

ACHIEVING SUSTAINABLE DEVELOPMENT GOAL 4 THROUGH NOMADIC EDUCATION IN EBONYI STATE, NIGERIA

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Abstract

The study examined the possibility of achieving Sustainable Development Goal 4 (SDG4) through Nomadic Education in Ebonyi State, Nigeria. Ebonyi State has 13 LGAs with three Education zones. The study adopted descriptive survey research design. The population of the study was 14784 migrant learners and facilitators of the 57 nomadic schools, out of which a sample of 562 was drawn using multistage sampling techniques. The sample comprised of 19 nomadic facilitators and 543 migrant learners. The instrument for data collection was the researchers structured questionnaire. The questionnaire was face validated by three experts. Two of the experts are in Adult Education and Extra-Mural Studies while one of the experts is in measurement and Evaluation unit, University of Nigeria, Nsukka. The reliability coefficient of clusters A and B were obtained to be 0.79 and 0.90 using Cronbach Alpha method with an overall reliability coefficient of 0.86. The data collected were analyzed using mean and standard Deviation for research questions, while T- test was used to test the hypothesis at 0.05 level of significance. This study revealed among other things that insufficient trained facilitators and lack of relevant learning materials were some of the factors militating against quality nomadic Education in Ebonyi State. The recommendations include that government and stakeholders in education should develop interest in the education of the nomads as well as recruitment of trained facilitators.

Keywords: Sustainable Development, Education, and Nomadic Education.

Introduction

Development has been the crave of every human society. As important as development is to human society, the hope of achieving sustained development cannot be realized without quality education. Consenting to this view, Abari (2008) state that it is recognized that basic education for all is an essential prerequisite for an effective and equitable development process. The author added that without a responsive and relevant education for the population, a human centered development process cannot be achieved and sustained. Furthermore, the author presented education as a strong indispensable tool in the process of achieving sustainable development. Similarly, Obi, Iwuoha and Obijuru (2016) argued that, experiences and evidence from the effort to achieve the millennium development goals (MDG) demonstrate that we know what to do. But further progress will require an unwavering political will and collectively long term effort. They added that we need

to tackle the root cause and do more to integrate the economic, social and environmental dimension to sustainable development. The root cause stated above is the use of mass education which depicts inclusive and comprehensive approach to the education of Nigerians in general and Ebonyians in particular for post-2015 agenda which strive to build on our successes and put all states and countries together firmly on track towards more progress, and sustainable development worldwide.

Development is apparently one of the most used concepts in the third world countries. This is because every segment of population of such countries are interested in development. Development means different thing to different people and as such has posed some difficulty in understanding the meaning of development.

For instance, Sumner (2007) has argued that there are three discernable definitions of development. The first is historical and long term and arguably value free-development as a process of change. The second is policy related and evaluative or indicator led. The third one is post – modernist, drawing attention to the ethnocentric and ideologically loaded western conceptions of development and raising the possibilities of alternative conceptions. The three perspectives of development above provide no base for further development. There is need for such development which has elements of stability and capable of inducing further development. Sustainable development has the potential of stability and reproduction of positive and favourable socio – economic conditions in human society. Aruma (2008) rightly defined sustainable development as the process of development initiative which will ultimately lead to continuous improvement in the conditions of living of people in the society. Ibori (2001), stated that sustainable development simply means putting in place necessary measures and programmes which will lead to improve the standard of living of people. The implication of the definitions above is that, sustainable development is people – oriented, which certainly stimulate continuous process of improving peoples' conditions of living in the society. Ugwu and Mbalisi (2016) presented sustainable development as a great concern on how the world can achieve great economic output that can be used to cater for the soaring world population without trespassing the safe operating limit of the planet. The authors viewed sustainable development as having dual aim and precautions. It aims at satisfying the immediate need of human society, and at the same time avoid interfering with environmental structure that will sustain human existence on the planet.

In this study, the Sustainable Development Goals, also known as the Global Goals are a call from the United Nations to all countries around the world to address the great challenges that humanity faces and to ensure that all people have the same opportunities to live better life without compromising our planet (<https://www.aciona.com>). Nwizu (2018), stressed that, the need to sustain the gains of MDG and make up for its lapses call for more specific global proposal, which led to the 17 Sustainable Development Goals (SDGs), and 169 targets covering broad

range of sustainable issues, ranging from ending poverty and hunger, to improving health, education, making cities more sustainable, and combating climate change as well as protecting oceans and forests. According to Global Giving Foundation (2017), more than 190 world leaders in 2015 committed to 17 Sustainable Development Goals (SDGs) to help end extreme poverty, fight inequality and injustice and fix climate change. Of the 17 SDGs, namely: No poverty; No hunger; Good health; Quality education; Gender equality; Clean water and sanitation; Renewable energy; Good jobs and economic growth; Innovation and Infrastructure; Reduced inequality; Sustainable cities and communities; Sustainable consumption and production; Climate action; Life below water, Life on land; Peace and Justice; and Partnership for the goals. The focus of this paper is on SGD 4, which is on Quality education.

There is the general believe, that no nation whatsoever can develop more than their educational level. Nwizu (2018) agreed that full access to quality education is the first step to achieving sustainable development, poverty eradication, gender equality and women's emancipation. The quality of education stated above indicates that every Nigerian and Ebonyians in particular should have access to quality education. One thing is to make educational policy, but it is another thing to provide and make it accessible to the Nigerian child. The passage of compulsory free Universal Basic Education Act into Law by the National Assembly in April 2004 (FGN, 2012) is a right step in a right direction. The UBE act underscores the Federal Government of Nigeria's political will to intervene where necessary to ensure inclusive, uniform and qualitative education for all, based on the right of a child. This shows the need to make education accessible to the nomads. Neglecting any group of the population of any country in the road map of education is always consequential. For instance, the activity of herdsmen in Nigeria is proven evidence. On February 27, 2018, Premium Times, Nigeria News paper gathered that Farmers clashed with herdsmen in Akaeze, Ivo Local government Area of Ebonyi State with four persons sustaining injury (<https://www.premiumtimesng.com>).

Also, in July 24, 2015 Vanguard news reported; another herdsmen attack in Ebonyi Community. Several attacks by herdsmen have been recorded in other states, like Kogi and Benue. The pastoralists and other group of nomads need western education, which will educate them to have a higher value on human existence. This segment of Nigerian population are very important judging from their input in agricultural sector in the nation's economy. Their peculiarity is quite obvious. There is constant movement in search of water and pasture in the case of pastoralists and fish in the case of fishermen. There is centrality of child labour on their production system. They are excluded in the central school system. They are excluded in the central school curriculum. Their physical environment is inaccessible land tenure system does not allow them acquire enough land to settle (www.ncne.gov.ng). The nomadic pastoralists and migrant fisher folks... population exceeds 9.4 million and of recent migrant farmers whose population is yet to be determined. The pastoralists are made

up of Fulbe or Fulani. The Fulbe are found in 31 states out of 36 states of the federation. The migrant fisher folk are found in the Atlantic coastline, the riverine areas and the river basins in the country. The migrant farmers are scattered in South East and Middle Belt zones of the country (www.ncne.gov.ng). These groups of people are resident in Ebonyi State, one of the states in the South Eastern, Nigeria. These nomads need functional and relevant education that will integrate them into national life and equip them to make favourable contributions to the nations' socio – economic development.

The inclusion of National Commission for Nomadic Education (NCNE) among the major reforms and innovations introduced into the Nigerian Educational System between 2005 and 2012 (FGN 2012) is a commendable step in providing quality education to the nomads. EBSUBEB (2017) defined Nomadic Education as the education of migrant groups who because of their occupations can enroll in normal school system.

In Ebonyi State, Nomadic Education programme is carried out under quality assurance Department of State Universal Basic Education Board (SUBEB, 2017). The programme has made several efforts since 2015; such as establishment of 57 nomadic schools, having 14446 nomadic learners and 338 nomadic facilitators across the 13 local government areas of the state (see tables below). According to the Desk officer Nomadic Education, Ebonyi State Universal Basic Education Board Abakaliki, (2017), there are 3 groups of learners under nomadic education, the Pastoralist, Migrant Fisher-Folk (MFF) and Migrant farmers (MF). The pastoralists are the herdsmen; migrant fishers folk are the fishermen while the migrant farmers are the farmers. There is only one school for the pastoralist with only one facilitator and 67 pastoral learners. Both migrant fisher-folk and the migrant farmers have 28 nomadic schools each as can be seen in the tables bellow. The true position of nomadic schools is shown in the tables below:

Table 1.1: Enrolment of Facilitators and learners in their groups

S/N	Migrant farmers	FACILITATORS			LEARNERS		
		Male	Female	Total	Male	Female	Total
	Pastoralists	1	-	1	41	26	67
	Migrant Fisher-Folk	103	84	187	3861	4020	7881
	Migrant Farmers	86	64	150	3214	3284	6498
		190	148	338	7116	7330	14446

Total Population = 338+14446 = 14784, Source: Ebonyi State Universal Basic Education Board, 2017

Table 1.1 above presents the enrolment of facilitators and migrant learners in their different groups: pastoralists, migrant fisher folk (MFF) and migrant farmers (MF)

Table 1.2: Summary of nomadic Schools in their different groups

S/N	No of schools for migrant farmers (MF)	No of school for migrant Fisher (folk) (MFF)	No of schools for pastoralists	Total
	28	28	1	57

Source: Ebonyi State Universal Basic Education Board, 2017

Tables 1.2 above, shows the number of schools available for each group of nomadic learners.

Table 1.3 Number of nomadic schools in the three educational zones in Ebonyi State.

S/N	Ebonyi North Nomadic schools	Ebonyi Central Nomadic schools	Ebonyi South Nomadic schools	Total Nomadic schools
	21	19	17	57

Source: Ebonyi State Universal Basic Education Board, 2017

Table 1.3 indicates that Ebonyi North educational zone has greatest number of nomadic schools while Ebonyi south has the least.

The report of 2015 intervention to schools in Ebonyi State by the Sustainable Development Goals indicated that Nomadic Education programmes in Ebonyi State has not received the attention of Sustainable Development Goals projects (SDGs cabinet Office, Ebonyi State, Abakaliki, 2019).

Certain efforts have been made to achieve Sustainable Development Goal 4 (quality education) through nomadic education. But the fact remains that pastoral learners have received very insignificant attention. It appears the migrant farmers and fisher-folks still find it difficult in achieving success owing to the mobility nature of the learners, occupational time frame and language barriers. Consequently, the problem of this study is to find out how SDG4 can be achieved through quality Nomadic education in Ebonyi State.

Purpose of the Study

The general purpose of this study is to find out the possibility of achieving quality Nomadic Education in Ebonyi State as one of the agenda of Sustainable Development Goals.

Specifically, the purposes of the study are:

- (1) To find out the factors militating against quality Nomadic education for the achievement of Sustainable Development Goal 4 in Ebonyi State.
- (2) To find out the effective measures through which quality Nomadic Education can be enhanced, to achieve Sustainable Development Goal 4 in Ebonyi State.

Research Questions

The Following research, questions guided the study:

1. What are the factors militating against quality Nomadic education for the achievement of Sustainable Development Goal 4 in Ebonyi State?
2. What are the effective measures through which Nomadic education can be enhanced to achieve Sustainable Development Goal 4

Hypotheses:

- Ho₁: There is no significant difference in the mean rating of facilitators and migrant learners on the militating factors against quality nomadic education for the achievement of Sustainable Development Goal 4 in Ebonyi State.
- Ho₂: There is no significant differences in the mean rating of facilitators and migrant learners on the effective measures for enhancing nomadic education for the achievement of Sustainable Development Goal4 in Ebonyi State.

Methodology

The study adopted descriptive survey research design. The area of the study is Ebonyi States one of the states in South East geopolitical zone of Nigeria. The population of the study was 14,784 comprising of 14446 migrant learners and 338 migrant facilitators from 57 nomadic schools in Ebonyi State, Nigeria (EBSUBEB, 2017). For this study, primary six migrant learners and their facilitators were used. The cluster or multistage sampling techniques (Nworgu 2015) was employed to sample 543 primary six migrant learners and their 19 facilitators making a total of 562 respondents from 18, out of 57 nomadic schools, across the 3 education zones namely: 7 nomadic schools from Ebonyi North, 6 nomadic schools from Ebonyi central and 5 nomadic schools from Ebonyi South, in Ebonyi State, as shown in the table below:

Table 2.1 No. of schools, migrant learners, and facilitators sampled from each of the three education zone of Ebonyi State.

Education zones in Ebonyi State	No.	No. of Nomadic schools	No. of primary six migrant learners.	No. of facilitators
Ebonyi North	1	ItsuNdiede MFFS	37	1
	2	Ndiakparata Nchoko MFFS	41	1
	3	Ndinyima	21	1
	4	Pacetter MFF	26	1
	5	Amananta	20	1
	6	National Nomadic Umuogudu	43	1
	7	Odariko Ndiebo	36	1

			224	7
Ebonyi Central	1	Amaewula MFS	30	
	2	Umuigboke	24	1
	3	Ugwueke	39	1
	4	Amunulnyimagu	14	1
	5	Ndinkashi River Rine MFS	31	1
	6	Odeligbo Azuakadoro	63	2
			201	7
Ebonyi South	1	EnohiaNkalu MFFS	12	1
	2	Okpotokum MFFS	38	1
	3	Unity Oziza MFFS	25	1
	4	Ayaragu Amagu MFS	25	1
	5	Ndiegu Okposhi	18	1
3	18		118	5
			543	19
Total sampled population=543primary six Migrant Learners + 19 Facilitators			562	

Source: Ebonyi State Universal Basic Education Board, 2017

The instrument used for data collection was the researchers structured questionnaire. The instrument was validated by three experts, two in the department of Adult Education and Extra-Mural Studies and one in Measurement and Evaluation unit, University of Nigeria Nsukka. Cronbach Alpha was used to ensure the reliability of the instrument. The instrument gave an internal consistency reliability estimate of 0.86 which shows that the instrument is reliable. Data collected were analyzed, using Mean and Standard Deviation. The T-test was used to test the null hypothesis at 0.05 level of significance.

Results

Research Question One: What are the militating factors against quality Nomadic Education for the achievement of Sustainable Development Goal 4 in Ebonyi State?

Table 1: Mean analysis of the ratings of facilitators and migrant learners on the militating factors against quality Nomadic Education for the achievement of Sustainable Development Goal 4

Group	n	Std.		Decision
		Mean	Deviation	
Facilitators	19	2.94	.52	Agree

1.	Insufficient trained facilitators for the implementation of nomadic education programmes.	Migrant Learners	524	2.82	.55	Agree
2.	Lack of interest of the stakeholders in nomadic education	Facilitators	19	2.78	.41	Agree
		Migrant Learners	524	2.83	.37	Agree
3.	All groups of migrant learners do not have equal access to quality education.	Facilitators	19	3.63	.49	Agree
		Migrant Learners	524	3.49	.50	Agree
4.	Learning materials relevant to different categories of migrant learners are not enough in the schools/learning centres.	Facilitators	19	3.31	.47	Agree
		Migrant Learners	524	3.24	.43	Agree
5.	Conventional school system is not convenient for learners under nomadic education because of the nature of their occupation	Facilitators	19	2.68	.47	Agree
		Migrant Learners	524	2.75	.43	Agree
6.	Migrant learners do not have mobile facilitators to go along with them	Facilitators	19	2.36	.49	Agree
		Migrant Learners	524	2.50	.50	Agree
7.	Occupation mobility reduces enrolment of migrant learners	Facilitators	19	2.78	.41	Agree
		Migrant Learners	524	2.66	.47	Agree
8.	Language barrier militates against effective teaching and learning among non indigenous migrant learners (eg Fulanis)	Facilitators	19	3.21	1.08	Agree
		Migrant Learners	524	2.91	1.18	Agree
9.	Topography of certain areas makes migrant learners unreachable	Facilitators	19	3.00	.47	Agree
		Migrant Learners	524	2.91	.48	Agree
10.	Lack of government support for nomadic education programmes	Facilitators	19	2.73	.65	Agree
		Migrant Learners	524	2.57	.63	Agree
	Overall Mean	Facilitators	19	2.94	.24	Agree
		Migrant Learners	524	2.87	.25	Agree

Result in table 1 shows that the mean ratings of both facilitators and migrant learners on items 1 to 10 are more than the criterion mean of 2.50. This means that both facilitators and migrant learners agreed to the statements of items 1 to 10 as the militating factors against quality Nomadic Education for the achievement of Sustainable Development Goal 4 in Ebonyi State. However, the overall mean ratings of 2.94 and 2.87 for the facilitators and migrant learners respectively indicate that facilitators had higher mean rating than the migrant learners.

H0₁: There is no significant difference in the mean ratings of facilitators and migrant learners on the factors militating against quality Nomadic Education for the achievement of Sustainable Development Goal 4 in Ebonyi State.

Table 2: t-test analysis of the difference in the mean ratings of facilitators and migrant learners on the militating factors against quality Nomadic Education for the achievement of Sustainable Development Goal 4

Group	n	Mean	Std. Deviation	df	t-cal	p-value
Facilitators	19	2.94	.24	541	1.250	.212
Migrant Learners	524	2.87	.25			

Result in table 2 reveals that there is no significant difference in the mean ratings of facilitators and migrant learners on the militating factors against quality Nomadic Education for the achievement of Sustainable Development Goal 4 in Ebonyi State, $t(541) = 1.250$, $p = .212$. This is for the fact that the p-value of 0.212 is greater than the 0.05 level of significance.

Research Question Two: What are the effective measures through which Nomadic Education can be enhanced to achieve Sustainable Development Goal 4?

Table 3: Mean analysis of the ratings of facilitators and migrant learners on the effective measures through which Nomadic Education can be enhanced to achieve Sustainable Development Goal 4

Item Statement	Std.					
	Group	n	Mean	Deviation	Decision	
11. Government should give priority to nomadic education	Facilitators	19	3.10	.31	Agree	
	Migrant Learners	524	3.07	.26	Agree	
12. Access to quality education should be made available to all migrant learners.	Facilitators	19	3.05	.62	Agree	
	Migrant Learners	524	3.00	.71	Agree	
	Facilitators	19	3.20	1.08	Agree	

13. Non formal education system should be the option for migrant learners (i.e. migrant fishers-folk, migrant farmers and pastoralists) instead of formal school system.	Migrant Learners	524	3.00	1.22	Agree
14. There should be mobile facilitators for migrant learners	Facilitators	19	3.36	.89	Agree
	Migrant Learners	524	3.16	.89	Agree
15. Non indigenous learners need facilitators with the knowledge of the learners' language	Facilitators	19	2.68	.67	Agree
	Migrant Learners	524	2.57	.63	Agree
16. Curriculum should be on the felt need of the migrant learners	Facilitators	19	3.57	.69	Agree
	Migrant Learners	524	3.49	.64	Agree
17. Learning materials should be peculiar and relevant to the learners' need and interest	Facilitators	19	3.00	.66	Agree
	Migrant Learners	524	3.07	.63	Agree
18. All categories of migrant earners should be given equal attention	Facilitators	19	2.68	.67	Agree
	Migrant Learners	524	2.74	.58	Agree
19. Facilitators and learners need enough incentives.	Facilitators	19	3.10	.31	Agree
	Migrant Learners	524	3.07	.26	Agree
20. There should be evaluation of learning outcome and provision of follow up action for sustainability	Facilitators	19	2.63	.68	Agree
	Migrant Learners	524	2.48	.63	Agree
Overall Mean	Facilitators	19	3.04	.41	Agree
	Migrant Learners	524	2.96	.39	Agree

Table 3 shows that the mean ratings of both facilitators and migrant learners on items 11 to 20 are more than the criterion mean of 2.50. This means that both facilitators and migrant learners agreed to the statements of items 1 to 20 as the effective measures through which Nomadic Education can be enhanced to achieve Sustainable Development Goal 4 in Ebonyi State. However, the overall mean ratings of 3.04 and 2.96 for the facilitators and migrant learners respectively indicate that facilitators had higher mean rating than the migrant learners.

Ho₂: There is no significant difference in the mean ratings of facilitators and migrant learners on the effective measures through which Nomadic Education can be enhanced to achieve Sustainable Development Goal 4.

Table 4: t-test analysis of the difference in the mean ratings of facilitators and migrant learners on the effective measures through which Nomadic Education can be enhanced to achieve Sustainable Development Goal 4

Group	n	Mean	Std. Deviation	Df	t-cal	p-value
Facilitators	19	3.04	.416	541	.777	.437
Migrant Learners	524	2.96	.39			

Table 4 reveals that there is no significant difference in the mean ratings of facilitators and migrant learners on the effective measures through which Nomadic Education can be enhanced to achieve Sustainable Development Goal 4, $t(541) = 0.777$, $p = .437$. This is for the fact that the p-value of 0.212 is greater than the 0.05 level of significance.

Discussion of Results

The findings of the study revealed that although nomadic education programme is ongoing in Ebonyi State, Nigeria, it has obvious challenges such as insufficient trained facilitators. Federal Ministry of Education observed the ugly trend, and stated that, teachers training at pre-service level, in-service and continuous professional capacity-building have been given national priority in the National Policy on Education (FGN 2012). The training and professional development as a matter of interest of stake holders in education, must of necessity involve facilitators of non-formal education such as nomadic education. The training will cater for use of relative language and acquaintance with locomotive life of migrant learners, so that they can have access to Western Education.

It was also found through the study, that relevant teaching materials are not sufficient in nomadic schools. Amadike and Ubong (2012), captured the importance of teaching with relevant materials when they stated thus: instructional materials aid the teacher to teach well and the learners to learn better. Learning material are highly needed in nomadic education.

The study also discovered that convention school system is not favourable to migrant learners due to mobility nature of their occupation. This is most likely, the good reason for establishment of National Commission for Nomadic Education. FGN (2012) states that, the National Commission for Nomadic Education (NCNE) is involved in manpower development instructional materials development, procurement and distribution of extension toolkits. Planning and implementation of system of learning for the nomads is solely the responsibility of the National Commission for Nomadic Education. Every state of the Federation is expected to cue into their programmes. Besides, the findings also revealed that; there is no mobile facilitators who has knowledge of the native language of the migrant learners. This factor poses serious barrier to the success of Nomadic Education, as education should be culture bound.

Finally, the study revealed that there is lack of government supports. This is very evident when the finding from the office of the focal person, Sustainable Development Goals (SDGs) Ebonyi State revealed that none of the Sustainable Development Goals' projects has been directed toward Nomadic Education as at

2019. (SDGs Cabinet Office, Ebonyi State Abakaliki, 2019). Quality Mass Education is the focus of Sustainable Development Goal 4. It is the responsibility of the office in Ebonyi State to extent their service to Nomadic Education.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Sufficient trained facilitators should be recruited by government at all levels to teach migrant learners as a way of showing interest and providing access to quality education for all the citizens.
2. The facilitators should be trained in the use of language of their migrant learners and adaptation to their environment and mobility nature.
3. Learning materials inform of standing boards, projectors, radio sets, chats, maps among others should be provided for migrant learners.
4. Mobile facilitators should be recruited and equipped by the government at all levels to reach the migrant learns in their domain.
5. Government at all levels should fund Nomadic Education in order to achieve sustainable development.
6. The nomads: pastoralists, migrant fisher folk and migrant farmers should endeavour to acquire western education as this will increase their productivity.
7. National commission for Nomadic Education should create state offices in the 36 states of Nigeria, to carry out sensitization outreaches in order to increase enrolment of migrant learners.
8. Retention programmes should be put in place in order to retain and possibly upgrade the graduates of nomadic education who can be employed to education the generation yet unborn.

Conclusion

Achieving Sustainable Development Goal 4 through Nomadic Education emphasizes that, Nomadic education is one of the strongest tools for achieving Education for All (EFA). Educating this nomads is very important in the light of their contribution to the economic growth of the nation. Enough attention from government at all level is needed, to enhance quality education among the nomads. This will increase their productivity. The researchers therefore affirm that, if the recommendations proffered are religiously taken and implemented, Sustainable Development Goal 4 will be achieved without tears in the shortest possible time.

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