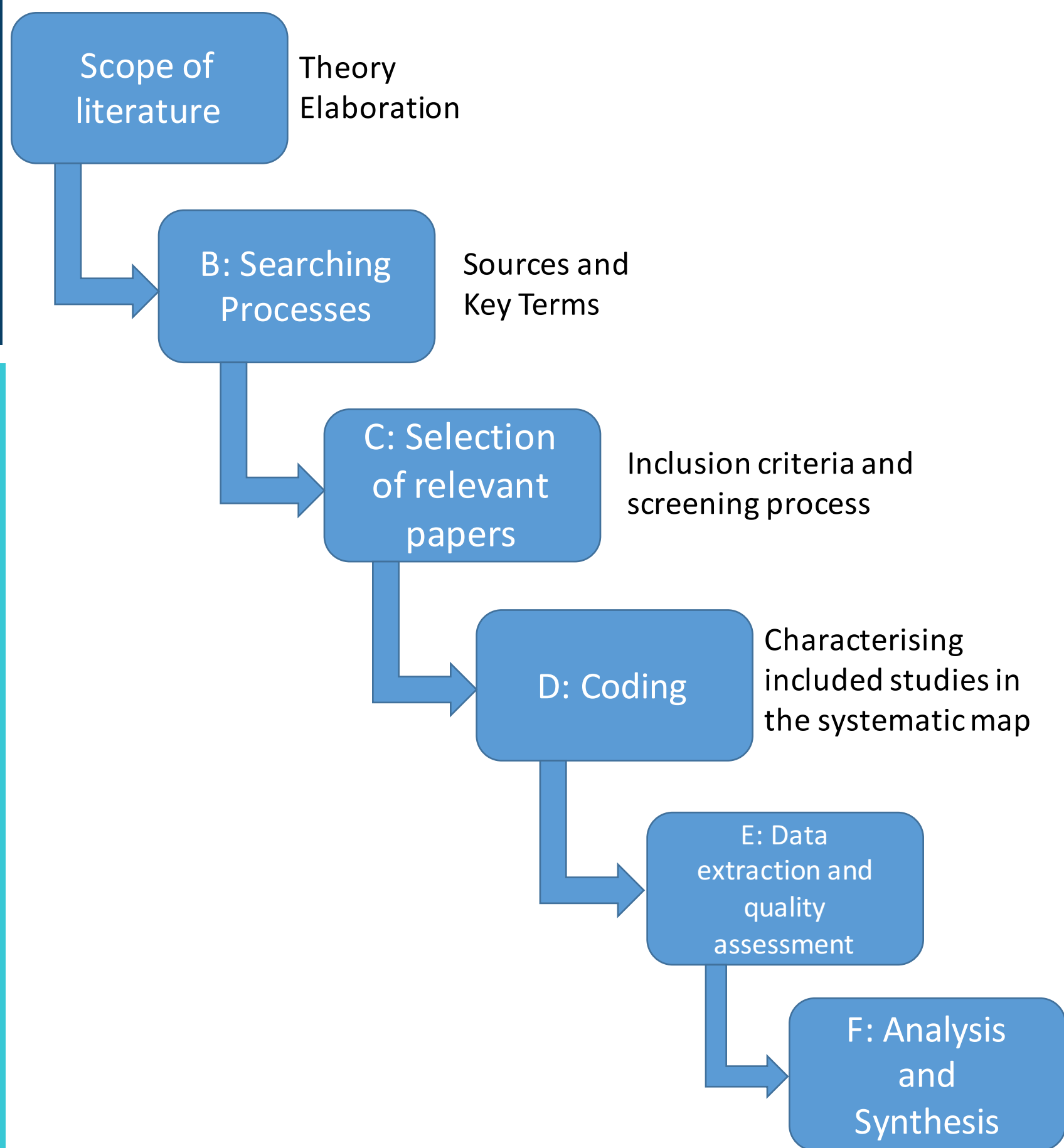# UCL

Systematic review of school accountability in LMIC;

Wrangling with realist synthesis

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Research question

Under what conditions do:

- Monitoring systems, including using administrative data systems (e.g. EMIS) as well as more targeted monitoring mechanisms

- Inspection systems

- Assessment systems

improve system efficiency, service delivery and learning outcomes, especially for the poorest and most marginalised in low- and middle- income countries?

Process diagram

- Scope of literature — Theory Elaboration
- B: Searching Processes — Sources and Key Terms
- C: Selection of relevant papers — Inclusion criteria and screening process
- D: Coding — Characterising included studies in the systematic map
- E: Data extraction and quality assessment
- F: Analysis and Synthesis

Some Key Findings

- **Desired school level outcomes**: when coherence in internal (to the school) and external support for meeting expectations and for translating information about performance into everyday practice of teaching and learning

- **Undesirable school level outcomes** in cases of inadequate implementation an ignoring school/teacher capacitates (e.g. to interpret exam results or use educational management or conduct school self-evaluations as part of inspection)

Mechanisms of change:

- Setting expectations

- Providing feedback/consequences

- Capacity development of educators

- Capacity development of stakeholders

- Institutionalisation of norms

- Accountability and three elements are broad and have different meanings in developed versus developing countries: inspection/supervision (shaped differently to fit context of limited resources

- Relevant elements of context (both in how accountability systems are implemented, and their functioning): (a) level of income, (b) physical and administrative distance between central administration and school, (c) differing urban/rural poor access to educational services

- Lead countries set the debate in different regions: South Africa, South Korea, Chile