



Creating a Culture of Accountability in Project Schools and NGOs



Dr. Jean Beaumont
US Contractor, Chief of Party/Project Director



The aim of the EEH is to enhance student performance standards in numeracy and literacy in 71 primary schools and 6 NGOs.



Multiple approaches to achieve this:

1. Train teachers to use of various instructional strategies
2. Provide materials, equipment and software to support Literacy and Numeracy instruction
3. Use data management software (JSAS) and data driven instructional techniques in the management of schools
4. Integrate technology in instruction



Multiple approaches:

5. Apply gender awareness strategies in instruction
6. Strengthen local NGOs network to achieve advocacy goals
7. Engage various government and education sectors
8. Share and disseminate effective practices via the Ministry of Education, the Education Transformation Team (ETT) and other non project institutions



Creating a Culture of Accountability in Project Schools and NGOs





EEH Strategies:

Develop criteria to guide improvements and the evaluation of:

- Student performance
- Instruction and school management practices
- Classroom and school environment



EEH Strategies:

- Develop and implement School Administration software to manage and analyze student performance data
- Continuous professional development training
- Classroom and school monitoring, evaluating and School Improvement Planning



The EEH experience has demonstrated that accountability is multifaceted:

- A process of seeing, analyzing, owning, solving and doing
- It requires a level of ownership that includes creating, keeping, responding to personal commitments to achieve, to plan, to continuously improve and sustain the results



Key Changes

From



To

- Externalizing
- Blaming others
- Doing the Job
- Working Independently
- Telling
- Internalizing
- Accepting Responsibility
- Achieving the Result
- Collaborating
- Engaging



Challenges from Latin America

Curriculum Policy:

- The Jamaican approach involves engaging teachers, principals and the community working together to define and refine goals

Rapid Growth:

- Not been our experience - data-based decisions allow freedom to align learning with curriculum
- MOE budgets for National Assessments at all levels



Data-based Decisions:

- Collaboration with the MOE/SAU to develop the Grade 4 Numeracy Test which is aligned to the primary curriculum
- The development and implementation of a school management tool – Jamaica School Administrative System (JSAS) to input and analyze data at the classroom and school levels



Continuing Progress

- Similarities – Stakeholder collaboration to develop, implement and enhance
- Disappointing outcomes – could mean that existing policies are not being implemented – the secret may be in the implementation and not in the guidelines.
- Setting specific improvement targets depends on the needs of the school



A Culture of Accountability

EEH:

- Uses JSAS to produce student, teacher and school census data
- Encourages the engagement of learning communities with stakeholder interests and not the school as a market place



Accountability and Performance

The EEH Experience:

