

RBM EDUCATION : ROAD MAP DEVELOPMENT SURVEY

JOB TITLE (PLEASE CIRCLE) : MOECS / AIMAG / 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/Service Agreements	Rating
1. Product Results	
1.1 Specified results are in accordance with stated MOECS 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 product targets and reviewing strategy	1 2 3 4 5
2.5 Effective process for MOECS and MOFE consultation and cooperation	1 2 3 4 5
3. Resource Management	
3.1 Planned budget allocations are sufficient to meet agreed product 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 product targets, taking account of the specific conditions in each Aimag	1 2 3 4 5
3.6 Processes exist for an appropriate mix of salary and operational spending to meet product targets	1 2 3 4 5
3.7 Processes allow Aimag directors and schools to vary salary and operational spending to meet product targets	1 2 3 4 5
4. Organisational Capacity	
4.1 Job holders responsibilities and authority are sufficient to meet service agreements	1 2 3 4 5
4.2 Strong leadership and understanding exists to support service agreement 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 service agreements	1 2 3 4 5
4.5 Senior officials and governors openly support the service agreement process	1 2 3 4 5