



# COMMUNITY PARTICIPATION IN HOW IS MY SCHOOL DOING

An adaptation of World Vision’s Citizen Voice and Action (CVA) approach to social accountability.

**Objective:** Support effective community participation and the generation of systematic information on the quality of education through a collaborative social audit mechanism between the school community and the Ministry of Education (MINERD).

**Problem statement:** The need to position the practice of social audit to improve the provision of specific services in the educational field, through the use of collaborative social audit mechanisms.

**WV Partners:** Funded by the Global Partnership for Social Accountability (GPSA), the project was delivered by a partnership of World Vision Dominican Republic, School Management Committees, Parent Teacher Associations (APMAEs) and Education Ministry technicians.

**Intervention activities:** The project built on learnings from a previous GPSA-funded project and the Ministry of Education’s (MINERD) World Bank-funded pilot Como Va Mi Escuela (CVME) “How is my school doing?” The MPCVME adapted World Vision’s Citizen Voice and Action (CVA) approach to social accountability in 60 target schools across the Corridor Duarte. Activities included: Collaborative work with the MINERD; Monitor and Evaluate Project Management; Systematize useful and timely information on the Social audit; and Use of the Social audit in the educational community through CVA.

The interventions support the effective community participation and the generation of systematic information.

## Community Participation in How is My School Doing

The collaborative framework for the effective execution of the Social Audit was established between the Civil Society Organizations (CSOs) that make up the project coalition, and the government counterparts who have direct responsibility for decision-making regarding the project. It has been essential to strengthen this framework in the project implementation phase to ensure the coherence and consistency of the project strategy with the plans and actions executed by the MINERD.

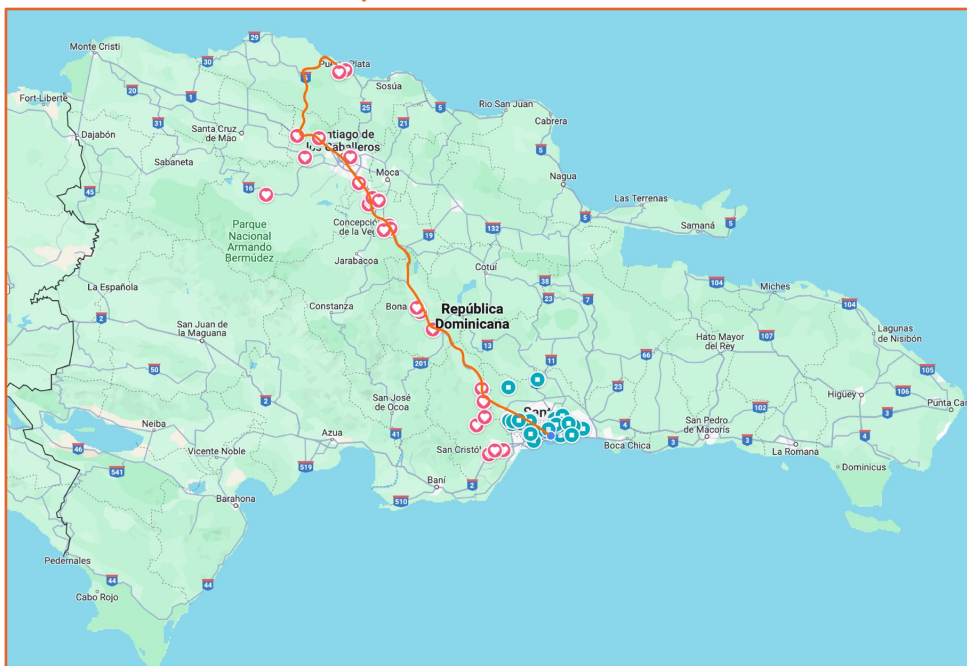
The collaborative framework has at three (3) essential elements:

1. Agreement on the objectives and actions of the Project;
2. Design of an “operational framework” for the Project, establishing the way of working between the partners; and
3. Definition of the conditions required to ensure that the operational framework can be implemented.

Some of the project deliverables include: 21,000 boys and girls in 60 educational centers; 2,860 members of the educational community (Students, management teams, APMAES, members of the Center Boards and community leaders of the Neighborhood Board of the Community of Jayaco, Bonao); and 210 regional and district teaching technicians for decentralization and Community Participation.



## Implementation Locations



## WV Advantage

- Long term relationship with the government and education sector.
- Extensive experience working with communities and local actors
- Trusted adviser, partner, and implementer.

## Results

- 310 regional and district technicians sensitized on social auditing.
- Training was extended to 140 technicians beyond the 60 educational units of the project.
- Greater activity and appropriation of APMAEs of their role stipulated in ordinance 09-2000.
- 58 schools are using the protocol to monitor action plans and 44 of these have implemented actions.
- Creation of the Action Protocol together with the Ministry of Education through the Office of International Cooperation (OCI) and the Vice Ministry of Decentralization and Participation.

### Institutionalization

- Schools incorporate the CVA action plan items into AOPs (e.g. Ercilia Pepin Estrella)
- National government authorities request to roll out CVA training beyond the 60 intervention schools and 7 regions.
- National government representatives request training for the whole unit (Directorate of Orientation and Psychology).
- Co-developing an informal policy instrument to implement and adapt the CVA process, i.e. protocol.

### Replication

- Schools propose to replicate the CVA process independently (Los Mamayes, Danilo Cabal, and Mercedes Alta Garcia Cabral de León)
- New school asked to be included in the project (Ramón Emilio Jiménez)
- New school replicated, three phases of the CVA process (Matias Ramón Melia)
- Local government champions (e.g. district or provincial technicians) recommend the CVA model to other schools in their locations (e.g., Unión Panamericana)
- The neighbourhood association Juan Maria Beato of the district of Jayaco in Bonao replicated the action planning process

### Reproduction

- National government request printing of ordinance 09-2000 (Director General of Community Participation)
- National government champions request reprinting of rights and responsibilities poster (Director General of Community Participation)

	Santo Domingo	San Cristobal	Monsenor Nouel Bonao	La Vega	Santiago	Puerto Plata
<b>Regionals</b>	10/15	4	16	4	8	11
<b>Educational Districts</b>	11	3	3	6	5	1
<b># of schools</b>	28	4	4	4	12	2

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