Strategic Planning and Education Management in Nigeria: Evaluation of the National Education Policy in Retrospect

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Abstract: *Sustaining the quality of education is essential for advancing society and organizations to new levels. Adapting strategic planning is necessary to accommodate the evolving characteristics of students and the growing number of higher education institutions in Nigeria. Using qualitative research approach and content analysis this study examines strategic planning and education management in Nigeria: Evaluation of the national education policy in retrospect. Administrative Theory was used as the theoretical framework. The study revealed that strategic planning is significantly used in the management of education to achieve the stated goals and objectives of the National Education Policy of Nigeria. It also revealed that the application of strategic planning in the management of education has positive effect on National Education Policy of Nigeria. The study made some recommendations based on these findings. The study concluded that there is need for re-examination of our management efforts and practices in school planning and administration to improve in the issue of strategic planning mainly on inadequate funding, shortfalls in supervisor duties and lack of administrative skill among other factors hinder the proper use of strategic planning to aid the management of education to achieve the stated goals and objectives of the National Education Policy of Nigeria. It was recommended that school management should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop. The need for all the stakeholders in the education sector to collaborate and organize annual education summit for comprehensive review and assessment of the degree of success in school strategic plan implementation was also recommended, among other things.*

Keywords: *Strategic Planning, Management, Education, Evaluation, National Education Policy, Nigeria*

Introduction

Strategic planning is to management what a map is to a road rally driver. It is a tool that defines the routes that when taken will lead to the most likely probability of getting from where the organization is, to where the organization want to go. And like a road rally, strategic plans meet detours and obstacles that call for adapting and adjusting as the plan is implemented.

Strategic planning is a process that brings to life the mission and vision of the enterprise. A strategic plan, well-crafted and of value, is driven from the top down; considers the internal and external environment around the organization, is the work of the managers of the organisation and is communicated to all the organisation stakeholders, both inside and outside of the organisation.

Even though strategic planning has been used in various public sector agencies for more than two decades, not much is known about its effectiveness. A review of the extent literature by Ismet (2016) concludes that public organisations are not good candidates for strategic planning because of the difficulty in designing and implementing it in such environment. Its use in the private sector,

however, has received the attention and increased interests of public sector organizations. In addition, today, the environments in which public organisations operate are becoming increasingly complex and challenging. Among the challenges is the need to attract talented professionals to the public service to meet the demands of expanding service and an ageing workforce. Similarly, rapid technological developments and the demand for effective and more responsive public service systems call for effective strategic planning systems to formulate proactive responses to these changes.

As Roney (2013), Akhter (2013), Brews & Purohit (2007) , Akinyele & Fasogbon (2010) and others argue, it is in these rapidly changing environments that strategic planning is particularly needed. The question facing many bureaucrats, however, is how to design and implement a strategic planning system with the dimensions or characteristics that are essential to its effectiveness as a tool of strategic management. In other words, how can it be done well, particularly in a changing environment like that of education?

The National Policy on Education (NPE) in Nigeria is the followed national guideline for the effective education administration at all tiers of government. There has been significant revolution in the education sector in Nigeria and there definitely needs to be national policy reforms to align with the current trend(s) in the sector to ensure proper and efficient execution of the Board of Education's guidelines and regulations. The National Policy on Education in Nigeria is a statement of the government's regulations, anticipations, expectations, goals, requirements and standards for quality education delivery in Nigeria.

The value of this study is that it provides guidance to individual administrators, looking for ways to design effective strategic planning systems and processes as tools of education management. It provides tools for strategic management of education and ways to evaluate and improve strategic planning systems' designs and processes in management of education especially in line with the National Education Policy of Nigeria.

1.1 Statement of the Problem

The ultimate goal of education is to develop the individual's mental capacity and character for useful living within the society (FRN, 2008 in Ikediugwu & Chukwumah, 2015). In spite of the societal demand for quality assurance in education and the need for thorough policy implementation, monitoring and supervision in schools, there is a growing concern about the realization of National Education Policy objectives due to doubt that many education managements give little attention to implementation and monitoring/supervision of strategic plans of their schools. Consequently, there have been steady poor policy implementation; monitoring and evaluation (Ayeni & Adelabu, 2012). This has been largely attributed to gaps in poor management skills and lack of accountability of management officials which are among the major challenges facing the application strategic planning in the management of education in Nigeria. The challenges are not far from poor quality formulation of strategic plans, inappropriate strategies for implementation, lack of commitment of stakeholders of education, lack of proper monitoring and evaluation, inadequate training facilities to develop teachers/students, and poor quality funding (Ikediugwu & Chukwumah, 2015).

A consideration of the above problem shows that there is a greater challenge ahead of education managers partly because of existing gaps and poor quality education provision and inadequacies in their supervisory duties. Effective strategic plan formulation and implementation is a major tool which school administrators use to address such strategic issues for the achievement of their

schools' objectives. Thus, the purpose of this study is to evaluate the application of strategic planning in management of education with reference to the National Education policy of Nigeria.

1.2 Objectives of the Study

The specific objectives are to:

1. Examine the extent strategic planning is used in the management of education to achieve the stated goals and objectives of the National Education Policy of Nigeria.
2. Ascertain the effects of the application of strategic planning in the management of education on the goals of the National Education Policy of Nigeria.

2.0 Review of Related Literature

2.1 Conceptual Review

The key concepts in this study include Strategic planning, management and national education policy.

2.1.1 Strategic Planning

Strategic planning is defined as the process by which organizations determine and establish long-term directions and formulate and implement strategies to accomplish long-term objectives while taking into account relevant internal and external environmental variables (Hax & Majluf, 2010). The process involves a series of organizational activities that begin with the definition of organizational mission, development of strategic objectives, crafting of strategies, and ends with the development of detailed action plans to ensure that the strategies are implemented to achieve organizational objectives. Included in this process are the identification of future opportunities to be exploited, threats that must be avoided or neutralized, evaluation of organizational strengths and weaknesses, and the creation of control systems to ensure that the organization remains on course to achieve its intended objectives. In addition to strategic planning design and processes, a strong commitment of top-level administrators is an essential element of a successful strategic planning and execution because it signals the commitment of the organization to strategic planning (Hax & Majluf, 2010).

Chandler (2014) viewed Strategic Planning as planning for making and implementing strategies to achieve organisational goals. It starts by asking oneself simple questions like: What are we doing, should we continue to do it or change our product line or the way of working, what is the impact of social, political, technological and other environmental factors on our operations, are we prepared to accept these changes etc. Chandler (2014) maintained that Strategic Planning is the art of formulating business strategies, implementing them, and evaluating their impact based on organizational objectives. The concept focuses on integrating various business departments (accounting and finance, research and development, production, marketing, information systems, management) to achieve organizational goals. The term strategic planning is synonymous with strategic management, only that the former is used in the corporate world and the latter in the academic setting.

2.1.2 Strategic Planning Process

There are many different models and action steps for strategic planning (Devanna, Deal, Fombrun, & Tichy, 2016). Two approaches are summarized below. The first approach involves ten (10) steps, Frequently, Steps 1-3 occur before a strategic planning retreat, Steps 4-7 during the retreat, and Steps 8-10 after the retreat: (1) Agree on a strategic planning process. (2) Carry out an environmental scan. (3) Identify key issues, questions, and choices to be addressed as part of the strategic planning effort. (4) Define or review the organization's values, community vision, and mission. (5) Develop a shared vision for the organization. (6) Develop a series of goals or organizational status statements which describe the organization in a specified number of years,

assuming it is successful in addressing its mission; (7) Agree upon key strategies to reach the goals and address key issues identified through the environmental scan. (8) Develop an action plan that addresses goals and specifies objectives and work plans on an annual basis. (9) Finalize a written strategic plan that summarizes the results and decisions of the strategic planning process. (10) Build in procedures for monitoring, and for modifying strategies based on changes in the external environment or the organization.

The second approach involves four (4) Stages of Strategic Planning and was designed by National Child Welfare Resource Center, US Department of Health and Human Services. Strategic planning is a continual process for improving organizational performance by developing strategies to produce results. It involves looking at where the agency wants to go, assessing the agency's current situation, and developing and implementing approaches for moving forward. We utilize a framework comprised of four distinct stages:

1. **Prepare:** Three critical steps must be accomplished prior to developing a strategic plan: (i) visioning; (ii) assessment; and (iii) the development and implementation of a planning process. In each of these areas, you will need to review and build on what is already in place, vision and mission statements, agency, and/or state-wide assessments, and input from ongoing groups of internal and external stakeholders already engaged in planning

2. **Plan:** To develop the plan, you must establish priorities by considering the needs, strengths, and resources of your organization. Three key questions must be answered: (i) what do we want to accomplish? (ii) What will we do to get there? (iii) How will we know if we are making progress? Once you have a draft document, circulate it for input, revise and finalize.

3. **Implement:** The following steps ensure that plans are used to guide the work of the organization: (i) Communicating or "marketing" the plan; (ii) managing the implementation of the plan; (iii) supervising the actual work; (iv) monitoring and reporting progress on the plan.

4. **Review/Revise**

    This stage starts the cycle over again, allowing the plan to be continuously updated. This will keep it current and meaningful to the organization. On an ongoing basis the organization should: (i) conduct assessments of its performance by gathering and analyzing information; (ii) convene the planning and g group to review performance and reassess goals, outcomes, strategies, and action steps and to make recommendations for changes; and (iii) revise the plan.

To the extent that the plan is updated, it will stay current and meaningful to the organization. A strong strategic planning process can be a powerful tool for systemic change within education administration, keep the administrative officers focused on improving outcomes for service delivery in the education system. Throughout the process, ongoing communication is critical.

2.1.3 Education and Education Management

Education is the equipping of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. The education system is an ecosystem of professionals in educational institutions, such as government ministries, unions, statutory boards, agencies, and schools. The education system consists of political heads, principals, teaching staff, non-teaching staff, administrative personnel and other educational professionals working together to enrich and enhance Laura (2017). At all levels of the educational ecosystem, management is required; management involves the planning, organising, implementation, review, evaluation, and integration of an institution (Roney, 2013).

Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategies, and implement structures to execute an education system. Management of Education is related to Henri Fayol's 14 Principles of Management. Educational Management is a goal oriented activity. It involves group efforts and an organized work and performance towards the attainment of certain pre - determined goals in an educational institution. With active coordinated effort we can achieve the goals of the organization, by efficiently utilizing the material and human resources in the educational environment (Bindu, 2019).

National Policy on Education in Nigeria

Educational policies are initiatives mostly by governments that determine the direction of an educational system (Okoroma, 2014). Osokoya (2011) defines education as a distinctive way in which the society inducts its young ones into full membership. So every modern society needs some educational policies to guide it in the process of such initiation. The following considerations, according to Ukpong (2020), are necessary to guide the formulation of adequate educational policy.

1. It should be formulated and adopted through a political process which acknowledges th e reality and legitimacy of conflicting interests and desire s among its participants.
2. It should portray some elements of guidance for properly directed and coordinated action towards the attainment of the desired goals.
3. It should contain information on th e broad objectives that should be reached.
4. It should be a binding guide on the action s of those implementing it.
5. It should be enforceable and enforced by the society which formulates it.

Education in Nigeria is an instrument par excellence for effecting national development. It has witnessed active participation by non-governmental agencies, communities, and individuals as well as government intervention. It is therefore desirable for the Nation to spell out in clear and unequivocal terms the philosophy and objectives that underlie its investment in education. The National Policy on Education seeks to fulfill that role.

Prior to 1977 Nigeria operated an educational policy inherited from Britain at independence. The inability of this policy to satisfy the national aspirations of the country rendered it unpopular. In 1969 a National Curriculum Conference was organised which reviewed the inherited curriculum and identified new national goals for Nigeria's education. A National Seminar was organised by the National Educational Research and Development Council (NERDC) in 1973 under the Chairmanship of Chief S. O. Adebo. This gave rise to the National Policy on Education in 1977 (Okoroma 2014; Bello 2016; Obasi & Osah, 2021). Since the publication of the first edition in 1977, the 2nd, 3rd and 4th editions were published in 1981, 1998, 2004, 2007, and 2013 respectively in keeping with the dynamics of social change and the demands on education. Generally, the National Policy of Education in Nigeria is based on the dynamic model of formulating educational policies, which is adaptive to changes and most appropriate for a developing country and multi-ethnic nation like Nigeria

The National Policy on Education is anchored on Nigeria's philosophy on education as enunciated through the nation's objectives. Nigeria has five main national objectives as provided by the Second National Development Plan and accepted as the necessary foundation for the National Policy on Education. They are the building of: (i) a free and democratic society; (ii) a just and egalitarian society: (iii) a united strong and self-reliant nation; (iv) a great and dynamic economy; (v) a land of bright and full opportunities for all citizens (Okoroma, 2006).

2.2 Empirical Review

Messah & Mucai (2018) carried a study on Factors Affecting the Implementation of Strategic Plans in Government Tertiary Institutions: A Survey of Selected Technical Training Institutes. The research design was a descriptive survey carried out in Meru central District and the selected governments sponsored tertiary institutions were: Nkabune and Kiirua Technical Training Institutions. The study used both descriptive and inferential statistical analysis techniques to test the four Hypotheses of the study. The study revealed among other things that the weak influence of managerial behavior was as a result of strategic thinking of the management and the influence of rewards and incentives were found to be weak as it was the intrinsic motivation of the teacher's professional ethics.

Sokpuwu (2020) examined Strategic Planning: A Remedy for the Successful Management of Nigeria Secondary School System. The research design used was a descriptive review, which reveals the strong connection between strategic planning and successful management of the secondary school system in Nigeria. The paper concludes that despite the several issues plaguing the Nigerian secondary school system, with the proper adoption and implementation of strategic planning and management, the expectations of the national policy on education on secondary school can still be achieved for the benefit of both the school and nation.

A related study conducted by Yazdanpanah & Soltani (2023) on Identification and analysis of relationship between strategic planning with flexibility ability and performance of higher education institutions: Shahid Beheshti University case. The research is a survey type and statistical population was included all administrators, faculty members and strategic planning officers. A questionnaire was used as a research tool. Its validity was evaluated by faculty members. The reliability of the questionnaire was determined using Cronbach alpha Coefficient (0.945). Partial Least Squares Structural Equations Modeling (PLS-SEM) was used for data analysis. According to research founding, strategic planning had significant positive effects on flexibility, and flexibility had significant positive effects on performance.

Habeeb & Eyupoglu (2024) examined Strategic Planning, Transformational Leadership and Organization Performance: Driving Forces for Sustainability in Higher Education in Nigeria. The study used a sample of 388 staff from 48 state universities in Nigeria. The findings indicate that strategic planning positively influences transformational leadership and organizational performance. Moreover, transformational leadership positively mediates strategic planning and organizational performance. We empirically validate the role of strategic planning in enhancing the performance of higher education institutions. Also, strategic-planning-focused and transformational leadership processes can be critical for facilitating the proper guidelines to improve higher education institutions' performance.

2.3 Theoretical Framework

This study is based on the Administrative Theory Masterminded by Henri Fayol during the first half of the twentieth century. This theory reached its zenith in 1937 when the paper on the "Science of Administration" by Gulick and Urwick was published. This book is the most persuasive exposition of the classical approach to administration (Laxmikanth, 2007).

The emphasis here is on the contributions of Luther Gulick. Gulick however, identified the four bases of departmental organizations as purpose (function), process (Skills), persons (clientele) and place (area). These bases he described as 4p-formular. Gulick also maintained that administration consists of seven elements (functions). He coined the acronym "POSDCORB" to delineate these

functions. Each letter in this acronym stands for one function of administration (Nwatu, 2012). 'P' for planning, which involves working out in a clear term, the things that need to be done and the method for doing them to accomplish the purpose of the enterprise. 'O' for Organizing, that is establishment of the formal structure of authority through which work of sub-divisions are arranged objectively. 'S' for Staffing, which involves the whole personnel activities such as bringing in and training the staff and maintaining favourable condition of work. These functions include recruitment, promotion, appointment, discipline, motivation, retirement etc. 'D' for Directing, this relates to the orders issued by the directors or managers to the subordinates directing their activities. It is a continuous fast making decisions and embodying them in specific and general orders. 'Co' for Coordinating, this has to do with the inter-relating of the various parts of the work so as to avoid any wastage, conflict, duplication or over lapping. 'R' for Reporting which means keeping those to whom the executive is responsible to inform as to what is going on, which include keeping himself and his subordinates informed through records, research and inspection. 'B' for budgeting, these include all that concern estimation in the form of fiscal planning accounting and controlling.

In application of the theory to this study on Strategic Planning and Management of Education, it is important to note that the starting point of every management process is planning likewise the management of education need strategic planning to excel. The failure of management of education is a product of lapses in the performance of the planning and every other function depend on the outcome of planning. Gullick stipulated that there must be proper execution of these functions for work to go on well without conflict and confusion in the organization. The researcher therefore maintained that any education management that has conflict of any type or any administrative problem must be lacking in some of the aforementioned administrative functions, especially planning.

3.0 Research Method

The study used a qualitative research approach. Data for the study were drawn from researchers' observation and authentic secondary sources. These documentary sources include indexed journal, textbooks, government publication, bulletins, newspapers and internet based materials. Each document was skimmed for relevance and then studied in detail after being deemed to be of potential significance. These documentary materials are complemented with the observation of implementation of the National Education Policy of Nigeria. Hence, all works used were content analyzed with a view to determining whether they support or vary with the study's stated objectives and the degree of such support or variation.

4.0 Results and Discussion of Findings

This section embodies two sub-themes based on our objectives. The emphasis of our results and discussion of findings is on the two objectives posed for the study and is based on qualitative content analysis of the documents related to the security challenges in the agricultural sector and the diversification of the Nigeria economy.

4.1 Extent strategic planning is used in the management of education to achieve the stated goals and objectives of the National Education Policy of Nigeria

The purpose of this objective is to evaluate the extent strategic planning has been used in the management of education to achieve the goals of National Education Policy of Nigeria. The goal of education in Nigeria as we all know according to the National Policy on Education is to prepare the people for useful living in the society and for participation in higher education (Ikediugwu & Chukwumah, 2015). From the stated broad and specific objectives it is right to point that education

at all level in Nigeria has services to perform for each student that comes into it. It has the duty to reveal to each student his dominant powers and develop them to the highest degree possible within the time the student is in school. Specifically education should develop in each Nigerian student the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society towards nobler ends. Onwuka (2019) describes this type of education as that which helps people to become good workers who, effectively combine their hands, heads and hearts.

Strategic planning provides potential and opportunity for planners to act proactively to the future, technology, and the environment as a whole. In reality, nat2ional education plan implementation strategy places effective industrial training and teaching practices as a key strategy for improvement (Yureva, Yureva, Burganova, 2016). Furthermore, in strategic planning, the future of education that educators and the government want must be initially defined through the partnership and collaboration of the various networks of concerned educational partners. Then, the learning system for planning such a future can be designed. In other words, the image of the appropriate education system and policy should be provided at the stage, and then an agreement is reached through a consecutive technical analysis and modification and the most important strategic management success key factor in any education is human resources to achieve a successful organization as school (Amoli & Aghashahi, 2016). Through investigation of the Strengths, Weaknesses, Opportunities and Threats (SWOT) within and outside the education institution, strategic planning ideas can be planned (Yaakob, Musa, Habibi and Othman, 2019).

The first objective is in consonance with the work of Ebuara & Ekere (2019) who opined that it is the responsibility of the educational planners to provide the teachers background skills necessary to be successful in implementation of education programmes through strategic planning. In support of this assertion however, the (FRN) (2018) strongly emphasized among other things the need to promote the effective use of strategic planning to improve the quality of education provision and service delivery. This involves developing a good match between the activities of an institution and the demands of the environment in which it operates (Nte, 2017). It focuses on the institution's mission, objectives, strengths, weaknesses, opportunities and threats. In essence, strategic planning aims at ensuring internal efficiency of an organization or institution.

Typically, Okah (2018) points that the management of education programmes in Nigeria schools significantly adopts strategic planning which includes a vision for the institution; scanning the external environment; assessing internal capabilities; and establishing goals, performance measures, and implementation of plans. He states that strategic planning keeps the education institutions in Nigeria focused. This is a clear indication that the strategic planning is significantly used in the management of education in Nigeria. The failure of the implementation process to achieve the stated goals and objectives of some of the National Education Policy of Nigeria could be credited to other factors rather than lack of application of strategic planning in the management of education.

4.2 Effects of the application of strategic planning in the management of education on the goals of the National Education Policy of Nigeria

Through strategic planning, education institutions are able to deploy, build upon, and utilize their resources in the most effective possible fashion. During the planning stages, education administrators are able to tap into the knowledge and experience of other stakeholders in education sector through collaboration. This gives education institutions the flexibility to grow and develop with the help of its team. With a shared goal in place, the entire institutions will be able to achieve

a sense of fulfillment and satisfaction when goals are met. Roadblocks and potential bottlenecks will also be resolved before they can inhibit the goals and objectives of the National Education Policy of Nigeria.

This second finding aligned with that of Okon & Ebuara (2015) who opined that there is a positive significant relationship between strategic planning and implementation of academic programmes with regards to curriculum utilization. The indication here is that if the objectives of the academic programme are strategically set and implementation process is strategically planned, the implementation of such programme will as a matter of fact be effective and therefore, the desired academic outcome which prompted the programmes will be attained.

Strategic planning of National Education Policy ensures proper implementation of education strategic plans in Nigeria. Poorly planned National Education Policy will be difficult to implement. Many educational strategic plans in Nigeria have been abandoned because of poor planning. Ololube, (2013) submits that there is a popular saying that "he or she who has failed to plan has planned to fail". Education planning in Nigeria has always been inadequate in line with the enormous facing our educational system. Until the recent time lack of effective planning poses a significant obstacle to the advancement of education across the country. The success recorded in the educational sector in rent time hinges on proper strategic planning. Strategic planning of human and material resources has evolved to guide the allocation and utilization of educational resources in the school systems through regular accreditation and supervision of education institutions in the country. Such strategic planning has arrest areas of wasted resources and to make educational production more successful.

Consequently, the stability in Nigeria national education policy in recent time shows that for any educational system to truly develop strategic planning is indispensable as education and planning are essential characteristics for effective education. Otive (2017) observes that there is currently systematic planning framework for the country that ensures that adequate data and research, good information system, monitoring and evaluation and tracking of results. The end result is successful implementation of education policy and projects, adequate plan implementation and service delivery.

This observation is in line with the research work of Woolman (2018) who posits that strategic enrolment planning is more than long term recruitment or retention plan, it is a data informed process that aligns schools academic and delivery resources with its changing environment to accomplish the school vision, mission and objectives. The researcher is in agreement with the above contention by stressing that enrolment strategic planning which Nigerian schools carries out should begin with student-client contact, since it is a deliberate process that requires time for planning full implementation and development of facilities that will sustain the effort. The educational institutions are therefore required to take a periodic census on students' level of enrolment.

Therefore, the application of strategic planning in the management of education has positive effect on the goals of the National Education Policy of Nigeria. This implies that the application of strategic planning process sets up a sense of direction allows education institution to be proactive rather than reactive, increases operational efficiency, job satisfaction meaningful and full of purpose, and enhanced communication between employers and employees in the education sector and industrial sectors.

Conclusion

From the analysis of our study we concluded that there is significant positive relationship between strategic planning and the management of national education policies in Nigeria. It clear from the study that the management of education in Nigeria complies with the strategic planning process such as strategic plan formulation, supervising and monitoring strategic plan implementation, evaluation of strategic plan implementation, and review to allow the plan to be continuously updated to a low extent. The government and other stakeholders in the education sector should do something towards improving the academic situation designing a strategic planning unit in all education institution in the country. In other words there is need for re-examination of our management efforts and practices in school planning and administration to improve in the application of strategic planning.

Recommendations

This study surveyed the issue of Strategic Planning and Management of Education: Evaluation of the National Education Policy of Nigeria. Based on the findings of the study, we offered the following recommendations.

1. School management should collaborate with relevant stakeholders to promote capacity development of teachers through intensive and regular in-house seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects, and improvisation of instructional materials to enhance teaching- learning process in schools.

2. All the stakeholders in the education sector should collaborate to organize annual education summit for comprehensive review and assessment of the degree of success in school strategic plan implementation with a view to producing the desired outputs and achieving the overall educational objectives to ensure sustainable improvement in education management

3. The researcher also recommends that proper attention should be paid to emerging technological innovations during planning.

4. Reprimands and adequate punishments should be handed down to any corrupt official who misappropriated funds meant for the strategic planning and management of national education policy. This will serve as a deterrent to others.

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