

Enabling Role of the Stakeholders in the School-Based Management Process

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Abstract

School-Based Management helps in developing the countryside wherein stakeholders can participate in planning and decision-making in educational curriculum and management in school fiscal resources. This study provides an in-depth description of the enabling roles of the stakeholders in the implementation of the School-Based Management. Using qualitative case study, interviews and Focus Group Discussion (FGD) were conducted. Findings revealed that the enabling role of the school stakeholders in the implementation of School-Based Management are as follows: for the School Heads, they are the policy implementer of the Department of Education; the teachers, their role is to be the facilitator of learning; for the parents, they are the supporters and providers of technical expertise; for the students, they will initiate school programs and projects; for the Alumni, they will organize fund raising activities, and lastly; for the Local Government Unit (LGU), they are the assistance provider, be it financial or material. In conclusion, the spirit of democratization and citizen participation had been practiced in School-Based Management. Consequently, this paper recommends that the Department of Education should provide more relevant trainings and seminars to School Stakeholders for a better participation and implementation of the School-Based Management.

Keywords: *enabling roles, School-Based Management, democratization, stakeholders, case study*

I. INTRODUCTION

In response to providing competent leadership and management competency in the local Philippine educational system, the government recently mandated and executed educational improvements that focus on stakeholder's participation.

School-Based Management is an approach to improve educational management system by transferring power, authority and resources away from central office and field offices to individual schools (Prabhakar; and Rao, 2011). In addition, School-Based Management is the decentralization of decision-making authority to the school site (Oswald, 1995 as cited in Abulencia, 2012). Moreover, School-Based Management defined as the systematic and consistent decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountabilities (Caldwell, 2004). Furthermore, School-Based Management refers to the increase of involvement of parents, students, teachers,

officials, principals and beneficiary groups of the community and local organizations (Moradi, Hussin and Barzegar, 2012).

The Department of Education in accordance with Republic Act 9155 of 2001, otherwise known as an Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for other purposes and the Department of Education Order number 45 Series of 2015 or the guidelines on School-Based Management Grants for Fiscal Year 2014, implemented School-Based Management that decentralizes the decision-making from central office and field offices to individual schools to enable them to better respond to their specific education needs and to empower the schools and the community. In addition, School-Based Management puts important decision-making authority to elementary and secondary schools in the public sector. It is a special approach to develop the educational system, which school heads, teachers, students, parents, alumni, and the Local Government Units (LGU) decide on school budget, school personnel, and the curriculum.

Likewise, the School-Based Management creates the following benefits not only to elementary and secondary schools but also to the countryside. First, it brings opportunity to school stakeholders to make decisions. Second, it increases the confidence of teachers and inspires leadership at school stakeholders. Third, it permits involvement of the entire school stakeholders in making strategic decisions. Fourth, it has a broader scope of ideas in designing educational programs. Finally, it concentrates resources to the needs and improvement of the school. The primary goal of decentralization reforms in education is to improve the efficiency and effectiveness of education by increasing school autonomy and community participation and the autonomy and capacity of local and regional education offices and stakeholders (Di Gropello, 2006).

Moreover, School-Based Management holds a very marginal cost, with large potential benefits. A number of these benefits include: more input and resources from parents (whether in cash or in-kind), more effective use of resources because those making the decisions for each school are intimately acquainted with its needs, a higher quality of education as a result of more efficient and transparent use of resources, a more open and welcoming school environment because the community is involved in its management, increased participation of all local stakeholders in the decision-making processes (Barrera-Osorio, et al., 2009). Furthermore, School-Based Management affects school performance positively, when schools obtain autonomy, it provides local capacity-building, establish rigorous external accountability through close relations between schools and communities, and it stimulates access to innovations (Bautista, Bernardo and Ocampo, 2010).

Hence, School-Based Management helps develop the countryside not just in educational system wherein stakeholders in the locality participate in planning and in decision-making but also to the financial resources allocated in a certain school. School-Based Management focuses on the grassroots level in accordance with the principle of bottoms-up which is needed in countryside development. The effect of decentralization is the efficient allocation of resources that is necessary in bring improvements in the quality of schools and to deal with financial pressures (Berhman, et al.,

2002). However, it was observed in some schools especially in rural areas that during general assemblies and meetings of Parents-Teachers Association (PTA), there is a minimal attendance from the parents; hence, participation from them is less. They are not aware of their full responsibility as stakeholders and they are not committed and willing to extend their help for the improvement of the school. In addition, some issues besetting most especially in the public school include high dropout rate, quality educational service, high repetition rate, and limited holding capacity of the schools (Abulencia, 2012).

Furthermore, there is no concrete and detailed support system from the stakeholders in the implementation of the School-Based Management. As a matter of fact, there is a parent filing a complaint to the School Division Superintendent of the Cebu Province Division and to the office of Ombudsman of a yearly contribution implemented and collected in some schools. Hence, centralized management of education pose a big problem, because the managerial, technical, and financial demands of education systems on government capacities, especially in the developing world and the complexity of education, make it very difficult to produce and distribute education services in a centralized fashion (King and Cordeiro-Guerra, 2005, cited in World Bank, 2007). Since, the call for decentralized education as a fitting reform agenda to maximize the efficient and effective use of government limited resources.

Thus, the main goal of this study is to determine the enabling role of the stakeholders in the School-Based Management. Specifically, it aims to identify and describe their functions relative to School-Based Management as mandated by the Department of Education. Moreover, the researcher wants to present meaningful recommendations in the hope of enhancing the organization and management of School-Based Management.

II. METHODOLOGY

Research Design

This paper utilized a qualitative research design since it aimed to identify the enabling role of the stakeholders and describe their functions relative to the implementation of School-Based Management in Colawin National High School. A

case study can either be a single or a multiple case (Yin, Merriam and Stake, 2015). The researcher employs a single-case where the focus is a detailed description of the case, the individual key informant. The term “single-case study” includes only one participant (Lobo, 2017). In methodological terms, given that the case study has often been seen as more of an interpretivist and idiographic tool, it has also been associated with a distinctly qualitative approach (Bryman, 2009). Specifically, this study used a case study design hence; it dealt only with experiences in Colawin National High School in the implementation of School-Based Management.

Respondents

The participants of this research are the identified stakeholders in the implementation of School-Based Management in Colawin National High School namely: the School Head, Teachers, Parents, Students, Alumni and Barangay Local Government Unit (LGU).

Colawin National High School was established in the year 1965 and stationed along the Vegetable Highway of Colawin, Argao, Cebu. The distance of Colawin National High School is 20 kilometres away from the town proper of Argao and approximately 70 kilometres from the Division office of the Department of Education in Central Visayas. Thus, the researchers opt to focus in analysing the management of Colawin National High School-Based on the nature of its geographical location which is very distant from the town proper. It has been observed in governance that the farther the community, the lesser access they have to the government services due to proximity. There is also lesser chance of monitoring and evaluating the implementation of government policies as well as its service delivery.

Instrumentation and Data Gathering

Unstructured Interview Guide. This is used as an interview guide for the researcher in the process of asking questions to the respondents. In addition, funnel method was used by the researcher in which general questions were asked first in order to get the key concepts and then specific questions were asked to the respondents to get the specific details and information and in order to gain internal and holistic perspectives on their own views and personal reasons.

Record Sheet. This is used by the researcher to record the secondary data about the status of Colawin National High School in the implementation of School-Based Management. In addition, it is also used to record the significant

answers from the respondents in the unstructured interview.

Prior to the conduct of the unstructured interview, the researcher of this study requested a permission through a letter to the office of the Principal to conduct an interview to all identified stakeholders during Parents-Teachers Association meeting and to collect and gather secondary data related to the status of Colawin National High School in the implementation of School-Based Management.

Focus Group Discussion (FGD). The researcher of this study used this method in order to get the consistency of the ideas and perspective of the identified stakeholders in Colawin National High School with regard to their role in the implementation of School-Based Management. In addition, this method was used to check the validity of the answers of the respondents in order to draw a realistic conclusion and to present meaningful recommendations.

Triangulation. This method was also used in order to obtain accurateness of the answers. In addition, this method was utilized to check the legitimacy of the answers of the respondents during the unstructured interview. In the case of the parents, the researcher asked the same questions to at least two (2) parents to gain the soundness of their answers. Likewise, in the case of the teachers, the researchers asked the same questions to at least two (2) teachers in Colawin National High School to acquire legitimate answers from the respondents.

Data Processing and Analysis

The data were interpreted using case study analysis and presented through direct statements of the interviewed participants. This include underlying problems, impact to the organization, experience, and the pros and cons of the implementation of SBM. Most of the data presented focused on how SBM works in a specific school.

Ethical Considerations

Conflict of Interest

There is no conflict of interest in the study. The key informants in the study are unknown to the researcher; hence, no moral ascendancy may be imposed by the researcher towards them. The study is also conducted through the personal capacity of the researcher and no funding agencies or sponsorships shall be affected negatively in the conduct of the study.

Privacy and Confidentiality

In the study, the collected data will be treated with utmost confidentiality. Further, the names and other personal information of the selected key informants will not be disclosed; instead, pseudonyms shall be utilized. Transcriptions shall be encoded in the computer with encryption so as to limit the access of such to the researcher alone. Such transcription, computer encoded and the written formats shall be deleted 6 months after the completion of the study.

Informed Consent Process

Respect for persons, who may solicit consent, how and when it will be done who may give consent especially in case of special minors and those who are not legally competent to give consent, or indigenous people which require additional clearances will be observed in the study. Right of withdrawal of participation shall also be respected in the conduct of the study. In case the key informant chooses to withdraw in the course of the interview, the researcher shall respect the decision without prejudice to the key informant. The key informant, however, may not be able to withdraw his/her responses as soon as the paper has been published.

Incentives or compensation

The selected key informants will be provided with snacks during the conduct of interviews as compensation for the time rendered in participating the study.

III. RESULTS AND DISCUSSIONS

Enabling Role of the Stakeholders in the Implementation of the School-Based Management Process

School Head

The School Head in Colawin National High School is very mindful and careful of his role in the implementation of School-Based Management. According to the School Head, direct supervision to the teachers and the students is the primary role and to ensure that they are safe and secure. In addition, physical and financial resources are properly managed, that means all the resources available for the school improvement and development are maximized. Aside from that, the vision and mission of the school are presented to the community to encourage active participation and support. Moreover, the School Head assures to fulfill and translate the Department of Education goals into actual performance. Furthermore, the School Governing Body (SGB) will be capacitated for their active participation in the decision-making process in the implementation

of school projects and policies which is the main goal of School-Based Management. This is in line with the study of Prabhakar and Rao (2011) which states that, in transferring decisions to the school stakeholders who know much about the students and their educational needs, about local standards and practices, the educational system will be more responsive to the needs of the entire school community leading to its improvement and development.

It implies that, the School Head has an Authority to impose policies and it follows that there is also a great Responsibility upon implementing those policies and above all it accompanied with Accountability in all actions (AuRA). Thus, in the implementation of School-Based Management, the School Head is given authority and freedom to decide in accordance with the policies of the Department of Education. Today, school heads have to become transformational leaders (Adams & Gamage, 2008; Hoy & Miskel, 2008; Yukl, 2006; and Huber, 2004). In addition, they have to become ethical, as well. (Yukl, 2006; and Duignan, 2006). Also, they must be situational leaders (Yukl, 2006; and Schermerhorn, 2001). Furthermore, School Heads must be authentic in their leadership (Duignan, 2006). Thus, school administrators need to strengthen their knowledge and competencies on strategic leadership, human resource management, policy making, planning, resource allocation, and community building and networking among schools (Caldwell, 2004). The success of schools depends on how school leaders used their authority to manage their individual schools.

Teachers

Teachers in Colawin National High School are also aware of their role in the implementation of School-Based Management. In fact, according to school head participant 1,

“akong role mau ang pag facilitate sa teaching and learning process para makakat-un jud sila ug akong iapil sa pagsilsil sa ilang alimpatakan ang maayong pamatasan ug sulundong mga buhat (As a teacher I am the facilitator in teaching and learning process since my primary role is to educate, and in doing so, I should inculcate attitudes and values to the students).”

In addition, according to school head participant 2,

“ako ang adviser ug ikaduhang inahan sa mga estudyante arun ma klaro nga masunod jud nila ang mga balaud dire

sa eskwelahan arun malikayan ang dropout ug mutaas ang numbers sa mga makapasar ug mo graduate dinhi sa eskwelahan (As a teacher, I am the adviser and at the same time second mother, I will make sure that the school policies will be followed in order to lessen the students drop out and increase the number of graduates in our school)."

It indicates that the teachers in Colawin National High School have a dual role in educating and inculcating good attitudes and values to the learners. A teacher serves as the adviser and at the same time the second mother who will motivate, encourage and guide the students. Furthermore, it indicates that teachers have a significant role in the success of every learner most especially in upbringing and influencing them so that they will become graduates with good attitudes and values. Thus, teachers must be given a chance to participate and a place to decide in relation to the school policies and in school planning for the school improvement and development for they have a direct access to the students. Teachers, must undertake professional development on such topics as needs assessment, curriculum design, research -based pedagogy, and continuous monitoring (Caldwell, 2004).

In addition, School-Based Management affects school performance positively. When schools obtain autonomy, it stimulates access to innovations, greater focus on student work or assessment, changes in pedagogy, and improved student outcomes (Bautista, Bernardo and Ocampo, 2010). Furthermore, School-Based Management improves system environments that provide better teaching and learning environments, in which teachers would be more committed to improve student achievements (Bandur, 2008).

Parents Teachers Association

The officers of Parents and Teachers Association (PTA) in Colawin National High School are willing to help in the implementation of School-Based Management and to help improve and develop the entire school. According to PTA member 1,

"ang akong role mau nga ako ang ni representar sa tingug sa mga ginikanan. Sa kanunay andam nga maminaw sa ilang mga sugyot ug mga plano alang sa kalambuan sa eskwelahan." (As a PTA President, I am bringing the voice and

decisions of all the members thus, I am always ready to listen to their plans and suggestions during meetings in order to improve and develop our school for the welfare of our students).

This signifies that, PTA President is aware in her enabling role in the implementation of School-Based Management. In addition, the PTA President as the representative of the association is given a chance to participate and decide on the matters related to the development and improvement of the school. This validates the theory of Participatory Democratic Accountability according to Komatsu (2012) in which under School-Based Management participation and decision-making is given an emphasis among all key stakeholders just like the Parents and Teachers Association. In addition, for a successful School-Based Management, all stakeholders of education should effectively and meaningfully participate in its implementation and all aspects of educational management should also synchronize with efforts related to decentralization. (Abulencia, 2012).

Parents

The Parents in Colawin National High School holds a significant role in the implementation of School-Based Management. They are responsive of their role in fact, according to parent participant 1,

"ang akong papel mau ang paghatag ug pagsuporta sa kinahanglanon sa akong mga anak kay kaming mga ginikanan andam musuporta sa amung mga anak kung unsay requirements nga gihatag sa teachers. Tugtan namu ang among mga anak nga muadto sa highway sa panahon sa sabado ug domingo arun maka himo ug research sa ilahang mga assignments (Parents in Colawin National High School are willing to support and provide the needs of their children. They will permit their children despite the risk to go to the lowland to access the internet for them to secure and submit the requirements given by the teachers)."

In addition, according to parent participant 2,

"kung mupatawag ug meeting ang eskwelahan sama sa PTA meeting mutambong jud kami ug muapil sa kalihukan sa eskwelahan sama sa Brigada Eskwela (Parents will attend and participate during PTA meetings and offer their most valuable time and

effort in school activities like Brigada Eskwela).”

This implies that parents in Colawin National High School are embracing their role in the School-Based Management. They are willing to support and provide the needs of their children. In addition, they are willing to attend and participate the PTA meetings. Moreover, they are willing to work collaboratively with the teachers and School Administrators for the improvement and development of the school like Brigada Eskwela. Hence, parents are involved in school affairs such as monitoring and evaluating school personnel. School-Based Management can pave the way to a transparent, higher accountability and an increased focus on improving educational outcomes (Santibañez, 2006). Further, participation and involvement to school stakeholders had a progressive effect in school (Priyanka, Sangeeta and Venkatesh, 2008).

Students

Students in Colawin National High School most especially the Supreme Student Government (SSG) are willing to support the implementation of School-Based Management. According to student participant 1,

“musupurta me sa School Head ug Teachers sa pagpalambo sa eskwelahan sama sa pagplano ug pagbuhat ug mga programa ug projects dinhi sa eskwelahan (We will support the School Head and the Teachers in developing our school through making and implementing school projects and programs).”

In addition, according to student participant 2,

“among role kay musunud sa sugu sa mga maestro ug sa rules and regulations sa school (We will follow the instructions of our teachers and at the same time obey the school rules and regulations).”

It implies that, students in Colawin National High School are willing to support and offer their very best in the implementation of School-Based Management for the improvement and development of the School. They are implementing programs and projects for the welfare of the entire community. School-Based Management has a strong theoretical appeal due to its participative decision-making and autonomy wherein schools are expected to be more efficient in the use of resources and more responsive to the local needs (Santibañez, 2006).

Alumni

The Alumni of Colawin National High School are embracing their roles in the implementation of School-Based Management. According to Alumna participant 1,

“isip graduate dire sa achool, akong role mau ang paghatag ug financial ug material support sa eskwelahan. Sama sa pag donate ug TV, Projector, arun masiguro ang kalidad sa edukasyon (As a graduate here in Colawin National High School, I will give my full support through financial or material like donating a television, projector to ensure quality of education).”

In addition, according to Alumna participant 2,

“mag solicit me ug funds, mag organize ug fund raising activity para makatabang kami sa panginahanglanon sa eskwelahan (We will solicit funds and we will organize fund raising activities in order to help the needs of the students and the school).”

It implies that, the alumni in Colawin National High School are very much willing to help the implementation of School-Based Management for the continuous improvement and development of the school. In addition, they are willing to solicit funds just to help and support the needs of the entire school community. As stressed by Cranston (2001), schools should always be ready to link with the community stakeholders in order to facilitate whatever deficiencies in schools' plant facilities and resources. In addition, it is accepted by majority that schools cannot exist alone in the community and in order that schools will be progressive and its goals will be realized, community linkages should be strengthened (Allawan, 2012).

Local Government Unit

The Local Government Unit in Colawin National High School is willing to help in developing and improving the school. According to the LGU participant 1,

“isip inahan sa Barangay, muhatag me ug assistance either financial or material to counterpart the school projects sama sa infrastructure. Sa material, pwede me muhatag ug mga construction materials or mupahigayun me ug “Bayanihan system” or tagbo tagbo sa mga barangay tanod arun ilahang malihok ug mahimo ang mga projects sa school sama sa infrastructure (The Barangay will give assistance either financial or material to the school and if there are

projects, the Barangay officials especially the Barangay Tanod will offer their free service in "Bayanihan system" for the improvement and development of the school and its entire community."

In addition, according to the LGU participant 2,

"gawas sa assistance magbutang pod ko ug Barangay Tanod sa eskwelahan arun nga mo duty sa tulunggaan arun masiguro ang safety sa mga estudyante. Arun usab mabantayan ang kahapsay ug kalinaw sa tulunggaan (Aside from the assistance, the Barangay Captain will augment the force of Barangay Tanod to secure the safety of the students and to maintain the peace and order in the entire school community)."

This shows that, the Local Government Unit most especially the Barangay Officials are aware of their roles in the implementation of School-Based Management. Barangay officials in Barangay Colawin are willing to cooperate and lend a helping hand for the development and improvement of the entire school. Further, they are willing to participate in every plan and endeavour that the school may undertake for the welfare of students and for the rest of the stakeholders. This is in line with the study of Garia (2002) which states that the community headed by the Local Chief Executive always extend their support in the construction of school building and in the organization of school activities for the development of the entire school. In addition, schools should always be ready to link with the community stakeholders in order to facilitate whatever deficiencies in schools' plant facilities and resources (Cranston, 2001).

Colawin National High School belongs to one of the countrysides of the Philippines. School stakeholders clearly benefited in the implementation of School-Based Management in such a way that they were able to participate in planning and decision-making not just in educational curriculum but also in the management of school fiscal resources. Moreover, stakeholders and the entire community are now fully aware of their role in implementing School-Based Management which is needed in countryside development. The participation and involvement of the School Head, Parents, Students, Teachers, Alumni and Local Government Unit is a good event to the school and to the educational system (Cole, Waldrop, Dauria, & Garner, 2006). In addition, Bandur (2008), San Antonio & Gamage (2007), Anderson (2006) and Cranston (2001) believed that School-Based Management is an effective

system for empowering local schools in decision-making through which school stakeholders are given greater power and authority to manage a school.

IV. CONCLUSION

The enabling roles of the School stakeholders in the implementation of School-Based Management are as follows: School Head as manager, teacher as facilitator, parents as workers, students as initiators, alumni as organizers, Local Government Unit as Assistance Provider. The spirit of democratization and citizen participation had been evident and practiced by the school stakeholders in the implementation of School-Based Management Process. It is recommended that the Department of Education will provide more relevant trainings and seminars with school stakeholder's participation for a better and effective implementation of School-Based Management.

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