

Guidelines for writing a Citizen’s Education Report

Introduction

These guidelines for writing a citizen’s report aim to guarantee that each report has similar format and content in order to facilitate future comparative study based on these reports.

Please ensure that you adhere to the following:

1. Table of contents	<ul style="list-style-type: none"> • A list at the beginning to show what is in the report and on what page
2. Executive summary	<ul style="list-style-type: none"> • The executive summary should not exceed 2-3 pages. It should highlight key issues and information based on the survey and provides recommendations.
3. Introduction	<ul style="list-style-type: none"> • General information about the rights of children in school and why they must be promoted and fulfilled • Presentation of the PRS framework and methodology from the manual.
4. Context	<ul style="list-style-type: none"> • This section should present the context in which the programme is taking place; the situation in each country on the key rights. • Key statistics on education and brief overview of the progress and remaining issues and challenges. • Brief presentation of the legal framework: International obligations (is the State part of the main treaties guaranteeing the right to education), constitutional provisions and laws on education) and country specific policies to implement the right to education.
5. Objective	<ul style="list-style-type: none"> • State clearly the objective of the study which is to assess the local situation of the rights the programme is focusing on (e.g. to assess the state of xx rights in xx communities in xx). • It should explain the reason for undertaking the survey.
6. Methodology	<ul style="list-style-type: none"> • Describe how the information was collected either through field (primary data) or desk study (secondary data). • Who was involved? Who were the members of the research team and how were they selected and trained? Who else was involved? • Location: Which districts and schools were involved and how were they selected? Where else was information collected. • Tools for data collection: e.g. transect walk, interview, questionnaire, FDGs. Please describe how it was done and who was involved. • Include photos of key scenes to make your point.
7. Limitations of study	<ul style="list-style-type: none"> • It is important to share what challenges were encountered which might affect the findings of the study. For example: floods or rains during the assessment periods, participants not showing up, not having

	<p>enough respondents etc. This helps to give credibility to the work</p>
<p>8. Findings (Presentation of data)</p>	<ul style="list-style-type: none"> • Present the information for each right in a separate section. • Follow the questions in the Promoting Rights in Schools manual and present the findings. • Use pictorial presentations to break the monotony of findings (graphs, pie chart, bar chart etc.)
<p>9. Analysis</p>	<ul style="list-style-type: none"> • Analysis of the data is important as it will feed into action plans and recommendations. • Use percentages where appropriate. • Issues must be identified based on findings. • The analysis should be made in light of the legal and policy frameworks. Are the laws and policies implemented concretely at school level? Is there an issue because of lack of laws and policies? • The analysis should indicate if the State is doing well or not in implementing the right to education • After presenting the analysis on each right draw conclusions: compare data from the Local Rights Programmes (LRPs) you are working in, or community x with or community y, male and female, and other variables.
<p>10. Lessons learnt</p>	<ul style="list-style-type: none"> • Learning must be drawn from the survey in relation to the following and how you intend to address it in future: <ul style="list-style-type: none"> ○ timing ○ process and data collection ○ training and skills of stakeholders who participated ○ use of consultants and impact on the work etc.
<p>11. Recommendations</p>	<ul style="list-style-type: none"> • Future actions to improve the situation must be given. • These should be based on key findings and inferences. • They must be addressed at specific targets or groups: parents, community members, teachers, CSOs/NGOs, government at various levels, etc. It is important to have in mind the different obligations and responsibilities of each actor. The State is responsible for implementing the right to education and has to be held accountable. • Must be realistic and not too many recommendations for effective implementation at local and national levels
<p>12. Conclusions</p>	<ul style="list-style-type: none"> • Based on learning, there must be conclusions to find out how schools are faring on the fulfilment of the various rights and what actions can be taken.
<p>13. Annexes</p>	<ul style="list-style-type: none"> • Certain details of the findings can be placed as annexes to create space and to reduce boredom or repetition of information.