



Education Equity Assessment



Practices and Experience: Nepal



Presented by
Participants from Nepal



CONTENTS



1. Nepalese educational system
2. Educational data disaggregation practices
3. Major data/Indicators for equity assessment
4. Government initiatives towards education equity
5. Education equity assessment and SDGs
6. Achievements
7. Challenges and way forward



Education System of Nepal



- Constitutionally education as **fundamental right**: Every citizen shall have the right of access to basic education.
- **Compulsory and free** education up to the basic level and **free** education up to the secondary level
- **Social security** in education: **Disables** and the **economically indigent** citizens shall have the right to get free higher education (brail and sign language)
- Education in **mother tongue**
- **Public, private, community and open** institutions in education system
- The allocation of **government budget** in education is around 10 % (highest)
- **Formal education**: ECD, School education (Basic education and secondary education), Higher education
- **Informal and special** education
- **Technical and vocational** education



System of Education Statistics



- ❖ Sources: census, surveys, administrative records and MIS (EMIS)
 - National Population and Housing Census:
Literacy, enrollment and educational attainment (structural data)
 - Surveys: literacy and educational attainment monitoring data
 - Administrative records and EMIS (current data)
 - FLASH Report I: Input indicators (Enrollment, Intake etc.)
 - Flash Report II: Output or performance indicators (Succession, drop out etc)
 - EMIS, strong reporting system from school level (individual information of student, teacher and school): milestone for disaggregated data
 - EMIS comprises both school level and higher level education statistics
- ❖ Frequency: EMIS-annual, Population Census -decennial
- ❖ Responsible agencies: - Ministry of Education, Science and Technology,
 - University Grant commission,
 - Central Bureau of Statistics



System of Education Statistics



❖ Data disaggregation practices

- By age and age groups
- By gender status
- By type of school (institutional, community)
- By types of education system (formal education, informal education)
- By geographical location (rural, urban, mountain, hill, terai)
- By administrative division (provinces, municipalities, village municipalities)
- By caste/ethnic groups (dalits, janajaties, marginalized groups, other castes/ethnic groups)
- By disability status
- By grade level (basic, secondary, higher)
- By ISCED classification



Major data/Indicators for equity assessment



Input indicators

1. Gross and net **intake** rate in grade one (by gender, dalit, caste/ethnic group, disadvantage groups, disability, province and local level)
2. Gross and **enrollment** rate (by gender, by dalit, by province, by caste/ethnic group, disadvantage groups, disability)
3. No. of **teachers** (by gender, dalit and janajati, disadvantage groups)
4. **Scholarships** (by gender, dalit, caste/ethnic group, disadvantage groups, disability, province and local level)
5. **Budget allocation** in education (by province and local level)
6. **Parity indices** (intake, enrollment, drop-out, promotion etc.)



Major data/Indicators for equity assessment



Performance indicators

1. **Promotion** rate (by boys and girls: parity index)
2. **Drop-out** rate (by boys and girls: parity index)
3. **Repetition** rate (by boys and girls : parity index)
4. **Out of school** children (by boys and girls: parity index)

Access and facility Indicators:

1. Distribution of **educations institutions by type** (community, institutional, religious and traditional education, informal education)
2. Distribution of **educations institutions by geographical location** (by province and local level)
3. **Time** to reach basic schools (by geographic regions, provinces and local levels)
4. Number of **local languages** used in the schools
5. Availability of **textbooks** at primary, lower secondary and secondary levels by grade
6. Shares of **Dalit and Janajati teachers** in total teachers in all types of schools



Context of the Disaggregation Practice



- Varied types of **educational institutions** (public, private, formal, informal, religious, linguistic etc.)
- **Spatial disparity** in education participation and outcomes
- High **gender gap** in intake, enrollment, education outcomes etc.
- **Social inequality** in access and participation (basically dalits and marginalized groups)
- High **variation in expenditure** in education by households (private high, public low)



Problem addressed by the practice



- **Varied sources** of education information: harmonizing concepts, definition and standards
- Poor **capability of HR** responsible for developing records and reporting from individual school level
- For disaggregation, problem of **classifying social groups** (who is dalit, janajati of marginalized group)



Efforts to address the problem



- Steering committees and technical committees for **harmonizing** standards and classifications, concepts and definitions: NSO played key role
- **Flash-I and Flash-II** (EMIS reporting platform) developed for reporting disaggregated school level individual information: Ministry of Education, Science and Technology played key role
- Barriers : **Poor network** to reporting units (for some remote areas, not fully **IT-based** reporting, **delay** in reporting, reported without proper disaggregated **format** due to poor capability)



Achievement via Practice



- Structural education statistics from census is highly disaggregated by spatial, social, economic, age- sex and other dimensions.
- Census data is classified by **ISCED** classification
- Survey data also available in tolerable level of disaggregation as the sample size permits reliable estimation.
- EMIS produces varied types of indicators by highly disaggregated form
- Education statistics is published annually in **Multiple disaggregation** is possible in periodic (Census and Surveys) and annual publication



Example



Major indicators (Progress measurement) -2017

Indicator	Male	Female	Total	Parity Index
Literacy Rate (5 yrs. and above)	75.1	57.4	65.9	0.76
Gross Intake Rate in grade one	126.5	130.7	126.8	1.03
Net Intake Rate in grade one	96.4	95.4	95.9	0.99
Net Enrollment Rate				
basic (1-5)	97.2	97.1	97.4	1.0
basic (6-8)	88.6	86.3	87.4	0.97
secondary (8-10)	66.7	65.1	65.9	0.98
secondary (10-12)	21.6	22.4	22	1.04
Total	44.1	43.7	43.9	0.99



Education Equity Indicators in SDGs



- A high level steering committee and technical committee for in SDGs implementation
- In 2015, National Planning Commission Prepared SDGs Road.
- SDGs preliminary report with baseline indicators
- SDGs monitoring framework
 - 17 goals, 69 targets and 479 indicators (adding country specific indicators with multi-disaggregation)
- Education related SDGs indicators are also developed in Nepalese context by highly disaggregated form



SDGs Indicators: Current status and monitoring framework...



Annex Table 4							Monitoring Framework			
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all										
Targets and Indicators	2015	2019	2022	2025	2030	Sources of Data	Level of Disaggregation	Frequency	Responsible Agency	
Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes										
4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex										
1	<i>Net enrolment rate in primary education (%)</i>	96.6 ^a	98.5	99	99	99.5	MISC, EMIS, NLSS	Provincial/Social Group	Annual	MOE, CBS
2	<i>Primary completion rate (%)</i>	80.6 ^a	90.7	93.1	95.5	99.5	MISC, EMIS, NLSS	Provincial/Social Group	Annual	MOE, CBS
3	<i>Proportion of pupils enrolled in grade one who reach grade eight (%)</i>	76.6 ^a	81.5	92	93	95	MISC, , EMIS NLSS	Subnational/Social Group	Annual	MOE, CBS
4	<i>Ratio of girls (to boys) enrolled in grade one who reach grade eight</i>	1.04 ^a	1.03	1.02	1.01	1	MISC, , EMIS, NLSS	Subnational/Social Group	Annual	MOE, CBS
5	<i>Ratio of girls (to boys) enrolled in grade one who reach grade twelve</i>	1.1 ^a	1.04	1.03	1.02	1	MISC, EMIS, NLSS	Subnational/Social Group	Annual	MOE, CBS
<i>Learning Achievement / Score (Math, Nepali and English) for Class 5 (%)</i>										
6	a) Math	53.3	55	58	63	65	EMIS	Subnational, Gender, Social Group	3 years	MOE, ERO
	b) Nepali	63	66	70	72	75				
	c) English	53.6	57	60	63	68				
7	<i>Gross Enrollment in secondary education (grade 9 to 12) (%)</i>	56.7 ^a	72	90	95	99	EMIS, NLSS	Subnational/Social Group	Annual	MOE, CBS



Challenges



- Institutionalizing the EMIS reporting system in **new federal** administrative system.
- Harmonization of standards in **MIS and reporting system** in all tiers of the government.
- **Timely processing and analysis** of huge mass of data from individual reporting units comprising individual information of school level.



Way forward



- Capacity building initiative to all educational institutions in three tiers of the government regarding EMIS reporting system
- Address the assessment issues in regular survey system



Thank you for your kind attention !