

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Assignment Report

**Making Tsangaya Children Transition to JSS: What Helps?
Learning from ESSPIN IQTE Experience in Kano (2008-2015)**

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- JG Jigawa
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Acronyms and Abbreviations

ESSPIN	Education Sector Support Programme in Nigeria
IQTE	Islamiyya, Quranic and Tsangaya Education
JSS	Junior Secondary School
LGA	Local Government Authority

Abstract

1. In 2010, ESSPIN launched a primary education programme specifically tailored to children from Tsangaya schools, normally referred to as *almajaris*, to enable them to receive primary education and transition to JSS. Even though the programme was very effective from the beginning in mobilising the mallams (heads of Tsangaya schools) to allow children to join ESSPIN schools, it was expected that retaining the children in school would be a challenge for a number of reasons: drop-out rates in northern Nigeria are in general high; Tsangaya children normally have to beg for food or work, making the opportunity cost of attending an ESSPIN school quite high; the population is also assumed to be highly mobile, with children often moving from one mallam to the other or at times the mallam himself relocating and taking the children with him. Among those who do stay in school, successful transition to JSS was also expected to be a major challenge as these children were attending ESSPIN schools while still pursuing their full Quranic education programme in the Tsangaya school and thus had a double burden, many live with the mallam and thus do not have support from home, and the ESSPIN teaching model compressed the six-year primary education curriculum into four years, making it more demanding on the children. Given these expected challenges, in 2011 ESSPIN launched a study of children from the first cohort in Kano with the aim of observing whether any factors related to the child, Tsangaya or ESSPIN schooling model could be identified as facilitating successful transition to JSS. This paper presents ESSPIN's learning from the first cohort.

Executive Summary

2. Tsangaya school children, normally referred to as *almajaris*, are seen to be particularly vulnerable within an overall challenging schooling landscape in northern Nigeria (CUBE 2008). Children in the Tsangaya schools normally live with the mallam (Islamic scholar) and focus purely on memorisation of the Quran. Many have also to beg for food or money for daily survival. The federal government as well as state governments in northern Nigeria have from time to time tried to introduce programmes that can provide modern education to this population. Part of the challenge traditionally faced in developing effective programmes for this population is that we know relatively little about the profile of this student population. ESSPIN launched an integrated education programme for children in Tsangaya schools in three LGAs in Kano — Fagge, Kumbotso, and Albasu — in 2010. The programme proved very effective in mobilising the mallams to send the children to ESSPIN schools (ESSPIN 2011; ESSPIN 2014). However, there were bound to be some dropouts given the mobile nature of this population and not all children were likely to transition to JSS even if they stayed in school. In 2011, ESSPIN therefore launched a longitudinal study with children in the first cohort in Kano with the aim of seeing whether we could identify any factors that eventually might help transition to JSS.

3. A total of 1031 children were recorded in the 2011 baseline survey carried out in 34 ESSPIN schools across the three ESSPIN LGAs in Kano. The follow-up survey carried out with children still in school as well as those who could be traced from those who had left, shows that student retention has in fact been higher than expected as 70% of the children are still in school or have successfully transitioned to JSS. Out of the 210 children who could be tracked from those who had left, close to 40 had no choice as unfortunately ESSPIN had to close two schools due to a teacher moving away to pursue a higher degree and a mallam withdrawing from the programme. This high retention rate shows that the assumption shared by the government agencies about the highly mobile nature of the Tsangaya students is a bit exaggerated; the population is stable enough to make such targeted primary education programmes viable for the majority of the students in the Tsangaya schools.

4. In terms of successful transition to JSS, the analysis shows that there are no striking family characteristics that seem to shape successful transition to JSS, which means that quite likely individual abilities and the calibre of the child along with the encouragement provided by the mallam might have a more significant bearing on who transitions to JSS than do the family characteristics. The family income level could not be reliably determined as the majority of the students reported not knowing their father's income. Since this was expected, the questionnaire had two other sets of questions aimed at indirectly assessing the family income level: the student's own perception of their family economic status, and asset ownership. On both these counts, it seems that the majority of the students actually come from middle income rather than the poorest families. This again counters existing assumptions about the majority of the Tsangaya children being from very poor households. However, such findings remain tentative given the difficulty in getting exact family income data.

5. However, the evidence is very strong that the time spent in the ESSPIN school is strongly linked to successful transition: regression analysis drawing on data on the 610 children who filled in the questionnaire and are still in school (see Annex A) shows that children who had completed a full four years with ESSPIN in 2014 had a higher chance of passing the JSS than those who had joined later. This last factor confirms that condensing the six-year curriculum into four years is viable but trying to reduce it to less than that will not be effective. Further, the responses of children who had left prior to completing the primary cycle with ESSPIN shows that they still feel they gained in the time they did spend in an ESSPIN school and consider themselves to be doing better than their peers from the same Tsangaya school who did not get the opportunity to join ESSPIN schools.

6. Finally, if we compare the socio-economic profile of the children who left with that of those who were still in school in 2014, we see two slightly unpredictable results. One, although it seems there is not much difference in the socio-economic background of the children, those who live within the community with their parents had a higher dropout rate than those who were living with the mallam. This is unexpected as it is normally assumed that those who live with the mallam will be more vulnerable and might as a result be at a higher risk of dropping out than those who live with their parents. The second intriguing finding is that more children who identified themselves as belonging to the middle income group seem to have left prior to completing the primary cycle in ESSPIN schools than did those who identified themselves as very poor or as rich. In order to better interpret the findings, the data is being analysed further and follow-up qualitative interviews are being carried out. Further data analysis is being carried out to see if breaking down the profile of the children who left on the basis of what they are doing currently might help explain the unpredicted results. For example, some children who left early did so because they were able to transition to JSS in 2013, i.e. a year ahead of completing the ESSPIN primary cycle. It could be that taking out the children who performed well will change the results. Analysing the data further at the level of LGAs could also potentially help illuminate the findings further. The final results from the data analysis and qualitative interviews will be shared in 2016.

Introduction

7. Northern Nigeria is recognised as facing major challenges in meeting the EFA targets (GMR and USI 2014; UNICEF 2015). Kano, the most densely populated state in the north, shares similar challenges to ensuring universal access to primary education and improving quality of learning (MoE 2010). In addition to supply side failures, religious resistance to modern education is seen as a major challenge to meeting the EFA targets. The word ‘Boko’ for modern school is strongly associated with western colonial rule and is argued to be reflective of the ideological resistance within the religious circles to modern education. This ideological resistance is most commonly associated with the Tsangaya schools, a centuries old male Quranic schooling system, where a child only focuses on memorisation of the Quran followed by learning to write it. The whole process takes up to seven years, although some students end up staying even longer (CUBE 2008). When ESSPIN started its operations in Kano towards the end of 2008, the state government of Kano along with the federal government had been trialling a number of programmes with the Tsangaya schools aimed at providing modern education to children enrolled in these schools. However, these efforts were largely seen to be failing.

8. Against this background, ESSPIN was asked to design an intervention particularly aimed at enrolling children from Tsangaya schools. ESSPIN responded to this request by launching an integrated education model for children within this population that could enable them to gain modern education while carrying on with their Quranic education. The details of this model and its success in enrolling children from this population and enabling them to transit to JSS is already recorded in previous ESSPIN IQTE documents (ESSPIN 2011; ESSPIN 2012). This study is designed to complement these earlier studies by looking at the socio-economic profile, regularity of school attendance, boarding arrangements and years spent in an ESSPIN school to see if we can discern some factors that seem to facilitate primary completion and transition to JSS in one of the most vulnerable school age populations in one of the most challenging educational contexts in the world. This paper is thus focused not on demonstrating the ESSPIN model or its success, which have already been documented in the earlier ESSPIN IQTE publications referenced above, but on understanding the factors that might impact student retention and the ability to successfully transition to JSS.

Structure of the Report

9. The structure of the paper is as follows. The next section explains the methodology of this study. The section following on from the methodology presents the findings, which are divided into three sections. The first section presents the responses of the children who in 2014 were no longer on the ESSPIN school register and were marked as having left by the school teacher. The second section compares the profiles of children who left with those

who are still in school. Section three compares the profiles of children who the teachers assessed at the time of the survey as being ready to take the state primary transition exam to join JSS with those who the teachers deemed not yet ready, in order to see if certain factors help explain the difference in performance.

Methodology and Main Activities

10. A baseline survey targeting Tsangaya school children was carried out with children in the first 34 ESSPIN IQTE schools, which were opened in 2010 across three ESSPIN focus LGAs in Kano: Fagge, Kumbotso, and Albasu. The baseline survey was carried out in 2011, i.e. a year after the schools had started. A total of 1031 children were documented in the baseline survey. In 2014, a follow-up survey was implemented with students from the same cohort. The follow-up survey attempted to cover children who had been in the school from the time of the baseline survey as well as those who had joined in subsequent years, while also attempting to trace those who had left. Two different survey instruments were developed: one was aimed at children still in school and the other at those who were regarded as having left the school. With the children still in school, the survey was carried out over one week during July 2014; with the children marked on the school register as having left, enumerators were allowed a month for tracking. A total of 610 questionnaires were returned from the 670 children from the original cohort still active on the school register. In addition, 210 questionnaires were returned from those who had left the school. Out of the 210 children who had left, 44 had joined JSS by successfully completing the exams in 2013, a year earlier. This means that in July 2014, 70% of the children were still in school or had transitioned to JSS. This result shows the retention to be much higher than expected given the assumption about the highly mobile nature of the Tsangaya school population. In fact, it shows that the Tsangaya school population is actually stable given that, as we will see in the next section, out of the 30% who did leave only 20% reported leaving due to having moved out of the host community.

Findings

11. The findings from the follow-up survey are divided into three sections. The first section presents the responses of the children who had left ESSPIN schools and were tracked as part of this study. The second section compares the profiles of the children who had left with those who are still in school. The third section presents results from regression analysis in an attempt to understand if certain factors can influence a successful transition.

Section1: Responses of Leavers

Reasons for leaving

12. The survey results show that, out of the 210 children who were tracked from among those who had left the ESSPIN school, only 20% reported leaving due to moving out of the community. An equal percentage, as can be seen in Table 1, left because of making a successful transition to a JSS school in 2013, a year prior to completing the full ESSPIN primary cycle. The positive news is that a relatively small share of those who left reported leaving due to lack of interest or difficulty in following a lesson: together, the responses for these two reasons came to 15%. Another 20% left due to having to provide for themselves or their families, thus making the cost of attending a modern school too high for them. A small percentage (5%) also reported the school as being too far to walk to. Interestingly, only one student reported leaving because the mallam told him to do so. This shows that, if the Tsangaya mallams are successfully brought on board to support modern education among the children learning with them, they can be quite supportive of their efforts. Some additional reasons provided for leaving, listed in Table 2, show that closure of two ESSPIN schools due to withdrawal of a mallam from the programme and a teacher moving away, also contributed to making some children leave the programme prior to completing the full primary cycle with ESSPIN.

Table 1: Why did you leave the ESSPIN school?

Response options	Frequency	Percent	Cumulative
Moved away from this community	44	20.95	20.95
I was not interested	13	6.19	27.14
Difficult to follow lessons	20	9.52	36.67
School too far to walk	10	4.76	41.43
I had to provide for myself	24	11.43	52.86
I had to provide for my family	18	8.75	61.43
Mallam told me to leave	1	0.48	61.90
Joined a modern school	40	19.05	80.95
Other	40	19.05	100
Total	210	100.00	

Table 2: Other explanations for leaving the ESSPIN school

Response options	Frequency	Percent	Cumulative
Because of my sickness	2	5.41	5.41
Because the community stopped supporting	1	2.70	8.11
Joined Islamiyya school	1	2.70	10.81
Over age	1	2.70	13.51
School closed as community teacher moved away	17	45.9	59.46
School closed as Mallam withdrew	14	37.84	97.30
Others	1	2.70	100
Total	37	100.00	

Reason for moving to a new location

13. Out of the 20% of children who reported moving to a new community, close to 35% reported the need to help the family as being the main reason for moving away from the host community. Another 15% reported joining a different mallam as being the primary reason for moving. In addition, 22% reported moving to join a modern school. The main reasons for moving from the community thus match the expectations: the two main reasons for moving away from the community were expected to be moving to a different mallam or a family decision to call a child back due to changes in family circumstances such as a father's death or the need to help with farm work .

Table 3: If you moved away to another location, what were the reasons? (Tick as many as apply)

Response options	Leavers (%)
Father died	4.76
Family asked me to come back	13.33
Need to help family on farm	23.81
Joined another mallam	14.83
Joined modern school	21.90
Moved because friends were moving	3.35

Reasons family called the student back

14. As can be seen in Table 4, assistance needed on the family farm was the main reason for a family calling a child back, although in some cases the child was called back to join a modern school or acquire education with a different mallam who was perceived to be better educated than the one to which the child was attached. Also, 20% of the children reported their father not being interested in them staying on in the host community as a reason for being called back. Parents therefore do seem to play an active role in shaping

the decision about whether or not a child stays in a Tsangaya school even though often it is assumed that Tsangaya school children are left entirely under the control of the mallam.

Table 4: If the family asked you to come back, please explain what were the reasons?

Response options	Leavers (%)
Did not understand lesson/not interested	5.26
Family needed help with farm work	42.11
I joined a modern school	17.11
To be within my community	2.63
To acquire better Tsangaya education	10.53
Father not interested	22.37

Reasons for moving to another mallam

15. Those who moved to another mallam explained the new mallam being closer to home or being perceived as more knowledgeable than the first mallam as the main reasons for the move.

Table 5: If you moved to another mallam what were the reasons? (Tick as many as relevant)

Response options	Leavers (%)
Closer to home	29.05
Better knowledge of subject	24.29
Better food provision	9.05
Closer to city	1.43
Had better job opportunities in the area	13.81
Others	5.71

Current engagements

16. As can be seen in Table 6, even after leaving the ESSPIN school, over 35% of the children stayed involved with pursuing either Quranic or modern education. Very few were able to move towards petty trading, while close to 25% reported being involved in farming. This does seem to confirm the assumption that many children studying in Tsangaya schools get trained in basic subsistence farming while at the school.

Table 6: What are you doing right now?

Response options	Leavers (%)
Studying with another mallam	16.67
Studying in a modern school	20.00
Working on the farm	25.24
Begging	0.48
Petty trade	6.67
Others	30

Perceptions about ESSPIN contributions

17. An overwhelming number of children credited ESSPIN with teaching them how to read and write even those having left the programme prior to completing the primary cycle. Close to 40% also felt that the basic learning ability they acquired during the time in the ESSPIN school helps them keep better records of the sales and purchases they make for their trading or even farming inputs and products.

Table 7: Did ESSPIN education help you in any way (tick as many as apply)?

Response options	Leavers (%)
Can read and write	86.19
Can keep record of sales and purchases	38.10
Enabled me to join a government school	21.90

Trends in attendance when in the ESSPIN school

18. Close to 60% of the children reported being regular in attendance for the time they were actively enrolled in the ESSPIN school.

Table 8: How regularly did you come to the ESSPIN school?

Response options	Leavers
Every day that the school was open	57.21
Every day except when there was an emergency	18.75
Twice a week	16.83
Once a week	0.96
Once in a while	6.25

Section 2: Comparing Characteristics of the Leavers and Retainers

19. While the above section presents analysis of the data related to those children who left, this section compares data on their socio-economic profile with that of those children who are still in school to see if their backgrounds could help explain this difference.

Parental Background

20. The profile of the parents in the two groups is actually not very different. From those who had left, the majority (52%) reported their fathers to be farmers while 30% reported them as being businessmen/traders. The responses from children still in school were very similar: 48% reported their fathers to be involved in farming while 23% reported their fathers as doing a business. There was, however, a slight difference in the reported profile of the mothers. From those who had left, 67% reported their mothers to be housewives compared with only 40% of the children who were still in school. Also, 37% percent of those still in school reported their mothers as being involved in trading or selling compared to only 19.41% of those who had dropped out. This could potentially indicate that mothers' being active in income generating activities can improve a child's attendance in a modern school.

Income level

21. As in the case of paternal background, the reported income levels between the two groups are not so dramatically different but there are some interesting variations. Unfortunately, over 88% of children from both the groups reported not knowing how much their father earns, thus making this question invalid. This was partly expected given the age of the children. Therefore, two other sets of question were included to assess family income level: one, the perceived economic status of the family; two, the family asset ownership. As we can see in Table 9, more leavers (70%) described themselves as being from a middle income family than did those still in school (56%). However, a higher proportion of those still in school categorised themselves as rich (4.4) compared to leavers (.96), although this was a small proportion of the whole population in both the cases. What is more striking is that a significantly higher percentage of children still in school identified themselves as very poor (10%) as compared to leavers (1%). These results are very unpredictable and also difficult to interpret. They suggest that more children from middle income families left school than those who were very poor or very rich. Further data analysis is being carried out to see if some inter-LGA variations could help explain these unpredictable results. It could be, for example, that more students who ranked themselves as middle income were from trading families; they thus had more employment opportunities at an early age than those whose families were very poor, and so left school at an early stage. The survey data is being further analysed to test these possible hypotheses; interviews might also be carried out to further probe into these results.

Table 9: What in your view is the income level of your family? (%)

Responses	Leavers	Retainers
Very poor	1.44	10.36
Poor	26.79	29.28
Middle income	70.33	56
Rich	.96	4.4
Very Rich	.48	.33

22. Questions around asset ownership, however, do not reveal any significant difference in the family background of the children in the two groups. Because of the difference in the answers around perceived level of family income and the reported asset ownership, this result is being further examined through further data analysis and qualitative fieldwork.

Table 10: Reported asset ownership (%)

Assets assessed	Leavers	Retainers
Father has a bike	40	36
Father has a motorbike	52.29	58
Father has a car	5.71	5.77
You have a mobile	22.38	19
Father has a mobile	77.62	77
Mother has a mobile	23.33	38
Brothers have a mobile	38.10	58
Your sisters have a mobile	14.29	26
Your house has a fridge	.95	13
Your house has a TV	13.81	41
Your house has a cable network	3.81	4.77
Your house has a computer	0	0.82

Reasons for irregular attendance

23. As for the reason for irregular attendance, the most striking difference is in the recorded response to the option 'I found it difficult to follow the lesson.' Twenty-seven percent of those who left selected this reason for not attending the school regularly, while only 7% of children still in school selected this option. This might suggest that, more than income or family characteristics, it might be the individual calibre of the child that might determine whether they stay in school or drop out.

Table 11: If you did not attend an ESSPIN school regularly, what were the reasons? (%)

Response options	Leavers	Retainers
I was not interested	6.67	3.85
I found it difficult to follow the lesson	27	7.69
School was too far to walk	7.14	13.46
I had to work to buy my food	10.05	10.44
I had to beg for food in the community	9.05	6.32
I had to beg for money on the street	2.38	.27
Mallam told me not to go	.96	1.37

24. In both the groups, more than 60% of the children reported finding it difficult to catch up when they returned to school after being away for a couple of days. Close to 64% of children from both the groups reported asking the teacher to help them catch up. In addition, 80% of the children who had left and 63% of children still in school reported asking other students to help them catch up. Only 6% of those who had left and 17% of those still in school said that they studied the missed course themselves. Over 90% of students in both the populations reported still pursuing Quranic education.

Views on Quranic versus modern education

25. With regard to children's comparison of Quranic and modern education, it is clear that, while modern education is also valued by most, Quranic education does remain very popular among children even after they have joined ESSPIN schools. This shows that Quranic education is felt to be very important by this population, and thus integrated schooling models, such as the one designed by ESSPIN, which allows children to pursue modern education while continuing with their Quranic education, are more suitable for these children than the regular state schools which cannot adjust to the Tsangaya school teaching cycle.

Table 12: Which one of the following reflects your preference? (%)

Response options	Leavers	Retainers
I enjoy Quranic education more than modern education	34.29	35.48
I enjoy modern education more than Quranic education	2.38	4.29
I enjoy both Quranic and modern education	63.33	60.23

26. As we can see in Table 13, the reasons for valuing Quranic education are directly linked to securing religious merit. Also, Quranic education is seen to be something that most children enjoy and feel happy about.

Table 13: What do you like about Quranic education? (%)

Response options	Leavers	Retainers
Brings me closer to God	85	87.54
When I read the Quran, I feel happy	49	61.48
I want to go to Heaven	53	68.03
I like the way the mallam reads the Quran	22	34.59
I can become a mallam in future	25	31.97

27. The appeal of modern education remains first of all in learning to read and write Hausa followed by English (Table 14).

Table 14: What do you like about modern education?

Response options	Leavers	Retainers
I can start to speak in English	64	79
I can read and write in Hausa	86	81
I can use this education to do a business	35	54
I can use it to secure a government job	28	38
I can become a school or college teacher	24	23.52

Future commitment to Quranic education

28. Over 60% of the respondents from both the groups reported planning to pursue Quranic education for more than two additional years, again showing the heavy emphasis on Quranic leaning.

Table 15: How many more years would you like to receive Quranic education?

Response Options	Leavers	Retainers
1 more year	8.13	5.6
2 more years	4.78	13
3 more years	19.14	20
More than 2 years	67.94	61

Future aspirations

29. In terms of future aspirations, it is interesting to note that over 60% of children from both the groups reported wanting to do skills training as a priority in the next year. No one reported wanting to go to big cities and beg. In terms of long-term career plans (Table 16), 24% of those who had left wanted to become a big businessman, while 22% of those still in school reported wanting to pursue a good professional career such as becoming a doctor or an engineer. These differing career priorities match the school choice decisions as those wanting to pursue a professional career are more in need of completing the primary cycle and joining JSS than those wanting to start their own business. In addition, as can be seen in Table 16, becoming a famous Quranic mallam remains an extremely popular career choice within both student groups.

Table 16: What do you want to do beyond 5 years?

Response	Leavers	Retainers
Be a famous Quranic mallam	38	40
Be a famous Islamic scholar	11	17.73
Be a big businessman	24	20.69
Be a senior government official	13.33	8.88
Be a big politician	1.90	2.15
Be a good professional	15.24	21.75

30. Eighty percent of the respondents in both the groups reported that, if they had not come to an ESSPIN school, they would have had more limited future opportunities than they have now. An overwhelming majority in both the groups also reported that, in their view, the children from their Tsangaya schools who did not have the opportunity to join an ESSPIN school have more limited life opportunities than them. The respondents were also of the view that those children had wanted to secure a modern education and often asked them to teach them (Table 17).

Table 17: Perceived benefits of ESSPIN education (Tick as many as apply) (%)

Response	Leavers	Retainers
I can now read and write Hausa	90	84
I can read and write English	62	80
I can get a job	35	36
Do you think other children in your Tsangaya school who did not come to ESSPIN school have had less opportunity than you?	93	82
Did those children ever ask you to teach them?	88	62
Did you try to teach those children?	92	86
Do you think those children feel disappointed they did not come to an ESSPIN school?	97	78

31. Interestingly, 42% of the children were of the view that those children in their Tsangaya schools who had not had the chance to attend an ESSPIN school were hoping to do so in future (Table 18).

Table 18: Do you know what those children are planning to do in future? Please explain (%)

Response Options	Leavers
Planning to be teachers	6.43
Mallams	14.29
Business and farming	6.43
Modern and Quranic education	2.14
ESSPIN/modern education	42.14
Help parents and community	6.43
Improve their own skills	1.43
Other profession	2.86
Criminals	17.86

32. The analysis above thus gives us interesting initial insights into the differences at the family and individual level that might be impacting on children's ability to stay in school. This analysis is being further refined by looking at inter-LGA variations and carrying out qualitative fieldwork to explore the reasons for some of the unpredictable results reported above. Final results will be shared in 2016.

Ability to Transition: Results from a Regression Analysis

33. Finally, in addition to comparing the profile of children who left the school with those who were still in school at the time of the survey implementation in 2014, the survey data was also used to run a probit analysis, details of which are presented in Annex A, to see if any of the following variables could have impacted on a student's ability to successfully transition to JSS. Such an analysis was possible because, out of the 610 children surveyed from those still in school, some were deemed as being ready to take the transition exam in 2014 based on an internal teacher assessment while others were not. Differentiating the children into two categories (those ready to take the transition exam and those not ready) allowed us to try to assess if any of the following factors could have impacted on this outcome.

- *Age:* It was expected that the age of the children could have a bearing on performance. The model gave priority for enrolment to children between the ages of 8 and 12, but at Tsangaya schools children who were older than 20 were also allowed to join if they showed keenness.
- *Family income level:* Although the majority of the children within the Tsangaya student population are expected to be poor, income variations do exist and were thought to potentially impact on performance.

- *Sleeping arrangements:* In the Tsangaya schooling system, children normally sleep in the Tsangaya or a place provided by the mallam. However, the baseline survey had revealed that close to 50% of the students in the target LGAs were from the local communities and thus were able to stay with their families while pursuing the Tsangaya education. It was therefore expected that staying with the mallam as opposed to with the family might have a bearing on student performance.
- *Number of years in ESSPIN school:* Since the ESSPIN model focused on multi-grade teaching, the schools were able to admit new students each year to fill any spaces that had become available due to students dropping out. This meant that, when ESSPIN assessed students from cohort 1 in 2014 to see how many children were ready to take the state run primary transition exam, some children being assessed had joined after 2011. This meant that the actual number of years children spent in an ESSPIN school varied, making it possible to study whether the time spent in an ESSPIN school also had an influence on transition.
- *LGA:* The education conditions in the three focus LGAs, which cover rural, urban and semi-urban contexts, are quite different and were thus expected to have potential impact on the ability to successfully transition to JSS.

Additional Explanatory Variables:

- *Number of years in Tsangaya school:* It was also deemed fit to see if the number of years a child has been in a Tsangaya school had any impact on the ability to take the transition exam.
- *Enough to eat:* Children in Tsangaya schools have different levels of food security. It was therefore felt worthwhile to explore whether children feeling they had enough to eat had an impact on transition as compared to children who reported otherwise.
- *ESSPIN attendance:* How regularly a child attended the ESSPIN school was seen to be another factor that would be expected to influence the ability to successfully transition to JSS.
- *Educational aspirations:* Finally, an attempt was also made to assess if children showing higher aspirations to pursue secondary and university education showed higher ability to transition to JSS.

34. The results from the statistical analysis are presented in Annex A. The key finding is that the time spent in ESSPIN schools had a direct bearing on improving chances of successful transition to JSS. This relationship comes out as being strong under all controls. This means that condensing the primary cycle into a four-year cycle is optimal; however, reducing it to less than four years will not be feasible as the children who had been in the ESSPIN schools from 2010 showed a higher ability to transition to JSS than those who joined later. Other variables that show a possible link with increased chances of transition are age and sleeping at a place provided by the community as opposed to one provided by the mallam. Consistent with the qualitative observations, the slightly older age children, i.e. those who

join when they are 10 years old as opposed to 7 or 8 years old, perform better in this condensed model. However, beyond a certain age, this relationship becomes inverse. This again matches the observations of the field team, because some of the older age children (17 plus) who were at times allowed to join on the insistence of a mallam or due to stated interest, did not perform that well in internal assessments. This could partly be that beyond a certain age children have more responsibility to earn a living and thus cannot focus on the studies even if they are keen and get involved. The second reason for this relationship could be that children who had left education until so late were inherently a bit weaker in learning ability. The results regarding students who sleep in the community performing better than those who sleep with the mallam are also interesting, although slightly unpredictable. It was expected that children sleeping with their parents, as opposed to sleeping at the mallam's place or at a place provided by the community, would show a greater ability to transition to JSS. Such a result was expected on the assumption that those who live with the family might get additional support at home. However, the statistical analysis presented in Annex A shows no positive or negative impact on performance whether a child is sleeping at home or sleeping with the mallam. It does, however, show a positive impact on those who are reported as sleeping at a place provided by the community. This finding is being further explored through qualitative interviews aimed at understanding why sleeping at a place provided by the community might have a positive impact on learning outcomes. It could be that those who sleep at a place provided by the community also get supported by some patrons within the community in some other ways which facilitate the learning process. The results are therefore being explored further.

Conclusions

35. This report is an attempt at trying to understand the factors that could help retention and transition to JSS within the Tsangaya school population in northern Nigeria. The analysis of student data from the ESSPIN first cohort in Kano shows that children who are regular in attending the ESSPIN schools have a good chance of transition to JSS within a 4-year condensed education cycle. The government and development community's offering of targeted programmes to children from Tsangaya schools should thus enable the mainstreaming of these children, so improving their lives and at the same time reducing the problems of almajaris on the streets. The ESSPIN team is continuing to further analyse the survey findings presented in this report by looking at data at inter-LGA level and undertaking further qualitative fieldwork to understand the reasons for some of the unpredictable results reported above. The final set of findings will be presented in 2016.

Annex 1: Factors Determining Whether a Student Takes the Primary Transition Exam

I. DATA AND VARIABLES

Data set: Tsangaya

Observations: 611

Dependent Variable: The key dependent variable is *Primary Transition Exam*, which takes the value 1 if an individual has taken the primary transition exam and 0 otherwise.

Key Explanatory Variables:

- Age
- Family Income Level: Discrete variable where 1 is “very poor” and 5 is “very rich”
- Sleeping Arrangement: This is a discrete categorical variable where the categories do not represent any particular ascending or descending order. As such dummy variables have been created for each of the categories, which take on the value 1 if the sleep at night variable is reflecting that category and 0 otherwise. The dummy for sleeping in a Tsangaya has been excluded from the regression so that the rest of the dummies can be interpreted against the Tsangaya dummy. For example, the dummy for sleeping in the community can be interpreted as the impact of sleeping in the community on the PTS, as compared with sleeping in a Tsangaya. Furthermore, omitting one dummy from a group of dummies created from a single variable is important to avoid multi-collinearity.
- Number of Years in ESSPIN School: This is a discrete variable that has been re-categorized so that 1 represents 1 year and 4 represents 4 years.
- LGA: There are three LGAs, where 1 represents a rural LGA, 2 semi-rural and 3 urban.

Additional Explanatory Variables:

- Number of Years in Tsangaya School: Varied answers (0, 2, 3 etc).
- Cable Network: Binary dummy variable where 0 is no and 1 is yes.
- Enough to Eat: Binary dummy variable where 0 is not enough to eat and 1 is enough to eat.
- ESSPIN Attendance: 1 is very regular attendance and 5 is very sparse attendance.
- Educational Aspirations:

- Want to Attend JSS: Binary dummy variable where 0 is no and 1 is yes.
- Want to Attend University: Binary dummy variable where 0 is no and 1 is yes.
- Number of Years You Want to Study with Mallam: 1 is “1 year” and 4 is “More than 3 years”.

II. PROBIT MODEL

A Probit model, the predicted value of Y is the predicted probability that ($Y = 1 | x$). The predicted values are calculated using a cumulative distribution function of the standard normal. Hence, the model represents $P(Y=1|x)$ as a non-linear function of β_j .

$$\hat{Y} = \Phi(\hat{\beta}_0 + \hat{\beta}_1 X) = \Phi(z)$$

$P(\widehat{Y} = 1|X) = \Phi(z) =$ area under standard normal curve
to the left of z

The coefficient of a Probit model can be interpreted as the change in the z-value for a unit change in the x variable all else constant (where $F(z)$ is the estimated probability of $Y=1$).

Marginal Effect (ME) in Probit Models

When calculating ME, the coefficient will represent the marginal effect of a change in X_j , on the probability of success. Marginal effects are computed differently for discrete (i.e. categorical) and continuous variables.

With binary independent variables, marginal effects measure discrete change, i.e. how do predicted probabilities change as the binary independent variable changes from 0 to 1?

Marginal effects for continuous variables measure the instantaneous rate of change, which provides a good approximation to the amount of change in Y that will be produced by a 1-unit change in X.

Non-Normality and Heteroscedasticity in Probit Models

- Non-normality of the errors in the Probit model leads to inconsistent estimates of β . The error term in any regression represents all unknown factors that may impact the dependent variable and have not been captured by our model.
- Heteroscedasticity in the errors makes the standard errors invalid and therefore leads to inconsistency in test statistics (such as t and f statistics). Heteroscedasticity represents the situation where the error term (u) conditional on the x variables does not equal σ^2 . We can test for heteroscedasticity and correct for it if we wish to use test statistics.

III. BASIC SPECIFICATION AND RESULTS

Specification

$$Prim_Exam_i = X_i\beta'_1 + Y_i\beta'_2 + Z_i\beta'_3 + u_i$$

Where $Prim_Exam_i$ is a binary response variable describing whether individual i took the primary transition exam or not. It equals 1 when the individual has taken the exam and 0 otherwise.

X_i contains personal attributes of individual i . In the basic specification, this includes age , age^2 , $number\ of\ years\ in\ ESSPIN\ school$ and LGA .

Y_i contains dummy variables for an individual's boarding arrangements. These include dummies for *sleeping in another place arranged by the mallam*, *sleeping with parents*, *sleeping within the community* and *other sleeping arrangements*. The dummy for sleeping in a Tsangaya has been excluded from the regression so that the rest of the dummies can be interpreted against the Tsangaya dummy.

Z_i contains income attributes of individual i 's family and income. In the basic specification, this includes an individual's perceived *family income level*.

u_i represents the error term and contains all other factors influencing whether an individual takes the primary transition exam that are not captured by the regression model.

Results

Table 1 represents the Probit results for the basic specification. The coefficients reported in column 1 are from the direct probit regression. The standard errors are reported under each coefficient. The significance level of each coefficient is represented by *(significant at 1%, i.e. $p\text{-value} < 0.01$), ** (significant at 5%, i.e. $0.01 < p\text{-value} \leq 0.05$) and *** (significant at 10%, i.e. $0.05 < p\text{-value} \leq 0.1$).

Table 2 follows the same format as above; however, the coefficients reported in column 1 are the Marginal Effects.

Table 1: Probit Model of Basic Specification

	Primary Transition Exam (1)
Age	.2145543 * (.0840271)
Age2	-.0060389** (.0025063)
LGA	-.113538 (.0817783)
ESSPIN_Years	.6615828* (.0945176)
Tsangaya_Sleep	Omitted
Mallam_Other_Sleep	-.433872** (.1818803)
Parents_Sleep	.0656346 (.1302632)
Community_Sleep	.7989756** (.3420075)
Other_Sleep	.3281853 (.7626807)
Family_Inc_Level	-.1347532 *** (.0728696)

Table 2: Probit Model of Basic Specification Marginal Effects

Primary Transition Exam (d/dx)	
(1)	
Age	.0781384* (.03056)
Age2	-.0021993** (.00091)
LGA	-.0413493 (.0298)
ESSPIN_Years	.2409415 * (.03388)
Tsangaya_Sleep	Omitted
Mallam_Other_Sleep	-.145712* (.05491)
Parents_Sleep	.0239278 (.04753)
Community_Sleep	.3101154** (.12815)
Other_Sleep	.1259186 (.30264)
Family_Inc_Level	-.0490757*** (.0265)

IV. ADDITIONAL CONTROLS AND RESULTS

Specification

$$Prim_Exam_i = X_i\beta'_1 + Y_i\beta'_2 + Z_i\beta'_3 + V_i\beta'_4 + u_i$$

X_i contains personal attributes of individual i . This includes *age*, *age²*, *number of years in ESSPIN school*, *LGA* and *number of years in Tsangaya school*.

Y_i contains dummy variables for an individual's boarding arrangements. These include dummies for *sleeping in another place arranged by the mallam*, *sleeping with parents*, *sleeping within the community* and *other sleeping arrangements*. The dummy for sleeping in a Tsangaya has been excluded from the regression so that the rest of the dummies can be interpreted against the Tsangaya dummy.

Z_i contains income attributes of individual i 's family and income. This includes an individual's perceived *family income level*, ***whether an individual gets enough to eat and whether they have cable tv***.

V_i represents an individual's school experience and preferences. In this specification, it includes how regularly a student attended ESSPIN school.

u_i represents the error term and contains all other factors influencing whether an individual takes the primary transition exam that are not captured by the regression model.

Results

Table 3 represents a probit model with additional controls included, wherein column 1 are the coefficients for the non-augmented basic specification and column 2 are the coefficients for the specification with additional controls,

Table 4 represents the marginal effect of the same set of variables.

The standard errors are reported under each coefficient. The significance level of each coefficient is represented by *(significant at 1%, i.e. $p\text{-value} < 0.01$), **(significant at 5%, i.e. $0.01 < p\text{-value} \leq 0.05$) and ***(significant at 10%, i.e. $0.05 < p\text{-value} \leq 0.1$).

Table 3: Probit Model of Specification with Additional Controls

	Primary Transition Exam (1)	Primary Transition Exam with Additional Controls (2)
Age	.2145543 * (.0840271)	.1378811 (.1065591)
Age2	-.0060389** (.0025063)	-.0031594 (.0034162)
LGA	-.113538 (.0817783)	-.1645447** (.0874347)
ESSPIN_Years	.6615828* (.0945176)	.6291141* (.0943428)
Tsangaya_Sleep	Omitted	Omitted
Mallam_Other_Sleep	-.433872** (.1818803)	-.2754315 (.1942643)
Parents_Sleep	.0656346 (.1302632)	.1663545 (.1497874)
Community_Sleep	.7989756** (.3420075)	.8917209* (.3492709)
Other_Sleep	.3281853 (.7626807)	.0833618 (.7627145)
Family_Inc_Level	-.1347532 *** (.0728696)	-.1107148 (.0784741)
Tsangaya_school_years	—	-.0026367 (.0236875)
Cable_network	—	.2556305 (.2358906)
enough_eat	—	-.2199962 (.1368694)
Regular_esspin	—	-.4216341* (.07596)

Table 4: Probit Model of Specification with Additional Controls Marginal Effects

	Primary Transition Exam (d/dx) (1)	Primary Transition Exam with Additional Controls (d/dx) (2)
Age	.0781384* (.03056)	.0503657 (.03886)
Age2	-.0021993** (.00091)	-.0011541 (.00125)
LGA	-.0413493 (.0298)	-.0601055** (.0319)
ESSPIN_Years	.2409415 * (.03388)	.2298051* (.03424)
Tsangaya_Sleep	Omitted	Omitted
Mallam_Other_Sleep	-.145712* (.05491)	-.0957996 (.06375)
Parents_Sleep	.0239278 (.04753)	.0608532 (.05485)
Community_Sleep	.3101154** (.12815)	.3443014* (.12606)
Other_Sleep	.1259186 (.30264)	.0309502 (.28746)
Family_Inc_Level	-.0490757*** (.0265)	-.0404423 (.02858)
Tsangaya_school_years	—	-.0009632 (.00865)
Cable_network	—	.0971488 (.09215)
enough_eat	—	-.0812348 (.05101)
Regular_esspin	—	-.154016* (.0273)

V. EDUCATIONAL ASPIRATIONS AND RESULTS

Specification

$$Prim_Exam_i = X_i\beta'_1 + Y_i\beta'_2 + Z_i\beta'_3 + V_i\beta'_4 + u_i$$

X_i contains personal attributes of individual i . This includes *age*, age^2 , *number of years in ESSPIN school*, *LGA* and *number of years in Tsangaya school*.

Y_i contains dummy variables for an individual's boarding arrangements. These include dummies for *sleeping in another place arranged by the mallam*, *sleeping with parents*, *sleeping within the community* and *other sleeping arrangements*. The dummy for sleeping in a Tsangaya has been excluded from the regression so that the rest of the dummies can be interpreted against the Tsangaya dummy.

Z_i contains income attributes of individual i 's family and income. This includes an individual's *perceived family income level*, *whether an individual gets enough to eat* and *whether they have cable tv*.

V_i represents an individual's school experience and preferences. In this specification, it includes how regularly a student attended ESSPIN school, ***whether a student wishes to attend JSS***, ***whether a student wishes to attend university*** and ***how many years a student wishes to stay with their current mallam***.

u_i represents the error term and contains all other factors influencing whether an individual takes the primary transition exam that are not captured by the regression model.

Results

Table 5 represents a probit model with additional controls and variables reflecting educational aspirations (column 3, 4 and 5). Table 6 represents the marginal effects of the same set of variables.

The standard errors are reported under each coefficient. The significance level of each coefficient is represented by *(significant at 1%, i.e. $p\text{-value} < 0.01$), **(significant at 5%, i.e. $0.01 < p\text{-value} \leq 0.05$) and *** (significant at 10%, i.e. $0.05 < p\text{-value} \leq 0.1$).

Table 5: Probit Model with Additional Controls and Educational Aspirations

	Primary Transition Exam (1)	Primary Transition Exam with Additional Controls (2)	Primary Transition Exam with JSS (3)	Primary Transition Exam with JSS + University (4)	Primary Transition Exam with JSS + University +Years with Mallam (5)
Age	.2145543 * (.0840271)	.1378811 (.1065591)	.1317895 (.1083925)	.1361934 (.110653)	-.1883202 (.1420167)
Age2	-.0060389** (.0025063)	-.0031594 (.0034162)	-.0027993 (.0034966)	-.0028053 (.0035668)	.0068071 (.0044873)
LGA	-.113538 (.0817783)	-.1645447** (.0874347)	-.212882** (.0894792)	-.2350373* (.0921138)	-.1842*** (.097258)
ESSPIN_Years	.6615828* (.0945176)	.6291141* (.0943428)	.6473593* (.0956303)	.6624809* (.0964731)	.7560685* (.1127249)
Tsangaya_Sleep	Omitted	Omitted	Omitted	Omitted	Omitted
Mallam_Other_Sleep	-.433872** (.1818803)	-.2754315 (.1942643)	-.2429912 (.1973184)	-.2146044 (.1984663)	-.2595001 (.2044154)
Parents_Sleep	.0656346 (.1302632)	.1663545 (.1497874)	.11174 (.1523173)	.1201617 (.1560659)	.1635912 (.1648431)
Community_Sleep	.7989756** (.3420075)	.8917209* (.3492709)	.8573472** (.3485013)	.871722** (.350087)	.7531827** (.362974)
Other_Sleep	.3281853 (.7626807)	.0833618 (.7627145)	.0686889 (.7577701)	.0744099 (.7532847)	-.5688804 (.8992996)
Family_Inc_Level	-.1347532 *** (.0728696)	-.1107148 (.0784741)	-.1015428 (.0791128)	-.111444 (.0808081)	-.194727** (.09214)
Tsangaya_school_years	_____	-.0026367 (.0236875)	-.008909 (.0239021)	-.0088428 (.0239616)	-.059773** (.0289114)
Cable_network	_____	.2556305 (.2358906)	.2825848 (.2317955)	.3173805 (.2318956)	.0384243 (.3028074)
enough_eat	_____	-.2199962 (.1368694)	-.2370029*** (.1381905)	-.23513*** (.1400323)	-.2394355 (.1482514)
Regular_esspin	_____	-.4216341* (.07596)	-.4173081* (.0775902)	-.4285792* (.0781705)	-.4961564* (.0805777)
Attend_JSS	_____	_____	.3421042	.2566201	.0311253

Attend_university	_____	_____	_____	(.2289237)	(.2864121)	(.2945897)
					.1919222	.3097976
Years_with_Mallam	_____	_____	_____	_____	(.2311175)	(.2337461)
						-.3842274*
						(0.000)

Table 6: Probit Model with Additional Controls and Educational Aspirations

Marginal Effects

	Primary Transition Exam (1)	Primary Transition Exam with Additional Controls (2)	Primary Transition Exam with JSS (3)	Primary Transition Exam with JSS + University (4)	Primary Transition Exam with JSS + University +Years with Mallam (5) (5)
Age	.0781384* (.03056)	.0503657 (.03886)	.0481354 (.03954)	.0494652 (.04012)	-.0681941 (.05138)
Age2	-.0021993** (.00091)	-.0011541 (.00125)	-.0010224 (.00128)	-.0010189 (.00129)	.002465 (.00162)
LGA	-.0413493 (.0298)	-.0601055** (.0319)	-.0777539** (.03258)	- .0853651* (.03335)	-.0667*** (.03518)
ESSPIN_Years	.2409415 * (.03388)	.2298051* (.03424)	.2364442* (.03468)	.2406119* (.03482)	.2737861* (.03989)
Tsangaya_Sleep	Omitted	Omitted	Omitted	Omitted	Omitted
Mallam_Other_Sleep	-.145712* (.05491)	-.0957996 (.06375)	-.0850639 (.06575)	-.0750531 (.06645)	-.0897499 (.06709)
Parents_Sleep	.0239278 (.04753)	.0608532 (.05485)	.0408658 (.05578)	.0437059 (.05685)	.0594325 (.06006)
Community_Sleep	.3101154** (.12815)	.3443014* (.12606)	.3318051* (.12757)	.3369905* (.12809)	.2924824** (.1385)
Other_Sleep	.1259186 (.30264)	.0309502 (.28746)	.0254311 (.28414)	.0274374 (.28171)	-.1737201 (.21664)
Family_Inc_Level	-.0490757*** (.0265)	-.0404423 (.02858)	-.0370879 (.02882)	-.0404763 (.02927)	-.070514** (.03321)
Tsangaya_school_years	_____	-.0009632	-.003254	-.0032117	-.021645**

		(.00865)	(.00873)	(.00871)	(.01046)
Cable_network	—	.0971488	.107713	.1209688	.0140194
		(.09215)	(.09086)	(.09107)	(.11127)
enough_eat	—	-.0812348	-.0875472***	-.08639***	-.0877777
		(.05101)	(.05154)	(.05195)	(.05482)
Regular_esspin	—	-.154016*	-.1524194*	-	-.1796672*
		(.0273)	(.02787)	.1556592*	(.02868)
				(.02793)	
Attend_JSS	—	—	.116714***	.088625	.0112109
			(.0716)	(.0931)	(.1055)
Attend_University	—	—	—	.0675227	.1063768
				(.0785)	(.0756)
Years_with_Mallam	—	—	—	—	-.1391357*
					(.02474)

The results from the first cohort suggest that children who are regular in attending the ESSPIN schools have a good chance of transition to JSS within a 4 to 5 year condensed education cycle despite the economic challenges faced by this community. Offering targeted programmes to children from the Tsangaya schools by the government and development community should thus be able to mainstream these children improving their own lives while also reducing the problems of almajaris on the streets.

Annex 2: Tsangaya School Questionnaire for Children Still in School

1	LGA	
2	School Name & No.	
3	Date of Interview	
4	Name of the interviewer	

Basic Facts

1	Full Name	
2	Age	
3	Nick Name	
4	Date of Birth	
5	How many years have you been with this Tsangaya school	
6	How many years have you been with the ESSPIN school (Teacher should confirm answer by also checking from school register)	Tick one 1. --Since 2010 (4 years) 2. --Since 2011 (3 years) 3. --Since 2012 (2 years) 4. --Since 2013 (1 year)
7	Did you take primary transition exam in April 2014?	Yes/ No
8	If no, then please explain why?	Tick one 1. --I did not want to 2. --Teacher said I was not ready 3. --I was away from school during April 4. --Others, please explain
9	Are you going to take this exam next year?	Yes/No
10	If no, then please explain why?	Tick one 1. I am not interested to go to Junior Secondary school 2. I am finding it difficult to follow the studies 3. I cannot be regular in my attendance 4. -- Others, please explain

Boarding and living arrangements

1	Where do you sleep at night?	Tick one of the following <ol style="list-style-type: none"> 1. --In the Tsangaya 2. --Some other place provided by the mallam 3. --At your home with parents 4. --In the community 5. --Others, please explain
2	Do your parents live in the same community?	Yes/No
3	Do you see your parents every day?	Yes/No
4	Do your parents pay a monthly fee to the mallams?	Yes/No
5	If yes, then how much?	
6	Who provides you the daily meal?	Tick those that are relevant <ol style="list-style-type: none"> 1. --Mallam 2. --You beg from houses in the community 3. --Your parents 4. --You earn income by doing small jobs to buy your own food
7	Who provides you the clothes?	Tick one <ol style="list-style-type: none"> 1. --Mallam 2. --Your parents 3. --Community members 4. --You earn income by doing small jobs to buy them yourself

Income level of the family

1	What does your father do?	
2	What does your mother do?	
3	How much your father earns monthly?	Tick one <ol style="list-style-type: none"> 1. --Less than 5,000 naira 2. --Less than 10,000 Naira 3. --Less than 15,000 Naira 4. -- Above 20,000 Naira 5. -- I don't know

4	What in your view is the income level of your family?	<p>Tick one</p> <ol style="list-style-type: none"> 1. Very Poor 2. Poor 3. Middle income 4. Rich 5. -- Very rich
5	Does your father or any brother has one of the following	<p>Tick one</p> <ol style="list-style-type: none"> 1. Bicycle 2. Motorbike 3. -- Car
6	How many people in your family have a mobile phone	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. You 2. Your father 3. Your mother 4. Your brothers 5. Your sisters
7	Which of the following items you have in your house	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. Fridge 2. TV 3. Cable network 4. -- Computer
8	Do you feel you get enough to eat every day	<p>Tick one</p> <ol style="list-style-type: none"> 1. I don't get enough food an still feel hungry after having food 2. I get enough to eat and don't feel hungry after having food

ESSPIN School Experience

1	How regularly did you come to ESSPIN school?	<p>Tick one</p> <ol style="list-style-type: none"> 1. Every day that the school was open 2. Every day expect when there was an emergency such as sickness 3. Twice a week 4. Once a week 5. Once in a while
2	If you did not attend every day, what were the reasons	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. I was not interested 2. I found it difficult to follow the lesson 3. School was too far to walk every day 4. I had to work to buy my food 5. I had to beg for food in the community

		<ol style="list-style-type: none"> 6. I had to beg for money on the streets 7. Mallam told me not to go 8. Others, please explain
3	If you missed your school, did you find it difficult to catch up when you returned	Yes/No
4	When you returned, who helped you cover the missed course	<ol style="list-style-type: none"> 1. Tick as many as relevant 2. The teacher made me revise 3. I asked other students 4. I studied the missed course myself 5. Others, please explain
5	Do you still study Quranic education?	Yes/ No
6	Which one of the following reflects your preference	<p>Tick one</p> <ol style="list-style-type: none"> 1. I enjoy Quranic education more than modern education 2. I enjoy modern education more than Quranic education 3. -- I enjoy both Quranic and modern education equally
7	What do you like about Quranic education?	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. Brings me closer to God 2. When I read the Quran, I feel happy 3. I want to go to heaven 4. I like the way mallam reads the Quran 5. I can become a mallam in future 6. Others, please explain
8	What do you like about modern education?	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. I can start to speak English

		<ol style="list-style-type: none"> 2. I can read and write in Hausa 3. I can use this education to do a business 4. I can use it to secure a job in government 5. I can become a school or college teacher in future 6. Others, please explain
9	Do you want to go to Junior Secondary school?	Yes/No
10	Do you want to study in a University?	Yes/No
11	How many more years do you want to stay with the mallam?	<p>Tick one</p> <ol style="list-style-type: none"> 1. 1 more year 2. 2 more years 3. 3 more years 4. More than three years

Future Plans

1	What are you doing right now?	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. Waiting for the primary transition exam results 2. Staying with ESSPIN school to take the exam next year 3. -- Doing jobs to make some income
2	What do you want to do in the next 1 year?	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. Study modern education 2. Study Quranic education 3. Start to do skill training 4. Go to big cities and start begging on the streets 5. Others, please explain

3	What do you want to do in the next 2 years?	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. Study modern education 2. Study Quranic education 3. Start to do skill training 4. Go to big cities and start begging on the streets 5. Begin Petty Trading 6. -- Others, please explain
4	What do you want to do in the next 5 years?	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. Study modern education 2. Study Quranic education 3. Start to do skill training 4. Start a business 5. Go to big cities and start begging on the streets 6. Others, please explain
5	What do you want to do beyond 5 years?	<p>Tick one</p> <ol style="list-style-type: none"> 1. Be a famous Quranic mallam 2. Be a famous Islamic scholar 3. Be a big business 4. Be a senior government official 5. Be a big politician 6. Be a good professional (teacher, university professor, doctor, engineer) 7. Others, please explain

6	At what age will you like to get married?	
7	How many children will you like to have?	
8	Will you like to have more sons or daughters?	Tick one 1. More sons 2. More daughters 3. -- Have equal number of both
9	What do you think are the benefits of having sons?	
10	What do you think are the benefits of having daughters?	

Perceptions about modern education

1	If you had not come to ESSPIN school, would you have had different future plans?	Yes/ No
2	What in your view has been the main benefit of coming to ESSPIN school?	Tick as many as relevant 1. I can now read and write Hasua 2. I can read and write English 3. I can get a job 4. Others, please explain
3	Do you think the other children in your Tsangaya school who did not come to ESSPIN schools have fewer opportunities in future than you have?	Yes/No
4	Did those children ever asked you to teach them?	Yes/No
5	Did you try to teach those	Yes/No

	children what you had learned in the ESSPIN school?	
6	Do you think those children feel disappointed that they did not come to ESSPIN school?	Yes/No
7	Do you know what those children are planning to do in future? Please explain.	

Annex 3: Tsangaya School Questionnaire for Children Tacked from Cohort 1

1	LGA	
2	School Name & No.	
3	Date of Interview	
4	Name of the interviewer	

Basic Facts

1	Full Name	
2	Age	
3	Nick Name	
4	Date of Birth	
5	How many years were you with this Tsangaya school	
6	How many years were you with the ESSPIN school (Teacher should confirm answer by also checking from school register)	Tick one 5. --Since 2010 (4 years) 6. --Since 2011 (3 years) 7. --Since 2012 (2 years) 8. --Since 2013 (1 year)
7	In which month and year did you leave ESSPIN school?	Month Year ----- -----
8	Did you also leave the Tsangaya school at the same time?	Yes/ No
9	Was your family living in the same community at that time?	Yes/No
10	Is your family living in the same community now?	Yes/No

Reasons for leaving

1	Why did you leave ESSPIN school?	<p>Tick one of the following</p> <ol style="list-style-type: none"> 1. I moved away from this community 2. I was not interested 3. I found it difficult to follow the lesson 4. School was too far to walk every day 5. I had to work to provide for myself 6. I had to work to provide for my family 7. Mallam told me to leave the school 8. Joined a modern school 9. Others, please explain
2	If you moved away to another location, what were the reasons?	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. My father died 2. Family asked me to come back 3. Need to help on family farm 4. Joined another mallam 5. Joined a modern school 6. Moved because friends were moving 7. Others, please explain
3	If the family asked you to come back, please explain what were the reasons?	
5	If you moved to another mallam what were the reasons?	<p>Tick as many as relevant</p> <ol style="list-style-type: none"> 1. Closer to home 2. Better knowledge of subject than the current mallam 3. Better food provision

		<ul style="list-style-type: none"> 4. Closer to city 5. Had better job opportunities in the area 6. Other, please explain
6	If you moved to join a modern school, please explain which level of school did you join?	Tick one <ul style="list-style-type: none"> 1. Primary 2. Junior Secondary 3. Secondary

Income level of the family

1	What does your father do?	
2	What does your mother do?	
3	How much your father earns monthly?	Tick one <ul style="list-style-type: none"> 6. --Less than 5,000 naira 7. --Less than 10,000 Naira 8. --Less than 15,000 Naira 9. -- Above 20,000 Naira 10. -- I don't know
4	What in your view is the income level of your family?	Tick one <ul style="list-style-type: none"> 6. Very Poor 7. Poor 8. Middle income 9. Rich 10. -- Very rich
5	Does your father or any brother has one of the following	Tick one <ul style="list-style-type: none"> 4. Bicycle 5. Motorbike 6. -- Car
6	How many people in your family have a mobile phone	Tick as many as relevant <ul style="list-style-type: none"> 6. You 7. Your father 8. Your mother 9. Your brothers

		10. Your sisters
7	Which of the following items you have in your house	Tick as many as relevant 5. Fridge 6. TV 7. Cable network 8. -- Computer
8	Do you feel you get enough to eat every day	Tick one 3. I don't get enough food and still feel hungry after having food 4. I get enough to eat and don't feel hungry after having food

Current Profile

1	What are you doing right now?	Tick one 1. Studying with another mallam 2. Studying in a modern school 3. Working on the farm 4. Begging 5. Doing petty trading 6. Others, please explain
2	Are you happy with what you are doing?	Yes/ No
3	What would you ideally like to be doing?	
4	Did ESSPIN education help you in any way?	Tick as many as relevant 1. Can read and write 2. Can keep record of selling and purchases 3. Enabled me to join a government school 4. Others, please explain
5	Do you regret leaving ESSPIN school?	Yes/No

Movement after ESSPIN schools

1	Where did you go first after leaving ESSPIN schools & why?	Village/ Ward ----- LGA ----- State ----- Country ----- Why (document reasons):
2	How long did you stay there?	Months ----- Years -----
3	Where did you go after that?	Village/ Ward ----- LGA ----- State ----- Country ----- Why (document reasons):
4	How long did you stay there?	Months ----- Years -----

5	Did you move again after that?	Yes/No
6	How many times have you moved since then?	
7	What were the main reasons for these movements?	

ESSPIN Schools Experience (questions in this section are focused on the period when this child was attending the ESSPIN schools)

1	How regularly did you come to ESSPIN school?	<p>Tick one</p> <p>6. Every day that the school was open</p> <p>7. Every day expect when there was an emergency such as sickness</p> <p>8. Twice a week</p> <p>9. Once a week</p> <p>10. Once in a while</p>
2	If you did not attend every day, what were the reasons	<p>Tick as many as relevant</p> <p>9. I was not interested</p> <p>10. I found it difficult to follow the lesson</p> <p>11. School was too far to walk every day</p> <p>12. I had to work to buy my food</p> <p>13. I had to beg for food in the community</p> <p>14. I had to beg for money on the streets</p> <p>15. Mallam told me not to go</p> <p>16. Others, please explain</p>
3	If you missed your school, did you find it difficult to catch up when you returned	Yes/No

4	When you returned, who helped you cover the missed course?	<p>Tick as many as relevant</p> <p>6. The teacher made me revise</p> <p>7. I asked other students</p> <p>8. I studied the missed course myself</p> <p>9. Others, please explain</p>
5	Do you still study Quranic education?	Yes/ No
6	Which one of the following reflects your preference	<p>Tick one</p> <p>4. I enjoy Quranic education more than modern education</p> <p>5. I enjoy modern education more than Quranic education</p> <p>6. I enjoy both Quranic and modern education equally</p>
7	What do you like about Quranic education?	<p>Tick as many as relevant</p> <p>7. Brings me closer to God</p> <p>8. When I read the Quran, I feel happy</p> <p>9. I want to go to heaven</p> <p>10. I like the way mallam reads the Quran</p> <p>11. I can become a mallam in future</p> <p>12. Others, please explain</p>
8	What do you like about modern education?	<p>Tick as many as relevant</p> <p>7. I can start to speak English</p> <p>8. I can read and write in Hausa</p> <p>9. I can use this education to do a business</p> <p>10. I can use it to secure a job in government</p> <p>11. I can become a school or college teacher in future</p> <p>12. Others, please explain</p>

9	Do you want to go to Junior Secondary school?	Yes/No
10	Do you want to study in a University?	Yes/No
11	How many more years would you like to receive Quranic education?	Tick one 5. 1 more year 6. 2 more years 7. 3 more years 8. More than three years

Future Plans

1	What are you doing right now?	Tick as many as relevant 4. Waiting for the primary transition exam results 5. Staying with ESSPIN school to take the exam next year 6. -- Doing jobs to make some income
2	What do you want to do in the next 1 year?	Tick as many as relevant 6. Study modern education 7. Study Quranic education 8. Start to do skill training 9. Go to big cities and start begging on the streets 10. Others, please explain
3	What do you want to do in the next 2 years?	Tick as many as relevant 7. Study modern education 8. Study Quranic education 9. Start to do skill training 10. Go to big cities and start begging on the streets 11. Begin petty trading 12. -- Others, please explain

4	What do you want to do in the next 5 years?	<p>Tick as many as relevant</p> <ul style="list-style-type: none"> 7. Study modern education 8. Study Quranic education 9. Start to do skill training 10. Go to big cities and start begging on the streets 11. Begin petty trading 12. Others, please explain
5	What do you want to do beyond 5 years?	<p>Tick one</p> <ul style="list-style-type: none"> 8. Be a famous Quranic mallam 9. Be a famous Islamic scholar 10. Be a big businessman 11. Be a senior government official 12. Be a big politician 13. Be a good professional (teacher, university professor, doctor, engineer) 14. Others, please explain
6	At what age will you like to get married?	
7	How many children will you like to have?	
8	Will you like to have more sons or daughters?	<p>Tick one</p> <ul style="list-style-type: none"> 4. More sons

		5. More daughters 6. -- Have equal number of both
9	What do you think are the benefits of having sons?	
10	What do you think are the benefits of having daughters?	

Perceptions about modern education

1	If you had not come to ESSPIN school, would you have had different future plans?	Yes/ No
2	What in your view was the main benefit of coming to ESSPIN school?	Tick as many as relevant 5. I can now read and write Hausa 6. I can read and write English 7. I can get a job 8. Others, please explain
3	Do you think the other children in your Tsangaya school who did not come to ESSPIN schools have had fewer opportunities than you have?	Yes/No
4	Did those children ever asked you to teach them?	Yes/No
5	Did you try to teach those children what you had learned in the ESSPIN school?	Yes/No
6	Do you think those children feel disappointed that they did not come to ESSPIN school?	Yes/No
7	Do you know what those children are planning to do in future? Please explain.	

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