

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>).