

Challenges of education data management system of Nepal

Uttam N. Malla
Central Bureau of Statistics
Nepal

Decision/Policy makers want to know

- How many are literate/illiterate ?
- Who are literate/illiterate ?
- Where do literates /illiterates live ?

Among literates

- How many years of schooling they have ?
- How many youths are currently attending school ?
- How many have dropped out of school ?
- How are they making a living
- what is occupation and industry
- How much do they earn

Decision/Policy makers want to know

contd..

Efforts laid and required

- **No of schools /teachers/students**

About resource management

- **How much is spent by government in abolishing illiteracy**
- **How much is spent under external resources**
- **How much is spent in books and other materials**
- **How is spent on teachers salary**
- **How much on building and other infrastructure**

Decision/Policy makers want to know

contd..

About macro economic relations

- **GVA originated in education sector**
- **Capital formation in education sector**

With other sectors

Lunch for school children

Immunization for school children

Availability of educational data

- **Nepal has a decentralized statistical system**
- **EMIS of Nepal established under Ministry of Education has been using data from different sources.**
- **Population Census provides benchmark.**
- **Sample surveys provide information on changes undergone between censuses. (LSMS, BCHIMES, NMIS, NLFS, NDHS, MICS), and**
- **Administrative data provides annual data**

EMIS

- **Flash report based on data provided by District Education Office is published biannually.**

EMIS contd..

EMIS publishes following information annually:

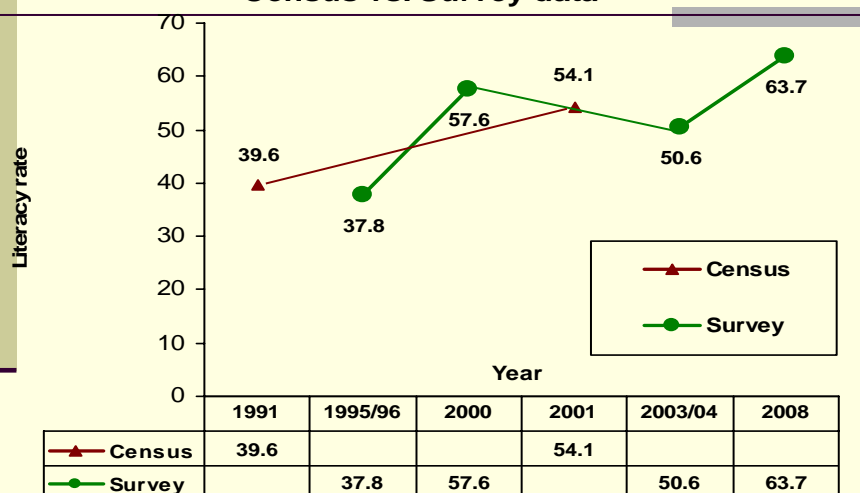
- GER and NER, level of educational attainment available from both census/ surveys and admin records
- Number of schools/teachers/students annually, drop outs, repetitions rate etc.
- Disaggregated data by regions, sex, disadvantage groups,
- However, literacy rates are provided by census and surveys only.
- Census provides data by village development committees.

Comparison of data from different sources

Literacy Rate (population 6 years and above).

Time Period	Source	Total	Rural	Urban
1981	CBS, Population Census	23.3		
1991	CBS, Population Census	39.6		
1995	NPC, NMIS	42.0		
1995/96	CBS, NLSS	37.8	35.8	64.2
2000	CBS, BCHIMES	57.6	55.5	72.6
2001	CBS, Population Census	54.1	51.0	71.9
2003/04	CBS, NLSS	50.6	46.1	74.4
2008	CBS, NLFS	63.7	60.5	80.6

Literacy rate 6 years & above, Nepal: Census vs. Survey data

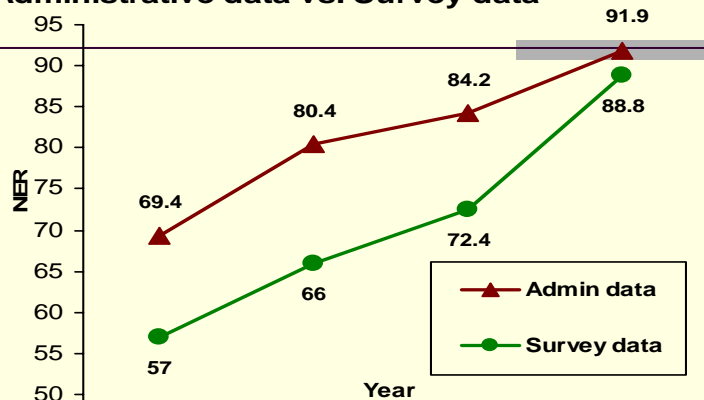


Survey Data Source: 1995/96 - LSMS, 2000 - MICS, 2003/04 - LSMS, 2008-NLFSII

NER in primary education, NEPAL

Year	Value	Data Source	Year	Value	Data
1995/96	57.0	CBS, NLSS	2002	82.3	MOE
1996	69.4	MOE	2003	83.5	MOE
1997	69.6	MOE	2003-2004	72.4	CBS, NLSS
1998	70.5	MOE	2004	84.2	MOE
1999	72.1	MOE	2005	86.8	MOE
2000	66.0	CBS, BCHIMES	2006	87.4	MOE
2000	80.4	MOE	2007	89.1	MOE
2001	81.1	MOE	2008	91.9	MOE
			2008	88.8	NLFS-II

NER in Primary Education, Nepal: Administrative data vs. Survey data



	1995/96	2000	2003/04	2008
Admin data	69.4	80.4	84.2	91.9
Survey data	57	66	72.4	88.8

Survey Data Source: 1995/96 - LSMS, 2000 - MICS, 2003/04 - LSMS, 2008-NLFSII

Socio-Demographic Indicators

Indicators	1996	2001	2006
Poverty head count	42		31
MMR	539	518	281
IMR	79	64	48
U5MR	118	91	61
TFR	4.6	4.1	3.1

Survey Data Source: 1995/96 - LSMS, 2000 - 2003/04 - LSMS, DHS1996, 2001

Limitations/Weaknesses of the existing data sources, contd..

- **Census usually includes only one or two questions and there is no checks of the results since qualifying questions do not exist in census.**
- **Survey includes more questions however, survey results are subject to sampling errors and margin errors vary depending upon the size of sample.**

Limitations/Weaknesses of the existing data sources, contd..

- **LSMS provides info on education but since focus of LSMS is consumption expenditure or income, information on education collected as pseudo indicators should be used with caution.**
- **DHS provides information on fertility, mortality, morbidity, immunization etc.**
- **LFS focuses more on employment, unemployment or time use.**
- **MICS has some other priorities.**

Challenges for EMIS

- **Census data are available only in ten years.**
- **Surveys provide periodic data.**
- **Results provided by different surveys may not necessary be comparable because of the differences in survey focus, difference in sampling design etc.**
- **Survey data do not provide estimates at lower level**
- **On the other hand, difficult to measure literacy annually on the basis of admin data.**
- **Admin records tend to be biased upward.**

Opportunities to enhance EMIS

- **EMIS has to some extent been improved in terms of quality and coverage.**
- **Awareness on education is immensely growing and accordingly, educational programs are increasing with EFA programs.**
- **National/international concerns on EMIS is growing.**
-

Way forward to strengthen EMIS

- **Survey on functional literacy be conducted periodically for meaningful monitoring of educational development.**
- **Data management at lower administrative districts needs improvement (with participation of every schools).**
- **Restructure and simplify survey instruments.**

Way forward to strengthen EMIS

- **Master Sample design be prepared so that every survey be comparable from design point of view**
- **Statistical capacity at district level be improved.**
- **Web based information system be developed**

**To strengthen EMIS,
CBS can help line ministries in**

- **Improving Questionnaire/schedule to collect data from schools/districts**
- **Standardizing concepts, definitions, classifications**
- **Training manpower of the ministry/DEOs**
- **Improving data management system**