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Promoting Rights in Schools
An implementation guide

All schools must respect the following fundamental rights :

Right to...

1.
Free and compulsory education

2.
Non-discrimination

3.
Adequate infrastructure

4.
Quality trained teachers

5.
A safe and non-violent environment

6.
Relevant education

7.
Know

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2015

Promoting Rights in Schools process
PHOTO: ACTIONAID

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Acknowledgements

Promoting the rights of girls in school, Cambodia
PHOTO: SAVANN OEURM/ACTIONAID

Acronyms

AA:	ActionAid
ALPS:	Accountability, Learning and Planning System
CAP:	Country Annual Plan
CSO:	Civil Society Organisation
CSP:	Country Strategy Plan
DRR:	Disaster Risk Reduction
GCE:	Global Campaign for Education
GPE:	Global Partnership for Education
HRBA:	Human Rights Based Approach
IEYT:	International Education and Youth Team
IHART:	International Humanitarian Action and Resilience Team
ELBAG:	Economic Literacy and Budget Accountability for Governance
INEE:	Interagency Network on Education in Emergencies
INGO:	International Non-Governmental Organisation
KCP:	Key Change Promise
LRP:	Local Rights Programme
M&E:	Monitoring & Evaluation
NGO:	Non-Governmental Organisation
POP:	Programme Objective Plan
PRRP:	Participatory Reflection and Review Process
PRS:	Promoting Rights in Schools
PTA:	Parent Teacher Association
PRT:	Pupil-Teacher Ratio
PTTR:	Pupil-Trained Teacher Ratio
PVA:	Participatory Vulnerability Analysis
RTE:	Right to Education Project
SDP:	School Development Plans
SIP:	School Improvement Plans
SMC:	School Management Committee
STAR:	Societies Tackling Aids through Rights

Foreword

Since 1998 ActionAid has moved progressively from a needs-based to a human rights-based approach to education. In 2005, with the Global Campaign for Education we produced a 250 page guide to education rights for practitioners and activists. This was comprehensive but not so easy to use, so in 2010 we worked with the Right to Education project to produce a charter of 10 core rights that can be expressed on a single page. This was the backbone of the "Promoting Rights in Schools" resource book which provided details for how to collect data tracking school performance against the 10 rights. Now we have this wonderful new resource book based on our learning about how to use this Promoting Rights in Schools framework in practice and how to link the collection of evidence to practical action at local, district, national and international levels, in line with our theory of change.

There has never been a more important time to defend the right to education. We face many threats from a growing tide of privatisation and commercialisation, particularly with for-profit low quality private schools which threaten the gains we have made in fighting for free quality public education. Education can be the most powerful equalising force in any society – but not if your access to education is dependent on your ability to pay. A well-resourced, inclusive and accountable public education system is essential for ensuring that education can fulfil its equalising and transformative potential.

A core foundation for achieving this is for everyone to understand that the right to education involves much more than just the right to send a child to school. There is a right to a free, good quality, safe school that does not discriminate, that is transparent and accountable. We need to build the active agency of people as tax-paying citizens to demand the fulfilment of all dimensions of this right – and this Promoting Rights in Schools framework is an incredibly powerful way to do this. The key is to link awareness and evidence to action – producing rights-based school improvement plans and citizens' reports that can galvanise campaigning and advocacy work for systemic change.

One critical issue we will always come up against in this work is the financing of public education. No country can guarantee good quality public education without adequate funding. But many countries could do more to ensure a fair share of their existing revenue goes to education (at least 6% of GDP and 20% of budgets) – and almost all countries could do more to expand their revenue through expanding their tax base in a progressive way. It is an outrage that even a landless woman labourer living in extreme poverty is sometimes paying more tax (usually paying invisible taxes through VAT) than the richest multinational companies (who claim tax holidays and export their profits to tax havens). ActionAid's Tax Power campaign shows the huge potential for massive increases in government education budgets. But budget increases will not end up helping education unless we have well mobilised and coordinated citizen action, based on clear evidence of what is needed to deliver on the right to education.

Using this Promoting Rights in Schools framework ActionAid and our partners can build the evidence and catalyse action at all levels to transform public education systems. We can make the case for where more resources are urgently needed to redress violations – and working with others we can show that the resources to fund universal public education of good quality can indeed be secured.

David Archer, *Head of Programme Development, ActionAid*

Glossary

Activista: ActionAid's network of youth activists around the world.

Advocacy: the deliberate process of influencing policy-makers.

Alternatives: ideas which stretch the scope of our existing interventions or frameworks – promising something different for the future, something positive, something that changes systems.

Baseline: the starting point against which we can measure change in people's lives. We collect baseline data and information about indicators we want to monitor over time.

Campaigning: harnessing people's power through organisations, mobilisation and communication around a simple and powerful demand, to achieve a measurable political or social change.

Capacity development: an on-going process where people and organisations improve their ability to achieve strategic change in a sustainable way.

Change promises: the 10 specific commitments ActionAid is working towards between 2012-2017 as outlined in *People's Action Strategy 2012-2017*.

Conscientisation: a process of reflection and action, where people look at the social, political and economic contradictions in their lives and take action against them.

Critical pathway: a visual representation of how we believe we will achieve impact, linking actions at different levels to outcomes and impact. A tool to help us design strong HRBA programmes.

Disaster Risk Reduction: techniques, tools, policies, strategies and practices that help communities avoid and/or limit the effects of disaster.

Duty bearers: individuals and institutions with the obligation to respect protect and fulfil rights. The state and its various organs such as parliaments, local authorities and the justice system are usually the primary or ultimate duty bearers.

Empowerment: the process through which we enable people living in poverty to become rights activists. We do this by making them more aware and more critical of power relations and by strengthening their own power.

Gender-based violence: any act that results in, or is likely to result in women's physical, sexual or psychological harm or suffering. It includes threats of such acts, coercion or arbitrary deprivation of freedom in both public and private life.

Global M&E Matrix: this is the prioritised list of indicators to measure progress against the international strategy. There are a total of sixty indicators (six for each Key Change Promise) around both performance and change.

Human rights based approach: our human rights based approach centres on supporting people living in poverty to become conscious of their rights, to organise themselves to claim their rights, and to hold duty-bearers to account. We build on international human rights law, but go beyond a legal or technical approach, supporting people to analyse and confront power imbalances and taking sides with people living in poverty.

Indicators: the things we choose to track to find out whether we are making a difference. We look at impact indicators (the impact we make), outcome indicators (the outcome of our work) and meta indicators (the outcomes we achieve at different points in the project).

Lobbying: direct attempts to influence policy-makers, public officials or other decision-makers, including for example, face to face meetings or letters.

Local Rights Programmes: our long term programmes in particular communities.

Participation: the active involvement of people in a process. Participation can range from tokenistic to full. We always work towards the latter.

People's Action Monitoring Framework: the four interconnected elements (our theory of change, our impact, the people we work with and our organisational priorities) that we monitor at all levels, through all programmes, to know if we are on track to deliver our strategy.

Promoting Rights in Schools: ActionAid's framework that every school should promote based on 10 core rights. Our framework is empowering, involving children, parents and teachers in tracking progress on education rights and producing citizen reports.

Reflect: an approach to adult learning and social change inspired by Paulo Freire and developed by ActionAid – now the backbone of our Reflection-Action process.

Reflection-Action: ActionAid's integrated participatory methodology and is the foundation for our work with communities at LRP and beyond. It draws on the best from the various methodologies previously used in the organisation bringing practitioners together under a single banner.

Solidarity: the process of uniting allies in a politically supportive relationship that may cross geographies or 'areas' of struggle to support and strengthen a movement for change.

Theory of Change: how we believe change will happen: the underpinning belief and logic of how our actions will lead to the change we want to see.

1 Introduction

1.1 Background, purpose and application of this handbook

This programme development handbook is aimed at ActionAid and partner staff responsible for education programme implementation and is intended to support the integration of a Human Rights Based Approach (HRBA) to education work in alignment with the organisation's Theory of Change. The document aims to build on information already included in People's Action in Practice and the *Promoting Rights in Schools (PRS) resource book* as well as other organisational planning and programming guidelines and support staff to better devise evidence-based programme interventions that will ultimately bring about positive rights-based changes to the education system.

Essentially the handbook aims to:

a   Demonstrate how the Promoting Rights in Schools framework can be used to implement a HRBA to education programming and translate ActionAid's Theory of Change into practice.

b   Provide simple guidance for programming across the HRBA programme cycle.

c   Outline some of the common challenges encountered during education programming and provide checklists to refer to during various stages of planning and implementation.

d   Outline a range of activities that can be undertaken across all the 10 'rights' in the Promoting Rights in Schools charter in order to contribute towards the achievement of Key Change Promise 5.

e   Provide examples of best practice from a range of different country programmes.

f   Point to other sources of information and guidance to support effective programming.

Nepal
PHOTO: NAYANTARA GURUNG KAKSHAPATI/ACTIONAID

1.2 Assumptions this handbook makes

The document assumes that ActionAid staff working on education already have a basic familiarity with the organisation's HRBA and a good understanding of internal strategic programme planning processes. It also assumes that staff have had or can expect to have training and capacity development on HRBA and Promoting Rights in Schools as part of their on-going professional development plan. Finally, since this handbook is intended to be used alongside other key internal resources such as People's Action in Practice, the Promoting Rights in Schools resource book, the Youth Programming Toolkit, Programme Objective Planning guidelines and the Guide for Education Activists and Practitioners amongst others, it is assumed that these are easily and readily accessible to all staff.

1.3 What this handbook cannot do

This handbook exists to support the development and implementation of human rights-based education programmes that present viable and credible alternatives to the status quo and lead to real transformations in the education system. However, unless implementing staff are able to gain a clear understanding of the main relevant legal and policy frameworks relating to education, including international treaties and conventions, national education laws, policies and strategies and the broader context within which these are being implemented, as well as key stakeholders, allies and partners (e.g. by consulting resources such as the **Right to Education Project website** or the *Promoting Rights in Schools (PRS) resource book*) then this document in and of itself will be of little use.

Early Childhood Center (ECD), Rwanda

1.4 Structure of the handbook

In order to design and implement effective programmes and achieve lasting, positive changes in children's lives there are a number of important steps implementing staff will need to take, which include:

a Acquiring a knowledge of the main international human and children's rights conventions and treaties including those signed and ratified by the government of the country in which they work.

b Reviewing national laws, policies and strategies related to education and identifying any gaps, contradictions or barriers to effective implementation.

c Considering how to use this information to improve programme and advocacy work.

d Reflecting on key partnerships, both internal (e.g. Democratic Governance team, Women's Rights team) and external (e.g. Teachers' unions, Education Coalitions, other International Non-Governmental Organisations (INGOs) and agencies committed to children's rights and education) that can help increase impact for a system-wide reform.

e Finding ways to include children in the process by devising opportunities for safe, meaningful and relevant participation at all stages of the programme cycle.

This document is structured into seven sections; starting with an initial introduction it then provides a brief overview of the Promoting Rights in Schools framework and highlights links between Promoting Rights in Schools and ActionAid's HRBA. This is followed by a section outlining key steps for integrating the Promoting Rights in Schools framework into education work according to the four stages of the HRBA programme cycle. The fourth section provides an overview of the organisation's Theory of Change, exploring ways in which the integration of the Promoting Rights in Schools framework into education programming can be used to translate the Theory of Change into practice, providing practical examples of possible actions under each dimension that can be used to propose credible alternatives. The fifth section focuses on Monitoring & Evaluation (M&E), outlines the major M&E components required to ensure that progress towards the achievement of Key Change Promise 5 can be measured and the sixth section provides examples of ways in which education staff can ensure that the eight principles of HRBA can be applied during programming. Finally, the document ends with some brief concluding notes.

The Seven sections:

1 Introduction
2 Promoting Rights in Schools: an overview
3 Promoting Rights in Schools: guidelines for integrating the framework into education programming
4 Promoting Rights in Schools: translating the theory of change into practice
5 Monitoring & Evaluation
6 Ensuring the eight principles of HRBA are incorporated into programme design
7 Concluding notes

2 Promoting Rights in Schools: an overview

ActionAid has over 40 years of experience working on education and as part of its current five-year strategy, the organisation has outlined five core Strategic Objectives and 10 Key Change Promises it aims to achieve by 2017. These include Key Change Promise 5 (KCP5) which captures ActionAid's on-going commitment to ensuring children's right to quality education are met:

By 2017, we will have ensured that girls and boys equally enjoy a quality public education that respects their rights in 5,000 communities where we work, leveraging system-wide education reforms designed to improve equal opportunities for all.

As outlined in *People's Action in Practice*, ActionAid's broader vision is to shift the global paradigm on education so that schools play a transformative role in society by actively contributing to social, economic and political justice. Education can and should be conceived as a pivotal area of struggle for transforming societies, embracing democratic values and creating a better future. (…) A necessary foundation for pursuing this transformative agenda is to embed a rights-based approach to education and ActionAid believes that existing rights commitments, if popularised and internalised can offer a transformative agenda. However, this means moving on from the inadequately narrow Millennium Development Goals and Education for All frameworks and advocating to replace these post-2015 with renewed political commitments to deliver on the right to education already embedded in legally-binding international conventions. (ActionAid, 2012: 143)

In order to achieve this, ActionAid, in collaboration with the Right to Education Project developed the Promoting Rights in Schools framework that aims to translate rights-based approaches into practice at local level.

Whilst there has been significant emphasis on the right of access to education over the past few years, the Promoting Rights in Schools framework aims to look deeper into the various elements that constitute quality education.

Elementary school students, Ghana
PHOTO: MEREDITH SLATER/ACTIONAID

Based on a charter of 10 core 'rights' derived from international conventions and echoed in most national constitutions, the framework includes a series of gender-sensitive, measurable indicators describing what good quality education should look like and the roles of the state and other actors in achieving this goal.

The 10 rights in the charter constitute the basis for the organisation's local engagement, enabling parents, teachers and children to track the performance of schools against internationally agreed standards and develop and support practical, rights-based school improvement plans. By linking this work to district and national level research and campaigning, the aim is to build the capacity of students, children communities and civil society organisations to advocate for quality education, leading to a review of national education policies and legislation as part of a longer-term process of promoting critical consciousness. (ActionAid, 2012: 149)

2.1 Promoting Rights in Schools: implementing HRBA

Since the strategy Fighting Poverty Together in1998, which first committed the organisation to a rights based approach – and continued with Rights to End Poverty in 2005 – ActionAid made a conscious move from a need based approach to a human rights based approach (HRBA) to development work, which is outlined in *People's Action in Practice* as follows:

"Our HRBA flows from our values and our strategy, builds on international human rights law, but goes beyond a legal or technical approach to rights. We support people to analyse and confront power imbalances and we take sides with people living in poverty. This sets our HRBA apart from the approach many other agencies take, using rights-based language but failing to challenge abuses of power at local, national or international level".
(ActionAid, 2012: 18)

ActionAid's five-year strategy for 2012-2017 is firmly situated within the HRBA model and highlights the organisation's commitment to ensure that the right to education is fulfilled by *"working with children, parents and teachers in the poorest communities to make sure that government schools are accessible to all and respect the rights of girls and boys, open minds, and nurture values of equality and justice"*. It also underlines the importance of making this happen by linking local, national and international movements to reform policies and practice in order to realise the potential of education to promote a more equal and sustainable world. (ActionAid, 2012: 16)

Globally, ActionAid aims to be known for its inter-connected work to promote the right to education and advance alternative paradigms of education. By supporting the creation of stronger links between school level interventions with national and international advocacy and policy efforts through collaborative work with education coalitions, teachers' unions and other INGOs, the Promoting Rights in Schools framework, with its basis in international and national legal frameworks and practical methodologies that seek to actively engage rights-holders in a transformative process, is ideally placed to support the integration of a human-rights based approach to education programming.

By mainstreaming the PRS framework across all its education work ActionAid aims to ensure that its operationalisation helps to apply a HRBA to education programming, translating the Theory of Change into practice, supporting the achievement of KCP5 and working to transform education systems from the school level upwards.

The next section provides an overview of how this can be done and provides basic step-by-step guidance for implementation including suggestions for improving internal planning as well as integration of the approach across all four stages of the HRBA programme cycle.

The 10 rights in the Promoting Rights in Schools framework are:

ECD Center, Rwanda   PHOTO: ACTIONAID

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 resilient to natural risks and disasters.

4 **Right to quality trained teachers:** schools should have a sufficient number of quality trained teachers of whom a good proportion are female.

5 **Right to a safe and non-violent environment:** children should be safe en route to and in school. Clear anti-bullying and confidential systems for reporting and addressing abuse 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.

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 full, genuine and active participation of children.

9 **Right to transparent and accountable schools:** schools need to have transparent and effective monitoring systems.

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.

For more information see the *Promoting Rights in Schools resource book*

3 Promoting Rights in Schools: guidelines for integrating the framework into education programming

By contributing to the achievement of ActionAid's KCP5, the overall goal of the Promoting Rights in Schools framework is to ensure that children's fundamental right to education is respected and fulfilled. It aims to do this as part of an empowering process that actively engages citizens in improving the quality of education both through community-level interventions and by holding the state accountable for the provision of quality education. The implementation of the Promoting Rights in Schools framework emphasises the use of participatory, collaborative approaches both within the organisation by maximising integrated programming opportunities, as well as externally, by establishing strategic partnerships and alliances with key education stakeholders at different levels.

The Promoting Rights in Schools framework is closely aligned with ActionAid's HRBA and emphasises the creation of clear links between research and evidence gathering, community-level interventions and advocacy at local, national, and international levels. The process of integrating Promoting Rights in Schools into education programming can also be incorporated across the four stages of the HRBA programme cycle.

This section explores some practical guidelines for integrating/mainstreaming the Promoting Rights in Schools framework into education programming and includes details on:

1 **Who we will work with:** summarising key internal and external strategic partnerships that need to be established to maximise impact.

2 **How we will work:** outlining working approaches to be taken both internally and externally in order to ensure the implementation of a HRBA to education.

PHOTO: ACTIONAID

3.1   Who will we work with?

Taking a HRBA to education programming requires establishing links and partnerships with a wide range of strategic stakeholders at various levels, which can include, but are not necessarily limited to:

1   **Ministry of Education**: given the state's responsibility as prime duty-bearer, collaboration and communication with the Ministry of Education throughout all stages of the programme cycle is crucial. Any education programming should aim to complement and support the Ministry of Education's sectoral plans so that the government is better able to deliver quality education by ensuring policies and practices respect children's fundamental rights. In addition, the use of credible evidence gathered during participatory research will strengthen ActionAid and partners' capacity to lobby the Ministry effectively, particularly if Ministry officials themselves have been involved in the process.

2   **Teachers' unions**: on a systemic level, it is not possible to achieve change without the active engagement of teachers. Although in some cases Teachers' unions can be conservative forces, defending their professional status and self-interest, they can also become highly politicised agents of change. ActionAid's unique strategic partnerships with teachers' unions (see the *Parktonian Agreement* for more information) and strong links with national, regional and global education campaigners provide us with powerful allies for and curriculum development (ActionAid, 2012: 143)

3   **Education Coalitions**: as a founding member of the *Global Campaign for Education,* ActionAid is uniquely placed to establish strategic links with national education coalitions and mobilise civil society to challenge the government to take action as a result of coordinated advocacy. By establishing partnerships with the education coalition at both national and local levels and working with both the secretariat as well as member organisations, strong local to national links can be created. Such partnerships have been proven to raise awareness of key issues with research and evidence being used to

Case study: working with the national education coalition in Cambodia

ActionAid Cambodia invited the director of the National Education Coalition (NEP) to attend an initial workshop on Promoting Rights in Schools held in Nairobi, Kenya to ensure buy-in to and understanding of how to implement the Promoting Rights in Schools framework. Upon returning, ActionAid Cambodia worked closely with the NEP director to share knowledge and skills with partners, translate resources into Khmer, produce and disseminate resources and provide training on data collection. ActionAid Cambodia also encouraged local partners to join NEP and share 'hot issues' emerging at provincial-level for discussion at the network's national annual meeting. This engagement with NEP has served as a strategic entry point to table issues for discussion with donors and Government. Evidence from the research highlighting teachers' low salaries was used and ActionAid campaigned alongside NEP and the Teachers' Union for this to be increased. In Sept 2013 after national elections the Government decided to increase teachers' salaries from US$60 to US$100 per month. Whilst it is not possible to state unequivocally that this is a direct result of ActionAid's work, the evidence gathered during the research contributed to lobbying efforts alongside other key stakeholders during key moments in the political calendar.

lobby for wide-scale national policy changes and links established to regional and international advocacy work through the Global Campaign for Education.

4   **UNICEF**: through the Child Friendly Schools framework. UNICEF works to ensure children's rights are respected and fulfilled in schools in ways that directly complement the Promoting Rights in Schools approach. Consider how to engage with UNICEF at national level and explore opportunities for collaboration that will enhance the coverage of rights-respecting schools across the country either through changes to policy or by lobbying for the integration of children's rights in the broader education system.

5   **Other Rights-based INGOs and NGOs**: identify and engage with other human/child

rights based INGOs such as Save the Children and Plan International as well as national NGOs who have a focus on education and an interest in seeing children's right to education respected and fulfilled. Explore areas for collaboration in programming, campaigning or advocacy work and consider the potential for mutual capacity-building on specific issues.

6 **Human Rights Organisations**: consider linking with Human Rights Based organisations such as Amnesty International, Human Rights Watch, as well as other national human rights associations/coalitions. Such collaboration can help better integrate a human rights based perspective during various stages of programming including for example, by supporting capacity development for ActionAid and partner staff on human-rights education, through provision of training for data collectors and/or by helping identify gaps in provision and rights violations during data analysis as well as supporting the development of targeted advocacy strategies to ensure duty-bearers meet their commitments.

7 **Right To Education project**: The *Right to Education Project (RTE)* was established in 2000 by the first UN Special Rapporteur on the Right to Education, Katarina Tomaševski, and re-launched in 2008 as a collaborative initiative, which is supported by ActionAid International, Amnesty International, the Global Campaign for Education, Save the Children and Human Rights Watch. The online resources provide a wealth of information about the right to education including country fact-sheets, reports and online training courses, which should be drawn on to ensure human rights accuracy in education programming throughout the project cycle, but especially during contextual analysis and the design of programme and advocacy interventions.

8 **Parents**: greater parental participation and school accountability are key to reform, however, in most public schools, parental involvement is very limited. School Governance systems are often weak with a lack of functional school management committees or parent teacher associations and where these do exist, they may be dominated by local elites, provide

limited scope for women's participation or be chiefly composed of members who are unaware of their roles and responsibilities. Democratising these structures, providing capacity building and increasing the meaningful involvement of women can make a major difference. (ActionAid, 2012: 150)

9 **Young People**: by engaging with and empowering young people to organise at national and international level (e.g. through the Activista networks) around issues they define, ActionAid's vision is to support the mobilisation of over five million youth, promoting alternative forms of organisation from local to global levels. There are clear opportunities to engage young people on issues related to education at various levels and the organisation will also be exploring digital ways of organising and campaigning as well as using work with young people to bring new issues and perspectives to the table, promoting inter-generational justice. ActionAid has developed *Youth Programming Guidelines* that will support improved engagement with young people in programmes at LRP level.

10 **Children**: children are at the heart of ActionAid's work to fulfil Key Change Promise 5. The integration of the Promoting Rights in Schools framework into education programming

will not only ensure children are provided with education as a fundamental right but also, by helping them learn about their rights and teaching them how to think, not what to think, it will serve as a tool with which they can claim their other rights and prepare them to become active citizens of the future. An outcome of ActionAid's work under this promise will be girls and boys enjoying quality public education and taking part in governance bodies and decision-making processes in schools with adequate resources from governments and monitored by communities. (ActionAid, 2012: 147)

11 **Academic Institutions**: seeking strategic partnerships with prominent national universities or research institutes can help provide academic rigour and credibility to the research components of the Promoting Rights in Schools process e.g. by advising on methodology, sampling, standardisation of processes, designing formats for consolidation and analysis of data, supporting training of facilitators and researchers, accompanying and supervising a selection of field processes (e.g. through spot checks to verify data credibility and ensure quality control) and leading the compilation and writing of reports. (ActionAid, 2011: 7) ActionAid

has engaged successfully with leading academic institutions as part of its education programming in a range of contexts including multi-country projects such as the Improving Learning Outcomes in Primary Schools project as well as the Stop Violence Against Girls in Schools initiative and Transforming Education for Girls in Nigeria and Tanzania. Budgeting appropriately for this type of expertise is crucial for good results.

12 **Media**: engaging with the media at various levels and ensuring that they are equipped with the knowledge and capacity to analyse and report from a children's rights perspective is a strategic way of keeping issues on the public agenda and contributing to pressure for change. Media representatives can play a fundamental role in raising awareness, changing opinions and disseminating information about important events, activities and products (such as research reports) at local and/or national level. With support from ActionAid and partners, media representatives can also engage directly with beneficiaries, e.g. by providing training children in journalism techniques and helping them better voice their own concerns through radio, print media and television.

Common challenges to consider during programming

During this phase of the programme cycle there are a range of challenges that may arise, limiting programme effectiveness and impact. These can include:

■ Weak understanding of the legal and policy framework on education, including national laws, policies and strategies can prevent the development of effective programme and advocacy strategies.

■ Failure to engage strategically with Teachers' unions and Education Coalitions constitutes a missed opportunity to mobilise broader civil society and increase pressure for systemic change through joint advocacy and lobbying.

■ Failure to ensure meaningful, safe and relevant participation of children and young people at all stages of the programme cycle due to factors such as socio-cultural barriers, lack of skills or conviction on the part of staff and absence of organisational guidelines and tools limits constitutes a missed opportunity to empower children to understand and claim their rights.

■ Failure to adequately budget for engagement with high quality research institutes and/or identify consultant researchers with the relevant background, technical skills and academic focus can present a risk in terms of the quality of the research and its potential to be used for effective programme and advocacy work.

■ Ad hoc engagement with the media as opposed to establishment of stronger, long-term strategic relationships limits the potential for ensuring key issues are not only maintained on the public agenda but also portrayed in a way that respects children's fundamental rights.

Who will we work with: checklist

Have you...

1 Engaged with the Ministry of Education and considered main allies or departments to work with as part of efforts to better achieve KCP5?

2 Established working relationships with key strategic partners such as the Education Coalition, main Teachers' Union(s) at national and LRP level and considered how to ensure their buy-in to and collaboration during the integration of a rights-based approach to education?

3 Engaged with civil society key actors on education around the 10 core rights on a system wide reform and shared with them evidence of the gaps identified through the participatory data collection compiled in your draft citizen report?

4 Engaged with School Management Committees and Parent Teacher Associations, provided training and capacity building on their roles and responsibilities in promoting children's right to education and promoted gender equality within decision-making structures?

5 Linked up with local Community Based Organisations and Associations such as Women's Groups or Youth Associations?

6 Reached out to UNICEF and other organisations with rights-based frameworks for achieving quality education to determine areas of complementarity and plan ways of collaborating during programming and advocacy work to ensure children's right to education is fulfilled?

7 Planned how to engage with children and young people in ways that constructively and meaningfully promote their participation on issues that concern them, e.g. by building opportunities into your programme cycle and considering how this can be done in collaboration with the Child Sponsorship team?

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Additional resources

- Promoting Rights in Schools resource book:
  http://www.actionaid.org/sites/files/actionaid/prs_-_english-final__4_may_2011_2_0.pdf
- Improving Learning Outcomes in Primary Schools: using participatory tools and collaborative approaches: http://www.actionaid.org/sites/files/actionaid/ilops_methods_final.pdf
- Stop Violence Against Girls in School: success stories: http://www.ungei.org/files/ActionAid-Stop_Violence_Against_Girls_at_school_project_in_Ghana_Kenya_and_Mozambique-success_stories-_Nov_2013.pdf
- Transforming Education for Girls in Nigeria and Tanzania: success stories:
  http://www.actionaid.org/publications/transforming-education-girls-tanzania-endline-research-report
  http://www.actionaid.org/publications/transforming-education-girls-nigeria-endline-research-report
- Education International safe schools training manual:
  http://www.ei-ie.org/efaids/en/documentation_ei.php
- http://www.amnesty.org/en/human-rights-education/resource-centre/download/POL32,001,2012/en/pdf
- Child Rights Think Piece: insert link
- ActionAid youth programming guidelines:
  https://extranet.actionaid.org/KCP6/SitePages/Youth%20Programming%20Toolkit.aspx

Websites

- Education International: http://www.ei-ie.org/en/websections/content_detail/3247
- Global Campaign for Education: http://www.campaignforeducation.org/en/
- Right To Education Project: http://www.right-to-education.org/
- Amnesty International: https://www.amnesty.org/
- Human Rights Watch: http://www.hrw.org/
- Child Rights Information Network (CRIN): https://www.crin.org/

3.2 How will we work?

The process of integrating the Promoting Rights in Schools framework as a means of reinforcing a HRBA to education programming should be inclusive and participatory, emphasising the importance of creating links both internally in order to generate ownership of the process from the outset both within ActionAid and beyond, and building solidarity and momentum to bring about transformations within education systems.

This section aims to provide simple step-by-step guidance for some of the key stages involved in integrating the Promoting Rights in Schools framework into education work across the HRBA programme cycle. It starts by looking at some of the preparatory stages necessary to obtain internal buy-in and maximise integrated programming and then moves on to explore steps for integrating the framework across the four stages of programme cycle that echoes the Reflection-Action cycle used at community level (ActionAid, 2012: 207).

1 Getting internal buy-in and promoting integrated programming

Creating an understanding of Promoting Rights in Schools within ActionAid is crucial for obtaining buy-in and understanding of the HRBA to education programming within the organisation and promoting effective cross-thematic links that can maximise the organisation's capacity to achieve its Strategic Objectives and Key Change Promises. Some steps that can be taken to promote this include the following:

■ **Senior Management Team buy-in:** take advantage of internal meetings such as Senior Management Team meetings, Programme Fora, Regional meetings, All-staff meetings etc. to ensure awareness/support from senior leadership for the integration of the Promoting Rights in Schools framework to education programming. During the meetings, brief staff on the Promoting Rights in Schools framework and agree how it can be used to support the realisation of other related strategic objectives.

■ **Integration into key planning processes:** the in-depth information about the extent to which children's right to education is being implemented at school level, as well as the details of gaps and inconsistencies in the legal and policy context generated by the research component of the Promoting Rights in Schools approach, should provide excellent contextual analysis to inform strategic planning processes such as Country Strategy Plans and Country Annual Plans. In addition, the baseline data can also be used to inform M&E framework development and track progress towards KCP5 over time. During the review of annual plans and budgets, ensure Promoting Rights in Schools is incorporated into planning documents from national to LRP level and take advantage of this process to plan collaborative work with colleagues in other thematic areas/sponsorship.

■ **Promote integrated programming:** *People's Action in Practice* highlights the importance of creating links between education and work being carried out toward the achievement of other strategic objectives in order to help children, young people and adults critically analyse and learn about sustainable and resilient livelihoods, just and democratic governance, disaster risk reduction and women's rights. (ActionAid, 2012: 144). Such collaboration has the potential to promote greater effectiveness and improve capacity to achieve KCP5 as well as other KCPs; for example, linking education and democratic governance can support increasing scrutiny of the education budget and lobbying for a larger and more progressive tax base, challenging policies that constrain education spending and supporting ActionAid's international tax justice campaign. Also, linking education and women's rights work can strengthen lobbying for girls' right to education including the right to protection from all forms of violence in and around the school, challenge discriminatory policies and practices and support **ActionAid's Safe Cities for Girls campaign**. It is crucial therefore, to work together to identify opportunities to link in with what other sectors are doing, find ways of collaborating across the programme cycle as well as ways in which such collaboration can feed into the organisation's

national and international campaigns and advocacy work. Ensure this is strategically built into country annual planning processes.

■ **Collaboration with child sponsorship**: over half ActionAid's revenue comes from sponsors who are motivated to see positive transformations in children's lives. Education plays a big part in this and there is significant potential to link child sponsorship and education work more coherently in order to clearly communicate this shared vision. (ActionAid, 2012: 144) The creation of 'personal' connections between children and sponsors can improve the organisation's fundraising approach and also raise awareness amongst sponsors about work being done doing and the way their contributions have helped improve children's lives. Collecting and sending messages and reports to sponsors deepens their understanding and engagement about the transformative impact of our work. By better aligning activities across the programme cycle and strengthening the organisation's capacity to document changes in children's lives through more effective M&E, ActionAid will be better placed to communicate the results of programme interventions to sponsors and improve accountability by demonstrating change. Sponsorship should be conceived as part of programme work and the potential for strategic connections with education across the programme cycle should be explored (ActionAid, 2012: 151). Both *People's Action in Practice* and ActionAid's sponsorship/ programme guidelines provide more information about how this can be done and the table below provides a range of real examples of collaboration from the field. It is crucial to note however that all work with children must be conducted in line with ActionAid's child protection policy to ensure that the best interests of children are prioritised throughout.

Table 1: examples of collaboration between education and child sponsorship across programme cycle

Stage	Strategies
Analysis	Involving sponsored children in the research process including data collection and analysis.
	Involving sponsorship team members in the research process at LRP and national level.
Planning & strategising	Engaging sponsorship team members in development of strategic plans at LRP/National level.
	Involving children in development of School Improvement plans using research findings as a basis for planning.
Implementation	Engaging sponsored children in sensitization activities and encouraging them to work with parents and teachers to help their peers return to and stay in school.
	Ensuring activities promote effective child participation and child-focused activities.
	Collaborate with sponsorship team members to carry out joint awareness-raising activities on rights during message collection.
	Linking information on children's rights to message collection.
	Engaging parents on children's rights, including right to education while the children are writing letters, taking pictures etc.
	Creating children's corners where children can discuss their rights.
	Ensure sponsored children are encouraged to be part of the school clubs.
	Linking child clubs and sponsored children to youth networks.
Evaluation	Use M&E activities and tools such as School Improvement Plans to monitor sponsored (as well as non-sponsored) children's access, retention, transition and participation at school.
	Ensure sponsored children have the opportunity to share their views during PRRP process.

Common challenges to consider during programming

During this phase of the programme cycle there are a range of challenges that may arise, limiting programme effectiveness and impact. These can include:

■ Failure to hold a Senior Management Team briefing to discuss the Promoting Rights in Schools framework and obtain buy-in for more effective integrated planning and implementation can limit potential for scale and effectiveness of interventions, especially where there is the potential for education work to contribute to the achievement of other KCPs and vice-versa.

■ A focus on collaboration with sponsorship during implementation of ad-hoc activities to the detriment of a coordinated approach during planning and evaluation limits the potential of enhancing both teams' capacity to achieve and measure impact of efforts throughout the programme cycle thus reducing accountability to donors and communities.

■ Failure to use national education programme activities and products (e.g. research findings) to contribute to international campaigns and advocacy work constitutes a missed opportunity to escalate key education issues at the international level and enhance pressure for wide-scale change.

How will we work: checklist

Have you...

1 Organised a meeting with the Senior Management Team to share information about the Promoting Rights in Schools framework, how its integration will promote the application of a HRBA to education programming and obtained support for its integration into strategic plans at all levels?

2 Ensured an integrated approach to programming during strategic planning periods to make the most of common aims, objectives, areas of intervention and maximise potential to achieve KCPs?

3 Considered how to enhance collaboration between education and sponsorship across all stages of the programme cycle and how to gather data that will help increase accountability to children, wider community members and donors?

4 Reflected on ways your education programme activities or outputs could contribute to ActionAid's international campaigns and advocacy work?

Additional resources:

■ Sponsorship and programme guidelines:
■ People's Action in Practice:
http://www.actionaid.org/sites/files/actionaid/hrba_2_-peoples_action_in_practice_final_20_07_2012.pdf

2   Implementing across the four key stages of the HRBA programme cycle

ActionAid's HRBA resource book *People's Action in Practice* outlines the HRBA programme cycle, which echoes the Reflection-Action process used to work with excluded groups (ActionAid, 2012: 207) and includes the following four key stages:

1   Analysis and reflection on the context
2   Planning and strategising
3   Taking action/implementing
4   Reflection and review.

Figure 1: ActionAid's HRBA programme cycle

The goal of ActionAid's HRBA to education as implemented through the Promoting Rights in Schools framework is to actively engage citizens in improving the quality of education by understanding and advocating for their rights. The Reflection-Action research to action approach integrated into the Promoting Rights in Schools framework, promotes evidence-based advocacy and campaigning by mobilising community-members and other education stakeholders in the development of local, district and national reports on the state of education rights (ActionAid, 2011: 6) thus strengthening the organisation's capacity to link local work to district, national and even international level in order to achieve changes in people's lives. The following are some of the steps to be taken to ensure the Promoting Rights in Schools framework is integrated across the four stages of the HRBA programme cycle. A number of concrete examples from a range of country programmes in Asia and Africa are also included in this section.

MONITORING

APPRAISAL

STRATEGY DEVELOPMENT

IMPLEMENTION

EVALUATION

MONITORING
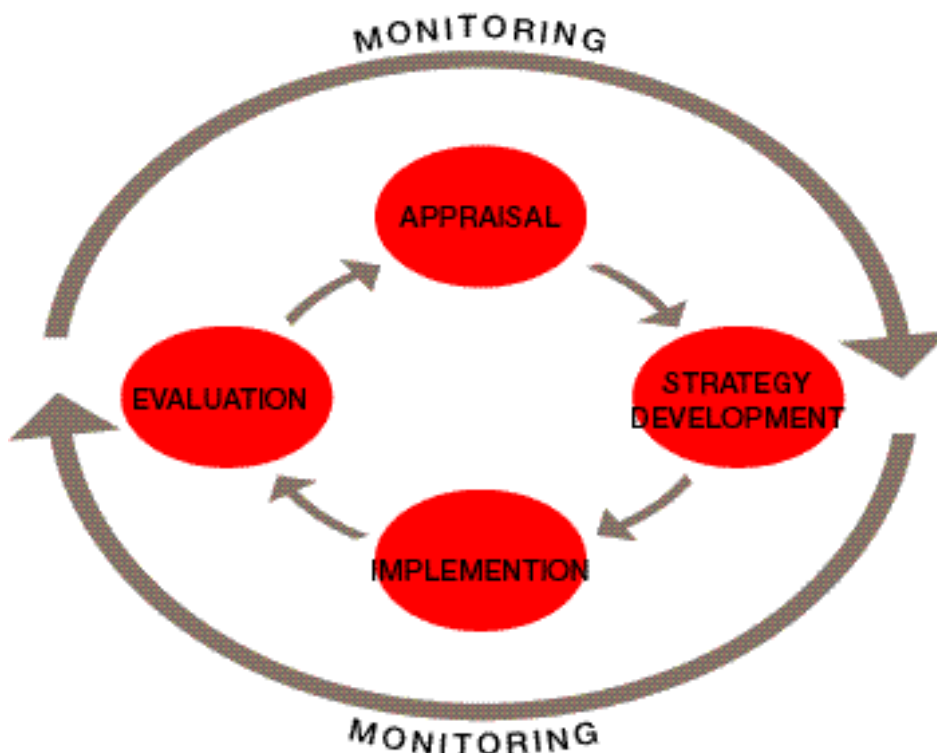
1   Analysis and reflection on context:

People's Action in Practice highlights the importance of this phase, noting that the essence of a strong appraisal is a deep analysis of the context and outlines the following eight key areas of analysis: rights (including women's rights), power, resources, actors and institutions, vulnerability, communication, risk and feasibility. Integrating these eight areas into a single, coherent analysis that draws heavily on the Reflection-Action process will ensure people living in poverty, partner organisations as well as ActionAid staff deepen their understanding of the rights violations people face. *People's Action in Practice* provides detailed information about how to undertake this analysis within the programme cycle as well as pointers to participatory Reflection-Action tools to be used during the process. (ActionAid, 2012: 209) The action research component of the Promoting rights in school framework is singularly well placed to support this analysis and the framework resource book also provides comprehensive guidance and adaptable participatory tools and indicators for conducting participatory research into the right to education at school-level. Both resources should be drawn upon to ensure a comprehensive, participatory process of analysis and reflection. In addition to the analysis itself however there are various other steps required to contextualize the Promoting Rights in Schools within ActionAid and partners' work and achieve buy-in and support for its integration at all levels. These include:

1   **Analysing the legal/policy context**: using available resources such as the Promoting rights in school resource book, the RTE website (including the country-specific fact-sheets and databases on legal and policy frameworks in different countries) as well as any relevant documents outlining the legal policy framework on education at national level such as the constitution, education sectoral plan, gender in education policy, children's act, child protection laws, teachers' code of conduct etc. undertake a thorough analysis of the international human rights standards on education and how these compare to national laws and policies seeking to outline any gaps, inconsistencies etc. Ideally, this analysis should be done by ActionAid and

Reflection-Action is ActionAid's integrated participatory methodology and is the foundation for our work with communities at LRP level and beyond. It draws on the best from the various participatory methodologies previously used in the organisation bringing practitioners together under a single banner.

ActionAid's harmonised methodology

ActionAid has a long history of using different participatory methodologies for raising critical consciousness and analysing power, including Reflect, ELBAG, PVA and STAR. Whilst each of these methodologies has its strengths, they all draw on the same theories and tools. By using separate names we have fragmented peoples' analysis, even to the extent of organising separate groups in a single community. In line with our People's Action strategy we are now building a harmonised Reflection-Action approach, which draws on the best from all of these.

Within a Reflection-Action process, we are able to support people living in poverty to analyse their situation, identify rights violations and work together and in solidarity with others to bring about change. The process starts from people's analysis of their own context and builds in a cumulative way, looking at the connections between local, national and international levels. Reflection-Action is the bedrock for building people's agency, starting with their own conscientisation. It is thus key to the successful implementation of ActionAid's human rights based approach.

For further information and resources visit: https://hive.actionaid.org/HRBA%20Programme %20Support%20Unit/SitePages/Reflection%20 Action.aspx

partner staff rather than a consultant, as this information will both inform the research process, particularly during the analysis stage, as well as any programme or advocacy strategies to be developed on the basis of findings.

2   **Create ownership amongst key stakeholders**: identify key education stakeholders at both national and district level and organise a one-day launch workshop at both levels that will bring together (as relevant): district education authorities, civil society representatives (including implementing partners and coalition members), teachers (particularly Teachers'

Case study: legal and policy analysis in Mozambique

Local children, Mozambique

As part of activities conducted during the Stop Violence Against Girls in School project, ActionAid Mozambique and implementing partner Movimento de Educação para Todos, the national education coalition, undertook a thorough analysis of Mozambique's commitments to girls' education and protection. This included a review of the government's commitments to international human rights frameworks and conventions as well as an analysis of existing laws, policies and strategies at national level. The review resulted in a detailed report outlining gaps and contradictions, which was then shared widely with key stakeholders including civil society organisations working on education, women and children's rights and child protection as well as government line ministry representatives. Not only did this information form the basis of the project team's education strategy it also supported broader civil society's lobbying work during the revision of the penal code, providing evidence-base for demands to specific articles that failed to protect victims of sexual abuse and particularly infringed on girls' rights to protection from early marriage and rape.

Union members) local leaders, School Management Committee (SMC) representatives, mothers' group members youth representatives and children. The workshops should aim to present the Promoting Rights in Schools framework (including a comparative analysis of the current national legal and policy

framework on education against the 10 rights in the Promoting Rights in Schools charter) demonstrate its role in supporting the realisation of the right to education through participatory processes and citizen action and outline processes to be followed as part of planned programming. It should also result in the establishment of a steering committee (see below) and identify potential alliances with other key education actors in order to maximise lobbying and advocacy for the right to education. (See in annex example of workshop programme from one of the countries).

3   **Establish a steering committee**: the Promoting Rights in Schools resource book encourages the establishment of a multi-stakeholder steering committee to guide and supervise the research process ensuring rigour/minimum standards in social research/ethics and human rights accuracy are adhered to. (ActionAid, 2011: 7) This process can be kick-started during the initial workshop (outlined above) and lead to the formation of a committee including: Ministry of Education

Case study: establishing a Steering Committee as part of a multi-country research project

During the implementation of the Improving Learning Outcomes in Primary Schools project, multi-stakeholder steering committees were established at national and local levels. The role of these committees included overseeing research design and implementation, providing technical feedback, and supporting and ensuring accountability and transparency in both the research process and outcomes.

At the national level members included a representative from the Ministry of Education and leaders from each national research team member organisation.

At the local level the committees helped facilitate local research within the two focus districts of each country. The members included district-level Ministry staff, district education coalitions, adult education organisations, community leaders and parents. (ActionAid, 2010: 12)

Case study: contextualising the Promoting Rights in Schools in Ethiopia

Children attend school, Ethiopia   PHOTO: ACTIONAID

In January 2009, the enactment of the Charities and Societies Proclamation No. 621/2009 of Ethiopia (Civil Society Law or CSO law) prohibited foreign NGOs from engaging in activities pertaining to human rights, women's rights, children's rights, disability rights, citizenship rights, conflict-resolution or democratic governance. This required the country programme team to take significant measures to contextualise the Promoting Rights in Schools framework by exploring ways in which it could be adapted for use in collaboration with other actors in a way that still enables communities to hold duty-bearers to account for children's right to quality education. Given the impossibility of referring to international or national human rights standards, the team needed to consider which benchmarks to use in order to identify what an ideal school should look like and measure progress towards the achievement of quality education for boys and girls. The most logical option was to refer to the Government of Ethiopia's Education and Training Policy and consider how the framework could be used to promote improved implementation of the policy. In order to do this, the Promoting Rights in Schools framework was revised and re-caste as the Promoting Quality in Schools (PQS) framework with the 10 rights, reframed as 10 principles that require implementation to achieve quality education. In this way, the country programme is able to offer the Government a tool or a yardstick to assess quality education.

staff, academics, participatory practitioners, Teachers' Union representatives as well as members of the national Education Coalition, media representatives and, at the local level members of civil society as well as teachers, parents and children.

4 **Contextualise the Promoting rights in school framework resources**: working in collaboration with local partners, teachers, parents, children and education authorities take time to review and contextualise the generic framework resources to ensure they are as relevant and comprehensible as possible within 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. This process can start during the initial training workshop for the research team and can be finalised after data collection.

5 **School mapping activity**: this consists of a mapping exercise to identify target schools according to a range of established criteria and based on a pre-existing knowledge of the context and needs. The process itself can include the use of surveys to gather data about the needs and priorities of the different schools that will then be analysed alongside other contextual information. Final decisions about which schools to prioritise for interventions can be made by the Steering Committee members as well as ActionAid and partner staff.

6 **Identify members of your research team**: as far as possible participants should be drawn from the local community including: local education authorities, teachers (including union members), parents and children themselves. Wherever possible engage professional researchers (either by partnering with a university or research institute) as well as any ActionAid or partner staff with research skills and involve them from the outset to ensure they share their skills throughout the process. Ensure that any consultants/researchers engaged as part of this process have the relevant background, skills and experience including a sound understanding of education issues including the

Case study: setting up multi-stakeholder research teams

During the implementation of the Improving Learning Outcomes in Primary Schools project, national and local steering committees selected members for the national and local research teams who were responsible for leading the research process at the national and local level. Their responsibilities included designing and conducting research then analysing the findings, sharing results for debate by different stakeholders, and developing a three-year project plan. Although team member selection was defined and conducted separately within each country, a standard set of suggested membership requirements maintained a similar composition across national teams. This included representatives from the following constituencies:

■ national research institute or university
■ national and district education coalition
■ parents' representatives/adult learners
■ children/student representatives
■ the Ministry of Education/government partners
■ teachers' union representatives.

The national project coordinators facilitated links between the International ILOPS Steering Committee and the national and local committees and teams, as well as their respective stakeholder groups. These constituency groups held the ILOPS National Research Team and National Steering Committee accountable for engaging with relevant stakeholders on a consistent and ongoing basis. (ActionAid, 2010: 12)

existing legal and policy framework, a knowledge of human rights as well as qualitative and quantitative research methods including participatory approaches. It is also advisable to work with existing institutions or professional researchers that have a mandate in education to ensure that the final research products are jointly owned and any action plans developed can be followed up on.

7 **Organise a training workshop**: in collaboration with the steering committee established during the national launch workshop organise a training workshop for research team members, including data collectors. Considering the diversity of participants and their varying

backgrounds, this should be at least a 5-day event emphasising the use of participatory methods to convey essential information on human rights (including the right to education) as well as an overview of the existing legal and policy framework, the Promoting Rights in Schools framework and its content as well as basic quantitative and qualitative research methods, as well as 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 wide range of respondents in order to develop a baseline report. The Promoting Rights in Schools resource book and RTE project website provide some useful advice. Similarly ActionAid's Youth Programming Toolkit includes guidelines on how to engage young people in research processes.

8 **Pilot the methodology**: using the Promoting Rights in Schools resource book for guidance, pilot the participatory research methodology including data collection and analysis in a limited number of locations (e.g. in 1 LRP) and draw learning from these experiences to revise and strengthen the research process and tools. Work with input from the researchers to finalise the methodology and consolidation format for school, district and national level before moving to scale. it is important to ensure that the sample size for instance is representative of your advocacy and campaign ambition.

9 **Collect data**: having used the school mapping and other contextual analysis data to identify the schools where you intend to conduct the participatory research, work with a researcher (e.g. from a recognised university or institute) and draw on resources such as guidelines (see annex p.92), to ensure the sampling method is credible and devise strategies for ensuring the reliability of data collected. Carry out the participatory research and collect both quantitative and qualitative data drawing on the tools and indicators in the Promoting Rights in Schools resource book to assess the extent to which the 10 rights (or those that have been prioritised) are being respected at school level.

guidelines for integrating the framework into education programming

Bujeni, attends primary school for the first time, Democratic Repubic of the Congo   PHOTO: KATE HOLT/ACTIONAID

10 Analyse data: ensuring as participatory an approach as possible working with both the researcher and other members of the research team, including children, jointly analyse the data. Engaging members of the data collection team in the analysis can be done with support from lead researchers and is a crucial learning process that will enhance ownership and also contribute to more effective mobilisation during advocacy work. During this process take the opportunity to cross-reference the primary data gathered from the schools with information about laws and policies regarding the right to education both at national and international level. Ensure that any inconsistencies or gaps in provision are highlighted within the body of the report 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. This might include reviewing national legislation on specific issues related to the rights being researched (e.g. compulsory education, pupil-teacher ratios, commitments to inclusive education, gender equality etc.) If necessary, during this stage it is also possible to return to schools and communities to collect additional/missing data. See the Promoting Rights in Schools resource book as well as Youth Programming toolkit for more guidance.

11 Validate findings: starting at the local level, share results with key stakeholders including those who were involved in the research process such as parents, teachers, children and education authorities to validate findings and make any adjustments as necessary. This process will then also contribute to the drafting of School Improvement Plans (SIPs). At national level, the final draft report consolidating information from all districts involved will be shared with the national steering committee and subsequently, a one-day workshop or meeting with serve to share findings with all key education actors, particularly all those involved in the initial orientation workshop.

12 Draft a Citizens' Education Report: producing a local, district and national level citizen reports based on the data gathered through the participatory research processes and outlining schools' performance against the 10 rights outlined in the Promoting Rights in Schools charter is a key way of linking education work across various levels. These reports 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. Consider how these Citizen's Education Reports can be used to support national and even international advocacy and campaigning. Engaging a 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 (see Guidelines in annex in page 78).

Common challenges to consider during programming

During this phase of the programme cycle there are a range of challenges that may arise, limiting programme effectiveness and impact. These can include:

■ Failure to conduct a preliminary analysis of existing laws and policies related to children's right to education at national level and compare these to international standards will hamper efforts to design effective programming and advocacy strategies and, consequently, design viable alternatives and ensure children's right to education is met.

■ Failure to effectively include a wide range of community members, including children during the participatory research process (especially during analysis) will limit the potential to use the research as a tool for empowering people by increasing their ownership of the information as well as their awareness of rights and how to claim them.

■ Failure to adequately provide non-professional members of the research team with the necessary skills to collect and analyse the data can result in a missed opportunity to produce accurate, reliable and rich information on the extent to which children's right to education is being met at the school level.

■ Over-reliance on consultants/academics for research to the detriment of community members will limit understanding and ownership of the information and the processes by wider community members as well as ActionAid and partner staff and constitutes a missed opportunity for capacity development.

■ Budgeting for data collection and analysis only to be confronted with a lack of adequate funds for follow up activities.

Analysis and reflection on context: checklist

Have you...

1 Undertaken a thorough analysis of the legal/policy context at national level and identified any key gaps and/or inconsistencies in terms of children's right to education as compared to international human rights standards?

2 Done an analysis of key stakeholders at various levels who should be involved in the process of integrating the Promoting Rights in Schools framework into education programming, particularly during the research process?

3 Organised a workshop for key stakeholders to promote understanding of and buy-in to the rights based approach to education and identify roles and responsibilities for different actors?

4 Established alliances with human rights activists, teachers' unions, women's rights organisations, youth organisations in preparation for joint advocacy potential?

5 Established a steering committee to guide the research process and ensure minimum standards in social research ethics and human rights accuracy are adhered to?

6 Considered how to contextualise the Promoting Rights in Schools resources, indicators and methodologies to your country or district?

7 Identified members of your research team, ensuring that this includes teachers, parents, children, authorities, sponsorship/other thematic colleagues, academic/researchers etc. Ensured that any researchers engaged to work on the project have suitable background/skills/experience and are able to form part of a participatory process?

8 Organised a training workshop for research team covering content such as: human and children's rights including the right to education, an overview of the national legal and policy framework, the Promoting Rights in Schools framework and its use as a tool form implementing a HRBA to education, an introduction to participatory action research including ethics, child protection and practical methods?

9 Identified a sample and collected the data?

10 Analysed the data with reference to existing international human rights standards as well as national legal and policy frameworks?

11 Validated findings with key stakeholders at national and district/local level?

12 Drafted a Citizen Report and disseminated findings strategically amongst key stakeholders including media, MoE, civil society etc.

13 Considered how to ensure adequate funds are available for follow up activities required to implement any recommendations emerging from research?

Additional resources:

- Oxfam research guidelines: http://policy-practice.oxfam.org.uk/our-work/methods-approaches/research-guidelines
- Save the Children: So you want to involve children in research: https://www.childwatch.uio.no/research/research-methodology/So_you_want_to_research_apr2004%5B1%5D.pdf
- Stop Violence Against Girls in School: legal and policy analysis: http://www.google.com/url?sa=t&rct=j&q=analise%20leis%20politicas%20actionaid%20moçambique&source=web&cd=1&ved=0CCgQFjAA&url=http%3A%2F%2Fwww.mept.org.mz%2Findex.php%3Foption%3Dcom_docman%26task%3Ddoc_download%26gid%3D76%26Itemid%3D75&ei=q3DzUoSXKYPD7Aaf2ICQDA&usg=AFQjCNEOxwB16GoGL0JyuVKUYQ1c14cayA&sig2=US0WAzaMm-LUUUikWpUy6Q&bvm=bv.60799247,d.ZGU

Websites

- Right to Education Project: http://www.right-to-education.org/
- Right to Education Project Country Factsheets: http://www.right-to-education.org/resources/type/43
- Right to Education Project Database on legal and policy frameworks: http://www.right-to-education.org/page/where-find-information

Samir and Samira, both 8, Rio, Brazil

PHOTO: LIANNE MILTON/PANOS/ACTIONAID

2   Planning and strategising: The *People's Action in Practice* resource book lays out a framework aimed at guiding ActionAid programmes in delivering the organisational strategy and supporting strategic planning at all levels noting that 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 the KCPs. Detailed overall guidance is outlined in *People's Action in Practice* (ActionAid, 2012: 207), however it is worth noting that regardless of the level at which planning is taking place 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 what 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. Some key steps include:

1   **Inform internal strategic planning**: use the baseline data as well as issues arising and recommendations made in the baseline reports to inform organisational (and partner) planning processes. Consider how this fits in with long-term and annual planning processes (internally: e.g. Country Strategy Plans, Country Annual Plans and LRP Plans) and wherever possible align with colleagues in other thematic areas to maximise the potential for using evidence to bring about change on common priorities. This could promote more effective collaboration on issues related to education, sponsorship, women's rights, democratic governance, disaster risk reduction etc.

2   **Share Citizen's report**: share the Citizen's Reports with key stakeholders at different levels and encourage them to hold meetings to review this information in preparation for the development of action plans. As outlined above, at the national level this involves meeting with key stakeholders who took part in the initial orientation event and can include a wide-range of education actors including Ministry Officials, donor representatives and members of civil society organisations.

3   **Develop action plans**: at each level, once the data has been compiled and reviewed, action plans should be developed for interventions on education rights. At school level this should 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 planning period in question and strategies you will take to address them remembering to link across different levels wherever possible. In many countries, SIPs or School Development Plans (SDPs) already exist and their formulation is linked to the provision of government grants to each school. Integrating information obtained during the research into these plans can therefore help improve the situation using existing resources allocated to schools.

4   **Establish networks of solidarity**: establish strategic networks of solidarity with a range of groups and organisations that work on

education-related issues. A key actor in this work will always be teachers' unions, who are our important strategic allies, based on our *Parktonian Agreement*. Look at ways in which joint planning on specific issues alongside teachers' unions and education coalitions can help make strategic breakthroughs on specific issues/hot topics (e.g. education financing, teacher salaries and deployment etc.), using key dates in the political agenda.

Common challenges to consider during programming

During this phase of the programme cycle there are a range of challenges that may arise, limiting programme effectiveness and impact. These can include:

■ Working in silos prevents effective integrated planning that would maximise the potential to achieve KCP5 as well as other KCPs.

■ Failure to integrate the Promoting Rights in Schools framework at all levels of planning from national to LRP level plans constrains the application of a HRBA to education programming.

■ Failure to use findings to produce Citizen Reports leading to a wasted opportunity to undertake evidence-based advocacy at different levels and pressure duty-bearers to bring about change.

■ Failure to produce School Improvement Plans limits schools' capacity to plan and undertake concrete actions to ensure the fulfilment of children's rights and limits ActionAid's capacity to measure progress towards KCP5.

■ Lack of strategic engagements with Teachers' Unions and Education Coalitions at all levels constitutes a missed opportunity to collaborate on common issues and mobilise wider civil society around advocacy for change.

Planning and strategising: checklist

Have you...

1 Considered how to use research findings to inform cross-thematic planning as part of ActionAid and partners' regular processes?

2 Shared research findings/citizen's reports with key stakeholders at national and LRP level and encouraged them to use findings to develop action plans?

3 Developed School Improvement Plans with teachers, School Management Committee members, parents and children clearly outlining roles and responsibilities for different actions and incorporated this information into your M&E framework?

4 Established networks of solidarity with Teachers' Unions and Education Coalitions and identified key advocacy issues to work on jointly in order to address issues identified in research and contribute to achieving KCP5?

Additional resources

■ Building strategic partnerships between teachers' unions and NGOS: http://www.actionaid.org/sites/files/actionaid/parktonian_agreement.pdf

■ *People's Action in Practice*: http://www.actionaid.org/sites/files/actionaid/hrba_2_-peoples_action_in_practice_final_20_07_2012.pdf

3 Taking action/implementation:
having conducted the analysis and strategic 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 and that work at country programme level contributes towards the organisation's achievement of KCP5. The actions you implement will depend of course on the findings from your contextual analysis, the priorities identified and the way these are prioritised in order to contribute to the achievement of KCP5 overall. Many suggested activities are already outlined in the Promoting Rights in Schools resource book, however a series of generic actions you could take/tailor after the production of the school improvement plan at school level include:

1 **Disseminate findings**: wide dissemination of the Citizen/Baseline report (and/or summary version of the report as well as any other products such as policy briefs) – right from local level – in collaboration with the media and other partners such as teachers' unions or the Education Coalition/other human rights/child rights organisations as part of a targeted advocacy and communications strategy will ensure that these findings are placed on the public agenda. In order to achieve maximum impact, dissemination should be planned around a specific programme or advocacy objective and undertaken on strategic dates or moments in the political calendar.

2 **Raise awareness of rights**: hold discussions and workshops with the communities we are working with and the schools (teachers, children and girls' club members, SMCs, Parent Teacher Associations (PTAs), local administration and local education office) to create an understanding of human rights including children's right to education. This should be done in all the schools ActionAid and partners are working with at LRP level. 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. Make sure the charter is visibly displayed at school and similarly, make use of resources produced by other organisations such as the Right to Education Project, UNICEF, Plan and Save the Children which have a wealth of relevant/adaptable materials on children's rights and the right to education and ensure training also target issues like inclusiveness of the children with disabilities

3 **Strengthen adults' capacity to respect children's rights**: provide training for teachers, parents and other community members/leaders on children's rights and wider human rights (i.e. human rights education) so that respecting these is recognised as a fundamental part of the schools' responsibility, with practical actions, roles and responsibilities outlined in the SIPs. Where possible, collaborate with other child-rights focussed organisations in order to draw on their expertise and resources. If necessary, consider rolling out similar training to ActionAid and partner staff beforehand.

4 **Ensure schools respect children's rights**: ensure SIPs outline actions to be taken to ensure schools respect and implement children's rights based on the issues identified in the participatory research. This could include actions such as:
   ■ *Promoting access and retention*: devising strategies to ensure schools reach out to any child who is not in school (e.g. through peer support, home visits and through actions of mothers' clubs) and devise strategies to support their enrolment/re-enrolment and retention.
   ■ *Using the Promoting Rights in Schools charter to produce school rules*: the participatory production of school rules to ensure that all children's right to education is respected without discrimination and ensure these school rules are visibly displayed in the school.
   ■ *Promoting child participation in school decision-making processes*: promote children's meaningful involvement in

school management committees, if possible, school councils and other decision-making fora in schools ensure that mechanisms exist that enable children's voice to be heard and acted on. In some countries children are mandated members of school decision-making bodies but SMCs may need support and advice to ensure their participation is meaningful and relevant.

■ *Support school clubs for girls and boys*: work with children and teachers to establish school-based clubs, as well as lunch-time and after-school activities where boys and girls can meet, learn about their rights, are encouraged to think critically, discuss sensitive issues and come up with solutions/recommendations to resolve issues that affect them. These clubs can either provide space for girls and boys to meet separately or together depending on the issues to be addressed.

■ *Develop plans for improving school infrastructure*: identify actions to be taken to improve school infrastructures to make them safe and conducive for learning for boys and girls, including the differently-abled. For more information on improvements to school infrastructure as part of a HRBA to education see page 19.

5 **Engage with teachers' unions**: take advantage of ActionAid's Parktonian Agreement with Education International and work strategically alongside teachers' unions at all levels, using findings to lobby for changes to policy and practice that will guarantee quality education. The issues to be addressed will depend on the priorities identified in country but could include:

a Lobbying for minimum standards for recruitment of teachers

b Ensuring that teacher training courses include modules on human rights and inclusive education methods/child-centred learning/positive discipline

c Ensuring that codes of professional conduct exist and are implemented and that any teacher who abuses their power/position is sanctioned according to the law.

6 **Organise a campaign**: working alongside other civil society organisations, including the national education coalition and others committed to human/children's rights design and implement campaigns around key issues that need to be addressed in order to transform education from the school-level upwards. During planning stages, consider how these would link with education issues that are being debated at national/international level. This could include linking with organisational-level campaigns such as Tax Justice etc.

7 **Establish links with the media**: link with media groups at different levels throughout the programme cycle and engage them on issues related to the right to education. This could include organising specific training workshops for media staff, organising events such as media breakfasts/media briefings, developing communiqués and briefings on the issues or inviting select media personnel to attend/cover specific events. Consider how these strategic links can also be used to develop community members (including children and young people) skills in journalism/reporting in collaboration with local media houses.

8 **Lobby politicians**: during dissemination of findings and/or as part of actions planned in your advocacy strategy, work with other organisations and use strategic events/dates (e.g. electoral periods/celebratory dates etc.) to obtain commitments from the Ministry of Education at various levels to address the issues raised and monitor progress towards these commitments with the support of the education coalition and the steering committee.

9 **Link with international-level advocacy**: the national-level citizens' reports could 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 and link them to international, regional and sub-regional bodies.

Case study: engaging with the media in Mozambique

Strategic engagement with the media in Mozambique during the implementation of the Stop Violence Against Girls in Schools project ensured widespread coverage of girls' rights to education and protection. In addition to the provision of training to staff from key media houses on gender-based violence, how to report issues related to violence against girls in a sensitive, constructive way that calls for concrete action, the project team also set up a working group of 15 journalists from the main TV, radio stations and newspapers in the country. This collaboration resulted in an increase of sensitive and constructive coverage of issues related to girls' rights to education and protection, which also supported the project's advocacy strategies and contributed to keep the issue on the public agenda.

The project also established links between schools and local newspapers to encourage gender-sensitive reporting of cases of violence and abuse. As part of this work, 15 girls and boys received training in essential journalism techniques to enable them to share information and create a school newspaper that would show best practice in reporting education rights issues. They also received a package of basic materials to set up the newspaper and they have been linked to reputed national journalists for support and mentoring. The children pledged to use their acquired skills to report cases of abuse against children sensitively and accurately and set a model for others. They also participated in discussion forums on children's rights at local and national levels including the opportunity to meet with and present a petition to the Minister of Education and the Minister of Women and Social Affairs.

The project's community partners have also measured the response of the media to its advocacy work through weekly monitoring of media coverage of VAGS cases in at least two national newspapers in each country and assessing the sensitivity of the reporting to gender and girls' rights. This body of work contributed to raise community members' awareness of girls' rights as well as the laws in which these are enshrined – a first step in empowering people to claim their entitlements from duty bearers.

Common challenges to consider during programming

During this phase of the programme cycle there are a range of challenges that may arise, limiting programme effectiveness and impact. These can include:

- Failure to effectively create local to national links maximising the use of information gathered during the research to inform national level advocacy work and/or share information about national level issues and processes back to local level limiting effectiveness of advocacy.
- Difficulties in promoting effective child participation during implementation either due to socio-cultural barriers, lack of staff skills and/or organisational guidelines prevents the empowerment of children as active change agents.
- Failure to use research findings to develop School Improvement Plans constitutes a missed opportunity for ensuring children's right to education is fulfilled at school level using existing government resources.
- Failure to work strategically with Teachers' Unions can be a missed opportunity to promote children's right to education both at classroom level as well as part of broader advocacy for changes to policy and practice.
- Failure to maintain the momentum within the network limits mobilisation around the right to education.

guidelines for integrating the framework into education programming

Taking action/implementation: checklist

Have you...

1 Planned how best to disseminate findings in order to contribute to achieving buy-in and change in line with KCP5? Who will you invite? What would be the most strategic time to hold the event and where in order to leverage as much support for action and place/keep the issue on the public agenda? Ensure the advisory groups/committees are maintained and play an active role in this process as well as the national education coalition, human rights, women's rights and youth groups.

2 Considered how best to raise awareness of children's rights as part of your programming activities, including which other organisations you could collaborate with to disseminate information and hold training and capacity building workshops to promote child rights and child participation?

3 Ensured School Improvement plans are developed at each school, using a participatory process that involves children, teachers and parents and assigns clear roles and responsibilities to ensure that issues emerging during the research are addressed?

4 Found ways of collaborating with Teachers' Union representatives at national and LRP/School level to ensure that children's right to education is fulfilled? This can include work on teacher training as well as policies (e.g. by ensuring teachers' codes of conduct are updated/improved to address child protection issues and implemented at school level).

5. Established strategic links with key media houses, identifying allies within each/targeting key persons and planning a range of activities over a set period (e.g. training, events, breakfasts etc) to ensure that the issues are kept on the public agenda and reported in a sensitive and appropriate way? This is particularly important when concerning gender-based violence.

6. Ensured your advocacy strategy takes account of key 'moments' in the year including celebratory events such as Global Week of Action on Education, 16 days, Day of the African Child etc as well as political calendar to mobilise stakeholders/community members and maximise opportunities to pressure key duty-bearers (e.g. during electoral periods) to commit/take action on education?

7. Explored opportunities to engage with international campaigns and advocacy work by contributing evidence and examples of impact to work being done by ActionAid and/or the Global Campaign for Education?

Additional resources

■ ActionAid: Critical Webs of Power and Change:
http://www.actionaid.org/sites/files/actionaid/critical_webs_of_power_and_change_-_summary_booklet.pdf

■ Oxfam: Working with the Media on Gender and Education:
http://www.eldis.org/vfile/upload/1/document/0803/ID2737.pdf

■ DfID working with the media to communicate about research:
http://www.eldis.org/vfile/upload/1/document/0708/DOC21948.pdf

■ PACT Tanzania: ways for civil society to engage with the media:
http://www.eldis.org/vfile/upload/1/document/0708/DOC21756.pdf

4 Reflection and review:

at the global level ActionAid is working towards the achievement of the right to education as outlined in its Strategic Objective 3. Ensuring time for reflection and review throughout the programme cycle is therefore crucial to measuring progress towards these objectives. The production of baseline data as well as School Improvement Plans and scorecards as part of the strategies for applying an HRBA to education work, can contribute both to ActionAid's internal M&E processes as well as ensuring communities' engagement the process. In principle, this should allow for improved capacity to assess the extent to which the right to education is being implemented at national/local level and, thus, the organisation's progress towards KCP5. *People's Action in Practice* outlines the various processes involved, and p.74 of this document also provides more information on the integration of M&E into programming, however some key steps to consider during this phase of the programme cycle include:

1   **Using School Improvement Plans to monitor progress**: support SMC/PTA members to monitor progress toward the implementation of the SIPs. Agreed targets compared to baseline data should be used to track changes at school level. Encourage Reflection-Action circle members as well as children's club members to engage with schools and track performance against the rights that have been prioritised. At an organisational level ensure this data is incorporated into M&E frameworks to improve capacity to track progress towards KCP5.

2   **Monitoring minimum standards in schools**: work alongside partners and education authorities to ensure that government inspection programmes are functioning and that schools are supported to take action to respect minimum standards (which should also be reflected in SIPs and school rules). If research reveals either a lack of minimum standards or standards that are not aligned with internationally agreed minimum

standards this should be incorporated into advocacy and programme work.

3   **Monitoring the implementation of the right to education at national level**: as part of on-going programming work, ensure that key staff such as those responsible for M&E are involved throughout to ensure they have a strong knowledge of the Promoting Rights in Schools framework and indicators and can gather relevant data that will feed into ActionAid's international M&E framework and help track progress toward KCP5. At another level, consider how you might encourage the UN special rapporteur on the Right to Education to visit and report on education rights in your country e.g. by sharing a copy of the report and a briefing on the findings. A Special Rapporteur is an independent expert appointed by the Human Rights Council to examine and report back on a country situation or a specific human rights theme. For more information on the role of the Special Rapporteur see: http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/SREducationIndex.aspx

4   **Tracking progress towards Strategic Objective 3**: work with implementing partners to consolidate information regarding project activities (including consolidated information regarding School Improvement Plans) as part of regular reporting processes and document clear evidence of changes. Ensure clarity on roles, responsibilities, time frames and tools to be used for data collection and analysis and that the information gathered includes data relevant to globally agreed outcome indicators and contributes towards measurement of progress. See Section 5 on p.73 for more information.

5   **Participatory review and reflection processes**: these are a core part of ActionAid's monitoring and help promote engagement and enhance our relationships with and accountability towards primary stakeholders. Ensure regular PRRP reviews

guidelines for integrating the framework into education programming

are conducted with representatives of a wide range of stakeholders on the fulfilment of the right to education and revisit action plans and strategies accordingly.

Common challenges to consider during programming

During this phase of the programme cycle there are a range of challenges that may arise, limiting programme effectiveness and impact. These can include:

- Failure to use SIPs to monitor progress limiting capacity to measure changes in fulfilment of children's rights at school level.
- Failure to conduct rigorous M&E during project implementation leading to difficulties in tracking progress towards KCP5 and limiting accountability to donors and communities.
- Lack of understanding of the need to collect and analyse M&E data on a regular basis in order to inform project activities and adjust course if necessary to ensure greater impact.
- Challenges in gathering reliable quantitative data to complement more qualitative information collected during the PRRP process.

Reflection and review: checklist

Have you...

1 Ensured that minimum standards are reflected in SIPs and that actions outlined in these plans as well as any changes resulting from their implementation are being effectively monitored by ActionAid and other stakeholders (e.g. SMCs, School Inspectors)?

2 Identified any opportunities to link with national level monitoring of the right to education in your country?

3 Ensured your M&E framework contains clear information on issues such as: who is responsible for collecting and analysing data, when data is to be collected and analysed, which tools are to be used and which sources will provide the necessary information? Consider including School Improvement Plans and baseline studies as crucial sources of information against which to track progress towards Strategic Objective 3

4 Ensured both quantitative and qualitative data is being collected during M&E processes and that progress is being measured against key indicators including ActionAid's overall outcome and meta-indicators (see 63)?

5 Considered how a range of different perspectives, including that of children will be heard during M&E processes including data collection and PRRP activities?

Additional resources

- *People's Action in Practice*:
  http://www.actionaid.org/sites/files/actionaid/hrba_2_-
  peoples_action_in_practice_final_20_07_2012.pdf
- ALPS: http://www.actionaid.org/sites/files/actionaid/alps2011_revised06july2011.pdf
- INEE: http://www.ineesite.org/en/minimum-standard

Websites

- United Nations Human Rights:
  http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/SREducationIndex.aspx
- Child Rights Information Network: https://www.crin.org/
- Right to Education Project: Using Rights in Practice:
  http://www.right-to-education.org/page/using-rights-practice

Edward – Headteacher at an ECD and Primary School teaches a class of children, Kenya

guidelines for integrating the framework into education programming

4 Promoting Rights in Schools: translating the theory of change into practice

ActionAid's overall Theory of Change, states that *'an end to poverty and injustice can be achieved through purposeful individual and collective action, led by the active agency of people living in poverty and supported by solidarity, credible rights-based alternatives and campaigns that address the structural causes and consequences of poverty.'*

(ActionAid, 2012: 22)

The achievement of the organisation's 10 Key Change Promises, is tied to ActionAid's capacity to translate the Theory of Change into practice throughout the programme cycle by planning and implementing actions across all the dimensions of the Theory of Change in collaboration with key stakeholders at local, district and national level.

When using the Promoting Rights in Schools framework to design and implement human rights based education programme initiatives it is crucial to consider how your plans will enable you to translate the Theory of Change into practice. Ensuring a logical flow of interventions across Empowerment, Solidarity and Campaigning should enable you to gather the evidence you need and mobilise individuals and networks to challenge the status quo by presenting Alternatives that will bring about positive changes in people's lives and contribute towards the achievement of Strategic Objective 3 at the global level.

PHOTO: ACTIONAID

Figure 2: ActionAid's Theory of Change
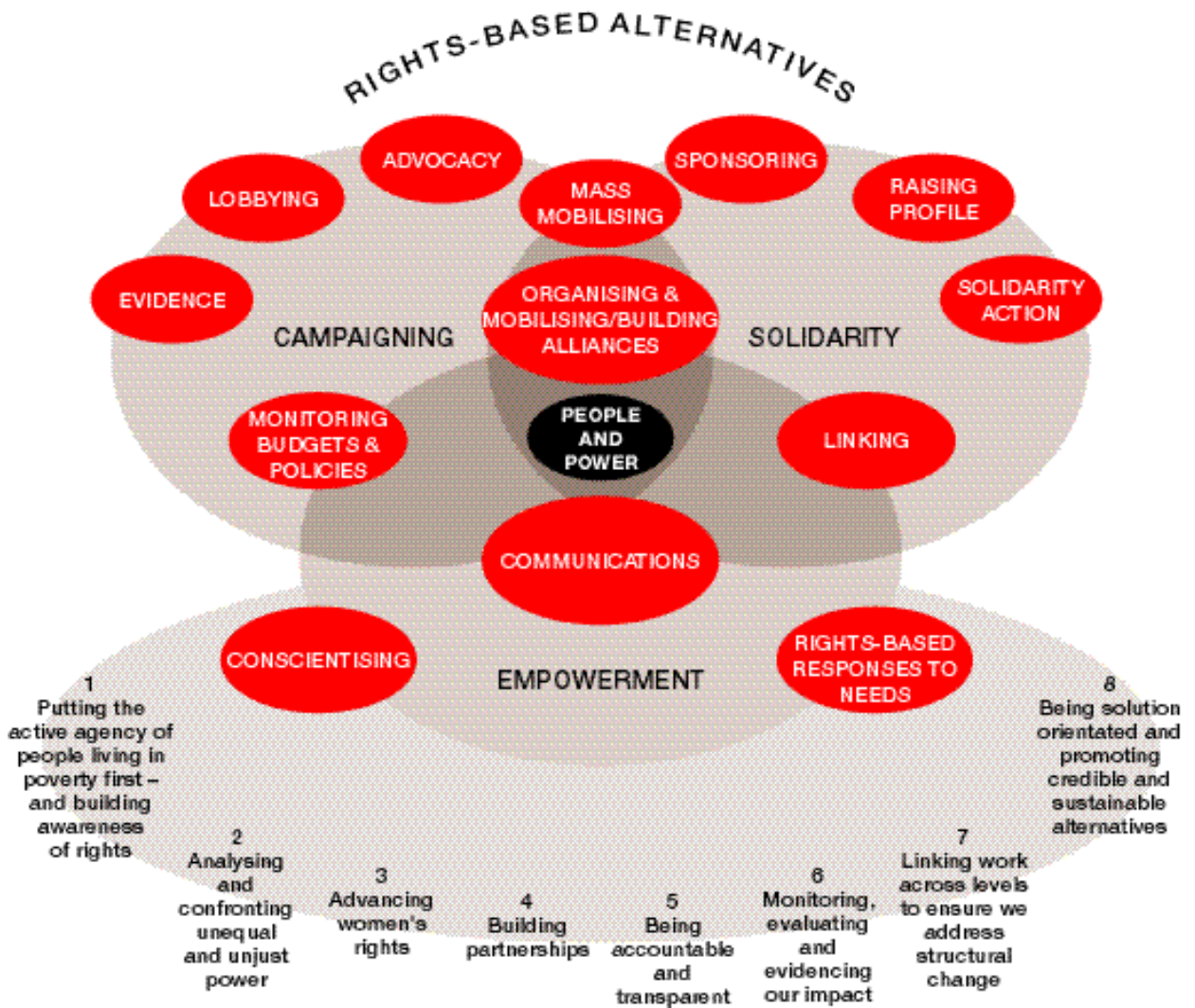
ActionAid's Theory of Change: is composed of three interlocking dimensions that aim to result in alternatives that will bring about positive changes in people's lives.

Empowerment: is at the heart of our approach to change. In ActionAid's thinking, human rights can only be realised if people living in poverty have active agency. This includes giving people the power to: build critical awareness of their situation; organise and mobilise for individual and collective action; monitor public policies and budgets; develop communication skills and platforms; respond to vulnerability and needs through rights-based approaches to service delivery.

Solidarity: involves people and organisations sympathetic to the struggles of people living in poverty supporting and sustaining a movement for change, with people living in poverty taking the lead. This includes: sponsoring children and donating money; linking different struggles; demonstrations or letter writing; using communications to raise the visibility of an issue and building broader alliances.

Campaigning: creates and harnesses people's power around a simple and powerful demand, to achieve a measurable political or social change to the structural causes of poverty. It includes: building a research/evidence base; advocacy; lobbying; mass mobilisation and mass communications to engage key people and motivate others to act.

Alternatives: finding and popularising new ways of doing things, challenging dominant paradigms, promoting innovation, piloting and being solutions orientated.

What are rights-based alternatives?

Whilst ActionAid celebrates innovative work, which develops new rights-based solutions in diverse contexts, not all innovative work contributes to building alternatives. At the heads of programmes meeting in Johannesburg in 2014, participants agreed on taxonomy, suggesting alternatives in the following four areas:

1 **Models/Frameworks**, e.g. Climate Resilient Sustainable Agriculture (CRSA), Promoting Rights in Schools (PRS), unpaid care work, gender responsive public services
2 **Methodologies/Approaches,** *e.g. Human Rights Based Approaches (HRBA), Reflection-Action*
3 **Positions,** *e.g. transformative social protection*
4 **Activities/Behaviors/Relations.**

To be considered an alternative we agreed something must:

- be positively framed
- be rights-based
- be based on our practical experience of work with people living in poverty
- have credible evidence of impact on people's lives, contributing to building a better future
- constitute more than isolated micro work and be demonstrably able to link from local-national-international
- be able to name the regressive dominant paradigm to which it is an alternative
- aim for transformative change / paradigm shift
- be developed with partners / others / movements
- be easily communicated – including to people in LRPs e.g. in Reflection-Action process
- be coherent internally within itself and with other alternatives
- be cost-effective, achievable, scalable and sustainable
- Be economic, social, political, ecological or humanitarian.

translating the theory of change into practice

Figure 3: ensuring the right to quality trained teachers

The following example aims to demonstrate a clear logical flow of programmatic interventions across all three dimensions of the Theory of Change resulting in the proposal of viable, rights-based alternatives at national level as well as concrete changes at the local level whilst also linking national to global strategic objectives and producing measurable results that are in line with KCP5.

Strategic Objective 3:
improve the quality of public education for all children and support youth to become drivers of change towards a poverty-free planet

KCP 5:
we will have ensured that girls and boys equally enjoy a quality public education that respects their rights in 5000 communities where we work leveraging system-wide education reforms

Country Programme Strategic Objective:
ensure children's right to quality education is achieved through provision of trained teachers in 50 communities

Empowerment Actions
Conscientisation:
- Train parents, teachers, local education authorities and children on the PRS framework empowering them with information about the right to quality education and how to ensure it is respected.
- Use opportunities during training sessions to hold discussions about existing education laws and policies, how these relate to the reality on the ground and how they can be claimed.

Monitor public policies and budgets:
- Support Parent Teacher Association networks to develop Teacher Monitoring Action Plan to monitor teachers' attendance and performance. Support PTA network members to conduct periodic monitoring of these plans.

Respond to vulnerability and needs through rights-based responses:
- Support Parent Teacher Association members to lobby district education authorities for the increased allocation of teachers to schools.

Solidarity Actions
Building alliances:
- Organise an education seminar on factors affecting effective and efficient deployment of teachers.
- Hold a national dialogue event to secure the commitment of key stakeholders including the Teachers' Union, Civil Society Organisations, national federation of Parent Teacher Associations and Ministry of Education around the research findings.

Using communications to raise the visibility of an issue:
- Hold a Multimedia Group Policy Forum on the subject of quality public education and teacher deployment policy and practice.

Campaigning Actions
Building an evidence base:
- Conduct a study to assess the factors affecting effective and efficient deployment of teachers across all LRPs and publish and disseminate findings amongst key stakeholders.

Lobbying:
- Support district level Parent Teacher Association members to meet with representatives of the Ministry of Education on the outcome of the survey on teachers' distribution and demand equitable distribution of trained teachers to local schools.

Outcomes
Building an evidence base:
- **Local:** in the run up to national elections, ActionAid supported regional-level Parent Teacher Association network members to use data on availability of trained teachers and the impact this had on children's performance to Members of Parliament and District Assembly members. As a result an additional 400 teachers were posted to schools across the region and every school has a full complement of trained teachers.
- **National:** Using evidence gathered during the research, successfully lobby for the integration of concrete changes to the Ministry of Education's teacher deployment policy and practice ensuring more equitable deployment and improved retention of qualified teachers across the country, especially in rural areas.

Alternative
Rights-based, evidence-based equitable teacher deployment policies adopted and implemented ensuring children across the country have access to quality education.

4.1 Using the Theory of Change to plan interventions across all 10 elements of the Promoting Rights in Schools framework

As illustrated in the example above, for effective human-rights based programming it is crucial to plan actions across all three dimensions of the Theory of Change, ensuring a logical flow of activities leading to outcomes that can be directly linked to KCP5. In addition, as outlined on pages 11 to 12, taking an integrated approach to analysis and planning with colleagues from other thematic areas in order to take advantage of common priorities can help maximise overall impact. This section aims to demonstrate a range of possible actions under each dimension of the Theory of Change that can help achieve results under each of the 10 rights in the Promoting Rights in Schools charter. These examples are not exhaustive of course, and there are doubtless many other possible actions that could be taken as part of work towards the fulfilment of these 10 rights, however it is hoped that this section, including the concrete examples from country programmes will serve to outline some of the ways in which programming across the Theory of Change across all 10 elements of the Promoting Rights in School framework can help implement an HRBA to education at all levels.

If initial research shows that the Right to free education is being violated either because there is no constitutional guarantee of free and compulsory education, or because informal levies and fees are still being charged at school level, due to government failure to allocate sufficient funds to education in the national budget, consider how you might address this by programming across the various dimensions of the Theory of Change in a cross-sectoral way that takes advantage of ActionAid's existing resources and potential for leverage.

1 Right to free education: there should be no charges, direct or indirect, for primary education. Education must gradually be made free at all levels.

Empowerment
- During primary data collection, classify and document costs charged to parents (compulsory, voluntary, direct, indirect) and analyse how this affects access and equity at the local level.
- Review existing national legislation relating to compulsory education and identify gaps in provision as well as any contradictions in laws and policies and/or violations or the right to education in practice.
- Promote a wider understanding of what 'free and compulsory education' means, i.e. parents should ensure that their children attend school and the State should ensure that there are adequate and accessible places in schools for children to attend.
- Develop SMC/CSO capacity to understand issues related to financing of education and their own roles in ensuring transparency of use of funds for education at school level/availability of funds for education at decentralised level.

Solidarity
- Ensure that schools develop strategies to reach out to any child who is not in school including through school visits, i.e. by empowering School Management Committees/ Parent-Teacher Associations/ Children's clubs to work together to do this.
- Join with other organisations campaigning on free education.

Campaigning
- Initiate or support local or national campaigns for free education, noting that 'free' means without financial implications for the child or family and therefore all direct and indirect costs should be removed. As well as user fees, these costs include other compulsory charges such as exam fees, uniforms, school meals, materials and equipment costs.
- Join ActionAid's Tax Justice/Tax Power campaign and link local/national evidence and campaigning actions to international work to increase leverage.

Alternatives
- Changes to law and policy that will ensure free and compulsory education proposed and adopted.
- Basic education is free and compulsory and a clear investment plan is made for free secondary education.

translating the theory of change into practice

Case study: evidence-based advocacy on education financing in Bangladesh

Bangladesh   PHOTO: ACTIONAID

One of the core work areas of ActionAid Bangladesh Education team is to advocate for adequate budget allocation for education. Since the Bangladeshi government is yet to meet the internationally agreed benchmarks of 20% of national budget and 6% of GDP allocations for the education sector, the issue of adequate and effective education financing is an issue of national concern. As such ActionAid Bangladesh decided to conduct an in-depth analysis of the education budget for 2012-2013 in association with one of its strategic partner named Institute of Informatics and Development (IID).

At LRP level a hands-on study based on a school survey was conducted by the Education Watch group on the cost of primary education. The survey analysed the cost of education for an average primary school pupil over the course of a year compared to annual family earnings in order to reveal the average burden of the cost of education for local families.

Using evidence generated during the research, the team produced a practical advocacy toolkit in Bangla to help improve community members' and local education activists' understanding of the issues and engage them in the education financing campaign.

The toolkit was also shared with a wide range of stakeholders including development partners, NGOs, CBOs and education rights activists. ActionAid Bangladesh organised a national workshop on the subject of education financing in cooperation with IID at which the findings of the education budget analysis were shared with and validated by a range of civil society members.

Additional resources

- Education Financing Toolkit:
  http://www.actionaid.org/publications/education-financing-toolkit
- Economic Literacy & Budget Accountability in Governance: Revenues and Financing in Public Service Provision ELBAG handbook series:
  http://www.actionaid.org/sites/files/actionaid/budgets_-_revenues_and_financing_public_service_provision_-_hrba_governance_resources.pdf
- Campaign to link to: Tax Power Campaign: http://www.actionaid.org/tax-power
- Civil society guide to budget work: http://www.right-to-education.org/resource/budget-guide-civil-society-organisations-working-education http://www.right-to-education.org/resource/making-budget-work-education-experiences-achievements-and-lessons-civil-society-budget-work CESCR General Comment 11: http://www.right-to-education.org/resource/cescr-general-comment-11-plans-action-primary-education

Websites

- Right to Education Project: education financing:
  http://www.right-to-education.org/issue-page/education-financing
- Right to Education Project: free education:
  http://www.right-to-education.org/issue-page/free-education
- Tax Justice Africa: http://www.taxjusticeafrica.net

2 Right to non-discrimination:
schools must not make any distinction in provision based on sex, race, colour, language, religion, political opinion, nationality, ethnicity, disability or any other status

If initial research highlights the fact that children are being directly or indirectly discriminated against on the basis of their sex, race, ethnicity, ability or any other factor, either due to socio-cultural beliefs and practices, lack of awareness of their specific needs, absence of sufficient resources or lack adequate laws and policies to promote and protect their right to education or any other issue, consider how you might address this by programming across the Theory of Change in a way that effectively tackles all forms of discrimination.

Thailand
PHOTO: ACTIONAID

Empowerment
- Collect disaggregated data on discrimination, looking at key axes/categories of discrimination locally and whether schools reinforce or contest these (e.g. with minority groups, girls, orphans, HIV-affected, refugees, asylum-seekers, children with disabilities, rural/urban/regional etc.)
- Review school textbooks to determine whether they reinforce stereotypes (including stereotypes about gender, ethnicity, race, religion etc.) or challenge them.
- Work with discriminated groups to undertake a comprehensive analysis of the problems with local education provision and identify potential solutions.
- Promote human rights education at community and school levels e.g. through girls' clubs or human rights education clubs.

Solidarity
- Work with and strengthen Community based organisations, social movements, platforms and networks that articulate the concerns of discriminated groups and design campaigns around these issues.
- Mobilise the media around evidence of discrimination in education and keep the issue on the public agenda.
- Mobilise/federate mothers groups/other organisations that promote and support girls' education.
- Collaborate with other organisations that support rights for people living with disability – e.g. Handicap international and national organisations and partners at all levels.

Campaigning
- Collaborate with teachers' unions to lobby for teachers' training courses to include modules on discrimination and how best to respond, including the use of human rights and inclusive education methodologies and approaches.
- Lobby policy makers to take measures to tackle discrimination in education.
- Work alongside organisations campaigning for girls and women's rights to education and protection e.g. Girls Not Brides as well as other INGOs that have specific areas of focus on girls' education such as Plan International and Amnesty International.

Example: from Ghana

Baseline research undertaken in Ghana as part of the Action for Children's Rights in Education (ACRE) project estimated that for every 1000 children of school going age in the project intervention areas, at least 39 have some form of disability and the majority are denied their right to education either due to shame or because parents feel that schools are not adequately resourced either in terms of infrastructure or teacher capacity to cater for children's special learning needs.

As a result of these findings, the ACRE project team conducted a range of activities including a three-day workshop to help teachers to develop their capacity to detect, assess and support children with mild forms of hearing and visual impairment.

The training was conducted in collaboration with specialists from the Ghana Education Service, strengthening the working relationship between ActionAid, local implementing partner the Centre for Active Learning and Integrated Development (CALID) and the Ministry of Education at decentralised level and promoting the adoption of the Promoting Rights in Schools approach by partners and local education authorities. As a result, positive changes in teaching practice have been observed in project schools, a factor recognised by teachers, parents and children alike:

 "*I have one (child with hearing impairment) in my class. I brought him to the front to make sure he understands and go through the lesson to help him understand and help him be somewhere where he will not be disturbed by the others and prevent them from bullying him.*" (Male teacher, Ghana)

"*After teaching, the teacher sits by the boy and repeats what he has said. We also have a way to assist them by helping them with exercise books and pens.*" (Girl, Ghana)

Umar, a 15-year old pupil with hearing impairment in class 6 also noted the positive changes the training has had on his teachers and how this in turn has improved his own experience in class:

"*Learning is becoming easier and interesting for me. I now realize I get a lot more attention from my class teacher than before. I am beginning to have confidence in myself*"

Despite the high levels of shame and stigma associated with disability in northern Ghana, involving teachers, parents and children in the baseline research allowed participants to see that for many children living with disability, the right to education was being denied. The training has marked a positive change for teachers and children at the classroom level, however more work needs to be done to tackle the root causes of exclusion by continuing to encourage dialogue and discussion about disability at the community level whilst advocating for the allocation of adequate resources to promote the implementation of existing policies.

Elementary school students, Ghana

PHOTO: MEREDITH SLATER/ACTIONAID

Alternatives

■ Inclusive education approaches that will ensure the education system is responsive and adaptable to the needs of all children (including but not limited to measures to ensure education for children with disabilities in mainstream schools) are demonstrated and adopted.

■ Legal or policy provisions for positive discrimination that will ensure children from minorities or discriminated/marginalised groups can access and remain in schools are formulated, adopted and enforced.

Additional resources

- INEE Pocket Guide to Inclusive Education:
  http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1007
- INEE Pocket Guide to Gender: http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1009
- INEE Pocket Guide to supporting learners with disabilities:
  http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1138
- Save the Children on inclusive education
- UN Women programming essentials on Violence Against Girls:
  http://www.endvawnow.org/en/modules/view/14-programming-essentials-monitoring-
  evaluation.html
- UNESCO inclusive education resources:
  http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-
  education/publications/
- UNICEF examples of inclusive education in India: http://www.unicef.org/rosa/InclusiveInd.pdf

Websites

- UNESCO inclusive education: http://www.unesco.org/new/en/education/themes/strengthening-
  education-systems/inclusive-education/
- Handicap International:
  http://www.handicap-international.org.uk/what_we_do/inclusion/inclusive_education
- Right to Education Project: focus on education for marginalised groups:
  http://www.right-to-education.org/issue-page/marginalised-groups
- Education in Crisis: Policy Brief on non-discriminatory education:
  http://www.educationincrisis.net/resources/policy-briefs/item/1056-equitable-and-non-
  discriminatory-quality-education

School children, Myanmar

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

If initial research highlights shortcomings in school infrastructure either because the buildings are insufficient, run-down and unsafe, lacking in adequate sanitary facilities and generally fail to comply with minimum standards for school construction, consider how you might address this problem by programming across the Theory of Change using an integrated approach e.g. by linking with Democratic Governance and work being done by the International Humanitarian Action and Resilience Team (IHART) team. Within the HRBA the way in which programming on infrastructure is done is fundamental. The process of developing or improving school infrastructure must be used as a basis for building awareness around rights, mobilising demand and leveraging government action. This may include the following steps:

Thailand
PHOTO: ACTIONAID

Empowerment

■ Document the present state of school infrastructure to show which schools meet minimum standards of decent and safe infrastructure.

■ Undertake participatory mapping of school catchment areas to ensure that any new school locations and facilities respond to the need of discriminated groups.

■ Encourage the use of local resources and local labour (generating employment in the process) rather than using external contractors.

■ Consider how you might do this with the IHART team especially in a participatory way that will involve children and adults in mapping risks and developing strategies to mitigate them.

Solidarity

■ Use any infrastructure development to build or strengthen the links between local people and the relevant parts of local/district/national government.

■ Encourage School Management Committees (SMCs) and Parent Teacher Associations (PTAs) to join together to lobby local government to use locally available funds to improve school infrastructures.

Campaigning

■ Work alongside other organisations such as Handicap International/others to ensure children with disability are able to access, remain in and learn at school.

■ Campaign for changes to policy and practice that will lead to safe, inclusive learning environments that adhere to minimum standards for all boys and girls.

Alternatives

■ Schools must constitute safe environments in the context of any locally common disaster (so if the area is prone to floods, the school should be raised; if in an earthquake zone, minimum safety measures should be in place); this may include retro-fitting schools for safety, introducing safety drills or lobbying for changes to school-building guidelines

■ Schools are fully accessible to disabled students, addressing not just physical access but all relevant support measures.

■ Sanitation facilities for boys and girls and water supply to ensure basic hygiene are available in all schools.

Case study: ensuring safe school infrastructures in Ghana

Over the last few years the Government of Ghana has invested in the construction and rehabilitation of classrooms however, the baseline survey conducted by the ACRE project team revealed that at least 30% of students and parents felt that the school infrastructures were in poor condition highlighting dilapidated walls, leaking roofs and insufficient number of classrooms and sanitary facilities as some of the main problems in the project locations. (ActionAid, 2012)

In response to this situation, the ACRE team in Ghana organised a two-day workshop for the Education and Social Services Committee Members of the Metropolitan Assembly as well as teachers from the project intervention schools, highlighting the need to provide separate toilet facilities for girls and boys and ensure the accessibility of all school infrastructure for children with disabilities.

As a result, the Metropolitan Coordinating Director committed to include the construction of disabled accessible, separate sanitary facilities for girls and after ActionAid and implementing partner CALID intensified their lobbying with the Metropolitan Assembly they succeeded in getting them to fulfil their pledge. The result was the new, wheelchair accessible six-classroom school building with separate toilet facilities for both boys and girls, which has had a positive impact for teaching staff and pupils alike.

"Before the toilet was constructed, school children and teachers used to go into the bushes to attend to nature's call, which sometimes makes girls and female teachers uncomfortable. These teachers will usually go back home and not come back again. The children will also spend lots of time on the way home, thereby reducing contact hours. Now with the toilet facilities here, teachers feel more comfortable and children have no reason to go home and contact hours have increased and I am hoping this will help improve quality of teaching and learning." (School Management Committee member, Ghana)

"Our suffering is over. We will no longer travel long distances to attend to nature's call and miss classes." (Girl, Ghana)

This was a great achievement for the ACRE project, and ActionAid will continue to advocate and lobby for the strict and full compliance of policy by district officials, as a means of ensuring adequate school infrastructure that is accessible and appropriate for girls and children with disabilities.

Additional resources
- INEE Guidance Notes on Safe School construction:
  http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1005

Websites
- Education in Crisis: Policy Brief on Quality Learning Environment:
  http://www.educationincrisis.net/resources/policy-briefs/item/1049-unite-4-education-quality-learning-environment

translating the theory of change into practice

4 Right to quality trained teachers: schools should have a sufficient number of trained teachers of whom a good proportion are 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.

If the initial research reveals that there are insufficient trained teachers in schools either because the government is not investing enough resources in teacher training or there are issues with the deployment programme (e.g. a lack of incentives for trained teachers (especially female teachers) to remain in schools to which they are sent – especially if these are remote, rural areas) it is important to analyse the causes and effects of these issues and consider how you can take action across all dimensions of the Theory of Change in collaboration with other thematic areas such as Democratic Governance to lobby for a quality public service staffed by well trained, supported public servants. This may include the following steps:

Classroom in Bidarka Colony School, India
PHOTO: FLORIAN LANG/ACTIONAID

Empowerment

■ Document who is teaching in schools and what education/qualification levels they have.

■ Examine existing policies on teacher training and deployment and consider the impact this has on retention of quality, trained teachers in schools.

■ Document information on the % of trained to untrained teachers in schools and analyse the effects that teachers' qualifications have on pupils' learning outcomes.

■ Support in-service teacher training including for unqualified or under-qualified teachers, possibly negotiating with all actors around transition courses/professional development pathways that can help teachers improve their skills/knowledge/obtain a recognised qualification.

Solidarity

■ Strengthen partnerships with teachers' unions both locally and nationally (for example drawing on the Parktonian recommendations, especially those relating to non-professional teachers).

■ Work with teachers' unions to ensure untrained or under-trained teachers have access to pre and in-service training which could include distance-learning models.

■ Ensure the rights of untrained teachers to unionise (ICCPR, Art.22).

Campaigning

■ Campaign to ensure that all children are taught by a properly trained teacher who can impart quality education.

■ Ensure that the government is following the recommendations of the Bamako+5 conference that pledged an end to the recruitment of non-professional teachers by 2015.

Alternatives

■ Nationally agreed minimum standards are in place for the teaching profession (referring to international recommendations of ILO/UNESCO 1966) formulated in collaboration with teachers' unions and Ministry of Education to ensure that teachers are recruited through transparent, professional processes.

■ Teacher training programmes reviewed to and ensure they are of sufficient scale to meet demand, are of good quality and that training covers key issues such as gender, HIV prevention, human and children's rights, inclusive education and participatory methods.

- Alternative models for teacher recruitment, deployment and retention proposed and adopted as a means of promoting increasing numbers of women to enter and remain in the profession.
- Pupil-teacher ratios (PTR) but also pupil to trained teacher ratios (PTTR) documented and popularised.

Bangladesh
PHOTO: ACTIONAID

Additional resources

- INEE teaching and learning: http://www.ineesite.org/en/teaching-learning
- INEE teacher compensation:
  http://www.ineesite.org/en/materials/inee-guidance-notes-on-teacher-compensation
- INEE Minimum Standards toolkit: HIV/Aids:
  http://www.ineesite.org/uploads/files/resources/doc_1_INEE_toolkit_-_HIV_AIDS.pdf
- ActionAid Parktonian Agreement: http://www.actionaid.org/publications/ -agreement
- The ILO/UNESCO Recommendations (1966) and (1997) and user's Guide:
  http://unesdoc.unesco.org/images/0016/001604/160495e.pdf

Websites

- Education International: http://www.ei-ie.org/
- Education in Crisis: Teachers' Rights and Conditions:
  http://www.educationincrisis.net/themes/teachers-rights-and-conditions
- International Task Force on Teachers for Education for All:
  http://www.teachersforefa.unesco.org/v2/index.php/en/
- http://www.unesco.org/new/en/education/themes/education-building-blocks/teacher-education/

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.

If initial research reveals information about the perpetuation of violence (including gender-based violence) against children in and around school, either because there is no law banning corporal punishment in school or due to the lack of a code of conduct for teachers outlining clear penalties for perpetrators of abuse against children or because of gaps in legislation on early marriage and sexual abuse and/or its implementation, consider how you might address this by programming across the various dimensions of the Theory of Change in a cross-sectoral way that takes advantage of ActionAid's existing resources and potential for leverage. This may include the following steps together with partners:

Pupils at Primary School, China
PHOTO: JAMES MURRELL/ACTIONAID

Empowerment

- During primary data collection, document incidents of violence or abuse in school and around school. Ensure this analysis is gendered and takes into account the different forms of violence that affect boys and girls.
- Work with partners to undertake media surveys on the coverage of violence and abuse in schools.
- Review existing national legislation relating to child protection, specifically on issues related to gender-based violence in and out of schools as well as legislation on issues such as early marriage, rape, child abuse and corporal punishment and identify gaps in provision/contradictions/violations.
- Support in-service training for teachers and training for PTAs, SMCs and other community members on issues around violence and abuse.
- Promote the practice of positive discipline, training teachers in alternatives to corporal punishment.
- Help schools put in place confidential processes for children to report abuse or violence.
- Support school clubs for girls and boys (separately and at times together) where they can discuss sensitive issues and come up with their own recommendations.

Solidarity

- Establish links between confidential reporting systems and health, legal and psychosocial service providers at all levels.
- Work closely with Teachers' unions encouraging them to enforce their codes of professional conduct and take a stand against any teacher who abuses their position.
- Create alliances with other organisations and coalitions working to promote child protection including those working specifically on gender-based violence/violence against girls/early marriage e.g. Plan International and Girls Not Brides.
- Mobilise/link up Mothers' Clubs in defence of girls' rights to education and protection.

Campaigning

- Work alongside the Education Coalition and Teachers' unions to initiate or support local or national campaigns against violence in schools.
- Support campaigns to eliminate all forms of violence against children, including corporal punishment in school and at home.

Case study: engaging teachers in attempts to tackle impunity within the system in Kenya

The identification of teachers as one of the groups of perpetrators of violence against girls during baseline research conducted as part of the Stop Violence Against Girls in Schools project encouraged the implementation team to focus advocacy efforts around specific changes aimed at mitigating incidents and reducing impunity for perpetrators within the system.

Project team members presented a series of recommendations emerging from the baseline study and the legal and policy analysis were presented to the Teachers' Service Commission (TSC), which coordinates the recruitment, employment, training and management of teachers in Kenya. These recommendations included proposed revisions to the Teachers' Service Commission Act of 2012 and the Teachers' Code of Conduct, creating opportunities and designing strategies to ensure that teachers play a leading role in creating child-friendly learning environments.

The new provisions ensure that all teachers (in public and private schools) are registered and issued with a teaching certificate, which must be renewed every three years. Moreover, any teacher convicted of a sexual offence or any offence against a learner cannot be registered as a teacher and if the conviction occurs during teaching practice, the teacher shall be deregistered, interdicted and legal action taken.

Using the same body of evidence as a basis, the project team also worked alongside other civil society organisations including Childline and Plan Kenya to contribute to the drafting of a Circular addressing acts of violence and abuse in schools. The Circular aims to ensure that any teacher found guilty of violence against pupils is removed from the education system and notes that collusion and failure to report an offender also constitute punishable offences.

The Circular, which has been disseminated to District Education Authorities and schools across the country, is also accompanied by a new centralised database to track and deregister teachers who commit sexual offences to ensure proper redress on cases of violence. At school level, the project teams helped teaching staff, parents and pupils understand the content of the circular and how to ensure its implementation.

Linked to this work, the team were also able to ensure the inclusion of specific clauses addressing violence in schools in the Basic Education Act which consolidates information from a range of education circulars into one document and, importantly, provides a clear definition of violence and under Section 36 (1; 2) notes that:

"No pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological. A person who contravenes the provisions of [this] subsection commits an offence and shall be liable on conviction to a fine not exceeding one hundred thousand shillings or to imprisonment not exceeding six months or both."

In order to contribute both to changes in awareness and changes in policy, not only did project teams use robust evidence gathered in the intervention areas to inform national-level policy advocacy, but they also ensured information about national laws and polices were disseminated at local level, using accessible language and formats in order to promote implementation and compliance.

Stop violence against girls, Ghana
PHOTO: ACTIONAID

■ Join Tax Justice/Tax Power campaign and link local/national evidence and campaigning actions to international work to increase leverage.

Alternatives

■ Policy reforms are introduced to prevent gender-based violence, including violence against girls in the education system.

■ Codes of conduct for teachers that clearly outline penalties for perpetrators of abuse

and violence are drafted/revised and implemented in collaboration with the Ministry of Education and Teachers' unions ensuring that information is widely disseminated and penalties are in line with the criminal code.

■ Changes to the legal framework to ensure protection for children against all forms of violence and abuse are proposed and adopted as a result of collaborative action with women's rights organisations.

Additional resources

■ ActionAid: Making the Grade: http://www.actionaid.org/publications/making-grade-model-national-policy-prevention-management-and-elimination-violence-again

■ ActionAid Stop Violence Against Girls in School: success stories: http://www.ungei.org/files/ActionAid-Stop_Violence_Against_Girls_at_school_project_in_Ghana_Kenya_and_Mozambique-success_stories-_Nov_2013.pdf

■ ActionAid Stop Violence Against Girls in School: a cross country analysis of change: http://www.actionaid.org/publications/stop-violence-against-girls-school-cross-country-analysis-change-ghana-kenya-and

■ ActionAid Kenya: Making Schools a Safe Horizon for Girls: http://www.ethiopia-ed.net/images/2064020330.pdf

■ Raising Voices: Good School Training Manual: http://raisingvoices.org/wp-content/uploads/2013/04/TrainingManual.pdf

■ UNESCO: Stopping Violence in Schools: a guide for teachers: http://www.unesco.org/new/en/media-services/single-view/news/stopping_violence_in_schools_a_guide_for_teachers/#.U2o8-hA9tjc

■ Right to Education Project, Advocacy factsheet on Early Marriage and the Right to Education: http://www.right-to-education.org/resource/early-marriage-and-right-education

Websites

■ UNWomen: Virtual Knowledge Centre to end Violence Against Women and Girls: http://www.endvawnow.org/en/

■ Raising Voices: Good School toolkit: http://raisingvoices.org/good-school/download-good-school-toolkit/

■ K4Health: Go Girls' Toolkits and Training Manuals: http://www.k4health.org/toolkits/go-girls

■ Girls not Brides: http://www.girlsnotbrides.org/

Children in school, Tanzania
PHOTO: ACTIONAID

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.

If initial research shows that what children are being taught in school is not relevant to their context either due to the language of instruction, or because the content of the curriculum is not adequately preparing them for life outside of school thus impacting on their learning outcomes and future options or because the school infrastructure and curriculum are not responsive to the impact of climate change, consider how you might work with others such as the Disaster Risk Reduction (DRR) team to design interventions across the various dimensions of the Theory of Change in order to ensure that all children receive a quality, relevant education. This may include the following steps:

Fields visit; collecting data from the children, Ghana
PHOTO: ACTIONAID

Empowerment

■ During primary research analyse any relevant policies on language of instruction and consider how the language of instruction used in class impacts on children's learning outcomes.

■ Analyse the way children's culture, language or ethnic group are portrayed in teaching and learning materials and the effect this may have on their self-image and self-esteem.

■ Assess the content of the curriculum and consider how well the knowledge and skills children are acquiring prepares them for their personal and professional life after school.

■ Support in-service teacher training based on local issues and help teachers to develop and share local materials/resources, building up a local library of relevant materials.

■ Work with teachers to ensure the relevance of teaching methods – learning for future jobs and for life in general.

■ Consider how the school calendar fits with the local calendar and how this affects children's ability to contribute to their family livelihoods, e.g. during key harvest periods or holidays.

■ Support local parents and community groups to run classes on local livelihoods, culture, history or the environment.

■ Support schools to track indicators of climate change locally, to promote discussion on adaptation and to relate climate change to agriculture and food production.

■ Train ActionAid staff, partners, teachers, education officials and community members in the INEE minimum standards for education in emergencies to ensure they are prepared to continue providing education after natural disaster/emergency occurs.

Solidarity

■ Work closely with teachers' unions encouraging them to engage around relevance of education e.g. on issues such as curriculum content and language of instruction.

■ Engage with the National Education Coalition and its members, especially those focussed on relevance of education, mother tongue instruction and non-discrimination.

■ Create alliances with other organisations working to promote DRR in Schools and provide education in emergency contexts, especially those

promoting child participation in the process (e.g. Save the Children).

Campaigning

- Design campaigns around key local issues that need to be addressed in local schools.
- Lobby for instruction to be given in mother tongue particularly at the early stages of education.
- Lobby for education in emergencies to be considered a priority by the Ministry of Education ensuring that adequate preparation and provisions are made so that education can continue even in the event of a natural disaster.

Alternatives

- Changes in policy and practice that will improve relevance of education (e.g. mother tongue policy, curricula and teaching learning materials that positively portray different ethnic groups etc.) are achieved through collaborative advocacy with members of the national education coalition and teachers' unions.
- Schools are equipped to respond to locally common disasters and learn from ActionAid's wider experience of disaster risk reduction through schools, including promotion of DRR in appropriate places in the curriculum and sharing of potential life-saving information/skills/drills.
- New teaching-learning materials that ensure education is more relevant are developed in collaboration with local communities and used in schools.

Additional resources

- Save the Children: child-led disaster risk reduction in schools and communities: https://www.llis.dhs.gov/sites/default/files/Children's%20DRR%20training%20manual.pdf
- Save the Children: mother language first: http://resourcecentre.savethechildren.se/sites/default/files/documents/1937.pdf
- INEE Minimum Standards for Education in Emergencies: http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1012
- UNESCO resources on child-friendly and inclusive education: http://unesco.org.pk/education/icfe/resources_p2.html
- UNESCO advocacy kit for promoting multi-lingual education: http://unesdoc.unesco.org/images/0015/001521/152198e.pdf
- Right to Education Project, Learning Outcomes Assessment: a Human Rights Perspective: http://www.right-to-education.org/resource/learning-outcomes-assessments-human-rights-perspective
- CRC General Comment 1: Aims of Education: http://www.right-to-education.org/resource/crc-general-comment-1-article-29-1-aims-education

Websites

- The Right to Education Project: pages on Quality Education: http://www.right-to-education.org/issue-page/education-quality
- UNESCO: resources on human rights education: http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/
- UNESCO: resources on languages in education: http://www.unesco.org/new/en/education/themes/strengthening-education-systems/languages-in-education/

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

If initial research demonstrates that children are not learning about their rights, either because information about rights is not included in the curriculum or teachers are not adequately prepared to communicate it in an effective, relevant and child-friendly way that prepares children for life in a tolerant and democratic environment, consider how you might plan initiatives across all the dimensions of the Theory of Change to ensure children and their communities understand and are able to uphold /claim their right to education This may include the following steps:

Girl from Mozambique talking about her own experience
PHOTO: ACTIONAID

Empowerment

- Analyse existing laws and policies that guarantee/promote human rights to education to assess the extent to which international human and children's rights standards have been translated into national legal and policy framework and are being implemented.
- Assess the existence and content of any policies aimed at ensuring information about human rights is included in the curriculum and the extent to which these are being implemented at school level.
- Train teachers and parents on child rights and human rights so that respecting these is recognised as a fundamental part of the responsibility of the school.
- Collaborate with sponsorship colleagues during message collection etc. and organise awareness raising and debate sessions for parents, children and community leaders on children's rights including children's rights to education.
- Organise workshops to design child-friendly versions of the Promoting Rights in Schools charter or other age-appropriate practical resources for children about child rights and human rights. Ensure these are available in local languages.
- Support local debates/public dialogue about the values taught in school, including the importance of the values of tolerance, non-violence and mutual respect.

Solidarity

- Work alongside other human and children's rights organisations including national and international NGOs that are working to increase awareness and respect of children's rights.
- Engage in partnership with organisations working on sexual and reproductive rights.
- Together with Governance team, engage with partners on right to adequate public services such as education.

Campaigning

- Join others such as UNICEF, Save the Children, Plan International to lobby for the inclusion of relevant and age-appropriate information on human and children's rights including sexual and reproductive rights in the curriculum.
- Lobby for the inclusion of information on human and children's rights to be included in pre- and in-service teacher training courses.

Alternatives

- Teaching practices ensure children are able to learn about tolerance and democracy in a tolerant and democratic environment and understand their rights and how to claim them.
- The teaching curriculum covers issues such as human and children's rights and teachers are well prepared to convey this information in an engaging and participatory way.
- Children receive age-appropriate and accurate information that may be lifesaving, especially information about their right to protection from all forms of violence, their right to participate in matters that concern them as well as their sexual and reproductive rights and effective HIV prevention.

Additional resources

- UNICEF: Convention on the Rights of the Child: http://www.unicef.org/crc/
- UNICEF fact sheet: a summary of rights under the convention: http://www.unicef.org/crc/files/Rights_overview.pdf
- UNICEF child friendly resources on children's rights: http://www.unicef.org/rightsite/484_540.htm
- 1974 UNESCO Recommendation: http://unesdoc.unesco.org/images/0021/002180/218051e.pdf

Websites

- https://www.crin.org/
- World Programme for Human Rights Education: http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx
- Centre for Reproductive Rights: http://reproductiverights.org/

PHOTO: ACTIONAID

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 of children

If initial research reveals that children's right to participation is not being respected in school, either because there is no scope for children to engage in school-based decision-making processes, no opportunities for them to voice their opinions, express issues of concern and have these taken into account, or because classroom practices do not enable children to engage critically with their own learning, consider how you might work (ideally in collaboration with Women's Rights, Democratic Governance and Sponsorship colleagues) to improve the implementation of children's right to participate both in school and beyond. This may include the following steps:

Schoolchildren, Thailand
PHOTO: ACTIONAID

Empowerment
- Analyse existing policies on children's involvement in school decision-making process and conduct research into opportunities for children to participate in school decision-making processes at school level e.g. through SMCs or School Councils.
- Observe classroom practice and teaching methods to assess the extent to which these promote children's engagement in their own learning through participatory, child friendly methods and stimulating critical thinking.
- Organise workshops on children's rights and child participation for teachers, SMCs and PTAs as well as other parents and community members.
- Support SMCs to include children as active members and ensure participation is relevant, safe and meaningful.

Solidarity
- Work alongside other organisations (e.g. Save the Children, Plan International) working to promote child participation in education and decision-making.
- Engage with children's parliament and support links between children in schools supported by ActionAid and partners and the parliament to ensure issues, particularly those related to children's rights to education are raised during sessions.

Campaigning
- Advocate for the inclusion of modules on child participation and child-friendly, participatory teaching methods in pre- and in-service teacher training.
- Lobby for children to be included in school decision-making processes e.g. as mandated members of SMCs or School Councils.

Alternatives
- Schools provide children with safe supportive spaces where they are encouraged to think critically and engage actively in the life of the school, e.g. through school councils, girls' and boys clubs, lunchtime and after school activities.
- National Education Policies provide for children's active participation in the classroom as well as in school decision-making structures, for example through school councils or through membership of the SMCs.
- Schools actively involve children in developing,

monitoring and reviewing School Improvement and School Development Plans and that these include specific activities aimed at improving child participation in school.

■ Children are engaged in reviewing curriculum and disciplinary procedures.

Case study: giving children space to voice their concerns in Uganda

Uganda   PHOTO: EMMA SCULLION/ACTIONAID

One of the key activities undertaken by the Action for Children's Rights in Education (ACRE) project established school-based children's clubs as a means of empowering pupils to hold teachers and parents accountable for ensuring children's education rights. As a result, pupils at Patek Ajja primary school in Uganda came together to outline their concerns about the challenges they face both at home and in school, many of which lead children to abandon their education. The pupils consolidated their concerns into a report, which they handed to the chairperson of the School Management Committee and, for the first time in the school's history the children's concerns were read aloud at the Annual General Assembly. Some of the issues highlighted by the children are captured in the extract from the children's statement below:

"The headmaster told us to dig a school garden but in the end he planted his beans in it; he makes us work in his garden. Teachers don't teach us enough; our parents don't provide us with teaching and learning materials and have refused to pay development fund and exam fees. We want the AGM to address these problems."

As a result of this report, the Patek Ajja School General Assembly made the following resolutions:

1 Teachers shall not take pupils to work for their personal gains.
2 School gardens shall be initiated as a class decision, not by the decision of teachers unless it forms part of agriculture class-work.
3 Before any meeting, the School Management Committee shall asks pupils to prepare their report, which will be included in the agenda for the meeting.
4 The head teacher shall provide the School Management Committee with monthly updates on each teacher's performance.
5 Pupils shall follow up absent peers and ask the parents reasons for their absence from school.

This marks a change in the willingness of teachers and parents to listen to children and take their concerns into account. It also demonstrates a transformation in pupils' own awareness in their right to demand that actions be taken to support their learning conditions and outcomes. For many, the notion of children's rights is seen as a threat to adult authority and power, however effective child participation can only come about if adults are supportive and engaged in the process. By promoting dialogue and understanding between teachers, parents and children the Promoting Rights in Schools framework used by the ACRE project team in Uganda has helped ensure children's concerns are voiced and action is taken to address them.

Promoting child participation during implementation

People's Action in Practice states that: "*Children are at the heart of what we intend to do to fulfill promise five. Through the Promoting rights in schools framework, we will equip children with education as a right and as a tool to claim their other rights. This will prepare them to become active citizens of the future. It will sow the seeds of rights-awareness in their minds and teach them how to think and not what to think. An outcome of our work under this promise will be both girls and boys enjoying quality public education, in schools with adequate resources from governments and monitored by communities.*" (ActionAid, 2012:147)

Accordingly, the Promoting Rights in Schools resource book particularly highlights the importance of encouraging children's participation in the implementation processes: "*Children have a good sense of what doesn't work in school and what needs to change. It is important to create spaces where they are empowered to improve their school and learning.*" (PRS p.7)

Over and above their 'sense of what doesn't work in school', children also have a fundamental right to express their views on issues affecting them as outlined in article 12 of the UN Convention on the Rights of the Child. Therefore creating space and time for relevant, meaningful participation of children should be a crucial part of any HRBA work aimed at children.

It is important to create spaces where children are empowered to improve their school and learning by:
■ engaging children at both community and school level to design and illustrate a child-friendly version of the charter and materials
■ building capacity and helping adults to recognise that children should be part of the 'teams' collecting data and identifying areas and actions for change
■ promoting children's participatory surveys, data collection and mapping exercises inside or outside the school
■ organising children's parliaments or clubs to engage with government authorities at all levels
■ promoting girls' clubs and engaging with them to work with the Promoting Rights in Schools charter.

Basic Requirements for Child Participation
A range of countries have already successfully engaged children in various stages of the education programme cycle including involving them directly in the collection and analysis of data as part of the participatory research process, and others have strengthened their capacity to advocate and lobby for the fulfilment of their right to education at various levels.

In any efforts aimed at promoting children's participation in ActionAid's work however, it is fundamental to be aware that there are nine basic requirements for the implementation of children's right to meaningful participation. These are outlined in the UN CRC General Comment (2009), which states that Child Participation should be: 1) transparent and informative; 2) voluntary; 3) Respectful; 4) Relevant; 5) Child-friendly; 6) Inclusive; 7) Supported by training; 8) Safe and sensitive to risk and 9) Accountable.

To support more effective engagement of children and young people in programme work, ActionAid has developed an LRP Youth Programming Toolkit that gives clear guidance on how to include young people across the programme cycle. It also provides ideas for how to integrate youth concerns into a variety of thematic areas – including education – and is relevant for a wide range of stakeholders, including LRP staff, child sponsorship staff, local partners, and Activistas. The resource can be downloaded at:
https://extranet.actionaid.org/KCP6/SitePages/Youth%20Programming%20Toolkit.aspx

Additional resources

- ActionAid Youth Programming Guidelines:
  https://extranet.actionaid.org/KCP6/SitePages/Youth%20Programming%20Toolkit.aspx
- Save the Children practice standards in child participation:
  http://www.savethechildren.org.uk/sites/default/files/docs/practice_standards_participation_1.pdf
- Save the Children: putting children at the centre: a practical guide to children's participation:
  http://www.savethechildren.org.uk/resources/online-library/putting-children-centre-practical-guide-childrens-participation
- Save the Children: so you want to involve children in research:
  http://images.savethechildren.it/f/download/Policies/st/strumenti.pdf
- Save the Children: so you want to consult with children: a toolkit of good practice:
  http://www.savethechildren.org.uk/sites/default/files/docs/So_you_want_to_consult_with_children_-_Toolkit_2004_1.pdf
- Plan International: Bamboo Shoots: a training manual on child-centred community development
  http://plan-international.org/files/global/publications/participation/bamboo-shoots-english.pdf
- Inter-agency group on children's participation:
  http://plan-international.org/files/global/publications/participation/ministandards.pdf
- Inter-agency group on children's participation: operations manual on children's participation in consultations:
  http://plan-international.org/files/global/publications/participation/operationsmanual2.pdf
- UNICEF Innocenti: promoting children's participation in democratic decision-making:
  http://www.unicef-irc.org/publications/pdf/insight6.pdf
- World Vision: children as change agents: guidelines for child participation in periodic reporting on the Convention of the Rights of the Child http://rightsofchildren.ca/wp-content/uploads/Guidelines_for_Child_Participation_in_CRC_Reporting.pdf

Websites

- UNICEF child participation: http://www.unicef.org/sowc03/contents/childparticipation.html
- Plan International child participation:
  http://plan-international.org/what-we-do/child-participation/
- CRIN : information and resources on child participation: https://www.crin.org/en/issue/child-participation

Pupils march to celebrate the day of African child to create awareness on the right to free and compulsory education, Kenya

PHOTO: ACTIONAID

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

If initial research reveals that school governance systems are not transparent and effective either because policies governing school decision-making processes do not adequately ensure the respect for children's rights, or because SMCs/PTAs are not functional at school level and/or do not appropriately involve women and children or because there is lack of clarity about the funding allocated for education and its use at various levels, consider how you might design programmes across all dimensions of the Theory of Change, working alongside colleagues in other thematic areas such as Democratic Governance and Women's Rights/Sponsorship. This may include the following steps:

Bangladesh
PHOTO: ACTIONAID

Empowerment

■ Review national laws and policies to ensure that all schools have an effective school governance body, with clear roles and responsibilities and which is required to actually listen to local people. Ensure that children are included as members of key decision-making bodies at school level, i.e. SMCs and School Councils.

■ Analyse the extent to which laws and policies on school management and decision-making are understood and implemented, including an assessment of the extent to which these bodies promote gender equality and child participation in school decision-making/governance.

■ Review the present status of and increase the representation of discriminated groups in school governance structures, including ensuring strong and equal participation of women and meaningful engagement of children.

■ Support SMCs in the full cycle of planning, monitoring and auditing of outcomes and expenditures.

■ Support wider performance tracking of schools, helping local people define indicators and building on their capacity to take on this role.

■ Train PTAs, SMCs and school head teachers on the right to education.

■ Develop community-level, user friendly, budget tracking tools.

■ Organise a training workshop on education budget tracking for:
  – SMCs, PTAs and head teachers
  – District education officers
  – Children's club members.

■ Publish resources on the legal or statutory powers of different groups and map the extent to which they can enact these powers.

Solidarity

■ Federate SMCs so they have a presence at all levels from local to district, provincial to national.

■ Build links between SMCs/PTAs and elected representatives (local, district or even national level).

■ Create space for children – and federate them – for their participation to school governance even if they are not supposed to be part of the school management committees.

■ Organise regular platforms for community participation and information on school management.

Campaigning

■ Support SMCs/PTAs to lobby elected representatives/ education authorities to increase transparency of budget allocations to schools.

■ Lobby for changes to policy/practice re: child participation in school governance.

Alternatives

■ Functioning government inspection programmes, which guarantee and enforce minimum standards in schools, are implemented at national level.

■ Laws and Policies related to school governance mandate and support the meaningful participation of children and women in school decision-making processes.

PHOTO: ACTIONAID

All schools must respect the following fundamental rights:

Right to...

1. Free and compulsory education

2. Non-discrimination

3. Adequate infrastructure

4. Quality trained teachers

5. A safe and non-violent environment

6. Relevant education

7. Know your rights

8. Participate

9. Transparent and accountable schools

10. Quality learning

actionaid
www.right-to-education.org

Additional resources

■ **ActionAid**: politics of participation: parental support for children's learning and school governance in Burundi, Malawi, Senegal and Uganda: http://www.actionaid.org/sites/files/actionaid/ilops_parents_final.pdf

■ **ActionAid**: Researching Education outcomes in Burundi, Malawi, Senegal and Uganda: using participatory tools and collaborative approaches: http://www.actionaid.org/sites/files/actionaid/ilops_methods_final.pdf

■ **ActionAid, GCE, Education Rights**. A guide for Practitioners and Activists: http://www.right-to-education.org/resource/education-rights-guide-practitioners-and-activists

translating the theory of change into practice

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

If initial research reveals that children are not learning effectively and that their learning outcomes are poor either due to the quality of the teaching, overcrowded classrooms, lack of resources, the number of hours of instruction received and/or the school environment itself, consider how you might design interventions across all dimensions of the Theory of Change, working alongside other colleagues, e.g. Democratic Governance. to ensure children's rights to quality education. This may include the following steps:

International PRS training of trainers, Ghana
PHOTO: ACTIONAID

Empowerment

■ Review national and state education laws and policies on education quality and check for recommendations or commitments on issues such as pupil-teacher and/or pupil to trained teacher ratios as well as contact hours. Compare these with ratios in your local schools.

■ Assess whether policies on learning outcomes are informed by human rights principles.

■ Support efforts to review the quality of learning in local schools and publish results. These reviews should draw on exam results and children's learning acquisitions in literacy and numeracy but should also encompass information on the extent to which children's right to education is being implemented.

■ Help parents and other community members to develop indicators on the quality of learning including broader issues, such as the values the school inculcates in students, practical knowledge, social skills, critical thinking and problem solving.

■ Organise a school forum on learning outcomes with parents and teachers.

■ Raise awareness among parents on the necessity of allocating time for their children to do their homework and for parents to show interest in their children's learning outcomes.

Solidarity

■ Collaborate with teachers' unions on issues that will both improve incentives/motivation for teachers and lead to improved performance of children e.g. lower class-sizes, improved school infrastructure, more female teachers, more trained teachers, increased salaries, provision of teacher accommodation (especially in remote, rural areas) etc.

■ Join debates on quality education and how this can be measured.

Campaigning

■ Campaign for investment in education to bring down Pupil-Teacher Ratios and increase Pupil-Trained Teacher Ratios in schools.

■ Campaign to increase teacher salaries to ensure these allow teachers to make a decent living.

■ Collaborate with other organisations with a strong focus on quality of education and lobby for the integration of rights-based quality standards and indicators in government system.

Alternatives

- Evidence on learning outcomes is analysed in relation to key indicators such as class size, the level of accountability of the school and the level and type of training teachers have received.
- Develop interventions to improve learning in a sustainable way, which builds or reinforces the capacity of the wider government system.
- Support co-curricular exercises that promote creativity and new forms of learning in addition to the core curriculum.
- The Promoting Rights in Schools framework is widely used as a tool to assess and monitor quality of education that respects and fulfils children's rights.
- Measures of learning outcomes include rights as well as basic skills such as literacy and numeracy.

Additional resources

- RTE learning outcomes assessments: a human rights perspective:
  http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_Learning_Outcomes_Assessments_HR_perspective_2013.pdf
- ActionAid: politics of participation: parental support for children's learning and school governance in Burundi, Malawi, Senegal and Uganda:
  http://www.actionaid.org/sites/files/actionaid/ilops_parents_final.pdf
- ActionAid: Researching Education outcomes in Burundi, Malawi, Senegal and Uganda: using participatory tools and collaborative approaches:
  http://www.actionaid.org/sites/files/actionaid/ilops_methods_final.pdf
- UNESCO EFA global monitoring report: teaching and learning – achieving quality for all
  http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2013/
- UNESCO UIS/Brookings: Toward Universal Learning: recommendations from the Learning Metrics Task Force
  http://www.brookings.edu/~/media/Research/Files/Reports/2013/09/learning%20metrics%20task%20force%20universal%20learning/LTMF%20RecommendationsReportfinalweb.pdf
- Save the Children: Making it Count: providing education with equity and quality in the run-up to 2015:
  http://www.savethechildren.org.uk/sites/default/files/docs/STCI_MakingItCount_Sept10_Lo_Res_1.pdf
- Save the Children: policy brief – quality matters:
  http://www.savethechildren.org.uk/sites/default/files/docs/Quality_education_briefing_1.pdf
- CRC General Comment 1: Aims of Education: http://www.right-to-education.org/resource/crc-general-comment-1-article-29-1-aims-education

Websites

- Global Partnership for Education: learning for all:
  http://www.globalpartnership.org/our-work/areas-of-focus/learning-outcomes/
- World Bank: learning outcomes:
  http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:21911176~menuPK:5495844~pagePK:148956~piPK:216618~theSitePK:282386,00.html
- UWEZO: improving learning outcomes in East Africa: http://twaweza.org/go/uwezo-strategy-update-improving-learning-outcomes-in-east-africa-2009-2013
- Right to Education Project: Quality Education: http://www.right-to-education.org/issue-page/education-quality

translating the theory of change into practice

5 Monitoring & Evaluation

ActionAid's strategy outlines the organisation's commitment to elaborating and testing the overall Theory of Change and proposes the People's Action Monitoring Framework as the system that will enable us to challenge the assumptions behind each of the four pillars (Empowerment, Solidarity, Campaigns and Alternatives) and keep track of our progress in implementing HRBA as we move towards fulfilling each of our 10 Key Change Promises across the five Strategic Objectives. This mandate requires developing a functional and user-friendly M&E system, which enables us to generate evidence of our work in each of these areas and building capacity across the Federation to implement this system.

5.1 Using the Promoting Rights in Schools framework to support monitoring

Monitoring systems should draw as much as possible upon existing work with community groups and other stakeholders, using the methodology outlined in the Promoting Rights in Schools resource book to map and monitor schools against the 10 core 'rights' in the charter.

A systematic approach to implementing the Promoting Rights in Schools methodology will help to generate much of the data and information to inform analysis during struggle for promoting rights respecting schools and which is also needed to respond to local and global indicators.

1   By ensuring that your monitoring keeps a record of the number of people who are trained, participated in the awareness sessions, or who remained involved in the Promoting Rights in Schools research, review, reflection and action processes, it will be possible to respond to the indicator on 'number of people (girls, boys, teachers and parents) who are aware of the 10 core education rights'.

2   From local, national to global, as you compile, document and disseminate the data from the participatory consultations that focus on the school situations based on RPS baselines, budget analysis and education financing, transparency and accountability, equity and quality in schools you will generate data on the 'number of citizen reports compiled and disseminated'.

3 Establishing the number of communities where schools have significantly progressed on two or more of the 10 core Education Rights in the 'Promoting Rights in Schools' will require working with community groups to establish systems build of participatory methods helping to monitor their efforts to identify and document changes happening in schools' performance against the 10 core rights.

4 'The extent to which the 10 core Education Rights are reflected in national education policies' will depend upon the work done at national level building on local programming to influence policy. This work will most likely be facilitated by the ActionAid country office and data on any policy changes or campaign wins should be recorded at this level with active engagement of the alliance, member's accountability groups and other stakeholders etc.

5 The previous indicator is likely to be linked to 'evidence of ActionAid actively participating in national education networks', which will form part of the strategy to influence national level education policy. Staff should keep track of the meetings they attend and the topics that are discussed to build up evidence of ActionAid's participation and influence in national networks.

6 Data to respond to the final change indicator related to 'the ratio between girls and boys, and the actual numbers, who complete primary education and transfer to secondary' may be available from secondary sources such as school records. If not you will have to rely on the groups working with you at the community level to try to access this information from their local school governors.

Country teams and local rights programme will most likely also define additional indicators through a consultative process with children, parents, teachers, partners and other that will help them keep track of their own progress against work plans and towards specific local-national targets. Teams may choose performance or change indicators or ideally a combination of both. At whatever level you decide to set your indicators they should always be SMART (Specific, Measurable, Achievable, Relevant and Timely).

Specific
■ Is the indicator precise enough to measure progress towards the results?
■ If the indicator is ambiguous to different people then it needs to be framed better.

Measurable
■ Is the indicator objectively verifiable?
■ Producing the same results for example by different observers?

Achievable
■ Is it possible to track data on this indicator?
■ How feasible it is?
■ Is the indicator cost effective enough?

Relevant
■ To programme objective plans (POP) critical pathway?
■ Appropriate to what we want to know (e.g. Activity, output, outcome, impact).
■ Sensitive to the situation we want to observe?

Timely
■ Does the indicator enable collection and analysis in a reasonable period of time?

5.2 Tools

Though a number of Reflection-Action tools and methods are referred to in the Promoting Rights in Schools handbook to support data collection and analysis using Promoting Rights in Schools framework, we will promote and support a continuous process of exploring, developing, testing and promoting use of Reflection-Action tools that are contextually relevant, inexpensive and fit for purpose.

Building on the our historical niche, experience and knowledge of reflection-action methods and tools, we have started to organise 'basket of tools' as an on-going work with the aim of enabling practitioners to improve quality of data in monitoring and evaluation processes. You can access 'basket of tools' here. Accompanying tools in the basket are evolved from practice and flow from principles of HRBA, Reflection-Action and are coherent to our vision for M&E to be an

Example of tool: community score card in Nepal

Participatory tools such as scorecards and other scalar approaches provide an inexpensive 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.

A video example from Nepal (available here) demonstrates the experience and process of using the score card for participatory assessment of the 'quality of school' and how process itself help to create critical consciousness of the all stakeholders involved to agree on and take desired corrective actions.

In addition, a detailed resource sheet on Promoting Rights in Schools Score Card developed by M&E Unit with support from EAGLEs (available here) and also given as ANNEX to this handbook.

Below are some general guiding considerations drawn from Nepal example, while you decide to use (or adapt) this tool for monitoring the school progress.

- Building a shared clarity among communities and other stakeholder on what we want to measure e.g. what progress on quality education means with reference to the Promoting Rights in Schools.
- Gather and train a team of facilitator's who understand the political context and have technical competence to ensure that they understand the purpose and develop the proper skills (how to encourage discussion, taking accurate and useful notes, etc.).
- Select any participatory reflection-action tool (such as spider net, mood metre, evaluation bottles, a coffee cup, a battery or any scaling tool) to help visualization process, to ensure participation of every one particularly of children and those who are challenged by reading or writing.
- Using Focus group discussions (FGDs) during participatory review and reflection processes 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. This will help the communities themselves to assess the progress of schools and rate where school stands in term of quality.
- Creasing an opportunity for duty bearers (service provides) to make their own judgment of the quality of education in schools based on shared criteria and indicators.
- Arranging a joint meeting (public assembly, hearing or jury etc.) to discuss the findings, problems, find solutions and make plans for corrective actions.

empowering and transformation experience for people living in poverty and everyone who is involved.

Selection and use of tools and methods should also respond to HRBA and Reflection-Action principles, and should be an empowering experience for parents, children, teachers and others. Use of tools must be seen as integrated to and packages with our existing practice of

participatory review and reflection processes (PRRPs) as on-going process rather than standalone one time activity during year.

5.3   Evaluations

Quality Evaluations are critical to help us learn from our work, improve the quality of what we do and deepen the understanding of changes
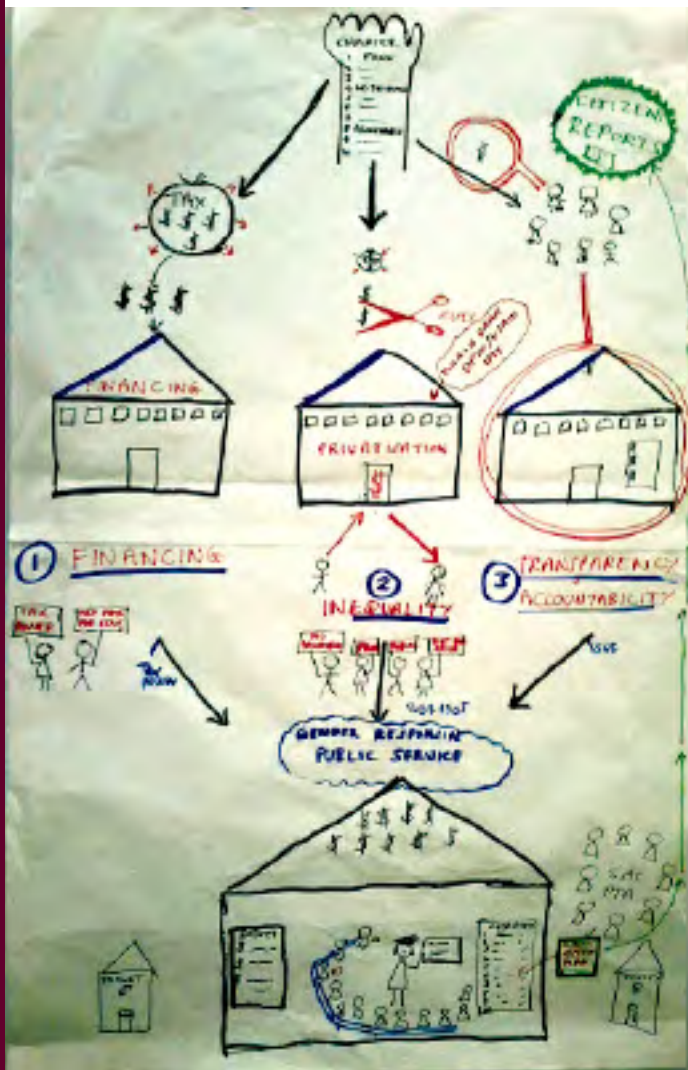
What success looks like, IS 2016 planning meeting
PHOTO: ACTIONAID

happening and impact our work leading to benefit people living in poverty and others we are accountable for.

Currently, numerous resources on evaluations are present which are originated from ActionAid's work, but these are fragmented, too general and difficult to access and so use. ActionAid began an internal project to improve the quality of our evaluations. This specific initiative aims to provide a clear organisational architecture on evaluations with a set of global evaluation principles (standards) and guidelines.

In order to guide evaluations that are methodologically rigorous, work to draft 'Evaluation Guidelines' along with 'Technical Guidance Notes' is under process. First draft is available here which will be tested with targeted

evaluations happening in federation and will be refined over the period of time.

Whenever we decide to undertake evaluations of our education work, we can start making use of these resources (available here) to improve the quality of our evaluations so that we better demonstrate the evidence about impact of our education work using Promoting Rights in Schools methodology, test our assumptions and theory of change and use learning from evaluations to inform our future course of engagement.

5.4 Integrating M&E across the four stages of the HRBA programme cycle

Ensuring effective M&E is key to enabling ActionAid to measure changes occurring as a result of the implementation the Theory of Change and should be seen as a core component of regular activities. It needs to be integrated into all stages in the programme cycle and is not just an additional exercise tagged on at the end. M&E is part of each of the four stages of the HRBA programme cycle as described above and M&E staff should be involved at each phase in the cycle.

1 During Contextual Analysis: consider the information available regarding the extent to which the right to education is being implemented in your country. This will include of course the findings resulting from any participatory review and reflection process conducted at LRP level using participatory reflection-action tools. What does the situation reveal? What are the biggest problems and challenges faced by People living in Poverty? What is the assessment of the root causes of these problems and the power imbalances based upon problem tree analysis and power mapping? Which issues will you focus on? Which stakeholders will you work with? Which stakeholders do you need to target?

2 During Programme Design: it is crucial to

Figure 4: the five steps to developing a POP
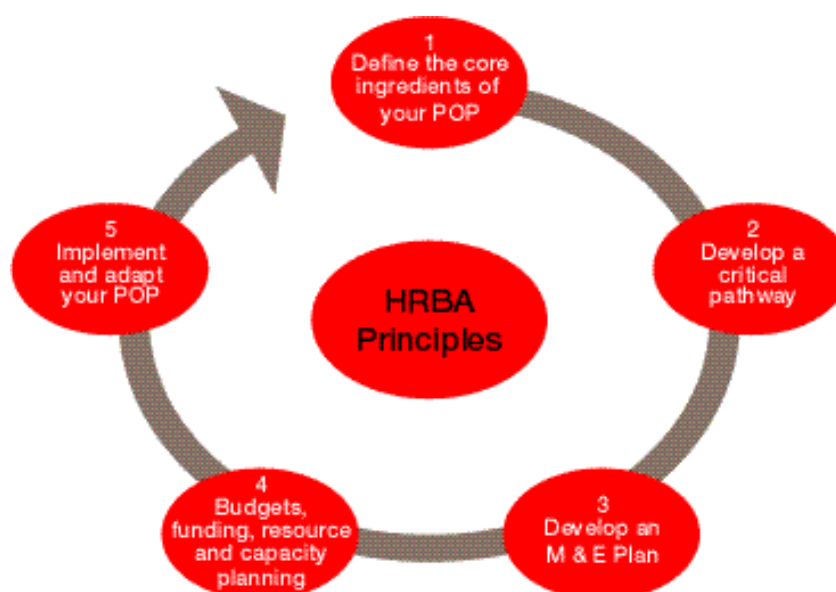
identify specific measurable and achievable national level objectives that are aligned with the strategic objective. Detailed guidelines on how to develop programme objective plans (POPs), following a series of five steps as demonstrated in Figure 4, are currently being tested. Once you have decided what you want to achieve, plan concrete actions across each of the three dimensions of the Theory of Change that will contribute to achieving the changes you have planned. At this stage a critical pathway should be developed that is specific to national interventions to ensure there is a clear link across each dimension and a logical flow between expected achievements and planned activities (see p.105 of *People's Action in Practice* for more information). This will also help define specific indicators to measure progress at national level and ensure that these indicators are helping to generate the evidence to help measure and track progress towards the KCP5 global indicators and contribute to the meta indicator at the strategic objective level.

3 **During Implementation**: Monitoring & Evaluation should form an integral part of your programme implementation plans and should be embedded within your work to implement the Promoting Rights in Schools methodology. An M&E framework must go much deeper than defining indicators to

clarify the collection of data from specific verifiable data sources. Build M&E activities into your programme schedule and ensure that ActionAid and partner staff are clear on roles and responsibilities for collecting and analysing both quantitative and qualitative data. Use information emerging from this process to change course as necessary in order to achieve established objectives.

4 **During reflection and review**: involve key stakeholders in the reflection and review process and ensure that children and young people are included too. Analyse data emerging from various forms of M&E activities and use this to reflect on the extent to which programme activities are measurably contributing to country programme objectives as well as KCP5 at the global level. Track progress using a range of tools and data including SIPs and Citizen Education Reports. Identify changes (positive and negative, expected and unexpected), document successes and best practice and share learning with communities of practice both internally and externally. Reflect upon how your strategies for change are working and whether any improvements or adjustments can be made. Use evidence to lobby for changes in policy and practice and consider how to incorporate it into fundraising activities and proposals.

Case study: using M&E effectively in multi-country projects

In order to effectively track progress towards the achievement of its aim and objectives, the Stop Violence Against Girls in Schools project team developed a comprehensive M&E framework, complemented by a range of tools for the regular collection of qualitative and quantitative data.

This process, which was led by the Institute of Education, University of London included representatives of project partners from the three different countries involved to ensure that all developed a sense of ownership of the final products, were familiar with the processes for data collection and analysis understood the importance of the data in informing programme implementation and advocacy work during the project's life-time.

The contents of the M&E framework acknowledged the need to tackle violence against girls at multiple levels and seeking to capture data relevant to changes in interactions, institutions and power relations that affect girls' experiences of violence.

The framework itself included four sections, each linked to one of the project's four objectives and containing a series of detailed indicators that were specific, measurable and yet flexible enough to be adaptable to the three different country contexts. The indicators served to capturing qualitative and quantitative information about changes in laws and policies, girls' enrolment, retention and drop-out, prevalence of violence against girls and girls' confidence occurring in project schools and communities.

These indicators were incorporated in the key stages of the research component, particularly the baseline and endline studies as well as meticulous annual data collection and analysis. Whilst the baseline and endline studies were led by research partners, the annual M&E activities were conducted community and advocacy implementing partners staff in collaboration with ActionAid with the support of a guidance manual and series of tools especially designed for the purpose. These resources included simple, user-friendly step-by-step guidelines and timeframes for data collection to support implementing staff to track progress towards objectives on a regular basis by comparing changes to baseline data.

This information greatly contributed to enhancing the project's advocacy and programming work by providing team members with the robust qualitative and quantitative data to improve or alter implementation strategies and highlight issues in girls' right to education and protection to decision-makers. Some of the key recommendations emerging from the process of development and implementation of the project's M&E framework, manual and tools include the need to:

1   Engage representatives from all sectors of the project including those responsible for community implementation, research, advocacy and coordination in the development of the M&E framework and tools in order to promote understanding, ownership and commitment to collecting, analysing and using the resultant data.
2   Develop simple qualitative and quantitative outcome indicators that are specific, measurable, relevant and effectively support the tracking of progress towards project objectives.
3   The production of a simple, easy to use guidance manual and toolkit, complemented by basic training is crucial to ensuring staff responsible for data collection and analysis understand the purpose of the task and are easily able capture robust data in the field.
4   Ensuring all team members are involved in the analysis and interpretation of annual M&E data supports a better understanding of the changes occurring in project intervention areas and helps better orient project implementation strategies.

In addition to serving as an internal tool for measuring progress towards results, the M&E framework and data collected against its various indicators have also been used effectively by independent external evaluators responsible for conducting the mid-term and end or project reviews providing project staff and donors with robust evidence that highlights what works and provides clear, comprehensive evidence of areas where the project has been successful (or less successful) in bringing about the anticipated positive changes in girls' lives during the five years of implementation.

The M&E framework developed for the Stop Violence Against Girls in School project has been summarised in a desk review produced by Sussex University for Concern International. Consult chapter 6 for more information.

Example: planning and programme and identifying indicators across all dimensions of the Theory of Change

The following example aims to show how you can plan your programme activities across all three dimensions of the Theory of Change and identify a combination of indicators, selected from both the global list as well as tailoring these to fit your own needs, in order to track progress towards your objectives and, ultimately, the global strategic objectives. The indicators in blue represent those taken from the global list; the others are intended as examples of indicators relevant to the specific project outcomes.

SO3: Improve the quality of public education for all children & support youth to become drivers of change towards a poverty-free planet			
Meta indicator: number of communities who secure quality public education			
Objective: improve the quality of public education for poor and vulnerable children, especially girls			
Outcome: improve girls' completion and transition rates from 30% to 40% and from 15 to 25% respectively in 120 primary schools across 12 LRPs by 2017			
Empowerment Actions	**Indicators**	**Alternatives**	**Indicator**
Raise adult stakeholders' awareness on the right to education, using the Promoting Rights in Schools charter. Highlight issues of gender discrimination and violence that prevent girls from staying in school	**No of people (girls, boys, teachers, parents) who are aware of the 10 core education rights, in particular girls' right to education**	Legal and policy reforms as well as knowledge attitudes and practice lead to reductions in early marriage and promote conducive environments for girls' education at home, school and in the community	**Ratio between girls and boys who complete primary education and transfer to secondary**
Train members of the girls' clubs in schools on their right to education, protection and sexual and reproductive rights	% of girls able to accurately respond to basic questions about their right to education, protection and sexual and reproductive rights		
Train members of the Teachers' Union women's wing on role modelling approaches to promote girls' education and retention	% of women teachers who use role-modelling approaches as part of their everyday work		
	% of girls who drop out of school		
	% of girls completing primary education		
Solidarity Actions	**Indicators**		
Mobilise mother groups supporting girls' clubs to work alongside District Education Authorities to consider how schools can take action to curb early marriage	**No of communities where schools have progressed on two or more of the 10 core education rights in the Promoting Rights in Schools charter, including the right to non-discrimination**		
	No of schools taking specific actions to address early marriage		
Collaborate with the national education coalition and Teachers Union to revise and disseminate the Teachers' Code of Conduct in all schools ensuring teachers are aware of the penalties for violence and abuse against girls	Level of awareness amongst teachers about the Code of Conduct and its content, particularly penalties for violence and abuse against girls		
	Evidence of ActionAid actively participating in national education networks		
Campaigning Actions	**Indicators**		
Develop a Citizen's Report on factors affecting girls' education using evidence gathered during baseline research	**No of Citizen Reports compiled and disseminated**		
Engage with Parliamentary Committees on Education and Legal Affairs on the passing of the marriage bill, raising the age of marriage from 15 to 18	Policy reforms made in support of girls' education		
	Extent to which 10 core education rights are reflected in national education policies		

6 Ensuring the eight principles of HRBA are incorporated into programme design

ActionAid's theory of change also includes minimum standards against the organisation's eight HRBA principles, which should be referred to during programme design and addressed in critical pathways to change as well as indicators for monitoring purposes. It is also important that these minimum standards are built in as a feature of programme monitoring and incorporated as a component of evaluations. The following table seeks to outline some of the ways these minimum standards can be applied during integration of the Promoting Rights in Schools framework into education programming.

Farmer women join agriculture training at Battambang Province, Cambodia

Principles	Minimum Standards	Education programming examples
1 Putting the active agency of people living in poverty first and building awareness of their rights	1 People living in poverty and their organisations have been actively involved in the drawing up of all our local rights programmes. Our national and international programmes are based on analysis and learning done with people living in poverty. 2 Programme activities or strategies exist that enable people living in poverty to analyse and reflect on the conditions and causes of poverty and inequality, linking this with rights and the violation of rights. 3 We have supported the active, free and meaningful participation of people living in poverty so they are aware of their human rights and of key duty bearers and are able to hold them accountable. 4 We have addressed and understood vulnerabilities, strengthened people's resilience and helped respond to basic needs in ways that are sustainable, strengthen rights and generate alternatives. 5 People living in poverty have organised themselves and mobilised as rights activists. We have supported them to build their skills and leadership to articulate their agenda, and to take actions to claim and enjoy their rights. 6 Our fundraising and communications work represents people living in poverty as active agents, not victims. 7 In our campaigning and fundraising work, we are actively engaging people living in poverty, respecting them as rights holders and giving them a voice.	1 Use the participatory data collection and analysis process to engage community members with a stake in education, e.g. parents, teachers, children, local authorities and leaders etc. in reflecting on the extent to which right to education is being implemented at local and national level. 2 The research process enables people to identify violations of rights and linking this with poverty and inequality. 3 By enabling the active, free and meaningful participation of people in poverty as part of this process, they are aware of their rights and better equipped to identify key duty-bearers and hold them to account for the realization of the right to education. 4 Capacity building/empowerment through workshops and first hand involvement in the research strengthens people's capacity to respond to basic needs that are sustainable, strengthen rights and generate alternatives. 5 By working with key stakeholders, such as SMC/PTA members we help them organise and mobilise as rights activists. Providing people with new skills and leadership abilities to articulate their agenda helps them to take action to claim and enjoy their rights.
2 Analysing and confronting unequal and unjust power	1 We have analysed and understood the impact of unequal power relations within groups of people living in poverty and between them and other actors/duty bearers. 2 We have challenged all forms of discrimination and prioritise working with those who are most excluded. 3. We have specifically analysed and understood power relations between women and men and worked on strategies to address them. 4 We have analysed the impact of our own power in partnerships and alliances. 5 We have a clear critical pathway, laying out how change will happen, based on a thorough analysis of power and rights. 6 Comprehensive power analysis informs our campaigns, which seek to shift power. 7 Our fundraising narrative recognises the role	1 During research consider the impact of unequal power relations in terms of access to the right to education and between people living in poverty and other actors/duty-bearers. 2 Use the research and reflection on the 10 rights outlined in the Promoting Rights in Schools charter to identify and challenge forms of discrimination and prioritise actions to work with the most excluded. 3 Consider how the Promoting Rights in Schools charter can help deepen understanding of gendered power relations in terms of the right to education and how to achieve greater equality. 4 Analyse our own power in partnerships and alliances aimed at ensuring the right to education is respected and consider how we can use this power to bring about greater equality. 5 Use the critical pathway to plan actions that will lead to transformations in the education system in

Principles	Minimum Standards	Education programming examples
	of unequal power relations in causing poverty and the importance of addressing this.	response to issues identified during the research. 6 A comprehensive analysis of power relations and how these affect access to the right to education, informs the design of our advocacy and campaigns in order to shift power. 7 Use findings from research and M&E/examples of success to inform fundraising pitches demonstrating how the HRBA can help identify and address inequality and discrimination in education.

3 Advancing Women's Rights	1 We have ensured that women have the confidence to identify and challenge different forms of subordination and exploitation – whether sexual, cultural, political or economic.
	2 We have supported the capacity development of women living in poverty and their organisations.
	3 We have confronted unequal power relations between men and women, including within our own organisation.
	4 We have done gender analysis and gender budget analysis to concretise this commitment.
	5 We have connected women living in poverty and their organisations with others to build solidarity and strengthen the movement for change.
	6 Our fundraising and communications work is gender-aware and challenges stereotypes.
		1 Work with women teachers as well as women in SMCs/PTAs and supporting initiatives to promote girls' empowerment can help them gain the confidence to identify and challenge different forms of discrimination and subordination that affect women and girls within the education system.
		2 We support the capacity development of women and girls within the education system, this includes working with women in SMCs/PTAs and teachers' unions as well as working with women in Reflect!on-Act!on circles and members of women's associations and networks at the grassroots level.
		3 Reflection on gender/power relations within the education system can help redress inequalities in terms of factors such as:
		  a Gender parity in enrolment, completion and transition
		  b Gender sensitive pedagogy
		  c Gender equality and participation in decision-making bodies at school level (e.g. SMCs, PTAs, student counsels)
		4 Our analysis of policies helps us to understand the way issues related to gender in education are addressed in the national legal and policy framework as, how far these are put into practice on the ground well as the extent to which national education budgets are 'gendered' (or not).
		5 We work with women's networks and associations as well as members of girls' clubs (for both in and out of school girls) and support them to build solidarity and strengthen movements for change, facilitating their participation in events that will allow them to meet key decision-makers and lobby for measures to protect equal education rights for girls and boys.

4 Building Partnerships	1 We have identified strategic partners who can help us achieve our goals. 2 We are prioritising partnerships with organisations that are constituted by, genuinely represent or strongly connect with people living in poverty. 3 We have built credible partnerships based on our principles, building trust and mutual understanding and developing clear	1 Effective analysis of key stakeholders/allies allows us to identify the most strategic partners within the education sector at national and local level that have common goals to us and can help us achieve KCP5. 2 We prioritise partnerships with organisations such as Teachers Unions, Education Coalitions and others committed to ensuring children's right to education is fulfilled. 3 Our membership on board of GCE and our

Ensuring the eight principles of HRBA are incorporated into programme design

Principles	Minimum Standards	Education programming examples
	agreements. 4 We have identified partners with the capacity or the potential to implement high quality and high impact programmes. 5 We have supported our partners' organisation and institutional capacity development. 6 We are linking our partners (local-local and local-national, national-local, national-international etc.), especially facilitating connections with social movements and engagement in international advocacy and campaigns.	Parktonian Agreement with teachers' unions help ensure we have credible partnerships built on shared principles, trust and clear agreements for joint work. 4 Our partners have been selected for strategic purposes, but also because they have the capacity or potential to implement high quality, high impact education initiatives that will support the achievement of the right to education for all children. 5 Our partnership agreements include a strong commitment to support partners' organisational and institutional capacity development on HRBA to education both as part of on-going engagement and structured activities. 6 Engaging with Coalitions can help us link with a range of member organisations committed to education from local to national and international level.
5 Being accountable and transparent	1 We can show evidence of our primary accountability being to people living in poverty. 2 We are satisfying all relevant secondary accountabilities (as listed on page 40 of *People's Action in Practice*). 3 We can show the impact of all our work on children. 4 We have fulfilled the requirements of our open information policy, by making information about our programmes and budgets available to all stakeholders in accessible formats. 5 We are using our own accountability as a foundation for strengthening people's ability to hold their governments to account on their rights obligations.	1 Improving our M&E to demonstrate how we are directly bringing about changes to education system from school level upwards. 2 Our M&E systems and tools help us track the impact of our education work on children's lives, demonstrating progress made towards key indicators. 3 Better M&E and documentation helps us increase accessibility to information about programmes and budget. 4 Ensuring we are able to track progress in children's lives thanks to our education programming, for sponsored and non-sponsored children. 5 Our improved accountability through improved M&E systems, which include baseline data and School Improvement Plans developed during the implementation of the Promoting Rights in Schools framework, help us strengthen people's ability to hold governments to account on their rights obligations.
6 Monitoring, evaluating and evidencing our impact, and promoting learning	1 We are tracking relevant indicators and have credible baseline data so we can measure change, showing the outcomes and impact of our work – whether we are working in a local rights programme, in a multi-country campaign or in fundraising. 2 We are cost- and carbon-conscious in all our work, being careful how we use both ActionAid's resources and natural resources. 3 We are monitoring and reflecting on change processes in a participatory way on an on-going basis. 4 Our future plans are informed by what we are learning and by evidence of what is effective.	1 We ensure our national and international M&E frameworks and systems are linked and that by using common indicators we are better able to track progress towards KCP5 against baseline research evidence. 2 We consider issues such as value for money and environmental impact during our programme implementation so that we use both natural and organisational resources wisely in the pursuit of our goals. 3 PRRPs including children, young people and other education stakeholders help us reflect on progress in a participatory way. 4 We ensure that we analyse M&E data and use evidence to inform plans, future programming and fundraising efforts.
7 Linking work across levels	1 We are working towards lasting gains at the local level and beyond by tackling structural	1 Effective analysis of legal and policy frameworks as well as gaps/violations in provision of the right to

Principles	Minimum Standards	Education programming examples
to ensure we address structural change	causes of poverty and rights violations (for example, changes in law, policy, procedure or budget allocation in favour of people living in poverty). 2 We are connecting local rights violations to national and international factors and to recognised human rights legal frameworks. 3 We are connecting local struggles with national and international movements, and connecting local issues to national civil society change processes. 4 We are connecting work on different objectives/key change promises and connecting grassroots programme, campaigning and fundraising work. 5 We are facilitating communication and information flows between local, national and international levels.	education as compared to international human rights standards and commitments can help plan and advocate for changes to policy, law and practice re: right to education. 2 The use of the Promoting Rights in Schools framework allows us to understand and connect rights violations occurring locally to national and international human rights frameworks. 3 Working with strategic partners such as GCE and EI as well as their national and local member organisations will help connect local struggles with national and international movements and change processes. 4 Effective integrated/cross-sectoral planning will help maximize use of evidence and mobilisation/ campaigns on crosscutting issues to achieve strategic objectives. 5 The implementation of a HRBA to education through the application of the Promoting Rights in Schools framework and an integrated approach to work with other sectors facilitates communication and information flows between local, national and international levels.
8 Being solutions oriented and promoting credible and sustainable alternatives	1 We are putting forward credible alternatives to challenge dominant models and paradigms challenge dominant models and paradigms that undermine people's rights. 2 The alternatives we propose and support are sustainable, being cost- and carbon-conscious. 3 We have developed these alternatives with people living in poverty, our partners and allies. 4 We encourage innovation and experimentation and are not afraid of failure – but are quick to learn. 5 We are connecting our work on alternatives in different areas. 6 We have created some space for dreaming and visioning the future.	1 Our participatory research outlining the barriers to the realization of the right to education allows us to work with stakeholders to put forward credible alternatives from the school to the national level. 2 The alternatives we propose and support are sustainable because they both involve systemic, lasting changes based on human rights principles and also take into account value for money and environmental impact. 3 The integration of the Promoting Rights in Schools framework supports direct work with people lliving in poverty as well as other partners and allies to ensure that alternatives being proposed emerge from the grassroots and present lasting and relevant solutions. 4 An integrated approach to working with other sectors such as Democratic Governance, Women's Rights and DRR creates strong connections and increases the potential for long-term sustainability and wider impact. 5 Our participatory processes that reach out to a wide range of stakeholders including children and young people enable us to create spaces for envisioning and working towards credible alternatives.

Ensuring the eight principles of HRBA are incorporated into programme design

7 Concluding notes

As noted on p.9, this handbook has been designed for use by ActionAid and partner staff responsible for education programming in order to support the development and implementation of human-rights based education initiatives that present viable and credible alternatives to the status quo and lead to real transformations in education systems.

The document builds on information already included in People's Action in Practice and the Promoting Rights in Schools resource book and is intended to be used alongside these as well as other organisational planning and programming guidelines to help staff devise solid, rights-based programme interventions.

Applying an HRBA lens during all stages of the programme cycle, from analysis, programme design, implementation and review, is crucial to ensuring children's right to quality basic education is met. The Promoting Rights in Schools framework serves as this lens and the participatory, Reflection-Action methodologies it supports are fundamental to mobilising rights-holders (including children, parents and teachers) around the issue of education and holding duty-bearers to account in order to achieve changes in policy and practice that will contribute to sustaining real positive transformations over time.

The commitment and dedication of hundreds of ActionAid and partner staff to applying a human-rights based approach to education programming have already resulted in numerous examples of lasting change, many of which are documented in this handbook and it is hoped that its application and use will result in many more such examples, each in turn helping ensure lasting impact in the form of thousands more boys and girls across the world enjoying their right to quality education.

PHOTO: ACTIONAID

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Group from the international TOT, Accra, Ghana
PHOTO: ACTIONAID

Annexes

Annex 1
One-day national stakeholders orientation meeting (adapted to national context)

Objectives of the meeting

1. Xxx
2. Xxx
3. Xxx

Outline agenda

Time	Session	Methodology	Resources
09.00	**Opening**		
	Ensure clarity on objectives and role of AA and similar NGOs in achieving RTE in SL, necessity for partnership to avoid duplication, lack of coordination, competition, etc.)		Country director, MOE
09.15	**Participants expectations vs. objectives**	Plenary	
09 30	**Context of education** in country (legal and policy framework, country commitment, overview of education system, education sector plan, positive aspect, achievements, partnership, etc.) 　1 questions and answers 　2 contributions from other NGOs in the room	Plenary, panel	MoE, Civil society, Teachers unions
10.30	**Break**		
10.45	**Context of education** in country – based on the factsheet prepared by the Right to Education project: ■ comments on the document (addition, gaps, etc.) ■ positive aspects of education system ■ challenges ■ issues arising ■ possible action to address identified issues at all levels	Group work three groups	
11.45	**Feedback from group work** (30 mins.) Synthesis of challenges, issues arising and potential actions (30 mins.)	Plenary	
12.45	**Lunch**		
13.45	**Presentation of Promoting Rights in Schools framework**: + Questions and answers (at the end of the presentation, after Q&A, the facilitator allocates 10 mins. to quickly assess the state of the 10 rights in country from the participants perspective with the survey tool)	Plenary	
14.45	**How to implement the framework** to improve the state of the right to education in country (based on learning and analysis from the previous sessions): ■ Local level organisations ■ National level organisations ■ Ministry of Education representatives	Group work	
15.15	**Feedback**	Plenary	
15.45	**Next steps** to be taken by organisations present at the workshop	Group work	
16.00	Feedback (the idea of setting up a committee will certainly come from one of the groups. Otherwise, you have to make it happen. This is a very important session. Please ensure that the facilitator understands the expected outcome)	Plenary	
16.45	**Evaluation**	Plenary	
17.00	**Closing**	Plenary	

Annex 2
Training for Staff and Partners – example

Time	Activity	Objectives	Methodology
Day 1	**Transforming schools: From global to national**		
09.00	Introductions, logistics	Ice breaker	Bingo game
09.30	Welcome and opening	Welcome, country context – Education & CSP	Plenary
09.45	SO3 and KCP5	Overview of the global M&E framework	Plenary, Q&A
11.00	Coffee break		
11.15	Kenya education context	Overview of legal & policy framework	Group
12.00	feedback from groups	Challenges at local and national levels	Plenary
13.15	Lunch break		
14.00	Right to education	Education context: Country fact sheet against education plan	Group/plenary
17.00	Wrapping up	Evaluation of the day	Plenary
Day 2	**Understanding the Promoting Rights in Schools as a tool to address the education challenges**		
08.30	Exercise on right to education	Assessing day 1 learning	Plenary
09.30	Introduction to the Promoting Right in school framework	Overview of the resource book and the mainstreaming process	Plenary
11.00	Coffee break		
11.15	Promoting Rights in Schools: the collective engagement	The added value of the Promoting Rights in Schools: involving key actors from local to national	Plenary & group
13.00	Lunch break		
14.00	Data collection	Understand, adapt the indicators	Plenary & group
16.00	Coffee break		
16.15	Preparations for field visit.	Selection of the indicator, do's & don'ts, role play	Plenary
18.00	Wrapping up	Evaluation of the day	Plenary
Day 3	**Practising the promoting rights in school framework**		
09.00	Field visit	Promoting Rights in Schools in practice: collecting data from key actors within a school in a local rights programme	Groups/all
14.00	Lunch break		
1500	Learning from the fields	Participants compile, analyse data and draft the report	Group
1800	End of the day		
Day 4	**Contextualising the Promoting Rights in Schools framework**		
0900	Reflections on the field visit	Feedback on finding and actions to feel the gaps, steps to a school improvement plan	Plenary by all groups
1100	Coffee break		
1115	Same as above	Same as above	Plenary
13 00	Lunch break		
14 00	Involving key actors	Added value of the Promoting Rights in Schools: involving key actors from local to national	Plenary & group
1530	Coffee break		
1545	Sharing experiences	Learning from other country programmes	Plenary
17 00	Wrapping up	Evaluation of the day	Plenary
Day 5	**Planning**		
08 30	Recap	Refreshing on the entire process; Q & A	Plenary
09 00	Consolidated report	a group was set up at the end of day 4 to LRP report	
0930	Partners contributions to the work on the right to education	MoE: Teachers service commission, Girl child network on policies	Plenary
1030	Coffee break		
1045	Monitoring & evaluation	Ways of tracking the progress with support of national M&E coordinator	Plenary & buzz group
1145	Child sponsorship	Engaging with children	Plenary
1200	Action planning	LRP annual plans against LRP strategies & CSP, national level plan	Group
1300	Lunch break		
1400	Action planning	Feedback from the LRP groups	Plenary
1630	Way forward	Follow up mechanism	
1700	Wrapping up	Final evaluation	Plenary

Annex 3
Selection and training of data collectors

Data collectors should be drawn from local community including:

- local education authorities
- teachers (including union members)
- parents and children, mothers' clubs
- professional researchers (either by partnering with a university or research institute)
- ActionAid staff
- representatives of youth organisations.

Useful qualities in data collectors:

- research skills
- experience of using participatory approaches
- understanding of right to education including the existing legal and policy framework.

Key content of the training:

- overview of the legal and policy framework for education, gaps in implementation at national district/district/zonal etc.
- country commitment regarding children's rights and the right to education
- human and children's rights including the right to education;
- The Promoting Rights In Schools framework
- an introduction to participatory action research including ethics, child protection and practical methods
- data collection methods – sampling and tool
- adapting survey indicators
- practising the use of the survey tool
- 1-day practical field work on data collection
- analysis of the data
- validating findings with key stakeholders at national and district/local level – triangulation
- report writing
- drafting school/district/national Citizens' Reports
- use of the findings amongst key stakeholders including media, Ministry of Education, civil society, etc.

PHOTO: ACTIONAID

Annex 4
Guidelines for baseline data collection

The baseline information gives the situational analysis of the issues surrounding the rights of children in school. This has been developed to help country teams understand key stages involved in implementing a baseline survey.

Overall goal of Promoting Rights in Schools Initiative	■ To engage citizens in improving the quality of education
Purpose of Baseline survey	■ The findings using the Promoting Rights in Schools indicators support the development of local, district and national reports on the state of the rights – in this case three rights based on citizens' perspectives ■ Evidence for advocacy and campaigning
Planning of the survey	■ This must be done with all team members-staff and advisory team members as much as possible Where a consultant is being used, it is important that he/she is involved at the early stages so s/he understands the processes well
Collaboration with like-minded stakeholders	■ Build ownership by involving other NGOs working in education in the area
Development of questionnaire and Focus group discussions	■ The Promoting Rights in Schools manual gives the framework that should guide us in principle ■ Each country should go through the questionnaires and customise them to suit your locality and needs
Methodology	■ It must be participatory. In the manual, there are many tools that can be used to collect information-questionnaire, focus group discussions, interviews, transect walk etc. ■ Information gathered can be supplemented with review of school records; stories ■ Train a core group to collect data after adapting the indictors to suit local context
Stakeholders	■ Must involve all stakeholders, children, teachers, parents and community as a whole and human rights activists ■ It is important to use all these actors especially children in collecting the data ■ The process creates awareness of the rights and its state in the school and helps in monitoring its fulfilment
Child participation	■ Children have an idea of what works and what does not work in school ■ Involve them in data collection and tracking of change through children's club ■ Help the children develop child friendly charters in school ■ Adults must be sensitised to know the importance of getting children involved ■ Let children engage with school authorities or government through child parliament or clubs ■ Once they understand the issues, they will be helped to present petition to authorities at all levels ■ Establish and strengthen girls clubs especially
Duration of process	■ If planned well, it should take about two days in each school to get the right and comprehensive information
Report (see detailed guidelines)	■ Should indicate how the information was collected. The various tools used. Very important ■ Analysis of international and regional legal framework and constitution of each country to identify gaps in the fulfilment of human rights. Education coalition members could be of help ■ Number of people who participated in the survey at various stages of the process using the various tools ■ Photos should be included ■ Data must be collated into a report ■ Learning must be drawn from the survey
Analysis	■ Analysis of the data is important as it will feed into action plans ■ Issues must be identified based on findings
Conclusions	■ Based on learning, there must be conclusion to find out how schools are faring on the fulfilment of rights and what actions can be taken
Action Plans	■ Based on findings action plans must be developed for interventions on education rights

Annex 5

Guidelines for writing a Citizens' Education Report

These guidelines for writing a citizens' 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	■ A list at the beginning to show what is in the report and on what page.
2	Executive summary	■ 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	■ General information about the rights of children in school and why they must be promoted and fulfilled ■ Presentation of the Promoting Rights in Schools framework and methodology from the manual.
4	Context	■ 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	■ 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	■ 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	■ 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 enough respondents etc. This helps to give credibility to the work.
8	Findings (Presentation of data)	■ 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.).
9	Analysis	■ 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.
10	Lessons learnt	■ Learning must be drawn from the survey in relation to the following and how you intend to address it in future: – timing – process and data collection – training and skills of stakeholders who participated – use of consultants and impact on the work etc.
11	Recommendations	■ 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.
12	Conclusions	■ 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.
13	Annexes	■ Certain details of the findings can be placed as annexes to create space and to reduce boredom or repetition of information.

Annex 6

Promoting Rights in Schools: scorecard for an initial overview of the 10 rights

10 core rights / score →	😀	😐	☹️
1 Right to free & compulsory education			
2 Right to non-discrimination			
3 Right to adequate infrastructure			
4 Right to quality trained teachers			
5 Right to a safe & non-violent environment			
6 Right to relevant education			
7 Right to know your rights			
8 Right to participate			
9 Right to transparent & accountable schools			
10 Right to quality learning			

Annex 7
Using the Promoting Rights in Schools scorecard

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 two of the 10 core education rights listed in the Promoting Rights in Schools 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
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.

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 one set.
   - Select five numbers per set.
   - Number range should go from one 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 randomise now.
   - The five numbers listed are the schools that 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 to10 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 two rights which will be monitored:

▼

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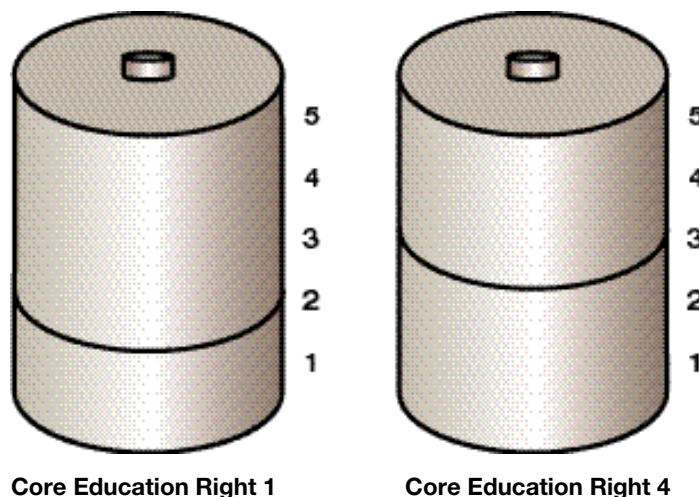
Name of school	Education Rights									
	1	2	3	4	5	6	7	8	9	10
Education rights school is focusing on (tick box)										
At least two rights which will be monitored (tick box)										

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.
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.

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

X number of schools can be assessed quarterly. Schools should only be assessed annually.

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. 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 two or more rights. Progression should be reported if there has been movement of +1 or more on the scale.

▼

Name of school	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.	

Annex 7.2   Possible indicators

1	2	3	4	5
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.
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
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).
		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.
		Access for children with disabilities.		
		Distances and time to school.		

6	7	8	9	10
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).
Percentage of teachers who are recruited from the local area and who speak the local language.	Human rights standards are taught in a childfriendly 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.
Number of hours in which teachers can/do adapt the national curriculum to local context.			Whether the school budget is publically available and independently monitored.	Satisfaction of parents and children with learning outcomes.
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.	

Charter on

Promoting Rights in Schools

1 Right to free & 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 & 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 context and language 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 of children.

9 Right to transparent & accountable schools

Schools need to have transparent and effective monitoring systems. Both community 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.

EDUCATION
A RIGHT IN EVERY LANGUAGE

Cambodia

ActionAid international is a unique partnership of people who are fighting for a better world – a world without poverty

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