

## **Primary schooling of beggar street boys and the Universal Basic Educational policy in Northern Nigeria.**

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In recent times the education of boys has attracted global concerns for more 'inclusive strategies' that will increase boys' school enrolment and success at all levels (Lingard, Martino & Bahr, 2002). Specific to northern Nigeria, the declining rate of Muslim beggar street boys' or *almajiris* primary enrolment and school drop out rates led to the synergy of Koranic schools with primary schools under the Universal Basic Education. The educational innovation is considered in the discourse of educational planning the Social Demand Approach.

The discussion of the paper is based on phenomenological qualitative research findings with the boys. Data analysis adopted a secondary analysis approach, of which major themes were generated from the observational data and focus group interviews with the boys in and outside the primary and Koranic schools. The themes of the analyzed data are central to the focus of the paper, as the examination of the implementation cost and benefit of the parallel education program to the boys. An elucidation of the effect of the schooling program to the boys socio-religious commitment as Muslim 'child scholars' and practices of religious extremism, improve quality of life through skill acquisition, as well as the implications to rural-urban migration drift to both communities.

Dr. Lantana Usman is currently an Assistant Professor at the University of Northern British Columbia, Prince George, Canada. She obtained her PhD in Educational Administration and Leadership from the University of Alberta, Edmonton, Canada, as well as taught as a sessional professor. She holds Masters in Educational Administration & Planning, and Bachelor of Education (Social Studies) from Ahmadu Bello University, Zaria Nigeria. An active member of professional educational associations as World Comparative Education, International Federation of University Women, Teachers without Borders International. She has teaching experience at the graduate and graduate levels as well as a past vice principal.