SABER Service Delivery
World Bank Team
Overview of SABER
What is SABER?

• Conceptual framework for policy drivers of student outcomes
• Survey tools to assess policy intent
• Country and regional diagnostic reports to inform policy dialogue
• Survey tools to assess policy implementation
• Just-in-time support for country clients
Three Objectives of SABER:

1. Collect, analyze, and compile expansive and high-quality country data
2. Develop a more holistic analysis of education systems—including mesolevel
3. Build a global knowledge base
Relationship between Spending and Outcomes is Weak

Increasing Spending is not enough

-40 -20 0 20 40
Public spending on primary education (2000-2005)

-40 -20 0 20 40
Normalized primary test scores

Note: Spending and normalized test scores are given as the percent deviation from rate predicted by GDP per capita.
**SABER: Bridging the Gap between Inputs and Outcomes**

**Inputs**
- Laws and policies that regulate the education system
- Resources
  - Physical capital
  - Human capital

**Outcomes**
- Learning: teaching not just content knowledge but also socio-emotional skills
SABER Service Delivery Modules
SABER Service Delivery: 7 Modules

1. School Information
2. Teachers
3. School Management
4. Classroom Observation
5. Pupil Assessment
6. Teacher Assessment
7. Household/Parent Involvement*

Each module is designed to capture a different element of the school and learning environment.
<table>
<thead>
<tr>
<th>Provider Ability</th>
<th>Provider Effort</th>
<th>Availability of Key Inputs</th>
<th>School Governance</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical and content knowledge</td>
<td>Absence from school</td>
<td>Teaching and learning materials</td>
<td>knowledge of students and teachers performance</td>
<td>Involvement in school activities</td>
</tr>
<tr>
<td>Teacher practices and behaviors</td>
<td>Absence from classroom</td>
<td>State of infrastructure and condition of facilities</td>
<td>Management ability</td>
<td>Knowledge of children’s performance</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>Time spent teaching</td>
<td></td>
<td>Decision making power</td>
<td>Support children learning</td>
</tr>
</tbody>
</table>
1. School Information

Identifies the nature of the school environment, by collecting information on:

1. Student and staff rosters
2. School-type
3. Minimum required infrastructure
   • Classrooms and quality of building
   • Sanitation, safety, and accessibility
   • ICT facilities
4. Enrollment and shifts
2. Teachers

1. Teacher training, motivations, and professional development
   - Training requirements
   - Remuneration
   - Motivation

2. Teacher Absence
   - Measures school and classroom absence in a 2\textsuperscript{nd} visit

Measures teachers’ qualifications and work ethic, by collecting information on:
3. School Management

1. Professional background of principals
   - Required professional development and training
   - Awareness of school functionality and teachers’ classroom habits

2. World Management Survey (developed at Stanford):
   - Operations management
   - Target setting
   - Monitoring
   - People management

Measures the quality of school management and governance, by collecting information on:
4. Classroom Observation

Measures quality of classroom instruction, by collecting information on:

1. Frequency
   • Captures the time teachers are on-task

2. Quality:
   • Measures the quality of 16 behavioral indicators, capturing the teachers ability to foster analytical and 21st century skills in their students
5. Pupil Assessment

Written assessment that covers:
- Word recognition
- Reading
- Mathematics
- Non-cognitive skills

Measures students’ learning outcomes, by collecting information on:
6. Teacher Assessment

**Measures teachers’ knowledge, by collecting information on:**

1. **Content Knowledge**
   - Mastery of 4th grade curriculum
   - Fluent in math and language of instruction

2. **Pedagogic content knowledge**
   - Identifies and addresses common student mistakes
   - Explains concepts clearly
   - Prepares instructional material
   - Evaluates students’ work
7. Parents/Household Survey

Identifies students’ socio-economic background, by collecting information on:

1. Telephone protocol captures:
   - Parental level of education and occupation
   - Socio-emotional skills
   - Available resources at home
   - Family structure
   - Amount of homework given
   - Parental involvement in child’s learning
Implementation Specifics
Implementation Process: 1 Year

- Obtain the sample frame
- Draw the sample
- Technical consultation with experts and stakeholders
- Adaptation of survey instruments
- Procurement of survey firm and training enumerators
- Data collection
- Data cleaning and analysis
- Draft of country report
- Country report presentation
- Final data disclosure
Thank you!

Interested? Contact us

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