

# The Promoting Rights in Schools Process

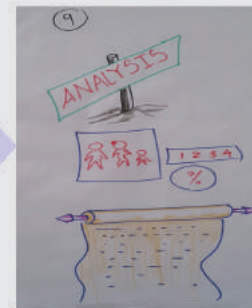
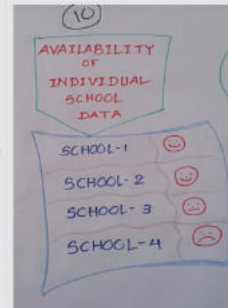
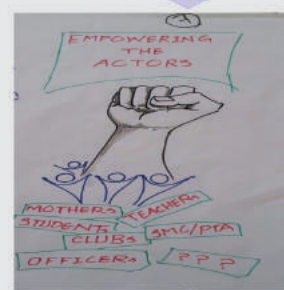
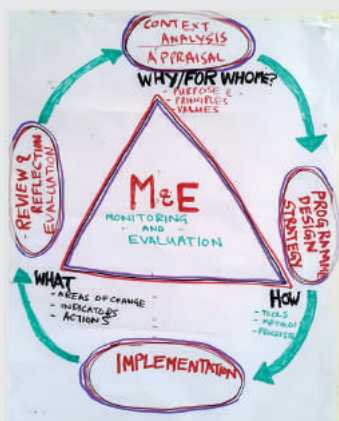
A step-by-step  
guide

# Promoting Rights in Schools

**POWER  
IN PEOPLE**



## QUALITY LEARNING



# Promoting Rights in Schools

## Step-by-Step

1. One-day national launch workshop with education stakeholders on the state of education and the PRS:
  - Build consensus and set up national steering committee
  - If necessary, recruit a consultant or university partner to guide the process
2. One-day district orientation workshop on the state of education within the district:
  - Consensus on gaps in the education system and formation of district advisory group
3. School mapping to identify which schools to work in
4. Building community awareness on the right to education and the PRS
5. Selection and training of data collectors
6. Participatory data collection
7. Compilation, triangulation and analysis of data
8. Feedback to school - validation of information
9. Development of School Improvement Plan
10. Finalisation of School Citizens' Education Report
11. Empowering the actors to take action based on the issues identified
12. Development of District Citizens' Education Report, including validation and sharing with district level stakeholders for advocacy
13. Development of education programmes informed by the issues identified
14. Development of National Citizens' Education Report, including validation and sharing with national level stakeholders for advocacy
15. Development of International Citizens' Education Report, including validation and sharing for advocacy

Monitoring should be done throughout the process.....

# Step 1:

## National Launch Workshop

**Organize a one-day national PRS launch workshop bringing together key education stakeholders and set up a national steering committee.**

### What's involved?

Organize a one-day national PRS orientation workshop bringing together key education stakeholders. This may include representatives of the Ministry of Education, teachers' unions, education coalitions, INGOs, UN agencies, human rights organizations, media, youth organizations, women's organizations, children's rights organizations, academic institutions, lawyers' associations, as well as relevant ActionAid staff.

The agenda will vary according to your national context but may include:

- Review the current state of education against the national legal and policy framework and the ten rights of the Promoting Rights in Schools charter.
- Explain the role of the PRS in supporting the realization of the right to education through participatory processes and citizen action.
- Outline the PRS process and discuss, adapted for your national context.
- Discuss other frameworks that are in use, for example UNICEF's Child Friendly Schools approach, and agree on complementarities and commonalities.
- Set up a national steering committee to roll out the action plan from the meeting and identify potential alliances with other education actors in order to maximize advocacy for the right to education.
- If needed, recruit a consultant or university partner familiar with the right to education to guide the process. Make sure that you also involve your monitoring and evaluation coordinator from the beginning.

### Useful tools

- PRS Resource – One-day national orientation meeting, sample agenda. From PRS Training of Trainers workshop, Ghana, 2015. Available on ActionAid Hive.
- PRS Resource – Identifying actors and institutions. Available on the ActionAid Hive Education Pages.
- PRS Presentation - Introducing the PRS - PRS TOT - Sept 2015 (*must be adapted for the audience*)

### Key references

- Right to Education Project Country Factsheets: [www.right-to-education.org/resources/type/43](http://www.right-to-education.org/resources/type/43)
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, pp.18-21, 26-28, 90.

## Step 2: District Launch Workshop

**Organize a one-day district orientation and contextualisation workshop bringing together key education stakeholders.**

### **What's involved?**

- Organize a one-day workshop at district / LRP level to introduce the PRS to key education stakeholders at this level and start to contextualize the PRS. This workshop will gather district education staff, parents, teachers, local leaders, SMC representatives, NGOs working in the district, AA partners in the LRP, children's representatives, representatives of mothers' clubs and others.
- You might wish to use a score card for a quick assessment of the status of the right to education in the community.
- Aim to reach a consensus on gaps in the education system.
- Set up the District Advisory Group.
- Continue the process, started at national level, of contextualising the PRS resources to ensure they are as relevant as possible to the local context. This could include translating the resources into local languages and creating child-friendly versions of the poster for distribution and awareness raising in schools and communities.

### **Useful tools**

- PRS Resource – Identifying actors and institutions. Available on the ActionAid Hive Education Pages.
- PRS Resource – Scorecard to assess the right to education. Available on the ActionAid Hive Education Pages.
- PRS Presentation - Introducing the PRS - PRS TOT - Sept 2015 (*must be adapted for the audience*)

### **Key references**

- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, pp.18-21, 26-28.

## Step 3: School Mapping

**Carry out school mapping to agree which schools to work in.**

### What's involved?

You are unlikely be able to work in every school in the district or LRP so it's important to agree how you will decide which schools to work in.

A school mapping exercise should be carried out to identify target schools according to a set of agreed criteria and based on existing knowledge of the context and needs. The process might include the use of scorecards (see Ghana example, right) or surveys to gather data about the status of education and the needs and priorities of the different schools that will then be analysed alongside other contextual information.

The final decisions about which schools to select will be made by the District Advisory Group in collaboration with ActionAid and partner staff.

### Who's involved

- District Advisory Group
- Consultant
- ActionAid & partner staff

### Useful tools

- PRS Resource – School Scorecard
- PRS Resource – Summary Scorecard
- PRS Resource – Ghana Scorecard example
- PRS Resource - Assessing progress on the 10 rights

### Key references

- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, pp. 28, 95.





## Step 4:

# Raising awareness at community level

**Raise awareness of children, parents, teachers and other community members on the right to education and the PRS framework.**

### What's involved

It's important to hold discussions with the communities you are working with and the schools to create an understanding of the right to education and of the PRS process.

Hold discussions and workshops in the school and community members (e.g. children, teachers, parents, SMCs, Reflection-Action circles, local leaders and local education office) to create an understanding of human rights including children's right to education so that respecting these is recognised as a fundamental part of the school's responsibility. Make sure that all the schools have a poster of the charter of ten rights and that it is used as reference within the school. Organise a workshop with teachers, parents and children to design a child-friendly version of the charter or other age-appropriate resources for children about their rights and ensure schools are creating spaces for children to learn about their rights both in and out of class.



### Who's involved

- Education stakeholders at school and community level (children, parents, teachers, etc.)
- Reflection-Action circles
- District Advisory Group
- ActionAid and Partner staff

### Useful tools

- PRS Resource – Charter of 10 Education Rights.
- PRS Resource - Awareness of 10 Education Rights - Participatory Pre and Post Assessment

### Key references

- PRS Resource - PowerPoint presentation on Raising Awareness on PRS from PRS ToT, Ghana, 2015.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, pp. 28, 35.

## Step 5:

# Selection & training of data collectors

### Selection and training of the data collection team.

#### What's involved

- **Select your research/data collection team:** As far as possible participants should be drawn from the local community including: local education authorities, teachers, parents and children themselves. If possible, involve professional researchers (perhaps by partnering with a university or research institute) from the outset to ensure they share their skills throughout the process.
- **Organise a training workshop:** with the national steering committee, organise a training workshop for research team members. This should be at least a 5-day event using participatory and other methods to convey essential information on human rights, the legal and policy framework for education, the PRS framework, basic quantitative and qualitative research methods, research ethics and how to use evidence to inform advocacy. Essentially, the training should equip key resource persons to gather and analyse data from a range of respondents to develop a baseline report.
- **Pilot the participatory research methodology** including data collection and analysis in a small number of locations (e.g. in one LRP) and draw learning from these experiences to revise and strengthen the research process and tools. Work with the researchers to finalise the methodology and survey questions before moving to scale.

#### Who's involved

- Education stakeholders at community level (children, parents, teachers, etc.)
- Professional researcher - perhaps from university or research institute
- District Advisory Group
- National Steering Committee
- ActionAid and Partner staff

#### Useful tools

- PRS Resource – Selection & training of data collectors

#### Key references

- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 28-29.
- ActionAid's Youth Programming Toolkit
- Oxfam research guidelines
- Save the Children: So you want to involve children in research



## Step 6:

# Participatory data collection

**Carry out the participatory research collecting quantitative and qualitative data in each school.**

### What's involved

The research team should collect quantitative and qualitative data in each school, drawing on the tools and indicators in the PRS Handbook to assess the extent to which the 10 rights (or those that have been prioritised) are being respected at school level. The adapted survey questions will help the research team to capture information in a systematic way. A variety of participatory tools may also be used to generate a process of empowerment and analysis in each survey area. This process is likely to take two days in each school catchment area. In pilot contexts, it may take longer. This bridging between a participatory process and a structured recording of the data forms the basis of future evidenced-based advocacy efforts.

#### Possible tools:

- School survey questions
- School catchment area mapping
- School timelines
- School transect walks
- Focus group discussions
- Review of school records
- Collecting stories / case studies
- Open public meeting

### Who's involved

- Research / data collection group
- School stakeholders
- District Advisory Group
- ActionAid and Partner staff
- Professional researcher

### Useful tools

- PRS Resource - Guidelines for data collection
- PRS Resource - School Checklist for PRS Baseline, AA Malawi
- PRS Resource - Secondary Sources Review
- PRS Resource - Assessing progress on the 10 rights

### Key references

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 29.

# Step 7:

## Compilation, triangulation & analysis

### **Compile, triangulate and analyse findings.**

#### **What's involved**

Ensuring as participatory an approach as possible and working with both the researcher and other members of the data collection team jointly compile, triangulate and analyse the data.

Triangulation (cross checking) of the data is essential. Although the same survey questions are used with each group, the answers will vary. This might be because one group has better access to information (e.g. the head teacher will have access to information on numbers of children dropping out of school that others may have to guess at). Or maybe some groups don't hear about or would rather not talk about certain issues (the children might tell you about incidences of violence in school that other groups have failed to mention). It's important to be aware of the differences in information provided by the various groups and to decide carefully what action to take. You may decide to return to the school to carry out follow up interviews, or to look again at school records and other sources to double check the numbers given.

During this process you should compare the primary data gathered from the schools with information about laws and policies regarding the right to education both at national and international level. Identify any inconsistencies or gaps in provision and consider how the evidence generated can be used for advocacy purposes at local, district, national and even international level. Consider for example how it might fit with wider campaigns.

#### **Who's involved**

- Data collection group
- School stakeholders (if follow up questions are identified)
- District Advisory Group
- ActionAid and Partner staff
- Consultant researcher (if used)

#### **Useful tools**

- PRS Resource - Guidelines for data collection.
- PRS Resource - Questions for data collectors.

#### **Key references**

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 30.
- PRS Presentation - How to use data collected using the PRS framework

## Step 8: Feedback & validation

### **Feedback to school stakeholders and validation of data.**

#### **What's involved**

Share results with key school and community stakeholders, including those who were involved in the research process such as children, parents, teachers and education authorities. This process will also help you to validate your findings and make any adjustments as necessary. It will then also contribute to the drafting of the School Improvement Plan. The stakeholders will prioritize issues raised and agree on those that they would like to address. The information will also help with programming as we plan our work.

Think about the best way to share this information. A PowerPoint presentation might not be the best/only way of communicating to school children and their families. You might prepare an interactive drama, short video, poster, handouts, or a combination of these.

#### **Who's involved**

- Data collection group
- School stakeholders
- District Advisory Group
- ActionAid and Partner staff
- Consultant researcher (if used)

#### **Key references**

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 30.
- PRS Presentation - How to use data collected using the PRS framework - PRS ToT - Sept 2015

# Step 9:

## Develop School Improvement Plan

### **Develop School Improvement Plan.**

#### **What's involved**

Once the data has been compiled and reviewed, an action plan should be developed for interventions on education rights. At school level this will take the form of a School Improvement Plan (SIP) developed by each school (SMC, teachers, representatives and children) and including clear roles and responsibilities for various stakeholders such as: parents, teachers, mothers' club members, children and where applicable, local leaders, district education officers etc. Identify the issues to be prioritised during the period in question and strategies you will take to address them, remembering to link across different levels where possible.

In many countries, SIPs or School Development Plans (SDPs) already exist and their formulation is linked to the allocation of government grants to each school. If this is the case where you are working, make sure that you use the standard format provided by the Ministry of Education. Integrating evidence obtained during the PRS process into these plans can help access existing resources for schools.

#### **Who's involved**

- School stakeholders
- Data collection group
- District Advisory Group
- ActionAid and Partner staff

#### **Useful tools**

- PRS Resource - Malawi SIP Template - Sept 2015.
- PRS Resource - Myanmar SIP & Budget Template - Sept 2015

#### **Key references**

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 33.
- PRS Presentation - How to use data collected using the PRS framework - PRS ToT - Sept 2015

# Step 10: Finalise School Citizens' Education Report

## **Finalise School Citizens' Report.**

### **What's involved**

Once the data has been shared and validated by the school community you can finalized the School Citizens' Education Report based on the data gathered through the participatory research process and outlining the school's performance against the 10 rights outlined in the Promoting Rights in Schools charter.

The report should include the following:

1. Table of contents
2. Executive summary
3. Introduction
4. Context
5. Objective
6. Methodology
7. Limitations of study
8. Findings (Presentation of data)
9. Analysis
10. Lessons learnt
11. Recommendations
12. Conclusions
13. Annexes

### **Who's involved**

- Data collection team
- District Advisory Group
- ActionAid and Partner staff
- Consultant researcher (if used)

### **Useful tools**

- PRS Resource – Guidelines for writing a Citizen's Education Report
- PRS Resource – M&E - Citizens Report Data Sheet

### **Key references**

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 30.
- PRS Presentation - How to use data collected using the PRS framework - PRS ToT - Sept 2015

# Step 11:

## Empowerment for action

### **Empowering the stakeholders to take action based on the issues identified.**

#### **What's involved**

Having conducted the analysis and action planning you are ready to move on to implementation in collaboration with various partners and stakeholders to ensure that issues identified during the research are addressed.

Actions that you might take after the production of the School Improvement Plan at school level include:

- Disseminate findings
- Raise awareness of rights
- Strengthen adults' capacity to respect children's rights
- Ensure schools respect children's rights:
  - Promoting access and retention
  - Using the Promoting Rights in Schools charter to produce school rules
  - Promoting child participation in school decision-making processes
  - Supporting school clubs for girls and boys
  - Developing plans for improving school infrastructure
- Engage with teachers' unions
- Organise a campaign
- Establish links with the media
- Lobby politicians
- Link with national and international-level advocacy

#### **Who's involved**

- Data collection team
- School stakeholders
- District Advisory Group
- ActionAid and Partner staff
- Consultant researcher (if used)

#### **Useful tools**

- PRS Resource - Awareness of 10 Education Rights - Participatory Pre and Post Assessment

#### **Key references**

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 35-36.



## Step 12:

# District Citizens' Education Report

**The District Citizens' Education Report consolidates reports from several schools within a district. It presents the citizens' findings on the state of education in their area. It should be validated and shared with national stakeholders for advocacy.**

### What's involved

The District Citizens' Education Report is put together based on the data gathered through the participatory research processes in the selected schools in a district. It outlines the performance of the schools against the 10 rights outlined in the Promoting Rights in Schools charter. The report may focus on particular priorities, for example collating evidence around violations of specific aspects of the right to education, e.g. discrimination against girls or children with disabilities or lack of transparent governance in schools etc.

Before the report is finalised, it should be shared for validation with key district education stakeholders, including education authorities, district leaders, education coalitions, teachers' representatives and others. Once the final report is ready, the District Advisory Group and other education stakeholders should use the information in the development of action plans. The evidence in the report will support advocacy and campaigning efforts at district and other levels.

### Who's involved

- District Advisory Group
- District education authorities
- Representatives from the local level
- ActionAid and Partner staff
- Consultant researcher (if used)

### Useful tools

- PRS Resource – Guidelines for writing a Citizen's Education Report
- PRS Resource - MandE - Citizens Report Data Sheet

### Key references

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 30-37.

## Step 13: Developing education programmes

**Both at LRP and national level, education programme development should be informed by the issues identified during the PRS process.**

### What's involved

Regardless of the level of planning, it is crucial to align the process with the HRBA principles and connect to the critical pathways for delivering on ActionAid's strategic objectives. It is important to ensure that plans and strategies:

1. Include an analysis of power and vulnerabilities
2. Clearly identify the rights we will be seeking to advance
3. Are clear about the changes to be brought about
4. Identify the people we will be aligning with and empowering
5. Specify the duty-bearers we will be targeting
6. Identify allies to engage in solidarity and campaigning work
7. Clarify whether we will be holding the government responsible for efficiently delivering existing entitlements or ..
8. whether we are seeking to change rules, policies or laws
9. Identify how we might respond to basic needs in a rights-based way
10. Show how the strategy inter-connects with work at other levels.

The processes involved in programming using the Promoting Rights in Schools framework supports all these levels of analysis, and it is recommended that once the data has been collected, both People's Action in Practice and the Promoting Rights in Schools resource book are drawn on to support effective planning and strategizing alongside key stakeholders both internally and externally to promote effective ownership during implementation.

### Who's involved

- Education stakeholders at different levels
- District Advisory Group
- National Steering Committee
- ActionAid and Partner staff

### Key references

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 33-41.
- People's Action in Practice, ActionAid, 2011.

## Step 14:

# National Citizens' Education Report

**The National Citizens' Education Report consolidates reports from several districts. It should be validated and shared with national stakeholders for advocacy.**

### What's involved

The National Citizens' Education Report is based on the consolidation of reports from several districts in a country, supplemented by information from secondary sources. It should analyse the findings in the context of the national legal and policy framework and the ten rights of the PRS charter.

Engaging an experienced researcher to develop the national-level report can result in a high-quality advocacy tool with which to strengthen ActionAid and/or the national coalition's capacity to engage in evidence-based lobbying with the Ministry of Education about reforms to policies and practice.

Consider producing a summary report and/or using findings to generate policy briefs on specific issues. Look at options for collaboration with colleagues in other thematic areas. The National Citizens' Education Reports could also be used as, or feed into, the production of a civil society 'shadow report' (if any is due) which should be produced in collaboration with the education coalition and others to enhance and strengthen national advocacy efforts.

### Who's involved

- National steering committee
- Other national education stakeholders (Ministry of Education representatives, teacher's unions, education coalitions, donor representatives, etc.)
- Representatives from local and district level (to share stories, etc.)
- ActionAid and Partner staff
- Consultant researcher

### Useful tools

- PRS Resource – Guidelines for writing a Citizen's Education Report
- PRS Resource - MandE - Citizens Report Data Sheet
- PRS Resource - MandE - Policy Analysis and Tracking Tool - May 2015.docx

### Key references

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 30-37.

# Step 15:

## International Citizens' Education Report

**The International Citizens' Education Report consolidates reports from several countries. It should be validated and shared with international stakeholders for advocacy.**

### What's involved

The International Citizens' Education Report consolidates reports from different countries, analysing the findings in the context of international education and human rights frameworks and the ten rights of the PRS charter. The report may focus on particular a specific aspects of the right to education, e.g. education in conflict situations, discrimination against girls or children with disabilities or lack of transparent governance in schools, etc.

The final Report will be an advocacy tool which will strengthen the capacity of ActionAid and other international stakeholders to engage in evidence-based lobbying with international, regional and sub regional bodies.

### Who's involved

- National steering committee representatives
- International education stakeholders (Education International, GCE, UNESCO, other education coalitions, donor representatives, etc.)
- ActionAid and Partner staff
- Consultant researcher

### Useful tools

- PRS Resource – Guidelines for writing a Citizen's Education Report
- PRS Resource – M&E - Citizens Report Data Sheet
- PRS Resource – M&E - Policy Analysis and Tracking Tool - May 2015.docx

### Key references

- Promoting Rights in Schools Handbook, ActionAid, 2011, p. 6-8.
- Promoting Rights in Schools: An Implementation Guide, ActionAid, 2015, p. 30-37.