Strengthening Education Systems Learning for All
Teachers available

School Autonomy in process

country reports available

applications in process

applications in the Americas & Caribbean

Student Assessment in process

applications in Pakistan

applications in Africa

applications in Nigeria

applications in South Asia

applications in the Middle East & North Africa

applications in East Asia

applications Uganda

207 applications

104 countries

2,000+ policy variables

73 applications in Africa

7 applications Uganda

16 applications in the Middle East & North Africa

11 applications in Pakistan

30 applications in the Americas & Caribbean

152 country reports in process

15 applications in Nigeria

35 applications in East Asia

31 applications in the Middle East & North Africa

30 applications in the Americas & Caribbean

22 applications in South Asia

7 applications in East Asia

1 student assessment in process

1 country report available

104 countries

2,000+ policy variables
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.
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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).

<table>
<thead>
<tr>
<th>SELECT A COUNTRY</th>
<th>AND</th>
<th>SELECT POLICY GOALS</th>
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<tr>
<td>View and compare</td>
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<td>Select as many as you like</td>
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<td>☐ Select All</td>
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<td>☐ Finland</td>
<td>☐ Level of autonomy in the planning and management of school budget</td>
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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**
  - Burkina Faso: Latent
  - Finland: Established
  - Senegal: Latent

- **LEVEL OF AUTONOMY IN PERSONNEL MANAGEMENT**
  - Burkina Faso: Established
  - Finland: Established
  - Senegal: Latent

- **ROLE OF THE SCHOOL COUNCIL ON SCHOOL GOVERNANCE**
  - Burkina Faso: Latent
  - Finland: Advanced
  - Senegal: Latent

- **SCHOOL AND STUDENT ASSESSMENT**
  - Burkina Faso: Emerging
  - Finland: Advanced
  - Senegal: Established

- **SCHOOL ACCOUNTABILITY**
  - Burkina Faso: Latent
  - Finland: Established
  - Senegal: Latent
**School Autonomy and Accountability Ratings and Data**

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<td>Senegal</td>
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**LEVEL OF AUTONOMY IN THE PLANNING AND MANAGEMENT OF SCHOOL BUDGET**

- **Legal authority over the management of the operational budget**
  - Burkina Faso: EMERGING
  - Finland: ESTABLISHED
  - Senegal: EMERGING

- **Legal authority over the management of the non-teaching staff salaries**
  - Burkina Faso: LATENT
  - Finland: EMERGING
  - Senegal: NOT AVAILABLE

- **Legal authority over the management of teacher salaries**
  - Burkina Faso: LATENT
  - Finland: EMERGING
  - Senegal: LATENT

- **Legal authority to raise additional funds for the school**
  - Burkina Faso: LATENT
  - Finland: ADVANCED
  - Senegal: EMERGING

- **Collaborative budget planning**
  - Burkina Faso: 
  - Finland: 
  - Senegal: 

- **Data available upon request**
BURKINA FASO

SCHOOL AUTONOMY AND ACCOUNTABILITY

SABER Country Report 2012

Policy Goals

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.
Supporting evidence-based policy change

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Improving policies and practices

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Bill Gates