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TOWARDS EFFECTIVE 'ALMAJIRI' AND NOMADIC EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

F.O. Adeniyi-Egbeola

University Of Ilorin, Nigeria

Education, as a continuous process of refinement, requires the combined efforts of all the stakeholders in society to provide the platform that will bring about so much desired value education to minimize the current high spate of tension and violence all over the world. The current 'Boko Haram' insurgency and constant attack of the Fullani herdsmen in Nigeria which has made the entire country especially the north to be in a terror siege stemmed from the high level of poverty suffered by such groups as 'Almajiri' and nomadic children. They constitute 70% street children in Nigeria. For the country to achieve the Millennium Development Goals (MDGS) and Education for All (EFA), the Federal Government set up the ministerial committee to find out how these out of school children can be properly integrated into the UBE Scheme. Based on the findings, Government has embarked on some laudable efforts. The focus of this paper therefore is to suggest ways to improve on government efforts especially in the areas of teacher preparation, adaptation of curriculum and teaching materials that can enhance the desired effective education needed for sustainable development.

Keywords: Almajiri and Nomadic education, Materials adaptation, Curriculum adaptation, Teacher preparation.

Introduction

Education as a social process is indispensable in capacity building and maintenance of society. It is a vital weapon for surviving in the changing world. For the millions of children worldwide who live in the street, education is the most effective method of reintegration into society. UNESCO's work in this field has the two-fold objective of developing basic education for street children and of preventing children in difficulties from ending up on the streets. Activities are centred on: (i) raising awareness of the general public about street children and the non-enforcement of the right to education for all; In Nigeria however, the integration of the street children which are mainly the Almajiris and the nomads is through the Universal Basic Education (UBE). The UBE act 2004, part 1Section 2 (1) states that "every government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age. Universal Basic Education means the type of education in quality and content, that is given in the first level of education. The construct changes from country to country. In Nigeria, basic education was equated with the first six years of primary schooling in the past. Currently basic education extended to include the three years of junior secondary school.

Universal Basic Education (UBE) is now conceived to embrace formal education up to age 15, as well as adult and non-formal education including education of the marginalized group within Nigerian

society. It is a policy reforms measure of the Federal Government of Nigeria, that is in line with the state objectives at the 1999 constitution which state in section 18 that Government should eradicate illiteracy; to this end, government shall as when practicable provide a free and compulsory Universal Primary Education, free secondary education, and free adult literacy programme.

Universal Basic Education (UBE) is a 9 year basic programme which was launched and executed by the government and the people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

UBE programme of 9years can be sub-divided into three stages and each stage consisting of 3years each;

Lower basic (3years) - primary 1-3

Middle basic (3years) - primary 4-6

Upper basic (3years) – junior secondary school 1-3

UBE fundamental in Nigeria is that everybody must have access to equivalent education comprehensively and co-educationally. The concept of the Universal Primary Education (UPE) introduced in 1976, (6years education) was to change into Basic Education (9years) twenty three years later.

The policy provisions of these documents surpass what was on ground then. Three demographic studies on the existing national situation in the primary education sector revealed that, 12% of primary school pupils sit on the floor, 38% classrooms have no ceilings, 87% classrooms are overcrowded, while 77% pupils lack textbooks. Almost all sampled teachers are poorly motivated coupled with lack of community interest and participation in the management of the schools that was the prelude to the launching of the UBE introduced in line with Millennium Development Goals (MDGS). (Yoloye, 2004). The Federal Government of Nigeria through the Universal Basic Education Commission has made several laudable efforts at tackling majority of the challenges identified above. Consequently, this paper examine the extent to which the educational programme for the nomadic and Almajiris has been integrated into the UBE existing programme, through the adaptation of materials and introduction of some subjects based on value education that could drastically change the value system of the street children.

The History of Nomadic Education in Nigeria

The nomads are a special group of people with significant different way of life which requires special attention on education. They are also refer to as the Fulani with the sole occupation of cattle rearing. They are found in some part of northern state in Nigeria. Such as; Kwara, Kogi, Kano, Sokoto etc. since their only occupation is cattle rearing they move from one place to another in search of suitable weather and greener pasture for the cattle's well-being. Due to the nature of their occupation, they are "always on the move". Therefore, the nature of nomadic education involves taking education to the nomads wherever they may be. This is also in consonant with the national policy on education (1981), which states that education will be provided for those who may not have easy access to regular school. Moreover, the policy went further by recognizing the fact that whenever possible arrangement will be made for such children to assist their parents in the morning and go to school in the evening, special and adequate inducement will be provided to teachers in rural areas to make them stay on the job.

The idea of providing equal educational opportunities for all the Nigerian children was embodied in the Nigeria Constitution of 1979 which stated that "Government shall direct its policy towards ensuring that there are equal and adequate educational opportunity for all". Thus, in consonance with the provision of 1979 constitution and national policy on education

The Nomadic Children

(NPE 1976, 1981, 2004) which strongly urge government to provide equal educational opportunity to all Nigerians and in order to ensure that nomads have an unfettered access to basic education, the federal government established the national commission for Nomadic Education (NCNE) by Decree number 41 of December, 1989.

Contributing to the peculiar nature of nomadic education, Lar (1989) clearly established that because of their distinctive culture which makes access to the education provided for sedentary people difficult and unacceptable to them, other approaches should be employed in educating them. He then proposed the provision of permanent class-room for the children of nomadic families who are permanently or semi-permanently settled. In essence, the nature of nomadic education ensures that for continuity in their education, teaching and learning must be organized according to the rhythm of the nomads.

Since education is the foundation for a good today and a better tomorrow, nomads too need to be educated despite their consistent mobility. Therefore, nomadic education should be considered as viable, valuable and relevant to the needs and development of this country and should be pursued vigorously. There is no alternative to education. A people that is denied education is denied a significant aspect of life. As laudable as this nomadic education is, many factors are inhibiting its success. Such factors include teacher preparation, text books and other teaching materials preparation and adaptation, curriculum adaptation and quality control strategies that would ensure effective implementation of policies relating to nomadic education in Nigeria.

The History of Almajiri

The concept of Almajiri could be traced to 'Al – Muhajirum' in Islam – meaning the adherents of Prophet Muhammed (SAW) who followed him from Mecca to medina to evade persecution during 'Hijirah'. However, in Hausaland (Areas in the Northern part of Nigeria), Almajiri (singular tense) or Almajirai (Plural tense) refers to any person, irrespective of gender that begs for alms assistance on the street or from house – to – house (*Adetoro 2010*).

QThe issue of Almajirai has remained worrisome in the minds of northern elites. This is because the practice has been a source of embarrassment to the region In Hausa land the term *Almajiri* could take any of the following forms; any person irrespective of gender, who begs for assistance on the street or from house to house as a result of some deformity or disability; children between the age of seven and fifteen who attend informal religious school who equally roam about with the purpose of getting assistance or

alms; or even a child who engages in some form of labour to earn a living. (Yusha'u, Tsafe .Babangida, Lawal (2012)

According to Muhammed(2010) the concept of Almajiriin Nigeria started in the olden days when the quest to acquire knowledge was prevalent, especially the Koranic knowledge by the Muslims. There were no laid down procedures or channels to adopt in obtaining such, except the unconventional way of handing over wards to a supposed teacher, known as Mallam. It was this Mallam that enlist the child and the teaching of religious scriptures and way of life are indoctrinated into the young pupils. It was so perfect and rewarding that it produced highly educated Sheikhs and *Mullas*who became successful in life by holding positions of judges and teachers that were molding the minds of the young on how to become righteous and exemplary in their future lives. However, when the civilized life styles of the west started encroaching into the big cities of the north, some of these *Mallams*became allured to the greed for money and started migrating to the cities and towns with their pupils and subjected them to the vagaries of the streets.(Muhammed 2010)

He further explains that one teacher can register up to a hundred and more pupils who he singularly keeps, guides and control. To keep them fed and accommodated are also part of the teacher's responsibilities. But nowadays even to keep and feed one hundred mouths are not easy, and perhaps impossible. But life must go on, and the pupils have to, as a must, acquire the knowledge their parents sent them to do. The little stipends the parents are able to give their wards for them and the teachers hardly sustain them for a month, so an alternative means of getting more income has to be employed. During the day time, when there are no classes the pupils are allowed to stretch into the town and wander around until when classes were to begin. It is this going about around the town that affords the pupils to engage in menial jobs that fetch them some little amounts. This also was kind of stopped by the people because they have other means of doing such jobs and so the pupils venture into house to house begging for remnants of food to eat. It is also said that the pupils take back part of this food to the teacher. It is clear from the above, that the teacher himself is gaining from the engagements of the pupils in the town, and can do anything to sustain it.

The system that was hitherto organized and well charted has now been bastardized and abused to the extent of letting the children roam the streets and picking remnants of food leftover from dustbins. One other aspect of the system that has been abused nowadays is the degenerated value of trust and togetherness that theNorthern forefathers have lived and died with (*Yusha'uet al*.2012) this issue of lack of trust is as a result of the changing world in terms of orientation and our rush for acquiring the status of a civilized lot. Couple with this is also the government's nonchalant attitude of fending for the citizenry that result in thousands of our youths daily roaming the streets looking for what to eat (Muhammed, 2010). These youths thus become easy tools for the religious fundamentalist and social miscreants to use to vent their anger on the society for reasons best known to them. They are offered very meager amount to commit so horrendous acts that are being witnessed today in Nigeria.

The Almajiri Children Lured into Crime

In order to meet the goals of Education For All (EFA) and to eradicate *Almajiri* method of involving teenage children in street begging, hard labour, unhygienic condition, social vices and also to provide adequate and qualitative instructional materials in both Islamic and secular subjects, there is need for integration. The concept of integration as clearly understood is the introduction of the elements of basic education i.e. the literacy, numeracy and life skills of the western type of education into the traditional Qur'anic school system. In other words, it connotes injecting the essential components of public schools into *Qur'anic*schools (Mahuta, 2009). This integration thus resulted into the adaptation of curriculum to suit the needs of the street children

Curriculum Development for Universal Basic Education and Curriculum Adaptation for Special Needs Education

The curriculum, as defined by Onwuka (1981), is a structural series of intended learning experiences. It is the means by which educational institutions endeavor to realize the hopes of the society. The curriculum is employed by the schools to determine the set objectives or goals of the society in which the schools are and serve. Thus, the curriculum embraces purposeful experiences provided and directed by educational institutions to achieve pre-determined goals.

Curriculum development is the planning of learning opportunities intended to bring about certain changes in learners and the assessment of the extent to which this changes has taken place. In Nigeria, Educational Research and Development council (NERDC) has the mandate to develop school curricular for all levels of the educational system in Nigeria. In line with the government adaptation of the 9-years Universal Basic Education (UBE) programme, NERDC in 2006 developed a 9-year Basic Education Curriculum (BEC) to meet the ideals of the UBE programme. The curriculum accommodates the fundamentals of both the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDG); the implementation of the curriculum commenced nationwide in primary 1 and jss1 classes in September 2008 respectively the first batch of learners graduated in 2011 after siting for the Basic Education Certificate Examination (BECE).

The school curriculum is a dynamic and open document that is consistently changing with the needs, challenges and aspiration of the society. Therefore, the feedback receives on the implementation of BEC called for urgent reviewed of the curriculum which involves consultations with stakeholders to prepare a conceptual framework. The framework identifies and groups related disciplines thereby achieving a reduction in subject overloads. For instance related UBE subjects curricular like Islamic studies, Christian religious studies, social studies, civic education etc. that focus primarily on the inculcation of values (society moral, interpersonal) now form a new UBE subject called Religious and value education. Thus, the conceptual framework for the review of BEC comprises of a ten (10) subjects namely; English language, Mathematics, Basic Sciences , and technology, Religion and National values, Cultural and Creative arts, Business Studies, Nigerian Languages, Pre-Vocational Studies, French and Arabic.(Obioma 2013).

The revised 9-years BEC addresses among other things, the issues of value re-orientation, poverty eradication, family life/HIV and AIDS Education, critical thinking, entrepreneurship and life skills as well as encourage innovative teaching and learning approaches and techniques. In addition, the curriculum is organized to ensure continuity and flow of themes, topics and experiences from primary school to junior secondary school levels. The contents, performances objectives, activities for both teachers and learners, teaching and learning materials and evaluation guide are provided. Teaching is supposed to enrich the contents with relevant materials and information from their immediate environment, but adapting the curriculum to their needs and aspiration. Thus, as reiterated by Obioma (2013), the curriculum can be adapted for such special needs as Nomadic education or Alma Jiri education. Etc. This paper therefore attempts to adapt the English studies curriculum for lower basic (primary 1-3) to reflect the curriculum content of Religious and Value Education also for primary 1-3. This would enhance their communicative competence and at the same time introduce and inculcate the right moral value into them

English Language Curriculum in Nigeria Education System

The English language which as a subject is currently referred to as English Studies, has a unique and elaborate document that contains the topics/skills, objectives, contents, activities (both for teachers and students), teaching/learning resources and evaluation guide for the subject.

The English Studies curriculum for the lower basic is slightly different in terms of terminology and approach. There is the introduction of phonological awareness and phonemic awareness (phonics instruction) which are closely related to Listening and speaking (aural discrimination between consonant and vowel sounds) in Upper basic and speech work in post basic levels. Olatoye (2012) highlighted the objectives of English Language for post basic as clearly stated in the curriculum to include:

1. to tackle the language deficiencies brought in form the lower basic;
2. to develop language proficiency for both upper and post basic level of education;
3. to develop the language proficiency needed for performing well in other school subjects;
4. to build confidence on students' use of the English language as a means of communication with others in the larger society.

The English language curriculum is broken down or *filtered* down to syllabus (by examination bodies), scheme of work (by school authorities). The curriculum also specified resources to be used. Woko (2013) and Olatoye (2012) affirmed the compulsory status on English language at all levels of education in Nigeria.   The English curriculum for all the basic classes' runs for 9 years, this is in accordance with the 9 years Basic Education Curriculum which is divided into the following sections:

1. Lower Basic Education curriculum for primary 1 - 3
2. Middle Basic Education curriculum for primary 4 - 6; and
3. Upper Basic Education curriculum for Junior Secondary 1 - 3

It is expected that every student who had gone through the years of basic education is expected to have acquired adequate level of literacy, numeracy, manipulative, communicative and life skills as well as ethical, moral and civic values needed for a solid foundation for life-long learning (Olatoye 2012). Such a child will be required to sit for a government regulated examination. The child will receive a Basic School Certificate (BSC) if he/she is successful. With this new structure, a child in primary 6 automatically transits to Junior Secondary School (JSS) without sitting for the common entrance examination as was the practice the child is assessed and promoted to JSS by his/her performance as documented in his/her continuous Assessment Report right form primary 1 to primary 6 (Olatoye 2012).

(See Appendix I for the proposed Almajiri and Nomadic English Curriculum)

Teacher Education

The fact that teachers are a critical factor in qualitative education delivery is not debatable and improvement in the performance of learners can only be achieved with improvement in teacher preparation "as no education system can rise above the quality of its teachers"

The teachers, as the managers of the teaching/learning process in institutions, help learners to imbibe ideas and knowledge to develop appropriate skills. They play a professional role as facilitators of education to ensure that every learner has the opportunity to succeed in life. For a dynamic teaching/learning environment, where inculcating desirable attitude and behaviours in the individuals is paramount and skillful and knowledgeable graduates required for employment are turned out, teachers must be well-informed and resourceful, especially in the present information technology age and advancement in knowledge. Teachers need to continuously seek more knowledge, update their knowledge, and impart this knowledge appropriately to the learners. Teachers are expected to be adequately prepared to meet different challenges posed by different learning situations especially that of street children.

Teacher preparation as a concept refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school and wider community. It is often divided into three stages according to .Onocha (2013). They are:

a. Initial teacher training (pre-service): this is the first stage of formal teacher development process where individuals are given subject matter knowledge and some pedagogical tools so that they could transfer information adequately to their learners. It should however not be a one-shot training as education is dynamic. Rather it should be a lifelong process of learning and development as it reflects more effectively that teachers are professionals. It is common knowledge that the Nigerian Certificate in Education (NCE) programme in Colleges of Education has been restructured to meet current demands especially in the Basic Education sub-sector.

b. Induction or mentoring: this is a process of providing training and support for newly qualified and inexperienced teachers on the job. The Teachers Registration Council of Nigeria (TRCN) is effectively doing this in teacher education institutions in Nigeria. Even old and experienced teachers need this so that they can be current in their professional duties.

c. Systematic, continuous, professional development: this includes participation in exposure programme, workshops, seminars, professional meetings, research work, reading professional publications, viewing educational programmes, etc

The Need for Teacher Training

Teacher plays an important role in the whole process of both teaching and assessing learners' performance especially in the language classroom. Teachers constitute a critical factor in the success of any educational system. Many laudable educational initiatives have failed mainly because they did not take due account of the "teacher factor". The quality of the teachers, to a large extent, determines the quality of the educational system (Rogers 1973). They face a lot of problems which according to Olajide (1995) can be psychological, social, political, economic and instructional problems. On teachers qualification especially in the northern part of the country, Ango, Ohiri-Aniche and Busari (2003) observed that the number of teachers and teacher qualifications are still low with little or no study development. Moja (2000) maintained that teachers' qualifications also impact directly on quality of education. He therefore suggested that there are needs to improve the level of qualification amongst teachers as most current primary school teachers are yet to attain the minimum qualification (NCE) as required by the National Policy on Education. Khalid (2006) observed that most Almajiri teachers are individuals who have graduated from a well-known Malam after many years of Qu'ranic instruction without adequate knowledge of English Language.

In Nigeria, the basic qualification to teach in the lower and upper basic schools is Nigeria Certificate in Education. This is the criterion the Universal Basic Education Commission used in employing basic school teachers this basic qualification may not be sufficient. There is need to organize special training programme that will provide professional development opportunities specifically in the areas of classroom approaches, methods and techniques to promote learning, assessment methods, techniques to monitor learner progress, and the creative use of available resources.

The major focus of the programme should be to focus on improving classroom teaching and learning through the professional development of primary and junior secondary school teachers, their Head Teachers and Principals, and affiliated School Supervisors and Inspectors.

At the centre of the development programme is the conviction that teachers are professional and so need to be developed especially to meet the demand of these special categories of learners (Almajiris and nomads)

The purpose of this initiative would be to provide for teachers: Opportunities to reflect on and evaluate their current teaching practices; examples of a range of new, or different, approaches to teaching

and learning that can be used in the Almajiris and nomards classrooms to improve the quality of teaching and learning and assistance and support in implementation of these new approaches to teaching and learning in these special schools

Textbooks and Materials Adaptation

A survey of some English Textbooks revealed that they are written by seasoned and experienced teachers and educationists, in strict compliance with NERDC curriculum. In their various introductory notes, it was observed that textbooks prepared are written with two major goals in mind:

1. first is to properly satisfy the requirement of the English language papers which the students are expected to take at the end of their primary or secondary school education;
2. the other goal is to ensure that students work studiously in their series in order to acquire mastery and competence in the use of the language so as to face real life situation the language demands.

It was also observed that the success of any textbook will depend on the quality of the book and the quality of teaching. The education of street children like that of Almajiri requires special materials that would help them to get properly integrated into the western education enjoyed by their other colleagues as the normal textbooks used in the regular schools (conventional schools) may be too difficult for them considering their background.

English textbooks are broken in units. Each unit is comprised of:

1. Spoken English or Listening and Speaking (Oral English)
2. Reading Comprehension and Summary;
3. Vocabulary development and Register;
4. Composition and Continuous writing;
5. Grammatical Structure and Lexis;

There is no doubt that the education of street children like that of Almajiri and the Nomards require special materials that would help them to get properly integrated into the western education enjoyed by their other colleagues. The normal textbooks used in the regular schools may be too difficult for them considering their background, when instructional materials present a barrier to student learning, teachers often adapt the materials to allow students greater access to the information to be taught. These adaptations may involve changing the content of the materials (the nature or amount of information to be learned) or changing the format of the materials (the way information is presented to the learner).

For learners such as the Almajiris and the normad children, most adaptations should be a bridge to skill development, not a substitute for intensive instruction in the skills and strategies that students will need to become independent learners. In other words, adaptations should be approached as a short-term solution to increase access to the curriculum and to increase the probability that the students will be able to complete an academic task. However, there may be some cases in which short-term adaptations become permanent adaptations if they are needed by a particular student.

Ideally, adaptations would be designed into curricular materials by the developers, and the built-in adaptations would be broad enough and flexible enough to assist students regardless of their disability. When they are not, teachers must adapt materials themselves, and effective adaptations take time for teachers to design and implement. In some cases, making and implementing adaptations can be more time consuming and complex than teaching the student the skills needed to meet a particular demand.(Lenz, &Schumaker, 2003)

A careful process can help to ensure that the decision to adapt materials for the Almajiris and the normad children education is the correct one and those adaptations will be effective. The following nine steps for planning and implementing materials adaptations according to Lenz, &Schumaker, (2003) could be adopted for the almajiri and the nomadic instructional materials.

Step 1. Create a Plan for Adapting Materials

Effective adaptations require sustained development and support. They must be made within the framework of a larger plan that includes consideration of (a) basic and strategic skills instruction and (b) the roles of people involved in the adaptation process. It is important to involve administrators and curriculum or programme coordinators from the beginning, and identify exactly who will be responsible for making, implementing, supporting and evaluating the adaptation over the course of the year. As much as possible, students, parents, paraprofessionals, and others should be involved. Adaptations that can benefit an entire class or several classes are more likely to be supported and maintained.

Step 2. Identify and Evaluate the Demands that Students are not Meeting

The purpose of this step is to define the problem to be addressed by the adaptation. Observe students' performance when they use typical instructional materials. They may have difficulty acquiring or getting the important information from written materials (level 1), storing or remembering the information presented in the materials (level 2), or expressing the information or demonstrating competence on written tests (level 3). If students have difficulty with a given task, different solutions may be required depending on the level of difficulty.

Step 3. Develop Goals for Teaching Strategies and Making Adaptations

Some problems can be solved by adaptations; other problems may signal the need for intensive instruction in skills or strategies. Often, teachers may need to provide adaptations while simultaneously teaching the student the learning strategies he or she needs in order to perform the work. All adaptations lead students to become dependent on the person who makes them. Before an adaptation is made for an individual student, educators must carefully consider the best approach to addressing the student's needs and promoting success. Adaptations should be approached as short-term solutions within a long-term plan for teaching skills and strategies that will promote the student's independence as a learner and ultimately reduce the need for adaptations.

Step 4. Determine Whether Content or Format Adaptations are needed

Content adaptations may be made only when the student's Individualized Educational Program (IEP) notes that the general curriculum is inappropriate for this student. Content adaptations must also meet local and state education standards. In some cases, the IEP may address the degree to which the requirements associated with meeting state standards and taking assessments may be modified. The teacher must decide which parts of the curriculum the student will be required to learn and will constitute mastery of the course content.

   When the curriculum is considered appropriate for the student, adaptations may focus on format rather than content. Again, the teacher must identify the critical elements of course content that students must learn: First, identify the critical course ideas or concepts. Then identify the information that must be mastered in each unit to ensure that the critical course ideas are mastered. Finally, determine how students will demonstrate their mastery at the end of each unit and at the end of the course. Format adaptations are made to compensate for mismatches between the presentation or design of the materials and the skills and strategies of the student. In format adaptations, the content is not altered.

Step 5. Identify the Features of the Materials that need to be Adapted

The design of materials can present many different types of problems for students with disabilities. Teachers adapting materials should examine each curricular unit for features that might cause a learning problem. For example, the content may be very abstract, complex, or poorly organized, or it might present too much information. It may not be relevant to students or it may be boring. Further, it may call for skills

or strategies or background information that the student does not possess. It may present activities that do not lead to mastery, or it may fail to give students cues about how to think about or study the information. Materials also may not provide a variety of flexible options through which students can demonstrate competence. Guidelines for identifying these and other problems in the design of instructional materials may be found in resources like those listed at the end of this digest.

Step 6. Determine the Type of Adaptation That Will Enable the Student to Meet the Demand

Once the materials have been evaluated and possible problem areas identified, the type of format adaptation must be selected. Format adaptations can be made by

- Altering existing materials-Rewrite, reorganize, add to, or recast the information so that the student can access the regular curriculum material independently, e.g., prepare a study guide and audiotape.
- Mediating existing materials-provide additional instructional support, guidance, and direction to the student in the use of the materials. Alter your instruction to mediate the barriers presented by the materials so that you directly lead the student to interact with the materials in different ways. For example, have students survey the reading material, collaboratively preview the text, and create an outline of the material to use as a study guide.
- Selecting alternate materials-Select new materials that are more sensitive to the needs of students with disabilities or are inherently designed to compensate for learning problems. For example, use an interactive computer program that cues critical ideas, reads text, inserts graphic organizers, defines and illustrates words, presents and reinforces learning in smaller increments, and provides more opportunities for practice and cumulative review.

Step 7. Inform Students and Parents about the Adaptation

Adaptations are more successful when they are offered and introduced to students at the beginning of the year. Parents should also be informed about them at the beginning of the year. Students should be taught explicit strategies to use any adaptation effectively and how to process the information received through the adaptation. As students' progress, they should be taught how to recognize the need for and request materials adaptations. While content adaptation decisions are made at IEP meetings, decisions about format adaptations may be made informally, and parents may need assurance that content is not being altered and that standards are being met.

Step 8. Implement, Evaluate, and Adjust the Adaptation

As the adaptation is implemented, the teacher should evaluate its effects to determine whether the desired outcomes are being achieved. If not, adjustments will need to be made either in the adaptation or the instructions to the student in its use. Adaptations should significantly reduce failure and learning difficulties.

Step 9. Fade the Adaptation When Possible

Adaptations usually are short-term solutions to allow classroom learning and participation until the needed skills and strategies can be taught. Once the adaptation is in place, the teacher should begin to plan with other teachers how to teach the needed skills and strategies. Once the student has learned the necessary skills and strategies, the adaptation should be faded. The adaptation should not be removed until the student possesses the skills and strategies to learn and complete tasks independently. For some students, an adaptation may be required for several months, while for others, it may be maintained for years.

Recommendations

In order to ensure the full implementation of the above special need education curriculum for desired quality education for these set of deprived Nigerian citizens, the following suggestions are proffered

- The federal government should intensify more efforts to build better schools with adequate facilities for the Almajiris and the nomads.
- The Almajiri and the nomadic teachers should be well-trained in modern teaching methodologies and technology.
- Value – education subject which should be made a compulsory core programme in the Almajiri and the nomadic schools should be taught through the medium of English language
- Free feeding and uniform should be incorporated into the Almajiri and the nomadic children system of education.
- There should be government law banning street-begging and making Basic Education compulsory for the Almajiri and the nomadic children
- Counseling sessions should be in-built into the value re-orientation sessions for the Almajiri and the nomadic children in the school system.
- English studies should be systematically taught through the adaptation of existing materials in a simple way
- There should be national campaigns and information dissemination to encourage governments and civil society in the provision of educational opportunities for all.
- Adoption of amultisectoral approach to promotingthe right to educationandstrengthening partnershipsbetween Government, UN agencies, civil society, NGOs and the private sector.
- Basic service provision (e.g. literacy courses, medical and psycho-social support, food and clothing) provided at street level to aid children in making informed and positive decisions about their lives, about leaving the streets and becoming integrated in residential centres or reintegrated with their families.
- Organization of street rounds to identify new street children, establish a dialogue based on respect to enable them to decide to leave the streets.
- Inclusion of street children in the mainstream schoolsystem from early on and rehabilitation value – based programmes for drop-outs.
- After-school educational activities, personalized educational workshops and functional literacy courses and vocational training to bridge formal and non-formal educationand to facilitate street children's enrolment in the public school system.
- Organization of advocacy campaigns and preventive education programmes for street children on HIV and AIDS and development of life skills training programmes about communication and interpersonal skills, decision-making and critical thinking skills, coping and self-management skills.
- Improving pre-service and in-service training where teachers acquire experience in inclusive methods and practices, meeting pupils with different abilities, experiences, social and cultural backgrounds.

Concluding Remarks

In conclusion, there is no doubt that for a proper integration to take place, there is need for curriculum and material adaptation. English language curriculum contents should be adapted to reflect the contents of all the subjects as reflected in the proposed integrated curriculum. The proposed integrated/inclusive education curriculum being suggested to reform the Almajiri and nomadic system of education is like nurturing a good plant to get a better fruit (Adetoro 2012). Indeed, it is necessary to have this type of educational programme so as to save the future generation from a more devastating genocide. Also, if the quality of Almajirai and nomadic education programmes is to be enhanced, then there is need for a

serious commitment on the part of the government to coordinate all aspects of this education, Formal and informal stakeholders need to be involved at every stage to ensure successful value education. Government alone must not be left to the running of these model schools, all the stakeholders must be involved so as to see the end of violence in our society and equal quality education for all for sustainable all – round development in Nigeria.

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Appendix I

THE PROPOSED ADAPTED ENGLISH LANGUAGE CURRICULUM FOR ALMAJIRI AND NOMADIC LOWER

THEME: LISTENING AND SPEAKING ACTIVITIES IN HUMAN VALUE EDUCATION PRIMARY 1						
TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Sounds and Letters	Pupils should be able to: 1. produce and identify, correctly, basic sounds in words relating to human value e.g. sincerity, truthfulness. 2.pronounce letters of the words correctly.	Production of basic sounds such as /s/, /i/,/n/,/e/,/r/,/t/ as in sincerity, truthfulness, etc.	1. Presents and pronounces basic sounds correctly. 2. Presents and pronounces letters of the words correctly. 3. Guides pupils to pronounce the letters of the words correctly. 4. Guides pupils to distinguish sounds of different human value-related words correctly.	1. Listen to teacher's pronunciation of letters of the words 2. Produce sounds and pronounce letters correctly. 3. Identify sounds of given word letters. 4. Reproduce sounds of the letters in given words.	1.Flash cards/Alphabet charts. 2.Toys 3. Pictures/ Drawing. 4. Real objects. 5. Tape recording / Sound charts.	Pupils to: 1. pronounce sounds of the letters of the words correctly; and 2. identify letters and sounds in given words.

BASIC EDUCATION

THEME: LISTENING AND SPEAKING ACTIVITIES IN MORAL OR ETHICAL VALUE EDUCATION PRIMARY 1						
TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Simple Greetings and Commands	Pupils should be able to: 1.greet and respond to simple greetings using simple words that depict respect, obedience, honesty, etc.; 2.give and carry out simple commands; 3.differentiate between tones in greeting and commands; and 4.use appropriate tones in greetings and commands.	1.Greetings at home and appropriate time for particular greetings e.g: Pupil: ―Good morning dad, how do you do?‖ Dad: ―Good morning Danjuma, How do you do?‖ 2. Greetings at school e.g. Pupil: _'Good morning Madam/Sir/Mr. Audu.'' Teacher: ―Good morning Salisu, how are you?‖ Pupil: ―I am very well thank you Sir.‖ 3. Greetings in the community, neighbours, elders/clan heads, nurse, doctor. e.g. ―Good afternoon' Doctor/Alhaji/ Sir/Madam etc.	1. Creates home and school atmosphere through role play characters e. g father, mother, elder, teacher, etc. 2. Demonstrates appropriate greeting for each character 3. Encourages pupils to greet one another with appropriate gestures 4. Gives commands and demands appropriate responses from pupils.	1. Role-play members of the family, home, school and class community. 2. Demonstrate appropriate greetings for different people. 3. Greet and respond to greetings from colleagues. 4.Obey the teacher's commands. 5. Model giving and obeying commands in pairs.	1.Pictures depicting modes of greeting among various groups 2. Charts	Pupils to: 1.greet and respond to simple greetings; and 2.give and respond to commands using the appropriate words and tone.

		4. Simple commands at home: e.g. _wake-up!', _go to bed', _greet your Alhaji'				

THEME: READING ACTIVITIES IN SOCIAL VALUE EDUCATION PRIMARY 1						
TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Songs and Rhymes	Pupils should be able to: 1.attentively listen to songs and rhymes relating to social value; 2.sing the songs; and 3.recite the rhymes.	1.Recitation of songs and rhymes indicating love, tolerance, kindness, etc. 2.Short songs which appeal to pupils' sense of love, kindness and tolerance.	1.presents a rhyme; reads it aloud, pronouncing the words clearly. 2.writes the rhyme on the chalkboard and encourages pupils to recite the rhyme clearly. 3.introduces a song by singing it clearly and encourages pupils to sing it.	1.listen while teacher recites the rhyme. 2.recites the rhyme after the teacher. 3.recite the rhyme alone pronouncing its words clearly.	1.Charts 2.Picture books with rhymes and songs 3.Flash cards 4.Tape recorder	Pupils to: 1.listen to rhymes attentively; and 2.recites them and sing songs with demonstration where appropriate.

THEME: READING ACTIVITIES IN AESTHETIC VALUE EDUCATION
PRIMARY 1

TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Phonological Awareness	Pupils should be able to: 1.name words relating to cleanliness, beautification, flower, colours, animals, etc. 2. sort pictures and word categories. .	Reading Vocabulary Acquisition: -cleanliness -beautification -colour -flowers -animals, etc.	1.uses pictures to lead pupils to identify word categories; 2.leads pupils to match pictures with words; 3. assigns pupils to clean classroom and school environment; 4.checks pupils' personal cleanliness in the class. 5.leads them to decorate the classroom/school.	1.identify word categories with pictures; 2.match pictures with words; 3.clean classroom and school environment; 4.keep clean in the classroom/school; 5.decorate the classroom/school.	1. Story books. 2. Text books, 3. Picture books. 4. Word Cards. 5. Poems. 6. Dictionaries.	Pupils to: 1. identify word categories; 2. group words based on word categories correctly;

THEME: GRAMMATICAL ACCURACY ACTIVITIES IN SPIRITUAL VALUE EDUCATION
PRIMARY 1

TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Introducing Nouns	Pupils should be able to: 1. identify some nouns related to soul development, religion, brotherhood, good relations, etc. in sentences/short stories 2.use the	Noun: e.g. God, faith, mosque, book, Qur'an, Bible, relation, brotherhood, etc.	1.explains nouns and their uses; 2.narrates short stories in holy books; 3.writes the stories on the chalkboard; and 4.guides pupils to	1.listen to the teacher's explanation; 2.listen when the teacher is narrating the stories; 3.identify nouns in the stories on the chalkboard;	1. Course book 2. Real objects 3. Pictures 4. Flash card	1. Pupils to identify Nouns in Sentences or stories; and 2. use nouns in sentences.

	nouns in sentences correctly.		identify and use the nouns in the stories.	4.use the nouns in sentences.		

THEME: LISTENING AND SPEAKING ACTIVITIES IN SPIRITUAL VALUE EDUCATION PRIMARY 2						
TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Rhymes and Songs	Pupils should be able to: 1.read simple rhyme fluently; 2.memorize the rhyme; and 3.recite the rhyme with the appropriate intonations.	Rhymes based on some spiritual virtues e.g. soul development, brotherhood, good relations	1.reads the rhyme slowly to the pupils on several times; 2.explains its message to them; 3.asks them to read it after him; 4.demonstrates the action in the rhyme to them; and 5.guides them to recite the rhyme.	1.listen to the teacher; 2.read after the teacher; 3.pay attention to the teacher's demonstration of the action involved in the rhyme; and 4.recite the rhyme.	1. Wall chart showing the rhyme. 2. Flash card showing the key words in the rhymes. 3. Approved course book.	Pupils to: 1. read simple rhymes correctly; and 2. recite the rhyme with the appropriate intonation.

THEME: LISTENING AND SPEAKING ACTIVITIES IN MORAL/ETHICAL VALUE EDUCATION PRIMARY 2						
TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Listening to and Telling Stories	Pupils should be able to: 1.tell a story; 2.state the title of the story; 3.identify characters in the story; and	Telling Stories focusing on moral values such as respect for parents, teachers and elders;	1.narrates a story to pupils; 2.asks them to narrate stories in turns; 3.identify	1.listen to the story; 2.narrate stories; 3.listen to the explanation of the	1. Picture showing a story teller and his audience. 2. Different pictures to	Pupils to: 1. narrate a story correctly; 2. state the title of their story; 3. identify

| | 4.state the moral values/themes of the story. | obedience; honesty; hard work. | the themes of a story to them; 4.explains the theme of the story; 5.asks the pupils to identify characters in the story; 6.explain the actions of the characters to them; and 7.asks them questions on the narrated story. | themes of the story; 4.mention characters in the story; 5.listen to the explanation of the actions of the characters in the story; and 6.respond to the questions | illustrate the story. | characters in the story; and 4. state the moral of story. |

THEME: GRAMMATICAL ACCURACY ACTIVITIES IN AESTHETIC VALUE EDUCATION
PRIMARY 2

TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Introducing Adjectives	Pupils should be able to: 1.identify adjectives of colour, beauty, cleanliness, or describing nature; and 2.use them correctly in sentences.	Adjectives e.g. 1.colour; The cow is white. 2.beauty; The girl is beautiful/ The boy is handsome. 3.cleanliness; Audu is neat/The classroom is kept clean. 4. nature; The sky is cloudy.	1.presents adjectives to pupils; 2.uses them in sentences; 3.leads pupils to identify adjectives in sentences; and 4.guides the pupils on the correct use of adjectives.	1.read the adjectives presented; 2.listen to the teacher; 3.identify adjectives in sentences; and 4.use adjectives in sentences.	1.course book 2.charts 3.chalk board	Pupils to: 1.identify adjectives in sentences and 2.use them correctly in sentences

THEME: READING ACTIVITIES IN SOCIAL VALUE EDUCATION
PRIMARY 2

TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Vocabulary	Pupils should be able to: 1. increase their vocabulary through the knowledge of antonyms and synonyms; and 2. use antonym and synonym words in sentences.	1. Antonyms and Synonyms: - Simple passages containing antonyms and synonyms relating to social values such as love, kindness, tolerance, honesty. - Sample sentences of antonyms and synonyms using such words.	1.Presents simple passage containing antonyms and synonyms of words of social values; 2.guides pupils to read the passage; 3.identify antonym and synonym words; 4.guides pupils to read simple sentences on antonyms and synonyms; and 5.guide them to form sentences with antonyms and synonyms.	1.read the passage presented by the teacher; 2.read the passage; 3.read the simple sentences; and 4.form sentences with antonyms and synonyms.	1. Teacher - prepared passages on antonyms and synonyms 2. Teacher's examples of antonyms and synonyms on charts	Pupils to: 1. read passages on antonyms and synonyms; 2. read sentences on antonyms and synonyms; and 3. make their own sentences orally on antonyms and synonyms.
Fluency	Pupils should be able to read different kinds of texts on social and ethical values	Reading different kinds of texts on: 1.social value e.g. tolerance, kindness, love; and 2.ethical value e.g. respect, hard	1.presents different texts; 2.reads the texts aloud; 3. explains the meaning of the different texts; 4. asks	1.listen to the teacher when reading and explaining the texts 2. read the texts after teacher's sample reading. 2. recall	1.texts with illustration on charts 2.Cardboard 3.Chalkboard 4. Children's text. 5. Pictures and drawings.	Pupils to read given texts and recall information on the values in them

		work, honesty, etc.	pupils to read the texts; and 5.emphasizes on the values explained in the texts to pupils.	Information on the values in the texts.		

THEME: READING ACTIVITIES IN HUMAN VALUE EDUCATION
PRIMARY 2

TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Phonemic Awareness	Pupils should be able to: 1.learn sounds through songs about human values and 2.repeat sounds they hear.	Using songs about human values of truthfulness, sincerity or self-control to identify sounds	1.teaches songs relevant to human values to pupils and 2.emphasizes on particular sounds.	1.listen attentively to the teacher and 2.sing the songs with an emphasis on the sounds.	1.Wall chart showing the rhyme and 2.Flash card showing the key words in the songs 3. Approved course book.	Pupils to sing songs to emphasize some given sounds.

THEME: READING ACTIVITIES IN HUMAN VALUE EDUCATION
PRIMARY 3

TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1. listen carefully to a story; 2. answer questions on the main points in the story in their own words; and 3. re-tell the story	1. Oral Comprehension based on: Stories - e.g. - stories built on any topic such as Road Safety, human Values, Disaster Risk Reduction, Dangers of Chemicals,	1. Tells a story slowly, stressing important points with the correct intonation. 2. Asks questions and gives pupils the opportunity	1. Listen attentively to the teacher telling or reading the story. 2. Re-tell the story.	1. Course book 2. Charts depicting major events in the story. 2. Relevant pictures or real objects.	Pupils to: 1. answer questions on the main points in the story; and 2. relate a story in their own words;

| | in their own words. | Drug Abuse, HIV/AIDS etc; - stories that will encourage them to tell their own stories in simple English, e.g. — The cows that Salisu reared. | to re-tell the story. 3.listen to pupils' stories. 3. Guides and supervises pupils' activities. | 3. Answer questions on the story. | | |

THEME: READING ACTIVITIES IN MORAL VALUE EDUCATION
PRIMARY 3

TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1. read simple non-fiction passages correctly; 2. answer questions on the passages 3. explain the meaning of difficult words in the passage; and 3. identify and discuss issues of moral values in a given passage.	Reading Nonfiction passages on moral values e.g. discipline and courage; respect for elders etc. sentences - answering questions on them - Identification and use of new words in sentences - Identification and discussion of issues of moral values in the passages.	1. Guides pupils to read a given passage silently individually or aloud in turns. 2. Asks questions and guides pupils to answer them. 3. Guides pupils to identify and explain the meaning of difficult words 4. Leads pupils to use new words in the passage in sentences.	1. Read the passage silently to get the main ideas contained in it. 2. Read it again to get the details. 3. identify and explain the meaning of difficult words in the passages. 4. identify and discuss moral values in the passage. 5. Answer the comprehensi on	1. Course book. 2. Simple passages from magazines and other relevant materials available to the pupils. 3. List of new words to learn from passage on flip chart or chalk board.	Pupils to: 1. read given passages correctly; and 2. answer questions on the passage.

			5. Guides pupils to identify and discuss moral values in the passage.	questions.		

THEME: WRITING ACTIVITIES IN SOCIAL VALUE EDUCATION
PRIMARY 3

TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Handwriting	Pupils should be able to: 1. read simple passages on the content column; 2. copy the passage into their exercise books in their own handwriting; 3. write clearly and legibly; and 4. observe the spacing between letters in a word and words in a sentence.	Passages highlighting social values e.g. social development, discipline, tolerance and courage	1. Reads to give a model example. 2. Writes passage on the board. 3. Guides the pupils to identify some difficult words in the passage. 4. Shows them the spacing between letters in a word and words in a sentence. 5. Asks pupils to copy passage into their notebooks 6. Supervises and makes corrections	1. Listen to teacher's reading. 2. Read the passage following teacher's example. 3. Identify some difficult words in the passage. 4.Observe the spacing between letters in a word and words in a sentence. 5. Copy the passage into their writing exercise book. 6. Do corrections where necessary.	1. Passages under content column. 3.passages written on card/chalk board 2. Any other relevant reference materials.	Pupils to: 1. read given passages correctly; and 2. copy correctly the given passage into their exercise books.

			where necessary.			

THEME: LISTENING AND SPEAKING ACTIVITIES IN AESTHETIC VALUE EDUCATION
PRIMARY 3

TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Pronunciation of Consonants and Consonant Clusters	Pupils should be able to: 1. pronounce consonants sounds in isolation, in words and in sentences correctly; 2. differentiate between words in each pair in isolation and in sentence context; and 3. produce consonant clusters correctly.	1. Production of consonant sounds in isolation, words related to aesthetic values, and in context 2. Pronunciation practice on consonant clusters e.g: /bl/ blame /br/ - bread, /dr/ – dry /fr/ – frog, /f/ - flood, /g/ - grass, /kl/ - clipper, /kw/ -quick,/kl / - clean, /pl/ please, /pr/ - price, /sl/ slate, /sm/ smiles, /tr/ train, /st/ stone, /spr/ spread e.g i. This blade is very sharp. ii. I ate bread this morning. iii. Spread the clothes on the grass	1. Writes the words and the sounds on the board. 2. Demonstrates correct articulation of the sounds. 3. Asks pupils to repeat the sounds after him. 4. Corrects identified pupils' problems with the sounds	1. Watch the teacher write the sounds on the board. 2. Copy the articulation of the sounds into their books. 3. Pronounce the words after the teacher. 4. Practice the correct pronunciation of the words/ sounds in sentence context. 5. Have more practice in pronouncing such words for the teacher to assess.	1. Objects. 2. Pictures of objects. 3. Flash cards. 4. Flannel board 5. Wall charts 6. Course book	Pupils to: 1. pronounce consonants sounds in isolation, in words and in sentences correctly and 2. differentiate between sounds in pairs of words correctly.

THEME: GRAMMATICAL ACCURACY ACTIVITIES IN SPIRITUAL VALUE EDUCATION
PRIMARY 3

TOPIC/SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Use of Regular and Irregular Plural Nouns in Speaking and Writing	Pupils should be able to: 1. identify regular and irregular plurals 2. use regular and irregular plurals in simple sentences	1. Regular plurals of nouns related to spiritual value e.g. soul/souls; mosque/mosques. 2. Irregular plurals of nouns related to spiritual value e.g. brother/brethren; foot/feet	1. Teacher presents the correct use of regular and irregular plurals in speeches. 2. The correct use of irregular and irregular plurals in writing.	1. identify regular and irregular plurals in speeches and writings. 2. to use regular and irregular plurals in speeches and writings.	1. Real objects 2. Pictures of objects 3. Charts 4. Flash cards	Pupils to : 1. identify regular and irregular plurals in speeches and writings; and 2. pupils to use regular and irregular plurals in speeches and writings.
Use of lexical Verbs	Pupils should be able to: 1.identify lexical verbs in sentences; and 2. use lexical verbs in sentences.	lexical verbs e.g. pray, sing, recite,	1. presents and demonstrates the correct use of lexical verbs in sentences. 2. facilitates flash card games to aid pupils understanding of lexical verbs.	1. identify lexical verbs in sentences 2. Pupils play games with flash cards as facilitated by teacher. 3. correctly use lexical verbs.	1. Charts 2. Flash card games	Pupils to: 1. identify lexical verbs in sentences; and 2. use lexical verbs in sentences