Promoting Information for Accountability is one of five key programs.

The objective of this program is to strengthen accountability in education systems through the generation and dissemination of reliable indicators for school and system improvement.
Historically, MENA countries have invested around 4-5 percent of GDP and made tremendous gains in providing access, training teachers, and ensuring availability of educational inputs.

On measures of quality, MENA countries fare poorly, evidenced by low performance on international and national assessments, high rates of repetition, failure, and dropout, and high unemployment among graduates.

The region has focused too much on input-based policies and too little on accountability for quality of learning outcomes.

No systematic attempts have been made to link the performance of schools and teachers to student results, or to make information about school performance available to policymakers, parents, and civil society.
Performance is below what would be expected given GDP per capita.
Why Information?

➢ Demand for data in the public sector has been increasing as citizens have increased the pressure for information.

➢ Globally, efforts to improve data for monitoring and accountability are growing.

➢ To improve schools, and to measure this improvement over time, policymakers and citizens need **rigorous information** on school performance, including learning outcomes.

➢ The production of indicators on the quality of service delivery at the school-level has the potential to transform the relationships between schools, parents, policymakers, and civil society.

➢ Need for **relevant, standardized, and comparable information** about the quality of educational services in schools.
Why Accountability?

➢ Research has pointed to the failure of input-based schooling policies to yield improvement in student achievement.

➢ Education systems suffer not from a lack of resources, but from service delivery failures

➢ Adopting purely technocratic approaches to education reform in the absence of strong accountability mechanisms leads to the failure of education interventions

➢ Strengthening the ability of both the state and the citizen to hold providers accountable is a path to improved service delivery
THE ACCOUNTABILITY FRAMEWORK

[Diagram showing the accountability framework with the state, politics, and citizen/client interactions highlighted.]
How might information lead to better accountability?

**The Market**
- If parents and students are viewed as consumers of education services, and if school choice is available, more information about individual school performance can help families make better informed decisions.

**Professional Accountability: Formal Rewards, Sanctions, or Support**
- Information on school performance can facilitate an education authority’s decision to take hard accountability measures.

**Public Accountability: Participation**
- Accurate evidence of school quality may lead to positive behavior change by schools and families, including performance monitoring and increasing contributions to learning.
The simple provision of information is not always a straightforward solution to improving school quality and strengthening accountability.

- Lack of incentives
- Lack of capacity
- Lack of enabling environment: lack of school autonomy and school choice
- Inequality effect / elite capture
- “Gaming” the system
Vital signs for schools and school systems!
How can we best develop and employ information for accountability measures to improve learning outcomes in each country?