

## Transformation Agenda: Using the R and E Model for Educational Reforms

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### ABSTRACT

*The present educational curriculum whose emphasis is on examination and certification can hardly achieve the desired sustainable democratic culture, Nigerian society requires young people that can take charge of their own minds, and invariably take charge of their lives, however, from all indications, the society is getting more complex as individuals either on religious ground, ethnic sentiment or the invocation of tradition have had to bring up more problems in addition to the existing ones.. This paper tries to investigate the transformation agenda of the federal Government with relation to Education and identified the R and E chart of transformation, which gives the gradual and systematic process of implementing the transformation agenda for common good this process includes reorientation, reconstruction, rehabilitation, role/responsibility and evaluation of outcomes, furthermore the paper explained the important role of the teacher as the pivot of the transformation process and made some recommendations.*

**Keywords:** Transformation, Agenda, R And E Model, Educational, Reforms

### INTRODUCTION

A good teaching is an instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge, skills, and values the instructor or the institution, has set out to impart. For every extra year of primary education productivity increase by between 10-30% also mortality rate decrease by 4.1 of 1000 births. Imagine a world of complete qualitative Universal Basic Education, the impact of this cannot be estimated. Primary education is the only level of education that every child attends; therefore emphasis has to be placed not only on what is taught but on what is learned. The students cannot learn when he is sick, also when learning is passive and education cannot develop without the contribution, acceptance and support from the community( a case of Bornu, Yobe and Adamawa States ie the effect of boko haram, and the Fulani herds men in Plateau state), the teacher cannot give what he does not have, therefore certain values and qualities (with the aim of doing things differently) have to be introduced to understand and improve the conditions of learning and teaching. What is required in our education today is transformation, a change from what we are used to doing to something different and beneficial for the common good, because the problem of education in Nigeria is beyond the curriculum, it is teacher and teacher quality and political will, missed placed priority, religious sentiment, poor parental control, indigene status and lack of continuation, we have sacrificed meritocracy and quality teaching for mediocrity and probably have an overdoes of reforms, quality have been sacrificed for quantity. A police officer is employed and ask to learn on the job, he kills one or two people and realize that his job is to protect these people's lives while a teacher today is also asked to learn on his job and a generation of pupil are misguided due to his poor quality or poor knowledge of classroom management the impact of this lack of training and re-training cannot be imagined. This paper aims at looking at

transforming education using the R + E models that is reorientation, reconstruction, rehabilitation, role/responsibility and evaluation of outcomes.

## **DEFINITION OF SOME CONCEPT**

### **Reconstruction**

The Oxford English dictionary defined reconstruction as to construct again, create or act out a past event from evidence, this implies there is an existing structure, values, processes, dispositions etc, which needs to be readjusted or changed for the common good, this change results from the existing behavior of the people which have been perceived by a group of people from within to be obsolete or detrimental to the common good, Thus, according to LeoNora and Gelbrich (1999) social reconstruction is a philosophy that emphasizes the addressing of social questions in order to create a better society. Thus, social reconstruction will involve first, the identification of the negative elements in society and, to make efforts to tackle these negative elements as they affect development. The negative elements in Nigeria today are numerous, but those that seem fatal to the stability of the country are the ethno-religious crises, political upheaval, militancy and terrorism being perpetrated by groups such as Movement for the Emancipation of Niger Delta (MEND) and Boko Haram, that is currently working on the theory that Muslim States in Nigeria should embrace sharia and avoid western education even though Nigeria is a secular state, Therefore change becomes inevitable, this stage of reconstruction is a stage where the stake holders come together to critically look at these values, attributes in relation to the present needs. This is the first stage of transformation process and it is likened to a state of brain storming, conferencing, seminars, workshop etc. critical and creative thinking skills should be encourage along with the attitude of uniformity and not conformity as it is in our political class today. A lot of questions are asked here, one might begin from the perceived outcome of the intended education process. And asking questions from the end might leads to answers at the beginning which will give desired solutions.

### **Reorientation**

This is a process of reeducating ourselves, identifying our position, values and other societal needs, looking at where we have gone right or wrong and what we need to do for the common good and arriving at probable mission statement that will lead to the achievement of set objectives, a process of finding out where one is or where he/she is going to, to deal with a new situation. Presently our graduates lack certain skills sought by employers eg work ethic, communication, organization, decision making skill etc, such skills when identified in the reconstruction state can only be solved by reorienting these graduands. Education as observed by Schavan,(1998), will help the people to understand the ills of their society, develop a vision of a better world based on a conception of social justice, religious tolerance and improve human rights, tackle poverty, and reduce the spate of corruption in the society. In the transformation agenda we need to deal with not only new situation but old situations or values which have become endemic, we have undergone several reforms which have not been able to change our situation, therefore a new way of life have to be systematically introduced with the singular way of changing behavior and ways of doing things.

### **Rehabilitation**

Change like it is popularly said, is constant, yet it is difficult to accept, rehabilitation is a process of helping somebody to return to normalcy. In transformation process, the refusal by most people is unavoidable either they are afraid of losing their jobs or they are so used to the old method of doing things( which is beneficial to them) , it is important to identify this group of people as to gradually inculcate these new values for the benefit of the common good, in

most cases if care is not taking these group of people can negatively affect transformation, therefore care should be taken to convince and restore these values into them. In the transformation agenda the National teachers Institute (NTI), the Long Vacation Training (LVT) and part time programmes have to be involve in this process.

### **Restoration**

The Oxford English dictionary defined restoration as returning something to a formal condition, this implies bringing something back to an acceptable condition, while implementation is putting a decision or planned change into effect. This is a very important aspect of transformation, and all the conditions for effecting this proposed change must be met, these conditions includes;

- a. Proper analyses/evaluation of the situation.
- b. Identifying possible bottle necks and solving same.
- c. The environmental conditions and the tone of the society.
- d. Adequate understanding of the new systems by all consigned.
- e. Availability and proper distribution of all the resources available.
- f. Frequent and intermittent evaluation and analysis of events and conditions.
- g. Channels for feedback mechanism in other to adjust or sustain these new values.

### **Roles/ Responsibility**

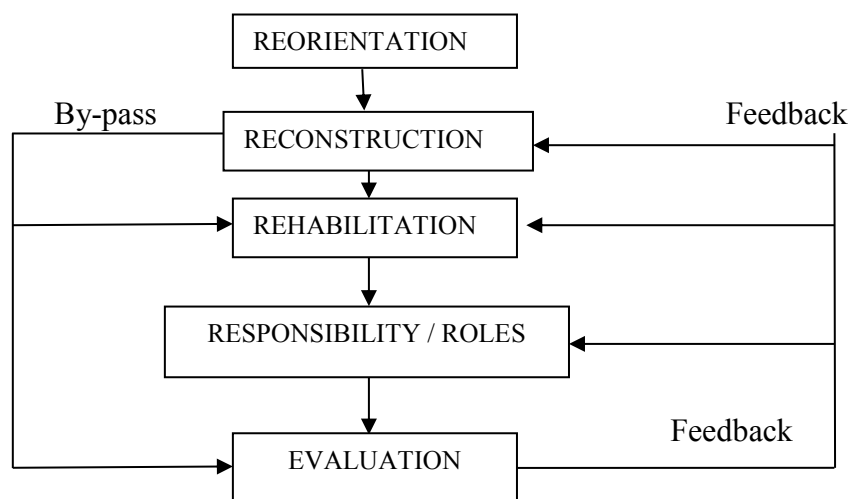
For effective and efficient development and progress of a society, roles and responsibility must be defined and assigned to individuals or group of people, people must know that they have a duty to perform certain task and have to be blamed/ punished if this task could not be performed as expected. In the transformation agenda we need to face the reality and truth about our system of education and people should gladly and religiously play their part. The only way education can change is if the teacher makes it happen by not only acknowledging and identifying his role but take the responsibility and initiative to impact the desired societal values in the students. In meeting these responsibility the following guidelines should be adhered to:

- a. Set goals and objectives.
- b. Identification of positions/duties and relevant institutions.
- c. Quality of people to take over these positions.
- d. Required laws, policy, rules and regulations.
- e. Adequate conditions(tone) that would enhance obedience to rules and regulations.
- f. Good communication procedure/ chain of command.
- g. Feedback / evaluation technique must be established.

### **Evaluation**

This is an act or examination of something in order to judge its value, quality and even importance, a process of appraising a situation or phenomena for the common good, Tyler (1950) defined evaluation as "the process of determining the degree to which goals of a programme have been achieved". He sees evaluation as a measure of the success of the outcome of a programme. Crombach (1960) defined evaluation as "the collection and use of information to make decisions about an educational programme". Wheeler (1967) defined

evaluation as a more general judgement of the outcome of a programme, which involves the use of observations, various tests, questionnaires, interviews, etc. His emphasis was on the processes of educational evaluation. The success of any educational system hinged on proper planning, efficient administration, adequate financing. An effective evaluation of a good system should not create superman but super institutions. The evaluation aspect is on proper inspection and supervision of the educational programme right from the planning stage through to the final stage when assessment of the whole process and reasonable decisions will be made, educational evaluation, is an important and integral part of the total educational process.



MODEL THE R AND E CHART OF TRANSFORMATION IN NIGERIA

The above model shows the gradual and systematic method of transformation process which starts with the reorientation process where certain values are identified for change or modifications, these perceived values are no longer required as they are not beneficial for the present way of doing things or for the common good, the reconstruction stage where these values are systematically modified or introduced, some of these values or new way of life might not be accepted therefore there is need for rehabilitation a period of reappraising the old system as against the new system, it is important to identify these group of people as their resistance to these new values could led to a reversal to the old way of life, in most cases these group of people benefit from the old ways of life, the restoration stage is a period of affirming or efficiently implementing these new values, relevant laws and institutions are established, roles and responsibilities are identified, rewards and punishments are rightly administered, this is followed with evaluation, every stage and actions and reactions even inaction must be appraised and relevant feedback given for improvements. As Fisher (2003) has rightly pointed out the skill appropriate to a generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. Nigerian society requires young people that can take charge of their own minds, and invariably take charge of their lives.

**Transformation and Education**

Educational issues continue to be a question of critical concern in developing countries in Africa as a tool for development, the relationship between education and development has been established, such that education is now internationally accepted as a key development index and it is in recognition of this importance that governments all over the world have made commitments in their countries’ educational policies for their citizens to have access to education (Odukoya, 2009). As Green (1997) argued, it is essential that account is taken of

political, economic and socio-cultural factors in examining nations' educational policies, For instance, considerations of consolidating the nation state have pride of place among the origins and foundations of contemporary educational policies. Transformation is a marked change in character, values or attributes, etc a change in direction without an alteration of some values, which means a change towards a perceived better situation, this change could be gradual or radical but it is a significant change that alters the nature of event. Over the years Nigerian educational system have gone through series of reforms in some cases it was from one new minister of education to another, the result of this frequent and probably passive change can be seen from the output of the education system through the last decade most scholars blame this on the teacher/ administrator while others on parents, this continuous decline in the output of education system have made the present government to opt for this transformation agenda, with the primary aim of changing the way of life of the average Nigeria, Many people have argued that Nigerian educational system is in crisis, the call for review of our educational system have led several government to adopt series of reforms in Nigeria. These various reforms where met with problems from planning to implementation and even legislation. However, some of these reforms have been far reaching but either lacks proper implementation, corruption and delay legislation, the present transformation agenda are far reaching not only for the Federal Ministry of Education but the educational process in general (from the home to the school). The ongoing transformation in other sector of the economy can only yield positive result only when the educational reforms succeed, the transformation agenda is aimed at addressing diverse problems facing the country among these are individual attitude and the general societal value disposition. Education is a key component of this transformation according to Duckhiem 1938;167 he opined that educational transformations are always the result and the symptoms of social transformations in terms of which they are to be explained, for people to feel at any particular moment in time the need to change its educational system, it is necessary that new ideas and needs have emerged in which the former system is no longer adequate. The government is convinced that the ability of the Nigerian school system to meet the transformation objectives depended largely on the training, recruitment, and retention of qualified teachers. In this direction, the Federal Ministry of Education, in collaboration with the relevant agencies like, the National Teachers' Institute (NTI), National Commission for Colleges of Education (NCCE), National Board for Technical Education (NBTE), the National Universities Commission (NUC), and the Universal Basic Education Commission (UBEC) have adopted well-coordinated approach to the training and retaining of teachers at various levels of the education system. Prof Rukayat Ahmed Rufa'i the minister of Education in her speech (2012) said that if we must make progress, which we must, these national systems must be an efficient and integral part of our education system. She went further to list some of the crucial elements required for the transformation process as:

1. Guidance and Counseling
2. Teacher Development Needs Assessment/Teacher Professional Development
3. Monitoring of Learning Achievement
4. Quality Assurance

The present issue on transformation clearly portrays that we need to bring into our educational programmes a new ethic via the teaching of skills, Such skills that must fall into one or more of the three realms of sustainable development which according to McClaren in McKeown, 2002, p.20 includes:

- a. *ability to communicate effectively (both orally and in writing).*

- b. *ability to think about system (both natural and social sciences).*
- c. *ability to think in time- forecast, to think ahead, and to plan.*
- d. *ability to think critically about values issues.*
- e. *ability to separate number, quantity, quality and value.*
- f. *capacity to move from awareness to knowledge to action.*
- g. *ability to work co-operatively with other people.*
- h. *capacity to use these processes: knowing, inquiring, acting, judging, imagining, connection, valuing, and choosing.*
- i. *capacity to develop an aesthetic response to the environment*

Emphasis is placed on the teacher, whom is the pivot for any societal development and or challenges, if the teacher is not professionally competent, morally sound with personal confidence it would be difficult to achieve the needed transformation. Knowledge is readily impacted into a child without taking note of the child's socio-cultural, emotional, psychological and his ability to respond to situations. Therefore for the transformation agenda to have an impact within the Nigerian society the teacher must be well equipped to tackle various challenges and improve his environment the teacher must understand his new role and must be competent to handle these roles. Isa and Onyelelue (2012, P 8) reported a one year strategy for the development of the education sector with the following key areas of focus:

- a. Strengthen the institutional management of education.
- b. Standards and quality assurance.
- c. Teacher education and development.
- d. Access and equity.
- e. Funding, partnerships and resource utilization, Technical and vocational education and training.

### **Transformation indicators and Management of Education**

Transformations do not normally come about just because someone decides they want a change. There must be an event (result of the output) which informs those in charge of education that the present system is either not achieving or is incapable of enabling the achievement of developmental goals. Once that decision is made, what remains is the attempt to carefully identify not only why the old system can no longer be continued in its present form, but also how to provide a more acceptable alternative with the sole aim of improving the society. According to Jonstone (1981), an indicator should be something giving a broad indication of the state of the situation being investigated, Indicators reflect the way in which an objective can be achieved and to what degree the objective has been achieved at any or varied stages. The indicators for transformation process should include those variables that are not only necessary for the new way of doing things but for the educational administrator's effectiveness and efficiency. Some of these includes;

- a. A reasonable way of understanding what is being done, and the need to change these values for the common good.
- b. The reliability of the new system and its adaptability by the society.
- c. The perceived objectives to be achieved and method of achieving same.

- d. A process of determining the acceptability rate at various stages..
- e. Adaptability to changes as required.
- f. And analysis of the products at different stages.

In our day-to-day life, we come across various indicators which can be classified into three broad categories, namely input, process and output indicators in general, we view education as a system, which receives inputs in the form of new entrants, transforms these inputs through certain internal and external processes, and finally yields certain outputs in the form of graduates.

The output from a given cycle of education is defined as those students who complete the cycle successfully and the input used up in the processes of education are measured in terms of student years. For transformation to be effective it involves the efficient participation of educational managers at all levels, these managers must be conversant with the need and necessary processes for these new way of life(transformation). Education is very important for sustaining and developing the people. With education, people are able to endure, mature, acquire experience, wisdom and the capability to fend for themselves as well as serve their communities and nation. Education is also both an instrument of stability and of change and it is the pivot of societal transformation, good traditions are documented, taught, imbibed, practiced, and transformed because it equips people to meet new challenges.

Primary education is the only level of education that is available everywhere and for every citizen in both the developed and the developing countries as well as in urban and rural areas this explains why primary education is the largest sub-sector of any education system and offers the unique opportunity to contribute to the transformation of societies through the education of the young ones in particular. Therefore particular attention should be put at this level for the transformation of the society.

## **CONCLUSION**

Over the past decades, Nigeria has been plagued by frequent political unrest (between 1975-1999). This political instability has generated negative effects on not only the education system but the general way of life. Although education had been in crisis for many years, the situation was made worse by frequent strikes staged by students, and teachers, frequent leadership change between 1975 and 1999, much of the difficulty lies in the fact that the sector is poorly funded and with high rate of corruption, and lack of political will. This resulted in shortages of material, human resources for education, lack of qualified teachers, few instructional inputs, shortage of classrooms, change of our dispositions (values, moral decadence) and a host of other problems.

These difficulties have been most pronounced at the foundation levels of education, both primary and secondary school levels have been negatively affected, about eighty percent of the products of our universities today are unemployable with increased militancy, kidnapping and other social evils, this have made the government to look at other ways of improving the Nigerian society and consequently gave birth to the transformation agenda of the federal government, with the objective of doing things differently for the common good. This paper attempts to use the R and E model to analyze the gradual but systematic method of changing not only the mindset but inculcating new ways of doing things, the popular transformation acronym is let's do the right thing.

## **RECOMMENDATIONS**

On the basis of review of literature, discussion, and conclusions some recommendations are:

1. Government may intensify and propagate its intentions and the political will should drive these adjusted, or modified values.
2. Educators may be willing to change to these new values and dispositions.
3. Parents teachers association may be involved in this new way of life.
4. Implementation in all states the compulsory free Universal Basic Education program.
5. Compulsory annual training and retraining of teachers.
6. Review of the curriculum to meet the requirements of this new disposition.



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