URBAN MANAGEMENT IMPLICATIONS OF ALMAJIRI SCHOOLS IN KANO METROPOLIS

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DISSERTATION SUBMITTED TO THE DEPARTMENT OF URBAN AND REGIONAL PLANNING FACULTY OF ENVIRONMENTAL DESIGN AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE IN URBAN MANAGEMENT

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Declaration

I hereby declare that the work in this dissertation entitled "Urban Management Implications of Almajiri Schools in Kano Metropolis" has been performed by me in the Department of Urban and Regional Planning under the supervision of Dr. Ashiru Bello and Prof. Ahmed Adamu. The information derived from the literature has been duly acknowledged in the text and reference provided. No part of this dissertation was previously presented for award of another degree or diploma at any University.

_____ _____

Hussain Aliyu Date

Certification

This dissertation entitled "URBAN MANAGEMENT IMPLICATIONS OF ALMAJIRI SCHOOLS IN KANO METROPOLIS" by HUSSAIN ALIYU meets the regulations governing the award of the Degree of Master of Science in Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation

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Dedication

To my late father Alhaji Aliyu Rabakaya II Sarkin Madobi 1901 – 1984

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Abstract

Almajiri school system has been practiced in Nigeria as far back as the pre-colonial period and has been associated with different problems, various governments, donor agencies as well as other corporate bodies both national and international have made several attempts geared towards addressing these problems. This study appraised the Almajiri school system and analysed its implication to urban management. Data were generated through interviews, field surveys with Alarammas, pupils as well as the institutions involved. The study adopted cluster sampling of the area in which a sample of 250 respondents was drawn there by representing 12.5% of the total population. The study revealed that the implication of Almajiri school system is that of land use planning and management, provision of basic urban social services, sanitary issues and poor housing conditions. Base on the finding of the study it is recommended that the environmental quality should be improved, spatial distribution pattern should be regulated, economic and socio cultural activities should be closely monitored and addressed to achieve a sustainable urban management and development.

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CHAPTER ONE

1.0 INTRODUCTION

Adequate provisioning of basic urban social services is a function of effective urban administration and management. Where these facilities and services are not supplied through or by the urban management mechanisms, they pose serious implications in form of social, economic, physical and environmental breakdown. This further constrains effective urban management system of the city. Formal and informal educational systems are important components of the socio-cultural fabric that ensures harmonious development of the city.

The Almajiri School is a type of informal educational system which has become an important component of the social fabric of towns and cities in the Northern parts of Nigeria. It takes place mostly in town centers as well as peri-urban areas. The system emerged organically taking important areas of our cities; such as the urban fringes and city centers. These areas have become an issue to the administration and management of cities in the country. This is evident in the problems posed by the educational system in towns and cities which includes street begging, traffic hold ups, youth violence, crime, juvenile delinquency, theft and robbery. It has taken a prominent place in the issues of public health problems (epidemic outbreak); urban sprawl and squalor coupled with overcrowding in space among others. These have prompted many state governments such as Kano, Sokoto, Zamfara and Borno to set up agencies and departments to formulate policies that seek to organize, regulate and formalize the system and also to provide possible solutions to the problems.

The Almajiri education system has become a concern to the urban managers as it affects the functionality and performance of the urban systems. It is characterized with illiteracy, child labour, child slavery and violation of fundamental human right which deteriorate the social

sanity and economic base of cities. It also include waste of human resources for production due to large number of youth outside school thus constituting environmental nuisance as a result of overcrowding in space as well as squatter development etc. These among others constitute operational threat to the urban manager as it constrains the effort of actualizing the cities mandates. These therefore have become one of the key issues facing urban management particularly in many African countries on which research is needed for the purpose of formulating and executing policies that will yield a desirable outcome.

1.1 STATEMENT OF RESEARCH PROBLEM

Kano city by virtue of its origin has greatly been influenced by the Islamic religion like other Islamic cities of Marrakech in Cairo, Khartoum in Sudan and Dares Salam in Tanzania. These cities are products of this system which is a primary medium for propagation of Islamic education. The influence of Almajiri schools through location and operational activities has accounted for numerous socio cultural, physical and economic problems that have been widely reported. Documentary evidences reveal that there are over 1997 Almajiri schools across metropolitan Kano. This high concentration of Almajiri schools prompted Kano state government in 2003 to launch an action plan for improving the system primarily based on legal and operational matters for monitoring and control. But from the Urban Management point of view, the policies have been criticized for lacking spatial input and absence of synergy with existing frameworks that ensure sustainable management of the city. Arising from this, concerns have been raised regarding the locational problems of Almajiri schools, the social and economic implications they impose on the urban system relating to servicing and provision of infrastructure, and indeed the need for urgent planning and urban management interventions. This study therefore attempts to address these concerns. It seeks to examine the socio-economic attributes and urban management implications of the

Almajiri school system in Kano metropolis and the way they have affected the city. Previous studies conducted on the system are driven by social objectives and mostly carried out by educationist with interest on curriculum development and teaching methods. They include the works of Momudu (1982); El-Yaaqub (1998); Kabir (2004); Daman, (1993); Sulaiman, (1997); and Susan (2010). The studies by Sanusi, (2007) and Dahiru, (2008) all of which have focus on integrating of the Almajiri model with western education.

Almajiri system of education has generally become a concern for administrators, legislators, researchers, academicians and particularly urban managers and planners in developing countries. This is because of the emerging concern on the security and safety of the pupils as well as its context in terms of the implications to the urban environment. This makes this study therefore timely especially in the northern parts of the country where many state governments are increasingly becoming concerned through formulation of policies for formalizing Almajiri schools in harmony with concerns for the sustainable development and management of the urban environment. Research on the urban management implications of Almajiri system of education is a contribution to the ongoing search on the urban social systems and sustainable urban management in developing countries.

The research therefore sets out to provide answers to the following questions:

i. What are the social, spatial and economic attributes of Almajiri school system in Kano metropolis?

ii. How do the attributes of the Almajiri school system affect the sustainable development and management of Kano metropolis?

iii. What are the urban management frameworks needed to address the implications of the system in metropolitan Kano?

1.2 AIM AND OBJECTIVES

1.2.1 Aim

The study is aimed at appraising the spatial, social and economic attributes of the Almajiri school system in Kano metropolis and their urban management implications. This will form the basis for making appropriate recommendations

1.2.2 Objectives

i. To review the concepts, and characteristics of Almajiri system of education and its relationship to urban management.

ii. To examine the spatial characteristics and related attributes of the Almajiri school system in metropolitan Kano.

iii. To establish the urban planning and management implications of the Almajiri school system in Kano metropolis

iv. To make recommendations.

1.3 SCOPE AND LIMITATION

The research focuses on appraisal of urban management implications of Almajiri system of education in metropolitan Kano as well as its implication to city management. However, the appraisal will be limited to the Almajiri boarding schools in the eight local governments that constituted the metropolis for detail survey and analysis.

CHAPTER TWO

LITERATURE REVIEW

2.0 Concept of Urban Management

Management is a matter of taking sustained responsibility for actions to achieve particular objectives with regard to a particular object. As such, urban management can direct efforts toward common goals, assemble benefits from co-ordination of expenditures and human actions, focus resources on high priority targets and organize and initiate essential tasks which competition, confusion, inertia or neglect leave undone (Mattingly, 1994). Urban management can husband and efficiently utilize scarce resources, vastly expanding the resource pool available for the needs of urban life. In the case of urban management, the object is the city or town and only indirectly is management concerned with the institutions trying to manage. Urban management is not the management of local government. Nor is it the management alone of resources, or of development, or of public services, or of urban growth, or of any other partial urban concern. It is no less than management of the activities of human settlements. And, contrary to what is sometimes said, management is not separate from planning or from development, but encompasses both of these (Mattingly, 1995). A prerequisite for taking any responsibility is to know that it is there and to understand what it entails. Hence, the substance of urban management must be clearly identified, if its responsibilities are to be accepted or assigned and if they are to be carried out. A principal cause of weak management of urban areas in developing countries may be this lack of awareness of what urban management is what it entails, and who then must do it or might benefit from doing it. Local and regional cultural and historical differences may lie behind very different degrees of awareness, giving rise to some of the variations in the quality of urban management from one place to another. As suggested above, several fields of

management have been perceived in relation to urban areas (World Bank, 1991). The two major ones need to be distinguished, so that the attention given to each in practice can be properly balanced with need. The first is concerned to manage activities within organizations and can be called organizational management. Its objects are organizations – including those of government - which are actively engaged in running a city or town. Its purpose is to achieve quality in the performance of an organization. Efficiency may be one of the key measures of this performance. The second of these is concerned to manage the complex bundle of activities which take place in human settlements. It pursues objectives in terms of the results of these activities. Usually these are results affecting human life and production. At best, efficiency may be a secondary measure of performance in this field of management, for it is most important that this management be effective in the achievement of its objectives. It includes the management of the relationships of the various key actor-organizations, seeing them as resources to be marshaled in the best way for best results, like money or skills. This second one may truly be called urban management (World Bank, 1991). Urban areas are the locale for complex networks of activities essential to basic human functions of living and working. Conditions in cities and towns - those which are deplorable, as well as those which please -are the results of these activities. So is the quality with which an urban area performs functions expected of it. Concern for the goods and services produced and for the conditions which result can be conceptualized as a concern for the space or area in which these activities are collected. Expectations of how these activities should function together, and of the combined effects which these many and diverse activities should produce in operation, can engender awareness of the need to act to achieve or avoid what is pictured by such ideas. Willingness to match with action this concern for what happens in a human settlement is the acceptance of the responsibility of managing that city or town. Such clarifications are essential in the current circumstances where management means many things to many

people, yet discussions of urban management commonly take its meaning for granted (Mattingly, 1994). There is need for a definition of urban management in terms which can become generally acceptable because they are useful. The above definition and associated distinctions are formulated with this purpose and are employed throughout this paper. Considerable attention has been given to building the capacities of institutions which manage, especially those of local government. Less attention has been given to what the enlarged capacity will be employed to do. If examination of urban management concentrates too much upon organizational management, it will neglect overall objectives for cities and towns and the priorities they suggest; It will neglect the strategies of actions and coordination which will deal with priorities effectively. As a result, organizations may be judged (or made) efficient and effective, but, though governmental and other organizations may be seen to be managing their internal affairs well, they may be achieving the wrong ends or ends of little significance (Mattingly, 1995).

2.1 The Nature of Urban Management

Better management of human settlements in the less developed countries has become a priority if the aspirations of citizens, governments and the concerned international community are to be realized. Recognition of this need has been prompted by a growing awareness that cities, towns, and villages have functions to perform which are as important as those of rural areas. While urban centers have undergone substantial growth and change, urban systems have been neglected, resulting almost everywhere in conditions which are unacceptable by any criteria. This neglect has not only taken the form of meagre resources for essential actions and indifference to the absence of institutions capable of acting, but it has also cultivated a general vagueness about the specific nature of the responsibilities involved and who will bear them. The call for better management of urban areas is an attempt to respond to past neglect. Yet much remains confused about the purposes, nature, scope, and distribution

of responsibilities which may be meant by the concept of urban management (Mattingly, 1994).

2.2 Youth and the city

The growth of cities at extraordinary rates together with the demographic distribution in most developing countries has contributed significantly to the present youth explosion in urban areas. It has been estimated that 60 percent of the world's population will live in cites by 2030 and that as many as 60 percent of urban dwellers will be under the age of 18. Almost all of this growth will occur in developing world cities, where already 30 percent of the population lives below official poverty lines. Cities have transformed into magnets for those seeking a promise of a better life. Yet, rapid urbanization in the 20th century left the majority on the fringes of urban society with limited access to basic services, employment, and housing. Youth are perhaps those most affected by this urban transformation: investing in urban children and youth is not only a question of human rights and social justice. It is also about potential economic benefits and increasing citizen security, as youth are encouraged to become integrated members of society instead of contributing to the soaring urban crime and poverty rates (Thomas de Benitez *et al*., 2003).

The complexities of urban living and challenges rapid urbanization pose to policy makers in developing countries should not be underestimated. Ann Van Dusen, Vice President of Save the Children, noted in her keynote address at the February 10th forum, despite the great potential for urbanization to improve livelihoods for youth and others, cities also have been classified as a "kind of Darwinian universe," where only the tough survive. History has shown that urbanization cannot be stopped, but it can be transformed into a positive process, improving life prospects for youth while fostering both democracy and economic growth. Yet, the development community has been slow to respond to the implications of urban living. With a more inclusive framework, the urban environment has the potential to afford

opportunities to previously deprived communities and vastly improve the lives of youth in developing countries (Thomas de Benitez *et al*., 2003)

2.3 Youth Explosion in Urban Areas

Explosive urbanization in developing countries is a major concern as it creates a set of constraints to general economic growth and development if the process is not well managed especially that it involves the youth at a tender age. Based on UN's projections, urban populations will grow to 4.9 billion by 2030. Sixty percent of the projected global population of 8.3 billion (UN 2002) will be in developing countries. The urban population of Asia and Africa is expected to double between 2000 and 2030. But since urbanization is a global phenomenon, searching for management interventions to minimize disorder typical in most cities and to provide sustainable livelihoods for urban populations becomes critical. For this to occur, an alignment of governance structures with planning, policy, Inland Revenue regimes and capital investment is required. Contemporary literature consistently highlights land use dynamics (Wu et al. 2012), problems of general urbanization (Thangphet 2007; UN-Habitat 2009), constraints to urban land access (Olujimi 2009; Miller 2012), impacts on the environment (Su et al. 2012; Crespo and Grêt-Regamy 2012), the structure of urban governance (Chaplin2011), problems of urban infrastructure provision (ADB 2010), issues of service access especially social housing for lowincome groups (Mafikudze and Hoosen 2009), inequality in service access and provision (Jones and Corbridge 2010), urban poverty and management problems (Alaci 2010). The actual explosion in urbanization rates is reported in Alaci (2010) who concludes that although urbanization is progressing at a fast pace in Ethiopia like many Sub-Saharan countries, the benefits of urbanization have remained a mirage, as demonstrated by the multi-dimensioned challenges urban areas are faced with. Where the rate of provision of services, infrastructure and employment falls far short of current demand, then backlogs accumulate parallel to the growth of non-official activities as a

livelihood strategy. Informal settlements and the breakdown in urban services is a common feature of cities in Africa with indiscriminate springing up of Almajiri schools in urban centers as one of the major settlements

2.4 Youth and Crimes in Cities

Security is a contextual issue which no state in the international system consigns to the periphery; it is a core-value that makes the state relevant in the international system (Ndifon, et al. 2012). Death rate attributable to violence in Africa is estimated at 60.9 per 100,000 people more than twice the global rate (WHO 2004a). Crime and violence have been increasing in many parts of Sub-Saharan Africa among unemployed young people. The causes are not farfetched as studies have associated rising youth unemployment to increase of violent crime in Nigeria. The accelerating level of prostitution, armed robbery, rape, terrorism and all facets of violence can be largely attributed to the incidence of unemployment. Growth has not been in line with the aspirations of the people and has not been driven by higher productivity. The public perception is that there has been little job creation. Many young people who fail to gain employment have become a burden to the employed that bear the responsibility of meeting the needs of millions of educated but increasing frustrated group, a wasting generation. The problem of violent crimes in Nigeria has been exacerbated by the high rate of unemployment and economic hardship which has pushed many jobless youths some of whom are graduates into various deadly crimes (Edward, 2011). A 2009 World Bank report on 'Employment and Growth', warned that, "The share of young people between the ages of 15 and 24 outside the labour force is growing, despite the country's strong growth performance over the years". Mass sacking in the Central Bank of Nigeria affected 7,500 banking jobs (Allafrica, 2010). The UN-Habitat study on crimes and violence stressed that socio-economic inequality and the lack of opportunities for social advancement and employment are some of the root causes of crime and violence. Children and youth from

disadvantaged families are vulnerable to fall prey to criminal networks. Of the estimated 1 billion people living in slums, over half are under the age of 25, and 40% are estimated to be under the age of 19. They are the primary victims of social exclusion through unemployment, lack of access to health and education (UN-Habitat, 2008). Furthermore, an empirical survey of Children and Youth in Organized Armed Violence in Nigeria, reported that disenchantment and frustration of young people due to mass poverty and unemployment, has increased the number of aggrieved youths and resulted in the emergence of „area boys" and Almajiris who target the very society that alienated them (Ibrahim, 2006). The survey concluded that armed militant groups in Nigeria namely Bakassi Boys, O" odua Peoples Congress (OPC) and Egbesu Boys were made up of youths within 16 - 17 years (40%), 18 – 19years (10%), 20 - 21 years (20%), and 20 – 23 years (20%). Approximately 60% of them were unemployed (Awogbenle and Iwuamadi, 2010). Bennel (2000) argued that urban society is becoming increasingly criminalized, especially with the proliferation of youth gangs. Neither homes, nor markets are safe in Nigeria because of frequent occurrence of armed robbery incidents. Unemployment problem, which now seems beyond remedy, has produced army of idle hands and some of them have decided to punish the society that fails to provide them with means of livelihood and dignity by robbing its members of their property at gunpoint (Ideyi, 2005). The police cannot perform effectively because they are overstretched by the amount of cases that awaits them daily, and is worsened by outdated instruments they use that are no match to the modern sophisticated weapons used by the criminals. The Research Director of the Nigerian Economic Summit Group (NESG), Dr Sope Wiliams Elegbe revealed that:

"The increasing poverty in Nigeria is accompanied by increasing unemployment. Unemployment is higher in the north than in the south. Mix this situation with radical Islam, which promises a better life for martyrs, and you can understand the growing violence in the

north. Government statistics show that the northern states have the highest proportion of uneducated persons. If you link a lack of education and attendant lack of opportunities to a high male youth population, you can imagine that some areas are actually a breeding ground for terrorism" (Oxford Research Group, 2012). The Inspector General of Police, Muhammed Abubakar, has called on the three tiers of government to tackle unemployment in order to reduce crime rate in the country. He expressed concern at the rate youths were resorting to crime as an alternative means of survival due to unemployment: "We have a lot of graduates and even those who have not attended any school who have nothing to do. It becomes worrisome, when you go round this country and you see the faces of unemployed persons. You begin to wonder that we just have to do what we have to do at the level of federal, state and local governments to begin to plan and put policies in place for the employment of these persons". (Cruise news, 2012)

2.5 Almajiri Youth

The urban population in Nigeria is very youthful. It accounts for 43% (aged 0 – 14 years) of the national total (National Population Commission, 1998). These urban youth populations necessarily require access to education, health facilities, and employment opportunities and yet contend with a breakdown and conflict of cultures and loss of kinship ties (Yunusa, 2013). The Islamic pupils come to the urban areas to access education facilities, specifically Islamic education. The pupils, popularly called the Almajiri (in local communities) are often very young boys who have come to learn to join the *Ulama* from the Almajiri level. The pupils are brought from their homes and left in the care of Islamic teachers, popularly called Mallam, in town and cities to learn the Qur'an and Islamic books. The pupils often reside with the Mallam-teacher whose house serves the dual purposes of a school and a dormitory. Virtually all towns and cities of Northern Nigeria have heavy presence of the Almajiri population (Yunusa, 2013). For instance as at 1978, Bichi a small town in Kano State has 58

Quranic (Tsangaya) schools, also “Almost 75% of those who are not studying in primary schools are attending Quranic (Tsangaya) schools” (Kano State Urban Development Board, 1978). So these population increase pressure and demand on the physical, economical and social structure of the towns and cities.

2.5.1 Other Youths

Any review of difference in the city would be incomplete without a discussion of other youth, who are among the most visible and most vulnerable of citizens. Because of rapid urbanization the number of urban children has been growing steadily over recent decades with some regional variations. The urban population is becoming increasingly youthful, both through natural increase due to high fertility rates and through migration, an activity that often involves the young and more robust. In the world of poverty-stricken youth, there exists an overarching myth: that life in the big city is a step up from rural life; that in the city, a child is free; and that work in the city will pay for a “normal” life. At first glance, life in the city for the impoverished child seems to hold more promise than life in the countryside. After all, only in a city may poor people interact with rich people, possibly earning income of some kind and finding shelter in public spaces. However, life in the countryside may lead to starvation: For example in most parts of the year, youth in the countryside are unemployed; usually they are only employed during the wet season in the farm which makes the employment part time and brief. During the long dry, season the youth are rendered jobless which necessitates rural-urban migration for that period. This type of migration serves as eye opener to some who decide to settle completely in the cities, increasing the population and the attending consequences.

2.5.2 Concept of Almajiri Education

Almajiri is the Hausa language for learning centres. It is the arrangement in which the knowledge-seeking Muslim children stay under the tutelage of their teacher like a boarding school system. Almajiri education is a schooling system that seeks to enable male children to learn and memorize the holy Qur'an by keeping them away from the society so that absolute concentration is assured (Musa, 2012).

Almajiri has also been described as the Almajiri system of obtaining Quranic education in Northern Nigeria (Attahiru, 2011). Dahiru, (2006) describes the Almajiri system of Education as one whereby Muslim children are educated with Holy Quran as the core subject, which they learn to read, recite and memorize. Muhammad, (1976) in Al-attas explains that Almajiri Education is a system with a particular character which distinguishes it very clear from all other types of educational system. It's distinguishing feature is due to the ambient presence and influence of the Holy Quran on the system. The Quran is both in the past and present, the immutable source of the fundamental tenets of Islam, of its principles, ethics and culture. Indeed, it is considered the basis of both moral and general education. Similarly, Ozigi and Okoh (1981) defined Almajiri system of education as that informal system of education that entails Quranic teaching and learning by the Muslim communities.



Quranic School (Makaranta/Tsangaya) in Kano Nigeria Source: Field data

Usman, (1978) views it as the tradition custom and religious school of Muslim that is after faith teaching and learning with Arabic as the only language of communication. It is therefore the Almajiri Institute of learning that is pre-primary and primary level of traditional Islamic education. That is, it is also defined as the Muslims' traditional system geared towards the propagation of Islamic faith, tradition norms and values. Dicke (1996) in an attempt to define Almajiri system of education viewed the system as the process of Islamic religion through which the learning, teaching and the language is acquired by pupils and adults. In the same vein, Galadanci, (2003) sees Almajiri system of education as an institution of learning where Quran is taught on boarding or day-schooling basis and mainly for male students.

2.6 Almajiri schooling as an alternative pathway to formal schooling in Africa

Almajiri schooling constitutes an alternative or parallel schooling system to formal education system in several countries in sub-Saharan Africa. However, in most countries, the Tsangayas chooling system is seldom recognized officially in terms of its contributions to education

delivery. Hence they remain relatively unknown by education planners and statisticians and are rarely explicitly taken into account in the formulation of national policies and strategies (UNESCO, 2007).

Almajiri schooling is designed to address first and foremost the spiritual needs of the learners and to offer them avenues for growth in the faith. Almajiri schooling emerged in response to divine mandate expressed in the Quran and was designed as a means for disseminating and deepening the Islamic faith. Almajiri schooling occupies a significant place in the education and upbringing of Muslim children. Islam emphasizes on the significance of education in the life of a believer and there are various sayings of Prophet Muhammad (peace be upon Him) which encourage Muslims to seek education. For instance, in one report, the Prophet said "Whoever seeks the path of knowledge, Allah will ease for him the way to the paradise (UNESCO, 2007).

2.7 Historical background of the Almajiri system of education

The History of Almajiri Quranic schools dates as far back as the 13th century when Islam first came to Hausa Land. As it is well known, that Islam was principally spread by traders mainly from North Africa in the cause of their trading mission and were able to convert many people to Islam due to the strength of their character.

The traders generally travelled along with the Islamic scholar who establishes first Quranic schools in Hausa Land, mostly situated/located in urban areas where Adults and children learnt the basic teachings of Islam and the recitation of the Holy Quran. Later as the Muslim communities grew in number, special schools were established for children that concentrated on Quranic recitation.

The schools were mostly day schools at the beginning, but with time boarding schools were emerged out of them to give students exclusive time to devote to the memorization of the Holy Quran. Eventually the schools began to be established in rural areas far away from the city distraction, hence the name Almajiri which is derived from the Kanuri word Tsangaya. It is agreed that when Quranic schools first came into this part of the world, neither the teachers nor the students had to beg in order to make ends meet. Indeed, in those early days, wealthy individuals and the other members of the society take sole responsibilities of the schools.

The Almajiri system, as practiced today, in Northern Nigeria, is a completely bastardized system, compared to the form and conditions under which the system was operating and its output during the pre-colonial period. The system has been forced, especially with the coming of the British to its present pitiful state because during the pre-colonial era, begging was never involved and certainly, the pupils lived with their parent for moral upbringing. All the schools were located within the immediate environment from where the pupils came from. The Danfodio revolution brought with it some modification such as the establishment of an inspectorate of Qur'anic literacy. The inspectors reported directly to the Emir of the province, concerning all matters relating to the school. It was even established that this period was the height of Quranic education in northern Nigeria.

Suddenly the British invaded the region and killed some of the emirs and deposed some. The emirs lost control of their territories and accepted their new roles, and turned them as mere traditional rulers. They also lost fundamental control of the Almajiri system. The British deliberately abolished state funding in respect of the system arguing that they were religious schools.

With lack of support from the government, its immediate community and the helpless Emirs, the Almajiri system collapsed like a pack of cards. The pupils now turned into Almajiri together with their Mallam having no financial support and this forced them to begging and performing other menial jobs for survival. This is certainly the genesis of the predicament of the Almajiri system today.

It is sad story for everyone who visits the North for the first time because of the sight of the Almajrai growing in geometric progression. Some of the children are just a little step above the kindergarten level and often unkempt in appearance had turned the "once superior system of Education into another form of modern slavery and the worst form of child abuse".

2.8 Features of Almajiri System of Education

Almajiri system of education as a unique education system has a specific character where to itself which include seven key aspects. First, is the absence of curriculum: Almajiri system of education generally does not have any defined curriculum that should serve as a guide to the teaching and learning process in the system. There is no clear-cut demarcation of learning by age or class as instruction in school is strictly individualized. Furthermore, enrolment into the Almajiri schools is not limited by age and time frame. That is learners can be enrolled at any time and at whatever age since every individual learner moves at his or her own pace.

Secondly, the school system is gender bias. Almajiri education system is described as a schooling system that seeks to enable male children to memorize the Holy Quran by keeping them away from the society but there is no Almajiri system for girls.

According to figures from the National Poverty Eradication Programme (NAPEP) the incidence of poverty in the Nothern Nigeria had shown that in the North-west zone, 74% of

the people are poor, which means they live on less than one dollar a day. In the North-East the poverty rate is 78%; the figure is 70% in the North Central and the rate is on the increase. Thirdly, Almajiri schools operate in places of poor housing and environmental quality; The type of structures used as accommodation for the pupils (Almajirai) as well as the classes for teaching and learning in Almajiri schools are of low quality and mostly dilapidated with inadequate facilities such as toilets. Other features related to poor housing and environmental qualities include:

i. Poor solid waste disposal and sanitation

ii. Over crowding

iii. Poor health status

iv. Slum syndrome

Fourthly, Almajiri schools tend to be located in high density areas where medium and the low income classes are the majority. It is very difficult to find Almajiri schools in low density areas like the G.R.A. Sometimes they are found at peri-urban areas as in traditional cities of Northern Nigeria. However, some of the factors responsible for their location are availability of land and sources of food as indicated in the table below:

Table 2. 1: Various location for Almajiri Schools

TYPE	CATEGORY OF AREAS	REASONS
Almajiri Boarding school	Bush areas	For the pupils to work on farms and also the neighboring community provide food for them
	Sub urban areas	Pupils engage in one form of work or the other to earn a living
	Urban area	Pupils survive mostly by begging

Fifthly, the Almajiri system of education is characterized by begging as a means of livelihood. Thursdays and Fridays are school free and are devoted to begging. Scholars revealed that Almajiri system began as a means of promoting the virtues of humility. The teachers and sometimes parents, even though they have enough to feed their children, would still send them out to scavenge and beg for food, so that they would have practical knowledge and experience of the virtues of humility. Hence with the times gone by, the teachers inculcated begging as vital ingredient of Almajiri system.

Almajiri system of education as practiced today in Northern Nigeria is substantially different when compared to the form and conditions under which the system was initially operating and its output during the pre-colonial period.

Sixthly is the poor health status of the Almajiri School Pupils; the students found in Almajiri schools are dirty and unhealthy kids as a result of malnutrition due to the nature of food they eat, which are remnants, poor sanitation status related to lack of water for regular washing and bathing, poor health status due to absence of medical care as well as other related facilities. Also, the unclean housing accommodation contributes to their general un-kempt appearance of the children.

2.8.1 Types of Almajiri System of Education

The History of Almajiri schools can be traced to as far back as the 13th century when Islam first penetrated many parts of the Hausa-Fulani territory of Northern Nigeria. Records showed that North African traders mainly brought the religion to our region in the cause of doing their trading activities.

Over the years, the Almajiri school system witnessed remarkable modification and major transformation at different stages of its development in terms of its structures, organization, content and methods. According to the blue print on model Qur'anic primary school developed by NERP (2004) the organization and operation of the Almajiri schools in Northern Nigeria ranged from private and individually owned (Zaure) learning centres; with a handful of pupils taught by a single teacher in multigrade class setting, to a more sophisticated and structured arrangement of an organised setting as in the case of Islamiyya schools where team teaching is practical and classes hold in syndicated levels.

Almajiri system of Education can be categorized into the following classes as follows:

i. Almajiri Boarding Schools (Almajiri system):

This type accommodates male students only on boarding basis by keeping them away from their home towns. It is characterized by begging as the major source of food to the pupils. In some cases, neighboring children do patronize this school type, but on daily basis. The age range of pupils is from 5 years–15 years in most cases. Learning recitation and memorization of the Holy Quran is the core subject in the school.

ii. Ilmi or Zaure Schools:

This school type is the advanced form of Almajiri Boarding or Almajiri system as the students are mostly graduated from Almajiri having completed learning the Holy Quran recitation and sometime its memorization now continue with the learning of other books of Islam such as Hadith and Fiqh. Students of Ilmi or Zaure type are mostly adults. Therefore they do not go for begging as most of them have means of earning a living.

iii. Modern Quranic Day Schools:

As the name implies it is a modern form of Almajiri or Almajiri system where students learn how to read and memorize Quran in a school like that of Government is formal education system. However, the students live with their parents. It is on daily basis. Likewise, the age of the students ranges from 5yrs and above. Students in this school type do not roam about the streets begging.

2.9 Physical Planning Principles for the School System

There are different views on the issues of standards in determining the location and distribution of schools. Contemporary development is on the application of these to a built up urban centre. However, the consideration of different authority based on fundamental factors could be given enough formulation to work with as follows:

a. Population

Metropolitan Kano development plan (1963 – 1983) considered the population of 300 – 5000 neighbourhood as minimal on 2.3 acre of land to a stream. The UN standard stated that a school should serve 5000 neighbourhood population.

b. Distance

Koppleman and De chaira (1978) suggested in a "site planning standard" and Vagale (1971) in "location and physical conditions of schools" that school should be located within 1.6 – 2.4Km radius of the catchment area, 600m were suggested by Max-Lock group (1973 – 1976) work on Yola master plan. While Dar Al Handasel and Shair (1978) in "Tukun and Gembu master plan said it should be between 0.5 – 1.5Km distance radius.

c. Location

The location of a school is determined by distance radius to a catchment area as mentioned earlier. However, it is generally accepted among authors to have a school central to people.

The limitations of such commonly accepted opinion is the sense that other land use which may contribute a barrier is not considered.

d. Size of site

Keeble (1968) in his work on "Principle and practice of town and country planning" stated that pupils above 250 require 3acres as appropriate and less than 50 to an acre minimum. However, there some disadvantage to this view considering the fact that only population size to site of land is considered and even the population size of less than 50 is considered uneconomical, and it does not consider the social effect it may have on the average pupil.

2.10 Space requirement using physical planning Standard

It should be noted that land ranked top of the entire basic requirement that makes up the built environment. Land use management has been in an uncoordinated manner in the context of developing world cities and this is due to the fact that different department and agencies are responsible for land use planning and management. Thus they mostly engage in granting statutory right of occupancy and approval of plans to use land for various purposes without adequate monitoring of it outcomes, and this makes the control tools weak, unable and uncoordinated since there is no coordinating agency. Land therefore need adequate planning and control to ensure harmonious development and functional efficiency of the uses.

In order to ensure adequate provision of these uses and to meet needs of users of urban facilities and services, land allocation space standard are specified. According to Oyesiku, (1997) the forms and patterns of distribution of structures in general to promote good health, accessibility, convenience and harmonious land use in environment are a function to a considerable extent of the right and methods of dealing with land, thus effective urban land control and management particularly in Nigeria is crucial to tackling growing land use problems such as in compatible use of land.

2.11 Almajiri System of Education in Metropolitan Kano

According to 2006 Housing and population census Kano state is the second most populous state after Lagos with over 7 million people. However, statistics from the Kano state ministry of Education reveal that there are 1.6 million Almajirai in 26,000 Almajiri schools across the 44 local government areas of the state. This clearly shows that more than 10% of the total populations of Kano state are Almajirai.

This high concentration of Almajirai must have probably prompted the Kano state government in 2003 to make a giant stride by launching an ambitious action plan on Quranic, Islamiyya and Ilmi schools as parts of the Government Commitment towards assisting the teachers and students of these schools in an effort of implementing Shariah in the state. The vision according to the Action Plan is to bring about a revolution in the system by given it special attention to the upliftment of its standard, squarely addressing all the problems and challenges facing the system. The Government accord due importance to the system with a view to discourage the phenomenon which is queer and distasteful to society because of the nuisance it constituted through begging The vision is to be achieved through introduction of several programmes which includes;

i. Sensitization of the relevant stakeholders through seminars and workshops
ii. Skill development training for the students
iii. Infrastructure development like classrooms housing and its related facilities
iv. Pilot feeding of the students of Almajiri students

It is important to note that all these programmes have been very successful and have had a positive impact on the welfare of both the students and teachers. However, out of all the programmes none has attracted as much interest as the pilot feeding programmes, perhaps because of the deep concern that everyone has towards the large numbers of Almajirai of Almajiri boarding schools in tattered clothes roaming from house to house and on street begging for food to eat.

CHAPTER THREE

METHODOLOGY

3.00 Introduction

This chapter covers the conceptual frame work for the study, data required, data source, data collection methods, and methods sampling. It also discusses the data analysis technique as well as the criteria used in the assessment.

3.10 Conceptual framework

The basic issues of discussions in this research relate to generating information about the implications of the Almajiri schools to the urban management of Kano metropolis.

3.11 Types of data required and sources

To achieve the objectives of the study, the data collected include; primary and secondary data of Almajiri system of education in Kano metropolis and their sources as presented in table 3.01. The Number of Almajiri schools in Kano city and estimated total population of these schools as shown on table 3.02. Spatial location characteristics of their housing and environmental condition and Housing types. Spatial distribution of Almajiri schools within the study area. Sources of financing the programme. Procedure for selecting Almajiri schools, Management frame work. Environmental condition and Socio-economic characteristics as well as implication were all appraised.

Data required for the study were collected from two sources as primary and secondary sources. The nature and sources of this data are shown in the table below:

3.2 METHODS OF DATA COLLECTION

Attempt at accessing data on Almajiri schools was made at individual, community and institutional levels. The individual level includes the Malams and Almajiris (pupils). The community level involved stakeholders such as parents and neighbours of Almajiri schools, while the institutional level involved the Ministry of Education, Ministry of Land and physical planning, Ministry of health, Ministry of women affairs and social development, Kano state Urban Planning and Development Agency (KNUPDA), Societal Re-orientation Agency and State Universal basic Education (SUBEB) Kano.

Table 3. 1: Data collected and source

TYPE	DATA	SOURCE
Primary	Spatial and locational characteristics students profile housing type, Housing facilities, spatial distribution, environmental condition, housing condition, socio-economic characteristics of staff and pupils	Field survey through questionnaire, oral interview and observation
Secondary	Historical background, number of Almajiri schools, total population programme policy, action plan, land use map, implementation, strategy, management frame work, design of the programme procedure for selecting Almajiri sources of finances	Kano state soceital reorientation agency, Kano state Ministry of Education Ministry of Land and Physical Planning (KNUPDA)

3.2.1 Primary Data Collection Methods

Primary Data was collected using the following techniques:

i. Physical Survey: Field survey of the Almajiri schools within the study area was carried out to determine the spatial and location characteristics of the schools, environmental conditions as well as their spatial distribution. Other data collected includes housing condition, facilities and housing type.

Data collection Approach

The physical survey was carried out using a base map obtained from the Kano State Ministry of Lands and Physical planning. The field verification was carried out by personal visits to locate the Almajiri schools and interact with the Malams, pupils and the community at large. During such visits it was discovered that the numbers of the schools were higher than the initial estimate in the original map and information from the Ministry. Similarly some of the schools have relocated to other places. The map was updated to indicate the location of the 12.5% of the Almajiri schools in the metropolis.

ii. Formal Interview: Formal interview was also conducted with the teachers and pupils of Almajiri schools to determine their views in the system, pupils' age, place of birth and state of origin.

Data collection Approach

Schools were selected using simple random sampling technique, while the teachers (Malams) and pupils were selected using stratified random sampling method. In this case three different strata were adapted for the pupils which were categorized into three

viz; very young pupils below eleven (11) years of age, followed by the adolescents of the teenage and the third category comprising the matured adults aged twenty (20) and above.

The interviews were conducted in Hausa language being the native language spoken by all. These interviews were conducted with the teachers at their appointed time when they are either free or less busy normally during the daytime or at nights and mostly on Thursdays and Fridays being the days when the schools observed their breaks for the weekend, however, some teachers do give the appointment during the normal working hours while the lessons were going on. But interviews with the pupils were always conducted during the lesson hours by obtaining permission from the teachers because it was easier to select the pupils using the stratified random sampling. It was also convenient in selecting the pupils of a particular selected school to minimize attrition. Neighbouring households were also included among those interviewed to obtain their opinion on the almajiri schools.

iii. Questionnaire survey: Written questionnaire was administered to management of societal re-orientation, staff of ministry of education and ministry of land and physical planning. Through this source information on programme conception, need, finance and management frame work was obtained.

The questionnaires were also administered to Directors, deputy directors and senior management's staff as well as the field officers of the relevant agencies mentioned above to elicit information regarding the management and policies with regard to these Almajiri schools.

3.2.2 Methods of Sampling

The methods of sampling adopted for the study were, first the use of cluster sampling which involved grouping the study area into strata according to local government. Second, simple random sampling was employed in the administration of questionnaire within each cluster. Kano metropolis comprises of eight (8) local governments, and it has been established that there are about 1,997 Almajiri schools in Kano metropolis. For the purpose of this study, and to be able to make an informed judgment, 12.5% of it was taken as sample size i.e. 250 schools which were administered with questionnaire as indicated in the table below:

3.2.3 Sampling frame and Size for Almajiri Survey

Sampling frame of the schools is drawn from eight metropolitan Local government areas in Kano (Municipal, Nassarawa, Gwale, Dala, Fagge, Tarauni, Kumbotso and Ungogo). The number of Almajiri schools ranges from 125 in Tarauni to 372 in Dala as described in Table 3.2. Total number of schools for the purpose of this study, and to be able to make an informed judgment, 12.5% of the Almajiri schools were taken as sample size. After arriving at the 12.5% of the total number of schools in each local government the sample were drawn from one ward using probability without replacement except in Dala, Nassarawa and Kumbotso were two schools were selected in some wards. This is because of higher numbers and population sizes in those local governments.

The schools in some of the wards were selected based on their popularity, high population sizes and even age of the schools or some peculiarity example Makarantar Malam Mamman Mai Mari in Municipal local government which was selected based on its peculiarity in reforming deviant, wayward and stubborn children and adults especially those that engage in smoking marijuana, petty theft and other social vices. Another example is Makarantar Sheikh

Manzo Arzai in Dala Local government which also serves the dual purpose of teaching and reformatory.

3.2.4 Secondary Data Collection Method

Secondary data were collected through the review of relevant literature, publications, research work, official government documents, websites, and official gazette on Almajiri programme. Through this source theoretical background of the study was obtained. Available literature on the subject matter was also utilized in addition to document from various government agencies, including documents from Kano state societal re-orientation, Kano master plan etc.

3.2.5 Methods of Data Analysis and Presentation of Results

Considering the nature of the data and scope of the study, data collected were analyzed using simple descriptive statistical techniques i.e. simple analysis showing percentages and the results was presented in a tabular form. Maps and photographs were also used to provide better understanding of the physical characteristics as well as the environmental condition of Almajiri schools in Kano metropolis.

Table 3. 2: Structure of sampling design

Local Governments	No. of Almajiri schools	12.5% of Almajiri schools in each local Government	No. of questionnaire administered to schools
Municipal	184	9.2	23
Gwale	243	12.2	30
Nasarawa	288	14.4	36
Dala	372	18.6	47
Kumbotso	341	17.1	43
Ungogo	250	12.5	31
Tarauni	125	6.3	16
Fagge	194	9.7	24
TOTAL	**1997**		**250**

Source: Field survey, 2011

CHAPTER FOUR

DATA ANALYSIS

4.0 SPATIAL CHARACTERISTICS OF ALMAJIRI SCHOOLS

4.1 Pattern of Distribution of Almajiri Schools

The distribution of schools and the population across the metropolis is shown in table 4.1. The highest number of schools is in Dala with a total of 14,491 pupils which is located in the walled part of the metropolis. Kumbotso (13,625 pupils) and Nassarawa (12,261 pupils) have equally high numbers of schools and pupils, however, Kumbotso and Nassarawa are located outside the ancient walled part of the metropolis. The least number of schools and population size of the pupils are in Fagge (10,197 pupils), Municipal (9,230 pupils) and Tarauni (7,594 pupils) respectively in this category only Municipal is located within the walled part of the metropolis.

Table 4. 1 : Population Distribution across the Almajiri Almajiri schools

Local government	**No. of Tsangaya**	**Population**
Municipal	184	9,230
Gwale	243	11,007
Nasarawa	288	12,261
Dala	372	14,491
Kumbotso	341	13,625
Ungogo	250	11,685
Tarauni	125	7,594
Fagge	194	10,197
Total	**1997**	**90,090**

Source: Kano State Ministry of Education

From the table above, it has been estimated that each school within the metropolis has an average number of 45 students.

The spatial location of the schools is not different from what is obtainable in most traditional towns and cities of Northern Nigeria. That is, in Kano metropolis most of the Almajiri schools are evenly distributed throughout some local government as shown in figure 4.2: Map of Kano metropolis indicating 12.5% of Almajiri Schools this is especially observed in the central metropolitan local government such as Dala, Gwale, Municipal and Fagge. Similarly, most if not all the schools tend to be located in high and medium density areas where the low and medium income population resides. In some exceptional cases the schools are found at low density areas like Nassarawa quarters, Bompai and NNDC quarters. However, in some local government the Almajiri schools are located at the periphery and the outskirt as found in this study especially Kumbotso and Ungogo. Similarly, the study found that there was unequal distributions of Almajiri schools in the metropolitan local governments, in Tarauni, and Fagge Almajiri schools are located on major roads and within the centre of residential areas that are not necessarily accessible via motorways but through alleys and foot paths. For instance in Dala (60.4%), Gwale (66.7%), and Ungogo (56.0%) and Kumbotso (65.2%) of the schools were located off the major roads amidst residential areas without proper road network such as Koki Street, Adakawa, Kwanar Goda etc. However in Tarauni it was an entirely different scenario where 69% of the Almajiri schools were located on major roads.

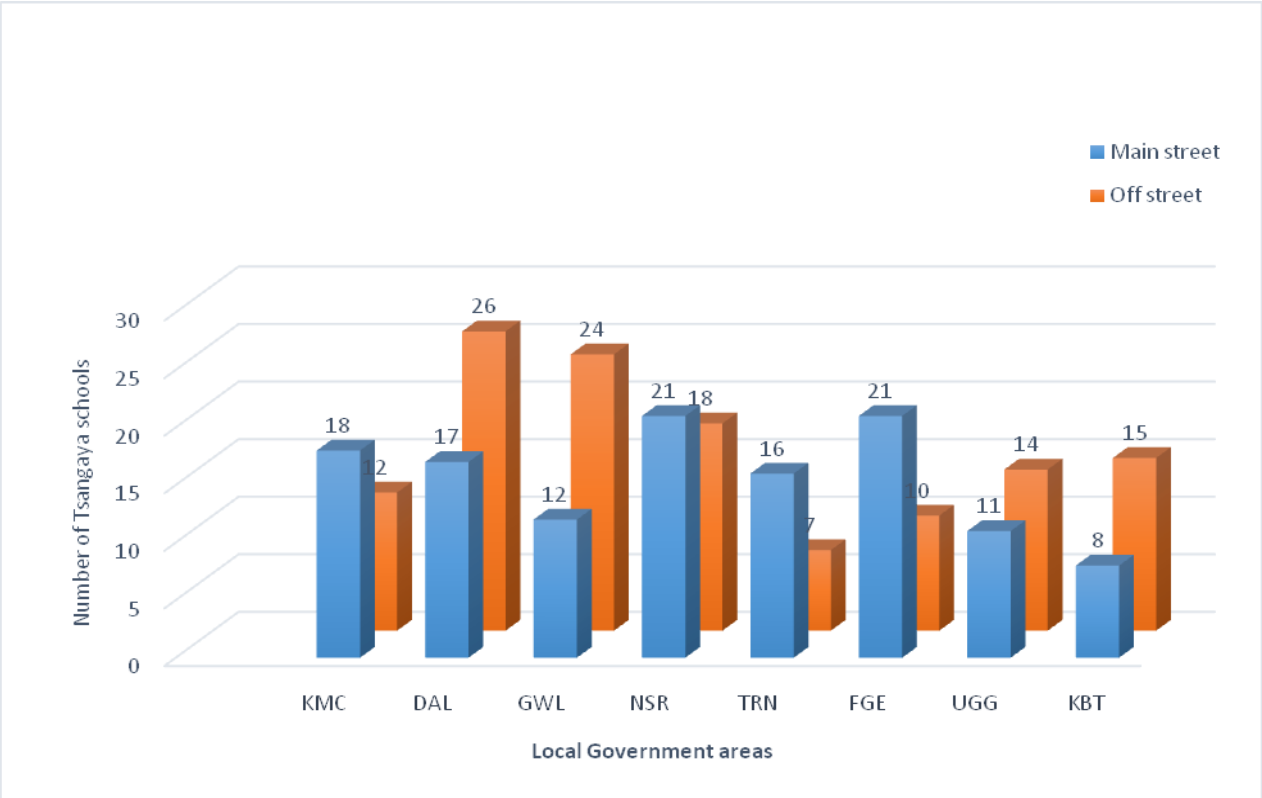


Figure 4. 1: Accessibility of Almajiri Schools in Kano Metropolis

Field survey 2011

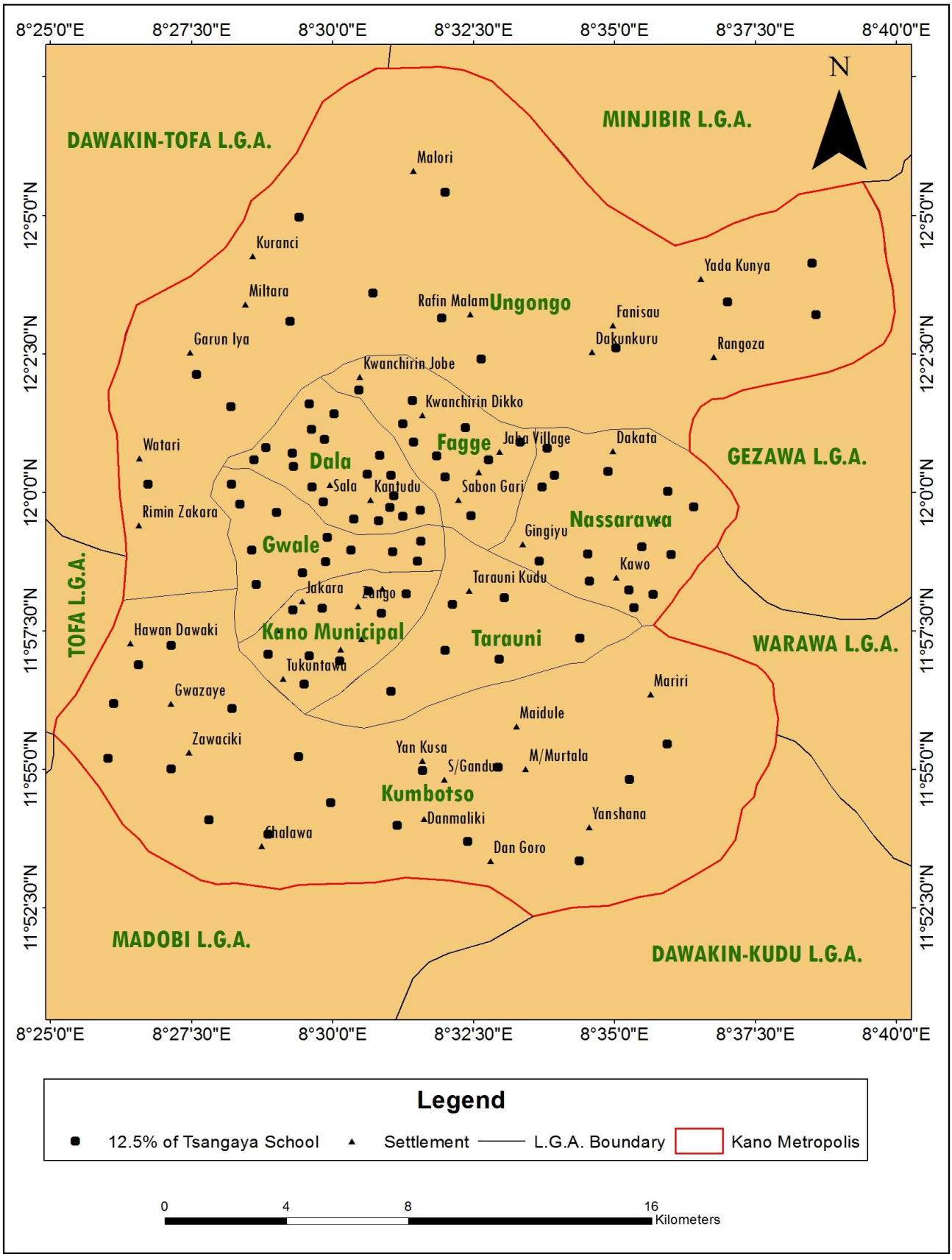


Figure 4. 2: Map of Kano metropolis indicating 12.5% of Almajiri Schools

4.2 Accessibility of Almajiri schools in Kano metropolis

The study established that some of the schools are not adequately accessible. Most of the roads that link the schools that are located within the old city of Kano are very narrow, and with some eroded due to open drains that wash away their shoulders. For instance, out of the thirty nine (39) schools sampled in Nassarawa local government twenty seven (27) are accessed by road while 12 can only be reached by alley. Interestingly, the distribution is almost equal in Dala and Gwale local governments, because in Dala local government out of the 43 schools sampled 21 are accessed by road while 22 can only be reached by alley. Also in Gwale out of the 36 schools sampled 19 have road access, while 17 can only be accessed through alley as shown in figure 4.3.

The houses that accommodate these schools are unplanned by the guiding principle of Town planning standard both in their forms and features, thereby making some of them inaccessible by good road rather by foot path and this in turn undermine the effort of provision of basic facilities and services. These facilities include pipe borne water supply, electricity and telephone lines, while the services include fire service, health services like immunization programmes among others.

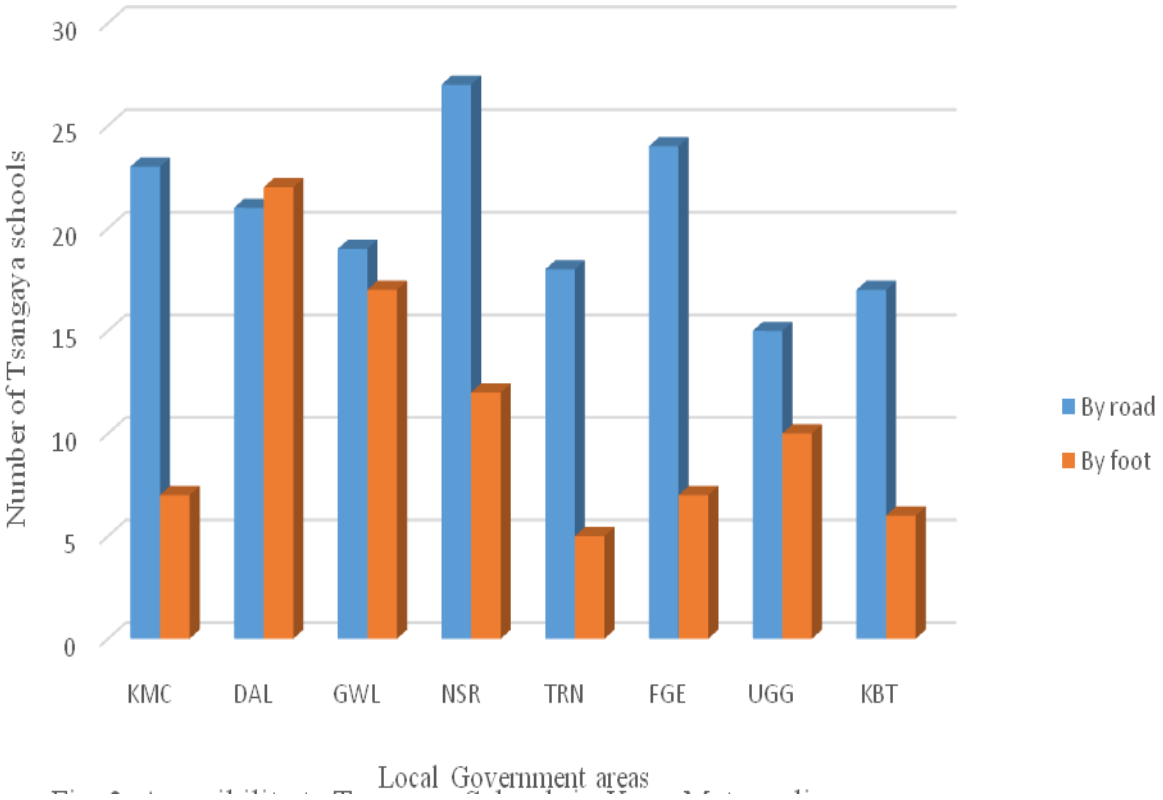


Figure 4. 3: Accessibility to Almajiri Schools in Kano Metropolis

Field survey 2011

The situation is entirely different in Tarauni local government because out of the 28 schools sampled 18 are accessed by roads leaving only 5 schools to be accessed through alleys as shown in fig. 4.3 above.

4.3 Housing Environment and Sanitation

This study observed that most of the Almajiri schools have poor sanitation. This is defined by availability of adequate drains and sanitary facilities for waste management. Existing infrastructure available for sewage collection and discharge are either open drainages or closed drainages. The conditions were obtained through check list method of the 250 sampled schools, in which the study categorized the assessment on three criteria; well drained where there is a normal and free flow of the sewage generated with no stagnation; fairly

drained in which it is characterized by stagnation of the drainages and gutters or blockage of the entire drain hindering free flow of the sewage generated in the Almajiri School(s). Poorly drained are those that ditch(s) or trench(es) are dug to contain the sewage generated as shown in Table 5 below. Similarly the distribution of drainage types in all the metropolitan local government is presented in table 4.2.

Table 4. 2: Sanitation Facility and Condition

Condition	Frequency	Percentage
Good (Well drained)	13	5.2
Fair (Fairly drained)	173	69.2
Poor (poorly drained)	64	25.6
Total	250	100

Source: Field survey



Plate 4. 3 : Almajiri School an example of Mud Building with a poor Sanitation system

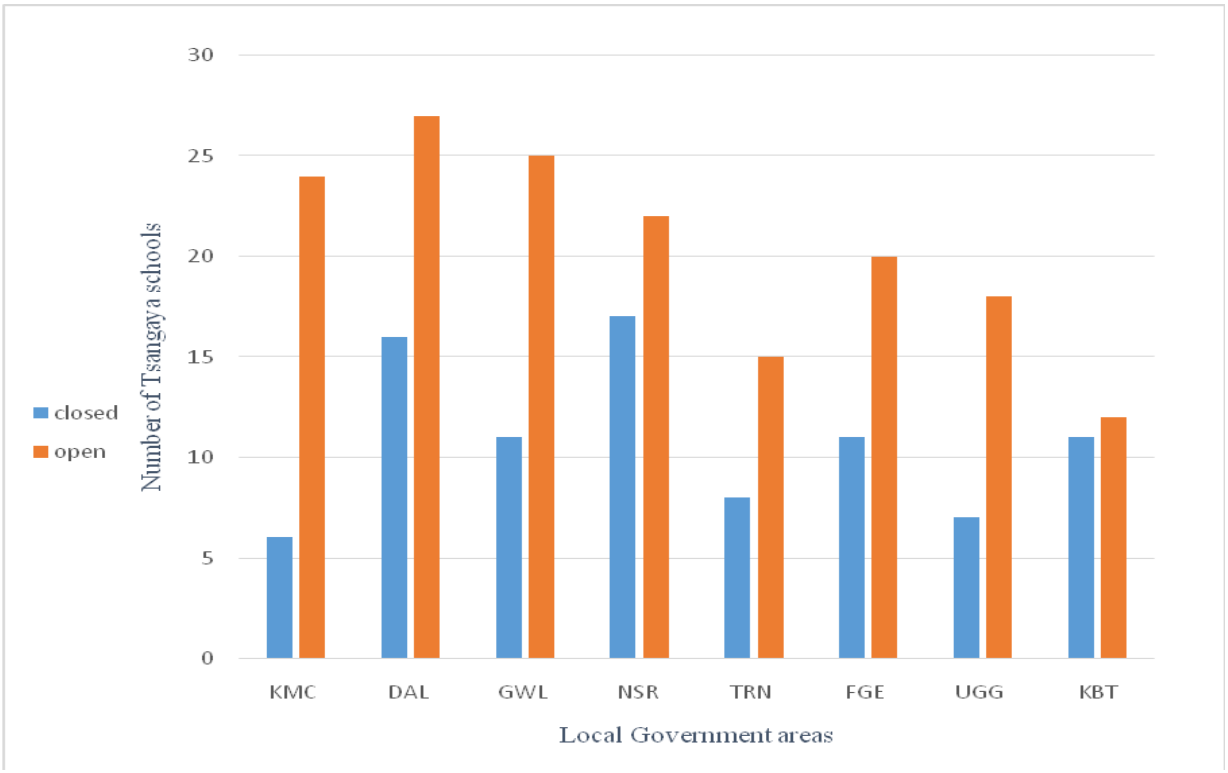


Figure 4. 4: Drainage system in Almajiri Schools in Kano Metropolis



Plate 4. 1: A drainage system in Almajiri School

4.4 Housing Characteristics and Condition

4.4.1 Building Types

Four criteria were used in assessing building conditions of schools. These are: building types; building materials; and availability of facilities. Building types were categorized as either bungalow, or storey Table 4.3. Building materials are either mud or concrete blocks. The facilities considered were availability of bathroom and toilets.

Table 4. 3: Types of Buildings for Almajiri Schools.

Housing Type	**Frequency**	**Percentage (%)**
Storey	2	0.8
Bungalow	248	99.2
Others	-	-
Total	250	100

The survey conducted indicated that most of the buildings accommodating Almajiri schools are compound types. This category accounted for 90% of the houses. Only 0.8% and 9.2% are storey and bungalows. However, the bungalows are generally near completed buildings which the owners give the Almajiri pupils or even Malams to live in prior to final completion of the buildings. The pupils or Malams serve as a kind of security to the buildings and other properties around. Similarly, the study went further to assess the housing condition of these schools so as to determine their suitability or otherwise, and this was done through assessing the type of building materials used in the 250 schools sampled across the metropolis. In all the eight metropolitan local governments, the schools were constructed with either mud or concrete blocks, but virtually all require proper ventilation and adequate sanitary facilities. Entirely, 63.2% of the Almajiri schools were constructed using concrete blocks and roofed with corrugated roofing sheets while 36.8% where made of mud blocks and the result is shown in the table 4.4.

Table 4. 4: Types of Building Materials used in the Construction of Almajiri Schools.

Building Material	**No. of Respondents**	**Percentage (%)**
Mud	92	36.8
Concrete block	158	63.2
Bricks	-	-
Total	**250**	**100**

Source: Field Survey 2011.



Plate 4. 2: A storey building used as Almajiri School in Dala Local Government Area

The study shows that out of the 250 sampled schools, 175 had corrugated zinc roofing sheets while the remaining use mud and thatch as roofing materials, and these materials are of poor quality and even the finishing is equally poor.

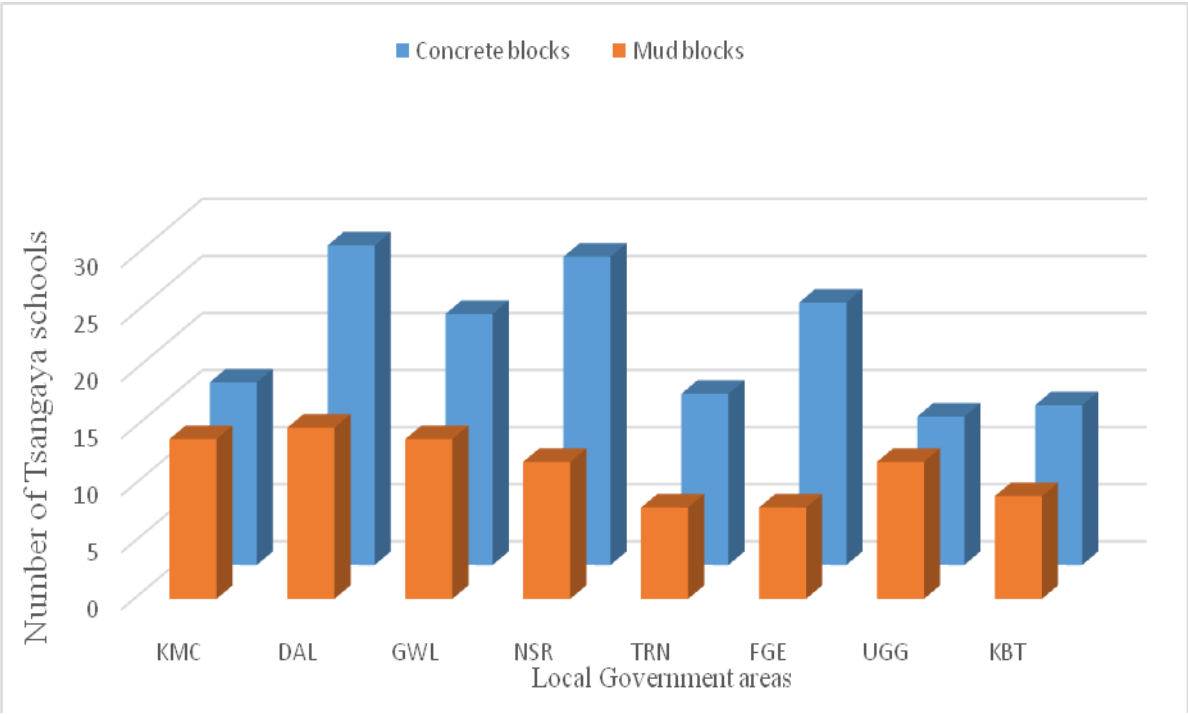


Figure 4. 5: Building types of Almajiri schools in Kano Metropolis

4.4.2 Lecture rooms

The number of classes in the schools is in the range of 1 and 5. The category having between 1 and 2 are however, predominant in the study area. Classes greater than two are commonly found in Kano municipal and Dala while in Kumbotso one class was more commonly found. The distribution of the number of classes is shown in Fig 4.6. However, in so many of these schools the classes double as classroom during lesson periods and serve as accommodation or bedroom at night for the pupils.

4.4.3 Housing Accommodation and other facilities

The distribution of the number of rooms accommodating the pupils at night is shown in fig 4.17. The toilet facilities in the Almajiri schools were also captured in this study and just like the classes some were combined as toilet/bathrooms while others are toilets only.

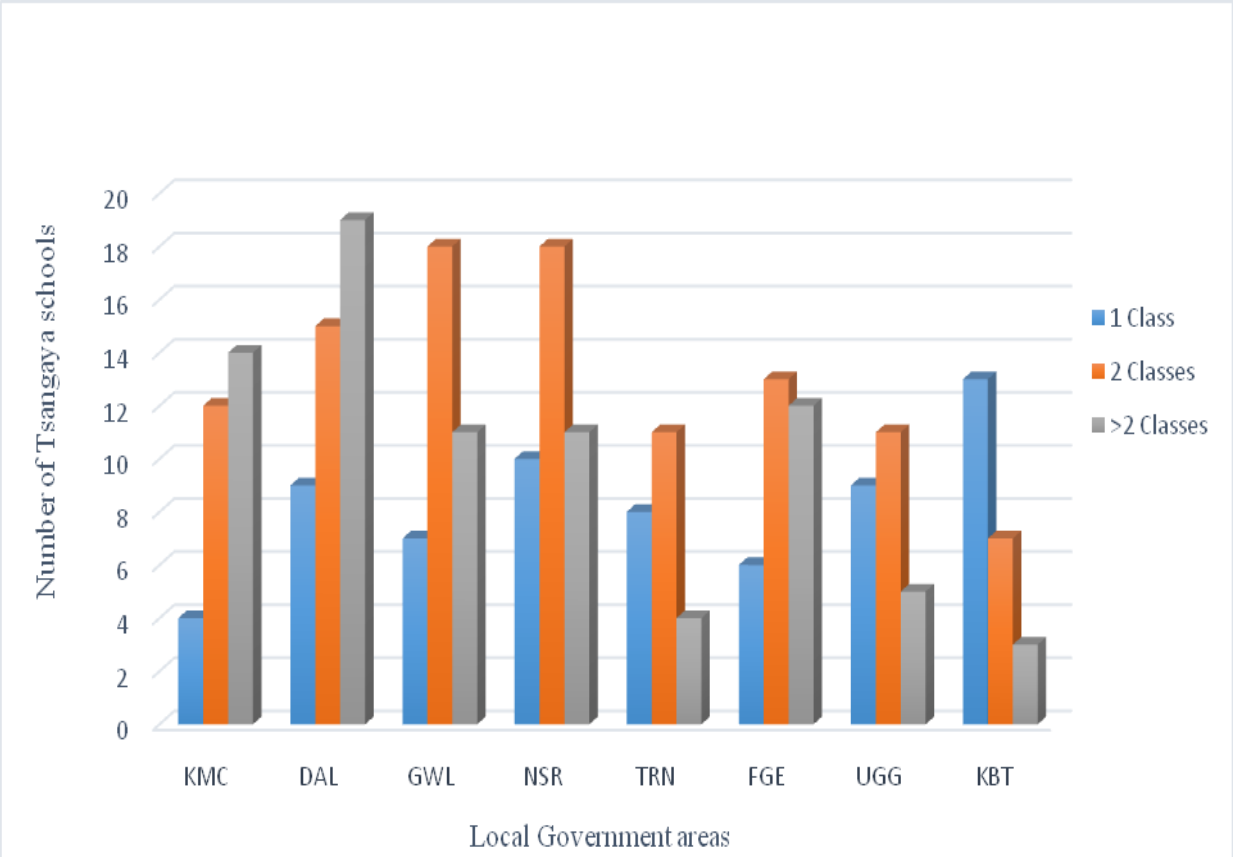


Figure 4. 6: Number of classes in Almajiri Schools in Kano metropolis

The study also conducted interviews with pupils on place of living or accommodation where the pupils retire in the night. Despite the accommodation in the schools, some claim that they retire elsewhere because of insufficient space. The result shows that 61.2% of the pupils live with the teachers in their houses, while 38.8% live in uncompleted buildings. This indicates that the pupils are exposed to risks and health hazards due to lack of secured accommodation that is environment friendly, possessing of all the required facilities for a conducive living.



Plate 4. 3: Classroom serving as dining room and Bedroom in Almajiri School

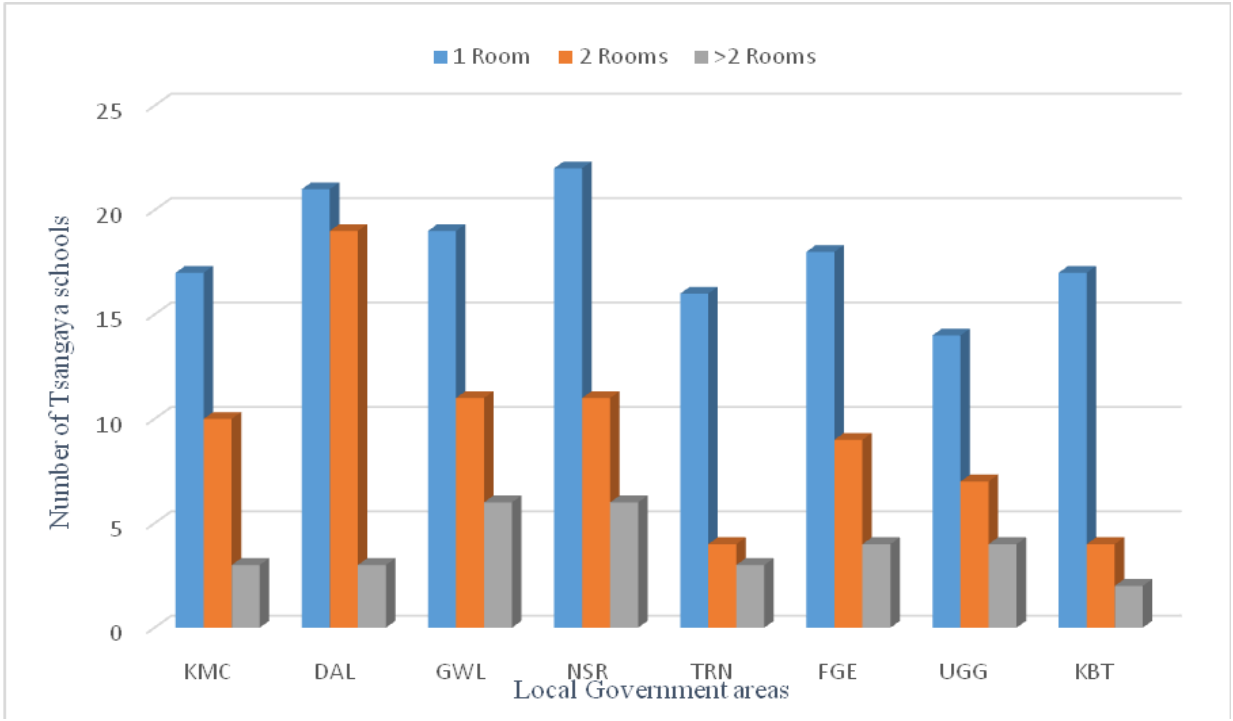


Figure 4. 7: Number of rooms in Almajiri schools in Kano Metropolis



Plate 4. 4: Room accommodating Almajirai in the Almajiri School



Plate 4. 5: Bathroom and Toilet in a Almajiri School in Muncipla Local Government

4.5 Access to services, facilities and utilities

Facilities and Utilities such as Safe drinking water is one of the basic pre-requisite of human existence and has been used as a major criteria in assessing Almajiri schools. The study therefore examined the various sources of water available to Almajiri schools. Other utility used in the assessment is the source of power and this is to determine the number of Almajiri schools that are connected to electricity.

4.5.1 Electricity Connectivity to Almajiri schools

The inadequate electricity supply or even complete absence of electricity is of serious consequence to the living conditions in the Almajiri schools. This is because of the danger in the use of alternative power or lightening sources such as kerosene lamps which produce a lot of carbon-mono-oxide that is detrimental to health which eventually can lead to death especially in poor ventilated rooms like those described in the Almajiri schools. The generators also produce a lot of these carbon mono-oxide that is injurious to health. Similarly, during the night sessions of the Quranic lessons, large amount of firewood, cornstalk or both are used as alternative lightening source and this is equally dangerous with the pupils especially at younger age. Even the use of these large amounts of firewood contributes to deforestation and desert encroachment with attendant environmental consequences. This study shows that 77.2% of Almajiri schools are connected to electricity supply, while others were not connected at all. The Almajiri schools make use of kerosene lamps, firewood, cornstalk and generators were available as an alternative to electricity where they are connected or otherwise. The distribution of lightening sources is as shown in table 4.5.

Table 4. 5: Source of Light in Almajiri schools

Source	**Frequency**	**Percentage**
Electricity	193	77.2
Kerosine lamp	15	6.0
Generators	27	10.8
Others	15	6.0
Total	250	100

Source: Field survey.



Plate 4. 6: An alternative lighting source in Almajiri School.

4.5.2 Water supply

The survey conducted shows that only 34.8% of Almajiri schools have access to borehole water (mostly constructed by individuals and donor agencies) while 54.4% of the schools rely on wells as their source of water. Schools that get their water from water vendors around their neighborhood are 10.8%. There is similar distribution of the different water sources in the entire study area with well water dominating as the major source of water in schools. as shown in fig. 4.8. The non-availability of portable water is of serious concern to the sanitary conditions of the Almajiri schools which in turn has negative consequences on environmental health as well as the spread of epidemic such as cholera in the Almajiri Schools, the community or even the city at large.

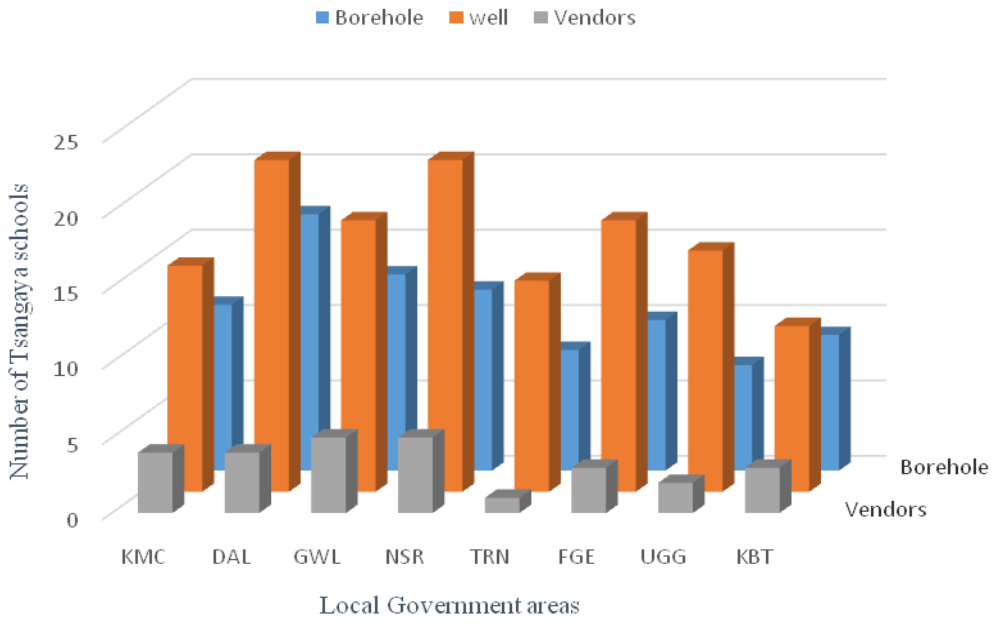


Figure 4. 8: Water sources in Almajiri schools in Kano Metropolis

The study also covered floor area coverage analysis to determine the floor space available to Almajiri schools and the result is shown in Table 4.6.

Table 4. 6: Plot area coverage

Plot area	Frequency	Percentage (%)
15x30	17	6.8
20x30	9	3.6
30x30	3	1.2
Others	221	88.4
Total	**250**	**100**

Source: Field Survey 2011.

The study adopted three standards of plot sizes as 15x30, 20x30, and 30x30. The result indicated that 6.8% of Almajiri schools has a Plot area coverage of 15x30 while 3.6% have a Plot area coverage of 20x30 and 1.2% have Plot area coverage of 30x30. The remaining Almajiri schools have space ratio less than 15x30 hence do not belong to any of the three standard plot sizes and are the highest in number which accounted for 88.4% of the sample size. This data was subjected to further analysis in order to determine student space ratio which is obtained by the formula below.

$$\frac{\text{Number of students}}{\textit{Total area of school Coverage}} = \textit{Students Space ratio}$$

To undertake this analysis, the study took a random sample of twenty-five (25) Almajiri schools with their space ratio, so as to compare it with the three plot sizes above and find out whether the spaces are adequate or otherwise.

It was observed therefore that only four 4 schools (1.6%) of the total (25) sampled schools met the requirement of the space ratio. While the remaining 84% are below the sizes of the three plots above, thereby making the Almajiri schools accommodation overcrowded, thereby

making the study area which serve a dual purpose of sleeping/study area grossly inadequate in 84% of the Almajiri schools sampled.

Table 4. 7: Student space ratio in selected schools

S/No	Schools	Pupils Population	Floor space (M^2)	Space ratio	Standard	Remark
1	Makarantar Sharifai	**56**	32.0	1.75	1.66	**Adequate**
2	Makarantar Mal. Mamman	96	60.4	1.59	1.66	Deficit
3	Makarantar Alaramma Mal Sani	104	77.0	1.35	1.66	Deficit
4	Makarantar Alh. Muhammadu	63	34.8	1.81	1.66	**Adequate**
5	Makarantar Mal. Lawali	122	96.1	1.27	1.66	Deficit
6	Makarantar Mal. Abdullahi	85	66.9	1.27	1.66	Deficit
7	Makarantar Mal. Hassan	91	71.7	1.27	1.66	Deficit
8	Makarantar Mal. Yahaya	48	42.5	1.13	1.66	Deficit
9	Makarantar Mal. Sabiu	**100**	50.0	2	1.66	**Surplus**
10	Makarantar Mal. Safiyanu	**68**	34.0	2	1.66	**Surplus**
11	Makarantar Mal. Ibrahim	108	120.0	0.9	1.66	Deficit
12	Makarantar Mal. Ya'u	72	51.1	1.41	1.66	Deficit
13	Makarantar Mal. Hashimu	86	61.0	1.41	1.66	Deficit
14	Makarantar Mal. Ado	95	60.1	1.58	1.66	Deficit
15	Makarantar Mal. Bagabashe	117	90.7	1.29	1.66	Deficit
16	Makarantar Sheik Manzo Arzai	208	184.1	1.13	1.66	Deficit
17	Makarantar Mal. Sani Makwarari	**59**	28.9	2.04	1.66	**Surplus**
18	Makarantar Mal. Maimagani	82	68.3	1.2	1.66	Deficit
19	Makarantar Mal. Auwalu	87	67.4	1.29	1.66	Deficit
20	Makarantar Mal. Amadu Aramma	65	46.1	1.41	1.66	Deficit
21	Makarantar Mal. Aminu	61	44.5	1.37	1.66	Deficit
22	Makarantar Mal. Idi	76	67.9	1.12	1.66	Deficit
23	Makarantar Mal. Umar Mai tsageta	87	65.9	1.32	1.66	Deficit
24	Makarantar Mal. Umaru	69	46.9	1.47	1.66	Deficit
25	Makarantar Mal. Uba Kura	80	80.0	1	1.66	Deficit

4.6 SOCIO-ECONOMIC ISSUES OF ALMAJIRI SCHOOLS

4.6.1 Social characteristics

4.6.2 Age of pupils

It is pertinent to note that the age of these children (pupils) cannot be over emphasized. They are all belonging to the normal school going age that require serious attention and training but are completely neglected for the simple fact that they found themselves in such situations of being almajiri. Based on the study conducted, the Almajiris are within the age group 6 – 29 years. Almajiris that are 15years constitutes 18.4% as the highest age group, and the least age group was 6years with 0.4% of the total sampled in the study area as shown in Table 4.8. All these children of age 6 – 29 years are normally regarded as the leaders of tomorrow as such they require a special attention, high skill training, counseling and mentoring to produce effective leaders of tomorrow. Unfortunately this category (almajiri) are completely neglected and hardly considered in any plan of the societies to which they belong (origin) or lived in.

4.6.3 Origin

The analysis of the study questionnaire shows that 18.4% of the pupils came from Katsina and Bauchi states each, and only 1.6% of the pupils are from Borno state. The host state account for only 14.8% of the pupils as shown in Table 4.9. The origin of these children clearly indicate that at the tender age they (pupils) are severed from the parental care and thrown to the wilds of the societies where they are exposed to complete strange and new cultures that they can imbibe easily and may have a serious consequences later in life. These children are left to fend for themselves and at times even contribute in the upkeep of their Malams.

Table 4. 8: Age of Pupil respondents in the study area

Age	**Frequency**	**Percentage**
6	1	0.4
7	10	4
8	13	5.2
9	20	8
10	4	1.6
11	9	3.6
12	3	1.2
13	6	2.4
14	18	7.2
15	46	18.4
16	19	7.6
17	34	13.6
19	13	5.2
20	26	10.4
21	12	4.8
24	3	1.2
29	13	5.2
Total	250	100.0

Table 4. 9: State of Origin of the respondents

State	**Frequency**	**Percentage**
Kano	37	14.8
Katsina	46	18.4
Jigawa	23	9.2
Zamfara	22	8.8
Kaduna	35	14
Yobe	5	2
Borno	4	1.6
Sokoto	12	4.8
Niger	20	8
Bauchi	46	18.4
Total	250	100

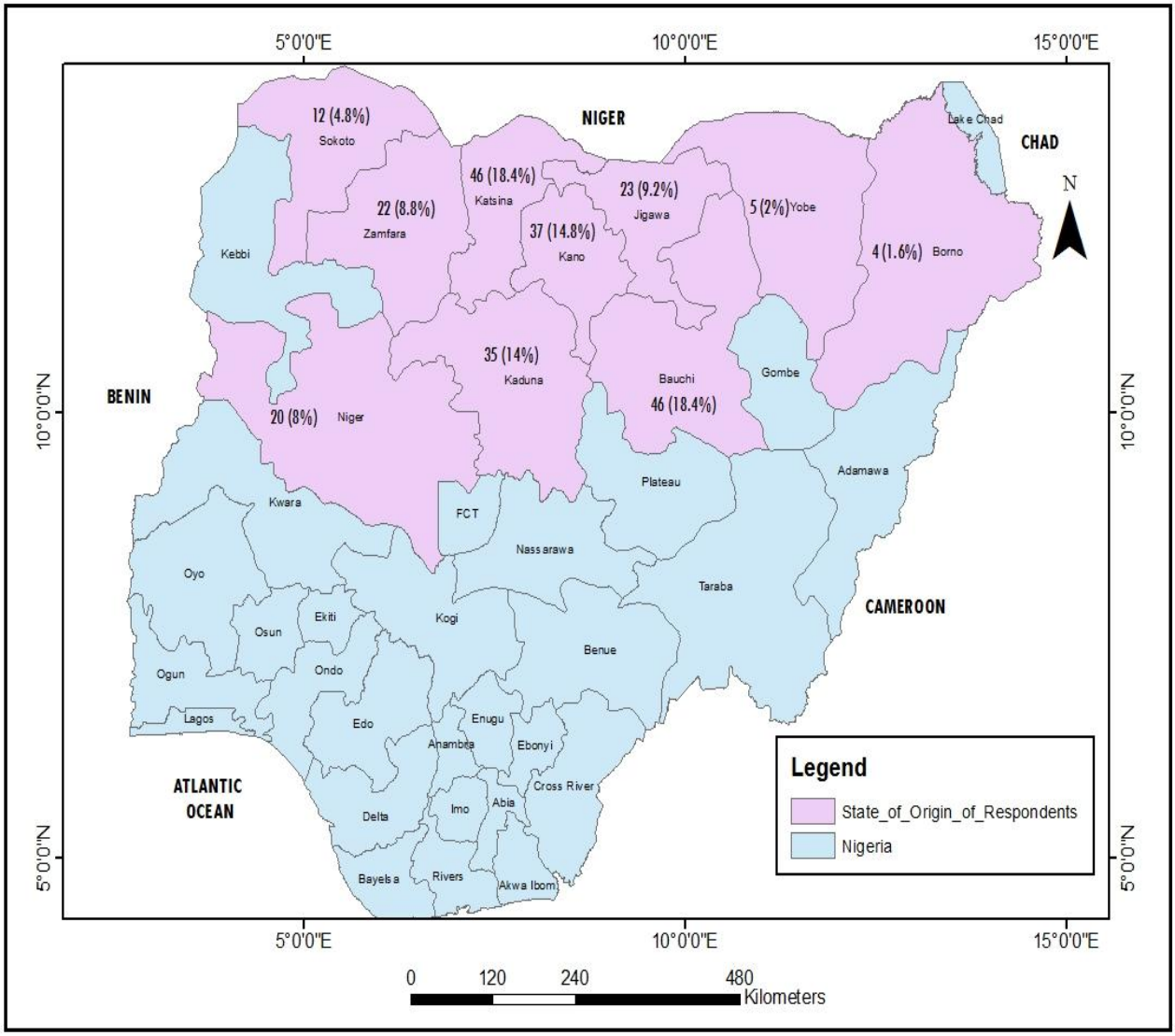


Figure 4. 9: Map of Nigeria Showing number of respondents and their states of origin

4.6.4 Mobility pattern:

Historically it is part of the tradition of the Almajiri schools that some are geographically mobile. Moving from one part of the country to another in search for knowledge or even greener pasture, some even go as far as crossing international boundaries. Therefore this study established the mobility pattern of the pupils from one location to another in terms of journey to another city or village, 81%, move from one location to another, while the mobility is rather seasonal for 40.4% of the response, 26.8% said it is annually and 13.6% moves quarterly.

4.7 Economic characteristics

4.7.1 Source of food

In the assessment of feeding habits of the pupils, fig 4.24 shows that most of the pupils (47.6%) source their daily meals from begging, 39.2% by working as house boys, and 13.2% from their teachers. This explains the large number of children begging on the streets. Large number of under aged children begging for food has attendant consequences. Children are exposed to malnutrition, hunger and starvation. Health wise, this predisposes the pupils to different diseases and illnesses. Economically, food scarcity also predisposes the pupils to hard labour or even child abuse.

4.7.2 Engagement in productive economic ventures

The assessment also looked into different productive activities that are engaged by the pupils after school. Fig 4.25 shows that about 39.2% of the pupils engage in economic or productive ventures after school, while the remaining 60.8% go begging along streets. It was also established in fig 4.26 that 40% of those that are involved in economic activities partake in

laundry services; 20% hawk goods; while 7% undertake menial jobs. That is, more than 60% of pupils (Almajiris) do not engage in any productive activity with value to themselves or the city. Rather they roam the streets begging for food, making them easy prey to criminals such situation aggravates the security implications such as theft, armed robbery, drug abuse among others.

4.7.3 Access to medical care/ medicine

The study went further to investigate the accessibility of the pupils to medical care or attention and 81% of the respondents said when they are sick, it is their Malams that are responsible for drugs. Their Malams do normally provide medicines arbitrarily for them which are normally without consultations of the health care personnel. This has secondary medical implications resulting from abuse, overdose and poor or wrong choice of the drugs/medicines. The implications can be in form of adverse drug reaction, addiction or drug resistance especially with regards to antibiotics. Similarly, some Malams don't even believe in the use of conventional medicines as such resort to the use of herbal or traditional medicines which also have serious implications. These implications include abuse, poor dosage and most importantly serious side effects of the herbal medicine. The consequences of the use of the herbal medicine may be progression of the disease, no cure and even spread of the disease among the pupils in Almajiri schools as well as the spread to the entire community(ies) around, especially when it is a communicable disease that can be transmitted via water, food, air and other formites. Examples include cholera, meningitis, tuberculosis and other diarrhoeal diseases. About 13% stated that they buy from their savings. This category is likely to be predisposed to buying cheap and poor quality drugs that may not be potent. This category of pupil comprises the older ones that are street wise and can fend for themselves. While 6% of the pupil acknowledged that their adopted parents do offer them

support when in need as shown in Fig 4.9. This category may be predisposed to under dosage or incomplete dose or course of treatment where the disease may be partially treated and disappear temporarily but reemerge in a higher magnitude than the initial onset due to incomplete treatment.

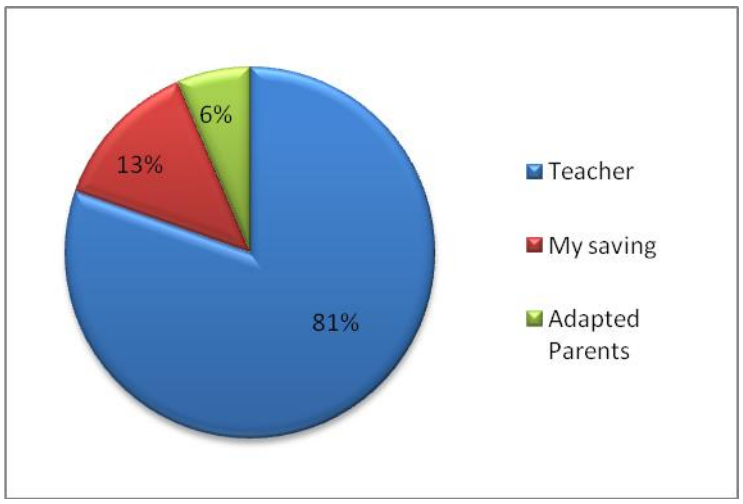


Figure 4. 10: Access to medical care/ medicine

4.8 PROBLEMS ASSOCIATED WITH ALMAJIRI SCHOOLS

There are several urban management implications posed by the Almajiri school system in Kano city. The understanding of the role played by these factors in constraining the effective and efficient management of the Kano city will help adequately in creating a sustainable urban fabric.

4.8.1 Spatial/environmental implications :-

This study found that there are over one thousand nine hundred Almajiri schools in metropolitan Kano with more than ninety thousand pupils that reside in the city affecting virtually every aspect of the physical environment ranging from poor sanitation, spread of

diseases, criminal activities, other social vices etc. These increase a serious burden in the management of the urban fabric. Urban management is expected to ensure environmental health, efficiency, Livability and sustainable habitat for living, working and recreating. For this to be achieved, areas need to be planned, services should be provided based on suitability of locations and spatial spread to ensure accessibility, health and safety of people and security of investment.

a. Problem of land access and its implication to adjoining neighbourhood

As earlier mentioned this study has observed that more than 90% of the Almajiri schools are located at high and medium density areas, which are the places dominated by low and medium income population. Therefore a meager portion of the Malams (teachers) have their own personal houses which they bought from original resident, who acquire it through inheritance, and most of these houses are slums without efficient utilities, facilities and services. Similarly, the study found that some of these Almajiri schools do take advantage of vacant plots within the radius through annexing it using religious factors to intimidate the owners. This study came across an instance where one of these Almajiri schools that annexed a plot just opposite the school without the permission or even consulting the owner; when the owner of the vacant plot realized and queried why? Who authorized you to use the plot? The Malam (teacher) simply answered do I have to ask? Don't you know that you will be rewarded by Almighty God? Because the pupils are reciting the holy Qur'an the owner would be rewarded. This I think is another form of intimidation.

The fact that most of these Malams and their pupils normally come from neighbouring states, with few from neighbouring countries like Niger, Cameroun, and Chad; the commonest way of access to land was through kind gesture of the host communities. They are mostly accommodated in uncompleted buildings, and some at

the houses of the host communities using every available spaces within such as garages, outer rooms, stores to mention a few.

b. Devalued social image

Almajiri schools have been identified with problems which are basically associated with land use planning and management, problem of social services, poor housing conditions, and environmental problems such as sanitary issues and security issues. Thus following these myriad problems, the study had observed that concentration of these schools in an area lead to decline in the value of land in those areas. This is obvious, considering the nature of filthy creation by the pupils due to lack of adequate facilities and services in their schools. This create a very bad image for the immediate vicinity and interviews with the residents of such areas in this study showed that virtually all respondents have condemn such activities. Example some of these schools observed had only one toilet and a bathroom, with an average of fifty pupils thereby making it very difficult for them to compromise when the need of using the toilet arises; thereby forcing some of them to defecate in any available space within the confine of their school thereby degenerating the area with unpleasant odour, and at the sometime creating health hazard such as disease transmission and outbreak.

c. Problems of creation of squatter settlements

Squatting can be defined as forceful invasion or unauthorized occupation of vacant land by individual household/families or group of individuals who build their shanty housing. If they are not evicted more occupants joined and the squatter settlement expands. Such vacant land may include government land, land whose ownership is

unclear, marginal land at the urban fringe, environmentally hazardous lands example areas prone to flood, river plains, canals, hillsides or valleys etc. The Almajiri school system characteristically employs these mechanisms in abandon lands in cities to create a squatter settlement with attendant consequences. This problem normally arises due to the illegality of land acquisition, haphazard development of the lands over a period of time, and general disorderliness in ramification. The nature of the land acquisition and haphazard development make the provision of public infrastructure and services very difficult or even impossible in some instances. These public infrastructure and services include roads, piped water, electricity, drainages, sanitation and security service. However, over time the squatters use a variety of means to access some of the basic services eg through water vendors (normally by the Almajiris ie pupils), illegally tapping into the formal public water/electricity mains of neighbouring communities and even formation of community squatter based associations to lobby governments to provide such basic facilities and services. This menance of squatting affect the entire metropolis without sparing any apart of the city, although it is more pronounced in the high population density area especially Dala and other local governments within the walled part of the city. This can be attributed to the high scarcity of land and enormous pressure on the little social services.

4.8.2 Social Problems Associated with Almajiri Schools

No one is in doubt that the association of begging with Almajiri education has created a stigma to it, and has continued to paint an ugly picture of the system. One only needs to behold a flock of Almajirai in motor parks, bus-stops, market places, around mosques and even churches, looking shabby, distressed and neglected, to become instantly depressed.

The greatest havoc of begging is in terms of how it exposes the children to a number of environmental hazards. By environment here, it is meant the psychological, social and physical environments. Psychologically it instills in the children a sense of inferiority, dependency, rejection, and all sorts of negative psychological dispositions. In the social sphere their limitless movements and interactions exposes them, and in many cases, gets them induced a number of social vices. They easily come across various kinds of dangerous juvenile and adolescent peers. Indeed they come across/witness all sorts of people and experiences in the society – the good, the bad and the ugly. As juveniles, they can hardly discern the right from the wrong, especially if they see people that are rather respectful and responsible committing them. They are at the mercy of enormous indiscriminate and arbitrary agents of socialization in the society that undoubtedly wage a lot of influence on them more than their Almajiri schools.

In the physical sphere, they are exposed to hazards that are not lesser in magnitude than the aforementioned two. In the first places, they eat all sorts of foods at once that sometimes have negative and dangerous feeding and nutritional effects. Some of them get hypnotized and kidnapped in this way by dangerous and evil people. Because accounts are not taken, and records not kept, the magnitude of this problem cannot be accurately stated. They are also usually exposed to traffic hazards sometimes get them maimed and crippled or even killed in some cases. In their juvenile ages they take up menial jobs before completing their studies; they get distracted and eventually drop out.

4.8.3 Poor housing and environmental conditions of schools

The inaccessibility of the Almajiri schools found in this study within the metropolis is not unconnected with the Almajiri Schools, being haphazardly located all over areas of the city without any coordination by any of the state planning authorities vested with the power of

planning and management like Kano Urban Planning Development Authority (KNUPDA) or State Ministry of Land and Physical planning. This becomes a burden to KNUPDA and other relevant agencies thereby making the provision of basic amenities difficult and sometimes impossible as for example making accessibility by firemen or ambulances difficult. Generally, the establishment of the schools has been determined by the demand of the community(ies) without consideration to spatial planning needs. Service delivery in this study was found to be affected by the large and unaccounted population, accessibility to the schools and other spatial features. Poor road network makes it difficult or impossible for ambulances, firemen, rescue workers and other service providers to have access to such places. This also has negative consequences in every aspect of urban planning and management.

4.8.4 Poor infrastructural facilities

This study also found that most of the Almajiri schools are lacking infrastructural facilities such as classes, room accommodation toilets and bathrooms. As earlier mentioned in several Almajiri schools, classrooms served dual purpose of the reading rooms and as bedrooms where the pupils retire at night. Similarly toilets and bathrooms are located in the same cubicles in several Almajiri schools with attendant health implications. Some of the pupils use any available space within the vicinity of the community to retire at night. This has a bad effect on the pupils, house owners, security and the community at large.

4.8.5 Poor sanitation and environmental health

The analysis of the environmental quality in the study found that generally the environment is unsuitable for learning and living. The areas where the schools are located are so vulnerable to overcrowding and in poor environmental quality unsuitable for learning and living. As shown, the Almajiri schools have poor sanitation characterized by inadequate drains and sanitary facilities for waste management creating a very good breeding site for pathogens, parasites and their vectors. These pathogens and their vectors are of bad impact aiding and

abating diseases outbreak and epidemics. Malaria for example is one of the common infections that easily spread in such environment. Existing infrastructure available for sewage collection and discharge are either open drainages or closed drainages. These drainages often come in contact with water sources such as wells, ponds and even broken pipes thereby contaminating the water making it unsuitable for domestic use. This also aid and abate disease transmission.

These areas where the Schools exists, in addition to epidemic or disease transmission, are exposed to unpleasant or poor aesthetical appealing which results to an environmental management, planning and design problem, as well as constraining the efficiency of the Urban management operation. This will be inform of Urban renewal, rehabilitation or redevelopment for the injection of basic amenities in such areas and reorganizing them, this will require large amount of funds, land resource and time, therefore become a technically and financially challenging task to Urban managers in the state. Moreover, the Almajiri schools, population of the pupils and attending spatial/environmental implications are on the increase in geometric progression making the planning and management very difficult or even impossible in some part of the metropolis.

4.8.6 Security Implications

Security implications arising from social attributes of the school system leads to increase in crime rate, rape, theft, degradation of societal morals and social inclinations, among others. Due to the continues increase in the number of pupils, roaming the streets and neighborhoods, the children end up being influenced by the circumstances they are being exposed to on the streets which include criminals, ritualists and hoodlums. Thus, it has been observed from the analysis that, in Kano alone, there are over 1.6 million beggars, while about 35% of these numbers are based within the Kano city and over 60% of them line up the streets begging for

food, clothing, and other basic amenities for their survival. This result to the increase in crime and safety issues and making Urban management more difficult to be carried out effectively, security as the most important Urban component breaks down with the growth of street beggars, children off School and straying children and adults day and night, in which Almajiri Schools contributes over 40% in the study area. The study here found that there is an extra demand on the city because of influx of unknown number of pupils and their Malams into the city. These demands may be in terms of social welfare, security and morality.

4.8.7 Diminished Economic Prosperity

This study found that the pupils are usually engaged into few economic activities, thereby posing implications including child labour. Other implications include; decline in economic and productive activities of cities, low or weak municipal finance, decline in human development index (HDI) and poor economies to scale. This is because of the additional or unbudgeted economic burden imposed on the city by the increasing population of the pupils who largely depend on the city for feeding, clothing, shelter, medical care etc. In theory, the strength of the economy of every city relies largely in its human resources capacity available for use in economic and productive ventures. But here, the study found a constant increase in the population of youths which are unfortunately reduced to begging, roaming about, menial jobs and even crimes contributing very little or even nothing to the economic life of the city or areas. These teaming population of the pupils and Malams depends largely on what the city could offer to them through begging, menial jobs, theft, and other criminal activities; this result to declining local economic base of an area which in the long run affects the economic capacity for cities to be effectively managed.

The analysis has indicated such weak points in economic sense as pupils of Almajiri Schools in Kano city continue to increase, while do not contribute significantly to the economic life of the city. The positive aspect of their labour is that from another perspective it offers the

pupils some form of economic, food and social security where they can have access to a constant supply of at least two or even three square meal per day and can fall back to their little saving from their masters when the need arise. From time to time they can get second hand clothes from their masters and even drugs when the need arise. However, this is accompanied by numerous negative aspects example over utilization of the pupils by their masters, under payments, distraction from studies because of aggressive search for money or jobs, engagement in social vices and ills of the society. The households have different opinions with regards to the services rendered by these pupils although so many admitted that it is a cheap labour others are of the opinion that many of the pupils are not efficient or not prompt. In this study we tried to attribute this inefficiency to the low age of the pupils, poor training and the general perception of the populace. Other respondents in the see them as nuisance and constitute a security threats to the community they live there in.

The absence of formal education among the population of the almajiris is also an impediment economic growth in the city and the nation at large. This because without good formal education there will be problems of productivity and self fulfillment. The future of the city is jeopardized without educated labour because economic growth the world over is geared in that direction for example banks, hospitals, security services, industries, Information technology and other businesses require formally educated and qualified personnel to employ.

CHAPTER FIVE

5.0 RECOMMENDATIONS AND CONCLUSION

The study undertook a comprehensive appraisal of the attributes and implications of the Almajiri school system as it relates to sustainable development and urban management of Kano city. In this chapter, the summary of the findings are presented and appropriate recommendations made to help address the problems.

5.1 Summary of findings:

The followings are the summary of findings from the study:

That the Almajiri system of education has posed serious implications on the Urban management framework of Kano city in form of socio- cultural, economic and physical or environmental implications , which needs to be adequately tackled for effective management of the city.

That Almajiri schools locational distribution is haphazardly across the metropolis without permission, supervision or coordination by the state planning agencies. Therefore, this results in creation or establishment of slums and squatter settlements within the entire regions of the metropolis.

That large proportion of pupils and teacher are from other states of the region (Northern Nigeria). This should be taking into cognizance for effective planning of future space in case of integration and management of the Schools by the necessary agency.

That most of the pupils depends largely on street begging to source for feeding, clothing and medical fees. This is as a result of encouragement by their teachers who sees it as a traditional mandate to do so, while others do such to complement to their wages.

That most of the pupils do not engage in any productive or economic ventures, but rather stick to only learning and begging, while their teachers solidly depends on teaching activity only

That accommodation area for both the pupils and teachers have been found to be a critical problem, were most of them live in an uncompleted buildings or in an overcrowded rooms with no sufficient ventilation, toilets, bathrooms and poor access to health facilities in the areas.

That most of the pupils and teachers are mobile, meaning they spend time in an area while for a period of time in an area while for a period of time they move to another area therefore, most of the schools are not established in one place.

In view of the above finding both the pupils, teachers and the relevant agencies agrees that, the system has problems and needs immediate intervention inform of funding, construction of accommodation and classrooms, feeding and clothing etc.

5.2 RECOMMENDATIONS:

Based on the analysis and findings elicited from the analysis, the following recommendations have been offered to effectively improve the system in harmony with the mandates of the urban management framework of the state; similarly the recommendation focused on addressing the negative attributes and implications posed by the Almajiri school system from the planning and urban management point of view and these are as follows:

Short term:

- There should be urban renewal, where schools and other activities that are eccentric or unconventional should be eliminated, those that are conventional remain and enjoy infrastructure and other modernization.

- There should be an inclusive spatial planning and management strategy through integrating the system into the popular urban and regional spatial planning and management framework of the state. That is taking into consideration the schools when ever planning any settlement as the case may be.

- There should be provision of access roads to the existing Almajiri schools. This will enhance provision of basic infrastructural facilities, utilities and services in the Tsanagaya schools.

- There should be provision of sanitary facilities to the existing Almajiri schools as a condition for establishing and operation as well as renewal of existing facilities by governments, communities and even donor agencies. This is to promote clean environment, good health and prevents disease transmission and outbreak.

- There should be provision of good accommodation in the existing Almajiri schools, including classes, hostel/rooms, office(s), toilets, bathrooms, laundries and recreational facilities and integrating the schools with a formal education curriculum by the state ministry of education. Through expansion or even relocation to another place where the need arise.

- Public enlightenment: Government in collaboration with the religious group, the emirate, and NGOs should embark on public campaign against child begging or labour by exploring its socio-cultural implications to the sustenance of the areas in the state. TV and

Radio programme should be carried out to inform communities and societies on the negative implication of street begging in the state; also strengthen punishment should be place for perpetrators of the act.

- Inclusive spatial planning and management strategy: The Almajiri system of education should be integrated into the popular urban and regional spatial planning and management framework of the state; this will help in the areas of citing of the Schools, their distribution and environment of the school areas and premises. The inclusive approach will enable the interest of communities pupils and teachers to be captured in making spatial decisions and programmes across areas of the city and the state; in doing so, the constraints for effective management of areas will be minimize.

- The state government should immediately set a committee to review the state policy on Almajiri system of education and the review should take the followings into considerations

- Introduce Vocational/Entrepreneur training Curriculum: The re organized Almajiri system of education should have a well define developed entrepreneur training curriculum, so as to enable the pupils learn trade or productive ventures alongside their Qur'anic studies. This will do a lot in reducing the level of street begging and hawking in the state. The pupils will then have the ability to graduate from their studies with a vocation or trade upon which they could depend on their survival as against begging on the streets.

The long-term recommendations are

(a) There is need to establish model Tsangaya/Almajiri school where formal education would be integrated and gradually phase out the traditional system of Almajiri schools.

(b) There is the need to establish board for managing and control of the model Almajiri Schools in the state. The board will be responsible for monitoring and evaluation of the model Almajiri schools.

(c) The need to register each pupil and Schools for effective urban management and planning to control illegal emergence of Almajiri schools. This can be achieved by mandating the necessary agency.

(d) The urban planning board should also integrate and monitor the proper planning, construction and locating the Almajiri schools for effective urban management.

(e) The pupils should be skillfully trained and gainfully employed to ensure productivity in the community they resides.

(f) Empower the board to register and deregister any School that is found with defaults.

The long term issues need to be properly addressed because the thought of abolishing the system is extremely difficult if not impossible. This can be through the establishment of the model Almajiri schools alongside creating awareness among the populace especially stakeholders to embrace modernization. The issue of allowing kids to travel for study is actually a delicate one. This is because the proponents of the Almajiri system and other stakeholders always argue that even the formal education have provision for boarding primary schools for children/pupils in the same age bracket with those in Almajiri schools and daycare centers where younger children and infants are deposited by working class mothers. However, despite all these it is recommended that there should be legislation to compel the parents and teachers (Malams) to have full control over their subjects (Almajiris) by keeping them within the confines of the Almajiri schools, feeding them to prevent begging, menial jobs, street hawking etc.

5.3 CONCLUSION

The study carried out a comprehensive analysis of both the socio- economic characteristics of both pupils and their teachers to establish the interest values in the Almajiri School system; the institutions and other organizations responsible for the Schools have also been analyzed. The Urban management implications posed by the School system have also been identified to enable drawing findings which paved or making appropriate recommendations for improving the management of Kano city through organization re organization and integration of the Almajiri schools into formal education system of the state. The study is with a strong opinion that, if these recommendations are adequately implemented will do alot in mitigating the identified implications of the Schools on the effective management of Kano metropolitan city and the state at large.

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Appendix I

TEACHERS QUESTIONNAIRE

Questionnaire identification number_____

A. Demographic Characteristics

1. Name of Respondents_____
2. Gender: a) Male b) Feamale
3. Age ( )
4. Marital Status: a) Married b) Single c) Widow d) Divorce
5. State of origin _____
6. Major occupation a) Teaching in Qur'anic school b) Farming c) Trading d) others
7. For how long have you been in the system ( ) years
8. How many pupils do you have ( ) years
9. Do you stay permanently in one location

   a) Yes ( ) b) No ( )
10. If no how often did you move

    a) Quarterly ( ) b) Yearly ( )
11. Did you own a house?

    a) Yes ( ) b) No ( )
12. If No where do you leave?

    a) Rented House b) Others specify _____
13. Do you live with your pupils in the same house

    a) Yes ( ) b) No ( )
14. If no why _____
15. How many times a day do you engage your pupils in reading/study?

    a) Once b) Twice c) Thrice d) Others specify _____
16. Do you allow your pupils to engage in begging?

    a) Yes ( ) b) No ( )
17. If Yes why? _____
18. Do the parents of your pupils visit their children?

    a) Yes ( ) b) No ( )
19. If Yes how often? a) Monthly b) Quarterly c) Yearly

20. Do you receive any support from Government or NGOs?

    a) Yes ( ) b) No ( )

21. If yes in what form? a) Capacity building? b) Massa Orientation c) Agricultural input support d) Building of Classes

22. In your own opinion do you think is possible to formalized this system of education?

    a) Yes ( ) b) No ( )

23. Who do you think should serve as the stakeholders?

    a) _____

    b) _____

    c) _____

    d) _____

24. What are your major constraints in this system of education? _____
    _____

25. State the possible solutions

    a) _____

    b) _____

    c) _____

    d) _____

Appendix II

PUPILS' QUESTIONNAIRE

Questionnaire identification number_____

1. Name of respondent _____
2. State of Origin _____
3. Local Government area_____
4. Gender: a) Male b) Female
5. Age of respondent ( ) years
6. Did you attend any formal school before joining Tsangaya School?

   a) Yes ( ) b) No ( )
7. If Yes at what level did you disengaged? a) Primary b) Secondary c) Others
8. If No why? _____
9. How many times do you read in a day?

   a) Once ( ) b) Twice ( ) c) Thrice ( )
10. What is your source of food?

    a) Eat From Malams house ( )

    b) Beg from neighbouring houses ( )

    c) Serve as a house boy and eat from them ( )
11. Do you engage in any income activity?

    a) Yes ( ) b) No ( )
12. If Yes state the type of activity you do

    a) Street begging ( ) b) Highway begging ( ) c) Selling of goods at road junctions ( )
13. Where do you live?

    a) Mallams House ( ) b) Lease House ( ) c) Rented House ( )
    d) Uncompleted building ( )
14. Do you have convenient toilet in the house you are living?

    a) Yes ( ) b) No ( )
15. If no where do you excrete?

    a) Refuse dump place ( ) b) Public convenience c) Others specify_____

16. Do you have access to health facilities?

    a) Yes ( ) b) No ( )

17. If Yes who pay for your health treatment?

    a) Mallam b) My savings c) Government

18. If No why? _____

19. Do you move from one location to another?

    a) Yes ( ) b) No ( )

20. If yes how often?

    Quarterly ( ) b) Yearly ( )

21. Does your family visit you?

    a) Yes ( ) b) No ( )

22. If yes how often? a) Monthly ( ) b) Quarterly ( ) c) Yearly ( )

23. State the major constraints you face concerning where you are living, source of food, health etc.

    a) _____

    b) _____

    c) _____

24. For how long have you being in Tsangaya school? ( ) years.