



Educational Planning - Between Theory And Reality The Axis Of The Intervention Is The Fifth Axis (Educational Planning And Its Dimensions)

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Abstract

The need for planning is necessary and it is a landmark that ensures the continuity of work in its correct manner. It includes taking a systematic approach to what you want to do. The science of planning is considered one of the most modern sciences. This does not mean that there were not in the past and throughout the ages planning practices performed by man, where he receives the coming of everything he has accomplished. This creature came to earth spontaneously or just by chance.

Economic and social growth in both developed and developing countries requires the mobilization and rationalization of the resources available to these countries, and such countries cannot play this role except through planning, and society plays a fundamental and a direct role in this planning, through its competent bodies, as we do through other devices or the same devices with denial control.

Although the increase in social demand for education imposes on societies, especially developing ones, the need to pay attention to planning for the success of educational functions, the repeated stagnation of the plans developed by these societies has led to doubt about the feasibility of planning for education, and this in turn has led some countries to stop planning for education in the position of spectators. Some consider planning to be unseen, so the present must be lived now, and the future is not inherited.

keywords: Planning, Educational Planning. Education Learning , Strategic Planning.

Introduction

The need for planning is essential and important to ensure the continuity of work on the right way. Planning is considered one of the most recent sciences, but that does not mean that there were no planning practices performed by humans in ancient times, as what this creature accomplished on Earth was not spontaneous or by mere chance.

God Almighty has honored man with reason, which has given him intuition and experience that he has practiced throughout his life on earth through his embodiment of many plans, and this is

according to the requirements of reality and the circumstances facing the challenges and disasters that he encounters in his life.

The English thinker Maurice Dobb (1709-1751 AD) called for the necessity for the state to adopt sound and practical planning to achieve progress in various fields. The writings of Karl Marx and... had the merit of taking planning out of the circle of thinking and into the best of work and implementation.

As for educational planning, it was more advanced in its scientific and practical aspects than general planning. This is because education, by its nature, is a work that is always done for the future. Educational planning in its modern concept goes back to the Soviet experience in general planning, from which planning for the eradication of illiteracy and the generalization of education emerged.

Hence, efforts began to intensify around the nature of educational planning, its methods and applications, with the aim of developing appropriate plans for each country individually, according to its culture and political, economic, social and educational variables. All of these are for the sake of building a strong human being capable of facing the variables of the twenty-first century, including the challenges of globalization.

Linguistic meaning of planning

It is proving an idea by drawing or writing and making it fully indicate what is intended in the picture and drawing. It is also refer to underlining, refinement, and method .

The technical meaning of planning

A conscious, organized process for choosing the best possible solutions to achieve certain goals, or it is the process of arranging priorities on the light of the available material and human capabilities.

Educational planning

It is the means that allows us to develop a systematic plan for the aspects of activity that must be undertaken in order to achieve a set of educational goals that you set and want to achieve, but all of these must be within the limits of the possibilities and aspirations towards continuous development.

The difference between educational planning and learning planning

A- Educational planning:

Himes defines planning as an interwoven managerial process that involves research, discussion, agreement, and then the action to achieve goals that are seen as desirable.

Bennett defines planning as the process of determining project objectives and the methods necessary to direct individuals' activities to determine these objectives in an easy way.

Operational definition

Educational planning is the preparation and training of individuals in various areas of life so that they can contribute to the plan. Community development, which includes planning human resources in the community from an educational and teaching perspective.

B- Learning planning

It is a way of looking at the present and the future with the optimal use of inputs and proposing direct solutions to achieve precisely defined goals. Therefore, planning is not a goal in itself, but rather a means to reach goals that have been precisely defined.

Educational planning is also known as the practice of wisdom and foresight in determining policy, priorities and costs for the educational system, including a comprehensive view of the economic and political reality for the potential growth of the system, and for the needs of the country and the students served by this educational system.

Operational definition

Learning planning is a set of rational tactical operations carried out on the educational system with the aim of developing it through a series of stages that are linked and overlapping together, such as: diagnosing the educational system of the state and the means available to it, determining the goals of the political structure, and the participation of different groups in society.

The difference between educational planning and learning planning

1- Educational planning is concerned with everything that takes place within the learning system, as educational planning is more comprehensive and general and includes, in addition to the educational system, all institutions that carry out the educational process outside of education, such as the family, cultural and media institutions, religious institutions, and sports clubs. As for learning planning, it is concerned only with everything that takes place within the educational system. Educational planning also deals with the subject of education in its comprehensive concept and affects all age groups and is interested in various aspects of the human personality, which distinguishes it with a high degree of generality and comprehensiveness. As for learning planning, it deals with the skills and values necessary to prepare a good citizen, and it also sets the educational programs and formulas necessary to achieve this.

Justifications and reasons for educational planning

The interest in educational planning is due to the following factors:

1- The growing belief in planning and its value, because it represents the only new scientific tool for modern man that is compatible with the scientific spirit and scientific mind that aims to control things and take control of them.

2. The population increase factor, because this leads to an increase demand for planning.

3- Factor of change in the economic structure: As a result of the growth in manufacturing, the economic structure changed, and mechanization began to be used in agriculture and industrial development spread. This led to growth in the services sector, and the standard of living of individuals rose and the need for various services increased, including education.

4- Considering education as a human investment that has an economic return and outcome, as there it is a connection and integration between economic progress and scientific progress, because an economically backward country is educationally backward.

5- The global interest in national planning, and the beginning of developing plans for economic and social development in some Arab countries, where it is believed that there must be a response from education to these plans.

6. The factor of scientific and technological progress, as machines have been able to replace humans, so the state must benefit from what this technological progress may provide it.

7- Keeping educational planning on line with scientific developments in the fields of science, technology and literature.

8- Linking education to economic and social development to implement development programmes.

Basic principles and components of educational planning

Educational planning is based on a set of basic components and principles that can be summarized as follows:

9- Centralized planning and decentralized implementation means that the central planning agency approves the plan and takes the basic decisions to be implemented, and decentralized implementation means that the implementing agency undertakes to achieve the plan according to the objectives, procedures and specified time.

Stages of educational planning

The educational planning process includes a number of basic components, which are as follows:

1- Objectives:

These are the results that are required to be achieved in the future. If these results are to be achieved in the distant future, they are called strategic goals and objectives. If they are to be achieved in the short term, they are called tactical objectives.

To achieve these goals, there are a set of factors that must be available, which are as follows:

A- Degree of clarity: Clarity of the goal enables us to achieve a set of advantages, including:

- Help unify the group's efforts to achieve the goals.
- Assisting the organization's management in performing its other functions.
- Help coordinate work between individuals and departments in a clear and specific manner.

B. Conviction of the goal: The more convinced the employees are of the goal, the higher level of enthusiasm of the employees towards achieving it.

C. The realism of the goal : is based on the following foundations:

- The goal should be achievable and not impossible.
- That the material and human capabilities are available to a degree that helps to achieve the goal.
- The goal should express the needs of the work and be directed towards achieving them, as it is the case with the desires and needs of the workers, and work to satisfy them.

D. Consistency and harmony : The objectives of the topic must be consistent with each other so that it is easy to implemented.

E. The legitimacy of the goal : refers to its suitability to the values, ideals and traditions observed in society, as well as its compliance with the applicable government systems, regulations and policies.

F. Measurability: The existence of measures for objectives allows management to verify the extent to which its objectives are being achieved, and whether implementation is taking place according to plan or whether there are deviations in performance.

Objectives may be subject to the following criteria:

- **Time scale**, i.e. specifying a specific period of time to complete the required work.
- **Quantitative measure**, i.e. determining the quantity to be implemented during a specific period.
- **A qualitative measure**, which determines the quality of performance that should appear during the implementation period.

2- Prediction

Mental activity linked to the existence of human activity, and it is a result of the link between human activity and the element of time. Prediction is defined as the expectation of changes that may occur in the future, and prediction must take into account the following:

- To be as accurate as possible.
- The data and information on which the prediction is based must be up-to-date.
- The prediction must be useful, i.e. it can be used to solve problems.
- It is inexpensive, so the costs do not exceed the expected economic benefit.
- It should be clear, and no matter how accurate the prediction is, it will not be completely correct in all matters.

3- Policies

It is a set of principles and rules that govern the workflow, determined in advance by management, and which guide workers at different levels when making decisions and taking actions related to achieving goals.

There is a difference between policy and goal. The goal is what we want to achieve, while policy is the guide to choose the path that leads to the goal.

Planning is linked to policy, as planning is often the result of a change in policies, work systems or procedures, and thus it is the achievement of the desired goal in the best ways and at the lowest cost.

4- Procedures

They are the detailed stages that explain the method of completing the work and how to implement it, the responsibility for this implementation, and the time period required to complete this work.

It is therefore a process for all the work that takes place within the organization to complete this work. For example, the job appointment procedures require a set of steps and stages that the job applicant must go through, starting from filling out the job application form, examination and interview procedures, to the issuance of the appointment decision by the relevant authority.

5- Managing means and capabilities

The objectives set and the policies and procedures specified to implement these objectives cannot work without the presence of a set of means and capabilities necessary to translate these objectives into something tangible. They are necessary to complete and achieve the objectives and data required for educational planning.

The most important data that must be available to ensure the most effective educational planning are as follows:

a. The population in terms of its total number and its distribution by age, gender, regions, educational status, and death, birth, migration and fertility rates.

b. The workforce in terms of its distribution according to economic activity, age, educational and professional level, the number of those leaving and the unemployed, and the demand for the workforce locally and abroad in terms of quantity and quality in terms of efficiency, educational and gradual level, existing professions, and others.

C. Educational statistics about:

1- Students and their distribution according to the level of education, its types, gender, regions (rural and urban), governorates, education affiliation (public - private), and the cost of the student according to the educational stage.

2- Buildings in terms of construction style, history, region, level and quality of education and affiliation of educational buildings.

3- Classrooms and halls in terms of sufficiency and efficiency, the primary purpose of their construction and uses (including periods and densities).

4- The study plan, including the hours allocated for each stage.

5- The teaching staff in terms of age, gender, specialization, stage, type of education, qualifications, experience, and teaching hours.

6- Failure, dropout, flow, graduation and absorption rates.

Problems and challenges facing educational planning

Since the emergence of educational planning, education officials have found themselves facing two types of challenges: the first is of a fundamental, intellectual nature, and the second is of a practical, technical nature.

1- As for the initial intellectual challenges, they can be summed up in a natural question about the permissibility of subjecting education to economics and other things.

And about the extent to which it is true that educational planning derives its meaning and value from the returns it achieves for society of great economic value.

Education should not be viewed as one of the industrial sectors whose value and importance to society is measured by the economic returns it brings.

It may seem true that education has its own goals that are closest to cultural goals and to the formation of man, his needs and his industries, and that educational development and economic development must serve each other.

2. The practical technical challenges relate to the availability of means capable of determining educational needs based on the needs of the workforce. This requires the availability of three things:

First: To limit the actual capacities working in the country, and to show their distribution across various aspects of activity, and across various professions and businesses.

Second: Predicting what the working energy will be after several years and knowing its distribution in various aspects of economic activity and business.

Third: It is connected to the structure of the workforce and its distribution among professions and businesses during the coming years to what is equivalent to it in terms of educational preparation, i.e. determining the educational qualifications needed by different numbers of workers whose presence we predicted during the plan years.

The concept of planning is not strange to education, because an educational system cannot be established without planning. However, despite this, the educational planner faces a set of obstacles that often prevent him from performing his role in establishing, implementing and evaluating plans. These problems have an effective impact in depriving the planner of following the correct scientific method in drawing up his plans and projects, and these problems may be of a general nature in most Third World countries, where they do not have the material and human capabilities to help them overcome the difficulties they face.

The most important of these problems can be summarized as follows:

- Lack of basic data and statistics for educational planning.

- Imbalance between supply and demand.
- Inadequate selection processes.
- Difficulty in planning.
- The possibilities available and the unexpected acceptance.
- Weak administrative organization and inefficiency of organizations and devices related to educational planning.
- Lack of financial allocations and high rates of education costs.
- Difficulty in estimating educational and research costs.
- Lack of clarity in educational planning policies.
- Overlapping problems and possible solutions.
- The presence of pressure or interest groups.
- Lack of proper planning awareness.
- Weak coordination and integration of activities.
- Absence of educational calendar.
- Change of circumstances and conditions before the completion of the objective plan or during its implementation.
- Difficulties arising from the expansion of the education system.
- Difficulties arising from planning.

Methods of treating educational planning problems

The following can be mentioned:

1- With regard to educational planning devices, the following must be taken into account:

- The necessity of establishing educational planning agencies and providing them with the technicians and specialists they need.
- The necessity of establishing statistical agencies for the population in the country.
- Establishing a special educational statistics agency and a documentation agency to provide data on which the country's education plan depends.

2- With regard to linking educational planning with comprehensive economic and social planning, the following must be taken into consideration:

- The necessity of defining educational planning objectives on the light of the objectives of the comprehensive development plan.

Estimating the community's workforce needs based on forecasting these needs in the long term near or far.

3- With regard to the requirements of educational planning and the provision of manpower, the following must be taken into account:

Coordination in educational services between urgent educational projects imposed by the circumstances and necessities of the current stage, and long-term educational projects, so that the plan does not neglect the urgent needs of the present while not neglecting the demands of the future and the long-term investments it requires.

The need to face the responsibility of providing educational opportunities for the increasing numbers of children of compulsory school age.

Consideration means taking into account the importance of the role that special education can play in achieving the objectives of the educational plan.

Taking into account the population migration movement from the countryside to the city and the establishment of new population centers, and distributing the necessary educational services to these population groups.

Providing more equal opportunities for girls' education, especially in compulsory education, and providing all incentives.

The positivity that drives her to continue her education.

4- With regard to financing the educational plan, the following must be taken into consideration:

Confirming the allocation of a percentage of the national income to education at a rate consistent with the growing needs for education as a productive investment that generates a return.

The necessity of working on the effort and organization required to create types of economy within the educational system. Setting the cost of educational units and accurately predicting what changes may occur during implementation.

The basis for the clarity of the objectives of these units.

- With regard to training those working in educational planning, the following must be taken into consideration:

The necessity of preparing and training specialists in the field of educational planning in its various branches and different fields, such as: educational statistics, educational economics, and workforce estimates.

The Ministries of Education shall prepare a body specialized technically and practically in planning as an extension of other educational functions.

6- With regard to adult education and literacy, the following must be taken into account: the necessity of adopting the planning principle in this aspect of educational activity and considering it an integral part of the general educational plan.

Applying the selected categories approach in production sectors when planning to combat illiteracy and adult education.

The necessity of developing adult education concepts in a way that is consistent with the application of the curriculum of the selected groups on one hand and with economic and social changes on the other hand.

Take the initiative to establish departments for adult education and literacy, and complete the demands of existing departments.

Coordinating efforts between departments concerned with adult education and literacy.

Working to benefit from the capabilities of the World Literacy Programme supervised by UNESCO.

7- With regard to international and Arab cooperation, the following must be taken into consideration:

Cooperation is necessary, whether international or Arab, in the field of educational planning.

Holding seminars to follow up on educational plan problems.

Evaluating its achievements and publishing research and studies related to developing educational plans on sound foundations.

Conclusion:

The educational administrator should bear in mind that the measure of success in work is achieving its goal, and this requires creating an atmosphere of stability so that work proceeds within its natural framework. At the same time, he tries with his intelligence and insight to introduce the innovations that he sees as appropriate, gradually and after preparing its individuals.

Planning science is a practical necessity to achieve human resource development, especially if we know that it represents a basic and important element of production and the driving force for development in a country.

It is worth mentioning here that the processes of educating people and planning for it are two completely different processes and neither of them can be distinguished when thinking about the Arab human structure as the essence of comprehensive development. This is what the results of global and Arab studies have reinforced, and global institutions have officially recognised.

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