Key service-delivery measurement tools

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ESDP HD Learning Week 2013
• SABER Teachers

• Facility Surveys:
  • Service Delivery Indicators (SDI)
  • Quantitative Service Delivery Surveys (QSDS)
  • Public Expenditure Tracking Surveys (PETS)

• PISA / TIMSS/PIRLS/SACMEQ/PASEC/LLECE
• Impact Evaluations
• EdStats
MEASURING POLICY IMPLEMENTATION AND QUALITY OF SERVICE DELIVERY
Measuring teacher performance & behavior: Quantitative Service Delivery Surveys (QSDS)

• Take the facility (or staff) as the unit of analysis
  – Could be complemented with a household/users survey
• Send enumerators to school to observe
  – Unannounced visits may be important
• Collect quantitative information about
  – Physical infrastructure
  – Staff characteristics
  – Income and expenditures
  – Governance and management
  – Characteristics/Quality of service provision
  – Outcomes
  – Teaching quality (teacher observation studies)
A framework of accountability

- The State
  - Politicians
  - Policymakers

- Citizens/Clients
  - Non-Poor
  - Poor

- Providers
  - Frontline
  - Organizations

Voice / Politics
Incentives
Client Power

Source: WDR 2004
Results from QSDS: Teacher absenteeism

Results from QSDS: Effective supply of teachers

PNG 2002: Depletion of the effective supply of teachers

Source: PESD 2002.
Results from QSDS: Time on task

Sources: Egypt, Yemen and Lebanon from Lane and Millot (2002); Tunisia, Pernambuco, Morocco and Ghana from Abhadzi, Millot and Prouty (2006); Cambodia from Benveniste, Marshall and Araujo (2008); and Laos from Benveniste, Marshall and Santibanez (2007). Kenya, Senegal and Tanzania from SDI.
Service Delivery Indicators in SSA

→ Africa-wide initiative

→ Partnership between WB, AfDB, AERC as well as Hewlett Foundation and hopefully others

→ Vision to be a highly trusted data source in Africa, anticipated by policymakers, NGOs and the media every 2-3 years, and be used to inform policies, track performance and hold officials accountable.
Service Delivery Indicators (SDI) in SSA

Facility-level surveys to understand what happens inside the classroom or health clinic

Primary data collection by a local think tank partner

Nationally representative sample, also statistically significant for rural/urban and by provider type

Consistent methodology for comparable data across countries

Disseminate results within 5 months and make anonymized data public
<table>
<thead>
<tr>
<th></th>
<th>Senegal</th>
<th>Tanzania</th>
<th>Kenya</th>
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</thead>
<tbody>
<tr>
<td><strong>Teaching Quality</strong></td>
<td></td>
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<tr>
<td>Teachers absent on a given day</td>
<td>18%</td>
<td>23%</td>
<td>16%</td>
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<tr>
<td>Teachers absent from classroom</td>
<td>29%</td>
<td>53%</td>
<td>42%</td>
</tr>
<tr>
<td>Time children are in school being taught/day</td>
<td>3h 15m</td>
<td>2h 04 min</td>
<td>2h 40m</td>
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<tr>
<td>Teachers with minimum knowledge – language</td>
<td>52%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Teachers with minimum knowledge – math</td>
<td>75%</td>
<td>73%</td>
<td>59%</td>
</tr>
<tr>
<td><strong>School Environment</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Schools with electricity, water, and sanitation</td>
<td>16%</td>
<td>3%</td>
<td>59%</td>
</tr>
<tr>
<td>Student-teacher ratio</td>
<td>29:1</td>
<td>49:1</td>
<td>34:1</td>
</tr>
<tr>
<td>Textbooks per student</td>
<td>2.5</td>
<td>1</td>
<td>0.41</td>
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</tbody>
</table>
Where are we now on SDI?
Measuring flows and effects of funding: Public Expenditure Tracking Surveys (PETS)

- Diagnostic or monitoring tool to understand problems in budget execution
  - delays/predictability of public funding
  - leakage / shortfalls in public funding
  - discretion in allocation of resources
- Data collected from different levels of government, including service delivery units
- Reliance on record reviews, but also head teacher/health facility manager interviews
- Variation in design depending on perceived problems, country, and sector
## Disbursed public spending on school grants that actually reach schools

**Percent of school grants that actually reach schools**

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<tbody>
<tr>
<td>Ghana 1997/98</td>
<td></td>
<td>51</td>
<td>330</td>
<td>1880</td>
</tr>
<tr>
<td>Kenya 2004 (secondary school bursary funds)</td>
<td></td>
<td>78</td>
<td>250</td>
<td>810</td>
</tr>
<tr>
<td>Madagascar 2002</td>
<td></td>
<td>88</td>
<td>2050</td>
<td>4610</td>
</tr>
<tr>
<td>Peru 2001 (utilities)</td>
<td></td>
<td>70 / 97</td>
<td>670</td>
<td>2280</td>
</tr>
<tr>
<td>PNG (2001/2002)</td>
<td></td>
<td>72 / 93</td>
<td>280</td>
<td>510</td>
</tr>
<tr>
<td>Tanzania 2002-2003</td>
<td></td>
<td>62</td>
<td>270</td>
<td>1250</td>
</tr>
<tr>
<td>Zambia 2001 (discretion/rule)</td>
<td></td>
<td>24 / 90</td>
<td>320</td>
<td>740</td>
</tr>
</tbody>
</table>

Tracing the effects of funding flows:
Substitution between grants and local government funding

Indonesia 2000: Sources of school funding by grant receipt and public/private status

Primary schools

- In public schools, local government spending adjusted in response to grant
- No adjustment in private schools

Junior Secondary schools

Tracing the effects of funding flows:
Substitution between grants and local government funding
Tracing the effects of funding flows: Substitution between grants and household spending

Zambia 2001: Effect of a 100 Kwacha increase in expected and unexpected school grants on household expenditures on education

Household spending falls by about 45 for each additional 100 Kwacha spent on anticipated grants

Delay in ability to use subsidy: PNG 2001

Percent who received any subsidy

Weeks delay

Note: Q1,Q3=National, Q2,Q4=Provincial
Funding education in PNG

2001, million Kina

Source: Based on information collected during the PESD 2002 survey.
Measuring policy implementation in conjunction with SABER

• QSDS, teacher observation, PETS capture both:
  – service delivery quality
  – some aspects of policy implementation

• SABER will complement these existing tools:
  – Developing other tools for measuring implementation as complement to SABER Policy Tools
  – Pilot efforts: Measuring school-level implementation of teacher policies in India
  – Can reveal implementation gaps
Some resources

- Using Public Expenditure Tracking Surveys to Monitor Projects and Small-Scale Programs (Koziol & Tolmie, World Bank). [http://hdl.handle.net/10986/2502](http://hdl.handle.net/10986/2502)
- Data, questionnaires, etc... from Quality of Service Delivery Surveys (QSDS) & Public Expenditure Tracking Surveys (PETS). [http://pets.prognoz.com](http://pets.prognoz.com)
Activity

• Various areas for improvement
• How did you determine priority areas?
• What questions do you have after using these resources?
• What next steps would you take?
Additional Resources