



FEDERAL MINISTRY OF EDUCATION

**NATIONAL POLICY ON THE
ENHANCEMENT OF ALMAJIRI EDUCATION
IN NIGERIA**



**NATIONAL COMMISSION FOR ALMAJIRI AND
OUT-OF-SCHOOL CHILDREN EDUCATION**

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ABBREVIATION

ABEP	ACCELERATED BASIC EDUCATION PROGRAMME
BECE	BASIC EDUCATION CERTIFICATE EXAMINATION
FME	FEDERAL MINISTRY OF EDUCATION
IECD	NATIONAL POLICY FOR INTEGRATED EARLY CHILDHOOD DEVELOPMENT
IEIS	INNOVATION ENTERPRISE INSTITUTIONS
IQL	INSPECTORATE OF QUR'ANIC LITERACY
JAISCE	JUNIOR ARABIC AND ISLAMIC STUDIES CERTIFICATE EXAMINATION
LGA	LOCAL GOVERNMENT AREA
LGEA	LOCAL GOVERNMENT EDUCATION AUTHORITY
MDA	MINISTRY, DEPARTMENT, AND AGENCY
MSRPE	MINISTERIAL STRATEGIC ROADMAP FOR EDUCATION
NBAIS	NATIONAL BOARD FOR ARABIC AND ISLAMIC STUDIES
NCAOOSCE	NATIONAL COMMISSION FOR ALMAJIRI AND OUT-OF-SCHOOL CHILDREN EDUCATION
NMEC	NATIONAL COMMISSION FOR MASS LITERACY, ADULT AND NON-FORMAL EDUCATION
NCE	NATIONAL COUNCIL ON EDUCATION
NCNE	NATIONAL COMMISSION FOR NOMADIC EDUCATION
NEDI	NIGERIAN EDUCATION DATA INITIATIVE
NEMIS	NATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM
NPE	NATIONAL POLICY ON EDUCATION
NBTE	NATIONAL BOARD FOR TECHNICAL EDUCATION
NDE	NATIONAL DIRECTORATE OF EMPLOYMENT
NERDC	NIGERIAN EDUCATION RESEARCH AND DEVELOPMENT COUNCIL
NSBMP	NATIONAL SCHOOL-BASED MANAGEMENT POLICY
NPSSVFS	NATIONAL POLICY ON SAFETY, SECURITY AND VIOLENCE-FREE SCHOOL
NTI	NATIONAL TEACHERS' INSTITUTE
PBECD	POST-BASIC EDUCATION AND CAREER DEVELOPMENT
SUBEB	STATE UNIVERSAL BASIC EDUCATION BOARD
TRCN	TEACHERS REGISTRATION COUNCIL OF NIGERIA
TVET	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
UBE	UNIVERSAL BASIC EDUCATION
UBEC	UNIVERSAL BASIC EDUCATION COMMISSION

DEFINITION OF TERMS

Learner: person enrolled to study in the learning centre

Teachers (UlamaAlaramma):** persons trained and certified to teach in the Almajiri learning centre

Tsangaya/Makarantar Allo/Ile-keu: a learning centre where Quranic teachers and learners meet to teach and learn/memorise Quranic texts

ABOUT THE COMMISSION

The National Commission for Almajiri and Out-of-School Children Education is a Government Parastatal, established by an Act of Parliament on Children's Day, 27th May 2023, under the direct supervision of the Ministry of Education. At NCAOOSCE, our mandate is to address one of Nigeria's most pressing challenges - the issue of out-of-school children and the menace of illiteracy. We believe that education is the cornerstone of a brighter future, and every child, regardless of their circumstances, deserves access to quality education.

Mission:

To provide a comprehensive, inclusive and multi modal educational system that equips Almajiri and out-of-school children with the necessary skills for personal growth, economic empowerment, and societal contribution while fostering an environment of lifelong learning, innovation and cultural integration in alignment with national development goals and global standards. To be a leading catalyst in transforming the educational landscape of Nigeria by ensuring that every Almajiri and out-of-school child has equitable access to quality education, thereby reducing illiteracy, poverty and social inequality and fostering a more prosperous, inclusive and free enlightened and peaceful society.

Vision:

We are committed to providing a multi-modal education system that not only eradicates illiteracy but also fosters skill acquisition and entrepreneurship. By doing so, we aim to prevent youth poverty, delinquency, and destitution, while also shielding children from becoming involved in insurgency and banditry, ultimately nurturing active and productive members of the society. Driven by the zeal and passion of President Bola Ahmed Tinubu's Renewed Hope agenda for education, aimed at tackling the issue of out-of-school children in Nigeria

PREFACE

This document acknowledges the critical role of state governments, traditional rulers, faith-based organizations, civil society groups, and private sector stakeholders in achieving the outlined objectives of having a unifying policy that looks towards the pressing need of addressing the reformation of the current Almajiri system of education. The success of this initiative depends not only on federal policies but also on localized implementation at the state and community levels.

The core aim of this National Policy on Almajiri Education Reform and its Implementation Guidelines is hinged on:

- i. Increasing the educational relevance, access and opportunity of all (male and female including children with disability) Almajiri learners whilst not tampering with their memorisation of the Holy Qur'an
- ii. Ensuring improved infrastructure and other conditions of the Almajiri learning centres by setting a minimum standard for infrastructure and other facilities requirement
- iii. Facilitating adequate welfare of learners and facilitators through access to funding supports
- iv. Enhancing teaching and learning skills across all learning centres through capacity building of facilitators and via mutually approved standardised curriculum.
- v. Eradication of all forms of begging, abuse and stigmatisation currently associated with Almajiri
- vi. Enhancing the participation of female learners and facilitators through the provision of targeted, appropriate and relevant supports.

With collaboration, commitment, and unflinching resolve, we are confident that this robust National Policy will translate into tangible outcomes, transforming the lives of millions of Almajiri children and securing a brighter future for Nigeria. I therefore urge you all to support Mr President's quest to revitalise this very important and age-long system of education.

Dr. Tunji Maruf Alausa
Honourable Minister of Education
Federal Republic of Nigeria

FOREWORD

The Almajiri system is one of Nigeria's oldest and most profound educational traditions, deeply rooted in faith, discipline, and the pursuit of knowledge. For centuries, it has nurtured generations of young learners, instilling values of humility, moral responsibility, and service to society. Almajiri children are not "out-of-school"; they are students in a system that has long served as a beacon of education and character formation. Today, as we strengthen and modernize this system, our goal is to honour its heritage while equipping every child with the skills, dignity, and opportunities they need to thrive in a rapidly changing world.

It is no secret that challenges such as child begging, limited exposure to modern teaching practices, and vulnerabilities in some Tsangaya settings have hindered the full potential of this system. Addressing these challenges demands deliberate, strategic, and innovative interventions. That is why, in 2023, the Federal Government established the National Commission for Almajiri and Out-of-School Children Education (NCAOOSCE), with a vision to revitalise the system while preserving its spiritual and cultural essence. The Commission aims not merely to provide Qur'anic instruction, but also literacy, numeracy, entrepreneurial skills, and life competencies that will enable Almajiri children to grow into functional, contributing members of society.

I have consistently affirmed that Almajiri children are learners in a system deserving recognition, support, and alignment with national education standards. Our policies aim to enhance teaching quality, safeguard child welfare, and ensure dignity for every learner, while equipping Mallams with modern pedagogical tools, awareness of child rights, and practical management skills.

Aligned with the renewed hope agenda of His Excellency, President Bola Ahmed Tinubu (GCFR), and with the unwavering support of Her Excellency, Senator (Mrs.) Oluremi Bola Tinubu, the First Lady of the Federal Republic of Nigeria, the Honourable Minister of Education, Dr Maruf Tunji Alausa, and the leadership of the National Commission for Almajiri and Out-of-School Children Education (NCAOOSCE), we have embarked on an ambitious plan to transform the Almajiri system.

We particularly appreciate the support of State Governments, parents, local communities, civil society organizations, and development partners including FCDO PLANE, Plan International, Save the Children and ROOSC, and other international collaborators who have stood with us to advance this vision.

We must all rise to our duty, we cannot allow children to roam our streets begging for food when they deserve to learn in functional schools and learning centers, with dignity, respect, and protection for both learners and teachers. The Federal Government has set the pace. Now, States and Local Government Authorities, alongside all stakeholders, must commit fully. The domestication of the Almajiri Education policy and the provision of adequate resources are essential for success. Only with collective ownership, sustained commitment, and coordinated effort can the promise of this policy become a reality.

Prof. Suwaiba Said Ahmed
Honourable Minister of State for Education,
Federal Republic of Nigeria
31st October, 2025

SYNOPSIS

The Almajiri system remains one of Nigeria's oldest traditional Education, rooted in religion, discipline, and moral development. For centuries, it has shaped generations of learners, emphasizing humility, responsibility, and community service. Despite being misunderstood, Almajiri children are active learners within a functional educational structure that requires modernization—not replacement.

To address long-standing challenges such as child begging, inadequate learning environments, and limited exposure to modern pedagogical practices, the Federal Government established the National Commission for Almajiri and Out-of-School Children Education (NCAOOSCE) in 2023. The Commission seeks to revitalize the system by integrating Qur'anic education with literacy, numeracy, entrepreneurial training, and essential life skills, ensuring holistic development of every learner and above all, the language of Arabic, so as to give the Almajiri the true understanding of the interpretation of the holy Qur'an.

With this policy, Government now recognizes the Almajiri system as an integral part of national education. Current reforms prioritize child welfare, quality teaching, Mallam capacity-building, in alignment with national standards. These efforts align with the *Renewed Hope Agenda* of President Bola Ahmed Tinubu (GCFR), supported by the First Lady, Senator Oluremi Tinubu, the Honourable Minister of Education, Dr. Maruf Tunji Alausa, the Honourable Minister for State for Education Prof. Suwaiba Said Ahmed and the leadership of NCAOOSCE under the Executive Secretary Dr. Muhammad Sani Idris.

Successful implementation of the policy relies on the active participation of State Governments, Local Communities, Civil Society Organizations, and relevant Development Partners as well as other stakeholders. The overall goal is to eliminate street begging amongst children and ensure their access to safe, dignified, and functional learning environments.

Collective ownership, adequate resource allocation, and sustained commitment at all levels remain essential in transforming the Almajiri system and securing a better future for every Nigerian child.

I am proud to be part of this giant stride to make better the Education of these vulnerable children.

Mr. Able Olumuyiwa Enitan
Permanent Secretary,
Federal Ministry of Education

ACKNOWLEDGEMENT

This document provides a structured and actionable policy that aligns with the *Education for Renewed Hope Agenda* of His Excellency, the President of the Federal Republic of Nigeria, President Bola Ahmed Tinubu, GCFR, who is committed to reforming the Almajiri System of Education in Nigeria. His support is the thrust which propels the progress of the Commission.

A special appreciation goes to the Honourable Minister of Education, His Excellency, Dr. Tunji Maruf Alausa, for his leadership, vision, and relentless drive in advancing the education sector. The Honourable Minister of State for Education Prof. Suwaiba Said Ahmed whose continued support for the policy was unabated from start up to this point. We especially acknowledge the keen support of the Mrs Obianuju J. Anigbogu, FME Director Educational Planning, Research and Development (EPR&D) who has given many hours and technical support and Co-Chaired the Technical Sessions and to seeing this policy sees the light of day. Many thanks to the FME Director of Basic Education (BE) Dr, Folake Olatunji-David, as well as FME Directors of Senior Secondary Education (SSE), Technology and Science Education (TSE), Federal Education Quality Assurance Department (FEQAS). We are also thankful to all the Hon. State Commissioners who either came in person (Lagos State – Mr Jamiu Alli-Balogun and FCT Mandate Secretary Dr. Danlami Hayyo) and those who sent representation during the consultation & validation stage.

I also wish to thank the National Assembly past and present members: particularly Hon. Balarabe Shehu Kakale, Hajiya Aisha Dukku and other co-sponsors of the bill that led to the establishment of this Commission. The Chair, House Committee on Alternate Education Arc. Ibrahim Al-Mustapha for all his legislative efforts. This document cannot be complete without the input of our sister agencies; UBEC, NMEC, NERDC, NTI, NALV, NBTE, NBAIS, NCNE, NSSEC.

Immense gratitude to our royal fathers, religious leaders too numerous to mention, but of particular mention are the Sarkin Musulmi, the 20th Sultan of Sokoto His Eminence Alhaji Muhammadu Sa'ad Abubakar III, HRH the Shehu of Borno Alhaji Dr. Abubakar Ibn Umar Garbai Al-Amin El-Kanemi and HRH the Sarkin Machina Alhaji Dr. Bashir Albashir Bukar.

For this document to have the depth of expertise, we are grateful to the Ulamas & Alarammas who worked tirelessly, giving useful input and constructive criticism. We are particularly grateful to Sheikh Dahiru Bauchi, Sheikh Ibrahim Saleh, Representatives of Izala 1 & Izala 2, Representatives Jama'atul Nasirul Islam, Sheikh Goni Sanusi, Representation from the Almajiri Reformation Enhancement Initiative (AREIN) & Alliance of Civil Societies for Sustainable, Inclusive and Transformative Education (AC SITE). We also acknowledge the contributions members from Academia. We acknowledge most sincerely, Plan International & KDC Foundation for the support during the several stake-holder engagements and field validation exercise employing the bottom-up approach.

We acknowledge Prof. Rukayyatu Bashiru Tukur of NCAOOSCE & her team as well as technical support from Mr. Gideon Audu Angbeye & his team from FME EPR&D. The duo perused the entire document several times to make it a better whole.

We acknowledge the Consultant Mr Sunny Kulutuye who put together every word, gave the document structure, consolidating all the thoughts, ideas and input from all the participants from start to finish.

Finally, we acknowledge the support from the Foreign, Commonwealth & Development Office - Partnership for Learning for All in Nigerian Education (FCDO-PLANE), through technical support as well as financial support in hosting the validation meeting in Kano, in October, 2025. PLANE also brought extra support from Plan International, Save the Children and Reaching Out of School Children (ROOSC), for that, we are most grateful.

**Dr. Muhammad Sani Idris,
Executive Secretary,
National Commission for Almajiri and Out of School Children Education, Abuja.
(Co-Chair of the Policy Drafting Committee)**

OVERVIEW

The philosophy of Nigeria's education is anchored on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary levels both in the formal and non-formal school system.

The Almajiri education in Nigeria is faced with many difficult challenges resulting from misconception and neglect by most parents, government and the public. Some of these challenges include lack of recognition/exclusion from the National Policy on Education (NPE); funding and infrastructure deficit; limited career opportunities; non-uniform curriculum; inadequate welfare for learners and teachers; exploitation/abuse of learners; and inadequate monitoring. Reports have shown that these children found in streets account for a significant number of the out-of-school children population in Nigeria.

Several factors contribute to this situation. These include parental neglect; the operation of the system under a perceived "no-go area" that hinders innovation or necessary reforms; learners found on the streets or in neighbouring villages and towns begging for alms and food which exposes them to various risks and hazards. In addition, there is inadequate government support for Almajiri education. To address these challenges, this policy has been developed not to take over the learning centres, but to provide clear operational guidelines, direction, and a streamlined framework for the effective functioning of the Almajiri education system. Therefore, this National Policy for the Enhancement of Almajiri Education in Nigeria is aimed at creating an environment that will support and ensure a functional and inclusive Almajiri Education System amongst Nigerian children and to provide opportunities for the Almajiri Education System to be adequately recognised and integrated into the National Education Policy framework.

This Policy covers operations and management of all existing and future Almajiri learning centres (male and female) nationwide. It also includes the well-being of the learners, learners' facilitators, infrastructure and funding support to Almajiri education system. The policy is not intended to give government authority to take over learning centres but to provide oversight on content, approach & methodology, calendar, as well as coordination of learning centres. I encourage effective implementation of this Policy by all relevant stakeholders.

Anigbogu, Obianuju (Mrs.)

Director, Educational Planning, Research and Development
Federal Ministry of Education
(Co-Chair of the Policy Drafting Committee)

1.0 INTRODUCTION

This National Policy for the enhancement of Almajiri Education is aimed at creating an environment that will support and ensure a functional and inclusive Almajiri Education System among Nigerian children. Also, to provide opportunity for the Almajiri Education System to be adequately recognised and integrated into the National Education Policy framework.

1.1 NATIONAL POLICY ON EDUCATION

The philosophy of Nigeria education is anchored on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary levels both inside and outside the formal school system. The goals of National Policy on Education (6th Edition 2013) are:

- i Development of the individual into a morally sound, patriotic and effective citizen.
- ii Total integration of the individual into the immediate community, the Nigerian society and the World.
- iii Provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system.
- iv Inculcation of national consciousness, values and national unity.
- v Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

The National Policy on Education categorised education system of the nation into four as follows:

Basic Education: This is the education given to children aged 0-15 years.

Post-Basic Education and Career Development (PBECD): is the education children received after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE).

Mass Literacy and Non-Formal Education: This is categorised into two:

- I. Mass Literacy, Adult and Non-formal Education – is equivalent of basic education given to adults, children and youths of formal school age, outside the formal school system.
- II. Nomadic Education - is the first six years of Basic Education provided to the children of the disadvantaged nomadic population in the country. The nomads are classified into three groups namely: (i) the nomadic pastoralists; (ii) the migrant fisher folks; and (iii) the migrant farmers.
- III. Technical and Vocational Education and Training (TVET): Skill training centres, Federal/State technical colleges.

Tertiary Education: This is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such

as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institute (NTI).

As a step to achieving the goals of basic education system, the Federal Government established the Universal Basic Education (UBE) Acts (2004), in which one of the objectives was to ensure the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.

1.2 UNDERSTANDING THE ALMAJIRI EDUCATION SYSTEM

Almajiri education is a system of education that involves children, mostly between the ages of 4-15, who are sent by their parents or guardians to pursue Quranic memorisation. Almajiri originates from Arabic word 'al-muhajir' meaning a person who migrates for the sake of Allah (including to seek Quranic knowledge). Traditionally, Almajirai (plural) are young boys sent out by their families to live under the tutelage of Islamic scholars/Alaramma (Alim in Arabic) within a framework known as the Tsangaya/Makarantar Allo/Ile-Kewu system. According to Al-Amin (2019), the Almajiri educational system was established as an organised and comprehensive system of education for learning Islamic principles, values, jurisprudence and ultimately the recitation and memorisation of the glorious Qur'an which became basic learning centres in Muslim communities. Historically, the Almajiri education system passed through the following;

Pre-Colonial Era: During the pre-colonial days, the pupils lived with their parents/guardians for moral upbringing. Most learning centres were located within the immediate environment from where the pupils live and come to learn in the centres. Learning at this time was funded by the government and the parents/guardians were involved in ensuring that adequate and appropriate learning of the Quran takes place. This period witnessed curriculum modification by the Shehu DanFodio Jihad movement, which led to the establishment of inspectorate of Qur'anic literacy (I Q L), in which the Mallams (inspectors) reports directly to the Emir of their province concerning all matters relating to the schools.

At this time the pupils get involved in acquiring other life skills in addition to their Islamic lessons. It was noted that the Almajiri education system provided the needed staff such as judges, clerks and teachers utilised by the colonial administration.

Colonial Era: This era marked the introduction of western education by the British colonial masters which gradually started the replacement of the Almajiri education system and not much attention was given to the Almajiri system of education. As a result of this situation, the Almajiri system of education was relegated to the background and priority was given to the western education. The lack of support and state control of the Almajiri System of education, gave rise to the pupils and their Mallams engaging in begging for survival as well as introduction of other inimical attributes into the Almajiri education system.

Post-Colonial Era: The post-colonial era was marked with the rebuilding of confidence of the society to the importance of Almajiri education and this has brought the expansion of the system from one state to the other. However, this era is faced with many challenges

resulting from the neglect during the colonial era and the dominance of western education. Efforts are being made to rejuvenate the system and give it the social recognition and status it deserves. One of these efforts include the need for this policy development.

It is important to note that most of the children that attend the Almajiri System of Education are within the age classification of the Basic Education category in the National Policy on Education, therefore it is important that they are given the opportunity for education like any other Nigerian child.

1.3 SITUATION ANALYSIS

The Almajiri education in Nigeria is faced with many difficult challenges resulting from misconception and neglect by most parents, the government and the public. Some of these challenges are; lack of recognition/exclusion from the National Policy on Education (NPE); funding and infrastructure deficit; limited career opportunities; non-uniform curriculum; inadequate welfare of learners and teachers; exploitation/abuse of learners; and inadequate monitoring.

However, some actions have been initiated that were geared towards supporting the Almajiri education. For example, in 1989, the Nigerian government created the National Commission for Nomadic Education (NCNE) to improve formal and non-formal education systems (including the Almajiri system) for nomadic Nigerian children.

In 2004, Universal Basic Education Commission (UBEC) was established with the mandate to provide universal free and compulsory basic education.

In 2010, the Universal Basic Education (UBE) system was expanded to include the ***National Framework for the Development and Integration of Almajiri Education*** which allocated funding for opening more Almajiri schools. This was achieved through a partnership with the education intervention partners.

In 2023 the National Commission for Almajiri and Out-of-School Children Education (NCAOOSCE) was established to provide structure and effective coordination of the Almajiri Education System as well as the Out-of-School Children.

Girl Child Education: Historically, the Almajiri education system was male dominated. Almajiri Girls are female participants in the Almajiri education system, pursuing Islamic education under challenging conditions, often neglected in discussions about the Almajiri education system but increasingly being recognized as a group that needs support and reform. The term "Almajira" is used specifically for girls in this system, though their participation is less common and often overlooked. The Almajiri Girls, face a range of challenges that stem from the system's structure, societal norms and gender-specific vulnerabilities. While they share some common difficulties with their male counterparts, their experiences are often compounded by cultural barriers, social-economic and gender-related factors such as (1) Economic hardship and begging, (2) Lack of formal education, (3) Fear of gender-based exploitation and abuse. (4) Neglect and invisibility, (5) Poor living conditions, (6) Social stigma and isolations, and (7) Limited family support.

1.4 RATIONALE

The Almajiri education system is aimed to provide authentic Islamic religious knowledge to the learners and enhance their mental and moral development. However, this good intention is gradually being eroded and abused. Some of the factors contributing to this situation include; (1) parental neglect, (2) the system is operating under a perceived no-go area which is making it difficult to allow innovation or changes like inclusion of other Islamic subjects, (3) some learners are found in the streets and neighbouring villages or towns begging for alms and food, subjecting them to various forms of risks and hazards, and (4) inadequate support from government for the Almajiri education, are factors contributing to the undesirable conditions and incidences associated with Almajiri education. Reports have shown that these children found in streets account for a significant number of the out-of-school children population in Nigeria.

Therefore, to curb these ugly situations and to support the federal Government efforts for establishing the NAOOSCE, this policy is developed not to take over learning centres but to provide clear operational guidelines, direction and streamline activities of Almajiri education system. This is to guarantee the learners and teachers security, promote their well-being and engender economic productivity among the learners.

1.5 SCOPE OF THE POLICY

This policy covers operations and management of all Almajiri learning centres (male and female) across the country. Also, it includes the well-being of the learners and the facilitators, infrastructure and funding support to Almajiri education system. The policy is not intended to give government authority to take over learning centres but to provide oversight on what (content), how (approach and methodology), when (calendar of learning), where (location) and coordination of learning centres. It covers the activities of existing and future learning centres.

2.0 RELEVANT EXISTING LAWS AND POLICIES

This section covers list of some of the relevant national laws and policies that are speaking to the education of the Almajiri.

2.1 RELEVANT LEGAL DOCUMENTS/LAWS

Some of the relevant laws are;

- i National Commission for Nomadic Education (NCNE) Act (1989).
- ii National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) Act 18 (2004).
- iii Child Right Act (2003).
- iv Universal Basic Education (UBE) Act (2004)
- v Trafficking in Persons (Prohibition) Enforcement and Administration Act (2015).
- vi National Commission for Almajiri and out of School Children Education (NCAOOSCE) Act (2023).

2.2 RELEVANT POLICIES

- i National Policy on Education (NPE) 6th Edition (2013).
- ii The Ministerial Strategic Roadmap for Education (MSRPE), 2023-2027.
- iii The National Policy on School Feeding (2016).
- iv The National Education Quality Assurance Policy with Implementation Guidelines (2023).
- v Ministerial Performance Bond for Presidential and Deliverables (2023 - 2027).
- vi National Policy on Inclusive Education.
- vii National Language Policy.
- viii National Digital Literacy Framework.
- ix National Policy on Anti-Bullying (2025).
- x National Policy for Integrated Early Childhood Development (IECD) in Nigeria (2007).
- xi National Policy on Gender in Basic Education (2022).
- xii National School-Based Management Policy (NSBMP) (2016).
- xiii Nigeria National Quality Assurance Policy (2020-2025) .
- xiv National Policy on Safety, Security and Violence-Free School (NPSSVFS) (2021).
- xv Minimum Standard for Safe Schools in Nigeria (2021).
- xvi Revised National Gender Policy (2021-2026).
- xvii Federal Ministry of Education (2024) Education for Renewed Hope: Roadmap for the Education Sector (2024-2027).
- xviii National Board for Arabic and Islamic Studies (NBAIS) NCE Approval (2011).

3.0 POLICY PROCESS

3.1 POLICY DEVELOPMENT PROCESS

This policy was developed through a rigorous process following an existing policy development process of the federal government. The stages followed in the development of the policy includes

- a. Terms of Reference (ToR): A detailed ToR was developed outlining the scope, objectives, guiding principles and expected outcomes of the policy.
- b. Constitution of a Drafting Committee: A multidisciplinary team comprising representatives from the Federal Ministry of Education (FME), National Commission for Almajiri and Out-of-School Children Education (NCAOOSCE), State Ministries of Education, Ulamas, community leaders, development partners, and academia was formed.
- c. Drafting Workshops: The policy structure was agreed, and the drafting committee was subdivided into smaller groups with specific assigned sections of the structure to draft. Thereafter, multiple technical meetings were held by the drafting committee to review the work of each subgroup.
- d. Stakeholder Consultations and Validation: Broad-based consultation was conducted with participants drawn from across Nigeria's six geopolitical zones. Participants included parents, Alarammas, state and local government education officials, women groups, youth leaders, and traditional rulers. The National validation workshop took place from 28 – 29 October 2025 in Kano.
- e. Approval by the National Council on Education (NCE): The draft policy was presented to the NCE for review, endorsement, and adoption as an official national policy.

3.2 POLICY OPERATIONAL GUIDELINES

This Policy shall be operational through ensuring that all states domesticate and enforce its provisions across all learning centres. It shall require the participation of the three tiers of government and other critical stakeholders. To ensure effective operationalisation, the following are required.

- a. Establishment of a coalition of all the different associations rendering Almajiri education services at the federal level with umbrella body at the state/FCT and local government levels to support coordination function of the National Commission for Almajiri and Out of School Children Education (NCAOOSCE).
- b. Preparation of costed annual operational plan: Every year NCAOOSCE and a relevant body at the state/FCT and LGA government shall prepare annual operational plan and the budget for its implementation shall be adequately provided for in the annual budget.
- c. Report: a quarterly report shall be produced on the activities of Almajiri education by the NCAOOSCE in collaboration with the Coalition of the Associations. To enable this, all required data shall be included in the annual school census report template as well as in the National Education Management Information System (NEMIS) data base and the Nigeria Education Data Initiative (NEDI). The coalition of the associations shall have designated desk officers responsible for data collection at different levels – ward, Local Government, State/FCT and Federal.

4.0 POLICY DIRECTION

4.1 VISION AND MISSION

VISION

A functional, all-inclusive Almajiri education system producing responsible, productive and patriotic citizens.

MISSION

To provide access to improved learning environment and life skills acquisition for the Almajiri through effective funding and collaboration with all stakeholders, and to infuse literacy, numeracy, skills, digital and vocational education along with civic and religious training.

4.2 CORE VALUES

The core values that will guide this policy implementation are;

- i. **Leaner-Centredness:** Prioritizing the best interests, safety, and well-being of Almajiri learners.
- ii. **Inclusivity:** Every learner shall be valued, accepted and included in all activities irrespective of his or her physical or mental nature or geographical location or religion.
- iii. **Respect:** Upholding the dignity, rights, and cultural heritage of Almajiri learners and their communities.
- iv. **Equity:** All learners, regardless of their background or abilities, shall have unhindered access to learning environment and Almajiri system of education.
- v. **Confidentiality:** All personal information of the Almajiri, Facilitator or Guardian shall not be disclosed without the consent of the person.
- vi. **Accountability:** The Ulamas and the parents/guardians shall be accountable and responsible for all Almajiri within their learning centres and guidance respectively.
- vii. **Patriotism:** All stakeholders and indeed all citizens shall be duty bound and committed to the implementation of this policy across all learning centres and communities in Nigeria.

4.3 OBJECTIVES

- i To increase the educational relevance, access and opportunity of all (male and female including children with disability) Almajiri learners through the infusion of appropriate contents of ABEP Curriculum, TVET digital knowledge, Arabic language and Civics into Almajiri education.
- ii To ensure improved infrastructure and other conditions of the Almajiri learning centres.
- iii To set a minimum standard for infrastructure and other facilities requirement
- iv To facilitate adequate welfare of learners and facilitators through access to funding supports.
- v To enhance teaching and learning skills across all learning centres through capacity building of facilitators and standardised curriculum.

- vi To eradicate all forms of begging, abuse and stigmatisation associated with Almajiri in line with the existing Child Protection Laws.
- vii To enhance the participation of female learners and facilitators through the provision of targeted, appropriate and relevant supports.

5.0 POLICY PROVISIONS

5.1 ALMAJIRI LEARNING CENTRE ESTABLISHMENT AND REGISTRATION

To ensure effective tracking and monitoring, all learning centres (male and female centres) shall;

- i Be registered with relevant state or local government authority working on Almajiri Education.
- ii Meet a minimum operational standard as contained in the Policy.
- iii Keep record of all learners manually and/or electronically as well as biometric data.
- iv Abide by the learning calendar established by the state. This shall include clearly defined academic periods, holidays, and rest times to ensure that Almajiri learners have balanced routines that support both religious education and overall well-being.
- v All new entrants shall do promotive and preventive health programme/check with a recognised public health facility and report submitted before admission.
- vi All facilitators (male and female) shall go through basic health programme check periodically as might be found necessary by the relevant State/FCT or Local government authorities working on Almajiri.
- vii Learning centres shall be registered with a recognised health facility within the proximity of the centre.
- viii There shall be separate learning space for male and female learners.
- ix All learning centres shall have a functional first aid box equipped with essential items as determined by State/FCT and Local Government Education Authority (LGEA).

I. Day Learning Centres

- a. Learning centres shall enrol only learners within the ages of 4 and 18 years.
- b. Learners should have at least two pairs of clothes and footwears to used.
- c. Learners MUST come to the learning centre neat.
- d. Learners MUST come with writing materials and Slate (Allo) as and when applicable/appropriate.

II. Boarding learning centres (male and female separate centres)

- a. Register only children between the ages of 12– 18 years.
- b. New entrants shall have the following basic needs as conditions for enrolment.
 - i. A minimum of three clothes.
 - ii. Two pairs of footwears.
 - iii. Eating plate and cutlery.
 - iv. Writing materials as applicable or appropriate.
 - v. Food and provisions such as biscuits, beverages, etc.

III. Enrolment of Adult Learners

- a. Adult learners (persons above 18 years) interested in learning shall be enrolled but placed on a different learning space. No centre shall be allowed to include adult learners in the same class with the pupil. Also, adequate arrangement should be made by the learning centre to teach adult learners separately.

5.2 OPERATION AND COORDINATION

- i. Learning time and hours shall be clearly agreed and displayed to parents/guardians.
- ii. Learning centre shall be endorsed and recognized by the host community.
- iii. Learning centre shall be a member of a recognised association and coalition.
- iv. Learning centre shall submit periodic report to the appropriate state/FCT or federal authority.
- v. Learning centre shall open doors for supervision and monitoring by appropriate LGEA, state/FCT or federal authority as may be required.
- vi. No learner(s) shall be sent out to beg in the street or do menial jobs.

5.3 CURRICULUM AND CERTIFICATION

- I. Learning centres shall obtain and use appropriate and expanded contents of ABEP curriculum which shall be modified to include subjects and curricula relevant to the Almajiri education.
- II. A minimum qualification in terms of knowledge and competency for teaching shall be established by NCAOOSCE and the State.
- III. Only profiled and certified facilitators (Ulamas and Mallamas) in terms of knowledge of Qu'ran, Tsangaya/Almajiri competency and relevant religious/Islamic knowledge, by the appropriate Federal and State/FCT authority shall be allowed to teach.
- IV. Literacy and Numeracy shall be infused into the curriculum of the Almajiri teaching and learning.
- V. Relevant digital skills shall be included in the training of the facilitators and learners.
- VI. In addition, learners shall be given opportunity to learn any trade/skill of their choice or made by their parents/guardians.
- VII. Learners shall be taught Arabic language to help them understand the message of the Quran.
- VIII. A structured certification process for learners shall be established by the NCAOOSCE in collaboration with relevant federal government agency(ies). Learners who successfully complete the Almajiri education shall be awarded a certificate.

5.4 INFRASTRUCTURE STANDARD FOR MALE AND FEMALE CENTRES

A minimum infrastructure requirement established by a relevant federal or state/FCT agency shall be maintained by all learning centres.

Day Learning centres

- i. At least one toilet to population of not more than 25 Almajiri/Almajira learners.
- ii. Adequate water supply to the Learning centre.
- iii. Learning centre shall be adequately ventilated.
- iv. Learning centres shall be spacious and learners not crowded in one place. The state/FCT standard on number of learners to a learning space shall be kept.
- v. Learning centre shall not be established in a dirty environment.
- vi. All learning centres shall be kept clean and tidy at all times.
- vii. Minimum learner/class/learning room ratio shall be determined by the registration authority in relation to the size of the learning space/room of a centre.
- viii. Learning centre shall meet all environmental requirements for starting up a learning centre.

Boarding learning centres for male and female

- i At least one toilet to population of not more than 25 Almajiri/Almajira learners.
- ii Adequate water supply to the Learning centre.
- iii Learning centre shall be adequately ventilated.
- iv Learning centres shall be spacious and learners not crowded in one place. The state standard on number of learners to a learning space shall be kept.
- v Learning centre shall not be established in a dirty environment.
- vi All learning centres shall be kept clean and tidy at all times.
- vii Minimum learner/class/learning room ratio shall be determined by the registration authority in relation to the size of the learning space/room of a centre.
- viii Learning centre shall meet all environmental requirements for starting up a learning centre.
- ix Accommodation shall have minimum hostel facilities established by the state/FCT in terms of building standard, toilet and bathroom facilities, etc.
- x Shall meet the state standard in terms of number of learners to a sleeping room space (The standard for number of learners per sleeping room should be specified by the registration authority based on the size of room of a centre).

5.5 WELFARE AND ALLOWANCE

All registered learning centres shall have access to:

- i. Scholarship for Alarammas/facilitators interested in furthering their studies.
- ii. Supply of learning and teaching materials.
- iii. Healthcare, nutrition and social services that are available to basic education in the state/FCT including school feeding.
- iv. Allowance for facilitators depending on the capacity of a state.
- v. Social services and welfare programmes available to basic education teachers in the state.
- vi. Benefit from the compulsory free education of the federal and state/FCT governments.

5.6 CAPACITY BUILDING OF FACILITATORS

- I. The facilitators shall be included in the continuous Teacher Development Programme (TPD) of the federal and state governments/FCT such as the NCAOOSCE/UBEC/SUBEBs training programmes, Teachers Registration Council of Nigeria (TRCN), NTI training opportunities, in-services training programmes, etc.
- II. Facilitators shall be given opportunity to develop/upgrade themselves while teaching.
- III. All facilitators shall be encouraged to attend training programmes to be organised by NCAOOSCE and/or the state.
- IV. Alarammas/Facilitators shall be incentivised through Scholarships to advance their academic careers.

5.7 SANCTIONS

- I. Any learning centre that fails to comply to the provision of this policy shall be given a probation period of three – six months thereafter appropriate action shall be taken such as sanction from operation.

- II. All new learning centres shall be given provisional approval to operate and after six months such centre is required to meet up with all requirements and failure will attract appropriate action such as sanction from operation.
- III. Any registered learning centre that sends learners out to beg shall face appropriate action such as sanction from operation.
- IV. Any facilitator or parent/guardian found to be violating the ethics and standard established by NCAOOSCE and/or state shall face disciplinary action.
- V. Abuse of learners shall be categorised and sanctions specified accordingly by the NCAOOSCE in accordance with existing Anti-bullying policy and other relevant laws or policies.

6.0 ROLES AND RESPONSIBILITIES

6.1: FEDERAL MINISTRY OF EDUCATION (FME)

The FME is the primary authority responsible for the development and implementation of Education policies. Therefore, in collaboration with NCAOOSCE, FME shall;

- i Develop and issue necessary guidelines that will support the implementation of this policy.
- ii Conduct regular monitoring and evaluation to assess the implementation of the policy and ensure compliance.
- iii Provide training and support to learning centres, teachers and other relevant stakeholders to enhance the achievement of the objectives of this policy.
- iv Ensure that Almajiri Education is included in all relevant national education programmes and initiatives.

6.2 NATIONAL COMMISSION FOR ALMAJIRI AND OUT-OF-SCHOOL CHILDREN EDUCATION

- i Responsible for the overall coordination, strategic direction and oversight function of the implementation of the Almajiri policy.
- ii Collaborate with states to register all teachers/Alarammas and learning centres.
- iii Establish database of all Teachers/Alarammas and learning centres.
- iv Mobilise resources including budgetary provision for the implementation of the policy.
- v Provide funding to support states to implementing the policy – scholarship, school feeding and stoppage of Almajiri begging, provision of writing materials, etc
- vi Conduct training for teachers.
- vii Carry out supervision, monitoring and evaluation of Almajiri education system.
- viii Support states and local governments in carrying out their functions .
- ix Collaborate and partner with relevant stakeholders including development partners to provide services to the Almajiri education.
- x Sanction/punish defaulting learning centres as well as teachers.
- xi Enforce child protection laws across the states to protect learners from harm, injustice and maltreatment, ensuring positive discipline mechanism.
- xii Mobilise states to adopt and implement the Almajiri policy.
- xiii Provide structural framework for the coordination of Almajiri education including the coalition of associations especially those working on Almajiri and Out of School Children education.
- xiv Collaborate with National Education Research and Development Council (NERDC) to infuse ABEP into the Almajiri curriculum .
- xv Collaborate with the National Directorate of Employment (NDE) and National Board for Technical Education (NBTE) to infuse skill acquisition into Almajiri training.
- xvi Collaborate with UBEC/SUBEB and other intervention programmes to include Almajiri education in intervention services.
- xvii Collaborate with relevant agencies to accredit learning centres and teachers.
- xviii Establish and run model Tsangaya schools across the states.

6.3 STATE MINISTRY OF EDUCATION AND ITS AGENCIES

- i Adopt and implement the Almajiri policy at the state level.

- ii Make budgetary provision for the implementation of the policy which shall include scholarship, allowance for head teachers (Alaramma), school feeding, mitigation of child begging etc.
- iii Collaborate with NCAOOSCE to register learning centres and update record periodically.
- iv Ensure inter-agency collaboration between education, health, and child protection departments.
- v Partner with FME, NCAOOSCE, UBEC and other relevant MDAs to provide services to the learning centres especially renovation and provision of WASH facilities.
- vi Recruit, train and post teachers to the learning centres for the teaching of appropriate contents of the ABEP curriculum.

6.4 Local Government Education Authority (LGEA).

- i Support schools within the LGA to implement the provisions of the policy.
- ii Collaborate with community organisations to support learning centres.
- iii Monitor and report on activities of learning centres within the LGA.
- iv Budget funds for supervision and monitoring of learning centres.
- v Provision of land for Agricultural activities to the learning centres.

6.5 ULAMAS/ALARAMMAS (FACILITATORS)

- i Ensure adequate protection of the learners and regulate their associations.
- ii Keep accurate and reliable record of the learners and learning centre.
- iii Supply such data to appropriate authority when demanded.
- iv Ensure the cleanliness of the learning centres and the learners.
- v Ensure that learners are not subjected to begging for food or alms at all times.
- vi Report unsatisfactory behaviour of parents and or community to the appropriate authority.
- vii Encourage School Farms and other Agricultural activities as Skills/Vocational programmes.
- viii Regulate Almajiri movement.

6.6 PARENTS AND GUARDIANS

- i Provide the basic needs of learner(s).
- ii Report unsatisfactory services and behaviour of Mallams/Alarammas or centers to the appropriate authority.
- iii Make mandatory contributions (cash, food, materials, voluntary services, etc) to the learning centres.
- iv Encourage School Farms and other Agricultural activities as Skills/Vocational programmes.
- v Visit their wards from time to time.
- vi For boarding learning centres – allow children to come back home for holiday at least once a year.

6.7 COMMUNITY AND COMMUNITY BASED ORGANISATIONS

- i Make voluntary contributions (cash, food, materials, voluntary services, etc) to the learning centres.

- ii Provide supervisory functions to the learning centres to guide against all forms of abuse and ensure compliance to regulations.
- iii Report unsatisfactory services and behaviour of any learning centre to the appropriate authority.
- iv Encourage School Farms and other Agricultural activities as Skills/Vocational programmes.

6.8 TRADITIONAL AND COMMUNITY LEADERS

- i Provide supervisory functions to the learning centres to guide against all forms of abuse and ensure compliance to regulations.
- ii Report unsatisfactory services and behaviour of any learning centre to the appropriate authority.
- iii Make voluntary contributions (cash, food, materials, voluntary services, etc) to the learning centres
- iv Sensitise parents and communities on their roles and responsibilities.

6.9 DEVELOPMENT PARTNERS AND DONORS

Development Partners and Donors provide relevant and appropriate education services shall;

- i Register with FME, NCAOOSCE and state government.
- ii In collaboration with NCAOOSCE and relevant state agencies provide agreed services and reform programmes to states and learning centres.
- iii Provide funding support to NCAOOSCE, states and learning centres.
- iv Participate in monitoring of implementation of programs and activities to ensure compliance with standards.

6.10 CIVIL SOCIETY ORGANISATIONS RELEVANT TO ALMAJIRI AND OUT-OF-SCHOOL EDUCATION REFORMS

- i Mobilise resources to support learning centres.
- ii Conduct awareness creation and campaigns across communities.
- iii Collaborate with the federal and state governments to carry out relevant training programmes.
- iv Encourage School Farms and other Agricultural activities as well as Skills/Vocational programmes.
- v Participate in monitoring of implementation of programs and activities to ensure compliance with standards.

7.0 IMPLEMENTATION PLAN

Objectives	Outcome Statement	Strategy	Specific Actions Required
To increase the educational relevance, access and opportunity of all (male and female including children with disability) Almajiri learners through the infusion of appropriate contents of ABEP Curriculum, TVET, digital knowledge, Arabic language and Civics into Almajiri education	Empowered Almajiri graduates	Collaborate with relevant agencies to develop infused basic education curriculum Ensure adequate awareness among the parents and learning centres on the need for infusion of additional skills into the Almajiri education	Organise stakeholder workshop to generate ideas on content of curriculum Develop curriculum based on ideas generated Conduct community awareness and sensitisation on new curriculum Conduct capacity building training for teachers Conduct community education and mobilisation Conduct training/awareness campaign for religious and community leaders
To ensure improved infrastructure and other facilities of the Almajiri learning centres	Conditions of learning centres and facilities improved	To design prototype structure to be used by learning centres Facilitate community support and participation in Almajiri education	Conduct assessment of existing learning centres Conduct regular spot check on learning centres Work with relevant agencies to design building prototype Organise community campaign Set up community resource mobilisation committee
To set a minimum standard for infrastructure and other facilities requirement	A standardised infrastructure and facilities requirement		
To facilitate adequate welfare of learners and facilitators through access to funding supports	Better welfare of learners and teachers	Ensure adequate funding supports to the learning centres	Collaborate with relevant government agencies like UBEC/SUBEB to include learning centres in their programmes Include learning centres in school feeding programmes

Objectives	Outcome Statement	Strategy	Specific Actions Required
			Make budgetary funding provision in federal and state/FCT and Local Government budgets to cover scholarships, school supports, learning and teaching materials provision
To enhance teaching and learning skills across all learning centres through capacity building of facilitators and standardised curriculum	Increased capacity and competency of teachers	Capacity building of teachers	Include facilitators training in federal/state/FCT training programmes such as UBEC/SUBEB/TSC teachers development programmes
			Collaborate with TRCN/NTI/Arabic Language Village to conduct special training for facilitators
			Provide scholarship opportunity for facilitators to further their studies
To eradicate all forms of begging, abuse and stigmatisation associated with Almajiri in line with the existing Child Protection Laws	Improved social status of Almajiri	Develop community sensitisation strategies	Establish community leaders' platforms
			Conduct regular campaign in religious centres -
To enhance the participation of female learners and facilitators through the provision of targeted, appropriate and relevant supports	Increased prominence of female learners and teachers	Ensure stricter guidelines for establishing Girls Makarantun Allo	Establish girls learning centre monitoring committee/taskforce Implement the school safety policy – ensuring the establishment of safeguarding pathways

8.0 THE RESULTS FRAMEWORK

Policy Objective	Key Performance Indicator	Indicator Definition	Baseline			Targets			Data Logistics			Remarks
			Year	Year	Year	Year	Year	Year	Data Source	Collection Method	Frequency	
To increase the educationa l relevance, access and opportunit y of all (male and female including children with disability) Almajiri students through the infusion of appropriat e contents of ABEP Curriculum , TVET digital	Proportion of registered centres including literacy, numeracy, skill training and digital knowledge in training of learners	Determining the total number of centres out of the total registered centres that have included literacy, numeracy, skills and digital training in their learning calculated in %										
	Proportion of registered learning centres using approved curriculum	Ascertaining the total number of learning centres using approved curriculum										
	Proportion of Determining											

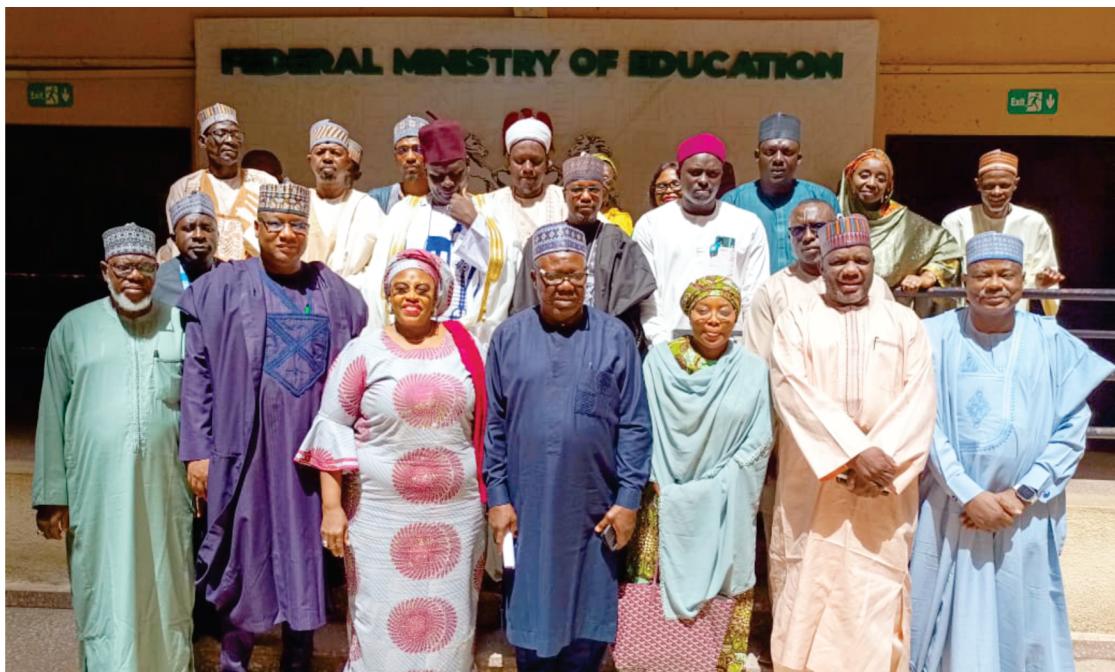
Policy Objective	Key Performance Indicator	Indicator Definition	Baseline	Targets			Data Source	Collection Method	Frequency	Responsibility	Remarks
				Year	Year	Year					
knowledge, Arabic language and morals into Almajiri education	learning centres with trained facilitators to handle the infused learning areas	the total number of registered learning centres with trained facilitators for the infused areas									
To ensure improved infrastructure and other facilities of the Almajiri learning centres	Proportion of learning centres meeting state established minimum infrastructure standard	Ascertaining the total number of learning centres have met the state infrastructure standard									
	Proportion of boarding learning centres complying to the standard	Determining the total number of centres out of the total registered centres with boarding facilities that									

Policy Objective	Key Performance Indicator	Indicator Definition	Baseline	Targets			Data Source	Collection Method	Frequency	Responsibility	Remarks
				Year	Year	Year					
To facilitate adequate welfare of learners and Facilitators through access to funding supports	Proportion of learning centres benefiting from federal/state /FCT funding	have met and are keeping to the approved standard	Determining the total number of centres out of the total registered centres that are benefiting in federal/state /FCT funding support								

Policy Objective	Key Performance Indicator	Indicator Definition	Baseline	Targets			Data Source	Collection Method	Frequency	Responsibility	Remarks
				Year	Year	Year					
		from scholarship									
Amount given out for scholarship by federal/state /FCT government	Total amount from federal and state/FCT disposed for scholarship										
	Proportion of learning centres benefiting from school feeding programme	Ascertaining the total number of centres out of the total registered centres that are benefiting from the federal/state /FCT school feeding programme									
	Proportion of learning centres integrated	Ascertaining the total number of centres out									

Policy Objective	Key Performance Indicator	Indicator Definition	Baseline	Targets			Data Logistics			Remarks
				Year	Year	Year	Data Source	Collection Method	Frequency	
into UBEC/SUBEB programmes	of the total registered centres that are benefiting from UBEC/SUBEB programmes									
To enhance teaching and learning skills across all learning centres through capacity building of facilitators and standardised curriculum	Number of facilitators trained	Total number of trained facilitators (Male and Female) across all learning centres								
To eradicate all forms of begging,	Number of Almajiri education system	See scholarship indicator								

Policy Objective	Key Performance Indicator	Indicator Definition	Baseline	Targets			Data Logistics			Remarks
				Year	Year	Year	Data Source	Collection Method	Frequency	
Supports		accredited to teach out of the total number of Almajiri teachers								
		Proportion of female learners provided with scholarship	Ascertaining the number of female learners among the total learners that have benefited from scholarship							
		Proportion of female facilitators provided with scholarship/trained	Ascertaining the number of female facilitators among the total teachers that have benefited from scholarship							



The Federal Ministry of Education in Conjunction with the National Commission for Almajiri and Out-of-School Children Education, Inaugurated a committee on the Development of National Policy on Almajiri Education and its Implementation Guidelines on 13th March, 2025





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1st Technical Meeting on National Policy for the Enhancement of
Almajiri Education in Nigeria held at NCAOOSCE Head Office Board Room
(28th April, 2025)





Stakeholders Engagement and Validation
held at Porto-Golf Hotel, Kano (28-29 October, 2025)





Technical Meeting on National Policy for the Enhancement of Almajiri Education in Nigeria held at Newton Hotel

