

**SUSTAINING QUALITY ADULTS AND NON FORMAL
EDUCATION THROUGH VOCATIONAL EDUCATION IN
LAKE CHAD REGION OF AFRICA IN THE AFTERMATH
OF INSURGENCY (A CASE STUDY OF NORTHEAST
REGION OF NIGERIA)**

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Abstract

Most African countries faced problems of insurgency especially in the Chad region, sharing borders with Northeast of Nigeria where all spheres of life was affected and hindered growth and development. The Boko Haram insurgents attacked schools which led to destruction of many schools buildings, infrastructure facilities, learning equipment, loss of lives and properties and some were also abducted to serve as child soldiers who had participated in suicide mission, and females were victims among whom many had been forced into sexual slavery. These incidences had generated enormous psycho-social effects which had impeded education and learning activities. Learning materials had been vandalized, destruction of schools and learning as well as killing had direct effects on adult and non-formal education programme. To make adult and non-formal education sustainable, the adult learners, returnees and the societies have to be trained in vocational education. Vocational education is a type of work or way of life that you believe is especially suitable for you, it extends to one's interest, ability, fact his whole life (obsessively pursued) in addition to earning a living. It is designed to prepare skilled personnel at lower levels

of qualifications, trades or jobs, practical training for development of occupational skills required by the chosen occupations and related theory thus to improve their standard of life, become self-actualised after the traumatic experience of their lives, aftermath of insurgency in the Northeast region of Nigeria. Government and non-governmental organizations e.g. United Nation (UN), UNDP, UN HCR, philanthropist that gave assistance and training to the returnees, should assist them by giving them loan or business packages to establish a business. I therefore recommended strong monitoring and supervisory group to monitor the affairs in various way.

Globally, each country is faced with one problem or the other such as human trafficking, kidnapping, women violence, religious crises, strikes, and insurgency which led to unrest among citizenry. Insurgencies have existed in many countries and regions, including: some Islamic countries e.g Philippines, Indonesia, Chechnya, Sri-Lanka and South Thailand. Some of these insurgencies are networked with only loose objectives and mission type orders to enhance their survival (US Department of Defence, 2007).

Most African countries are faced with insurgency and counter-insurgency, especially Northwest and Northeast part of Africa. These regions are likely to experience increasing instability and warfare, while narratives of jihadist revolt and terrorist technologies circulate among its citizens. Other countries are affected, but at differing degrees, e.g Mauritania, Mali, Niger, Nigeria, Chad, Cameroon, Sudan, Congo, Uganda, Afghanistan, Ethiopia, Somalia etc. These countries occupy different geographical and cultural zones, but the reality on the ground is less harmetic. (Olowoselu 2014).

Armed conflict has occurred in many forms throughout this area as both military and irregular forces disregarded national borders. In Libya, the Gadhafi regime was involved in war for decades and several of these countries including these in of Chad. Many Chadians, and other citizens of west and equatorial Africa, were enticed to Libya as labour migrants and become trapped by the uprising against the regime. Some of the Gadhafi's military officers and family have taken refuge in Niger. (Abdulrashid 2015)

All countries bordering Sudan have been enmeshed, at one time or another, in its violent conflicts. Ethiopia constantly tramping down unrest among its disaffected communities, especially from the largest ethnic group. The Oromo-has been called upon to use its army as a pacification force in Sudan and Somalia. Uganda soldiers constitute a major component of Africa Union Peace keepers in Somalia and Kenyan invasion of the country in October 2011 added a wholly new dimension to cross-border hostilities. The re-entry of Ethiopia troops and heavy armananents into Somalia a month later raised the stakes greatly considering the negative consequences

of their 2007-2008 occupation of parts of the country. The year ended with horrific Christmas day, bombing attack in Nigeria by Boko Haram, which lifted the 2011 death toll attributed to this jihadist group to almost five hundred (500). (US Department of Defence 2007)

What the people of these countries have in common is poverty and their neighbours are poor's. Some countries like Mali and Niger, have vast areas with minimal governmental presence. As a consequence, they become recruiting grounds and havens for Al-Qaida in the Islamic Maghreb (AQIM). With the exception of Mali, which has experienced two decades of democratic progress, the government range from autocratic Eritrea-whose repressive governments have forced many of its citizens to flee to contentious democracies like Nigeria and Kenya. While France is intermittently drawn into counter-insurgency, especially when its citizens are kidnapped by insurgent groups, United States withdrew their military from Iraq, gradually down to Afghanistan adjust to political landscape in the Middle-East, where resources strained to African insecurities and insurgency.

Chad Region

The problem in the northeast of Nigeria during the insurgency was that the chadians Boko Haram in collaboration with their neighbour in Northeast destroyed properties, schools have been shut down, teachers and students killed, abduction of teachers and students was evident, destruction of school facilities and increased absenteeism became recurrent. Increase in drop out of school, everything was disrupted during insurgency and this led to mass migration from rural to urban areas. Learning materials were also destroyed and learning in both formal and non-formal adult education was disrupted. Chad region faced many political insurgency and Boko Haram contributed to the existing problems in the region and making life difficult for citizenry.

Worth noting is the characteristics at different borders in different parts of Africa continent. North Africa, with its Islamic culture and economic orientation towards Mediterranean Basin and West Africa with its diverse religion and culture. Chad also borders Northeast Nigeria with insurgency and counter-insurgency, while others have adopted Christianity. The problem was during the insurgency, the Boko Haram settled in the Chad areas, joined hands with their counterparts in the northeast for destruction and instability.

Chad region faced many political insurgency during the Tombalbaye banned opposition parties and established a one party system, he was autocratic ruler and insensitive mis-management with exacerbated inter-ethnics tensions, Tombalaye was overthrown and killed in 1975, but insurgency continued. His successor Habre took the capital and all the central authority in the country collapsed. Armed factions, from the North's rebellion contended for power.

In 2003 oil exploitation began in Chad with the hope that there will be some chances of peace and prosperity instead internal dissent worsened, and a new war broke out. In 2006 Deby won a third mandate and opposition boycotted. Ethnic violence in eastern Chad increased. In 2006-2008 rebel forces attempted to take the capital by force but failed. An agreement for restoration of harmony between Chad and Sudan was signed in January 2010. In May 2013, security forces in Chad foiled a coup against President Deby. All these instabilities paved way for the Boko Haram to penetrate to the region. Despite all these insurgency and unrest among them, Chad is currently one of the leading partners in West African coalition in the fight against Boko Haram. (www.gutenberg.org/2007)

Educators face considerable challenge due to the nation's dispersed population and a certain degree of reluctance on the part of parents to send their children to school. Attendance is compulsory, only 68% of boys attend primary school, and more than half of the population are illiterates. Higher education is provided at the University of N'Djamena. At 33%, Chad has one of the lowest literacy rates in sub-Saharan Africa. On the issue of child labour, the report also stated that 53% of children aged 5-14 were working children and 7-14 combined work and school. A more recent DOL report listed cattle herding as a major agricultural activity that employed underage children (United Nations 2007).

Insurgency

Insurgencies have existed in many countries and regions, including Philippines, Indonesia, Afghanistan, Yemen, Djibouti etc and each had different specifics but shared the property of an attempt to disrupt the central government by means considered illegal by that government. Fall et al (1964) pointed out that insurgents today need not to be part of a highly organised movements. Strike is against the current definition of insurgency. In short insurgency is a rebellion against authority (UN). The interest in the relationship between society and learning has been rekindled in Nigeria, by the scourges of militancy in Niger Delta and the Boko Haram insurgency in the North Eastern part and both have negatively affected learning in those two areas. The activities of the Niger Delta militants had no doubt affected teaching and learning largely in the south-south. Many school aged children, and adults had been traumatised and even forced to join the gangs at premature ages. Similarly in the North-eastern part of Nigeria, where Boko Haram insurgents held sway, many schools had been burnt, teachers and students attacked and killed, and laboratories and other learning resource centres and equipment vandalised or destroyed. More so in many parts of North-eastern states of Borno, Adamawa, and Yobe, many schools had to be closed for a long period of time due to fear of attacks by the insurgents.

In a nutshell, formal and non-formal schools were closed, due to insurgency in the north eastern Nigeria, respectively, so also were adult learning centres across

the areas affected, especially where facilities and teachers of formal school, instructors and volunteers are being used. It is therefore, imperative for Nigerian Government to do everything within its power to ensure security in the whole country (Usman, 2016). This paper discusses the aftermath of insurgency on adult education learners, their needs through vocational education, and making the traumatised adults to be self-reliance.

Aftermath of Insurgency

Upon all the different insecurity in Nigeria ranging from the activities of militant youths in the Niger –Delta, kidnapping for ransom and cattle rustling to the unfortunate incidence of Boko-Haram, insurgency is mainly in the north eastern part of the country. Upon all these problems, that of Boko haram appears to be most prominent and devastating, because of its effects contemporarily. The Boko haram insurgency had the most debilitating effect on the life of the people in the affected areas. This is because, formal school were closed or burnt, teachers and students attacked and killed, adult learning centres and equipment vandalised or destroyed. Moreover, many parts of north eastern state of Borno, Adamawa, and Yobe have devastated the social life. It is therefore that the vocational education of adult learners is a panacea for effective participation by and achievement of both youth and adult learners. (Mohammed &Abdulraheed, 2015).

Vocational Education

Education which is the bedrock of social life is badly affected in so many ways. Not only have educational development been brought to a standstill, to a large extend too, there has been a great reversal in the past, North-eastern Nigeria, which had already been described as the most educationally backward areas in the country has now further become backward due to the burning and destruction of schools, killing of teachers and instructors as well as damage to teaching and learning equipment (European Centre for Research Training and Development 2014, P.2) within the space of decade, the number of out-of-school children and adults had dropped by more than thirty-eight million and gender gap in informal education has been distorted: illiteracy rates have also increased, albeit slowly. The current Boko Haram in Nigeria is threatening to halt or even reverse the progress. Education is under attack in Northern Nigeria especially in North-Eastern region. Vocational education can help the situation.

Onuh (2015) saw the concept of vocation as a type of work or way of life that you believe is especially suitable for you. It extends to one's interest, ability, in fact, one's whole life in addition to earning a living. Vocational education is education designed to prepare skilled personnel at lower levels of qualifications, trades or jobs. National Policy on Education provides that vocational education is to offer training to individuals on different occupational skills. Training at adult education level is to

impart the necessary skills to individuals, who shall be self-reliant, economically, and also to increase the vocational attitudes and values for the survival of individuals in the society. From the above view the traumatised adult learners, after insurgency need vocational education in order to bring back life to them and occupy their minds. It is an instrument for promoting environmentally sound sustainable development and method of alleviating poverty.

Vocational education is the aspect of education that leads to the acquisition of practical skills and scientific knowledge. The traumatised adult learners, who lost hope in life, and have nothing to rely upon can be trained in the different occupations in the four scopes of vocational education. The scopes are:

A. Vocational Agriculture

Agriculture, poultry keeping, husbandry, landscaping, horticulture, vegetable plants, wood trade, priggery, fisheries, cattle rearing, cow-milking etc. can be achieved within the locality to help the earn their living. All this adult learners can lay their hands on and improve their living.

B. Home-Economics Education

The adult learners will be exposed to different occupational skills in hospitality, Day-care, catering practices, Dyeing and bleaching, beauty culture trades, cosmetology, house-keeping, Nannies or baby Seaters, nursery attendants, knitting, snacks making, local launderer, garment making, event decoration, beadwork etc.

C. Trade and Industrial Education

The adult learners will have skills on the following: building trade, block-laying, brick-laying, and concrete work, painting and decoration, plumbing and pipe-fitting, painting trades, business trades, textiles leather goods manufacture including shoe making and repairs, ceramics, graphics arts and many others. (Dennis, 2010).

D. Technical Education

The learners will have acquired knowledge and skills on the following occupation such as textile design, printing and craft practice, graphic arts, Stenography, typewriting, Electrical works, automobile electrical work, battery chargers, welding, light vehicle repairs works, vehicle body building, Appliance maintenance and repairs. (Onuh, 2015).

The adult learners, returnees will be exposed to acquire knowledge of entrepreneurship education which we help learners and returnees to participate and respond to change (Adeniji 2012). A functional education system takes cognizance of the dynamics of the labour market, equips its learners or graduates with occupational skills and competencies to enable them be self-reliant (Olowoselu, 2014). However, Harper (2003) sees entrepreneurship as the main mechanism that creates wealth,

explanation of economic growth and well planned set of educational activities that is aimed at developing entrepreneurship related competencies. It is an effective tool for entrenching sustainable development.

The adult learners, returnees, and the community must be exposed to training on entrepreneurship, so that they will be able to establish and direct their businesses very well. With this education, they will be good entrepreneurs who know how to organise, establish and control business of their own, and able to face the risk in whole. For them to have quality vocational education, they must be exposed to vocational and entrepreneurship training that plays a major role at promoting community and National development (Oguntuyi 2013). Entrepreneurship is a very important part of a nation's development strategy and vocational education provides a range of skills that enable individuals who went through the process to venture into the world of business.

The Federal government and in particular the state government in the North-Eastern region of Nigeria are yet to exhaust their strength over the traumatised adult, by trying to provide for their needs, But it seems they cannot satisfy them except providing them with occupation, since all their properties have been destroyed. The Non-governmental Organizations like the UNRC UN, Rescue Organization, some philanthropist organised many livelihood activities to the traumatised learners and returnees but not really as expected. The training should be in such a way that, the adults can establish, organise and control a small business which can improve them and make them to be self-actualised.

Sustaining Quality Adult Education through Vocational Education

To sustain quality adult education depends on the quality of education provided, education becomes the key player. Education enhances the status of adult learners especially those that are involved in the insurgency. The needs must be provided for in various way by making them to participate in community decision making. A state with high literacy rates would love the prospect for a high development.

Through vocational education, agricultural productivity can be improved in this case literate farmers adapts to new agricultural methods and responds to market signals. Through quality adult education, vocational education raises the economic status of families, improves life conditions and improves the educational attainment of next generation and revising the next generation's chances of economic and social wellbeing.

Learning they say begins at birth, adult learners must have basic life skills, communication skills, cooperation, creativity, problem-solving and persistence are acquired and positive. And negative dispositions towards learning and the society are shaped in early years which are carried on and reinforced through continued

interaction within families and communities (Samudson et al 2008). They want to sustain quality education should be through vocational education.

To sustain quality, environment must be conducive for learning. Making environment free from risks, and Boko Haram attack, making environment learning centre, provide enough teachers and textbooks, conducting orientation, workshops, seminars for teachers, pre-service training and in-service training. Cultural and social activities should also be encouraged. Peace education as recommended by Osaat and Ochuba (2014) should taught at all levels of education. This will prevent the rate of violence prevalence and religious crises.

Sustainability of quality through economic development for adult learners, being sensitive to the limits and potentials of economic growth and its impact on society and environment must be considered. Entrepreneurial skills to adult learners will contribute to the reduction of large scale unemployment among learners, returnees and the youth.

Vocational courses should be emphasized e.g Agriculture, Business studies, Economics, local crafts, computer, fine arts, beed-making, animal husbandry etc vocational education will be functional.

Funding is a vital prerequisite in vocational education one of its basic need is enough fund to purchase materials for learning. Instructional materials, infrastructural facilities, local equipment for practical, is to be achieved. Adequate funding is to make the quality of formal and non-formal education through vocational education.

Conclusion

In conclusion, if the adult learners are trained in any scope of the vocational education, the vocational education is very paramount. It will gear up the socio-economic activities between Nigeria and Chad Region and in the north eastern region. The training will alleviate poverty and make them self-reliant. The researcher observed that most of the returnees and adult learners want to earn their living, since insurgency have destroyed their properties and their farms. The destroyed formal and non-formal schools should be renovated. In the IDP camps, the training should be intensified and after the training, starting packages materials and accessories to use in establishing their businesses should be given. The NGO's should have close monitoring on the adults. The adult learners, returnees and the community should make use of the opportunities given to them, and begin a new suitable life. All the stakeholders should join hands together and embrace peace in their communities.

Recommendations

Globally, there are problems of unemployment, especially in Nigeria, where youths are jobless and unemployed. And in case of North-eastern where insurgency has been a threat to security and peace, the vocational education is paramount to lives. This is because the education will expose them to many occupational skills. Thus

entrepreneurship education should be institutionalized because it will be good for sustainable development of individual and the nation at large. The learners, returnees, societies and other stakeholders should inculcate the following as part of their habits.

- Environmental awareness for environment management.
- Government should properly fund vocational education.
- Social interaction among the community to know each other better.
- Religious differences should be accepted and understand each other normally.
- Respect to cultural norms and values among the learner.
- Adults learners, returnees and society should embrace peace among themselves and shun violence.

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