

NATIONAL OPEN UNIVERSITY OF NIGERIA
91CADASTRAL ZONE, NNAMDI AZIKIWE EXPRESS WAY,
JABI-ABUJA

COURSE CODE:

PAD328

COURSE TITLE:

COMMUNITY DEVELOPMENT AND SOCIAL CHANGE

COURSE TEAM:

DEVELOPER/WRITERS:

DR. (MRS.) SALAMATU I. ATTAHIRU

CEM, Kaduna Polytechnic

DR JOSEPH E. OGBU

CEM, Kaduna Polytechnic.

USMAN USMAN

CEM, Kaduna Polytechnic

Head of Department: Dr. (Mrs.) Nwamaka P. Ibeme
(National Open University of Nigeria)

Dean of Faculty: Prof. Wilfred I. Uwuyani
(National Open University of Nigeria)

Departmental Coordinator: Dr. Musa Zakari
Course Material Review (National Open University of Nigeria)

REVIEWER:

DR. JENNIFER C. OBIORAH
NASARAWA STATE UNIVERSITY KEFFI

NATIONAL OPEN UNIVERSITY OF NIGERIA
91Cadastral Zone, Nnamdi Azikiwe Express Way, Jabi-Abuja

URL: www.nou.edu.ng

Published By: National Open University of Nigeria

First Printed 2017

Second Printed 2022

ISBN:

All Rights Reserved

CONTENTS

Introduction

Course Guide

Measurable Learning Outcomes

The Course Aim

Self- Assessment Exercises

Summary

Possible Answers to Self-Assessment Exercises within the
context

Course Material

INTRODUCTION

This course guide is designed to help you have an adequate understanding of the facts presented in PAD 328 entitled Community Development and Social Change. This course guide should always be handy with you at all times. Your success in the course depends largely on your constant references and understanding of the guide.

The time table scheduling your activities in PAD 328 such as studying the course, writing and submission of assignments, allocation of continuous assessment scores, final examinations and other relevant information are contained in this course guide. All have been carefully packaged to enable you achieve the aims and objectives of the course.

COURSE GUIDE

You are warmly welcome to the study of PAD 328 (Community Development and Social Change). The course guide is the first material you have to thoroughly go through. This will help you to be familiar with the content of PAD 328. Efforts are made for you to understand the meaning and intricacies of Community Development and how social change occurs in any given area. The course is presented in simple English Language for your easy understanding so that you can apply the knowledge to contributing to community development and social change in Nigeria.

There are five modules for this course and each module consists of 5 units. Consequently, there are altogether 20 units that the course is comprised of. There is a logical connection among the units whereby each unit is built on the preceding one in knowledge and depth like a chain. All the units are equally relevant and none will be skipped so that there will be a logical graduation from one unit to another. This will help you in encoding and recall of the lessons in each unit.

Measurable Learning Outcomes

Upon successful completion of these modules, you will be able to:

- Explain the meaning of community development
- Explain the meaning of Social Change
- Discuss forms of social change
- Discuss the community as a unit of social change
- Explain micro and macro approaches to social change
- Describe the elements and processes of change
- Discuss the dimensions of change
- Give an overview of the theories of development.
- Analyze types of social change.
- Explain measurement of change in Rural areas
- Discuss resistant and conducive forces of change.
- Analyze Social movements and changes in contemporary Nigeria
- Feature theories of social movements.
- Explain the meaning of traditional institutions.
- Discuss traditional institutions and their transformation
- Feature case studies in community development and social change.

AIM OF THE COURSE

The course primarily aims at equipping you with an in-depth knowledge of Community development and social change in relation to the meaning and intricacies of community development as well as the meaning and processes of social change and how these two are connected. At the end of this course, you should be able to:

- i) Have an in-depth knowledge of the structure and content of PAD 328.
- ii) Explain the meaning of social change and its processes.
- iii) Explain the meaning of community development.
- iv) Relate the nexus between community development and social change

Self-Assessment-Exercise (SAEs)

Three Self-assessment Exercises each are incorporated in the study material for each unit. Self-assessment Exercise helps students to be a realistic judge of their own performance and to improve their work. Promotes the skills of reflective practice and self-monitoring; Promotes academic integrity through student self-reporting of learning progress; Develops self-directed learning; Increases student motivation and Helps students develop a range of personal, transferrable skills.

Summary

Each Unit contains a summary of the entire unit. A summary is a brief statement or restatement of main points, especially as a conclusion to a work.

Possible Answers to Self-Assessment Exercise(s) within the content

The materials contained Possible Answers to Self-Assessment Exercise(s) within the content. The possible Self-assessments answers enable you to understand how well you're performing in the contents. It is a way of analysing your work performance and any areas for growth. Reflecting on your strengths, weaknesses, values and accomplishments can help you determine what goals to work toward next.

Course Material

The course material package is comprised of the following Modules and Unit structure:

Module 1

Unit 1: The Concept of Community Development	3
Unit 2: Social Change	13
Unit 3: Community as a Unit of Social Change	18
Unit 4: Micro and Macro Approaches to Social Change	28
Unit 5: Elements and Process of Change	33

Module 2

Unit 1: Dimensions of Social Change	39
Unit 2: Overview of Theories of Development I	44
Unit 3: Overview of Theories of Development II	48
Unit 4: Types of Social Change	52
Unit 5: Measurement of Change in Rural Areas	60

Module 3

Unit 1: Resistant and Conducive Forces of Change	66
Unit 2: Social Movement and Contemporary Challenges in Nigeria	73
Unit 3: Theories of Social Movements	81
Unit 4: The Meaning of Traditional Institutions	86
Unit 5: Traditional Institutions and their Transformative Content	93

Module 4

Unit 1: Case Studies in Community Development and Social Change	100
Unit 2: Culture and Community Development	109
Unit 3: Role of Mobilizers in Community Development	114
Unit 4: Obstacles to Community Development	121

Unit 5: Elements of Community Development and Solutions to Community Development Challenges	128
---	-----

Module 5

Unit 1: Role of State Government in Community Development	136
---	-----

Unit 2: Building Social Capital	142
---------------------------------	-----

Unit 3: Community Development Practice	148
--	-----

Unit 4: Mobilizing Financial Resources for Community Development	159
--	-----

Unit 5: Community Capacity Building in the Context of Community Development.	166
--	-----

MODULE 1

Unit 1: THE CONCEPT OF COMMUNITY DEVELOPMENT

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcome
- 1.3 The meaning of Development
 - 1.3.1 Indices of Development
 - 1.3.2 The meaning of Community Development
 - 1.3.3 Assumptions of Community Development
- 1.4 Objectives of Community Development
 - 1.4.1 Characteristics of Community Development
- 1.5 Theories of Community Development
 - 1.5.1 Modernization Theory
 - 1.5.2 Structural Marxist Theory
- 1.6 Summary
- 1.7 References/ Further Reading/ Web Resources
- 1.8 Answers to Self-Assessment Exercises



1.1 Introduction

This is the first unit in module 1 of course PAD 328 entitled —Community Development and Social Change. Do you know the meaning of development and its indices? Can you relate it to community development? This unit will focus on the Meaning of development. The unit also discusses indices of development, the meaning of community development and assumptions of community development. Other topics discussed in the unit are objectives of community development, characteristics of community development and theories of community development.



1.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the meaning of development and its indices

- Analyse the meaning and objectives of community development
- Demonstrate knowledge on the theories of community development
- Evaluate assumptions of community development



1.3 The Meaning of Development

The term development connotes different things to different categories of people –economists, psychologists, sociologists, political scientists, natural scientists, historians, capitalists, the masses and a host of others. It is a many-sided process. In literal terms, development describes a process of changing and becoming larger, stronger or more impressive, successful or advanced, or of causing somebody or something to change in this way.

According to Filani (2000), development can be defined as a process of sustained increase in total and per capita incomes accompanied by structural transformation and modernization of socio-economic environment. Development is a process which results in the transformation of social-cultural, economic and political structures in a manner which improves the capacity of the society to fulfill its aspirations. In other words, development refers to changes that result to positive benefits to the generality of the citizens and other residents of a country/community/town. It is the ability of a country/town to improve the standard of living, security and welfare of its people.

1.3.1 Indices of Development

The indices of development as itemized by Filani (2000) are as follows:

- Increase in per capita income.
- More even distribution of income.
- Reduction in the level of unemployment.
- Diversification of the economy.
- Increase in the supply of high level manpower (education).
- Balanced development.
- Indigenization of economic activity.
- Good health and standard nutrition.
- Acquisition of technology.

1.3.2 The Meaning of Community Development

The United Nations Organization (1962) cited in Filani (2000) defined community development as —the process which the efforts of the people themselves are united with those of the government authorities to improve the economic, social and cultural conditions of communities to integrate those communities into the life of the nation and to enable them contribute fully to national progress.

Community Development can also be defined as —a process of social action in which people of the community organize themselves for the identification of their needs, planning and taking action to meet those needs with maximum reliance on their own initiative and resources, supplemented with assistance in any form from government and nongovernmental organizations (Filani 2000).

Community development is seen by Okonkwo (2010) as the ability of people to use their traditional institutions and creativity to initiate self-help projects aimed at responding positively to the problems of their environment. Although the onus of for initiating such projects lies with the members of the community, they do not necessarily have to conclude them alone. The idea is that in initiating the project, a particular community must have pin-pointed its most pressing and generally acknowledged needs. This is a democratic people-centered model of community development which tries to satisfy the basic needs of the people.

As seen from the definitions, Community Development is defined from different perspectives. Whatever the definitions however, Community Development involves a balanced social and economic development with emphasis on the equitable distribution of resources as well as creation of benefits. Community Development involves a concerted effort of the people of a given community, government and nongovernment organization (NGOs) towards uplifting the standard of living of the people in a particular area. In other words, any effort made to ensure advancement of any community is termed community development. Such advancement could be social, economic, political or cultural.

Although the concept and definition of community development could vary according to disciplines and orientations, some common elements in the definitions include the followings:

- i. Community Development is a process involving joint effort and different approaches.

- ii. It can be carried out governmental and agencies, N.Y.S.C., philanthropists e.t.c.
- iii. It involves the use of the people's initiatives and _resources.
- iv. Assistance can also be obtained from outside the community area for community development.
- v. It aims at improving the living conditions of the people. This could be socially, economically, politically, culturally, religiously e.t.c.

1.3.3 Assumptions of Community Development

Community Development experts (Filani, 2000) put up different assumptions which provides the basis for Community Development in any given area. These assumptions include:

- i. Any democratic society should recognize the worth and dignity of people as very important.
- ii. Everybody, no matter his status and circumstance can contribute in one way or the other to the welfare of his community.
- iii. If given appropriate environment and opportunity, everybody has the ability to learn, acquire knowledge and new skills meaningful to healthy living.
- iv. Any community can grow and develop if community members work together, plan together and execute together using available resources.
- v. If developmental programmes and projects are put in place, individuals will be able to display their potentials for self improvement and improvement of the society.
- vi. Through community development programmes and projects, people will live their lives to the fullest and find the essence of existing.
- vii. Community Development will create room for everyone to have access to a minimum of what makes life pleasurable with assurance of individual participation arid contribution to development.

Self- Assessment Exercises 1

1. What is the meaning of Community Development?
2. Mention two theories of Community Development

1.4 Objectives of Community Development

- i. Whatever the nature, structure or organization of any community project or programme, the overall essence is to raise the living and add value to the lives of any particular community. As explained by Idachaba (1985), the specific objectives of community development are summarized below:
- ii. To improve the living conditions of the local community as far as the available human and materials resource can go.
- iii. To ensure equitable distribution of resources available so that one area is not developed at the expense of another.
- iv. To make families economically strong so that they can live above poverty line.
- v. To cooperate with the state and national development plans.
- vi. To reduce poverty and unemployment in the communities.
- vii. To bring about agricultural development rural industrial development, rural sanitations, disease control and health programme, rural education, rural cooperation, development of communication e.t.c.
- viii. To bring essential governmental services to communities.
- ix. To provide a link between the services of Non-governmental Organizations (NGOs), donor agencies and other related groups/organizations.
- x. To give orientation to the community members and stimulate them to raise their production potentials for their own benefit.

1.4.1 Characteristics of Community Development

Like any other aspect of development, community development has its distinct characteristics. These characteristics of community development include:

- i. Community development focuses on all the community and not a selected segment.
- ii. Community development addresses the general needs of the community as much as possible and not just one given aspect of the life of the people.
- iii. It embraces every aspect of living. This is called integrated approach to community development.

Self -Assessment Exercises 2

- | |
|--|
| <ol style="list-style-type: none">2. Outline three objectives of community development3. Outline two characteristics of community development |
|--|

1.5 Theories of Community Development

Two most important theories of community development that merit discussion include Modernization Theory and Structural Marxist Theory.

1.5.1 Modernization Theory

According to Wilbert Moore (1963) cited in Idachaba (1985), the concept of modernization denotes total transformation of a society from a traditional or pre-modern society into the types of technologies and social organizations that characterize the so-called modern or advanced societies. Modernization as defined above simply means a change of society from traditional to a more complex and modern one. According to the conceptualization of the modernization school of thought, economic development including rural development takes place through the following:

- i. Change of technology from traditional one to more advanced one.
- ii. Commercialization of agriculture which implies a shift from subsistence farming to commercial farming.
- iii. Industrialization which implies a shift from the use of human and animal power to the use of machines.
- iv. Urbanization which implies the growth of more cities.

According to this postulation, the introduction of a modern technology and commercialized agriculture will tend to produce similar types of structural change in the country side. Such changes include: changes in the organization of production and consumption activities and changes in existing family and kinship structures. In addition, patterns of social status, political relations and even religious institution may also be modified.

These changes reflect the underlined processes of structural differentiation and integration that take place as more specialized social units are created.

Criticisms: The modernization theory has generally been criticized by various scholars. One of the most important criticisms is that the theory is historical. This means that the development and under development of societies considered as a condition rather than a historical process.

It should be realized however that development and under development must be considered as historical process that has a past, present and future. For instance the under development of Africa can only be meaningfully analyzed with reference to its history of slave trade, colonization and the current state of neo colonialism. It is therefore not enough to argue that societies could be easily developed by transforming from the so-called traditional condition to a modern one.

As applied to community development, the modernization theory is inadequate because it lacks concrete applicability especially in Nigeria. Indeed, the modernization of societies as conceptualized by the modernization school of thought runs contrary to the objectives of C.D in a peasant-based agriculture like Nigeria. In Nigeria for instance, various efforts which have been made to —modernize the countryside through agencies such as the River Basin Development Authorities (REDA), Directorate of Food, Road and Rural Infrastructure (DFRRI). Agricultural Development Projects (ADPs) e.t.c. have not been met with any considerable success. If anything, we have been witnessing massive capital investment in Developmental programmes without any visible result to show for it. For instance, between 1981 and 1985, the total project expenditure in agriculture in rural development amounted to N13.7 billion. Despite the billions of Naira invested therefore from the Green Revolution to DFRR, as well as other programmes like Family Economic Advancement Programme (FEAP), Better Life for Rural Women e.t.c, most Nigerian communities have remained underdeveloped.

1.5.2 Structural Marxist Theory

The Structural Marxist theory of development takes as its central premise that it is impossible to comprehend the process and problems of development in the third world countries without treating this within the wider socio-political and historical context of the expansion of western European mercantile and industrial capitalism as well as the colonization of the third world countries by those European powers.

Under developed countries have been dominated politically and economically by external centers of control and the under developed countries have continued to function as the satellites of those western countries. Moreover, just as this under developed societies are linked by dependency relationship to the outside world and are unable to exert much influence on the operation of world market and international politics, so also within a nation, there exist mechanisms of internal domination and striking inequalities between different sectors of the economy and the social structure generally. Hence it has been argued that the rural agriculture sector is dependent economically, politically and culturally on the urban industrial sector and that the affairs of the country is divided between a Minority who monopolizes political power and economic resource and a majority who are politically powerless and economically poor. The majority class of powerless citizens is made up of mainly peasants.

The Structural Marxist approach to Community Development as articulated by experts seeks to isolate the specific modes and relationships of domination and dependency that exist at various points in the socio-historical process and showing how these operate to limit economic growth and perpetuate a pattern of underdevelopment. For example, it is argued that the impact of western industrial nations has destroyed many of the characteristics of the traditional economies of third world rural societies such as craft production (Kuznets, 1997).

Self- Assessment Exercise 3

- | |
|--|
| <ol style="list-style-type: none">1. Explain the Structural Marxist and Modernization theories of community development.2. What are the major critique of both theories |
|--|



1.6 Summary

In this unit, we have discussed the meaning of development, indices of development, meaning of community development, assumptions, characteristics, objectives and theories of community development. We have seen that Community development is a concept that is as old as any community itself. It has its own assumptions, characteristics, objectives and theories which are derived from the theories of development. All the efforts made by the first man and woman on earth to maintain the immediate environment where they found themselves were community development efforts, though primitive in nature. In the next unit (unit 2), social change will be discussed.



1. 7 References/ Further Reading/ Web Resources

- Alkali, R.A. (1997). *The World Bank and Nigeria: Cornucopia or Pandora Box?*
Kaduna:
- Filani, M.O. (2000). —Nigeria: The need to modify center-down development planning. In W. A. Stehr and D.R.P. Taylor (Ed.) *Development from above or below*. New York: John Wiley & Sons.
- Idachaba, F. A. (1985). —Integrated rural development: Lessons from experience. I.F.A.D.- FIATPANAS
- Kuznets, S. (1997). *Six lectures in economic growth*. New York: Free Press of Glencoe
- Okonkwo, P.C. (2010). *Community and rural development strategies (Principles and Practice)*. Enugu: Impressium Publications



1.8 Possible Answers to Self- Assessment Exercises

Answers to Self- Assessment Exercise 1

1. Community development is a process of social action that involves the ability of people to use their traditional institutions and creativity to initiate self-help projects aimed at responding positively to the problems of their environment.
- 2a. Modernization theory
- 2b. Structural Marxist theory

Answers to Self- Assessment Exercises 2

- 1a. To make families economically strong so that they can live above poverty line.
- 1b. To cooperate with the state and national development plans.
- 1c. To reduce poverty and unemployment in the communities.
- 2a. Community development focuses on all the community and not a selected segment.

2b. Community development addresses the general needs of the community as much as possible and not just one given aspect of the life of the people.

Possible Answers to Self - Assessment Exercise 3

1a. The concept of modernization denotes total transformation of a society from a traditional or pre-modern society into the types of technologies and social organizations that characterize the so-called modern or advanced societies. Modernization theory of community development implies, a change of society from traditional to a more complex and modern one.

1b. The Structural Marxist theory of development takes as its central premise that it is impossible to comprehend the process and problems of development in the third world countries without treating this within the wider socio-political and historical context of the expansion of western European mercantile and industrial capitalism as well as the colonization of the third world countries by those European powers. Under developed countries have been dominated politically and economically by external centers of control and the under developed countries have continued to function as the satellites of those western countries. Moreover, just as this under developed societies are linked by dependency relationship to the outside world and are unable to exert much influence on the operation of world market and international politics, so also within a nation, there exist mechanisms of internal domination and striking inequalities between different sectors of the economy and the social structure generally. Hence it has been argued that the rural agriculture sector is dependent economically, politically and culturally on the urban industrial sector and that the affairs of the country is divided between a Minority who monopolizes political power and economic resource and a majority who are politically powerless and economically poor.

2a. The modernization theory is criticized for being historical. This means that the development and under development of societies are considered as a condition rather than a historical process. Secondly, As applied to community development, the modernization theory is inadequate because it lacks concrete applicability especially in Nigeria

2b. The economic system propose by the theory is argued to be unworkable as it proposes that certain group of persons / sectors must continue to be dependent on others for development. The structural Marxist theory is criticized for being a mechanism for control to keep the working class in their place and in reserve for when their labour is needed.

Unit 2: SOCIAL CHANGE

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcome
- 2.3 The meaning of Change
 - 2.3.1 The meaning of Social Change
 - 2.3.2 Forms of Social Change
- 2.4 Indices of social change
- 2.5 Agents of Social Change
- 2.6 Summary
- 2.7 References/ Further Reading/ Web Resources
- 2.8 Answers to Self-Assessment Exercises



2.1 Introduction

This is the second unit in module 1 of PAD328. In the previous unit, we extensively considered the meaning of development and its indices, we also considered the concept of community development, its objectives, assumptions, characteristics and theories. In this unit, we would discuss the meaning of change, the meaning of social change, forms of social change, indices of social change and agents of social change.



2.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the agents of social change;

- Analyse forms of social change;
- Demonstrate sound knowledge on the indices of social change;
- Evaluate the meaning and difference between change and social change.



2.3 The Meaning of Change

Change is a word that is commonly used, but what comes to your mind each time you hear the word change? Change, according to Harambos and Holborn, (2004) refers to any alteration or a shift or a variation from the original to something new. Change may include changes in nature, social institutions, social behaviours, or social relations. Change may refer to the notion of social progress or sociocultural evolution, the philosophical idea that society moves forward by dialectical or evolutionary means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism and towards capitalism.

2.3.1 The Meaning of Social Change

Is the concept of change distinct from social change? We would discover that as we go through this unit. As defined by Moore (1967) cited in Richard (2006), social change is a significant alteration over time in behaviour patterns and culture including norms and values. Certainly, the dramatic rise in formal education represents a change that has profound social consequences. Other social changes that have had long-term and important consequences include the emergence of slavery as a system of stratification, the industrial revolution, the increased participation of women in paid labour and the world wide population explosion.

According to Harambos and Holborn (2004), social change is a process by which alterations occur in the structure and function of a social system (social group, community etc.) Any change that occurs either in ideas, norms, values, role and social habits of a group or in the composition of organization of their society can be referred to as social change. *Social change may include changes in nature, social institutions, social behaviours, or social relations. Social change may be driven by cultural, religious, economic, scientific or technological forces.*

Change comes from two sources. One source is random or unique factors such as climate, weather, or the presence of specific groups of people. Another source is systematic factors. For example, successful development has the same general requirements, such as a stable and flexible government, enough free and available resources, and a diverse social organization of society. On the whole, social change is usually a combination of systematic factors along with some random or unique factors (Richard, 2006).

2.3.2 Forms of Social Change

- i. Modifications in human attitudes and behaviour pattern as a result of education.
- ii. Alteration in social conditions resulting from changes in policies of social organization.
- iii. Effecting reforms in major legal and functional systems of society.
- iv. Changes in the materials culture i.e. in arts and artifacts of the culture.

Self- Assessment Exercise 1

1. Define the meaning of social change and mention sources of change
2. Mention forms of social change

2.4 Indices of Social Change

As argued by Richard (2006), social changes pervade all aspects of societal life and may manifest as:

- i. Economic change which occurs in the mode of production, economic relations and statuses of people in the society.
- ii. Political change which manifests in the distributions of operating mechanisms of social and political power with the social system.
- iii. Technological change which manifests in ways of applying scientific and other organized knowledge to practical task. In the areas of transportation, communication, health, education, economy, housing.
- iv. Cultural change which refers to non-material aspects of culture.
- v. Behavioural change which is concerned with changes arising from the influence of education on the attitude and overt reactions of people.

Self- Assessment Exercise 2

1. Outline five indices of social change.
2. Mention seven factors that can bring about social change

2.5 Agents of Social Change

According to Richard (2006), the following can bring about Social change:

- a. Invention
- b. Diffusion
- c. Discovery
- d. Religious institutions
- e. Urbanization
- f. Government policies
- g. Application of science and technology.

Self- Assessment Exercise 3

1. Mention four factors that can bring about social change in a community
2. Explain any one of the changes listed.



2.6 Summary

In this unit, we have explained the meaning of change, the meaning of social change, identified forms of social change, indices of social change and discussed the agents of social change. In the next unit, focus will be on the community as a unit of social change.



2.7 References/ Further Reading/ Web Resources

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw



2.8 Possible Answers to Self- Assessment Exercises

Answers to Self- Assessment Exercise 1

1. Social change is a significant alteration over time in behaviour patterns and culture including norms and values.

Sources of social change include random or unique factors and systematic factors.

2. Forms of social change are;
 - i. Modifications in human attitudes and behaviour pattern as a result of education.
 - ii. Alteration in social conditions resulting from changes in policies of social organization.
 - iii. Effecting reforms in major legal and functional systems of society.
 - iv. Changes in the materials culture i.e. in arts and artifacts of the culture.

Answers to Self- Assessment Exercise 2

1. Indices of social change include;
 - i. Economic change
 - ii. Political change
 - iii. Technological change
 - iv. Cultural change
 - v. Behavioural change
2. Factors capable of resulting in social change include the following;
 - i. Invention
 - ii. Diffusion
 - iii. Discovery
 - iv. Religious institutions
 - v. Urbanization
 - vi. Government policies
 - vii. Application of science and technology.

Answers to Self- Assessment Exercise 3

1. Some factors that can bring about social change include;
 - i. Religious institutions
 - ii. Urbanization
 - iii. Government policies
 - iv. Application of science and technology
2. The provision of certain facilities such as good road, electricity, social amenities, schools, hospitals e.t.c that upgrades the social status of a society can rapidly result in the switch of a once rural

community to an urban community; there by leading to social change.

Unit 3: COMMUNITY AS A UNIT OF SOCIAL CHANGE

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 The Meaning of Community
- 3.4 Early Communities
- 3.5 Types of Communities
- 3.6 Summary
- 3.7 References/ Further Reading/ Web Resources
- 3.8 Possible Answers to Self -Assessment Exercises



3.1 Introduction

This is the third unit in module 1 of PAD 328. In the previous unit, we considered the concept of change, meaning of social change, forms and indices of social change. In this unit, we will broadly look at the meaning of community, features of early communities, types of communities and community as a unit of social change.



3.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the meaning of community.
- Analyse early communities.
- Demonstrate community as a unit of social change.
- Evaluate, identify and explain types of communities.



3.3 The Meaning of Community

When was the last time you thought about a community and what it means? According to Dotson, (1991) cited in Richard, (2006), community may be defined as spatial or political unit of social organization that gives people a sense of belonging. The sense of belonging can be based either on shared residence in a particular city or neighborhood, or on a common identity such as that of street vendors, homeless people, or gays and lesbians. What do members of a community have in common? Communities give people the feeling that they are part of something larger than themselves. To Dotson, communities are deeply affected by health and population patterns. Population patterns determine which communities will grow and prosper and which will wither and die. They can also promote or undermine the health of those who live in communities.

The understanding of the concept community is more sociological than geographical. In its more geographical sense, the word community is often used to settlements and their people. In a sociological sense, it refers to a set of social relationships a network of interrelationships between people living in the same locality. In a wider sense, the Macmillan Student Encyclopedia of Sociology defines community as a type of relationship that is as a sense of identity between individuals, having no geographical (local) reference at all since this sense of identity may exist between geographically dispersed individuals.

A community could either be rural community or urban community. In this case, it is used to refer to a group of people living within a locality and/or sharing a common origin or common interest and concerns. They have the same problems, the same worries, the same focus and the same means of achieving desired objectives from within and outside their immediate community (Richard, 2006).

Self-Assessment Exercise 1

1. Define the concept of community
2. a community could either be
 - a. Social or Unsocial
 - b. Economical or Uneconomical
 - c. Rural or Urban

3.4 Early Communities

What ideas do you have about how early communities operated? For most of human history, people used very basic tools and knowledge to survive. They satisfied their need for an adequate food supply through hunting, foraging for fruits or vegetables, fishing, and herding. In comparison with later industrial societies, early civilizations were much more dependent on the physical environment and much less able to alter that environment to their advantage.

According to Nolan and Lenski (2004) cited in Richard, (2006), the emergence of horticultural societies, in which people cultivated food rather than merely gathering fruits and vegetables, led to many dramatic changes in human social organization. It was no longer necessary to move from place to place in search of food. Because people had to remain in specific locations to cultivate crops, more stable and enduring communities began to develop. As agricultural techniques became more and more sophisticated, a cooperative division of labor involving both family members and others developed. People gradually began to produce more food than they actually needed for themselves. They could provide food, perhaps as part of an exchange, to others who might be involved in non-agricultural labour. This transition from subsistence to surplus represented a critical step in the emergence of cities.

Eventually, people produced enough goods to cover both their own needs and those of people not engaged in agricultural tasks. At first the surplus was limited to agricultural products, but gradually it evolved to include all types of goods and services. Residents of a city came to rely on community members who provided craft products and means of transportation, gathered information, and so forth (Nolan & Lenski 2004 cited in Richard, 2006).

With these social changes came an even more elaborate division of labor, as well as greater opportunity for differential rewards and privileges. So long as everyone had been engaged in the same tasks, stratification had been limited to such factors as gender, age, and perhaps the ability to perform some task (a skillful hunter could win unusual respect from the community). But the surplus allowed for the expansion of goods and services, leading to greater differentiation, a hierarchy of occupations, and social inequality. Thus the surplus was a precondition not only for the establishment of cities but for the division

of members of a community into social classes. The ability to produce goods for other communities marked a fundamental shift in human social organization (Richard, 2006).

Preindustrial Cities

It is estimated that beginning about 10,000 B.C., permanent settlements free from dependence on crop cultivation emerged. Yet by today's standards, these early communities would barely qualify as cities (Philips, 1996). The preindustrial city, as it is termed, generally had only a few thousand people living within its borders, and was characterized by a relatively closed class system and limited mobility. In these early cities status was usually based on ascribed characteristics such as family background, and education was limited to members of the elite. All the residents relied on perhaps 100,000 farmers and their own part-time farming to provide the needed agricultural surplus. The Mesopotamian city of Ur had a population of about 110,000 and was limited to roughly 220 acres of land, including the canals, the temple, and the harbor were these early cities so small and relatively few in number? Several key factors restricted urbanization. According to Richard (2006), this include:

- Reliance on animal power (both humans and beasts of burden) as a source of energy for economic production. This factor limited the ability of humans to make use of and alter the physical environment.
- Modest levels of surplus produced by the agricultural sector. Between 50 and 90 farmers may have been required to support one city resident.
- Problems in transportation and the storage of food and other goods. Even an excellent crop could easily be lost as a result of such difficulties.
- Hardships of migration to the city. For many peasants, migration was both physically and economically impossible. A few weeks of travel was out of the question without more sophisticated food storage techniques. Dangers of city life. Concentrating a society's population in a small area left it open to attack from outsiders, as well as more susceptible to extreme damage from plagues and fires.

Gideon (1960) cited in Richard (2006) examined the available information on early urban settlements in medieval Europe, India, and China. He identified three preconditions of city life: advanced technology in both agricultural and nonagricultural areas, a favorable physical environment, and a well-developed social organization.

For Gideon, the criteria for defining a —favorable physical environment were variable. Proximity to coal and iron helps only if a society knows how to use those natural resources. Similarly, proximity to a river is particularly beneficial only if a culture has the means to transport water efficiently to the fields for irrigation and to the cities for consumption. A sophisticated social organization is also an essential precondition for urban existence. Specialized social roles bring people together in new ways through the exchange of goods and services. A well-developed social organization ensures that these relationships are clearly defined and generally acceptable to all parties. Admittedly, Gideon's view of city life is an ideal type, since inequality did not vanish with the emergence of urban communities.

Industrial and Post-industrial Cities

Imagine how harnessing the energy of air, water, and other natural resources could change a society. Advances in agricultural technology led to dramatic changes in community life, but so did the process of industrialization. The industrial revolution, which began in the middle of the 18th century focused on the application of non-animal sources of power to labor tasks. Industrialization had a wide range of effects on people's lifestyles, as well as on the structure of communities. Emerging urban settlements became centers not only of industry but also of banking, finance, and industrial management.

The factory system that developed during the industrial revolution led to a much more refined division of labor than was evident in preindustrial cities. The many new occupations that were created produced a complex set of relationships among workers. Thus, the industrial city was not merely more populous than its predecessors; it was based on very different principles of social organization.

In comparison with preindustrial cities, industrial cities have a more open class system and more social mobility. After initiatives in industrial cities by women's rights groups, labor unions, and other political activists, formal education gradually became available to many children from poor and working-class families. While ascribed characteristics such as gender, race, and ethnicity remained important, a talented or skilled individual had greater opportunity to better his or her social position. In these and other respects, the industrial city was genuinely a different world from the preindustrial urban community. In the latter part of the 20th century, a new type of urban-community emerged. The postindustrial city is a city in which global finance and the electronic flows of information dominate the economy. Production is decentralized and often takes place outside of urban centers, but control is centralized in multinational corporations whose influence

transcends urban and even national boundaries. Social change is a constant feature of the postindustrial city. Economic restructuring and spatial change seem to occur each decade, if not more frequently. In the postindustrial world, cities are forced into increasing competition for economic opportunities, which deepens the plight of the urban poor (Phillips 1996).

According to Philips (1996), a relatively large and permanent settlement leads to distinctive patterns of behavior, which he called urbanism. He identified three critical factors that contribute to urbanism: the size of the population, population density, and the heterogeneity (variety) of the population. A frequent result of urbanism, according to Wirth, is that we become insensitive to events around us and restrict our attention to the primary groups to which we are emotionally attached.

Self-Assessment Exercise 2

1. List four major factors that restricted urbanization
2. What is the major difference between preindustrial and industrial cities.

3.5 Types of Communities

Communities vary substantially in the degree to which their members feel connected and share a common Identity as explained by Walter (1990) cited in Philips (1996), different types of communities are found, focusing on the distinctive characteristics and problems of central cities, suburbs and rural communities. These are as follows:

Central Cities

Urban life is noteworthy for its diversity so it would be a serious mistake to see all city residents as being alike. Walter has distinguished five types of people found in cities:

1. **Cosmopolites:** These residents remain in cities to take advantage of unique cultural and intellectual benefits. Writers, artists, and scholars fall into this category.

2. **Unmarried and childless people:** Such people choose to live in cities because of the active nightlife and varied recreational opportunities.
3. **Ethnic villagers:** These urban residents prefer to live in their own tight-knit communities. Typically, immigrant groups isolate themselves in such neighborhoods to avoid resentment from well-established urban dwellers.
4. **The deprived:** Very poor people and families have little choice but to live in low-rent, and often rundown, urban neighbourhoods.
5. **The trapped:** Some city residents wish to leave urban centers but cannot because of their limited economic resources and prospects. Walter includes the downward mobiles in this category—people who once held higher social positions, but who are forced to live in less prestigious neighbourhoods owing to loss of a job, death of a wage earner, or old age. Both elderly individuals living alone and families may feel trapped in part because they resent changes in their communities. Their desire to live elsewhere may reflect their uneasiness with unfamiliar immigrant groups who have become their neighbours.

These categories remind us that the city represents a choice (even a dream) for certain people and a nightmare for others.

Suburbs

The term suburb derives from the Latin *sub urbe*, meaning under the city. Until recent times, most suburbs were just that—tiny communities totally dependent on urban centers for jobs, recreation, and even water. Today, the term suburb defies simple definition. The term generally refers to any community near a large city—or as the Census Bureau would say, any territory within a metropolitan area that is not included in the central city (Philips, 1996).

According to Richard (2006), three social factors differentiate suburbs from cities. First, suburbs are generally less dense than cities; in the newest suburbs, no more than two dwellings may occupy an acre of land. Second, the suburbs consist almost exclusively of private space. For the most part, private ornamental lawns replace common park areas. Third, suburbs have more exacting building design codes than cities, and those codes have become increasingly precise in the last decade. While the suburbs may be diverse in population, their design standards give the impression of uniformity.

Again, in contrast to prevailing stereotypes, the suburbs include a significant number of low-income people from all backgrounds. Poverty is not conventionally associated with the suburbs, partly because the suburban poor tend to be scattered among more affluent people. In some instances, suburban communities intentionally hide social problems such as homelessness so they can maintain a —respectable image.¶ Soaring housing costs have contributed to suburban poverty, which is rising at a faster rate than urban poverty (Jargowsky 2003 cited in Richard, 2006).

3.5.1 Community as a Unit of Social Change

How does a community propel social change? According to Okoye (1997) cited in Richards (2006), community as a unit of social change is achieved through popular participation. Okoye defines community participation as active and meaningful involvement of the members of a community at different levels such as:

- i) In the decision-making process for the determination of community goals and allocation of resources to achieve these goals, and
- ii) In voluntary execution of resulting programmes and projects. Okoye further explains community participation to be an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive the share of the benefits of the projects. He also identified and described three kinds of local community involvement in directed change namely:
 - i. Local community involvement in which the beneficiary is involved in the planning and implementation of externally initiated projects;
 - ii. Indigenous local community involvement in which spontaneous activities/projects of local communities have not resulted from external assistance (self-help) and
 - iii. Local community involvement in which local interests are created or strengthened by external help, but without reference to a particular project.

Active involvement in directed change exists when the purpose of change and its content clearly originate from the people themselves and the people feel that they are acting as free agents rather than as a result of manipulation or deception where they are merely used to implement decisions on issues they were not consulted. Their involvement becomes passive rather than active. Therefore, for a sustainable development of rural areas, active community participation in decision-

making on development issues, contribution to the development effort and sharing of benefits of development are required.

3.5.2 Objectives of Involving Local People in Direct Change

Are the goals that are intended to be achieved by a community when they engage in activities of social change? Molton and Thompson (1995) give the following as the objectives of local community involvement in directed change:

- a. To engender consultation,
- b. communication and collective
- c. capacity building.
- d. To create awareness about the role of key actors involved in local level development.
- e. To foster mechanism for conflict resolution and consensusbuilding, in a neighborhood.

In support of this, Achor (1990) cited in Molton and Thompson (1995) lists the gains of people's involvement in directed change to include:

- a. Engendering community cohesion, security and create use of local resources, provision of an opportunity for communities to relate with public officials as equals.
- b. Provision of avenue for conflict resolution and consensus building.
- c. Fostering of community empowerment, capacity and confidence building, and self- reliance.
- d. Giving residents an opportunity to take action and solve their collective problems.

Molton and Thompson (1995) concluded that people's involvement in directed change increases access to decision making process, a considerable degree of empowerment, accountability and improved efficiency since community directed and managed projects are associated with lower investment cost. It equally reduces the tendency to corruption, increased willingness by residents to contribute their best and long-term sustainability of projects.

Self-Assessment Exercise 3

1. List categories of people found in a cities.
2. What factor makes the community as a unit of social change effective.



3.6 Summary

The development of any city has history. In any society including Nigeria, different types of communities exist. This cannot be erased because even in developed countries of the world including the USA, such communities still exist. In cities, different types of people unavoidably exist and they cannot be eliminated in the web of human relationships that characterize a city. Generally, community is a unit of social change.

In this unit, we have discussed the meaning of community, discussed early communities, identified and explained types of communities and discussed community as a unit of social change. In the next unit, attention will be given to micro and macro approaches to social change.



3.7 References/ Further Reading/ Web Resources

- Harambos, M. & M. Holborn, (2004). *Sociology, Themes and Perspectives*. 5th Edn. London: Collins.
- Molton, D. & Thompson, G. (1995). *Order and change: Essays in comparative sociology*. New York: Wiley.
- Philips, E.B. (1996). *City lights: Urban-suburban life in global society*. New York: Oxford University Press.



3.8 Possible Answers to Self- Assessment Exercises

Answers to Self- Assessment Exercise 1

1. Community may be defined as spatial or political unit of social organization that gives people a sense of belonging.
2. A community is either rural or urban

Answer to Self- Assessment Exercise 2

1. Four factors that restricted urbanization are

- i. Reliance on animal power
- ii. Modest levels of surplus produced by the agricultural sector.
- iii. Problems in transportation and the storage of food and other goods
- iv. Hardships of migration to the city.

2. Industrial cities have a more open class system and more social mobility than Preindustrial cities.

Answer to Self- Assessment Exercise 3

1. Categories of people found in cities are the

- i. Cosmopolites
- ii. Unmarried and childless people
- iii. Ethnic villagers
- iv. The deprived
- v. The trapped

2. The participation of people in the community makes community as a unit of social change effective and possible

Unit 4: MICRO AND MACRO APPROACHES TO SOCIAL CHANGE

Unit Structure

4.1 Introduction

4.2 Learning Outcomes

4.3 The Meaning of Micro and Macro Approaches to Social Change

4.4 Goals of Social Change Activity

4.5 Different Approaches to Social Change

4.6 Summary

4.7 References/ Further Reading/ Web Resources

4.8 Possible Answers to Self -Assessment Exercises



4.1 Introduction

This is the fourth unit in module 1 of course PAD 328. In unit 3, we considered the meaning of a community, various types of communities, community as a unit of social change and the objectives of involving local people in direct change. The unit is concerned with micro and macro approaches to social change. Specifically, the unit will discuss the meaning of micro and macro approaches to social change, types of social change activity, goals of social change activity and different approaches to social change.



4.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss types of social change activity;
- Analyse goals of social change activity;
- Demonstrate knowledge in meaning of micro and macro approaches to social change
- Evaluate the different approaches to social change.



4.3 The Meaning of Micro and Macro Approaches to Social Change

Have you ever thought of the difference between concept of micro and macro approaches to social change? Macro approach to social change is the approach with global (transnational) objectives and goals. Movements such as the first (where Marx and Bakunin met), second, third and fourth internationals, the World Social Forum, the Peoples' Global Action and the anarchist movement seek to change society at a global level. Micro approach to social change is an approach that has a local scope. They are focused on local or regional objectives, such as protecting a specific natural area, lobbying for the lowering of tolls in a

certain motorway, or preserving a building about to be demolished for gentrification and turning it into a social center.

4.3.1 Types of Social Change Activity

Educate: (Raise Consciousness): Activists inform others about oppression, injustice, and alternative visions. Examples include conversations with friends, street speaking, leaf letting, rallies, protest demonstrations, fasting, vigiling, study groups, advertisements, and publishing articles, reports, and books. When people see things in a completely new way they have had a —paradigm shift in their thinking.¶

Empower: Activists encourage and support others to work for social change, often by showing them how to do it and demonstrating that the consequences are bearable.

Build Change Organizations: Activists bring people together to work toward a common goal.

Develop Alternatives: Social change groups create new, better alternatives to existing institutions or customs.

Challenge the Status Quo: Social change groups attempt to change or undermine existing institutions. Examples include lobbying, campaigning for progressive politicians, lawsuits, boycotts, strikes, direct intervention (blockades), and building and patronizing alternative institutions.

Self-Assessment Exercise 1

1. What is the difference between macro and micro approaches to social change?
2. List five types of change activity

4.4 Goals of Social Change Activity

Resistance: Action to defend or protect established everyday life from new, outside oppression and return things to normal. A society is considered more —free¶ the more that people are safe from new oppression. Typically, groups that have thrown off their oppressors or have achieved a certain level of privilege resist any change that might restrain their freedom. Resistance can therefore be quite reactionary.

Liberation (Empowerment): Action to overcome on-going, traditional oppression and achieve the full measure of everyday rights and opportunities promised in the social charter (—social justice). A society is more —just the more that every person can obtain the freedoms that others enjoy.

Democratization (Enfranchisement): Action to spread decision-making power broadly to everyone affected by those decisions. A society is more —democratic the more that people can influence and decide the important issues that affect them without extraordinary effort (that is, through their daily routine).

Humanization: Action to ensure that society will defend or protect the rights of everyone in society, especially those who cannot do so on their own behalf (such as those who are ignorant, powerless, sick, frail, mentally incompetent, young, or unborn). A society is more —humane or —altruistic the more that every person is protected and supported through the routine, everyday activities of others (including societal institutions).

In taking the aforementioned actions, Richards (2006), pointed out that three activists exist namely:

- i) Social Change Activists: Those who actively and consciously work for social change.
- ii) Self-interested Activists: Those who work to resist oppression directed at them, liberate themselves from their own oppression, or enfranchise themselves or their immediate group.
- iii) Altruistic Activists: Those who work to free others from oppression, to enfranchise others to make societal decisions, or to make their society more humane.

Self-Assessment Exercise 2

1. Mention five goals of social change activities
2. List activist that exists to ensure that the rights of everyone in the society are protected.

4.5 Different Approaches to Social Change

In his own contribution, Ramis (2000) cited in **Richards (2006)**, explained the following approaches to change:

- i) **Social Development Approach:** This approach aims at improving the personal qualities of the individuals in the community and not material possessions. It involves the

integration of social and economic development programmes along with mass literacy.

- ii) **Community Work Group Approach:** This approach places emphasis on group social action, which has more impact on the community than the individual. The community members are mobilized to think together, plan together and execute together as a people.
- iii) **Idealistic process:** This approach focuses on mobilizing the youths and the young ones to participate in group social action. All the youths in a given area are sensitized to see the need to get actively involved in developmental projects and programmes that will bring about needed change.
- iv) **Agricultural Extension Approach:** This approach utilizes educational and motivational procedure to achieve rural community transformation from traditional to a more productive economy. The idea is to educate the rural people on their potentials especially in the area of agriculture.

Self-Assessment Exercise 3

1. List four approaches to change
2. Explain any one of the approaches to change



4.6 Summary

In any society, change is necessary. In fact, social change is something that should be vigorously pursued by the people. To do this, different activities are consciously taking place. Social change can take place using different approaches by the people in order to achieve various goals. In this unit, we have discussed the meaning of micro and macro approaches to social change, identified types of social change activity and goals of social change activity. We have also discussed the different approaches to social change. In unit 5 which is the next, we will discuss elements and processes of change.



4.7 References/ Further Reading/ Web Resources

Benford, R.D. (1992). —Social movements. In B. F. Borgatta (Ed).

Encyclopedia of Sociology, pp 1880-1887.

Philips, E.B. (1996). *City lights: Urban-suburban life in global society*.
New York: Oxford University Press.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.



4.8 Possible Answers to Self- Assessment Exercises

Answers to Self- Assessment Exercise 1

1. While Macro approach to social change is the approach with global (transnational) objectives and goals, Micro approach to social change is an approach that has a local scope and are focused on local or regional objectives.
2. Five types of change activity include the following
 - i. Educate
 - ii. Empower
 - iii. Build change organizations
 - iv. Develop alternatives
 - v. Challenge the status quo

Answers Self- Assessment Exercise 2

1. Five goals of social change activities are Resistance, Liberation, Democratization and Humanization
2. List activist that exists to ensure that the rights of everyone in the society are protected are the Social change activists, Self-interested activists and Altruistic activists

Answers Self- Assessment Exercise 3

1. Four approaches to change are;
 - Social Development Approach
 - Community Work Group Approach
 - Idealistic process
 - Agricultural extension approach
2. Agricultural Extension Approach: This approach utilizes educational and motivational procedure to achieve rural community transformation from traditional to a more productive

economy. The idea is to educate the rural people on their potentials especially in the area of agriculture.

Unit 5 ELEMENTS AND PROCESSES OF CHANGE

Unit Structure

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 The Meaning of Change
- 5.4 Elements and Processes of Change
- 5.5 Community Development as a Process of Change
- 5.6 Summary
- 5.7 References/ Further Reading/ Web Resources
- 5.8 Possible Answers to Self- Assessment Exercise 1



5.1 Introduction

Do change occur spontaneously? Does it go through a process? This is the fifth and of course, the last unit in module 1 of course PAD 328. In the fourth unit, we considered various aspects under the micro and macro approaches to social change. In this fifth unit, we will be taking a broad look at elements and processes of change in relation to the meaning of change, approaches to change, elements and processes of change.



5.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the meaning of change
- Analyse the space/ opportunities for community members to develop
- Demonstrate elements and processes of change
- Evaluate the concept of community organizing



5.3 The Meaning of Change

What does the word change connote? Change, according to Harambos and Holborn, (2004) refers to any alteration or a shift or a variation from the original to something new. Change may include changes in nature, social institutions, social behaviours, or social relations. Change may refer to the notion of social progress or socio-cultural revolution, the philosophical idea that society moves forward by dialectical or revolutionary means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from feudalism and towards capitalism.

Self-Assessment Questions 1

1. Define the term 'change'.
2. Mention various aspects of change.

5.4 Elements and Processes of Change

Are there processes involved in change? Generally, when there's something wrong with the system, the process of change could involve using the system's basic principles, or replacing the system by replacing its basic principles, or build a break-off system with its own principles. Really of course, there is a spectrum here; each of these admits of degrees and varieties, although the clustering into groups is noticeable. No doubt this could be refined, but it's definitely a change process that can be found repeatedly in feminist thought itself, and it accounts for many of the arguments among feminists.

The relative strength of each change process will vary from case to case; for instance, it seems that while there have been feminist separationisms and will likely continue to be, it has generally been and probably will continue to be a very small minority. But in other cases, separation may well dominate in a change process. In any case, this sort of process is probably almost inevitable. When people are dealing with a problem that's simultaneously very important and very difficult to solve, it will often be a judgment call whether the system itself is salvageable, thus the split between reformationists and transformationists. Then, since it is very difficult to solve, if the system is not itself salvageable, it will be a judgment call whether the people should stay in the system and replace its principles bit by bit or start anew somewhere. Thus, the split between transformationists and separationists.

The processes of change according to Harambos and Holborn, (2004) are itemized as follows:

- i) An informal survey, i.e. fact finding and identification of community concerns.
- ii) Identification of a small group of leaders and or interest groups who can serve as the initiating sets.
- iii) Identification of immediate community problem.
- iv) Sharing of problems identified with community leaders for legitimation.
- v) Diffusion of problems and definition of needs.
- vi) Securing citizen's commitment to act and identification of needed resources.
- vii) Appraisal of available internal resources and invitation of external aid (where necessary).
- viii) Formulation of a detailed plan of action including a timetable.
- ix) Carrying out the action and evaluating the entire process and the results.
- x) Identification of derived problem or needs and planning for the continuation of the process. By derived problems or needs here the author meant those unanticipated effects of the change after implementation.

Other experts of change process (Harambos & Holborn, 2004) have also discussed some processes of change. There is one which is called reformationist process which evaluates the problem as a failure to apply consistently some set of principles underlying the society. They make efforts to keep the basic character of the society the same and use its inbuilt resources to solve the problem, or at least alleviate it.

Another process, according to Benford (1992) is called transformationist process which occurs when people come to the conclusion that it is society itself that is the problem. This means that the people view the society's own means of improvement as unable to correct the problem and, in fact, continue to propagate it. The group thus holds that they need to rethink society throughout.

Another process of change is found when people conclude that both reformation and transformation alike face the practical problem of being unable to do what they want. In order to fix the problem, such people want (unlike the reformationist but like the transformationist) an entirely new way of doing things but (like the reformationist but unlike the transformationist) think that simply restructuring society as a whole is not practicable, even if they are doing it in piecemeal. So they handle it by advocating a breakaway system, within which a better society can be built and whose benefits can then begin to filter out into the society

at large. These also might be called separationists process (Benford, 1992).

Self-Assessment Questions 2

1. Mention three major process of change.
2. Explain any one of these processes.

5.5 Community Development as a Process of Change

Is community development an end in its self? Does it lead to other aspects of change within a community? Community development is a process that leads to change in many aspects of community living which include social, economic, cultural as well as environmental. It is about continual improvement, first with the help of change agents and later, by the people themselves to bring about change in their lives, which ultimately improve their quality of life. Thus, the focus of community development process is the people's involvement (hereafter the word 'community' will be used) whereby the community members come together to take action collectively to meet their shared goal(s) or to generate solutions overcoming a shared problems. In the words of Rubin and Rubin (2001), "Community development occurs when people strengthen the bonds within their neighbourhoods, build social networks, and form their own organisations to provide a long-term capacity for problem solving" (pg. 3). Community members who have the capacity to do something to enhance their quality of life are portrayed as having the ability to think, to decide, to plan and to take action in determining their lives. Therefore, in any community development programmes both economics and individual growth must be given equal attention so as to ensure that the process of community development achieves its due balance of continuity and sustainability. The scope of community development process can vary from a simple community initiatives within a small group to a complex or larger initiatives that involve a bigger number of community members. Regardless of the number of participants in an initiative, the fundamental characteristic of a community development is community organising. People have to organise themselves before an action can be taken. Community organizing is about developing a democratic instrument within which community members can decide or make some influence that affect

their lives. In normal circumstances the product of community organising is a group establishment. The group can be an informal or formal with or without a formal structure of leadership. Over time, the group develops concurrently with the development of group members' confidence, abilities, skills, knowledge, experiences and so forth. In short, community development is a grassroots process through participation within which community members become more competent, responsible, informed, aware and sensitive about their living environment. The economic, political and social environments are the 'space' and 'opportunities' for the community members to develop, strengthen and enhance their capabilities and potentials. The community development process is not an evolutionary process. The process must be planned in order to achieve effective results. Putting an effort into that process is crucial. The effort can come from community members as well as from change agents. In this sense, community development process requires not only to develop the community's capacity but also the capacity of change agents as well to address issues and problems, to find avenues and opportunities, to meet the needs and improve certain situations or services. In short, the whole notion of community development is about human-centred development and change for both community members and change agents.

Self- Assessment Exercise 3

1. What does organising in a community mean?
2. Mention three areas where community members can explore the opportunity of enhancing their capabilities and potentials.



5.6 Summary

In this unit, we have explained the meaning of change and the elements and processes of change. Change involves some processes involving stages. Any effective change process should follow the process else, desired results may not be achieved. In the change process, the reformationists' and transformationists' schools of thought provide their ideologies. In any case, the application of any of them depends on the nature of the desired change.



5.7 References/ Further Reading/ Web Resources

Benford, R.D. (1992). —Social movements. In B. F. Borgatta (Ed). *Encyclopedia of Sociology*, pp 1880-1887.

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.

Rubin, J & Rubin, S. (2001). *Community Organizing and Development*. Boston: Allyn and Bacon (3rd edition).



5.8 Possible Answers to Self- Assessment Exercises

Answers to Self- Assessment Exercise 1

1. The term change refers to any alteration or a shift or a variation from the original to something new
2. Aspects of change include changes in nature, social institutions, social behaviours, or social relations.

Answers to Self- Assessment Exercise 2

1. Three major process of change are the reformationist, transformationist and separationists
2. Separationist's process of change is an approach that advocates for a complete breakaway from an existing system by adopting an entirely different way of doing things.

Answers to Self- Assessment Exercise 3

1. Community organizing is about developing a democratic instrument within which community members can decide or make some influence that affect their lives
2. Four areas where community members can explore the opportunity of enhancing their capabilities and potentials are in the
 - i. Economic space
 - ii. Social space
 - iii. Political space
 - iv. Technical space

MODULE 2

UNIT 1 DIMENSIONS OF SOCIAL CHANGE

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 The Meaning of Social Change
- 1.4 Dimensions of Social Change
- 1.5 Social Service Versus Social Change
- 1.6 Summary
- 1.7 References/ Further Reading/ Web Resources
- 1.8 Possible Answers to Self -Assessment Exercises



1.1 Introduction

This is the first unit in module 2 of course PAD 328. The unit will take a broad look at Dimensions of social change. Although the meaning of change has been given in unit 5 of module 1 of this course, it will still be featured in this unit because of its relevance in the topic of discussion here.



1.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the dimensions of social change.
- Analyse the meaning of change

- Demonstrate knowledge on consequences of Social Change
- Evaluate the difference between dimensions of change



1.3 The Meaning of Social Change

What comes to mind when the word ‘social change’ is mentioned? What does it even mean? As defined by Moore (1967) cited in Richard (2006), social change is a significant alteration over time in behaviour patterns and culture including norms and values. Certainly, the dramatic rise in formal education represents a change that has profound social consequences.

Other social changes that have had long-term and important consequences include the emergence of slavery as a system of stratification, the industrial revolution, the increased participation of women in paid labour and the world wide population explosion. According to Harambos and Holborn, (2004), social change is a process by which alterations occur in the structure and function of a social system (social group, community etc.) .Any change that occurs either in ideas, norms, values, role and social habits of a group or in the composition of organization of their society can be referred to as social change. Social change may include changes in nature, social institutions, social behaviours, or social relations. Social change may be driven by cultural, religious, economic, scientific or technological forces.

Self-Assessment Exercise 1

1. Explain the concept of social change.
2. Mention factors that are capable of facilitating social change.

1.4 The Dimensions of Social Change

The following are the dimensions of change according to Richard (2006):

1.4.1 Violence Versus Nonviolence

Violent social change- the use of physical, economic, or emotional violence or threat of violence to destroy opponents or to force them to change their behavior.

Unviolent social change -the use of physical or economic force, verbal threats, emotional manipulation, or any other non-physically violent means to force opponents to change their behavior.

Nonviolent Social Change

This is the use of persuasion, appeals to conscience, emotional counseling, or withdrawal of one's consent and support to convince or coerce opponents to change their behavior, while supporting and protecting them personally. Often unviolent and nonviolent social change is distinguished by the —tone of the activity: in nonviolent change, activists struggle with their opponents while maintaining an attitude of respect towards them. Nonviolent activists attempt to love their opponents as they attempt to change them. Furthermore, nonviolent activists try to remain humbly open to the possibility that they are the ones who must change.

In contrast, unviolent activists often maintain an attitude of righteousness towards their opponents whom they see as evil or unworthy. They often attempt to blame and demean their opponents as part of their efforts to win. Nonviolent activists also usually attempt to develop alternatives that can better satisfy people's real needs, while unviolent and violent activists generally focus only on abolishing existing institutions or customs. Violent and unviolent social change is often approvingly described as —militant. Generally, social change activity is termed—more militant the more strongly it relies on threat and coercion or the more disruptive it is to the normal order.

1.4.2 Active Nonviolence Versus Passive Nonviolence

Passive Nonviolence is the attempt not to harm anyone (or anything). People practicing passive nonviolence usually try to refrain from any activity that might cause the slightest harm. Active Nonviolence—the attempt to eliminate violence in all its forms including systemic oppression like classism, racism and sexism that quietly harm people through economic, political, social, and cultural institutions or customs. People engaged in active nonviolent social change seek to end violence even if it requires intense struggle or makes their opponents uncomfortable.

Self-Assessment Exercise 2

- | |
|---|
| <ol style="list-style-type: none">1. Mention any two dimensions of social change2. Explain any one of these dimensions of social change. |
|---|

1.5 Social Service Versus Social Change

Social Service is a compassionate activity to promote social welfare, especially to help the sick, ignorant, frail, destitute, young, or powerless. Social change activity is effort to change the social structure in order to promote social welfare of the people. Often, this means creating new, alternative institutions that will serve people compassionately. The difference between social service and social change is like the difference between giving a hungry man a fish so he won't be hungry and teaching him how to fish so that he will never again be hungry. Social service relieves the immediate situation while social change alters the political, economic, social, or cultural institutions or customs that created the problem.

Reformist social change only resolves the immediate problem — other similar problems may continue to arise. The solution may even create new, equally pernicious problems. —Non-reformist change (or —transformation) fundamentally changes institutions enough that similar problems can never again arise. Social change activity is considered more —radical the more it addresses the root causes of problems and the more fundamentally it transforms institutions and particularly the more it democratizes decision-making power.

Self- Assessment Exercise 3

1. What does the term social service mean?
2. What is the difference between Social service and social change?



1.6 Summary

Dimensions of social change helps to understand various ways that social change could come about and in what directions. All the dimensions are really necessary in any society if effective social change is to be achieved. In this unit, we have discussed the meaning of social change and the dimensions of social change. In the next unit, assumptions in group dynamics will be discussed.



1.7 References/ Further Reading/ Web Resources

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.



1.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. Explain the concept of social change.

Social change is a process by which alterations occur in the structure and function of a social system such as a social group or a community, it is a significant alteration over time in behaviour patterns and culture including norms and values

2. Four factors that are capable of facilitating social change are;
Cultural Factors
Religious Factors
Economic Factors
Scientific / technological Factors

Possible Answers Self- Assessment Exercise 2

1. Mention any two dimensions of social change.

Violence Versus Nonviolence dimension of social change and Active Nonviolence Versus Passive Nonviolence dimension of social change

2. Explain any one of these dimensions of social change

Active Nonviolence seeks to eliminate violence in all its forms including systemic oppression like classism, racism and sexism that quietly harm people through economic, political, social, and cultural institutions or customs. People engaged in active nonviolent social change seek to end violence even if it requires intense struggle or makes their opponents uncomfortable. Passive Nonviolence is the attempt not to harm anyone (or anything). People practicing passive nonviolence usually try to refrain from any activity that might cause the slightest harm.

Possible Answers Self- Assessment Exercise 3

1. What does the term social service mean?

Social Service is a compassionate activity to promote social welfare, especially to help the sick, ignorant, frail, destitute, young, or powerless

2. What is the difference between Social service and social change?

The difference between social service and social change is like the difference between giving a hungry man a fish so he won't be hungry and teaching him how to fish so that he will never again be hungry. Social service relieves the immediate situation while social change alters the political, economic, social, or cultural institutions or customs that created the problem.

UNIT 2: OVERVIEW OF THEORIES OF DEVELOPMENT-I

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 The Classical Theory
 - 2.3.1 Limitations
- 2.4 The Basic Resource Theory
 - 2.4.1 Limitations
- 2.5 Internal Combustion Theory
- 2.6 Summary
- 2.7 References/ Further Reading/ Web Resources
- 2.8 Possible Answers to Self-Assessment Exercises



2.1 Introduction

This is the second unit in module 2 of course PAD 328. In the first unit of this module, we dwelt holistically on social change, considering its meaning and dimensions, amongst other things. This second unit of the second module explains the various theories of development in order to grasp a clear understanding of the intricacies of development. The

limitations of each of the theories are also explained so that anyone applying any of the theories will take caution.



2.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the stipulations of Classical Theory, Basic Resource Theory and Internal Combustion Theory
- Analyse the difference between the theories
- Demonstrate knowledge on their implications when applied
- Evaluate their limitations



2.3 The Classical Theory

What does the concept of a classical theory mean? According to classical theory of development, as explained by Molton and Thompson (1995), the growth of any economy whether rural or non- rural is a function of capital investment and employment of labour. However, capital tends to flow into sectors characterized by high rates of return and high marginal productivity to promote economic growth in the rural areas. it is necessary to undertake measures which will raise the rate of the return to capital investment and the earnings of labour. Its relevance to rural development in Nigeria, are migration of labour and capital from agriculture usually attributed to much lower returns to these factors of production in rural than in urban investments.

2.3.1 Limitations

- i. It ignores the importance of improved quality of labour as a factor in economic development.
- ii. It ignores the roles community service and infrastructures which, by generating external economies account for high rate of return to capital investments.
- iii. It places an exaggerated emphasis on factor and input prices as a determinant of investment and growth, thereby ignoring the role of institutional and organizational arrangements.
- iv. It ignores the crucial role of technology which, by shifting the production function to the right tends to reduce cost and increase the rate of return to capital investment.

Self-Assessment Exercise 1

1. Explain the concept of classical and neo-classical theory of development.
2. Mention three limitations of the classical theory of development.

2.4 The Basic Resource Theory

How does the Basic resources theory differ from the classical theory? The basic resource theory states that economic growth depends on the presence, the quality and the magnitude of basic natural resources within a particular area or economic regions. The development of these resources attracts investment capital to these areas, and increase income and employment. The availability of resources in the rural areas does not mean economic development but only when there is high technical manpower to harness them (Molton & Thompson, 1995).

2.4.1 Limitations

- i. There may not be much skilled manpower to harness the resources.
- ii. It does not sufficiently emphasize diminishing returns to labour or capital population growth and essentially static population technology.
- iii. No regulation on harnessing the resources.
- iv. Optimal harnessing is a function of the level of technology.

Self -Assessment Exercise 2

1. Define the postulation of the Basic Resource Theory.
2. Mention three limitations of the Basic Resource Theory.

2.5 Internal Combustion Theory

Internal combustion theory attributes economic growth and development to forces within the region or country. The internal sources of growth include technology, specialization, economies of scale and the existence of growth stimulating institutional, political and administrative arrangements. These can be created or modified (Molton & Thompson, 1995).

2.5.1 Limitations

The internal sources are created. For example, technology is created in the process of harnessing resources.

Self- Assessment Exercise 3

1. What is the supposition of the Internal Combustion Theory.
2. According to the Internal Combustion Theory, what are those factors constitute internal sources of growth.



2.6 Summary

Different theories of development have been propounded by different development experts. All the theories are relevant in their own respect. The most important thing is that each theory should be clearly understood and applied in appropriate contexts. In this unit, we have identified and discussed the stipulations and limitations of three theories of development. In the next unit, we will further discuss three more theories of development.



2. 7 References/ Further Reading/ Web Resources

- Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.
- Molton, D. & Thompson, G. (1995). *Order and change: Essays in comparative sociology*. New York: Wiley.
- Nash, M. (2001). —Race and the ideology of change.‖ *Current anthropology*.3 (June), 285-288
- Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.



2.8 Possible Answers Self- Assessment Exercise 1

1. Classical theory of development, as explained by Molton and Thompson (1995), the growth of any economy whether rural or non- rural is a function of capital investment and employment of labour
2. Three limitations of the classical theory of development include;.
 - i. It ignores the importance of improved quality of labour as a factor in economic development.
 - ii. It ignores the roles community service and infrastructures which, by generating external economies account for high rate of return to capital investments.

- iii. It ignores the crucial role of technology which, by shifting the production function to the right tends to reduce cost and increase the rate of return to capital investment

Possible Answers Self- Assessment Exercise 2

1. The Basic Resource theory postulates that economic growth depends on the presence, the quality and the magnitude of basic natural resources within a particular area or economic regions.
2. Limitations of the Basic Resource Theory include;
 - i. It does not sufficiently emphasize diminishing returns to labour or capital population growth and essentially static population technology.
 - ii. No regulation on harnessing the resources.
 - iii. Optimal harnessing is a function of the level of technology.

Possible Answers Self- Assessment Exercise 3

1. Internal combustion theory supposes that forces within the region or country are factors that results in economic growth and development.
2. Factors that constitute internal sources of growth are technology, specialization, economies of scale and the existence of growth stimulating institutional, political and administrative arrangements

UNIT 3: OVERVIEW OF THEORIES OF DEVELOPMENT- II

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcomes
- 3.3 The Dual Economy Theory
 - 3.3.1 Limitations
- 3.4 Export- Led Growth Theory
 - 3.4.1 Limitations
- 3.5 Urban Industrial Impact Theory
 - 3.5.1 Limitations
- 3.6 Summary
- 3.7 References/ Further Reading/ Web Resources
- 3.8 Possible Answers to Self - Assessment Exercises.



3.1 Introduction

This is the third unit in module 2 of course PAD 328. The previous unit focused on few theories of development. This unit further explains other theories of development in order to grasp a clear understanding of the intricacies of development. The limitations of each of the theories are also explained so that anyone applying any of the theories will take caution.



3.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the stipulations of Dual Economy Theory, Export-Led Growth Theory and Urban Industrial Impact Theory
- Analyse the difference between the theories
- Demonstrate knowledge on their implications when applied

- Evaluate their limitations



3.3 The Dual Economy Theory

What is unique about the dual economy theory? According to Molton and Thompson, (1995), this model distinguishes between the modern and the rural sectors. In the rural sector, there is absence of savings and capital formation. There is no technology. Family labour is used to produce for family consumption. The modern sector is market oriented and uses capital equipment and technology.

3.3.1 Limitations

- i) There are no savings and capital formation. ii) The theory supports the idea that resources should be concentrated in already developed areas and this does not lead to development.
- iii) It assigns very restricted role to agriculture.

Self -Assessment Exercise 1

1. What are the two concepts embedded in the Dual- Economy Theory.
2. Explain the concepts mentioned.

3.4 Export-Led Growth Theory

Have you ever wondered how the export-led theory results in the economic growth of a country? This theory explains development in terms of emergence and expansion of markets for export production. The theory stipulates that the more the export of any society as compared to import, the more the possibility of economic growth. In other words, if the goods and services exported are more than the goods and services imported, there will be economic growth. This achieves cumulative growth in incomes, employments (Molton & Thompson, 1995).

3.4.1 Limitations

- i. The theory assumes a perfectly elastic export demand for agricultural exports and ignores the crucial question of demand and market access for the agricultural exports of the less developed areas.
- ii. There is no mention as to the strategy for promoting agricultural production.

Self -Assessment Exercise 2

1. What is the stipulation of Export-led growth theory?
2. Mention one limitation of the theory

3.5 The Urban Industrial Impact Theory

Does the urban industrial theory fundamentally result in development? Have the thought of having agricultural products close to you and its benefits thereof appear to you as an approach that could lead to development? This theory emphasizes that the nearer the locations of agricultural production to urban areas, the greater the probability of increased agricultural output, employment, incomes and development. This is because nearness to urban areas reduces transportation cost of both output and input and creates an expanded market for agricultural products, thus encouraging specialization (Molton & Thompson, 1995).

3.5.1 Limitations

- i. Nearness to urban centres does not necessarily mean increased agricultural output.
- ii. There will be labour migration to urban centres and also land speculation emerges.

Self -Assessment Exercise 3

1. What is the rationale for the emphasis on location of agricultural production to urban areas in the Urban Industrial Impact theory?

2. Mention two limitations of this theory.



3.6 Summary

Different theories of development have been propounded by different development experts. All the theories are relevant in their own respect. The most important thing is that each theory should be clearly understood and applied in appropriate contexts. In this unit, we have identified and discussed the stipulations and limitations of theories of development. In the next unit, we will discuss types of social changes.



3.7 References/ Further Reading/ Web Resources

- Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.
- Molton, D. & Thompson, G. (1995). *Order and change: Essays in comparative sociology*. New York: Wiley.
- Nash, M. (2001). —Race and the ideology of change. *Current anthropology*.3 (June), 285-288
- Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.



3.8 Possible Answers Self- Assessment Exercise 1

1. Two concepts embedded in the Dual- Economy Theory are the Modern Sector and Rural Sector
2. The rural sector is the sector where there is absence of savings and capital formation. There is no technology. Family labour is used to produce for family consumption.
The modern sector is market oriented and uses capital equipment and technology.

Possible Answers Self- Assessment Exercise 2

1. The theory stipulates that the more the export of any society as compared to import, the more the possibility of economic growth. In other words, if the goods and services exported are more than the goods and services imported, there will be economic growth
2. The theory assumes a perfectly elastic export demand for agricultural exports and ignores the crucial question of demand and market access for the agricultural exports of the less developed areas.

Possible Answers Self- Assessment Exercise 3

1. Emphasis is placed on location in the Urban Industrial Impact theory because it is believed that nearness to urban areas reduces transportation cost of both output and input and creates an expanded market for agricultural products, thus encouraging specialization.
2. Nearness to urban centres does not necessarily mean increased agricultural output.
 - ii. There will be labour migration to urban centres and also land speculation emerges

UNIT 4: TYPES OF SOCIAL CHANGES

Unit Structure

4.1 Introduction

4.2 Learning Outcomes

4.3 Meaning of Social Change

4.4 Types of Social Change

4.5 Relationship Between Community Development and Social Change

4.5.1 Difference Between Community Development and Social Change

4.6 Summary

4.7 References/ Further Reading/ Web Resources

4.8 Possible Answers to Self- Assessment Exercises



4.1 Introduction

This is the fourth unit in module 2 of course PAD 328. In unit three, we considered the various theories of development and their limitations. This unit will discuss the types of social changes having seen social changes in the preceding unit.



4.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss types of social change
- Analyse the meaning of social change
- Demonstrate the relationship between traditional institutions and community development
- Evaluate phases and evolution of traditional institutions



4.3 Meaning of Social Change

Ever wondered if the difference between change and social change? Social change has been defined as significant alteration over time in behavior patterns and culture, including norms and values (Nash, 2001). But what constitutes a —significant alteration? Certainly, the dramatic rise in formal education represents a change that has had profound social consequences. Other social changes that have had long- term and important consequences include the emergence of slavery as a system of stratification, the industrial revolution, the increased participation of women in paid labor forces and the worldwide population explosion. Social movements have played an important role in promoting social change (Della & Diani, 1999).

Self-Assessment Exercise 1

1. Define the concept of social change.
2. Identify three factors that constitute significant alteration in ‘social change’.

4.4 Types of Social Changes

As explained by Nash, (2001), the following are the types of change:

Resistance

This is the ability to defend or protect established every- day life from new, outside oppression and return things to normal. A society is considered more —freel the more that people are safe from new oppression. Typically, groups that have thrown off their oppressors or have achieved a certain level of privilege resist any change that might restrain their freedom. Resistance can therefore be quite reactionary.

Liberation (Empowerment)

Ability to overcome on-going, traditional oppression and achieve the full measure of everyday rights and opportunities promised in the social charter (—social justicell). A society is more —justll the more that every person can obtain the freedoms that others enjoy.

Democratization (Enfranchisement)

This is the ability to spread decision-making power broadly to everyone affected by those decisions. A society is more —democraticll the more that people can influence and decide the important issues that affect them without extraordinary effort (that is, through their daily routine).

Humanization

Ability of society to defend or protect the rights of everyone in society, especially those who cannot do so on their own behalf such as those who are ignorant, powerless, sick, frail, mentally incompetent, young, or unborn. A society is more —humane‖ or —altruistic‖ the more that every person is protected and supported through the routine, everyday activities of others (including societal institutions).

Self-Assessment Exercise 2

- | |
|--|
| <ol style="list-style-type: none">1. Identify four types of social change.2. Explain the humanization dimension of social change. |
|--|

4.5 Relationship between Community Development and Social Change

Does any relationship exist between community development and social change? Social change and development are directly proportional to each other. Both are going up the same to same in a line. We define social change as changes in human interactions and relationships that transform cultural and social institutions. Social change involves alteration of the social order of a society. It may include changes in social institutions, social behaviours, or social relations. So, when there are changes in social institutions, behaviours, and relations in a result development will occur in the form of a new system, new values and norms

Community development is the process by which a community assesses its needs, decides how to address them, and then takes action. There are many organizations that work on the ground to help develop communities, including social services, non-profit organizations, and concerned citizens. Social change is any lasting alteration in the structure of a society and its social institutions. These alterations can take place through altering public opinion about how issues should be handled or by bringing about large-scale change such as implementing new laws or policies.

Community development is a comprehensive approach to a variety of social changes, including community empowerment and organizing, economic development, social work, or even building. It aims to strengthen a sense of ownership and responsibility within a community, in order to harness local capabilities and resources for positive social and economic change.

Social change has been one of the greatest impacts on community development. If a community is developing it means that it is growing and changing in a positive way. Social change has helped to bring about community development in numerous ways.

Community development is the process of enabling individuals and communities to achieve their potential by improving their quality of life. Community development practices have been associated with social change at all scales, from rural villages to neighbourhoods within cities. Community developers engage people in strengthening their own identities and communities in order to create positive systemic social changes.

Community development is a bottom-up approach to social change. It looks at the level of direct interaction between individuals and community organizations. This allows communities to develop non-government programs, activities and opportunities that help community members address the daily issues they face.

Communities coming together to improve their quality of life is often a long process accompanied with many problems and obstacles. However, using community based social change processes are effective in creating sustainable and practical long-term solutions. Community Development is not a one-size-fits-all approach. It takes into consideration the individual characteristics that make up each community and uses this information to ensure that the goals of a project are both feasible and realistic.

Community development plays a part in social change by improving living conditions. For example, a community can build a public water well to improve the health of villagers, expand educational facilities to improve literacy and facilitate opportunities for employment, and implement income-generating programs such as microfinance to help people prosper.

The community development approach is used to strengthen communities and advance social change by meeting basic human needs while helping people move toward greater self-reliance and self-determination.

Community Development & Social Change aims to transform the way people think about development, as it emphasizes community empowerment and social justice rather than increased wealth production. By bringing together cutting-edge research from different disciplines—including anthropology, sociology, political science, geography, economics, and planning.

Communities have always been the engines of change, both nationally and internationally, as they are inherently suited to meeting the needs of local inhabitants. However, when community development approaches are coordinated with social changes and advocacy, they can play a vital role in influencing local or national decisions that impact the safety, health and well-being of local people, especially in the poorest regions where most projects are based.

Community development involves social change that results from sustained involvement in critical reflection and action to achieve goals important for individuals, neighborhoods, cities and world. Not only do such efforts contribute to social change locally and globally, but they necessitate critical reflection on issues of power and oppression in the context of development.

Community development is a social change process that builds local communities, neighbourhood by neighbourhood. It aims to improve the quality of life in low-income neighbourhood and to strengthen disadvantaged individuals and families. Its basic premise is that people who live, work and play in close proximity are most effective at creating positive change.

Social Change is the transition from one way of living to a better and more advanced manner. Community Development is a program in which the people develop their community by themselves. Through this, it means that they are improving their society, housing, employment and nutrition through active participation. This social change is possible by providing the communities with information on their situation and the ability to mobilize themselves.

Social change focuses on the alteration of social relations, power, or institutions. This process can be slow or quick, often taking many years to generations. Community development is a part of this process having a clear impact at the local level. It is often associated with grassroots efforts organized by members in an affected population and municipal officials react and acknowledge these community efforts as significant because they engage individuals to take direct actions that positively affect their lives.

Community development is a strategy for social change that seeks to improve the welfare of communities by combating poverty, growing the economy and building community assets. Community development relies on partnerships between residents and public, private and nonprofit entities. These partnerships can engage in just about any activity, from developing affordable housing to working to attract jobs to an area.

Community development is a tool used by practitioners to achieve social change. Community development is a social change strategy, which uses an integrated approach to mobilize the community and expand on the agencies it has in place to solve its problems and satisfy its needs.

Social change involves the improvement of society. Community development is tied to Social Change. The goal is for community development professionals to aid in improving people's living standards, and bringing together a positive social atmosphere. Community Development professionals work with both businesses and communities so that they can help each other, and have a better future.

Social change happens in communities. It takes place through conversations, agreements, and disagreements between people who are willing to listen, share, and be open to other points of view. Community development is a collective effort: an effort to come together with the shared goal of improving life for those who live there. Change can organize communities around new schools, improved neighborhoods, or jobs programs.

Community development efforts and social change occur simultaneously in an interdependent fashion. Community development helps people to organize, understand their needs at a community level, and work toward positive social change in the community.

Community development provides social change with the understanding that a community is a group of people living in a specific place. Active members of the community contribute to their society in many ways.

Community Development organizations build neighbourhoods by improving the housing and economic assets of an area in order to help meet a community's present needs so that it is well positioned to face future challenges. At the same time, social change organizations address broader issues such as race, poverty, and gender.

4.5.1 Difference Between Community Development and Social Change

How does community development differ from social change? Community development is a process where community members come together to take collective action and generate solutions to common problems. Community development focuses on all community and not a selected segment. Community development address the general need of the community

The term social change is use to indicate the changes that take place in human interactions and interrelations. society is a web of social

relationships and hence social change means change in system of social relationships Example, how has public opinion shifted regarding social issues as smoking, domestic violence, divorce. Social change is universal. Social change is change in the community.

Self -Assessment Exercise 3

1. In a sentence, state the relationship between community development and social change.

Social change brings about various levels of community development

2. In a sentence, state the difference between community development and social change.

While community development is domesticated within the community, social change is universal



4.6 Summary

Social changes occur in every society. This is because no society is static. As advancements are made and people become more educated and conscious, social changes become inevitable. Besides, as society becomes more complex and the population of people increases, people get dissatisfied with situations and thus clamour for social changes in behaviour patterns and culture, including norms and values. In this unit, we have discussed the meaning of social change and types of social changes. In the next unit which is unit 5, measurement of change in rural areas will be discussed.



4. 7 References/ Further Reading/ Web Resources

Aidelokhai, D.I. (2008). “An Evaluation of the Relevance of Traditional Rulership. Institution in the Nigerian State. Medwell Journals.

Afigbo, A. E. (1972). “The Warrant Chiefs: Indirect Rule in South Eastern Nigeria: 91-1979. London, Longman.

Christens, B. D., & Dolan, T. (2011). Interweaving youth development, community development, and social change through youth organizing. *Youth & Society*, 43(2), 528-548.

Della, D. & Diani, M. (1999). *Social Movements: An Introduction*. London: Blackwell.

Molton, D. & Thompson, G. (1995). *Order and change: Essays in comparative sociology*. New York: Wiley.

Nash, M. (2001). —Race and the ideology of change. *Current anthropology*.3 (June), 285-288

Nwankwo, B.C (1992) “Authority in Government, Makardi, Afmond Publishers. Ofonagoro, W. I. (1982). “An Aspect of British Colonial Policy in Southern Nigeria. The Problems of Forced Labour and Slavery. 1985-1928” in Obichere, B.I (Ed) “Students in Southern Nigerian History” London: Frank Cass. Pp 219-243. 52 Ojo, J.O (1976) “The Changing Role of Traditional Rulers in the Nigerian Political Set-Up. Ibandan University Press.

Oloko, O. (1976) “Nigeria 20 Basic Problems yet Unsolved, Lagos, Apapa Printing Press.

Roseland, M. (2012). Toward sustainable communities: Solutions for citizens and their governments. New Society Publishers.

Sullah, D.K. (2000). Man and Society, Unpublished Handout. Department of Social Studies, College of Education, Kastina.

Yuhe, D.U. (1978) “The Encounter of Tiv Religious and Moral Values with Catholicism in the Time of Secularism. Doctoral Thesis. Rome.

https://pub.abuad.edu.ng/Open_Access_Research_Projects_of_Universities_-_Batch_2/MASS%20COMMUNICATION/traditional_institutions_as_instruments_for_rural_development.pdf



4.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. Social change refers to a significant alteration over time in behavior patterns and culture, including norms and values
2. Three factors that constitute significant alteration in ‘social change’ are the;
 - Rise in formal education

- Industrial revolution
- Increased participation of women in paid labour

Possible Answers to Self- Assessment Exercise 2

1. Four types of social change are Resistance, Liberation, Democratization and Humanization
2. The humanization dimension of social change refers to the ability of the society to defend or protect the rights of everyone in society, especially those who cannot do so on their own behalf such as those who are ignorant, powerless, sick, frail, mentally incompetent, young, or unborn.

Possible Answers to Self- Assessment Exercise 3

1. Social change brings about various levels of community development
2. While community development is domesticated within the community, social change is universal

UNIT 5: MEASUREMENT OF CHANGE IN RURAL AREAS

Unit Structure

- 5.1 Introduction
- 5.2 Learning Outcomes
- 5.3 The Meaning of Rural Areas
- 5.4 Models of Change in Rural Areas
 - 5.4.1 The Primitive Traditional Model
 - 5.4.2 The Prismatic Transitional Model
 - 5.4.3 The Revolutionary Model
- 5.5 Expected Changes in Rural Areas
 - 5.5.1 Measurement of Change in Rural Areas
- 5.6 Summary
- 5.7 References/ Further Reading/ Web Resources
- 5.8 Possible Answers to Self- Assessment Exercise



5.1 Introduction

This is the fifth unit in module 2 of course CRD 328. In the fourth unit, we considered the meaning of social change, types of social change, relationship and difference between community development and social change. In this unit, a broad look at measurement of change in rural areas. The unit will specifically discuss the meaning of rural areas, models of change in rural areas, expected changes in rural areas and measurement of change in rural areas.



5.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss models of change in rural areas;
- Analyse expected changes in rural areas;

- Demonstrate measurement of change in rural areas;
- Evaluate the meaning of rural areas.



5.3 The Meaning of Rural Areas

When last did you visit a rural setting? Where there difference you observed between the rural area urban cities? Certainly yes I bet. The rural sector can be said to be the areas outside the cities whose economic activities are directly or indirectly connected to agriculture. Akinbide cited in Nwobi, (2006) stated that rural areas can be regarded as those areas whose population engage primarily in economic activities involving the direct and indirect exploitation of the land by undertaking crop production, animal husbandry, fishery, food processing and cottage industries including rural crafts, mining, trading and transportation services. Mbagwu (1978) cited in Nwobi, (2006) says that many people believe that rural communities like in Nigeria are characterized by traditional agriculture like gathering, hunting and fishing practice. As a result of this, people give thought to the existence of primary sectors in the occupational mix of the rural population of the country. He recognized the existence of traditional industries which exist side by side with agriculture in the rural sector.

Olashore (1979) cited in Nwobi, (2006) explained that economic indicators showed that about 70 percent of the populations of Nigerians live in the rural areas and most of them have been denied access to banking facilities. The significance of this lack of access to banking facilities is better appreciated when one realizes that the bulk of the rural population is engaged in agriculture, handicraft and other basic small scale industries. Therefore, in recognition of the nature of the rural sector and the role banks are expected to play, there is the need for rural banking.

Self- Assessment Exercise 1

- | |
|--|
| <ol style="list-style-type: none"> 1. In your understanding, explain the meaning of rural sector. 2. Mention five occupations that characterizes the rural sector. |
|--|

5.4 Models of Change in Rural Areas

Three models for the development of the rural areas are offered for consideration in this unit. They are:

- The primitive traditional model
- The prismatic transitional model
- The revolutionary model

5.4.1 The Primitive Traditional Model

The major characteristic of the primitive traditional model is that rural development is based purely on the voluntary efforts of some community members who have a sizeable service to render among themselves. Service may take the form of weeding, ploughing and ridging of the farm land. It may take the form of building construction on the basis of mutual exchange of labour, usually on an agreed order or rotation among the constituent clients involved in the self-help project. Because of its primitive nature, such communal projects generally do not involve cash payments or a fixed wage for the labour services rendered by the hirer. A similar labour service is what is generally paid in kind on a mutual basis by the contracting parties. The agreement so involved in this type of punitive transaction is invariably a gentleman's agreement which is not usually written. Neither does it entail third parties as witnesses. But more often than not it is perhaps more binding than modern day contracts with all their judicial trappings. Traditional taboos and the potent power of divine injunctions which is usually based on the invocations of the oracles are the efficacious sanctions from which such primitive transactions derive their authority (Melucci, 1996).

5.4.2 The Prismatic Transitional Model

This model is also called the anosmatic model. The major characteristic of this model is that it is traditional, in that it is neither primitive nor modern. It combines some of the salient features of the traditional with the radical revolutionary types of rural transformation. The institutional structures in this model combine functions that are both primitive and modern. In this model, the functions and the actors in the rural development process are, in some respect, blurred and fused within the bureaucratic structures performing them while in some others, they are half-heartedly separated for particularism and accountability. This is the particular stage reached today in the integrated rural development agencies in Nigeria; a stage of overlapping in which the various functions to be performed and the actors of these roles are wastefully duplicated. It is within this prismatic milieu that one must assess the performance of the various agencies of Government that are today charged with the responsibility of rural development in Nigeria.

5.4.3 The Revolutionary Model

This model is the radical revolutionary approach to rural development. It is masses-oriented and peasant-farmer-oriented. It is the complete opposite of the fused primitive model. It has the trappings of complete democratization and radical change in the attitudes and behavioural values of the entire people involved in this process of social engineering and rural renaissance. Like the Structural Adjustment Programme (SAP) under the capitalist system, the new policy for the envisaged revolutionary changes in Nigeria's rural areas involves the taking of hard decisions by the policy-makers and the society at large. The recommendations of the Political Bureau contain the ingredients of such hard decisions. A visionary and new-deal leadership piloting a populace yearning for this revolutionary change as prescribed by the Political Bureau is what the broad masses of this great nation-have been searching for.

Self- Assessment Exercise 2

1. Outline models of change in rural areas.
2. Explain the Prismatic Model

5.5 Expected Changes in Rural Areas

The expected changes in rural areas are derived from the indices of development. Consequently, the expected changes according to Habermas, (1981) are as follows:

- i. Increase in per capita income among the rural dwellers.
- ii. More even distribution of income among the rural dwellers.
- iii. Reduction in the level of unemployment in rural areas.
- iv. Diversification of the rural economy.
- v. Increase in the supply of high level manpower (education) in rural areas.
- vi. Balanced development in rural areas.
- vii. Indigenization of economic activity in rural areas.
- viii. Good health and standard nutrition among the rural dwellers.
- ix. Acquisition of technology in rural areas.
- x. Abundance of peace, love and security in rural areas.

5.5.1 Measurement of Change in Rural Areas

According to Habermas, (1981) change can be measured in the rural areas by considering the following through survey methods of investigation:

- i. Increase in per capita income among the rural dwellers.
- ii. More even distribution of income among the rural dwellers.
- iii. Reduction in the level of unemployment in rural areas.
- iv. Diversification of the rural economy.
- v. Increase in the supply of high level manpower (education) in rural areas.
- vi. Balanced development in rural areas.
- vii. Indigenization of economic activity in rural areas.
- viii. Good health and standard nutrition among the rural dwellers.
- ix. Acquisition of technology in rural areas.

Self- Assessment Exercise 3

1. List five expected aspects of change in rural areas.
2. List five areas considered in the measurement of change in rural areas.



5.6 Summary

Rural areas exist in every society especially in developing countries. Such rural areas need one form of change or the other. Different types of changes are expected for the benefit of the rural populace. To determine the changes needed, it is important that one understands the models of changes available in literature which are like guides to the rural developer. In this unit, we have explained the meaning of rural areas, models of change in rural areas and identified expected changes in rural areas. We have also explained measurement of change in rural areas. In the next module /unit, resistant and conductive forces of change will be discussed.



5.7 References/ Further Reading/ Web Resources

- Habermas, J. (1981). *New Social Movements*. New York: McGraw Hill.
- Lyman, S. (ed.) (1995). *Social movements: critiques, concepts, case studies*. Macmillan (chapters 1,2,14 and 15).
- Melucci, A. (1996). *Nomads of the Present and Challenging Codes*. Cambridge.
- Nwobi, T.U. (2006). Cooperatives and rural financing. In E.E. Umebali (Eds.) *Readings in cooperative economics and management*. Lagos: Computer Egde Publishers



5.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. The rural sector refers to areas outside the cities whose economic activities are directly or indirectly connected to agriculture. They are areas whose population engage primarily in economic activities involving the direct and indirect exploitation of the land.
2. Five occupations that characterizes the rural sector are crop production, fishing, animal husbandry, rural craft and food processing.

Possible Answers to Self- Assessment Exercise 2

1. Outline models of change in rural areas.
 - The primitive traditional model
 - The prismatic transitional model
 - The revolutionary model
2. Explain the Prismatic Model

The Prismatic model is also called the anosmatic model. The major characteristic of this model is that it is traditional, in that it is neither primitive nor modern. It combines some of the salient features of the traditional with the radical revolutionary types of rural transformation. The institutional structures in this model combine functions that are both primitive and modern. In this model, the functions and the actors in the rural development process are, in some respect, blurred and fused within the bureaucratic structures performing them while in some others, they are half-heartedly separated for particularism and accountability

Possible Answers to Self- Assessment Exercise 3

1. List five expected aspects of change in rural areas
 - i. More even distribution of income among the rural dwellers.
 - ii. Reduction in the level of unemployment in rural areas.
 - iii. Diversification of the rural economy.

- iv. Increase in the supply of high level manpower (education) in rural areas
 - v. Good health and standard nutrition among the rural dwellers.
2. List five areas considered in the measurement of change in rural areas.
- i. Increase in the supply of high level manpower (education) in rural areas.
 - ii. Balanced development in rural areas.
 - iii. Indigenization of economic activity in rural areas.
 - iv. Good health and standard nutrition among the rural dwellers.
 - v. Acquisition of technology in rural areas.

MODULE 3

UNIT 1: RESISTANT AND CONDUCTIVE FORCES OF CHANGE

Unit structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 Resistant Forces of Change
 - 1.3.1 Rapid Scientific and Technological Innovations
 - 1.3.2 Vested Interests
 - 1.3.3 Economic Factors
 - 1.3.4 Communities and their Vested Interests
 - 1.3.5 Cultural Factors
- 1.4 Conductive Forces of Change
- 1.5 Types of Forces
 - 1.5.1 Cultural Forces
 - 1.5.2 Religious Forces
 - 1.5.3 Economic forces
 - 1.5.4 Scientific Forces
 - 1.5.5 Physical Environment
 - 1.5.6 Population
 - 1.5.7 Social Inequality
 - 1.5.8 Dissatisfaction with Existing Occurrences
- 1.6 Summary
- 1. 7 References/ Further Reading/ Web Resources
- 1.8 Possible Answers to Self- Assessment Exercises



1.1 Introduction

The first unit of the third module would dwell majorly on forces that propel or repel the occurrence of change. Change is an inevitable occurrence. Change does not just occur. It is triggered by some forces. Some of the forces could be resistant while others are conducive. Such forces exert a serious influence on the process of change. This unit will thus discuss resistant and conducive forces of change.



1.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss resistant forces of change.
- Analyse conducive forces of change.
- Demonstrate types of forces
- Evaluate differences in the various resistant forces to change



1.3 Resistant Forces of Change

Generally speaking, positive change is a step in the right direction. But then, what are the factors that resist the occurrence of change? Resistant and Conducive forces of Change according to Jasper (1997) cited in Richards (2006) are as follows:

1.3.1 Rapid Scientific and Technological Innovations

Efforts to promote social change are likely to meet with resistance. In the midst of rapid scientific and technological innovations, many people are frightened by the demands of an ever-changing society. Moreover, certain individuals and groups have a stake in maintaining the existing state of affairs. Thus they resist such changes.

1.3.2 Vested Interests

The term vested interests refer to those people or groups who will suffer in the event of social change and thus resist such change. For example, the American Medical Association (AMA) took strong stand against National Health Insurance and the professionalization of midwifery which they felt could threaten the preeminent position of doctors as deliverers of babies.

1.3.3 Economic Factors

Economic factors play an important role in resistance to social change. For example, it can be expensive for manufacturers to meet high standards for the safety of products and workers, and for the protection of the environment. They may resist social change by cutting corners or by pressuring the government to ease regulations.

1.3.4 Communities and their Vested Interests

Communities, too, protect their vested interests, often in the name of —protecting property values. Some communities protest the location of governmental projects in their area because of encroachment on their property. They may resist crude oil pipes, electricity lines, water dams, prisons, power stations etc. The targeted community may not challenge the need for the facility, but may simply insist that it be located elsewhere. The —not in my backyard attitude has become so common that it is almost impossible for policymakers to find acceptable locations for facilities such as hazardous waste dumps (Jasper 1997).

1.3.5 Cultural Factors

Like economic factors, cultural factors frequently shape resistance to change. There are two aspects of culture: Material culture and nonmaterial culture. Material culture includes inventions, artifacts, and technology. Nonmaterial culture includes ideas, norms, communications, and social organization. One cannot devise methods for controlling and utilizing new technology before the introduction of a technique. Thus, nonmaterial culture typically must respond to changes in material culture. There is culture lag which refers to the period of maladjustment when the nonmaterial culture is still struggling to adapt to new material conditions. One example is the Internet. Its rapid uncontrolled growth raises questions about whether to regulate it, and if so, how much?

In certain cases, changes in material culture can strain the relationships between social institutions. For example, new means of birth control have been developed in recent decades. Large families are no longer economically necessary, nor are they commonly endorsed by social norms. But certain religious faiths, among them Roman Catholicism, continue to extol large families and to disapprove methods of limiting family size, such as contraception and abortion. This issue represents a lag between aspects of material culture (technology) and nonmaterial culture (religious beliefs). Conflicts may also emerge between religion and other social institutions, such as government and the educational system, over the dissemination of birth control and family-planning information (Riley 1994 cited in Richards, 2006).

Self-Assessment Exercise 1

1. Outline four resistant forces to change.
2. Explain any one of the forces mentioned above.

1.4 Conductive Forces of Change

In their own contribution, Harambos and Holborn, (2004) explained the following as conductive forces of change:

- i. Cultural forces.
- ii. Religious forces.
- iii. Economic forces.
- iv. Scientific forces.
- v. Technological forces.
- vi. Physical environment.
- vii. Population.
- viii. Social Inequality.
- ix. Dissatisfaction

Self-Assessment Exercise 2

1. What do you understand by the term 'conductive forces of change'.
2. Mention five conductive force to change

1.5 Types of Forces

1.5.1 Cultural Forces

Some cultural practices prevalent in a given area could be a force for those in the area to adapt to the dictates of the culture. In some instances, if the culture is dehumanizing and anti-developmental in nature, people will clamor for change.

1.5.2 Religious Forces

Religion is one of the agents of socialization. Islam and Christianity in particular teach morals and the fear of God. Adherents of these religious practices strive to live in conformity with the teachings of these

religions. They thus make needed changes that will keep them within the ambit of their religion.

1.5.3 Economic Forces

The prevailing economic situation in a given area, region or country could lead to a corresponding change among the people. If the economic situation improves, people tend to change in conformity with the improved economy and vice versa.

Lifestyle, preferences, thoughts and feelings, reactions, view of the future will change.

1.5.4 Scientific Forces

Advancement in science forces people out of primitive way of life to scientific lifestyles. People tend to change and live abreast with scientific advancement. This is similar to technological forces where the advent of ever increasing technological innovation drive people to make changes in order to utilize the products of technology.

1.5.5 Physical Environment

If the physical environment is conducive, beautiful, peaceful and appealing, it impacts positively on the life of the people making them happy, perceptive, productive and friendly. Such changes may be the opposite if the environment is unconducive, ugly, chaotic and unappealing. This could change the positive behavioural pattern of an individual to negative.

1.5.6 Population

Changes in population (for example, population growth) could trigger changes in aspects of society. Such needed changes could be in the area of administration, policies, law and order, social amenities, social relationships.

1.5.7 Social Inequality

When there is social inequality where some people are better placed, treated better, have more opportunities, enjoy more freedom, unduly exonerated from sanctions or the wrath of the law etc, there is likely to be moves by the oppressed for a social change.

1.5.8 Dissatisfaction with Existing Occurrences

Generally, when people feel dissatisfied with existing situation of things, they tend to agitate for a change. They want the situation corrected.

Self-Assessment Exercise 3

1. Mention five types of forces
2. What is the difference between scientific forces and economic forces



1.6 Summary

Different forces affect change in any given area. While some are natural and beyond human control but culminate in change (conductive forces), others emanate from man's deliberate behaviour in reaction to certain developments in the environment or society where he finds himself (resistant forces). Whatever the type of force, it leads to change at the long run.

In this unit, we have explained the meaning of resistant forces and conductive forces. We have also discussed resistant forces of change and conductive forces of change.



1.7 References/ Further Reading/ Web Resources

Benford, R.D. (1992). —Social movements. In B. F. Borgatta (Ed). *Encyclopedia of Sociology*, pp 1880-1887.

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.



1.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. Four resistant forces to change include;
 - Cultural factors
 - Economic factors
 - Vested interests
 - Communities and their vested interests
2. The term vested interests is a resistant factor to change that refers to those people or groups who will suffer in the event of the occurrence of social change and thus resist such change.

Possible Answers to Self- Assessment Exercise 2

1. What do you understand by the term 'conductive forces of change'.

Conductive forces of change are those factors that propels/supports the occurrence of change in a society
2. Mention five conductive force to change
 - Cultural forces.
 - Religious forces.
 - Economic forces.
 - Scientific forces.
 - Technological forces

Possible Answers to Self- Assessment Exercise 3

1. Five types of forces
 - Scientific forces
 - Religious forces
 - Cultural forces
 - Economic forces
 - Population
2. While scientific force is a force that is propelled by new scientific innovations, economic forces are propelled by the prevailing economic situation in a given area, region or country.

UNIT 2: SOCIAL MOVEMENTS AND CHANGES IN CONTEMPORARY NIGERIA

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 The Meaning of Social Movements
- 2.4 Approaches to Social Movements
 - 2.4.1 Collective Behaviour Approach:
 - 2.4.2 Resource Mobilisation Approach
 - 2.4.3 Political Process Approach:
- 2.5 Social Movements and Change in Contemporary Nigeria.
- 2.6 Summary
- 2. 7 References/ Further Reading/ Web Resources
 - 2.8 Possible Answers to Self- Assessment Exercises



2.1 Introduction

In the first unit of this module, we considered factor that resist change and factors that are conducive to the occurrence of change. Any one responsible for the management of group life must make some working assumptions about the values that will be gained or lost as a result of any particular kind of group activity. Consequently, this unit takes a cursory look at the assumptions in group dynamics.



2.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss the formation of groups
- Analyse the assumptions in group dynamics
- Demonstrate properties of groups
- Evaluate Approaches to social movement



2.3 The Meaning of Social Movements

What comes to mind when social change is mentioned? A social movement is a "collective endeavour to promote or resist change in the society of which it forms part". When one studies political behaviour, or action, we could focus on individuals, or on groups. With Social Movements we are dealing with *political action by groups or collectives* (rather than with individuals). However, it is clear that there are many ways in which groups act to get political change: people may protest, or riot, or carry out a rebellion or a revolution; they may form a pressure-group or a political party, and this definition does not distinguish a social movement from, say, a political party. On the other hand, Heywood (1997) defines a social movement as: —A collective body distinguished by a high level of commitment and political activism, but often lacking a clear organisation.

The key difference is that social movements are *not organised* in the way that parties or pressure groups are: they do not (usually) have —membership, central staff, offices and suchlike. They act in a more diffuse, perhaps episodic, way than organised political formations – as Bottomore (1977) cited in Giddens (1997) puts it. On the other hand, I would say that their actions are *more deliberate* than riots or mobs, since they usually have goals and carefully chose methods of action. Some social movements may be revolutionary – others want less radical change.

Giddens (1997) makes an important point when he says that they are "a collective attempt to further a common interest, or secure a common goal, through collective action *outside the sphere of established institutions*" (my emphasis). Bottomore makes another significant point: social movements, if successful, "establish preconditions for changes of policy or regime, by bringing into question the legitimacy of the

existing political system (in part or in whole), creating a different climate of opinion, and proposing alternatives." This last point seems to me to be crucial, and may be the most important distinguishing feature of social movements, since most political action (apart from that taken by revolutionary parties) is within the constraints of the existing system. Social movements are usually broad, and may contain, or lead to the creation of, —organised political formations. For example, the labour movement most clearly led to the creation of (socialist) political parties, and it —contains|| organisations such as trade unions as well as political parties.

Self -Assessment Exercise 1

1. Define the term 'social movement'
2. What is the difference between social movement and pressure groups

2.4 Approaches to Social Movements

The approaches to social movements according to Giddens (1997) are as follows:

2.4.1 Collective Behaviour Approach:

This approach emphasises the *reaction* by people at large to conditions in which there is a —strain|| on the social system. For example, overrapid social transformation (e.g. economic change or changes in social status, or fragmentation of family ties because of mass society) will have side-effects in terms of collective behaviour. In particular, people will become uncertain of the —meaning|| of the social order, as social and *cultural* change takes place. So these strains on the social system, this questioning and uncertainty, create tensions which the society's "homeostatic rebalancing mechanisms cannot, temporarily, absorb" and this can lead to "crisis behaviour".

According to Smelser cited in Giddens (1997), there are six conditions that need to be in place before a situation arises which will lead to mass action:

1. *Structural conduciveness*: the social structure must leave room for change – e.g. in the United States, there is no or little state regulation in some areas (e.g. religion), thus leaving room for groups to propose changes. On the other hand, presumably a rigid, totalitarian social order that is not open to protest or change, is not likely to allow social movements to arise.

2. *Structural strain*: some tensions, conflicts of interest, must exist which test the limits of the system.
3. *Generalized beliefs*: as noted, what people believe and expect is fundamental to social stability or instability, and when social movements arise they are accompanied by widespread new ideas or ideologies.
4. *Precipitating factors*: something – an immediate cause or event, as distinct from an underlying cause - that will —tip the balance. Giddens gives the instance of Rosa Parks (a black woman) refusing to move from a —white area of a bus, which led to the growth of the civil rights movement in the USA.
5. *Co-ordinated group*: to turn the above into a movement, as distinct from uncoordinated protests, rioting etc, there must be organisation i.e. leadership, resources, regular communication between individuals etc.
6. How a social movement develops is influenced by the *operation of social control*: how governing authorities respond. It would be natural for the power-holders to try to prevent —trouble from the discontented masses, so there will be attempts to impose social order from above – these imposed constraints are bound to lead to a reaction by the people affected —below.

2.4.2 Resource Mobilisation Approach:

This approach runs counter to the idea that collective movements are irrational, and a product of malfunctions of the social system. The approach maintains that collective movements are simply an extension of conventional political behaviour. Hence it is stressed that social movements act in a more or less organised way to mobilise resources; it is also possible to identify individuals with expertise and organising or campaigning skills – what some call —movement entrepreneurs who play a key role in social movements.

This is a useful approach, as it then entails looking at such things as the *obstacles and incentives* to collective action; what links are formed with which *allies*; the *costs and benefits* of participation in social movements; and of course the way that established political institutions react to the challenges of social movements.

2.4.3 Political Process Approach:

This approach focuses on the political and institutional environment in which movements occur and examines the relationship between this environment and the protesting movement. One particularly useful concept that has been formulated by this approach is that of the —political opportunity structure that is, the local political system can be —open to new claims, creating opportunities for change, or it can be closed, in which case there will be a greater degree of conflict.

Self -Assessment Exercise 2

- | |
|--|
| <ol style="list-style-type: none">1. List three approaches to social movements2. Outline six conditions that triggers mass action |
|--|

2.5 Social Movements and Change in Contemporary Nigeria.

The Bring Back Our Girls movement was started by **Obiageli Ezekwesili**, former Federal Minister of Education of Nigeria and Vice President of the African division of World Bank at a rally in Port Harcourt, Nigeria. It spread to social media via the millions of Nigerians and Nigerian-Americans on twitter who were joined by social justice advocates all over the world.

Since colonial times, Nigerian authorities have feared a certain type of civic association – that sort which binds Nigerians together as citizens and transcends ethnic and confessional affiliations. The colonial authorities and their successors in military dictatorships used divide and-rule tactics to polarise such movements. Historically, Nigerian governments have deployed their most repressive measures against such civic movements, like the colonial era anti-tax campaigners, demonstrators against the Babangida regime's Structural Adjustment Programme (SAP) and Occupy Nigeria protesters. Any movement that transcends the lines of class, ethnicity and creed is deemed dangerous because it can match the ecumenism of the ruling elite and is a viable countervailing force to their misrule.

The BBOG movement, though small, fits this profile. It has united the denizens of a remote North-Eastern community on the fringes of national consciousness with public-spirited middle class urbanites. The group is multi-ethnic, non-partisan and post-sectarian. It cannot be pigeonholed as a sectional association seeking concessions or patronage from the state. Indeed, governing elites are comfortable with groups that demand patronage and terrified by movements that insist that they do their jobs. BBOG cannot be described as being motivated by anything other than civic solidarity and empathy. These activists are not hungry mercenary malcontents of the rent-a-crowd variety favoured by government whose beefs are an exercise in gastronomic wish-

fulfillment. The ties that bind the grieving parents of Chibok with their advocates are forged from their common humanity and common citizenship.

The Bring Back Our Girls movement is a demand by Nigerians for good governance from our officials. It is our "Nigerian Spring", if you will. Not only must the government fulfill their duties as protectors of

the nation and bring back our girls, they must also begin to take the matter of national security seriously and tackle all the issues that make it easy for a group of men to take up arms and terrorize a nation.

Movement for the Emancipation of the Niger Delta (MEND)

The Movement for the Emancipation of the Niger Delta (MEND) is one of the most visible armed groups based in Nigeria's Niger Delta region. It is a loose coalition of armed groups partly responsible for disrupting oil-production and kidnappings in the Niger Delta over the last several years. It emerged in late 2005-early 2006, targeting the oil infrastructure in the area, and abducting and holding oil workers for ransom. The group claimed to be fighting for local control of oil resources in the region. However, it was also accused of being engaged in criminal activities, committing acts of extortion and stealing oil for its own benefit.

Multiple sources note MEND's "secretive" nature and the scarce amount of information available on the group's organizational structure, leadership and membership numbers. Various sources note that multiple groups or regional factions may be operating either independently or autonomously under the MEND name or that MEND itself may be an umbrella coalition of different groups. Ike Okonta, a Fellow at Oxford University and the author of *Behind the Mask: Explaining the Emergence of the MEND Militia in Nigeria's Oil-Bearing Niger Delta*, interviewed some of its declared members directly and describes MEND as not so much an "organisation" but an idea in which many civic, communal, and political groups, each with its own local specificity and grievances, have bought into.

It was, however, unclear who MEND represented since prominent figures in the Niger Delta vehemently denied association with MEND and expressed concerns that any negotiations conducted by MEND with the GON would only serve to secure the personal and political future of those at the negotiating table while neglecting the real needs of the people of the Niger Delta.

The ceasefire agreed to by elements of MEND was allegedly a response to the release on 13 July 2009 under the terms of the GON's 25 June 2009 amnesty offer to Niger Delta militants of Henry Okah, a man linked to a faction of MEND, and variously described as a leader or a chief arms supplier, who was on trial for treason and gun running. Allegedly speaking for the Movement for the Emancipation of the Niger Delta (MEND), self-identified spokesperson "Jomo Gbomo" announced 30 January 2010 the end of MEND's October 25, 2009, cease-fire. Although the exact identity of Jomo Gbomo remained a mystery, little doubt remains that he was closely associated with or may be Henry Okah himself. The extent to which Okah can command and

control the key militant leaders such as "Tompson," "Boyloaf" or "Ateke Tom" remained dubious.

Jomo Gbomo justified the action by the GON's alleged failure to adequately address the grievances of Niger Delta inhabitants. He described the post-amnesty program as "bribing a few thugs" and "giving alms to the youth." He denounced as "preposterous" the GON's definition of "oil producing communities" which, he claimed, would treat communities in northern states through which the pipelines to the Kaduna Refinery pass as "oil producing communities."

Self -Assessment Exercise 3

1. Explain the concept of social movement
2. Mention any two social movement groups in Nigeria



2.6 Summary

In any democratic society, people are expected to react to the actions or inactions of others especially when they are dissatisfied. Besides, developments that are below or against the expectations of the masses are met with reactions of the people who are directly or indirectly affected. This leads to the formation of social movements in order to agitate for changes or expected actions from those in authority or other stakeholders. In this unit, we have discussed the meaning of social movements, approaches to social movements and social movements and contemporary change in Nigeria. In the next unit, we will discuss theories of social movements.



2. 7 References/ Further Reading/ Web Resources

- Habermas, J. (1981). *New Social Movements*. New York: McGraw Hill.
- Della, D. & Diani, M. (1999). *Social Movements: An Introduction*. London: Blackwell.
- Lyman, S. (ed.) (1995). *Social movements: critiques, concepts, casestudies*. Macmillan (chapters 1,2,14 and 15).
- Melucci, A. (1996). *Nomads of the Present and Challenging Codes*. Cambridge.

Offe, C (1985): —New Social Movements.‖ *Social Research* 52, 817 - 68.

Salomon, A. (1946). —The Religion of Progress.‖ *Social research* vol. 13 No. 4, (December 1946) pp 441- 62.



2.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. A social movement is a collective attempt to further a common interest, or secure a common goal, through collective action outside the sphere of established institutions"
2. The key difference is that social movements are *not organised* in the way that parties or pressure groups are i.e they do not (usually) have —membership, central staff, offices and suchlike. They act in a more diffuse, perhaps episodic, way also, their actions are *more deliberate* than riots or mobs, since they usually have goals and carefully chose methods of action. Some social movements may be revolutionary – others want less radical change.

Possible Answers to Self- Assessment Exercise 2

1. Collective Behaviour Approach
Resource Mobilisation Approach
Political Process Approach
2. Structural conduciveness
Structural strain
Generalized beliefs
Precipitating factors
Co-ordinated group
Influence by the *operation of social control*: how governing authorities respond.

Possible Answers to Self- Assessment Exercise 3

1. Social movements are civic associations in a society that comprises of persons with common goal who come together to put pressure on the government to achieve a common goal. Social movements binds Nigerians together as citizens and transcends ethnic and confessional affiliations.

2. Bring Back our Girls (BBOG)

End SARS

UNIT 3: THEORIES OF SOCIAL MOVEMENTS

Unit Structure

3.1 Introduction

3.2 Learning Outcomes

3.3 Deprivation Theory

3.4 Mass Society Theory

3.5 Structural Strain Theory

3.6 Summary

3.7 References/ Further Reading/ Web Resources

3.8 Possible Answers to Self- Assessment Exercises



3.1 Introduction

Meaning of social movement and its approaches were explained in the second unit. There are different theories explaining social movements in terms of their formation, operations, influences and challenges. These theories provide a guide for those who for one reason or the other, would want to carry out social movements.



3.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss stipulations of Deprivation theory of social movements.
- Analyse stipulations of Mass Society theory of social movements.
- Demonstrate stipulations of Structural Strain theory of social movements.
- Evaluate the difference between theories of social movements



3.3 Deprivation Theory

What does the deprivation theory propose? Deprivation theory argues that social movements have their foundations among people who feel deprived of some good(s) or resource(s). According to this approach, individuals who are lacking some good, service, or comfort are more likely to organize a social movement to improve (or defend) their conditions (Habermas, 1981).

There are two significant problems with this theory. First, since most people feel deprived at one level or another almost all the time, the theory has a hard time explaining why the groups that form social movements do when other people are also deprived. Second, the reasoning behind this theory is circular – often the only evidence for deprivation is the social movement. If deprivation is claimed to be the cause but the only evidence for such is the movement, the reasoning is circular.

Self -Assessment Exercise 1

1. Explain the deprivation theory
2. Highlight major problems of the deprivation theory

3.4 Mass Society Theory

How does deprivation theory distinct from mass society theory. Mass society theory argues that social movements are made up of individuals in large societies who feel insignificant or socially detached.

Social movements, according to this theory, provide a sense of empowerment and belonging that the movement members would otherwise not have. Very little support has been found for this theory.

Aho (1990), in his study of Idaho Christian Patriotism, did not find that members of that movement were more likely to have been socially detached. In fact, the key to joining the movement was having a friend or associate who was a member of the movement.

Self -Assessment Exercise 2

1. Explain the mass society theory
2. The mass society theory provides a sense of _____ and _____ to members
 - a) empowerment and belonging
 - b) dedication and commitment
 - c) entitlement and ownership

3.5 Structural Strain Theory

Social movements are not eternal. They have a life cycle: they are created, they grow, they achieve successes or failures and eventually, they dissolve and cease to exist. They are more likely to evolve in the time and place which is friendly to the social movements hence, their evident symbiosis with the 19th century proliferation of ideas like individual rights, freedom of speech and civil disobedience (Barry, 1992). Social movements occur in liberal and authoritarian societies but in different forms. However, there must always be polarizing differences between groups of people: in case of 'old movements', they were the poverty and wealth gaps.

In case of the 'new movements', Offe (1985) notes that they are more likely to be the differences in customs, ethics and values. Finally, the birth of a social movement needs what is called an initiating event. This is a particular individual event that will begin a chain reaction of events in the given society leading to the creation of a social movement. For example, American Civil Rights movement grew on the reaction to black woman, Rosa Parks, riding in the whites-only section of the bus (although she was not acting alone or spontaneously—typically activist leaders lay the groundwork behind the scenes of interventions designed to spark a movement). The Polish Solidarity movement, which eventually toppled the communist regimes of Eastern Europe, developed after trade union activist Anna Walentynowicz was fired from work. The South African shack dwellers' movement Abahlalibase Mjondolo grew out of a road blockade in response to the sudden selling off of a small piece of land promised for housing to a developer. Such an event is also described as a volcanic model – a social movement is often created after a large number of people realize that there are others sharing the same value and desire for a particular social change.

According to Offe (1985), one of the main difficulties facing the emerging social movement is spreading the very knowledge that it exists. Second is overcoming the free rider problem – convincing

people to join it, instead of following the mentality 'why should I trouble myself when others can do it and I can just reap the benefits after their hard work'. Many social movements are created around some charismatic leader, i.e. one possessing charismatic authority. After the social movement is created, there are two likely phases of recruitment. The first phase will gather the people deeply interested in the primary goal and ideal of the movement. The second phase, which will usually come after the given movement had some successes and is trendy; it would look good on a résumé. People who join in this second phase will likely be the first to leave when the movement suffers any setbacks and failures (Touraine, 1992).

Self -Assessment Exercise 3

1. Explain the Structural Strain theory
2. What are the main difficulties confronting emerging social movements



3.6 Summary

Social movements are platforms which people used to be heard. Based on the stipulations of theories of social movements, there are events that trigger social movements. They have a life span because after achieving their aim, they disintegrate. Several government programmes, policies and projects have been the outcome of social movements. In this unit, we have discussed the various theories of social movements such as the deprivation theory, the mass society theory and the structural strain theory. In the next unit, traditional institutions will be discussed



3. 7 References/ Further Reading/ Web Resources

- Aho, J.A. (1990). *Politics of Righteousness: Idaho Christian Patriotism*. Washington: University of Washington Press.
- Habermas, J. (1981). *New Social Movements*. New York: McGraw Hill.
- Della, D. & Diani, M. (1999). *Social Movements: An Introduction*. London: Blackwell.
- Lyman, S. (ed.) (1995). *Social movements: critiques, concepts, casestudies*. Macmillan (chapters 1,2,14 and 15).
- Melucci, A. (1996). *Nomads of the Present and Challenging Codes*. Cambridge.

- Offe, C (1985): —New Social Movements.‖ *Social Research* 52, 817 - 68.
- Barry, J. (1992). *Movement and Silence: Critical Reflections on Theories of the New Social Movements*. East London: UEL
- Touraine, A (1992): —Beyond Social Movements.‖ *Theory, Culture and Society*. Vol. 9 (1992) pp 125 – 45.
- Chesters, G & Welsh, I. (2006). *Complexity and Social Movements: Multitudes at the Edge of Chaos*. London: Routledge.
- Diani, M. & McAdam, D. (2003). *Social movements and networks*. Oxford University Press.



3.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. Deprivation theory is a theory of social movement that argues that social movements have their foundations among people who feel deprived of some good(s) or resource(s). That is to say, individuals who are lacking some good, service, or comfort are more likely to organize a social movement to improve (or defend) their conditions.
2. Major problems of the deprivation theory are that;
The theory has a hard time explaining why the groups that form social movements do when other people are also deprived.
Often the only evidence for deprivation is the social movement

Possible Answers to Self- Assessment Exercise 2

1. Mass society theory argues that social movements are made up of individuals in large societies who feel insignificant or socially detached.
2. The mass society theory provides a sense of _____ and _____ to members
 - b) empowerment and belonging

Possible Answers to Self- Assessment Exercise 3

1. Structural Strain theory postulates that social movements are not eternal. They have a life cycle: they are created, they grow, they

achieve successes or failures and eventually, they dissolve and cease to exist.

2.The difficulty of spreading the very knowledge that it exists.

The difficulty of convincing people to join it.

UNIT 4: THE MEANING OF TRADITIONAL INSTITUTIONS

Unit Structure

4.1 Introduction

4.2 Learning Outcomes

4.3 The Meaning of Tradition

4.4 Traditional Institutions in Nigeria

4.5 Functions of Traditional Institutions

4.6 Summary

4. 7 References/ Further Reading/ Web Resources

1.8 Possible Answers to Self- Assessment Exercise



4.1 Introduction

Theories of social movement was considered. Nigeria is a multi-ethnic society with different traditions and culture. In this unit, we shall be considering traditional institution. The major ethnic groups are Hausa,

Yoruba and Igbo. Their traditions have been so institutionalized that they exert a great influence on their people and society at large. To a large extent, such traditional institutions influence the socio-economic and socio-political lives of the people under their domain. This makes it significant for their understanding in this unit, especially since their history and their present position has bearing on Nigeria's administrative and political structure.



4.2 Learning Outcomes

At the end of this unit, you should be able to:

- Discuss traditional institutions in Nigeria
- Analyse meaning of tradition
- Demonstrate knowledge of pre- colonial, colonial and post - colonial traditional institution
- Evaluate the functions of traditional institutions



4.3 The Meaning of Tradition

What does tradition mean? How well do you know the traditions of your root? Literally, tradition refers to age-long, old, customary and established historic ways of doing something while institution means a system or organization that has existed for a long time among a particular group of people (*Akeredolu-ale, 1995*). Tradition refers to custom or belief which is a long established action or pattern of behavior in a community or among a group of people, often one that has been handed down from generations. Traditions presuppose body of customs, that is a body of long-established practices and beliefs viewed as a set of values by a culture. Thus, traditional institutions are those social, economic or political organizations/bodies which derive their power, legitimacy, influence and authority from the traditions of a particular people. This is why Max Weber has rightly categorized all types of authority into three legal/rational, traditional and charismatic. In the pre-colonial Africa, the set of people who control, direct and superintend over traditional institutions are called traditional rulers and their subordinates like provincial chiefs, princes, ward heads, etc. Indeed, the power, authority and legitimacy of traditional rulers were derived from traditions. This is why the African monarchs were and are still referred to as traditional rulers.

Self-Assessment Exercise 1

1. What is tradition?
2. What are traditional institutions?

4.4 Traditional Institutions in Nigeria

From the Nigerian view point, traditional rulers refer to the set of rulers of the various Nigerian peoples and communities before these people were brought together by the British colonial rulers in the establishment of Nigeria. For instance, in modern Nigeria, the categories of traditional rulers include the Mai/Shehu of Borno, the Habe and Emirs rulers in Hausaland, the Oba in Yorubaland, the Attah in Igalaland, the Etsu in Nupeland, the Obi and Eze in igboland, etc. These traditional rulers occupied and still occupy important positions among the peoples of precolonial and post-colonial Nigeria. Their positions were/are sanctioned by the traditions, history and culture of their respective peoples who hold them in high esteem and reverence (Osun cited in *Akeredoluale*, 1995).

Self-Assessment Exercise 2

1. Who are traditional rulers?
2. List three categories of categories of traditional rulers in Nigeria

4.5 Functions of Traditional Institutions

What role does traditional rulers play via the traditional institutions? Can you recall roles played by the traditional institutions in your locality? The core role of traditional institutions include mobilization of their for development purpose this; include the provision of infrastructure for enhanced standard of living within the community. Sometimes, traditional institution initiate development projects and secure the support of both internal and external development agents for the execution of these projects. Traditional institution work in conjunction with their subjects and therefore carry the whole community along to accomplish development project that will be of immense benefit to the entire community. Traditional institutions are headed by traditional rulers and these institutions are very vital in bringing development closer to the rural people. Traditional institutions have succeeded in boosting community development through the provisions of bore holders, rural roads, formation of cooperative societies, setting up markets, constructions of culverts,

constructions of earth dams, mobilizing people for health programmes and resolving disputes within their domains. Traditional rulers are titled ruler vested with the authority of overseeing the affairs of the people.

Three phases of traditional institutions through history are the pre-colonial, colonial and post-colonial periods.

(i) Pre-Colonial Traditional Institution

Before the advent of the Europeans, socialite in Africa had evolved various system of political administration based on the peculiarities of these ethnic nationalities. These institutions had full executive, legislative and judicial powers in their different domains and exerted sovereign control over the people. According to Oloko (1976) the traditional ruler under the Imo kingdom was at the head of a well organized system of government. As a sole authority he was the legislative, executive and the judiciary. Traditional institution during the pre-colonial era was quite dear, since law and order were maintained through a normative system that was part 11 of the general social structure through the system was not sophisticated, the machinery of government was organized enough to manage affairs, resolve tension and administered justice in the society. Also, the instruction was controlled by certain unwritten laws which ensure the security of the institution. This implies that, traditional rulers had positive impact on the evolution of political, economic and social institutions in which they had dominant control. According to Barr. Abdullahi (2007), the political institutions of the pre-colonial societies included the paramount chiefs, the council of elders, age grades and religious organizations. The separation of power into different organs in the pre-colonization of the old Imo Empire helped to safe guard against tyranny and made the system democratic. The diffusion of political authority into different groups in the pre-colonial administration helped in checking tyranny, instead of concentrating all the powers in a single hand. Awomama at the pre-colonial period did not have a single political authority; even though they were contingent. Since Awomama shunned the idea of having a single leader at that time, they operated a lineage system as a basis for political organization. This political system was fashioned in such a way that a man could only lead members of his lineage hence, there were many influential and powerful men, their influence was limited to hamlet, clan and village and at most the area in which they lived. 12 In every village, gimlet or clan, there was always a village head who emerged by virtue of age and who in collaboration of other elders, settled disputes in that particular village if the disputes involved another village the elders, led by the elders from both village came together and revolved the disputes, especially those

bothering on elopement and land which was common at that time. This way system of leadership upheld the positions of compound head. Yuhe (1978) Explains thus. “The person who possessed legitimate and individual authority, which he excused by virtue of his traditional role, was the compound head. His authority or by a superior authority”.

(ii) The Colonial Traditional Institution

In the colonial era, the British system of colonial administration employed the system of indirect rule. Indirect rule was a British system of ruling her colonies with the use of local chiefs or other approved intermediaries and traditional law and customs with British officials merely supervising the administration. Indirect rule used the existing traditional system of administration and it recognized the status of traditional rulers who serviced as the priest of indirect rule (Barr. Abdullahi, 2007). The advent of colonial rule ushered in a transformation in the role of traditional rulers. This change was necessitated by the desire to realize the objectives of colonialism, which were to exploit the natural resources of Nigeria to meet the industrial needs of the capitalist metropolis. 13 Traditional rulers were therefore used to serve these objectives. According to Aidelokhai (2008), traditional rulers before the advent of colonial rule in Nigeria were the political, cultural, economic and social administrators and lords of their various domains. The status of traditional rulers changed with the advent of colonial rule as the colonialist who imposed their hegemony on traditional rulers usurped their sovereign authority. This development was meant to enable the colonialist perfect their exploitation through the use of traditional rulers. Crowder (1978) asserts that chieftaincy institutions were maintained and used by the colonialist for colonial interest. The indirect rule in the Eastern Nigeria attests to this phenomenon. Arguing further, Crowder believes that whether they had fulfilled the entire traditional pre-requisite for assumption of office, which would have allowed them rule in precolonial days, their right to rule depended on the colonial authorities. Afigbo (1972) asserts that the British instituted Native courts and installed chiefs by warrant that controlled them. This was because the British believed that African people had to be governed by chiefs, therefore maintaining the organic unity of the Nigerian society. In effect many warrant chiefs solely constituted colonially backed usurpers of power and had title legitimacy beyond the fact of being installed by colonial state. Nevertheless, they had power and used it for their own gain. Their main source of power was the control of Native courts and labours for example; for colonial road and water way construction (Ofonrgoro, 1982). Enugu 14 warrant chief Onyeama was described as an “African

goal” by his grandson (Onyeama, 1982). He controlled the flows of labour to the emerging coal mining industry and established himself as a powerful ruler combining wealth, tenor and magical power over his people. In spite of the subordination to the British overloads, it could be argued that, the powers of traditional rulers were not eroded. Rather, the positions of rulers were strengthened. The Emir for example exercised stronger participatory roles in administration. This was because more powers of coercion were accorded to the Nature courts and the British treated Emirs with caution. The rulers also exercised executive powers as sole nature authorities which determined the pace and direction of local administration subject to British guidance and needs. The above description of the role of traditional rulers in Nigeria during the colonial period shows that, change occurred and traditional rulers assumed new states, they were co-opted to perform roles that were completely opposed to the wishes and aspiration of the colonized societies.

(iii) The Post-Colonial Traditional Institution

The role and status of traditional rulers in post independent Nigeria varied though with different administrations, they could be said to have remained agents for the perpetuation of our new colonial status, thereby thwarting the ongoing process of development in the country. Nwankwo (1992) started that chiefs are custodians of the land and they help the land in trust for the people. They served as a link between the rural people and the government. They assist the government in political education and socialization of the rural people. They acted as the custodians of the traditional religion, arts and culture of the people. They exemplified the customs and tried to preserve it. In view of the political administration, traditional rulers have been given limited authority to settle minor disputes. In this regard also Axel (1998) asserts that traditional rulers try to make peace within the community and with neighboring communities. To Axel traditional rulers act as instrument of state control at the local level. Oloko (1976) maintained that the traditional rulers were responsible for nation building task such as the maintenance of the man road linking their areas, the supply of man power for the kingdom’s army, they up keep of the royal capital and collection of taxes and tributes due at various times. In the socio-cultural aspect he continued that in their role as the patrons of the creative and expressive arts of their people, traditional rulers took active steps to encourage the work of talented African carvers, sculptors, potters and so on. In this regard Sullah (1990) observed that as a restraint of the role of traditional rulers in any society, there must be a body of customs and rulers were expected to rule within the framework of the customs the political nature of Awomama people were guided by

customs. In Awomama land the traditional rulers were involved in cultural development through folklores and folktales which is passed.

Self -Assessment Exercise 3

1. Mention three phases of traditional institutions
2. Elucidate on the role played by traditional institutions in community development.



4.6 Summary

In this unit, we have discussed the meaning of tradition, traditional institutions in Nigeria and the functions of traditional institutions. In the next unit, traditional institutions and their transformations will be discussed.



4.7 References/ Further Reading/ Web Resources

Osunde, A.E. (1995). —The role of the traditional institutions in integrated rural development. In E.O. Akeredolu-Ale (Ed.) *Integrated rural development in Nigeria: Policy issues and options*. Ibadan: Spectrum Books Limited.



4.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. Tradition refers to custom or belief which is a long-established action or pattern of behavior in a community or among a group of people, tradition is handed down from generations. Traditions presuppose body of customs, that is a body of long-established practices and beliefs viewed as a set of values by a culture
2. Traditional institutions are those social, economic or political organizations/bodies which derive their power, legitimacy, influence and authority from the traditions of a particular people.

Possible Answers to Self- Assessment Exercise 2

1. Traditional rulers are the set of people who control, direct and superintend over traditional institutions. Their positions were/are sanctioned by the traditions, history and culture of their respective peoples who hold them in high esteem and reverence.
2. The Oba in Yorubaland, the Attah in Igalaland, and the Etsu in Nupeland

Possible Answers to Self- Assessment Exercise 3

1. Phases of traditional institutions are
 - i. Pre -Colonial phase
 - ii. Colonial phase
 - iii. Post- Colonial phase
2. Traditional institution work in conjunction with their subjects and therefore carry the whole community along to accomplish development project that will be of immense benefit to the entire community.

Traditional institutions bring development closer to the rural people. Traditional institutions boost community development through the provisions of bore holders, rural roads, formation of cooperative societies, setting up markets, constructions of culverts, constructions of earth dams, mobilizing people for health programmes.

They ensure peace in the community by presiding over disputes within their domains.

UNIT 5: TRADITIONAL INSTITUTION AND THEIR TRANSFORMATION CONTENTS

Unit Structure

5.1 Introduction

5.2 Learning Outcomes

5.3 Traditional Institutions and their Transformation

5.4 The Role of Traditional Rulers and Development Associations in Development

5.5 The Role of the Community Leader in Community Development

5.6 Summary

5.7 References/ Further Reading/ Web Resources

5.8 Possible Answers to Self -Assessment Exercises



5.1 Introduction

In the fourth unit, we considered the meaning of traditional institutions and their functions in their localities. In this unit we shall be considering one of the reasons for the inability to achieve sustainable democracy and development especially in rural areas. Traditional institutions and their transformation as well as the role of traditional rulers would be discussed. The role of community development associations and community mobilisers would also be considered.



5.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss powers of traditional leaders in the precolonial era and contemporary times
- Analyse the difference in roles of community associations and traditional institutions
- Demonstrate the dynamism of traditional institutions as it relates to community development.
- Evaluate the importance of community leaders



5.3 Traditional Institutions and their Transformation

Do you know that traditional institutions were our earliest political, religious, economic and social structure before their gradual transformation over the years? The traditional institutions in Nigeria have gone through thick and thin in the country's political history from the pre-colonial, through the colonial and to the post-colonial eras. In the words of Osunde cited in Akeredolu-Ale (1995) stated thus: From the pre-colonial era, the traditional institutions have been strengthened and weakened, elevated and humiliated, empowered and disempowered by emergent political/ruling class. Before the coming of the Europeans, the traditional rulers held sway not only as the recognized political rulers of the states and kingdoms in Nigeria but also as the custodians of the people's history, culture, religions and economy.

According to Osunde cited in Akeredolu-Ale (1995), the traditional institutions in the pre-colonial Yoruba land for instance and other native lands had all elements of modern governmental systems and they perfectly suited the social, political and economic situations of the era with the overall goal of the welfare of the generality of the people. The advent of colonial rule and the imposition of Western styles of government not only reduced the powers and relevance of the traditional rulers but also made them subservient to their subjects the educated elite. Since independence in 1960, the political statuses of traditional rulers have gone from bad to worse with far reaching consequences for governance and administration in the country.

In the contemporary international system, most nations strive to adopt democracy as their official form of government. The reason for this is no far-fetched. It has become crystal-clear that democracy is not only the best form of government but also the form of government adopted by most of the developed/advanced countries of the First World. In other words, there appear to be a synergy between democracy and development in the contemporary global system. To this end, majority of the Third World countries of Africa and Asia are currently striving to democratize their political systems and institutions. However, most African countries, including Nigeria, have not been able to achieve sustainable democracy and development because of certain obvious reasons.

In Nigeria, one of the reasons for our inability to achieve sustainable democracy and development is the failure to harness the traditional political institutions. It has also been realized that the failure of the key stakeholders in the democratic process to play their expected roles

according to the rules of the game is a factor in the democratic and developmental hurdles in Nigeria. These are in addition to cultural pluralism which —has militated and continues to militate against the development of a homogenous monolithic cultural pattern to which all Nigerians could be expected to conform. For democracy and development to be sustainable in modern Nigeria, the key stakeholders like the political parties, the politicians, the media, the civil society groups, the electorates, the general public and so on must be well-placed and harnessed. However, the critical roles the traditional political institutions could play in democracy and development have not only been unacknowledged but have also been grossly under-estimated by their relegations to the background in the current democratic dispensations (Osunde cited in Akeredolu-Ale, 1995).

As an institution that has survived despite its travails, the dynamism of the chieftaincy institution in Nigeria cannot be over-emphasized. Beyond attesting to its dynamism, the changing role, power and perception of the institution in different dispensations are clear manifestations of its resilience. Thus, from being at the centre of authority in the pre-colonial period, traditional rulers have been empowered and disempowered at different times, accommodated or excluded, depending on the interests at stake and incorporated, manipulated, hoodwinked or humiliated, depending on the dispensations, circumstances or even the level or extent of relationship between chieftaincy title holders and leaders of modern government. This aberration continued until the waning of colonial rule and the advent of self-rule particularly with the 1952 local government reforms undertaken by the Western Regional Government which reduced considerably the powers of the traditional rulers and led to the replacement of Native Authorities by local councils with elected members whereas the various constitutional provisions beginning with the Arthur Richards Constitution of 1946 and the Lyttleton Constitution of 1954 accommodated the traditional rulers and gave them a semblance of recognition reminiscent of what obtained in the pre-colonial era. It is clear that evolving modern governmental structures had overshadowed their influence. Not even the advent of party politics made any difference, rather the involvement of traditional rulers as ministers or regional governors though guaranteed them access to patronage and state resources, they were more of hollow ceremonial titles. Interestingly, the position, privileges and influence enjoyed by these traditional rulers depended largely on the prevailing political situation and the side of the divide on which they are. Thus, while some were favoured, some suffered terrible fate. With the emphasis on the possession of certain personal qualifications by candidates aspiring for traditional rulership position by different Nigerian communities in contemporary Nigeria such as higher level of education, personal achievements, present or past status in government or private sectors as

well as extent of wealth, the stake has been raised. Beyond generating healthy competition among communities, this emphasis is also meant to throw up able and capable rulers equipped with the intelligence and resources needed to attract development to their respective communities. Their changing status notwithstanding, the relevance of traditional rulers as cultural ambassadors as well as advisers on cultural matters will continue to hold sway. So also is their usefulness in settling disputes that have the capabilities to degenerate into serious crises. But for the traditional rulers to be repositioned for greater and more appreciable roles in sustaining liberal democracy and development, certain necessary credentials must be possessed by the royal fathers.

As indicated earlier, the traditional institutions have been relegated to the background in modern political system in Nigeria. Not only this, the traditional ruler have been objects of public ridicule and political malfeasance in the hands of political office holders and even at times in the hands of their subjects. In spite of this, the traditional institutions have not given way totally to complete irrelevance and unimportance in modern democracy and development efforts in modern Nigeria. They have continued to be relevant and useful in grassroots political administration and development. While the blame for the non-recognition of the role of traditional rulers in modern politics has been principally placed on the doorsteps of the political class, the fact remains that the conduct of some traditional rulers over the years have also undermined their status and position. In spite of this, there is no gainsaying the fact that traditional rulers particularly have critical roles to play in sustainable democracy and development in modern Nigeria (Osunde cited in Akeredolu-Ale, 1995).

Self - Assessment Exercise 1

1. In relation to this unit, state one reason that has contributed to the challenge of obtaining sustainable democracy and development in Nigerian communities.
2. What factor contributed to the reduced power exercise by traditional rulers in the Nigerian traditional history ?.

5.4 The Role of Traditional Rulers and Development Associations in Development

How does traditional rulers affect development? Traditional rulers have a disproportionate role in the development process of the

community because of their positions and authority in rural communities. Traditional rulers are custodians and owners of community land upon which developments takes place. Traditionally, they are sole authorities over communal labour. It is at their directive or order that the village town crier can summon the community for deliberations on community responsibilities to various segments or wards of the community.

Where the traditional ruler is enlightened and development- oriented, he offers land for development purpose without hesitation and also ensure communal labour is delivered to further the course of community development. He further volunteers his space or any safe place as the meeting venue for discussions on developmental projects.

The initiation, deliberation and adoption of projects and the financing and execution of projects are the sole responsibilities of development associations in a community. In most communities, the development associations are an amalgamation of various smaller sectional organizations based on age grade, gender , religion e.t.c

Self - Assessment Exercise 2

1. Explain the benefit of a community with an enlightened development oriented community leader.
2. What is the role of development association in community development.

5.5 The Role of the Community Leader in Community Development

Can a community properly function without a community leader? What roles do they then play in every community where they reside? In most modern communities there can be found men and women of various trades or occupation , e.g farming , masonry, carpentry, black smithing e.t.c .A community leader is one who can put these men and women of various trades together to undertake say a project. The building of a culvert, the construction of a primary school classroom or house for a health clinic or a town hall e.t.c. is possible with little or no financial allocation situation, a community under the direction of a good community leader can undertake a simple road project without recourse to money. A good community leader can also without recourse to money mobilize a community in such a way that people contribute not only labour but items such as planks, roofing

sheets, nails e.t.c supplemented by technical know-how in carpentry and masonry and get a modest town hall or a school classroom built.

Self - Assessment Exercise 3

1. Who is a community leader?
2. How can a community leader possible under take minor projects in the community with no financial allocation?



5.6 Summary

This unit brought to fore the powers and status of traditional institution and regards community development and how their power and status have evolved over time. Hence the role of traditional ruler and development associations in community development was considered. The unit also considered the what it take to be a good leader and the possibility of executing certain project in the community with zero financial allocation but with the material, skill, time and labour support of the people of the community.



5.7 References/ Further Reading/ Web Resources

Osunde, A.E. (1995). —The role of the traditional institutions in integrated rural development|| In E.O. Akeredolu-Ale (Ed.) *Integrated rural development in Nigeria: Policy issues and options*. Ibadan: Spectrum Books Limited



5.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. The failure to harness the traditional political institutions has contributed to the challenge of obtaining sustainable democracy and development in Nigerian communities.
2. The advent of colonial rule and the imposition of Western styles of government not only reduced the powers and relevance of the traditional rulers but also made them subservient to their subjects the educated elite.

Possible Answers to Self- Assessment Exercise 2

1. The leader is totally supported and sole out to the course of development in the community and therefore puts in all effort to see that necessary projects are executed for the benefit if the community.
2. Development Associations are the initiators, deliberators and adopters of projects, also finance and execute projects in the community.

Possible Answers to Self- Assessment Exercise 3

1. A community leader is one who can put these men and women of various trades together to undertake a project
2. A good community leader can without recourse to money mobilize a community in such a way that people contribute not only labour but items such as planks, roofing sheets, nails for the successful completion of a project .

MODULE 4

UNIT 1: CASE STUDIES IN COMMUNITY DEVELOPMENT AND SOCIAL CHANGE CONTENTS

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcomes
- 1.3 National Accelerated Food Production Programme (NAFPP)
- 1.4 River Basin Development Authorities (RBDAs)
- 1.5 Operation Feed the Nation (OFN) and the Green Revolution
- 1.6 Summary
- 1.7 References/ Further Reading/ Web Resources
- 1.8 Possible Answers to Self- Assessment Exercise



1.1 Introduction

Community Development was originally brought into the national planning arena only during the 1975-80 Third National Development Plan. According to the Third Plan, this is the first attempt to bring —Community Development activities‘ within the framework of the National Development Plan. The main policy thrust of the plan was to raise the quality of life in rural communities by harnessing voluntary private effort to supplement government effort.



1.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss National Accelerated Food Production Programme (NAFPP) and Agricultural Development Programmes (ADPs)
- Analyse the concept and essence of the River Basin Development Authorities (RBDAs) and the Directorate of Food, Roads, and Rural Infrastructures (DFRRI) programme
- Demonstrate understanding of various programmes of development

- Evaluate the Operation Feed the Nation (OFN) and the Green Revolution Programmes



1.3 National Accelerated Food Production Programme (NAFPP)

The programme was essentially a minimum-package approach type designed to provide improved practices like high-yielding varieties (HYV), fertilizers, pesticides, credit and management to farmers, through a coordinated package approach. The NAFPP launched during the Second Plan period was to ensure that food supply kept pace with the growth in population and the rate of urbanisation. It is also clear that the NAFPP, like the Farm Settlement Scheme, was primarily designed to solve urban problems rather than to address genuine rural development issues. For instance, the three components of the programme: adoptive research, extension and agro-services were actually meant to accelerate agricultural production, and thus, growth.

Even though some progress and tangible achievements have been recorded, particularly in the aspect of adoptive research, which was based on on-farm trials, the programme suffered from many shortcomings and problems both internally and externally. Perhaps the greatest failure of the programme was the lack of ecological and institutional focus and framework. Hence the inability to organize farmers into distinct institutionalized groups, so as to make the maximum use of the opportunities provided. This manifested in pilferage and diversion of the items of the package away from the intended targets.

Self -Assessment Exercise 1

1. What do you understand about the National Accelerated Food Production Programme (NAFPP)
2. What were the constraints of the programme.

1.4 River Basin Development Authorities (RBDAs)

Although the basin authorities were established to harness the water resources of the country for agricultural production, including crops, livestock and fisheries, to a large extent, they failed to achieve this laudable objective. Some of the reasons for this abysmal failure include

- i. Their capital intensiveness

- ii. Over-reliance on international agribusiness for supply of heavy equipment, management and finance.
- iii. They had no clear and well-tailored goals and operational objectives.

Again it is clear that the confusion and the failures that characterized the RBDAS are clear manifestation of the absence of a well-defined policy Government planning framework for rural development in the country. From this, it is easy to establish, that, just like the Farm Settlement

Scheme and other Funds were: initiatives discussed earlier, the lessons apparent are that capital intensive the State Go‘ and costly projects are not the solution to rural programmes in a developing innovations, country such as Nigeria. In other words, capital-intensive projects are not the answer to labour-intensive problems. Rather, labour has to be mobilized and harnessed at the local level in order to solve local problems.

Self -Assessment Exercise 2

1. What is the rationale for the creation of the River Basin Development Authorities (RBDAs)
2. What were the factors that impeded its success?

1.5 Operation Feed the Nation (OFN) and the Green Revolution Programmes

The Operation Feed the Nation programme was just the NAFPP programme philosophical on a wider scale. It was essentially a political programme for the mobilization of the teeming population for the attainment of high agricultural enhancement production and better agricultural practices. It was a special programme instituted by the Military Government and therefore not rooted in the third National Plan, which was being implemented at the lime of its launching. This is one of the principal failures of the programme. Secondly, the OFN was criticized for upsetting the better and more systematic approach conceived in NAFPP programme. Thirdly, the OFN lacked the institutional capacity to mobilize and carry the population with it. There was also lack of proper role assignment and this militated against the continuation of the programme. It was also, of course a very extravagant programme.

The Green Revolution in Nigeria, unlike the movement in other pans development of the world, was actually a change of nomenclature from the OFN. It was therefore short-lived and suffered the same fate, The

Green Revolution earlier programme, being a tool for political propaganda by the then civilian administration, performed badly in terms of mass mobilization because it lacked the push of the quasimilitary touch employed by the OFN. It was therefore low-profile and also recorded low-aerial coverage and was also bedeviled by party political rivalries and priorities. In a nutshell, the Green Revolution programme, like its predecessor, the OFN suffered from rather disjointed, short-term and ad-hoc planning, which made no serious impact on either the agricultural sector or the rural sector in general.

Other case studies in community development and social change contents are;

Agricultural Development Programmes (ADPs)

The main objective of the programme was to increase the production of both food and industrial raw materials as well as the real incomes of the farmers. The ADPs got the necessary support and commitment of the Federal Government which acts as a leverage to obtain international finance. As such, the ADPs have hitherto been well institutionalized and well funded. Funds were forthcoming from the World Bank, the Federal Government and the State Governments involved in the projects. This has made it possible for innovations, particularly of the new agricultural technology of the green-revolution type to be imported from abroad. In spite of all these, however, the ADPs fell victims to the growth-related —misfortunes‖ and therefore failed to change the existing agricultural practice significantly. Meanwhile, the masses of the people continue to suffer deprivation and food and raw materials shortages continue in Nigeria.

As to how to explain the situation, according to Idachaba (1985), —the philosophical attitudes‖ shaped as they were by the political and economic realities of the period, left little scope for serious concern for the enhancement of the conditions of the rural people as such, except perhaps, only as a by-product of growth. Similar conclusion was earlier reached by Abubakar (1982) when he observed that though the cardinal aim of the programme was to raise the standard of living of farmers, no real efforts were made to measure the success of the programme in this direction. In other words, efforts directed at only agricultural development cannot be expected to achieve the wider goals of rural development. Perhaps it is in realization of this that Government instituted and established the DFRRI programme, which we shall discuss briefly below. However, it may be necessary to interject here that in the absence of a comprehensive rural development policy with a comprehensive planning framework even the DFRRI programme will sooner than later have the same problems as the earlier programmes.

The Directorate of Food, Roads, and Rural Infrastructures (DFRRI)

The Budget Speech of 1986 by the President, during which the creation of DFRRI was announced marked not only a departure from the statusquo, but certainly forms a watershed for the development of rural Nigeria in a proper direction. This Is the first time in the history of Nigeria that such a powerful body has been established specifically to undertake rural development. Indeed, this is a turning point in the history of national development planning in Nigeria, given its previous bias towards the urban sector. Another important historical development associated with the establishment of DFRRI is the clear realization by the country's ruling bodies and planners that agricultural development, though a very important aspect is actually in itself not synonymous with rural development.

The Directorate has been placed in such a way as to shun and sidetrack all the bureaucratic red-tape and its accompanying obstacles. It has been empowered by law to co-operate with and utilize the relevant arms of the Federal Government ministries and agencies, Integrated Rural Development Authorities, institutions, enterprises and individuals concerned with the development of rural areas. The organization of the Directorate reflects the types of programmes to be executed, namely, provision of rural infrastructures, enhancing agricultural and industrial production, mass mobilization and the promotion of relevant technology. It is believed that through these programmes while primarily enhancing the quality of rural life, the foundation of true national development will be solidly built.

Although the establishment of the Directorate is commendable, it can be said without qualification that a lot still remains to be done in the direction of genuine rural development. For example, the Government failed to initiate proper land reform alongside DFRRI's Food and Agricultural Programme, Secondly, the Directorate's Food and Agricultural Programme still perpetuates the status-quo by continuing with the concept of leaving food production entirely in the hands of private opportune capitalists. Admittedly, it is not necessary for the government to participate in direct food production. However, it should be seen to have more direct and strong contact in such an important policy area. Food policies, even in the advanced self-sufficient countries of the EEC and America, are closely monitored and controlled by the various governments. In fact, food policies have become sensitive political tools in the international political area (e.g. America's 1979 grain embargo against the USSR).

The Directorate has failed woefully in the area of creating rural employment opportunities. There is apparent disregard of employing labour-intensive techniques rural works programmes and grass-root development programmes. Instead, for example, most of the DFRRI's infrastructure programmes were executed through contracts, using the

conventional capital-intensive (heavy- equipment) techniques. There is little in the area of mass mobilization. With the creation of MAMSER as a separate entity this vital aspect of rural development was completely stunted in the directorate's activities. The formation of the various Community Development Associations (CDA's) was made voluntary, instead of being implemented as a consciously planned intentional policy and strategy.

It is widely acknowledged and accepted that the development process is in reality a relatively slow process. But DFRRI seems to be in a hurry in implementing its programmes and more so in counting the —goals scored. These seem to militate against proper planning and executing. For example, a comprehensive rural development policy should have been formulated at the establishment of the Directorate to guide the latter in its activities. The advantages of a comprehensive policy for rural development in the country are numerous. It will provide a guide and focus for all actions. It will also provide opportunity for readjustment where and when the need arises. The comprehensive policy will provide the framework for regional planning and the preparation of a resource map, thereby identifying potentials, prospects and problems of the different regions. These are very necessary for a genuine rural development effort. However, all these cannot be done without the proper restructuring of the entire economic fabric of the nation, both human and material.

From all of the above, it is apparent that, genuine rural development can only be pursued through a series of multiple actions at the Federal, State and Local Government levels. This may involve some radical steps to be taken. Indeed, it may involve overhauling and re-organizing the country's policy and planning framework if rural development is to assume the priority position it deserves in the country's development process.

In principle, as shown earlier, any rural development that has occurred in Nigeria has occurred not as the result of a well-articulated rural development plan. but as a —by-product of either the pursuit of economic growth or as a reaction to certain socio-economic problems that arose at a certain time (and usually in a certain space). It is therefore necessary that, in the first place, the planning and administrative framework of the country, within which political and economic decisions are made, be reviewed. This is because at the moment, the framework is highly centralized, head-heavy and almost completely detached from the majority of the population. This overlapping is not impossible; all that is needed is the dedication and genuine commitment to the cause of rural development. It is in this respect that the grass-root political reform under the new transition programme is welcome. It demonstrates that, with the will, anything is possible.

Self-Assessment Exercise 3

1. What are the common factors that lead to the failure of the Operation Feed the Nation (OFN) and the Green Revolution Programmes.
2. What was the main objective of the Agricultural Development Programmes (ADPs)



1.6 Summary

Even though the various programmes of the government aimed at community development and social change recorded failures, at least laudable efforts have been made over the years. Today, some of the programmes still exist while some are dead. It is important that the present government reviews some of the programmes, revitalize them in the light of the current socio-economic situation in Nigeria and put proper monitoring and evaluation measures to make them work. In this unit, we have identified and discussed some community development and social change programmes of the government. The programmes discussed include National Accelerated Food Production Programme (NAFPP), River Basin Development Authorities (RBDAs), Operation Feed the Nation (OFN) and the Green Revolution Programmes, Agricultural Development Programmes (ADPs) and Directorate of Food, Roads, and Rural Infrastructures (DFRRI).



1.7 References/ Further Reading/ Web Resources

- Alkali, R.A. (1997). *The World Bank and Nigeria: Cornucopia or Pandora Box?* Kaduna:
- Barnett, J. & Mahul, O. (2007). Weather Index Insurance for Agriculture and Rural Areas in Lower-Income Countries. *American Journal of Agricultural Economics*. 89 (5)
- Burton, J., (2003). *Integrated Water Resources Management on a Basin Level: A Training Manual*. UNESCO, Paris.
- Eicher, C., & Witt, L. (Eds.) (1964). *Agriculture in Economic Development*. New York: McGraw Hill
- Federal Government of Nigeria, (2003). *National water resources management policy*. 2nd Draft, Federal Ministry of Water Resources, Abuja.

Federal Ministry of Water Resources, (2003). *Water resources management institutions in Nigeria*: Institutional mapping report. Draft Report, Federal Ministry of Water Resources, Abuja.

Harambos, M. & M. Holborn, (2004). *Sociology, Themes and Perspectives*. 5th Edn. London: Collins.

Idachaba, F. A. (1985). —Integrated rural development: Lessons from experience. || I.F.A.D.||- FIATPANAS

Kao, K..N. (2002). Crop Insurance; Past, Present and Future. *Vision*. July-Dec pp1317

Korafor, A.H. & L.C. Iwuyi, (1975). *Urban Employment Problem in Nigeria*. University of Nigeria, Nsukka, Nigeria.

NDE, (2004). Year 2005 annual report, Kaduna State. National Directorate of Employment, Kaduna, Nigeria.

Roberts R.A, (2005). Insurance of Crops in Developed Countries, FAO, Rome. *American Economic Review* 103 (56-78)

The World Bank, (2005), Agricultural and Rural Development. Department. Managing Agricultural Production Risk.

The World Bank (2009). Insurance for the Poor Program, Public Intervention for Agricultural Insurance



1.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. The National Accelerated Food Production Programme (NAFPP) was essentially a minimum-package approach type designed to provide improved practices like high-yielding varieties (HYV), fertilizers, pesticides, credit and management to farmers, through a coordinated package approach.
2. The lack of ecological and institutional focus and framework which resulted in pilferage and diversion of the items of the package away from the intended targets.

Possible Answers to Self- Assessment Exercise 2

1. The River Basin Development Authorities (RBDAs) were established to harness the water resources of the country for agricultural production, including crops, livestock and fisheries.
2. The following factors impeded the success of The River Basin Development Authorities (RBDAs)
 - i. There were capital intensive
 - ii. There was over-reliance on international agribusiness for supply of heavy equipment, management and finance.
 - iii. They had no clear and well-tailored goals and operational objectives

Possible Answers to Self- Assessment Exercise 3

1. Both programmes suffered from lack of institutional capacity, lack of proper role assignment and disjointed, short-term / ad-hoc planning.
2. The main objective of the Agricultural Development Programmes (ADPs)
was to increase the production of both food and industrial raw materials as well as the real incomes of the farmers.

UNIT 2: CULTURE AND COMMUNITY DEVELOPMENT

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcome
- 2.3 Applied uses of Culture in Development
- 2.4 How Communities Participate in Development
- 2.5 Basic Assumption Underlying Community Participation
- 2.6 Summary
- 2.7 References/ Further Reading/ Web Resources
- 2.8 Possible Answers to Self- Assessment Exercises



2.1 Introduction

In the first unit of this module, we considered various development programmes. Some case studies of The role of culture in community development has traditionally been characterized by a number of competing approaches. These include the use of cultural change as a strategy to diffuse Western, ‘modernizing’ attitudes and values within less economically developed countries. In this unit, we shall be considering how the culture of a people can pave way for their community development.



2.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss how culture can aid development in a society
- Analyse the significance of culture in relation to development

- Demonstrate how communities participate in development
- Evaluate the basic assumptions underlying community development.



2.3 Applied uses of Culture in Development

To what extent does culture affect development in a community? The inclusion of culture into community and economic development models can take many shapes and forms. Culture can serve as the central focus. Included would be tourism and other efforts that focus largely on the promotion, preservation, or enhancement of local or regional cultures. Culture can also be a factor that needs to be addressed to determine its impact on new or existing development programs (resource management, environmental protection). In facing development, the programs that communities are willing to accept and embrace are likely to depend largely on cultural factors. It is therefore vital that problems and potential solutions be defined in a manner consistent with the local culture.

Continuing to ignore culture's critical role will constrain development efforts, rendering them little more than short-term solutions for endemic rural problems.

The relationship between culture and community development is vast. However, this important relationship is rarely accorded a significant role in the design of development efforts. Using an interactional approach to community development provides opportunities for incorporating insights into the role and place of culture. Further, it means conceptualizing development so as to highlight the importance of establishing and enhancing social relationships. Aligning such development with cultural promotion and preservation can serve as a tool for successful development.

Regional or local culture can serve as a basis for development. Such efforts can serve to promote the local identity, regional languages, and minority cultures. Efforts can focus on preservation or promotion of a culture, but can also use culture to mobilize the local population. Examples of cultural preservation or efforts focusing solely on a culture are often seen in relation to tourism and conservation efforts. Included are renovation of villages (architectural rehabilitation, etc.), highlighting the architectural heritage of an area (restoring historic sites to serve as a focal point for tourists), cultural venues (local heritage centers, traditional cultural events), traditional craft and artistic skills (development of

industry and employment based on the production of items which are symbolic of the local culture), and cultural based entertainment and cultural dissemination (organization of cultural activities, festivals, permanent exhibitions). Equally important is the environmental aspects of culture, where traditional uses of natural resources or events symbolize local cultural ties to environmental processes (solstice festivals, harvest festivals, agriculture progress days).

These efforts serve as a basis for development, but also serve to maintain cultural traditions and ways of life. Furthermore, such forms of development highlight the importance of rural cultures and identify their role in shaping wider society. Finally, through such development, community and cultural identities are reinforced and collective identities strengthened. Such interaction can lead to an improved state of community and social well-being.

Culture can be seen as presenting both the means and ends of development. To a great extent, it is by emphasizing the wealth and diversity of their cultural heritage that rural areas will be able to develop those activities that enhance social and economic well being. Communities and rural development specialists will need to understand and learn to capitalize on the strengths of community solidarity and culture.

Self-Assessment Exercise 1

1. How does culture affect community development?
2. Mention two ways in which culture can serve as a central focus for community development.

2.4 How Communities Participate in Development

What does it mean to participate in community development? Participation as a concept has different connotations. One perception is to equate it with mobilization of people to undertake social and economic development projects. Here, (centralized) higher authorities design projects and communities are mobilized to implement the design. Provision of labour and material resources usually offered for free or paid for by the project authorities serves as means of participation by the people. Another means of participation is decentralization in government machinery and policy making process. According to Omale (2001), it is believed that decentralization would lead to the transfer of power from the central

institutions and policy makers to constitutionally distinct, community based institutions and actors. Another view on community participation sees participation as a process of empowerment of the deprived and the excluded. This is premised on the recognition of socio-economic inequalities. In this regard, participation is specifically interpreted as enhancing the power of the deprived masses.

Self- Assessment Exercise 2

1. What are the various means by which a community can participate in community development?
2. Which of these approaches to community participation as regards development do you consider most effective? State reason for your choice.

2.5 Basic Assumption Underlying Community Participation

There are basic assumptions that underlay community participation. Such assumptions are as follows;

- i. That people, both rural and urban are willing to cooperate and work with each other if properly mobilized.
- ii. Such cooperation will not be prevented by local managers or elites.
- iii. The concept of felt needs prevails, in that people organize best around problems or needs they collectively consider important.
- iv. Such persons in the community voluntarily contribute labour, time, materials and money if need be, toward the implementation and success of community programmes and projects.
- v. Programmes in which local people have played a major role in the planning and implementation phases are most likely to be more successful than programmes that are centrally planned and implemented.

Self -Assessment Exercise 3

1. Mention two basic assumption underlying community participation.
2. Do you agree with these assumptions? If yes give reasons.



2.6 Summary

This unit have successfully considered the relationship between community development and hoe culture can affect development. Various means through which a community van participate in its development and basic assumptions underlaying community development was also considered.



2. 7 References/ Further Reading/ Web Resources

Bhattacharyya, J. 1995. "Solidarity and agency: Rethinking community development." *Human Organization*. 54(1):60-69

Luloff, A.E., and J. Bridger. 2003. Community Agency and Local Development. Pp. 203-213 in, *Challenges for Rural America in the Twenty-First Century*, edited by D. Brown and L. Swanson. University Park, PA: Pennsylvania State University Press.



2.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. The culture of a people determines to a great extent the type and nature of development programmes a society is willing to support or accommodate. For instance, there are certain programmes that could bring development to a society but would not be supported by the community because such projects/ programmes are against their cultural beliefs.
2. Tourism and through the promotion, preservation, or enhancement of local culture

Possible Answers to Self- Assessment Exercise 2

1. Centralized approach
Decentralized approach
Combination of both approaches

2. Decentralized approach is considered most effective because it ensures that the locals residing in the community are actively engaged in the processes that results in development of their community.

Possible Answers to Self- Assessment Exercise 3

1. Two basic assumption underlying community participation are
 - i That people , both rural and urban are willing to cooperate and work with each other if properly mobilized.
 - ii Programmes in which local people have played a major role in the planning and implementation phases are most likely to be more successful than programmes that are centrally planned and implemented.
2. The assumptions are right because all assumptions revolve around persons in the community who are not only the sole beneficiaries of any community development programme but equally have the power and will to see that a community programmes is not only initiated or started but sustained.

UNIT 3: ROLE OF MOBILIZERS IN COMMUNITY DEVELOPMENT

Unit Structure

- 3.1 Introduction
- 3.2 Learning Outcome
- 3.3 Age-grade
- 3.4 Women Association/ Organization
- 3.5 Thrift/Credit Group
- 3.6 Summary
- 3.7 References/ Further Reading/ Web Resources
- 3.8 Possible Answers to Self-Assessment Exercises



3.1 Introduction

Community participation, its meaning and implication were identified in the previous unit. In this unit, Mobilization for communal activity entails getting people together and appealing to them to undertake communal activities shall be considered, in addition, this unit we shall be considering the various groups in a community and the roles they play as mobilizers for the cause of community development.



3.2 Learning Outcome

At the end of this unit, you should be able to;

- Discuss how various groups in a community serve as agents/ mobilizers of Community development.
- Analyse the function and operationality of each of these groups
- Demonstrate sound knowledge on the effectiveness of each if these groups in relation to community development.
- Evaluate the difference between various groups of engaged in community development.



3.3 Age Grade

Are you part of an age grade? What have your age grade achieved for your community? People bound up in given age groups do undertake certain activities together. Age grade is an association of people of equal or about the same age bracket depending on communities, operating within a given territory or area with the aim of individual, collective and societal transformation/development. Age-grade system is an age long socio –cultural Institution in Africa land; One of the oldest institution used in the administration of communities before the advent of the whites. Argued that one of the greatest achievements of the Age-grade system is healthy competition and assistance that members of the community give to each other and the fear of being sanctioned if any crime is being committed by an individual. The most important roles of age grades include unity among members, maintaining security of lives and property, enforcement of law and order, development and execution of community initiatives and projects, crime control which is a growing area of need in many communities. Others include conflict resolution within the age grade and in the entire community.

Other roles of age-grades include serving as agents of change and modernisation and sophistication; role models and community conscience; educators and socialising agents; managers of projects; advocates of best practices; power balance in community initiatives; providing voice and support to the poor and the disadvantaged; enforcers of ancestral wishes and protectors of cultural values and norms; and pulling the community ahead and ensuring good value orientation. Where there is unrest, high level of criminalities and social dislocations in communities, the age grades are trusted and called upon to bring about sanity.

In many communities, age grades build town halls, provide boreholes, renovate schools and institute scholarship schemes, among other projects. In Ihiala, the Igwebuike Age grade built a magnificent hall named after the age grade. Such projects are also found in Abiriba, Ohafia and Arochukwu in Abia State.

Quite a lot of the development made in communities in Nigeria today are functions of age grade associations know collectively as youth. For instance, we hear of youths in the Delta areas of this country battling to get a better deal from oil companies and from the Federal Government.

Self-Assessment Exercise 1

1. What do you understand about the age grade system ?
2. Explain how age grades contribute to community development.

3.3.1 Sons Abroad Association

There is hardly any village in the country that does not have large numbers of its sons and daughters living and working in urban areas and in some cases even outside the country. Such is the group that is referred to as sons-abroad. When they band together as a group of people from the same area, they constitute sons-abroad associations. Very often, this son -abroad association are fully aware of the felt needs of their communities, they hence the collect cash by tasking themselves or deciding on a freewill donation to embark on identifies and agreed project within their community.

3.4 Women Associations / Organizations

The role of women in community development can be crucial to the health of a society. According to some sociologists, women make many of the decisions that determine a household's participation in the community, including healthcare, educational, and cultural decisions . Women play a big role in the sustainability of any community. Unfortunately, for so many years their importance has been overlooked. However, that has been changing due to the empowerment of women in the community as part of the community development process. Nowadays, more and more people are starting to appreciate that while they are often tasked with just household roles, they can do a lot more. The role of women in community development as educators cannot be doubted. They give the members of the community the much needed basic education starting at home when they teach young children as the mothers have more time with younger children, to education in schools where they are teachers. They also contribute to the work force of a community. Another role of women in community development is that of caretakers and role models. They are undoubtedly caretakers to young children and often take the lead in helping the family adapt to different changing circumstances. Because of the fact that they are tasked with

caretaking of both children and even the elderly, they play a big role in serving as role models of these children. Every single thing they do is seen by these little ones in the community. When the younger people in the community have people they can look up to, the community will always remain hopeful for a better future. Women also play a big role in fighting for the rights of the members of the community. Although in the past they were viewed as weak, women have come a long way in proving their strength in different ways and on different platforms. Their participation on the forefront when it comes to fighting for equality in terms of pay and opportunities leads to community development. Women come up with community development programmes.

In many families, women often decide where the family will shop, what schools and activities children will attend, and the extent to which the family will participate in community events. As a powerful decision-making force, women are often well acquainted with the pros and cons of their community, and may be in a good position to analyze how best to improve society. As members of community development organizations such as outreach programs, parent-teacher associations, cultural societies, and city planning boards, women can use the knowledge they garner from household decisions to make a substantive contribution to the future of their city or town. Onu (1998) as cited by Wale (2004) opined that “women are at the heart of development. They control most of the nonmoney economy (subsistence agriculture, bearing and raising children, doing domestic labor) and taking important part in the money economy (trading, the formal sector, wage employment)”. He further stressed that everywhere world, women have two jobs, around the home and outside it. This assertion implies that women have a lot in of contribution to make towards the healthy socio-economic development of every county but women are constantly denied this opportunity by the nature of our societal organizations, and the cultural set up that makes it more comfortable for men to maintain the status quo. Today, awareness has led to the recognition of the important role women can play in national development.

Self -Assessment Exercise 2

1. Define women association in relation to community development.
2. How do women contribute to community development ?

3.5. Thrift Or Credit Groups

Thrift or credit groups are formed with the intention of improving the standard of living. Communal associations serve as banks in rural communities since they assist members to keep their savings which they only collect at the end of the year. Also, it is important to note that contributing members have the privilege of loans without interest in times of need. The interest that accrues from lending to non-members and other financial assistance from other philanthropic organisation outside the community and non-governmental organizations are used for the execution of sustainable rural development programs. Because of the successes recorded by these communal and thrift societies overtime particularly in areas of sustainable rural development, the government (both at the federal, state and local levels) is and continues to encourage people in rural areas to form these associations in order to transform their communities. Also, government have at some point transformed this encouragement into policies and programmes meant to encourage such contributory cooperation in local people's behaviours, attitudes and general activities, with a strategic intension to achieve self help and sustainable rural development. Often times this is done through counter-part funding with organizations, cooperative societies, farmers associations as well as personal contributions among rural dwellers. Despite the involvement of government, till date the formation of cooperative societies to develop humans (individuals) and the rural societies or communities have yielded little results to its original purpose and intension. Thus, different associations bearing different names have emerged; all geared towards rural transformation and improve welfare activities or benefits to the members and participants (Phillipson, 1996; Oni 2001). To achieve this desire, community members therefore as earlier mentioned form groups and agree on what to contribute, either as resources/finances principally to improve their personal material wellbeing and socioeconomic status as well as the community at large.

Self-Assessment Exercise 3

1. What are thrift societies in community development?
2. Explain the role of thrift societies in the development of a community.



3.6 Summary

It is definite that communities do not thrive on their own. This unit have identified and explained certain groups and associations considered as pillars and fundamental to success of community development.



3. 7 References/ Further Reading/ Web Resources

Ramsay, M. 1996. *Community, culture, and economic development*. Albany, NY: State University of New York Press.

Brennan, M. A. 2005a. "*The Importance of Local Community Action in Shaping Development*." *EDIS*. Gainesville, FL: Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. Publication number: FCS 9209.

Ibrahim,O. and Ebiloma J.A (2001) Principles and practice of community development in Nigeria. Aboki Publishers, Makurdi-Benue State Nigeria.

Oni, B. (2001). Capacity building for development, Business Times, 14–20 April. Phillipson, E.P. (1996). Understanding Cultural Anthropology. New York: Harper and Row.

Wale, K. (2004). The role of women in community development. Gandrish Publishers, Jos- Plateau State Nigeria



3.8 Possible Answers Self- Assessment Exercises

Possible Answers Self- Assessment Exercise 1

1. Age-grade system is an age long socio –cultural Institution that comprises of people of equal or about the same age bracket depending on communities, operating within a given territory or area with the aim of individual, collective and societal transformation/development.
2. Age grades contribute to community development through their activities ranging from maintaining security of lives and property, enforcement of law and order, development and execution of community initiatives and projects, crime control to building of town

halls, provision of boreholes, renovation of schools and institute scholarship schemes, among other projects.

Possible Answers Self- Assessment Exercise 2

1. Women association in relation to community development refers to a group of women residing in the same community who come together to collectively make decisions and take actions that furthers the course of their community for the common good of community members
2. Women contribute to community development through educating the younger ones, adding to the work force population, there serve as care takers and role models, they also initiate and push for the actualization of project and programmes they perceive are beneficiary for the community.

Possible Answers Self- Assessment Exercise 3

1. Thrift or credit groups are groups formed with the intention of improving the standard of living of their members in the community.
2. Thrift societies serve as banks in rural communities since they assist members to keep their savings which they only collect at the end of the year. Also, contributing members have the privilege of loans without interest in times of need. The interest that accrues from lending to non-members and other financial assistance from other philanthropic organisation outside the community and non-governmental organizations are used for the execution of sustainable rural development programs

UNIT 4: OBSTACLES TO COMMUNITY DEVELOPMENT

Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcome
- 4.3 Financial cum Political Obstacles
- 4.4 Cultural cum Social Obstacles
- 4.5 Leadership cum Managerial Obstacles
- 4.6 Summary
- 4.7 References/ Further Reading/ Web Resources
- 4.8 Possible Answers to Self – Assessment Exercises



4.1 Introduction

Sons abroad, women association, thrift groups and age grades were considered and treated as part of mobilizers for community development. There are various factors that possess as obstacles to the actualization of development in a community. In this fourth unit of the fourth module, we shall be considering some of those factors under major sub headings of the unit.



4.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss various obstacles to community development.
- Analyse factors that impede the success of developments in communities
- Demonstrate how several factors negatively impact community development
- Evaluate the impact of these obstacles on community advancement.



4.3 Financial Cum Political Obstacles

A major obstacle to community development is the lack of funds to initiate and implement programmes that would meet the need of the rural community in terms of the provision of social and infrastructural facilities. Lack of funds remains a major challenge faced by communities in the course of achieving a successful community development project. Insufficient funds have prevented many good ideas that have been developed in communities. The income level of people in many communities is low. As a result the ability of the people to generate fund to sponsor projects is greatly affected. Thus, many envisioned community projects remains unattainable.

4.3.1 Political Obstacles

Politic considerations often affect the siting of some public projects and also affect public support for some community projects. The Implementation of the development program itself is also affected by politics.

Self – Assessment Exercise 1

1. How does lack of sufficient funds effect community development?
2. What is the possibility of politics constituting a challenge to community development.

4.4 Cultural Cum Social Obstacles

The lack of understanding with regards to different social backgrounds could give rise to inappropriate strategies. A community is a complex system of interrelationships “woven across social differences, diverse histories, and cultures, and determined in the present by political and social trend. Lack of understanding of cultural diversity could create a lot of hurt feelings because of a poorly handled issue. A leader must seek to learn more about the different aspects of conflict resolution. Another major reason why leaders should study cultural diversity is based on the realisation that diversity is an asset rather than a liability. In fact, diversity should be considered as an important component of collaborative leadership. At first glance, diversity seems to be a liability

considering for instance the language barriers and other problems caused by different beliefs and values. However, if the leader could help team members set aside their differences, then, the leader could harness a pool of talent comprised of different skills set and different worldviews. Diversity does not only mean racial difference but it could be about the social and economic background of the members of the community.

Lack of community participation is also a social obstacle that negatively affects the development of a community. The success of most community development projects depends on community participation. The problem of vandalism and abandonment of projects occurs when communities do not understand the project as a result of non-inclusion in the decision making process of initiation and implementation of projects and programs. The mechanistic nature of decision taking and non-involvement of the community in decision making process for project initiation and implementation incapacitates the potentials of the communities. Top-down approach of decision making and project initiation typifies not only donor-driven, and limited in nature, but tend to undermine the benefiting communities. Particularly, communities are hardly involved at the policy design or implementation stage, this excludes them as participants and stakeholders in such plans, programs and projects.

Discrimination against women from holding leadership positions will possess an obstacle to community projects and community development. Gender bias in community leadership adversely inhibits success in community development projects. Women possess the necessary skills and capacity to deliver good programmes in the community, and effectively accomplish community development projects. Women's leadership relates more to a holistic and bottom-up approach in developing the community. This approach has a greater success and impact on community development compared to the top-down approach commonly utilized by male community leaders.

Many communities do not understand the socio-environmental consequences or implications of the projects that they initiate. As such many of such projects do not survive.

Again, when the impact of projects on the community is minimal as a result of poorly implemented projects that do not survive thereby leaving the people in excruciating poverty.

Armed conflicts in certain communities ranging from ethnic, communal, and religious issues also hinder many community projects. It creates the absence of an enabling environment for sustainable development in such community.

Self-Assessment Exercises 2

1. What is the difference between cultural and social obstacles to community development ?
2. How can discrimination against women pose an obstacle to community development.

4.5 Leadership Cum Managerial Obstacles

The characteristics of community leaders can contribute or influence the success of community development projects or programmes. Fisher (2005) stated that the characteristics of leaders have significant impact on community development. The importance of leader's characteristics in community development effort cannot be overemphasized. Actual participation of community leaders in the execution of community development projects could be a strong indicator for the progress of the project.

Cultural diversity and conflicts within members of a community hinders the success of development in communities. It is an example of ineffective leadership a leader designs a plan without consulting other members of the community. There is a great chance for success if the leader consults all stakeholders, especially in a community that is a melting pot of cultures. It is therefore important for leaders to study how to diffuse the tension and conflicts within culturally diversified teams. It is inevitable for conflicts to occur because of their different views; nevertheless, leaders must have an insight into the dynamics of internal relationships within a members of a community.

Sometimes Leadership crises exist in certain communities such as, fund misappropriation thereby impeding the progress and further development of community projects.

Self -Assessment Exercise 3

1. How does leadership affect the development of communities?
2. How does poor management affect the development of communities?

4.5.1 Managerial Obstacles

Problem of loss of control over development process do occur because of lack of understanding and utilization of the project by the benefiting communities. Many community development projects are without adequate planning. They lack the needed proper cost estimate and structural designs.

The lack of expertise in maintenance services often renders some community projects diminished in value and dead. Thereby leading to a waste of resources.

The problem of implementation. Arising from poor supervision also exists and constitutes one major problem to community project execution. Obot (1989) asserts that many development policies are poorly implemented due to poor supervision. Thus, some water taps project in many communities remain unfunctional since after their installation.



4.6 Summary

In this unit we have successfully considered various factors that constitute obstacles to community development and the negative impacts of these various factors against the advancement of a community.



4.7 References/ Further Reading/ Web Resources

Ibrahim,O. and Ebiloma J.A (2001) Principles and practice of community development in Nigeria. Aboki Publishers, Makurdi-Benue State Nigeria.

Bolton, B. (1991), “Developing Local Leaders: Results of a Structural Learning Experience”, *Journal of the Community Development Society*, Vol. 22 No. 1, pp. 119-143. Ekong, E. E. (2010), *Rural Sociology*, 3rd ed., Dove, Uyo. Fariborz, Aref; Ma’rof, R. and Zahid, Emby. (2009), “Assessing Community Leadership Factor in Community Capacity Building in Tourism Development: A Case Study of Sairaz, Iran”, *Journal of Human Ecology*, Vol. 28 No. 3, pp. 171- 176. Farinde, A.J., Okunade,

Fisher, D.K. (2005), “Characteristics of Effective Leaders in Economic Development: An Exploratory Study”, available at: <http://www.allbusiness.com/human-resources/employee-development-leadership/1052513-1.html>

E.O. and Laogun, E.A. (2004), “Community Perception of Women Occupying Leadership Position in Rural Development Projects of Osun State, Nigeria”, *Anthropologist*, Vol. 6 No. 4, pp. 273-278

Udensi, L.O, Udoh, O.S Gibson, Daasi L.K, & Igbara, F.N (2012) Community leadership and the challenges of community development in Nigeria: The case of Boki local government area, Cross River State . *International Journal of Development and Sustainability* .Online ISSN: 2186-8662 – www.isdsnet.com/ijds Volume 1 Number 3 (2012): Pages 912-923 ISDS Article ID: IJDS12100302



4.8 Possible Answers to Self-Assessment Exercises

Possible Answers to Self-Assessment Exercise 1

1. Finance remains the unarguable essential oil the lubricates the engine of community development activities. Insufficient funds or the complete lack of it prevents many good ideas from being developed in communities. Thus, many envisioned community projects remain unattainable.
2. Politics more often than not determines the citing of community development project, the kind of project to be executed and the budget that would be cater for the project. When politics have such influence on community development projects, the chances that such project not basically being what the community desperately needs are possible.

Possible Answers to Self-Assessment Exercises 2

1. While cultural obstacles bothers majorly on obstacle arising from the cultural diversity of the various persons within the community, social obstacles encapsulates a wide range of other factors occurring within the society with the capacity of preventing development of communities.
2. Discrimination against women results in the prevention of women from holding leadership positions which poses an obstacle to community projects and community development because gender bias in community leadership adversely inhibits success in community development projects. Women possess the necessary skills and capacity to deliver good programmes in the community, and effectively accomplish community development projects. Women, leadership relates more to a holistic and bottom-ups' approach in developing the community.

Possible Answers to Self-Assessment Exercises 3

1. Isolated leadership that fails to carry the people of the community along in the decision and planning of projects could create dissatisfaction and deprive the people of a sense of belonging, this could also refrain members of the community from given their support for the success of the project.
2. Poor management of funds as well as poor management of men and materials negatively impact on the quality and type of project leading to underdevelopment of a community.

UNIT 5: ELEMENTS OF COMMUNITY DEVELOPMENT AND SOLUTIONS TO COMMUNITY DEVELOPMENT CHALLENGES

Unit Structure

5.1 Introduction

5.2 Learning Outcomes

5.3 Elements of Community

5.4 Solutions to Community Development Challenges

5.5 Nature of Community Development

5.6 Summary

5.7 References/ Further Reading/ Web Resources

5.8 Possible Answers to Self- Assessment Exercises



5.1 Introduction

Various obstacles to community development were discussed in the previous unit. Can any settlement in a society be called a community? We shall find out in this unit, as we shall be considering those significant factors that typifies a community and explain certain measures considered as solutions to challenges mentioned in the previous unit.



5.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss elements of a community

- Analyse factors that distinguish a community from a settlement
- Demonstrate how to manage challenges associated with community development
- Evaluate the applicability of solutions proffered



5.3 Elements of Community

What elements are considered necessary in the determination of a community? There are certain elements that characterizes communities, this section shall highlight some of some elements that cuts across all communities.

A Group of People

A group of people is the most fundamental or essential characteristic or element of community. This group may be small or large but community always refers to a group of people. Because without a group of people we can't think of a community, when a group of people live together and share a common life and binded by a strong sense of community consciousness at that moment a community is formed. Hence a group of people is the first pre-requisites of community.

A Definite Locality:

It is the next important characteristic of a community. Because community is a territorial group. A group of people alone can't form a community. A group of people forms a community only when they reside in a definite territory. The territory need not be fixed forever. A group of people like nomadic people may change their habitations. But majority community are settled and a strong bond of unity and solidarity is derived from their living in a definite locality.

Community Sentiment:

It is another important characteristic or element of community. Because without community sentiment a community can't be formed only with a group of people and a definite locality. Community sentiment refers to a strong sense of awe feeling among the members or a feeling of belonging together. It refers to a sentiment of common living that exists among the members of a locality. Because of common living within an area for a long time a sentiment of common living is created among the members of that area. With this the members emotionally identify

themselves. This emotional identification of the members distinguishes them from the members of other community.

Naturality:

Communities are naturally organised. It is neither a product of human will nor created by an act of government. It grows spontaneously. Individuals become the member by birth.

Permanence :

Community is always a permanent group. It refers to a permanent living of individuals within a definite territory. It is not temporary like that of a crowd or association.

Similarity:

The members of a community are similar in a number of ways. As they live within a definite locality they lead a common life and share some common ends. Among the members similarity in language, culture, customs, and traditions and in many other things is observed. Similarities in these respects are responsible for the development of community sentiment.

Wider Ends:

A community has wider ends. Members of a community associate not for the fulfillment of a particular end but for a variety of ends. These are natural for a community.

Total organised social life:

A community is marked by total organised social life. It means a community includes all aspects of social life. Hence a community is a society in miniature.

A Particular Name :

Every community has a particular name by which it is known to the world. Members of a community are also identified by that name. For example people living in Odisha is known as Odia.

No Legal Status:

A community has no legal status because it is not a legal person. It has no rights and duties in the eyes of law. It is not created by the law of the land.

Size of Community:

A community is classified on the basis of its size. It may be big or small. Village is an example of a small community whereas a nation or even the world is an example of a big community. Both the type of community are essential for human life.

Concrete Nature:

A community is concrete in nature. As it refers to a group of people living in a particular locality we can see its existence. Hence it is concrete.

A community exists within society and possesses distinguishable structure which distinguishes it from others.

Self -Assessment Exercise 1

1. Mention five elements of a community.
2. Explain any two of the elements mentioned above

5.4 Solutions to Community Development Challenges

Community development cannot be achieved in isolation. In view of the importance of the people, it is essential that the community be involved in every phase of the project ranging from the initiation, planning, decision and execution phases of the project. They must be deeply involved in their community development.

The government should provide Community education holistically for the development of communities rather than concentrate only on rehabilitation of physical structures in such area as agriculture, health, adult education, environmental , cooperative and enterprise development.

The provision of empowerment to the people is essential through skill acquisition, etc. to enhance the growth in people's capabilities and productivity.

Government must provide a good communication network with the communities'. Such as communication channels with town and village unions, women and men groups, youth groups, cooperative societies and other community organizations etc. This will promote fast and effective spread of information regarding community programs and project between it, the community and external agent.

A Bottom –Up Strategy such as Participatory Rural Appraisal should be employed to enhance the full participation of communities in problem identification, solution, planning and implementation in identifying communities' problems and proffer appropriate solution to facilitate sustainable development.

For community development to be attained it is essential that community projects generate employment and fair income distribution. Therefore, each project should provide for the effective use of the manpower of the community so as to provide the people the power to earn good living and improve their living standard.

The environment of the community should also be protected from harmful waste and pollutions so as to avoid the degradation of the community as a result of community project implementation

Self -Assessment Exercise 2

- | |
|--|
| 1. Outline four solutions to community development |
|--|

5.5 Nature of Community Development

Community Development is an evolutionary way of change from the traditional life to the progressive way to life. We shall be considering community development under the following aspects;

- Community Development as a Process
- Community Development as a Method
- Community Development as a Program

- Community Development as a Movement

Community Development as a Process

Community Development is a process from one condition to another. It is an evolutionary state of change from lower point to the upper. It is the process of total development of man in a community is the motivation of people towards change in their behavior and mental growth. Thus, it can be easily said that C.D is a process of emphasizing social as well as psychological change in human social life.

Community Development as a Method

Community development as a method of practical work in the community people is involved in it to bring change and development in the community. It is a method of improvement and progress in which the social organizer play an important role. Social worker goes to the communities met with people and aware them about the socio economic backwardness and its causes in the locality. So, C.D as a method uses by the social organizers to bring people together and work collectively for the improvement and progress of community.

Community Development as a Program

It is a set of procedures and having its rules and regulation in the form of programs. There programs are involved in the better improvement of the community people in various sectors. Different programs are working to achieve a variety of specific change and development in community. The community program tries to meet the basic needs and requirements of the people. Basically community development program activities are as under:

- Physical improvements, such as roads, housing, sanitation, drainage, system and farming etc
- Functional activities are health, education, protection, recreation etc
- Social activities including group discussion cooperation, work together, self reliance etc

Community Development as a Movement

It is the gradually change in behaviour, belief, mental horizon and motivation towards change in human life. As a movement, it is the persuasion of masses to become self reliance and work for the betterment of community. This movement is imposable without the help, cooperation and coordination and also active participation of the

people in community programs. When the people identify the need of program as their own, then the process of development starts with full zeal and progress. In this way the process of community development takes place as a movement from lower stages to the peak point

Self -Assessment Exercise 3

1. Explain the concept of community development as a process
2. Explain the concept of community development as a method



5.6 Summary

In this unit elements of a community was considered alongside solutions to Community Development Challenges and the nature of community development.



5. 7 References/ Further Reading/ Web Resources

Brennan, M. A. 2005b. "*Empowering Your Community: Stage 3, Goal Setting and Strategy Development.*" *EDIS*. Gainesville, FL: Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. Publication number: FCS 9213.

Brennan, M. A. and C. Regan. 2005. "*Empowering Your Community: Stage 2, Organization of Sponsorship.*" *EDIS*. Gainesville, FL: Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. Publication number: FCS 9212.

Ibrahim,O. and Ebiloma J.A (2001) Principles and practice of community development in Nigeria. Aboki Publishers, Makurdi-Benue State Nigeria.

Problems and prospects of community development in Nigeria.
<https://infoguidenigeria.com/problems-prospects-community-development-nigeria/>



5.8 Possible Answers Self- Assessment Exercise 1

1. Five elements of a community include
Definite locality
Permanence
Similarity
Particular name
A group of people
2. Particular Name :Every community has a particular name by which it is known to the world. Members of a community are also identified by that name.
Permanence : Community is always a permanent group. It refers to a permanent living of individuals within a definite territory. It is not temporary like that of a crowd or association.

Possible Answers Self- Assessment Exercise 2

- a. The provision of empowerment to the people
- b. Bottom –Up Strategy such as Participatory Rural Appraisal should be employed to enhance the full participation of communities
- c. Provision of good communication network with the communities’
- d. Provision of holistic community education

Possible Answers Self- Assessment Exercise 3

Community Development is a process from one condition to another. It is an evolutionary state of change from lower point to the upper. It is the process of total development of man in a community is the motivation of people towards change in their behavior and mental growth. Thus, it can be easily said that C.D is a process of emphasizing social as well as psychological change in human social life.

Community development as a method of practical work in the community people is involved in it to bring change and development in the community. It is a method of improvement and progress in which the social organizer play an important role. Social worker goes to the communities met with people and aware them about the socio economic backwardness and its causes in the locality. So, C.D as a method uses by

the social organizers to bring people together and work collectively for the improvement and progress of community.

MODULE 5

UNIT 1: Role of State Government in Community Development

Unit Structure

- 1.1 Introduction
- 1.2 Learning Outcome
- 1.3 Interface of Local and State Governments in Community Development
- 1.4 Consideration of a Rural Coordinating Agency
- 1.5 Skill/Technique Intervention by State Government
- 1.6 Summary
- 1. 7 References/ Further Reading/ Web Resources
- 1.8 Possible Answers to Self -Assessment Exercises



1.1 Introduction

In this first unit of the last module, we shall be considering the link between the State government and local government viz a viz community development. It is unarguably true that community development takes place at the grassroot level but can it be divorced from the intervention of the state government? We shall be considering this in this chapter and further consider the role of a coordinating agency and how it would foster the link between the local and state levels of government.



1.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss the role and areas of intervention of State government in community development
- Analyse the importance of a coordinating agency in the success of the development of a community.
- Demonstrate the need for community involvement in community development plans
- Evaluate the essence of engaging traditional rulers in community development plans and activities.



1.3 Interface of Local and State Governments in Community Development

How does the local and state government interface for the benefit of achieving development in any community? Although the local government councils are closer to the grassroot and make policies and programmes that affect the lives of the rural communities, local governments in Nigeria are still under the supervision and control of the state Governments. The 1999 Constitution empowered the state government to create the enabling environment for local governments under it to operate. The fact that functions of local government are specified suggests that it is the management model of development that is adopted. Currently, the function of local government can grossly be classified into three. First, are the extractive, regulatory and controlling functions, for example, collection of rates and the maintenance of law and order. The second is the power of local governments to engage in economic activities and the third category deals with the services that local governments are expected to render to the people. Yahaya (1979) argues that the functions of local governments tend to emphasize their control rather than their distributive function.

The local government also serves as the agency through which the Federal and State Governments touch the lives of the people. At the local level, the practice of democracy is much nearer the ideal than at the State or Federal levels. The local government ward is in most places, small enough for regular meetings. This suggests that at ward level, the immediate and pressing needs of the people can be identified. The modality to be adopted for solving identified problems, the human and material resources available could also be enumerated. Therefore, planning for community development can thus begin at the ward level. This implies that local governments can mobilize community members at the ward level to partake in community development programmes. The wards can recommend community members for training and can help in the mobilization of financial resources for development programmes.

The local government as presently constituted are divided into wards each with a representative in the legislative council. Councilors can work with ward and local government representatives to aggregate the demands of the rural communities. Such an arrangement would enable councilors to make meaningful contributions into local government annual budgets. This arrangement would ensure that local government funds are channeled to meet the basic need of the people. Members of the rural communities are thus involved on the planning of programmes that affect their lives. Planning becomes bottom up as plans are designed by the people at the grassroots level. This arrangement effectively mobilizes the community for participation in the development programmes they see as their own. The local governments are also likely to work with their people without direct control exercised over them by the state governments.

1.3.1 Role of the Community

What role does the community play in her development? The local government wards have a sizeable population which can often be brought together to decide on community matters, this however, does not rule out the fact that differences do exist when it comes to proffering solutions to problems or selecting representatives to serve in committees or recommending people for training. the situation is more delicate where partisan politics is in practice. For effective community participation, there is still a need to harmonies the various interest groups at ward and local governments levels. Although people differ in opinion ,there are still certain bonds that hold people together in rural communities. These include, respect for traditional authority, religion, development associations, etcetera. The 1999 Constitution does not assign any official role to the traditional rulers. At the local government level, there is no denying

the fact that traditional rulers still wield some forms of influence among their people. It is therefore, advisable for ward and local government representative committees to consult with traditional rulers for effective mobilization of the rural community.

Where the people of the rural community are involved in the provision of human and material resources to solve their pressing needs, their enthusiasm is aroused and sustainability of programmes guaranteed. The people equally have the benefit of improving on their traditional methods of getting things done.

Self -Assessment Exercise 1

- | |
|---|
| <ol style="list-style-type: none">1. What is the role of the local government in community development?2. Why is it important for a host community to be carried along in the development of their community?. |
|---|

1.4 Consideration of a Rural Coordinating Agency

Are rural coordinating agencies still obtainable in our communities? In cases or situations where they exist, what roles do they play in achieving development? State government ought to perform the function of co-ordination of all the activities of local governments and other related institutions with a role in rural development. State government should develop a rural development institution which is assigned the powers of coordination of activities of all institutions engaged in rural development. The involvement of a state government in the policy making process of the rural development institution ensures that the rural development institution is politicized to enable the rural development programmes to be accepted as a political cause which must be fulfilled.

However, a coordinating/ development agency for rural development cannot function effectively if the officials of such an agency do not undergo a process of socialization to ensure that they thoroughly imbibe a rural development philosophy. Such a process would modify and regulate the over bearing influence of the state bureaucracy in development programmes for the rural sector. The function of state officials would thus be limited to teaching, persuasion, leading, encouraging and advising people on how to achieve set goals. The people are thus given the opportunity to define methods provide local material and personnel. For the rural development agency to be effective, it would exercise some measure of control over the local government as it relates to the execution of projects. Some of these areas of control may require the transfer of control from state

ministry of local government to the coordinating agency. Under the supervision of a state governor, the rural agency would acquire the necessary flexibility to monitor and provide assistance to local governments for effective mobilization of the rural community. The development agency can through the local government collate all the identified needs of the rural communities and coordinate activities.

Self -Assessment Exercise 2

1. How can the creation of rural coordinating agency contribute to the development of a community.
2. Why should State government be involved in the policy making for rural development in a community?

1.5 Skill/Technique Intervention by State Government

When new techniques are to be introduced, members of benefiting communities should be selected for training by the state government in order to enable them understand new techniques and methods. Trained rural personnel and technical staff of the directorate can then be deployed to the rural areas for dissemination of the new ideas and technique. They are then in the position to reflect carry out minor repairs without reference to the agency.

To ensure easy acquisition of skills and techniques by members of the community, the state government can through the agency encourage the acquisition of appropriate technology rather than sophisticated modern technology. The agency should retain the power to reject equipment and technology considered irrelevant to local needs. It should have the power to determine the type or kind of technology most suited to rural areas. The agency should also act in advisory capacity to the local governments on ways of sourcing for funds and other materials secured from the Federal and State Government and other donor agencies.

Self- Assessment Exercise 3

1. List two ways in which a state governments can intervene in the development of a community.



1.6 Summary

Diverse aspects if interventions are considered germane for the successful development of a community. In this unit, the roles and intervention of the state government, the community and even a proposed coordinating agency have been considered. The intervention of all these aspects plays significant roles in the successful and sustainable development of a community.



1. 7 References/ Further Reading/ Web Resources

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.
Yahaya(1979)

<https://www.civskkenya.org/about-us/our-blog/117-definition-of-community-and-the-purpose-of-community-development>

https://www.opportunitylouisiana.com/docs/default-source/community-development-toolkit/lcn_module_1_overview.pdf?sfvrsn=2



1.8 Possible Answers to Self- Assessment Exercise 1

1. The local government also serves as the agency through which the Federal and State Governments touch the lives of the people. The government at the local level has the opportunity mobilize community members at the ward level to partake in community development programmes.
2. It is important for community members to be engaged in the development of a community because as sole beneficiaries of the development programmes, their acceptability of development plans for the community would ensure the sustainability of the project. Community members would also give all support needed for the success of any projected when they are carried along.

Possible Answers to Self- Assessment Exercise 2

1. It would help in the coordination of the rural communities especially in the aspect of harvesting their needs. It would also serve as the link with local governments in the execution of projects.
2. The involvement of a state government in the policy making process of the rural development institution ensures that the rural development institution is politized to enable the rural development programmes to be accepted as a political cause which must be fulfilled.

Possible Answers to Self- Assessment Exercise 3

1. Through the deployment of technical persons from the state to the community and through the organization of trainings for persons from the community.

UNIT 2: BUILDING SOCIAL CAPITAL

Unit Structure

- 2.1 Introduction
- 2.2 Learning Outcomes
- 2.3 Social Capital
- 2.4 Community Developers
 - 2.4.1 Development Ready Community
- 2.5 Aspects of Community Development
- 2.6 Summary
- 2.7 References/ Further Reading/ Web Resources
- 2.8 Possible Answers to Self-Assessment Exercises



2.1 Introduction

This unit focuses on an important aspect of community development and social change that has been given less attention. There is a foundation upon which community development is built, that foundation albeit invisible, is the foundation of social capital. What

then is social capital? In this unit we shall be considering the relevance of building social capital for proper community development, various aspects of community development, identification of development ready communities and examine what is meant by community developer.



2.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss the concept and relevance of social capital
- Analyse the essence of a community developer
- Demonstrate various aspects of community development
- Evaluate the implication of economic development on the development of a community.



2.3 Social Capital

What does social capital as applied to a community connote? Social capital is characterized by shared trust, shared norms and values, reciprocity, cooperation, social cohesion, volunteerism, mutual benefit, neighbourliness, and a variety of other conditions that relate to relationships between and among individuals and the organizations through which they conduct the civic business of the community. There are three types of social capital—bonding, bridging and linking. Bonding social capital concerns relationships among family members, friends or ethnic groups, groups with which there is a personal familiarity. Bridging social capital represents relationships across ethnic groups, the workplace, or a neighbourhood, with people having shared interests or characteristics but limited personal interaction. Linking social capital represents relationships across different social classes, the world on a more global scale, or groups where one segment has power and influence and the other does not. Social capital, unlike other forms of community capital, does not get used up, and in fact, the more it is used, the more of it is generated. Social network analysis is the mapping and measuring of community relationships to reveal community strengths as well as areas for improvement. Mapping can span the entire community or apply to specific sectors. It has been used to identify relationships in the criminal underworld, to identify members of volunteer networks, to determine available expertise in various medical fields, and to examine a network of farm animals to analyze how disease spreads. With regard to the community development process, social network

mapping is useful in identifying stakeholder groups and community strengths, and in doing gap analysis. It is a tool for identifying areas where work is required to increase bridging and linking social capital. Measuring social capital is difficult at best but its presence can be sensed when there is substantial achievement in physical, financial and human capital. A list of questions found in the Appendix can be used to consider whether social capital exists and at what level. If the answer is negative, the community should consider actions that will build social capital.

Self-Assessment Exercise 1

1. Mention three types of social capital and explain the meaning of social network analysis
2. Define the concept of social network mapping.

2.4 Community Developers

Positive change in the community is driven by many factors and is best accomplished through a holistic approach to organizing, planning and implementing change. The professional community developer must be skilled in ways and means to identify and organize local leadership, engage the public, identify critical issues, plan strategically, and implement an action plan. This can include community assessment, strategic planning, organizational development, leadership development, economic development, public and private development financing, land use planning, and research (Vincent 2006). The professional must be able to motivate people and to facilitate an environment where people take ownership of their community and are empowered to help themselves. This knowledge must be grounded in the theoretical frameworks of community development values, beliefs and principles so that the reasons for doing things a certain way make sense. For example, the need to include all stakeholders in the community in the visioning process is much easier to understand and embrace when one understands the belief that “people have the right to participate in decisions that affect them and the right to strive to create the environment they desire.” Community developers do not promote specific programs, remedies, or actions. Instead, the community developer focuses on the processes that increase civic capacity, opens doors for increased citizen participation, and develops in people the ability to give purposeful direction to their own future.

2.4.1 Development Ready Communities

The community development process is the equivalent of a ship's rudder, an explorer's compass, or a traveller's road map. It is what guides and directs and keeps a community on its chosen course. Without the community development process, a community will at best achieve only a portion of its potential. At worst, the community will flounder or perish. In between are communities that are good but could be exceptional if they were only ramped up to take advantage of opportunities either created internally or encountered externally. Community development is the one initiative that is entirely under the control of local citizens and the one initiative that creates community capital for current and future generations. Community development must first be learned and then practiced. Community leaders should seek to increase their personal knowledge of the development process and then commit to applying that knowledge within the community.

Self -Assessment Exercise 2

1. Explain the focus of a community developer
2. What are the major factors that determines the readiness of a community for development

2.5 Aspects of Community Development

To some people, development is all about creating jobs, the community comes into play only when it positively or adversely affects the decision-making process of a relocating company or site consultant. Only in recent years have economic developers begun to recognize the importance of community development and its relationship to economic development.

Economic Development

At the heart of economic development is money and the creation of wealth through the exchange of money for goods and services. The goal of economic development is to export goods and services from the community so that external dollars come inside, and to prevent local dollars from “leaking” outside the community when spent for external goods and services.

Most people associate economic development with attracting new businesses to the community, such as the announcement of a new manufacturing facility. In recent times, economic development has been expanded to include retention and expansion of existing businesses, small-business development, entrepreneurship, and sector development such as tourism and retirees. Given the emerging challenges of the global economy, work force development is being added to the list of economic development concerns.

Community Development

Community development, as defined here, is the act of growing, expanding or making more effective groups of people who share common interests. The practice of community development is based upon a prescribed set of assumptions, values and beliefs and is practiced according to a set of principles that guide action and conduct. Community development is process based, takes a much longer view than traditional economic development, and should be entirely controlled by local leaders and citizens. The most successful communities are often those where economic developers and community developers join together to effectively execute programs that spring from a community development process— communities where both disciplines value the contribution and function of the other and apply them holistically to the community. Successful community development will make the community attractive to executives looking for a new business location or to young entrepreneurs looking to build a company from the ground up. It will create a quality of life that is attractive to current and potential residents of all ages and interests. Community development is not a task that a community undertakes when it finds itself on the short list for a new business facility. It is a process that prepares communities to be ready when opportunity knocks.

Leadership Development

Before leaving the discussion of various aspects of community - based development, mention should be made of the importance of leadership development. A community's success or failure to achieve its collective potential is largely a function of leadership, and the extent to which local leadership is willing to change when faced with new circumstances. Leadership must be willing to collaborate rather than compete, to be inclusive rather than exclusive, and to serve as well as lead. Successful leadership development is the mechanism through which today's successes will be sustained into the future. Leadership is the linchpin that maximizes the success of all community efforts and initiatives.

Self -Assessment Exercise 3

1. Mention three aspects of community development
2. Explain any one of the aspects mentioned above.



2.6 Summary

This unit discussed the building of social capital which is fundamental in the course of engaging in activities that builds up to development in a community. The unit exposed readers to pointers of a development ready community and the identification of who a community developer is. It is identified in the unit that economic development has a far-reaching effect on community development, other aspects of development considered are the leadership and development aspects of community.



2. 7 References/ Further Reading/ Web Resources

Harambos, M. & M. Holborn, (2004). *Sociology: Themes and Perspectives*. 5th Edn. London: Collins.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.
https://www.opportunitylouisiana.com/docs/default-source/community-development-toolkit/lcn_module_1_overview.pdf?sfvrsn=2

<https://www.civskkenya.org/about-us/our-blog/117-definition-of-community-and-the-purpose-of-community-development>



2.8 Possible Answer to Self- Assessment Exercise 1

1. Three types of social capital are bonding, bridging and linking

- 1b. Social network analysis is the mapping and measuring of community relationships to reveal community strengths as well as areas for improvement.
2. Social Network Mapping is a tool for identifying areas where work is required to increase bridging and linking social capital; is useful in identifying stakeholder groups and community strengths, and in doing gap analysis.

Possible Answer to Self- Assessment Exercise 2

1. A community developer focuses on the processes that increase civic capacity, opens doors for increased citizen participation, and develops in people the ability to give purposeful direction to their own future.
2. Community development must first be learned and then practiced. The disposition of a community leader to seeking personal knowledge of the development process and the commitment to applying that knowledge within the community determines a development ready community.

Possible Answer to Self- Assessment Exercise 3

1. Three aspects of community development
 - Economic Development
 - Leadership Development
 - Community Development
2. Economic aspect of community development has the goal of exporting goods and services from the community so that external cash flows inside the community, and to prevent local cash from “leaking” outside the community when spent for external goods and services. It involves attracting new businesses to the community, such as the announcement of a new manufacturing facility, expansion of existing businesses, small-business development, entrepreneurship, and sector development.

UNIT 3: COMMUNITY DEVELOPMENT PRACTICE

Unit Structure

3.1 Introduction

3.2 Learning Outcomes

3.3 Process

3.4 Process of Community Development Explained

3.5 Outcomes

3.6 Summary

3.7 References/ Further Reading/ Web Resources

3.8 Possible Answers to Self-Assessment Exercises



3.1 Introduction

In unit two of this module, we considered the concepts of social capital and community developers. The practice of community development is about process and outcomes. Both are equally important and one should not be favoured over the other. Without process, the desired outcomes may be diminished or unrealized. Without successful outcomes, the process can be devalued or abandoned. Successful communities understand the role and contribution of each of the process involved in the development of a community.



3.2 Learning Outcome

At the end of this unit, you should be able to;

- Discuss the meaning and implication of ‘Process’ in community development
- Analyse the various steps embedded in process as it applies to community development.
- Demonstrate the tripod that makes up the community development framework
- Evaluate how the ‘outcome’ of the community development can be achieved and further sustained.



3.3 Importance of Process in Community Development

How necessary is it to observe processes in the course of community development? Community development is based upon the belief that people can work together to shape their own destiny if given the opportunity to participate in a free, open and non-threatening environment. Community development is not easy and requires people with specific knowledge and skills to facilitate the process. It is a process through which people develop the ability to collectively help themselves and reduce reliance on external resources. Process includes a set of steps to guide problem solving, program planning and task completion in the course of community development. Outlining process involved in the course of community development provide fore sight to threats and challenges that may arise and more importantly, provides mitigating plans to forestall the occurrence of fore sighted challenges. Community development practitioners subscribe to a basic process but with minor differences. The basic

steps and a series of questions to consider when planning and implementing the community development process are discussed below.

Self -Assessment Exercise 1

1. What is 'Process' in community development ?
2. What is the rationale for considering the development or mapping out of process in the course of community development?

3.4 Process of Community Development Explained

Organize

Establishing the organizing group for the community development effort can vary by community. It may be a new, independent organization created specifically to conduct a community development process in the community. If so, the new organization should have broad representation from many different community organizations and include a broad cross section of community leaders. As an alternative, the effort may come from within an existing organization such as the chamber of commerce or local economic development organization. If this is the source of the effort, it is important that this organization be inclusive and willing to seek out stakeholders that may not have existing relationships with the organizing group. Lastly, a political leader such as a mayor can initiate the effort but, as with the other possibilities, the leader must understand the value of including all stakeholders. The most successful development organizations are public-private partnerships that involve a blend of prominent citizens, religious and neighbourhood leaders, major community stakeholders, elected officials, and local business leaders. Once the organizing group has been formed, the group must determine if and to what extent a community development professional will be used. This is a critical decision and it often is based upon how much it will cost, if people can do it themselves, and if they feel they need someone from the outside. The decision should be based upon the individual needs and conditions of the community. Do the organizers understand the process of community development and how important it is that the values, beliefs and principles be incorporated into the process? Have they had experience with this or had training in community development, community assessment, development

financing, and other elements of community and economic development? If one or more issues divide the community, can the organizers serve as neutral facilitators who can focus on the process rather than the issues? Will the organizers be seen as unbiased and impartial? Every community is different and therefore the need to acquire professional services must be considered in light of community needs rather than as a purely financial issue.

Creation of the Mission Statement

Creation of the mission statement is important because it describes why the group was formed and what it intends to accomplish. It causes the organizers to specifically define the scope of the community to be addressed, which in turn will aid in the identification of key stakeholders. A mission statement declares the organizational purpose so that the chances of conflict with or duplication of efforts already undertaken by other organizations can be avoided. Once defined, this statement should keep the group focused and prevent it from expanding beyond or straying from its original purpose. A mission statement is simple, usually no more than one sentence, but descriptive of why the group exists. The organizers must also consider the resources that will be required to complete a community development process. Resources can be either financial or in-kind and come from internal or external sources. Seed money to jump-start the process can be provided by the organizers but long-term financing must be addressed. Resources could include grants from external sources but the community should always seek ways for self-funding so that it is not reliant upon external sources. Once the mission is defined, the identification of stakeholders is much easier. If the group is successful in its stated mission, who will be affected either positively or negatively? What roles should stakeholders play? How and when should they be involved? For practical reasons, inviting every citizen to every meeting will not be an efficient use of time or talent and can prevent detailed analysis and discussion of critical issues and the development of strategies. Initially, a representative group of citizens should be asked to participate and, as the process moves into other stages, the representative group can reach out to the broader community and involve other people in providing additional information, opinions, and ideas; asking questions; challenging the status quo; and approving the final plan and helping implement it. Once a structure is in place for developing and implementing the action plan, there will be ample opportunity for citizens to serve on subcommittees, task forces, or project teams.

Analyze

Before beginning work, it is important to identify the current community environment. There are various methods for collecting and analyzing information but a common first step in conducting an environmental scan is the completion of a community profile. This is a statistical overview of past and present demographics of the community (income, population, education, sector employment, etc.). Other approaches include community surveys such as a business opinion survey that samples local businesses and seeks opinions about local government, work force needs, or infrastructure. Citizen attitude surveys related to quality of life issues can augment surveys of specific sectors and provide a more comprehensive view of the community. Other methods include comprehensive studies, leadership workshops that examine all aspects of the community to identify critical issues, or a SWOT analysis (strengths, weaknesses, opportunities, and threats). The purpose of collecting information is to identify critical issues to be addressed and to identify those elements of the community that are positive and can be built upon. Surveys and other activities that compile the thoughts and attitudes of citizens are important but always should be reinforced with data. Data must be current, valid and reliable and made available in formats that are easy to understand and easily related to issues uncovered in the community surveys. This means that the organizing group must have access to data, have the skills to analyze it, and the ability to transform numbers into something that will engage the public.

Communicate

It is extremely important that an effective communications process be established to keep the lines of communication open with the public. This is essential if the process is to be inclusive and build trust. The process should include provisions to keep the general public informed but also include methods for members of the organizing group who represent specific stakeholder groups to keep their constituents informed as well. The local print, radio and television press should be involved but don't overlook public access cable channels, the Internet, and billboards. Look for avenues that reach the hard to reach—those with limited English or on a lower socioeconomic level, etc. Communications should be two-way. Look for ways to distribute information as well as to collect it. This could be a phone number or an e-mail that encourages people to submit ideas, comments, or questions about what is being done. Remember, however, that the only thing worse than failing to ask people for input is failing to act upon what is submitted. An effective communications plan provides for information management and

distribution to appropriate people or committees. Any action taken as a result of public input should be included in periodic reports to the public.

Plan

As information is gathered and analyzed, issues and trends will begin to emerge and it will be appropriate to expand the community organization. Additional organizations and citizens can become involved in addressing specific problems that are of direct interest to them and should be given the opportunity to serve on task forces or subcommittees that support the community development process. As soon as the organizing group has identified the critical issues and conducted a SWOT analysis, it can create a vision statement. The statement should be forward-looking and provide guidance and direction for the actions that will be taken to make improvements. A vision statement is usually one sentence that embodies the desired state of the community to be achieved over the next fifteen to twenty years. The statement should be realistic but challenging enough to result in the desired changes. Once the vision of the future is described, the organizing group should create a comprehensive strategic plan to support that vision. The strategic plan should be developed as broadly in the community as possible with action teams targeting each of the critical issue identified in the SWOT analysis. The communications plan developed earlier should include mechanisms for chairs of the action teams to communicate and collaborate with one another. Ideas can be shared and linkages established across the community. Each action team should develop goals and objectives and set up tasks and milestones that lead to achievement of the main objective. Each objective should include measurable outcomes with associated timelines, designate individuals responsible for tasks, and identify financial and resource needs. As the process expands, the oversight organization can become unwieldy and difficult to manage. From the very beginning of the process, the community development professional or the organizing group should identify the leadership for a community development plan management team that will become a champion for the process as it grows and matures. These leaders may come from the organizing group, action teams, or other community organizations. Generally a group of seven to nine individuals should be identified and selected by the organizing group to form the plan management team. The team should reflect the public-private nature of the group and include representatives from each of the action teams. It is charged with acting on the organizing group's behalf and meets periodically to manage the ongoing process and keep it moving forward. The plan management team is also

important because it provides a cadre of leaders capable of stepping in when the community development professional's work is completed or when new leadership is needed.

Implement

Implementing the plan is where the rubber meets the road and is a crucial time when the plan management team needs to monitor the process closely. It is important for the public to see signs of progress so people do not become discouraged. For that reason it is important to build early successes into the planning process. Early success can be seen with activities that have a short timeframe for implementation or those that have high visibility or are popular with the vast majority of residents. Quick success can also occur with activities that have money or resources readily available and have a low risk of failure. Ensuring early success builds momentum, helps attract additional volunteers, and instills the belief that things are changing for the positive. When implementing the plan, utilize resources from within and outside of the community. Sustain the momentum by nurturing efforts, recognizing progress and communicating with the public. The plan management team should remain open to new issues or concerns that may emerge and to the creation of additional actions teams as required.

Evaluate

Planning is a dynamic process where change is not only required but is also healthy; review and evaluation of the goals and objectives are critical. Some activities will take less time than expected; others will take more. Some may have to be eliminated entirely based upon community circumstances. It is also likely that new objectives will be added to the plan as new information or needs are discovered. As such, the plan management team should utilize the "plan, do, check and adjust" elements of total quality management. The reviews should consider what is going well, what problems need to be addressed, and what the next steps should be to move the process along toward achieving the community's vision of the future.

Celebrate

Nothing creates success like success and the best way to enjoy success is to publicly celebrate it! An annual report and a public event to recognize progress is important but so are smaller celebrations at well-spaced times of the year. These events should provide recognition for all volunteers and citizens involved in the effort and publicize incremental progress toward the larger goal. Assure that all stakeholders and all generations in the community are included in the events. These events

should be used to strengthen the sense of community and build fun into the process. Volunteers will put in countless hours on behalf of the community and they will feel appreciated with food events, awards, recognition in the local paper, special t-shirts or hats, discount certificates, or other creative ways that say thank you.

Sustain

Like success, community development is a journey, not a destination. It is important that the original plan be reviewed and revised on a regular basis so that it remains relevant to the community. It is likely that not everything desired by the community could be included in the original plan and it keeps faith with the public when some of these items can be incorporated in new goals and objectives. With input from community stakeholders, the management team should take a fresh look at the strategic vision and action plan and modify it in light of the current environment. It is also important that the management team reach out to new leaders and institutionalize the process through volunteer or paid staff of community organizations. In order to sustain the original effort, long-term funding must be found and community leaders and citizens alike must seek ways to sustain the momentum and commit for the long-term.

Self- Assessment Exercise 2

- | |
|---|
| <ol style="list-style-type: none">1. Outline process involved in community development.2. Explain any one of the process outlined. |
|---|

3.5 Outcomes

Outcomes are the results of the community development process that increased the community's capital in a variety of areas—physical assets such as bridges, environmental assets such as natural resources, human capital such as a skilled workforce, and financial resources such as micro loan funds. All of these represent a physical increase in community capital that is visible and easily identified as a community asset. Another element of community capital is less visible but equally important. Social capital is the extent to which members of a community can work together effectively to develop and sustain strong relationships; solve problems and make group decisions; and collaborate effectively to plan, set goals and get things done. A successful community is well balanced in human, physical, financial, and environmental capital. Social capital as shown in the figure spans the sum of the other capital areas and is shown as foundational to them. This

is because social capital provides the capacity for achievements in the other areas. The more developed social capital is, the more likely it will facilitate success in the other areas and create a greater sense of community spirit.

3.5.1 Community development framework

Assumptions

Basic assumptions under the framework for community development include the following;

- People are capable of rational behaviour.
- Significant behaviour is learned behaviour.
- Significant behaviour is learned through interaction over time.
- People are capable of giving purposeful direction to their behaviour
- People are capable of impacting their collective environment to formulate a desired future.

Values

Values of the framework of community development include the following;

- All people have basic dignity.
- People have the right to participate in decisions that affect their current and future well-being.
- Participatory democracy is the superior method of conducting the civic business of the community
- People have the right to strive to create an environment they desire.
- People have the right to reject an externally imposed environment.
- Maximizing purposeful interaction and dialogue within a community will increase the potential for learning and development
- Implied within a process of purposeful interaction is an ever-widening concept of community.
- Every discipline and profession is a potential contributor to a community development process.
- Motivation is created through interaction with the environment

Principles

Principles involved the framework of community development are ;

- Self-help and self-responsibility are required for successful development.
- Participation in public decisionmaking should be free and open to all citizens.
- Broad representation and increased breadth of perspective and understanding encourage effective community development
- Methods that produce accurate information about the community are vital to the process
- Understanding and general agreement is the basis for community change.
- All individuals have the right to be heard in open discussion, whether in agreement or disagreement with community norms, and the responsibility to respect opposing viewpoints.
- Trust is essential for effective working relationships.

Self-Assessment Exercise 3

1. What does 'outcome' refer to in community development?
2. List the tripod of community development framework.



3.6 Summary

The importance of mapping out the process to be observed in the course of community development cannot be over emphasized. In this unit, we have considered the meaning of process as it applies to community development and analysis of the various steps embedded in the process. Also considered was the meaning of outcome as it applies to community development and the tripod of the community development framework.



3.7 References/ Further Reading/ Web Resources

Harambos, M. & M. Holborn, (2004). *Sociology, Themes and Perspectives*. 5th Edn. London: Collins.

Molton, D. & Thompson, G. (1995). *Order and change: Essays in comparative sociology*. New York: Wiley.

Philips, E.B. (1996). *City lights: Urban-suburban life in global society*. New York: Oxford University Press.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.

https://www.opportunitylouisiana.com/docs/default-source/community-development-toolkit/lcn_module_1_overview.pdf?sfvrsn=2

<https://www.civskkenya.org/about-us/our-blog/117-definition-of-community-and-the-purpose-of-community-development>



3.8 Possible Answers to Self- Assessment Exercise 1

1. Process refers to a set of steps to guide problem solving, program planning and task completion in the course of community development.
2. Because provide fore sight to threats and challenges that may arise and more importantly, provides mitigating plans to forestall the occurrence of fore sighted challenges. Community development practitioners subscribe to a basic process but with minor differences.

Possible Answers to Self- Assessment Exercise 2

1. Organise, creation of the mission statement, analyse, communicate, plan, implement, evaluate, celebrate and sustain.
2. Sustainance of community developments is the major key that can help members of a community to enjoy the development of their community. With input from community stakeholders, the management team should take a fresh look at the strategic vision and action plan and modify it in light of the current environment.

It is also important that the management team reach out to new leaders and institutionalize the process through volunteer or paid staff of community organizations. In order to sustain the original effort, long-term funding must be found and community leaders and citizens alike must seek ways to sustain the momentum and commit for the long-term.

Possible Answers to Self- Assessment Exercise 3

1. Outcomes are the results of the community development process that increased the community's capital in a variety of areas—physical assets such as bridges, environmental assets such as natural resources, human capital such as a skilled workforce, and financial resources such as micro loan funds
2. Assumptions, Values and Principles

UNIT 4: MOBILIZING FINANCIAL RESOURCES FOR COMMUNITY DEVELOPMENT

Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Strategies for Mobilizing Resources For Community Development
- 4.4 Corruption and Community Development
- 4.5 Community Day Celebration
- 4.6 Summary
- 4. 7 References/ Further Reading/ Web Resources
- 4.8 Possible Answers to Self- Assessment Exercise



4.1 Introduction

Various process observed in the course of community development and its framework were discussed in the previous unit. In this unit, financing community development shall be considered. Finances/ funds remains unarguably the oil that greases all community development activities; it is the bedrock and driver of community development without which there can be no form of community development whatsoever. Accordingly, in this unit we shall be considering the various options/ sources for the mobilization of resources for community development.



4.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss various source of finance mobilization for community development
- Analyse the implication of insufficient or lack of funds on community development
- Demonstrate the relevance of each of these sources of funds
- Evaluate the effectiveness of each source of funds



4.3 Strategies for Mobilizing Resources For Community Development

Ever wondered resources are mobilized for community development activities? Various avenues open for fund sourcing for community development are itemized and explained below

Levies

Levies is the oldest form of self-help approach for rural development. Under this approach, communities identify the project to execute based on 'felt need', make estimate of its cost and agree on the amount of levy to impose each category of the members of the community. Many important projects have been executed through this approach, such projects include roads, culverts, bridges, pipe-borne water, community centers e.t.c. As important as this approach

to community development is, the high handedness with which such levies are collected has been criticized. In some cases, houses of levy defaulters are broken into by association or union members who cart away valuable property and in extreme cases instruments of trade.

However, if handled effectively, levies are important sources of fund for community development. It is therefore important that community members are adequately sensitized and mobilized before the imposition of any levy. Levies should however, be reasonable, affordable and acceptable.

Conferment of Honours and Chieftaincy Titles

Some communities use the conferment of honours and chieftaincy titles to organize big ceremonies to confer honours and chieftaincy titles on their prominent sons and daughters and others from outside the community. Such occasions have become good forum for soliciting assistance towards specific projects.

Borrowing

Some communities could borrow from financial institutions and other financial intermediaries to execute revenue-yielding projects. However, the problem with this approach is that not every community or group is able to meet the stringent requirement that are often attached.

Joint Venture or Partnership Financing

Communities enter into joint venture agreements with private, corporate or institutional investors to execute projects that are economically viable in terms of revenue generation. This is not yet a significant means of mobilizing funds at the grassroots but it is a viable option.

Undertaking Projects that Attract Grants-In-Aid

There exist some governmental, non-governmental and international organisations and agencies that assist in rural development in one way or the other. Prominent among these are the UNICEF, WHO, World Bank and the UNDP.

Community Day Celebration

Community day celebration is a form of fund raising for community development that chooses a specific day of the year and tags it 'community day'. It is a day set aside for celebration during which prominent sons and daughters of the particular community, friends of the community, government officials and agencies as well as well-wishers are invited for the celebration. Such people are expected to make generous contribution to the community.

Self – Assessment Exercise 1

1. Mention five strategies of mobilizing finances in community a development for development.
2. Explain any of the two strategies mentioned above.

4.4 Corruption and Community Development

How deep does corruption eat into the fabric of community development? The rural communities are not immune to the corruption cankerworm. Nnonyelu (2000) as cited in Omale (2005) rightly noted that the umbrella grassroots institution for anchoring community projects, usually the Community Development Association (CDA) or town unions are bedeviled by certain glaring flaws. They are often characterized by extreme individualism, elitism, high handedness and sheer waste of resources.....challenges of misappropriation, fund diversion and outright embezzlement of community abound. There is therefore, the need for a new orientation in the management of community funds. Accountability should be the watchword. Judicious use of the resources of a community ensures speedy and timely completion of projects. Community members are more enthusiastic and convinced to donate money, time and service when they are certain that the resources of the community are prudently utilized.

Self – Assessment Exercise 2

1. How does prudent use of resources aid in the achievement of development in a community?
2. How does prudent use of resources aid in boosting the morale of members of a community?

4.5 Rural Banking Scheme and Community Development

To what extent does does rural banking scheme finance community development activities? Lack of funds is a major factor that hinders the initiation and implementation of projects that would meet the need of the rural community in the provision of social and infrastructural facilities. Since the early 80's, government have focused attention on improving income in the rural sector by providing credit facilities to the

communities through Rural Banking Scheme. The various schemes include the encouragement given to established banks to allow them establish their branches in the rural areas. There was also the Agricultural Credit Guarantee Scheme, Community Banks, Peoples Banks, Nigerian Agricultural and Credit Bank among others. Some benefit derived from the rural banking scheme include the provision of grants at minimal interest rates to match community funding to assist in the execution of minor projects. Rural Banking Scheme also had the advantage of enlightening the community on effective use of credit and other banking services in order to enhance individual and community production and development. In, addition, rural banking promotes grassroots community development by providing financial and other extension services to community members and rural clients. Rural communities have not been able to derive maximum benefits from the various rural banking schemes for several reasons. Firstly, most major banks are not encouraged to establish branches in the rural areas because of the high level of poverty prevalent in these communities. Secondly, the rural community is not adequately mobilized to effectively utilize the facilities provided by various institutions. Thirdly, as is with the case of other rural sector development programmes, the high level of bureaucratic arrangements that must be met in dealing with the financial institutions discourage the rural community dwellers who prefer to use the traditional or local financial institutions. Community development programmes thus rely mainly on local governments as main financiers. Over the years, there has been tremendous increase in revenue accruing to the local government councils.

Self – Assessment Exercise 3

1. How has the government improved the income in the rural sector.
2. What highlight factors that have deprived rural communities from being able to derive maximum benefits from the various rural banking schemes.



4.6 Summary

In this unit, we have successfully considered various strategies for mobilizing financial resources in a community for developmental

purposes, equally considered was the implication of injudicious use of community financial resources and its impact on the morale / enthusiasm members of the community. We further considered the intervention of the government in an attempt to improve the finance of members of the community in the rural areas as well as factors that results in their inability to leverage on the same rural banking scheme intervention.



4. 7 References/ Further Reading/ Web Resources

Harambos, M. & M. Holborn, (2004). *Sociology, Themes and Perspectives*. 5th Edn. London: Collins.

Molton, D. & Thompson, G. (1995). *Order and change: Essays in comparative sociology*. New York: Wiley.

Omale, I & Ebiloma J.A (2005) Principles and Practice of Community Development in Nigeria. Aboki Publishers Makurdi, Benue State

Philips, E.B. (1996). *City lights: Urban-suburban life in global society*. New York: Oxford University Press.

Richard, T.S. (2006). *Sociology*. 6th Ed. New York: McGraw Hill.

<https://www.civskkenya.org/about-us/our-blog/117-definition-of-community-and-the-purpose-of-community-development>



4.8 Possible Answers to Self- Assessment Exercises

Possible Answers to Self- Assessment Exercise 1

1. Five strategies of mobilizing finances in community a development for development are ;
 - Levies
 - Borrowing
 - Community day celebration

- Launching
- Conferment of Honours and chieftaincy titles

2. Explain any of the two strategies mentioned above.

Conferment of Honours and Chieftaincy Titles

Some communities use the conferment of honours and chieftaincy titles to organize big ceremonies to confer honours and chieftaincy titles on their prominent sons and daughters and others from outside the community. Such occasions have become good forum for soliciting assistance towards specific projects.

Borrowing

Some communities could borrow from financial institutions and other financial intermediaries to execute revenue-yielding projects. However, the problem with this approach is that not every community or group is able to meet the stringent requirement that are often attached.

Possible Answers to Self- Assessment Exercise 2

1. Prudent use of the resources of a community ensures speedy and timely completion of projects
2. Community members are more enthusiastic and convinced to donate money, time and service when they are certain that the resources of the community are prudently utilized.

Possible Answers to Self- Assessment Exercise 3

1. The government has improved the income in the rural sector by providing credit facilities to the communities through Rural Banking Scheme.
2. Factors that have deprived rural communities from being able to derive maximum benefits from the various rural banking schemes include;
 - High level of poverty in the rural communities;
 - Inadequate mobilization to effectively utilize the facilities provided by various banking institutions; and
 - The high level of bureaucratic arrangements that must be met in dealing with the financial institutions

UNIT 5: COMMUNITY CAPACITY BUILDING IN THE CONTEXT OF COMMUNITY DEVELOPMENT

Unit Structure

5.1 Introduction

5.2 Learning Outcomes

5.3 Community Capacity Building and Community Development

5.4 The Relationship between Community Capacity Building and Empowerment

5.4.1 Essence of Community Development

5.5 Strategies for Community Capacity Building

5.5.1 Extension Education Approach

5.5.2 Social Audit Approach

5.6 Summary

5.7 References/ Further Reading/ Web Resources

5.8 Possible Answers to Self- Assessment Exercises



5.1 Introduction

Various means of financing community development were analysed in the previous unit. In this unit, we shall be discussing capacity building in the context of community development and community assets. It goes without saying that capacity building dovetails with the concept of empowerment, thus we shall also be considering the relationship between capacity building and empowerment, all within the context of community development. The essence of community development, characteristics of a good community and the strategies for community capacity building would also be considered in this unit.



5.2 Learning Outcomes

At the end of this unit, you should be able to;

- Discuss capacity building in the context of community development.
- Analyse the different types of community assets
- Demonstrate relationship between community capacity building and empowerment
- Evaluate strategies for community capacity building



5.3 Community Capacity Building and Community Development

Does a relationship exist between community capacity building and community development? If yes, how, and at what point do they relate. Before elaborating the term community capacity building, let's try to understand the word 'capacity'. Generally, 'capacity' can be referred to as 'the doing abilities or 'power' to make things happen'. In community development contexts, the major components of capacity to leverage the process of community development are physical capacity (infrastructure and tangible resources), economic capacity (fund, credit, grant – financial resources), supporting

capacity (government policy and practice), and lastly, the community capacity. For the sake of discussion, let's say that the first three capacities in most situations are omnipresent, and usually they may not be within the control of the community. Only the community capacity that can be developed by the individual and community members themselves. Community capacity is the outcome of a dynamic interactive process of knowledge, attitude, skill and practices of the community development enterprise. Every individual has some amount of ability, i.e. capacity. An aggregate number of individuals living in an area of settlement as one community, there is a potential community capacity. Embedded in the community capacity are the human capital and the social capital. Both are community assets. The former may include any achievement, skills, learned behaviour or experiences one obtains such as facilitating a group, participate in problem solving process or even the ability to talk fluently. The latter is about networking between the people. Putnam (1993) perceived social capital consists of social network and norms that have an impact on the community productivity. This social capital facilitates, leverage, enhance and enable the coordination and cooperation between individuals for the mutual benefit of the community members. That benefit is the desirable outcomes which eventually improves the community members well being. From the above definition and explanation, one could conclude that community capacity can be developed, and that the process is known as community capacity building. Community capacity building is about creating a healthy community. Healthy community in a broad sense is a self-reliant community, reactive and proactive community, knowledgeable, confident and responsive community. A healthy community is always aware of their rights, knows how to exercise it and to secure it, while from time to time the members are willing to enhance their skills and knowledge. A healthy community always believes that they (the members) can make a change by taking some actions collectively. Thus, a healthy community possesses the ability to exercise their capabilities and potentialities as the human capacities. Community capacity building is a community-driven endeavour aimed at improving their living conditions, economically and socially by enhancing and exercising their personal, group or community capabilities. The underlying philosophy of community capacity building is that the community members have or can acquire the capabilities to control and manage their own lives within which the community members have the 'power' to shape the development process. It is also believed that the community ability and capability can be improved over time. Thus, community capacity building is not a 'one-off' enterprise in the community development process. Instead, the individual capacity, group capacity as well as at the upper level, the community capacity can be enhanced, accumulated and

advanced. What are the mechanisms that enable such capacity building to take place? As far as health related issue in the Malaysian context is concerned, there are at least two possible strategies or means, firstly, through the extension education approach, and secondly, the social auditing approach. This will be further explained in the later part of this paper.

5.3.1 Characteristics of a Good Community

- A good community is one that is free of poverty, crime and provides high quality of life to everyone in it.
- It is one that celebrates their heritage. This makes for a very important trait of a good community because it shows gratitude for where they have come from.
- Another trait of a good community is one that has carefully selected leaders to drive them towards community development. The leadership is responsible for solving disputes and making the right decisions for the good of everyone they serve.
- Promoting inclusivity and communication is another trait of a good community as the members are able to work towards a common good. This also makes it easier for community development to take place.
- Last but certainly not least another important characteristic of a good community is that it promotes fairness and equal access to certain rights.

Self -Assessment Exercise 1

1. What are the major components of capacity in community development?
2. Human capital and Social capital are both community assets, what is the difference between both of them?

5.4 The Relationship between Community Capacity Building and Empowerment

What relationship exist between community capacity building and community empowerment? The main principle of community capacity building emphasises on strengthening existing abilities of community members. This principle appreciates and accepts the community as it is, and at the same time believes that their ability could be enhanced and developed in future. A minimal indication of capacity building is that community members have shown some interest to participate in an on going activity with reason such as to achieve what they want (even to meet their friends) or to solve certain

problem. This indicates that community members are willing to be part of a programme. In such situation, there are space for improvement in which their capacity could be further developed. The nurturing of capacity is an important and crucial element in community development process. When the community capacity is increased, it leads to people's empowerment. Here, the notion of people's empowerment is very much related to the people's abilities and potentials to make something happens that benefit them. People's or community empowerment is about the people capabilities. Exercising their capabilities through participating in activities organised and initiated by them or facilitated by the change agents, for example, can increase the community power (i.e. abilities), in that it enables community members to achieve their goal(s). Literally, therefore, empowerment is the process whereby this 'power' is developed, promoted, gained, shared and facilitated by the individual(s) or group members in their social interaction through which they are able to exercise their capabilities to make, affect and bring about changes in the community, as the product of being empowered (Asnarulkhadi, 1997 & 2001). A positive indication of community capacity is that the people are active; more individuals are getting involved in issues related to their life. The end product of an empowered community is the improvement of their quality of life and well-being. Basically, there are four basic sources of community capabilities. They are knowledge, attitude, skills and practice. These four elements are the 'building block' of human capacity (see Figure 1). The most important element is knowledge. Knowledge in its simplest form is information. It ranges from a simple to a more complex, such as the know-how knowledge. Generally, in an informed-community the level of awareness among their members are higher. Individuals who possess certain knowledge are more aware and also have better understanding about the situation or issue related to their life, which later influence their belief towards things. Belief, then, constructs attitude. Usually, people who are more equipped with knowledge and more aware of certain issues or situations would portray positive attitude. Positive attitude is then manifested in practice (or action) such as showing interest, responsive, voluntarily getting involved and willing to take some responsibilities. With the knowledge and positive attitude, it encourages community members to participate in carrying out an activity organised by them or initiated by another party. Through participating, community members are able to exercise their skills, while at the same time gaining new experiences and knowledge as well as advancing their skill, which could lead to new practices. Ultimately, the capabilities and capacity of the people are increased, thus also their empowerment level. At this juncture, the community is able to control their lives, hence the quality of life. Figure 1 illustrates

the interconnectivity between the elements or components of community capacity building and empowerment.

However, it takes time and effort to build community members' capacity. In fact, before achieving the level of empowered community, in particular, assistance and support from individuals with expertise is crucial. Who are the experts? They are the change agents. Change agents are individuals or professionals that facilitate the development process to take place in the community. They work closely with community members to offer assistance, guidance, advice, consultation and sometimes counselling. In the context of health, doctors, nurses and other para-medics are the professionals. Their presence in an institution within a locality (community) either in the district hospital, health centre or rural community clinic (klinik desa) is to provide services, curative and preventive, for the community members.

5.4.1 Essence of Community Development

- To bring people to motivate themselves through programs geared towards their overall development as a unit of society.
- Encouraging togetherness and teamwork is another purpose of community development and this brings about a sense of strength.
- It aims to bring social reforms through discouraging ancient social or cultural practices that are outdated and possibly harmful.
- We also cannot underestimate the purpose of community development that is creating awareness on various social concerns such as health, poverty, security, hunger among others.
- It also aims to promote good governance as it ensures the community leaders are on their toes. It makes them aware that they are being watched when it comes to issues related to their people and how they make decisions that affect them.

Self -Assessment Exercise 2

1. Explain the principle of community capacity building.
2. Explain empowerment in the light of community development.

5.5 . Strategies for Community Capacity Building

What strategies are adopted in community capacity building? To increase the community capacity is to equip them with knowledge, attitude, skill and practices that would enable them to function effectively in the community development process. Two possible strategies that enable to develop and strengthen the community capacities are the extension education and social auditing approaches. Both strategies can be used by health professionals. It is not an additional task for them but can rather be embedded in their work practice.

5.5.1 Extension Education Approach

Traditionally, extension education approach has been closely linked with the field of agriculture and in fact, it has been the single most important strategy employed in the agricultural and rural development work. However, extension concepts and approaches have penetrated beyond the boundaries of agriculture into the fields of preventive health, community nutrition, environmental protection, family planning and development, consumer education to name a few (Rahim, 1995:2). Focus of extension education has been on change and decision making. Generally, extension education can be defined as a system of non-formal education which provides advisory services using the educational process to help clients in acquiring knowledge and skills to cope effectively with needs and problems facing them in their own socio-economic contexts. As a system of non-formal education, extension education seeks to induce voluntary behaviour change among its clients through their involvement in the planning, implementation and evaluation of intervention programmes that would benefit them. As an advisory service, extension education disseminates an array of information on new knowledge and technologies, skills and strategies based on research results to help clients fulfil their needs and solve their problems. As a process, extension education links clients on a continuous basis with evolving research-based and tested knowledge, technologies, procedures and perspectives that may be in their own interest, and potentially useful to their own purposes (Boone, 1989:2). In this regard, the mission of extension education is to help people of a community to develop their capacity and potential to manage and cope with changes in their environment. Research and development can produce new knowledge and technology to become the fundamental basis of extension education approach in any community development endeavour. Extension agents (can readily be applied to health care professionals) are to acquire these new knowledge and technology either through training programmes organized by their organization (or other related organizations) or through seminars/workshops attended by extension

agents. Having acquired the new knowledge and technology, extension agents are to disseminate them to clients/ community members. At this stage, extension agents must involve the clients/ community members in planning, implementation as well as evaluation plans of dissemination. In other words, the target audience (clients/ community members) must be guided by the extension agents in the whole process of dissemination so that the target audience would understand the whole process and become aware and interested in the programme. This process of involvement of target audience in the planning, implementation and evaluation of programme forms the core process of facilitating and learning to induce voluntary behaviour change among the target audience. Besides, this process of involvement also inculcates the sense of belonging and ownership of the programme by the clients/ community members . playing the role of ‘middle men’ where they connect the clients with R & D. When extension agents involve clients in the dissemination plan, they will also acquire clients’ problems and needs. If they can solve the problems and fulfil clients’ needs themselves, they would do so, but if they could not solve them, then they would bring those problems and needs for the attention of R & D to find solutions. Extension education approach can be viewed as having two basic components;

- (i) information dissemination and technology transfer;
- (ii) education and change process.

Both components complement each other and must be given equal emphasis to provide maximum results for the clients. Extension education approach must bring with it new knowledge and technology as well as to educate clients on how to use the new knowledge and technology. In order to sustain benefits accrued, clients must be trained to become effective leaders, able to make decisions, solve their own problems and find opportunities to explore and expand further their enterprises. Focus of extension education approach is development of clients’ capacity and potentials to manage their own affairs using new knowledge and technology as a means to achieve that end.

5.5.2 Social Auditing Approach

Do you think the social auditing approach is entirely different from the normal auditing in account? What similarities do they bear and what actually is social auditing approach? Social auditing is a process whereby an organisation can account for its social

performance, report them and improve that performance. It is not really an evaluation or checking up on what an organisation does. Social auditing is about assessing the social impact and behaviour of an organisation in relation to its objectives (organisation) and those of its stakeholders. Social auditing is more than social accounting and social book-keeping. Social bookkeeping is a routine activity of collecting information about performance by an organisation in relation to its social objective. Whereas, when one organisation collects the quantitative and qualitative data and then assess them to account the social performance, the activity is known as social accounting. The social audit involves the whole processes (activities) including year end verification followed by preparing and publication of a social audit report. Who can be involved in the activity? All the stakeholders of an organisation should be involved. They are the individuals who are either affected by or can affect the activities of the organisation. For an example, the stakeholders for a health centre may comprise of local community, paid staff, partners (other development agencies), suppliers, regulatory bodies, school and so forth. The categories of individuals may vary according to the level of organisation. However, as far as the health issue in relation to community development is concerned, the most important stakeholders are the local community as clients to the health provider. Pearce et. al. (1996) have outlined eight stages to conduct social audit which can be summarised as follows:

Stage 1 - Reason why an organisation should do social audit;

Stage 2- Clarify the objectives of the organisation and how to achieve the objective;

Stage 3– Identify the stakeholders and key stakeholders;

Stage 4– Identify the indicators or benchmarks to assess the performance and decide the appropriate mechanism to collect;

Stage 5- Setting up a social book-keeping system & social books and monitor progress;

Stage 6- At the end of the year collate the qualitative and quantitative information, analyse and interpret the data from social book-keeping & prepare the social accounts;

Stage 7- Arrange for a social auditor to examine the social books and accounts and verify the information; and

Stage 8- Prepare the social audit report.

The procedure of conducting social auditing is quite technical in the sense that it demands some skills as highlighted in the stages

described above. However, this does not mean that some stakeholders can be dismissed from the activity due to their ignorance. In relation to the provision of health care services by health care providers such as the district hospital, health centres or community health clinics with the aim to improve the clients' health status, the involvement of local people is of paramount importance. Through participating in the said process their knowledge, confidence, attitude and abilities could be enhanced, and subsequently their capacity developed. However, the clients, as the key stakeholders, need to be exposed to the process. Besides, the clients, the professionals also need to be given some technical guidance and skill. Hence, it is the social responsibilities of the health professionals to give such guidance and technical inputs. For this to happen, they must first be equipped with relevant knowledge and skills related to the auditing process. This may include the knowledge and technique on "how to" identify and prioritise the objectives; identify the stakeholders; develop and measure indicators; set up book-keeping system; formulate qualitative and quantitative questions, collect and analyse data; interpret the data; and lastly to report. This knowledge and skills can be transferred to the community through their involvement in the procedure within which the community capacity building process is simultaneously taking place. Indeed, social audit activity can act as a means to capacity building at two levels. The first level is during the involvement of the clients (community) in carrying out the procedures. They learn new social skills and techniques and enlarge their social networking. Thus, their social and human capital also increases. The second level is the impact on the community after carrying out the procedures. They will be more aware about what the organisation could offer as well as about their rights. Subsequently, community members are encouraged to utilise the services, hence increase their quality of life. Opinions and information collected from the public in the auditing process can be utilised for planning purposes. As change agents, health professionals will find new ways and ideas from a wide range of people's views to improve their services in order to keep up with a high standard of quality.

Self -Assessment Exercise 3

1. Mention two strategies for community development approach.
2. Explain any one of the strategies mentioned above.



5.6 Summary

In this last unit of the last module, we have considered the concept and type of community assets, major component of capacity building in the context of community development. We have also identified the characteristics of a good community and the essence of community development. Strategies for community development and the relationship and community capacity building and empowerment were also considered in this unit.



5.7 References/ Further Reading/ Web Resources

Asnarulkhadi, S (2001). "Pendayaupayaan dalam pembangunan komuniti di Malaysia". Kertaskerja yang dibentangkan di Third International Malaysia Studies Conference, Universiti Kebangsaan Malaysia, pada 6-8

Asnarulkhadi, S (1997). People's Participation in Community Development and Community Work Activities. Ph.D Thesis, University of Nottingham, U.K

Baker, H.R. (1989), "Extension Linkages with Community Development", in Donald J.Blackburn (ed.). Foundations and Changing Practices in Extension, University of Guelph

Boone, J. (1989), "Philosophical Foundations of Extension", in Donald J. B (ed.). Foundations and Changing Practices in Extension, University of Guelph.

Pearce, et. al. (1996). Social auditing for small organisation: A Workbook for Trainers and Practitioners. London: New Economic Foundation

Putnam, R. (1993) "The Prosperous Community- Social Capital and Public Life". American Prospect , 13: 35-42

Rahim M. S (2003), "Community Development in Malaysia: Scope, Issues and Challenges in Preparing for a Developed Nation Status". National Seminar on Community Development: Needs and Direction for the New Millennium. UPM, 27–28 March, 2003.

Sanders, I. T. (1958), "Theories Of Community Development", Rural Sociology, 23, 1-12 [8] Rahim, M. S (1995), "Extension Education for Industrialising Malaysia: Trends, Priorities and Emerging Issues". Inaugural Lecture, 22 July.

Rubin, J & Rubin, S. (2001). Community Organizing and Development. Boston: Allyn and Bacon (3rd edition).

https://www.opportunitylouisiana.com/docs/default-source/community-development-toolkit/lcn_module_1_overview.pdf?sfvrsn=2

<https://www.civskkenya.org/about-us/our-blog/117-definition-of-community-and-the-purpose-of-community-development>



5.8 Possible Answers to Self- Assessment Exercise 1

1. Major components of capacity in community development are the;
 - Physical capacity (infrastructure and tangible resources)
 - Economic capacity (fund, credit, grant – financial resources), Supporting capacity (government policy and practice), and
 - Community capacity
2. While human capital may include any achievement, skills, learned behaviour or experiences one obtains such as facilitating a group, participate in problem solving process or even the ability to talk fluently, Social capital is about networking between the people, it consists of social network and norms that have an impact on the community productivity. This social capital facilitates, leverage, enhance and enable the coordination and cooperation between individuals for the mutual benefit of the community members.

Possible Answers to Self- Assessment Exercise 2

1. The main principle of community capacity building emphasises on strengthening existing abilities of community members. This principle appreciates and accepts the community as it is, and at the same time believes that their ability could be enhanced and developed in future.
2. Empowerment within the context of community development is the process whereby the ability of the people is developed, promoted, gained, shared and facilitated by the individual(s) or group members in their social interaction through which they are able to exercise their capabilities to make, affect and bring

about changes in the community, as the product of being empowered

Possible Answers to Self- Assessment Exercise 3

1. Two strategies for community development approach are ;
 - Extension Education Approach
 - Social Auditing Approach
2. Social auditing is about assessing the social impact and behaviour of an organisation in relation to its objectives (organisation) and those of its stakeholders.