

Introduction to Educational Planning

EME201



*University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development
Version v*

Distance Learning Centre, University of Ibadan, Ibadan.

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

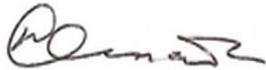
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre’s provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', with a stylized flourish at the end.

Professor Bayo Okunade

Director

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About this course manual

Introduction to Educational Planning EME201 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing Introduction to Educational Planning we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

CourseOverview

Welcome to Introduction to Educational Planning EME201

The course contains a number of themes connected to educational planning from an international and comparative perspective. It contains theoretical perspectives as well as examples of what planning means in practice at both national and local levels. The themes covered are strategic planning, analysis of education systems and financing, planning related to placement and development of personnel, the analysis of different measures taken, school mapping, questions about leadership and management at school and sub-system levels and the follow up and evaluation of quality-related issues.

Course outcomes

Upon completion of Introduction to Educational Planning EME201, you will be able to:



Outcomes

- *demonstrate* knowledge of educational planning and its development, in theory and practice.
- *demonstrate* understanding of the role of planning and issues related to policy analysis at national and local level from a comparative and international perspective,
- *demonstrate* skills and abilities to make analysis of education systems, where to locate schools and how to finance education, and
- *conduct* a simulation analysis with help of authentic information/data and statistics from a number of countries.

Getting around this course manual

Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
<i>Activity</i>	<i>Assessment</i>	<i>Assignment</i>	<i>Case study</i>
			
<i>Discussion</i>	<i>Group Activity</i>	<i>Help</i>	<i>Outcomes</i>
			
<i>Note</i>	<i>Reflection</i>	<i>Reading</i>	<i>Study skills</i>
			
<i>Summary</i>	<i>Terminology</i>	<i>Time</i>	<i>Tip</i>

Study Session 1

Overview of Planning and Educational Planning

Introduction

Planning is a term that is applicable in all spheres of life. To this end, each and everyone, every organization or even groups should at all times be involved in the activity of planning, so that set objectives will be realized. This study session will expose you to the concept of planning, what planning is not, concept of educational planning and other planning concepts.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 1.1 *define* planning
- 1.2 *explain* what planning is not.
- 1.3 *explain* what educational planning is and other concepts.

Terminology

Planning	The process of thinking about and organizing the activities required to achieve a desired goal.
Forecasting	A planning tool that helps management in its attempts to cope with the uncertainty of the future, relying mainly on data from the past and present and analysis of trends.
Educational planning	The process of setting out in advance, strategies, policies, procedures, programmes and standards through which an educational objective (or set of objectives) can be achieved.
Administrative planning	A plan, normally relating to and complementing the operation plan or order, which provides information and instructions covering the logistic and administrative support of the operation.
Instructional	Preparation for teaching and learning, including ; – construction of goals, objectives, and instructional and

1.1 Defining Planning

An adage says; “to fail to plan is to plan to fail”. This adage is loaded with meanings and full of warnings. That as an individual, family, state, organization (Public, private etc.), and a country, there is need for everyone to plan. Our God, in the course of creation of the heaven and earth that was initiated shapeless and of no form, planned for items that inhabited the earth. He also planned for humans that lived on the earth or occupied the earth, while God also planned for our exit out of the earth, and that was why we have the heaven and the hell. God further or in the course of His plan, had resources, which should be optimally utilised. Man therefore needs to plan all of his activities daily, weekly, monthly, quarterly, yearly with the target of achieving set goals. As human beings, we usually take decision on what to be done which is taking of decision(s) in order to be able to achieve specified targets or goals.

To this end, experts have defined and viewed planning from varieties of angles. They have also on their personal notes defined *planning* from various dimensions. In this study session one, you will be exposed to varieties of definitions that follows:

Dror (1963) said planning is the process of preparing a set of decision for actions in future directed at achieving goals, by optional means.

To Chwleduk (1966) planning is the system of managing economic process that involves production. Its essence consists of determining economic targets and methods for their implementation, in particular, the allocation of means of production and of labour to different uses. Planning is therefore an instrument for economic strategy to be able to achieve the optimum group of national income or the maximum satisfaction for social needs.

As at 1968, Branch and Robinson believed that planning is a deliberate, organised, continuous process of identifying various elements and aspects of organism, determining their present state and interaction projecting them in concert through a period of future time and formulating and programming a set of actions so as to attain desired result.

Nwankwo (1981) said planning is the activity concerned with developing short or long range guides that will most optimally use the best available resources so as to achieve specified objectives.

To Akanji and Doguwa (1992) planning is an institutionalized mechanism through which an organization which can be public, private or Non-Governmental identifies and considers alternative policies, generate a consensus about appropriate actions, and provides legitimacy for major changes in direction.

Adepoju (1998) added that planning could be viewed as a systematic

attempt to influence the future of an institution or even determining today, what the business will be tomorrow especially by defining the objective, appraising those factors within the outside the environment which affect the achievements of the objectives and establishing comprehensive and flexible action plans to ensure that the set objectives are attained.

Longe (2003) said that planning in general is a process of establishing priorities for future actions in an attempt to solve economic problems, which stem from the existence of scarce resources. To her, planning thus implies giving thoughts to the goals, aspirations and priorities of a nation. A close and cursory look at above expert definitions of planning, it will be realized that there are these four unique features among them, and these are

1. **Orientation to Action:** Planning involves taking of needed and necessary action, which does not take place by coincidence, but by willfulness and willingness.
2. **Orientation to the Future:** This is another unique feature found among the experts definitions, issue of future has to do with things to be done later and not now (or present). Each of the definitions projected into the future or attainment of set goals and objectives in a later life or later future.
3. **Orientation to Achieve Goal:** There is a difference between goal and objective. While goal is long term or long range, objective is short range. Objective can be realized within a short time or period of about 30 or 45 minutes or one hour class. Goal however is realized probably within a month, a year or more than that. Planning is therefore targeted at achieving goals which are long range or long term.

ITQ

Question

Who defined planning as the process of preparing a set of decision for actions in future directed at achieving goals, by optional means?

1. Chweleduk
2. Dror
3. Nwankwo
4. Adepaju

Feedback

What option did you choose? If we go back to the body of this section where we considered the various definitions as given by various experts, you will discover that that this definition is in relations to that given by Dror. What can be deduced from this is that options A, C, and D. Therefore, the right option is B.

1.2 What is Planning NOT?

It is of great importance to distinguish planning from some other look related terms such as *forecasting*, predicting, target, projection, setting etc. Owolabi and Akinwumiju (1992) explained the difference between planning and the other mentioned terms. To them, planning is not forecast or prediction. Forecast or prediction is a prophecy of what will occur in future even after having weighted all the factors that look like they will bear on the variable under consideration. Planning is also not target. Target is something that a policy maker wants to achieve in the course of carrying out his/her policy activities. Furthermore, planning is not projection. A projection is a forecast that is based upon a specific assumption about developments in interdependent variables. In addition, planning is not extrapolation. Extrapolation is an assumed continuation of current trends in the variable that is being observed.



Note

So far, you have been exposed to what planning is. You have seen various definitions of planning according to various experts between the 1960s and 2000s. You have also been informed of four common or unique features that are common among the provided experts' definitions of planning. I advise that you keep the above in your mind, so that you will not lose track of the next section I want to teach you, which is Concept of Educational Planning. What you have been taught will be applied to the concept.

ITQ

Question

From what has been studied so far, planning is not all but one of the following

1. Projection of future
2. Prediction of future
3. Forecasting the future
4. Process of preparing decisions for future actions.

Feedback

From what we have studied so far in this section, you will recall that we stated that planning is none of projecting, predicting, or forecasting the future. What this means therefore is that options A, B, and C are wrong options. The right option is D.

1.3 Concept of Educational Planning and Other Planning Concepts

Dear students, this section will further dwell and expose you to a build-up on what you were taught in last section, which was on "Planning". In this section, you will learn about the concept of educational planning and other

planning concepts that you need to know about **Educational Planning** has been defined by various experts from their various angles or views. To this end, Blaug (1970) described Educational Planning as involving making of conscious decisions now that have further consequences for action that will have to be taken in the future concerning education. To Coombs (1970) educational planning is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of both the students and the society.

According to the implementation committee on the Nigeria National Policy on Education (Blue Print; 1979); educational planning is said to be a continuous process of obtaining and analysing facts and from empirical base; of provision of information to decision-makers on how well the education system is accomplishing its goals in particular and how the cost effectiveness of education programmes and specific projects can be improved.

Additionally, Nwankwo (1981) explained that educational planning is a process of preparing a set of decisions about educational enterprise in such a way that the goals and purposes of education will be sufficiently realized in future with the available resources. Adesina (1981) argued that it is difficult to provide a universally acceptable definition of educational planning. But he also provided his view of what educational planning is as the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficient and effectiveness of the educational system. Longe (1987) also defined educational planning as concerned with the problem of allocating the limited resources devoted to the education sector among different levels and types of education. Longe (1987) added that educational planning forms an integral part of development planning which involved attempt to solve the problem of scarce resources relative to the growing needs of the national development.

Dear students, you have been exposed to the various definitions of educational planning as provided by different experts, however, there are some other important concepts of planning which is important/essential that you should know and among the concepts are: administrative planning, academic or curricular planning, co-curricular planning, instructional planning, and institutional planning. Explanations of these other planning concepts are as follows:

1.3.1 Administrative Planning

This type of planning has to do with planning in administrative perspective. **Administrative planning** has to do with the distribution of responsibilities and powers for the different and various levels of education. Both the administrative responsibilities and powers are phase-wise planned relational to the level of different educational administrators. Kashyap (n.d) emphasised that the administrative planning of education makes a detailed plan on the structure and organization of education at various levels of primary, secondary, tertiary (or higher) – general,

technical and professional. Administrative planning prepares planning on the following:

- 1 Duration of an educational programme
- 2 Organization and coordination of educational programmes
- 3 Financial allocation or budget for an educational programme
- 4 Engagement of educational experts and official in an educational programme and
- 5 Smooth management of such educational programme and so on.

1.3.2 Academic or Curricular Planning

This refers to planning for smooth academic activities or transaction of the syllabus for a given course at a given level of education. Further, it encompasses planning on education in relation to both the needs and demands of both the individual and the society. The academic or curricular planning has the following constituents:

- 1 Formulation of educational goals and targets,
- 2 Formation of curriculum committee for the development of curriculum and selection of proper strategies and methods of teaching, planning of content units of a course, planning for evaluation, planning for review of curriculum in use, planning for use of library, planning for the gifted, planning for physically challenged, planning for remedial instruction for slow learners etc.

1.3.3 Co-Curricular Planning

The co-curricular has to do with things that are outside the educational exercises of the students. It has to do more with recreational activities that students will be involved in the school environment, but will still contribute to the total development of a child. To this end, co-curricular planning includes planning for student welfare services, planning for sports and games, planning for social activities and programmes, planning for cultural activities and programmes, planning for hobbies etc. it is custom of students of University of Ibadan to be engaged in varieties of co-curricular activities during the second semester of each session. Such activities include Faculty Week, Departmental Week, Hall Week, religions activities, Man-o-War Activities, Sports Week and so on. If you also engage in such activities, it will further add and improve on your total development.

1.3.4 Instructional Planning

This is a planning of education at macro-level. This is because it has to do with planning in classroom situation in relation to a given topic of a specific subject. Kashyap (n.d.) said this planning refers to emotional and organizational climate of the classroom. It however includes the planning for instructional objectives as required for the specific topic(s) to be taught in a subject, selection and organization of learning activities, the selection of suitable and appropriate teaching aid(s) and its usage as appropriate too in the course of lesson delivery, selection of suitable evaluation techniques to find out the learning outcomes etc.

1.3.5 Institutional Planning

This is a planning that has to do with the needs and requisite requirements of every institution which will be achieved through creation and maintenance of a planning atmosphere in such institution. Though, Kashyap (n.d.) still added first level to the third level. Kashyap (n.d.) still added that it is certifying that planning takes place at grass root levels and it includes all types of planning in its jurisdiction. These however are: Planning for administrative planning for academic or curricular development, planning for non-academic or co-curricular activities, planning for school – community relations, planning for discipline, planning for developmental activities or programmes, planning for proper utilization of community resources for total development of the institution.

ITQ

Question

One of the following is not a concept related to educational planning.

- 1 Marriage planning
- 2 Administrative planning
- 3 Instructional planning
- 4 Institutional planning

Feedback

In this section of this study session, we came cross five different concepts that are related to educational planning. However, while options B, C, and D are just three of the five related concepts to educational planning. What this means is that none of options B, C, and D is the right option. Therefore, the right option is A.

Study Session Summary



Summary

In this Study Session, we examined the concept of planning from the views of various experts. We also explained what planning is not. Here, we noted that planning is not prediction, forecasting, projection, or targeting. Additionally, the concept of educational planning and other concepts of planning were examined.

Assessment



Assessment

SAQ 1.1 (tests Learning Outcome 1.1 and 1.2)

According to various experts, what is planning? What do you consider planning not to be?

SAQ 1.2 (tests learning outcome 1.3)

Explain fully the following planning concepts:

- 1 Administrative planning
- 2 Academic or Curricular planning
- 3 Co-curricular planning
- 4 Instructional planning
- 5 Institutional planning

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Study Session 2

Evolution of Educational Planning in Nigeria

Introduction

History is important because it teaches us about the past and we are able to reflect on the past happenings. Study session two will be dealing with how educational planning evolved in Nigeria. We will expose you to what the Nigerian educational planning was, is and will be in the future. The role of the World Bank, UNESCO and other organizations will be highlighted too. This session will also x-ray the reports of Harbison and that of Ashby's Commission.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

2.1 Explain the evolution of educational planning in Nigeria

Terminology

Educational management	Both a field of academic study and a collective group of professionals that includes principals, teachers and other education professionals.
Education system	Public schooling, not private schooling, and more commonly to kindergarten through high school programs.

2.1 Evolution of Education Planning in Nigeria

Dear students, it is of great importance to know or be equipped with how an activity evolved. For example, you can ask your father to tell you story of how your family evolved, and it will marvel you that your great grandfather started the evolvement of your family from one place or the other. It is therefore important that as a student of **Educational Management**, you need to be properly equipped with how one of your courses, Educational Planning evolved. Ogunsanya (1983) made it known

that people all over the world have been greatly concerned about the future or the fate of education upon which the training of their children and the growth of their country depend.



Note

Educational Planning was not common until the year 1950 despite the fact that activity of planning has been in existence in various spheres of life.

Ogunsaju (1983) further made it known that since 1950; the term has grown fast to the extent that both governments and international agencies committed themselves to the idea of educational planning. Various nations have since then given top priority to the new term, which remains a mystery especially to most individuals upon whom its success depends. Many questions agitated the mind of these individuals. Among such questions are:

- 1 What really does educational planning mean?
- 2 How does educational planning work?
- 3 Why do we really need to have educational planning?
- 4 What would have happened or the consequence of not having educational planning?
- 5 How or in what way(s) is it different from the past?
- 6 Another question that can be asked is why is it so, important to find a new kind of educational planning?

Taking a cursory look at the questions above, there is need to really understand the meaning of the term educational planning. Adesina (1981) and Ogunsanya (1983) both agreed that in a general context, educational planning is the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and efficiency of the educational system. Remember that this definition have also been reflected in the first lecture of this course. Above definition shows non – rigidity, but flexibility of the definition and educational planning to be specific.



Note

Planning is however applicable to all spheres of life and not educational only. Planning is applicable to health, sports, family, economic, transport, recreation and lots more. In essence, planning is non – rigid, but flexible term applicable at all spheres of life.

Ogunsaju (1983) noted that the beginning of educational planning in Nigeria was traced back to year 1945. That was the year the whole world was however subjected to a barrage of scientific, technical, economic, demographic, political and even cultural changes, which shook everything in the sight due to the Second World War. Nations such as Britain, France, Russia and even United States of America started to rebuild their educational system. Various steps that were taken included:

- 1 creation of crash – programmes
- 2 building of more classrooms

- 3 provision of emergency training so as to cope with shortage of manpower.

Though, during the said period, Nigeria. Was still under the British Protectorate. To this end, the British Government attempted to stabilize her education by enacting the Education Act of 1944. The 1944 Education Act according to Ogunsaju (1983) requested that each of the 146 Local Education Authorities in both England and Wales to prepare a development plan which was submitted to the Central Ministry of Education.

But with respect to Nigeria, the Act resulted into the launching of Ten Year Development and Welfare Programme in 1946. The target of the Plan was to run or be in operation between April 01, 1946 to March 31st, 1956. Ogunsaju (1983) recorded that before the proposed for the 1946-1956 Development Plan were presented before the Legislative Council, Governor Bourdillon of Nigeria had originally proposed in 1942 a Ten year Educational Plan for Nigeria.



Note

The plan had originally laid down proposals for Nigeria's educational development between 1944 and 1954.

Ogunsaju (1983) explained that there was an extensive review of literature by Nigerians, and such literature indicated that the success of any educational system is rested on the following:

1. Proper planning,
2. Efficient administration and also,
3. Adequate financing.

The listed success variables confirmed the views of both educated Nigerian citizens and even the government on the great importance of educational planning especially in a country's development. Ogunsaju (1983) further made known that above situation made the Nigerian government to respond urgently to then identify in the 1950's the educational needs for her citizens, especially by embark on what is known as "approach of linear expansion" which is one of the planning strategies. Series of conferences were held, while UNESCO experts also provided their service expertise to Nigeria and this effort according to Ogunsaju (1983) yielded proposal of certain targets meant to be achieved in year 1980. Though Nigeria embarked on the said plan, but unfortunately the country was found not to be matured enough to embark on that type of educational and manpower planning. This was coupled with the difficulty and limitation faced by the developed nations that would have bailed Nigeria out of the predicament.



Note

The developed nations too faced the problem of shortage of manpower for the kind of planning that was needed by Nigeria then.

Ogunsaju (1983) recorded further that some agencies, foundations and UNESCO sent competent advisers to fulfil and bail out Nigeria from the mounted demands in the area of planning. Unfortunately, there was little that such experts could do because of the fact that there were no good textbooks available on the subject in any language and there was no one that was competent enough to also write any textbook. The Nigerian government however went ahead of push up or increase school environment upward towards the set target as fast as possible. The step taken had problem because of the ill-timed educational planning that almost crushed the whole educational system.

The effects of the steps taken which almost crushed the Nigeria's **educational system** are as made available by Ogunsaju (1983) as follows: there were wasteful imbalances within the educational system. For instance, school building construction was given high priority while there was shortage of teacher training and provision of textbooks. In essence, new students outstripped teaching manpower supply and available textbooks. Ogunsaju (1983) summarized the situation as follows: when the time came for the fulfilment of those promises, it was discovered that the explosion of population growth among the youths prevented the government from fulfilling its promises and thus it shattered the hopes of its people.

Additionally, there was scarcity of jobs in the land, because of rapid expansion of schools by the Nigerian government. The rapid expansion led to excessive production of graduates who filled the available job vacancies. Ogunsaju (1983) made us to realize that the condition affected Nigeria economy and also forced the students that studied abroad that could have returned back home and contribute their quota to the development of Nigeria as a nation, to take up jobs in other places and other countries. The expert further exposed that the strategy of linear expansion produced the wrong kind of education that was irrelevant to Nigerian society and needs. Other problem experienced was that of high rates of drop out, repetition and failures at the end of the course(s).

The lastly planning embarked upon by the Nigerian Government had dire consequences as enumerated above. It led to vast waste of scarce and precious economic resources and human potentials too. It further resulted in serious hindrance to national development, while it confirmed that the Nigeria's educational achievement were more of ordinary numbers and not of growth.

ITQ

Question

All but one of the following is not a question raised in the study of educational planning.

1. What really is meant by educational planning?
2. How can we scrap educational planning
3. Why do we really need to have educational planning?

4. What would have happened or the consequence of not having educational planning?

Feedback

Can you go back to what has been studied in this section? You will recall that we identified six questions, which sums up all that can be asked about educational planning. Without doubt, these six questions summarises all that educational planning is. A look at all the options shows that only A,C, and D are part of the questions raised about the subject-matter. Hence, the right option is B.

2.1.1 The World Bank Mission

As at the year 1953, the Nigerian Government and that of the United Kingdom requested for assistance of the World Bank Mission. The Mission according to Ogunsaju (1983) was organized by the International Bank for Reconstruction and Development (IBRD) and the major aim was to investigate the economic development prospects that existed in Nigeria with the hope and target of making necessary recommendations that would lift up and help Nigeria to develop economically. The IBRD as at 1955 targeted at fulfilling its assignment and focused on the following targets.

1. Assessed the resources available in Nigeria for the/her future development
2. Studied the possibilities for development in the major sectors of the Nigerian economy.
3. Made recommendations for practical steps that was taken and this included timing and coordination of development activities (Ogunsaju, 1983).

Upon careful investigation, the mission showed that when Nigeria was compared with other African Nations, Nigeria has Uroth the manpower and finance to achieve requisite development programmes. The IBRD Mission according to Ogunsaju (1983) suggested as follows:

1. Need for expansion of teacher training that would help Nigeria in improving her standard of primary education.
2. Control of possible population explosion of pupils at the primary school level.
3. Expansion of secondary level education that invariably would enhance the quality of trained teachers
4. Reasonable increase in higher education as Nigeria's education budget permitted.

The IBRD was not encouraged about the disappointing status or condition of Nigeria's technical education despite the great emphasis that was implied on it in the Ten-Year Plan for Development and Welfare. The Mission suggested of expansion of more trade centres and total recognition of the existing institutions. Nigerian government always depended on foreign advisers in the area of formulation and implementation of both educational and national welfare and development plans. The dependence has always not helped Nigeria in properly realized her social and economic needs.

2.1.2 Harbison's Reports

Ogunsaju (1983) recorded that the Harbison's study of Nigeria's manpower needs prepared a way for the work of Ashby and invariably it was a foundation upon which the Ashby's work was lifted up. Harbison's work however concentrated on a period of ten years production of both the intermediate and high-level manpower. He also made known the challenges that were to be faced in the process of generation of the types of manpower. He warned that:

1. Nigeria's most urgent needs in the near future as at that time was expansion of intermediate education instead of expansion in the University education, even if there are challenges with non-availability of funds
2. Care should be taken to avoid over investing in higher education and even situation of over-crowding Nigeria Universities with cohorts especially in non – science areas of study.

He further added that there is the need to discourage the rapid expansion at the primary school level, while he demanded for the production of qualified teachers. Above warnings guided Ashby while he was planning Nigeria's education for the two decades of 1960-1980.

2.1.3 The Ashby Commission

The Ashby's Commission's Report was called "Investment in Education" and was an offshoot of Harbison's Commission Reports on Nigeria's Manpower Requirements in the 1970's. The Ashby Commission was saddled with the responsibility of examining all phases of Nigeria's educational system which ranged from Primary level to the university level. The commission examined the role that primary school level played within which it intended to develop. The commission's job was noted with interest in the area of secondary Education. This is as a result of the sixth form was the lowest ladder before entrance into higher education which was the major source of supply of intended under-graduates to the University College of Ibadan. The Ashby Committee recommended as follows that: out of the 29,000 pupils that would complete school certificate courses each year, 21,000 should seek employment, while, 8000 of them should further their educational training. Out of the 8,000 that applied for further training, 3,000 should undertake the Higher School Certificate (H.S.C) G.C.E. (Advanced Level), and 500 should plan to enter the teaching career/profession. It was however noted with regret that there was lack of quantity and quality of teachers in Nigerian primary and secondary schools. To this end, Ashby's commission recommended an upgrading system for teachers that were already in service, though, not qualified for admission into higher programme.



Note

Ogunsaju (1983) recalled that the target for year 1970 was half graduate and half Grade 1 staff for the secondary schools, technical institutes and teacher training colleges. In addition, in every fifteen primary school teachers, there must be at least one Grade 1 teacher.

Ashby commission recommended for rapid expansion of technical colleges that are saddled with the responsibility of taking care of Nigeria's technological needs. There was emphasis of the need and importance of agriculture to Nigeria's economic growth. This culminated the expansion of the veterinary Research Institute at Van. It should however be noted that the major focus of the commission was the University, because the major task of the Ashby's commission was on higher education. The task that the commission was saddled with led to various recommendations such as: establishment of two new additional universities (Lagos and Zaria in 1962) to those that are existing in Ibadan and Nsukka. The greatest expansion in higher education in the country occurred during the period of 1960-1980. Overall, the Ashby's Commission Report has been regarded as Nigeria's education Bible (Ogunsaju, 1983). This was because Nigeria's educational developments since independence have been hinged on the proposals of the commission.

ITQ

Question

The Nigerian Government, in conjunction with the United Kingdom requested for assistance of the World Bank Mission in -----.

- A. 1960
- B. 1979
- C. 1999
- D. 1953

Feedback

The answer to this question is in the early part of this sub-section that has to do with World Bank Mission. A look at this section will reveal to you that the right option is D.

Study Session Summary



Summary

In this Study Session, we examined the evolution of educational planning in Nigeria and made known reasons why both Nigerian and United Kingdom governments requested for assistance of the World Bank Mission. We also explained the Harbison's report in line with the Nigeria Manpower needs. Finally, we discussed the assignment given to Ashby Commission and the constituents of the Commission's report.

Assessment

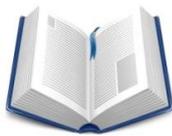


Assessment

SAQ 2.1 (tests Learning Outcome 2.1)

Explain fully the evolution of educational planning in Nigeria

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Study Session 3

Factors Guiding the Operations of Educational Planning

Introduction

In the previous Sessions, we had explained what planning and educational planning is. In addition, we described what planning was not. In this session, however, we will be highlighting the objectives of educational planning. With this, we will be exposed to why educational planning is embarked upon by governments of various nations. Furthermore, we will look at the features of educational planning. Finally, we will be pointing out the important factors that are taken into consideration for the successful operation of educational planning.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 3.1 *identify* the objectives of educational planning.
- 3.2 *explain* the characteristics of educational planning.
- 3.3 *discuss* the factors guiding the operations of educational planning.

Terminology

Efficiency	The comparison of what is actually produced or performed with what can be achieved with the same consumption of resources (money, time, labor, etc.).
Manpower	Total supply of personnel available or engaged for a specific job or task.
Objective	A specific result that a person or system aims to achieve within a time frame and with available resources.

Population growth	The increase in the number of individuals in a population.
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3.1 Objectives of Educational Planning

There are many objectives of educational planning and these include:

3.1.1 Enhancement of Educational Growth and Development

Ordinarily, there is a difference between growth and development. Growth is increase in quantity, and development is overall improvement in all spheres. Educational planning targets at ensuring that primary school, secondary school and tertiary school increase in quantity and also experience overall increase or improvement. As much as there will be increase in population from time to time, educational provisions should also increase to measure up with the increased population.



Note

If there is adequate population data, the Ministry of Education will be equipped with such data and determine what should be the number of primary, secondary and tertiary institutions to be additionally established to meet up with the increased population.

3.1.2 Enhancement Internal and External Efficiency in the Education System

Efficiency is the relationship between the input and output such that the input will yield greater output. Efficiency can be internal or external. Internal efficacy within the educational system is the relationship that exists between the inputs that yield greater output in the educational system. Such inputs are:

1. Students time,
2. Food intake teacher's teaching time,
3. Time used by school for administrative duties on student issues,
4. Sleeping time/period, etc.,

While the output is the performance of the students in given examinations especially those organized within the school setting and by public examining bodies also. By the time the students performances in these examinations are outshining, is a result of the various inputs, it can then be concluded that there is efficiency in the internally organized educational system. With respect to the external efficiency, it is that there is a positive relationship between the outputs of/from the education sector and the need of the economy. The trained manpower from various sectors of the educational system should be able to meet up with the manpower need/requirements if the various sectors of Nigeria economy, and if such happens, it can be concluded that there is an external efficiency of the education system. However, if the produced manpower cannot meet up

with the requirements of the various sectors, then there is external inefficiency in the educational system.



Note

Invariably, one of the objectives of educational planning is the enhancement of both the internal and external efficiency of the education system.

3.1.3 Ensure that there is Production of Needed Skill Manpower Required for all Other Sectors of the Economy

As much as the education sector is primarily made up of first (primary, second (secondary and third (polytechnic, university) levels, these levels are primarily saddled with the responsibility of production of *manpower*. Manpower is needed in various areas such as the Arts, Sciences, Social Sciences, Technology, Agric etc. Each and everyone on earth planet is endowed to be trained in the various areas, so that each person will become a useful citizen in the discovered area if interest. Each school level carries out the function of ensuring that individuals discovered his/her area(s) of interest and invariably the school levels helps such individual(s) to become expert(s) in the various areas. Everyone that invariably went through the school levels and invariably went/pass through the third level of education therefore becomes an educated manpower such manpower are needed/employed in various sectors of an economy and thereafter contributes their quotas to the upliftment if such economy in diverse ways.



Note

Needed skilled manpower are required in the sectors of agriculture, teaching, technology, fisheries, veterinary, media, religion, banking and finance, engineering, tourism, energy and so on.

3.1.4 Enhancement of Socio-Economic and Political Growth and Development

Earlier in this session, the difference between growth and development have been explained under the first objective. In line with the explanation, another objective of educational planning is to ensure and enhance socio, economic and political growth and development. The activities embarked on by individuals within a community is made up of social, economic, political activities. These activities are expected to expand from level of level, though dependent in the population composition of a given area. Socially, individuals are expected to socialize, exchange pleasantries, teach proper conducts from transfer such from one generation to another generation. Economic activities teaches the processes of exchange of goods, services, with money and also the process of banking, transport, insurance. Political activity is the process

of transiting from one government to the other each of these social, economic, political activities are expected to move from one level to the other and not only in number but noticeable overall improvement.

3.1.5 Ensure the Rational Decisions are made

Decisions are rational when it yields results that are progressive and does not given room for wastages. In the educational system, decisions that are rational include:

1. Establishment of schools in areas that are densely populated,
2. Feeding of students in schools.

Educational planning targets at making sure that various decisions in the educational system are those that can push forward the educational system from one stationery print to a progressive point. To this end, educational planners have greater responsibility at making sure that rational and right decisions are taken at various points for the good of everyone.

3.1.6 Realization of Educational Policies

This is another objective of educational planning. Various policies that are set are aimed at improving the educational system. Among the policies is the policy of 40 students to a teacher in a primary and/or secondary school. This type of policy is to ensure that a teacher provides a 1 – 1 relationship between the teacher and his/her students. Students will enjoy teacher’s personal contact during schooling period.

ITQ

Question

A decision is said to be rational when

- A. It can be rationed.
- B. It gives room for wastages
- C. It takes time before arriving at it
- D. It yields progressive results

Feedback

The first task before us here is to understand the use of rational in the context. By rationality here, the reference is to the progressiveness of the results it produces. Hence, the right option is not A, B, or C because they do not capture the meaning of rationality. The option that rightly captures the meaning of rationality here is D.

3.2 Characteristics of Educational Planning

Below are some of the characteristics of educational planning:

3.2.1 Defined and Stated Objectives

Plan must be based on clearly defined and stated objectives. For any programme to be successful there must be *objectives* to be achieved. It is worthy of note to ensure that objectives are clearly defined and properly stated. Clearly defined objectives will be measurable, achievable and realizable. For educational planning to really achieve what it is set to achieve, one good feature it must have is clearly defined and stated objectives.

3.2.2 Flexibility

Plan Flexibility to Allow for Development. Development has to do with overall changes in all aspects of life, and development can take place when there is room for flexibility. Plan flexibility is essential because of different situations where one will find himself and because of the situation or environment where such plan will be operational. Plan flexibility gives room for exhibition of initiative and these expenses the opportunities, abilities, capabilities that can be exhibited by various individuals.

3.2.3 Timely and Reasonable

Plan must be Timely and Reasonable. As much as we have various times, available to us under the heaven, all plans that are put together should be able to meet the various times. This makes such plan to be time complaint. The plan should also be a reasonable one that will given room for rationality.

3.2.4 Facts and Figures

Plan must be based on facts and figures. It is essential that plan making must be guided by facts, figures and available statistics, instead of it been dependent on rule of thumb. Plans that are based on rule of thumb will suffer some limitations because it will not be exact and not likely meet the need of the populace. It is against this that it must be advocated that plan must be based on available facts, figures and available statistics. It will give room for opportunity to make projection about the future.

3.2.5 Clear Language

Plan must be communicated in clear language. Plan is made and to be effected on human beings that live in a given environment. These individuals speak one language or the other and it is a means of passing various information across. Educational plan must therefore be communicated in clear and lucid language of important, because citizens living in a given area are to benefit from the results of the said plan.

3.2.6 Economical

Plan must be economical. Plans that are set to be implemented must not have a wasteful content, and so, must be economical in all ways. As economists usually avoid wastages, plans that are to be implemented

must avoid wastages and must therefore be economical. Leakages will be blocked as much as possible.

ITQ

Question

An educational plan is expected to be flexible because

- A. Situations are the same everywhere
- B. Environments are the same.
- C. Only situations differ
- D. Both situations and environments differ.

Feedback

The first thing that must be noted is that flexibility concerns variance and difference in situations and environments. The fundamental thing to note here is that the difference concerns both situations and environments. Hence, the right option is D.

3.3 Factors Guiding the Operations of Educational Planning

The successful operation of educational planning in any nation is dependent on some important factors and such factors are explained below:

3.3.1 State of a Given Economy

The state of a given economy has to do with how financially buoyant a given country is. Adepoju (1998) reiterated that if educational planning will achieve its purpose, consideration should be given to the state of economy of such country. This is such that the required capital needed for the plan is readily available. He added that if the planning cannot be backed up with the required capital, the success of such educational plan is doubtful and questionable.



Note

Adepoju (1998) provided a negative consequence of plans that suffers provision of needed capital to be inability to achieve its stated objectives. The reason is that the economy provides useful guidance, because availability of fund will greatly determine to what extent the provision of education will be.

3.3.2 Growth of population

While planning for education, care should be taken to make provision for growth of the population. Growth of population or otherwise put population growth is defined by Adepoju (1998) as change in the population of a country over a period of time relative to its population at the beginning of a given period of the growth of population is not taken into consideration while planning, there might be a derailment in the education plan. However, if the population growth or change in population is taken into consideration while planning, there will be a tally

between the plan and the population that the plan and the population that the plan is meant for.

3.3.3 Political Environment

A given environment where a plan will be implemented is very important for successful implementation of an educational plan. If there are good and primary plans, but the political environment is not favourable, such educational plans are bound to fail. In countries where there are political instability educational plans cannot be successfully implemented Adepoju (1998) said that the geo-political structure of the people serves as a useful guidance to the form of planning to be adopted.

3.3.4 Religion

Religion has to do with the faith that each and everyone believes in and through it, call on God. It is unique in most cases that a given set of the population have or belong to a common faith, while another set of the population believe to another religious sect. Religion do exercise great influence on educational planning. Adepoju (1998) then warned that before planning for any type of education, for any community the religion of such community must be greatly considered to ensure religions acceptance.

3.3.5 Availability of Planning Experts

Experts are individuals that have been trained on a given field of endeavour. Such experts have underwent training for a given number of years. The expert who have been trained in the art of planning will help in the proper achievement of set objectives. They will also be able to assess whether the planning is going to achieve its set targets or not.

3.3.6 Socio-Culture Elements of the Populace

Each settlement has her socio/societal and cultural believe or elements. These are part of what makes up the existence of given population. Educational planning can therefore not see the light of the day if these socio-cultural elements are not taken into consideration. For successful implementation of the educational planning, consideration must be given to the socio-cultural elements of the people.

Study Session Summary



Summary

In this Study Session, we examined the objectives of educational planning and explained these objectives to the understanding of the students. We also examined the characteristics of educational planning. According to this session, the characteristics are six and students are encouraged to add some more characteristics of educational planning. Attempt is also made at considering the factors that guide the operation of educational planning amongst which are: state of a given economy, population growth, political environment and others.

Assessment

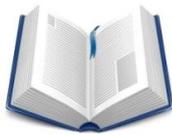


Assessment

SAQ 3.1 (tests Learning Outcome 3.1)

Mention and explain the objectives, characteristics, factors guiding the operations of educational planning.

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Study Session 4

Stages and Processes in Planning

Introduction

Planning involves some stages or steps, and this session hereby explains out what the steps are. It ranges from definition and identification of needs for formulation of the problem, consideration of premises, identification of alternatives, selection of best alternatives and soon. Planning has its phases or processes, just as if getting married has its phases or processes. The processes involve politicians, executives, experts or technocrats. It is therefore important that you student be attentive to be able to understand the processes in planning.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 4.1 *identify* the steps in planning.
- 4.2 *explain* the processes of planning.

Terminology

Organization	An organized group of people with a particular purpose, such as a business or government department.
Evaluation	Rigorous analysis of completed or ongoing activities that determine or support management accountability, effectiveness, and efficiency.

4.1 Steps in Planning

The stages involved in planning are as follows:

4.1.1 Definition and Identification of Needs

Each and everyone needs one thing or the other. A state, community, group, nation also need one thing or the other. The first step or stage in planning for education is to be able to define and identify the need. To this end, the reasons for planning must be generated from the definition

of the objectives (which are short term) and the goals (that are long term) of an organization. Adepoju (1998) noted that the need of the system must also reflect the policies of the **organization** especially in terms of the following:

1. Programmes,
2. Finance,
3. Manpower,
4. Infrastructure and all other resources.

4.1.2 Formulation of the Problem

Problem is what requires attention or solution. A problem must be noticed before a solution or solutions can be sought. Therefore, after the first stage of determination of the need of the system, next to it is the formulation of the problem. Adepoju (1998) additionally informed that adequate formulation of the problem helps in determining the effectiveness of solutions and decisions that will ensure the making of decision.

4.1.3 Consideration of Premises

This is another step involved in planning. Premises is the environment where planning will take place. This premise has to be favourable, so that the stated planning objectives can be realised. Really, to ensure that the plans are implemented, there is need for favourable premises, which will be conducive for plan implementation.

4.1.4 Identification of Alternatives

To find solutions to existing problems, there are many available alternatives. Some alternatives may be costly, while some others might not. Some alternative might provide immediate solutions, while some might take a long-time before the solution evolves. However, amidst the available solutions, the educational planner must as much as possible evaluate the costs and benefits, energy and human resources or efforts that will be involved in each of the available solution alternatives.

4.1.5 Selection of the Best Alternatives

Adepoju, (1998), said once various alternative solutions have been identified, coupled with the evaluation of needed resources that will make the identified solutions work, an educational planner will therefore be saddled with the option of choosing an alternative solution to a problems that has the least cost but great benefits, materials, energy and also human resources which will produce or yield maximum output or maximum benefit.

4.1.6 Implementation

Once the educational planner has identified the best alternative and solution to a problem, the next thing to do is to implement the course of action that has been rationally selected. This stage requires that all hands must be on deck, and this is such that all staff within the organization will

work together using all available resources to ensure the functionality of the chosen solution(s) to the identified problem.

4.1.7 Evaluation/Review

This is the last stage in the stages or steps in educational planning. This is a stage where everything that is done is reviewed and evaluated. If you remember that in the Bible, after God has created everything, he evaluated them and concluded that, they (everything that were created) were good. As a planner, there should be time or period for *evaluation* of what was done, to be able to discover and find out areas that should be improved upon. Adepoju (1998) realized that evaluation involves the process of juxtaposing the set plan and implementation together. He has successfully covered and those areas that are yet to be explored or covered. For those areas that are yet to be covered, a review of such areas will be done and re-plan of programme to capture or cover the yet to be explored areas will be carried out. Evaluation of the process (es) helps in showing areas that need to be revisited/areas that are weak and should be revisited, so that necessary corrections and amendments can be effected.

4.2 Phases/Processes of Planning

Processes or phases of planning can be divided into the following:

4.2.1 Issuing of directives by the Politicians

This is the first phase or processes involved in planning. In as much as a country's planning process is carried out in a democratic dispensation, and not a military dispensation, the politicians will issue directives on what should be done. Such instruction is directed to the executives and they have to carry out such directives.

4.2.2 Preparation of plans by Experts (or Technocrats)

A follow up to the first phase is the preparation of plans by the experts. These experts have been in the business or have been carrying out plans preparation for quite a long time. They understand the ruddy gritty and intricacies of plan(s). They therefore pull their expertise into place during the preparation of the plan(s). All the paper work has to be done at this phase and this is in preparation for the next phase, which is legislative approval of the prepared plan.

4.2.3 Legislative Approval of Plan

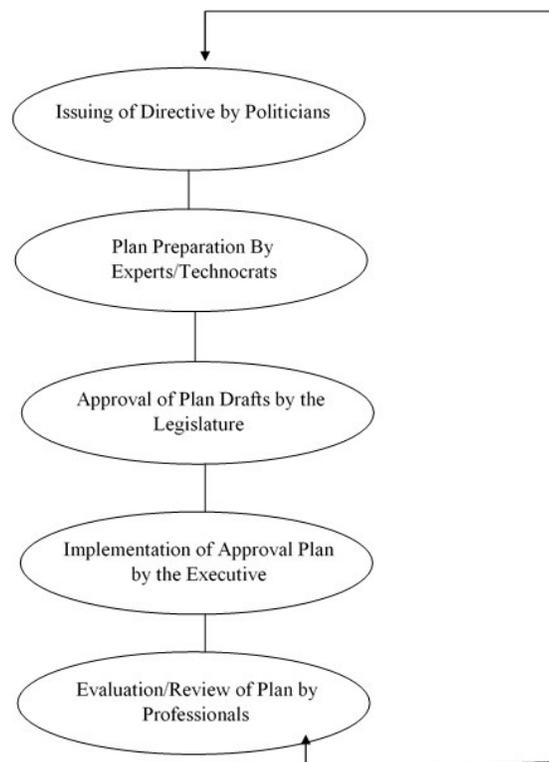
The legislature is the law-making arm of a democratic government. After the preparation of the draft plan, by the executive arm of government, the executive then presents it to the legislature for their own approval. This approval by the legislature legalizes the plan as a document, backed up by law. This plan approval will then be gazetted and the public can refer to it from time to time.

4.2.4 Implementation or Execution of the approval plans by the Executive

This is the stage where the executive comes in to implementing or executing the approved plans. This implementation implies that the paper work is transformed into reality. Really, it is the implementation of the paper work and its translation to reality that shows the seriousness of a government. From page to page, the executive implements the legislative approved plans. Members of the public will be able to discover the extent to which plans on paper are transformed into reality and thereby meeting the needs of the populace.

4.2.5 Evaluation/Review

Professionals are saddled with the responsibility of evaluation cum review of the plan. The evaluation is essential to be able to find out the areas that should be re-worked on. The review is also of utmost importance to be able to discover if set objectives are realized or not. If set objectives are not realized, then efforts will have to be doubled so that non-realised objectives will be then be realized. It is imperative that in whatever exercise that a planner embarks upon, evaluation and review should be embedded to avoid wastages of efforts. Diagrammatically, the process or phases of planning is presented as below:



Study Session Summary



Summary

In this Study Session, we examined the stages and phases in planning. The steps we highlighted include; definition and identification of needs, formulation of the problem, consideration of premises, identification of alternatives, selection of best alternatives, implementation and evaluation/review. We also pointed-out the phases in planning.

Assessment

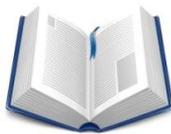


Assessment

SAQ 4.1 (tests Learning Outcome 4.1)

Identify and explain the stages or steps as well as phases or processes in planning.

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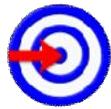
Study Session 5

Barriers to Educational Planning

Introduction

Educational Planning, as good as it is, has its own barriers or what can be called limitations. This session will inform you of some of these barriers. Please, let us start the session.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

5.1 *highlight* and explain the barriers to educational planning.

Terminology

Goal	An observable and measurable end result having one or more objectives to be achieved within a more or less fixed timeframe.
Training	Organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

5.1 Barriers to Educational Planning

There are many barriers to educational planning as elaborated below:

5.1 Lack of Purpose and Goals

Lack of Knowledge about purpose and *goal* of a nation's Educational System. Educational System of various countries have their purposes and their set goals, which must be made explicit to all citizens of such countries. The first level of education (or primary school) have its purposes, the first level (or primary school) have its purposes, The second level (or secondary school) also have its goals and purposes, while the third level (tertiary – university, polytechnic) also have its purposes. In Nigeria, the purposes of these three school levels have been highlighted in the document called Nigerian National Policy on Education. Various countries also have documents in which the purposes of her educational

system are properly spelt out and should be properly made known to the country's masses or populace. In situations where there is lack of knowledge about the purpose and goal of a nation's educational system, it will serve as barrier to educational planning.

5.1.2 Lack of Commitment

Reluctance of People, Experts and Government to Be Committed to Set Objectives. There are situations where either the people, experts and government will not be committed to set educational planning objectives. This will constitute barrier to educational planning when the people are not committed to set educational objectives, it can be as a result of high level of illiteracy on the part of the people or lack of information to the people on the part of the government. Experts in educational planning might also not be committed to set education planning objectives probably due to lack of self will on the part of the experts to propagate the objectives of educational planning. In situations where government of a nation does not motivate the educational planning experts in diverse ways, such experts will not be committed to the course of set objectives of educational planning. On the part of government local, state or federal) if the person at the helms of affairs is not committed to the course of education, anything that has to do with education will mean little or nothing to such head of government. He/she will not therefore be committed to the course of realization of objectives of educational planning.

5.1.3 Inadequate Information

Lack of Adequate Information in the Part of the Experts. Availability of adequate, relevant and current information to experts of educational planning is essential for successful operation of the experts. Adequate information especially on the population will be available if a country conducts the census exercise as at when due. Financial information will also be available if and only if the Ministry that is responsible for publication of financial data does so, at the proper time. If however these data are not available to the planning experts, it will serve as barrier to educational planning.

5.1.4 Lack of Adequate and Reliable Data

African nations and some other nations that are developing have the challenges of non-availability of adequate and reliable data. Non-availability of such data hinders development and growth that would have been experienced in such nations. If data is adequate, reliable and available it will serve as a sprinter to development and growth of various activities of various countries. A cursory look at the developed nations shows that in most cases, data on varieties of their sectors are readily available even right on the internet. This makes the countries to be able to project their growth and development into the future. However, in many of the developing and less developed countries, their data are not adequate, not reliable and not readily available there growth and development will greatly be hampered and it will also serve as barrier to their educational planning strategies and attempts.

5.1.5 Bureaucratic Problem

Bureaucratic problem is otherwise called redtapism. It is a common problem noted that government department(s) and government officials, especially in developing countries. The bureaucratic problem if it is not solved, will continually constitute barrier to progress of a nation and especially educational planning. There is delay in taking of decisions which affects the future, progress of the education enterprises and also that of the population.

5.1.6 Economic Problem

If there is problem with the economic situation of a country, it serves as barrier to educational planning. Once there is the experience of economic downturn, recession, depression, high rate of interest rate, poor growth and development of the country, whether one likes it or not, educational planning will be barred and all other sectors of the economy will also have their share.

5.1.7 Political Instability

If there is political instability in a given nation such that there is military intervention or rejection of an outstanding government to step down for the popularly elected government, it is very likely that non-smooth transition will serve as barrier to educational planning. There will be lack of continuity of an educational plan when there is political instability in a given nation.

5.1.8 Incessant Change in Educational Policies

Educational policies that often change from time to time serves as barrier to educational planning. For experience of continuity, educational policies should be stable and should not be changed from time to time. However, the change in educational policies might be because of instability in government. It is therefore important to ensure that instability in policies are avoided to serve as barriers to educational planning.

5.1.9 Inadequate Training for Planners and Decision Makers

Educational planners and decision makers need to be abreast of current information necessary for their functionality. However, to be current on one's job, there is need for training for planners and makers of decisions.

The *training* can be on-the-job, off-the-job, locally organized or foreign organized trainings. Not having such trainings do serve as barriers to educational planners, while carrying out their duties.

ITQ

Question

The second level of education is the

- A. Primary school
- B. Secondary school
- C. Tertiary institution
- D. None of the above

Feedback

From what we studied so far, the second level of education is not the primary school nor the tertiary institution. The secondary level of education actually refers to the secondary school. What this means is that the right option is B.

Study Session Summary



Summary

In this Study Session, we examined the various barriers to educational planning. The barriers include lack of knowledge about purpose and goal of a nation's educational system, reluctance of people, experts and government to be committed to set objectives and lots more. Students are however urged to think out and reason for what can be the likely solutions to these barriers.

Assessment



Assessment

SAQ 5.1 (tests Learning Outcome 5.1)

Mention and explain the five barriers to educational planning.

Bibliography



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Longe, R.S. (1987). Fundamentals of Educational Planning. Akure: Fagbamigbe Publishers

Study Session 6

Educational Planning Techniques I

Introduction

If planning exercise is to be realized by any country, it is expedient that appropriate educational planning technique be adopted. The first out of the techniques, which is “Manpower Forecasting Technique”, will be discussed in this session. Its forms, assumptions and limitations or drawbacks are also pointed out.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 6.1 *explain* the Manpower Forecasting Technique
- 6.2 *highlight* the different forms of Manpower Requirement Technique.
- 6.3 *discuss* the assumptions guiding the workability of Manpower Requirement Technique.

Terminology

Manpower forecasting	The process of calculating how many employees will be needed in the future, and how many will actually be available.
Manpower planning	The process of estimating or projecting the number of personnel required for a project (with different skillsets) over a predefined period of time.

6.1 Manpower Forecasting Technique

The Manpower Forecasting Technique is otherwise called Manpower Requirements Approach (MRA). This approach or technique attempts to estimate or forecast manpower needs of the economy or the rebate distribution of trained people in various skills that is required by the labour market in order to produce a given level of development for a given period of time. Ojo (1988) said the manpower forecasting technique to educational planning attempted to estimate the educational

needs in terms of graduate turn-out at the various levels of the educational system. The Manpower Requirements Technique is mostly made use of in developing countries as a result of continuous shortage of the right kind and the number of workers. On the other way round, in this technique, inventory of available manpower is taken while the demand for skills is determined so as to find out the areas where there exists shortages or surpluses. It should be realized that while the expatriates were leaving many countries, their job spaces were opened and needed to be filled. Thus the different newly independent countries adopted the Manpower Requirements Technique because of shortage of skilled manpower. This technique made it possible to forecast various number of people that would be needed for the specified sectors over time.



Note

Adepoju (1998) recorded that there was a 1968 survey by UNESCO which stated that the most widely used approach in fixing educational objectives was by forecasting manpower requirements because out of seventy three educational plans sixty were based on this technique.

This technique is the widely adopted instrument for the integration of educational and economic planning. Ojo (1988) affirmed that it was the technique that Harbison adopted in 1960 to project Nigeria's high-level manpower requirements for the decade if 1960 – 1970. The attempt by Harbison however stimulated *manpower planning* in African countries because Nigeria was the first African nation that first adventured into the sphere of manpower planning. The style or approach adopted in the report of the manpower requirements technique was described as Harbison's Rule of Thumb. It was an approach not based on scientific basis, but more or less a guess. To this end, the report recorded and assumed that if the national economy was to achieve 4 percent rate of economic growth, both the senior and intermediate manpower should grow at both 8 percent and 13 percent respectively.

ITQ

Question

The newly independent countries adopted the Manpower Requirements Technique because of

- A. High scientific skills
- B. Low growth indices
- C. Presence of skilled manpower
- D. Shortage of skilled manpower

Feedback

Let us take a critical look at this question. From what we have studied so far in this session, Manpower Requirements technique was adopted by newly independent countries not because of high scientific skills, low growth indices, or presence of skilled manpower but because of the shortage of skilled manpower. The right option is D.

6.2 Forms of Manpower Requirements Technique

The various forms of Manpower Requirements Technique are:

6.2.1 Employers' Opinion Method

The Employers' Opinion Method is the simplest of all the forecasting technique under manpower requirements technique. This method requires that with questionnaires, employers of labour be asked the kind of educated manpower they expect to employ in few years' time. Likewise, how many if such will be employed, opinions of employers of labour are added up while estimated retirees, migrants and requirements over the given period are subtracted so as to determine effective demand for educated manpower during the targeted year. This method had been used in some advanced nations like United States of America, France, Sweden and even Canada. This method or technique is popular for reason of making short term employment forecasts that are for the duration of a year and not for medium period of 3 to 5 years or long term of 10 to 15 years.

In mathematical terms the manpower demanded target year can be gotten as follows:

$$M_t = \sum(L_{it} - R_{it} - D_{it})$$

Where $i = 1, 2, 3, 4, \dots, n$

M_t = Manpower demanded by employers i in target year t ;

L_{it} = Labour demanded by employer i in target year t ;

R_{it} = Retirements by employer i in establishment in year t .

6.2.2 Incremental labour Output Ratio Method

Longe (2003) noted that labour means a particular type of manpower such as medical practitioner, teacher, surveyor, while output implied either industrial output or the national incomes. For proper application of this method, the time series data by years for a period is required on output by man cross-classified by sector, occupation and even educational qualification. To Adepoju (1998) the method according to him is based on the use of labour and output relationship, though with the assumption that an increase in output level will determine the likely increase in output level will determine the likely increase in demand for labour. Since in some or many developing nations the required information are not readily available, the application and use of the method is restricted to few developed nations like Sweden and Netherlands.



Note

The developing nations might not be able to use the method for a long time, except there are data that have been collected on the requisite information.

6.2.3 Density Ratio Method

This is a method that Russian planners adopted to forecast the long term manpower needs. The method is intact in another way called “Ratio of Saturation”. It however involves two stages: firstly, estimation of stable fractions of qualified manpower in the labour force of an economic sector of the given country. For instance in the manufacturing sector, how many workers are graduate engineers in the labour forces. It will help in provision of the fraction for such a sector. Furthermore, in the building sector, how many of the labour force are graduate builders? Secondly the stable fraction that is estimated is applied to the population forecast of the total labour force as they are distributed among the various sectors of the economy.

6.2.4 International Comparison Method

The international comparison method is in such that it uses data from developed countries to forecast the needed manpower in various sectors of the economy of the developing countries. Longe (2003) noted that Puerto Rico as at 1957 used the method to forecast distribution of labour force by occupational and education attainments up to the period of 1975. The method it is learnt has been adopted in some developed countries such as France. In that wise, the information obtained from other developed countries was used to forecast the distribution of the French labour force in 25 sectors of the economy.

6.2.5 Parnes’ Mediterranean Regional Project

Historically, it was a method that was developed in 1962, and it was due to the commissioning of Professor H. Parnes by the Organisation of Economic Community and Development (OECD) to produce educational plans for the following countries of Portugal, Greece, Yugoslavia, Italy and Turkey. This was based on a common conceptual framework to these listed countries that are or fall into the Mediterranean countries.

ITQ

Question

One of the following is not a form of Manpower Requirements Techniques.

- A. Employee opinion model
- B. Employers’ Opinion Method
- C. Density Ratio Method
- D. Incremental labour Output Ratio Method

Feedback

If you examine what we studied in this section, you will recall that we identified and discussed six different forms. If you now look at the answers available to the question, you will agree that only B, C, and D are some of the forms discussed in this section. In the light of this, the right answer is A.

6.3 Assumptions and Limitations of the Manpower Requirements Techniques

These assumptions are as provided by Adepoju (1998):

1. The objective of the education system is to provide educated manpower so as to attain satisfactory growth or economic output.
2. There exists a relationship between occupations and education levels of those that are employed.
3. There exists direct correlation between increased skilled manpower and productivity.
4. Future changes in the distribution of educational personal are associated with growth and changes in production of goods and services.
5. Potentials, skills and competencies of the people can be transformed through education.
6. Sum of the net increase in employment by occupation plus estimated attrition from the labour force in form of death, retirement, withdrawals equals total demand for new entrants to the labour force.

The Limitations/Drawbacks of the Manpower Requirements Techniques are identified thus:

1. There do arise the problem(s) of bad assumptions by international comparison.
2. The technique ignored uneducated personnel.
3. It is not relevant where reliable and adequate data are not available.
4. Assumes that there is constant occupational distribution of labour force without possibility of technological changes.
5. The technique rests on the assumption that there is little substitutability between skills.

ITQ

Question

Manpower Requirements Techniques works on one of these assumptions.

- A. There is no relationship between occupations and education levels of those that are employed.
- B. Potentials, skills and competencies of the people cannot be transformed through education.
- C. The objective of the education system is to provide educated

manpower so as to attain satisfactory growth or economic output.
D. There exists an indirect correlation between increased skilled manpower and productivity.

Feedback

If you examine each of the options provided critically, you will discover that three of them actually reflect the opposite of the assumptions.

Study Session Summary



Summary

In this Study Session, we explained one of the techniques of educational planning, which is Manpower Forecasting Technique. It tries to estimate educational needs in terms of gradient turnout at various levels. Forms of Manpower Requirement Technique were also examined. In addition, we discussed the assumptions that guided the operations of Manpower Requirement Technique.

Assessment



Assessment

SAQ 6.1 (tests learning outcomes 6.1, 6.2, and 6.3)

Explain fully, the Manpower Forecasting Technique as one of the forms of the educational planning techniques.

Bibliography



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Adepoju, T.L. (1998). Fundamentals of School Administration, Planning and Supervision in Nigeria. Ibadan: Alafas Nigeria Company

Longe, R.S. (2003). Introduction to Educational Planning. In: Babalola, J.B. (Ed.) Basic Text in Educational Planning, Department of Educational Management, University of Ibadan

Study Session 7

Educational Planning Technique II

Introduction

In the last study session, we were introduced to the Manpower Requirements Technique of educational planning. You also learnt the various assumptions that guided the technique, while the forms and limitations of the technique were also made known to you. In this session, you will discuss about the Social Demand Technique of Educational Planning.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 7.1 *describe* the Social Demand Technique of educational planning.
- 7.2 *discuss* the assumptions and the limitations of the Social Demand Technique of educational planning.

Terminology

Social demand technique	Planning and policy-making based upon responses to political demands.
Consumption	Expenditure on goods and services for final personal use.

7.1 Social Demand Technique

The *Social Demand Technique* can sometimes be called the social objectives method. It recognizes that education non-economic objectives which emphasis is placed on. Therefore, the technique views education as *consumption* than any other consideration Nwankwo (1981) and Adepoju (1998) noted that attempts are made to forecast or make projection about the future demand for school places by taking into consideration the democratic and social trends. Ojo (1988) said that this technique projects mainly on the basis of estimated population increases

and the demand of individuals for education at different levels. This technique can be used to plan both the first (primary) and second (secondary) levels of education. It should be realized that the Western Region 1957 free primary education scheme, Eastern Region 1957 free primary education scheme and the 1976 Universal Primary Education Scheme were primarily based on this technique.

The technique is employed mostly in environment where:

1. There is free and compulsory education as an instrument for egalitarianism and permissiveness
2. There is strong attachment to both traditional and cultural values
3. Are those that respect satisfaction of public demand as a key to both social and political progress
4. Individual and groups that sought political offices used it as the only way of winning elections.

ITQ

Question

Another name for Social demand technique is

- A. Social mobility method
- B. Social planning method
- C. Social demand technique
- D. Social objectives method

Feedback

Did you notice anything about one of the options given? Great! You will notice that option C is just a repetition of the name and that means it can never be the right option. Options A and B are also wrong on the basis that it is not another name for Social Demand Technique. The right option is D because another name for Social Demand Technique is Social Objectives method.

7.2 Assumptions and Drawbacks of the Social Demand Technique

Social Demand Technique operates on the following assumptions:

1. Education is seen as a consumption rather than an investment.
2. Education is the fundamental right of the populace rather than a privilege, and the government of a country must provide it for the citizens.
3. Demand for education will be greater than its supply.
4. Education that is provided for the people or masses will create social and economic benefits (or externalities).

The limitations/drawbacks of the technique are thus:

1. This technique usually lead to wastages in the educational system and poor quality of educational output.
2. The technique is in most case politically motivated.
3. It is costly to implement.
4. The technique can mostly be used at the first and second levels of education successfully.
5. Location of schools are in most case politically motivated instead of rational motivated.
6. During the planning process, the financial aspect is not taken into consideration.

ITQ

Question

One of the limitations of the Social Demand techniques is that it is -----
-- to implement.

- A. Too broad
- B. Cheap
- C. Costly
- D. simplistic

Feedback

Following from what we have studied in this section, you will agree with me that it will be wrong to say that the Social Demand Technique is too broad or simplistic to implement. It will also be wrong to say that the technique is cheap to implement. Rather, it is true that the technique is costly to implement. This means that the right option is C.

Study Session Summary



Summary

In this Study Session, we examined the Social Demand Technique of educational planning. We were made to realise that it is employed mostly in an environment where there is free and compulsory education as an instrument for egalitarianism. The assumptions and limitations of the technique were also highlighted.

Assessment



Assessment

SAQ 7.1 (tests learning outcome 7.1 and 7.2)

Explain comprehensively, what Social Demand Technique of educational planning is.

Bibliography



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Adepoju, T.L. (1998). *Fundamentals of School Administration, Planning and Supervision in Nigeria*. Ibadan: Alafas Nigeria Company

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Study Session 8

Educational Planning Technique III

Introduction

The last study session was on Social Demand Technique of educational planning. This study session is on rate of returns technique which economists make use of to appraise or evaluate the profitability of a project. It, however, views education as an investment, which have costs and returns (benefits). The steps to be applied in calculation of the Cost-Benefit Analysis were X-rayed. Assumptions and limitations of rate of returns.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 8.1 *explain* the technique of Rate of Returns.
- 8.2 State the assumptions and limitations of the Rate of Returns technique.

Terminology

Cost benefit analysis	A systematic approach to estimating the strengths and weaknesses of alternatives (for example in transactions, activities, functional business requirements or projects investments).
Cost of	The price paid or required for acquiring, producing, or maintaining something, usually measured in money, time,

education

or energy; expense or expenditure

8.1 Rate of Returns Technique of Educational Planning

This technique is also called *Cost Benefit Analysis* or Investment Efficiency Technique. Economists make use of this technique to appraise or evaluate a project or investment. The rationale behind the calculation of rates of return to education is that this type of investment can be regarded as a normal investment, which have costs and its returns too. So, education is perceived as an investment. This technique believes that investment in education should be undertaken by the society and individual if it is equal to the next best alternatives. The investment undertaken by the society is called social costs of education (i.e. cost of education to society as a whole) which can be listed under four major components according to Ojo (1988):

1. direct operating costs incurred by the society (otherwise called recurrent expenditure) and it consists of wages and salaries, purchases of non-durable materials and current services.
2. Capital resource costs
3. Opportunity costs or earnings lost by individuals attending educational institutions.
4. Incidental school related expenses incurred by students and/or their parents. Samples include books, biros, rulers, travel. It should be noted that the private costs of education consist of items (a), (c) and (d), except that in (a) tuition and fees paid by students are substituted for society's costs.

To find out how profitable various educational projects or programmes are, there is the comparison of yields of the educational projects with the yields from non-educational projects or programmes. Private rate of returns is however used to show the effects of the government policies on subsidies and scholarship. Adepoju (1998) affirmed that the higher the subsidy, the higher will be the private return or rate to education. he added that the social rates of return from the investment in education by the society as a whole is calculated by equating the total present value of resource-cost to the economy to the present value of earnings of an average educated person pre-tax.

The costs of formal education according to Adepoju (1989) can be estimated with reasonable accuracy. The government can calculate both capital and recurrent expenditure for education without much difficulty. Further, opportunity costs or foregoing earnings can be fairly quantified accurately. Main Crux of the problem is in respect to estimating the benefits of calculation. These benefits can be pecuniary or non-pecuniary. The Costs Benefit Analysis, is a technique according to Adepoju (1998) that is normally used in evaluation of public investment programmes, which education can be steered by investing more or less. Panitehpakdi (1973) and Adepoju (1998) explained the main virtue of Cost-Benefit Analysis to be that it allows educational planners to choose between

alternative investments. Below ARE the steps in Application/Calculation of Cost-Benefits Analysis

1. Calculate cost of educational programmes or projects.
2. Calculate expected benefit that will be derived from such programmes or projects.
3. Determine a comparison of the cost with the expected benefit and this will lead to derivation of expected yield from such educational programmes or projects.

ITQ

Question

Another name for Rate of returns technique is

- A. Investment Killing method
- B. Cost method
- C. Benefit technique
- D. Investment Efficiency method

Feedback

Did you notice anything about one of the options given? Great! You will notice that option B and C took a name from another name that rate of returns technique is called which is the Cost Benefit analysis and that means neither of them is right because the technique is not just about cost alone or benefit alone. Options A is also wrong on the basis that it is not another name for Rate of returns Technique. The right option is D because it is another name for Rate of returns Technique.

8.2 Assumptions and Limitations of the Rate of Returns Technique

Adepoju (1998) provides the assumptions below:

1. Income is a function of productivity of workers and wages tend to equate the marginal productivity of the worker
2. Education has an effect upon productivity. An important objective of educational policy is the improvement of productivity and earnings.
3. High degree of substitutability between the different skills or different levels of education.
4. Economic benefits of education can be measured by the differences in average incomes between groups of persons with different education levels.
5. Investment in education should be concentrated on the levels of types of education that have the highest rates of return.
6. The technique assumes neo-classical substitutability.

The limitations of this technique are identified below:

Assumption that wages in equal to marginal productivity is sometimes not true.

1. May educational benefits are not measured by differences in income and are tagged non-pecuniary benefits of education.
2. Existence of externalities make accurate measurement of rates of return questionable and even doubtful.
3. Inflated and unnecessary spending plus leakages can be recorded due to lack of adequate data.
4. Administrators and planners inefficiency can result in unproductiveness of certain types of education that are profitable.
5. Rate of Return Technique can provide a basis for taking optimal decisions with respect to educational plans, but does not give exact answers or results.
6. Since education alone cannot be the only generator of extra benefit, productivity that is properly enhanced due to additional education is however not reflected in earnings differentials (Panitchpakdi, 1973).
7. In Nigeria where market forces does not determined by institutional of salaries and wages, but it is determined by institutional policy, the calculation of social rates of return will however not be very meaningful (Adepoju, 1998).

ITQ

Question

One of the assumptions of the rate of returns technique is that

- A. Education is largely political.
- B. Investment in education should be in the level that has lowest rate of returns
- C. Education has an effect on productivity.
- D. Education has no effect on productivity.

Feedback

What option did you choose? If you through the assumptions we identified in this section, you will discover that we never made the assumption that education is political, or investment in the sector should be in the level with lowest rate of returns, or that education has no effect on productivity. In the light of this, options A, B, and D ARE WRONG. THE right option is C.

Study Session Summary



Summary

In this Study Session, we examined the rate of returns technique of the educational planning. We explained that this technique is an investment technique that works on costs and benefits or returns of a given investment. Furthermore, we highlighted the steps in calculating the Cost-Benefit Analysis, assumptions and limitations of rate of returns

technique of the educational planning.

Assessment



Assessment

SAQ 8.1 (Tests learning Outcomes 8.1 and 8.2)

Explain clearly and comprehensively, rate of returns technique of educational planning.

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Study Session 9

Educational Planning Technique IV

Introduction

This is the last technique (eclectic technique) of educational planning. Remember that we have examined the:

1. Man-Power Requirements Technique
2. Social Demand Technique
3. Rate of Returns Technique.

In this study session, we will be looking at the eclectic technique, which is also called the Synthetic or system Technique of educational planning. This technique is useful in developing countries. We will discuss its assumptions and limitations.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 9.1 *explain* the eclectic technique of educational planning,
- 9.2 *discuss* the assumptions and limitations guiding eclectic technique

Terminology

Eclectic approach

A method of language education that combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners.

Rate of return

The annual income from an investment expressed as a proportion (usually a percentage) of the original investment.

9.1 Eclectic Technique

This technique can otherwise be used synthetic or system technique to educational planning. This is a recently introduced technique to educational planning which was developed by Layard in 1972. It synthesized the already discussed three techniques. Adepoju (1998) affirmed that the *eclectic techniques* is very relevant in developing countries like Nigeria where the Social Demand Technique has been employed in planning first (primary) and second (secondary) levels of education. also, manpower Requirement Technique was used to expand secondary, technical education and higher education. the University education has been expanded by the *rate of returns* technique.

The believe of the eclectic technique is that there is no one technique out of the three approaches (Manpower Requirements Technique, Social Demand Technique and rate of Returns Technique) that can be made use for to plan the three levels of education simultaneously. Therefore, the techniques are restricted to either one or two levels and it is on that premises that Layard (172) according to Adepoju (1998) developed the technique to comprise all the three traditional techniques to educational planning.

ITQ

Question

The eclectic technique is called a synthetic technique because

- A. It can be used after only the manpower Requirement Technique has been used.
- B. It can be used after only the Social Demand Technique has been used.
- C. It can be used only after neither the manpower Requirement Technique has been used.
- D. It can be used only after both the manpower Requirement Technique has been used.

Feedback

This question is quite tricky. If you look critically at A and B, you will agree that none of them can be the right answer as it is stated clearly in this section that eclectic technique can only be used after both techniques have been used. What this says is that the right answer is D.

9.2 Assumptions and Limitations of the Eclectic Technique

Adepoju (1998) affirmed that:

1. Each of the three conventional techniques can be made used of differently for different levels of education.
2. The whole educational system can experience growth and development only when the three conventional techniques are used together.
3. The eclectic technique is originally designed for developing countries.



Note

Limitations of the eclectic technique are in line with the limitations of the three conventional techniques as discussed in their respective session.

Study Session Summary



Summary

In this Study Session, we explained that the eclectic technique is also called the synthetic or system technique and it is so relevant in developing countries. The assumptions and limitation of this technique were also examined.

Assessment

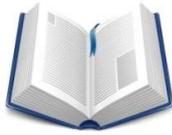


Assessment

SAQ 9.1 (tests learning outcomes 9.1 and 9.2)

Explain properly what you understand by the eclectic technique of educational planning.

Bibliography



Reading

Adepoju, T.L. (1998). *Fundamentals of School Administration, Planning and Supervision in Nigeria*. Ibadan: Alafas Nigeria Company

Notes on Self-Assessment Questions

SAQ 1.1	This question requires you to examine the meaning of planning as you have learnt in this section. The experts include Dror, Chweleduk, Branch and Robinson, among other things.
SAQ 1.2	This question requires that you first discuss what you understand by educational planning. It is the discourse of educational planning that will lead us to the other related concepts. In examining the meaning of the related concepts, it is expected that you try define each of them and what each entails. You are also expected to state clearly what each is not.
SAQ 2.1	In answering this question, it is expedient that you start by tracing the journey to 1945 when the whole quest for educational planning commenced. It also expected that your discourse must not forget important events such as the World Bank Mission, the Harbison's commission as well as the Ashby's commission. In looking at each of these commissions, it is expedient that you explain the constituents of the commissions' report.

SAQ 3.1	This question is in two folds. First, you are to mention these objectives and secondly is for you to explain each that you have mentioned. This also applies to discussing the characteristics Go back and read through this session and you will see the six objectives we discussed. In answering question on factors, reference and discourse must be made on state of a given economy, population growth, political environment and others.
SAQ 4.1	This question sums two parts into one. It requires that you identify the stages as well as phases of planning. The steps you are expected to identify are definition and identification of needs, formulation of the problem, consideration of premises, identification of alternatives, selection of best alternatives, implementation and evaluation/review while the phases to be identified are issuance of directives by politicians, the preparation of plan by experts, approval of plan by legislature, implementation of approved plan by the executive, and evaluation and review by professionals. It is expected that each of these items are explained as well.
SAQ 5.1	It must be noted that we identified nine barriers to educational planning and this question requires that five of these nine barriers be identified and discussed. The barriers include lack of knowledge about purpose and goal of a nation's educational system, reluctance of people, experts and government to be committed to set objectives, lack of reliable data, political instability, bureaucratic problem, economic problem, etc. it is out of these that you are expected to pick five from and discuss them as well.
SAQ 6.1	In answering this question, it is expected that you explain that the technique tries to estimate educational needs in terms of gradient turn-out at various levels. You are also expected to discuss the forms, assumptions, and limitations.
SAQ 7.1	You need to understand that this question requires you to write about all you know of social demand technique. What that means therefore is that you will have to write about not just the meaning of the technique but also about the assumptions and limitations of the technique.
SAQ 8.1	This question requires you to explain all that you know about the rate of returns technique. You are expected to explain that this technique is an investment technique that works on costs and benefits or returns of a given investment. You are also expected to explain further the steps in calculating the Cost-Benefit Analysis, and identify the assumptions and limitations of rate of returns technique of the educational planning.
SAQ 9.1	This question requires that discuss the eclectic technique in details. It is expected that you point out that the believe of the eclectic technique is that there is no one technique out of the three approaches (Manpower Requirements Technique, Social Demand Technique and rate of Returns Technique) that can be made use for to plan the three levels of education simultaneously.

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