School Equality Scorecard

The School Equality Scorecard asks adolescent girls and boys, ages 12-16, to reflect upon school equality and safety. Plan staff, students, teachers, principals, and parents can use findings to plan improvements.

Materials include:

1. School Equality Scorecard
2. Process Summary
3. Guidance Notes
4. Observer Worksheet: Translation Workshop
5. Observer Worksheet: Scores Tally Chart
6. Facilitator Focus Group Report Form
7. Programme Unit (PU) Report
# School Equality Scorecard

## SCHOOL EQUALITY SCORECARD

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Do girls participate in sports activities as much as boys?</td>
<td>Never, Seldom, Sometimes, Often, Always</td>
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<td>Do girls continue to attend school after having a baby?</td>
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## 2. Process Summary

### 1. Plan the process
- Identify 2 Programme Units (PUs) with school-based Because I am a Girl (BIAAG) project activities in formal/government schools.
- Identify a focal point in the PUs to manage the process.
- Select 5 schools per PU.
- Translate tool into main written national or local language(s).
- Select and train 2 female and 2 male Plan facilitators from different school-based programmes.
- Select 1 female and 1 male Plan staff member as observers of focus groups and to help write reports.
- Hold an informational session with teachers, the principal and parents in each school.
- Conduct caregivers’ informed consent process for those who agree to allow a girl or boy to participate in a focus group.
- Invite girls and boys for separate focus groups of 6-8 participants each:
  - 4 groups of girls ages 12-16
  - 4 groups of boys ages 12-16
- Set schedule of focus groups, with alternate times and places.
- Ensure that all groups are single-sex and moderated by same-sex facilitator and observer team.
- Prepare enough copies for girls and boys to have one scorecard each.

### 2. Conduct translation workshop
- Invite 8-10 adolescent girl students ages 12-16 to participate in the translation workshop.
- Review, adapt and translate the tool into girls’ main spoken language.
- Use the Observer Worksheet to write notes from the translation workshop.
- Develop glossary of local language terms.
- Share glossary and hold meeting with facilitators to foster shared understanding and consistent translation of tool.

### 3. Run focus groups
**Facilitator:**
- Ensure all participants’ caregivers gave documented informed consent (written or verbal consent).
- Conduct informed assent with participants at the start of each focus group.
- Introduce the scorecard. Emphasise that it is about hearing their opinions and recommendations.
- Ask participants to mark their responses after hearing a verbal explanation of each question.
- Encourage groups to discuss scores for each item.
- Ask participants to explain differences in opinions between scores.
- Ask participants to suggest what they or others could do to improve schools equality and safety.

**Observer:**
- Write scores in the Observer Worksheet: Scores Tally Chart for group reflection and discussion.
- Draw large version of the tally chart on flipchart paper for girls to see and reflect on group scores.
- Write key themes, quotes and examples throughout the focus group discussion.

### 4. Complete forms
Prepare and submit Facilitator/Observer and PU manager reports:

**Observer:**
- Organise notes from focus group discussions.
- Save the Observer Worksheet: Scores Tally Chart as a .jpg file to attach to email with reports.

**Facilitator/Observer:**
- Ensure scores from students were recorded on individual score forms.
- Refer to Observer notes, including quotes, key examples and reasons given for differences of scores.
- Write the Student Focus Group Report using the provided form. Please provide constructive and forward-looking content, not just criticism. Include the top 2 key messages each from girls and boys.

**PU focal point:**
- Fill out the Summary of Focus Group Participants, review tally charts and focus group reports, and complete one Programme Unit (PU) Report.

### 5. Submit forms and share results
**PU focal point:** E-mail all scanned individually completed scorecards, and Facilitator/Observer and PU reports in electronic format to BIAAG global M&E technical lead (jennifer.schulte@plan-international.org).
- Hold a meeting to discuss with the school principal, teachers, and parents.
- Highlight key findings in a presentation and discuss with communities, parents, girls and boys during the Annual Participatory Programme Review (APPR). Identify action points for Plan programmes/projects.
3. Guidance Notes

Step 1: Plan the process

- Identify two Programme Units (PUs) to implement the tool in 5 schools each.
- Identify a focal point to manage the process, and complete and submit forms.
- Invite Gender, Monitoring, Evaluation and Research (MER) and PU staff to participate in a 2-4 day workshop. Agenda should include:
  - Overview of tool: School Equality Scorecard
  - Key concepts definitions: gender equality and school safety
  - Child protection and ethics in data collection and reporting
  - Gender and child rights-aware focus group facilitation
  - Implementation roles, responsibilities, and planning
  - Report form completion
- Schedule a timeline of activities for each PU and each school:
  1. Training workshop (4-5 days)
  2. Plan process (1 week)
  3. Translation workshop (1 day)
  4. Focus groups (2-4 days)
  5. Complete reports (3 days)
  6. Submit reports and share results (2 days)
- Invite enough female and male Plan community development facilitators to form needed ‘facilitator’ and ‘observer’ teams to conduct focus groups.
- Ensure teams conduct focus groups in communities where they do not normally facilitate activities.
- Hold an information session and ask permission of the school principal and community leaders to conduct focus groups with girls and boys in school, ages 12-16. Introduce the tool. Explain that the information will be used to improve Plan’s projects. Explain it is not part of any external evaluation effort.
- Hold an informational meeting with caregivers, and conduct informed consent process with those who agree to have a child participate in a focus group discussion. Ensure they understand the age range is 12-16 for focus groups.
- Invite girls and boys ages 12-16 to focus group discussions (6-8 participants each):
  - 4 groups of girl students
  - 4 groups of boys students
- Plan for an alternative time or location of focus groups in case of rain or other unexpected interruptions to original time and place of focus groups.
Step 2: Conduct translation workshop
- Invite 8-10 adolescent girl students ages 12-16 to review and translate the tool into the main spoken language in the area.
- Afterward, develop a glossary of local language terms and definitions for facilitators.
- Share glossary and hold a meeting with facilitators to foster shared understanding and consistent translation of tool.

Step 3: Conduct focus groups
- Female facilitators and observers should conduct focus groups with girls, and male facilitators and observers with boys.
- Conduct informed assent with participants. Agreement can be in writing or verbal.
- Explain that the facilitator will talk while the observer will take notes on key points and examples from the discussion without attributing names.
- Explain that they can play fun games during the activity, talk, and have a snack.

Facilitator:
- Introduces herself/himself, along with observer.
- Asks participants to choose a name from a woman or man they admire. Ask them to write that name on a name tag to wear throughout the focus group. Conduct a round of ‘introductions,’ in which each participant says their ‘name’ and why they admire that person (may be a parent, sibling, extended relative, historical figure, public figure, etc.)
- Hands out one copy of the scorecard to each participant.
- Explains the scorecard main dimensions and response scale.
- Explains the key questions on the scorecard one by one verbally for participants.
- Asks participants to circle their individual responses to each question.
- Talks through the scorecard’s questions and encourages participants to circle answers candidly.
- Discusses similarities or differences in responses generally.
- Asks participants “why?” to understand better their different responses.
- Uses discussion prompts (below) and encourages reflection.
- Asks participants to make recommendations to improve school fairness.
- Encourages participants to think about whether girls and boys need the same or different solutions.

Observer:
- Uses the Observer Worksheet: Scores Tally Chart to document scores.
- Uses a copy of a Student Focus Group Report form to handwrite key quotes, examples and observations from the discussion.
- Notes group dynamics and any recurring issues in the responses.
- Notes if any students’ views were not represented through unequal participation.
- Summarises key points back to group at the end of the discussion.
- Asks for any corrections to summarised points.

Both Facilitator and Observer:
- Manage expectations – the purpose of the discussion is to reflect on fairness in schools. Plan cannot promise to implement suggestions.
- Ask participants what they thought about the scorecard and discussion. Note any differences in feedback.
- Thank participants and close the session.
School Equality Scorecard – Key questions and suggested discussion prompts

1. **Sports participation**: Do girls participate in sports activities as much as boys?
   - Why or why not?
   - Do girls and boys have equal access to participation in sports and recreational activities at school?
   - How can this be improved?

2. **Class participation**: Do girls participate in class as often as boys?
   - Why or why not?
   - Do teachers encourage girls as much as boys to respond to questions in class?
   - How can this be improved?

3. **Chore burden**: Do girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys?
   - What do school chores include?
   - Who does different tasks?
   - How can the amount of time spent doing chores be more fair?
   - Can the time spent be reduced? How?

4. **Latrines**: Are there toilets at school that girls feel comfortable to use?
   - Why or why not?
   - Are separate toilets for girls maintained in safe locations? Do girls want to use them?
   - How can toilets be improved?

5. **Seeking help**: Do girls talk to teachers about their concerns as much as boys?
   - Why or why not?
   - Are students comfortable talking to teachers?
   - Are female or male teachers assigned as counsellors?
   - How can this be improved?

6. **Leadership**: Do girls participate as leaders of student groups as much as boys?
   - Why or why not?
   - Do they participate in school election processes?
   - Do girls get elected to student groups?
   - How can girls’ leadership be promoted?

7. **Encouragement**: Are girls encouraged to succeed in their schoolwork as much as boys?
   - Why or why not?
   - Do boys and girls get the same opportunities and praise for academic accomplishments?
   - How can this be improved?

8. **Safety going to school**: Are girls as safe as boys on their way to and from school?
   - Why or why not?
   - What happens? What do girls/boys do about it? What do others do?
   - What can be done? Who can address this?

9. **Safety at school**: Are girls as safe as boys when they are at school?
   - Violence includes bullying and abuse. It can be verbal, psychological, physical, or sexual.
   - Does a code of conduct exist for teachers and students that cover beating, bullying and abuse?
   - Why are girls or boys not safe in schools?
   - What happens? What do girls/boys do about it? What do others do?
   - What can be done? Who can address this problem?

10. **Early pregnancy**: Do girls continue to attend school after having a baby?
    - Why or why not?
    - Can girls continue in school during and after pregnancy?
    - How can schools ensure that young mothers continue and complete their education?
Step 4: Complete forms
Prepare and submit Facilitator/Observer and PU Reports

- Observer:
  - Organise notes from focus group discussions.
  - Save the **Observer Worksheet: Scores Tally Chart** drawn on flipchart paper during focus group as a .jpg file to submit as an attachment in an email with each **Student Focus Group Report**.

- Facilitator/Observer:
  - Check the **Observer Worksheet: Scores Tally Chart** against participants’ individual score forms. Allow students to then keep their individual forms.
  - Write the **Student Focus Group Report** using the provided form. Please provide constructive and forward-looking content, not just criticism. Include the top 2 key messages each from girls and boys.
  - Refer to the Observer worksheets and notes.
  - Include participant quotes, key examples and reasons participants gave for differences of scores.

- PU focal point:
  Review focus group reports and fill out the Summary of Focus Group Participants, and the **PU Report**.

Step 5: Submit forms and share results

- PU focal point: E-mail all .jpg files of the **Observer Worksheet: Scores Tally Chart** and the **Student Focus Group Report**, and the **PU reports** in electronic format to **BIAAG global M&E technical lead** (jennifer.schulte@plan-international.org).

- Highlight key findings in a presentation and discuss with communities, parents, girls and boys. Identify action points for Plan programmes/projects.
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<th>School Equality Scorecard: Key Questions</th>
<th>Translations</th>
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<tr>
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<td>Please write translations in participants' main spoken language:</td>
</tr>
<tr>
<td>2. Class participation:</td>
<td>Observer Workshop: Translation Workshop</td>
</tr>
<tr>
<td>3. Chore burden:</td>
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<tr>
<td>4. Learning:</td>
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<td>Do girls participate in class as clean as boys?</td>
<td></td>
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<td>Do girls participate in sports activities as much as boys?</td>
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</table>
5. Observer Worksheet: Scores Tally Chart

**Instructions:**
- Please write results on flipchart paper during group discussions.
- Please take a photograph of the large chart. Save photo as a .jpg file for submission with focus
group reports.
- Please also write results on this form and save as electronic file for submission. (Complete 1
chart per focus group.)

School name: 
Date: 
Girls or Boys group? 
Total number of participants: 

<table>
<thead>
<tr>
<th>SCHOOL EQUALITY SCORECARD</th>
<th>Total # responses per item</th>
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<tr>
<td>School is equal for girls and boys</td>
<td>Never</td>
</tr>
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6. **Student Focus Group Report**  
(Please complete 1 per group)

<table>
<thead>
<tr>
<th>Date focus group held:</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Country &amp; Programme Unit (PU):</td>
<td></td>
</tr>
<tr>
<td>Community:</td>
<td></td>
</tr>
<tr>
<td>School Name:</td>
<td></td>
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<tr>
<td>Because I am a Girl (BIAAG) programme or project name:</td>
<td></td>
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<tr>
<td>Girls or Boys group?</td>
<td></td>
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<tr>
<td>Total # students in school:</td>
<td></td>
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<tr>
<td>Time spent in focus group:</td>
<td></td>
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<tr>
<td>Please describe any disruptions to the focus group:</td>
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<tr>
<td>Facilitator name:</td>
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<tr>
<td>Observer name:</td>
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</tr>
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**PARTICIPANTS’ MAIN COMMENTS, QUOTES AND EXAMPLES**

- Why did some participants score individual questions very high and others score them very low?
• What reasons and examples do they give for their scores?

STUDENTS KEY ACTION MESSAGES FOR NEXT YEAR

What do the participants recommend Plan do to improve school equality and safety over the next year?

List top two recommended actions:

1.

2.
## Programme Unit (PU) Reports

### Summary of focus group participation

<table>
<thead>
<tr>
<th>Name of PU</th>
<th>Community Name</th>
<th># of Students</th>
<th>Date</th>
<th>Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>#</td>
<td>5</td>
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### Defining characteristics of participants:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Community Name</td>
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Defining characteristics:

- Girls
- Boys
Please review student focus group reports and reflect on implications for PU management.

1. What did the scorecard exercise tell you about the strengths and weaknesses of Plan’s programmes or projects?

2. What 2 things will the PU do over the next year as a result of this exercise?