

Policy Survey

2020

Global Education Policy Dashboard



Introduction

This document contains the newly developed Policy Survey that is part of the Global Education Policy Dashboard. This survey involves a legislative review conducted by key informants in each country, drawing on their knowledge to identify key elements of each policy framework. The Policy Survey collects data on the de jure Policy indicators. It consists of streamlined version of SABER, which provides information on the policies that govern service delivery as well as ITSSI, which provides information on the quality and policies of teacher in-service training. The Policy Survey includes 4 short modules: Teachers, Inputs & Infrastructure, School Management, and Learners.

This instrument was developed by Reema Nayar, Halsey Rogers, Sergio Venegas Marin, Marta Carnelli, and Brian William Stacy. Significant inputs were provided by other members of the World Bank's Education Global Practice.

Module A: Teachers

| # | Question | Answers | Notes & Regulation |
|----|---|--|--------------------|
| A1 | Is data on teacher absences being systematically collected at national/regional level on a regular (at least annually) basis? | 1=Yes 2=No | |
| A2 | If yes, what was the absence rate last year? | Percent (e.g., 20%) | |
| A3 | Do teachers receive any monetary incentive for meeting a specific attendance threshold (e.g. 80% of school days)? | 1=Yes 2=No | |
| A4 | What is the average public-school initial teacher salary? | Number | |
| A5 | According to national or sub-national laws and regulations, which of the following criteria are used to select the applicants who are admitted into initial education programs? | 1= Performance in secondary school 2 = Results in a compulsory secondary education leaving exam 3 = Performance in a compulsory tertiary education entrance exam 4 = Performance in a compulsory entrance examination specifically designed for teacher education programs 5 = Results of an interview that considers candidates' motivations to become teachers and/or their interpersonal and emotional skills 6 = To conduct a mockup class 97 = Other (specify). | |
| A6 | What are the requirements to become a public-school teacher? | 1= Completed required coursework 2= Achieved a specific educational qualification 3= Graduated from any tertiary education degree program 4= Graduated from a tertiary degree program specifically designed to prepare teachers 5= Passed a subject content knowledge written test 6=Passed an interview-stage assessment 7= Had a minimum amount of practical professional experience 8= Passed an assessment conducted by a supervisor based on the practical professional experience 9= To conduct a mockup class | |
| A7 | Which of the following criteria are used to determine whether or not to fulfill a teacher's request to be transferred to another school? | 1 = Years of experience 2 = Job title hierarchy 3 = Performance as assessed by a school authority or colleagues 4 = Performance as assessed by external evaluators | |

| # | Question | Answers | Notes & Regulation |
|-----|--|---|--------------------|
| | | 5 = Results of an interview 97 = Other (please specify) _____ | |
| A8 | Are teachers required to complete a practicum as part of their pre-service training in order to become teachers? | 1=Yes 2=No | |
| A9 | Does participation in professional development programs have professional implications for teachers? These could include status, promotions, salary implications, or other implications could incentivize more teachers to pursue continuing training. | 1=Yes 2=No | |
| A10 | Is there a law or regulation that assigns responsibility to a public authority (national, sub-national, or local) to evaluate the performance of public school teachers? | 1=Yes 2=No | |
| A11 | Is there a law or regulation that assigns responsibility to the schools to evaluate the performance of public school teachers? | 1=Yes 2=No | |
| A11 | Are there clear criteria to evaluate public school teachers? | 1=Yes 2=No | |
| A12 | Which of the following criteria are used to assess a public-school teacher's performance? | 1=Attendance 2=Knowledge of subject matter 3=Pedagogical Skills in the classroom 4=Compliance with the curriculum 5=Students' academic achievement 6=Students' socio-emotional development 7=development 8=Parents views 9=Students views 97=Other | |
| A13 | If a public-school teacher obtains an unsatisfactory result in the performance evaluation conducted by the school in which he/she works, which of the following consequences may follow? | 1= The teacher would be dismissed 2= The teacher's salary would be reduced 3=The teacher would be required to partake in professional development 4=The teacher would be supervised/ monitored more closely by someone at the school or the district 5=The teacher would be required to undergo a follow-up evaluation 97=Other (specify) | |
| A14 | If a public-school teacher obtains 2 or more successive unsatisfactory results in the | 1= The teacher would be dismissed | |

| # | Question | Answers | Notes & Regulation |
|-----|---|--|--------------------|
| | performance evaluation conducted by the school in which he/she works, which of the following consequences may follow? | <p>2= The teacher's salary would be reduced</p> <p>3=The teacher would be required to partake in professional development</p> <p>4=The teacher would be supervised/monitored more closely by someone at the school or the district</p> <p>97=Other (specify)</p> | |
| A15 | If a public-school teacher obtains a satisfactory result in the performance evaluation conducted by the school in which he/she works, which of the following consequences may follow? | <p>1= The teacher would be promoted</p> <p>2= The teacher's salary would be increased</p> <p>3=The teacher would be offered more professional development opportunities</p> <p>4=The teacher would be publicly recognized</p> <p>97=Other (specify)</p> | |
| A16 | If a public-school teacher obtains 2 or more successive unsatisfactory results in the performance evaluation conducted by the school in which he/she works, which of the following consequences may follow? | <p>1= The teacher would be promoted</p> <p>2= The teacher's salary would be increased</p> <p>3=The teacher would be offered more professional development opportunities</p> <p>4=The teacher would be publicly recognized</p> <p>97=Other (specify)</p> | |
| A17 | What is the average quality (in terms of score on SAT, exit-exams, etc.) of the people entering the initial education programs? | Average score | |
| A18 | Is there a probationary period for new teachers? | <p>1=Yes</p> <p>2=No</p> | |

Module B: Inputs & Infrastructure

| # | Question | Answers | Notes & Regulation |
|----|---|--------------------------|--------------------|
| B1 | Is there a policy in place to require that students in all public schools have the prescribed textbooks? | <p>1=Yes</p> <p>2=No</p> | |
| B2 | Is there a policy in place to require that students in all public schools have access to PCs, laptops, tablets, and/or other computing devices? | <p>1=Yes</p> <p>2=No</p> | |
| B3 | Is there a national connectivity program? | <p>1=Yes</p> <p>2=No</p> | |
| B4 | Is there a policy in place to require all schools to have access to electricity? | <p>1=Yes</p> <p>2=No</p> | |

| # | Question | Answers | Notes & Regulation |
|----|--|---------------|--------------------|
| B5 | Is there a policy in place to require that students in all public schools have access to drinking water? | 1=Yes 2=No | |
| B6 | Is there a policy in place to require all schools to have functioning toilets? | 1=Yes 2=No | |
| B7 | Is there a policy in place to require all schools to be accessible to children with disabilities? | 1=Yes 2=No | |

Module C: School Management

| # | Question | Answers | Notes & Regulation |
|----|---|---|--------------------|
| C1 | Do the legislations and/or policies governing schools assign responsibility for the implementation of each of the following? | Indicate: 1=Yes 2=No For each of the following: 1=Maintenance and expansion of school infrastructure 2=Procurement of materials 3=Teacher hiring and assignment 4=Teacher supervision, training, and coaching of teachers 5=Student learning assessments 6=Principal hiring and assignment 7=Principal supervision and training | |
| C2 | For each of the above, if specified, please not the level at which they are allocated: | 1=National 2=Sub-national 3=Local 4=School | |
| C3 | Do the national policies governing the education system portray the position of principal or head teacher as professionalized and distinct figure within schools? | 1=Yes 2=No | |
| C4 | Is there a systematic approach/rubric for the selection of principals? | 1=Yes 2=No | |
| C5 | How are principals selected? | 1=Based on specific requirements 2=Based on written exam 3=Based on management/leadership evaluation 4=Based on prior teacher performance 5=Based on personal connections 6=Based on seniority (years of teaching) 97=Other. Specify ____ | |
| C6 | Is there a national or sub-national law/regulation that specifies the need to | 1=Yes 2=No | |

| # | Question | Answers | Notes & Regulation |
|-----|---|--|--------------------|
| | monitor principal or head teacher performance? | | |
| C7 | What criteria is used to evaluate principals? | 1=Teaching material availability 2=Student discipline or classroom management 3=Teachers' knowledge 4=Teaching methods 5=Teacher attendance 6=Student attendance 7=School facilities and equipment 8=Student assessment results 9=Parent assessment 97=Other (specify) 98=Don't know | |
| C8 | Are principals required to have training on how to manage a school? | 1=Yes 2=No | |
| C9 | If yes, what type of training? | 1= Management training for new principals 2= In-service training for principals 3= Mentoring/coaching by experienced principals 4= Other (specify) | |
| C10 | For each, how often? | 1= 4+ times 2= 3 times 3= 2 times 4= Once 5= None 98 = Don't know | |

Module D: Learners

| # | Question | Answers | Notes & Regulation |
|----|--|--|--------------------|
| D1 | Does a national policy to encourage salt iodization exist? | 1=Yes, voluntary 2=Yes, mandatory 3=Not currently, but in the past there was such a policy 4=No | |
| D2 | Does a national policy exist to encourage iron fortification of staples like wheat, maize, or rice? | 1=Yes, voluntary 2=Yes, mandatory 3=Not currently, but in the past there was such a policy 4=No | |
| D3 | Does a national policy exist to encourage breastfeeding? | 1=Yes 2=No | |
| D4 | Are pregnant women and new mothers provided with employment protection and breastfeeding facilities? | 1=Guaranteed breastfeeding breaks 2=Guaranteed facilities for breastfeeding 3=Job guarantee | |

| # | Question | Answers | Notes & Regulation |
|-----|---|---|--------------------|
| | | <i>4=Protection from employment discrimination</i> | |
| D5 | Is there a publicly funded school feeding program? | <i>1=Yes 2=No</i> | |
| D6 | Are young children required to receive a complete course of childhood immunizations (must include immunizations against Tuberculosis, Diptheria, Pertussis, Tetanus, Polio, Mumps, Measles, Rubella; may include others such as Hepatitis B, and Meningitis)? | <i>1=Yes 2=No</i> | |
| D7 | Is there a policy that assures access to healthcare for young children? Either by offering these services free or by subsidizing them. | <i>1=Yes 2=No</i> | |
| D8 | Are deworming pills funded and distributed by the government? | <i>1=Yes 2=No</i> | |
| D9 | Is there a policy that guarantees pregnant women free antenatal visits and skilled delivery? | <i>1=No 2=Antenatal visits only 3=Delivery by skilled attendants only 4=Both antenatal visits and skilled delivery</i> | |
| D10 | Is there a policy that guarantees free education for some or all grades and ages included in preprimary education (for children age 0-83 months)? | <i>1=Yes 2=No</i> | |
| D11 | Are there developmental standards established for early childhood care and education? | <i>1=Yes 2=No</i> | |
| D12 | According to laws and regulations, which of the following are required to become an early childhood educator, pre-primary teacher? Please select all that apply | <i>1=Primary school completion 2=Lower-secondary school completion 3=Upper-secondary school completion 4=ISCED 4A (vocational ECD training) 5=ISCED 5A (general tertiary degree) 6=ISCED 5B (specialized tertiary degree in ECD) 7=A certificate in ECD or specialized course 8=Participation in specialized training for ECD 9=Performance in a supervised internship 97=Other [specify]</i> | |
| D13 | According to policy, are ECCE professionals working at public or private centers required to complete in-service training in ECCE service delivery? Areas of training may | <i>1=Yes 2=No</i> | |

| # | Question | Answers | Notes & Regulation |
|-----|---|--|--------------------|
| | include: health, cognitive development, social development, emotional development, nutrition, and sanitation. | | |
| D14 | Does the government offer programs that aim to share good parenting practices with caregivers? | 1=Yes 2=No | |
| D15 | Are any of the following publicly-supported delivery channels used to reach families in order to promote early childhood stimulation? | 1=Home visits 2=Group sessions 3=Community health programs 4=Health center waiting rooms 5=School-based groups 6=Mass media/Information campaigns | |
| D16 | Are any of the following types of programs publicly-supported in your country? | 1=Anti-poverty interventions that focus on ECD 2=Cash transfers conditional on ECD services/enrollment 3=Cash transfers focused partially on ECD | |