



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

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

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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 Chapter 109 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. Details about field research ethics are provided in Annex 1, along with some sample language that can be used in IRB applications. ✓

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. 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-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>	<ul style="list-style-type: none"> 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
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>	<ul style="list-style-type: none"> 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
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>	<ul style="list-style-type: none"> 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



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>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>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>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 PROCEDURES¹⁰



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.

¹⁰ For more detailed information on ethics, see Annex I.



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.¹¹ 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 should be systematically recorded as these reflections often form the basis for the final report. Analysis and report

¹¹ A similar methodology has been used with good success in other rapid qualitative research in fragile contexts. See especially Chap-



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%

man, 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.



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.¹²

	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

¹² 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 _____