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EDITORIAL DESK

Volume 3 of the West African Journal of Educational Administration and Planning (WAJEAP) has a total of ten articles that were the products of well researched papers presented at the international conference held in May 2024 at the Presbyterian University of East Africa in Kikuyu, Nairobi, Kenya. The conference had well over 100 participants that gathered at the ambiance of PUEA environment, which was well attended by over 25 universities across the globe including Nigeria, Serra Leone, Kenya, South Africa, Australia and University of South Alabama in United States of America. All the articles have been peer reviewed and plagiarism checks conducted on them before publication.

I, therefore, want to deeply appreciate the management team of the Presbyterian University of East Africa for making this publication a reality. All the writers and authors are congratulated for passing the stringent measures set by the guild of editors.

Congratulations to everyone, and I wish you a prosperous Christmas celebration in advance.

Prof. M. O. B. Mohammed FNAEAP,
Head, Editorial Team

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SOCIAL DEMAND APPROACH IN EDUCATIONAL PLANNING IN KENYA: DRAWBACKS AND BENEFITS

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ABSTRACT

The purpose of this study is to explore the Social Demand Approach (SDA) in educational planning in Kenya, focusing on its benefits and drawbacks. The SDA positions education as a fundamental right, emphasizing accessibility for all citizens. This desk review critically analyzes existing literature to evaluate the effectiveness of this approach in addressing educational needs in Kenya. The study is guided by three research questions that examine the extent to which SDA has been integrated into Kenya's educational framework, the challenges faced in its implementation, and the benefits it brings to society. Findings reveal that the SDA has democratized education in Kenya, ensuring that basic education is accessible to a larger population. However, the approach is not without drawbacks; it often leads to over-enrollment in schools, straining resources and affecting the quality of education. Additionally, the financial burden on the government to maintain free and compulsory education remains significant. The study recommends that while SDA is effective in expanding access to education, there is a need for sustainable financial strategies and improved resource allocation to ensure long-term success in educational planning.

Keywords: Social Demand Approach, educational planning, accessibility, educational resources, Kenya

INTRODUCTION

The Social Demand Approach (SDA) is a method in educational planning which sees education as a public social service; a necessity and an inalienable right of all citizens who desire it (Olaniyonu et al., 2008; Adiele & Jeremiah, 2020; Oroegbu, 2020). Coombs (1974) defined educational planning as an application of rational systematic analysis to the process of educational development, intending to make education more effective and efficient in responding to the needs and goals of its students and society. Social demand is the demand for formal education not only for its benefits in employment but also as a consumer good with intrinsic values. It equally means an approach and as such, it is an educational planning methodology that is based on the individual's demand for education rather than the requirements of the economy in terms of educated manpower (Adiele & Jeremiah, 2022; Mwangi, 2023).

The Social Demand Approach in educational planning has taken centre stage in educational planning, being a responsive approach towards an urgent need for accessible education. It positions education as a right and calls for universal access, with the right to educational opportunity open to all citizens irrespective of socio-economic background (Oroegbu, 2020). This is further informed by the commitment of Kenya to the ideals of equity and inclusion, as enunciated in the Constitution and other education policies (Global Monitoring Report, 2008; Hassan et al., 2018; Adiele & Jeremiah, 2022). In a context where Kenya is struggling to increase its educational infrastructure and accommodate the increasingly diverse needs of its

population, the SDA has become an important framework for policymakers (Njeru & Orodho, 2003). No wonder Fabumi (2007) submitted this methodology simply put forth the fact that education is not only a public good but also an integral component of national development. The approach is particularly pertinent in contexts where demand for education outstrips supply, at times ballooning into congestion and stretched resources.

But while the SDA has democratized access to education – thus enabling more and more students to enter schools – the expansion has not been devoid of challenges (Global Monitoring Report, 2008; Mwangi, 2023). Pertinently, some issues, like over-enrollment, dilute the quality of education provided at school and create an emerging need for sustainable financial strategies and effective resource allocation (Njeru & Orodho 2003). The implications of these complexities are such that educational planners will have to balance the various issues, while also taking into consideration both the strengths and limitations of the Social Demand Approach, to formulate policies for expansion in access with equity and quality in education and its outcomes.

The Social Demand Approach seems to signal a turning point in how Kenya approaches the fulfillment of its educational needs with inclusiveness, while it also ushers in the needed balance between access and quality. As this article explores, a nuanced understanding of this approach will be vital for shaping the future of education in Kenya, ensuring that it meets both current demands and long-term developmental goals. Against this backdrop, this study is guided by the following research questions;

- i. What are some approaches in Educational Planning?
- ii. How does the Social Demand Approach align with Kenya's educational policy objectives and the right to education for all citizens?
- iii. What are the primary benefits and limitations of adopting the Social Demand Approach in educational planning in Kenya?
- iv. In what ways can the Social Demand Approach be optimized to better serve Kenya's long-term educational and development goals?

LITERATURE REVIEW

Works of scholars related to the social demand approach to educational planning are reviewed under the following headings;

Approaches in Educational Planning

Principles and methods of educational planning were first broadly developed in the former USSR and after the Second World War, in socialist states, mainly in Central Europe. In the 1960s, Centralized Educational planning started playing an important role among developing nations. The UNESCO International Institute for Educational Planning was created in 1963 to help developing nations create their educational plans through training. In the 1970s, major donor agencies insisted on Educational Planning as a precondition for external aid. Nwankwo (1981) suggested that for an effective plan to emerge, the planner must be aware of the need for formulating a plan. The planner must realize this need from experience or as may be imposed on him by policymakers. UNESCO (2008) through the Universal Declaration of Human Rights, declared that everyone has a right to education.

According to the Global Monitoring Report (2008), Goal 1 deals with expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. Goal 2 is meant to ensure that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities,

have access to, complete, free and compulsory primary education of good quality. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and self-skills programmes is the target.

Educational planning is a critical aspect of developing effective educational systems, and various theories and methodologies have been proposed to guide this process (Olaniyonu et al., 2008). Among these, the labour requirement approach, cost-benefit analysis approach, basic needs approach, cost-effectiveness analysis approach, and the social demand approach (SDA) stand out. Each of these approaches offers unique perspectives on how to assess and meet the educational needs of a population (UNESCO, 2008; Fabunmi 2007). Of particular interest in this discussion is the Social Demand Approach (SDA), which has gained prominence for its focus on education as a fundamental right and its implications for accessibility.

Overview of Educational Planning Approaches

1. **Labour Requirement Approach:** This method emphasises the alignment of educational outputs with the needs of the labour market. It seeks to ensure that the education system produces graduates with skills that match job market demands, thereby enhancing employability and economic productivity.
2. **Cost-Benefit Analysis Approach:** This approach evaluates educational programs by comparing their costs with the anticipated benefits, such as increased earnings for graduates or improved societal outcomes. It aims to ensure that resources are allocated efficiently, maximizing returns on investment in education.
3. **Basic Needs Approach:** Focused on ensuring that all individuals have access to essential services, including education, this approach prioritizes meeting fundamental human needs as a precursor to broader social and economic development.
4. **Cost-Effectiveness Analysis Approach:** Similar to cost-benefit analysis, this method assesses the relative costs of different educational interventions in relation to their effectiveness in achieving desired outcomes. It helps identify the most efficient ways to allocate limited resources.
5. **Social Demand Approach (SDA):** The SDA positions education as a public good and a right for all citizens, emphasizing accessibility based on individual demand rather than solely on economic requirements. This approach recognizes that education is not only a means to economic ends but also an intrinsic value that contributes to personal development and societal well-being.

The Social Demand Approach (SDA)

The Social Demand Approach has emerged as a significant framework in educational planning, especially in contexts like Kenya where access to education is a pressing concern. According to several scholars, (Fabunmi, 2007; Olaniyonu et al., 2008; Adiele & Jeremiah, 2020; Oroegbu, 2020) the SDA operates on several key principles such as:

- **Education as a Right:** The SDA asserts that every individual has an inherent right to education, which should be provided without discrimination based on socio-economic status. This principle aligns with international human rights standards and national policies aimed at promoting equity in education.
- **Focus on Accessibility:** By prioritizing the demand for education from individuals and communities, the SDA seeks to expand access to educational opportunities for all segments of society. This includes marginalized groups who may otherwise be excluded from formal education systems.

- **Community Involvement:** The SDA encourages local communities to participate actively in educational planning and decision-making processes. This involvement fosters ownership and accountability, ensuring that educational services are tailored to meet local needs.
- **Demographic Considerations:** Effective implementation of the SDA requires accurate demographic data to project future educational needs based on population growth and age distribution. This data informs resource allocation and infrastructure development.
- **Response to Social Needs:** The SDA recognizes that educational expansion is often driven by social demands rather than purely economic considerations. As such, it advocates for policies that respond to the aspirations of individuals seeking education for personal and societal advancement.

Adoption of the Social Demand Approach

According to Fabunmi (2007), the Dutch of Northwestern Europe, adopted the SDA in planning her educational system when the government stated that: If a sufficiently qualified citizen stands at the door of any type of school, he must be admitted, and it is the responsibility of the appropriate government authorities to anticipate his request so that school capacity will be adequate to accommodate him. Universal Basic Education (UBE) was launched in 1999 to replace the failed Universal Primary Education (UPE) of the 1970s. The focus of UBE was to take education to the doorsteps of all Nigerians. In the 1960s, when independence was finally attained by each of the East African countries, education was declared a priority and promoted as the means of developing the most needed human resource to run the state institutions and spur private sector development (Nyerere, 1967; Njeru & Orodho, 2003; Orodho et al., 2013).

Tanzania was the first to attain independence in 1961 and Mwalimu Julius Nyerere, the founding president, having been a teacher himself, emphasized secondary education for the nation's development. Kenya gained political independence in 1963 and Mzee Jomo Kenyatta's Kenya African National Union (KANU) Government did not hesitate to declare education one of its key priorities for national development with emphasis placed on the development of secondary and tertiary education (Republic of Kenya, 1964; Nyerere, 1967). The introduction of free primary education policy in Kenya in 2003 was in tandem with the efforts of the international community which had adopted the six Educations for All (EFA) goals at the World Forum held in Dakar, Senegal in April 2000, as well as the Millennium Development Goals in 2000 that call for increased access to quality basic education and training which have been domesticated in Kenya (World Education Forum, 2000; Republic of Kenya/UNESCO, 2012).

This broad vision of education and the holistic approach to sector development was fully embraced by Kenya as a critical vehicle for realizing Vision 2030, the road map for development (Orodho et al., 2013). The Constitution of Kenya 2010 unequivocally promises all Kenyans unprecedented opportunity to capitalize on the progress made thus far to exploit the full potential of education for every child, youth and adult in the nation (Republic of Kenya, 2010b, 2012). Both the Constitution 2010 and Basic Education Act 2013 guarantee and provide legal mechanisms to ensure that every Kenyan citizen gets access to basic education and other economic and social rights that hinge upon the citizens' access to, and performance in, education, as much as on the application of knowledge, attitude and skills gained through the educational experience (Republic of Kenya, 2010a 2010b, Republic of Kenya/UNESCO, 2012; UNESCO, 2012; World Banks, 2012; Republic of Kenya, 2013).

Why Use the Social Demand Approach?

Educational planners consider the use of SDA because it helps every individual to acquire basic skills in every level of schooling, which in the long run improves standards of living and thus boossg the economy of the country. The belief is that when the citizens are literate, it will be easy for them to know their rights, participate in the choice of who to rule them and avoid political thuggery. To a large extent, political reasons dictate the adoption of the SDA. This explains why the government continues to spend so much money on education. It assumes that expansion of education is beneficial to the economy and thus, additional expenditure on education would not create a burden too heavy to bear.

SDA takes education needs in terms of the current demand for education at different levels and projects them based on population increase, age distribution, long-term national or social goals articulated or defined and based on what is known as state and consumer preference for education. It is hoped that the education system will be expanded enough to allow any member of society willing to do so, to receive higher education. The provision of free and compulsory primary education was more of a response to social demand rather than a response to the challenge of development. As aptly noted by Longe (2003) and Olaniyonu et al (2008), the adoption of the SDA in any successful educational programme requires that accurate demographic information be made available. Such information must include the total number of pupils to be provided with education, the number of teachers to be trained and re-trained, classroom facilities and laboratory equipment needed.

SDA stresses education as a social infrastructure for development purposes, and as an end in itself, after which the financial implications are considered. It requires education authorities to provide schools and find facilities for all students who demand admission and who are qualified to enter. This approach applies to:

1. Those who have a strong attachment to traditional cultural values.
2. Those who recommend free and compulsory education as a tool for egalitarian and permissive society.
3. Politicians who respect public opinion or regard public satisfaction of public demand as a key to social and political demands.

The rationale for using the Social Demand Approach (SDA) in educational planning is as follows:

1. It helps in avoiding imbalances, and enormous wastes and replenishes the steadily inadequate number of teachers.
2. Resources to be used in the education sector are limited, thus the need to determine a program of action to attain the prospected goal within a given period.
3. It enables the accumulating growth in population and the population around the school to be taken into consideration to make adequate provisions.
4. Administrative decisions in education aim at putting into action what educators deem to be achieved.
5. Adequate plans help direct and coordinate employees' actions to achieve maximum effectiveness, efficiency, and productivity.
6. Planning helps a nation make its every choice clear regarding its aim and objectives.

Iroegbu, (2020) observed that the following steps are taken when using the Social Demand Approach: firstly, one should estimate the proportion of students completing school education and are likely to enter higher education. Secondly, one has to estimate how many of these successful school-leaving students would apply for admission to colleges. Thirdly,

there has to be a determination of how many of the applicants should be given admission to higher education. Lastly, the length and duration of the study are determined.

Factors Influencing Social Demands of Education in Kenya

Some scholars (Njeru & Orodho, 2003; Ngware et al., 2008; Orodho et al., 2013) have put forward several factors which influence the demand for education in Kenya. A number of them are discussed below;

Cost of education: Low costs result in high enrolments and high costs result in low enrolments. The cost can be direct to the individual. Its examples include fees, textbooks, uniforms, and transport. The costs can also be indirect to the individual such as opportunity cost.

Benefits accrued from education: If they are high, there will be high enrolment and if the benefits are low there will be reduced enrolments. If the social benefits are high, the government will be willing to invest more in education.

Government policy: This affects both the level of school fees to be charged and financial aid from the government. If tuition charges are high, then, there may be low enrolments and consequently, more demand for government grants, loans, and scholarships to both schools and students.

Distance to the nearest schools and geographical distribution of school places: Distance from schools may hurt school enrolments, such that the further the school, the lower the enrolments. In places where the schools are scattered, such as the North-Eastern province of Kenya, enrolment levels may be affected.

Benefits of the Social Demand Approach

SDA has several benefits when adopted. They include the following:

1. Easy to defend since the philosophy of the approach is the satisfaction of the educational needs of the people (Olaniyonu et al., 2008).
2. Democratizes education opportunities in the society (Gbadamosi, 2005).
3. Promotes a sense of national unity and equalizes educational opportunities (Musaazi, 1985).
4. Provides planners with an approximate number of places where education facilities are needed.
5. Suitable tool to meet the need to satisfy the demands of the general public.
6. Planners can know the kinds and quantities of education which will offer the greatest good to the greatest number.
7. Shows the planner the resources that can be allocated to each level of education as long as certain existing trends continue and if private demand is to be satisfied.
8. Promotes social interaction among the individuals in the society.
9. Ensures a healthier, safer, more prosperous and environmentally sound world.

Drawbacks of the Social Demand Approach

1. This approach does not guide how best to meet the identified needs.
2. It does not lay claim in any way to whether the resources expended are economically allotted.
3. It has no control over the absorptive capacity of the economy for the trained personnel.
4. It has no control over factors such as the price of education and fails to consider such factors as changes in the price of education.

5. SDA requires enough qualified teachers to manage various classes and facilities in the required proportion to the expected student population. This will gulp a lot of money.
6. Teacher adequacy is normally measured in terms of a ratio, which according to the Ministry of Education Science and Technology (MOEST) should be 35:1 (Mulama, 2003). With the total enrolment at around 7.6 million pupils in our public primary schools, and the teaching force at around 180,000, the current PTR stands at 43:1, which is above the recommended 35:1 and it is likely to affect teacher effectiveness.
7. The Finance and Development (2005) observes that without significant contingent commitments from donors, those countries that undertake a major expansion of access to education can suffer serious declines in quality- the student-teacher ratio may zoom to 100:1 from 50:1 in ill-equipped classrooms.

Assumptions and Emerging Issues in the Social Demand Approach

This approach is based on several assumptions. Firstly, it views education as the birthright of every individual and must be made available to all individuals to the limit of their requests. Secondly, it assumes that all children of school age will demand education that is meant for their ages. Thirdly, the demand for education will continue to be greater than its supply. Fourthly, the unit cost of education will remain fairly constant. Lastly, the expanded education opportunities will add significantly to social and economic growth.

UNESCO (2008) records a few notable emerging issues in SDA. In the list are the rapid population growth, widening economic disparities among and within nations, preventable deaths of millions of children and the widespread environmental degradation. These issues constrain efforts to meet basic learning needs, with the lack of basic education among a significant proportion of the population preventing societies from addressing such problems with strength and purpose.

CONCLUSION

The dire need for accessible education made SDA develop into an important framework for educational planning in Kenya. This study showed that SDA asserts education as a right and envisions inclusivity and equality of chances from different socio-economic backgrounds. It was found that the approach had democratised access to education characterised by an increase in enrollment rate and increased involvement of society in education processes. However, the implementation of the SDA is not without its headaches. Some thorny issues of over-enrollment and thereby straining resources have come to the fore, which may have a really debilitating effect on quality. Furthermore, the cost of sustaining free and compulsory education squarely lies with the government, raising serious concerns about its viability in the long run. Therefore, while the SDA proved valid to ensure increased access to education, it becomes of prime importance that the policy framers develop workable financial strategies and improve resource allocation to ensure better quality in education. Conclusively, this study underscores the importance of a balanced approach that prioritizes both access and quality in educational planning.

RECOMMENDATIONS

Considering the aforementioned SDA in educational planning, the following recommendations are made:

1. To address the financial burden associated with implementing the Social Demand Approach, it is crucial for the Kenyan government to develop sustainable funding mechanisms.

2. Effective resource allocation is essential to mitigate issues related to over-enrollment and resource strain. Educational planners should implement data-driven strategies to assess and allocate resources based on demographic needs, ensuring that schools are equipped with sufficient facilities, teaching staff, and learning materials.
3. Encouraging active participation from local communities in educational planning and decision-making processes can enhance accountability and responsiveness to local needs. Establishing community-based committees can facilitate dialogue between stakeholders, allowing for tailored educational solutions that reflect the specific demands of different regions and populations.
4. As access to education expands under the SDA, it is imperative to prioritize quality assurance measures to maintain educational standards. This can include implementing regular assessments of teaching quality, curriculum relevance, and student outcomes.

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