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DATA MUST SPEAK
PRACTICAL IMPLEMENTATION GUIDE FOR COMMUNITY ENGAGEMENT AND SOCIAL ACCOUNTABILITY IN EDUCATION

August 2021

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ACRONYMS

C4D	Communication for Development
CE-SA	Community Engagement and Social Accountability
CSE	Comprehensive Sexuality Education
DMS	Data Must Speak
DR	Dropout Rate
ECD	Early Childhood Development
EMIS	Education Management Information System
ESP	Education Strategic Plan
FBO	Faith-based organisation
GPE	Global Partnership for Education
JAR	Joint Annual Review
KAP	Knowledge, Attitude, Practice
MoE	Ministry in charge of Education
MoEAC	Ministry of Education, Arts and Culture (Namibia)
PA	Parental Associations
PTA	Parent Teacher Association
RR	Repetition Rate
SBC	Social and Behaviour Change
SBCC	Social and Behaviour Change Communication
SIP	School Improvement Plan
SMC	School Management Committees
SPCs	School Profile Cards
SSPCs	Simplified School Profile Cards
VAC	Violence against children



South Sudan, 2020.
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INTRODUCTION

This document is part of a package for the implementation of community engagement and social accountability as part of the Data Must Speak (DMS) initiative. Data Must Speak is a multi-country initiative that provides technical assistance to country governments to implement projects that unlock the potential of data within education systems and facilitate knowledge generation.

The package consists of:

- DMS Community Engagement Social Accountability – CE-SA in Education Guidelines, that give an overview of the different concepts and approach;
- DMS Community Engagement Social Accountability – CE-SA in Education Implementation manual that helps define DMS community engagement and social accountability activities step by step, according to the local context and capacities; and
- DMS Community Engagement Social Accountability – CE-SA in Education Toolbox, with tools that can be used to implement a successful community engagement and social accountability driven strategy around DMS.

By using these guidelines and annexed documents:

- Education decision-makers and UNICEF country offices will improve their capacity to engage in and support community engagement and social accountability around education using DMS tools, and to develop customized "Community DMS" strategies and action plans.
- Education stakeholders and civil society organisations will gain technical knowledge to improve their capacity to implement effective Community engagement and social accountability around DMS.

STEPS FOR IMPLEMENTING CE-SA AROUND DMS

3.1. STEP 1: SETTING UP THE COORDINATION MECHANISM FOR CE-SA AROUND DMS (OPTIONAL)

Tool 1: ToRs for a DMS CE-SA working group.

To implement the DMS CE-SA intervention, a DMS CE-SA working group should be set up under the DMS technical team at the Ministry in charge of Education (MoE). This step is optional and depends on the willingness and capacity of the DMS technical team. If the MoE wants to implement a full-fledged version of DMS-SA interventions, it is strongly advised that it be set up right from the launch of the DMS initiative in a country, or later when the need for it arises. The activities described in the following steps can be coordinated directly by the DMS technical team.

The working group should include members from the different relevant divisions of MoE, as well as from education-related ministries (Ministry of Community Development and Social Welfare, Ministry of Health, etc.), partner NGOs (including umbrella organisations), parents' or parents' and teachers' organisations, traditional leaders and faith-based organisations, as well as representatives of the media and donor community. The working group should develop and monitor the implementation of the DMS CE-SA strategic action plan (after its validation by the DMS technical team), mobilise material and technical inputs to ensure quality implementation, coordinate and facilitate the implementation of the different outputs and streamline the use of data in the different processes at national, district and community levels.

The working group should coordinate the co-creation process of simplified school profile cards, of capacity building activities (ToRs for training the trainers' program, recruitment of trainers, supervision of curricula development, rollout of training, evaluation, streamlining), supervise and monitor the implementation of the different pilot interventions, and collect the evidence and case stories.

3.2. STEP 2: CONTEXT AND CAPACITY ASSESSMENT FOR THE USE OF SCHOOL AND SIMPLIFIED SCHOOL CARD REPORTS

In order to best position DMS CE-SA and C4D interventions around education, it is important to do a context and capacity analysis in each country. There are six areas of analysis:

- Behavioural analysis
- Capacity of the school management committee
- Capacity to use DMS products beyond school level
- Context analysis of social accountability framework
- Context analysis of intersectoriality
- Capacity analysis to use DMS as part of SBCC interventions

There again, depending on the willingness and capacity of the Ministry of Education to implement a basic DMS package or full-fledged DMS-CE-SA interventions, the context and capacity assessment phase can be kept to a minimum (capacity of the school management committee) or be more extensive. Nevertheless, one should keep in mind that by also doing the behavioural analysis using the SEM model (see section 3.1), the Ministry of Education might uncover demand-side issues and find different ways to address them in an innovative way, using resources that are beyond the education community. Furthermore, doing this analysis will help introduce the SBCC approach in a systematic way in education.

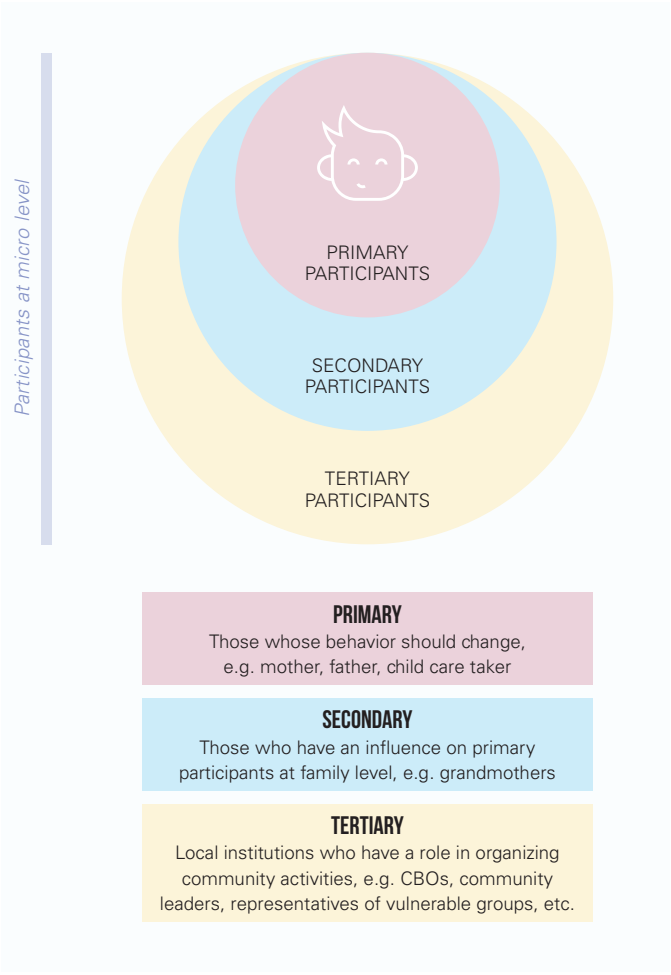
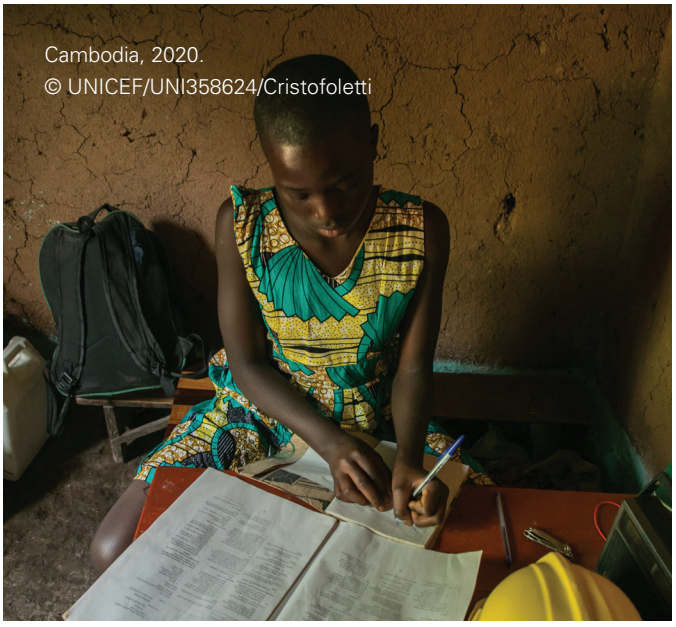


Figure 1: *Socio-ecological model: micro level participants.*

Possible practices to be promoted:

- Parents and guardians enrol all their three- or 4-year-old children in ECD centres or in pre-primary school.
- Parents and guardians enrol all their five-, six- or seven-year-old children in grade 1.
- Parents and guardians ensure that all their children go to school at least until grade 12 (end of lower secondary school) in the formal education system.
- Parents and guardians of out-of-school children make sure all of them reintegrate into the formal education system or attend the non-formal education system.
- Parents and guardians support all their children to do their homework and actively participate in school life.
- Learners (children and adolescents) do their homework regularly, participate actively in class and in school management, adhere to school rules, and make sure to reach at least grade 12 (end of low secondary school).
- Out-of-school children and adolescents ensure they reintegrate into the formal education system until at least grade 12 (end of lower secondary school) or attend the non-formal education system.
- Teachers use non-violent teaching and disciplining methods.



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3.2.1. BEHAVIOURAL ANALYSIS

Tool 2: Behavioural analysis.

The behavioural analysis around key education practices will help identify knowledge, opinion, attitude, current practices or behaviour, social norms, physical and other barriers, and also facilitating factors and perceived advantages of community members around schooling, as well as media most used by the participants. It is an instrument that analyses the demand-side determinants (initial demand and continuation of use) including social norms (enabling environment) related to education. Supply-side determinants, like accessibility, availability, determinants relating to the enabling environment (budgeting and policy) and quality are also taken into consideration as barriers.

For the analysis, we use the socio-ecological model (SEM, see section 3.1 of the guidelines) to identify the primary, secondary and tertiary participants at micro level. The behavioural analysis helps identify relevant intersectoral approaches to be addressed at the community level, since it will identify factors that are not exclusively related to the performance of schools and the Education system. The steps for the behavioural analysis are as follows:

1. Identify the key participants at micro level (primary, secondary and tertiary level participants);
2. Identify the main concrete practices (behaviour) to be promoted at individual level, including practices for teachers. There should be no more than four or five practices to be promoted at primary participant level. Practices relative to teachers (like the use of non-violent teaching and disciplining methods), should, according to the SEM approach, not be addressed at primary level, as teachers are considered meso-level participants. But some countries might think that the use of violent teaching and disciplining methods has a strong behavioural and social norm component. In those cases, they might also choose to put teachers as a primary participant to have a more behavioural and social change approach to this issue.
3. Identify the level of adoption of the practices based on available indicators;
4. For each practice, identify the knowledge, attitude, opinions, beliefs, level of self-efficacy, gender and social norms and other drivers affecting participants at each level;
5. For each practice, identify what participants actually do (current practice);
6. Identify what the supply-side barriers are, especially regarding accessibility of adequate and adequately staffed education services, availability of essential

materials, inputs, budgeting and appropriate policy, and quality of the interventions based on standards;

7. Identify the perceived advantages of adopting the practices;
8. Identify the facilitating factors for the adoption of the practice;
9. Identify the communication channels, local influencers and trusted sources of information used by the participants to learn about and discuss the practice and their daily media habits.

These data will inform the main issues from the point of view of the participants, the role that different groups can play and how to leverage communication channels depending on the degree of adoption of the practice and the main media used by participants. This information is the starting point for community dialogue that will go beyond the discussion on the service-side and quality determinants to look at social and social issues at community level around the demand for education, especially for vulnerable groups like children with disabilities, adolescent girls, orphan children, emigrant children and children from poorer households.

Information for this analysis usually comes from quantitative (EDS-MICS, EMIS, KAP studies) and qualitative (KAP, socio-anthropological studies, scientific studies on specific aspects from universities, INGOs and NGOs) surveys and reports. Information can also be gathered through workshops, focus groups, individual interviews, etc., depending on time available. While this information informs the national strategic DMS CE-SA action plan, the same tool should be used during the assessment stage at community level.

3.2.2. ASSESSING THE CAPACITIES OF SCHOOL MANAGEMENT COMMITTEES

Tool 3a: Assessing Community Engagement in Education.

As a prerequisite, to start a process of community engagement and social accountability around DMS, the existence and strength of school management committees should be assessed. The following conditions should be met:

- Functional school management committees (SMC) or Parents' Association (PA) or Parents' and Teachers' Association (PTA) with co-management attributions;
- Common understanding of roles of school management stakeholders based on formal attribution.

Such an assessment will help the national DMS technical team define whether there is a strong, intermediate or weak type of school-based management (World Bank 2011), which in turn will allow us to better position the strategic use of school and simplified school profile cards.

The assessment can be done by doing a literature review of regulations and studies, through workshops with participants from the meso participant level, and individual interviews with resource persons.

- A SMC (or a PA or PTA with co-management attributions) can be qualified as strong when almost full control of schools is given to school management committees, parents and school administrators (including full choice through creation of new public schools), or a high degree of autonomy is given to councils (to which parents participate in their full rights) over staffing and budgets.
- An intermediate SMC (or a PA or PTA with co-management attributions) is when school management committees have authority to decide upon activities to improve school but limited autonomy regarding resources.
- A weak SMC (or a PA or PTA with co-management attributions) is when school management committees are established but serve mainly in an advisory role (World Bank 2011).

Example of harmful gender norms in education (Zambia)

In Zambia, there is a clear gender bias regarding school retention. According to the Out-of-School Report, it is almost acceptable even today for any family to consider investing more in their sons' education than their daughters' because it is generally believed that girls will get married and be taken care of by their husband, but the boy will get married and will need to provide for his family.

Girls' absenteeism or lateness at school is also driven by household chores and the need for her to take care of sick relatives. The need to pay school fees might have a greater impact for girls than for boys. According to a quote found in the Out-of-School Report 2014, Bayisenge (2010) states "For a number of poorer families, the potential rewards of educating daughters are too far off and therefore their education is not recognized as an investment. Families perceive that a girl's education will only benefit her husband's household, and not her parents. Additionally, some parents believe that girls do not need an education for their roles as wives and mothers, that education undermines cultural practices, and it teaches the girl to reject tradition. (Excerpt of Zambia CE-SA DMS action plan).

The strength of the SMC (or a PA or PTA with co-management attributions) should not be assessed only based on what the regulation says, but on actual understanding and implementation of the role of SBM. At minima, the school SMC (or a PA or PTA with co-management attributions) should exist formally (and have been chosen according to the country's regulation), it should hold regular meetings with the school administration and with the parents' or parents' and teachers' association and it should have some level of decision-making, at least about how the school grants (where they exist) and funds mobilised within the community should be spent. Therefore, for DMS to be used at school and community level, an intermediate form of SMC must be in place. If this is not the case, the introduction of DMS at national level could act as a catalyst for some level of policy or regulation change to give more autonomy to school management committees. Along with changes in policy and regulations, capacity building activities should be conducted for parent's associations and school management committee members.

Parents', parents' and teachers' associations and school management committees are the first entry points for the use of school profile cards. School management committees should be the main drivers of the use of school profile cards at school level. Based on the strength of school-based management, DMS school profile cards can be used as follows (UNICEF 2018i):

Criteria to assess strength of parental participation in school management	Use of school profile cards	Possible activities
Weak: there is no community/parental participation in school management/ budgeting at all.	School principal informs the community about the school performance using the report card.	Advocacy with MoE to regulate and establish SMC, ideally through showcasing the literature that states that community participation contributes to quality education.
Initiating: the SMC (or the PA or PTA) is functional and has some decision-making power. In most schools, School Management Committees/School communities are not trained on preparing School Improvement Plans and they are not involved in decisions regarding the use of school resources.	Use as a baseline and monitoring tool for school improvement plan (SIP).	Integration of school profile cards in SIP process. Capacity building on how to use school profile cards in SIP process. Advocacy to increase the role of PA/PTA/ MA/learners representatives in school management and school performance monitoring.
Established: the SMC (or the PA or PTA) is functional and the committee has decision-making power in several key areas. More than half of School Management Committees/PAs/PTAs members receive training on using the school profiles and on preparing School Improvement Plans. There is parental/community participation for deciding on the use of school resources in more than half of the total schools.	Above intervention +: Use as a monitoring tool for transparency in school management (School performance review, Public expenditure tracking system, Teachers' absenteeism tracking tool, others).	Above activities +: Integration of DMS products in SA processes (School performance review, Public expenditure tracking system, Teachers' absenteeism tracking tool, others). Capacity building on how to use DMS in SA processes.
Championing: the SMC committee (or the PA or PTA) has full control of school management in all key areas. All School Management Committees/School communities receive training on using the school profiles (or similar tools) in order to prepare School Improvement Plans. There is parental/community participation for deciding on the use of school resources in all schools.	Above interventions +: Use as a catalyst in a school-wide dialogue to identify and solve barriers to education.	Above activities +: Develop guidelines for school-wide dialogue. Capacity building on how to dialogue on barriers to education within school.

DMS technical support already includes capacity building for meso educational actors in understanding and using school profile cards. Similarly, their use is usually made explicit through data integration to inform the school improvement plan development process. However, with the focus on community engagement and social accountability, we stress the need to train not only school principals, but also members of the SMC and PA/PTA boards, not only by school principals, but also by the umbrella organizations of PAs/PTAs, to empower these organizations and enable them to play their role in the social accountability process as education rights holders. Thus, the CE6SA approach gives a greater role to PAs/PTAs as an institution not dependent on the school system, whereas in some education systems, SMCs may be accountable mainly to education stakeholders but not necessarily to parents.

3.2.3. ASSESSING THE CAPACITY TO USE DMS PRODUCTS AT COMMUNITY LEVEL BEYOND SCHOOL (INCLUDING SOCIAL ACCOUNTABILITY AT COMMUNITY LEVEL)

Tool 3b: Assessing Community Engagement in Education

At the education system or national level, the intensity of the use of the simplified school cards beyond the school through the community engagement and social accountability (CE-SA) approach at community level will depend on the current education strategy in place in the country (especially regarding community engagement for education beyond school, or whether there are already integrated/intersectoral community engagement approaches in place, for example child marriage programming). It will also depend on the level of community organisation in planning and decision-making, among others in the education sector: where village or community-based development processes already exist, for example in countries where decentralisation is a reality, community engagement and social accountability interventions can hook up to these processes, provided they are the right interlocution processes (see section 3.2.3 of DMS CE-SA guidelines).

Parents' and Parents' and Teachers' associations, as well as school management committees and also learners' representatives, should be the main drivers for the use of DMS simplified school profile cards at community level. They are the link between the school and the community. In their function within the school management committee, executive committees of the parents' association are acting inside the school. With DMS simplified school profile cards, they will now become active at the community level to make education a community objective and try to solve non-education barriers, especially those related to socio-cultural and socio-economic issues at community level.



Ethiopia, 2020.
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Example of assessment of strength of community engagement beyond school (Niger)

Thanks to the decentralization and the presence of the Municipal Federation of School Management Committees, which are structures of decentralized school management with roots at the municipality level, municipalities appear to have the potential to play a leading role in community engagement beyond the school level, but because of the preponderance of SMC over PTA/MA, this commitment is relative, as decision-making processes seem to remain with regional education structures, while management committees remain confined to management activities and PTA/MA to mobilization activities. Thus, according to the criteria of the implementation manual for community engagement and social accountability in education, within the school, we are in the presence of an established type of community engagement, but beyond the school, we are rather in the presence of an intermediate type of community engagement with a strong potential for a stronger engagement. (Excerpt from Niger DMS EC-RS strategic action plan, August 2019.)

Where there is low community engagement, parent's associations remain the main drivers for DMS simplified school card use at the community level. When community engagement is stronger, for example in UNICEF or partners' community engagement interventions, parent's associations could liaise with community-based organisations and leaders, as well as with committees from other programs and locally elected representatives, to form a community education coalition. In particularly positive contexts of community engagement, the school director or the SBM could share the simplified school profile card or even the school profile cards with the community as a gesture of transparency and for the sake of community monitoring of schools. The objective of such a community education coalition would be for the community to take collective action to reach its own education objectives. This can be done through the integration of education objectives, indicators and actions in existing community, village or ward development plans or through the development of a specific community education action plan.

Therefore, the mapping of the level of community engagement beyond school will help decide how and where to use simplified school profile cards and what activities can be implemented. This mapping can be done through literature review, workshops with meso-level participants and individual interviews with resource persons.

Level of community engagement beyond school	**Use of simplified school profile cards (or school or communal level report cards)**	**Possible activities**
Low: no integrated community approach supported, limited community engagement on education beyond school, role of PA/PTA/MA limited to elect representatives to SBM committee.	Presentation of simplified school profile cards during General Assembly of parents.	Capacity building of PA/PTA /MA/learners representatives within schools on the importance of CE in education.
Intermediate: integrated community approaches are supported in some geographical areas; therefore a link can be made between the school and the other programs, PA/PTA/MA play an active role in the community.	Use to inform the community on education performances, successes and challenges. Use to inform community interventions in education, other sectors or intersectoral interventions.	Capacity building of community facilitators (PA, PTA, MA, but also community stakeholders who facilitate community-wide processes) on the use of simplified school profile cards for community dialogues to identify: - Barriers to education (including socio-cultural barriers); - Enabling factors to education; - Develop a community action plan for education (or integrate education related activities in community action plan). Conduct community dialogues to identify barriers to education and enabling factors to education. Develop a community action plan for education.
Strong: integrated community approaches are supported systematically; community ownership of development is strong (for example through a functioning decentralisation process), PA/PTA/MA are active and legitimate stakeholders in community activities.	Above use +: (also use of school and communal report cards). Use as a monitoring tool for participatory community planning for education. Use as a monitoring tool in combination with other sectoral monitoring tools for participatory community intersectoral planning. Use as a monitoring tool as part of community/ward development plans. At national level: development of a DMS CE-SA strategic action plan.	Above interventions +: - Integration of the use of school and municipality (communal) report cards in the training modules of locally elected representatives and local administration (in decentralized processes) or stakeholders involved in community planning. - Integration of the school and municipality report cards in communal or community development planning and monitoring processes.



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3.2.4. ASSESSING THE CONTEXT OF SOCIAL ACCOUNTABILITY TO USE DMS PRODUCTS

Tool 4: Assessing social accountability context and capacity for education.

Another way to position the use of DMS is to look at the country context of social accountability. The social accountability context is shaped by power relations, history and cultural practices. Knowing more on the country social accountability framework will allow us to strategically position the use of DMS in a way that will strengthen actual social accountability and not reinforce inequitable power relations.

Thus, for the community engagement aspect, it is possible to adopt an "à la carte" approach and conduct activities in a different way depending on communities where there is a more favourable social accountability context, or to link the use of DMS products to existing social accountability interventions by UNICEF or other partners.

Example of assessment of social accountability within the education system (Zambia)

While headteachers and teachers expect strong parental involvement of parents making sure their children attend school in a proper manner, on a more collective level parental involvement was more limited to participation in infrastructure and PTA meetings. Teachers and school administrators broadly support parents engaging in their child's schooling through funding and labour contributions for infrastructure investments, but it does not extend to parents being involved in topics with a greater focus on education, such as decision-making around teacher performance. Another barrier is that norms of deference to teachers and administrators often prevented parents from wanting to approach school administrators with challenges, which has the potential to decrease the use of the DMS by communities. (Excerpt from Zambia DMS CE-SA strategic action plan, June 2019.)

Strength of country social accountability framework (IDS 2018)	Use of DMS products	Possible activities
Low: low access to information, low capacity of traditional leaders, CSO, media and elected representatives to play their role in social accountability, low incentive or sanctions for authorities to respond to citizens, low awareness of citizens of the possibility to participate or low incentivisation by political system to participate, history of authoritarian, centralized decision-making.	Use of national EMIS, regional, district, inspection, municipality, community and school level report cards to enhance the information level of the general public on education.	Include module on participation and social accountability in SMC training. Develop and publish information on country education entitlements (standards). Advocate for information transparency (publication of EMIS reports and DMS products at all levels online on MoE Website, social media and in hard copy). Advocate for inclusion of publication of EMIS information as part of MoE procedures. Advocate for more social accountability in education (advocacy meeting using best practices of SA in education). Train media on the use of DMS products for social mobilisation and social accountability (data journalism for education).
Intermediate: Information on education is available and accessible, some CSO, and media are active in the field of social accountability; there is an active parliamentary commission on education; education is part of the agenda of the national organisation of traditional leaders; some media have skills in using data to ask for social accountability and have used them in a non-partisan way; authorities are responsive to pressure; there are provisions by law to respond to decisions made by formal mechanisms of co-management or citizen participation; citizens, including traditional leaders, actually use existing participation mechanisms; the government has given clear signals and put in place mechanisms to engage directly with the authorities.	DMS products become a monitoring tool to monitor the performance of the education system.	Above interventions +: Include identified CSO and media in the DMS process (inclusion in the DMS CE-SA working group). Train identified CSO and media on the use of DMS data and products. Develop a strategic partnership with identified CSO, media, and/or traditional leaders for education. Advocate for MoE to set up education consultative mechanisms at national and regional level.
Strong: the MoE has set a policy for transparency of information in education; the MoE publishes all EMIS and DMS products online; there are regional capacities to collect, analyse and give information on education data; CSOs and media have specialized in data-driven education intervention and reporting; MoE has put in place consultative mechanisms at national and regional levels; service providers are responsive to citizens: there is a systematic information campaign and spaces to raise citizens' right to education; the government and local authorities respond publicly to citizens' demands based on their right to education.	Link DMS with real time monitoring of certain indicators at national level or in regions of intervention (using RapidPro, U-Report or other).	Above interventions +: Place DMS products in formal education consultative mechanism at all level. At national level: development of a DMS CE-SA strategic action plan.



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3.2.5. ASSESSING INTER-SECTORIALITY

Tool 5: Assessing strength of education-related and inter-sectorial interventions within and beyond schools.

Linking simplified school profile cards with other sectoral interventions will depend on the availability of other relevant sectoral interventions at schools and at community level, the level of community engagement and integration of these interventions and the strength of the link between the school and community platforms.

Depending on the strength of the intersectoral relationship, it will be possible to carry out the following activities around DMS:

Example of assessment of strength of inter-sectorality (Namibia)

The education sector in Namibia is already cooperating closely with other related sectors like health, protection, nutrition and WASH and has set up numerous collaboration platforms within schools to improve the learning environment. But these sectors have also community platforms, and sectoral topics are discussed in a decentralized forum. While the different stakeholders acting in these sectors (teacher councillors, life skills teachers, principals, SB members, literacy promoters, community health workers, community volunteers [TB, malaria, HIV/AIDS, nutrition], social workers, etc.), all make interventions at the community level and target the same people, namely families, women and children, they all have their own coordination mechanism and report usually upward to their line sector. They know each other and do refer people they visit to each other, when needed, and the collaboration seems to be good, but there is no tracking at the community level of what is going on in the different sectors and little to no coordination. (Excerpt from Namibia DMS CE-SA strategic action plan, June 2019.)



Kenya, 2020.
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Strength of intersectoral relationship	Use of school/simplified school profile cards	Possible activities
Weak: school and community committees interact only in an ad hoc way, they do not share their plan and data, but there are intersectoral interventions within the school.	School profile cards used to track the impact of intersectoral interventions on performance.	Advocate for the integration of the intersectoral interventions within the school in EMIS questionnaire.
Intermediate: there is at least one intersectoral intervention that links at least two or more relevant sectors at community level and includes the school; members of PA/PTA/MA are active in sectoral activities at the community level and make sure schools benefit from community level interventions.	Use of simplified school profile cards in community meetings to inform and discuss on sectoral interventions that have an impact on education performances and enabling environment, coupled with other data and community profile cards to inform more comprehensive discussions on education and the relevant sectors.	Have PTA share information from school and simplified school cards in community platforms. Include sectoral community actions in school improvement plan. Common monitoring of data. Have PTA and learners participate actively in community sector interventions to strengthen the linkage. Make sure that any community action plan includes the data, objectives and activities of the school improvement plan.
Strong: there is a strong integration of several relevant sectors in a community-based approach. A community-based monitoring is in place (or to be set up).	Use of simplified school profile cards in community meetings to complete simplified school profile cards that include indicators on performances from other sectors. Use of SSPCs as a monitoring tool.	Above activities +: Have PTA, including representatives of learners, and SMC participate in the community-based planning process. Include education related activities in the community action plan. Develop an integrated community action plan around education.



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3.2.6. ASSESSING THE CAPACITY TO USE SBCC APPROACHES IN DMS INTERVENTIONS

Tool 6: Assessing the capacity to use SBCC approaches in DMS interventions.

The impact of the use of SBCC approaches in education is to be considered when implementing SBCC related activities around DMS. It is important to know whether the Ministry of Education has adopted a systematic social and behaviour change communication approach, or if the communication/sensitisation work is made in a more ad-hoc type of intervention: the 2015 evidence review of C4D in support of inclusive and quality education found that the presence of behavioural and social change communication tradition in education programming in general is limited, in contrast with the long-standing tradition in health communication, for example. There is a limited evaluation of the SBCC program or specific SBCC components used by educational programs, limited capacity for designing and implementing rigorous evaluations to measure the effects of different SBCC components and insufficient funding assigned to SBCC evaluation in education programming (Waisbord and Ahmed 2015). However, the same document concludes that the evidence suggests that SBCC has made important contributions to quality and inclusive education. SBCC is essential to address a myriad of social and institutional barriers to reach education objectives. SBCC approaches can be effectively used when strategically linked or incorporated in education programming.

Example of assessment of SBCC in education (Namibia)

Namibia has used the positive deviance methodology to identify schools that perform better than others while in the same initial circumstances, to find out what makes the difference. The main conclusions are that the key element of positive deviant schools is the positive leadership of the principal. These findings have already been incorporated in quality processes of the education system in Namibia, with a leadership training module for head teachers and the development of the resource kit for implementing Namibia's safe school framework. The positive deviant approach could also be used at regional or circuit level to identify positive deviant schools. These schools could be presented at the different fora to see what make them different. Headteachers, teachers, School Board (SB) members and learners could testify on how they managed to reach those results. Media could come and interview them, or stakeholders of the positive deviant schools could go on the radio and explain their experience and take calls from listeners who are interested in their experience. Video and audio testimonies could be available on the MoEAC Website, on Facebook and circulated on WhatsApp groups of teachers, headteachers and SB committees. (Excerpt of Namibia DMS CE-SA strategic action plan, June 2019.)

Strength of SBCC in education (UNICEF 2018i)	Use of DMS products	Possible activities
Weak: SBCC activities in education formulated only within donors' and non-State actors' programs, no KAP or socio-anthropological data are available for education, no use of the SBCC approach by MoE/No SBCC strategy or plan defined within the education sector to address attitudes, socio-cultural practices and social norms (UNICEF 2018i).	Use of DMS to identify characteristics of positive deviant schools. Adaptation and diffusion of DMS products and results through UNICEF electronic platforms (U-Report, community radio and theatre, etc.). Evidence from DMS is used to produce thematic information sheets on good practices on interventions regarding socio-cultural barriers to education and positive effect of CE-SA.	Develop a methodology to identify characteristics of positive deviant (PD) schools. Integrate the PD methodology in annual reviews at regional and inspection level. Advocacy to national stakeholders on how to use the PD approach. Advocacy to integrate Education Behavioural data in EDS-MICS. Advocacy to conduct a KAP and/or socio-anthropological study in SBC + identification of education practices to be promoted at micro level. Train UNICEF media partner in the use of DMS products. Train organized youths in the use of DMS products. Celebrate positive deviant schools.
Initiating: SBCC strategy/plan developed to address attitudes, socio-cultural practices and social norms, but not yet officially incorporated in the national Education Sector Plan or budget.	Above use +: Use of DMS to identify the impact of CE-SA interventions (provided they are integrated in the EMIS questionnaire). Use of DMS to identify characteristics of positive deviant learners, families, schools and communities to be used in broadcasting, social media, radio, TV and video soap operas, etc.	Above activities +: Development of SBCC activities based on results of positive deviance study (community dialogues, interactive broadcasting and social media, radio, TV and video soap operas, use of positive stories in participatory theatre and videos, U-reports, etc.). Development of SBCC for education strategic action plan around DMS. Conduct a socio-anthropological survey on demand-side barriers to education. Development and implementation of an SBCC strategy for the education sector. Training in evidence-based SBCC in education at the regional and local levels.
Established: SBCC strategy/plan developed and incorporated as part of the national Education Sector Plan but not yet comprehensive or institutionalized; Budget has been elaborated but is not yet secured; Focus only on some areas of marginalization across some levels; Accountabilities and modalities for action not well defined at the sub-national level. Technical group for monitoring implementation (DMS CE-SA working group) not formalized (UNICEF 2018i).	Above interventions +: DMS products launched yearly at a high-level event with high-level stakeholders and national- and regional-level media in attendance.	Implement SBCC strategy for education sector. Develop and implement comprehensive SBCC capacity development for stakeholders. Launch of a media prize for DMS reporting. Celebration of positive deviant communities, families and learners (boys and girls).

Strength of SBCC in education (UNICEF 2018i)	Use of DMS products	Possible activities
Championing: Comprehensive SBCC strategy/plan incorporated as part of the national Education Sector Plan to address attitudes, socio-cultural practices and social norms impacting on education access and quality for marginalized children. Strategy/Plan is budgeted. The strategy addresses most key categories of marginalization based on gender, race/ethnicity, language/disability, location, mobility/refugee etc. The strategy addresses marginalized children at all/most levels (ECD, Primary, Secondary, Tertiary school). Roles, accountabilities and implementing partners for action defined at sub-national level Plan. Implementation is monitored by a technical sub-committee with C4D expertise (UNICEF 2018i).	DMS products used as monitoring and planning tools at each level.	Implementation of SBCC strategy.

3.3. STEP 3: ELABORATION OF A DMS CE-SA STRATEGIC ACTION PLAN

3.3.1. GUIDING PRINCIPLES

Implementation of community engagement and social accountability (CE-SA) around DMS should follow a set of guiding principles, the main ones having been quoted in the Guidelines. Nevertheless, other principles taken from DMS guiding principles (UNICEF 2019d), community engagement core principles (UNICEF 2019h), social accountability core principles (IDS 2018) and C4D guiding principles (UNICEF 2019g) should guide development and implementation of the present approach. Below is the full list of principles:

Example 1: DMS CE-SA workplan of Zambia

Example 2: DMS CE-SA Strategic Action plan of Togo (table of content)

DMS guiding principles (UNICEF 2019d)	Community Engagement core principles (UNICEF 2019h)	Social accountability core principles (IDS 2018)	C4D guiding principles (UNICEF 2019g)
Country ownership: The Ministry of education has ownership of the innovation, which is demand driven.	**Rights-based approach:** Human rights-based approaches integrate the norms, standards and principles of the international human rights system into the policies, programs and processes of development and humanitarian actors. Human rights-based analyses take into account the imperative to expand equity, empower rights-holders to claim their rights, and enable duty-bearers to meet their obligations. It prioritizes meaningful participation, equal rights for all, accountability, and the integration of human rights in legal and policy frameworks while simultaneously recognizing the need for risk identification and risk mitigation.	**Understand the context:** Find the answers to key questions about the context before implementation and review them throughout; invest appropriate time in partnering with those who understand the relevant political and power dynamics (from micro to global levels); look for relevant insights from history and culture (key to understanding existing informal/traditional processes of accountability).	**Involve children,** adolescents and young people both as primary audience and agents of change.

DMS guiding principles (UNICEF 2019d)	Community Engagement core principles (UNICEF 2019h)	Social accountability core principles (IDS 2018)	C4D guiding principles (UNICEF 2019g)
An "à la carte" approach: UNICEF presents a menu of options that can be tailored to fit the local needs and context.	**Community-based Approach:** Community-based approaches support women, girls, boys and men to participate in a process which allows them to express their needs and to decide their own future with a view to their empowerment. A community-based approach reinforces dignity and self-esteem of people of concern and empowers all actors. It requires the recognition that they are meaningful participants in decision-making. Community leaders, groups, and networks work to prevent social problems and to deal directly with those that do arise, rather than requiring that external actors step in and assume these responsibilities. It includes understanding community concerns and priorities, mobilizing community members, supporting collective community decision-making, building on traditional social practices of community cooperation, and engaging social networks.	**Develop a clear Theory of Change:** Use context analysis to inform and guide the programme's Theories of Change and Action, including identification of the most appropriate combination of tools and methods, channels, networks, and partnerships that can lead to the desired changes. Review these Theories of Change and Action throughout implementation, involving as many stakeholders as possible; use them as the basis for monitoring the outcomes of the programme and reaching conclusions about the impact it has achieved.	**Offer visibility and voice for the most marginalized and vulnerable groups, including social accountability.**
Sustainability: Attention is given to the scalability and sustainability of tools and innovations, working within and strengthening existing national systems.	**Accountability:** Development and humanitarian actors have a responsibility to be accountable to local populations for their actions, priorities, and resource allocation decisions. Governments can play a leadership role in establishing an enabling environment for development and humanitarian accountability through the structures, systems, and practices established through community engagement. Additionally, robust community engagement and public engagement capacity can support transparency, responsibility, and responsiveness between governments and local populations, and local populations and local community leaders.	**Be strategic:** Link social accountability initiatives to other institutions of political accountability and other legally constituted participatory spaces/consultation processes from the start of the intervention. Take scale into account via vertical and horizontal integration, connecting vertically with counterparts at higher and lower levels, and horizontally to branches of the state at the same level and relevant non-state actors. Enhance state capacity to respond by supporting pro-accountability coalitions across the state–society divide.	**Facilitate intergenerational listening, dialogue and debate.**

DMS guiding principles (UNICEF 2019d)	Community Engagement core principles (UNICEF 2019h)	Social accountability core principles (IDS 2018)	C4D guiding principles (UNICEF 2019g)
Learning by doing: The project works collaboratively with governments and existing national systems to design and implement tools, taking an iterative approach and making adjustments as needed.	Gender Mainstreaming: Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Gender mainstreaming involves ensuring that gendered analysis, gender perspectives, and attention to the goal of gender equality are central to all activities - policy development, research, advocacy, dialogue, legislation, resource allocation, and planning, implementation and monitoring of programs and projects.	Understand and work with power holders: Based on political economy, stakeholder and power analysis, build relationships well in advance of implementation, at different levels, with a focus on identifying champions for the programme. Think of the benefits authorities could also get from participating in the initiative and communicate those possibilities to them. Develop a specific strategy to raise awareness of the benefits of citizen participation with examples from their reality, involving both politicians and technical staff. Help bridge the gap in understanding what separates power holders (most of whom come from better-off backgrounds) from the lived experiences of the majority of the population. Monitor how authorities respond when receiving demands to identify new strategies for incentivising action; learn to navigate the informal (and often shady) relations that underpin formal power structures.	**Link community perspectives and voices with subnational and national policy dialogue.**
	Interests of the Child: The best 'interests of the child' is a rights principle based on Article 3 of the UN Convention of the Rights of the Child. It states that 'In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.	Recognise that civil society and communities are not immune to the influence of power and politics: Invest enough time in selecting implementing partner organisations, getting to know them and developing training plans where necessary. Identify and support the development of good facilitation skills, which are key to determining the credibility and outcomes of processes. Think of CSOs and the media as politically embedded institutions, as it is not their technical capacities alone that influence social accountability. Identify and engage with the local community, traditional and religious leaders, and other informal leaders/ patrons as entry points to mobilising people. Seek to ensure that CSOs support people to raise their own voices rather than appropriating citizen voice. Remain vigilant about those voices that may have been or are being left out of 'the community' and make provisions for inclusion of the most vulnerable.	**Address the child holistically across all stages of the lifecycle.**

DMS guiding principles (UNICEF 2019d)	Community Engagement core principles (UNICEF 2019h)	Social accountability core principles (IDS 2018)	C4D guiding principles (UNICEF 2019g)
	Do No Harm: The principle of Do No Harm should be extended to community engagement practice. Community engagement bears risks and opportunities for individual participants and communities. While community engagement can increase ownership, empowerment, participation, service utilization, and local capacity, it can incur physical, economic, political, and social costs. It has been demonstrated, in many cases, to exacerbate discrimination, unequal distribution of resources, stigmatization, and abuse. Furthermore, insecure management of community engagement data can lead to privacy and security concerns for affected populations. These standards provide guidance to support efforts to mainstream a "Do No Harm" approach in community engagement practice.	**Aim to shift the underlying relationships between power holders and ordinary citizens:** Work with all stakeholders to shift the image of people in poverty from beneficiaries/consumers to citizens/ right-holders. Encourage citizens to recognise authorities as providing a service rather than having total control over resources and decision-making. Invest appropriate resources, time and effort in rights awareness and civic education geared towards mobilising citizens to participate. Take into account citizens' needs and opinions in identifying the best forms of participation and mobilisation to support.	**Build trust** and social cohesion.
		Place practical and operational learning at the core of implementation: Design a learning structure that brings together multiple stakeholders; Use simple tools and everyday spaces to make learning processes accessible; Make sure that changes are implemented iteratively based on what is being learnt, so that programmes are managed in an adaptive way.	**Ensure cultural appropriateness** of content and approach.
		Collect, systematise, and share multiple-forms of evidence: Develop a system for aggregating data that emerges from the programme, as relevant and legitimate information is a key resource for evidence-based advocacy with authorities. Cultivate political savvy to identify windows of opportunity for presenting relevant evidence, spotting the 'hot topics' that are already on the political agenda. Identify types of 'evidence' that go beyond academic-style outputs emphasising scientific rigour and numerical data, analysing how information communicated via different media (photography, video, testimonies, life-stories) may be used to open up different channels of engagement (face to face or via social media, depending on what is most appropriate) and increase the scope for joint problem-solving with authorities.	**Enable seamless, interdependent application of C4D** actions across development and humanitarian contexts, including support to accountability to affected populations.

DMS guiding principles (UNICEF 2019d)	Community Engagement core principles (UNICEF 2019h)	Social accountability core principles (IDS 2018)	C4D guiding principles (UNICEF 2019g)
		Work in longer-term partnerships to build ownership and sustainability: Donors need to be aware that their role is only a part of the bigger social accountability puzzle and that long-term programming, with careful phasing in/phasing out of support, is a key success factor for change that is sustainable and locally owned by both citizens and governments.	
		Avoid participation fatigue by incentivising quick wins: Showcase and spread news about example of the positive difference made through social accountability, emphasising its favourable relation to the efforts and costs involved in increasing participation. While pursuing long-term change it is important to keep in mind that people are motivated and incentivised to keep engaged when they see practical changes following from their participation.	
		Build on the existing accountability systems: Integrate social accountability programmes with other relevant mechanisms that exist for sanctioning bad behaviour, allocating human and financial resources to enable these links to be strengthened and sustained over time.	



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3.3.2. SITUATION ANALYSIS: MAIN INDICATORS

Tool 7: Definition of main education indicators.

In a separate section within the DMS-CE-SA strategic action plan document, before the analytical part, there should be a short section on the main education indicators. They usually give indications of the following aspects (in alphabetical order):

- Dropout rate
- Exam pass rate
- Gender parity index
- Primary school gross enrolment ratio
- Primary school net attendance ratio
- Primary school net enrolment ratio
- Repetition rate
- Secondary school net attendance ratio
- Secondary school net enrolment ratio
- Survival rate to last primary grade
- Survival rate from first to lower secondary school
- Transition rate

A definition of these indicators is given in the toolbox.

3.3.3. RESULTS FRAMEWORK

3.3.3.1. OBJECTIVE

Possible objective (to be adapted in every country):
The objective of community engagement and social accountability in DMS is to enhance social accountability and demand for schooling at the local level through stronger citizen engagement, transparency and accountability towards communities, by using school and community profiles to help the respective country reach its education objectives.

3.3.3.2. POSSIBLE SBCC OUTCOMES AND OUTPUTS AT PRIMARY/ INDIVIDUAL PARTICIPANT LEVEL

Based on the results of the analysis, a results framework should be established. Below is a list of possible outcomes and outputs. They are cited here for inspiration and can be adapted to the local context.

SBCC Outcome	SBCC Outputs
1. Parents and guardians enrol their 4- to 6-year- old children in Early Childhood Centres (ECC) [age to be adapted].	- Parents and guardians are convinced about the importance of enrolling their four- to-six-year-olds in ECC.
2. Parents and guardians enrol their seven-year- old children, including the vulnerable ones, in grade 1 and keep them in school at least until lower secondary level. [age to be adapted].	- Parents and guardians are convinced about the importance of enrolling all their children aged seven in grade 1.
3. Parents and guardians of children with disabilities enrol them in regular schools and retain them at least until lower secondary level.	- Parents and guardians of children with disabilities are convinced of the importance of enrolling them at aged seven.
4. Parents and guardians support their adolescent children to do their homework and actively participate in school life.	- Parents and guardians are convinced of the importance of keeping all their children, including the vulnerable ones, enrolled in school until at least lower secondary school.
5. Children and adolescents experience a safe environment at school.	- Parents and guardians of children with disabilities are convinced of the importance of keeping their children enrolled in school until lower secondary school.
6. Pregnant adolescent girls go back to school and/or sit at examination after delivery.	- Parents and learners know about the simplified school profile cards.
7. Pregnant girls manage to remain in school and learn, and girls are able to attend school during menstruation.	- Parents and learners know about the performance standards that schools are accountable for.
8. Children and adolescents do their homework regularly, participate actively in class and adhere to school rules; they reach at least lower secondary education level.	- Parents are informed about the performances of their children at school.
9. Parents and guardians participate in school governing body meetings.	- Parent participants demand improved schooling environment for their children.
10. Parents and guardians discuss their children's progress with teachers.	- Parents know their rights and responsibilities regarding their children's education and their own education.
	- Parents know how to support their children in school.
	- Parents actively participate in PA/PTA/SBM committees.
	- Women actively participate in SBM committees.
	- Learners and their parents claim their right to a safe environment.
	- Learners (male and female) and their parents are convinced about the positive effect of re-entry policy for pregnant girls.
	- Learners (children and adolescents) are positive about their participation in extra-curricular activities within school and the community to successfully complete education until grade 12.
	- Learners (children and adolescents) participate in school governance.
	- Female learners (children and adolescents) participate in school governance.

3.3.3.3. POSSIBLE SBCC OUTCOMES AND OUTPUTS AT TERTIARY/COMMUNITY LEVEL

SBCC Outcome	SBCC Outputs
11. Peers and extended family members encourage parents and guardians to enrol their four-to-six-year-old children in ECC and their seven-year-old children in grade 1 and keep them in school at least until grade 12, including vulnerable children. 12. Extended family members save money to support children's needs through secondary school and encourage them to stay in school at least until grade 12. 13. Children and adolescents encourage their peers to actively participate in community- and school-based activities that encourage them to stay at school at least until grade 12.	- **Peers and extended family members know how to use simplified school profile cards as a compass and promote schooling and maintenance in school of all the children in the community until grade 12.** - **Peers and extended family members feel empowered to use simplified school profile cards to demand quality education.** - Peers and extended family members are convinced of the importance of investing in the education of all children in their extended family. - Children and adolescents know what they can do within the school and the community to encourage children, especially vulnerable children, to stay in school at least until they reach grade 12.



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3.3.3.4. POSSIBLE SBCC OUTCOMES AND OUTPUTS AT TERTIARY/COMMUNITY LEVEL

SBCC Outcome	SBCC Outputs
14. PTAs work with teachers, headteachers, staff and learners to ensure the school is free of school related gender-based violence (SRGBV).	- PTA and learners know how to prevent SRGBV.
15. PTAs work with teachers, headteachers, other staff to make adjustment that enable the inclusion of children with disabilities in regular schools.	- PTAs/PA/SBM committees and community leaders know how to monitor the schooling of all children within the community, especially how to track out-of-school children, those at risk of dropping out, and children with disabilities.
16. PTAs/PA/SBM committees and community leaders, together with teachers and headteachers, make sure that each child in their community completes education (at least until grade 12) by tracking out-of-school children and identifying those at risk of dropping out.	- PTAs/PAs and SBM committees approve of the re-entry policy for pregnant girls.
17. PTAs/PiAs and SBM committees actively implement the re-entry policy.	**- SBM committee members know what their role is and how to perform it.**
18. SBM committees are functional and include male and female representatives from the communities in decision-making functions, as well as learners.	**- PTAs and SBM committees know how to use the school profile to develop school improvement plans to improve the quality and inclusion of education, together with learners, parents and community members.**
19. PTAs/PAs and SBM committees use School profile cards to develop School Improvement Plans or update annual development plans.	**- PTAs, PAs and community leaders know how to use community and school profiles to improve demand for quality of education.**
20. PTAs, PAs and community leaders actively demand quality education using community profiles.	- PTAs know how to play their role in enrolling, keeping and supporting children in school until they reach at least lower secondary school.
21. PTA members support families that have vulnerable children (including orphans, pregnant girls, children with disabilities, girls at risk of getting married, etc.) to enrol and maintain them in school at least until lower secondary school.	- Traditional and religious authorities, opinion leaders, active members of the community in other sectors and local political authorities know and are convinced of the importance of their role in schooling and keeping all children in the school system, especially girls, those who are out of school or those who have dropped out of school, until grade 12.
22. Religious and traditional leaders, opinion leaders, active members of the community in other sectors, and local political authorities promote higher value of education and discourage child marriage.	- Traditional and religious authorities, opinion leaders, active members of the community in other sectors and local political authorities recognize and believe in the importance of acting beyond education awareness (support income generating activities, cultural/sport/ religious/peer counselling groups for the prevention of child marriage, early pregnancy, and child labour) to support the education of all children in the community, including vulnerable children.
23. Traditional and religious leaders, other community-based organisations and local political authorities help vulnerable children to attend schools (by supporting income generating activities, cultural/sport/religious/ peer counselling groups for the prevention of child marriage, early pregnancy, and child labour).	**- Traditional and religious authorities, opinion leaders, active members of the community in other sectors, and local political authorities know how to use school and community profiles to ensure a quality education and a good learning environment within the school.**
24. Traditional and religious authorities, opinion leaders, active members of the community in other sectors, and local political authorities develop and implement activities on the basis of the analysis of school and community profile to ensure an education of quality and a good learning environment within the school.	- Traditional and religious authorities, opinion leaders, active members of the community in other sectors and local political authorities know and are convinced of the importance of the role they must play in holding higher authorities in the education sector accountable.
25. Positive deviant families within the community (those who, against all odds, have managed to make sure that all their children go to school until grade 12), positive learners, and vulnerable children who have managed to go to school successfully at least until grade 12 (including young mothers who have gone back to school) promote education from ECD until grade 12.	- Positive deviant families within the community (those who, against all odds, have managed to make sure that all their children go to school until grade 12), positive learners, and vulnerable children who have managed to go to school successfully at least until grade 12 (including young mothers who have gone back to school) promote education from ECD until grade 12.
26. Schools and community are engaged in supporting mother tongue instruction.	- PTAs, SBMs and community leaders know the advantages of mother tongue teaching in school.

3.3.3.5. POSSIBLE SBCC OUTCOMES AND OUTPUTS AT MESO/ INSTITUTIONAL LEVEL

Objectives/Outcomes	Results/Outputs
27. Teachers educate children by using positive discipline.	- Teachers know positive discipline methods.
28. Teachers are held accountable for their performance.	- Teachers are convinced of the positive effect on learners' performance of using positive discipline.
29. Headteachers and teachers, together with PTAs/ PAs and SBM committees use school profile cards to develop school improvement plans or update annual development plans.	- Teachers advocate for positive discipline methods with parents.
30. Teachers, headteachers and staff, together with PTAs/ PAs and SBM committees, ensure schools are free of school related gender-based violence (SRGBV).	- Teachers and headteachers value accountability towards parents and community members regarding quality education service delivery.
31. Teachers, headteachers and other staff, together with PTAs/PAs and SBM committees, make adjustments to enable inclusion of children with disabilities in regular schools.	**- Teachers and headteachers know how to use the school profile cards to develop school improvement plans to improve the quality and inclusion of education together with learners, parents and community members.**
32. Headteachers and teachers actively implement the re-entry policy.	- Teachers and Headteachers know how to prevent SRGBV.
33. The education administration at inspection, district and regional levels direct their resources by also considering report cards (school and district report cards) in the planning and the follow-up of their activities according to their main objectives (quality, schooling, retention, performance, etc.). [Objective related to the technical aspects of DMS].	- Teachers and headteachers are convinced of the importance of including children with disabilities in regular schools.
34. The education administration at inspection, district and regional levels, NGOs, and professional associations for education catalyse and facilitate community engagement and social accountability using report cards and highlight good practices (positive deviants).	- Teachers and headteachers are convinced of the importance of including community members in their activities to improve the quality of education.
35. The education administration at inspection, district and regional levels relies on report cards, among other tools, to guide or request more resources for education.	- Headteachers and teachers approve of the re-entry policy for pregnant girls.
36. Traditional, mass and electronic media promote enrolment and retention until grade 12 of all children, especially of girls, vulnerable children and out-of-school children, referencing the simplified school profile cards.	**- The education administration at inspection, district and regional levels know how to use the profile cards to guide their planning and monitoring of resources and activities [Result from the technical aspect of DMS].**
37. Traditional, mass and electronic media promote education through the promotion of positive deviant learners, out-of-school students who have successfully (re-)integrated education, positive deviant families and schools, but also by fostering dialogue on local solutions for schooling and retention at least until grade 12.	- The **education administration** at inspection, district and regional levels, NGOs, and professional associations in education know and adhere to their role in community participation and social accountability for education.
38. Media hold education decision-makers at local, regional and national level accountable for educational performances and allocation of resources using EMIS.	- The education administration at inspection, district and regional levels, NGOs, and professional associations in education know and adhere to the positive deviant approach.
	- The education administration at inspection, district and regional levels know and adhere to the positive deviant approach to promote education
	- Traditional, mass and electronic media know how to use school and simplified school profile cards to promote enrolment and retention until grade 12 of all children, especially of girls, vulnerable children and out-of-school children.
	- Traditional, mass media and electronic media know the positive deviant approach and understand how to use it to promote education and facilitate dialogue on local challenges and solutions.
	- Media know how to use EMIS data to hold the government accountable for educational performances and allocation of resources.

3.3.3.6. POSSIBLE SBCC OUTCOMES AND OUTPUTS AT MACRO/ POLICY/SYSTEM LEVEL

Objectives/Outcomes	Results/Outputs
1. The MoE uses DMS to contribute to the achievement of its educational objectives through the development of incentives or sanctions to improve quality of education [objective related to the technical aspect of DMS].	- Divisions of the MoE at the central and local levels are informed about possible incentives and sanctions that could be put in place to improve quality of education in their management processes.
2. The MoE adopts policy and regulations for better community engagement and social accountability using DMS tools and processes.	- **Relevant divisions of the MoE adhere to the necessity of developing adapted policies and regulations toward better community engagement and social accountability using DMS tools and processes.**
3. The MoE promotes ECD based on a quality early learning curriculum and standards.	- The MoE adheres to the necessity of promoting ECD based on a quality early learning curriculum and standards.
4. The MoE develops national education strategies to address demand-side gender-related barriers to quality education.	- The MoE is convinced of the importance of developing national education strategies that address demand-side gender-related barriers to quality education.
5. The MoE informs on the legal/policy framework put in place to address gender-based violence in and around schools.	- The MoE is convinced of the importance of developing a legal/policy framework to address gender-based violence in and around schools.
6. The MoE informs on quality prevention and response mechanisms put in place to address gender-based violence in and around schools.	- The MoE is convinced of the importance of developing quality prevention and response mechanisms to address gender-based violence in and around schools.
7. The MoE informs on the rights of children with disabilities to receive an education, according to national laws.	- The MoE is convinced of the importance of developing an appropriate law/policy explicitly mentioning the rights of children with disabilities to receive an education.
8. The MoE puts in place mechanisms and tools to facilitate communication, community engagement and social accountability around report cards.	- **Divisions of the MoE understand the issues and adhere to the establishment of mechanisms and tools to facilitate communication, community engagement and social accountability around DMS.**
9. The MoE secures enough financial and human resources to set up and maintain DMS, including community engagement, social accountability and C4D activities.	- **The MoE knows how to use the evidences produced through DMS and the profile cards to mobilize the means to maintain and standardize DMS tools and processes. [related to the technical aspect of DMS].**
10. The MoE collaborates with other relevant ministries (Social Affairs, Health, Water and Sanitation, etc.) to improve the quality of education and the favourable learning environment in a concerted way and using DMS [related to the technical aspect of DMS].	- The MoGE knows how to mobilize other ministries by using, among other things, the evidence produced through DMS and the profile cards [related to the technical aspect of DMS].
11. The MoE promotes teachers' and headteachers' accountability.	- The MoE is convinced of the necessity to adopt policies to promote teacher accountability.
12. The MoE commissions formative research to produce evidences that address socio-cultural and financial barriers to promote girls' participation and retention in secondary education.	- The MoE adheres to the necessity of conducting formative research to produce evidences that address socio-cultural and financial barriers to promote girls' participation and retention in secondary education.
13. The MoE develops SBCC strategies in favour of education.	- The MoE is convinced of the importance of developing a communication for development strategy in favour of education.

3.3.4. INDICATORS FOR THE MONITORING AND EVALUATION FRAMEWORK

The two types of monitoring and evaluation frameworks to be developed are:

1. Monitoring and evaluation of the use of school and simplified school profile cards (process indicators, integration in the EMIS questionnaire)
2. Monitoring and evaluation of the implementation of the DMS CE-SA action plan (process indicators, national level)

3.3.4.1. EMIS INDICATORS

Some of the indicators collected through EMIS can be used to monitor change in behaviour and in the level and strength of community engagement. For example, based on the assessment report on the effect of community involvement on school environment and performance in Niger and Togo, the following indicators can be proposed:

Categories	Indicator	Subcategories
Parents' association	Active (meets at least two times a year)/not active/doesn't exist	Rural Urban Regions
Mothers' association	Active (meets at least two times a year)/not active/doesn't exist/undefined	Rural Urban Regions
School Management Committee (SBM Committees)	Meets at least eight times a year/five to seven/two to four/once/unknown (EDU system strengthening)	Rural Urban Regions
Composition of SBM Committees	Number of female members/number of male members	Rural Urban Regions
Trained SBM Committees:	Number of members trained last year	Rural Urban Regions
SBM Committees supported	Yes/no	Rural Urban Regions
Existence of learners' representation*	Active (meets at least two times a year)/not active/doesn't exist	Rural Urban Regions
Trained Learners' representation*	Number of members trained last year	Rural Urban Regions
Role of learners' representation*	Number of activities carried out during the last year: At least four activities/two to three/less than two	Rural Urban Regions
Information on school performance*	Availability of School profile cards (yes/no) Availability of Simplified school profile cards (yes/no) Distribution of Simplified school profile cards to children (yes/no)	Rural Urban Regions
Active community engagement beyond school*	Community meetings (outside the school): More than four times during the school year/two to four/>1 Collective action for education at community level: More than four times during school year/two to four/>1 Media activity around education at community level: once a month/four times a year/three or less times a year Advocacy activity by the community towards local decision-makers for education (yes/no) Education integrated in community action plan: yes/no/irrelevant Community action plan for education: exists/irrelevant	Rural Urban Regions

**: If this question is not already available in the EMIS question, its addition should first be thoroughly assessed in the light of the capacity of school directors to manage a longer questionnaire.*

3.3.4.2. CE, SA AND C4D INDICATORS

Tool 8: Definition of standards for indicators.

The indicator frameworks are defined in the Guidelines. Indicators for the DMS CE-SA action plan come from:

- Community Engagement Minimum Quality Standards (UNICEF 2019);
- C4D and education C4D related Standards (UNICEF 2018); and
- Social Accountability categories (IDS 2018).

In the toolbox, a definition for each of the standards used for the definition of the indicator is to be found in tool 10.

Examples 3: Indicators.

3.4. STEP 4: IMPLEMENTATION

3.4.1. BASIC INTERVENTIONS

3.4.1.1. CO-CREATION PROCESS OF SIMPLIFIED SCHOOL PROFILE CARDS (ENABLING ENVIRONMENT)

Tool 9: Co-creation process of simplified school profile cards.

The co-creation process of DMS simplified school profile cards is necessary in order to ensure that the simplified school profile cards are adapted to the needs of the community, therefore raising the ownership of this tool and process by the community. During the co-creation process, the data (taken from EMIS census questionnaire), format, usage (through the development of a usage manual) and distribution formats will be discussed, tested and decided upon. Through this process, simplified school profile cards and their usage will be customized to the reality of each country.

3.4.1.2. TRAINING OF TRAINERS ON THE USE OF SIMPLIFIED SCHOOL CARDS (ENABLING ENVIRONMENT)

Tool 10: ToR for the training of trainers on the use of simplified school profile cards.

Tool 11: The problem tree technique.

Tool 13: The solution tree technique.

In this step, potential trainers from the MoE, umbrella organisations from Parents' associations and representatives of partner civil society organisations will be trained on the usage of simplified school profile cards. The training will teach community facilitators how to interpret the simplified school profile cards, how to analyse them and how to use the results of the analysis to develop an action plan that will include community engagement and social accountability-related activities to improve the demand for quality education.

The training should take place in two steps, the first being a training of trainers at national level. Participants should be inspectors, members/trainers from umbrella organization of parents' associations, trainers from Education partner civil society organisations and independent trainers. In a second step, the main users of the simplified school profile cards will be trained. These are the members of the school management committees and of parent's associations. Other stakeholders, like traditional leaders, community leaders and locally elected representative can also be trained, depending on the existing level of community engagement. These users are then community facilitators who will use simplified school profile cards to facilitate community dialogues and elaboration and implementation of action plans to improve demand for quality education through community engagement and social accountability activities.

3.4.1.3. ADVOCACY FOR ENHANCED COMMUNITY ENGAGEMENT AND ACCOUNTABILITY IN EDUCATION

The overall objective of the advocacy component of the DMS C4D action plan is three-fold:

1. It aims at consolidating DMS within the MoE as a process and a tool that is useful for decision-makers at all levels;
2. It aims at getting the buy-in of the decision-makers to allocate resources to the community engagement and social accountability aspect of DMS;
3. And it aims at allowing the MoE to position itself as the champion ministry for data-driven decision-making towards other Ministries, inspiring other Ministries to adopt the same approach.

For this, it would be useful for the MoE to develop an advocacy plan that would identify the relevant stakeholders, define objectives and communication materials for each of these stakeholders, as well as events and channels through which these materials could be used. Example of DMS marketing and advocacy products that could be developed for national decision-makers and the international community are:

- Education budget briefs, Regional profiles, key performance profiles, or specific issue profiles on early education, early pregnancy, hostels, transportation, inclusive education, etc.
- Profiles on good practices and positive deviant schools, communities, learners, parents, traditional and religious leaders, etc.
- Positive deviant videos and live testimonies of learners, parents and headteachers.

In terms of events, relevant national and international events where advocacy programmes can be conducted will be identified. Special events could be organized with the

participation of high-level attendance and media coverage to give awards or prizes to positive deviant schools, headteachers, school boards, learners and communities, and to journalists.

3.4.1.4. ASSESSMENT OF CE BASED ON EMIS

As data relative to community engagement within and beyond school are collected through the EMIS questionnaire, it is possible to make a regular assessment on whether there is an impact of growing community engagement (see section 2.3.4.1 of the implementation manual) on school performances and environment. It is important to underscore the fact that EMIS questionnaires collect a great deal of data that are not necessarily published in education statistical yearbooks, but could be used to monitor performances of schools and other data. Usually, data are collected through an EMIS survey are:

School environment and infrastructure	Academic resources	School management	School programs	School discipline	School performance
- Water in school - Electricity - Playground - Fence - Garden - Latrines (for teachers, for learners, segregated, HMH adequate) - Hand washing station - Waste collection - Boarding facilities (adequate, equitable)	- Teaching and learning materials' kit - Pupil-teacher ratio - Teachers (subcategories: qualified, contract/ civil servant/ community, not qualified, gender) - Children with a language book - Children with a math book - Children with a language book 6th grade - Children with a math book 6th grade	- School improvement plan - Teaching staff meetings - Inspector supervision visits - Pedagogic adviser supervision visits	- Nutrients distributed - Pharmacy/School health - School canteen - Counselling and guidance teaching - Sports programmes - Cultural programmes - School Safety programme - HMH programme - Distribution of HMH kits - Other	- Learners' absenteeism - Teachers' absenteeism - Number of violent acts - Number of pregnancies - Number of re-entries - Number of school leavers	- Exam Pass rate - Learning assessment score (by subject) - Repetition rate - Survival rate - Drop-out rate - Gender partity (calculated on different indicators)

If possible, additional data could be collected through the EMIS questionnaire, as it is designed every year according to the Ministry of Education's priority. Additional data that could collected through the EMIS questionnaires, once the distribution of school profile cards and simplified school profile cards is systematic and standards for their use have been developed are:

- Availability of school profile cards;
- Availability of Simplified school profile cards;
- Distribution of Simplified school profile cards to children;
- Number/frequency of community meetings (outside the school) pertaining to education based on Simplified school profile cards;
- Number/frequency of collective actions for education at the community level;
- Number/frequency of media activities around education at the community level;
- Number of advocacy activities by the community towards local decision-makers for education;
- Existence of a community action plan that integrates education;
- Existence of a community action plan for education.

3.4.2. "À LA CARTE" INTERVENTIONS

DMS is already implemented at scale. It is set in a way to be able to produce, depending on the country's DMS strategy, regional, district, inspection, municipality, community and school level report cards. But the use of these report cards can differ from one community/ municipality/inspection/district/region to another, depending on interventions implemented in these different regions. Therefore, it is possible to have an "à la carte" use of simplified school profile cards, but also the other level DMS report cards, within a country. In regions and communities where there is already a community

engagement approach by UNICEF or other national and international partners, the use of DMS report cards should be integrated into these processes as well.

The implementation should be done at national level regarding activities pertaining to the development of tools, manuals and standards and the training on their use, as well as advocacy activities to enhance community engagement and social accountability in education.

In the intermediate and advanced forms of DMS CE-SA implementation, activities will be piloted at micro and meso levels to test different approaches, usually as part of UNICEF's or other partners' programs. The implementation should be monitored by the DMS CE-SA working group and based on indicators previously developed in the DMS CE-SA action plan (see monitoring and evaluation section).

3.4.2.1. ENABLING ENVIRONMENT

3.4.2.1. 1. DEVELOPMENT OF TOOLS, STANDARDS AND MANUALS

A variety of supporting guides, standards and manuals should be developed to enable a better understanding on how to use DMS for CE and SA. These supporting documents could show how to integrate the aspects of CE and SA in already existing DMS tools.

- Integration of DMS products in social accountability processes (School performance review, Public expenditure tracking system, Teachers' absenteeism tracking tool, others).
- Develop guidelines for school-wide dialogues around school data and for community engagement and social accountability (see usage manual in section on the co-creation process of simplified school profile cards).
- Develop and publish information on country education entitlements (norms and standards for number of learners per teachers, size of classrooms, number of teaching hours, number of learners per latrine, standards for latrines, etc.).
- Develop a methodology to identify the characteristics of positive deviant (PD) schools, learners, families and communities.
- Integrate the PD methodology in annual education reviews at the regional and inspection levels.
- Integrate the use of school and municipality (communal) report cards in the training modules of locally elected representatives and the local administration (in decentralized processes) or stakeholders involved in community planning.

NORMS FOR SCHOOL SANITATION

Enrolment range	Enrolment range per gender	Girls' toilets	Girls' basins	Boys' toilets	Boys' urinals	Boys' basins	Unisex disabled toilets & basins	Female staff toilets	Female staff basins	Male staff toilets	Male staff urinals	Male staff basins
PRIMARY SCHOOLS												
0-25	0-13	2	1	1	1	1	1	0	0	1	0	0
26-65	13-33	2	1	1	1	1	1	0	0	1	0	0
66-134	33-67	3	2	1	2	1	1	1	1	1	0	1
135-310	68-155	6	4	2	4	2	1	2	1	1	1	1
311-620	156-310	8	6	4	4	2	1	2	1	1	1	1
621-930	311-465	10	6	4	6	3	2	3	2	1	2	2
931-1240	466-620	12	8	6	6	4	2	3	2	1	2	2
SECONDARY SCHOOLS												
0-100	0-50	2	1	1	1	1	1	0	0	1	0	0
101-200	51-100	4	2	2	2	2	1	1	1	1	0	1
201-400	101-200	6	4	2	4	2	1	2	1	1	1	1
401-600	201-300	8	6	4	4	3	1	2	1	1	1	1
601-800	301-400	10	6	4	6	3	1	2	1	1	1	1
801-1000	401-501	12	8	4	6	3	2	3	2	2	2	2
1001-1200	501-600	14	8	6	6	4	2	3	2	2	2	2

Figure 2: *Example of norms for school sanitation, Namibia (MoEAC /UNICEF 2018): number of sanitation equipment required based on enrolment range, taking gender into account.*

3.4.2.1.2. CAPACITY BUILDING

Tool 10: ToR for the training of trainers on the use of simplified school profile cards.

As of now, the key actors, such as teachers, headteachers, PTAs and SMC do not have a full understanding of how Simplified school profile cards can be used. The recommendation is to train various participants, enabling them to reap the full benefits these tools can provide. The training modules will have been developed during the ToT on the use of Simplified school profile cards as part of the basic intervention package. Beyond these modules, the following modules could be developed:

Topic	Content	Potential participants
Use of positive deviant approach	What is positive deviance? Why are positive deviant stakeholders important? How can we identify positive deviant schools, learners, families and communities through, among others, data from DMS? How can we work with positive deviant stakeholders?	Education stakeholders at school, district, provincial and central level Civil society organizations, including PTAs Media
Use of DMS in advocacy	What is advocacy? Why advocacy? What kind of advocacy products can be developed as part of DMS data and other data? For whom? With what objectives? In what format? In which occasion? How can these products be developed? How can an advocacy plan be developed?	Education decision-makers at central, district/ provincial, and municipal levels.
Use of DMS and other data as part of social accountability beyond the community level	What is SA for education? What is SA beyond communities? What are the roles of the different stakeholders in the SA process? Why SA? What are the SA mechanisms for education in the country? How can DMS products and other data for SA processes within school and in communities be used? What tools and processes can be implemented to improve SA in education?	Civil society organisations, including umbrella organisations of Parents' associations, human rights organisations, social accountability organisations National youth organisations Media

3.4.3. CE-SA ACTIVITIES

3.4.3.1. COMMUNITY ENGAGEMENT ACTIVITIES

Community engagement is central to strengthening education performances. Parents' and communities' involvement in education is associated with improved academic performance, school attendance, reduced dropout rates and school improvement, resulting from strengthened accountability. Therefore, it is crucial to introduce a variety of community engagement activities allowing the community to engage fully with the DMS tools available to them (UNICEF 2019a).

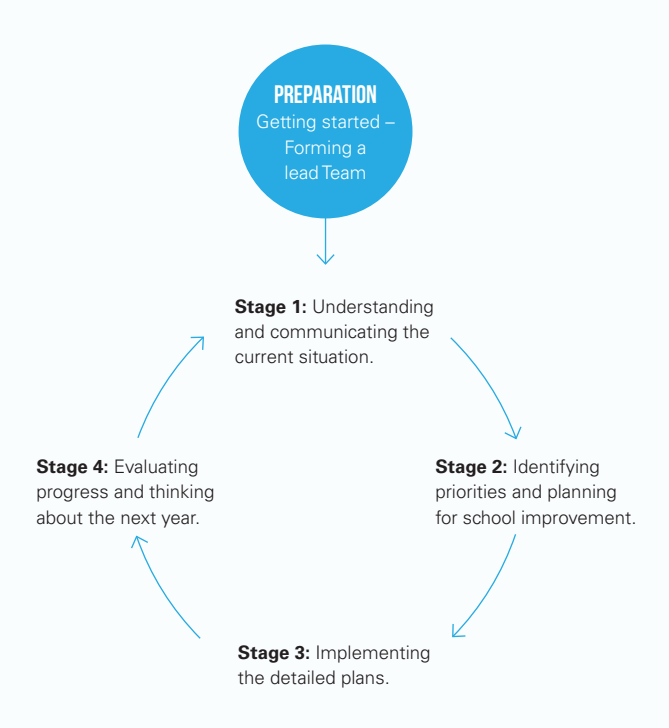

Figure 3: *Example of SIP development process in Zambia (Republic of Zambia/MOGE 2017).*

Within schools, CE activities include:

- Presentation and analysis of school profile cards [is part of the DMS technical support].
- Development of a school improvement plan.
- Development of guidelines and standards to improve performances and learning environment.

Within schools, the processes of analysing school profile cards and developing school improvement plans are described in the user manual developed as part of the technical aspect of DMS. Therefore, these elements will not be included in the toolbox.

Each country has its own process of SIP development. Usually, data are introduced at the initial stage for data analysis, most of the time just to report the data on the school profile card on the SIP form.

Beyond schools, CE activities include:

Tool 16: Community Dialogue methodology.

- Capacity building of PA/PTA/MA/learners representatives within schools on the importance of CE in education;
- Capacity building of community facilitators (PA/PTA/MA, and also community stakeholders who facilitate community-wide processes) on the use of Simplified school profile cards for community dialogues to:
- Identify barriers to education (including socio-cultural barriers);
- Identify enabling factors to education;
- Develop a community action plan for education (or integrate education-related activities in an existing community action plan).
- Integration of the use of school and municipality (communal) report cards in the training modules of locally elected representatives and local administration (in decentralized processes) or stakeholders involved in community planning;
- Integration of the school and municipality report cards in communal or community development planning and monitoring processes.

3.4.3.2. SOCIAL ACCOUNTABILITY ACTIVITIES

Example 7: Budget Execution and Services Delivery Barometer in Zambia.

Example 8: School situation evaluation sheet - Togo.

Example 9: Monitoring and evaluating progress in building safe schools - Zambia.

Through the context and capacity analysis during the elaboration process of the DMS CE-SA action plan, community engagement and social accountability mechanisms will be described and possible options for interventions will be chosen. They include:

- Develop a module on participation and social accountability to be integrated in standard training for school management committees;
- Develop and publish information on country education entitlements (standards);
- Advocate for information transparency (publication of EMIS reports and DMS products at all levels online on the MoE website, social media and in hard copy);
- Advocate for inclusion of publication of EMIS information as part of MoE procedures;

- Advocate for more social accountability in education (advocacy meeting using best practices of SA in education);
- Train media on the use of DMS products for social mobilisation and social accountability;
- Include identified CSO and media in the DMS process (inclusion in the DMS CE-SA working group) to reflect on the improvement of SA mechanisms;
- Develop a strategic partnership with identified CSO, media, and/or traditional leaders for evidence-based education promotion;
- Advocate for the MoE to set up education consultative mechanisms at the national and regional levels;
- Place DMS products in formal education consultative mechanism at all levels.

Concretely, examples of social accountability around education can include the following elements (non-exhaustive list):

- Service delivery monitoring;
- Budget tracking;
- Tracking of teachers' absenteeism;
- Monitoring of the use of non-violent teaching methods.

3.4.3.3. INTERSECTORALITY ACTIVITIES

Example 10: Intersectoral community platforms in Togo.

Intersectoral interventions within and beyond school will help strengthen positive demand-side determinants for education within communities. Therefore, it is important to link any sectoral interventions within school to interventions from the same sector within the community through community platforms. For this, data collected at the school level through EMIS, as well as data collected within communities, should be shared with communities in order make sound decisions based on evidence at the community and school levels and encourage positive determinants for education.

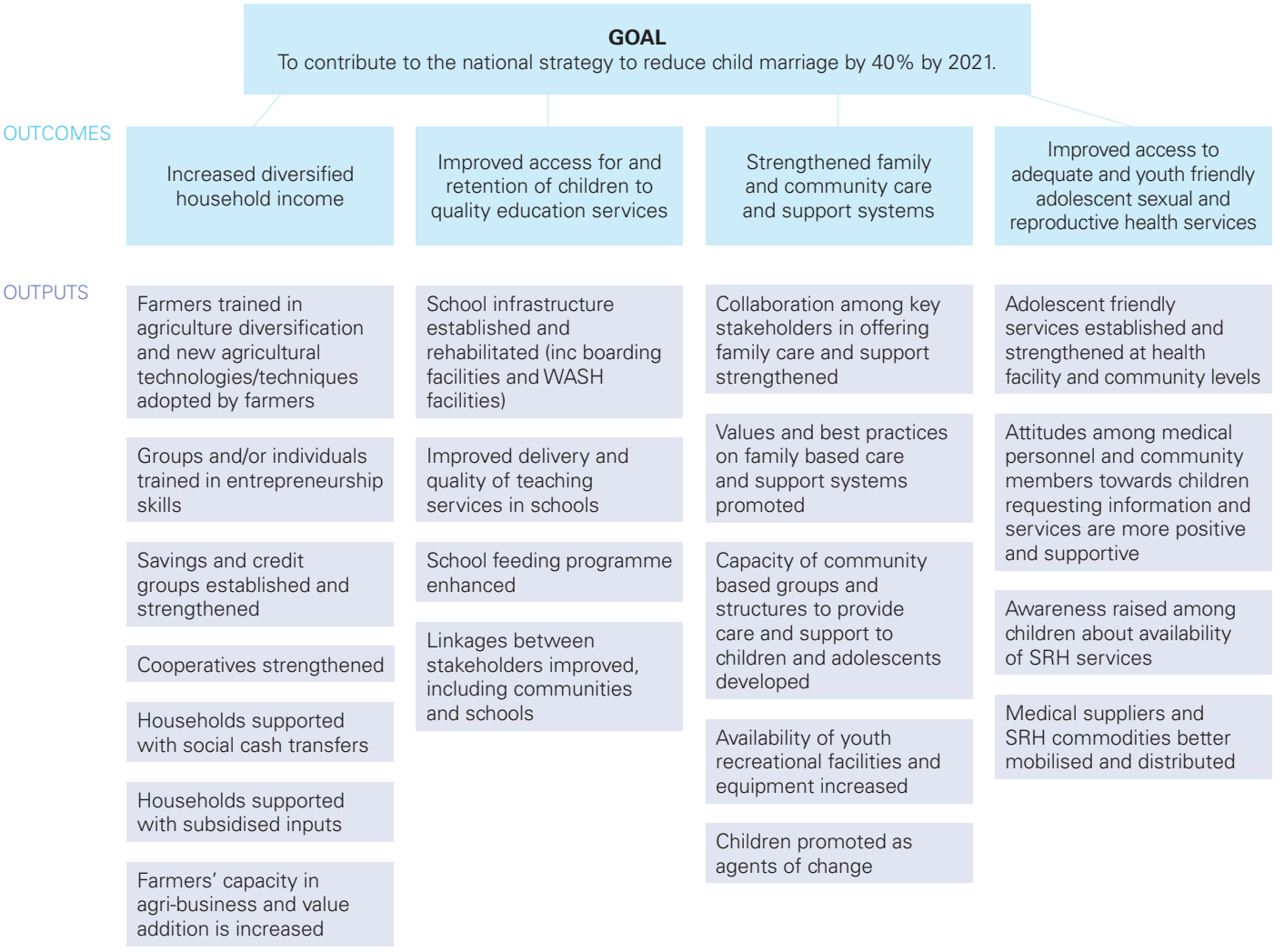

Figure 4: *Example of logical framework of an intersectoral intervention on ending child marriage that include interventions in education in Zambia (Republic of Zambia 2018).*

Depending on the strength of the link between schools and communities in terms of intersectorality (see assessment stage), the following activities can be implemented:

- Advocate for the integration of the intersectoral interventions within the school in the EMIS questionnaire;
- Have the PTA share information from school and Simplified school cards on community platforms;
- Include intersectoral community actions in the school improvement plan;
- Ensure common monitoring of data;
- Have the PTA and learners participate actively in community sector interventions to strengthen the linkage;
- Ensure that any community action plan also takes data, objectives and activities of the school improvement plan into consideration;
- Have the PTA, including representatives of learners, and SMC participate in community-based planning processes;
- Include education-related activities in the community action plan;
- Develop an integrated community action plan around education.

Concretely, to strengthen intersectoral interventions within and beyond schools, the following activities can be implemented:

- Implement one or several sectoral community interventions together with the education community, i.e. school-led total sanitation or adolescent-corners for comprehensive sexual education;
- Implement several sectoral community interventions together with the education community as part of an integrated child-oriented implementation plan, i.e. child-friendly community interventions in convergence areas.

3.4.3.4. SBCC ACTIVITIES

Tool 14: Community dialogues methodology.

Tool 15: Identification of positive deviants.

Example 2: DMS CE-SA strategic action plan.

Tool 16: Possible U-Report survey questions.

Using a broad base of approaches, tools and activities, including community participation and dialogue, SBCC in education can lead to increases in school enrolment and attendance rates, more equitable opportunities in children's education and improved overall learning outcomes for marginalized groups in multiple settings. Through DMS, dialogue can be catalysed by EMIS data made available through simplified school profile cards at the community level, but also through other DMS products such as yearly education statistics, or regional- or district-level DMS profile cards, provided they are public. Possible SBCC activities include:

- Conduct community dialogues to identify barriers to education and enabling factors to education.
- Identify positive deviant schools, learners, teachers, school directors and PTAs to document their stories, and introduce and celebrate them on different communication platforms.
- Develop SBCC activities based on the results of the positive deviance study (community dialogues, interactive broadcasting and social media, radio, TV and video soap operas, use of positive stories in participatory theatre and videos, U-reports, etc.).
- Advocate to integrate Education Behavioural data in EDS-MICs.
- Advocate to conduct a KAP and/or socio-anthropological study in SBCC and identification of education practices to be promoted at micro level.
- Train media partners in the use of DMS products.
- Train organized youth in the use of DMS products.
- Develop an SBCC for education strategic action plan around DMS.
- Conduct a socio-anthropological survey on demand-side barriers to education.
- Develop and implement an SBCC strategy for the education sector.
- Train on evidence-based SBCC in education at the regional and local levels.
- Launch a media prize for DMS reporting.

3.5. STEP 5: MONITORING & EVALUATION

Example 3: Example of indicators.

In the fifth step, the implementation of the approach should be evaluated. There are two types of monitoring and evaluation frameworks to be used:

1. Monitoring and evaluation of the use of School and Simplified school profile cards (process indicators, integration in the EMIS questionnaire);
2. Monitoring and evaluation of the implementation of the DMS CE-SA action plan (process indicators, national level).

The frameworks are presented in the guidelines. In the toolbox, examples of indicators have been developed based on the results framework developed in section 3.3.3. of the current implementation manual.

3.6. STEP 6: SCALING-UP/STANDARDISATION

The evaluation will then determine in step 6 whether the DMS-based approach should be improved and/or piloted in another site, standardised or terminated. The basic DMS intervention package is implemented in countries at-scale by utilizing existing national systems. "À la carte" interventions are linked to other programs and approaches for which a scale-up process should be elaborated. In the course of the scaling-up of these projects, programmes and approaches, DMS products will be then standardised.

Therefore, if the assessment for the use of school and Simplified school profile cards is positive, scaling-up will mean standardisation of the approach through the standardisation of tools, the development of manuals and integration of the training module in existing training processes of the Ministry of Education and of partners for the training of school management committees, parents' and parents' and teachers' associations, community-based organisations and NGOs active in the area of education and community engagement, and social accountability for education.



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LIST OF TOOLS AND EXAMPLES

List of Tools

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Tool 2: Behavioural analysis
Tool 3: Assessing community engagement in education
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Example 10: Intersectoral community platforms in Togo
Example 11: Advocacy document for social accountability and school governance in Namibia
Example 12: Advocacy video for social accountability, Zambia

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unicef
for every child