STRATEGIC PROCESS MODELS FOR DEVELOPING

COMMUNITY EDUCATION IN NIGERIA BASED

ON A STUDY OF SELECTED COMMUNITY

EDUCATION PROGRAMS IN

ARIZONA, MICHIGAN,

AND OKLAHOMA

By

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C O P Y R I G H T

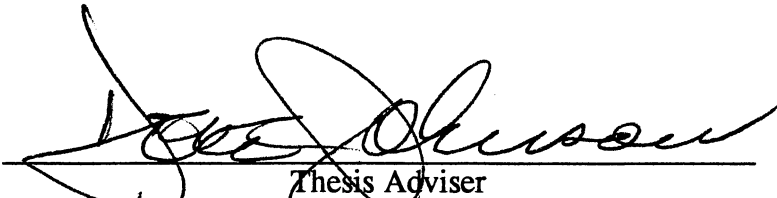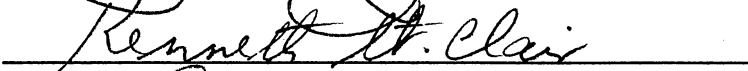by

Hyacinth Onungwa Anucha

May, 1992

DEDICATION

Through reflective practices and a radical redefinition of leadership realities are unfrozen and ideological hegemony is reconstructed to enlighten the citizens rather than driving cognitive wedges among them. Our march towards a global community is irreversible. To the progress of mankind, this piece of scholastic work is dedicated.

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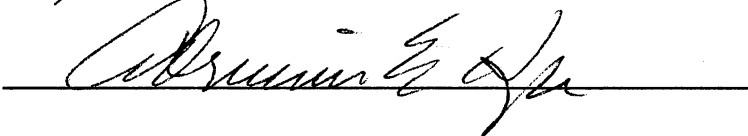
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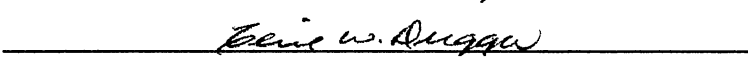
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CHAPTER I

INTRODUCTION

Turning to the future, he said:

> the ambience of traditional African societies had
> been fertile and ready for the introduction of
> community education programs at the time
> formal education was introduced into the
> colonies. Had such a system of education been
> introduced, harmony would have been achieved
> between the indigenous adult education and the
> "modern" formal education (Ulzen, 1987, p. 45).

As it happened, following Ulzen (1987), the formal education

system did not harmonize with the norms and philosophy of indigenous

education which prevailed in African communities before the introduction

of formal education. Consequently, formal education as introduced by the

colonial powers with its school system was alien to the people of Africa.

It fragmented African societies and produced youths and adults who were

estranged from the cultural and social milieu into which they would

neither fit nor meaningfully and effectively contribute to in their social

and cultural development (Ulzen, 1987). Following the colonial structural

system of education, Nigeria and most African countries have placed

undue emphasis on formal education. This has resulted in the craze for

paper qualification in terms of diplomas, certificates, and various kinds of

university degrees (Madu, 1985). Despite the plethora of their

knowledge, liberal education was given a preeminent role by the Nigerian

1

leaders in the development of the country. However, liberal education has not lived up to its acclaimed value in retrospect.

What Nigeria now has is a system of education in which students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. It is now obvious to a growing segment of the population that the Nigerian education system is not adequately meeting the needs and wants of students going through the system. Consequently, students are becoming frustrated and discontented with a sterile system which appears irrelevant and fragmented (Kussrow, 1990). The system is in crisis.

The educational crisis in Nigeria affects all facets of the educational system. The system was established with the dual aim of improving Nigeria's predominantly rural population and raising the productivity of their also predominantly rural economy; these aims have not been realized (UNESCO, 1980). Considerable efforts to improve education since independence seem to have resulted mainly in both primary and secondary schools' high attendance rate. The impasse to which these efforts have led is being characterized by a persistent disparity and lack of balance between the sexes, regions, between urban and rural areas, social classes and by inadequacies in educational curricula (UNESCO, 1980).

The transition from school to the real world and the communities in which the students live is only an assumption. Goldhammer and Taylor (1972) contended that currently the

inappropriateness of the program to supply students with the kind of learning required to properly educate them has resulted in failure since the students perceive little, or no connection, between the educational content of the school and their own concerns and interests.

Schools and teachers also have been poignantly divorced from their communities. Teachers were trained with a white-collar mentality and have proudly accepted not to have anything to do with their own communities; they have not used their practices to help resolve the problems and concerns of the community members (Zimmer, 1987). Originally, this bourgeois concept was instituted by the colonists to serve their best interests. Programs and sciences of foreign origin were imported and superimposed on Nigerian schools which were taught without arduous practical applications, and could only at best be unsatisfactorily related to local needs, concerns, and problems (Nkwocha, 1990).

Within disciplines, little coordination or integration is apparent. Courses appear to be taught in isolation with little regard to either their interrelatedness and interdependence or their practical application to the real world (Kussrow, 1990). In such a system, Marland (1975) purported that education's most serious failing is its self-induced, voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the enterprise against itself.

Not only did the Nigerian government at independence inherit a formal educational system which was divorced and alien to the socio-economic and cultural context of the communities in which it was

established and conducted, it also inherited a sterile economic system, rather than developing an indigenous system that would foster production and growth in the entire system (Madu, 1985; UNESCO, 1980). Now the Nigerian economy is in the throes of change, rapidly evolving from a purely agrarian society and economy to an industrial and information based economy. These changes combined with domestic trends of structural adjustment and the impacts of global economic trends demand that lifelong learning be made imperative. Following Toffler (1980), many of today's changes and crises are not independent of each other, neither did they occur at random. For example, there were the structural adjustments, first and second tiers of foreign exchange, the spread of cults in institutions of highest learning, student unrest, the splinter and crash of value systems, joblessness, economic debacle, and the oil glut in the global market (Toffler, 1980). These events were interconnected. They were a transitional phenomenon, from a predominantly agricultural society to an industrial civilization.

Looking at these as disjointed and unrelated events, or trends, the powerful significance is completely lost and decision makers can not design strategically effective responses to them. Nigerian government and policy makers have stumbled from one crisis to another, from a green revolution to Operation Feed the Nation, crisis to crash programs, staggering at the present without a coherent philosophy and lurching into the future without hope and without vision (Nkwocha, 1991).

With the Berlin wall torn down and the developed nations standing side by side with a new vision of the future, where does this leave

African nations in the new world order (Nkwocha, 1991)? There must be a redirection of priorities; priorities that will give people opportunities to improve their lives. The various nations of the world are in the process of redefining their relationship to each other in the shrinking universe.

Education is seen as a lever of social and economic development almost everywhere (Nduka, 1964). In Africa, governments spend disproportionately higher shares of their annual budgets on education (Lewis, 1965). In addition, parents are willing to build schools and spend high proportions of their meager rural incomes to pay fees for the education of their children. Not too long ago, both parents and their children looked at the school as the means of emancipation from the poverty of subsistent production and rigors of the rural environment (Lewis, 1965; Nduka, 1964).

In spite of the importance attached to education, the tremendous zeal for and the escalating investment in formal schooling, students fail to see a connection between classroom experiences and what the real world demands (Kussrow, 1990; Ulzen, 1987). Further, the economies of the developing nations are unable to absorb the graduates. Schooling to the unemployed graduates becomes a frustrating experience (Taiwo, 1980). As a result, one is forced to ask: what purposes are the schools achieving? And for the graduates, what kind of educative experience should they go through? In other words, what are the sacred values, social objectives and skills which transcend all others that the educative system should nurture in those who are educated at such enormous public expense and sacrifice (Kajubi, 1980)? How can the available

limited resources for education be used to meet students' needs and solve their problems and make a difference for the individual and the communities?

In speaking of the Nigerian educational system, Okorie (1974) believed that the greatest weaknesses in the system were the avocational characteristics of the school curricula, a practice which was inherited from the colonial era and has been systematically perpetuated in the entire school system. UNESCO (1980) pointed out that only a minority of the adult population are educated; the adults all too frequently are being neglected and the women are almost completely ignored.

The current educational system has inadequately prepared Nigerians to embrace the emerging world of tomorrow. The actual needs and concerns of the common man in the society were neglected as reflected in the inadequacy of the Nigerian educational system to effectively and efficiently respond to the needs of the communities and cannot strategically meet the challenges of rapid economic transition (Nkwocha, 1990). Further, Fafunwa and Aisiku (1982) noted that current educational programs lack the substance and elements that most foster innovation and economic growth.

Under the inherited condition, major assumptions included: 1) that some children will inevitably fail - "School is not for them", or "Educate the best and sack the rest,"; 2) that the schoolroom is the child's entire education; and 3) that archaic view that knowledge is the end of education (Kerensky and Melby, 1975). These assumptions that have been set into dogma need challenging and changing. The urgency for a

new education operating under new assumptions, realizing the social conditions which have made the existing education ineffective and obsolete calls for an overhaul of Nigeria's education system in its entirety; piecemeal reforms can not suffice to ensure that education makes a real contribution to total development (UNESCO, 1980; Kerensky and Melby, 1975).

Looking ahead, in philosophy, principle, and practice educators and decision-makers cannot force the embryonic world of tomorrow into yesterday's conventional cubby holes (Toffler, 1980). According to Madu (1985) the societal problems, such as advancing technology, growing urbanization, and rapid changes in the nature of manpower needs, have rendered obsolete and irrelevant most of what is traditionally honored in conventional practices.

Educational leaders in Nigeria have been striking warning notes with increased frequency and cautioned that the crisis and paradoxical conditions in the educational system had already held individual and national development in their grips. Keresky and Melby (1975) asked: Why the crisis? Why the paradox? What accounts for the failure? According to Coombs (1968):

> The nature of this crises is suggested by the words "change", "adaptation", and "disparity". Since 1945, all countries have undergone fantastically swift environmental changes, brought about by a number of concurrent world-wide revolutions-in science and technology, in economic and political affairs, in demographic and social structures. Educational systems have also grown and changed more rapidly than ever before. But they have adapted all too slowly to the fast pace of events on the move all around them (p. 4).

If the crisis and paradoxes and failures were to be overcome, Nigerians must reconsider and reassess their situation and work out solutions to their problems their own way, through education of the right type.

There must obviously be substantial mutual adjustment and adaptation by both education and society (Kerensky and Melby, 1975; Coombs, 1968). Above all, Coombs (1968) and Johnson (1990) asserted that the educational system will need what money alone cannot buy - ideas, courage, determination, and a new will for self-appraisal, reinforced by a will for change, to face up to the way the relevance of the system is being challenged.

Contemporary economic, social, and political pressures and pressures of industrialization, national and individual development are forcing local decision-makers concerned with education and community human services to reexamine the role of the school and seek out new approaches that make maximum use of shrinking resources (Schoeny and Decker, 1983). The resulting crisis in education suggests that Nigeria must place greater emphasis upon the development of its human resources as a prerequisite for national development (Madu, 1985). This will embrace a concept of development broad enough to include defining needs, wants, problems, and concerns and facilitate the identification and application of community resources to meet those needs, encouraging citizen participation, utilization of community resources, organizational partnerships, and lifelong learning (Kussrow, 1990; Kerensky and Melby, 1975). This concept lends direction and purpose to national building, and

not just simply economic growth but also individual, social, and educational development. This is a challenge Nigeria must not let go unmet.

The concept of community education challenges the dry, old notion which equates education with schooling and limits the time and space for learning to the traditional school-going age. There are limitless educational opportunities in the community itself, in the social and physical environment and schools and people of all ages should take advantage of them. The school must be integrated with the community and become a social and community center where people of all ages and different kinds of works come to learn from each other (Johnson, 1990; Kussrow, 1990; Minzey, 1991). As a result, much more attention than has been traditionally paid, must be directed to lifelong learning (Dewey, 1963). Curricula emphasis must shift (from their traditional role of transmitting literary knowledge) to one in which function controls structure as opposed to structure dictating function (Dobson and Dobson, 1981).

Nigeria needs educational curricula involving a process and action orientation. The focus of such attention according to Warden (1973) has been to call into question the balance between programming and involvement of people through cooperative action. Baillie (1976) suggested that the process dimension could open up other delivery approaches beyond any particular development strategy. Such a process perspective avoids freezing the concept in terms of some particular program or product and insures a certain degree of self-renewal capacity.

It is a life-centered curriculum that will constitute the heart of living education in the new age. Alvin Toffler expressed support for this avenue of thinking as quoted by Olsen (1978):

> The combination of action-learning with academic work, and both of these with a future orientation, creates a powerfully motivating and powerfully personal learning situation. It helps close the gap between change occurring "out there" and change occurring within the individual, so that learners no longer regard the world as divorced from themselves, and themselves as immune to (and perhaps incapable of) change. In a turbulent, high change environment, it is only through the development of a "psychology of the future" that education can come to terms with learning (p. 87)

Similarly, there will be an entirely different approach to the curriculum, to the roles and status of teachers and to the process by which teachers are prepared for teaching. Most of what now happens inside the classroom should be moved into the community and the community should be brought into the classroom (Kussrow, 1990). The concept of the classroom as the cornerstone of education will no longer be tenable.

If Nigeria is to make the transition from a predominantly agrarian society to a technological civilization, a careful comprehensive analysis of community education system is not only useful, it is crucial. Community Education challenges all previous assumptions about education and the educated in an egalitarian community (Fantini, 1984). Old dogmas no longer fit the analyses. The world that is fast emerging from the clash of new values and technologies, new geographical relationships, new lifestyles and modes of communication demands wholly new ideas and

analogies, classifications and concepts (Toffler, 1980).

In a developing nation like Nigeria, where the rate of change continues to escalate, the community education concept is in a unique position to help people and communities effectively respond to societal change by utilizing cooperations and connections with various institutions of education, state agencies, small business development centers, economic development organizations, interagency linkages, access to resources and expertise, to enhance local economic development, increase business formation and create new jobs (Gberkon, 1974). Community education, human resources, and economic development must be activated to achieve an effective community.

The concept of modern community education is new to developing nations. In Europe, Australia, United States and Canada, modern community education is flourishing. In recognition of the fact that Community Education is the process that achieves a balance and use of all institutional forces in the education of the people - all of the people of the community, the U.S. Congress passed the Community Education Development Act of 1974, which had a huge multiplier effect throughout the United States. In order to carry out the purposes and provisions of this Act, the Commissioner of Education was authorized to expend the sum of fifteen million dollars ($15,000,000) for each fiscal year ending prior to July 1, 1978, and for the purposes of higher education training, the sum of two million dollars ($2,000,000) for each year, in the same period (Community Education Journal, 1974).

Currently, the grants awarded for Community Education by the

Oklahoma State Department of Education for the 1990-91 school year indicated that Community Education makes a $3.025 million dollar impact in the State of Oklahoma alone (Donnelley and Johnson, 1991). This meant that for every dollar of the $401,000 of State grants awarded, it generated an additional $6.55.

The International Community Education Association (ICEA) was formed in 1974 and set its primary purposes which included:

1.   To establish an international forum where different people of the world or their representatives can present and be exposed to various educational philosophies and human resources development techniques, and

2.   To provide an interchange of ideas and experiments that will be of benefit to communities throughout the world (Tremper, 1974, p. 52).

Interest in the association has been mounting rapidly. National Community Education Associations have been formed throughout Europe, Canada, Australia, and the United States. In some parts of Africa, community education has also taken root. The World Conference of International Community Education Association (ICEA) was held in Nairobi, Kenya, in July, 1987 (ICEA report, 1987).

According to Johnson (1990), Jordan is now in the process of adapting to the concept of community education. Change and adaptation are challenging old faith in guiding any particular educational system. As Coombs (1968) put it for all times:

> no more than a grown man can suitably wear the
> clothes that fit him as a child, can an education
> system successfully resist the need to change itself

when everything around it is changing (p. 5).

Increasingly, leaders in education are showing interest in community education, a process for involving community residents in the identification of local needs. Advocates of community education believe that the process, with its emphasis on citizen involvement and the use of existing resources, has the potential to affect many of the issues related to education and the need for human services (Decker & Assoc., 1990).

Nigeria can adopt community education by using the forms of inheritance of the developed nations to express a community education spirit that is neither American nor European, but Nigerian in particular, driven by the needs, problems, and concerns of the Nigerian people. The community education concept is transforming traditional school processes and programs into genuinely meaningful functional education for people of all ages, interests and concerns. The comprehensive and intensive application of modern community education has enabled many developed nations of the world to achieve rapid political, social, and economic advancement. Fafunwa (1969) contrasted the characteristics of developed and developing nations in Table I. The past three decades have been a period of agonizing reappraisal for the Nigerian Education System. Kerensky and Melby (1975) observed that education today suffers far more from failure to use the knowledge we have than from a lack of knowledge. These factors taken together suggest that if the experience of the past decades had proved anything about formal education, they had forcibly indicated that the present establishment cannot produce people who can measure up to the problems and challenges presented by the

TABLE I

CONTRASTING CHARACTERISTICS OF DEVELOPED
AND DEVELOPING NATIONS

Developed Nations	Developing Nations
1. High-level economy	1. Low-level economy
2. High percentage of literacy	2. Low percentage of literacy (5-50 percent)
3. Large percentage of technical labor force, specialists and highly industrialized community, efficiency	3. Peasant and agrarian economy and poor organization
4. High per capita income	4. Very low per capita income
5. Low mortality rate, preventative health program	5. High mortality rate, disease, squalor
6. Independent for many many years	6. Recently autonomous or still colonial
7. Well organized and political	7. Transitional fairly stable stage
8. Citizenship rights	8. Transitional stage
9. Education geared to the needs of the people and the country	9. Inherited system from the colonial era
10. Manufacturers	10. Consumers
11. Masses, by the large scientifically oriented; less superstitious, and generally efficient	11. Masses largely superstitious, scientifically illiterate, and have not acquired technical efficiency

Source: Fafunwa, A. Babs. (1969, p. 142). "Educational Philosophy and Structure for Economic Development." In Yesufu, T.M. (ed) <u>Manpower Problems and Economic Development in Nigeria</u>.

nascent age (Coombs, 1968; Olsen, 1972; UNESCO, 1980).

The author chose this topic to study because of his keen interest in community education and his realization of the needs in Nigeria with respect to present and future trends.

Statement of Problem

The rapid transition from predominantly traditional agrarian to technological and high-tech-information base economy has created a need for information to be used in establishing strategies with which individuals and communities can identify their problems, needs and concerns and seek practical solutions to them. The major challenge in community problem solving is to achieve effective identification and utilization of human, physical, and financial resources for individual needs and total community improvement. The problem with which this study was concerned was the lack of information that could be used in developing strategic process models for developing modern community education programs in Nigeria.

What can be in the realms of possibilities must be based on the conceptualization upon a community that is totally mobilized for education. In effect, there must be an inward push toward institutional reform and an outward expansion toward effective community involvement (Toffler, 1970). The importance of information in this process cannot be over emphasized.

Purpose of the Study

The purpose of this study was to propose two strategic process models that would provide guidelines for developing community education programs in urban and rural Nigeria based on the study of selected community education programs in Arizona, Michigan and Oklahoma. This process and concept will enable the Nigerian people to mobilize available community resources to solve their problems and develop a wider and stronger educational base to achieve an effective community.

Rationale for the Study

Investment in education or satisfaction of the consumer for it, is now the biggest single item of non-military public expenditure in many countries and an increasing proportion in Nigeria (Lewis, 1965). The formal educational system is expected on one hand to produce skilled manpower for the economic and industrial development for Nigeria in a technological age, and on the other hand, enable those trained to participate actively and meaningfully in community affairs and contribute to its social and cultural advancement. This expectation however, has not been realized because of the isolation of the schools from the community and the rigidity of the educational curricula to accept modifications which could produce adequate skilled manpower, wholly developed for manning the nation's economic and industrial concerns (Ulzen, 1987).

In its present form, Nigeria's education communicates a bookish

knowledge, very often unrelated to surrounding realities, and what little the children learn alienates them from their environment rather than attaching them to it (UNESCO, 1980). Kussrow (1990), Madu (1985), and Fafunwa (1974) argued that education must be transformed so that the development of the whole person can be achieved, an objective that cannot be realized in Nigeria's current educational process that focuses almost exclusively on cognitive outcomes. Decker (1972) believed that excluded from this type of education are the rich and diverse educational resources available in the community.

Furthermore, alienation of the students from their communities as the current system of education practices, perpetually undermines students' necessary participation in the community as part of the educative process. Taylor (1984) made it explicitly clear that this practice is pedagogically unacceptable. Given this situation, the community must be incorporated into the comprehensive educational process not only by bringing the community into the school but also taking the school out into the community (Johnson, 1990; Kussrow, 1990). What is sought is education for better living where students are challenged and yet comfortable. This requires that schooling must offer its charges more relevant curricula (Dobson and Dobson, 1981).

The most effective way of doing so is to focus the learning process on the needs and problems that are of direct concern and interest to the learner. Teachers, in effect, must:

> . . . know the total world of the student, know the
> factors which influence achievement, provide
> experiences that take into consideration these basic

> factors and the total world of the student, and help the
> student estimate the probable consequences of the
> experiences provided or arranged; regardless of age or station
> or the time of day, bringing to bear and involving human,
> physical, social, and natural resources of the total community
> on each educational experience. The community is the school
> and the school is the community (Thorne, 1976, p. 342 &
> 344).

Thorne (1976) posited that community education is the most effective

mode of education for realizing the dual objective of individual and

community development. This is the rationale for this study.

Objectives

While the idea of linking education to development has now

become commonplace, its application has proved difficult in developing

nations in particular. Particularly, how should education be designed to

bring about rural and urban progress? Development is at the same time

a single and a many-sided undertaking; action taken in a rural

environment cannot be separated from action taken in an urban

environment, for the two are closely connected and influenced by one

another through the movement of persons, property, service and funds

(UNESCO, 1980). In order to accomplish the purpose of this study, the

following objective questions were included.

1. What relevant literature to Community Education strategic

processes in the United States existed?; and what implications did that

material have for developing nations like Nigeria?

2. What type of Educational Structure existed in Nigeria that

would impact the implementation process of the developed community

education models in this study?

    3.   What selected proven community education process oriented models that were relevant to the purpose of this study existed in the United States?

    4.   How would elements of the strategic processes for developing two Community Education Models (one for a rural setting and another for an urban community) be generated for communities in Nigeria?

Basic Assumptions

It was assumed that the community education concept presents many clarifying and constructive ways to think about tomorrow and the means that prepare individuals for the challenges of the future, and more importantly, help them change the present. In the case of Nigeria, this study was based on what the author called the revolutionary premise rooted in participatory democracy. It assumed that though the decades immediately ahead are likely to be filled with turbulence, Nigerians could do something about it. It assumed that the jolting economic changes and the educational crises that have been battering the society were not chaotic but that, in fact, they form a sharp, clearly discernible pattern (Toffler, 1980). When the trends or events are understood as they occur, patterns of change begin to emerge (Johnson, 1990). Actions for survival become unfrozen, possible and plausible.

A further assumption of this study was based on what Marcuse (1964) believed, regarding critical theory of society. These arise at the two points where the analysis implies value judgements:

1) the judgment that human life is worth living, or rather can be made and ought to be made worth living. This judgment underlies all intellectual effort; it is the *a priori* of social theory, and its rejection (which is perfectly logical) rejects social theory itself;

2) the judgment that, in a given society specific possibilities exist for the amelioration of human life and specific ways and means of realizing these possibilities (x-xi).

Nigeria has available an ascertainable quantity and quality of intellectual and material resources. These resources could be used for the optimal development and satisfaction of individual and community needs with a minimum of toil and misery. It was also assumed that the possibilities that exist must be expressive of the actual tendency whose transformation must be the real needs and concerns of the underlying Nigerian people. Nigeria should *emulate*, not *imitate*, the positive aspects of the developed nations that are meaningful to Nigerian people.

Scope and Limitations

Communities differ from one another in several respects. The concept of individual and community needs, concerns, and problems also vary from one community to another. In essence, the communities selected for the case study were also unique in themselves. Three crucial factors however, were identified in the community education programs selected for this study. These were: 1) the characteristics and proven practices of the community education program; 2) the programmatic content of the program; and 3) the overall excellent performances of the

community education program, process, and content. Most of the information for the analysis of the selected models was derived primarily from the Flint Community Schools, Flint, Michigan; the Carson City-Crystal Area School District, Carson City, Michigan; the Tucson Unified School District, Tucson, Arizona; along with the Tulsa Community Schools, Tulsa; and the Pauls Valley Community Education Programs, Pauls Valley, both in Oklahoma. Further, materials were sought and received from Kenya, England and Australia, which shared the same educational system with Nigeria.

Available information indicated that these community education models selected for study could be modified and incorporated in establishing community education programs in Nigeria with an indigenous orientation. The key word was "emulation" not "imitation".

Definition of Selected Terms

The following are definitions and clarifications of terms as they applied in this study.

Community: A geographically determined area, where educative, social, civic, and political factors affect the membership and where a group of people live and work together toward common goals.

Community Advisory Council: A group of active people organized to achieve the purpose and objectives of the community education concept. The council should represent the whole community.

Community Education: The process that achieves a balance and use of all institutional forces in the education of the people--all of the

people-of the community (Seay, 1953, 1974).

Community School: A Community Education Center providing self-improvement opportunities for all segments and ages of the population on a sixteen to eighteen hour per day schedule through out the year. A community school provides a wide range of educational, social, recreational, cultural and community problem-solving opportunities without restriction as to clientele to be served, facilities to be used, or time of day (Senasu, 1979).

Council: A group of active, responsible, duly organized individuals who function together to identify areas of common concern, available resources, and to formulate plans of action to resolve concerns (Clark, Phillip A., undated).

Concept: A thought, a notion, an idea. In Community Education, it is the relationship between program and process (Johnson, 1990).

Culture: In its widest sense, embraces not only a people's art, music and literature, but also their science and technology, commerce and political organizations, philosophy and religion, all the ideas and values, implicit and explicit, which permeate the society and bind its people in a recognizable unit. Broadly viewed from this standpoint, Western culture is a unit vis-a-vis the cultures of the indigenous people of Nigeria (Nduka, 1964).

Leadership: A systematic process for the influencing of beliefs, values, behavior, objectives and ideas of a people (followers) by a person or group of persons leader(s) in all efforts to achieve defined goals.

Model: A design that includes all minimum elements of a

community education program. A model helps describe or conceptualize an aspect of a phenomenon. It is an explanatory device (Ryan, 1969). The level of concept of the model in this study was for the introduction of a new information or fact.

Need: The gap between what is and what is desired.

Needs Assessment: A process by which needs, wants and desires are surveyed, evaluated and prioritized in a particular community.

Planning: A systematic and continuous process by which a community envisions its future and designs operations to achieve that future. The envisioning process includes a belief that aspects of the future can be influenced and changed by what we do now (Pfeiffer, 1986).

Process: A systematic series of actions and activities which lead to the definition of a community's needs and desires (Cook and McClelland, 1982).

Program: The more overt activities of a community, and one of the major steps in Community Education that comes about when the perceived needs of citizens are met (Minzey and LeTarte, 1972)

Rural Community: Pertains to people who live in the country or village whose description of existence or environment is pleasingly close to nature.

Strategy: A proactive action plan for achieving the determined objectives.

Urban Community: Characteristic of the city or city life usually composed of dense population and modern amenities and infrastructure.

Summary

Chapter I included a brief examination of the disturbing educational crisis in Nigeria. The community education concept, the statement of problem, purpose of the study, rationale for the study, objectives, basic assumptions, scopes and limitations were also included. With this information, the researcher explored the questions raised in this study.

CHAPTER II

REVIEW OF LITERATURE

Nigeria: Background Information

and Education System

Introduction

"An educational system is a complex organization of interactions
between interdependent bodies, groups, and individuals, all aimed at the
achievement of educational goals (Taiwo, 1980, p. 1)." The influences and
interplay of the various factors that have impacted the education and
lives of the Nigerian citizens are both external and internal. Prominent
in these contributing factors included; historical, social, economic,
political, cultural, religious, etc.

Nigerian education system was originally borrowed from Britain.
After three decades of independence, the school has remained European
in character and a symbol of the enforcement of European values in the
Nigerian culture. Nigerians are still struggling to come to grip with the
realities of their own acceptance and the dynamics of change, before the
tides of modern history recede from them (Nkwocha, 1991).

According to Fafunwa (1974) "three hundred years of slavery left
West Africa poor, dependent and colonial", and the dynamic changes
occurring around the world inevitably placed Africa at a grave

disadvantage (p. 76). It is in the light of understanding the dynamic factors and forces that have shaped the Nigerian education system that the citizens can develop cooperative procedures, "mobilize community resources", use the combined actions of individuals and agencies to develop human and societal potential (Kerensky and Melby, 1975).

When the Nigerian system of education was adopted from Europe it was not modified to suit the indigenous conditions. Behind the facade of the adaptation of European quality education was the reality of an educational failure. Young (1974) and Abernethy (1969) asserted that Nigerians not only can but must adapt an education type that would harmonize with the complexities of the local community and its environment functioning effectively as a unit in nature.

Nigeria is a fast developing nation; unfortunately, education has failed to keep pace with the development and the rest of the world (Gberkon, 1974). Piece-meal innovations have not solved the basic problems and weaknesses inherent in the present education system (Kerensky and Melby, 1975). As the previous chapter indicated, if experiences of the past decades have proved anything about the Nigerian formal education they have forcibly indicated that the present system of education has come a long way, but must adjust and adapt to become more effective and meaningful.

The fact is, this is a changing world, and Nigeria is a fast developing emerging society but still operates under old educational concepts. Education by itself is complex. All things considered, it is the citizens of the nation who should determine the type of the future

and quality of life they would want to experience and the type of education that would lead them to these goals (Nkwocha, 1991). Rather than clinging to conventional practices simply because they are traditional a faith enlightened by rational analysis, reflection and imagination must be infused in the educational system for a radical reconstruction (radical in the sense of getting to the basic issues and needs of the people) and a new education concept operating under new assumptions (Coombs, 1968, p. 5; Foster, 1986). The literature review included the forces that have shaped the Nigerian Education System, the factors that have sustained them and pointed the direction the complex activities of education should follow.

Geographical Location of Nigeria

Nigeria lies within the tropics between latitudes 4° and 14° north of the equator and longitudes 3° and 14° east of the Greenwich Meridian. This vast land (356,700 square miles, approximately the size of Texas and Oklahoma combined) is bounded on the north by Niger Republic, on the east by the Republic of Cameroon, and on the west by the Republic of Benin, and on the south by the Atlantic Ocean.

Historical Background

Though European activities in Nigeria dated back to early 1500, Britain administered Nigeria from 1899 to October 1, 1960, when Nigeria gained independence (Lewis, 1965). Nigeria, the most populous African nation of about 120 million people and the 99th member of the United

Nations Organization is indeed a British creation'(Chinwuba, 1980). The colonial period had begun earlier with the British annexation of Lagos - present capital of Nigeria, in 1861 (Dike, 1961). Nigeria was already a British colony before the Scramble for Africa was occasioned by the European nations'(Chinwuba, 1980).

The partition of Africa was precipitated by the ambition of King Leopold II of the Belgians to absorb the whole of the Congo basin into a personal empire (Tordoff, 1984). In 1883-5, the Cameroons and other African states, were divided in a jealous and competitive rivalry among European powers (Lewis, 1965; Tordoff, 1984).

The boundaries between one colony and another were often drawn arbitrarily with scant and reckless regard for traditional allegiance (Chinwuba, 1980). In 1886 Britain granted a Royal Charter to the Niger Company, a political and economic authority in the areas it controlled in Africa, to protect their acquisition from the French (Lewis, 1965). The company took over Nupe and Ilorin (in Nigeria) in 1898. In 1900 the British government added the Benin empire to the Royal Niger Company's territories, and established three protectorates in Nigeria (Lewis, 1965). These Protectorates included the Northern Nigeria Protectorate, the Colony and Protectorate of Lagos, and the Southern Nigeria Protectorate (Tordoff, 1984). In effect, the present-day Nigeria consisted of three distinct colonial territories separately ruled and administered by Britain from 1900 to 1906 (Chinwuba, 1980).

The Colony and Protectorate of Lagos was consolidated with the Colony and Protectorate of Southern Nigeria. On January 11, 1914, the

Protectorates of Northern and Southern Nigeria were amalgamated into the Colony and Protectorate of Nigeria by Sir Frederick Lord Lugard, the British government representative (Lewis, 1965; Tordoff, 1984). It should be noted however, that the name Nigeria was given by Mrs. Lord Lugard but was coined in 1897 by Flora Shaw in an article in The London Times.

As events developed, the former Northern Nigeria Protectorate was renamed Northern Province of Nigeria on April 1, 1939, while the former Southern Protectorate was divided into the Eastern Province of Nigeria and the Western Province of Nigeria, by the British, to create a better arrangement for the administration of the people that composed Nigeria (Lewis, 1965). At independence in 1960, Nigeria had three regions: Northern, Eastern, and Western Regions which were linked in a federal composition (Chinwuba, 1980). In 1963, the Mid-Western region, a fourth region, was carved out of the Southern and Western regions. The creation of such protectorates, provinces and regions, and the fragmentation of the southern part of Nigeria achieved an unnecessary and unreasonable imbalance of serious consequences and intractable problems in a multi-ethnic and multi-cultural Nigeria (Tordoff, 1984; Chinwuba, 1980). Currently, Nigeria is composed of 30 states which are divided into local Government Areas.

Political Cultures and Leadership Struggle

The geographical and political structure now known as Nigeria was originally organized ethnic groupings. According to Chinwuba (1980),

Nigeria is not a nation-state in any traditionally accepted sense of the world "nation". The groupings are differentially marked by their distinctive culture, language, territory, population and a traditional system of government (Chinwuba, 1980). In discussions, Nigeria is seen as comprising of three major ethnic groups - the Hausas in the North, the Yorubas in the West, and the Ibos in the South. There are however 250 ethnic groupings in Nigeria, speaking between them several hundred languages (Chinwuba, 1980).

Nigeria also has a language problem. The three languages of the major ethnic groups, Hausa, Ibo, and Yoruba are the main Nigerian languages. However, English remains the official language as no ethnic group is prepared to accept any of the three as the federation's official language (Maigari, 1984).

Further, the Nigerian people are also divided by culture. The traditional systems of government of the various ethnic groups were at variance one with another, but were functioning well under their own set-ups prior to colonization (Lewis, 1965). These included the three major political cultures: the Moslem Hausa, which is essentially theocratic; the Yoruba, which is gerontocratic; and the Ibo, which is democratic or "parademocratic", (Chinwuba, 1980). However, when the British colonized these nations and created Nigeria, they instituted a system of indirect rule, in which they have their own representatives among the various ethnic groups to accommodate the British interests (Lewis, 1965).

Nigeria gained independence in 1960, and Dr. Nnamdi Azikiwe

became the first president and Tafawa Belewa, the first prime minister. Disaster took a devious course in 1966, and due to the extremely weak structure of the nation relative to the authority of the army the soldiers struck in a coup d'etat (Davidson, 1974). Following the coup, General Ironsi emerged leader of the country. Ironsi sought to overcome the ethnic-based political impassé that had immobilized Nigerian national political system which would have weakened all political units intervening between the citizen and the federation (Liebenow, 1986). However, because there was no truly national elite, either civilian or military, that could establish its legitimacy in the months following the January 1966 coup, the attempts by Ironsi to eliminate ethnic barriers and integrate all the regions into a federation were strongly opposed by the Northerners (Liebenow, 1986). The centralization of authority was quickly perceived by other groups as an attempt by the Ibo associates of General Ironsi to consolidate power. This was the perception of the traditional Hausa-Fulani leadership in both the military and civilian circles. In the interregnum following the coup d'etat, order and decorum were displaced by disorder. Methodically, calamity succeeded tranquility. A counter coup d'etat was eminent.

It was this situation which precipitated the second coup led by Lt. Col. Yakubu Gowon. On July 20, 1966, General Johnson Thompson Umunnakwe Aguiyi Ironsi, was assassinated and Lieutenant Colonel Gowon, became the head of state (Liebenow, 1986).

Gowon's strategy as well as that of his successors, Murtala Muhammed, and Olusegun Obasanjo, was what Liebenow (1986) labelled

pluralist accommodation strategy, a nation-building stratagem. This nation-building approach attempted to avoid frontal assaults both on ethnic belonging and on the traditional prerogatives of ethnic based leaders, and attempted to give positive recognition to the benefits of cultural diversity within a heterogeneous national society (Liebenow, 1986).

For most of her 30 years as an independent nation, Nigeria has been under military rule. As of now, the military is in power but has established strategic patterns and structural frameworks to return the country to a democratic government in the year 1992.

Religious Associations

Opposition to colonial rule was either impossible or ineffective in the early colonial era. Religion was a vehicle for the expression of African dissent (Tordoff, 1984). Religious dissent and political radicalism were often closely related in Muslim Africa and specifically in Muslim Northern Nigeria (Liebenow, 1986). Christian missionaries as Coleman (1958) pointed out were widely regarded as the front troops of the colonial government to soften the hearts of the people; and while people looked at the cross the white men gathered the riches of the land. Moreover, the adoption of Christianity, especially in its Protestant form, involved the abandonment of many deep-rooted social customs in favor of western values and practices (Liebenow, 1986; Tordoff, 1984). Christianity was presented in an alien Europeanized guise. Hence, Christ and Western Civilization came together. This was a great

challenge to the established way of life of Nigerians in the South. In fact, many in southern Nigeria turned to Islam as a more conservative, indigenous religion which allowed polygamy (Liebenow, 1986).

Those in the south who adopted Christianity sent their children to mission schools. In Northern Nigeria under Lord Lugard, Islam was given preference, and the people's way of life was not altered. However, in the South, Christian missionaries were literally given *carte blanche* to substitute Christianity for traditional forms of religious worship (Liebenow, 1986).

Presently about 52% of Nigerians are Muslims, 34% are Christians, and 14% practice Animism (Maigari, 1984). Islam is the dominant religion in northern Nigeria which accounts for most of the 52% figure.

<center>Economic and Social Status</center>

Possession is a mark of status, and is inextricably tied to Nigerian life. According to Mazrui (1967), in addition to status based on age and custom, there was some social status accruing from material possessions. The social standing of an individual in communities could be indicated by the number of head of cattle he owned. Mazrui (1967) asserted that these precolonial manifestations of possessive individualism in the traditional Nigeria received a revolutionary stimulus with the advent of the money economy. New statuses and factors of social stratification arose with the emergence of a new class; the rich who made their fortunes in trade, either by selling the raw produce of the land or by retailing imported articles manufactured abroad (Okigbo, 1956; Mazrui,

1967; Post and Vickers, 1973).

The growth of this new class of the rich has weakened community cohesion and challenged the authority of the elders.

Furthermore, those who have received western education have come to possess another symbol of authority (diplomas) that has further weakened the authority of the elders (Mazrui, 1967). In effect, those who have new educational attainment and those who have new material possessions have presented various alternative power symbols and have become two sets of challengers and competitors careened to exhibition (Gluckman, 1956). These new generations in many ways are the vanguard of the cult of ostentation (Nkwocha, 1991; Mazrui, 1967).

As Mazrui (1967) put it for all times, conspicuous consumption made possible by the money economy and ostentatious display of educational attainments now question the legitimacy of power symbols of the elders. Unfortunately, however, these two classes of people, the rich and *the educated poor*, are not combining their valuable resources to help others help themselves in their various communities.

At independence, Nigeria acquired statehood and, as a member of the United Nations, international recognition. The tasks of integrating a variety of different people, speaking different languages and at different educational and social stages and political development into a federation still remained a difficult challenge (Liebenow, 1986). All these problems were swept under the carpet when the Nigerian leaders were vying for independence.

With these unsettled political cultures, not only had the political

leadership next to no experience in operating a modern governmental system on a national scale, but the institutions which they inherited were also relatively new and economically weak (Post and Vickers, 1973). Also, the private sector was not developed and the state had to assume a major entrepreneurial role. Consequently, the Nigerian government had to assume an increased role in developing business and economic enterprises with an inept bureaucratic power. The result was the further widening of the gap between the elite and the masses, as western educated elites were functioning in the midst of the conservative and illiterate citizens (Liebenow, 1986).

Presently oil contributes significantly to the Nigerian economy. Efforts were being made however, to diversify the economy, especially in the agricultural areas in the mid 1980's (Inyang, 1990). Nigeria's exports amounted to $9.3 billion in 1974, with 92% of this revenue coming from oil. This indicated the country's dependency on oil. Following the oil glut, in the decade of the 1980s, Nigeria has been under serious economic stagnation with a runaway inflation. In 1990, however, Nigeria hoped to earn about $9.0 billion from oil (Inyang, 1990). The diversification efforts have also been geared towards privatization and commercialization of government owned industries.

Missionary and Western Education Development

West African contact with Europeans through explorers, traders and missionaries long preceded colonization and the establishment of European rule (Chinwuba, 1980; Tordoff, 1984). The Portuguese, however,

were the first to visit and trade with those living on the West African coast in the fifteenth century. Precolonial history indicated that many such states as Benin, in the present-day Nigeria lived in organized, powerful societies (Tordoff, 1984). Empire nations in West Africa including Benin exchanged ambassadors with Portugal prior to colonization (Bender, 1978; Tordoff, 1984).

Western education in Nigeria was brought by the Portuguese merchants and explorers in the early 15th century (Lewis, 1965). In 1471, the Portuguese missionaries built a seminary in the island of Sao Tome, off the western coast of Nigeria (Tordoff, 1984). From Sao Tome these early missionaries made frequent visits to Warri, a town in Nigeria. Soon, the Trans-Sahara slave trade was diminished by an enormous growth of the transatlantic slave trade in the 16th and 17th centuries (Lewis, 1965). These early missionaries made serious efforts to organize education and establish schools. However, such efforts were resisted and hindered by the natives (Lewis, 1965; Maigari, 1984). In effect, little education progress was made on the people inland.

In the latter part of the nineteenth century, British missionaries and traders pressured their home government to extend the colonial boundaries inland as a means of protecting their interests and gains against the French and German competition (Lewis, 1965). Western education came to impact significantly on Nigeria at the latter part of the 19th century (Madu, 1985; Lewis, 1965). In 1842, the first effective missionary contact was made when Reverend Thomas Freeman and Mr. and Mrs. DeGraft of the Wesleyan Methodist Church from Gold Coast

arrived at Badagry and established a church and a mission school (Tordoff, 1984). Western education and influence came with the missionaries and from that time (1842) on, it spread like wild fire in the Southern Provinces (Taiwo, 1980).

Furthermore, the Catholic missionaries joined also in 1842 (Lewis, 1965). By 1846, Baptist Christians had settled in Abeokuta, Southern Nigeria (Taiwo, 1980). Missionary education and activities were opposed with a serious threat of Jihad in the Islamic Northern Nigeria (Lewis, 1965). However, Islamic and Arabic influences had taken root and Islamic schools were already established (estimated to be over 2,000) in the North by this time (Fafunwa, 1974). Moreover, the Emirs and the British government representatives believed that western education in the Muslim North would disturb the status quo and defeat their purpose (Lewis, 1965). In addition, Christianity and western education were parochially viewed as a threat to Islam in the North when they had been established together and had taken root in the South (Maigari, 1984).

Primary and secondary schools were established with the churches in the southern Nigeria. The Church Missionary Society Grammar School built in Lagos in 1859 with an enrollment of six students, all boys, was one of the first secondary schools opened in Nigeria (Lewis, 1965). The United Church of Scotland established a mission in 1847 in Calabar, and in 1853, the Southern Baptist Convention from the United States began work at Oyo, (all in the South) under the leadership of T.J. Bowen (Tordoff, 1984). Also, a school called the Baptist Academy was built in Lagos, in addition to another called St. Gregory Grammar School.

Secondary and primary schools were established all over the place following the missionaries as they went in the Southern Provinces (Fafunwa, 1974; Taiwo, 1980).

Islamic resistance prevented the establishment of western education in the Northern Province before 1914. After the amalgamation in 1914, however, Mr. Vischer, succeeded in establishing primary schools in the strangers' quarters in the North, two in Nasrawa and two craft schools in Katsina (Maigari, 1984). Slowly, the benefits of the mission schools began to sink in and some of the Emirs requested schools but of Moslem characteristic (Lewis, 1965).

By early 1968, government attempts at taking over control of education from the missionaries were still in process (Ukpo, 1986). Total control of schools by the government was essentially completed all over the Federation in the early 70s.

Following the National Policy in Education in 1976, education was recognized as the greatest investment that would be made for the quick development of the economic, political, sociological, and human resources of the nation (Ukpo, 1986; Taiwo, 1980). Education was also seen as the dynamic force that would be applied to foster unity in Nigeria (UNESCO, 1980; Fafunwa, 1974). Consequently, the Free Universal Primary Education on a national basis was introduced in 1976, in compliance with a UNESCO's proposal at the Addis Ababa Conference on African Education held in May, 1961 (Nigerian Federal Ministry of Information, 1986). To achieve these objectives, the federal government abolished tuition at all levels of education. As a result, education became a huge

governmental venture demanding painstaking massive expenditure and diligent execution (Lewis, 1965).

Nigeria was able to launch the free Universal Primary Education (UPE) Scheme and abolish tuition in 1976 as a result of the tremendous improvement in the economy. The trend was reversed in the later decade of the 80s with the introduction of austerity measures.

Structure of the Nigerian Education System

Primary Education

The first level of formal education is seen as the tool for laying the basic infrastructure for economic development and a means of equalizing opportunities (Lewis, 1965; National Policy in Education, 1977). Figure 1, shows the current structure of the Nigerian Education System. Before 1955 however, there was no clear-cut direction as to what objective primary education was to pursue, aside from the colonial objectives (Taiwo, 1980).

Primary education in Nigeria begins at age Six, (Figure 1), and offers basic education courses (Madu, 1985; Taiwo, 1980). It is conducted both in vernacular and English language in the first two years. Experiments are currently underway to offer primary education in vernacular only in some states (Fafunwa, 1974). The curricula are designed by each state in conjunction with the basic principles and objectives as stipulated by the National Policy in Education (Madu, 1985). At the end of the six years, in the competitive process, graduates are awarded the First School Leaving Certificate. The lack of accurate data

THE CURRENT STRUCTURE OF THE EDUCATION SYSTEM IN NIGERIA, 1991.
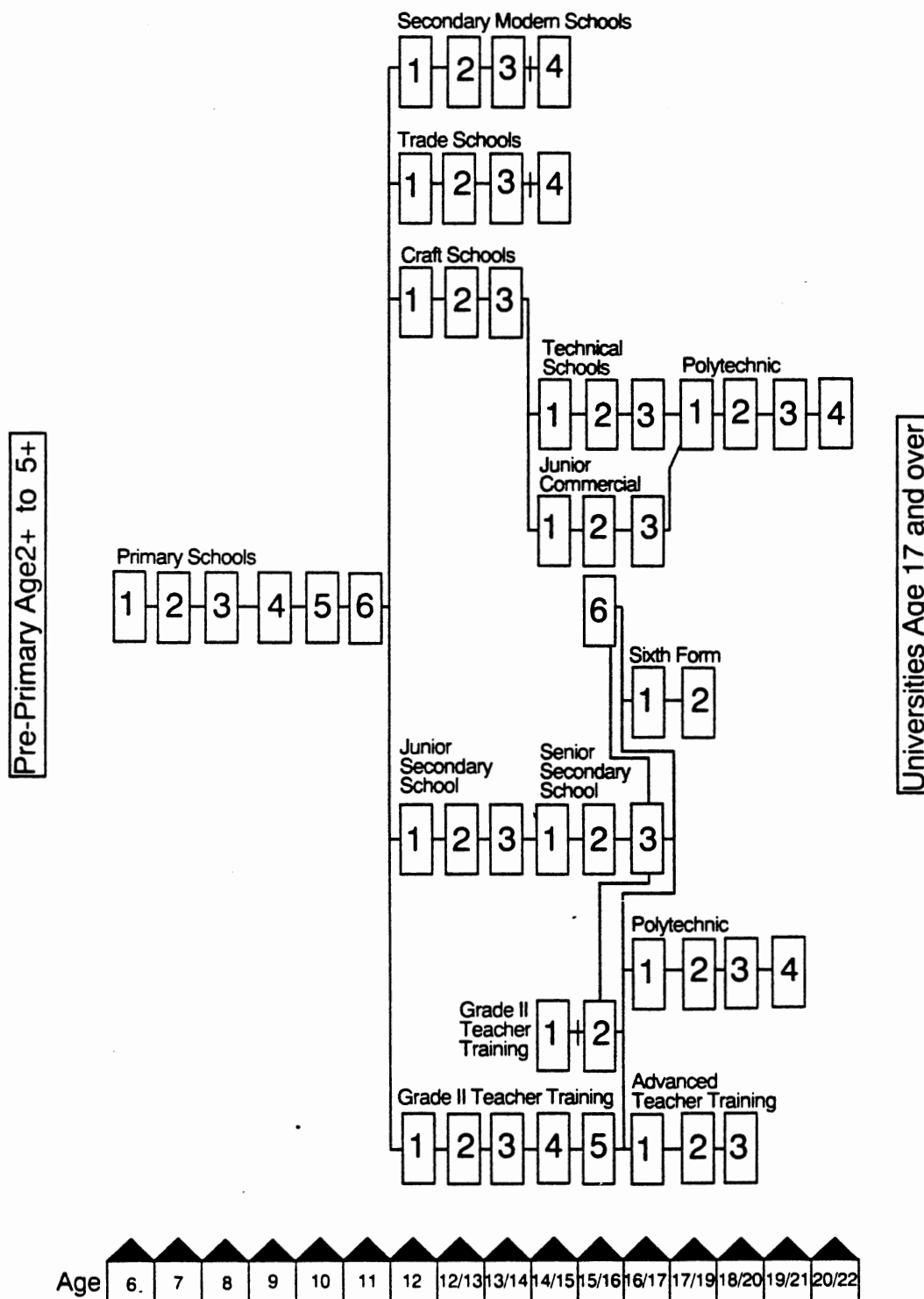
Figure 1:   The Structure of the Education System in Nigeria, 1991.

Source: Adopted and modified from <u>The Nigeria Education System, Past, Present & Future</u>, p. 199. C.O. Taiwo (1980).

about the population, however, has always been a prime problem in adequately providing for the needs of the students (Fafunwa, 1974).

As Ukpo (1986) pointed out, there is a common on-going belief in Nigeria that the standards of education have fallen drastically compared with the past. The primary education is the level at which a good strong foundation must be laid, and this is only possible if teacher quality is improved (Taiwo, 1980). Improving teacher quality demands higher wages at a cost which government sources have been unable to meet (Nkwocha, 1991). Other avenues of funding must be sought to supplement educational resources very soon. Currently, primary education is not compulsory though some states, particularly the more relatively educationally advanced states may have achieved 100 percent enrollment ratio (Nigeria Federal Ministry of Information, 1986).

Secondary Education

This is a six-year duration of formal education program and consists of two stages - a three year junior high school program which is both prevocational and academic; and a three year senior secondary school program which is both general and specialized, see Figure 1, (Nigeria Federal Ministry of Information, 1986; Nwamadi, 1984). Enrollment in secondary education has grown tremendously since the introduction of the National Universal Primary Education in 1976.

The Nigerian Federal Ministry of Education established a commission in 1959 to evaluate and recommend the manpower needs of an independent Nigeria. According to Taiwo (1980):

> In anticipation of the manpower needs of
> independent Nigeria, therefore, the Federal
> Ministry of Education appointed in April, 1959 a
> commission on post-school certificate and higher
> education "to conduct an investigation into
> Nigeria's needs in the field of post-school
> certificate and higher education over the next
> twenty years." .....It's chairman was Sir Eric
> Ashby.... (p. 123)

The Commission comprised of three Nigerians, three Americans and three British, was known as the Ashby Commission. The Ashby Commission proposed the introduction of varied forms of secondary education which consists of the following:

Comprehensive Secondary School: These schools offer three years of general education and three years of specialized education in academic, commercial, and technical subjects, as a way of providing a suitable alternative to the academically oriented traditional grammar schools (Madu, 1985).

Secondary Grammar School: This is the secondary modern school idea borrowed from Britain following the Butler Education Act of 1944 (Fafunwa, 1974). The grammar school is purely academically oriented and offers a wide range of courses in arts and science. The courses include Mathematics, English language, Vernacular, literature, geography, history, physics, biology, chemistry, arts, Economics, etc. It is tied to the British oriented examination system (Fafunwa, 1974; Madu, 1985). At the end of the three and six years respectively the students take a General Certificate of Education Examination conducted by the West African Examination Council (A council that conducts decisive final examinations for high school leavers, Ordinary-Level General Certificate

Examination-High School Certificate Equivalent, and Advanced-Level Higher School Certificate Examination for West African Countries; WAEC) (Ukpo, 1986; Madu, 1985; Fafunwa, 1974).

Commercial Secondary School: The area of emphasis for these schools is on commercial subjects which include accounting, typing, shorthand, economics, commerce in addition to academic subjects (Ozigi and Ocho, 1981; Nkwocha, 1990).

Technical Secondary School: These schools offer both technical and vocational courses. These include: metal work, technical drawing, welding, building, auto-mechanics, electrical fittings, woodwork, etc. Rather than a continuous cumulative evaluation which would be more meaningful in a program that combines theory with practice, their students also are subjected to the same single deciding final set of examination conducted by WAEC (Ukpo, 1986; Fafunwa 1974).

Education for the Handicapped

Education of the handicapped and the disabled is a joint venture between government and religious and voluntary organizations (Nigerian Federal Ministry of Information, 1986). Education for the handicapped in Nigeria is aimed at providing opportunities that are equal to those of other students. The estimated 250,000 to 350,000 blind citizens in the country include 10 percent who are children; and there are also between 700,000 and 800,000 disabled people in the country (Ukpo, 1986). Though the open educational system takes in both disabled and other children from primary to university levels no special provisions are made

for the handicapped and the disabled students. There are, however, 32 special schools in Nigeria for the disabled (Ukpo, 1986).

Nigerian education for the handicapped has not made striking progress commensurate with other educational fields because effective strategies have not been established to provide equal opportunities parallel to those of other students; and also, education for the handicapped is seen and provided as charity service rather than an essential governmental obligation (Ukpo, 1986).

Effective reform strategic processes reaching beyond the traditional boundaries of schooling and focusing on providing early and sustained mediation in the lives and education of the handicapped children and adults can break this vicious cycle of disaffection and despair (Committee for Economic Development, 1987).

Technical and Vocational Education

Technical education has had a slow start and has accomplished even less than the primary and secondary grammar schools in Nigeria. Two university teachers (1980) noted that:

> Our trained engineers and technicians have failed to make anything work. The railways and the airways have both reverted to foreign control after twenty years of independence. When the scenarios of dead telephones and blackouts reach their ultimate, expediency will outweigh national pride and both the Post and Telegraph (P&T) and the National Electric Power Authority (NEPA) will also be handed over to foreign management (Ukpo, 1986 p. 41).

The shortage of skilled manpower in all sectors of the Nigerian economy has increased tremendously since 1980. The historical cause for

this dismal state of affairs is obvious. The missionaries who introduced western education in Nigeria could not popularize technical education on the same level with secondary grammar school in what was the Colony and Protectorate of Southern and Northern Nigeria (Ukeje and Aisiku, 1982; Madu, 1985; Ukpo 1986.) Rather, Nigeria was seen as a source of raw materials for British industries and a market for their finished products (Rodney, 1972).

Furthermore, the emphasis on the prime importance of the practical values of education was neglected in a massive need to establish an educational system that is equal to those already in existence in Britain (Nkwocha, 1990). The fact is, neither the Nigerian Leaders nor the British placed major emphasis on technical and vocational education in the Nigerian educational system. The more earthly and most needed types of technological training were neglected (Lewis, 1965). This was as The London Times intimated, a consequence of a transfer to Africa of the types of secondary and higher education that enjoyed the most esteem at home. Such a policy was natural enough and was appreciated by the Africans who, *satisfied that the education being supplied them was of true European standard, were not troubled by suspicions that something second rate was being fobbed off on them* (The London Times, 1970).

Taiwo (1980) observed that some remarkable progress was made in the decade of the 60's in the production of technicians and artisans though it was a difficult process and short of the needs of the country. Some of the difficulties included:

1. Technical and vocational education, because of their practical

orientation, are considered and perceived as inferior to the bookish liberal education.

2.   Shortage of vocational and technical institutions arising from the high cost of outlay and running expenses.

3.   The lack of qualified instructors and lecturers of technical subjects, and artisans.

4.   Our universities could provide graduates to fill the administrative and managerial positions but the search continues for the suitably qualified people in the technical sector.

5.   Most of the students in polytechnics are often there because they failed to gain admission into the universities and are more interested in programs that would lead them to the eventual attainment of university degrees.

6.   Also many of the teachers of vocational and or technical subjects are either not qualified in the technical life or are there as stop-gaps only (Taiwo, 1980, p. 144-145; Ukpo, 1986).

The problems facing vocational and technical education in Nigeria are not only in terms of quality, quantity and mismanagement but also in terms of misconceptions (Taiwo, 1980; Madu, 1985). The existing system has not produced useful and successful results. Many of the technicians who have been trained usually to what is considered as equivalent to High National Diplomas (HND) level are not quite able to carry out the effectively role expected of technicians in a developing nation or in modern industrial organizations (Madu 1985; Banjo, 1974). Faulting the students or viewing this as an isolated event misses the

essential significance. Rather, their background and the programmed courses for the training of students produce students and technicians without meaningful manipulative skills and with less contact with the physical circumstances of the industrial world (Nkwocha, 1990; Ukpo, 1986; Madu, 1985).

Partly because of the lack of technical acumen of our technicians and partly due to academic and cultural hegemonic ideology the holders of technical degrees are not bestowed their due appreciation in either the academic arena or in social status (Taiwo, 1980). This results in a lack of self-esteem on the part of the students, a lack of support for and a hatred of vocational and technical schools. Consequently, when technical disaster strikes, national pride is thrown, and the nation pays dearly on expatriates and misconceptions (Nkwocha, 1990; Ukpo, 1986). Due appreciations of the technicians and artisans will come with more education and public awareness, and a government gesture in according suitable status to these groups of people as a viable force for national development (Taiwo, 1980).

The Ashby Commission prepared a report and recommendations on high-level manpower for Nigeria's future (Taiwo, 1980). The Ashby Commission set an annual production target of 2000 technicians by 1970. This figure was raised to 5000 per annum by the government but ironically with only a vote of 1.195 million - British sterling pounds the higher target was unattainable; and the lower one was not achieved (Ukpo, 1986).

Though the number of polytechnics had risen to twenty-nine in

1982 enrollment was only 26,000 while it was estimated to have achieved 36,000 by 1980; this was far below the 28,600 technicians that were expected to be produced annually between 1980-1985 (Ukpo, 1986). By the year 2000 A.D. 10,680,000 technicians are estimated to be needed if Nigeria is to accomplish a breakthrough technically and economically (Ukpo, 1986).

In 1983/84 the total student enrollment was 58,983 in the twenty-nine polytechnics (Nigerian Federal Ministry of Information, 1986). Nigeria's development has reached the take-off stage, government and agencies must realize the importance of vocational and technical education (Madu, 1985).

Teacher Education

Teacher education is divided into three levels. These include:

1) Grade II teacher training which prepares teachers for primary school teaching. It takes a primary school leaver a five-year teachers' training course to obtain Grade II Teachers' Certificate (Madu, 1985). A secondary school teacher who did not obtain a West African Examination Councils' certificate takes two years or if he or she obtained a certificate one year (Taiwo, 1980). A Grade II teacher may advance to Grade I level by successful experience.

2) The Nigerian Certificate in Education (N.C.E.) introduced following the Ashby Commission's recommendation prepares teachers in two subjects for teaching in the lower classes of the secondary school (Fafunwa and Aisiku, 1982; Taiwo, 1980; Madu, 1985). It is a three-year

Post Secondary School Certificate program.

3) The third level of teachers in Nigeria are university graduates.

The problem of quality continues to affect the teaching and educational programming in Nigeria. Of late, just about anybody with some kind of certificate could drift into teaching for want of a better job opportunity (Ukpo, 1986).

Higher Education

This level refers to the education beyond secondary education. Higher education provides facilities and professionals for higher learning, research, and development. In Nigeria, this level of education consists of Colleges of Education or Advanced Teacher Training Colleges, Polytechnics and Colleges of Science and Technology, and Universities (Fafunwa and Aisiku, 1982).

All the higher institutions in Nigeria admit students through an entrance examination, and these students in addition, must as a prerequisite, have a good and strong academic standing in the external exams conducted by the West African Examination Council (Madu, 1985).

The Curriculum Problem

The Nigerian educators have voiced their concerns over the curriculum which has no relevance to local environment, home, and experiences of the children (Fafunwa and Aisiku, 1982). The Nigerian education system is examination oriented. Consequently the requirements of the various paper and pencil examinations to which children are exposed at various levels of the system determine the

curriculum content at any particular level (Ukeje and Aisiku, 1982).
Following Ukeje and Aisiku (1982, p. 230), the primary education
curriculum was tremendously affected by the initial objectives of the
colonial education. These objectives were: 1) to supply the European
traders with native assistants who could read, write and talk a little
English; 2) to prepare pupils for entrance into an English type of
grammar school; thus the curriculum of the primary school has remained
largely literary and academic.

The unconnectedness of subjects taught in schools to
practical life was observed by Ozigi and Ocho (quoting Narbi, 1981).

> One often finds that teachers teach subjects like
> arithmetic, English, history, geography to passive
> children, glued to their desks, because the
> substance of the work is not related to their
> home experience. Farming, handcrafts or any
> other outdoor activity are more often a drudgery
> too because of their remote connection with
> practical life. (p. 72).

The above observation represented part of the general criticism of
the school curriculum of the Nigerian educational system. They both
stressed the separation of the formal school system undertaken
exclusively for children from the non-formal education conducted for
communities which at least attempted to draw on the economic realities
in the society outside the school (Taiwo, 1980).

The report of the 1969 National Curriculum Conference was the
first national effort to change the colonial orientation of the Nigerian
education system. Ukeje and Aisiku (1982) noted the stipulations of the
report. The report stated that the primary schools must fulfil two basic

functions: 1) prepare children for life, and 2) give those with the necessary background the opportunity to proceed to secondary school.

The report also stipulated that the primary school curriculum was to reflect these functions, and through the school curriculum education should serve to:

1) help the child to realize himself/herself;

2) help the child to relate to others in an atmosphere of mutual understanding;

3) promote self and national economic efficiency;

4) promote effective citizenship through civic responsibility;

5) facilitate national consciousness in the area of national unity and survival;

6) promote social and political awakening;

7) create scientific and technological awareness (Ukeje and Aisiku, 1982, p. 230).

Despite these apparently more realistic functional objectives of the primary school curriculum actual practices in the schools and classroom instruction(s) were still largely in the form of rote learning (Lewis, 1965). Education authorities lack clear direction and vision with respect to the methods of implementation of the curriculum objectives (Nkwocha, 1990). Nduka (1964) asserted that those who would be planning for the Nigerian education system in the future should surely begin from the bottom, from the primary school.

Common difficulties in implementation of curriculum objectives observed by Ozigi and Ocho (1981) at all school levels included:

inadequate financial and material support from the authorities; lack of moral support and co-operation on the part of education decision-makers; lack of information about new ideas and technique; and lack of equipment for the proposed curricula.

The irrelevance of the current curricula in meeting the needs and aspirations of the individuals, the community and the nation at a time of rapid social and economic change amounted to a stark failure of the system (Ozigi and Ocho, 1981). The lack of relevance in the school curriculum is an important challenge and is more obvious in secondary schools (Taiwo, 1980; Fafunwa and Aisiku, 1982).

Secondary schools have remained purely academic and effectively cater to only less than 5 per cent of their population, (i.e., those who advance to higher education); for the remaining 95 per cent of the secondary school population, the current system is unsuitable (Ukeje and Aisiku, 1982).

With the changing nature of the Nigerian society and the changing pattern of the economy, it is imperative to make curriculum relevant and meaningful for students, to enable them to become reasonably happy, functional, responsible, cooperative and productive citizens (Madu, 1985; Taiwo, 1980; Kussrow, 1990). Graduates of secondary schools should be capable of not only earning a living but also prepared for life and service in the local and national community (Kussrow, 1990).

The universities' and other higher educational institutions' curricula also suffer from extreme academic orientation, lack of relevance to the needs of the learner in the society, and narrowness (Fafunwa and Aisiku,

1982).

A responsive curriculum must be related to the role of the individual in the society. If education does not prepare learners for life in this era of self-determination, learners will find themselves in a violent struggle for existence (Johnson, 1990).

Administration and Control of the

Educational System in Nigeria

Before Nigeria became a federation, the colonial government created an educational department with only two divisions: Administrative and Inspectorate. Educational planning, policies, and decision-making procedures were highly centralized (Fafunwa and Aisiku, 1982). At independence, education became a joint responsibility of federal and regional governments and consequently, educational decisions were shared accordingly (Madu, 1985). Currently, responsibilities for education in Nigeria are shared by the federal and state governments. Some responsibilities are vested in the local governments only by delegation (Taiwo, 1980).

Federal Control and Educational Structure

The administration, control, and organization of education in Nigeria is by law the responsibility of the federal government (Taiwo, 1980; Madu, 1985). The federal government carries out her responsibilities through the Federal Ministry of Education which formulates educational policy within the framework of the prevailing

educational ordinance (Ukeje and Aisiku, 1982). Following Taiwo (1980) the Ministry through the inspectorates exercise control, supervision and guidance in respect of the national objective and the quality of the education provided (See Figure 2).

At the head of the Federal Ministry of Education's administrative structure is the Minister of Education who is appointed by the President or Head of State and confirmed by Congress or the Supreme Military Council as the case may be. In order to achieve an effective national administration and control, the Ministry is divided into four major divisions. The Divisions' organizational chart, Figure 2, illustrated by Madu (1985) included:

1) Administration and Policy: This division is responsible for "personnel and management, finance and accounts, internal audit, legal and statutory matters, public relations, planning and staff development, building, ..., inter-state affairs' (Taiwo, 1980, p. 204; Fafunwa, 1974)". Two important advisory bodies are administered through this division. These are: the Joint Consultative Committee on Education (JCCE) set up in 1955, and the National Council on Education (NCE), (Taiwo, 1980; Fafunwa and Aisiku, 1982). Taiwo (1980) asserted that the bodies are not only consultative in function but also coordinating and rationalizing agencies, through which policies and recommendations are channelled to respective states with regard to primary, secondary, teacher training and vocational-technical education.

2) Schools and Educational Services Division is responsible for kindergarten, primary, secondary, teacher education, administration of

COMMISSIONER

PERMANENT SECRETARY

D.E.
SCHOOLS

D.E.
Inspectorate

S.E.
ADMINISTRATION
& POLICY

A.D.
SECONDARY

A.D.
TEACHER ED.

A.D.
ED. SERVICE

A.D.
PRIMARY

A.D.
Primary

A.D.
Secondary

Field
Inspectors

P.S.I
Personnel
Management

Internal
Auditor

A.D.
Planning

D.E.
Higher Education

A.D.
Building

C.F.
A.

P. Sec.
II, Policy

A.D.
Universities

A.D. Ed.
Technology

A.D.
Voca. Ed.

A.D.
Technical

S.E. Secretary of Education   A.D.   Assistant Director of Education
D.E. Director of Education   C.P.A. Controller of Finance and Accounts
P.S. Permanent Secretary

Figure 2:   Nigerian Federal Ministry of Education Organizational Chart

Source: M.M. Madu. Considerations in the Establishment of a Two-Year Vocational and Technical
             Education Program for Manpower Development in Nigeria, 1985, p. 25.

federal educational institutions, research documentation and publications, liaison services, curriculum development, international exchange and co-operation etc, (Taiwo, 1980).

3)   Higher Education, whose agenda includes; policy issues on higher education, higher educational activities, "evaluation of qualifications", and "liaison" with agencies, "students' affairs and foreign aid", vocational and non-formal education etc., (Taiwo, 1980, p. 204).

4)   The Inspectorate, "charged with the supervision of educational institutions with a view to achieving the national objectives of education, and ensuring the quality of education in the classroom (Taiwo, 1980, p. 204)."

In addition to these major divisions, other sub-divisions are assigned to a body of civil servants, under the Minister of Education. In the Ministry, the head of all the Civil Servants is the Federal Permanent Secretary, who is appointed by the President or Head of State (Madu, 1985; Taiwo, 1980; Fafunwa, 1974). The Permanent Secretary is the chief adviser to the Minister, and is responsible to the Minister for effective administration of federal educational policies and operations (Madu, 1985; Taiwo, 1980).

The Federal Minister of Education oversees the State Commissioners of Education and presides over them (Madu, 1985; National Policy in Education, 1977). He is charged with the Nation's educational policy and practices as affirmed by the ruling council or congress, initiates policy decisions and strategies for implementation.

State Control and Educational Structure

Madu (1985), Ozigi and Ocho (1981), and Taiwo (1980) noted that the pattern of administration of education in all the states in the federation is similar to that at the Federal level. Following Fafunwa (1974), the Organizational Chart, Figure 3, the State Ministry of Education has three major divisions. These are: administrative, professional, and executive.

The administrative division's major responsibility is administering general educational policy with respect to decision-making and assuring effective and efficient policy implementation (Fafunwa, 1974; Taiwo, 1980). The professional division whose agenda is mainly assurance of quality instruction in schools and research and planning is also responsible for inspections, curriculum development and professional improvement. Fafunwa (1974) noted that the executive division is concerned with conditions of service, establishments, retirements, teachers' salaries and control of school fees.

Primary and secondary school management is jointly shared by the state boards and divisional school boards or local educational authorities in the state (Taiwo, 1980; Fafunwa, 1974). Through the inspectorate divisions, the State Ministry of Education controls educational standards (Taiwo, 1980). The control of primary school is largely in the hands of educational authorities at the state and local level. In effect, the State Ministries of Education and the State School Boards operate the schools,

MINISTRY OF EDUCATION

COMMISSIONER

Permanent Secretary

Staturory Bodies

Professional
Chief Inspector of Education

Administration

State Advisory
Board of Education   Teacher Council   State School Board

Deputy Chief Inspector

Deputy Permenent Secretary

Secretary State
School Board

Principal (I)

Chief Education Officer
Technical

P.I.E.
(Primary and
Teacher Training)

P.I.E.
(Science)

P.I.E.
(Secondary)

C.R.P.O.

V.P.   Principal (II)

P.A.S.
(F. and E.)

P.A.S.
(Admin.)

P.A.S.
(S. and S.)

S.I.E.
(Zones)

S.I.E.
(Primary)

R.L.

P.E.O.
(R.A.O.)   Reg.
(X)

E.O.(I)
(Commerce)

I.E.(I)
(Guidence and
Counselling)

I.E.(I)
(F)

E.O.
(A.V.A.)

Senior Acct

S.A.E.O.
(L.S.B.)

H.t.I.

EX.O.

E.O.(1)
(G.P.S.)

I.E.(I)
(P.E.)

I.E.(I)
(H.E.)

E.O.(I)

E.O.(II)

A.S.
(2)

A.S.
(2)

Higher
A.I.E.
(R.Sc.)

Curric
Dev.
Officer

A.S. A.S.
(F.) (E.)

A.S.
(3)

S.E.X.O.

S.E.X.O.

Asst Inspector
(Music)

Asst Inspector
(Research and
Planning)

S.E.X.O.
E.X.O.

S.E.X.O.
E.X.O.

H.E.X.O.

H.E.X.O.

E.X.O.

E.X.O.

Figure 3:   General Organizational Chart of the State Ministry of Education in Nigeria.

Source: A.B. Fafunwa. History of Education in Nigeria. London: George Allen & Unwin Ltd.
1974, p. 183.

*   See page 59 for explanation of abbreviations.

DESCRIPTION FOR FIGURE 3

P.I.E.	=	Principal Inspector of Education
S.I.E.	=	Senior Inspector of Education
I.E.	=	Inspector of Education
H.A.I.E.	=	Higher Assistant Inspector of Education
C.R.PO.	=	Curriculum, Research and Planning Officer
E.O.	=	Education Officer
P.A.S.	=	Principal Assistant Secretary
P.E.O.	=	Principal Executive Officer
S.EX.O.	=	Senior Executive Officer
S.A.E.O.	=	Senior Assistant Education Officer
F. and E.	=	Finance and Establishment
R.A.G.	=	Registration, Assessment and Grants
A.S.	=	Assistant Secretary
Reg. (X.)	=	Registrar (Examinations)
Senior Acct.	=	Senior Accountant
S. and S.	=	Students and Special Subjects
A.V.A.	=	Audio-Visual Aids
R.L.	=	Regional Librarian

Source: A.B. Fafunwa. History of Education in Nigeria. London: George Allen & Unwin Ltd, 1974, p. 182.

formulate educational policies, and perform leadership, regulatory and coordinating functions as far as primary schools, secondary schools, teacher training colleges and technical institutions are concerned (Fafunwa and Aisiku, 1982; Taiwo, 1980). Local involvement in education is mainly through delegations (Taiwo, 1980).

An Overview of Community Education
Concept of Community

Following Hiemstra (1972), most people define community as their own town, place of residence or neighborhood. Miller (1985) believed that a community is not fixed. It is dynamic and changes due to experiences or purposeful efforts. The community is in short supply and shifting with the waves (Toffler, 1980). It is shifting in response to present and emerging societal and individual problems.

According to Shoop (1979) a community is people coming into contact with one another exchanging information and practicing and developing a local culture based on shared past information. Furthermore, Shoop (1979) said that the community is an individual organism with interconnected relationship of which any influence on a single part is transmitted throughout the system. Also, Hickey (1977) summed up his analysis of definitions of community with *people as a common denominator* in all definitions.

The interconnectedness of schools and the community to establish true learning is observed by Taylor (1984) in Dewey's Democracy and Education. Taylor believed that like mindedness, common understanding,

shared aims, beliefs, aspirations, and knowledge are the gist of community. He saw education as the reconstruction or reorganization of experience which adds to the meaning of experience, and which increases the ability to discern and direct the courses of subsequent experiences.

Definition of Community Education

The definitions are mutually exclusive. However, the most widely used definition is Minzey's and LeTarte's (1972):

> Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community; improve community living, and develop community process toward the end of self-actualization (p.19).

Community education by this definition involves programs and process. Minzey and LeTarte (1972) further added that community education is that over-arching conceptual base, while programs are the activities related to the solution of specific community needs, and the learning activities of the programs serve as a function of the process.

According to Fantini (1978), community education offers a conceptual structure that allows us to synthesize the best of our experiences and at the same time develop opportunities not yet operational; opportunities whose conceptions could be considered ambitious and unreachable in the absence of community education. Citizens should be able to blend their concerns and problems intelligently and cooperate with all segments of the government in

charting new directions and providing solutions to their own needs.

The preparation of the individual for the community as a lifelong learner is the primary objective of community education. In this objective, the school is the center of activities in providing educational, recreational, cultural, and social programs and services to meet the concerns, needs, and interests of community members. In providing programs and services, all the components of the community education are activated and interconnected to help community members solve their own problems, using local resources (Johnson, 1990). This includes forging partnership by the schools with business and industries, since the students will become a part of the business and industrial world when they finish public school education (Kussrow, 1990).

To reach everyone in the community one has to apply different strategies, make better decisions, improve two-way communication and involve community members (Decker & Assoc., 1990). In citizens' involvement and participation it is assumed that all members of the community, parents, students, and non-parents are full partners in the existing, new and emerging structures of the evolving school system to achieve the goals of community education (Johnson, 1990).

Further, one concept of community education is participatory democracy (Johnson, 1990). It is more dynamic than ordinary democracy. People must feel safe, at home, and accepted to freely adopt this concept of community education (Johnson, 1990; Decker & Assoc., 1990). In order to achieve participatory democracy, during the introductory stage, perception and promotion must be increased by change agents to reduce

misconceptions about community education. Citizens' participation, partnership and then power must follow in pyramid-like structure for a meaningful acceptance and involvement of all community members. This is indicated in Figure 4.

Attention must be paid to all the levels in Figure 4, to broaden base, to develop citizen or community involvement. Richards (1980) described the change agent's role as a facilitator, an enabler of people and resources in bringing the home, the school, and the community into a closer working relationship. In this case, a facilitator is one who acts as a catalyst, helper, and resources linker in building the capacity of others to work together to achieve an educational partnership in the community. If the structure and processes for change as well as the potential benefits are to be made clear and meaningful to citizens, people must be motivated, develop ownership of schools, become self-directive and self-determined (Richards, 1980).

The principle of lifelong learning assumes that people need time and resources to pursue learning to improve or gain opportunities for self-development and advancement throughout their lives. Schools, therefore, must be flexible, responsive and respectful of the dignity and unique needs of learners of all ages (Kussrow, 1990). Availability of such opportunities are of great importance for the citizens' and community development. Again, school and organizational partnership must be effectively achieved by role clarification, cooperative planning, and resources sharing, if the needs and expectations of the citizens are to be met in the course of community education programs and process (Decker
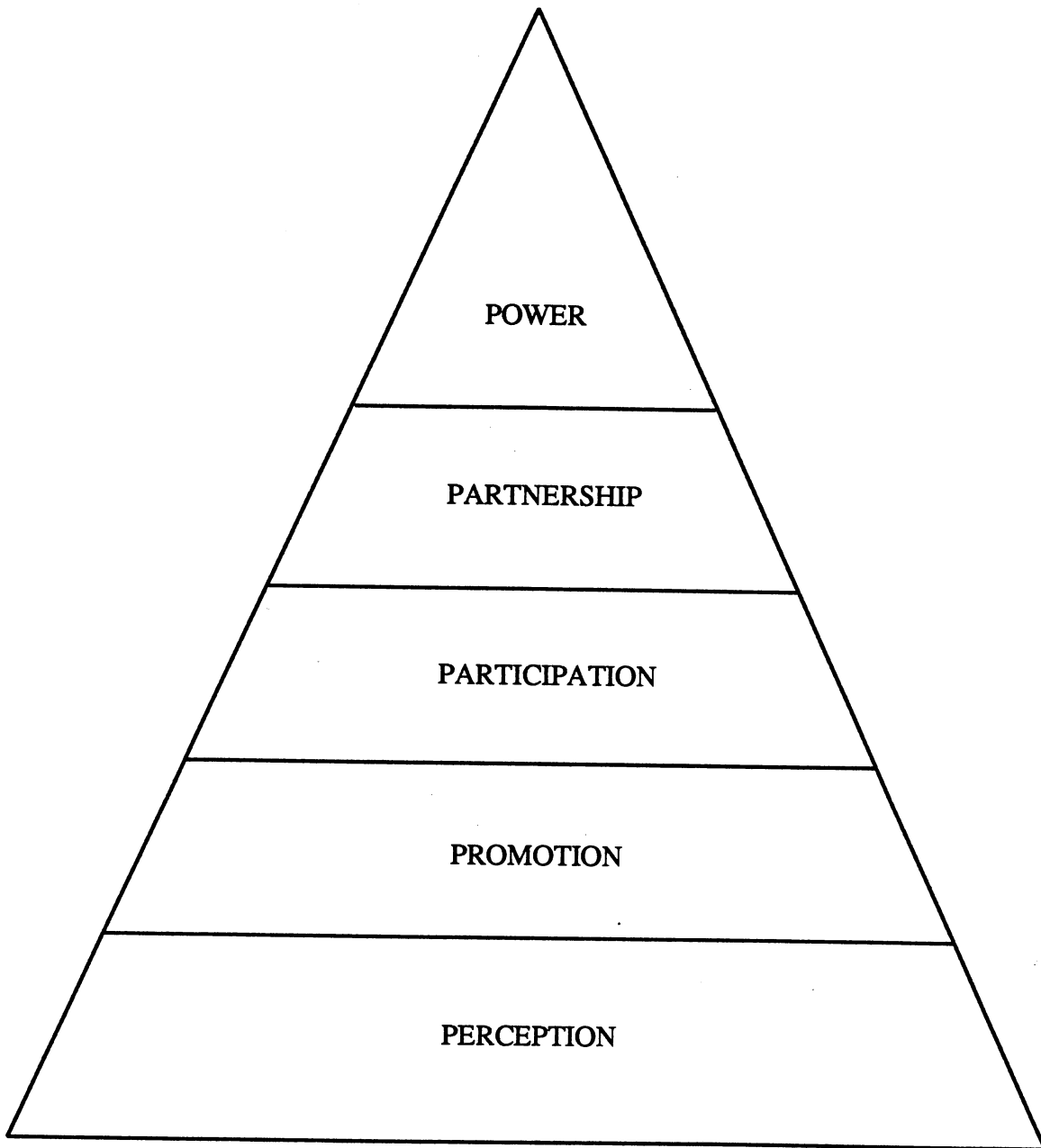
Figure 4: Levels of Community Involvement (Johnson, 1990).

& Associates, 1990; Johnson, 1990; Kussrow, 1990). In addition, community resources must be effectively utilized in a concerted effort to respond to local needs and concerns. Community education should provide the opportunity through unalloyed cooperation and coordination with other educational institutions and community agencies.

Kussrow (1990) and Minzey and LeTarte (1972) stressed that community education has a long history and that community education is not a combination of disjointed programs or add ons to existing programs and structure. Community education is a broad philosophical concept which has concern for all aspects of the community life and advocates maximum use of school facilities, resources, and agency linkages in the community (Minzey and LeTarte, 1972). Community education includes the traditional and existing programs and seeks to make educational opportunities and programs available and more relevant to all members of the community by bringing the community into the classroom and taking the classroom into the community (Kussrow, 1990; Johnson, 1990).

Decker (1975) pointed out that community education is unique in any community whose operational process includes a descriptive model as an undergird for developing a greater understanding of the concept, operational goals, leadership and evaluation of community education.

Without exceptions, inherent in any community are problems that must be addressed and needs that must be fulfilled through concerted efforts (Johnson, 1990). Problems of securing adequate sources of food, clean water, and shelter; problems of ensuring protection; problems of managing scarce community resources, and preparation of the young for

adulthood, and also, the problem of self-actualization are common concerns that have been experienced by people since the beginning of time (Toffler, 1980). Problems and needs however, are always changing. Massive changes that have been wrought through exploration, modern discoveries, inventions, and changes inherent in the establishment of formal governments and their ensuing agencies have caused people to experience and accelerate the rate of change (Toffler, 1970).

Establishment of Community Education

In establishing community education in any setting, Decker (1980) stressed the need for a conceptual framework, emphasizing community education components as "building blocks" in the concept's implementation (Figure 5).

When meaningful and conceptual clarity are established and adopted by a majority of, if not all the community members, change agents can provide a sense of community and direction, while school administrators, the faculties, board of education, and community leaders, agency representatives would be in a position to translate armchair philosophy into arduous practical applications of community education programs. However, the community must be itself integrated. The degree to which this integration occurs and the concept adopted, will influence the stability, flexibility, and viability of the programs (Johnson, 1990).

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┌─────────────────────────────┐
│   Community Organization    │
│      and Development         │
└─────────────────────────────┘
┌──────────────────────────────────┐
│      Utilizing Community          │
│      in K-12 Programs             │
└──────────────────────────────────┘
┌────────────────────────────────────────┐
│        Citizen Involvement              │
│        and Participation                │
└────────────────────────────────────────┘
┌────────────────────────────────────────────────┐
│      Interagency Coordination,                  │
│      Cooperation, Collaboration                 │
└────────────────────────────────────────────────┘
┌──────────────────────────────────────────────────────┐
│   Lifelong Learning and Enrichment Programs           │
└──────────────────────────────────────────────────────┘
┌────────────────────────────────────────────────────────────┐
│        Expanded Use of School Facilities                    │
│   Community Schools = Community Centers                      │
└────────────────────────────────────────────────────────────┘
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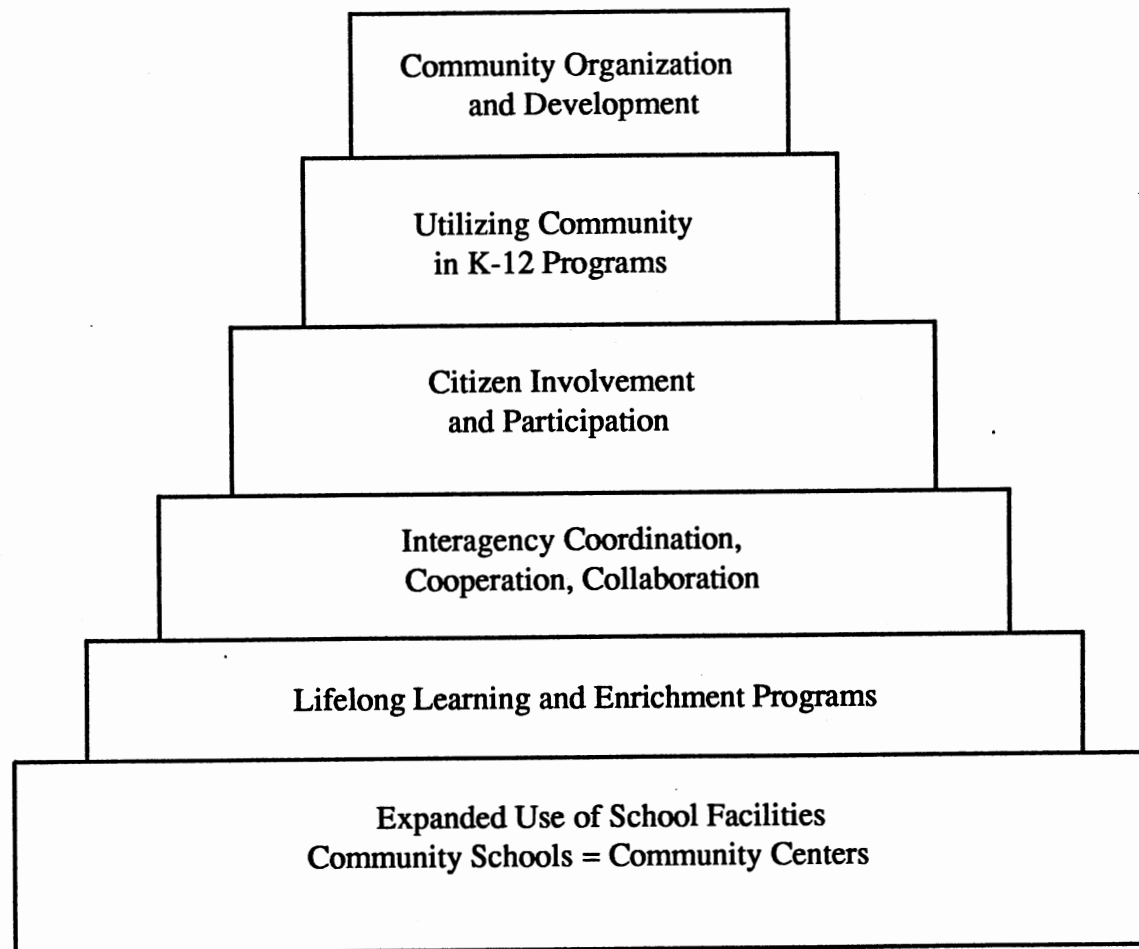
Figure 5:   Components of Community Education

Source: Decker, Larry E. (1980). People Helping People: An Overview of Community Education, p. 11).

Towards Model and Program Development

The net result of all community programs' development in Nigeria in the broadly educational field was to make the people feel that the responsibility for improving their communities and raising their standards of living was largely not entirely, in their own hands (Nduka, 1964). The changing concepts of the comprehensive community school and the total educational system of a country is the contemporary social, human, and economic conditions and can only be understood in relation to them (Nkwocha, 1990).

Models and program development should not be viewed as a package of universal knowledge to be delivered to the learner, or, linear relationships between ends and means (Dobson, Dobson and Koetting, 1985). Hence, a model or a program should not be viewed as a product comprised of the right mix of content, objectives, scope, sequence, structure, activities, and evaluation (Dobson, Dobson and Koetting, 1985).

Models and programs in and of themselves are neither good nor bad, right or wrong. It is the interpretation of these models and programs into human actions, and not necessarily the models and programs themselves, that in the long run result in a menace, asserted Dobson, Dobson and Koetting (1985). In essence, a model of a phenomenon is not the phenomenon, but a mere representation. The strategic process models intended in this study are an educational expression of a people's needs, problems and concerns that in the end would enable the people to find lasting solutions. Function must

determine structure in the proposed strategic process models.

In order to achieve a balance between needs and satisfaction of needs Johnson (1952) suggested that programs should have a broad set of educational goals to enable learners to live a meaningful, productive existence, acquire social understanding, devise a useful positive philosophy of life, and uphold their civic responsibilities in their various communities. In establishing a program, the involvement of institutions, community members, business and industry, and agencies is a major factor (Bogue, 1950; Bethel, 1956; and Decker, 1980).

Because of the school's central position in the community, Decker and Associates (1990) asserted that the school functions as a support center for the network of agencies and institutions committed to meeting community needs and expanding learning opportunities for all members of the community, in most of the current community education models. Decker and Associates (1990) noted that using schools as community centers is a cost-effective, practical means to use one of a community's largest investments - its school building. The basic school model in community education is shown in Figure 6.

In the basic school model, following Decker and Associates (1990), the school serves as center for:

1. Providing educational services.

2. Team network through interagency cooperation and public-private partnerships.

3. Community improvement efforts.

4. Provisions for participatory democracy through citizen
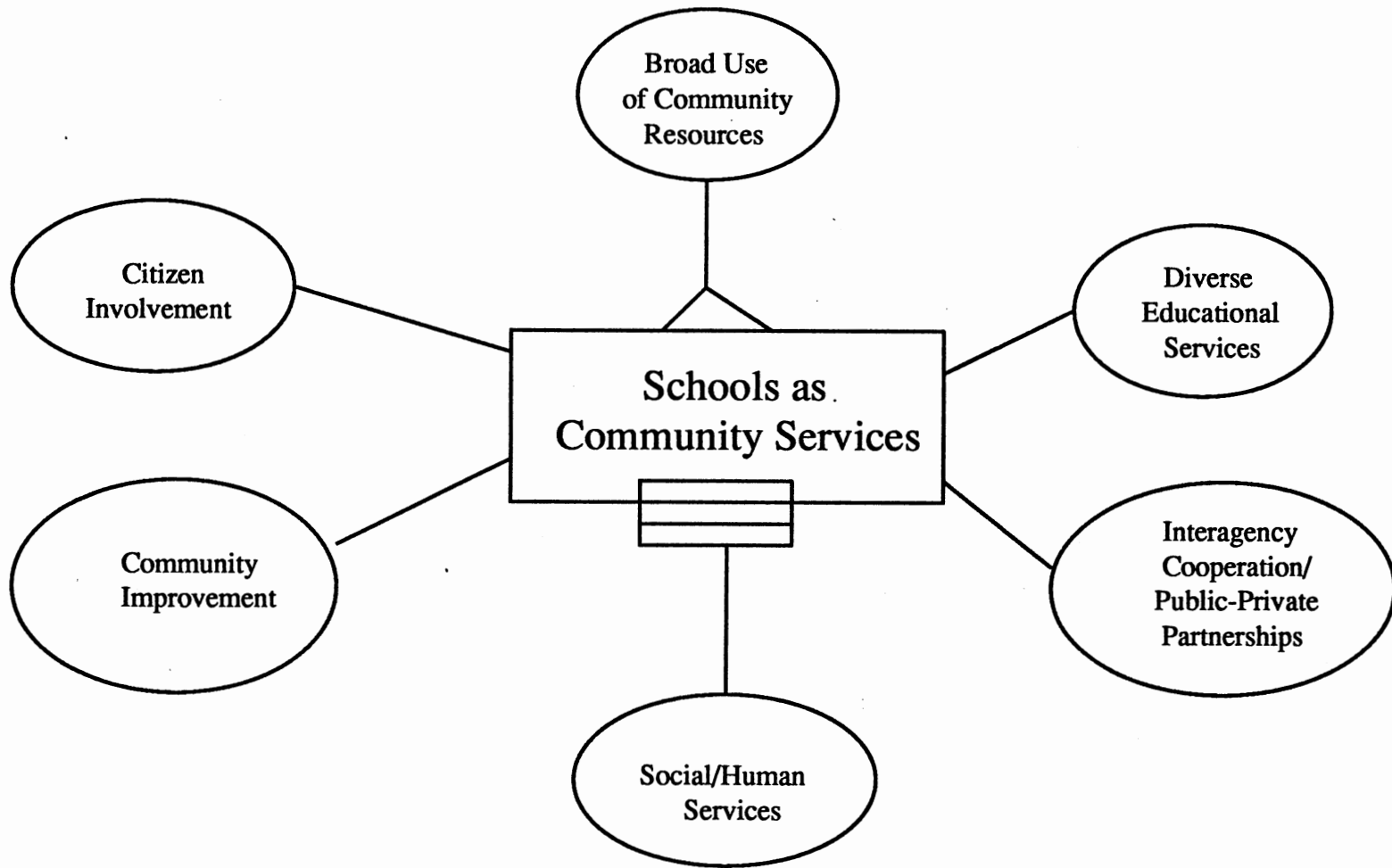
Figure 6:   Basic School Models in Community Education

Source: Decker, Larry E. (1990). Community Education: Building Learning Communities, p. 5.

involvement; and

    5.   Schools become a place where learning and living meet when a broad range of community resources is employed in the learning processes. School-based models recognize the school as the seat of action which can reach nearly every individual and agency in the community.

    In spite of the dramatic changes growing out of industrialization and urbanization, the basic school model remains rooted in an agrarian economy and a rural society (Fantini, 1983). Fantini (1983) believed that due to increasing public criticism of the schools and their alleged inability to relate to the community, the school model could be seen as overburdened and outmoded. In effect, alternative models such as those involving joint sponsorship by the school and other governmental and/or social agencies and those in which the community education program is based entirely outside the school are sought as alternative community education models (Weaver, 1972). Here, too, Weaver pointed out, that the theorists must examine alternatives and decide upon a definition of community education which accomplishes the goals they seek to reach. Community education program can be school-based or community-based.

    It is now clear that schools are not the only place for learning, the comprehensive school can be used for even more comprehensive education as traditional barriers and boundaries are broken in any chosen community education model, whether school-based or community-based (Weaver, 1972; Fantini, 1983).

    The changes occurring in Nigeria and around the world represent an educational challenge (Madu, 1985; Nkwocha, 1990). Students are

moving towards a desired future for which the present educational system does not adequately prepare them (Kussrow, 1990). Also, the mass of the people in Nigeria feel that they had a stake in the desired future and that the country is theirs to develop (Nduka, 1964). This new state of affairs could be harmoniously balanced only with the imperative education of the whole community.

In this study, the strategic process models and program development are geared towards this imperative educational objective.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to propose two strategic process models that would provide guidelines for developing community education program in urban and rural Nigeria based on the study of selected community education programs in the United States. This chapter dealt with the description of the methods and the procedures used in securing and organizing knowledge for the strategic processes for model development in this study.

Selection and Qualification of the Five
Process Model Community Education
Programs for Case Studies

The case studies for this study were limited to five process model community education programs in the United States. These were: the Flint Community Education Program, Flint, Michigan; the Tulsa Community Education Program, Tulsa, Oklahoma; the Tucson Unified School District Community Education Program, Tucson, Arizona; which were analyzed for the urban model, while, the Pauls Valley Community Education Program, Pauls Valley, Oklahoma; and the Carson City-Crystal Area School District Community Education Program, Carson City,

Michigan; were analyzed for the rural model. To be included in the study, the program must have demonstrated the achievement of an *"effective community" through effective leadership.* Other qualities sought included *"orientation to the strategic process concept of community education," "overall excellent programming", and "full integration of the community, schools, institutions and agencies in the community problem solving."* The Center for Community Education at Oklahoma State University played a significant role in the selection process of the above model programs for case studies. In the selection process, reflective practitioners in community education were identified and asked to recommend appropriate community education programs for the purpose of this study.

The Flint Model has been used all over the United States and internationally for developing community education programs. Flint, Michigan, is indeed the "Mecca of Modern Community Education." It is a model to which adherents of modern community education reflective practices fervently aspire. The Tulsa Community Education Program is the largest in the state of Oklahoma. It has evolved into a nationally recognized process model whose concepts and strategies could be modified and used to develop a creative process oriented community education program for Nigeria. The Tucson Model has national and international reputation for effective leadership. The Tucson Unified School District Community Education Program has been the recipient of four United States Office of Education Community Education grants. The Tucson Unified School District has fully incorporated community education

concept with existing public schools' functions to achieve an effective comprehensive educational program, through a redefinition of leadership responsibilities (Weber, 1982). The Pauls Valley Community Education Program is nationally recognized for creative approaches to social change, organization and community problem resolution. The programs' broad-base community support and competent leadership have resulted in a happy union of the community, school and agencies. Finally, the Carson-City model enhanced focus on a truly rural American community and local economic development, on what was originally an agrarian population. This model is significant to the Nigerian concept, in retrospect.

In all the five model community education programs selected for case studies, *leadership strategies for the community education agenda had transformed community education concept into satisfactory human actions.* The selected process model programs had demonstrated excellence, integrity, growth and responsibility in the achievement of an effective community. They are worthy of emulation with modification to suit local agenda. They were directly involved in the strategic process programs that influence the improvement of the existing public education and the development of more effective, productive and self-reliant communities. In essence, effective leadership, the most enhancing crucial dimension required to develop and maintain the proposed process models in this study is evidenced in all the models selected for case studies.

The Methodological Approach to the Study

As the review of literature progressed, it became obvious that a comparative approach to studying community education and establishing strategies for developing community education models for a developing nation where the concept of modern community education is new, would raise important questions that would facilitate accurate data collection and analysis. These questions were included in Appendix A.

The questions raised and the data sought evidently evoked the appropriateness of employing a qualitative approach to the study. According to Eisner (1991), Bogdan and Biklen (1982), and Reeves (1988), features, each of which contribute in different ways to the overall character of the qualitative research included:

1. The natural setting is the direct source of data, that is, it is "field focused," and the researcher is the key instrument.

2. Qualitative research is descriptive, that is, it reflects the observational form of materials such as field notes, interview transcripts, memos, records, official documents, and videotapes.

3. Qualitative research is concerned with process as much as outcomes. These include the process formation of ideas, concepts, notions, conclusions, and theories.

4. Unique interpretation is a conceptual liability in understanding. Data tends to be analyzed inductively, i.e., researchers do not secure data to test hypotheses they hold before entering the study. More correctly, as the collected particulars are grouped together,

abstractions are built and consequently new visions and theory formation emerge.

5.   Qualitative research is essentially concerned with "meaning" and the researcher discovers new relations and meaning from the "participant perspective."

6.   The concept of "coherence", "insight", and "instrumental utility" is the major credible feature of qualitative research.

As Reeves (1988) pointed out, while it may be reasonably debated that qualitative research would address only the breadth and not the depth of an issue, qualitative research allowed an in-depth investigation of this study. However, a true or pure qualitative approach to this study would appear inappropriate for two major reasons: (a) The search for particular kinds of information along certain dimensions of inquiry (a definition of community education, strategic developmental processes, models of community education, etc., for example) would in effect taint a purely qualitative approach; (b) Time constraints would make employing a purely qualitative approach difficult, (Reeves, 1988). Hence, it was resolved to use a quasi-qualitative approach in this study.

Employing Eisner's (1991) and Bogdan's and Biklen's (1982) features of qualitative research as guideline, the rationale for the procedure was developed. These included:

1.   The concept of field focused or natural setting (the natural setting for community education was a good place for gathering information) indicated that data should be gathered from community schools, or community education programs actually, effectively engaged in

community education practices and processes. In addition, individuals committed to community education should be visited and observed in action.

2.   The narrative nature of this study was derived from researcher-participant observation, examination of documentary materials relating to community education, interview transcripts, seminar and workshop transcripts conducted with the scholars, practitioners, thinkers, authors and writers concerning community education processes, concepts and practices.

3.   Though this particular study was concerned with the strategic process dimensions in developing community education in a rapidly changing society and action plans rather than line items, the focus was on identification of such process dimensions. Following Eisner (1991) and Bogdan and Biklen (1982), transformation of particular qualitative features into generic statements was employed to achieve conceptual economy.

The qualitative approach to this study was two-fold:
(a) data gathered to answer the research questions and (b) review of the community education models selected for this study.

Sources of Data Used

The data for this study was collected through 1) interviews, 2) primary sources, and 3) secondary sources. According to Gay (1981), primary sources constituted first- hand knowledge such as eye-witness account and original documents while secondary sources constituted

information such as description of an event by other than an eye-witness. These sources included:

1.   The Community Development Education Course [Course Number 5633, Oklahoma State University; Educational Administration and Higher Education (EAHED)], during the fall of 1990;

2.   Research of the literature relative to the research questions which were explored in this study.

3.   Seminars/workshops conducted at various times and places in Oklahoma between the Summer of 1990 and the Fall of 1991; and the National Center for Community Education (NCCE), Flint, Michigan between May 4-10, 1991.

4.   An internship with Jenks Public School in Tulsa, Oklahoma, in the Fall of 1989.

5.   Documents and materials obtained from International Community Education Association (ICEA) resource centers in Africa, England and Australia.

6.   Letters written to past and present ICEA Presidents, Vice Presidents, Secretary General and ICEA regional Directors in Africa, England and Germany, soliciting their input in this study. (See Appendix B)

7.   Interviews with reflective practitioners in community education, students, authors and community education enthusiasts.

8.   Documents and materials from the model community education programs selected for this study.

Selection and Qualification of Reflective

Practitioners and Participants

as Data Sources

Reflective practitioners, prominent authors, scholars, seminal writers and presenters of community education were identified as data sources for this research study. These individuals were knowledgeable and familiar with the strategic process development of community education. Two methods were employed in gathering the list of reflective practitioners. These included: 1) identification of prominent authors and scholars currently practicing community education, and 2) asking those prominent practitioners identified to suggest others, who would be considered and contacted.

Nine prominent practitioners including the directors of the five selected model programs were initially identified. These included: Dan Cady (Director, Flint Community Education Program, Flint, Michigan), Bob D'Augustino (Director, Community Education Program, Baldwin, Michigan), Dr. Gene Weber (Director, Tucson Unified School District, Tucson, Arizona), Judy McClure (Curriculum Coordinator, Tulsa Adult and Community Education, Tulsa, Oklahoma), Patrick Nolen (Director, Pauls Valley Community Education Program, Pauls Valley, Oklahoma), Perry Kemp (Director, Community Education Program, Jenks, Oklahoma), Dr. Duane Brown (Director, National Center for Community Education, Flint, Michigan), Dr. Paul Kussrow (Dade, Florida), and Dr. Jack D. Minzey (Director, Center for Community Education Development, Eastern

Michigan University). The director of Baldwin Community Education Program was unable to actively participate and was replaced by Jeff Rohrer (Director, Carson City-Crystal Area School District, Carson City, Michigan). Others who were suggested and selected included: David Macharia (President, International Community Education Association (ICEA), Nairobi, Kenya), Victor Ibikunle-Johnson (Vice President, ICEA, Nairobi, Kenya), Dr. Prof. Jurgen Zimmer (Vice President, ICEA, Freie Universitat, Berlin, Germany), Alan Blackhurst (Secretary General, ICEA, Coventry, England), Paul Wangoola (Director, African Association for Literacy of Adult Education, Nairobi, Kenya), Tony Townsend (Director, South Pacific Center for School and Community Development, Monash University, Victoria, Australia) and Angelika Kruger (Director, ICEA Region, West Germany).

Those from Nigeria identified to participate included: Dr. Prof. Iheanacho Egeonu (Commissioner of Education, Imo State, Nigeria) and Mrs. Dureke (Zonal Education Officer, Okigwe, Imo State, Nigeria). These two individuals were invited to come to Oklahoma State to explore the noble concept of Community Education and its adaptation to the Nigerian unique situation. Further, two National Certificate of Education holders, two university graduates, (all who were working in business and industry) and one high school student based in Nigeria were interviewed, via, telephone, to perceive the current conditions in the rural, and urban Nigeria. Nigerians based in the United States, who participated in this research study included: Dr. Onyema G. Nkwocha (Nigerian Oklahoma State University graduate, currently, a Human Resources Development

Consultant) and Dr. Charles Onyirimba (Nigerian Oklahoma State University graduate, currently, a Legal practitioner) were interviewed via telephone and written communication, while Edward Onyejiaka (Oklahoma State University graduate, an Engineer) and Dr. Matthew Uwakonye (Oklahoma State University, Stillwater, Oklahoma) contributed by face-to-face discussions.

The Nigerian advanced doctoral students at Oklahoma State University who participated in this study included: Baba Adam, Charles Ochie and Godpower Okereke. This group of Nigerian advanced doctoral students were invited to determine, evaluate and justify the components of the strategic process models of the community education programs that would be proposed for urban and rural Nigeria in this research study.

In the spirit of Eisner's (1991), Reeves' (1988) and Bogdan's and Biklen's (1982), guidelines for qualitative research an in-depth interview was conducted on a one-to-one, face-to-face basis. A telephone interview was employed where it was not possible to conduct personal interviews. The procedure was to call the individual on the telephone and ask him/her to participate. All the individuals contacted by telephone agreed to participate. Further, a convenient time was agreed on for a face-to-face interview and discussions.

Five practitioners participated by personal interviews. These included: Perry Kemp and his coordinator (September, 1991), Judy McClure (October, 1991), and Patrick Nolen and his coordinator (October, 1991). Jeff Rohrer participated by an in-depth telephone interview in

November, 1991. Interviews with the Nigerian advanced graduate students at Oklahoma State University, Stillwater, Oklahoma were personal. A telephone interview was used in one case however.

Dr. Jack D. Minzey, Dr. Paul Kussrow, Dr. Georgia Bradford, Dr. Duane Brown and Dan Cady were special presenters on the community education concepts at the National Center for Community Education, Flint, Michigan, in May, 1991. In addition to their special presentations, these practitioners provided written materials to the researcher. The researcher and his academic adviser and research director were in attendance in all the special presentations. The ideas of these special presenters were infused into the research study. Dr. Prof. Iheanacho and Mrs. Dureke of Nigeria were at this time unable to come to Oklahoma State as participant observers in the innovative concept of community education. However, they responded positively to the concept and its adaptability to Nigeria (See Appendix B).

At the international level, Paul Wagoola, Alan Blackhurst, Dr. Prof. Jurgen Zimmer and Tony Townsend sent consultative documents for this research study. Paul Wagoola sent four Case Studies of Community Education Programs, in Kenya, Africa. Alan Blackhurst sent A Policy Framework For Community Education and other consultative documents particularized for community education programs in Dudley, England. Dr. Prof. Jurgen Zimmer sent Towards the Global Village - International Experiences with Community Education: Report of the Associate Vice President (ICEA), (1991). Tony Townsend sent materials dealing with community education programs in Australia. Unfortunately, the

materials from Australia (with the exception of the accompanying letter and the envelop were lost on transit. Dr. Gene Weber also provided Community Education Proven Practices II - Leadership Training Modules, a consultative document for developing community education program anywhere. The procedure was to write an explanatory letter to these individuals, and to ask them to participate in the on-going research study. This was followed by a telephone call where necessary.

In addition, the National Center for Community Education, Flint, Michigan and the Community Education Center at Oklahoma State University, Stillwater, Oklahoma provided materials consisting of books, pamphlets, magazines, newspaper articles, other research studies and consultative documents that were used in the course of this research study. Furthermore, the United Nations Educational, Scientific and Cultural Organization's (UNESCO, 1980) report: Education in a Rural Environment, was used as a consultative document in this study.

Further, factual information was obtained from other community education directors from various parts of the United States who participated actively in the May 4-10, 1991 seminar/workshop at the National Center for Community Education, Flint, Michigan. These individuals shared their experiences in the strategic process development of community education through open-ended and follow-up questions. These individuals provided the particulars needed to think soundly and deeply about various aspects of the strategic process models of community education that would be particularized for urban and rural Nigeria.

In the in-depth interviews, each interview was tape recorded (with the exception of Judy McClure's where detailed notes were taken) and soon after transcribed. The lengths of the interviews varied from 45 minutes to two hours. Judy McClure's was about 45 minute interview, Jeff Rohrer's was one interview that lasted about one hour. Perry Kemp's and his coordinator's were interviews that lasted about two hours, while some interviews and discussions with the Nigerian Students at Oklahoma State University lasted over two hours.

Data Analysis and Treatment

The data collected were analyzed narratively and inductively, and organized in two major categories:

1. Specific categories of the interview guide; and,

2. The selected model programs for the study.

The interview guide questions were under these headings:

1. Definition of Our Reasons for Community Education

2. Components of Community Education

3. Strategic Development Processes

4. Strategic Processes for Model Development and the Adaptation Concepts

5. Implications and Impacts of Community Education (Products) for Developing Nations; and

6. Recommendations.

The data organization reflected the established framework determined by the research question categories listed above. Narrative

summaries were organized integrating the data obtained from various groups of respondents.

A four-step process was used to construct the research study summaries. These were: a) assemble the raw data (b) construct a case summary record, (c) organize the summaries according to the specific research question categories indicated above, and d) write the narrative summary. The narrative summaries consisted of the descriptive discussions of the data collected during the interviews, seminars, and workshops. It was an inauguration of the raw case data which involved organizing, classifying and editing the raw data.

The selected model programs for developing community education programs in Nigeria were analyzed on the basis of the following:

1. historical background

2. organizational structure

3. advisory council

4. staffing

5. financing

6. programming

7. evaluation

According to Eisner's (1991) guideline for qualitative research, multiple kinds of data were related to one another to substantiate the interpretation and evaluation of the current conditions and to achieve structural corroboration, as in the process of triangulation. This resulted in what Eisner (1991) asserted as "confluence of evidence breeding credibility and confidence about observations, interpretations, and

conclusions" that were sought and used in this study.

CHAPTER IV

DATA ANALYSES

This chapter consists of the analysis of the interview responses, the analysis of the model programs selected for case studies and global perspectives on community education.

The purpose of this study was to propose two models that will provide guidelines for developing community education programs in urban and rural Nigeria, based on the study of selected community education programs in the United States.

Response Analysis

The interview guide responses and other information collected were analyzed and summarized according to the interview guide categories. The responses based on experiences and perspectives of the interviewees were synthesized to achieve verbal economy.

Process Definition

The definitions given by the various community education practitioners and the definitions resulting from literature review were congruent with the one given in Chapter I in the Definition of Terms. Though there was concurrency among interviewees concerning the

definition of community education, three differences or variations stood apart with respect to process. In his written comments, Nkwocha defined community education as:

> A community-based education in which the people as a whole naturally have major roles in moving the community and people to achieve their full potentials. These roles would range from the formulation of ideas, choosing school sites, its financing, through planning and execution to the integration and evaluation of preferred goals and values of the entire community.

In a unique dimension of the above definition, Nkwocha identified "varied professionals, specialists and ordinary citizens of the community to become involved as the custodian of all community values and truths" in the process of needs and resources identification, in view of developing community-based education. Also, the Nevada Center for Community Education defined community education emphasizing process; to the center community education is:

> A cooperative community involvement process, including, but not limited to the identification, development and utilization of all applicable human, financial, and physical resources to meet peoples' identified academic, recreational, cultural, and social needs (p. 5).

Kussrow (1990) asserted that definition should lend direction and purpose and offered the following definition:

> Community education is a process of leadership which defines the needs, wants and concerns of individuals living within a defined community. Additionally, it facilitates the application of community resources to meet those concerns, thereby encouraging citizen participation, utilization of community resources, organizational partnerships, and lifelong learning (Kussrow, 1990, p. 8).

The process definition was observed in all proven practices and

performances of the community education models selected for case studies in this research study. The definitions depict the community - based structure and the process orientation of the proposed models. Remarkably, the responses also mirrored the community education process model presented in Figure 7.

Components of Community Education

The components that undergird current thinking and practices in community education emphasized by practitioners included: (1) leadership, (2) vision, (3) systematic citizen participation, (4) lifelong learning, (5) expanded use of school/community facilities, (6) organizational partnership (interagency coordination, cooperation, collaboration), (7) utilization of community resources (physical, human and financial), (8) enrichment programs, (9) community development, and (10) economic development. The reflective practitioners, Nigerian advanced graduate students, the review of literature, and documents concurred with respect to the 10 identified components above. However, Kussrow (1990), Nkwocha and Kemp included the elements of "focus on direction" and "situation specific," as important characteristics in the process development of community education. The most verbal reaction by the Nigerian students centered around the component of "culture and conscious change." Godpower, Uwakonye and Ochie suggested that community education must be developed by individuals who have mastered both the "Nigerian community culture" and the "modern institutions' culture" to assure successful community transformation while

COMMUNITY EDUCATION PROCESS MODEL

DEFINITION ──────▶ ORIENTATION ──────▶ LEADERSHIP ──────▶ PROCESS ──▶ PROCESS ACTIVITY & ORGANIZATION ──▶ PROCESS PRODUCTS ──▶ COMMUNITY PRODUCTS

Community Education

A cooperative community involvement process, including but not limited to the identification, development and utilization of all applicable human, financial and physical resources to meet people's identified academic, recreational, cultural, and social needs.

Awareness

To explain the concept of community education to community residents and interested agencies and organizations.

- Conceptual clarification
- Rationale Clarified
- Motivation
- Internalization
- Commitment

Leadership

An individual or group takes the initiative to help the community use available resources to solve problems held in common

CITIZEN INVOLVEMENT

To provide a mechanism wherein the greatest possible citizen involvement in the decision making process is realized.

- Community Council
- Steering Committee "Super" Council Citizen input in decision making
- Block Councils

TRAINING

To provide technical assistance which assists the comminity develop its greatest potential.

- Conflict resolution
- Group processes
- Needs / resource identification

ASSESSMENT

To determine the nees / interests / concerns of community residents and to inventory available community resources.

- Demographic study
- All people's needs identified
- Available resources identified

COORDINATION

To avoid costly duplication of services and develop interagency cooperation in identified areas.

- Facility use maximized
- Cooperative agreements
- Combined budgeting
- Clearinghouse

PROGRAMMING

To assist in the development of programs to meet identified community needs.

- Programs developed to meet identified needs utilizing existing resources
- Resources developed
- Academic, recreational, cultural, and social offerings

- Evaluation processes which insure renewal in the face of changing situations.
- Coordination, planning, involvement, and comprehensive educational and service activities for all people of a community.
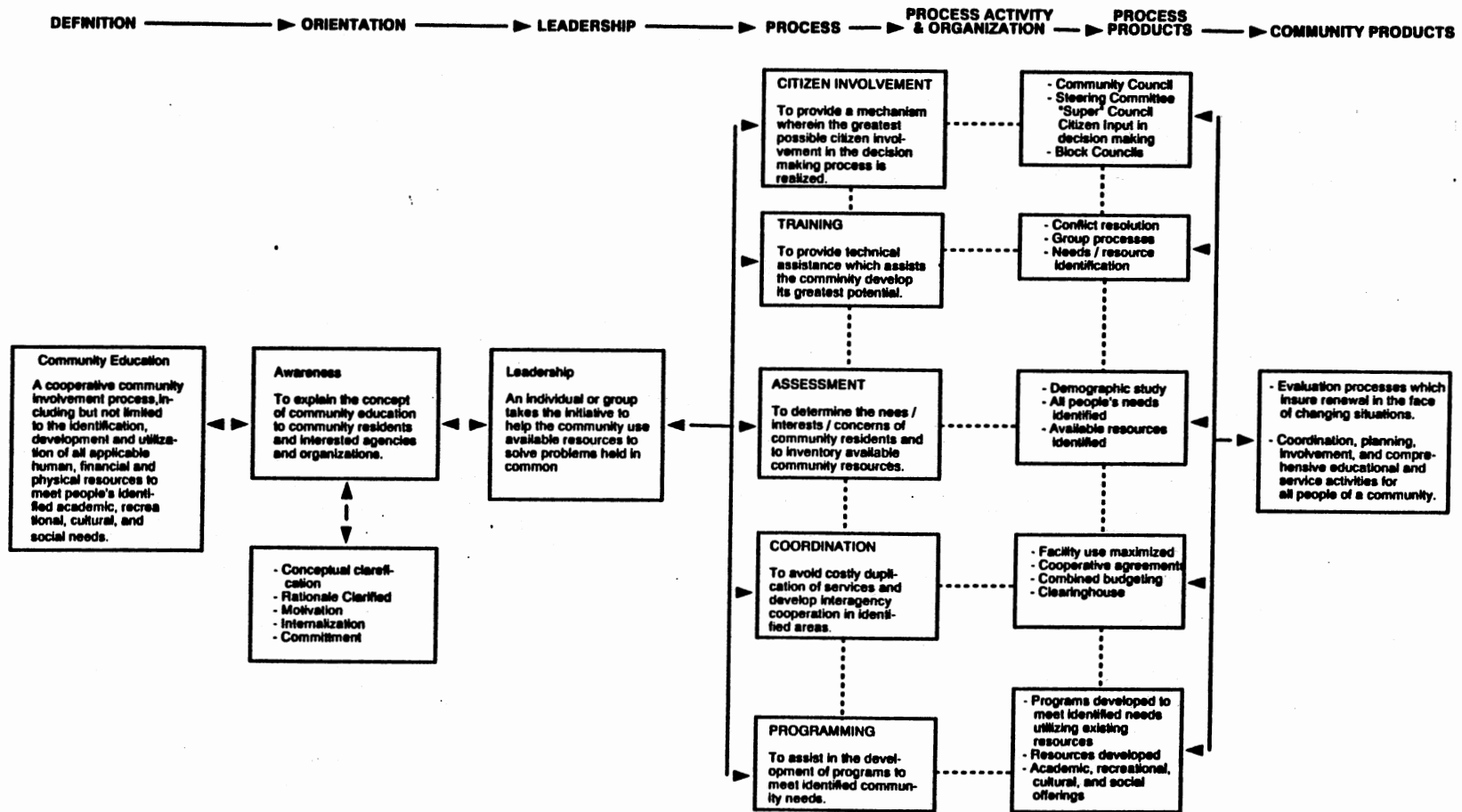
Figure 7: Community Education Process Model

Source: Nevada Center for Community Education; Nevada State Department of Education

avoiding "culture shock." These elements were uniquely identified and constituted the objective framework to the purposes and goals of the community education programs selected for analysis in this study. These components were also used in establishing the proposed models for developing community education programs for urban and rural Nigeria.

Strategic Development Process

It was identified that strong leadership, commitment to, and internalization of the Community Education concept are imperative and must be achieved at the initial point, if the strategic development process is to be effective and efficient. According to Kemp:

> . . . Leadership and planning are vital to the developmental process. Planning with the communities through networks which are coordinated by steering groups and councils will be more effective in identifying desired outcomes . . . goal setting, concerning identified needs and interests.

The process requires that people directly affected by the identified needs and concerns not only can, but must, be involved in the goal setting process. Cady asserted that "involvement enhances understanding, desire, interest, and commitment to the concept and program." The process requires that those who would be involved in the development of strategies and programs be trained to participate actively in the developmental process.

Kussrow, Johnson and Nolen agreed that leadership for the program may be provided by "an individual, or a group of persons," that would take steps to help the community "achieve a balance and use of all

institutional forces in the education of the people." Johnson and Nkwocha asserted that "the incumbent(s) will provide vision and training" for community educators, councils, and citizens to facilitate the process of achieving identified goals, and help agencies and organizations' network.

Weber agreed that "the provision of effective leadership and commitment from the community members" accelerates the development and implementation of other essential processes in establishing community education programs. The review of literature, interviews and observations suggested that needs assessment and prioritization would be met by program development based on the community needs and identified resources. At this phase, all the community education components must be examined, and accordingly, applied to the program development process.

The strategic process must be integrated with the culture of the people. As Nkwocha put it, "if the strategic process is not integrated with the culture of the people the program is doomed to failure."

Weber, Nwocha, Johnson, Nolen and Kemp believed that the strategic process involves developing a strategic plan of action, consensus among planners, team building, obtaining the commitment of the people and the necessary data, resources identification, vision and strategic environmental scanning to devise the future course of the particular community. This is the gist of the strategic process.

Implications and Impacts (Products)

The products of community education identified by the various

sources included the following: (1) Improved quality of life, (2) Effective use of community resources, (3) Improved opportunities for individuals and groups to take more active roles in the cultural and social life of the community, (4) Problem solving, (5) Networking, (6) Individual growth, (7) Community development, (8) Economic development, (9) Participatory democracy, (10) Expanded use of school and community facilities, (11) Community and individual renewal in the face of dynamic situations, (12) Effective and efficient provision of services for all people of a community, (13) Attention given to the challenged as well as to the talented and gifted members of the community, (14) Commitment by citizens to use and develop processes and resources of education as a means of individual and community development. Each of the Nigerian advanced graduate students and other Nigerian Oklahoma State University graduates interviewed, believed that "Nigerian government has committed great financial resources for technical manpower development projects, without maximizing benefits" that would accrue therein. According to Onyirimba, "to maximize benefit from the manpower development projects the government of Nigeria should support community-based education." As Onyirimba put it in his written comment:

> As we approach the beginning of the 21st
> century, the major task ahead for Nigeria
> becomes the task of mass quality education of
> her citizens for effective participatory democracy
> and self-reliance, to enable them to become
> effective players in the economic, social and
> political new world order. Community education
> therefore, must be encouraged to enhance a new
> technical and economically self-reliant society.

All the reflective practitioners interviewed, the review of literature

and the Nigerian advanced graduate students at Oklahoma State
University agreed that community education would help many millions to
overcome their environmental inertia and poverty. As Adam saw it:

> Poverty has been an unavoidable evil especially
> in the rural areas of the nation. It calls for
> greater courage and commitment to a process
> that would educate the citizens about their
> conditions and ways to emancipate themselves.
> For most people in Nigeria community education
> is how their future would begin.

Further, Uwakonye believed that community education would help
students with "learning and earning". Uwakonye said that *the
phenomenon of the educated unemployed in Nigeria is creating both
cognitive and cultural dissonance."* All Nigerian participants in this
study agreed that the development and infusion of the community
education program with the regular school system would have positive
impact in Nigeria as a whole.

All of the practitioners concurred with respect to these identified
products to be also applicable to developing nations and their respective
communities as they apply to developed nations. However, their
concurrence was with emphasis on the "relative degree" in relation to the
adopting communities' uniqueness and available resources.

Adaptation Concept

All the various sources of data concurred with respect to the
adaptation concept and emphasized a community-based orientation to the
unique concept of community education. The identified needs of the local
community members would dictate the type of program to be established

to meet those needs. Accordingly:

> It should be rooted in local problems and
> oriented towards the solution of these problems.
> Like the adult, the child is first and foremost
> interested in his own environment and its
> development. The reactivated centers of interest
> methodology makes it possible to coordinate the
> themes and techniques of the different types of
> learning (UNESCO, 1980, p. 19).

There was a general consensus among practitioners and the literature

reviewed indicated that the models (proposed inclusive) should reflect the

problems confronting individuals and their local communities as a whole

(UNESCO, 1980; Kemp, 1991; Johnson, 1990). Educational action in the

proposed models therefore must reflect specific local situations and local

realities.

Participants' Recommendations

Based on their experiences and perspectives, the practitioners'

recommendations for effective and efficient strategic process development

of community education program in a developing nation included: (1)

Effective leadership and team work, (2) Integration with existing

institutions, (3) Needs assessment and evaluation must be goal-setting,

and (4) Community involvement and commitment to the concept.

Further, all respondents agreed that workshops and training must be

offered to educators, teachers, and community members whose practices

must be remodelled with respect to the concept and practices of

community education. There must be what one respondent called

"psychic ownership", and people must be enabled to achieve this level of

ownership in their particular community. It was also noted that the use and power of the Community Advisory Councils are imperative in the process approach to community education development.

From these recommendations, it was deemed obvious that people must be informed as to what their opportunities and responsibilities are in the process. Hence, effective communication is vital to the process (Johnson, 1990).

Recurring Themes

Recurring themes identified by Schoeny and Decker (1983) included:

1.   Educational, social, political, and economic trends are moving in the direction of community education.

2.   The objective view of community education is as a unique process for citizen participation in meeting new societal challenges.

3.   Community education was viewed as a reform or change, whose long range acceptance depends on coalition building among political entities and agencies (p.20).

4.   The importance of timing and of finding leverage points are critical success factors in the community education process development.

5.   Strategic development and operation of community education become effective political and economic facilitators of educational change.

6.   Change is usually slow and conservative (Shoeny and Decker, 1983, p. 20).

7.   Changing family structures, demographic trends, and declining resources are identified as areas in need of attention by

community education, particularly in planning and problem solving (Schoeny and Decker, 1983, p.20).

8.   Community education is seen as having the potential to offer alternatives in resource management, shared facility use patterns, interagency coordination, and social service delivery (Shoeny and Decker, 1983, p. 20; Johnson, 1990).·

9.   Advancing technology and the changing nature of our times can potentially affect all facets of education and community.

10.   Community education can help bridge the gap caused by unequal access to advanced information systems and also address the rural-urban migration (Shoeny and Decker, 1983).

Analysis of Selected Model Programs

Community education has grown rapidly and the concept has been popularized and adopted by more and more school districts across the United States, Canada, Australia, Britain, Germany, Asia and South America. According to Kussrow (1990) there were over 10,500 school districts offering community education programs, represented in all the 50 states of the United States of America. Furthermore, most of the states provide some funding for the support and development of Community Education.

Community education programs exist in school districts of various sizes, in both rural and urban areas in the United States. Five community education program models were selected and analyzed for the purpose of this study. For urban models, the following community

education programs were analyzed: Tulsa Community Education Program, Tulsa, Oklahoma; Flint Community Education Program, Flint, Michigan; and Tucson Unified School District Community Education Program, Tucson, Arizona. For the rural models, analysis included the following: Pauls Valley Community Education Program, Pauls Valley, Oklahoma; and Carson City - Crystal Area School District, Carson City, Michigan.

All the urban community education models were serving a population of 500,000+, while the rural district models were serving a population of about 7,500.

The case studies for the five community education models were methodically examined on the following basis:

1. Historical Background

2. Organizational Structure

3. Advisory Council

4. Programming

5. Staffing

6. Financing

7. Evaluation

Tulsa Community Education Model

Historical Background

The Tulsa School District, consisting of a population of 500,000+ was under using its school and community facilities prior to the inception of the community education program. Tulsa was the first to implement

community education program in the State of Oklahoma (McClure, 1991). The creation of the Tulsa Park and Recreation Board in 1960 and its formalized mutual relationship with the Tulsa Board of Education foreshadowed the type of community education program yet to come (Nance and Pond, 1974).

Tulsa Board of Education and Tulsa Parks and Recreation Board expanded the concept of community facilities' use and mutual exchange of equipments and furniture (Senasu, 1979). A joint effort between the Tulsa Public Schools and the City of Tulsa Parks and Recreation Department culminated in sending a group of community education enthusiasts to visit Flint, Michigan, and they studied other community education programs operational in other cities (Senasu, 1979). Consequently, two pilot programs were established in 1972 (Nance and Pond, 1974). In the fall of 1973 the program extended to five sites and has been recognized as a national model due to the cooperative efforts of funding and operation (Decker and Romney, 1990). Two adult learning centers have been added to the program. Though the program is no longer co-sponsored by the two parties (Tulsa Board of Education and Tulsa Parks and Recreation Board) it has continued to be an innovator in Community Education in the State (Decker and Romney, 1990).

Organizational Structure

Originally, the seven-member Public School Board and the five-member City Commission exercised authority and influence in policies affecting the Tulsa Community Education Program. Two

members, one from the School Board and one from the Parks and Recreation Board made up the Community School Coordinating Committee (McClure, 1991). This committee was responsible for inter-agency cooperation and coordination, in addition to policy interpretation. Currently, the Director of the Tulsa Community Education Program, Phillip Goodman, is directly under the Associate Superintendent for Instructional Support Services and maintains liaison with the Parks and Recreation Director. Under the Director of Community Education are eleven coordinators each of who is responsible for pertinent programs. Each coordinator has a computer that is hooked to the mainframe by a telephone line and all department secretaries also have access to the system (Decker and Romney, 1990, p. 214). The computer is equipped with a multi-faceted program which includes curriculum planning, catalog production, enrollment, mailing lists, and statistical reports (McClure, 1991).

Advisory Councils

Each community education site has its own advisory council (McClure, 1991). This group of "community" supporters is involved in needs assessment and in other special projects (Decker and Romney, 1990). Also, the council provides input for programs and curricula planning and evaluation (McClure, 1991). The council has only the power of public opinion over other organizations and agencies that work cooperatively to serve Tulsans (McClure, 1991). Each respective local community school advisory council has the power to develop and change

its own by-laws (Tulsa Parks and Recreation Department and the Tulsa Public Schools, 1975).

Programming

The Tulsa Community Education Program was originally seen as enhancement program to serve the regular K-12 students (McClure, 1991). Originally the program had the sole objective of maximum utilization of resources of the Tulsa Public School System, the Tulsa Parks and Recreation Department, and many other community resources to provide educational, recreational, social, and cultural services to Tulsans (McClure, 1991; Senasu, 1979, p. 70).

The program offers 300-400 classes for people of all ages in each of its five sessions per year (McClure, 1991). These programs range from educational enrichment, computers, business, arts and crafts, to cooking, sports, and physical fitness (Decker and Romney, 1990).

The Adult Education Department offers programs including adult basic education, adult high school completion, GED testing, vocational education, and building rentals (Morris, 1991). Adult computer training which has been in increasing demand is offered by working in cooperation with business and industry and computer stores in Tulsa (McClure, 1991).

Staffing

In the beginning the professional staff consisted of the community education coordinators and a recreation supervisor (Senasu, 1979). The director of community education program has the responsibility of hiring

the program coordinators. In addition, the community school director participates in the hiring process of the parks and recreation supervisors. In actuality, the supervisors are hired by the City of Tulsa. Each community education program site has a supervisor who assists the coordinator in program planning and implementation (McClure, 1991; Senasu, 1979). The director is responsible for the city-wide general administration and operation of the community education program.

According to the superintendent, two new coordinators for Lifelong Learning and Arts and Second Languages will be added to the professional team for the K-12 curriculum. Community education teachers are hired as independent contractors. Those who are Tulsa public employees are hired as self-employed professionals, whose payments are shown as hourly wages in their regular paychecks. The Tulsa community education program has 11 full-time, more than 14 part-time administrative level personnel, and over 200 part-time instructors (McClure, 1991).

Financing

The Tulsa community education program has an annual budget of $287,000 (Decker and Romney, 1990; McClure, 1991). The program is largely self-supporting through funds generated by fees. The district funds are primarily used for the coordinators' salaries (Decker and Romney, 1990, p. 214-215). Approximately, 65% of the total annual budget is generated by fees while 28% is local funding. Volunteers effectively perform some of the program activities and teach some classes

in addition. District support and funding have increased over the years due to the powerful support the program elicits particularly from those who no longer have school age children (Decker and Romney, 1990).

Evaluation

Informal evaluation is used in the Tulsa Community Education model. The multi-faceted computerization of the program has made this evaluation process effective, efficient and reliable. Enrollment, mailing lists, and statistical reports on the program are completely accessible anytime. This has enabled the staff to keep current information on the evaluation data, with little effort (McClure, 1991).

Further, the advisory council members play a significant role in the program evaluation process. Response to enrollment is a significant evaluation indicator. Teachers also evaluate the coordinators with respect to performance and public relations. The Associate Superintendent for Instructional Support Services evaluates the director, while in turn, the director evaluates his program coordinators. Generally, the entire program is evaluated with respect to annually set goals and objectives.

The Flint Community Education Model

Historical Background

In 1934, Flint had a population of about 165,000 who were using not only 48 percent of its total land area but also, ineffectively, due to lack of articulation and planning (Draper, 1938, p. 414, 419). While about 50 percent of the residents of the City of Flint are white,

approximately 70 percent of the students in the school system are members of minority or ethnic groups (Flint Community Schools, 1990, p. 1). Today, every school in Flint is community-based. The Flint Community School District in Michigan is made up of three comprehensive high schools, several specialty high schools, a vocational education center, four middle schools and 33 elementary schools (Flint Community Schools, 1991, p. 1).

Flint's community education program is the oldest and most successful in the United States. The Flint model has been studied, emulated, and used by educators from various parts of the world (Flint Community Schools, 1991). The Flint's community education concept was pioneered when Frank J. Manley, (the father of community education) the physical education instructor, and Charles Stewart Mott, a philanthropist, developed a spectacular partnership between the Flint Community and its schools in 1935 (Flint Community Schools, 1991; Johnson, 1991). Before the beginning, children were playing in the city streets in spite of the hazards, while the school playgrounds remained not only empty but locked (Seay, 1974).

Historically, Flint's community education program had its origin in the catastrophes of the great depression. The period of "depression brought about community needs and social conditions of supreme importance (Kussrow, 1990, p. 26)." According to Kussrow, people had more "free time" since there was no productive and gainful employment. Consequently, the city's crime and delinquency rates were very high and health conditions were very poor (Senasu, 1979; Johnson, 1990).

The cohesiveness of the community was weakened and fewer resources were available to run the public schools. In effect, the school term was reduced to 36 weeks, the teaching staff were drastically cut, and the curricula had both feet in the grave while a bare essential minimum were offered (Manley et al. 1961; Senasu, 1979).

It became obvious that a catalyst was needed to move Flint to an effective community. The community education program began with the organization of Sportsmanship Clubs for troubled boys, using school facilities and with the cooperation of school personnel (Manley et al. 1961, p. 13; Senasu, 1979). Manley's role in securing financial assistance from Charles S. Mott and in guiding early developments of community schools in Flint has become well known and modelled (Minardo, 1972, p. 13; Seay, 1974, p. 23). Local School Boards made, used and advocated schools for public needs (Kussrow, 1990). The community school grew out of the direct effort to help people meet problems (Seay, 1974), and the grant from Mr. Mott who believe in: *What I am worth is what I do for other people, (Kussrow, 1991, p. 26)."*

Flint's Community Education Program started with community concerns and local citizens' efforts and has become the supreme community education model. According to Senasu (1979) and Decker (1972), the program demonstrates for all times what local citizens can achieve through commitment to a purpose, involvement, and participation to improve their own conditions and advance quality of life towards the achievement of individual growth and an effective community.

Flint's approach to community education is evolutionary. The

scope of programs, services and facilities have dramatically changed in Flint since 1935. Now a process approach has emerged, born out of a 1972 look at urban Flint (Harris, 1974).

Community education was born in 1935 to give restless young people an opportunity for supervised recreation (Harris, 1974, p. 6). It worked and it grew as it was accepted, paving the way for a continuing array of programs and services, all attempting to meet the needs of people - as expressed by people (Harris, 1974, p. 6).

Organizational Structure

Flint's Community Education Programs' organizational structure is aimed at achieving the objective of community education as adopted by the Flint's Board of Education:

> Community Education is the process whereby
> the Flint Community Education Program accepts
> the leadership in bringing together the
> community and its resources to improve its
> quality of life, particularly as it affects the
> opportunities for each individual to achieve
> maximum development (Flint Community
> Schools, 1991, p. 2).

Clearly, Flint's organizational structure is made up of: Flint Board of Education, made up of 9 members, Superintendents' Office, Elementary Education, Secondary Education, Community Education Services, and Business Affairs Division.

The community school planners and governing bodies in Flint have been able to work together to address problems connected with future changes and continuing population growth. They work cooperatively to address identified needs (Flint Community Schools, 1991).

Advisory Councils

The original Task Force made up of the members of the Board of Education and the Community Education Director was expanded in 1972, by the formation of a City-wide Citizen Advisory Council "composed of representatives of those segments of the school-community who have a vested interest in the functioning of the schools and the quality of life in the community (Flint Community Schools, 1991, p. 1)." Specifically, this includes parents, other residents, students, teachers, principals and representatives of as many economic and social groups as possible, including PTA, block clubs, civic groups, churches and businesses (Flint Community Schools, 1990, p. 1). Though the suggested ideal size is 15-30 members, each council was to determine its own size. The City-wide Advisory Council was made up of one representative from each of the School-Community Advisory Councils and would be advisory to the Superintendent of Community Education and the Board of Education (Flint Community Schools, 1991, p. 1; Senasu, 1979).

In 1991, "Action Zones" headed by community education agents were created for maximum impact (Cady, 1991). These action zone "teams" participated in community advisory councils, school staff, site-based management and worked with a host of others in a wide variety of activities to reduce human, social and environmental barriers impeding the potential of students and families served by the Flint Community Education Program (Cady, 1991, p. 2).

The Flint community advisory council is dynamic, in process and becoming. It has evolved from the nine member Board of Education to

school-community advisory councils, to city-wide community advisory council and is still in the process of reconstruction for maximum impact, in keeping with action - process concept of community education. All the school-community advisory councils serve as advisors to their respective school principals, and all the councils including the city-wide council actively participate in developing guidelines and policies that provide access to needs, and mobilize community resources in resolving initial community problems (Cady, 1991; Senasu, 1979).

Programming

Community education in Flint develops and delivers excellent year round educational, recreational and adult education programs for citizens of all ages, from preschoolers through senior citizens (Flint Community Schools, 1991, p. 2). Moreover, it provides for community residents and community schools to address and solve community and school problems and concerns to achieve an effective community (Cady, 1990; Flint Community Schools, 1991, p. 2). Flint's community education program is delivering both programmable and linking services, and planning has always been a strong component of the program (Cook, 1982).

Staffing

Nearly 3,800 employees run the Flint Community Schools' Program (Flint Community Schools, 1991, p. 1). This includes professionals and paraprofessionals, teachers, community schools directors, technical workers, security aids and vocational special needs assistants. They all work together towards the purpose of community education.

Financing

Flint's school system has a proved philosophical heritage which places priority on the expenditure of tax dollars for community school services, life-long love for learning, teaching excellence to help students acquire the necessary knowledge and skills for individual growth and development (Flint Community Schools, 1991, p. 1; Cook, 1982). Financial figures indicated that Mott Foundation's annual grant to the Flint Board of Education is about $5 million and more than $7 million is realized from federal and state grants, in addition to local tax support (Flint Community Schools; Senasu, 1979, p. 58).

Evaluation

Flint's Community Education Program evaluation is used as a planning tool. There is consistency between the process of evaluation and various planning activities, such as those of needs assessment, data collection, and program objectives (Cady, 1991). Evaluation is the responsibility of the Research and Development Office. In Flint, community education evaluation is a part of the total planning process which is itself continuous rather than the final product of the program. Evaluation results are used in the development of both product outcomes and process outcomes (Johnson, 1991). The Evaluation is performed to achieve efficient utilization of all available resources, and modify policies, programs and practices to meet the challenges of the times for a better tomorrow (Flint Community Schools, 1991; Harris, 1974; Senasu, 1979)

The Planning and Evaluation methods which provide

administrative support to the Flint Community Education Program was established in 1974 (Senasu, 1979).

<div align="center">The Tucson Unified School District

Community Education Model</div>

Historical Background

The Tucson School District located in the southern part of Arizona, is the largest district in Arizona, serving 57,000 students in a metropolitan area of over 500,000 people (Decker and Romney, 1990). Like many other urban cities in the United States, it was experiencing dwindling financial resources, declining enrollment, desecration, decreased public confidence toward education, teachers' and administrators' disengagement (U.S. DHEW, 1974). Creative attempts were made to resolve these problems. The population was growing dramatically in the early 1970's but the citizens however, were isolated by historic community identities (ethnically, culturally and linguistically) and economic status (Decker and Romney, 1990). Community education was inaugurated in Tucson in 1970 in an attempt to translate the ideals of the community education assumption into new dimensions of effective community living (Decker and Romney, 1990).

The Tucson Model focused on initiating community education during the typical school day to impact upon the instructional program of students and their teachers, before moving to encompass the whole community (U.S. DHEW, 1974, p. 3). This "internal-to-external" approach was aimed at establishing an operational base within the existing public

school system by framing, increasing and strengthening personnel commitment needed to fully develop all community education components.

In this model, the major problem was how to expand the traditional functions of the public school to provide opportunities for all segments of the school community as participants and resources in their own and their children's education (U.S. DHEW, 1974, p. 5). The major thrust to this problem was redefining and restructuring educational leadership functions (Weber, 1982).

In the Tucson Unified School District, community education programs and services are provided to K-12 students and beyond regular school times for all citizens. The local school has become the "neighborhood opportunity center" for citizens of all ages, to implant a will and facility for learning, to produce not learned but learning people (Decker and Romney, 1990).

Historically, the model was developed in four phases, which included:

Phase I - INTERNAL (School). The K-12 curriculum was strengthened and personnel roles redefined to establish a firm foundation to elicit support and commitment for the Community Education Program.

Phase II - EXTERNAL (Community). The concept was made more comprehensive, involving the entire community, creating awareness, encouragement and commitment, of community members to assist the school personnel.

Phase III - Implementation and Assessment of New Leadership Roles. Phases I and II were further developed encouraging principals,

teachers and community members to take increased leadership roles. Further, the emerging desired staffing patterns were evaluated.

Phase IV - Restructure Management Concepts for Maintenance and Expansion of Community Education. At this phase, a desired staffing pattern was established to incorporate the existing school personnel and community members for effective leadership; strategic components of community eduction were developed and a management plan which would guide future expansion of community education was formulated (U.S. DHEW, 1974, p. 6).

Organizational Structure

The School Board members develop policies and procedures essential to the operation of the Tucson Unified School District as community schools. See Tucson Unified School District Fiscal Year 1991-1992 Organizational Chart, (Figure 8). The board develops operational stratagems and positions that are congruent with the spirit and philosophy of the community education concept. In addition, together with school administrators, they develop interagency joint-use agreements of community resources (U.S. DHEW, 1974). With a strong thrust to leadership in community education in the Tucson Model, redefinition and understanding of more encompassing roles and relationships have been the most important factors in the success of the community education program in Tucson (Weber, 1982). Many sectors in the organizational chart have assumed responsibilities as program and activity leaders (U.S. DHEW, 1974).

TUCSON UNIFIED SCHOOL DISTRICT FISCAL YEAR 1991-1992

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                            GOVERNING
                              BOARD

                           SUPERINTENDENT
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| PUBLIC INFORM. | EMPLOYEE RELATIONS | | SPECIAL EDUCATION | SPECIAL PROJECTS | LEGAL SERVICES | COMPLIANCE MONITORING | BUSINESS & OPERATIONS | GOV'T. RELATIONS | BONDS/FAC. MGMT. |

| ASST. SUPT. NORTH REG. | ASST. SUPT. CENT. REG. | ASST. SUPT. SOUTH REG. | ASST. SUPT. INSTR. | ASST. SUPT. M. S. REG. | ASST. SUPT. H. S. REG. |

Information Tech. Svs.

Inter-scholastics

Purchasing Services | Personnel Services | Planning Services | Engineering Services

ETV

Business Services | Sch./Comm. Services | Maintenance Services

African Am. Studies | Core Studies

Health Services

Comm. Development

Financial Services | Transp. Services

Native Am. Studies | Bilingual Education

Service Centers

Administrative Services

Staff Development | Grants Development

GATE

Food Services | Student Finance

Instructional Technology | Magnet Grant Chapter II
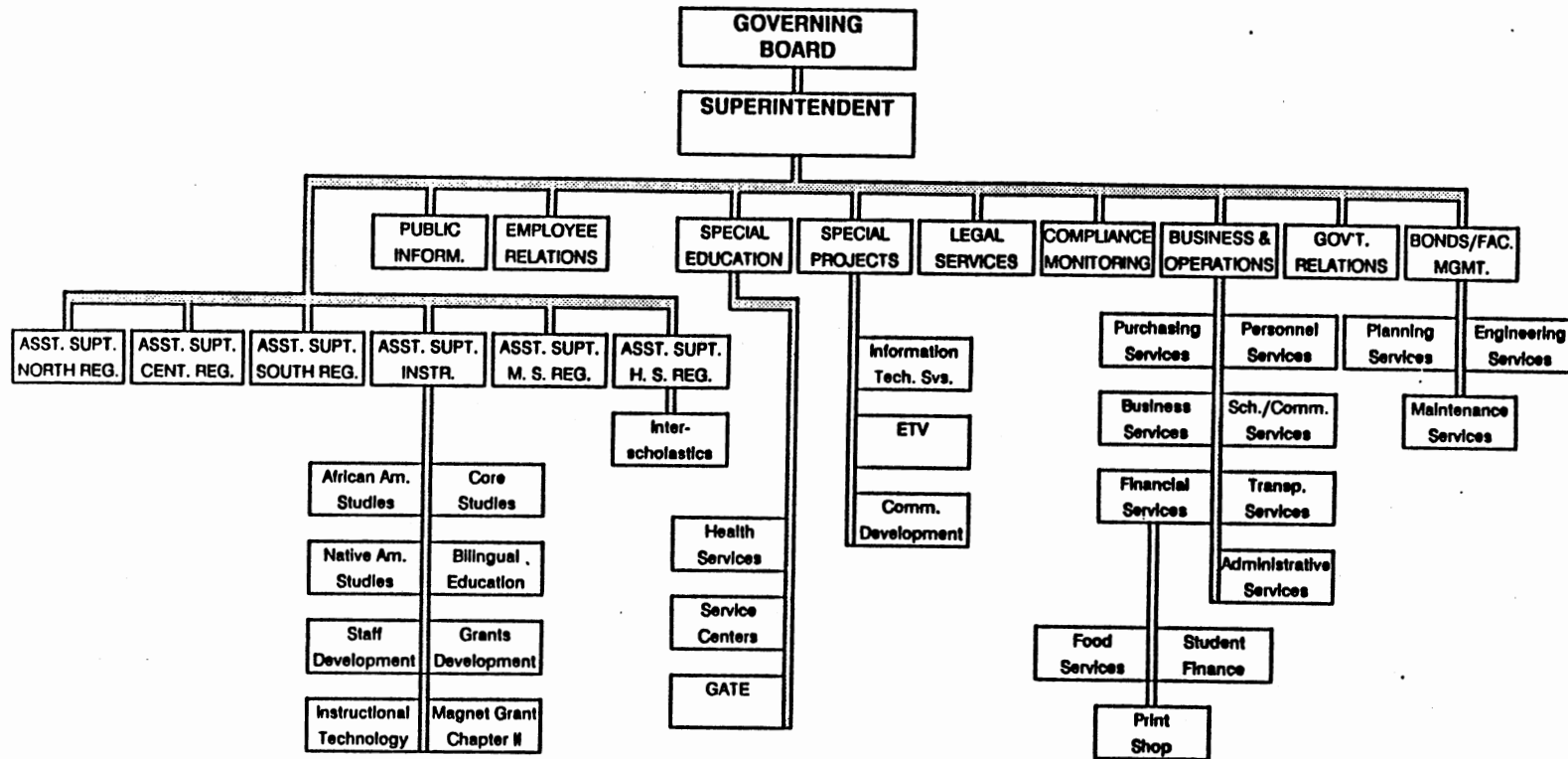
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Figure 8:   Tucson Unified School District Fiscal Year 1991-1992

Source: Gene Weber, Director of Community Education, Tucson Unified School District, Tucson, Arizona (August, 1991)

Advisory Council

The formation of an advisory council was the prominent component to developing the Tucson Community Education Program. The advisory council produces accurate and sufficient information in the decision-making process, and works effectively with a responsive administrator. Significant in the constitution of the advisory council are the children, teachers, building level administrators and parents, since the program is focused on the K-12 program. However, in the spirit of community education, members of the advisory council included a significant spectrum of all citizens of Tucson.

The major functions of the Tucson Councils are:

1.   To identify and analyze community concerns;

2.   To advise and recommend program activities and services;

3.   To assist with program tasks, such as disseminating information, locating resources etc.;

4.   To review program outcomes as related to identified community concerns (U.S. DHEW, 1974, p. 13).

Staffing

The major thrust of the Tucson model was to redesign, test and demonstrate staffing patterns for providing community education that is cost effective to enable the community to fund leadership requirements at every community school (U.S. DHEW, 1974, p. 5). To enhance the desired role changes of existing personnel it was necessary to require administrators, teachers and community members to assume greater

responsibilities for conducting community education in Tucson. The staff includes six full-time paid members, who are involved with the whole community education, community agencies and its citizens. The staff also includes a coordinator for the Partners-in-Education Program, a liaison/trainer for the School Volunteer Program (Decker and Romney, 1990, p. 32). The most powerful factor needed to develop and maintain the Tucson model is "competent leadership," (U.S. DHEW 1974, p. 5; Johnson, 1990). Several approaches are taken to develop commitment to leadership, including day-long workshops for all the teachers, staff and community members (Weber, 1982).

Financing

The Tucson Community Education Program (K-12 integration) was federally funded as a local community education project, under Title IV, Section 405 of the Education Amendment of 1974, under "Community Education Act" (P.L. 93-380) (U.S. DHEW, 1974). Currently, however, the program is chiefly funded by the state grants and local resources.

Programming

The Tucson model programs provide a vehicle for broad-based participation with the local school serving as neighborhood opportunity center, (Decker and Romney, 1990; U.S. DHEW, 1974). Initially, the thrust of the program was the K-12 curriculum and the students were the nucleus (Weber, 1982). The program expanded to address all of the adult programming in the various developmental Phases (I-IV) after the initial K-12 was firmly established. The program and activities now

address School-Community Services of various kinds to create unity of action, commitment and support which relate to the best interests of children, teachers, school administrators, parents and business and industry in the district.

Evaluation

The community education director, coordinator and the advisory council determine how well selected strategies accomplished the goals that were set initially (Weber, 1982). The Tucson model was initially evaluated in terms of how well the efforts directed toward the inclusion of the community education concepts as an integral component of the K-12 curriculum have worked. They were deemed effective and efficient. The leadership responsibilities and role changes and redefinitions are all examined in the community education concept and process. Evaluation also centers on the long- and short-term goals as process and products in an effort to achieve effective community education program for all citizens of all ages. Success indicators are sometimes seen in numbers of programs offered to the public or support for new or existing programs or services. Techniques that provide indicators for developing a new strategy is especially employed.

Pauls Valley Community Education

Historical Background

Pauls Valley is a small school district with a population of 7,500 in the southern part of Oklahoma. Faced with a dire need for Community

Youth Center and Program, district officials responded with a series of Town Hall Meetings in early 1982, without success. A fact-finding committee that was formed recommended developing a community education program to meet the needs of youth in Pauls Valley. With the increasing cost of building construction the community members became convinced that by using existing school and community facilities, and building on the already strong and broad community support base, they would implement community education concepts pronto (Nolen, 1991; Decker and Romney 1990, p. 210).

Since it was inaugurated in September, 1982, community members are committed to the community education process and program and have taken steps to adequately integrate community education ideals into the community life and the K-12 education and management as needs indicate. Most prominent in the program is "student leadership empowerment" which is encouraged and supported by community members (Nolen, 1991). In the spirit of leadership, the high school groups conventionally set their group styles after a fraternity or sorority to attract students' membership. Pi Phi Pi is the largest fraternity in the community school, open to all students, and over half of the entire student population belong to the fraternity (Decker and Romney, 1990). The executive board of the fraternity is composed of representatives from each class, and two officers of the fraternity's executive board serve on community education advisory council, with full voting rights (Nolen, 1991).

Pi Phi Pi plans and executes excursions and various social

activities for the youth organization in Pauls Valley. The "Pi Phi Pi House," the expanded school facility, serves as an activity and meeting place for the students. The room is "theirs" and they make all the rules and regulations regarding behavior (Nolen, 1991; Decker and Romney 1990, p. 211). The Pi Phi Pi "travelling squad" is the symbol of the social organization of youth and Pauls Valley's Community Education. The Squad represents the fraternity in state and national conferences.

The Youth Council, an organization for Middle School Students, began in 1984, sponsored by Pauls Valley Community Education is a vital link between Middle School and Community Education (Nolen, 1991). Council members perform social services for the community; and in 1986 the Youth Council started anti-drug campaign - Students Taking Action, Not Drugs (STAND), (Nolen, 1991).

Pauls Valley Community Education is now in the process of building a community center which includes community education offices, indoor swimming pool and locker facilities, and will provide an opportunity center for all members of Pauls Valley community. According to Nolen, "in Pauls Valley, the common place has become wondrous and the wonder has become common place."

Organizational Structure

The Board of Education has adopted policies regarding community education program. The community however, is the strongest force in the organization of Pauls Valley Community Education (See Figure 9). The community appointed the director who is responsible for 3
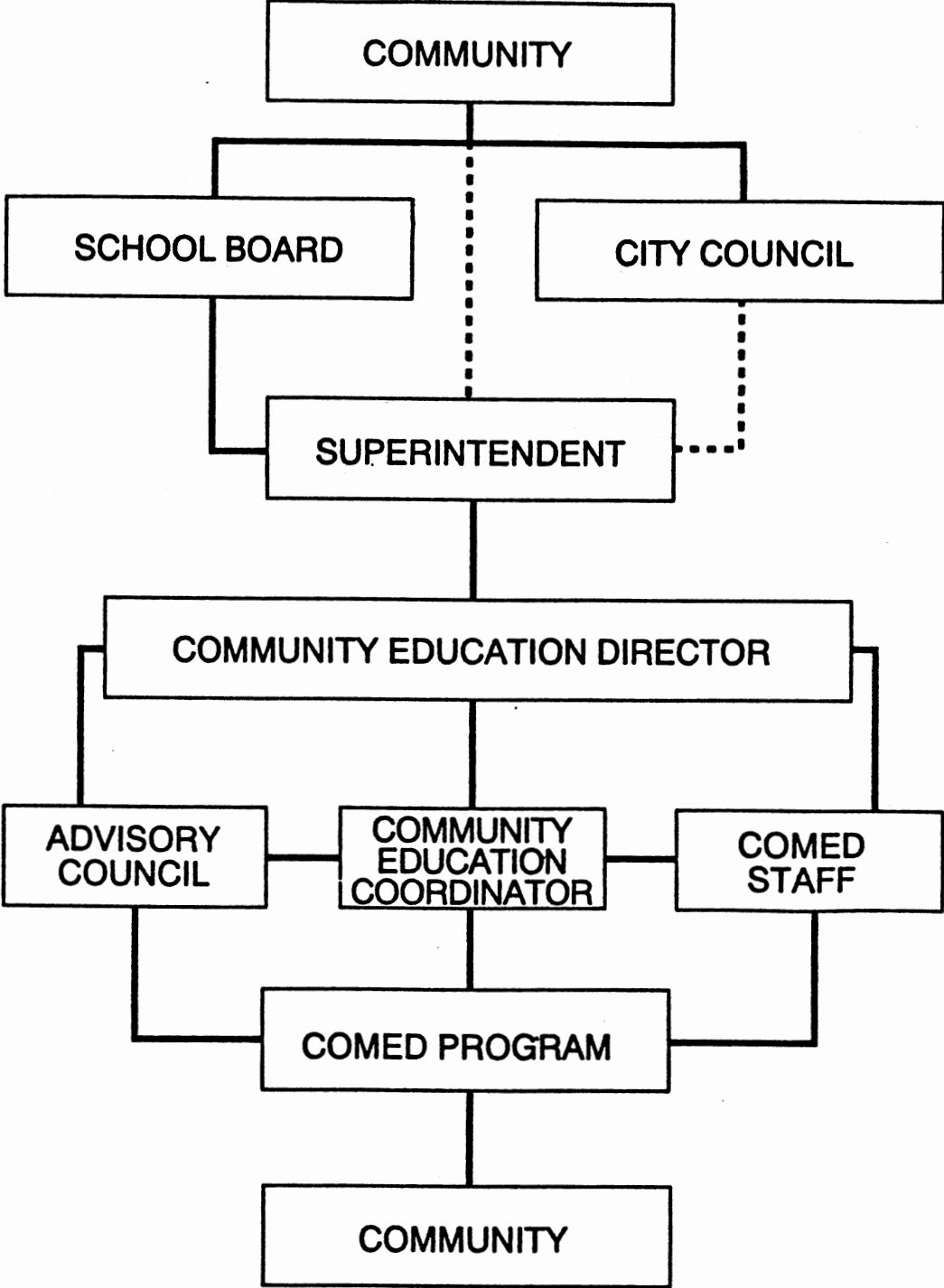
Figure 9: Pauls Valley Community Education Organizational Chart

Elementary; 1 Middle; and 1 High School Community Education Programs. The interaction among the organizational personnel is significant, collaborative and productive.

Advisory Council

The advisory council is a major strength of the program. The council consists of citizens representing a broad and diverse segment of the community (Nolen, 1991; Decker and Romney, 1990). Since most of the advisory council members also play active roles in other aspects of the community, an excellent and productive networking system exists for Pauls Valley Community Education. Consequently, the council is able to expand without opposition or change courses of action as situations and needs indicate. The council conducts the annual needs assessment and evaluation to implement programs or phase out some programs as indicated by program analysis.

Programming

Pauls Valley Community Education Program centers on Youth Programs, and offers approximately 150 classes and 150 activities as indicated by needs and situations. Classes are broad in scope and include cultural, educational, health, and recreational courses (Decker and Romney, 1990, p. 211). Some of the program courses are offered specifically for certain age groups from preschool to senior citizens. Year round activities are varied to serve all segments of the community. Prominent in the program activities is the recreational sports leagues set up for the community members who participate freely in various teams.

Staffing

The director, who also served as a recreation director for the city, is assisted by two full-time and three part-time personnel. The director hires the instructors for the various classes offered by the program. The staff is assisted by the Pauls Valley Community School personnel and Chamber of Commerce in providing community leadership.

Financing

Pauls Valley Community Education is funded by joint efforts of the Pauls Valley Public Schools, the City of Pauls Valley, and a state grant. This collaborative effort culminates in an annual budget of $80,700, consisting of 62 percent local and 19 percent fee funded. The city supports the program budget in the amount of $10,000, which goes to employees' salaries. One remarkable feature in financing the program in Pauls Valley is that "they go to the community to look for funds and engage in fund raising activities."

Evaluation

Through an annual needs assessment and class/activity evaluation system, Pauls Valley Community Education Program sets goals and objectives for each year's program (Decker, and Romney, 1991, p. 210). Long- and short-term goals and objectives are set and built upon annually. The advisory council plays a significant role in the evaluation process.

Carson City - Crystal Area Community Schools

Historical Background

The Carson City - Crystal Area School District, Michigan, consisting of three towns with a population of 7,000, has three elementary schools, one middle school and one high school. Each of the towns has its own elementary school while the middle and high school are housed in the same building. The K-12 student population is 1,400. The towns which comprised the school district "have citizens who were mainly working poor, lower class with a few middle class, single families and were mainly engaged in agricultural seasonal type of jobs; potato farmers for example, prior to the inauguration of community education program in 1983 (Rohrer, 1991)."

Among these people, computer illiteracy and illiteracy were also rampant prior to the program establishment (Rohrer, 1991). The primary goal of the steering committee in the school district was to formulate a plan of action that would coordinate community activities and at the same time harmonize with the existing school system. According to Rohrer (1991) the interest in community education grew out of needs for:

1. An Adult High School for people who did not finish high school;

2. An Alternative High School program;

3. A Basic Adult Education for the illiterate adults;

4. A Preschool program;

5. Developing Computer Education for "people who have not

seen computers before,"

    6.   Recreational programs for the entire community (three towns).

The steering committee, supported by the Board of Education took it upon itself to implement these goals in the Carson City - Crystal Area School District. Further, the committee served as the linkage and communication vehicle for the three towns and among interest groups. It was a collaborative and coordinating process.

The inaugurated community education program was housed in a remodelled building in the middle of the community, stressing expanded use of community and school facilities. The pre-school program operates from one elementary school, for maximum use of available resources. It is remarkably noted that the three municipalities comprising the school district had a population mainly engaged in a seasonal type of agricultural occupation, marked by poverty and illiteracy, and "the program started from nothing," (Rohrer, 1991).

Organizational Structure

The organizational structure of the Carson City - Crystal Area School District is comprised of the School Board and the Superintendent who fully support the community education concept and the inaugurated program, followed by a community education director who is also a member of the Chamber of Commerce and in effect, acts as a resource linker and a communication link between the organization and the community education program (See Figure 10).

Carson City - Crystal Area School District Organizational Structure

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                         ┌─────────────────┐
                         │  SCHOOL BOARD   │
                         └────────┬────────┘
                         ┌────────┴────────┐
                         │ SUPERINTENDENT  │
                         └────────┬────────┘
      ┌──────────────────────────┴─────────────────────┐
      │  COMMUNITY EDUCATION DIRECTOR ├──── CHaMBER OF COMMERCE
      └──────────────────────────────┘
         ┌────────────────────────────────────────────┐
         │ ASSISTANT COMMUNITY EDUCATION DIRECTOR      │
         └────────────────────────────────────────────┘
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| COORDINATOR RECREATION/ENRICHMENT PROGRAM/ COMMUNITY ADVISORY COUNCIL | COORDINATOR LITERACY PROGRAM/ COMMUNITY ADVISORY COUNCIL | ADULT EDUCATION COORDINATOR/ COMMUNITY ADVISORY COUNCIL |

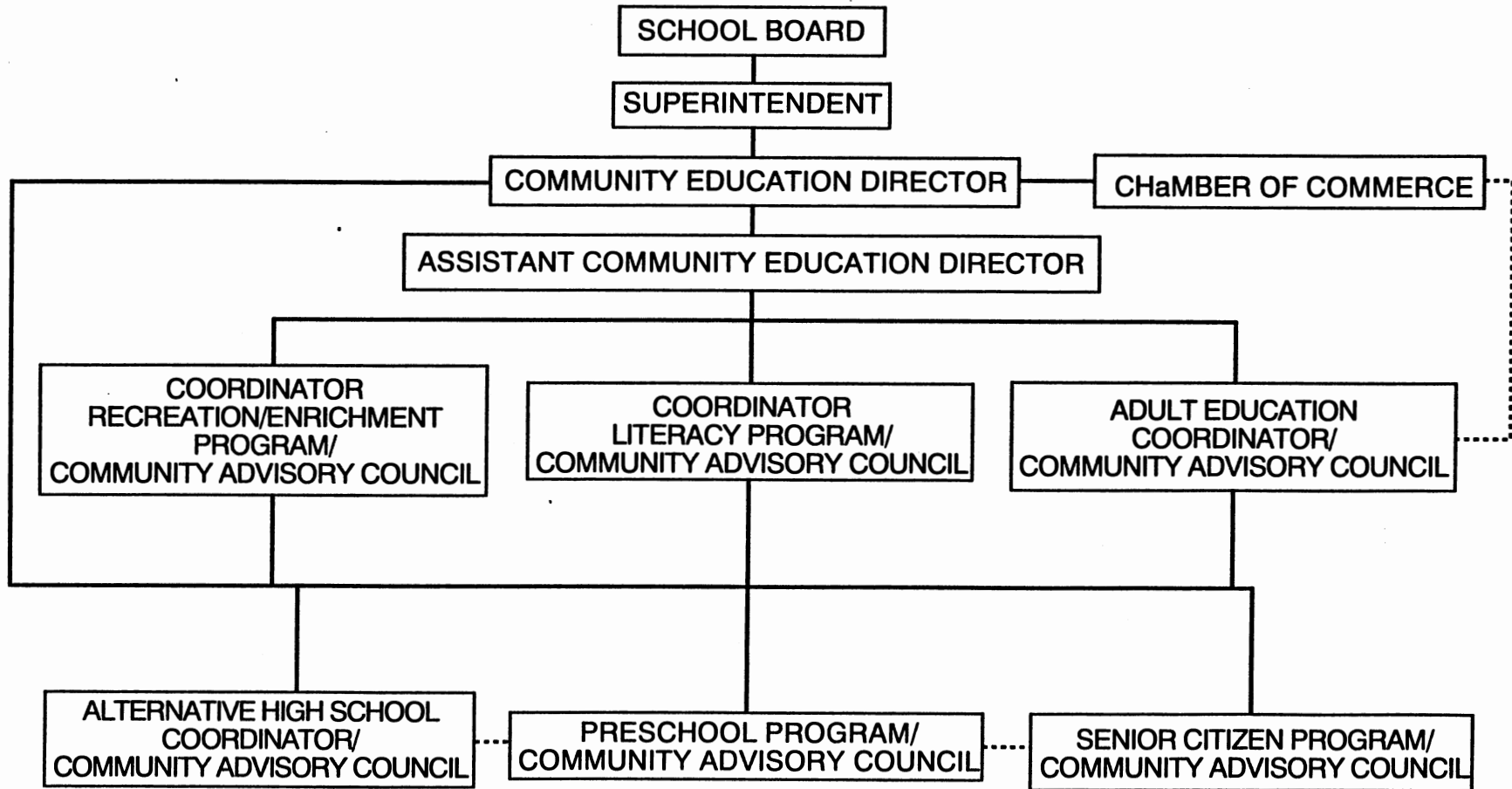| ALTERNATIVE HIGH SCHOOL COORDINATOR/ COMMUNITY ADVISORY COUNCIL | PRESCHOOL PROGRAM/ COMMUNITY ADVISORY COUNCIL | SENIOR CITIZEN PROGRAM/ COMMUNITY ADVISORY COUNCIL |

Figure 10: Carson City-Crystal Area School District Organizational Structure

Source: Carson City-Crystal Area School District (Rohrer, November 11, 1991)

One remarkable feature of the organizational structure of the Carson City - Crystal Area School District is that it has not established a community-wide advisory council. All the various advisory councils are serving pertinent major programs with program coordinators as indicated in the organizational chart, Figure 10.

Advisory Councils

Initially, the community-wide advisory council was organized, but unfortunately, could not function harmoniously due to conflict among special interests of members (Rohrer, 1991). Consequently, small group advisory councils were organized under the various programs. Membership is based on program interests. This method has worked very well for the program (Rohrer, 1991). In effect, major structural program areas have their respective advisory councils and work with the director, assistant director, and coordinators in decision-making processes.

Programming

The Carson City - Crystal Area School District Community Education Program is well integrated with the existing public school system. The program serves three rural townships. The preschool-to-kindergarten program is located in one of the elementary schools. Effective and maximum use of available resources are stressed, in addition to networking. Other major programs include adult high school completion, adult basic education, an alternative program for school age parents, gifted and talented student programs, adult and youth enrichment, adult and youth recreation, child care, summer

remedial education program for all ages, and the senior citizens' program.

Further, a literacy program is offered for adults and ACT preparatory classes are offered to college bound students and open for all students. The college bound students work with counselors under the community education program. The program provides buses for senior citizens who plan their excursions with their pertinent advisory council.

Staffing

The community education director is responsible to the District Superintendent. The director and his assistant are responsible for the program coordinators. The program instructors are hired by the director, assistant director and the coordinator who function as a team. In all cases, the staffing of the program is in line with the community education philosophy and employed to affect citizen involvement. The teachers are responsible to the coordinators.

Financing

Carson City - Crystal Area School Districts' Community Education Program is funded through various sources. These include federal and state grants, local funding, and tuition charged for some of the classes to cover costs. The state grant includes categorical grants, and extra money is received annually for certain programs.

The adult high school program receives $8,000, the senior citizens' program receives $4,000, in extras, while $7,000 is received for community education from the state. In addition, grants are also written for special projects.

<u>Evaluation</u>

Evaluation is an on-going process in the Carson City - Crystal Area School District Community Education Program. Evaluation of the program goals is eminent, to check how community needs have been met. The procedures and techniques are informal. Talking to community citizens and program participants on the effects of programs, together with the number of aspiring program participants are used to see if programs are working (Rohrer, 1991). If the identified needs are not being met, the existing program is discontinued and alternative strategies are introduced to resolve identified problems. The respective program advisory councils play major roles in the evaluation process.

<div align="center">Global Perspectives</div>

Reflective attempts to explore a variety of alternative perspectives in the education of people around the world indicated that community education has raised the awareness of, and a commitment to, a critical and reflexive considerations of intellectual traditions and educational practices. Townsend (Australia) quoting Fashesh (Palestinian educator) asserted that:

> Education can do one of two things: it can either introduce hegemony into the community, or it can reclaim and develop what has been made invisible by hegemony. Education of the second kind ....community education, requires us to use our senses again, to make things visible, and to allow people to speak. Meaningful education, or community education, thus reclaims people's lives, their sense of self-worth, and their ways of thinking from the hegemonic structures, and facilitates their ability to articulate what

they do and think about in order to provide a
foundation for autonomous action (p. ii).

Further, Townsend contended that international community education
efforts have been geared towards providing "Leadership for local action,"
and raising the global awareness in our communities."

In some African countries, modern community education is seen as
a liberating concept. Thompson (1986, p. 2) had already concluded that
as a liberating concept the content and process of community education
are important for the successful community transformation especially in
situations where injustice and inequalities are structural. However, the
established community education programs in Kenya, Africa, have been
dealing with literacy programs and functional community projects.
Community education or productive community schools (PCS) which
"combine learning and earning" introduced in the Philippines and Brazil
has been influential (Zimmer, 1991). Zimmer (1991) noted that:

> Through intensive interaction of theory and
> practice, the PCS impact production - oriented
> knowledge, community-oriented and general
> education in an integrated way...The PCS serve
> to attain qualifications oriented towards
> self-reliance economics. They are a contribution
> to the nationalization of the economy at the
> grassroots level (p.19).

From Kenya to Australia, from England to the United States and
Canada, community education is making a positive impact in all areas of
life. Community education, as Zimmer (1991) reported, is believed to

> . . . help above all in the poorest regions of this
> world in securing the fulfillment of basic needs
> and enabling the people to have a life of dignity.
> . . . My hope is based on the observation that
> community education represents the most

important answer which can seriously be
considered world wide for the serious weaknesses
of the formal education sector (p. 11).

The concept of community education is endorsed by various parts of the world. In the third world countries, however, high levels of adult illiteracy, dependency of all kinds and a contradictory ideological hegemony reign supreme in their unsatisfactorily organized educational systems. More than ever, practical improvement of education for self-reliance, to help people help themselves should be infused into the regular education system.

Commonalties Among the Five Case Studies
and Alternative Sources of Data

The major findings commonly related to the five case studies and all alternative sources of data included; *that the establishment of community education was occasioned by "a particular crisis in education," "needs", "problems" and "concerns" that must be addressed more effectively by joint efforts.* The process of "needs identification" and "goal setting" had been championed by an individual, or a group of individuals, committed to the process and concept of community education. Hence, "the development of leadership" was imperative as all sources of data indicated. All the five model community education programs used "public school facilities" as a dynamic community center for citizens of all ages. Other key factors included: "organization," "life-centered curriculum," "education and production for self-reliance," "evaluation", and "financing."

Leadership is particularly responsible for the effective identification

and effective use of the various "community resources," including material, human, and financial for the benefit of all community members. Also, the five case studies showed that leadership is charged with the responsibility for designing "community education programs" that are unique to the specific communities, "community-based planning," "community-wide use of schools and other community facilities," "decision-making by community members," the selection and formation of "advisory councils," "steering councils," "agency linkages and interaction," "economic development" and "demystification of structures."

The review of literature and interviews showed that "leadership" and "cooperation" are the key success factors in community education development. According to Johnson, Decker, Nolen, Kemp, Cady and Weber, "the process is fundamentally the facilitating, enabling process and a means of citizen empowerment." Other critical success factors indicated by the review of literature included "networking," "coordination," "collaboration," "lifelong learning opportunities for community members of all ages," "broad-based local economic development in the community," parental, business and industrial involvement and governance of schools.

The consultative documents, the review of literature, and interviews showed what Goldsmith (1982, p. 19) summarized and listed as the community education agenda. The agenda, she wrote, included the formation of partnership by educators with others to develop strategies and incentives for:

1.   Moving public education into a genuine working partnership with the home, school, and community.

2.   Integrating citizens of all ages into the total learning process.

3.   Using the entire community as a learning environment.

4.   Expanding the educational delivery system to include community agencies, and the public and private sectors.

5.   Designing new roles for administrators, teachers, students, and citizens for ensuring personalized learning for all ages.

6.   Increasing systematic citizen participation in identifying needs, finding resources, and assuming the responsibility for solving problems.

7.   Involving the full range of citizens in shared decision-making processes.

8.   Encouraging organizations, agencies, and institutions to become more responsive to the expressed needs and interests of citizens.

9.   Fostering increased collaboration among community organizations to meet the expressed needs of local communities.

10.   Promoting the effectiveness of community-based organizations.

11.   Promoting volunteer citizen involvement in public education and community improvement.

12.   Increasing the efficiency of educational and community systems through better use of existing and developing technology.

In summary, Johnson, (1990) asserted that "a combination of forces pooling energies and resources" rather than a single force is required to deliver community education. For the purpose of this study, however,

"effective leadership," "vision" and a combination of "strategic process environmental scanning for the necessary identification of needs", "resources," "opportunities," and "threats" in the community would be used as critical components to develop process oriented community education programs for both urban and rural Nigeria. The programs emanated from the identified needs of the Nigerian communities by the Nigerian participants in this study, from the review of literature and United Nations Educational Scientific and Cultural Organization (UNESCO, 1980) report on *Education in a Rural Environment*.

CHAPTER V

PROPOSED COMMUNITY EDUCATION PROGRAM

MODELS FOR NIGERIA

> Each country has its own particularities,
> resources, problems and requirements, to which
> educational aims, curricula and methods must be
> adapted, so that men and women may be
> enabled to play their full role in the life and
> development of the nation. If it is true that,
> under present economic and political
> circumstances, the life of a nation cannot be
> sealed off in isolation, then it follows that
> education that does not reflect specific situations
> and local realities may come to nothing
> (UNESCO, 1980, p. 18).

The great conclusion forced upon Nigerians in retrospect is that

the present educational system and the people are at a grave competitive

disadvantage. The system is in crisis and not delivering. The education

system is in the firm grip of the past and obsolete tradition given the

comparative changes around the world. The dramatic and challenging

impact of the population explosion; increasing rise in educational

enrollment rates, the widening gap between social demands and

educational capacity, graduate unemployment and frustration, the

dichotomy and alienation between education and community living,

suggested that Nigeria should acquire alternative strategies to overcome

the crisis in place of the current cry of hopelessness and "stoic

resignation in the face of impending doom" (Coombs, 1968, p. 16-17).

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In Nigeria, the people migrating to urban areas imitate western cultures and the modern life style, while those who remain in the rural areas cannot overcome the inertia of their environmental forces to develop themselves and their communities (UNESCO, 1980). Consequently, those who have received a western education but remained in the rural areas, relapse to ineptitude and finally to illiteracy and the endless struggle for survival becomes immutable. Any words of progress which education has made in Nigeria have been drowned by the echoes of economic crisis.

In their turn, many Nigerian educators, ministers and leaders have called for an education linked to life and the school to become a source of culture, personal and national development, unleashing the capacities of thought, learning, action, and creativity for all people of all ages. In effect, community education should be proposed.

The purpose of this study was to propose two models that would provide guidelines for developing community education program in urban and rural Nigeria based on the study of selected community education programs in the United States. It is vital that these proposed models be regarded as implementation guides to strategic process and practice rooted in the specific Nigerian local communities, to reflect their needs and desires. Education is dynamic and forever, an unfinished business.

<center>Community Education Model

for Urban Nigeria</center>

The urban community education program for Nigeria was based on

the study of Tucson Unified School District, Flint Community Schools and Tulsa Community Education Program. The proposed model incorporated the existing conditions in Nigeria and will be adjusted and modified during implementation to truly reflect the Nigerians' needs, problems and concerns. See Figure 11, Proposed Model for Urban Nigeria.

The Leadership Imperative

In the proposed community education model the entire model is powered by visionary leadership (see Figure 11). Effective leadership is imperative, if citizens are to be convinced that restructured schools will offer greater program diversity, opportunities for individual and community development. Educators must move from a state of inaction to a state of opportunity and reflective action. The challenge will be how to utilize existing resources, both financial and human, more effectively to develop and maintain community education programs (Johnson, 1990). To provide meaningful leadership to the program, the existing jobs and roles of Nigerian educators must be redefined and restructured to accommodate the broad intentions of the community education program.

The community education models proposed in this study will be initiated mostly in the existing 6-3-3 (K-12) School System, and will increase administrative responsibilities. A community education director will be trained to assume leadership responsibilities and work in conjunction with the local school principal and the community education coordinator. To achieve maximum impact on the 6-3-3 instructional
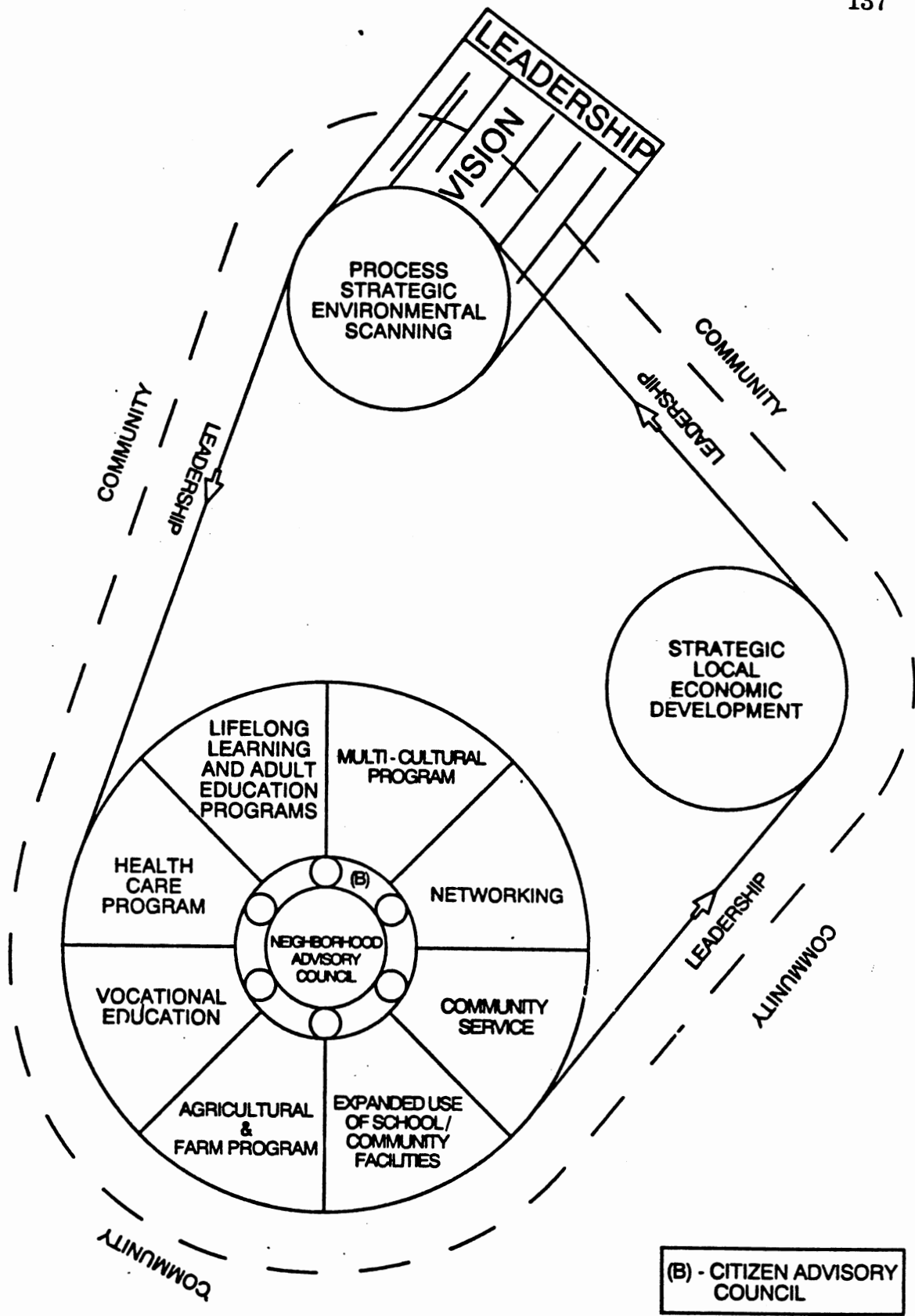
Figure 11: Proposed Community Education Program Model for Urban Nigeria

program, the proposed model will focus on initiating community education during the school day by integrating community education program into the existing public school functions. This approach will ensure durability and acceptance of the program and will enable the existing personnel build their commitment and support for community education. In effect:

> . . . educators, especially principals and teachers, must become deeply involved in this process if community education concepts are to be maximized. For community education to be truly effective, it must become an integral part of the school system, and people involved in educational leadership positions must provide support and guidance (U. S. DHEW, 1974, p. 3).

Once again, the most important factor for achieving success of the proposed model will be contingent on effective leadership of the administrators who will be responsible for developing community education based on the proposed model.

Organizational Structure

The Federal and State Ministries of Education administer the entire educational system in Nigeria as described in Chapter II. Policy matters are largely managed by the Administration and Policy Division at the Federal level and by the Administrative Division at the State level. These divisions are responsible for primary and secondary education, policies, personnel and management, budgets, facilities, planning and staff development, liaison and inter-state affairs (Taiwo, 1980; Fafunwa, 1974). The Administration and General Division as illustrated by Taiwo, (1980), is comparable to the State Department of

Education in Arizona, Michigan and Oklahoma, and, in effect, will take the responsibility for establishing community education programs.

Because the local government participation in education is only by delegation, the position of a Local Government Director of Community Education Programs is vital. The Local Government Director will be in direct contact with the community schools and provide resources and linkages between the state and the local administration.

The State and the Local Directors of Community Education will work in harmony and in conjunction with community school building level community education coordinators in operation, processes and programs' establishments, with the city-wide advisory council.

It is vital that the Chamber of Commerce becomes an integral part of the organizational structure since the proposed community education model is of the intent to achieve a strategic balance in individual and national development, driven by vision and local economic development. Figure 12 shows the organizational chart for the proposed urban model for Nigeria.

Advisory Councils

The advisory councils will consist of two groups of active, responsible, and well organized citizens who function together to identify areas of common concerns, seek out available resources, and to formulate plans of action to resolve these concerns (Clark, p. II-A-1; Johnson, 1990). The two groups of councils include the local community school advisory council or the neighborhood advisory council and the city-wide citizen
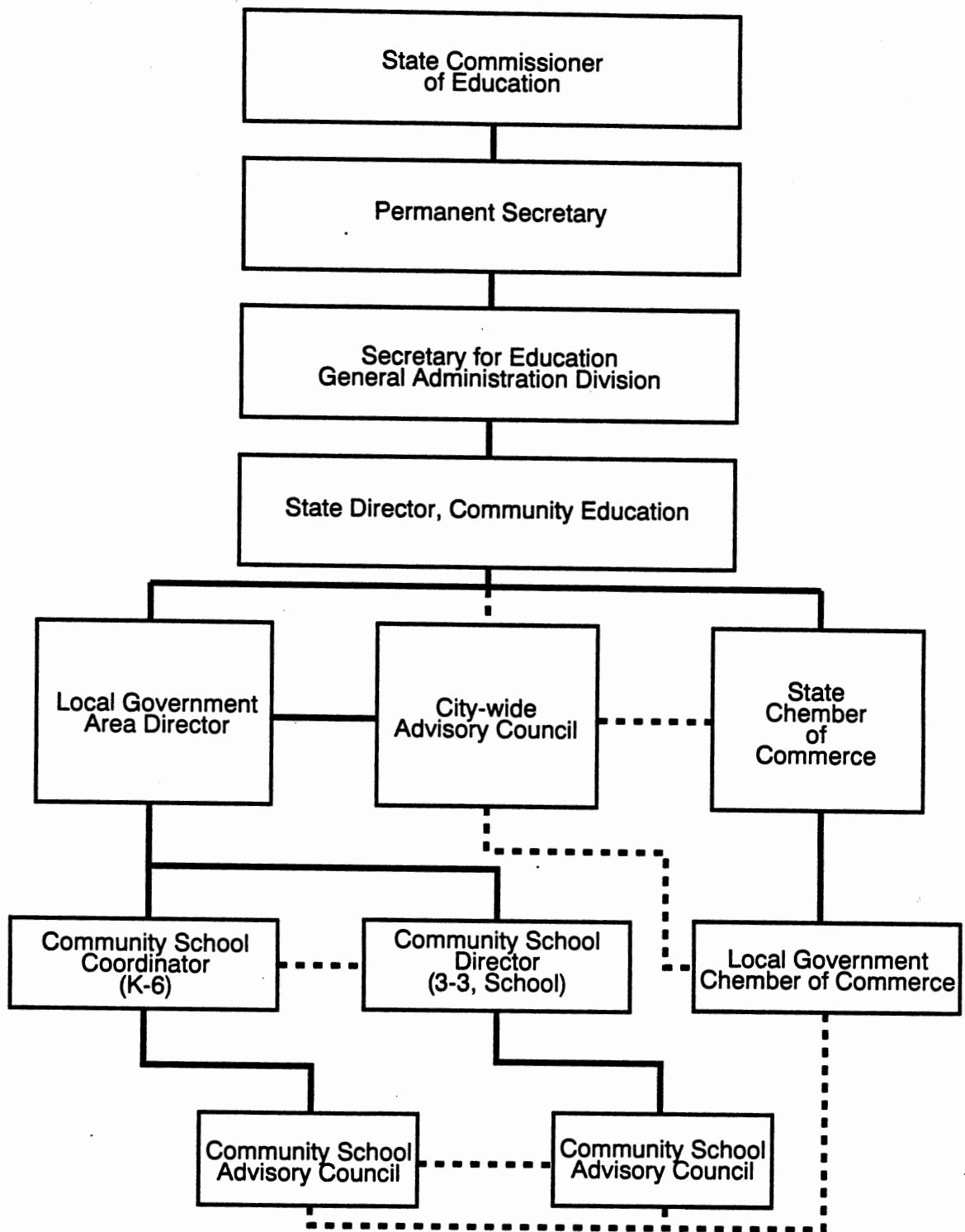
Figure 12: Proposed Urban Community Education Program Organization Chart for Nigeria

advisory council (Figure 11). The two advisory councils are necessary in the urban model because of the multi-ethnic and multi-cultural composition of the Nigerian society. The neighborhood advisory council consists of community members who live around the neighborhood school or the community center where the community education program activities are operationalized. The city-wide citizen advisory council is however, *based on the concept of pluralistic accommodation stratagem. This concept encourages the full representation, preservation and respect of the interests, culture and uniqueness of the various ethnic group members. The overriding commitment to the concept of pluralistic accommodation stratagem is recognizing the multi-cultural diversities of city-wide citizen advisory council members and building upon their pooled strength.* The neighborhood advisory council will be composed of 15-20 members from various walks of life, including the school administrators, teachers, bankers, members of the PTA, members of the Chamber of Commerce, students and local citizens. The city-wide citizen advisory council will be appointed by the Directors of Community Education. The city-wide citizen community advisory council will have 20-25 people in membership, including representatives from the neighborhood community school's advisory council. The city-wide citizen community advisory council will be composed of the local government area secretary, representatives from public agencies, business and industry, lay citizens, students, various level educators, parents and non-parents. Through the advisory councils shared leadership and two-way communication with various segments of the community are developed (Weber, 1982). The advisory councils will

meet on a monthly basis in their particular groups.

The advisory councils' objectives include:

1.   Determine needs, wants and desires of the community.

2.   Identify community resources.

3.   Identify and develop both short and long range goals and objectives.

4.   Help convert wants and needs into programs and services for both children and adults.

5.   Recruit and encourage community participation.

6.   Promote the concept of community education (Weber, 1982; p. 1).

7.   Evaluation.

The advisory council may also provide a talent pool for future leaders and assist in planning and evaluation of programs (Clark; Johnson, 1990). Further, the advisory council will help determine the best way to move from the current situation to the desired future situation (Senasu, 1979). The councils will have the right to make their own by-laws.

Staffing

The directors' and coordinators' positions are full-time. The state director is a community education specialist in the State Ministry of Education. This person will be responsible for introducing and expanding community education throughout the primary and secondary schools in the state, and will be responsible to the Secretary for Education, General

Administration Division (see organizational chart). The State director will provide effective and efficient leadership that will power the entire program, develop and maintain state-wide goals and objectives congruent with the philosophy of community education program, develop and maintain clearinghouse for community education, encourage publicity, public relations, and provide consultation and technical assistance to develop and expand community education (Johnson, 1990, in Community Education and Community Schools Practitioners Handbook, p. VII - 8)

The Local Government Area Director will be directly accountable to the State Director, and will be responsible for the organization and development of community education at the local government level. The incumbent will be responsible for providing training for the community school principals, teachers, and custodians, coordinators, and community leaders, to be involved and committed to the community education concept.

The coordinators will be responsible for the total operation and recruitment of instructors at their various designated sites. The staff will include hired full-time and part-time, and volunteers at the various levels of operation. (see appendix C and D for pertinent job descriptions.) The success of this model will depend on the leadership provided at the various levels and stages of operation.

Financing

Historically, financing education in Nigeria has been the government's responsibility. Through government grants and meagre

school fees, education is financed in Nigeria. Since community education will be an integral part of the 6 - 3 - 3 (K-12) School System, the Nigerian government will be responsible for the initial funding of the proposed program. Other sources of funding must be sought in cash or kind to enable the community education take root in the school system. Once the foundation of community education has been firmly established, it will be almost self supporting. This is another reason for the full utilization of the school and its vital resources, to cut costs.

By way of example, grant writing and fees for each program will be congruent with community education philosophy. Contributions of cash and or equipment will be sought from various foundations and organizations to support the program. Moreover, the State director will submit an annual budget and progress report to the State Ministry of Education. The budget will reflect changes occurring in structure, process, and programs. Central to the financial and consequently inevitable success of the community education program is accountability, next to leadership.

Programming

Inaccurate census data has plagued Nigeria since the foundation of modern times. The awful implication of this lack is that various programs designed in the past more often than not have been a complete failure (Fafunwa, 1974). The population has always been under-estimated. To maximize the programs' impact, accurate or satisfactory census data is of great importance (LeTarte and Minzey,

1972).

In the proposed model, education is viewed as a lifelong process and an integral part of personal and economic development (UNESCO, 1980). As a result, *there is the intention to apply this model to produce learning people who are neither alienated from their local environment nor isolated from local and national economic development but a productive people who are active participants in building an effective community. Programs must therefore be responsive to needs, practical and connected to life (Johnson, 1990).* Through regular assessment of the changing needs of its citizens, community education program must address itself to this challenge (Weber, 1982).

Central to the community education programming will be providing programs for the education of all people. Initially however, the identified priority programs will be offered contingent on available resources. The community education program will be housed in the existing school facilities, focused on the 6 - 3 - 3 curriculum. The program will expand to encompass the entire community.

Since many of the adult population are illiterate, the intermitting of language cannot be exaggerated in the process of both integration and expansion if the individuals are not to be isolated from their immediate environment and the life around them (UNESCO, 1980).

In this process oriented model, (see Figure 11) *effective leadership and strategic process environmental scanning are applied to envision what it is that the citizens need to do and the most effective way to do it in order to move from the existing situation to a desired situation.*

Having determined the needs and the most effective satisfying strategy, the concept is transmitted to the community education program for resolution and reflective action.

The output of this program will be in terms of service, a comprehensive array of education and service activities for people of all ages in the community, effective involvement of people in community affairs, evaluation and planning strategies to respond to the dynamic community needs. Most of all, the program facilitates the production of challenged yet comfortable, happy, productive citizens who will become an asset to the development of their local and national economy (Decker & Assoc., 1990; Johnson, 1990; and Emery et al., 1988). A comprehensive educational and service activities for all citizens makes the school a community center. Furthermore, citizens would share successes and vision in decision-making regarding the program, through participation, initiative referendum, interagency cooperation and coordination.

In summary, effective leadership, networking, citizen participation, involvement and commitment, funding, planning, and accountability will ensure stability of the community education program in Nigeria. The proposed model entails placing vision, knowledge, leadership and skills to functional production.

Evaluation

Planning and evaluation processes will be concerned with *what is, and what ought to be*, to ensure a firm grip on events in the face of changing situations. Evaluation will be an ongoing process at various

levels of the community education program which will include state, local government area, site, and community impact evaluation.

At the site and the immediate community level, the community education coordinator and the advisory council will determine through evaluation how well selected strategies accomplished the goals which were set at the beginning (Weber, 1982, p. 53). Efforts will be evaluated in terms of change of educational attitudes, number of programs offered, number of participants per program, number of services offered, the population served, and its economic impact on the local economy (Weber, 1982).

Since this is a new program, caution must be taken in the evaluation data interpretation. Evaluation techniques will be developed by the appropriately concerned individuals. At all levels, the evaluation will be done in the same process to revise and generate new strategies to solve problems and satisfy needs and concerns in the community as the evaluation results will indicate. Evaluation outcomes will be used to plan the program in a unique process.

Synoptic View of the Proposed Models

Both community education program models are powered by effective leadership. Through vision and strategic process environmental scanning, needs are assessed and prioritized. Consequently, the Community Education Program is used to resolve problems and needs for community citizens, who contribute to the local economy toward the achievement of individual potential, growth, and effective community.

Leadership ---------> Needs Analysis and Prioritization --------->

Community Education Program ---------> Needs/Problem Resolution

---------> Individual/Community Development ---------> Effective Community.

When all the components work in harmony, the vicious circle of

poverty and ignorance will be broken, the dividing line between urban

and rural community will disappear, and rural-urban migration will be

minimized.

Community Education Program Model

for Rural Nigeria

> It is true that traditional rural society has an
> approach to life that does not tend to maximize
> production or income. In a world closed in upon
> itself, subjected to the rhythm of the seasons
> and the crops, no difference is drawn between
> one form of work and another. In this world all
> forms of occupations are social obligations
> necessary for the preservation and cohesion of
> the group. Concentrated on maintaining its own
> balance, the system rests on the authority of the
> elders and the solidarity of all members of the
> community (UNESCO, 1980, p. 12).

The above observation is typical of the rural Nigeria where the

majority of the population live. According to Senasu (1979, p. 94) the

rural population is the backbone of the country but the weakest, mainly

made up of passive illiterates buried in a vicious circle of poverty due to

ignorance and ignorance due to poverty.

This sector of the population, 70 - 80 percent, is mainly engaged in

agriculture, uses only rudimentary tools and little or no fertilizer

(UNESCO, 1980). In the rural Nigeria, poor quality of education is

offered the students, and the rural population experiences a low quality of living.

While the possibilities of better living standards and better potentials for growth and advancement exist in the cities, in the rural communities, health and economic problems are ravaging the population. In the rural communities the socioeconomic engine is sluggish, and not running. The rifts between urban and rural communities are widening and deepening as the old system of values is fast eroding and the typical way of life is fast disappearing.

In the existing situation, the rural community has not benefited from an educational system which fails to meet the community's needs (Community Education and Community Schools in New Castle). People of all ages are still dying of preventable diseases. The birth rate is very high. After years of painstaking education that has dwindled the family resources, the graduates migrate to the cities in search of unavailable jobs. Those who remain in the rural community have too much "free time, doing nothing." It is difficult for parents to understand the purpose of schooling and education in the stern face of poverty. Hence, many parents do not want to become involved in education. With historical institutionalization of learning, this is no wonder (Community Education and Community Schools in New Castle).

While the rural community has external problems, it has been sustained by its own ambivalence in traditional attitudes (UNESCO, 1980). It is only a developmental effort and deliberate use of the existing possibilities and resources that will break the vicious circles in

which the rural communities have been revolving. Rural communities
will benefit from the type of education which harmonizes with the
citizens' needs and the purpose of education (Community Education and
Community Schools in New Castle).

The rural community education model proposed in this study (see
Figure 13) was based on the study of Carson City-Crystal Area School
District Community Education Program model in Michigan and Pauls
Valley Community Education Program model in Oklahoma. The proposed
community education program model for rural Nigeria is principally
focused on economic and community development. The primary focus of
attention is the agribusiness development. According to Zimmer (1991, p.
19):

> The concept of an enterprise which is principally
> based on the factors of production, capital and
> labor, limits power to management, is indifferent
> to the product and only interested in a wholly
> functional training of personnel is not
> appropriate for our purpose. In contrast, the
> principal factor of production...is the knowledge
> and the previously acquired skills of all
> co-workers, their participation in management
> decisions and a correspondingly high level of
> training.

Through a redefinition of effective leadership responsibilities,
community educators will help destroy mischievous myths and false
images, harbored by citizens and corroborated by ideological hegemony
(Coombs, 1968, p. 146). When some barriers that impede personal and
economic development are replaced by truth, knowledge and education
the benefits will be beyond doubts and the process will continue (Coombs,
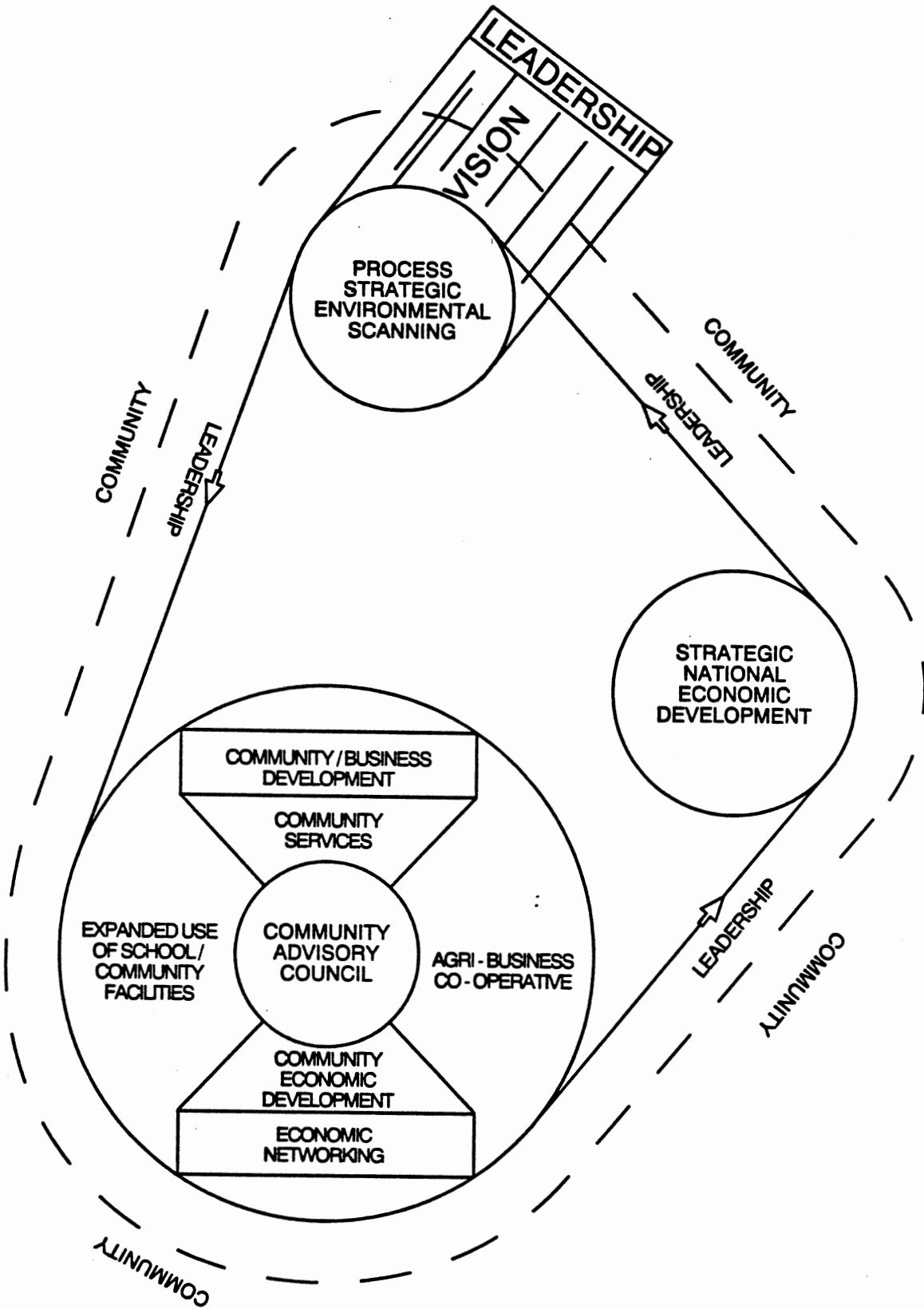1968). These benefits are bound to spread beyond the boundaries of the

Figure 13: Proposed Community Education Program Model for Rural Nigeria

community and this dynamic functional reality is tied to the strategic national economic development at the right small circle in the proposed model.

Effective leadership will help guide, inspire, unify and motivate community members by instilling a sense of pride, dignity, and commitment in their heritage, promoting identity, providing a common purpose and other relevant cultural values necessary to achieve an effective community. This concept of community education affects the decisions made by community members in the concept of participatory democracy and the directions they choose while marching progressively into the twenty-first century.

Process Strategic Environmental Scanning

Process oriented environmental scanning includes an assessment of the social, cultural, economic, political, and developmental forces and their impact on the community. In this model, environmental scanning will be employed in identifying the significant strengths, opportunities, and weaknesses present in the community which could be the critical success factor (CSF) in the adaptation and developmental concept of community education. CSF analysis will provide greater depth and insight in identifying the essential resources, competencies, knowledge, and skills required to be successful in a particular community (Pfeiffer, 1986). Relative to the model, CSF can lay a solid footing and durable basis for the effectiveness of the community education. Leadership has the major responsibility for the CSF analysis in the developmental

concept. Environmental forces suggested that the development of community education concept in Nigerian communities would be proper, timely and successful.

Organizational Structure

The Local Government Area Community Education Director (LGACED), will be responsible for the development and maintenance of community education programs in each of the local government districts. The LGACED will provide leadership to stimulate people of all ages and all walks of life into action. Due to a lack of effective and efficient communication that may abound in the rural areas, it will be necessary for the LGACED to create *Neighborhood Teams* who will be operating in specific *Action Zones*, though not shown in the organization chart, Figure 14.

The community school coordinators will be appointed and will work in conjunction with the local school principals, and will be directly accountable to the LGACED. The community advisory council will be expected to interact with the director, coordinators and other councils. In the rural area, the Young Farmers Club, and the existing Community Council, run mostly by the elders will be involved in the decision-making process, individually and collectively.

Advisory Council

The advisory councils and the action zone teams (individuals who will serve more or less as steering councils) will combine action, to determine problem areas, and investigate them, while retaining their
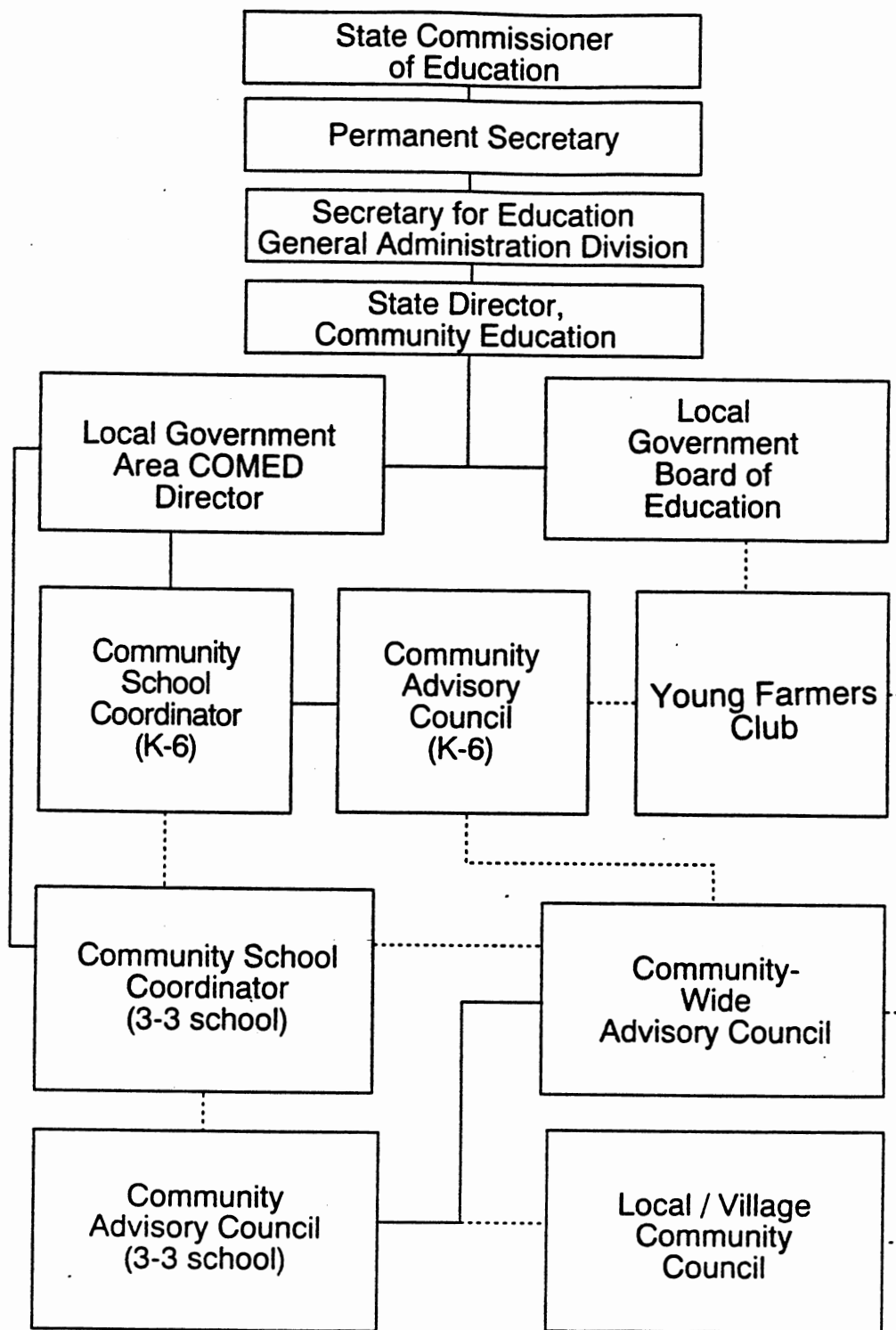
Figure 14: Proposed Rural Community Education Organizational Chart

advisory function. Council membership will consist of 15 - 20 members representing various segments of the community. Since parents in the rural areas have long assumed that schools are fully responsible for educating their children, in *loco parentis*, and have been almost completely excluded from the process, the advisory council will promote lifelong learning and encourage parents, individuals and groups to acquire knowledge and skills and become an integral part of educating their children (Community Education and Community Schools in New Castle, p. 3).

The advisory council will make their own by-laws and meet on a monthly basis, and seek effective cooperative networking with other agencies, assist the director and coordinators in systematic planning and programming processes.

Staffing

The principal of the existing schools and the existing personnel will be provided with training opportunities as community educators, to work in conjunction with the community education director. The community education coordinator will be responsible for the development and maintenance of the program in his/her site. The coordinator and the hired personnel who have received training, will appoint and support *"Home/School Liaison Teachers"* to create true partnership with parents and opportunities for the parents to work/and learn with their children (Savage, p. 15). Also, the coordinator will be responsible for living community education, promoting the program, encouraging volunteer

services, program planning and evaluation in his/her community.

Programming

If European education accomplished little in the urban areas, it has accomplished even less in the rural communities. The past has been a colossal failure, and the existing situation offers no hope, and the future, so bleak and uncertain for most of the rural citizens. Consequently, the central problem today is commitment: to what past, present, or future can the idealistic young commit themselves (Mead, 1970, preface). In effect, the program planner will utilize available resources to help the community members face their situations with confidence, and break new grounds for commitment. Due to the dire economic needs of the rural population, the proposed community education model programming has enhanced focus on economic and community development.

In the rural Nigeria, the cultural processes, problems, needs, and concerns are neither traditional nor informal. Rather, they are common place and must be critically examined from both the global and situationally specific viewpoints, in the process of program development. Since the rural population is mostly agrarian, and illiterate, programs dealing with basic adult education, agricultural fertilizer application will be appropriate starting points for the adults. Programs for youth must be strategically planned to enable them to overcome the inertia of their environment, harmonize with their community without migrating to the cities.

Programs and activities will be characteristically few at the beginning of the establishment of community education. Most importantly, economic development, networking and health care programs must be initiated at the outset. Rather than simply planning and executing programs to fit particular facilities, coordinators can use a neighborhood rather than an institutional approach to community education (Savage). Using the local language will be essential in the process.

It is important to note that drawing a sharp dividing line between urban and rural areas "accentuating the flagrant differences that in fact exist" is dangerous (Coquery - Vidrovitch, 1991, p. 9). The program will be tied to the driving wheels of the local economy to check urban migration.

Financing

Education in Nigeria is largely the responsibility of the government, so, through grant in aids, major funding will be provided by the government. However, alternative funding methods will be devised, because relying solely on the meagre government funding will have a limiting effect on the true impact of community education in the nation. So, money will be raised locally and contributions sought from foundations, private organizations, agencies, business and industry, and philanthropists, inside and outside Nigeria to expand and maintain the community education program. In addition, only minimal fees will be charged since the rural community members are poor. In all accounts,

accountability will be built into the system.

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Strategic Process Models and

Local Economic Development

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The structural adjustment measures undertaken by the Nigerian government in the mid 1980s forced individuals and communities to pursue some form of unsupported business enterprises and local economic development. Currently, the Nigerian economic stagnation has seriously weakened both agricultural and industrial progress. So, the strategic process models proposed in this study not only can but must consider all aspects of rural and urban economic development in an integrated fashion. In planning community education, UNESCO's (1980) report suggested that recognition must be given to the interdependence of the various development sectors, not only of agricultural and industry but also of transport, trade, credit, health, education, culture, and recreation activities. *In the strategic process models, each program must be envisioned, and each activity and operation strategically planned to enable them to enhance the value and optimal outcome of proceeding operations in such a manner that their values are efficaciously complimentary (UNESCO, 1980).*

Local farmers have always been at a grave competitive socioeconomic disadvantage in Nigeria. Typically the local farmer's annual income is about one thirtieth of the government worker's annual income (UNESCO, 1980). If community education will effectively impact local economic development, a critical objective will be to increase the

local farmers' production and income. To achieve this objective, the strategic role of leadership and the goal of integrated planning would be to express the collective will and operation of the entire community to stimulate new enterprises, coordinate, guide and harmonize the actions of the various economic development agencies within and beyond the boundaries of the local community (UNESCO, 1980). In all efforts, economic development must reflect local conditions and needs of the community members.

Investments in the local economy capable of meeting the legitimate aspirations of the rural population will help stem the rural-urban migration. *Most importantly, in the proposed models, economic progress must be for the greater good of the greater number and not a minority in the community (UNESCO, 1980).*

Competent leadership will enable the local workers envision economic opportunities and threats, establish co-operatives and work together with the local Chamber of Commerce to improve the trades, credits, incomes, productions, and living conditions of the rural population (Emery et. al. 1988; UNESCO, 1980). The relationship between the proposed community education models and local economic development is depicted in Figure 15.

In the strategic process models, community educators will offer classes on small business development, plan together with community members in setting economic goals, and locate outside expertise to assist the community members. In addition to offering educational programs, the community educators' efforts will include linking resources and
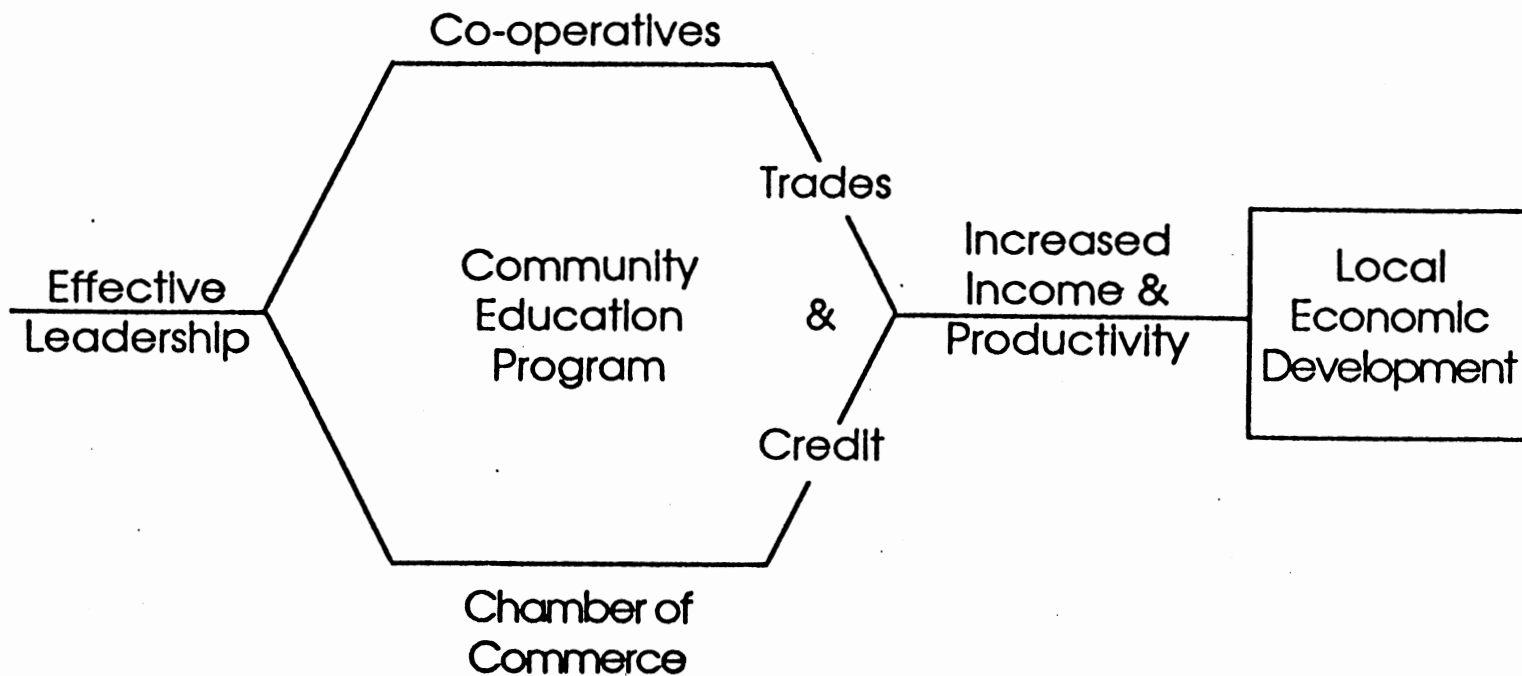
Figure 15:   Showing the interrelationship between Proposed Community Education Models and Economic Development

activating the school as an integral partner in local economic development (Emery et. al., 1988). Critical success factors herein include training of the community educators on understanding the local economic development and how it is interrelated to community education and the larger national economy. Networking activities supportive of the local economic development opportunities must be established in the process. Moreover, adequate strategic planning and innovation by community members themselves will maximize the probability of local economic development. It will enable community members to act on decisions that have the highest probability of favorable optimal outcomes not just in the present but also in future economic development (Pfeiffer, 1986).

Evaluation

Evaluation of the community education program will be an ongoing systematic process. The needs of the rural community members, the services provided, and the strategies designed to meet needs will be evaluated and new strategies formulated by the director, coordinators, advisory councils, and action zone teams to resolve problems. In addition, as an ongoing process evaluation, instructors, teachers and principals will be evaluating their courses continuously and use the feedback to correct defects and build upon their strengths. Based on set short- and long-term goals, the entire program will be evaluated. Evaluation reports will be sent to the LGACED and State Directors on an annual basis. The overall impact of the community education program on the rural community will be evaluated on how well it has

helped meet the citizens' needs in their changing and challenging circumstances and in their relationship to the changing world.

CHAPTER VI

SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS

Summary

The purpose of this study was to propose two models that would provide guidelines for developing community education programs in urban and rural Nigeria based on the study of selected community education programs in the United States. These objective questions were examined in this study:

1. What relevant literature to Community Education strategic processes in the United States existed?; and what implications did that material have for developing nations like Nigeria?

2. What type of Educational Structure existed in Nigeria that would impact the implementation process of the proposed community education models in this study?

3. What selected proven community education process oriented models that were relevant to the purpose of this study existed in the United States?

4. How would elements of the strategic processes for developing two Community Education Models (one for a rural setting and another for an urban community) be generated for communities in Nigeria?

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Methods and Procedure

The review of research literature related to this study indicated that the methodological approach to this research study suggested the appropriateness of a quasi-qualitative approach. Eisners' (1991) and Bogdan's and Biklen's (1982) features of qualitative research were used as guidelines and rationale for the procedure. The qualitative approach to this study included: (a) data gathered to answer the research questions and (b) analysis of the community education model programs selected for this study.

Multiple types of data related to the research resulting in a confluence of evidence offered structural corroboration to this study. A pertinent method for the analyses and descriptions of the collected data was established.

Proposed Community Education Program
for Urban and Rural Nigeria

Based on the available information, two community education program models were proposed, one for urban and another for rural Nigeria. The proposed models are driven by the power of effective and efficient leadership. Leadership is provided by one, or more persons, who have internalized and committed to the community education concept, principles and philosophy.

Vision and strategic process environmental scanning are employed in the assessment of problems, needs, and concerns of the entire

community. The identified needs are acted upon with appropriate strategies developed by community advisory councils and program directors within the developed community education program. Leadership is the vehicle for resource identification, problem resolution, and networking in the proposed models.

Resolution of problems by making maximum use of available resources will lead to the achievement of set goals, increased high standard of living, individual growth and potential, and growing individuals, inevitably will contribute to the development of the local economy. Finally, healthy growing individuals will make a healthy nation.

Research indicated that the concept of modern community education is new in developing nations, Nigeria included. It is intended herein that in adaptation, Nigerians should not superimpose research results. Hence, *community education, as proposed in this research study, will be adapted by using the forms of inheritance of the developed nations to express a community education spirit that is neither American nor European, but Nigerian in particular, inspired by the problems, needs, and concerns of the Nigerian community members.* Community education of the proposed type would relate education to real-life experiences in the home and community as well as schools in Nigerian urban and rural communities.

The adaptation concept in this study implies adequate modification to suit indigenous needs. The final challenge will be to examine available options and strategies with an open mind, and to take them

beyond rhetoric to new dimensions in programs, processes and practices. To achieve an egalitarian society and participatory democracy, the march towards community education for an educated, effective community is imperative and irreversible.

Conclusion

It was found through the study of Community Education programs in the United States that the concept of Community Education could be adapted successfully to diverse settings. It was concluded therefore that the introduction of modern community education program as an integral part of the comprehensive 6-3-3 (K-12) school system in Nigeria would be both appropriate and successful.

Nigerians must give deserved prominence to the evangelistic activities of the Christian missionaries and missionary organizations. To their infinite credit they pioneered the western type of formal education in Nigeria. The educational system operational in Nigeria tends to emphasize more on the memorization of facts, for passing examinations, and less on the process of fact finding and learning to apply facts effectively and fruitfully in problem solving (Nduka, 1964).

In almost every review of Nigerian educational system the Europeans have been blamed for Nigeria's ineffectual system of Education. It may well be asked of Nigerians and institutions of higher learning; what kind of society do Nigerians want and, what kind of education system will enable them to achieve that society? Following Berger (1982) this period continues to be viewed by some as an age of

liberation: increasingly it appears, in fact, as an age of spreading oppression and deepening misery. In Nigeria, there is a great need and chance for innovation and experimentation within the framework of free institutions.

To continue to see Nigerians as victims of European exploitation is to switch off the powers for change and self-determination. Careening towards fault valuation is not a stratagem for change. It is an undirected reaction for injustice. If Nigerians are to realize an effective and productive educational system they must nurture attitudes that are conducive to the development of the much needed moral, scientific innovation, and an inquiring free mind which are imperative for the requirements of loftier educational ideal and participatory democracy.

It is not a mere change of sentiment regarding the menace of the present system in the concepts of culture or a liberal mind and social services which requires an educational reorganization, but the educational transformation is needed to give full and explicit effects to the trends and changes implied in social life (Dewey, 1963). Again, in the inherited situation, the Nigerian educational system has retained the sanction of peculiar liberality, the chief content of the term liberal being uselessness for practical ends (Nkwocha, 1990; Dewey, 1963).

The review of literature indicated that current educational problems the Nigerian people are experiencing could not be resolved at the same level of thinking the Nigerians were at when they formulated the problems. An educational system whose products are almost lubricative of imagination or thinking power for practical purposes, and

geared towards text-book mentality, and primarily as the passport to a salaried job should be a thing of the past. The austerity measures of the 1980s have for the first time brought this notion of reality to affect Nigerians. Students without jobs, *"the educated unemployed"* were living their fragmented lives in an abandoned existence.

It must be noted however, that the European type of education was not unnecessary but ineffective and presents challenging times ahead. If education is the process of expanding awareness and extending one's existence to an ever greater sense of being, or, the process of actualizing human potential, in Nigeria, it has become the ethics by which intellectual leaders fault the colonial powers most of all.

Instead of mastering and refining faults, intellectual leaders and educators should approach education by examining the needs of the nation, their own perspectives about individuals, communities, schools, and emancipation. Following Giroux (1984), rather than attempting to escape from their own values, culture, and ideologies educators should confront them critically so as to understand how colonial forces and society have shaped them as individuals, their beliefs, and then structure more positively how the future could be strategically created to be more meaningful and fruitful.

The dawn of the structural adjustment in Nigeria in 1985 is the single most important explosive fact of our lifetime (Nkwocha, 1990). It was the most central event, the key to understanding the transformative years ahead. Without clearly recognizing it, Nigeria was in the process of making history that was even more accelerative. Its effect challenged

what Toffler (1980) referred to as *"all the old power relationships", "the privileges and prerogatives" the people held dear, and freezing people into inaction.*

In Nigeria, the process by which the needs, problems, and concerns of the community can be identified, addressed, and resolved can be instituted to meet the challenges of both the present and the future (Nduka, 1964). All the disjointed and divergent efforts and resources must be combined and linked together, however. Community education is not proposed herein as a panacea for education problems and socioeconomic ills. With greater confidence, however it is assumed that community education can work in Nigeria as it does in the United States, or Australia, and is a viable approach to problem resolution.

Recommendations

The following recommendations were made for unfreezing realities and implementing the proposed process models of Community Education in urban and rural Nigeria:

1.   Educators and citizens should advocate the Federal Governments' role for community education. The fact that education is most effective when the schools and learning involve all the people of the community and the programs are designed to resolve their needs, problems and concerns must be appropriately recognized and effected at all levels of the education system.

2.   The Federal Minister of Education should be authorized to create a structural branch that will be responsible for the community

education concept, programs and processes.

3.   The Federal Minister of Education should be authorized to provide grants to the state and local educational ministries and agencies to carry out the purpose and provisions of community education. These funds will enable the communities to plan, establish, expand and operate community education programs in urban and rural Nigeria.

4.   A Steering Committee should be established at the federal level to receive training in community education programs and processes.

5.   A clearinghouse should be developed to collect and disseminate information and to create widespread awareness about community education for all people of the community.

6.   Networking through agency cooperation, collaboration and linkages should be developed in both urban and rural communities in the spirit of community education to achieve effectiveness in the use of available resources to meet needs.

7.   Community education program development should be accepted and established in full cooperation of the federal, state, and local government, together with business and industry in the spirit of participatory democracy.

8.   Nigerian universities and other higher educational institutions and agencies must take critical leadership roles and become more diversified to enable them to serve a larger and more diversified multitude of lifelong learners, to reach out beyond their traditional clients to serve the necessary needs and interests of the citizens who have been neglected in the past.

9.   Educational services should be decentralized in order to truly serve the people of the communities. This will imply devolution of power, authority and finance with corresponding responsibilities to local community members.

This study suggested that the Nigerian system of education is burdened with both internal and external inefficiencies. It is only through a well conceived educational system with indigenous orientation to problem solving that the potentials of the individuals and the growth of the nation will be realized.

Remarks

UNESCO (1980) pointed out that development is not achieved by superimposing one form of civilization or technology or one economic or educational system over another. An important step in the developmental process begins with an individual or a group of individuals who would enable the community members to change their long held cultural attitudes that are resistant to meaningful change and innovation. To opt for development is to accept change, challenge and innovation. According to UNESCO's (1980) report, a community inspired by the desire to change will have the necessary energy, determination and commitment and will mobilize the necessary resources and skills for the developmental processes.

If the whole illiterate population of the developing Nigeria would be enabled and mobilized through the community education concept to release their tremendous hidden reserves of energy and resources, what a

major contribution they would make to the development of their nation and the progress of mankind.

Technology is not only changing our communities and the way we live, it is also altering the knowledge and skills required to live in the communities. As Kuti (1976) pointed out, education must prepare students with a broad knowledge base, and arduous practical application of that knowledge.

To make any genuine progress in Nigeria during the years ahead, educators will be mainly responsible for that progress (Johnson, 1990; Toffler, 1980). This means that the preparation of teachers must take into consideration the goal of developing the whole person and the achievement of an effective community. The history developing around the people is theirs. The choices that people make today determine the future they will experience. Through their actions in community education process educators can reconstruct knowledge and create a future with wisdom, productivity, responsibility and self-determination.

Nigerian schools should be at the vanguard of problem solving. Unfortunately, this single most important necessity in any nation is unrealized in Nigeria. Following Aboyade (1984) the Nigeria's rich assets of national resources are not being fully utilized and also, the rich assets of human labour are being wasted due to inadequacy in its educational system. Professional as well as humanitarian and patriotic considerations demand an effectual stand and positive responses pronto through the concept of community education.

The time has come for Nigeria to adequately address her problems.

Nigerians cannot continue to heap blames upon the colonial powers and look upwards for action. They must take charge and use their own resources for individual development and societal advancement. With the rapid change permeating all fibers of the Nigerian society, the people cannot rely upon the spontaneity that sufficed yesterday. A corresponding transformation of all learning opportunities is imperative to match the pace of change. Such measures, according to Toffler (1980), could help us ease our way into tomorrow, minimizing for millions the pain of transition from traditionally agros-sphere to techno-sphere and high-tech-infor-sphere. As we race towards achieving a global community, it is accepted that internationally, too, everyone's education is likely to be to the advantage of everyone else in the long run. So, in a contracting world of closer relationships, community education should be forward-looking and constructive (Johnson, 1990).

The community education process, applied in community after community across Nigeria, not only can, but will make a major contribution to pulling the fragmented nation together. Community educators can build a Nigeria in which "though tribes and tongues may differ", people speak to one another in trust and mutual respect, sharing common ideas, ideals, objectives and resources, while working together towards common goals. This is the vision, promise, and potential of community education for a nation in transition.

People actively participating in their various communities and beyond, where they can see their problems and needs face-to-face, know their leaders personally, and become a part of the entire social structure,

through combined, correlated forces and united actions enhance individual and community improvement (Kerensky and Melby, 1975). These people will guarantee that the intricately organized society to which Nigerians are aspiring will not be dehumanized and depersonalized. Such people are the best hope for curing the local apathy, consumption, and slovenliness that put self-government, democratic process and self-determination at a mockery. The challenge, therefore, is to use the community education process to empower the people and revitalize institutions to be responsive to participatory democracy, in the hope of creating not only a new Nigerian educational system, but also a healthier social order for all citizens.

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APPENDIXES

APPENDIX A

INTERVIEW GUIDE QUESTIONS

1. What constitutes a process definition of the term community education that articulates and captures in clear, plain language the essence of community education concept and at the same time meets professional standards and satisfies the experts and lay men?

2. What are the essential components of community education?

3. (a) What are the essential developmental processes inherent in the concept of community education? How do we develop it? (b) What variables interact together to either facilitate or inhibit the developmental process, or in other words, affect outcomes?

4. (a) What program model of community education will be most appropriate for the people of Nigeria? (b) How will the Community Education concept be adapted to the Urban and Rural Nigeria?

5. (a) What impacts will community education have on developing nations (or what are the products of community education for developing nations)?

    (b)   • Can community education improve upon the delivery of social services?

        • Can it be a communication link in public planning?

        • Can it be a set of principles for guiding public policy for

education and other social institutions (Drew, 1983, p. 229)?

6. Based on your experience in community education, what recommendations would you suggest that would make the initial development of community education in the urban and rural Nigeria more effective and efficient?

APPENDIX B

SAMPLE REQUEST LETTERS

P.O. Box 781
Stillwater, Oklahoma 74076
November 20, 1990

Mr. Bob D'Agostino
Consortium Director
Mason County Central
Baldwin-Ludington
Adult and Community Education Consortium
300 West Broadway
Scottville, Michigan 49454

Dear Mr. D'Agostino:

Thank you for your letter regarding my efforts to understand the Michigan Community Education concept. Your program is a recognized model for understanding proven practices in rural community education. Dr. Johnson and I were happy to hear from and your indicated interest to help satisfy our research endeavors.
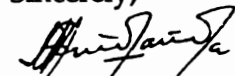
Following the research proposal, specific areas of interest for analyses include: Organizational structure, Advisory counsils, Interagency coordination, Curriculum and Programming, Administration - Policies and Procedures, Staffing - Leadership and Staff Relationships, Finance and Evaluation.

Any printed material pertaining to these areas of interest (pamphlets, brochures and articles) sent to me for acquaintance will be appreciated.

I will call in a few days for further discussion in this endeavor.

Again, it was a pleasure to hear from you, and thank you for your cooperation.

Sincerely,

Hyacinth Anucha

Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078-0146
109 GUNDERSEN HALL
405 744-7244

June 12, 1991

Dr. Iheanacho Egeonu
The Honorable Commissioner of Education
Owerri, Imo State
Nigeria

Dear Dr. Egeonu,

Following Dr. Johnson's letter of March 18, 1991, the invitation to Oklahoma has been extended and I hope that you give it serious consideration. It has been my privilege to be associated with Dr. Johnson, a nationally renowned leader in Community Education. We have planned Community Education projects for South American countries in the recent past.

Our recent tour/workshop during May 6-10, 1991 in Flint, Michigan was very valuable. It presented tremendous opportunities and challenges to make life better through the concept of community education.

The concept of modern community education is new in developing nations. In Europe, Australia, United States, and Canada, modern community education is flourishing. We can adopt community education by using the forms of inheritance of the developed nations to express a community education spirit that is neither American nor European, but Nigerian, and Imo State in particular, inspired by the needs, concerns, and problems of our people. I believe that you are an important person in this dynamic process to provide such opportunities for our people.

In many nations, community education is beginning to transform traditional school processes and programs into genuinely meaningful functional education for people of all ages, interests, and concerns. We not only can but must make changes which impacts lives and institutions affirmatively through community education processes and programs. Through community education, we can achieve the necessary balance and a use of all institutional forces in the education of the people - all people of the community. We have to take responsibility for who we become. What the world needs and what individuals need is a higher standard of living, a great realization of the privilege and dignity of life, a higher and nobler conception of individuality. Reason cannot contemplate its power with indifference and wisdom cannot refrain from its enthusiasm. With this premise, we have to become a part of the solution.

Community Education is capable of raising the standards of administered living, a capability inherent in all advanced industrial societies. We can share this success and vision. With our constellation of needs, there is a reason to explore the concept which should not only be believed but be lived.

Our communities are growing rapidly and our problems are growing so dramatically. I believe that we have available an ascertainable quality and quantity of intellectual and material resources and that these resources can be used for the optimal development and satisfaction of individual and societal needs with a minimum of toil and misery.

In the event that you and/or your delegates come to Oklahoma State, you will be on the meeting ground to analyze the concept of community education with respect to Nigeria, and Imo State in particular, in the light of its used and unused, or abused capabilities for improving the human condition.

Please, feel free to contact me and let me know of your interest in this concept.

Sincerely,

Hyacinth Anucha

cc: Ms. J. U. Dureke
       Dr. C. Chibuike Onyirimba
       Ms. C. N. Asuoha

CENTENNIAL
1890 · 1990

Celebrating the Past   Preparing for the Future

P.O. Box 781
Stillwater, OK 74076
July 10, 1991

Tony Townsend
Director: South Pacific Center for School and Community Development
Monash University
McMahon's Road
Frankston 3199
Victoria, Australia

Dear Tony,

Duane Brown of the National Center for Community Education, Flint, Michigan and Dr. Deke
Johnson of Oklahoma State University have suggested that I write to you. I am Hyacinth Añucha,
a doctoral student in Educational Administration at Oklahoma State University, Stillwater,
Oklahoma, U.S.A. I am excited about the tremendous opportunities, possibilities and challenges
to make life better through the concept of community education.

I am interested in developing strategies for establishing modern community education in Nigeria,
driven by the needs, concerns, and problems of the Nigerian people.

As you may well know, Nigerian education system is modelled after the British system of
education. Consenquently, Nigerian School System is highly centralized. I will like to know how
community education was introduced in Australia and infused into the traditional school system.
Please, I need your help.

I will be very grateful if you can send to me a copy of your strategic planning (if any) for the
infusion process and any printed material pertaining to Organizational Structure, Advisory
Councils, Interagency Coordination, Curriculum and Programming, Administration-Policies and
Procedures, Staffing-Leadership and Staff Relationship, Finance and Evaluation. In addition to
either sending information and materials, please, do suggest some other people I may contact.

I am appreciative of your efforts and it will be most helpful if I can receive materials at your earliest
convenience.

Thanks for your cooperation.

Sincerely

Hyacinth Añucha

P.O. Box 781
Stillwater, OK 74076
July 31, 1991

Gene Weber
Director: School Community Services
Tucson Unified School District
P.O. Box 40400
Tucson, Arizona 85717-0400

Dear Gene Weber,

I am making efforts to understand the (Tucson) Arizona Community Education concept. Dr. Deke Johnson of Oklahoma State University has suggested that I write to you. I am Hyacinth Anucha, a doctoral student in Educational Administration at Oklahoma State University, Stillwater, Oklahoma. I am excited about the tremendous opportunities, possibilities and challenges to make life better through the concept of community education. Your program is a recognized model for understanding proven successful practices not only in Arizona but also in the continental United States and Canada.

Understanding your concept of modern community education will enable me to establish strategies for the development of modern community education programs for Nigeria, to express community education concept that is driven by the needs, concerns, and problems of the Nigerian people.
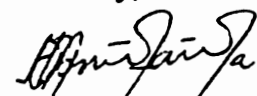
Following the research proposal, specific areas of interest for analysis include: Organizational Structure, Advisory Councils, Interagency Coordination, Curriculum and Programming, Administration - Policies and Procedures, Staffing - Leadership and Staff Relationship, Finance and Evaluation.

I will be very grateful if you can send to me any printed material pertaining to these areas of interest (pamphlets, brochures, and articles). In addition to either sending information and materials, please, do suggest some other people I may contact.

Dr. Johnson and I are appreciative of your efforts and will be happy to hear from you and your indicated interest to satisfy our research endeavors.

Thanks for your cooperation.

Sincerely,

Hyacinth Anucha

Oklahoma State University
P.O. Box 781
Stillwater, OK. 74076.
October 16, 1991

Dear Professor Zimmer,

I am currently a doctoral student in Educational Administration at Oklahoma State University, Stillwater, Oklahoma, U.S.A. I am conducting a study to develop models that would be used for developing Community Education programs in Nigeria and Dr. Deke Johnson, Director of the Community Education Center at Oklahoma State University is my advisor.

The concept of modern community education is new in many developing nations. In Europe, Australia, United States, and Canada, modern community education is flourishing. I am however, interested in developing two Community Education models - one for a community education rural and another for our urban area by using forms and ideas of inheritance of the developed nations to express a community development education spirit that is neither American nor European, but African, and Nigerian in particular, inspired by the problems, needs, and concerns of the Nigerian people.

I am writing to you because I know that we share a mutual interest in the concept and in understanding programs in all fields of community education. I believe that you are an important person in this dynamic process.

I am particularly interested in your input and viewpoints in this community education model development. Please consider my solicitation for your involvement, and send in your suggestions that could be used in the development of the community education models for Nigeria. Further, I hope that you will in the near future help review, evaluate, make recommendations, and advise on how the models could be improved.

Should you have any questions, please feel free to call me at (405) 624-0189. An envelope is enclosed for response.

It will be most helpful if I can hear from you before November 25, 1991.

Thank you in advance for your valued assistance.

Sincerely,

Hyacinth Anucha

cc: Mr. Macharia: President, International Community Education Association
        Mr. Johnson: Vice President, International Community Education Association
        Mr. Wangoola: Director, African Association for Literacy & Adult Education, Nairobi, Kenya
        Ms. Kruger: Director, COMED, HeBlertraBe, West Germany
        Ms. Dureke: Educational Officer, Okigwe Zone, IMO State, Nigeria
        Alan Blackhurst: Secretary General, ICEA

M O N A S H   U N I V E R S I T Y

AUSTRALIA

Ms Hyacinth Añucha
P.O. Box 781
Stillwater, OK, 74076
USA

August 14 1991

Dear Hyacinth,

I have just returned from Trinidad and the World Conference where both Duane and Deke were in attendance.

Please find enclosed a paper that I wrote a few years ago, which became the basis for a chapter in Community Education in the Western World, by Poster and Kruger, together with some other material that relates to what might be considered community education in the school sense.

As I have mentioned in the paper, community education is more likely to be interpreted as adult education, multicultural education or education of the community in a host of specialist areas such as the environment, health, etc, etc, rather than what happens in schools. In fact, because of the current recession, what community education does exist in schools (the School Community Development Scheme) is severely under threat when its pilot program finishes at the end of this year.

Still Victoria, my state, is better placed than most other places in the world to introduce community education in better times. The legislation is there, the attitudes towards parental involvement in school decision making have changed dramatically, and all it needs now is a Frank Manley to argue the case and a C.S. Mott to fund it and we would be away. Unfortunately our system has always been fully funded by the state government and it is very difficult to change attitudes about private funding of schools.

I hope the material is of interest and use to you. Unfortunately, there is too much to send. Perhaps you might convince those rich Americans to send you here for a month or so and you could look at our materials at your leisure.

Good luck with your studies.

Regards,

Tony Townsend,
Director, S.P.C.S.C.D.

AFRICAN ASSOCIATION FOR LITERACY AND ADULT EDUCATION

ASSOCIATION AFRICAINE POUR L'ALPHABETISATION ET LA FORMATION DES ADULTES

Our Ref:702.3   14th Nov. 1991

Hyacinth Anucha
Oklahoma State University
P O Box 781
Stillwater, OK 74070
U.S.A.

Dear Hyacinth Anucha,

Thank you for your letter of 16th October.

The African Association for Literacy and Adult Education (AALAE) has a Community Education Network which is responsible for all aspects of Community Education. Please find enclosed our brochure.
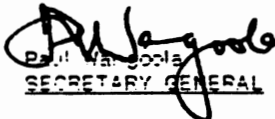
The Network is currently examining the concept of Community Education in Africa, and has developed case studies on some traditional community education practices; copies are enclosed.

Since we seem to be doing the same thing, in terms of conceptualising community education in Africa, we would appreciate it very much, if you could keep us posted on your work. You will be included in our mailing list so that the lines of communication remain open.

Best wishes on your work.

Kind regards.

Yours sincerely,

Paul Wangoola
SECRETARY GENERAL

GOVERNMENT OF IMO STATE OF NIGERIA

Telegrams:

Telephone:

Your ref _____

Our ref ___MOE/COM/123/1/8_____
(All replies to be addressed to the
Commissioner.)

OFFICE OF THE COMMISSIONER

MINISTRY OF EDUCATION

OWERRI

14   November   , 19 91

Dr. Hyacinth Anucha,
Dept. of Educational Admin. & Higher Education,
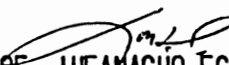Oklahoma State University.

Dear Dr. Anucha,

I wish to thank you for your letter of June 12, 1991,
which followed Professor Deke Johnson's letter to me. I am
sorry I was unable to reply to your letter before now on
account of numerous travels and official assignments within
and outside the State. I have written Professor Johnson to
express my appreciation for his invitation and to indicate
interest in the novel concept of Community Education. How-
ever, because of heavy ministerial responsibilities, it may
not be possible for me to come to Oklahoma before January,
1992, when I hope to disengage from Government and return to
the University of Nigeria, Nsukka. Meanwhile, I would
appreciate any information on the programme which may be
considered relevant and of interest.

2.   Once again, I thank you for your interest in your home
State, Imo, and I do assure you that the Government of Imo
State and the Ministry of Education are open to ideas that
can enhance the quality of Education and life of our people.

3.   I wish you God's blessing in your work.

Sincerely,

(PROF. IHEANACHO EGONU)
COMMISSIONER FOR EDUCATION & HEALTH

APPENDIX C

JOB DESCRIPTION COMMUNITY EDUCATION

SPECIALIST STATE DEPARTMENT

OF EDUCATION

This is a staff position of a full-time community education specialist in the State Department of Education. This person shall be responsible to the Superintendent of Education and shall be responsible for introducing and expanding community education throughout the primary and secondary schools in Oklahoma. Major tasks of the incumbent will be to develop and maintain a short- and long-range plan for school-based community education, develop and maintain a community education clearinghouse, and provide consultation and technical assistance to develop and expand community education. These tasks will be accomplished through the following functions.

1. Establish and facilitate the activities of the advisory council on school-based community education for developing and expanding community education through the schools.

2. Organize and maintain a community education clearinghouse pertaining to school-based community education.

3. Collaborate with the State Department of Education, the community education development centers in the universities, and the

state association to plan training.

4. With the advisory council on school-based community education, develop a short- and long-range plan for community education.

5. Develop policies, strategies and guidelines for developing and expanding school-based community education programs in the primary and secondary schools.

6. Provide consultation and technical assistance to district and local school administrators and steering committees and advisory councils

with regard to planning, organizing, developing, staffing, and evaluating school-based community education programs.

7.   Encourage the development of agency and institutional linkages to facilitate the development and expansion of community education through such aspects as expanded utilization of school facilities, citizen involvement, agency linkages, and activities and services for people of all ages of the community.

8.   Exercise leadership in identifying trends and directions and their implications for community education.

9.   Represent the State Department of Education in all matters related to community education.

10.   Maintain complete and accurate records from local community education programs, and summarize and report these data on an annual basis.

11.   Prepare an annual budget for community education as it pertains to the State Department of Education.

12.   Seek and/or develop additional funding sources to supplement and expand community education in Oklahoma.

13.   Promote the development and expansion of community education at the local, national and international levels by gathering data and disseminating information about community education.

14.   Perform other related duties and responsibilities as requested by the state superintendent.

APPENDIX D

JOB DESCRIPTION COMMUNITY EDUCATION

DIRECTOR DISTRICTWIDE

RESPONSIBILITIES

This is an administrative position of a full-time community education director who is directly accountable to the superintendent. The community school director is responsible for the overall development, organization, operation, coordination and evaluation of the broadly defined community education program which is geared toward the interests and needs of children, youth and adults living within the school district. In addition, the incumbent retains primary responsibility for recruiting, selecting, training, supervising and evaluating all paid and nonpaid staff members working within the community school program. To accomplish these tasks, the incumbent will perform the following functions.

1.   Establish and facilitate the activities of a districtwide community school advisory council which is representative of community organizations, age levels, socioeconomic groups and other groups served by the district.

2.   Supervise the overall operation of community schools within the district.

3.   Develop and operate a balanced, year-round program which includes activities and services for children, youth and adults.

4.   Encourage the development of agency linkages to facilitate the delivery of programs and services within the district.

5.   Exercise leadership in the identification and development of new community school activities and services which have the potential to benefit the citizens.

6.   Promote, publicize and interpret existing and planned

programs to the school staffs and the community.

7.   Establish rapport with community leaders throughout the district.

8.   Accept responsibility for all activities which are community related.

9.   Understand the social and economic structure of the community and apply this knowledge to program development.

10.   Assist the instructional staffs in the development and operation of programs which have the capability to enrich the required portion of the school curriculum.

11.   With the districtwide community school advisory council, conduct regular needs/resource assessments of the community.

12.   Use the above information to plan and develop programs and services to meet these identified needs and to effectively utilize identified resources.

13.   Plan and implement program evaluation.

14.   Serve as a liaison between the community school staff and other school district staff members.

15.   Represent the district in all matters related to the community schools.

16.   Maintain complete and accurate records on personnel, attendance, budget, supplies and other aspects of the overall program and submit periodic reports as requested.

17.   Coordinate the involvement of all organizations and agencies which sponsor and/or conduct activities within the framework of the

community school program.

18.   Prepare an annual budget for the community school program.

19.   Develop and disseminate catalogs and a calendar of community school activities and services and publicize these in every feasible way.

20.   Serve as the communication link between the district and other public and private organizations which provide educational, recreational, and social services for the residents of the area served by the district.

21.   Arrange for in-service training for the community school staff.

22.   Monitor community school operations and conduct systematic evaluations of all programs and personnel involved and inform the superintendent about the status and needs of the community schools.

23.   Interpret the aims and objectives of the community schools to the community at every opportunity.

24.   Assist in the enforcement of policies, rules and regulations.

25.   Seek and/or develop additional funding sources to supplement an expanded program of community education and service.

26.   Perform related duties and responsibilities as requested by the superintendent.

VITA

Hyacinth Onungwa Anucha

Candidate for the Degree of

Doctor of Education

Thesis: STRATEGIC PROCESS MODELS FOR DEVELOPING COMMUNITY EDUCATION IN NIGERIA BASED ON A STUDY OF SELECTED COMMUNITY EDUCATION PROGRAMS IN ARIZONA, MICHIGAN, AND OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Eziala Nsulu, Abia State, Nigeria, the son of Phillip and Agnes Anucha.

Education: Graduated from Community Secondary School, Nbawsi, Abia State, 1978; received Associate in Applied Science Degree from Milwaukee Area Technical College, Milwaukee, Wisconsin, 1981; received Bachelor of Science Degree in Technical Education from Oklahoma State University, Stillwater, Oklahoma, 1983; received Master of Science Degree in Technical Education from Oklahoma State University, Stillwater, Oklahoma, 1986; completed requirements for the Doctor of Education Degree at Oklahoma State University in May, 1992.

Professional Experience: Internship in educational administration, Jenks Public Schools, Tulsa, Oklahoma, September 1989 to December 1989; presented research studies at the National Conference of the Community Education Association, St. Louis, Missouri, in December 1991, and at Oklahoma State University in January 1992; presented papers at the Pawnee Class of '43 reunion, Holiday Inn, Stillwater, Oklahoma; telecasting presentation, Oklahoma State University, March 1990; teaching at Kano Institute of Technology, Kano, Nigeria, March 1984 to September 1984; teaching mathematics and basic chemistry, Milwaukee, Wisconsin, January 1980 to August 1981; Vice President, Nigerian

Students Organization, Oklahoma State University, Stillwater, Oklahoma, May 1983 to March 1984; Sports Secretary, Nigerian Students Organization, Oklahoma State University, Stillwater, Oklahoma, 1982 to 1983.

Professional Membership:
African Studies Association, U.S.A.; the Stillwater Columbia Association, Stillwater, Oklahoma.