



Building Education Systems That Deliver

SABER ANNUAL REPORT 2018
Retrospective Review

Acknowledgments: This Annual Report was prepared by Aliza Marcus, Jung-Hwan Choi, and Daphna Berman. Contributors include Omar Arias, Halsey Rogers, Amanda Devercelli, Amina Denboba, Lindsay Adams, Marguerite Clarke, Jessica Swan Cross, Julia Liberman, Oni Lusk-Stover, Angela Demas, Ezequiel Molina, Husein Abdul-Hamid, Quentin Wodon, Michael Trucano, Samer Al-Samarrai, Sachiko Kataoka, Joel Reyes, Andy Chi Tembon, Koen Martijn Geven, Alexandria Valerio, Koji Miyamoto, Viviana Venegas Roseth, and Yidan Wang. We also received much assistance from a number of country task team leaders and others too numerous to list here. The report was designed by Nicole Hamam. Photo credits: World Bank/Flickr.

This report examines the progress made by the Systems Approach for Better Education Results (SABER) trust funded program over the past seven years, beginning with the program's start in 2010.

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Program Manager's Note



“These World Bank-developed tools also are used by development organizations, governments and education experts across the world to help identify critical education policy gaps and to inform changes that are improving learning for all.”

It has been seven years since the inception of the World Bank's Systems Approach for Better Education Results, better known as SABER. What began as a set of tools for policy analysis has grown to encompass a comprehensive toolbox of rubrics and questionnaires, country reports, rich data, regional analyses, case studies, briefs, and more. SABER plays an important role in the World Bank's operational work with country clients, providing a framework for identifying, analyzing, and strengthening education systems. These World Bank-developed tools also are used by development organizations, governments, and education experts across the world to help identify critical education policy gaps and to inform changes that are improving learning for all.

The SABER program continues to serve client needs through the development of new tools and support systems aimed to promote informed and forward-looking policy dialogue in education at the country level. In the 2017 fiscal year that just ended, the SABER program was made possible through collaboration with our partners within and outside the World Bank. SABER receives significant financial support through the Umbrella Facility, funded by the Australian Department of Foreign Affairs and Trade and the U.K. Department for International Development.

SABER was created in response to critical needs for measuring and understanding the policies that can help improve learning environments. A lack of data on the education policies and programs most likely to improve learning environments and student performance, especially among the most vulnerable populations, has hampered low- and middle-income countries in reaching their education goals. A lack of reliable information on the steps countries have taken to reach their education goals, including the policies established and their implementation, has also made it harder for development agencies to identify effective approaches to share with other systems. SABER has started filling these gaps by enabling countries to conduct a thorough inventory of their education policies and institutions based on global evidence of what works to improve learning.

SABER assessments are a critical part of the World Bank's work to help governments understand their education systems. These education system analyses are helping teams deliver results on the ground.

Global Knowledge Base

FRAMEWORK

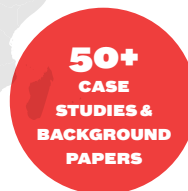


METHODOLOGY



UNDER DEVELOPMENT

KNOWLEDGE PRODUCTS



SABER examines the education system from early childhood through tertiary education and workforce development, recognizing that learning is essential for human capital development. SABER's approach is underpinned by the understanding that learning begins early and that it must continue throughout the life cycle for countries to maintain a skilled, empowered, productive, and resilient workforce.

The last year and a half was an especially important year for the SABER program. SABER was a key part of international-led initiatives on education reform, with engagements all over the world on the global and country levels. SABER teams have started synthesizing data and developing tools to take SABER to the next level. In particular, SABER's analyses are now being adapted to provide assessments of classroom-level education service delivery, giving policymakers a detailed look at how their programs are working in practice.

Moving forward, as we further institutionalize and operationalize SABER within the Education Global Practice, we know that SABER will be a key part of our country engagement, along with other education system analysis tools. In addition, we will continue to ensure that SABER and other analytical tools are global public goods accessible to clients, partners, and all interested parties for their education reform initiatives.

As SABER increases its reach and involvement in measuring and benchmarking education systems around the world, continued partner support allows the World Bank to continue these efforts and to expand the range of tools to better improve the whole of the education process so that all may benefit. In the next section, you can read more about how SABER helps countries achieve not only universal education, but also universal learning.

Omar Arias
Practice Manager, Global Engagement and Knowledge
SABER Program Manager
Education Global Practice, World Bank

SABER Program Overview

Education is a powerful driver of development and is one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability. Although there has been great progress over the past decade, some 260 million children are still out of primary and secondary school, and 250 million children globally still cannot read or write, although many have been to school. The learning crisis starts before primary schools and continues after formal schooling is over. Only one in five young children is enrolled in a preschool program, while in some parts of the world, such as sub-Saharan Africa, more than a third of adults are illiterate. Accelerating learning depends not only on the resources invested in the school system, but also on the policies and institutions to use these resources.

The World Bank’s Education Sector Strategy 2020, launched at the start of this decade, laid out the World Bank’s agenda for strengthening education systems around the world. This strategy aims to ensure that all children and youth – including the most disadvantaged and vulnerable – can go to school and acquire the knowledge and skills for healthy, productive lives. This approach recognizes that reducing poverty, improving growth, and building human capital does not depend on the number of years a person sits in the classroom, but on the knowledge and skills people acquire in the classroom and outside of it.

SABER Education System

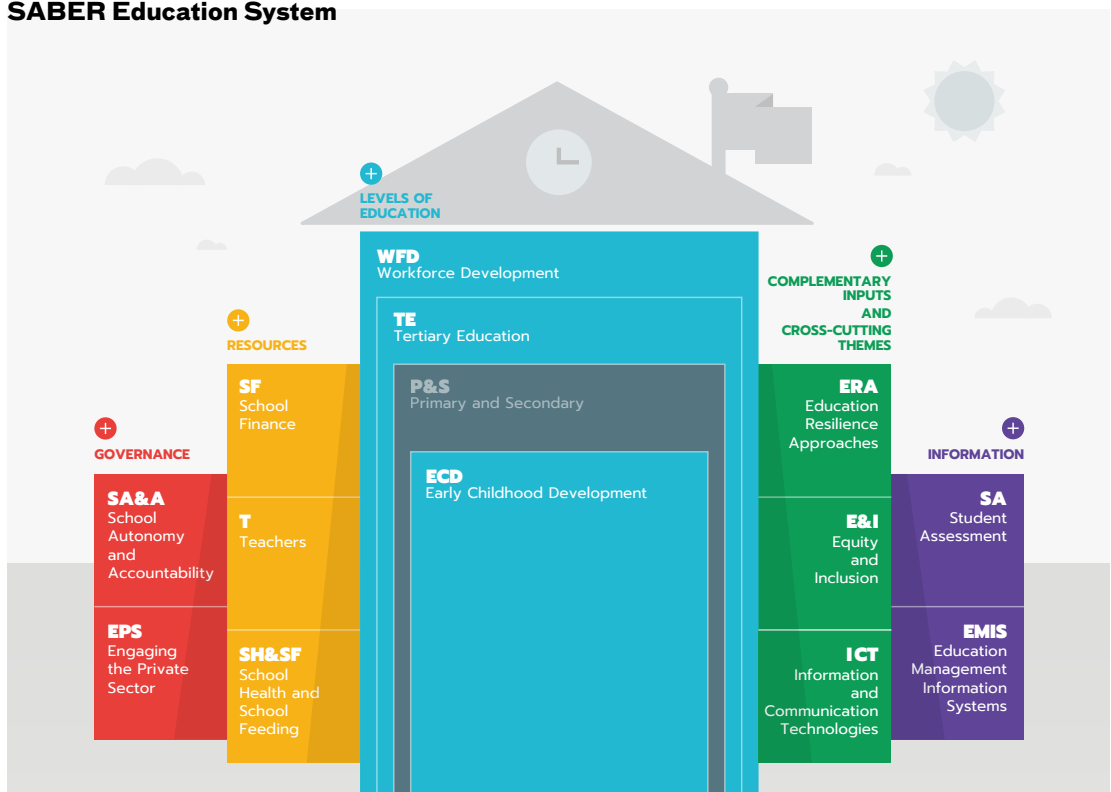
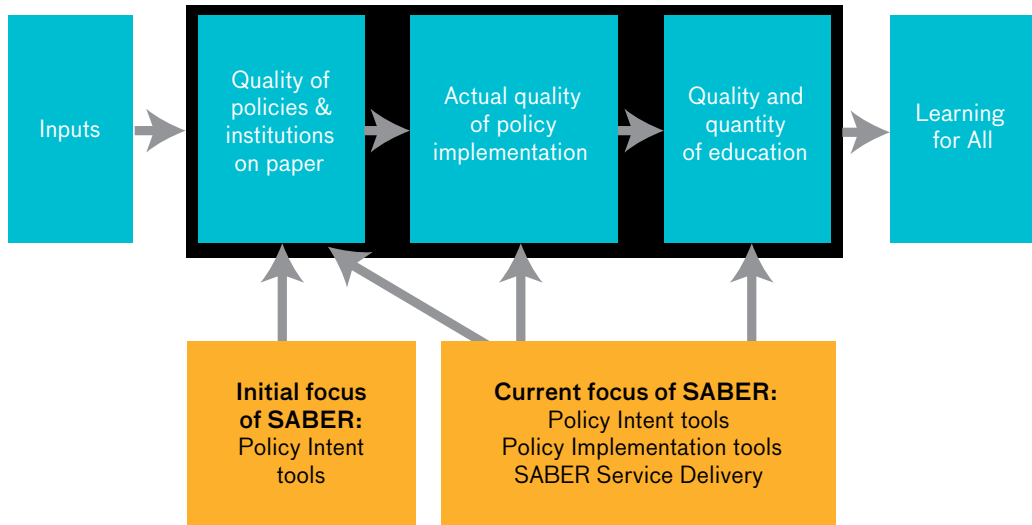


FIGURE 1. The Education System Results Chain for Learning




Source: Adapted from Rogers and Demas (2013).

The World Bank’s 2018 World Development Report, “Learning to Realize Education’s Promise,” explores the learning crisis and how to tackle it. While access to education is increasing, being in school does not always guarantee an education. Children learn very little in many education systems around the world: Even after several years in school, millions of students lack basic literacy and numeracy skills. To ensure that all children not only have access to school, but that they can receive a quality education, it is necessary to focus on three broad areas for improvement. First, we must better assess learning, to understand what is happening in the classroom. Second, we need to act on evidence and make schools work for students. Third, we have to align the actors to make the system work for learning.

The Systems Approach for Better Education Results program, known as SABER, lies at the center of the World Bank’s approach to assess education systems. SABER helps reform education at the country level by better informing education systems analysis and dialogue; and SABER improves the global knowledge base that informs effective support and resources to meet education goals. To accomplish this, SABER produces data on country-level education policies and institutions, analyzes and evaluates the quality of existing policies, assesses how effective existing policies are at meeting education goals, and provides decision makers, school administrators, and teachers with recommendations to strengthen education systems. These assessments foster structured and informed policy dialogue with governments and stakeholders on how to put in place education policies and institutions that will improve learning outcomes for all.

SABER’s systems approach requires examining each component, function, relationship, and feedback loop of the education system to ensure consistency with the overall intended objective of student learning. The questions SABER asks and seeks to answer through research and data capture and analysis are critical to understanding and improving education systems so everyone can learn. For example: Do schools have the necessary human and financial resources to operate? Is there a performance system in place to identify and reward those teachers, schools, and districts that deliver on learning for all? Are there adequate feedback loops, which help identify and correct deficiencies at the policy, community, school, classroom, and student levels? Through this process, SABER helps illuminate what is often referred to as the “black box” of education systems: the policies that lie between an education system’s in-



puts (the monetary and other resources that go into the system) and its outcomes (the learning acquired by students). This approach helps governments understand how their education systems are functioning, where the gaps are in both policy and practice, and then identify the steps they can take to strengthen their systems. A key component of the SABER approach is to ensure that data collected are made public, which encourages dialogue within a country and also among governments and their development partners. Because SABER's data are systematic, accurate, and comparable across countries, the data allow for more informed public discussion around what is needed to strengthen education systems and ensure learning for all.

The SABER framework currently has 13 domains, or topical areas, through which country education systems and policies are assessed. The tools for each domain evaluate specific aspects of this component of an education system, with links as appropriate to associated domains, themes, and education levels. The 13 domains are Early Childhood Development (ECD), Teachers, Student Assessment, Education Management Information Systems (EMIS), School Autonomy and Accountability (SAA), School Finance, Equity and Inclusion (E&I), Information and Communication Technologies (ICT), Education Resilience Approaches (ERA), Workforce Development (WfD), Tertiary Education (TE), Engaging the Private Sector (EPS), and School Health and School Feeding (SH&SF).

Since its launch seven years ago, SABER's tools have been applied in 130 countries to assess and benchmark education systems against global best practices, a fundamental step toward meaningful reforms. Countries identify which parts of the education system they want to assess and improve – for example, a government may want to understand what should be done to improve early childhood development – and then they work with the World Bank and other development partners to apply the relevant tools and analyze their related policies and institutions. The tools themselves have been refined over the years, and new ways of analyzing education systems have been incorporated to better capture what is happening in schools themselves.

SABER was initially focused on assessing how well a government's education policies and institutions aligned with its education goals and benchmarked these policies against global evidence of what works. Later, SABER began adding a new set of tools for assessing and benchmarking the quality of policy implementation and giving governments feedback on how well they were doing at following through on their own programs for strengthening education. SABER now is moving forward on developing a framework for measuring and analyzing service delivery at the school level, providing a much-needed feedback loop that can help governments hone their policies and institutions to better meet their education goals.

How SABER Works



DATA COLLECTION

In the typical application, an experienced principal investigator will collect the policy information and data necessary to fill out the data-collection instrument, by drawing on his or her knowledge of the system and on government contacts. Data collection can usually be completed within a few weeks in this way. Another approach is to convene a workshop of experts, including government officials, and use that group process to collect the evidence and code data. In both cases, data sources are clearly identified and made public when the data are posted.



ANALYSIS

The World Bank team uses the data to analyze how developed the country's education policies and institutions are, from the perspective of achieving key education goals. In the process, it will also generate benchmarks of progress in those specific areas against other countries or provinces. In some domains, these evaluations will be embedded in a more in-depth report discussing policy options and relevant experiences from other countries. While the principal investigator in each country may carry out the initial analysis, the World Bank team is responsible for completing the analysis and ensuring cross-country comparability.



VALIDATION AND DISCUSSION

The World Bank team validates the data with government officials to ensure that SABER captures the country's policies and institutions correctly. Any corrections to the information on which the analysis is based will be incorporated before publication.



PUBLICATION OF ANALYSES AND DATA

Both the country report and the underlying data are made public on the SABER website. This ensures that users can benefit from expert analyses, if they choose to, but that they can also carry out their own analyses and benchmarking using the SABER data.



SABER's Global Impact

SABER tools and related knowledge products are global public goods, accessible to World Bank clients and partners alike. The SABER system is used by the World Bank and client countries to systematically evaluate and strengthen education systems. And because they are benchmarked against global standards, SABER analyses are an increasingly important part of international efforts led by the United Nations and leading governmental and nongovernmental organizations to improve education systems and help countries move ahead on meeting their learning goals.

SABER's global partners in utilizing the systems framework analysis and evidence generated over the prior fiscal year included Australia's Department of Foreign Affairs and Trade, Education for All Teacher Task Force, Korean Education Research and Information Service (KERIS), Korean Trust Fund, Organization for Economic Cooperation and Development (OECD), PISA for Development, Russia Education Aid for Development (READ), U.K. Department for International Development (DFID), United Nations Children's Fund (UNICEF), and World Food Programme (WFP).

SABER's global reach is supported through dissemination activities that bring SABER's tools and knowledge to a variety of audiences. These include expert practitioners in government, development and research institutions and those engaged in education from the ground up, such as teachers, students, and parents seeking to support their children's learning. SABER's outreach tools include a policy note series reviewing new data on education systems and highlighting SABER's use in low- and middle-income countries and a website that makes SABER tools and evidence accessible to experts and generalists alike. In addition, SABER teams frequently present their work at international and academic events, blog about their work, and are often quoted in major media around the world. A few of our global partnership and learning highlights from the last fiscal year include the following:

Global partnership highlights:

- The Sustainable Development Goals have given governments and international organizations targets that are helping to focus efforts in education and other areas critical to human development. **UNESCO's annual Global Education Monitoring Report**, which monitors progress toward education targets in the Sustainable Development Goals, utilized SABER data and highlighted various instruments in the 2016 Education for People and Planet and in the 2017/8 Accountability in Education annual flagship reports.

“SABER was an important tool for us when researching for the most recent Global Education Monitoring Report on accountability in education. The fact that SABER covers developing countries that often have limited data and research has great research value for us.”

— UNESCO'S GLOBAL EDUCATION MONITORING REPORT *authors*

SABER 2010-2017 Retrospective



PUBLIC ACCESS TO DATA ON POLICIES AND IMPLEMENTATION

- SABER includes a total of 13 domains through which to assess policy intent: Early Childhood Development (ECD), Education Management Information Systems (EMIS), Education Resilience Approaches (ERA), Engaging the Private Sector (EPS), Equity and Inclusion (E&I), Information and Communication Technologies (ICT), School Autonomy and Accountability (SAA), School Finance, School Health and School Feeding (SH&SF), Student Assessment, Teachers, Tertiary Education (TE), and Workforce Development (WfD). Several domains have developed or are in the process of developing tools to examine policy implementation, including Education Management Information Systems, Engaging the Private Sector, School Autonomy and Accountability, Student Assessment, and Workforce Development.
- SABER has been applied in 130 countries, generating more than 190 SABER country reports that document the systemic application of SABER to inform policy dialogue. In addition to country reports, SABER products include 13 SABER What Matters papers that provide evidence-based frameworks and tools to analyze education system areas such as Early Childhood Development, Student Assessment, and most recently Information and Communication Technologies. The SABER framework papers were informed by case studies and pilots across domains. A series of 13 domain-specific briefs highlight each of the tools and the ways in which SABER has been utilized to inform policy dialogue and country-specific projects and policies. The SABER in Action briefs series showcases how SABER and other tools are leading to education policy reform and new program initiatives around the world.
- Policy implementation has been examined through the development of the new SABER Service Delivery (SABER SD) tools. SABER Service Delivery is a new initiative that builds on two programs: SABER and the World Bank's Service Delivery Indicators tools. The survey tool was conceived to better understand the quality of education service delivery in a country as well as gaps in policy implementation. The SABER SD tool builds on the evidence base and captures policy implementation measures from the core SABER domains of School Autonomy and Accountability, Student Assessment, Teachers, School Finance, Education Management Information Systems, and Education Resilience Approaches. The new instrument collects data at the school level and enables analysis on (i) teacher effort and ability, (ii) principal leadership, (iii) school governance, management, and finances, (iv) community participation, (v) classroom observation, and (vi) student performance in math and language. The SABER SD tool has been piloted in three countries: Lao PDR, Afghanistan and Pakistan (Punjab).
- An Education System Snapshot tool is well under development and is getting closer to beginning operationalizing and piloting. When complete, the Education System Snapshot Tool will enable users to holistically assess the health of education systems. In the process of creating this tool, all data from across all SABER domains were aggregated into clusters that shape the core constructs of an education system. Based on this construct, a healthy system has the core foundations in place and the dynamics for the linkages around them to work properly to achieve outcomes. During this process, the team mapped and realigned the domains into the new construct and added the linkages between and among domains that have previously not been highlighted because the initial SABER tools focused on domain-level analysis. Key building blocks of the education system snapshot tool will include standards, resources, delivery, information/monitoring and evaluation, accountability, and governance.



AWARENESS AND UTILIZATION OF DATA

- SABER tools have been used in partnership with many other organizations, including the Australian Department of Foreign Affairs and Trade (DFAT), Education for All Teacher Task Force, Korean Education Research and Information Service (KERIS), Korean Trust Fund, Organization for Economic Cooperation and Development (OECD), PISA for Development, Russia Education Aid for Development (READ), U.K. Department for International Development (DFID), United Nations Children's Fund (UNICEF), and World Food Programme (WFP).
- SABER frameworks and data have been used in high-profile studies, including UNESCO's Global Education Monitoring Report for 2016 and 2017/18, and *The Learning Generation: Investing in Education for a Changing World*, prepared by the International Commission on Financing Global Education Opportunity. The SABER framework is also evident in the Australian government's Department of Foreign Affairs and Trade (DFAT) Strategy for Australia's aid investments in education 2015–2020, which details the ways in which the Australian government will work with partner countries to help them deliver comprehensive and high-quality education services.



MORE INFORMED GLOBAL DISCUSSION

- SABER knowledge products have been crucial to the development of the World Bank's flagship Education Staff Development Program. This initiative has earned high marks from practitioners at the World Bank and other partner agencies; its tools and findings are being used by task team leaders as inputs for project design and policy dialogue. Eight SABER domain Education Staff Development Program face-to-face trainings have been delivered to about 500 Bank participants and 800 external participants. The training covered the domains of Early Childhood Development, Education Management Information Systems, Engaging the Private Sector, Information Technology, School Autonomy and Accountability, Student Assessment, Teachers, and Workforce Development. Trainings highlight global knowledge on specific technical areas, review tools to assess a country's development stage, policy design and implementation issues, and experiences and lessons from the Bank's operations.
- SABER's accomplishments to date invite the opportunity to reflect on its presence, momentum, and orientation in the field of education policy. To promote this reflection and determine appropriate future endeavors, the SABER team convened an Education Systems Technical Advisory Board comprised of external experts. The first meeting of the Technical Advisory Board took place in February 2017 in Washington, DC, where members discussed SABER's work program and identified future priorities, potential gaps, and areas of synergy. The Technical Advisory Board included members of academia, government, research institutions, and international nongovernmental organizations. When selecting participants, the SABER team made an effort to include specialists from a wide range of professional and geographic backgrounds so that SABER could benefit from representative and thorough feedback.
- High-level global events featuring SABER and education systems included the World Education Forum (2015), the Global Conference on Education Systems (2016), the Comparative International Education Society (CIES) conference (2015, 2016, 2017), and the Building Evidence in Education member meeting (2015, 2016, 2017).

- **The International Commission on Financing Global Education Opportunity** brings together leading education innovators, government officials, and others to identify the best ways for mobilizing and deploying resources to improve learning for all. The commission's 2016 report, *The Learning Generation: Investing in Education for a Changing World*, used SABER data as it outlined a vision for the largest expansion of educational opportunity in modern history. The report was formally presented to the United Nations General Assembly in September 2016.

“Large-scale programs such as the Systems Approach for Better Education Results (SABER) initiative at the World Bank... are increasing knowledge on how to strengthen education systems.”

—from the LEARNING GENERATION report, p.56

- **The Programme for International Student Assessment**, better known as PISA, is an international assessment of student knowledge and skills that allows countries to compare how they are doing in preparing young people for life and work. The PISA for Development initiative, which is working with middle and low-income countries to increase use of PISA assessments, adopted the SABER-Student Assessment as an institutional capacity diagnostic and strengthening framework for the eight participating countries – Cambodia, Ecuador, Guatemala, Honduras, Panama, Paraguay, Senegal, and Zambia.
- **UNESCO’s Education for All Teacher Task Force**, also known as the International Task Force on Teachers, is conducting an analysis of teacher policies in roughly 25 countries to capture evidence for a global synthesis report on teacher policies. SABER-Teachers has established a strong partnership with UNESCO’s task force as part of the global drive to strengthen teacher recruitment, training, and management to ensure that the expansion of universal education is matched by improved learning so, that students are able to read, write, and do basic math when they finish primary school. This past fiscal year, studies have been completed for nearly a dozen countries, among them Singapore, Croatia, Slovenia, and Mexico.
- **The second Russia Education Aid for Development Trust Fund** program, known as the READ 2 Trust Fund, builds on the results and lessons learned from the first READ Trust Fund program, which ran from 2008 through 2015. The Read 2 Trust Fund continues the partnership between the World Bank and Russian Federation to strengthen educational assessment capacity in developing countries. A key area supported under the READ 2 Trust Fund program is the development and application of SABER-Student Assessment tools to promote stronger assessment systems that contribute to improved education quality and learning for all.
- The 10th annual Global Symposium on ICT use in Education, held in partnership with the **Korean Education Research and Information Service (KERIS)**, brought more than 80 senior policymakers and practitioners from 28 countries together to Seoul to discuss emerging trends and common policy challenges highlighted in SABER’s information and communications technology (ICT) work. The event, held in November 2016, is part of the longstanding Korean partnership in support of SABER’s ICT work.
- An article in the 2016 **Lancet Early Childhood Development Series** referred to the importance of SABER research on early childhood policies and programs. In *Generation of Global Political Priority for Early Childhood Development: The Challenges of Framing and Governance*, the authors highlighted the growing momentum surrounding metrics, including SABER, as a reason to be optimistic about the potential of early childhood development to emerge as a global priority. “These tools and metrics—which are holistic and address multiple dimensions of ECD—could create incentives for sectors to collaborate to ensure progress,” they wrote.

- The **World Food Programme (WFP)** continues to use SABER to analyze school feeding interventions. Since 2015, the organization has required that all WFP offices that plan school feeding programs undertake a SABER analysis of existing school feeding programs for use in policy engagements with government officials. This past year, the WFP and the World Bank released three country reports on Sri Lanka, Armenia, and Jordan.
- The SABER-Engaging the Private Sector team is involved in a working group led by the **U.S. Agency for International Development** and the Washington-based **Results for Development** organization on affordable nonstate school providers in fragile and conflict-affected areas. The SABER team has been joining monthly meetings to present its work and comment on data being collected by USAID for its commissioned study on affordable private schools in fragile and conflict-affected states.
- **Central Square Foundation**, a grant-making organization and policy think tank focused on improving the quality of school education and learning outcomes of children from low-income communities in India, adapted the SABER-Engaging the Private Sector tools for their analysis of nonstate providers in six states.

Learning and outreach highlights:

- The World Bank's Open Learning Campus, which allows experts and students alike to learn or hone skills in key development areas, launched an online course for student assessment. The "Student Assessment for Policymakers and Practitioners" course was supported by the READ 2 Trust Fund.

"The online learning on student assessment is beneficial to my work at the National Center for Education Development [in Kuwait]. It allowed me to understand the basic concepts of student assessment."

*—BEDOUR BEHBEHANI, Administrative Coordinator,
National Center for Education Development, State of Kuwait*

- The *SABER in Action* policy note series, published to help disseminate SABER's work and spark discussions for educational reform, released six new notes reviewing SABER's country involvement and its contribution to global knowledge. Since SABER was launched, 16 notes have been written and distributed to global partners, educational practitioners, and country clients.
- The SABER website houses SABER reports, tools, and data, including more than 190 country reports and 100 additional products, including 40 domain and country-specific briefs, 49 case studies, 13 framework papers, various SABER-related training manuals, background documents, and communications pieces, as well as rubrics and questionnaires for 10 SABER domains. This site receives between 5,000 and 10,000 page views a month.
- The data from SABER are also available through the Education Statistics (EdStats) portal, allowing users to link SABER Policy Data to other education indicators. EdStats generally receives between 10,000 and 17,000 page views a month, a sign of the usefulness and relevance of its data.
- The Smarter Education Systems interactive web tool houses more than 2,500 education-related knowledge pieces mapped by SABER domain, including SABER publications.



EARLY CHILDHOOD DEVELOPMENT

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development.
- 40 SABER country reports have been published covering 34 countries.
- Education Staff Development Program (ESDP) face-to-face training and e-learning course have been delivered to Bank and external clients over time.



EDUCATION MANAGEMENT INFORMATION SYSTEMS

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development.
- SABER country reports have been published covering 9 countries.
- Education Staff Development Program (ESDP) face-to-face training has been delivered to Bank and external clients over time.



EDUCATION RESILIENCE APPROACHES

- Published “What Matters” framework paper and developed three supporting instruments.
- A total of 19 case studies and 7 field notes have been published covering 12 countries.



ENGAGING THE PRIVATE SECTOR

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development and implementation.
- 10 SABER country reports have been published covering 10 countries.
- Education Staff Development Program (ESDP) face-to-face training has been delivered to Bank and external clients over time.



EQUITY AND INCLUSION

- Published “What Matters” framework paper.
- Published Global Synthesis Report on Economic Impacts of Child Marriage.



SCHOOL AUTONOMY & ACCOUNTABILITY

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development and implementation.
- 15 SABER country reports have been published covering 15 countries.
- Education Staff Development Program (ESDP) face-to-face training has been delivered to Bank and external clients over time.



INFORMATION AND COMMUNICATION TECHNOLOGIES

- Published “What Matters” framework paper.
- 14 case studies have been published covering 11 countries.
- Education Staff Development Program (ESDP) face-to-face training has been delivered to Bank and external clients over time.



SCHOOL FINANCE

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development.
- 4 SABER country reports have been published covering 4 countries.
- Published Education Public Expenditure Review guidelines.



SCHOOL HEALTH & SCHOOL FEEDING

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development.
- 11 SABER country reports have been published covering 11 countries.
- Established a partnership with World Food Programme (WFP).



STUDENT ASSESSMENT

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development.
- 39 SABER country reports have been published covering 38 countries.
- Education Staff Development Program (ESDP) face-to-face training and e-learning course have been delivered to Bank and external clients over time.



TEACHERS

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development.
- 35 SABER country reports have been published covering 31 countries.
- Education Staff Development Program (ESDP) face-to-face training has been delivered to Bank and external clients over time.
- Classroom observation and in-service teacher training tools are being developed.
- Established a partnership with UNESCO.



TERTIARY EDUCATION

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development.
- Three SABER country reports have been published covering 3 countries.



WORKFORCE DEVELOPMENT

- Published “What Matters” framework paper and developed indicators, scoring rubric and data-collection instrument for the policy and institutional development and implementation.
- A total of 27 SABER country reports have been published covering 27 countries.
- Published two global and regional reports.
- Education Staff Development Program (ESDP) face-to-face training has been delivered to Bank and external clients over time.

SABER Activities by Domain

SABER's tools cover 13 topical areas, called domains, each focused on policy areas most important for promoting universal learning. Below is an explanation of each domain, with highlights from our most recent fiscal year. *For retrospective see box 1.*

1 Early Childhood Development

SABER's early childhood development work identifies gaps and areas needing attention to promote healthy and robust development for all children. SABER's analytical tools enable policymakers to take stock and analyze existing early childhood development policies and programs and to make changes to provide the best early learning opportunities. SABER's work is driven by country demand, which ensures that stakeholders and key policymakers are invested in the results.

Selected achievements

- SABER's early childhood development framework and analyses are being used by the Early Learning Partnership, a multidonor trust fund managed by the World Bank that works with countries to promote increased investment in children's early years. The British government's foreign aid department, known as DFID, provided the Early Learning Partnership with \$7 million for research, analytical and assessment work in Tanzania, Ethiopia, Pakistan, Liberia, and Jamaica, on the quality of early learning programs and children's development.
- SABER teams completed in-depth country reports analyzing the state of early childhood development and what is needed to improve for Afghanistan, Lebanon, Iraq, Vietnam, and Mauritania. These reports are forming the basis for policy dialogue and engagement, both with World Bank operational teams and with development partners working with these countries.
- SABER teams completed in-depth analyses for Saudi Arabia, Qatar, and Cote d'Ivoire, and will soon be issuing country reports to help clients and partners better engage on these issues.
- The World Bank's *Africa Early Years Fellows* will be using SABER's early childhood development work as a guide to map World Bank, government, and partner programming on the country level. The fellows are promising young professionals from sub-Saharan Africa who work in their home countries to ensure Africa's children reach their full potential.
- In Lebanon, SABER's early childhood framework and analysis is being used by the government in the drafting of its five-year early childhood development strategy. This strategy will form the basis for new policy decisions and for World Bank and other donor engagement.
- In the Seychelles, SABER's Early Childhood Development team has worked closely with the government to improve the quality of its early childhood development policies and programs, leading to changes in regulation and data collection. *For more details see box 2 and accompanying interview.*
- In Uzbekistan, a SABER analysis has helped inform the World Bank-supported Improving Pre-Primary and General Secondary Education Project. Uzbekistan, which had low preprimary enrollment rates of about 10 percent of young children attending preschool in 2012, has been working to improve enrollment and quality. The number of children attending preschools is steadily increasing and is now an estimated 27 percent, thanks to government investment in educational programs that improve access to early childhood care, especially in the country's rural areas.

- In Mauritania, the SABER team completed an analysis of early childhood development and organized a high-level dissemination workshop for government officials in July 2017. Participants at the workshop worked with the SABER team on an action plan for early child development that is expected to be finalized in the next year by the Early Childhood Director of the Ministry of Social Affairs, Childhood and Women.
- In Tajikistan, SABER data and policy recommendations have been incorporated into government policies to provide better early childhood development for the country's youngest citizens. The SABER report, presented to the Government of Tajikistan in 2013, reviewed the country's early childhood policies and analyzed them in light of the government's goals for ensuring the right structures are in place to support children's development. Building on these findings, the government has taken a number of measures to strengthen its early childhood systems. These include introducing per capita financing in the state kindergartens; introducing alternative models of preschool programs to increase coverage; launching a parental education program to teach the importance of exclusive breastfeeding and other best practices for feeding young children; and adopting and implementing a five-year immunization plan that increased budget spending on vaccine procurement and ensures a stronger supply chain of necessary childhood vaccines. These policies are backed by a new focus on data collection for education and health. Targeted programs for young children have had real impact: Between 2012 and 2016, stunting in Tajikistan decreased from 25 percent to 21 percent, while infant mortality decreased from 74 to 39 per 1000 live births. Additionally, child mortality has decreased from 93 to 45 per 1000 live births in the last 15 years; and an increasing number of pregnant women benefit from at least four prenatal visits. In addition, preschool enrollment of 3- to 6-year-old children has increased from 6.5 percent in 2009 to 12.4 percent in 2016.

2 Teachers

Given the robust evidence of the strong impact of teachers on student , as well as the paucity of good evidence on how teacher policies affect teaching and learning, SABER-Teachers was launched to provide a comprehensive, evidence-based approach for understanding and assessing teacher policies. It helps governments strengthen their frameworks to ensure effective teaching by identifying gaps in their policies on teachers, from what teachers are doing in the classroom to the quality of programs in place to improve teacher quality. The SABER-Teachers team also works with governments on tools to improve teaching quality and with World Bank operational teams to adapt or develop new tools depending on the context. The team is working with the governments of the Philippines, Afghanistan, and Pakistan's Punjab province to develop a new teacher training course to improve teacher practices.

Selected Achievements

- In Punjab, Pakistan, the SABER-Teachers team is working with local policymakers to introduce rigorous methods to evaluate teacher quality. The team is working closely with the Punjab government's School Education Department, to both evaluate and strengthen teacher performance and learning quality in government primary schools across the state. *For more details see box 4.*

“After receiving feedback based on the Punjab Mentoring Visit Form, teachers are focusing more on activity-based lessons and keen to develop critical thinking among their students. This form can become a major tool that we will rely on for teacher feedback, assessment, mentoring and monitoring.”

—SYED MUBASHAR HUSSAIN, Additional Director General, Quaid-e-Azam Academy for Education Development, Government of the Punjab



2 Early Childhood Development | Seychelles

In the Seychelles, SABER's early childhood development team is helping the government update its data collection around children's nutrition and health, a key step in ensuring that policies are being implemented in a way that targets the right needs and improves program quality. A SABER analysis of the country's integrated policies for healthcare, nutrition, and early learning showed that the government had laid the foundation for a strong system supporting pregnant women and young children, but that policymakers needed to strengthen the framework to better monitor and assure the quality of the programs being implemented. SABER also helped the government recognize that it was missing data and analysis of critical health and nutrition indicators, such as the prevalence of stunting, wasting and anemia in young children and the prevalence of anemia and gestational diabetes in pregnant women. To address this, the Ministry of Health and the Institute of Early Childhood Development have begun collecting key childhood health and nutrition indicators that conform to international best practices on health and nutrition data collection. The SABER work is helping to move the Ministry of Health from a paper-based record keeping system to a computer-based health information system that uses data analysis to strengthen policies and programs. In the future, the Seychelles expects to apply the data collection model to the Ministry of Education.

"The SABER-ECD Framework has laid the groundwork for Seychelles to add to the data that we collect and process already, about our children. These new data will contribute towards shaping more targeted policies and programmes, to improve the physical, mental and social well-being of the youngest members of our society whom we refer to here as our treasure and our future!"

— BERNARD VALENTIN, *Principal Secretary for Health, Ministry of Health, Seychelles*

SABER at Work: Interview with Shirley Choppy

The Institute of Early Childhood Development in the Seychelles is an autonomous entity, with the Ministry of Education as its parent ministry. It works with stakeholders, early childhood providers, and families to study, support and deliver the best system for successful early childhood development in the Seychelles. Shirley Choppy, Chief Executive Officer and president of the institute, recently explained the role SABER has played in helping the Seychelles reach its goals for improving early childhood systems.

How useful has SABER been for your work?

To me personally, SABER-ECD is a great initiative and an incredibly useful framework developed by the World Bank. It has been a stepping stone to eventual policy reforms in our early childhood system. SABER's classification system has enabled us to learn more about and compare our own system to other early childhood development systems from other jurisdictions—whether developed or underdeveloped—and obtain evidenced-based information about different policy options to address similar policy issues to further strengthen our early childhood system.



How has it helped inform policy?

SABER has provided the policymakers, including the Institute of Early Childhood Development and other professionals in early childhood development, with important information based on comprehensive analysis conducted using universal early childhood development indicators, to identify policy issues, actions and opportunities for intervention and further developments.

One of the policy actions arising from SABER is the pressing need to address the issues revolving around data management in early childhood development across sectors. The Institute of Early Childhood was tasked by the High Level Early Childhood Care and Education Policy Committee to develop and spearhead a project to address the issue of data nonavailability and management in early childhood development across sectors.

The project, which received assistance from the World Bank and the Japan Trust Fund, has been an eye-opener as it has helped us to understand better the value and importance of effective collecting, retrieving and storing data the aspects of data management that we were practicing. However, through the trial implementation of selected indicators, we have gone one step further to analyze the collected data. We have concluded from the findings of the project, that besides collection and storing of data, data analysis has far-reaching benefits. It has provided us with extremely useful information—some of which we did not have previously—to make informed policy decisions and develop and implement intervention measures for efficiency and data quality improvements and reporting purposes.

I firmly believe that data are one of the most vital assets of an organization or country. With the success of the data management project, we anticipate institutionalizing these changes through an elaborated transition plan in the health sector in 2018. In the medium to long term, we hope to replicate this success in other sectors. For this to happen, it will necessitate a transformation in organizational culture, empowerment of professionals, the way we collect data, and in mindsets among professionals—especially the front-liners at the point of service delivery and their supervisors. It will also require support from policy-makers and resources to implement new policies.

The Institute of Early Childhood Development, which is the institutional anchor for early childhood development nationally, has taken the findings outlined in the report very seriously. We are committed to bringing about tangible changes to continuously improve our programs and services to build a more efficient and resilient early childhood development system whilst promoting the healthy physical, cognitive, linguistic, and socioemotional development of all children during their early years, and ultimately improve our ratings internationally.

- The SABER-Teachers team and researchers from around the world published *Enrollment without Learning: Teacher Effort, Knowledge, and Skill in Primary Schools in Africa* in the well-respected *Journal of Economic Perspectives*. The article provides an in-depth look at how millions of children in low-income countries finish primary education lacking even basic reading, writing, and arithmetic skills. The authors show that teacher quality is a key determinant of student learning—but that absenteeism, combined with minimal teacher content and pedagogical knowledge, means that students aren't learning critical skills for success.
- Country reports that used the SABER-Teachers tool to analyze policies were prepared and published for three countries – the Kyrgyz Republic, Morocco and Mozambique – and these reports are feeding back into policy dialogue and program plans. For example, the Morocco report will be used to inform the Morocco Education Support Program 2018.
- In Uruguay, the team is working with World Bank operational staff to develop a classroom observation tool that will be informed by TEACH. The government will adapt TEACH to measure teacher practices in the country and assess the performance of their teacher training program, with the goal of incorporating TEACH into the country's professional development program. *For details please see box 3.*
- The team also conducted a training in Washington, DC, on the Development World Management Survey, a tool to measure school directors' ability to manage their school. In addition, they traveled to Tanzania to deliver additional classroom observational trainings for REPOA, a Dar es Salaam-based independent research institution that facilitates socioeconomic development.
- The SABER-Teachers team worked closely with researchers to develop a standard set of 70 indicators, called the In-service Teacher Training Survey Instrument (ITTSI), for reporting on teacher development programs as a way to understand which interventions lead to improved student learning. Researchers applied the survey instrument to previous teacher training programs in low and middle-income countries that have been rigorously evaluated. Researchers found that programs that provide complementary materials, focus on a specific subject, and include follow-up visits tend to show higher gains, as compared with other one-off and more broad-based trainings.

3 Student Assessment

National governments and international agencies recognize the key role of student assessment in building an effective education system. Assessment of student learning and achievement can be a powerful agent for change in schools by informing policymakers about the learning outcomes of the nation's students, helping teachers understand how to improve classroom instruction, and influencing societies as they think about education quality and learning goals. The SABER-Student Assessment domain reviews, documents and analyzes student assessment systems and works with country teams, policymakers and practitioners to promote stronger assessment systems that contribute to improved education quality and learning for all.

Selected Achievements

- The second Russia Education Aid for Development Trust Fund program (known as the READ 2 Trust Fund Program 2016-2019) has been supporting the World Bank's work on student assessment, helping countries, education policymakers and practitioners all over the world strengthen their student assessment systems. Most recently, the "Student Assessment for Policymakers and Practitioners" online course was launched on the World Bank's Open Learning Campus. This self-paced course is available to anyone anywhere in the world and provides a step-by-step introduction to student assessments for World Bank staff, policymakers, and practitioners who work on issues of education quality, student learning, and student assessment. The course has been very well received by the international community, and it will be translated into other languages, including Russian and French, to address regional demand.

As part of the World Bank’s effort to ensure that every classroom has a competent, supported, and motivated teacher, the SABER-Teachers team has developed TEACH, an open source classroom observation tool designed to capture what’s happening in classrooms around the world. Unlike other classroom observation tools, TEACH was created with developing countries in mind and can be applied across a wide range of classrooms – from the poorest parts of Afghanistan and Mozambique to the highest performing districts in Vietnam and Uruguay. Moreover, TEACH has been validated in low- and middle-income countries to produce reliable and consistent data that measure the quality of instructional practices and student-teacher interactions across contexts. What further distinguishes TEACH is its emphasis on how teachers develop students’ social and emotional skills in addition to standard pedagogic instructional practices.

Because of funding from the SABER Umbrella Facility Trust Fund, TEACH is free and open-source and can be easily adopted in different contexts with no intellectual property restraints. The tool is intended to be used by researchers, as well as principals, pedagogical advisors, coaches, and inspectors. Thus far, a full-scale pilot has been conducted in Punjab, Pakistan and will soon be done in Uruguay, Philippines, and Afghanistan. This expansive pilot integrates TEACH’s findings into the government’s professional development program. In addition, a small-scale pilot has been conducted in eight additional countries using videos from the SABER-Teachers international video library. The final product is expected to launch in June 2018, with the goal of bringing countries one step closer to learning for all.

4

Teachers | Pakistan

In Punjab province, Pakistan, the SABER-Teachers team is working with local policymakers on introducing rigorous methods to evaluate teacher quality. The team is working closely with the Punjab government’s School Education Department to evaluate and strengthen teacher performance and learning quality in government primary schools across the state.

The SABER team, working with the Programme Monitoring and Implementation Unit, the education department’s evaluation arm, found that teachers struggle to support the learning process, largely because they lack the skills to do so. They often rely on rote memory techniques, are unable to provide constructive corrective feedback to students and do not respond adequately to students’ needs in the classroom.

Based on these results, the SABER team is now working with the Quaid-e-Azam Academy for Education Development, the Education Department’s professional development and teacher training arm, to strengthen teacher professional development throughout Punjab. They are revising the Punjab Mentoring Visit Form, the classroom observation metric that is used to evaluate primary school teachers across Punjab. The SABER team has trained a cohort of 1,086 Assistant Education Officers, who will be piloting the revised observation forms across nine districts in Punjab, with the ultimate goal of training thousands of additional Assistant Education Officers across all of Punjab’s 36 districts. The leadership team at the Quaid-e-Azam Academy for Education Development has already told the SABER teachers team that the new, revised classroom observation tool has been helpful for providing primary school teachers with constructive feedback.

- The READ 2 Trust Fund program supports the SABER-Student Assessment domain. The SABER-Student Assessment domain provides a comprehensive framework and standardized tools to help policymakers and other decision makers identify the key quality drivers that need to be addressed to strengthen the quality and utility of the information produced by the various activities in an assessment system. The SABER-Student Assessment team has developed a computer-based application that allows for a streamlined and automated approach to gathering information on key aspects of assessment systems.
- The SABER-Student Assessment team worked with the Independent Evaluation Group, the body charged with providing evidence to help the World Bank deliver better services and results to its clients, to review and analyze evidence generated from country-level projects. This collaboration between the SABER-Student Assessment team and the Independent Evaluation Group was the first such collaboration with the Education Global Practice under the Evaluation Group's new Learning Engagement Fund, which provides an opportunity for staff to apply the Evaluation Group's evaluative evidence to support their projects.
- The World Bank's Global Lead on Student Assessment was invited to serve as chair of the Global Alliance to Monitor Learning Task Force on Target 4.1 of Goal 4 of the United Nations' Sustainable Development Goal for Education, focused on ensuring inclusive and quality education for all and promoting lifelong learning. The Global Alliance was launched by UNESCO Institute for Statistics as a platform for discussion on how to produce globally-comparable data for each target within Goal 4.
- The SABER-Student Assessment team initiated the review of the student assessment system in Cabo Verde and provided recommendations and guidance on how to improve important areas of the student assessment system in the country. The team's participation was key for the engagement with the Ministry of Education on the topic of student learning, specifically on how to measure and monitor it, and how to engage stakeholders, such as teachers, inspectors, school directors and education regional offices, to improve it. The team's expertise also contributed to the identification activities of a new IDA operation to support education reform in Cabo Verde. *For details please see box 5.*
- The READ 2 Trust Fund team initiated the application of the SABER-Student Assessment toolkit in countries receiving READ 2 Trust Fund grants. The countries include Armenia, Cambodia, India, the Kyrgyz Republic, Mongolia, Nepal, Tajikistan, and Vietnam. This exercise was conducted to evaluate the status of the student assessment systems in each of these countries prior to the start of the country grants, to identify the key indicators to be used to monitor grant progress given the activities supported by the grants, and to forecast indicator progress over time. At the end of the READ 2 Trust Fund grant period, countries will repeat the SABER-Student Assessment benchmarking exercise to evaluate the progress in the key monitored indicators and the extent to which intended outcomes were achieved. The SABER-Student Assessment toolkit includes standardized questionnaires and rubrics used for collecting and evaluating data on four key types of assessment activities in an education system – classroom assessment, examinations, national large-scale assessment, and international large-scale assessment. The toolkit, which is based on a thorough review of global evidence, was developed under the first READ Trust Fund program (2008-2015) and has been applied in more than 40 countries around the world.

4 Education Management Information Systems

Education Management Information Systems, known as EMIS, help countries improve their education information systems and understand how to use these for better policymaking. SABER's EMIS focus is on educational systems' data management issues and the enabling parameters for ensuring proper procedures to gather information, manage data, and use the data to improve quality and efficiency in decision making.

Cabo Verde has achieved nearly universal access to basic education in the past decade, but learning levels are low: A national large-scale assessment conducted in 2010 on sixth-grade students found that the average grade was 44 percent in mathematics and 39 percent in Portuguese. The SABER Student Assessment team, working closely with the Ministry of Education, found that while there is an established assessment system in place that is used in the classrooms, there is a large disconnect between what is being taught and assessed in the classroom and the official curriculum. The result is that students are not actually learning what they are supposed to be learning. The SABER student assessment team presented its findings to the ministry in

September 2017 and is working with policymakers on ways to improve the country's student assessment as part of the Cabo Verde 2017-2021 Education Strategic Plan. Among other recommendations, the team proposed that the government establish a semi-autonomous unit in charge of learning assessment; draft detailed curriculum standards that outline what students are expected to learn at various grade levels, particularly in language and math; and promote better teacher training, evaluation, and monitoring. Thanks to SABER, the ministry now has requested World Bank support in establishing a more effective system so that student assessment can be used as a tool to improve learning.

Training Provider Assessment Project (TAP)

The SABER Workforce Development team launched a new initiative, the Training Provider Assessment Project initiative, or TAP, to provide countries with a more in-depth look at the landscape of training providers and relevance of their technical or vocational program offerings—to better see what works and what doesn't in their skills training programs. The SABER Workforce Development policy intent tool, which has been applied to more than 35 countries, examines the policies, laws, and regulations necessary to implement and enforce policies that create a skilled workforce that meets the demands of employers and the national economy.

TAP takes this work a step forward, focusing on policy implementation on a granular level, providing in-depth information on individual providers as part of a push to ensure that skills training programs are both relevant and high-quality. The initiative, which was piloted in Kenya and Albania, looks at information like an institution's student body, trainers' expertise, and available workshop

facilities, as well as graduation rates, percentage of graduates who find employment, and average alumni earnings. This wide scope allows policymakers and researchers to triangulate information on what training programs are providing their students and graduates, so that potential students—as well as policymakers—can make more informed investment decisions.

As part of the analysis, teams work with governments to compile a list of all training providers in the country, as well as data from a sample of providers. This information is enhanced with qualitative interviews held with students, graduates and employers. The TAP project offers insights for improvement and issues scorecards to each institution to give them a better understanding of how they compare to other training providers and programs in the country. TAP reports were completed in Kenya and Albania, and plans are underway to launch the initiative in Moldova and Kazakhstan in early 2018.

Selected achievements

- In Afghanistan, Fiji, Haiti, Romania, Tajikistan, and Ukraine, the SABER team analyzed benchmarking data and produced country reports to guide future policymaking. The analysis centered on the main information systems used to administer pre-university data at the national levels. In each country, SABER experts examined the information systems within key policy areas, identified successes and challenges, and provided recommendations to support the continued advancement of EMIS. In total, SABER has now worked on education information management systems in nine countries.
- In Fiji, the SABER team worked closely with the government to build an effective education management information system, which replaced a failing system that was both costly and complicated to sustain. Based on the success of that partnership, other Pacific islands, including Vanuatu, Kiribati, and Tuvalu are now using the SABER framework to create cost-effective information management systems for their own school systems. *For more details, see Box 7.*
- The SABER EMIS team is working with international agencies, including the UNESCO Institute of Statistics and the Global Partnership for Education, to assess countries' education management information systems and whether they are prepared for meeting the education targets within the Sustainable Development Goals.
- The Australian government's Department of Foreign Affairs and Trade is using SABER methodologies to provide training and technical support to improve education management information systems in the Pacific islands, so that countries there can improve their learning assessment and early childhood development programs.
- The SABER EMIS team produced the first volume of what will be a two-volume study on how to build an effective information system to successfully monitor what education systems are doing and how to use these data for better learning outcomes. The book, *Data for Learning: Building a Smart Education Data System*, provides actionable direction on how to navigate the complex issues associated with education data. *For more details, see the box 8.*

5 School Autonomy and Accountability

School autonomy and accountability are key components of an education system that ensure educational quality. The transfer of core managerial responsibilities to schools promotes local accountability; helps reflect local priorities, values, and needs; and gives teachers the opportunity to establish a personal commitment to students and their parents. Benchmarking and monitoring indicators of school autonomy and accountability allows countries and World Bank partners to rapidly assess any given education system, setting the stage for improving policy dialogue, planning, and implementation. The SABER-School Autonomy and Accountability tool assists in analyzing how well the set of policies in a given country can foster managerial autonomy, assess results, and use information to promote accountability.

Selected Achievements

- Country reports for Lao PDR, Republic of Yemen, and Guinea-Bissau analyzed the state of policies and programs to support school autonomy and accountability. The reports have been used by World Bank operations teams to support ongoing activities and to help with future engagement around these issues. In Guinea-Bissau, the data analysis has fed into ongoing country engagement.

Using the World Bank SABER Education Management Information Systems approach, the Government of Fiji has successfully built an effective education management information system, replacing a failing system that was both costly and complicated to sustain. The Bank's team partnered with the Access to Quality Education Program, the Australian government's aid package to Fiji's education system, on this project to assess the system and propose changes for improvement. SABER's approach of first assessing policies in place and then measuring implementation helped the Fiji Ministry of Education identify where it needed to deploy technology and how to do this in an effective and affordable manner.

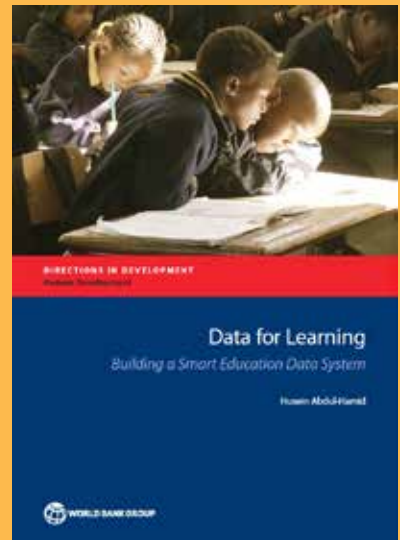
The education ministry and development partners, working with SABER, crafted a new system that didn't require costly software to run, thereby helping Fiji avoid costly software licensing issues that had caused difficulties in the past. The partnership helped the government build the

technology to be both effective and low-cost, as well as build training materials so that it would be sustainable. The new, SABER-supported system also increased the ministry's technological capability. In addition to being able to track students and schools, the system was also able to measure teacher deployment and the availability of funding and grant allocations at local, regional and central levels. The new system has enabled the government to monitor learning across schools, so that individual schools can better identify student needs, and new policies now mandate timely, efficient and reliable data collection from districts and school to ensure overall compliance.

Based on the success of the partnership, other Pacific islands, including Vanuatu, Kiribati, and Tuvalu are now using the SABER framework to create cost-effective information management systems for their own school systems.

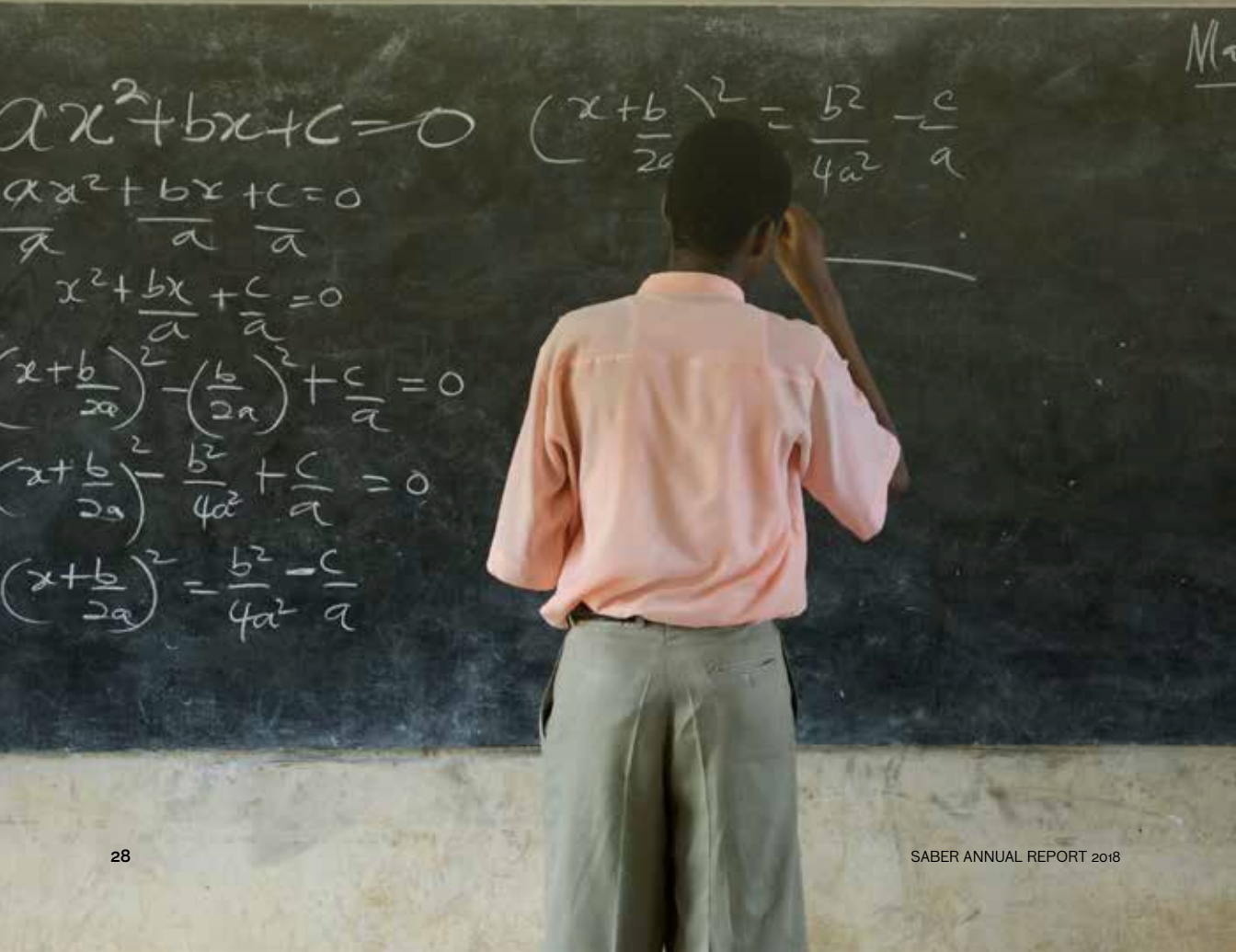
8 Data for Learning: Building a Smart Education Data System

Data are a crucial ingredient in any successful education system, but building and sustaining a data system are challenging tasks. Many countries around the world have spent significant resources but still struggle to accomplish a functioning Education Management Information System (EMIS). An effective data system ensures that education cycles, from preschool to tertiary, are aligned and that the education system is monitored so it can achieve its ultimate goal—producing graduates able to successfully transition into the labor market and contribute to the overall national economy. *Data for Learning: Building a Smart Education Data System* and its forthcoming companion volume shed light on challenges in building a data system and provide actionable direction on how to navigate the complex issues associated with education data for better learning outcomes and beyond. *Data for Learning* details the key ingredients of successful data systems, including tangible examples, common pitfalls, and good practices. It is a resource for policymakers working to craft the vision and strategic road map of an education management information system, as well as a handbook to assist teams and decision makers in avoiding common mistakes. The forthcoming companion volume will focus on digging deeper into the practical applications of education data systems by various user groups in different settings.



In Guinea-Bissau, the SABER School Autonomy and Accountability team analyzed the country's education system to better understand the extent to which schools are autonomous and accountable—that is to say, the extent to which they have authority to make decisions about operations and, in turn, are responsible for those actions. The team found that the education system in Guinea-Bissau is largely centralized. Schools do not receive an operating budget, teaching staff are contracted at the central level, and though various forms of school management committees exist, these groups lack a defined role and have minimal support. The analysis also found that much more needs to be done to ensure sufficient accountability. Regulations about financial management and school operations exist, but compliance to those regulations isn't linked to rewards or sanctions. In addition, the team found that school performance assessments are sporadic and not used to inform policy.

The analysis and country report, which were shared with the government, are being used to inform the National Education Plan (Plano Sectorial da Educação da Guiné-Bissau 2016-2025), which will guide the country's education sector strategy for the next decade. The plan prioritizes expanding education coverage, improving education quality, and supporting vocational and higher education, while also strengthening school management and governance by improving coordination, decentralization, and financial management. The results are also informing an upcoming World Bank operation, Quality Education for All in Guinea-Bissau, which aims to improve the teaching and learning environment in grades one through four in targeted schools across the country. The results have also spurred further data collection using a version of the SABER Service Delivery tool to help researchers collect baseline data at the school level on critical information such as student learning and teacher ability.



→ The data validation process and report have been instrumental in organizing the policy dialogue around school-based management practices. Through the diagnosis and policy benchmarking and recommendations, several actions and reforms have been identified and incorporated into the design of the World Bank Quality Education for All in Guinea-Bissau operation (P160678) that is being prepared. *For detail please see box 9.*

- A special overview of school report card programs in the Middle East and North Africa region was produced, offering operational teams and education experts in general detailed information of an accountability approach.
- SABER held two in-country technical workshops to build stakeholder engagement and enhance government relations and use of SABER.
- A one-day data validation workshop was held in Lao PDR in March 2016 with Directors General and representatives from the various departments within the Ministry of Education and Science.
- A one-day data validation workshop was held in Guinea-Bissau in November 2016 for data validation with government and other stakeholders. A follow-up event was held in February 2017 for review of the first draft of the country report.

6 School Finance

Finance is the lifeblood of any education system, making it possible to hire and train teachers, build schools, and equip classrooms with learning materials and technology. School finance is an essential component of every education system, but comprehensive guidance on what matters in school finance systems is lacking. SABER-School Finance documents and analyzes the policies and processes governing where education resources are focused and how they are distributed to help countries improve the efficiency, effectiveness, and equity of the delivery of resources and align their priorities with their finances.

Selected Achievements

- Public expenditure reviews are one of the World Bank's core diagnostic tools for informing various stakeholders about the state of education financing in a country. Such reviews assess the efficiency, effectiveness, and equity of expenditures on education and their adequacy and sustainability relative to the country's educational goals. In line with the SABER framework, the team produced and published the Public Expenditure Review Guidelines, which include analytical steps, technical notes on methodologies, and examples of good analyses.
- The team produced a draft county report for Haiti on its school financing framework, and the report is pending government approval.

7 Equity and Inclusion

Equity and inclusion are at the core of the World Bank Group's twin goals of eradicating extreme poverty and building shared prosperity. Within the Education Global Practice, promoting equity and inclusion is a core component of the Education Sector Strategy 2020. At the global level as well, equity is a guiding theme in the Sustainable Development Goals. SABER-Equity and Inclusion aims to help countries ensure that children and youth from disadvantaged groups benefit from equitable access to a quality education.

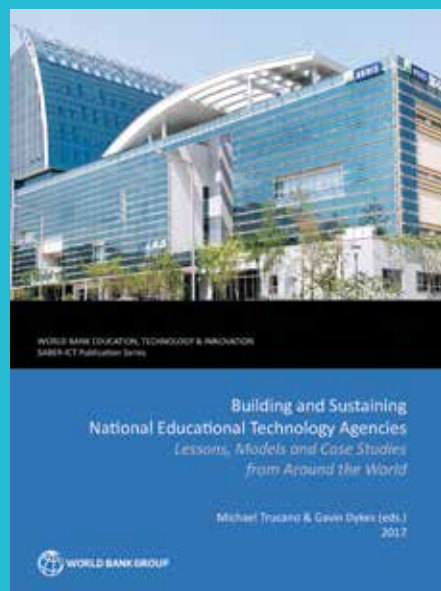
Selected Achievements

- Implementation of work on out-of-school children, including estimating and documenting the economic benefits from investing in girls' education globally and in a comprehensive way. This includes impacts on labor force participation and earnings, health, nutrition, population, agency, child marriage, and related issues.
- Assessment of disability gaps in educational attainment and literacy based on census data for 19 countries, for release ahead of Disability Day in December 2017, and participation in events on inclusive education at the 10th Conference of States Parties (COSPI10) on the Convention on the Rights of Persons with Disabilities in June 2017.
- Completion in June 2017 of a draft study on the changing wealth of nations for expected release in 2018, with first estimates of human capital wealth for 141 countries over 20 years using household survey data. In addition, a draft companion volume on human capital and the wealth of nations has been drafted. The results have been used extensively in speeches by the World Bank president and provide a useful resource for advocacy toward investments in human capital.
- In addition, the SABER team also engaged in and organized numerous country-level workshops and launches to present and discuss work on equity and inclusion, specifically around child marriage, and policy plans to improve girls' and other out-of-school children's opportunities. These included the following:
 - Uganda: Dissemination of Uganda education work in March 2017 in Kampala with a dozen policy notes prepared to inform the strategic planning of the Ministry of Education and Sports (and a half dozen background studies on various aspects of the education system). The SABER team held two technical workshops, one with the Ministry of Gender and one with the Ministry of Education and Sports, and later in 2017 launched the 10th Economic Update for Uganda on girls' education and child marriage.
 - Haiti and Dominican Republic: The SABER team, working with the governments, organized workshops on using the Simulations for Equity in Education model to inform ongoing strategy discussions.
 - Democratic Republic of Congo and Republic of Congo: The SABER team is conducting ongoing qualitative and small sample data collection in three communities in each country on barriers to girls' education.
 - Niger and Nigeria: The SABER team is conducting ongoing analysis of barriers to girls' education, including child marriage in Hausa communities.

8 Information and Communication Technologies

Globalization and rapid technological change have made knowledge a critical determinant of competitiveness in the world economy. With globalization, the information revolution, and increasing demands for a

Around the world, information and communication technologies (ICT) in education are playing an increasingly important role in the way that governments deliver education. National agencies tasked with implementing information technologies for education are prevalent, but to date there has been little study of how these agencies are organized and operate. These issues were explored in a new book, *Building and Sustaining National Educational Agencies: Lessons, Models and Case Studies from Around the World*. The authors reviewed examples from around the world, documenting and highlighting the different ways that countries support the development of institutions that play critical implementation roles as national education systems “go digital.” Since the book’s publication in mid-2017, the SABER-ICT team have fielded requests from more than a dozen governments looking for policy guidance in building their own ICT agencies. The book includes examples from a variety of countries – among them Korea, Malaysia, Armenia, and the Philippines—providing policymakers with practical approaches to implement their vision for using technology in education, whether it’s increasing Internet connectivity in schools or deploying technology to better understand and develop how education is delivered. The book is one of SABER’s steps in working to create a network of informed policymakers who can exchange information, share best practices and ask each other questions. The goal is to help reduce many governments’ reliance on advice and guidance from the same vendors that sold them the related technology products and services in the first place – and who hope to sell even more in the future.



highly skilled workforce, it is clear that countries must be capable of using technology effectively in education. SABER-Information and Communication Technologies (ICT) aims to improve the availability of policy-related data, information, and knowledge on what matters most in using information and communication technologies to improve the quality of education. SABER-ICT is being developed in close partnership with other development institutions, building on their initiatives to improve the knowledge base.

- In the book *Building and Sustaining National Educational Agencies: Lessons, Models and Case Studies from Around the World*, SABER experts explore examples from around the world, documenting and highlighting various ways that educational institutions organize themselves, take decisions, and implement their agendas. *For more details see box 10.*
- The World Bank Education, Technology & Innovation: SABER-ICT Technical Paper Series explores a variety of topics and issues related to the use of information and communication technologies in the education sector. To date, 17 reports have been published.
- The team also published the SABER-ICT Framework Paper for Policy Analysis, documenting national educational technology policies around the world and their evolution over the years.



While education remains a priority in Romania, many young adults still lack important job skills and the training courses offered don't necessarily correspond to sectors such as healthcare, construction, hospitality and information technology, which are most in demand. As part of an effort to create a better-trained workforce that meets the demands of Romanian employers, the SABER Workforce Development team is working with the government to assess the country's workforce development program. The team's analysis has found that although the Romanian system has designed policies with the potential to improve the quality and relevance of its technical and vocational education and training programs, more needs to be done to ensure that the policies are implemented.

In its report, completed in 2017, the SABER team urged the government to create programs that are demand-led, relevant to the job market, diverse, and equitable, while also ensuring that training institutions are accountable for the services they provide. The SABER team delivered the report to the Ministry of National Education at an August 2017 conference that brought together 100 representatives from ministry staff and county-level

school inspectorates, as well as various education organizations. The team met again in December 2017 with a group of 25 experts from the ministry and local job training institutions to explore report recommendations and ways to move forward.

The Government of Romania has taken important steps toward revamping and improving workforce development approaches. The prime minister has appointed a senior counselor to support vocational schools that provide "dual system" programs that offer apprenticeships, alongside formal vocational education. The Presidency has also called for a stronger dialogue between the business community and vocational institutions so that these dual systems can more effectively bring together job seekers and employers. The Ministry of Education has increased public access to the country's Integrated Information System of Education, so that data on enrollment and graduation rates are transparent and more readily accessible to the general public. Meanwhile, modifications to existing legislation are clarifying the roles between the Ministry of National Education and the Ministry of Labor in terms of responsibilities for vocational training.

9 Education Resilience Approaches

Countries need successful education systems that promote learning, life skills, and social cohesion to build successful societies. In times of adversity, such as natural disasters, political crises, health epidemics, pervasive violence, and armed conflict, can help mitigate the risks of such adversity and help children and youth to succeed despite severe challenges. However, it is exactly in these difficult environments that systems often struggle the most. The World Bank's Education Resilience Approaches program is a set of tools designed to provide contextual analysis of resilience processes in education systems based on local data on adversity, assets, school-community relations, and education policies and services in adverse contexts.

Selected Achievements

- The Educational Resilience framework – particularly the psychosocial and community participation focus — was applied in Turkey to better understand schooling and schooling needs for Syrian youth who have fled their country. The evidence collected contributed to the design of the Education Infrastructure for Resilience project in Turkey, funded by the European Union in cooperation with the World Bank. The program, which supports education infrastructure in priority areas, will improve access to education for Syrian nationals, refugees, and stateless people granted temporary protection in Turkey.
- SABER's resilience framework was also used to collect needed evidence in Turkey for a new Ministry of Education program, supported by the World Bank, to strengthen existing services to support out-of-school Turkish and migrant adolescents to reenter school and increase educational attainment.

10 Workforce Development

Equipping the workforce with job-relevant skills is a continuing challenge around the world. In developing and emerging economies, mismatches in skills demand and supply are a persistent concern. SABER-Workforce Development focuses on the effectiveness of education and training systems in generating skills needed by employers. It assesses the policies and practices of government and nongovernment entities that affect the supply of and demand for skills.

Selected Achievements

- New tools for assessing training providers – known as Training provider Assessment Project (TAP) Tools – have been created. These tools include assessment instruments for the providers of workforce training, focus group guides, and score cards for providers of training. *For more details see box 6.*
- The SABER team created and implemented new tools for Kenya and Albania analyzing how well workforce development policies are being implemented and are currently engaging with the governments on future steps. The team is in the process of collecting data for Moldova and preparing the assessment for Kazakhstan.
- Country reports analyzing policy intent – or how well country's policies match up with its stated goals – have been completed and published for Romania, Chad, and Tanzania. *For more details see box 11.*

11 Tertiary Education

Tertiary education systems play a critical role in creating the knowledge and human resources needed for global competitiveness, economic growth, and poverty alleviation. Despite rapid global growth in tertiary education, many important challenges remain—in areas such as expanding access, promoting equity,



12 Tertiary (Higher) Education | Liberia

Liberian higher education has been in disarray following brutal civil wars and the recent Ebola epidemic. Many intellectuals have died or fled the country over the years, leaving only 40 professors with PhDs in the country, and no Liberian universities offering PhD programs. Despite these challenges, Liberia has a growing tertiary education sector, with 33 tertiary education institutions serving about 55,000 students. Demand is likely to grow, given that more than 75 percent of the population is younger than 30 years old. In 2017, the SABER-Tertiary Education team launched meetings with Education Minister George Werner in Monrovia and other government officials to discuss ways of using the SABER framework to help the country's fledgling higher education system. The SABER team has since held several meetings at the Ministry of Education, as well as with the National Commission for Higher Education, the main regulatory body for tertiary education, and the leadership of the Association of Liberian Universities, individual university leaders, and stakeholders such as the student union, donor partners and nongovernmental organizations.

In their analysis of the country's higher education framework, the SABER-Tertiary Education team

found that the Liberian government has a solid vision for its tertiary education system—and that better policies could help the government realize its vision. Moving forward, SABER has recommended that Liberia focus on tertiary education financing transparency, quality assurance through better data management, and improving the relevance of education offered. In particular, SABER identified the need for the government to systematically collect data in an Education Management Information System and to create a system that is independent of politics, as well as to direct research and donor investments to sectors such as agriculture and engineering, so that tertiary education degrees will be more relevant to the Liberian economy.

Following its experience in Liberia, the SABER-Tertiary Education team met with policymakers, regulatory bodies and university staff in Sierra Leone and Bangladesh, both of which have young populations and high demand for tertiary education, as part of a push to develop policy recommendations that will allow both countries to make their educational institutions more competitive on a global level. The team produced reports for both Sierra Leone and Bangladesh.

improving learning achievement, strengthening knowledge generation and technology transfer, and encouraging desired values, behaviors, and attitudes among students. SABER-Tertiary Education offers a conceptual framework and benchmarking tool to help countries meet these challenges by evaluating the appropriateness of their policies.

Selected Achievements

- Country reports were produced analyzing the state of tertiary education in Liberia, Sierra Leone and Bangladesh. In the follow-up, the SABER Tertiary Education team met with policymakers, regulatory bodies and university staff in the three countries, all of which have young populations and high demand for tertiary education, as part of a push to develop policy recommendations that will allow these countries to make their educational institutions more competitive on a global level. *For more details see box 12.*
- The SABER team developed an updated tertiary education framework tool and has been piloting it. Looking forward, the tool will be revised in the next fiscal year using feedback from stakeholders, subject experts, and others in the education community. We also are planning to launch a new SABER tool to benchmark tertiary education institutions. This tool builds on the University Governance Screening Card and the PASET benchmarking initiative.
- The SABER team has started implementing SABER Tertiary Education in Pakistan, with support from the Federal Higher Education Commission (HEC). The goal of the project is to help the HEC identify priorities for new policies to better implement its new strategic plan, “Vision 2025.” The report will also be used to prepare a new lending operation requested by the HEC and the federal government.

12 Engaging the Private Sector

In recent years, the private sector has played an increasing role in expanding school enrollment, including of underserved children and youth. SABER-Engaging the Private Sector assesses a country’s law and policy orientation toward harnessing the potential capacity of nonstate providers to help bring quality education within reach for all children, regardless of their ability to pay fees. SABER’s team works closely and regularly with a variety of major national foreign aid organizations, including the Gates Foundation, the Washington-based Results for Development, the U.S. Agency for International Development, and the U.K.’s Department for International Development. The SABER team expects to soon release a major review of nonstate education providers, *Learning for All? Addressing Issues of Equity and Affordability by Engaging the Private Sector in Education in Sub-Saharan Africa*, which will offer an in-depth look at the policies, programs, and concerns around private sector providers of education.

Selected Achievements

- The SABER provider-level tool was modified to include survey questions for early learning for data collection conducted by the Early Learning Partnership in Senegal. Looking ahead, SABER is planning to boost its partnership activities with the Early Learning Partnership, with specific work currently planned with the Government of Nigeria. The teams have prepared a proposal for the government and work will be funded through the Early Learning Partnership in Nigeria.
- A new SABER policy note reviewing current policies, laws, and regulations related to the nonpublic provision of preschool and primary education in Senegal was delivered to the World Bank country team and Government of Senegal. The report was requested as part of a collaboration between the Government of Senegal and the World Bank’s education team to understand the challenges of expanding access to education and improving quality and to better understand the growing role of nonpublic schools. A community outreach component, carried out by the local nongovernmental organization Enda Graf Sahal, was added to the country engagement package to ensure local participation in and ownership of the study.

- SABER published eight reports analyzing the policies related to the nonstate provision of education in Bangladesh, Ghana, Malawi, Mauritania, Nepal, Nigeria, Swaziland, and Zambia and one report analyzing the implementation of these policies in Nigeria.
- SABER findings on engaging the private sector were presented at three global conferences: Developing Effective Private Education Nigeria conference in Lagos, Nigeria (November 2016), the Comparative and International Education Society annual conference in Atlanta, Georgia (March 2017), and the Innovations for Poverty Action Evidence Summit in Accra, Ghana (March 2017).
- The SABER team joined the Global Schools Forum Annual Meeting in Switzerland, hosted by the UBS Optimus Foundation. The meeting in February 2017 brought together about 100 school operators and investors working with low-income communities in developing countries. As a follow-up, the Vitol Foundation, a grant-making organization focused on child development that participated in the meeting, has requested further information for possible engagement in SABER's work.
- With the IDP Foundation, a foundation advancing education solutions for poor communities, the World Bank cohosted an education stakeholders workshop in Accra, Ghana in March 2017. Government officials, development partners, nongovernmental organizations and other education stakeholders discussed Ghana's education challenges, opportunities for collaboration to address these challenges, and possible collaboration and coordination between the Ministry of Education and non state education providers in Ghana. The workshop followed an Evidence Summit, cohosted by the Government of Ghana and Innovations for Poverty Action, during which the government endorsed, launched, and disseminated SABER's two reports on nonstate education providers in Ghana. *For more details see box 13.*
- SABER's team was asked to provide background information, data and guidance on country case studies for the Business of Education in Africa report, authored by Caerus Capital with funding support from the Aga Khan Foundation, the U.S. Agency for International Development, the British government's Department for International Development, and the Vitol Foundation, among others. SABER's team also provided comments on drafts of the report.
- At the request of the Gates Foundation, the SABER team provided guidance and background for the foundation's own analysis of how it could contribute in the area of international education.
- At the request of the World Bank's Jordan team, which was responding to interest from the Jordanian King's office, SABER provided examples of experiences in incentivizing private sector provision in education and lessons learned in the use of voucher programs to support high-need students outside the public schooling sphere.
- The World Bank's West Africa team requested and received information from SABER on promoting private education at primary school levels, including financing, and discussions of the pros and cons of expanding private education.

13 School Health and School Feeding

Even when quality schools, textbooks, and teachers are all provided, children can receive effective education only if they are in school and prepared to learn. Poor health and hunger both reduce attendance and hamper learning in school. School health and school feeding programs can help overcome these barriers to learning for all—especially among children and youth from poor households, who are most likely to suffer from health and nutrition problems. SABER–School Health and School Feeding (SH&SF) documents and analyzes school health programs for children of school age and helps governments strengthen these programs. SABER's work on school feeding is done in conjunction with the United Nations World

Ghana's education system has made substantial progress in recent years and more children are in school and learning than ever before. Yet learning outcomes are often poor and many parents and guardians in Ghana are enrolling children in private schools for a number of reasons, ranging from perceived higher quality to school proximity. While the private sector is growing rapidly, it is unclear if children are getting a better education. To support the government in effectively regulating nonstate providers to advance access, quality, and equity among the more than 5,000 private schools across the country, the SABER-Engaging the Private Sector team carried out a comprehensive analysis of Ghana's nonstate providers. The team found that while government policies allow private schools to function independently, government policies do not adequately hold these schools accountable for delivering learning-driven results and there are not clear systems in place

to ensure that parents and communities can hold schools accountable. As part of their recommendations, the SABER-EPS team encouraged the government to strengthen regulatory policies focused on improving learning and targeting the poorest communities to empower parents to demand better quality services. The team's two reports, which were presented at a March 2017 workshop in Ghana, also recommend that the government create incentives for a diversity of schools to thrive, so that parents can seek better opportunities for their children, regardless of their financial situation. As the report notes, partnering with private schools can enable the government to broaden learning opportunities for all students, particularly poor children who may be otherwise unable to access existing educational services. The Government of Ghana is currently developing a policy on Public-Private Partnerships in education in Ghana.

Food Programme (WFP), which since 2015 has incorporated SABER into its revised school feeding policy. In line with this, SABER is introduced into all school feeding projects to allow for systematic planning.

Selected achievements

- The World Food Programme (WFP) and the World Bank released three reports on school health and feeding policies in Sri Lanka, Armenia, and Jordan. The reports assess their school health and feeding programs and analyze whether they are structured appropriately for meeting the national policy goals around the health and nutritional needs of students.

“SABER-School Feeding is an important tool for governments seeking to transition to and scale up national school meals programmes, supported by the World Food Programme. It provides a means for countries to identify strengths and weaknesses in their school meals systems, and key areas for investment, and develop evidence-based national action plans or roadmaps to improve their school meals policies, system and programmes. World Food Programme is committed to supporting countries in their efforts to scale up increasingly efficient and sustainable school meals programmes, and relies on the diagnosis and process provided by SABER in this goal.”

– SARAH LAUGHTON, Chief, Safety Nets and Social Protection, World Food Programme

SABER 2.0: Making the System Work for Learning

SABER is integral to the World Bank's work with client countries to identify, implement, and support the policies and programs that make education systems more effective. SABER's diagnostic tools generate the data that allow country clients to understand how their education system is functioning and use these to make decisions to improve the system. As highlighted in this report, SABER has helped improve World Bank policy dialogue and operations in many countries. Its findings and recommendations provide data on the quality of the existing policy framework and then, drawing on international best practices, identify how policies can be strengthened. SABER continues to adapt to provide country clients with new diagnostic tools for meeting their specific goals.

SABER's first diagnostic tools focused on the policies that underpin education systems. These tools allow World Bank operations teams and partners to identify existing policies and understand whether these policies are appropriate and sufficient to achieve learning goals. This information feeds into policy engagement with governments and dialogue with partners to build more effective approaches. But policies only provide part of the answer. How policies are implemented – from broad management decisions within an education ministry to specific teacher behavior in a classroom – is critical to success. In its new phase, SABER 2.0 adds innovative diagnostic tools to provide country clients with detailed data on inputs, resources, and infrastructure in schools and on how education is delivered in the classroom. This provides governments with on-the-ground information they can act on. SABER's new **Service Delivery tools**, which build on the Bank's Service Delivery Indicators program, allow country clients to identify what is happening in schools themselves, making it possible to identify the resource and service delivery gaps that are hampering learning. For example, the new **TEACH classroom observation tool** assesses whether teachers' activities in the classroom reflect the pedagogical practices shown to be effective to improve cognitive and socio-emotional learning. TEACH is structured so clients can adapt it as needed for their own contexts. Of course, knowing what teachers are doing is just one side of the issue – training them to do better is the other. The new **In-Service Teacher Training Survey Instrument (ITTSI)** fills a gap by contrasting existing in-service teacher training programs with best-practice programs shown to deliver impacts on learning.

This deep dive into the classroom and schools is just one aspect of SABER's new approach for empowering country clients. Another aspect targets country clients' need to be able to understand the whole of the education system at a glance. While SABER's policy diagnostic tools focus in on how the system works in each of 13 key policy domains, SABER is now developing a new agile tool for gathering information on key indicators that provide a snapshot of the whole education system. This **Education System Snapshot tool** aims to allow a quick-turn-around (and lower-cost) total education system diagnostic that spots gaps in core functions of the system, such as resources, standards, management and accountability, data, and feedback loops. The Snapshot tool identifies areas for improvement that cut across different domains of the education system. It is meant to complement the more in-depth SABER domain tool applications. Like all SABER tools, this new tool will be based on data collected from existing data systems and interviews of local experts who are well acquainted with the education system. Also like the other tools, SABER Education System Snapshot will be made publicly available, free of charge, as open-source tools with all required methodological and implementation guidelines.

These new SABER 2.0 diagnostic tools, along with SABER's original tools, are already being used to inform analyses and policy decision-making in line with the recommendations of the 2018 World Development Report. The report, which explores the global learning crisis and its causes, proposes three policy actions to tackle the crisis. The three actions – assess learning, make schools work for all learners, and make the system work for learning – will guide the work of education stakeholders and development partners going forward. But getting this right requires building knowledge of schools and of education systems, and SABER is the primary diagnostic tool to provide the full range of critical inputs for understanding, analyzing, and improving education. Without these data, we cannot know whether schools are overcrowded, whether teachers are showing up to class, whether they know the subjects they are teaching

In Lao PDR, the SABER Service Delivery team is working with the government and local stakeholders to collect data that are giving policy-makers a more comprehensive overview of their education system. The SABER survey instrument is applied at the school level to identify ways in which a policy's implementation falls short of its intended goal, locating bottlenecks and breakdowns that affect the way education is delivered in classrooms across the country.

Researchers gathered data from a nationally representative sample of 200 schools about everything from teacher ability, knowledge and absenteeism to school management, student ability, and the availability of textbooks and learning materials. The data, collected in February and March 2017, found that teachers spent much of their time teaching—about 78 percent of scheduled time—but that their knowledge of critical subjects like mathematics and language is minimal. On a standardized math test, for example, just 8 percent of teachers divided fractions successfully, and just 27 percent could correctly calculate a class average. In fact, SABER Service Delivery data showed that just 15 percent of primary school teachers could correctly answer 60 percent of math and language questions on the survey's teacher assessment. The pass rate was significantly lower in rural and priority districts, where just 8 percent of teachers scored above 60 percent. The researchers also found that although 91 percent of fourth grade students from the majority Lao-Tai ethnic language group successfully identified at least three Lao letters, ethnic

minorities lagged far behind, with just 56 percent of Chine-Tibet students and 51 percent of Hmong-Mein students able to identify three letters. The data also looked closely at school management: Principals reported meeting with an average of 72 percent of teachers to provide performance feedback, but only 15 percent of teachers reported receiving feedback from their principals.

The initial results of the survey have been valuable to policymakers, as they endeavor to better understand what works in their country's education system and what doesn't. The data also stratify between urban and rural, public and private, and single-grade and multi-grade schools, and whether schools are in priority districts that are identified by the government as disadvantaged or in non-priority districts. The SABER Service Delivery team met with the government in July 2017 to present the initial findings and a full analysis and report with recommendations for moving forward is forthcoming.

The data are especially critical to the Ministry of Education as it monitors the country's Education and Sports Sector Development Plan 2016–2020, which is aiming to improve the overall education system, with a focus on remote and underserved areas. Additionally, local teams are using the information for the country's Second Global Partnership for Education Project, funded by the World Bank to support the government in its push to improve pre-primary and primary education quality.



15 SABER Service Delivery | Afghanistan

Primary school enrollment in Afghanistan has increased dramatically in recent years and some nine million children and young people are now enrolled in schools—a ninefold growth since 2001. But the quality of learning in the school system remains low and access is still limited in disadvantaged areas, especially for girls. The SABER Service Delivery team is working with the government to better understand the quality of education service delivery and examining bottlenecks, as well as ways in which policies aren't being implemented efficiently.

Beginning in April 2017, the SABER team surveyed 200 schools across the country – the first nationally representative comprehensive survey of primary education in Afghanistan's history – to provide policymakers with an in-depth look at their country's school system, documenting the reality of primary education in Afghanistan and identifying bottlenecks that are getting in the way of a quality education. Specifically, SABER collected comprehensive data on teacher effort and ability; principal leadership; school governance, management, and finances; community participation; and student performance in math and language. To gather the data, students and teachers were assessed in math and language, with an additional test for teachers on their pedagogical skills. The information was also stratified so that researchers could identify enrollment differences between girls and boys, as well as differences between urban and rural areas. Preliminary data from a pilot in Kabul found that fourth-grade students, on average, spend 3 hours and 20 minutes in classrooms learning and that

teacher absenteeism, although common in many low-income countries, appears not to be widespread. However, student absences, especially for boys, are high—about 35 percent in some schools. Overall, some teachers have a grasp of the curriculum, but student learning is low: 79 percent of the teachers could perform triple-digit addition, but only 28 percent of their students could. Similarly, 86 percent of teachers but only 12 percent of students managed to solve a simple math story.

Data from the country-wide survey on learning are not available, but preliminary data suggest that insufficient infrastructure and materials are a significant impediment: Just 42 percent of children in primary schools have a pen or pencil, students in many classes are unable to even see the blackboard, and just 46 percent of rural schools have a functioning latrine, as compared to 52 percent in urban areas. This in-depth data will be critical to policymakers as they formulate the government's National Education Sector Plan III, which aims to increase the quality and relevance of the school system; increase equitable access to education, especially for girls; and ensure transparent, cost-effective and efficient management at the national and local levels. It is also being used for the World Bank's Afghanistan Education Quality Reform Project, which is supporting the government's National Education Sector plan. The results are helping the team focus on mentoring and coaching teachers, rather than investing in long-term teacher training, as well as tracking teacher progress using quantifiable classroom observation tools.

and how to teach them, and whether children are really learning. In other words, without these data, we cannot know what fixes are needed to improve service delivery in each specific country and school context.

SABER's work to date shows that engaging with client countries to build an understanding of education systems makes it possible to identify the programs and policies for success. Going forward, the SABER program will continue to foster the use of the existing policy-intent tools in engagement with country clients, partners, and other stakeholders, while also continuing to develop global public goods – through knowledge and tools – that stakeholders can use to strengthen education policy reform efforts globally.

Details on the new SABER 2.0 education tools follow:

SABER Service Delivery

SABER Service Delivery (SABER SD) is an initiative by the Education Global Practice to uncover bottlenecks that inhibit student learning in low- 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 at the district and school level. As a global initiative, SABER Service Delivery provides data for the new global lead indicator on learning, which makes it easier to monitor the U.N. Sustainable Development Goal of achieving universal primary education. The Service Delivery tool has been piloted over the 2017 fiscal year and the completed tool will be available soon.

The Service Delivery tool is aligned with the latest education research on what matters for student learning and how to best measure it. Conceptually, it is an extension of the SABER framework, which aims to reveal the mechanisms through which inputs are transformed into outcomes. The SABER Service Delivery tool builds on the evidence base and captures policy implementation measures from the core SABER domains of Education Management Information Systems, Education Resilience, School Autonomy and Accountability, School Finance, Student Assessment, and Teachers. This information provides a diagnostic that assesses the on-the-ground functioning of a given education system, drawing on recent research on classroom practices, school leadership and management practices, teacher pedagogical content knowledge, and the role of the home environment and parental involvement.

- The Guinea-Bissau education team also adapted a condensed version of the SABER Service Delivery tool (the first three modules of the SABER Service Delivery tool: Module 1 on School Information, Module 2 on Staff and Teachers, and Module 3 on Governance, Management, and Finance) to conduct a small-scale data collection exercise in Guinea-Bissau. Since detailed information on policy intent was collected through the SABER School Autonomy and Accountability tool, the team was interested in collecting follow-up information using the adapted SABER Service Delivery modules on implementation of those policies at the school level.

The SABER Service Delivery tool is designed to support operations initiatives geared at improving the quality of education service delivery and ultimately learning outcomes. SABER Service Delivery has informed operations in Pakistan's Punjab province, Lao PDR, and Afghanistan. In Lao PDR, SABER Service Delivery directly supports the \$38.5 million second Global Partnership for Education project, which focuses on strengthening school-based management and improving the teaching and learning of reading. *For more details see box 14.*

The SABER survey instrument is enabling the collection of baseline and end-line data to measure the project's main objective, which is to determine the "percentage of schools that meet the minimum quality of service delivery." SABER Service Delivery is also being used as a monitoring tool for the \$300 million Third Punjab Education Sector Project for Pakistan, and as a diagnostic tool for an upcoming operation in Afghanistan. *For more details see box 15.*

TEACH Classroom Observation Tool

As part of the World Bank's effort to ensure that every classroom has a competent, supported, and motivated teacher, the SABER-Teachers team has developed TEACH, an open-source classroom observation tool. TEACH was designed as a metric to capture teacher practices and identify areas for improvement, which has the potential to raise the quality of learning for students at scale.

TEACH has three key attributes that distinguish it from other available tools. First, TEACH is open-source and is based on 10 modules that each look at a critical aspect of teacher activity in the classroom. Because it is modular, country clients can add new elements as needed. Second, TEACH measures both instructional practices aimed at improving student cognitive skills and what the teacher is doing to foster students' socioemotional skills. Finally, TEACH is being rigorously validated in low- and middle-income countries to produce reliable and consistent data across different contexts.

Thanks to funding from the SABER-Umbrella Facility, TEACH is free and can be easily adopted in different contexts with no intellectual property restraints. The tool is intended to be used by researchers, as well as principals, pedagogical advisors, coaches, and inspectors. To date, TEACH has been tested with video footage from Afghanistan, China, Pakistan, the Philippines, Tanzania, Uruguay, and Vietnam; these findings were used to revise the tool's overall structure. Moreover, a full-scale pilot has been conducted in Pakistan's Punjab province and the Philippines.

TEACH will ultimately be used as an actionable policy instrument embedded in projects with a strong preservice and in-service teacher professional development component. Additional materials will be developed to ensure that the tool can be used easily by coaches, inspectors, and principals, not only to diagnose teachers' strengths and weaknesses but also to provide targeted feedback. This use will be accompanied by videos of classroom practice from which the teacher can learn. Throughout this process, coaches will learn to monitor whether the teacher implements these techniques and provide continuous feedback to facilitate improvement.

School Management Survey

SABER's Service Delivery survey tool was designed to better understand the quality of education service delivery and the gaps in how policies are being implemented. As part of this survey tool, SABER is developing options for capturing information on school leadership and management practices. Management matters a great deal for learning, but most education systems lack any systematic measurements of its quality. SABER Service Delivery is piloting various surveys to uncover the information that is most critical to capture for accurate school management analysis and to identify the best way to capture this information. Different approaches have been piloted in Lao PDR, Pakistan's Punjab province, Tanzania, and Afghanistan. During the upcoming year, SABER's team will analyze the data collected in these pilots and then meet with academics and practitioners to help decide on the final version of the tool.

Education System Snapshot Tool

The 2018 World Development Report on education, *Learning to Realize Education's Promise*, pointed to a global learning crisis and called for a renewed focus on education and education systems. A key point was that education systems must be aligned with the needs and requirements that support learning for all. SABER's 13 tools are already working to strengthen and improve education systems by focusing on specific domains and working with governments, development partners and education practitioners to ensure alignment throughout the system. SABER's work has focused on specific aspects of education systems – for example, early childhood development, information technology, student assessment, and so on – which do not allow for a simultaneous review that can provide an assessment of system alignment.

SABER is currently developing a tool for rapid education system assessment, called the System Snapshot Tool, which will allow for a cost-effective analysis of the policies around the core drivers of the system and its alignment and interactions to deliver education services. The approach will include analysis of the ideologies that intervene in functional areas in education, toward a solutions-orientated new option that realigns components of SABER into cross-cutting themes, in addition to domains.

Aligning the interests of all education stakeholders and actors ensures that the whole system works for performance. It reduces the effect of contradictory interests that distract from achieving education objectives. To be truly aligned, parts of the education system must also be coherent with one another and interests should be complementary rather than contradictory. Alignment means that student success and learning are the goal of the various components of the system, while coherence means the components reinforce each other in achieving educational goals. By integrating both into the system and directing stakeholder interests accordingly, a country will be able to overcome technical and political barriers and establish a system that promotes student success. By considering these real-world barriers and mobilizing everyone who has a stake in education, a country can support innovative educators on the front lines and direct education systems toward all-inclusive and sustainable learning.


In applying systems theory to education, the success of a system depends on the effectiveness of interactions within that system. Against this backdrop, six cross-cutting themes and drivers have been identified, derived from SABER's domains, that take into consideration the critical value of interactions that ultimately determine the success or failure of a system. These are governance and leadership; standards and norms; resources and expertise; information, evidence and feedback; delivery of services and instructions and management relationships; and accountability and quality assurance. Each theme integrates policy levers from across SABER domains, enabling full-system analysis and coherent interventions. The themes specifically assess essential system dynamics and interactions, providing an opportunity to operationalize a more cost-effective, systems-level, actionable approach for country decision makers. To date, SABER has designed the tool and integrated it into an education system assessment, drawing on the various SABER domain frameworks and a meta-analysis of SABER data. In the next year, the tool will be piloted and finalized.

In-Service Teacher Training Survey Instrument

This content is an excerpt from the working paper "Global Landscape of Teacher Professional Development Programs: The Gap between Evidence and Practice," by Anna Popova, David K. Evans, Mary E. Breeding, and Violeta Arancibia.

Another area of innovation under SABER is the development of a new tool to assess the quality of professional development for teachers. Aside from student socioeconomic factors, teachers arguably are the most important determinant of student learning. Furthermore, a recent review of the education literature showed that one of the most effective approaches for improving learning is "teaching to the level of the student." This means improving pedagogy so that it adapts to individual students' current levels of learning – which in turn requires teachers either to assess their students' learning better or target instruction better.

Professional development warrants more systematic investigation not just because of its potential, but also because of its importance in education systems around the world. Teacher professional development takes many forms, ranging from traditional, government-mandated mass training programs to teacher pedagogical support groups headed by coaches or mentors that provide needs-based, embedded support. Substantial government and donor resources are funneled into training programs. Of 171 World Bank projects with education components between 2000 and 2012, nearly two-thirds included professional development to support teachers. Despite the significant resources spent on in-service teacher training programs, rigorous evidence on the effectiveness of such programs remains limited. Overall, evidence for the small



share of programs that have been evaluated is mixed, and it is often reported that most current teacher education programs are outdated and overly theoretical. At the same time, many evaluations fail to provide sufficient details on the actual content or delivery mechanisms of the trainings to inform the design of successful programs.

The sizeable evidence gap when it comes to knowing whether resources spent on in-service teacher professional development are improving learning is partly due to a lack of instruments designed to measure teacher professional development. Currently, there is no instrument that can capture the step between teacher policy design and teachers' classroom practice – that is, how teachers are actually trained and which specific components of this training improve teacher effectiveness and subsequently student learning.

A new survey instrument – the In-Service Teacher Training Survey Instrument (ITTSI) – will document the design and implementation details of in-service teacher training programs, providing data that can be used to create new programs or improve existing ones.





SABER Management


The governance of the World Bank's Systems Approach for Better Education Results (SABER) provides expert leadership, appropriate guidance, support, and structure necessary to ensure that this initiative is able to achieve its overarching goals of improved education system analysis and performance. The underlying principles of this multi-layered governance structure are transparency, efficiency, and technical leadership in the field.

SABER-UF Council. Membership in this group includes donors to the SABER Umbrella Facility (SABER-UF). This group provides the strategic leadership and financial support necessary to sustain the SABER trust fund and, through a yearly meeting, ensures progress and sets directions for future strategic priorities. A SABER annual report and results framework highlighting key activities and achievements are shared after each fiscal year and discussed with the group during the Annual Meeting.

Education Systems Technical Advisory Board. This group consists of 11 technical experts on education performance, reform, management, and analysis. The Advisory Board serves as a barometer for the relevance and impact of the SABER program as a whole, both within the World Bank's program, and within the global development landscape. The first meeting was held in February 2017 to review progress, assess effectiveness, and act as a sounding board for proposed future activities. *For more details see box 16.*

Education Global Practice Management Team. The Education Global Practice Management Team provides the technical guidance necessary to ensure SABER priorities and programs are in line with operational realities and needs within the World Bank Group. Their feedback and guidance is critical for informing priorities from the country/regional perspective, and they will serve as the conduit between the SABER domain teams and country education teams. General SABER updates are provided to the Management Team by the Global Engagement and Knowledge (GEAK) Unit Manager. The relevant regional manager is responsible for providing clearance for each SABER country report during the publication process.

SABER Domain Teams. Each of the existing SABER domains has a respective team, comprising a leading technical specialist in the outlined area (referred to as the Task-Team Leader or TTL) as well as a support team (operations officers, specialists, administrative staff, consultants, etc.). Each Domain Team is responsible for the development of a domain framework document, indicators and scoring rubric, and a data-collection instrument, and for quality assurance and data validation. Domain Teams typically work in coordination with country teams.



SABER Secretariat. This group comprises the GEAK Unit Manager and two staff members who manage overall SABER activities. This group's main responsibility is to administer the program, including its day-to-day operations, portfolio, and related procedures and programs, monitoring and evaluation, communications and partner relations, and training. In addition, this group is responsible for expansion of the SABER program, including through increased web presence, products, and SABER engagements and tools.

The Practice Management team leads discussions among practice staff and other stakeholders to build support for the systems approach and formulate implementation plans. Internal and external Advisory Groups composed of Bank staff and partners will help guide the implementation of the approach.

SABER Umbrella Facility

The SABER Umbrella Facility (SABER-UF) was created in 2013 as a multidonor trust fund to enable partners and donors to support SABER activities. With SABER-UF support, the World Bank has been able to expand the reach of SABER activities by increasing the number of countries that have applied the tools, developing additional policy domains, increasing the number of engagements that have an impact on country educational programming, creating new communications products and platforms to better disseminate and cultivate the SABER knowledge base, training World Bank staff and donor partners, and initiating work on education policy implementation assessment. Currently, the Australian government's Department of Foreign Affairs and Trade (DFAT) has committed \$A 7 million to the UF and the United Kingdom Department for International Development (DFID) has committed £GBP 1.2 million. Many other partners and donors have supported the development and application of SABER, including Russia (through the Russia Education Aid for Development or READ); the Children's Investment Fund Foundation (CIFF); the United Nations Educational, Scientific, and Cultural Organization (UNESCO); the Arab League Educational, Cultural and Scientific Organization (ALECSO); the World Food Programme (WFP); the United Nations Children's Fund (UNICEF); the Netherlands BNP Paribas program; the Korean Trust Fund program; UNESCO's Education for All Teacher Task Force; and the Pacific Facility Program of DFAT.

Education Systems Technical Advisory Board Meeting 2017

An Education Systems Technical Advisory Board was convened on February 23, 2017 to guide the work of the World Bank's education systems initiatives, with particular attention to the relevance and impact of the various tools currently offered, potential gaps in our systems thinking, and also to create linkages with other education systems initiatives. The purpose of this meeting was to gather feedback on existing work plans and deliverables of the SABER work program, with a particular focus on future priorities, potential gaps, and areas of synergy. Participants also explored further the shift from policy intent to implementation through various education programs and tools, sharing advice, suggestions, and feedback on effectiveness, and ensuring compatibility with existing systems diagnostics. The group consists of technical experts on education performance, reform, management and analysis.

TECHNICAL ADVISORY BOARD

- Patrick Griffin, Professor and Chair of Education (Assessment), Melbourne Graduate School of Education, University of Melbourne, Australia
- Elizabeth King, Nonresident Senior Fellow, Global Economy and Development, Center for Universal Education, Brookings Institution, Washington, DC
- Helen Ladd, Susan B. King Professor of Public Policy Studies, Professor of Economics, Sanford School of Public Policy, Duke University, Durham, North Carolina
- Zbigniew Marciniak, Professor, Institute of Mathematics, University of Warsaw, and Ministry of National Education, Poland
- Silvia Montoya, Director, UNESCO Institute for Statistics, Canada
- Karen Mundy, Chief Technical Officer, Global Partnership for Education, Washington, DC
- Richard Murnane, Juliana W. and William Foss Thompson Research Professor of Education and Society, Harvard Graduate School of Education, Cambridge, Massachusetts
- Miguel Székely Pardo, Director, Center for Education and Social Studies, Mexico
- Caine Rolleston, Senior Lecturer in Education and International Development, Institute of Education, University College London, England
- Sara Ruto, Director, PAL Network Secretariat, Kenya
- Oon Seng Tan, Director, National Institute of Education, Singapore

The meeting highlighted the complexities of education systems and provided a useful array of recommendations for consideration. One outcome of the event was a broad consensus that the SABER team needs to better explore and communicate where and how the SABER program has had an impact at the country and global levels. Building on the momentum generated by these conversations, the SABER in Action briefs series has been useful, and the SABER team will continue to reach out to country teams to explore the tangible impacts of SABER.

The Advisory Board will henceforth serve as a barometer for the relevance and impact of the SABER program as a whole, both within the World Bank's program and within the global development landscape. This Technical Advisory Board Annual Meeting was held to review progress, assess effectiveness, and act as a sounding board for proposed future activities. SABER teams incorporate feedback received from this Advisory Board into existing and future work programs, as applicable. These continued discussions will be vital for strengthening support for learning for all.



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Annexes

Annex 1: SABER Umbrella Facility Trust Fund Results Framework FY17

(July 1, 2016 June 30, 2017)

RESULT	INDICATOR	FY 17 RESULTS
Public access to systematic, accurate and comparable data on the quality of countries' education policies and the quality of implementation of those policies	Number of SABER tools for assessing policy intent launched, published, and utilized. Number of new engagements through which tools have been used to collect data (and domains against which data was collected).	<p>Total of 193 SABER Country Reports published covering 119 countries; in FY17, 26 Country Reports published across 7 domains:</p> <ul style="list-style-type: none"> • Early Childhood Development: 1 • Engaging the Private Sector: 7 • Education Management Information Systems: 4 • School Health and School Feeding: 3 • School Autonomy and Accountability: 1 • Student Assessment: 1 • Teachers: 3 • Tertiary Education: 3 • Workforce Development: 3 <p>11 reports currently completed (have been cleared by government and are undergoing the editing/publishing/WB clearance process)</p> <p>SABER-ICT Framework Paper for Policy Analysis: "Documenting national educational technology policies around the world and their evolution over time" published Total of 13 SABER domains through which to assess policy intent</p> <p>Other accomplishments under SABER policy intent include:</p> <ul style="list-style-type: none"> • FY16 Annual Report published and externally available on SABER website • Book on Skills in Ukraine published; analysis combines the STEP HH & Employer Surveys and the SABER-Workforce Development tool • Information and Communication Technologies technical paper series (16 papers, including 11 case studies) published • Equity and Inclusion "Economic Impacts of Child Marriage: Global Synthesis Report" published in partnership with ICRW • Equity and Inclusion "Economic Impacts of Child Marriage: Global synthesis brief" plus six thematic briefs on the following areas published: (1) Fertility and population growth; (2) Women's health; (3) Child health and nutrition; (4) Educational attainment; (5) Work, earnings, and household welfare; and (6) Women's Decision-making and selected other impacts • Equity and Inclusion Economic Impacts of Child Marriage draft country reports completed for Burkina Faso, Dominican Republic, Egypt, Ethiopia, Nepal, Niger, Nigeria, and Uganda • SABER School Finance Education Public Expenditure Review guidelines published • SABER-School Autonomy and Accountability tool updated Policy Goal 4 – Assessment of School and Student Performance • SABER-School Autonomy and Accountability snapshot of school report card programs in MENA region produced • SABER-Student Assessment developed 'lite' version (computer-based) of the toolkit as option for countries interested in more streamlined review of assessment system • Tertiary Education tool revised based on feedback from three country pilots in FY17 (Sierra Leone, Bangladesh, Liberia) • Adaptation of Engaging the Private Sector provider level tool to the early learning level in partnership with the Early Learning Partnership (ELP) and addition of a teachers module to the tool in coordination with the World Development Report (WDR) 2017 • SABER-Engaging the Private Sector adoption and adaptation of the Stallings Classroom Observation Tool for Senegal/francophone Africa more broadly in collaboration with the Strategic Impact Evaluation Fund (SIEF)

RESULT	INDICATOR	FY 17 RESULTS
Public access to systematic, accurate and comparable data on the quality of countries' education policies and the quality of implementation of those policies	Development of new tools for assessing SABER domain-specific policy implementation launched and published. Number of country engagements for data collection and benchmarking.	<p>Workforce Development policy implementation/ Training Provider Assessment (TAP) tools are being developed - Methodology note; Assessment instrument of training providers; Focus groups guides; Score card of training providers</p> <ul style="list-style-type: none"> • WfD policy implementation/TAP Tool piloted in Kenya and Albania • Draft completed of forthcoming SABER-Engaging the Private Sector publication "Learning for All? Addressing Issues of Equity and Affordability by Engaging the Private Sector in Education in Sub-Saharan Africa" • SABER-EPS in-depth (policy implementation) reports published for Lagos, Nigeria • Concept note of the "Snapshot" tool completed: Currently finalizing the construct for the system diagnostics
	SABER Service Delivery tool for basic education launched, published and utilized.	<p>SABER SD tools were piloted in three countries:</p> <ul style="list-style-type: none"> • Lao PDR • Afghanistan • Punjab (Pakistan)
	Availability of a fully operational, open knowledge and data platform to share knowledge, tools, and data globally.	<p>SABER website newly designed topics pages launched</p> <ul style="list-style-type: none"> • Smarter Education Systems Interactive tool revamp launched in October 2016; now includes interactive map with access to all World Bank knowledge and project information, organized by SABER domain • Smarter Education Systems Newsletter published (monthly)
Awareness and utilization of these data by countries and development partners in sector analyses, policy dialogue, and planning processes	Number of education investment projects by other partners using SABER tools or data in preparation, design or results frameworks	<p>Draft reports received for 8 SABER-Teachers engagements with EFA Teachers Task Force; 3 completed</p> <p>SABER tools, data, and frameworks were utilized by several partner agencies during FY17:</p> <ul style="list-style-type: none"> • Use of SABER in UNESCO Global Education Monitoring Report 2016 (launched September 2016) • Use of SABER in Education Finance Commission report (launched September 2016) • Reference of SABER in The Lancet series on Advancing ECD (October 2016) • Central Square Foundation (CSF) in India, which funded analysis of model regulations for private schools, use of SABER framework • PISA for Development has adopted SABER-Student Assessment as an institutional capacity diagnostic and strengthening framework for 6 participating countries • SABER-EPS support to IDP Foundation included: sharing of findings; co-hosting of March 2017 education stakeholders' workshop in Accra, Ghana; request for proposal from IDP Foundation on potential partnership following workshops and EPS presentations in Lagos and Ghana, and participation in global events • SABER-EPS support to Vitol Foundation included: sharing of findings; request for proposal from Vitol Foundation on potential partnership for future EPS engagements, following participation in Global Schools Forum" • UNICEF rolling out its own country-level early learning system diagnostic, which essentially covers SABER-ECD, in a rearranged framework; exploring ways to collaborate with so that countries do not receive mixed guidance • SABER-Student Assessment team worked with IEG to address the question of "How Countries Use Data from National and International Assessments and Why?"; worked together to co-produce knowledge aligned with the Bank's SABER- Student Assessment framework

RESULT	INDICATOR	FY 17 RESULTS
<p>More informed global discussion and debate about strengthening education systems to increase learning for all in countries.</p>	<p>Number of capacity building programs delivered to development partners, country counterparts, and Bank staff</p>	<p>Several World Bank events featured SABER tools and learning opportunities for staff:</p> <ul style="list-style-type: none"> • HD week 2017 featured several SABER-related learning events for staff, including: SABER in Action overview; SABER Service Delivery Presentation; overview of data and SABER Education Management Information Systems • Equity and Inclusion Economic Impacts of Child Marriage technical workshops to share results with government counterparts held in Ethiopia, Nepal, Niger, and Uganda • Implemented new Brown Bag Lunch (BBL) series on teacher effectiveness; hosted 2 “SmackDown” events: (1) systems analysis in education; (2) teacher training • Education Resilience Approaches provided technical assistance to education task teams in FCV contexts on project preparation, implementation and completion (Mali, West Bank and Gaza, Sierra Leone, and Turkey) <p>New e-Learning launched:</p> <ul style="list-style-type: none"> • Student Assessment e-learning launched in Open Learning Campus, supported by READ 2 Trust Fund program: “Student Assessment for Policymakers and Practitioners”
	<p>Number of events, initiatives, or campaigns to promote SABER globally, regionally, or for countries</p>	<p>First meeting of Education Systems Technical Advisory Board meeting held February 2017</p> <p>SABER teams organized/participated in several global events featuring education systems and continued outreach:</p> <ul style="list-style-type: none"> • Equity and Inclusion Economic Impacts of Child Marriage presentation of key findings followed by panel discussion at World Bank with online World Bank Live broadcast (2,000 online participants); Media coverage included BBC Radio, Devex, NPR, Reuters, The Guardian, and many other outlets in Africa, Europe, LAC, and South Asia • FY17 was the tenth year of the annual Global Symposium on ICT use in Education (GSIE), in partnership with the Korean Education Research and Information Service (KERIS), part of longstanding Korean partnership in support of SABER-Information and Communication Technologies. The November 2017 symposium brought over 80 senior policymakers and practitioners from 28 countries to Seoul to discuss emerging trends and common policy challenges highlighted in SABER-ICT analytical work; over the course of the event, over 1400 senior policymakers and practitioners have participated in this event, which has grown to be one of the most influential annual gatherings of its kind in the world. FY18 saw the end of multi-year support for SABER-ICT from the World Bank Korea Partnership Facility. • Presentation of SABER-EPS findings at three global conferences: DEEPEN Conference in Lagos, Nigeria (November 2016), the Comparative and International Education Society Annual Conference (March 2017), and the IPA Evidence Summit in Accra, Ghana (March 2017) • SABER in Actions published for Haiti (SHSF), Technical Advisory Board, SABER SD, Tertiary Education, Tunisia (ECD), Tanzania (multi-domain)

Annex 2: Overview of SABER Publications

Includes all SABER Publications as of June 30, 2017.

	FRAMEWORK DOCUMENT	METHODOLOGY	COUNTRY REPORT (Policy Intent)	COUNTRY REPORT (policy implementation)	GLOBAL OR REGIONAL ANALYSIS	CASE STUDY	SABER IN ACTION	BRIEF/LESSONS LEARNED	BACKGROUND PAPER	TOTAL
Assessment	1	2	39		1	11	1	2	5	62
ECD	1	2	40				2	1	1	47
EMIS	1	2	9			1		1	3	17
EPS	1	3	10	1	1			1	1	18
Equity	1							1		2
ICT	1					13		1	5	20
Finance	1	2	4					1		8
Resilience	1	3				14		11		29
SAA	1	3	15	1		3		1	5	29
SH&SF	1	2	11		1		1	1	1	18
Teachers	1	2	35		1		1	2		42
Tertiary	1	2	3				1	2	7	16
Workforce	1	2	27		2	2	1	1	3	39
Multiple/ No Domain							9		2	11
Total	13	25	193	2	6	44	16	26	33	358

Country Reports by Domain: Total Published in FY17

DOMAIN	PUBLISHED
Assessment	1
ECD	1
EMIS	4
EPS	8
SAA	4

DOMAIN	PUBLISHED
SH&SF	3
Teachers	3
Tertiary	3
WfD	2
Total	26

Annex 3: Overview of SABER Engagements by Region and Country

A total of 130 countries,¹ listed in the following table, have applied or were in the process of applying one or more SABER tools as of June 30, 2017.

AFRICA	EAST ASIA & PACIFIC	EUROPE & CENTRAL ASIA	NORTH AMERICA & LATIN AMERICA	MIDDLE EAST & NORTH AFRICA	SOUTH ASIA
Angola	Australia	Albania	Barbados	Algeria	Afghanistan
Benin	Brunei	Armenia	Belize	Bahrain	Bangladesh
Burkina Faso	Darussalam	Belarus	Bolivia	Djibouti	Bhutan
Burundi	Cambodia	Bulgaria	Brazil	Egypt, Arab Republic of	India
Cape Verde	China	Croatia	Chile	Iraq	Nepal
Chad	Fiji	Cyprus	Colombia	Jordan	Pakistan
Congo, Democratic Republic of	Indonesia	England	Costa Rica	Kuwait	Sri Lanka
Congo, Republic of	Japan	Finland	Dominica	Lebanon	
Côte d'Ivoire	Kiribati	France	Grenada	Libya	
Ethiopia	Korea, Republic of	Georgia	Guyana	Morocco	
Gambia, The	Lao PDR	Ireland	Haiti	Oman	
Ghana	Malaysia	Kazakhstan	Honduras	Qatar	
Guinea	Mongolia	Kyrgyz Republic	Jamaica	Saudi Arabia	
Guinea-Bissau	Myanmar	Macedonia, FYR	Mexico	Syrian Arab Republic	
Kenya	New Zealand	Moldova	Nicaragua	Tunisia	
Liberia	Papua New Guinea	Netherlands	Paraguay	United Arab Emirates	
Madagascar	Philippines	Norway	St. Lucia	West Bank and Gaza	
Malawi	Samoa	Romania	St. Vincent and the Grenadines	Yemen, Republic of	
Mali	Singapore	Russian Federation	United States of America		
Mauritania	Solomon Islands	Serbia	Uruguay		
Mauritius	Thailand	Slovenia	Venezuela, R.B. de		
Mozambique	Timor-Leste	Tajikistan			
Namibia	Tonga	Turkey			
Nigeria	Tuvalu	Ukraine			
Rwanda	Vanuatu				
Senegal	Vietnam				
Seychelles					
Sierra Leone					
Somalia					
South Sudan					
Sudan					
Swaziland					
Tanzania					
Togo					
Uganda					
Zambia					
Zimbabwe					

¹The data included in this chart were current as of June 30, 2017. This chart counts country engagements that resulted in country reports, pilots, case studies, briefs, regional reports, and data. It does not include ESDP or e-learning. Engagements include reports that were put on hold, but not those that were dropped. Country engagements still in the pipeline stage were not included.

Annex 4: Communications Products Contributing to SABER Knowledge Sharing

SABER website

<http://saber.worldbank.org/>

Launched in December of 2013, the website houses information on the 300+ SABER engagements; some 193 published country reports and associated data; and more than 100 additional products. In 2016 and 2017, the website underwent revisions, including an updated interface, dynamic infographics, and searchable publications feature.



SABER in Action Briefs

<http://saber.worldbank.org/index.cfm?indx=6&sub=6>

SABER in Action Briefs showcase the use of SABER in policy dialogue and reforms.



Smarter Education Systems Interactive Tool

<http://smartereducation.worldbank.org>

This interactive tool is helping users learn how the World Bank Group helps countries ensure “Learning for All”—that is, to provide quality education for everyone, especially those living in poor and disadvantaged communities—through financial and knowledge-sharing support. The interactive knowledge tool houses more than 2,500 education-related knowledge pieces mapped by SABER domain, including the SABER publications.



SABER Domain Briefs

<http://saber.worldbank.org/index.cfm?indx=6&sub=2>

A series of 13 domain-specific briefs highlight each of the tools and the ways in which SABER has been utilized to inform policy dialogue and country-specific projects and policies.



Education Statistics (EdStats)

<http://datatopics.worldbank.org/education/>

The Education Statistics (EdStats) portal is a comprehensive data and analysis source for key topics in education such as access, completion, learning, expenditures, policy, and equity. The SABER data are also available through this portal, allowing users to link SABER policy data to other education indicators.



Annex 5: SABER in Action and SABER Domain Briefs

SABER in Action Briefs

- **SABER in Action: Service Delivery**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Service_Delivery.pdf
- **SABER in Action: Haiti**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Haiti.pdf
- **SABER in Action: Education Systems Technical Advisory Board**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_TAB_FINAL.pdf
- **SABER in Action: Tertiary Education**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Tertiary.pdf
- **SABER in Action: Tunisia**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Tunisia.pdf
- **SABER in Action: Pacific Islands**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_in_Action_Pacific.pdf
- **SABER in Action: Shanghai**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_in_Action_Shanghai.pdf
- **SABER in Action: Partnerships**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_in_Action_Partnerships.pdf
- **SABER in Action: An Overview**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Overview.pdf
- **SABER in Action: Workforce Development**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_WfD.pdf
- **SABER in Action: Student Assessment**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Student_Assessment.pdf
- **SABER in Action: Quality Teaching**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Quality_Teaching.pdf

- **SABER in Action: Nigeria**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Nigeria.pdf
- **SABER in Action: Bulgaria**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Bulgaria.pdf
- **SABER in Action: Early Childhood Development**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/in_actions/SABER_in_Action_Early_Childhood_Development.pdf

SABER Domain Briefs

- **SABER Brief–Early Childhood Development**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_ECD_Brief.pdf
- **SABER Brief–Equity and Inclusion**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_EAI_Brief.pdf
- **SABER Brief–Workforce Development**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_WFD_Brief.pdf
- **SABER Brief–Tertiary Education**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_TED_Brief.pdf
- **SABER Brief–Education Management Information Systems**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_EMS_Brief.pdf
- **SABER Brief–Engaging the Private Sector**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_EPS_Brief.pdf
- **SABER Brief–School Finance**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_FIN_Brief.pdf
- **SABER Brief–Information and Communications Technologies**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_ICT_Brief.pdf
- **SABER Brief–School Autonomy and Accountability**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_SAA_Brief.pdf

- **SABER Brief–Student Assessment**
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_SAS_Brief.pdf
- **SABER Brief–Education Resilience**
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- **SABER Brief–School Health School Feeding**
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- **SABER Brief–Teachers**
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Smarter Education Systems for a Brighter Future Briefs

- **Education: Ending Poverty and Boosting Shared Prosperity 2015–Snapshot**
<http://documents.worldbank.org/curated/en/2015/09/24995872/education-ending-poverty-boosting-shared-prosperity-2015-snapshot>
- **Improving Learning Outcomes through Early Childhood Development**
<http://documents.worldbank.org/curated/en/2015/07/24835066/improving-learning-outcomes-through-early-childhood-development>
- **Reaching Girls, Transforming Lives**
<http://documents.worldbank.org/curated/en/2015/07/24835073/reaching-girls-transforming-lives>
- **Driving Development with Tertiary Education Reforms**
<http://documents.worldbank.org/curated/en/2015/07/24836520/driving-development-tertiary-education-reforms>
- **Supporting Great Teaching**
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- **Skills for Jobs in the 21st Century**
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- **Information & Communications Technologies and Education**
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- **Why Student Assessment Matters**
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