School Autonomy and Accountability

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The World Bank
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Improving education quality

Education Quality

Poor | Adequate | Good | Great

Drops out | Complains | Stays | Succeeds

Student Response

Improved school management leads to better outcomes

Improved school management = more efficient schools | more autonomy, more accountability

Change environment in which decisions about resource allocation made

Effective school-level decision making by school-level agents

Empower parents and hold providers accountable
Main decision-making activities

School level

- ✔ Budgeting, salaries
- ✔ Hiring & firing
- ✔ Curriculum
- ✔ Infrastructure

- ✔ School calendar
- ✔ Monitoring
- ✔ School grants
- ✔ Dissemination
School management policies

System level

1. Budget planning and approval
2. Personnel management
3. Parental participation at school
4. Assessment of school & student performance
5. School accountability
Key terms

School Autonomy

School Accountability

School-based Management
Types of school-based management

- Administrative Control
- Professional Control
- Community Control
- Balanced Control

Source: Barrera-Osorio et al. (2009)
Accountability framework

The 3 A's

Autonomy
Local decision making based on evidence

Accountability
Responsibility for school & student performance

Assessment
Measuring school & student performance

Teacher Quality

School Council

EMIS

Closed system
Improving outcomes

Those at local level have better information on:

- School personnel
- Spending
- Changes in process
- Resource mobilization
Improving outcomes

More involvement by parents implies accountability by:

- Direct involvement
- Decisions
- Changes in accounting
- Changes in school climate
Good to great through school management

<table>
<thead>
<tr>
<th>Poor to adequate</th>
<th>Adequate to good</th>
<th>Good to great</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Incentives</td>
<td>• Transparency</td>
<td>• Teachers</td>
</tr>
<tr>
<td>• Outcome targets</td>
<td>• Decentralize</td>
<td>• Train, Coach,</td>
</tr>
<tr>
<td>• Compensate</td>
<td>• Parental participation</td>
<td>• School decisions</td>
</tr>
<tr>
<td>• School infrastructure</td>
<td></td>
<td>• Fund innovation</td>
</tr>
<tr>
<td>• Materials</td>
<td></td>
<td>• Sharing innovation</td>
</tr>
<tr>
<td>• Parental oversight</td>
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</table>

Source: Adapted from McKinsey and Company (2011); and SABER East Asia
Issues to consider
Personnel management

• Are teacher salaries managed as incentives?
• Are best candidates identified & selected?
• Are teachers accountable to parents?
• Are parents able to influence school budget?
• Are parents getting useful information?
Evidence
Key factor | Time to impact

Evidence from USA

Source: Borman et al (2003), based on 232 studies
Examples

- School grants
- School-based management
- Community schools
- Autonomous schools
- Charters
- UK Academies
EDUCO, El Salvador
Grant Maintained Schools, England

## Evidence | Summary

<table>
<thead>
<tr>
<th>Country</th>
<th>Intervention</th>
<th>Findings</th>
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</thead>
</table>
| NEPAL     | Communities express desire to take on management of schools (receive incentive grant) | - Reduction in out of school children, repetition  
- increased progression  
- equity (disadvantaged caste perform better) |
| MEXICO    | Parents given resources for implementing school plan                         | - Positive impact on dropout rates  
- No effect on repetition  
- Positive impact on test scores |
| KENYA     | Training school committees to monitor teacher performance & committee-based hiring of teachers | -Higher student test scores  
- lower teacher absenteeism  
- small change in student dropout |
| INDONESIA | School-based management                                                      | - Positive effect on learning outcomes  
- increased scores in language 0.51 standard deviations; math by 0.46 |

**Experimental and quasi-experimental designs**
Parental Participation
An example from Mexico

Financial Support to Parents
Parents Trained
Impact | Reduced repetition & failure

Figure 2: Failure Rate Trends
AGEs vs. Non-AGEs Schools

Figure 3: Repetition Rate Trends
AGEs vs. Non-AGEs Schools

Source: Gertler, Patrinos and Rubio 2012
Most important change

Increased parental participation

The most important change induced by increased parental participation

Better interaction with teachers

Most interested in the school

More interested in children’s academic progress
<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double-grant Group</td>
<td>Schools provided with double the resources</td>
</tr>
<tr>
<td>Single grant Group</td>
<td>Schools participating in the program</td>
</tr>
<tr>
<td>Training only Group</td>
<td>Schools not participating in the program are provided the training that AGE schools usually receive, but no cash subsidy</td>
</tr>
<tr>
<td>Control Group</td>
<td>Not involved in program, no subsidy, no training</td>
</tr>
</tbody>
</table>

Source: Gertler, Patrinos and Rodriguez 2012
Impact 1 | Double grant – Some impact

Total Score (Spanish & Math)

ENLACE

Total Score (Spanish & Math)

AGE | Double AGE

2007 2008 2009 2010
Impact 2 | Train parents only – A lot more impact

Total Score (Spanish & Math)

- Training Control
- Pure Control
Doubling cash grant to parents improves learning for young children by 0.2 standard deviations

But training parents improves outcomes, even after 1 year, more than impact of doubling grant, over one year of learning

Source: Gertler, Patrinos and Rodriguez 2012
## Comparative costs (per student)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>Secondary</td>
<td>$1,276</td>
</tr>
<tr>
<td>Primary</td>
<td>$828</td>
</tr>
<tr>
<td>Computers (10 students)</td>
<td>$500</td>
</tr>
<tr>
<td>Contract teacher &amp; salary</td>
<td>$240</td>
</tr>
<tr>
<td>Annual school building cost</td>
<td>$160</td>
</tr>
<tr>
<td>AGEs</td>
<td>$7</td>
</tr>
<tr>
<td>Student assessment</td>
<td>$6</td>
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### SABER SAA

#### Policy Goals for SAA

1. Level of autonomy in planning & management of school budget
2. Level of autonomy in personnel management
3. Role of school council in school governance
4. School and student assessment
5. Accountability
Thank you

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