USING SABER: A TOOL TO APPLY A SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS

JUNE 18, 2013

Robin Horn
Children’s Investment Fund Foundation (CIFF)
Formerly Education Sector Manager, World Bank
Structure of Presentation

• International Education Development – an Implicit Theory of Change
• What is SABER?
• The methodology
• Example of SABER-Teachers
• SABER Open Data
International Education Development
What is the Theory of Change

• Identify Determinants
• Design & Implement Interventions
• Evaluate Interventions – a proof of concept
• Disseminate Findings
• Adopt and Scale-Up Interventions
What is my Point?

For countries to take on & scale up interventions

They need to have a supportive policy frameworks

• For viability in given context
• For sustainability
• For absorptions and then expansion

In other words...

System metrics are needed to specify & measure macro parameters
What SABER provides

• **Analytical** framework *(What Matters Most)*
  – Across key education system domains
  – State-of-the-evidence analysis in each domain
  – Enabling learning from other countries
• **Descriptive** data on policies
• **Evaluative** judgments *(ratings in domains)*
• **Country sign-off**
• **Open Data Platform**
Theory of Change with SABER
Theory of Change with SABER

Resources

Policies

Implemented

Interventions

Implemented

Learning
A SABER View of the Education System (Policy Domains)

**Define a Vision**
- Goals
- Standards
- Curriculum

**Deploy Resources**
- Financial: Financing
- Human: Teachers
- Enabling: ICT
- Overall: Equity & inclusion

**Align the Delivery System**
- Regulatory Framework
- Provider Portfolio
- Demand Alignment

**Monitor Implementation**
- Information: EMIS
- Assessment: Student assessment
- Supervision

**Ensure Performance**
- Accountability
- Support
- Adaptation
Key steps for SABER

• State of the Evidence
• Good practice
• “What Matters”
• Policy metrics and scoring rubrics
• Data-collection instruments and administration
• Analysis of data
• Rating of results on rubric
• Validation by countries
• Open sharing of policy data & analyses
Rubric Assesses Policy Progress

- Latent
- Emerging
- Established
- Advanced
Structure of presentation

- SABER goals and scope
- The methodology of SABER
- Example of SABER-Teachers
- SABER Open Data
SABER-Teachers fills a major gap in policy data and guidance

Scarce data on teacher policies

+ Uneven evidence on what works

= Limited guidance on policy decisions
Components and products of SABER-Teachers

Global data on teacher policies

+ Comparative analyses

= Opportunity to learn from education systems around the world

Inform ed Policy Options

User-friendly dissemination
SABER-Teachers: 8 Policy Goals

1. Setting clear expectations for teachers
2. Attracting the best into teaching
3. Preparing teachers with useful training & experience
4. Matching teachers' skills with students' needs
5. Leading teachers with strong principals
6. Monitoring teaching & learning
7. Supporting teachers to improve instruction
8. Motivating teachers to perform

What Matters Most
SABER-Teachers: 8 Policy Goals

1. Setting clear expectations for teachers
2. Attracting the best into teaching
3. Preparing teachers with useful training & experience
4. Matching teachers' skills with students' needs
5. Leading teachers with strong principals
6. Monitoring teaching & learning
7. Supporting teachers to improve instruction
8. Motivating teachers to perform

What Matters Most
3 Preparing: Policy levers and indicators

- Are there minimum standards for pre-service teaching education programs?
- What is the minimum level of education required to become a teacher?
- To what extent are teacher-entrants required to be familiar with classroom practice?
- Do teacher entrants have opportunities to learn from other teachers through induction, mentoring, or student experience programs?
- How much classroom experience must beginning teachers have?
Structure of presentation

• SABER goals and scope
• The methodology of SABER
• Example of SABER-Teachers
• SABER Open data
SABER by the numbers

• 6 “What Matters” reports
  – finance, teachers, assessments, WFD, ECD, private
• 12 domains in design or pilot application
• 99 countries with at least 1 domain
• 42 SABER country reports
  • Covers both developing and developed economies
SABER-Teachers (open data)

SABER promotes learning for all children and youth. SABER will ultimately cover key domains of the education system—that is, all major areas in which a country makes policy choices that determine how effective its system is... more

The new SABER site is coming soon with more details. Please watch this space for further updates.

SABER IN ACTION

Available: At least one SABER Country Report is approved and available
Completed: At least one SABER Country Report is completed, but waiting for approval
In Process: SABER teams are currently collecting/analyzing data or drafting report for the countries
SABER-Teachers (open data)

- What does SABER Teachers do?
- How does SABER-Teachers help countries improve teacher policies and systems?
- What matters most in teacher policies?

### Policy Goal - Ratings

#### Reports/Documents

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SETTING CLEAR EXPECTATIONS FOR TEACHERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTRACTING THE BEST INTO TEACHING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREPARING TEACHERS WITH USEFUL TRAINING AND EXPERIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATCHING TEACHERS’ SKILLS WITH STUDENTS’ NEEDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEADING TEACHERS WITH STRONG PRINCIPALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONITORING TEACHING AND LEARNING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUPPORTING TEACHERS TO IMPROVE INSTRUCTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Advanced
- Established
- Emerging
- Latent
<table>
<thead>
<tr>
<th>Policy Goals</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Setting Clear Expectations for Teachers</td>
<td>Emerging</td>
</tr>
<tr>
<td>There are clear expectations for what students and teachers are supposed to do. Guidance on teachers’ use of time, however, could be more focused on tasks related to school improvement.</td>
<td></td>
</tr>
<tr>
<td>2. Attracting the Best into Teaching</td>
<td>Emerging</td>
</tr>
<tr>
<td>Teachers are required to have qualifications formally on par with those of other professions. Teacher pay and career opportunities may be attractive to competent individuals, although working conditions may be less attractive.</td>
<td></td>
</tr>
<tr>
<td>3. Preparing Teachers with Useful Training and Experience</td>
<td>Established</td>
</tr>
<tr>
<td>There is an accreditation process with specified subject content for pre-service teacher training programs, but induction programs for teachers could be strengthened, requiring new teachers to have more classroom experience.</td>
<td></td>
</tr>
<tr>
<td>4. Matching Teachers’ Skills with Students’ Needs</td>
<td>Latent</td>
</tr>
<tr>
<td>There are untapped incentives to get teachers to work in hard-to-staff areas and to teach critical shortage subjects.</td>
<td></td>
</tr>
<tr>
<td>5. Leading Teachers with Strong Principals</td>
<td>Emerging</td>
</tr>
<tr>
<td>Principals are not explicitly expected to act as instructional leaders, and programs to support the development of principals’ leadership skills could be strengthened.</td>
<td></td>
</tr>
<tr>
<td>6. Monitoring Teaching and Learning</td>
<td>Established</td>
</tr>
<tr>
<td>There are systems in place to monitor teacher performance that rely on multiple criteria. Student achievement data are collected, but it is unclear to what extent they inform teachers about their performance in the classroom.</td>
<td></td>
</tr>
<tr>
<td>7. Supporting Teachers to Improve Instruction</td>
<td>Emerging</td>
</tr>
<tr>
<td>Teacher professional development includes some activities that are associated with instructional improvement. However, until recently teachers were not explicitly required to participate in professional development.</td>
<td></td>
</tr>
<tr>
<td>8. Motivating Teachers to Perform</td>
<td>Emerging</td>
</tr>
</tbody>
</table>
| There are minimum mechanisms to hold teachers accountable, and teacher
JAMAICA | TEACHER POLICY

Goal 4: Matching teachers’ skills with students’ needs

Ensuring that teachers work in schools where their skills are most needed is important for equity and efficiency. First, it is a way of ensuring teachers are distributed as efficiently as possible, making sure that there are no shortages of qualified teachers at any given grade, education level, or subject. Second, it is a means of ensuring all students in a school system have an equal opportunity to learn. Without purposeful allocation systems, it is likely that teachers will gravitate towards schools serving better-off students or located in more desirable areas, deepening inequalities in the system.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) incentives for teachers to work in hard-to-staff schools; and (2) incentives for teachers to teach critical shortage areas.

(1) In Jamaica there are no incentives for teaching in hard-to-staff schools, and teaching experience is not a factor considered when deciding transfer priorities. Attracting effective teachers to work in these schools, which may serve students from disadvantaged populations, is a challenge for many countries, and often requires a complex set of incentives.

(2) Jamaica has identified critical shortage subjects but has not created incentives for teachers to focus on them. However, this is not widespread throughout the country. In high performing and top-improving systems, various incentives exist to attract talented professionals, particularly from high-demand fields, to teaching critical shortage subjects.

Overall, there are untapped incentives to get teachers to work in hard-to-staff areas and to teach critical shortage subjects. Jamaica could do more to provide incentives to teachers to teach in areas where living conditions may be less than satisfactory. Similarly, Jamaica could go further in attracting teachers to teach critical shortage subjects=school subject areas where there is a severe undersupply of available teachers.
worldbank.org/education/saber