The needs for projection and simulation in Policy Planning

- Study the situation and provide possible outcomes and alternatives
- Forecasting resource need for proper allocation
- Response to the policy change
- Impacts of policy change

It becomes essential for today dynamic society and integral part of the modern planning process.

Process of planning

- Define the policy objectives
- Transform objectives/goals into measurable targets
- Develop indicators to monitor/assess the targets
- Prioritize the indicators need to be produced
- Identify the data need and sources to produce the indicators
- Prepare schedule and workplan to collect the data

Process of planning

- Carry out the data collection and produce the indicators
- Analyze the information and prepare the different policy options/scenarios for the best outcomes
- Take the necessary policy action(s) to respond the needs and changes

Objectives of EFAPM

- To achieve national EFA goals
- Feasible and affordable strategies/plans
- Proper allocation and utilization of resources
- Estimate need for future
- Resources
  - Financial and Human
- To analyze how the education subsectors are functioning at present.
- To identify possibilities of improving the functioning of the subsectors through more cost-efficient utilization of resources.
- To make projections of likely and desired future developments.
- To assess the resources and inputs needed in future in order to attain the national EFA objectives and targets.
- To develop and compare alternative strategies and explore their feasibility.
- To set implementation priorities, and decide on definite programmes and strategies to be included in the Education Development Plan.
Type of users

A the planners who operate the model and produce the analysis and projection information
- good working knowledge of Excel
- Familiar with education planning techniques and terminology
- good knowledge and understanding of the functioning of the education subsectors of their country

B the planners and the policy persons who use the analysis and projection information produced by the model.
- Sound knowledge of analytical and interpretation skill
- good knowledge and understanding of the functioning of the education subsectors of their country

Designing the scenarios (Base, projection)

- Base Scenario: the structure of the subsector as it is in the base year; and it assumes that the subsector continues to function as in the base year, i.e. throughout the entire plan period all independent variables remain as in the base year.

- Projection Scenarios which show the effects and implications of reform and development measures are obtained by changing the decision variables. The independent variables express the objectives and targets to be reached during the plan period.

Subsector and sub-model

Subsectors
- Formal Basic Education
- Preschool
- Nonformal (Out of school children and youth)

Sub-models
- Pupil sub-model
- Teacher sub-model
- Expenditure sub-model
Its components (contents)

- EFAPM comprises 12 sheets (stretching over 60 pages)
- Seven sheets for the Formal Basic Education model:
  - Projection-Sheet 1: Projection of "Total"
  - Projection-Sheet 2: Projection of "Girls"
  - Projection-Sheet 3: Projection of "Boys"
  - Summary-Sheet 1: "Summary-Enrolment"
  - Summary-Sheet 2: "Summary-Schools"
  - Summary-Sheet 3: "Summary - Budget "
  - Summary-Sheet 4: "Program-Budget"

- Two sheets for the Preschool Education model:
- Seven sheets for the Formal Basic Education model:
- Two sheets for the Non-formal Education (Out-of-school children and youth) model

- Projection-Sheet 1: Projection of "Preschool"
- Summary-Sheet 1: "Summary-PreSch"
- Projection-Sheet 1: Projection of "NFE"
- Summary-Sheet 1: "Summary-NFE"
### Brief demonstration of EFAPM

- Policy makers require not only static information but also dynamic information.
- Policy needs to be sensitive and require instant response.
- There is a MUST to build the capacity to facilitate these needs.

### Limitation and its practical usage

- Data availability
- Data consistency and integrity
- Need to adapt/customize to have country specific model
- Require careful review and verification
- Can be done by self-learning, however, actual development may require proper guidance and expertise
- Lack of graphical presentations for clear and vivid interpretation and analysis

### Capacity building for Educational Planning

**Needs**

- Policy makers require not only static information but also dynamic information.
- Policy needs to be sensitive and require instant response.
- There is a MUST to build the capacity to facilitate these needs.

**Challenges**

- Not so difficult but not easy too – Require intense experience and INTEREST
- Garbage IN Garbage OUT
- How to use and utilize is more important than how to operate

### Determining country needs

- Do you think the tools like EFAPM would become necessary for today dynamic planning environment?
- Do you use similar kind of planning tool (EFAPM) to facilitate the educational planning at your country?
- Do you use these kind of planning tools only at central level or provincial and local level too?
- Does your Ministry have capacity to operate and analyze this kind of planning tools?
- In your country, are there any expertise, institutions, agencies can be exploited for training, material development, funding for building capacity in this area?
- What are the main constraints for developing and using this kind of planning tools?

### References and further reading

Acknowledgement

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