



SOCIO DEMOGRAPHIC (BASELINE) SURVEY AND GRADED ASSESSMENT REPORT OF NON-STATE SCHOOLS IN KADUNA STATE

FEBRUARY 14, 2023

A REPORT PREPARED BY WINDOW 1 OF
THE PLANE PROGRAMME



OUR PROFILE

Partnership for Learning for All in Nigeria (PLANE) is a seven-year Education Programme funded by the UK Government to invest in a more inclusive and effective education system in Nigeria. The PLANE Programme goal is to realise the Government of Nigeria and the UK Foreign, Commonwealth and Development Office (FCDO)'s shared commitment to drive sustainable improvements in learning outcomes for Nigeria's children. The PLANE programme works with federal and state leaders, legislators, education providers and parents across the Federal Level and in Jigawa, Kaduna, Kano, Borno and Yobe States.

PLANE works on basic education across state and non-state education systems with a focus on marginalised groups, especially girls. It contributes towards real, transformational change, driving progress in the learning environment and supporting improvements in how education is managed and delivered. It will lead to more children going to school, staying in school and learning more.

PLANE will do this through improvements in teaching and learning with a focus on foundational skills; through unlocking governance bottlenecks for better education service delivery; through improvements in the regulation of the non-state sector; through embedding the use of data and evidence within the education system; through helping children affected by conflict; and through improving the inclusion and learning of marginalised children as a whole. PLANE operates through three intervention windows, together these will enable a more inclusive and effective basic education system:

Window One - Getting the foundations right: Focused on strengthening education systems through better teaching and learning, improved governance for state and non-state education delivery, and increased use of data and evidence.

Window Two - Education in emergencies: Focused on creating access to foundational learning for marginalised, conflict affected children and supporting the recovery of systems to enable their continued access and retention.

Window Three - Community support to learning: Focused on building community support for inclusive learning for all children, especially the most marginalised children through advocacy and behavioral adaptation.



Disclaimer

The opinions expressed in this report are those of the authors and do not necessarily represent the views of DAI.

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ACRONYMS AND ABBREVIATIONS

ACRONYMS	MEANING
CAC	Corporate Affairs Commission
ECCDE	Early Childhood Care and Development Education
EFA	Education for All
FCDO	Foreign, Commonwealth, and Development Office
FME	Federal Ministry of Education
ICT	Information Communication Technology
IQT	Integrated Quranic Tsangaya
LCPS	Low-Capacity Private Sector
LFPS	Low-Fee Private Schools
LGA	Local Government Area
LGEA	Local Government Education Authority
KKJ	Kano, Kaduna and Jigawa
NCE	National Certificate in Education.
NERDC	Nigerian Educational Research and Development Council
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PLANE	Partnership for Learning for All in Nigeria
PTA	Parent-Teacher Associations
SBMC	School Based Management Committees
SDG	Sustainable Development Goals
SDP	School Development Plan
SSA	Sub-Saharan Africa
SUBEB	State Universal Basic Education Board
TEP Centre	The Education Partnership Centre
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UBEP	Universal Basic Education Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization

ACKNOWLEDGEMENT

This survey would not have been possible without teamwork and dedication from colleagues at the Partnership for Learning for All in Nigeria (PLANE) office in Kaduna state. The enumerators who conducted the survey and field interviews also deserve special thanks for their perseverance. PLANE is also grateful to the survey respondents and key informants in the selected local government areas. We appreciate the help from the local government education secretaries and community members.

We remain grateful for the time, energy, and insights provided to inform this valuable research project. Sincere appreciation is also to Dr. James Fadokun, the non-state governance lead for PLANE, and Dr. Gbenga Ishola, monitoring, evaluation and learning (MEL) manager, for their guidance in the course of this work and to the team at The Education Partnership (TEP) Centre, who led the study design, data collection, and reporting processes. Finally, we owe gratitude to our donor, the Foreign Commonwealth and Development Office (FCDO), for its support in promoting work around children's education and human rights development.

EXECUTIVE SUMMARY

The Partnership for Learning for All in Nigeria (PLANE) is a 7-year program funded by the Foreign, Commonwealth, and Development Office (FCDO) to deliver a more inclusive and effective education system and improve learning outcomes for students in their pre-primary and primary years. PLANE focuses on improving basic education and tackling fundamental system constraints by raising the quality of teaching and learning for foundational skills while supporting improvements in school management and teaching colleges; supporting the state education sector through policy formulation, budgeting, and management reforms; and unlocking governance bottlenecks to support improvements in frontline education delivery. The current database used by planners and ministry officials falls short of the essentials for quality planning.

These are the four primary outputs of PLANE Window 1: Evidence-based teaching and learning approaches and materials are used in better managed, performance-focused schools and teaching colleges. Governance of state systems: improved planning, personnel management, and public financial management practices; Governance of non-state systems: improved management and performance of the non-state sector; and Use of evidence and communication: effective generation, communication, and use of evidence to inform citizen engagement and improve service delivery. The focus of this report is non-state system governance: improved management and performance of the non-state sector, for which PLANE commissioned primary research to investigate the following:

- Student population in non-state schools
- Categories of non-state schools based on fee amount; and registration of non-state schools for national examinations; the role of SBMCs, and
- Types of low-cost private schools specific to Kaduna states

The Education Partnership (TEP) Centre, a consortium partner of the PLANE programme, led the baseline assessment of unregistered non-state schools in the KKJ states. The descriptive research design method was adopted for the survey. All unregistered non-state schools in Kaduna states make up the population. The research instruments used consist of two parts. Part 1 covers the census of non-state schools, while Part 2 covers school administration. The instrument was subjected to external peer review at a meeting of the representatives of the state's technical working group and the PLANE team held in Abuja in May 2022, and necessary adjustments made before fieldwork processes began. A summary of the survey's findings as shown by the percentage scores reveals that:

1. 38(12.1%) of the non-state unregistered schools had two or more private owners, 6(1.9%) had other ownership, 34(10.9%) were owned by religious foundations, and 235(75.1%) had a single private owner. 313 school owners (79.4%) do not belong to any association
2. 313 non-state schools sampled, 127 schools, representing 40.6%, were yet to be approved, while 186 schools, representing 59.4% of the schools, were in the process of approval.
3. 44.1% of non-state schools pursuing approval had purchased guidelines: 33.9% during the name search stage, 28.0% during the formal application stage, 30.6% during the site inspection stage, 17.7% during the take-off permit stage, 22.0% during the approval inspection stage, 14.0% during the provisional approval stage, and 30.1% during the payment of accreditation fees/full inspection stage.

4. Getting a certificate of registration with the CAC is quite burdensome, topping the list with 25.9% of the respondents closely followed by getting a consent letter from the host community is sometimes difficult and Lack of adequate school facilities with 20.4% and 20.8%.

Key recommendations proffered for non-state school registration and effective learning include:

1. Non-state schools should be encouraged to establish effective School-Based Management Committees (SMBCs), Parent-Teacher Associations, and a Learners/Students Representative Council in accordance with regulations outlined in the National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria (2016). The associations of the non-state schools must also be autonomous and independent. All parents, students, and communities are empowered. When parents and children have knowledge about the relative quality of their schools, they can hold them accountable and use their voices to advocate to the government for higher-quality services
2. All key stakeholders such as community, religious heads, parents, government, and educational institutions must all play a significant role in the pursuit for high-quality service provision that can improve the quality of educational development. Legislation imposing punitive measures must be in place, such as revocation of a school's operating licence for non –state schools caught in violating laws
3. Depending on the classification, the government should provide non-state schools with subvention-grants and some subsidies. Additionally, the government should support a dynamic policy framework for non-state school providers so they can leverage resources and increase access and quality of education for the underprivileged

1.0 INTRODUCTION

Due to their disadvantage or difficulty being reached, many school-age children around the world are not receiving an education, creating a serious learning crisis. Although access to education has been greatly increased in many nations, attending school alone does not equal learning. The education of these children is a concern for many actors, including governments and international organisations, and non-formal education can and often does play a significant role in such efforts. In Kaduna state, located in Nigeria's northwest corridor and home to a sizable population of out-of-school children, this study provides an analytical account of how non-state schools provide basic education and informal teaching to children who are educationally disadvantaged.

Fundamentally, the purpose of schools is to disseminate knowledge, foster character development, and facilitate the achievement of individual and societal development objectives. Making sure that its citizens have access to education falls under the purview of the government. Education is unquestionably essential to national development in every society; without it, society regresses. The sad fact is that the public education system has nearly completely collapsed due to constant declines in the quality of service delivery for basic education, leaving an increasing number of children completely unattended to or underserved. Due to the public education system's shortcomings, more private and non-state organisations have stepped in to fill the gap.

The survey found that although Nigerian state authorities are aware of the complementary role played by non-state schools, they are largely ignorant of the unique requirements and circumstances of non-state schools. The registration, accreditation, and taxation requirements set forth by the state are complicated and burdensome. Therefore, the PLANE programme is interested in the non-state sector's provision of education to the underprivileged under Output 3 (Governance of non-state systems: improvement management and performance of the non-state sector in delivering foundational skills). The majority of schools accessible to low-income families are non-state managed state schools, Islamiyya integrated state schools, independent non-state schools (faith-based), and independent non-state schools (private non-faith-based).

1.1 Purpose of the Survey

The main objective of this study is to compile sociodemographic information from Kaduna state's ecosystem of unregistered non-state schools. The results of the survey would provide vital information that would help direct future plans and interventions aimed at bringing effective methods to non-state education systems in Kaduna state.

1.2 Objectives of the Study

The objectives of the study are to:

- Assess the current registration status, as well as the different types of non-state schools that are available and operating in Kaduna
- Investigate the level of availability and usage of the various school records
- Examine the level of teachers' capacity in delivering quality education, as well as identify other human and material resources in the schools
- Identify the various funding sources available for smooth and effective operations of the schools
- Assess the education delivery status of non-state schools

1.3 Research Questions

- To what extent are expected statutory and non-statutory records available in unregistered non-state schools?
- What is the status of unregistered schools?
- What are the different types of non-state schools?
- What are the various sources of funding available for the unregistered non-state schools?
- What is the level of awareness of school proprietors on guidelines of school registration?
- To what extent do the various enumerated factors inhibit or affect school registration?
- What are the human and materials resources available in unregistered non-state schools?

2.0 Literature Review

There are numerous non-state school options (Kitaev, 1999; Lewin and Sayed, 2005). Although some services are community-based and secular, the majority are faith-based and connected to mainstream or marginal groups that have a similar worldview. Others are independent, while some are supported by grants. Some are backed by businesses, while others receive outside funding from parent organisations (such as industrial organisations, commercial farms, and mines). Different patterns of beneficial ownership and accountability exist among registered non-state organisations, licenced corporations, loosely affiliated groups, and privately operated schools. Taxes are paid by some individuals and entities, but not by others. Some organisations are for-profit, despite what they may say. As a result, the non-state education sector is very diverse.

2.1 Types of Non-State Schools

Private educational institutions in Nigeria come in a wide variety. Non-state entities, such as private citizens, faith-based organisations, or non-governmental organisations, are defined in this review as those that own or operate formal and non-formal educational institutions that serve lower-income or marginalised populations (NGO).

Non-state managed state schools

Islamiyya integrated state schools, which the state has taken control of as part of the UBE programme, are jointly run by the federal, local, and religious authorities. The students (many of whom are orphans and/or street children) are taught by both government teachers and Qur'anic scholars in these schools, which combine traditional Qur'anic education with fundamental Western education (Mallams).

Most of the Muslim students in Kaduna pursue both western and Islamic education simultaneously. Usually, they attend the Islamiyyah (Islamic schools) in the evening to receive an education in Islam. These Islamiyya have traditionally been free to attend, aside from the small dues used to cover the teachers' salaries and maintain the schools. Even though the state-run schools finish up at 1:30pm, students still have time to rest before heading to the Islamic institutions.

However, private schools have added the Islamiyya programmes to their after-hours curriculum in an effort to boost their financial gains. In the absence of Islamiyya, some started the extra lesson, which also necessitates the students staying in school for longer hours. They keep the students from morning until evening, either to attend an Islamiyyah programme or an additional lesson.¹

Independent, non-state schools (Faith-based)

Private, non-state educational institutions that are run by or affiliated with a religious organisation and provide religious instruction are known as religious or faith-based schools (JBS International 2013). The most common types of religious schools mentioned in the literature are madrasas, other Islamic schools, Catholic missions, and schools with a Protestant affiliation.²

¹ Ismail Datti Saidu & Anas Saidu Ismail (2021). on-state Schools: The Education Providers in an Unwatchful Society

² JBS International (2013). Affordable private schools in crisis- and conflict-affected countries: Draft report. Washington, DC: U.S. Agency for International Development

These schools can be divided into three categories based on how they were founded, run, and funded by religious individuals or organisations. Malams run Tsangaya schools, which have a looser curriculum and a stronger emphasis on memorising the Qur'an. Along with a number of other Islamic subjects, the Qur'an is taught in Islamiyya schools. Integrated Qur'anic Schools, also known as Integrated Islamiyya Schools, fused Islamic instruction with common secular subjects. While Almajiri students who attend Tsangaya schools (which are predominantly male) are seen as being "out of school" in Nigeria, Islamiyya students are tracked in official statistics and are regarded as being a part of the formal education system. Islamic schools that are based on faith are primarily supported by student fees and donations from parents or charitable organisations.³

Independent, non-state schools (Private, non-faith based)

Private schools are independent, non-state institutions run by private people, groups, and organisations. They primarily adhere to the national curriculum and are financed primarily by student fees, which can be very low or very high. The majority of private schools are low-fee private schools (LFPS), which offer education to kids from lower-income backgrounds at a relatively lower cost. These schools are more common than official statistics would indicate. As an illustration, most LFPS in Lagos State are not registered and are not counted in official statistics. For instance, the Lagos State Government only officially approved 10% of all private schools in Ajeromi-Ifelodun (Lagos), while 66% of private schools in Abuja Federal Capital Territory (FCT) were found to be unregistered.⁴

State-funded (government-aided), non-state schools

Although it is extremely uncommon, some private schools may occasionally receive funding and assistance from the government. For example, Integrated Islamiyah schools that have registered with their State Universal Basic Education Board (SUBEB) and adhere to a government-approved curriculum may be eligible for a variety of government aid (which varies by state), including teacher salaries and educational supplies.

³ Ashley, L. D., Mcloughlin, C., Aslam, M., Engel, J., Wales, J., Rawal, S., & Rose, P. (2014). The role and impact of private schools in developing countries. *Rigorous Literature Review*.

⁴ ESSPIN. (2014a). Integrating the old with the new: Islamic education responds to the demands of modern society. ESSPIN Experiences. Retrieved from <http://www.esspin.org/esspin-documentation/experience-papers/ESSPINExperiences-Integrating-the-old-with-the-new.pdf>

3.0 METHODOLOGY

The research design, population, sample, sampling strategy, research instrument, validity of the instrument, reliability of the instrument, method of data collection, method of data processing, and method of data analysis are all covered in detail in this chapter.

3.1 Research Design

The study's research design is a descriptive survey. This entails assembling information about events, which is then arranged, tabulated, represented, and explained. This kind of survey design enables a brief interview or discussion with respondents prompted by queries in the research instrument and frequently employs visual aids, such as graphs and charts, to help the reader understand the distribution of the data.

According to the survey's layout, this study made sure that the questions were written in both multiple-choice and open-ended formats, giving respondents the freedom to express themselves in either case. Additionally, the instrument was easily used to record their responses. Summary information is provided by descriptive studies, such as correlation between variables and measures of central tendency, such as the mean, median, and mode percentages.

3.2 Population

The study's focus is on the school owners and head teachers of sampled schools, with the study population being 1844 unregistered non-state schools in Kaduna state.

3.3 Sample and Sampling Technique

This study used the Taro Yamane Formula (Yamane, 1973), whose sampling equation is given by equation 3.1, to sample 371 unregistered non-state schools, including 329 regular and 42 IQT non-state schools in Kaduna state, as well as seven other non-state schools. However, at the level of local government area, the study selected unregistered non-state schools using the stratified random sampling method. Figure 3.1 displays the map of the sampled local government areas.

$$n = \frac{N}{1+Ne^2} \quad (3.1)$$

Where,

n = Required sample size

N =Population Size

e = Error (0.05) reliability level 95%

The results of the sampling distribution are presented in Tables 3.1

Table 3.1: Distribution of Study Sample

No. of Unregistered School (Frame)	Unregistered IQT	No. of LGA selected	No of School Sampled	No. of IQT Sampled	No. of Sampled Schools
1844	201	6	329	42	371

Source: Field Work by Researchers

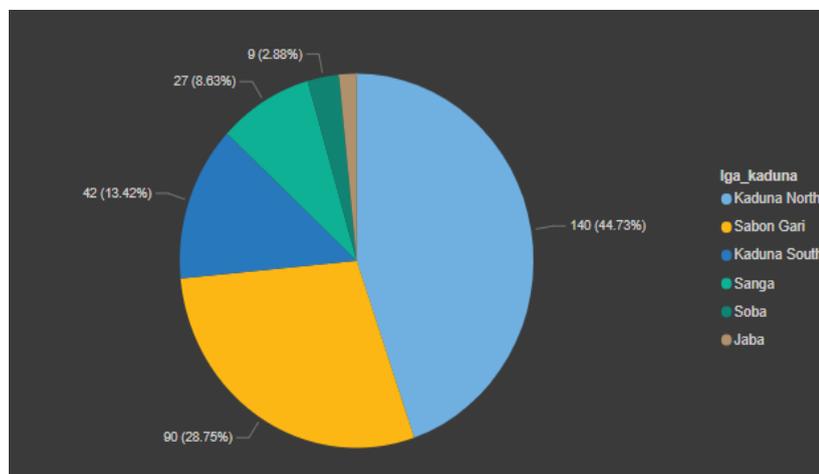


Figure 3.1: The Sampled LGA for the Baseline Data Survey of Non-State Unregistered Schools in Kaduna

3.4 Research Instrument

3.4.1. Content

Two research instruments consisting of two parts were used. Part 1, titled “PLANE Instruments for Collecting Baseline Data Part 1”, was carefully designed with the items structured to suit the objectives of the study on unregistered non-state schools’ census. The design and construction of the questionnaire items were carried out by a team of research experts from the PLANE technical team that involved rigorous sessions. This was further subjected to a critique exercise by an enlarged technical group made up of educationists, planners, statisticians, academics and ICT experts. The questionnaire designed on Survey CTO was made up of seven major sections.

Section A presents the school identification under (A.1 –A.9). Section B of the instrument elicited information on school characteristics with (B.1 – B.25). Section C was designed to gather information on the use of school records in completing Annual School Census (ASC) form. Section D presents information on school enrolments under (D.1–D.7). Classrooms and Facilities were presented in section E (E.1–E.10). Section F also elicited information on Teachers’ Qualifications. Finally, section G presents information on respondents’ and enumerators’ undertakings.

Similarly, in Part 2, titled “PLANE Instruments for Collecting Baseline Data Part 2”, the instruments were divided into three sections section A presents information on School Identification, section B School Management and Section C solicits information on respondents and enumerators undertaking. However, section B is subdivided into sixteen subsections. B1 sought information on school administration, B2 Professional leadership, B3 School governance, B4 Mechanisms between school and parents, B5 Learner participation in school governance, B6 Relationship with the community, B7 Planning for school development, B8 Learner health &

hygiene, B9 Learner safety, B10 Promoting girl-child education and disability inclusion, B11 Pastoral Care, B12 Reward and Sanctions, B13 Promoting learning time, B14 Continuous assessment, B15 Co-curricular activities and B16, Quality of the school buildings and premises.

3.4.2. Validity of Instrument

To ensure both face and content validity, the questionnaire's items were examined by specialists in educational measurement and test items. The questionnaire's final draft, which was later pilot tested, carefully incorporated their recommendations and corrections.

3.4.3. Reliability of Instrument

In March 2022, in the Agege Local Government Area of the state of Lagos, a pilot study was conducted in 20 randomly chosen unregistered non-state schools to determine the reliability of the research instrument. It was determined that a reliability coefficient of 0.84 was obtained, which was deemed sufficient. This was done to ensure that the questions were fair and acceptable to the respondents. At a meeting between the PLANE team and representatives of the state technical working group held in May 2022 at the Bolton White Hotel in Abuja, the instrument was given additional scrutiny, and any necessary corrections were made before the fieldwork.

3.5 Method of Data Collection

Twenty (20) enumerators were trained in data collection modalities before being sent out into the field. Each researcher visited two schools per day for three weeks using tablets provided by the PLANE technical team because it made their jobs easier, gave them more flexibility with their schedules, and improved the quality of the questionnaire administration. The duration of data collection was typically three weeks.

3.6 Method of Data Processing and Data Analysis

The retrieved instruments went through thorough inspections and other processing steps. Power BI and the Microsoft Excel package were used for the data analysis. To present the data, frequency, straightforward percentage graphs, and charts were used. The results are shown in tables and graphs in the following chapter.

4.0 CHARACTERISTICS OF NON-STATE UNREGISTERED SCHOOLS

The 2014 National Policy on Education, which governs education at all levels in the country, refers to the private sector, private individuals, civil society organisations, non-governmental organisations (NGOs), international development partners, as well as communities, as "non-state actors" participating in the provision of education.

Table 4.0.1: Frequency percentage distributions of non-state unregistered school characteristics

Variable	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
Non-State Unregistered School	5 (1.1)	140 (30.7)	42 (12.2)	90 (47.1)	27 (4.2)	9 (4.8)	313 (100.0)
Religious Foundation	1 (0.3)	11 (3.5)	5 (1.6)	11 (3.5)	6 (1.9)	0 (0.0)	34 (10.9)
Single Private Owner	3 (1.0)	107 (24.2)	35 (11.2)	70 (22.4)	17 (5.4)	3 (1.0)	235 (75.1)
Two or More Private Owners	1 (0.3)	17 (5.4)	1 (0.3)	9 (2.9)	4 (1.3)	6 (1.9)	38 (12.1)
Others	0 (0.0)	5 (1.6)	1 (0.3)	0 (0.0)	0 (0.0)	0 (0.0)	6 (1.9)
Independent, non-state schools (Faith-based)	1 (0.3)	71 (22.7)	7 (2.2)	7 (2.2)	9 (2.9)	2 (0.6)	97 (31.0)
Independent, non-state schools (Private, non-faith based)	4 (1.3)	57 (18.2)	28 (8.9)	78 (24.9)	18 (5.8)	6 (1.9)	191 (61.0)
Non-state managed, state schools	0 (0.0)	12 (3.8)	7 (2.2)	5 (1.6)	0 (0.0)	1 (0.3)	25 (8.0)
AFED	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
AISEN	0 (0.0)	1 (0.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.3)
AMIS	0 (0.0)	3 (1.0)	2 (0.6)	6 (1.9)	0 (0.0)	0 (0.0)	11 (3.5)
ANSAR-UD-DEEN	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.6)	0 (0.0)	0 (0.0)	2 (0.6)
ANWAR-UL-ISLAM	0 (0.0)	1 (0.3)	1 (0.3)	1 (0.3)	0 (0.0)	0 (0.0)	3 (1.0)
APEN	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.3)	0 (0.0)	0 (0.0)	1 (0.3)
FOMWAN	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)

Variable	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
APSO	1 (0.3)	2 (0.6)	1 (0.3)	2 (0.6)	0 (0.0)	0 (0.0)	6 (1.9)
LEAMPS	0 (0.0)	2 (0.6)	0 (0.0)	1 (0.3)	0 (0.0)	0 (0.0)	3 (1.0)
NAPPS	3 (1.0)	45 (14.4)	17 (5.4)	32 (10.2)	12 (3.8)	9 (2.9)	118 (37.7)
Others	0 (0.0)	7 (2.2)	2 (0.6)	0 (0.0)	0 (0.0)	0 (0.0)	9 (2.9)
None	0 (0.0)	87 (27.8)	20 (6.4)	52 (16.6)	15 (4.8)	1 (0.3)	175 (55.9)

Note: percentages are enclosed in parenthesis

The survey included 313 schools in total, which were distributed by LGA as shown in Table 4.0.1. According to the breakdown of these schools by LGA, there were 5 unregistered non-state schools in Jaba, 140 unregistered non-state schools in Kaduna North, 42 unregistered non-state schools in Kaduna South, 90 unregistered non-state schools in Sabon Gari, 27 unregistered non-state schools in Sanga and 9 unregistered non-state schools in Soba (1.1%, 30.7%, 12.2%, 47.1%, 4.2%, and 4.8%, respectively).

A closer examination of the table revealed that 38(12.1%) of the non-state unregistered schools had two or more private owners, 6(1.9%) had other ownership, 34(10.9%) were owned by religious foundations, and 235(75.1%) had a single private owner.

Additionally, the distribution of unregistered non-state schools by types of non-state schools is shown in the table. In terms of independent, non-state schools (faith-based), they were 97(31.0%), 191 (61.0%) independent, non-state schools (private, non-faith-based), and 25(8.0%) state-funded (government-aided) non-state schools. This meant that the majority of private schools belonged to religious organisations. These schools fall under the category of traditional Qur'anic schools since they were founded, run, and supported by religious people or groups. This outcome may be explained by the fact that Islamic schools with a strong religious component are crucial to the delivery of education in Nigeria's northern areas.

The table also shows the frequency and percentage distributions of association and state memberships for proprietors and proprietresses. In all, 175 school owners (55.9%) do not belong to any associations.

4.1 Registration Status of Non-State Schools

In Sub-Saharan Africa, non-state education is becoming more widespread. The importance of non-state providers in providing universal basic education has increased in Nigeria over the past few decades due to a national shortage of public schools. Since there aren't enough public schools to accommodate the growing demand for educational services from parents and students, non-state providers have entered the market. Many students, especially in urban and peri-urban areas, according to Adelabu and Rose, are receiving educational opportunities from unregistered schools (2004). In some areas of the nation, there are a sizable number of unregistered schools, according to a 2015 World Bank report. This is because it is difficult for many small, non-state educational providers to meet the onerous registration requirements. Accordingly, the current state of unregistered schools in Kaduna State was examined in this section.

Table 4.1A: Frequency Percentage Distributions of Registration Status of Non-State Schools by School Type

Non-State School Type	In process of approval	Yet to be approved
Independent, non-state schools (Faith based) (Tsangaya, Missionary Schools)	38(12.1)	59(18.8)
Independent, non-state schools (Private, non-faith based)	130(41.5)	61(19.5)
Non-state managed, state schools (Nomadic, Islamiyah)	18(5.8)	7(2.2)
Total	186(59.4)	127(40.6)

Table 4.1A showed that out of 313 non-state schools sampled, 127 schools, representing 40.6%, were yet to be approved, while 186 schools, representing 59.4% of the schools, were in the process of approval. Table 4.1B shows the registration status distributions for non-state schools by LGA.

Table 4.1B: Frequency Percentage Distributions of Registration Status of Non-State Schools by LGA

Variable	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
Recognition status							
In process of approval	4 (1.3)	55 (17.6)	28 (8.9)	67 (21.4)	23 (7.3)	9 (2.9)	186 (59.4)
Yet to be approved	1 (0.3)	85 (27.2)	14 (4.5)	23 (7.3)	4 (1.3)	0 (0.0)	127 (40.6)
If your school is yet to be approved, do you want it to be approved?							
No	0 (0.0)	3 (2.4)	1 (0.8)	0 (0.0)	0 (0.0)	0 (0.0)	4 (3.1)
Yes	1 (0.8)	82 (64.6)	13 (10.2)	23 (18.1)	4 (3.1)	0 (0.0)	123 (96.9)
Reasons for not ready for school approval							
I don't want to pay tax to the government	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
I don't want the government to monitor my school	0 (0.0)	1 (25.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (25.0)
I want to avoid government regulations	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
I don't want the government to take over my school	0 (0.0)	1 (25.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (25.0)
Others (pleases specify)	0 (0.0)	1 (25.0)	1 (25.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (50.0)

Variable	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
School's approval status							
Guidelines purchased	0 (0.0)	44 (23.7)	6 (3.2)	14 (7.5)	13 (7.0)	5 (2.7)	82 (44.1)
Name search	0 (0.0)	41 (22.0)	7 (3.8)	1 (0.5)	14 (7.5)	0 (0.0)	63 (33.9)
Formal application	1 (0.5)	40 (21.5)	2 (1.1)	3 (1.6)	5 (2.7)	1 (0.5)	52 (28.0)
Site inspection	2 (1.1)	32 (17.2)	2 (1.1)	20 (10.8)	1 (0.5)	0 (0.0)	57 (30.6)
Take-off permit	0 (0.0)	26 (14.0)	1 (0.5)	4 (2.2)	2 (1.1)	0 (0.0)	33 (17.7)
Approval inspection	0 (0.0)	19 (10.2)	2 (1.1)	18 (9.7)	0 (0.0)	2 (1.1)	41 (22.0)
Provisional approval	2 (1.1)	18 (9.7)	3 (1.6)	2 (1.1)	0 (0.0)	1 (0.5)	26 (14.0)
Payment of accreditation fees/full inspection	1 (0.5)	13 (7.0)	11 (5.9)	29 (15.6)	1 (0.5)	1 (0.5)	56 (30.1)
Full approval (after 10 years)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Others	0 (0.0)	0 (0.0)	2 (1.1)	1 (0.5)	0 (0.0)	0 (0.0)	3 (1.6)

Note: percentages are enclosed in parenthesis

Table 4.1B showed that out of 127 non-state schools in yet-to-be-approved status, 123 schools, representing 96.9%, want their schools to be approved while 4 schools, representing 3.1% of the schools, do not want their schools to be approved.

The table also revealed that 44.1% of non-state schools pursuing approval had purchased guidelines: 33.9% during the name search stage, 28.0% during the formal application stage, 30.6% during the site inspection stage, 17.7% during the take-off permit stage, 22.0% during the approval inspection stage, 14.0% during the provisional approval stage, and 30.1% during the payment of accreditation fees/full inspection stage.

Table 4.1B, let alone expand its functions to guarantee a minimum standard of quality in all schools; it will need to establish significantly more capacity to adequately respond to these needs.

Table 4.1C: Frequency Percentage Distributions of Challenges to Non-state schools Registration

Variable	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
Challenges							
Building structure requested by the state government for school registration	0 (0.0)	42 (13.4)	1 (0.3)	2 (0.6)	0 (0.0)	0 (0.0)	45 (14.4)
State government protocols for registering a school are quite burdensome	1 (0.3)	39 (12.5)	6 (1.9)	6 (1.9)	4 (1.3)	0 (0.0)	56 (17.9)

Variable	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
Getting a certificate of registration with the CAC is quite burdensome	1 (0.3)	64 (20.4)	7 (2.2)	5 (1.6)	4 (1.3)	0 (0.0)	81 (25.9)
Getting a consent letter from the host community is sometimes difficult	1 (0.3)	52 (16.6)	6 (1.9)	4 (1.3)	1 (0.3)	0 (0.0)	64 (20.4)
Difficulties in registering with state internal revenue service	0 (0.0)	17 (5.4)	1 (0.3)	1 (0.3)	0 (0.0)	0 (0.0)	19 (6.1)
The uncooperative attitude of inspectorate/quality assurance staff	1 (0.3)	32 (10.2)	1 (0.3)	6 (1.9)	0 (0.0)	0 (0.0)	40 (12.8)
Reference letter from the bank	0 (0.0)	24 (7.7)	1 (0.3)	3 (1.0)	0 (0.0)	0 (0.0)	28 (8.9)
Lack of adequate school facilities	1 (0.3)	46 (14.7)	5 (1.6)	9 (2.9)	4 (1.3)	0 (0.0)	65 (20.8)
Getting a building plan/tenancy agreement is cumbersome	1 (0.3)	24 (7.7)	4 (1.3)	2 (0.6)	0 (0.0)	0 (0.0)	31 (9.9)
Other Challenges	0 (0.0)	2 (0.6)	0 (0.0)	7 (2.2)	0 (0.0)	0 (0.0)	9 (2.9)

Note: percentages are enclosed in parenthesis

Table 4.1C revealed the challenges to non-state schools' registration. Getting a certificate of registration with the corporate affairs commission (CAC) is quite burdensome, topping the list with 25.9% of the respondents closely followed by obtaining a consent letter from the host community being difficult, as well as the lack of adequate school facilities, 20.4% and 20.8% respectively. This result underlines the fact that these factors are responsible for inhibiting the registration of non-state schools in Kaduna state.

4.2 School Community Partnership

By promoting an important, close-knit, strong, and goal-oriented alliance between the school authority and other relevant stakeholders (such as the Parent-Teachers Association (PTA), the Old Students Association, non-governmental organisations, communities, ministries, and school boards), school-community partnerships aim to improve the effectiveness of school management, the learning environment, curriculum delivery, and students' learning outcomes.

The roles played by the Parents Teachers Association (PTA) and School Based Management Committee (SBMC) in schools are complementary. The two bodies' makes-up, however, is different. Unlike the PTA, which is limited to parents, the SBMC welcomes membership from anyone who shares its passion for the advancement of education in the community.

All private primary and secondary schools are required to establish learner/student representative councils, parent-teacher associations, and school-based management committees in accordance with the National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria (SMBCs, 2016). Members of the teaching staff, student body, community, and parents are also chosen to serve on SBMCs in addition to participants from the state level. In order to do so, this section describes the scope of school community partnerships in Kaduna State's unregistered private schools.

Table 4.2: Frequency Percentage Distributions of School Community Partnership

Variable	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
Parents'-Teachers' Association (PTA) / Parents Forum (PF)							
Yes	5 (1.6)	83 (26.5)	34 (10.9)	75 (24.0)	25 (8.0)	9 (2.9)	231 (78.8)
No	0 (0.0)	57 (18.2)	8 (2.6)	15 (4.8)	2 (0.6)	0 (0.0)	82 (26.2)
Evidence of PTA Availability							
Minutes Available	5 (2.2)	47 (20.3)	22 (9.5)	67 (29.0)	20 (8.7)	9 (3.9)	170 (73.6)
Minutes Not Available	0 (0.0)	36 (15.6)	12 (5.2)	8 (3.5)	5 (2.2)	0 (0.0)	82 (35.5)
School-Based Management Committee (SBMC)/(CBMC)							
Yes	2 (0.6)	23 (7.3)	14 (4.5)	21 (6.7)	3 (1.0)	4 (1.3)	67 (21.4)
No	3 (1.0)	117 (37.4)	28 (8.9)	69 (22.0)	24 (7.7)	5 (1.6)	246 (78.6)
Evidence of SBMC/CBMC Availability							
Minutes Available	2 (3.0)	12 (17.9)	7 (10.4)	18 (26.9)	2 (3.0)	3 (4.5)	44 (65.7)
Minutes Not Available	0 (0.0)	11 (16.4)	7 (10.4)	3 (4.5)	1 (1.5)	1 (1.5)	23 (34.3)
School Development Plan (SDP)							
Yes	4 (1.3)	67 (21.4)	23 (7.3)	30 (9.6)	15 (4.8)	6 (1.9)	145 (46.3)
No	1 (0.3)	73 (23.3)	19 (6.1)	60 (19.2)	12 (3.8)	3 (1.0)	168 (53.7)
Evidence of (SDP) Availability							
Plan Available	4 (2.8)	38 (26.2)	12 (8.3)	22 (15.2)	7 (4.8)	6 (4.1)	89 (61.4)
Plan Not Available	0 (0.0)	29 (20.0)	11 (7.6)	8 (5.5)	8 (5.5)	0 (0.0)	38.6 (32.2)

Note: percentages are enclosed in parenthesis

Table 4.2 demonstrated that out of 231 non-state schools (78.8%) with Parents'-Teachers' Associations (PTA)/Parents Forums (PF), 170 schools 73.6% could only present PTA minute's books as proof. Similarly, there were 67 schools with School Based Management Committees (SBMC)) present, accounting for 21.4% of all schools, and 44 of those schools (65.7%) demonstrated evidence of SBMC functionality. This shows that in the sampled area, the non-state school gave PTA and SBMC activities high weight. The Table also showed that 46.3% of the non-state schools have a school development plan (SDP). This implied that SDPs were not present in the majority of the non-state sampled schools.

4.3 Public Private Partnership-Support from State to Non-State Schools

Through some kind of public-private partnership, non-state actors have frequently been able to provide elementary education on a global level (PPP). While some Northern Nigerian private schools offer free tuition, others heavily rely on the meagre school fees paid by parents who might have lost their jobs as a result of the nation's security situation. These educational establishments lack the financial "cushion" required to stably cover employee salaries and facility rent. Because of this, there is a chance that some components of the private education industry will shut down or fail on their own. The table below lists the total number of non-state schools in Kaduna States that are supported by the federal government or other organisations.

Table 4.3: Frequency Percentage Distributions of State or Non-State School Support

Variable	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
Yes	4 (1.3)	3 (1.0)	8 (2.6)	17 (5.4)	3 (1.0)	2 (0.6)	34 (10.9)
No	1 (0.3)	137 (43.8)	34 (10.9)	73 (23.3)	24 (7.7)	7 (2.2)	279 (89.1)
Financial support	0 (0.0)	7 (20.6)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	7 (20.6)
Provision of school bags, exercise books, pencils, biro and sandals.	0 (0.0)	2 (5.9)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.9)
Salaries for teachers	0 (0.0)	1 (2.9)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (2.9)
Provision of furniture (Chair, Tables etc.)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (9.1)
Feeding of pupils	0 (0.0)	1 (2.9)	1 (2.9)	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.9)
Salaries of Mallams	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Health facilities	0 (0.0)	0 (0.0)	0 (0.0)	1 (2.9)	0 (0.0)	0 (0.0)	1 (2.9)
Toilets	0 (0.0)	1 (2.9)	1 (2.9)	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.9)
Construction of blocks of classroom	0 (0.0)	4 (11.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	4 (11.8)
Renovation of school buildings	0 (0.0)	2 (5.9)	1 (2.9)	0 (0.0)	0 (0.0)	0 (0.0)	3 (8.8)
Provision of Library equipment	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Purchase of computer system	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Others	0 (0.0)	2 (5.9)	0 (0.0)	1 (2.9)	0 (0.0)	0 (0.0)	3 (8.8)

Note: percentages are enclosed in parenthesis

Table 4.3 revealed that 34 (10.9%) of the proprietors/proprietresses reported receiving either state or non-state support ever since the schools were founded. However, with 20.6% of the total

amount of state or non-state aid given to non-state unregistered schools in Kaduna States, financial support, the provision of school supplies like backpacks, exercise books, pencils, biros, and sandals, classroom building construction, and school building renovation were listed as the most common.

4.4 Tuition Fees Charged in Non-State Schools

People all over the world share the conviction that education is the key to living a better life, and Nigerians are no different in their desire to acquire the best education that money can buy. However, owners and administrators of private and mission schools have raised the bar by enforcing high tuition and levies and exploiting the alleged shortcomings of public schools. It is disappointing that a lot of parents find it difficult to comply with the requirements of private school owners or operators. Due to the high rate of poverty and inflation in the country, many parents no longer have the financial means to cover these costs.

The average tuition for playgroup and nursery levels, primary levels, and junior and senior secondary school levels in private schools in Kaduna, Nigeria's largest state, ranges from 10,000 to 25,000 naira. While parents have made great efforts to meet this important educational need for their children, there is no assurance that their kids will achieve the ideal outcomes necessary for their development because the educational activities in the schools fall short of the standards for a high-quality education. As a result, the frequency percentage distributions of the tuition charges at non-state institutions are shown in Table 4.4.

Table 4.4: Frequency Percentage Distributions of Tuition Fees charged in Non-State Schools

Variable	Independent, non-state schools (Faith based) (Tsangaya, Missionary Schools)	Independent, non-state schools (Private, non-faith based)	Non-state managed, state schools (Nomadic, Islamiyah)	Grand Total
Pre-nursery School Fees				
₦10,000 or below	61(19.5)	152 (48.6)	21 (6.7)	234(74.8)
₦ 10,001 - ₦20,000	8 (2.6)	25 (8.0)	1 (0.3)	34 (10.9)
₦20,001 – ₦30,000	0 (0.0)	3 (1.0)	0 (0.0)	3 (1.0)
Over ₦30,000	1(0.3)	1(0.3)	0 (0.0)	2 (0.6)
No School Fees	27(8.6)	10(3.2)	3 (1.0)	40 (12.8)
Nursery School Fees				
₦10,000 or below	68(21.7)	159(50.8)	21 (6.7)	248 (79.2)
₦ 10,001 - ₦20,000	5 (1.6)	26 (8.3)	0 (0.0)	31 (9.9)
₦20,001 – ₦30,000	0 (0.0)	1 (0.3)	0 (0.0)	1 (0.3)
Over ₦30,000	1 (0.3)	1 (0.3)	0 (0.0)	2 (0.6)
No School Fees	23(7.3)	4 (1.3)	4 (1.3)	31 (9.9)
Primary School Fees				
₦10,000 or below	69 (22.0)	158 (50.5)	22 (7.0)	249 (79.6)
₦ 10,001 - ₦20,000	7 (2.2)	25 (8.0)	1 (0.3)	33 (10.5)
₦20,001 – ₦30,000	0 (0.0)	2 (0.6)	0 (0.0)	2 (0.6)
Over ₦30,000	1 (0.3)	1 (0.3)	0 (0.0)	2 (0.6)

Variable	Independent, non-state schools (Faith based) (Tsangaya, Missionary Schools)	Independent, non-state schools (Private, non-faith based)	Non-state managed, state schools (Nomadic, Islamiyah)	Grand Total
No School Fees	20 (6.4)	5 (1.6)	2 (0.6)	27 (8.6)

Note: percentage are enclosed in parenthesis

According to Table 4.4's findings, 74.8% of non-state schools with pre-nursery classes charge less than ₦10,000 annually, 10.9% charge between ₦10,000 and ₦20,000, 1.0% charge between ₦20,000 and ₦30,000, and 0.6% charge more than ₦30,000. Of these schools, 12.2% charge no fees. In the nursery class, similarly, 79.2% of the schools charge less than ₦10,000 per year, 9.9% charge between ₦10,000 and ₦20,000, 0.3% charge between ₦20,000 and ₦30,000, and 0.6% charge more than ₦30,000. Meanwhile, 9.9% of the schools have no fees at all. The table also showed that 79.6% of non-state schools in the primary grades charge less than ₦10,000 annually, 10.5% charge between ₦10,000 and ₦20,000, 0.6% charge between ₦20,000 and ₦30,000, and 0.6% charge more than ₦30,000, while 8.6% of non-state schools operate tuition-free schools in Kaduna states.

4.5 Teachers' Salaries

The vast majority of the study's sampled schools don't have many resources and don't charge tuition. Instead of investing in the necessary infrastructure upgrades, these schools are able to survive by absorbing losses or relying on in-kind donations from family members and the local community. In this section, the frequency percentage distributions of non-state school teachers' salaries were displayed.

Table 4.5: Frequency Percentage Distributions of Non-State Schools' Teachers' Salary

Variable	Independent, non-state schools (Faith based) (Tsangaya, Missionary Schools)	Independent, non-state schools (Private, non-faith based)	Non-state managed, state schools (Nomadic, Islamiyah)	Grand Total
Teachers Monthly Salary				
₦10,000 or below	56 (17.9)	137 (43.8)	21 (6.7)	214 (68.4)
₦10,001 - ₦20,000	14 (4.5)	46 (14.7)	1 (0.3)	61 (19.5)
₦20,001 - ₦30,000	2 (0.6)	5 (1.6)	1 (0.3)	8 (2.6)
₦30,001 - ₦40,000	1 (0.3)	1 (0.3)	0 (0.0)	2 (0.6)
₦40,001 - ₦50,000	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Over ₦50,000	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
No Salary for Teachers	24 (7.7)	2 (0.6)	2 (0.6)	28 (8.9)

Note: percentages are enclosed in parenthesis

According to Table 4.4, 214 non-state school owners (68.4%) pay their teachers less than ₦10,000 per month, 61 proprietors (19.5%) pay between ₦10,000 and ₦20,000 and two proprietors

(0.6%) pay between ₦30, 000 and ₦40, 000. The non-state school proprietors also reported that teachers in 28 non-state schools (8.9%) did not receive a wage at the end of the month.

4.6 Special Needs Education

The main objective of inclusive education is to provide people with special needs with access to an appropriate education. Nigeria participates in special education, but its current policies don't entirely align with the global best practices (FME, 2015). Furthermore, there aren't any technologically advanced special needs classrooms or laboratories in the nation. In Nigeria, practitioners lack a formal operating permit and operators erroneously equate mainstreaming or integration with inclusive education. Due to other competing disciplines, there is very little room for special seeds education service instructors in the school curriculum (FME, 2015). This section covers the topic of accommodating students with disabilities in non-state institutions.

Table 4.6: Frequency Percentage Distributions of Non-State Schools with Provisions for Special Needs

Variable	Independent, non-state schools (Faith based) (Tsangaya, Missionary Schools)	Independent, non-state schools (Private, non-faith based)	Non-state managed, state schools (Nomadic, Islamiyah)	Grand Total
Does your school have any provision for students with Special Needs?				
Yes	26 (8.3)	10 (3.2)	15 (4.8)	62 (15.7)
No	195 (62.3)	40 (12.8)	72 (23.0)	332 (84.3)
If your school has a provision for students with disabilities. Specify the provisions.				
Ramps	0 (0.0)	10(16.1)	0 (0.0)	10 (16.1)
Hearing aid	1(1.6)	5(18.1)	2 (3.2)	8 (12.9)
Braille	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Wheelchair	1(1.6)	5(8.1)	4(6.5)	10 (16.1)
Magnifier for Albinos	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Paved paths and rails	0 (0.0)	2 (3.2)	1(1.6)	3(4.8)
Others (please specify)	2 (3.2)	9 (14.5)	3 (4.8)	14 (22.6)

Note: percentages are enclosed in parenthesis

According to the information in Table 4.6, 62(15.7%) of the non-state schools had provisions for students with special needs. However, 10(16.1%) had ramps, 8(12.9%) had hearing aids, 10 (16.1%) wheelchairs, while 4.8%, had paved walks and rails, in their respective buildings.

4.7 School Record Keeping

School records are important for many reasons, including their historical significance, the knowledge they provide about students' academic performance, and the simplicity with which they aid schools in managing their finances. They provide assistance with effective guidance and counselling, solutions to the various educational problems, and reliable and useful statistics for educational planning. Despite this admirable relevance, there is a social outcry that school

records, record-keeping practices, and administrative procedures in Nigerian elementary schools have fallen short of the standards that should have made them of paramount importance.

In Nigeria, both statutory and non-statutory records must be maintained by all educational institutions, whether they are state-run or not. The availability of mandatory and optional records in privately run, unregistered schools is shown in Table 4.7.

Table 4.7: Records Available in Non-State Unregistered Primary Schools.

		Availability	
S/N	Records	Yes	No
1	Visitors book	206(65.8)	107(34.2)
2	Inventory and stock book	140(44.7)	173(55.3)
3	Learners personal file	201(64.2)	112(35.8)
4	Logbook	176(56.2)	137(43.8)
5	Weekly diary of work	178(56.9)	135(43.1)
6	Sports and games record file	96(30.7)	217(69.3)
7	Continuous assessment record	250(79.9)	63(20.1)
8	Class daily attendance register	269(85.9)	44(14.1)
9	Assignment book record for teachers	174(55.6)	139(44.4)
10	Punishment/reward book	128(40.9)	185(59.1)
11	Query book	137(43.8)	176(56.2)
12	Learners health record	147(47.0)	166(53.0)
13	NERDC Curriculum	179(57.2)	134(42.8)
14	CBMC minute book	81(25.9)	232(74.1)
15	PTA minute book	202(64.5)	111(35.5)
16	Cash book	252(80.5)	61(19.5)
17	Enrolment/Admission Register	255(81.5)	58(18.5)
18	Staff disciplinary book	136(43.5)	177(56.5)
19	Transfer certificate book	142(45.4)	171(54.6)
20	Time book for teaching and non-teaching staff	235(75.1)	78(24.9)
21	Annual leave roster for teacher	106(33.9)	207(66.1)
22	School leaving certificate record	179(57.2)	134(42.8)
23	Staff movement register	180(57.5)	133(42.5)
24	Asset register	112(35.8)	201(64.2)

The opinions of 313 owners/proprietresses regarding the accessibility of student records at their individual schools are presented in Table 4.7. Out of the 313 schools that were sampled, 85.9% of the schools had class daily attendance register, 81.5% and 80.5% had access to the enrollment/admission register, and Cash book. According to the proprietors/proprietresses of the sampled non-state schools. According to the analysis mentioned above, schools do not have access to the majority of the records.

4.8 Enrolment Early Childhood Care Development Education and Pre-Primary Education

The number of students requesting education at all levels has increased, which has an impact on the state's cost of funding education. It is easiest to imagine the effects of having a sizable portion of these children attend Basic level schools. Despite this, there have been difficulties in the state's funding and administration of basic education.

Early Childhood Care and Development Education (ECCDE) in Nigeria includes nurseries, kindergartens, and crèches for children ages 0 to 4, as well as pre-primary education for children aged 5 to prepare them for primary school. Early childhood development and pre-primary education are both provided by private schools. This section provides information on ECCDE and pre-schools.

Table 4.8.1: Statistics of Enrolment Pre-Nursery & Nursery Schools by LGA and Location

Location		Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
Rural	Male	66	228	438	212	936	485	4276
	Female	59	283	399	218	824	432	4177
	Total	125	511	837	430	1760	917	8453
Urban	Male	0	2995	922	432	0	0	4349
	Female	0	3317	557	387	0	0	4261
	Total	0	6312	147	819	0	0	8610
Total	Male	66	3223	136	255	936	485	8625
	Female	59	3600	956	256	824	432	8438
	Total	125	6823	231	512	176	917	17063
Gender Parity Index		0.89	1.12	0.70	1.00	0.88	0.89	0.98

In Nigeria, primary schools are widely dispersed throughout both urban and rural areas. The sample area's total enrollment in non-state pre-nursery and nursery schools was displayed in Table 4.8.1. There were 17063 pupils enrolled in non-state unregistered schools, including 8625 and 8438 female students. The table also revealed that 49.5% of learners at this level are schooling in the rural areas while 50.5% are in the urban areas.

4.9 Primary Education

Primary school, as defined by the National Policy on Education, is any education given to children between the ages of 6 and 11. (Nigeria's Federal Government, 2014) It is in accordance with UBE requirements and serves as the starting point for junior secondary education (UBEP). Both the public and private sectors provide it. All primary-aged students in Nigeria must complete a full primary education before moving on to JSS, according to the UBE Act of 2004. This section

contains information on elementary education for non-state, unregistered schools.

Table 4.9: Enrolment in Non-State Primary Schools by LGA, Location (Rural/Urban) & Gender

Location		Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
Rural	Male	171	142	631	2726	1040	523	5233
	Female	175	193	646	2751	1003	555	5323
	Total	346	335	1277	5477	2043	1078	10556
Urban	Male	0	6394	2135	654	0	0	9183
	Female	0	5447	1119	653	0	0	7219
	Total	0	11841	3254	1307	0	0	16402
Total	Male	171	6536	2766	3380	1040	523	14416
	Female	175	5640	1765	3404	1003	555	12542
	Total	346	12176	4531	6784	2043	1078	26958
Gender Parity Index		1.02	0.86	0.64	1.01	0.96	1.06	0.87

The enrollment of non-state primary schools in the sample area is displayed in Table 4.9.1. There were 26,958 pupils registered in Kaduna State, including 14,416 male and 12,542 female students. The state overall gender parity indices stood at 0.87. This implied that the GPI was in favour of males. While the GPI of 1.06 Soba LGA indicates a disparity in favour of females.

4.10 Teachers

As a function of the total number of non-state (unregistered) schools, a summary of data on competent teachers for the current academic year is presented in Tables 4.10.1 and 4.10.2. Teachers are deemed qualified if they hold a post-graduate diploma or certificate in addition to their university degrees or other comparable credentials, meet the minimum teaching requirement for the Nigeria Certificate in Education (NCE), or meet one of the other qualifications listed above.

Table 4.10.1: Qualifications of Teachers in Non-State Unregistered Non-state Schools by LGA

LGA	Below NCE qualification		NCE qualification & above		Total		Total teachers	% of Qualified Teachers
	Male	Female	Male	Female	Male	Female		
Jaba	15	16	12	11	27	27	54	42.6
Kaduna North	133	340	169	335	302	675	977	51.6
Kaduna South	24	86	43	111	67	197	264	58.3
Sabon Gari	60	160	183	451	243	611	854	74.2
Sanga	18	46	48	63	66	109	175	63.4
Soba	28	31	30	45	58	76	134	56.0
Grand Total	278	679	485	1016	763	1695	2458	61.1

Table 4.10.1 demonstrates the unequal distribution of teachers by gender in Kaduna State, with 763 (31.0%) male teachers and 1695(69.0%) female teachers. Indicating that there were more female teachers than male teachers. The table also showed that 1501(61.1%) teachers are qualified which implies that 957(38.9%) teachers are not qualified to teach in non-state unregistered schools.

Table 4.10.2: Teacher–Pupil -Ratio in Non-State Unregistered Schools by LGA

LGA	No. of Teachers	Total Enrolment	Teacher: Pupil
Jaba	54	471	9
Kaduna North	977	18999	19
Kaduna South	264	6847	26
Sabon Gari	854	11906	14
Sanga	175	3803	22
Soba	134	1995	15
Grand Total	2458	44021	18

Table 4.10.2 above shows an overall Teacher- Pupil Ratio of 1:18 for all teachers in pre-primary and primary non-state unregistered schools.

4.11 School Health, Safety, Hygiene and Other Facilities (Sources of Water, Toilets, Waste Disposal, Availability of Clinics, First Aid Box, Health Personnel, etc.)

Nigeria, among other nations, is making great efforts to ensure that every child has access to a high-quality education. A brand-new set of issues that are more dangerous to schoolchildren's safety and management-related negligence are currently being dealt with in the country. Given the national trend of security issues in educational institutions, it is essential to evaluate the security preparedness of non-state schools in Kaduna state.

Table 4.11.1: School Health and Hygiene

LGA	Safe water		Accessibility to Toilets					Health facilities				
	Number of schools with safe water	% of schools with safe water	Number of Toilets	Pupil-Toilet Ratio	% Pit Toilet	% Bucket system	% Water flush	Number of schools with health facilities	% of schools with health facilities	% schools with sick bay	% schools with first aid kit	% schools with other health care provision
Jaba	2	0.6	1	471	0.0	1.0	0.0	3	1.0	0.0	0.6	0.0
Kaduna North	27	8.6	263	72	18.8	7.7	16.3	75	24.0	0.6	20.1	0.3
Kaduna South	18	5.8	81	85	3.9	2.8	10.2	20	6.4	0.3	7.0	0.6
Sabon Gari	35	11.2	232	51	15.3	5.9	20.6	4	1.3	0.0	27.5	0.6
Sanga	11	3.5	17	224	1.3	0.2	0.7	17	5.4	0.0	3.5	0.0
Soba	4	1.3	14	143	1.0	0.7	0.7	0	0.0	0.0	2.9	0.0
Grand Total	97	31.0	608	72	40.3	18.3	48.4	119	38.0	1.0	61.7	1.6

Table 4.11.1 shows that there is low level of hygiene in non-state unregistered schools in the state. The table shows that 31.0% have access to potable water and 38.0% have basic health facilities. The table also revealed that there are 608 toilets with pupils' toilets of 1:52. This ratio shows that toilet provision, which is an important sanitary requirement, is inadequate.

Table 4.11. 2: Other facilities (sources of power, School fence, playgrounds and School Security Guard.)

Non-State School Type	Power Supply	School Fence	Play Ground	School Security Guard
Independent, non-state schools (Faith based) (Tsangaya, Missionary Schools)	54(17.3)	66(21.1)	18(5.8)	19(6.1)
Independent, non-state schools (Private, non-faith based)	71(22.7)	129(41.2)	85(27.2)	73(23.3)
Non-state managed, state schools (Nomadic, Islamiyah)	7(2.2)	21(6.7)	3(1.0)	12(3.8)
Total	132(42.2)	216(69.0)	106(33.9)	104(33.2)

Table 4.11.2 revealed that of the 313 non-state schools sampled, 132 (42.2% of them) had a source of power, 216 (69.0%) had a fence around the school, 106 (33.9%), and 104 (33.2% of them) had a playground and a security guard. Establishing a safe environment in schools is crucial to fostering learning because of the pervasive trend of security issues affecting Nigerian educational institutions.

4.12 Classrooms and Facilities

In this section, statistics are provided on the number of classrooms, computers, libraries, laboratories, playgrounds, and bathrooms that are available in each non-state unregistered school.

Table 4.12. 1: School Building Status

Ownership status of school building	Independent, non-state schools (Faith based) (Tsangaya, Missionary Schools)	Independent, non-state schools (Private, non-faith based)	Non-state managed, state schools (Nomadic, Islamiyah)	Total
Owned	35(11.2)	53(16.9)	6(1.9)	94(30.0)
Rented	38(12.1)	126(40.3)	17(5.4)	181(57.8)
Granted for free	24(7.7)	12(3.8)	2(0.6)	38(12.1)
Type of school building				
Purposely-built	39(12.5)	68(21.7)	8(2.6)	115(36.7)
Converted building, rooms holding multiple classes (no walls between)	23(7.3)	43(13.7)	5(1.6)	71(22.7)

Ownership status of school building	Independent, non-state schools (Faith based) (Tsangaya, Missionary Schools)	Independent, non-state schools (Private, non-faith based)	Non-state managed, state schools (Nomadic, Islamiyah)	Total
Converted building, one class per room (wall separating)	4(1.3)	22(7.0)	1(0.3)	27(8.6)
Space in house/apartment (residential)	9(2.9)	25(8.0)	4(1.3)	38(12.1)
Mixed-use building (school plus other commercial use)	22(7.0)	33(10.5)	7(2.2)	62(19.8)
Floor Material				
Mud/Earth	23(7.3)	71(22.7)	10(3.2)	104(33.2)
Concrete	67(21.4)	100(31.9)	12(3.8)	179(57.2)
Wood	2(0.6)	7(2.2)	3(1.0)	12(3.8)
Tile/Terrazzo	5(1.6)	13(4.2)	0(0.0)	18(5.8)

Table 4.12:2 Table of Pupil- Classroom Ratio by LGA

LGA	Usable Classroom	Unusable	% of Usable classroom	Pupils- Classroom Ratio
Jaba	26	4	1.4	18
Kaduna North	703	78	38.5	27
Kaduna South	213	34	11.7	32
Sabon Gari	553	32	30.3	22
Sanga	120	22	6.6	32
Soba	37	2	2.0	54
Total	1652	172	90.6	27

In Table 4.12, the student-to-classroom ratio is displayed. The data show that the combined pupil-classroom ratio for pre-nursery, nursery, and primary at the non-state school is 27:1, of which 90.6% are usable. This suggests that there would be an average of 27 students in each classroom at a private school. The infrastructure is inadequate for the current student population. However, it is inevitable that the strain on education providers' capacity to deliver will increase as enrolment increases.

4.13 School Inspection

Although inspectorate units are dispersed across the nation, the responses from those who are involved in school communities (i.e. parents, teachers, community leaders) show that schools are not properly or regularly supervised or inspected and that the quality of instruction there has steadily declined. This section looked at the level of school inspection in the unregistered private schools in Kaduna state.

Table 4.13: Authority of Last Inspection

Authority	Jaba	Kaduna North	Kaduna South	Sabon Gari	Sanga	Soba	Grand Total
LGEA	4(1.3)	36(11.5)	8(2.6)	79(2.5)	21(6.7)	9(2.9)	157(50.2)
State	1(0.3)	47(15.0)	23(7.3)	5(1.6)	2(1.6)	0(0.0)	78(24.9)
Never visited	0(0.0)	57(18.2)	11(3.5)	6(1.9)	4(1.3)	0(0.0)	78(24.9)
Period of inspection visit							
Annual	1(0.4)	38(16.2)	13(5.5)	27(11.5)	0(0.0)	2(0.9)	81(34.5)
Bi-annual	0(0.0)	13(5.5)	3(1.3)	6(2.6)	0(0.0)	1(0.4)	23(9.8)
Monthly	0(0.0)	7(3.0)	1(0.4)	12(5.1)	4(1.7)	4(1.7)	28(11.9)
Quarterly	4(1.7)	25(10.6)	14(6.0)	39(16.6)	19(8.1)	2(0.9)	103(43.8)

Table 4.13 showed that out of 313 sampled non-state schools, 157 schools, representing 50.2%, were last inspected by both LGEA and State inspectorate unit and 78 schools, representing 24.9% of the schools, were inspected by state inspectorate. While 78(24.9%) schools were never visited.

4.14 Graded Assessment of Non-State Schools

To increase learner attainment, school leaders play a significant role in establishing strong connections between various educational and training levels, families, the workplace, and the local community. Due to an increase in student enrollment, knowledge, and expectations for the transfer of knowledge, the importance of school management has grown even more. This section analyses the different indicators under School Management effectiveness. However, performance under each indicator was ranked in order to highlight strengths and weaknesses in the work of the school manager towards supporting better school management practices overall. The presence and robustness of each indicator (School administration, School governance, Mechanisms between school and parents, Supervision at Playtime, Learner Attendance, Teacher Attendance, Promoting learning time, Co-curricular activities, Learners health, Mealtime for Learners, Reward and Sanctions, Continuous assessment, Professional leadership, Learners participation in school governance, Relationship with the community, Planning for school development, Learners Hygiene, Safeguarding & Child Protection, Promoting girl-child education and disability inclusion, Pastoral Care and Quality of the school buildings and premises) were scored on a scale of 0 to 1, where 1 represents applicable and 0 represents not applicable. However, a total of 164 questions were raised for all the indicators, with 1 mark for each question; the overall pass rating scale was set as follows:

- 1- 50 scores = Emerging
- 51-100 scores= Establishing and
- Above 100 scores = Enhancing

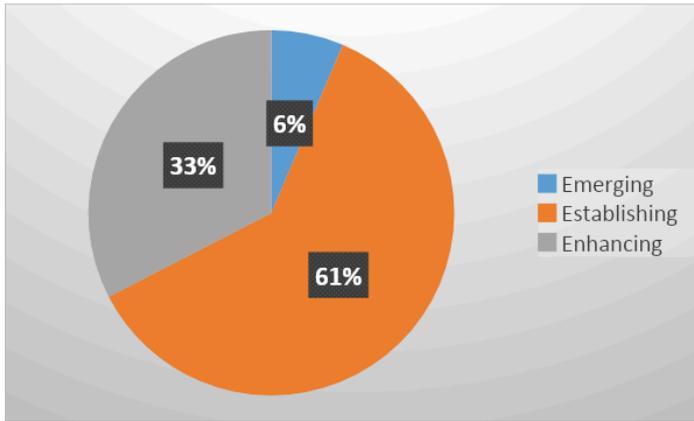


Figure 4.1: Non-State Schools Graded Assessment

Figure 4.1's findings show that 61% of non-state schools were considered to be establishing schools, 33% were thought to be enhancing schools, and 6% were considered to be emerging schools.

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Major highlights of the of findings

The following are the main findings from this baseline survey of (unregistered) non-state schools, as based on the narrative and quantitative analysis presented in chapters three and four:

1. 38(12.1%) of the non-state unregistered schools had two or more private owners, 6(1.9%) had other ownership, 34(10.9%) were owned by religious foundations, and 235(75.1%) had a single private owner. 313 school owners (79.4%) do not belong to any association
2. 313 non-state schools sampled, 127 schools, representing 40.6%, were yet to be approved, while 186 schools, representing 59.4% of the schools, were in the process of approval.
3. 44.1% of non-state schools pursuing approval had purchased guidelines: 33.9% during the name search stage, 28.0% during the formal application stage, 30.6% during the site inspection stage, 17.7% during the take-off permit stage, 22.0% during the approval inspection stage, 14.0% during the provisional approval stage, and 30.1% during the payment of accreditation fees/full inspection stage.
4. Getting a certificate of registration with the CAC is quite burdensome, topping the list with 25.9% of the respondents closely followed by getting a consent letter from the host community is sometimes difficult and Lack of adequate school facilities with 20.4% and 20.8%.
5. 231 non-state schools (78.8%) with Parents'-Teachers' Associations (PTA)/Parents Forums (PF), 170 schools 73.6% could only present PTA minute's books as proof. Similarly, there were 67 schools with School Based Management Committees (SBMC)) present, accounting for 21.4% of all schools, and 44 of those schools (65.7%) demonstrated evidence of SBMC functionality.
6. Since their establishments' inception, 34(10.9%) of the owners/head teachers have reported receiving state or non-state support
7. 74.8% of non-state schools with pre-nursery classes charge less than ₦10,000 annually, 10.9% charge between ₦10,000 and ₦20,000, 1.0% charge between ₦20,000 and ₦30,000, and 0.6% charge more than ₦30,000. Of these schools, 12.2% charge no fees. In the nursery class, similarly, 79.2% of the schools charge less than ₦10,000 per year, 9.9% charge between ₦10,000 and ₦20,000, 0.3% charge between ₦20,000 and ₦30,000, and 0.6% charge more than ₦30,000. Meanwhile, 9.9% of the schools have no fees at all
8. 214 non-state school owners (68.4%) pay their teachers less than ₦10,000 per month.
9. there were more male 763(31.0%) and 1695(69.0%) female teachers
10. 1501(61.1%) teachers are qualified which implies that 957(38.9%) teachers are not qualified to teach in non-state unregistered schools.
11. The combined pupil-classroom ratio for pre-nursery, nursery, and primary at the non-state school is 27:1, of which 90.6% are usable. This suggests that there would be an average of 27 students in each classroom at a private school
12. 62(15.7%) of the non-state schools had provisions for students with special needs.
13. 31.0% of the non-state unregistered schools have access to potable water.
14. 38.0% have good health facility

15. There are 608 toilets with pupils' toilets of 1:52. This ratio shows that toilet provision, which is an important sanitary requirement, is inadequate.
16. 42.2% of the non-state unregistered schools had a source of power, 216 (69.0%) had a fence around the school, 106 (33.9%), and 104 (33.2% of them) had a playground and a security guard.
17. On the non-state unregistered schools graded assessment, 61% of non-state schools were considered to be establishing schools, 33% were thought to be enhancing schools, and 6% were considered to be emerging schools.

5.2 Conclusion

Networks of governments and non-state school service providers are influenced by a number of variables. These include the state's capabilities and political will, the level of democracy that affects electoral responsibility, and the outlook for the political and economic development of the nation. Helping non-state schools grow as providers of services for underserved populations will largely fall to all parties involved.

5.3 Recommendations

- For accountability, the government should work to ensure that all unregistered non-state schools are members of a recognized professional association of their choice. In addition, the association should actively engage the government on contextual basic education issues that relate to the needs of the schools' owners.
- The government should conduct a downward review of the current guidelines for non – state schools' registration in place to allow for more reasonably priced schools in the states.
- The contributions of non-state schools are invaluable, so the government must lower taxes on them. So people from lower and intermediate income groups will have access to the schools.
- Non-state schools should be encouraged to establish effective School-Based Management Committees (SMBCs), Parent-Teacher Associations, and a Learners/Students Representative Council in accordance with regulations outlined in the National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria (2016). The associations of the non-state schools must also be autonomous and independent. All parents, students, and communities are empowered. When parents and children have knowledge about the relative quality of their schools, they can hold them accountable and use their voices to advocate to the government for higher-quality services
- All key stakeholders such as community, religious heads, parents, government, and educational institutions must all play a significant role in the pursuit for high-quality service provision that can improve the quality of educational development. Legislation imposing punitive measures must be in place, such as revocation of a school's operating licence for non –state schools caught in violating laws
- Depending on the classification, the government should provide non-state schools with subvention-grants and some subsidies. Additionally, the government should support a dynamic policy framework for non-state school providers so they can leverage resources and increase access and quality of education for the underprivileged
- In particular, the government ought to provide visual aids, hearing aids, etc. to non-state schools to encourage the launch of fully inclusive basic education; all of these facilities

and infrastructure should be in place. They should also establish benchmarks that will determine the standard of education that should be offered to the public

- To ensure proper delivery and long-lasting positive effects of inclusive basic education for children with disabilities in non-state schools, governments should establish a support fund for the implementation of inclusive education methods
- Free in-service training should be available to instructors in private schools. Due to their schools' inability to pay for it, the majority of teachers at unregistered or affordable schools lack access to in-service training. This clause needs to be viewed as a component of the government's effort to invest in the future of Nigerian children
- The government should be dedicated to integrating Tsangaya non-state schools with Islamic Quranic institutions. In order for stakeholders to conclude that IQT non-state schools are expressing a wish to be included in the basic education curriculum, they must consider the evidence provided by the baseline
- Non-state schools need to be equipped and supported with record keeping, training, and infrastructure
- GESI and safeguarding in schools should be mandated. Schools must have counselling departments that can support children as well as parents who have experienced trauma at home

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APPENDIX

Kaduna State Enumerators

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5	MAGAJI VICTORIA KASANG	F	09076031111
6	WAYA STEPHEN MSUGH	M	08035966720
7	MUHAMMAD AISHATU	F	08065807426
8	ZACHARIAH JOHN	M	07046406110
9	MUSA ADAMU ZAILANI	M	07039083414
10	TAKAI EUNICE AFINIKI	F	08185499505
11	RABIU MAIMUNATU	F	08087937537
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