SOCIODEMOGRAPHIC (BASELINE) SURVEY AND GRADED ASSESSMENT REPORT OF NON-STATE SCHOOLS IN KANO STATE

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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.

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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 Area
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

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 Jigawa 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 Jigawa 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. 313 school owners (79.4%) do not belong to any association
2. 333(84.5%) of the sampled schools were yet to be approved, while 61 schools, representing 15.5% of the schools, were in the process of approval.
3. 333 non-state schools in yet-to-be-approved status, 314 schools, representing 94.3%, want their schools to be approved while 19 schools, representing 5.7% of the schools, do not want their schools to be approved.
4. Lack of adequate school facilities top the major challenges to school registration with 44.4%, closely followed by 41.9%, who affirmed that State government protocols for registering a school are quite burdensome.
5. 144 non-state schools (36.5%) had Parents'-Teachers' Associations (PTA), 72 schools with School Based Management Committees (SBMC) or (CBMC) present, accounting for 18.3% of all schools, and 22.8%of non-state schools have a School Development Plan.

6. Since their establishments' inception, 22(5.6%) of the owners/head teachers have reported receiving state or non-state support

7. 31.5% of Non-state schools with pre-nursery classes charge less than N10,000 per year; 26.6% of the Nursery schools charge less than N10,000 per year, and 33.2% of non-state schools with primary grades charge less than N10,000 per year. While 65.2%, 70.8% and 63.2% in pre-nursery, nursery and primary of non-state schools operate tuition-free schools

8. Teachers in 257 non-state schools (65.2%) did not receive a wage at the end of the month.

9. They were unequal distribution of teachers by gender with 1569 (69.4%) male teachers against 691(30.6%) female teachers

10. 888 (39.3%) of the teachers had the necessary academic credentials for teaching.

11. Pupil-classroom ratio for pre-nursery, nursery and primary in the non-state school is 131:1, of which 93.1% are usable. This implies an average of 131 pupils in one classroom in a non-state school.

12. 3057 (4.3%) of the total number of children enrolled in non-state unregistered schools were special needs

13. 62 (15.7%) of the non-state schools had provisions for students with disabilities.

14. The gender parity index was 0.79 and 0.63 in both pre-nursery and nursery schools and primary schools which indicated a gap in favour of females.

15. The ratings for the NERDC Curriculum, CBMC minute book, and Annual leave roster for teacher, Inventory and stock book, Query book and Sports and games record file attracted less than 15% availability rate. This suggested that these records were lacking in 85% of the non-state schools.

16. Teacher- Pupil Ratio in Bichi stood at 1:158. This indicates the need to recruit more teachers to reduce the Pupil-Teacher ratio to the national standard of 1:25.

17. 49.0% of the non-state unregistered schools have access to potable water.

18. 21.3% have good health facility

19. the non-state school's combined pupil-classroom ratio for pre-nursery, nursery, and primary is 90:1, of which 93.7% are usable

20. 114 (28.9%) non-state schools had a source of power supply, 126(32.0%) had a school fence, 62(15.7%), and 45(11.4%) had a playground and security guard at the school.

21. On the non-state unregistered schools graded assessment, 42% of non-state schools were regarded as emerging, 37% as establishing schools, and 18% as enhancing schools.

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

1. For the sake of accountability, the government should work to ensure that all unregistered non-state schools belong to a recognized professional association of their choice. Furthermore, school associations should actively engage the government on contextual basic education issues that are relevant to their members' needs

2. The government will review the current requirements for registering schools in order to allow for the registration of more affordable schools in the states.

3. Non-state schools should be encouraged to form effective School-Based Management Committees (SMBCs), Parent-Teacher Associations, and a Learners/Students Representative Council in accordance with the regulations outlined in Nigeria's National Education Quality Assurance Handbook for Basic and Secondary Education (2016)

4. Governments should establish a support fund for the implementation of inclusive education methods to ensure proper delivery and long-term positive effects of inclusive basic education for children with disabilities in non-state schools.

1.0 INTRODUCTION

Many school-age children around the world are not receiving an education because they are disadvantaged or difficult to reach, resulting in a serious learning crisis. While many countries have greatly expanded access to education, simply being in school is not the same as learning. Many actors, governments and international organisations alike, are concerned about providing education to such children, and non-formal education can and does play an important role in such efforts. This study is an analytical account of how non-state schools provide basic education and informal teaching to educationally disadvantaged children in Jigawa state, which is located in Nigeria's northwest corridor and has a large population of out-of-school children.

Fundamentally, schools are established to disseminate knowledge, and develop skills and character for the achievement of personal and national development goals. It is the government's responsibility to ensure that its citizens have access to education. In every society, education is undeniably critical to national development; without it, the society regresses. The sad reality however is steady declines in the quality of service delivery of basic education have now become a near-permanent decay in the public education system such that more and more children are underserved or completely marginalised. This has led to more private and non-state entities stepping in to fill the void left by the inefficiencies of the public education system.

Although Nigerian state authorities recognise non-state schools' complementary role, this survey has found that they are largely unaware of the specific needs and conditions of non-state schools. States policies regarding non-state school registration, accreditation, and taxation are ambiguous and onerous. The PLANE programme, under Output 3 (Governance of non-state systems: improvement management and performance of the non-state sector in delivering foundational skills) is therefore interested in non-state sector provision of education to the poor. Non-state managed state schools, Islamiyya-integrated state schools, Independent non-state schools (Faith-based), and Independent non-state schools (Private Non-faith-based), State-funded (government-aided), non-state schools are the majority of schools available to poor families.

1.1 Purpose of the Survey

This study's main goal is to gather sociodemographic data from the ecosystem of unregistered non-state schools operating in Kano state. The survey's findings would offer crucial insights to guide future plans and interventions targeted at delivering effective strategies to non-state education systems in Kano 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 Jigawa
- 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 several non-state school choices (Kitaev, 1999; Lewin and Sayed, 2005). Although some services are community-based and secular, the majority are faith-based and associated with mainstream or outlying groups that share a similar worldview. While some are supported by grants, others are independent. Some are supported by corporations, while others are given outside funding by parent organisations (such as industrial organisations, commercial farms, and mines). Licensed corporations, loosely affiliated groups, registered non-state organisations, and privately run schools all have different patterns of beneficial ownership and accountability. Some people and entities pay taxes, while others do not. Despite their claims, some organisations are for-profit. The non-state education sector is therefore very diverse.

2.1   Types of Non-State Schools

In Nigeria, there are many different kinds of private educational institutions. This review defines non-state schools as formal and non-formal educational institutions that cater to lower-income or marginalised populations and are owned or run by non-state entities like private citizens, faith-based or non-governmental organisations (NGO).

Non-state managed state schools

Islamiyya integrated state schools, which have been taken over by the state as part of the UBE programme, are jointly managed by the federal and local governments and religious individuals or organisations. These schools integrate Traditional Qur'anic Education with Basic Western Education, while learners (many of which are orphans and/or street children) are taught both by government teachers and Qur'anic scholars (Mallams).

Kano students, who are predominantly Muslims, typically pursue both western and Islamic education at the same time. To receive an education in Islam, they typically go to the Islamiyyah (Islamic schools) in the evening. Except for the small dues used to pay the teachers' salaries and maintain the schools, these Islamiyya have historically been free to attend. Students still have time to rest before going to the Islamic schools even though the state's schools end at 1:30pm.

But private schools have incorporated the Islamiyya programs into after-hours school programs in an effort to increase their financial gains. The extra lesson, which also requires the students to stay in school for additional hours, was started by some in the absence of Islamiyya. To attend either an Islamiyyah program or an additional lesson, they keep the students from morning until evening[1]

Independent, non-state schools (Faith-based)

Religious or faith-based schools are private, non-state educational institutions that offer religious instruction and are run by or connected to a religious organisation (JBS International 2013). Madrasas, other Islamic schools, Catholic missions, and Protestant-affiliated schools are the most prevalent types of religious schools in the literature[2].

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[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

In the northern states of Nigeria, faith-based Islamic schools play a central role in the provision of education, with the highest number (2,743) recorded in Kano State. These schools are established, managed, and funded by religious individuals or organisations and can be categorised into three types of schools. Tsangaya schools are owned by Malams and follow a more informal structure that focuses on the memorization of the Qur'an. Islamiyya schools teach the Qur'an in addition to a range of other Islamic disciplines. Integrated Islamiyya Schools, or Integrated Qur'anic Schools, combined Islamic education with mainstream secular subjects. While Islamiyya schools are tracked in official statistics and considered part of the formal education system, Almajiri children that attend Tsangaya schools (predominantly male) are viewed as "out-of-school" children in Nigeria. Faith-based Islamic schools are mainly supported through student fees and parental or charitable contributions.[3]

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

Private schools are independent non-state schools run by private individuals, communities, and organisations that (mainly) follow the national curriculum and are predominately supported through student fees, ranging from low-fee to high-fee. Most private schools are low-fee private schools (LFPS) which provide education at a relatively lower cost to children of lower-income backgrounds. The prevalence of these schools tends to be more significant than formal data shows. For Instance, the majority of LFPS in Lagos State are unregistered and not included in government statistics. For example, only 10% of all private schools in Ajeromi-Ifelodun (Lagos) were found to be officially approved by the Lagos State Government, while 66% of private schools in Abuja Federal Capital Territory (FCT) were recorded as unregistered.[4]

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

It is very uncommon to have private schools receive funding and aid from the government, However, in some cases, some private schools may receive government aid in several states such Integrated Islamiyah schools that have been registered with their State Universal Basic Education Board (SUBEB) and follow a government-approved curriculum are eligible for different forms of government aid (varying by state), including teacher salaries and learning material. For example, Kano State provides these schools with teachers, teacher development programmes, learning materials, and technical assistance in infrastructure development.

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[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 3368 unregistered non-state schools in Kano 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 414 unregistered non-state schools, including 354 regular and 60 IQT non-state schools in Kano 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.

$$n = \frac{N}{1 + Ne^2} \hspace{6cm} (3.1)$$

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
3055	313	11	354	60	414

Source: Field Work by Researchers
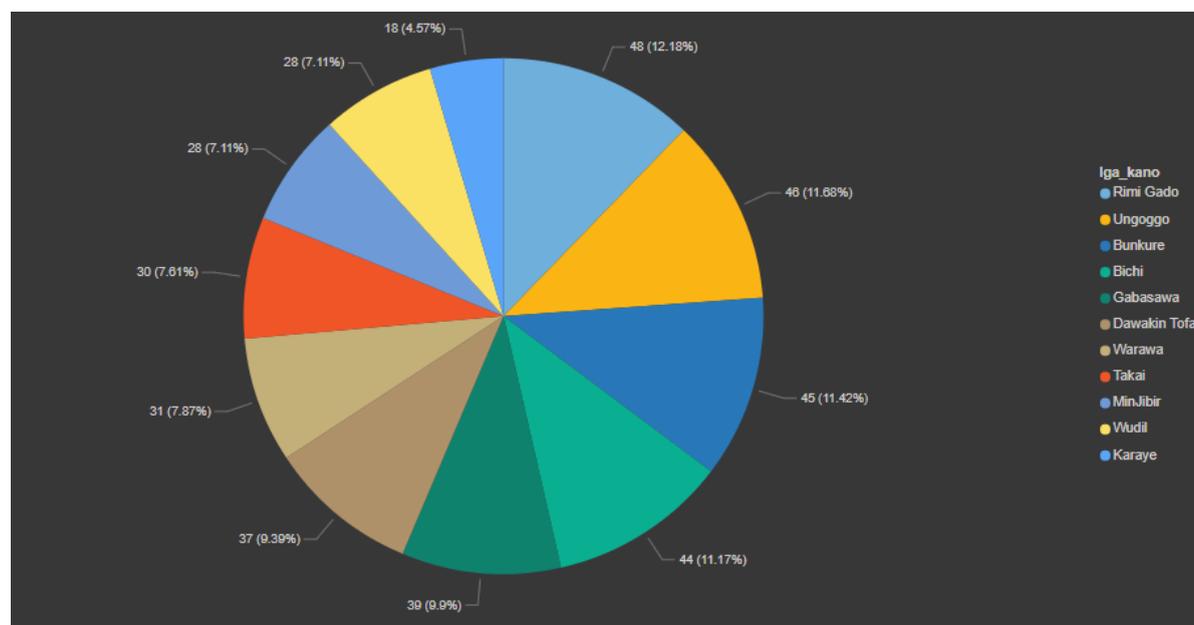
Figure 3.1: The Sampled LGA for the Baseline Data Survey of Non-State Unregistered Schools in Kano

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 advice.

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 private sector, private individuals, civil society organisations, non-governmental organisations (NGOs), international development partners, as well as communities are all referred to as "non-state actors" participating in the provision of education in the 2014 National Policy on Education, which regulates education at all levels in the nation. However, recognising the importance of non-state schools, the Kano state government established a panel made up of the Ministry of Justice, the Department of State Service, Civil Defence, the private school owners association, and other organisations to look into the revalidation of all private schools in the state in order to acknowledge the significance of non-state school actors in the provision of education and to ensure the safety of students in the state. The action was taken soon after Hanifa Abubakar, a 5-year-old girl, was killed by her teacher and the head of a private school, Noble Kids Academy. Sanusi Kiru, the state commissioner for education, noted that students in private schools whose operating licences would not be reinstated after the exercise would be transferred to other schools. This section presents the characteristics of non-state unregistered schools that were chosen for the baseline survey.

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

Variable	Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	Ungogo	Warawa	Wudil	Grand Total
Non-State Unregistered School	44 (11.2)	45 (11.4)	37 (9.4)	39 (9.9)	18 (4.6)	28 (7.1)	48 (12.2)	30 (7.6)	46 (11.7)	31 (7.9)	28 (7.1)	394 (100.0)
Unregistered Non-State Schools by Ownership												
Religious Foundation	8 (2.0)	3 (0.8)	13 (3.3)	5 (1.3)	1 (0.3)	1 (0.3)	2 (0.5)	4 (1.0)	2 (0.5)	0 (0.0)	2 (0.5)	41 (10.4)
Single Private Owner	35 (8.9)	42 (10.7)	22 (5.6)	32 (8.1)	17 (4.3)	18 (4.6)	39 (9.9)	21 (5.3)	38 (9.6)	27 (6.9)	25 (6.3)	316 (80.2)
Two or More Private Owners	1 (0.3)	0 (0.0)	0 (0.0)	2 (0.5)	0 (0.0)	9 (2.3)	7 (1.8)	4 (1.0)	6 (1.5)	0 (0.0)	1 (0.3)	30 (7.6)
Others	0 (0.0)	0 (0.0)	2 (0.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.3)	0 (0.0)	4 (1.0)	0 (0.0)	7 (1.8)
Types of Non-State Schools												
Independent, non-state schools (Faith-based)	38 (9.6)	32 (8.1)	23 (5.8)	24 (6.1)	13 (3.3)	8 (2.0)	30 (7.6)	11 (2.8)	7 (1.8)	22 (5.6)	13 (3.3)	221 (56.1)
Independent, non-state schools (Private, non-faith based)	0 (0.0)	13 (3.3)	2 (0.5)	0 (0.0)	2 (0.5)	4 (1.0)	1 (0.3)	2 (0.5)	16 (4.1)	0 (0.0)	10 (2.5)	50 (12.7)
Non-state managed, state schools	5 (1.3)	0 (0.0)	8 (2.0)	13 (3.3)	0 (0.0)	15 (3.8)	3 (0.8)	17 (4.3)	20 (5.1)	5 (1.3)	1 (0.3)	87 (22.1)
State-funded (government-aided), non-state schools	1 (0.3)	0 (0.0)	4 (1.0)	2 (0.5)	3 (0.8)	1 (0.3)	14 (3.6)	0 (0.0)	3 (0.8)	4 (1.0)	4 (1.0)	36 (9.1)
Membership of Associations												
AFED	0	0	0	0	0	0	0	0	0	0	0	0

Variable	Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	Ungogo	Warawa	Wudil	Grand Total
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
AISEN	0	0	0	0	0	0	0	1	0	0	0	1
	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.3)
AMIS	0	1	2	0	1	1	0	4	2	0	0	11
	(0.0)	(0.3)	(0.5)	(0.0)	(0.3)	(0.3)	(0.0)	(1.0)	(0.5)	(0.0)	(0.0)	(2.8)
ANSAR-UD-DEEN	0	0	0	0	1	0	0	0	0	0	2	3
	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.5)	(0.8)
ANWAR-UL-ISLAM	0	0	0	0	3	0	0	2	0	0	4	9
	(0.0)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(1.0)	(2.3)
APEN	0	0	1	0	0	0	0	0	0	0	0	1
	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)
FOMWAN	0	0	0	0	4	0	0	0	0	0	1	5
	(0.0)	(0.0)	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.3)	(1.3)
APSO	0	1	2	0	1	0	0	0	1	0	0	5
	(0.0)	(0.3)	(0.5)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(1.3)
LEAMPS	0	0	0	0	5	0	0	0	0	0	0	5
	(0.0)	(0.0)	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0	(1.3)
NAPPS	0	5	0	0	4	0	0	0	3	0	13	25
	(0.0)	(1.3)	(0.0)	(0.0)	(1.0)	(0.0)	(0.0)	(0.0)	(0.8)	(0.0)	(3.3)	(6.3)
Others	1	1	9	0	0	1	0	2	1	1	0	16
	(0.3)	(0.3)	(2.3)	(0.0)	(0.0)	(0.3)	(0.0)	(0.5)	(0.3)	(0.3)	(0.0)	(4.1)
None	39	36	26	35	6	26	41	21	42	28	13	313
	(9.9)	(9.1)	(6.6)	(8.9)	(1.5)	(6.6)	(10.4)	(5.3)	(10.7)	(7.1)	(3.3)	(79.4)

Note: percentages are enclosed in parenthesis

The survey included 394 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 44 unregistered non-state schools in Bichi, 45 unregistered non-state schools in Bunkure, 37 unregistered non-state schools in Dawakin Tofa, 39 unregistered non-state schools in Gabasawa, 18 unregistered non-state schools in Karaye, 28 unregistered non-state schools in Minjibir, 48 unregistered non-state schools in Rimi Gado, 30 unregistered non-state schools in Takai, 46 unregistered non-state schools in Ungogo, 31 unregistered non-state schools in Warawa and 28 unregistered non-state schools in Wudil (11.2%, 11.4%, 9.4%, 9.9%, 4.6%, 7.1%, 12.2%, 7.6%, 11.7%, 7.9% and 7.1%, respectively).

A closer examination of the table revealed that 30 (7.6%) of the non-state unregistered schools had two or more private owners, 7 (1.8%) had other ownership, 41 (10.4%) were owned by non-religious foundations, and 316 (80.2%) 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 221 (56.1%), 50 (12.7%) independent, non-state schools (private, non-faith-based), 87(22.1%) non-state-managed state schools, and 36 (9.1%) 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, 313 school owners (79.4%) do not belong to any associations.

Additionally, 16 (4.1%) of the non-state unregistered schools listed belong to other associations, including the Association of Private Schools Bunkure, the Association of Quranic and Islamiyya Schools, and the Mustaqilla Association of Islamiyya Minjibir, which was not included among the identified associations.

4.1   Registration Status of Non-State Schools

Non-state education is spreading more widely in Sub-Saharan Africa. Due to a national shortage of public schools, the significance of non-state providers in providing universal basic education has grown in Nigeria over the past few decades. Due to a lack of public schools, non-state providers have entered the market to meet the rising demand from parents and students for educational services. Adelabu and Rose claim that many students, especially in urban and peri-urban areas, are receiving educational opportunities from unregistered schools (2004). There are a significant number of unregistered schools in some regions of the country, according to a 2015 World Bank report. This is due to the fact that many small, non-state educational providers find it challenging to fulfil the onerous, onerous registration requirements. As a result, this section examined the current situation of unregistered schools in Kano State.

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)	26(6.6)	195(49.5)
Independent, non-state schools (Private, non-faith based)	20(5.1)	30(7.6)
Non-state managed, state schools (Nomadic, Islamiyah)	8(2.0)	79(20.1)
State-funded (government-aided), non-state schools (Islamiyya integrated)	7(1.8)	29(7.4)
Total	61(15.5)	333(84.5)

Table 4.1A showed that out of 394 non-state schools sampled, 333 schools, representing 84.5%, were yet to be approved, while 61 schools, representing 15.5% of the schools, were in the process of approval. The table also revealed that nearly half of the non-state schools in the "yet to be approved" category were independent, non-state schools (faith-based), with 195 (49.5%) and 79 (20.1%) being non-state-managed state schools (nomadic, Islamiyah). While 30 (7.6%) of the schools yet to be approved were from independent, non-state schools (private, non-faith-based) and 29 (7.4%) were from state-funded, non-state schools (Islamiyya integrated), 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	Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	Ungogo	Warawa	Wudil	Grand Total
Recognition status												
In process of approval	1 (0.3)	24 (6.1)	2 (0.5)	2 (0.5)	6 (1.5)	4 (1.0)	1 (0.3)	7 (1.8)	2 (0.5)	1 (0.3)	11 (2.8)	61 (15.5)
Yet to be approved	43 (10.9)	21 (5.3)	35 (8.9)	37 (9.4)	12 (3.0)	24 (6.1)	47 (11.9)	23 (5.8)	44 (11.7)	30 (7.6)	17 (4.3)	333 (84.5)
If your school is yet to be approved, do you want it to be approved?												
No	1 (0.3)	0 (0.0)	7 (2.1)	0 (0.0)	4 (1.2)	0 (0.0)	1 (0.3)	2 (0.6)	1 (0.3)	3 (0.9)	0 (0.0)	19 (5.7)
Yes	42 (12.6)	21 (6.3)	28 (8.4)	37 (11.1)	8 (2.4)	24 (7.2)	46 (13.8)	21 (6.3)	43 (12.9)	27 (8.1)	17 (5.1)	314 (94.3)
Reasons for not ready for school approval												
I don't want to pay tax to the government	0 (0.0)	0 (0.0)	4 (21.1)	3 (15.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (5.3)	0 (0.0)	0 (0.0)	8 (42.1)
I don't want the government to monitor my school	0 (0.0)	0 (0.0)	1 (5.3)	0 (0.0)	1 (5.3)	0 (0.0)	1 (5.3)	0 (0.0)	1 (5.3)	0 (0.0)	0 (0.0)	4 (21.1)
I want to avoid government regulations	0 (0.0)	0 (0.0)	1 (5.3)	0 (0.0)	2 (10.5)	0 (0.0)	0 (0.0)	1 (5.3)	1 (5.3)	0 (0.0)	0 (0.0)	5 (26.3)
I don't want the government to take over my school	0 (0.0)	0 (0.0)	5 (26.3)	0 (0.0)	1 (5.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (5.3)	3 (15.8)	0 (0.0)	10 (52.6)
Others (pleases specify)	1 (5.3)	0 (0.0)	1 (5.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (5.3)	0 (0.0)	0 (0.0)	0 (0.0)	3 (15.8)
School's approval status												
Guidelines purchased	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (8.2)	1 (1.6)	0 (0.0)	1 (1.6)	1 (1.6)	1 (1.6)	7 (11.5)	16 (26.2)
Name search	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (3.3)	1 (1.6)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (8.2)	8 (13.1)
Formal application	0 (0.0)	3 (4.9)	1 (1.6)	2 (3.3)	4 (6.6)	1 (1.6)	0 (0.0)	0 (0.0)	2 (3.3)	1 (1.6)	8 (13.1)	22 (36.0)

Variable	Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	Ungogo	Warawa	Wudil	Grand Total
Site inspection	0 (0.0)	2 (3.3)	0 (0.0)	1 (1.6)	4 (6.6)	1 (1.6)	0 (0.0)	1 (1.6)	1 (1.6)	0 (0.0)	4 (6.6)	14 (23.0)
Take-off permit	0 (0.0)	2 (3.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.6)	0 (0.0)	0 (0.0)	1 (1.6)	0 (0.0)	2 (3.3)	6 (9.8)
Approval inspection	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	3 (4.9)	1 (1.6)	0 (0.0)	2 (3.3)	1 (1.6)	0 (0.0)	6 (9.8)	13 (21.3)
Provisional approval	0 (0.0)	5 (6.1)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.6)	0 (0.0)	1 (1.6)	1 (1.6)	0 (0.0)	2 (3.3)	10 (16.4)
Payment of accreditation fees/full inspection	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (3.3)	0 (0.0)	0 (0.0)	0 (0.0)	2 (3.3)	0 (0.0)	4 (6.6)	8 (13.1)
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)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Others	1 (1.6)	15 (24.6)	1 (1.6)	0 (0.0)	0 (0.0)	3 (4.9)	1 (1.6)	2 (3.3)	0 (0.0)	0 (0.0)	1 (1.6)	24 (39.3)

Note: percentages are enclosed in parenthesis

Table 4.1B shows that the number of schools yet to be approved by the LGA shows that Bichi had 10.9% of schools yet to be approved and 0.3% of schools in the process of approval, Bunkure had 6.1% and 5.3%, Dawakin Tofa had 0.5% and 8.9%, Gabasawa had 0.5% and 9.4%, Karaye had 1.5% and 3.0%, Minjibir had 1.0% and 6.1%, Rimi Gado had 0.3% and 11.9%, Takai had 1.8% and 5.8%, Ungogo had 0.5% and 11.7%, Warawa had 0.3% and 7.6%, while Wudil had 2.8% and 4.3%, respectively, of non-state schools yet to be approved and in the process of approval.

In the same vein, the table also showed that out of 333 non-state schools in yet-to-be-approved status, 314 schools, representing 94.3%, want their schools to be approved while 19 schools, representing 5.7% of the schools, do not want their schools to be approved. However, 10 schools, representing 52.6% of the schools not ready for approval, attributed the reason to the fact that they don't want the government to take over their school; 8 schools, representing 42.1%, stated that they don't want to pay taxes to the government; while 15.8% of the schools specified other reasons for not being ready for school approval, such as the pure Qur'an and religious training, due to the circumstances of rural activities, among others.

The table also revealed that 26.2% of non-state schools pursuing approval had purchased guidelines: 13.1% during the name search stage, 36.0% during the formal application stage, 23.0% during the site inspection stage, 9.8% during the take-off permit stage, 21.3% during the approval inspection stage, 16.4% during the provisional approval stage, and 13.1% during the payment of accreditation fees/full inspection stage.

The large percentages of non-state schools that are yet to be approved indicate that the government has not kept up with the quickening rate of market expansion. If the government wants to guide unregistered non-state schools, the government must provide solutions to the challenges to school registration identified in 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	Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	ungogo	Warawa	Wudil	Grand Total
Challenges												
Building structure requested by the state government for school registration	0 (0.0)	1 (0.3)	2 (0.5)	15 (3.8)	21 (5.3)	0 (0.0)	6 (1.5)	0 (0.0)	0 (0.0)	7 (1.8)	0 (0.0)	52 (13.2)
State government protocols for registering a school are quite burdensome	0 (0.0)	11 (2.8)	8 (2.0)	36 (9.1)	7 (1.8)	13 (3.3)	17 (4.3)	18 (4.6)	26 (6.6)	15 (3.8)	14 (3.6)	165 (41.9)
Getting a certificate of registration with the CAC is quite burdensome	1 (0.3)	17 (4.3)	29 (7.4)	22 (5.6)	2 (0.5)	8 (2.0)	0 (0.0)	0 (0.0)	10 (2.5)	15 (3.8)	4 (1.0)	108 (27.4)
Getting a consent letter from the host community is sometimes difficult	0 (0.0)	2 (0.5)	27 (6.9)	22 (5.6)	1 (0.3)	7 (1.8)	0 (0.0)	0 (0.0)	27 (6.9)	9 (2.3)	2 (0.5)	97 (24.6)
Difficulties in registering with state internal revenue service	0 (0.0)	2 (0.5)	21 (5.3)	21 (5.3)	1 (0.3)	6 (1.5)	0 (0.0)	0 (0.0)	14 (3.6)	0 (0.0)	0 (0.0)	65 (16.5)
The uncooperative attitude of inspectorate/quality assurance staff	0 (0.0)	2 (0.5)	33 (8.4)	21 (5.3)	0 (0.0)	10 (2.5)	7 (1.8)	0 (0.0)	19 (4.8)	0 (0.0)	0 (0.0)	92 (23.4)
Reference letter from the bank	0 (0.0)	2 (0.5)	10 (2.5)	21 (5.3)	0 (0.0)	6 (1.5)	0 (0.0)	0 (0.0)	9 (2.3)	0 (0.0)	0 (0.0)	48 (12.2)
Lack of adequate school facilities	39 (9.9)	11 (2.8)	17 (4.3)	20 (5.1)	3 (0.8)	16 (4.1)	22 (5.6)	1 (0.3)	35 (8.9)	11 (2.8)	0 (0.0)	175 (44.4)
Getting a building plan/tenancy agreement is cumbersome	1 (0.3)	4 (1.0)	2 (0.5)	20 (5.1)	0 (0.0)	7 (1.8)	0 (0.0)	2 (0.5)	7 (1.8)	0 (0.0)	0 (0.0)	43 (10.9)
Other Challenges	9 (2.3)	1 (0.3)	0 (0.0)	1 (0.3)	4 (1.0)	5 (1.3)	1 (0.3)	2 (0.5)	2 (0.5)	8 (2.0)	2 (0.5)	35 (8.9)

Note: percentages are enclosed in parenthesis

Table 4.1C revealed the challenges to non-state schools' registration. Lack of adequate school facilities, topping the list with 44.4% of the respondents; 41.9% affirmed State government protocols for registering a school are quite burdensome; 27.4% affirmed getting a certificate of registration with the CAC was difficult; 24.6% affirmed getting a consent letter from the host community was difficult; 23.4% affirmed the uncooperative attitude of inspectorate/quality assurance staff; and 10.9% affirmed getting a building plan or tenancy agreement was cumbersome, among others. This result underlines the fact that these factors are germane to inhibiting the registration of non-state schools in Nigeria.

4.2   School Community Partnership

School-community partnerships seek to enhance the effectiveness of school management, the learning environment, curriculum delivery, and students' learning outcomes by encouraging a meaningful, close-knit, strong, and goal-oriented alliance between the school authority and other pertinent stakeholders (such as the Parent-Teachers Association (PTA), the Old Students Association, non-governmental organisations, communities, ministries, and school boards).

The School Based Management Committee (SBMC) and Parents Teachers Association (PTA) play complementary roles in schools. However, the composition of the two bodies varies. In the SBMC, any person who has passion for the progress of Education in the Community can be a member, while in the case of the PTA, only parents can be a member.

According to the National Education Quality Assurance Handbook for Basic and Secondary Education in Nigeria, all private primary and secondary schools must set up learner/student representative councils, parent-teacher associations, and school-based management committees (SMBCs, 2016). In addition to state-level participants, the teaching staff, student body, community, and parents elect representatives to serve on SBMCs. As a result, this section details the extent of school community partnerships in Kano State's unregistered private schools.

Table 4.2: Frequency Percentage Distributions of School Community Partnership

Variable	Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	ungogo	Warawa	Wudil	Grand Total
Parents'-Teachers' Association (PTA) / Parents Forum (PF)												
Yes	2 (0.5)	13 (3.3)	12 (3.0)	8 (2.0)	10 (2.5)	18 (4.6)	3 (0.8)	20 (5.1)	35 (8.9)	6 (1.5)	17 (4.3)	144 (36.5)
No	42 (10.7)	32 (8.1)	25 (6.3)	31 (7.9)	8 (2.0)	10 (2.5)	45 (11.4)	10 (2.5)	11 (2.8)	25 (6.3)	11 (2.8)	250 (63.5)
Evidence of PTA Availability												
Minutes Available	1 (0.7)	10 (6.9)	9 (6.3)	6 (4.2)	10 (6.9)	16 (11.1)	3 (2.1)	7 (4.9)	30 (20.8)	3 (2.1)	16 (11.1)	111 (77.1)
Minutes Not Available	1 (0.7)	3 (2.1)	3 (2.1)	2 (1.4)	0 (0.0)	2 (1.4)	0 (0.0)	13 (9.0)	5 (3.5)	3 (2.1)	1 (0.7)	33 (22.9)
School-Based Management Committee (SBMC)/(CBMC)												
Yes	1 (0.3)	20 (5.1)	9 (2.3)	2 (0.5)	2 (0.5)	7 (1.8)	0 (0.0)	5 (1.3)	17 (4.3)	7 (1.8)	2 (0.5)	72 (18.3)
No	43 (10.9)	25 (6.3)	28 (7.1)	37 (9.4)	16 (4.1)	21 (5.3)	48 (12.2)	25 (6.3)	29 (7.4)	24 (6.1)	26 (6.6)	322 (81.7)
Evidence of SBMC/CBMC Availability												
Minutes Available	0 (0.0)	5 (6.9)	8 (11.1)	2 (2.8)	2 (2.8)	6 (8.3)	5 (6.9)	3 (4.2)	15 (20.8)	3 (4.2)	2 (2.8)	48 (66.7)
Minutes Not Available	1 (1.4)	15 (20.8)	1 (1.4)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	4 (5.6)	2 (2.8)	4 (5.6)	0 (0.0)	24 (33.3)
School Development Plan (SDP)												
Yes	1 (0.3)	23 (5.8)	6 (1.5)	10 (2.5)	0 (0.0)	12 (3.0)	1 (0.3)	5 (1.3)	27 (6.9)	4 (1.0)	1 (0.3)	90 (22.8)
No	43 (10.9)	22 (5.6)	31 (7.9)	29 (7.4)	18 (4.6)	16 (4.1)	47 (11.9)	25 (6.3)	19 (4.8)	27 (6.9)	27 (6.9)	304 (77.2)
Evidence of (SDP) Availability												
Plan Available	1 (1.1)	11 (12.2)	5 (5.6)	9 (10.0)	0	8 (8.9)	0 (0.0)	1 (1.1)	22 (24.4)	3 (3.3)	1 (1.1)	61 (67.8)
Plan Not Available	0	12	1	1	(0.0)	4	1	4	5	1	0	29

(0.0) (13.3) (1.1) (1.1) (4.4) (1.1) (4.4) (5.6) (1.1) (0.0) (32.2)

Note: percentages are enclosed in parenthesis

Table 4.2 demonstrated that out of 144 non-state schools (36.5%) with Parents'-Teachers' Associations (PTA)/Parents Forums (PF), 111 schools 77.1% could only present PTA minute's books as proof. Similarly, there were 72 schools with School Based Management Committees (SBMC)) present, accounting for 18.3% of all schools, and 48 of those schools (66.7%) demonstrated evidence of SBMC functionality. This shows that in the sampled area, the non-state school gave PTA and SBMC activities less weight. The Table also showed that 22.8% 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

Non-state actors have frequently been able to deliver elementary education on a global scale through some sort of public-private partnership (PPP). While some Northern Nigerian private schools are tuition-free, others heavily rely on the meagre school fees paid by parents who may have lost their jobs as a result of the country's security situation. These kinds of educational institutions lack the financial "cushion" needed to consistently pay staff wages and facility rent. Because of this, some areas of the private education sector run the risk of closing down or collapsing without assistance. The number of non-state schools in Kano States that receive funding from the state or from other sources is displayed in the table below.

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

Variable	Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	Ungogo	Warawa	Wudil	Grand Total
Have you received any state or non-state support for your school since opening?												
Yes	0 (0.0)	2 (0.5)	8 (2.0)	1 (0.3)	0 (0.0)	1 (0.3)	2 (0.5)	2 (0.5)	5 (1.3)	1 (0.3)	0 (0.0)	22 (5.6)
No	44 (11.2)	43 (10.9)	29 (7.4)	38 (9.6)	18 (4.6)	27 (6.9)	46 (11.7)	28 (7.1)	41 (10.4)	30 (7.6)	28 (7.1)	372 (94.4)
If your school received any state or non-state support. Specify the support your school received												
Financial support	0 (0.0)	1 (4.5)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.5)	0 (0.0))	1 (4.5)	0 (0.0)	0 (0.0)	4 (18.2)
Provision of school bags, exercise books, pencils, biro and sandals.	0 (0.0)	1 (4.5)	0 (0.0))	0 (0.0)	0 (0.0)	1 (4.5))	0 (0.0)	0 (0.0)	2 (9.1)	0 (0.0))	0 (0.0)	4 (18.2)
Salaries for teachers	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.5)
Provision of furniture (Chair, Tables etc.)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	2 (9.1)
Feeding of pupils	0 (0.0)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	2 (9.1)
Salaries of Mallams	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.5)
Health facilities	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Toilets	0 (0.0)	1 (4.5)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	3 (13.6)
Construction of blocks of classroom	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0))	2 (9.1)	1 (4.5)	0 (0.0)	4 (18.2)
Renovation of school buildings	0 (0.0)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)	2 (9.1)	0 (0.0)	1 (4.5)	0 (0.0)	0 (0.0)	4 (18.2)
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)	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)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0))	0 (0.0)
Others	0 (0.0)	0 (0.0)	6 (27.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (27.3)

Note: percentages are enclosed in parenthesis

Table 4.3 revealed that 22 (5.6%) of the proprietors/proprietresses reported receiving either state or non-state support ever since the schools were founded. However, with 18.2% of the total amount of state or non-state aid given to non-state unregistered schools in Kano 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

The belief that education is the key to a better life is shared by people all over the world, and Nigerians are no different in their desire to receive the best education that money can buy. If you think education is expensive, try ignorance, according to the adage, but owners and administrators of private and mission schools have raised the bar by enforcing high tuition and levies and taking advantage of the alleged shortcomings of public schools. It is disappointing that many parents find it challenging to meet the demands of private school owners or operators. Many parents no longer have the means to pay these fees due to the level of poverty and inflation in the nation.

Private schools in low- and middle-income areas of Kano, Nigeria's largest state, charge an average of ₦10,000 to ₦25,000 for playgroup and nursery levels, ₦15,000 to ₦30,000 for primary levels, and ₦18,000 to ₦45,000 for junior and senior secondary school levels in terms of tuition. While parents have been working hard to meet this crucial educational need for their children, there is no guarantee that their children will achieve the ideal results required for their development because the educational activities in the schools fall short of the requirements for a high-quality education. Recently, many schools in Kano increased their school fees by at least 20% between the 2020 and 2021 academic sessions. The Kano state government's ministry of education gave state school owners instructions to cut their tuition by 25% at the start of the 2021 academic year[5]. Table 4.4 displays the frequency percentage distributions of the tuition fees charged at non-state institutions as a result.

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)	State-funded (government-aided), non-state schools (Islamiyya integrated)	Grand Total
Pre-nursery School Fees					
₦10, 000 or below	22 (5.6)	33 (8.4)	51 (12.9)	18 (4.6)	124 (31.5)
₦ 10,001 - ₦20,000	1 (0.3)	5 (1.3)	3 (0.8)	0 (0.0)	9 (2.3)
₦20,001 – ₦30,000	1 (0.3)	2 (0.5)	0 (0.0)	0 (0.0)	3 (0.8)
Over ₦30,000	0 (0.0)	1 (0.3)	0 (0.0)	0 (0.0)	1 (0.3)
No School Fees	197 (50.0)	9 (2.3)	33 (8.4)	18 (4.6)	257 (65.2)
Nursery School Fees					
₦10, 000 or below	15 (3.8)	34 (8.6)	41 (10.4)	15 (3.8)	105 (26.6)

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

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)	State-funded (government-aided), non-state schools (Islamiyya integrated)	Grand Total
₦ 10,001 - ₦20,000	2 (0.5)	4 (1.0)	1 (0.3)	0 (0.0)	7 (1.8)
₦20,001 – ₦30,000	0 (0.0)	3 (0.8)	0 (0.0)	0 (0.0)	3 (0.8)
Over ₦30,000	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
No School Fees	204 (51.8)	9 (2.3)	45 (11.4)	21 (5.3)	279 (70.8)
Primary School Fees					
₦10, 000 or below	22 (5.6)	38 (9.6)	51 (12.9)	20 (5.1)	131 (33.2)
₦ 10,001 - ₦20,000	2 (0.5)	7 (1.8)	2 (0.5)	0 (0.0)	11 (2.8)
₦20,001 – ₦30,000	0 (0.0)	3 (0.8)	0 (0.0)	0 (0.0)	3 (0.8)
Over ₦30,000	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
No School Fees	197 (50.0)	2 (0.5)	34 (8.6)	16 (4.1)	249 (63.2)

Note: percentage are enclosed in parenthesis

According to Table 4.4's findings, 31.5% of non-state schools with pre-nursery classes charge less than ₦10,000 annually, 2.3% charge between ₦10,000 and ₦20,000, 0.8% charge between ₦20,000 and ₦30,000, and 0.3% charge more than ₦30,000. Of these schools, 65.2% charge no fees. In the nursery class, similarly, 26.6% of the schools charge less than ₦10, 000 per year, 1.8% charge between ₦10, 000 and ₦20, 000, 0.8% charge between ₦20, 000 and ₦30, 000, and 0.0% charge more than ₦30, 000. Meanwhile, 70.8% of the schools have no fees at all. The table also showed that 33.2% of non-state schools in the primary grades charge less than ₦10,000 annually, 2.8% charge between ₦10,000 and ₦20,000, 0.8% charge between ₦20,000 and ₦30,000, and 0% charge more than ₦30,000, while 63.2% of non-state schools operate tuition-free schools in Kano states. According to the data presented above, the majority of non –state schools offer free education to their students.

4.5 Teachers' Salaries

The majority of the sampled schools in this study do not charge tuition fees and operate in a resource-poor environment. These schools are able to survive by absorbing losses or relying on in-kind donations from family members and the local community in place of making the necessary infrastructure improvements. The frequency percentage distributions of Non-State School Teachers' Salary were shown in this section.

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)	State-funded (government -aided), non-state schools (Islamiyya integrated)	Grand Total
Teachers Monthly Salary					
₦10, 000 or below	14 (3.6)	34 (8.6)	48 (12.2)	17 (4.3)	113 (28.7)
₦ 10,001 - ₦20,000	1 (0.3)	12 (3.0)	4 (1.0)	2 (0.5)	19 (4.8)
₦20,001 – ₦30,000	0 (0.0)	1 (0.3)	0 (0.0)	2 (0.5)	3 (0.8)
₦30,001 – ₦40,000	0 (0.0)	1 (0.3)	1 (0.3)	0 (0.0)	1 (0.3)
₦40,001 – ₦50,000	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.3)
Over ₦50,000	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
No Salary for Teachers	206 (52.3)	2 (0.5)	34 (8.6)	15 (3.8)	257 (65.2)

Note: percentages are enclosed in parenthesis

According to Table 4.4, 113 non-state school owners (28.7%) pay their teachers less than ₦10, 000 per month, 19 proprietors (4.8%) pay between ₦10,000 and ₦20,000 and 1 proprietor (0.3%) pay between ₦30, 000 and ₦40, 000. While the non-state school proprietors reported that teachers in 257 non-state schools (65.2%) did not receive a wage at the end of the month.

4.6 Special Needs/ Disabilities Education

The main objective of inclusive education is to provide people with special needs with access to an appropriate education. One sure-fire way to achieve access and equity, as demanded by UNESCO for inclusive education programs, is to make appropriate education available to children with Special Needs. 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. Anyone in Nigeria seems to be able to offer special education. In Nigeria, practitioners lack a formal operating permit. Some people mistakenly equate mainstreaming or integration with inclusive education. Due to other competing disciplines, there is very little room for Special Needs 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 Disabilities

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)	State-funded (government-aided), non-state schools (Islamiyya integrated)	Grand Total
Does your school have any provision for students with disabilities?					
Yes	26 (6.6)	10 (2.5)	15 (3.8)	11 (2.8)	62 (15.7)
No	195 (49.5)	40 (10.2)	72 (18.3)	25 (6.3)	332 (84.3)
If your school has a provision for students with disabilities. Specify the provisions.					
Ramps	7 (11.3)	3 (4.8)	4 (6.5)	1 (1.6)	15 (24.2)
Hearing aid	6 (9.7)	4 (6.5)	3 (4.8)	1 (1.6)	14 (22.6)
Braille	1 (1.6)	3 (4.8)	2 (3.2)	0 (0.0)	6 (9.7)
Wheelchair	13 (21.0)	4 (6.5)	7 (11.3)	8 (12.9)	32 (51.6)
Magnifier for Albinos	1 (1.6)	2 (3.2)	2 (3.2)	0 (0.0)	5 (8.1)
Paved paths and rails	1 (1.6)	0 (0.0)	3 (4,8)	0 (0.0)	4 (6.5)
Others (please specify)	2 (3.2)	3 (4.8)	2 (3.2)	2 (3.2)	9 (14.5)

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 disabilities. However, 15 (24.2%) had ramps, 14 (22.6%) had hearing aids, 6 (9.7%) had braille, 32 (51.6%) had wheelchairs, and 5 (8.1%) and 4 (6.5%) had magnifiers for albinos, as well as 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.

S/N	Records	Availability	
		Yes	No
1	Visitors book	121(30.7)	273(69.3)
2	Inventory and stock book	56(14.2)	338 (85.8)
3	Learners personal file	91(23.1)	303(76.9)
4	Logbook	87(22.1)	307(77.9)

5	Weekly diary of work	72(18.3)	322(81.7)
6	Sports and games record file	47(11.9)	347(88.1)
7	Continuous assessment record	103(26.1)	291(73.9)
8	Class daily attendance register	134(34.0)	260(66.0)
9	Assignment book record for teachers	95(24.1)	299(75.9)
10	Punishment/.reward book	80(20.3)	314(79.7)
11	Query book	53(13.5)	341(79.7)
12	Learners health record	66(16.8)	328(83.2)
13	NERDC Curriculum	52(13.2)	342(86.8)
14	CBMC minute book	41(10.4)	353(89.6)
15	PTA minute book	110(27.9)	284(72.1)
16	Cash book	104(26.4)	290(73.6)
17	Enrolment/Admission Register	130(33.0)	264(67.0)
18	Staff disciplinary book	79(20.1)	315(79.9)
19	Transfer certificate book	65(16.5)	329(83.5)
20	Time book for teaching and non-teaching staff	101(25.6)	293(74.4)
21	Annual leave roster for teacher	69(17.5)	325(82.5)
22	School leaving certificate record	102(25.9)	292(74.1)
23	Staff movement register	87(22.1)	307(77.9)
24	Asset register	63(16.0)	331(84.0)

The opinions of 394 owners/proprietresses regarding the accessibility of student records at their individual schools are presented in Table 4.7. Out of the 394 schools that were sampled, 34% of the schools had class daily attendance register, 33.0% had access to the enrollment/admission register, and 30.7% of the schools had Visitors book. A closer glance at the table reveals that the ratings for the NERDC curriculum, CBMC minute book, and annual leave roster for teacher, Inventory and stock book, Query book and Sports and games record file attracted less than 15% availability rate. This suggested that these records were lacking in 85% of the non-state schools. 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 preschools.

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

Location		Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	Ungogo	Warawa	Wudil	Grand Total
Rural	Male	22	231	539	248	601	414	1340	1581	1826	85	295	7182
	Female	0	248	750	365	421	501	210	866	1668	12	269	5310
	Total	**22**	**479**	**1289**	**613**	**1022**	**915**	**1550**	**2447**	**3494**	**97**	**564**	**12492**
Urban	Male	0	39	44	0	0	339	0	70	177	0	0	669
	Female	0	38	56	0	0	523	0	70	171	0	0	858
	Total	**0**	**77**	**100**	**0**	**0**	**862**	**0**	**140**	**348**	**0**	**0**	**1527**
Total	Male	22	270	583	248	601	753	1340	1651	2003	85	295	7851
	Female	0	286	806	365	421	1024	210	936	1839	12	269	6168
	Total	**22**	**556**	**1389**	**613**	**1022**	**1777**	**1550**	**2587**	**3842**	**97**	**564**	**14019**
Gender Parity Index		0.00	1.06	1.38	1.47	0.70	1.36	0.16	0.57	0.92	0.14	0.91	0.79

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 14019 pupils enrolled in non-state unregistered schools, including 7851 and 6168 female students. The Table also revealed that 89.1% of learners at this level are schooling in the rural areas while 10.9% are in the urban areas.

The state overall gender parity indices stood at 0.79. This implied that the GPI was in favour of males. While the GPI of 1.06, 1.36, 1.38 and 1.47 in Bunkure, Dawakin Tofa, MinJibir and Gabasawa indicates a disparity in favour of females.

4.9 Primary Education

According to the National Policy on Education, primary school is any instruction provided to children between the ages of 6 and 11. (Federal Government of Nigeria, 2014). It complies with the requirements of the Universal Basic Education Program and forms the foundation for junior secondary education (UBEP). It is offered by the public and private sectors alike. The UBE Act of 2004 mandates that all primary-aged students in Nigeria complete a full primary education before proceeding directly to JSS. Information on elementary education for non-state, unregistered schools is provided in this section.

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

Location		Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	Ungogo	Warawa	Wudil	Grand Total
Rural	Male	1534	5054	2089	3091	2012	2137	827	6078	2246	2141	1961	29170
	Female	816	1570	920	2591	1371	2790	895	3492	2085	843	1124	18497
	Total	**2350**	**6624**	**3009**	**5682**	**3383**	**4927**	**1722**	**9570**	**4331**	**2984**	**3085**	**47667**
Urban	Male	0	334	568	399	0	3990	0	145	341	0	0	5777
	Female	0	405	545	540	0	1499	0	62	456	0	0	3507
	Total	**0**	**739**	**1113**	**939**	**0**	**5489**	**0**	**207**	**797**	**0**	**0**	**9284**
Total	Male	1534	5388	2657	3490	2012	6127	827	6223	2587	2141	1961	34947
	Female	816	1975	1465	3131	1371	4289	895	3554	2541	843	1124	22004
	Total	**2350**	**7363**	**4122**	**6621**	**3383**	**10416**	**1722**	**9777**	**5128**	**2984**	**3085**	**56951**
Gender Parity Index		0.53	0.37	0.55	0.90	0.68	0.70	1.08	0.57	0.98	0.39	0.57	0.63

The enrollment of non-state primary schools in the sample area is displayed in Table 4.9.1. There were 56951 pupils registered in Kano State, including 34947 and 22004 female students. The Table also revealed that 61.4% of learners at this level are schooling in the rural areas while 38.6% are in the urban areas.

The state overall gender parity indices stood at 0.63. This implied that the GPI was in favour of males. While the GPI of 1.08 Rimi Gado indicates a disparity in favour of females.

4.9.1. Special Education Programme

The education of children and adults with learning disabilities is referred to as special education. Their social, physical, and mental difficulties may be the cause of this. The educational requirements of those who are deaf, blind, mentally retarded, physically disabled, or who have behavioural disorders are met by special needs programmes.

Table 4.9.1: Enrolment of Special needs children in Public Primary Schools by LGA

LGA	Blind/ visually impaired	Physically challenged	Mentally challenged	Albinism	Autism	TOTAL
Bichi	2	0	0	0	0	2
Bunkure	0	12	2	0	0	14
Dawakin Tofa	24	35	7	2	1	69
Gabasawa	1	37	8	6	3	55
Karaye	12	11	2	0	16	41
MinJibir	18	10	6	0	12	46
Rimi Gado	599	653	623	300	335	2510
Takai	10	22	4	39	1	76
ungogo	20	47	54	21	36	178
Warawa	4	13	7	9	7	40
Wudil	5	14	7	0	0	26
Grand Total	695	854	720	377	411	3057

Table 4.9.1 shows the distribution of the special needs children across the LGAs with 3057 (4.3%) of the total number of children enrolled in non-state unregistered schools had special needs.

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		
Bichi	8	2	4	1	12	3	15	33.3
Bunkure	153	11	13	8	166	19	185	11.4
Dawakin Tofa	79	31	23	13	102	44	146	24.7
Gabasawa	45	12	60	18	105	30	135	57.8
Karaye	44	37	28	17	72	54	126	35.7
MinJibir	54	36	137	29	191	65	256	64.8
Rimi Gado	33	32	50	13	83	45	128	49.2
Takai	167	153	195	184	362	337	699	54.2
ungogo	123	165	89	84	212	249	461	37.5
Warawa	112	4	29	2	141	6	147	21.1
Wudil	37	34	71	65	108	99	207	65.7
Grand Total	**855**	**517**	**714**	**174**	**1569**	**691**	**2260**	**39.3**

Table 4.10.1 demonstrates the unequal distribution of teachers by gender in Kano State, with 1569 (69.4%) male teachers and 691(30.6%) female teachers. Indicating that there were more male teachers than female teachers. The table also showed that 888(39.3%) teachers are qualified which implies that 1372(60.7%) 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
Bichi	15	2372	158
Bunkure	185	7919	43
Dawakin Tofa	146	5511	38
Gabasawa	135	7234	54
Karaye	126	4405	35
MinJibir	256	12193	48
Rimi Gado	128	3272	26
Takai	699	12364	18
ungogo	461	8970	19
Warawa	147	3081	21
Wudil	207	3649	18
Grand Total	**2260**	**70970**	**31**

Table 4.10.2 above shows an overall Teacher- Pupil Ratio of 1:31 for all teachers in pre-primary and primary non-state unregistered schools. The Teacher- Pupil Ratio in Bichi stood at 1:158. This indicates the need to recruit more teachers to reduce the Pupil-Teacher ratio to the national standard of 1:25.

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

Every child should have access to a high-quality education, and Nigeria, among other countries, is working hard to see that this dream comes true. The nation is currently dealing with a fresh set of problems that are more concerning for schoolchildren's safety and carelessness in management. It is necessary to assess the security preparedness of non-state schools in Kano state in light of the current trend of security challenges across educational institutions nationwide.

Table 4.11.1: School Health and Hygiene

State	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
Bichi	29	7.4	40	59	8.2	0.2	0.0	2	0.5	0.0	0.3	0.3
Bunkure	33	8.4	49	162	7.6	0.4	2.3	10	2.5	0.0	2.5	0.0
Dawakin Tofa	5	1.3	34	162	4.0	0.4	2.7	0	0.0	0.0	0.0	0.0
Gabasawa	12	3.0	9	804	1.9	0.0	0.0	1	0.3	0.0	0.3	0.0
Karaye	8	2.0	15	294	2.7	0.4	0.0	11	2.8	0.0	2.5	0.0
MinJibir	12	3.0	23	530	2.7	0.6	1.5	3	0.8	0.3	1.0	0.0
Rimi Gado	3	0.8	12	273	2.5	0.0	0.0	1	0.3	0.0	0.3	0.0
Takai	27	6.9	100	124	12.7	4.9	3.6	12	3.0	0.0	2.8	0.0
Ungogo	32	8.1	82	109	10.5	0.2	6.5	23	5.8	0.0	5.6	0.0
Warawa	18	4.6	28	110	5.3	0.0	0.6	1	0.3	0.0	0.5	0.0
Wudil	14	3.6	82	45	11.6	0.8	4.9	20	5.1	0.0	5.1	0.0
Grand Total	193	49.0	474	150	69.8	8.0	22.2	84	21.3	0.3	20.8	0.3

Table 4.11.1 shows that there is low level of hygiene in non-state unregistered schools in the state. The table shows that 49.0% have access to potable water and 21.3% have basic health facilities. The Table also revealed that there are 474 toilets with pupils' toilets of 1:150. This ratio shows that toilet provision, which is an important sanitary requirement, is inadequate. However, with 50 pupils to 1 toilet considered to be an adequate pupil-toilet ratio only Wudil LGA met the condition with 45 pupils to 1 toilet out of the 11 sampled LGAs.

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(13.7)	35(8.9)	22(5.6)	2(0.5)
Independent, non-state schools (Private, non-faith based)	24(6.1)	37(9.4)	29(7.4)	21(5.3)
Non-state managed, state schools (Nomadic, Islamiyah)	29(7.4)	38(9.6)	7(1.8)	14(3.6)
State-funded (government-aided), non-state schools (Islamiyya integrated)	7(1.8)	16(4.1)	4(1.0)	8(2.0)
Total	114(28.9)	126(32.0)	62(15.7)	45(11.4)

Table 4.11.2 showed that out of the 394 non-state schools sampled, 114 (28.9%) had a source of power supply, 126 (32.0%) had a school fence, 62(15.7%), and 45 (11.4%) had a playground and security guard at the school. Due to the widespread trend of security issues affecting Nigerian educational institutions, it is essential to establish a secure atmosphere in schools to support learning.

4.12 Classrooms and Facilities

This section provides statistics on the classroom, computers, libraries, laboratories, playgrounds, and washrooms that are available in each of the non-state unregistered schools by state.

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)	State-funded (government-aided), non-state schools (Islamiyya integrated)	Total
Owned	156(39.6)	21(5.3)	46(11.7)	15(3.8)	238(60.4)
Rented	8(2.0)	24(6.1)	15(3.8)	0(0.0)	47(11.9)
Granted for free	57(14.5)	5(1.3)	26(6.6)	21(5.3)	109(27.7)
Type of school building					
Purposely-built	45(11.4)	13(3.3)	41(10.4)	14(3.6)	113(28.7)
Converted building, rooms holding multiple	59(15.0)	10(2.5)	17(4.3)	10(2.5)	96(24.4)

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)	State-funded (government-aided), non-state schools (Islamiyya integrated)	Total
classes (no walls between)					
Converted building, one class per room (wall separating)	16(4.1)	17(4.3)	4(1.0)	5(1.3)	42(10.7)
Space in house/apartment (residential)	84(21.3)	6(1.5)	13(3.3)	3(0.8)	106(26.9)
Mixed-use building (school plus other commercial use)	17(4.3)	4(1.0)	12(3.0)	4(1.0)	37(9.4)
Floor Material					
Mud/Earth	191(48.5)	20(5.1)	50(12.7)	15(3.8)	276(70.1)
Concrete	22(5.6)	28(7.1)	31(7.9)	17(4.3)	98(24.9)
Wood	7(1.8)	0(0..0)	5(1.3)	4(1.0)	16(4.1)
Tile/Terrazzo	1(0.3)	2(0.5)	1(0.3)	0(0.0)	4(1.0)

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

LGA	Usable Classroom	Unusable	% of Usable classroom	Pupils- Classroom Ratio
Bichi	43	8	5.1	55
Bunkure	114	1	13.5	69
Dawakin Tofa	25	0	3.0	220
Gabasawa	12	4	1.4	603
Karaye	71	4	8.4	62
MinJibir	68	11	8.1	179
Rimi Gado	6	0	0.7	545
Takai	35	3	4.2	353
Ungogo	246	16	29.2	36
Warawa	5	0	0.6	616
Wudil	165	6	19.6	22
Total	790	53	93.7	90

The student-to-classroom ratio is shown in Table 4.12. According to the data, the non-state school's combined pupil-classroom ratio for pre-nursery, nursery, and primary is 90:1, of which 93.7% are usable. This suggests that a non-state school would have an average of 90 students per classroom. For the current student population, the infrastructure is not up to par. As

enrollment growth puts strain on the ability of education providers to deliver, it will inevitably become more strained.

4.13 School Inspection

The responses from those who are involved in the educational system (parents, teachers, etc.) tend to show that the schools are not properly or regularly supervised or inspected and that the quality of instruction there has steadily declined despite the fact that inspectorate units are dispersed across the country. This section examined Kano State's unregistered private schools' level of school inspection.

Table 4.13: Authority of Last Inspection

Authority	Bichi	Bunkure	Dawakin Tofa	Gabasawa	Karaye	MinJibir	Rimi Gado	Takai	ungogo	Warawa	Wudil	Grand Total
LGEA	3(0.8)	10(2.5)	6(1.5)	2(0.5)	13(3.3)	9(2.3)	2(0.5)	22(5.6)	27(6.9)	18(4.6)	12(3.0)	124(31.5)
State	6(1.5)	2(0.5)	0(0.0)	0(0.0)	0(0.0)	2(0.5)	1(0.3)	0(0.0)	9(2.3)	1(0.3)	4(1.0)	25(6.3)
Never visited	35(8.9)	33(8.4)	31(7.9)	37(9.4)	5(1.3)	17(4.3)	45(11.4)	8(2.0)	10(2.5)	12(3.0)	12(3.0)	245(62.2)
Period of inspection visit												
Annual	3(0.8)	3(0.8)	2(0.5)	0(0.0)	10(2.5)	7(1.8)	0(0.0)	10(2.5)	5(1.3)	2(0.5)	9(2.3)	51(12.9)
Bi-annual	7(1.8)	2(0.5)	0(0.0)	0(0.0)	2(0.5)	0(0.0)	1(0.3)	0(0.0)	0(0.0)	4(1.0)	4(1.0)	20(5.1)
Monthly	0(0.0)	0(0.0)	3(0.8)	1(0.3)	0(0.0)	4(1.0)	1(0.3)	4(1.0)	30(7.6)	5(1.3)	0(0.0)	48(12.2)
Quarterly	0(0.0)	7(1.8)	3(0.8)	2(0.5)	1(0.3)	5(1.3)	1(0.3)	8(2.0)	1(0.3)	8(2.0)	3(0.8)	39(9.9)

Table 4.13 showed that out of 394 sampled non-state schools, 124 schools, representing 31.5%, were last inspected by both LGEA and State inspectorate unit and 25 schools, representing 6.3% of the schools were inspected by state inspectorate. While the majority of the schools 245 (62.2%) 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:

- 0 Score = Criteria Unmet
- 1- 50 scores = Emerging
- 51-100 scores= Establishing and
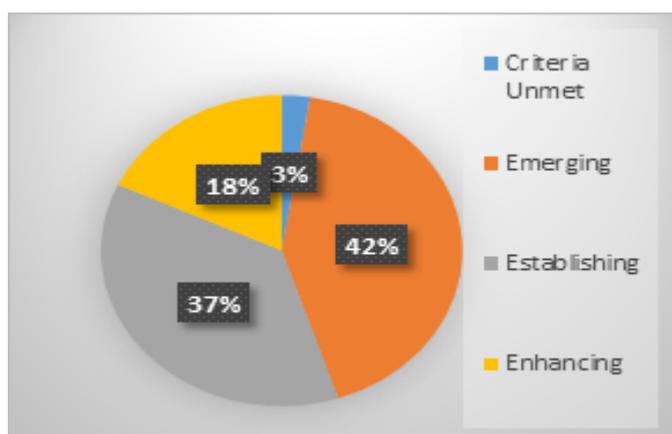- Above 100 scores = Enhancing

Figure 4.1: Non-State Schools Graded Assessment

According to figure 4.1 findings, 42% of non-state schools were regarded as emerging, 37% as establishing schools, and 18% as enhancing 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. 30 (7.6%) non-state unregistered schools had two or more private owners, 7 (1.8%) had other ownership, and 41 of the non-state unregistered schools (10.4%) were owned by non-religious foundations and 316 (80.2%) of the non-state unregistered schools by a single private owner

2. 313 school owners (79.4%) do not belong to any association

3. 333 (84.5%) of the sampled schools were yet to be approved, while 61 schools, representing 15.5% of the schools, were in the process of approval.

4. 333 non-state schools in yet-to-be-approved status, 314 schools, representing 94.3%, want their schools to be approved while 19 schools, representing 5.7% of the schools, do not want their schools to be approved.

5. 26.2% of non-state schools pursuing approval status had purchased guidelines, 13.1% in name search stage, 36.0% in formal application stage, 23.0% in site inspection stage, 9.8% during the take-off permit stage, 21.3% in approval inspection stage, 16.4% during the provisional approval stage, and 13.1% in the payment of accreditation fees/full inspection stage.

6. Lack of adequate school facilities top the major challenges to school registration with 44.4%, closely followed by 41.9%, who affirmed that State government protocols for registering a school are quite burdensome.

7. 144 non-state schools (36.5%) had Parents'-Teachers' Associations (PTA), 72 schools with School Based Management Committees (SBMC) or (CBMC) present, accounting for 18.3% of all schools, and 22.8%of non-state schools have a School Development Plan.

8. Since their establishments' inception, 22 (5.6%) of the owners/head teachers have reported receiving state or non-state support

9. 31.5% of Non-state schools with pre-nursery classes charge less than N10,000 per year; 26.6% of the Nursery schools charge less than N10,000 per year, and 33.2% of non-state schools with primary grades charge less than N10,000 per year. While 65.2%, 70.8% and 63.2% in pre-nursery, nursery and primary of non-state schools operate tuition-free schools

10. Teachers in 257 non-state schools (65.2%) did not receive a wage at the end of the month.

11. They were unequal distribution of teachers by gender with 1569 (69.4%) male teachers against 691(30.6%) female teachers

12. 888 (39.3%) of the teachers had the necessary academic credentials for teaching while 1372 (60.7%) teachers are not qualified to teach in non-state unregistered schools.

13. There were 14019 pupils enrolled in non-state unregistered schools, including 7851 and 6168 female students and 89.1% of learners at pre-nursery and nursery level are schooling in the rural areas while 10.9% are in the urban areas.

14. In the same vein, there were 56951 pupils enrolled in primary non-state schools, including 34947 and 22004 female students with 61.4% of learners schooling in the rural areas while 38.6% are in the urban areas.

15. Pupil-classroom ratio for pre-nursery, nursery and primary in the non-state school is 131:1, of which 93.1% are usable. This implies an average of 131 pupils in one classroom in a non-state school.

16. 3057 (4.3%) of the total number of children enrolled in non-state unregistered schools were special needs

17. 62 (15.7%) of the non-state schools had provisions for students with disabilities.

18. The gender parity index was 0.79 and 0.63 in both pre-nursery and nursery schools and primary schools which indicated a gap in favour of females.

19. 34% of the schools had class daily attendance registers, 33.0% had access to the enrollment/admission register, and 30.7% of the schools had Visitors book. The ratings for the NERDC Curriculum, CBMC minute book, and Annual leave roster for teacher, Inventory and stock book, Query book and Sports and games record file attracted less than 15% availability rate. This suggested that these records were lacking in 85% of the non-state schools.

20. Teacher- Pupil Ratio of 1:31 for all teachers in pre-primary and primary non-state unregistered schools in Kano while the Teacher- Pupil Ratio in Bichi stood at 1:158. This indicates the need to recruit more teachers to reduce the Pupil-Teacher ratio to the national standard of 1:25.

21. 49.0% of the non-state unregistered schools have access to potable water.

22. 21.3% have good health facility

23. There are 474 toilets with pupils' toilet ratio of 1:150 out of which 69.8% pit toilet, 8.0% bucket system and 22.2% water flush toilet.

24. the non-state school's combined pupil-classroom ratio for pre-nursery, nursery, and primary is 90:1, of which 93.7% are usable

25. 114 (28.9%) non-state schools had a source of power supply, 126(32.0%) had a school fence, 62(15.7%), and 45(11.4%) had a playground and security guard at the school.

26. 124 schools, representing 31.5%, were last inspected by both LGEA and State inspectorate unit and 25 schools, representing 6.3% of the schools were inspected by state inspectorate. While the majority of the schools 245(62.2%) were never visited.

27. On the non-state unregistered schools graded assessment, 42% of non-state schools were regarded as emerging, 37% as establishing schools, and 18% as enhancing schools.

5.2 Conclusion

Governments' and non-state school service providers' networks are influenced by a variety of factors. These include the state's capacities and political will, the degree of democracy that affects electoral responsibility, and the country's political and economic outlook. It will be largely up to all parties involved to help non-state schools expand as service providers for underserved populations.

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

Kano State Enumerators

S/N	NAME	PHONE NUMBERS
1	ABDUL HAKEEM HUSAINI GWADABE	08032678507
2	SHEHU ISYAKU BALA	08065137731
3	ADO AMINU	08060415599
4	AISHA MUHAMMAD IDRIS	07030222133
5	ALHAJI AUWALU MUHAMMAD	08036034034
6	AUWAL TUKUR	08039446885
7	HUZAIFA IBRAHIM AHMAD	07034857586
8	JAMILU ABDULLAHI	08134648384
9	KABIRU MUHU YAYA	08061363698
10	MARYAM ALIYU	07037155804
11	MUSA NUHU	08032510727
12	RABI BELLO IBRAHIM	08063243090
13	SAHEED IMAM	08144447790
14	SAID MUHAMMAD SHETTIMA	07034526669
15	YAHAYA SHUAIBU	08036245554
16	ZAINAB USMAN MUHAMMAD	07046717911
17	AHMAD MUHAMMAD	08035040819
18	NAZIFI MOHAMMAD DANDAGO	09061428989
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