LEVERAGING COMMUNITY SPACES AS ALTERNATIVE LEARNING ENVIRONMENT TO SUPPORT TECHNICAL EDUCATION AT FEDERAL COLLEGE OF EDUCATION (TECHNICAL) ASABA DURING ECONOMIC HARDSHIP

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Abstract

This study explores the potential of leveraging community spaces as alternative learning environments to support technical education at Federal College of Education (Technical) Asaba during economic hardship. The College with its Five Schools and student population of about 1850 and 350 teaching staff, faces challenges in maintaining traditional infrastructure and delivering quality technical education amid ongoing economic hardship. Limited funding and resource Constraints have adversely affected access to adequate learning environment especially practical workshop essential for technical training. This research investigates how community spaces can be repurposed for hands-on technical training to support students learning utilizing local community centers in partnership with nearby industries. Such community-driven initiatives not only supplement the existing infrastructures but also foster stronger ties between the institution, Students and the local community. These Partnership can enhance skill acquisitions, promote practical knowledge and improve student engagement ultimately contributing to the resilience and sustainability of technical education at the college. This underscores the importance of mobilizing resources and collaborative efforts to mitigate the impact of economic constraint in education. A mixed-method study was conducted combining surveys, interviews, and observations to assess the feasibility and effectiveness of community-based learning. Findings indicate that so many community spaces are available within and around Asaba metropolis that can be leveraged to provide flexible, accessible, and cost-effective solutions for technical education. The study offered practical recommendations which include strategic community engagement, resource mobilization, formalizing Partnerships with local industries capacity building for stakeholders and establishing shared-use agreement for Facilities. This approach offers a viable pathway to enhance the quality and relevance of technical education even in economically challenging times while promoting inclusiveness and community development in Asaba and its environ.

Keywords: *Community Spaces, Technical education, Alternative learning, environments, Economic hardship, Federal College of Education (Technical) Asaba.*

Introduction

When one think of education, the imagination often goes to classrooms, textbooks, and homework assignments. However, the learning process can extend far beyond the walls of a school or home. Community resources such as museums, parks, libraries, and even local businesses. These, play a vital role in enriching children's educational experiences. Community resources are tools, spaces, and organizations within a community that provide valuable services, information, or support. These resources can range from physical spaces like parks and museums to organizations like libraries and local businesses. When used effectively, community resources complement formal education by offering hands-on, real-world experiences that textbooks alone can't provide. In a world that is rapidly changing, the traditional classroom setting isn't always enough to prepare children for the challenges they will face in life. Community resources play a key role in providing students with opportunities to learn outside of the classroom, giving them experiences that engage their curiosity and foster critical thinking (Teachers Institute, 2023). Community-based learning has been recognized as a viable approach to promoting student learning outcomes in technical education. Research has shown that community-based learning can provide flexible, accessible, and cost-effective solutions for technical education (Christou, Koutropoulos & Matri, 2017). Community-based learning models can also foster collaboration, skill development, and resilience among students (Papaioannou, Economides & Papanikolaou, 2023). Bickford & Wright (2025) stated that although learning involves individual behavioural changes, the context in which those changes occur is a social environment involving many people. "All aspects of education including the planning of space design should acknowledge community". They argued that just as a learning paradigm focuses on the importance of learning, community paradigm that emphasizes the role social interactions play in facilitating learning and improving student engagement through community learning, can grow. "Given that physical and virtual learning spaces play critical roles in enabling or deterring community, it is essential that educators reevaluate the role of virtual and physical space as a way to improve student (as well as faculty and staff) learning and engagement in community". They also noted that society should care about learning in community for two primary reasons. "First, learning is a social process that works best in a community setting, thus yielding the best use of societal resources. Secondly, learning in community will have an important role in preparing students for their work-life to come. College graduates must succeed in professional environments that require interactions with other People. In other words, community-centered education will help prepare graduates to live and work in a world that requires greater collaboration".

Literature Review

This study is hinged on Four Theories: Vygotsky (1978) social learning theory which emphasizes the role of social interactions and community in learning and suggests that learning occurs through collaboration, observation, and imitation; Lave and Wenger (1991) situated learning theory which posits that learning is situated within a specific context and community and highlights the importance of authentic learning experiences and legitimate peripheral participation; Siemens (2005) connectivism theory which emphasizes the role of networks and connections in learning and suggests that learning occurs through the formation of connections between individuals, communities, and resources; and Kolb (1984) experiential learning theory which emphasizes the importance of direct experience and hands-on learning and suggests that learning occurs through concrete experience, reflective observation, abstract conceptualization, and active experimentation. These theories provide a foundation for understanding how community spaces can support technical education and inform the design of effective learning environments. Based on this foundation, Teachers Institute (2023) then went ahead to adduce a few reasons why Community Spaces/resources are so important. And these include: Practical learning; Engagement; Diverse Perspectives; and Creativity and Exploration. They explained that Real-life experiences help students connect abstract concepts from textbooks to the world around them. "A visit to a science museum for instance, can make concepts like physics or biology more tangible; Community resources often provide interactive and hands-on learning experiences that captivate students' attention in a way traditional teaching methods may not. Students are more likely to retain information when they are actively involved in the learning process". This is in line with the assertions made by Lave and Wender (1991) in Wikipedia (2024) that community-based learning models can enhance student engagement, motivation, and collaboration in technical education programs; They opined further that exposure to different environments and people broadens students' understanding of the world. "For instance, visiting a library or community center can open their minds to new ideas, cultures, and ways of thinking. Parks, nature trails, and art galleries offer spaces where children can engage with their creative sides and develop new interests". Other benefits that accrue from Community-based learning include: improved student learning outcomes in technical education (Papaioannou et al., 2023); cost-effective solutions for technical education, reducing the financial burden on colleges and students (Yau, Chin & Hsu, 2023). Bickford & Wright (2025) however insisted that the importance of community to learning is implied but rarely stated as a significant context in higher education. "Were community not important for learning, colleges and universities would have little reason to exist; people could learn efficiently by reading and interacting with tutors. They argued that research on learning theory, how the brain works, collaborative learning, and student engagement has taught that people learn best in community. "Fostering community is critical to learning, regardless of whether an institution is primarily online, commuter, or residential". They answered Boyatzis, Cowen & Kolb (1995) challenge of finding ways to conduct education better by suggesting a focus on community and community

building and by seeking ways in which community can enhance learning through three strategic levers: "Improving the process of developing learning spaces; using information technology to enhance communication and collaboration; and using community to improve pedagogical, curricular, and cocurricular environments".

While community-based learning offers several benefits, Obikeze & Onyechi (2011) noted that there are also challenges and limitations to consider. And these includes: Technical Issues and the fact that ensuring system reliability, scalability, and seamless integration can be a challenge (Garrison & Anderson, 2003); Data Privacy, which invariably means that protecting student data and ensuring compliance with regulations is crucial (Moore & Kearsley, 2011); and Teacher Adoption which lays bare the fact that encouraging teachers to effectively integrate community-based learning models into their practice can be a challenge (Rovai, 2002). Teachers Institute (2023) also addressed some challenges where they noted that not all Schools, Colleges or families may have access to transportation, or some resources may not be equally available in every community. To overcome these challenges, they suggested that schools and parents can work together to find creative solutions, such as carpooling for field trips, hosting virtual museum tours, or collaborating with local businesses for free educational events. They further asserted that with proper planning and collaboration, these obstacles can be surmountable. Considering the Framework for Implementation, Oginni & Oyelowo (2023) opined that to implement community-based learning models effectively, colleges can consider: developing partnerships with community stakeholders to identify suitable community spaces and resources; mobilizing resources to support community-based learning, including technology and infrastructure; providing training and support for teachers and staff to effectively integrate community-based learning models into their practice towards building capacity. Bickford & Wright (2025) also offered Five (5) steps to engage and harness the full potential of the community in co-creating the built environment. And these include: inviting stakeholders to participate; selecting and empowering a talented leader; understanding and appreciating differences in perspective; eliminating roadblocks to community learning; and balancing patience and performance.

The global economic landscape has been marked by unprecedented challenges, including recessions, pandemics, and conflicts, which have significantly impacted education systems worldwide. In Nigeria, the economic hardship has led to reduced funding for education, resulting in infrastructure decay, inadequate resources, and decreased access to quality education. Federal College of Education (Technical) Asaba, with a student population of approximately 1850 and 350 teaching staff, is not immune to these challenges. And is facing significant challenges in providing quality technical education due to Inadequate resources and infrastructure. The college's technical education programmes, which require hands-on training and specialized equipment, are particularly vulnerable to funding constraints. The lack of access to quality education and training opportunities can have long-term consequences for students, including reduced employability and limited career prospects. In response to these challenges, educators and policymakers are exploring

innovative approaches to delivering quality education. One promising strategy is leveraging community spaces as alternative learning environments. Community spaces, such as libraries, community centers, and local industries, can provide flexible, accessible, and cost-effective solutions for technical education. By repurposing community centres, the College can foster collaboration, skill develo**o**pment, and resilience among students.

This study aimed to investigate the feasibility and effectiveness of leveraging community spaces as alternative learning environments to support technical education at Federal College of Education (Technical) Asaba especially in these times of economic hardship. Specifically, the study aimed to:

- -Identify the types of Community Spaces available within and around Asaba metropolis.
- -Pinpoint the types of Community spaces most suitable for technical education.
- -Assess the level of accessibility of the community spaces available.
- -Explore the potential benefits of the community spaces to support learning in technical education.
- -Point out the attendant challenges of leveraging the Community Spaces to support technical education.
- -Examine Strategies to be adopted to effectively repurpose and leverage these spaces to support technical education.
- -Develop a framework for implementing community-based learning models in technical education

These questions guided this study and they include:

1. Which Community Spaces are available within and around Asaba metropolis?

2. Which type of Community Spaces are most suitable for technical education?

3. What are the levels of accessibility of the available community spaces to support Technical Education?

4. What are the benefits of leveraging community spaces as alternative learning environments?

5. What are the attendant Challenges involved in leveraging Community spaces as alternative learning environments?

6. What Strategies could be adopted for Effective Leveraging of Community spaces as Learning Spaces?

7. What framework can be developed to guide the implementation of community-based learning spaces in technical education?

Method

This study aimed to investigate the feasibility and effectiveness of leveraging community spaces as alternative learning environments to support technical education at Federal College of Education (Technical) Asaba. The study employed a mixed-method approach, combining both quantitative and qualitative data collection and analysis methods. The study used a survey research design to collect data from a sample of 300 persons, comprising students and teaching staff from Federal College of Education (Technical) Asaba. The survey included both closed-ended and open-ended questions to gather data. The population of this study consists of 1850 students and 350 teaching staff from Federal College of Education (Technical) Asaba. A sample of 300 persons was selected using a stratified random sampling technique to ensure representation from both students and teaching staff (250 students: 50 teaching staffs). The study used the following data collection instruments: A self-administered questionnaire was designed to collect quantitative data on the benefits and challenges of leveraging community spaces as alternative learning environments; Semi-structured interviews was conducted with a subset of respondents to gather qualitative data on their experiences and perceptions; Observations was conducted in community spaces to gather data on their suitability for technical training. The study employed descriptive statistics to analyze quantitative data. Qualitative data was analyzed using thematic analysis. The study ensured data quality and reliability by Pilot-testing the questionnaire with a small group of Twenty-one (21) respondents to ensure clarity and validity. Two (2) assistant researchers in the form of Interviewers and observers were trained to ensure consistency and accuracy in data collection. Data were double-entered to ensure accuracy and minimize errors.

Results

Based on the study's objectives and methodology, these were the findings of the study.

Research Question-1: which Community Spaces are available within and around Asaba metropolis?

Table-1: List of Available Community Spaces in and Around Asaba Metropolis.

Finding-1: Respondents were allowed freedom to suggest and/or list as many Community Spaces as they could, apart from ticking the ones listed by the Researcher. And from the list provided in table-1: Asaba, the headquarters of Oshimili South Local Government Area and the Capital City of Delta State has on offer, a variety and wide range of Community Spaces which include: Asaba International Airport; 149 listed Hotels and Guest houses (most of which are 3-5 star hotels like Grand, Bon, Orchid, Venn, Triple H and Triple A hotels; Factories like General Steel Mills, Sumni Wiring company, Aluminium Roof making companies like, Asaba, Witctech, Algen, Flight Aluminium; Drug Manufacturing Companies, Vegetable oil makers, Pure water Factories etc; State Library Complex; ICT Hubs like Delta State innovation, Zenith, and Imperial ICT hubs;

Mungo Park house; 203 listed Public and Private Primary and Secondary schools like Asagba, Ahabam, Ahor, Abu ato I, II and III primary schools, Asagba, Niger, Osadenis, Saint Patricia, Graceville, Holywood mixed secondary schools; Independent Power Generating Centre; Chike Edozien State Secretariat Complex; National Secretariat; Stephen Keshi Stadium; Event centres like the Dome, Opal, Art and Culture Pavillion event centres; House of Assembly complex; Cenotaph complex; State High court ; Police Headquarters; Government House; the Lander Brother's Anchorage; Public and Private Hospitals and Health centres like Federal Medical center, Asaba Specialist, Saint Joseph Catholic, Health Comfort, Good Samaritan, Saint Lukes, Saint Rebecca, Midland Hospitals and several Primary health centers; Asaba Mechanic Village; Asaba computer village ; Ogbogonogo International Market; MTN zonal office ; Central Bank branch Office; Asaba Technical college; Banks like Zenith, Eco, GTB, Access, Fidelity etc; Private Agricultural Farms; Asaba Spare Parts Market; Vanguard Newspapers; Independent Newspapers; Pointer Newspapers; Tipper/Lorry Garage; Asaba Film Village, Anwai.

Research Question-2: Which type of Community Spaces are most suitable for technical education?

Table-2: Community Spaces Most Suitable for Technical Education

Statements/items	SA	A	D	SD	RM
1. Factories (G.S.mills, Sumni Wires)	293	7	-	-	3.98
2. ICT Hubs (e.g Delta, Imperial, Zenith)	287	13	-	-	3.96
3. Asaba Mechanic Village	283	17	-	-	3.94
3. Asaba Computer Village	281	19	-	-	3.94
4. Asaba Spare Parts Market :	278	22	-	-	3.93
5. Hotels and Guest Houses:	269	31	-	-	3.90

Finding-2: These Five (5) community spaces were listed in hierarchical order through observation and by Respondents and interviewees reports/comments as the most suitable for technical education by the entire 300 respondents who either agreed or strongly agreed. They also recorded a response mean (RM) of between 3.90 and 3.98, which were all greater than the benchmark average reponse mean of 2.50. And this also led or culminated in their total acceptance.

Research Question-3: What are the levels of accessibility of the available Community Spaces as alternative learning environments to support technical education?

Table-3: Levels of Accessibility of Available Community Spaces.

Statements/items	SA	A	D	SD	RM
1.These Community spaces are accessible	289	11	-	-	3.96
2. Highly and easily accessible	276	24	-	-	3.92
3. Hard and difficult to access	-	-	67	233	1.22
4. Not accessible at all	-	-	45	255	1.15

Finding-3: From Table-3, the entire 300 (100%) responents either agree or strongly agree that these Community Spaces are accessible and highly and easily accessible as alternative learning environments. These also recorded response means (RM) of 3.96 and 3.92 respectively which are both greater than the benchmark average mean of 2.50. On the other hand, the entire 300 (100%) respondents also, either disagree or strongly disagree that these spaces are either hard and difficult to access or not accessible at all with the RM value of 1.22 and 1.15 respectively which are both less than the benchmark value of 2.50 and were promptly rejected.

Research Question-4: what are the benefits of leveraging these spaces as alternative learning environments?

Table-4: The Benefits of Leveraging Asaba Community Spaces.

Statements/items	SA	A	D	SD	RM
1. Practical Experience	273	27	-	-	3.91
2. Engagement of Attention/Interest	268	32	-	-	3.89
3. Developing Creativity	263	37	-	-	3.87
4. Improved Learning outcome	259	41	-	-	3.86
5. Skill acquisitions enhancement	254	46	-	-	3.85

Finding-4: From table-4, the total 300 (100%) respondents either agree or strongly agree that the benefits of leveraging community Spaces include the following in hierarchical order: Practical Experience; Engagement of Attention/Interest; Creativity Development; Improved Learning Outcomes; Enhancement of Skill acquisition. All these recorded response means that range from 3.85 to 3.91 and greater than the benchmark response mean of 2.50 and were promptly accepted. The rest include Preparation for Future life (248/52); Creation of Job Opportunities (244/56); and

broadening of knowledge and ideas (239/61). These also recorded RM value of 3.83, 3.81 and 3.80 respectively and greater than the benchmark value of 2.50.

Research Question-5: What are the attendant challenges involved in leveraging these Spaces?

Table-5: Attendant Challenges involved in Leveraging Community Spaces.

Statements/Items	SA	A	D	SD	RM
1. Funding/unknown Cost implications	259	31	10	-	3.83
2. Time Constraints	255	30	15	-	3.80
3. Teachers un-willingness to Incorporate	246	32	22	-	3.75
4. Lack of Transportation	242	33	25	-	3.72
5. Technical Issues	238	35	27	-	3.70

Finding-5: Some attendant challenges listed by respondents include: Funding/unknown cost implications: Time Constraints: Teachers unwillingness to incorporate or adopt these changes; Lack of Transport; Technical Issues. Others include, Protecting Students data; and Unequal distribution of Resources. All these had 252 (84%) to 290 (96.7%) respondents that either agreed or strongly agreed that these challenges are involved in leveraging community Spaces to support technical education. Ten(10) to 27 respondents which is 3.3% to 9% 0f the entire 300 respondents, simply disagreed. These challenges were also accepted because their response means ranged from 3.55 to 3.83 which were greater than the average benchmark response mean of 2.50.

Research Question-6: What Strategies could be adopted for effective leveraging of these Community Spaces as alternative learning environment?

Table-6: Strategies Adopted to effectively repurpose and leverage Community Spaces.

Statements/Items.	SA	A	D	SD	RM
Can these Spaces be Leveraged	277	23	-	-	3.92
1. Field Trips	264	33	3	-	3.87
2. Library Visits	261	34	5	-	3.85
3. Community Volunteering	260	31	9	-	3.84

4. Creating Social Awareness	259	30	11	-	3.83
5. Collaboration and Partnership	256	30	14	-	3.81

Findings-6: From table-6, result showed that the total 300 respondents which is 100% of the entire respondents either agreed or srongly agreed that these Community Spaces can be leveraged as alternative learning environments to support Technical Education. The Strategies to be adopted to effectively leverage these Spaces included: Field trips; Library Visits; Community Volunteering; Creating social Awareness; Collaboration/Patnership with Local businesses; Career talks and Mentoring programmes; Workshop and Guest speakers; Incorporating Field based learning into Curriculum; Attending Exhibitions; Watching Multimedia Presentations; Interactions with knowledgeable organizational staff; Ecosystem or wildlife exploration in natural habitats; Collection of environmental samples; Evidential Storey telling sessions; Practical Applications of skills on Research and project writng. All these Strategies recorded 274 (91.3%) respondents to 297(99%) out of the entire 300 respondents. Their acceptance were also based on recording the response means that range from 3.81 to 3.87 which were all greater than the average benchmark response mean of 2.50.

Research Question-7: What Framework can be developed to guide the implementation of community based spaces for technical education?

Table-7: Developed Framework To Guide Implementation.

Statements/Item	**SA**	**A**	**D**	**SD**	**RM**
1. Partnership with Stakeholders	295	5	-	-	3.98
2. Mobilizing Resources	290	10	-	-	3.97
3. Training and Support Programs	286	14	-	-	3.95
4. Identifying Suitable Spaces	281	19	-	-	3.94
5. Integrating Community Learning	275	25	-	-	3.92

Finding-7: From table-7, the responses recorded by the various respondents were listed in hierarchical order and included: Developing Partnerships with Community stakeholders; Mobilizing Resources; Providing Training and support programmes; Identifying suitable Spaces and resources; Integrating community based learning into practice. All these had 275 (91.7%) to 295 (98.3%) respondents out of the total 300 respondents that either agreed or strongly agreed that

these frameworks could be developed to guide the implementation of community based spaces for technical education. Their acceptance were based on the fact that they all recorded response mean that range from 3.92 to 3.98 and greater than the average benchmark response mean of 2.50.

Discussions Of Findings

Asaba, the headquarters of Oshimili South Local Government Area and the Capital City of Delta State has on offer, a variety and wide range of Community Spaces which include: Museum, Airport, Schools, Hotels, Libraries etc which can be used as alternative learning environments. This is in agreement with the views expressed by Teachers Institute (2023) that Community resources such as museums, parks, libraries, and even local businesses play a vital role in enriching children's educational experiences and are tools, spaces, and organizations within a community that provide valuable services, information, or support.

Result provided top Five community spaces listed in hierarchical order by respondents and interviewees which included: Factories like General Steel mills etc; ICT Hubs, Asaba Mechanic Village; Asaba Computer Village; Asaba Spare Parts Market; Hotels and Guest Houses. These, they felt were most suitable for Technical Education. This is in line with the comments of Teachers Institute (2023) that when used effectively, community resources complement formal education by offering hands-on, real-world experiences that textbooks alone cannot provide. Also, Christou et al (2017) asserted that Community-based learning has been recognized as a viable approach to promoting student learning outcomes and providing flexible, accessible, and cost-effective solutions for technical education.

Opinions of all respondents show that available Community Spaces are easily accessible and can be leveraged as alternative learning environments. All that is required is for the college to put certain Structures and Strategies in place in collaboration and partnership with the community. This is in conformity with the submissions of Bickford & Wright (2025) that given the fact that physical and virtual learning spaces play critical roles in enabling or deterring community, it is essential that educators reevaluate the role of virtual and physical space as a way to improve student (as well as faculty and staff) learning and engagement in community. They maintained that fostering community is critical to learning, regardless of whether an institution is primarily online, commuter, or residential.

Results from the several benefits listed and explored showed that the top Eight (8) ranked highest among the respondents included: practical experience; engagement of attention/interest; creativity development; improved learning outcomes; enhancement of skill acquisitions like critical thinking and Problem-solving: preparation for future life; creation of job opportunities; and broadening of knowledge and ideas. This result conforms to the views expressed by Teachers Institute (2023) that Community resources such as museums, parks, libraries, and even local businesses play a vital

role in enriching children's educational experiences, adducing few reasons for their importance including: practical learning; engagement; diverse perspectives; creativity; and exploration. This result also finds relevance in the assertions of Papaloannou et al (2023) that Community-based learning can lead to improved student learning outcomes in technical education and that of Yau (2023) that Community-based learning can provide cost-effective solutions for technical education, reducing the financial burden on colleges and students.

Some attendant challenges that majority of Respondents listed and agreed to included: funding/ unknown cost implications; time constraints; teachers unwillingness to incorporate or adopt these changes; lack of transport; technical issues; protecting students data; unequal distribution of resources. The result is in total agreement with the assertions of Obikeze & Onyechi (2011) that while community-based learning offers several benefits, there are also challenges and limitations to consider. Garrison & Anderson (2003) observed that technical Issues and ensuring system reliability, scalability, and seamless integration can be a challenge. Moore & Kearsley, 2011) dwelt on the problem of Data Privacy and the need to protect student data and ensure compliance with regulations. Rovai (2002) noted that encouraging teachers to effectively integrate community-based learning models into their practice can be a challenge. Teachers Institute (2023) also addressed some challenges and asserted that with proper planning and collaboration, these obstacles can be surmountable.

Result showed the Strategies suggested for adoption by majority of Respondents for effective leverage and successful implementation included: Field trips; Library Visits; Community Volunteering; Creating social Awareness; Collaboration/Patnership with Local businesses; Career talks and Mentoring programmes; Workshop and Guest speakers; Incorporating Field based learning into Curriculum; Attending Exhibitions; Watching Multimedia Presentations; Interactions with knowledgeable organizational staff; Ecosystem or wildlife exploration in natural habitats; Collection of environmental samples; Evidential Storey telling sessions; Practical Applications of skills on Research and project writng. In agreement, Teachers Institute (2023) opined that some common community resources like Museums, Nature, Libraries and local businesses and industries could be utilized to enhance or enrich learning.

The responses recorded by the various respondents were listed in hierarchical order and included: Developing Partnerships with Community stakeholders; Mobilizing Resources; Providing Training and support programmes; Identifying suitable Spaces and resources; Integrating community-based learning into practice. This result is closely related to the assertions of Oginni & Oyelowo (2023) that to implement community-based learning models effectively, colleges can consider the several framework including: developing partnerships with community stakeholders to identify suitable community spaces and resources; mobilizing resources to support community-based learning, including technology and infrastructure; providing training and support for

teachers and staff to effectively integrate community-based learning models into their practice towards building capacity.

Conclusions

The study concluded that community spaces can be leveraged as alternative learning environments to support technical education with the several outlined community Spaces available within and around Asaba metropolis.

The findings suggest that community-based learning models can enhance student engagement, motivation, and collaboration, leading to improved learning outcomes.

Also Leveraging community spaces as alternative learning environments has the potential to transform technical education and promote student learning outcomes.

Understanding the benefits and challenges of community-based learning, educators and policymakers can develop effective frameworks for implementation and create more inclusive and sustainable learning environments.

Recommendations

Colleges should partner with community stakeholders to identify suitable community spaces and resources for technical training.

Individuals, organizations and corporate bodies should Invest in infrastructures and resources to support community-based learning models.

Provision of training and support should be made available for teachers and staff to effectively integrate community-based learning models into their practice.

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