

Types and Significance of Educational Planning

Types of Educational Planning

Types of planning refer to forms of educational planning adopted by planners in conjunction with the policy to map out the direction of future education of a country within a specified time-frame. Planning is a rational process of decision making aimed at achieving set goals in the future. It is a deliberate action involving prediction of the future and arranging the means and procedures for achieving set targets. The various types of planning based on classification include

➤ Planning by Time Horizon

- A. **Long-term planning:** This type of planning is usually carried out by top management of an enterprise or school organization. It covers a period of 5-10 years and above. It is strategic in nature and deals with matters relating to diversification of school curriculum and planning for effective and quality instruction in schools.
- B. **Medium-term planning:** This type of planning defines the future goals and objectives of education with greater clarity and provides clear-cut strategies and procedures or action plans for achievement of future targets. It covers a period of 2-4 years.
- C. **Short-term planning:** This is a type of planning designed to achieve immediate future goals. It covers a time frame of one year or less than one year. It helps the organization to progress gradually to achievement of long-term goals.

➤ Planning by time Dynamism

- A. **Rolling-term planning:** This involves extending the time frame of a plan for one year at a time based on the extent of the success of the plan implementation. It involves the continuous revision of the plan target in relation to performance and maintenance of constant plan period (Okwori, 2011). This means a plan that is not accomplished during the specified time frame is rolled over into another period or year.
- B. **Fixed term planning:** This has a specific duration of years such as 3 years or 5 years and it has fixed targets and objectives to be accomplished within a fixed period of time. Fixed term planning provides for relative stability within the educational system with regards to policy design and implementation.

➤ Planning by Management Level

- A. **Strategic Planning:** This is normally developed by top level management. It sets the direction of education which a country wants to proceed in future. It involves a time duration of more than one year and in most cases ranges from 3-5 years. Strategic planning usually involves setting up future educational goals and objectives by top management or executive level (e.g ministerial level). The future target is on long- term survival of the system, resources, human potentials, flexibility and adaptability to changing conditions in the environment or educational system. Strategic planning

provides a set of decisions that gives direction for task performance, activities and programmes at the lower level of management.

- B. *Tactical planning:*** It is a systematic determination and scheduling of the immediate or short-term activities required to achieve the objectives of strategic planning. Tactical planning is done by middle level managers such as Deans of Faculties, Heads of Departments or units and Directors of Institutes in a university. In tactical planning, managers outline what the various units or parts will do for the institution to successfully achieve strategic goals and objectives in the future. Tactical planning is a short-term planning. Tactical plan is used to explain and interpret the goals of a strategic plan to operational personnel.
- C. *Operational planning:*** Operational planning involves planning activities that facilitate the accomplishment of everyday activities of first-level or low level managers in an institution or enterprise. Planning here involves work scheduling, preventive-maintenance scheduling and the design of work methods.
- D. *Standing planning:*** This is a type of planning that produces a plan which seldom changes and is used year after year. Standing plans include policies, procedures, rules and other repetitive-use plans.
- E. *Single-use planning:*** This is a type of planning that involves planning one activity or project and is used up once the activity or project is completed. Example is planning to raise funds for the purchase of a school bus.

➤ **Planning by Scope**

- A. *Macro Planning:*** This is planning at the national and state levels. It is aimed at achieving national success and high productivity in education. It is also aimed at ensuring that the quantity and quality of resource inputs produce high outputs at minimum cost. The components of macro-level planning include policy formulation, financing of education, integration of education into the national development plan, education reform, teacher education and administrative strategies for implementation of the plan. It requires a detailed budgetary plan. Macro planning takes into account the national perspective of education.
- B. *Micro Planning:*** This is planning at the local government level or institutional level. Micro-level planning of education is aimed at efficiency while macro-planning is aimed at effectiveness. This type of planning focuses on the inputs and processes of educational practice. It deals with educational problems at the institutional level. It tries to ensure appropriate combination of educational resources with processes so as to obtain high productivity (Okwori, 2011) states that micro-planning deals with the problems linked to access to the educational system, acquisition and maintenance of teaching facilities and equipment, attitude of parents, pupils and teachers to education. Other areas of concern in micro-planning include planning for recreational services, health and safety, guidance and counseling services, organization of school programmes and curriculum implementation. It also deals with school mapping. Generally, educational planning at the micro-level deals with the problems of education at the institutional level.

C. *Grass-root Level Planning:* This plan is designed to cater to the needs of a small population in a region. Mahatma Gandhi spoke of such a plan. Planning outlines are bound to vary from region to region. Grass roots planning, also known as micro-level planning, is a technique, which helps in identifying developmental needs of the community people, prioritizing them and formulating viable projects, so that with limited resources maximum development could be achieved in a stipulated time period.

Significance of Educational Planning

1. To make every programme of an educational institution or organisation grand success.
2. Proper educational planning saves time, effort and money as planning in every field is a time-saving, an effort-saving and a money-saving activity.
3. Educational planning is a sound method of solving educational problems by avoiding the trial and error method of doing things.
4. Educational planning is essential for the best utilization of available resources.
5. Educational planning checks wastage and failure and contributes to the smoothness, ease and efficiency of the administrative process in the field of education.
6. Through proper planning in education, education can be the best means by which society will preserve and develop its future value system, way of life of an individual, knowledge, skills and applications, and culture of the country.
7. Through proper educational planning, the means and ends of society can be properly interacted through the educational system. It implies that the educational system utilizes a large proportion of the country's educated talents and a major part of public expenditure.
8. Educational planning is highly essential for preparing a blueprint or plan of action for every programme of an educational institution or organisation.
9. Planning in education is necessary for making one's educational journey goal-oriented and purposeful.
10. It is essential to maintain, sustain and enhance the thinking process of an individual, institution or organisation.
11. Planning in education is necessary to highlight the universal aims of education required for every nation for its development in every respect.
12. To bring total development of a nation in time, in which educational development is one among its various aspects.