

**GLOBAL
EDUCATION
POLICY
DASHBOARD**

Implementing
Brief

WORLD BANK

Implementation Brief



What is the Global Education Policy Dashboard?

The Global Education Policy Dashboard (GEPD) is an innovative initiative that measures the key drivers of learning outcomes in basic education in a cost-effective manner. In doing so, the dashboard highlights gaps between current practice and what the evidence suggests would be most effective in promoting learning, and it gives governments a way to set priorities and track progress as they work to close those gaps.

The dashboard uses three data collection instruments to report on 39 indicators that, operationalizing the World Development Report 2018 framework, provide a snapshot of how the education system is working. For some indicators, existing data sources (e.g. Multiple Indicator Cluster Surveys) are leveraged.

WHAT ARE THE INSTRUMENTS USED?

The GEPD collects data using survey instruments that build on the best existing tools, streamlined to reduce the time and cost required to carry them out:

SCHOOL SURVEY

This survey is carried out in a representative random national sample of schools; it takes 4 hours to complete per school. It includes 8 modules: School Information, Roster, Principal Questionnaire, Teacher Questionnaire, Classroom Observation, and Assessments for Teachers and for 1st- and 4th-Grade Students.

SURVEY OF PUBLIC OFFICIALS

This survey uses 45-minute interviews with education officials at the central and subnational levels. The sample of surveyed officials is representative at the targeted levels.

POLICY SURVEY

This survey involves a legislative review conducted by a senior consultant in each country, drawing on their knowledge to identify the country's choices in policy areas highlighted in the dashboard.

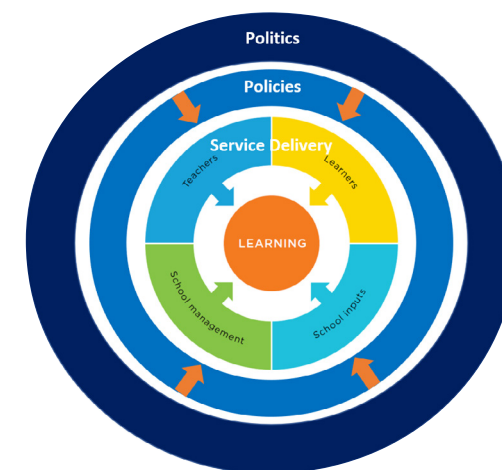
WHY USE NEW INSTRUMENTS?

There is now a wealth of instruments available for collecting data on education quality at various levels, but these instruments are designed for measuring specific pieces of the system. This makes it difficult for a country to get a full picture of system quality without implementing many of these surveys at the same time. But because they typically tend to be quite detailed, it is expensive and time-consuming to implement all these instruments separately in a country.

The GEPD draws on all these instruments, but streamlines them by using only the pieces that are most relevant for measuring key determinants of learning. This streamlining, combined with the unified fieldwork operation, substantially cuts the cost of data collection while providing a comprehensive view of the system.

THE CASE FOR THE GLOBAL EDUCATION POLICY DASHBOARD

Even before COVID-19 hit, the world was already in a learning crisis. In low- and middle-income countries, 53 percent of children suffered from Learning Poverty, and 258 million children and youth remained out of school. The COVID-19 pandemic has exacerbated this crisis and poses new threats to human capital accumulation. As countries take action to build back better, stronger, and more resilient and inclusive education systems with better results, there is strong demand for tools that can help guide that action. Meeting this demand motivated the creation of the Global Education Policy Dashboard. What makes this dashboard unique?



- **Innovative framework:** To tackle the learning crisis, and to achieve and sustain learning gains at scale, countries need to know where they stand on all dimensions—Outcomes, Practices, Policies, and Politics. The GEPD's framework is the first to report on all these aspects.
- **Comprehensive set of indicators:** With nearly 40 indicators (and over 200 sub-indicators), the information provided by the GEPD provides a full picture of how the system is working and provides a unique way of identifying bottlenecks.
- **Cutting-edge knowledge:** In addition to taking a comprehensive approach, the dashboard incorporates the latest research on education. Concepts such as growth mindset, importance of coaching, coherence of policies, school leadership, socioemotional skills, and integration of EdTech into the curriculum, among others, are captured in the GEPD. In areas where further research is needed, like the impact of socioeconomic factors in the school or the assessment of curriculum quality, the GEPD is working to push the knowledge frontier with measurement innovations.
- **Automated processes:** From the moment that the government confirms participation to the publishing of indicators, a suite of resources and the automation of important steps enable the implementation process to require very little staff time, saving both costs and time to delivery.
- **Value added for operational work:** The information provided by the GEPD is a great starting point for bringing evidence into policy discussions, whether in developing an Education Sector Plan, identifying priorities for an intervention, or monitoring progress on a project. All of the information is presented in an easy-to-use GEPD website.



Get to Know the Indicators

OUTCOMES

Learning Poverty: Share of children that are not able to read a short age-appropriate text with comprehension around age 10.

Proficiency by Grade 2/3: Measures amount of learning by grade 2/3, based on UIS reporting for SDG 4.1.1.a.

Proficiency by End of Primary: Measures amount of learning by end of primary, based on UIS reporting for SDG 4.1.1.b.

Proficiency on GEPD Assessment: Measures amount of learning based on 4th-Grade GEPD Student Assessment.

Participation: Adjusted net enrollment rate among primary-age children.

PRACTICE

Teacher Presence: Measures teachers' school attendance during an unannounced visit.

Teacher Content Knowledge: Measures teachers' mastery of the content that they currently teach or are supposed to teach.

Teacher Pedagogical Skills: Measure teachers' mastery of the pedagogical skills, based on the classroom observation tool Teach.

Basic Inputs: Measures availability of blackboard, pens/pencils, exercise books, textbooks, classroom furniture, and ICT access.

Basic Infrastructure: Measures availability of drinking water, functioning toilets, electricity, internet, and accessibility.

Readiness for Learning: Measures school readiness by assessing cognitive and socioemotional skills of 1st-grade students.

Student Attendance: Measures student attendance as one proxy for learner preparedness.

Operational Functions: Measures presence and quality of core operational management functions at each school.

Instructional Leadership: Measures availability and quality of instructional leadership (or coaching) at each school.

School Knowledge: Measures what principals know about their schools in areas needed for effective management.

Management Skills: Measures principals' core managerial skills, such as problem-solving and goal-setting.



POLICY

Attraction: Measures whether teaching is an attractive profession with good professional and personal benefits.

Selection & Deployment: Measures the extent to which there is a meritocratic system for recruiting teachers.

Support: Measures the availability and quality of pre-service and in-service training opportunities.

Evaluation: Measures whether there is a teacher evaluation system, and if so, what decisions are made based on the results.

Monitoring & Evaluation: Measures the extent to which teacher presence is being monitored, rewarded, and enforced.

Intrinsic Motivation: Measures teachers' views on teaching and growth mindset, as well as their levels of intrinsic motivation.

Standards: Measures the standards that specify what inputs and infrastructure need to be available in every school.

Monitoring: Measures the extent to which there is a monitoring system to ensure availability of inputs and infrastructure.

Nutrition Programs: Measures availability and quality of programs that support early childhood nutrition.

Health Programs: Captures the level of health guidance and support available to parents and children in the early years.

Early Childhood Education: Measures access and quality of early childhood education for children under 5.

Caregiver Financial Capacity: Measures the availability and quality of programs to build the financial capacity of caregivers.

Caregiver Skills Capacity: Measures the availability and quality of programs that aim to build caregiver capacity.

Clarity of Functions: Captures whether the core operational and instructional leadership functions are articulated and allocated.

Attraction: Measures whether the right candidates are being attracted to the profession of school principals.

Selection & Deployment: Measures the extent to which there is a meritocratic system for recruiting principals.

Support: Measures availability and quality of training for principals to help them be better school leaders.

Evaluation: Measures whether principal performance is being monitored and supported through accountability measures.



POLITICS

Characteristics of Bureaucracy: Measures the knowledge and skills, work environment, merit, and motivation of the bureaucracy.

Impartial Decision-Making: Assesses the extent to which public officials implement policies in an impartial way.

Mandates & Accountability: Measures the extent to which the mandates are clearly defined and allocated in legislation.

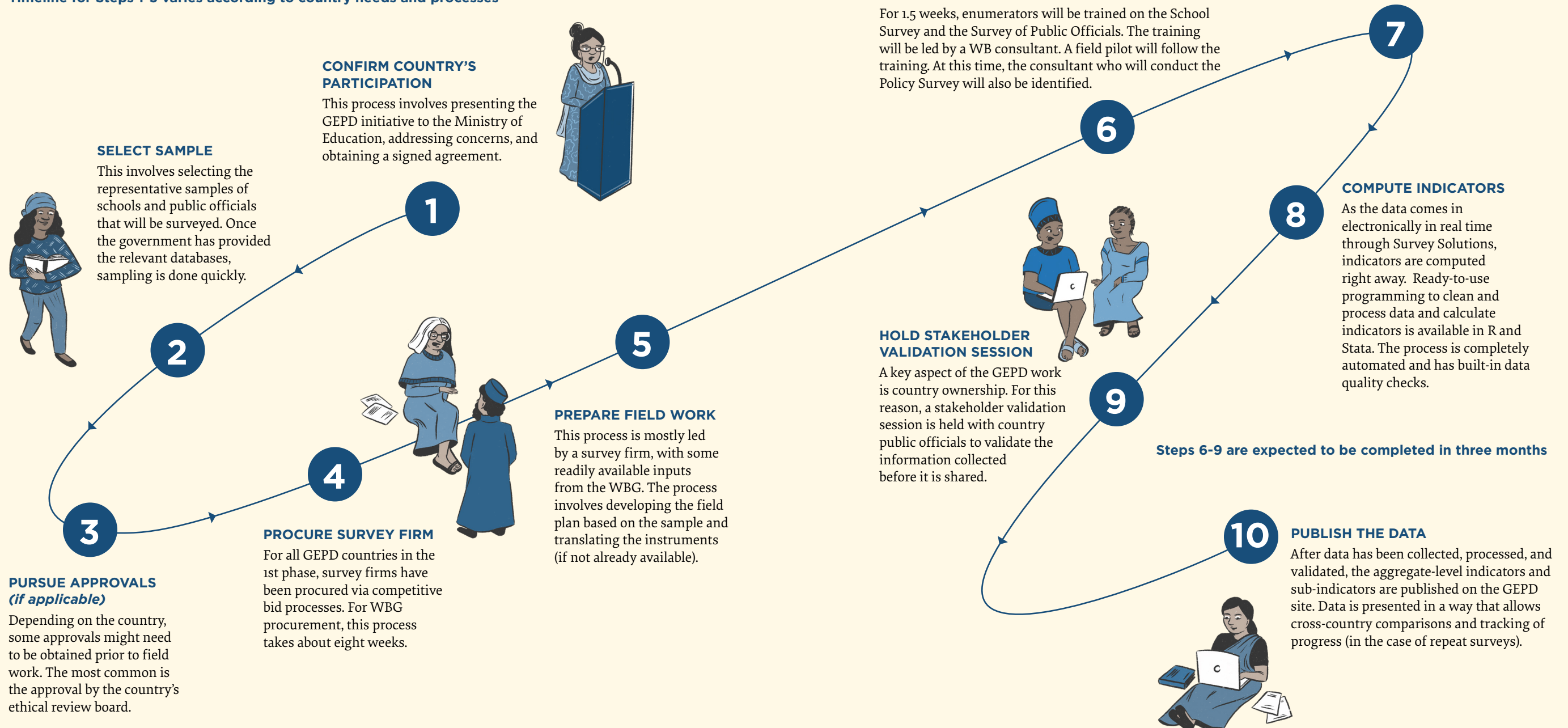
National Learning Goals: Captures existence of a goal that makes enshrines in policy a desire/path to reach higher learning outcomes.

Financing: Capture the aspects of adequacy, equity, and efficiency of education financing.



10 Steps to Implementation

Timeline for Steps 1-5 varies according to country needs and processes



Resources Available

To facilitate scale-up of the Global Education Policy Dashboard across more countries, many resources have been created to make the process of implementation as simple as possible for the GEPD team, countries, country teams, and development partners. These resources include:

-  **Instruments:** Three survey instruments that are streamlined and yet comprehensive: a School Survey, a Survey of Public Officials, and a Policy Survey. These are available in English, Spanish, Portuguese, French, Kinyarwanda, Arabic, Amharic, and Urdu (as of January 2021).
-  **Tablet-Based Programming:** The three instruments as well as their translations are fully programmed in Survey Solutions, which allows for tablet-based data collection.
-  **Instrument Manuals:** Each survey is accompanied by a user manual that explains in detail each question, how to score it, and all other aspects that enumerators must know when they go to the field.
-  **Training Resources:** All the resources needed for enumerator training have been created and standardized for use in all countries. These include agendas, presentations, quizzes, and in-class activities, among others.
-  **Field Step-by-Step Guides:** Complementary guides are available for the field staff implementing each of the surveys. These include in-field sampling methodology, scripts to introduce project and questionnaires, Q&A, and other relevant information.
-  **Terms of Reference (ToRs):** ToRs are available for all possible procurements involved in a GEPD implementation. These include ToRs for survey firm, local consultant, translators, policy experts, and others.
-  **Automated Procedures to Process Data:** Data processing is built around ready-to-use programming for processing and calculating indicators in both the R and Stata software packages.
-  **Data Manipulation & Visualization Platform:** The GEPD offers an easy-to-use platform for visualizing and manipulating the data as it is processed. The platform offers features like instant regression analysis and application of statistical weights.
-  **A wealth of data and other resources that can be found on the GEPD website.**

What the Benefits Look Like: Three Cases

The benefits of participating in the GEPD vary from country to country depending on the maturity of existing country data systems. Here are three cases that outline what the benefits could look like for different countries:

- 1 COUNTRY WITH LOW OR NO DATA INFRASTRUCTURE**

In countries with low to no data infrastructure, the GEPD complements efforts to build or improve the EMIS or other data systems. Given that the process of building a strong EMIS requires years, the GEPD can fill the gap in the short term by offering much-needed information on learning bottlenecks quickly and cheaply. This can ensure that current policy decisions are evidence-based and make it possible to track progress. Additionally, the GEPD provides countries with instruments, training materials, and processes that can help build data-collection capacity and data infrastructure.
- 2 COUNTRY WITH SOME DATA INFRASTRUCTURE**

In countries with emerging data infrastructures, the GEPD can strengthen local efforts, because much of the data collected through the GEPD is not captured in any standard EMIS. The data from the GEPD shines a light on key quality aspects of service delivery, existence and implementation of policies, and the implementation capacity and orientation of the bureaucracy, all of which fall outside the scope of a standard EMIS.

The GEPD also serves as an opportunity for building capacity by identifying gaps in existing data systems, auditing existing data, and sharing access to a suite of resources that could be incorporated into a country's regular monitoring.
- 3 COUNTRY WITH ADVANCED DATA INFRASTRUCTURE**

In countries with advanced data systems, the GEPD can also add value. Even in the rare cases where good data on quality of service delivery (Practices) is available, the indicators at the Policy and Politics levels are not generally collected, so the GEPD can shine a light on these systemic drivers of learning.

At the Practice level, the information collected through the GEPD can serve as an audit to existing data, while also highlighting areas where there are data gaps. In those cases, the GEPD will provide countries with access to instruments, training materials, and processes that can improve the quality of existing data monitoring systems.

Reporting Back from Peru: GEPD's First Country

Peru was the first country where the GEPD was implemented. The collection and availability of the dashboard data was very timely for Peru, as it coincided with the preparation of two projects to support investment in human capital – a Development Policy Loan and an Investment Project Financing.



“The level of granularity and volume of data collected by the dashboard initiative helps us identify key bottlenecks in human capital policy areas, understand what explains these bottlenecks, and provide an in-depth analysis for the government to make evidence-based policy decisions and improve the implementation of/compliance with norms, programs, and so on.”

Renata Freitas, Senior Economist at the WBG

Although Peru has a vast amount of data available, the GEPD adds value by providing a streamlined set of indicators on factors that have been shown to matter for learning, supported by a robust conceptual framework, literature review, and consultations with experts on the subject areas and on measurement. The dashboard also provides data analysis and reports on important indicators. Thus, the dashboard data helps focus on what matters for learning and provides just-in-time technical support to Peru's Ministry of Education (MINEDU).

Survey implementation in Peru went smoothly. Training started in mid-August 2019, with 45 enumerators and 6 supervisors trained for two weeks—one week each on the School Survey and the Survey of Public Officials. The fieldwork lasted five weeks, so that data collection was completed by the end of September, meeting the GEPD objective of timely completion of data collection.

Once the data was processed, the indicators highlighted the main bottlenecks in Peru's education system. In all, the set of indicators explained 78 percent of the between-school variation in learning outcomes. The data was presented to the government in a stakeholder validation meeting at the end of February 2020. Since then, the data has been linked to several initiatives and will be used as baseline data for these projects and to monitor progress on them. The government is also exploring the possible use of the GEPD instruments and methodology in their regular monitoring.

Frequently Asked Questions

What is the sample size?

In most countries where the dashboard has been implemented, the random sample has included 200-300 schools and 200 public officials, to allow reporting on a nationally representative basis. With additional funds, the sample size could be increased to allow reporting at the regional/district level.

What is the real cost?

The cost of implementing the dashboard varies from country to country, but with the dashboard implemented in over 5 countries as of January 2021, some estimates of typical costs can be offered. On average, the cost of implementing it has totaled \$130,000 per country. This cost covers the 1) survey firm, 2) local consultant(s), 3) and necessary travel for trainers. Excluded from these estimates is the staff time required to analyze the data; however, data processing and calculation of indicators have been largely automated, so that little to no staff time is needed.

What if I am only interested in using 1-2 of the dashboard instruments?

While it is strongly recommended that three instruments be jointly used to allow a comprehensive view of the system, sometimes implementing all instruments is not possible. In those cases, individual instruments can be made available to country teams and development partners.

How is the data made public?

Aggregate-level information is reported on the GEPD website. The user-friendly interface allows users to look at the data in a visually appealing way, track progress over time on each indicator, and do country comparisons.

I am interested in implementing the GEPD in my country; how much support is available and what is the next step?

A full team is ready to help along the entire process. Email us at: educationdashboard@worldbank.org



Visit us at: www.educationpolicydashboard.org