

**THE WORLD BANK**

**SYSTEM APPROACH FOR BETTER EDUCATION RESULTS (SABER)**

**Data Collection Instrument for SABER - School Autonomy and Accountability 2.0**

**Purpose of the SABER-School Autonomy and Accountability**

SABER-School Autonomy and Accountability helps countries to identify the depth and scope of their programs and policies for school-based management. The SABER-SAA assessment result is a quick but comprehensive review of the enabling conditions for improved teaching and learning. As such, it allows countries to identify where to focus on improving the programs and policies that can foster autonomy and accountability, drawing on school and student assessment information. Countries can use the findings of SABER-School Autonomy and Accountability as a benchmark for tracking their progress in strengthening school autonomy and accountability policies, as well as for comparing with and learning from other countries.

School autonomy and accountability is one of several domains in The World Bank's SABER initiative. Information on SABER can be found at

<http://go.worldbank.org/NK2EK7MKV0>.

All data produced by this initiative will be available to the public for research and analysis. However, country data will be reviewed by The World Bank SABER team and the country's government before information is uploaded to the SABER website.

**Instructions for filling out the questionnaire:**

1. Answer every question. In order to answer the questions, highlight the answer with gray color.
2. Provide a justification and reference document for each answer in the space provided next to the answer selected. The justification and reference provide the evidence to generate country report.
3. The reference documents (policy,laws,legislation, decrees, administrative directives, or any official authorization) are necessary evidences along with the justifications made in the questionnaire.
4. All questions refer to school autonomy and accountability in primary and secondary schools, both public and private. If the system of school governance for primary school is different than for secondary school, please fill out two separate questionnaires and label them accordingly.
5. Use the definitions provided in the attached glossary to fill out the questionnaire. This is important to ensure comparability across countries.
6. Some questions are written such as Q3i. This "i" means that these questions are for information purpose only and not related to scoring.

The Human Development Network Education Department of the World Bank developed this Data Collection Instrument. For questions, please contact Angela Demas at [ademas@worldbank.org](mailto:ademas@worldbank.org).

**THE WORLD BANK**  
**SABER - School Autonomy and Accountability Data Collection Instrument (DCI)**

Name of Country: \_\_\_\_\_

Dates of data collection (Enter as mm/dd/year): \_\_\_\_\_ to \_\_\_\_\_

This questionnaire applies to the following educational levels (mark with X):

1	<input type="checkbox"/>	Primary
2	<input type="checkbox"/>	Secondary
3	<input type="checkbox"/>	Both

	Policy Goal	Policy Action	
Autonomy	Level of autonomy in the planning and management of school budget	1A	Legal authority over the management of the operational budget
		1B	Legal authority over the management of the non-teaching staff salary
		1C	Legal authority over the management of the teacher salary
		1D	Legal authority to raise additional funds for the school
		1E	Collaborative budget planning
	Level of autonomy in personnel management	2A	Autonomy in teacher appointment and deployment decision
2B		Autonomy in non-teaching staff appointment and deployment decision	
2C		Autonomy in school principal appointment and deployment decision	
Participation	Role of school council in school governance	3A	Participation of the school council in budget preparation
		3B	Participation of the school council in financial oversight
		3C	Participation of the school council in personnel management
		3D	Participation of the school council in school activities
		3E	Participation of the school council in learning inputs
		3F	Transparency in community participation
Assessment	School and student assessment	4A	Existence and Frequency of school assessments
		4B	Use of school assessments for making school adjustments
		4C	Existence and Frequency of standardized student assessments
		4D	Use of standardized student assessments for making school adjustments
		4E	Publication of student assessments
Accountability	Accountability to Stakeholders	5A	Guidelines for the use of results of student assessments
		5B	Analysis of school and student performance
		5C	Degree of Financial accountability at the central level, regional, municipal, local and school level
		5D	Degree of Accountability in school operations
		5E	Degree of learning accountability

Annex	
Glossary (work in progress)	
Term	Definition
Accountability	Acceptance of responsibility and being answerable for one's actions
Additional funds	Financial resources that are available to schools in addition to usual transfer of the operational budget from local government or local education office. This could include local government grant for education, school grant, and parent/community member contribution, donation from private enterprises or philanthropists, and income-generation activities by schools.
Central level	Cabinet level offices, such as the National Ministry of Education. Its jurisdiction applies to the entire country. In case that states or provinces have responsibility for education administration instead of federal government, use states or provinces as central level
Civil Servant Agreement	The governmental laws and regulations that shape the nature of the the employment contract.
Civil Servant Teacher	A Teacher hired under Government contract.
Consequence*	A result of something that happened
Financial accountability	Acceptance of responsibility and being answerable for financial matters
Financial oversight	Act of checking that a process or system is working well in view of financial matters
Learning Accountability	Acceptance of responsibility and being answerable for learning outcomes
Learning inputs	Any inputs related to students' learning: students' attendance, curriculum, priority subjects, non-core subjects, teaching textbooks/learning materials, teachers' time on task, and tutoring before/after normal class.
Local level (municipal or local government)	Levels of authority below the regional government, such as District, Municipality or City. In some countries, the term could mean both decentralized organizations (district/municipal government) and deconcentrated organizations (local/municipal branches of the Ministry of Education).
National government/level	Same definition as central government/level
Non-teaching staff	Staff who work for school in terms of administrative work such as security guard, cook, cleaning or maintenance of facilities etc.
Operational accountability	Acceptance of responsibility and being answerable for what happen in schools and classrooms
Operational adjustment	Act of taking actions related to daily operation of schools, responding to the results
Operational budget	Budget transferred through the government channel for the day-to-day operation of schools excluding salaries for teachers and non-teaching staff and capital cost like school construction. Parental and community contribution as well as other source from government lines can be considered as <b>additional funds</b> .
Oversight	Act of checking that a process or system is working well. Oversight is a stronger act than voice in a sense that oversight has a control over how things are to be done.
Pedagogical adjustment	Act of taking actions related to pedagogical aspect (teaching and learning) of schools, responding to the results
Personnel adjustment	Act of taking actions related to personnel aspect of schools, responding to the results
Provision*	A condition or an arrangement in a legal document
Regional level	Level of authority below the national level but above the municipality and local levels. A regional government may be a group of municipalities or districts, or can be a State or Province. In some countries, the term could mean both decentralized organizations (state or provincial government) and deconcentrated organizations (regional branches of the Ministry of Education).
Reward*	A thing that you are given because you have done something good, worked hard
Sanction*	A course of action that can be used, if necessary, to make people obey a law or behave in a particular way
School activities	Any activity related to schools (inside and outside the classroom, infrastructure improvement, volunteer labor, materials, fundraising, and social events)
School assessment	Any types of assessment that collect students' information and measure their achievement. This could be in a form of school report card, school ranking, teacher performance and any other assessment related to school.
School autonomy	Authority provided for a school to have complete legal responsibility over its financial, operational, pedagogical, physical, and human resources
School budget	Any budget related to school activities. This is very similar to the operational budget but covers not only budget that school can handle on its own but also school grant and budget that government organizations have for the improvement of education at school level.
School councils	An institutional body that may include parents, community members, teachers, and the school director. There may be School Councils at the school level for each school; School Councils that oversee several schools; or School councils that oversee all schools in a municipality. In some countries this institution may be called a School Board or a School Management Committee. Parent-Teacher Association is similar to School Council but School Council is a more institutionalized body than a Parent-Teacher Association in terms of authority delegated. In countries where there is no School Council, and Parent-Teacher Associations are widespread, the PTA could be regarded as a School Council for purposes of answering this questionnaire.
School level	Any of the following individuals or groups: School principal, teacher, parent, community members, School Council members.
School operation	Things that happen in schools and classrooms including teaching, learning, and administration of schools
School principal	The person with the responsibility of managing the school on a day to day basis. In other countries that person may be referred to as the School Director, or as the Headmaster/head teacher

Standardized student assessment	An assessment designed to be given under specified, standard conditions to obtain learners cognitive level of achievement and related background information such as socio-economic status etc.
Student assessment	Any types of assessment which collect students' information and measure their achievement. This could include national/international large-scale assessment, examinations, and classroom assessment.
Sub-national	Level of authority below the national level
Teacher appointment	Act of selecting candidate to fill a position as teacher. This could be referred to teacher recruitment as well.
Teacher deployment	Act of distributing teachers to schools after they are appointed
Teacher removal	Act of dismissing teachers due to misconduct or any other serious reasons
Teacher transfer	Act of moving teachers from one school to another school
Union or civil service agreement	Agreements made between the employers and the unions of workers or the civil servants in terms of wage, work conditions etc.
Voice*	A right to express one's opinion and influence decisions

SABER - School Autonomy and Accountability Data Collection Instrument (DCI)

Policy Goal 1. Level of autonomy in planning and management of the school budget			
Policy Action 1A. Legal authority over management of the operational budget		Justifications	References
Q1	Who has the legal authority to prepare the operational budget of schools?		
<input type="checkbox"/>	1. Central level		
<input type="checkbox"/>	2. Regional level		
<input type="checkbox"/>	3. Local level (municipal/local government)		
<input type="checkbox"/>	4. School level (School Principal, School Council)		
Q2	If the answer is school level, are there any government guidelines for preparation of the operational budget of schools?		
<input type="checkbox"/>	1. No		
<input type="checkbox"/>	2. Yes		
Q3	Is there any consultation process with parents and community members mandated to prepare the operational budget of schools?		
<input type="checkbox"/>	1. No		
<input type="checkbox"/>	2. Yes		
Q4	Who has the legal authority to approve the operational budget of schools?		
<input type="checkbox"/>	1. Central level		
<input type="checkbox"/>	2. Regional level		
<input type="checkbox"/>	3. Local level (municipal/local government)		
<input type="checkbox"/>	4. School level (School Principal, School Council)		
Q5	Is there any consultation process with parents and community members mandated to approve the operation budget of schools?		
<input type="checkbox"/>	1. No		
<input type="checkbox"/>	2. Yes		
Q6	Who has the legal authority to execute the operational budget of schools?		
<input type="checkbox"/>	1. Central level		
<input type="checkbox"/>	2. Regional level		
<input type="checkbox"/>	3. Local level (municipal/local government)		
<input type="checkbox"/>	4. School level (School Principal, School Council)		
Q7	If the answer is school level, are there any government guidelines for execution of the operational budget of schools?		
<input type="checkbox"/>	1. No		
<input type="checkbox"/>	2. Yes		
Q8	Is there any consultation process with parents and community members mandated to execute the operation budget of schools?		
<input type="checkbox"/>	1. No		
<input type="checkbox"/>	2. Yes		
Policy Action 1B. Legal authority over management of non-teaching staff salaries		Justifications	References

SABER - School Autonomy and Accountability Data Collection Instrument (DCI)

Q1	Who has the legal authority over the <b>non-teaching staff</b> salary?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. School level (School Principal, School Council)		
Q2	Is there any non-teaching staff pay scale established as a guideline?		
	1. No		
	2. Yes		
Q3	If yes, who has legal authority to set pay scale for non-teaching staff?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. School level (School Principal, School Council)		
Q4	Is there any consultation process with parents and community members over non-teaching staff salaries?		
	1. No		
	2. Yes		

<b>Policy Action 1C. Legal authority over management of teachers salaries</b>	<b>Justifications</b>	<b>References</b>
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Q1i	What percent of public school teachers are civil servant teachers?		
	1.0-25%		
	2.26-50%		
	3.51-75%		
	4.76% and above		
Q2	Who has the legal authority over teachers salary?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. School level (School Principal, School Council)		
Q3	Is there any teacher pay scale established as a guideline?		
	1. No		
	2. Yes		
Q4	If yes, who has legal authority to set pay scale for teacher?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. School level (School Principal, School Council)		

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Q5	Is there any consultation process with parents and community members over teacher salaries?		
	1. No		
	2. Yes		

Policy Action 1D: Legal authority to raise additional funds for the school		Justifications	References
Q1	Can schools request <b>additional funds</b> from the following sources? (Choose all that apply)		
	1. No, Schools can not request any additional funds.		
	2. <b>Sub-national</b> government (regional/municipal/local government)		
	3. Parents/community members, private business, and/or non-government organization		
	4. Any other source (Please specify: _____)		

Policy Action 1E: Collaborative budget planning and preparation		Justifications	References
Q1	Are there any <b>provisions</b> to allow for the school level to propose a school budget to the national or sub-national level as a request for funding?		
	1. No		
	2. Yes		
	Are <b>national</b> and/or <b>sub-national</b> authorities mandated to use the proposed budget submitted by the school level?		
Q2			
	1. No		
	2. Yes		
Q3	If yes, how is the proposed budget submitted by the school level used for the transfer of resources to schools?		
	1. as reference		
	2. as main guide		



<b>Policy Goal 2. Level of autonomy in personnel management</b>		
<b>Policy Action 2A. Autonomy in teacher appointment and deployment decisions</b>	<b>Justifications</b>	<b>References</b>

<b>Q1</b>	Who has legal authority to appoint teachers?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. School level (School Principal, School Council)		
<b>Q2</b>	Are teacher appointments made under union or civil servant agreements?		
	1. No		
	2. Sometimes		
	3. Yes		
<b>Q3</b>	Are teacher appointments subject to final review by central level?		
	1. No		
	2. Yes		
<b>Q4</b>	Who has legal authority in teacher deployment decisions?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. School level (School Principal, School Council)		
<b>Q5</b>	Are teacher deployments made under union or civil servant agreements?		
	1. No		
	2. Sometimes		
	3. Yes		
<b>Q6</b>	Are teacher deployments subject to final review by central level?		
	1. No		
	2. Yes		
<b>Q7i</b>	Who has legal authority to transfer teachers?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. School level (School Principal, School Council)		
<b>Q8i</b>	Are teacher transfer made under union or civil servant agreements?		
	1. No		
	2. Sometimes		
	3. Yes		

<b>Policy Action 2B: Autonomy in non-teaching staff appointment and deployment decisions</b>	<b>Justifications</b>	<b>References</b>
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<b>Q1</b>	Who has legal authority to appoint and deploy non-teaching staff?		
	1. Central level		
	2. Regional level		

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	3. Local level (municipal/local government)		
	4. School level (School Principal, School Council)		
<b>Q2</b>	Are non-teaching staff appointments/deployment made under civil servant agreements?		
	1. No		
	2. Sometimes		
	3. Yes		

<b>Policy Action 2C: Autonomy in school principal appointment and deployment decisions</b>	<b>Justifications</b>	<b>References</b>
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<b>Q1</b>	Who has legal authority to appoint and deploy school principals?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. Local level (municipal/local government) in consultation with School Council/ local stakeholders		
	5. School level (School Council)		

<b>Q2</b>	Who is responsible for the performance evaluation of school principals to determine their tenure, transfer or removal?		
	1. Central level		
	2. Regional level		
	3. Local level (municipal/local government)		
	4. School level (School Council)		

Policy Goal 3. Participation of the school council in school governance	Justification	Reference
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Q1i Is there school council or similar organization to involve parents/community members/local stakeholders in school management?

	1.No			
	2.Yes			

Q2i If yes, what kind of roles/responsibility are school councils supposed to play and what are the membership of school councils or similar organization? (Please describe in justification column)

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Q3i If yes, what role school principals play in school councils (secretary etc.)? (Please describe in justification column)

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Policy Action 3A. Participation of the School Council in budget preparation	Justification	Reference
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Q1 What role do School Councils have in planning of school budget?

	1.No role			
	2.Voice in the non-salary budget items at school level			
	3.Voice in the the planning and preparation of all expenses at school level			

Q2 Who has the final responsibility for preparation of school budget ?

	1. Government authority			
	2. School principal			
	3. School principal in collaboration with School Council			
	4. School council			

Policy Action 3B: School Council Participation in Financial Oversight	Justification	Reference
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Q1 Do School Councils have legal standing as an organization?

	1.No			
	2.Yes			

Q2 If yes, do School Councils have authority over the following(Choose all that apply)

	1. No authority			
	2. Legal authority to have a voice on budget issues			
	3. Legal oversight authority on budget issues			

Policy Action 3C: School Council participation in Personnel Management	Justification	Reference
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Q1 Do School Councils have legal right or voice in teacher appointment, transfers, and removals?

	1.No			
	2.Yes			

Q2 If yes, do School Councils have authority over the following(Choose all that apply)

	1.Voice in teacher transfer			
	2.Voice in teacher appointment			
	3.Voice in teacher removal			
	4.Legal right to oversee teacher appointment, transfer, and removal			
	5.Legal right to appoint, transfer, and remove teachers			

Policy Action 3D: Community Participation in School Activities	Justification	Reference
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Q1 Are there formal instructions, manuals, or mandates for organizing community volunteers to participate in school activities?

	1.No			
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	2.Yes			
Q2	If yes, do these documents help organize volunteers to do the following;			
	1.Implement activities			
	2.Plan and implement activities			
	3.Plan, implement and evaluate activities			

Policy Action 3E: Community participation on Learning Inputs	Justification	Reference
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Q1	Do School Councils have legal authority to voice an opinion on learning inputs to the classroom?			
	1.No			
	2.Yes			

Q2	School Councils have legal oversight on:			
	1. No learning inputs			
	2. Some learning inputs			
	3. All learning inputs			

Q3i	Do School Councils have legal voice or oversight on learning inputs to the classroom for any of the following? (choose all that apply)			
	1. Pupils attendance			
	2. Curriculum			
	3. Priority subject			
	4. Non-core subject			
	5. Textbooks			
	6. Teaching and learning materials			
	7. Time on task			
	8. Tutoring before/after normal classes			
	9. Other			

Policy Action 3F: Transparency in Community Participation	Justification	Reference
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Q1	Are there any legal provisions for the open election of school council members?			
	1.No			
	2.Yes			

Q2	Are there any guidelines for calling general assemblies?			
	1.No			
	2.Yes			

Q3	Are there defined term limits for school council members?			
	1.No			
	2.Yes			

Q4	Are there regularly scheduled elections of school council members?			
	1.No			
	2.Yes			

Q5i	Is there any institution or unit in charge of providing policy direction and support to school councils?			
	1.No			
	2.Yes			

Q6i Is there any capacity building program by government for School Council member to understand its role/responsibility in school management?

	1.No			
	2.Yes			

Policy Goal 4. School and student assessment			
Policy Action 4A. Existence and frequency of school assessments		Justification	References

Q1	Are schools assessed using the Ministry of Education criteria?		
	1. No		
	2. Yes		
Q2	If yes, how often will it be assessed?		
	1. Not on a regular basis		
	2. Every few years		
	3. Every year		
	4. Every year including in-depth on a special topic (e.g. student poverty, school nutrition, migration)		

Policy Action 4B: Use of school assessments for making school adjustments		Justification	References
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Q1	Are schools obligated to use school assessments to make pedagogical, personnel, and operational adjustments?		
	1. No		
	2. Yes		
Q2	If yes in Q1, what type of adjustments? (Choose all that apply)		
	1. Pedagogical adjustments		
	2. Operational adjustments		
	3. Personnel adjustments		
Q3	If yes in Q1, who is mandated to analyze school assessment results?		
	1. Central Ministry of Education		
	2. Regional level		
	3. Municipal/local level		
Q4	Who is mandated to receive school assessment results and recommendations? (Choose all that apply)		
	1. Central Ministry of Education		
	2. Regional level		
	3. Municipal/local level		
	4. Schools		
Q5	If you choose "schools" in Q4, select one of response below		
	1. School may use the school assessment information to make pedagogical and operational adjustments		
	2. School must use the school assessment information to make pedagogical, personnel, and operational adjustments		

Policy Action 4C. Existence and frequency of standardized student assessments		Justification	References
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Q1	Are there any standardized tests used to assess students?		
	1. No		
	2. Yes		
Q2	If yes, how often are students assessed?		

Q3	1. Every few years		
	2. Every year		
What is the coverage of standardized student assessments?			
	1. Selected grades using representative samples of students. Indicate which grade(s) _____		
	2. Selected grades for all students in the country. Indicate which grade(s) _____		

Policy Action 4D: Use of standardized student assessments for pedagogical, operational, and personnel adjustments	Justification	References
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Q1	Are schools obligated to use standardized student assessments to make pedagogical, personnel, and operational adjustments?		
	1. No		
	2. Yes		
Q2	If yes in Q1, what type of adjustments? (Choose all that apply)		
	1. Pedagogical adjustments		
	2. Operational adjustments		
	3. Personnel adjustments		
Q3	If yes in Q1, who is mandated to analyze standardized student assessments results?		
	1. Central Ministry of Education		
	2. Regional level		
	3. Municipal/local level		
Q4	Who is mandated to receive standardized student assessments results and recommendations? (Choose all that apply)		
	1. Central Ministry of Education		
	2. Regional level		
	3. Municipal/local level		
	4. Schools		
Q5	If you choose "schools" in Q4, select one of response below		
	School may use the standardized student assessments information to make pedagogical and operational adjustments		
	School must use the standardized student assessments information to make pedagogical, personnel, and operational adjustments		

Policy Action 4E: Publication of student assessments	Justification	References
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Q1	Who is mandated to receive the results of student assessments? (Choose all that apply)		
	1. No one. Results are not reported.		
	2. Central and Regional/Municipal level of Ministry of Education		
	3. Schools		
	4. Public		

**Policy Goal 5. Accountability to Stakeholders**

<b>Policy Action 5A: Accountability guidelines for student assessments</b>		<b>Justification</b>	<b>References</b>
Q1	Are there any guidelines for the use of results of student assessments?		
<input type="checkbox"/>	1.No		
<input type="checkbox"/>	2.Yes		
Q2	If yes, at which level do the guidelines exist? (Choose all that apply)		
<input type="checkbox"/>	1.National government		
<input type="checkbox"/>	2.Regional/municipal/local government		
<input type="checkbox"/>	3.School level		
Q3	How are the guidelines for the use of results of student assessments made available? (Choose all that apply)		
<input type="checkbox"/>	1. By request		
<input type="checkbox"/>	2. Public		
<input type="checkbox"/>	3. On line		
Q4	Can school councils or parents use the guidelines to demand <b>accountability</b> ?		
<input type="checkbox"/>	1.No		
<input type="checkbox"/>	2.Yes		
Q5	If yes, are there any <b>consequences</b> to the school?		
<input type="checkbox"/>	1.No		
<input type="checkbox"/>	2.Yes		

**Policy Action 5B: Analysis of school and student performance**

<b>Policy Action 5B: Analysis of school and student performance</b>		<b>Justification</b>	<b>References</b>
Q1	Are there any <b>provisions</b> for comparative analysis of student assessment results for different types of schools, across regions, and for previous years?		
<input type="checkbox"/>	1.No		
<input type="checkbox"/>	2.Yes		
Q2	If yes, at what level are the comparative analysis of student assessments carried out? (Choose all that apply)		
<input type="checkbox"/>	1.National level		
<input type="checkbox"/>	2.Regional level		
<input type="checkbox"/>	3.Municipal/local level		
<input type="checkbox"/>	4.School level		
Q3	Is it mandated to distribute comparative analysis of student assessment results to parents?		
<input type="checkbox"/>	1.No		
<input type="checkbox"/>	2.Yes		



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Q4 If yes, is it mandated to publish the detailed results of the comparative analysis online?

	1.No		
	2.Yes		

Policy Action 5C: Degree of Financial Accountability at the central, municipal, local and school levels	Justification	References
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Q1 For the purpose of financial accountability, at the central level, does the school system have regulations in place for the following ? (Choose all that apply)

	1.None		
	2.Complying with the rules of financial management and transparency		
	3.Reporting to those with oversight authority		
	4.Linking rewards and sanctions to compliance		

Q2 For the purpose of financial accountability, at the regional/municipal level, does the school system have regulations in place for the following ? (Choose all that apply)

	1.None		
	2.Complying with the rules of financial management and transparency		
	3.Reporting to those with oversight authority		
	4.Linking rewards and sanctions to compliance		

Q3 For the purpose of financial accountability, at the school level, does the school system have regulations in place for the following ? (Choose all that apply)

	1.No regulations		
	2.Regulations for complying with the rules of financial management and transparency		
	3.Regulations for reporting to those with oversight authority		
	4.Regulations for linking rewards and sanctions to compliance		

Policy Action 5D: Degree of Accountability in School Operations	Justification	References
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Q1 What kind regulations are in place for enforcing accountability in school operations ? (Choose all that apply)

	1.No regulations		
	2.Regulations for complying with the rules of school operations		
	3.Regulations for reporting to those with oversight authority		
	4.Regulations for linking rewards and sanctions to compliance		

Q2i Are there any accountability tools (e.g. school action plan) to hold school operation and activities accountable to parents/community members ?

	1.No		
	2.Yes		
	Others:		
	If yes, describe the details:		

Q3i Are there any policies in place to incentivize schools for better school operations (such as performance based financing)?

	1.No		
	2.Yes (Specify: _____)		

Policy Action 5E: Degree of learning accountability	Justification	References
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SABER - School Autonomy and Accountability Data Collection Instrument (DCI)

Q1 Are there any mandates to simplify and explain results of student assessment to the public?

	1.No		
	2.Yes		

Q2 If yes, choose all that apply.

	1.Local level/schools are obligated to solicit feedback from parents/community members on student assessment results		
	2.Local level/schools are obligated to have a face to face meeting to solicit feedback from parents/community members on student assessment results		
	3.Local level/schools are obligated to have a face to face meeting to solicit feedback and to present parents/community members with a plan of action to address the issues		

Policy Action 5F: Pedagogical autonomy	Justification	References
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Q1i Who has the legal authority to choose textbooks for schools?

	1.Central level		
	2.Regional level		
	3.Local level (municipal/local government)		
	4.School level (School Principal, School Council)		

Q2i Who has the legal authority to determine teaching and learning materials for schools?

	1.Central level		
	2.Regional level		
	3.Local level (municipal/local government)		
	4.School level (School Principal, School Council)		

Q3i Who has the legal authority to determine course content for non-core curriculum?

	1.Central level		
	2.Regional level		
	3.Local level (municipal/local government)		
	4.School level (School Principal, School Council)		

Q4i Who has the legal authority to decide which courses are offered?

	1.Central level		
	2.Regional level		
	3.Local level (municipal/local government)		
	4.School level (School Principal, School Council)		

Q5i Who has the legal authority to set school calendar?

	1.Central level		
	2.Regional level		
	3.Local level (municipal/local government)		
	4.School level (School Principal, School Council)		

END of Data Collection Instrument. Thank you for your cooperation.