RAPID EDUCATION AND RISK ANALYSIS
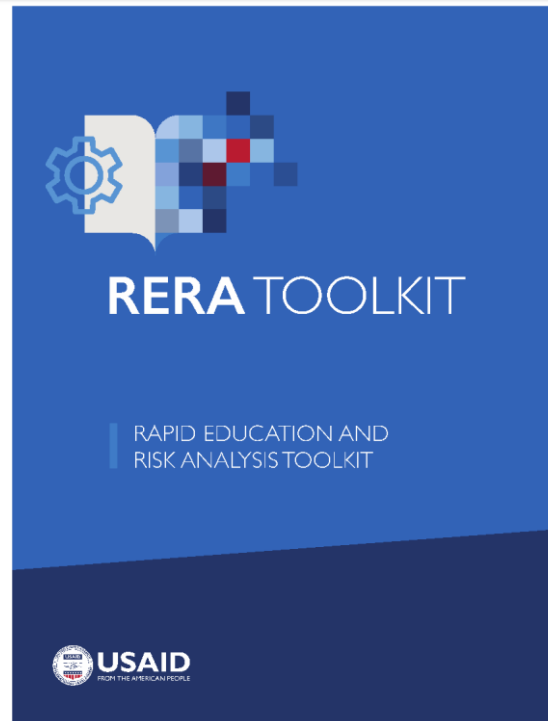
Objective: Participants will be able to articulate the main elements of the RERA Toolkit.

WHAT IS A RERA?

Rapid, "good enough" **situation analysis**

Integrates education assessment, conflict analysis, disaster risk assessment, resilience analysis

Analyzes interaction between education sector, learners, communities and contextual risks

Conceives school community as a **dynamic system of interactions and relationships**

Highly adaptable to purpose and context

RERA FOCUS
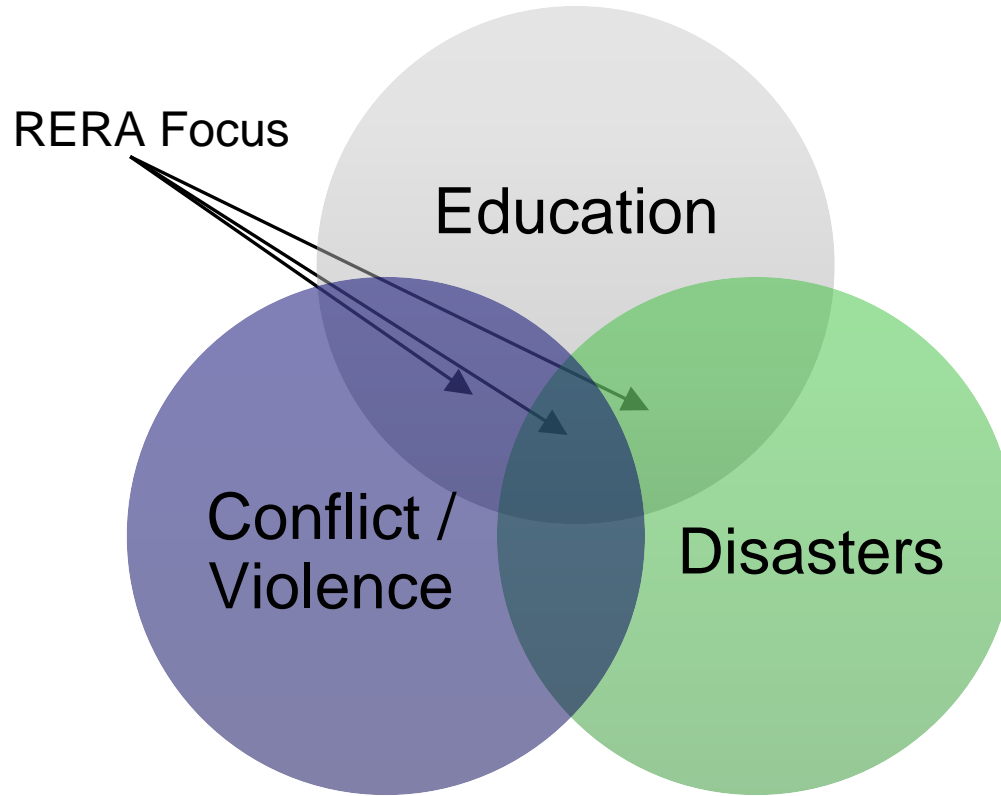
WHY RERA?

Rapid, flexible feedback loop for volatile contexts

Quality programming

Sustainable results

Conflict sensitivity

Safeguard **education investments**

HOW TO ADAPT A RERA?

Again: A RERA is **fully adaptable** to any context

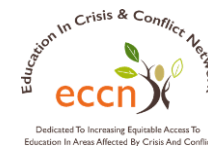Key factors are **safety, access, bud**

Minimum "footprint": secondary and remote primary data

Maximum "footprint": secondary and unlimited primary data

Who procures it?

USAID (or other agency)

Who implements it?

USAID Implementing Partners

Who are key stakeholders?

USAID, Implementing Partners, National and International Partners, other USG agencies

Who is the audience for the RERA Final Report?

* USAID and other USG staff
* USAID Implementing Partners
* National partners (MoE, LNGOs, etc.)
* International partners (UN, World Bank, INGOs, etc.)
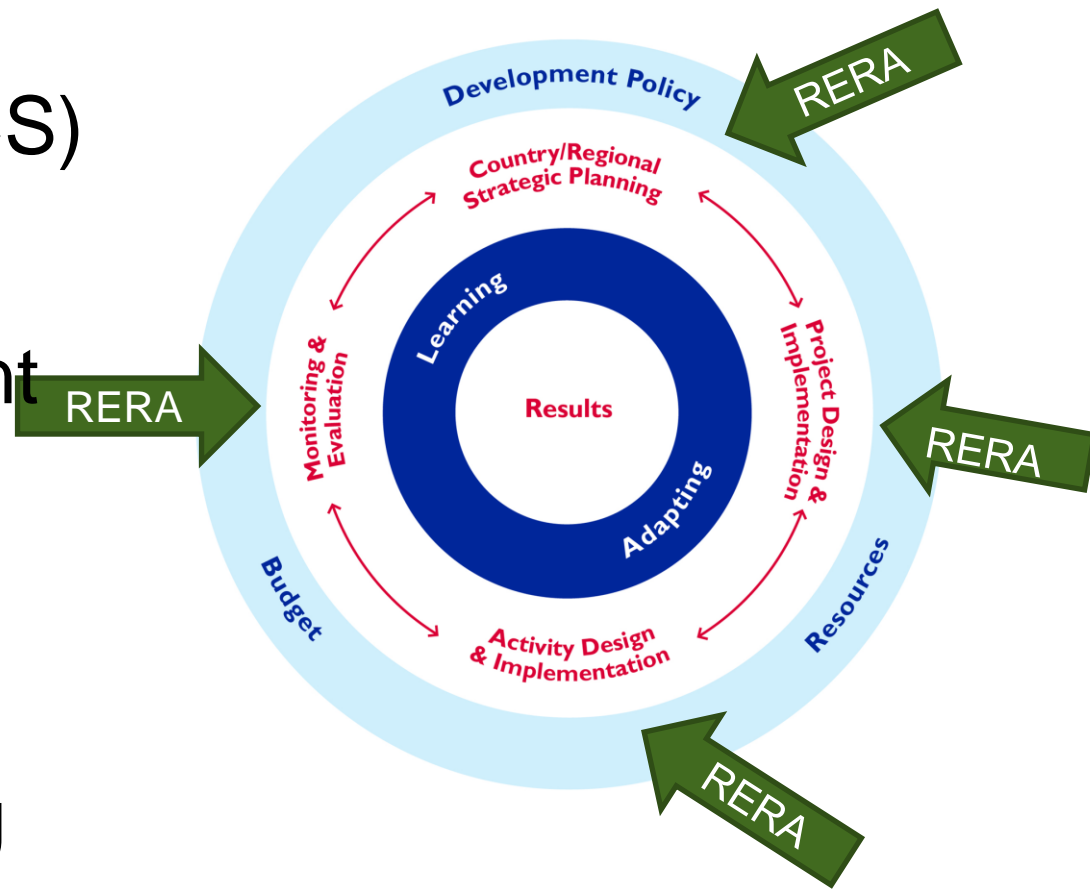
WHEN TO DO A RERA

CDCS Level
- Pre-design (CDCS)

Project Level
- PAD development

Activity Level
- Post-award
- Mid-activity, evaluation, rolling

WHERE TO DO A RERA?

Any development setting
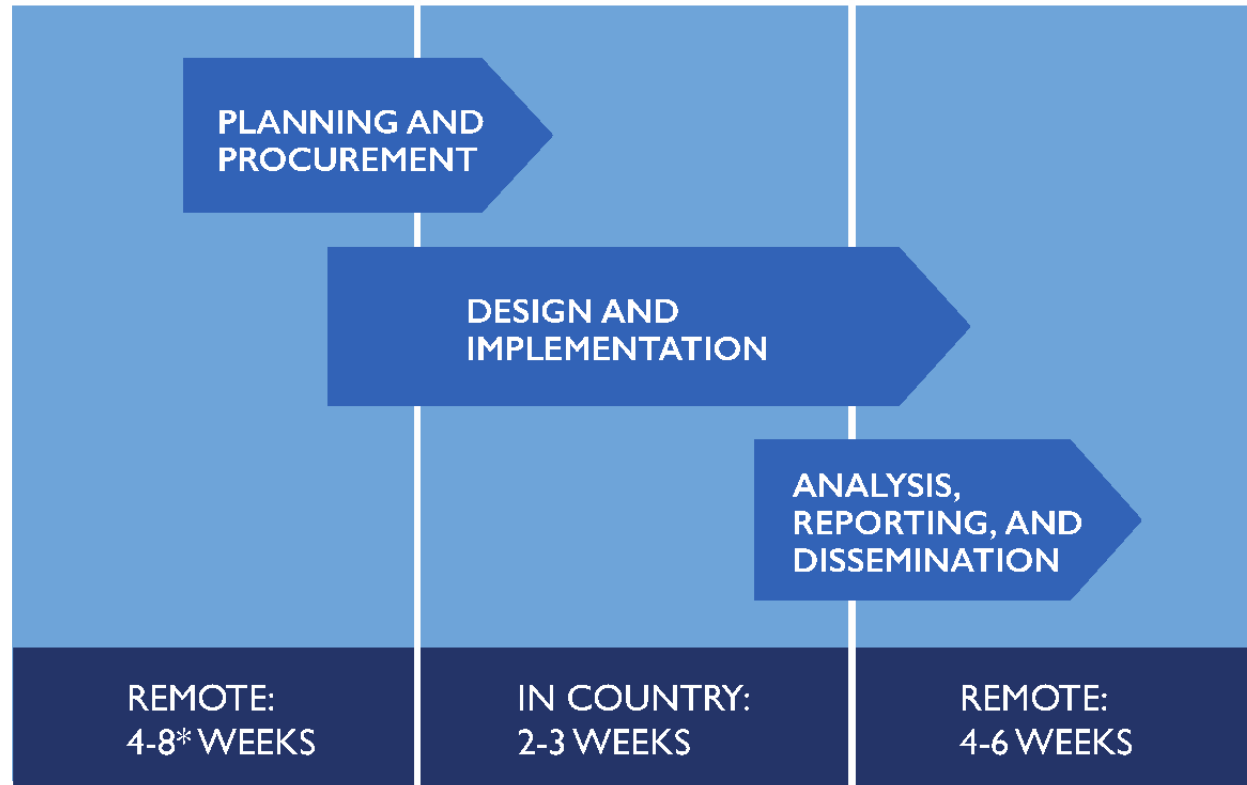
Any **conflict- or crisis-affected** setting

Ongoing, chronic crisis

<u>Any</u> **development** setting

RERAs have been conducted in:
- Mali (2)
- Afghanistan
- El Salvador
- South Sudan
- Liberia

RERA PHASES

Timelines may vary depending on parameters, particularly for RERA Team recruitment.

1. Develop a Scope of Work to procure a RERA

1. Recruit the RERA Team

1. Conduct a conflict sensitivity self-assessment

1. Set RERA parameters

1. Develop the RERA design plan

1. Agree on RERA Final Report outline

1. Engage key stakeholders
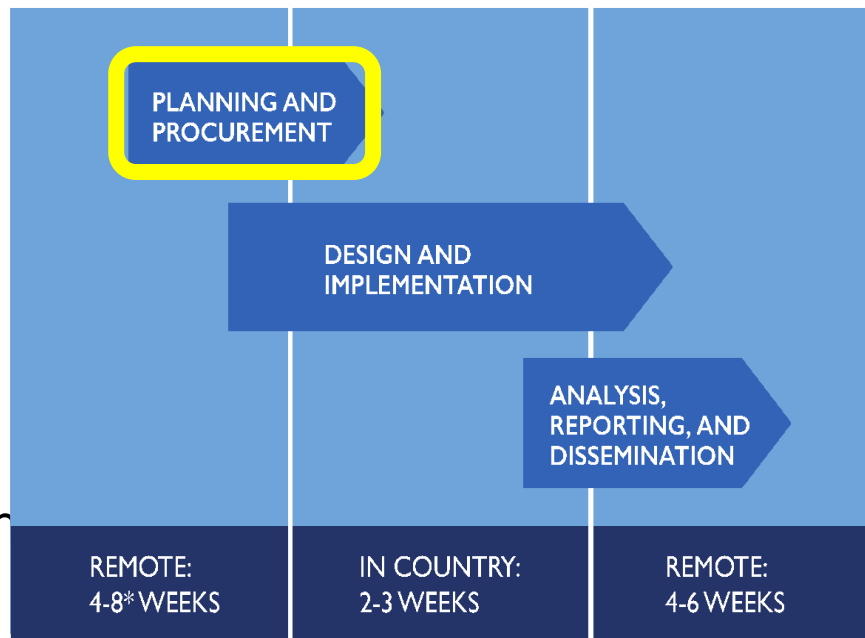
PHASE 2:
DESIGN & IMPLEMENTATION

1. Select desk review research questions and undertake steps for IRB approval or exemption

1. Identify data sources, informants, and key stakeholders

1. Conduct the desk review

1. Plan primary data collection

2. Decide on and adapt questions for primary data collection

1. Decide on the school community sample for primary data collection

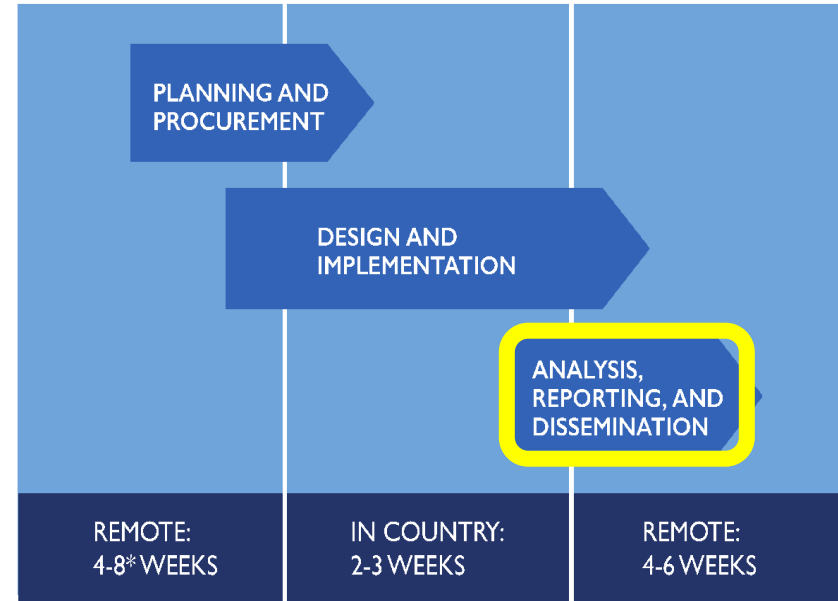1. Prepare for fieldwork and collect primary data
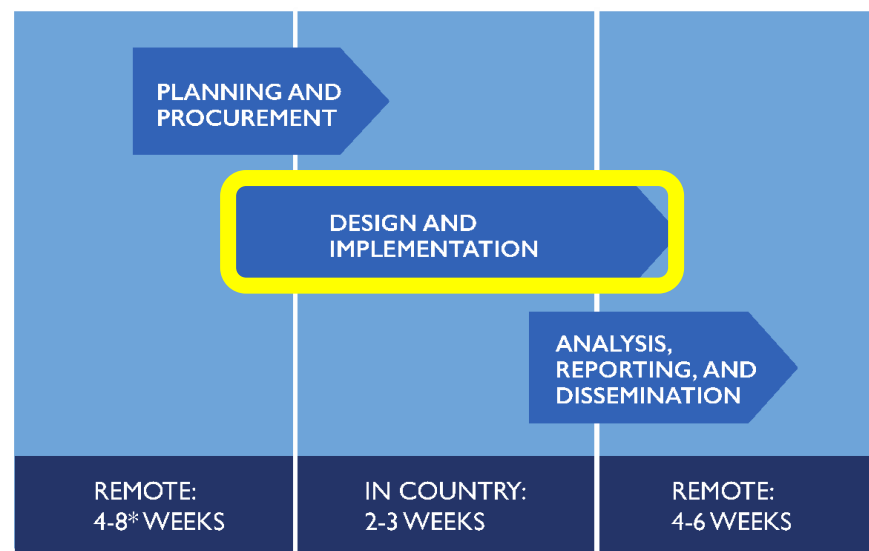
PHASE 3:
ANALYSIS, REPORTING, DISSEMINATION

1. Organize and analyze both primary and secondary sources of data to develop findings aligned with the research questions

1. Use findings to develop conclusions and actionable recommendations

1. Hold validation/consultation meetings with USAID and partners

1. Write Final Report

1. Disseminate Final Report

PLANNING AND PROCUREMENT

DESIGN AND IMPLEMENTATION

ANALYSIS, REPORTING, AND DISSEMINATION

| REMOTE: 4-8* WEEKS | IN COUNTRY: 2-3 WEEKS | REMOTE: 4-6 WEEKS |

RERA TOOLS

TOOL 1 Sample RERA Scope of Work 29	**TOOL 2** Sample RERA Consultant Terms of Reference 35	**TOOL 3** RERA Conflict Sensitivity Checklist 39	**TOOL 4** RERA Parameters Checklist 43
TOOL 5 RERA Design Plan Template 47	**TOOL 6** Key Informants and Focus Group Participants Matrix 49	**TOOL 7** Key Documents and Resources Matrix 53	**TOOL 8** RERA Research Questions 57
TOOL 9 School Community Review Scoring Rubric 73	**TOOL 10** School Community Fieldwork Tool 81	**TOOL 11** Sample RERA Final Report Outline 123	**TOOL 12** Key Partner Education and Risk Analysis Tools 125
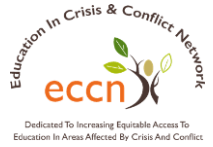
Why do we do a RERA?

When can we do a RERA?

Should we do a RERA in a **normal** development setting?

Which RERA phase does **not occur** during field implementation?

What are you **still wondering** about the RERA?