

School governance: fine tuning improvement and accountability by using data and indicators

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RAQAPE Mission

RAQAPE accomplishes:

- External evaluation of quality of education offered by educational institutions (pre-primary, primary, secondary, tertiary-non-university level, including initial VET offered by schools.
- Provisional authorization, full accreditation and recurrent evaluation of educational institutions.

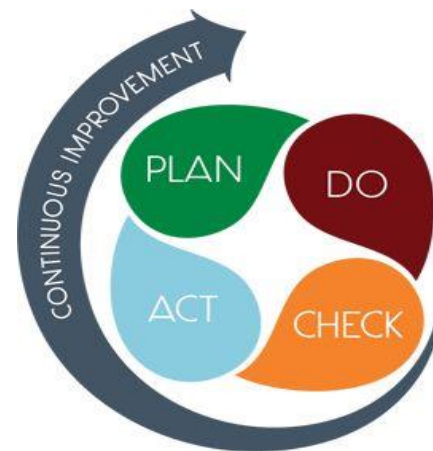
External Evaluation

Purpose: to demonstrate, for all stakeholders, that a school has the capacity to fulfil its mission (education), by answering five questions:

- Is the school / are the teachers able to motivate pupils to acquire the desired learning outcomes?
- Is the school / are the teachers able to ensure pupils wellbeing?
- Is the school management able to provide resources and leadership in order to get the desired learning outcomes and child wellbeing?
- Is the school management able to improve continuously school capacity to offer quality education?
- Is the school management able to communicate fully and continuously with all relevant stakeholders and institutions from the community?

“Improvement” versus “External Evaluation”

- **Improvement** is a **result** (following external and, mainly, internal evaluation - self-evaluation) conditioned by **“ownership”**. For this reason, the improvement decision belongs to:
 - Local stakeholders / decision makers – in decentralized systems.
 - Central stakeholders / decision makers – in centralized systems.(But there is not such thing as a “pure” centralized / decentralized system).
- Improvement is a **continuous effort, to reach established targets**:
 - **Planning** actions, resources and results.
 - **Acting** – organizing and using resources and getting results.
 - **Evaluating** results (“effective”? “efficient”?).
 - **Reviewing** results, judging and deciding further actions, resources and results.



“Improvement” versus “External Evaluation”

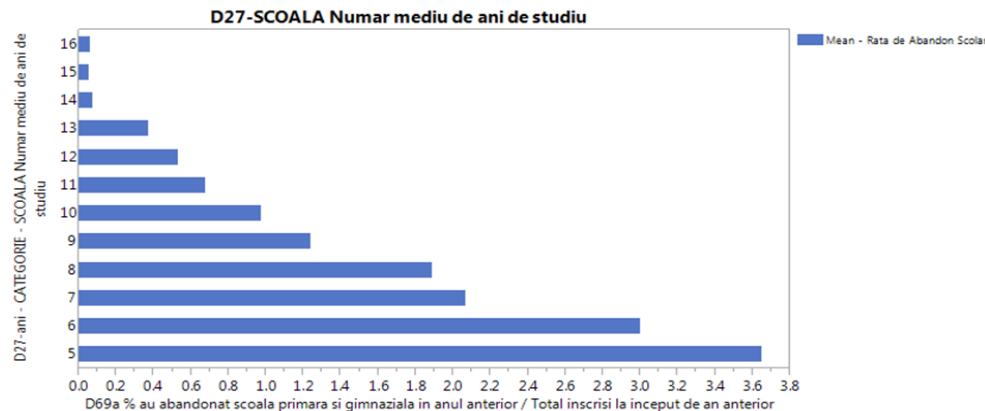
- **External evaluation** has as its main purpose **accountability**:
“You can’t have the same people who are responsible for improving education be responsible for judging whether or not that improvement has occurred” (McKinsey, 2007). For this reasons, the decision making process may have different purposes – e.g.:
 - Establishing / allowing the establishment of a school (criterion based / standard based judgment).
 - Judging the quality, efficiency and equity of education provision – individual schools / comparative / at system level.
 - Allocating resources based on criteria and indicators.
 - Measuring stakeholders’ satisfaction.
 - Calibrating internal evaluation / self-evaluation.
 - **“Judging whether or not that improvement has occurred”.**
- **Both improvement and accountability need data**: “All of the top-performing systems also recognize that they cannot improve what they do not measure” (McKinsey 2007).

“Improvement” versus “External Evaluation”

Preliminary conclusion” – the need to balance the scale between “improvement” and “accountability”:

- Unbalance towards accountability = increased bureaucratic burden, slowing response, diminished efficiency and less resources for improvement.
- Unbalance towards improvement = lack of comparability, equity and predictability at system level and possible waste of resources.

- **Data relevance and use may be different.** For instance:



**Dropout rate,
according the
parents' level of
education**

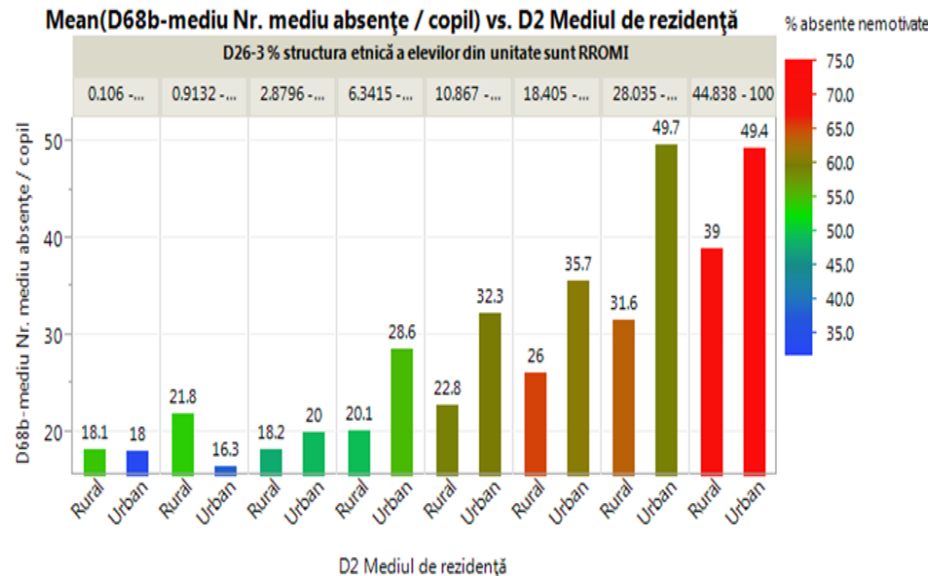
Accountability:

- Judging schools dropout level taking into account the average level of parents' education and not the national / regional averages.
- Recommending policies / interventions targeting pupils from families with poor education and/or schools functioning in communities with low level of education, in order to boost participation.

Improvement:

- Judging school individual dropout level comparatively with schools with similar level of parents' education and acting consequently.
- Designing early warning systems regarding high dropout risk (and registering individual pupils) based on the level of parents' education.

- **Data relevance and use may be different.** For instance:



Absenteeism according the percentage of Roma pupils (rural and urban)

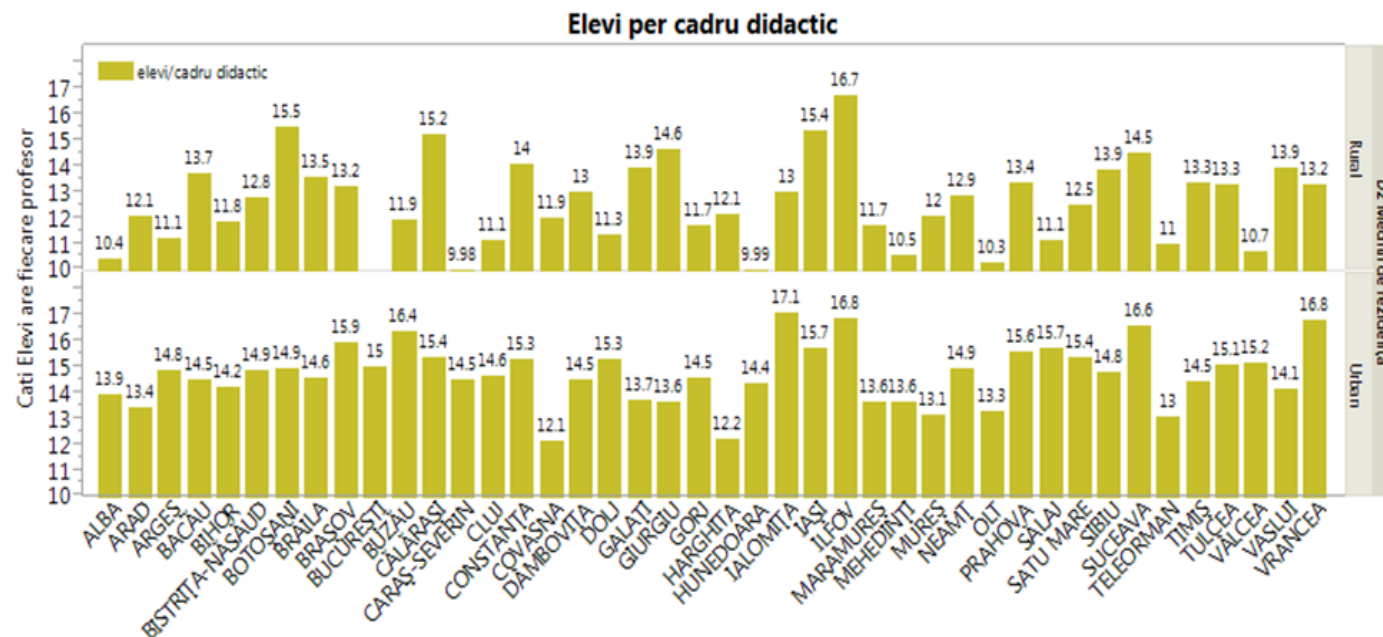
Accountability:

- Judging school results taking into account the percentage of Roma population.
- Recommending national policies / interventions targeting pupils from Roma communities (e.g. - conditional cash transfer.)

Improvement:

- Judging school absenteeism in accordance with the percentage of Roma pupils and acting consequently.
- Targeting mainly Roma pupils with support measures in order to reduce absenteeism at school level .

- **Data relevance and use may be different.** For instance:



Pupils / teacher ratio, per County - rural and urban

Accountability:

- Judging differently the pupils / teacher ratio, depending on county,
- Recommending public policies to be implemented differently in counties / areas with teacher deficit or surplus (boosting hiring teachers or not).

Improvement:

- Hiring / firing teachers.
- Increasing / decreasing enrollment.
- Targeting extra resources for teachers and teachers' professional development depending on context factors.

Balancing the scale between “improvement” and “accountability”:

- Unbalance towards accountability = increased bureaucratic burden and diminished resources for improvement.
- Unbalance towards improvement = lack of comparability and possible waste of resources

Thank You for your attention!