

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

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. Key GEPD Outcome Indicators

Indicator	Value
Learning poverty	52%
Proficiency by End of Primary	50%
Proficiency on GEPD Assessment	4.4%
Literacy proficiency	22%
Numeracy proficiency	2%
Proficiency by Grade 2/3	NA
Net Adjusted Enrollment Rate	NA

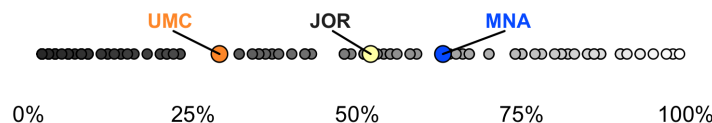
Source: UIS, GLAD, GEPD, World Bank, Jordan, 2020. For information on indicators, please consult the World Bank [GEPD](#), [GLAD](#) and [Learning Poverty](#) repositories.

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'.

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

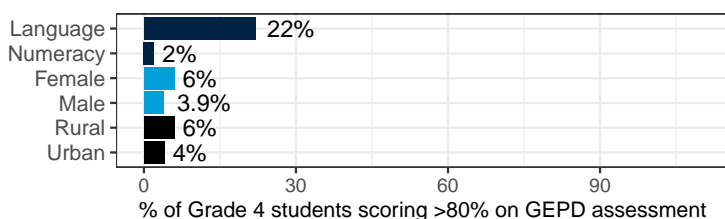
Learning poverty is defined as the share of children at end of primary age below minimum reading proficiency, adjusted for out of school children. Learning poverty in Jordan is 11% points better than the average for Middle East & North Africa (excluding high income) region and 23% points worse than the 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. GEPD Grade 4 proficiency, Jordan

COMPARING DE-FACTO PRACTICES AND POLICY LEVERS

Practice indicators measure quality of service delivery in schools such as student performance, teacher knowledge, principal management skills, etc. Policy lever indicators measure how well school, personnel and student policies governing these practices are implemented. Comparing de-facto practice and policy lever indicators allows identification of low-scoring policy levers that affect observed practice indicators.

Teacher effectiveness

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

Student 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

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

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		
Instructional Leadership	3.3	Clarity of functions	5
Principal School knowledge	3.8	Attraction	4.5
		Selection & Deployment	4.6
Principal Management skills	4	Support	3.5
		Evaluation	3.6

Notes: All scores are on a (0-5) scale.

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).

Indicator	Value
Quality of Bureaucracy	3.6
Impartial Decision-Making	3.1
Mandates & Accountability	4.2
National Learning Goals	3.6
Financing	4.7

Notes: All scores are on a (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.