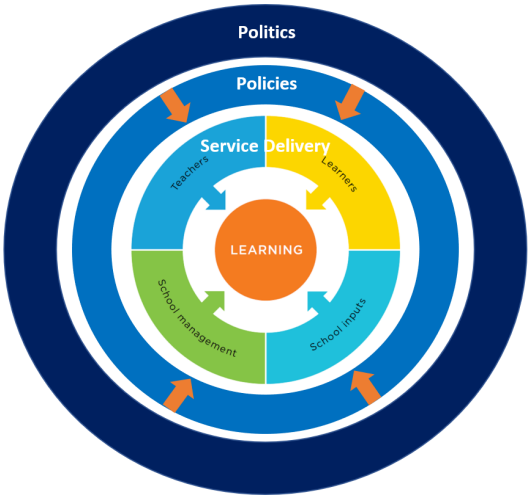
INTRODUCTION

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, PERU, 2020

- Learning poverty is substantial, and rural children lag far beyond urban children in learning.
- Disparities are driven by differences in practices (less than ½ of variation explained by within-school differences).
- Of all practice indicators, teacher skills & children's capacity for learning at primary entry explain low learning the best.
- Infrastructure is advanced, but internet access and accessibility to kids with disabilities are still poor (just 8% & 54% in rural schools).
- Policy frameworks are comprehensive, but the de facto implementation varies across types of policies. E.g. teaching support.
- Bureaucratic capacity scores are affected by the lack of recognition of good performance for individuals, units, and departments.

Table 1. GEPD Indicators, Peru, 2019

	Subtitle	Indicator	Overall
Outcomes	Learning	Proficiency by Grade 2/3	NA
		Proficiency by End of Primary	54%
		Proficiency on GEPD Assessment	33%
	Participation	Net Adjusted Enrollment Rate	NA
	Participation and learning	Learning poverty	56%
Practices	Teaching	Teacher Effort	91%
		Content Knowledge	39%
		Pedagogical Skills	34%
	Inputs & Infrastructure	Basic Inputs	4.1
		Basic Infrastructure	3.7
	Learners	Capacity for Learning	53%
		Student Attendance	93%
	School Management	Operational Management	4.3
		Instructional Leadership	3.3
		School Knowledge	3.6
		Management Practices	4.3
Policy levers	Teaching	Attraction	3.6
		Selection & Deployment	3.6
		Support	3.1
		Evaluation	4
		Monitoring & Accountability	2.8
		Intrinsic Motivation	4.1
	Inputs & infrastructure	Standards	3.7
		Monitoring	3.7
	Learners	Nutrition Programs	3.6
		Health Programs	3.6
		Center based care	2.6
		Caregiver Financial Capacity	2.6
		Caregiver Skills Capacity	2.9
	School Management	Clarity of Functions	5
		Attraction	4.4
		Selection & Deployment	4.4
		Support	3.5
		Evaluation	4.4
Politics	Politics & Bureaucratic Capacity	Quality of Bureaucracy	3.6
		Impartial Decision-Making	3.6
		Mandates & Accountability	3.1
		National Learning Goals	4
		Financing	2.8

Source: UIS, GLAD, GEPD, World Bank, Peru, 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, Peru, 2020

Subtitle	Indicator	Male	Female
Learning	Proficiency on GEPD Assessment	33%	31%
Teaching	Teacher Effort	89%	91%
	Content knowledge	38%	39%
	Pedagogical Skills	NA	NA
Learners	Capacity for Learning	76%	78%
	Student Attendance	93%	91%
School Management	Operational Management	4.3	4.3
	Instructional Leadership	3.3	3.2
	School Knowledge	3.5	3.8
	Management Practices	4.3	4.2

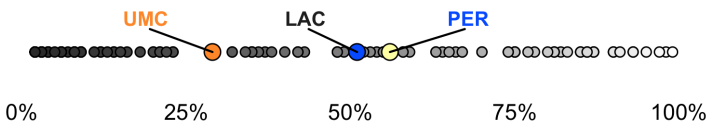
Table 3. GEPD Indicators by region, Peru, 2020

Subtitle	Indicator	Rural	Urban
Learning	Proficiency on GEPD Assessment	14%	37%
Teaching	Teacher Effort	91%	91%
	Content knowledge	29%	41%
	Pedagogical Skills	22%	36%
Inputs & infrastructure	Basic Inputs	3.8	4.1
	Basic Infrastructure	2.7	4
Learners	Capacity for Learning	63%	80%
	Student Attendance	92%	93%
School Management	Operational Management	4.3	4.3
	Instructional Leadership	3.1	3.3
	School Knowledge	3.8	3.6
	Management Practices	4.2	4.3

LEARNING OUTCOMES: 56% LEARNING POVERTY, 33% 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 Peru is 5% points worse than the average for Latin America & Caribbean (excluding high income) region and 27% points worse than the average for Upper middle income countries.

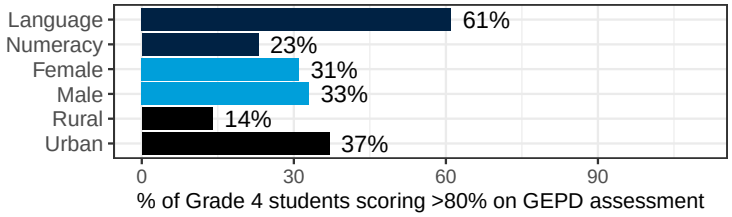
Figure 2. Leaning poverty comparison



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

GEPD grade 4 proficiency of 33% means 33% students score greater than 80% in GEPD assessment. Student proficiency is 38 points higher in language compared to numeracy, 2 points higher for boys compared to girls, and 23 points higher in urban areas compared to rural areas.

Figure 3. Grade 4 proficiency, Peru



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 (39%) needs improvement. Teacher proficiency in language (41%) is 5 points higher than mathematics proficiency (36%). Teacher pedagogical skills score (34%) needs improvement, and teacher attendance (92%) is on target. Teaching - Monitoring & Accountability is the weakest policy lever(2.8/5).

Practice Indicators		Policy levers(Teaching)	
Content knowledge	39%	Attraction	3.6
Maths proficiency	36%	Selection & deployment	3.6
Language proficiency	41%		
Pedagogical skills	34%	Support	3.1
% Classroom culture	91%		
% Instruction practices	39%	Evaluation	4
% Socio-emotional skills	24%		
Teacher Attendance	92%	Monitoring & Accountability	2.8
		Intrinsic motivation	4.1

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 (53%) needs improvement. Executive funcion score(65)% is the lowest knowledge sub-score. Student attendance(93%) is on target. Center-Based Care is the weakest policy lever(2.6/5).

Practice Indicators		Policy levers(Learners)	
Capacity for learning	53%	Nutrition Programs	4.3
Numeracy score	90		
Literacy score	77	Health Programs	4.2
Executive score	65	Center based care	2.6
Socio-emotional score	75	Caregiver Skills Capacity	2.9
Student Attendance	93%	Caregiver Financial Capacity	4.5

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 infrastrucutre is affected by physical infrastructure standards set in policies, and strength of school monitoring systems. Basic inputs (4.1/5) are on target. Percent of schools with access to EdTech(78)% is the lowest score. Basic infrastructure (3.7/5) requires caution. Percent of schools with access to internet(54)% is the lowest score. Inputs & Infrastructure - Monitoring is the weakest policy lever(3.7/5).

Practice Indicators		Policy levers(Inputs)	
Basic inputs	4.1	Inputs and infrastructure standards	3.7
% Blackboard	82%		
% Stationery	96%		
% Furniture	84%		
% EdTech access	78%		
Basic infrastructure	3.7	Inputs and infrastructure monitoring	3.7
% Drinking water	91%		
% Functional toilet	68%		
% Internet	96%		
% Electricity	54%		
% Disability access	65%		

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(4.3/5). School Management-Support is the weakest policy lever(3.5/5).

Practice Indicators		Policy levers(Management)	
Operational management	4.3	Clarity of functions	5
Infrastructure	4.2		
Ensuring inputs	4.4		
Instructional Leadership	3.3		
% Classroom observed	86%		
% Discussed observations	24%		
% Feedback given	71%		
% Lesson-plan feedback	73%		
Principal school knowledge	3.6	Attraction	4.4
% Teachers' knowledge	75%		
% Teachers' experience	99%	Selection & Deployment	4.4
% Input availability	81%		
Principal Management skills	4.3	Support	3.5
Problem solving score	4.6		
Goal-setting score	3.9	Evaluation	4.4

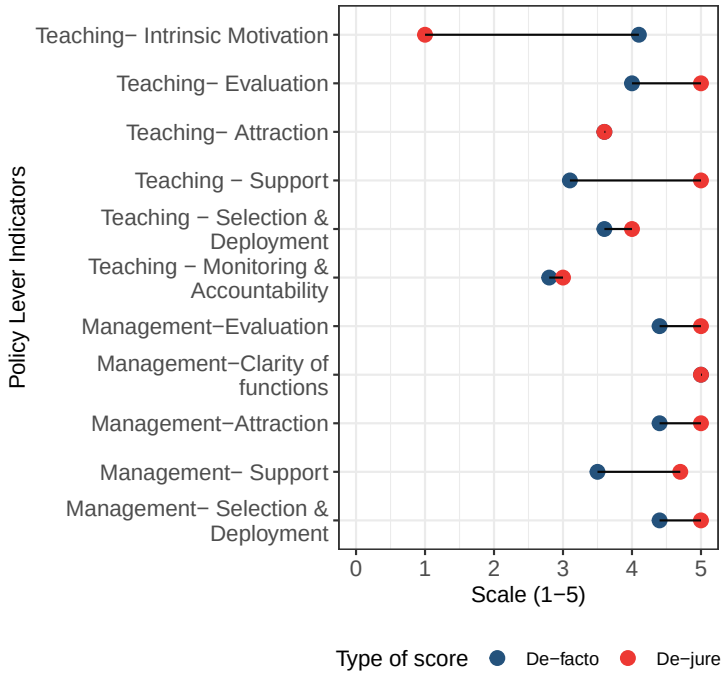
Notes: (1) Under instructional leadership, % refers to % teachers reporting in affirmative for the given sub-component. (2) Under principal school knowledge, % refers to % principals familiar with the given sub-component in the school.

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 ~**0.3 point average gap** exists between the de-facto policy levers and de-jure policies in Peru 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 Teaching- Intrinsic Motivation(-3.1 points), Teaching- Attraction(0 points) and Management-Clarity of functions(0 points).

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

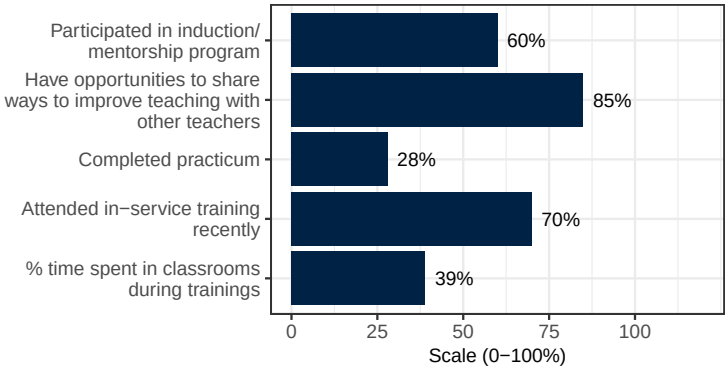


Note: De–facto indicators are observed in practice, de–jure indicators are set in policy

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

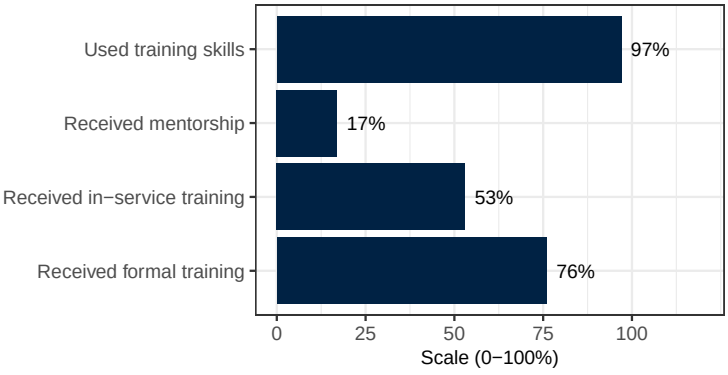
Largest gaps indicating a mismatch in policy design and policy implementation in schools are observed for Teaching - Support(1.9 points), Management- Support(1.2 points), Teaching- Evaluation(1 points). The breakdown of sub-indicators within these de-facto policy levers show the specific areas where scores are the lowest, contributing to the gap observed in policy implementation.

Figure 5: Sub-indicators of Teaching - Support



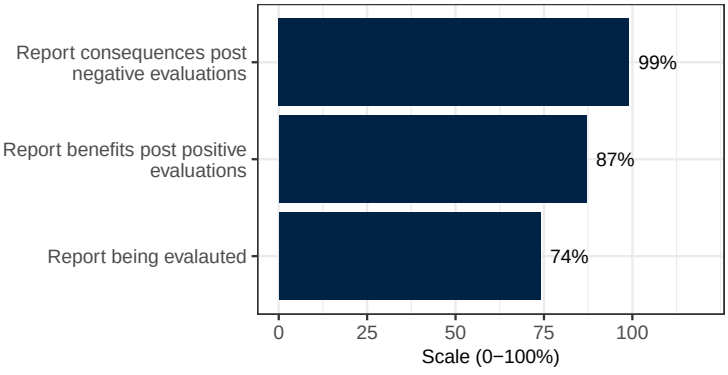
Notes: Percent of teachers reporting in affirmative unless stated otherwise

Figure 6: Sub-indicators of Management- Support



Notes: Percent of principals reporting on the given aspect.

Figure 7: Sub-indicators of Teaching- Evaluation



Notes: Percent of teachers 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 (5/5), and the lowest score is noted for National Learning Goals (3/5).

Figure 8. Politics and bureaucratic capacity indicators, Peru

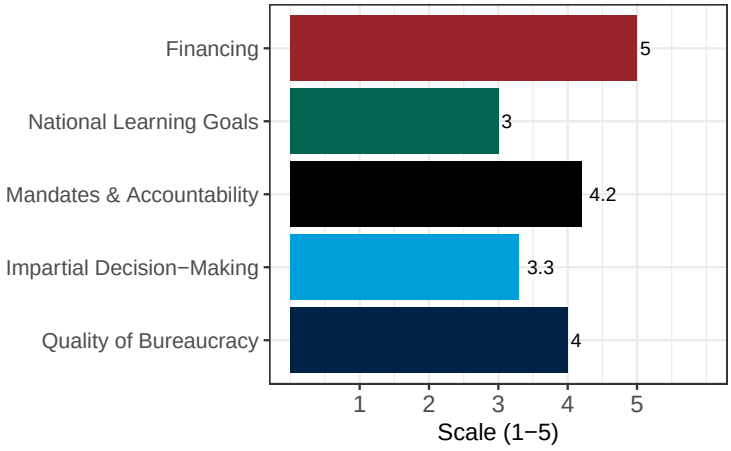


Table 4. Politics and bureaucratic capacity sub-indicators, Peru

Indicator	Sub-indicator	Value
Quality of bureaucracy (Scale 1-5)	Knowledge and skills	3.9
	Work enviornment	4
	Merit	3.2
	Motivation and attitudes	4.3
Impartial decision making (Scale 1-5)	Politicized personnel management	3.5
	Politicized policy-making	3.6
	Politicized policy implementation	2.9
	Employee unions as facilitators	4
Mandates and accountability (Scale 1-5)	Coherence	4
	Transparency	4.1
	Public official accountability	4.6
National learning goals (Scale 1-5)	Targeting	4.2
	Monitoring	3.7
	Incentives	2.6
	Community engagement	2.4
Financing (Scale 0-1)	Per child spending adequacy	1
	Public expenditure and financial accountability efficiency	-999
	Financing and efficiency outcome	-999
	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.