SABER-School Finance:
Data Collection Instrument

THE WORLD BANK

Contents

Data Collection Instrument Introduction

What is the purpose of this initiative?

The aim of the SABER-School Finance initiative is to collect, analyze and disseminate comparable data about education finance systems across countries. SABER-School Finance assesses education finance systems along six Policy Goals: (i) Ensuring basic conditions for learning; (ii) Monitoring learning conditions and outcomes; (iii) Overseeing service delivery; (iv) Budgeting with adequate and transparent information; (v) Providing more resources to students who need them; and (vi) Managing resources efficiently. SABER-School Finance will document how education is financed by national, subnational, local governments, and schools.

Your participation is important and valued. Below are answers to some general questions you may have about this data collection instrument.

Who is leading this initiative?

The SABER-School Finance initiative is part of the Systems Approach for Better Education Results (SABER) program led by the Education Unit of the Human Development Department at The World Bank.

Why should you participate in this data collection instrument?

Policymakers, implementers, educational leaders and researchers will have access to the data collected by this initiative. This will enable users to make their own diagnoses of the state of education finance in their countries, learn about other countries' policies, and make informed decisions to promote effective education finance systems in their country.

Will your responses be kept confidential?

Yes. Individually identifiable responses and data will not be reported.

How will your information be reported?

The information you provide will be combined with information provided by others. It will then be disseminated through a user-friendly website, accessible to the general public.

We hope you will participate in this initiative.

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Instructions

The data collection instrument consists of 197 questions that collect information regarding the generation, availability, use, and allocation of education resources. The data will help to assess how well education finance systems meet six widely shared goals: (i) Ensuring basic conditions for learning; (ii) Monitoring learning conditions and outcomes; (iii) Overseeing service delivery; (iv) Budgeting with adequate and transparent information; (v) Providing more resources to students who need them; and (vi) Managing resources efficiently. To facilitate consistent responses across key informants, a few aspects of the data collection instrument should be highlighted:

1. Please begin your interviews by reading or explaining the Data Collection Instrument Introduction in the previous section.
2. Please answer every question. At the close of this data collection instrument, there is a section to list any questions for which you could not determine an answer. If you absolutely cannot answer a question, leave it blank and then make a note of it at the close of the data collection instrument.
3. Collect quality data that are comparable across countries.
   - **Glossary:** Terms that are included in the Glossary have been underlined in the text. Please refer to the glossary at the end of the data collection instrument to be sure that you are collecting the correct information.
   - **Primary and secondary education:** Some information will be requested by school level (*primary or secondary*). SABER-School Finance does not collect information at the Early Childhood Development or tertiary levels.
   - **Local currency:** Expenditure information will be requested in monetary values. Denomination in local currency is preferable, but please provide information to the best of your ability. Unless otherwise noted in the initial section, it will be assumed that amounts are in current values of the year for which data are reported.
4. As requested, please provide information to support your responses.
   - **Sources:** Many responses require you to cite a source, which may be an interview or document. If a document is required, please cite and submit the specific document from which the data were collected.
   - **Explanation of response:** Responses ask that you provide a written explanation of your response with supporting details to accompany the data. Please share additional information if necessary.
   - **Year of reported data**: Many responses require a year of reference for the information provided. Please indicate the *year for which data are reported*. Unless a specific year of reference for the information is requested, please provide responses that are relevant for the *most recent year available*. Please indicate the primary year of reference and make note of any data that refer to different years (if not already specified in the response) in the Unanswered Questions/Clarifications section.

1. School Conditions and Resources Survey

The school represents the point at which educational resources are ultimately used to improve learning outcomes. School finance systems are therefore interested in the extent to which schools provide an adequate environment conducive to learning. This school conditions and resources survey requests information about the school system, policies to provide basic conditions, systems to monitor basic conditions, performance goals, student assessments, and other topics.

School system

1. What types of education providers manage schools? For example, are there public schools, religious schools, or private schools that receive government funding? Please explain.

	Source:	

2. What is the total number of <u>public</u>, <u>private, government-dependent</u> (PGD), and <u>privately-managed</u> (PM) schools, for the most recent year with available data? Please enter the number of <u>primary</u>, <u>secondary</u>, and multi-level (with primary and secondary grades) schools below.

		Public	PGD	PM
a.	<u>Primary</u>			
b.	<u>Secondary</u>			
c.	Multi-level			
	Year:			

	Source: (document required)	
	Explanation of response:	

3. What is the total number of students enrolled in <u>public</u>, <u>private, government-dependent</u> (PGD), and <u>privately-managed</u> (PM) schools, for the most recent year with available data? Please enter the number of students in <u>primary</u>, <u>secondary</u>, and multi-level (with primary and secondary grades) schools below.

		<u>Public</u>	<u>PGD</u>	<u>PM</u>
a.	<u>Primary</u>			
b.	<u>Secondary</u>			
c.	Multi-level			
	Year:			

	Source: (document required)	
	Explanation of response:	

4. Do <u>public</u> schools operate in multiple shifts (for example, teaching two sets of students in two shifts per day)? Select one choice for each level of schooling.

		Yes, all schools	Yes, some schools	No, no schools
a.	<u>Primary</u>			
b.	<u>Secondary</u>			

	Source:	
	Explanation of response (please describe approximate share of schools with multiple shifts, number of shifts):	

Learning conditions

5. What are learning conditions like in schools? What kinds of inputs are provided consistently at the school level? Do policies exist to require these inputs? Please explain below.

	Source:	

6. Is there a <u>policy</u> in place to require that all <u>public</u> <u>primary</u> and <u>secondary</u> schools have access to <u>potable water</u>? Please select yes or no for each level of schooling, and submit the policy document.

		Yes	No
a.	Primary		
b.	Secondary		

	Source: (document required)	
	Explanation of response:	

7. Is there a <u>policy</u> in place to require that all <u>public</u> <u>primary</u> and <u>secondary</u> schools have access to <u>functional hygienic facilities</u>? Please select yes or no for each level of schooling, and submit the policy document.

		Yes	No
a.	Primary		
b.	Secondary		

	Source: (document required)	
	Explanation of response:	

8. Is there a <u>policy</u> in place to require that all <u>public</u> <u>primary</u> and <u>secondary</u> schools have access to electricity? Please select yes or no for each level of schooling, and submit the policy document.

		Yes	No
a.	Primary		
b.	Secondary		

	Source: (document required)	
	Explanation of response:	

9. Is there a <u>policy</u> in place to require that students in all <u>public</u> <u>primary</u> and <u>secondary</u> schools have the prescribed textbooks? Please select yes or no for each level of schooling, and submit the policy document.

		Yes	No
a.	Primary		
b.	Secondary		

	Source: (document required)	
	Explanation of response:	

10. Is there a <u>policy</u> in place to require that students in all <u>public</u> <u>primary</u> and <u>secondary</u> schools have access to computers for learning purposes? Please select yes or no for each level of schooling, and submit the policy document.

		Yes	No
a.	Primary		
b.	Secondary		

	Source: (document required)	
	Explanation of response:	

11. Is there a <u>policy</u> in place to require that all <u>public</u> <u>primary</u> and <u>secondary</u> schools have <u>libraries</u>? Please select yes or no for each level of schooling, and submit the policy document.

		Yes	No
a.	Primary		
b.	Secondary		

	Source: (document required)	
	Explanation of response:	

12. Are there statutory requirements specifying education qualifications to become a <u>public</u> school teacher at the <u>primary</u> level? Please select yes or no. (If no, skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

13. (If yes in previous, xx) What minimum education qualification is currently required to become a <u>public</u> school teacher at the <u>primary</u> level? Please select 1 option.

a.	<u>ISCED 3</u> or below (Upper secondary education or below)	
b.	<u>ISCED 4A</u> (Post-secondary non-tertiary education)	
c.	<u>ISCED 5B</u> (Tertiary program that is practically oriented toward teacher training)	
d.	<u>ISCED 5A</u> (Tertiary program that is theoretically based and provides qualifications to teach or have other professions)	
e.	<u>ISCED 6</u> (Advanced tertiary program that includes original research)	

	Source: (document required)	

	Explanation of response:	

14. Are there statutory requirements of education qualifications to become a <u>public</u> school teacher at the <u>secondary</u> level? Please select yes or no. (If no, skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

15.   (If yes to secondary in previous, xx) What minimum education qualification is currently required to become a <u>public</u> school teacher at the <u>secondary</u> level? Please select 1 option.

a.	<u>ISCED 3</u> or below (Upper secondary education or below)	
b.	<u>ISCED 4A</u> (Post-secondary non-tertiary education)	
c.	<u>ISCED 5B</u> (Tertiary program that is practically oriented toward teacher training)	
d.	<u>ISCED 5A</u> (Tertiary program that is theoretically based and provides qualifications to teach or have other professions)	
e.	<u>ISCED 6</u> (Advanced tertiary program that includes original research)	

	Source: (document required)	
	Explanation of response:	

Monitoring learning conditions

16. How does the education system monitor learning conditions? Is there a school census? Which particular inputs are monitored at the school level? Please explain below.

	Source:	

17. Is a school census conducted? For which of the most recent years is a school census available? If a school year is divided between 2 years, please identify each school year by the last year (for example, the 2005-2006 school year would be identified as 2006). Please select all years that apply.

a.	2006 *(drop down for years)*	
b.	2007	
c.	2008	
d.	2009	
e.	2010	
f.	2011	
g.	There is no school census	

	Source:	
	Explanation of response:	

18. Does the school census or other system monitor whether all public schools have access to potable water? Please select yes or no, and provide the number of schools with potable water if available.

		Yes	No	If yes, number of schools with potable water	Year
a.	Primary				
b.	Secondary				

	Source: (document required)	
	Explanation of response:	

19. Does the school census or other system monitor whether schools have access to functional hygienic facilities in all public schools? Please select yes or no, and provide the number of schools with functional hygienic facilities if available.

		Yes	No	If yes, number of schools with functional hygienic facilities	Year
a.	Primary				
b.	Secondary				

	Source: (document required)	
	Explanation of response:	

20. Does the <u>school census</u> or other system monitor whether all <u>public</u> schools have access to electricity? Please select yes or no, and provide the number of schools with electricity if available.

		Yes	No	If yes, number of schools with electricity	Year
a.	<u>Primary</u>				
b.	<u>Secondary</u>				

	Source: (document required)	
	Explanation of response:	

21. Does the <u>school census</u> or other system monitor whether all <u>public</u> schools have access to computers for learning purposes? Please select yes or no, and provide the number of schools with computers if available.

		Yes	No	If yes, number of schools with computers	Year
a.	<u>Primary</u>				
b.	<u>Secondary</u>				

	Source: (document required)	
	Explanation of response:	

22. Does the <u>school census</u> or other system monitor whether all <u>public</u> schools have access to <u>libraries</u>? Please select yes or no, and provide the number of schools with <u>libraries</u> if available.

		Yes	No	If yes, number of schools with <u>libraries</u>	Year
a.	<u>Primary</u>				
b.	<u>Secondary</u>				

	Source: (document required)	
	Explanation of response:	

23. Does the <u>school census</u> or other system monitor whether public school teachers meet the statutory education requirements for hiring? Please select yes, no, or there are no education requirements.

		Yes	No	There are no education requirements
a.	<u>Primary</u>			
b.	<u>Secondary</u>			

	Source: (document required)	
	Explanation of response:	

24. Does the school census or other system monitor how many primary and secondary schools have the prescribed textbooks? Please select yes or no, and provide the number of schools with textbooks if available. (If no, please skip to xx. If yes, continue to xx.)

		Yes	No	If yes, number of schools with textbooks	Year
a.	Primary				
b.	Secondary				

	Source:	
	Explanation of response:	

25. (If yes to previous, xx) How soon after the start of the school year is this information available? Please provide the number of months after the start of the school when this information is available for primary and secondary schools. (If information is available within 1 month of the start of the school year, please continue to xx. Otherwise, please skip to xx).

a.	Primary	
b.	Secondary	

	Source: (document required)	
	Explanation of response:	

26. (If information is available within 1 month in previous, xx) In the last school year, how many schools had the prescribed textbooks and learning materials within the first month of school?

a.	Primary	
b.	Secondary	

	Source: (document required)	
	Explanation of response:	

27. According to policy, is central reporting required for student enrollment? How frequently is central reporting required for student enrollment? Please select 1 option.

a.	Every 2 or more years	
b.	Annually	
c.	2 times a year	
d.	More than 2 times a year, but not monthly	
e.	At least monthly	
f.	No, central reporting for student enrollment is not required	

	Source:	
	Explanation of response:	

28. According to policy, is central reporting required for teacher rosters or the number of teaching positions? How frequently is central reporting required for teacher rosters or the number of teaching positions? Please select 1 option.

a.	Every 2 or more years	
b.	Annually	
c.	2 times a year	
d.	More than 2 times a year, but not monthly	
e.	At least monthly	
f.	No, central reporting for teacher rosters or the number of teaching positions is not required	

	Source:	
	Explanation of response:	

29. According to policy, is central reporting required for student attendance? How frequently is central reporting required for student attendance? Please select 1 option.

a.	Every 2 or more years	
b.	Annually	
c.	2 times a year	
d.	More than 2 times a year, but not monthly	
e.	At least monthly	
f.	No, central reporting is not required for student attendance	

	Source:	
	Explanation of response:	

30. By policy, what is the official length of the school year for <u>public schools</u>, in required days and hours? Please enter the number of days and the number of hours per day for each level of schooling.

		<u>Primary</u>	<u>Secondary</u>
a.	Number of days		
b.	Number of hours per day		

	Source: (document required)	
	Explanation of response:	

31. There is often a difference between the number of school days that are required by policy and the number of <u>effective school days</u> that actually occur. Is there a system to monitor how many <u>effective school days</u> occur in <u>primary</u> and <u>secondary</u> schools in the school year at the following levels? Please select all that apply. (If no, please skip to xx. If a, b, c, d, continue to xx.)

a.	<u>National</u>	
b.	<u>Subnational</u>	
c.	<u>Local</u>	
d.	School-level	
e.	No, there is no system to monitor the number of <u>effective school days</u>	

	Source:	
	Explanation of response:	

32. (If yes to previous, xx) In the last school year, how many <u>effective school days</u> were there on average for all schools?

		<u>Primary</u>	<u>Secondary</u>
a.	Average number of effective days for all schools		
b.	Number of hours in a school day		

	Source (document required):	
	Explanation of response:	

Monitoring student learning

33. How does the education system monitor student learning? Are there performance goals? Do large-scale student assessments take place? Please explain below.

	Source:	

34. Are there explicitly-stated system-wide <u>performance goals</u> at the <u>primary</u> level? What types of <u>performance goals</u> exist at the <u>primary</u> level? Please select all that apply, and mention the target level, if applicable. (If no, skip to xx, if a, b, c, d, e continue to xx)

		Goal?	Target level, if applicable
a.	<u>Primary</u> <u>enrollment rates</u>		
b.	<u>Primary</u> <u>completion rates</u>		
c.	<u>Proficient</u> scores		
d.	<u>Progression</u> to <u>secondary</u> school		
e.	Other (please explain below)		
f.	No, there are no performance goals		

	Source: (document required)	
	Explanation of response:	

35. (If a, b, c, d, e to previous, xx) Is there a central system to monitor any of these performance goals at the primary level? Which performance goals are monitored? Please select all that apply.

a.	Primary enrollment rates	
b.	Primary completion rates	
c.	Proficient scores	
d.	Progression to secondary school	
e.	Other (please explain below)	
f.	No, performance goals are not monitored	

Source: (document required)	
Explanation of response:	

36. Are there explicitly-stated system-wide performance goals at the secondary level? What types of performance goals exist at the secondary level? Please select all that apply, and mention the target level, if applicable. (If no, skip to xx, if a, b, c, d, e, f continue to xx.)

		Goal?	Target level, if applicable
a.	Secondary enrollment rates		
b.	Secondary completion rates		
c.	Proficient scores		
d.	Progression to tertiary education		
e.	Entry into the workplace		
f.	Other (please specify below)		
g.	No, there are no performance goals		

Source: (document required)	
Explanation of response:	

37. (If a, b, c, d, e, f to previous, xx) Is there a central system to monitor any of these performance goals at the secondary level? Which performance goals are monitored? Please select all that apply.

a.	Secondary enrollment rates	
b.	Secondary completion rates	
c.	Proficient scores	
d.	Progression to tertiary education	
e.	Entry into the workplace	
f.	Other (please specify below)	
g.	No performance goals are monitored	

	Source: (document required)	
	Explanation of response:	

38. Are large-scale student achievement assessments administered? Please select yes or no. (If no, please skip to xx. If yes, please continue to xx.)

a.	Yes	
b.	No	

	Source:	

39. (If yes to previous, xx) Please describe up to three large-scale student achievement assessments.
   a. Please describe one large-scale student achievement assessment.

a.	What is the name of the large-scale assessment program?	
b.	In the most recent 10 years, in which years was the large-scale assessment program administered?	*(check list of years)*
c.	Which subject area(s) were tested and which grade/age level(s) were assessed?	*(drop down for areas and grade/ages)*
d.	Who participates in the large-scale assessment program?	( ) All students at the given grade(s) or age level(s) ( ) A representative random sample of students ( ) A non-representative sample of students

	Source: (document required)	
	Explanation of response:	

   b. Please describe one large-scale student achievement assessment.

a.	What is the name of the large-scale assessment program?	
b.	In the most recent 10 years, in which years was the large-scale assessment program administered?	*(check list of years)*
c.	Which subject area(s) were tested and which grade/age level(s) were assessed?	*(drop down for areas and grade/ages)*
d.	Who participates in the large-scale assessment program?	( ) All students at the given grade(s) or age level(s) ( ) A representative random sample of students ( ) A non-representative sample of students

	Source: (document required)	
	Explanation of response:	

c.   Please describe one large-scale student achievement assessment.

a.	What is the name of the large-scale assessment program?	
b.	In the most recent 10 years, in which years was the large-scale assessment program administered?	*(check list of years)*
c.	Which subject area(s) were tested and which grade/age level(s) were assessed?	*(drop down for areas and grade/ages)*
d.	Who participates in the large-scale assessment program?	( ) All students at the given grade(s) or age level(s) ( ) A representative random sample of students ( ) A non-representative sample of students

	Source: (document required)	
	Explanation of response:	

40. (If yes to previous, xx) How are results from <u>large-scale student achievement assessments</u> disaggregated and available? Please select all that apply.

a.	At the <u>national</u> level	
b.	By <u>subnational</u> or <u>local</u> divisions	
c.	By school	
d.	By student demographics	

	Source:	
	Explanation of response (including name(s) of assessment with disaggregated results):	

41. (If yes to previous, xx) Are assessment data available to those in the planning unit in a format that is useable (for example, staff are able to access or produce main results, such as mean scores or share of students proficient)? Please select yes or no.

a.	Yes	
b.	No	

	Source:	
	Explanation of response:	

42. (If yes to previous, xx) Are the results for the <u>large-scale achievement assessment</u> available to those in the planning unit disaggregated and available by region, school, or certain student characteristics, such as gender or socio-economic background? Please select yes or no. If yes, please list the assessment(s) that can be disaggregated. (If no, please skip to xx. If yes, please continue to xx.)

a.	Yes	
b.	No	
c.	If yes, assessment(s):	

	Source:	
	Explanation of response:	

43. (If yes to previous, xx) Does the education planning unit use student assessment results to inform allocation of resources? Please select yes or no. If yes, please list the assessment(s) that are used by the planning unit to inform resource allocation.

a.	Yes	
b.	No	
c.	If yes, assessment(s):	

	Source:	
	Explanation of response:	

44. (If yes to previous, xx) In the most recent assessments of math and reading, what share of primary and secondary students has proficient scores in <u>large-scale student achievement assessments</u>?

		Primary	Secondary
a.	Share of students who are proficient in math		
b.	Share of students who are proficient in reading		

	Source (document required):	
	Explanation of response:	

2. Allocation Mechanisms Survey

The education budget is the government's plan for allocating public resources to achieve educational goals and objectives. Every school finance system has rules that determine the size of the budget, distribution of resources across levels of government and schools, and in some cases, the composition of spending toward particular resources, among other aspects. This allocation mechanisms survey requests information on methods to determine the budget, transfer mechanisms, allocations for disadvantaged students, and other topics.

Budget preparation

45. Who participates in budget preparation, and how are budgets prepared? What methods and criteria are used? Please explain below.

| |
| |

	Source:	

46. Which levels of government are responsible for planning the education <u>budget</u>? Please select all that apply, and include the name of the authority if responsible.

		Responsible?	Name of authority
a.	National		
b.	Subnational		
c.	Local		

47. What share of the total education budget is determined by each method, by <u>level of government</u>? Please select 1 option for each level. ("All" refers to 100%; "Most" refers to between 50-100%; "Some" refers to between 0-50%; "None" refers to 0%)

	(provide drop down menus- none/some/most/all)	<u>National</u> level	<u>Subnational</u> level	<u>Local</u> level
a.	Legislative process			
b.	Constitutional mandate			
c.	Executive decision			
d.	Transfer from another level of government			
e.	Other (please specify method)			
f.	Does not determine the education budget			

	Source:	
	Explanation of response:	

48. For each <u>level of government</u> that has decision-making authority over the composition of education budgets, what share of the <u>capital</u> budget is allocated using each of the following types of systems, at each level? Please choose 1 option for each level. ("All" refers to 100%; "Most" refers to between 50-100%; "Some" refers to between 0-50%; "None" refers to 0%)

	(provide drop down menus- none/some/most/all)	<u>National</u> level	<u>Subnational</u> level	<u>Local</u> level
a.	<u>Formula</u> or explicit criteria			
b.	<u>Performance-based</u>			
c.	<u>Negotiations</u>			
d.	<u>Incremental increase</u>			
e.	<u>Line item</u>			
f.	<u>Program- based</u>			
g.	<u>Project-based</u>			
h.	Other			
	Please describe:			
i.	Does not allocate the <u>capital</u> budget			

	Source:	
	Explanation of response:	

49. For each <u>level of government</u> that has decision-making authority over the composition of education budgets, what share of the <u>current</u> budget is allocated by each of the following types of systems, at each level? Please choose 1 option for each level. ("All" refers to 100%; "Most" refers to between 50-100%; "Some" refers to between 0-50%; "None" refers to 0%) (If criteria are used, continue to xx, if formula is used, skip to xx, if no criteria or formula, skip to xx.)

	(provide drop down menus- none/some/most/all)	<u>National</u> level	<u>Subnational</u> level	<u>Local</u> level
a.	<u>Formula</u> or explicit criteria			
b.	<u>Performance-based</u>			
c.	<u>Negotiations</u>			
d.	<u>Incremental increase</u>			
e.	<u>Line item</u>			
f.	<u>Program- based</u>			
g.	<u>Project-based</u>			
h.	Other			
	Please describe:			
i.	Does not allocate the <u>current</u> budget			

	Source:	
	Explanation of response:	

50. (If explicit criteria are used in previous, xx or xx) What criteria according to policy are explicitly used to decide where money flows? Please select all that apply.

a.	Number of students	
b.	Number of teaching positions	
c.	Student characteristics	
d.	Geographical location	
e.	Ability to raise revenue at the <u>subnational</u> level	
f.	Ability to raise revenue at the <u>local</u> level	
g.	Ability to raise revenue at the school level	
h.	Performance of students or school	

	Source:	
	Explanation of response:	

51. (If formula is used in previous, xx or xx) Is there a formula associated with these criteria? Please select yes or no, and if yes, please write the <u>formula</u> and briefly explain how the <u>allocation</u> of resources is calculated. (If no, please skip to xx. If yes, please continue to xx)

a.	Yes	
b.	If yes, <u>formula</u> and brief explanation:	
c.	No	

	Source:	
	Explanation of response:	

52. Aside from or in addition to explicit criteria, what factors are taken into account during education <u>budget</u> preparation? Please select all that apply.

a.	Factors are not known	
b.	Historical <u>budget</u> levels	
c.	Student enrollment	
d.	Teacher demographics	
e.	Changes in unit costs	

	Source:	
	Explanation of response:	

53. According to policy, are there <u>intergovernmental transfers</u> intended for education purposes? Please select yes or no for each level of government.

		Yes	No	No transfers at this level
a.	<u>National</u> to <u>subnational</u>			
b.	<u>National</u> to <u>local</u>			
c.	<u>Subnational</u> to <u>local</u>			

	Source:	
	Explanation of response:	

Policies to provide support to disadvantaged students

54. What kinds of policies exist to support students with disadvantages (such as socio-economic, gender, urban/rural, ethnicity, or language)? Do these policies provide resources to households or schools? How are eligible students identified? Are special learning needs met? Please explain below.

	Source:	

55. Are there school financing policies or programs that directly or indirectly target disadvantaged student groups? (If no, skip to question xx. If yes, continue to question xx.)

a.	Yes	
b.	No	

	Source:	
	Explanation of response:	

56. (If yes to previous, xx) Please describe up to five school financing policies or programs that directly or indirectly target disadvantaged student groups.
   a. Please describe one policy or program that supports disadvantaged student groups.

	Name of policy or program:	
	Targeted student groups:	*(drop down for socio-economic background/ethnicity/gender/native language/urban rural)*
	Recipient of funding:	*(drop down for school/household)*
	Level of education:	*(drop down for primary/secondary)*
	Scale of policy or program:	*(drop down for pilot or small-scale/all eligible schools)*
	Description of policy or program:	

	Source: (document required)	
	Explanation of response:	

b. Please describe one policy or program that supports disadvantaged student groups.

	Name of policy or program:	
	Targeted student groups:	*(drop down for socio-economic background/ethnicity/gender/native language/urban rural)*
	Recipient of funding:	*(drop down for school/household)*
	Level of education:	*(drop down for primary/secondary)*
	Scale of policy or program:	*(drop down for pilot or small-scale/all eligible schools)*
	Description of policy or program:	

	Source: (document required)	
	Explanation of response:	

c. Please describe one policy or program that supports disadvantaged student groups.

	Name of policy or program:	
	Targeted student groups:	*(drop down for socio-economic background/ethnicity/gender/native language/urban rural)*
	Recipient of funding:	*(drop down for school/household)*
	Level of education:	*(drop down for primary/secondary)*
	Scale of policy or program:	*(drop down for pilot or small-scale/all eligible schools)*
	Description of policy or program:	

	Source: (document required)	
	Explanation of response:	

d. Please describe one policy or program that supports disadvantaged student groups.

	Name of policy or program:	
	Targeted student groups:	*(drop down for socio-economic background/ethnicity/gender/native language/urban rural)*
	Recipient of funding:	*(drop down for school/household)*
	Level of education:	*(drop down for primary/secondary)*
	Scale of policy or program:	*(drop down for pilot or small-scale/all eligible schools)*
	Description of policy or program:	

	Source: (document required)	
	Explanation of response:	

e. Please describe one policy or program that supports disadvantaged student groups.

	Name of policy or program:	
	Targeted student groups:	*(drop down for socio-economic background/ethnicity/gender/native language/urban rural)*
	Recipient of funding:	*(drop down for school/household)*
	Level of education:	*(drop down for primary/secondary)*
	Scale of policy or program:	*(drop down for pilot or small-scale/all eligible schools)*
	Description of policy or program:	

	Source: (document required)	
	Explanation of response:	

57. Are there methods in place to identify the needs of <u>primary</u> or <u>secondary</u> students from disadvantaged backgrounds? Please select yes or no. (If no, please skip to xx. If yes, please continue to xx.)

a.	Yes	
b.	No	

	Source:	
	Explanation of response:	

58. (If yes to previous, xx) How are students from the following disadvantaged student backgrounds identified? Please select all that apply.

		Socio-economic background	Ethnicity	Gender	Native language	Urban/rural
a.	No support for this group					
b.	No systematic method					
c.	Projection from historical levels					
d.	Geographic targeting					
e.	Analysis of household survey data within last 5 years					
f.	Analysis of individual student data, updated annually					

Source:	
Explanation of response:	

59. Please specify how special needs are addressed in public schools. Where do students with special needs receive their education, for each special need with differentiated public expenditure? Select all that apply for each special need, or indicate that the need is not met.

		Special schools	Mainstream schools	This need is not met
a.	Visual			
b.	Hearing			
c.	Mobility			
d.	Cognitive			
e.	Socio-emotional			

Source:	
Explanation of response:	

3. Revenue Sources Survey

The stakeholders responsible for generating revenue to finance education vary by system. Much of government funding for public services is raised through taxation—property, income, and sales taxes. Education systems may also rely on international donors or the private sector, including households, as additional funding sources. This revenue sources survey requests information on public funding sources, school fees, and other topics.

Government revenue

60. What government and non-government actors finance education? Please explain below.

	Source:	

61. Which levels of government finance education? Please select all levels of government that apply.

a.	National	
b.	Subnational	
c.	Local	

62. (If the national level generates revenue for education in previous, xx) At the <u>national</u> level, what share of the education <u>budget</u> is financed by different <u>revenue</u> sources? Please select one share for each source. ("All" refers to 100%; "Most" refers to between 50-100%; "Some" refers to between 0-50%; "None" refers to 0%) (If own-source revenue is a source, continue to xx. If not, skip to xx.)

a.	International actors	*(drop down for none/some/most/all)*
b.	Intergovernmental transfers	
c.	Own-source revenue	
d.	Private sources	

	Source:	
	Explanation of response:	

63. (If own-source revenue is a source in the previous, xx) From the perspective of the Ministry of Finance or equivalent <u>administrative unit</u>, which different <u>revenue</u> sources generate <u>own-source revenues</u> for the <u>national</u> education <u>budget</u>, by law? Please select all that apply. (If taxes, dedicated sources, or stabilization funds are used, continue to question xx. Otherwise, skip to question xx.)

a.	General revenue or taxes	
b.	Profits from natural resources	
c.	Profits from nationalized industries	
d.	Revenue from lottery	
e.	<u>Dedicated sources</u>	
f.	<u>Stabilization funds</u>	
g.	Other (please describe)	

| | Source: | |
| | Explanation of response: | |

64. (If the subnational level generates revenue for education in previous, xx) At the <u>subnational</u> level, what share of the education <u>budget</u> is financed by different <u>revenue</u> sources? Please select one share for each source. ("All" refers to 100%; "Most" refers to between 50-100%; "Some" refers to between 0-50%; "None" refers to 0%) (If own-source revenue is a source, continue to xx. If not, skip to xx.)

a.	<u>International actors</u>	*(drop down for none/some/most/all)*
b.	<u>Intergovernmental transfers</u>	
c.	<u>Own-source revenue</u>	
d.	<u>Private sources</u>	

| | Source: | |
| | Explanation of response: | |

65. (If own-source revenue is a source in the previous, xx) Which different <u>revenue</u> sources generate <u>own-source revenues</u> for the <u>subnational</u> education <u>budget</u>, by law? Please select all that apply. (If taxes are used, continue to question xx. Otherwise, skip to question xx.)

a.	General revenue or taxes	
b.	Profits from natural resources	
c.	Profits from nationalized industries	
d.	Revenue from lottery	
e.	<u>Dedicated sources</u>	
f.	<u>Stabilization funds</u>	
g.	Other (please describe)	

	Source:	
	Explanation of response:	

66. (If the local level generates revenue for education in previous, xx) At the <u>local</u> level, what share of the education <u>budget</u> is financed by different <u>revenue</u> sources? Please select one share for each source. ("All" refers to 100%; "Most" refers to between 50-100%; "Some" refers to between 0-50%; "None" refers to 0%) (If own-source revenue is a source, continue to xx. If not, skip to xx.)

a.	<u>International actors</u>	*(drop down for none/some/most/all)*
b.	<u>Intergovernmental transfers</u>	
c.	<u>Own-source revenue</u>	
d.	<u>Private sources</u>	

	Source:	
	Explanation of response:	

67. (If own-source revenue is a source in the previous, xx) Which different <u>revenue</u> sources generate <u>own-source revenues</u> for the <u>local</u> education <u>budget</u>, by law? Please select all that apply. (If taxes are used, continue to question xx. Otherwise, skip to question xx.)

a.	General revenue or taxes	
b.	Profits from natural resources	
c.	Profits from nationalized industries	
d.	Revenue from lottery	
e.	Dedicated sources	
f.	Stabilization funds	
g.	Other (please describe)	

	Source:	
	Explanation of response:	

School revenue

68. Do school fees exist? Please explain below.

	Source:	

69. (If yes to previous, xx) For what purposes can <u>public</u> schools use <u>private</u> or <u>international revenues</u> (including revenues from households)? Select all purposes that apply.

a.	Teacher salaries	
b.	Teaching materials	
c.	Extra-curricular activities	
d.	Repairs	
e.	Other (please specify)	
f.	<u>Public</u> schools cannot use <u>private</u> or <u>international revenues</u>	

	Source:	
	Explanation of response:	

70. By policy, do fees and/or mandatory <u>waivers</u> and <u>differentiated payment scales</u> for disadvantaged students exist at the <u>primary</u> level for specific school costs? Please select 1 option for each type of cost.

		Fees do not exist	Fees exist, there are no mandatory <u>waivers</u>	Fees exist, there are mandatory <u>waivers</u>	Fees exist, there is a <u>differentiated payment scale</u>
a.	Tuition				
b.	Textbooks				
c.	<u>Parent teacher association</u>				
d.	Matriculation				
e.	Required assessments				

	Source: (document required)	
	Explanation of response:	

71. By policy, do fees and/or mandatory <u>waivers</u> and <u>differentiated payment scales</u> for disadvantaged students exist at the <u>secondary</u> level for specific school costs? Please select 1 option for each type of cost.

		Fees do not exist	Fees exist, there are no mandatory <u>waivers</u>	Fees exist, there are mandatory <u>waivers</u>	Fees exist, there is a <u>differentiated payment scale</u>
a.	Tuition				
b.	Textbooks				
c.	<u>Parent teacher association</u>				
d.	Matriculation				
e.	Required assessments				

	Source: (document required)	
	Explanation of response:	

72. Are the following materials and services required to attend <u>primary</u> school by policy? If so, are households expected by policy to finance these materials and services? Select all that apply at the <u>primary</u> level of education, and indicate whether households finance.

		Required for school	Households finance
a.	Personal school supplies		
b.	Uniform		
c.	Meals		
d.	Transport costs		
e.	Textbooks		
f.	Other (please specify below)		
g.	There are no additional personal costs		

	Source:	
	Explanation of response:	

73. Are the following materials and services required to attend <u>secondary</u> school by policy? If so, are households expected by policy to finance these materials and services? Select all that apply at the <u>secondary</u> level of education, and indicate whether households finance.

		Required for school	Households finance
a.	Personal school supplies		
b.	Uniform		
c.	Meals		
d.	Transport costs		
e.	Textbooks		
f.	Other (please specify below)		
g.	There are no additional personal costs		

	Source:	
	Explanation of response:	

74. Has there been a recent household survey that allows for the calculation of household expenditure on education as share of household expenditure? Please select whether the share of expenditure has already been calculated.

a.	Yes , and household education expenditure has already been analyzed	
b.	Yes, but household education expenditure has not been analyzed	
c.	No	

	Source (household survey and analysis):	
	Contact information:	
	Year:	

75. (If yes , and household education expenditure has already been analyzed in previous, xx) Using household survey data, what share of household expenditure is dedicated to education for the lowest and highest income quintiles? Please provide the share of expenditure by quintile and documentation.

		Share of expenditure devoted to education
a.	Lowest quintile (poorest 20% of the population)	
b.	Highest quintile (wealthiest 20% of the population)	

	Source (household survey and analysis):	
	Contact information:	
	Year:	

4. Fiscal Control and Capacity Survey

A crucial area for understanding school finance systems is the fiscal control mechanisms used to plan, monitor, and execute the education budget. Fiscal controls in school finance may include budget execution reviews, reporting requirements, internal and external audits, public information on school budgets, and enforcement mechanisms. This fiscal control and capacity survey requests information on expenditure reporting, teacher attendance monitoring, auditing procedures, school construction procurement, and other topics.

Budgetary reporting

76. How does the government report the education budget at the national level? Please explain below.

Source:	

77. How does the underlined national and/or underlined subnational government publicly report the amount of resources available for education purposes? Select 1 option.

		Not reported	Reported but report was not possible to obtain	Reported, and report was obtained
a.	Planned annual budget			
b.	In-year execution of budget			
c.	Year-end execution of budget			
d.	Availability of resources at the school level			

	Source: (document required)	
	Explanation of response:	

78. Please respond to questions xx through xx regarding the executed education budget (expenditure report) if available, otherwise please respond regarding the planned education budget. Select the budget that is relevant to the questions that follow.

a.	Responses refer to planned budget	
b.	Responses refer to executed budget (expenditure)	

79. How is the planned or executed education <u>budget</u> classified? Please select all that apply.

a.	Administrative classification (by government authority that is responsible for using the resources)	
b.	Economic classification (by <u>current</u> and <u>capital</u> <u>expenditure</u>)	
c.	Sub-functional classification (by <u>primary</u> and <u>secondary</u> levels)	
d.	Programmatic classification (by policy objective)	

	Source: (document required)	
	Explanation of response:	

80. What budgetary information does the planned or executed education <u>budget</u> include? Please select all that apply.

a.	Current year's <u>budget</u>	
b.	Summarized <u>budget</u> data for revenue	
c.	Prior year's <u>budget</u> <u>outturn</u>	
d.	Explanation of <u>budget</u> implications of new policy initiatives	

	Source: (document required)	
	Explanation of response:	

81. By policy, are forecasts of education <u>expenditure</u> prepared? Please select yes or no. (If no, please skip to xx. If yes, please continue to xx.)

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

82. (If yes to previous, xx) How many future years in addition to the current year have forecasts of education <u>expenditure</u>? Please choose the number of years.

a.	Number of years:	

	Source: (document required)	
	Explanation of response:	

83. (If yes to previous, xx) What do the forecasts of education <u>expenditure</u> include? Please select all that apply.

a.	Current <u>expenditure</u>	
b.	Capital <u>expenditure</u>	
c.	Primary <u>expenditure</u>	
d.	Secondary <u>expenditure</u>	
e.	Explanation of links to policy objectives	

	Source: (document required)	
	Explanation of response:	

Intergovernmental transfer reporting

84. How do other levels of government (aside from the national level) report spending on education? Please explain below.

	Source:	

85. Please answer the following xx questions on intergovernmental transfers regarding the level of government below the <u>national</u> level that spends the most on education. Select the level of government below the <u>national</u> level that spends the most on education. (If no, skip to xx.)

	<u>Subnational</u>	
	<u>Local</u>	
	No other level spends resources on education	

	Source:	
	Explanation of response:	

86. Does the central government provide <u>intergovernmental transfers</u> of resources for education to level of government below the <u>national</u> level that spends the most on education? Please select yes or no. (If no, skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	

	Source:	
	Explanation of response:	

87. (If yes to previous, xx) Does the level of government below the <u>national</u> level that spends the most on education governments receive projections of these <u>intergovernmental transfers</u> for planning purposes from the central government? Please select yes or no. (If no, skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	

	Source:	
	Explanation of response:	

88. (If yes to previous, xx) When are projections of <u>intergovernmental</u> transfers available, relative to the start of the fiscal year for the level of government below the <u>national</u> level that spends the most on education? Please choose the number of months before the fiscal year, or select after the fiscal year.

a.	After the start of the fiscal year	
b.	Number of months before the start of the fiscal year:	

	Source:	
	Explanation of response:	

89. (If yes to previous, xx) Please provide the latest projections of <u>intergovernmental</u> transfers, and indicate the month and year in which they were made available to the level of government below the <u>national</u> level that spends the most on education.

	Month and year:	

	Source:	
	Explanation of response:	

90. (If yes to previous, xx) Does the level of government below the <u>national</u> level that spends the most on education governments report education <u>expenditure</u> of <u>intergovernmental transfers</u> to the central level? Please select yes or no. (If no, skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	

	Source:	
	Explanation of response:	

91. (If yes to previous, xx) How long does it take to consolidate <u>expenditure</u> reports of <u>intergovernmental transfers</u> information centrally? Please choose the number of months after the fiscal year.

a.	Number of months after the end of the fiscal year:	

	Source:	
	Explanation of response:	

92. Does the level of government below the <u>national</u> level that spends the most on education report education <u>expenditure</u> of resources they generate themselves to the central level? Please select yes or no. (If no, skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

93. (If yes to previous, xx) How long does it take to consolidate information on education <u>expenditure</u> centrally from the level of government below the <u>national </u>level that spends the most on education? Please choose the number of months after the last fiscal year.

a.	Number of months after the end of the fiscal year	

	Source:	
	Explanation of response:	

Human resources

94. How are teacher salaries set and paid? Is there a payroll or personnel database? How is teacher attendance managed? Please explain below.

| |
| |

| | Source: | |

95. Does a personnel database exist for education staff, including teachers? How often is the personnel database updated to incorporate changes in personnel each year? Please select yes or no, and indicate the number of times updates in last 12 months if applicable.

a.	Yes	
b.	If yes, number of times updated in last 12 months:	
b.	No	

| | Source: | |
| | Explanation of response: | |

96. Does a payroll database exist for education staff, including teachers? How often is the payroll database checked against the personnel database each year? Please select yes or no, and please select the number of times it was checked during the last 12 months if applicable.

a.	Yes	
b.	If yes, number of times updated in last 12 months	
c.	No	

| | Source: | |
| | Explanation of response: | |

97. According to policy, is teacher attendance monitored in <u>public schools</u>? How is teacher attendance monitored? Please select all that apply.

a.	Teachers self-report	
b.	School authority maintains records	
c.	Unannounced visits by an education authority outside of the school	
d.	Announced visits by an education authority outside of the school	
e.	Teacher attendance is not monitored	

	Source:	
	Explanation of response:	

98. Is there a policy to allocate funding so that <u>substitute teachers</u> are provided when teachers are absent? Please select 1 option. (If no, please skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	
c.	No, but present teachers may be required to cover other classes when teachers are absent	

	Source: (document required)	
	Explanation of response:	

99. (If yes to previous, xx) Which types of teacher absences are covered by substitute teachers? Please select all that apply.

a.	<u>Substitute teachers</u> are provided for long-term absences (more than 1 week)	
b.	<u>Substitute teachers</u> are provided for short-term absences (less than 1 week)	

	Source: (document required)	
	Explanation of response:	

100. Are there allowable consequences of teacher absenteeism without valid cause and/or previous notification, according to law or policy? What are allowable consequences? Select all that apply.

a.	Written reprimand	
b.	Reduced chances of promotion	
c.	Reduction in pay	
d.	Dismissal	
e.	There are no allowable consequences for teacher absenteeism	

	Source: (document required)	
	Explanation of response:	

External audits

101. What are external audits procedures? Please explain below.

	Source:	

102. Please answer the following xx questions about audits regarding the level of government that spends the most on education. Please select below which level of government spends the most on education.

a.	National	
b.	Subnational	
c.	Local	

	Source:	
	Explanation of response:	

103. Are external <u>audits</u> for education financing required by policy for the level of government that spends the most on education? (If no, skip to xx. If yes, continue to xx)

a.	Yes	
b.	If yes, do external <u>audits</u> cover expenditure?	
c.	If yes, do external <u>audits</u> cover revenue?	
d.	No	

	Source:	
	Explanation of response:	

104. (If external audits are required in previous, question xx) Are there required consequences for failed external <u>audits</u>? (If no, skip to xx, if there are required consequences, continue to xx.)

a.	Yes, there are required consequences	
b.	Yes, there are possible consequences	
c.	No	

	Source: (document required)	
	Explanation of response:	

105. (If required consequences are required in previous, question xx) Which consequences are required for failed external <u>audits</u>? Select all that apply.

a.	Community involvement	
b.	Fees	
c.	Improved financial supervision	
d.	Dismissal of staff	
e.	Salary cut for staff	
f.	Other (please specify below)	

	Source: (document required)	
	Explanation of response:	

106. (If external audits are required in previous, question xx) According to policy, are external audit results required to be made available? To whom? Select all that apply.

a.	Schools	
b.	Local level	
c.	Subnational level	
d.	Public (community)	
e.	National level	
f.	International actor	
g.	Education authority (such as Ministry of Education)	
h.	Finance authority (such as Ministry of Finance)	
i.	Supreme Audit Institution	
j.	Not made available	

	Source:	
	Explanation of response:	

107. (If external audits are required in previous, question xx) In the most recent 5 years, how many external audits were carried out? Please choose the number of audits.

a.	Number of audits in the most recent 5 years:	

	Source:	
	Explanation of response:	

Internal audits

108. What are internal auditing procedures? Please explain below.

	Source:	

109. Are internal <u>audits</u> for education financing required by policy at the level of government that is responsible for education spending? Please select yes or no. (If no, please skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

110. (If yes to previous, xx) Are there required consequences for failed internal <u>audits</u>? Please select 1 option. (If no, please skip to xx. If required consequences, continue to xx.)

a.	Yes, there are required consequences	
b.	Yes, there are possible consequences	
c.	No	

	Source: (document required)	
	Explanation of response:	

111. (If there are required consequences in previous, xx) What are the required consequences for failed internal <u>audits</u>? Please select all that apply.

a.	Improved financial supervision	
b.	Dismissal of staff	
c.	Salary cut for staff	
d.	Other (please specify below)	

	Source: (document required)	
	Explanation of response:	

112. (If yes to previous, xx) Which actors receive the reports from internal <u>audits</u>? Please select all that apply.

a.	Education authority (such as Ministry of Education)	
b.	Finance authority (such as Ministry of Finance)	
c.	Supreme Audit Institution	
d.	Reports are not made available	

	Source:	
	Explanation of response:	

113. (If yes to previous, xx) In the most recent 5 years, how many internal <u>audits</u> were carried out? Please choose the number of audits.

a.	Number of internal audits in most recent 5 years:	

	Source:	
	Explanation of response:	

School construction

114. How is school construction procurement managed? Who monitors expenditure? Please explain below.

	Source:	

115. Is there a legal and regulatory framework for school construction procurement? Please select yes or no. (If no, skip to xx. If yes, continue to xx.)

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

116. (If yes to previous, xx) What is the default method of procurement? Please select 1 option.

a.	Internal contracts (government construction)	
b.	<u>Open competition</u>	
c.	Less competitive methods	

	Source: (document required)	
	Explanation of response:	

117. (If yes to previous, xx) Are opportunities to bid for contracts publicly announced? Please select yes or no.

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

118. (If yes to previous, xx) Is there an established procedure to submit complaints about the procurement process? Please select yes or no.

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

119. In the last 5 years, how many school construction contracts were awarded?

a.	Number of contracts	

	Source: (document required)	
	Explanation of response:	

120. How many school construction contracts were awarded by the following methods?

a.	Open competition	
b.	Less competitive methods	
c.	Internal contracts (government construction)	
d.	Other (please specify below)	

	Source: (document required)	
	Explanation of response:	

121. Who has the formal authority to monitor construction expenditure, according to policy? Select all that apply.

a.	School	
b.	Education authority (non-school)	
c.	Contractor	
d.	No authority	

	Source:	
	Explanation of response:	

5. Education Spending

Countries invest very different levels of resources in education, independent of their income. Education expenditure can differ by the amount that is spent in aggregate and per-student terms, the actors that execute education expenditure at various government levels and in the private sector, and the composition of education spending toward particular resources, among others. This education spending survey requests information on the nature of spending by the national, subnational, and local governments.

Government spending

122. Which levels of government spend resources on education? What is the nature of expenditure at each level?

Source:	

123. Which levels of government are responsible for spending resources on education? Please select all that apply, and indicate the name of the authorities responsible.

		Responsible?	Name of authority
a.	National		
b.	Subnational		
c.	Local		

124. (If national level spends resources on education in xx) By policy, how does the Ministry of Education (or equivalent body) at the national level spend resources directly on education? In this question, please indicate if the national level makes intergovernmental transfers, but do not include the types of spending that these transfers fund at lower levels. Spending of intergovernmental transfers by other levels will be addressed in the following questions. Please select all that apply.

a.	No resources are used	
b.	Transfers to subnational governments	
c.	Transfers to local governments	
d.	Transfers to households	
e.	Administration	
f.	Primary Education, Current, salary expenses	
g.	Primary Education, Current, non-salary expenses	
h.	Primary Education, Capital	
i.	Secondary Education, Current, salary expenses	
j.	Secondary Education, Current, non-salary expenses	
k.	Secondary Education, Capital	
l.	Private, government dependent schools	
m.	Support to disadvantaged students	
n.	Pensions	
o.	Special Education	
p.	Early Childhood Development	
q.	Tertiary	
r.	Technical and Vocational Education	
s.	Other expenditure (please specify below)	
t.	Other expenditure (please specify below)	
u.	Other expenditure (please specify below)	

	Source:	
	Explanation of response:	

125. (If there are transfers to the subnational level in previous, xx) By policy, how do education authorities at the <u>subnational</u> level spend resources they receive as <u>intergovernmental transfers</u> or generate themselves directly on education? Please indicate if the <u>subnational</u> level makes <u>intergovernmental transfers</u>, only indicate spending by nature of the <u>subnational</u> level. Spending of <u>intergovernmental transfers</u> by other levels will be addressed in the following questions. Please select all that apply and indicate the revenue source.

		Inter-governmental transfers	Own source revenue	Source not known
a.	No resources are used			
b.	Transfers to <u>local</u> governments			
c.	Transfers to households			
d.	Administration			
e.	<u>Primary</u> Education, <u>Current</u>, salary expenses			
f.	<u>Primary</u> Education, <u>Current</u>, non-salary expenses			
g.	<u>Primary</u> Education, <u>Capital</u>			
h.	<u>Primary</u> Education, <u>Current</u>, salary expenses			
i.	<u>Secondary</u> Education, <u>Current</u>, salary expenses			
j.	<u>Secondary</u> Education, <u>Current</u>, non-salary expenses			
k.	<u>Secondary</u> Education, <u>Capital</u>			
l.	<u>Private, government dependent</u> schools			
m.	Support to disadvantaged students			
n.	Pensions			
o.	Special Education			
p.	Early Childhood Development			
q.	Tertiary			
r.	Technical and Vocational Education			
s.	Other <u>expenditure</u> (please specify below)			
t.	Other <u>expenditure</u> (please specify below)			
u.	Other <u>expenditure</u> (please specify below)			

	Source:	
	Explanation of response:	

126. (If there are transfers to the local level in previous, xx) By policy, how do education authorities at the <u>local</u> level spend resources they receive as <u>intergovernmental transfers</u> or generate themselves directly on education? Please select all that apply and indicate the appropriate revenue source.

		Inter-governmental transfers	Own source revenue	Source not known
a.	No resources are used			
b.	Transfers to households			
c.	Administration			
e.	<u>Primary </u>Education,<u> Current</u>, salary expenses			
f.	<u>Primary </u>Education, <u>Current</u>, non-salary expenses			
g.	<u>Primary </u>Education, <u>Capital</u>			
h.	<u>Primary </u>Education, <u>Current</u>, salary expenses			
i.	<u>Secondary </u>Education,<u> Current</u>, salary expenses			
j.	<u>Secondary </u>Education, <u>Current</u>, non-salary expenses			
k.	<u>Secondary </u>Education, <u>Capital</u>			
l.	<u>Private, government dependent</u> schools			
m.	Support to disadvantaged students			
n.	Pensions			
o.	Special Education			
p.	Early Childhood Development			
q.	Tertiary			
r.	Technical and Vocational Education			
s.	Other <u>expenditure</u> (please specify below)			
t.	Other <u>expenditure</u> (please specify below)			
u.	Other <u>expenditure</u> (please specify below)			

Source:	
Explanation of response:	

Spending by non-government actors

127. Who are the non-government actors that spend resources on education? What is the nature of this expenditure? Please explain below.

Source:	

128. Do other actors spend resources directly on education? Please select yes or no, and if yes, please list. (If yes, please continue to xx. If no, please skip to xx.)

a.	Yes	
b.	No	
c.	If yes, please specify up to 3 actors to the right:	

	Source:	
	Explanation of response:	

129. (If yes to previous) How do other actors spend resources directly on education? Please indicate the name of the actor and select all that apply.

	Name of actor:	
a.	No resources are used	
b.	Transfers to households	
c.	Administration	
e.	Primary Education, Current, salary expenses	
f.	Primary Education, Current, non-salary expenses	
g.	Primary Education, Capital	
h.	Primary Education, Current, salary expenses	
i.	Secondary Education, Current, salary expenses	
j.	Secondary Education, Current, non-salary expenses	
k.	Secondary Education, Capital	
l.	Private, government dependent schools	
m.	Support to disadvantaged students	
n.	Pensions	
o.	Special Education	
p.	Early Childhood Development	
q.	Tertiary	
r.	Technical and Vocational Education	
s.	Other expenditure (please specify below)	
t.	Other expenditure (please specify below)	
u.	Other expenditure (please specify below)	

	Source:	
	Explanation of response:	

130. (If yes to previous) How do other actors spend resources directly on education? Please indicate the name of the actor and select all that apply.

	Name of actor:	
a.	No resources are used	
b.	Transfers to households	
c.	Administration	
e.	Primary Education, Current, salary expenses	
f.	Primary Education, Current, non-salary expenses	
g.	Primary Education, Capital	
h.	Primary Education, Current, salary expenses	
i.	Secondary Education, Current, salary expenses	
j.	Secondary Education, Current, non-salary expenses	
k.	Secondary Education, Capital	
l.	Private, government dependent schools	
m.	Support to disadvantaged students	
n.	Pensions	
o.	Special Education	
p.	Early Childhood Development	
q.	Tertiary	
r.	Technical and Vocational Education	
s.	Other expenditure (please specify below)	
t.	Other expenditure (please specify below)	
u.	Other expenditure (please specify below)	

	Source:	
	Explanation of response:	

131. (If yes to previous) How do other actors spend resources directly on education? Please indicate the name of the actor and select all that apply.

	Name of actor:	
a.	No resources are used	
b.	Transfers to households	
c.	Administration	
e.	Primary Education, Current, salary expenses	
f.	Primary Education, Current, non-salary expenses	
g.	Primary Education, Capital	
h.	Primary Education, Current, salary expenses	
i.	Secondary Education, Current, salary expenses	
j.	Secondary Education, Current, non-salary expenses	
k.	Secondary Education, Capital	
l.	Private, government dependent schools	
m.	Support to disadvantaged students	
n.	Pensions	
o.	Special Education	
p.	Early Childhood Development	
q.	Tertiary	
r.	Technical and Vocational Education	
s.	Other expenditure (please specify below)	
t.	Other expenditure (please specify below)	
u.	Other expenditure (please specify below)	

	Source:	
	Explanation of response:	

Teacher salaries

132. How are teacher salaries set and paid? Please explain below.

Source:	

133. According to policy, who sets teacher salary levels? Select all that apply.

a.	National education authority	
b.	Subnational education authority	
c.	Local education authority	
d.	Schools	
e.	Teachers' association	
f.	Other (please specify below)	

	Source:	
	Explanation of response:	

134. According to policy, who funds teacher salaries? Select all that apply.

a.	National education authority	
b.	Subnational education authority	
c.	Local education authority	
d.	Schools	
e.	Teachers' association	
f.	Other (please specify below)	

	Source:	
	Explanation of response:	

135. According to policy, who directly pays teacher salaries? Select all that apply.

a.	National education authority	
b.	Subnational education authority	
c.	Local education authority	
d.	Schools	
e.	Teachers' association	
f.	Other (please specify below)	

	Source:	
	Explanation of response:	

136. Does the government keep records of how often teachers are paid in public and private, government-dependent schools? (If no, skip to xx. If yes, continue to xx.)

		Yes	No	PGD schools do not exist
a.	Public			
b.	PGD			

	Source:	
	Explanation of response:	

137. (If yes to previous, xx) Is the record of the last time that teachers were paid available?

a.	Yes	
b.	No	

	Source: (document required)	
	Explanation of response:	

Conclusion

Please provide a copy of education finance policies that are cited in this questionnaire. Please indicate below if these have been provided and upload to the website provided to you by the SABER-School Finance team.

a.	Yes	
b.	No	

Please note any recent education finance reforms underway that have not been reported elsewhere in the survey.

	Reforms	

Please note any unanswered questions or clarifications.

	Primary year of reference	
	Note exceptions to primary year by question numbers (except when already indicated in your response)	
	Unanswered questions, by question number	
	Clarifications	
	Other comments	

Contact Information of Respondents

Please record the NAME, INSTITUTIONAL AFFILIATION, JOB TITLE, and E-MAIL of each respondent who was interviewed using this data collection instrument, as well as the DATE(S) of interview(s) and in which SECTION(S) they provided responses. The contact information will remain strictly confidential. If necessary, submit information for additional respondents on a separate page.

Name:	
Institution:	
Job Title:	
E-mail:	
Date(s):	
Section(s):	

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Job Title:	
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Glossary

Allocation: The process of dividing up and distributing available, limited resources to alternative uses that satisfy educational objectives and needs.

Audit: A formal examination of an organization's (such as a school) accounts to check accuracy. Audits can be internal or external.

Internal audits: Provide regular feedback to education authorities on management of funds. These reports should address reliability and integrity of financial and operational information; effectiveness and efficiency of operations; safeguarding of assets; and compliance with laws, regulations, and contracts. Internal audits may be completed by education authorities themselves or by a third party government entity.

External audits: Verify whether resources have been used for their intended purposes.

Budget: A comprehensive plan of what will be spent for various programs during a fiscal year.

Types of budgeting systems

Formula: Funding formulas allocate education resources based on calculations with predetermined components (such as student headcount, number of students below the poverty line, weights, etc.).

Incremental increase: Incremental budgeting allocates the budget based on the previous period's budget, and often contains an increase for inflation or other known changes in operations or conditions.

Line item: This type of budgeting system allows greater control over expenditures. It is highly detailed and expresses each kind and quantity of expenditures and revenues as a single item on one line of the budget.

Negotiations: In this type of budgeting, budgets are suggested by multiple parties, and the final budget is allocated after discussion or debate.

Performance-based: In this type of budgeting, funds are allocated based on whether certain established goals and objectives (often related to student outcomes) have been met.

Program-based: This method of budgeting is based on a program framework that uses specific costs associated with programs to drive budget setting.

Project-based: In this type of budgeting, funds are allocated for a particular project, such as the construction of a school.

Types of budgets

Capital budget: A budget for assets that last longer than one year, or expenditure that is more than a certain amount (such as $1000).

Current budget: A budget for goods and services consumed within the current year and which would be renewed if necessary in the following year.

Civil servant teacher: Persons employed full time or part time in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualifications or the delivery mechanism, i.e. face-to-face and/or at a distance. Teachers are considered civil servants if they are hired by the government (national, subnational, or local) under a specific labor code for government employees. In many cases, civil servants enjoy benefits such as paid leave, pension or health insurance that are required by public-sector employment laws.

Constant values: The expression of expenditure values in constant prices of a base period (real values).

Completion rate: The completion rate is the total number of new entrants in the last grade of primary (or secondary) education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary (or secondary). The ratio can exceed 100% due to over-aged and under-aged children who enter primary school late/early and/or repeat grades.

Current values: The expression of expenditure values in current prices of the reporting period. Unlike constant values, current values are not adjusted for a base period.

Dedicated sources: Public funds that are raised or directed for specific purposes.

Differentiated spending: Spending that is allocated separately for special purposes, such as to support learning conditions for students with special needs.

Differentiated payment scale: Adjustment of compulsory charges related to education for certain student populations (usually disadvantaged) to reduce cost of schooling.

Director: A school's administrative head (also headmaster or principal).

Effective school days: Days for which school is actually in session, and therefore different from the number of official school days in a year, which may be due to events such as strikes, natural disasters, holidays, or other causes.

Enrollment rate: The enrollment rate shows the extent of coverage in a given level of education to children and youth. The enrollment rate can be calculated as gross or net. Gross enrollment is the number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. Net enrollment is the total number of pupils or students in the theoretical age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group.

Ethnicity: A group of people thought to have a common ancestry who share a distinctive culture.

Expenditure: The act of spending financial resources for specific purposes.

Capital expenditure: Expenditure for assets that last longer than one year. It includes expenditure for construction, renovation and major repairs of buildings and the purchase of heavy equipment or vehicles.

Current expenditure: Expenditure for goods and services consumed within the current year and which would be renewed if necessary in the following year. It includes expenditure on staff salaries, pensions, and benefits; contracted or purchased services; other resources, including books and teaching materials; welfare services; and other current expenditure, such as subsidies for students and households, minor equipment, minor repairs, fuel, telecommunications, travel, insurance, and rents.

Expenditure by level: Expenditure on education by level of education (primary or secondary).

    Private expenditure on education: Expenditure on education by households, private firms or business enterprises, or non-profit making organizations (including religious organizations) which, although their principal activity may be non-educational, might finance activities in the domain of education.

Public expenditure on education: Expenditure on education and education administration made by local, regional and national/central governments, including municipalities. Household contributions are excluded.

Earmarked funds: Earmarked funds are required to be spent on education.

Formula: Funding formulas allocate education resources based on calculations with predetermined components (such as student headcount, number of students below the poverty line, weights, etc.).

Functional hygienic facilities: Facilities and systems for dealing with human excreta: disposal, collection, treatment, transfer and re-use in whatever form. Functional hygiene refers to the secure and effective management of human excreta, including treatment and re-use, and widespread usage of safe toilets. [1]

Intergovernmental transfers: Transfers of funds from one level of government to another, which may or not be designated for education.

International actor: Non-domestic influences on education, such as a multilateral organization, international non-governmental organization, or other government. International actors contribute to revenue sources in the form of both grants and loans.

ISCED levels: A classification system that provides a framework for the comprehensive statistical description of national educational systems and a methodology that translates national educational programs into internationally comparable levels of education. The basic unit of classification in ISCED is the educational program. ISCED also classifies programs by field of study, program orientation and destination. (UIS - Global Education Digest 2004)

ISCED 3 (Upper secondary education): This level of education typically begins at the end of full-time compulsory education for those countries that have a system of compulsory education. More specialization may be observed at this level than at ISCED level 2 and often teachers need to be more qualified or specialized. The entrance age to this level is typically 15 or 16 years.

ISCED 4 (Post-secondary non tertiary education): Programs that lie between the upper-secondary and tertiary levels of education from an international point of view, even though they might clearly be considered as upper-secondary or tertiary programs in a national context. They are often not significantly more advanced than programs at ISCED 3 (upper secondary) but they serve to broaden the knowledge of participants who have already completed a program at level 3. The students are usually older than those at level 3. ISCED 4 programs typically last between six months and two years.

ISCED 4A: Programs that prepare for entry to ISCED 5.

ISCED 4B: Programs not giving access to level 5 (primarily designed for direct labor market entry).

ISCED 5 (First stage of tertiary education): This level consists of tertiary programs having an educational content more advanced than those offered at levels 3 and 4. Entry to these programs normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A.

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[1] Adapted from International Rescue Committee guidelines (2004).

ISCED 5A: Tertiary programs that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programs and profession with high skills requirements.

ISCED 5B: Tertiary programs that are practically oriented/occupationally specific and are mainly designed for participants to acquire the practical skills, and know-how needed for employment in a particular occupation or trade or class of occupations or trades - the successful completion of which usually provides the participants with a labor-market relevant qualification.

ISCED 6 (Second stage of tertiary education): This level is reserved for tertiary programs which lead to the award of an advanced research qualification. The programs are therefore devoted to advanced study and original research and are not based on course-work only.

Large-scale student achievement assessment: Designed to describe the achievement of students in a curriculum area aggregated to provide an estimate of the achievement level in the education system as a whole at a particular age or grade level. It provides data for a type of system-level education audit carried out to inform policy makers about key aspects of the system. Normally, it involves administration of achievement tests either to a sample or to a population of students, usually focusing on a particular sector in the system. Teachers and others may be asked to provide background information, usually in questionnaires.

Level of government: Division of government with jurisdiction over certain administrative or geographical areas (national, subnational, and local).

National: The entire nation or country.

Subnational: The administrative level immediately below the national level – for example, subnational divisions are considered states in India, Mexico and the U.S.; provinces in Argentina, Indonesia, Thailand and Finland; regions in France; and zones in Nepal.

Local: All administrative divisions that fall under the sub-national level. It might include, for example, municipalities, communes, counties, districts and/or villages.

Less competitive methods: In these forms of competition, at least some qualified or responsible parties are *not* eligible to compete for the business of a third party due to informal or formal restrictions on bidding.

Library: A physical or digital place that holds books or other materials for reading or study.

Mandatory waiver: An obligatory exemption for certain student populations (usually disadvantaged) from compulsory charges related to education.

Native language: The first language spoken in childhood, also called mother tongue.

Non-civil service teachers: This refers to teachers who agree to work outside an employment relationship. As such, they receive a salary for the work they do, but have no other benefits (such as paid leave, pension or health insurance), such as those that apply under public-sector employment laws and those that apply under private-sector employment laws.

Open competition: In this form of competition, all qualified or responsible parties are eligible to compete for the business of a third party.

Outturn: Outturn refers to the share of budgeted resources that were spent in the previous year.

Own-source revenue: Revenue raised by any level of government. Transfers from a higher level of government are excluded.

Parent-Teacher Association: A formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school

Performance goals: Goals refer to system-wide targets for specific objectives. SABER-School Finance considers performance goals to be objectively measurable, government-stipulated targets in specific education objectives, such as 90 percent enrollment, higher completion rates, or other learning outcomes.

Policy: SABER-School Finance defines a policy as either 1) a law, executive order, decree or proclamation; or 2) a publicly available document from a governmental office (e.g. the Ministry of Education) interpreting or describing a required action.

Potable water source: Water that is safe to drink, free from pollution, harmful organisms, and impurities. The source may include running water, a well, a water pump, or others.

Primary education: The level of education that usually begins at ages 5-7 and lasts for four to seven years of schooling. In some countries, it may be called elementary education. It typically marks the beginning of systematic studies on reading, writing, and mathematics, although children may begin learning basic literacy and numeracy at the pre-primary level. (ISCED 1)

Private, government-dependent schools: Schools that are managed by a non-public authority (e.g., an individual owner, a corporation, a foundation, a religious organization, etc.) and that receive most of their funding from a public authority.

Privately-managed schools: Schools that are managed by a non-public authority (e.g., an individual owner, a corporation, a foundation, a religious organization, etc.).

Private sources: Revenue that is generated by non-governmental actors, including households, the private sector, and other institutions.

Proficient: Students are considered proficient in an academic subject if they can effectively use basic skills that are relevant to that subject at a particular level of education.

Progression rate: The progression or transition rate conveys information on the degree of access or transition from one cycle or level of education to a higher one. Viewed from the lower cycle or level of education, it is considered as an output indicator, viewed from the higher educational cycle or level, it constitutes an indicator of access. The transition rate is calculated as the number of students admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year.

Public revenue: Revenue that is generated by governmental actors.

Public schools: Schools that are managed by a public authority – may be the national, subnational, or local government authority.

Restrictions: Legal requirements to use revenue only for specified expenditure purposes.

Revenue: Income received by a level of government or educational institution, which may come from funds raised through taxes, fees, or other sources.

Rural: There is wide international variation in how areas are classified as rural. This distinction may be defined by the national government, and can include criteria such as distance from

an urban center, small population size (sometimes less than 5,000 inhabitants), or large proportion of the population engaged with agriculture. [2]

School board: A committee of elected local officials responsible for overseeing the management of education services in a particular community.

School: There is no common international definition for a school. Depending on the context, a school may be identified as an educational institution, a cluster of administrative buildings regardless of physical location, a specific building, or even a track of study within a particular building. Please be consistent with the definition of a school according to standards in the country or system of interest.

School census: An official survey involving the whole population within a defined system. For example, a school census involves all the schools within the education system. A school census presents school-level data in addition to teacher composition and student enrollment, including school characteristics such as access to potable water.

School council: A committee comprised of parents and community members, usually with an advisory role.

Secondary education (also general secondary education): The level of education that usually begins at ages 11-14 and lasts for three to six years of schooling. Secondary education may include a lower secondary period followed by an upper secondary period. In some countries, these are called middle school and high school, respectively. Although it generally continues the basic programs of study of the primary education level, teaching typically becomes more subject-focused, often employing more specialized teachers who conduct classes in their field(s) of specialization. (ISCED 2 and 3)

Special schools: Schools catering to students who have special educational needs. Students who attend these schools generally are not enrolled in mainstream schools.

Special needs: Students with severe learning difficulties, physical disabilities, or behavioral problems. This includes learning differences beyond physical or other disabilities to cover a wide variety of other reasons that are known to be likely to impede a child's optimal progress, such as dyslexia, autism, or other learning disorders.

Stabilization funds: A special account created to provide a reserve for educational expenditures when necessary (i.e. an emergency savings account).

Student-teacher ratio: Average number of students per teacher at a specific level of education in a given school year.

Substitute teacher: any teacher hired as a temporary teacher, except for teachers who are already employees and are guaranteed a minimum number of hours

Training: Training is considered participation in an activity that is designed to lead to skills development, regardless of duration.

Urban: There is wide international variation in how areas are classified as urban. This distinction may be defined by the national government, and can include criteria such as a large population size (sometimes greater than 100,000 inhabitants for a large city, although cities

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[2] Adapted from the UN Demographic Yearbook.

may vary in size), a role of administrative center for a subnational division, or a small proportion of the population engaged with agriculture. [3]

Waiver: Release from the requirement of payment of a fee and from any provision in lieu of fee payment.

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[3] Adapted from the UN Demographic Yearbook.