



Nurturing Accountability Mechanisms at School Level:

*Lessons from a Partnership between Uganda
Government's Directorate of Education Standards
and PEAS*

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Context

- Despite commendable increase and increase in secondary-level enrolment in Uganda since 2007, quality issues still persist – affecting progress in learning outcomes
- Inspections and effective follow up support have been highlighted as a key area for improvement in the Uganda education sector that has the potential to lead to significant learning gains.
- The Ministry of Education and Sports is prioritising inspection and school support to drive improvements.



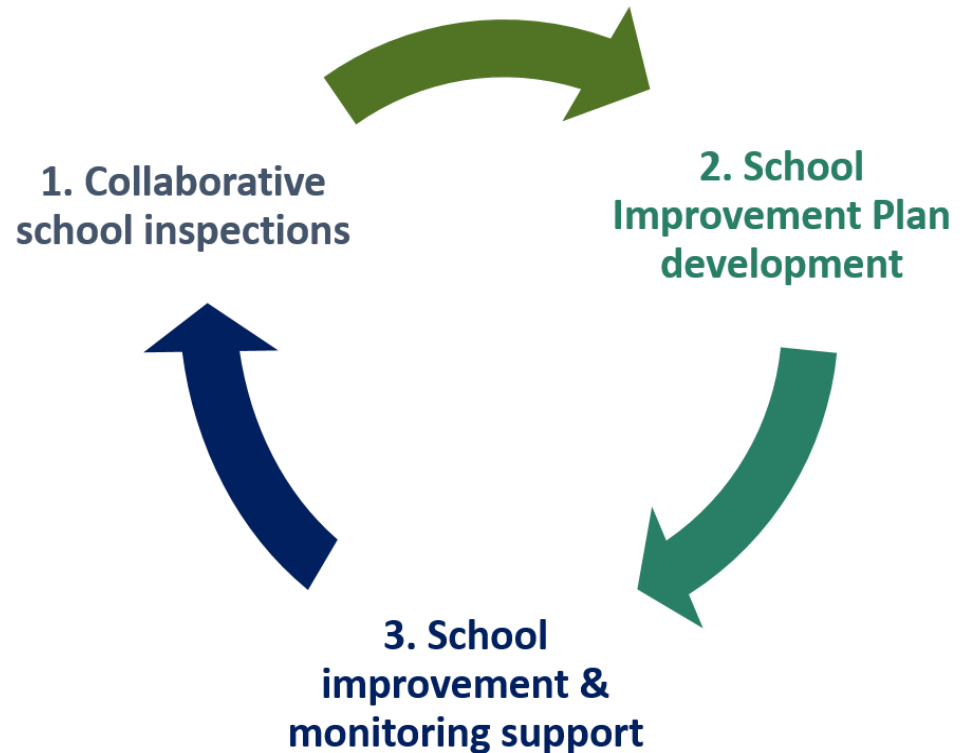
The PEAS-DES Inspect and Improve Pilot

- PEAS is a not-for-profit organisation focussing on expanding access to quality secondary education. PEAS runs a network of 35 secondary schools in Uganda and in Zambia and works with government to improve secondary education more broadly. Evidence shows that PEAS' approach to school support and supervision drives high quality education.
- DES is the government body in Uganda responsible to holding schools and institutions accountable to clear standards, including through inspections.
- In February 2019, PEAS and the Ugandan Directorate of Education Standards (DES) co-designed and launched the Inspect and Improve pilot in government secondary schools – supporting government ambitions to strengthen the inspection process and contributing the critical component of follow-up support.
- Following a successful pilot, PEAS and DES have scaled the programme to 200 government secondary schools in 2022.

Inspect & Improve: Objectives & programme overview

Objectives:

1. Improve the quality of leadership and management, teaching and learning, and overall school quality in government schools in Uganda.
1. Generate evidence to better understand what approaches can improve school quality and how these could be rolled out by Government at a larger, national scale

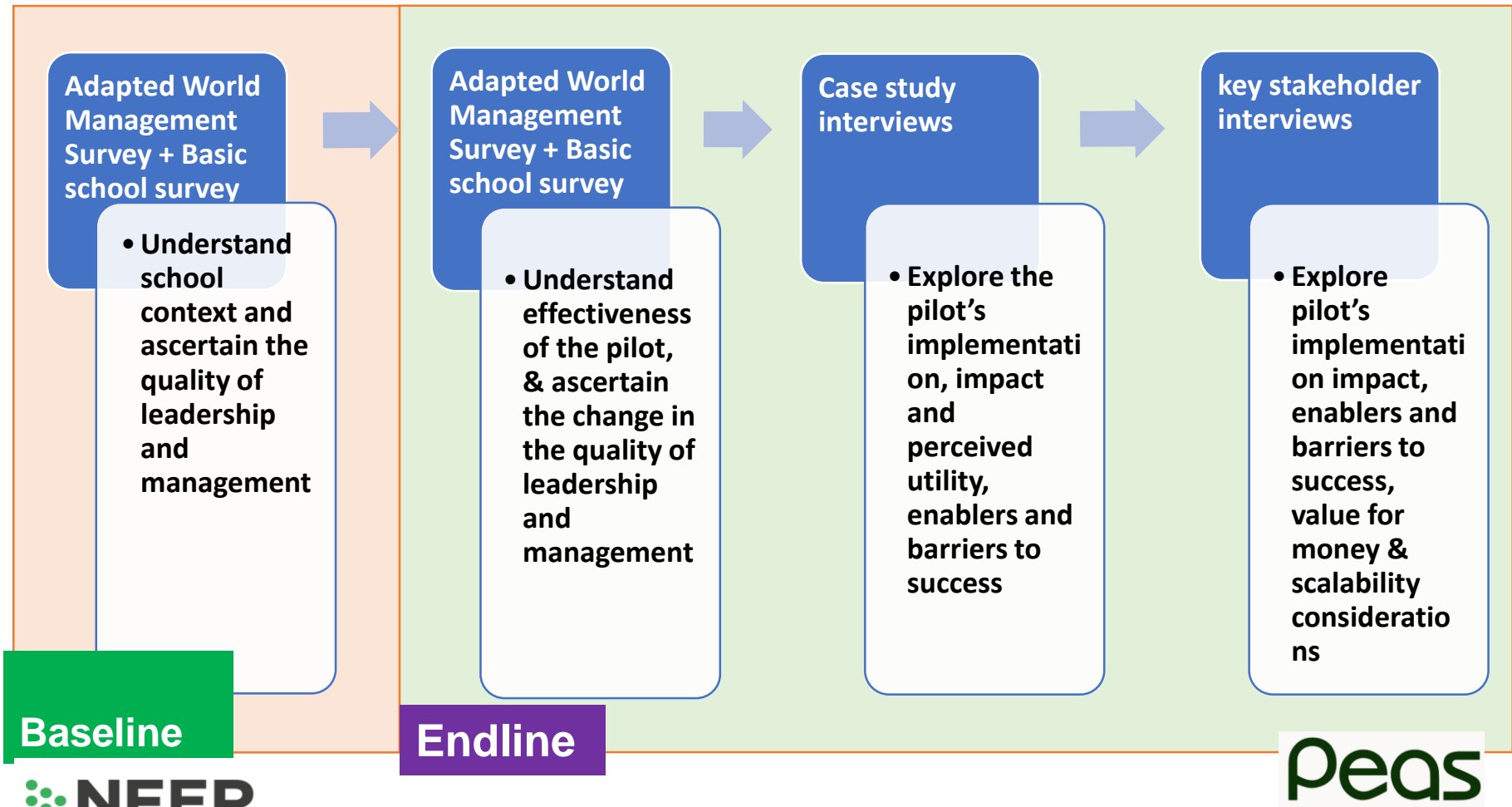


The role of accountability in school improvement

- Evidence suggests that school inspections *can* support school management to improve teaching and learning by providing crucial data, feedback, and support in diagnosing problems and implementing changes to improve learning outcomes.
- PEAS' model is underpinned by continuous support to schools and accountability based on clear standards. In Uganda, DES is responsible for ensuring schools meet key standards and recently developed a new inspection framework.
- The Inspect & Improve programme combines DES' inspection framework and PEAS approach to follow-up support, ensuring that inspection findings result in action that empower leaders to improve quality and build trust between stakeholders.

Methodology, Data collection approach and limitations

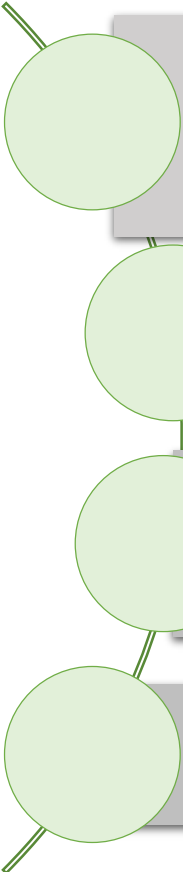
Data collection and sampling: 10 Schools



Baseline

Endline

What did our evaluation tell us about school management?



Emerging evidence that the Intervention was successful in improving the quality of leadership and management in all 10 participating schools across all 5 areas of management as defined by the WMS .

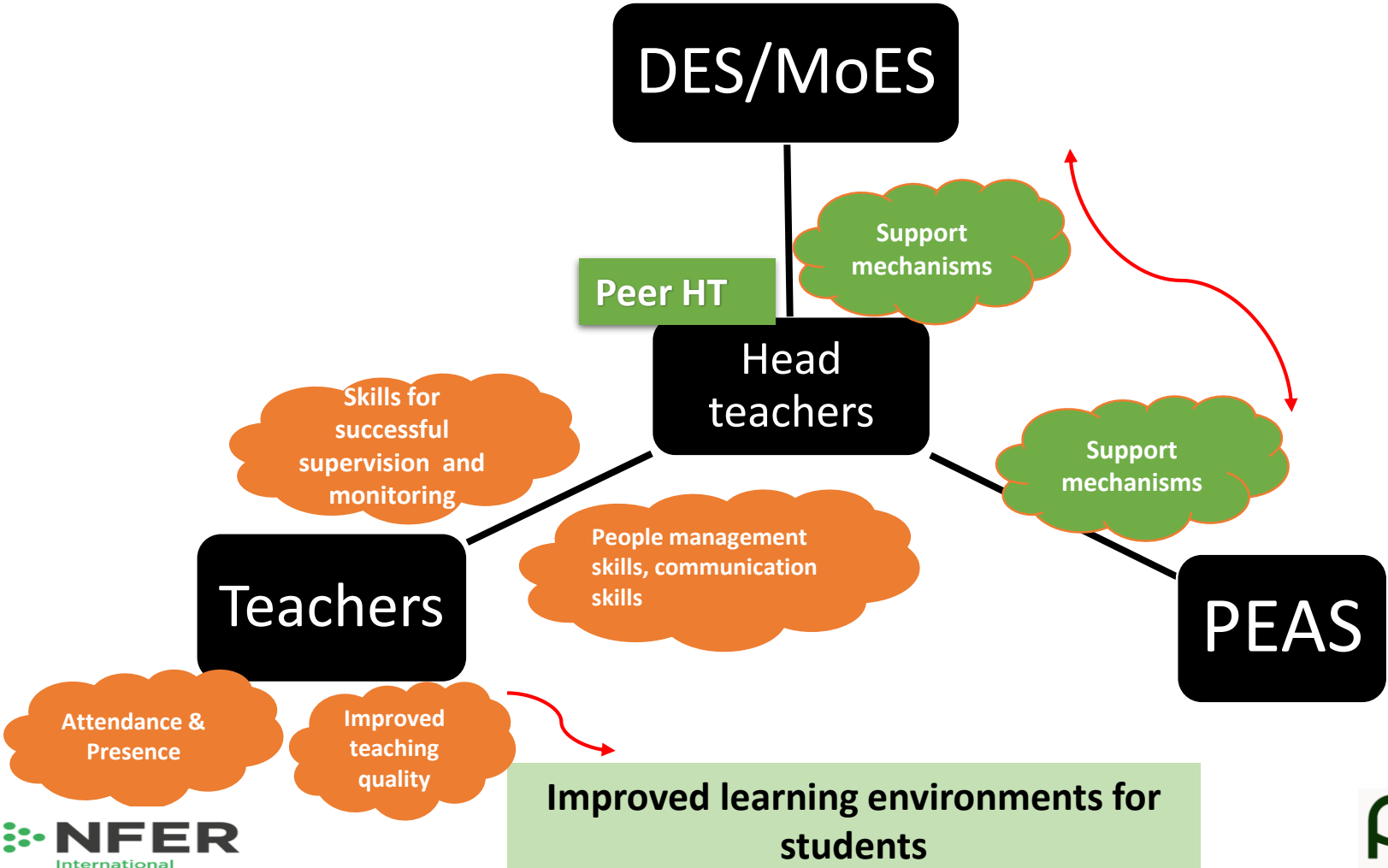
Ops, Monitoring, Target Setting, Leadership, People Management

Nurturing strong working relationships is essential to operationalising accountability across various levels of the education system

Emerging evidence that Improvements to leadership and management practice can positively affect other areas of school operations (attendance, teaching practices, student safety and well-being)

School Improvement Planning support emerged as most effective mechanism/Incentive in driving changes to school management.

How PEAS & DES nurtured a culture of accountability at the school-level



Lessons from adapting an accountability system from the non-state sector for the state system

Adopt a bottom up approach

- Building on Ug.Govt MOES New Inspection Framework
- Co-creation/ Strong leadership by state as duty bearer

Credibility of Partnerships underpins capacity for change

- Comparative advantage of DES + PEAS' experience/mandate

Culture/mindset shift is essential

- Displace culture of 'punitive' inspections with a constructive feedback/support (*For increased management capacities to result in school improvements*)

Low foundational management capacities may limit the impact of interventions like I&I

- Lack of experience did not impede school leaders, from benefitting from the pilot just limitations

Conclusions

- The PEAS-DES I&I programme is a practical example of how the non-state and government can collaborate to deliver positive change in the education system.
- A bottom-up, co-design approach using existing government structures and systems ensures tailored support and empowers school leaders to make the changes that will have greatest impact in their school.
- Inspections play a strong role in increasing accountability at school level. This effect is strongest when it is part of a process that emphasises improvement and builds trust across stakeholders.

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Thank you