

TOOL



## RERA PARAMETERS CHECKLIST

### AT A GLANCE

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

### TEMPLATES INCLUDED

- RERA Parameters Checklist

### HOW TO USE THIS TOOL

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

# TOOL 4: RERA PARAMETERS CHECKLIST

Question	Yes	No	Maybe	Why or why not?
<b>How will the RERA be implemented?</b>				
One-time exercise				
Rolling exercise (within activity)				
Rolling exercise (separate)				
<b>What generally known risks will be addressed by the RERA?</b>				
Conflict				
Natural hazards <sup>4</sup>				
Violence, crime, gangs				
Health epidemics				
Food insecurity/famine				
<b>Which education levels will the RERA address?</b>				
Primary education <sup>5</sup>				
Secondary education				
Higher education				
<b>Which education type will the RERA address?</b>				
Formal education system				
Nonformal education system				
Technical/vocational education				
<b>Will the RERA take into account education provided by:</b>				
Government public agencies				
Private organizations				
Faith-based groups				
Community groups				
Parallel education system (e.g., that which is delivered in separatist regions)				
Other (e.g., World Bank, Global Partnership for Education, UNHCR, INGO, or LNGO)				
Do these categories overlap?				How? (Example: 90% of community-based schools are also faith-based institutions.)

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

5 The Early Childhood Development and Education level is not a priority of USAID under the current strategy.

TOOL 4: RERA PARAMETERS CHECKLIST

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