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**THE PREDICAMENTS OF ALMAJIRIS CHILDREN OF THE
STREET IN KANO STATE NIGERIA**



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UUM
Universiti Utara Malaysia

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UUM
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Doctor of Philosophy**



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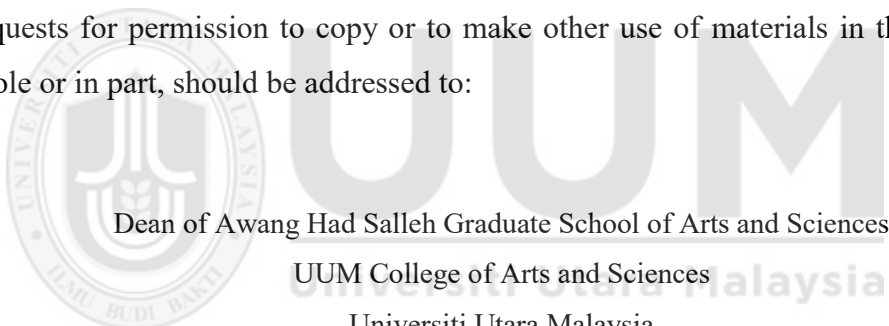
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ABSTRAK

Almajiri terdiri daripada remaja berusia antara 14 hingga 17 tahun yang majoritinya berasal dari puak Hausa yang tinggal di wilayah barat laut Nigeria. Kebanyakan remaja *Almajiri* berasal daripada keluarga ter miskin yang tidak mampu menyara kehidupan mereka. Bagi meringankan beban, keluarga menghantar mereka ke sekolah pengajian Al-Quran yang dikenali sebagai *Tsangaya*, untuk meneruskan kehidupan tanpa dibekalkan dengan makanan atau tempat tinggal. Kajian ini mengkaji kesukaran hidup yang dialami oleh kanak-kanak jalanan di utara Nigeria yang dikenali sebagai *Almajiri*. Justeru, kajian ini bermatlamat untuk meneroka situasi sosial, ekonomi dan psikologi yang dialami oleh *Almajiri* dalam usaha mereka untuk terus hidup dalam keadaan keterasingan. Kajian ini menggunakan metod kualitatif yang melibatkan temu bual mendalam, perbincangan kumpulan fokus dan pemerhatian sebagai kaedah pengumpulan data yang utama. Seramai 23 orang informan dalam kalangan pemegang taruh sekolah *Tsangaya* telah terlibat dalam kajian ini. Mereka terdiri daripada *Almajiri* itu sendiri dan mereka yang biasa atau pernah terlibat dengan golongan ini, iaitu ibubapa *Almajiri*, guru sekolah Al-Quran, bekas *Almajiri*, orang yang tinggal bersama *Almajiri* dan pegawai kerajaan. Data yang diperolehi daripada temu bual dan perbincangan kumpulan fokus telah dianalisis menggunakan kaedah analisis tematik dengan bantuan perisian Nvivo. Kajian ini mendapati bahawa golongan *Almajiri* menderita ketiadaan jagaan ibubapa, kekurangan zat makanan, kelaparan, kemiskinan, ketiadaan tempat tinggal dan layanan yang buruk daripada masyarakat. Kajian ini merumuskan bahawa pihak kerajaan dan komuniti perlu bekerja bersama untuk memperbaiki kehidupan golongan *Almajiri*. Oleh itu, kajian ini mengemukakan suatu kerangka yang dikenali sebagai “Kerangka *Tsangaya*” yang mencadangkan agar diwujudkan kerjasama daripada pemegang amanah komuniti dan agensi kerajaan untuk membiayai, mengawal selia dan melaksanakan pelan tindakan bersesuaian yang mampu meningkatkan kesejahteraan golongan *Almajiri*.

Kata kunci: *Almajiri*, Sekolah *Tsangaya*, Penderitaan sosial, ekonomi dan psikologikal.

ABSTRACT

The *Almajiris* comprise teenagers of 14 to 17 years of age, majority of whom hailed from the dominant Hausa tribe in north-western Nigeria. This study examines the predicaments of the children of the street in northern Nigeria known as *Almajiris*. Majority of the *Almajiris* came from extremely poor families who do not have the means to support them. To bear with the hardships, the family would send them to Qur'anic boarding school known as *Tsangaya* to survive on their own without provision of food and accommodation. Hence, the study aimed to explore the *Almajiris* state of social, economic and psychological distress in their strife to survive in isolation. The study employs a qualitative method using in-depth interviews, focus group discussions and observations as the main tool of inquiry. A total of 23 informants who are the significant stakeholders of *Tsangaya* Schools were consulted. These participants consist of the *Almajiris*, and those who are familiar with, or to some extent deal with the *Almajiris*, namely the parents of the *Almajiris*, teachers of the Qur'anic schools, former *Almajiris*, people living with the *Almajiris*, and government officials. Data collected from the interviews and the focus group discussions were analyzed thematically using Nvivo software. The findings revealed that the *Almajiris* suffer the absence of parental care, malnutrition, hunger, destitution, lack of shelter and harsh treatment from the public. The study concludes that the government and the community should work together to improve the lives of the *Almajiris*. Towards that end, the study proposed a framework named "Tsangaya Framework" which suggests a team work from the community trustees and the government agencies to finance, regulate and execute an action plan capable of improving the well-being of the *Almajiris*.

Key words: *Almajiris*, *Tsangaya* school, Social, economic and psychological distress,

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„In the name of Allah, the most merciful, the most beneficial“

I confer the most exalted tribute to the lord of the universe, Allah (Subhanahu wa ta'ala), may his concord and blessings be upon our noble and beloved prophet Muhammad (S.A.W), his family and companions. First of all I want to thank the Almighty Allah, for making my dream come true. I'm indebted and remain grateful to my mother, my wife and my children whose prayers and supports became instrumental for the successful completion of my PhD journey.

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Table of Contents

TITLE PAGE	I
CERTIFICATION OF THESIS / DISSERTATION).....	II
PERMISSION TO USE	IV
ABSTRAK	V
ABSTRACT.....	VI
ACKNOWLEDGEMENT	VII
TABLE OF CONTENTS.....	VIII
LIST OF TABLES	XIV
LIST OF FIGURES	XV
LIST OF APPENDICES	XVII
LIST OF ABBREVIATIONS	XVIII
CHAPTER ONE INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 An Overview of Children of the Street around the Globe	5
1.3 Problem Statement	12
1.4 Research Questions	21
1.5 Research Objectives	21
1.6 Significance of the Study	21
1.6.1 Theoretical Contribution	22
1.6.2 Practical Contribution	23
1.7 Scope and Limitations of the Study	24
1.8 Concepts and Operational Definitions	25
1.8.1 Predicament.....	25
1.8.2 Poverty	25
1.8.3 Well-Being	26
1.8.4 Children of the Street	27
1.8.5 Almajiris.....	27

1.8.6	Social.....	28
1.8.7	Economic.....	28
1.8.8	Psychological	28
1.8.9	Tsangaya	29
1.9	My Personal Concern.....	29
1.10	Summary of the Chapter	30
1.11	Organization of Chapters	30
CHAPTER TWO AN OVERVIEW OF ALMAJIRIS CHILDREN OF THE		
STREET IN NIGERIA		31
2.1	Introduction.....	31
2.2	Overview of Nigeria’s Administrative System	31
2.2.1	Nigeria’s Colonial Invasion	33
2.2.2	Housing in Nigeria.....	35
2.2.3	Medical Services.....	36
2.3	The Hurdles of Almajiris Qura’nic Schools in Pre-colonial, Colonial and Post-Colonial Northern Nigeria	37
2.3.1	Pre-Colonial Almajiris Qura’nic School.....	37
2.3.2	Colonial Almajiris Qura’nic School.....	39
2.3.3	Post-Colonial Almajiris Qura’nic School	42
2.4	Almajiris System of Education	44
2.5	Center for Qura’nic Studies, Bayero University Kano	52
2.6	Kano State Qur’an and Islamiyya Schools Board.....	52
2.7	Organizational Settings of the Tsangaya Learning System	53
2.8	Policy Context of Children of the Street in Nigeria.....	56
2.8.1	Nigerian Universal Basic Education.....	56
2.8.2	Child Right Act	58
2.8.3	Summary of the Chapter	60
CHAPTER THREE LITERATURE REVIEW		61
Introduction.....		61
3.1	The Children of the Street.....	61
3.2	The Origin of Qura’nic Schools.....	63

3.3	Economic Predicaments	65
3.3.1	Parent's Background	65
3.3.2	Acute Shortage of Basic Needs.....	65
3.3.3	Absence of Government Support	67
3.3.4	Vagrancy	68
3.4	Social Predicaments	71
3.4.1	Unsuitable Pupils-Public Relations.....	74
3.4.2	Illiteracy	74
3.4.3	Absence of Medical Facilities	76
3.4.4	Deficient Schooling Environment.....	77
3.5	Psychological Predicaments.....	77
3.5.1	Low self esteem.....	78
3.5.2	Children's Deprivation of Parental Care.....	80
3.6	International Legislative Acts on the protection of the Rights of the Child	83
3.6.1	United Nation Convention on the Rights of the Children (CRC)	83
3.6.2	African Charter on the Rights and Welfare of the Child (ACRWC).....	87
3.7	The Structure and the State of Qura'nic Schools in Other Muslim Nations.....	89
3.8	Theoretical Frameworks.....	92
3.8.1	Social Capital Theory	92
3.8.2	Hierarchy of Needs Theory	94
3.8.3	Psychosocial Theory	98
3.9	Theoretical Underpinning	100
3.10	Summary of the chapter	102
CHAPTER FOUR METHODOLOGY		105
4.1	Introduction	105
4.2	Research Design.....	105
4.3	Case Study Technique.....	107
4.4	Location of the Study	109
4.5	Population, Sampling and Sampling Selection Procedures	110
4.5.1	Population	110

4.5.2	Sampling Method	111
4.5.3	Sampling Selection Criteria	113
4.6	Methods of Data Collection	116
4.7	Interview	117
4.8	Focus Group Discussions	117
4.9	Observations.....	118
4.10	Data Analysis	119
4.11	Procedures for Data Collection	119
4.12	Pilot Study.....	121
4.13	Trustworthiness of the Study	121
4.14	Ethical Consideration of the Study	122
4.15	Interview Protocols	124
	Interview Questions	128
	Prompt Questions.....	128
	Why were you sent to Almajiris school?	128
	How many of your brothers are in Almajiris school or graduated from Tsangaya schools?	128
	What is the estimate range of your parent's income per month?	128
	what is the nature of your parents job?	128
	How do you get some money for daily keep up in the school?	128
	Who is taking the responsibility of your studies?	128
	Tell me about your sources of meals?	128
	Explain the quantity and quality of your meal?	128
	what are the sources of your teacher's income?.....	128
	Explain if there is any way you payback your teacher?	128
	Explain how you get clothes and other materials for keeping up?	128
	Tell me what are the benefits you get from the society?.....	128
	Describe your relationship with your teacher?.....	128
	Explain the type of punishment you receive in the school?	128
	In time of sickness, where do you get medical treatments?	128
	Tell me the types of medicines you can afford to buy or accessed?	128
	Describe your relationship with people of your community?	128

Tell me more about this society you live?	128
How frequent do you visit home or receive a visitor from your family?.....	128
Explain how much you missed your parents and siblings?.....	128
4. 16 Summary of the Chapter	129
CHAPTER FIVE RESULTS AND DISCUSSIONS	130
Introduction	130
5.1 Informants Background.....	130
5.1.1 In-depth Interview Participants	131
5.1.2 Focus Group Interview Participants	131
5.2 Reasons Behind Choosing the Informants	132
5.2.1 Background of Almajiri Informants	134
5.2.2 Background of the Teachers of Almajiris	137
5.2.3 Background of the Parents of Almajiris	138
5.2.4 Background of the Former Almajiris	140
5.2.5 Background of the People Living with Almajiris	141
5.2.6 Background of the Government Officials	142
5.3 Data Analysis	143
5.4 Economic Predicaments	145
5.4.1 Parent's Background	146
5.4.2 Absence of Government Support	153
5.4.3 Acute Shortage of Basic Needs	157
5.5 Social Predicaments	168
5.5.1 Unsuitable Pupils-Public Relationship	168
5.5.2 Absence of Medical Facilities	172
5.5.3 Deficient Schooling System	175
5.6 Psychological Predicaments	180
5.6.1 Children's Deprivation of Parental Care	181
5.6.2 Lack of Self Esteem	184
5.6.3 Lack of Self-actualization	188
5.7 Suggested Roadmaps to Overcome Almajiris Predicaments	191
5.7.1 Suggested Roadmaps to Overcome Almajiris Economic Predicaments	193

5.8	Suggested Roadmaps to Overcome Almajiris Social Predicaments	207
5.8.1	Improving the Almajiris-Public Relationship	208
5.8.2	Provision of Medical Facilities	211
5.8.3	Upgrading the School System.....	213
5.9	Suggested Roadmaps to Overcome Almajiris Psychological Predicaments....	219
5.9.1	Overcoming Children’s Deprivation of Parental Care.....	220
5.9.2	Improving Self Esteem.....	222
5.9.3	Improving Self Actualization.....	224
5.10	Summary of the Chapter	225
	CHAPTER SIX RECOMMENDATIONS AND CONCLUSIONS.....	226
	Introduction	226
6.1	Theoretical Contributions	226
6.2	Proposed Tsangaya Framework	228
6.3	The Description of the Solution Model.....	231
6.4	Methodological Contributions	237
6.5	Implications for Policy and Practice	237
6.6	Recommendations	241
6.7	Limitations	244
6.8	Suggestions for Further Research	245
6.9	Conclusion	245
	REFERENCES.....	248

List of Tables

Table 2.1 Distinction between Formal primary and Almajiris School	37
Source: NCWD, (2001).....	37
Table 2.2 Six geopolitical zones of Nigeria.	53
Table 2.3 Grade and the curriculum of Almajiris school system.....	56
Table 3.1 Daily Tsangaya School Time Table.....	70
Table 3.2 Poverty Levels among the Six Geo-political Regions	82
Table 4.1 The Research Participants.....	116
Table 4.2 Sample of the Interview Protocols and Prompts.....	128
Table 5.1 Participants“ Representation	132
Table 5.2 Almajiris Background	135
Table 5.3 Background of the Teachers of Almajiris	138
Table 5.4 Background of the Parents of Almajiris.....	139
Table 5.5 Background of the Former Almajiris	140
Table 5.6 Background of the People Living with Almajiris	142
Table 5.7 Background of the Government Officials.....	143
Table 5.8 Summary of the Themes, Sub-themes and Sub-sub-themes.....	144
Table 5.9 Age Based Stages of Almajiris through Psychosocial Development	183

List of Figures

1.1. Three Senatorial Districts of Kano state	24
2.1. Location of Nigeria in Africa	33
2.2. Location of Kano State in the 36 States of Nigeria.....	34
3.1. Hierarchy of Needs Theory	94
3.2. Theoretical Frameworks.....	101
5.1. Almajiris Participation in Formal Education	137
5.2. Economic Predicaments	146
5.3. Parents Background	152
5.4. Absence of Government support.....	157
5.5. Acute Shortages of Basic Needs	158
5.6. Shortage of Foods	163
5.7. Shortages of Clothes	166
5.8. Shortage of Shelters	167
5.9. Social Predicaments.....	168
5.10. Unsuitable Pupils-public Relationships	171
5.11. Absence of Medical Facilities.....	175
5.12. Deficient Schooling System.....	180
5.13. Psychological Predicaments.....	181
5.14. Lack of Self-esteem.....	188
5.15. Lack of Self-actualization	191
5.16. Suggested Roadmaps to Overcome Almajiris Predicaments	193
5.17. Suggested Roadmaps to Overcome Almajiris“ Economic Predicaments	194
5.18. Empowering Almajiris“ Parents.....	196
5.19. Government“s Supports.....	199
5.20. Teacher“s Remunerations.....	201
5.21. Provision of Foods	203
5.22. Provision of Clothes.....	206
5.23. Provision of Shelters	207
5.24. Suggested Roadmaps to Overcome Almajiris Social Predicaments	208
5.25. Improving Pupils-public Relationships.....	210
5.26. Provision of Medical Facilities	213

5.27. Upgrading the School System.....	219
5.28. Suggested Roadmaps to Overcome Almajiris Psychological Predicaments...	220
5.29. Overcoming Children’s Parental Deprivation.....	222
5.30. Improving Self-esteem.....	223
5.31. Improving Self-actualization.....	225
6.1. Proposed Tsangaya Solution Framework.....	230



List of Appendices

Appendix A	Letter of Introduction for Data Collection.....	265
Appendix B	Acknowledged Data Collection Letter by Kano State Qura'nic And Islamiyya Schools Board.....	266
Appendix C	Almajiris' Interview Guide.....	267
Appendix D	Sample of Transcribed Interview Raw Data	268
Appendix E	Almajiris' Parents Interview Guide	269
Appendix F	FGD Interview Guide.....	270
Appendix G	Government Officials Interview Guide.....	271
Appendix H	Procedures for Thematic Analysis.....	271
Appendix I	Section of Kano North Tsangaya School.....	273
Appendix J	The Tsangaya Learning Process	273
Appendix K	Almajiris Making Ablution For Afternoon Prayers	274
Appendix L	Preparation for Parents' Interview	274
Appendix M	Kano State Qura'nic Board Sign Post	275
Appendix N	Pre-FGD Briefing Rahama FM Kano.....	275
Appendix O	Almajiris Writing Verses of Quran on a Slate.....	276
Appendix P	Preparing for Interview in Kano-South.....	276
Appendix Q	Residences of Some Almajiris Parents.....	277
Appendix R	Participants of Focus Group Discussions	277
Appendix S	Vicinity of Kano Central Tsangaya.....	278
Appendix T	Almajiris Waiting for Free Food.....	278
Appendix U	Center for Qura'nic Studies BUK	279
Appendix V	Almajiris Sleeping after Begging Session.....	279
Appendix W	Almajiris Hanging Around Food Seller.....	279

List of Abbreviations

ASCO	Abubakar Siddiq Charitable Organization
ACF	AlFurqan Charitable Foundation
ACRWC	African Charter on the Rights and Welfare of the Child
ALM	Almajiris
ALP	Almajiris Parents
ALT	Almajiris Teachers
BUK	Bayero University Kano
BBC	British Broadcasting Cooperation
CAESI	Child Almajiri Empowerment and Support Initiative
CEEPA	Center for Evaluation and Education Policy Analysis
CQS	Center for Qura'nic Studies
CRA	Child Rights Act
CRC	Convention on the Rights of the Children
CI	Crescent International
CRK	Christian religious Knowledge
DFID	Department for International Development
EFA	Educational for All
ESSPIN	Education Sector Support Program In Nigeria
FAL	Former Almajiri
FGD	Focus Group Discussions
GOF	Government Official
HND	Higher National Diploma
IRK	Islamic Religious Knowledge
JSS	Junior Secondary School
KSQISB	Kano State Qura'nic and Islamiyya Schools Board
MDG	Millennium Development Goals
MSc	Master of Science
NCWD	National Council for the Welfare of the Destitute
NECO	National Examination Council
NRN	Nigerian Research Network
NCE	National Certificate in Education

OND	Ordinary National Diploma
PLA	People Living with the Almajiris
PHE	Physical Health Education
PIN	Peace Initiative Network
RCRC	Red Cross and the Red Crescent
SAW	Sallallahu Alaihi Wasallam
SSCE	Senior Secondary Certificate of Education
SUBEB	State Universal Basic Education
SUK	Stand Up for Kids
TETFUND	Tertiary Education Trust Fund
UBEC	Universal Basic Education Commission
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNODCP	United Nations Office for Drug and Crime Prevention
UNICEF	United Nations Children's Funds
UNO	United Nations Organizations
USFPL	United States Federal Poverty Line
WAEC	West African Examination Council

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Children of the street are those male or female folks who are less than 18 years, and spend all or most of their time on the streets, in the absence of supervision, protection or guidance, which makes them vulnerable to a wide range of social, physical and psychological hazards. Globally, it is estimated that 1.2 million children are on the streets of the urban centers and some major cities around the world (Habib and Khan, 2017). They further reported that the survey of the United Nations Office for Drug and Crime Prevention (UNODCP) indicated that 7.2% of working children do not have contact with the family and are involved in scavenging, hawking, begging, theft and prostitution. This constitutes the tendency to regard them as criminals, victims or as free spirits. Today, many factors are known to have contributed to the problems of children of the street, which in the views of Beyene and Berhane (2017) includes; exposure to adverse weather, congestion, crime, poor sleeping places, unhygienic environment and poor nutritional status. They further observed that due to those exposures, the children of the street have high rate of developmental, emotional and nutritional challenges.

Because of the multiple problems children of the street encounter, mostly at their early ages, they are bound to remain disadvantaged all the way through their lifetime, due to lack of experience in an organized family. They also lack basic education and vocational training opportunities. In most cases the origin of their predicaments lies

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Appendix A Letter of Introduction for Data Collection

	PUSAT PENGAJIAN PSYCHOLOGI DAN KEMAJIRAN (SCHOOL OF APPLIED PSYCHOLOGY, SCHOOL OF SOCIAL AND POLICY College of Arts and Sciences Universiti Utara Malaysia 10000 DUN SINTOK KEDAH DARUL AMAN MALAYSIA	 UUM <small>Universiti Utara Malaysia</small> <small>Tel: (0494) 022 611157 - 75115722 Fax: (0494) 022 612321/24 E-mail: info@uum.edu.my</small>
'MUAFAKAT KEDAH'		
		UUM/CAS/SAPSP/P-74/3 9 November 2016
TO WHOM IT MAY CONCERN		
Dear Sir/Madam		
DATA COLLECTION FOR PROJECT PAPER/ THESIS		
This is to certify that Habibu Hayatu Babajo (Matric Number: 900825) is a full time postgraduate student in Doctor of Philosophy (Social Studies) at UUM College of Arts and Sciences.		
Research Topic :	The Predicaments of Almajiri's Socio - Economic and Psychological Well - Being : A Study of Kano State, Nigeria	
Supervisor :	Dr. Zakiyah Jamaluddin	
He needs to do his field study and data collection for his project paper/thesis in order to fulfil the partial requirements of his graduate studies.		
We sincerely hope that your organization will be able to assist him in the data collection and the distribution of the questionnaires for his research.		
Thank you.		
"KNOWLEDGE, VIRTUE, SERVICE"		
Yours faithfully		
		
ASSOC. PROF. DR. NOOR AENIZA ISILAK Dean School of Applied Psychology, Social Work and Policy (SAPSP) UUM College of Arts and Sciences		
<small>Universiti Pengurusan Terkemuka The Eminent Management University</small>		
		

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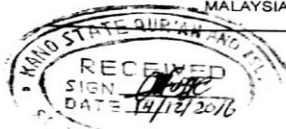
**Appendix B Acknowledged Data Collection Letter by Kano State Qura'nic and
Islamiyya Schools Board**



PUSAT PENGAJIAN PSIKOLOGI GUNAAN
DASAR DAN KERJA SOSIAL
SCHOOL OF APPLIED PSYCHOLOGY,
SOCIAL WORK AND POLICY
College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel: (604) 928 5711/5717/5718/5720
Fax: (604) 928 5757/5754
Laman Web (Web): <http://sapsp.uum.edu.my>



‘ MUAFAKAT KEDAH ’

UUM/CAS/SAPSP/P-74/3
9 November 2016

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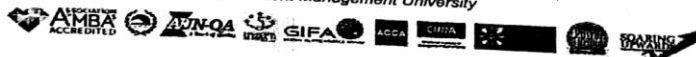
Thank you.

“KNOWLEDGE, VIRTUE, SERVICE”

Yours faithfully


ASSOC. PROF. DR. NOOR AZNIZA ISHAK
Dean
School of Applied Psychology, Social Work and Policy (SAPSP)
UUM College of Arts and Sciences

Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix C Almajiris' Interview Guide

Interview Questions	Probing Questions
What is your name	
When do you expect to graduate?	Do Almajiris have definite period of graduation
Why do your parents send you to Almajiri school?	Do they have enough resources to take care of you, What do they do for a living?
What is the estimate range of your parent's income per month?	How do you get some money for daily keep up?
Do your parents send you money for up-keeping?	How do you source some money to take care of yourself?
What is your grade in formal education?	Have you attended formal institution?
Do you receive any support from individuals, government or non-governmental organizations?	Do you get enough food on a daily basis?
Do you have any other sources of income?	How do you get clothes and other materials for keeping up?
How do you get food?	Is your teacher feeding you?
How do you get clothes?	Are your parents sending clothes for you
How do you ease yourself?	Are there public conveniences near you?
Where do you sleep	Do you have hostels?
Do you give your teacher some money for his keep up? Do you render some domestic job?	What are the sources of your teacher's income?
Describe your relationship with your teacher?	Do you receive corporal punishment in the school?
Where do you get medical treatment?	Which medicines are you using in terms of sickness?
Who pays your medical bills?	How do your parents get to know when you are sick?
Describe your daily relationship with your mates?	Do you engage in fighting in the school or outside the school?
Describe your relationship with people of your community?	Do you like the way people are treating you in the community?
What do you hate the most from the way you are treated in the community?	Who accords you nice treatment within the society?
How frequent do you visit home or receive a visitor from your family?	Do you miss your parents?
Do you have toothpaste for mouth wash?	How frequent do you brush your teeth with toothpaste?
What is the nature of your bedroom?	Do you have bed, mattress and blankets?
Do you have place for convenience (Toilets and showers)?	How many times you take shower and wash your dirty clothes?
How do you feel when people abhor you while you are begging?	Do people shouts on you while begging?

Do you think your parents love you?	Do you still love your parents?
Do you have a period for sports in the school?	Would you like to play games?

How can you compare yourself with the children staying with their parents?	What are the community children enjoying that you do not enjoy?
What do you think is your worth in the community?	Do you enjoy admiration from the community?
Do you feel that you love the people of this community?	What were the nice moments you cant forget in Tsangaya schools?
Would you like to learn formal education?	What do think is the relevance of formal education?
Do you think Almajiri pupil like you can become important personality in the future like the president of the country or a minister?	What are the preferencial jobs for the tsangaya graduates like you?
How do you want Almajiri school to be assisted?	What do you lack in your school?

Appendix D Sample of Transcribed Interview Raw Data

Interview Question	Response	Participants
Do you get food on daily basis?	Sometimes I get food two times a day, and sometimes once a day, while I get surplus on my lucky day.	ALM
Do you render some domestic jobs?	Yes I do ran for an errand in one house	ALM
Why do you send your children to Tsangaya schools	They will be educated and learn to live on their own	ALP
Do you financially support your children in Tsangaya schools?	No, they get help from the community	ALP
Do you receive salary from the government or any assistance?	No I don't get any salary or allowances	ALT
How do you source for a living?	I survive under the care of good people of this community	ALT
What is the role of Center for Qura'nic studies with regards to Tsangaya education?	Training and equipping the Tsangaya teachers for self-reliance	GOF
What are the possible solutions to Almajiris predicaments	Curriculum integration, public government participation and parents empowerment	GOF
What are the problems of living with the Almajiris?	Persistent begging, noise, environmental pollution and health hazard	PLA
What are the challenges of running the Tsangaya school?	Absence of financial support, public misconception.	ALT
What are the predicaments of Almajiris?	Poverty, absence of parents, poor feeding poor accommodation, future uncertainties	FAL

Appendix E Almajiris' Parents Interview Guide

What is your name?	
How old are you?	
What do you do for a living?	
Which school have you attended?	
What is the estimate range of your annual income (USD)?	
How many wives do you have?	
How many children do you have?	
What prompts you to send your children to Tsangaya Schools?	
How many of your children are presently in Tsangaya schools?	
What are the advantages of sending children to Tsangaya schools?	
What are the disadvantages of sending them to Tsangaya schools?	
Do you really miss your children?	
Do you frequently visit your children in the Tsangaya schools?	
If you are not visiting them how do you know the state of their survival over there?	
If you are visiting them what do you think they need the most?	
Do you pay school fees to their teachers?	
If you are not paying how are they surviving?	
If you are paying how much do you pay the teachers and in what intervals?	
Do you send some money or items to your children in the Tsangaya schools?	
Do you need assistance?	
From Whom do you need assistance?	
What do you need to be assisted with?	

Appendix F FGD Interview Guide

Interview Protocol	Category of Participants
What is your name?	All categories
What is the name of your community?	PLA
What are the difficulties of being Almajiris	FAL
What is your relationship with Almajiris?	All categories
For how long do you relate with Almajiris/school?	All categories
What are the challenges in living with the Almajiris?	All categories
What are the economic predicaments of the Almajiris?	All categories
What are the social predicaments of the Almajiris?	All categories
What are the psychological predicaments of the Almajiris?	All categories
What are the possible ways to overcome Almajiris Economic predicaments? Empowering the parent? Government supports? Teachers' remunerations? Provision of basic needs?	All categories
What are the possible ways to overcome Almajiris social predicaments? Improving pupils-public relationship? Provision of medical facilities? Upgrading the school system?	All categories
What are the possible ways to overcome Almajiris psychological predicaments? Overcoming children's deprivation of parental care? Improving self-esteem? Improving self-actualization?	All categories
Feel free to disclose any other thing that may help in improving the lives of the Almajiris?	All categories

Appendix G Government Officials Interview Guide

What is your name?	
What is the historical establishment of your institution?	
What is the duty of your institution?	
What is the relevance of your institution to Almajiris Tsangaya schools?	
What are the economic predicaments of the Almajiris?	Parents' background
	Absence of Government supports?
	Acute shortage of basic needs?
	Absence of Teachers' remunerations?
What are the social predicaments of the Almajiris?	Unsuitable Pupils-Public Relationships
	Absence of medical facilities?
	Deficient schooling system
What are the psychological predicaments of the Almajiris?	Children's Deprivation of parental care
	Absence of Self Esteem
	Absence of self-actualization
What are the possible ways to overcome Almajiris Economic predicaments?	
What are the possible ways to overcome Almajiris Social predicaments?	
What are the possible ways to overcome Almajiris Psychological predicaments?	
What is your institution doing towards improving the Tsangaya, teachers and their	
What has your institution done that contributed to the wellbeing of the Almajiris?	

Appendix H Procedures for Thematic Analysis

Phase	Description of the process
1. Familiarising with the data:	Data transcribed after reading and re-reading the data, noting down important points.
2. Generating initial codes:	Codes were assigned to the relevant data, Each data item has been given equal attention in the coding process.
3. Transcription:	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for „accuracy“.
3. Organization of themes:	Themes were raised from the four research questions
4. Reviewing themes:	Themes were examined in relation to the coded extracts and the entire data set generating a thematic „map“ of the analysis.
5. Defining and naming themes:	Specification of each theme was outlined and named.
6. Producing the report:	Analysis of the research work was conducted reporting the views of the stakeholders through primary and secondary sources.

Appendix I Section of Kano North Tsangaya School



Appendix J the Tsangaya Learning Process



Appendix K Almajiris Making Ablution for Afternoon Prayers



Appendix L Preparation for Parents' Interview



Appendix M Kano State Qura'nic Board Sign Post



Appendix N Pre-FGD Briefing Rahama FM Kano



Appendix O Almajiris Writing Verses of Quran on a Slate



Appendix P Preparing for Interview in Kano South School



Appendix Q Residence of Some Almajiris Parents



Appendix R Participants of Focus Group Discussions in Rahama FM Kano



Appendix S Vicinity of Kano Central Tsangaya School



Appendix T Almajiris Waiting for Free Food



Appendix U Center for Qura'nic Studies BUK



Appendix V Almajiris Sleeping after Begging Session



Appendix W Almajiris Hanging around Food Seller

