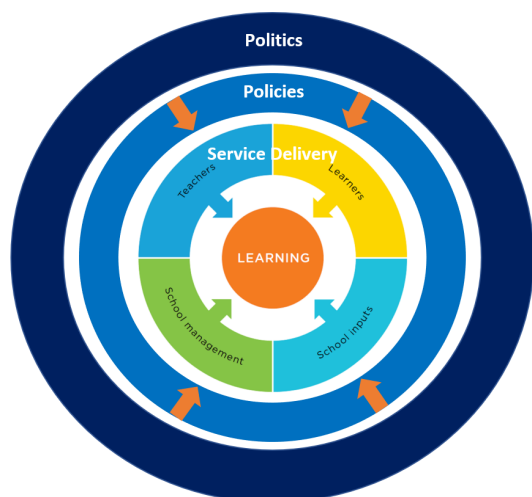


## INTRODUCTION

### 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, RWANDA, 2020

- Substantially low learning outcomes observed for students in Grade 1 and 4.

- Weak teacher pedagogical skills and low teacher content knowledge attributed to poor teaching support and weak monitoring and accountability systems.
- Grade 1 proficiency of students is ~9%, with students scoring lower on executive functions and socio-emotional learning. Only 13% students are enrolled in early childhood programs which face gaps in caregiver skills and financial constraints.
- Basic inputs and infrastructure are weak in areas of functional toilets and electricity in schools.
- Major gaps are seen in implementation of teaching support policies, teaching monitoring and accountability systems and selection and deployment policies for school principals.
- Primary education funding amount and efficiency of spending is low and education policy implementation is politicized, lowering bureaucratic capacity.

**Table 1. Key GEPD Outcome Indicators**

| Indicator                                       | Value |
|---|-------|
| Learning adjusted years in schooling (in years) | 3.8   |
| Proficiency by End of Primary                   | NA    |
| Proficiency on GEPD Assessment                  | 0.2%  |
| Literacy proficiency                            | 0.6%  |
| Numeracy proficiency                            | 0.3%  |
| Proficiency by Grade 2/3                        | NA    |
| Net Adjusted Enrollment Rate                    | 95%   |

Source: UIS, GLAD, GEPD, World Bank, Rwanda, 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: 3.8 LEARNING ADJUSTED YEARS IN SCHOOL, 0.2% GEPD PROFICIENCY IN GRADE 4

Learning adjusted years of school (LAYS) is calculated by adjusting expected years of schooling for schooling quality. Learning adjusted years of schooling in Rwanda is 0.9 years lower than the average for Sub-Saharan Africa (excluding high income) region and 0.6 years lower than the average for Low income countries.

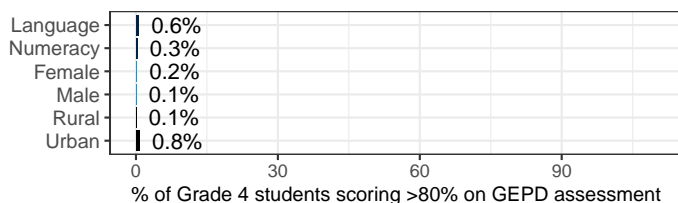
Figure 2. Learning adjusted years in school comparison



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

**GEPD grade 4 proficiency of 0.2%** means 0.2% students score greater than 80% in GEPD assessment. Student proficiency is 1 point higher in language compared to numeracy, 0.1 points lower for boys compared to girls, and 0.7 points higher in urban areas compared to rural areas.

Figure 3. GEPD Grade 4 proficiency, Rwanda



## 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 (27%) needs improvement. Teacher proficiency in language (20%) is 21 points lower than mathematics proficiency (41%). Teacher pedagogical skills score (22%) needs improvement, and teacher attendance (87%) is on target. Teaching - Support is the weakest policy lever (2.8/5).

| Practice Indicators      |     | Policy levers (Teaching)    |     |
|--------------------------|-----|-----------------------------|-----|
| Content knowledge        | 27% | Attraction                  | 3.9 |
| Maths proficiency        | 41% | Selection & deployment      | 3.3 |
| Language proficiency     | 20% |                             |     |
| Pedagogical skills       | 22% | Support                     | 2.8 |
| % Classroom culture      | 90% |                             |     |
| % Instruction practices  | 20% | Evaluation                  | 4.5 |
| % Socio-emotional skills | 15% |                             |     |
| Teacher Attendance       | 87% | Monitoring & Accountability | 2.9 |
|                          |     | Intrinsic motivation        | 3.9 |

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 (9%) needs improvement. Literacy score (38%) is the lowest knowledge sub-score. Student attendance (87%) is on target. Center-Based Care is the weakest policy lever (1.5/5).

| Practice Indicators   |     | Policy levers (Learners)     |     |
|-----------------------|-----|------------------------------|-----|
| Capacity for learning | 9%  | Nutrition Programs           | 3.2 |
| Numeracy score        | 62  |                              |     |
| Literacy score        | 38  | Health Programs              | 3.5 |
| Executive score       | 47  | Center based care            | 1.5 |
| Socio-emotional score | 67  | Caregiver Skills Capacity    | 2.8 |
| Student Attendance    | 87% | Caregiver Financial Capacity | 2.3 |

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 (3.3/5) are on target. Percent of classrooms with a functional blackboard and chalk (60%) is the lowest score. Basic infrastructure (3.1/5) requires caution. Percent of schools with access to internet (27%) is the lowest score. Inputs & Infrastructure - Monitoring is the weakest policy lever (3.1/5).

| Practice Indicators  |     | Policy levers (Inputs)               |     |
|----------------------|-----|--------------------------------------|-----|
| Basic inputs         | 3.3 |                                      |     |
| % Blackboard         | 60% | Inputs and infrastructure standards  | 4.5 |
| % Stationery         | 92% |                                      |     |
| % Furniture          | 99% |                                      |     |
| % EdTech access      | 76% |                                      |     |
| Basic infrastructure | 3.1 |                                      |     |
| % Drinking water     | 74% | Inputs and infrastructure monitoring | 3.1 |
| % Functional toilet  | 57% |                                      |     |
| % Internet           | 78% |                                      |     |
| % Electricity        | 27% |                                      |     |
| % Disability access  | 75% |                                      |     |

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(3.4/5), whereas the highest score is obtained for Principal Management Skills(4.2/5). School Management- Support is the weakest policy lever(3.7/5).

| Practice Indicators         |     | Policy levers(Management) |     |
|-----------------------------|-----|---------------------------|-----|
| Operational management      | 4   | Clarity of functions      | 4.9 |
| Instructional Leadership    | 3.4 | Attraction                | 4.3 |
| Principal School knowledge  | 4   | Selection & Deployment    | 3.9 |
| Principal Management skills | 4.2 | Support                   | 3.7 |
|                             |     | Evaluation                | 4.5 |

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 Mandates & Accountability (4.5/5), and the lowest score is noted for Financing (2.4/5).

| Indicator                 | Value |
|---------------------------|-------|
| Quality of Bureaucracy    | 4.4   |
| Impartial Decision-Making | 3.7   |
| Mandates & Accountability | 4.5   |
| National Learning Goals   | 4.2   |
| Financing                 | 2.4   |

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.