

**A Paper  
Presentation on**

***Catholic Education:***  
*Yesterday, Today and Tomorrow*  
*- The Way Forward*

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CATHOLIC EDUCATION: YESTERDAY, TODAY AND TOMORROW-THE WAY FORWARD.

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TOMORROW-THE WAY FORWARD.**

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## INTRODUCTION

The above topic is on the sustainability of Catholic Education. As an important social institution, the school is a set of procedures through which society seeks to accomplish the goals it has set for itself. The purpose of the School then is to aid society in the attainment of certain of its goals. As a social institution, its responsibility is twofold, viz; Education and Socialization.

The above two processes – education and socialization, are not identical, contrary to the opinion in certain quarters. While socialization, as a responsibility of the School, are those processes through which the human organization is taught the proposed pattern of behavior in the society, education on the other hand deals with the conscious, formalized and/or institutionalized aspects of socialization. They are close but by no means identical. In fact, their dissimilarity can be schematically presented as below:

## EDUCATION

1. Individual process
2. Conscious deliberate activity by learner
3. Norms set by individual
4. Emphasis on healthy personality
5. Internal controls over individual
6. Individual using roles as means
7. Emphasis on systematic linkage of person's

## SOCIALIZATION

1. Social process
2. Much unconscious assimilation by learner
3. Norms set by society
4. Emphasis on normal personality
5. External controls over individual
6. Society using roles as means

7. Emphasis on systematic linkage of individuals as group members performing assigned roles.

In view of the importance of the topic under discussion, the paper is organized as follows:

1. Early Days of Catholic Education
2. Purpose of Catholic Education
3. Sustaining Quality Education in Catholic Schools: issues and challenges
4. Sustaining Catholic Quality Education through Adequate funding
5. Sustaining Quality in Catholic Education through progressive Management and Planning
6. Conclusion

I am delighted, therefore, to welcome all and sundry to this important occasion of the national summit.

## 1. EARLY DAYS OF CATHOLIC EDUCATION:

Catholic education has a long history dating back to the time of Pope Pius IX in 1851, even before the second Vatican council. In fact, even before then (i.e 1851) the First Provincial Council of Baltimore held in the U.S.A. in 1829 had judged it necessary that schools in America should teach not only letters, but faith and morals. From that time till date, American "parochial schools", what in our context today we call diocesan schools – have continued to multiply in large numbers. In that same year (1851) Pope Pius IX through a divinely inspired foresight urged the establishment of parochial schools wherever possible and this idea was incorporated into subsequent decrees, directing all Parish Priests to erect Parochial schools in their various Parish jurisdictions.

In furtherance of this noble idea, Propaganda, a pastoral wing of the universal church, in 1875 admonished all the Bishops of the United States of America to "... keep Catholic children from



schools that endangered the faith and to provide suitable catholic schools in their domains" (Shearer, in Putz, 1956).

This position informed the third Baltimore council of 1884 to insist that where Parochial schools were lacking, such were to be erected within two years of that pronouncement. And that was done.

The above ecclesiastical directives clearly explain why Parochial/diocesan schools exist and why many Catholics the world over make great sacrifices to sustain the culture till today. As usual, the concept has been bought over by our none Catholic brethren, even without knowledge of, or acknowledging its, Catholic origin. Through the ideals of Catholic schools, the church seeks by every educational device to bring men to the knowledge, love and service of God. It is the holy duty of the church to help men live decently and justly in this life so that in eternity they may enjoy the presence and vision of God. The church is always, and ever, mindful of the needs of society and of the advancement of human culture in all ramifications, wherever she finds herself.

In the minds of the leaders and promoters of the catholic faith, we cannot separate our responsibility to citizenship from our responsibility to scholarship and holiness. With investment in catholic education, we shall, in fact be sure to have better citizens and certainly better leaders in society, if only we remain true to our ideal of education as education.

Our goal and task therefore are to promote discipline of the intelligence, conscience, taste and the social sense of our students so that their minds can readily distinguish truth from falsehood, right from wrong and justice from injustice. It is our fervent intention and prayer in embarking upon these rudiments of catholic education to give to our world of today and tomorrow men and women who think like the Athenian Philosophers, who behave like the best citizens of ancient Rome, and who love God like those who stood by the cross

and prayed in the Upper room in the Jerusalem of the time of Christ. Only sound catholic education can guarantee these values. We genuinely cherish them. These themes have been carefully assembled in order to capture the diverse areas of interest as enunciated in a curriculum that is strictly and formidably catholic with emphases which reflect age-old cherished catholic doctrine values.

My prayer is that by the time this summit ends we all come out the better for it, intellectually and spiritually, fully armed to disseminate the ideals and values of catholic education, not only as emphasized within any particular diocese but also with sufficient national and global impact and relevance. The indispensability of education for evangelization and pastoral ministry can hardly be overemphasized. As we may very well know, it is the sacred responsibility of catholic education to act as a watch-dog to knowledge dissemination and the content of the secular and natural sciences thereby ensuring their sanctity in the process of transmission.

On the importance of catholic education heritage, Pope Pius XI towed the line of his predecessor Pius IX some seven decades earlier. According to him "... catholic education has the traditional mission of guarding the natural and supernatural heritage of man. It must then give special attention to the sciences of civics, sociology and economics". Assessed from the above standpoint, catholic schools must evolve, on the basis of study and research, a constructive programme of social action, fitting in its details to local needs, which would command the admiration of all right-thinking men. That is the broad objective of this conference and of catholic education generally.

The above sacred responsibility must be embarked upon and fostered from the most elementary level of education, which in turn justifies and informs the need for this conference. Without prejudice



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to the information on the origin and history of catholic education, I can state without fear of contradiction that catholic education has contributed in no small measure to growth in the areas of personality formation, education and spirituality. The character formation in morality and integrity has been so recognized that the products of our schools have been in high demands beyond the confines of the catholic environment. We are very proud of that and are ever determined to sustain the high standard.

**2. PURPOSE OF CATHOLIC EDUCATION:** Education is generally considered to be our greatest safeguard of freedom and the best guarantee for the economic and social welfare of our citizens. The school as an institution where education takes place receives her mandate from the society she serves. It is however, only one of many such institutions. The government, home, church, and other bodies also play a role in education in our society. These institutions have complementary purposes. Each in his own right provides for the advancement of society in general and the individual citizen in particular. The educational programs of the school would be ineffective without the support of government, the family, and churches.

The hallmark, however, of modern day society and these institutions is **change**. The family, church, school and government with all their sub-components are not static institutions but rather evolving entities. Sometimes this change occurs unevenly. No educational system is fixed or static, but is always in the process of change, even if the change is not always clearly identifiable or perceptible. Since education is concerned with human beings, it is reasonable to infer that educational activities are also subject to modification. There is a never-ending need for decisions which guide adjustments to change. The adequacy of these decisions for meeting an organization's current and developing internal and external situations determines the wellbeing, the strength, and the future of that organization. I. L. Kandel, in the *The New Era of*

Education (1955), states that, no national educational system "has reached a state of equilibrium; all are in a state of becoming."

Rensis Likert (1967) cautions that every modification in the existing technico-social system should be carefully considered before management initiates action. Often, planning how to introduce a change may require greater skill and more time on the part of management than determining the direction of the change itself.

Also helpful in understanding the school system is the awareness that any school system is affected by social, cultural, spiritual, economic, and political tendencies and forces, some of which originated centuries ago. Moreover, those educational ideas, practices, and structure derive frequently, in whole or in part, from centuries other than the one being considered.

Alvin Toffler in his best-seller, *future shock*, makes a dramatic point concerning this phenomenon call change:

*--- if the last fifty thousand years of man's existence were divided into life times of approximately 62 years each, there have been about eight hundred such life times. Of these eight hundred, fully 650 were spent in caves. Only during the last 70 life times has it been possible to communicate effectively from one lifetime to another; as writing made it possible to do. Only during the last six lifetimes did a large number of men ever see a printed word. Only during the last four has it been possible to measure time with any precision. Only in the last two lifetimes has anyone anywhere used an electric motor. The overwhelming majority of all the material goods used in daily life today have been developed in the present lifetime.*



All this has been made possible by education. What then is education?

Education is the formal and informal teaching and learning that is imparted by the entire environment on individuals from birth through infancy to adulthood, and throughout life. Education helps the individual to understand, relate with, or grapple with other contending forces in the environment in order to survive. Apart from other environmental factors, parents, the family, teachers, schools, the government and the churches are the most active agents of the education.

In its widest interpretation, education is the aggregate of all those experiences that enlighten the mind, increase knowledge, foster insight, develop ability and attitude, and strengthen the will.

In its restricted sense, education implies the systematic acquisition of knowledge through agencies and a controlled environment, particularly that of the school, on an elementary, secondary, or higher level, in order to attain social competent and optimum personal development. (cf J. W. Donohue, Education, in New Catholic Encyclopedia). Catholic education involves both meaning. (Most Rev. Valerian M. Okeke, Pastoral Letter, 2014, Section 1)

## QUALITY EDUCATION – THE CHURCH'S UNDERSTANDING

The Catholic Church has defined Education as the sacred task of forming the child and aiding him to attend the purpose of existence. "True Education", as stated in the Vatican Council Document on Christian Education, **Gravissimum Educationis** (1965) "is directed towards the formation of the human person in view of his final end and the good of that society to which he belongs and in the duties of which he will, as an adult, have a share". The stand of the Catholic Church on the nature of education has been repeated by different people at different times. Francis Cardinal

Arinze (1965) defined education as the development of the whole man, body, soul, intellect, will, emotion, and physical well-being.

The Catholic Bishops Conference of Nigeria in its official statement on the Catholic Church policy on education in Nigeria issued in September 2005 declared that "Catholic Education is the sacred task of forming the character of a child and aiding him to attend the purpose of existence" (Pope Pius XI, 1929). This definition is in line with that of Vatican Council II declaration on Christian education.

The immediate and specific purpose of Christian education, according to the Catholic Church policy on education, is "to cooperate with divine grace in forming the true and perfect Christian to express and form Christ Himself in those who have been generated by baptism". Children and young persons are therefore to be cared for in such a way that their physical, intellectual, moral and spiritual sense develop in a harmonious manner so that they may attain a greater sense of responsibility and right use of freedom, and be formed to take an active part in local life (Can. 795 of the Code of Canon Law).

Over the years, the Catholic Church all over the world, as indicated by Professor Jerald C. Eheduru, has shown great interest in education and has encouraged parents, the family, schools and the government to take proper care of the whole individual.

In favourable times, the church has built schools, seminaries, convents, and universities, and has trained and employed teachers and pastors to impart the much needed balanced education for the total upbringing and wellbeing of the individual-soul, body and mind. This has been sustained through the use of books on various subjects for the overall physical wellbeing of people as well as the Bible, Church tradition, and catechesis for spiritual growth.



extra-curricular activities with active participation of teachers. Incentives were frequent and consistent as reward for acceptable behavior. The teachers conducted themselves with appeal and demonstrated wisdom and integrity in their interaction with the community members; and this earned their respect. The school physical environment wore aesthetic looks with the floral adornment and ornamental trees. Inspection was frequent and thorough. Besides, trained teachers dominated the system-hence competence, confidence, and responsiveness were not compromised.

Regrettably, the situation and testimony changed with government take-over of schools and introduction of untrained teachers. Assuring quality education has been an uphill task thereafter.

### Quality Education: Meaning in Context

Quality connotes the degree services increase the likelihood of desired outcome consistent with the current standard, policy and professional knowledge. Maduewesi (2005) described quality education as multi-faceted and encompassing principle concerned with how learning is organized and managed, content of learning, level of learning outcomes and the totality of the environment in the education project. Quality education, therefore, involves a purpose-driven, consumer-oriented management philosophy that includes effective leadership, teamwork, employee empowerment, individual responsibility, accountability, and continuous improvements of the system (Berwick, 1989). It is a promise or guarantee that standard of excellence is being met.

In 2002, UNESCO described education quality as acceptable standard of a conglomeration of input, process and outcome factors, where input factors are school related factors such as curriculum content, textbooks and learning materials, teachers, parents and the community. In particular student's characteristics such as aptitude, previous knowledge, ability, school readiness,

nutrition and health are of importance as well as community and household characteristics like parental attitudes, household income, cultural and religious factors to mention a few.

The process factors include school climate and teaching/learning encounter which include expectation of leadership, teachers' attitude, and safe gender sensitive environment among others. The teaching/learning encounter encompasses availability of sufficient learning time, active teaching, and methods, integrated assessment and feedback methods, and appropriate class size and language use. Similarly, the outcomes are not only cognitive but include effectiveness and skills acquisition with respect to literacy, good citizenship, healthy behavior, final completion, and certificate acquired, and desired outcomes.

Sustaining quality therefore implies quality assurance which involves the maintenance of set standard through quality control and continuous quality management (Freedom & Cook, 1994). This implies that the system also has the capacity for assessment of quality in relation to standard, and that services are tailored towards attainment of set standard. Where deviation occurs actions can be taken for improvement. Thus, sustaining quality connotes *accountability, taking responsibility or being answerable for service provided*. In whatever perspective, quality is adjudged; sustaining quality demands total quality management and continuous quality improvement (World, 2004). Within World's framework is a trilogy of inextricably principles, namely; quality assurance, quality control and quality improvement which continuously targets outcome, namely performance, effectiveness, efficiency and the integration of appropriate resources.

### Issues and Challenges threatening Quality in the Catholic Educational System

The Catholic educational system has been inundated with numerous issues and challenges that tend to impede acceptable standard of education. A number of reasons could be adjudged to explain the situation. For instance, the existing framework for the



This combination, of the physical with the spiritual, is what constitutes Catholic education.

As noted by Professor Michael Ogunu of the Department of Education Management, University of Benin, by 1942, over 97% of Nigeria students were enrolled in Christian mission schools and up through the mid-1960s, mission schools continued to educate the majority of children in the southern and central Nigerian Regions.

#### **MISSION SCHOOLS, CHAMPIONS OF CATHOLIC EDUCATION WERE CHARACTERIZED BY:**

- ✓ Effective supervision of programmes and individual personnel in the schools.
- ✓ Provision of infrastructure for effective learning and teaching.
- ✓ Recruitment of qualified teachers who saw the work as a vocation.
- ✓ Credible admission policies.
- ✓ Unwavering commitment demonstrated with high level of performance.
- ✓ Remarkable involvement of stakeholders in the processes of installing discipline and control.

According to Armstrong Adejo (2014) **these conditions produced pupils and students with some of the following attributes:**

- ✓ Willingness to learn to excel and develop credible reasoning and common sense
- ✓ Desire to share with others and contribute to the values of brotherliness.
- ✓ Curiosity to search for opportunities.
- ✓ Willingness to obey rules and regulations
- ✓ Honesty in all spheres of life at all times and in all places with minimum supervision.

These qualities of education and discipline that children received from the mission schools were not specifically reserved for

the benefits of the Christian communities alone but to all who access the education. The beneficiaries have had the obligation to make major contribution towards the development of the nation as a whole. Up to the '60s, a credible partnership existed between the various governments of Nigeria and the Church on matters of education. The solid educational foundation laid at each level of education successfully carried the children through life and all such beneficiaries knew who or which organization played remarkable role in his or her upbringing and they were very proud of it.

In the schools run by voluntary agencies, the sponsoring agency or religious denomination made its influence felt in such matters as the manner of daily religious worship. Church and mosque attendance set the general tone of the school.

Google search, Wikipedia.org indicates that as of 2014, the Catholic Church operated the world's largest non-governmental school system. Eheduru, September 2014, p. 2-3 affirms that Catholic schools participate in the evangelizing mission of the Church, integrating religious education as the core subjects within their curriculum.

The general aim of Catholic education all over the world is the development of individuals as practitioners of the Catholic faith. This is paramount.

Religious education as a core subject is a vital element of the curriculum where individuals are to develop themselves intellectually, physically, socially, emotionally and spiritually, taking into consideration the complementary aspects of the school's religious dimension for liturgical and prayer-life of the school community.

The United State Conference of Catholic Bishops (USCCB) has given some broad guidelines as to what constitute key responsibilities of Catholic schools. In Nigeria we may consider,



adopt, or modify these suggested responsibilities of Catholic schools which are intended to:

1. Encourage and support efforts in Catholic education by fostering the distribution and implementation of universal Church document.
2. Support educational efforts in the church by developing or applying guidelines, policies or resources in the diocese.
3. Provide consultation in education issues when requested including advising and representing the Bishops
4. Collaborate with regards to evangelization and catechesis in Catholic schools and universities.
5. Provide support and advocacy in government public policy on behalf of Catholic education institutions (in pre-school, primary through secondary school to university education).
6. Bring to Catholic education the perspectives and concerns of other culture and people with special pastoral needs through collaboration with other committees or offices.

In Nigeria there is a strong attraction for Catholic education because of its comparative and acceptable qualities. The existing Catholic schools have opened their doors to Catholics and non-Catholics alike in order to satisfy the quest and hunger for quality education.

The Church's whole educational aim is to restore the sons of Adam to their high position as children of God. (it insists that) education must prepare man for what he should do here below in order to attain the sublime end of which he was created... The true Christian does not renounce the activities of this life, he does not stunt his natural faculties; but he develops and perfects them, by coordinating them with the supernatural. He does enable what is natural in life and secures for it new strength in the material and temporal order, no less than in the spiritual and eternal. (From Pius XI, encyclical on the "Christian education of Youth", December 31), 1929)

Mortimer J. Adlar, Professor of Philosophy of Law, through his philosophical inquiry, claims that education is the process by which those powers (abilities and capabilities) of men that are susceptible to habituation, are perfected by good habits, through means artistically contrived, and employed by any man to help another or himself to achieve the end in view (i.e., good habits). (From National Society for the Study of Education, 41<sup>st</sup> Year Book, Part 1, p.246, 1942.)

Opposed to the fundamental tenets of pragmatism is the philosophy that underlies all Catholic education. Theo- centric in its viewpoint, Catholic scholasticism has God as its unchanging basis for action. It insists that without such a basis there can be no real aim to any type of living, and hence, there can be no real purpose in any system of education. It teaches that man is a personal creation of God; that he is body (material) and soul (Spiritual); and that this dual elemental composition functions as an integrated unity. The supernatural is the essence of the Catholic system. It pervades its theology, its ethics, its practice, its view of life and its education (Cf. The New Encyclopedia Britannica, vol. 18, p. 67).

### 3. SUSTAINING QUALITY IN CATHOLIC EDUCATIONAL SYSTEM: Issues and Challenges

Understandably, the Catholic Church in Nigeria serves as the conscience of the nation with respect to education and other social developmental issues. Wherever this imperative is lacking it will suggest inadequacies and further mirrors the fact that "salt has lost its taste".

Over the years the Catholic Church has struggled to leave an enduring legacy of quality education as a major stakeholder in the business of education. The obvious challenge has been the inability to harness the sensitivity of individuals and the imperatives of the job despite the heavy financial outlay to the education system in the country.



Ideally, situating the Church in the domain of education implies God's visitation to the sector and the Church cannot but express the character of the God it represents in the management of the education system. In view of public outcry on dwindling quality of education, it is important that conscious and consistent efforts be made to enable the final beneficiaries to savour the esteemed benefits of education as envisioned in this arrangement.

This conference is timely and commendable. It is hoped that the adoption of the resolutions of this conference will place the Church on superior terrain to sustain quality within the contemporary educational environment rather than engage in grandiloquence and aggrandizement from past accolades. This section therefore attempts to explain the major sub-themes that constitute suitable measures for sustaining quality in the Catholic educational system amidst innumerable challenges.

### **Catholic Educational System Yesterday and Today**

The term education system can also connote the hierarchical organization of an intricate network of persons, statuses, and material resources with scheduling of pedagogical programmes for the attainment of educational standard. It involves the existence of sub-systems, within a larger framework, and as such requires understanding in terms of interacting components, boundaries, inputs and output, feedbacks, outcomes with an intricate private sector partnership. The Catholic Church logically partners with government in educational development of the country; and the sector managed and controlled by the Catholic Church is known as the Catholic educational system, though the overall supervisory authority constitutionally rests on government (Federal Government of Nigeria, 1984)

In Nigeria, educational system is organized in a tripartite progressive stratum as primary, secondary, and tertiary levels with similar levels of control based on the level of organization of government. Government exerts constitutional, legislative and

judicial authority as well as political and economic authority on the education system: Federal Government of Nigeria and economic authority on the education system (Federal Government of Nigeria 1984). With other agencies in the private sector the Catholic educational authority partners with government in developing educational policies and standards in the country (National Research Council, 1996).

Scheduling of programmes in the system has witnessed many frequent changes recently. Presently, the Universal Basic Education (UBE) scheme evolved with the introduction of 9-3-4 system. The UBE system involves six years of primary education and three years of secondary school evolving into nine years of uninterrupted formal education (basic) and automatic transition from one class to another based on continuous assessment score. Within the system the school forms a central institution for education and has many interacting components like personnel, teaching, administration, and other resources such as finance, infrastructure, the learners and learner's home environment as well as governance.

A number of regulatory agencies are established by law to control and regulate quality, discipline, professionalism, performance and maintain standards within the system. However, the understanding and commitment of key players and level of functionality of these agencies can be adjudged by the quality education in the system.

### **Earlier Model of Catholic Education**

Previously, almost all Catholic schools had boarding facilities for both teachers and learners and it was easy to observe and regulate the child throughout the day. Moral instruction took the pride of place and its integration facilitated the development of right values. The level of discipline was high with the application of culturally oriented corrective measures. Students were motivated to organize their time and were available for both curricular and



extra-curricular activities with active participation of teachers. Incentives were frequent and consistent as reward for acceptable behavior. The teachers conducted themselves with appeal and demonstrated wisdom and integrity in their interaction with the community members; and this earned their respect. The school physical environment wore aesthetic looks with the floral adornment and ornamental trees. Inspection was frequent and thorough. Besides, trained teachers dominated the system-hence competence, confidence, and responsiveness were not compromised.

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national objectives of free and democratic nation, just and egalitarian society.

Parallel to government educational system, is the private sector. Contrary to the public sector, the private sector operates a fee-for-profit system. Suitably marketing or business models and strategies are utilized to maximize profit. Thus, clients adopt appropriate micro-economic models to access services in view of their informed knowledge of the private sector economy.

The Catholic education system brings in the concept of “voluntary agency”, which pre-supposes that based on full knowledge of prevailing education philosophy in the country, the church undertakes education as a charitable organization, and this presupposes that it is not-for-profit. The other assumption is that if service is for – profit, the Church can run the system, and if not-for-profit the church consciously takes responsibility with or without public intervention to run the system within the national framework or bench mark for quality education.

Thus general approach to sustaining quality must consider sustaining the level of competency of teachers and other personnel of the education team in terms of credentialing, accreditation, certification, charter, and recognition/licensure (Tost, 1995). Therefore in addition to statutory organizations established by law to regulate education at various levels, the Church should also establish its counterpart for internal quality auditing.

#### **The specific approach should consider the following:**

- Establish formal and effective condition of service for personnel. This should include motivational personnel policies that provide for division of labour.
- Conditions should define tenure of service and mode of progression. Set up an organogram.
- Establish good work relations and synergy with government to avoid interference.
- Provide structure for on-going formation (Professional

updating), seminars, conferences, short service courses, study leave, or in-service training.

- School managers must possess cognate professional training and experience (teaching qualification).
- Welfare policies must define ethically sound remuneration that is commensurate to status by certification and experience.
- Reward commitment
- Streamline personnel disengagement package. Every personnel on entry must have the copy of the condition of service.
- Set up supervision and monitoring structure.
- Review vision and mission of the system in the area and set up innovative quality framework. Every business venture should be self-sustaining without sacrificing quality improvement, determining whether or not service is free or for profit, and set corresponding tone. Thus patrons will make informed decision.
- Provide clearly documented disciplinary models that meet common understanding.

#### **4. SUSTAINING QUALITY IN CATHOLIC EDUCATION THROUGH PROPER FUNDING**

Education can also be described as an instrument for equipping human beings with skills, improved culture/outlook, favourable attitude towards work and desire for self-reliance. Education has also been identified as the most important instrument for change in any society. Thus, any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution, geared toward enlightenment. It is an instrument for national development.

The first attempt to finance education in Nigeria was in 1842 when Christian Missionaries established the first elementary school in Badagry and the CMS Grammar School, Lagos in 1859. These schools were funded and maintained through school fees paid



education system in the country does not seem to be clearly defined (Okonjo-Iweala, 2012). Similarly, constitutional categorization places education system in the concurrent list which makes its administration complex. Furthermore, duplication or existence of parallel examination bodies (WAEC & NECO) for same type of examination for the same level of students is absurd as well as the existence of numerous parallel supervisory bodies that often lack the jurisdiction of discipline.

The problem has also been blamed on inconsistent management of the system due to frequent changes with almost every new Minister of Education such that before consolidating on a particular system, a new one would have been introduced without any critical situation analysis or preparation of providers to cope with such changes. This breeds confusion, lack of direction and inefficiency in the system and consequently poor quality.

In the Catholic educational system in particular, the human resource process, which regulates manpower planning and development, does not appear to have received adequate attention. The quality of teacher's performance depends largely on the level of skill, training, sensitivity and responsiveness of staff. Manpower development derives from the actual planning which provides information on the type or nature and number of personnel required in an establishment at an appropriate time, and in the right place, and for doing things that, are economically most useful and cost-effective while also serving as incentive and motivation to the personnel. Poor motivation of school personnel has been observed due to defective human resource process and lack of incentives – non-payment of commensurable salaries and other due entitlements (Ibe-Bassey, 2012). A poorly motivated staff lacks job satisfaction, becomes disillusioned and this accounts for the liquid nature of the tenure of personnel. The number of trained teacher in the system also raises concern. With unskilled teachers in the system, quality is compromised and a vicious cycle of mediocrity continues with same garbage-in-garbage-out feed-back to society (Narasimham, et al, 2004).

Other problems include a lean financial investment, poor physical environment due to dilapidation and overcrowding. Worker's enthusiasm drops as the quality of work environment continues to deteriorate. Other issues include lack of teaching materials to aid teaching skills, ineffective school administration, lack of professional updating, misappropriation of funds by school administrators,, empty, archaic or inadequate library stock, ineffective and non-implementation as well as lack of enforcement of policies, poor orientation of their wards by some parents – even mothers, guardians as well as teachers on dependence on examination misconduct.

Unprofessional attitude of teachers further manifests also in negligence of duty and moral decay. Lack of amenities in rural areas makes teachers view as punitive postings to rural communities and so manifest lack of commitment and absenteeism. Government policies create pockets of exclusions. This dichotomy obviously makes it difficult to control or supervise activities in private schools even when some are known to serve as special centers for perpetrating examination misconducts. The list is endless.

### **Approaches for Sustaining Quality in Catholic Educational System**

Two broad approaches which have been successfully used in business management are proposed for adoption to sustain quality in the system, namely the general approach and the specific approach. The general approach targets the level of competence of service providers in terms of scope/contents, staffing, infrastructure, and funding.

In the public sector of the Nigerian economy, policy provision shows that education of citizens in the first nine years of Education in Nigeria is a public good and therefore welfare good. Policy provides for an inclusive education in consonance with the



by parents, subscription from churches and grants from missionary societies. The colonial government did not consider education as a priority until 1882.

However, the 1882 Education ordinance made provision for assistance through a system of grants-in-aid to mission schools. The period between 1842 and 1952 witnessed more educational financing by the missionaries and voluntary agencies than the colonial government. The 1944 ten-year education plan formed a landmark in the financing of education in Nigeria. This plan was designed for the development and improvement of education in the country and was mainly aimed at making provisions for increased financial assistance by government to mission and voluntary educational agencies.

### **Funding As a Factor Influencing Quality Education:**

There are many factors or variables that influence the provision of quality education in mission schools namely:

- The quality of teachers
- Functional libraries
- Well-equipped laboratories
- Standard class size
- Staff salaries/incentives
- Instructional materials
- Teaching environment
- Funding among others

The above factors can only be provided through judicious utilization of the available funds. It must be noted that of all these factors, funding seems to be the pivot on which all other variables revolve. Funding influences the quality of teachers/staff, instructional materials, teacher-pupil ratio, learning environment etc.

### **Adequate funding is also needed to take care of the following:**

- i. Training and retraining of the teachers to meet the current technological and global needs.
- ii. Prompt payment of salaries and other incentives.
- iii. Provision of state of the art infrastructure to cope with increased enrolment.
- iv. Construction and rehabilitation of decayed infrastructure and buildings.
- v. Provision of equal and balanced diet in boarding houses among others.

The above factors are very crucial for assuring the future of Catholic schools. What, then, are the sources of funding of our Catholic schools?

### **Sources of Funding of Catholic Education**

Funding in our schools is dependent on payment of fees, levies, launching/donations, appeals etc. Here, I wish to draw the attention of school administrators and proprietors of schools to the need to sustain and improve the quality of education in our schools.

Permit me to use this opportunity to commend the managers and the administrators of our schools for the progress recorded so far especially in the secondary sector in the various dioceses. The Nursery/Primary sector in most of the schools seems to lag behind without any sign of progress over the past years due to poor funding.

The theme for this conference offers us a rare opportunity to take stock on the strengths and weaknesses inherent in the system and to look inwards and outwards on ways of sourcing for more funds considering the current economic realities and prospects. The battle to provide and sustain quality education in our schools is not yet over as much still needs to be done. Our primary schools lack facilities like computer/elementary science laboratories, functional



libraries, instructional materials etc. for effective teaching and learning. There is no doubt that some dioceses fare better than others in some of these considerations. We pray all should key in accordingly.

### **Some sources of funding:**

i. *Assistance from multi-national co-operations and companies:* All companies have a corporate-social responsibility to support schools in communities where they are sited. Inyiagu (2007) suggests that all multi-national corporations and firms employing up to fifty (50) staff should be required by law to contribute 5% of their pre-tax profit to an endowment fund for education of the citizens. This fund should benefit educational institutions established within the community. In this case, effort should be geared towards assisting the schools. Exxon-Mobil and other companies such as Julius Berger, Setraco etc should also be contacted to support our schools to contribute in funding the school where this has not been done already. The choice of a bank for custody of fees should be through negotiation for some sort of support to the school. Only banks that have endowment fund facilities for education should be engaged. Banks managing the funds of the schools are examples of corporate citizens that should be made.

ii. *Government grants-in-aid to Catholic and voluntary agency school:* The pupils/students trained in Catholic schools belong to the society and will later contribute to the development of the community/society and not just the Catholic mission. Let me use this opportunity to acknowledge the wisdom of some state governments that have returned mission schools to their original owners. Also appreciated was the initial financial support to the Catholic schools by the state governments for the rehabilitation of the decayed infrastructure in order to improve the learning environment.

It is to be recalled that at the onset of western education in Nigeria, the Government provided grants-in-aid to mission and Voluntary Agency Schools, prominent among which were the Catholic Schools. The criteria used were enrolment, number of qualified teachers and performance in external examinations, among others. It is therefore necessary for the State and federal governments to review their policies to enhance public-private partnership in educational development. This should include the re-introduction of grants-in-aid to mission schools to enhance quality teaching and learning.

iii. *Associations/Groups Partnership:* The associations or groups considered here include Catholic Men Organisation (CMO), Catholic Women Organisation (CWO), Catholic Youth Organisation of Nigeria (CYON), College of Knights. We must embrace the important fact that the Catholic Schools belong to us and we cannot ignore taking full responsibility for proper funding and maintenance to sustain quality output. The above listed groups must be mobilized by their leaders to contribute more in providing funds for the provision of effective teaching and learning in our schools especially the Nursery/Primary level that forms the foundation. This can take the form of fund raising once in a year for each association or group. Individuals can also be encouraged to adopt schools for mentorship.

iv. *Foreign Aid:* There are lots of Foreign Non-governmental organizations that can be approached for assistance to our schools. These include the Ford foundation in the USA, DARG Harmaskjold Foundation and a host of others. The funds they provide can help in building structures and purchase of equipments etc.

v. *Effective use of P.T.A. and school Alumni:* Effort should be made to enhance effective operation and utilization of funds from P.T.A. and schools Alumni. These are some of the steps necessary to guarantee the future of our schools.



Education is quite an expensive venture. Fees charged alone may not sustain the mission schools considering the harsh economic situation faced by the parents and guardians.

Most importantly, there is need for proper planning, budgeting and judicious use of funds on prioritized projects and programmes. There is need for regular monitoring, supervision and evaluation of school programmes for quality assurance and control. Fees charged should not be too high to prevent drift to other affordable private schools.

## 2. SUSTAINING QUALITY IN CATHOLIC EDUCATION THROUGH PROPER MANAGEMENT AND PLANNING

**The Administrative Process:** Administration is the indispensable process of all institutions in organized society. Yet, it is often taken for granted and in contemporary times has become the scapegoat for many social problems.

The need for administration has been evident wherever there was a task to be performed by two or more people. Many ancient records of significant events described administrative activities. From the building of pyramids in Egypt to supervising medieval feudal domains to governing colonies in distant hemispheres – all demanded a degree of skill and understanding for the administrative process.

The earliest concepts of administration centered on the “action” model. Here the administrators were those who took charge of an activity and accomplished a task. The formal study of administration is a recent phenomenon that has found its most fertile climate in the business world where much study is devoted to the effective execution of managerial leadership roles. Peter

Drucker in his work, **The Practice of Management**, 1954, p. 111, considers managers to be the basic and scarcest resource on an enterprise. The need for the formal study of administration in education becomes necessary because of the increasing complexity of school districts both urban and rural. The illusion that anyone with a good education could become an effective manager/administrator must be quickly shattered.

Knezevich (1975, p. 12) defines administration as “a social process concerned with identifying, maintaining, stimulating, controlling, and unifying formally and informally organized human and material energies within an integrated system designed to accomplish predetermined objectives”

The school administrator fulfills these requisites by developing and establishing administrative processes, procedures, and techniques that harness human and material energies. The importance of administrative leadership stems from its potential for converting these energies within an organization to the fulfillment of educational objectives.

This definition also views administration as an executive activity, distinct from policy making. *Administration is primarily concerned with the implementation, not the making, of policy.* More specifically, the manager or the administrator of a school is responsible for carrying out the policies of the Diocesan Education Commission.

Although administration is viewed as a process composed of various functions, **three of the most critical function of administration include personnel administration, instructional programs administration, and support services administration.** Support services here include transportation, food service, and financial management. Each of these functions has objectives/goals that are implemented through administrative processes, procedures,



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and techniques. The goal of it all is the attainment of quality, sustainable education. It must be noted that the above functions are performed by managers and administrators within a given organizational framework.

There is however, the system approach to administration. In the system approach the school is viewed as a network of interrelated subsystems. Emphasis is given to formulating short – and long – range objectives that can be translated into operational activities capable of implementation and evaluation.

In all, the work involved in administration and education is self-actualization. Its purpose is the self-development of the individual human being (education) and the organized human group (administration) through successive higher states of being. These states of being have been described as stages of auto dynamic equilibrium, when “equilibrium” refers to the integrative unity of being and “auto dynamic” refers to the purposive change involved in human becoming.

### **The Importance of Administrative Leadership**

**Teacher –Administrator Relationship:** Perhaps the most crucial teacher-administrator relationship is that between the teachers and the school administrator. Of particular relevance is the question of whether the leadership efforts of the administrator/manager have, or can have significant effect on instruction.

Some research indicates that the administrator's leadership does indeed have a positive impact on teacher morale and performance. One study of elementary school administrator in the United States found a positive relationship between leadership and teacher moral and performance. The research indicated, for instance, that the Principal's leadership score was related to classroom performance of the teachers. The higher the leadership

score of the principal, the more likely were the teachers to “do everything possible to motivate students”, “plan classes so that different types of students can benefit from them,” “provide opportunities to go beyond the minimum demands of assigned work,” “try new teaching methods in their classroom” and “stake a strong interest in the social and emotional problems of their students” and the less likely were teachers to “do textbook teaching only.” (The Encyclopedia Britannica, vol. 8, p. 104).

Even in Nigeria, these findings suggest that principals and head teachers who provide a high degree of professional leadership are more likely to have teachers who are more productive and enjoy higher morale.

### **The Managerial Process**

All the activities of any enterprise are initiated and determined by the persons who make up the institution. Plants, offices, computers, automated equipment, and all else that a modern establishment uses are unproductive except for human effort and direction. Of all the tasks of management, managing the human component is the central and most important task, because all else depends on how well it is done. Managers perform several essential and unique functions which distinguish them from other people with professional training such as lawyers, doctors, engineers, or scientists.

In various degrees, managers undertake risks and handle uncertainties; plan and innovate; coordinate, administer and control; and supervise. The first undertaking is an entrepreneurial function, the next two are managerial and last is often the main task of lower level of management. It is easy to note here that management is a hierarchy of persons, ranging from the chairman of the board (DEC) and the chief executive down through middle management and various staff specialists to first level supervision.



The essence of the managerial process therefore, is planning innovation, coordination, administration and control. If there is a key word to describe management it is probably **coordination**. In other words, managing is organizational leadership, and one of its central tasks is effective coordination and utilization of available human and non-human resources to achieve the objectives of the organization.

There are clearly situations in which management by centralized direction and control is necessary. But a number of environmental pressures as well as the finding of behavioral science research call for more management by participation in shared objective. The appropriate styles of managing at any one time should be based on an awareness of the forces present in the particular situation.

The essence of good management is getting effective result not only in the short run, but also in the long run through building and maintain a productive human organization.

## Planning

In the field of administration, the term "conceptual" is associated with an article by Robert L. Katz (1955), in which he referred to a type of skill needed by administrators. Here, however, the term is used in a broader sense. It is meant to suggest an idea advanced by Leonardo da Vinci that the **execution of a work of art is the easiest part of the artist's job**, while the most difficult part is **the conception and composition** of that work.

The **conception is the original vision which the artist wishes to communicate and the composition is the plan of the work**. In fact, it is only because of the artist's conception and plan that he can judge whether a particular part of the work is correct and can solve problems which arise in the execution phase. Without these, any random stroke of the brush will do, for none is more effective than

any other. **Evaluation implies a standard against which judgment may be made.**

## The Need for Planning

The ever-increasing rapidity of technological and social change, the growing faith in man's ability to predict and accumulate the consequences of such change, and the desire to make optimum use of the limited human and natural resources have given great stimulus to planning in education.

As in national planning, view of educational planning may be placed along a continuum. At one end of the continuum lies educational planning as the process of fulfilling explicit manpower targets established by the central governing body (e.g the Diocesan Education Commission), and at the other end of the continuum lies educational planning as a system of loose guidance to facilitate the individual's vocational and other choices.

Although there remains certain vagueness about the term educational planning, it may be distinguished from educational administration by:

1. Comprehensiveness of coverage
2. A longer time perspective and
3. More attention to economic and social supports and constraints on education.

## Planning Considerations

The major elements taken into consideration in educational planning can be classified under four categories:

1. Population under four categories
2. Economic growth and economic development
3. Social demand and
4. Social equity



All nations do not give these elements equal emphasis. For instance, the less developed countries concerned with limited resources are most concerned with adapting education to satisfy the needs of economic development for new knowledge and skills. The more industrialized nation, on the other hand, view as priorities, the desires of all parents and students for more education and the demand among disadvantaged groups for greater equality of educational opportunities.

Regardless of preferences, however, the increased interest in educational planning represents a growing optimism that the educational system is manipulable and manageable. Such confidence has led some reformers to use the educational system as a means of achieving planned economic and social change.

### The Future

From the foregone discussion, it can be concluded that proper managing and planning are crucial in sustaining quality education for posterity. The environment in which managers and administrators with the necessary leadership qualities can develop is best provided by an organization in which opportunities are constantly presented to challenge managerial capacities and to broaden managerial experience.

The atmosphere established by top management is crucial for management development. Delegation of responsibilities through decentralization of authority, coaching of subordinates by superiors, and relating individuals to organizational goals are important parts of a management-development program.

Elements of a formal program, which help top executives focus on a systematic approach to sustaining quality education, as suggested by Pigors and Myers (1973,p.57), include:

- Organization analysis and planning
- Preparation of a manpower audit showing present incumbents and possible replacements in each

managerial position, tied in to advance manpower projection.

- Appraisal of manager performance, and
- Special planning to guide the development of individual managers.

As observed by Professor E. Emeke, of University of Ibadan, a Catholic school success or failure in setting standards/quality, in maintaining standards and in relating the standard to school administration depends on the individual or sets of individuals and their manageability.

Finally, it must be remembered that the deeply held convictions and assumptions of managers/administrators about the way people behave affect their managerial styles. Such assumptions if properly guarded, lead to a managerial approach which emphasizes the principle of **mutual responsibility, shared objectives**, and the fact of **interdependence** in an educational institution.

Given the increasing longing of many Nigerians for a qualitative, functional, and holistic education, Managers and Principals in our Catholic schools must be willing to make the needed commitment to planning and innovating, coordinating, administering and controlling, and supervising. The man, who is prepared, has his battle half-fought. In the words of Horace Mann, the Father of the United States public schools, a human being is not, in any proper sense, a human being until he is educated.

### 3. Conclusion

Various models to Catholic Education have been proposed in the proceeding pages, but the central idea is one-to make the products of Catholic schools uniquely of quality and of relevance to national development and the general society. What has not been emphasized enough to make this lofty dream realizable is the need for church-government partnership in matters of education in this regard, and by way of conclusion, it is necessary to propose as follows: so far the Catholic church enjoys working with



the government and we are appreciative. We believe that this partnership could be further enhanced. Before the Nigerian Civil War, government played a greater role in co-operating with Voluntary Agencies and Mission in providing educational services to our children. Many states of the Nigerian Federation have continued with such past co-operation. In many States, we are yet to address the issue of Grants-in-aid for our schools by government.

Our schools are currently groaning under the weight of threats of court summons for failure to pay "Business Premises" tax, Environmental and Sanitation levies and the like. We do not operate business premises but schools, where our children are groomed and formed to develop into ideal citizens of our state and country. We are pleading that the government should come to our assistance and further recognize our schools as Voluntary Agency and not Private Schools. We hope this conference will further explore this possibility for greater output in the interest of the nation.

**Thank you.**