PLANNING EDUCATION: Developing the full personality of the individual or preparing the individual to undertake specific jobs which will change their environment

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Abstract
Education is the process which provides the young with knowledge, skills and attitudes which a society believes are necessary. It has a two-fold function to perform in the life of an individual and the society. On the one hand, it must enable an individual to become more efficient and achieve with increasing facility the legitimate goal of life. On the other hand, it must train one for quick resolute and critical thinking. Various forms of traditional education have existed in Africa over hundreds of years. This paper therefore adopts the analytical approach of the major learning modes - formal, non-formal and informal. The study also explores the form of educational planning worked out by the government in terms of investment and programs. It highlights the challenges of the Cameroon educational system and provide documentary evidence of the educational policies implemented with the hope of attaining economic independence. Finally it suggest proposals that Cameroon through educational planning can use in developing its own resources rather than using aids from abroad and relying on foreign imports.

Keywords; Planning education, formal, non-formal and informal.

Introduction
The education system constitutes the principal mechanism for the development of necessary human knowledge, skills and attitudes. Traditional education is usually informal. Rogoff, Babara; Callanan, Maureen; kris; Erickson, Frederick (2016) define informal education as a general term for education that occur outside the structured curriculum. It works through conversation, exploration and enlargement of experience. Oxford (1974) opines that the child learns from his parents and elders the importance of traditional religion, customary law, history of his people and imitates their customs. The goal of informal education is to provide learners with the tools needed to be eventually incorporated into productive adulthood (Rogoff and Babara, 2003). Formal education takes place in schools, colleges and universities. They inculcate in the young people attributes- knowledge and skills that will enable them have jobs. The economic development of a country depends on the quality of these schools and universities as well as the quality of pupils and students they produce. Over the years, Governments have embarked on the social demand, manpower and rate of return approaches as aids to decision-making in planning formal education (Forojalla, 1993). Non-formal education is a functional, skill-oriented and an empowering process whereby, the disadvantaged sections or groups of men and women (such as school-leavers, rural dwellers, lower and middle-level urban workers and informal sector workers) are provided with greater educational opportunity for skill acquisition and upgrading (Kindervatter, 1979). It generally complements the activities within the formal educational system by providing extra-curricular learning experiences. The educational policy of every country is carefully planned towards producing knowledgeable and

skillful individuals to move their economy forward. This is because, governments treat education as investment for the future.

Conceptual background
Informal Education

Traditional African education is usually informal. Children learn the tradition and history of their people from parents and elders. Over time, they tend to imitate the learnt habits and customs. In the learning process, so much emphasis is made on the importance of traditional religion, customary law as well as working and living in the community. Various scholars of African traditional education have all emphasized that, these learnt traditional values combine to form a comprehensive system of life in local communities and society in general. Hence it is community oriented geared towards solving community problems. The instructional activities were directed towards social life. Consequently, the individual is primarily a member of her/his immediate and extended family, the local community and her/his society. The individual is only an individual because she/he belongs to the groups that affirm identity. An individual is thus a person because of other persons. These values also link the living and the dead. An individual's family includes the dead, the living and the unborn. Consequently, the good, happiness or adversity of the individual is a function of the good, happiness or adversity of the community and vice versa. The values thus define citizenship, rights and obligations. The values have spiritual dimensions that make them foundations for equity because of the link with ancestors. Violating the values is forbidden behavior hence punishment is the wrath of the ancestors and divinities in addition to community-imposed punishment (Busia, 1972; Nyerere, 1974; Msimuko, 1987; Salia-Bao, 1989; Ocitti, 1994; Avoseh, 2001 & 2007). In some communities when the children grew up, they underwent a short period of formal instruction in an initiation school and performed some sort of in imitation ceremony in order to be accepted as an adult member of the community.

Informal education did not develop in a vacuum. The following philosophical basis explains its development (1) **Preparedness/preparationism.** Teaching and learning was aimed at equipping learners with the skills appropriate to their gender in preparation for their distinctive roles the society. Girls were taught how to become good mothers and how to handle their husbands soon after marriage, and boys were prepared to become warriors, manual farmers, good fathers (the heads of the family) and other male dominated occupations. (2) **Functionalism**. Considering that learners learnt by observing, imitating and initiation knowledge, skills and attitudes gained were immediately inducted into real life in the society. This was evident in the fields of agriculture, building, fishing, iron smelting, canoe making dancing or child rearing. (3) **Communalism. L**earners acquired a common spirit to work and life. The means of production were owned communally. (4) **Holisticism/multiple learning.** Learners was required to acquire multiple skills with little or no room for specialization.. They learnt multiple skills and mastered all of them. (5) **Perennialism.** Education was used as a necessary tool for preserving the status quo of the tribe. Learners were viewed as passive recipients and could not contribute anything to the learning process (Mushi, 2009; Cameroon, J. and Dodd. W., 1970).

Non Formal Education

Non-formal education is any loosely structured training program that is functional, skill-oriented and geared towards serving employment deficiency needs and ensuring increased productivity. It is not carried out within highly structured formal educational institutions. Non formal education is aimed at specific groups or selected clientele in a society. It complements the formal education system by either offering training or providing extra-curricular learning

experiences (United Nations Economic Commission for Africa, 1958). There are basically two groups of non-formal education programs. Rural programs on the one hand emphasizes on agricultural skills, literacy, local crafts and home-making. These programs are aimed at integrating the young into their own rural communities. Urban programs on the other hand envisages a wide variety of vocational and skill training programs aimed at modernizing the economy of the rural and urban sectors (UNESCO, 1982). In planning non-formal education Evans (1981) suggested that, the following 5 criteria will assist the planner to make decisions about the kinds of non-formal education activities that should be included in the planning process (i) the geographical spread of the clientele likely to participate (ii) the ratio of governmental to non-governmental resource inputs required (iii) the amount of scarce technical expertise and expensive equipment needed (iv) the estimated duration of the need for the program (v) the risks of non-planning.

Overtime, non-formal education has delivered educational services to the neglected population of societies – the poor, women, rural communities and adults who do not have the opportunities to go through schools. It has given the aforementioned group of perso4 access to basic literacy and numeracy, productive skills and enable them to effectively participate in the development of their communities. In spite of these strengths, Labelle (1976) suggest the following limitations: (i) the projects have been relatively small and fell short of the needs of developing countries (ii) the approach is person-centered instead of system-centered (iii) It lacks credentials hence discontinues the link between completing training and the likelihood of getting a job (iv) it socializes learners into the acceptance of a permanent inferior status in the social and economic system

FORMAL EDUCATION

Formal education takes place in schools, colleges and universities. Young people are taught the skills and knowledge that will enable them to get jobs. It is classroom based and provided by trained teachers. The economic development of a country depends on the quality of these schools and universities as well as the quality of their pupils and students. The human capital theory has proven that formal education is highly instrumental in improving the productive capacity of a population. Hence, an educated population is considered a productive population (Cohen, and Soto, 2007; Becker, 1964). Governments treat education as an investment for the future. Through formal education, countries imbibe in their citizens knowledge, skills and attitudes needed to foster and sustain economic development in their countries.

Contextualizing the background

Educational planning in Africa in general and Cameroon in particular has undergone a number of changes over time. This has ranged from the period of post- independence. Emphasis has been on linear and quantitative expansion of the existing system (the development of an education system on the basis of its earlier evolution without considering qualitative aspects, such as types, levels and structures being affected). It was on the basis of these lapses that The Addis Ababa Conference of African States was held in May 1961 with the aim of consistently improving the quality of education at all levels while taking into account the child's development, the African environment cultural heritage as well as the demands of technological progress and economic development. The conference recommended as follows:

- First level education should provide essentially general education that extends over a period of six years. Such education should be universal, compulsory and free
- Second level education, comprising three (3) years of general education, followed by three (3) years of specialized education should be provided for 30% of children who obtain the First School Leaving Certificate

- Third level or tertiary education should be provided to 20% of the second level graduates (UNESCO, 1961).

These strategies were aimed at satisfying the desire of the people to education and to re-orientate education to meet the economic, social and cultural needs of the member countries. According to UNESCO (1961) education need to be continuously planned in relation to development. The manpower needs that arise out of development plan should be surveyed and the supply of the skills of various kinds integrated with expected needs.

The Cameroonian Strategy

The Cameroonian approach to educational development after independence in 1960 and 1961 respectively is a classic illustration of this strategy. In 1963, the first law harmonizing education was issued by the Federal government in Law No 63/DF/13 of 19/6/1963 (Tsafak, 1991). This law laid down government policy for the whole educational system from Nursery to University. The aim of this policy was to train manpower needed for the gradual replacement of expatriates employed in the country and to provide manpower required for economic development. In abolishing the Federal Constitution of 1961, the 1972 constitution revised in 1996 in its preamble stipulates that primary education shall be free and compulsory for all the children of school going age. Consequently, the primary education policy reiterated on the training of teachers so as to meet up with the target of universal primary education. The government's policy for secondary education was to make available places for all primary school children who were able and interested to pursue academic education. The tertiary sector comprised of technical, scientific and agricultural education envisaged towards providing the skilled doctors, engineers, plumbers, mechanics, electricians, builders, carpenters and farmers that the country needed for successful development.

Nevertheless, by 1965, the average percentage of GNP allocated to education was 3 per cent (UNESCO/ED/191, 1965). By 1975, the average figure had risen to 4.3 per cent. The result of this was the rapid expansion of the primary, secondary and tertiary sectors of education. Budgetary allocations on education had risen from between 20 - 30 per cent in 1975. According to data available for 2011, 47.7 percent of girls and 56.7 percent of boys attended primary school. The low school enrolment rate was attributed to cost, with girls' participation further reduced by early marriage, sexual harassment, unwanted pregnancy, domestic responsibilities, and certain socio-cultural biases. Domestic workers are generally not permitted by their employers to attend school. A 2004 government study found there is a large gap between the capacity of the schools and the number of potential students. According to the study, preschools served only 16% of the potential student population. Within the school system, the Northern provinces were the most underprivileged, with only 5.7% of all teachers working in the Adamawa, North, and Extreme North provinces combined. The study showed that primary schools only had enough seats for 1.8 million pupils, although 2.9 million attended school. After these findings, Cameroonian government launched a three-years program to construct and renovate schools, improve teacher competency, and provide instructional materials, which was apparently renewed in 2010. Still problems are not to be considered resolved: embezzlement of education funds is considered the main problem in primary education; half of the government primary schools in the sample reported problems with their buildings (only 19% of schools have working toilets, 30% have access to a water tap, and barely 30% have enough tables and benches for students); absenteeism of teachers and poor implementation and enforcement of rules and regulations. Secondary schools are mostly state run while denominational and privately run colleges are given government subventions. They are generally very expensive as compared to the primary schools. Higher institutions are insufficient (PETS Cameroon 2010). The non-formal sector is vulnerable. They are self-supporting, have a weak policy environment,

inadequate infrastructure, lack of institutional support, limited access to appropriate technology and credit. Limited informal education is still practiced in the rural areas while in the urban areas where parents are career-oriented the practice is almost dead (UNESCO, 2007). The educational strategy of Cameroon has been inconsistent irrespective of the type of education. Considering the fact that the Cameroonian education system is more formal education inclined, it most often develops the full personality of the individual rather than prepare the individuals to undertake specific jobs which will change their environment. The following factors have contributed to the lack of constancy in strategy development:

1. The inherited colonial education system is grossly inadequate to meet the objectives of economic and social development of the country. The existing system provides an elitist cadre of manpower destined for privilege positions in the colonial hierarchy; the linear expansion that characterizes the elitist nature, has become a symbol of prestige and power that is associated with the ruling class.

2. The targets set in national plan for economic and social development does not reflect national aspirations and needs. Hence, fail to motivate appropriate response from the educational system. Our educational plan is developed in isolation, without due regard to the interdependent and interacting relationships of the different sectors.

3. Within the educational system, reforms are undertaken in a piecemeal manner without proper conception of the totality of the educational goals and state of the educational process. In addition to this, the reforms lack coherent integrated educational objectives; not arranged in order of priority and not stated in operational terms. Consequently, it is difficult to adapt them to suit different environmental conditions, population groups and local communities that make up the country. Non-formal education and adult education were neglected (Law No 98/04, 1998).

4. The administrative structure of the education system is not based on the proper assessment of the political, social, cultural and economic realities of the country. For historical reasons, problems emanate from differences in tradition, language and culture. Emphasis on central control and direction has resulted to over-bureaucratization of planning. This has resulted in the constant failure of reforms. (Ndongko and Tambo, 2000).

The Way Forward

For a measure of real progress to be achieved, the following plan strategies are necessary:

1. Decentralization of administration and planning of the system - making suitable and adequate institutional changes to enable local communities at different levels to participate actively in both planning and performance of those tasks that can bring about real progress and sense of involvement.

2. National objectives of education should be clearly stated - curricula, knowledge, skills, values and attitudes that the education system intends to inculcate in the learners. Educational policies must be backed by commensurate changes in public policy and social environment. They should be concerned with real-life situation within the locality (National Curriculum for Nursery and Primary Schools, 2018).

3. Redesigning the existing structures of the education system – Deciding which regions (rural or urban) or levels of education will receive more money for education. In Tanzania, Nyerere proposed that primary education should be a "complete education in itself" not a preparation for the secondary school; that secondary schools should prepare people for life service in rural areas; that the school should be a working community. He proposed that each school should have a farm or a workshop, and that the school

community should consist of people who are both teachers and farmers. Pupils and farmers (Nyerere, 1973).

4. Adopt educational restructuring strategy that will be all inclusive. This will enhance an achievement of a work-oriented education and education-oriented work. Provision should also be made for dropouts to join the non-formal education system. Consequently, there must be rational and equitable distribution of resources between formal and non-formal education systems

5. Specialization – The high cost of specialization renders it cost effective for the government to place specialization at the secondary and tertiary sectors where the curriculum is broad based and diversified. As such, it becomes easier for planning to respond quickly to unforeseen changes in manpower demand.

Apart from the type of education, governments also have to decide which regions will receive more money for education. A common problem in Africa is the difference between education in the urban areas and that in the rural areas. Ironically in Cameroon, the government spends more money in the urban areas where mostly formal education is practiced. The rural areas that practice the three types of education receive less. President Nyerere of Tanzania in the Arusha Declaration criticized the educational system of most African countries because according to him it educates only a small proportion of the population, separates young people from their society and lures learners to believe that all knowledge comes from books and formal education. Above all, it does not encourage people to produce for their countries. Each level of education should be a complete education in itself without necessarily preparing learners for another level of education. Secondary schools should prepare people for life and services in rural areas. The school should be a working community. Each school must have a farm or a workshop where workers comprise of both teachers and farmers as well as learners and farmers (Nyerere, 1979a). Experiences from South Korea indicates that the quality of her education system rests on four pillars (1) putting education at the center of a long-term development strategy (2) getting the right people to become teachers – passionate and committed individuals (3) developing these people into effective and efficient instructors (4) prioritizing information and communications technology in education (Pasuaha, 2016).

Conclusion

On the basis of this analysis, it is recommended that the government of Cameroon works out a holistic system of education that best suit the needs and aspirations of the citizens. It therefore becomes incumbent on the government to work out how much will be spent, how much will be allocated to each type of education within the system and to each region of the country. She must maintain as her basic aim the need to produce knowledgeable and skilled individuals who will find useful jobs and help the country to develop.

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