

Promoting Rights in Schools

Guidelines for Data Collection

Introduction

As part of the implementation of the education work staff are to collect information that will be used to engage in subsequent advocacy work. The baseline information gives the situational analysis of the issues surrounding the rights of children in school. This guideline has been developed to help country teams understand the issues of baseline survey and to go through the processes with ease knowing what is expected of us.

1. Overall goal of PRS Initiative	<ul style="list-style-type: none"> • To engage citizens in improving the quality of education
2. Purpose of baseline survey	<ul style="list-style-type: none"> • The findings using the PRS indicators support the development of local, district and national reports on the state of the rights – x number of rights based on citizens’ perspectives. • Evidence for advocacy and campaigning
3. Planning the survey	<ul style="list-style-type: none"> • This must be done with all team members. Where a consultant is being used, it is important that s/he is involved in the early stages so s/he understands the processes well.
4. Collaboration with like-minded stakeholders	<ul style="list-style-type: none"> • Build ownership by involving other NGOs working in education in the area.
5. Development of questionnaire and focus group discussions	<ul style="list-style-type: none"> • The PRS manual gives the framework that should guide us in principle. • Each country should go through the questionnaires and customize them to suit the locality and needs
6. Methodology	<ul style="list-style-type: none"> • It must be participatory. In the manual, there are many tools that can be used to collect information- questionnaire, focus group discussions, and interviews, transect walk etc. • Information gathered can be supplemented with a review of school records; stories, etc. • Train a core group to collect data after adapting the indicators to suit the local context
7. Stakeholders	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • The process creates awareness of the rights and its state in the school and helps in monitoring its fulfilment
8. Child participation	<ul style="list-style-type: none"> • 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 clubs • 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 should be helped to present petitions to authorities at all levels • Establish and strengthen girls' clubs especially
9. Duration of process	<ul style="list-style-type: none"> • If planned well, it should take about 2 days in each school to get the right and comprehensive information
10. Report (see detailed guidelines)	<ul style="list-style-type: none"> • 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 and case studies where available • Data must be collated into a report • Learning must be drawn from the survey
11. Analysis	<ul style="list-style-type: none"> • Analysis of the data is important as it will feed into action plans. • Issues must be identified based on findings
12. Conclusions	<ul style="list-style-type: none"> • 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.
13. Action Plans	<ul style="list-style-type: none"> • Based on findings action plans must be developed for interventions on education rights