

RERA TOOLKIT

RAPID EDUCATION AND
RISK ANALYSIS TOOLKIT



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DISCLAIMER

The views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.





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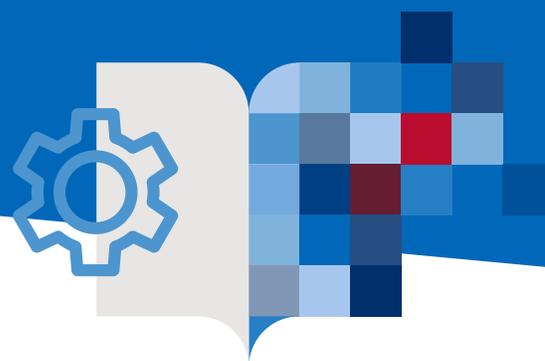


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RAPID EDUCATION AND RISK ANALYSIS (RERA)



INTRODUCTION

Background

Through its Education Strategy, the United States Agency for International Development (USAID) committed to work with partners to increase equitable access to education for learners living in countries affected by conflict and crisis. More than half a billion children—nearly one in four—live in countries affected by conflict or disaster, often without access to services, including education.¹ In 32 conflict-affected countries alone, 21.5 million children, 15 million adolescents, and 26 million youth are out of school.² Millions more have had their education disrupted by disasters, crime, and violence.

Achieving results in these challenging environments calls for innovative approaches to the design, management, and evaluation of education programs. The USAID Education in Crisis and Conflict Team developed the *Rapid Education and Risk Analysis Toolkit* (RERA Toolkit) in order to support the critical first step of better understanding the situation of education systems and learners and their complex and volatile contexts. The RERA Toolkit is consistent with

USAID's new Program Cycle Operational Policy (ADS 201)³ and the Collaborating, Learning, and Adapting (CLA)⁴ framework.

Why We Need the RERA

Everywhere USAID works there is some degree of contextual risk—whether it is the possibility of conflict, gang violence, natural hazard impacts, political instability, lawlessness, health emergencies, or food insecurity and famine. Countries affected by conflict and crisis, which are a focus of USAID's Education Strategy, typically have not only high levels of contextual risk, but also multiple contextual risks.⁵ USAID education programs must holistically analyze and factor in contextual risks, avoid worsening them (do no harm and be conflict sensitive), and reduce them, as appropriate. To not do so increases the probability that education programs not only fail to achieve results, but exacerbate tensions and increase vulnerability.

Recently adopted global policy frameworks⁶ have called on the development and humanitarian communities to transform how they work in these contexts.

They have specifically highlighted the critical role of education in addressing the root causes of conflict and violence, enhancing equity and reaching the most marginalized, reducing disaster risk, building community resilience, and transcending the humanitarian-development divide. Given education's important role in these transformations, more systematic and rigorous analysis of the context within which education takes place is essential.

Understanding contextual risks can also be considered a due diligence measure taken by USAID and Implementing Partners to safeguard investments in education programs and improve results in conflict- and crisis-affected contexts, as well as situations in which the risk of conflict or crisis is low or latent. A RERA can provide critical information that supports efforts at reducing programmatic, fiduciary, and institutional risk.

Purpose of the RERA Toolkit

The purpose of the RERA Toolkit is to guide:

1. **USAID education staff on procuring and overseeing RERA implementation**
2. **Implementing Partners on implementing a RERA**

In addition to laying out the steps involved in planning, procuring, and implementing a RERA, the RERA Toolkit offers a range of adaptable tools and resource annexes to expedite procurement, guide planning and implementation, and structure the final report:

TOOL 1 **Sample RERA Scope of Work** to procure a RERA

TOOL 2 **Sample RERA Consultant Terms of Reference** to recruit the RERA Team

TOOL 3 **RERA Conflict Sensitivity Checklist** with steps for the RERA Team and methodology

TOOL 4 **RERA Parameters Checklist** to set the scope of the RERA

TOOL 5 **RERA Design Plan Template** lays out how the RERA will be implemented

TOOL 6 **Key Informants and Focus Group Participants Matrix** that supports the identification of stakeholders and respondents

TOOL 7 **Key Documents and Resources Matrix** to help organize secondary data

TOOL 8 **RERA Research Questions** to guide the investigation

TOOL 9 **School Community Review Scoring Rubric** that helps define the primary data collection sample

TOOL 10 **School Community Fieldwork Tool** for detailed guidance on primary data collection

TOOL 11 **Sample RERA Final Report Outline** to clearly frame the RERA's output

TOOL 12 **Key Partner Education and Risk Analysis Tools** that support similar types of situation analysis

ANNEX 1 **Why Think in Terms of Risk** for further reading on risk

ANNEX 2 **Resilience Factors of School Communities and Learners** that underpin the RERA methodology

ANNEX 3 **Glossary** of key terms used in the RERA

WHAT IS A RERA?

A RERA is a “good enough”⁷ situation analysis of the education sector, learners, and their communities as a dynamic system of relationships involving assets and multiple contextual risks. A RERA is unique in that it integrates key methodological elements of a rapid education needs assessment and contextual risk analyses, such as conflict analysis, disaster risk assessment, and resilience analysis. A RERA in particular investigates how risks impact the school community, how education influences risks, and how contextual risks influence each other.⁸ Similarly, a RERA illuminates cross-sectoral dependencies and opportunities to support school community resilience. A RERA ultimately informs USAID strategy and programming.

The overarching research questions for a RERA are as follows:

- How does the education sector relate to the country’s broader political, economic, social, security, and environmental situation?
- What are the causes, characteristics, consequences, and interactions of the main contextual risks in the country?
- What is the two-way interaction between contextual risks and the education sector, particularly at the school and community levels?
- What are the resilience factors that positively influence access to as well as safety and quality of education? How can these factors be strengthened?
- What are key risks and opportunities for designing or adapting USAID strategies and programming?

WHERE TO DO A RERA?

The RERA Toolkit was designed for conflict- and crisis-affected⁹ contexts as defined by USAID, which feature high levels of contextual risks.

USAID CONFLICT AND CRISIS DEFINITIONS

CONTEXT	ACUTE	PROTRACTED
Crisis-affected	<ul style="list-style-type: none"> • Natural disasters • Health epidemics 	<ul style="list-style-type: none"> • Climate vulnerabilities • Lawlessness, violence, crime, and gang activity
Conflict-affected	<p>Active armed conflict: A contested incompatibility that concerns government and/or territory where the use of armed force between two parties, of which at least one is the government of a state results in at least 25 battle-related fatalities in one calendar year.</p>	<p>Post conflict: Where active conflict terminated within the past 10 years</p>

However, contextual risks are present in every country in which USAID operates. Even in development settings where risks are low (sometimes referred to as latent), USAID and partners should design education programs for maximum preventive effect. Therefore, a RERA supports USAID education strategies and programming in a wide range of contexts.

- **Crisis settings:** A RERA can provide critical information and rationale for the rapid redesign of ongoing programming to respond to a sudden crisis or escalation of a conflict or sudden-impact natural disaster.
- **Ongoing, chronic crisis:** A RERA can help better define education response strategies in response to an escalation of a conflict or crisis.
- **Development settings:** A RERA can help identify latent risks and resilience factors for improved education strategies that involve risk reduction and mitigation.

Lastly, a RERA is highly suited for use in a country that features two or even all three of these realities within its borders simultaneously.

WHEN TO DO A RERA?

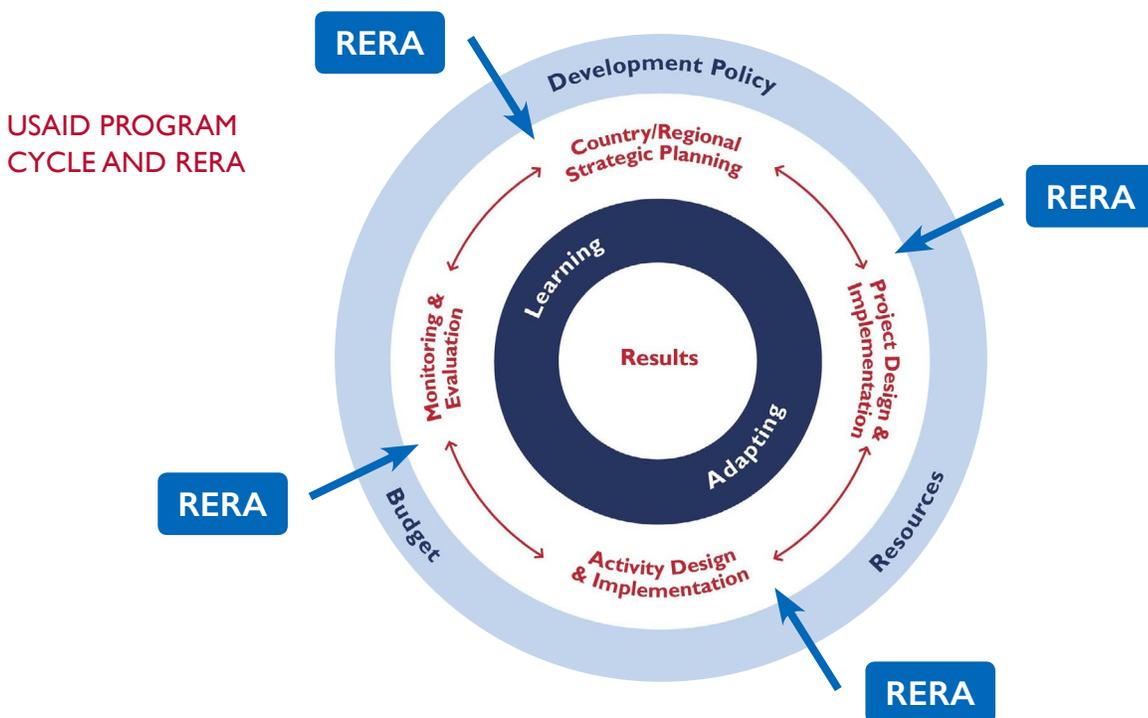
Although a RERA can be implemented throughout the program cycle, it can be particularly beneficial at certain key moments, as illustrated below.

CDCS Level

USAID may procure a RERA to support the development of a Country Development Cooperation Strategy (CDCS), the identification of education program priorities, and the identification of opportunities for cross-sectoral collaboration.

Project Level

When a USAID Mission is developing a new project appraisal document (PAD), a RERA can inform an entire series of activities that work in conjunction to increase access to education and reduce risks.



Activity Level

A RERA may be required by USAID as part of an award and implemented during a specified time frame, either linked to certain strategic work plan milestones (for instance, a mid-term evaluation) or as a rolling exercise; its timing may also be collaboratively set by USAID and the Implementing Partner. In addition, an Implementing Partner or other organization may conduct a RERA of its own accord, linking it to any entry point in its activity cycle.

The timing and parameters of a RERA can be adapted and optimized by carefully considering context and contextual scenarios as well as the nature of the USAID activity, particularly those that involve systems strengthening and enhanced national government involvement.

WHO SHOULD USE THE RERA TOOLKIT?

USAID Education staff, who lead on the procurement and management of a RERA, and the RERA Team, which is responsible for RERA implementation and deliverables, will be the primary users of the RERA Toolkit, but it may also be adapted and used by any development partner planning or implementing education activities.

The RERA methodology encourages a collaborative process that involves key partners and stakeholders. The RERA Toolkit's secondary users include the following institutions and personnel:

- ▶ **National governments:** Education ministries, schools, and sectoral coordination agencies are primary partners in the RERA. In concert with the USAID Mission, the RERA Team should establish systematic collaboration with the

The timing and parameters of a RERA can be adapted and optimized by carefully considering context and contextual scenarios as well as the nature of the USAID activity.

country's Ministry of Education (and education clusters or disaster risk reduction task forces, as relevant) on RERA planning, data collection and analysis, logistics, identification of key informants, and selection of field data collection sites at schools. Similarly, the RERA Team must work closely with school staff and teachers on planning and conducting data collection on site. Lastly, the Ministry of Education will play a central role in addressing and implementing RERA recommendations.

- ▶ **Other USAID staff:** USAID staff in such areas as gender equality and women's empowerment; democracy, human rights, and governance; U.S. foreign disaster assistance; economic policy; conflict management and mitigation; and resilience should find the RERA relevant to their own work. The ability of USAID Mission Education staff and the RERA Team to enlist the engagement of other USAID staff on the tasks of finding key informants and data sources, completing data analysis, and following up on RERA recommendations can prove key to activating much-needed cross-sectoral collaboration.
- ▶ **USAID Implementing Partners, external partners, and civil society:** These actors can provide valuable documents and resources (including risk-related analysis tools and expertise); help identify key informants; facilitate logistics and planning meetings with school communities; offer crucial input to strengthen RERA methodology, conclusions, and recommendations; and utilize the RERA conclusions and recommendations in their own strategies, programming, and advocacy.

RERA CONCEPTUAL FRAMEWORK



RERA CONCEPTUAL FRAMEWORK

The RERA examines education as integral to the risk dynamics in its context.¹⁰ This includes situations where risks are manifest (such as active conflict or a post-disaster setting) or where risks are latent and prevention and mitigation strategies are necessary. The RERA helps USAID and Implementing Partners understand how a hazard, such as a storm, or a human threat, such as conflict, interact with different levels of institutional, school community, household, and individual resilience or vulnerability.¹¹ It looks at whether this interaction mitigates the impacts of the storm or conflict, thereby reducing risk, or increases its impact, thereby increasing risk.

In this light, the education sector—from the national curriculum, policies, and delivery systems down to teachers, materials, and school infrastructure—can either exacerbate or mitigate the factors that can drive inequalities, grievance, and vulnerability to natural disasters.¹² Education is thus a key institutional actor in conflict and crisis environments. In such contexts, the relationship between civil society and

the state can be subject to varying degrees of strain.¹³ The education system can play a crucial role—as arguably the most local extension of the state—as a powerful, multi-sectoral platform for community change that can help rebuild the social compact.¹⁴

The RERA conceives of the school community as a dynamic system of connected, interacting risks, vulnerabilities, assets, and capabilities.¹⁵ These factors can relate to the individual, organizational, community, or institutional level. By striving to highlight existing dynamics within and among each of these levels, the RERA offers a particular focus on how education’s “end users”—namely learners and their families, teachers and school personnel, and other individuals who support education in its most local expression—mitigate and recover from shocks and stresses. In this way, understanding school community resilience is a central focus of the RERA. More information on the resilience factors affecting school communities and learners is provided in **ANNEX 2: Resilience Factors of School Communities and Learners**.

RERA PHASES: OVERVIEW

PHASE 1: Planning and Procurement

1. Develop a Scope of Work to procure a RERA
2. Recruit the RERA Team
3. Conduct a conflict sensitivity self-assessment
4. Set RERA parameters
5. Develop the RERA design plan
6. Agree on RERA final report outline
7. Engage key stakeholders

PHASE 2: Design and Implementation

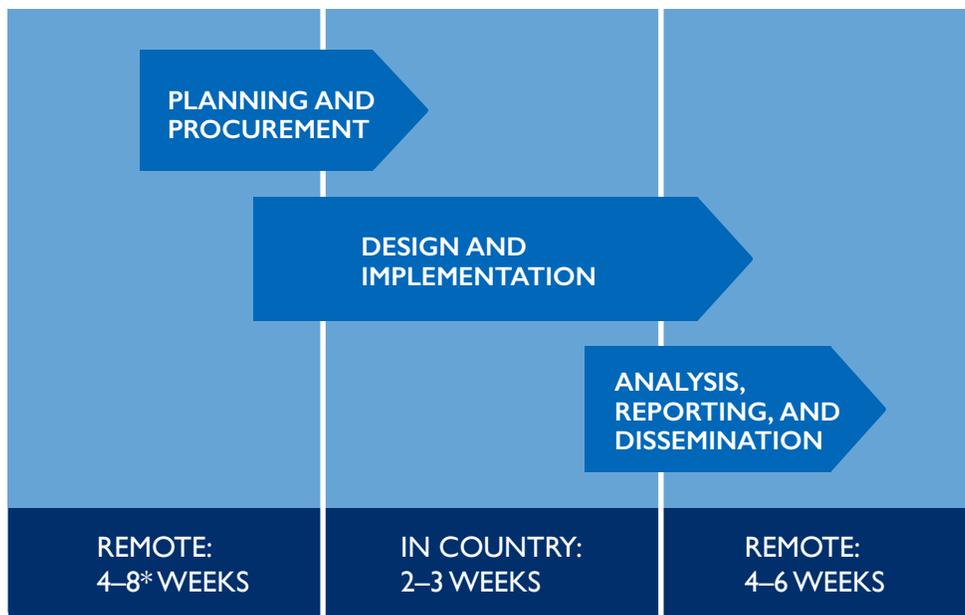
1. Select desk review research questions and undertake steps for IRB approval or exemption
2. Identify data sources, informants, and key stakeholders
3. Conduct the desk review
4. Plan primary data collection

5. Decide on and adapt questions for primary data collection
6. Decide on the school community sample for primary data collection
7. Prepare for fieldwork and collect primary data

PHASE 3: Analysis, Reporting, and Dissemination

1. Organize and analyze both primary and secondary sources of data to develop findings aligned with the research questions
2. Use findings to develop conclusions and actionable recommendations
3. Hold validation/consultation meetings with USAID and partners
4. Write the final report
5. Disseminate the final report

RERA COMPONENTS, TIME FRAME, AND LOCATION



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

The total time required to undertake a RERA will vary by context and need. However, it is generally estimated that field implementation of a RERA lasts approximately two to three weeks and that the entire RERA process can be completed within four months. If a RERA involves no fieldwork (see the text box Illustrative RERA Adaptations on the next page), it may take only two to three months. In any scenario, the RERA requires intentional tradeoffs between speed and rigor; therefore, it is important to explicitly document tradeoffs related to methodology, reporting, and stakeholder communications and engagement.

Although fieldwork is likely to be a key component of the RERA, the majority of RERA activities—planning, design, analysis, and reporting—will largely take place remotely, especially when the RERA Team does not reside in the country of RERA implementation. Remote work can help reduce the costs of undertaking a RERA and improve the quality of both the design and analysis by ensuring the team is not pressured to complete all the work while in country.

ADAPTING THE RERA

The RERA is easily adapted to different contexts, resources, needs, and time frames and can be as minimal or as comprehensive as necessary. Safety and security are primary criteria for determining the scale and scope of a RERA, but even in a restricted environment, a minimal RERA can be carried out using only secondary data analysis in order to understand a volatile situation. In such cases, the minimal RERA can be used as a component of scenario planning to monitor the situation in country until conditions allow for primary data collection to be pursued (for instance, initially in urban centers and progressively in peri-urban, rural, or more remote areas).

The following text box provides broad examples of how the RERA can be adjusted for diverse operational access scenarios.

Illustrative RERA Adaptations

NO OPERATIONAL ACCESS: NO FOOTPRINT

- Analysis of secondary data sources
- Option of repeating analysis to monitor situation for access opportunities
- Remote primary data collection through partners

NO OPERATIONAL ACCESS: LIGHT FOOTPRINT

- Analysis of secondary data sources
- Remote primary data collection through partners
- Very limited primary data collection in capital (KIIs/FGDs)

LIMITED OPERATIONAL ACCESS: MEDIUM FOOTPRINT

- Analysis of secondary data sources
- Limited primary data collection in/near national capital (KIIs, FGDs)

SIGNIFICANT OPERATIONAL ACCESS: LARGE FOOTPRINT

- Analysis of secondary data sources
- Full discretion as to primary data collection sample (KIIs, FGDs)
- Integrated into rolling analysis

Note that each adaptation above will impact the resources required for a RERA. Adaptation influences the specific configuration of the RERA Team, particularly the required level of effort (LOE) for team members,¹⁶ as well as operational and overhead costs. A medium footprint RERA procured independently, for example, would cost significantly less than a large footprint RERA.

THE RERA TEAM

The value of the RERA process and the final report will be determined largely by the quality of the RERA Team. The importance of recruiting the right RERA Team cannot be overstated as no tool can replace

the performance of professionals. The following table outlines the optimal composition, experience, and skills of the RERA Team.



RERA TEAM COMPOSITION, EXPERIENCE, AND SKILLS

Key to conflict sensitivity



TEAM DOMAIN	SPECIFIC GUIDANCE
Team Composition	<ul style="list-style-type: none"> • At minimum, a RERA requires three to five team members as follows: • Team leader, responsible for: <ul style="list-style-type: none"> • Management of the RERA Team • Oversight of a collaborative and conflict-sensitive process • Leadership of the design and implementation of data collection, analysis, and synthesis methodologies and quality control • Leadership of stakeholder and partner communication, particularly with the USAID Mission and national partners • Leadership of the drafting of the RERA final report • One to two local/regional research experts ✓ • One to two local consultants or experts ✓ <p>Consider USAID participation on the team (if procured separately), and consider contracting enumerators for primary data collection fieldwork, bearing in mind that the RERA is an open-ended, qualitative primary data collection methodology and that enumerators must be skilled in facilitating focus group discussions on sensitive topics. The team composition must also reflect gender balance and local ethnic/identity demographics as much as possible. ✓ ✓</p>

RERA TEAM COMPOSITION, EXPERIENCE, AND SKILLS

TEAM DOMAIN	SPECIFIC GUIDANCE	
<p>Technical Experience and Skills*</p> <p><i>*May be achieved through various configurations across team members, but team must have one education expert and one relevant contextual risk analysis expert.</i></p>	<ul style="list-style-type: none"> • One to three members should be experienced education experts who understand education in conflict and crisis environments generally and the country's education system specifically, and who can bring on board active networks of local contacts in the education sector. • One to two members should have expertise in the most relevant contextual risk analysis methodologies, and be connected to active networks of local contacts in the contextual risk sectors. • At least one researcher, who also ensures the team's adherence to ethical standards for research with human subjects. • At least one member must know conflict sensitivity principles well enough to ensure the conflict sensitivity of the RERA Team and the RERA methodology and process. • At least one member should have experience working with USAID either as a contractor or staff member. • Translators may also be required, particularly to help with primary data collection where RERA Team members do not speak the local language and/or are not from the country or region. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p>Functional Experience and Skills*</p> <p><i>*May be achieved through various configurations across team members.</i></p>	<ul style="list-style-type: none"> • Drafting high-quality technical documents • Project management • Community development and/or local governance • Strategic planning • Policy development and advocacy • Sensitive multi-stakeholder facilitation • Collaboration under pressure • Public presentations • Primary data collection <p>At least one local consultant may be needed to coordinate logistics (including hiring cars and drivers), scheduling meetings, maintaining the team's schedule, and organizing the team's meeting space.</p>	<p>✓</p> <p>✓</p>

PHASE I: PLANNING AND PROCUREMENT



TIME FRAME: FOUR TO EIGHT WEEKS

PHASE I STEPS	SPECIFIC GUIDANCE	CS
STEP 1 Develop a Scope of Work to procure a RERA	<p>The RERA can be procured within an existing activity (integrated award) or as a separate or standalone award.</p> <p>TOOL 1: Sample RERA Scope of Work is a template for presenting a RERA's overview, specifications, tasks, deliverables, budget, and reporting requirements.</p>	
STEP 2 Recruit the RERA Team	<p>For a standalone RERA procurement, it is recommended that the RERA Team member recruitment be carried out in consultation with the USAID Mission.</p> <p>TOOL 2: Sample RERA Consultant Terms of Reference is adaptable and supports team recruitment.</p> <p>RERA Team Composition, Experience, and Skills (pp. 13-14) also supports recruitment.</p> <p>Once the RERA Team is on board, the Team Leader and USAID Mission Education staff should establish communication systems to facilitate their interaction during the RERA. Moreover, a systematic approach can help USAID's oversight of key RERA deliverables.</p>	
STEP 3 Review the Conflict Sensitivity Checklist and conduct the self-assessment	<p>Nothing is neutral in a conflict-affected and high-risk setting, including the RERA exercise and the RERA Team itself. Once the team is in place, all members should review TOOL 3: RERA Conflict Sensitivity Checklist, which includes a self-assessment for RERA Team members as well as sections on RERA methodology and partner engagement. The self-assessment will enable team members to document and manage implicit biases, and they should reference the checklist periodically as work on the RERA proceeds. The team should be fully aware of its obligations as early as possible and should plan and prepare the RERA accordingly.</p>	✓ ✓

PHASE I STEPS

SPECIFIC GUIDANCE

STEP 4

Set RERA parameters

It is important to define the parameters or scope of the RERA early in the process based on the current understanding of context; existing programmatic opportunities (including USAID priorities and strategies); and operational constraints, such as human resources, budget, security, and time. The current contextual understanding will also be **informed by existing conflict analyses, disaster risk assessments, resilience analyses, and/or education assessments.**



TOOL 4: RERA Parameters Checklist helps set parameters and serves as a useful reference and record of the early tradeoffs made when defining the RERA scope.

STEP 5

Develop the RERA design plan

The RERA Team should elaborate a design plan specifying how the RERA will be implemented, drawing upon the Scope of Work and in consultation with the USAID Mission Education staff.

TOOL 5: RERA Design Plan Template can be used and adapted by the RERA Team.

STEP 6

Agree on RERA final report outline

This step ensures that the RERA Team and USAID Mission agree upon and understand the desired outcome from the RERA. See **TOOL 11: Sample RERA Final Report Outline.**

STEP 7

Discuss RERA planning with key partners

USAID Mission Education staff should **discuss RERA planning as early as possible with key partners**, such as the Ministry of Education. This step begins laying the groundwork for collaboration and subsequent communication and engagement by the RERA Team in concert with USAID Mission Education staff.



Specifically, the RERA Team should hold an inception consultation with the Ministry of Education, at the levels of minister, deputy minister, and department director, and with key USAID implementing and other partners to brief them on the RERA purpose and methodology, solicit input on the process, and enlist their support for engagement throughout the process.

In situations in which USAID's engagement of the national government is constrained, USAID Mission Education staff may explore the appropriateness of contacting subnational education officials as relevant.

For all standalone RERAs: USAID Mission Education staff should organize an in-person inception briefing by the RERA Team, once in country, for the USAID Mission Director. The briefing will inform and enlist the support of the USAID Mission Director so that she/he can be proactively involved in promoting the RERA conclusions and recommendations internally across USAID offices and with partners to inform strategy, program design, and management.

PHASE 2: DESIGN AND IMPLEMENTATION



TIME FRAME: TWO TO THREE WEEKS

PHASE 2 STEPS	SPECIFIC GUIDANCE	CS
<p>STEP 1 Select desk review research questions and undertake steps for IRB approval or exemption</p>	<p>The RERA Toolkit contains an array of research questions to guide the RERA Team. The team must adapt the research questions, including macro-level questions for desk review as well as specific primary data collection questions, to align with the RERA purpose and context. This should be done in discussion with all RERA Team members and in consultation with USAID Mission Education staff.</p> <p>TOOL 8: RERA Research Questions contains all the RERA macro-level and sub-questions for use and adaptation by the RERA Team.</p> <p>As the RERA design becomes more developed, the RERA Team should, without delay, carry out the diligence measure of completing a submission for IRB review for approval or exemption.</p>	✓
<p>STEP 2 Identify data sources, informants, and key stakeholders</p>	<p>The RERA Team should create a prioritized but diverse list of informants and key stakeholders, data sources, existing analyses, and assessments in consultation with USAID education staff to guide the analysis and ensure USAID input.</p> <p>As the RERA must avoid duplicating existing research, analyses, or assessments, the review should also include data and/or findings from existing reports.</p> <p>TOOL 6: Key Informants and Focus Group Participants Matrix offers a template for listing and categorizing information on key informants and stakeholders.</p> <p>TOOL 7: Key Documents and Resources Matrix provides a framework for listing and categorizing relevant documents collected and reviewed for the RERA. It also provides suggested sources for documentation on a variety of topics.</p>	✓



PHASE 2 STEPS

SPECIFIC GUIDANCE

STEP 3

Conduct the desk review

The RERA desk review collects and analyzes secondary data on the overall country context, the education sector, main risks, and priority knowledge gaps. The desk review helps refine the research questions and determine the parameters for primary data collection, including the sample.



The desk review begins once the RERA Team has been recruited and can begin working remotely. It continues during and after the fieldwork phase as necessary to address gaps in information and triangulate primary data. All members of the RERA Team, under the direction of the team leader, should be involved in the desk review.



TOOL 9: School Community Review Scoring Rubric is used during the desk review to analyze secondary data in order to prioritize contextual risks, help define the primary data collection sample, and adapt the RERA's primary data collection methodology (see TOOL 10: School Community Fieldwork Tool).



STEP 4

Plan primary data collection and decide on the school community sample

The RERA Team uses the results of TOOL 9: School Community Review Scoring Rubric to inform their decision on the sample of school communities for primary data collection. The RERA Team should consult with the USAID Mission and Ministry of Education on the determination of the sample.



Given the RERA's time and resource constraints, primary data collection will be limited and purposive (nonprobability). The primary data sample may be moderately rigorous but is likely vulnerable to bias and not generalizable to all school communities.

However, the sample can give valuable insights into the dynamic relationships of school communities and their contextual risks. Primary data collection should seek to address gaps identified in the desk review and deepen understanding of complex trends noted in the secondary data.

STEP 5

Decide on questions for primary data collection and adapt them to context

Once the RERA Team has completed the desk review and decided on the school community sites to be included in the primary data collection sample, it should select the specific research questions for use in focus group discussions (FGDs) and key informant interviews (KIIs).

TOOL 8: RERA Research Questions illustrates how the specific questions for primary data collection are linked to the macro-level research questions for the RERA.

TOOL 10: School Community Fieldwork Tool provides a list of specific questions, organized by risk category, that can be adapted to context and used by the RERA Team.



PHASE 2 STEPS

SPECIFIC GUIDANCE

STEP 6

Collect primary data by conducting KIIs and FGDs

Once the RERA Team comes together in the field, it prepares for primary data collection. The team will also continue the desk review to a more limited extent, in order to fill information gaps, triangulate primary data, progressively enhance insights, and strengthen analysis and conclusions.

TOOL 10: School Community Fieldwork Tool guides the steps to planning and conducting systematic primary data collection using a limited, purposive sample of school communities in a manner that is adaptable to context. **The RERA Team should adapt the tool to local context** (for instance, by adjusting questions, questions response types, and protocols as necessary) through discussions within the team and consultation with USAID Mission Education staff and **key local stakeholders and partners**.



The tool elicits information using largely qualitative methods from KIIs and FGDs with school communities to complement secondary data analysis and offer critical, ground-level insights into the complex and nuanced dynamics of contextual risks and their two-way interaction with school communities.

Information can be organized into a qualitative database. It is recommended that the database ultimately used by the RERA Team allows for numerical data entry of coded responses and any open-ended notes (verbatim quotations), and provides built-in tables to analyze the coded responses in order to highlight trends.

Ethical Considerations

As a situation analysis, the RERA is not neutral but an intervention. It influences local expectations and can influence risk factors for stakeholders, communities, and the RERA team itself.

An ethical approach to conducting the RERA demands the following:

- *Those affected by conflict and crisis participate actively in identifying their own needs and priorities.*
 - *Good communication to ensure informed consent:* Participants understand that they don't have to participate in the analysis if they prefer not to, and they understand the purpose of the analysis and its limitations.
 - *Confidentiality is assured for participants.*
 - *Foresight regarding any potentially negative impact of the exercise.* Avoid methodologies that risk stigmatizing children and youth, endangering them in any way, or increasing family separation.
- *In extreme cases, analysis may even endanger the safety of respondents, such as labeling children or youth and attracting the attention of groups that prey on children and youth at risk.*
 - *Established procedures to protect children if the RERA surfaces information that a child may be at risk of harm.*
 - *A commitment to follow-up action, if required.*
 - *Sustained communication, so that we keep participants informed of how the information they provided is being used and what follow-up actions are being taken.*

(Adapted from the INEE Short Guide to Rapid Joint Education Needs Assessments, Global Education Cluster, 2010)

PHASE 3: ANALYSIS, REPORTING, AND DISSEMINATION



TIME FRAME: FOUR TO SIX WEEKS

Triangulation and Disaggregation of Data

TRIANGULATION is comparing information gathered across different sources, methods, or data collectors to identify consistencies and inconsistencies that may require more research. This measure is very important in environments affected by conflict or crisis, where misinformation can flow freely and data can be politically charged or biased.

DISAGGREGATION is separating information according to different characteristics to find underlying inequities that may be masked by aggregate data. Disaggregation by age (age bands), gender, identity group, or geographic regions is vital. Disaggregation is critical in conflict- or crisis- affected contexts, where average indicators may mask important discrepancies across identity groups; knowledge of such discrepancies can be critical for understanding conflict drivers.

(Adapted from the Short Guide to Rapid Joint Education Needs Assessments, Global Education Cluster, 2010, p. 21)

DATA ANALYSIS

RERA data analysis involves several steps: compiling, verifying, and summarizing the information collected; comparing it to other information; interpreting the information; and identifying key findings. Data can be compiled at two levels:

- Within school community sites: Review, triangulate, and summarize the data collected from different sources within the same school community.
- Across school community sites: Summarize and synthesize data—both primary and secondary—from various sites in the primary data sample. This allows the comparison of education and risk dynamics from one school community to another.

The RERA Team should categorize, code, and sort data to facilitate interpretation and analysis. It is suggested that the RERA Team code responses from key informant interviews and focus group discussions using either a simple Excel database or software. Options for data categorization, coding, and sorting are listed in the following table:

OPTIONS FOR DATA CATEGORIZATION, CODING, AND SORTING

CATEGORY	DETAILS
ISSUES	Relevant topics or themes from the RERA Conceptual Framework (pg.10) and RERA Research Questions, such as contextual risks, gender, social and emotional learning, equity, student safety, education sector domains, school community resilience, etc.
PATTERNS	The convergence of data across school sites and interviews, at national, subnational, and school community levels.
TRENDS	The tendency of data to reflect the movement or change related to the RERA Conceptual Framework in a certain direction over a period of time, including grievances, disaster vulnerability, assets, and school community resilience.
RELATIONSHIPS	The dynamic links and connectivity between actors, institutions, and contextual risks, particularly along a cause-consequence or correlation pathway, and in terms of social capital and cohesion or disagreement and conflict.
OPPORTUNITIES	How data demonstrate the presence of assets or capacities at the school community level that can be supported by USAID or the Implementing Partner.
DISAGREEMENTS	Instances in which data collected from various sites or sources tell a noticeably different story, and this discrepancy merits attention as a finding.
OUTLIERS	A data point or several data points that produce(s) starkly different stories—and in the case of an interview, the informant wields significant influence.
INFORMATION GAPS	Instances in which no data exist relating to an important issue, relationship, trend, pattern, or potential opportunity, and further investigation is warranted.

DATA FINDINGS

Findings should be drawn directly from the data and, when brought together, formulate conclusions that answer the RERA's research questions. They should factually capture what the analysis revealed and take a narrative form, but they should not offer interpretation into the broader meaning of the data. Findings should briefly explain how data were compiled,

categorized, and coded as well as why certain data were chosen for presentation in the report.

When the sampling approach allows, the RERA Team should consider quantifying certain findings. This step can help convey meaning and comparison among the data as well as legitimize findings for quantitatively oriented readers. If the sample is not representative,

then that fact should be clearly noted in the reporting, under both the analysis and limitations sections.

The RERA Team will need to prioritize the most significant findings, which will also underpin the RERA's headline conclusions; team members should develop criteria for prioritization in consultation with USAID Mission Education staff. The team should then discuss and agree to the priority findings once the analysis is complete.

The following matrix offers an example of how findings can be objectively prioritized based on a set of criteria. Weights and prioritization values can be modified, and the calculation of high, medium, and low priority can be adjusted. The matrix can be drafted in Excel using simple formulas.

SAMPLE RERA FINDING PRIORITIZATION TEMPLATE

Finding/Criteria	Assigned Weight	Prioritization Value (1–3)	Total Score by Criteria	
FINDING				
Critical to USAID Education Strategy or goals	4		0	
Critical to host country goals and priorities	4		0	
Asset for conflict sensitivity, risk reduction, or equity	3		0	
Key factor driving threat to safety	3		0	
Key insight into cross-sectoral dimension(s)	2		0	
Notable outlier with influence	1		0	
		Total Score	0	Prioritization
PRIORITIZATION SCORING LEGEND		13–20 (LOW)	20–29 (MEDIUM)	> OR=30 (HIGH)

DATA SYNTHESIS AND CONCLUSIONS

The RERA places particular importance on data synthesis, which involves a broader interpretation of the patterns and relationships found in the findings and integrates different elements of the analysis into a more holistic, comprehensive, and systematic story line.

The RERA Team does not have to follow a fixed process in order to synthesize its data. Data synthesis can

be a process of continued, structured brainstorming by team members. It involves stepping back from the data, telling the story, and “seeing the forest for the trees.” The team will begin data synthesis as data are collected and analysis has begun crystallizing insights and will synthesize the data in earnest once the analysis is completed.

As it synthesizes its data, the team should draft and progressively refine headline conclusions, which will become the central part of the final report. In developing its headline conclusions, team members should bear in mind the following:

- Headlines should be simple, short, declarative sentences, like a newspaper headline or key message.
- All headline conclusions must be rooted in evidence and data. While all data findings will be included as an annex to the final report, the team may use additional bullet points with specific data references that support each headline conclusion. The conclusions ultimately retained for the final report must be robust in this regard.
- Headline conclusions should resonate with a wider public audience, including executive service, senior managers, and specialists from other sectors, such as democratic governance, violence prevention, conflict management and mitigation, disaster management, health, and nutrition and food security.
- Headline conclusions should be limited in number, prioritized, and accessible by busy readers.
- In the case of more sensitive headline conclusions, the team should share drafts in advance with key stakeholders to validate and potentially refine as necessary.

As the team synthesizes its data and develops headline conclusions, it will naturally begin to identify relevant theories of change that will underpin its recommendations in the final report.



The RERA final report must tell the story of how education in a given country is interacting with its complex, high-risk context.

DEVELOPING RECOMMENDATIONS

Along with the conclusions, the recommendations are the most important aspect of the RERA final report. The team will develop recommendations targeted to address priority conclusions and tailored to relevant actors with appropriate mandates, authority, and projects—typically the USAID Mission, the Implementing Partner, and national partners, as appropriate. In developing recommendations, it is crucial to consider findings that relate to assets and resilience factors as well as risks and vulnerabilities.

Each recommendation should be written clearly, concretely, and concisely in order to be actionable. As with the synthesized conclusions, recommendations should begin with simple headlines, using action verbs specific to the relevant institution/actor, and supported by more specific justification and explanation. A broad recommendation may also be crafted and supported by specific actions in bullet form.

FINAL REPORT: DRAFTING AND COLLABORATION

The RERA final report must tell the story of how education in a given country is interacting with its complex, high-risk context. The report must also explain the RERA exercise both in terms of process and content. It should be forthcoming about the deliberate tradeoffs made between speed and rigor, describe the strengths and limitations of the RERA parameters and methodology, and share challenges encountered in implementing the RERA. The report should be no longer than 25 pages in length, not including annexes (see **TOOL 11: Sample RERA Final Report Outline**).

PHASE 3 STEPS

SPECIFIC GUIDANCE

STEP 1

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

The RERA Team should begin interpreting and noting early observations from qualitative data at the time data are collected. Taking notes during key informant interviews and focus group discussions allows team members to start recording and discussing their observations from the data. It is strongly recommended that, on a daily basis, team personnel **debrief together**, write down and organize notes, and upload them into the central database. **Team debriefs at the end of each day allow members to share their observations** and to begin developing a structure for their analysis of the data.



These daily discussions also provide important **feedback loops** on response saturation¹⁷ that can support the team's adaptation of sampling size and protocols (e.g., add follow-on questions or replacement questions once the original question has been adequately answered or adjust sample size once saturation has been reached). In this case, the team must clearly explain the saturation and its resulting adaptations in the RERA final report.



As the team members organize, code, and upload data into the database, they can peruse and sort data to begin more systematic analysis.

STEP 2

Use findings to develop conclusions and actionable recommendations

The RERA may reveal that further investigation is required. USAID and Implementing Partners may consider conducting a more comprehensive education and risk analysis using existing tools developed by USAID as well as by partners. Implementing Partners and USAID Missions may choose to adapt any of these tools. **TOOL 12: Key Partner Education and Risk Analysis Tools** offers a quick reference to some useful education and risk analysis tools.

STEP 3

Hold validation/consultation meetings with USAID and partners

In coordination with the USAID Mission, the RERA Team should organize **validation meetings with key international and national stakeholders** to solicit feedback on the RERA's preliminary conclusions and recommendations. Collaborating with key stakeholders and partners in this way not only helps make the RERA conclusions and recommendations more robust but also reduces the risk of miscommunication, enhances partnerships and relationships, builds the legitimacy of the RERA as a process, and creates opportunities for collaboration on recommendations.



The USAID Mission should organize an in-person debriefing between the RERA Team, USAID Mission leadership, and other USAID officers on preliminary conclusions and recommendations (highlighting cross-sectoral aspects) as well as challenges and opportunities that have arisen during the in-country fieldwork.

This is an invaluable opportunity to enlist the leadership of the USAID Mission Director to forward the RERA recommendations across the mission, increase the recognition of education's importance in conflict and crisis contexts, and highlight the school as a multi-sectoral platform for community change.

PHASE 3 STEPS

SPECIFIC GUIDANCE

STEP 4

Write the RERA final report

Report writing takes place within a time frame established with USAID Mission Education staff. During this time, the RERA Team may still need to conduct a limited desk review of information in order to fill gaps and confirm the report's conclusions and recommendations. The team leader manages the drafting of the report and organizes team member contributions.

The team can use **TOOL 11: Sample RERA Final Report Outline** to structure and begin drafting the final report.

The USAID Mission clears the final report.

STEP 5

Disseminate the final report

The RERA Team should consider developing a two-page summary brief on the RERA.

The team must provide necessary translations of the final report and any other briefing products.

To better disseminate the report within USAID, the USAID Mission and USAID Washington should convene a video teleconference with the team on the report's findings, conclusions, and recommendations. Participants in the teleconference could include neighboring USAID Missions as well as the procuring USAID Mission and Education, Regional Bureau, and relevant sectoral and thematic USAID Washington offices.

The team should develop and translate a summary presentation on the final report for this virtual meeting.

The team should **share the final report with the Ministry of Education as well as other key partners** (for instance, all partners participating in the validation meetings). ✓

The USAID Mission Education Office and, ideally, the Mission Director should promote the RERA's conclusions and recommendations externally with country-level partners to influence other macro-level, cross-sectoral risk analyses where these are planned or underway, as well as to inform their strategy, policy, and program design. These analyses typically form part of important national planning frameworks.¹⁸

USAID Washington and the Implementing Partner should also consider promoting the final report at the global level to influence global policy and country planning discussions on education in conflict and crisis, as well as the role of education in supporting resilience, peacebuilding, stabilization, violence prevention, and disaster risk reduction.

ENDNOTES

¹ UNICEF. December, 2016. Press Release: *Nearly a quarter of the world's children live in conflict or disaster-stricken countries.* https://www.unicef.org/media/media_93863.html.

² UNESCO. 2016. Policy Fact Sheet 27/Fact Sheet 37. *Leaving no one behind: How far on the way to universal primary and secondary education?* <http://unesdoc.unesco.org/images/0024/002452/245238E.pdf>.

³ ADS Chapter 201, Program Cycle Operational Policy, USAID (revised 2017): <https://www.usaid.gov/sites/default/files/documents/1870/201.pdf>.

⁴ For more information on USAID's Collaborating, Learning, and Adapting framework, see <https://usaidlearninglab.org/faq/collaborating-learning-and-adapting-cla>.

⁵ For more information on the nature and level of multiple contextual risks in countries around the world, see the INFORM Index for Risk Management, a collaborative project of the Inter-Agency Standing Committee (IASC) and the European Commission, found at <http://www.inform-index.org>.

⁶ These include the UN Sustainable Development Goals; UN Summit for Refugees and Migrants; World Humanitarian Summit Commitments to Action; Paris Agreement on Climate Change; Security Council Resolution 2250 on Youth, Peace, and Security; and the Sendai Framework for Disaster Risk Reduction.

⁷ The phrase *good enough* references the methodology applied to the collection, processing, and analysis of both primary and secondary data. The methodology may not be as rigorous as what could be employed for a long-term research investment or an evaluation, but it is sufficiently systematic to make informed preliminary decisions about education programming, if decision makers recognize that the activity may be taking place in a volatile and complex context.

⁸ For instance: how gangs and insecurity limit school risk mapping or preparedness activities; how conflict influences food insecurity and, in turn, school attendance and performance; how an earthquake can exacerbate existing community divisions and increase the risk of violence.

⁹ See: USAID. (2011, revised 2012). *2011 USAID Education Strategy Implementation Guidance*. p. 23–24. http://pdf.usaid.gov/pdf_docs/PDACT461.pdf; for the definition of armed conflict, see: Wallensteen, Peter and Margareta Sollenberg, 2001. *Armed Conflict 1989–2000*, *Journal of Peace Research* 38(5): 629–644.

¹⁰ For more on how interventions and institutions are integral to their context, see Novelli M., Higgins S., Ugur M., and Valiente V. (2014) *The political economy of education systems in conflict-affected contexts: A rigorous literature review*. Department for International Development. <http://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Political%20Economy%20Education%202014%20Novelli%20report.pdf?ver=2014-11-24-104035-650>; Bush, K. and Saltarelli, D. (Eds.). (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. Florence, Italy: UNICEF Innocenti Research Center. <https://www.unicef-irc.org/publications/pdf/insight4.pdf>; and *The Six Lessons from the Do No Harm Project*. CDA Collaborative Learning Project. (2010). <https://cdacollaborative.org/wp-content/uploads/2016/01/The-Six-Lessons-from-the-Do-No-Harm-Project.pdf>.

¹¹ See *Natural Hazards, Unnatural Disasters: the Economics of Effective Prevention*. (2010). Washington, D.C.: The World Bank and United Nations; Components of Risk: Vulnerability. [Webpage]. UNISDR PreventionWeb. <http://www.preventionweb.net/risk/vulnerability>.

¹² See Bush, K. and Saltarelli, D. (Eds.). (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children*. Florence, Italy: UNICEF Innocenti Research Center. <https://www.unicef-irc.org/publications/pdf/insight4.pdf>.

¹³ See *Statebuilding in Situations of Fragility and Conflict: Relevance for US Policy and Programs*. DAI and NYU Center for International Cooperation. (2011); *The Social Contract in Situations of Conflict and Fragility*. (2016). UNDP. <http://www.undp.org/content/undp/en/home/librarypage/democratic-governance/conflict-prevention/the-social-contract-in-situations-of-conflict-and-fragility.html>

¹⁴ See: Winthrop, R., and Matsui, E. (2012). *A New Agenda for Education in Fragile States*. Brookings Institution. <https://www.brookings.edu/wp-content/uploads/2016/06/08-education-agenda-fragile-states-winthrop.pdf>; Social services (including education) constitute Peacebuilding and Statebuilding Goal 5 under the New Deal for Engagement in Fragile States. See related infographic at http://www.pbsdialogue.org/media/filer_public/6b/8f/6b8fea40-288a-475f-b0a7-eb502446d1/new-deal-change.png.

¹⁵ See OECD (2014). *Guidelines for Resilience Systems Analysis*, OECD Publishing, p. 1. <https://www.oecd.org/dac/Resilience%20Systems%20Analysis%20FINAL.pdf>

¹⁶ For an illustrative framework on RERA Team member level of effort, see Tool 1: Sample RERA Scope of Work.

¹⁷ *Saturation* means the point in qualitative data collection at which new data no longer bring additional insights into the research. For example, if interviews 11 through 15 contain the same information found in the first 10 interviews, saturation has been reached. See *Qualitative Research Methods: A Data Collector's Field Guide*, FHI360, 2005. <https://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector%27s%20Field%20Guide.pdf>.

¹⁸ These include, for example, the IMF/World Bank Poverty Reduction Strategy process, the UN Development Assistance Framework (UNDAF) Common Country Analysis, the Consolidated Appeals Process, the Post-Conflict and Post-Disaster Needs Assessments, and UN Peacebuilding Priority Plans.

RERA TOOLS AND RESOURCE ANNEXES

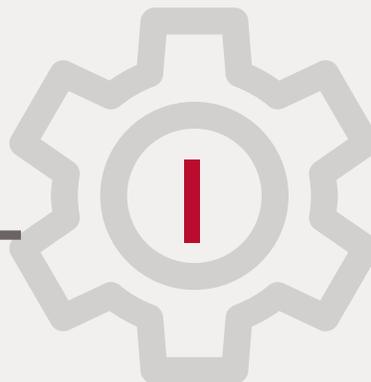


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TOOL



SAMPLE RERA SCOPE OF WORK

AT A GLANCE

- A Scope of Work template that is adaptable for use by USAID to procure a RERA



↓
DOWNLOAD
TOOL | TEMPLATE

TEMPLATES INCLUDED

- Sample RERA Scope of Work

HOW TO USE THIS TOOL

- Download, revise, and complete the template according to the country context, background, and purpose of the RERA.

TOOL I: SAMPLE RERA SCOPE OF WORK

SCOPE OF WORK RAPID EDUCATION AND RISK ANALYSIS

NOTE: This template will require adaptation depending upon whether the RERA is procured within or separately from an existing USAID award or activity.

Introduction

[Insert brief background on country context, relevant strategies, and programming.]

Purpose

USAID/X is seeking a Lead Implementing Partner/Consultant [institution/organization, not individual] to conduct a rapid education and risk analysis (RERA). A RERA is a “good enough”¹ situation analysis of educational institutions, learners, and their communities as a dynamic system of relationships involving assets and multiple contextual risks. A RERA integrates key methodological elements of a rapid education needs assessment and contextual risk analyses, such as conflict analysis, disaster risk assessment, and resilience analysis, to inform USAID strategy and programming. Importantly, a RERA investigates how risks impact the school community, how education influences risks, and how contextual risks influence each other.

[Explain the country-specific purpose for carrying out the RERA, the window of opportunity it presents, and any specific approach the Lead Implementing Partner/Consultant should pursue in addition to the guidance in the RERA Toolkit.]

The Lead Implementing Partner/Consultant will carry out a RERA in accordance with the USAID RERA Toolkit [add hyperlink] and in consultation with [insert USAID/country or organization name] education staff [specify]. Importantly, this task includes provisions for recruiting an appropriately skilled and qualified RERA Team.

Objectives

The overarching research questions for a RERA are generally as follows:

- How does the education sector relate to the country’s broader political, economic, social, security, and environmental situation?
- What are the causes, characteristics, consequences, and interactions of the main contextual risks in the country?
- What is the two-way interaction between contextual risks and the education sector, particularly at the school and community levels?
- What are the resilience factors that positively influence access to as well as safety and quality of education? How can these factors be strengthened?

¹ The phrase *good enough* references the methodology applied to data collection, processing, and analysis of both primary and secondary data. The methodology may not be as rigorous as that employed for a long-term research investment or evaluation, but it is sufficiently systematic to allow informed preliminary decisions about education programming, if decision makers recognize that the activity may be taking place in a fluid context.

Collaborative Approach

The Lead Implementing Partner/Consultant shall conduct the RERA in a collaborative, conflict-sensitive manner, in line with the RERA Toolkit. Engaging a broad array of partners and stakeholders in the planning and implementation of the RERA and in the drafting of the RERA final report contributes to the quality and legitimacy of the RERA process and findings.

The Lead Implementing Partner/Consultant shall also maintain continual consultation with USAID Mission Education staff, who will oversee implementation, coordination, and adaptation of the RERA parameters and methodology. Constant communication between the Implementing Partner and the USAID Mission is required, particularly during RERA Team recruitment, adaptation of the RERA to context, and stakeholder engagements at the beginning and end of fieldwork.

The RERA Toolkit will provide the overall guidance for the Lead Implementing Partner/Consultant's implementation of the RERA, from planning, data collection, analysis, and synthesis, to final report writing and supporting collaboration.

Tasks

The Lead Implementing Partner/Consultant will carry out the following general tasks as set out in the RERA Toolkit:

1. Recruit the RERA Team
2. Set RERA parameters
3. Identify stakeholders and plan constant stakeholder engagement
4. Finalize RERA research questions
5. Identify data sources, informants, and key stakeholders
6. Conduct the desk review
7. Plan and conduct primary data collection, including school community sample
8. Develop findings, conclusions, and recommendations
9. Hold stakeholder consultation meetings at designated moments during the in-country process, including validation meetings with key stakeholders and partners on preliminary conclusions and recommendations at the end of fieldwork
10. Draft and disseminate the RERA final report, including briefing USAID and partners on the RERA conclusions and recommendations



Timeline: Contractor Tasks and Deliverables

Task	Deliverables	Time Frame
Task 1: Recruit RERA Team (remote)	<ul style="list-style-type: none"> Budget adjusted (as necessary) RERA Team contracted 	Two to five weeks
Task 2: Plan and adapt RERA (remote)	<ul style="list-style-type: none"> Conflict sensitivity self-assessment conducted RERA Parameters Checklist completed RERA design plan completed Key Informants and Focus Group Participants Matrix completed RERA research questions adapted for context and purpose 	One week
Task 3: Conduct design, data collection, and analysis (remote)	<ul style="list-style-type: none"> Desk review completed School Community Scoring Rubric adapted and completed School community data sample determined School Community Fieldwork Tool adapted 	Four weeks
Task 4: Conduct design, data collection, and analysis (in country)	<ul style="list-style-type: none"> Inception briefings held with USAID Mission (leadership and various offices) and key stakeholders Primary data collection completed Debriefings held with USAID Mission (leadership and various offices) Validation meetings with USAID Mission, partners, stakeholders on preliminary findings and final report 	Two to three weeks
Task 5: Complete final report (remote)	<ul style="list-style-type: none"> Final report completed PowerPoint presentation summarizing RERA methodology, findings, conclusions, and recommendations completed Dissemination plan for USAID, partners, and stakeholders Workshop or webinar for relevant stakeholders Share open data with USAID Mission for use in ongoing, similar analyses for instance, submit to the Secondary Analysis for Results Tracking (SART) and Data and Evidence for Education Programs (DEEP) Databases. Upload final report on USAID Development Experience Clearinghouse and share with USAID Education in Crisis and Conflict Network 	Four to six weeks

Note that the above table does not imply level of effort and that the Lead Implementing Partner/Consultant may be requested to offer an estimated level of effort and budget for each task.

Detailed Budget and Budget Narrative

[For a separately procured RERA]

The detailed budget must be developed in Microsoft Excel format and show the following:

- Each amount within a budget category
- For each line item, the estimated amount per unit, unit type, number of units, and total amount
- All formulas

Key budget categories can include the following:

- International consultants
- Local consultants
- Local support staff/drivers
- Per diem
- Air travel and transfers
- Local travel
- Conference room/meeting space
- Meetings and supplies

TOOL



SAMPLE RERA CONSULTANT TERMS OF REFERENCE

AT A GLANCE

- A terms of reference template that is adaptable for use by USAID or Implementing Partner to recruit RERA Team members (consultants).



DOWNLOAD
TOOL 2 TEMPLATE

TEMPLATES INCLUDED

- Sample RERA Consultant Terms of Reference

HOW TO USE THIS TOOL

- Download, revise, and complete the RERA terms of reference for each RERA Team member recruited.

TOOL 2: SAMPLE RERA CONSULTANT TERMS OF REFERENCE

TERMS OF REFERENCE REGIONAL CONFLICT SPECIALIST (SHORT-TERM CONSULTANCY) USAID RAPID EDUCATION AND RISK ANALYSIS

Background

USAID/X is seeking a short-term consultant to form part of a team in conducting a rapid education and risk analysis (RERA). A RERA is a “good enough”² situation analysis of educational institutions, learners, and their communities as a dynamic system of relationships involving assets and multiple contextual risks. A RERA integrates key methodological elements of a rapid education needs assessment and contextual risk analyses, such as conflict analysis, disaster risk assessment, and resilience analysis, to inform USAID strategy and programming. Importantly, a RERA investigates how risks impact the school community, how education influences risks, and how contextual risks influence each other.

Introduction

[Insert brief background on country context, relevant strategies, and programming.]

Purpose

[Explain the purpose for carrying out the RERA, the window of opportunity it presents, and any specific approach the Implementing Partner/Consultant should pursue in addition to the guidance in the RERA Toolkit.]

The Implementing Partner/Consultant will carry out a RERA in accordance with the USAID RERA Toolkit [add hyperlink] and in consultation with [insert USAID/country or organization name] education staff [specify]. Importantly, this task includes provisions for recruiting an appropriately skilled and qualified RERA Team.

The overarching research questions for a RERA are as follows:

- How does the education sector relate to the country’s broader political, economic, social, security, and environmental situation?
- What are the causes, characteristics, consequences, and interactions of the main contextual risks in the country?
- What is the two-way interaction between contextual risks and the education sector, particularly at the school and community levels?
- What are the resilience factors that positively influence access to as well as safety and quality of education? How can these factors be strengthened?

2 The phrase *good enough* references the methodology applied to data collection, processing, and analysis of both primary and secondary data. The methodology may not be as rigorous as that employed for a long-term research investment or evaluation, but it is sufficiently systematic to allow informed preliminary decisions about education programming, if decision makers recognize that the activity may be taking place in a fluid context.

Tasks and Level of Effort

- Provide written recommendations for customizing the RERA methodology to [country's] context, particularly relating to contextual risks
- Provide written background analysis on the conflict and its relationship to disaster risks and the education sector
- Draft a [country]-specific conceptual framework for the RERA, focusing on conflict, disaster risk, and the education sector
- Provide written recommendations relating to conflict in [country] to support adaptation of the RERA methodology, desk review literature list, identification of informants and partners, data collection and analysis, and synthesis and report writing
- Conduct desk review of existing literature
- Facilitate and/or participate in informant interviews and focus groups and report on data
- Provide advice on strategies to engage key informants and stakeholders
- Provide inputs into final report, summary report and briefings, and lessons learned report
- Participate in team meetings and external briefings

Total Level of Effort: 20 days

Location: The consultancy will have two phases: (a) desk planning and research, which will take place from [XX to XX]; and (b) field implementation of the RERA from [XX to XX], based in [city, country]. Field-based research will involve desk study and field research with stakeholders, including travel within [capital city] and [outside of the capital].

Timing: The consultancy will run from [XX to XX]. Desk-based planning will be carried out from [XX to XX]. Field implementation of the RERA will run from [XX to XX].

Reporting: The regional conflict specialist reports to the team leader and will work closely with all other team members.

Deliverables:

1. Written recommendations for adaptation of the RERA methodology to [country's] context
2. Background document on the conflict in [country] and its two-way relationship with the education and disaster vulnerabilities in [country]
3. List of names and, if possible, contact information for key informants
4. List of key resource documents for the desk review
5. Coded interview notes
6. Participation in in-person meetings (with USAID and partners) on the RERA
7. Conceptual framework for [country] RERA

8. Written inputs to and review of:
 - a. RERA key informant list
 - b. RERA questions and data collection protocols
 - c. RERA desk review
 - d. RERA stakeholder/partner briefings
 - e. RERA final report
 - f. RERA lessons learned report

The deliverable timetable will be jointly developed with the team leader.

Qualifications

- Minimum of seven years' professional experience in peacebuilding, conflict prevention, or similar programs, including leading or participating in conflict analysis
- Minimum of three years' experience in a leadership role in peacebuilding or conflict prevention programs in [country] or the [region]
- Established relationships with networks, research/academic institutions, and implementing organizations in the field of peacebuilding and conflict prevention
- Skilled in working under pressure in volatile and high-risk situations
- Skilled in working in a collaborative, multicultural environment involving multiple stakeholders
- Fluency in written and spoken [local language] and English; master's degree in a related field; PhD preferred

TOOL



RERA CONFLICT SENSITIVITY CHECKLIST

AT A GLANCE

- A template checklist for use by the RERA Team to help ensure conflict sensitivity of the RERA process



DOWNLOAD
TOOL 3 TEMPLATE

TEMPLATES INCLUDED

- RERA Conflict Sensitivity Checklist

HOW TO USE THIS TOOL

- Download tool and complete the first section of the checklist (self-assessment) when the RERA Team is recruited; continue to complete the checklist as an accompaniment to developing the RERA parameters and methodology.

TOOL 3: RERA CONFLICT SENSITIVITY CHECKLIST³

Question	Yes	No	Maybe	If No/Maybe: Explanation and/or Action
RERA Team Self-Assessment				
The RERA Team composition, particularly national consultants, sufficiently reflects local demographics.				
The RERA Team members (including enumerators and translators) have openly surfaced and discussed their own biases (political, cultural, technical, gender, etc.).				
The RERA Team holds daily full team meetings during fieldwork, either virtually or in person.				
The RERA Team is knowledgeable about country context, including culture, politics, and identities.				
The RERA Team is informed about factors that fuel grievance, division, and violence in the country.				
The RERA Team has experience and strong skills in facilitating sensitive discussions.				
The RERA Team understands and is equipped to uphold ethical standards relating to research on human subjects.				
The RERA Team has gender balance among members.				
The RERA Team understands gender issues beyond women's/girls' equality and participation.				
The RERA Team is sufficiently informed about how the local public will perceive them.				
Management decisions about facilitation, field deployment, interviews, and stakeholder engagement roles of RERA Team members consider their identity and bias(es).				
RERA Methodology (Data Collection, Analysis, and Synthesis)				
The selection of school communities for primary data collection factors in identity groups, grievances, and geography.				
Data collection procedures, including informed consent protocols and security of personal information and data, protect the privacy and safety of participants and informants.				
Data collection methods have been adapted and vetted through consultation with local stakeholders.				
Selection of key informants and participants in FGDs considers identity groups and grievances, and reflects a gender balance.				

³ Adapted from the *Checklist for Conflict Sensitivity in Education Programs*, USAID, November 2013 (<https://www.usaid.gov/what-we-do/education/conflict-sensitivity-checklist>); the *Reflection Tool for Designing and Implementing Conflict Sensitive Education Programmes in Conflict-Affected and Fragile Contexts*, INEE ([http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Reflection_Tool_English_interactive\[1\].pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Reflection_Tool_English_interactive[1].pdf)); and *Conflict Sensitivity and Peacebuilding in UNICEF: Technical Note (Annex 7)*, UNICEF, 2012 (<http://www.unicef-emergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>).

TOOL 3: RERA CONFLICT SENSITIVITY CHECKLIST

Question	Yes	No	Maybe	If No/Maybe: Explanation and/or Action
Data collected are disaggregated by age, gender, geography, identity group, and disability type.				
Research questions have been vetted for identity group sensitivities, gender, and grievances.				
RERA Partner and Stakeholder Engagement				
The RERA Team has a consistent message about the purpose of the RERA (to manage stakeholder expectations).				
The RERA Team's selection of local partners and stakeholders draws from all identity groups, is informed by grievances and power dynamics, and is gender balanced.				
Local stakeholders will be constantly involved in RERA's design, implementation, and data analysis and synthesis.				
The RERA's preliminary conclusions and recommendations undergo comment and validation by a diverse range of international and local partners and stakeholders to identify inaccuracies and sensitivities.				
RERA Contracted Local Partner(s)				
Contracted local partners are informed about factors that fuel grievance, division, and violence in the country.				
Contracted local partners have at least one risk expert who can guide the RERA's conflict sensitivity measures.				
Contracted local partners have experience and strong skills in facilitating sensitive discussions.				
Contracted local partners understand and are equipped to uphold ethical standards relating to research on human subjects.				
Contracted local partners have gender balance among members.				
Contracted local partners understand gender issues beyond women's/girls' equality and participation.				

TOOL



RERA PARAMETERS CHECKLIST

AT A GLANCE

- A template checklist for use by the RERA Team to guide the scope of the RERA exercise



DOWNLOAD
TOOL 4 TEMPLATE

TEMPLATES INCLUDED

- RERA Parameters Checklist

HOW TO USE THIS TOOL

- Download and begin completing the checklist when the RERA Team is recruited in consultation with USAID Education staff to define the RERA parameters and methodology.

TOOL 4: RERA PARAMETERS CHECKLIST

Question	Yes	No	Maybe	Why or why not?
How will the RERA be implemented?				
One-time exercise				
Rolling exercise (within activity)				
Rolling exercise (separate)				
What generally known risks will be addressed by the RERA?				
Conflict				
Natural hazards ⁴				
Violence, crime, gangs				
Health epidemics				
Food insecurity/famine				
Which education levels will the RERA address?				
Pre-primary				
Primary education				
Secondary education				
Higher education				
Which education type will the RERA address?				
Formal education system				
Nonformal education system				
Technical/vocational education				
Will the RERA take into account education provided by:				
Government public agencies				
Private organizations				
Faith-based groups				
Community groups				
Parallel education system (e.g., that which is delivered in separatist regions)				
Other (e.g., World Bank, Global Partnership for Education, UNHCR, INGO, or LNGO)				
Do these categories overlap?				How? (Example: 90% of community-based schools are also faith-based institutions.)

4 Specifically, geological, hydrometeorological, fire, and/or technological risks

TOOL 4: RERA PARAMETERS CHECKLIST

Question	Yes	No	Maybe	Why or why not?
Will the RERA take into account the following learners?				
Males				
Females				
LGBT				
Learners of a specific age range				
Out-of-school learners				
Learners with specific group identity characteristics (e.g., disabilities, minority language speakers, displaced persons)				
Orphans and vulnerable children				
The most marginalized, deprived, and hard-to-reach learners				List the specific group identity characteristics and geographic location separately, and describe how these overlap with other categories of learners.
Which geographic/administrative areas will be the focus of the RERA (fieldwork/primary)?				
(Use local terminology)	Which?	Why?		
Regions				
States or provinces				
Districts				
Municipalities				

TOOL



RERA DESIGN PLAN TEMPLATE

AT A GLANCE

- A template for use by the RERA Team to explain how the RERA will be carried out.



DOWNLOAD
TOOL 5 TEMPLATE

TEMPLATES INCLUDED

- RERA Design Plan Template

HOW TO USE THIS TOOL

- Download, adapt, and complete the template once the RERA parameters have been defined.
- Refer to other RERA Tools, particularly Tools 8, 9, and 10, to complete this template.
- Consultation with USAID Mission Education staff is recommended.

TOOL 5: RERA DESIGN PLAN TEMPLATE

Table of Contents	
Acronyms	
RERA Purpose	<ul style="list-style-type: none"> Clearly define the RERA purpose (why it is being conducted now) and audience(s).
Background	<ul style="list-style-type: none"> Outline the context within which the RERA has been procured or commissioned. If the RERA is taking place within an existing activity, describe the original problem or challenge that the activity is designed to address. State the underlying development hypothesis, or causal logic, of the activity or the broader project of which the activity is a part.
Methodology and Limitations	<ul style="list-style-type: none"> State the overarching approach to answering the main RERA research questions, including how sub-questions will be selected and adapted to context and how they relate to the main RERA research questions. Explain the process by which the primary data sample will be selected. Specify the measures to be taken to uphold conflict sensitivity. Identify any limitations to the RERA methodology and challenges to RERA implementation and how these will be addressed.
Work Plan	<ul style="list-style-type: none"> List key RERA deliverables and the corresponding responsible RERA Team members, logistical issues, key meetings, and stakeholders, within an overall delivery timeline.
Data Collection Plan	<ul style="list-style-type: none"> Lay out the overall approach for collecting data. Describe how the desk review will be organized, including the secondary data sources to be used. Describe the primary data collection (fieldwork) methods to be used (e.g., FGDs, KIs, surveys), and how data will be organized, stored, and protected. Outline the primary data collection site planning steps, including ethics, safety and security, participant identification, stakeholder coordination, and logistics. Specify how RERA implementation will engage stakeholders and partners. Summarize the steps to be taken to recruit and train consultants/enumerators, if applicable.
Data Analysis Plan	<ul style="list-style-type: none"> Describe how the data will be analyzed (including disaggregation, triangulation, and coding and sorting) and how findings will be developed.
Final Report	<ul style="list-style-type: none"> Explain how the Final Report, particularly conclusions and recommendations, will be developed, validated, and finalized.
Annex I: RERA Statement of Work	
Annex II: Data Collection Instruments and IRB materials	
Annex III: RERA Team Estimated LOE and Staffing Plan	
Annex IV: RERA Team Roles and Responsibilities Matrix	

TOOL



KEY INFORMANTS AND FOCUS GROUP PARTICIPANTS MATRIX

AT A GLANCE

- A template matrix to be completed by the RERA Team, in consultation with key partners, including the USAID Mission and Ministry of Education, that includes names of persons who can (1) offer the RERA Team suggestions for reports and information, including citations, and (2) serve as respondents in data collection activities (both for key informant interviews and focus group discussions)



DOWNLOAD
TOOL 6 TEMPLATE

TEMPLATES INCLUDED

- Key Informants and Focus Group Participants Matrix

HOW TO USE THIS TOOL

- Download, adapt, and complete.

TOOL 6: KEY INFORMANTS AND FOCUS GROUP PARTICIPANTS MATRIX

Stakeholders					
Name	Organization	Phone	Email	For FGD or KII? Why?	Documents Informant Can Share
Juan Salcedo (example)	MOE-District Education Official	234-4567	Jsalcedo@MOE.org	KII <ul style="list-style-type: none"> • Pre-crisis education situation • Map of schools • Impact of crisis on education and vice versa • Education gaps/needs • Conflict dynamics • Disaster risk mapping 	<ul style="list-style-type: none"> • 2013 Education Management Information System Report • 2013 Education Policy and Plan • Map of schools in the affected area • Names of additional informants
Consider:					
Children					
Civil service organizations					
Community education committees					
Donors					
Education cluster leads (Save the Children, UNICEF)					
Government partners					
International NGOs					
Local NGOs					
Ministry of Education					
Ministry of Emergency (local and national levels)					
Education sector working group or task force					
Education and disaster risk reduction coordinating body					
National disaster management agency					
Private sector/companies/associations					
Parents					
Specific identity groups					

TOOL 6: KEY INFORMANTS AND FOCUS GROUP PARTICIPANTS MATRIX

Stakeholders					
Name	Organization	Phone	Email	For FGD or KII? Why?	Documents Informant Can Share
Teachers					
UNESCO					
UNICEF					
Youth and youth organizations					
UN peacekeeping, political, or peacebuilding missions (if present)					
UNDP					
Women and women's organizations					
World Bank					
Private sector					
Other					

TOOL



KEY DOCUMENTS AND RESOURCES MATRIX

AT A GLANCE

- A template matrix to be completed by the RERA Team in consultation with key partners, including the USAID Mission and Ministry of Education, that includes the names, source links/citations, and descriptions of secondary data sources (documents and resources) to be included in the desk review



DOWNLOAD
TOOL 7 TEMPLATE

TEMPLATES INCLUDED

- Key Documents and Resources Matrix

HOW TO USE THIS TOOL

- Download, adapt, and complete.

TOOL 7: KEY DOCUMENTS AND RESOURCES MATRIX

Documents/Resources for Review				
Title	Source/Hyperlink	Date	Agency/Author	Relevant Information
Education Cluster Needs Analysis Report (example)		2012	Education Cluster	<ul style="list-style-type: none"> • Education pre- or in-crisis data • List of education stakeholders • Identification of education gaps and needs
Consider:				
Academic research studies				
Education management information system reports				
Education policy and plan documents				
Education cluster analysis				
Maps				
Conflict analyses				
Disaster risk profiles and assessments				
Hazard maps				
Vulnerability assessments				
Political risk and political economy analyses				
International and national research/ think tank political and risk analysis reports				
Post-conflict needs assessments				
Post-disaster needs assessments				
Teachers' and principals' school records				
USAID education project documents				
Facebook pages of education stakeholders, teachers unions, Ministry of Education, affected populations				
Twitter feeds of education stakeholders				

Documents/Resources for Review				
Title	Source/Hyperlink	Date	Agency/Author	Relevant Information
Websites of education stakeholders (e.g., Ministry of Education)				
Insurance and reinsurance company analyses, reports				
Gender analyses				

TOOL 8

RERA RESEARCH QUESTIONS

AT A GLANCE

- Tool 8 organizes the RERA research questions from general to more specific and links them to data sources. General questions are at the national level and support the RERA Team in conducting desk reviews of national-level information and drafting the country context snapshot. The more specific questions are for KIs and FGDs.
- The RERA Team can use the data collected from these questions to complete TOOL 9: School Community Review Scoring Rubric.
- Research questions should be adapted by contextualizing content and translating into appropriate local languages. Contextualization should ideally include consultation with local stakeholders and a pilot exercise to refine FGD questions.
- The disaggregation of data is essential. Disaggregating for geographic area, gender, age, relevant identity group, and level and type of schooling helps data users understand risks and vulnerabilities, identify inequities in supply and access to education (notably across identity groups), and analyze the interaction between risks and education access.



DOWNLOAD
TOOL 8 TEMPLATE

TEMPLATES INCLUDED

- RERA Research Questions matrix

HOW TO USE THIS TOOL

- Download, adapt, and complete.

TOOL 8: RERA RESEARCH QUESTIONS

INSTRUCTIONS > **COLUMN 3:** Mark an **X** if the desk review yielded sufficient data for each subquestion. Leave the column blank if secondary data were insufficient.

COLUMN 4: Complete Tool 9 as part of the desk review to identify the level of risk (high, medium, or low) for each subquestion.

COLUMN 5: If Tool 9 indicates high risk and secondary data are insufficient to complete the RERA (therefore, you did not enter an **X**), enter **✓** in column 5.

COLUMN 6: Use adjacent items (questions) from Tool 10 for fieldwork focus group discussions and key informant interviews to obtain further data. (Note: Tool 10 provides the main question presented in this matrix along with relevant follow-up questions and types of responses to consider in coding and analysis.)

Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)
What are the general political, economic, social, security, and environmental situations in the country?	What is the economic situation in the country?				Best answered with document review
	What role does civil society play in governance?		Crosscutting		All-11 Please tell me about the role of civil society when it comes to your country's political, economic, and social situations.
	Who are the main actors in the country—individuals (including those in politics and governance), organizations, companies, and formal and informal institutions? Who holds power and who does not?		Crosscutting		All-10 Who are the country's main actors, organizations, and institutions, and how does society view them?
	What are the main demographic and identity groups?		Crosscutting		All-12 What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?
	What is the general situation of social services, particularly education?		Crosscutting		All-5 What support is needed from the Ministry of Education? What about from major donors, in particular USAID? All-7 What are the main reasons students drop out or are excluded from education?

Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)	
	What equity issues exist? Are any of these issues related to education?		Crosscutting		All-12	What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?
	What are the main gender issues in the country? What is the relative status of women and girls, in particular?		A. Internal Risk: SRGBV		A.1	Of the following types of SRGBV, which occur at this school regularly? Bullying between students? A student sexually abusing another student? Corporal punishment? Teachers abusing students or vice versa (emotional, physical, sexual)?
					A.2	If you hear about a student victim of SRGBV, how do you report it (or if you haven't ever heard about it, what would you do)?
					A.3	What is the school doing to reduce the incidence of SRGBV?
			M. Crosscutting risk: Trauma related to SRGBV		M.1	What types of trauma are students experiencing, in your opinion?
					M.2	What is the school doing to help students deal with trauma?
					M.3	How does trauma impact students' well-being and learning within the school setting?
	What are the emergent or ongoing social issues that people are facing?		Crosscutting		All-12	What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?
					All-9	What sorts of risks or safety issues exist in the country, and which government institutions (if any) help mitigate these risks?
	What is the safety and security situation in the country? Who is most at risk?		Crosscutting		All-12	What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)	
<p>What are the causes, characteristics, and consequences of the main contextual risks? How do they influence each other?</p>	<p>What are the main risks in the country? For example, has the country been affected by conflict, natural hazards, organized crime and gang violence, political instability, or famine?</p>		<p>Crosscutting</p>		<p>All-I</p>	<p>In your opinion, what are the most important challenges or risks to education and the school community (students, teachers, etc.)?</p>
	<p>Where are the main risks happening, and who is most affected?</p>			<p>Crosscutting</p>		<p>All-9</p>
	<p>Has the country or region undergone crises in its recent history or during past periods in its history (e.g., colonization) that continue to shape attitudes?</p>		<p>Crosscutting</p>		<p>All-12</p>	<p>What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?</p>
	<p>Is there displacement in the country? If so, what kind? Who is most affected?</p>		<p>Crosscutting</p>		<p>All-12</p>	<p>What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?</p>
						<p>All-I</p>



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)					
	Conflict: What are the causes of conflict?		Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?				
					All-3	What do you think brings the community together peacefully?				
			E. External risk: Armed conflict			E.3	What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?			
						F.3	What do students and teachers do to stay safe from extremist groups on the route to school?			
	What are the main sources of division (grievance) and cohesion/cooperation (resilience)?			Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?			
	Who are the main actors involved in the conflict?			Crosscutting		All-1	In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?			
						All-2	In your opinion, what is driving division and conflict in your community?			
						E. External risk: Armed conflict			E.1	How does the conflict threaten students and teachers on the route to/from school?
									E.2	Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?
						F. External risk: Education under attack				F.1
F.2										What is the reason that safety risks might change from day to day?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)	
	What are the current and future (five-year outlook) conflict trends and triggers?		Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?
	Hazards: What is the main hazard profile of the country? What are and where are the highest disaster risks in the country?		H. Environmental risk: earthquake		H.1	Has the school been affected by earthquakes in the past?
			I. Environmental risk: flood		I.1	Has the school been affected by floods in the past?
			J. Environmental risk: landslide and mudslide		J.1	Has the school been affected by a landslide or mudslide?
			Crosscutting		All-6	How do violence and conflict influence the school's natural disaster preparedness efforts?
	Who is most vulnerable to disaster impacts?		H. Environmental risk: earthquake		H.1	Has the school been affected by earthquakes in the past?
			I. Environmental risk: flood		I.1	Has the school been affected by floods in the past?
			J. Environmental risk: landslide and mudslide		J.1	Has the school been affected by a landslide or mudslide?
			Crosscutting		All-6	How do violence and conflict influence the school's natural disaster preparedness efforts?
	Gang/criminal violence: What are causes of gang/criminal violence?		Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII <i>(See full tool for full question text and response options, and target groups.)</i>	
	Gang/criminal violence: What are the trends and dynamics the dynamics of organized crime and/or gang violence related to schools?		B. Internal risk: Gang violence		B.1	How do gangs influence the environment inside the school (violence/fear)? Who is targeted for recruitment or at risk of being a victim?
			D. External risk: Gang violence		D.1	What sorts of threats from gangs do students and teachers face on the route to and from school? Who is targeted for recruitment or at risk of being a victim?
				D.2	Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day?	
			G. External risk: Incidental violence		G.1	What sorts of threats of incidental violence are students and teachers faced with when trying to get to and from school or within the school itself?
		G.2		Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day?		
	Health epidemics: What are the risks of a major outbreak of an epidemic?		K. Environmental risk: health and epidemics		K.1	Has the school been affected by a health emergency or epidemic in the past?
	Food/nutrition insecurity: What are the main food/nutrition risks?		L. Environment risk: malnutrition and famine		L.1	Has the school community been affected by food insecurity, malnutrition, or famine?
	Political: How stable are governing institutions? To what degree have they been able to mitigate risks?		Crosscutting		All-9	What sorts of risks or safety issues exist in the country, and which government institutions (if any) help mitigate these risks?
All risks: Who is most affected? Why? Where? How are women and girls affected differently?		Crosscutting		All-12	What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?	



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII <i>(See full tool for full question text and response options, and target groups.)</i>	
What is the two-way interaction between contextual risks and the education sector, particularly at the school and community levels?	What is the past history of the education sector, including previous reform initiatives? How does this history influence current stakeholder perceptions?					Best answered with document review
	What are the schools' current enrollment levels (basic, primary, post-primary, secondary)?					Best answered with document review
	Who is attending schools and who is not? Who are the groups of children or youth most likely to not attend school? Why?		Crosscutting		All-7	What are the main reasons students drop out or are excluded from education?
	In what ways does corruption and rent seeking affect the sector?		Crosscutting		All-5	What support is needed from the Ministry of Education?
	What are the most relevant national policies and systems that influence equitable access to quality education? To safe learning environments?		Crosscutting		All-5	What support is needed from the Ministry of Education?
	What were the supply and demand characteristics of the education system? How have these changed in recent years?		Crosscutting		All-7	What are the main reasons students drop out or are excluded from education?
	What are the most important equity and access issues in terms of the education sector?		Crosscutting		All-5	What support is needed from the Ministry of Education?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)	
	What is the impact of risks on out-of-school children? Why do learners drop out? What are the main barriers to access?		Crosscutting		All-7	What are the main reasons students drop out or are excluded from education?
	What are the infrastructure, learning material, and information needs?		C. Internal risk: negative school climate		C.2	Generally speaking, how do you feel about your school?
			H. Environmental risk: earthquake		C.3	What kinds of resources and materials do you have here at the school, and are they sufficient?
			I. Environmental risk: flood		H.3	Is the school building constructed according to earthquake-resilient standards?
			J. Environmental risk: landslide / mudslide		I.3	Is the school building constructed according to flood-resilient standards?
	What kinds of teachers are needed and where? What support do they need, particularly to manage risks and risk impact on learners?		C. Internal risk: Negative school climate		J.3	Is the building constructed according to landslide-resilient standards or in a landslide-resilient manner?
			C. Internal risk: Negative school climate		C.1	How are the teachers in the school? Are they sufficiently supportive and supported?
			C. Internal risk: Negative school climate		C.3	What kinds of resources and materials do you have here at the school, and are they sufficient?
			Crosscutting		All-5	What support is needed from the Ministry of Education?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII <i>(See full tool for full question text and response options, and target groups.)</i>	
	What kind of social or emotional learning or psychosocial support is provided to schools, learners, and teachers?		M. Crosscutting risk: Trauma related to SRGBV		M.1	What types of trauma are students experiencing, in your opinion?
					M.2	What is the school doing to help students deal with trauma?
			N. Crosscutting: Trauma (related to conflict, disasters)		N.1	Are trauma and emotional problems experienced by most students, some students, or only a few students?
					N.2	What, if anything, is being done to try to help students dealing with trauma as a result of these threats?
					N.3	How does trauma impact student well-being and learning within the school setting?
		What has been the impact of education on conflict (policies, curriculum, materials, school management, teaching, practice, access by identity groups)?		Crosscutting		All-4
	What has been the impact of conflict on education (policies, systems, schools, staff, learners, and communities)?		Crosscutting		All-3	What do you think brings the community together peacefully?
					All-4	In your opinion, what are the most important things school communities are doing to improve safety and keep children/youth in school?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII <i>(See full tool for full question text and response options, and target groups.)</i>	
	Where has education been impacted by conflict?		Crosscutting		All-1	In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?
					All-2	In your opinion, what is driving division and conflict in your community?
			E. External risk: Armed conflict		E.1	How does the conflict threaten students and teachers on the route to and from school?
					E.2	Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?
			F. External risk: Education under attack		F.1	What sorts of threats from extremist or ideological groups do students and teachers face on the route to and from school or within the school itself?
					F.2	What is the reason that safety risks might change from day to day?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)	
	Who was affected by conflict?		Crosscutting		All-1	In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?
					All-2	In your opinion, what is driving division and conflict in your community?
		E. External risk: Armed conflict		E.1	How does the conflict threaten students and teachers on the route to and from school?	
				E.2	Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?	
		F. External risk: Education under attack		F.1	What sorts of threats from extremist or ideological groups do students and teachers face on the route to and from school or within the school itself?	
				F.2	What is the reason that safety risks might change from day to day?	
	Are there ongoing tensions between identity groups that are being or could be exacerbated by education policies, systems, or programs? Are there ways they could be reduced by education policies, systems, or programs? How?		Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?
	Who are the primary beneficiaries of education service delivery? Are particular identity groups included or excluded?		Crosscutting		All-7	What are the main reasons students drop out or are excluded from education?

Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)		
	How are schools, learners, and communities exposed to disaster risk?		H. Environmental risk: earthquake		H.2	What is the school doing to keep students and staff safe and continue schooling in the event of an earthquake?	
			I. Environmental risk: flood		I.2	What is the school doing to keep children and students safe and to continue school in the event of flooding?	
			J. Environmental risk: landslide and mudslide		J.2	What is the school doing to keep staff and students safe and to continue school in the event of a landslide?	
			K. Environmental risk: health and epidemics		K.2	Does the school have any safeguards for protecting against or identifying the risk of epidemics before they occur?	
			L. Environment risk: malnutrition and famine		L.2	How is the school protecting staff and students against malnutrition and food insecurity?	
			Crosscutting		All-6	How do violence and conflict influence the school's natural disaster preparedness efforts?	
	What has been the impact of natural hazards on education and on schools, staff, learners, and communities? Where?		H. Environmental risk: earthquake		H.1	Has the school been affected by earthquakes in the past?	
			I. Environmental risk: flood		I.1	Has the school been affected by floods in the past?	
			J. Environmental risk: landslide and mudslide		J.1	Has the school been affected by a landslide or mudslide?	
	What are the barriers to access and how are they affected by various risks?			Crosscutting		All-1	In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?
						All-7	What are the main reasons students drop out or are excluded from education?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)	
	What are the most relevant national policies that bear on education and its relationship with the main contextual risks?		Crosscutting		All-5	What support is needed from the Ministry of Education?
What are the resilience factors that positively influence access, safety, and quality of education? How can these factors be strengthened?	What are the sources of cohesion, cooperation, and resilience in education systems, schools, learners, and their communities?		A. Internal Risk: SRGBV		A.3	What is the school doing to reduce the incidence of SRGBV?
			B. Internal risk: Gang violence		B.3	How do students, teachers and staff stay safe and manage the threat of the gangs in schools?
			C. Internal risk: Negative school climate		C.3	What kinds of resources and materials do you have here at the school, and are they sufficient?
			D. External risk: Gang violence		D.3	What do students and teachers do to stay safe from crossfire from gang violence on the route to and from school?
			E. External risk: Armed conflict		E.3	What do students and teachers do to stay safe from crossfire from the conflict on the route to and from school?
			F. External risk: Education under attack		F.3	What do students and teachers do to stay safe from extremist groups on the route to and from school?
			G. External risk: Incidental violence		G.3	What do students and teachers normally do to stay safe from incidental violence on the way to and from school?
			H. Environmental risk: earthquake		H.3	Is the school building constructed according to earthquake-resilient standards?



Question	Subquestion	Secondary data review	Tool 9: School Community Review Scoring Rubric	Tool 9 Indicates High Risk and Secondary Data Are Not Sufficient	Tool 10: School Community Fieldwork Tool FGD/KII (See full tool for full question text and response options, and target groups.)	
			I. Environmental risk: flood		I.3	Is the school building constructed according to flood-resilient standards?
			J. Environmental risk: landslide and mudslide		J.3	Is the building constructed according to landslide-resilient standards or in a landslide-resilient manner?
			K. Environmental risk: health and epidemics		K.3	What kind of preparedness plan or protocol does the school have for responding to the threat of a health epidemic?
			L. Environment risk: malnutrition and famine		L.3	What kind of preparedness plan or protocol does the school have to reduce the risk of malnutrition or food insecurity and respond in a crisis?
			Crosscutting		All-4	In your opinion, what are the most important things school communities are doing to improve safety and keep children and youth in school?
					All-8	To whom do you look in times of difficulty?
	What role are parents playing in supporting or undermining the resilience of learners and the school community?		B. Internal risk: Gang violence		B.2	How are parents supporting students to stay safe and learn?
			Crosscutting		All-4	In your opinion, what are the most important things school communities are doing to improve safety and keep children and youth in school?
What are some key risks and opportunities to consider for more effective USAID strategy and programming?			Crosscutting		All-5	What support is needed from the Ministry of Education? What support is needed from major donors, in particular USAID?
						<i>This item requires analysis of data obtained above and the formulation of questions specific to the local situation.</i>

TOOL



SCHOOL COMMUNITY REVIEW SCORING RUBRIC

AT A GLANCE

- Guides the analysis of secondary data to inform primary data collection
- Data sources: Uses relevant background documents and preliminary discussions with experts (see TOOL 7: Key Documents and Resources Matrix)
- The tool should be used for every RERA
 - Methodology: Rapid completion of scoring rubric
 - Conceptual focus: Understanding and ranking the main risks to education and safe school communities
 - Internal document that informs the RERA Team's decision about field data collection parameters and sites



DOWNLOAD
TOOL 9 TEMPLATE

TEMPLATES INCLUDED

- School Community Review Scoring Rubric

HOW TO USE THIS TOOL

- The RERA Team should complete a scoring rubric for each relevant geographic area or region under inquiry to identify the level of specific risks.

TOOL 9: SCHOOL COMMUNITY REVIEW SCORING RUBRIC

PURPOSE

The scoring rubric guides the analysis of secondary data to inform the scope and focus of primary data collection. By analyzing insights from secondary data (such as existing reports or expert interviews), the rubric provides a systematic framework for assessing the main risks to school communities and safe learning. It helps identify those school communities and contextual risks that may require additional investigation through limited fieldwork (see **TOOL 10: School Community Fieldwork Tool**). The scoring rubric helps inform a decision about a) whether additional data gaps remain after secondary data review and, if so, b) where to pursue limited primary data collection and c) which questions to use from Tool 10 during that limited primary data collection.

DESCRIPTION

The scoring rubric is an internal tool that the RERA Team should complete for each relevant geographic area or region under inquiry in order to identify the level of certain types of risk.⁵ The scoring rubric is divided into sections focused on specific risk categories,⁶ and each section contains three statements that can be scored as one (low risk), two (medium risk), or three (high risk), depending on regional conditions.

Figure 1: Rubric Scoring



Although the scoring rubric is simply a tool to support next steps for primary data collection based on preliminary review of secondary data evidence, the RERA Team may wish to discuss criteria for determining a risk ranking from the exercise. Risk is understood as the possibility of harm, and risk assessment takes into account both the *likelihood* or probability of harm (or an event) and the potential *impact* or severity of that harm (or event). The basic risk matrix below is commonly used in risk management and can provide a simple and illustrative framework for determining the level of risk in a given region.

⁵ If the regions under inquiry have similar risk factors, then one checklist may be completed for all regions.

⁶ These risk categories draw upon the work of USAID ECCN's SLE Working Group.



Figure 2: Risk Matrix

	High	Low	Medium	High
IMPACT	Medium	Low	Medium	Medium
	Low	Low	Low	Low
		Low	Medium	High
		LIKELIHOOD		

In general, a geographic area or region that receives a higher score in the rubric should be considered for inclusion in the sample of schools for the subsequent school community fieldwork phase.⁷ The scoring rubric also assists in the selection of questions to employ during school community data collection. The specific threshold for further investigation should be discussed and agreed upon by the RERA Team in consultation with the USAID Mission. Other factors will play a role in this decision, including the USAID Country Development Cooperation Strategy, USAID programming objectives and coverage, national priorities, operating environment, and available resources.

As explained in the RERA Toolkit narrative, some RERAs will not require additional primary data collection on every type of risk identified, provided there is sufficient recent and region-specific secondary data available. Primary data collection should only occur on certain themes if a) there is a high risk and b) there is insufficient secondary data about that risk. Tool 10 provides the specific methodology and questions that are recommended for any and all gaps.

⁷ Note that the scoring rubric is simply a tool to support decision-making by the RERA Team. It should not be considered a quantitative data analysis tool or a definitive assessment of risk that should determine a decision.



Scoring Rubric Guidance: This scoring rubric is completed based on the preliminary desk review. Please cite or indicate source(s) for each ranking. Scores of five⁸ or more per category (along with inadequate secondary data collected during initial document review) may indicate the need for additional follow-up in the form of primary data collection and analysis using portions of Tool 10.

Risk Category	Specific Issue	Data Source Identify source used to assess level of risk <i>(provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)</i>	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
A. Internal: School-related gender-based violence (SRGBV)	Students face risk of physical, sexual, or emotional abuse from teachers.				
	Students face risk of physical, sexual, or emotional abuse (including bullying) from other students.				
	Students face risk of or teachers use corporal punishment (hitting, hard labor, standing in sun, etc.).				
B. Internal: Gang or armed group violence	Students face risk of violence from gang members or armed groups in schools.				
	Students face risk of recruitment by gang members or armed groups in schools.				
	Teachers/staff face risk of violence from gang members or armed groups in schools.				
C. Internal: Negative and unsupportive school climate	Students and teachers have a generally positive perception of their school (enter 1 if yes, 3 if no).				
	Teachers generally refrain from punitive disciplinary strategies for behavior management, such as corporal punishment, suspension, and expulsion (enter 1 if yes, 3 if no).				
	School has sufficient and adequate chairs, roof, walls, tables, and chalkboards for students; toilets for girls; and a source of potable water (enter 1 if yes, 3 if no).				

⁸ Alternatively, the threshold can be determined by the RERA Team, with the rationale clearly explained in the RERA Final Report.



Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
D. External: Caught in the crossfire – gang violence	Students and/or teachers face risk of violence from gang members on the way to and from school.				
	Students face risk of recruitment by gang members on the way to and from school.				
	The school is at risk of gang attack or control.				
E. External: Caught in the crossfire – armed conflict	Students and/or teachers face risk of violence by armed groups on the way to and from school.				
	Students and/or teachers face risk of kidnapping or recruitment by armed groups or coercion by criminal groups on the way to and from school.				
	The school itself is at risk of armed group attack or control.				
F. External: Education under attack (ideological / extremist anti-school)	Students face risk of being direct targets of violence by armed groups or individuals (within school or on way to or from).				
	Teachers face risk of being direct targets of violence by armed groups or individuals (within school or on way to or from).				
	The school itself is at risk of being a target of violence by armed groups or individuals.				
G. External: Incidental violence to and from school (e.g., from community members or neighboring community members)	Students face risk of violence from community members and/or strangers (organized gang or group/faction) on the way to and from school.				
	Students face risk of kidnapping from community members and/or strangers (not related to organized gang or group/faction) on the way to and from school.				
	Teachers/staff face risk of intimidation, extortion, or forced recruitment into criminal activities by community members and/or strangers (organized gang or group/faction) on the way to and from school.				



Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
H. Environmental: Geological hazards: (earthquake, landslide, tsunami, volcano)	Schools and surrounding area are at risk of geological hazards.				
	Schools are constructed with geological hazard-resilient materials (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for geological hazards (enter 1 if yes, 3 if no).				
I. Environmental: Water-related hazards (flood, storm, surge, drought)	Schools are at risk of being affected by water-related hazards.				
	Schools are constructed in a water-related hazard-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for water-related hazards (enter 1 if yes, 3 if no).				
J. Environmental: Fire (wildfires)	Schools and surrounding area are at risk of wildfires.				
	Schools are constructed in a wildfire-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for wildfires (enter 1 if yes, 3 if no).				
K. Environmental: Wind-related hazards (cyclones, windstorms, sandstorms)	Schools and surrounding area are at risk of wind-related hazards.				
	Schools are constructed in a wind-related hazard-resilient manner (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for wind-related hazards (enter 1 if yes, 3 if no).				



Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
L. Environmental: Chemical, biological, radiological, nuclear hazards	Schools and surrounding area are at risk of chemical, manufactured biological, radiological, or nuclear hazards.				
	Schools are constructed in a manner resilient to chemical, manufactured biological, radiological, or nuclear hazards (enter 1 if yes, 3 if no).				
	Schools have preparedness plans for chemical, manufactured biological, radiological, or nuclear hazards (enter 1 if yes, 3 if no).				
M. Environmental: Health and epidemics	The area is at risk of epidemics or health crises.				
	Schools have safeguards for protecting against or identifying epidemics or health crises within the school setting only (enter 1 if yes, 3 if no).				
	Schools have preparedness plans to respond when students/staff face the risk of epidemics or health crises in the surrounding community or region (enter 1 if yes, 3 if no).				
N. Environmental: Malnutrition and famine	The area is at risk of malnutrition or famine.				
	Schools have safeguards for protecting against or identifying malnutrition or famine within the school setting only (enter 1 if yes, 3 if no).				
	Schools have preparedness plans to respond when students/staff face the risk of malnutrition or famine in the surrounding community or region (e.g. feeding plans) (enter 1 if yes, 3 if no).				



Risk Category	Specific Issue	Data Source Identify source used to assess level of risk <i>(provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)</i>	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
O. Crosscutting: Trauma related to sexual and gender-based violence (SGBV) (e.g., FGM/C, SRGBV)	Students are at risk of SGBV in school and/or out of school.				
	Teachers/staff are at risk of SGBV in school and/or out of school.				
	Schools have psychosocial support mechanisms for students and teachers at risk of SGBV (e.g., girls have female teachers to talk to) (enter 1 if yes, 3 if no).				
P. Crosscutting: Trauma related to conflict, disasters, or epidemics (e.g. drought, famine, violence)	Students are at risk of psychosocial and mental health problems related to disasters, conflict, violence, or health epidemics.				
	Teachers/staff are at risk of psychosocial and mental health problems related to disasters, conflict, violence or health epidemics.				
	Students and teachers have access to psychosocial support mechanisms related to violence or disasters (e.g., girls have female teachers to talk to) (enter 1 if yes, 3 if no).				

TOOL

10

SCHOOL COMMUNITY FIELDWORK TOOL

AT A GLANCE

- Guides primary data collection
- Duration: One to two weeks
- Sample: Limited, purposive sample of school communities that captures, as accurately as possible, the different types of communities that may be included in ongoing and future programming
- Conceptual focus: Understanding the dynamic, two-way interaction between school communities and contextual risks, and the factors behind school community resilience to these risks
- Target respondents: Students, out-of-school adolescents, teachers and school staff, parents, local community-based and nongovernmental organizations, religious institutions/leaders, local government
- Data collection methodology: Qualitative (focus group discussions, key informant interviews)
- Conduct thorough training exercise with field team (ensuring understanding of all topics presented in this tool)
- Conduct field pilot with all questions and groups that will be encountered in the actual research activity



DOWNLOAD
TOOL 10 TEMPLATE

TEMPLATES INCLUDED

- Question Matrix
- Field Form Template
- Data Collector Ethical Guidelines and Code of Conduct
- Informed Consent Forms
- Parent/Teacher Permission Forms for Children

ADDITIONAL MATERIALS NEEDED

- Adapted Field Form Templates (one for each question)
- Flip chart paper, markers, easel/tape or tacks (for hanging paper)

TOOL 10: SCHOOL COMMUNITY FIELDWORK TOOL

PURPOSE



The RERA School Community Fieldwork Tool guides the systematic collection of data at a limited and purposive sample of school communities in a manner that is adaptable to context. The tool elicits information using largely qualitative methods from key informant interviews (KIs) and focus group discussions (FGDs) to offer critical insights into the complex and nuanced dynamics of contextual risks and their two-way interaction with school communities.

The data and conclusions from this limited, purposive sample are not intended to be generalizable to all schools in a country. However, the tool can offer crucial insights into the complex, dynamic relationships between existing contextual risks and select school communities—learners, families, teachers and staff, and surrounding localities—and complement secondary data findings. These insights can also indicate where more comprehensive investigation may be needed.

PREPARING FOR DATA COLLECTION

The methodology of the school community fieldwork tool is designed to be systematic yet simple enough for those with only basic research experience to administer the tool and obtain detailed and well-organized evidence customized to context and within the RERA's short time frame. At least two individuals, a facilitator and a note taker, will be needed for each FGD; ideally, there will be at **least one female on the team** in order to ensure that female respondents feel comfortable speaking about certain issues. It is also important to consider that a more experienced researcher may be less able to solicit information from participants than a more junior researcher; these tradeoffs need to be considered and acknowledged clearly as potential methodological limitations. ✓

Decisions need to be made about a) where to conduct data collection, b) with whom, and c) which questions to ask. **TOOL 9: School Community Review Scoring Rubric** will help with this process; for each geographic area or region for which a scoring rubric was prepared, any topics that were identified as both high risk and lacking sufficient secondary data should be explored further with primary data collection. The RERA Team should also select locations and persons **through consultations with key partners**, foremost among them the USAID Mission. ✓

Ethics

Such research requires close **attention to ethical guidelines** as per USAID ADS 200 guidance, and more specifically for research with vulnerable populations, young people, and topics of a sensitive nature as guided by typical ethical guidelines provided by the American Sociological Association (ASA) and World Health Organization (WHO). Most basically, the benefits of the research must clearly outweigh any potential risks (of harming human subjects) from the research; also, all human subjects must be fully informed about the purpose of the research, their role in the research, the types of questions they will be asked (and that some will be of a sensitive nature and could be upsetting), and be clearly aware that they are under no pressure to participate in the research. Clearance through the institutional review board (IRB) of the organization conducting the research is required prior to any data collection. ✓

The RERA Team will need to facilitate discussions and interviews with the **highest level of tact and professionalism** as well as conflict sensitivity. The team will also need to tailor its approach to the various needs and capacities of participants. **Obtaining informed consent from all participants is imperative for this activity.** Detailed guidance as well as for examples of informed consent forms can be found in the annexes. ✓

Training

The field team should undergo a **training exercise** to familiarize themselves with the methodology of qualitative field research as well as to delve into the specifics of the questions and discussions that will take place within each field community. It is expected that the RERA Team Leader will plan the training event, utilizing his or her team members as needed to ensure that anyone who is expected to make contact with students, teachers, and other school community members is well trained on methodology and research ethics. A recommended outline for a full day of in-office training is provided below. ✓

Tool 10: RERA School Community Fieldwork Tool Field Team Training Sample Agenda

Duration: One full day in office (eight hours, including breaks)

Participants: Anyone who will have a role in the research exercise, i.e., the entire field research team of those who will visit school communities (including interpreters, if needed). Whoever is taking the lead on this research activity or will be authoring the report should review the toolkit in depth, including the training materials, and lead the training activity. It may also be prudent to first complete the desk research and complete the checklist in order to streamline the training for the primary data collection. The following outline is intended as a guide only; feel free to make adaptations and to shorten or lengthen the time of training depending on the needs of the field team.

Materials: Printed sets of FGD and KII field forms for each team member; pens/pencils; flip charts; markers; computer(s) with Excel, qualitative database, and training PPT downloaded; projector for showing the training PPT

- 1) Overview (45 min)
 - a) Purpose of research/broad research question
 - b) Methodology overview, including field methodology details
 - c) Types of questions and discussions in field research
 - d) Research ethics
- 2) Entering the field (15 min)
 - a) Making contact
 - b) Selecting participants/respondents
 - c) Planning research activities
- 3) Note taking and coding (45 min)
 - a) Introduction to field forms
 - b) Tips for note takers
- BREAK (15 min)**
- 4) Focus group discussions (2 hours)
 - a) Types of questions: open ended and blind
 - b) Run-through of FGD questions and explain logic behind each question
- c) Share tips for doing FGDs; provide examples
- d) Practice mock FGDs as a group (with coding and note taking)
- e) Share notes and reflect on improvements
- LUNCH (1 hour)**
- 5) Key informant interviews (1.75 hours)
 - a) Run-through of KIIs questions and explain logic behind each question
 - b) Share tips for doing KIIs; provide examples
 - c) Practice mock KIIs as a group (with coding and note taking)
 - d) Share notes and reflect on improvements
- BREAK (15 min)**
- 6) Entering notes and codes into database (1 hour)
 - a) How to enter notes and codes
 - b) How to navigate tabs
 - c) How to filter data

Field Pilot

After the full day of in-office field team training, **a field pilot should be conducted** to ensure that a) the members of the field team have live experience in utilizing the tools, and b) the questions are being asked in a way that makes sense to participants (in terms of translation, phrasing, and appropriateness) such that the information desired is the information obtained. A field pilot should be conducted with a sample of participants roughly analogous to those who will be encountered in the field: young people and adults, male and female, and ideally some teachers and school staff. All protocols that will be followed in the primary field research should be followed during the field pilot, including adherence to research ethics, although participants will be told that the data collected will not be used in any way except to help the field team prepare for the real data collection. If necessary, a second field pilot should be conducted, following any necessary revisions to field tools and additional training of the field team.

DATA COLLECTION SITE SELECTION

The choice of school community sites for primary data collection is guided by the preliminary review of secondary data and consultations with key partners, such as the USAID Mission and national partners. During the review of secondary data, the RERA Team should consider the following factors when deciding on the primary data collection sites:

- Gaps in knowledge about multiple sub-questions within the main questions (See **TOOL 9: School Community Review Scoring Rubric**)
- School communities that feature comparatively high levels of contextual risk and low (or high) levels of resilience
- School communities that are of particular importance or relevance for USAID strategies and programming
- School communities that are relatively unknown and/or distinct from other communities within the country (e.g., high proportions of displaced peoples, presence of extractive industries, proximity to country border, rural/urban status)
- Views of key stakeholders, foremost among them the USAID Mission and national partners (such as the Ministry of Education)

It is likely that the RERA Team will need to make compromises when deciding upon primary data collection sites. Factors such as distance between sites, nonpermissive or high-risk operating environments, and political imperatives can arise and require the RERA Team to modify its sampling strategy. Whatever compromises are made must be acknowledged and clearly understood as methodological limitations in the subsequent analysis and Final Report, beyond the already understood limitations of a rapid qualitative analysis.

As the RERA aims to understand school communities in a systemic manner, the RERA Team should try to purposively select *at least* two schools in a broader community sample. Visiting only one site in a community runs the risk of misrepresenting the situation in the broader community if that one site is atypical in some way. Collecting and analyzing data from two sites will provide a greater degree of confirmation (or not) that the sites are broadly representative of the wider community, bearing in mind that the data collected cannot be statistically significant. If time and resources allow, visiting more school communities will only enrich the data collected.

DATA COLLECTION METHODS

Key Informant Interviews

Key informant interviews help provide an overview of the situation and probe specific issues or themes in more depth. Purposive sampling should be used to reach respondents who hold particular expertise. The selection of key informants should be **diverse and representative** (especially, as much as possible, in terms of gender) and capture divergent views. Key informant interviews also support the identification of additional background documents as well as—ideally—the verification of findings from focus group discussions. ✓

Focus Group Discussions

Focus group discussions help give an in-depth understanding of a situation and can confirm findings from key informant interviews. They provide the opportunity to gather multiple stakeholders together at the same time. Discussions should indicate shared as well as divergent views. Participants should also be **diverse and representative**. The RERA Team should attempt to identify FGD participants through random selection to make the sample more representative for each respondent type. However, if this is not possible, purposive or convenience sampling may also be used. ✓

Particular attention to conflict and gender sensitivity are required when forming groups, and like groups (e.g., gender-specific or ethnic-group-specific FGDs) may be necessary in order to avoid the discomfort or silencing of certain participants. Students participating in focus group discussions should be separated by gender, and the gender of RERA Team members who facilitate these focus group discussions should mirror the gender of that group. These steps help create trust, foster the most candid responses possible, and elicit the differentiated experiences and perceptions of girls and boys. ✓

SCHOOL COMMUNITY FIELDWORK QUESTIONS

Once the RERA Team has completed the desk review and decided on the school community sites to be included in the primary data collection sample, it should select the specific research questions from the Question Matrix below for use in FGDs and KIs. The **choice of questions should be carried out in collaboration with the USAID Mission and key stakeholders, including the Ministry of Education**. The selection of questions can be informed by the following considerations: ✓

- the main contextual risks in the country and in the school community sample
- knowledge gaps identified by the desk review and key informant interviews
- USAID strategic and programming priorities

The selected questions must be **adapted to context and field piloted** by the RERA Team. The RERA Team should also translate all questions into local language(s), as necessary. Specifically, the RERA Team should carry out back translations to ensure that the final translations into local language(s) retain their original intention and will collect the relevant data. ✓

The Question Matrix serves as a template of recommended discussion questions on the themes identified in the scoring rubric, to be pursued in FGDs and KIs. **Structured according to contextual risks**, the matrix includes questions and response options particular to various respondent type(s). Each risk category has a corresponding letter and discussion question number; these categories correspond to the risk categories used in the scoring rubric. The respondent type(s) who are intended to respond to the particular question(s) is indicated in the “Target Group(s)/ Respondent Type: Questions Asked (X)” column on the right. Each question set includes additional or follow-up ✓

questions that help the user more fully understand the intended line of questioning, as well as instructions for the facilitator in italics.

All focus group discussions and key informant interviews should begin with any of the crosscutting questions that were not sufficiently covered through secondary data review (determined through completion of **TOOL 9: School Community Review Scoring Rubric**). **These serve as lead questions and are designed to start the conversation gently with broad observations.**

The tool is intended to be adaptable to context:

- Users can select the **relevant risk categories** and corresponding question sets and response options.
- **The RERA Team may adjust the questions (and response options) for the local context, which may feature unique sensitivities, and as the questions must be translated into local language(s).**
- The sequencing of questions may be reordered; however, it is suggested that the first general question be used as the lead question.

In addition to the main question (in bold), question blocks include instructions for the facilitator/note taker in italics and brackets, and follow-up questions in plain text, which should be asked whenever the discussion has not already covered these points. For each response, the note taker should indicate what the person voted for or their response type (according to the categories provided) and then their detailed explanation with direct quotations.

It is also important to consider adding a **“gender lens”** to each of the questions, particularly in areas where there are marked gender inequalities. This means that for each question (unless it is already specifically asking about gender), the facilitator should simply ask, “How does the situation differ for men and women?”

It also may be helpful to consider asking each question in a way that focuses less on the problem and more on the solution (and therefore get information about the problem but with a more positive approach). For example, the question “what are the main risks” could instead approach the topic by asking, “what are some ways that the community has overcome any risks; explain those risks and how they were overcome.” The questions have not been rephrased in this way so as to remain as clear as possible for the researchers, but do consider adapting them if it would elicit more active conversation.

Focus group procedures: A focus group will ideally have six to eight people. The conversation should continue until either a) everyone has spoken (or in some way indicated their opinion, e.g., by nodding) or b) there is not much variety in the responses and everyone seems in broad agreement. At this point, follow-up questions can be used, but not before conversation on the main question has stopped. This measure is crucial: while we hope that all the infor-

Box 1: The Role of the Facilitator

The quality of data collected depends largely upon the degree to which the facilitator is able to encourage exchanges amongst the various participants. The facilitator moderates and stimulates discussion. He/she must establish and manage the objectives, handle group dynamics, and work within time constraints.

Examples of probing prompts and questions to stimulate discussion:

- What do you mean when you say...?*
- Why do you think...?*
- How did this happen?*
- What do you feel about...?*
- And then what happened?*
- Can you tell me more?*
- Can you say a bit more about that?*
- Can you please elaborate? I'm not sure I understand.*
- Can you provide an example?*
- Uh huh...*
- Interesting...*
- I see...*
- Expressions of empathy—“I can see why that must have been frustrating...”*
- Culturally appropriate body language or gestures*

mation we need will emerge spontaneously, we want to make sure that we do not move on without talking about certain issues. It is important to note that this is not simply a group interview but should be an active conversation in which participants feel free to speak about the topic without too much encouragement from the facilitator. **No identifiers will be noted.** FGD facilitators will ask two main types of questions: ✓

- *Closed-ended blind voting questions:* In these questions, the facilitator will ask a question to the group, and they will need to put their heads down and hands up to vote for specific answers. As they vote, the facilitator or the note taker will record the tally of responses on a prepared flip chart for the whole group to see. At the same time, the note taker will record the answers in his or her notes. When voting is completed, the participants will look at the chart, and the facilitator will review each answer and ask for volunteers to explain why they gave the responses they did. It is critical that the facilitator does not force people to reveal their answers, as the reason for blind voting is to **allow anonymity**. However, the facilitator should give everyone a chance to respond and encourage conversation among the group members. When the conversation is finishing and/or everyone has responded, he or she should continue with follow-up questions. Blind voting is done not just to ensure confidentiality but to reduce the probability that respondents are giving what they think is the “normal” answer based on what their colleagues are saying. ✓
- *Open-ended questions:* In these questions, the facilitator is simply bringing up a subject through a question and allowing the group to go right into discussion. For some questions, the facilitator may use a flip chart to help respondents visualize the conversation. The facilitator should try to encourage everyone in the group to give their opinion for each question. If it seems that most people have the same ideas or opinions, the facilitator can proceed more quickly through the conversation by asking questions like “does anyone have a different reason” or “Do all of you agree with this point? If so, raise your hand.” The point is to obtain detailed information as well as assess the variety of opinions in the group. At this point, the note taker and facilitator should try to agree upon the relative distribution of responses and indicate these estimates on the notes themselves (the note forms have precategorized response options, including a space for “other” in some cases). The recorded numbers do not need to be exact (as with blind voting) but rather from-the-field estimates on the range of group members’ opinions. In addition to recording this information, of course, the note taker must take detailed notes on the conversation, the specific opinions people have, and their reasons for holding those opinions. All open-ended questions will include follow-up questions to ask, indicated on each sheet. In some cases, open-ended questions can be turned into activities to generate more interest from the group. The researchers should consider dynamic ways to elicit the information being sought. One example would be to have participants stand in certain areas of the room to indicate their degree of agreement with a certain statement. Another would be to have them “vote” with tokens put into certain cups.

Key informant interview procedures: As in the focus group discussions, the RERA Team should attempt, before beginning KIs, to identify the relevant questions from the Question Matrix for each participant. Additional questions may also be necessary. Keeping in mind time limits since KIs are shorter than FGDs, the facilitator should move purposefully from one question to the next but should take care to ask additional follow-up questions as required. The follow-up questions may be those sub-questions included on the Question Matrix as well as general probing questions (see Box 2 below). The note taker should record details from the conversation, including direct quotes. To the extent possible, the note taker should also select the appropriate precategorized response for each question asked.

The following matrix is organized first with the general crosscutting questions and then by risk category, and offers suggested questions tailored to each risk category. Each category has a separate question set. Response options are also provided for each question. Note that for each risk category, questions relate to both the nature of the risk or hazard as well as assets and capacities. The RERA Team note taker should attempt to note responses and detailed comments in real time and should plan to review notes with the facilitator after discussion for further clarity and elaboration. The team should refer to this table to see the questions that are recommended depending on theme and then prepare the appropriate field tools for use during the primary data collection (see page 111 for an example of a recommended Field Form Template for each question).



Question Matrix

Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
All-1	Crosscutting (Pertaining to all risk categories – Possible additional questions)	Please tell me a bit about the main challenges faced by this community in terms of access to education and safer learning environments. We will have a chance to talk more about the main issues in detail, but for now I'd like to know: In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)? <i>[Opening question is designed to initiate conversation; issues will be probed in more depth later on, but allow people the opportunity to say what is immediately on their mind. Note what in particular they mention first or most prominently – is this the major issue that was emerging in other work? Note that the term risk does not have to be used—adapt as necessary to employ the most relevant, understandable terms.]</i>	<ul style="list-style-type: none"> a) Internal risks: SRGBV (includes sexual, physical, emotional abuse, corporal punishment, and bullying) and/or gang violence b) External risks: conflict and/or gang violence c) Environmental risks: natural disasters or health emergencies d) Trauma: related to any of the other risks e) General school climate
All-2	Crosscutting (Pertaining to all risk categories – Possible additional questions)	In your opinion, what is driving division and conflict in your community? What is the role of access to (or lack of access to) quality education in division and conflict? Discuss in more detail the issues that are involved.	<ul style="list-style-type: none"> a) Inequality/injustice b) Ideology c) Territorial ambition d) Natural resources e) Other
All-3	Crosscutting (Pertaining to all risk categories – Possible additional questions)	What do you think brings the community together peacefully? What issues or institutions can people agree on? On what issues do people cooperate and collaborate?	<ul style="list-style-type: none"> a) Education/school b) Religion c) Children d) Local identity e) Sports f) Culture g) Nothing



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. <i>Italics</i> indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
All-4	Crosscutting (Pertaining to all risk categories – Possible additional questions)	In your opinion, what are the most important things school communities are doing to improve safety and keep children/youth in school? How are the local police involved in helping schools, students, and teachers stay safe? Structural/physical improvements? Law enforcement/policing? Afterschool programs/extended hours/adapted programs? Joint school–community efforts? School–parent activities? School quality? Dialogue with armed actors?	<ul style="list-style-type: none"> a) Education/school b) Religion c) Children d) Local identity e) Sports f) Culture g) Nothing
All-5	Crosscutting (Pertaining to all risk categories – Possible additional questions)	What support is needed from the Ministry of Education? What does the ministry currently do that is helpful or less helpful, specifically in terms of equitable access to education? What policies are in place? What policies are needed? Is there corruption or rent seeking, and how does this impact the sector? Does it support teachers or teacher training?	<ul style="list-style-type: none"> a) Teacher pre- and in-service training b) Psychosocial support for teachers and administrators c) Materials d) Investment into physical plant e) Changes in curriculum f) Change in policies or systems g) Changes in location of school(s) h) Changes in standards i) None
All-6	Crosscutting (Pertaining to all risk categories – Possible additional questions)	How does violence and/or conflict influence the school’s natural disaster preparedness efforts (for earthquake, floods, health emergencies, food insecurity, etc.)? Has violence or conflict limited response to previous disasters in any way?	<ul style="list-style-type: none"> a) No influence b) Limits evacuation drills c) Limits partnerships d) Limits risk mapping, activities outside school e) Limits resources to school



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
All-7	Crosscutting (Pertaining to all risk categories – Possible additional questions)	What are the main reasons students drop out or are excluded from education? Are certain groups more affected than others? What are some of the ways that students can be helped to stay in school or be better served?	<ul style="list-style-type: none"> a) Fear/intimidation b) Lack of relevance c) Family moved d) Need to work/money e) Joined armed group/gang f) Pregnancy g) Marriage h) School too far away or nonexistent i) Other
All-8	Crosscutting (Pertaining to all risk categories – Possible additional questions)	To whom do you look in times of difficulty? <i>[This is a blind vote; have group respond with heads down and hands up. Write answers on flip chart and invite participants to discuss their answers if they wish, but do not pressure them to do so.]</i>	<ul style="list-style-type: none"> a) Mother b) Father c) Sister d) Brother e) Aunt/uncle/grandparent f) Teacher g) Friend/classmate/teammate h) Armed group/gang member i) Other role model: Male <i>[Make note]</i> j) Other role model: Female <i>[Make note]</i>
All-9	Crosscutting (Pertaining to all risk categories – Possible additional questions)	What sorts of risks or safety issues exist in the country and what, if any, government institutions help mitigate the risks? Are these institutions stable? Effective? What measures would help improve them?	<ul style="list-style-type: none"> a) Government does nothing or hurts the situation b) Government does nothing c) Government tries but is ineffective d) Government does well or does its best



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
All-10	Crosscutting (Pertaining to all risk categories – Possible additional questions)	Who are the country’s main actors, organizations, and institutions, and how does society view them? How stable or unstable are these institutions? What is the impact of these main actors on social, economic, and political life?	a) Mostly positively b) Somewhat positively c) Somewhat negatively d) Mostly negatively
All-11	Crosscutting (Pertaining to all risk categories – Possible additional questions)	Please tell me about the role of civil society in your country’s political, economic, and social situation. What are some of the major civil society actors in the country? Who or what do they represent? How do people feel about the role and potential of civil society? Does the government allow a space for civil society? Is the government influenced by civil society?	a) Vibrant and effective b) Vibrant but not effective c) Not vibrant and not effective d) Other
All-12	Crosscutting (Pertaining to all risk categories – Possible additional questions)	What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)? Are certain groups more at risk than others? What are some of the social issues facing the country broadly and these groups in particular?	a) Equality is strong b) Some inequalities c) Numerous inequalities



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
A.1	<p>A. Internal: SRGBV: These questions address issues within the school environment that are gender dependent. Boys and girls may experience these issues differently. While some of the items may be similar to later questions, the purpose of this question is to probe for gender-specific information.</p>	<p>Of the following types of SRGBV, which occur at this school regularly? Bullying between students? A student sexually abusing another student? Corporal punishment? Teachers abusing students (emotional, physical, sexual) or vice versa? <i>[Blind vote: Have group respond with heads down and hands up. Write answers on flip chart and invite participants to discuss their answers if they wish, but do not pressure them to do so.]</i></p>	<ul style="list-style-type: none"> a) Bullying between students b) Student sexually abusing another student c) Teachers using corporal punishment/physically abusing students d) Teachers emotionally abusing students e) Teachers sexually abusing students f) Students abusing teachers in any way
A.2		<p>If you hear about a student victim of SRGBV, how do you report it (or, if you haven't ever heard of one, what would you do)? Is the reporting mechanism different depending on the type of abuse or who is involved? What response is supposed to occur? What response actually occurs? What communication gaps might prevent resolution of this problem?</p>	<ul style="list-style-type: none"> a) Don't report it b) Complaint box/anonymous reporting c) School management committee or similar d) Police e) Other
A.3		<p>What is the school doing to reduce the incidence of SRGBV? Please be specific when talking about the types of SRGBV already discussed. Are these actions successful? What would it take for them to be more successful? How can others help? What communication gaps might prevent resolution of this problem?</p>	<ul style="list-style-type: none"> a) Workshops/school-wide sensitization meetings, posters, etc. b) School codes of conduct c) Teacher/student/parent committees d) Safe spaces for girls (e.g., latrines) e) Internalizing positive gender attitudes and norms f) School is not doing anything



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
B.1	<p>B. Internal: Gang violence: These questions focus on the influence and presence of gangs within the learning environment. Subsequent “external” questions focus on how gangs may affect areas outside of learning centers.</p>	<p>How do gangs influence the environment inside the school (violence/fear)? Do students and teachers face unique risks from one another? If so, what are they? Do the gangs recruit? If so, how? Why would someone join? Are gangs influencing administration? Who is at risk of recruitment and/or being victimized? <i>[Blind vote: Have group respond with heads down and hands up. Write answers on flip chart and invite participants to discuss their answers if they wish, but do not pressure them to do so.]</i></p>	<ul style="list-style-type: none"> a) Intimidation/risks b) Actual physical violence against students/teachers not in gangs c) Actual physical violence between gangs puts students/teachers at risk d) Exert control over school (administration, teachers) f) Extortion g) Recruitment h) Gangs are not influencing school environment
B.2		<p>How are parents supporting students to stay safe and learn? How are parents engaged in schools in a way that helps their children feel safer? Whom do they involve if not themselves? <i>[Blind vote: Have group respond with heads down and hands up. Write answers on flip chart and invite participants to discuss their answers if they wish, but do not pressure them to do so.]</i></p>	<ul style="list-style-type: none"> a) Supporting homework at home b) Valuing education at home, motivating studies/attendance c) Participating in school activities d) Drop off/pick up e) Visiting school and speaking with personnel (teachers, principal, etc.) f) Parents are not supporting students
B.3		<p>How do students, teachers, and staff stay safe and manage the risk of the gangs in schools? Are these actions successful? Are schools, parents, and communities working jointly? What would it take for them to be more successful? What support do teachers need? How can others help?</p>	<ul style="list-style-type: none"> a) No contact b) Careful dress and appearance c) Coexistence, cordial dialogue but distance d) Confrontation and discipline e) Dialogue and normal discipline f) Discussion/dialogue with parents/gang members g) Nothing/not safe



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
C.1	<p>C. Internal: Negative and unsupportive school climate: These questions address issues that may lead to an environment within the classroom that is uncomfortable and potentially harmful to learners. The concern is that this impact may negatively affect learning.</p>	<p>Generally speaking, how do you feel about your school? Are you happy to be here? If so, what in particular makes you happy? If not, what in particular makes you unhappy? What would you change?</p>	<p>a) Very positive; I really like this school b) Somewhat positive; it is good c) Neutral; I don't feel strongly either way d) Somewhat negative; there are some bad aspects to it e) Very negative; I really don't like this school</p>
C.2		<p>What type of discipline do teachers normally use with students? Have there been any changes to the code of conduct or other regulations that restrict the use of certain forms of punishment? What kinds of punishments do boys get? Girls? Do they affect attendance? Retention? What is your opinion on this? Does it work?</p>	<p>a) Students are reprimanded physically (e.g., flogging) b) Students are not physically reprimanded but are asked to leave class or school c) Students are given physical labor (e.g., digging pits) d) Students are taken out from fun activities (e.g., sports) e) Students are talked to individually or in a small group about behavior f) Students are yelled at or humiliated during class g) Nothing</p>
C.3		<p>What kinds of resources and materials do you have here at the school, and are they sufficient? I'm talking about things like chairs, roof, walls, tables, and chalkboards for students; access to toilets; and a potable water source.</p>	<p>a) More than sufficient; we have everything we need in terms of supplies, access to toilets, and water b) Mostly sufficient; we're lacking some supplies but have access to toilets and water c) Not sufficient; lacking supplies and access to toilets d) Very insufficient; lacking supplies, no or unsafe toilets, and no reliable source of water</p>



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
D.1	<p>D. External: Caught in the crossfire – gang violence This question addresses how gang violence outside of the school walls may affect stakeholders affiliated with the school.</p>	<p>What sorts of risks from gangs do students and teachers face on the route to and from school? Who is at risk of recruitment and/or being victimized? Do risks differ between boys and girls or men and women? Is the risk generally when students are within the school or when they are going to and from the school? Are there different kinds of risks depending on where the students are?</p>	<ul style="list-style-type: none"> a) Proximity to violence between gangs (caught in the crossfire) b) Violent crime directed at students and teachers from gangs (e.g., armed robbery, sexual and/or physical assault, kidnapping) c) Nonviolent crime directed at students and teachers from gangs (e.g., petty theft, taunting) d) General climate of fear from risks to their or their loved ones' safety e) No risks
D.2		<p>Are there certain times of day or year that the gang-related risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?</p>	<ul style="list-style-type: none"> a) They're constant, so people assume it could always happen b) They're intermittent or patterns are unclear, but people assume it could always happen c) They depend on gang relations or activities at the time, and people don't know what those are d) They depend on gang relations or activities at the time, and people generally know what they are
D.3		<p>What do students and teachers do to stay safe from gang-related problems on the route to and from school? Are there better methods than those currently in use to ensure safe passage? What are some of the risks (if any) to their alternative method of reaching school or using an escort?</p>	<ul style="list-style-type: none"> a) Find another gang member to escort them b) Find a family member or family friend to escort them c) Find police/security personnel to escort them d) Take a different or longer route e) Go at a different time of day f) Skip school g) Attend different school or an alternative education program that is safer h) Drop out/quit i) Go and take the risk
D.4		<p>Is alcohol easily accessible in the school community? Where? Who goes there? Have you observed more violent behavior by people around that area or after frequenting that area?</p>	<ul style="list-style-type: none"> a) Yes b) Don't know c) No



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
E.1	<p>E. External – Caught in the crossfire – armed conflict: These questions address how conflict-related issues that occur outside of the school environment may affect stakeholders within the school.</p>	<p>How does the conflict affect risks to students and teachers on the route to and from school? Do risks differ between boys and girls or men and women? Is the risk generally when students are within the school or when they are going to and from the school? Are there different kinds of risks depending on where the students are?</p>	<ul style="list-style-type: none"> a) Proximity to violence between factions (caught in the crossfire) b) Violent crime directed at students or teachers from factions (e.g., armed robbery, sexual and/or physical assault, kidnapping) c) Nonviolent crime directed at students or teachers from factions (e.g., petty theft, taunting) d) General climate of fear from risks to safety f) No risks
E.2		<p>What do students and teachers do to stay safe on the route to and from school from conflict-related risks? Are there better methods than those they currently use to ensure safe passage? What are some of the risks (if any) to their alternative method of reaching school or using an escort?</p>	<ul style="list-style-type: none"> a) Find another faction member to escort them b) Find a family member or family friend to escort them c) Find police or security personnel to escort them d) Take a different or longer route e) Go at a different time of day f) Change clothing g) Skip school h) Attend different school or an alternative education program that is safer i) Drop out/quit j) Take no special measure/risk it
E.3		<p>Are there certain times of day or year that the conflict-related risks are more significant or less significant? What is the reason that conflict-related risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?</p>	<ul style="list-style-type: none"> a) They're constant, so people assume it could always happen b) They're intermittent or patterns are unclear, but people assume it could always happen c) They depend on factional relations or activities at the time, and people don't know what they are d) They depend on factional relations or activities at the time, and people generally know what they are



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
F.1		<p>What sorts of risks from extremist or ideological groups do students and teachers face on the route to and from school or within the school itself? Do risks differ between boys and girls or men and women? Is the risk generally when students are within the school or when they are going to and from the school? Are there different kinds of risks depending on where the students are?</p>	<ul style="list-style-type: none"> a) Kidnapping b) Sexual assault c) Physical assault d) Intimidation/verbal harassment e) General climate of fear from risks to safety f) Other
F.2	<p>F. External: education under attack (ideological anti-school): These questions address how extremist groups that oppose formal education due to its association with the West may affect stakeholders.</p>	<p>What do students and teachers do to stay safe from extremist groups on the route to school? Are there better methods than those they currently use to ensure safe passage? What are some of the risks (if any) to their alternative method of reaching school or using an escort?</p>	<ul style="list-style-type: none"> a) Find opposing group/armed faction member to escort them b) Find a family member or family friend to escort them c) Find police/security personnel to escort them d) Take a different or longer route e) Go at a different time of day f) Skip school g) Attend different school or an alternative education program that is safer h) Drop out/quit i) Take no special measure/risk it j) Other
F.3		<p>Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?</p>	<ul style="list-style-type: none"> a) They're constant, so people assume it could always happen b) They're intermittent or patterns are unclear, but people assume it could always happen c) They depend on the group's activities at the time, and people don't know what they are d) They depend on the group's activities at the time, and people generally know what they are e) Other



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
G.1		<p>What sorts of risks of incidental violence are students and teachers faced with when trying to get to or from school or when within the school itself? Do risks differ between boys and girls or men and women? Is the risk generally when students are within the school or when they are going to or from the school? Are there different kinds of risks depending on where the students are?</p>	<ul style="list-style-type: none"> a) Proximity to violence between community members (caught in the crossfire) b) Violent crime directed at students or teachers from community members (e.g., armed robbery, sexual and/or physical assault, kidnapping) c) Nonviolent crime directed at students or teachers from community members (e.g., petty theft, taunting) d) General climate of fear from risks to safety e) Other
G.2	<p>G. External: Incidental violence to or from school: These questions address how other acts of violence (not directly related to gangs or conflict) may affect stakeholders at school.</p>	<p>What do students and teachers normally do to stay safe on the way to or from school? Are there better methods than those they currently use to ensure safe passage? What are some of the risks (if any) to their alternative method of reaching school or using an escort?</p>	<ul style="list-style-type: none"> a) Find another faction member to escort them b) Find a family member or family friend to escort them c) Find police or security personnel to escort them d) Take a different or longer route e) Go at a different time of day f) Skip school g) Attend different school or an alternative education program that is safer h) Drop out/quit i) Take no special measure/risk it j) Other
G.3		<p>Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?</p>	<ul style="list-style-type: none"> a) They're constant, so people assume it could always happen b) They're intermittent or patterns are unclear, but people assume it could always happen c) They depend on relations within or between communities at the time, and people don't know what they are d) They depend on relations within or between communities at the time, and people generally know what they are e) Other



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
H.1	H. Environmental: Geological Hazards: These questions specifically address earthquake, landslide, tsunami, and volcano events and how schools may respond to and prepare for them.	Has the school been affected by earthquakes, landslides, tsunamis, and/or volcanoes in the past? What happened? What was the school's response? Was the school successful in keeping students, teachers, and staff safe? What would it take for them to be more successful? What help would you need?	a) Yes, the school and students/staff were affected badly b) Yes, the school structure was badly affected, but students/staff were okay c) Yes, the school was affected a bit, and students/staff were okay d) Yes, but both the school and students/staff were mostly ok e) Yes, but both the school and students/staff were completely okay f) No
H.2		What is the school doing to keep students and staff safe and continue schooling in the event of an earthquake, landslide, tsunami, or volcano? Does the school carry out regular preparedness and evacuation drills? Is there a preparedness plan?	a) Evacuation and preparedness drills often b) Evacuation and preparedness drills sometimes c) Some preparedness planning, but nothing is done d) Nothing planned or done
H.3		Is the school building constructed according to earthquake-, landslide-, tsunami-, and/or volcano-resilient standards? What standards are used? If they are not up to standard, are any steps being taken to address this issue?	a) Yes, completely b) Yes, partially c) No, not at all d) Don't know



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
I.1	<p>I. Environmental: Water-Related Hazards: These questions specifically address water-related risks (flood, storm, surge, drought) and how schools may respond to and prepare for them.</p>	<p>Has the school been affected by floods, storms, surges, and/or droughts in the past? What happened? What was the school's response? Was the school successful in keeping students, teachers, and staff safe? What would it take for them to be more successful? What help would you need?</p>	<p>a) Yes, the school and students/staff were affected badly b) Yes, the school structure was badly affected, but students/staff were okay c) Yes, the school was affected a bit, and students/staff were okay d) Yes, but both the school and students/staff were mostly okay e) Yes, but both the school and students/staff were completely okay f) No</p>
I.2		<p>What is the school doing to keep children and students safe and to continue school in the event of flooding, storms, surges, and droughts? Does the school have preparedness plans in case of flooding, storm, surges, and droughts? Does it carry out regular preparedness and evacuation drills? Does it collaborate with parents and the wider community?</p>	<p>a) Planning for relocation b) Evacuation and preparedness drills often c) Evacuation and preparedness drills sometimes d) Some preparedness planning, but nothing is done e) Nothing planned or done</p>
I.3		<p>Is the school building constructed according to flood-, storm-, surge-, and/or drought-resilient standards? What standards are used? If they are not up to standard, are any steps being taken to address this issue?</p>	<p>a) Yes, completely b) Yes, partially c) No, not at all d) Don't know</p>



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
J.1	<p>J. Environmental: Fire: These questions specifically address wildfires and how schools may respond to and prepare for them.</p>	<p>Has the school been affected by wildfires? What happened? What was the school's response? Was the school successful in keeping students, teachers and staff safe? What would it take for them to be more successful? What help would you need?</p>	<p>a) Yes, the school and students/staff were affected badly b) Yes, the school structure was badly affected, but students/staff were okay c) Yes, the school was affected a bit, and students/staff were okay d) Yes, but both the school and students/staff were mostly ok e) Yes, but both the school and students/staff were completely okay f) No</p>
J.2		<p>What is the school doing to keep staff and students safe and to continue school in the event of a wildfire? Does the school carry out regular preparedness and evacuation drills? Is there a preparedness plan?</p>	<p>a) Evacuation and preparedness drills often b) Evacuation and preparedness drills sometimes c) Some planning, but nothing is done d) Nothing planned or done</p>
J.3		<p>Is the building constructed according to wildfire-resilient standards or in a landslide-resilient manner? What standards are used? If they are not up to standard, are any steps being taken to address this issue?</p>	<p>a) Yes, completely b) Yes, partially c) No, not at all d) Don't know</p>



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
K.1	K. Environmental: Wind-Related Hazards: These questions specifically address cyclones, windstorms, and sandstorms and how schools may respond to and prepare for them.	Has the school been affected by a cyclone, windstorm, and/or sandstorm? What happened? What was the school's response? Was the response that the school successful in keeping students, teachers, and staff safe? What would it take for them to be more successful? What help would you need?	a) Yes, the school and students/staff were affected badly b) Yes, the school structure was badly affected, but students/staff were okay c) Yes, the school was affected a bit, and students/staff were okay d) Yes, but both the school and students/staff were mostly okay e) Yes, but both the school and students/staff were completely okay f) No
K.2		What is the school doing to keep staff and students safe and to continue school in the event of a cyclone, windstorm, or sandstorm? Does the school carry out regular preparedness and evacuation drills? Is there a preparedness plan?	a) Evacuation and preparedness drills often b) Evacuation and preparedness drills sometimes c) Some planning, but nothing is done d) Nothing planned or done
K.3		Is the building constructed according to cyclone-, windstorm-, or sandstorm-resilient standards or in a cyclone-, windstorm-, or sandstorm-resilient manner? What standards are used? If the building is not up to standard, are any steps being taken to address this issue?	a) Yes, completely b) Yes, partially c) No, not at all d) Don't know



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
L.1	<p>L. Environmental: Chemical, biological, radiological, and nuclear hazards: These questions specifically address these hazards and how schools may respond to and prepare for them.</p>	<p>Has the school been affected by chemical, biological, radiological, or nuclear hazards? What happened? What was the school's response? Was the school successful in keeping students, teachers, and staff safe? What would it take for them to be more successful? What help would you need?</p>	<p>a) Yes, the school and students/staff were affected badly b) Yes, the school structure was badly affected, but students/staff were okay c) Yes, the school was affected a bit, and students/staff were okay d) Yes, but both the school and students/staff were mostly okay e) Yes, but both the school and students/staff were completely okay f) No</p>
L.2		<p>What is the school doing to keep staff and students safe and to continue school in the event of chemical, biological, radiological, or nuclear hazards? Does the school carry out regular preparedness and evacuation drills? Is there a preparedness plan?</p>	<p>a) Evacuation and preparedness drills often b) Evacuation and preparedness drills sometimes c) Some planning, but nothing is done d) Nothing planned or done</p>
L.3		<p>Is the building constructed according to chemical-, biological-, radiological-, and nuclear hazards-resilient standards or in a manner resilient to chemical, biological, radiological, and nuclear hazards? What standards are used? If the building is not up to standard, are any steps being taken to address this?</p>	<p>a) Yes, completely b) Yes, partially c) No, not at all d) Don't know</p>



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
M.1	<p>M. Environmental: Epidemics/ Health Crises: These questions address risks related to epidemics and how they may have affected schools. They also address ways that learning centers may prepare for health-related emergencies.</p>	<p>Has the school been affected by a health emergency or epidemic in the past? Please tell me about the most recent outbreak or issue that occurred in this community or area (even if it didn't reach the school itself)? How many people were affected? Did the health emergency or epidemic affect student or teacher attendance or the opening of the school itself?</p>	<ul style="list-style-type: none"> a) It closed the school completely for numerous days b) Many students and teachers missed a lot of days when they were ill or because they feared getting sick c) Just a few students/teachers got sick, and they were made to stay home; classes continued normally d) None of the students or teachers got sick; they continued to come to school as usual e) No
M.2		<p>Does the school have any safeguards for protecting against or identifying the risk of epidemics before they occur? Please give an example. Have these safeguards ever been used? Did they work? How were the safeguards developed and implemented? What could be done to improve them?</p>	<ul style="list-style-type: none"> a) Yes, well-prepared; water and sanitation for health (WASH), first aid, nurse on site, and materials for controlling spread of disease b) Partially prepared; decent WASH and first aid, no nurse and minimal materials or plans for controlling spread of disease c) No, not prepared at all; only basic WASH; no first aid, nurse, or plans for controlling spread of disease
M.3		<p>What kind of preparedness plan or protocol does the school have for responding to the risk of a health epidemic? Has the school ever implemented this protocol? Was it successful? What more would need to be done to make it more effective?</p>	<ul style="list-style-type: none"> a) Cancel all classes until it is resolved b) Cancel all in-person classes until it is resolved, but implement a virtual or distance learning mechanism c) Keep classes on schedule but implement strict guidelines on checking for illness and prevention mechanisms (e.g. hand washing, face masks) d) Keep classes on schedule and respond only if someone within the school is demonstrably sick e) Nothing



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
N.1	<p>N. Environmental to students and staff: Malnutrition / famine: These questions address risks related to food availability and quality of diet and their effects on stakeholders.</p>	<p>Has the school community been affected by food insecurity, malnutrition, or famine? What happened to the school and students/teachers? How did they respond? What was learned?</p>	<p>a) It closed the school for numerous days b) Many students and teachers missed a lot of days when they were ill or because they feared getting sick c) Just a few students or teachers were affected, and they were made to stay home; classes continued normally d) None of the students or teachers were affected and continued to come to school as usual e) No</p>
N.2		<p>How is the school protecting staff and students against malnutrition and food insecurity? Have you ever used these safeguards? What was the result? What more would you need for them to be better?</p>	<p>a) School feeding programs (from donors or NGOs) b) School gardens or livestock used c) Nothing</p>
N.3		<p>What kind of preparedness plan or protocol does the school have to reduce the risk of malnutrition or food insecurity and respond in a crisis? Since natural disasters and conflict increase the risk of malnutrition and food insecurity, how is this plan linked to the broader preparedness plans for other risks?</p>	<p>a) School feeding/nutrition manuals, training, and programs (incl. early warning) for staff and teachers b) Cancel all in-person classes until it is resolved but implement a virtual or distance learning mechanism c) Keep classes on schedule but implement strict guidelines on checking for illness and prevention mechanisms (e.g., school feeding, feeding center coordination) d) Keep classes on schedule and respond only if someone within the school is demonstrably sick e) Nothing</p>



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
O.1	O. Crosscutting: Trauma related to SGBV: These questions focus on situations that individuals may experience differently due to their gender and that may be disturbing or distressing and leave stakeholders with difficulties coping and a sense of powerlessness.	<p>In your opinion, what types of trauma are students experiencing? What is the source of the trauma? Is it related to influences inside the school or outside, including the home? Is this trauma experienced by most students, some students, or only a few students, and do girls and boys experience it differently? How do gender norms contribute to the source of trauma? Are there different expectations for boys and girls?</p>	<ul style="list-style-type: none"> a) Most students, boys and girls equally b) Most girl students (not boys) c) Most boy students (not girls) d) Some students, boys and girls equally e) Some girl students (not boys) f) Some boy students (not girls) g) A few girl students (not boys) h) A few boy students (not girls) i) None
O.2		<p>What is the school doing to help students deal with trauma? Are students receptive to help and/or willing to talk about these issues? Is the school's approach effective? If so, what in particular works well, and what is the impact you observe? If not, what more needs to be done? Are there different approaches for male and female students?</p>	<ul style="list-style-type: none"> a) Group discussions about the issues b) Specific social-emotional-learning (SEL) curriculum related to the issues c) One-on-one counseling with those experiencing trauma d) Nothing is being done
O.3		<p>How does trauma impact student well-being and learning within the school setting? Does it impact their attention in class? Their behavior? Their ability to acquire knowledge? Their ability to form relationships with other students? Anything else? Are there any clear differences between the impact on girls versus boys?</p>	<ul style="list-style-type: none"> a) Attention in class (not focusing) b) Behavior in class (acting out) c) Gaining knowledge (difficulty retaining information) d) Doing assignments at home (e.g., not studying) e) Difficulty forming relationships



Q. Code	Risk Category	Question Set Includes guidance to facilitator(s) and note taker. Bold type indicates key question for coding. Italics indicate instructions to facilitator and note taker.	Response Option(s) For coding at field level. For FGDs, indicate relative distribution of response types.
P.1	<p>P. Crosscutting: Trauma: These questions refer more generally to conflict and/or disaster situations that may be disturbing or distressing and leave stakeholders with difficulties coping and a sense of powerlessness.</p>	<p>Is trauma or emotional problems experienced by most students, some students, or only a few students? What is the main source? Is the trauma related to events within the school itself, events at home, or events in the community?</p>	<ul style="list-style-type: none"> a) Most students b) Some students c) Very few students d) None e) All
P.2		<p>What, if anything, is being done to try to help students dealing with trauma as a result of these risks? Are students receptive to help and/or willing to talk about these issues? Is it effective? If so, what in particular works well and what is the impact you observe? If not, what more needs to be done?</p>	<ul style="list-style-type: none"> a) Group discussions about the issues b) Specific social and emotional learning (SEL) curriculum related to the issues c) One-on-one counseling with those experiencing trauma d) Nothing is being done
P.3		<p>How does trauma impact student well-being and learning within the school setting? Does it impact their attention in class? Their behavior? Their ability to acquire knowledge? Their ability to form relationships with other students? Anything else?</p>	<ul style="list-style-type: none"> a) Attention in class (not focusing) b) Behavior in class (acting out) c) Gaining knowledge (difficulty retaining information) d) Doing assignments at home (e.g., not studying, etc.) e) Difficulty forming relationships

DATA COLLECTION SITE PLANNING

Participant Type

At each school community site, the RERA Team should seek to identify the following types of participants for key informant interviews (KIs) and/or focus group discussions (FGDs):

- Students
- Teachers and school staff
- Out-of-school adolescents and youth
- Community leaders, including religious leaders
- Parents
- Local government officials
- Local police
- Local CBOs, NGOs, civic leaders, women leaders, and social workers

The RERA Team must **ensure balanced gender representation in each** of these respondent types. ✓

Site Planning

Collaborative, advance site planning is vital in these sensitive environments. The RERA Team should conduct in-person planning discussions with each selected school community to adequately prepare for each data collection visit. Priority stakeholders to be consulted include school directors and teachers. As time allows, the RERA Team may wish to reach out about the visit to local government representatives (or the mayor, as warranted) as well as local NGOs and CBOs, USAID implementing partners with programs in the area, and religious leaders. ✓

Advance planning with school communities can also optimize the data collection methodology (e.g., adapting potentially controversial questions), strengthen conflict sensitivity by surfacing unforeseen sensitivities, and manage expectations of the school community itself about the exercise.

The RERA Team should consider the **following steps** for its advance planning discussions: ✓

- Foster a clear understanding of the specific purpose and scope of the RERA, focusing on obtaining more information about education and contextual risks in order to inform USAID strategy and programming
- Discuss language and terminology to be used, and explore sensitivities
- Share criteria for the identification of participants
- Discuss the issue of informed consent (especially important for children and adolescents) and supervisory approval (teachers) and adapt as necessary
- Identify any groups and/or individuals in the community to whom participants can be referred in case they wish to discuss issues in more depth or obtain support (e.g., a counselor who can speak to a girl who has experienced sexual assault, or phone numbers for a drop-in center for teens). If such individuals or groups do not exist, ensure that someone on the team is available to follow up.
- Define safety and security protocols for moving in and around the school community

- Enlist local advice to optimize the overall methodology and schedule meetings
- Define any required conditions or expectations during the day of visit to schools
- Coordinate as needed with staff from USAID Implementing Partners and other partners with a presence in municipalities and schools selected, as well as with contacts at the Ministry of Education, including on possible logistical support
- Obtain an introductory letter from USAID to the Ministry of Education (or the school directors) describing the activity and requesting that the MOE inform local school bodies, administrators, etc. This step can be very helpful in facilitating on-site planning discussions for FGDs.

IMPORTANT GUIDELINES FOR ENSURING DATA QUALITY AND ETHICAL PROCEDURES



Respect duration guidelines: Each discussion question is designed to take no more than 10 minutes each (for both FGDs and KIIs); no FGD should last more than 100 minutes, and no KII should last more than 30 minutes.



Apply gender sensitivity: For student groups, males and females should always be separated. It is up to the field team to decide whether separating by gender is necessary for the other groups. It is imperative that females conduct interviews with females and that there is an attempt to ensure that younger females are interviewed by younger females in case they feel nervous speaking about sensitive issues to adults. Adult females should be interviewed by older females in case they feel uncomfortable or irritated speaking about issues with someone their junior.



Always be conflict sensitive: The RERA must be understood as an intervention into, and therefore part of, a high-risk context. All aspects of the RERA will at some point interact with the range of local factors that can drive sensitivities and grievances and potentially lead to tension and violence. Because primary data collection is perhaps the most direct contact between the RERA Team and local communities, team personnel must take all measures to avoid making those factors worse and exacerbating a high-risk situation. In preparing for fieldwork and working with respondents, it is imperative that the RERA Team follow prescriptions to do no harm. (See **TOOL 3: RERA Conflict Sensitivity Checklist** as well as the Data Collector Ethical Guidelines and Code of Conduct in the annex for more detailed information. For more information on conflict sensitivity, see USAID's draft Checklist for Conflict Sensitivity in Education Programs, INEE's Conflict Sensitive Education Pack, and the Conflict Sensitivity Consortium's How to Guide to Conflict Sensitivity.)



Begin the conversation with the general questions: Every interview and focus group will begin with the general questions (questions All-1 through All-12). The general questions serve as a lead point of inquiry to introduce the themes that will be discussed in the interview or focus group and to gain a general picture of the major risks and assets perceived by respondents in that community or school. In high-conflict or violent contexts, consider adapting the general questions to explore natural disaster resilience. Use these initial explorations to **defuse tensions** and begin to foster discussion.



Recruit enough participants to avoid fatigue: Recall that a focus group should ideally have six to eight people. Consider adding focus groups or individuals in communities where three or more risk areas are identified. This measure helps guard against one focus group or individual being asked to participate for longer than the allotted time. The additional group or interview could also be made significantly shorter by only covering questions for one risk area or questions that are considered particularly important to be repeated with that group.



Debrief as a team: Always debrief as a team after each activity and at the end of each day of data collection. This is important to do while the KIs and FGDs are still fresh in mind to ensure that data from one activity are not confused with data from another. The facilitator and note taker should meet to review impressions, notes, and process updates. During this time, the team should come to an agreement about response tallies (see How to Record Data section below). Make notes on insights as these may be critical to reporting later on. Identify any necessary adjustments to the overall approach, and plan for the next day. ✓

How to Record Data

Data collectors should employ a field form that is tailored for each question set from the Question Matrix. Copy and paste the question set and response options from the Question Matrix to the field form prior to the key informant interview or focus group discussion. During the discussion, data collectors will ask a question of an individual or group and then note the responses given. Data collectors should record the open-ended responses in the Notes section, indicating the respondent type (student, teacher, staff, parent, etc.).

For key informant interviews, only one response type will be selected since the activity involves only a single individual; for focus group discussions, the response types for each participant in the group will be selected and recorded. In some cases, it will be possible to take a blind vote and record answers. For other questions, an open-ended discussion will take place, and facilitators or note takers should record or code responses based on the discussion. In addition to the coded response type, detailed notes should be taken for each discussion question to further enrich the data.

Box 2: The Role of the Note Taker: Overview and Guidelines

The note taker accompanies the facilitator and plays a key supportive role in helping welcome participants, managing recording devices, and taking notes. The note taker does not participate in discussions but needs to follow along attentively. Depending upon previous discussions with the facilitator, the note taker may provide support in suggesting follow-up questions. While the team may choose to use a recording device, time will not allow the transcribing of interviews. The device will serve to clarify any questions in the notes.

Record notes as soon as possible after being in the field.

Include the date and time on your notes.

Record events in the order in which they occurred.

Make notes as concrete, complete, and comprehensive as possible.

Record small talk or routines.

Take note of informal interactions and conversations, body language, moods, and general environment. What may look insignificant now may become important later.

Do not worry about mistakes in the notes. Get your ideas down quickly; you can clean the notes up later!

Use [brackets] for recording your personal feelings, thoughts, and interpretations.

Within 24 hours, return to notes and expand them: make corrections as needed, replace shorthand, fill in details that you did not write down, and complete clean version of field form.



Figure 3 shows an example of a field form with one page completed with discussion question A.2 (Internal – SRGBV).

Community/School Name: _____	Respondent Type: _____		
Date _____	KII	FGD	(Circle one)
	If FGD, # participants: _____ # F: _____ # M: _____		

Main Question (in bold on tool) and Follow-Up Questions:

If you hear about a student victim of SRGBV, how do you report it (or, if you haven't ever heard of one, what would you do)? Is the reporting mechanism different depending on the type of abuse or who is involved? What response is supposed to occur? What response actually occurs? What communication gaps might prevent resolution of this problem?

a) Don't report it	b) Complaint box/ anonymous reporting	c) School management committee or similar	d) Police	e) Other	
NOTES					

Data Analysis and Developing Findings

When using this tool, data analysis begins during data collection. After data collectors (note takers and/or facilitators) identify response types during KIIs and FGDs and mark them on field forms, the closed-ended data (from coding response type distributions during the discussions) can then be analyzed for trends within and between communities and schools, respondent type(s), genders, and so on.⁹ Bear in mind that tallies are not reliable quantitative measurements; rather, they provide an idea of the general tone of the group. During analysis, insights and other annotations

⁹ A similar methodology has been used with good success in other rapid qualitative research in fragile contexts. See especially Chapman, Emily Weedon; Heaner, Gwendolyn K. 2016. Volume I – Report and Volume II – Annexes. Social Protection and Labor Discussion Paper; No. 1608. Washington, D.C.: World Bank Group.



should be systematically recorded as these reflections often form the basis for the final report. Analysis and report writing will often be intricately related and may even take place simultaneously.

A qualitative database can be accessed online by field teams if they do not have their own systematic methods and/or software for analyzing qualitative data. The database provides templates for numerical data entry of the coded responses and the additional open-ended notes or verbatim quotations. It also provides built-in tables for analyzing the coded responses in order to highlight trends; keep in mind, however, that such figures are not necessarily representative of the population. For consistency and thoroughness of analysis and report writing, teams must utilize the coding schema outlined above and follow the general guidelines for quantifying the qualitative data response distributions and attaching key quotations to all response types (including common responses as well as outliers) even if they decide not to use the predesigned qualitative database.

Figures 4 and 5 below provide an example of the numerical portion of the analysis table for Question A.2: Internal Risks – SRGBV.

Figure 4: Example of numerical portion of analysis table for FGD response coding of Question Set A-2 (“If you hear about a student victim of SRGBV, how do you report it? Or, if you haven’t ever heard of one, what would you do?”)

The numbers correspond with individual responses based on approximate field coding. Recall that this information provides a snapshot of the tone and tendencies of the various groups but should *not* be seen as quantitative data. This table illustrates data collection at two schools.

	Numerical response distributions (by individuals)													
	School Community 1						School Community 2						Total	
	Female Student	Male Student	Teacher	Parent	Total n	%	Female Student	Male Student	Teacher	Parent	Total n	%	Total n	%
a) Don't report it	6	8	1	0	15	54%	2	1	0	0	3	11%	18	35%
b) Anon. reporting	2	0	2	0	4	14%	4	5	1	4	14	50%	18	35%
c) School mgmt.	0	0	3	3	6	21%	0	0	5	2	7	25%	13	25%
d) Police	0	0	0	3	3	11%	0	0	0	0	0	0%	3	6%
e) Other	0	0	0	0	0	0%	0	0	0	0	0	0%	0	0%
TOTAL	8	8	6	6	28	100%	6	6	6	6	24	100%	52	100%



Figure 5: Example of detailed notes (quotations) portion of analysis table for the same question set (A-2)

This example illustrates what verbatim quotations look like in the analysis table for question 2. Note that the table below uses abbreviated examples of notes to save space.¹⁰

	Detailed notes by respondent and response type							
	School Community 1				School Community 2			
	Female Student	Male Student	Teacher	Parent	Female Student	Male Student	Teacher	Parent
a) Don't report it	"I don't report it because..." "I would be afraid because..."	"It is a waste of time..."	"It is a waste of time..." "Nobody would do anything..."	n/a	"I would be afraid because..."	"It is a waste of time..."	n/a	n/a
b) Anon. reporting	"There is a complaint box I have used..."	n/a	"It helps avoid repercussion..."	n/a	"...it is really encouraging people to say when..."	"It helps avoid repercussion..."	"It helps avoid repercussion..."	"Students are no longer humiliated to report..."
c) School mgmt.	n/a	n/a	"They meet every month..."	"They listen to us usually..."	n/a	n/a	"There is a clear protocol"	"Meetings are regular..."
d) Police	n/a	n/a	n/a	"There was a serious incident..."	n/a	n/a	n/a	n/a
e) Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

¹⁰ Figures 4 and 5 are extracts of the full Excel database.

The example below provides an illustration of how data may be interpreted to form a narrative finding. This example provides an objective explanation of the response distributions in Figure 4, along with the use of the detailed notes that correspond to each of the response types in Figure 5. For Question A-2, a possible finding may look like the following:

There are slight differences between Community 1 and Community 2 in terms of what respondents would do if they heard about or experienced a case of school related gender-based violence. More often, respondents in Community 1 would not report it at all, while those in Community 2 tend to use a complaint box or another form of anonymous reporting. As one female student in Community 2 explained, "The complaint box was set up last year and it is really encouraging people to say when things happen. Before, we would have to report it to a teacher and this would make some of the students nervous in case the teacher punished them for it." Interestingly, some parents in Community 1 said they'd report to police, but nobody else in either community said they would. The parents who did report to police explained that it was related to a specific incident that had occurred that year in which a teacher had beaten a male student to the extent that he had a broken arm. Police followed up on the situation, and the teacher was fired. Though this story had a successful result, parents were clear that it was not typical and unless the situation was extremely severe and there was clear evidence of abuse, police often did nothing to respond. Students are more likely in Community 1 to not report SRGBV to anyone; males in particular, likely because of the complaint box installed in the school in Community 1 that was not in the school in Community 2. School management committees seem to have a fairly limited role in both communities, particularly for the students who said they had never reported an incident to them. Rather, teachers and parents (though only in Community 1) reached out to them.

For broader guidance on data analysis and developing findings, conclusions, and recommendations, see [in the RERA Toolkit](#).

FOCUS GROUP DISCUSSION PROTOCOL

The following protocol is recommended and can be adapted by the RERA Team.

1. **Work through local partners and school administration** to enlist voluntary participants. ✓
2. **Explain the purpose and methodology** of the RERA to local partners and school administrations. ✓
3. **Identify safe, neutral locations** for the discussions. ✓
4. A **gender lens** should be applied to participant selection to ensure equal participation of women and girls. ✓
5. Girls and boys and women and men should ideally be in separate groups with same-sex facilitators and note takers.
6. The RERA Team should designate a lead facilitator (and co-facilitator, if necessary) and note taker. The facilitator will lead the focus group. Working in teams of two is highly recommended. **The lead facilitator must be experienced and skilled in leading sensitive discussions.** ✓
7. The gender of the lead facilitator (and co-facilitator, if necessary) will correspond to the gender of the participants.
8. Trusted local partners may also be present in the focus group, and local stakeholders (primarily the school director and/or teachers) should be **consulted in advance.** ✓

9. The lead facilitator begins the discussion with introductory remarks.
 - a. Welcome and thank everyone for volunteering to participate.
 - b. Introduce the RERA Team personnel and any partner(s) present.
 - c. Explain that participation is voluntary, confidential, and not personal—facilitators are interested in having participants speak as representatives of a group rather than about their own personal experiences or views.
 - d. Circulate and explain the consent form for participants to sign (as applicable). Ask participants to review the form, ask any questions, and then sign the consent form. Offer a copy of the consent form (unsigned) to each person. (Some will want a copy and others will not, but always offer.)
 - e. Give a very brief **overview of the RERA exercise in country and the objectives for the focus group**. In particularly politicized and high-risk communities, the facilitators can stress the natural disaster and resilience dimensions of the RERA process and begin questions with those themes. This approach can help defuse tensions and build trust. Explain the focus group discussion process (times, breaks, outside smoking areas, bathrooms, and so forth) and allow for questions and suggestions. ✓
10. Provide basic guidelines for the focus group discussion, review them with participants, and consider posting them for everyone to see. Adapt pertinent guidelines for individual interviews. Suggested guidelines include:
 - a. If people feel uncomfortable during the meeting, they have the **right to leave or to pass on any question**. There is no consequence for leaving. Participation is voluntary. ✓
 - b. The purpose of the meeting is to solicit representative inputs, not necessarily personal inputs, unless the latter are voluntarily offered. Bear in mind that offering personal inputs may pose a risk for the participant either in the group or outside the group.
 - c. Ask the school if someone can be available after the meeting if a participant needs support, and provide information about local victim service resources.
 - d. The identity of the attendees is **confidential**, and anything said will remain confidential. ✓
 - e. Everyone's responses will be respected. Participants should not comment on or make judgments about what someone else says, and should not offer advice.
 - f. The facilitator transparently acknowledges when someone wants to speak and creates a sequence of speakers if necessary, allowing one person to speak at a time.
 - g. Everyone has the right to talk. However, the facilitator may ask a participant to yield to allow others to participate, or invite a participant who has not spoken to share their thoughts.
 - h. Everyone has the right to pass on a question.
 - i. There is no right or wrong answer.
 - j. Breaks are allowed as people require.
 - k. Ask if anyone has any questions.
11. Let participants know that the RERA Team will be taking notes about what is discussed but that individual names or **identifying information will not be attached to comments**. ✓
12. Inform participants when the last question is asked. This cues them to share relevant information that may not have come up in answer to your key questions
13. Thank everyone for participating.

ETHICAL GUIDELINES FOR FIELD RESEARCH

As a situation analysis exercise, the RERA should follow the strictest standards for ethical research. For any research that deals with vulnerable or marginalized populations and/or children, it is imperative to pay close attention to the potential risk of doing harm through asking questions or eliciting conversation. The RERA primary data collection process must follow the basic ethical guidelines prescribed by the American Sociological Association (ASA), the World Health Organization, and the Implementing Partner.

The RERA Team should be aware of the need to obtain vocal (oral) or written informed consent from every participant in the study. Each participant will be told that his/her name (if provided for the purposes of follow-up data collection, which in most cases is not necessary) will not be used in any project documents without their explicit permission. Pseudonyms will be used in all narratives, and participants will be given a unique ID for reporting purposes that will be linked to their names, but those names will be kept in a separate password-protected document. Template forms for informed consent are provided below; these should be modified for the questions being used at the school community level. These forms can also be used for IRB applications.

If at any point in a discussion it appears that the participant no longer wants to speak, then it will be imperative that the researcher a) can identify this easily and b) stop the discussion immediately. An individual must never be coerced to participate or to keep answering while taking part. Because certain questions will deal with very sensitive topics, it is crucial that RERA Team personnel, when obtaining informed consent, explain the types of questions that will be asked during the interviews and assure the participant that a) his/her answers will remain totally anonymous (if they will be); b) he/she can choose to not answer a question if he/she wants; and c) he/she can stop the interview at any time without question.

It is imperative that females conduct interviews and focus group discussions with females. Team personnel must also try to ensure that younger females interview younger females in order to foster trust and avoid creating discomfort when speaking about sensitive issues to adults. Similarly, adult females should be interviewed by older females in case they feel uncomfortable or irritated speaking about issues with someone their junior. It is at the discretion of the field coordinator and data collectors themselves to gauge the extent to which these criteria should be followed.

Finally, it is imperative that, in order to conduct research with a minor (girl or boy under the age of 18), written permission be obtained from her/his parent or guardian. Even if a child is very willing to take part, the data collector must first ensure that she has visited the child's parent or guardian, explained to the parent or guardian the content of the research and the types of questions that will be asked, and then make sure that the interview is conducted privately (although, of course, all interviews should be conducted as privately as possible). It may also be unclear who a child's appointed guardian is, and, in such a case, the interview should not take place. In some cases, however, a school may give permission on behalf of a parent/guardian if the student is in school while the research is occurring. *It is the responsibility of the research team to determine the standard protocol in cooperation with the school principal and the Implementing Partner.*

All RERA Team members will be required to sign statements indicating understanding of the above guidelines as well as basic code of conduct agreements. These forms can also be used in IRB applications.

DATA COLLECTOR ETHICAL GUIDELINES AND CODE OF CONDUCT

To be signed by each member of RERA Team

You must adhere at all times to a code of conduct that includes not only what you learned in your child protection briefing but the following standards described below.

Code of Conduct

To be read and signed by staff, consultants or researchers working on behalf of **IMPLEMENTING PARTNER/RERA-COUNTRY** and **DATES**.

I am a **RERA COUNTRY** citizen who, between the dates of _____ and _____, will be acting in a full-time capacity as researcher on behalf of **IMPLEMENTING PARTNER/RERA-COUNTRY** I will adhere to the following Code of Conduct.

I WILL

Generally:

- Behave in a professional manner at all times
- Be courteous and respectful of all persons with whom I come in contact in the course of my work with **IMPLEMENTING PARTNER/RERA-COUNTRY**
- Take care to be well rested so that I can perform my duties to the maximum
- Take care that I am fed and hydrated so that I can perform my duties to the maximum
- Take care to avoid any serious illnesses that will impede my ability to carry out my duties during the above period

Before and During Interviews:

- Make clear to all interviewees that this is an important survey taking place in **LOCATION OF RERA**, and that the results of the survey will not directly favor any person or community but the country as a whole. I will ensure all people I come in contact with understand that they are contributing to an important piece of research but that they should not expect a reward or a project to follow as a result of this research.
- Obtain informed consent from each person I talk to, which means I will read a statement that explains the types of questions that will be asked on the survey (including sensitive issues) and assure the participant that a) his/her answers will remain totally anonymous (if it will be); b) he/she can choose to not answer a question if he/she wants; and c) he/she can stop the interview at any point without question.
- If, at any point in a conversation, it appears that the participant no longer wants to speak, then I a) can identify this easily and b) stop the research immediately. I will never push the participant to take part in the first place or to keep answering while taking part.
- Make sure that only females conduct interviews with females and that we attempt to ensure that younger females are interviewed by younger females in case they feel nervous speaking about sensitive issues to adults. Similarly, adult females should be interviewed by older females in case they feel uncomfortable or irritated speaking about issues with someone their junior.

- Before interviewing a minor (male or female under the age of 18), obtain written permission from his/her parent, guardian, teacher, or school principal. Some organizations have their own policies that require parents or guardians only to give consent; it is the responsibility of the research team to determine whether this is the case prior to entering into the field.
- Even if a minor is very willing to take part, I must first ensure I have visited their guardian, explained to that guardian the content of the research and the types of questions that will be asked, and then make sure that the interview is conducted privately. It may also be unclear whom the appointed guardian is, and in that case, an interview should not take place.

When working with or around young people, I will adhere to all responsibilities for researchers under the **IMPLEMENTING PARTNER** Guidelines, particularly as related to working with adolescents and vulnerable people. In addition to the above, I will honor the following guidelines:

- Never abuse and/or exploit a child or act/ behave in any way that places a child at risk of harm.
- Report any child abuse and protection concerns that you might have with your Lead Researcher. Do not take any action yourself.
- Respond to a child who may have been abused or exploited in accordance with instructions from your Lead Researcher only.
- Cooperate fully and confidentially in any investigations of concerns or allegations.
- Contribute to an environment where children are respected and encouraged to discuss their concerns and rights.
- Always ask permission from children (or in the case of young children, their parent or guardian) before taking images of them. These images must be respectful in nature. Images must only be used in the child's best interest.
- If concerns exist about my conduct in relation to child protection and/or if there has been a breach of the Child Protection Policy, the issue will be criminally investigated by the appropriate statutory authorities.

If an allegation is made but is proved unfounded, no action will be taken against the reporter unless the allegation is found to have been made as a knowingly false accusation, in which case the appropriate legal action will be taken.

I WILL NOT participate in any activities that will bring **IMPLEMENTING PARTNER into ill repute. These activities include but are not exclusive to:**

- Drinking to excess (getting drunk)
- Participating in illegal substance abuse
- Liaising with persons of the opposite sex in a way unbecoming to my full-time professional capacity as a researcher

I the undersigned, being of sound mind and body, have read and understand that all of the above requirements combined make up a Code of Conduct regarding the **IMPLEMENTING PARTNER RERA – COUNTRY**, for which I am acting as researcher. I agree to abide by this Code of Conduct and understand that if I do not behave accordingly I will be required to conclude my dealings with the research project with immediate effect.

Signed _____

Name of Researcher _____

Witness Signature _____

Name of Witness _____

Research with Adults (18+): Statement of Informed Consent

Project Title: Rapid Education and Risk Analysis – Country

Lead Researcher Name(s) _____

Hello, my name is _____, and I am conducting a study for USAID in a series of schools. The goal of the study is to improve our knowledge about the status of schools and education in [COUNTRY NAME]. This information will allow us to better understand how USAID might help.

You have been selected to participate in this study. We would like to invite you to participate in an **INTERVIEW/FOCUS GROUP**. It will take approximately _____ minutes/hours.

We want to ask you about questions about _____ (**COMPLETE AFTER ADAPTING QUESTION MATRIX**). Your perspective will help us to learn about your community and its particular needs.

Your participation is very important, but you have the right to refuse to participate in the study if you wish. If you become uncomfortable or no longer wish to participate during the study, you can stop me at any time. It's okay. There is no penalty. It is also okay to skip questions that you do not wish to answer.

If you agree to participate, the information you provide us will remain confidential. We will keep your participation secret, and you will never be identified individually.

We do not have any money or gifts to give you for your participation, but we know that your participation may provide information that can help improve programs for your community.

If we hear allegations of child abuse or mistreatment, we are under obligation to report it to **IP**, who will decide what to do about the issue.

If you have any questions about the study, you may contact **INSERT NAME**.

If you would like to talk to someone about how you feel as a result of questions asked during this interview, you can receive counseling here: **PROVIDE PHONE NUMBER AND ADDRESS**

CONSENT

I voluntarily agree to participate in the activities under the conditions described above.

Signature or Thumb Print _____ Date _____

Name _____ Date _____

Name of Person Obtaining Consent _____ Date _____

Permission from Parents/Teachers/Principals for Research with Children

Project Title: Rapid Education and Risk Analysis – Country

Lead Researcher Name(s) _____

Hello, my name is _____, and I am conducting a study for USAID in a series of schools. The goal of the study is to improve our knowledge about the status of schools and education in [COUNTRY NAME]. This information will allow us to better understand how USAID might help.

We have asked your child, [NAME], to participate in this study. We would like to invite him/her to participate in a focus group. It will take approximately two hours.

We would like to ask your child questions about _____ (COMPLETE AFTER ADAPTING QUESTION MATRIX). His/her perspective will help us learn about your community and its particular needs.

You have the right to refuse your child's participation in the study if you wish. If you become uncomfortable or no longer wish for your child to participate, you can stop me at any time. Similarly, your child can refuse to participate or decide to stop at any time. It's okay. There is no penalty.

If you allow your child to participate, the information he/she provides us will remain confidential. It will not be shared with you or the teachers, principal, or any other school personnel. We will keep your child's participation secret, and your child will never be identified individually.

We do not have any money or gifts to offer for participation, but we know that your child's participation may provide information that can help improve programs for your community.

If we hear allegations of child abuse or mistreatment, we are under obligation to report it to [IP], who will decide what to do about the issue.

If you have any questions about the study, you may contact [INSERT NAME].

If your child would like to talk to someone about how he/she feels as a result of questions asked during this interview, you can receive counseling here: [PROVIDE PHONE NUMBER AND ADDRESS].

CONSENT FOR MINOR

I voluntarily agree to my child's participation in the study under the conditions described above.

Signature or Thumb Print _____ Date _____

Name _____ Date _____

Name of Person Obtaining Consent _____ Date _____

Research with Children (under 18 years old): Statement of Assent

Project Title: Rapid Education and Risk Analysis (RERA)

Lead Researcher Name(s) _____

You will be given a copy of this paper to keep.

Hello, my name is _____. I am a friend of your **parent/teacher**. I work for an American organization that provides assistance to schools in [COUNTRY]. We want to speak with you to learn more about students' experiences at your school. This information will allow us to better understand how we might help.

I would like to speak with you and ask you a few questions. We will ask you to meet with a group of other students for almost two hours. I want to ask you about _____ (**COMPLETE AFTER ADAPTING QUESTION MATRIX LANGUAGE FOR CHILDREN**). Your perspective will help us learn about your community and its particular needs.

Your participation is very important, but you can choose not to participate. You can also start to participate and then stop at any time; that's okay. It's also okay if you choose not to answer certain questions.

What you tell us will remain a secret. We will not tell your parents or teachers.

If we hear allegations of child abuse or mistreatment, we do need to report it to **IP**, who will decide what to do about the issue.

If you have any questions about the study, you can speak with your **parent/teacher**. They have our contact information and can get ahold of us.

WRITTEN ASSENT

I agree to participate in the study.

Child's Signature _____ Date _____

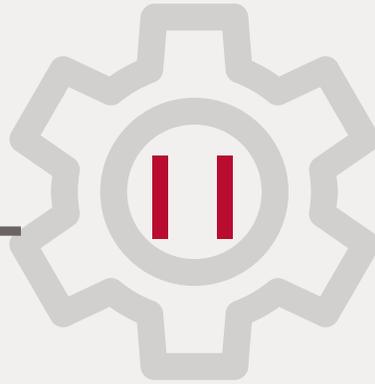
OR VERBAL ASSENT

I asked child if he/she wishes to participate. I received child's permission to participate in study.

Child's Name _____ Date _____

Name of Person Obtaining Consent _____ Date _____

TOOL



SAMPLE RERA FINAL REPORT OUTLINE

AT A GLANCE

- Tool II consists of a sample outline for the RERA Final Report, which can be adapted by the RERA Team in consultation with the USAID Mission. The outline serves to illustrate important sections of the RERA final report.



DOWNLOAD
TOOL II TEMPLATE

TEMPLATES INCLUDED

- Sample RERA Final Report Outline

HOW TO USE THIS TOOL

- Download, adapt, and complete.

TOOL II: SAMPLE RERA FINAL REPORT OUTLINE

Cover Sheet	
Executive Summary (two pages)	<ul style="list-style-type: none"> • Purpose (one paragraph) • Education and main risks in context (three to four paragraphs) • Key conclusions and recommendations (one page, bullets)
Table of Contents	<ul style="list-style-type: none"> • Acknowledgments
Introduction	<ul style="list-style-type: none"> • Background of USAID education in country • Purpose (Why did the RERA take place?) • Audience (Who is the intended reader/user of this report?) • Structure of the report
Methodology	<ul style="list-style-type: none"> • Guiding research question • Approach taken to answering questions and explanation of how methodology allows you to answer questions <ul style="list-style-type: none"> • Overall approach • Data needs • Sampling approach • Sample size • Limitations <ul style="list-style-type: none"> • Operating environment • Desk review • Data collection
Country Context	<ul style="list-style-type: none"> • Map of country and affected area • Country snapshot • Analysis of the education sector (i.e., performance, access, gaps and challenges, government policies) • Analysis of the causes and dynamics of the main risks, including key actors and how they interact with one another as well as with learners, the education system, and the wider community • Analysis of the sources of social cohesion and resilience among learners, out-of-school children and youth, the education system, and the wider community
Findings	<ul style="list-style-type: none"> • List of data findings and explanations • Tables, graphs, and charts
Conclusions	<ul style="list-style-type: none"> • Headline conclusion <ul style="list-style-type: none"> • Supporting data findings and analysis in bullet form • Headline conclusion <ul style="list-style-type: none"> • Supporting data findings and analysis in bullet form • Etc.
Recommendations	<p>(for USAID and/or Implementing Partner)</p> <ul style="list-style-type: none"> • Headline recommendation (bullet form) <ul style="list-style-type: none"> • Supporting detail (bullet form)
Annexes	<ul style="list-style-type: none"> • RERA scope of work (as relevant) • Data sets and tables/charts • RERA methodology • RERA schedule • List of documents reviewed • List of types of informants (do not include real names unless it is safe to do so) • Other

TOOL 12

KEY PARTNER EDUCATION AND RISK ANALYSIS TOOLS

AT A GLANCE

- Tool 12 offers curated references to other tools for conducting education sector assessments, conflict analyses, disaster risk assessments, and resilience analyses. This tool supports USAID in the event that the RERA reveals that a longer-term, more comprehensive assessment is required.



DOWNLOAD
TOOL 12 TEMPLATE

TEMPLATES INCLUDED

- Tool 12 offers links to other tools; no template is included.

HOW TO USE THIS TOOL

- Click on the hyperlink in the right-hand column to obtain the partner tool.

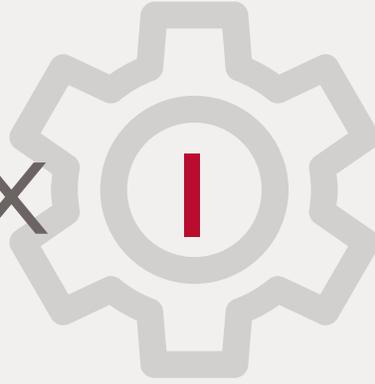
TOOL 12: KEY PARTNER EDUCATION AND RISK ANALYSIS TOOLS¹¹

Organization	Tool	Description/Link	Duration	Link
USAID	Conflict Assessment Framework 2.0 (2012)	Updated version of USAID's conflict analysis methodology. Accompanied by an application guide to support planning and management of the analysis. Can be adapted for any sectoral planning exercise.	Two to three months	http://www.usaid.gov/what-we-do/working-crises-and-conflict/technical-publications
USAID and Global Partnership for Education (GPE)	Integrating Conflict and Fragility Analysis into the Education System Analysis Guidelines: A Proposed Companion Guide (2013)	Reviews existing approaches, methodologies, and tools for analyzing conflict and fragility in the social sectors, including education. Proposes a methodology for integrating conflict and fragility analysis into the Education Sector Analysis Methodological Guidelines, Volume I.	Several months (estimated)	http://pdf.usaid.gov/pdf_docs/PA00JWIZ.pdf
World Bank	Resilience in Education System (RES360) Rapid Assessment Manual (2013)	Ascertains risks, education community assets, and potentially relevant education programs in a country. The tool can be made both shorter (two to four weeks) and longer (two to four months). The shorter assessment involves national-level data review of key risks faced by students and schools, education responses that mitigate risks, and legal and regulatory framework. Limited school assessment is possible. Longer version involves quantitative phase of school-level assessment using detailed questionnaire.	Two to four weeks or two to four months	http://documents.worldbank.org/curated/en/512411468150596118/Resilience-in-Education-System-RES-360-degree-tool-kit-rapid-assessment-manual
CDA Collaborative Learning Projects	Conflict Analysis Framework (2015)	A detailed framework and practical guidelines on conflict analysis methodologies, including various primary data collection and analysis tools that can be adapted to various sectors.	N/A	https://www.cdacollaborative.org/wp-content/uploads/2016/03/Conflict-Analysis-Framework-Field-Guidelines-and-Procedures-2016.pdf
INEE	Guidance Note on Conflict-Sensitive Education (2013): Conflict Analysis	Supports and expands on INEE minimum standards content to provide a reference tool for conflict-sensitive education strategies and resources. Includes section on conflict analysis.	N/A	https://www.edulinks.org/sites/default/files/media/file/INEE_GN_on_Conflict_Sensitive_Education.pdf

¹¹ This is a prioritized list. For more references of conflict and education analyses and reports, see Annex 1 and Annex 2 of *Integrating Conflict and Fragility Analysis into the Education System Analysis Guidelines: A Proposed Companion Guide*, USAID and Global Partnership for Education (2013), http://pdf.usaid.gov/pdf_docs/PA00JWIZ.pdf.

Organization	Tool	Description/Link	Duration	Link
Conflict Sensitivity Consortium/ Saferworld	How to Guide to Conflict Sensitivity (2012): Conflict Analysis	Illustrates real examples of applying conflict sensitivity and provides practical advice at project or organization level on all aspects of conflict sensitivity, from analysis to self-analysis.	N/A	https://www.saferworld.org.uk/downloads/pub-docs/CSC_HowToGuide_CS_WEB.pdf
OECD	Guidelines for Resilience Systems Analysis (2014)	Provides conceptual background to resilience and systems analysis in a multiple-risk landscape. Analyzes how risks affect key components of a well-being system, and makes recommendations for boosting resilience in the system.	Three to four months	http://www.oecd.org/dac/Resilience%20Systems%20Analysis%20FINAL.pdf
International Federation of Red Cross and Red Crescent Societies	Vulnerability and Capacity Assessment Guide	Uses various participatory tools to gauge people's exposure to and capacity to resist natural hazards. Has cross-sectoral application; can serve as an integral part of disaster preparedness and contributes to the creation of community-based disaster preparedness programs at the rural and urban grassroots level.	Six months (estimated)	http://www.ifrc.org/Global/Publications/disasters/vca/Vca_en.pdf
Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector	Comprehensive School Safety Assessment Suite	Comprises three tools that yield reports. They can be analyzed using portal tools and integrated with education management information system data. <ul style="list-style-type: none"> • CSS First Step, a crowd-sourced student/community assessment tool (Duration: ongoing/flexible) • CSS School Self-Assessment Survey (Duration: ongoing/flexible school-based committee can complete in one to three hours per school) • Visual Inspection for defining the Safety Upgrading Strategies (VISUS) light technical assessment (Duration: half day per school by trained professional team of two) 	N/A	http://www.gadrrres.net/resources/comprehensive-school-safety-assessment-suite

ANNEX



WHY THINK IN TERMS OF RISK



DOWNLOAD
ANNEX I

ANNEX I: WHY THINK IN TERMS OF RISK

Thinking in terms of risk helps USAID and Implementing Partners be more systematic about understanding context. It guides the analysis of hazards, threats, vulnerabilities, and assets—and their interaction—at the community, individual, system, and institutional levels.

More specifically, thinking in terms of risk has several advantages:

- We become more aware of and informed about complex contexts.
- We recognize that contextual risk is universal but varies across countries.
- We understand that risk is never eliminated.
- We gain a predictive perspective from the early identification of risk factors.
- We think holistically by looking at all risks and how they interact.
- We better identify and understand assets and capacities.
- We identify opportunities for prevention and mitigation.
- We see the relationship between risk and resilience.

Thinking in terms of risk is particularly relevant for complex and volatile situations, which typically feature multiple contextual risks. Analyzing only one contextual risk is counterproductive when other risks are present and influence each other. Consider any school community in these contexts—they face multiple risks and need to manage them simultaneously. They may suffer violence or armed conflict; witness floods, earthquakes, or other natural disasters; or grapple with an out-of-school youth population that engages in risky—if not violent—behavior.

By employing risk concepts and terminology, USAID and Implementing Partners can facilitate collaboration with national institutions and organizations. In particularly politicized and sensitive environments, national partners can view the terms *conflict*, *crisis*, and *violence* negatively, which can complicate and even undermine cooperation toward a more informed understanding of context—and better program results. The use of such terms as assets and capacities is particularly helpful in engaging stakeholders and partners in discussion.

Improving our understanding of contextual risk informs efforts to reduce risks to programs and institutions. The following diagram illustrates how contextual risk relates to other risk categories.

Examples: Countries with Multiple Risks¹²

Somalia: conflict, floods, droughts, food insecurity

South Sudan: conflict, floods, droughts, food insecurity

Pakistan: conflict, floods, earthquakes

Afghanistan: conflict, earthquakes, droughts, floods

Haiti: cyclones, earthquakes, violence

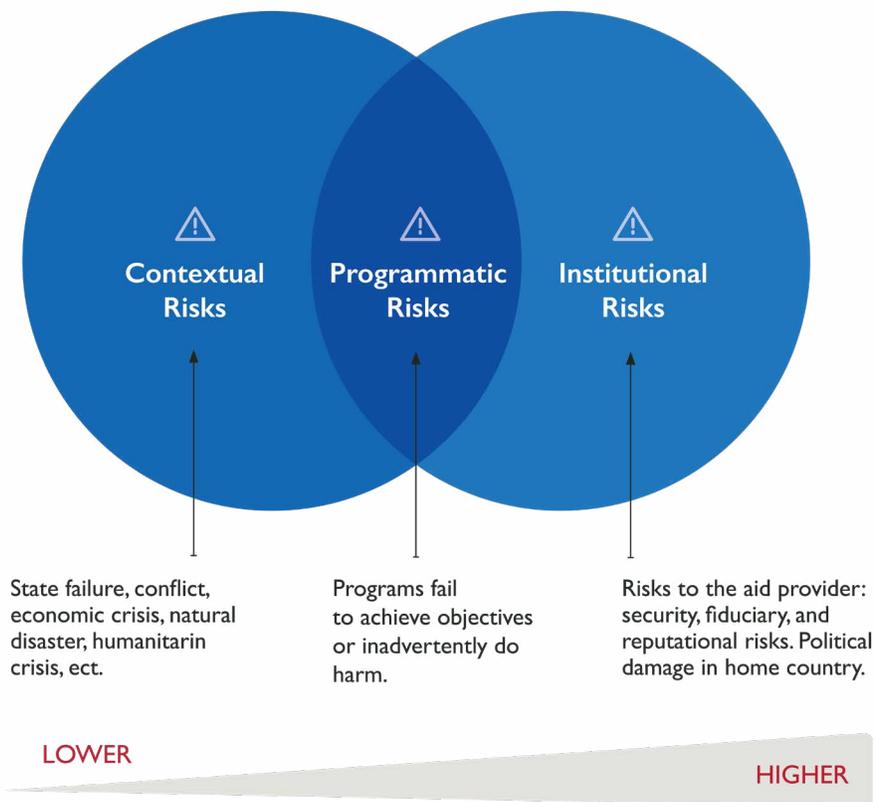
El Salvador: violence, earthquakes, tsunamis, floods

Philippines: cyclones, tsunamis, earthquakes, conflict

¹² For a useful multirisk information resource, including global rankings of country risks and their dimensions of risk, see INFORM: Index for Risk Management, <http://www.inform-index.org/Results/Global>. INFORM is a collaborative project of the Inter-Agency Standing Committee (IASC) and the European Commission (EC).

Risk categories are linked, and responses to one influence another. For example, contextual risk (such as gang violence) influences programmatic and institutional risk in that violence in the communities USAID serves can undermine education program outcomes and pose a threat to USAID and Implementing Partner staff. USAID and Implementing Partners must take risk management measures to address these risks for the sake of both program results and staff safety—and to uphold a reputation for quality and effectiveness.

MAIN RISK CATEGORIES: THE COPENHAGEN CIRCLES



Adapted from: OECD (2011), *Managing Risks in Fragile States: the Price of Success*

ANNEX

2

RESILIENCE FACTORS OF SCHOOL COMMUNITIES AND LEARNERS



DOWNLOAD
ANNEX 2

ANNEX 2: RESILIENCE FACTORS OF SCHOOL COMMUNITIES AND LEARNERS

Several key dimensions¹³ of the school community play important roles in its resilience to key risks. These dimensions guide the analysis and synthesis of data collected and can serve as key themes for investigation. These include:

- The ability of the school community to adjust and change to reduce risk (flexibility)
- The variety and diversity of assets (fail-safes and backups) in the school community that help schools function and make education accessible during adversity and crisis (diversity and redundancy)
- The ability of the school community to continually gain and apply new knowledge about risk to school management and community action, and adjust or transform it as needed (adaptive capacity)
- The mobilization of and collaboration among school and community actors, particularly parents, and assets to support education and reduce risk (collective action)
- The extent of positive, protective relationships within the school community and within the school that reduce risk and support trust, reciprocity, and cooperation before, during, and after a crisis (social capital and cohesion)
- The capacity of the school community to self-organize using internal resources and assets with minimal external support (self-reliance)

The resilience of learners—girls and boys—and the assets offered by their relationships with their families and school communities constitute another vital dimension to RERA data analysis and synthesis. Many learner internal assets¹⁴ are crucially relevant to the RERA and can have differentiated meaning depending on gender.

- *Achievement Motivation*: The young person is motivated to do well in school.
- *School Engagement*: The young person is actively engaged in learning.
- *Bonding to School*: The young person cares about her or his school.
- *Interpersonal Competence*: The young person has empathy, sensitivity, and friendship skills.
- *Resistance Skills*: The young person can resist negative peer pressure and dangerous situations.
- *Peaceful Conflict Resolution*: The young person seeks to resolve conflict nonviolently.
- *Personal Power*: The young person feels like he or she has control over “things that happen to me.”
- *Sense of Purpose*: The young person reports, “My life has a purpose.”
- *Positive View of Personal Future*: The young person is optimistic about her or his personal future.

¹³ Adapted from *Fostering Resilience, Protecting Children: UNICEF Humanitarian Action for Children Report 2011*, https://www.unicef.org/publications/files/HAC2011_EN_030911.pdf. Another useful work explaining the dynamic systems approach of community resilience is Frankenberger, T., Mueller, M., Spangler, T., & Alexander, S. (October 2013). *Community Resilience: Conceptual Framework and Measurement*, Feed the Future Learning Agenda. Rockville, MD: Westat. For useful insights into education resilience, see *SABER: Education Resilience Approaches*, World Bank (http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_EDR_Brief.pdf).

¹⁴ Search Institute. (2016). *40 Developmental Assets for Adolescents*. Minneapolis, MN. Retrieved from <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>.

Particularly relevant external assets include the following:

- *Family Support*: The young person's family life provides high levels of love and support.
- *Other Adult Relationships*: The young person receives support from three or more nonparent adults.
- *Caring School Climate*: The school provides a caring, encouraging environment.
- *Caring Neighborhood*: The young person experiences caring neighbors.
- *Parent Involvement in Schooling*: Parent(s) are actively involved in helping the young person succeed in school.
- *Community Values Youth*: The young person perceives that adults in the community value youth.
- *Youth as Resources*: Young people are given useful roles in the community.
- *Safety*: The young person feels safe at home, at school, and in the neighborhood.
- *Creative Activities*: The young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- *Youth Programs*: The young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.

ANNEX



GLOSSARY



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ANNEX 3

ANNEX 3: GLOSSARY

USAID WASHINGTON: Refers to USAID's Washington office.

USAID MISSION: Refers to a USAID field mission or "USAID body of persons sent to perform a service in a cooperating country."¹⁵

SCHOOL COMMUNITY: The territorial grouping of villages and neighborhoods, and the people, organizations, and institutions therein, that constitute the catchment area for a primary or secondary school.

RISK: The possibility that something harmful or undesirable may happen.¹⁶ Risk can also be understood as probability (likelihood) × impact (severity).¹⁷ For the purposes of the RERA Toolkit, risk means a risk of harm to people, infrastructure, systems, institutions, the natural environment, and livelihoods due to conflict, disaster, gangs, health emergencies, etc.

CONTEXTUAL RISK: Contextual risk encompasses conflict, natural hazards, state fragility, political instability, gang violence, health emergencies, and food insecurity.¹⁸

PROGRAMMATIC RISK: The risk that an intervention does not achieve stated objectives or causes inadvertent harm. Programmatic risks relate to weaknesses in program design and implementation, failures in donor coordination, and dysfunctional relationships between development agencies and their Implementing Partners.¹⁹

INSTITUTIONAL RISK: Refers to possible consequences for the agency or Implementing Partner and its staff. These include management failures and fiduciary losses, exposure of staff to security risks, and reputational and political damage to the donor agency.²⁰

FIDUCIARY RISK: The danger that funds allocated from the agency's budget (1) may not be controlled properly, (2) may be used for purposes other than those intended, and/or (3) may produce inefficient or uneconomic programmatic results.²¹

RESILIENCE: The ability of people, households, communities, countries, and systems to mitigate, adapt to, and recover from shocks and stresses in a manner that reduces chronic vulnerability and facilitates inclusive growth.²²

15 USAID Automated Directives System (ADS), Chapter 310.

16 USAID/John Snow. 2010. *Developing a Risk Management Plan*. Boston, MA: John Snow. p. 1. <https://www.usaid.gov/sites/default/files/documents/1864/Developing-a-Risk-Management-Plan.pdf>.

17 This definition is widely used particularly to guide the grading or ranking of risk in a risk matrix. For one example, see: USAID. 2014. *Public Financial Management Risk Assessment Framework*. Washington, DC: USAID. p. 18. <https://www.usaid.gov/sites/default/files/documents/1868/220mae.pdf>.

18 Adapted from OECD. 2014. *Development Assistance and Approaches to Risk in Fragile and Conflict Affected States*. Paris: OECD. p. 20. <https://www.oecd.org/dac/conflict-fragility-resilience/docs/2014-10-30%20Approaches%20to%20Risk%20FINAL.pdf>. For more information on risk terminology, see: Risk Management: Internal USAID Literature Review, December 2011, available at http://pdf.usaid.gov/pdf_docs/pnadm058.pdf.

19 Adapted from OECD. 2014. *Development Assistance and Approaches to Risk in Fragile and Conflict Affected States*. Paris: OECD. p. 20.

20 OECD. 2014. *Development Assistance and Approaches to Risk in Fragile and Conflict Affected States*. Paris: OECD. p. 20.

21 USAID. 2014. *Public Financial Management Risk Assessment Framework*. Washington, DC: USAID. p. 3. <https://www.usaid.gov/sites/default/files/documents/1868/220mae.pdf>.

22 *Building Resilience to Recurrent Crisis*, USAID Policy and Program Guidance, 2012, p. 5. https://www.usaid.gov/sites/default/files/documents/1866/Policy%20%26%20Program%20Guidance%20-%20Building%20Resilience%20to%20Recurrent%20Crisis_Dec%202012.pdf.

ASSET: Anything that improves the quality of life, including physical structures, human capacities, social organizations and relationships, public institutions and services, private companies, economic resources, natural resources, etc.²³

EXPOSURE: The location of people, infrastructure, housing, buildings, and other tangible human assets that can be impacted by a hazard, violence, or conflict.²⁴ (There is no risk if there is no physical exposure.)

NATURAL HAZARD: A process or phenomenon that may cause loss of life, injury or other health impacts, property damage, social and economic disruption, or environmental degradation. Natural hazards include biological, environmental, geological, hydrometeorological, and technological processes and phenomena. Hazards can include latent conditions that may represent future threats and can have different origins.²⁵

DISASTER: A serious disruption of the functioning of a community or a society involving widespread human, material, economic, or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.²⁶

DISASTER RISK REDUCTION: Disaster risk reduction (DRR) is the prevention or reduction of damage, harm, and loss caused by natural hazards,²⁷ It targets the national, subnational, and—in particular—the community level, where people often face the impacts of hazards and know best how to prevent or reduce those impacts. DRR actions are carried out by both humanitarian and development programming.

CONFLICT SENSITIVITY: The capacity of organizations and individuals to understand their operating context (particularly conflict and intergroup relations); recognize the two-way interaction between their interventions, behaviors, and the context (particularly conflict dynamics and inter-group relations); and act upon this understanding to avoid negative impacts (“do no harm”) and maximize positive impacts on conflict dynamics.²⁸

SOCIAL COHESION: The state of a society or community to collaborate toward common goals, including to promote the well-being of all members, reduce exclusion and marginalization, create a sense of belonging, promote trust and positive social bonds, and foster opportunity and social mobility.²⁹

23 Adapted from UCLA Center for Health Policy Research. *Section 1: Asset Mapping*. http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba20.pdf.

24 Adapted from UN International Strategy for Disaster Reduction, <https://www.unisdr.org/we/inform/terminology>.

25 Adapted from UN International Strategy for Disaster Reduction (<https://www.unisdr.org/we/inform/terminology>) and as set out in the Sendai Framework (http://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf).

26 UNISDR. UNISDR Terminology on disaster risk reduction Geneva, Switzerland: United Nations; 2009 [Available from <http://www.unisdr.org/we/inform/terminology>.]

27 Adapted from USAID Disaster Risk Reduction: Building Resilience and Investing for a Safer Tomorrow, USAID. https://scms.usaid.gov/sites/default/files/documents/1866/01.12.15_DRRBrochure_Printable.pdf and UN International Strategy for Disaster Reduction, <http://www.unisdr.org/who-we-are/what-is-dr>.

28 *Conflict-sensitive approaches to development, humanitarian assistance and peace building: tools for peace and conflict impact assessment*, Conflict Sensitivity Consortium (www.ConflictSensitivity.org).

29 Adapted from OECD (2011), *Perspectives on Global Development 2012: Social Cohesion in a Shifting World*, OECD Publishing, http://dx.doi.org/10.1787/persp_glob_dev-2012-en

PEACEBUILDING: The process of sustainably reducing the causes of conflict, including developing capacities at all levels in conflict mitigation and management and social cohesion.³⁰ Peacebuilding is multidimensional (including political, security, social, and economic dimensions); occurs at all levels in a society (e.g., national, community, and interpersonal levels); and involves governments, civil society, and international partners.³¹ Whereas conflict sensitivity can be viewed as the “minimum standard” for development and humanitarian interventions, peacebuilding represents a more explicit effort to address the root causes of conflict and violence.

RAPID EDUCATION NEEDS ASSESSMENT: A rapid education needs assessment offers a snapshot of priority education-related needs (relating to the impact of crisis and conflict) in an emergency or crisis situation. It provides a preliminary understanding of the situation, and can identify issues and information needs that can be addressed by a more comprehensive education analysis.³² Rapid assessments can often be conducted through a data and information mapping and analysis process at the national level, taking from four days to six weeks.³³

CONFLICT ANALYSIS: A situation analysis methodology that examines the causes, stakeholders, dynamics (what divides and brings together people, or sources of grievance³⁴ and resilience), and trends of a conflict, and identifies capacities for social cohesion and peacebuilding. It is the essential basis for conflict sensitivity of all humanitarian, development, and peacebuilding programming.³⁵

DISASTER RISK ANALYSIS: A situation analysis methodology that analyzes natural hazards, underlying vulnerabilities, exposure, and risk reduction capacities, and determines levels of risk.³⁶ It informs preparedness and disaster risk reduction programs.

RESILIENCE ANALYSIS: A situation analysis methodology that investigates the resilience of individuals, communities, and institutions, and examines both risks and assets.

30 Adapted from John Paul Lederach. 1997. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, D.C.: U.S. Institute of Peace Press.

31 Adapted from: UNICEF (2012). *Technical Note on Conflict Sensitivity and Peacebuilding*, UNICEF. <http://www.unicef-emergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>

32 Adapted from Global Education Cluster. (2010). *The Short Guide to Rapid Joint Education Needs Assessments*. Geneva: Education Cluster Unit/Save the Children.

33 Bamberger, M., Rugh, J., & Mabry, L. (2012). *RealWorld Evaluation: Working under Budget, Time, Data, and Political Constraints*. Thousand Oaks, CA: Sage Publications.

34 USAID has identified at least five patterns that give rise to grievances: elitism, exclusion, chronic capacity deficits, transitional moments, and—as an “exacerbating factor”—corruption. For more explanation, see USAID. (2012). *Conflict Assessment Framework 2.0*. Washington, DC: USAID, p. 26.

35 For more information, see Conflict Sensitivity Consortium's *How to Guide to Conflict Sensitivity: Conflict Analysis*, https://www.safer-world.org.uk/downloads/pubdocs/CSC_HowToGuide_CS_WEB.pdf and UNICEF Technical Note on Conflict Sensitivity and Peacebuilding, and USAID's Conflict Assessment Framework 2.0.

36 There are also vulnerability and risk assessments, and vulnerability and capacity assessments.



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