

**EFFECT OF A COMMUNITY-BASED PARTICIPATORY EDUCATION
PROGRAMME ON PARTICIPANTS' KNOWLEDGE OF AND ATTITUDE TO
HUMAN TRAFFICKING IN OYO AND OSUN STATES, NIGERIA**

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ABSTRACT

Human trafficking, a social menace that involves the recruitment, transfer and harbouring of persons is a fast growing organised crime globally with Nigeria stigmatized as a country of origin, transit and destination. Regardless of efforts towards stemming the tide of human trafficking, the menace still persists possibly due to low knowledge of and insensitivity to the consequences of the practice among Nigerians. Literatures have shown that Community-based participatory education programmes are good approaches to changing citizens' perceptions, knowledge and attitude about social problems. However, this approach has not been adequately used for human trafficking in Nigeria. This study, therefore, examined the effect of Community-Based Participatory Education Programme (CBPEP) on participants' knowledge of and attitude to human trafficking in Oyo and Osun states. Moderator effects of gender and location were also examined.

The study adopted a pretest-posttest, control group, quasi-experimental design of 2x2x2 factorial matrix. One hundred and sixty participants (80 males and 80 females) were selected through cluster sampling technique in Saki (urban, 40) and Ago-Amodu (peri-urban, 40) in Oyo State and Ejigbo (urban, 40) and Masifa (peri-urban, 40) in Osun State. Participants were assigned to experimental and control groups while the treatment lasted 10 weeks. Four sessions of Focus Group Discussions (FGD) were also held with inhabitants of the four communities. Instruments used were: Human Trafficking knowledge Test ($r=0.86$), Human Trafficking Attitudinal Scale ($r=0.76$), Community-based participatory education programme, Direct teaching method and FGD guides. Four research questions were answered and seven null-hypotheses tested at $p=0.05$. Data were analysed using ANCOVA and content analysis.

Treatment had a significant main effect on participants' knowledge ($F_{(2,157)} = 67.02 \eta^2 = .31$) and attitude ($F_{(2,157)} = 17.79 \eta^2 = .02$). Participants exposed to treatment had a higher human trafficking attitude mean score ($\bar{x}=15.14$) than the control group ($\bar{x}=13.02$). Gender had a significant main effect on the participants' knowledge ($F_{(2,157)} = 45.77 \eta^2 = .02$) but not on attitude ($F_{(2,157)} = 0.89 \eta^2 = 0.01$). The females had a higher knowledge of human trafficking ($\bar{x}=60.13$) than males ($\bar{x}=50.44$). The females had a higher attitudinal disposition towards human trafficking ($\bar{x}=14.95$) than the males ($\bar{x}=13.95$). Location did not have significant effect on participants' knowledge and attitude. Gender and location had a significant interaction effects on participants' knowledge ($F_{(4,155)} = 4.160 \eta^2 = 0.03$) but not on attitude. The 3 way-interaction effect of treatment, gender and location was significant on participants' knowledge ($F_{(8,151)} = 8.415, \eta^2 = .05$) but not on attitude. Despite participants' knowledge about the consequences of human trafficking, attitudinal disposition towards the menace is still higher because of participants' zeal for money and the desire to live abroad.

The community-based participatory education programme enhanced participants' knowledge of and attitude towards eradication of human trafficking and aroused the participants' interest in solving the problem in Oyo and Osun states. Therefore, there is the need to adopt this intervention for active participation of the people regardless of location in the process of solving human trafficking problems.

Key words: Community-based participatory education programme, human trafficking, knowledge of and attitude towards human trafficking.

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CERTIFICATION

I certify that this work was carried out by Rasheed Aderemi RAJI in the Department of Teacher Education, Faculty of Education, University of Ibadan.

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DEDICATION

This work is dedicated to the ALMIGHTY GOD who granted me the spiritual, physical mental and financial capability to accomplish this feat. Thank You Sir.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is important to the development of an individual, society or a nation, be it under-developed, developing and developed nations alike. Thus, the importance of education in the development of a nation and its economy cannot be over-emphasized. It is in the light of this that the goal of education in Nigeria is the production of nation-builders, socially and economically. Education is the art of learning about oneself and one's environment for the purpose of self-development. (Ogunsaju 2001). This perhaps underscores the contention of Okunoye and Oyewunmi (2005) that self development entails possession of both culture and expert knowledge in some expert direction, skills, attitudes, values or combination of attributes. For national development to take place, development must be people-oriented and directed at the fulfilment of human potential. Since education emphasizes human development, it logically follows therefore that national development can be achieved through education. Little wonder, education has been described as instrument par excellence to achieving national development. Consequently, the priority the Nigerian governments attach to education led to the formation of national aims and objectives of Nigeria education which read thus:

- a. The inculcation of national consciousness and national unity.
- b. The inculcation of the right types of values and attitude for survival of the individual and the Nigerian society
- c. The training of the mind in the understanding of the world and
- d. The acquisition of the appropriate skills, abilities and competencies as equipment for individual to live and contribute to the development of his society(FRN,2004)

A careful look at these aims and objectives of Nigerian Education policy will enable one to understand that education is out to produce a well- balanced person that will be able to take major decisions and transform the society. Many of the decisions individuals make on daily basis affect their lives; for example, their values, attitude about the society. Thus, people need to learn from a very early stage in live that they

must be responsible and functional citizens that will contribute their quota to the development of the society as they are future leaders. Today's youths will be responsible for making decisions that will shape the development of the country. To prepare them for such responsibilities, they need a sound education as a foundation from which to make those decisions. Hungerford and Volk (1990) argue that the ultimate aim of educational programme is shaping human behaviour, so societies throughout the world established educational systems in order to develop citizens who will behave in desirable ways. Thus, as these youths are future leaders, there is the need to give them sound education that will equip them with the knowledge and attitude towards solving the societal problems.

In spite of the various efforts at tackling these societal problems in the country many people are still involve in the problems for so many reasons such as poverty, unemployment, non-challant attitude of parents towards taking care of their children and moral decadent among youths. Thus, a number of people especially the needy ones are being trafficked and engaged in menial job and prostitution. This calls for attention since the potential of these victims are necessary for national development. Attesting to this, Nobel Laureate Professor Wole Soyinka has rightly observed that such situation has led to a lot of human waste. Eductaion is a potential factor in solving these problems and Social Studies in particular has been found to have the potentials for ammeloratig these social problems.

The ultimate goal of education in Social Studies is development of desirable socio-civic and personal behaviour. This becomes important as no society will prosper unless its members behave in ways which further that society's development. This is the more reason the contents, context and methodologies of Social Studies knowledge that is related to important generalizations and themes about human relationships and problems and sufficient supporting facts, skills acquisition modes and methodologies to ensure that these generalizations are understood.

Among the major reasons for studying Social Studies are the acquisition of knowledge, the refinement of standards, the development of reasoned thought (Lee, 2006) and its ability to profer solutions to social problems in the human society. The achievement of all these will contribute to an individual's potential for acting wisely in human affairs. This becomes important as every society is concerned with the behavior of

its members. Yet in all human societies, social problems occur on daily basis. One of such social problems is human trafficking. By way of definition, a social problem is a social phenomenon that is damaging to the society or its members, is perceived as such and is socially remediable (Weber, 1995). Aderinto (2002) asserts that a social problem exists when significant number of people or a number of significant people, perceive an undesirable difference between social ideas and social realities, and believe that this difference can be eliminated by collective action. As noted by Nwabueze (1997), social problems are a reflection of the levels of development at different points in time and place.

Human trafficking as a social menace is one of the emerging issues in Social Studies Education (9-Year Basic Education Social Studies Curriculum by Nigerian Educational Research and Development Council (NERDC) for Basic 1-9). This therefore calls for the attention of Social Studies educators in finding recourse to the menace of human trafficking. Corroborating this view, Ajiboye (2010) affirmed that Social Studies has more than any other school subjects been used as a career subject integrating most emerging issues across the globe. In like manner, Adeyemi (2005) submitted that Social Studies is capable of contributing to a more informed and involved citizens through a number of skills being developed in the citizens.

Arising from the above, effective national development in Nigeria, however, is being hindered by a number of social problems. Prominent among such social problems is the issue of human trafficking which is an endemic problem in the country. Thus, trafficking of youths and people of tender age will be an aberration if the youths would discharge such responsibilities of nation-building and become leaders of tomorrow. Consequent upon this, educational approach will be used to tackle the menace of human trafficking which is the focus of this study.

The generally acceptable definition of human trafficking is that of the United Nations which defines it as, 'the recruitment, transportation, transfer, harboring or receipt of persons by means of threat or the use of force or other means of coercion, of abduction or fraud, of deception, of the abuse of power or a position of vulnerability or the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation'. Exploitation shall include at a minimum,

prostitution or other forms of sexual exploitation, forced labour or services, slavery or practice similar to slavery, servitude or the removal of organs (Palermo Protocol, 2000). Thus, three main elements are at the core of this definition and they are: (1) the actual act of trafficking including the recruitment, transportation, transfer, harboring or receipt of persons, (2) associated acts such as the threat or the use of force or other forms of coercion, abduction, fraud, deception, abuse of power or of a position of weakness or vulnerability and (3) exploitation including at a minimum the exploitation for prostitution (or other forms of sexual exploitation) forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Clinton (2012) also advanced that human trafficking is a modern day slavery wherein victims are cheated and exploited into prostitution. Human trafficking involves exploiting vulnerable people like needy women, children and young men with offers or promises of employment and better life abroad. Many of the victims are engaged in cheap labour such as domestic servants, hawkers, beggars, prostitutes or put into other forms of servitude akin to slavery (The Advocacy Project, 2008).

Human trafficking comes in different forms namely: internal and external human trafficking. Internal trafficking involves the movement of victims from one part of the country to the other for domestic servitude or prostitution while external trafficking involves the movement of victims to other countries in Europe and Middle East. In Nigeria, internal trafficking of women and children is not a new phenomenon. It has been going on with the trafficking of people from rural communities to major cities such as Lagos, Abuja, Kano, Kaduna, Calabar, Warri and Port-Harcourt, predominantly for exploitative domestic chores and prostitution. The incidence is a little more dangerous in Lagos, the commercial nerve centre of Nigeria, with a surging population of about 9.1million. The busy schedules of families who are mainly working class make high demand for domestic servants imperative. These trafficked children in most cases are denied access to formal education and proper social upbringing (Dave-Odigie, 2008, Emmanuel and Ogbonnaya, 2012).

With regards to magnitude of human trafficking, there are no accurate data on human trafficking victims arising from the fact that majority of victims are never detected by the immigration officials and lack of systems to collect data on the people who are

intercepted. In spite of this, studies have shown that a large number of people are involved in the act. For instance, as many as 500,000 persons are trafficked into Western Europe yearly, 2million are trafficked to Asia, and 20 million people each in North America and Europe yearly, 50,000 are trafficked annually into United States and 7 million in Africa with Nigeria and Ethiopia as leading countries. Moreover, 50,000 Nigerians are trafficked annually to Europe with 20,000 which is (80 per cent) of foreign prostitutes in Italy as Nigerians while at least 30 Nigerian girls are trafficked to Mali daily. Approximately, 80 per cent of victims are women and about 50 per cent are minors and majority of those trafficked are girls who are under 18 years (Oyeleke, 2012; Nuhu, 2012).

Buttressing the foregoing, Clinton (2012) maintained that the number of human trafficking victims across the globe ranges between 27 and 30 million, generating aggregate profit of approximately 32 billion U.S dollars without much risk. Thus, human trafficking has become one of the biggest money – making businesses after drug trafficking with young adult, as merchandized for seemingly cross-border crime. Human trafficking that is ranked as the world third largest crime (Sandra, 2006) is now a growing phenomenon that is currently generating a lot of concern globally especially in Nigeria where it is highly prevalent.

Nigeria has been described as a country of origin, transit and destination for human trafficking. African countries like Cote d'Ivoire, Equatorial Guinea, Mali, Cameroon, Gabon, Benin Republic, Libya, Algeria and Morocco are some of the destination points for trafficked Nigerians. Countries like Belgium, Spain, Germany, United Kingdom on the other hand are the destination points in Europe. The trend for Nigerian women and girls trafficked to Europe is to be used as domestic servants, whereas in Italy, prostitution is the main work that they usually end up doing (Agbu 2003). Venezuela in South America is a recent addition to the destination points while Saudi Arabia is the destination point in the Middle East (Shelly,2010). Nigeria has road links with Niger republic and it provides the route to North Africa, the Middle East and Europe. Most of the trafficked persons are deceived into believing that their destination would be Europe but most of them end up in some African countries like Benin Republic or other countries other than Europe.

Among the perceived factors responsible for the increasing rate of trafficking globally are “push” and “pull” factors. “Push” factors include extreme poverty, unemployment, lack of education, inadequate social programmes, war and conflict situations and political unrest in countries of origin. “Pull” factors include the perceived financial rewards of cheap, exploitative labour practices in some economic sectors. Victims may also be “pulled” into trafficking through promises of money and what is portrayed as or believed to be a better life (Oyeleke 2012). Moreover, human trafficking is associated with a number of risks. Identifying some of the risks involved in human trafficking. Bowers (2012) asserted that human trafficking victims face physical risks, such as drug and alcohol addiction, contracting STIs, sterility, miscarriages, forced abortions, vaginal and anal trauma, among others.

The motivation for human trafficking in Nigeria is multifaceted, poverty though identified as the major cause cannot fully explain it. As said earlier, unemployment, ignorance, illiteracy, collapse of the protective environment and the decline in cultural and traditional values are contributory factors. However, the worst form of motivation for human trafficking is greed and quest for quick wealth on the part of the traffickers who go to any extent to deceive the victims. They are the ones who flaunt their life styles of unexplained wealth and use it to prey on victims’ ignorance and misery (Iriekpen 2013).

Significant financial resources are gained from it as there has been a tremendous rise in trafficking from Nigeria to Europe since the late 1990s. Much of the profits flow to other illicit activities and are laundered and the trade thrives not only because of prevalence of poverty but also because of highly paid facilitators in the west (EU Report, 2005).

Organized criminal groups which traffick women in Nigeria have multifaceted crime portfolios of which the trade in women is one part of their criminal profile. Using female recruiters who conclude contracts with girls and manipulating voodoo traditions, they are able to force compliance through psychological as well as physical pressure.

An escapee narrated her ordeal in a traffickers den. According to the twenty-year old victim who was a senior secondary school student in Edo State before she was trafficked said she escaped from Burkina Faso with the help of a Burkinabe after one month of prostitution. She also stated that her male trafficker resided in Benin, in Edo

State. She had been made to believe that she would be taken to Europe but she ended up in Burkina Faso. She was deceived by a friend's brother with a promise of securing job in Europe. She mentioned that the trafficking syndicates use the Saki route in Oyo State to cross girls into Burkina Faso and Mali. She also revealed that girls, most of them below fourteen years, are beaten and starved to subdue them into doing the biddings of their "madams". She also alleged that the illicit trade thrived with the connivance of some security agents (News Agency of Nigeria, 2007).

The physical pressure also manifests in various significant human rights violations as children are abandoned in recipient countries (in the case of trans border trafficking) and women pressured to work in the most physically dangerous conditions at the lowest end of the prostitution markets usually as streetwalkers - exposed to the elements with physical violence against them being common. They are also exposed to the threat of HIV/Aids which is also a major security threat. Upon arrival at their destinations, victims are placed in conditions controlled by traffickers while they are exploited to earn illicit revenues. They also prey on victim's fears that authorities in the foreign country will prosecute or deport them if they ask for help.

Human trafficking deprives the country of its human resources. Though majority of the people trafficked are semi-literate or illiterate, some literate and talented people are also trafficked out. Putting it plainly, talent and human resources are pushed out of Africa mostly by domestic conditions. The result is a self-perpetuating cycle in which mass poverty and underdevelopment feed crime and violence that in turn leads to even greater poverty.

In response to the foregoing, a number of global initiatives, many of which Nigeria is a signatory have been put in place as a way of addressing human trafficking issues. The government apart from setting up machineries embarked on legislations while aligning with international protocols for both preventive and deterrent measures. In 2001, it ratified the United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons and passed a national law in 2003 that established the National Agency for the Prohibition of Trafficking in Persons (NAPTIP) which has been in the forefront of the fight against human trafficking. Nigeria became the first country in Africa to enact such a law and established a special agency to complement it (Orakwe, 2012). But

unfortunately, the trade is thriving as the efforts of the National Agency for the Prohibition of Trafficking in Persons (NAPTIP) is being blocked as most people that are involved wield powerful influence with which they circumvent the law (Iriekpen, 2013).

Other non-governmental agencies like Women Trafficking and Child Labour Eradication Foundation (WOTCLEF), Idia Renaissance, Media Campaign Against Human Trafficking have worked out strategies to effectively tackle human trafficking problems through public awareness programmes among others. However, in spite of all these efforts, it becomes worrisome that human trafficking problems are still on the increase (Iriekpen, 2013). The observed deficiency is likely to arise from the weaknesses of the various strategies like publicity through advertisement on the mass media, distribution of posters and hand bills condemning the menace, holding of workshops and seminars among the youths to spread public awareness of the business to tackle the menace. Also, studies such as Ngban, Maliki and Asuquo (2009), Emmanuel and Ogbonnaya (2012) and Oyeleke (2012) have been carried out on causes, effects and ways of combating human trafficking based on school settings.

The foregoing efforts however, are limited in developing positive attitude and knowledge towards human trafficking especially at the community level. Hence, the advocacy for a more radical and participatory programme that would directly involve the grass root where the menace is endemic to come together to combat human trafficking in their areas. Thus, there is the need for strategies such as community-based and participatory approach to re-orientate people and inculcate in them the right attitude, values and skills towards human trafficking. One of such strategies that could effectively address human trafficking is Community-based Participatory Education Programme (CBPEP) which is an offshoot of participatory action research. Participatory action research involves the active participation of all the stakeholders. This approach enables the researcher and the participants to work collaboratively in order to bring about positive change. Uhlman (1995) pointed out that the participation of the stakeholders is paramount in participatory research because they will be in the community after the programme. Participatory educational activity is an interactive approach to learning in the community which is based on real life experiences. In the same vein, Ume-Ezeoke (2003) established that such approach to education promotes citizenship ideals and prepares

community people- traders, artisans, farmers and community leaders to respect and live well in their community.

Community-based participatory education programme is an education in the community, about the community and for the community that relates directly to local topics or problems or issues; it provides practical action which relates to individual or group and it identifies the needs and results of problem which stem from the community (Ogwu, 2002). Community-based participatory education programme aims at raising the knowledge and attitude of the people towards eradicating human trafficking problems. Thus, the goal of the programme is to instil deeper knowledge and positive attitude towards human trafficking issues so that the participants can come together to solve the problems in the community especially human trafficking in their areas. It involves the people in the urban and peri-urban areas where the trade is known to virtually all inhabitants and the participants are aware of the people taking part in the illegal trade (Abiodun, 2013).

Thus, human trafficking knowledge which refers to the information, ideas and facts that individual has on human trafficking issues is an integral part of CBPEP. For instance, increase in the rate of human trafficking in the country has been attributed to the people's low knowledge of the evils of the menace (Iriekpen, 2013). Though the people are aware of human trafficking, yet there is no evidence that they have deep knowledge of the gravity of the menace on the lifestyle and quality of life of victims. To this end, Ngban, Maliki and Asuquo (2009) showed that if deep knowledge of an issue is known, the people would want to solve the problem to shape and improve the life of the people in their areas. Hence, deep knowledge of the prevalence of human trafficking in the communities is very important if the people would contribute to its eradication in their areas.

Also, attitude is an important construct in combating human trafficking. People's attitude to an issue has to do with emotional reaction, behavioural and beliefs in an issue which could be positive or negative. People's attitude towards human trafficking is crucial to what would be the feelings or their dispositions to the menace. People's negative attitude to human trafficking is possible due to their socio-cultural and economic practices especially the societal values of according respect and honour to the wealthy

people without minding the source of their wealth that made the people to have a non-challant attitude towards the reduction of human trafficking issues (Dave-Odigie, 2008). Consequently, there is the need for a more practically oriented participatory approach that would involve the participation of the stake - holders and develop in them deeper knowledge and positive attitude necessary to take positive decisions against the traffickers. This would eventually shape the quality of life of victims and enable the community leaders hold regular meetings to acquaint the people and the law-enforcement agents with the nefarious activities of traffickers.

Participatory action research is one of the methodologies under the action research paradigm. It is a qualitative research because it involves the use and analysis of qualitative information. In qualitative research, words and responses provide the data used by the researcher. Ataov, Brogger and Hildrum (2010) stated that action research has made research useful in practice, consequent on the practical involvement of science in advancing knowledge that is considerably different from what occurs in problem-oriented research. This is where action research significantly enriches the constructionist grounds of this community-based participatory education programme.

Some studies such as Oyetade (2003); Akintunde (2004); Falade (2007); Gbadamosi (2012) and Kehinde-Awoyele (2012) have shown that certain variables such as gender and community location are capable of influencing the knowledge and attitude of people in their studies on participatory programme. Gender continues to be an issue of concern to educators and researchers. Researchers believe that in virtually all culture, there are different norms for males and females when it comes to their attitude to human trafficking and that the males perceive the business as an instrument for exploitation of human labour and earnings as males are sold more to work in the petroleum industries and granites companies (Allan 2004). However, Madunagu (2002), Osakwe and Okoojin (2002) reported that females are more involved in human trafficking business as they see it as a money-making venture and that girls are more easily attracted by wealth of others which they want to emulate without minding the source of such wealth. Shukla (2012) also corroborated this view by disclosing that more females always take part in the business due to their desperacy to escape poverty. Consequently, the influence of gender

in human trafficking is still a controversial issue, thus, further research need to be carried out on the gender that is more involved in human trafficking issues.

The involvement of people in human trafficking business also depends largely on community location. Ngban, Maliki and Asuquo (2009) asserted that community location influences one's perception generally and people in urban areas are typically exposed to a wider range of experiences. These experiences include print and electronic media, information technology and fairly stocked libraries which are available to them to boost their experiences. Corroborating this view, Bowers (2012) disclosed that successful campaign and higher level of awareness in the urban areas had made the traffickers to move to the rural areas to recruit potential victims. Thus, the urban populace are more likely to have more knowledge of the realities of human trafficking better than their counterparts in the peri-urban areas.

On the other hand, Griffiths (1990), Allan (2004) and Nuhu (2012) observed that poverty, sterile environment and low standards of social services characterized peri-urban environment to the extent that the inhabitants attitude is jaundiced. Thus, the people in this area hardly see anything wrong with human trafficking since they consider it as a means through which they can be exposed to the outside world. Ezewu (1983) also revealed that some features of the Peri-urban environment impact on the residents' knowledge and attitude negatively. Corroborating the foregoing, Allan (2004) and Nuhu (2012) confirmed that internal human trafficking is rampant in the Peri-urban areas where poverty is prevalent. Consequently, the influence of location on human trafficking is still a controversial issue which should be further investigated. Hence, this study examined the effects of community-based participatory education on participants' knowledge and attitude towards human trafficking among Oyo and Osun states populace. The moderating effects of gender and location were also examined.

1.2 Statement of the Problem

Human trafficking, a fast growing international organized crime, is encouraged by poverty, ignorance, selfishness, greed and a lack of state capacity to translate policy into action. In response to the menace, efforts had been made by the government, individuals and non-governmental organizations to curb the menace. However, such efforts have

been limited by a number of factors such as non involvement of the grass roots where the menace is endemic. Again, most studies that have been carried out are school-based involving, in most cases, students as against the adult members of the community who are directly involved in the act. Some participatory approaches that have been adopted in previous studies focused on environmental issues, population education and civic education using intact classes. This study however drew participants from informal sectors across the urban and peri-urban communities in Saki environs of Oyo State and Ejigbo environs of Osun State. Also, the influence of location on human trafficking is still a controversial issue among scholars which should still be further investigated. This study, therefore, examined the effects of a community-based participatory education programme on participants' knowledge of and attitude towards human trafficking issues in Oyo and Osun states of Nigeria. The moderating effects of gender and location were also examined.

1.3 Research Questions

This study provided answers to the following research questions:

- i. To what extent will CBPEP influence participants' acquisition of knowledge and attitude towards human trafficking issues?
- ii. What is the impact of CBPEP on participants' trait of group role?
- iii. What is the extent of community location's influence on participants' knowledge and attitude to human trafficking issues after exposure to CBPEP?
- iv. Of what effect is participants' gender on the knowledge and attitude towards human trafficking issues after their exposure to CBPEP?

1.4 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant main effect of treatment on participants'

- a. Knowledge of human trafficking issues.
- b. Attitude to human trafficking issues.

H₀₂: There is no significant main effect of gender on participants'

- a. Knowledge of human trafficking issues.
- b. Attitude to human trafficking issues.

- H₀₃:** There is no significant main effect of location on participants'
- a Knowledge of human trafficking issues.
 - b Attitude to human trafficking issues.
- H₀₄:** There is no significant interaction effect of treatment and gender on participants'
- a Knowledge of human trafficking issues.
 - b Attitude to human trafficking issues.
- H₀₅:** There is no significant interaction effect of treatment and location on participants'
- a Knowledge of human trafficking issues.
 - b Attitude to human trafficking issues.
- H₀₆:** There is no significant interaction effect of gender and location on participants'
- a Knowledge of human trafficking issues.
 - b Attitude to human trafficking issues.
- H₀₇:** There is no significant combined interaction effect of treatment, gender and location on participants'
- a. Knowledge of human trafficking issues.
 - b. Attitude to human trafficking issues

1.5 Significance of the Study

This study reveals the desirability and effectiveness of a community-based participatory programme as a means of enhancing knowledge of human trafficking and attitude towards combating the crime. This study made people have more knowledge of human trafficking thereby becoming more than spectators but as participants in solving the problem. It made the people realise that they have the opportunities to make a difference in reducing human trafficking problems in their communities regardless of their status.

Community people would appreciate that apart from the teaching and learning process in the class, there are still various strategies that could be adopted to tackle this menace that has affected the fabrics of the country. Findings from this study would

expose the community people such as traders, artisans, farmers and community leaders to the statistical spread of human trafficking. There should be the integration of the community based participatory education programme into school curriculum which would make the learners learn productively and make the society better. This approach to education would promote citizenship ideals and prepare them to respect and live well in the community, thereby making them to work together and support the needs of the surrounding community.

Findings from this study would reveal that participatory approach could be used to teach human trafficking education in the communities. This informal education package would serve as an alternative to the traditional (rote) learning method in school. The import of the moderating effects of gender and location on the criterion measure in tackling human trafficking in the society would be helpful in the application and success of the community-based participatory education programme.

1.6 Scope of the Study

The study covered participants from informal sector such as traders, artisans, farmers and community leaders in four communities in Oyo and Osun States. The communities are: Saki and Ago Amodu in Oyo State and Ejigbo and Masifa in Osun State. Saki and environ in Oyo State and Ejigbo and environ in Osun State had been identified as human trafficking endemic areas in Nigeria (UNICEF, 2006). Concepts selected for the study include concepts of human trafficking, human trafficking in children and women, causes and consequences of human trafficking on individual, community and nation and measures to prevent human trafficking. The moderating effects are limited to gender and location.

1.7 Definition of Terms

The following terms employed in the study are hereby operationally defined in the context of their usage:

Human Smuggling: This is the facilitation of entry into a foreign country in violation of immigration regulations.

Human Trafficking: This denotes the process by which people are forced, tricked or threatened into situations in which they are exploited either sexually, financially or through forced labour. Human trafficking also involves issues such as within and cross-border trafficking in which victims are used as domestic servants, hawkers, beggars while the cross-border trafficking involves victims being used for prostitution, slavery etc.

Forced Labour: It is a situation in which victims are forced to work against their own will, under the threat of violence or some other form of punishment whereby the victims' freedom is restricted and a degree of ownership is exerted on them.

Child Labour: This is a form of work that is likely to be hazardous to the physical, mental, spiritual, moral, or social development of children and can interfere with their education.

Sex Trafficking: It is the process of trafficking young girls and ladies for sex exploitation and commercial activities.

Community-Based Participatory Education Programme: An interactive form of instruction where participants provide a context for learning and community members serve as resources and partners in teaching.

Knowledge of human trafficking: This refers to the understanding and awareness of the participants of some human trafficking issues.

Attitude to human trafficking: In this study, attitude refers to the opinion, interest and feelings of the participants to human trafficking issues.

Practice towards human trafficking: This refers to the disposition, involvement and future decisions of participants on human trafficking issues.

Urban Areas: This refers to commercial centre that is densely populated with availability of modern infrastructural and internet facilities that exposed its inhabitants to wider range of experiences.

Peri-Urban Areas: This refers to agrarian communities with normal population and with moderate infrastructural and internet facilities but its inhabitants are not as exposed to wider range of experiences like in the urban area.

Direct Teaching Method: This is a modified conventional teaching method in which teaching takes place outside the classroom in an informal setting under the trees and in community centres.

CHAPTER TWO

LITERATURE REVIEW

This chapter examined previous works that are related to the present study and the various variables used. The review is organized along the following sub-headings:

Theoretical Framework

- 2.1.1 Social –Constructivism Theory
- 2.1.2 Bandura Social Learning Theory
- 2.2 Human Trafficking
 - 2.2.1 Origin and Trends of Human Trafficking
 - 2.2.2 Issues and Dimension of Human Trafficking
 - 2.2.3 Motivation for Human Trafficking in Nigeria
 - 2.2.4 Social, Moral and Economic Effects of Human Trafficking
 - 2.2.5 Efforts at Eradicating Human Trafficking
 - 2.2.6 Way Forward at Combating Human Trafficking
 - 2.2.7 The Teaching of Social Studies in Nigerian School.
- 2.3.0 Qualitative Research
 - 2.3.1 Participatory Learning
 - 2.3.2 Participatory Action Research
 - 2.3.3 Community-Based Participatory Education Programme
 - 2.3.4 Community-Based Participatory Education Programme and Human Trafficking
 - 2.3.5 Relevance of Community Based Participatory Programme on Peoples' Attitude towards Combating Human Trafficking.
 - 2.3.6 Studies on Community- based Research
 - 2.3.7 Studies on Knowledge about Human Trafficking
 - 2.3.8 Studies on Attitude about Human Trafficking
 - 2.3.9 Gender and Knowledge of Human Trafficking
- 2.4.0 Gender and Attitude
 - 2.4.1 Location and Human Trafficking (location and knowledge)
 - 2.4.2 Location and Attitude
- 2.5 Appraisal of Literature

2.1 Theoretical Framework covers the following sub-headings

Two relevant theories to this study are hereunder reviewed to provide a framework for this study,

2.1.1 Lev Vygostky's Social Constructivism Theory

Lev Vygostky (1978) propounded the Social Constructivist theory. The theory emphasizes education for social transformation and reflects a theory of human development that situates the individual within a social cultural context. Individual development is derived from social interactions within which cultural meanings are shared by the group and eventually internalized by the individual. Construction of knowledge by the individual is done in interaction with the environment and in the process both the individual and the environment are changed. It was argued that individuals make meaning through the interaction with each other and with the environment. Thus, meaningful learning and shaping of individual behaviour occur when individuals are engaged in social activities. Vygostky highlighted the convergence of the social and practical elements in learning with most significant moment of intellectual development occurring when practical activity takes place. Social constructivism views learning as an active process during which learners should learn to discover principles, concepts, and facts for themselves, hence, the importance of encouraging guess work and intuitive thinking in learners.

Social constructivism argued that the responsibility for learning should reside increasingly with the learner, hence, emphasizing the importance of active involvement of the learner in the process. This encourages the use of teacher as facilitator whose critical role is to help learner get to the understanding of the content and also become effective thinkers. In this theory, the facilitator and the learner are equally learning from each other.

The Social constructivism teacher uses tools such as; problem solving and inquiry-based learning activities (experiments, real-world problems, e.t.c) which learners formulate and test ideas, draw conclusions and inferences and convey their knowledge in a collaborative learning environment. His role is thus, to encourage learners to use active techniques to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. During the process of reflections among

the learners, awareness from each-other's view points and look to one's beliefs, standard and values are developed.

The Social Constructivists believe that all human beings have the ability to construct knowledge on their minds through a process of discovery and problem-solving. The constructivists also argued that as far as instruction is concerned, the instructor should try and encourage participants to discover principles by themselves. This involves participatory activities where groups of students interact and help one another to learn. Central to the theory is the idea that learning is an active process of trying to make sense out of new experience. Hence, effective learning involves action or active participation of the learners. Learners must not be passive in acceptance of knowledge but learning involves the learners engaging in the process (Forrester and Jantizie, 2004).

According to the Social Constructivist approach, instructors have to adapt to the roles of facilitators and not teachers (Hilbert, 2004) where a teacher gives a didactic lecture which covers the subject matter, a facilitator helps the learner to understand the content of the subject. The emphasis thus turns away from the instructor and the content and forward to the learners (Clark, 2006). Social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guess work and instructive thinking in learners (Holt, 2004). To the social constructivist, reality is not something that we can discover because it does not pre-exist prior to our social invention of it; Kukia (2000) argued that reality is constructed by our own activities and that people together as a member of a society invent the property of the world. Other social constructivist scholars agree with this and emphasize that individual make meaning through their interaction with each other and with the community they live in. Knowledge is thus a product of human and is socially and culturally constructed (Pass, 1992).

A further characteristic of the facilitator according to the theory is that the instructors and learners are equally involved in learning from each other as well (Holt and Holt, 2000). This entails that the learners and the instructors should develop an awareness of each other's view points and then look to their own beliefs, standard and values, thus being both subjective and objective at the same time (Savery, 1994).

The foregoing discussion on the Constructivist theory has important implications for this study. This study is participatory which interprets that teaching cannot be viewed as the transmission of knowledge from enlightened to unenlightened. Thus social constructivist teachers do not take the role of the “sage on the stage” rather the teacher in this study acts as a guide on the side by providing the participants with opportunities to test the adequacy of their current understandings. Also for new knowledge to be actively built then time is needed to build it. Thus, the benefit of this theory is that participants learn more and enjoy learning when they are actively involved. Lev Vygostky theory of social constructivism states that the theory is connected to CBPEP as it offers stakeholders the opportunity to interact with the facilitator or research assistant in an environment in order to learn and construct knowledge as believed by the Vygostky theory of social constructivist . Also the theory lay emphasis on the sample’s pre-requisite knowledge and that the facilitators must have intimate knowledge of the learner’s pre-requisite knowledge. It is in this framework of Vygostky theory of social constructivism that the present study investigated the effects of CBPEP on the knowledge and attitude of participants in Human Trafficking in Oyo and Osun states.

Thus the benefit of Social Constructivism theory is that the participants learn more and enjoy learning when they are actively involved. Education works best when it concentrates on thinking and understanding rather than on rote memorization. Social constructivist learning is collaborative and transferable as it enables the participants to gain knowledge from each other as each participant learns more from one another in their process of learning.

Just as this theory advocates, the participants in this study will not only participate actively in proffering solutions to the problem, they will also live in the communities after the study and they will help to spread the message of study to other people in their communities for positive change of attitude towards the menace. In relation to this study therefore, during the interactions, both the researcher and the participants discussed and brainstormed over the issues of human trafficking in their communities with the aim of developing the ability to do certain tasks without help or assistance. This is the ability to develop various ways of curbing human trafficking in the society.

2.1.2 Bandura Social Learning Theory

Bandura Social Learning Theory emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura (1977) states:

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. (p22).

Social learning theory as propounded by Bandura (1986) states that single or various components can be employed to induce a change of behaviour. He believed that behaviour can be changed through exposure to various forms of experience. This theory assumed that people can be induced to change their behaviour by presenting them with new information about the characteristics of the existing behaviour. According to this theory, the introduction of new information that contradicts existing behaviour creates an aversive motivational state that instigates an individual, to eliminate or reduce it by making cognitive adjustment. The theorist sees personality as a product of interaction of an individual with his/her environment and his or her psychological processes. These psychological processes according to him consist of individual ability to entertain images in his or her mind. He believed that human behaviour is influenced by what he sees, hears, perceives, feels, conceives, creates and participates in. He sees personality development as a product of observation, modeling and motivation (Bourne, 1998).

Bandura (1986) was of the opinion that a person's environment shapes his or her learning and that human behaviour, development and learning are products of interaction with, and experience acquired in the environment. The ability to respond appropriately to the environment is therefore necessary for children to participate in a teaching – learning process. This assertion is relevant to this study because the reaction of refugee children to their traumatic experience will likely affect their acquisition of certain skills.

The theorist argued that the learning environment should be humane and attractive to individual children rather than just being a form of mass instruction. In like manner, Maria Montessori (1870 – 1952) believed in individual liberty and sought to

foster the full and free development of children. She contended that the main problem of the child is to adjust himself or herself to the immediate environment. To solve this problem, she believed that children should be educated through realities. According to her, doing this will help children to gain appropriate skills, attitudes and values. Therefore learning should no longer be seen as an accumulation of knowledge but rather the understanding and ability to construct knowledge in meaningful ways for a particular purpose or solution to a well-defined problem. The traumatic experience, age and language background of the refugee children should therefore be accommodated in their teaching – learning process. This would create an enabling environment and enhance their acquisition of skills.

It is in consideration of these underlining theories that the participatory learning technique used in the study is connected to the teaching of human trafficking issues. This would make the participants to be actively engaged in the learning process rather than “passively” absorbing lectures. The focus of Social Constructivist and Social Learning theories on active learning technique and application of principles provide the bedrock for the technique used in this study.

2.2.1 Origin and Trends of Human Trafficking

The incidents of human trafficking in West Africa dated back to the 60s but significant public recognition and focus on the issue only came in the mid-1990s. population of women and children in the West African City centres and European countries as a result of urban migration and illegal trans-border migration coupled with Since then, the incident has been on alarming rate in the sub-region due to the growing exploitative labour.

Olateru-Olagbegi (2004) disclosed that records show that over 400,000 Nigerian children work in Benin Republic and approximately 625,000 children from Cote d’Ivoire are in labour while in Nigeria; according to an (ILO, 2003) report, over 12 million children engaged in child labour are trafficked victims. Internal trafficking is the form of trafficking that takes place within the country’s borders especially from the rural to urban centres while the external trafficking is that which involves the trafficking of persons from their home countries to other countries.

Millions of people have been trafficked from the rural communities to the cities and from their countries to neighboring West and Central Africa, Europe and the Middle East and are subjected to exploitative labour. Traffickers have bastardized the age-long practices of fostering to suit their illicit business as they have capitalized upon the culture of extended family system where poor family members send their children to rich family members to be cared for and educated by the rich family members in the cities which was to break the cycle of poverty in the family. The children who are fostered to their rich relatives are no longer cared for but rather placed on various forms of labour or used as domestic servants under exploitative conditions and abuse (Olateru-Olagbegi 2004).

As sources countries, West African people from Nigeria, Benin, Togo and Ghana are trafficked to each other and to other countries such as Gabon, Cameroon, Cote d'Ivoire, Burkina Faso, DR Congo to Liberia, Algeria, Saudi Arabia and to European countries like Italy, Spain, Germany and the United Kingdom. As transit countries, victims from other countries in the sub-regions like Nigeria, Benin, and Togo are transited to Central Africa, the Middle East and Europe.

(UNODC, 2003) dubbed Nigeria as an endemic country among human trafficking countries as Nigeria ranks "very high" as an origin country and together with Cote d'Ivoire and South Africa, their destination for victims trafficked from African countries bringing with it negative portrayal and odium internationally. The report claims that although trafficking of person from Nigeria involved both Nigerians and the national of other countries, it appeared that human trafficking activities that take place in Nigeria are conducted by Nigerian citizens. Those involved include recruiting agents, native doctors who perform ceremonies to control the victims, lawyers, estate agents and travel touts. Generally, foreign nationals network as temporary guides across borders or provide shelters and safe houses along the routes or harbour victims travelling by land.

Most victims are deceived, coerced or cajoled to leaving their destination with their traffickers with the hope of better opportunities for their educational or economic empowerment. These victims are trafficked for domestic work, farm labour and commercial sexual exploitation. At their destinations, they are treated like slaves with their movement curtailed and placed under some form of bondage. The children victims are forced into exploitative labour with the onerous terms usually determined by the

traffickers with heavy repayment bondage; (Wocon and the Advocacy Project 2004) disclosed that victims forced into prostitution in Europe and the Middle East are forced into repayment bond of amount ranging from \$2000 to \$5000.

For children in domestic servitude, their parents hardly benefit from the proceeds of their labour thereby recycling the poverty they wanted to eliminate, on their physical well-being and good standard of living violated in negation of their human rights, apart from being subjected to bondage, the women and children victims are exposed to physical and sexual abuse, thereby exposing them to risk of contacting HIV/AIDS.

2.2.2 Issues and Dimensions of Human Trafficking

Perhaps the nefarious activities of human traffickers in Nigeria would have remained hidden and uninhibited despite general concern but for the intervention of the office of the wife of the Vice-President of Nigeria with the collaboration of the wife of the Edo State (of Nigeria) Governor in 1999. The suffering and indignity meted out to trafficked victims in the process of transporting them and at the various destinations, especially those abroad, had become a huge source of embarrassment to Nigeria's integrity as a nation with responsibility to safeguard the interest of its nationals. The various forms of manifestation of these indignities are prostitution, child labour and under-aged domestic services.

Human trafficking is a global demand driven business with a huge market for cheap labour and commercial sex. It involves exploiting vulnerable people like needy women, children and young men with offers or promises of employment and better life abroad. There are both the internal trafficking and external trafficking. Internal trafficking is the form of trafficking that occurs within the country borders especially from the rural to the urban centers while the external trafficking is that which involves the trafficking of persons from their home country to other countries. Internal trafficking of women and children is not a new phenomenon. It has been going on with the trafficking of people from rural communities to major cities such as Lagos, Abuja, Kano, Kaduna, Calabar, Warri and Port-Harcourt, predominantly for exploitative domestic work, scavenging, begging and prostitution. The incidence is a little more hazardous in Lagos, the commercial nerve centre of Nigeria with a surging population of about 9.1

million (Dave-Odigie 2008). The busy schedule of families who are mainly working class, make high demand for domestic servants imperative.

Trafficking for organized begging takes place mostly in the Northern part of Nigeria where physically challenged or disabled persons are lured into begging business in major cities such as Kano and Kaduna. Furthermore, experienced adult beggars traffick children under their custody. These children are then compelled to lead the handicapped into organized begging, they are forced to do this for practically nothing or without any reward other than the daily meals that may be handed out to them along the streets. These trafficked children are denied access to formal education and proper social upbringing.

Baby harvesting is another type of human trafficking in Nigeria. In states like Ebonyi, Abia and Lagos, there are cases of hospitals, clinics, orphanages, doctors and nurses who keep teenagers and single mothers who do not want to keep their babies after birth to provide them shelter and care while they are pregnant and sell off their babies for a premium to couples that need them. They are made to sign papers renouncing their rights to the babies as well as swear to oaths of secrecy (Dave-Odigie2008). The Good Shepherd Orphanage in Lagos was reported to be engaged in illegal adoption of babies as well as sheltering young pregnant girls and selling off their babies at birth. Many of these babies sold cannot be traced and one cannot determine what became of them. The Northern part of Nigeria has not attracted enough attention as Edo, Cross Rivers, Delta, Ebonyi and other states from the South, leading to the erroneous assumption that human trafficking is more prevalent in the south of Nigeria. However from March 2002 to April 2004 alone, the Saudi Arabia authorities deported nine thousand, nine hundred and fifty women and one thousand, two hundred and thirty one underage and unaccompanied children. Investigations revealed that the majority of the women deported from Saudi Arabia are from Kano, Borno, Adamawa, Yobe, Nassarawa, Plateau, Niger, Kebbi, Kwara, Sokoto, Zamfara, Jigawa, Gombe, Bauchi and Taraba states. These records debunked the erroneous impression that human trafficking for prostitution does not occur in the Northern part of Nigeria.

In external trafficking, Nigeria has been described as a country of origin, transit and destination for human trafficking and African countries like Cote d'Ivoire, Equatorial Guinea, Mali, Cameroon, Gabon, Benin Republic, Libya, Algeria and Morocco are some

of the destination points for trafficked Nigerians; while countries like Belgium, Spain, Germany, United Kingdom are the destination points in Europe. The trend for Nigerian women and girls trafficked to Europe is to be used as domestic servants, whereas in Italy, prostitution is the main work that they usually end up doing. Venezuela in South America is a recent addition to the destination points while Saudi Arabia is the destination point in the Middle East. Nigeria has road links with Niger Republic and it provides the route to North Africa, the Middle East and Europe. Most of the trafficked persons are deceived into believing that their destination would be Europe but most of them end up in some African countries like Benin Republic or other countries other than Europe. Millions of women and children have been trafficked from the rural communities to the cities and from their countries to neighbouring West and Central Africa, Europe and the Middle East and are subjected to exploitative labour, some of which are the children victims of the worst forms of labour in negation of ILO Convention 182.

The West African sub-region appears to provide a fertile environment for the scourge of human trafficking for social and economic factors. The countries of the sub-region operate essentially agrarian economy with some few mineral resources and have been assessed as very poor with an average per capital income below \$500.

Thus, traffickers have bastardized the age-long cultural practices of fostering to suit their illicit business. Traffickers have capitalized upon, for example, the culture of the extended family system where poor family members send their children to rich family members to be cared for and educated by the rich family members in the cities which in essence was to break the cycle of poverty in the family. Over the years the children who are fostered to their rich relatives are no longer cared for but rather placed in various forms of labour or used as domestic servants under exploitative conditions and abuse.

Children are not the only victims of human trafficking in the sub region. Women also constitute a large percentage of trafficked victims while there are recent revelations that men are also falling victims of this heinous crime. As source countries, West African women and children predominantly from Nigeria, Benin, Togo and Ghana are trafficked to each other and to other countries such as Gabon, Cameroon. Côte D'ivoire, Burkina Faso, Fernandopo Islands, Democratic Republic of Congo and Equatorial Guinea (West and Central Africa sub-region) to Libya, Algeria (North Africa) Middle East especially

Saudi Arabia and to European countries notably, Italy, Spain, Germany and the United Kingdom.

As destination countries, the West African Countries receive trafficked victims from each other as for example women and children are trafficked from neighbouring countries of Benin Togo and Ghana into Nigeria, Gabon and Cote D'Ivoire. As transit countries, victims from other countries in the sub- region use some of these West African countries such as Nigeria, Benin and Togo as transit to Central Africa, Middle East and Europe.

2.2.3 Motivations for Human Trafficking in Nigeria

Although Nigeria has enormous natural and human resources, corruption takes a serious toll on the country's economy. Nigeria has been rated one of the poorest countries in the world and so widespread poverty abounds even in the midst of abundant resources. Thus, poverty has been identified as the principal driving force behind this trade and the most visible cause of the vulnerability of women and children to trafficking in Nigeria. An ILO/IPEC report found out that forty per cent of Nigeria's Street children and hawkers are trafficked persons (ILO Doc., 2000). These are children who are from poor and deplorable background and so due to lack of opportunity at home and with or without their consent are trafficked. Again in some communities in Nigeria, the wealthy are accorded honour and respect without bothering to find out the source of their wealth. This at times makes people engage in all sorts of vices to acquire wealth. The society stratifies people into groups of the 'haves' and the 'have – not' and some people out of the desperation to belong to a better social class or at least pull through the poverty line fall into the racketeering bait.

In Edo State from where the contemporary trend in human trafficking started, it is alleged that business transactions existed between the natives and Italians when the Nigerian economy was more robust. These Nigerians visited Italy to buy shoes, gold and clothing to sell in Nigeria. However when sex business became more lucrative in Italy, coupled with worsening economic situations in Nigeria, the women shifted to sex business and involved their relations in it, and with time involved more people as the business began to boom. This explains why until date, over eighty per cent of trafficked

persons for prostitution to Europe especially Italy come from Edo State. (www.unesdoc.unesco.org/images/0014).

Obviously, there are close linkages between poverty and widespread illiteracy as well as unsafe and uninformed migration. Due to the high rate of poverty, many Nigerians of school age are not in school because they cannot afford it, thus those with minimal education and who lack the skills required to secure good jobs often fall easy prey to traffickers who deceive them with tales of good jobs in the cities in case of internal trafficking and greener pastures abroad for trafficking across borders.

Even when many of these young people have some education but are not able to get jobs, they feel that they could find jobs elsewhere and of course this makes them very vulnerable to the manipulation of the traffickers who bank heavily on their misery. Thus, unemployment has been identified as another causative factor for human trafficking. The rate of unemployment is high in Nigeria leading to desperation for a lot of people. Most of the trafficked victims are people who want to go abroad to seek better employment opportunities. NAPTIP identified ignorance with what victims face when they are trafficked, and desperation due to the unemployment as other cause for the outrageous rate of human trafficking in the country.

The issues of poverty and unemployment were not felt much in the traditional, communal and extended family setting in Nigeria because people watched out for one another and it was common to see a wealthy person take on the responsibility of catering for some members of the extended family, at least to meet their basic needs. However, with social change as a result of rapid urbanization, education, globalization and harsh economic conditions, there has been a decline in traditional and cultural values. It is now common for people to want to solve the problems of their immediate or nuclear families without consideration for the larger family. Thus, rapid urbanization led to an alteration of the extended family and community forms of solidarity.

2.2.4 Social, Moral and Economic Effects of Human Trafficking

It is important to highlight some of the human rights abuses suffered by the victims. It is pertinent to note that the women and children are the most vulnerable to being trafficked thus putting a gender dimension to the issue.

Most victims are deceived, coerced or, through deceit, cajoled to leaving their homes to other destinations with the traffickers or their agents with the hope of better opportunities for their educational or economic empowerment. These victims are trafficked for domestic work, farm labour and commercial sexual exploitation to mention a few. At their destination, they are treated as slaves with their movements curtailed and placed under some form of bondage. The situation is far worse for trafficked children who are usually not part of the decision relating to the transaction to trafficking them. The victims are forced into exploitative labour with the onerous terms usually determined by the traffickers with heavy repayment bondage. For example the victims forced into prostitution in Europe and the Middle East are forced into repayment bonds of amounts ranging between \$20000-\$50000 U.S. Dollars.

In a report in the African Women Journal by **Alex Matua**, a dismal picture is also painted of the plight of trafficked victims for prostitution. The report says:

The international sex industry is a multi-billion dollar industry but trafficked women are not the real beneficiaries. African women lured into the sex trade in Europe and the Middle East see very little of the money they earn. Many of them have to spend much of the little they get on drugs. Some reportedly die before reaching their destinations. Usually when they arrive in the country of destination, their travel documents are confiscated so that they cannot escape. They have to pay up to US \$ 50,000 redemption fee to liberate themselves. P 48

In case of children in domestic servitude, their parents hardly benefit from the proceeds of their labour thereby recycling the poverty they initially set out to eliminate. The children victims are also denied education, physical well-being and good standard of living in negation of their human rights. Apart from the bondage, the women and children victims are exposed to physical and sexual abuse thereby exposing them to risk of contacting HIV/AIDS.

Significant financial resources are gained from it as there has been a tremendous rise in trafficking from Nigeria to Europe since the late 1990s. Much of the profits flow to other illicit activities and are laundered and the trade thrives not only because of

prevalence of poverty but also because of highly paid facilitators in the West. (EU Report, 2005).

Organized criminal groups which traffick women in Nigeria have multifaceted crime portfolios of which the trade in women is one part of their criminal profile. Using female recruiters who conclude contracts with girls and manipulating voodoo traditions, they are able to force compliance through psychological as well as physical pressure. The physical pressure also manifests in various significant human rights violations as children are abandoned in recipient countries (in the case of trans-border trafficking) and women pressurized to work in the most physically-dangerous conditions at the lowest end of the prostitution markets usually as streetwalkers. They are also exposed to the threat of HIV/AIDS which is also a major security threat. Upon arrival at their destinations, victims are placed in conditions controlled by traffickers while they are exploited to earn illicit revenues. They also prey on victim's fears that authorities in the foreign country will prosecute or deport them if they ask for help (ILO Doc.1996).

Human trafficking deprives the country of its human resources. Though majority of the people trafficked are semi-literate or illiterate, some literate and talented people are also trafficked out. Putting it plainly, talent and human resources are pushed out of Africa mostly by domestic conditions. The result is a self-perpetuating cycle in which mass poverty and underdevelopment feeds crime and violence that in turn leads to even greater poverty.

2.2.5 Efforts at Eradicating Human Trafficking

(A) Activities of Government Agencies (NAPTIP)

As a result of the activities of an NGO, Women Trafficking and Child Labour Eradication Foundation (WOTCLEF), the National Assembly passed the Trafficking in Persons, (Prohibition), Law Enforcement and Administration Acts on 14 July, 2003. The law prohibits child labour, forced labour, trafficking in slaves, pornography, drug trafficking and forced or compulsory recruitment into armed conflict. Section 1 (1) of the Acts established a multi dimensional crime fighting instrument known as the National Agency for Prohibition in Trafficking in Persons and other related matters (NAPTIP).

NAPTIP was established in order to prevent and combat trafficking of person in Nigeria and its associated consequences and outcomes and prosecute traffickers and assist victims. The current law (Section 4) vest in NAPTIP wide ranging functions including:

- a. Coordinate and reinforce all national, regional, and international regulation and agreements on trafficking in persons and related offences.
- b. Adopt measures to protect and assist victim, including provision of witness, protection programmes and rehabilitations.
- c. Facilitate cooperation and dialogue the different stakeholders (government agencies, social partners and international organisations)
- d. Strengthen investigation and prosecution of traffickers and enhance de-effectiveness of law enforcement agents.
- e. Promote international cooperation and coordination on anti trafficking measures.

As part of its mandate, NAPTIP conducts public awareness campaign on the danger of trafficking particularly focusing on child labour and trafficking. Anti-trafficking club in secondary schools conduct awareness- raising events for youth on precaution to take before accepting job offers to work in other countries. As a result of bilateral agreement with transit and destination countries, NAPTIP has rescued and returned children to Benin and Gabon.

NAPTIP work with other federal ministries, law enforcement and immigration officers and civil society organisations such as the WOTCLEF in 22 states to establish anti trafficking committees at the state level and to sensitize the local population about the danger of trafficking in persons. It coordinates victims assistance services with government ministries, NGOs and international agencies such as the International Organisation for Migration, United Nations Office on Drugs and Crimes, the ILO, UNICEF and so on.

The agency also supervises the “field assessment exercise” carried out in 11 states of Nigeria in collaboration with UNICEF under the Anti-child Trafficking network. The states were considered endemic in human trafficking activities. The agency has been anchoring the quarterly meetings of the national consultative forum of stakeholders

where true synergy, all efforts and resources were properly channelled to avoid duplication and wastage in the fight towards the eradication of human trafficking.

NAPTIP reported 149 investigations, 26 prosecutions and 25 convictions. In 2009, the Nigeria government provided care for 1109 victims and it also continued to undertake a strong effort to raise awareness about human trafficking. The same year the Nigerian government pledged over 7 million dollars annual funds for NAPTIPs operations and activities. Together with international partners, the government provided specialized training to officials on how to recognize, investigate and prosecute instances of trafficking.

One of the interventions of the agency was the drama series on television station to sensitize people on the effect of human trafficking. Also the agency use to engage the community heads by using the town halls meeting to create awareness. The agency has concluded plans to enhance the capacity of Mali Police in order to assist them to track down people that aid and abet the crime. Also the agency was putting other control measure in the borders to prevent free movement of victims across the border and that 104 girls were repatriated from Mali (Appendix X) and 12 girls were brought back to Nigeria from Cote D'ivoire, this rescued victims are on rehabilitation process in NAPTIP custody.

NAPTIP identified and provided assistance for 1109 victims at one of NAPTIPS eight shelters throughout the country, 624 were cases for trafficking for commercial sexual exploitation and 328 for labour exploitation. Various agencies refer trafficking victims to NAPTIP for sheltering and other protective services. Immigration 465, Police 277, Social services 192, and the State Security Service. NAPTIP provide food, clothing, shelter, recreational activities and the instruction on various skills including vocation training; psychological counselling was provided for only the most severe cases. NAPTIP public enlightenment unit work in local and national levels like in rural Benue, Kogi, Edo states and it introduced grassroots programme such as the first annual race against human trafficking in Edo State with 5000 runners. A nine-state tour was launched to establish state working groups against human trafficking and NAPTIP officials shut down two brothels in Lagos in the first quarter of 2010. The objective of this and several other related programmes was to sensitize vulnerable people, sharpen public awareness of

trends and tricks traffickers used to lure victims, warn parents and share ideas amongst stakeholders. The creation of NAPTIP and enactment of an anti-trafficking law presents an important step towards the depression and suppression of trafficking in persons.

In conclusion, using the words of Professor Ogbu Osita “It is indeed possible to say that significant progress has been made in the war against human trafficking in Nigeria especially in terms of awareness creation and prosecution of offenders by NAPTIP, though the agency still needs to put more effort to ensure total eradication of the menace in Nigeria”.

Also the establishment of the ICPC and the EFCC have been complementing the fight against corruption and trafficking in Nigeria. The effort of the two government agencies have been leading to reduction in trafficking and in creating awareness among the people.

(b) **Activities of Non-Governmental Agencies**
(Women Trafficking And Child Labour Eradication Foundation)

WOTCLEF is a non governmental organization which was initiated and founded by Chief (Mrs) Amina Titi Abubakar, wife of the former Vice – President of the Federal Republic of Nigeria in 1999 and which is committed to building an international coalition that restores human dignity through empowerment, education and advocacy.

WOTCLEF is dedicated to the eradication of trafficking in persons, child labour and violent abuses of the right of women and society as well as HIV/AIDS. WOTCLEF's awareness activities have not been restricted to Nigeria, but also led to the awareness campaign to a number of European countries known to be recipients of young women and children trafficked from Nigeria. Similar campaigns have been organized in the United States, Italy, Republic of Ireland, the United Kingdom, Germany and the Netherlands, all these international collaborations led to the expansion of WOTCLEF in 2005 across borders to open an office in Florida, USA, Tallahassee and Florida.

Having the goal to eventually re-integrate the victims into society by ensuring that they are economically self-sufficient and psychologically well-adjusted, WOTCLEF offers assistance to young women, boys and girls who are victims of trafficking and child labour. Psycho-social counselling is provided for repatriated victims, they also

receive medical treatment, clothing, legal assistance and shelter. Whenever possible, victims are re-united with their families and offered vocational training.

WOTCLEF engages in diverse range of strategies designed to achieve the organizations mandate.

These strategies include:

- i. Providing trafficked people with counselling and other services to help them successfully reintegrate into society,
- ii. Providing primary, secondary and tertiary education assistance to economically poor students,
- iii. Running a rehabilitation centre that offers lodging, protection, school assistance, meals and vocational training,
- iv. Training youth in life skills, empowerment, confidence and character,
- v. Campaigning against human trafficking and child exploitation,
- vi. Developing training materials, conducting research and publishing best practices,
- vii. Advocating government and policy makers for the rights of trafficked persons; and
- viii. Running a voluntary counselling and testing (VCT) programme.

WOTCLEF conducts wide-spread counter-trafficking campaigns which includes workshops, seminars, conferences, state by state campaign tour, media advocacy and musical concerts. It also sponsors a weekly television programme that attempts to depict the operation of traffickers like how they recruit and all the risks and dangers associated with the practice.

In addition, they run a campaign against child labour specifically related to the use of under-age boys who are recruited as bus conductors for the campaign, which was designed for parents, bus drivers and the general public, WOTCLEF held a workshop with executive members of the Nigerian Union of Road Transport Workers (NURTW). They also produced stickers for buses and riders about the campaign and that it is an offence to employ underage as bus conductors.

Their youth programme employs a peer-to-peer training programme in recognition of the fact that youth often learn better from each other, the programme is carried out by graduate. Specifically, youth corp members were trained on skills to

combat trafficking on the 14th May, 2012. They were trained on how to tackle the menace of human trafficking and they were thereafter expected to organize public rallies in the parks and other public places in their respective communities to sensitize the public and raise awareness in the detrimental effects of human trafficking. WOTCLEF also organized the Primary and Junior Secondary Schools children who are members of WOTCLEF Anti-trafficking Brigade (WAB) in some schools in the Federal Capital Territory (FCT) Abuja that participated in a rally against human trafficking, child labour and abuse as a part of the Children's Day celebration. The objective of this programme is to equip the children with skills and knowledge that will prevent them from being trafficked and abused. Through these various activities, WOTCLEF aims to reach a wide range of people from survivors of trafficking to high-level policy makers, hence, the organization place itself in a position to encourage and advocate for exchange across the full spectrum of society. In recognition of her numerous roles in the WOTCLEF activities, its founder Chief (Mrs) Titi Abubakar was given an award of excellence in Human Capital Development by the Nigeria Labour Congress and RIM services.

2.2.6 Way Forward at Combating Human Trafficking

The traffickers should be prosecuted to the full extent of the law and more effective strategies that will combine and balance punitive measures with protection of human rights in order to make human trafficking non-profitable and less interesting to criminal organizations on one hand and on the other to provide maximum protection and respect to the personalities of each and every victim should be introduced.

The Police on whom the primary responsibility for crime detection, prevention and control rests on as well as the Immigration and Custom Service need to be properly equipped and professionalized as demoralized police and immigration personnel would be incapable of providing efficient service. Their operations need to be modernized and adequately computerized, while surveillance equipment should also be bought for them. They also need regular trainings as capacity building measures to keep abreast of new trends in human trafficking and related crimes.

The government should also work towards the general application of biometric technology to reduce visa fraud as well as the use of heat-sensitive scanners at the most used access points and key transport routes.

Due to evolving trends in human trafficking, there should be ongoing research into it. Such research will lead to synergies between the government, NAPITIP, security agencies, EFCC, research institutes, non-governmental organizations, (NGOs) and various stakeholders to co-operate and co-ordinate their efforts towards finding lasting solutions to the problem. An outcome of such research will be to create a nationwide data-base whereby information about victims of human trafficking is stored and made retrievable for police forces. This database should contain information on found people, missing people and traffickers.

Public opinion should be critically mobilized behind a concerted campaign to put a stop to the inhuman trade and this can be done by conducting public enlightenment programme like organizing workshops and conferences for stakeholders, documentaries to inform the people on the pernicious impact of human trafficking. This is important in the quest for peace, protection of human rights and national development. Opening up access to information through these public enlightenment programmes and documentaries will be most critical in helping to defend our human dignity. These campaigns should be structured in such a way that sensitizations are carried out in all the geo-political zones of the country as a way of reaching the grassroots, and religious, traditional, community, youth leaders and other stakeholders. The sensitization would involve fact-finding missions on some of the rehabilitation and re-integration centres set up by government and non-governmental organizations to assess their impact and ensure that the victims are not re-traumatized or their well-being damaged.

More importantly, as long as people are not well provided for and the government not living up to expectations which includes providing for the basic needs of its people, people will continue to seek for their own ways of making ends meet be it legal or illegal. So, good governance is what will bring a lasting solution on the long run and it depends a lot on the government to cater for the welfare of masses. It can achieve these by promoting policies which reduce the level of poverty and ensure equity in the distribution of resources among the citizens. No nation can enjoy relative peace, stability, and

development or achieve a reduction in its crime rate if a vast proportion of its people wallow in abject poverty. If the government ensures sustainable infrastructural development, it will enable the economy to function appropriately.

Since women are more vulnerable to trafficking, a social security policy should be put in place to enhance their access to education by providing scholarships. This will make the millennium development goals of ensuring the girl-rights and child education acts sustainable. The policy should also aim at remedying the low status of women particularly the economic disadvantages they face, and such efforts must be brought into a larger anti-poverty and anti-corruption framework.

Due to the transnational character of human trafficking, countries of origin, transit and destination must work in partnership to prevent it, protect its victims and prosecute those responsible. Therefore, government should strengthen bilateral agreements to garner international co-operation and also enter into new ones towards tackling the problems of human trafficking. This will include the co-ordination of laws, investigation and the seizure of crime proceeds. This is where the Economic and Financial Crimes Commission (EFCC) has a role to play by networking with similar commissions abroad to investigate and put strategies in place to repatriate and seize crime proceeds and assets of traffickers often stashed away in foreign accounts and their profits used in the overall development of the nation.

2.2.7 The Teaching of Social Studies in Nigerian School

Before and after independence in 1960, there were wide-spread feelings that the colonial education as provided by the British was inadequate to meet the needs of the youths and the society. Nigerians were hardly consulted on matters that directly affected their lives. The goal of colonial education was to train Africans to serve the interests of the colonialist. Unfortunately, this system still lingers in the country but with the attainment of independence of the country, the colonial education became the target for attack by educationists. Thus as observed by Professor Babs Fawunwa that the present education system instead of developing positive values in the society in which the African child lives tends to alienate him from his cultural environment, that is, the system educates the child without inculcating in him values of his environment.

The general outcry for immediate curriculum reform led to various conferences, seminars, and workshops which invariably were fore-runners of the anticipated change and innovation in education. Among such conferences was the Mombasa Social Studies Conference of 1968 which was attended by eleven African countries including Nigeria. The conference emphasized the urgent need for education in Africa to relate specifically to the African culture through Social Studies. In pursuance of the resolution, the conference came up with Social Studies curriculum which was accepted by all for adoption to suit the individual needs of participating countries.

Social Studies has emerged as a subject of prime importance for study at primary, junior secondary and tertiary levels. The meaning of Social Studies according to Ogundare (2003) is continuously modified over the years. This is because the goal of Social Studies has been changing from time to time and the definitions of the subject are made by the scholars to suite specific circumstances and context. This according to Fadeiye (2005) is due to the fact that different authors, writers, commentators and pamphleteers define it in accordance with their academic background exposures to wide reading or as a result of their interest and experiences. Thus, one can advance that there is no single definition of Social Studies that is universally accepted. The earliest definition of Social Studies stated that, "It is the study of how man influences his environment and how the environment in turn influences man". However, the Nigerian Social Studies programme has adopted a uniform definition of Social Studies which according to Adaralegbe (1980) is a study of how man influences and he is in turn influenced by his physical, social, political, religious, economic, psychological, cultural, scientific and technological environment.

Furthermore, Adaralegbe (1980) states that Social Studies is an interdisciplinary field in which man learns about problem of survival in his environment. Nigeria Education Research Council (NERC 1980) updated this conception by stating that Social Studies is the totality of experience and understanding a child gets having been exposed to a course of study based on man's problems in his environment. Ogundare (2003) opined that Social Studies is a school subject that tries to teach children the total summation of all experiences within their environment, which they need to learn in the world.

However, Nigeria has come to appreciate the focal position of education as an instrument par excellence for achieving individual and social development. Government has realized the benefit of education to its citizens in terms of its relevance to the need of the individual as well as in term of the kind of society desired in relation to the environment and the realities of the modern world and rapid social changes (Obanya 2003). Government has demonstrated this with a clear National Policy on Education first published in 1977 and revised in 2004. In the policy Government has clarified the philosophy and objective that underline its massive interest in education that guides government efforts at all levels of education (FRN2004). Specifically, in the National Policy on Education, there is curriculum for Social Studies to be taught at all levels and the successive governments have been emphasizing this provision since the inception of the policy. Thus, one of the broad goals of Nigerian education is the inculcation of the right of attitudes and values for the survival of individual and society.

Social Studies, (through objective, nature, content and scope) is one of the learning experiences through which the objectives of the country can be achieved. The government therefore hopes that Social Studies will help to build a united, strong and an egalitarian society. Social Studies as a discipline, if properly programmed and effectively taught, should help to solve social problem facing developing nations like Nigeria. If Social Studies can be used as a channel to achieve educational objectives of the country in particular and the national objectives in general, there is the need to ensure effective teaching- learning of Social Studies at all levels. Considering the very numerous functions performed by Social Studies in the development and growth of man, one can rightly summarize the aims and objectives of teaching Social Studies in Nigerian schools as given by Makinde (1978) as follow:

- (i) To promote good and effective citizenship that would cater for everybody in a democratic society irrespective of race, colour or creed.
- (ii) To make Nigerian students understand their environment and their relationships with the physical, social, political, cultural and economic environment and to understand the same for other human beings.
- (iii) To create a desire for the development of knowledge., skills and right attitudes.

- (iv) To promote culture and transmit cultural heritage.
- (v) To understand the socio- economic problems of the society with a view to finding solutions to them.
- (vi) To create an awareness of the past in relation to the present.
- (vii) To develop knowledge of the appreciation of civic duties, rights, responsibilities and of the principles governing an ideal and enduring society.
- (viii) To develop the power of evaluating facts and of clear, independent thinking and judgement.

Specifically it has been long established that the basic goals of social studies education is to prepare people to be humane, rational, skillful in decision making, participating and responsible citizens in a world that is becoming increasingly complex and inter-dependent (Akinlaye 1988, Adaralegbe 1980, Adedoyin 1978 and Makinde 1978). The experiences of many countries of the world such as the United State of America, Canada and Spain, where Social Studies had been introduced into the school curriculum shows that they were initially motivated to introduce Social Studies to solve some problems plaguing their societies. Similarly, Social Studies was introduced into the Nigerian school curriculum with the belief that it can contribute to solving some of the nation's problems. Nigeria has its problems which are not necessarily identical with the problems of other countries. These problems include national unity, interpersonal relationship among the ethnic groups, corruption, human trafficking, inequality, etc (2001).

Thus, in order to solve the social problems in the country, the goals of Social Studies education is in conformity with the objective of the educational policy in Nigeria and both aim at assisting Nigerian citizens to acquire necessary skills, values, attitudes and competence for meaningful living in the society. If this objective is achieved by all Nigerians especially the youths who are being trafficked for exploitative purposes, the trafficking victims would not easily fall into the hands of traffickers through their deceit. Since they also have important roles to play in the development of Nigeria has leaders of tomorrow.

Consequently, the inclusion of Social Studies in the National Policy on Education is therefore not accidental but a special design because it is identified by the Federal Government of Nigeria as a subject capable of inculcating all the desirable skills and virtues in her citizen (Okobiah, 2001).

2.3 Empirical Studies

2.3.0 Qualitative Research

Debus (1997) described qualitative research as a type of formative study that offers specialized techniques for obtaining in-depth responses about what people think and how they feel . It enables the researcher to gain insight into activities, beliefs, motives and behaviour of the target population. Quantitative research is used along with quantitative research in an interrelated and complementary manner. The two common techniques of qualitative research are: Individual depth interviews and Focus group discussions.

Individual depth interviews are characterized by extensive probing and open-ended questions that are conducted on a one to one basis between the respondent and a skilled interviewer. Debus(1977)reported that although individual depth interviews are less widely used, there are specific circumstances for which they are particularly appropriate. These include:

- i When dealing with complex subject matter and knowledgeable respondents
- ii When dealing with highly sensitive subject matter. For instance, a study among women who have had abortions, regarding their feelings about sexuality and family planning.
- iii Study involving geographically dispersed respondents.

Focus group discussion is more widely used as a qualitative technique than individual depth interviews. The Center for Urban Transportation Studies (2004) expressed that focus group discussion provides insight into issues which cannot be covered on a survey. Focus group is a good method to get people involved in a decision making process and have them provide input regarding an issue. Focus group capitalizes on group dynamics and allows a small group of respondents to be guided by a skilled

moderator into increasing levels of focus and depth on the key issue of the research topic (Debus, 1997). The importance of focus group discussion include:

- a. It gives room for the interaction of respondents. This stimulates richer responses and allows new and valuable thoughts to emerge.
- b. It assists the researcher to gain first hand insight into the attitudes, language, feelings and behaviours of the respondents.
- c. It enhances the initiative, ideas and the development of programme or package. This is because a group can work together better than an individual to generate ideas and programme

2.3.1 Participatory Learning

Participatory learning is defined by Sims and Weinger, (2005) as an interactive approach to learning. It is a group learning process. It is an integrated activity approach to learning that combines social investigation, educational work and action. It is based on real life experiences; incorporate dialogues between and among teachers and students; and critically analyses the structural, organizational and systemic causes of problems. In such a programme the learners are involved in problem solving, commonly in small groups where they work together with peers. They choose their own pace and make decisions about how learning is structured, including where and when it takes place.

The goals of participatory learning are not only to increase knowledge and skills but also to provide the basis of problem solving activities after teaching sessions have ended. Its ultimate goal is fundamental structural transformation and the improvement of the lives of those involved. Central to participatory learning is its role of strengthening the awareness in people of their own abilities and resources and its support to mobilizing or organising such (Sims and Weinger, 2005, Wessler, 2002).

Participatory learning is not a “new” method in any case. Its philosophical roots of how knowledge is constructed can be traced to the writings and influence of such philosophers/psychologists as John Dewey, George Kelly, George Herbert Mead, Herbert Thelen, John U Michaelis, Thorman Kuhn ,Jean Piaget,L.S Vygotsky and others (Tabarchnick and Zeichner (eds.)1991).

There is an increasing importance of participatory learning in respect of issues of education, training, teaching and learning (Bousset, 2005). The group investigation strategize incorporate ideas and strategies from the prior traditions and add the philosophy of social reconstruction, or the idea that schools should participate in efforts to create a more democratic society.

Unlike other approaches participatory learning strategy deals directly and forcefully with social and structural inequalities in our schools and, by extension, in our society. It prepares students with low academic ability to succeed in spite of existing inequalities. This approach argues for a bold commitment to democracy in schooling based on a belief in the learning potentials of students from all ability and ethnic groups and both genders (Ajitoni,2005).

2.3.2 Participatory Action Research

Action research has achieved a level of respect and legitimacy in the education profession as a way for teachers to improve their own practice. Also known as “participatory research”, the benefits of teachers applying action research has been documented.(Velk ,2010, Hendriks, 2006, Koshy, 2005). It is generally thought that the quality of teaching can be improved, if teachers are empowered and use their own teaching experience to examine a personal and practical issue to ameliorate or change. Peters and Gray (2007) and Sardo Brown and Welsh (1995) cautioned that action research is best situated around a practical problem, planned and executed by the person most likely to be affected and interested in the finding, i.e the teacher envisions all teachers being researchers and urged that, “teachers must join the culture of researchers if a new level of educational rigour is ever to be achieved.

Volks (2010) stated that action research has long been recommended as necessary part of the professional portfolio of teachers. Riding, Foweel,(1995) identified the distinctive features of action research as follows:

- critical collaborative enquiry by
- reflective practioners who are
- accountable in making the results of their enquiry public
- self-evaluative in their practice and engaged in

- participative problem-solving and continuing professional development.

Critically collaborative enquiry by reflective practitioners who are accountable in making the result of the enquiry public, self evaluative on their practice and engaged in participative problem solving and continuing professional development. The researcher further stated that action research is participatory, in that those involved contribute equally to the inquiry. Also, the researcher is not an expert carrying on research from an external perspective, but a partner and collaborator working with and for those affected by the problem. Action research adopts a methodological, interview approach embracing problem identification, action planning, implementation, evaluation and reflection (Riding et al, 1995).

Ige (2013) stated that participatory research is a bottom-up approach where the researcher and the participants involve in collaborative activities. Collaborative participation in the work of Falade (2007) requires intensive interaction between researchers and the participants. Collaborative participation is characterized by:

- i. The researcher and the participants working together as equal partners
- ii. The researcher and the participants jointly identify a problem and proffer solution to the problem.
- iii. The participants intensively participate in problem identification and the evaluation of probable solutions

Ataov, Brogger and Hiildrum (2010) stated that action research has made research useful in practice. The practical engagement of science in advancing knowledge is considerably different from what occurs in problem oriented research and this is where action research significantly enriches the constructionist grounds of this prevention programme.

Action research is used in real situation rather than in contrived, experimental studies since its primary focus is on solving problems. It can however be used by social scientists for preliminary or pilot research, especially when the situation is too ambiguous to frame a precise research question. Mostly, in accordance with its principles, it is chosen when the circumstances require flexibility, involvement of the people in the research or when change must take place quickly or holistically (O' Brien, 2001).

In most cases those who apply this approach are practitioners who wish to improve understanding of this practice, social change activists trying to mount an action campaign or academics who have been invited into an organization (or other domain) by decision makers who are aware of the problem requiring action research but lack the requisite methodological knowledge to deal with it.

Mansaray and Ajiboye cited in Ajitoni (2007) further emphasized the real and lasting changes that occur through action research. They argued that education programmes are usually packaged and administered by so called “experts” without an adequate input by the beneficiaries of such programmes which quite often seem to work for some time and then fail without obvious reasons. Action research is action oriented and it leads to permanent outcomes.

Participatory action research is a kind of research conducted in a natural setting. It involves the active participation of the stakeholders. The participants are not called ‘subjects’ but stakeholders or co-researchers. They work collaboratively with the researcher to simultaneously enhance their understanding of a particular issue and take action to bring about a positive change. The researcher’s role is data collection. This is done by collating and analyzing words, pictures or responses. Words tend to produce qualitative information. In participatory action research, the researcher is able to gather useful information through his interaction with the participants in a natural setting. The researcher study and gather information from the interaction, interview or discussion he has with the participants. This type of data is called qualitative data.

Through participatory action research, the researcher starts a qualitative study with general questions and he restructures the questions as the study continues. To gather the qualitative data, the researcher need to use open-ended questions appropriately; he ought to plan his questions so that they cover fully the aspects of the situation that interest him; he should use follow-up interviews to clarify ambiguities (Dick, 1999). In documenting the responses of the participants that is the qualitative data, the researcher must listen appropriately and use the actual words of the participants as much as possible. Uhlman (1995) identified some reasons why participation by the stakeholder are essential in a participatory action research:

- i. They are familiar with the situation under research, so they will be able to identify the initial issues clearly.
- ii. They know the history and can tell you what has been tried, and what might be culturally acceptable.
- iii. They are able to act themselves and to intimately evaluate solutions as to their suitability for that particular environment.
- iv. They will be in the community or organization after the research is completed and will be able to continue the actions because they would have learnt the issues along the way.
- v. They would have developed relationships along the way which will assist in progressing the actions.
- vi. Since “two good heads are better than one”, the stakeholders can often come up with better solutions than the researcher.

Participatory action research is highly relevant in human trafficking education programme, hence, one will agree with Jones, (1996) as cited by Falade (2007) that participatory action research is a collaborative and “bottom-Up” efforts that starts with interpersonal attitudes to interpersonal skills leading to broad team skills which is the ultimate intention of action research. The participatory action research is transformation, change and improvement in the lives of the participants and its collaborative activities enhances attitude formation (Akintunde,2004). Human trafficking issues involve a complex set of multi-dimensional interactions between the traffickers and the people in the communities and to find solutions to such community problems such as eradicating trafficking issues, there is a need to employ a qualitative approach, Creswell(1994). This will emphasize the researcher’s role as an active learner who can tell the story from the participants view rather than as a person that passes judgment on participants. The researcher interacts with those they study as he tries to minimize the “distance” or “objective separateness” between him and those being researched. The prolonged time on the field for the investigator minimizes the distance as the investigator observational role shifts from that of an “outsider” to that of an “insider” during his or her stay on the field.

2.3.3 Community-Based Participatory Education Programme

Community-Based Participatory Education Programme is a form of instruction where trainees learn professional competencies in a community setting focusing on population groups and also individuals and their everyday problems. The amount of time students spend in the community and organizational settings may vary. Instruction may take place at a general practice, outside the classroom. Ogwu (2002) posited that during their training in the community, students learn about social, moral and economic aspects of human trafficking.

Community-Based Participatory Education Programme in Human Trafficking will not only address the acquisition of knowledge and intellectual skills, it will also focus especially on the development of those skills required for competent participation in combating the menace. This programme seeks to bring the researcher, the community leaders, the traders, the artisans and the youth in the community into the research process as they are the most effective people to identify the problems and find solution to it (Riding, Foweel and Levy, 1995). This is the fundamental rationale why this study adopted this programme for the development of participatory education programme for the stakeholders. Through the participatory programme the participants would be able to identify the problems of trafficking and find solutions to its eradication or maximum reduction of the menace.

Participatory education programme involves the active participation of all the stakeholders. This approach enables the researcher and the participants to work collaboratively in order to bring about positive change. Uhlman (1995) pointed out that the participation of the stakeholders is paramount in participatory research because they will be in the community after research is completed and they will be able to continue the action since they would have learnt about the issues along the way.

Community-Based Participatory Education package refers to the series of educational content and activities developed to improve the normal teaching and learning of Human Trafficking Education in this study. Falade (2007) quoting Riding, Foweel and Levy (1995) pointed out that participatory approach to the development of educational packages seek to address two aims. These are, to enable participants to learn better and to facilitate the development of transferable skills such as group work, teams spirit,

thinking, communication, tolerance, cooperation, and self management. This will help to prepare the stakeholders to contribute meaningfully to the socio-political development of their community.

2.3.4 Community-based Participatory Education Programme (CBPEP) and Human Trafficking

The Longman Dictionary of Contemporary English (2003) defines a package as, “A set of related things to offer together”. A package is a programme offered as a solution to an identified problem. Educational programme can be described as those educational or instructional activities designed and offered to accomplish certain purposes. Educational programme is a means or method within an educational programme designed to bring about effective learning outcome. Educational programme is an innovative idea or method for a successful delivery on the part of the teacher or programme designer aimed essentially to facilitate teaching and learning activities.

CBPEP can be described as several human trafficking materials and content organised and designed to enhance the knowledge and attitude of the people on human trafficking. CBPEP is an interactive programme that involves the researcher, stakeholders and participants in order to discuss and brainstorm on the problems in the society, specifically to encourage the community people to participate in the process of finding solutions to the problems in the communities like the problem of human trafficking issues.

The goals of CBPEP include;

- to initiate a new idea or way of solving a particular problem,
- to bring together related materials, activities and programmes in order to accomplish a target,
- to help the community people to obtain useful information in an organized manner in order to function more appropriately in all their endeavour,
- to enhance the peoples understanding of human trafficking and related concepts,
- to improve their skills and develop in them the spirit of cooperation and working together with one another.

2.3.5 Relevance of Community-Based Participatory Programme on Peoples' Attitude towards Combating Human Trafficking

Ume-Ezeoke (2003) established that this approach to education engages participants academically by combining real world experience with classroom learning. It promotes citizenship and prepares students to respect and live well in their community. Moreover, Community-based learning helps schools and communities to work together.

Community-based education goes beyond cognitive capacities and encompasses the social and emotional aspects of learning. The relationships that children create with caring adults are the over-arching premise of community-based education. James Comer asserts that the emotional and social development of students comes from the collaborative efforts of parents, schools, and communities (as cited in O'Neil, 1997). The learning process of community-based education goes beyond the cognitive capacity of instruction in the "three R's." It expands the definition of "intelligence" to include the learner's ability to gain understanding, use knowledge, and solve problems, while developing a sense of self.

Success is not based solely on learning core academic subjects, but couples academics with creativity and personal will-power through an emphasis on interpersonal relationships and intrapersonal development. In the view of Shelley (2010), community-based education is centered on the students' ability to recognize and support the needs of the surrounding community. In this way, students become accountable for providing values which stem from their freedom to express, develop, and solve the inherent problems or concerns they have for their community. Over the long-term use of this ideal model, the entire community will become involved in the process, thereby making the educational process cyclical and continuously propelled. He further explained that reciprocal relationships based on these ideals will be promoted and fostered by all. Students and teachers are the fuels that generate community-based education. Parents, community leaders, administrators, school board members, and citizens are an integral part of the development, production, implementation, and assessment of community-based education (Shelly 2010).

Community-based education creates collaborative effort between school and community to solve various problems and thereby make the society better. Through this

approach, the students will seek, sort through, discuss, dialogue, prioritize and solve community problems as an educational pursuit and experience personal growth in academic areas. Community-based education is grounded within the essence of the quality as witnessed in a democratic society since emphasis is taken off assessment and instructional strategies that are standardized; it is placed instead on high quality performance and the creation of life-long learners.

2.3.6 Studies on Community- based Research

Community-based Research has been advanced as an effective and appropriate approach to develop, deliver and evaluate interventions aimed at reducing disparities in health status among communities (Altman, 1995, Israel, Checkoway, Schulz and Zimmerman, 1994). In such an approach, community members and researcher environmentalist form a partnership to identify and solve local problems. A community-based approach is particularly appropriate for addressing the environmental and occupational health problems of citizens (a community) which resulted from unique values and practice that are best understood with input from community members.

Community-based participatory research in public health is defined as a partnership approach to research that equitably involves community members , organizational representatives and researches in all aspects of the research process to enhance understanding of a given phenomenon and integrate the knowledge gained with action to improve the health and well- being of community members (Israel,Schulz, Parker and Becker,1998).

Although several scholars and activists have discussed the value of community-based research (Mewoyeka, 2005, Oko, 2001, Akpan, 1998), there is a growing recognition that collaboration between scientists and community members poses several distinct challenges. For example Cornwall and Jewkes (1995) discussed several problems of community-based research, including residents being skeptical of value of the research, being uninterested in it or feeling that it lacks local relevance.

2.3.7 Studies on Knowledge about Human Trafficking

Knowledge is an aspect of the cognitive domain of learning. Bloom and his associates divided cognitive objectives into six categories. These are: knowledge, comprehension, application, analysis, synthesis and evaluation. These classifications are concerned with the intended behaviours of students. That is, the way individuals are to act or think as a result of participating in some unit of instructions (Sax, 1974).

Knowledge is the idea and facts that individuals have about a particular thing. Wingo, and Morse (1969) pointed out that knowledge involves the recall of methods and processes, or the recall of pattern, structure or setting. Knowledge is acquired through learning, exposure or experiences. Hence, human trafficking knowledge refers to the information, ideas and facts that individuals have on human trafficking issues and problems.

With this community-based participatory education programme, the people will learn the ideas, information and facts about human trafficking issues through their active participation and interaction in the programme. Their knowledge of this illicit trade during the training programme will enable them know the causes, trends and effects of the trade. This will also make them be aware of the various syndicates that are involved in the business and the participants will have deep knowledge of the menace and will use the knowledge gained to solve the inherent problems which human trafficking had caused.

Through the training programme, it is believed that the participants will have the ability to recognize and support the needs of the surrounding communities. In this way, they become accountable for providing values which stem from their freedom to express, develop, and solve the inherent problems or concern they have for their communities. With their knowledge of the package, the entire community will become involved in the process thereby making the educational process cyclical and continuously propelled.

2.3.8 Studies on Attitude about Human Trafficking

Attitude is an expression of individual feelings, expression and predispositions towards a particular thing. Sax (1974) described attitude as a generalized response to a particular group, institution, concept or object along a favourable/unfavourable

dimension. Attitude varies in direction, intensity, pervasiveness, consistency and salience. Kuppuswamy cited in Oyetade (2003) stated that an attitude is an enduring system that includes a cognitive component, a feeling component and an action tendency. Attitude can exert a potent influence on an individual serving as motives, incentives and drives in attaining a goal.

Several factors determine the attitude of people to human trafficking issues. Some of these factors are illiteracy, ignorance and socio-economic status. There is a positive relationship between knowledge and attitude to human trafficking issues. Individual's attitude depends to a large extent on the knowledge the person has about the object of affection (Oyetade, 2003; Mansaray, 1999; Ajiboye, 1996). Attitude to human trafficking issues refers to the expression of individual feelings, expression or predispositions towards human trafficking matters. People's attitude to human trafficking varies in direction and intensity. For instance, a person who is encouraging or involved in the business for whatever motives may be said to have positive attitude to it.

However, with community-based participatory education programme training in human trafficking, the participants will develop positive attitude required for competent participation in minimizing human trafficking. With the development of positive attitude to tackle the menace, the participants will be the most effective people to identify the problem and find solutions to it; Riding, Fowell and Levy (1995). With this programme, the participants will develop an attitude of collaboration with one another in order to bring about positive change in the community since they will be able to continue the action after the training because they would have learnt about the need to eradicate the menace during the training programme.

2.3.9 Gender and Knowledge of Human Trafficking

Research findings have demonstrated that differences exist between gender and perception of human trafficking. On account of this, Madunagu (2002) posited that parents of victims (males and females) who were contacted in a focus group discussion gave different opinions as to what constitute human trafficking. Whereas the females see human trafficking as money-making venture, the males on the contrary see it as an avenue for exploitation of human labour and earnings. In a similar development, Osakue

and Okoojion (2002) maintained that there is a remarkable difference in the perception of human trafficking by men and women. They noted that girls are more easily attracted by wealth such that when they see the successes of others, they want to emulate them not minding the means. They therefore look at human trafficking as a means of making quick money rather than a means of exploitation as being looked upon by men. Eysenck and Nias (2000) on their part observed that in virtually all cultures, there are different norms for males and females, so men and women have different world-views and by extension different perception of human trafficking. They maintained that whereas men perceive human trafficking as an instrument of exploitation, women perceive it as a worthwhile enterprise which has come to alleviate poverty in Africa. However, the European Union Commission reported that some 500,000 women may have been forced into commercial sex while as many as 50,000 women and children are brought to the United States under false pretence each year and forced to work as prostitutes, abused labourers or servants” Also, the International Labour Organisation stated that the majority of people trafficked for sexual exploitation or subjected to forced labour are females. Researchers believe that women are more vulnerable to trafficking due to political, economic and development processes that may leave some of the women socially and economically dependent on men and if the support from men becomes limited or withdrawn, women become dangerously susceptible to abuse such as inadequate access to health care and education, poor employment prospects or high level of social isolation which may eventually change their perception of human trafficking. Bowers (2012) disclosed that traffickers use to dangle false promises of marriage in front of Nigerian girls and women to entice them to go abroad so, in Nigeria women account for more than 70% of all trafficking victims. He revealed that institutionalized gender-based discrimination ensures a continuous and plentiful supply of women and children, thus gender based factors are cited frequently as contributing factors to human trafficking.

Also researches show that Nigeria is a source, transit and destination country for women and children subjected to trafficking in person on conditions of forced prostitution. Women and girls are recruited for involuntary domestic servitude and forced commercial sexual exploitation and the women are taken from Nigeria to other West and

Central African countries like Gabon, Ghana, Cameroon, Benin, Burkina Faso and Gambia for the same purpose.

Orakwe Arinze (2012) disclosed that for monetary gains, Nigeria women and girls are taken to Europe especially to Italy and Russia and to the East and North Africa for forced prostitution stating that records showed that 20,000 Nigerian girls engage in commercial sex work in Italy with 3,000 in the city of Turin alone, that most of them are from Edo, Delta and other states in Nigeria.

The South-East zonal commander of NAPTIP also pointed out report by TAMPEP, an Italian-based non government organisation stated that about 80% of the street prostitutes in Italy were Nigerians while about 13,000 were stranded in Libya. It also disclosed that 104 girls that were repatriated from Mali (Appendix X) were already on rehabilitation and 12 girls that were recently brought back from Cote D'ivoire in November 2012 were also on NAPTIP rehabilitation at a very huge cost. He however believed that the free movement to enter member states which the ECOWAS states allow is making the victims to enter those countries with different intentions and with fake identities.

Shukula (2012) disclosed that as a result of poverty, desperate women who often take great risks in an effort to escape poverty often allow themselves to join the lucrative sex tourism industry that prevail and flourish in most third world countries and some developed nations like Brazil, Costa Rica, Phillipine, Cuba etc such exotic destinations that serve as hot bed of sex tourism. Moreover, he explained further that after the recent Iraq war, many women fleeing from Iraq have been known to turn to prostitution as a means to survive and most of them have been trafficked to Middle Eastern countries like Jordan, Syria, Qatar, United Arab Emirate and Turkey for the purpose of sexual slavery.

In corroborating this, NAPTIP Counselling and Rehabilitation department records that a total number of 3,050 victims were received from December 2004 to 2008, of which 779 were men and 2271 were women. Also in 2005 Nigerian government and Benin officials signed a cooperation agreement to prevent, suppress and punish trafficking in persons with an emphasis in women and girls as female are more vulnerable to being trafficked. This perception needs further examination hence; gender has been a factor in this study.

2.4.0 Gender and Attitude to Human Trafficking

Studies have shown that sex influences the attitude of people towards human trafficking. Falade (2007) opined that there are gender differences in the description that males and females make for their performance outcomes on achievement-related tasks. In our society, there are differences in the expectation towards males and females ability. So, gender roles for men and women vary greatly from one cultures to another and within the same culture. Researchers believe that in virtually all culture, there are different norms for males and females when it comes to people's attitude to human trafficking. It is believed that males perceive human trafficking business as an instrument for exploitation of human labour and earnings as males are sold more to work in petroleum industries (Allan 2004). While other researchers reported that females have non-challant attitude to human trafficking which always make them to be involved in the business as they see it as a money-making venture and they are easily attracted by wealth of others without minding the source of such wealth (Madunagu, 2002; Osakwe and Okoogun, (2002) and Shukla 2012).

It may be the desperacy of females to escape poverty that always makes them to easily fall victims of being trafficked as pointed out by researchers. This has a tendency of affecting the attitude of females to tackling human trafficking problems. The present study is carried out to stimulate both males and females participants to develop deeper knowledge and positive attitude towards human trafficking. The participatory nature of the study will encourage both males and females participate in the society and other activities. It will assist them to gain deeper knowledge

2.4.1 Location and knowledge of Human Trafficking

Community location is an important factor influencing one's perception of human trafficking. Location will determine how a person can observe or perceive an issue and will react or treat the issue. Location will make someone have positive perception of an issue or otherwise on the issue. On location, either peri-urban or urban, Fontana (2001) asserted that one's location influences his/her perception generally. He noted that people in urban areas typically are exposed to a wider range of experiences. The print and electronic media, information technology and fairly stocked libraries are available to

them to boost their experience. Consequent upon this experience, they are more likely to perceive the realities of human trafficking better than their counterparts in peri-urban areas. Griffiths (2000) on his part observed that poverty, sterile environment and low standards of social services characterize rural environment to the extent that the residents' perception is jaundiced. Thus, the rural dwellers hardly see anything wrong with human trafficking since they consider it as a means through which they get exposed to the outside world. The reverse is rather the case with those who leave in urban areas. In a similar vein, Ezewu (1983) concluded that some features of the peri-urban environment impact on the residents negatively, so much so that they influence their perception and consequently their opinion on issues. A case in point is the river-rine areas where residents of such places are always involved in fishing without engaging in any other venture to broaden their horizon. This limited exposure makes them look at human trafficking as means of relieving them of the burden of fishing rather than a means of exploitation.

Other research work showed that perhaps the presence of people in the major cities and other countries, trade routes to other near-by countries, drivers that travel to these countries and traders that trade in the near-by West African countries and the relatively better infra-structural facilities in the urban centres promote extensively the participation of the people in the urban centre in human trafficking business. The fact that people in urban centres experience wider socio-economic and political interactions tend to assist them to participate more in the business than the people in the peri-urban area. From the literature reviewed, it is discovered that people in the peri-urban area do not enjoy the same infra-structural facilities as their urban counterparts. The present study aim at adopting the participatory action research to develop CBPEP for the people in the urban and peri-urban areas. It is expected that through the participatory endeavour, people from both urban and peri-urban areas will acquire more knowledge of human trafficking concepts. It is expected that the study will help the people from both urban and peri-urban areas to acquire attitude and skills of group role that would enable them minimize human trafficking in their areas even after this study.

However, to completely eradicate or at least reduce human trafficking and its nefarious effects, there is need for a community-based pedagogical approach in dealing

with the scam from the grass roots to the nationhood, and global environment at large. Hence, the current study focuses on the effect of Community-based Participatory Education Programme on participants knowledge of and attitude to human trafficking in Oyo and Osun states in order to enable the stakeholders to acquire the knowledge, attitude and skills of group role that will enable them to participate positively in combating the menace of human trafficking.

2.4.2 Location and Attitude to Human Trafficking

Location is an important factor determining the attitude of participants to human trafficking. Ngban, Maliki and Asuquo (2009) asserted that community location influences one's perception generally and people in urban areas are typically exposed to wider range of experiences. It was adduced, that perhaps, the availability of print and electronic media, information technology and fairly stocked libraries which are available in the urban communities can contribute positively to the attitude of the dwellers in tackling the menace of human trafficking. Consequently, people in urban centres experience wider economic, educational and technological interactions, this seems to assist them more to develop positive attitude towards curtailing human trafficking than the peri-urban people.

Falade (2007) carried out a study on the effects of school location on students' knowledge and attitude to civic and political issues. He discovered that there was no significant difference in performance among students from urban and rural environments. But, urban students performance is better than their rural counterparts in both knowledge and attitude scores. Urban students were exposed to amenities like radio, television, video, dailies etc. This tends to assist them to perform better than the rural students in civic and political knowledge test. From the literature reviewed, it was discovered that participants in peri-urban areas do not enjoy the same learning facilities as their urban counterparts. They always encounter a lot of challenges from the traffickers that use to patronize their areas more frequently than the urban areas. The present study aimed at adopting the participatory action research to develop deeper knowledge of and positive attitude of urban and peri-urban participants. It is expected that through the participatory endeavours, participants from both urban and peri-urban will acquire deeper knowledge of and positive attitude towards tackling human trafficking menace. It is also expected

that the study will help the people from both urban and peri-urban areas to develop positive attitude and skills of group role that would enable them participate positively in the process of combating human trafficking problems.

2.5 Appraisal of Literature

It is discovered from the review of literature that human trafficking still persists in Nigeria due to the people's low knowledge and insensitivity to the consequences of the practice. Some Nigerians do not demonstrate the fact that there is anything wrong with human trafficking business and that victims are subjected to exploitative labour which include prostitution, hawking and other forms of servitude akin to slavery. This could be due to the societal norm for according honour and respect to the wealthy people without bothering to find out the source of their wealth.

The Nigerian government and various governmental organisations have embarked on various programmes that could help the people tackle human trafficking issues in Nigeria. These initiatives ought to enable the citizens develop the vigour to combat the menace due to its effects. These strategies include organising public awareness programmes like holding conferences and seminars to sensitize the youths, advertisement on the mass-media, distribution of posters and hand-bills condemning the menace.

Also, attempts have been made to combat the menace through the school curriculum. This has led to the inclusion of human trafficking as a topic in Social Studies for the Basic nine students. However, the "Top Down" rather than the "Bottom Up" approach is adopted. That is, the subject is packaged and administered by experts. Also, the conventional method is often used in teaching the subject. This has made the development of deep knowledge and positive attitude a difficult task in Nigeria since the teaching is restricted to only the school setting. The reviewed literature also shows that gender and community location influence participants' knowledge of and attitude towards human trafficking issues.

The literature review indicates that previous studies in participatory action research focused on environmental education, population education and civic education. Although Ige (2013), Kehinde-Awoyele (2012) and Falade (2007) developed

participatory education programmes for secondary school students yet the study was not extended to the community.

This present study was community-based. It was carried out to adopt the “Bottom-Up” or participatory approach that was used to develop the knowledge and attitude of participants in the communities. The study was meant to determine the effect of community-based participatory education on participants’ knowledge of and attitude towards human trafficking issues. The study is expected to reveal the influence of gender and location on participants’ knowledge and attitude to human trafficking issues. It is hoped that the findings of this study will provide useful information and suggestion for similar studies in Social Studies and other discipline where human trafficking issues have been integrated.

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CHAPTER THREE

METHODOLOGY

This chapter presents the research design, variables of study, selection of subjects, research instruments, validation of research instruments, research procedure, summary of the application of the treatments and data analysis.

3.1 Research Design

This study adopted a pretest-posttest, control group, quasi-experimental design to determine the effects of a community-based participatory education programme on participants' knowledge and attitude to human trafficking issues in Oyo and Osun states, Nigeria. The design is schematically represented as follows:

$$\begin{array}{ccc} 0_1 & X_1 & 0_2 \text{ (E)} \\ 0_3 & X_2 & 0_4 \text{ (C)} \end{array}$$

where:

0_1 0_3 represents pretest observation across the group.

0_2 0_4 represents posttest observation across the group.

X_1 (E) represents Experimental Group (Community-Based Participatory Education Programme)

X_2 (C) represents Control Group (Direct Teaching Strategy)

The research design has one experimental group and one control group. The experimental group was exposed to a community-based participatory education package while the control group was taught through the direct teaching method.

The design employed the use of 2 x 2 x 2 factorial matrix. This is presented in Table 3.1

Table 3.1: The 2 x 2 x 2 factorial Matrix table for the study

Treatment	Gender	Participants Location	
		Urban	Peri-urban
Experimental (CBPEP)	Male		
	Female		
Control (DTM)	Male		
	Female		

3.2 Variables in the Study

A. Independent Variable (Instructional strategy)

This is the instructional strategy manipulated at two levels:

- a. Community-Based Participatory Education Programme (CBPEP).
- b. Direct Teaching Method (DTM)

B. Moderator Variables

There are two moderator variables in this study. They are:

- a. Gender at two levels - Male and Female.
- b. Location at two levels –Urban and Peri-urban

C. Dependent Variables

There are two dependent variables in the study, these are:

- a. Knowledge of human trafficking.
- b. Attitude to human trafficking

The variables are presented in figure 3.1

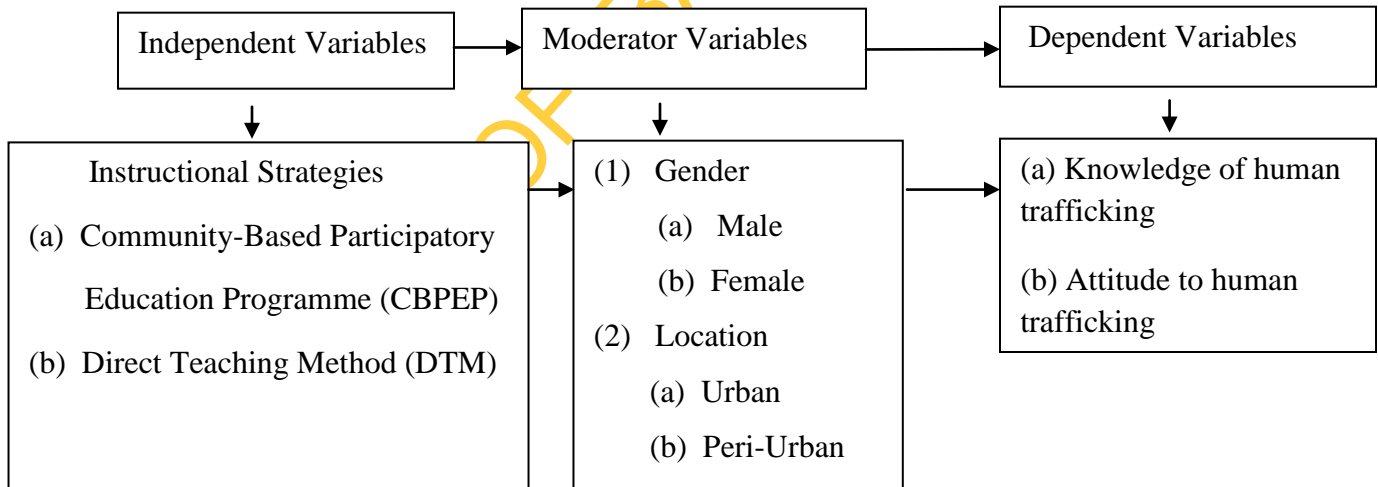


Fig. 3.1: Representation of Variables in the Study

3.3 Selection of Participants

Participants selected for the study were those in the informal sector such as, traders, artisan, farmers and community leaders. Although many people turned-up for the programme at the initial stage, only one hundred and sixty participants fully participated in the programme from the commencement to the end of the exercise based on forty

participants selected from each community. The samples were drawn randomly through cluster sampling technique across the study areas in Saki (Urban) and Ago- Amodu (Peri-Urban) in Oyo State, Ejigbo (Urban) and (Masifa) Peri Urban in Osun State. Saki and Ago- Amodu were used for the experimental groups while Ejigbo and Masifa were selected for the control groups to avoid extraneous factors like interaction or contact among these groups. Saki and Ejigbo represented the areas in the urban centres, while Ago–Amodu and Masifa were areas in the peri urban.

The selection was based on the fact that the participants were living in the community and they were also aware that the illegal business was taking place within the areas. Again, Saki and Ago-Amodu populace are fond of sending their children and wards to major cities in the country and abroad to sustain other family members. Abiodun (2013) corroborated this by stating that Saki and Ago-Amodu are noted for having notorious and porous border that links Nigeria with other neighbouring countries. In like manner, Ejigbo and Masifa populace are mostly traders based in some West African states who usually take their children and wards to trade and learn various vocations in these West African countries (Odekunle, South-West Zonal Coordinator NAPTIP).

3.4 Selection of Concepts

Concepts for the study were selected from the 9-year Basic Education Social Studies Curriculum for Basic 1-9 prepared by Nigerian Educational Research and Development Council (2007). The concepts selected are; Human Trafficking, Human Smuggling, Routes to destination of trafficked persons and effects of human trafficking. The basis of the selection is because such concepts constitute major human trafficking concern in the communities which had been discussed explicitly in the literature as well as in community-based participatory education programme. The concepts formed the basis for test contained in the instrument.

3.5 Instruments

The following instruments were employed for the procedure and data collection:

- (i) Human Trafficking Knowledge Test (HTKT)
- (ii) Human Trafficking Attitudinal Scale (HTAS)
- (iii) Community-Based Participatory Education Programme Guide (CBPEPG)

- (iv) Direct Teaching Method Guide (DTMG)
- (v) Focus Group Discussion Guide (FGDG)

3.5.1 Human Trafficking Knowledge Test (HTKT)

The instrument (Appendix IIIA and B) was developed by the researcher and it consists of two sections. Section A seeks for demographic information of the respondents such as age and sex while section B consists of 25 multiple choice test with four options A-D. These standardized items were those that covered the knowledge of participants on the concepts of Human Trafficking, trafficking in women and children, causes and effects of trafficking on individual, community and the nation. Each item of the test attracted one mark for a correct answer and zero for a wrong answer. This yielded the maximum obtainable mark of twenty- five. The table of specification for the test items is presented in table 3.2

Table 3. 2: Table of Specification for HTKT

MAIN CONCEPTS	Categories in Cognitive Domain			Total items across HT Concepts
	Knowledge	Comprehension	Application	
MEANING OF HUMAN TRAFFICKING	1, 25 (2)	17, 18 (2)	2, 4, 8, 11, 20 (5)	09
HUMAN SMUGGLING	3, 5, (2)	6, 13 (2)	9, (1)	05
ROUTES TO DESTINATION OF TRAFFICKED PERSONS	15, 21 (2)	14, (1)	7, 10 (2)	05
EFFECTS OF HUMAN TRAFFICKING	12, 24 (2)	22, 23 (2)	16, 19 (2)	06
TOTAL ITEMS ACROSS COGNITIVE CATEGORIES	08	07	10	25

It could be observed from table 3.2 that the questions are based on the human trafficking concepts selected for this study. The questions were however limited to the

first three levels of cognition (Knowledge, Comprehension and Application). This is premised on the fact that the participants might not at their present knowledge and occupations be able to learn about the concept of human trafficking beyond the application category. Besides, knowledge, comprehension and application of human trafficking concepts are imperative for effective combating of human trafficking. In all, 08 questions were generated in knowledge level of cognition, 07 at the level of comprehension and 10 at the level of application. This is because proper knowledge and comprehension of the concepts are the basis for the application of facts in a new situation. Also, the participatory nature of this study requires that participants communicate, discuss, brain-storm, solve problems and make decisions. The group roles are possible at the comprehension and application levels of cognition.

In order to establish the content and face validity of the instrument, copies of the Human Trafficking Knowledge test of twenty-five multiple choice items were given to experts in the field of Social Studies Education and the researcher's supervisor for necessary comments as regards the suitability and coverage of the test items. Based on their comments, certain modifications were made. Also a field-trial testing of the instrument was carried out on forty participants in Ibadan and Iwo which were outside the areas where the real study took place. The data collected were used in estimating the reliability coefficient using Kuder-Richardson (KR_{20}) method which yielded a reliability value of 0.86.

3.5.2 Human Trafficking Attitudinal Scale (HTAS)

The Human Trafficking Attitudinal Scale (APPENDIX IV A and B) was set to suit Nigerian environment and the participants' characteristics. The scale is made up of 20 items, where participants showed their attitude to the closed response modes of 4 points Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The scoring for positive items was based on 4, 3, 2 and 1 for strongly agree, agree, disagree and strongly disagree respectively while these were reversed for negatively worded items. The items were drawn and given to experts in Social Studies Education including the researcher's supervisor for necessary comments as regards the suitability and certain modifications were made. The final draft was then administered on

forty participants in Ibadan and Iwo which are outside the areas where the real study took place. The data collected were used to calculate the reliability co-efficient using Cronbach Alpha which yielded reliability value of 0.76.

3.5.3 Community Based Participatory Education Programme Guide (CBPEPG)

This instrument was used for the teaching of the treatment groups. It is a package that contained the step by step activities involved in the community based participatory education programme (Appendix v).

3.5.4 Direct Teaching Method Guide (DTMG) (Appendix VI)

This instrument was used in the control groups and it is known as Direct Teaching Method. It is a teacher-centered approach because it focused more on the research assistants as the teaching did not take place in a classroom setting but in an informal setting in which the research assistants dominated the procedures and participants (traders, artisans, farmers and community leaders) were passive listeners and receivers of research assistants information. This took place in Ejigbo local government conference room for the experimental group and in the community centre for the control groups. Two lecturers from Emmanuel Alayanda College of Education, Oyo were involved in the validation.

3.5.5 Focus Group Discussion Guide (FGDG)

The researcher constructed the focus group discussion guide (FGDG) (APPENDIX II). The instrument was constructed to enable participants express their opinion on their knowledge of human trafficking and how to solve its problem. Four Focus Group Discussion sessions were held throughout the study. Two FGD sessions were conducted in each of the experimental and control groups. Two lecturers in the Departments of Teacher Education of the University of Ibadan and a lecturer in the Department of Social Studies, Emmanuel Alayande College of Education, Oyo were involved in the validation. To ascertain the validity of this instrument, the researcher made use of twenty people from Ibadan that were not involved in the study.

3.6 Research Procedure

Table 3.3: Field Work Activities

S/N	WEEK	RESEACRH ACTIVITIES	TOPIC
1	1st week	Selection and training of research assistants	
2	2 nd week	Categorization of participants into experimental and control group and selection of training venues Administration of pre-test for experimental and control groups	Familiarization with the participants Informing the participants about the purposes of the programme
3	3 rd week	Opening ceremonies for experimental and control groups	*Collaborative interpersonal attitude and broad team skills for group activities (Appendix V)
4	4 th week	Focus Group Discussion (FGD) sessions with the participants	Interactive sessions with the groups to examine the research questions.
5	5 th -7 th week	Interactive discussions on human trafficking concepts between research assistants and the participants	- meaning of human trafficking - types of human trafficking - human trafficking and human smuggling - dimensions of human trafficking - causes of human trafficking - effects of human trafficking
6	8 th week	Participants' comments and brainstorming (Reactions) Drama sketches, Musical entertainment display and rally round the town to campaign against human trafficking	Participants relate their experiences, real life stories and vast varied knowledge of human trafficking
7	9 th week	Post-test for experimental and control groups	
8	10 th week	Appreciation of all the Participants, Moderators and Research Assistants	

*Indicates topic of workshop.

3.6.1 Planning Stage

The researcher obtained introductory letter from the Head of Department, Teacher Education, University of Ibadan (Appendix I). Thereafter, permission was obtained from the three Directors of Education and Social Services in the three Local Government areas used to afford the researcher the opportunity to use the Community Centres and other facilities in their domains. The researcher provided adequate knowledge and awareness about Community-Based Participatory Education Programme on human trafficking issues to the staffs of the Local Government Areas and the Research Assistants and also explained the objectives of the programme.

3.6.2 Recruitment and Training of Participating Research Assistants and Local Government Officers

The study covered a period of 6 weeks. Each session of the programme was carried out for two hours and the whole programme lasted for ten weeks. The researcher recruited eight participating teachers as research assistants based on their teaching subject, willingness and readiness to participate in the study. In all the areas, teachers of Social Studies that were fluent in Yoruba language were recruited and eight local government Community Development officials were selected for the study. Two categories of participating research assistants were involved as follows:

Group i: Participating Research Assistants in the Experimental Centers

The nature and purpose of the study was explained to the teachers in these centres. The highlight of the weekly activities that were to be carried out and the extent of their involvement were discussed. The Research Assistants were trained on how to use Focus Group Discussion to teach and achieve group decision. They were allowed to ask questions and offer suggestion on how best the activities could successfully be carried out in their respective groups.

Group ii: Participating Research Assistants in the Control Centres.

The research assistants were not trained by the researcher. They were informed on how to use the Direct Teaching Method Guide to teach topics in the lesson plan which had been designed by the researcher and given to them. However, each lesson for six weeks was discussed with them to ensure they did not diverge from the contents to be taught.

3.6.3 Pretest Administration

A preliminary quantitative survey of the prevailing knowledge and attitude of the participants to Human Trafficking issues was carried out to the two groups for experimental and the two groups for control centres before the beginning of the activities by administering the pre-test. The administration of the pre-test was carried out using the instruments designed for the study.

3.6.4 Treatment Activities

The researcher, research assistants and participants in both the experimental and control centres were involved in specific activities for the next eight weeks

3.6.5 Focus Group Discussion

The focus group discussion was used to establish the objectives and contents of the Community-based Participatory Education Programme. The focus group discussion took place in each of the two experimental centres. It was made up of twenty participants. All the groups had their discussion sessions simultaneously. The duration of the focus group discussion was two weeks.

3.6.6 Experimental Centres

The participatory activities that took place in the experimental centres involved discussion, brain-storming and inter-active sessions between the research assistants and participants with the purpose of understanding and proffering solutions to the problem of Human Trafficking.

Activities in the experimental centres took place in the afternoon between 3pm-5pm. This was done in order to ensure that the various categories of participants would have gone to their various places of work and they would just go home after the training programme. Before the participatory activities commenced, opening ceremony was organized for participants in the experimental centres

3.6.7.1 Opening Ceremony/Workshop

An opening ceremony was organized in each of the two experimental centres. The ceremony was organized to sensitize, orientate and train the participants and their research assistants on the objectives and nature of the programme. It was also meant to equip the participants with attitude and skills needed for the participatory activities. The training was important because the participants needed to work and interact together with the research assistants in order to proffer solutions to the issues to be tackled. The researcher consequently explained the objectives and nature of the research to the participants. During the workshop, a moderator who is an expert in collaborative learning

and a lecturer at Emmanuel Alayande College of Education, Oyo was invited and he deliberated on the importance of collaborative participatory activities (APPENDIX VIII) needed for group activities among the participants in the various community centres Falade, (2007) pointed out that simply placing participants together and telling them to be a team does not assure that they will behave that way. Teamwork skills have to be taught to the participants.

3.6.7.2 Steps in Community-Based Participatory Education Programme

Detailed descriptions of activities involved in the two experimental groups are as follows:

A. Programme of Activities:

The research assistants informed the participants that there are other ways apart from the direct teaching method to expose them to human trafficking issues and that the Community-Based Participatory Education Programme that would be used would make the participants to be actively involved in identifying and solving human trafficking problems in the communities.

Experimental Groups:

Phase 1: Preparation

Step i: The research assistants guided the participants by linking human trafficking issues with its meaning and the ways that traffickers use to lure victims in the communities.

Step ii: The research assistants guided the participants to mention the various areas experiencing human trafficking issues.

Step iii: The participants discussed the factors responsible for human trafficking such as poverty, unemployment, ignorance, illiteracy, civil war, corrupt law enforcement agencies etc

Step iv: The participants jointly highlighted the consequences of human trafficking to the individual, community, country and the whole world.

Step v: The research assistants guided the participants to discover the importance of solving the human trafficking problems in the communities due to their insensitivity of the consequences of the menace.

Step vi: The participants brain-stormed as regards the various ways by which the problem could be solved like the three tiers of government efforts, law-enforcement agencies activities, and vigilance of the people in the communities.

Step vii: The participants decided on what they would do to solve the problem through sensitization of the people about its evils such as drama series and rallies within the communities.

Step viii: The research assistants guided the participants as regards the ways they could organize their activities by themselves. Work plan involved initial action, steps to begin the work; set a realistic timeline for getting the activities done, set goals for the activities and how to do it.

Step ix: The participants divided themselves to various groups regarding the various activities they would perform to show the evils of human trafficking.

Step x: The participants implemented their various programmes of activities such as musical entertainment, drama sketches and community rallies to condemn human trafficking.

Step xi: The research assistants provided structured time for participants to talk about what they had done and observed during the implementation of the various activities and to suggest the various ways by which human trafficking can be totally reduced in the society.

B. Entertainment display, Drama sketches and Community rallies

Musical entertainment was displayed and music was used to condemn Human trafficking business and to show the importance of education in the society and that anyone that is educated will grow up to be leader in the country. Also, drama sketches reflecting the operation and activities of human traffickers were displayed and the evils of human trafficking to the individual and the communities were explained to the participants. Earlier, the participants were told that the musical display and drama sketches were not for entertainment but for learning activities. Not only this, the participants went on campaign rallies around the town especially the markets, garages and around secondary schools to condemn human trafficking business and they advised the people not to partake in the business and promised to expose anyone that they know that is still participating in the various activities to the law-enforcement agencies

3.6.7.3 Direct Teaching Method- Control Groups

The following steps were taken:

Step i: The research assistants introduced the lesson by asking questions based on their previous knowledge of the topic.

Step ii: Discussion of the contents of the lesson followed by the research assistants who gave relevant instances of the practice of human trafficking in the communities.

Step iii: The research assistants allowed the participants to ask questions on the topic.

Step iv: The research assistants evaluated the lesson by asking some relevant questions from the participants.

3.6.7.4 Post-Test Administration

The Human Trafficking Knowledge Test (HTKT) and Human Trafficking Attitudinal Scale (HTAS) were administered to the participants as post-tests

Summary of the Procedure:

First two (2) weeks for training of research assistants and local government officials.

One (1) week for pre test administration

Six (6) weeks for the treatment and other follow ups.

One (1) week for post test administration and appreciation of participants.

Total: Ten (10) weeks

3.7 Method of Data Analysis

This study, being an action research, employed a triangulation of instruments such as interview, as well as listening survey of Focused Group Discussion and play activities. The study adopted both qualitative and quantitative approaches to data analysis. For the qualitative aspect, data collected were analyzed through content analysis and categorization of ideas expressed into convergent and divergent ideas. The quantitative data were analyzed using descriptive and inferential statistics. The Analysis of Covariance (ANCOVA) was used to test the seven stated hypotheses. Also, Estimated Marginal Means was used to determine the magnitude of the mean scores of the different groups while graphs were used to interpret significant interaction effects. All the hypotheses were tested at $P < .05$ level of significance.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the results of the data obtained in the study according to the order in which the research questions and hypotheses were tested. Qualitative analysis was employed to examine the research questions while estimated marginal means was used to explain and compare the pre-test and post-test scores of the groups. Also, inferential statistics were used to test the hypotheses for the study.

4.1 Qualitative Report:

This section is devoted to the qualitative analysis of the data gathered from participants during the focus group discussion sessions. These were used to answer research questions raised for the study. The following steps were employed; the recorded tape discussion were relayed and transcribed into written form; the transcribed work and the summary notes taken during the focus group discussion were compared; gender and location were considered in the analysis and recorded video clips were played back to boost the analysis.

4.1.1 Answer to Research Questions

Research Question 1: To what extent will CBPEP influence participants' acquisition of knowledge and attitude towards human trafficking issues?

The participatory approach used in the treatment enabled the participants to have a sense of belonging as members of the communities. This gave them the inner motivation to contribute to the discussion in order to ensure the development of their communities. Consequently, the participants demonstrated better knowledge and positive attitude towards human trafficking issues as evident in their responses towards what could be done to minimize the menace in their communities. For instance, some of the participants described human trafficking as, “a way of cheating people, community and the country”. Moreover they described it as, “a devilish act which involves deceit and exploitation of the people and it takes place throughout the country and globally”. The participants were fascinated by the varieties of activities involved in the programme as

they confessed to have benefitted a lot from the activities such as the interactive sessions, brain-storming, musical entertainment, drama and rallies round their communities. This could have enhanced their abilities to have in-depth knowledge and positive attitude towards human trafficking issues. All the participants regardless of their sex had interest in the objectives of the programme as they claimed to have been educated more on human trafficking issues and its consequences. They promised to propagate the objectives of the programme even after its completion.

Research Question 2: What is the impact of CBPEP on participants' trait of group role?

The report from Urban and Peri-Urban in the experimental groups showed that the participants acquired and demonstrated the values and traits of group role during the CBPEP activities. Report from the Focus Group Discussion sessions indicated that participants were tolerant as they respected the opinion of others, they were objective and demonstrated self-confidence and self-initiatives. As the activities progressed, participants became more patient, respectful, tolerant and cooperative with one-another and were enthusiastic to stay much longer with their activities. Consequently, participants were able to work together and managed the affairs with regards to human trafficking issues.

Research Question 3: What is the extent of community locations influence on participants' knowledge and attitude to human trafficking issues after exposure to CBPEP?

From the commencement of the CBPEP, the participants from both urban and peri-urban communities demonstrated interest, collaborative inter-personal attitude and skills during the focus group sessions. As the interaction progressed, participants that were quiet and not responding became active and cheerful due to the fact that the research assistants motivated and drew relevant information from the participants. Participants expressed positive comments about the participatory approach adopted as it enabled them to express their views about human trafficking and promised their readiness to be part of the people that would be campaigning against the menace in their communities. The same results obtained for knowledge because the participants were already familiar with the issues of human trafficking in their communities. However,

participants from the urban seemed to display more eagerness, interest and commitment to the group activities than the participants in the peri-urban areas.

Research Question 4: Of what effect is participants gender on the knowledge and attitude towards human trafficking issues after their exposure to CBPEP?

The objective of CBPEP was to enable the participants develop deep knowledge and positive attitude towards human trafficking issues. Findings from the focus group discussion sessions revealed that both males and females participants displayed tremendous improvement in their understanding of human trafficking issues. Again, participants irrespective of gender displayed better acquisition of skills and values of group life and communal relations. In their opinion, participants were of the view that the focus group discussion was educative and interesting as it gave them the opportunity to express their mind as regards tackling human trafficking menace. Despite their general interest in the participatory mode, it was observed however that the female participants were more interested, forth-coming and active than the male counterparts. Conversely, the female counterparts appeared to display more knowledge and attitude to human trafficking issues than male counterparts through their active participation in the focus group discussion sessions and suggestions towards finding solutions to the menace.

4.2 Hypotheses Testing

The quantitative results of this study are presented based on the seven null hypotheses formulated for the study.

4.2.1 Treatments and Participants Knowledge of and Attitude to human trafficking issues

H₀₁: There is no significant main effect on treatment of participants

- a. Knowledge of human trafficking issues
- b. Attitude of human trafficking issues

In testing this hypothesis, data collected were analyzed using Analysis of Covariance (ANCOVA) and Estimated Marginal Means (EMM) which are presented in tables 4 and 6

Table 4.1: Summary of ANCOVA of the Post test Knowledge Scores of participants according to Treatment, Gender and Location.

Source of Variance	Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	12069.408	8	1508.676	20.133	.000	.516
Pretest	1470.379	1	1470.379	19.621	.000	.115
Main effects:						
Treatment Group	5022.081	1	5022.081	67.017*	.000	.307
Gender	3429.912	1	3429.912	45.770*	.000	.233
Location	58.530	1	58.530	.781	.378	.005
2-way Interactions:						
Treatment Group x Gender	62.257	1	62.257	.831	.363	.005
Treatment Group x Location	1.506	1	1.506	.020	.887	.000
Gender x Location	311.704	1	311.704	4.160	.043	.027
3-way Interactions:						
Treatment x Gender x Location	630.595	1	630.595	8.415*	.004	.053
Error	11315.536	151	74.937			
Total	23384.944	159				

* Significant at $P < 0.05$

Table 4.1 shows that there is a significant effect of treatment on post test knowledge scores of the respondents ($F_{(2,157)} = 67.02$, $P < .05$, $\eta^2 = .31$). Hypothesis 1a, is therefore rejected.

Table 4.2: Estimated Marginal Means for Human Trafficking knowledge by Treatment

Treatment Groups	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Experimental Groups	61.22	1.01	59.23	63.21
Control Groups	49.34	1.02	47.32	51.35

Table 4.2 shows that participants in the experimental groups had higher human trafficking mean score ($\bar{x}=61.22$) than their counterparts in the control groups ($\bar{x}=49.34$). This means that the treatment strategy was more effective than the direct teaching method.

Table 4.3: Summary of ANCOVA of the Post test Attitude Scores of Participants According to Treatment, Gender and Location

Source of Variance	Sum of Squares	DF	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	444.046	8	55.506	4.657	.000	.198
Pretest	22.279	1	22.279	1.869	.174	.012.
Main effects:						
Treatment Group	212.010	1	212.010	17.788	.000*	.015
Gender	10.633	1	10.633	.892	.346	.006
Location	26.256	1	26.256	2.203	.140	.014
2-way Interactions:						
Treatment Group x Gender	16.476	1	16.476	1.382	.242	.009
Treatment Group x Location	138.981	1	138.981	11.661	.001*	.072
Gender x Location	14.714	1	14.714	1.235	.268	.008
3-way Interactions:						
Treatment x Gender x Location	6.048	1	6.048	.507	.477	.003
Error	1799.729	151	11.919			
Total	2243.775	159				

* Significant at $P < 0.05$

Ho₁ (b) There is no significant main effect of treatment on participants' attitude to human trafficking issues.

Table 4.3 shows that there was a significant effect of treatment on post test attitude scores of participants $F_{(2,157)} = 17.788$, $P < .05$, $\eta^2 = .015$). Hypothesis 1b, is therefore rejected.

Table 4.4: Estimated Marginal Means for Human Trafficking Attitude by Treatment

Treatment Groups	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Experimental Groups	15.14	.399	14.62	16.20
Control Groups	13.02	.400	12.23	13.81

Table 4.4 shows that participants in the experimental groups had higher human trafficking score ($\bar{x} = 15.14$) than their counterparts in the control groups ($\bar{x} = 13.02$). This means that the treatment strategy was more effective than the direct teaching method.

4.2.2 Effects of gender on participants knowledge of and attitude to human trafficking issues

Ho₂ There is no significant main effect of gender on

- (a) Knowledge of human trafficking issues
- (b) Attitude to human trafficking issues

Table 4.5 shows that there is significant effect of gender on the post test knowledge score of participants ($F_{(2,157)} = 45.77$; $P < 0.05$, $\eta^2 = .026$). Hypothesis 2a, is therefore rejected

Table 4.5: Estimated Marginal Means for Human Trafficking knowledge by Gender

Gender	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Male	50.44	1.02	48.93	52.44
Female	60.13	1.00	58.15	63.00

Table 4.5 shows that females had higher human trafficking knowledge score (\bar{x} =60.13) than their male peers (\bar{x} =50.44)

Ho2 (b) There is no significant main effect of gender on the participants attitude to human trafficking.

Table 4.3 shows that there was no significant effect of gender on the post test attitude scores of participants from the experimental and control groups: ($F_{(2,157)} = 0.89, P > 0.05, \eta^2 = .006$). Hypothesis 2b, is therefore not rejected.

Table 4.6: Estimated Marginal Means for Human Trafficking Attitude by Gender

Gender	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Male	13.95	.402	13.15	14.74
Female	14.49	.397	13.70	15.27

Table 4.6 reveals that female participants had slight higher attitude score (\bar{x} =14.49) than their male counterparts (\bar{x} =13.95), but not significant.

4.2.3: Effect of location on participants knowledge of and attitude to human trafficking

Ho₃ There is no significant main effect of location on

- (a) Knowledge of human trafficking issues
- (b) Attitude to human trafficking issues

Table 4.1 shows that there is no significant effect of location on the post test knowledge score of participants ($F_{(2,157)} = 0.781; P > 0.05, \eta^2 = .005$). Hypothesis 3a, is therefore not rejected.

Table 4.7: Estimated Marginal Means for Human Trafficking knowledge by location

Location	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Urban	55.91	.998	53.93	57.88
Peri-urban	54.66	1.00	52.68	56.64

From Table 4.7 participants from the urban areas had a slightly higher human trafficking knowledge score (\bar{x} =55.91) than their counterparts from the peri-urban areas (\bar{x} =54.66), but not significant.

Ho₃ (b) There is no significant main effect of location on participants attitude to human trafficking issues.

Table 4.3 shows that there is no significant effect of location of the post-test attitude score of participants ($F_{(2,157)} = 2.203$; $P > 0.05$, $\eta^2 = .014$). Hypothesis 3b, is therefore not rejected.

Table 4.8: Estimated Marginal Means for Human Trafficking Attitude by location

Location	Mean	Std Error	95% confidence interval	
			Lower Bound	Upper Bound
Urban	14.64	.401	13.85	15.43
Peri-urban	13.79	.404	12.99	14.59

From Table 4.8, the participants from the urban areas had a slightly higher human trafficking attitude score (\bar{x} =14.64) than their counterparts from the peri-urban areas (\bar{x} =13.79), but not significant.

4.2.4: Interaction Effect of Treatment and Gender on Participants Knowledge and Attitude to Human Trafficking

Ho₄ There is no significant interaction effect of treatment and gender on participants

(a) Knowledge of human trafficking issues

(b) Attitude to human trafficking issues

Table 4.1 shows that there is no significant main and interaction effect of treatment and gender on post test knowledge scores of participants: ($F_{(4,155)} = 0.831$; $P > 0.05$, $\eta^2 = .005$). Hypothesis 4a, is therefore not rejected.

Ho₄ (b) There is no significant interaction effect of treatment and gender on the Participants attitude to human trafficking issues.

Table 4.3 shows that there is no significant interaction effect of treatment and gender on post test attitude scores of participants: ($F_{(4,155)} = 1.382$; $P > 0.05$). Hypothesis 4b, is therefore not rejected.

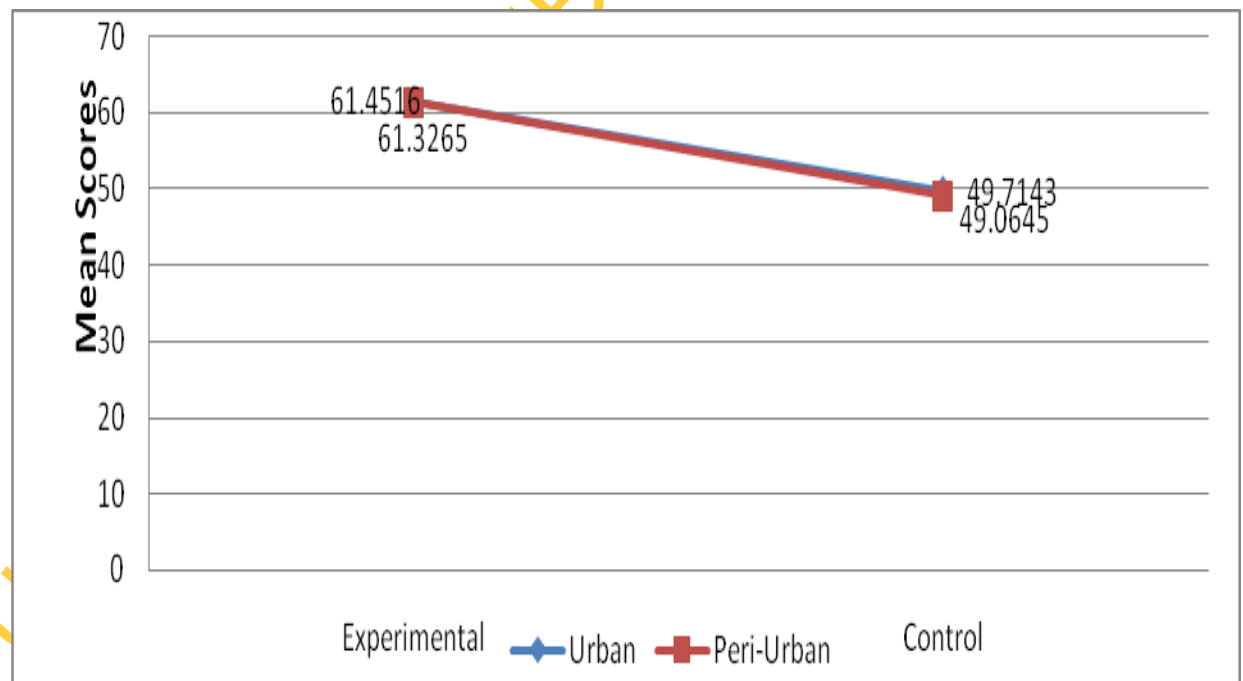


Fig 4.2: Line graph showing the interaction effects of Treatment and Location on Knowledge of Human Trafficking

The graph in figure 4.2 was drawn to determine the differences in the mean knowledge scores of urban and peri-urban participants in the experimental and control groups. The graph revealed that urban participants performed slightly better than the peri urban in the experimental groups. Also the knowledge mean score of the urban experimental groups is slightly better than the control groups in the peri urban centres. The margin seems to be little, but it is significant.

4.2.5: Interaction Effect of Treatment and Location on Participants' Knowledge and Attitude to Human Trafficking

Ho₅: There is no significant interaction effect of treatment and location on participants

(a) Knowledge of human trafficking issues

(b) Attitude to human trafficking issues

Table 4.1 shows that there is no significant interaction effect of treatment and location on post-test knowledge scores of participants: ($F_{(4,155)} = 0.20$; $P > 0.05$, $\eta^2 = .001$). Hypothesis 5a, is therefore not rejected.

Ho₅ (b) There is no significant interaction effect of treatment and location on attitude of Participants to human trafficking.

Table 4.3 shows that there was a significant interaction effect of treatment and location on the post-test attitude scores of participants: ($F_{(4,155)} = 11.661$; $P < 0.05$, $\eta^2 = .072$). Hypothesis 5b, is therefore rejected. Reference was made to the Estimated Marginal Mean to determine whether participants in the urban or peri-urban communities had higher attitude mean score. Participants in the peri-urban centres had lower adjusted post test mean score of 13.79 than participants in urban areas with adjusted post test mean score of 14.64.

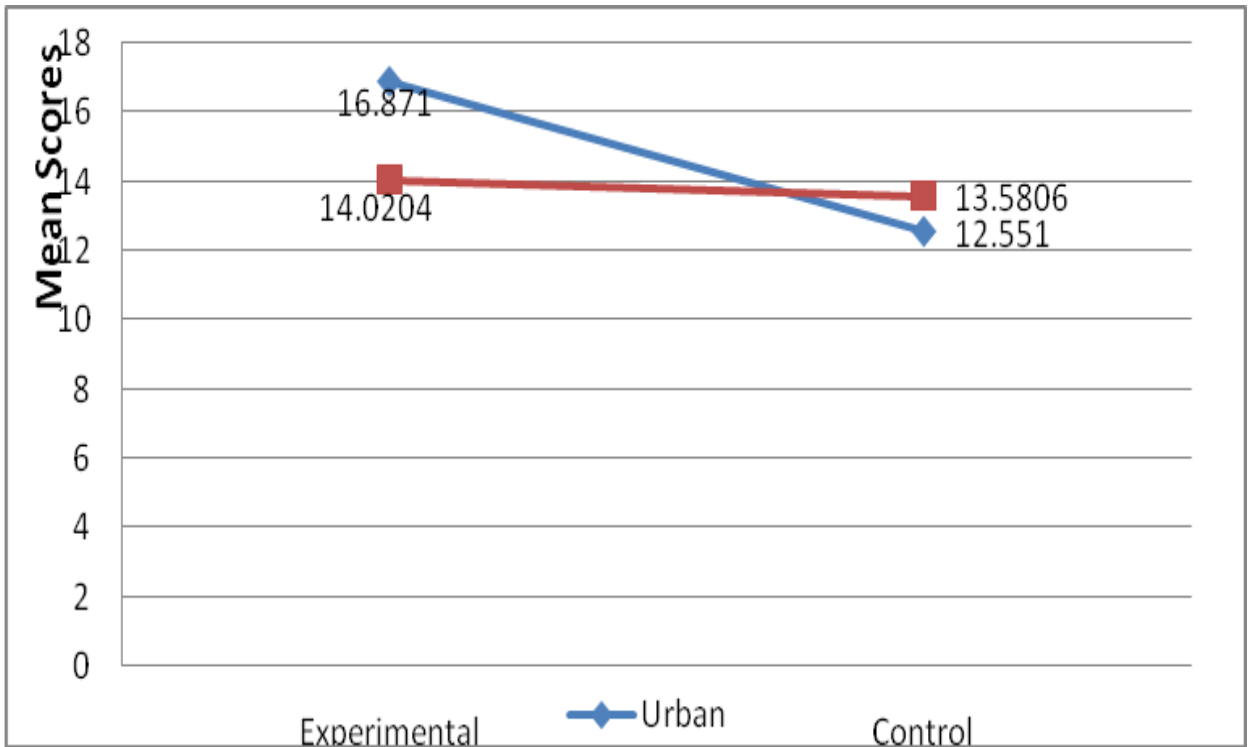


Fig 4.3: Line graph showing the interaction effects of Treatment and Location on Attitude to Human Trafficking

The graph in figure 4.3 was drawn to determine the differences in the mean attitude scores of participants from urban and peri-urban in the experimental and control groups. The urban participants performed better than the peri-urban in the experimental groups. This shows that the treatment contributed more to human trafficking attitude in the urban centres.

4.2.6: Interaction effect of Gender and Location on participants Knowledge and Attitude to Human Trafficking Issues

Ho6 There is no significant interaction effect of gender and location on participants'

- (a) Knowledge of human trafficking issues
- (b) Attitude to human trafficking issues

Ho₆ (a) There is significant interaction effect of gender and location on the participants knowledge in human trafficking issues.

Table 4.1 shows that there was a significant interaction effect of gender and location on the post-test knowledge scores of participants: ($F_{(4,155)} = 4.160$, $P < 0.05$, $\eta^2 = 0.27$). Hypothesis 6a, is therefore rejected.

H_{06} (b) There is no significant interaction effect of gender and location on the participants' attitude to human trafficking.

Table 4.3 shows that there is no significant interaction effect of gender and location on the post-test attitude of participants: ($F_{(4,155)} = 1.235$, $P > 0.05$, $\eta^2 = 0.008$). Hypothesis 6b, is therefore not rejected.

4.2.7: Interaction effect of Treatment, Gender and Location on participants Knowledge and Attitude to Human Trafficking

(a) Knowledge of human trafficking issues

(b) Attitude to human trafficking issues

H_{07} (a) There is no significant main and interaction effect of treatment, gender and location on the participants' knowledge in human trafficking.

Table 4.1 shows that there was a significant interaction effect of treatment, gender and location on the post-test knowledge scores of participants: ($F_{(8,151)} = 8.415$, $P < 0.05$, $\eta^2 = 0.53$). Hypothesis 7a, is therefore rejected.

Table 4.9: Estimated Marginal Means for HumanTrafficking Knowledge by Interaction of Treatment, Gender and Location

Treatment Group	Gender	Location	Mean	Std Error	95% confidence interval	
					Lower Bound	Upper Bound
Experimental Groups	Male	Urban	56.95	2.1	52.80	61.10
		Peri-urban	57.11	1.70	53.80	60.41
	Female	Urban	66.55	2.31	62.00	71.12
		Peri-urban	64.30	1.87	60.60	68.00
Control Group	Male	Urban	48.07	1.82	44.50	51.70
		Peri-urban	39.62	2.45	34.75	44.50
	Female	Urban	52.05	1.70	46.70	55.41
		Peri-urban	57.61	2.04	53.60	61.64

Table 4.9 shows that in the experimental groups, males in the peri-urban had better human trafficking knowledge (\bar{x} =57.11) than the urban males (\bar{x} =56.95) while urban females had deeper knowledge score (\bar{x} =66.55) than the peri-urban female (\bar{x} =64.30). In the control groups, urban male had better knowledge score (\bar{x} =48.07) than their peri-urban counterparts (\bar{x} =39.62) while the peri-urban females had better knowledge score (\bar{x} =57.61) than the urban female scores (\bar{x} =52.05)

Ho₇ (b) There is no significant interaction effect of treatment, gender and location on the participants attitude to human trafficking.

Table 4.3 shows that there is no significant interaction effect of treatment, gender and location on the post-test attitude scores of participants: ($F_{(8,151)}=5.07$; $P>0.05$, $\eta^2=.003$). Hypothesis 7b, is therefore not rejected.

Table 4.10: Estimated Marginal Means for Human Trafficking Attitude by Interaction of Treatment, Gender and Location

Treatment Group	Gender	Location	Mean	Std Error	95% confidence interval	
					Lower Bound	Upper Bound
Experimental Groups	Male	Urban	16.34	.84	14.68	18.01
		Peri-urban	14.61	.67	13.30	15.93
	Female	Urban	17.26	.93	15.43	19.09
		Peri-urban	13.43	.74	12.00	14.90
Control Group	Male	Urban	11.78	.72	10.34	13.20
		Peri-urban	13.10	.98	11.13	15.02
	Female	Urban	13.20	.68	11.86	14.54
		Peri-urban	14.05	.82	12.43	15.70

Table 4.10 shows that in the experimental groups urban male had better attitude ($\bar{x}=16.34$) than their male counterparts in the peri-urban ($\bar{x}=14.61$) while the urban females had higher attitude score ($\bar{x}=17.26$) than the peri-urban females ($\bar{x}=13.43$). In the control groups, peri-urban males had higher attitude score ($\bar{x}=13.10$) than the urban male counterparts ($\bar{x}=11.78$) while the peri-urban female had higher attitude score ($\bar{x}=14.05$) than the urban female counterparts ($\bar{x}=13.20$). But these differences are not significant.

4.4 Summary of Findings

The results of this study are summarised as follows:

1. Treatment has significant effect on participants' human trafficking knowledge and attitude. The experimental groups performed better than the control groups.
2. Gender has a significant effect on participants' human trafficking knowledge but not significant on participants' attitude. In both cases, female participants have a slightly higher adjusted post test mean scores in their knowledge of and attitude to human trafficking.
3. Location has no significant effect on participants' human trafficking knowledge and attitude. However, the urban participants performed a little better in their knowledge of human trafficking than the peri-urban participants
4. The 2-way interaction effect of treatment and gender is not significant on participants' human trafficking knowledge and attitude.
5. The 2-way interaction effect of treatment and location is not significant on participants' knowledge but significant on participants' attitude.
6. There is a significant interaction effect of gender and location on participants' human trafficking knowledge but no significant interaction effect of gender and location on participants' human trafficking attitude.
7. The 3-way interaction effect of treatment, gender and location was significant on participants' human trafficking knowledge but not significant on participants' human trafficking attitude.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Participants' involvement during the Participatory Approach in the Experimental Centres

The participatory approach was adopted in this study due to the need to stimulate the participants to express their views and proffer solutions on the issues of human trafficking. Falade (2007) quoting Oyetade (2003) emphasized that participants are the analysts of their problems, and that once they are properly sensitized and given appropriate facilities, they could best provide solutions to their problems. The findings from this study showed that if the participants are adequately stimulated, they are ready to effectively assist the government in finding solutions to the menace of human trafficking. The qualitative report of this study indicated that participants were enthusiastic during the exercise. Participants from the experimental centres were committed and effectively took part in the participatory activities. This was displayed in their attendances, punctuality, responses and involvement in the activities. Generally, the participants were more interested and committed to the participatory activities. These support the previous findings of Ige(2013), Kehinde-Awoyele (2012), Falade (2007), Omosehin (2004) and Oyetade (2003) on participatory approach.

5.2 Participants' Acquisition of Values and Social Skills through Community Based Participatory Education Programme.

The quality of the discussion revealed that participants have deeper understanding of human trafficking issues and they had acquired the value and skills of tolerance, endurance, patience, cooperation, decision making, leadership and followership. The participatory approach enabled participants to become tolerant and patient with one another during the focus group discussion sessions and other participatory activities. The participants were able to accept the opinion of others even when they differ from their personal points of view. The participants displayed thorough understanding of the issues and cooperated with one-another during the musical display, drama show and community rallies. With their cordial relationship, the participants are likely going to relate together harmoniously regardless of their occupation, sex and religion. Also, it can be seen that it

is easy for them to tolerate opposing views and cooperate with one-another in order to solve their problem of human trafficking and other associated socio-economic and political problems in Nigeria. The participatory approach also enabled the participants to discuss, brain-storm, make decisions and delegate responsibilities and work as a team. These findings are in agreement with the findings of Riding et al,(1995), Falade, (2007) and Kehinde-Awoyele (2012) that the participatory approach would facilitate the development of transferable skills that would enable them to tackle any problem that emanate in the society.

5.3 Treatment and Participants' Knowledge and Attitude to Human Trafficking

The findings of this study revealed that the Community Based Participatory Education Programme had effects on participants' knowledge of human trafficking. There is a significant main effect of treatment on participant's knowledge of human trafficking issues. This indicated that participants exposed to the participatory education programme performed significantly better than the others in the direct teaching method groups. This may be so because the participants exposed to the participatory education participated actively in the exercise as they expressed their various opinions and solutions to the problem of human trafficking issues through the focus group discussion. These findings provide more evidence to the earlier findings of Mansaray and Ajiboye (2002), Oyetade (2003), Falade (2007), Kehinde-Awoyele (2012) and Ige (2013) that the bottom-up participatory approach allows participants to be involved in the learning activities. On attitude to human trafficking, the findings showed that there was a significant effect of treatment as the participants exposed to the treatment engaged in various entertainment activities. Also, participants actively participated and made meaningful contributions regardless of their academic ability, family background and gender. Since the participatory activities lasted for six weeks, this might not be long enough to have significant effect on the participants' attitude to human trafficking. These findings are in line with the views of Omosehin (2004) that attitude formation takes a relatively longer period of time than achievement. Nevertheless, Table 4.4 showed that there was an increase in the post-test mean attitude scores of the experimental group over the pre- test mean attitude score. On the other hand, the control groups had slight increase in the post-

test mean score when compared with their pre- test mean attitude score. This is in line with the findings of Ajiboye (1996), and Omosehin (2004) who were of the view that individual attitude to a particular subject, concept or issues depend to a large extent on his knowledge. Hence, the effectiveness of the community based participatory education programme in developing the knowledge component of the participants will also enable them to develop positive attitude towards the issues.

5.4 Gender of Participants' knowledge and attitude to Human Trafficking

It was found in this study that the female performed significantly better than their male counterparts in human trafficking issues. This could be attributed to the fact that the female showed more concern and took greater interest. This finding is in line with the views of Ajiboye (2002) and Ogundari (1990) that reported the effect of genders on learning outcome. But these findings negate the findings of Ige (2013), Oyetade (2003), Amosun (2002) and Okebukola (1985), that gender had no significant effect on learning outcome. Female participants had significant increase in the post-test mean knowledge score over their pre-test score. This indicated that female participants benefited much more from the participatory approach than the male participants. Specifically, female participants had better knowledge of human trafficking than the male participants. On attitude, there was no significant effect of gender on the attitude of participants to human trafficking. The Estimated Marginal Means in Table 4.6 further indicated that female participants had higher adjusted post-test means attitude score than the male participants as the females are more interested in the issue by showing emotion and their concern for children. The findings of this study are in line with the findings of Omosehin (2004), Falade (2007), Oladapo (2012) and Ige (2013) who in separate studies (in which participatory approach was used) found significant effect of gender on learning outcomes. Although the male participants had a slight decrease in their post-test mean knowledge scores over the pre-test scores, yet there is the possibility that if more periods had been used for this study, the male participants might have gained better in attitude to human trafficking issues.

5.5 Location and Participants' knowledge and attitude to human trafficking

The findings from this study revealed that location had no significant effect on participants knowledge of human trafficking issues. However, the urban participants performed slightly better than the peri-urban participants in their knowledge of human trafficking. The result might be attributed to the fact that the urban participants were exposed to a wider range of experiences like the print and electronic media, information technology and fairly stocked libraries are available to them to boost their awareness (Fontana, 1981, Ngban, Maliki and Asuquo 2009 and Bowers, 2012) affirmed that such experiences make urban populace have deeper knowledge of human trafficking better than their peri-urban counterparts. This result contradicts to the findings of Ogunleye (2002) and Oginni (2008) that school location produced significant difference in learning outcomes. However, these findings support the studies of Akintunde (2004), Gbadamosi (2012), and Oladapo (2012) that discovered that location had no significant effect on participants' knowledge attainment. The results of the study in Table 4.8 revealed that there was no significant effect of location on participants' attitude to human trafficking issues. The findings further showed that urban participants had higher adjusted post-test mean score of 14.64 while participants from peri-urban centres had adjusted post-test mean attitude score of 13.79. This indicates that urban subjects had slightly better attitude to human trafficking issues than the peri-urban participants. Although, there was no significant effect of treatment and location on participants' knowledge of human trafficking issues, there was significant interaction effect of treatment and location on participants' attitude to human trafficking issues. This could be as a result of the urban participants exposure to wider experiences in their areas and their commitment to the participatory activities that had made them to be knowledgeable enough in human trafficking issues while there was the corresponding effect of their exposure to wider experiences in there better attitude to human trafficking issues. Again, the explanation that could be given for the disparity in the interaction effect with regard to participants' knowledge and attitude to human trafficking is that participants from both urban and peri-urban areas had already developed certain attitude to human trafficking issues. Brown (1976) and Mansaray (1999) pointed out that it would take time for attitudes and traits to be formed; it would also take time to change them. Hence, the knowledge the urban

participants already have of human trafficking issues could be a motivating factor towards making it have significant effect on their attitude to human trafficking issues.

5.6 Treatment, Gender, Location and Participants' Human Trafficking Knowledge and Attitude

The result obtained in this study showed that the three – way interaction effect of treatment, gender and location were significant on participants' human trafficking knowledge. This result support the findings of Olatundun (2008) who found that there was significant interaction effect of treatment, gender and school location on environmental knowledge. However, the result showed that, there was no significant interaction effect of treatment, gender and location on the participants' human trafficking attitude. This could be due to the fact that it use to take a long time to effect changes in attitude especially on very important value global laden issue like human trafficking.

5.7 Conclusion

The study sought the effect of community based participatory education programme on participant's knowledge of and attitude towards human trafficking in Oyo and Osun States. The study also explored the moderating effects of gender and location on human trafficking knowledge and attitude of participants in the selected communities. The study revealed that the informal community based participatory education programme is more effective than the direct teaching method in teaching human trafficking issues. This implies that participants' knowledge of human trafficking issues as well as their attitude to human trafficking could be improved through the community based participatory programme. The study also showed that gender has significant effect on participants' knowledge and attitude to human trafficking issues. Female participants performed better than their male counterparts in both knowledge and attitude test. This may mean that community based participatory education programme can help the female participants to gain better knowledge of human trafficking issues as well as have better attitude to human trafficking issues. The participatory approach adopted in this study made learning interesting (Akintunde, 2004, Forrestes and Jantzie, 2004, Falade, 2007, Kehinde-Awoyele, 2012 and, Oladapo, 2012,). It helps to inculcate the attitude and skills

of cooperation, teamwork, initiative, tolerance in the participants. The qualitative findings revealed that participants in the participatory groups enjoyed the activities and suggested that the approach should be adopted by the teachers in the teaching of Social Studies. It can be concluded from this study that for human trafficking concepts to be effectively learnt and result-oriented, there should be a shift of focus from classroom – based instruction to instruction that involve the people in the communities to actively participate in the process of finding solutions to human trafficking menace. Community based participatory education programmes is found to be effective for teaching and learning human trafficking issues and problems in Social Studies in Nigeria.

5.8 Implications of Findings

The findings of this study have shown that social studies is better taught using community based participatory education programme than the direct teaching method which is different from the conventional teaching strategy because teaching will take place outside the classroom setting. The higher performance of participants exposed to community based participatory education programme (CBPEP) has implications for teaching of human trafficking concepts which de – emphasize teacher- centered learning and increase learners’ active involvement in the teaching learning process. The community based participatory education programme (CBPEP) teaching strategy which makes learning interesting fair and inculcate attitude and skills of cooperation, sense of responsibility in learners should therefore be favoured. The strategy creates improvement of socialization between the facilitators and participants and it transforms the lesson periods into interesting and never boring sessions, which will add to the improvement of human trafficking knowledge and attitude of participants’. This findings has implications for Social Studies teacher training, Social Studies teaching method courses and general awareness.

The study has revealed that gender and location had no significant effect on human trafficking issues and as such the method of teaching employed by the teacher is important in improving participant’s knowledge. The findings of the study revealed that community based participatory education was more effective than the direct teaching method in knowledge and attitude formation. This has some implications for human

trafficking issues in Nigeria in terms of their knowledge and attitude towards the causes and effect of human trafficking.

The result of this study showed that the exposure of participants to the participatory approach enable them to express themselves about their knowledge on human trafficking and the solutions to the menace. The participants were enthusiastic to express their deep understanding of the menace and steps to take to minimize or totally eradicate the problem. This indicates that the participatory approach adopted in this study could be used for samples in other field like population education, environmental education and sex education. One of the major implications of this study is that participatory approach helped the samples to acquire some values and traits of group role such as cooperation, patience, tolerance, team – work perseverance, initiatives. This shows that if the participants continued with the community based participatory education programme, it would help to make the values and traits of group roles permanent in them. The findings of this study therefore shows the importance of participatory approach in human trafficking issues as it equipped the learners with those values and traits that are paramount of participation in community

Moreover, the results of this study also revealed that participants that were exposed to the community based participatory education programme (experimental groups) gained better knowledge of human trafficking issues when compared with those that are not exposed (control groups). In addition, the experimental groups had higher adjustment post test attitude means score than the control group. These findings suggest the need to complement the direct teaching method with community based participatory education programme in tackling the human trafficking menace in the school system.

This implies that social studies teachers should learn to lead focus group discussion and stimulate students to participate in the participatory approach. This would enable the teachers to get the students actively involved in understanding the programme that could be used in learning human trafficking issues in the syllabus. Community based participatory education programme would also assist in solving community problems such as border problems, prostitutions, communal clashes etc.

5.9 Contributions to Knowledge

This study has contributed to the body of knowledge in that the CBPEP adopted in the study has provided further measure of combating human trafficking through direct involvement of grassroots in the community where the menace is endemic.

Participants took responsive actions to solve human trafficking problems which would lead to reduction in human trafficking problems in the communities.

Participatory approach would make the participants develop the values of freedom of expression, patient, cooperation, initiatives and team-work needed in solving any problem in the community.

It would enable an educationist to appreciate that apart from the teaching and learning process in the class, there are still other strategies that could be adopted in an informal setting.

The study made human trafficking education real, fun and inculcates the attitudes and skills of cooperation, tolerance and sense of responsibility among the participants.

The study confirmed that CBPEP could enhance peoples knowledge of human trafficking issues and they would become more than spectators but participants in solving the problems.

The study fostered relationship between the school and community by connecting the schools with the communities needs.

The study revealed the desirability of the use and effectiveness of community based participatory education as a means of enhancing knowledge and attitude of the people towards eradicating human trafficking.

5.10 Recommendations

In view of the findings of this study, the following recommendations were made:

1. Teachers should adopt the community based participatory education strategy in the teaching of human trafficking issues instead of staying in the classroom to teach the students at secondary school level all the time.
2. C.B.P.E.P is good for both urban and peri – urban areas, so teachers could use the strategy to connect school with communities.

3. Considering the filia tie of motherhood, it is imperative that women should be given preference in the attempt at combating the menace. This is necessary because both children and mostly females are always the victims of human trafficking. Hence, women should be focussed as they can prevail on their husbands to discourage them from involving in the business. Moreso, the CBPEP will enable women to have deeper knowledge and positive attitude to tackle the menace. In view of the findings of this study, the following recommendations were made:
4. The Bottom-up (participatory approach) should be adopted in Nigerian Secondary Schools for effective teaching and learning of social problems in Social Studies in Nigeria.
5. Human trafficking committees should be put in place in our communities to help the government and non-governmental organisations monitor progress, provide support during the interactive sessions and acquaint the agencies with recommendations of the participants.
6. Social workers, NGO's may employ CBPEP in tackling social problems: drug, communal clashes, border crimes, kidnapping etc
7. Government should provide and ensure implementation of a firm policy that is geared towards putting an end to human trafficking menace.
8. Government should provide employment opportunities for the citizens and equip the law-enforcements agents effectively to discharge their duties.
9. The Colleges of Education and Universities Social Studies curriculum should be reviewed with a view to integrate the participatory approach for teaching and learning. This will help to train the teachers on how to adopt the participatory approach in the colleges.

5.11 Limitations to the Study

It should be stated that some of the constraints experienced in the course of carrying out this study might have some influence on the result and findings of this study. The study investigated the effects of two moderating variables on participants'

knowledge and attitude to human trafficking. It is possible that the influence of other variables like family background, religion and academic ability could limit the extent to which this study could be generalised. Also the period of study (10 weeks) was too short to make much generalized claims. The study was limited to human trafficking issues in Social Studies. This makes the result obtained not generalizable beyond the particular issues examined in the study. Also, the study was conducted in three local government areas in Oyo and Osun states (Saki West, Saki East and Ejigbo) involving four communities and one hundred and sixty participants were used both in experimental and control groups. Thus, the number of communities and participants may impose some limitations on the study. The novelty and nature of the participatory approach that was adopted required the training and use of various participants. This had serious financial implications. Also, the short period of carrying out the study limited the effect of the CBPEP on participants' attitude to human trafficking issues. However, despite all the inadequacies, the findings of the study would serve a basic foundation for future studies in the field of a community based participatory education strategy particularly in Nigeria.

5.12 Suggestions for Further Studies

Based on the findings of this study, the following suggestions were made for further studies: The study should be replicated in other communities in the two sampled states and all the six geo-political zones in Nigeria so that a more generalization would be made. Further research could investigate other moderating variables such as personal trait, socio-economic status and family background. Also, more research should be carried out on impacts of Community-based participatory education programme in eradicating human trafficking in Nigeria.

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APPENDIX I

LETTER OF PERMISSION FROM THE HOD

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APPENDIX II

FOCUS GROUP DISCUSSION GUIDES

A. Meaning and Objectives of Community-Based Participatory Education Programmes

- i Explain the meaning of community-based participatory education programme
- ii Identify some human trafficking concepts that are involved in the programme
- iii State the objectives of community-based participatory education programme
- iv Discuss the extent to which the objectives of community-based participatory education programme are achieved.
- v Suggest one or more human trafficking concepts that should be incorporated into the JSS3 Social Studies syllabus.

B. Method of Teaching Human Trafficking Concepts.

- i State the method that teacher adopts in teaching human trafficking concepts in class
- ii State the benefits of the method.
- iii Explain the problems associated with the method used to teach human trafficking concepts in class.
- iv Suggest other methods that can assist learners to acquire deeper knowledge and positive attitude to human trafficking.

C. Informal Community-Based Participatory Education Programme

- i Explain the meaning of informal Community-Based Participatory Education Programme.
- ii Explain the objectives of informal Community-Based Participatory Education Programme.
- iii Identify the contents of an informal Community-Based Participatory Education Programme.
- iv Discuss the benefits participants can derive from such informal Community-Based Participatory Education Programme.

D. Implementation of the Community-Based Participatory Education Programme

- i Highlight how the informal Community-Based Participatory Education Programme can be implemented.
- ii Identify the materials needed for implementing the informal Community-Based Participatory Education Programme contents.
- iii Identify other activities that can be done to promote awareness and sensitivity to the evils of human trafficking.
- iv Identify some problems that can arise during the implementation of the formal Community-Based Participatory Education Programme.

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APPENDIX IIIA

**UNIVERSITY OF IBADAN, IBADAN.
FACULTY OF EDUCATION**

**EFFECT OF COMMUNITY-BASED PARTICIPATORY EDUCATION
PROGRAMME ON PARTICIPANTS' KNOWLEDGE OF AND ATTITUDE TO
HUMAN TRAFFICKING IN OYO AND OSUN STATES, NIGERIA**

The above subject matter is for research investigation purpose. You are required to fill the questionnaire with honesty and as most appropriate to you. All your responses shall be treated in confidence.

Thanks

SECTION A: DEMOGRAPHIC DATA

Sex:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>		
Town of residence:	Shaki Community	<input type="checkbox"/>	Ejigbo	<input type="checkbox"/>		
	Ago-Amodu	<input type="checkbox"/>	Masifa	<input type="checkbox"/>		
Age:	15 - 30 years	<input type="checkbox"/>	30-40 yrs.	<input type="checkbox"/>		
	41-50years	<input type="checkbox"/>	51yrs and above.	<input type="checkbox"/>		
Occupation:	Trader	<input type="checkbox"/>	Farmer	<input type="checkbox"/>		
	Driver	<input type="checkbox"/>	Artisan	<input type="checkbox"/>		
	Community Leader	<input type="checkbox"/>				
Countries regularly visited:	Ghana	<input type="checkbox"/>	Togo	<input type="checkbox"/>	Cote de voire	<input type="checkbox"/>
	Libya	<input type="checkbox"/>	Benin Rep.	<input type="checkbox"/>	Others	<input type="checkbox"/>
Countries where children/wards are	Ghana	<input type="checkbox"/>	Togo	<input type="checkbox"/>	Libya	<input type="checkbox"/>
	Cote De Viore	<input type="checkbox"/>	Cotonou	<input type="checkbox"/>	Others	<input type="checkbox"/>
Frequency Visit;	Weekly	<input type="checkbox"/>	Monthly	<input type="checkbox"/>		
	Yearly	<input type="checkbox"/>	Seldomly	<input type="checkbox"/>		
Religion:	Christianity	<input type="checkbox"/>	Islam	<input type="checkbox"/>		
	Traditional	<input type="checkbox"/>	None	<input type="checkbox"/>		

HUMAN TRAFFICKING KNOWLEDGE TEST (HTKT)

Please choose the most appropriate from options A- D

1. Human trafficking is

 - a) Killing of people in another country
 - b) Helping people out of the country to foreign countries
 - c) Illegal, forceful or deceitful movement of person to another destination country for the purpose of exploitation
 - d) Providing job opportunities for people in another county

2. Trafficking of persons for the purpose of exploitation involves the following processes excepts:
 - a) recruitment of person(s)
 - b) transportation of person(s)
 - c) harbouring of person(s)
 - d) healing of person(s)
3. Human Trafficking is a form of illegal migration involving the transport of a person
 - a) across international border
 - b) from one family to another
 - c) changing a name to another name
 - d) changing their colour from brown to white
4. Which of the following is not true of Human trafficking?
 - a) a violation of human rights of the nations
 - b) crime against humanity
 - c) economic exploitation of innocent persons
 - d) a new economic solution

5. The most vulnerable population at risks of Human trafficking are
- a) migrant women and ladies
 - b) custom officers and their children
 - c) illiterate ladies and girls
 - d) career men and women
6. Other victims of Human traffickers include these categories except
- a) socially and economically viable youths
 - b) run away teenagers and orphans
 - c) street children and hawkers
 - d) children well kept by their parents
7. Human Trafficking is a socio-economic crime, because
- a) it generates huge profits for criminal organizations and groups
 - b) many people want a quick wealth
 - c) human beings are now reduced to the value of money
 - d) all of the above
8. Which is not true about Human Traffickers?
- a) they also use misleading/deceptive advertisements promising jobs and career opportunity in destination countries
 - b) they use abusive methods such as coerced compliance, physical and emotional abuse to force victims
 - c) victims may be kidnapped
 - d) none of the above
9. Victims of human trafficking may be transported by these means except
- a) plane
 - b) boat
 - c) Vehicle
 - d) lift
10. Human Trafficking victims are known for
- a) using genuine or fraudulent documents

- b) engaged in illicit businesses on their arrival at the destination.
- c) play hide and seek games in destination countries
- d) all of the above
11. Victims of sexual exploitation are often found in these places except
- a) night clubs/bars
- b) embassies and foreign missions
- c) private residencies
- d) modelling stadia and massage parlours
12. Most victims of human trafficking are subjected to
- a) physical and sexual abuse
- b) not having passport or other identification card
- c) being often escorted and watched
- d) all of the above
13. Which is true of trafficked victims?
- a) They are frequently moved from one place to another by their traffickers
- b) They have injuries/bruises from beating, weapons, and visible marks of torture.
- c) They show signs of mal- nutrition and hunger.
- d) A-C
14. Which of the following countries are not en-routes for human trafficking via Oyo and Osun states?
- a) Ghana
- b) Togo
- c) Cote de voire
- d) Brazil

15. Which of the following are destination countries for trafficked victims via Oyo and Osun States?
- a) Cameroon
 - b) India
 - c) US
 - d) Europe
16. The global ranking of human trafficking among the world illicit business is
- a) 1st
 - b) 2nd
 - c) 3rd
 - d) 4th
17. Internal trafficking refers to the taking of victims
- a) Outside their countries border
 - b) To the United Nations Organization
 - c) Within the country border
 - d) None of the above
18. In external trafficking, victims are deceived with tales of
- a) Prostitution abroad
 - b) Being domestic servants in the destination country
 - c) Becoming nannies abroad
 - d) Greener pastures abroad
19. Desperate women often take risk of being taken abroad due to
- A) Buoyancy
 - b) Poverty
 - c) Prostitution

- d) Interest in traveling abroad
20. Traffickers are always interested in their business because
- a) It involves a great risk
 - b) Many people are always interested in the business
 - c) It has low risk with high profit
 - d) It is a widely legal business
21. Effective combating of human trafficking may not be quickly achieved due to
- a) The government is making a lot of revenue from it
 - b) Attitude of some unscrupulous security agents
 - c) Many traffickers are involved in the business
 - d) It is attractive to many Nigerians
- 22) One of the major consequences of human trafficking is that
- a) It makes Nigeria to be an active member of the United Nations
 - b) It deprives the youth the opportunity of contributing their quota to the development of the country.
 - c) The youth become active and vibrant citizens
 - d) It makes Nigeria to be a force to reckon with abroad
- 23) A major health problem which victims of the business can contract is
- a) HIV/ AIDS diseases
 - b) Malaria fever
 - c) Sleeping sickness
 - d) none of the above

- 24) One of the most important non government organization (NGO's) helping to raise awareness of human trafficking is
- a) NAPTIP
 - b) Campaign for Democracy
 - c) Civil Liberty Organization
 - d) WOTCLEF
- 25) The founder of Women Trafficking and Child Labour Eradication Foundation is
- a) Mrs Eke Igbinedon
 - b) Mrs Serifat Aregbesola
 - c) Mrs Patience Jonathan
 - d) Mrs Titi Atiku Abubakar

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APPENDIX IIIB

ABALA B

IBEERE NIPA IMO LORI IFINISOWO ERU

Jowo mu eyi ti o tona julo laarin A-E

- (1) Ifinisowo eru ni _____
 - (a) Pipa awon eniyan ni orile ede miiran
 - (b) Riran awon eniyan lowo jade kuro ni orile ede won lo si ilu okeere
 - (d) Ona lati fi ona aibofinmu, ipa ati etan mu awon eniyan lo si orile ede miiran lati lo re won je.
 - (e) Biba awon eniyan wa anfaani ise ni orile ede miiran
- (2) Fifi eni sowo eru lati re eniyan je; je oka ninu igbese wonyi ayaafi
 - (a) Gbigba awon eniyan sise
 - (b) Fifi eniyan sowo si ilu miiran
 - (d) Gbigbe eniyan pamo
 - (e) Wiwo awon eniyan san
- (3) Ifinisowo eru je ona aibofinmu ti a fi n fi eniyan ranse
 - (a) Kaakiri enu bode gbogbo ilu agbaye
 - (b) Laarin ebi kan si ikeji
 - (d) Ka paaro oruko kan si ikeji dudu ferefe si funfun
- (4) Ewo ninu awon wonyi ni kii se otito nipa ifinisowo eru
 - (a) Tite eto omoniyani orile ede loju
 - (b) Iwai pa si igbe aye eniyan
 - (d) Ireje nipa eto oro aje aown eni eleni (alaimokan)
 - (e) Ona otun lati wa oju tuu si eto oro aje

- (5) Awon eniyan ti o poju ninu ewu ifinisowo eru ni
- (a) Awon obinrin adelebo ati omomoge arinrin ajo lati orile ede kan si ikeji
 - (b) Awon osise asobode ati awon omo won
 - (d) Awon olomoge ati odobinrin ti ko kawe
 - (e) Awon okunrin ati obinrin ti won n sise ijoba
- (6) Awon miiran ti won tun le kagbako awon afinisowo eru niwon yi afi
- (a) awon odo ti oro aje won dara ti won sib aye mu
 - (b) awon omode to sa ile obi won ati awon omo orukan
 - (d) awon omo ita ati awon to n kiri oja
 - (e) awon omo ti obi won loju daadaa
- (7) Ifini sowo eru je iwa odaran si igbe aye ati oro aje nitoripe
- (a) ere nla lo mu wa fun awon odaran ati gbogbo ajo ati aown egbe odaran naa
 - (b) opo eniyan lo fe doloro ojiji
 - (d) won ti so igbe aye omo eniyan di kojowo lo
 - (e) gbogbo toke lo baa mu
- (8) Ewo ni ko ni joooto nipa awon afinisowo eru
- (a) won maa n lo ona eru/etan ninu ikede won, ti won yo seleri ise ati ona abayo fun aown eniyan ni o0rile ede ti won ba ko won lo.
 - (b) won maa n lo ona aidara bii ka fagidi mu ni, ka fiya jeni token tara lati je ki eniti won bam u se ife lowo lagidi
 - (d) won le ji eniti won ba fe gbe
 - (e) ko si eyi ti o ba won mu
- (9) Awon ti awon afinisowo eru bam u le dero ilu miiran nipa okan ninu awon ona wonyi
- (a) oko ofurufu/baalu
 - (b) oko oju omi

- (d) oko akero
- (e) egbe
- (10) Ohun ti a fi maa n da awon ti won fi sowo eru mo ni
- (a) Lilo iwe irinna ayederu tabi gidi
- (b) Sise aown ise aibofinmu nigba ti won ba de ilu ti won n lo
- (d) Sisa kijokijo kiri nigba ti won ba de ilu ti won n lo
- (e) gbogbo to ke lo baa mu
- (11) Ibi ti a ti le ri awon ti won ti jiya ireje nipa se ibalopo julo ni
- (a) ile ijo ati ile oti
- (b) ile ise olu ilu orile ede ajoji kookan
- (d) ile adani
- (e) papa isere isaraloge ati yara isewa ara
- (12) Opo awon ti o ti bo sowo awon afinisowo eru maa n je awon iya wonyi
- (a) Ifiya jeni ni tara ati ibalopo
- (b) Won le ma ni iwe irinna tabi iwe idanimu kankan
- (d) Won maa n sin won kiri won si maa n so won lowo lese
- (e) Gbogbo toke lo baa mu
- (13) Ewo lo je otito nipa eni ti a ti fi sowo eru
- (a) opo igba ni aown afinisowo eru won maa n mu won lati ibikan si ibikan
- (b) Won maa n ni ogbe, apa ati ifarapa nipa se lilu ati idiya je ti won fun won
- (d) Ami airi itoju ati ebi maa n han lara won
- (e) A – D
- (14) Ewo ninu awon ona wonyi ni kii se ona fun awon afinisowo eru lati gba lati ipinle Oyo ati Osun.
- (a) Ghana

- (b) Togo
- (d) Cote de Voire
- (e) Brazil
- (15) Ewo ninu awon ilu wonyi ni won maa n ko awon ti won fe fi sowo eru lati ipinle Oyo ati Osun lo.
- (a) Cameroon
- (b) India
- (d) US
- (e) Europe
- (16) Ipo ti ifinisowo eru wa ninu awon owo aidara lagbaye ni ipo _____
- (a) Kinni
- (b) Keji
- (d) Keta
- (d) Kerin
- (17) Ifinisowo eru labele tumo si mimu awon ti a fi sowo eru
- (a) ni enu bode ilu won
- (b) mimu won lo si ajo isokan agbaye
- (d) laarin ilu won
- (d) Ko si alaye to baa mu
- (18) Ifinisowo eru si ode ni titan awon ti a fe fi sowo pelu oro eran
- (a) nipa owo Nobi ni oke okun
- (b) Jije omo odo laarin ilu ni orile-ede ti won ko won lo
- (d) Didi eniti yoo maa setoju omo owo ni ilu oyiunbo
- (d) Wiwa ona abayo ise ni ilu oyinbo
- (19) Opo awon obinrin afipa wowo maa n fara won wewu lilo ilu oyinbo nitoripe
- (a) Won maa n rise

- (b) Ise asti osio
- (d) Ise asewo
- (d) Ife ti won ni si lilo irinajo
- (20) Ife ise maa n joba lokan awon afinisowo eru julo nitoripe
- (a) ewu to ga po nibe
- (b) opo eniyan ni won nife si ise naa
- (d) ewu kekere ere nla ni ise naa ni
- (e) oje ise to borin mu'
- (21) Opin ati fifopinsi owo anfini sowo eru ko le tete kase nile toripe
- (a) owo tabua ni ijoba n ri lori re
- (b) ihuwasi awon agbofinro onise ibi
- (d) Awon afinisowo eru po niddi ti ise naa
- (e) O je ise ti opo omo naijiria ni fe si.
- (22) Okan lara ibi ti o wa ninu ka fi eniyan sowo nipe
- (a) Ko fun awon odo laye lati ko ipa tiwon ninu eto idagbasoke orile-ede won
- (b) Awon odo maa kopa to joju, won sit un maa n je omo orile ede ti o lakikanju
- (d) O je ki orile-ede naijiria je orile ede ti ko see fowo ro seyin lagbaaye
- (e) ko si eyi to baa mu
- (23) Aisan kan gbogii ti eniti won fi sowo eru maa nko ni
- (a) Kokoro ati arun kogboogun
- (b) Aisan iba
- (d) Fonikufola nde
- (d) ko si eyi to baa mu

- (24) Okan Pataki lara awon ajo ti kii se tijoba ti won n ran ijoba lowo lati foye ye awon ara ilu lori fifi eniyan sowo eru ni
- (a) NAPTIP
 - (b) ajo ti nse ipolongo ijoba tiwantiwa
 - (d) ajo aja fominira eni
 - (e) WOTCLEF
- (25) Oludasile ajo ti o gbogun ti fifi awon obinrin sowo eru ati lilo omo nilokulo ni iyaafun _____
- (a) Eki Igbinedon
 - (b) Serifat Aregbesola
 - (d) Patience Jonathan
 - (e) Titi Atiku Abubakar

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APPENDIX IVA

HUMAN TRAFFICKING ATTITUDINAL SCALE (HTAS)

Please tick any of these items SA, A, D, SD

S/N	ITEMS	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
1.	Human trafficking is a violation of Human rights of the victim, and must be condemned				
2.	Human trafficking is a prosperous business that should be encouraged.				
3.	Border workers may be aiding human trafficking sometimes.				
4.	Most traffickers are exploitative, callous and hardened criminals.				
5.	Anti-trafficking laws in the country are not strict enough to combat human trafficking.				
6.	Investigation of Human trafficking cases as an organized crime is weak and mild in Nigeria.				
7.	Complicity of law enforcement agents often makes them to turn blind eyes to traffickers.				
8.	Government should assist victim to return home, rehabilitate, and train them.				
9.	NGOs should also provide advocate, legal, medical and financial assistance to the victims.				
10.	Law enforcement agents have the duties to identify children and adults at risks, thereby averting cases of trafficking.				

11.	Civic and citizenship advocacy should be intensified at all stages of advocacy and adult literacy programmes.				
12.	Parents should be very careful of friends, family members they suspect to be involved in Human Trafficking.				
13.	More awareness and advocacy campaign about the scourge and spread of human trafficking should be promoted in targets regions and other areas.				
14.	Interference from government or notable citizens in Human Trafficking cases often delays the prosecution of offenders.				
15.	Cross-border cooperation among African customs officials will reduce the incidence of human trafficking				
16.	Human Trafficking should continue as it provides more money for the victims and the family members				
17.	Whether the business continues or not, it is not my business				
18.	Anti-trafficking laws should be effectively implemented and traffickers should be severely sanctioned				
19.	Unscrupulous security agents that promote the flourishing of human trafficking should be penalized				
20.	The government should provide job and improve the condition of life of the citizens to eradicate human trafficking				

**APPENDIX IVB
ABALA D**

IWON FUN IHUWASI IFINISOWO ERU

S/N	KOKO ORO	MO FARAMO DAADAA	MO FARA MO	NKO FARAMO	NKO FARA MO RARA
1	Ifinisowo eru je igbogunti eto awon ti a fi sowo eru a si gbodo benu ate lu u				
2	Okoowo ti o mowo ni ifinisowo eru, o ye ki a kin awon to n see leyin				
3	Awon osise onibode le maa rna awon afinisowo eru lowo ni igba miiran				
4	Opo awon afinisowo maa re eniyan je, eni ibi ati awon odaju odaran				
5	Ofin ti a tako ifinisowo eru ko lagbara to lati mu awon afinisowo eru				
6	Iwadii nipa ifinisowo eru gege bi iwa odaran ko le, o se ti roju ju ni najjiria				
7	Ifowosowopo awon agbofinro pelu awon afinisowo eru maa n je ki won diju si iwa awon afinisowo eru				
8	Ijoba gbodo ran awon ti a ti fi sowo eru owo lati pada sile toju won ki won si ko won ni eko/ise				
9	Awon ajo ti kii se tijoba gbodo pese awon loya agbejoro, iwosan				

	ati iranlowo owo fun awon ti a fi se ifinisowo eru				
10	Awon agbofinro ni ojuse lati se adamo awon omode ati agbalagba ti won wa ninu ewu nipase eyi won yoo dena ifinisowo eru				
11	Eko nipa igbe aye ati jije omo orile ede gidi gbodo je ohun itenumo nibi gbogbo ati nibi eto eko agba gbogbo				
12	Awon obi gbodo sora fun ore ati ebi ti won fura si gege bi afinisowo eru				
13	Ipolongo nipa ewu ati idaamu ti o wa ninu itankale ifinisowo eru gbodo gbile ni awon agbegbe ati ekun kookan				
14	Idasi lati odo ijoba ati gbajumo ni ilu ni o maa n mu ki igbejo awon afinisowo eru kope				
15	Ajosepo gbodo wa laarin awon asobode ni ile afirika ki idinku ifinisowo eru				
16	Fifi eniyan sowo eru gbodo ma ate siwaju nitoripe o mu owo wafun ebi ati awon ti a fi sowo eru				
17	Boya ise naa n tesiwaju tabi o dawo duro ko kan mi				
18	Ofin to gbogun ti iwa kinirubo gbodo je amulo daadaa eni ti owo ba sit e pe on fi eniyan sowo eru gbodo fimu danrin				

19	Awon baseje eleeto abo ti o n se agbodegba fun ise ifinisowo eru ni a gbodo fi iya to dogbinje				
20	Ijoba gbodo pese ise, ki won se mu iderun de ba igbe aye awon eniyan alti le fopin si fifi eniyan sowo eru				

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APPENDIX V

**COMMUNITY BASED PARTICIPATORY EDUCATION PROGRAMME
GUIDE(CBPEPG)**

STEPS	COMMUNITY BASED PARTICIPATORY EDUCATION PROGRAMME	DURATION
Research Assistants PRESENTATION	Make arrangement for the class at the community centre and take out the participants there for community based participatory education programme.	20 mins
	Introduce the subject of human trafficking to participants in the communities	
STRATEGY (Research Assistants ACTIVITIES)	Discuss what problems this heinous crime is posing to communities	1 hour
	Guide discussion on effects of human trafficking and participants from all walk of life and varied experiences presents the social, moral and economic effects of human trafficking; first to personal life, then to the community, the nation and the world at large.	
	Utilize local news, stories, real life experiences and national dailies/magazines headline stories to explain efforts made so far in combating human trafficking.	
	Identify the lag in various attempts and previous methods of combating the crime of human trafficking in human communities	
	Reason out new and modified/improved ways of combating human trafficking and show its advantages over the previous attempts/methods.	
PARTICIPANTS' ACTIVITIES	Participants relate their peculiar experiences on the issue of human trafficking	30 mins
	Participants under the guide of the researcher and resource persons express their knowledge on the nature and meaning of human trafficking; as well as related concepts such as human smuggling, child labour, abduction and kidnapping.	
	Participants identify and narrate the effects of age, gender and residential types on human trafficking issues.	
EVALUATION	Participants ask questions on all the issues discussed and answers will be provided by participants and resource persons.	10 mins
	Summarize and document all the proceedings of the community based participatory education	

APPENDIX VI

DIRECT TEACHING METHOD GUIDE (DTMG)

The direct teaching method is a modified conventional method of teaching in which teaching takes place outside the classroom setting in an informal setting such as; under trees or in community centres. The Research Assistant used in this study will be given prepared lesson notes packaged by the researcher on the salient trafficking issues.

These Human Trafficking concepts are;

Meaning and types of Human Trafficking.

Motives behind Human Trafficking.

Human smuggling and human trafficking

Routes to destinations of victims.

Risks encountered by trafficked victims.

Consequences of human trafficking.

Remedies to human trafficking .

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The teaching outline on human trafficking concepts and the duration are presented in the table below. This is aimed at ensuring that the research assistants will be involved will teach exactly what the researcher wants them to teach.

S/N	TOPICS	COURSE OUTLINE	DURATION
1.	Meaning and types of Human Trafficking	i. Meaning of human trafficking ii. Organ of human trafficking iii. Types of human trafficking	1 st week 2hours
2.	Factors behind Human Trafficking	i. Causes of human trafficking – push factors ii. Other motives behind human trafficking – pull factors and external factors	2 nd week 2hours
3.	Human Smuggling	i. Meaning of human smuggling ii. Factors behind human smuggling iii. Differences between human smuggling and human trafficking	3 rd week 2hours
4.	Trafficking in Children and Women	i. Explain the meaning of trafficking in children and women ii. Identify reasons why children and women are trafficked iii. Examples of countries where victims are trafficked to	4 th week 2hours
5.	Consequences of Human Trafficking	i. List of the consequences of human trafficking to the individuals ii. Explanation of the consequences of human trafficking to the country and globally	5 th week 2hours
6.	Remedies of Human Trafficking	i. List the various remedies to human trafficking ii. Identifying the Government and the Non-governmental organization(NGOs) efforts at curbing the menace	6 th week 2hours

LESSON PLAN ON DIRECT TEACHING METHOD (INFORMAL) ON HUMAN TRAFFICKING CONCEPTS.

LESSON1

WEEK 1.

DURATION:- 2hrs

OBJECTIVES:- By the end of the lesson, participants should be able to:

- a. Define the term human trafficking,
- b. Explain the meaning of human trafficking,
- c. Trace the origin of human trafficking,
- d. List the types of human trafficking.

PROCEDURE:- The Research Assistants Perform the following activities;

- STEP I. Take attendance of participants
- STEP II. Define human trafficking for the participants
- STEP III. Explain the meaning of human trafficking
- STEP IV. Trace the origin of human trafficking
- STEP V. List the types of human trafficking.

EVALUATION:- The Research Assistants evaluate the participants by asking the following questions;

- I. What is human trafficking?
- II. Trace the origin of human trafficking?
- III. List the types of human trafficking

LESSON 2. WEEK2

SUB TOPIC: Factors Responsible for Human Trafficking

DURATION: 2hrs

Objectives: By the end of the lesson, the participants should be able to

- a. Identify the Push factors responsible for Human Trafficking
- b. Explain the Pull factors and other factors responsible for human trafficking.

Procedure: The Research Assistants will identify the various factors that always encourage Human Trafficking such as Push and Pull factors to the participants.

- Evaluation:
- 1.Explain what is push factors responsible for Push factors
 - 2.How does Pull factors encourage human trafficking
 3. Identify other factors responsible for human trafficking

LESSON 3. WEEK 3

Sub Topic: Human Smuggling

Duration:2hrs

Objectives: By the end of the lesson, the participants should be able to:

- a. define the term human smuggling,
- b. explain the meaning of human trafficking,
- c. identify ways involved in human smuggling,
- d. compare human smuggling with human trafficking.

Procedure: The Research Assistants will identify and explain the meaning of human smuggling to the participants. They will also identify the various ways in which hman smuggling always take place and then list differences between human smuggling and trafficking.

- Evaluation: I. Define the term human smuggling
- II. Explain the meaning of human smuggling
- III. Compare human smuggling with human trafficking

LESSON 4: WEEK4

Sub Topic: Trafficking in women and children

Duration: 2hrs

- Objectives: By the end of the lesson, the participants should be able to:
- a. Explain the meaning of trafficking in children and women,
 - b. Identify the reasons women and children are trafficked,
 - c. List the examples of countries where Nigerian women and children are trafficked to.

Procedure:

The Research Assistants explain the meaning of trafficking in women and children and also identify the reasons why these categories of people are vulnerable to being trafficked. They list the countries where the victims are trafficked to.

Evaluation:

- I. What do you understand by trafficking in children and women?
- II. Why are these categories of people always vulnerable to being trafficked?
- III. List the countries where the victims of human trafficking are trafficked to.

LESSON 5: WEEK 5

Sub Topic: Consequences of human trafficking

Duration: 2hrs

- Objectives: By the end of the lesson, the participants should be able to:
- a. list the consequences of human trafficking to the individual,

- b. explain the consequences of human trafficking to the country and the world, and
- c. identify the risks involved in human trafficking.

Procedure: The Research Assistants list the consequences of human trafficking to the individual, country and world at large to the participants. They also identify the risks that the victims always encounter on their way to their destinations.

Evaluation:

- I. List the consequences of human trafficking to the individual.
- II. Explain the various effects of human trafficking to the country and the world.

LESSON 6:

WEEK6

Sub Topic: Remedies to Human Trafficking

Duration: 2hrs

Objectives: By the end of the lesson, the participants should be able to;

- a. list the government efforts towards solving human trafficking problem.
- b. identify the efforts of the various NGOs at solving the problem

Procedure: The Research Assistants list the various efforts of both the government and the N.G.Os at solving human trafficking problems. Also, they identify the International Organisations efforts at tackling the menace.

Evaluation: I. Discuss the government efforts at tackling the menace

- II. List the NGOs efforts at solving the problems
- III. Highlight the way forward to solving the human trafficking problem

APPENDIX VII

TRAINING MANUAL ON COMMUNITY BASED PARTICIPATORY EDUCATION PROGRAMME ON HUMAN TRAFFICKING.

Introduction

Community-based participatory education programme is an education in the community, about the community and for the community that relates directly to local topics or problems; it provides practical action which relates to individual or group and it identifies the needs and results of problem which stem from the community (Ogwu, 2002). Community-based participatory education programme aims at raising the knowledge and attitude of the people towards eradicating human trafficking problems. Thus, the objective of the training is to instil deeper knowledge and positive attitude towards combatting human trafficking so that the participants can come together to solve the problems in their community.

CBPEP is a Bottom-Up approach as it emanates from the participants themselves hence it is a practical activity where the researcher will stand as a facilitator guiding the participants in teasing out issues relating to the concepts of Human Trafficking, Trafficking in Children and Women, Routes to destination of trafficked persons, Factors responsible for human trafficking and its consequences and measures to prevent human trafficking.

The CBPEP entails interactive and brainstorming session on human trafficking issues and the demonstration of the practical steps arrived at by the participants such as drama sketch, community rallies and entertainment.

Objectives of the Training:

At the end of the training, participants are expected to be able to:

- i) state in their own words the meaning of human trafficking.
- ii) demonstrate the knowledge of what human trafficking entails.
- iii) list variant/categories of human trafficking.
- iv) mention ways by which victims are being lured into human trafficking.
- v) identify both Push and Pull factors responsible for human trafficking.
- vi) itemize the consequences of human trafficking.
- vii) Highlight various measures of preventing human trafficking.

ACTIVITIES:

Activity 1: Guide the participants and describing the concept of human trafficking with this question.

What can u say about the concept, Human Trafficking?

Activity 2: Having tease out the meaning of human trafficking from the participants, now

- i) Guide them to list the categories of human trafficking such as trafficking in children, women, men, human smuggling.
- ii) Assist participant to categorize human trafficking into internal and external trafficking.
- iii) Allow the participants to identify some of the routes to destination in their locality.

Activity 3:

- i) Expose participants to various ways by which victims are lured into human trafficking.
- ii) Allow them to brainstorm on ways by which victims are lured such as through empty promises, monetary gains etc.

Activity 4: Discuss extensively on factors responsible for human trafficking.

- i) Allow participants to express their views on what is responsible for human trafficking.
- ii) Guide them in categorizing such views into Push and Pull factors. For instance, Push factor (unemployment, poverty etc) then Pull factor(promises of money, zeal for better life abroad etc).

Activity 5: To generate more information among the participants on the consequences of human trafficking.

- i) Organize them into various group discussion sessions(FGD).
- ii) Let representatives of each group present their points on the various risks involved in human trafficking.
- iii) Moderate such points to arrive at logical conclusion as regards the consequences of human trafficking.

Activity 6: Dwell on measures on combating human trafficking.

- i) Let the participants list the measures being put in place to combat human trafficking such as the government efforts through the law enforcement agents, Non-governmental organizations(NGOs) etc.
- ii) Let the participants deliberate on why the menace keep on increasing despite previous intervention?
- iii) Guide them to brainstorm on what they can do to reduce the menace in their locality such as sensitization through awareness rallies, drama sketches etc.
- iv) Let the participants come up with practical demonstration of some of the identified measures.

APPENDIX VIII

PROCEDURE FOR EXPERIMENTAL GROUPS

LESSON 1

Meaning and types of human trafficking

Human Trafficking refers to the illegal and immoral buying of human beings as commodities for commercial, sexual, slavery or forced labour. Simply, human trafficking is the practice of human being trafficked, lured, coerced or other removed from his home or countries and forced to work with low or no payment or on terms which are highly exploitative.

It is a trade or commerce in people which people are used for cheap labour such as prostitution domestic servants, beggars and other forms of involuntary servitude similar to slavery. It is unfortunately one of the most flourishing and profitable criminal industries of the world. Human trafficking is ranked as the third largest crime after drugs and arms peddling. The victims are made to suffer a lot in the process of transporting them as some of them are beaten, raped or thrown to the deep sea on their way to their destination countries. Most of the trafficked person are deceived into believing that their destination would be Europe but most of them end up in some African countries like Benin, Togo, Ghana or other countries other than Europe. There are internal and external trafficking: internal trafficking refers to the taking of the victims within the country border like from the rural areas to the major cities in the country as domestic servants, beggars etc. While external trafficking involves transporting the victims across borders to other countries, with the tale of greener pasture abroad for better employment opportunities.

LESSON II

Trafficking in Children and Women

Trafficking in Children and Women is also a form of human trafficking but the difference in this is that only children and women are involved in this business. Simply, it is the practice of tricking, luring or coersing of women and children from their home or countries to other major cities within the country or another country in the world for the purpose of compelling them to work with little or no payment. The victims can be used for exploitative duties like prostitution, forced labour, begging, domestic servants including bonded labour or debt bondage and other forms of involuntary servitude. Women and children are the most vulnerable to being trafficked as they easily fall to deceit of the traffickers for the lucrative sex tourism industry that prevail and flourish in most third world countries and developed nations.

Also as a result of poverty, desperate women often take great risks in an effort to escape poverty, they therefore always fall victims of traffickers who deceive them with tales of better life abroad. Moreover, many poor parents often allow their children to be trafficked for the purpose of generating money for them to survive as they believe that their children would be sending money regular journey to them from cities or abroad.

Many Nigerian women are always trafficked to countries like Italy, Belgium, Spain, the United States for prostitution while elderly women are taken to United Kingdom and the United States to work as nannies; however, over 50% of human trafficking victims are children under 18 years that are serving armed conflicts areas as domestic servants, beggars and doing other forms of servitudes worldwide.

LESSON III

Causes/factors Responsible for Human Trafficking

Some of the factors responsible for human trafficking are:

- **Lack of employment opportunities:** traffickers exploit lack of employment opportunities for the people to promise them good job opportunities abroad.
- **Poverty:** Traffickers often exploit the extreme poverty of the victims parents and often some poor parents may sell their children to traffickers in order to pay off debt or gain income or may be deceived concerning the prospects of training and better life for their children.
- **Illiteracy:** Many of the victims parents are not always educated and few that are educated may want to go abroad to search for greener pasture to change their status.
- **Political Instability:** civil and military conflict pushes people to flee their countries, thus encouraging cross border trafficking.
- **Profitability:** Human Trafficking is a lucrative business with high profit but with little capital to start it and with low risk and prosecution is very rare.
- **Insufficient penalties against traffickers:** There is weak law enforcement mechanisms and it is always not easy to penalize offenders.
- **Get Rich-Quick Syndrome among the youths:** The youths of today are interested in getting rich quickly and they do not mind how they get the money. This always makes them fall victims to traffickers,
- **Hunger:** when people cannot afford the three square meal daily and someone comes to promise them good job and regular daily feeding, the people will readily fall into the hands of the traffickers.
- **Porous Borders:** Due to friendship among countries many border laws have been relaxed and borders are now open among countries. The ease at entering countries

other than one's country has led to the temporary migration for work which has increased the opportunities for trafficking.

- **Aiding and abetting by unscrupulous security officers:** Some security officers are in the habit of taking bribes from traffickers to allow victims use fake traveling documents to cross border check point.
- **Erosion of traditional family values:** This has been encouraging the sale of women and children to traffickers.

LESSON IV

Consequences of Human Trafficking

- **Social:** Victims of Human Trafficking are always in absolute poverty due to wage deprivation. They are also unprotected by labour laws and long working hours, and lack of holiday is common.
- **Educational deprivation:** Young children and ladies of tender age that are trafficked are not given the educational opportunities that would make them become responsible and functional citizens in the countries.
- **Physical:** Victims are exposed to continuous threats of physical violence by traffickers like beating, raping etc
- **Physiological :** Victims are exposed to different physiological problems like social alienation in the host countries, stigmatization, social exclusion and intolerance make integration into local communities difficult.
- **Health:** As majority of victims are always forced into prostitution, they always contract general diseases like HIV/AIDs which is a major security check and can become alcoholic addict.
- The government offer little assistance and social service to victims when they return home and they always feel shy to return to their family members, so they can be pushed into other illegal businesses like drug trafficking which can also face sanctions.
- Many victims always face significant human right violation as children are abound and recipient countries and women are pressurized to work in the most physically dangerous conditions at the lowest end of the prostitution market.

LESSON V

- **Public enlightenment:** The government should provide for public enlightenment to raise awareness among the people like holding town hall meeting with the community leaders, traders, drivers, and the people in the community.
- **Education:** The government should educate and raise awareness activities among the people to prevent trafficking. The government should advice parents on long

term benefit of educating their children. The government at various levels should make education free.

- **Legislation:** The government should make good and effective laws that would be fully implemented at eradicating human trafficking. The government should also train the law enforcement officers on the need to stop the business.
- **Activities of government agency and non government agency:** The government agency like NAPTIP and WOTCLEF through their advocacies to raise public awareness and organization of seminars and workshops for the community leaders and the youths are also taking steps that will help to eliminate the menace.
- The government should cooperate with all non governmental agencies and show awareness films in order to put an end to human trafficking.

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APPENDIX VIII B

ITUMO SI EDE YORUBA

Igbese fun akojopo eniyan fun ayewo

IDANILEKOO AKOKO: Oriki (itumo) ati orisii finisowo to wa

Ifinisowo (ifi eniyan sowo) tumo si tita eniyan gege bi oja fun ise asewo sise fun owo eru ati ifipa muni sise ni ona aibofinmu ati ni ona iwa eg bin.

Ni soki; ifinisowo je ise awon eniyan ti a fie tan mu, tuije, mu lagidi tasbi ni ona miiran mu kuro ni ile won tabi orile ede won ti a wa fi ipa mu won lati sise pelu owo tasore tabi lori adehun ti omu iyanje lowo.

O je owo tabi ise aje ninu eyi ti won ti maa n mu awon eniyan alti sise pelu owo tasore, awon ise b ii asewo sise, omo odo, baara titoro ati awon ise aito miiran to fara jo eru sise.

Ohun ibanuje ise yii nip e ohun ni okowo ti o gbile ti o si lowo lori ju ninu ise arufin ni agbaye. Ifinisowo eru ni o wa ni iopo keta nbinu ise aibofinmu ni agb aye leyin ise gbigbe oogun oloro ati tita ohun ija ogun.

Orisiirisii iya ni awon eniti a fi sowo eru maa n je nigba ti won ba n gbe won lo si irin ajo; opo ninu won ni won maa nna, won a fipa ba omiran sun tabi ki won juwon sinu ogbun okun. Opo awon ti won n fi sowo eru yii ni won maa n tan lati je ki won gbagbo pe ilu oyinbo ni awon n ko won lo sugbon opo ninu won ni won n pari irinajjo won si awon orile ede alawo dudu bii Togo, Benin, Ghana tabi awon orile ede miiran yato si ilu oyinbo.

Orisii ifinisowo eru meji lowa ti abele ati tita.

Ifinisowo eru abele tumo si fifi awon eniyan sowo eru laarin orilede; bii ki a finisowo eru lati igberiko lo si awon ilu nla nla larin orile ede kan naa gege bi omo odo, onibaara abbl. Nigbati ifinisowo eru tita je fifi eniyan sowo lati bode ilu kan si ikeji pelu itan iro pe nnkan yoo senu re ni ilu oyinbo nipa oro ise.

IDANILEKOO KEJI

Fifi omode ati awon obinrin sowo eru

Fifi omode ati obinrin sowo eru je okan lara ona ifi eniyan seru sugbon iyato to wa nibe nipe owo awon omode ati awon obinrin nikan ni eyi kan.

Ni soki, o je eto fifi eniyan sowo, fie tan mu ni tabi ki a mu omode tabi obinrin kuro ni ile tabi ilu won lo si awon ilu nla ni orile ede won tabi lo si orile ede ni agbaye lati fi won sise ni agidi pelu owo tasore tabi laigba owo Kankan.

Ilokulo ni won maa n lo awon eniyan wonyi fun awon ise bi owo Nobi, ise agbara, baara, omo odo ati awon ise miiran bi fifi ni sofa ati ka fini di gbese ati awon ise miiran ti kotemilorun.

Awon obinrin ati awon omode ni won maa n tete ko si panpe awon afinisowo eru nitori pea won ni o rorun fun won lati ko senu etan awon afinisowo eru fun ise asewo fun eto igbafẹ eyi ti o wopo ju to si nta warawara ni ile alawo dudu ati awon ilu to ti goke agba.

Ni afikun, nitori ise ohun osi, ope obinrin ti won fe be lowo ise ohun osi lagidi maa n gbe igbese to lewu lati le bo lowo ise ati osi, nipa idi eyi won maa n bo si panpe awon afinisowo eru ti won maa n tan won pelu iroyin iro pe aye dun-un gbe ni ilu oyinbo.

Ni itesiwaju opo awon obi ni won maa n gba ki won fomo won sowo eru nitori ati le mowo wale se gbagbo pe omo won yoo maa fowo ranse sile loorekoore lati oke okun.

Opo awon omo Najjiria lobinrin ni won ti fi sowo eru lo si awon ilu Italy, Belgium, Spain, United State fun owo Nobi nigba ti won ko awon abileko ati arugbo lo ilu oba ati America gege bi olutoju omode ati arugbo. Bi o tilewu ko ri o le ni ida aadota ninu ogorun-un awon ti won fi sowo eru ti ojo ori won ko ju mejidinlogun lo ti won ti di ajagunta ni awon orile ede ti ija ogun ti n waye, opo n somo odo, toro baara ati awon ise ifipa mu ni kaakiri agbaye.

IDANILEKO KETA

Awon ohun to fa fifi eniyan sowo eru

Die lara ohun to fa fifi eniyan sowo eru ni:

- **Aisi anfaani ise sise:** Awon afinisowo eru maa nb lo anfaani anise lowo awon eniyan lati seleri anfaani ise fun won ni ilu oyinbo.
- **Ise ohun osi:** Awon afinisowo eru maa se amulo ise ati osi to gbile lodo awon obi eniti won fe fi sowo eru. Ni opo igba awon obi ti ko lowo lowo wonyhi maa n ta omo won fun awon afinisowo eeru lati san gbese tabi gba ere tabi ki won tan won pea won yoo ko omo won lekoo ise ati fun won ni igbe aye to dara.
- Aikawe opo obi awon omo ti awon afinisowo eru maa nlo ni ko kawe awon die to si kawe fe lati lo si oke okun lati lo wa ise aje ehi ti yoo mu igbe aye won yi pada.
- **Aiduro deede oro oselu:** Ogun ohun ote oselu ati ti awon omo ologun lo sun opo eniyan saa kuro ni orile ede won, nipa idi eyi won n je ki ifinisowo eru lati orile ede kan si ikeji gbile.
- **Ere jije:** Ifinisowo eru je owo to mu ere goboi lowo bee owo die ni won fi n dokowo re ati ple ewu die ni o wa nibe kosi saba si idajo to ye.
- **Aisi ijiya to to fun awon afini sowo eru:** Ofin to fese rinle ko si fun iwa ifinisowo eru, eyi ko si je rorun lati fiya je awon to ba se si ofin naa.
- **Ero ka dolowo ojiji laarun awon odo:** Awon odo ode oni nife si ki won dolowo ojiji, ona kona to ba wu ki won ki rowo naa ko kan won. Eyi lo si n je ki won ko si panpe awon afinisowo eru.

Enu bode ti ko abo to ni pase ore ati ajosepo laarin awon orile ede; opo ofin nipa ala ati oro enu bode ni ko fi bee le daindain bee ni enu bode orile ede kan si sile fun ikeji. Eyi ni o je ko rorun fun awon ajoji lati maa woo rile ede miran fun ise ti o si mu ki owo ifinisowo eru gbile si.

Sise agbodegba fun awon afinisowo eru lati owo awon mondaru eleto abo. Opo awon eleto abo ni o ti di baraku won lati maa gbowo abetele lowo awon afinisowo eru lati le je ki won koja pelu awon eru won pe iwe irinna ayederu ni enu bode wa.

Igbadanu to de ba iwa omoluwabi ninu ebi; eyi ni o ti n se igbelaruge fun tita awon obinrin ati omode fun awon afinisowo eru.

IDANILEKOO KERIN-IN

IJAMBA TI FIFI NI SOWO ERU N FA

Igbe aye: Opo awon ti a fi sowo akuse, eniyan nitori ple a fi eeto owo ise won dun won. Ofin to je mo igbani sise ko sise fun won bee to daabo bo won. Opo wakati ni won fi n sise bee won tii nbi akoko isimi (Olude) lenu ise.

Ifi eto iwe kika dunni: Opo omode lokunrin ati lobinrin ti won fi sowo eru ni won kii ni anfaani lati lo si ile iwe eyi ti ok le mu won je omo rere ati omo orile ede tooto.

Ni ti ara: Awon ti won fi sowo eru maa n je iya pupo, awon iya be lilo omo nilokulo, nina alufeeeku, ifipabanilopo lati le je ki won tele ofin ifinisowo eru.

Ironu opolo won: Opo awon ti won fi sowo eru ni won ni eto ironu opolo loriisirisii bi, aibegbe pe ni ilu ti won gbe won lo ati ilu tiwon gan, ideyesi nipa fifi oju abuku woni iyasoto lawujo ati ailekonimora laarin awujo tun je isoro.

Alaafin/eto Iwosan: gege bi o se je pe opo awon ti a fi sowo eru yii ni a fi agidi mu di asewo, won a maa tete ko arun ibalopo bii arun kogboogun eyi ti o je pe ohun ni idojuko to lagbara ju fun abo. Bee opol le di enti ko ni le se ohunkohun laisi oogun oloro tabi oti lile.

- Iranlowo ijobva ati atunse fun igbe aye awon ti a fi sowo eru nigbas ti won palda sile kere jojo. Bee oju maa n ti opo lati pada si inu ebi won, ojuti yii si le tiwon lo sinu okowo aibofunmu miiran bii gbigbe oogun oloro eyi ti o le mu ki o je iya hihu iwa odaran.

Opo awon ti won fi sowo eru ni o maa n ni idojuko nipa fifi eto omo niyan dun won, bi o ti je plea won omode ni won a kan gbejusile ni ilu ti won ko mo ti won si fi ipa mu awon bonirin lati sise ni ona to lewu fun ago ara won ni ibi ise owo nobi.

IDANILEKOO KARUN-UN

Ilanniloje fun ara ilu: Ijoba gbodo seto ilaniloje gbogbo gboo fun awon ara ilu gege bi sise ipade gbogan ilu pelu awon asaaju awujo awon oloja, awako ati awon eniyan awujo ati je ki won ni mo nipa ifinisowo eru.

Idanilekoo: Ijoba gbodo awon eniyan lekoo alti je ki awon eniyan ni oye ona lati dena fifi eniyan sowo eru. Ijoba gbodo gba awon obi ni imoran lori anfaani ti o wa ninu ka ran omo lo ile iwe lojo iwaju. Ijoba ni elekejeka gbodo so eko iwe di ofe ki won si kanpa fun awon omode lati lo.

- **Eto Bantasee:** gbogbo eka ijoba lo gbodo wa nnkan se si isoro ise ohun osi nipa pipese ise ati sise awon eto bantasee miiran ki o maa baa rorun lati tauna won eniyan je mo pe ise wa ni ilu oyinbo.
- **Sise ofin:** Ijoba gbodo se ofin to dara ti yoo si fese rinle eyi ti a si samulo re daadaa lati fopin si iwa a n fini sowo eru. Ijoba tun gbodo se idanilekoo to peye fun awon osise alaabo lati fopin si owo yhii.
- Akitiyan ijoba ati awon ajo ti kii se tijoba. Awon ajo ti ijoba bii NAPTIP ati WOTCLEF nipa akitiyan won nipa sise to ipolongo, sise eto apero ati idanilekoo fun awon asaaju awujo ati awon odo ti n gbe igbese lati se iranlowo lati fopin si iwa ibi yii.
- Inoba gbodo fowosowopo pelu gbogbo awon lajolajo ti kii se tijoba lati maa fi sinnima ti yoo ta awaon eniyan ji lati fopin si iwa ifinisowo eru.

APPENDIX IX

WORKSHOP ON THE DEVELOPMENT OF SKILLS AND VALUES FOR PARTICIPATORY ACTIVITIES

By

A.O Gbolagade.

Participatory activities involve working together to achieve common goal. The effort of every group member is needed to succeed and achieve the goal of the group. To do this, group members are expected to acquire and demonstrate certain values, attitude and skills. Some of these values and skills include: respect, trust, honesty, fairness, listening, openness, tolerance, non-judgemental, initiating, consulting, informing, supporting, communication, problem solving, and decision making. It is expected that these attitudes and skills will be acquired and demonstrated during this workshop.

This workshop will require the participation of every one. There are various workshop activities that demand the involvement of everyone.

First activity: Group Formation. You are to form group(s) off eight to twelve members. Your choice of group membership should be devoid of bias in the area of gender, tribe, religion and status. This is the beginning of group mechanism, researcher and participating teacher to observe student's choices and involvement during the group formation

Second activity: Selection of Group Leaders. In your group, you are to appoint or elect group leaders. The two major leaders to be appointed are the president and the secretary. Group mechanism and participatory activities involve group roles. Group members should be willing to serve in order to achieve the goals of the group. This requires commitment to the overall goals of the group.

Third activity: Interaction Among Group Members. Opening speech by the president and response from the group members, participatory activities involve leadership and followership roles and responsibilities. Leaders and followers are to demonstrate leadership and followership skills respectively. The president needs to solicit the cooperation of the members. To round-off this activity the entire group member will chorus "We can work together to achieve our common goals".

Fourth activity: Group Discussion on Cyber Crime (Yahoo Yahoo) Problem. In your group identify one crime perpetrated on the internet in your school community. Discuss the causes and effects of the cyber crime problem you have identified. Give possible and practicable means of solving the problem. This will be done under the leadership of the president while the secretary documents the findings or discussions.

Fifth activity: Report of Group Discussion. Reporting is an important aspect of participatory activities. Group leaders and members should be skillfull in informing, communicating and reporting. The group secretary or president will report group findings on the causes, effects and practicable solutions to the identified moral problem.

Sixth activity: Cardboard activity. These participatory education activities are not just limited to the group. Other members of the immediate and larger community should be informed, sensitized and educated on cyber crime prevention issues. To do this, draw a sketch or picture that can be used to educate other students on the danger of a particular cyber crime activity. Each group is to be led by the selected group leader while the researcher, resource person and participating teacher move round to observe student's involvement in the groups.

You have just been involved in group mechanism and participatory moral activities. In doing this, you have developed and demonstrated some values and skills. You need to sustain these values and skills because they are very important for the success of these participatory research activities.

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APPENDIX X

SCENES FROM THE PARTICIPATORY ACTIVITIES



The Researcher with the Research Assistants in Saki Zone



Researcher with the Research Assistants in Ejigbo Zone



Researcher during the opening workshop ceremony



The Researcher and Participants in Saki



The Researcher and Participants in Ago-Amodu



The Researcher and Participants in Ejigbo

UNI



The Researcher and Participants in Masifa



The Resource Person Mr. A.O. Gbolagade Training Participants in Collaborative Attitude and Skills for Group Activities



A Scene from the Workshop



A Scene from the Workshop



Researcher addressing participants during the workshop



Research Assistant Holding a Focus Group Discussion Session



Focus Group Discussion Moderators Leading a Discussion Session



Research Assistant in a Training Session



Research Assistant Engaging in a Focus Group Session



A Participant (Community Leader) Responding to Question during the Training



Community Leaders as Participants during the Training



Entertainment Display during the Programme



A Scene in a Drama Sketch during the Programme



Another Drama Sketch during the Programme



Participants in a Rally Round the Community



Participants in another Rally Round the Community

APPENDIX XI

DEPORTED VICTIMS FROM MALI

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