

## INTRODUCTION

### The Global Education Policy Dashboard (GEPD): An innovative tool to measure drivers of learning outcomes in basic education

GEPD uses 3 data collection instruments to report on nearly 40 indicators that operationalize the World Development Report 2018 framework to track 3 areas for progress in education- Practices, Policies, and Politics. Using these indicators, the dashboard highlights areas where countries need to act to improve learning outcomes and allows a way for governments to track progress as they act to close gaps in these areas. For more information on GEPD, please visit [www.worldbank.org/global-education-policy-dashboard](http://www.worldbank.org/global-education-policy-dashboard)

Figure 1. GEPD framework (practices, policies and politics), expanding on WDR 2018 framework



## INSTRUMENTS OF DATA

The **School Survey** consists of 8 modules to collect data across 200-300 schools on practices (the quality of service delivery in schools) and de facto policy indicators. It consists of streamlined versions of existing instruments together with new questions to fill gaps in those instruments.

The **Policy Survey** collects information via interviews with ~200 officials per country at federal and regional level to feed into the policy de jure indicators and identify key elements of the policy framework.

The **Survey of public officials** collects information about the capacity and orientation of the bureaucracy and political factors affecting education outcomes. This survey is an education-focused version of the civil-servant surveys from the Bureaucracy Lab, WBG.

## KEY TAKEAWAYS, JORDAN, 2020

- 52% learning poverty is observed in Grade 4. GEPD Grade 4 student proficiency (>80% student knowledge) is only 4%, attributed to low numeracy proficiency 2%.
- Low teacher content knowledge attributed to poor teacher support and lack of strong instructional leadership (especially principal feedback on classroom observation)

- Low capacity for learning in Grade 1 (particularly socio-emotional knowledge) is attributed to low enrolment in early childhood programs (13%)
- A ~0.8 point difference exists in the policy de-jure and de-facto indicators on a 5 point scale for teaching and school management. Major gaps are seen in teacher support, teacher motivation and evaluation of school management.
- Quality of teaching support emerges as a major area requiring intervention, particularly through in-classroom support/feedback and pre-service training.
- Bureaucracy scores high on mandates and accountability but low on impartial decision making

Table 1. GEPD Indicators, Jordan, 2019

	Subtitle	Indicator	Overall
Outcomes	Learning	Proficiency by Grade 2/3	NA
		Proficiency by End of Primary	50%
		Proficiency on GEPD Assessment	4.4%
	Participation and learning	Net Adjusted Enrollment Rate	NA
Practices	Teaching	Learning poverty	52%
		Teacher Effort	82%
		Content Knowledge	34%
	Inputs & Infrastructure	Pedagogical Skills	68%
		Basic Inputs	4.3
	Learners	Basic Infrastructure	4.1
		Capacity for Learning	37%
	School Management	Student Attendance	97%
		Operational Management	4.7
		Instructional Leadership	3.3
Policy levels	Teaching	School Knowledge	3.8
		Management Practices	4
		Attraction	3.5
		Selection & Deployment	3.5
		Support	2.6
		Evaluation	3.6
	Inputs & infrastructure	Monitoring & Accountability	3.1
		Intrinsic Motivation	3.4
		Standards	3.8
		Monitoring	3
	Learners	Nutrition Programs	3.5
		Health Programs	3.5
		Center based care	1.5
		Caregiver Financial Capacity	1.5
	School Management	Caregiver Skills Capacity	4.7
		Clarity of Functions	5
		Attraction	4.5
		Selection & Deployment	4.6
Politics	Politics & Bureaucratic Capacity	Support	3.5
		Evaluation	3.6
		Quality of Bureaucracy	3.5
	National Learning Goals	Impartial Decision-Making	3.5
		Mandates & Accountability	2.6
		National Learning Goals	3.6
		Financing	3.1

Source: UIS, GLAD, GEPD, World Bank, Jordan, 2020. For information on indicators, please consult the World Bank [GEPD](#), [GLAD](#) and [Learning Poverty](#) repositories.

Notes: (1) Proficiency on GEPD assessment means % students with knowledge>80%. (2) Proficiency by end of primary uses threshold as per Minimum Proficiency Levels set by GAML(UIS). (3) All indicators are on a scale of 0-5 unless measured in %. (4) Green indicates indicator 'on-target', yellow indicates 'requires caution', red indicates 'needs improvement'.

Table 2. GEPD Indicators by gender, Jordan, 2020

Subtitle	Indicator	Male	Female
Learning	Proficiency on GEPD Assessment	3.9%	6%
	Teacher Effort	83%	82%
Teaching	Content knowledge	32%	35%
	Pedagogical Skills	NA	NA
Learners	Capacity for Learning	74%	75%
	Student Attendance	78%	82%
School Management	Operational Management	4.6	4.7
	Instructional Leadership	3.1	3.3
	School Knowledge	3.3	3.9
	Management Practices	3.9	4

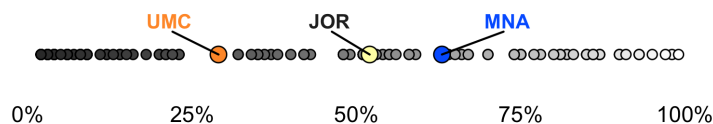
Table 3. GEPD Indicators by region, Jordan, 2020

Subtitle	Indicator	Rural	Urban
Learning	Proficiency on GEPD Assessment	6%	4%
	Teacher Effort	79%	83%
Teaching	Content knowledge	35%	33%
	Pedagogical Skills	57%	71%
Inputs & infrastructure	Basic Inputs	4.2	4.3
	Basic Infrastructure	4	4.2
Learners	Capacity for Learning	74%	73%
	Student Attendance	99%	97%
School Management	Operational Management	4.6	4.7
	Instructional Leadership	3.2	3.3
	School Knowledge	4	3.7
	Management Practices	4.1	4

## LEARNING OUTCOMES: 52% LEARNING POVERTY, 4% GEPD PROFICIENCY IN GRADE 4

Learning poverty is defined as the share of children at end of primary age below minimum reading proficiency, adjusted for out of school children. Learning poverty in Jordan is 11% points better than the average for Middle East & North Africa (excluding high income) region and 23% points worse than the average for Upper middle income countries.

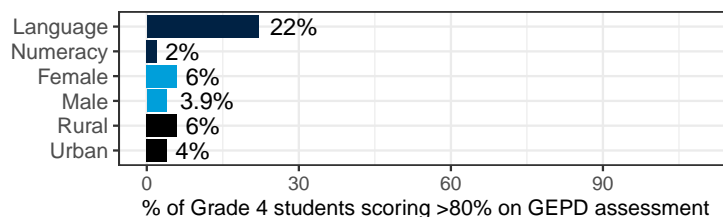
Figure 2. Learning poverty comparison



Notes: Grey circles represent other countries. Yellow circle represents Jordan. Other circles represent average learning poverty in Jordan's region and income group.

**GEPD grade 4 proficiency of 4%** means 4% students score greater than 80% in GEPD assessment. Student proficiency is 20 points higher in language compared to numeracy, 2.1 points lower for boys compared to girls, and 2 points lower in urban areas compared to rural areas.

Figure 3. Grade 4 proficiency, Jordan



## COMPARING DE-FACTO PRACTICES AND POLICY LEVERS

Practice indicators measure quality of service delivery in schools such as teacher and student attendance, teacher knowledge, principal management skills, etc. Policy lever indicators measure how well school, personnel and student policies governing these practices are implemented. For instance, teacher content knowledge (practice) is influenced by implementation of teacher hiring policies, teacher training and monitoring and accountability systems. Comparing de-facto practice and policy lever indicators allows identification of low-scoring policy levers that affect observed practice indicators.

### Teacher effectiveness

Teacher effectiveness is determined by a teacher's own knowledge level, pedagogical skills and effort. These practices are impacted by quality of teaching support, teacher recruitment and deployment, level of teaching attraction (incentives/job satisfaction), teacher motivation and monitoring systems. Teacher content knowledge (34%) needs improvement. Teacher proficiency in language (25%) is 33 points lower than mathematics proficiency (58%). Teacher pedagogical skills score (68%) requires caution, and teacher attendance (93%) is on target. Teaching - Support is the weakest policy lever (2.6/5).

Practice Indicators		Policy levers(Teaching)	
Content knowledge	34%	Attraction	3.5
Maths proficiency	58%	Selection & deployment	3.5
Language proficiency	25%		
Pedagogical skills	68%	Support	2.6
% Classroom culture	72%		
% Instruction practices	74%	Evaluation	3.6
% Socio-emotional skills	68%		
Teacher Attendance	93%	Monitoring & Accountability	3.1
		Intrinsic motivation	3.4

Notes: Content knowledge(& sub-indicators) indicate % teachers with knowledge>80%.Pedagogical skills(& sub-indicators) indicate % teachers with proficiency 3/5 or above.

### Capacity for learning in Grade 1

Early learning is affected by quality of implementation of health and nutrition programs, enrolment in early childhood education, quality of skills of educators and financial support provided to programs enabling early learning. Proficiency in Grade 1 (37%) needs improvement. Socio-emotional score(56)% is the lowest knowledge sub-score. Student attendance(97%) is on target. Center-Based Care is the weakest policy lever(1.5/5).

Practice Indicators		Policy levers(Learners)	
Capacity for learning	37%	Nutrition Programs	3.5
Numeracy score	92		
Literacy score	76	Health Programs	3.6
Executive score	68	Center based care	1.5
Socio-emotional score	56	Caregiver Skills Capacity	4.7
Student Attendance	97%	Caregiver Financial Capacity	4.4

Notes: Capacity for learning indicates % students with knowledge>80%. Sub-indicator scores refer to average subject knowledge on a 0-100 scale.

### Inputs & Infrastructure

Quality of school inputs and infrastructure is affected by physical infrastructure standards set in policies, and strength of school monitoring systems. Basic inputs (4.3/5) are on target. Percent of classrooms with a functional blackboard and chalk(87%) is the lowest score. Basic infrastructure (4.1/5) is on target. Percent of schools accessible to children with special needs(66)% is the lowest score. Inputs & Infrastructure - Monitoring is the weakest policy lever(3/5).

Practice Indicators		Policy levers(Inputs)	
Basic inputs	4.3		
% Blackboard	87%	Inputs and infrastructure standards	3.8
% Stationery	98%		
% Furniture	88%		
% EdTech access	89%		
Basic infrastructure	4.1		
% Drinking water	89%	Inputs and infrastructure monitoring	3
% Functional toilet	69%		
% Internet	100%		
% Electricity	88%		
% Disability access	66%		

Notes: % refers to % schools with the given sub-component

### School Management by principals

School management practices of principals are impacted by clarity in assignment of responsibilities and quality of support systems for school leaders, principal recruitment and deployment, incentives and evaluation systems. In school management, the lowest score is for principal's Instructional Leadership(3.3/5), whereas the highest score is obtained for Operational Management(4.7/5). School Management-Support is the weakest policy lever(3.5/5).

Practice Indicators		Policy levers(Management)	
Operational management	4.7		
Infrastructure	4.4		
Ensuring inputs	5		
Instructional Leadership	3.3	Clarity of functions	5
% Classroom observed	75%		
% Discussed observations	27%		
% Feedback given	53%		
% Lesson-plan feedback	66%		
Principal school knowledge	3.8		
% Teachers' knowledge	71%	Attraction	4.5
% Teachers' experience	99%		
% Input availability	82%	Selection & Deployment	4.6
Principal Management skills	4		
Problem solving score	4.6	Support	3.5
Goal-setting score	3.4	Evaluation	3.6

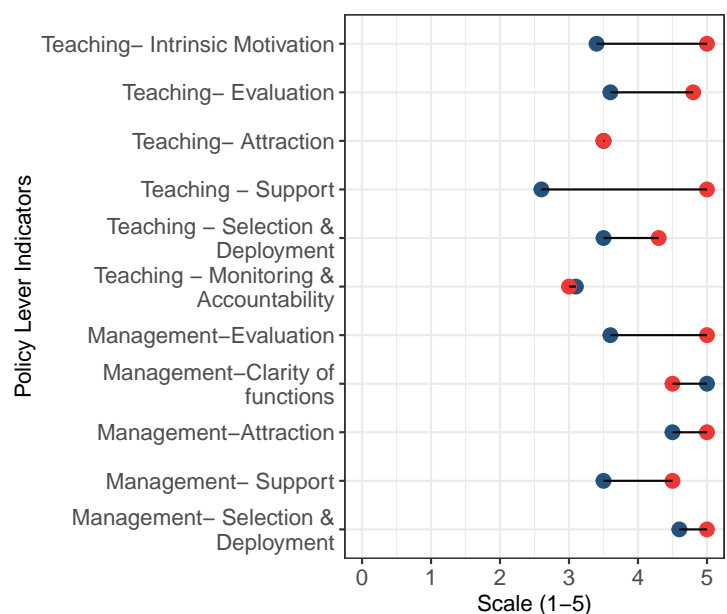
Notes: (1) Under instructional leadership, % refers to % teachers reporting in affirmative for the given sub-component. (2) Under principal school knowledge, % refers to % principals familiar with the given sub-component in the school.

## GAPS BETWEEN DE-FACTO POLICY LEVERS AND DE-JURE POLICIES IN TEACHING AND SCHOOL MANAGEMENT

De-facto policy levers measure how well school, teacher and student policies are being implemented in the school system. GEPD also measures de-jure policy indicators which measure the strength and quality of the underlying student, teacher and school management policies. Analysis of the difference in these indicators shows gaps in implementation of education policies in schools.

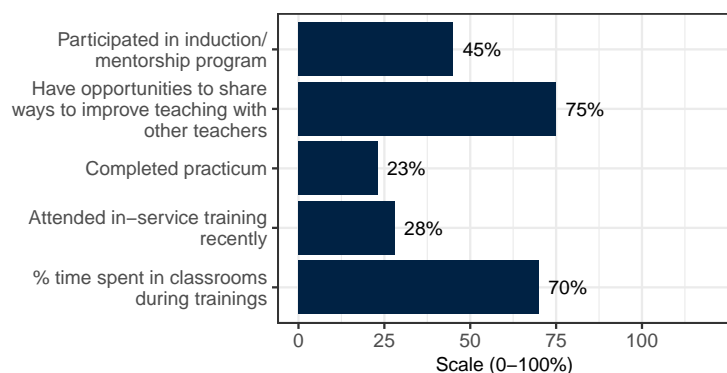
A **~0.8 point average gap** exists between the de-facto policy levers and de-jure policies in Jordan across teaching and school management, suggesting there are some gaps in policy implementation in teaching and school management. Smallest gaps suggesting good level of implementation are observed for Management-Clarity of functions(-0.5 points), Teaching - Monitoring & Accountability(-0.1 points) and Teaching- Attraction(0 points).

Figure 4. De-facto and de-jure indicators for policy levers, Jordan

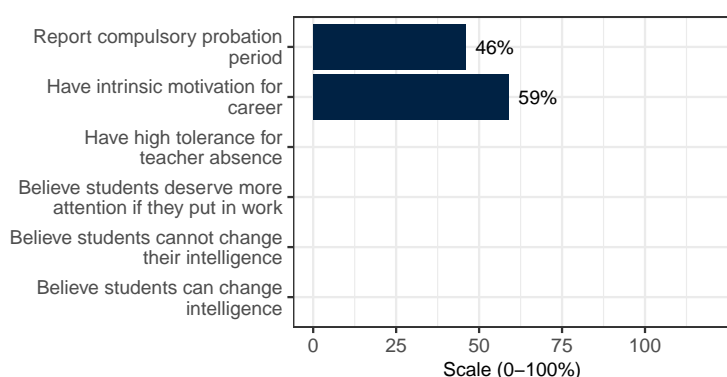


## AREAS IN TEACHING AND SCHOOL MANAGEMENT WITH HIGHEST GAPS IN DE-FACTO POLICY LEVERS AND DE-JURE POLICIES

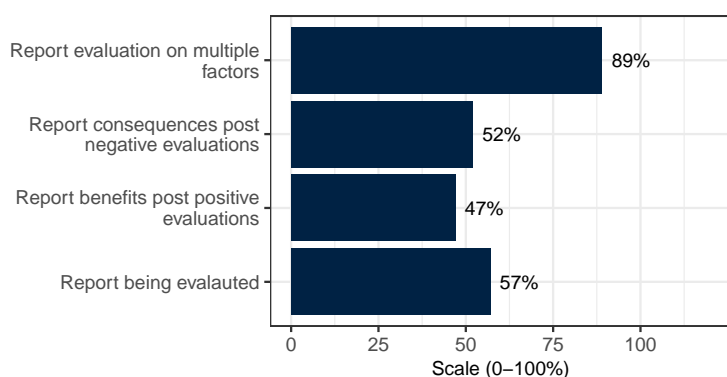
Largest gaps indicating a mismatch in policy design and policy implementation in schools are observed for Teaching - Support(2.4 points), Teaching- Intrinsic Motivation(1.6 points), Management-Evaluation(1.4 points). The breakdown of sub-indicators within these de-facto policy levers show the specific areas where scores are the lowest, contributing to the gap observed in policy implementation.

**Figure 5: Sub-indicators of Teaching - Support**

Notes: Percent of teachers reporting in affirmative unless stated otherwise

**Figure 6: Sub-indicators of Teaching- Intrinsic Motivation**

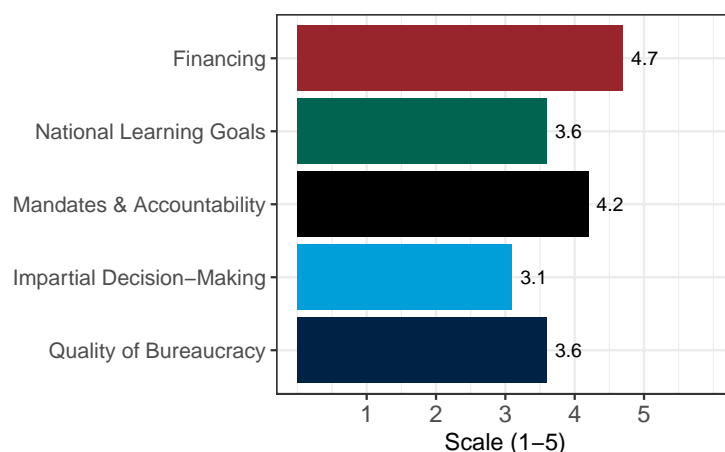
Notes: (1) Percent of teachers reporting on the given aspect. (2) High tolerance means teacher absence is acceptable if assigned curriculum is complete, students are left with work to do, or if teacher is doing useful community service. (3) Students putting in work means students deserve more attention if they attend school regularly, bring materials to school or have motivation to learn.

**Figure 7: Sub-indicators of Management-Evaluation**

Notes: Percent of principals reporting on the given aspect.

## POLITICS & BUREAUCRATIC CAPACITY INDICATORS

Politics and bureaucratic capacity indicators measure the capacity and orientation of the bureaucracy, as well as political factors affecting education outcomes. The highest score in politics and bureaucratic capacity is noted for Financing (4.7/5), and the lowest score is noted for Impartial Decision-Making (3.1/5).

**Figure 8. Politics and bureaucratic capacity indicators, Jordan****Table 4. Politics and bureaucratic capacity sub-indicators, Jordan**

Indicator	Sub-indicator	Value
Quality of bureaucracy (Scale 1-5)	Knowledge and skills	4.7
	Work environment	4.1
	Merit	3.5
	Motivation and attitudes	3.3
Impartial decision making (Scale 1-5)	Politicized personnel management	3.1
	Politicized policy-making	3.8
	Politicized policy implementation	2.8
	Employee unions as facilitators	3
Mandates and accountability (Scale 1-5)	Coherence	4
	Transparency	4.2
	Public official accountability	4.4
National learning goals (Scale 1-5)	Targeting	4
	Monitoring	3.9
	Incentives	2.9
	Community engagement	3.5
Financing (Scale 0-1)	Per child spending adequacy	1
	Public expenditure and financial accountability efficiency	0.9
	Financing and efficiency outcome	0.8
	Equity	NA

Notes: Financing sub-indicators are on a 0-1 scale, other sub-indicators on 0-5 scale.

*Disclaimer:* GEPD numbers presented in this brief are based on multiple sources including GEPD instruments, UIS, GLAD and Learning Poverty indicators. For that reason, the numbers discussed here may be different from official statistics reported by governments and national offices of statistics. Such differences are due to the different purposes of the statistics, which can be for global comparison or to meet national definitions.