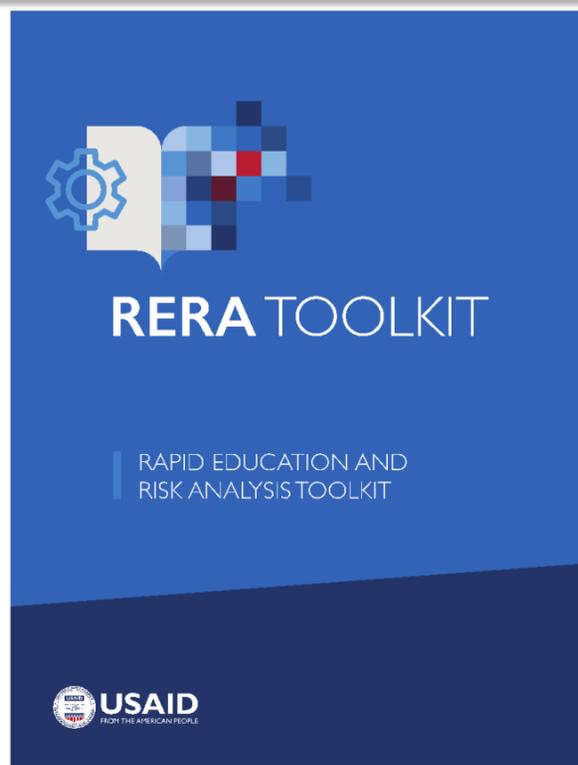




RAPID EDUCATION AND RISK ANALYSIS TOOLKIT



Tracy Cordner and Ashley
Henderson

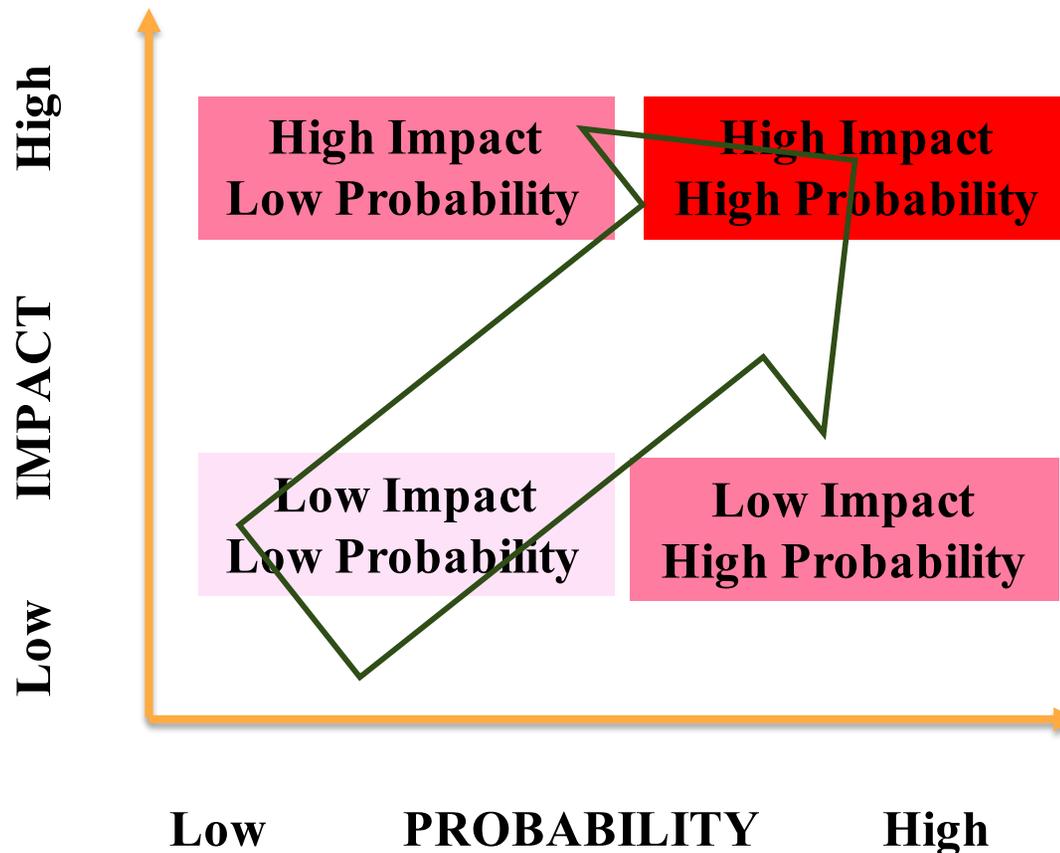
Essentials for Education in Crisis
and Conflict

Tegucigalpa, Honduras

April 9, 2018

RISK

Risk Definition: The possibility of something harmful or undesirable will happen.



RERA CONCEPTUAL FRAMEWORK





WHAT IS A RERA?



Rapid, “good enough” **situation analysis**

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

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

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

Highly adaptable to purpose and context



WHY RERA?



Rapid, flexible feedback loop for volatile contexts

Quality, effective sustainable education programming

Conflict sensitivity - Do no harm!

Safeguard education investments



WHO IS INVOLVED IN A RERA



Who procures it?

USAID (or other agency)

Who implements it?

USAID Implementing Partners

Who are key stakeholders?

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

Who is the audience for the RERA Final Report?

USAID and other USG staff

- USAID Implementing Partners
- National partners (MoE, LNGOs, etc.)
- International partners (UN, World Bank, INGOs, etc.)

WHEN TO DO A RERA

CDCS Level

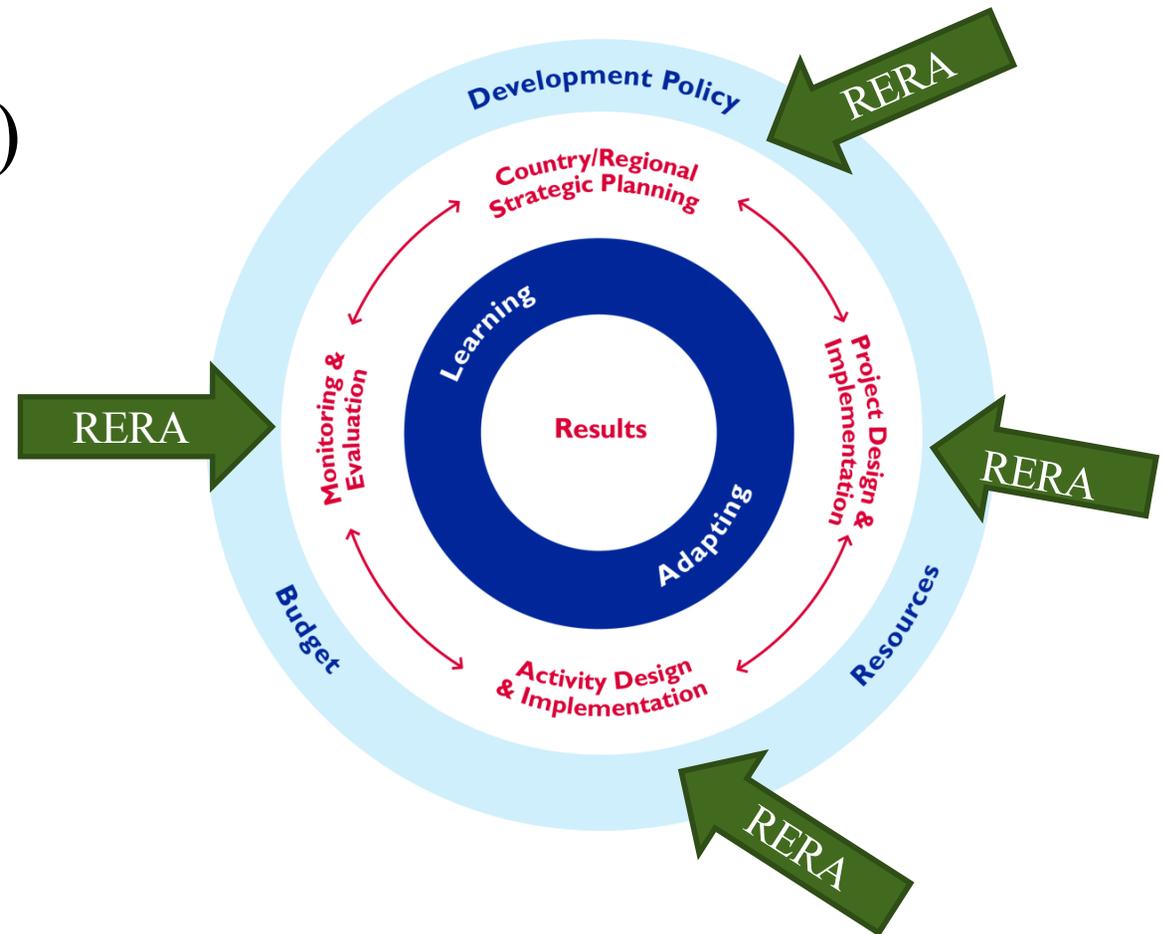
- Pre-design (CDCS)

Project Level

- PAD development

Activity Level

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





WHERE TO DO A RERA?



Any development setting

Any conflict- or crisis-affected setting

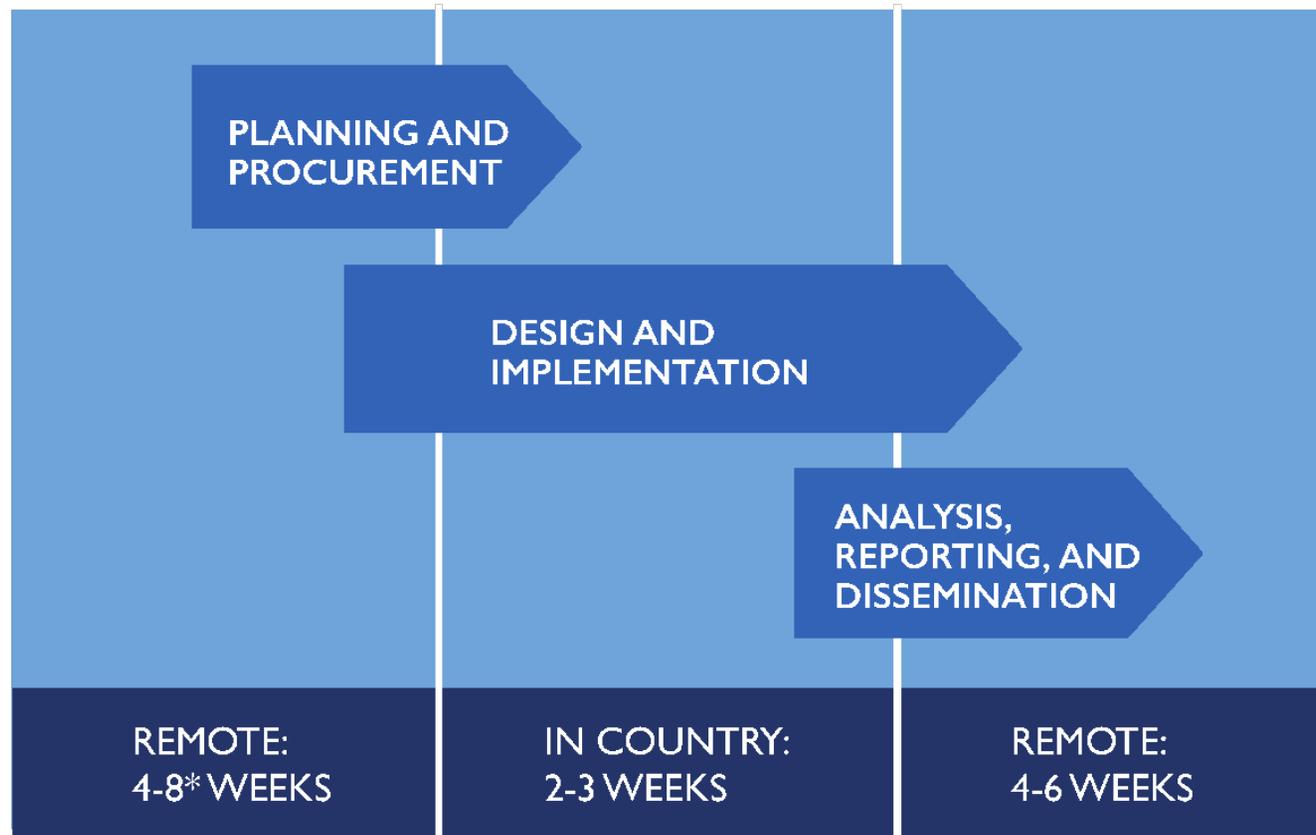
Ongoing, chronic crisis

Any development setting

RERAs have been conducted in:

- Mali (2)
- Afghanistan
- El Salvador
- South Sudan
- Liberia (in process)
- Nicaragua (in process)

RERA PHASES



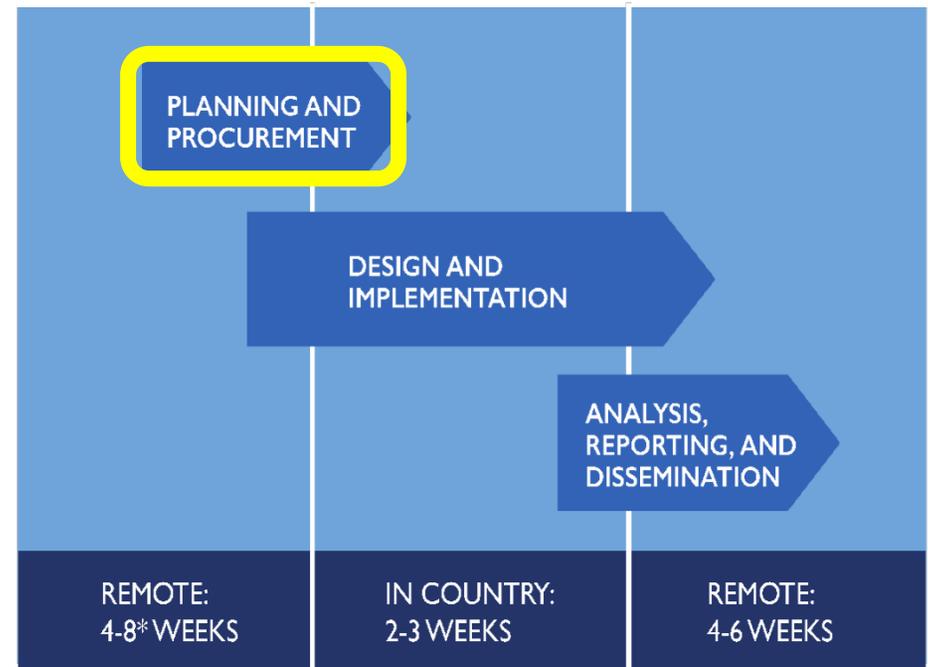
**Timelines may vary depending on parameters, particularly for RERA Team recruitment.*



PHASE I: PLANNING & PROCUREMENT

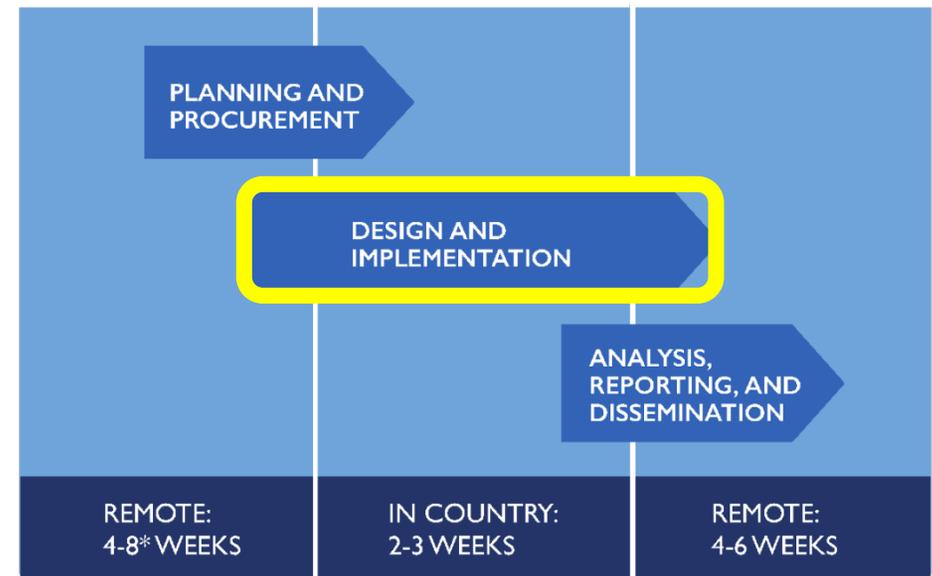


1. Develop a Scope of Work to procure a RERA
1. Recruit the RERA Team
1. Conduct a conflict sensitivity self-assessment
1. Set RERA parameters
1. Develop the RERA design plan
1. Agree on RERA Final Report outline
1. Engage key stakeholders



PHASE 2: DESIGN & IMPLEMENTATION

1. Select desk review research questions and undertake steps for IRB approval or exemption
1. Identify data sources, informants, and key stakeholders
1. Conduct the desk review
1. Plan primary data collection
2. Decide on and adapt questions for primary data collection
1. Decide on the school community sample for primary data collection
1. Prepare for fieldwork and collect primary data

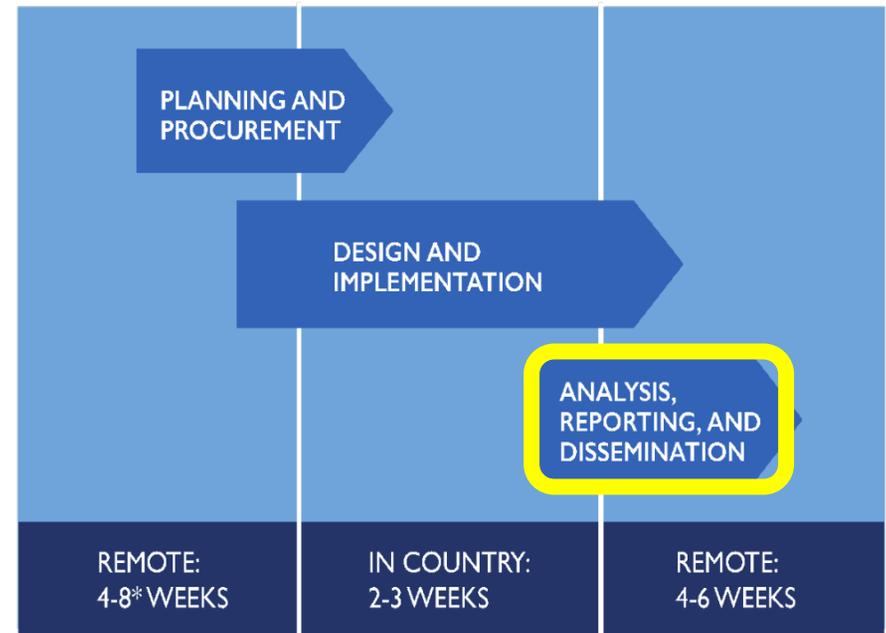




PHASE 3: ANALYSIS, REPORTING, DISSEMINATION



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





RERA TOOLS



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

RERA TEAM

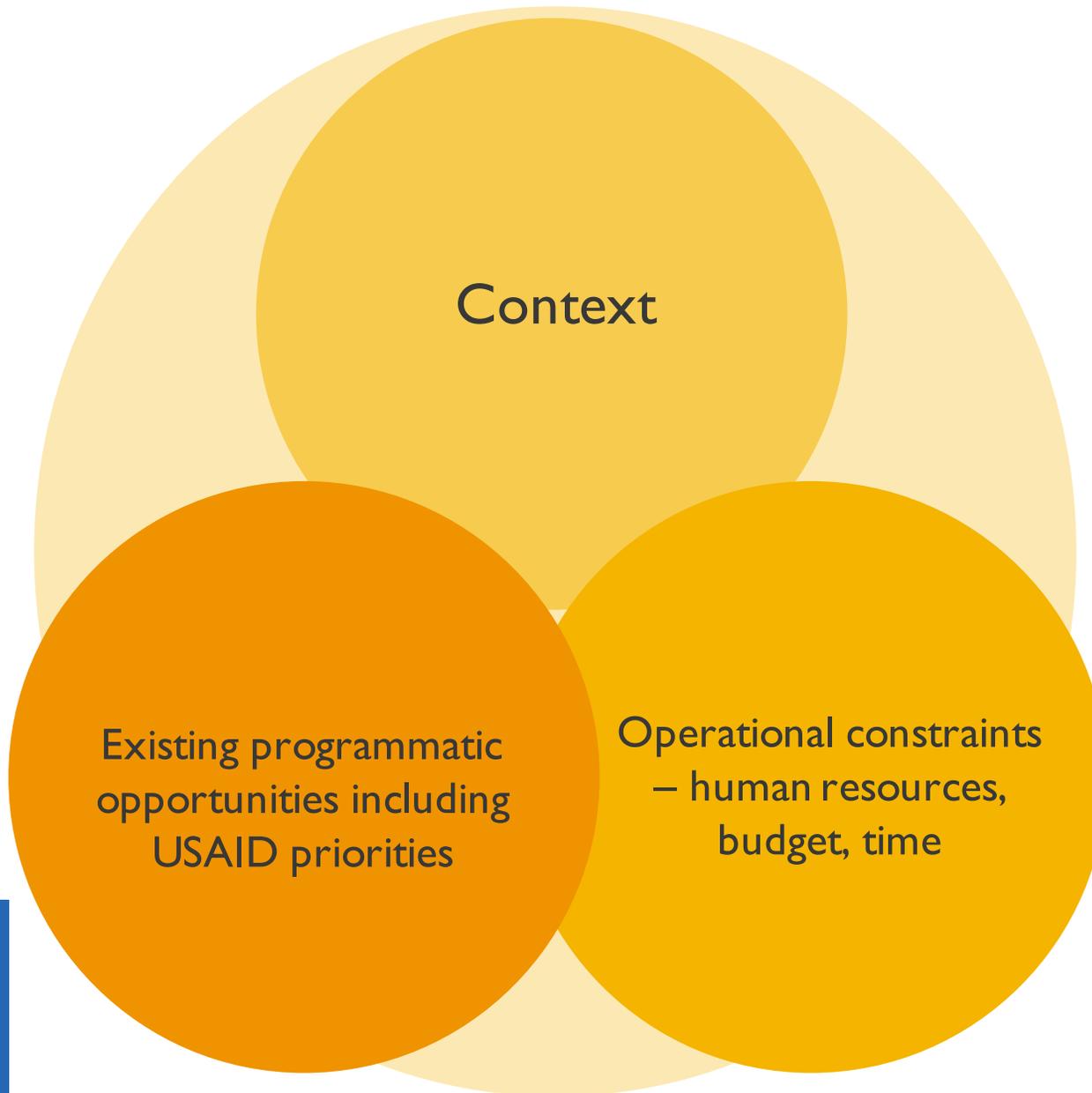
- RERA investigates **education** and **risk**.
 - At minimum, you need one expert in each.
- RERA team usually consists of 3-5 consultants
 - Team lead
 - Local consultants
 - Experts
 - Sector/thematic
 - Functional

TOOL 2
Sample RERA
Consultant Terms of
Reference

35



Setting RERA Parameters





RERA Design Plan



RERA Purpose
Background
Methodology and Limitations
Work Plan
Data Collection Plan
Data Analysis Plan
Final Report

TOOL 5
RERA Design
Plan Template

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RERA DESK REVIEW





SELECTING DESK REVIEW QUESTIONS



Select and adapt questions from **Tool 8**



- **Align** with RERA purpose, context
- **Collaborate** with USAID Mission, MoE, partners
- **Macro** questions and **sub-questions**

* **Broad**, *country context, multidimensional perspective*

Refine as desk review progresses



SCHOOL COMMUNITY REVIEW SCORING RUBRIC



TOOL 9
School Community
Review Scoring
Rubric

73

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 punish- ment (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.				



SCHOOL COMMUNITY SCORING RUBRIC



Tool accompanies **desk review**

Prioritizes contextual risks within given geographic area(s)

RERA Team **scores risk categories** as low, medium, high

Helps **define primary data collection** sample, focus group questions

School communities receiving **high risk scores** should be considered for inclusion in primary data sample



ACTIVITY: SCHOOL COMMUNITY FIELDWORK TOOL

TOOL 10

School
Community
Fieldwork Tool

81

1. Read the questions related to Internal Threat: Gang Violence.
2. Identify the questions relevant to your environment. Are there any questions you would add?
3. Select 3 questions and contextualize them to your community.
4. How would the answers to these questions inform activity implementation?



DATA COLLECTION: Key Steps



- Select questions (Tool 10)
- Adapt and contextualize questions
- Train field team
- Pilot questions and protocol
- Develop or modify database
- Conduct advance site planning and scheduling
- Collect data
- Debrief daily



PREPARING FOR DATA COLLECTION



- Defining data collection team:
 - Conflict sensitivity
 - Experience
 - Skillsets
- Ethical Considerations:
 - Informed consent
 - IRB considerations



FIELD TEAM TRAINING



- One-day training provides:
 - Overview of the RERA purpose
 - Primary research questions
 - Methodology
 - Research ethics
 - Coding
 - Simulated focus groups and key informant interviews.
- Field Pilot
 - field team conducts interviews and/or focus groups with as similar a demographic as possible





PLANNING YOUR SITE VISIT



- Collaborative, advance site planning is vital!
 - In-person scouting visit
 - Foster a clear understanding of the RERA purpose
 - Consider including local government representatives
 - Identify referral pathways
 - Define safety and security protocols
 - Discuss informed consent and supervisory approval



DATA COLLECTION METHODS



Key Informant Interviews (KIIs)

- One on one, in-depth
- Appropriate for experts or sensitive topics
- KIIs should be diverse and representative of different stakeholder groups

Focus Group Discussions (FGDs)

- Ideally groups of 6-8 people
- Structure should be sensitive to ethnic or gender concerns



DAILY DEBRIEFS





DATA ANALYSIS: REFLEXIVE RESEARCH



The Daily Team Meeting:

What it is...

Emerging themes and variations

Challenges with questions

Recommended new questions/topics

Identifying potential biases

What it is *not*...

Consensus building

Test of validity and reliability





DATA ANALYSIS: IDENTIFYING FINDINGS



Question: What is the difference between a finding and a conclusion?

FINDING

- Fact-based
- Direct report of data
- Does not include an interpretation

CONCLUSION

- Developed from findings
- Interpretation of findings
- Typically bigger picture items

RQ1: How does the education sector relate to the country's broader political, economic, social, security, and environmental situation?

Conclusion: There are political competitions over the type of educational reforms should be put in place and a lot of disagreement. There is a mismatch between the curriculum and the student needs that may be related to a large portion of unemployed youth. A decrease in access to education may be contributing to violence in local areas.

Supporting Findings:

- Documentation of national policy on education includes 10 significant changes in policy approach to education at the national level
- Variance in policies at state level. 5 states have required schools to implement safety policies. 8 are without such a policy.
- Of 15 MOE representatives interviewed, not one agreed upon the primary purpose of education in their country
- 80% of education resources going towards teacher training in information technology
- 75% of current employment needs in agriculture
- Key informants unanimously reported a link between a lack of access to school and participation in violence.
- Crime data show that crime rates are highest in areas with lower number of schools per capita than those with higher numbers of schools per capita



Headline Conclusions

Example: El Salvador

Safety

- Students in all schools judiciously adapt their behavior to be safe.
- Schools located on the “front lines” of gang territorial confrontation witnessed more insecurity than those located well within a particular gang’s territory.
- Some gang members—particularly those who are also parents in the school communities—want schools to function.



ACTIVITY: HEADLINE CONCLUSIONS



What are the qualities of a good **headline conclusion**?



HEADLINE CONCLUSIONS



Simple, short, declarative sentences

Rooted in data/findings

Resonate with wider audience

Limited in number and prioritized

Accessible by busy readers



RECOMMENDATIONS



Specific

Concrete

Actionable



RERA FINAL REPORT: Content



- Not a “data dump”
- Around 25 pages, excluding annexes (data)
- A true executive summary (2-4 pages)
- Explain methodology, challenges, limitations
- Tell the story for busy people



RERA FINAL REPORT: Process



- Confirm Final Report expectations with USAID Mission
 - Validate preliminary conclusions and recommendations:
 - with MoE
 - partners and stakeholders
 - USAID Mission

- Hold end-of-fieldwork debrief with the USAID Mission

- Participate in VTC with USAID Mission and Washington

- Finalize Final Report remotely



RERA FINAL REPORT: Dissemination Plan



- Include webinars and powerpoints summarizing findings, conclusions and recommendations
- In-country outbrief
- Link to broader RERA work on ECCN
- **A SUCCESSFUL RERA REVERBERATES!**

