
Challenges of the Ministry of Education Strategic Plan Implementation for 2016-2019 and the Ways Forward

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Abstract

The realization of educational objectives depends on strategic plans implementation. Strategic plan is one of the managerial tools for decision makers to reduce cost and aid the realization of organizational performances. The Nigerian government adopted the educational strategic plans to give direction for educational development and to ensure the realization of the educational goals and objectives. This paper identified lack of political will to implement UNESCO 26% recommendation for education, short fall in revenue, insecurity, corruption, inadequate professional teachers, inadequate infrastructural facilities and COVID-19 Pandemic as challenges that faced the implementation of Ministry of Education Strategic Plan 2016-2019. To have a better future strategic plan implementation, this paper recommends that the government should increase the funding of education by implementing the UNESCO 26% recommendation for the development of education, diversify the economy for increased revenue earnings for the development of education and other sector in the economy, deploy ICT and use the various anti-corruption agencies to fight all forms of corruption in the ministry of education, deploy every strategies to end insecurity in the country, invest more in human resources by employing more professional teachers and deploy them at all levels of the educational institutions in the country. More infrastructural facilities should be provided in all educational institutions. This will help in the implementation of the strategic plans.

Keywords:

Challenges, Education,
Implementation, Educational
institutions, Strategic plan

1. Introduction

Nigeria operates on the federal system of government with 36 states and the Federal Capital Territory of Abuja. There are 774 local government areas across the states. The country is multilingual, and home to more than 250 different ethnic groups. The languages of the three largest groups, the Yoruba, the Ibo, and the Hausa, are the language of instruction in the earliest years of basic instruction; they are replaced by English in Grade 4. Education is administered by the federal, state and local governments. The Federal Ministry of Education is responsible for overall policy formation and ensuring quality control, but is primarily involved with tertiary education. School education is largely the responsibility of state (secondary) and local (elementary) governments (Ogunode 2021, WENR, 2017).

Nigeria's educational system encompasses three different sectors: basic education (nine years), post-basic/senior secondary education (three years), and tertiary education (four to seven years, depending on the program of study). According to Nigeria's latest National Policy on Education (2013), basic education covers nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. Post-basic education includes three years of senior secondary education. At the tertiary level, the system consists of a University sector and a Non-University Sector. The latter is composed of Polytechnics, Monotechnics, and Colleges of Education. The tertiary sector as a whole, offers opportunities for undergraduate, graduate, vocational and technical education (Ogunode 2021, WENR, 2017).

The Nigerian educational system is plagued with many challenges. Ogunode (2020) cited a study produced for the World Bank in 2000 on the Nigerian education sector which concluded that: "The public perception is that the quality of education offered is low and that standards have dropped. These perceptions are based on lack of adherence to acceptable educational practice, the learning environment does not promote effective learning, basic facilities, teaching and learning resources are generally not available, teacher-pupil ratios are high, general performance in examinations is poor and the graduates have low levels of competencies in the work environment." To address these challenges and to reposition the educational system, the Nigerian government in 2016 developed a Strategic Plan that contained seven crux of education. The Strategic Plan was designed to give direction to education and aid the realization of educational objectives in the country. However, the implementation of this Strategic Plan for education faced many implementation challenges. This paper intends to discuss the various challenges that faced the implementation of Nigerian Ministry of Education Strategic Plan of 2016-2019.

2. Concept of Strategic Plan

A management tool that has been acclaimed internationally as effective in improving the

performance of state owned enterprises as well as government departments is the use of strategic planning. Strategic planning is important to any organizational work performance because it determines the organization's success or failure (Fides, 2015). Fides (2015) and Bryson (2011) defined a strategy as a plan that is intended to achieve a particular purpose. It is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and how it does it with a focus on the future. In recent time, there is an increasing need for effective and efficient development of strategic plan for secondary schools. Many organizations/Ministries of education around the globe have also started taking interest in developing strategic plans because many policies and programmes which they initiated at different times have failed them. Introducing strategies and plans have been to acquire quality education and improve standard and bring the school to effective self-management. A ministry's strategic plan is the physical document that embodies the guiding orientation regarding how to manage the ministry within a larger national and local development perspective. Such a plan can lead to school effectiveness, improvement and development when properly implemented. Strategic planning assumes that a system must be responsive to a dynamic and changing environment. The term "strategic planning" is meant to capture strategic (comprehensive, holistic, thoughtful or fundamental) nature of this type of planning. Strategic planning is the process of documenting and establishing a direction of your programme or project —by assessing both where you are and where you're going. The strategic plan gives the organization a place to record the mission, vision, and values, as well as the long-term goals and the action plans that'll be used to reach the goals. A well-written strategic plan can play a pivotal role in your small organization's growth and success because it tells the people and your employees how best to respond to opportunities and challenges. Chang (2008) sees a strategic plan as a living document that includes policy direction, implementation strategies, actions and benchmarks for implementation, monitoring and evaluation, as well as the expenditure framework which allows adjustments in areas for development during implementation. This plan entails the school's/ ministry's analysis of its strategic issues for development, prioritization, planning to address such issues and, finally, implementing a plan to address these identified issues for development. It ensures that the learners receive quality education in terms of holistic development and academic achievement. Strategic plan is one of the managerial tools available for managers and decision makers to reduce cost and aid the realization of organizational performances. The Nigerian government adopted the strategic educational plans to give direction for educational development and to ensure the realization of the educational goals and objectives.

2.1. Concept of Implementation

Ogunode, Jegede, & Ajape (2021) defines implementation as the systematic way of carrying out planned document or projects. It is the act of executing policies, programme and projects.

Implementation is a process of coordinating activities or carrying out drafted plans, policies and projects. In educational institutions, implementation is a must. We must implement planned educational policies and programme to realize the objectives of education. Implementation in education must follow a defined process and pattern to be successful. Ogunode, Jegede, & Ajape (2021) and Franklin (1982), viewed implementation as activities involving amassing resources needed to mobilize and carry out responsibilities, planning specific programme designs, using legislation and translating them into specific regulations, organizing staff and creating or amending appropriate routines, providing the benefits and services to intended recipients. Hyder (1984), consider implementation as the act of putting policies into practice. It is a complex process of planning, organizing, coordinating and promoting which is necessary in order to achieve policy objectives. Implementation implies, the process of activating an approved policy. Manafa, (2011) viewed policy implementation as a function of factors which include knowing what you want to do and the availability of the required resources to do what you want to do. Implementation becomes possible when the resources have been mapped out for the project.

2.2. Ministerial Strategic Plan 2016-2019 Pillars

The Ministerial Strategic Plan is a strategic document that defines activities to be implemented by various Federal and State actors and their programs, notably the UBE program when it comes to basic education reforms. The Ministry Strategic Plan (MSP), was adopted by the National Council on Education, but its national goals have not yet been translated to State-level goals and activities. In addition, costing of foreseen interventions has only been completed for Federal activities – and to date, no budgetary allocations have been made towards these activities. The Ministerial Strategic Plan includes several activities, e.g. expansion of school infrastructure, which is the task of the Universal Basic Education Commission (UBEC) with. However, the Ministerial Strategic Plan also contains some activities that are related to reforming the UBE program and UBEC's operations. These activities relate to, for example, decreasing the counterpart funding from States, in order to facilitate States' access to the Federal matching grant earmarked for the financing of school infrastructure. Akpan (undated) observed that the 2016-2019 plan aimed at repositioning the Nigeria's educational system to play a central role in the Federal Government's philosophy of change. The plan tagged "Education for Change" is focusing on strengthening institutional structures and creating innovative strategies aimed at revamping the education sector. It is believed that the plan will salvage the education sector and return it to the path of excellence. Other aims of this education plan as highlighted by Akpan (undated) cited in Abdulsalam (2016) include:

1. To provide the needed direction for charting a course towards ensuring the provision of inclusive and equitable education.

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2. To provide life-long learning opportunities for all.
 3. To promote technical and vocational education and training (TVET).
 4. To promote accountability and transparency in government.
 5. To promote public-private partnership and collaboration with donors to fill funding gaps.
 6. To provide the type of education Nigeria needs to meet the target of the sustainable development goals.
 7. To provide functional education as a leverage out of youth unemployment. Akpan (undated) submitted that in order to effectively implement this plan, the federal government put the following strategies on ground.
 - A. Education will be all inclusive with the view to strengthening the education sector. This will help to meet the targets of the sustainable development goals (SDGs).
 - B. Educational institutions will be provided with quality infrastructural facilities to make school environments learners 'friendly for all learners including girls, the vulnerable and those with special needs.
 - C. Adequate recruitment of quality and quantity teachers.
 - D. Opportunities for re-training and development of existing teachers will be provided. This is necessary to ensure quality delivery.
 - E. Provision will be made for effective collaboration and coordination of educational inputs and activities in order to build and sustain adequate human capital for national development.

However, educational planning in Nigeria is confronted with numerous problems notably, poor funding and administrative lapses. Other challenges include political influence, which involves premature termination of existing plan by the government in power in order to project its political ideology; inadequate statistical data for effective educational planning and inadequate planning manpower (www.drpong.org/index.php.)

3. Challenges of Ministerial Strategic Plan Implementation in Nigerian, 2016-2019.

There were many problems that faced the implementation of Nigerian ministerial strategic plan during the period under review, and some of these problems include; Lack of political will to implement UNESCO 26% recommendation, short-fall in revenue, insecurity, corruption, inadequate professional teachers, inadequate infrastructural facilities and COVID-19 Pandemic.

3.1. Lack of Political Will to Implement UNESCO 26% Recommendation

The lack of Political will to implement UNESCO 26% recommendation for education is one of the

problems hampering the implementation of Nigerian Ministerial Strategic Plan 2016-2019. The federal government allocation for this period was inadequate to implement all the strategic plans. The Federal Government has in the last six years, failed to meet up with the benchmark proposed by the United Nations Educational, Scientific and Cultural Organization from the percentage of national budget to the education sector. Study revealed that previous administrations did not perform better. UNESCO had in the Education-for- All Report for 2000 to 2015 tagged, 'The Dakar Framework for Action,' called for significant increase in financial commitment by national governments and donors to the education sector to accelerate progress towards the EFA goals. "The high level group on EFA proposed that, governments should spend between four per cent and six per cent of Gross National Product (GDP) on education and that within government budget, between 15 per cent and 20 per cent should be earmarked for education." Investigation by punch (2021) showed that Nigeria did not allocate up to 15 percent of its annual budget to education in the last six years, just like those of the previous years. In 2016, the Federal Government allocated N369.6bn which amounted to 6.7 per cent of the national budget of N6.06tn to education, while in 2017, N550.5bn; representing 7.38 percent of the N7.29tn budget was allocated to the sector. In 2018, N605.8bn, out of N9.12tn budget, representing 7.04 per cent was allocated to education; in 2019, it was N 620.5bn, representing 7.05 per cent of the N 8.92tn budget. In 2020, N671.07bn of N10.33tn which amounted to 6.7 per cent was allocated to the sector; while in 2021 the sector got N742.5bn of N13.6tn budget, representing 5.6 per cent. The short fall in revenue affected the procurement of both human and material resources needed for the implementation of the various programmes and plans. Many infrastructural facilities that were supposed to be provided to aid full implementation of the strategic plans were unable to be executed due to shortage of revenue. The short fall in the revenue of Nigeria within 2016 to 2019 affected the funding of the Ministry of Education Strategic Plan, 2016-2019.

3.2. Short fall in Revenue

Short fall in revenue was also a problem for the implementation of the Ministry of Education Strategic Plan 2016-2019. In 2016, 2017, 2018 up to 2020, the Nigerian government revenue fell and this affected the implementation of government strategic plans for many sectors in the economy. A report by Punch (2021) showed that, the Federal Government recorded a revenue shortfall of N15tn from 2015 to 2020. The revenue shortfall led to a funding gap of N3.75tn in the implementation of capital projects of Ministries, Departments and Agencies, according to an analysis of the budgetary provisions and budget implementation reports from the Budget Office of the Federation. According to the documents, the total revenue projection for the six-year period was N31.9tn, while about N16.9tn was generated, resulting into a shortfall of N15tn. The total revenue allocated for capital projects in the period under review was N11.9tn, while the

actual amount released to the MDAs was estimated at N8.2tn. The data made available to the public showed that in 2015 fiscal year, the Federal Government approved the sum of N557bn for capital projects, out of which, N387bn was actually released, resulting into a funding gap of N169.6bn. From the N1.58tn budgeted for capital projects in 2016, the sum of N1.21tn was released, creating a deficit of N368bn. For 2017, N1.56tn was released for the execution of capital projects, out of the budgeted amount of N2.17tn. This resulted into a funding shortfall of N611.35bn. In 2018, the government approved N2.8tn for capital projects but, released N1.8tn for implementation. This caused a funding deficit of N1.01tn. Further analysis of the data revealed that in 2019, a funding gap of N863.9bn for the execution of capital projects was recorded. In the 2019 annual budget, the total amount of N2.03tn was allocated for capital expenditure, out of which, N1.16tn was released. An analysis of the revised budget for the 2020 fiscal year showed that, N2.6tn was projected to be spent on capital projects, but N1.94tn was released. This resulted into a funding gap of N733bn. There are many factors that accounted for the short fall of revenue during these periods. Prominent amongst which include, COVID-19 and disproportionate reliance of the Nigerian economy on crude oil.

3.3. Insecurity

Insecurity in Nigeria especially in Northern Nigeria, affected the implementation of Nigerian Ministry of Education Strategic Plan 2016-2019. The insecurity affected spending on education because yearly, huge amount of money are budgeted for ministry of defense. Insecurity is grossly affecting the implementation of educational programmes. Many educational plans and programmes were suspended in the North-East due to the insecurity in the zone. Insecurity is affecting academic programmes of schools across the country. Many higher institutions have been shut down due to insecurity while many secondary schools and primary schools have been closed down due to insecurity and banditry. Ogunode (2021) submitted that insecurity in educational institution implies the human resources within the educational institutions are in the state of fear or threat and lack of peace to carry out their respective functions. It is a situation where both school administrators, teachers, non-teaching staff and students are in the state of fear. Insecurity is a major problem facing the administration of secondary schools in Nigeria especially in the Northern part of the country. Effective administration of secondary school programmes in the country is largely obstructed due to insecurity. Many school administrators, teachers, non-teaching staff and students have been killed as a result of this ugly trend. Some school administrators, teachers, non-teaching staff and students have been kidnapped and many infrastructural facilities destroyed by Boko Haram. The insecurity challenges the country is confronted with, is also hindering full implementation of the Ministry of Education Strategic Plan 2016-2019.

3.4. Corruption

At the basic education level, huge amount of funds have been lost to corruption practices. At the secondary school education, Ogunode (2021) submitted that corruption is a very big problem affecting the administration of secondary school education in Nigeria. At the higher education, Ogunode (2020), submitted that corruption is one of the problems hindering the development of higher education in Nigeria. The Budget and Monitoring Committee of the Academic Staff Union of Universities, Obafemi Awolowo University branch accused the management of the institution of expending 3.5 billion Naira meant for hostel renovation and construction of new lecture theaters without due process and transparency. The funds were part of the 100 billion Naira unrestricted funds of the federal government in 2013 for all universities in Nigeria. This fund was in response to the long struggle and agitation of ASUU against the government. The implementation and monitoring committee of the federal government spelt out guidelines for accessing the intervention funds by Public Universities but, the management of Obafemi Awolowo University failed to abide by the guidelines (Ololube, 2016 and The Budget and Monitoring Committee, 2016). In 2018, the Socio-Economic Rights and Accountability Project (SERAP), claimed that there were allegations of corruption in several Federal Universities relating to the unfair allocation of grades; contract inflation; truncation of staff's salary on the payroll; employment of unqualified staff; certificate scandal; examination malpractices; sexual harassment; and issuance of results for expelled students to graduate (Punch 2020). Ogunode & Fortune (2021) opined that the effects of corruption on the Public University administration in Nigeria include: reduction of funds for administrative functions, shortage of infrastructural facilities, shortage of academic staff, poor quality of education, wastage in the system, increases in administrative cost, hampering development of Public Universities resulting into poor image of Public Universities in international communities. According to an international organization report titled: "Corruption in Education Systems in West Africa." the report stated that, corruption is commonplace in educational systems across the Economic Communities of West African States (ECOWAS). The report highlighted that, "Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices" as the various corruption risks and challenges facing educational system in all the ECOWAS countries (Premiumtimes 2020). Dawood (2012) in Okoli (1995) explains that huge sums of money stocked in foreign banks by some ministers, commissioners of education, vice-chancellors through money laundering are used by those nations for developmental purposes and taking care of their people, while the officials who looted the money meant for the educational development owe staff in their countries four to six months' areas of salaries and allowances. He reasoned that this is man's inhumanity to man. Njideka, Esther & Confidence (2015) and Ayobami (2011) pointed out that corruption can be systematic in nature but

in a long run will affect the whole life of an institution or society. Corruption can therefore limit the goals of an institution thereby resulting into wastages. Some of the funds made available for the provision of quality education are oftentimes diverted for selfish use while in other cases, the budgetary allocations for the education sector are misappropriated. This has given rise to the inadequacy of funds for managing the secondary education (Njideka, Esther & Confidence 2015). The high rate of corruption in the educational system has prevented the full implementation of the Nigerian education Ministry of Education Strategic Plan 2016-2019.

3.5. Inadequate Professional Teachers

The problem of shortage of professional teachers at all levels of educational institutions is one of the major problems that had hindered the implementation of Nigerian Education Strategic Plan 2016-2019. Teachers are strong components of the educational system. The roles of the teachers in the curriculum implementation in all educational institutions cannot be underestimated. The teachers are the engine room of the educational system. The teachers determine the quality of education and the realization of educational objectives. The functions of the teachers include delivering of lesson, lesson preparation, lesson planning, students' assessment and report sheets preparation. At the basic education, the Independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary Schools across the nation. A number of challenges have been identified as clogs in the realization of good access, equity and quality of education in Nigeria. There is a shortage of early child education teachers needed to attain the proposed 1:20 teacher-to-pupil ratio. This ratio is far from being met as the current ratio is 1:47. To this end, the nation needs to produce a total of 330,033 teachers annually in order to achieve the EFA goal by 2015 (Junaid, 2013). In term of qualifications, it has been observed that Nigerian educational institutions lack qualified professional teachers. Osunyikanmi, (2018) observed that the statistics obtained from the Human Development Index of 2016 revealed that Nigeria does not have sufficient qualified teachers in primary schools. Only 66 percent of teachers in Nigerian primary schools were trained to teach. That is, about two out of every five teachers in Nigeria are not qualified to teach. Education is in disarray as people without requisite skills are being employed to transfer knowledge to helpless children. At the secondary school, Ogunode (2021) opined that another problem facing the administration of secondary school education in Nigeria is inadequate professional teachers. There are shortages of professional teachers in most secondary schools across the country, and this is affecting the administration of the sector. No quality education can be achieved in an educational institutions where the number of students is larger than the teachers' strength. At the higher education, Ogunode & Abubakar (2020) and NEEDS (2014) submitted that inadequate lecturers is a serious problem facing all the higher institutions in Nigeria. Many higher institutions do not have adequate lecturers in the various

institutions. The shortage of lecturers is responsible for the poor quality of teaching and learning in most Nigerian higher institutions. Ogunode & Adamu, (2020) identified; inadequate funding, lack of strategic manpower planning, brain-drain, poor motivation, unconducive working environment and corruption as the reasons for shortage of academic staff in the Nigerian higher institutions. Also, Ogunode & Adamu, (2020) pointed out that low productivities, poor quality of teaching, overcrowdings, poor quality of education as the effects of shortage of academic staff in the Nigerian public higher institutions. The shortage of professional teachers at all the levels of education in Nigeria affected the Ministry of Education Strategic Plan 2016-2019.

3.6. Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is another major problem that affected the implementation of Education Strategic Plan 2016-2019. Infrastructural facilities are crucial educational resources required for effective implementation of educational programmes and plans. Ogunode & Agwor (2021) views school infrastructural facilities as social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers' specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/theaters, moot courts, and studios, etc. Ogunode & Agwor (2021) observed that the importance of infrastructural facilities in educational institutions include: It aids effective delivery of administrative functions in schools; It makes the delivery of services fast and reliable; It enables teachers to deliver lessons fast; Infrastructural facilities provide conducive working environment for both teachers and students; Infrastructural facilities enable learners to learn at ease and well; Infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT). The importance of school infrastructural facilities in the realization of educational goals cannot be underestimated. School facilities aid the delivery of the teaching and learning process in the schools. At the secondary school, Mercy & Anselm (2018) did a study to examine the crucial issue in the implementation of educational policies and programmes and placed emphasis on the school buildings and the equipment used in the process of teaching and learning. School facilities require careful planning in its provision, utilization, and maintenance to meet the increasing demand for education and enhance the maximum realization of the target set in the National Policy on Education. The findings revealed that most of the schools do not have adequate school buildings to support the educational programmes and projects. At the higher institutions, Ogunode (2020b) observed that

inadequate infrastructural facilities is a very big problem facing the administration of public Universities in Nigeria. Many public Universities in Nigeria do not have adequate infrastructural facilities. Infrastructural facilities refers to facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Many public Universities in Nigeria do not have adequate lecture halls, laboratories and offices for both students and academic staff. Many academic and non-academic staff do not have offices, available ones are been shared by five to six lecturers. The offices of the Deans and Heads of Department are not something to write home about. The Students do not have adequate lecture halls and hostels accommodations (Ogunode & Abubakar, 2020). The shortage of infrastructural facilities in all the Nigerian educational institutions is a great frustration to the implementation Education Strategic Plan 2016-2019.

3.7. COVID-19 Pandemic

The COVID-19 pandemic since its outbreak in 2019 in China, affected the world economy. Zethembe (2020) observes that the unexpected Covid-19 pandemic outbreak affected various sectors of the economy and every single aspect of human life, not only in developing countries but across the world (Bacher-Hicks et al., 2020; Johnson et al., 2020; Raaper & Brown, 2020; Wargadinata et al., 2020). COVID-19 Pandemic affected the implementation of many educational programmes and plans due to the closure of all educational institutions. COVID-19 impacted negatively on the educational funding, infrastructural development in education educational supervision. Ogunode, Ahaotu & Ayisa (2021) observed that the outbreak of COVID-19 has a negative impact on the entire educational institutions in the World. Many countries including Nigeria adhered to the rules of curbing the pandemic by shutting down their economy and the educational institutions to curtail the spread of the virus. This decision led to the closure of all educational activities globally including in Nigeria. Ogunode, Ahaotu & Ayisa (2021) identified the following: suspension of internal and external examinations, disruption of academic programs, suspension of admission of new students at all levels of the educational system, suspension of teaching and learning activities, research program, cancellation of conferences and proceeds, suspension of internal examination, loss of manpower in the educational institutions as the impact of COVID-19 on Nigerian educational system. To continue with teaching and learning in the midst of the COVID-19 in the Nigerian educational institutions, Ogunode, Ahaotu & Ayisa (2021) recommended increase in budgetary allocation and prompt response to the funding of educational institutions across the country.

4. Way Forward

To address these problems and plan for full implementation of the current strategic plan of the ministry of education. This paper hereby recommended that: government should increase the funding of education by implementing the UNESCO 26% recommendation for the development of education. Government should diversify her economy to raise more revenue for the development of education and other sectors in the economy. Government needs to deploy ICT and use the various anti-corruption agencies to fight all forms of corruption in the ministry of education. Government should deploy possible strategies to end insecurity in the country. These will guarantee and enable the full implementation of future strategic plans in the country. Government should invest more in human resources by employing more professional teachers and deploy them to all levels of educational institutions in the country. More infrastructural facilities should be provided in all educational institutions. This will help in the implementation of the strategic plans.

5. Conclusion

Strategic plan is one of the managerial tools for managers and decision makers to reduce cost and aid the realization of organizational performances. The Nigerian government adopted the strategic educational plans to give direction for educational development and to ensure the realization of the educational goals and objectives. However, despite government's good intention on this, lack of political will to implement UNESCO 26% recommendation for education, short fall in revenue, insecurity problems, corruption, inadequate professional teachers, inadequate infrastructural facilities and COVID-19 Pandemic were the obstacles to the implementation of Education Strategic Plan 2016-2019. To have a better future strategic plan implementation, the paper recommends that the ways forward identified above should be adhered to strictly.

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