INTEGRATION OF DIGITALIZATION IN EDUCATIONAL PLANNING

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Abstract

In this present age of digitalization, several ingenious ICT applications, systems and devices are applied at various locations across the educational landscape yielding great results because it is obvious that digitalization has profoundly transformed both the objectives of education and the means of their achievement. By the way of achieving the objectives of education in Nigeria, educational planning stands at the forefront to make conscious and deliberate decisions on how to attain set educational goals and objectives. Essentially, there is a need for humanely-inspired and digitally-comfortable educational planners and practitioners to creatively ponder on the best approach to re structure the educational systems in Nigeria in order to serve and help shape the nation in order to conform to the ever-evolving global world. Education planning in Nigeria should no longer focus on formal education only, but also on informal learning and virtual learning, making learning more equitable, ethical, enjoyable and far less economics-bound, test-oriented, work-load dominated. Specifically, educational planners in Nigeria should explore the means of digitization in school programs which involves the applications of digital technologies in teaching and learning process and in order to be effective and efficient in the planning process there is a need to integrate digitalization. Therefore, this paper examined the need for digitalization in Nigeria's education system and planning process, the application of digitalization in educational planning and challenges of digitalization in educational planning in Nigeria.

Keywords: *Digitalization, educational planning,*

Introduction

Educational decisions are made on the regular by nations of the world on the type of education, the curriculum content; the ideological base, and goals to be attained using education. All such actions leading to decision making in education approximate to educational planning. In order to achieve desired educational goals , educational planning serves as a springboard for future actions and continuous process concerned not only with where to go using education, but how to get there and by what best route (Adiele et al, 2021).Whether it be a secondary school in the west, a technological university in the east or a national technical school in North, the basic educational planning task is identical: to mobilize available resources in order to achieve the agreed (or implied) educational objectives in a pleasurable and stimulating setting. However, if educational programmes are not well planned in educational institutions established to realize

national education goals and objectives, there will be a lot of wastage both in terms of educational resources and educational products.

Educational institutions exists in different forms namely; early childhood education, basic education, junior secondary school education, secondary school education, tertiary institutions and other sub form of educational systems which are medium to which every country deliver education to her citizens (Ogunode et al.,2023). Globally, these educational institutions are undergoing transforming from analog to digital because the impact of COVID-19 (the pandemic) on education was bizarre and unprecedented which affected more than 1.5 billion students globally and caused the closure of their educational systems (Jummai, 2021) .Consequently, most Nigerian students were more disadvantaged because a large number of educational institutions follow the traditional set-up of face-to-face lectures in the normal classroom settings, however, with the quick embrace of digitalization, educational services became more accessible and flexible, in other words, online education platforms, which were not preferred much before the pandemic, have become prominent, thus accelerating the adaptation process to digitalization in education.

The internet is proven to be one of the most cost-effective methods of educating young brains. It is also a robust mechanism for integrating a world-class learning experience for everybody (Keengwe & Bhargava, 2014). Social media as a learning tool has come a long way, contributing to a large numbers of teachers and students using it as an essential element of the overall e-learning experience. Traditional classroom instructions fall short of providing an immediate learning environment, faster evaluations, and more engagement, In contrast, digital learning tools and technology fill this void serving as a critical venue for exchanging information about crucial topics these days. With smartphones and other wireless technology devices becoming popular among the general public, it only makes sense that schools and educational institutions make efficient use of them by putting technology in the classroom. Indeed, today's technology's adaptability and non-intrusive character make learning more appealing to the next generation.

However, it may be a formidable technique to manage initially since traditional instructors are hesitant to include contemporary technology and gadgets in school, viewing them as a distraction rather than an intelligent learning aid Ololube (2006) views that integrating technology into education provides students with an engaging learning experience, allowing them to remain more interested in the subject without being distracted. He explained that the utilization of projectors, computers, and other cutting-edge technical gear in the classroom may make studying fascinating and entertaining for students, more so , student learning can become more dynamic and engaging by establishing tasks in class that incorporate technology resources, oral presentations, and group participation. From the environmental impact of using less paper for handouts and books to the time savings and convenience of research, digital learning is a wonderful way to cut costs, better utilize resources which is one of the nature of educational planning, promote sustainability and expand both reach and impact for students and teachers. (Biletska et al., 2021).

Integration of digitalization in educational planning is an instrumental in the transformation Nigeria's educational system by building learning experiences, enhancing learning outcomes and preparing students for the challenges of the digital age. It involves incorporating digital technologies and tools into the planning process to enhance teaching, learning and administrative tasks. Olaniyonu and Gbenu (2016) presupposes that, educational planning must be in-line withneed and aspiration of citizens and the society. Effective educational planning is the foundation for building a strong, sustainable educational system. In the Nigeria context, Adiele et al. (2021) asserted that comprehensive educational planning involves setting goals, allocating resources efficiently, developing curriculum frameworks, and ensuring equitable access to quality education for all students. With the right planning strategies in place, educational institutions can adapt to the changing needs of students and the demands of the modern workforce. Educational planning has driven Nigeria's educational system to undergo various transformations since gaining independence in 1960 and implement several educational policies and initiatives to improve access to quality education, enhance learning outcomes, and address the diverse needs of its population and reinforcing economic development of the nation.

With digitalization, a fresh educational era has arrived and educational planning should be done in the sense that there is now the one universal school – the global lifelong learning community (Uys& Douse, 2017). Accordingly, this paper re-examines educational planning – taking the national context as the starting-point model – as it is presently and as what it can and should now become with digital participation across national borders in order effectively to serve and be served by this emerging digital Age not eliminating challenges that are negating it.

Conceptual clarifications

Digitalization

Digitalization is considered to be an indispensable concept. Digitalization involves the use of digital technologies to change a business model and provide new revenue and value-producing opportunities; it is the process of moving to a digital business. Digitalization in education is conceptualized byOgunde andNdayebom (2023) that digitalization refers to the conversion of materials created in another format into an electronic form; this definition excludes materials that were initially created digitally, such as email communication. Titus (2018) and Ogunode et al. (2021) asserted that it is the process of transferring traditional teaching and learning materials to electronic model such as online learning platforms, educational apps, and multimedia resources online courses, online assessments, and web seminars/conferences or workshops for deployment in the schools. More so, Machekhina (2017) viewed digitalization as the translation of all information kinds, such as text, audio, pictures, video, and other data from multiple sources into digital language. Pandey and Misra (2014) describe digitalization as the course of converting analog information to a digital format and was supported by Aboyade (2012) who views digitalization as all the steps involved in the process of making collections of historical and other materials available online. Ding (2000) highlights digitalization as follows: Digitalization means no new buildings are required; improvement in information sharing and redundancy of collections reduced. From the above, digitalization can be conceptualized as those facilities that aid the conversion of teaching and learning into platforms like online courses, online assessments, and web seminars/conferences or workshops through the use of electronic platforms. It is categorically a process of transforming physical teaching and learning resources into packages or platforms or electronic forms where they can be stored and manipulated by a computer for the implementation of teaching and learning programmes in schools.

Education in This Digital World

The World Economic Forum founder mentioned in his speech that as humans stand on the bench of a technological revolution, it will basically alter the way we work, live, and relate to one another in all dimensions and the transformation will be unlike anything humankind has experienced before (Schwab, 2016). As he points out, humans cannot out rightly say how the Fourthrevolution will unfold but one thing is clear: the response to it must be that digitalization is integrated and comprehensive, involving all stakeholders of the global polity, from the public and private sectors to academia and civil society (Schwab, 2016). The Director of UNESCO's International Institute for Educational Planning once said that there has not been one ICT revolution but five which are (i) The Computer; (ii) The PC; (iii) The Microprocessor; (iv) The Internet; and (v) Wireless Links (Hernes, 2002) and Dr Hernesexpound it further thatthe realization that this development is much more than mere devices implies that it should be regarded as time-shift into a fresh revolutionary dimension. While such a transformation has many roots in current realities, it also possess the power to create capabilities for flexibility in learning for a largely unknown future.

As globalization and rapid developments in technology continue to transform working life, education systems have become more and more disconnected from the needs of global economies and societies. Today, non-formal education largely aims to meet the uniform talents needed by the mass production system required in the first and second industrial revolutions, however, the third and fourth industrial revolutions required the changes that will provide new productivity models for the needs of innovation economies and the necessary skills to create value (WEF, 2019). At the same time, education institutions have to adapt to the digital transformation process and the usage of the new technologies or the latest tool in order to re arrange the content of the education system and aim at providing the right tools and skills to prepare the workforce of the future (Bozkurt et al, 2021). On the other hand, educational content should be adjusted to include distance learning and face to face learning. Distance learning with the digitized environment will increase theoretical learning, while the second environment will be beneficial for practical skills. The new skills of the future require education in science, technology, engineering and mathematics, and digital skills (Gupta etc., 2021).
Digitalization in education system improves effective management of education to operate efficiently and proactively in term of adequate supervision of learners and regular assessment of studemts' activities in the classroom.it is the process of turning traditional methods of teaching such as paper document, sounds and more to a digital format that can be understood by students toward the achievement of educational goals and objectives (Falasteen, 2018). According to Akinyemi et al., (2022) it is a concept adopted to ensure the

innovative incorporation of modern technology and digital tools to assist the progress of teaching and learning and to create more room for remote learning.

Digital classroom

Digital classrooms are defined by using electronic devices or platforms such as social media, multimedia, and mobile phones to teaching and learning. With digital technology in education, today's educational landscape has altered for the better or improvements. Digital learning is a learning strategy that employs technology to fulfil the entire curriculum and allows students to learn quickly and rapidly (Oliver, 2005). The digital classroom entirely focuses on teaching via the use of technology in the sense that student use technological or internet-connected gadgets like lap- tops, tablets, Chromebooks, etc. instead of taking notes on what the teacher has taught and most of the curriculum is delivered to students online through an engaging and interactive platform. Despite its many facets, education is fundamentally a kind of communication. The internet has resulted in the rise of new communication channels, which have extended the options for the transmission and access to educational information, these media and virtual venues serve as teaching and learning facilitators (Grek, 2008). Educational applications and websites are used in digital classrooms to assist students in improving their learning experience. Feedback loops and technology are two critical components of a digital classroom. Feed- back loops are essential for students to obtain real-time feedback from their teachers. Teachers can use feedback loops to provide feedback de- pending on many factors such as student, lesson, group, etc. PPTs, video presentations, e-learning methods, online training, and other digital approaches are increasingly used in the teaching-learning process. Consequently, classroom instruction is becoming more participatory and Students may now learn many topics on their own by using internet resources and digital classrooms. In schools, colour charts, graphs, and models describe the finest instruction of the class. However, they are now considered old-fashioned methods of giving education. Education in the classroom is no longer restricted to reading books, writing on the blackboard to explain chapters and concepts, and taking notes in theirbooks (Ozdamli, 2021).

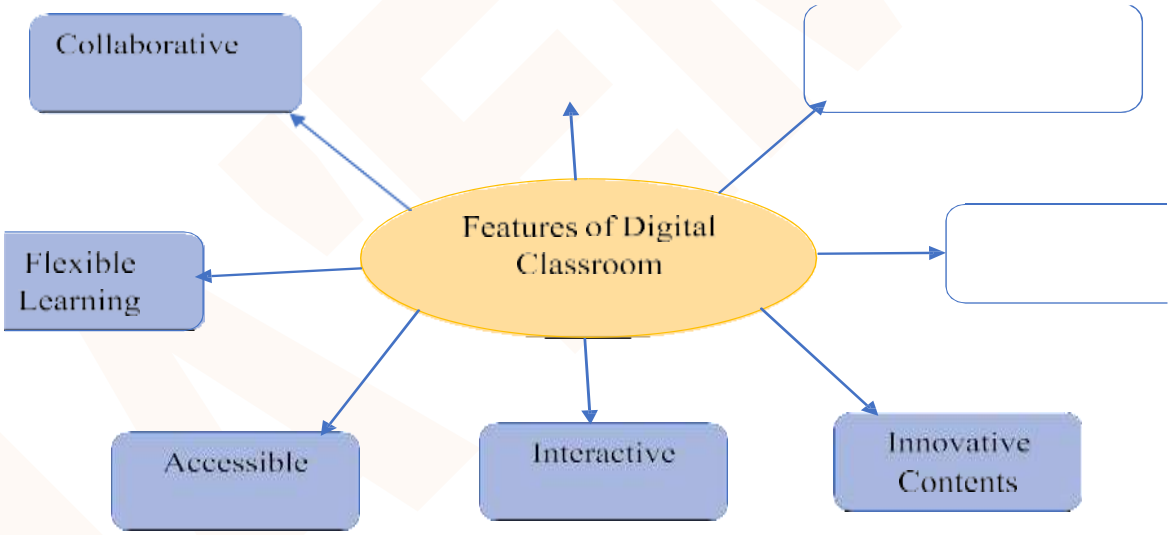


Fig. 1. Features of Digital Classroom adapted from Haleem et al. (2022)

Benefits of Digitalization

Obviously, digitalization offers a pathway to transform traditional teaching practices, engage students in meaningful learning experiences, and prepare individuals for success in a digitally driven world. By harnessing the potential of digital technologies and adopting pedagogical best practices, educators can create dynamic, inclusive, and innovative learning environments that empower students to thrive in the 21st century. Benefits of digitalization could include the following among others:

1. Personalized Learning: Digital tools enable personalized learning experiences tailored to individual student needs, interests, and learning styles. Adaptive learning platforms, online assessments, and data analytics can help educators customize instruction and provide targeted support to students. Also, the

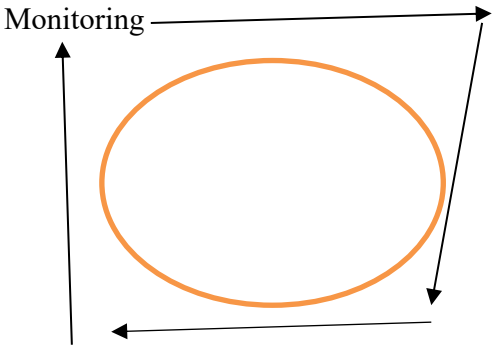
integration of electronic books and learning in the field of education demonstrates the growth of learning and the creation of the possibility for everyone to study anywhere and anytime (Arisoy, 2022).

2. Interactive and Engaging Lessons: Digital resources such as educational apps, interactive simulations, multimedia content, and virtual reality can make learning more interactive, engaging, and immersive. These tools can enhance student motivation, curiosity, and active participation in the learning process. (Gbeseovi et al., 2022)
3. Collaborative Learning: Technology enables collaborative learning experiences where students can work together on projects, share ideas, and communicate virtually. Platforms like Google Classroom, Microsoft Teams, and online discussion forums facilitate collaboration and communication among students and teachers. (Ogunode et al., 2023)
4. Accessibility and Inclusivity: Digital tools can improve access to education for students with diverse learning needs, disabilities, or geographical constraints. Features like closed captioning, screen readers, text-to-speech tools, and video subtitles can enhance accessibility and inclusivity in the learning environment.(Ogunode&Ndayebom,2023)
5. Real-World Connections: Digital resources allow educators to integrate real-world examples, global perspectives, and current events into their lessons. Virtual field trips, guest speakers via video conferencing, and online research opportunities can help students make connections between classroom learning and the world beyond. (Gbeseovi et al., 2022)
6. Data-Driven Instruction: Digital technologies provide valuable data andinsights on student's performance, engagement levels, and learning progress. Educators can use learning analytics, assessments, and feedback mechanisms to track student growth, identify areas for improvement, and adjust instructional strategies accordingly.
7. Professional Development: Pedagogical digitalization also involves ongoing professional development for educators to enhance their digital literacy skills, technology integration capabilities, and knowledge of effective pedagogical practices. Training programs, workshops, and peer learning communities can support teachers in using digital tools effectively in their teaching practice..(Ogunode&Ndayebom,2023)
8. Lifelong Learning: Digitalization of pedagogy promotes a culture of lifelong learning by providing opportunities for students and educators to access online courses, self-paced learning modules, and continuous skill development resources. This approach prepares individuals for the evolving demands of the digital economy and fosters a mindset of continuous growth and adaptation. (Gbeseovi et al., 2022).

Educational Planning

Educational planning has been variously defined by scholars. It connotes making rationale decision ahead of time on attaining educational objectives judiciously using the available resources. Adiele et al. (2017), defined educational planning as decisions taken by nations on the type of education, the curriculum, content, ideological base and goals to be attained using education. Educational planning is futuristic in approach because it aims at improving or changing existing situations. Hence, it encompasses taking decisions towards the future development of education.

Education is a continuous learning process through which members of a society acquire the requisite knowledge and skills to facilitate the effective performance of assigned social responsibilities (Ogunde et al., 2023), however the linking bridge that is concerned not only with where to go using education but how to get there and by what best route is educational planning. Adiele et al (2021) opined that education occupies a central position in the life of almost everybody. Individuals,households, corporate bodies and institutions are regularly involved in decisions concerning education. They are seemingly involved in "planning education" but are not educational planners. Educational planning is a specialized field of study requiring specialized knowledge and skill, therefore, an educational planner must undergo training to develop a planner's knowledge and skills in educational administration, economics of education, politics of education, educational statistics, demographic techniques, educational plant management, curriculum planning, education law, educational management information system etc as highlighted by Agabi (1999) in Adiele et al. (2021).



History of Educational Planning In Nigeria.

The history of educational planning in Nigeria has evolved over time, influenced by various factors such as colonial legacies, post-independence development goals, political changes, socio-economic challenges, and shifting educational priorities. Here is a brief overview of key signposts in the history of educational planning in Nigeria stated by Gbesoevi et al. (2021):

Colonial Era (Pre-1960s) Phase:

Before Nigeria gained independence in 1960, education was primarily under the control of British colonial authorities. The educational system was structured to serve the needs of the colonial administration, focusing on basic literacy skills and training a small elite class to assist in governance. The curriculum was largely tailored to Britisheducational standards, with limited opportunities for indigenous languages or cultural content.

Post-Independence Period (1960s-1970s)Phase:

After gaining independence, Nigeria embarked on a series of educational reforms to address the disparities inherited from the colonial era. The government aimed to expand access to education, promote national unity, and foster socio-economic development. The 1969 National Policy on Education outlined key principles and objectives for the educational system, emphasizing the promotion of Nigerian identity, the development of skilled manpower, and the eradication of illiteracy.

Oil Boom Era (1970s) Phase:

During the oil boom of the 1970s, Nigeria experienced increased revenue from oil exports, leading to significant investments in the education sector. The government focused on expanding educational infrastructure, increasing teacher training programs, and enhancing access to education at all levels. Structural Adjustment Programs (1980s-1990s) Phase: In response to economic challenges and pressures from international financial institutions, Nigeria implemented structural adjustment programs in the 1980s and 1990s. These programs led to austerity measures, budget cuts, and challenges in funding education, affecting the quality and accessibility of education in the country.

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Democratic Transition and Education Reforms (2000s-Present):

Nigeria's return to democracy in 1999 ushered in a period of education reforms aimed at improving access, quality, and relevance of education. The government introduced initiatives such as the Universal Basic Education (UBE) program, which aimed to provide free and compulsory basic education for all children. Various policies and programs have been implemented to address challenges such as high out-of-school rates, inadequate infrastructure, teacher shortages, and curriculum deficiencies. Efforts have also been made to strengthen technical and vocational education, promote digital literacy, and enhance teacher training.

Integration of Digitalization in Educational Planning in NIGERIA

Educational Planning is a future oriented concept that incorporates past history, present performance, and future direction to achieve educational mission and objectives" (Richardson, Jenkins &Lemoine 2017). Even the realization that integrating technology into the educational process is not a simple, one-step activity. It is an intricate, multifaceted process that involves a series of deliberate decisions, plans, and measures which includes the identifying educational areas for ICT intervention and formulation of corresponding ICT-in-education policies, planning for implementation in line with infrastructure, hardware, ICT-enhanced content, personnel training, and cost. (Infodev, 2007) Until recently, discrete 'ICT and Education' policies and plans have made good sense but is no longer true because today's requirement is for Education Plans and Policies that absolutely acknowledge the centrality of, and are fully focused upon, Digitisation(Uys&Douse, 2017).

The educational planners in Nigeria should embody in their mandate the recognition that 'education' now means 'education in the context of ICT' .That is the key factor in optimising educational planning and management in the Digital Age – the realisation that the 'Digitisation of Education' is 'Education'. Consequently, there is a current call for a systematic, consultative process to formulate and policies related to, and plan for, the deployment and use of educational technologies or even a wider policy formulation and planning process that looks at broader developmental and education goals, and then seeks to investigate and articulate how and where the use of ICTs can help meet these objectives (World Bank, 2016). Of course, as ever, education should be focused upon the learner – skills development starts at birth and is lifetime long . Digitalization empowers that focus to be significantly more effective, just as it involves the world of that child/learner becoming more complex, challenging and, hopefully, enjoyable and fulfilling (Uys&Douse, 2017). Accordingly, the task now is to delineate and integrate aspirations, priorities, strategies, programmes, plans, activities, costs, inputs, responsibilities and appropriate mechanisms for education in the Digital Age.

Throughout its history, Nigeria has navigated a complex landscape of educational planning, policy development, and implementation to address the diverse needs of its population and drivesustainable development through quality education. Gbesoevi et al. (2022) asserted that Continualefforts to reform the education sector, improve access, enhance quality, and ensure inclusivity will be critical for Nigeria's socio-economic advancement and human capital development in the future. On the other hand, digitalizationwhich refers to the integration of digital technologies into teaching and learning practices to enhance educational outcomes, engage students, and adapt to the demands of the digital age. Gbesoevi andAdeleke (2021) also pointed out that, looking back at the recent past, there is a revolutionary change where new pedagogies are finding a way to replace age-old methods of teaching and learning thereby reinforcinglearner-centric approaches, increased use of technology and integration of eclectic delivery platforms have created a new ecosystem of education.In the context of Nigeria's educational system, it is necessary to submit that digitalization will presents an opportunity to enhance the delivery of education, improve student engagement, and foster innovative teaching methods.

By leveraging on digital tools such as interactive learning platforms, educational apps, virtual reality simulations, and online resources, educators can create dynamic and personalized learning experiences for students. This process involves more than just using technology in the classroom; it encompasses a thoughtful and strategic approach to leveraging digital tools to transform teaching methods, student experiences, and overall educational processes. Equally too, the inclusion of the use electronic book is a book in digital form, consisting of texts and images and readable on a computer or other electronic devices will improve the educational system.(Gbesoevi et al, 2022).

3 ways technology can enhance planning

Ways digitalization transforms educational planning

As an integral element in planning for a great digital-based leap forward, the inequalities and injustices within and between nations must be a major consideration as the global school requires basic access to digital technologies and an ability to use these. And, within education, the humane vision should be embodied in systemic, school and classroom arrangements. As a forthcoming World Bank Group (2018) report makes clear, the 'learning crisis is a moral crisis' and overcoming digital as well as other disparities will "better equip people to solve real world problems in their communities and beyond" (Broadband Commission for Sustainable Development, 2017).

1. Technology can improve efficiency in the planning and management of education systems, including more equitable use of resources.

In countries worldwide, IIEP's technical teams are seeing how technology can boost an Education Management Information System – or EMIS - the most important source of educational data. Technology can support everything from the collection, integration, processing, and maintenance, to the dissemination of data and information to improve decision-making, analysis, and policy formulation. EMIS is also key to monitoring progress toward educational goals and targets, both at the national and international levels.

Technology can also help create projections and modelling to manage the allocation of human and material resources. It can help planners find gaps in access to resources (e.g. teacher gaps in rural contexts) and fill them effectively and can help with time management. Tools such as **context-specific school calendars**, taking into account environmental and social variables (e.g. rainy seasons and harvest times) help to promote equity.

2. Technology can enhance transparency in the functioning of education.

Technology can provide open access to relevant information about how an education system functions, such as student performance reports. It can help construction **open overnment** where stakeholders can participate in formulating public policies and monitoring.

3. Technology can boost professional development.

Just like for teachers, technology is also used for the professional development of planners. Online learning platforms and communities of practice can provide resources that support peer-to-peer learning, the acquisition of new skills, and the **dissemination of best practices**.

These examples illustrate how digital tools in education reach far beyond classrooms. It can help planners do their jobs better and more efficiently, offering new pathways to improving educational quality and equity, now and in the future.

However, as the GEM report on technology and education explores, clear objectives and principles are needed to ensure that the use of technology avoids harm. To do this, it is crucial to understand some of the key challenges facing the integration of technology and its appropriate use in education today.

1. Learning Management Systems (LMS): Automate course management, assignments, and grading.
2. Data Analytics: Use data to inform planning decisions, track student progress, and identify areas for improvement.
3. Online Resources: Utilize digital textbooks, educational software, and online libraries.
4. Virtual Classrooms: Facilitate remote learning and collaboration through video conferencing tools.
5. Artificial Intelligence (AI): Implement AI-powered adaptive learning systems, chatbots, and virtual assistants.
6. Digital Assessments: Conduct online quizzes, exams, and assessments with instant feedback.
7. Collaboration Tools: Utilize digital platforms for teacher-student and student-student collaboration.
8. Professional Development: Provide online training and resources for educators to enhance digital literacy.
9. Student Information Systems: Manage student data, attendance, and performance digitally.
10. Accessibility: Ensure equal access to digital resources for all students, including those with disabilities.

By integrating digitalization into educational planning, institutions can:

- Enhance student engagement and outcomes
- Improve teacher efficiency and effectiveness
- Increase accessibility and equity
- Support data-driven decision making
- Prepare students for a digital future

Challenges:

1. Infrastructure Limitations: Inadequate access to reliable internet connectivity, electricity, computers, and digital devices in schools hinders effective integration of technology in education.
2. Digital Skills Gap: Limited digital literacy among teachers and students poses barriers to effectively utilizing technology for learning and teaching purposes.

3. Content Relevance: Ensuring that digital content aligns with local curriculum requirements, cultural sensitivities, and educational objectives is essential for meaningful integration.
4. Privacy and Security Concerns: Safeguarding student data, protecting online privacy, and ensuring cybersecurity measures are in place are critical considerations in a digital learning environment.
5. Funding Constraints: Insufficient funding allocation for technology procurement, infrastructure development, and teacher training initiatives can impede the successful implementation of pedagogical digitalisation efforts. Equally too, despite the vast potential of pedagogical digitalisation, Nigeria faces several challenges in effectively implementing digital technologies in education. These challenges include inadequate infrastructure, limited access to technology in schools, gaps in digital literacy among teachers and students, and affordability issues for low-income populations. Addressing these challenges requires a concerted effort from government authorities, educational institutions, and technology providers to bridge the digital divide and ensure equal opportunities for all students. Potential Impact of Educational Planning and Pedagogical Digitalization on Improving Access to Quality Education and Enhancing Teaching and Learning Processes Gbesoevi et al (2022), planning and integration of Information and Communication Technology (ICT) plays a significant role in impacting education in modern scenarios. Effective educational planning and the integration of pedagogical digitalisation play crucial roles in improving access to quality education and enhancing teaching and learning processes. By strategically designing education policies, leveraging digital tools, and fostering innovation in pedagogy, countries like Nigeria can address educational disparities, broaden access to learning opportunities, and enhance the overall quality of education for students and educators. Improving Access to Quality Education:

1. Addressing Educational Disparities: Educational planning can prioritize resources to bridge the gap between urban and rural areas, underserved communities, and marginalized populations, ensuring equitable access to quality education for all students.
2. Enhancing Infrastructure: Through strategic planning and investment, educational institutions can improve infrastructure, including classrooms, libraries, laboratories, and digital resources, to create conducive learning environments that support student achievement. 3.Promoting Inclusive Education: Educational planning efforts should focus on inclusive practices that cater to the diverse needs of learners, including those with disabilities, special learning requirements, or those in remote areas, ensuring that no student is left behind. 4.Strengthening Teacher Training: By investing in professional development programs and pedagogical training, educators can enhance their teaching competencies, adapt teaching strategies to meet student needs, and effectively integrate digital tools into their instructional practices

Conclusion: Into Digital Age Educational Planning

The supreme task of educational planners, once the transformative consequences and potential of digitisation are understood, is to facilitate the utter reshaping of learning and teaching for our times, and for times to come, locally, nationally and worldwide. Their task may no longer be limited to securing implementation but it necessarily extends to facilitating continuous experimentation and perpetual innovation. Certainly, the international dimension and the informal learning dimension are paramount. Digitisation, symbolised by the global school, signals a sharing of learning experiences and a coming together of classroom cultures. Schooling will resume its true role of drawing out: less a process of work-preparation and student-comparison, more one of creative stimulation and enjoyable interaction, distributed across the globe.. Whether it be of and for a street school or an open university or a low-income country (or all nations generally), the common planning task remains as ever was, save that powerful weapons of mass instruction and universal inspiration are now available to enable education to come to pass more effectively and entirely equitably and completely convivially. As with teachers, digitisation will enable those who plan education to learn by doing in an ever-changing environment, much as the pre-school child or the post-doctoral student is enabled to enjoy grappling in stimulating situations where even that what is being learned and done is changing. y investing in comprehensive planning strategies and embracing digital technologies, Nigeria can equip its students with the skills and knowledge needed to succeed in the digital age. Through collaborative efforts and a commitment to innovation, Nigeria has the opportunity to transform its educational landscape and pave the way for a brighter future for generations to come.

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