Presentation by the Ministry of Education in Nepal on the lessons learned and outcomes of the collaboration under the Data Must Speak initiative

Prepared for the GPE Webinar

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Kathmandu, Nepal
CONTEXT
### Indicator Data

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<tbody>
<tr>
<td>Net Intake Rate (in Grade 1)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>73.0</td>
<td>95.2</td>
<td>96</td>
<td>100</td>
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<tr>
<td>Net Enrolment Rate (Grade 1-5)</td>
<td>0.9</td>
<td>32</td>
<td>64</td>
<td>80.4</td>
<td>96.9</td>
<td>98.5</td>
<td>100</td>
</tr>
<tr>
<td>Survival rate to grade 5 (national)</td>
<td>-</td>
<td>-</td>
<td>38</td>
<td>63.1</td>
<td>87.0</td>
<td>96</td>
<td>100</td>
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</table>
Despite significant gains over the last decade in terms of enrolment and expansion of the education system, those gains are not distributed equally across geographical areas and groups within its population.

- Educationally deprived children mainly live in the southern plains (Terai) and the mid/far-western Mountains (Karnali).
- A large part (25%) of all out-of-school children (5-16 years) originates from 6.5% of all districts in the Terai.
Average years of schooling by ethnicity & location

Sources of data: Afghanistan MICS 2010; Bangladesh DHS 2011, Bhutan MICS 2010; India DHS 2005; Nepal DHS 2011; Pakistan DHS 2006
DATA MUST SPEAK
INITIATIVE IN NEPAL
TIMELINE

- Kick-off workshop in Kathmandu in February 2015
- DMS Action Plan developed and embedded within the Sector’s Thematic Working Group on M&E and Education Management Information System (EMIS)
- Baseline Analysis validated by Technical Working Group
- Activities foreseen:
  - Development of Equity Index
  - Development of School and District Profiles
  - Application of RapidPro to improve data management and feedback
  - Inclusion of out of school children and children with disabilities in EMIS
  - Review of Sector Analysis for the Education Sector Plan
- Follow up mission to New York in November 2015
- Follow up mission on the equity index and workshop on the school report cards in Nepal in 2016
NEW TECHNOLOGIES FOR DATA COLLECTION & FEEDBACK - POST-EARTHQUAKE

- SMS-based initiative, using RapidPro
- 1,300 teachers participating
- Providing information and gathering feedback
- 9,000 text messages received from teachers, providing a snapshot of the education situation in their schools
EXAMPLES OF APPLICATION DURING THE 2015 EARTHQUAKE

HARDEST THING ABOUT TEACHING AFTER THE EARTHQUAKE

- Students are scared, 20
- No permanent classroom, 51
- Livelihood related priorities, 13
- No learning materials, 12
- Others, 3
CONSOLIDATED EQUITY STRATEGY

The main objectives of this strategy are to reduce the current disparities in:

(i) access ii) participation/survival and (iii) learning outcomes for children in basic and secondary public education in Nepal.

The strategy presents a two-fold approach in meeting these objectives:

- The Development of a composite Educational Equity Index, at district and sub-district level, using both EMIS and HHSs (population census) data.
- A consolidation and further targeting of current strategies deployed by the Government and Development Partners (including I/NGOs and CSOs) to strengthen an equity/need based approach.
# ACCESS, SURVIVAL AND LEARNING INDEXES

<table>
<thead>
<tr>
<th>What is measured?</th>
<th>Access</th>
<th>Survival</th>
<th>Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment ratio (age 6-12)</td>
<td>Survival rate (grade 1-8)</td>
<td>SLC pass rate</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>What dimensions are considered?</th>
<th>Gender, location, dalit/non-dalit, disability, wealth, mother’s education</th>
<th>Gender, location, dalit/non-dalit, disability</th>
<th>Gender</th>
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| What is the source of data?     | DoE EMIS & Census                                                      | DoE EMIS                                   | MoE EMIS |

The Equity Index reflects both education outcomes & inequity in outcomes
USE OF THE INDEX

- At national level, to inform national planning and budgeting
  - Identify districts in need of targeted support (resources) to reduce inequity in outcomes.
  - Identify those dimensions of inequity (ethnicity, gender, location, etc.) that are most pronounced to inform policy making.
  - Identify districts that have low outcomes and equity but higher than average resources that need more pedagogical support / monitoring.
  - Identify outliers with high outcomes and equity and low resources to document and share good practice.

- At district and sub-district level, to inform sub-district and local level planning and budgeting
  - Local level equity indices are developed for targeted districts to inform analysis and local level Equity Strategy Implementation Plans (ESIPs)
STATUS OF 75 DISTRICTS (EQUITY INDEX)
ANALYSIS OF DISPARITY IN EDUCATION

Districts ranked by dominant drivers of disparity in survival rates

- Caste/ethnicity: 42 districts
- Geography: 25 districts
- Gender: 8 districts
SCHOOL AND DISTRICT PROFILES

Purpose of School Profiles:

- Inform district and national-level planning
- Inform district and national-level budgeting
- Inform School Improvement Plan (SIP) development
- Improve accountability to parents and the wider school community
- Improve EMIS data reliability through increased application

The Government has developed School, VDC and District Report Cards and undertaken efforts to introduce but was not able to institutionalize the use of report cards.
DRAFT SCHOOL PROFILE, EXTRACT
NEXT STEPS

School profiles
- Pilot testing in 450 schools, including exploring of paper version, web-based dissemination and development of app, followed by assessment
- Finalize the dissemination strategy
- Embedding the school report card in IEMIS
- Scale-up based on assessment and dissemination strategy

Equity Index
- Development of the local level ESIPs, to inform the local level plan, contributing to the national results
- Integrating the equity index in EMIS
- Explore the use of the equity strategy for further need-based resource allocation
LESSONS LEARNED
CONCLUSION

The Data Must Speak initiative has been effective because it:

- Was planned over a sufficiently long time period, allowing the experts to establish a working relation with key people within the system
- Allowed for contextualized work areas developed jointly in country to fit the country context and priorities
- Combined international expertise with expertise in country by deploying TA in Nepal to link with the DMS team
- Had a strong in country development partner in UNICEF that ensured ownership fully remained with the Government of Nepal

The achievements have contributed to key strategies in the development of the new education sector plan and the identification of indicators for the GPE program implementation grant, thereby being embedded and sustainable
LESSONS LEARNED

Lessons learned in terms of further strengthening the impact of the project include:

- Changing Governance structure, introduction of decentralization: need to adapt to a new context, use of data is an opportunity to strengthen local governance
- Need for further strengthening of institutional arrangements and capacity of EMIS
- More direct/earlier engagement and exchange of experience and knowledge between key staff involved across the participating countries would have been useful
THANK YOU!