



# MACHAKOS UNIVERSITY COLLEGE

(A Constituent College of Kenyatta University)

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

**DIPLOMA IN EDUCATIONAL**

**EXAMINATION**

**EAP 0202: EDUCATIONAL PLANNING**

**Date:**

**Time:**

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1.

- a. Briefly distinguish between educational planning from general planning. (3 marks)
- b. Explain the following concepts of planning:
  - i. Evaluation (2 marks)
  - ii. Institutional planning (2 marks)
  - iii. Human Capital (2 marks)
  - iv. Enrollment (2 marks)
  - v. Pupil flow analysis (2 marks)
- c. Discuss five characteristics of good educational planning. (10 marks)
- d. Briefly discuss four critical problems faced by education in Kenya that educational planning aims to resolve. (10 marks)

- Wasteful imbalances within the educational system
- Demand in excess of capacity  
Growing youth populations and popular demand for more education to more people, while the capacity to provide education is already severely strained.
- Costs rising faster than revenue  
Often, the costs of expanded education systems were under estimated while benefits were over estimated. Thus, actual costs were much higher while benefits were less and took longer to materialize. The effect of rising costs with rising enrolments are lower quality and effectiveness.
- Non financial bottlenecks
- In many developing countries, education systems are plagued by many non financial constraints. Among these are; Limited administrative abilities to plan and implement plans well, Long time lags in recruiting and developing competent education administrators and planners, Limited capacity of supporting industries, such as construction. This shortages mean that sometimes, even when resources are available, they are under utilized. In reality they become determinants of the pace of educational development.
- Not enough jobs for the educated
- The wrong kind of education
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e. Using clear examples distinguish between the formative and summative evaluation. (4 marks)

- Formative: during the process, during the initiation, development and implementation
- Summative: At the end of the process. Review of everything, achievements and its outcomes

2.

a. Outline and explain in detail the different stages involved in the planning of educational systems. (10 marks)

- Definition and Identification of Needs

Exploration of the felt/identified need so that it is known and fully understood, and thereafter, its definition in clear terms.

.Consideration of the Environment

Identifying the constraints that influence the achievement of the objective and the opportunities that can be exploited to solve the problem.

- Formulation of the Problem

Formulation of the problem is thus the stating of the objective and the environment consisting of opportunities and constraints that one must work within to achieve it.

- Identification of Alternatives

In this stage, the planner explored and identifies possible ways of meeting the objectives given the opportunities and constraint already identified

- Selection of the Best Alternative

Given that multiple alternatives may be available, it is necessary to select the best alternative. Selection of alternatives should ideally be done on the basis of objective criteria. –

- Implementation

The selected alternative is then put into action. This means that the exact things stated in the plan that need to be done to achieve the objective are carried out.

- Evaluation and Review

Evaluation and review is the critical analysis of each of the development of the plan, its implementation and the outcome of its execution..

b. Discuss five attributes that characterize good plans. (10 marks)

- Clearly Defined Objectives

A good plan should have clearly defined and stated objectives. This is what one wants to achieve.

i.e, specific, measurable, actionable and achievable, realistic and time bound

- A clear overarching strategy

This is how one is going to achieve what one wants to achieve. Flexibility

Good plans are flexible and anticipate change.

- Timeliness
- Reasonable
- Objective

This is to say that good plans are based on facts and evidence, rather than on beliefs, opinions and rules of the thumb. Short of these, plans are likely to be subjective, unrealistic, wasteful and unworkable.

- Clear, easy to understand and communicate to others.
- Attainable
- Feasible
- Economical and cost effective
- Parsimonious

3.

a. Outline the Social demand approach as used in educational planning (10 marks)

b. Discuss the major criticisms leveled against the cost benefit analysis of educational interventions

(10 marks)

- Determining which costs to include is itself difficult, leave alone quantifying the costs. For example, should opportunity costs for income forgone be included in countries where unemployment is endemic?
- How should future benefits be computed
- In calculating private benefits and social benefits, the assumption made is that differences in peoples' earnings before tax are an accurate indication of the differences in their economic productivity. On the other hand, differences in after tax earnings are taken as a true reflection of differences in private benefits. Ancillary to these assumptions is that differences in earning can be explained fully by differences in educational attainment. All these assumptions are criticized as being doubtful.
- No allowance is made to for the non-economic benefits of education
- does not tell how much should be invested in the selected sectors or levels.
- Results are based on past conditions and may not be reliable predictors of the future
- Many of the studies done used cross sectional data rather than longitudinal data, implicitly assuming that the lead to the conditions that lead to the present profile will still be acting in the future. Cross sectional data tell of what factors that worked in the past lead to, not necessarily what the future will be like.
- Differences in the quality of education are not taken into account.
- The labor market is not perfectly competitive hence earning of those employed are not a direct indicator of the value of their productivity.
- Educational qualifications may just have been a screen used by employers. It could also be just a signal of ability not a generator or enhancer of productivity. Sociologist also contend that education may not be so much about productivity but about the reproduction of social relations of production in capitalist economies.

c. What are some of the challenges to effective educational planning? Discuss how these challenges may be overcome in the Kenyan context. (10 marks)

4.

a. Discuss four methods used in data collection for the purposes needs assessment. (10 marks)

- Field visit
- Individual Discussion
- Group Discussion
- Observation
- Interviews
- Questionnaires
- Asset mapping
- Review of records, i.e., desk study about the population, e.g. census records to determine population structures

b. The rational planning process is widely used in the study of planning. However it is often criticized as being unrealistic. Discuss the criticisms leveled against it and show why it remains relevant. (10 marks)

- It assumes that planning is sequential. In most cases, planning is iterative
- It assumes that planners have all the information they need, often they do not
- It assumes that planners fully understand the problem and all its dimensions
- Assumes full knowledge of alternatives and their outcomes and implications
- Assumes that planners have the cognitive capacity and time needed to process information and arrive at the best solution. Instead, people display bounded rationality and a propensity to satisfice

The rational model is however relevant as an abstraction of reality because:

- It simplifies reality without leaving out essential elements and enables analysis of the process
- It highlights the most important activities in planning

- A practitioner who attempts to follow it is likely to identify elements that have been left out, hence improving the process of planning
- 5.
- a. As an educational planner, identify and explain four opportunities that can be used to improve the quality of primary school education in Kenya (10 marks)
  - b.
    - i. Discuss four factors that hinder educational access in Kenya. (8 marks)
- Poverty: families are unable to access education due to inability to pay both the direct and indirect costs. Factors that limit access are therefore those factors that raise the direct and indirect costs of education. e.g.,
    - o Poor transport and communication systems
    - o Child labor
  - Social-Cultural practices:
    - o some communities limit access to education in their practice of culture, e.g.,
    - o early marriages, early initiation rites etc.,
    - o gender bias against female education- should be looked at comprehensively, e.g., girls may be denied access to education because families would wish to invest boys who remain at home, but many married women cannot access education because they have to take care of children, or their desires are second to those of their husbands.
  - Social- Political factors e.g., :
    - o Unstable governments, wars and political upheavals
    - o Undemocratic and unfair practices institutions, e.g., nepotism
    - o Marginalization (when opportunities are denied, either purposefully or by reason of other constraints.
  - Administrative incapacities to meet full demand, e.g.,
    - o Poor planning
    - o Mismanagement of resources
    - o Misallocation of resources
    - o Endemic corruption

This factors work to create systemic inability to expand opportunities for schooling.
  - Etc.
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  - - ii. As an educationist, suggest strategies to improve educational access in Kenya. (12 marks)
  - Learners should give ideas that address the factors that limit access. The solutions suggested should be realist and sustainable and innovative.
  - Some of the known solutions include:
    - Lowering the direct costs of education, e.g., free education,
    - Subsidizing educational financing e.g., low interest education finance for students and institutions
    - Campaigning against regressive social practices
    - Criminalizing regressive social practices such as child labor, fgm, and early marriages
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