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Journal of Applied and Theoretical Social Sciences

ISSN:2687-5861

JATSS, 2021; 3(2), .176-189..

First Submission:27.2.2021

Revised Submission After Review:15.5.2021

Accepted For Publication:28.6.2021

Available Online Since:30.6.2021

Research Article

Educational Planning in Federal Capital Territory, Abuja, Nigeria: Challenges and the Ways Forward

Ogunode Niyi Jacob¹

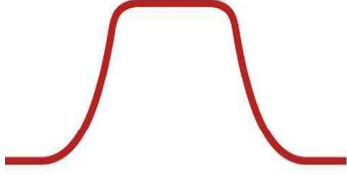
Abstract

This article discussed the challenges facing planning of education in Federal Capital Territory, Abuja, Nigeria. The article made use of secondary data which was sorted from print material and online publication. The article identified; inadequate planning funds, inadequate Educational Planners, lack of data/information to plan, lack of planning materials, political influence, political instability, institutional corruption, poor implementation of planed actions and poor capacity development of educational Planners as the challenges facing planning of education in Federal Capital Territory, Abuja. To solve these problems, the following was suggested: generation of credible data/information for planning, adequate funding of educational planning, provision of planning materials, employment of more professional educational planners, independence of educational Planners, fight institutional corruption, policy continuity in Federal Capital Territory, and ensure constant training and retraining programme for Educational planners in Federal Capital Territory, Abuja, Nigeria.

Keywords: Education, Planning, Basic, Secondary, Higher Education, Challenges

JEL Codes: A2, H52, I2,I100,P46

¹ University of Abuja, Nigeria, Ogunodejacob@gmail.com,



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İlk Başvuru:27.2.2021

Düzeltilmiş Makalenin Alınışı:15.5.2021

Yayın İçin Kabul Tarihi:28.6.2021

Online Yayın Tarihi:30.6.2021

Araştırma Makalesi

Nijerya'da Federal Başkent Bölgesi Abuja'da Eğitimin Planlanması: Zorluklar ve İlerleme Yolları

Ogunode Niyi Jacob¹

Öz

Bu makale Nijerya, Abuja'daki Federal Başkent Bölgesi'nde eğitim planlamasının karşılaştığı zorlukları tartışmaktadır. Makale, yayına hazırlanırken basılı materyalden ve çevrimiçi kaynaklarda yer alan ikincil verilerden yararlanılmıştır. Makale; planlama fonlarının yetersizliği, eğitim planlamacılarının yetersizliği, planlanmada kullanılacak veri / bilgi eksikliği, planlama materyallerinin eksikliği, siyasi etki, siyasi istikrarsızlık, kurumsal yolsuzluk, planlı eylemlerin yetersiz uygulanması ve eğitim planlamacılarının kapasitelerini geliştirme konusunda Abuja Federal Başkent Bölgesi'nde yetersiz kalınması hususlarında tespitler yapmaktadır. Abuja Federal Başkent Bölgesi'nde eğitim planlamasının karşılaştığı bu sorunları çözmek için aşağıdakiler önerilmiştir: Planlama için güvenilir veri / bilgi üretimi, eğitim planlaması için yeterli finansman, planlama materyallerinin sağlanması, daha profesyonel eğitim planlamacılarının istihdam edilmesi, eğitim planlayıcılarının bağımsız hareket kabiliyeti olduğundan emin olunması, kurumsal yolsuzlukla mücadele edilmesi, Federal Başkent Bölgesi'nde yürütülen politikalarda sürekliliğin sağlanması ve Nijerya, Abuja'daki Federal Başkent Bölgesi'ndeki Eğitim planlamacıları için sürekli eğitim ve yeniden eğitim programı sağlanmasında kararlılığın önemi vurgulanmıştır.

Anahtar Kelimeler: Eğitim,Planlama,Temel,İkincil,Yüksek Öğretim.Zorluklar

JEL Kodlar: A2, H52, I2,I100,P46

¹ University of Abuja, Nigeria, Ogunodejacob@gmail.com,

1. Introduction

The Federal Capital Territory Abuja is the capital of Nigeria, located in the North Central part of the country. The Federal Capital Territory is under the administration of Federal Capital Territory Administration (FCDA). Federal Capital Development Authority is in charge of the construction and infrastructural development of Abuja city. The Federal Capital Territory is made up of six area councils which are: Abaji, Abuja Municipal, Bwari, Gwagwalada, Kuje and Kwali area councils. The population of Abuja as of 2006 census was 776,298 making it one of the most populous cities in Nigeria, occupying eighth position. The United Nations observed that Abuja was growing by 139.7% between year 2000 to 2010. This growing rate makes it one of the fastest growing city in the World. Abuja is the political administration of Nigeria and also a key capital on the African continent due to Nigeria's geo-political influence in regional affairs. A Federal Minister is appointed by the Presidents to oversee the political administration of the Territory (Peter, 2020).

Education in Federal Capital Territory is under the administration of the Federal Capital Territory Education Secretariat. Federal Capital Territory Abuja is home to many educational institutions both public and private schools. The educational system in Federal Capital Territory follows the guidelines as stipulated in the National Policy of education (2013). Education in FCT consists of three forms: Basic Education (nine years), Secondary Education (three years) and higher education which includes universities, Colleges of education, Poly-technique education, vocational education (four, six years depending on the course of study). Other forms of education in Federal Capital Territory include adult education, special education and mass education. According to Nigeria's latest National Policy on Education (2013), the Basic Education will last for nine years of formal and compulsory education, six years for primary school and three years for junior secondary school while Senior Secondary Education lasts for three years.

The Early Child Education Programme in Federal Capital Territory as defined by Federal Republic of Nigeria (FRN) in the National Policy on Education (2013), is the first formal Education for children aged between 2 to 6 years of life in preparation for primary schooling. The Early Child education was designed to provide education for children with love, care, supervision, playing, singing and dancing. The Early Child Education Programme objectives are : to ensure smooth transition of children from home to school, to prepare the children for primary school education, to provide adequate care and supervision for children when their parents have gone to work, to inculcate in the child the spirit of enquiry, innovation, creativity through the exploration of nature and the local environment playing with toys, to teach the children basic figure and numbers, letters, colour and forms through playing, and to teach the children good habits. The Early child Programme in Federal Capital Territory is faced with many challenges which include: inadequate professional teachers, inadequate infrastructural facilities, inadequate funding, shortage of National curriculum and inadequate instructional materials. These problems are linked to the poor planning of the entire educational system and poor implementation of policies in regarding the Early Child Education programme in Federal Capital Territory, Abuja.

The Basic education is an organized education designed for children between the ages of 6 to 12 years. Basic education is the pre-secondary school education meant to prepare the children for secondary school education. The objectives of the Basic education include: to provide free and compulsory education for all Nigerian children, to reduce dropout from formal education system; to ensure acquisition of the literacy and manipulative and life skills; to ensure ethical, moral and civic values) education for life-long learning; to ensure access to basic education for nine years to nine years. The Basic education in Federal Capital Territory is also

beset with some problems and these problems include: shortage of professional teachers, inadequate instructional materials, inadequate funding, poor supervision, inadequate infrastructural facilities, over concentration in towns, overstaff of administrative officers and poor quality education as a result of poor planning of basic education in FCT.

The Secondary Education Programme in Federal Capital Territory is designed to provide post-basic education for the children residing in FCT and its environs. According to the National policy on Education (2013), the objectives of secondary school education include: to prepare the individual for useful living within the society and to prepare the children for higher education in Nigeria and other parts of the World. The objectives of Secondary School in Nigeria specifically includes: to develop and promote Nigerian languages, art and culture in the context of world cultural heritage; to provide Secondary Education for primary school leavers with the opportunity to pursue a higher level of education, irrespective of sex, social status, religion or ethnic background; to offer diversified curriculum that caters for the differences in talents, opportunities and future roles; to inspire students with a desire for self-improvement and achievement of excellence; to provide trained manpower in applied science, technology and commerce at sub-professional grades; and to foster national unity with an emphasis on the common ties that unite us in our diversity. The secondary school education in Federal Capital Territory, is faced with the following challenges: inadequate funding, inadequate infrastructural facilities, shortage of professional teachers, overcrowdings, overstaff with administrative officers, over concentration in the towns and poor quality. These challenges are as a result of poor planning of secondary school education in Federal Capital Territory, Abuja.

The higher education programme in Federal Capital Territory, Abuja is an educational system for the provision of post-secondary school education for the people residing in Federal Capital and its environs. The objectives of higher education, according to the National Policy on Education (2013) are to: ensure positive contribution to national development through high level relevant manpower training, to promote and encourage scholarship and community services, to develop and inculcate proper values for the survival of the individual and Society, develop the intellectual capability of individuals to understand and appreciate their local and external environment, to forge and cement national unity, and to promote national and international understanding and interaction, to acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. The higher institutions in Federal Capital Territory is plagued with the problems of inadequate funding, inadequate lecturers, overcrowded students, inadequate infrastructural facilities, poor quality and poor researching. These problems are as a result poor planning of higher education in Federal Capital Territory, Abuja. From above, it is clear that the entire educational system lacks effective planning.

Despite the importance of educational planning to the development of education in Nigeria, it is unfortunate that the government attitude towards planning of education is not encouraging. The educational planning lack political will and adequate funding. Education in Nigeria is poorly planned and that is why education implementation at every level of state and local government authority is difficult. The poor planning of education at the national level is among the factors responsible for poor implementation of many educational policies and programme across the country. The Chairman of the Secondary School Education Board in Federal Capital Territory (FCT) identified shortage of specialized teachers, classroom congestion and poor funding as major challenges facing both primary and secondary schools in the territory (Guardian, 2019). The Federal Capital Territory educational system is full of many challenges which ranges from underfunding, inadequate infrastructural facilities, inadequate teachers, overcrowding of classes, weak supervision and lack of effective planning. This paper

is aimed to discuss the challenges facing planning of education in Federal Capital Territory, Abuja, Nigeria.

1.1. Methodology

The objective of this article is to discuss the challenges facing the planning of education in Federal Capital Territory, Abuja, Nigeria. The researchers used secondary data. The researchers sourced the secondary data from online and print materials. The online sites consulted include CEON, Elsevier, Hindawi, JSTOR, IEEE, LearnTechlib SAGE, Nebraska and Springer and others. The print materials were sourced from libraries within Abuja. Content Analysis was employed for the study. This implies that selection and analysis of different papers, journal and abstract were done and used for the study. The design adopted for this article was to show understanding of the problems facing the planning of education in Federal capital Territory, Abuja, Nigeria and to come up with suggestion on how to improve the education planning in FCT.

2. Literature Review

2.1 Educational Planning in Federal Capital Territory, Abuja and in Nigeria

Educational planning in Nigeria is done by the three tiers of government, the Federal, State and Local Government. The Nigerian government placed education in the concurrent list meaning that the Federal Government is empowered to plan, regulate all the sector through the formulation of policy and ensuring quality of education in the country. The constitution gives power to each tier of government to take responsibility of its own education. The federal government take charge of all Federal Education Institutions, the state government handled state secondary school while the administration and management of primary school is in the handle of local government authority.

The Ministries of Education established by the Federal, States and Local Government authority are responsibilities for planning, supervision and quality control in each level of education. Each government at its own level also established commissions, agencies and statutory bodies for different sub-sector of education for effective administration and management. The Federal ministry of education is responsible for planning, supervising and coherence of the national planning and policy formulation and to ensure that the states' policies operate within the frame line of the national policy as adapted. National planning of education is done at the political level involving National Council of Education which is the highest policymaking organ of the education, the body is chaired by the Federal Minister of Education and all the States Commissioners of Education. National Council of Education which is the highest policymaking organ of the education handle the national planning of education at the political level. The Directors of education at the Federal and State level, Chief Executives of Education, Directors of University Institute of Education make up the Joint Consultative Committee. The Joint Consultative has the functions of advising National Council of Education in Nigeria. The State Ministries of Education are responsible for planning state educational programme using the National document and they are to implement the educational policies in their respective states. Specifically, the responsibilities for planning programme towards realization of all public elementary and secondary schools goals in the states are handled by the State Ministry of Education.

The Federal government of Nigeria in order to ensure effective planning, supervision and quality control and assurance in all the higher institutions across the country established some agencies and commissions under the Federal Ministry of education. The National

Universities Commissions oversees supervision of all universities, while National Commission of Colleges of Education (NCCE) coordinates all the activities of Colleges of Education in Nigeria. The National Business NBTE oversees polytechnic education. The Commissions established by the Federal government for higher education administration have the following responsibilities: policy formulation, planning, supervision, quality control in higher education. The commission also ensure programme accreditation, maintaining of standard, distribution and monitoring of government funding, selection and appointment of governing council and the day to day running of the higher institutions in the country.

In the Federal Capital Territory, planning of education is done by the Federal Capital Territory Education Secretariat. The Department of Education Secretariat in FCTA have the following sub-department which aid it in the coordination of its programme and services. In the department, there are Admin and Finance Unit, Policy Unit, Planning Unit, Research and Statistics Unit, Quality Assurance and Special Needs Education and Special Unit. Provision of current data for decision taking, policy planning and general management in education in Federal Capital Territory, Abuja is done by the Department of Planning, Policy, Research and Statistics. Finally, the department organize and coordinate all activities of EFA, SDG as well as Partnership in Education, including International Development partners (FCTES, 2020)

2.2 Educational Planning

Educational planning is the act of outlining educational objectives, programmes and policies and stating clearly the means to realize the set goals and objectives of the programme. Educational planning is the process of listing out educational programmes and identifying the educational resources to be deployed for the actualization of the objectives. Educational planning refers to all activities and programmes designed and put in place to actualize the educational objectives. Educational planning deals with the students and society's needs, aspirations and prospects. Educational planning is handle by educational planners. Educational planning look at types, kinds and forms of schools, the society needs, the form of education that need to be given maximum consideration and priority, programme or courses to be offered at the basic, secondary and higher education, student enrolment, teachers supply and demand and other issues on human, material and financial resources of the educational system. Educational planning cover planning of manpower development in education, financial planning in education, resources planning in education, infrastructural facilities planning in education, school plant location and achieving educational objectives. Educational planning is vital to the development of education. Planning is the first step in any educational project and programme. Educational planning determines the level of educational implementation. The quality of educational planning determines the level of implementation, monitoring and evaluation of education and outcome. When educational planning is faulty, the implementation will be faulty and the objective of the education will not be realized. Educational planning is key to educational development. Educational planning is the rock upon which every other educational programme depends for progress. When the educational programme fails to achieved its objectives, educational planning is among the first issue to be considered as one of the factors responsible for the failure because effective educational planning leads to effective implementation of educational programme. Educational planning is key to the realization of the educational programme. Educational planning is also to be considered whenever educational programme is having problem because the planning is the first step that determines the next level of actions of educational implementation.

2.3 Purpose of Educational Planning

The objectives of educational planning include:

- a) To plan the education for easy implementation;
- b) To plan education for the realization of the national aspiration and goals;
- c) To ensure delivery of quality education;
- d) To aid effective education administration and management;
- e) To reduce educational wastage;
- f) To ensure that the educational system is effectively and efficiently planned and operated.
- g) To ensure effective manpower development in the educational sector
- h) To give direction for educational programme and to ensure accountability, effective monitoring and evaluation of programme

2.4 The Coverage of Educational Planning

Educational planning covers the following: Pre-primary or pre-school Education, Elementary or primary Education, Secondary Education, Higher Secondary or Post-Secondary Education and, Higher Education. Educational planning also deals with Formal Education, Non-formal Education and Adult Education, General Education, Vocational Education, Special Education, Teacher Education, Integrated Education and Technical and professional Education including Engineering and Computer Science Education. Educational planning also covers school finances, school human resources, material resources, school programme, school services, school objectives and aims, school strategic planning and school decisions.

2.5 Models for Structuring Educational Planning

In educational planning, there are three models for structural planning of education. The three models include: centralized authority planning model, decentralized authority planning model and the concurrent authority planning model.

Centralized Authority Planning Model: This a structural planning model that empowers the federal government only to plan for the national education.

Decentralized Authority Planning Model: This is planning structural model that allows the states and local government authority to plan the education of their states and local government councils respectively.

Concurrent Authority Planning Model: This is a planning structural planning model that allows both the federal, states and local government authority to jointly plan the education with highest power concentrating with the federal government in terms of planning designing and plan formulation.

3. Challenges facing Planning of Education in Federal Capital Territory, Abuja

The planning of education in Nigeria is facing the following challenges; inadequate funding for planning, inadequate educational planners, lack of data/information, lack of planning materials, insecurity, political influence, political instability, corruption, poor implementation and lack of political will to support Plan

3.1 Inadequate Funding for Planning

Inadequate funding is a problem facing the planning of education in Federal Capital Territory, Abuja. The budgetary allocation for the planning of educational programme in the territory is not adequate. Planning of education is very expensive and cost intensive (Ogunode, 2021). Researchers like NOUN (2009) Ogunode, Gregory & Abubakar, (2020) and Ololube, (2013) also confirmed that the budgetary allocations that are available for educational planning in Nigeria is inadequate to carry out effective planning of education. There are many services to be engaged in in order to carry our educational planning. Adequate fund is key to effective planning of education. Educational planning needs a lot of financial commitment to be able to be executed. The annual funding of education in Nigeria is small and it is below the recommendation of 26% by UNESCO for developing countries (Ogunode, 2021). The inability of the government to fund education properly is affecting other educational programme in the sub-sector of education. In Federal capital Territory, the budgetary allocation for educational management and administration is not adequate. There are many reasons for poor funding of educational planning in FCT. Some of the reasons include lack of political will, corruption, and political instability. The inability of the government to provide adequate funding for planning of education is responsible for the poor planning of education.

3.2 Inadequate Educational Planners

Inadequate professional educational planners is another problem facing the planning of education in Federal Capital Territory, Abuja. This submission is supported by Ololube, (2013), NOUN (2009) and Ogunode (2020) who agreed that there is shortage of educational planners in most educational institutions across the country. There are few professional educational planners in the Federal Capital Development Authority who are responsible for planning education. The few professional planners lack motivation and the planners are not exposed to constant training and retraining programme to improve their planning knowledge. Many officers were converted to planners in many departments and units in Federal Capital Territory and do not have the knowledge and skills to carry out sound educational planning. They are not certified to carry out the educational planning functions and responsibilities in the Country (NOUN, 2009). The shortage of professional educational planners in the many departments and units in FCT is affecting the planning of education. The factors responsible for the shortage include motivation of educational planners, lack of motivation to study educational planning in higher institutions, poor manpower planning and brain-drain. The place of educational planners in the educational development cannot be underestimated. Educational planners are strong member of the educational institutions. Their places cannot be easily filled by other professionals since educational planning require a lot of knowledge and skills. Shortage of educational planners in Federal Capital Territory is contributing to ineffective planning of education in the territory.

3.3 Data/information to Plan

Inadequate data is another major challenge facing planning of education in Federal Capital Territory, Abuja. The Federal Capital Territory is not doing well in terms of data generation and management for planning purposes and for taking decisions. There is lack of

current data on the educational system in the Territory. The Early Child Education Programme, Basic Education Programme, Secondary Education Programme and Higher Education Programme do not have current data on admission, enrolment, total number of students, teachers' gap, etc Ogunode, 2020). Data is very important for planning and decision taking in education. Without adequate current data, educational planners cannot do anything. Data support the planning process. Data is the pillar of educational planning. Data makes planning of education fast and easy. The unavailability of current data on the educational system in Federal Capital Territory is affecting the planning of education in FCT (Ogunode, 2020b). There are many factors responsible for inadequate educational data in FCT and some of the factors include inadequate funding of data management agencies, insecurity challenges, inadequate data collecting officers, lack of capacity for data collecting officers and poor data collection methods or techniques. Ololube, (2013), NOUN (2009) and NEEDS (2014) agreed that there is inadequate educational data in Nigeria.

3.4 Lack of Planning Materials

Lack of planning tools or materials in the departments, units and offices of educational planners is another serious problem facing planning of education in Federal Capital Territory. Ogunode (2020a) and Ogunode (2012) submitted that shortage of planning materials is a major problem facing planning of education in Nigeria. Many educational planners working in different department, units and agencies that handles planning functions do not have adequate planning tools. Planning tools like calculating machines, computers, planning software and hardware are not available for educational planners to use for planning functions (Noun,2007). The factors responsible for inadequate planning tools include inadequate funds, poor maintenance culture, institutional corruption, and inflation. Noun (2007) observed that one of the challenges preventing effective planning of education in Nigeria is the problem of inadequate planning tools. Planning tools like calculators, computers, software and hard ware designed for planning purpose. The inability of educational planners to access and use adequate planning tools for planning is affecting planning of education in FCT

3.5 Political Influence

Political influence is one of the problems preventing effective planning of education in Federal Capital Territory, Abuja. Ogunode (2021), Gbenu, (2012) and Ogunode (2020a) opined that political influence is a major issue and problem affecting educational planning in Nigeria. Educational planning involves many functions and responsibilities which includes planning of school plant location, school plant population, school plant design and school plant specification. Educational planners have to ensure that siting of school plant is objectively done considering the cost-benefit approach and need of the society. The educational planners with other team in the educational sector formulates and develops road map for school plant location across area councils, states and the federation at large. Educational institutions located in any area has the capacity to bring social and economic development to that area or the communities. This is the reason why many political office holder are interested in influencing siting of school plant into their communities, states and local government. Educational planners are influenced and directed to site educational institutions where normally it should not be sited. This action of influencing location of educational institutions have led to the concentration of educational institutions in one area than the other areas in the territory. Location of schools are not always done objectively but satisfying political interest. The political influence is affecting the planning of education in FCT because educational planners are not allowed to plan the educational programme objectively. There are many factors responsible for influencing planning of education in Nigeria and in FCT. Some of the factors include to actualize political promise and economic power is determined by political office holders. NOUN (2009) submitted that

educational planning in Nigeria is facing a lot of challenges. One of the major problems is the political challenges. Educational planning in Nigeria is based on political ideology and the policies of the political party in power. The political administration dictates the nature and style of education the planners will come up with.

3.6 Political Instability

Political instability is another factor affecting planning of education in Federal Capital Territory, and in Nigeria. Ogunode (2021) and Ogunode, (2020) posited that political instability is among the challenges facing the planning of education in Nigeria. Political power in Nigeria rotates every four years. This implies that new government comes on board every four years with new appointments. In FCT, Ministers are appointed every four years to oversee the administration of the territory. Every Minister that comes on board comes with new programmes. The instability in programmes and policies of Ministers affects the planning programme of the territory. Some Ministers have passion for the development of education. Programmes that have been put in place based on long time development is put off by a new Minister. Many planning programmes and projects have been abandon and new planning started by new administration. This actions are affecting the planning of education in FCT. Ololube, (2013) submitted that educational planning in Nigeria is influenced by the existing political arrangement.

3.7 Corruption

Institutional corruption is another problem preventing effective education planning in Federal capital Territory. Corruption have penetrated the Ministry of Education. Funds made available for planning purposes have been diverted by officials in the various ministries, department and agencies. Corruption in the educational institutions occurs at the administrative level, management level and political level. Funds budgeted for educational services like educational planning, supervision, quality assurance and other consultancy services are diverted by some officers in the Ministries of Education and departments of education in the Country. This institutional corruption is hampering the development of educational planning. The many factors facilitating corruption in the educational institutions are ineffective monitoring and evaluation system and weak procurement system.

3.8 Poor implementation

Poor implementation of planned programme or planned actions of educational programme affects the development of educational planning in Nigeria. There are many education action plans, strategic plan and medium term planning on education. The failure of the past and present government to implement such action plans is affecting planning of another educational programme or developing another plan action. Ogunode (2020) submitted that one of the problems facing the planning of education in Nigeria is the poor implementation of planned programme. The Nigerian government is known for poor implementation of educational policies.

3.9 Poor Capacity Development of Educational Planners

Another problem facing the planning of education in Federal Capital Territory, Abuja and in Nigeria as a whole is that majorities of the educational planners working in the various agencies, departments and Ministries of Education are not constantly exposed to training and retraining programme. The inability of the educational planners to access new skills, methods and knowledge in educational planning is affecting their planning output. Training is very important for educational planners. Educational planner needs constant training to be able to adapt new skills and acquire new knowledge of carrying out educational planning that fit the

information technology communication world. The poor implementation of many educational programmes in Nigeria is due to poor planning which is as a result of lack of capacity on the part of the educational planners to plan the education well for easy implementation.

4. Ways Forward

The realization of education programmes depends on effective planning. Educational planning is the key to the actualization of educational goals and objectives. In order to solve the various challenges facing educational planning in Federal Capital Territory, Abuja, the following have been suggested: generation of credible data/information, adequate funding, provision of planning materials, employment of more professional planner, independence of educational planners, fight institutional corruption, policy continuity, constant training and retraining programme for planners.

4.1 Generation of Creditable Data/Information

The Federal Capital Territory Minister should ensure educational data are generated constantly in the territory to make planning easy for educational planners.

4.2 Adequate Funding

The Minister of Federal Capital Territory should increase funding of the entire educational sector and more funds should be allocated to planning agencies and department in the country

4.3 Provision of Planning Machines

The government should ensure educational planners are motivated and their working tools like calculating machines, planning software and computers are provided for them in their offices to aid effective educational planning in the country.

4.4 Employment of More Professional Educational Planners

The government should employ more professional planners and deploy them to the ministries, departments and agencies that need more hands in planning activities.

4.5 Fight Institution Corruption

The government should monitor funds released for planning programme in all the ministries, department and agencies to avoid been diverted to private hands by officials in the ministries. The government should use the various anti-corruption agencies in the country to fight corruption in the Ministry of Education.

4.6 Policy Continuity

The government should develop a model that allows participation of all political actors in the country to participant in policy formulation and project planning so that the exit of one political party from office will not stop the implementation of the plan already done.

4.7 Independence of Educational Planner

The politicians and political actors in the government should allow the educational planners to do their work professionally and should avoid influencing their planning document to favour more allocation to their constituencies.

4.8 Constant Training for Educational Planners

The government should ensure educational planners working in the ministries, agencies and department of education should be constantly trained to boost their planning capacity. Training on forecasting, projection and planning methods should be emphasized.

Conclusion

The actualization of educational programme and policies depends on effective planning. Educational Planning is the key to the development of education. Educational planning aid effective implementation of educational programme. Educational planning in Nigeria and in Federal Capital Territory is facing many challenges. The article examined the challenges facing planning of education in Federal Capital Territory, Abuja, Nigeria. The following were identified as problems facing the planning of Education in Federal Capital Territory, Abuja; inadequate planning funds, inadequate Educational Planners, lack of data/information to plan, lack of planning materials, political influence, political instability, institutional corruption, poor implementation planed actions and poor capacity development of educational Planners. To address the challenges, the following were suggested to solve the problems: generation of credible data/information for planning, adequate funding of educational planning, provision of planning materials, employment of more professional educational planner, independence of educational Planners, fight institutional corruption, policy continuity in Federal Capital Territory, and constant training and retraining programmes for Educational planners in Federal Capital Territory, Abuja, Nigeria.

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