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

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

• 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.
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
III. Monitoring education toward Education 2030

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.
III. Monitoring education toward Education 2030

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