☐ 5 Inter-personal skills ☐ 7 performance in interview ☐ 9 Other (specify):	☐ 2 Teacher training ☐ 4 Willingness to work hard ☐ 6 Willingness to learn/study ☐ 8 trial practice lesson
C.7	What problems do you face with your teachers? Tick all that apply.	☐ 1 Too much beating of pupils ☐ 3 Lack of commitment/ don't take care of duties sincerely ☐ 5 Absenteeism ☐ 7 Complain about wages ☐ 9 High turnover of teachers	☐ 2 Lateness ☐ 4 Qualified teachers unaffordable ☐ 6 Unwilling to learn/train ☐ 8 No problems ☐ 10 Leave job w/ no notice

		☐ 11 Won't work unless forced or closely supervised	☐ 12 Other (specify):
C.8	Is it easy to replace teachers if necessary?	☐ 1 Yes	☐ 2 No
C.9	What type of discipline/punishments do teachers use with pupils? Tick all that apply.	☐ 1 Beating/caning ☐ 3 Write essay on the offence ☐ 5 Verbal only	☐ 2 Kneeling down, etc ☐ 4 Cut grass or other chores ☐ 6 Other (specify):

D. Classrooms and facilities

D.1	Tenure in building Tick 1.	☐ 1 Owned ☐ 3 Rented – yearly ☐ 5 Free - mosque ☐ 7 free - community	☐ 2 Rented - long lease ☐ 4 Rented – month-to-month ☐ 6 Free - church
D.2	Distance to nearest private primary school	_____ km (OR) _____ miles	
D.3	Distance to nearest government primary school	_____ km (OR) _____ miles	
D.4	Is there an everyday source of safe drinking water for students at the school? Tick all that apply.	☐ 1 Yes, pipe water ☐ 3 Yes, well ☐ 5 No, none	☐ 2 Yes, borehole ☐ 4 other
D.5	Toilets: How many toilets does the school have which are in good enough condition to be used?		
D.6	Number of toilets (out of total in D.5) usable by pupils:		
D.7	Number of toilets (out of number in D.6) for girl pupils only:		
D.8	Is there a source of power for the school? Tick all that apply.	☐ 1 Yes, PHCN/NEPA ☐ 3 Yes, other	☐ 2 Yes, generator ☐ 4 No
D.9	How many useable classrooms does the school have?		

E. Funding and financing

All costs and fees for attending this school (WRITE AVERAGE FOR ALL CLASSES UNLESS IT IS SPECIFIED):

E.1	Fee pre-primary (average)	Naira daily/ weekly/ monthly/ termly (circle one)
E.2	Fee primary (1-3 average)	Naira daily/ weekly/ monthly/ termly (circle one)
E.3	Fee primary (4-6 average)	Naira daily/ weekly/ monthly/ termly (circle one)
E.4	Fee junior secondary	Naira daily/ weekly/ monthly/ termly (circle one)
E.5	Fee senior secondary	Naira daily/ weekly/ monthly/ termly (circle one)
E.6	Registration fee/ new entrance	Naira just once at start/ yearly/ termly (circle one)
E.7	Development/ building levy	Naira termly/ yearly (circle one)
E.8	Examinations	Naira termly/ yearly (circle one)
E.9	Report card	Naira just once at start/ yearly/ termly (circle one)
E.10	Graduation levy	Naira at the end of the cycle
E.11	Clubs/ sports	Naira monthly/ termly/ yearly (circle one)
E.12	PTA	Naira monthly/ termly/ yearly (circle one)

E.13	Afternoon classes	Naira monthly/ termly/ yearly (circle one)
E.14	Uniform	Naira yearly
E.15	Books	Naira yearly
E.16	Stationary	Naira yearly
E.17	Books and stationary	Naira yearly
E.18	Transportation	Naira daily/ weekly/ monthly/ termly (circle one)

E.19	What is your main source of financing? Tick 1.	☐ 1 Fee payments ☐ 3 Community support ☐ 5 Mosque	☐ 2 Charity ☐ 4 Church/Mission ☐ 6 other (specify):
E.20	How reliable are parents at paying fees? Tick 1.	☐ 1 Regular and reliable ☐ 3 Always irregular, extremely difficult	☐ 2 Often irregular ☐ 4 Other (specify):
E.21	Do parents often withdraw their children without paying balance of fees? Tick 1.	☐ 1 Yes, often ☐ 3 No	☐ 2 Sometimes happens
E.22	What do you do if parents can't pay fees? Tick all that apply.	☐ 1 Ask child to leave- permanent ☐ 3 Accept what parents can afford, and in instalments ☐ 5 Give children letter for parents; keep asking	☐ 2 Send child home until come with payment ☐ 4 Accept instalments/ whenever they can pay ☐ 6 Other (specify):
E.23	Do you offer concessionary/ scholarship places? Tick all that apply.	☐ 1 Concessions/discounts ☐ 3 instalments, not discount	☐ 2 Scholarships – full ☐ 4 No, full fee only
E.24	How are these decided? Tick all that apply.	☐ 1 Based on family's circumstances ☐ 3 If child is orphan or on other compassionate grounds ☐ 5 Staff discount	☐ 2 If parents pay; then later can no longer pay in full, allow children to stay ☐ 4 If more than one child is enrolled from 1 family, give discount
E.25	How many children currently receive discounts/ scholarships?		
E.26	What type of work do pupils' parents do? Tick all that apply.	☐ 1 Skilled work/civil servants ☐ 3 Unskilled manual work ☐ 5 Domestic work ☐ 7 All levels of people	☐ 2 Skilled work – labour ☐ 4 Petty trading ☐ 6 Farming ☐ 8 Other (specify):

E.27	Have you been able to get a loan? Tick all that apply. IF NO, SKIP TO E.34	☐ 1 Yes – for school development ☐ 3 Applied, was declined	☐ 2 Yes for temporary cash flow problem ☐ 4 No, never tried
E.28	If yes, from whom did you get a loan? Tick all that apply.	☐ 1 Commercial bank ☐ 3 Private money-lender	☐ 2 Microfinance bank ☐ 4 Other (specify):
E.29	What was the term in months ?		
E.30	What was the interest rate per year/ month/ whole term (circle one)		
E.31	If you got a loan, was it suitable for purpose?	☐ 1 Yes	☐ 2 No
E.32	If no, why not? Tick all that apply.	☐ 1 Term too short ☐ 3 Other (specify):	☐ 2 Interest rate too high
E.33	Do you have a constant, revolving cycle of short loans?	☐ 1 Yes	☐ 2 No
E.34	If you do not take loans, is this because you would not be able to afford repayments?	☐ 1 Yes	☐ 2 No
E.35	What kind of statement of accounts do you keep (financial records in the school)? Tick 1.	☐ 1 Proper accounts in ledger ☐ 3 what parents owe only, written in notebook ☐ 5 Other (specify):	☐ 2 incomings, outgoings written in ledger ☐ 4 No accounts at all

E.36	What is the lowest monthly salary paid to a teacher?	Naira
E.37	What is the highest monthly salary paid to a teacher?	Naira
E.38	What is the average monthly salary of a teacher?	Naira
E.39	Teachers' contracts (read options to respondent) Tick 1.	☐ 1 Permanent ☐ 3 Monthly employment
		☐ 2 Yearly contract ☐ 4 No contract
E.40	Do you ever have trouble paying teachers' salaries?	☐ 1 Yes ☐ 2 No
E.41	If yes, why? Tick 1.	☐ 1 Irregular payment of fees ☐ 3 Other (specify)
		☐ 2 N/A

E.42	Do you pay any of these fees to government? Read the list of options to the respondent Tick all that apply.	☐ 1 Approval renewal ☐ 3 Fumigation ☐ 5 Mobile advertisement ☐ 7 Water rates ☐ 9 JSS Exams registration	☐ 2 Signage ☐ 4 Tenement rates ☐ 6 Environment tax ☐ 8 Proprietor's income tax ☐ 10 Other (specify):
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E.43	What do you pay yearly to the government (official fees and levies)?	Naira
E.44	What do you pay yearly to the government (unofficial/extortion)?	Naira
E.45	What do you pay yearly in maintenance of your building?	Naira
E.46	What do you pay yearly in running costs – electricity, diesel, general supplies (chalk etc), etc.	Naira

F. Challenges facing the school

F.1	What is the main challenge facing the school? Tick 1.	☐ 1 Finance – need money for school development; no access to loans/grants ☐ 3 Government interference ☐ 5 Tenure of premises/ dealing with landlord ☐ 7 Other (specify):	☐ 2 The environment of the school ☐ 4 Government regulations too high ☐ 6 Background of pupils – very poor and difficult to teach
F.2	Do you have plans to develop/improve your school? Tick 1.	☐ 1 Yes, the building/facilities ☐ 3 Yes, computers & other modern teaching aids ☐ 5 Building, teachers, computers	☐ 2 Yes, teacher training ☐ 4 Building improvements and teacher training ☐ 6 Other (specify):
F.3	Do you have a supportive PTA? Tick 1.	☐ 1 Yes, PTA gives money for development initiatives ☐ 3 PTA expects things from school, doesn't support, causes problems ☐ 5 No PTA	☐ 2 PTA only supports on very small issues ☐ 4 PTA not helpful at all
F.4	What type of support do you need to develop the school? Tick all that apply.	☐ 1 Access to suitable loans with better terms ☐ 3 Other (specify):	☐ 2 A grant

G. Interaction with government

G.1	How do you feel about interaction with the government (state or local) Tick all that apply.	☐ 1 Govt only interested in taxing private schools, I avoid contact with govt ☐ 3 Govt approval requirements too high, so I don't interact ☐ 5 Cordial relationship - I have no problem/fear re: interaction with govt	☐ 2 Govt wants to close private schools down, so I avoid contact with govt ☐ 4 School is approved, so no fear from govt ☐ 6 I don't have anything to do with government
G.2	Would you welcome greater interaction with government if you could gain some support from them?	☐ 1 Yes	☐ 2 No
G.3	Would you be willing to try to achieve higher standards if you got such support?	☐ 1 Yes	☐

H. Observations

H.1 	H.1 – H.3 OBSERVE ONLY –DO NOT ASK AS A QUESTION: Type of school building Tick all that apply (i.e. if part of school is in one type of building, other part in another type)	☐ 1 Makeshift, plywood structure ☐ 3 Block construction, iron roof (purpose built) ☐ 5 Space in a house or flat ☐ 7 Whole flat ☐ 9 Boys' quarters ☐ 11 no building at all	☐ 2 Mud walls, <u>village style</u> ☐ 4 Under a shade ☐ 6 Whole house ☐ 8 Shop/other commercial ☐ 10 Church/mosque room ☐ 12 Other (specify):
H.2	Is the whole school situated in one large/fairly large room?	☐ 1 Yes ☐ 2 No	
H.3	Are any classes held outside because classrooms are unusable or insufficient?	☐ 1 Yes ☐ 2 No	

NOTES

Write down how you found the proprietor/HT; any particular observations on the school/surroundings/ anything interesting or of note.

A1.4 Focus group discussion schedule

Focus Group Schedule

- **Describe what the purpose of the research is.**
 - **Confidentiality – explain that this is.**
 - **Ask if it's ok to record – tell people not to use their full names if they do not want this recorded.**
1. How do you feel about public schools?
 2. Have they changed for better or worse?
 3. How could they improve?
 4. How do you feel about private schools?
 5. Have they changed for better or worse?
 6. How many are there around here?
 - a. Are there several schools close enough to home that they could compete for your child?
 7. Would you like there to be more private schools?
 8. Do you think that private schools competing against each other is good for education quality?
 9. How could private schools improve?
 10. What do you pay to access private schools?
 11. What do you pay to access public schools?
 12. How affordable are public schools?
 13. How affordable are private schools?
 - a. Are there many people in the community who cannot afford private schools?
 - b. Will schools accept any lesser amount once you've agreed on the initial sum (and then can't pay)?
 - c. Will schools agree in advance any lesser amount through bargaining?
 14. How did you choose your child's school?
 15. Do you use different school types for different children in your family?
 16. If public schools were as good as private, would anyone want to use private schools?
 - a. Is it a status issue to use a private school?

Annex 2: Team members

Name	Position	Organisation
Dr. Joanna Härmä	Private Education Research Specialist	ESSPIN
Ms. Abiola Lawal	Assistant Supervisor	Independent consultant
Mrs. Yewande Adedipe	Lead Researcher	Independent consultant
Mr. Nicholas Agboola	Researcher	Independent consultant
Mr. Ayo John Oladosun	Researcher	Independent consultant
Mrs. Elizabeth Yusuf	Research Assistant	Independent consultant

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