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Smarter Education Systems for Brighter Futures

SABER Annual Report 2016




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Smarter Education Systems for Brighter Futures

SABER Annual Report 2016

This annual report examines the progress made by the Systems Approach for Better Education Results (SABER) trust funded program during the 2016 fiscal year (FY16), which began on July 1, 2015 and ended on June 30, 2016. The report focuses on the overall achievements of the SABER program towards assisting countries in achieving Learning for All so that investments in education can indeed strengthen countries' capacity to end extreme poverty and boost shared prosperity. The goal is for SABER to provide an exhaustive set of tools that deliver a more comprehensive assessment of education systems from the level of policies to the levels of service delivery and impact.



Maths H

Adding 4-digit numbers

$$\begin{array}{r} 6730 \\ + 2408 \\ \hline 9138 \end{array}$$
$$\begin{array}{r} 5626 \\ + 2454 \\ \hline 8080 \end{array}$$
$$\begin{array}{r} 14 \\ + 1 \\ \hline 15 \end{array}$$
$$\begin{array}{r} 84 \\ + 1 \\ \hline 85 \end{array}$$

Students line up to wash their hands before eating at Kanda Estate Primary School in Accra, Ghana on October 13, 2015. Photo © Dominic Chavez/World Bank

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Program Manager's Note




The Systems Approach for Better Education Results (SABER) is an initiative of the World Bank and its partners that consists of a set of tools to help operationalize the World Bank's Education Strategy 2020 of Learning for All. According to the strategy, the organization and functioning of education systems are key factors for meeting Learning for All objectives. SABER has prepared tools that enable policy-makers, researchers, and schools themselves to understand the strengths and weaknesses of education systems for the purpose of improved learning.

SABER's continued reach would not be possible without the contributions of numerous donors and partner agencies. Since its inception, SABER tools have been applied in more than 130 countries around the world to assess education policy frameworks against global best practices, which have in turn helped inform reform at the country level. Simultaneously, SABER data, available in an open access web platform, has helped improve our knowledge base in the sector and is helping to enhance our understanding of education systems.

To date, the SABER initiative has developed and applied tools that primarily focus on assessing policy intent. Yet from its inception, SABER has highlighted the need for research and reform efforts to focus on policy intent, policy implementation, and the quality of service delivery. Efforts are being made to explore the links between SABER policy intent findings and policy implementation, service delivery, and/or learning data through a pilot that is reviewing the Service Delivery Indicator (SDI) survey methodology to include indicators at district and school level focused on the implementation of policy, known as SABER Service Delivery.

Going forward, SABER will continue to provide evidence-based analysis of education systems both at the country and global levels. The focus will be to institutionalize and operationalize SABER and the Systems Approach in Education in such a way that is strategic for the World Bank, development partner agencies, and country government utilization. This, along with a focus on capacity building and knowledge sharing on education systems, will ensure continued influence and impact on outcomes in countries. Many countries are using findings from SABER analyses to formulate policies and engage in policy dialogue; these findings also frequently impact the design of World Bank and partner operations and analytic work in a given country.



In light of the comprehensive Sustainable Development Goals, tools such as SABER are critical as we work together to achieve Goal 4: *Ensure inclusive and equitable quality education and promote learning opportunities for all*. Moving forward, SABER will continue to be an integral part of the World Bank's work on education systems analysis. Our hope is that these tools, complemented by related analysis, will become much more of a global public good, providing countries with a systemic assessment that can help guide reform efforts so that we can make Learning for All a reality.

Luis Benveniste

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

Systems Approach for Better Education Results (SABER)

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 in the last decade, some 121 million children are still out of primary and lower secondary school, and 250 million children—including many who have been to school—cannot read or write.¹ Accelerating learning depends not only on resources invested in the school system, but also on the policies and institutions that direct their use and on the quality of policy implementation.

Since its launch in 2011, the World Bank's Education Strategy 2020 (World Bank 2011), Learning for All, has guided the World Bank's engagement in education by strengthening country education systems around the world. In addition to improving enrollment and completion rates, the strategy holds that investments in education should achieve Learning for All because growth, development, and poverty reduction depend on the knowledge and skills that people acquire, not the number of years that they sit in a classroom. The SABER program lies at the center of the World Bank's thinking on education. It produces data on education institutions, analyzes and evaluates their quality, and provides decision makers, school administrators, and teachers with assessments. These assessments foster structured and informed policy dialogue on how to most effectively strengthen education policies and policy implementation that can improve learning outcomes on the ground. The SABER program aims to gener-

ate a broader knowledge base on education systems: SABER helps reform education at the country level by better informing education systems analysis, assessment, diagnosis, and dialogue, and SABER helps reform education at the global level by improving the global knowledge base that informs effective reforms.

To achieve these goals, SABER focuses on three areas:

1. Public access to systematic, accurate, and comparable data on the quality of countries' education policies and the quality of implementation of those policies;
2. Awareness and utilization of these data by countries and development partners in sector analyses, policy dialogue, and planning processes;
3. More informed global discussion and debate about strengthening education systems to increase countries' learning for all.

During its tenure, SABER tools have become global public goods. These tools and related knowledge products are accessible to World Bank clients and partners alike, helping ensure that education reforms are based on the best available evidence of what works to help children around the world acquire the learning, skills, and competencies needed to prosper and succeed in life and work.

¹ UNESCO Institute for Statistics (UIS) and United Nations Children's Fund (UNICEF) (2015). Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children. Montreal: UIS. <http://on.unesco.org/oosci-global>.

SABER Program Highlights (FY12–FY16)

Public Access to Data on Policies and Implementation

- SABER includes a total of thirteen domains through which to assess policy intent, including: 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). Twelve domains have published framework papers (with the exception of ICT).
- A total of 167 SABER Country Reports have been published covering 123 countries.
- Several domains have developed or are in the process of developing tools to examine policy implementation, including: ECD, EPS, SAA, WfD, and Teachers. Policy implementation is also being examined through the development of the new SABER Service Delivery (SABER SD) tools.
- An education systems Snapshot tool is under development, marked by the completion of a cross-domain analysis study.
- The SABER web tool continues to house SABER reports, tools, and data, including all 167 Country Reports, more than 100 additional products (including 33 domain and country-specific briefs, twelve case studies, twelve framework papers, and various SABER-related training manuals, background documents, and commu-

nications pieces), as well as rubrics and questionnaires for ten SABER domains.

- The data from SABER is also available through EdStats, allowing users to link SABER Policy Data to other education indicators.
- The Smarter Education Systems to Achieve Learning for All platform houses over 1,000 education-related knowledge pieces mapped by SABER domain, including the SABER publications.

Awareness and Utilization of Data

- SABER tools have been used in partnership with several notable organizations, including: 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 utilized in high-profile studies, including UNESCO's Global Education Monitoring Report 2016, 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 (2015), 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

- A total of eight SABER domain Education Staff Development Program (ESDP) face-to-face trainings (ECD, EMIS, EPS, ICT, SAA, Student Assessment, Teachers, and WfD) have been delivered to 475 Bank participants and 793 external participants over time.
- Two ESDP e-learning courses are currently available online (ECD and Education Strategy), which have been delivered to 100 bank staff and 1,415 external stakeholders.
- The Education Systems Technical Advisory Board has been identified and will meet for the first time in early 2017. This esteemed group of education experts will discuss the SABER program to date to provide 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.
- 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), and the Building Evidence in Education member meeting (2015, 2016).

Education Systems Technical Advisory Board Members

1. Patrick Griffin, Professor and Chair of Education (Assessment), Melbourne Graduate School of Education, University of Melbourne
2. Elizabeth King, Nonresident Senior Fellow, Global Economy and Development, Center for Universal Education, Brookings Institution
3. Helen Ladd, Susan B. King Professor of Public Policy Studies, Professor of Economics, Duke University's Sanford School of Public Policy
4. Zbigniew Marciniak, Professor, Institute of Mathematics, University of Warsaw; Ministry of National Education, Poland
5. Silvia Montoya, Director, UNESCO Institute for Statistics
6. Karen Mundy, Chief Technical Officer, Global Partnership for Education
7. Richard Murnane, Juliana W. and William Foss Thompson Research Professor of Education and Society, Harvard Graduate School of Education
8. Miguel Székely, Director, Center for Education and Social Studies, Mexico
9. Caine Rolleston, Senior Lecturer in Education and International Development, Institute of Education, University College London
10. Sara Ruto, Director, PAL Network Secretariat
11. Oon Seng Tan, Director, National Institute of Education, Singapore

2016 Highlights

Public Access to Data on Policies and Implementation

- Two newly-published “What Matters” framework papers showcase evidence-based tools for analyzing Equity and Inclusion and Tertiary Education.
- SABER engagements yielded 48 additional country reports, with related data, across seven domains.
- In collaboration with the Shanghai government, policy implementation data was collected across multiple domains, including Teachers, School Finance, SAA, and Student Assessment. This data informed a new report, “How Shanghai Does It” (Liang et. Al 2016).
- Work on the new SABER Service Delivery tool began with the mapping of SABER policy intent tools against the Service Delivery Indicators tool. Piloting of the field SABER Service Delivery tool in Lao PDR is underway, and preparation for a field SABER Service Delivery in Afghanistan has commenced.
- An implementation-level pilot tool for WfD was completed and will be piloted in the upcoming FY.
- The Smarter Education Systems interactive tool underwent enhancements, including the addition of a search feature.

Awareness and Utilization of Data

- Several country reports were completed in partnership with donor partners, including the Australian Government’s Department of Foreign Affairs and Trade (DFAT), UNESCO/ALECSO, and the World Food Programme.
- PISA for Development has adopted

SABER-Student Assessment as an institutional capacity diagnostic and strengthening framework for six participating countries.

- The Education for All Teacher Task Force has continued its partnership, with analysis through SABER-Teachers in over 25 countries, the findings of which will be utilized for country reports, as well as to inform a global synthesis report.

More Informed Global Discussion

- In February 2016, SABER co-convened a Global Conference on Education Systems with the Australian Government’s Department of Foreign Affairs and Trade in Sydney with 147 participants who discussed lessons learned and ways forward in education systems research.
- In FY16, 2 SABER domain Education Staff Development Program (ESDP) trainings focused on EMIS and ICT were delivered to 33 external clients in Kuwait.
- During FY16, SABER identified and recruited global experts for the SABER Technical Advisory Board, which will meet in February, 2017.

SABER Looking Ahead

The following priority areas and activities have been identified for FY17:

- *Expand SABER policy intent suite of tools.* Although the SABER suite of tools currently covers thirteen distinct areas of the education system, there are existing gaps. Curriculum, standards, and textbooks will be included as a new domain.
- *Continue to influence investment projects.* With over 400 SABER

engagements at the country level, it is critical to continue to work with country teams and local government to ensure quality data and reporting, and to close the loop on long-standing existing engagements.

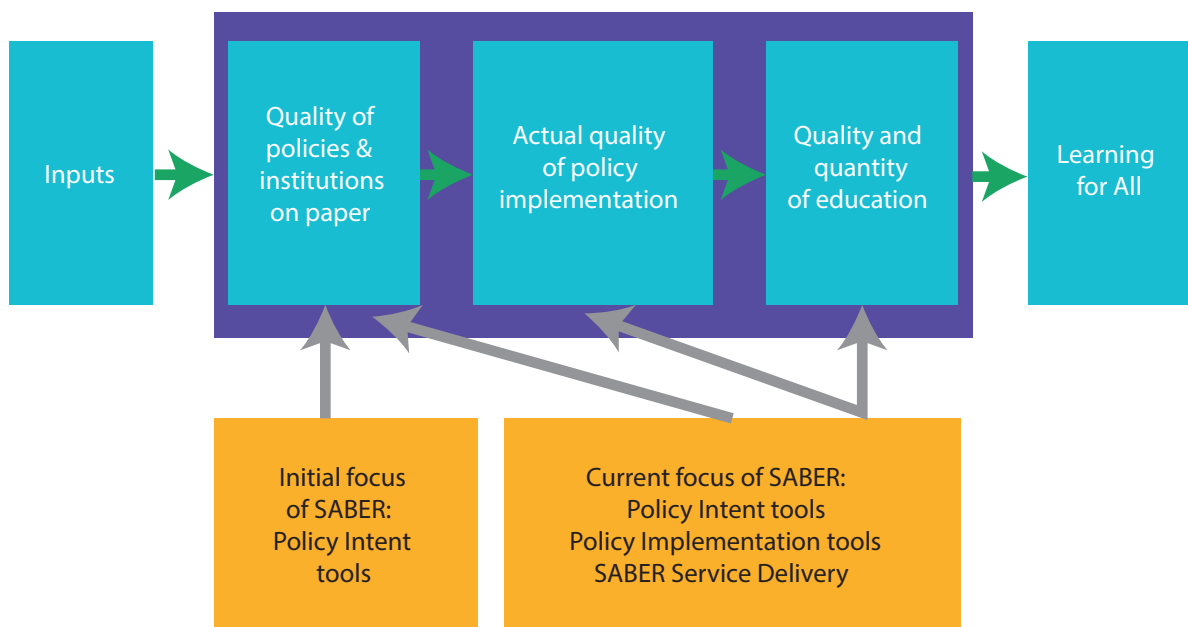
- *Expand SABER's suite of tools on domain policy implementation.* The WfD policy implementation tool will be piloted in Kenya. The final tool will be reviewed based on these findings.
- *Pilot SABER Service Delivery tool.* The SABER Service Delivery (SABER SD) tool will be piloted in Lao PDR and Afghanistan, the results of which will be validated and published. The SABER SD tool will then undergo related peer reviews to finalize the instrument.
- *Explore new partnerships.* Partnerships are critical to the success of SABER and the use of SABER tools as global public goods. Additionally, the UNESCO Education for All Teacher Task Force partnership will produce a series of country reports. SABER data is being used for the Education Commission's work, and has been featured in the 2016 UNESCO Global Education Monitoring Report.
- *Utilize and Convene Global Expertise.* With growing global research on education systems, SABER plans to convene leading global experts and systems thinkers to review the current SABER program to identify gaps, analyze existing frameworks, and peer review new tools for the first meeting of the Education Systems Technical Advisory Board.
- *Communicate findings and processes.* Much has been learned through the processes of implementing SABER benchmarking exercises and creating partnerships, and from SABER findings in general, which are helping to inform country dialogue. Communications pieces over the coming FY will include, but are not limited to: a revamped web presence, additional SABER in Action communications pieces, and an integration of platforms with SABER.
- *Wholesale use of SABER tools.* In the future, regional and country-specific support for and use of the SABER suite of tools will be critical for success. In order to obtain a wider reach, SABER aims to become a "wholesaler" of the SABER products, enabling Bank country teams, external partners, and donors to utilize the SABER analytical tools with support and expertise from the SABER technical experts. This would help to ensure a larger and more comprehensive data set, which could then be used for additional country, regional, and global analyses either at the domain-specific or systemic level.
- *Continue to enhance Smarter Education Systems tool.* The Smarter Education Systems interactive tool demonstrates how the World Bank helps countries ensure "Learning for All" through support to countries on both the financing (loans, grants, and more) and knowledge (research, publications, and more) fronts. This tool will undergo additional enhancements, including the addition of a new mapping feature, enabling users to visualize World Bank support to countries through both operational projects and knowledge products through an interactive map interface.
- *Integrate web presence.* In order to continue to improve efficiencies and enhance the SABER web presence, an integration and automization of the SABER website, Smarter Education Systems tool, and the Education Engagement Portal will begin.

SABER Education Systems

A systems approach requires examining each element, function, relationship, and feedback loop of the system to ensure consistency with the overall intended objective, which, in this case, is student learning. 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? Do politicians earn political support for spending time, effort, and financial resources making sure schools are effective? Do parents and students believe learning is a good investment? Are there adequate feedback loops, which help identify and correct deficiencies at the policy, community, school, classroom and student levels?

SABER offers evidence-based analysis to inform reform efforts at the country level. Through this process, SABER helps illuminate what is often referred to as the “black box” of education systems: what lies between an education system’s inputs (i.e., the monetary and other resources that go into the system) and its outcomes (i.e., the learning acquired by students). Figure 1, The Education System Results Chain for Learning, draws attention to the steps between the resources spent on education and the learning outcomes achieved. In addition, the figure highlights SABER’s focus and how it has changed over time.

Figure 1: The Education System Results Chain for Learning



Source: Adapted from Rogers and Demas (2013).

The Quality of Education Systems and Education Outcomes

Newman, King, and Abdul-Hamid 2016

A study, sponsored by the International Commission on Financing Global Education jointly with the World Bank, utilized education system data from the SABER initiative to examine the relationship between measures of the quality of a country's education system and education outcome measures that are available for international comparisons. Specifically, the research sought to answer the following question: *whether countries with a better education system do achieve better education outcomes, controlling for their level of per-capita GDP, per-student spending level for education, and average education level of the adult population.*

The study concluded that countries with a stronger education system, as measured by the presence of education policies through the use of SABER data,^a achieve better education outcomes. Controlling for a country's GDP per capita and the average education level of adults aged 50–54, the results suggest that, of countries with similar levels of GDP per capita or adult education levels, those that have a better education system are likely to have better education outcomes—more years of schooling for its youth, a higher proportion of students meeting the minimum and advanced proficiency levels in multi-country learning assessments, and more of the general population being satisfied with their education system.

The results of these analyses of the relationship between measures of the quality of an education system and education outcomes suggest that system quality matters for student performance, average years of schooling in the country, and people's regard for their education system. These results come through consistently, controlling for country-level factors that may affect these education outcomes. The results indicate that increasing education expenditures is not likely to yield better education outcomes if the education system is poor or weak. Previous cross-country analyses have included system-level measures such as pupil-teacher ratios, percentage of teachers trained, or per-pupil expenditures, but those measures pertain to input levels rather than the quality of the system. Since the SABER initiative which yielded the data used in these analyses is an ongoing enterprise, this unique database can continue to improve in terms of greater coverage of countries as well as the individual components of their education systems. The authors of the study indicated that as many of the current SABER instruments focus on policies *de jure*, expanding the scope of these instruments to collect information also about the quality of policy implementation could be very useful for expanding this research.

a The analysis took the average SABER rating across policy domains to arrive at a single value for the quality index of the education system in each country. For some countries, this overall index is computed on the basis of ratings for seven domains, while in others, the index is based on only two or even just one domain, depending on how many SABER assessments had been undertaken for a country at the time of the analysis. The results reported were found whether the quality of the system whether measured by the SABER index value or by a dummy variable which equals one if the average SABER value is above a threshold of 2.5.

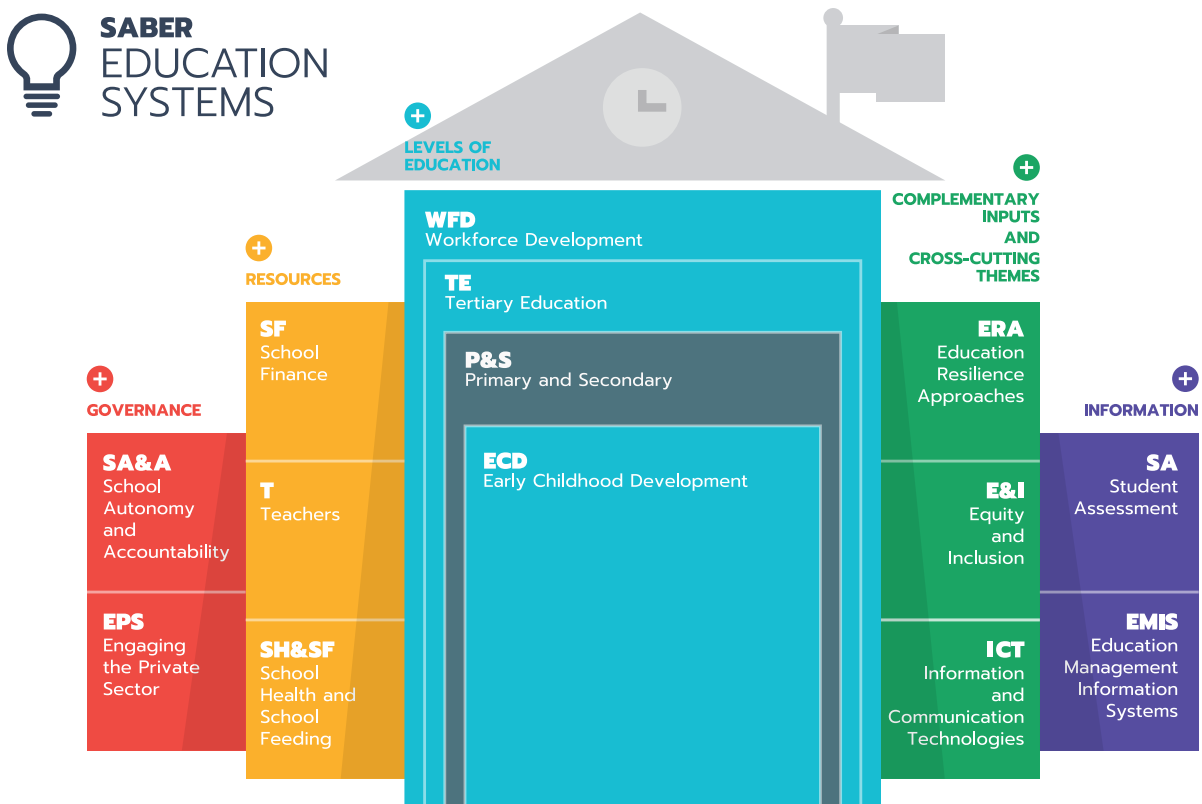
Public Access to Tools and Data

The SABER Suite of Tools

The SABER program has developed a suite of tools that identify the strengths and weaknesses of education systems and their ability to achieve Learning for All, now examining both policy intent and policy implementation. Policy intent tools, SABER's initial focus, evaluate enabling environments by examining education policies as they exist on paper. Domain specific policy implementation tools, by contrast, assess the efficacy of these policies and institutions in practice at the classroom level. The new SABER Service Delivery (SABER SD) examines what happens in the classroom to identify policy implementation gaps within and across countries.

SABER currently consists of thirteen domains, focusing on policy areas most important for promoting Learning for All. Each domain's tools evaluate specific aspects of the education system, albeit with many links to associated domains, themes, and education levels. Recognizing that the existing domains do not necessarily cover all areas of the education system, the team is currently scoping the development of a new domain that will focus on standards, curriculum, and textbooks in the next FY. Figure 2, below, names each domain, organized according to the overall conceptual framework for SABER, which places these domains in thematic buckets. These thematic buckets include: governance, resources, education levels, complementary inputs and cross-cutting themes, and information.

Figure 2: SABER Domains within the Education System



The following areas of education policy are now being analyzed through individual SABER tools:

1. Early Childhood Development
2. Education Management and Information Systems
3. Education Resilience Approaches
4. Engaging the Private Sector
5. Equity and Inclusion
6. Information and Communication Technologies
7. School Autonomy and Accountability
8. School Finance
9. School Health and School Feeding
10. Student Assessment
11. Teachers
12. Tertiary Education
13. Workforce Development

Tool Development

Over the past year, SABER has expanded upon its tools, disseminated them, and used them for overarching analyses. SABER published two new framework papers in FY16, Equity & Inclusion and Tertiary Education. SABER also published two new manuals, both for School Feeding and for Education Management Information Systems. SABER teams began working on a Systems Snapshot, which will elucidate linkages between the domains to explore SABER's overall systems approach.

Policy Intent Framework Papers

- **“Equity and Inclusion in Education Systems: A Framework Paper” (Wodon, 2016).** Equity is fundamental to the twin goals adopted by the World Bank and its education strategy: eradicating extreme poverty and boosting shared prosperity. Disparities in education are one of the major drivers of both poverty and income inequality. As the World Development Report 2012 notes, fair and inclusive education is one of the most powerful levers available to make societies more equitable (World Bank 2011).

Although there has been substantial progress towards education for all, massive challenges towards equity and inclusion remain for vulnerable groups, both in terms of children being out of school, and children not learning while in school. SABER-E&I's framework paper offers a broadly-applicable evaluation framework which encourages the use of country-specific and topic-specific in-depth studies. Unlike other SABER domains, SABER-E&I does not have a traditional data collection instrument, because challenges to equity and inclusion are context-specific and differ depending on the disadvantaged group being considered. Therefore, SABER-E&I encourages countries to prepare diagnostics for equity and inclusion in education systems and strategies to improve equity and inclusion to ensure that resources reach vulnerable groups. SABER-E&I centers on three policy goals: (1) establishing an enabling environment and providing adequate resources for an equitable, inclusive education system; (2) ensuring that all children are ready to learn and in school; and (3) ensuring that

SABER Equity and Inclusion: Economic Impacts of Child Marriage and Girl's Education

One of the key challenges to equity and inclusion in education systems remains the fact that despite progress, many adolescent girls in developing countries are less likely to complete secondary education than boys. Part of the issue is related to the pressure to marry early. The World Bank is conducting two major studies to make the case for investments in adolescent girls and enable them to pursue their education.

The first study focuses on the economic impacts of child marriage. It is carried out in collaboration with the International Center for Research on Women with funding from the Bill and Melinda Gates Foundation and the Children's Investment Fund Foundation. Partial funding is provided by the Global Partnership for Education.

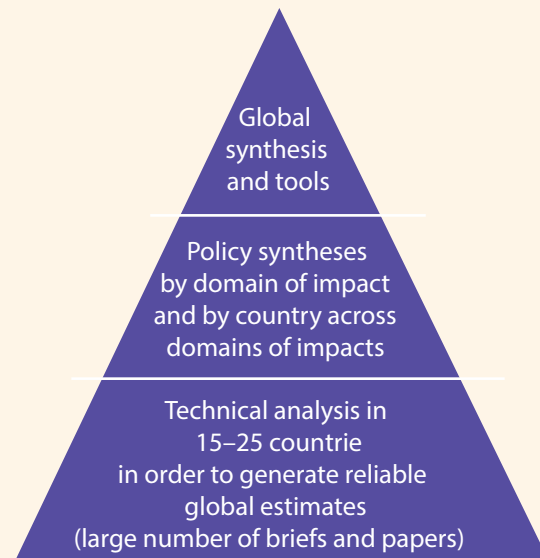
The study comprises two main phases. In the first phase, existing data are used to measure the negative impacts of child marriage on a wide range of outcomes from education to health, fertility, nutrition, labor, violence, and decision-making, among others. The costs associated with these impacts are also computed. Depending on the topic, the analysis is conducted in details for 15–25 countries using a range of survey and other data. Extrapolations for the developing world as a whole are then based on the results for these 15–25 countries.

This work began in late FY15 and will be completed by the end of FY17. The approach used for dissemination is visualized in the figure above. Deliverables will include: (1) detailed country briefs and papers as well as country synthesis papers across domains of impacts; (2) global-level syntheses by domain of impacts as well as an overall synthesis across domains of impact; and, if budget permits (3) a tool to simulate impacts and costs (to be prepared in FY18) and guidance on using existing tools for more work by domain of impact.

In addition to the analysis based on existing data, under the second phase of the study, three in-depth case studies relying in part on new data are being prepared for Ethiopia, Nepal, and Niger. These case studies cover a wider range of impacts of child marriage. They also feature results from qualitative data collection to better “tell the story” of how child marriage impacts women throughout their life course as well as broader communities.

The second study, which builds in part on the first, aims to measure the benefits that would be realized from girls being able to complete primary and secondary education. This project is funded by the Global Partnership for Education. Beyond the traditional emphasis on the returns to girls' education from labor markets, the study will document and estimate a wide range of other benefits, including through reduced fertility and improved health outcomes. Inter-generational effects will also be estimated, for example in terms of the impact of a mother's education on under-five

Figure 3: Economic Impacts of Child Marriage Phase 1 Products



(continued on next page)

SABER Equity and Inclusion: Economic Impacts of Child Marriage and Girl's Education *(continued)*

mortality and malnutrition and their children's education. The benefits from a better education for girls for outcomes such as intimate partner violence or decision-making ability will also be analyzed. The results of this second study are also expected to be available by the end of FY17.

For both studies, it is hoped that the analysis will help make the case for investing in adolescent girls, especially through education, and thereby improve E&I in education. Apart from technical analysis, policy syntheses and dissemination/advocacy, the two studies will also include capacity building components.

all children, especially vulnerable groups, can learn in school.

- **“What Matters Most for Tertiary Education: A Framework Paper” (Marmolejo, 2016).** The paper reviews the evidence on tertiary education, and consequently sets out the key dimensions of a successful tertiary education policy. It promotes the following key goals: (1) a clear vision and plan for tertiary education; (2) a coherent regulatory framework; (3) well-articulated governance; (4) results-oriented finance; (5) independent quality assurance procedures; and (6) integration of tertiary education with economic and social needs.

Tertiary education provision in the developing world is quickly growing both in terms of students and in number of institutions. One important consequence is that tertiary education provision is diversifying; there are new public and private actors, shorter and longer degrees, more vocational and professional offerings. Following these trends, the World Bank approaches tertiary education as more than just “academic” tertiary education. In our definition, tertiary education involves all post-secondary education, including college and technical and vo-

ational education training. The SABER tools thus are challenging governments and stakeholders to think about tertiary education in a more holistic way.

Based on the review of the evidence, the SABER-TE team also developed a benchmarking tool to help policymakers, donor partners, schools, communities, and teachers themselves make informed decisions on how to achieve system-wide goals for tertiary education. The tool involves instruments for data collection; a rubric for scoring, benchmarking, and analyzing the data; and methodological approaches for collecting and disseminating the findings of a SABER-TE assessment.

In FY17, the SABER instruments will be piloted in several countries. The methodology will be used in Sierra Leone, Liberia, and Bangladesh. In each of these countries, the primary focus of the reports will be on financing and governance. Reports on these countries should be expected by the summer of 2017 and will be used to start conversations on the sector with governments and stakeholders. The SABER-TE tools will also be used to write a separate report on tertiary education in Vietnam, which will contribute to the country's broader

Bridging the Gaps

A new SABER domain, **Standards, Curriculum, and Textbooks**, is under development. Some initial work on learning standards was carried out under the SABER-Student Assessment work program, including a report on the characteristics of effective learning standards. Evidence from that report was used to develop a set of questionnaires and rubrics for collecting and evaluating data on the quality of a country's content, process, and performance standards for Language Arts, Mathematics, and Science education. These tools have been piloted and a user's guide created. Some of this SABER work fed into a 2016 World Bank report^a on the status of mathematics education—including standards, curricula, textbooks, and assessment—in Sub-Saharan Africa. In the area of textbooks, the World Bank recently partnered with the Global Book Alliance to call for proposals for innovative work on the development, procurement, and distribution of books^b in low- and middle-income countries. One of the aims is for this body of work to assist in identifying the characteristics of effective textbooks and to form the basis for the development of tools and guidelines in this area.

a <https://openknowledge.worldbank.org/handle/10986/25289>

b <http://www.worldbank.org/en/programs/reach>

education strategy. Following the pilots, there will be a review of the SABER-TE methodology in order to adapt it to challenges encountered during fieldwork.

Policy Implementation Tools

- **SABER-WfD** drafted a full data collection instrument for policy implementation and piloted it in Kenya. During FY17, the SABER-WfD team will finalize the implementation tool and continue delivering the instrument in Albania and Kazakhstan.
- The **SABER-EPS** tools include three levels of analyses: (1) policy intent, (2) policy implementation, and (3) in-depth provider-level analysis conducted through school surveys, highlighting system accountability and addressing whether government policies governing the private/non-state sector enable accountability, establish relevant incentives, and promote high-quality, equitable service delivery. In FY16, the SABER-EPS team undertook additional in-depth work in two countries:
 - **KRG Iraq.** The EPS team delivered a country-focused workshop in May 2016 convening the Iraq Federal Ministry of Education and the Kurdistan Region Ministry of Education that highlighted regionally-relevant as well as international good practice on engaging the private sector in education. The workshop offered policy options on how to strengthen the enabling and regulatory environments for the non-state sector in education to respond to education system challenges and constraints. Following the workshop, the SABER-EPS team provided technical assistance as the KRG Iraq Ministry of Education developed a new framework to regulate private schools.
 - **Senegal.** Following a March 2015 private education workshop in Dakar, where the SABER-EPS team presented results from the Engaging the Private Sector policy intent benchmarking exercise, there was strong demand from the Government of

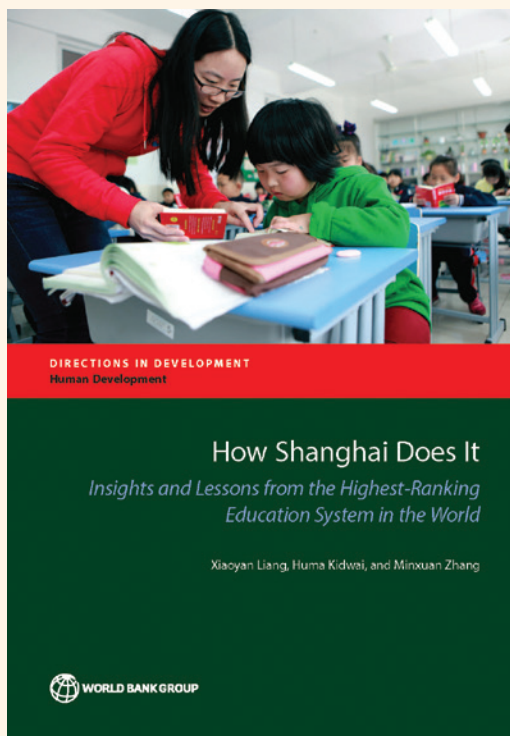
How Shanghai Does It: Insights and Lessons from the Highest-Ranking Education System in the World

Liang, Kidwai, and Zhang 2016

The China education team used SABER tools as a framework to organize and benchmark policies to conduct a comprehensive evaluation of Shanghai's education system. The China education team's work recognized the reality that policy intent is not always implemented as expected on the ground level due to various constraints, including financial constraints, political climate, shifting priorities, etc.

Consequently, School-based surveys and other existing research were employed to shed light on educational impact and implementation. Programme for International Student Assessment (PISA) 2012 data were used to analyze the variations in Shanghai students' achievement and to examine the extent to which school variables may be associated with variation after accounting for family and student background.

Based on the SABER framework and rubric, Shanghai scored "established" and "advanced" in almost all areas across four key educational domains: Teachers, School Finance, SAA, and Student Assessment. SABER rated school accountability and role of the school council in governance as "emerging". One finding is that Shanghai has a high degree of coherence between policy and implementation. The study does not find significant divergence between policy statements and reality. This noteworthy connection between policy and implementation can possibly be attributed to a number of factors, including the cultural and historical Chinese characteristics of top-down and centralized government administration; close monitoring of the programs and policies and alignment of performance with incentives; high levels of professional accountability among teachers, principals, and administrators within the education system; and, to some extent, modest and realistic policy statements and goals.



Senegal for further work including school-level surveys. In March 2016, the SABER-EPS team conducted a scoping mission in close collaboration with the Senegal education team to prepare SABER-EPS provider-level survey to implementation. In FY17, the SABER-EPS team will launch

implementation of the SABER-EPS survey adapted to also include a community engagement component, an early education component in partnership with the Early Learning Partnership (ELP), a Stallings Classroom Observation tool component in coordination with the Strategic Im-

pact Evaluation Fund (SIEF) team, and a module on teachers for the World Development Report (WDR) team.

SABER Service Delivery

In FY16 the SABER-School Autonomy and Accountability (SABER-SAA) team started the process of linking SABER implementation with other instruments. This effort began by building on the synergies between SABER and the Service Delivery Indicators (SDI) survey to formulate the SABER Service Delivery tool (SABER SD) that would be applicable to countries across the globe. SABER Service Delivery (SABER SD) combines two World Bank Group initiatives that produce comparative data and knowledge about education systems to improve education quality and performance. The SABER SD tool will enable collection of data on school governance, finances, student performance, and teacher competencies, among other areas. This is especially useful where there is poor or inconsistent national standardized student assessment. As evidenced by the success of SDI in the Africa region as well as the ability of SABER tools to provide timely feedback on education policies and results across the globe, SABER SD can quickly become an important tool for identifying critical areas for improving education quality and performance to inform operations and other initiatives.

To date, there has been no robust, standardized set of indicators to measure the quality of services as experienced by students. Existing indicators are often fragmented and focus on final outcomes or inputs, rather than on the underlying systems that process inputs and generate learning outcomes. No set of indicators is available for measuring constraints associated with service delivery and the behavior of frontline providers, both of which have a direct impact on the quality of services citizens are able to access. Without consistent and accurate information

on the quality of services, it is difficult for communities and politicians to assess how service providers are performing, and therefore to take corrective action. Moreover, a lack of detailed data makes it challenging to discern consistent patterns about areas of strength and weakness in performance.

The SABER policy intent tools inform critical dialogue and decision-making at the policy level. However, a strong enabling environment may not lead to the implementation of those policies on the ground. The new SABER SD tool was conceived to better understand what happens in the classroom and to identify policy implementation gaps within and across countries. By collecting detailed data on policy implementation and service delivery at the school level, SABER SD serves as a source of accountability for the system as a whole and provides important insights for governments and service providers alike. The SABER SD tool helps to uncover implementation bottlenecks—such as lack of adequate materials or infrastructure, teacher or student absence, lack of adequate teacher training or mastery of curriculum, or poor district or school management practices—all of which may prevent the delivery of learning for all.

The SABER SD tool currently captures policy implementation measures from the SABER School Autonomy and Accountability, Teachers, Finance, Resilience and Student Assessment domains. Efforts are currently underway to continue to refine these measures, as well as incorporate additional variables from other SABER domains, such as Education Management Information Systems. The SABER SD tool will be piloted in two countries in FY17: Lao PDR and Afghanistan.

Systems Snapshot Tool

- In FY16, a concept note was produced for the development of a Systems Snapshot Tool. When complete, the Systems Snapshot Tool will enable users to holis-

Overview of the SABER Service Delivery Survey Instrument

Module of Instrument	Module Title	Interviewee	Description
Module 1	School Information	Principal/School director	Administered to the school principal to collect information about school type, facilities, student numbers and school hours.
Module 2A, 2B and 2C	Teacher Roster	2A: Principal 2B: Principal 2C: Selected Teachers	2A: Administered to principal to obtain a list of all school teachers. 2B: Administered to principal. 2C: Administered to randomly selected teachers to measure absence rates and to collect information on teacher.
Module 3	Governance, management, and finance	Principal	Administered to the school principal to collect information about school governance, management and finance.
Module 4 A-E	Classroom Observation	4A: Time on Task 4B: Classroom Environment 4C: Teaching 4D: Questions to Teachers 4E: Students	An observation/interview module to assess teaching activities and classroom conditions.
Module 5	Pupil Test	Pupils	A test of grade four students to have a measure of learning outcomes in mathematics and language.
Module 6	Teacher Assessment	Teachers	A test of teachers covering mathematics and language subject knowledge and teaching skills.

tically assess the health of education systems. In the process of creating this tool, all data from across all SABER domains was 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 re-aligned the domains into the new construct and added the linkages between and amongst domains which have previously not been highlighted because the initial SABER tools focused on domain-level analysis. Key building blocks of the SABER snapshot tool will include standards, resources, delivery, information/monitoring and evaluation, accountability, and governance.

Public Access to Information and Data

SABER and its related products are helping build a high-quality global knowledge base in education, publically accessible through a variety of platforms.

- The **SABER website**² makes SABER knowledge available in the form of comparable findings, collected from the application of SABER tools, as well as with related country reports, regional reports, policy notes, briefs, studies, and SABER framework papers. In FY2016, the SABER team revamped the website with a new look and feel (Figure 4), improved visibility, and a publications database.
- Additional efforts have been put in place to help ensure that SABER

² <http://saber.worldbank.org>

findings, reports, and data are more easily accessible to a broader audience. All SABER policy goal data is available through **EdStats**,³ which reaches a broad audience, as well as through the EdStats Data Query,⁴ which allows users to compare SABER policy-level data across domains and against other education indicators from a large number of sources (Figure 5).

- In another effort to make education systems work and SABER materials more easily accessible, the **Smarter Education Systems interactive tool**⁵ was launched at the World Education Forum in May 2015 in Incheon, Republic of South Korea

(Figure 6). This web-based instrument allows users to curate and cull World Bank education knowledge products, whether they be briefs, SABER country reports, SABER data, regional reports, framework documents, or other publications, organized by the key education areas aligned with SABER domains. Enhancements to the tool are currently underway; a search function was added in FY16.

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

4 <http://datatopics.worldbank.org/Education/wDataQuery/QFull.aspx>.

5 <http://smartereducation.worldbank.org/>.

Figure 4: Updated SABER Website

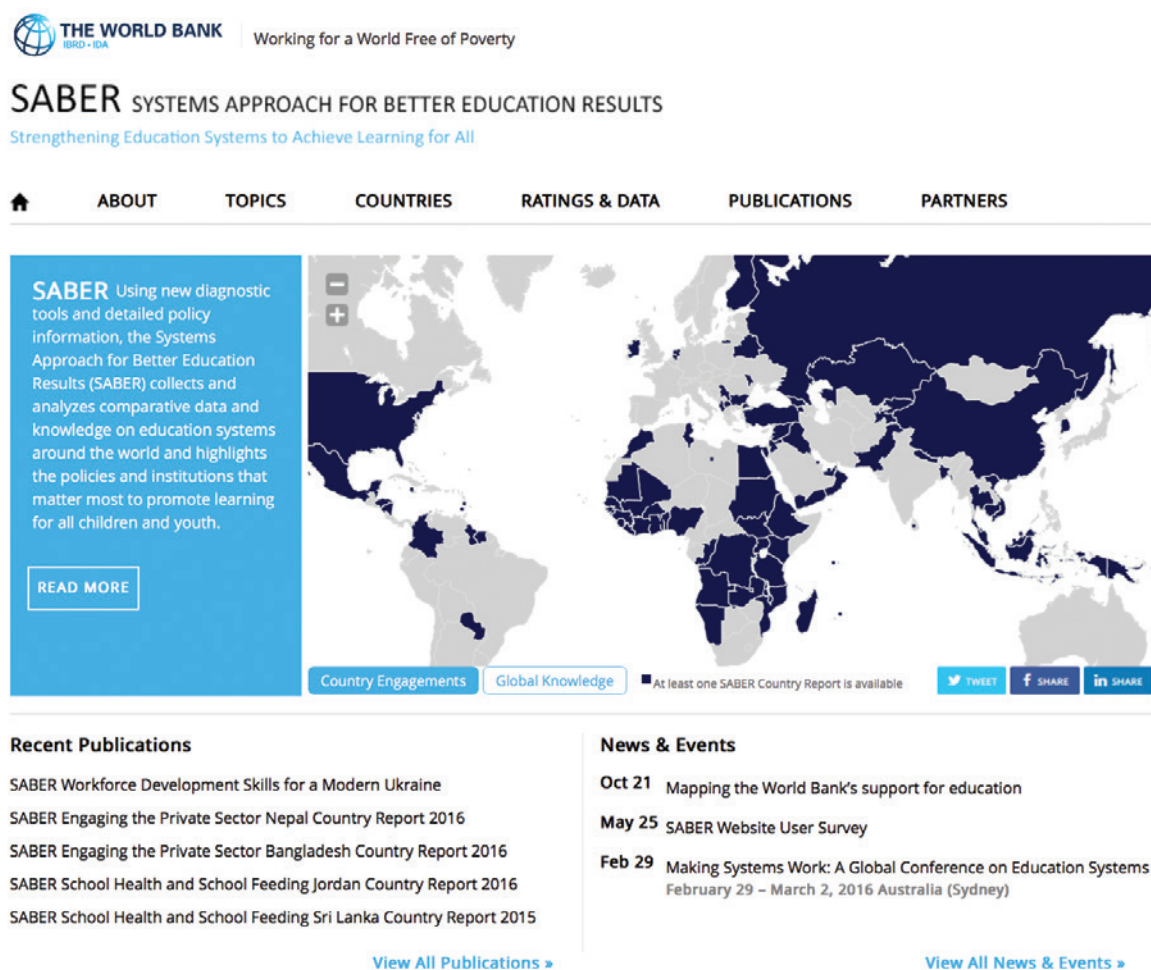


Figure 5: SABER Data on Policy Goals and Policy Levers Available in EdStats

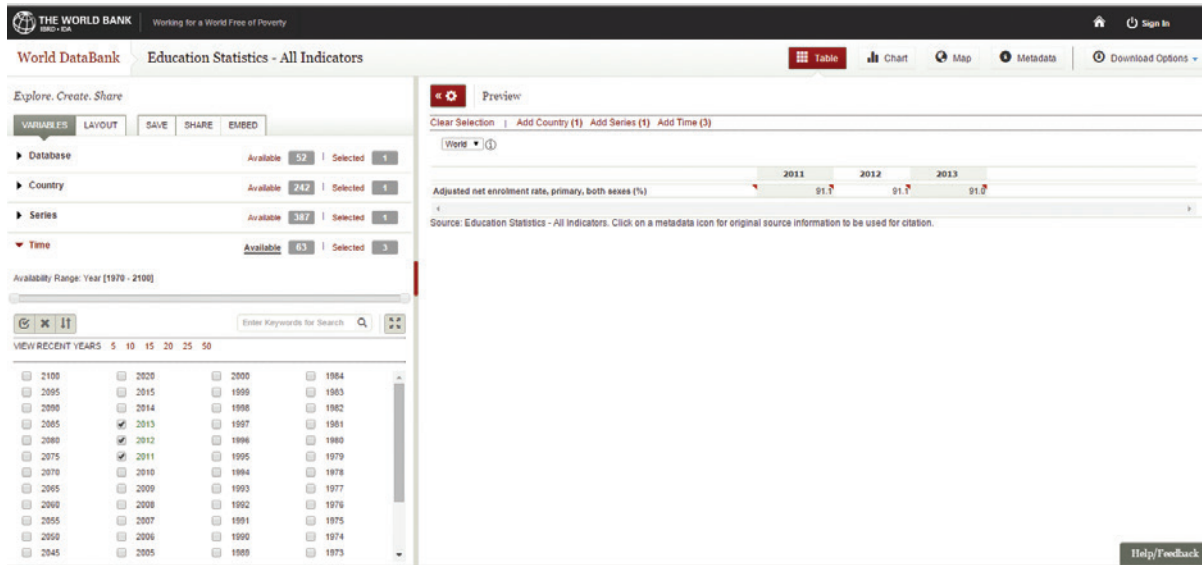


Figure 6: Smarter Education Systems Interactive Web Tool



Awareness and Utilization of Tools and Data

SABER was formulated to help countries accelerate Learning for All by strengthening education system policies and institutions using innovative, standardized, and comparable analytics. These analytics are built on research, evidence, and cross-country experience within a public goods framework. Since SABER's launch in early 2011, roughly 68 percent of the world's countries have engaged with SABER or applied SABER tools and a considerable number of SABER-related knowledge products have been developed, applied, and disseminated. Nine domain teams published 167 country reports with their related data since the inception of the initiative. Many countries are using findings from SABER analyses to formulate policies and engage in policy dialogue; these findings also frequently impact the design of World Bank and partner operations and analytic work in a given country. More than 100 additional products (including 33 domain and country-specific briefs, twelve case studies, twelve framework papers, and various SABER-related training manuals, background documents, and communications pieces) are also available via the SABER website and Smarter Education Systems tool. SABER products also include capacity development training (the Education Staff Development Program, or ESDP), SABER data, regional reports, global synthesis reports, and operational reviews.

This past FY, SABER initiated a number of new engagements that helped inform country dialogue via some 48 newly published country reports, which are currently available (with their related data) through the SABER website, as well as through EdStats and the Smarter Education Systems interactive web tool. In addition to three new SABER in Action pieces, a set of thirteen domain-specific briefs were developed in FY16 to highlight

each of the domain tools and the ways in which they are having an impact in-country.

Global Application of Tools

This past fiscal year, SABER published 48 country reports (together with related data) on the SABER website, for a total of 167 published country reports. Of the 133 countries globally in which SABER has been applied over the last several years, about 24 percent are in Africa. Although SABER has primarily focused on supporting low-income countries, various middle-income countries have also been using its suite of tools to help analyze their education system policies. Figure 7, below, provides a region-by-region overview of the application of SABER tools.

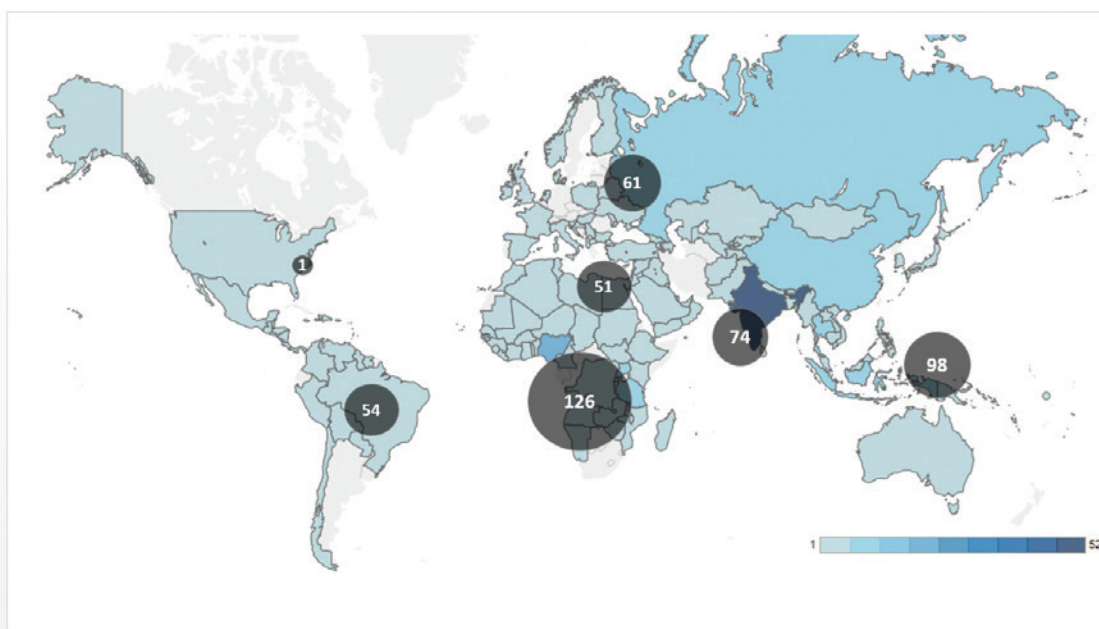
Informing Country Dialogue and Reform

SABER country reports, framework papers, global syntheses reports, and other analyses have guided reform efforts across the globe. Also in FY16, SABER conducted overarching analyses using its tools, including the SABER-WfD Middle East and North Africa (MENA)—specific synthesis report.

- **ECD Tunisia:** As Tunisia emerges from the Arab Spring, its new constitution explicitly recognizes the rights of the child and the responsibility of both the State and parents to act in the child's best interest to guarantee dignity, health, care, protection, and education. In this

⁶ SABER has been applied in 133 of 196 countries and/or nation states around the world, equivalent to roughly 68 percent of the total. This includes 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.

Figure 7: Applications of SABER by Region, as of June 30, 2016



Note: See Annex 3 for a full country listing. This map is based on data as of June 30, 2016, and represents the number of applications of SABER tools by region, based on work conducted for country reports, pilots, case studies, briefs, regional reports, and data.

environment of renewed optimism, the Tunisian Ministry of Women, Family, and Childhood (MFFE) completed SABER-ECD with support from UNICEF and the World Bank. The results were disseminated in a preliminary national conference in November 2015, with representatives from the Ministry of Justice, Interior, Social Affairs, Education, Planning, Health, Finance, and Vocational Training and Employment. The process and findings were well-received, providing the MFFE with a strong evidence base to launch policy dialogue with national stakeholders across the policy goals. Specifically, they have focused on the gaps identified in the report: intersectoral coordination, weaknesses in early childhood development legislation, and wide regional disparities in access to early education. SABER-ECD results have also formed the basis for contributions to the country's 5-year development plan

(2016–2020). Building on SABER-ECD and other inputs, Tunisia is currently developing its own national multisectoral early childhood development strategy SABER-ECD that will lay out the country's vision, mission, and strategic priorities for providing high-quality and equitable early childhood development for Tunisia's children.

- **EPS Kurdistan:** In May 2016, the SABER-EPS team led a two-day workshop on engaging the private sector in education. 23 members of the Kurdistan Regional Government (KRG) and Federal government attended. During the workshop, the SABER-EPS team presented global evidence drawing from the engaging the private sector research program, including the SABER-EPS framework paper, *What Matters Most for Engaging the Private Sector*. In addition, World Bank staff worked with Federal and KRG Ministry of Education staff to

identify the current status and possible solutions for engaging the private sector, including possible public-private partnership (PPP) models. Key challenges highlighted throughout the workshop included regulatory frameworks, supervision, communications amongst stakeholders, monitoring the curricula across varying school types, school management mechanisms, teacher qualifications, and the importance of engaging with local communities. The SABER-EPS team provided clear, relevant examples for KRG to consider, including: school report cards, voucher program models, furthering accountability through assessments, needs-based inspection systems, and models of corporate social responsibility.

The May workshop established a clear work program and outlined several next steps. The KRG Ministry of Education expressed strong interest in improving existing regulations, quality standards, and instructional supervision at non-public schools. Consequently, over the coming months, the World Bank will assist the KRG Ministry of Education in developing a regulatory framework paper on private schools. In addition, the KRG plans to: (1) enhance the role of school supervision and determine the number of supervisors that are needed in the system, (2) finalize a review of data on schools and kindergartens to obtain complete information on schools, students, and costs to inform new regulations that will be issued, and (3) amend regulations on private schools and implement changes for better engagement with the private sector.

- **ECD Kurdistan.** During the same country visit, World Bank staff conducted a workshop to provide early childhood education capacity-building for Kurdistan's Ministry of Education. The draft Iraq

SABER-ECD report provided a framework for these discussions. According to the TTL, Tomomi Miyajima, "SABER-ECD provided a clear, broad picture on the status of ECD development in Iraq and KRG which was useful in identifying policy areas that need more investment." World Bank staff shared good practices and lessons learned, and supported the Ministry of Education in producing a roadmap for early childhood development strategy, complete with a time-frame and clear goals.

The workshop on early childhood education strategy development was attended by senior officials from the Ministry of Education, along with school supervisors from several governorates. During the workshops, participants enhanced their early childhood education understanding by sharing creative policy ideas, learning from international experiences, and collectively identifying key elements of the early childhood education strategy. Furthermore, participants assessed the current early childhood education situation analysis of the main strengths, weaknesses, opportunities and threats that affect early childhood education development in Kurdistan. As a result of the World Bank's work, the Ministry of Education has taken steps to advance the work for early childhood education strategy development by establishing a taskforce that has been pushing the work forward, in close collaboration with UNICEF and other partners.

- **SH&SF Haiti.** The World Food Programme (WFP) used SABER-SF tools in Haiti, at the beginning of a large consultation effort to form a national policy document on school feeding. This process provided an important opportunity for different actors engaged in school feeding to review the status of the

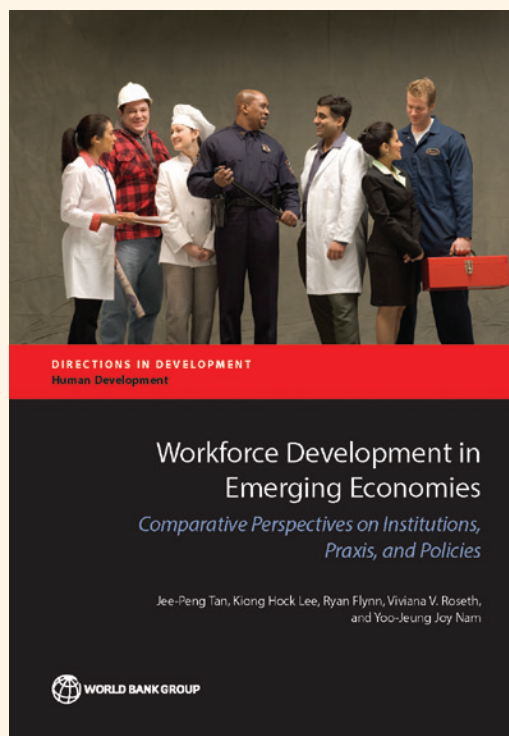
Workforce Development in Emerging Economies Comparative Perspectives on Institutions, Praxis, and Policies

Tan et al. 2016

This book focuses on a specific aspect of workforce development: building job-relevant skills for employment and overall economic and social progress, seeking to facilitate policy dialogue on this important development challenge, particularly between emerging countries and their development partners, as well as within countries among multiple stakeholder groups and presents novel systems-level data generated by the SABER-WfD analytical tool.

The report presents the SABER-WfD results for 27 countries and the West Bank and Gaza. It draws heavily on the experience of low- and middle-income countries that have achieved sustained growth over the last few decades to highlight good practices in policies and institutions designed to bridge the gap between the supply of and demand for skills. Based on these insights, the book reflects on the implications for countries aspiring to catch up with the fast growers in their approaches to workforce development. Longitudinal data is included for several countries: Chile, Ireland, the Republic of Korea, Malaysia, and Singapore.

Taken together, the cross country and time-series findings stress the importance of putting on a systems lens in policy dialogue about workforce development. Such a lens brings into focus the disparate building blocks of workforce development systems and their links to the broader economic and social policy context. It recognizes that what goes on within the education and training system, while important, is insufficient for framing the challenge of building job-relevant skills. The publication posits, in particular, that the international development community and other partners of these economies could encourage a broadening of dialogue on workforce development to engage not only educators and trainers, but also key interlocutors representing employers and firms.



national program, along the lines of the SABER framework. These discussions involved intense learning for stakeholders, which set the stage for further and deeper work on policy formulation, which took place between August 2015 and end of January 2016.

This engagement resulted in a government-authored policy document, informed by the findings of SABER-SF tools. The government of Haiti developed a detailed, 15-year action plan with key milestones—all included in the policy document. These milestones and

SABER in Action: Pacific

Between 2013 and 2016, at the countries' request, SABER and the Pacific Benchmarking for Education Results (PaBER)—funded by the Australian Government's Department of Foreign Affairs and Trade (DFAT)—assessed various areas of the Kiribati, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, and Vanuatu's education systems, spanning several domains, including ECD, EMIS, SAA, SA, Teachers, and WfD. Each engagement involved extensive research, workshops, and related policy discussions. During the engagements, mid-level government workers met with counterparts in other Pacific Island countries to discuss findings—an effort that proved especially successful because they were able to learn from each other and also because they demonstrated significant buy-in, perhaps due to their critical roles in ensuring policy implementation. These engagements informed countries' Education Sector Strategy Updates and laid the groundwork for Solomon Islands' National Human Resources Development and Training Plan and its National Education Action Plan.



Photo: Tom Perry / World Bank.

SABER engagements in the Pacific Islands are yielding specific strategic and policy outcomes. Policy dialogue is ongoing, as a component of PaBER. Specific outcomes include the following:

- Solomon Islands policymakers are using SABER-EMIS findings to create a National Education Action Plan. Soon after SABER-EMIS completed its report on the Solomon Islands, the government held workshops to discuss the report and its recommendations. Donors are also utilizing the report and its findings. The Asian Development Bank is using SABER-EMIS recommendations for their project on Information and Communication Technologies for Better Education Results, and the Secretariat of the Pacific Community is using them to enhance capacity building and data collection.
- Also in the Solomon Islands, SABER-WfD analyses laid the groundwork for the creation of a National Human Resources Development and Training Plan (NHRDTP). Diverse stakeholders met to review SABER-WfD's findings, consider policy options, and set education priorities. These education priorities structured the NHRDTP.

In addition, SABER-SAA policy analyses in Papua New Guinea, Samoa, and Solomon Islands stimulated dialogue amongst policy makers. Recommendations from the SABER-SAA analyses have informed the countries' Education Sector Strategy Updates.

implementation plans were developed in a participatory manner, building on the initial work done by the SABER exercise, which proved to be a very useful contribution.

Working in Partnership

The SABER Umbrella Facility (SABER-UF) was created 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 \$AUD 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.

Partnerships are critical to the success of SABER and the use of SABER tools as global public goods. Over the past year, SABER has continued to expand partnerships with several international organizations. In addition to support from bilateral institutions, today partner agencies are increasingly applying and contributing to the development of SABER. The Russia Education Aid for Development (READ) partnership concluded successfully in 2015, and, in January 2016, the Government of the Russian Federation ap-

proved READ's successor, READ 2. In FY16, The United Kingdom's DFID became an official SABER-Umbrella Facility donor. Additionally, SABER tools continue to be used by United Nations (UN) agencies. UNICEF collaborated with SABER-ECD to produce new reports, worked with SABER-ERA to convene a conference, and partnered with SABER-E&I in data collection and analysis. The World Food Programme, another UN agency, continues to apply SABER-SH&SF tools in each of their school feeding programs.

In addition to U.N. agencies, SABER works with bilateral agencies and other key stakeholders in global education. The Korean Trust fund supported SABER-WfD research, and the Korean Education Research and Information Service has supported SABER-ICT in identifying indicators and convening stakeholders in an annual conference. The Education for All Teacher Task Force, a multi-stakeholder partnership, has partnered with the World Bank to produce SABER-Teachers analysis in over 25 countries, the findings from which will inform a global report. PISA for Development has adopted SABER-Student Assessment as an institutional capacity diagnostic and strengthening framework for 6 participating countries.

Key Collaborations

- Several **country reports** were completed in partnership with donor partners, including the Australian Government's Department of Foreign Affairs and Trade, UNESCO/ALECSO, and the World Food Programme (see Annex 1).
- **Australian Department of Foreign Affairs and Trade (DFAT)**. In addition to supporting the SABER Umbrella Facility, DFAT is a strong supporter of SABER and education systems research and has done much work to support the application of SABER globally, particularly in the Pacific through PaBER. This past year,

funding for the program supported publication of 11 SABER country reports and the delivery of Making Systems Work: A Global Conference on Education Systems, which took place in February and March of 2016.

- **Education for All Teacher Task Force.** The Education for All Teacher Task Force, a multi-stakeholder partnership through UNESCO, partnered with the World Bank to use the SABER-Teachers tools to analyze 25 countries' policies. Data was collected in these countries and forthcoming findings from the analysis will inform a global report on teacher policies. The countries are spread out around the globe and include a wide range of income levels, from Namibia and Haiti to Italy, Norway, and Qatar.
- **Korean Education Research and Information Service (KERIS).** Established by the Korea Education and Research Information Service Law («the 6,400th law») and working under the direction of the Korean Ministry of Education, Science and Technology (MEST), KERIS is the lead agency that develops, proposes, and advises on current and future government policies and initiatives regarding information and communication technologies use in education in South Korea. KERIS has worked with SABER-ICT on an annual global symposium on ICT use in education⁷ (GSIE) and on information and communication technologies and education indicators. Activities under this partnership are funded through a variety of sources, including support from Korean trust fund monies at the World Bank and special monies at the MEST and KERIS.
- **Korean Trust Fund.** The Korean Trust Fund began its partnership with SABER-WfD during the domain's inception,

and has supported workforce development reporting ever since. Over the last year, the Korean Trust fund provided financial support for the development of SABER-WfD's most recent global synthesis: *Workforce Development in Emerging Economies: Comparative Perspectives on Institutions, Praxis, and Policies*.⁸

- **Organization for Economic Cooperation and Development (OECD).** In 2013, the OECD announced a new initiative – PISA for Development. Through this initiative, the OECD is piloting a modified version of the PISA exercise, one in which enhancements have been made to the instruments to improve their relevance for middle- and low-income countries but to still allow for the production of scores on the same scales as the main PISA assessment. Eight countries have signed up to participate in the pilot: Cambodia, Ecuador, Guatemala, Honduras, Panama, Paraguay, Senegal, and Zambia. As part of the initiative, participating countries are meant to benefit from activities aimed at building their national capacity in assessment design, data analysis, and use of results for monitoring and improvement. When a country signs up for PISA for Development, an analysis is carried out of their capacity and needs in these areas. The SABER–Student Assessment tools and PISA technical standards have been used as guidelines for these analyses. The result is a capacity needs analysis report and capacity building plan for each country to guide their participation in the PISA for Development exercise.⁹ The SABER-Student Assessment framework and data were also used in a jointly-com-

7 <http://www.worldbank.org/en/topic/edutech/brief/global-symposium-on-ict-use-in-education>.

8 <http://elibrary.worldbank.org/doi/pdf/10.1596/978-1-4648-0850-0>

9 The documents can be found at <http://www.oecd.org/pisa/about-pisa/pisa-for-development-documentation.htm>.

missioned World Bank-OECD report on middle-income countries' experiences with PISA. The report,¹⁰ which was released in October 2015, focuses on the experiences of non-OECD countries, particularly lower middle-income, that have participated in PISA and is meant to inform the work being carried out under the PISA for Development initiative.

- **Russia Education Aid for Development (READ).** Established in October 2008, the READ Trust Fund is a collaboration of the Government of the Russian Federation and the World Bank that focuses on improving education quality in low-income countries. Between 2008 and 2015, READ focused on helping low-income countries improve their student learning outcomes through the design, implementation, and use of robust systems for student assessment. It became a key player at the global level, shaping global policy dialogue on assessment and learning, including the Sustainable Development Goals discussion on learning. Simultaneously, at the country level, READ supported eight priority countries: Angola, Armenia, Ethiopia, the Kyrgyz Republic, Mozambique, Tajikistan, Vietnam, and Zambia. The program provided financial and technical assistance to government counterparts in those countries and collaborated on a thorough review of their existing assessment systems, helping them decide on activities to address any gaps and then implement and evaluate the effectiveness of those activities. READ also played a key role in the development of SABER-Student Assessment instruments and has supported the application of these tools globally.
- **READ 2.** In January 2016, the Government of the Russian Federation approved a second READ Trust Fund

program (READ 2). READ 2 builds on the results and lessons learned from the original program. It is expected to run for three years; provide funding support for global and country-level work on assessment; and have a focus on countries in Eastern Europe and Central, East, and South Asia. READ 2 will prioritize assessment work in three areas: improving the uses of assessment data to inform teaching and learning; strengthening high-stakes examination programs to ensure that they are technically rigorous and fair; and enhancing programs that provide training to teachers in classroom assessment techniques. This will include the development of SABER-Student Assessment tools and products to enhance country dialogue, policy, and practice in these areas.

- **U.K. Department for International Development (DFID).** DFID has supported SABER through the DFID-World Bank Partnership for Education Development (PFED), helping fund initial SABER pilot applications in countries across the globe in the areas of education quality (teachers and finance), resilience, and workforce development. This past year, DFID became an official SABER-Umbrella Facility donor. DFID and the World Bank are working to find ways to synergize efforts and collaborate when possible on education systems research, namely, on the Research on Improving Systems of Education (RISE) initiative.
- **United Nations Children's Fund (UNICEF).** UNICEF has worked with SABER to both convene conferences and develop reports. In February 2016, before the Bank's Fragility, Conflict, and

¹⁰ <http://www.oecd.org/publications/the-experience-of-middle-income-countries-participating-in-pisa-2000-2015-9789264246195-en.htm>.



Photo: Salahaldeen Nadir / World Bank.

Violence Forum, UNICEF supported SABER-Resilience’s education pre-event: “Take Action for Peaceful and Inclusive Societies.” In another collaboration with SABER-Resilience, UNICEF co-hosted “The Role of Education in Building Social Cohesion and Sustainable Peace,” a two-day conference held in April 2016. In addition, The SABER-ECD team published three new country reports in collaboration with UNICEF. UNICEF served as the lead agency for ECD at the country level, working on a variety of areas—including data collection, feedback processes, and the drafting of reports. UNICEF is also working with SABER-E&I to implement the Simulations for Equity in Education tool, a joint UNICEF-World Bank tool

which helps guide allocation of resources to equity and inclusion issues.

- **World Food Programme (WFP).** The WFP, the largest humanitarian provider of school meals worldwide, continues to use SABER to analyze school feeding interventions. Its current strategy states that as of 2015, all WFP engagements that intend to implement school feeding programs must undertake a SABER analysis of school feeding. This past year, WFP and the World Bank used SABER tools in five countries. WFP’s use of SABER tools has attracted significant government interest and influenced policy in many countries. (Please see the example of Haiti, on page 22.) The WFP plans to use these tools in all future country engagements.

More Informed Global Discussion

SABER Capacity Development and Knowledge Sharing

Education Staff Development Program

SABER knowledge products have been crucial to the development of the World Bank's flagship Education Staff Development Program (ESDP). 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.

- A total of eight SABER domains have been developed into ESDP training modules, including: ECD, EMIS, EPS, ICT, SAA, Student Assessment, Teachers, and WfD. In total, these trainings have been delivered to 475 Bank participants and 793 external participants over time.

"Making Systems Work: A Global Conference on Education Systems"

February 29 – March 3, 2016

In partnership with the Australian Government's DFAT, SABER convened a Global Conference on Education Systems in Sydney, Australia with 147 participants, which included representation from 22 country delegations, including several from the Pacific Islands: Fiji, Kiribati, Papua New Guinea, Samoa, Solomon Islands, Timor-Leste, Tonga, Tuvalu, and Vanuatu. Participants included policymakers, academics and researchers—specifically SABER Technical Teams; DFAT Staff; relevant World Bank education researchers and regional staff; the United Kingdom's DFID education research staff; UN agencies; and academics and researchers from the disciplines of both education and systems thinking. The three-day conference focused specifically on making complex education systems work in order to achieve better results and Learning for All. Participants heard from several speakers, including a keynote address by Kai-Ming Cheng, Emeritus Professor, University of Hong Kong, on the importance of and innovations in education systems and systems research, participated in group discussions, and were provided with numerous opportunities to hear about the various lessons learned.

The conference not only highlighted the complexities of education systems, it also focused specifically on making complex education systems work in order to achieve better results and more learning. In addition to sound policies, speakers stressed the importance of successful implementation of those policies and the need to move beyond traditional inputs to ensure schools have appropriate financing, management, quality assurance, and more. There is still a need for more and better evidence in order to strengthen evidence-based decision-making at all levels of the education system to improve learning for all. The Sydney Education Systems Conference provided participants with an important opportunity to build a common understanding of the systems approach and add to the momentum for progress in education.



Photo: Jess Cross/World Bank.

- In FY16, two SABER domain ESDP trainings (EMIS and ICT) were delivered to 33 external clients in Kuwait.
- eLearning modules have been developed for two domains: ECD (English and Chinese—new in FY16) and Student Assessment, which was delivered this year. Together, they have been delivered to 100 bank staff and 1,415 external stakeholders.
- In FY16, the Student Assessment “How To” guides were translated to Spanish.

Conferences

- Panels were organized at major international education conferences including the Comparative International Education Society (CIES) conference in Vancouver, Canada and “Building Evidence in Education” annual meeting in Washington, DC.

Visualizing SABER Knowledge and Data

- **EdStats.** Additional efforts have been put in place this year to help ensure that SABER findings, reports, and data are more easily accessible to a broader audience. In 2014, all SABER policy goal data was made available through EdStats. Today, not only is this data available through EdStats and the EdStats Data Query, which allows users to compare SABER policy-level data across domains and against other education indicators from a large number of sources, policy data is now also featured in the Education Statistics Datafinder app for OS (iPhone and iPad).
- **SABER website.** In advance of the “Making Systems Work: A global conference on education systems,” the SABER website underwent a series of enhancements in order to: improve navigation and ease of use, avoid

duplication of navigation processes and information, allow users to share and download information from the site, and align communication and branding. The new and improved SABER website includes a search function on the publications page and houses all related information, including all publications (framework documents, country and other reports, briefs), ratings, data, tools (intent and implementation), communications, and partnerships. Additional quality assurance checks and a user survey were also included in the process. Other enhancements, including an integration with the Smarter Education Systems website, are envisioned for the upcoming FY.

- **Education Engagement Portal.** With the completion of the Education Engagement Portal (previously called the SABER Single-Entry Engagement portal) at the end of FY15, the SABER Secretariat oversaw the unit-wide roll-out of the new portal as the sole system for requesting, tracking/monitoring, and submitting SABER activities. Over the first few months of FY16, the Secretariat migrated all historical SABER engagements into the new portal, led trainings with each domain team, and worked with management to develop a dashboard to facilitate reporting on portfolio activities. The Secretariat collected user feedback from all stakeholders and made enhancements to the portal to make it more intuitive. By the middle of FY16, the portal served as the sole database for the Secretariat and management to track SABER activities. Additionally, the automated

For additional information on SABER please visit <http://saber.worldbank.org/>, where information is updated regularly.

Education Resilience Approaches

Over FY16, SABER-ERA convened and informed conferences which brought together different stakeholders and perspectives on resilience in education. In March 2016, SABER-ERA led education events at the World Bank's Fragility, Conflict, and Violence Forum,^a in collaboration with UNICEF, Global Partnership for Education (GPE), and the World Bank's Education Global Practice. SABER-ERA organized a day-long education pre-event, which (1) reviewed the new education demands from conflict



Photo: Bart Verweij/World Bank.


and violence contexts; (2) presented examples of the World Bank's operational and analytical work with partners affected by conflict and violence; (3) solicited selected external partners' experiences and opinions on the role of development agencies (including the World Bank) in peacebuilding and violence prevention; (4) and reflected on how the World Bank can integrate efforts within the Education Global Practice and GPSURR, with support from the Gender and Fragility, Conflict, and Violence Cross-Cutting Solution Areas and with external partners. In April 2016, with GPE and UNICEF, SABER-ERA worked on a two-day conference called "The Role of Education in Building Social Cohesion and Sustainable Peace."^b This conference sought to bridge the knowledge and evidence gap between education, peacebuilding, and conflict prevention. Specifically, the event highlighted a wide range of studies, methodologies, and findings, from global analyses to country case studies; stimulated learning and reflections on the role of education in countries that are in different peacebuilding stages and processes, from immediate to long-term post-conflict environments; and offered a forum for discussion and debate with key actors influencing and formulating policy making in education as a means to mitigating drivers of conflict.

The SABER-ERA framework paper informed these conferences: as per the recommendations of SABER-ERA, these conferences focused on potential "assets," rather than exclusively assessing risks, and emphasized resilience efforts' alignment with education services. Thus, in addition to bringing together partners in education resilience, these conferences recognized SABER-ERA's thought leadership in education resilience.

These conferences also affected World Bank projects and staff development. Findings from the conferences affected project design in education services for refugees in Northern Nigeria, Lebanon, and Jordan. An Implementation Completion Report on Yemen's girls' secondary education also drew upon conference findings about educational services in conflict, and conceiving of resilience as a potential outcome. Lastly, these conferences generated demand from bank staff for training on Resilience: an ESDP is under development for FY17.

a <http://www.worldbank.org/en/events/2015/07/30/world-bank-group-fragility-conflict-and-violence-forum-2016>

b <http://www.globalpartnership.org/event/role-education-building-social-cohesion-and-sustainable-peace>



processes and centralization of SABER publications and resources has improved efficiency and knowledge sharing across the unit, and across the World Bank. This tool has proven useful at all levels, from streamlining processes, to informing management, and creating improved internal efficiency.

- **Smarter Education Systems interactive tool.** During the second half of FY16, the SABER Secretariat initiated

talks with the World Bank's Information and Technology Services to explore ways of linking the Smarter Education Systems interactive tool with other existing platforms and to enhance the functionality of the platform. As a result, Phase 2 upgrades of the tool were initiated in Q4 of FY16. Phase 2 upgrades will introduce a mapping feature, automated processes, and better integration.

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Annex

Annex 1: SABER-UF Results Framework FY16

FY 16 SABER-UF Results Framework (as outlined in SABER-UF Administrative Agreement)		
Result	Indicator	FY 16 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).	Total of 13 SABER domains through which to assess policy intent: <ul style="list-style-type: none"> • Framework papers for Equity and Inclusion and Tertiary Education published (for a total of 12 domains with published Framework papers) • Tertiary Education tools completed and peer reviewed (for a total of 11 domains with completed tools; 10 domain tools currently published) • Total of 167 SABER Country Reports published; in FY16, 48 Country Reports published across 7 domains: <ul style="list-style-type: none"> • Early Childhood Development: 16 • Education Management Information Systems: 5 • Engaging the Private Sector: 1 • School Autonomy and Accountability: 4 • Student Assessment: 16 • Teachers: 4 • Workforce Development: 2
	Development of new tools for assessing SABER domain-specific policy implementation launched and published. Number of country engagements for data collection and benchmarking.	In FY16, 2 SABER domain-specific policy implementation tools were under development: <ul style="list-style-type: none"> • Implementation-level pilot tool for Workforce Development completed • Continued work on Engaging the Private Sector field surveys • In collaboration with Shanghai government, implementation data collected across multiple domains, including Teachers, School Finance, School Autonomy and Accountability, and Student Assessment • "Snapshot" cross-domain study analysis, as a background paper for the Education Commission
	SABER Service Delivery tool for basic education launched, published and utilized.	Mapping of SABER policy intent tools to SDI survey under way: <ul style="list-style-type: none"> • Domains mapped include: School Autonomy and Accountability, Teachers, Student Assessment, Resilience, School Finance
	Availability of a fully operational, open knowledge and data platform to share knowledge, tools, and data globally.	Web Tool continued to house SABER reports, tools and data including: <ul style="list-style-type: none"> • 167 total published Country Reports and associated data • More than 100 additional products (including 33 domain and country-specific briefs, 12 case studies, 12 framework papers, and various SABER-related training manuals, background documents, and communications pieces) • Rubrics and questionnaires (10 domains)

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Annex 1: SABER-UF Results Framework FY16 (continued)

FY 16 SABER-UF Results Framework (as outlined in SABER-UF Administrative Agreement)		
Result	Indicator	FY 16 Results
		<ul style="list-style-type: none"> • Additionally, the data from SABER is also available through EdStats, allowing users to link SABER Policy Data to other education indicators • The Smarter Education Systems to Achieve Learning for All platform houses over 1,000 education-related knowledge pieces mapped by SABER domain, including the SABER publications
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>SABER is used by several partners working with countries:</p> <ul style="list-style-type: none"> • In FY16, 15 reports were completed in coordination with donor partners: <ul style="list-style-type: none"> • 3 Student Assessment reports with the Australian Government • 7 Student Assessment reports with UNESCO/ALECSO • 5 School Health and School Feeding reports with World Food Programme • The Education for All Teacher Task Force has continued its partnership, with analysis through SABER-Teachers in over 25 countries, the findings from which will be utilized for country reports, as well as inform a global synthesis report • PISA for Development has adopted SABER-Student Assessment as an institutional capacity diagnostic and strengthening framework for 6 participating countries
More informed global discussion and debate about strengthening education systems to increase learning for all in countries.	Number of capacity building programs delivered to development partners, country counterparts, and Bank staff.	<p>Total of 8 SABER domains have been developed into ESDP training:</p> <ul style="list-style-type: none"> • Total of 8 SABER domain face-to-face trainings (Teachers, Student Assessment, Workforce Development, Early Childhood Development, School Autonomy and Accountability, Engaging the Private Sector, Education Management Information Systems, Information and Communication Technologies) have been delivered to 475 Bank participants and 793 external participants over time <ul style="list-style-type: none"> • In FY16, 2 SABER domain ESDP trainings (Education Management Information Systems, Information and Communication Technologies) were delivered to a total of 33 external clients in Kuwait • Total of 2 e-learning courses currently available online (Early Childhood Development and Education Strategy) delivered to 100 bank staff and 1,415 external stakeholders <ul style="list-style-type: none"> • Early Childhood Development e-learning translated to Chinese • Student Assessment “how to” guides translated to Spanish

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Annex 1: SABER-UF Results Framework FY16 (continued)

FY 16 SABER-UF Results Framework (as outlined in SABER-UF Administrative Agreement)		
Result	Indicator	FY 16 Results
	Number of events, initiatives, or campaigns to promote SABER globally, regionally, or for countries.	<p>Several high level global events featuring education systems:</p> <ul style="list-style-type: none"> • In February 2016, SABER co-convened a Global Conference on Education Systems with the Australian Government’s Department of Foreign Affairs and Trade in Sydney with 147 participants who discussed lessons learned and ways forward in education systems research • Panels were organized at major international education conferences including the Comparative International Education Society (CIES) conference in Vancouver, Canada and “Building Evidence in Education” annual meeting in Washington, DC

Annex 2: Overview of SABER Publications

Includes all SABER Publications as of June 30, 2016.

Domain	Background	Brief	Case Study	Country Report	Framework	Global/Regional	Infographic	Lessons Learned	Methodology	Saber in Action	Total
Assessment	10	1		38	1	1			2	1	54
ECD		1		39	1				2	1	44
EMIS		1		5	1				3		10
EPS	2	1		2	1				2		8
Equity		1			1						2
Finance		1		4	1				2		8
ICT	1	1									2
Resilience		3	8		1			7	8		27
SAA	4	1	1	14	1				3		24
SH&SF		1		8	1	1			3		14
Teachers		2		32	1	1			2	1	39
Tertiary	5	1	3		1						10
WfD	1	1		25	1	2	1		2	1	34
Multiple/No Domain										6	6
Total	23	16	12	167	12	5	1	7	29	10	282

Country Reports by Domain: Total Published as of June 30, 2016

Domain	Published	Completed	In Process
ECD	39		9
EMIS	5		
EPS	2	4	17
SAA	14		2
Finance	4		
SH&SF	8		16
Assessment	38	1	
Teachers	32	2	28
WfD	25		3
Total	167	7	75

Country Reports by Domain: Total published in FY16

Domain	Published
ECD	16
EMIS	5
EPS	1
SAA	4
Finance	0
SH&SF	0
Assessment	16
Teachers	4
WfD	2
Total	48



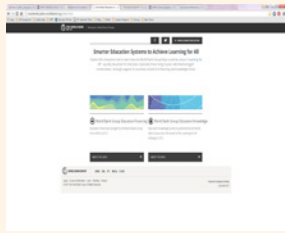


Annex 3: Overview of SABER Engagements by Region and Country

A total of 133 countries,^a listed in the following table, have applied or were in the process of applying one or more SABER tools as of June 30, 2016.

Africa	East Asia/ Pacific	Europe/ Central Asia	North America/ Latin America	Middle East/ North Africa	South Asia
Angola	Australia	Albania	Argentina	Afghanistan	Bangladesh
Benin	Brunei	Armenia	Barbados	Algeria	Bhutan
Burkina Faso	Darussalam	Belarus	Belize	Bahrain	India
Burundi	Cambodia	Bulgaria	Bolivia	Egypt, Arab	Nepal
Cameroon	China	Croatia	Brazil	Republic of	Pakistan
Cape Verde	Fiji	Cyprus	Chile	Iraq	Sri Lanka
Chad	Indonesia	Finland	Colombia	Jordan	
Comoros	Japan	France	Dominica	Kuwait	
Congo, Democratic Republic of	Kiribati	Georgia	Grenada	Lebanon	
Congo, Republic of	Korea, Republic of	Ireland	Haiti	Libya	
Cote d'Ivoire	Lao PDR	Italy	Honduras	Morocco	
Djibouti	Malaysia	Kazakhstan	Jamaica	Oman	
Ethiopia	Myanmar	Kyrgyz Republic	Mexico	Qatar	
Gambia, The	New Zealand	Macedonia,	Nicaragua	Saudi Arabia	
Ghana	Papua New Guinea	FYR	Paraguay	Sudan	
Guinea	Guinea	Moldova	St. Lucia	Syrian Arab Republic	
Guinea-Bissau	Samoa	Netherlands	St. Vincent and Grenadines	Tunisia	
Guyana	Singapore	Norway	United States of America	United Arab Emirates	
Kenya	Solomon Islands	Philippines	Venezuela	West Bank and Gaza	
Liberia	Thailand	Romania		Yemen, Republic of	
Madagascar	Timor-Leste	Russian Federation			
Malawi	Tonga	Serbia			
Mali	Tuvalu	Slovenia			
Mauritania	Vanuatu	Tajikistan			
Mauritius	Vietnam	Turkey			
Mongolia					
Mozambique					
Namibia					
Niger					
Nigeria					
Rwanda					
Senegal					
Seychelles					
Sierra Leone					
South Sudan					
Suriname					
Swaziland					
Tanzania					
Togo					
Uganda					
Zambia					
Zimbabwe					

^a The data included in this chart were current as of June 30, 2016. 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

Product	Description	Website	Interface
SABER website	<p>Launched in December of 2013, the website houses information on the 400+ SABER engagements; some 167 published country reports and associated data; and over 100 additional products.</p> <p>In 2015–2016, the website underwent revisions, including an updated interface and searchable publications feature.</p>	http://saber.worldbank.org/	
SABER in Action Briefs	<p>Three new SABER in Action briefs were published, for the Pacific Islands, Shanghai, and Partnerships. SABER in Action Briefs showcase the use of SABER in policy dialogue and reforms.</p>	http://saber.worldbank.org/index.cfm?indx=14	
Smarter Education Systems to Achieve Learning for All Interactive Tool	<p>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 allows users to search for World Bank Group publications on distinct SABER domains.</p>	http://smartereducation.worldbank.org/index.html	
SABER Domain Briefs	<p>These briefs were developed in advance of the Making Systems Work: A Global Conference on Education Systems conference in 2016. Each domain is outlined in the following areas:</p> <ul style="list-style-type: none"> • Why do countries invest in various areas? • What challenges exist? • What is each SABER domain and what drives each education area? • How is each SABER domain tool helping to improve education systems? • How are countries and partner organizations using the SABER domain tools to improve system effectiveness? 	http://saber.worldbank.org/index.cfm?indx=6	
SABER Infographic	<p>This infographic was also created in advance of the Making Systems Work: A Global Conference on Education Systems conference in 2016 in order to explain the SABER education system. It is currently featured on the SABER website.</p>	http://saber.worldbank.org/index.cfm?indx=5	

Annex 5: SABER in Action and Smarter Education Systems for a Brighter Future Briefs

SABER in Action Briefs

- 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](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

Smarter Education Systems for a Brighter Future 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 http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_EDR_Brief.pdf
 - SABER Brief – School Health School Feeding http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_SHN_Brief.pdf
 - SABER Brief – Teachers http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_TCH_Brief.pdf
 - 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 <http://documents.worldbank.org/curated/en/2015/07/24836519/supporting-great-teaching>
 - Skills for Jobs in the 21st Century <http://documents.worldbank.org/curated/en/2015/07/24835071/skills-jobs-21st-century>
 - Information & Communications Technologies And Education <http://documents.worldbank.org/curated/en/2015/07/24835074/information-communications-technologies-education>
 - Why Student Assessment Matters <http://documents.worldbank.org/curated/en/2015/07/24835065/student-assessment-matters>

Systems Approach for Better Education Results (SABER)

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