

RBM EDUCATION : ROAD MAP DEVELOPMENT SURVEY

JOB TITLE (PLEASE CIRCLE) : MOEYS / PROVINCE / OTHER

*Circle the appropriate rating, based on the following scale :
Process : 1 = not existing, 2 = just beginning, 3 = operating with some difficulties,
4 = operating satisfactorily, 5 = operating very well*

| Components of Performance Management System | Rating |
|---|---------------|
| 1. Product Results | |
| 1.1 Specified results are in accordance with stated MOEYS policy priorities | 1 2 3 4 5 |
| 1.2 Specified results are realistic and can be measured | 1 2 3 4 5 |
| 1.3 Specified results are clearly assigned to specific job holders | 1 2 3 4 5 |
| 1.4 Planned and actual results are communicated within Government and general public | 1 2 3 4 5 |
| 2. Processes | |
| 2.1 Planning process includes wide consultation, including communities and parents | 1 2 3 4 5 |
| 2.2 Strategic plans include specified targets at various intervals along the way | 1 2 3 4 5 |
| 2.3 Delegated authority allows sufficient flexibility for responding to different situations | 1 2 3 4 5 |
| 2.4 Effective information system for monitoring targets and reviewing strategy | 1 2 3 4 5 |
| 2.5 Effective process for MOEYS and MOEF consultation and cooperation | 1 2 3 4 5 |
| 3. Resource Management | |
| 3.1 Planned budget allocations are sufficient to meet agreed targets | 1 2 3 4 5 |
| 3.2 Cash release is timely and matches approved budget | 1 2 3 4 5 |
| 3.3 Budget flexibility exists if problems arise with cash release and target change | 1 2 3 4 5 |
| 3.4 Existence of medium-term budget and ceilings, including Government/donor sources | 1 2 3 4 5 |
| 3.5 Existence of open negotiation process on budget allocations and targets, taking account of the specific conditions in each Province | 1 2 3 4 5 |
| 3.6 Processes exist for an appropriate mix of salary and operational spending to meet targets | 1 2 3 4 5 |
| 3.7 Processes allow Province based directors and schools to vary salary and operational spending to meet targets | 1 2 3 4 5 |
| 4. Organisational Capacity | |
| 4.1 Job holders responsibilities and authority are sufficient to meet agreed targets | 1 2 3 4 5 |
| 4.2 Strong leadership and understanding exists to support target setting process | 1 2 3 4 5 |
| 4.3 Staff appointment and promotion process is sufficiently based on job performance | 1 2 3 4 5 |
| 4.4 School governing bodies are actively involved in approving agreed targets | 1 2 3 4 5 |
| 4.5 Senior officials and governors openly support the setting of targets and measuring performance | 1 2 3 4 5 |