

Influence of Community Education on Human Trafficking in Ilorin South, Kwara State, Nigeria

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ABSTRACT

This study is an attempt to find the effect of community education on human trafficking as a determinant of sustainable community development in Ilorin South, Nigeria. Research questions were posed and hypothesis was formulated to guide the study. The design of the study was case study method. Purposive random sampling was used to select three Adult Literacy Centres and a Community Development Association for the study. The data collected was analyzed using Statistical Package for Social Science computer software tested at the significant of 0.05. The population for the study comprises of Adult Literacy Centres (IJMB Students) and Community Based Organizations and Non-Governmental Organizations in Ilorin South, among which 86 were sampled out of 102. The instrument for the study was adapted questionnaires. The study found that there is a significant difference in the relevance of community education for curbing human trafficking based on age ranges in Ilorin South LGA of Kwara State. Community education is relevant for raising level of awareness on human trafficking and improving community benefits. It also justifies that the percentage response of contributing factors to human trafficking is 50% and above. The study therefore found out that there is significant effect of community education on human trafficking in Ilorin. Finally, it was recommended that community education could be used as one of the strategies in curbing human trafficking and other related criminal activities.

Community leaders, governmental agencies, security bodies, legal system and other social institution within the community should take their roles effectively for the benefit of all.

1. INTRODUCTION

Community Education is not a new phenomenon of human living (Anyanwu, 2002). In Nigerian traditional, community people had been practicing indigenous community education before the advent of the early missionaries and the colonial administrators. However, with the introduction and general acceptance of the Western system of education and culture, there was a gradual decline of enthusiasm for indigenous community education with corollary problems of unemployment, underemployment, poverty, armed robbery and youth restiveness in Nigeria (Anyanwu, 2002). This indicates the inadequacy of formal school system of Western Education alone to meet the socio-economic and cultural needs of the Nigerian society. Formal education having been unable to address most community concerns, policy makers and others came up with the idea of non-formal education, community education and adult education.

Also, mass literacy, adult and non-formal education with strong emphasis on all forms of functional education such as community education are enshrined in the National Policy on Education (2004) where it is clearly stated that efforts shall be made to relate education to overall community needs. In respect to Anyanwu (2002), community needs go beyond social amenities such as water, electricity, hospital, good roads, schools, markets stalls and recreation centres.

Community education is the type of education needed to ensure the self-confidence, self-respect and personal independence as well as to safeguard human rights and achieve social equality. Community education is essential in stimulating community members to actively participate in social activities, find or generate employment, increase their incomes and improve their quality of life. In this regard, educational profiles reveal that most developed and developing nations of the world accord great importance to adult and community education as the springboard of their national development. In this vein, Ezimah (2004) defines community education as a process aimed at raising consciousness, spreading understanding and providing the necessary skills, including the human and material resources, for the social, economic, political and cultural development of the community.

Human trafficking is generally understood to refer to the process through which individuals are placed or maintained in an exploitative situation for economic gain. Trafficking can occur within a country or may involve movement across borders. Women, men and children are trafficked for a range of purposes, including forced and exploitative labour in factories, farms and private households, sexual exploitation, and forced marriage. Trafficking affects all regions and most countries of the world according to United Nations New York and Geneva (2014). There are many factors that increase individual vulnerability to trafficking include: poverty, violence, discrimination and frustration. The three key elements that must be present for a situation of trafficking in persons (adults) to exist are therefore: (i) action (recruitment); (ii) means (threat); and (iii) purpose (exploitation). (International Trafficking Protocol, 2014).

Trafficking as a violation of human rights is noted above and many of the practices associated with modern day trafficking and they are clearly prohibited under international human rights law. For instance, human rights law forbids debt bondage: the pledging of personal services as security for a debt where the value of those services is not applied towards the liquidation of the debt or their length or nature is not limited and defined.

Some of the key features of the new international legal understanding about trafficking include:

- Trafficking affects women, men and children, and involves a range of exploitative practices. Trafficking was traditionally associated with the movement of women and girls into sexual exploitation. Trafficking does not require the crossing of an international border. The definition covers internal as well as cross-border trafficking. That is, it is legally possible for trafficking to take place within a single country, including the victim's own.
- Trafficking is not the same as migrant smuggling. Migrant smuggling involves the illegal, facilitated movement across an international border for profit. While it may involve deception and/or abusive treatment, the purpose of migrant smuggling is to profit from the movement, not the eventual exploitation as in the case of trafficking.
- Trafficking does not always require movement. The definition of trafficking identifies movement as just one possible way that the "action" element can be satisfied.

2. STATEMENT OF THE PROBLEM

In spite of efforts of individuals, Non-Governmental-Organisations and the Federal Government in eradicating human trafficking, it is regrettable that

their effort level is still low and human trafficking is still in the community. Clearly, the uproar of this dilemma is still a feature of Nigerian economy, such that eradicating it has become a thorn as well as being the prime concerns of government at all levels. Even though, the place of community education stands and advocates for self-reliance and sound productivity in the society cannot be over emphasised, it is important to note that participation of every individual in the community through public enlightenment and awareness would still have its role to play and impact been feasible. The need for this Study is underscored by the emphasis of the transformation agenda of the current government on Education for All, wealth creation through employment opportunities, poverty eradication and every other eye sores to the economy of the nation that would propagate every activities of trafficking. Thus, the researcher of the study is of the opinion that the solution lies in educating the community and it seeks to provide answers to some of the issues raised and proffer recommendations. It is against this backdrop that the research intends to find out the influence of community education on human trafficking.

3. OBJECTIVES OF THE STUDY

The objective of the study is to access the influence and prospects of community education on human trafficking in Ilorin South Local Government Area Kwara State, Nigeria. Specifically, the study investigated the following:

1. To determine the prospect or importance of Community Education.
2. To examine the contributing factors to Human Trafficking.
3. To determine how Community Education helps in curbing Human Trafficking.
4. To enlighten individuals on their Human Rights.

Research Questions

This research seeks to provide answers to the research questions stated below

1. What is the significant influence of community education on human trafficking?
2. What is the significant influence of community education to sustainable community development?
3. What is the significant interaction influence of human trafficking on individuals and the community?

Research Hypotheses

The following hypotheses to be tested:

H₀₁: There is no significant influence of community education against human trafficking.

H₀₂: There is no significant influence of community education to a sustainable community development.

H₀₃: There is no significant interaction effect of community education on individuals in the community.

Research Design

Case study is a preferred strategy to know “how” or “why” questions are being posed, when the researcher has little control over events, and when the focus is on a contemporary phenomenon within some real life context. This design is chosen because of the distinctive need for case studies arising out the desire to understand complex social phenomena. Again, it provides opportunity for determining how the independent variables interact to influence the dependent variables as well as permit effect and checking of more variables simultaneously.

Population, Sample and Sampling Techniques

The population for the study comprised Adult Literacy Centre and other Non-Governmental Organizations purposively selected randomly within the study area. While the sample for the study include Saadat Bibire (SAAB) Foundation which is located at Tipper Garage Tanke, Welfare for Children and Teenagers Initiatives

(WECTIN), located at Basin road, off Fate roundabout, Women Environment and Youth Development Initiative (WOYODEV), located at Offa road GRA. The target populations were adult learners and their facilitators in the selected Adult Literacy Centres and adult education students in the University of Ilorin, all in Ilorin South, Kwara State. The sample for the study was one hundred (100) adult learners purposively sampled with the use of random sampling technique from four (4) adult literacy centres in the target population.

A comprehensive questionnaire, based on Likert Scale close-ended, was developed for data collection. The questionnaire is first discussed and reviewed with experts and amendments were made accordingly. Thereafter, the questionnaire is pre-tested for its relevance to objectives of the study. Questions and answers collated from the interview with NGOs were used altogether in the formation of the questionnaires sent out for the course of the research study.

Answering Research Questions

Research Questions One: *What is the importance of community education?*

To answer research question one, responses were analyzed using descriptive statistics of percentages. A percentage response of 50% and above was indicative of prospects of community education as shown on Table 4.

S/N	Factors	YES FREQUENC Y (%)	NO FREQUENC Y (%)
1	Raising level of awareness on human trafficking	86(100.0)	0(0.0)
2	Aids community development	74(86.0)	12(14.0)
3	Enhance community leader's support	67(77.9)	19(22.1)
4	School system integration	75(87.2)	11(12.8)
5	Improves community benefits	71(82.6)	15(17.4)

As shown on the table 4, with a percentage response of above 50%, community education is relevant for raising level of awareness on human trafficking, community development, enhancing community leader's support, school system integration and improving community benefits.

Research Questions Two: *What are contributing factors to human trafficking?*

To answer research question two, responses were analyzed using descriptive statistics of percentages. A percentage response of 50% and above was indicative of contributing factors to human trafficking as shown on Table 5.

Table 5: Contributing factors to human trafficking

S/N	Factors	YES FREQUENCY (%)	NO FREQUENCY (%)
1	Political factors	75(87.2)	11(12.8)
2	School negligence	78(90.7)	8(9.3)
3	Parental Ignorance	86(100.0)	0(0.0)
4	Parental poverty	47(54.7)	39(45.3)
5	Unemployment	86(100.0)	0(0.0)
6	The female gender is prone to human trafficking	75(87.2)	11(12.8)

As shown on the table 5, with a percentage response of 50% and above, Political factors, School negligence, Parental Ignorance, Parental poverty, Unemployment and the female gender are contributing factors to human trafficking.

Research Questions Three: *How relevant is community education for curbing human trafficking in Ilorin South?*

To answer research question two, responses were analyzed using descriptive statistics of mean and standard deviation. A cut score of 2.5 and above indicated that community education is relevant for curbing human trafficking as shown on Table 6.

Table 6: Mean Response on relevance Community education for curbing human trafficking

N	Maximum		
	Minimum	m	Mean
86	1	4	2.97
			Std. Deviation
			1.132

As shown on the table 6, with a mean response of 2.97 which is above the cut score of 2.5, community education was relevant for curbing human trafficking in Ilorin South Local Government Area of Kwara State.

Test of Hypotheses

Hypothesis One: *There is no significant difference in the relevance of community education for curbing human trafficking based on gender in Ilorin South of Kwara State.*

Table 7: T-test summary on significance of relevance of community education on human trafficking based on gender

Gender	N	Mean	Std. Deviation	Df	Cal .T	P-value	Decision
Male	4	2.8	1.167				
	7	3					
Female	3	3.1	1.080	8	-	.	Do
	9	3		4	1.2	226	not
					21		reject

As shown in Table 7, t calculated value is -1.221 significant at 0.05 alpha level. The null hypothesis one is not rejected since the P-value 0.226 is greater than 0.05 alpha level ($0.226 > 0.05$).

Thus, the null hypothesis stating that there is no significant difference in the influence of community education on human trafficking in Ilorin South Local Government Area on the basis of gender is not rejected. It therefore means that males and females agree alike as regards the positive influence of community education on human trafficking.

Hypothesis Two: *There is no significant difference in the relevance of community education for curbing human trafficking based on marital status in Ilorin South Local Government Area of Kwara State.*

Table 8: T-test summary on significance of relevance of community education on human trafficking based on marital status

Marital status	N	Mean	Std. Deviation	D	Cal. T	P-value	Decision
Single	59	3.19	1.224				
Married	27	2.48	.700	84	2.785	.001	Reject

As shown in Table 8, t calculated value is 2.785 significant at 0.05 alpha level. The null hypothesis two is rejected since the P-value 0.001 is less than 0.05 alpha level ($0.001 < 0.05$). Thus, the null hypothesis stating that there is no significant difference in the influence of community education on human trafficking in Ilorin South Local Government Area on the basis of marital status is rejected. It therefore means that singles and married had variances in opinion as regards the influence of community education on human trafficking. The higher mean recorded by singles show that they had a stronger opinion on the relevance of community education for curbing human trafficking than the married respondents.

Hypothesis Three: *There is no significant difference in the relevance of community education for curbing human trafficking based on age range in Ilorin South Local Government Area of Kwara State.*

Table 9: ANOVA summary on significance of relevance of community education on human trafficking based on age range

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	7.508	2	3.754	3.073	.052	
Within Groups	101.388	83	1.222			Do not Reject
Total	108.895	85				

As shown in Table 9, F value is 3.073 significant at 0.05 alpha level. The null hypothesis three is rejected since the P-value 0.052 is equal to 0.05 alpha level ($0.052 = 0.05$). Thus, the null hypothesis stating that there is no significant difference in the influence of community education on human trafficking in Ilorin South Local Government Area on the basis of age range is rejected. Scheffe's Post hoc test was carried out to find the sources of the difference as shown in Table 10.

Table 10: Scheffe's post hoc table on significant influence of community education on human trafficking based on age range

Age Range	N	Subset for alpha = 0.05	
		1	2
34-40	9	2.22	
26-33	41	2.90	2.90
18-25	36		3.22
Sig.		.182	.682

Means for groups in homogeneous subsets are displayed.

As shown in Table 10, participants within the age range of 18-25 had the highest mean score of 3.22 showing that this was the subset that brought about the significance.

This connotes that respondents within the age range of 18-25 had the strongest opinion on the relevance of community education for curbing human trafficking than the married respondents.

4. DISCUSSION OF THE FINDINGS

The result of this study revealed percentage response of above 50% agrees to the fact that community education is very relevant for raising level of awareness on human trafficking as well as community development which enhances community leader's support, school system integration and improving community benefits. Therefore, the hypothesis which states that there is no significant effect of community education on human trafficking was rejected. The finding of the study is in agreement with Ani (2003) that opined that education takes place in a community for the improvement of the community. Anyanwu (2002) shared his opinion through his philosophy of participation that every piece that makes up the community must be integrated so as for the total society can be greatly enhanced and sustained. Also, it was established that the percentage response of 50% and above agrees to the following factors that are contributing to the propagation of human trafficking such as; political factors, school and parent negligence, parental poverty, high rate of unemployment and vulnerability of female gender.

This result is close to the agreement with ILO/IPEC report which shows that 8 million Nigerian children engaged in exploitative child labour and 40% of Nigerian street children and hawkers are trafficked due to poverty.

In another finding of this study, research question on how relevant is community education for curbing human trafficking was analyzed and the cut score of 2.97 was the indicated that community education is relevant for curbing human trafficking in Ilorin South of Kwara State. In the line of this perspective, various researchers have opined that the reason for community education is needed to ensure the self-confidence, self-respect and personal independence as well as to safeguard human rights free from every form of human related criminal activities. Ezimah (2004) sees in the same light that community education is as a process aimed at raising consciousness, spreading understanding and providing the necessary skills as equipments to development of the community and its members.

Also, the study showed that there is no significant difference in the relevance of community education for curbing human trafficking based on gender in Ilorin south, therefore, the hypothesis was not rejected. In other words, community education does not favor male over the female or vice versa against human trafficking.

In addition, the study showed that there was a significant difference in the relevance of community education for curbing human trafficking based on age ranges in Ilorin South of Kwara State. The respondents within the age range of 18-25 had a strongest opinion on the relevance of community education curbing human trafficking than the married respondents. In respect to this result of study, The United Nations Convention against Transnational Organized Crime acknowledges the strong link between organized criminal activities such as trafficking and corruption.

5. CONCLUSION AND RECOMMENDATIONS

Community education becomes additional virtue for improving the quality of life in the community. It embraces all range of development activities in any community undertaken by the people, the government or non-governmental organization. Community development, therefore, relies heavily on community leaders who are the real agents and catalysts of social change and improvement of their communities. For community leaders to perform very well in their expected roles, community education programmes are of utmost necessity. Such programme of community education include: basic education, social education, political education, economic education, and cultural education.

Trafficking has become the largest manifestation of slavery in present times, depriving people of their rights and fundamental freedoms. It poses a threat to global development, safety, and peace. True to facts, trafficking is harmful to the individual trafficked as well as to society at large. This research work has justified the various ways human trafficking in Nigeria has violated human rights of the citizens. The study established that strategic stakeholders such as traditional and community leaders, women, children, transporters, hotel workers and youths should be mobilized on the ways to curb and prevent human trafficking and protect trafficked young people. There is need to incorporate human rights and development perspectives into the campaign against human trafficking. State or private funded awareness programmes should be shifted from urban centres to the rural areas. Victims who have managed to escape and have returned to the rural centres will be ably catered for and reintegrated into the society. The following recommendations were made based on the findings of this study.

- There should be enough awareness programmes on sexual exploitation, human trafficking, sex trafficking. Those initiatives could be expanded for encompass these crimes through the efforts of NGOs.

- Community education centres should be established in rural communities and qualified adult educators employed.
- Community leaders and other community development agencies should create better awareness for those isolated areas within the community most especially for the less privileged by conducting seminars, conferences, workshops, mobilization, sensitization, public rally, campaigns and other differs means against human trafficking and to educate, assist and facilitate the community dwellers on how to develop their community.
- Educational and governmental Agency, policy makers, legal bodies and practitioners, NGOs, security or defense personnel should critically be involved and concerned about the welfare of their subordinates.
- The community support service providers should increase the ways of boosting the economic status of trafficked young people and their parents since poverty was the main reasons why the young people fell to the hands of the traffickers.

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