



RERA RESEARCH QUESTIONS

AT A GLANCE

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

TEMPLATES INCLUDED

- RERA Research Questions matrix

HOW TO USE THIS TOOL

- Download, adapt, and complete.

TOOL 8: RERA RESEARCH QUESTIONS

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

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

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

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

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

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



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<p>What are the causes, characteristics, and consequences of the main contextual risks? How do they influence each other?</p>	<p>What are the main risks in the country? For example, has the country been affected by conflict, natural hazards, organized crime and gang violence, political instability, or famine?</p>		Crosscutting		All-I	<p>In your opinion, what are the most important challenges or risks to education and the school community (students, teachers, etc.)?</p>
	<p>Where are the main risks happening, and who is most affected?</p>		Crosscutting		All-9	<p>What sorts of risks or safety issues exist in the country, and which government institutions (if any) help mitigate these risks?</p>
	<p>Has the country or region undergone crises in its recent history or during past periods in its history (e.g., colonization) that continue to shape attitudes?</p>		Crosscutting		All-12	<p>What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?</p>
	<p>Is there displacement in the country? If so, what kind? Who is most affected?</p>		Crosscutting		All-12	<p>What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?</p>
					All-I	<p>In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?</p>



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	Conflict: What are the causes of conflict?		Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?	
					All-3	What do you think brings the community together peacefully?	
			E. External risk: Armed conflict		E.3	What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?	
					F.3	What do students and teachers do to stay safe from extremist groups on the route to school?	
	What are the main sources of division (grievance) and cohesion/cooperation (resilience)?			Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?
	Who are the main actors involved in the conflict?			Crosscutting		All-1	In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?
						All-2	In your opinion, what is driving division and conflict in your community?
						E.1	How does the conflict threaten students and teachers on the route to/from school?
						E.2	Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?
						F.1	What sorts of threats from extremist or ideological groups do students and teachers face on the route to and from school or within the school itself?
F.2						What is the reason that safety risks might change from day to day?	



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	What are the current and future (five-year outlook) conflict trends and triggers?		Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?
	Hazards: What is the main hazard profile of the country? What are and where are the highest disaster risks in the country?		H. Environmental risk: earthquake		H.1	Has the school been affected by earthquakes in the past?
			I. Environmental risk: flood		I.1	Has the school been affected by floods in the past?
			J. Environmental risk: landslide and mudslide		J.1	Has the school been affected by a landslide or mudslide?
			Crosscutting		All-6	How do violence and conflict influence the school's natural disaster preparedness efforts?
	Who is most vulnerable to disaster impacts?		H. Environmental risk: earthquake		H.1	Has the school been affected by earthquakes in the past?
			I. Environmental risk: flood		I.1	Has the school been affected by floods in the past?
			J. Environmental risk: landslide and mudslide		J.1	Has the school been affected by a landslide or mudslide?
			Crosscutting		All-6	How do violence and conflict influence the school's natural disaster preparedness efforts?
	Gang/criminal violence: What are causes of gang/criminal violence?		Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?



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	Gang/criminal violence: What are the trends and dynamics the dynamics of organized crime and/or gang violence related to schools?		B. Internal risk: Gang violence		B.1	How do gangs influence the environment inside the school (violence/fear)? Who is targeted for recruitment or at risk of being a victim?
			D. External risk: Gang violence		D.1	What sorts of threats from gangs do students and teachers face on the route to and from school? Who is targeted for recruitment or at risk of being a victim?
				D.2	Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day?	
			G. External risk: Incidental violence		G.1	What sorts of threats of incidental violence are students and teachers faced with when trying to get to and from school or within the school itself?
		G.2		Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day?		
	Health epidemics: What are the risks of a major outbreak of an epidemic?		K. Environmental risk: health and epidemics		K.1	Has the school been affected by a health emergency or epidemic in the past?
	Food/nutrition insecurity: What are the main food/nutrition risks?		L. Environment risk: malnutrition and famine		L.1	Has the school community been affected by food insecurity, malnutrition, or famine?
	Political: How stable are governing institutions? To what degree have they been able to mitigate risks?		Crosscutting		All-9	What sorts of risks or safety issues exist in the country, and which government institutions (if any) help mitigate these risks?
All risks: Who is most affected? Why? Where? How are women and girls affected differently?		Crosscutting		All-12	What are the main demographic groups in the country? What are some of the inequality-related issues among these groups (including women and displaced people)?	



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What is the two-way interaction between contextual risks and the education sector, particularly at the school and community levels?	What is the past history of the education sector, including previous reform initiatives? How does this history influence current stakeholder perceptions?					Best answered with document review
	What are the schools' current enrollment levels (basic, primary, post-primary, secondary)?					Best answered with document review
	Who is attending schools and who is not? Who are the groups of children or youth most likely to not attend school? Why?		Crosscutting		All-7	What are the main reasons students drop out or are excluded from education?
	In what ways does corruption and rent seeking affect the sector?		Crosscutting		All-5	What support is needed from the Ministry of Education?
	What are the most relevant national policies and systems that influence equitable access to quality education? To safe learning environments?		Crosscutting		All-5	What support is needed from the Ministry of Education?
	What were the supply and demand characteristics of the education system? How have these changed in recent years?		Crosscutting		All-7	What are the main reasons students drop out or are excluded from education?
	What are the most important equity and access issues in terms of the education sector?		Crosscutting		All-5	What support is needed from the Ministry of Education?



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	What is the impact of risks on out-of-school children? Why do learners drop out? What are the main barriers to access?		Crosscutting		All-7	What are the main reasons students drop out or are excluded from education?
	What are the infrastructure, learning material, and information needs?		C. Internal risk: negative school climate		C.2	Generally speaking, how do you feel about your school?
			H. Environmental risk: earthquake		C.3	What kinds of resources and materials do you have here at the school, and are they sufficient?
			I. Environmental risk: flood		H.3	Is the school building constructed according to earthquake-resilient standards?
			J. Environmental risk: landslide / mudslide		I.3	Is the school building constructed according to flood-resilient standards?
	What kinds of teachers are needed and where? What support do they need, particularly to manage risks and risk impact on learners?		C. Internal risk: Negative school climate		J.3	Is the building constructed according to landslide-resilient standards or in a landslide-resilient manner?
			C. Internal risk: Negative school climate		C.1	How are the teachers in the school? Are they sufficiently supportive and supported?
			C. Internal risk: Negative school climate		C.3	What kinds of resources and materials do you have here at the school, and are they sufficient?
			Crosscutting		All-5	What support is needed from the Ministry of Education?



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	What kind of social or emotional learning or psychosocial support is provided to schools, learners, and teachers?		M. Crosscutting risk: Trauma related to SRGBV		M.1	What types of trauma are students experiencing, in your opinion?
				M.2	What is the school doing to help students deal with trauma?	
			N. Crosscutting: Trauma (related to conflict, disasters)	N.1	Are trauma and emotional problems experienced by most students, some students, or only a few students?	
				N.2	What, if anything, is being done to try to help students dealing with trauma as a result of these threats?	
		N.3	How does trauma impact student well-being and learning within the school setting?			
	What has been the impact of education on conflict (policies, curriculum, materials, school management, teaching, practice, access by identity groups)?		Crosscutting		All-4	In your opinion, what are the most important things school communities are doing to improve safety and keep children and youth in school?
	What has been the impact of conflict on education (policies, systems, schools, staff, learners, and communities)?		Crosscutting	All-3	What do you think brings the community together peacefully?	
				All-4	In your opinion, what are the most important things school communities are doing to improve safety and keep children/youth in school?	



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	Where has education been impacted by conflict?		Crosscutting		All-I	In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?		
					All-2	In your opinion, what is driving division and conflict in your community?		
			E.1		How does the conflict threaten students and teachers on the route to and from school?			
			E.2		Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?			
			E. External risk: Armed conflict		F. External risk: Education under attack		F.1	What sorts of threats from extremist or ideological groups do students and teachers face on the route to and from school or within the school itself?
							F.2	What is the reason that safety risks might change from day to day?



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	Who was affected by conflict?		Crosscutting		All-1	In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?
					All-2	In your opinion, what is driving division and conflict in your community?
			E. External risk: Armed conflict		E.1	How does the conflict threaten students and teachers on the route to and from school?
					E.2	Are there certain times of day or year that the risks are more significant or less significant? What is the reason that safety risks might change from day to day? Is there any way that students and teachers can know about the risks in their area on a regular basis?
			F. External risk: Education under attack		F.1	What sorts of threats from extremist or ideological groups do students and teachers face on the route to and from school or within the school itself?
					F.2	What is the reason that safety risks might change from day to day?
	Are there ongoing tensions between identity groups that are being or could be exacerbated by education policies, systems, or programs? Are there ways they could be reduced by education policies, systems, or programs? How?		Crosscutting		All-2	In your opinion, what is driving division and conflict in your community?
	Who are the primary beneficiaries of education service delivery? Are particular identity groups included or excluded?		Crosscutting		All-7	What are the main reasons students drop out or are excluded from education?

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	How are schools, learners, and communities exposed to disaster risk?		H. Environmental risk: earthquake		H.2	What is the school doing to keep students and staff safe and continue schooling in the event of an earthquake?
			I. Environmental risk: flood		I.2	What is the school doing to keep children and students safe and to continue school in the event of flooding?
			J. Environmental risk: landslide and mudslide		J.2	What is the school doing to keep staff and students safe and to continue school in the event of a landslide?
			K. Environmental risk: health and epidemics		K.2	Does the school have any safeguards for protecting against or identifying the risk of epidemics before they occur?
			L. Environment risk: malnutrition and famine		L.2	How is the school protecting staff and students against malnutrition and food insecurity?
			Crosscutting		All-6	How do violence and conflict influence the school's natural disaster preparedness efforts?
	What has been the impact of natural hazards on education and on schools, staff, learners, and communities? Where?		H. Environmental risk: earthquake		H.1	Has the school been affected by earthquakes in the past?
			I. Environmental risk: flood		I.1	Has the school been affected by floods in the past?
			J. Environmental risk: landslide and mudslide		J.1	Has the school been affected by a landslide or mudslide?
	What are the barriers to access and how are they affected by various risks?		Crosscutting		All-1	In your opinion what are the most important challenges or risks to education and the school community (students, teachers, etc.)?
					All-7	What are the main reasons students drop out or are excluded from education?



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	What are the most relevant national policies that bear on education and its relationship with the main contextual risks?		Crosscutting		All-5	What support is needed from the Ministry of Education?
What are the resilience factors that positively influence access, safety, and quality of education? How can these factors be strengthened?	What are the sources of cohesion, cooperation, and resilience in education systems, schools, learners, and their communities?		A. Internal Risk: SRGBV		A.3	What is the school doing to reduce the incidence of SRGBV?
			B. Internal risk: Gang violence		B.3	How do students, teachers and staff stay safe and manage the threat of the gangs in schools?
			C. Internal risk: Negative school climate		C.3	What kinds of resources and materials do you have here at the school, and are they sufficient?
			D. External risk: Gang violence		D.3	What do students and teachers do to stay safe from crossfire from gang violence on the route to and from school?
			E. External risk: Armed conflict		E.3	What do students and teachers do to stay safe from crossfire from the conflict on the route to and from school?
			F. External risk: Education under attack		F.3	What do students and teachers do to stay safe from extremist groups on the route to and from school?
			G. External risk: Incidental violence		G.3	What do students and teachers normally do to stay safe from incidental violence on the way to and from school?
			H. Environmental risk: earthquake		H.3	Is the school building constructed according to earthquake-resilient standards?



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			I. Environmental risk: flood		I.3	Is the school building constructed according to flood-resilient standards?
			J. Environmental risk: landslide and mudslide		J.3	Is the building constructed according to landslide-resilient standards or in a landslide-resilient manner?
			K. Environmental risk: health and epidemics		K.3	What kind of preparedness plan or protocol does the school have for responding to the threat of a health epidemic?
			L. Environment risk: malnutrition and famine		L.3	What kind of preparedness plan or protocol does the school have to reduce the risk of malnutrition or food insecurity and respond in a crisis?
			Crosscutting		All-4	In your opinion, what are the most important things school communities are doing to improve safety and keep children and youth in school?
					All-8	To whom do you look in times of difficulty?
	What role are parents playing in supporting or undermining the resilience of learners and the school community?		B. Internal risk: Gang violence		B.2	How are parents supporting students to stay safe and learn?
			Crosscutting		All-4	In your opinion, what are the most important things school communities are doing to improve safety and keep children and youth in school?
What are some key risks and opportunities to consider for more effective USAID strategy and programming?			Crosscutting		All-5	What support is needed from the Ministry of Education? What support is needed from major donors, in particular USAID?
						<i>This item requires analysis of data obtained above and the formulation of questions specific to the local situation.</i>