

Addressing Quality Gaps in Kano's Non-State Schools: Insights and Policy Priorities from the 2024 School Self-Evaluation

Executive Summary

The 2024 Kano State School Self-Assessment, conducted under the Partnership for Learning for All in Nigeria (PLANE) programme in collaboration with the Kano State Government, provides an evidence-based review of quality across the non-state education sector.

Using the validated "Kano State School Self-Assessment Form," 265 schools were assessed across Conventional Private, Islamic Integrated, and Islamic Non-Integrated categories. The assessment aimed to strengthen quality, improve accountability, and promote continuous improvement through structured self-evaluation and validation.

The findings indicate systemic performance challenges. **No school achieved "Excelling" status under validator grading, and approximately 61.1% were classified as "Emerging," reflecting widespread quality constraints.**

Teacher–pupil ratios remain high in key school categories, particularly Islamic Integrated schools where enrolment pressures are concentrated. Infrastructure gaps—including inadequate sanitation, electricity, and perimeter security—further undermine safe and effective learning environments.

These results highlight the need for strengthened oversight, targeted infrastructure investment, improved teacher allocation, and systematic use of assessment data to inform planning and resource deployment. Coordinated and sustained action will be essential to ensure that non-state schools meet minimum standards and contribute meaningfully to Kano State's education and human capital development goals.

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Context/ Background

Non-state schools play a significant and expanding role in Kano State's education landscape, particularly through Conventional Private, Islamic Integrated, and Islamic Non-Integrated providers. As enrolment pressures increase—especially within Islamic Integrated schools—the need to ensure consistent quality standards, regulatory compliance, and equitable learning conditions across the sector has become increasingly urgent.

International and national evidence demonstrates that structured school self-assessment strengthens accountability, improves leadership practices, and promotes continuous quality improvement when linked to validation and follow-up action.

In Kano, the adoption of a validated self-assessment framework represents an important step toward institutionalising internal quality assurance within the non-state sector.

However, self-evaluation alone cannot address systemic challenges without alignment to effective oversight, targeted investment, and coordinated planning. The 2024 assessment therefore provides critical evidence to guide regulatory enforcement, resource allocation, and differentiated support across school categories in Kano State.

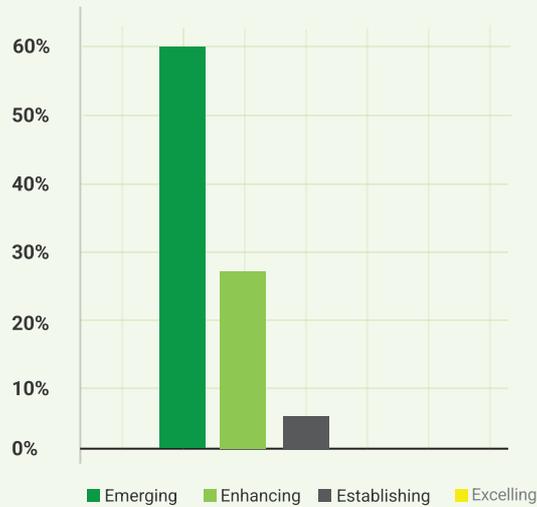
Key Findings



Widespread Quality Underperformance

Validator grading shows that no school achieved “**Excelling**” status, and approximately **61.1%** of assessed schools were classified as “**Emerging**.” The remaining schools were largely distributed within the “**Enhancing**” and “**Establishing**” categories. This distribution suggests that quality challenges are systemic across the non-state sector rather than isolated to a small subset of schools.

Kano State Non State Schools Validator Evaluation Grading by Type of School



Enrolment Pressure Concentrated in Islamic Integrated Schools

Islamic Integrated schools account for a significant share of enrolment within the assessed sample, placing considerable strain on infrastructure and instructional capacity. High learner concentration within this category amplifies the impact on staffing and facility gaps on overall system performance.



Infrastructure and Sanitation Deficits

The assessment identified notable infrastructure gaps across the non-state sector, including inadequate sanitation facilities, limited electricity access, and insufficient perimeter fencing. These deficiencies affect both learning conditions and child safety standards and may hinder regulatory compliance.



Elevated Teacher–Pupil Ratios in Key School Categories

Teacher–pupil ratios remain high in several school types, particularly Islamic Integrated schools where enrolment levels are substantial (100). Elevated ratios limit individual learner attention and constrain instructional effectiveness, particularly in large classrooms.

Teacher:Pupil Ratio



Excelling schools demonstrate strong compliance with quality standards; **Establishing** schools meet most standards with some gaps; **Enhancing** schools show partial compliance requiring improvement; and **Emerging** schools fall significantly below minimum standards. Classification is based on a weighted scoring system. Grades were assigned using a weighted scoring system: 80–100% (Excelling), 60–79% (Establishing), 40–59% (Enhancing), below 40% (Emerging)

Policy Implications



The grading distribution confirms that quality constraints are systemic within Kano's non-state education sector. With over **61.1%** of validated schools classified as “**Emerging**” and none reaching “**Excelling**” status, incremental adjustments will be insufficient to drive meaningful improvement. A structured and coordinated reform approach is required.

The concentration of enrolment within Islamic Integrated schools—combined with elevated teacher–pupil ratios—suggests that instructional pressure is unevenly distributed across school types. Without adequate teacher deployment and strengthening classroom capacity, learning outcomes are likely to remain constrained in high-enrolment categories.



Persistent infrastructure and sanitation gaps indicate that compliance with minimum quality and safety standards remains inconsistent. Weak facilities undermine both effective teaching and child protection safeguards, limiting the impact of governance reforms.

Finally, the assessment demonstrates that self-evaluation can generate actionable evidence, but its effectiveness depends on systematic linkage to planning, budgeting, regulatory enforcement, and follow-up support. Without this alignment, the self-assessment process risks becoming procedural rather than transformative.



Policy Options /Recommendations

- 01. Strengthen Regulatory Oversight and Compliance**
Enforce registration requirements and minimum quality standards across Conventional Private, Islamic Integrated, and Islamic Non-Integrated schools to improve accountability and reduce systemic underperformance.
- 02. Address Infrastructure and Sanitation Gaps**
Prioritise provision and rehabilitation of sanitation facilities, electricity access, perimeter fencing, and classroom infrastructure to improve safety, learning conditions, and regulatory compliance.
- 03. Improve Teacher Deployment and Classroom Capacity**
Review and rebalance teacher allocation across school categories, particularly in high-enrolment Islamic Integrated schools, to reduce instructional pressure and improve learner support.
- 04. Institutionalise Data-Driven Planning**
Embed findings from the School Self-Assessment into annual planning, budgeting, and targeted technical support to ensure that schools are continuously aligned with the sector's development goals.
- 05. Strengthen Follow-Up Support for Continuous Improvement**
Create a clear feedback loop with schools, where self-assessment results are used to update and refine improvement plans, accompanied by regular follow-up visits and support from local education authorities.

Conclusion

The grading distribution confirms that quality constraints are systemic within Kano’s non-state education sector. With over 61.1% of validated schools classified as “Emerging” and none reaching “Excelling” status, incremental adjustments will be insufficient to drive meaningful improvement. A structured and coordinated reform approach is required.

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