

## Unlocking the Power of Community Engagement and Partnerships in Promoting Early Childhood Education Programs in Nigeria

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### **Abstract**

*Enhancing early childhood education (ECE) in Nigeria hinges significantly on fostering community engagement and partnerships. This abstract explores strategies to unlock the potential of community involvement in promoting ECE programmes across the nation. Nigeria faces numerous challenges in ECE, including accessibility, quality assurance, and socio-economic disparities. Effective community engagement can mitigate these challenges by mobilizing local resources, knowledge, and support networks. Partnerships between government agencies, NGOs, educational institutions, and community leaders are crucial for implementing sustainable ECE initiatives. This paper*

*underscores the importance of tailored approaches that respect local cultures and traditions while integrating global best practices. Key components include sensitizing communities about the benefits of ECE, involving parents in educational processes, and creating supportive environments that prioritize child development. In conclusion, harnessing community strengths and fostering collaborative partnerships, Nigeria can significantly improve the reach and impact of its ECE programmes, laying a foundation for lifelong learning and socio-economic development.*

**Keywords:** *Community Engagement, Partnerships, Early Childhood Education, Nigeria, Sustainable Initiatives, Parental Involvement*

### **Introduction**

Early Childhood Education (ECE) is a critical foundation for lifelong learning and development (UNESCO, 2017). In Nigeria, ECE is crucial for addressing the country's developmental challenges, including poverty, inequality, and poor educational outcomes (World Bank, 2018). However, ECE in Nigeria faces numerous challenges, including inadequate infrastructure, poorly trained teachers, and limited access to quality education (UNICEF, 2019). To address these challenges, community engagement and partnerships are essential for unlocking the power of ECE programs in Nigeria (Okeke, 2018).

Community engagement and partnerships can foster social capital, cultural capital, and economic capital, all of which are vital for promoting ECE (Bourdieu, 1986). In Nigeria, community engagement and partnerships can help build trust, foster collaboration, and mobilize resources for ECE programs (Adeyemi, 2017). Furthermore, partnerships between public and private sectors can leverage resources, expertise, and funding to support ECE programs (Arikewuyo, 2019).

This paper explores the potential of community engagement and partnerships in promoting ECE programs in Nigeria. By examining current initiatives, challenges, and best practices, we aim to identify strategies for unlocking the power of community engagement and partnerships in ECE. Our goal is to inform policy and practice, ultimately improving access to quality ECE for all Nigerian children.

In Nigeria, community engagement and partnerships are crucial for addressing the challenges facing ECE programs. According to Okeke (2018), community involvement in ECE can improve access to quality education, enhance parental engagement, and foster community ownership. Similarly, Adeyemi (2017) notes that partnerships between public and private sectors can leverage resources, expertise, and funding to support ECE programs.

However, challenges persist. UNICEF (2019) reports that only 24% of Nigerian children aged 3-5 have access to ECE, with significant disparities across regions and socio-economic groups. Moreover, inadequate infrastructure, poorly trained teachers, and limited access to quality education hinder the effectiveness of ECE programs (World Bank, 2018).

To address these challenges, innovative approaches to community engagement and partnerships are necessary. This paper explores the potential of collaborative initiatives, capacity building, and resource mobilization to unlock the power of community engagement and partnerships in promoting ECE programs in Nigeria.

By examining best practices and lessons learned from successful initiatives, we can identify strategies for improving access to quality ECE, enhancing community engagement, and fostering effective partnerships. Our goal is to inform policy and practice, ultimately improving the lives of Nigerian children and their communities.

### Theoretical Framework

Social Capital Theory, founded by Pierre Bourdieu in 1986, posits that social relationships and networks have value and can be leveraged to achieve individual and collective benefits. In the context of unlocking the power of community engagement and partnerships in promoting Early Childhood Education (ECE) programs in Nigeria, Social Capital Theory offers a robust framework for understanding the dynamics of community engagement, partnerships, and their impact on ECE outcomes.

### The Key tenets of Social Capital Theory:

1. Social capital refers to the resources and benefits that arise from social relationships and networks.

2. Social capital can be mobilized to achieve individual and collective benefits.
3. Social capital has three forms:
  - Bonding capital (within-group relationships)
  - Bridging capital (between-group relationships)
  - Linking capital (relationships between individuals and institutions)

### Educational implications for stakeholders:

1. Community members:
    - Bonding capital: Strong relationships within the community can foster trust, cooperation, and collective action, leading to improved ECE outcomes.
    - Bridging capital: Relationships with other communities and organizations can provide access to resources, expertise, and support, enhancing ECE programs.
  2. Educators and teachers:
    - Linking capital: Relationships with community members, organizations, and institutions can facilitate access to resources, training, and support, improving teaching practices and ECE outcomes.
  3. Institutions and organizations:
    - Linking capital: Partnerships with communities, organizations, and institutions can leverage resources, expertise, and funding, enhancing ECE programs and outcomes.
  4. Children and families:
    - Bonding capital: Strong relationships within families and communities can provide emotional support, leading to improved early childhood development and education outcomes.
- In Nigeria, Social Capital Theory can inform strategies for unlocking the power of community engagement and partnerships in promoting ECE programs. By fostering bonding, bridging, and linking capital, stakeholders can:
1. Build trust and cooperation within and across communities.
  2. Mobilize resources, expertise, and support from diverse stakeholders.

3. Enhance ECE programs and outcomes through collaborative efforts.

Therefore, recognizing the value of social capital in ECE, stakeholders can harness the power of community engagement and partnerships to improve early childhood education in Nigeria.

#### **Strengths of Social Capital Theory:**

1. Highlights the importance of social relationships and networks in achieving individual and collective benefits.
2. Emphasizes the value of community engagement and partnerships in promoting Early Childhood Education (ECE) programs.
3. Encourages collective action and cooperation among stakeholders.
4. Recognizes the role of institutions and organizations in supporting ECE programs.
5. Provides a framework for understanding the dynamics of social capital in ECE contexts.

#### **Limitations of Social Capital Theory:**

1. Overemphasizes the role of social capital in achieving outcomes, potentially overlooking other important factors.
2. Can be difficult to measure and quantify social capital.
3. May not account for power imbalances and inequalities within communities and networks.
4. Can be challenging to mobilize and sustain social capital over time.
5. May not be applicable in all cultural and contextual settings.

In the context of unlocking the power of community engagement and partnerships in promoting ECE programs in Nigeria, the strengths of Social Capital Theory can be leveraged to:

1. Foster collaborative relationships among stakeholders.
  2. Build trust and cooperation within and across communities.
  3. Mobilize resources and support for ECE programs.
- However, the limitations of Social Capital Theory should also be acknowledged and addressed, such as:
1. Ensuring equitable distribution of resources and benefits.

2. Addressing power imbalances and inequalities.
3. Developing culturally sensitive and context-specific strategies.
4. Establishing sustainable and long-term partnerships.
5. Integrating social capital with other theoretical frameworks to provide a more comprehensive understanding of ECE programs in Nigeria.

The following are five guided questions raised to discuss the study :

1. What specific strategies can be implemented to foster community engagement and partnerships in promoting Early Childhood Education programs in Nigeria, and how can these strategies be sustained over time?
2. How can social capital be leveraged to mobilize resources, support, and expertise for Early Childhood Education programs in Nigeria, and what are the potential challenges and limitations of this approach?
3. What role can community-based organizations and institutions play in promoting Early Childhood Education programs in Nigeria, and how can they be supported and empowered to do so effectively?
4. How can partnerships between public, private, and civil society sectors be fostered and strengthened to promote Early Childhood Education programs in Nigeria, and what are the key factors that contribute to successful partnerships?
5. What are the key barriers and challenges that hinder community engagement and partnerships in promoting Early Childhood Education programs in Nigeria, and how can these be addressed and overcome to unlock the full potential of community engagement and partnership?

What specific strategies can be implemented to foster Community Engagement and partnerships in promoting Early childhood education program in Nigeria and how can these strategies be sustained over time ?

Fostering community engagement and partnerships is crucial for promoting Early Childhood Education (ECE) programs in Nigeria. Several strategies can be implemented to achieve this, including:

1. Building relationships and trust with community members (Okeke, 2018).

2. Establishing community-based committees to oversee ECE programs (UNICEF, 2019).
3. Providing training and capacity building for community members and ECE providers (Adeyemi, 2017).
4. Encouraging community participation in ECE program planning and decision-making (World Bank, 2018).
5. Leveraging technology to enhance community engagement and partnerships (OECD, 2020).

To sustain these strategies over time, the following approaches can be adopted:

1. Establishing a framework for community engagement and partnerships (Bourdieu, 1986).
  2. Providing ongoing support and resources for community members and ECE providers (Coleman, 1988).
  3. Encouraging community ownership and leadership of ECE programs (Putnam, 1995).
  4. Fostering collaboration among community members, ECE providers, and other stakeholders (Wagner, 2018).
  5. Continuously monitoring and evaluating the effectiveness of community engagement and partnerships (Katz, 2019).
- Implementing these strategies and approaches, community engagement and partnerships can be fostered and sustained, leading to improved outcomes for ECE programs in Nigeria.

How can social capital be leveraged to mobilize resources, support, and expertise for Early Childhood Education programs in Nigeria, and what are the potential challenges and limitations of this approach?

Leveraging social capital to mobilize resources, support, and expertise for Early Childhood Education (ECE) programs in Nigeria can be a powerful strategy. Social capital refers to the networks, relationships, and norms of trust and cooperation within and between communities (Bourdieu, 1986). By tapping into these social networks, ECE programs can access resources, expertise, and support that might otherwise be unavailable.

One way to leverage social capital is through community engagement and participation. When community members are engaged in ECE programs, they are more likely to invest time, resources, and expertise in

the program's success (Coleman, 1988). This can lead to increased access to resources, such as funding, materials, and facilities (Putnam, 1995).

Another way to leverage social capital is through partnerships with community-based organizations and institutions. These partnerships can provide access to expertise, resources, and support, as well as help build trust and credibility within the community (Wagner, 2018).

However, there are also potential challenges and limitations to leveraging social capital for ECE programs in Nigeria. One challenge is the potential for unequal distribution of resources and support, with some communities having more access to social capital than others (Okeke, 2018). Another challenge is the potential for conflicts and power imbalances within and between communities, which can hinder effective collaboration and resource mobilization (Adeyemi, 2017).

Furthermore, social capital can be context-dependent, and what works in one community may not work in another (Katz, 2019). Additionally, social capital can be influenced by broader structural factors, such as poverty, inequality, and political instability, which can impact its effectiveness (UNICEF, 2019).

Therefore, leveraging social capital can be a powerful strategy for mobilizing resources, support, and expertise for ECE programs in Nigeria. However, it is important to be aware of the potential challenges and limitations, and to approach social capital leveraging in a thoughtful and context-sensitive manner.

What role can community-based organizations and institutions play in promoting Early Childhood Education programs in Nigeria, and how can they be supported and empowered to do so effectively?

Community-based organizations and institutions play a vital role in promoting Early Childhood Education (ECE) programs in Nigeria. These organizations and institutions are well-positioned to provide support and resources to ECE programs, leveraging their local knowledge, expertise, and community trust (Okeke, 2018). They can:

1. Provide access to education and healthcare services (UNICEF, 2019).
2. Offer training and capacity building for ECE providers (Adeyemi, 2017).
3. Mobilize community resources and support (Wagner, 2018).



4. Advocate for ECE policy and program development (World Bank, 2018).

5. Facilitate community engagement and participation (Katz, 2019). To support and empower community-based organizations and institutions, the following strategies can be employed:

1. Provide funding and resource support (OECD, 2020).
2. Offer technical assistance and capacity building (USAID, 2019).
3. Foster partnerships and collaborations (UNESCO, 2017).
4. Promote community ownership and leadership (Save the Children, 2018).
5. Encourage community-based research and evaluation (Journal of Early Childhood Education, 2020).

By supporting and empowering community-based organizations and institutions, ECE programs in Nigeria can benefit from increased access to resources, expertise, and community trust, ultimately leading to improved outcomes for young children.

How can partnerships between public, private, and civil society sectors be fostered and strengthened to promote Early Childhood Education programs in Nigeria, and what are the key factors that contribute to successful partnerships?

Fostering and strengthening partnerships between public, private, and civil society sectors is crucial for promoting Early Childhood Education (ECE) programs in Nigeria. Effective partnerships can leverage resources, expertise, and influence to improve access, quality, and sustainability of ECE programs (UNICEF, 2019). Key factors contributing to successful partnerships include:

1. Shared goals and vision (Adeyemi, 2017).
2. Trust and mutual respect (Wagner, 2018).
3. Clear roles and responsibilities (OECD, 2020).
4. Effective communication and coordination (Katz, 2019).
5. Capacity building and resource sharing (USAID, 2019).
6. Flexibility and adaptability (Save the Children, 2018).

7. Community engagement and participation (Journal of Early Childhood Education, 2020).

To foster and strengthen partnerships, the following strategies can be employed:

1. Establish a partnership framework (World Bank, 2018).
2. Encourage multi-stakeholder dialogue (UNESCO, 2017).
3. Build capacity and provide technical assistance (DFID, 2019).
4. Foster private sector engagement (IFC, 2020).
5. Leverage technology and innovation (GSMA, 2019).

Adopting these strategies and emphasizing key factors, partnerships between public, private, and civil society sectors can be strengthened, leading to improved ECE outcomes in Nigeria.

What are the key barriers and challenges that hinder community engagement and partnerships in promoting Early Childhood Education programs in Nigeria, and how can these be addressed and overcome to unlock the full potential of community engagement and partnerships?

Community engagement and partnerships are essential for promoting Early Childhood Education (ECE) programs in Nigeria, but several barriers and challenges hinder their effectiveness. Key barriers and challenges include:

1. Lack of awareness and understanding of ECE importance (UNICEF, 2019).
2. Limited community resources and infrastructure (World Bank, 2018).
3. Cultural and linguistic barriers (Adeyemi, 2017).
4. Power imbalance and lack of community ownership (Katz, 2019).
5. Inadequate funding and support (USAID, 2019).
6. Poor communication and coordination (Journal of Early Childhood Education, 2020).
7. Limited capacity and skills of community members and ECE providers (DFID, 2019).

To address and overcome these barriers, the following strategies can be employed:

1. Raise awareness and build understanding of ECE importance through community sensitization and education (UNICEF, 2019).

2. Provide resources and infrastructure support through partnerships and funding (World Bank, 2018).
3. Develop culturally sensitive and linguistically appropriate ECE programs (Adeyemi, 2017).
4. Empower communities to take ownership and lead ECE initiatives (Katz, 2019).
5. Mobilize adequate funding and support through government and private sector engagement (USAID, 2019).
6. Establish effective communication and coordination mechanisms (Journal of Early Childhood Education, 2020).
7. Build capacity and skills of community members and ECE providers through training and technical assistance (DFID, 2019).

Addressing and overcoming these barriers, community engagement and partnerships can be strengthened, leading to improved ECE outcomes in Nigeria.

### Conclusion

Community engagement and partnerships are essential for promoting Early Childhood Education (ECE) programs in Nigeria. The paper has highlighted the importance of community engagement and partnerships in improving access, quality, and sustainability of ECE programs. However, several barriers and challenges hinder the effectiveness of community engagement and partnerships, including lack of awareness, limited resources, cultural and linguistic barriers, power imbalance, inadequate funding, and poor communication.

To unlock the full potential of community engagement and partnerships, it is crucial to address and overcome these barriers. Strategies such as raising awareness, providing resources and infrastructure support, developing culturally sensitive programs, empowering communities, mobilizing funding, establishing effective communication mechanisms, and building capacity and skills of community members and ECE providers are essential.

### Suggestions

1. Develop a national framework for community engagement and

partnerships in ECE, emphasizing shared goals, roles, and responsibilities.

2. Establish a community engagement and partnership fund to support ECE initiatives.
3. Develop culturally sensitive and linguistically appropriate ECE programs, incorporating community values and beliefs.
4. Empower communities to take ownership and lead ECE initiatives, providing training and technical assistance.
5. Mobilize private sector engagement and funding, leveraging technology and innovation.
6. Establish effective communication and coordination mechanisms, utilizing digital platforms and community networks.
7. Build capacity and skills of community members and ECE providers, focusing on early childhood development and education.
8. Conduct regular monitoring and evaluation, using participatory and inclusive approaches.
9. Foster collaboration among government, private sector, civil society, and communities, promoting a coordinated approach.
10. Support research and development, generating evidence-based solutions and best practices.

Therefore implementing these suggestions and addressing the barriers and challenges, community engagement and partnerships can be strengthened, leading to improved ECE outcomes in Nigeria. This will ultimately contribute to the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4, ensuring inclusive and equitable quality education for all.

Some authors support these suggestions, emphasizing the importance of community engagement and partnerships in ECE (UNICEF, 2019; World Bank, 2018; Adeyemi, 2017; Katz, 2019; USAID, 2019). By unlocking the power of community engagement and partnerships, Nigeria can make significant progress in promoting ECE programs, improving the lives of young children and their families.

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## **Empowering Primary School Teachers in Nigeria: Exploring their Role in Fostering Social Skills Through Affective Domain Measures**

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### **Abstract**

*Empowering Primary School Teachers in Nigeria: Exploring their role in Fostering Social Skills Through Affective Domain Measures in continuous assessment is aimed at developing a manual for the training of primary school teachers. A sample of 147 teachers were drawn from a population of 1470. The cross-sectional survey design was adopted. Proportionate to size sampling technique was used. The instrument (RNPT-IADM) of the study was a self-developed questionnaire. The content validity of the instrument was sought through expert judgments. The Cronbach Alpha method was used and a reliability coefficient of 0.83 was obtained. The findings show that the teachers found respect and appearance easy to implement while honesty, obedience, self-control and relationships traits difficult to implement. There are no significant differences in the implementation according to gender, school type and school location for t-test at Alpha = 0.05. It is concluded that the implementation of the affective domain measures is critical in averting the current trend of insecurity in Nigeria and recommended among others that teachers should be trained on its implementation by stakeholders like the State Universal Basic Education Board and using such traits alongside the cognitive records of pupils for promotions.*

**Keywords:** Primary School, Teachers, Social Skills, Affective Domain

### **Introduction**

The primary school teacher is the person that is saddled with the responsibility of inculcating knowledge, values and skills to children aged