

**ASSESSING CONSERVATION EDUCATION AND
AWARENESS IN NIGER STATE**

(A CASE STUDY OF IZOM IN GURARA L. G. A)

BY

Mamman Musa Izom

PGD/GEO/99/2000/111

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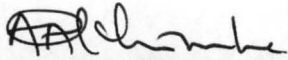
**Department of Geography
School of Science and Science Education
Federal University of Technology
Minna – Niger State
Nigeria**

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CERTIFICATION

This is to certify that **Mamman Musa Izom** has completed a project title: Assessing conservation education and awareness in Niger State (a case study of izom in Gurara

L. G. A



DR. A.A. OKHIMAMHE

MAJOR SUPERVISOR

15/09/07

DATE



DR. M.T. USMAN

HEAD OF DEPARTMENT

27/9/2007

DATE

PROFFESSOR J.O. ADENIYI

DEAN POST GRADUATE SCHOOL

.....

DATE

EXTERNAL EXAMINER

.....

DATE

DEDICATION

This project is specially dedicated to the Glory of almighty God, who has given me the life and the opportunity to start and complete the course (Post Graduate Diploma) in Environmental Management.

ACKNOWLEDGMENT

I wish to sincerely acknowledge the encouragement of Dr. M.T. Usman and my supervisor Dr. A.A. Ohimamhe ^{and Dr. Halima Shams} who has always find time to supervise this project despite her other assignment.

My sincere gratitude goes to my wife Mrs. Esther M. Musa and to my children who deserve the greatest acknowledgement for their support, encouragement and patience during the course of my study.

I say a big thanks to Mrs. Rifkatu I. Dimas for typing this project and finally to Members of staff of Federal Ministry of Environment, Minna office for their co-operation.

May almighty God bless us all amen.

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ABSTRACT

This project examines the level of knowledge and attitude of Nigerlites towards their environment. From the data collected, a lot of people are not aware while a lot are aware of the environmental problems, yet they have not yet develop a better attitude toward the environment. Education and awareness therefore need to be intensified at all level to achieve environmental orderliness.

Environmental Conservation Education and Awareness is a tool for sustainable development there is no doubt about it, it optimise goal and achievement. Sustainable development simply means development without destruction on sustains basis while conservation simply mean – wise use of the resources.

Environmental Management at (PGD and M. Tech) level by the Federal University Technology Minna deserve commendation because it is in line with the UN 1997 report and Nigeria National Agenda 21 of 1999. It objectives, which include environmental conservation education as one of its core subject.

Environmental Education is found to be necessary for students in all fields not only on natural and technical sciences but also social sciences and arts, because the relationship between nature, technology and society mark and determine the development of a society (Final report Tbilisi conference 1977).

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

Environmental was in existence even before the creation of man, creation is a unique act of God and visible sign of God's presence. God has created the universe and all what is in it.

According to Genesis 1:31 God creation is characterised by order, this order however is harmonised not by reason, but rather by divinely decreed order within which each creature fulfil God's will.

According to the Holy books God created the universe and all what is in them not for us to mismanage but God loves all and directed us to conserve them for our survival and survival of our younger generation yet unborn.

Environmental conservation education was first coined in 1965 in United Kingdom. The first approach was the conference on Human Environment and development held in Stockholm Sweden in 1972. It is recommended during the conference that the secretary general, the organisation of the United Nations system especially UNESCO and other international agencies concerned should after consultation and agreement, take its necessary step to establish an international programme multidisciplinary in approach in school and out of school, encompassing all level of education and directed towards the general

public in particular citizen living in rural and urban areas youth and adult alike. With a view of educating him as the simple steps he might take within his means, to manage and control his environment.

In 1977 an Inter-governmental Conference on Environmental Education was held in Tbilisi USSR considering the greater need in the field of environmental education within the international community.

The conference of environment and development (UNCED) HELD IN Rio-de Janeiro on 3rd – 14th June 1992 was a remarkable achievement in the field of environment and development called 'Earth Summit' more than one hundred Head of States and government attended.

Environmental Conservation Education was discussed extensively as one of the solution of development and countries were directed to incorporate environmental conservation education teaching in schools curriculum and adopted national plan to promote sustainable development.

1.2 STATEMENT OF PROBLEMS IN NIGER STATE

Niger State is endowed with a lot of natural and human resources and our priceless heritage intimately bound with the welfare, economic, political, social cultural of the nation therefore we must find means and ways of conserving them for present and future well being of our dear state.

A number of problems threatens these priceless environmental and resources therein. It could be both man-made and natural environmental disasters, which include: -

Desertification, Deforestation, Soil Erosion, Illegal mining, Siltation, Pollution, Flooding, Population increase, an alarming decrease in biological diversity, drought, bush burning, solid wastes, hazardous wastes, extinction of wildlife, poverty, chemical fishing and other problems of international concern: global warming, ozone layer depletion, refugees and climatic change. These issues need to be address to properly for the survival of this nation.

Most of these problems are very difficult to curb with because of lack of awareness and conservation education.

Government policies in all the sectors of the economy must be tied and linked to the environment. Departments/Ministries responsible for these developmental programmes should be responsible for the environmental implications of their one policy and expenditures and made to liase with various State Environmental Protection Agencies (SEPA'S) to ensure the attainment of this.

Currently, limited mandate, limited budget and little or no political doubt hamstring the key environmental management outfit. As it stands, ((SEPA's) has much chance as a small-town runner does, with no training and no financial backing, trying to win a race against world champion "Donovan Barley". It must be given more power to cope with the effect of unsustainable development

policies. More important the state government must make its control economic and sectoral agencies directly responsible and accountable for formulating policies and budgets to encourage development that is sustainable. Only then will the ecological dimensions of policy be considered at the same time as the economic, trade, energy, and agricultural and other dimensions.

1.3 **AIM AND OBJECTIVES OF THE PROJECT**

This aim is to assess the understanding and awareness of the habitat of Niger State, on environmental problems and conservation.

- i. To provide opportunities to acquire the knowledge, value, attitudes, commitment and skills needed to protect and improve the environment and to help individual and communities.
- ii. To encourage people to examine and interpret the environment from a variety of perspective, physical, geographical biological, aesthetic, ethical and spiritual.
- iii. To arouse people's awareness and curiosity about the environment and encourage active participation in resolving environmental problems
- iv. To appreciate the inter-dependence of all life on the planet

- v. To increase their awareness of the economic political, social, cultural, technological and environmental forces that fosters or impedes sustainable development.
- vi. To enable people recognise the possible consequences that their actions and decision may have both now and in future on resources.
- vii. To encourage community participation, change of behaviour in a desirable direction and social responsibilities.
- viii. To examine the attitude to the natural physical environment.

1.4 JUSTIFICATION

All living and non-living resources are closely linked together and in separable part of each other, they live symbiotically. Environmental component comprises water, air, plants and animals this must be conserve and use with extra care for survival of our future generation yet unborn.

Environmental conservation education and awareness is therefore a key to a sound environmental management and sustainable development. When you're aware of any problem sooner or later you will find a solution to the problem, than when you are not educated and being aware. Conservation education help to address the fundamental issues that causes damage to the environment and raising awareness about plants and animals.

1.5 DEFINITION OF CONCEPTS

- i. **Environment:** Literally is the total surrounding which encompasses every thing both living and non-living things within it. Broadly it has four major components i.e. HYDROSPHERE (water) BIOSPHERE (plants and animals) ATMOSPHERE (air) LITHOSPHERE (land) or the ecosystem.
- ii. **Conservation:** Simply means the wise use of resources or good management of resources or economy of resources.
- iii. **Biodiversity:** Variety of plants and animals or variety of natural life.
- iv. **Sustainable Development:** Is development without destruction.

World commission on environment and development (WCED) describe sustainable development as “the development that meets the need of present without compromising the ability of the future generation to meet their need”. All developmental projects must take environmental assessment and analyse the viability of such project and consider the earth resources. Compare and contrast before embarking upon the project.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The trend towards degradation/mismanagement of the biosphere is global in its dimension and consequences (World Bank 1975) in a publication by IUCN/UNEP/WWF 1991, a strategy for sustainable living was founded on the conviction that people can alter their behaviour when they see it will make things better and that they can work together when they need to. It aims at changing values, economies and societies to take better care of the earth.

Human have been polluting their water supplies for centuries, but problems of contamination and water scarcity are becoming increasingly serious because there are more of us using the same supplies. Most large-scale mining, industrial, farming and forest clearing activities result in some form of water pollution, which eventually affects humans (UNEP/GEMS 1991).

In recent years, many warning have been issued in many regions of the world – in both developed and developing countries – that deterioration in air, water, soil and other natural resources threatens the quality of the environment and of life including human life. Many conservation groups now consider the urgency of such warning, (World Bank 1975).

Environment is being given serious and a continual attention as it affects almost if not all aspect of human existence. In other words, we exist because the environment exists, the environment can exist without us but we cannot exist without the environment.

There is the need therefore to see that we manage the environment well and make sure that we keep it as clean as possible and for sustainable development.

2.2 MEANING OF ENVIROMENTAL EDUCATION

Environmental management constitutes a variety of topics, which include environmental conservation education as one of the selective topics because of its importance. Conservation education is needed to improve natural resources management and reduce environmental damage. Resource managers must learn how to plan and develop strategies for managing the Earth resources that are more attractive economically, socially and culturally as well as more productive. To do this education and awareness is paramount.

Environmental conservation education therefore brings about attitudinal but a drastic change to improve natural resources management and sustainable living. It is believe that economical and social progress must be built on development strategy that managers natural resources to ensure their long-term availability. Environmental managers must make all target audience to be aware of the importance or benefit of Earth resources and what threatened the well being of the environment.

Environmental Education: - It is the education that brings about good management of resources and protection of the environment and make people to be aware of what threaten the well being of the environment and have the knowledge attitude, commitment, skills and will to prevent present and future environment problem.

Environmental conservation education is regarded as a permanent process in which individual and the community gain awareness of their environment and acquire the knowledge, values, skills, experiences and also determination which will enable them to act-individually and collectively to solve present and future environmental problem (UN Conf. 1977).

The term environmental education may be used in the term of "Education about the Environment" or "Education for the Environment" it is an inter-disciplinary subject, which cut across all subjects in the school curriculum, and could also be use in non-formal sector.

2.4 ENVIRONMENTAL CONSERVATION EDUCATION STRATEGY IN NIGER STATE

The behaviour of societies towards the environment and the natural resources must be changed if we want conservation objectives and sustainable development to be achieved. People must change their attitudes and behaviour towards the environment in general.

Long-term task of environmental conservation awareness is to foster and reinforce attitude and behaviour compatible with new ethics, acquiring for all natural resources and other non-renewable resources.

Society must promote values that support the ethics and discourage those that are with sustainable way of life; information must be disseminated through formal and informal education so that needed actions are widely understood (caring for the earth a strategy for sustainable living). The role of public awareness cannot be emphasised. It is a fact that most of the people including the policy makers are not aware that conservation of renewable resources and non-renewable resources amount to sustainable development. They do not know it may yield the greater sustainable benefit to present generation while maintaining its potential to meet the needs and aspirations of the future generation.

Environmental Educator has to plan his programme to address certain environmental issues.

In planning conservation project or programmes strategy certain parameters must be taken into consideration

1. Project title
2. Location
3. Date/duration
4. Objectives
5. Justification
6. Funding organisation

7. What is the problems (identify the problem)
8. Identify the target audience

2.5 BENEFIT OF ENVIRONMENTAL CONSERVATION EDUCATION

Education in this direction is very necessary. The benefit to be derived from environmental conservation education include:-

1. Total change of attitude and behaviour and the acquiring of new skills.
2. People tend to have greater awareness of sensitivity to the surroundings.
3. It brings about a better understanding on how one can depend on natural resources.
4. It's bringing about deeper concern about natural resources and environment.
5. Willingness to people to become personally involved in protecting the environment.
6. People will be aware of the physical, biological, ecological human and component of the environment hold their interest.
7. Healthy environment
8. Sustainable intensive environmental conservation education and awareness the changes enumerated above is no doubt achievable.
9. Implication of not having sound conservation education/awareness are:-

2.6 LACK OF ENVIRONMENTAL AND CONSERVATION EDUCATION IN NIGER STATE

Lack of environmental conservation education and awareness in Niger State is a serious problem. That could only be solved through education.

Lack of environmental conservation education and awareness has led to so many problems such as:

1. Destruction of biodiversity
2. Unplanned development
3. Poor land utilisation and management
4. Indiscriminate Dumping of toxic wastes
5. Lack of municipal waste management, which bring about poor sanitation
6. Water pollution
7. Destruction of ecosystem
8. Air pollution
9. Disasters e.g. flood erosion.
10. Hunger
11. Poverty and
12. Death
13. Self pollution

CHAPTER THREE

MATERIALS AND METHODOLOGY:

3.1 INTRODUCTION:

This chapter deals with the materials and methods used for the studies, starting with material collection to the analysis.

3.2 MATERIAL COLLECTION:

Before the research was embarked upon, a lot of books were used to see the viability of the project. Materials for the research were sorted out. It was ascertained that there were necessary materials to be used for the research before it was fully embarked upon.

The materials collected were;

- i) The map of the Local Government and the study area.
- ii) Journals and magazines were also collected for literature review.
- iii) Projects written on the study area.

3.3 PRE-FIELD WORK:

Journals, textbooks and other research projects were read and the references were extracted for literature review. The relevant literatures were cited from these sources.

3.4 FIELD STUDIES:

A sample survey by administering a questionnaire was carried out within Izom amongst Educated and non-educated, Traders, farmers in various locations in order to assess the level of knowledge and awareness about the environment. The questionnaires were

administered in October 2001 with the principle of randomness in mind. 52
questionnaires were given out while 41 were retrieved back.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter is about the presentation of the results and discussions. The result of the questionnaires and the discussions are presented here. Suggestions to conservation education and awareness are also broadly presented in this chapter.

4.1 PRESENTATIONS OF THE RESULTS

From the summary of the questionnaires one can easily see that conservation education and awareness is totally lacking in both schools and the community despite the numerous environmental clubs we have within both the society and the school. Most of the members of the community don't know how the activities affect the environment and they are willing to learn and protect their environment. From the observation made so far, the farmers have noticed the change in their yield and had only attributed it to the fact that the lands are tired and would hardly support any agricultural activity. Asked if they were ever informed of if their actions impact on the environment all the members of the community claimed they were never visited by any one to inform them but they have been listening to some programmes from the radio informing them of how to protect the environment and how to cultivate successfully. They also claimed to have heard a lot of government campaigned about bush burnings.

From the questions answered by the students, it was not that the students have also been hearing about the clubs for the protection of the environment and had never seen the benefit. The students claimed that most of the clubs in the school concerned about the environment were handicapped and could not extend their activities to fellow students. They never had any means of learning about conservation. It is against this background that the following strategies for environmental education and awareness were developed for the state in general:

4.2 FORMATION OF ENVIRONMENTAL CONSERVATION EDUCATION CLUBS

Everybody is a part and a party of the environment and environmental protection and sustainable development. Environmental conservation club is one of the strategy, way and instrument, which bring about environmental awareness and education. Environmental conservation club helps environmental educator or extension officer to achieve his/her objectives and make learning of environmental concepts simpler to the students. In the course of discussions of environmental problems and solution, most of subjects within the school curriculum will be touched – club activities are a hidden curriculum. Examples of Environmental conservation clubs are: -

1. Young foresters club
2. Young farmers club
3. Young anorthologist club
4. Eco-protection
5. Environmental club

6. Conservation club
7. Field society
8. Sanitation club
9. Green thinking club
10. Wild life club etc.

Environmental conservation club could be form by any institution or could be initiated by a teacher who has interest and concern about the environment. An environmental conservation club patron should be form in the school after the idea of formation has been welcome and accepted it is therefore the responsibility of the patron to do the following: -

1. Formation of Environmental Conservation club
2. Get the club members to join
3. Draft a constitution for the club
4. Form executive members
5. Design action plan
6. Liase with various environmental conservation national/international and organisation
7. Liase with local education authority, zonal
8. Education authority for the smooth running of the club
9. Establishment of school garden, farm, poultry weather station, etc.
10. Liase with all ministries and parastatals involved in environmental matters at state level e.g. state ministry of environment, agriculture and water resources, forestry state environmental protection agencies, ministry of works, non-governmental organisation NGO's clubs and societies, etc.

The schools should provide space and notice board to the club, assist the club with transport and appoint environmental education cross-curricular approach committee who will liaise with other subject teachers.

4.3 ENVIRONMENTAL CONSERVATION EDUCATION USING COMMUNITY PARTICIPATION IN NIGER STATE

When you're part to a building a house or planting a tree you will never allow it to fall down or destroy by any means. People must be aware of their environment, its importance and how to protect it. They should participate in all environment and natural resources conservation activities programme or project in their domain.

Such project may have great impact in their life style, their attitudes and behaviour towards environment and natural resources.

Environmental manager or educator should take the following into account whenever he wanted to plant a project, which will involve community.

1. Culture of the people
2. Religious believe
3. Communication strategy (language spoken) and materials
4. Involvement of community leaders and self help societies or NGO's within the community.

Community participatory project if carefully planned and well-prepared will brings about love, interest, commitment and concern about the environment and natural resources conservation among the community.

- Let everybody be aware of the problem
- Let everybody be aware of the danger of mismanagement of resources
- Let everybody be aware of the area in danger
- Let everybody think of solution (s)
- Let everybody start to solve the problem (s) through the project or programme collectively or individually

“The earth is not given to us but it is a loan given to us by our younger generation yet unborn” examples of some community based projects/programme.

1. Tree planting activities
2. Clean the town
3. Erosion control
4. Save wildlife – bush burning campaign programme
5. Save the wetlands projects
6. Any peculiar environmental project/programme proposed by the NGO or community
Themselves.

Let the final thoughts come from a speech attributed to a Native American Chief Seattle. “You must teach your children that the ground beneath their feet is the ashes of our grandfathers. So that they will respect the land, tell your children that the earth is rich with the lives of our kin. Teach your children that what we have taught our earth is our mother, whatever be-fall the earth, befalls the son of the earth. If men spit upon the ground, they spit upon themselves. This we know the earth does not belong

to man; man belong to earth. This we know. All things are connected like the blood, which unites one family. All things are connected.

Whatever befalls the earth befall the son of the earth- man did not weave the web of life, he is merely a strand in it, whatever he does to the web, he does to himself.

Let the community know the implications of environment and natural resources destruction and guide them through programmes or projects to develop interest and guide them through programmes or projects to develop interest and be committed to protect the environment. "Broad public participation in policy development combined with greater accountability is essential to achieving sustainable development" (FEPA Nigeria National Agency).

4.4 ESTABLISHMENT OF ENVIRONMENTAL CONSERVATION EDUCATION UNITS IN NIGER STATE

National conservation strategy of Nigeria (1998) stated that all ministry of education federal and states in the country should establish conservation education unit to be headed by a conservation education co-ordinator and also at zonal and local government level.

There should also be a national conservation education and awareness committee, at federal and state level.

Conservation education should not be taught as a subject but as an inter-disciplinary subject who cut across all subjects in the timetable.

Nigeria education research and development council (NERDC) and UNESCO came up with environmental education curriculum which was approved by the honourable minister of education and to be taught as a co-subject in primary, secondary schools and also at non-formal sector.

It is indeed very important to have a desk officer in-charge of the unit at the Headquarters of Niger State ministry of education for environmental education curriculum as suggested by the national conservation education strategy in (1988).

The unit should be seen to shoulder the following responsibilities:-

Production of journals, charts, and model logs, etc. for conservation clubs, organise with people directly involved in the destruction of the environment, such as fishermen, hunters, women, headmen, and industrialist this could be done through Radio and Television, lectures, seminars and workshops, tree planting campaign, world environment day of 5th June every year and the observant of all important days as set aside by the UN (Environment).

4.5 MONITORING

It is common knowledge that no programme no matter how well planned cannot accomplish the goals set for it unless such a programme is well managed, monitored

and assiduously evaluated. It is only in this context, that scarce resources can be intelligently utilised.

Man has come to realise that the environment needs to be protected if survival is to be guaranteed otherwise, what he gains at the swings of science and technology he stands to lose it at the roundabout of a deteriorated environment. It cannot be gainsaid that interest in the environment developed only recently. This development coincided with progress in science and technology and population in the last decades. The consequences of this progress had a felling effect on the environment as Park (1980) rightly pointed out.

“The speed and nature of environmental changes (particularly man induced change) in recent years have brought about a series of environmental problems of global magnitude.

There is need for proper documentation and monitoring to be able to forecast any negative changes or even positive. (DAILY WEATHER RECORDING) by research institute, universities, NGO's and government organisation is necessary.

The effort of Federal University of Technology Minna in that direction is commendable more so with the training of (PGD) student in environmental management is a welcome idea in will go a long way to check all sort of environmental abuse as the emphasis today world over is shifting from environmental abuse to environmental orderliness. With the training of Post Graduate Diploma and even Masters in Technology, Environmental Management

student's very soon environmental conservation education and awareness for sustainable development is no doubt being achieved.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

In summary environmental conservation education and awareness is lacking in Niger state and this is contributing enormously to gross degradation of the environment. Both the society at large and the schools as the community have no touch with conservation education. It is important for the government and individuals to take keen interest in the environment and to educate others about it and their action on the environment.

5.2 CONCLUSION

Many people in Niger State do not understand the close ties between human activities and the environment because they have in accurate or in sufficient information about the whole idea of keeping the environment orderly. The post primary institutions we have the clubs and societies, the existing industries have paid little attention to the environment.

The way our drainage's is being misuse today call for the concern of all and sundry, the indiscriminate felling of tree, indiscriminate bush burning, illegal mining around the state and other man made problems to the environment need to be checked very seriously if our survival as a state and the nation is to be ensured for sustainable development.

There is little or no adequate environmental conservation education and awareness in the state and that is why there are environmental problems all over, eg. Indiscriminate waste disposal, bush burning, felling of trees and illegal mining.

5.3 RECOMMENDATION

The emphasis today world over is shifting from environmental abuse to environmental orderliness Niger State should not be left behind.

I wish to make the following few recommendations to the state government.

1. There is a need for multi-disciplinary approach to environmental problems in Niger State including our traditional rulers.
2. There is the need to increase people's sensitivity to, and involvement in finding solutions for environment and development problems. Education can give people the environmental and ethical awareness, value and attitudes, skills and behaviour needed for sustainable development.
3. There is need to explain not only the physical and biological environment but also socio-economic environment and human development.
4. Niger State should strive for universal access to education, and achieve primary education for at least 80% of all men and women through formal schooling or non-formal education.

5. Niger State government should sponsor practical environmental activities in primary/secondary and Radio/Television programme as a tool for environmental conservation education and awareness for sustainable development. There is no gain clearing and felling tree in an area of land for constructions and to at the end start planting trees all over again for protecting, and relaxation. Let us be wise, to be wise is to be educated. Niger State should have environmental conservation education unit in the state ministry of education.

6. The compulsory monthly environmental sanitation exercise should be re-introduce hence people wait to be push before they act even what affect their own personal life/health.

7. Niger State should establish environmental conservation education unit in the state ministry of education.

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APPENDIX I

(a) ATMOSPHERE

1. Drought and desertification
2. Flood
3. Dust and dust storm
4. Air pollution
5. Noise pollution
6. Thermal pollution
7. Impaired visibility
8. Wind storm
9. Rain storm
10. Deflation

(b) WATER

1. Flood
2. Water pollution (surface water and ground water)
3. Siltation of reservoirs and streams
4. Water scarcity
5. Marine storm

(c) LAND

1. Soil erosion (inland and coastal)
2. Land pollution
3. Land scarification
4. Salinization
5. Sand dune occurrence and shift

6. Difficult terrain

(d) VEGETATION AND WILDLIFE

1. Devegetation, including vegetation burning
2. Overgrazing
3. Desertification

Species attrition, substitution, extinction

4. Pestilence (plant and animal invasion)

(e) POPULATION AND SETTLEMENT

1. Excessive density (population and housing)
2. Uncontrolled waste generation disposal
3. Unsanitary drainage and sewage
4. High morbidity and disease load
5. Illiterate and unskilled population
6. Mass poverty
7. Unsubstantial industrial and technological infrastructure
8. Inadequate political and administrative capacity
9. Low Housing quality (internal and external)

APPENDIX II

List Schools Under The Niger State Secondary Education Board In Gurara L.G.A.

GURARA L.G.A. SECONDARY SCHOOLS

G.S.C. IZOM

D.S.S. GAWU BABANGIDA

D.S.S DIKO

J.S.S KABO

APPENDIX III

List Of Existing Industries In Niger State

S/N.	COMPANY	PRODUCTS	LOCATION
1.	Mona Juice Limited	Juice drink	Minna
2.	Morris Nig. Ltd.	Blended NPK fert.	“
3.	White Heart Enterprises Nig. Ltd.	Wood products	“
4.	Norchem Industries	Veg. Oil & Animal feeds	“
5.	Namco Aluminium Comp. Ltd.	Aluminium products	Kontagora
6.	Nice Aluminium Ltd.	Feeds and Aluminium prod.	Bida
7.	Niger Sack Company Ltd.	Sacks	Kontagora
8.	Musbaba Company Ltd.	Roofing Sheets	Bida
9.	Nasinda Engineering Comp. Ltd.	Fabrication of spare parts	“
10.	Kagara Talc proc. Comp. Ltd.	Talc Powder	Kagara
11.	Niger Flour and Feed Mills	Flour & Animal Feed	Minna
12.	Panda Soap Production	Laudry/Toilet Soap	Chanchaga
13.	Minna Wire Limited	Wire and Nails	Minna
14.	Niger Paramount Foods	Food Proc.& Polythenebags	“
15.	Sije International Industries Ltd.	Marketing of Gas	“
16.	Kad Engineering Ltd.	Fabrication of Spare Parts	“
17.	Owin Nigeria Limited	Soya Milk and Toys	“

18.	Tomizayi Nig. Enterprises Ltd.	Nails and Buckles	“
19.	Means Company Ltd.	Petroleum Products	“
20.	Suleja Grains Processing Company	Grain Flour	Suleja
21.	P.Z. Industries	Distribution of Soap & Deterg. etc	Minna
22.	Vespa Assembling plant	Assemoling of Elec. Transfomers	Bida
23.	Chancgaga Clay Products	Burnt bricks	Pago-Minna
24.	Primer Publishing company Limited	Stationeris and Papers Products	Bida
25.	Badeggi Rice Mill	Rice Processing	Badeggi
26.	Cirico Ric Mill Ltd.	“	Bida
27.	Adebanke Rice Mill Ltd.	“	“
28.	Mokwa Ranch Limited	Animal Rearing	Mokwa
29.	Mokwa Abattoir	Meat Processing	“
30.	Water Search Nig. Ltd.	Fabricatio of Machineries	Minna
31.	Black Panther Nig. Ltd.	Plastic Products	Kontagora
32.	Dr. Ladi Kwali Pottery Centre	Cerami/pottery wares	Suleja
33.	Al-Habib pottery Centre	“	Minna
34.	Automobile Motors	Automobile	“
35.	Ikon Allah Motors	“	“
36.	Merchant Africana Nig.	Automoblile	Minna
37.	Kuchazi and Sons	“	“
38.	Ikon Allah Motors	Manufacturing of office	“
39.	Norcher Enterprises Limited	equipment	“
40.	Gurara falls	Tourism Attraction	Gurara
41.	Newder Company Mining Limited	Gold Mining	Minna
		Automobile	

42.	Sadoh Motors	Marble Crushing	“
43.	City Construction Ltd.	Electricity Generation	Kwakuti
44.	Shiroro Hydro-electric Power Station	Electricity Generation	Shiroro
45.	Kainji “ “ “	Sugar Production and sugar Cane Cultivation	Kainji
46.	Sunti Sugar Company Ltd.	Hotel Services	Sunti
47.	Shiroro Hotels Limited	Hotel Services	Minna
48.	Niger House Motel	Hotel Services	“
49.	Masfala Hotels	Bread & Confectioneries	“
50.	El-Amin Confectioneries	Animal Feeds	“
51.	G.J.C Associates Ltd.	Marble & Terrazo	“
52.	Adoko Nigeria Ltd.	Tourism Services	“
53.	Kainji Lke National Parks	Construction	Kainji
54.	Foundation Mira Nig. Ltd.	Vegetable Oil	Minna
55.	Kokodnawyi Oil Mill Factory	Cotton Ginnery	Kuta
56.	Intercoot Nig. Ltd.	Sanitary wares	Kontagora
	Royal Ceramics Ltd.		Suleja

APPENDIX IV

Industries Yet To Be Commissioned In Niger State

S/N.	COMPANY	PRODUCT	LOCATION	PROPOSED DATE OF TAKE-OFF
1.	Manstruct Nig. Limited	Foam	Minna	Yet to be
2.	Zuma Foods Limited	Soya Milk	Suleja	Fixed
3.	Niger Detergent Ltd.	Detergent	Bida	1995
4.	Zuma Rock Resort International Ltd.	Hotel/Tourism Services	Suleja	“
5.	New Dawn Nig. Ltd.	Hydrated Lime	Kwakuti	“
6.	NAD Holding Ltd.	Talc Processing	Kagara	“
7.	Rolisco Nig. Ltd.	Paper Napkins	Minna	“

APPENDIX V

Active Clubs And Societies In Niger State

1. Bahago Social club, Makera, Minna
2. U.K. Bello social club, Makera, Minna
3. Himma social club, Makera, Minna
4. Alheri social club, Bosso
5. Soyaya social club, Maitumbi
6. Nasara social club, Sayako
7. Gurara social club, Paida
8. Biyaya social club, Barikin Sale
9. Kauna social club, Sauka ka Huta
10. Da'a social club, Kpakungu
11. Rahama Social club, Top Medical Junction, Tunga
12. Nasara Social club, Tunga
13. Aminci social club, Tunga
14. Nazari social club, Chanchaga
15. Shaba Memorial social club, Chanchaga
16. Kungiyar Lebarori social club, Chanchaga
17. Essasi social club, Chanchaga
18. Makera social club, Paiko
19. Sulaiman Barau social club, Suleja
20. Arewa social club, Bida

21. Niger Matasa social club, Kontagora

22. Nagwamatse social club, “

23. Matasa social club, Rijau

24. Zumunta social club, “

25. Mutawalle social club, Kuta

APPENDIX VI

Ngo's In Niger State (Recognised Ones) By Federal Ministry Of
Environment Minna

1. Child To Child – Bida
2. Hypoga Development Association – Minna
3. Soroptimist International – Minna
4. Nature Recovery – Minna (066-222486,225305)
5. Man – Manufacture Association Of Nigeria – Minna
6. Police Officers Wives Association (Powa),
7. National Council For Women Society (NCWS)
8. FOMWAN - 066-223167 Or 223149

APPENDIX VI

ASSESSING THE IMPACT OF CONSERVATION
EDUCATION AND AWARENESS IN NIGER STATE

QUESTIONNAIRE

Name: Bala Gwaga Ministry or Organisation: FARMER

How old are you (a) 1-10 (b) 11-20 (c) 21-30 (d) 31-40 (e) 41 and above

Occupation (a) Trade (b) Farmer (c) Fisherman (d) Civil Servant (e) other specify

Duration in the State (a) 5-10 years (b) 11-15 years (c) 16-20 years (d) 21-30 years (e) 30
and above

Do you know how your activities affect the environment?

(a) Yes (b) No

If yes how do you know

(a) Through observation (b) Enlightenment (c) Change in land forms (d) reduce in yield
(e) climatic change

Were you ever informed about how your action affect the environment

Yes or No

If yes by who or what

(a) extension worker (b) radio discussion (c) Government campaigns (d) through the
papers (e) schools

Do you care about your environment Yes or No

If yes how By cleaning the environment

What do you think should be done to keep the environment orderly, safe, and protection?

Public education and awareness and Radio announcement