SABER IN ACTION
SABER SERVICE DELIVERY

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SABER Service Delivery (SABER SD) is an initiative by the Education Global Practice to uncover bottlenecks that inhibit student learning in low income and middle income countries. This school survey collects strategic information on the school inputs and processes that produce learning outcomes. The measure aims to uncover the extent to which policies translate into implementation and practice. As a global initiative, SABER SD provides data for the new global lead indicator on learning, which makes it easier to monitor the Sustainable Development Goal of achieving universal primary education.

Going Beyond Basic Indicators:
SABER Service Delivery

SABER Service Delivery (SABER SD) is a new initiative built upon SABER policy and implementation tools and the World Bank's Service Delivery Indicators (SDI), which was originally developed to assess the efficacy of service delivery in Africa. SABER SD contributes to the growing SABER evidence base by capturing policy implementation measures from several of SABER's core domains, including: School Autonomy and Accountability, Teachers, Finance, Education Management Information Systems, and Education Resilience. The SABER SD instrument collects data at the school level and asks questions related to the roles of all levels of government (including local and regional). The SABER SD tool will provide comprehensive data on teacher effort and ability; principal leadership; school governance, management, and finances; community participation; and student performance in math and language and includes a classroom observation module. In addition, SABER SD:

- Provides policy-makers with a quick,comprehensive overview of how their education system is currently functioning;

- Complements existing SABER domain research to deepen the knowledge and understanding of education systems;

- Identifies breakdowns in policy implementation at various levels of government;

- Provides metrics to assess the quality of education service delivery in a country;

- Links gaps in policy and policy implementation to real consequences in the classroom;

- Offers information and accountability for the education system as a whole;

- Provides data which could help bridge dialogue among financiers, policy-makers, and frontline education service providers; and

- Generates information on the implementation of country policies benchmarked by SABER.

Piloting the Tool

To date, SABER SD has informed operations in Laos, Punjab (Pakistan), and Afghanistan. The tool is also being used to monitor three operations in Latin America that aim to improve teacher classroom practices. SABER SD is designed to support operations geared toward improving the quality of education service delivery and, ultimately, learning outcomes.

PHOTO:
BART VERWEIJ / WORLD BANK

In Laos SABER SD directly supports the Second Global Partnership for Education Project which focuses on strenghtening school-based management and improving the teaching and learning of reading. The survey instrument is enabling the collection of baseline and end-line data that measure whether schools meet the minimum education quality standards. The SABER SD team worked with the government, a local survey firm, and educators to collect data from a random sample of 200 schools nationwide. Detailed information was collected from four categories of schools: urban and rural, public and private, single grade and multi-grade, and those located in priority and non-priority districts of the GPE II project.

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ANAHITA H MATIN / WORLD BANK

The data collection process in Laos allowed SABER SD to explore and set firm protocols for data collection. In an effort to streamline data collection and reduce error SABER SD piloted the use of tablets with questionnaires in Computer-Assisted Personal Interviewing (CAPI) form. Enumerators captured data directly into the tablets, which were able to instantaneously report data to the central server for review through mobile internet connection. SABER SD expects to publish the results of the Laos application later this year.In addition to Laos, SABER SD is serving as a monitoring tool for the Third Punjab Education Sector project in Punjab, Pakistan and as a diagnostic tool for an upcoming operation in Afghanistan.

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MARIA QURESHI / WORLD BANK

In Pakistan, the SABER SD team carried out an extensive pilot across 20 primary schools. A wide-ranging sample of public, private, urban, rural, co-ed, and single-sex schools was selected. Some of the innovations included the use of: 1) the Development World Management Survey (DWMS) to evaluate school management, 2) a high inference classroom observation tool with potential for implementing it as the government's primary observation protocol, 3) IEA's Literacy and Numeracy Assessment (LaNA) for pupil assessment 4) teacher assessment with questions on pedagogical content knowledge, content knowledge, perceptions and background, and 5) a parent involvement and socioeconomic status questionnaire. The SABER SD team will be using feedback from focus groups and pilot data to revise and further adapt the Service Delivery tools for the field work from October to December 2017.

In Afghanistan, there is scarce evidence as to the type of instruction and/or learning that is happening in the classroom. The SABER SD team worked with the Ministry of Education, a local survey firm, principals, and teachers to address this need by incorporating the Stallings classroom observation method into the tool. The field team is collecting data from 200 random schools nationwide, from which 170 of the schools are public and 30 are community-based education schools. The SABER SD survey is being implemented on pen and paper due to the insecure nature of certain regions of Afghanistan. SABER SD report on Afghanistan will be published later this year and is expected to be used as a diagnostic tool in Education Quality Reform in Afghanistan operation project.

Components of SABER SD

	SABER SD Survey Modules	
Module	**Title**	**Description**
1	*School Information*	Collects information on school infrastructure, state of facilities, number of students, number of shifts, and number of grades taught.
2	*Teachers*	Collects data on teachers and measures principal and teacher absence from school day and from designated class time; collects information on teacher remuneration, professional development opportunities and requirements, and teacher motivation.
3	*School Management*	Collects information on school governance, management, and financing. We have piloted different versions of the module to capture different dimensions of these concepts from target setting to community/parental participation and use of information for decision making. The instrument will be aligned to the SABER domains and Stanford's World Management Survey.
4	*Classroom Observation*	Measures teacher practices and classroom behaviors with the use of an open source tool designed to measure the quantity (i.e. time-on-task) and quality of instruction (i.e. quality of teacher feedback, ability to convey knowledge to students, behavior management). This is supplemented with an optional student report on their perceptions of teacher practices.
5	*Pupil Assessment*	Measures student learning outcomes in mathematics and reading in the language of instruction; captures student non-cognitive skills such as the "Big 5" and grit. Aligned to international student assessments to report on the new Global Lead Indicator (UIS, 2016).
6	*Teacher Assessment*	Assesses teacher knowledge of mathematics and the language of instruction; includes a written test that measures both content knowledge and *pedagogic* content knowledge.
7	**Parent Interview*	Captures information on the home environment, parental involvement, and socio-economic background of students. * This module was only piloted in Punjab and is optional.

What's Next for SABER SD?

The SABER SD survey is still being piloted and improvements will be made to the tool as a result. Analysis of survey data will help countries identify gaps in policy implementation and pinpoint bottlenecks or breakdowns in the quality of education service delivery. This information will help countries and partners identify where to channel education resources and support.