



	Status
<p><b>1. School Autonomy in the Planning and Management of the School Budget</b>                      The operational budgets of primary schools are not directly managed by school directors. Operational budgets are managed by the Departmental Inspection Offices (French acronym, IDENs) and local authorities. Teacher salaries are determined by the central government's salary scale.</p>	Latent 
<p><b>2. School Autonomy in Personnel Management</b>                      Both school directors and teachers are appointed by the Ministry of Education and deployed to schools. The CGEs are not consulted about the appointment of teachers.</p>	Latent 
<p><b>3. Role of the School Council in School Governance</b>                      CGEs do not participate in the preparation of school budgets, which are managed by IDENs and local authorities.</p>	Latent 
<p><b>4. School and Student Assessment</b>                      There is a standardized student assessment at the national level and a quarterly standardized assessment in every grade of primary school organized at the IDEN level. The results of student assessments organized by IDENs are analyzed at the IDEN level for pedagogical reflection; schools are given ranks within each school district and the results are shared publicly. IDENs also evaluate school assessments and send the results to school directors for reflection.</p>	Established 
<p><b>5. Accountability</b>                      The Ministry of Education analyzes student assessment results and shares this analysis with IDENs. But there is no manual for using such results. The CGEs do not get involved in school or student assessments; they also have no role in school audits.</p>	Latent 



## Education in Senegal

Senegal has accelerated the decentralization of education since 1996. Under a ten-year education and training development program (French acronym, PDEF) starting in 2000, school-based management was emphasized as a way to push decentralization forward. In 2002, school management committees (French acronym, CGE) were established. The lessons derived since then will assist in planning the next ten-year education and training development program.

Budgetary autonomy is *latent*. Autonomy over the management of operational budgets has been delegated to the communes, but salaries for teachers are managed at the central level (though contractual teachers are about seventy percent of teachers and their salaries are paid at IDEN level). Autonomy in personnel management is *latent*. Both school directors and teachers are appointed at the central level. The role of the School Councils in school governance is *latent*. The CGEs have no authority to participate in the preparation, approval, or implementation of school budgets. School and student assessments are *established*. There are two types of standardized student assessments, one at the national and one at the departmental level. Accountability is *latent*. There are national and regional assessment systems to analyze standardized assessments, yet the CGEs have no guidelines on how to use the results of these assessments. The CGEs also have no authority to perform school audits to ensure financial accountability. Education in Senegal is regulated by the National Education Orientation Law of 1991. The formal education system in Senegal is on a 6-4-3 basis in terms of years of education in primary, lower secondary, and upper secondary education (Table 1).

Age	Grade	Level of Education
3-6		Pre-primary
7-12	1-6	Primary
13-16	7-10	Lower Secondary
17-19	11-13	Upper Secondary
20-23	14-17	Undergraduate
24+	18+	Graduate studies

Source: UNESCO 2010

The government of Senegal began implementing a ten-year education and training development program (French acronym, PDEF) in 2000. During phase I (2000–2004), progress was made in increasing access to primary education. The net enrollment rate for primary education increased from 57 percent in 2000 to 73 percent in 2009. The country is rapidly resolving the issue of universal access to primary education. However, the primary completion rate remained low—57 percent—in 2009, due to both supply- and demand-side factors. On the supply side, the continuing presence of schools offering only incomplete cycles and the geographical distance from residences to schools is a bottleneck. On the demand side, the low regard with which parents and communities view education is one reason for poor internal efficiency.

The government spent 6 percent of gross domestic product (GDP) in 2009 and 19 percent of its overall budget on education in 2008 (Table 2). The operational budget represented 79 percent of overall sector spending in 2009; in 2012, 85 percent of this budget is being used for teacher salaries. Senegal is investing a large portion of public expenditures in education, which is a trend that accelerated after the PDEF was launched. Rapid increases in primary education enrollments demanded increased budgets in order to expand the number of teachers and classrooms.

Public expenditures on education :	
as % of GDP	6.0
as % of total government expenditure (2008)	19.0
Distribution of public expenditure per education level (%) - 2009:	
Pre-primary	0.0
Primary	44.0
Secondary	30.0
Tertiary	24.0
Other	2.0

Source: UNESCO Institute of Statistics 2009.

In the second phase of the PDEF, which began in 2005, the management and the quality of education is a central policy concern. In terms of quality, based on the National System for the Assessment of School Performances (French acronym, SNERS), only 20

percent of students in sixth grade (known as the CM2 level) are achieving the desired level of learning in French and 40 percent are below the minimum level. In math, only 10 percent of CM2 students meet the desired level of performance. Results from the Program on the Analysis of Education Systems (French acronym, PASEC) 2006 assessment also show that scores in math and French have declined over the period 1996 to 2006 for both the second (CP) and fifth (CM1) grades in Senegal (Destefano, Mark, and Barbara 2009). A sector study analysis of 2004 showed that a major cause of the poor quality of primary education was inadequate management of schools and classes (Boubacar and Francois 2007).

Turning to the management of education, the decentralization process initiated by Senegal in 1972 was consolidated in 1996 with the elevation of the regions to the legal status of local authorities, with the same financial autonomy as municipalities and rural communities (Senegal 1996). Since the law of 1996 was adopted, local governments have been recognized as decentralized structures supporting the schools. It is crucial to understand that both deconcentrated (local government) and decentralized (local education office of the Ministry of Education) institutions exist in Senegal. The country has decided to strengthen the deconcentrated offices of provincial inspector (French acronym, IA) and departmental inspector (IDEN), as well as the decentralized offices of local government. It is theoretically assumed that the second PDEF is being implemented by decentralized bodies and regional and provincial committees.

A decree in 2002 established school management committees (French acronym, CGEs), which are supposed to be composed of representatives of the village chief, the commune, the Parents' Association (APE), the local sports and cultural association, school directors, teachers, and others.

Ten years have passed since the CGEs were established and the government is planning a new ten-year education sector program to succeed PDEF. Hence it is the right time to analyze the country's decentralization policies in education using the SABER school autonomy and accountability scale.

## The Case for School Autonomy and School Accountability

**School autonomy and accountability are key components of an education system that ensure educational quality.** The transfer of core managerial responsibilities to schools promotes local accountability; helps reflect local priorities, values, and needs; and gives teachers the opportunity to establish a personal commitment to students and their parents (Box 2). Benchmarking and monitoring indicators of school autonomy and accountability allows any country to rapidly assess its education system, setting the stage for improving policy planning and implementation.

### Box 2: What are School Autonomy and Accountability?

**School autonomy** is a form of school management in which schools are given decision-making authority over their operations, including the hiring and firing of personnel, and the assessment of teachers and pedagogical practices. School management under autonomy may give an important role to the School Council, representing the interests of parents, in budget planning and approval, as well as a voice/vote in personnel decisions. By including the School Council in school management, school autonomy fosters accountability (Di Gropello 2004, 2006; Barrera, Fasih and Patrinos 2009).

In its basic form **accountability** is defined as the acceptance of responsibility and being answerable for one's actions. In school management, accountability may take other additional meanings: (i) the act of compliance with the rules and regulations of school governance; (ii) reporting to those with oversight authority over the school; and (iii) linking rewards and sanctions to expected results (Heim 1996; Rechebei 2010).

School autonomy is a form of a decentralized education system in which school personnel are in charge of making most managerial decisions, frequently in partnership with parents and the community. More local control helps create better conditions for improving student learning in a sustainable way, since it gives teachers and parents more opportunities to develop common goals, increase their mutual commitment to student learning, and promote more efficient use of scarce school resources.

To be effective, school autonomy must function on the basis of compatible incentives, taking into account national education policies, including incentives for the implementation of those policies. Having more managerial responsibilities at the school level automatically implies that a school must also be accountable to local stakeholders as well as national and local authorities. The empirical evidence from education systems in which schools enjoy managerial autonomy is that autonomy is beneficial for restoring the social contract between parents and schools and instrumental in setting in motion policies to improve student learning.

The progression in school autonomy in the last two decades has led to the conceptualization of **School-Based Management (SBM)** as a form of decentralization in which the school is in charge of most managerial decisions but with the participation of parents and the community through school councils (Barrera, Fasih and Patrinos 2009). *SBM is not a set of predetermined policies and procedures, but a continuum of activities and policies put into place to improve the functioning of schools, allowing parents and teachers to focus on improvements in learning.* As such, SBM should foster a new social contract between teachers and their community in which local cooperation and local accountability drive improvements in professional and personal performance by teachers (Patrinos 2010).

The empirical evidence from SBM shows that it can take many forms or combine many activities (Barrera et al. 2009) with differing degrees of success (see Box 3). Unless SBM activities contribute to system closure, they are just a collection of isolated managerial decisions. Therefore, the indicators of SBM that relate to school quality must conform to the concept of a system, in which the presence or absence of some critical components within the system allow or preclude system closure.

As components of a managerial system, SBM activities may behave as mediating variables: they produce an enabling environment for teachers and students, allowing for pedagogical variables, school inputs, and personal effort to work as intended.

**Box 3: Different paths to School-Based Management are fine as long as they allow for system closure**

In many countries the implementation of SBM has increased student enrollment, student and teacher attendance, and parent involvement. However, the empirical evidence from Latin America shows very few cases in which SBM has made a significant difference in learning outcomes (Patrinos 2010), while in Europe there is substantial evidence showing a positive impact of school autonomy on learning (Eurydice 2007). Both the grassroots-based approach taken in Latin America, where the institutional structure was weak or service delivery was hampered due to internal conflict, and the operational efficiency approach taken in Europe where institutions were stronger, coincide in applying managerial principles to promote better education quality, but driven by two different modes of accountability to parents and the community. One in Latin America where schools render accounts through participatory school-based management (Di Gropello 2004) and another in Europe where accountability is based on trust in schools and their teachers, (Arcia, Patrinos, Porta and Macdonald 2011). In either case, school autonomy has begun to transform traditional education from a system based on processes and inputs into one driven by results (Hood 2001).

*When do SBM components become critical for learning?* The improper functioning of a school or a school system can be a substantial barrier to success. The managerial component of a school system is a necessary but insufficient condition for learning. One can fix some managerial components and obtain no results or alter some other components and obtain good results. What combination of components is crucial for success are still under study, but the emerging body of practice point to a set of variables that foster managerial **autonomy**, the **assessment** of results, and the use of the assessment to promote **accountability** among all stakeholders (Bruns, Filmer and Patrinos 2011). When these three components are in balance with each other, they form a “closed system.”

Defining a managerial system that can achieve closure is conceptually important for school based management, since it transforms its components from a list of managerial activities to a set of interconnected variables that when working together can improve system performance. If an SBM system is unable to close, are partial solutions effective? Yes, in a broad sense, in which schools can still function but their degree of effectiveness and efficiency would be lower than if the system closes. In this regard, **SBM can achieve closure when it enforces enough autonomy to evaluate its results and use those results to hold someone accountable.**

This last conclusion is very important because it means that *SBM can achieve system closure when autonomy, student assessment, and accountability, are operationally interrelated through the functions of the school councils, the policies for improving teacher quality, and Education Management Information Systems (see Figure 1).*

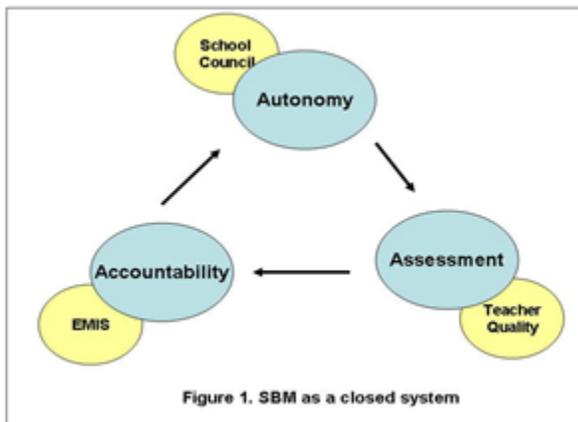


Figure 1. SBM as a closed system

Source: Arcia and others 2011.

Note: EMIS – education management information system.

In managerial terms it is clear that the point of contact between autonomous schools and their clients is primarily through the school council (Corrales, 2006). Similarly, school assessments are the vehicles used by schools to determine their needs for changes in pedagogical practices and to determine the training needs of their teachers. Both, pedagogical changes and teacher training are determinant factors of teacher quality (Vegas 2001). Finally, the role of EMIS on accountability has been well established and it is bound to increase as technology makes it easier to report on

indicators of internal efficiency and on standardized test scores (Bruns, Filmer, and Patrinos 2011).

Results on the Programme for International Student Assessment (PISA) suggest that, when autonomy and accountability are intelligently combined, they tend to be associated with better student performance (OECD, 2011). The experience of high-performing countries<sup>1</sup> on PISA indicates that:

- Education systems in which schools have more autonomy over teaching content and student assessment tend to perform better.
- Education systems in which schools have more autonomy over resource allocation and that publish test results perform better than schools with less autonomy.
- Education systems in which many schools compete for students do not systematically score higher on PISA.
- Education systems with standardized student assessment tend to do better than those without such assessments.
- PISA scores among schools with students from different social backgrounds differ less in education systems that use standardized student assessments than in systems that do not.

As of now, the empirical evidence from countries that have implemented school autonomy suggests that a certain set of policies and practices are effective in fostering managerial autonomy, assessment of results, and the use of assessments to promote accountability. Benchmarking the policy intent of these variables using SABER can be very useful for any country interested in improving the performance of its education system.

<sup>1</sup> Examples of high performing countries that have implemented school-based management policies and frameworks include the Netherlands, Canada, and New Zealand among others.

### SABER School Autonomy and Accountability: Analyzing Performance.

The SABER School Autonomy and Accountability tool assists in analyzing how well developed the set of policies are in a given country to foster managerial autonomy, assess results, and use information from assessments to promote accountability. There are five policy goals for school autonomy and accountability. Below are the main indicators that can help benchmark an education system’s policies that enable school autonomy and accountability:

1. **School autonomy in the planning and management of the school budget**
2. **School autonomy in personnel management**
3. **Role of the School Council in school governance**
4. **School and student assessments**
5. **Accountability**

Each of these indicators has a set of sub-indicators that make it possible to judge how far along an education system’s policies are in enabling school autonomy and accountability. Each indicator and sub-indicator is scored on the basis of its status and the results classified as Latent, Emerging, Established, or Advanced:

<b>Latent</b> ●○○○○	<b>Emerging</b> ●●○○○	<b>Established</b> ●●●○○	<b>Advanced</b> ●●●●●
Reflects policy not in place or limited engagement	Reflects some good practice; policy work still in progress	Reflects good practice, with some limitations	Reflects international best practice

A Latent score signifies that the policy behind the indicator is not yet in place or that there is limited engagement in developing the related education policy. An *Emerging* score indicates that the policy in place reflects some good practice but that policy development is still in progress. An *Established* score indicates that the program or policy reflects good practice and meets the minimum standards but there may be some limitations in its content and scope. An *Advanced* score indicates that the program or policy reflects best practice and it can be considered on par with international standards.

### III. Senegal’s Performance: A Summary of Results

A summary of the results of the benchmarking exercise for Senegal are shown below.

#### 1. School autonomy in the planning and management of the school budget is *Latent*

The objective of this indicator is to determine the degree of autonomy that schools have in planning and managing their budgets. In order to evaluate policy intent, the scoring rubric makes clear which areas should be backed by laws, regulations, and/or official rules in the public record. School autonomy in the planning and management of the school budget is considered desirable because it can increase the efficiency of financial resources, give schools more flexibility in budget management, and give parents the opportunity to have more voice on budget planning and execution.

The operational budget of primary schools in Senegal is not directly managed by school directors. Both IDENs and local authorities manage this budget. The Parents’ Association (APE) directly manages parents’ contributions and intervenes in schools according to the needs expressed by school directors. The central government is in charge of managing teacher salaries, although responsibility for the salaries of volunteer and contract teachers has been transferred from the Ministry of Education and they are paid by the IDENs. Non-teaching staff are appointed and paid by local authorities.

School autonomy in the planning and management of the school budget is <i>Latent</i>		
Indicator	Score	Justification
1A. Legal authority over management of the operational budget	Emerging ●●○○	The operational budget of primary schools is not directly managed by school directors. Instead, they are managed by IDENs and local authorities.
1B. Legal authority over the management of non-teaching staff and teacher's salaries	Latent ●○○○	Teacher salaries are determined by the central government's salary scale. Non-teaching staff salaries are paid by local authorities.
1C. Legal authority to raise additional funds for the school	Emerging ●●○○	School directors can request monies from such funds as the Decentralization Allocation Fund (French acronym, FDD) and Local Authority Equipment Funds (French acronym, FECL) at the commune level. APE can collect and manage its fee as private contribution.

## 2. School autonomy in personnel management is *Latent*

This indicator measures policy intent in the management of school personnel, which includes the principal, teachers, and non-teaching staff. Appointing and deploying teachers can be centralized at the level of the Ministry of Education or it can be the responsibility of regional or municipal governments. Only in completely decentralized education systems do schools have autonomy in teacher hiring and firing decisions. In centralized systems teachers are paid directly by the Ministry of Education or the Ministry of Finance under union or civil service agreements. As a result, in centralized systems schools have less influence over teacher performance because they have no financial leverage over teachers. Inversely, if a school negotiates teachers' salaries, as private schools routinely do, it may be able to motivate teachers directly with rewards for a job well done.

In Senegal, all teachers are appointed and deployed by the Ministry of Education. Nowadays all primary school teachers are recruited at the IDEN level as contractual teachers; after one year of training, they are appointed again by the Ministry of Education at the discretion of the IDEN. IAs and IDENs also organize a transfer of teachers every year to adjust deployments, taking the situation of their respective districts into account. Neither school directors nor the CGEs participate in the deployment of teachers. They can, however, request redeployment of a teacher if their performance is inadequate. IAs and IDENs are in charge of final deployment decisions. School directors are selected and deployed to schools by the Department of Human Resources of the Ministry of Education on the basis of certain criteria defined by the central government.

<b>School autonomy in personnel management is Latent</b>		
<b>Indicator</b>	<b>Score</b>	<b>Justification</b>
2B. School autonomy in teacher appointment and deployment decisions	Latent ●○○○	Teachers are appointed and deployed to schools by the Ministry of Education. IAs and IDENs are responsible for the intraregional and intradepartmental transfer of teachers according to the local situation, complying as much as possible with decisions made by the national level.
2B. School Council's role in teacher tenure, transfer or removal	Latent ●○○○	CGEs are not consulted over the appointment of teachers.
2C. Autonomy in the hiring and firing of principals	Emerging ●●○○	School directors are appointed by the central government (the Human Resource Department of the Ministry of Education), with the presence of teacher trade unions, based on predetermined criteria. Their performance is evaluated by IDENs.

### 3. Role of the School Council in school governance is Latent

The participation of the School Council in school administration is very important because it enables parents to exercise their real power as clients of the education system. If the council has to cosign payments, it automatically has purchasing power. The use of a detailed operational manual is extremely important in this area, since it allows Council members to adequately monitor school management performance, help the principal with cash flow decisions, and become a

catalyst for seeking additional funds from the community. The use of such manuals by the School Council is thus a good vehicle for promoting increased accountability and institutionalizing autonomy.

The CGEs are not involved in the preparation, approval, or implementation of school budgets, which are managed by IDENs and local authorities. There is no manual to regulate the roles and responsibilities of the CGEs in school finances because these bodies do not participate in budget preparation. Instead, the CGEs supervise the implementation of the "School Project," a school grant funded by the central government and its development partners.

<b>Role of the School Council in school governance Latent</b>		
<b>Indicator</b>	<b>Score</b>	<b>Justification</b>
3A. Participation of the School Council in budget preparation	Latent ●○○○	The CGEs do not participate in the preparation of school budgets, which are managed by IDENs and local authorities.
3B. School Council's authority to approve the school budget	Latent ●○○○	The CGEs do not approve the school budget.
3C. Manual for the participation of the School Councils in school finances	Latent ●○○○	The CGEs do not participate in the preparation of the school budget.
3D. Role of the School Council in budget implementation	Emerging ●●○○	The Ministry of Education and IDENs provide the School Project budget to the CGEs, which supervise its implementation at the school level.
3E. Use of the budget prepared with the School Council's participation	Latent ●○○○	The school budget is prepared at the central level without participation of the CGEs.

#### 4. School and student assessment are *Established*

School assessments can have a big impact on school performance because they force parents and teachers to agree on scoring rules and ways of keeping track of assessment scores. Measuring student achievement is another important way to determine if a school is effective in improving learning. A key aspect of school autonomy is the regular measurement of student learning, with the intent of using results to inform parents and society and make adjustments to managerial and pedagogical practices. Without regular assessment of learning outcomes, school accountability is reduced and, as a consequence, improving educational quality becomes less certain.

With the aim of strengthening both school and student assessments, the National System for the Assessment of School Performances (French acronym, SNERS) was established in 1992. It has since been strengthened to enable it to assess a sample of schools and students at certain grade levels every three years (every two years since 2010) in order to compare school performance. This system is used in parallel with the country's participation in the PASEC assessment. In addition, a certified examination of primary education (French acronym, CFEE) that involves all students in the country takes place every year.

In the third phase of the PDEF (2008–2011), standardized assessments were introduced into all primary schools on a quarterly basis. However, difficulties remain. In spite of policy intent, many IDENs have not yet implemented standardized assessments due to lack of capacity and resources. Another difficulty is that the use and dissemination of standardized assessment results are not yet widespread. These results are analyzed by IDENs for pedagogical reflection. Schools are then given ranks within each school district and the results are publicly shared.

<b>School and student assessment are <i>Established</i></b>		
<b>Indicator</b>	<b>Score</b>	<b>Justification</b>
4A. Existence and frequency of school and student assessments	Established ●●●○	A standardized student assessment (SNERS) is administered every two years at the national level and a standardized student assessment of every primary school grade is administered quarterly at the IDEN level. A certified examination of primary education (CFEE) is planned to be held every year for all students in the country. However, the results of school assessments conducted by IDENs are not made public.
4B. Use of school assessments for making school adjustments	Emerging ●●○○	IDENs conduct school assessments and send the results to school directors for reflection.
4C. Frequency of standardized student assessments	Advanced ●●●●	A standardized student assessment (SNERS) is administered every two years at the national level and a standardized student assessment of every primary school grade is administered quarterly at the IDEN level. A certified examination of primary education (CFEE) is planned to be held every year for all students in the country.
4D. Use of student assessments for pedagogical	Established ●●●○	Within the framework of SNERS, the Ministry of Education analyzes student assessment

<b>School and student assessment are <i>Established</i></b>		
<b>Indicator</b>	<b>Score</b>	<b>Justification</b>
and personnel adjustments		results and shares its analysis with the IDENs. The results of student assessment organized by IDENs are analyzed at the IDEN level for pedagogical reflection.
4E. Publication of school and student assessments	Emerging ●●○○	In terms of student assessments organized by IDENs, schools are given ranks within each school district and the results are shared publicly. The results of the CFEF are made public and schools conduct pedagogical reflection to improve their performance. But the results of school assessments conducted by IDENs are not made public.

Ministry of Education has not produced any manual for the IDENs or individual schools to use national assessment results. Finally, the CGEs have no authority with respect to school audits.

<b>Accountability to stakeholders is <i>Latent</i></b>		
<b>Indicator</b>	<b>Score</b>	<b>Justification</b>
5A. Guidelines for the use of school and student assessments by the School Council	Latent ●○○○	The CGEs support school and student assessments by providing monies for stationery goods, but they are not involved in school and student assessments in a manner that they use guidelines to assess these results.
5B. National or regional systems of educational assessments	Emerging ●●○○	The National Standardized Assessment System (SNERS) conducts an assessment every two years; quarterly standardized assessments are organized by IDENs. However, no manual exists to guide education stakeholders in using assessment results.
5C. Comparisons of school and student performance reports	Emerging ●●○○	School and student performance are regularly compared through standardized assessments, but such information is not available online.
5D. School Council authority to perform financial audits	Latent ●○○○	The CGEs have no authority with respect to school audits.
5E. Manual for the participation of the School Councils in school audits	Latent ●○○○	The CGEs have no authority with respect to school audits.

### 5. Accountability to stakeholders is *Latent*

Accountability is at the heart of school-based management. The systemic connection between budgetary and personnel autonomy, parent participation in the financial and operational aspects of a school, and the measurement of learning outcomes are all aimed to reinforce accountability. Only by being accountable to parents can educational quality be sustainable. The following indicators below address aspects of accountability that can be implemented within the framework of school-based management.

The CGEs support school and student assessments by providing monies for stationery goods, but they are not involved in school and student assessments in a manner that they use guidelines to assess these results. The National Standardized Assessment System (SNERS) conducts assessments every two years, with quarterly standardized assessments organized by the IDENs. The

## From Analysis to Action: Policy Options for Senegal

Senegal is at the stage where it can assess what its decentralization and school-based management (in the form of the CGEs) policies have achieved and derive lessons for its next ten-year education program. The results of the benchmarking of school autonomy and accountability policies indicate the following areas for potential change:

### **1. Extend more budgetary autonomy by allowing the CGEs to manage school financial resources.**

Local authorities and IDENs manage school budgets and the APE can collect fixed amounts of parent contributions. Although policy documents state that the CGEs can mobilize financial resources, they are not involved in the preparation or implementation of the school budgets. As school directors have the duty to serve as CGE secretaries, they would perform an important role for the CGEs if CGEs managed all school financial resources with the aim of achieving the goals of school development plans. This management role would allow the CGEs to become a school management platform for all stakeholders.

### **2. Strengthen the role of the CGEs in school governance.**

School action plans, developed by the CGEs and approved by parents and community members, is the basis for the planning and preparation of the school budgets. The participation of the CGEs in school governance could then be complemented by giving schools budgetary autonomy.

### **3. Consolidate accountability mechanisms within the existing strong assessment system.**

Using the strong assessment system already established in Senegal, schools could share student assessment results with parents and community members in order to increase schools' accountability to them. Using these results, parents and community members could consult with school directors and teachers on how to raise the quantity and quality of teaching and learning in their local schools. Developing a manual for how to use and disseminate standardized assessments results would also strengthen accountability at the school level.

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The **Systems Approach for Better Education Results (SABER)** initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of School Autonomy and Accountability.

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