

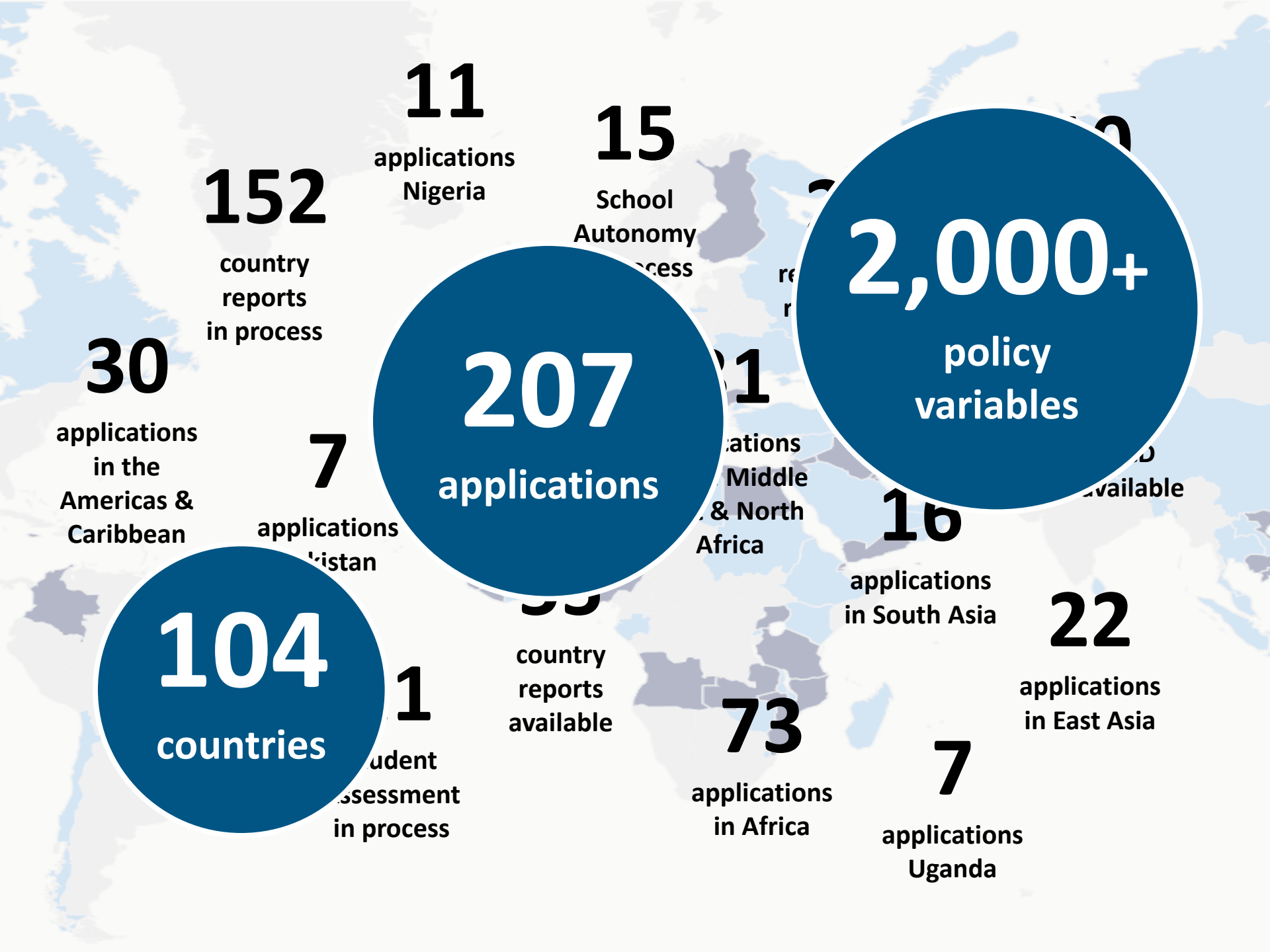


THE WORLD BANK

Strengthening Education Systems Learning for All

A grayscale photograph of a classroom. In the center, a teacher stands at the front, facing a chalkboard. Several students are seated at desks, with their hands raised in the air, indicating an interactive or active learning environment. The chalkboard behind the teacher contains some faint text and diagrams. The overall scene is bright and captures a moment of student participation.

SABER



11

applications
Nigeria

15

School
Autonomy

152

country
reports
in process

2,000+
policy
variables

207
applications

30

applications
in the
Americas &
Caribbean

7

applications
in South Asia

1

applications
in the Middle
& North
Africa

16

applications
in South Asia

22

applications
in East Asia

104
countries

1

student
assessment
in process

1
country
reports
available

73

applications
in Africa

7

applications
Uganda



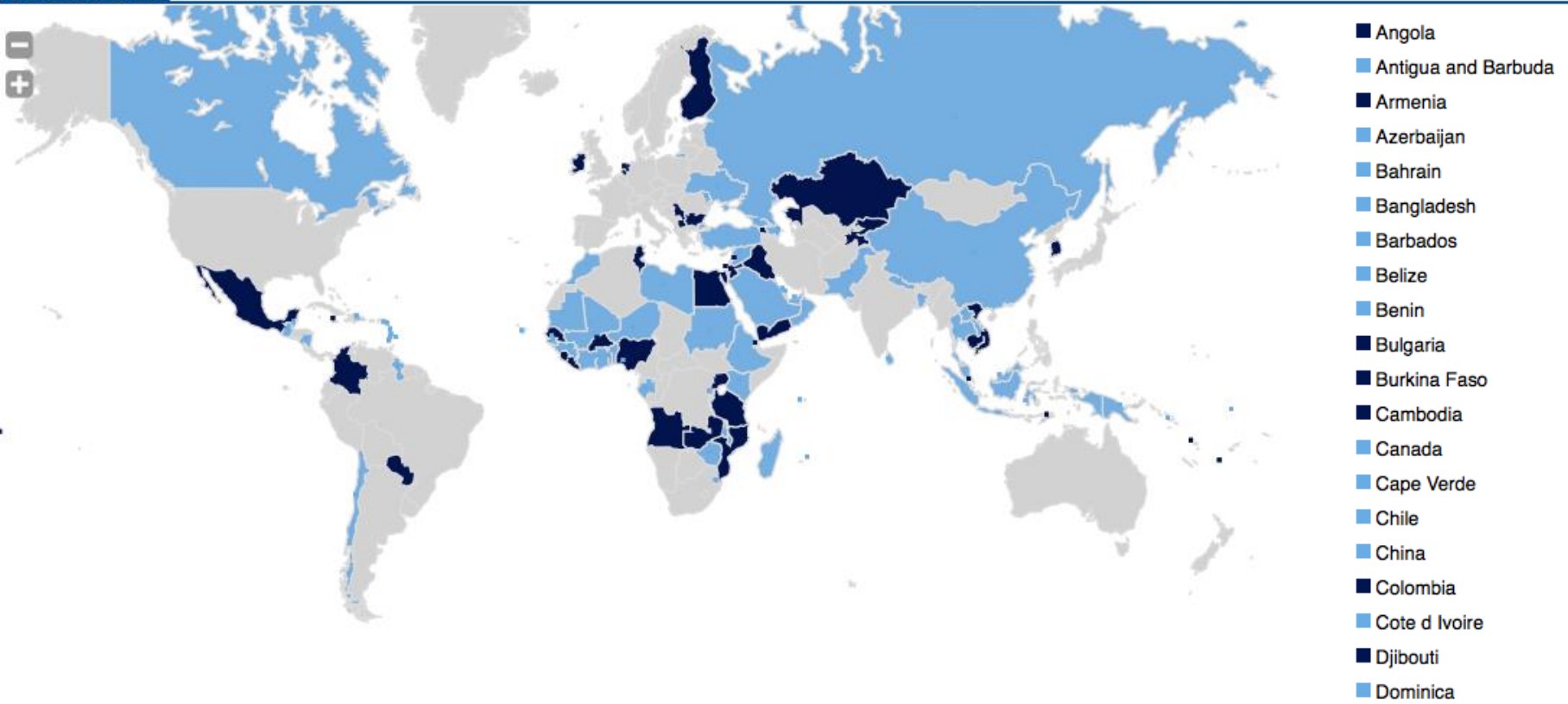
SABER collects and analyses policy data on education systems around the world, using evidence-based frameworks to highlight the policies and institutions that matter most to promote learning for all children and youth. SABER will ultimately cover key domains of the education system—that is, all major areas in which a country makes policy choices that determine how effective its system. [Read More »](#)

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SABER IN ACTION



■ Available: At least one SABER Country Report is approved and available

■ In Process: SABER teams are currently collecting and analyzing data for the countries

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SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS

Strengthening Education Systems to Achieve Learning for All


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[COUNTRIES](#)
[REPORTS AND DOCUMENTS](#)
[METHODOLOGY](#)
[ABOUT SABER](#)
[DATA: QUICK ACCESS](#)

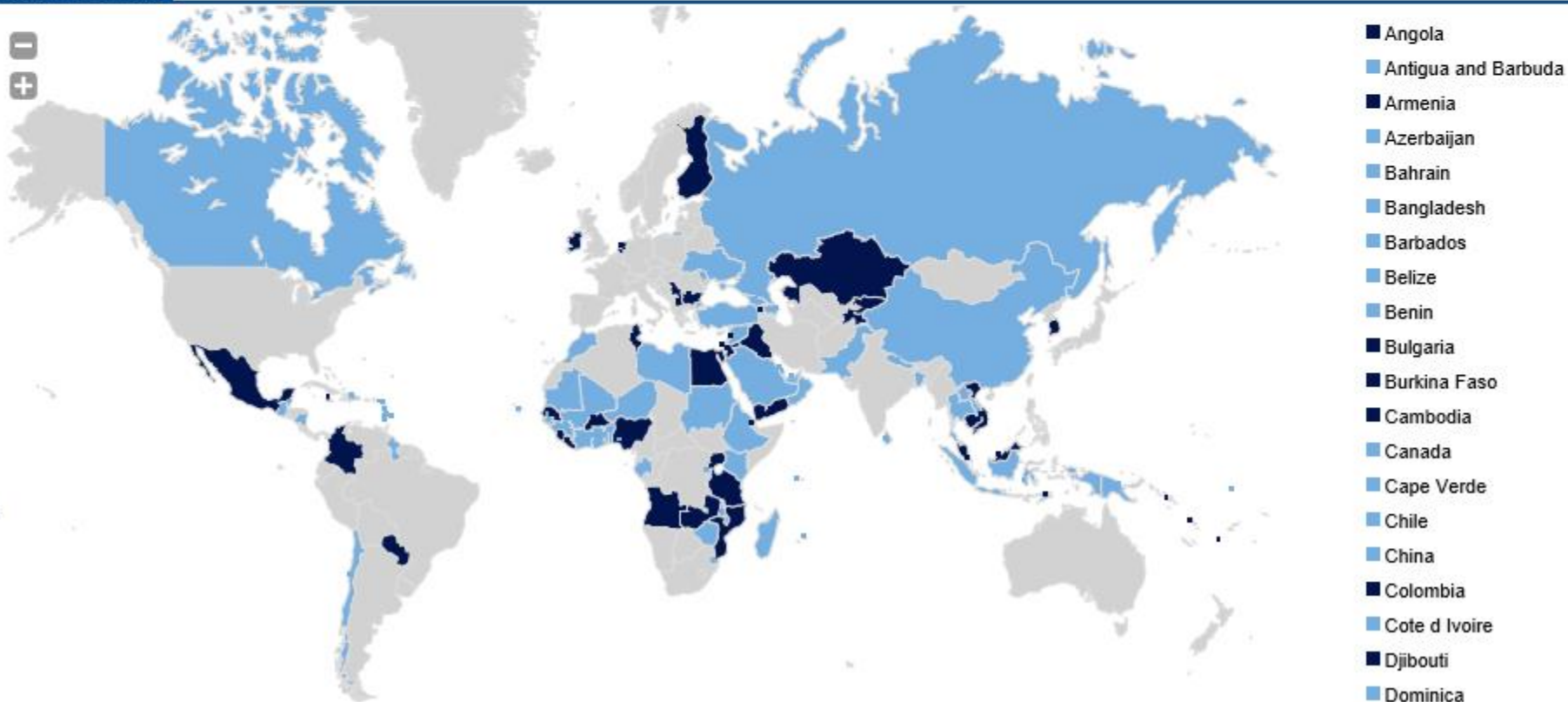
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SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS

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COUNTRIES

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School Autonomy and Accountability Ratings and Data

A description of the **School Autonomy and Accountability** scoring methodology and the meaning of categorical ratings displayed below are available in evidence-based framework (in process).



SHOW ME THE RESULTS



DOWNLOAD RESULTS TO EXCEL

SELECT A COUNTRY

View and compare

- Burkina Faso
- Finland
- Kazakhstan
- Kyrgyz Republic
- Mexico
- Netherlands
- Samoa
- Senegal
- Solomon Islands

AND

SELECT POLICY GOALS

Select as many as you like

- Select All
- Level of autonomy in the planning and management of school budget
- Level of autonomy in personnel management
- Role of the school council on school governance
- School and student assessment
- School Accountability

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[Expand All](#) [Collapse All](#)

[BACK TO SEARCH](#) [EXPORT TO EXCEL](#)



Burkina Faso
Country Reports
2012
(data available upon request)



Finland
Country Reports
2012
(data available upon request)



Senegal
Country Reports
2012
(data available upon request)

▶ LEVEL OF AUTONOMY IN THE PLANNING AND MANAGEMENT OF SCHOOL BUDGET	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> LATENT	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> ESTABLISHED	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> LATENT
▶ LEVEL OF AUTONOMY IN PERSONNEL MANAGEMENT	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> ESTABLISHED	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> ESTABLISHED	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> LATENT
▶ ROLE OF THE SCHOOL COUNCIL ON SCHOOL GOVERNANCE	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> LATENT	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> ADVANCED	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> LATENT
▶ SCHOOL AND STUDENT ASSESSMENT	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> EMERGING	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> ADVANCED	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> ESTABLISHED
▶ SCHOOL ACCOUNTABILITY	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> LATENT	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> ESTABLISHED	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> LATENT


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Burkina Faso
Country Reports
2012
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Finland
Country Reports
2012
(data available upon request)



Senegal
Country Reports
2012
(data available upon request)

	Burkina Faso	Finland	Senegal
LEVEL OF AUTONOMY IN THE PLANNING AND MANAGEMENT OF SCHOOL BUDGET	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> LATENT	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> ESTABLISHED	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> LATENT
▶ Legal authority over the management of the operational budget	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> EMERGING	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> ESTABLISHED	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> EMERGING
▶ Legal authority over the management of the non-teaching staff salaries	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> LATENT	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> EMERGING	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> NOT AVAILABLE *
▶ Legal authority over the management of teacher salaries	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> LATENT	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> EMERGING	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> LATENT
▶ Legal authority to raise additional funds for the school	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> LATENT	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> ADVANCED	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> EMERGING
▶ Collaborative budget planning	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>	<input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>



Policy Goals

Status

- 1. School Autonomy in the Planning and Management of the School Budget**
Currently public primary schools in Burkina Faso have no autonomy over salary and non-salary expenditures. Since 2009, successive decrees have transferred the authority over the school budget from the national to the commune level. However, budget authority has not been transferred to the school level.
- 2. School Autonomy in Personnel Management**
A decree has transferred autonomy over human resource management to the communes, which can now appoint teachers. School directors are nominated by the local education office and approved by the commune mayor.
- 3. Role of the School Council in School Governance**
The School Council can discuss how to use funds raised on its own. However, according to the decree that established the Parent's Association (APE) in 1987, it is not expected to participate in the preparation of the school budgets, nor to approve or implement them. Preparation of the school budgets is centrally managed and the budgets are then transferred from the central to the regional, municipal, and local levels.
- 4. School and Student Assessment**
School assessments are conducted by Basic Education Circle (CEB) inspectors. There are both non-standardized assessments at the end of each semester and standardized assessments which serve as certified examinations for specific grades.
- 5. Accountability**
A national and regional system analyzes standardized assessments and shares the results at the regional, local, and municipal levels. The School Council has no authority to perform financial audits.





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