# Session 10

# Collective Efforts in Monitoring Education 2030: Country Experiences

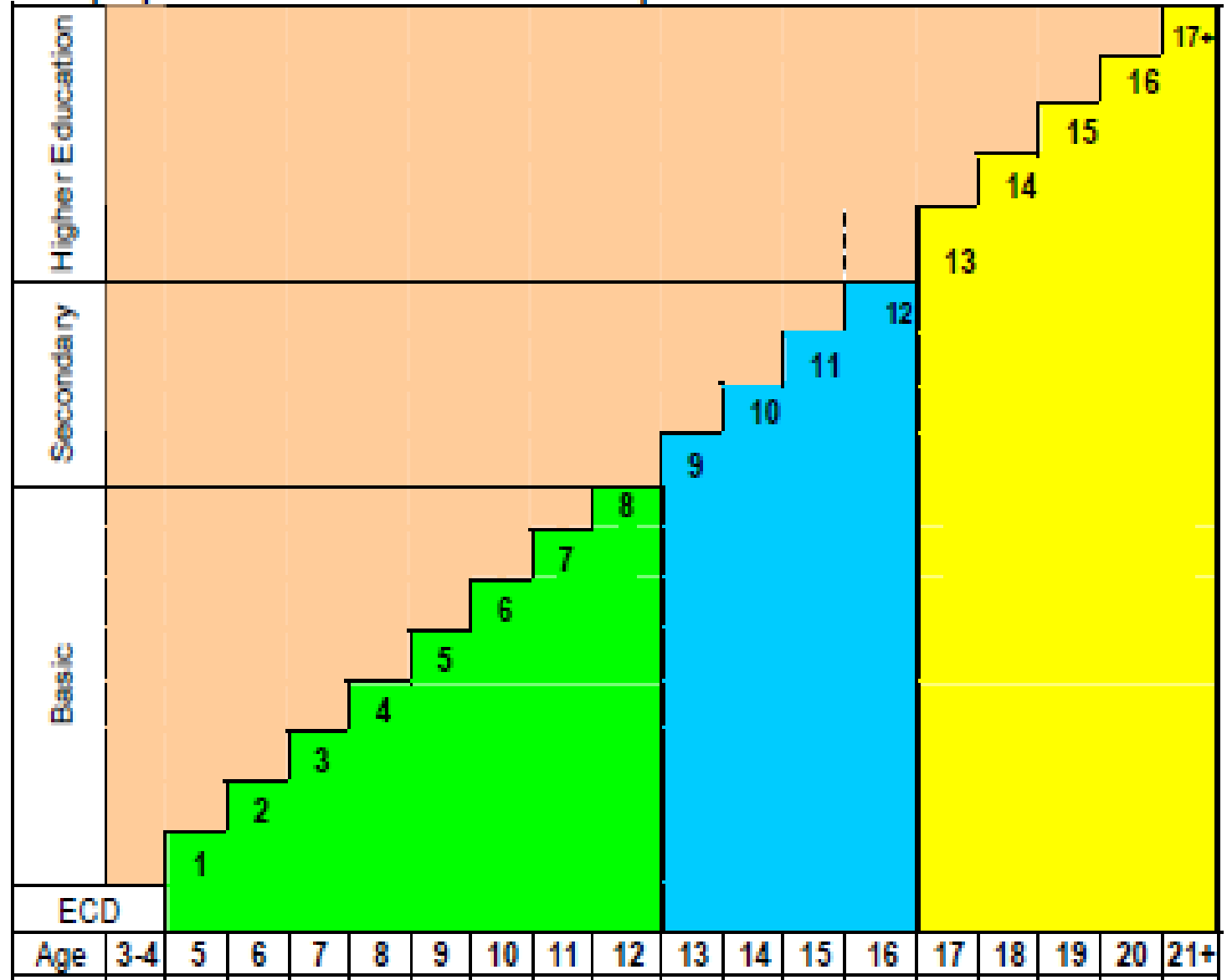Day 2: 26 November, 2015

14:45-15:30 (45 minutes)

# NEPAL

# Monitoring and Evaluation in education

Ministry of Education

Nepal

# I. Overview of education structure

- Early Childhood Program (3-4 years age) /Pre-Primary Education (4 year age): 2/1 years
- Basic Education (5-12 years): 8 years
  - Primary education (5-9 years): 5 years
  - Lower secondary education (10-12 years): 3 years
- Secondary Education (13-16 years): 4 years
  - Secondary education (13-14 years): 2 years
  - Higher secondary education (15-16 years): 2 years
- Higher Studies
  - Bachelor's Degree (Three to five years)
  - Master Degree (Two years)
  - M. Phil. ( One and half year)
  - PhD (Three to five years)
- Technical and Vocational
  - 15 and 29 months TSLC
  - 3 years Diploma programs

| | Higher Education | | | | | | | | | | | | | 13 | 14 | 15 | 16 | 17+ |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Secondary | | | | | | | | 9 | 10 | 11 | 12 | | | | | | |
| | Basic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | |
| | ECD | | | | | | | | | | | | | | | | | |
| Age | 3-4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21+ |

- Monitoring system – by levels
  - National Level- National Development Action Committee
  - Ministry Level – Ministerial Level Development Action Committee and division and sections
  - Department Level – Sections and units
  - Education Review Office – Auditing management and learning
  - Implementing Unit Level – Sections and units
- Monitoring system – by types
  - Impact monitoring: Nepal Living Standard Survey (NLSS)
  - Outcome monitoring: Nepal Demographic and Health Survey (NDHS), Labour Force Survey (LFS), EMIS (Flash reports and others), Periodic Surveys from Nepal Rastra Bank, National Assessment of Students' Achievements (NASA)
  - Output: Monitoring of activities' outputs on monthly, trimester and annual basis

Management Information System at different levels – Different systems are running by different institutions – compliance, progress and impacts

# II. Overview of the current M&E system and issues and challenges in monitoring education

- Systemic issue – guidelines, tools, reporting mechanisms, and use of information in planning and decision making.
- Technological issue - mostly manual system with some sort of software, excel sheet.
- Priority issue – Not becoming the first choice of personnel.
- Design issue – Taking monitoring and evaluation as different system than EMIS.
- Quality issue – accurate, timeliness, and relevancy of information.
- Resource availability issue – adequate support to run the system.
- Capacity issue – analysis and interpretation of available information.

- Making monitoring and evaluation functions as the first choice of personnel and decision makers.

- Developing an automated system which continuously feed information to the decision makers.

- Designing a capable system to address the concerns of the complex education system (scope, coverage, relevancy).

- Developing capacity and ownership at the local and classroom level.

- Making monitoring system compatible to the SDGs.

- Promoting accountability through the share of information.

- Allocating resources to make a system more robust.

# III. Monitoring education toward Education 2030

Recent changes

- Focus on adaption and use – making data collection tools applicable to the SDGs.

- Shifting focus on monitoring system;
  - from school as an unit to the child as an unit.
  - from national level analysis to the regional level and group wise analysis.
  - from description to the analysis and interpretation.
  - from one time data presentation to the trend analysis.
  - from access and participation to the learning outcomes.

- Efforts geared towards system development - simplification of tools, guideline development and orientation, use of ICT

Plans for the future

- Strengthen system– development of guidelines, standardization of tools, simplification of tools.

- Develop capacity– Individual, organizational and systemic capacity, especially training and orientation to school head teachers.

- Establish data verification mechanism – two way verification of data.

- Improve data quality - coverage, accuracy, disaggregate and timeliness of educational data.

- Ensure coordination - among actors and sources.

- Increase the use of ICT - in system.

- Design a automated system - to promote the use of MIS generated information in planning and decision making.
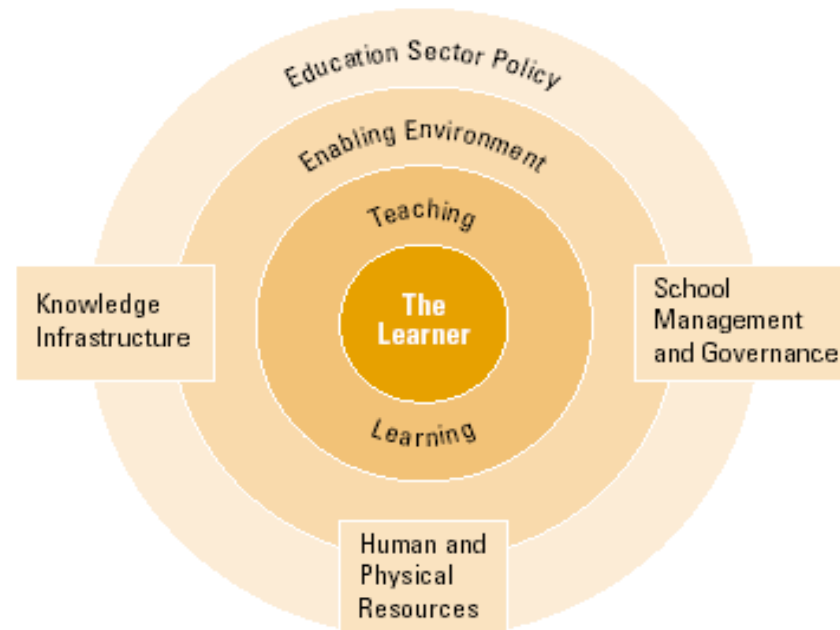
Plans for the future

- Develop integrated monitoring system – coordination among different levels of government
- Design and strengthening of monitoring system at State and Local Governments level
- Keep coverage

and focus on

# IV.   Conclusion

- Need further strengthening on existing monitoring system.
- Design of new monitoring system in the context of;
  - Federal governance structure.
  - Indicators of Sustainable Development Goals.
- Require more efforts in terms of resources and priority.
- Need of developing systemic capacity to carry out the monitoring functions effectively.
- Need to shift focus from inputs to the analysis and interpretation of information.
- Need linkages among different tools employed at present by different agencies.

# Thank you