

Promoting Rights in Schools – Scorecard (Focus Group Discussions)

Change Indicator KCP 5: Number of communities where schools have significantly progressed on two or more of the 10 core Education Rights in the Promoting Rights in Schools (PRS) framework.

Meaning of the indicator

The number of schools (used as a proxy to count communities) that have progressed on a set of predetermined criteria/indicators on at least 2 of the 10 core education rights listed in the PRS framework.

Purpose

Scorecards or scalar approaches provide a framework from which qualitative data can be structured, analysed and reflected on and, most importantly, used for adjusting and refining programme work and reporting. Through linking quantitative and qualitative data scalar approaches can help to make issues and changes visible in a manner that supports reflection and learning where it is most needed. Scalar approaches can provide a framework that enables agencies to change a pile of data into a body of evidence.

Focus group discussions (FGD) are used to collect general information, clarify details or gather opinions about an issue from a small group of selected people who represent different viewpoints. It can also be used to build consensus. For M&E, focus groups are good for assessing opinions of change, assessing the quality of project outcomes, and identifying areas of improvement.

Materials needed

- Flip chart paper or an area of flat ground which you can draw into (e.g. Sand)
- Marker pens small stones or other small objects (e.g. beans) that can be used for rating/scoring

HOW TO

Preparation for data collection:

1. Identify which of the 10 Core Education Rights your country is focusing on, these are listed in Annex 1 for your reference.
2. For each of the rights you are working on please come up with a list of questions/indicators on how you would assess progress against the right.
 - a. Lists of questions/indicators for each right are given in Section 3 in the [Promoting Rights in School \(PRS\) charter](#). Also please see Annex 2.
3. Please select a sample of schools to complete the scorecard with if you're unable to complete the scorecard with all schools you work with. Use the following sample selection guidelines:
 - a. List and number all schools in the LRP, please exclude any schools that you cannot reach e.g. due to time restraints, security, road conditions etc. N.B. please keep a record of which schools have been excluded and the reasons why.
 - b. Determine the number of schools you can complete the scorecard with within an LRP (e.g. 5, 10, 15)
 - c. Use an online random number selector e.g. <http://www.randomizer.org/form.htm> to select the number of schools you have agreed on (b.)

To use the random number selector

- Select 1 set.
- Select 5 numbers per set.
- Number range should go from 1 to the total number of schools included in the list (a.).
- Numbers in the set should remain unique and should be sorted from least to greatest, place markers should remain off.
- Click on randomize now.
- The 5 numbers listed are the schools which should be selected to undertake the scorecards with.

d. Do this for all the LRPs with which you work with on Education Rights.

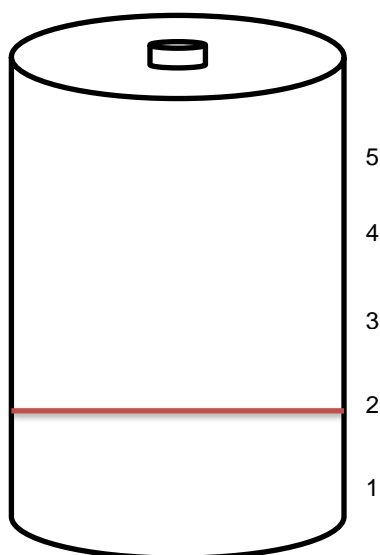
4. For each school identify key people who will be able to discuss progress on the Core Education Rights, your Focus Group should include teachers, parents, and students.
5. Your Focus Group should have between 6 to 10 representatives from that school/ community.
6. Gather and train a team of people to ensure that they understand the purpose and develop the proper skills (how to encourage discussion, taking accurate and useful notes, etc.). FGDs are best conducted by two people, with one facilitating the discussion and the other taking detailed notes (if possible).

Conducting the Focus Groups with the scorecard

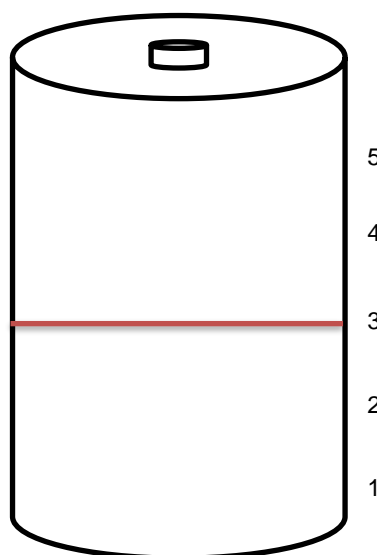
7. Explain the purpose of the discussion and the reason you are collecting the information. Ask some initial questions to build rapport with the group.
8. With the group identify which of the 10 Core Education Rights the school is working on and at least 2 rights which will be monitored:

Name of school	Education Rights									
	1	2	3	4	5	6	7	8	9	10
Education rights school is focusing on (please ✓)										
At least two rights which will be monitored (please ✓)										

9. Use the questions you have come up with for relevant country education rights (2) and discuss these with the group
10. Following the discussion, use a visual aid e.g. a coffee cup or battery ask the group to assign a progression score from 1-5 where 1 is basic progression on achieving the right and 5 is evidence based progress in achieving the right (no more work needs to be done). N.B. Use this opportunity to discuss with the group what needs to be done over the next year to make further progress against the right.



Core Education Right 1



Core Education Right 4

11. The scorecard will need to be completed annually in order to monitor progression.
12. For the purposes of the 2014 Global Annual Reporting Process please ask groups to provide a retrospective score for a year ago and a current score.

Name of school: LRP name: Date of discussion:	Education Rights									
	1	2	3	4	5	6	7	8	9	10
Education rights school is focusing on (please ✓)										
At least two rights which will be monitored (please ✓)										
2014 Score (1-5)										
2015 Score (1-5)										
Progress Score (2015 score – 2014 score)										
Gaps analysis/Next steps										

Key Informant Interviews (KII)

You can conduct KII as a supplementary tool to triangulate the responses received through the scorecard. It is useful if the KII is conducted with a key stakeholders not involved in the FDG. KIIs should be done after the scorecard has been completed. Please see KCP 5 – KII guidance.

Tool for storing information

Frequency:

Schools can be assessed bi-annually, annually or quarterly, depending on the nature of the right that the country is focusing on (as longer time might be needed for changes to manifest).

Responsibility for data collection:

LRP partner: programme office and another member of staff from the LRP. Community facilitators should be used to assist in mobilising community members.

How is the data collected:

LRP partners should plan the number of schools they can carry out the scorecard with quarterly (annually, or bi-annually depending on the right). Schools should only be assessed annually.

How the data is consolidated:

Individual data should be recorded in a data table as detailed above. LRP Coordinator/Project Officer collates the total data by quarter in the LRP Indicator Tracking Table which is used for the LRP Quarterly Reporting.

For reporting purposes, please report the number of schools that have progressed on 2 or more rights. Progression should be reported if there has been movement of +1 or more on the scale.

	TOTAL
Number of communities where schools have significantly progressed on two or more of the 10 core Education Rights in the Promoting Rights in Schools (PRS) framework.	

Further reading / sources

- Promoting rights in Schools

Annex 1: Promoting Rights in Schools - 10 core rights

1. Right to free and compulsory education: there should be no charges, direct or indirect, for primary education. Education must gradually be made free at all levels.
2. Right to non-discrimination: schools must not make any distinction in provision based on sex, race, colour, language, religion, political opinion, nationality, ethnicity, ability, or any other status.
3. Right to adequate infrastructure: there should be an appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys. Schools should be built with local materials and be resilient to natural risks and disasters.
4. Right to quality trained teachers: schools should have a sufficient number of trained teachers of whom a good proportion is female; teachers should receive good quality pre-service and in-service training with built-in components on gender sensitivity, non-discrimination, and human rights. All teachers should be paid domestically competitive salaries.
5. Right to a safe and non-violent environment: children should be safe on route to and in school. Clear anti-bullying policies and confidential systems for reporting and addressing any form of abuse or violence should be in place.
6. Right to relevant education: the curriculum should not discriminate and should be relevant to the social, cultural, environmental, economic and linguistic context of learners.
7. Right to know your rights: schools should teach human rights education and children's rights in particular. Learning should include age-appropriate and accurate information on sexual and reproductive rights.
8. Right to participate: girls and boys have the right to participate in decision-making processes in school. Appropriate mechanisms should be in place to enable the full, genuine and active participation.
9. Right to transparent and accountable schools: schools need to have transparent and effective monitoring systems. Both communities and children should be able to participate in accountable governing bodies, management committees and parents' groups.
10. Right to quality learning: girls and boys have a right to a quality learning environment and to effective teaching processes so that they can develop their personality, talents and physical and mental abilities to their fullest potential.

Annex 2: Possible indicators

1	2	3	4	5	6	7	8	9	10
Direct and indirect costs of education.	Disaggregated analysis of enrolment, attendance and completion rates, etc. for those groups that suffer discrimination locally.	Availability and condition of classrooms.	Mapping of teachers by categories (academic level / level of training / contract types).	Number of incidents of gender-based violence / abuse.	Percentage of children at entry who speak the language of instruction in the local primary school.	Children are aware of their rights.	Disaggregated participation of children in classroom and in school clubs, councils, forums, etc.	Degree to which PTAs and SMCs are representative of local parents (especially discriminated groups).	Percentage of students who pass exams / standardised tests of basic skills (disaggregated by axes of local discrimination).
Numbers of children out of school.	Reported incidents of discrimination.	Availability of basic facilities and materials.	Pupil-teacher ratio (PTR).	Existence and use of suitable measures / enforcement mechanisms	Percentage of teachers who are recruited from the local area and who speak the local language.	Human rights standards are taught in a child friendly way.	Teacher training around child participation.	Extent to which the SMC is able to work effectively (e.g. against statutory requirements).	Contact hours of children with teachers.
School map of available geographic coverage.		Sanitation facilities for girls and boys.	Average salary compared to national living wage for teachers.	Safe access to school (including route to school).	Number of hours in which teachers can / do adapt the national curriculum to local context.			Whether the school budget is publicly available and independently monitored.	Satisfaction of parents and children with learning outcomes.

1	2	3	4	5	6	7	8	9	10
		Access to clean drinking water.	Percentage of teachers who are members of trade unions / teachers' rights to unionise.	Existence and implementation (at different levels) of policies addressing violence in schools and child protection.	Types of skills and values education aims to improve.			Impact of parental literacy, especially women's literacy, on participation in school governance and support to children's learning.	
		Access for children with disabilities.							
		Distances and time to school.							