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EDUCATIONAL PLANNING AS REQUISITE FOR PEACE PROCESS AND PEACE BUILDING: AN IMPERATIVE FOR NATION BUILDING

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Abstract
It is a truism that effective educational planning enhances over all development of education, starting from the classroom where adequate/affective teaching and learning is the main stay at any educational system. This is through changing the nature of instructional delivery for expending trend globalization that led to internationalization of education. The paper educational planning as requisite for process and peace buildingas an imperative for nation building seek to examined rationale for educational planning, concept and peace process, peace initiative, peace form of peace process, peace building, concept of nation-building and element that enhance nation-building for societal development.

Keyword: Educational Planning, Peace Process, Peace-building and Nation-building

INTRODUCTION

Planning in a general context is a neccassarykey necessary for both individual cooperation bodies/ organisation and government because of goal can be achieved without proper planning be it short- or long-term goal. Planning is a national and intelligent process of preparing or arranging a set of decisions for future actions directed at possible (Okwori, 2011). According to Nwogbo (2014), it is a process that

involves a deliberate, systematic national and continuous determination of course of action that is aimed at optimizing the use of limited or organisational resources in order to achieve organisational goals. Therefore, adequate planning can be made when one has a proper knowledge of the needs, goals, aspirations and expectation of the concerned individual or organisations.

Educational planning in every nation usually takes place at the national level, state level, local level, and institutional levels. At the national and state levels, the plans lay down broad objectives, strategies and targets while the details are worked out at the local and institutional levels. Planning at the national or state level is referred to as "Macro planning" and planning at the local or institutional level is known as "micro planning". Both macro and micro planning are mutually complementary (Longe, 2003). Educational planning has been viewed in various dimensions, according to Anderson and Bowman in Mbipom (2000), it is the process of preparing a set of decisions for future action pertaining to education. Similar, it 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 its students and society.Denga (1986) started that educational planning involves the formulation of educational policies and objectives, the co-ordination of various educational proposals, the projection of environments, compilation of school statistics, educational costing and budgeting, establishment of new schools and the expansion of existing ones. Ojunamiri, Ibiam and Okunamiri (2009) defined educational planning as a process of preparing a set of decisions about the education al enterprise in such a way that the goals and objectives of education will be adequately realized in future, with the available resources namely, human and material resources. This implies that educational planning is aimed at ensuring the systematic accomplishment of a series of activities leading towards the achievement of set objectives of educational development.

UNESCO (2013) defined educational planning as the application to education itself of a rational and scientific approach to examine one's alternatives, choosing wisely among them, and then proceeding systematically to implement the choices thus made. According to Adesina in Ogunu (2000), educational planning is the process of applying scientific or rational procedures to the process of

educational growth and development so as to ensure efficiency and effectiveness of educational system.

Similarly, Agabi (2002) opined that 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 its students and society. The product of the planning process is a plan or blueprint that is meant to direct actions in education.

Concept of Educational Planning

Educational planning is the process of identifying educational needs and the direction education should take and how to implement decisions. This means that educational planning must reflect the state of development of a nation, including its needs and the readiness to execute the planned objectives (Adepoju, 2000).

Google.com (2017) defined educational planning as 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. This means that educational planning is forecasting or projecting into the future what should be done, when it should be done, how it should be done and who should carry out what should be done so that the objectives of education can be achieved.

According to Sally and Sylvia (2007), educational planning is an analytical process which encompasses an assessment of the future, the determination of desired objectives in the context of the future, the development of alternative courses of action to achieve such objectives and the selection of the most efficient and economical course of action from among alternatives, bearing in mind possible socio-economic and technological changes in the context of the future.

Ekaette (2018) viewed educational planning as a careful, organize and systematic process of setting a course of action for the entire educational system and determining strategies, procedures, policies and model of achievement at the lowest possible cost. Olulebe (2009) states that, the focus of educational planning is to make education more result-oriented for the development of individuals and the entire society. This assertion remains the fact that, the outline of activities to be done is sequentially drawn and/or arranged for action or implementation. Also educational planning could be defined as the analysis of educational

policies, programmes and activities to be carried out and the way to achieving them for the smooth running of the school or the entire educational system. The purpose of planning in education is to ensure that the entire educational system or industry is effective in offering efficient services to the clientele (students) (Okon and James, 2018).

Akpan in Offem and Akpan (2005) explained that planning means examining the future and drawing up or mapping out a course of action for achieving specific goals, it involves working out in broad outline the things to be done and the procedures for doing them to accomplish set purpose. It is intelligent preparation for action. All these are embedded in curriculum planning. Clearly, then curriculum planning is central to school development planning National Curriculum Council Association (NCCA, 2001). The scope of this paper boarder on the problems of curriculum and the way forward for curriculum development. The term curriculum has been at the center of various educational discourse and this has given rise to different opinions about what should be the content of the school curriculum .

Rationale for Educational planning

There are some who feel that the educational programmes of a nation are not important enough to deserve serious planning. However many modern administrators are of the opinion that the education of any country should be carefully planned for the following reasons.

- The time and resources available to man are scarce, therefore, man must plan so as to make the best use of available resources in a given time. There are many other functions in the society that are also demanding for the scarce resources, therefore education cannot continue to ask for more.
- Human beings are key important resources in education. They cannot be manipulated into action. The administrator must think and plan effectively in order to pet the cooperation of the human beings.
- Our complex society is changing fast, so the administrator must plan carefully. There may be political, socio-logical, economic, or technological changes in the society for education to maintain an equilibrium in an overhanging society, educational administrators must anticipate the future and plan accordingly.

- Lack of planning leads to loss of time, energy, resources and leads o inefficiency.
- Education is a very complex function, it involves many people, a lot of materials, equipment and money (Coom in Mbipom, 2000).Agabi (2002) opined that planning is a conscious, deliberate, systematic and rational decision making processes designed to influence future courses of action in an organisation or any field of human endeavor with the ultimate aim of making the most economical use of limited resources. Planning is necessary so as to translate pre-determined goals into action smoothly planning helps to avoid random decision, that DrorwaninMbipom(2000) added that the goals of the society must be achieved by "optimal" means. The degree to which "absolute optimality" can be satisfied in the planning process depends primarily on the amount of relevant information available to the planner at that time he is preparing the plan. Similar other rationale for educational planning include;

i. Education is planned so that the limited educational resources of a society (finance, personnel and materials) can be rationally allocated among the various competing educational demands and programmes or types.
ii. It helps in concretizing a society's educational choices in terms of specific tasks to be a accomplished. This helps in giving direction to actions, permits delegation, facilitates control and provides the basis for evaluation.
iii. Education planning is done to ensure that the various education interests and demands of all the interest groups like students, parents, school managers, community members, etc. are harmonized with those of the society in terms of needs capacity and constraints.
iv. The production of skilled manpower or inculcation of desirable habits through education takes a very long time to mature. Investment decision therefore needs to be planned far ahead of time.
v. Education is planned to avoid wastages by providing just the type and quantity of educational services needs in the society (Ekpiken, 2018).

Educational planning is committed to ensuring proper implementation of with due consideration to the overall economic and social policy of the nation,

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Cohn in Mbipom(2000) while discussing the rationale for educational planning, observed that in a private markets system, where adequate "signals" exist to monitor changes in demand (tastes, price of goods levels of income) and supply, central economic planning is regarded by most economists as unnecessary. He state that in the education enterprise such signals are not easily observable so they must be calculated in a definite manner by educational planners for many reasons including:

1. To determine the objectives and goals of the educational system and device means of achieving them.
2. To align our limitless needs, desires, expectations and aspirations with our available and limited resources in pursuit of desirable educational goals.
3. Decision making about the educational system in terms of programmes and operations is a product of planning.
4. Planningto ensure that provision is made for the different competing sectors of the education system
5. Planning to helps reduce and avoid wastages in the educational system.
6. Investment made in education demands in planning to ensure adequate dividend such as production of good and well-developed students and adequate manpower for the country.
7. Planning in educationto helpensure the quality of education provided which will meet the challenges of the global world.

The researches viewed the above statement of meeting the challenges of the global to include conflict, criminal activities and other social factors that affect the peace of the society. Therefore, effective educational planning inculcates positive societal values to the learners through the peace process and peace building for nation building because education is the bedrock to any societal meaningful development, without peace no society can develop.

Educational Planning Process

Educational planning usually takes place at the national, state, local and institutional levels. At the national and state levels, the plans lay down broad objectives, strategies and targets while the details are worked out at the local and institutional levels. Planning at the national or state level is referred to as "macro planning" and planning at the local or institutional level is known as "micro planning". Both macro and micro

planning are mutually complementary.

Macro-planning is sometimes called global view of education development. It presents a national view of the fundamental aspects of educational development such as educational financing, education reform and teacher training. It is usually based on budgets and refers to averages which may not be detailed enough for effective implementation. It is often described as "planning at the grassroots" because it is primarily concerned with an in-depth study of educational problems as they are perceived at the local and institutional levels. It reflects a desire to improve the functioning of the education system; it looks into the problem of acquisition and maintenance of teaching equipment, into the attitudes of parents, pupils and teachers to education etc. Micro-planning seeks greater equality in the allocation of educational services and the services which suit the needs of the local communities (Ekpiken, 2018).

Principles of Educational Planning

To solve the problems facing educational planning and achieve the fundamental objectives of planning education, certain principles need to be strictly adhered to. They are:

i. **Participatory planning:** This principle demands that the educational planning process must involve adequate participation of all the interest group whose interests are to be affected by planned educational programmes or innovations. They include students, teachers, school heads, parents, educational administrators, the government, the employers of labour, the wider society, publishers and so on. The rationale behind this principle is that it is only through such participation that educational needs can be determined and cooperation for implementation of any educational plan can be achieved. Participatory model of planning views education planning as a social process which of necessity requires also the active participation of the other specialists such as curriculum specialists, Nigerian Union of Teachers (NUT) and so on.

ii. **The Principle of Integration:** This principle requires that educational planning process should be properly integrated with the overall national or development planning. This will ensure that educational plans neither ignore the needs, the constraints and the prospects of the national economy in terms of objectives, programmes and projects nor the

symbiotic relationship between educational and economic planning.

iii. **The Principle of Specialization:** This demands that educational planning is a specialized task and should therefore be handled by those with training competence to do so. This will ensure that autonomy is given to technical planners to formulate the plans, thereby depolarizing the process.

iv. **The Principle of Administrative Harmonisation:** This principle is very central to the successful implementation of well formulated educational plans. The various individuals involved in educational planning from the political leadership, the technical planners and the administrative machinery must harmonise their tasks to ensure commitment on the part of everybody involved and therefore achieve high level of efficacy.

Roles of Quantitative Techniques in Educational Planning

According to Ekpenyong (2018) quantitative techniques in educational planning are used for the following reasons:

1. Interpretation of results and data scientifically
2. Exposure to new techniques in mathematical background in planning
3. Working out alternative decisions for policy makers and administrators in education.
4. Setting goals and objectives in educational systems
5. Planning of educational programmes and services.
6. Planning the manpower needs of the nation, state, local government and institutions.
7. Financial planning with the view of providing guidelines on how to make prudent use of available financial resources.
8. Planning the judicious utilisation of available physical resources or facilities.
9. Planning education within the existing governmental structure and existing social content for education plan to enjoy the popular support required for successful implementation
10. Development of a scientific model of an educational system incorporating measures of factors in an objective manner to show results of various possible courses of actions.

Educational planners require effective

understand of fieldwork in educational management for the following benefits:

i. To have a clear idea of what to observe in the field;
ii. To make necessary measurements so as to utilise necessary tools in the field; and
iii. To relate observations and measurements to establish relationship that exists between them.

Importance of Educational Planning

Education is a vast and massive sector of the economy hence, it should be adequately and meticulously planned to accommodate all levels of education and related educational services in the country. Besides, educational planning ensures that the changing needs of the society are accommodated in the course of service delivery at all levels of education (Etor, 2018).

In view of the fact that education is the right of every citizen of the country, education has to be planned to provide basic literacy for all, vocational and technical skills for self-reliance of citizens, as well as managerial and professional training for leaders and operators of other sectors of the economy. In other words, education has to be planned to ensure that the required skilled manpower are produced at the institutional levels for socio-economic, political and industrialization of the nation.

Concept of peace/peace process

One thing that extant conceptions of peace have in common is that there is a state of affairs or condition in thought, nature and society that is characterised as peace. This condition is pristine, perfect, ordered and tranquil. It is a condition in which, according to Rousseau, "all men are born free" and exists as "gentle savages", but subsequently social conditions put them "everywhere in chains".

According to Mutunga (2011), with respect to peace processes, it is important to conduct gender analyst hence how conflicts and even how negotiated peace processes affect men and women differently, peace is a process involving activities that are directly or indirectly linked into increasing development and reducing conflict, both within specific societies and in the wider international community (Oke, 2011). According to University of Peace, Peace is a political condition that makes justice possible.

Oke (2011) summarize peace as;

- As one that relates to existing social conditions, rather than ideal state or condition.

- Is a dynamic process (rather than a static conditions) and it is possible to precisely identify and study the factors that direct.
- Is not a finished condition, but always a "work in progress". It is never finished because human societies continue to aspire to higher levels of development and less conflict
- Increases and decreases depending on objective socioeconomic and political conditions. It is also reversible, that is, it is possible move from higher levels of peace to lower levels.
- Can be measured with some precision as it increases and decreases.
- Is not a linear, unidirectional process, instead it is complex and multifaceted.

Francis (2011) peace is generally defined as the absence of war, fear, conflict, anxiety, suffering and violence, and about peaceful coexistence. It is primary concerned with creating and maintain a just order in society and the resolution of conflict by non-violent means.

In peace process one thing that extent conceptions of peace have in common is that there is a state of affairs or condition in thought, nature and society that is characterized. This condition is pristine, perfect, ordered and tranquil.

In extent conceptions of peace are not necessarily wrong, they are inadequate in understanding the entire reality of peace.

Peace process is a method of inquiry and practice concerned with the understanding of the causes of violence and condition for a peaceful world through application of settlement/ prevention strategies for enhancement of coexistence. Therefore, peace process create a level playground for peace initiatives.

Peace initiative

There has been numerous peace initiative with the aim and initiation of restoring peace and stability in these war-torn states;

i. The intergovernmental Authority and Development (IGAD) is currently mediating two peace processes, both in Nairobi, the Somali peace Talks and the Sudan peace talks
   - The Somalia talks currently underway at Mbagathi in Kenya follows 14 other peace initiatives all of which have failed to yield sustainable peace.

- The Sudan talks have been ongoing for years and are widely expected to yield fruit following the ongoing round of talks. Some of the most controversial issues have been so important such as the issues of security arrangements. Wealth sharing, specifically the treatment of oil resources remains a barrier that will see the country petting into a 6-year interim period.

ii. The Burundi peace process is still being mediated by the South African Government and in October 2006, the talks resumed and the main rebel groups and the government meet in Pretoria. Early in October, the parties to the Burundi signed a new peace accord to enable rebels enter the government. The war, however, continues as the forces for the National Liberation, another rebel group has refused to negotiate with the government.

iii. The Lusaka peace process was launched in 1999 to bring about peace and stability in the DRC. Although it has generated over 13 major talks and numerous cease fires, it has yet to reduce violence in the eastern parts of the country. This is attributed to the failure of the peace process to bring on board armed groups.

iv. The Algiers Peace Accord between Ethiopia and Eritrea although yielded years of peace between the two countries did not clearly address the root causes and tensions between the two countries are high. As recent as October 2003, Ethiopia rejected the recommendations of the border commission that was formed. This has brought about fears that the war could start again.

Forms of Peace Process

The following four forms have been identified, such as peace keeping, peace enforcement, peacemaking and peace building.

Peace keeping: This entails the use of peace keepers to keep conflicting parties apart and kept conflict at current low level. However, where conflict is high and condition for peace remain limited, peace enforcement is needed to create the space for increasing development and reducing conflict.

Peacemaking arises in situations where conflict is high but there are viable condition for pursuing development, while peace building applies to a situation of low conflict and high prospects for development.

Peace building

The concept of peace building refers to efforts and interventions aimed at overcoming the root causes of conflict. Peace building is about the attempts to overcome the structural, relational and cultural contradictions which lie at the root of conflict in order to underpin the processes of peacemaking and peace keeping.

According to Francis (2011), in theoretical terms, peace building is a combination of the fields of development studies and conflict resolution. The debate on peace building is divided between two schools, on the one hand, the 'top-down peace-building' referring to the conflict intervention efforts by powerful outsiders acting as experts, importing their own conceptions and prescriptions and ignoring local cultural and capacities, and on the other hand, 'peace-building from below' which favours the respect promotion and use of local human and socio-cultural resources in building the peace.

Concept of Nation-building

Nation-building is the process whereby people transfer their commitment and loyalty from smaller tribes, villages or petty principalities, to the larger central political system.

Nation-building does not involves the transfer to "commitment and loyalties from narrow or parochial level of ethnic groups to a larger political unit. Furthermorenation-building has a vertical and a horizontal dimension. According to the vertical dimension, nation-building is the progressive acceptance by members of the polity of the legitimacy and necessity for a central government and the identification as a result of widening horizons of parochial loyalties with the central governmental as a symbol of the nation. According to the horizontal dimension, nation-building involves the acceptance of other members of the civic body as equal fellow members of a "corporate" nation a recognition of the rights of other members to a share of common history, resources, value and other aspects of the state – buttressed by a sense of belonging to one political community.

Agi (1999) summarize nation building as the process of creating unity and a sense of belonging among heterogeneous groups in a state, involving attempts at integrating the various groups in order to build a "nation" out of the state.

Elements that enhance Nation-Building for Societal Development

- The presence of common values, beliefs and attitudes among the people

- A capable effective ruling group that is able to overcomeaggressive, self-destructive forces and internal civil dissensions and can provide protection against external states.
- Individuals and groups accepting decisions with which they disagree, tolerating different views, acknowledging the authority of political institutions, being prepared to compromise, and ultimately agreeing on common procedures and actions. In other words, there must be a will among the people to live together as a nation, acting different views, acknowledging the authority of political institutions being prepared to compromise, and ultimately agreeing on common procedures and action. Similarly, there must be a will among the people to live together as a nation.
- Economic wellbeing which enables individuals and groups to have a satisfying standard of life and health.
- Centripetal Nationalism, Nationalism is an explosive force which can provide a uniquely powerful basis of allegiance or disintegration. Where the force is successfully harness-politicalcommunity of enormous significance is created.

Conclusion

Educational planning of any nation should be able to capture of the heart bit of the societal problem so as to reduce the criminal and social vices that are capable of breaking the peace of the society. Since education is said to be a tool for nation building and this can only be achieve when the educational address basic issues of the society.

Recommendation

- Government should plan the education of the nation in conjunction with the stakeholders to enable them address the major issue/challenges of the society.
- The leaders should avoid the issue of god-fatheralism when it comes to educational planning so that less experiences individual will not be involve the planning process.
- Adequate fund/machineries should be put in place for better educational planning activities.

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