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

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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
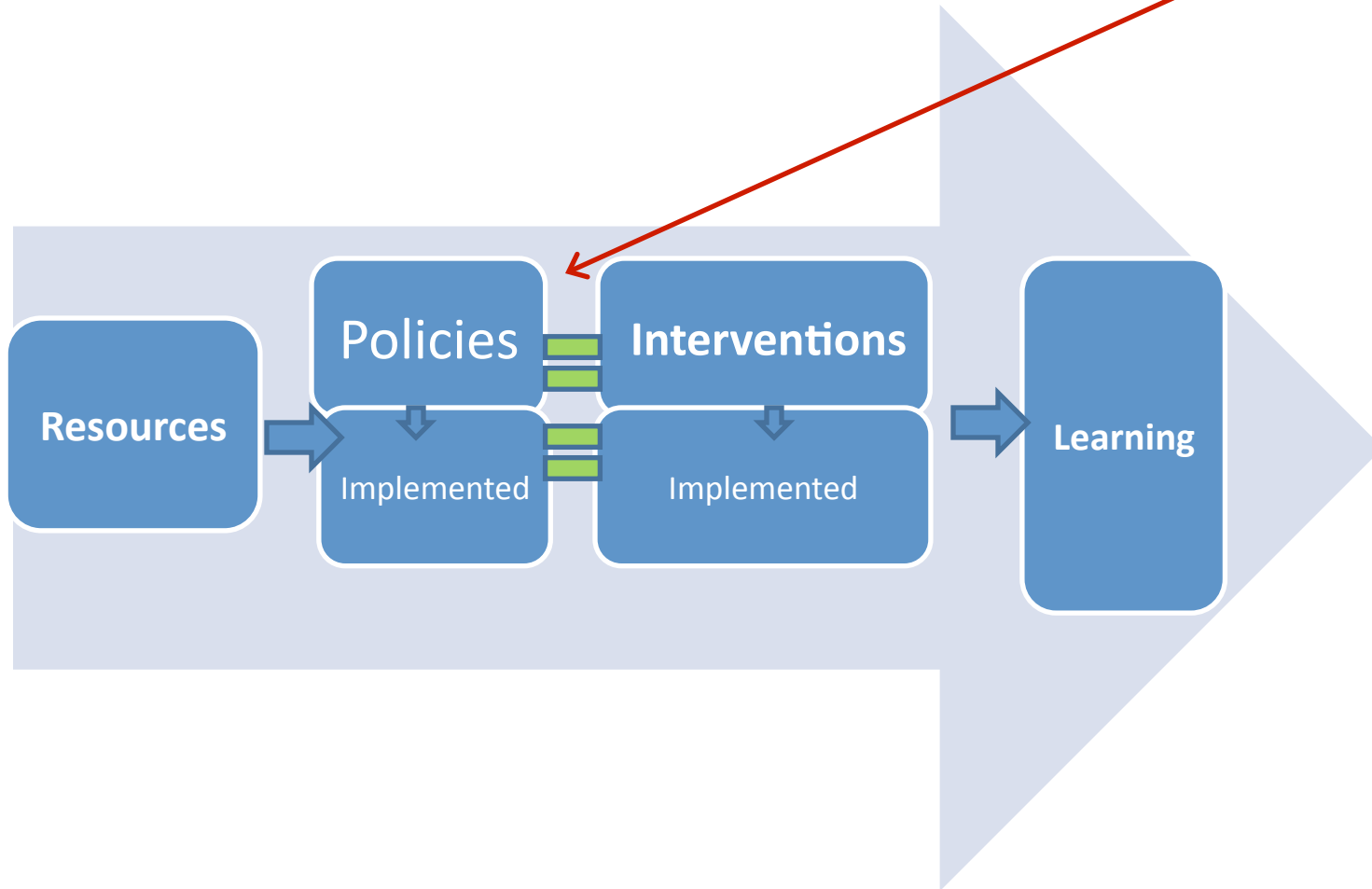- For absorptions and then expansion

In other words…

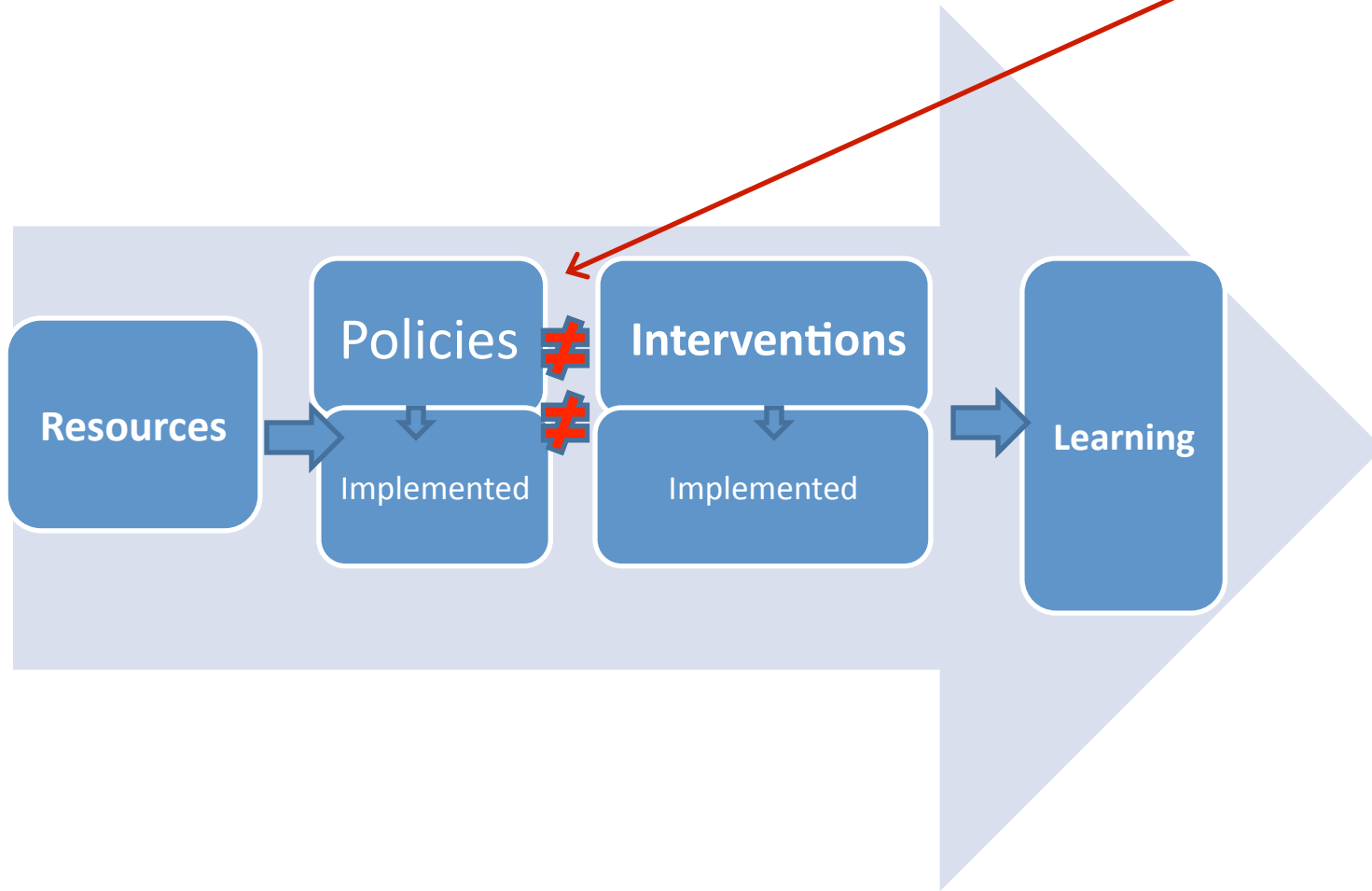**System metrics are needed to specify & measure macro parameters**

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)*
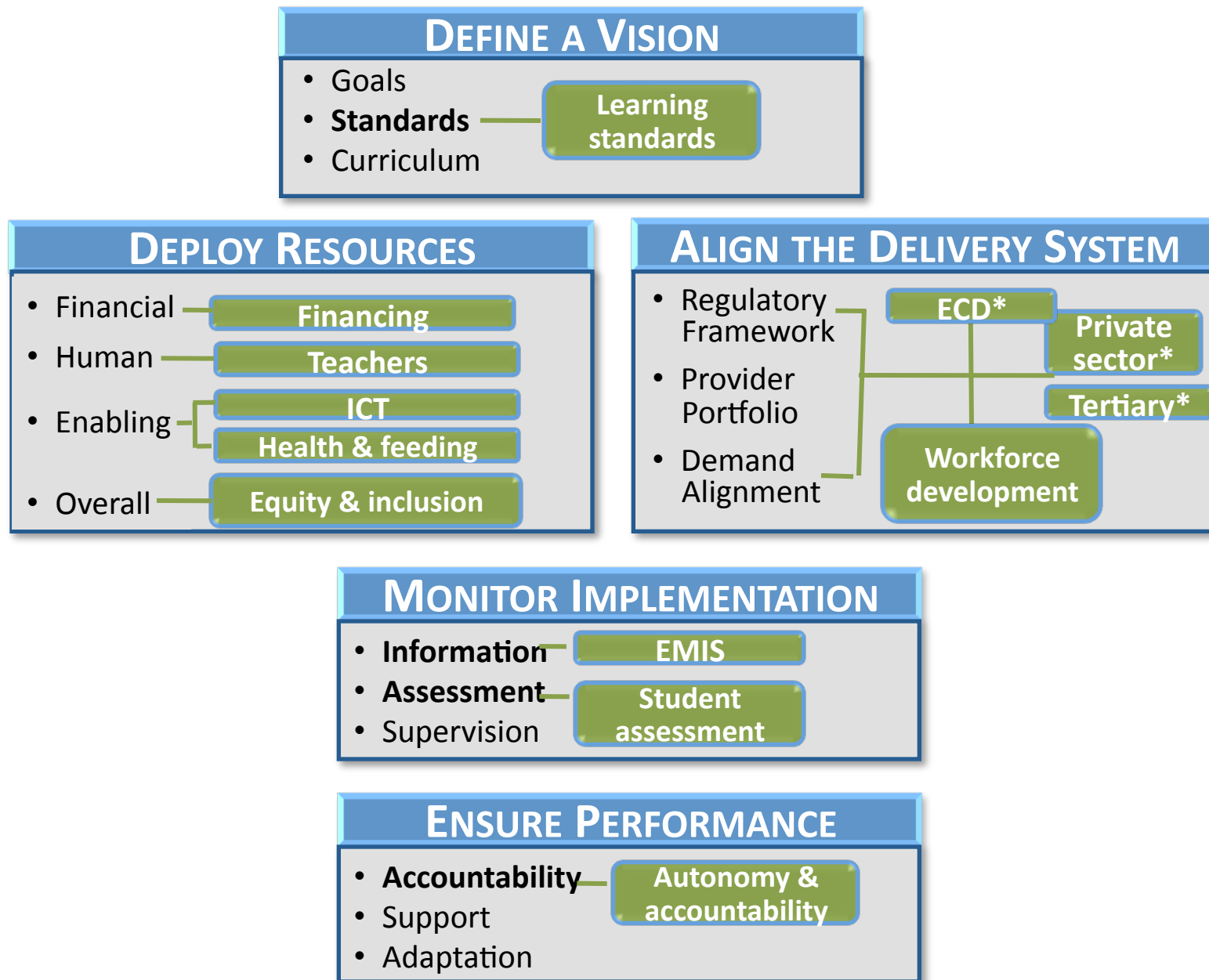- **Country sign-off**
- **Open Data Platform**

Theory of Change with SABER

Theory of Change with SABER

A SABER View of the Education System (Policy Domains)

DEFINE A VISION
- Goals
- **Standards** — Learning standards
- Curriculum

DEPLOY RESOURCES
- Financial — Financing
- Human — Teachers
- Enabling — ICT / Health & feeding
- Overall — Equity & inclusion

ALIGN THE DELIVERY SYSTEM
- Regulatory Framework — ECD* / Private sector* / Tertiary*
- Provider Portfolio — Workforce development
- Demand Alignment

MONITOR IMPLEMENTATION
- **Information** — EMIS
- **Assessment** — Student assessment
- Supervision

ENSURE PERFORMANCE
- **Accountability** — Autonomy & 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
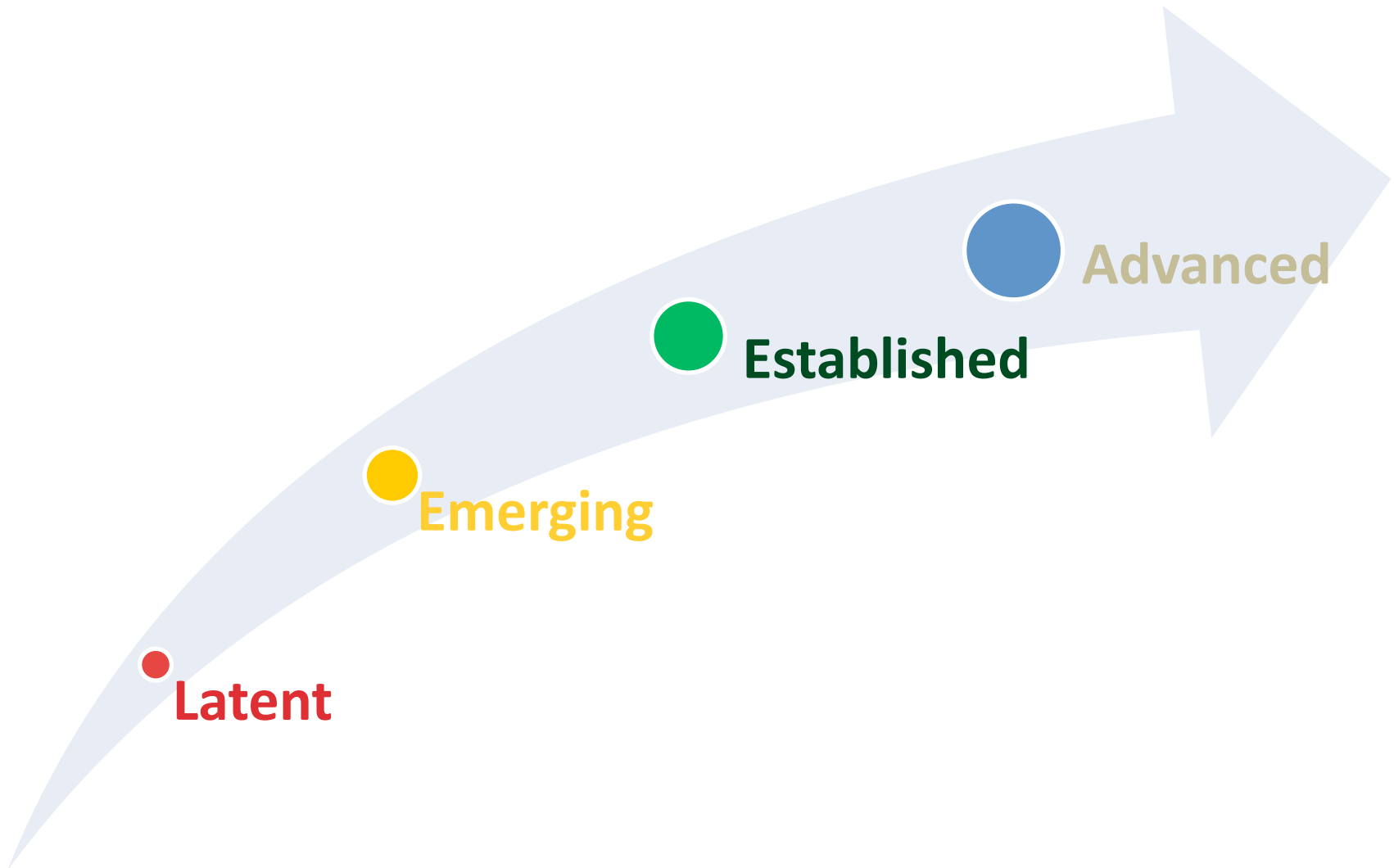
Latent

Emerging

Established

Advanced

Structure of presentation

- SABER goals and scope
- The methodology of SABER
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SABER-Teachers fills a major gap in policy data and guidance
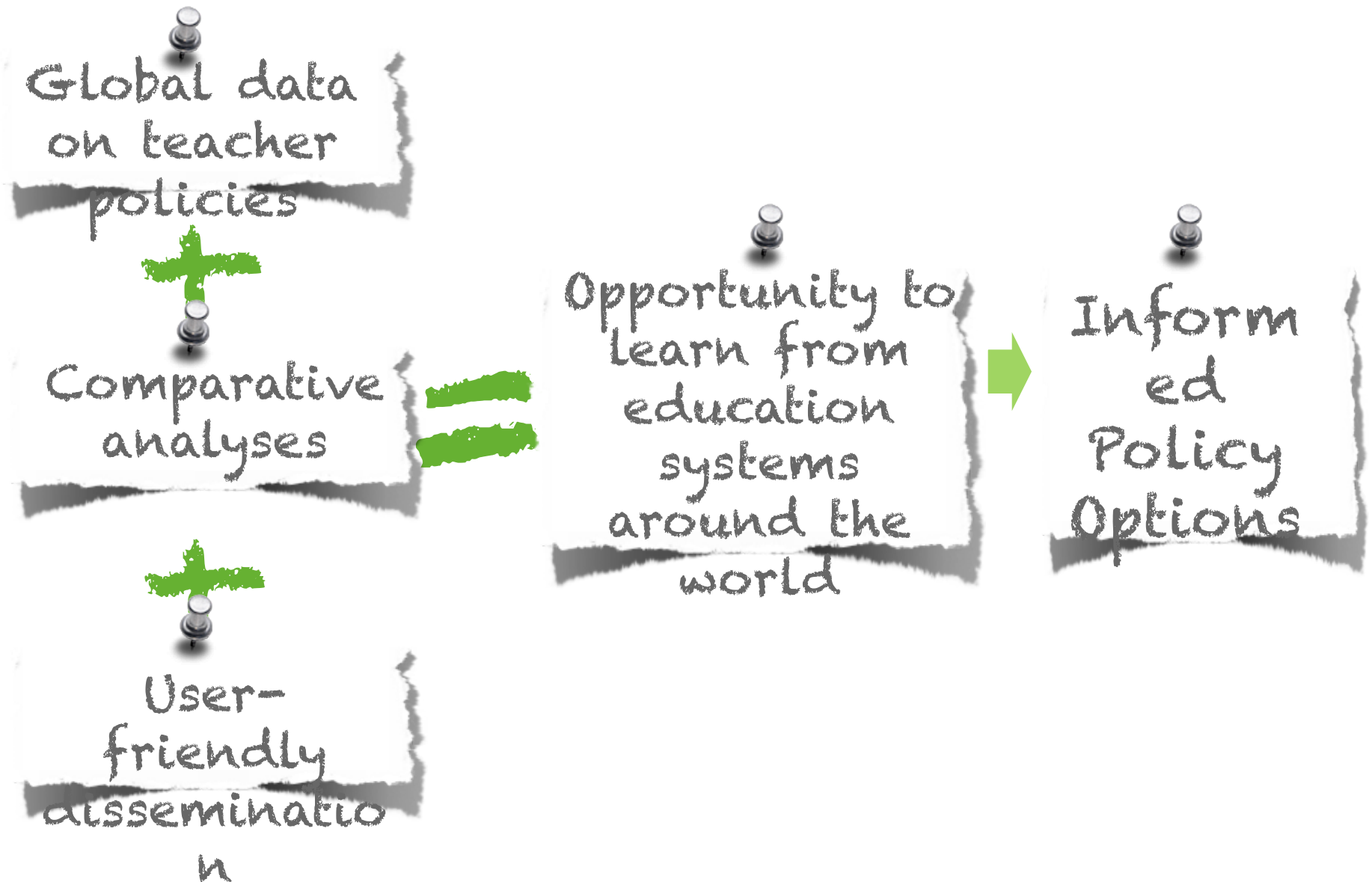
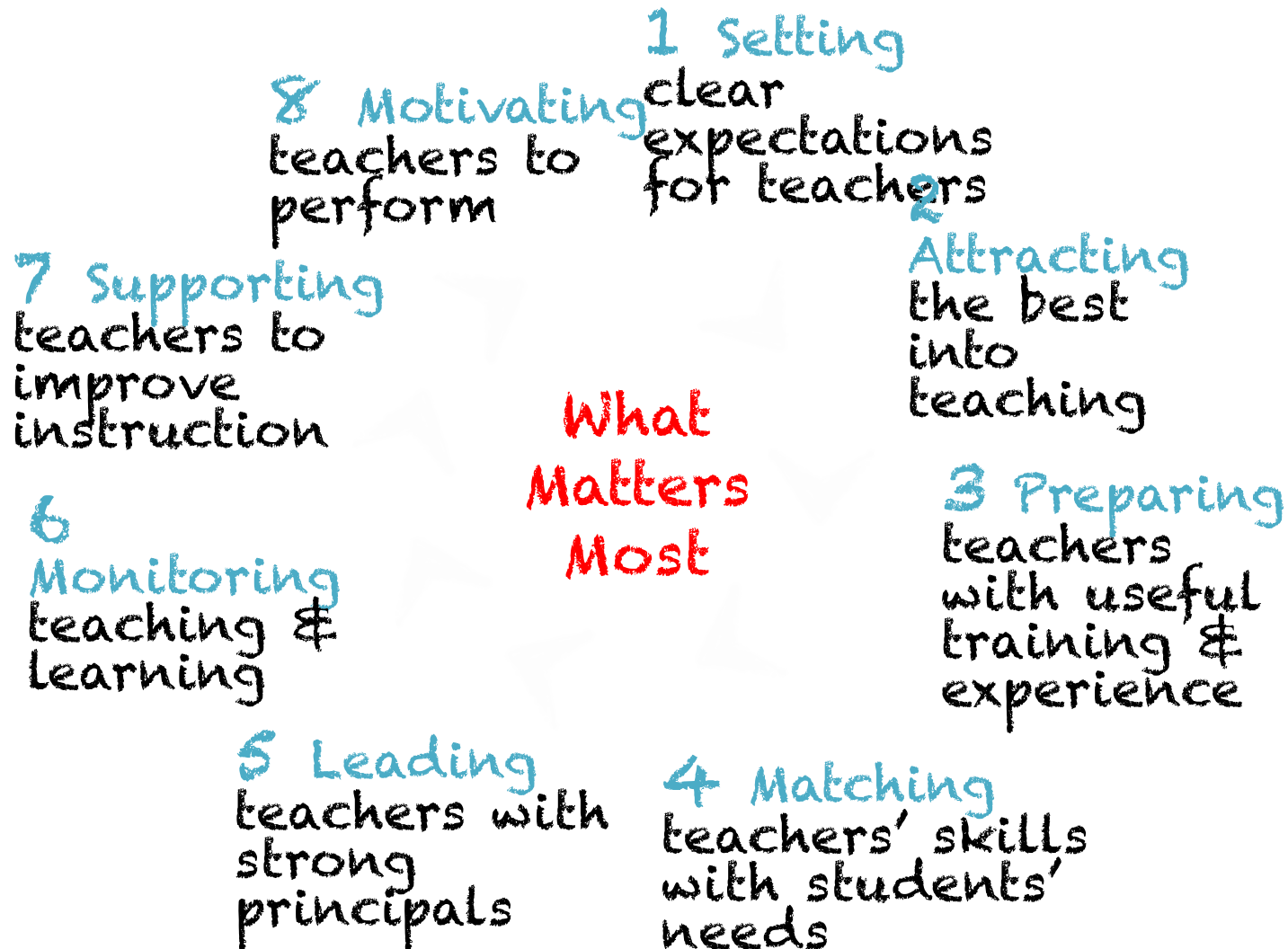Scarce data on teacher policies

+

Uneven evidence on what works

=

Limited guidance on policy decisions

Components and products of SABER-Teachers

Global data on teacher policies

+

Comparative analyses

+

User-friendly dissemination

=

Opportunity to learn from education systems around the world

➔

Informed Policy Options

SABER-Teachers: 8 Policy Goals

1 Setting clear expectations for teachers

8 Motivating teachers to perform

2 Attracting the best into teaching

7 Supporting teachers to improve instruction

What Matters Most

3 Preparing teachers with useful training & experience

6 Monitoring teaching & learning

5 Leading teachers with strong principals

4 Matching teachers' skills with students' needs

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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?

Primary school teachers

Secondary school teachers

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?

Primary school teachers

Secondary school teachers

How much classroom experience must beginning teachers have?

Primary school teachers

Secondary school teachers

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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 economie

SABER-Teachers (open data)

promote 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

Legend:
- Available
- Completed
- In Process

Country list (right sidebar):
- ANGOLA
- ANTIGUA AND BARBUDA
- ARMENIA
- BAHRAIN
- BANGLADESH
- BENIN
- BRAZIL
- BULGARIA
- BURKINA FASO
- CAMBODIA
- CANADA
- CENTRAL AFRICAN REPUBLIC
- CHILE
- CHINA
- COLOMBIA
- COTE D'IVOIRE
- DENMARK
- DJIBOUTI
- DOMINICA
- DOMINICAN REPUBLIC
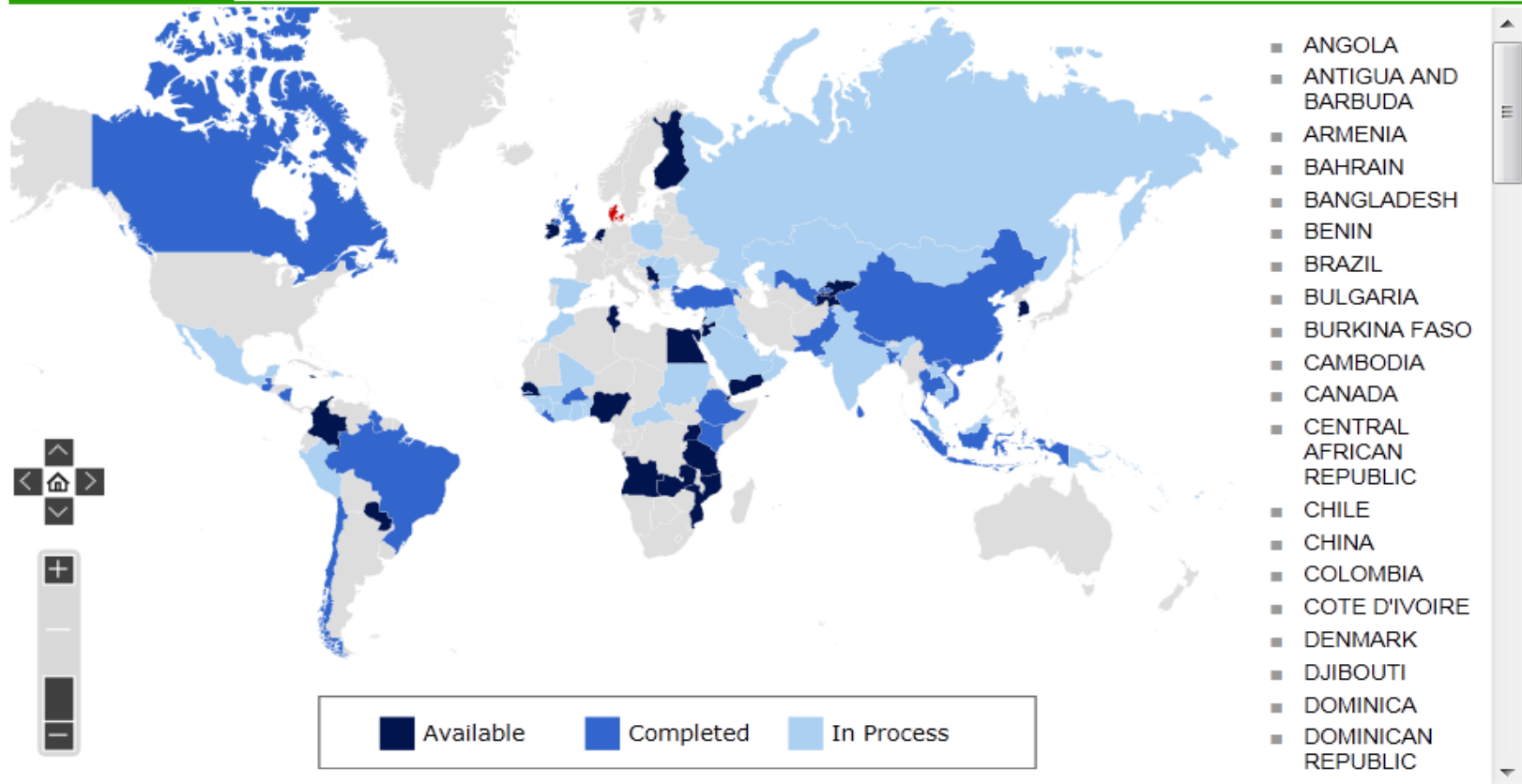
Available: At least one SABER Country Report is approved and available
Completed: At least one SABER Country Report is completed, but waiting for approval
In Process: SABER teams are currently collecting/analyzing data or drafting report for the countries

SABER-Teachers (open data)

for all children and youth.

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

> Improving Learning Through Effective Teacher Policies

Policy Goal - Ratings | **Reports/Documents**

>> Scroll right to see more

	Egypt Country Report (2010)	Jamaica Country Report (2012)	Jordan Country Report (2010)	Lebanon Country Report (2010)	Nigeria: Anambra Country Report (2012)	Nigeria: Bauch Country Report (2012)
SETTING CLEAR EXPECTATIONS FOR TEACHERS	ADVANCED	EMERGING	ESTABLISHED	ADVANCED	ESTABLISHED	ESTABLISHED
ATTRACTING THE BEST INTO TEACHING	ESTABLISHED	EMERGING	ESTABLISHED	EMERGING	ESTABLISHED	EMERGING
PREPARING TEACHERS WITH USEFUL TRAINING AND EXPERIENCE	ESTABLISHED	ESTABLISHED	ESTABLISHED	ESTABLISHED	ESTABLISHED	ESTABLISHED
	LATENT	LATENT	EMERGING	LATENT	EMERGING	LATENT
MATCHING TEACHERS' SKILLS WITH STUDENTS' NEEDS	ESTABLISHED	EMERGING	EMERGING	ESTABLISHED	ESTABLISHED	ESTABLISHED
LEADING TEACHERS WITH STRONG PRINCIPALS	ADVANCED	ESTABLISHED	ESTABLISHED	ESTABLISHED	EMERGING	EMERGING
MONITORING TEACHING AND LEARNING	ESTABLISHED	EMERGING	ESTABLISHED	EMERGING	ESTABLISHED	ESTABLISHED
SUPPORTING TEACHERS TO IMPROVE INSTRUCTION	ESTABLISHED	EMERGING	EMERGING	LATENT	EMERGING	ESTABLISHED

Screenshot SABER Country Report

Screenshot SABER Country Report

Goal 4: Matching teachers' skills with students' needs

Latent ●○○○

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.

Figure 5. Incentives for teachers to teach in hard-to-staff schools

	Jamaica	Mexico	Shanghai	Japan	Singapore
Promotion			✔		
Higher basic salary		✔	✔		
Monetary bonus		✔	✔	✔	
Subsidized education			✔		
Housing support				✔	

Source: SABER-Teachers data

Note: Singapore has no specific incentives to attract qualified teachers to hard-to-staff schools, but it does have a centrally-managed teacher deployment system that ensures an equitable and efficient distribution of teachers.

worldbank.org/education/saber