

## SABER-School Finance Scoring Rubric

Goal	Lever	Indicator	Latent	Emerging	Established	Advanced
1. Ensuring basic conditions for learning	1A: Are there policies to ensure basic inputs?	1. Is there is a clearly stated policy to require that basic infrastructure is provided in primary schools?	No, there are no policies to require that electricity, water, or functional hygienic facilities are provided	Yes, there is a policy to require that water, electricity, or functional hygienic facilities are provided	Yes, there are policies to require that electricity, water, and functional hygienic facilities are provided	
1. Ensuring basic conditions for learning	1A: Are there policies to ensure basic inputs?	2. Is there is a clearly stated policy to require that teaching and learning materials are provided in primary schools?	No, there are no policies to require that textbooks, libraries, or computers are provided	Yes, there is a policy to require that textbooks or libraries are provided	Yes, there are policies to require that textbooks and libraries are provided	Yes, there are policies to require that textbooks, libraries, and computers (or comparable information and communication technology) are provided
1. Ensuring basic conditions for learning	1A: Are there policies to ensure basic inputs?	3. What are the minimum educational requirements to become a primary school teacher?	At or below ISCED-4A	ISCED-5B	ISCED-5A	Above ISCED-5A
1. Ensuring basic conditions for learning	1A: Are there policies to ensure basic inputs?	4. Is there is a clearly stated policy to require that basic infrastructure is provided in secondary schools?	No, there are no policies to require that electricity, water, or functional hygienic facilities are provided	Yes, there is a policy to require that water, electricity, or functional hygienic facilities are provided	Yes, there are policies to require that electricity, water, and functional hygienic facilities are provided	
1. Ensuring basic conditions for learning	1A: Are there policies to ensure basic inputs?	5. Is there is a clearly stated policy to require that teaching and learning materials are provided in secondary schools?	No, there are no policies to require that textbooks, libraries, or computers are provided	Yes, there is a policy to require that textbooks or libraries are provided	Yes, there are policies to require that textbooks and libraries are provided	Yes, there are policies to require that textbooks, libraries, and computers (or comparable information and communication technology) are provided
1. Ensuring basic conditions for learning	1A: Are there policies to ensure basic inputs?	6. What are the minimum educational requirements to become a secondary school teacher?	At or below ISCED-4A	ISCED-5B	ISCED-5A	Above ISCED-5A
1. Ensuring basic conditions for learning	1B: Are there established learning goals?	1. Are there system-wide performance goals at the primary level?	There are no performance goals	Goals include completion rates	Goals include proficient scores on large-scale student achievement assessments	Goals include progression to the next level of education

<b>1. Ensuring basic conditions for learning</b>	<b>1B: Are there established learning goals?</b>	<b>2. Are there system-wide performance goals at the secondary level</b>	There are no performance goals	Goals include completion rates	Goals include proficient scores on large-scale student achievement assessments	Goals include progression to tertiary level or entry into the workforce
<b>2. Monitoring learning conditions and outcomes</b>	<b>2A: Are there systems in place to monitor learning conditions?</b>	<b>1. What is the scope of available data for the following inputs: potable water, functional hygienic facilities, electricity, qualified teachers, textbooks, libraries, and computers?</b>	Education statistics cover 1 to 2 of the inputs	Education statistics cover 3 to 4 of the inputs	Education statistics cover 5 to 6 of the inputs	Education statistics cover 7 of the inputs
<b>2. Monitoring learning conditions and outcomes</b>	<b>2A: Are there systems in place to monitor learning conditions?</b>	<b>2. How frequently is a school census produced?</b>	School census is produced more than every 5 years, or not produced	Census of schools is produced every 2-5 years	School census is produced every 2 years	School census is produced annually
<b>2. Monitoring learning conditions and outcomes</b>	<b>2A: Are there systems in place to monitor learning conditions?</b>	<b>3. Is administrative school data centrally reported in a timely manner?</b>	Student enrollment and teacher data are never reported	Student enrollment and teacher data are reported 1 or 2 times a year	Student enrollment and teacher data are reported 3 or 4 times a year	Student enrollment and teacher data are reported at least every month
<b>2. Monitoring learning conditions and outcomes</b>	<b>2A: Are there systems in place to monitor learning conditions?</b>	<b>3a. Is student attendance reported in a timely manner?</b>	Student attendance is never reported	Student attendance is reported 1 or 2 times a year	Student attendance is reported 3 or 4 times a year	Student attendance is reported at least every month
<b>2. Monitoring learning conditions and outcomes</b>	<b>2B: Are there systems in place to assess learning outcomes?</b>	<b>1. How often are large-scale student achievement assessments administered?</b>	Large-scale student achievement assessments are not administered	Fewer than 2 times in 5 years	2 to 4 times in 5 years	Annually
<b>2. Monitoring learning conditions and outcomes</b>	<b>2B: Are there systems in place to assess learning outcomes?</b>	<b>2. Who participates in the large-scale student achievement assessments program?</b>	Large-scale student achievement assessments are not administered	A non-representative sample of students	A representative random sample of students	All students at a given grade(s) or age(s) level
<b>2. Monitoring learning conditions and outcomes</b>	<b>2B: Are there systems in place to assess learning outcomes?</b>	<b>3. Does the large-scale student achievement assessment program target grades in each level of schooling?</b>	Large-scale student achievement assessments are not administered	Yes, the assessment targets at least 1 grade in primary or secondary schooling	Yes, the assessment targets 1 grade in primary and secondary schooling	Yes, the assessment targets more than 1 grade in both primary and secondary schooling

<b>2. Monitoring learning conditions and outcomes</b>	<b>2B: Are there systems in place to assess learning outcomes?</b>	<b>4. Do results from the large-scale student achievement assessment allow for disaggregation by student characteristics?</b>	Large-scale student achievement assessments are not administered	No disaggregation is possible	Yes, assessment results allow for disaggregation by school or student characteristics	Yes, assessment results allow for disaggregation by school and student characteristics
<b>2. Monitoring learning conditions and outcomes</b>	<b>2B: Are there systems in place to assess learning outcomes?</b>	<b>5. Are assessment data accessible and useable by those in the planning unit?</b>	Large-scale student achievement assessments are not administered	No, data are not available to those in the planning unit	Yes, data are available to those in the planning unit	Yes, data at a disaggregated level are available to those in the planning unit
<b>3. Overseeing service delivery</b>	<b>3A: What mechanisms are in place to verify the availability of physical resources at schools?</b>	<b>1. Are there mechanisms to track how many effective school days are in the primary school year?</b>	No, mechanisms do not exist	Yes, central mechanisms are in place to track how many effective school days are at the national level	Yes, central mechanisms are in place to track how many effective school days are by subnational division	Yes, central mechanisms are in place to track how many effective school days are at the school level
<b>3. Overseeing service delivery</b>	<b>3A: What mechanisms are in place to verify the availability of physical resources at schools?</b>	<b>2. Are there mechanisms to track how many effective school days are in the secondary school year?</b>	No, mechanisms do not exist	Yes, central mechanisms are in place to track how many effective school days are at the national level	Yes, central mechanisms are in place to track how many effective school days are by subnational division	Yes, central mechanisms are in place to track how many effective school days are at the school level
<b>3. Overseeing service delivery</b>	<b>3A: What mechanisms are in place to verify the availability of physical resources at schools?</b>	<b>3. Are there mechanisms to track the proportion of primary schools that had prescribed textbooks within the first month of school?</b>	No, mechanisms do not exist	Yes, and information is available more than 1 month after the start of the school year, but before the year is over	Yes, and information is available within 1 month of the start of the school year	
<b>3. Overseeing service delivery</b>	<b>3A: What mechanisms are in place to verify the availability of physical resources at schools?</b>	<b>4. Are there mechanisms to track the proportion of secondary schools that had prescribed textbooks within the first month of school?</b>	No, mechanisms do not exist	Yes, and information is available more than 1 month after the start of the school year, but before the year is over	Yes, and information is available within 1 month of the start of the school year	
<b>3. Overseeing service delivery</b>	<b>3A: What mechanisms are in place to verify the availability of physical resources at schools?</b>	<b>5. How is school construction expenditure monitored?</b>	No authority	Monitored by contractor	Monitored by school or government agency	

3. Overseeing service delivery	3B: What mechanisms are in place to verify the availability of human resources at schools?	1. How is teacher attendance monitored?	No one	The teacher him/herself	A school director	Unannounced visits from a subnational authority
3. Overseeing service delivery	3B: What mechanisms are in place to verify the availability of human resources at schools?	2. Is there a policy to ensure that substitute teachers are provided when teachers are absent?	No, there is no substitute teacher policy	Yes, for short- or long-term absences	Yes, for short- and long-term absences	
3. Overseeing service delivery	3B: What mechanisms are in place to verify the availability of human resources at schools?	3. Are there penalties for teacher absenteeism?	No, there are no penalties	Yes, a penalty of a written reprimand	Yes, a penalty of reduced chance of promotion or salary cut	Yes, a penalty of dismissal
4. Budgeting with adequate and transparent information	4A: Is there an informed budget process?	1. To what extent does the budget use explicit criteria at the national or subnational level to decide education funding?	No criteria	Criteria are used to allocate funding for current or capital expenditure	Criteria are used to allocate funding for both current and capital expenditure	Criteria are used to allocate funding for both current and capital expenditure, and include student performance
4. Budgeting with adequate and transparent information	4A: Is there an informed budget process?	2. What factors are taken into account for budget preparation?	Factors are not known	Historical levels	Enrollment or teacher demographics	Changes in unit costs
4. Budgeting with adequate and transparent information	4A: Is there an informed budget process?	3. Is there a multi-year budget process?	No forecasts of education expenditure are undertaken	Forecasts of education expenditure are prepared for at least two years, and include at least current or capital expenditure	Forecasts of education expenditure are prepared for at least two years, and include expenditure by current, capital, and functional classifications	Forecasts of education expenditure are prepared for at least three years, and include expenditure by current, capital, and functional classifications as well as the links to policy (objectives, activities, outputs)
4. Budgeting with adequate and transparent information	4B: Is the budget comprehensive and transparent?	1. Is the planned or executed budget classified in transparent ways?	The budget is based on administrative break-down, or other system that is not economic or sub-functional	The budget is based on administrative and economic classification	The budget is based on administrative, economic and sub-functional classification	The budget is based on administrative, economic, sub-functional, and programmatic classification

<b>4. Budgeting with adequate and transparent information</b>	<b>4B: Is the budget comprehensive and transparent?</b>	<b>2. Is documentation of the planned or executed budget comprehensive? <i>Information benchmarks: (i) Current year's budget; (ii) Summarized budget data for both revenue and expenditure; (iii) Prior year's budget outturn; (iv) Explanation of budget implications of new policy initiatives</i></b>	Recent budget documentation fulfills 1 or none of the information benchmarks	Recent budget documentation fulfills 2 of the information benchmarks	Recent budget documentation fulfills 3 of the information benchmarks	Recent budget documentation fulfills 4 of the information benchmarks
<b>4. Budgeting with adequate and transparent information</b>	<b>4B: Is the budget comprehensive and transparent?</b>	<b>3. Does the government publicly report on education budgets?</b>	It reports one of the following: planned annual budget, execution during the year, its end of the year execution and a report can be produced, or it does not report any of this information, or reports cannot be obtained	It reports 2 of the following: planned annual budget, execution during the year, or its end of the year execution, and reports can be obtained	It reports the following: planned annual budget, execution during the year, and its end of the year execution, and reports can be obtained	It reports the planned annual budget, execution during the year, its end of the year execution, availability of resources at the school level, and reports can be obtained
<b>4. Budgeting with adequate and transparent information</b>	<b>4B: Is the budget comprehensive and transparent?</b>	<b>4. Do subnational (or local) governments receive timely information on the amount of intergovernmental transfers?</b>	Estimates on transfers are issued after subnational governments' education budgets have been finalized	Information to subnational governments is issued less than 1 month before the start of the subnational fiscal year	Subnational governments are provided information on the allocations to be transferred to them between 1 and 3 months before the start of the subnational fiscal year	Subnational governments are provided information on the allocations to be transferred to them more than 3 months before the start of the subnational fiscal year
<b>4. Budgeting with adequate and transparent information</b>	<b>4B: Is the budget comprehensive and transparent?</b>	<b>5. Is education expenditure from subnational governments (or local) consolidated at the national level (or subnational)?</b>	Education expenditure information is not collected and consolidated for subnational governments, or it is consolidated more than 24 months after the end of the fiscal year	Education expenditure information is collected for subnational governments and consolidated into annual reports within 24 months of the end of the fiscal year	Education expenditure information is collected for subnational governments and consolidated into annual reports within 18 months of the end of the fiscal year	Education expenditure information is collected for subnational governments and consolidated into annual reports within 10 months of the end of the fiscal year
<b>5. Providing more resources to students who need them</b>	<b>5A: Are more public resources available to students from disadvantaged backgrounds?</b>	<b>1. Are there policies to provide more public resources to schools or households with socio-economically disadvantaged students?</b>	No, there are no policies to provide additional resources	Yes, there are policies to provide additional resources to schools and/or households, but only some schools or households that meet the criteria are eligible	Yes, there are policies to provide additional resources to schools or households, and all schools or households that meet the criteria are eligible	Yes, there are policies to provide additional resources to schools and households, and all schools and households that meet the criteria are eligible

5. Providing more resources to students who need them	5A: Are more public resources available to students from disadvantaged backgrounds?	2. How are the needs of socio-economically disadvantaged students identified?	No systematic method for identifying needs	Needs are projected from historical levels without use of household survey data or targeting is primarily geographical based	Analysis of household survey data (proxy means test) is performed	Needs are identified for individual students at least annually
5. Providing more resources to students who need them	5A: Are more public resources available to students from disadvantaged backgrounds?	3. Are there policies to provide more resources to schools or households with other disadvantaged students (ethnicity, gender, native language, urban/rural)?	No, there are no policies to provide additional resources	Yes, there are policies to provide additional resources to schools and/or households, but only some schools or households that meet the criteria are eligible	Yes, there are policies to provide additional resources to schools or households, and all schools or households that meet the criteria are eligible	Yes, there are policies to provide additional resources to schools and households, and all schools that meet the criteria are eligible
5. Providing more resources to students who need them	5A: Are more public resources available to students from disadvantaged backgrounds?	4. How are the needs of other disadvantaged students (ethnicity, gender, native language, urban/rural) identified?	No clear method for identifying needs	Needs are projected from historical levels without use of household survey data or targeting is primarily geographical based	Analysis of household survey data (documenting inequities) is performed	Needs are identified for individual students at least annually
5. Providing more resources to students who need them	5A: Are more public resources available to students from disadvantaged backgrounds?	5. Where do students with disabilities or special needs receive their education?	No special schools or mainstream education	Special schools	Special schools and mainstream education	Mainstream education only
5. Providing more resources to students who need them	5A: Are more public resources available to students from disadvantaged backgrounds?	5a. Which special needs are met?		Yes, mobility, visual or hearing special needs are met	Yes, cognitive and mobility, visual or hearing special needs are met	Yes, socio-emotional as well as cognitive and mobility, visual or hearing special needs are met
5. Providing more resources to students who need them	5B: Do payments for schooling represent a small share of income for low income families?	1. What types of school fees are charged at the primary level?	There are tuition fees, and fees for more than one of the following: PTA, textbooks, matriculation, assessments	There are tuition fees, or tuition fees and fees for one of the following: PTA, textbooks, matriculation, assessments	There are no tuition fees, but there are fees for at least one of the following: PTA, textbooks, matriculation, assessments	There are no fees for tuition, PTA, or textbooks, matriculation, or assessments
5. Providing more resources to students who need them	5B: Do payments for schooling represent a small share of income for low income families?	1a. Are there mandatory waivers for students that are from disadvantaged backgrounds at the primary level?		No	Yes, waivers exist, but not for all fees	Yes, waivers exist for all fees

<b>5. Providing more resources to students who need them</b>	<b>5B: Do payments for schooling represent a small share of income for low income families?</b>	<b>2. What types of school fees are charged at the secondary level?</b>	There are tuition fees, and fees for more than one of the following: PTA, textbooks, matriculation, assessments	There are tuition fees, or tuition fees and fees for one of the following: PTA, textbooks, matriculation, assessments	There are no tuition fees, but there are fees for at least one of the following: PTA, textbooks, matriculation, assessments	There are no fees for tuition, PTA, or textbooks, matriculation, or assessments
<b>5. Providing more resources to students who need them</b>	<b>5B: Do payments for schooling represent a small share of income for low income families?</b>	<b>2a. Are there mandatory waivers for students that are from disadvantaged backgrounds at the secondary level?</b>		No	Yes, waivers exist, but not for all fees	Yes, waivers exist for all fees
<b>6. Managing resources efficiently</b>	<b>6A: Are there systems in place to verify the use of educational resources?</b>	<b>1. How frequently is the personnel database updated during the calendar year?</b>	1 to 2 times, or never	3 to 5 times	6 to 8 times	9 or more times
<b>6. Managing resources efficiently</b>	<b>6A: Are there systems in place to verify the use of educational resources?</b>	<b>2. How frequently is employment status of education staff verified during the calendar year?</b>	Personnel and payroll data are checked 1 to 2 times, or never	Personnel and payroll data are checked 3 to 5 times	Personnel and payroll data are checked 6 to 8 times	Personnel and payroll data are checked 9 or more times
<b>6. Managing resources efficiently</b>	<b>6A: Are there systems in place to verify the use of educational resources?</b>	<b>3. Does the legal and regulatory framework for school construction contracts promote transparency and competitiveness?</b>	The legal and regulatory framework does not make open competition the default method of procurement, opportunities to bid for contracts are not publicly announced, and there is no defined process to submit and address complaints	The legal and regulatory framework makes open competition the default method of procurement or opportunities to bid for contracts are publicly announced	The legal and regulatory framework makes open competition the default method of procurement and opportunities to bid for contracts are publicly announced	The legal and regulatory framework makes open competition the default method of procurement, opportunities to bid for contracts are publicly announced, and there is a defined process to submit and address complaints
<b>6. Managing resources efficiently</b>	<b>6B: Are education expenditures audited?</b>	<b>1. Are internal audits carried out and reported?</b>	Reports are either non-existent or do not happen at least every 2 years	Reports are issued at least every 2 years for authorities that are responsible for education spending, but may not be submitted to the ministry of finance and/or the Supreme Audit Institution	Reports are issued at least every 2 years for authorities that are responsible for education spending and distributed to the ministry of finance and/or the Supreme Audit Institution	Reports are issued annually and are distributed to ministry of finance and/or the Supreme Audit Institution

6. Managing resources efficiently	6B: Are education expenditures audited?	1a. Are there consequences for failed internal audits?		There are no consequences for failed internal audits	Consequences for failed internal audit include improved supervision	Consequences for failed internal audit include severe sanctions for staff (e.g. dismissal or salary cut)
6. Managing resources efficiently	6B: Are education expenditures audited?	2. Are external audits carried out?	There are no external audits	Audits cover at least expenditure, but there are no consequences for failed audits	Audits cover expenditure, and there are consequences for failed audits	Audits cover expenditure and revenue, and there are consequences for failed audits
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>1. What proportion of primary schools has access to electricity?</b>	Less than 50% of students have access or no data	50 to 69% of students have access	70 to 89% of students have access	90% or more of students have access
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>2. What proportion of primary school students has access to potable water?</b>	Less than 50% of students have access or no data	50 to 89% of students have access	90 to 94% of students have access	95 to 100% of students have access
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>3. What proportion of primary school students has access to functional hygienic facilities?</b>	Less than 50% of students have access or no data	50 to 89% of students have access	90 to 94% of students have access	95 to 100% of students have access
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>4. What proportion of primary school students has access to libraries?</b>	Less than 50% of students have access	50 to 69% of students have access	70 to 89% of students have access	90% or more of students have access
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>5. What is the number of textbooks per primary school student?</b>	There is less than 1 textbook per student	There are at least 2 textbooks per student	There are at least 3 textbooks per student	There are at least 4 textbooks per student
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>6. What proportion of primary school students has access to computers (or comparable information and communication technology)?</b>	Less than 50% of students have access	50 to 69% of students have access	70 to 89% of students have access	90% or more of students have access
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>7. What share of primary school teachers meet the qualifications to teach?</b>	Less than 50% of teachers are qualified	50 to 69% of teachers are qualified	70 to 89% of teachers are qualified	90% or more of teachers are qualified
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>8. What is the primary graduation rate?</b>	Primary graduation rate is less than 75%	Primary graduation rate is between 75 and 90%, or over 100%	Primary graduation rate is between 90 and 95%	Primary graduation rate is more than 95%
<b>Policy in Practice</b>	<b>*1a. Ensuring basic conditions for learning in primary schools</b>	<b>9. What share of primary school students transition to secondary school?</b>	Less than 75% of students transition	Between 75 and 90% of students transition	Between 90 and 95% of students transition	More than 95% of students transition

Policy in Practice	*1a. Ensuring basic conditions for learning in primary schools	10. What share of primary school students are proficient in large-scale student achievement assessments of reading?	Less than 70% of students	At least 70% of students	At least 85% of students	More than 95% of students
Policy in Practice	*1a. Ensuring basic conditions for learning in primary schools	11. What share of primary school students are proficient in large-scale student achievement assessments of math?	Less than 70% of students	At least 70% of students	At least 85% of students	More than 95% of students
Policy in Practice	*1a. Ensuring basic conditions for learning in primary schools	12. What is public spending per primary student as a percent of per capita GDP?	Less than 10%	10 to 12%	13 to 18%	More than 18%
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	1. What proportion of secondary schools has access to electricity?	Less than 50% of students have access	50 to 69% of students have access	70 to 89% of students have access	90% or more of students have access
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	2. What proportion of secondary students has access to potable water?	Less than 50% have access or no data	50 to 89% of students have access	90 to 94% of students have access	95 to 100% of students have access
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	3. What proportion of secondary school students has access to functional hygienic facilities?	Less than 50% have access or no data	50 to 89% of students have access	90 to 94% of students have access	95 to 100% of students have access
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	4. What proportion of secondary school students has access to libraries?	Less than 50% of students have access	50 to 69% of students have access	70 to 89% of students have access	90% or more of students have access
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	5. What is the number of textbooks per secondary school student?	There is less than 1 textbook per student	There are at least 2 textbooks per student	There are at least 3 textbooks per student	There are at least 4 textbooks per student
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	6. What proportion of secondary school students has access to computers (or comparable information and communication technology)?	Less than 50% of students have access	50 to 69% of students have access	70 to 89% of students have access	90% or more of students have access
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	7. What share of secondary school teachers meet the qualifications to teach?	Less than 50% of teachers are qualified	50 to 69% of teachers are qualified	70 to 89% of teachers are qualified	90% or more of teachers are qualified
Policy in Practice	*1b. Ensuring basic conditions for learning in	8. What is the lower secondary graduation rate?	Lower secondary graduation rate is less than 60%	Lower secondary graduation rate is between 60 and 80%, or over 100%	Lower secondary graduation rate is between 80 and 90%	Lower secondary graduation rate is more than 90%

	secondary schools					
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	9. What share of secondary school students are proficient in large-scale student achievement assessments of reading?	Less than 70% of students	At least 70% of students	At least 85% of students	More than 95% of students
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	10. What share of secondary school students are proficient in large-scale student achievement assessments of math?	Less than 70% of students	At least 70% of students	At least 85% of students	More than 95% of students
Policy in Practice	*1b. Ensuring basic conditions for learning in secondary schools	11. What is public spending per secondary student as a percent of per capita GDP?	Less than 10%	10 to 14%	15 to 20%	More than 20%
Policy in Practice	*3. Overseeing service delivery	1. In the last school year, how many effective school days were in the primary school year?	Less than 600 hours or no data	600 hours or more but less than 800	800 hours or more but less than 1000	1000 hours or more
Policy in Practice	*3. Overseeing service delivery	2. In the last school year, how many effective school days were in the secondary school year?	Less than 600 hours or no data	600 hours or more but less than 800	800 hours or more but less than 1000	1000 hours or more
Policy in Practice	*3. Overseeing service delivery	3. In the last school year, what proportion of primary schools had prescribed textbooks within the first month of school?	No data are available on this indicator	Less than 75%	Between 75 and 90%	More than 90%
Policy in Practice	*3. Overseeing service delivery	4. In the last school year, what proportion of secondary schools had prescribed textbooks within the first month of school?	No data are available on this indicator	Less than 75%	Between 75 and 90%	More than 90%
Policy in Practice	*5. Providing more resources to students who need them	1. What share of total public education spending is provided to schools and households with socio-economically disadvantaged students?	1% or less, or no information	Between 1% and 2%	2% or more	

<b>Policy in Practice</b>	<b>*5. Providing more resources to students who need them</b>	<b>2. What share of total public education spending is provided to schools and households with other disadvantaged students (ethnicity, gender, native language, urban/rural)?</b>	1% or less or no information	Between 1% and 2%	2% or more	2% or more
<b>Policy in Practice</b>	<b>*5. Providing more resources to students who need them</b>	<b>3. What share of total public education spending is provided for students with disabilities or special needs?</b>	Less than 1% or no information	More than 1% and less than 3%	3% or more	
<b>Policy in Practice</b>	<b>*5. Providing more resources to students who need them</b>	<b>4. What share of primary school age girls are enrolled in school?</b>	Net enrollment rate is less than 75%	Net enrollment rate is between 75 and 90%	Net enrollment rate is between 90 and 95%	Net enrollment rate is more than 95%
<b>Policy in Practice</b>	<b>*5. Providing more resources to students who need them</b>	<b>5. What share of primary school age boys are enrolled in school?</b>	Net enrollment rate is less than 75%	Net enrollment rate is between 75 and 90%	Net enrollment rate is between 90 and 95%	Net enrollment rate is more than 95%
<b>Policy in Practice</b>	<b>*5. Providing more resources to students who need them</b>	<b>6. What share of secondary school age girls are enrolled in school?</b>	Net enrollment rate is less than 50%	Net enrollment rate is between 50 and 75%	Net enrollment rate is between 75 and 90%	Net enrollment rate is more than 90%
<b>Policy in Practice</b>	<b>*5. Providing more resources to students who need them</b>	<b>7. What share of secondary school age boys are enrolled in school?</b>	Net enrollment rate is less than 50%	Net enrollment rate is between 50 and 75%	Net enrollment rate is between 75 and 90%	Net enrollment rate is more than 90%
<b>Policy in Practice</b>	<b>*5. Providing more resources to students who need them</b>	<b>8. Do the poor devote a small share of their household expenditure to education?</b>	Poorest spends more than 8%	Poorest spends between 5 and 8%	Poorest spends between 3 and 5%	Poorest spends less than 3%