Monitoring and Evaluation System in Nepal

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27 November 2015, Bangkok, Thailand
• Nepal Brief Background
• Introduction to Education System
• Overview of M&E System
• Overview of Education Data
• M&E themes: Capacity, Data Effectiveness, Coordination, Resources
• Achievements and Challenges
• Strategies and Recommendations
• Conclusion
NEPAL: Brief Background

Area: 147,181 Sq. Km.
Population: 26.5 million
Growth rate: 1.35%
GDP: US$ 10.128 b
Growth rate: 2.50%
Per Capita GDP: US$ 703
Poverty: 23.8%
Literacy (15 yrs and above): 62.2%
### Structure of Education System

<table>
<thead>
<tr>
<th>Age</th>
<th>Grade</th>
<th>Old System</th>
<th>New System</th>
</tr>
</thead>
<tbody>
<tr>
<td>22/23</td>
<td>11-12</td>
<td>Higher Secondary Education</td>
<td>Secondary Education (Grade 9-12)</td>
</tr>
<tr>
<td>21/22-22/23</td>
<td>10-12</td>
<td>Lower Secondary Education</td>
<td>Basic Education (Grade 1-8)</td>
</tr>
<tr>
<td>17/18-21/22</td>
<td>9-10</td>
<td>Secondary Education</td>
<td></td>
</tr>
<tr>
<td>15-16</td>
<td>8-9</td>
<td>Primary Education</td>
<td></td>
</tr>
<tr>
<td>13-14</td>
<td>1-5</td>
<td>Primary Education</td>
<td></td>
</tr>
<tr>
<td>05-09</td>
<td>04</td>
<td>Early Childhood Development and Pre-primary Education</td>
<td></td>
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</tbody>
</table>
Education Administration

- MOE – highest institution to govern, manage and administer education sector/system development
- DOE and other Central Level Agencies (CLAs) such as Curriculum Development Center (CDC), National Center for Educational Development (NCED), Non Formal Education Center (NCED), etc; as specialized institutions
- School management – SMC, PTA, RC, DEO, Local bodies
- Tertiary education – University, University Grants Commission (UGC)
Financing Education from 2004/05 to 2015/16

- National budget as % of GDP: 19-36%;
- Education budget as % of GDP: 3.06 - 4.38 %;
- Primary/Basic education budget as % of GDP: 1.92-3.00%;
- Education budget as % of national budget: 16-17%; nevertheless, it fell down to 14% in 2014/15 and 12% in 2015/16.
Financing Education ..

- Share of government in education budget: 70-85%;
- Share of foreign assistance: 15-30%;

Analysis of education budget shows the allocation of sub-sector budget as:

- Primary/Basic education: 61 – 69%;
- Secondary education: 17-24%;
- TVET: 1.2 – 3.6%;
- Tertiary education: 8-11%;
- Education management and others: 1.8-3.4%. 
Student Learning Assessment

- National Achievement Score of Grade 3 and 5 (2012), and Grade 8 (2011)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Grade 3 (2012), Mean</th>
<th>Grade 5 (2012), Mean</th>
<th>Grade 8 (2011), Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Nepali</td>
<td>62.7</td>
<td>64.2</td>
<td>63.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>59.5</td>
<td>59.5</td>
<td>59.5</td>
</tr>
<tr>
<td>English</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>-</td>
<td>-</td>
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</table>

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<tr>
<th>Key Indicators</th>
<th>Progress 2014</th>
<th>Target 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Intake Rate (NIR)</td>
<td>91.6</td>
<td>100</td>
</tr>
<tr>
<td>Entrance in Grade One with ECD / PPE experience</td>
<td>56.9</td>
<td>80</td>
</tr>
<tr>
<td>NER Primary (Grade 1-5)</td>
<td>96.2</td>
<td>100</td>
</tr>
<tr>
<td>NER in Basic (Grade 1-8)</td>
<td>86.3</td>
<td>90</td>
</tr>
<tr>
<td>NER in Secondary (Grade 9-12)</td>
<td>33.2</td>
<td>31</td>
</tr>
<tr>
<td>Survival Rate to Grade 5</td>
<td>85.4</td>
<td>90</td>
</tr>
<tr>
<td>Survival Rate to Grade 8</td>
<td>72.2</td>
<td>80</td>
</tr>
<tr>
<td>Youth Literacy Rate (15-24 years)</td>
<td>84</td>
<td>95</td>
</tr>
<tr>
<td>Adult Literacy Rate (15 years and above)</td>
<td>62.2</td>
<td>75</td>
</tr>
</tbody>
</table>
Overview of M&E system: Structure, administration, process

- Central level-- National Development Action Committee (NDAC) is the highest level committee under the chair of prime-minister to discuss progress every four months and annually to speed up progress and suggest solutions for serious problems. Similarly, Ministerial Development Action Committee (MDAC) discusses progress every four months and annually to accelerate progress and remove bottlenecks, if any.

- Central level: MOE, DOE and other Central Level Agencies (CLAs) coordinate and carry out M&E functions; Such as Education Review Office (ERO) Conducts National Achievement of Student Assessment (NASA); Non-formal Education Center monitors and evaluates progress in literacy and NFE.
Overview of M&E system: Structure, administration, process

- Regional Level: Five Regional Education Directorates (REDs) undertake M&E functions and provide support to DEOs;

- District and Local Levels: 75 DEOs, 1053 Resource Centers (RCs) and over 35,000 schools carry out M&E functions. Municipalities, VDCs and DDCs also assume M&E functions.
Policies, legislation, frameworks that guide M&E

SSRP (2009-2015) set out goal, objective and policy direction with regard to M&E:

Goal: To facilitate effective implementation through a system that supports informed decision making by providing timely information on programme status against planned objectives.

Objective: To monitor programme inputs, processes, and outputs and evaluate the impact of the Plan.

Policy Direction: MoE assesses compliance with regulatory provisions, measuring progress and evaluating impacts of programmes; and utilizes a system of decentralized monitoring, including social audit, and provision of an external evaluation of outcomes and impact.
Analysis of data collection methods, EMIS, “big data”;

- Implementation Arrangement: Information from M&E supports the introduction of evidence-based planning and results-based management. To this,

- School, as a primary source of data, is an unit to conduct school census for data collection and reporting to RC based on Questionnaire provided by DOE; Reference dates are 21st May for Flash Report 1; and April 5th for Flash Report II of School Level Educational Statistics of Nepal. Key challenge is to establish computerized information at school and use of data in T/L in classrooms and learning assessment.
Analysis of data collection method....

- Resource Center – As an unit to collect, compile and report school-level EMIS data to DEO. Key challenge is to transform RC into an unit of data analysis.

- DEO - responsible for collecting, processing, analyzing and reporting on progress and performance against planned targets through submission of EMIS reports to REDs and DOE.

- Key challenge is to develop capacity on the analysis and interpretation of data to bring about reforms in school performance with regard to internal efficiency and learning achievement.
M&E at sub/national levels ..

- **Regional level:** REDs play important role for monitoring progress of implementation and for annual performance evaluation of districts.

- **Central level:** DOE is responsible for compiling, processing and analyzing district-level data and reports on progress, performance and impact; and for preparing Flash I & II reports, ASIP/AWPB, Status reports, etc.

- **Central level:** MOE reviews programme implementation; conducts research studies and surveys (such as, national achievement studies) to generate research-based evidence to feed into policy formulation and improve service delivery systems.
Central level: NPC continues to monitor and evaluate progress towards achieving the goals and objectives; of which SSRP is an integral part.

Key results:

- Report on updating of M&E structures, roles and responsibilities
- Monitoring and evaluation plan, based on revised M&E system
- DEPs prepared in 75 districts
- 48 commissioned study reports prepared and disseminated
- 4,000 VEPs prepared and implemented
Review the data process - i.e. collection, analysis, reporting, dissemination

Potential for utilizing the data revolution

- To monitor programme inputs, processes, outputs/Outcomes and evaluate the impact of programme.

- M&E Template includes: Intervention Logic, Verifiable Indicators, Source of Verification, and Assumptions.
Overview of Key M&E Themes:

- From inputs and processes to outcomes and impacts in delivering education: Education system now focuses on improving the quality of education by focusing on outcomes related indicators. Education system reforms need to focus on four key components for developing effective/well-functioning M&E systems:

- **Capacity**: Ensure linkages between data and policies; Lack of institutional capacity at all levels of administration; Staff lack capacity to - analyze and generate policy relevant information; manage and process data; and use of ICTs in education.
Data effectiveness and relevance:

- **Quality of data** to ensure the effectiveness of M&E system; Produce accurate, relevant and timely information to inform policy and implementation; Verification of data; Lack proper understanding of the data and purpose of data, making it difficult to translate into results; Evidence-based and results-based monitoring and evaluation.
Coordination

- Education regulation mentions about supervision and monitoring;
- Need of necessary and supportive legal framework and policies;
- Need to strengthen horizontal coordination across different ministries in education; and vertical coordination across different levels of the government.
- Information sharing among sub-components of M&E system for improving quality of data and effectiveness and efficiency of the M&E systems.
Resources

- Adequate resources to developing necessary infrastructure and human capacity;
- Lack of financial resources impacts upon the amount of staff and appropriate level of training;
- Dependence on external support raises the question of sustainability;
- Education agenda 2030 requires the M&E system to shift from input indicators to process, output and outcome indicators; which is resource-intensive.
Some key achievements are:

- All districts report electronically to DOE; and efforts are ongoing for establishing a computerised school record management system at school;

- Tremendous improvement in quality of data as now the Flash Reporting System is the main source for strategic decision making and resource allocation;

- Availability of data extends from summary school information toward individual student data. A computerized school record-keeping system has been introduced;
Achievements

- Wide-range of time-series database on key education data and indicators are available electronically;

- Unique school code has been assigned to every school and more than 60% of school geo-location has been identified; and

- M&E capacity has been strengthened across all levels from the central to the district to the school level.
Challenges

Some challenges to better address disasters and fulfil the vision of new education agenda 2030, Ministry should further continuously enhance and modernize its information systems:

- To provide relevant information in timely manner to mitigate the damage caused by future possible disasters.
- To support decision making at all levels to rapidly respond with appropriate interventions for all phases of disaster recovery.
- To align with the emerging needs of the national education system.
Strategies and recommendations

Strategies and recommendations should aim at developing a Sector-wide M&E Framework:

- There is a need to have a comprehensive M&E framework encompassing the whole education sector (including all education sub-sectors such as pre-primary, primary/basic, secondary, TVET, tertiary, non-formal education (NFE) and literacy, etc.) to systematically monitor the implementation of education strategies and assess the entire sector performance.

- Such M&E framework should include a set of agreed sector-wide performance indicators, aligned with the education sector strategies, along with a detailed plan to gather required data (data revolution and big data) and produce appropriate indicators.
Conducting data mapping exercise – (Taking stock of current state on different information systems within the education sector)

- The result of the exercise would pave the way to develop efficient, effective and sustainable information systems among various education departments and institutions, which exist coherently and synergistically.

Incorporating new data needs (School Sector Development Plan, SSDP), monitoring and emerging needs)

- Following to the data mapping exercise, a consultative mechanism to identify new data needs and way to collect them should be set up and institutionalized.
MOE should review and strengthen the following areas:

- Identification of information needs;
- Harmonization of the data collection and information sharing;
- Revision of data collection instruments;
- Revision of data collection and reporting software;
- Development of Standard Operation Procedures (SOPs);
- Capacity development.
Developing DRR monitoring module

- As part of the effort to identify new data needs, the particular data set should be identified along with agreed data collection mechanism as part of the ministry response to the future possible crisis.

- In accordance with the mandates and expertise, the different departments should be assigned to collect the data relevant to them, however in coordinated and harmonized ways.

- Linking with Flash GIS system and CBS GIS system for sustainability;

- Training school and district education officers how to systematically collect GIS data on school location and report correctly on further use in educational development at district and local level.
Conclusion

- Briefly, a well functioning M&E system needs: (i) capable staff at all levels of the M&E system, (ii) proper understanding and relevance of the data, (iii) a legal framework to guide the processes, and (iv) a constant/sustained financial commitment.

- Constant strengthening of the EMIS through integration and linkages among different information systems within the ministry and beyond.

- Address the pre-, during- and post-disaster needs, and better respond to emerging needs and issues of the education sector.
Thank you.