

**THE METHODS INVOLVED IN ENVIRONMENTAL CONSERVATION
EDUCATION, A CASE STUDY
OF ILORIN WEST LOCAL GOVERNMENT
AREA OF KWARA STATE.**

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GOVERNMENT AREA OF KWARA STATE.**

SUBMITTED TO

SCHOOL OF SCIENCE AND SCIENCE EDUCATION (SSCE)

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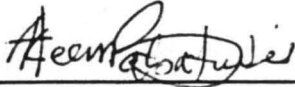
AS AN

**INTEGRAL PART OF THE REQUIREMENTS FOR THE AWARD OF
POST GRADUATE DIPLOMA IN ENVIRONMENTAL
MANAGEMENT**

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CERTIFICATION

This project has been read and approved as meeting the requirements for the award of Post Graduate Diploma in Environmental Management of the Department of Geography, School of Science and Science Education, Federal University of Technology, Minna.



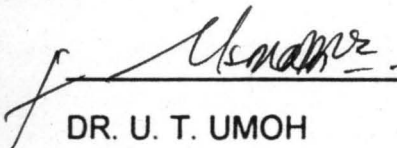
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EXTERNAL EXAMINER

DATE

DEDICATION

This project is dedicated to my parent, Alhaji Babatunde Hamed and Mrs. Salimota Ayo -Ola Babatunde for their moral and financial support without which, I would not have been able to achieve this academic status. I pray to God to continue to guide, protect and bless them abundantly (amen).

ACKNOWLEDGEMENT

I am greatly indebted to DR. U. T. UMOH who supervised this project for his time, energy and wealth of experience which saw me through this project.

I am also grateful to my parent Alhaji Babatunde Hamed and Mrs. Salimota Ayo - Ola Babatunde who carried the burden of financing my education though out my POST GRADUATE DIPLOMA (PGD) course. I am grateful for the moral support of my Brother in-law and Aunty, Mr. Abdulkadir Laro and Mrs. Aromoke Abdulkadir, whom as in one way or the other assisted me during the course of this programme.

I will also like to thank my brothers and sisters who has in one way or the other contributed to the success of this programme: Brother Oladimaji Gada, Mrs. Titilayo Tode, Mrs. Fatimoh Jamiu, Olorun-Toba, Bukola, Lanre, Yinka, Mrs. Rukayat Ajiboye and Taiwo.

My sincere gratitude also goes to my colleagues and friends in the Geography Department (Environmental Manager to be) for their supports and Advice while this report was being written e.g. ~~Mgi~~ Abdulahi.

In addition, my thanks goes to my sweet hearth in person of Abdul^{hi} Kehinde Rodiat who sat by me and made me happy during the course of the programme. Also, to the Higher Environmental health officer in person of Mr. Adam Ayina⁴.

Finally, my thanks also goes to the public Relation Officer of Ilorin West Local Government in person of Mallam Isiaka Garba as well as head of Department Environmental (I.W.L.G) in person of Mallam Abdulkareem Lambe, and last but not the least the Incubent Chairman to the Local Government in person of Mallam Ibrahim G. Magaji.

ABSTRACT

The main aim of carrying out this project is to determine;

The impact of Environmental Conservation on the populace by determining its negative and positive contribution to the society through the education/enlightenment program in Ilorin local government of Kwara State. More especially Ilorin West Local Government which is a case study.

Perhaps with the extension to the State and Federal Republic of Nigeria as a whole, through the information collected and the analysis from the local government.

To encourage the public and the government on the best way of inculcating environmental conservation on to the people.

And to determine the remedies/proffered solution to the existing or future environment conservation problem, through enlightenment/educational programme.

To determine this, there is need to visit and collect data from Ilorin West Local Government Secretariat through the head of department health and environmental sanitation.

More over, there is need to visit and collect data as well from SEPA i.e. State Environmental protection Agency and Ministry of Land Town and Regional Planning in determining the size of the land and the area covered during the period of impaction of knowledge on how to conserved environment.

Lastly, the data or information gather will enable me to determined the best method to be used in Environmental Conservation Education Programme in my Recommendation.

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CHAPTER ONE

1.0 Introduction

When we look at the discipline called "GEOGRAPHY" it is a study of science and social science, which extends to all the field of school of environmental e.g. land survey, urban and regional planning, estate management, building technologist, architecture and civil engineer.

Now, when we comes to "Geography" itself, it has a sub branch after first degree viz metrology remote sensing, urban, settlement, population etc.

Meanwhile Environmental management education enlighten/embroading the knowledge of someone to be a good environmentalist/management conservationist without any ~~ignepus~~ hitch. Which cut across the whole discipline form both school of science technology, polytechnic and university, as well as other recognized and approved higher level/instigation.

In view of the above, this has made me to gathering write up on the "method involved in environmental conservation education" and choose Ilorin West Local Government as a case study, because I found out that; in any discipline, organisation, industries, company and etc, their must be an environmentalist/manager and without the knowledge, definite he/she cannot impact it on the people on his/her surrounding.

i. General introduction

As earlier mention that, environmental management embroading the knowledge of someone on the best way of managing the environment, from all the problem arising before now, today and year's to come (future) e.g. flood, erosion, pollution, deforestation, depletion of ozone layer by hazardous weather e.t.c.

With reference to the above, the report is now based on the "THE METHOD INVOLVED IN ENVIRONMENTAL CONSERVATION AREA OF KWARA STATE" is site as a case study.

Moreover, I personally believed that without the knowledge of environmentalist as earlier mention absolutely nothing can be done successfully, starting from investment by hodicidual citizen government own ventures, i.e. parastatals/ministries as well as now governmental organisation both homes and abroad i.e. international organisation, as such their should be perfect enlightenment programme on the best way to conserved environment and this has to start form grass root which is local government area and this is why I choose Ilorin West Local Government of Kwara State been the State Capital, because definitely, if any policy is incorporated in the state capital, there is higher tendency that such policy can be spread over other local government of the state as well as other state of the federation if it is well encouraged and the positive impact is well established.

In view of this I decided to choose strategic places e.g. market place, schools both primary and secondary schools and higher learning environment i.e. Kwara State College of Education, Queen Elizabeth Secondary School Ilorin, University of Ilorin mini campus and former Ilorin Teachers College now Sheikh Adbulkadir College Ilorin in which are all sited in Ilorin West Local Government Area. We can now see that awareness/enlightenment programmes are one of the best method on environmental conservation education.

1.2 **Background information**

When we look at the HISTORICAL PERSPECTIVE OF ENVIRONMENT, MANAGEMENT and EDUCATION. Education has been existing since the creation of this world as at the time of Adam and Eve but they are loss concerned about its negative or positive impact to

the life of being. They only knew weather and climate changes and once they change we experience day and night as well as weeks, months and year after each other.

It is after thousands of year, that we now believe harnessing and managing environment will be of greater benefit to mankind. As we all knew effective management is the foundation of success to all mankind undertaking. Therefore, when there is environmental conservation management education or enlightenment programme, there is no now, that people will not be get familiar on how best to conserved environment, e.g. enlightenment programme on how to discard cellophene bag's of pare water into waste basket, by FEPA, SEPA, etc. i.e. Defant Federal Environmental protection Agency as well as state environmental protection agencies and health / sanitary departments' of various local government areas that cut across the whole states of the federation.

Also, the historical perspective or background information of environmental conservation education, will be incomplete of mention is not made to the contributions of the geographer's as well as federal government contribution towards the establishment of FEPA, SEPA, NALDA, ADP, UNRB & LNRB e.t.c. in which all are mostly marge or acting chider the authority of federal ministry of environmental and natural reserves.

1.2.0 **Fundamental concepts**

Public participation as the name simply suggests is an act of having the citizens involved in the project being embarked upon. So, it is really concerned with citizens oriented activities and is continuous from the planning stage to the monitoring and review stages of the project. In seeking for public participation, the public must be made to fully understand the processes and mechanisms through which the responsible agency tries to investigate and solve environmental needs

and problems. The public also need to be informed of the nature of studies to be carried out, the findings from the studies, the implications of plan formulation and ejaculation activities.

Serious attempt is needed to solicit the opinions and perceptionist of objectives and needs of the citizens. The responsible agency also needs to know the citizens preferences as regards the use of the resources, alternative development or management strategies and any other information and assistance that will help in plan formulation and evaluation.

1.2.1 **Problems of public participation**

Part of the problem with public participation is that the participants most often lack knowledge of many relevant issues so that information gotten from them may not be completely free from error.

Additional problems include the possibility of project delay and increased project lost. However project delay and cost problems would be greatly reduced or removed entirely if the participation programme is properly planned. An additional problem is the tendency for citizens who do not have great personal interest not to either participate or sustain active participation for long periods.

1.2.2 **Objectives of public participation**

The objectives can be summarized as follows:

- i. To educate the citizenry on what environmental conservation education is all about and to disseminate information the study and findings, and the data on potential environmental conservation.
- ii. To dentify problems, needs and important values related to the determination of the environmental resources important to various segments of the public in the area and also to defined areas of environmental problems and to address the issues of potential

- a. To identify alternatives that may not have been considered in normal planning process and to enumerate mitigating measures for various alternatives so as to minimize adverse environmental effects.
 - b. To probe perceptions of the actions and resources interrelations and to assess the significance of various types of impacts.
 - c. To evaluate the alternatives which will make information about the significance of unqualified and quantities environmental amenities available.
- iii. To resolve existing conflicts over the proposed action through for example, mediation, of differences among various interest groups, or reaching a consensus option on a preferred action.

1.3 **Statement of problem**

The statement of the problems can not be over emphasized, because I believed strongly without and ambiguity that if there is no problem regard to this report, definitely their shouldn't be any further write up on the project.

Therefore the problems arose are:

- iii. Thinking of the write personnels to meet for the accurate and perfect information e.g. the PRO of Ilorin West Local Government who was later in the best position on, though I was contemplating either to meet him or not.
- ii. The arrangement of the report in a right sequence.
- iv. Transformation of the local ideas changing gathered from the illiterate e.g. market woman which are not scientific/technical in nature into more scientific / technical in nature e.g. "The bollow"

- v. Transportation cost from one place to and their e.g. from schools to school and market places to another as well as local government and NGOs.
- vi. Non-challant attitudes of the write personnel whom I felt can gather write information for me mostly act as failure.

1.4 **Aims and Objectives**

The main objectives of this project are:

- i. To determine, what is environmental conservation education
- ii. To determine, level of its contribution to the society
- iii. To determine the methods being used, so far on the society in other to inculcate environmental conservation education knowledge on the people
- iv. To determine the methods to be using hence forth in the local government
- v. To advice Government and Individual on the full participation on the programme.

1.5 **Justification of the study**

It is extremely justifiable to study the project as earlier mention, without people having the knowledge of how best environment can be conserved through either enlightenment, campaign and education one can not really understand the real measuring of environmental conservation.

Take for instance, I myself, doesn't know what is called environmental conservation talkless of its important on the environment, people, society and various discipline until I daunble into to course i.e. "ENVIRONMENTAL MANAGEMENT" and since the beginning of this programme. Environmental conservation has been reflecting on me on any daily activities and etc. this was the main focus that made me to put

Therefore, the study I can say is extremely JUSTIFIABLE.

1.6 **Structure of the thesis**

Chapter one comprises of brief introduction and general introduction, background information, statement of the problem, aims and objectives as well as justification of the study and structure of the thesis.

Chapter two deals with study area which comprises of ground of Ilorin local government and Ilorin west local government.

Chapter three highlight methodology and data analysis which broading methods involved in environmental conservation education and used in Ilorin West Local Government, it also deals with impact on the people (I.W.L.G) as well as best method on the people and sources of revenue /backup for proper execution of the program.

Chapter four also highlight discussions and results as well as government/individual participation towards the execution of the grammes, if also goes to elaborate peoples response on environmental conservation education programme and impact of environmental conservation education programme on decision making, cultural environment and socio-economic environment.

Last but not the last, chapter five deals with conclusion, recommendation and reference.

CHAPTER TWO

2.0 Study Area

Ilorin West Local government comprises of many market viz Oja-oba, Ipata, Oloje, Baboko and part of Ago-market, Also, About 52 primary schools. 6 communities secondary schools, Kwara state college of education, University of Ilorin minicampus as well as Kwara state polytechnic institution of technology as earlier mention are all sited on the vicinity of Ilorin West Local government.

Also their has been different lecture programmes among the staff of sanitary and health department as well as other staff of the local government secretarial and their has been series of lecture on other private schools and most of the schools listed above as well as concerned body or agency and voluntary volunteer people either the people of the local government or other local government of the state which are all based on Environment Conservation Education.

2.1 Historical Background of Ilorin Local Government

Ilorin was a miniative Nigeria. The City's History is the history of her Emirate. It dates back to 16th Century even before Ojo Adeyemi who was a allege to have founder Ilorin. It was during Ojo's tonic that Ilorin grew into smell conurbations.

Ojo who hailed from Oyo Ile was a brave hunter who used to sharpen his tools (Iron) ata stone in Bamidele's compound. The acting of sharpening the Iron i.e Ilorin was constuded into Ilorin.

Not quite long another brave hunter, Emita arrived both of them lived together. Ojo had no issues and Emila is son was disrespectful to Ojo. As a result of this act of gross disobedience Ojo grew annoyed and fled to Shao where he died.

Ilorin after Ojo, sank oblivion until the arrival of Laderin from Oyo Ile with his large retinue and launched the city into line tight. Afonja, the Aare Ona Kakanfo was an Oyo prince from his mother side.

Alagbin fought gallantly in the military insurrection that toppled Bashorun Gaha and liberated the Oyo Empire from Bashorun's tyranny. This was the height of Ilorin same when that Yoruba generalization. Afonja Alakiya Loko, the brave warrior in the bush, and Aare Ona kakanfo with his followers arrived Ilorin.

In view of this Ilorin Local government was created in 1976 and headed by the chairman in person of Alhaji Saidu Obalowu who left or relief the post in 1979.

Here is the attachment of the ruling chairman, and sole administrator who has been ruling up to date on fig. 1.

2.1.0 **Geographical Location of Ilorin Local Government**

Ilorin, the gate - way city between Northern and Southern Nigeria, is situated on latitude 8°30'26" North and longitude 40°35'0" East .

Ilorin constoted of a strip of territory situated on the right bank of the River Niger Jebba to a point opposite Idah, comprised about 18,00 square miles.

In the West and North the Emirate was open and chidulating with Muslim flats along the banks of the River Niger, forest commenced towards Otun and (Ondo State). In the South and East well wooded Ironstone - hills about though nowhere vising to a greater height than 500 feet.

2.1.1 **Boundaries of Ilorin Local Government**

The Ilorin was bounded on the East by the thalweg of the River Niger from a point eight miles above Rofia (Kebbi State) on the North it was bounded by Sokoto Emirate (now Kebbi State) from the siad point above Dahomey (Benin Republic) on the west from the said Rivers

Okpara and Kobo and by Oyo province (Oyo and Osun states) from that point by a boundary demarcated and redemarcated piecemeal at various times starting by Wash - Dew up to Messrs Jones, Bampffield and Mathews in 1927 to 1936 when Otun was excised from Ilorin (Emirate)

2.12 **Patience of Settlement of Ilorin Local Government**

Ilorin had been a loose confederation of semi - autonomous settlements named as conurbations.

First group of settlers consisted of the aboriginal Yoruba inhabitants made up of Emila and Iderin children as well as Oyos who occupied the exist stretching from Idiape through Akodudu to Dad (Okelele) and a few pockets of the other Yoruba Settlements along Afase, Oloje, Abeni and Odi Gbogba just to mention few.

**FIG 1: THE LIST OF ILORIN LOCAL GOVERNMENT PAST EXECUTIVES
CHAIRMEN AND SOLE ADMINISTRATOR.**

S/NO	TITLE	NAME	POST	DATE
1.	ALHAJI	SADU OBALOWU	CHAIRMAN	1976 - 1979
2.	(RTD) LT COL.	H. K. ABDULKADIR	CHAIRMAN	1979 - 1981
3.	ALHAJI	MUSA MAYALA	CHAIRMAN	1981 - 1983
4.	"	S. A. BAYERO	CHAIRMAN	FEB. 1983 - SEPT. 1983
5.	"	JIMOH OMOLABI	CHAIRMAN	OCT. 1983 - DEC. 1983
6.	"	UTHMAN KAWU	SOLE ADMIN.	JAN. 1984 - 1985
7.	"	A. O. LAWAL	SOLE ADMIN.	1985 - JUNE 1986
8.	"	SADU OLAYINKA	CHAIRMAN	JUNE 1986 - 1987
9.	"	BAMIDELE AHMED	SOLE ADMIN.	1987(2 Weeks)
10.	"	A. B. MOHAMMED	SOLE ADMIN.	1987 - MAR. 1988
11.	"	SHEHU OKEKERE	CHAIRMAN	MAR'88 - JULY 1989
12.	"	UTHMAN KAWU	SOLE ADMIN.	JULY'89 - FEB. 1990
13.	"	A. GARAFINI	SOLE ADMIN.	FEB. 1990 - 4 TH JAN. 1991
14.	"	S. O. ADEBAYO	CHAIRMAN	4 TH JAN. 1991 - 2RD OCT 1991
15.	"	S. B. PAKATA	SOLE ADMIN.	2RD OCT. 1991 - 4 TH DEC. 1991

**THE LIST OF ILORIN WEST LOCAL GOVERNMENT PAST EXECUTIVES
CHAIRMEN AND SOLE ADMINISTRATOR**

S/NO	TITLE	NAME	POST	DATE
16.	ALHAJI	S. O. ADEBAYO	CHAIRMAN	4 TH DEC. 1991 - 17 TH NOV. 1993
17.	"	MUYIDEEN BELLO	DIR. L. G.L. ADMIN	18 TH NOV. 1993 - 5 TH APR. 1994
18.	"	YUSUF ABDUL	CHAIRMAN	5 TH APR. 1994 - 25 TH MAR. 1996
19.	"	ABDUL HAMMED ADI	"	29 TH MAR. 1996 - 24 TH MAR. 1997
20.	"	ABDULKADIR .O. ALUKO	ELECTED CHAIRMAN	24 TH MAR. 1997 - 20 TH JUL. 1998
21.	"	S. Y. HALILU	CHAIRMAN	22 ND JUL. 1998 - 2 ND JUNE. 1999
22.	"	IBRAHIM .G. MAGAJI	CHAIRMAN	2 ND JUNE 1999 TILL DATE.

The second group of settlers were the Cow Fulani who occupied the premises of the present Emirs palace and Ago market under Olufadi.

The third settlement was made of a mixed grillof Gobir. Hence, Nupe, Kanberi and Kannike who were collective and individually called Hausa under Sarkin Gambari.

The fourth group comprised the Okesuma people under the hehest of Kanni - Beriberi - migrant called ABDULAHI AL - TAHIR, otherwise known as, SOLAGBERU.

In this settlement were Muslims from Gbanda, Kobayi, Agaha, Kobe, Iwo near Oyo and Kuwo and interms of religion background, about 95 98% of Emirate are Meslems, while the rest percentage are non-Moslems

2.2 Historical background of Ilorin West Local Government

Ilorin West Local Government was carried out of old Ilorin, chider the ruling distinguished Sole Administration person of Alhaji S. B. Pakata in October 1991.

Ilorin West Local Government has a land mass of 54.2sq1kms with a population figure of 1991 extended to 395.735. Its boundaries fall between latitude 8⁰30"N and longitude 4⁰35" East.

Ilorin Local Government comprises of four numbers of districts viz Ajikobi, Aalanrumu, Magajin geri and Wanalosunlegbe vila with twelve distinct numbers of electoral wards viz Adewole ward, Ajikobi ward, Alanamu ward, Badan ward, Baboko ward, Magajin geri wari, Ogidi ward, Oko-erin ward, Oloje ward, Sarumilojuekun ward, Ubandaraki wara as well as Waralasin Legbeji ward.

Also, from Ilorin West Local Government, there are two district head who report directly to the emir and these are Balogun Ajikobi and Balogun Alanamu.

Ilorin West Local government is also blessed with some tourist attraction viz, Alfa Alimi's mosque and residence, Okuta Ilorin, the palace wall, three entrance gates leading into Emir's palace. The Emirs Turbanning mosques, Aso-oke wearing practice and major cruthley's Grane.

When we look at market, economic and social value of Ilorin it is developing compared to last or two decayed ago. Presently Ilorin west local government has about four good reputable marked which I believe has contributed to the boyancy of the national economy. Also, talking about the social welfare, the level of its integration its at rampant take for instance, there are a lot of hotels in Ilorin west local government today as well as recreational facilities.

In addition talking about educational background presently there are 52 primary schools excluding private nursery school and 6 community

secondary school. Though they were been created by the local government by run and administered by the state government.

Therefore, since 1991, when Ilorin West Local Government was created, this has been an unexpected developing in the local government due to corporation between the people of the local government and all the chairman and sole administrator who has been ruling since 1991 up to date, has been trying their best to see to the up liftment of the status of the local government.

The attachment of the ruling chairman of Ilorin west local government since its creation in 1991.

CHAPTER THREE

3.0 Methodology and Data analysis

This methodology involved the visit and provision of questionnaire to the environmental officer and head of department health Ilorin West Local Government, Kwara State.

Also, reference from series of textbooks viz a history of Ilorin Emirate. The brief history of Ilorin west local government as well as descendant of Ilorin.

Then, photographs of study areas in the local government, and a series of questions and responds from the people both at the local government head quarter's e.g. the market women/men as well as farmers, traders, tailor, taxi, drivers, and etc. to mention few thou a "QUESTIONNAIRE PAPER".

More so, some reference are on the handouts of environmental conservation education, and some other environmental management courses as well as text books on the same programm.

With reference to all of the a bore, data collected are analyzed and combined as follow.

Looking at the data analyzed showing the various district and ward the schools, market places, Ngo's which shows the peoples turn up before and during the write up. In terms of corporation this people and my self as well as people of the local government secretariat, which really shows that people within the local government area has the greater enthusiasm in environmental conservation education patronage participation.

DATA COLLECTED IN RESPECT OF DETERMINING THE IMPACT OF ENVIRONMENTAL CONSERVATION EDUCATION AND THE BEST METHOD TO BE INCORPORATED IN ILORIN WEST LOCAL GOVERNMENT OF KWARA STATE.

STUDY AREA	DISTRICT	WARD	SCHOOLS (NO)			MARKET PLACES	NGO's	PEOPLE RESPONSEE			
			P/S	S/S	H/Inst.			Pos	Neg	%	Remark
Ilorin	Ajikobi	Ajikobi	3			2	1	✓		60	okay
West		Ogodi	2	1		1			✓	30	poor
Local		Oloje	4	1		1	1	✓		50	okay
Govt.		Sanumu	6					✓		65	okay
		Ojuekun				1					
		Ubanidaki	5					✓		55	okay
		Alanamu	4			1	1	✓		52	okay
	Magajiin	Adewole	5		4	1	1	✓		50	fair
	Gerii	Badari	3						✓	35	poor
		Baboko	3	1			1	✓	✓	55	okay
		Magagi	4					✓		62	okay
		Ngeir									
		Oko-erin	6	2		1	2	✓		69	okay
	Waralosi n	wara	7								
	Egbejila	Osin		1		2	1	✓		69	okay
	Egbejila	Osin Egbejila									
TOTAL			52	6	4	10	8	10	2	647	okan

KEY:

- P/S** = Primary Sch. **NGO's** = on Government Organization
S/S = Secondary sch. **POS** = Positive
H/Inst. = Higher Institution **Neg** = Negative
% = Percentage

3.1 Methods involved in environmental

The methods used inculcating environmental conservation education are very numerous and some of these will be highlighted below:

- i. Audio - visual (A - V) method is an instructional process where by some equipment and materials that appeal to both senses of hearing and seeing at the same time, are used to bring about desired changes in the behaviour of the learner. The methods demand the combination of sound sight producing equipment and materials at the same time without relying completely on either. Audio - visual equipment and materials could be in three categories viz electronic modified, electric electrical and non - electronic.
- ii. Discussion is an instructional process which enables learners to examine with the guidance of a moderator. Some controversial issue or topics in detail and this contribute some information, facts and data to facilitate the decision making process, such as how best urban waste disposal can be handled. Discussion methods can take various forms such as round table, panel discussion and debate, methods: pending on the situation or how best the discussion can suit.
- iii. Entereducate method is a generic term, which highlights some methods of active learner participation, involving education through entertainment. Based on the psychology of motivation. It is a popular persuasive and profitable teaching method, which can enliven easily education and inform while entertaining the class. Some entereducation techniques include: dramatization, cartoons, playing, puppetry, simulation and etc.
- iv. Expository method are systematic verbal explanations that involve bringing to light, the chandelling facts, principles and relationships

and the most common one include. The lecture, story telling, speech and radio broadcast.

- v. Inquiry method is a systematic and scientific method which aims at discovery which are of three types us guided, free and semi guided inquiry. This also extends to four different techniques in making inquiry thus; embracing field survey, library survey, laboratory and time lapse survey.
- vi. Peer teaching its an instructional process whereby school or classmates who have demonstrated high level mastery of knowledge, skill or attitudes in specific content areas are used to assist their mates to acquire and develop mastery in such areas. Each - one - teach - one technique is an expanded form of peer teaching.
- vii. Practical method refers to the systematic process of behaviour changes based upon demonstrable activities and real engagement in doing something. It is participation and pragmatic in nature, emphasizing that learning should solve actual problems in real life situations rather than only intellectual and theoretical ones.

Practical methods takes many forms which includes: practical measurement, involving enumeration's examinations capacity, weight, linear and angular measures, volume, area, mass, duration, brightness, currency, heat speed and scale, among others.

- viii. Value clarification represents a systematic strategy where by emotional awareness and reasoning are combined in the active process of critically examining personal and social choices. Clear understanding of values facilities the possibilities of making conscious choices and decisions, which are consistent with the beliefs, needs and interests of the individual.

The stages on valuing process are seven and are, awareness attending, receiving, responding, valuing, internalization and characterization.

- ix. Problem solving method is a learner centered process of combining already acquired knowledge and skill to get to the root of a problems. The relevant techniques of this methods are short tests on specific areas and puzzles (perplexing question or situations that are though provoking).
- x. The project methods our integrated instructional process whereby learners groups of learners performs a unit of integrated activities on a topic based on clearly defined proposal under minimum guidance by the teacher.

Therefore all of the above highlighted are the series of method of inculcating environmental conservation awareness or education on the people.

3.2 **Methods used/applied in Ilorin West Local Government**

Various methods has been applied in Ilorin West Local Government pending on the types of institution they wants to enlighten on environmental conservation education or the people they wants to educate will determined the methods to be used. In a situation where by they visited Kwara State College of Education; the method used was Audio - visual method and discussional method. While Kwara State Polytechnic Institute of Technology was also Audi - visual method all are through the use of non - electronic's.

Also, when this environment officers visited some schools in this local government their was a kind of Health Education on Environmental Conservation which mostly involved discussional method and are times Audio - visual method and peer teachings method through more elaboration on the subject called health education for primary schools,

and integrated science for post Science/Biology Science for the senior secondary school one three.

And in most case, the local government sanitary officer, mostly make it in form of seminar these schools by dividing the whole schools into group and picked one each from each group as a venue for the holding the seminar in which the other schools in the group will feature their for the programme and this is applicable to both primary, secondary and tertiary institution.

Last but not the least, the one organized by this sanitary/health officers for the market people, on the best way to conserved environment and this is mostly done through the use of mass communication, printings of median health education etc. which are classified chider Audi - visual non electronic method and discussional method.

But majorly, the Lungman France used are Yoruba so far about 90% - 98% people in the markets one able to speak Yoruba if not Yoruba's by tribe.

So, we can now see that the method used so far in the local government in inculcating environmental awareness education on the people are limited coupled with the level of literate/illiterate.

3.3 Impact on the people (I. W. L. G)

Looking at the number's of places in terms of schools market and other government places visited in inculcating environmental awareness education, we found out that out of 100% turn up about 85% - 90% from the touched places and the remaining untouched places were been impacted upon through various means of communication e.g. Radio, Television, Mass - media and etc.

In view of this, in all the places visited both primary post - primary, tertiary institution and market place, the participation mall the programmes is full i.e (maximum) though as we all know there is different between policy making and policy implementation. The turn up was okay

but implementing this education awareness it's a problem due to lack of proper follow up by the environmental sanitary officers.

From my own observation, I find out that, the programme its easier carried out by the environmental officer to the tertiary institution , market place and government places, but to discharge the education on the best way to conserved environment it's a problem which mostly involved law enforcement on some people by been changed to court if they violate the law guiding the protection or conservation of the environment.

On the other hand, the primary and post primary are mostly difficult because of level exposure and educational background, but once carried up and there is proper follow up on the best way to conserved environment, they abide. If not, they are mostly subjected to disciplinary officer or teachers in their schools e.g. keeping the school environment.

So, we can see that the impact is mostly positive on the people pending on the level of handling people.

3.4 **The best method on the people of (I. W. L. G)**

The best method used or applied on the people of Ilorin west local government varied, but mostly is DISCUSSIONAL METHOD, which I believe involved a kind of serious dialogue, but mostly, round table, panel or debate.

In most cases, debate discussional method is carried out within the pupils and students of primary, post primary and tertiary institution, while, at the same time, panel discussional and audio - visual non-electronics method are applicable to market people and government organisation or places.

Meanwhile, all these methods, applicable, and from my own observation, I find out that, its only debate and panel discussional method are best applied to primary, post primary and governmental places, while Audio - visual non - electronics methods are best applied to market

places and tertiary institution as well as round table discussion are best applicable to institution.

3.5 **Sources of revenue/backup for proper execution of the program**

Before now, there is collective working or operation between the state and the local government in environmental conservation. But presently, there has been a strong demarcation between the state and local government now, and their source of revenue generation is quite different.

Take for instance, then is what we called environmental sanitation at the end of the month before now, which involved general clean up of the environment by the state government, but now, each local government is into local government is into his own business. But as a case of Ilorin west local government, the environmental officers normally comes out, every Wednesday to change people who violated the rules and regulations guiding the use of environments by changing them to mobile count and they will be subjected to taking amount of money, more especially market people and other viable government organization as well as individual private our ventures and residential areas.

Also, the local government itself, has in money ways provide fund for the environmental sanitation or conservation department in carrying out this programmes conservation department in carrying out this programmes and some other activities involving the best ways to conserved environment.

Moreover, there are various body who have in one way or the other contributed to environmental awareness education viz parents - teachers association. Non - Governmental Organization, Community Organization, Old Students Associations, Philanthropic Bodies, School Conservation Clubs, Corporate Bodies, Religious Bodies as well as private voluntary Organization. Through most of these body or Agency came through the Federal State into the local government e.g. WHO i.e.

World Health Organization, UNICEF and etc, but they've all tried to see that, Environmental Conservation Education are at least light.

CHAPTER FOUR

4.0 Discussions and Result

Looking at the data collected from the various places in the local government, I myself could see that, the people of the local government area has greater enthusiasm as earlier mention in participating in environmental conservation education, through either enlightenment programm, education and etc. just to inculcate if on the masses, and thy mostly accepted to discharge environmental conservation consciousness on their daily activities when they are enlighten on the importance and impact of environmental conservation in one's life.

Reference to the four district in the local government and twelve wards, couples with fifty two primary school six secondary schools, four higher institution, ten market places, eight non governmental organization. Then the people response to negative was ten wards, in terms of Environmental Conservation Educational interest they show to two negative place which is Ogidi in Ajikobi district and Badar ward in Magaji-n-gen district. Therefore, we can see that the people turn up before and during my research was encouraging because out research was encouraging because out 1300%, for the response about 647% was the turn up. Which is more than average, though I will also recommend that the local government should try as much to put more effort in encourage and inculcating environmental awareness on the people of the local government of increase in the percentage.

To find the result through percentage analysis/graph and possibly bar chart, and this are analyzed as following respect of each ward percentage response:

$$\text{Ajikobi} = \frac{60}{647} \times 100\% = 9.27\%$$

$$\text{Ogidi} = \frac{30}{647} \times 100\% = 4.64\%$$

$$\text{Oloje} = \frac{50}{647} \times 100\% = 7.73\%$$

Sarumi/Ojuekun	=	$\frac{65}{647} \times 100\% =$	10.05%
Ubandawaki	=	$\frac{55}{647} \times 100\% =$	8.50%
Alanamu	=	$\frac{52}{647} \times 100\% =$	8.40%
Adewole	=	$\frac{50}{647} \times 100\% =$	7.73%
Badari	=	$\frac{35}{647} \times 100\% =$	5.41%
Baboko	=	$\frac{55}{647} \times 100\% =$	8.50%
Magaji n-geri	=	$\frac{62}{647} \times 100\% =$	9.58%
Oko - erin	=	$\frac{69}{647} \times 100\% =$	10.66%
Mana/Osin	=	$\frac{69}{647} \times 100\% =$	10.66%

From the graph plotted), we can deduce the % median, mode and mean.

$$\begin{aligned}
 \text{i.e. median} &= \frac{\text{addition of median figure}}{2} \\
 &= \frac{8.50 + 8.50}{2} \\
 &= \frac{17}{2} = 8.50
 \end{aligned}$$

Mode = The most common figure which are 10.66, 8.50, 7.73 are most existing figure.

$$\begin{aligned}
 \text{Mean} &= \frac{10.66 + 10.66 + 10.05 + 9.58 + 9.27 + 8.50 +}{2} \\
 &\quad \frac{8.50 + 8.4 + 7.73 + 7.73 + 5.41 + 4.64}{12} \\
 &= \frac{100.77}{12} = 8.3975 = 8.4
 \end{aligned}$$

Now from the graph I could now see that, through the mode, median and mean the most common value is 8.50% on final % response and 54% on % of each ward response which fall unto Ubandawaki ward in Ajikobi District and Baboko ward in Magaji -n-geri district which serve as the average in overall positive and negative response of the people in Ilorin west local government.

Therefore, more effort need to be added to buttress people enthusiasm in participating in environmental conservation education enlightenment awareness programm.

4.1 Government/Individual participation towards the execution of the programm.

Reference to the above participating in environmental awareness i.e. Education can mostly be in kind or cash, but the main aim and objective of this people is to uplift the status of environmental awareness creation.

Looking at Ilorin west local government there is full participation by the government, and non - governmental philanthropic bodies and school conservation association on the best way of conserving the environment than individual which are a little less in participation than all these bodies listed.

Governmental and non-governmental organization participate through soliciting donations from charitable organizations such as the lion, inner wheel, rotary and from corporate bodies such as oil companies, bank, industries and from professional bodies such as society of Nigerian Artist (SNA) Nigerian Union of Teachers (NUT) as well as conferring honorary fellowships on persons who have distinguished themselves in the cause of the environmental education and selling materials such as books, t-shirts, hats, rests, stickers and badges to the public on environmental awareness as well as soliciting support and assistance from international donor agencies such as Worldwide Fund (WWF), International Union for the conservation of nature (IUCN), for foundation, Frederic Ebart foundation, United Nations Children's Fund (UNICEF).

Also, Community Based Organization, promote environmental awareness through, House -cleaning and road - mending for which

beneficiaries pay some money after the work. Corporate Bodies also, contribute to environmental conservation education through technical aid e.g. staff training, material production and supply, publicity, publications, technical advance as well as quarterly magazines, newsletter, posters, handbills, brochures could be published by these bodies as part of their contribution to promoting environmental awareness. Issue and donating space and air time in print and electronic media.

Last but not the least, its individual participation in which to some extends, to contribution of all of the above participation in most cases though still lesser in participation than governmental.

4.2 Peoples response on environmental conservation education programm

The response or the turn up of the people in environmental conservation education. Mostly depends on the situations of things and the environment.

Take for instance, when primary schools were visited, their has been an ** from their teachers and so far they are kids, they have no alternative, in thus situation and any of them who refuses to abide by this programm will be punished by the teachers and this make them to be fair and always partake in conserving environmental after they might have gotten the education.

In a situation of secondary school, though there is enforcement from their teachers as well but they are more matured than pupils in primary school in view of thus, they need more hand to handle them, that is why, they have disciplinary officer's in these various schools and in terms of environmental conservation education, they are also been dextl with once they go against the rules and regulations guiding the conduct of protecting the environment, e.g. littering of cellophane bags around the

school promise or stepping on lawn will all attract punishment either by the school protect or the disciplinary committee.

In tertiary institution, were dominants of mature souls, in which anybody who violated the rules guiding this programme will be arrested or charged to school security officers and such person will be dealt with as well e.g. cutting down the flower's or littering of cellophane nylon anyhow on the school premises will attract punishment by the school security officers.

Last but not the least are the market people there is fairness from the sanitary officers from the local government and most cases they failed to be change to count this make them to preserve their environment as best as thy can. Because since they are caught, they will be changed to count and asked to pay certain amount of money.

Through, they find it somehow tedious to do, but when they look at the *** over it, they rejoice and do it, because they all know, it's a king of protection against their life i.e. (Health wise).

More so, the response form government is very enormous as well, though organizing of seminar both from Federal level i.e. detunt Federal Environmental protection Agency, and State Environmental Protection Agency, and State Environmental Protection Agency (KWEPA) have to a greater extends partakes in various programme in buttressing the environment conservation education and they find out the responds is maximum, that is what made than to be encouraged in responding to environmental conservation education in various local government e.g. Ilorin West Local Government.

Reference to all the above, highlighted, we can see that the response of the people is maximum as earlier said, that, there is different between policy making, policy implementation and policy accepted by the people. Therefore, it policy is been maker accepted, and people does

not respond fine on it that means its rendered useless, but in this case the policy on environmental conservation education is accepted by the people either through enforcement by the government, and willingly.

4.3 **Impact of environmental conservation education programme on decision making.**

Public participation variously referred to as public involvement, or citizen involvement or citizen is an attempt to involve the various public in the decision making process so that a user acceptability and support for the particular action can be obtained. The main aim of public participation in environmental decision making is to promote productive use of impact from private citizens and public interest group in order to improve the quality of the environment.

4.3.1 **Identification of various public**

In public participation for environmental conservation education the various public that might be involved can be categorized into the following:

1. These directly attached by the project and who live in the vicinity of the project.
2. Active environmental conservationists.
3. Interested individuals or group or business and industrial developers who would benefit from imitation of the propose action.
4. Educational institutions including University and Polytechnics as well as primary and post primary schools.
5. Professional groups and organization such as the Nigerian institute of Town Planner, Nigerian Environmental society and others in which they all act as good decision maker if not directly but indirectly.

4.3.2 Legal basis for public participation

The legal basis for public participation in the environmental impact assessment is provided by environmental impact assessment decree No SL of 1992.

The decree stipulated that government agencies, members of the public, experts many relevant discipline and interested groups should be given opportunity to examine and comment on the EIA of an activity which is relevant to environmental conservation education.

For a mandatory study report, section 25 provides that FEPA should publish a notice setting out the date and place the reports shall be made available to the public as well as the deadline and the address for filing comments on the conclusions and recommendations of the report.

After taking into consideration the public comments fold in respect of either the screening report or mandatory report public concern on the environmental effects of the project may warrant a referral of the EIA to ether a review panel or a mediation, and as earlier said. It's more relevant to environmental conservation education.

Mediation comprises representatives of two categories of the public namely the parties who are directly interested in the project and these who have a direct interest in the project.

Section 37 provides that the report submitted by the mediation or review panel shall be made available to the public in a manner that the Agency Considers appropriate.

The provision for the establishment and operation of public registry in respect of a project for when EIA is being conducted.

Considering the foregoing legal provisions, it is realistic to say that the decree provides a family adequate official mechanism for public participation in environmental conservation education and this is not yet

implement. However, in oil industries and a few cases where EIA is implemented public participation is not yet effectively applied.

Therefore, we can see that in environmental conservation or educational environmental impact assessment, it influence decision making as well. In such case people who refuses to abide by the rules and regulation according to stationary law will be changed to court according to his level of offence.

4.4 Impact of environmental conservation educational cultural environment

Cultural resources include architectural, historical and archeological sites. In Nigeria, concern for the impact of development projects on the natural environment has been very little. Much of what has been considered before now are the physical impacts and economic viability of projects.

Sphere of cultural resources embraces all surrounding lands on which the project may have a reasonably direct impact by modifying land use pattern or by opening up areas for agricultural or public use; thus increasing potential vandalism Cmc Guinsey 1973.

Cultural resources have been found to be no renewable and very important with the realization that our environmental and civilization are th ry

4.4.1 Impact prediction and assessment

In predicting and assessing the impact a of environmental conservation on the cultural environment, it is necessary to take the following measures.

- i. Identify known cultural resources in the area of interest to achieve this better in Nigeria, there is need to obtain information on known historical and archeological sites.

Archeological resources refer to human artifacts and features modified by man as well as the data associated with these resources.

In Nigeria such items include, wood headed metal tools, leather vessels and structures, and cowries, the Ogbunike care, the Ojukwu Banker at and the Blue River at Afikpo.

- ii. Identify potential cultural resources. To satisfy the attention that cultural resources in environmental impact assessment demands in which environmental conservation education its part of it, the knowledge of known cultural resources is not enough.
- a. Determine significance of known and potential cultural resources in the area of interest, in doing this, we vote that cultural resources are of vital importance considering them both from past and future historical perspectives in environmental conservation education.

There are however some hindrances in our study of these cultural resources as obviously not every cultural resource can be preserved or carefully and completely excavated.

There is need by way proper assessment to identify the sites with sufficient significance to warrant their preservation.

In assessing the significance of cultural resources in terms of environmental conservation education it is necessary to work out some parameters. Each parameter will represent a another of importance for each archeological site and any project can be evaluated in terms of these parameters be evaluated in terms of these parameters.

- iii. Identify possible development project e.g. environmental conservation education that impact on cultural resources impacts can also indirectly occur from treasure hunting by persons during

- iv. Proceed with the selection of proposed action from the various alternatives generated. This can be done by eliminating one or more alternatives due to their impact on potential cultural resource or selecting the alternative least likely to cause an impact on potential cultural resources.
- v. looking at the impact of environmental conservation education on culture has to a greater extent elaborated from the above, e.g. some tourist centre or small scale industries and individual who does not know how to live in a pressured environment are mostly enlightened through this educational programme

4.5 IMPACT OF ENVIRONMENTAL CONSERVATION EDUCATION PROGRAMME ON SOCIO-ECONOMIC ENVIRONMENT

Socio-Economic environment is a composite of numerous interrelated and none-related items descriptive of human relationships and interaction. In Nigeria more emphasis on impacts associated with projects have been placed on the socio-economic environment. Part of the problem relates to poor understanding of interrelationships of the socio economic environment. For example, the construction of a highway through a country side may cause displacement of rural settlements and disrupt for mind activities, there by creation problems of resettlement or compensation for loss of housing or economic crops. on the other hand it may cause residential, commercial or industrial area to be disrupted, and this can be best analysed or programmes without any hindrance from one zone or destination to another through environmental conservation educational programme. e.g. through the researcher the best route to channel the flood / erosion control can be worked out.

- i. identification of critical environmental concerns in relation to the socio-economic factors. Example of critical environmental concerns in Nigeria include usage of water in excess of design

capacity as applied in most urban neighbourhoods and over according of all levels of our school system.

- ii. prediction of socioeconomic factors cylinder various alternatives including the no-action alternative. Predication of changes in socioeconomic environment can be realized either quantitatively or qualitatively.

Methods of educational predication of socioeconomic effects can be categorized in to two, namely exploratory and normative methods.

EXPLORATORY METHOD

- (a) linear models:- these are based on linear ship. Linear models is used when the population of the area being studies group or decreases at a constant the general form of linear is shown below

$$p_{t+n} = p_t + b(n)$$

p =populations

t =a time index (years)

p_{t+n} = population units being predicated.

N - number of units of time (years)

b = average absolute animal growth increment

The relationship is change in population over change in time.

$$b = p_{(t+n)} - p_t$$

for example.

The following historical information on environmental conservation education of Ilorin west local government people turn up during the program.

Population	years
6,000	1996 (1)
11,000	1997 (2)
16,000	1998 (3)
21 000	1999 (4)

NORMATIVE METHOD

These method attempt to specify the desired socioeconomic goals and aim at projecting the social environment.

Its also discuss the implication of the changes for each of the socioeconomic factors for various alternatives.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

References to all of my information gather both from various text books hand out, people who are environmentalist and so on and so forth.

I now find out that, Ilorin west local government have to a greater extends, impacted positively in environmental conservation education through virtually all the resources within their care. Has been expanded on environmental conservation and education through sanitary /Health department.

Mere looking at the nooks and corner of Ilorin West Local Government. More especially Emirs palace area, has been tidy-up since the inception of present Emirs of Ilorin in person of Alhaji Ibrahim Sulu Gambari, he has also extends his arms to other part of the local government another to make it tidy for human living.

He also, appeal to the State Governor in person of (Rtd) Rear Admiral Mohammed Lawal, to please keep Ilorin west local government clean and tidy up, been a state capital and preserved the existing natural resources as well as introducing Adult education how to preserved environment in which I believe, their has been a positive response of some extends from his excellency the incumbent Governor of Kwara State through Kwara Environmental pritation Agency (Defunt) which has how match with Kwara State Ministry of Rural Development and Natural Resources.

In view of this, I now conclude that both Government and Individual are participating in up liftment of status of Environmental Conservation Education.

5.2 Recommendation

To mention few, but recommendation might be unlimited and it goes thus;

individual should do away, with non challant attitudes toward the conserving the environment and its education, so few its to the advantages of people. If the environment is favourable, definitely the people or dwellers will be comfortable as well.

The Elites individual once, called upon for this programm should response and disseminate the information gathered on to the illiterate who cannot understand or speaks English or any other language been accepted by the organize of the programm.

Their should be perfect guidance between the people on environmental conservation education take for instance peer teaching method which involved each one-teach-one by individual of high learned among has people or colleague.

Government should as well try as much as possible not to stop funding or aiding this programm and they should also continue to encourage people within the community of (Ilorin west local government) on the best way to preserve environment through environmental conservation education programm.

Federal Government should as well try to have with foreign nation laid to come down to the country in promoting environmental conservation awareness within the people of this country.

Last, Government should be strict with the enforcement agency to see that, any body who violated or go against the rules and regulation guiding the conduct of environmental conservation in this country should be charged to court and prosecuted according to the level of his/her offences.

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APPENDIX A
FEDERAL UNIVERSITY OF TECHNOLOGY
SCHOOL OF SCIENCE AND SCIENCE EDUCATION
DEPARTMENT OF GEOGRAPHY

Research Topic

The method involved in Environmental conservation education, A case study of Ilorin West Local Government.

Directions

The questionnaire which is to be responded to by the pupils in primary school with the assistance of their teaches and post - primary (secondary school), also tertiary institution as well as market people and government places/non-government organisation e.g. corporate bodies, club etc. to mention few, is designed to find out the best method and its impact in environmental conservation education, a case study in (I.W.L.G).

You are kindly required to study this questionnaire carefully and give the information required as much as your can. Your information shall be anonymously treated.

PERSONAL INFORMATION

Name:- _____

Sex:- _____

Occupation:- _____

Age:- _____

Venue:- _____

Personal feeling about the programm:- _____

Impact on you either (Negative/Positive):- _____

If Negative, why and it positive why: _____

Personal contribution towards execution of the programm:- _____

Suggestion on how best revenue or aid can be source for:- _____

Number's of time the porogramm has taken place in your area:- _____

What has been the turn up at the people:- _____

Brief comment on the situation of things:- _____

Official comment by the researchers:- _____