



DATA MUST SPEAK:

EQUITY & EDUCATION
IN NEPAL



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

Presenters:

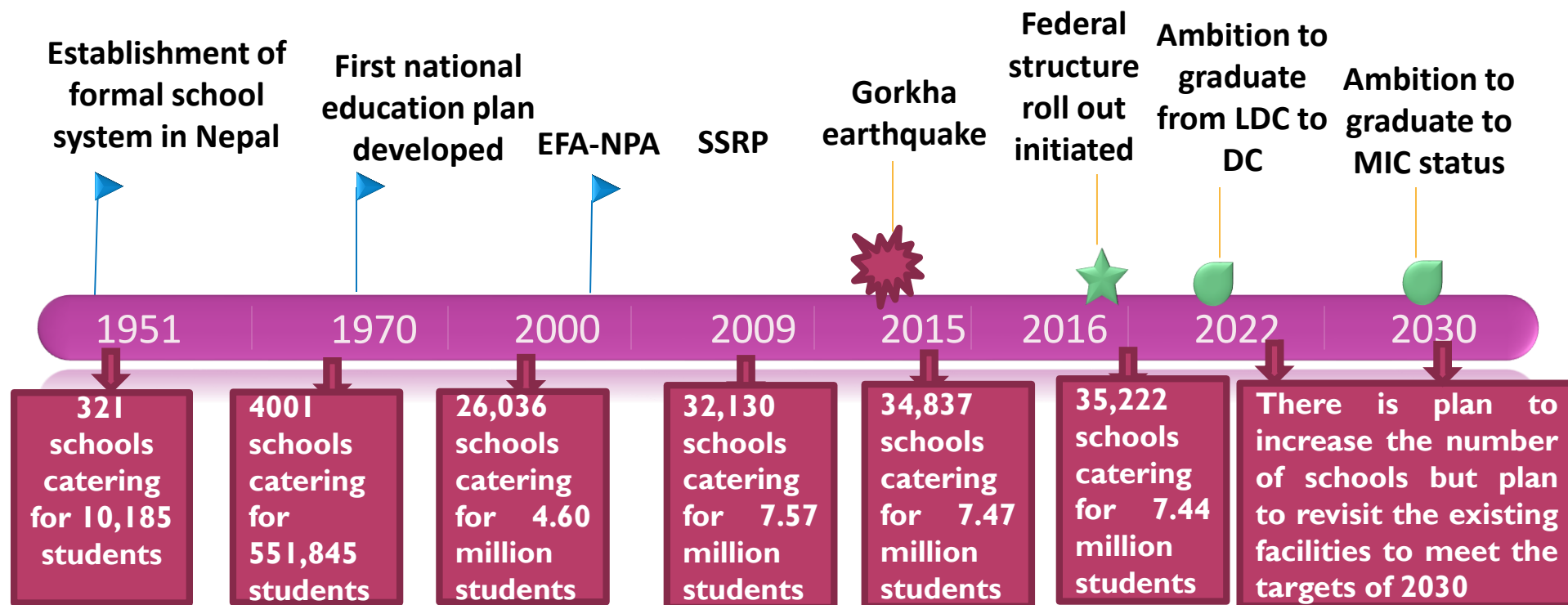
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27 July 2017
Kathmandu, Nepal

CONTEXT

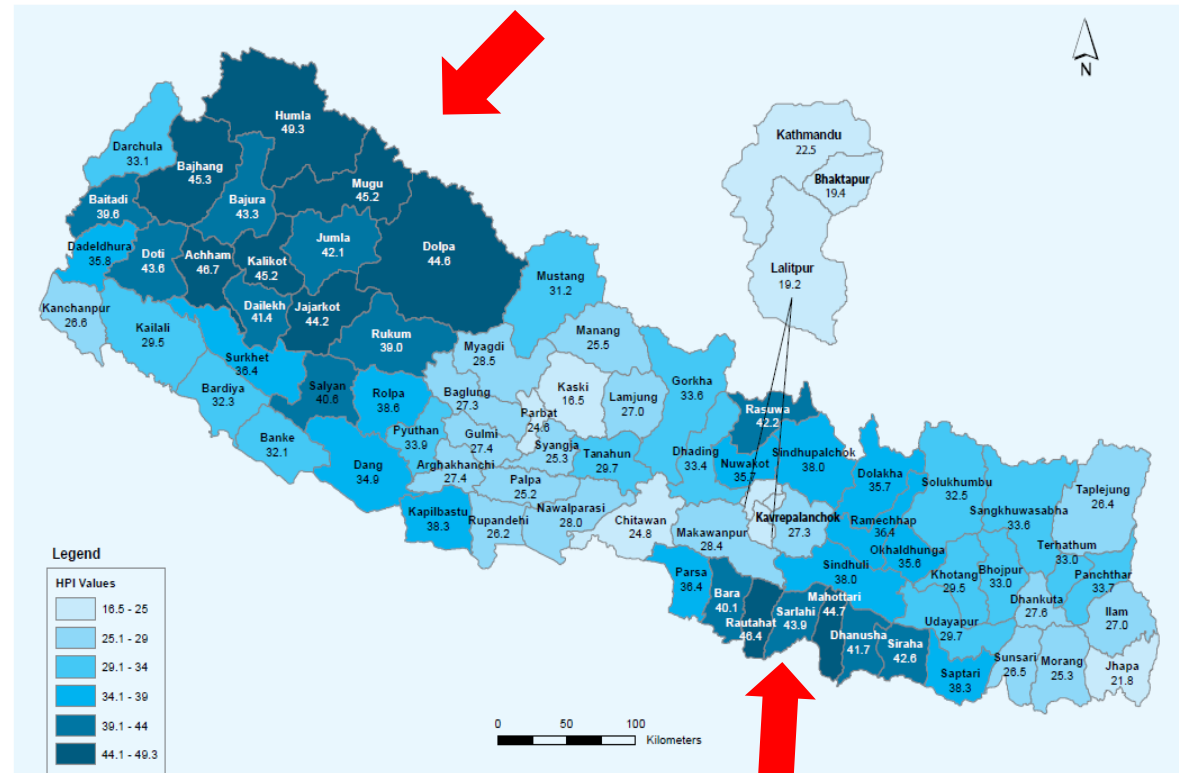
SCHOOL EDUCATION SECTOR PROGRESS



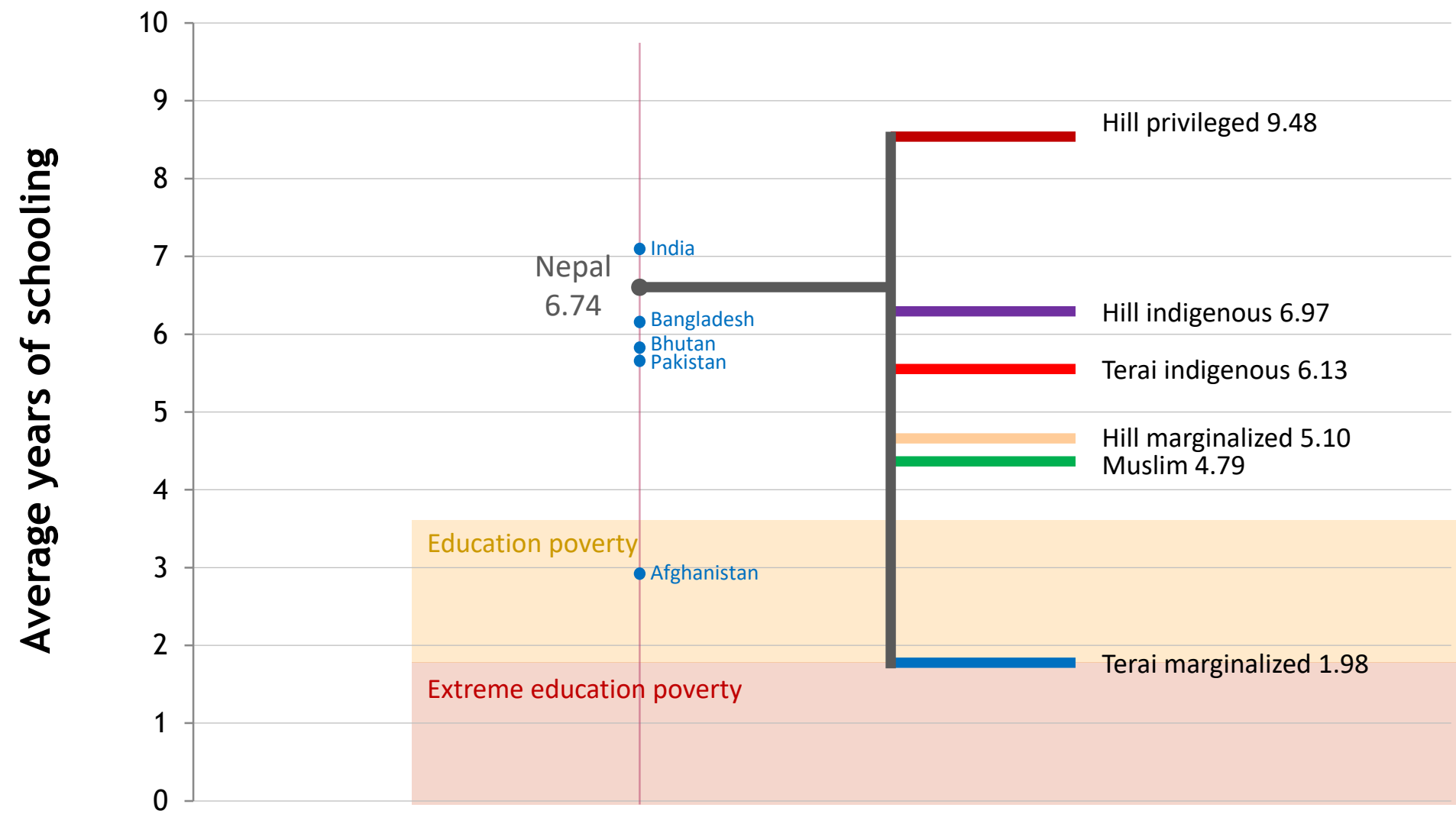
Indicator	1951	1970	1990	2000	2016	2021	2023
Net Intake Rate (in Grade 1)	-	-	-	73.0	95.2	96	100
Net Enrolment Rate (Grade 1-5)	0.9	32	64	80.4	96.9	98.5	100
Survival rate to grade 5 (national)	-	-	38	63.1	87.0	96	100

NEED FOR EQUITY STRATEGY

- 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

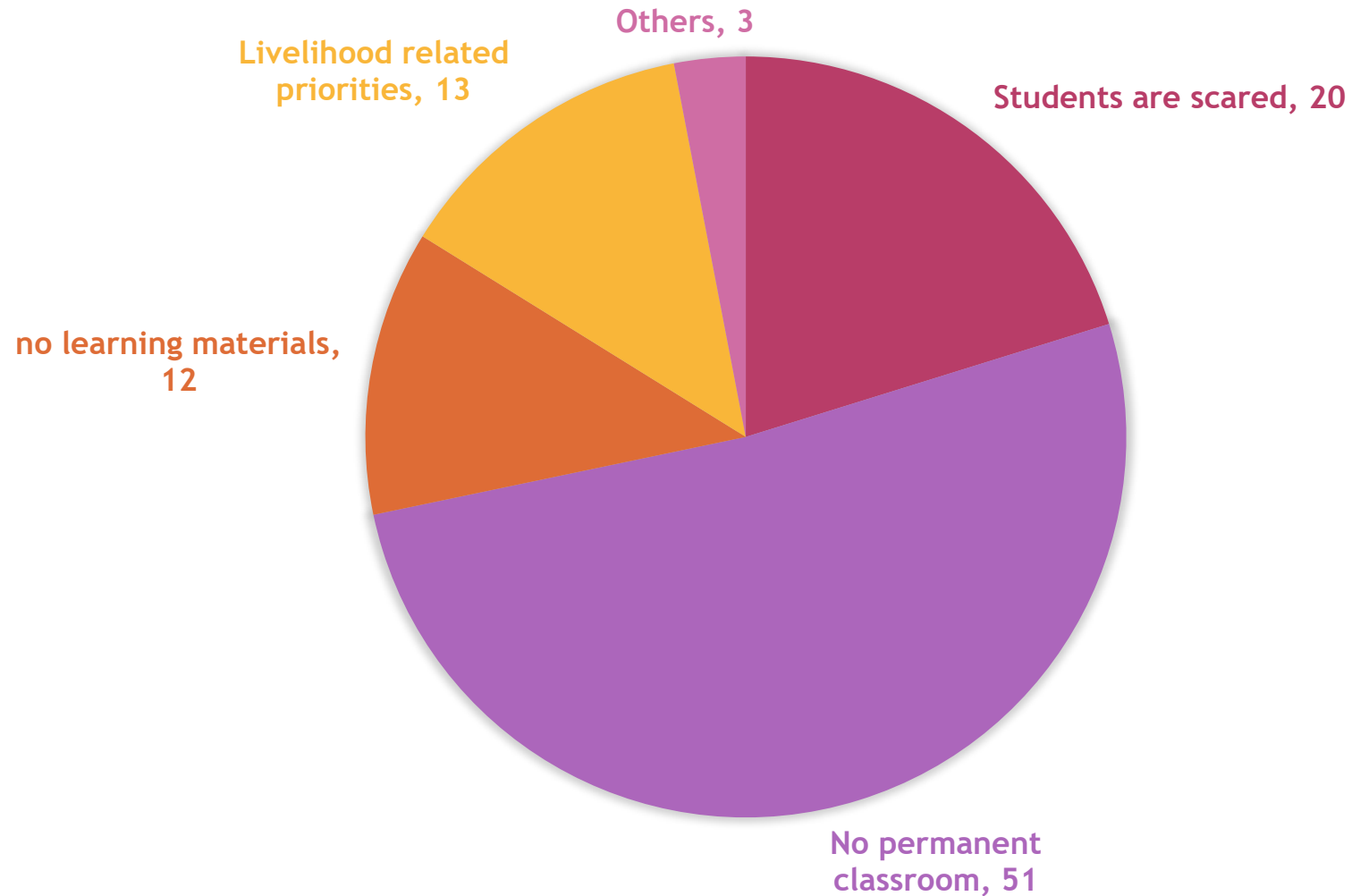
NEW TECHNOLOGIES FOR DATA COLLECTION & FEEDBACK - POST-EARTHQUAKE



- ◉ 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



CONSOLIDATED EQUITY STRATEGY

◉ Consolidated Equity Strategy for the School Education Section

Approved December 2014

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

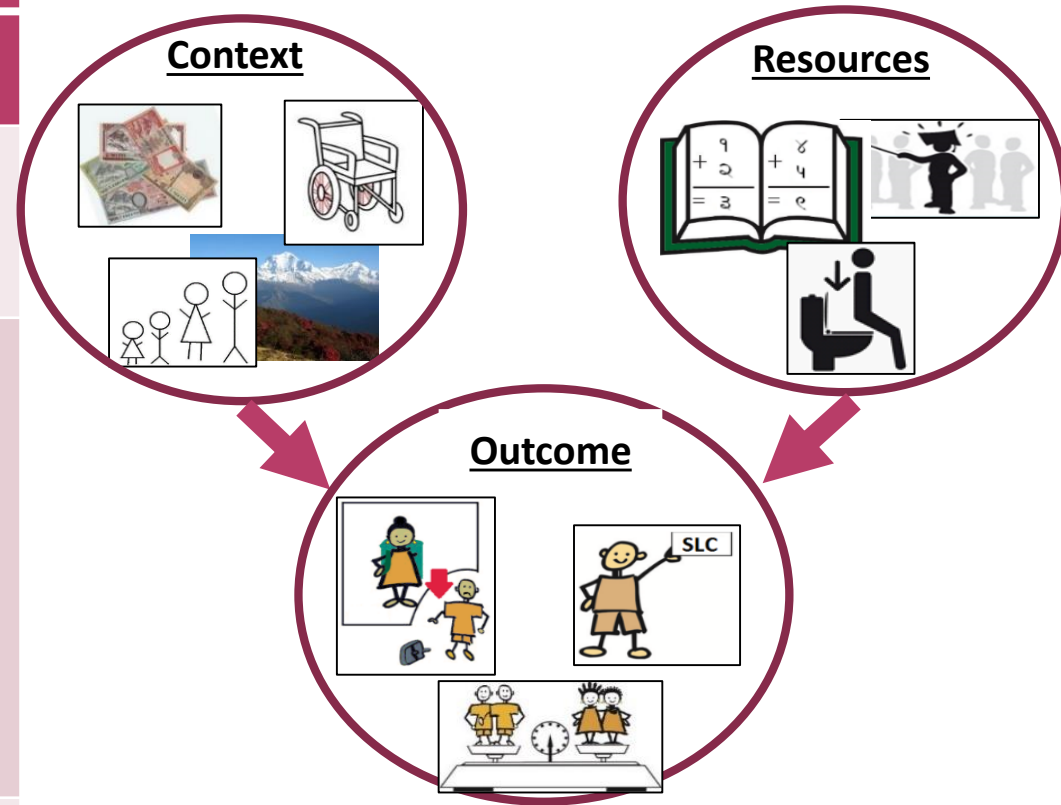
(i) access ii) participation/survival and (iii) learning outcomes for children in basic and secondary public education in Nepal.

◉ 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

	Access	Survival	Learning
What is measured?	Enrolment ratio (age 6-12)	Survival rate (grade 1- 8)	SLC pass rate
What dimensions are considered?	Gender, location, dalit/non-dalit, disability, wealth, mother's education	Gender, location, dalit/non-dalit, disability	Gender
What is the source of data?	DoE EMIS & Census	DoE EMIS	MoE EMIS

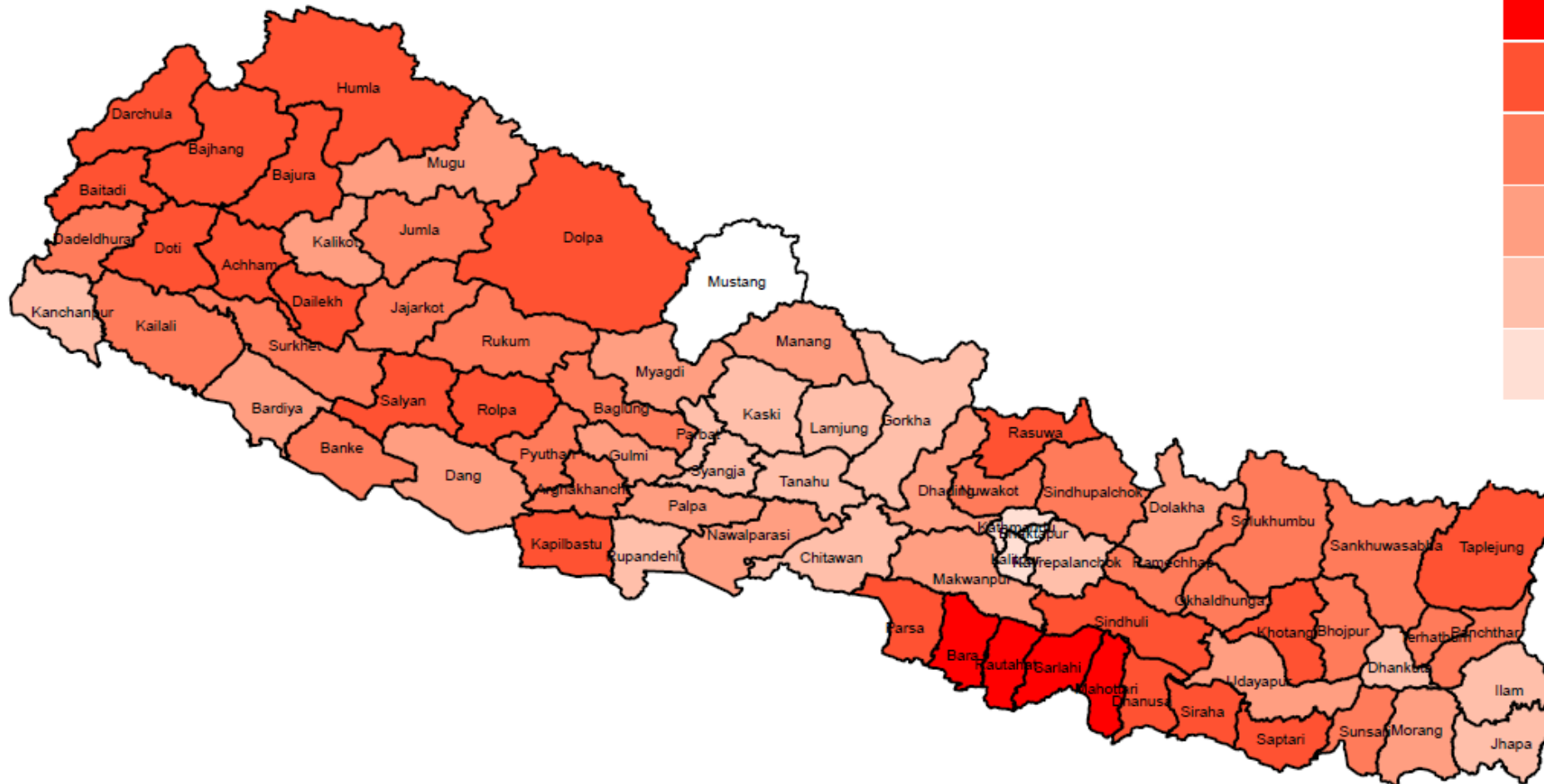
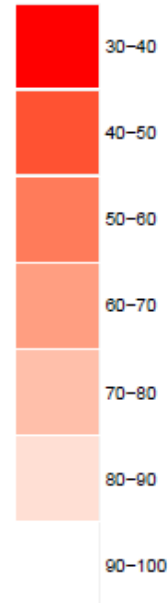
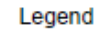
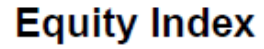


The Equity Index reflects both education outcomes & inequity in outcomes

USE OF THE INDEX

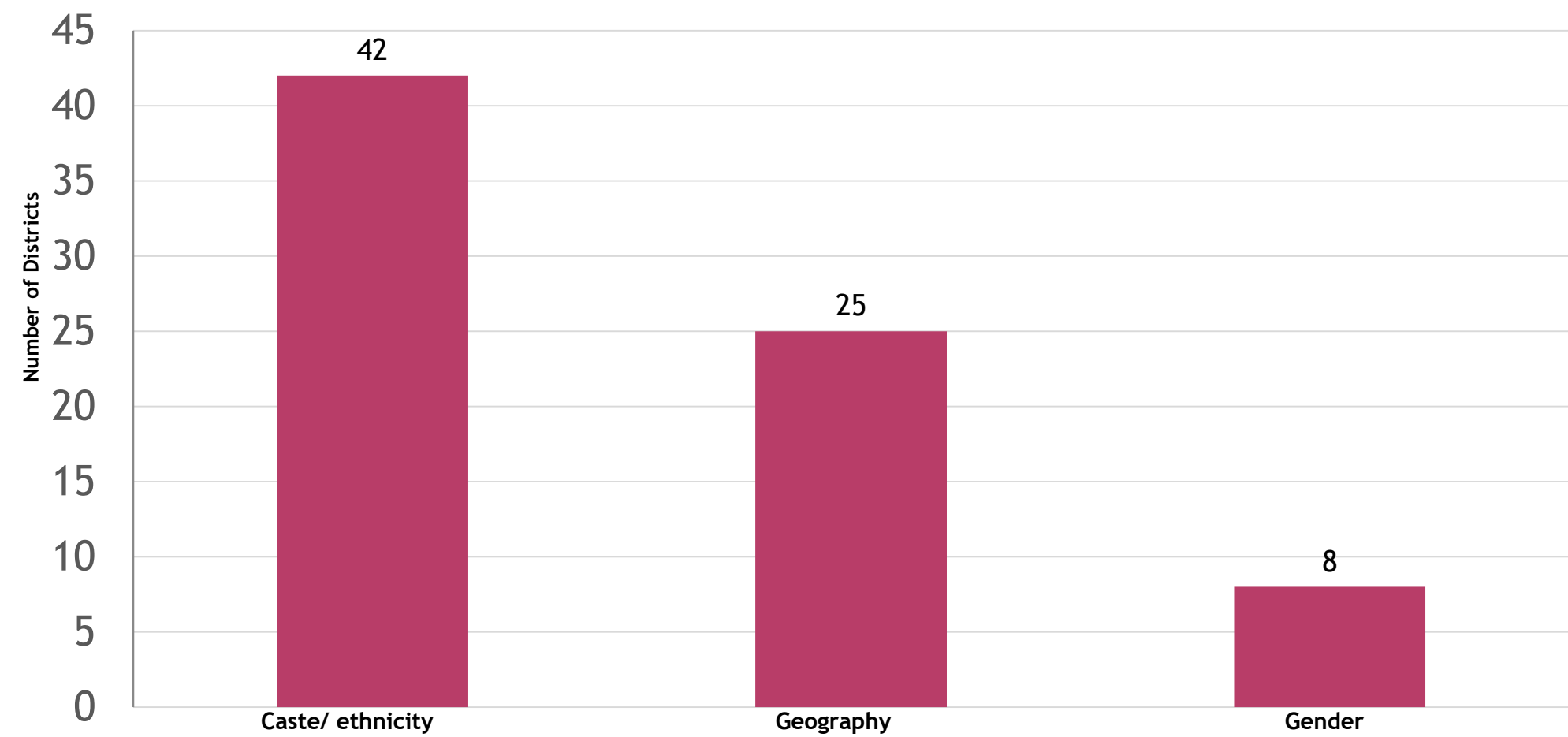
- ◉ **At national level, to inform national planning and budgeting**
 - Identify districts in need of targeted support (resources) to reduce inequity in outcomes.
 - Identify those dimensions of inequity (ethnicity, gender, location, etc.) that are most pronounced to inform policy making.
 - Identify 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



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



SCHOOL REPORT CARD Ma Vi Tulsipur Dhanauri School code 560050006 Year 2073



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

A close-up photograph of two young children. The child in the foreground is wearing a purple and green plaid shirt and has a red tilak on their forehead. The child behind them is wearing a dark shirt and also has a red tilak on their forehead. A hand is visible in the background, resting on the child's head. The text "THANK YOU!" is overlaid in the center.

THANK YOU!