ECCN's Rapid Education and Risk Analysis Toolkit and Safer Learning Environments Assessment Toolkit

(Pre-Conference Workshop)
April 14 @ 10:00 am - 1:00 pm

Through its Education Strategy, USAID committed to work with partners to increase equitable access to education for learners living in countries affected by conflict and crisis. These contexts are characterized not only by high levels of contextual risk, but multiple types of risk. Achieving results in these challenging environments calls for innovative approaches to the design, management, and evaluation of education programs. A first step in this direction is more flexible, systematic analysis of the context within which education takes place.

ECCN has produced two situation analysis and assessment tools that can be of critical importance to better understanding crisis and conflict-affected contexts, and better adapting education policies and programming. These are the Rapid Education and Risk Analysis (RERA) Toolkit and the Safer Learning Environments (SLE) Assessment Toolkit. The toolkits have distinct, complementary uses, but both utilize the same primary data collection methodology. These toolkits, in particular, pay special attention to the situation of the school community as a system of assets and capabilities that make it a platform for social transformation.
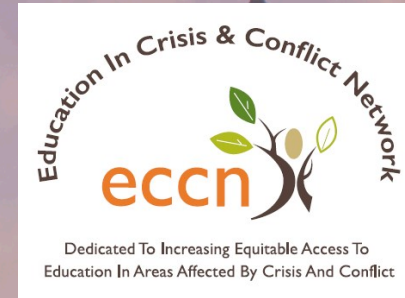
ECCN offers this workshop at CIES as an opportunity to gather together interested researchers and practitioners (who may not otherwise be exposed to these training opportunities and in particular may not often have the opportunity to connect with colleagues from such diverse backgrounds as one can encounter at CIES), in addition to guest participants who have used these toolkits in various contexts, to build their capacity as trainers themselves who may share the toolkits and encourage their organizations to implement one or both of them in their own projects.
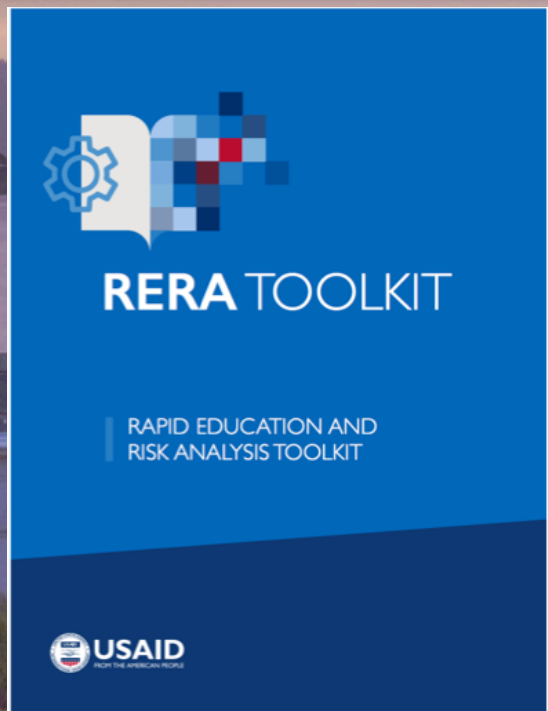
Learning objectives:

1. Articulate the concept and key elements of SLE and RERA conceptual framework
2. Understand and identify the key elements of the SLE Toolkit and RERA Toolkit processes
3. Determine whether an SLE toolkit and/or a RERA should be used, what questions they are best placed to answer, and at what point in the emergency or program cycle they are most appropriate
4. Identify key lessons and promising practices employed by organizations who implemented the SLE toolkit a RERA, some of whom will be in attendance
5. Strengthen desk and field research, analysis and reporting skills
6. Practice linking findings to decisions that are commonly made in the field

Speakers: Gwen Heaner and James Rogan

Resource: Pre-Conference Workshop: Understanding Education in Complex and High Risk Situations

USAID Education Policy

USAID EDUCATION POLICY

November 2018

Workshop Objectives

- Be able to articulate the key elements of the RERA and SLE Assessment toolkits;

- Learn how to identify the differences between the two toolkits and their appropriateness for different purposes

- Be able to use the toolkits appropriately

Agenda

10:00 – 10:10: Welcome (USAID)

10:10 – 10:30: Overview of RERA and SLE Assessment Toolkit

10:30 – 11:30 RERA Deep Dive + Activities

11:30 – 11:45: Break

11:45 – 12:45: SLE Deep Dive + Activity

12:45 – 1:00: Discussion / Final Comments

# WHAT IS DISTINCT ABOUT EDUCATION PROGRAMMING IN CRISIS AND CONFLICT CONTEXTS?

HOW HAVE YOU PREVIOUSLY ASSESSED RISKS IN YOUR EDUCATION PROGRAMS / PROJECTS?

RERA and SLE Assessment Toolkit – What's the difference?

- **Primary research**: Identifies quantitatively and/or qualitatively what are the specific risks and assets to safer learning in **specific program areas,**

- **Diagnostic toolkit** to help inform specific program designs and adaptations.

- **Appropriate for junior** to expert researchers

- **Rapid**: Process can be done within a month

RERA and SLE Assessment Toolkit – What's the difference?

RERA TOOLKIT

RAPID EDUCATION AND
RISK ANALYSIS TOOLKIT

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FROM THE AMERICAN PEOPLE
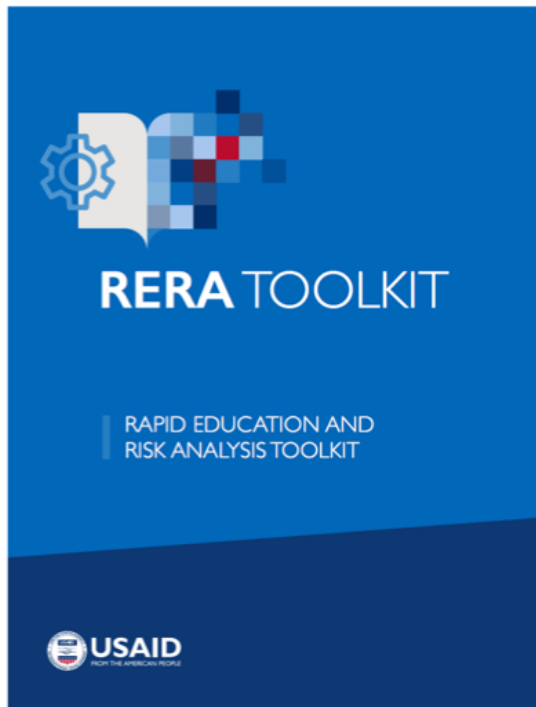
- Situation analysis of education sector, learners, communities as **system** of vulnerabilities, assets, contextual risks

- Explores school community **resilience**

- Requires team **experienced** in education and contextual risk analysis

- Process takes at least 2 months

RERA and SLE Assessment Toolkit – What are the commonalities?

- **Both are highly adaptable** to purpose and context
  - ToolKITS
- RERA utilizes **same primary field research methodology** found in qualitative component of SLE Assessment Toolkit
- Both **conceptualize risks in the school environment** in the same way

RERA ON-LINE

Find the RERA Toolkit here:

https://eccnetwork.net/resources/rapid-education-risk-analysis/

WHAT IS A RERA?

Rapid, "good enough" **situation analysis**

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

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

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

Highly adaptable to purpose and context

RERA CONCEPTUAL FRAMEWORK

Overall situation in country

Key **actors and institutions**

Main risks (causes, dynamics) and their **interaction**

Relationship between **education, risks, power dynamics**

Sources of **vulnerability and resilience**, particularly related to education and school communities

WHY RERA?

Rapid, flexible feedback loop for volatile contexts

Quality programming

Sustainable results

Safeguard **education investments**

Conflict sensitivity

WHEN TO DO A RERA

Country Strategy Level
- Pre-design (USAID CDCS)
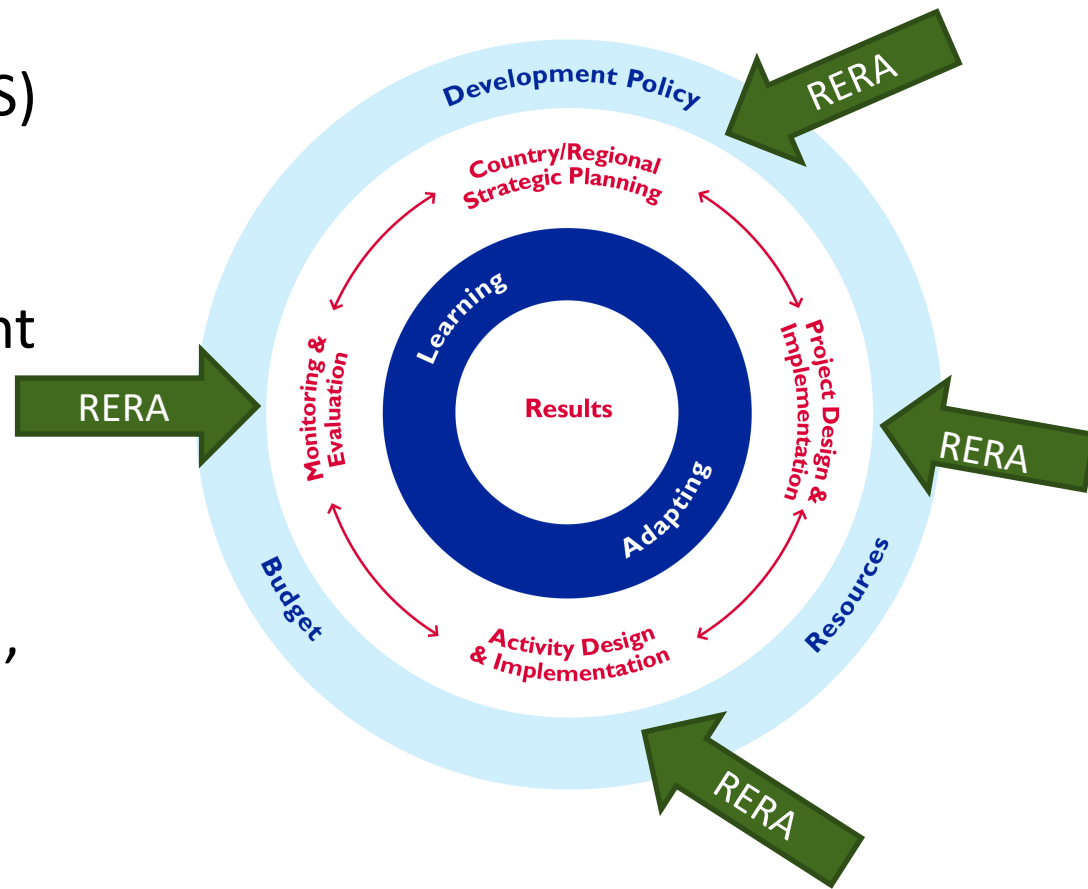
Project Level
- USAID PAD development

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

WHERE TO DO A RERA?

Any **development** setting

Any **conflict- or crisis-affected** setting

Ongoing, chronic crisis

RERAs have been conducted in:

- Mali (2)
- Afghanistan
- El Salvador
- South Sudan

- Liberia
- Bangladesh
- Senegal
- Nicaragua

- DRC
- More planned

HOW TO ADAPT A RERA?

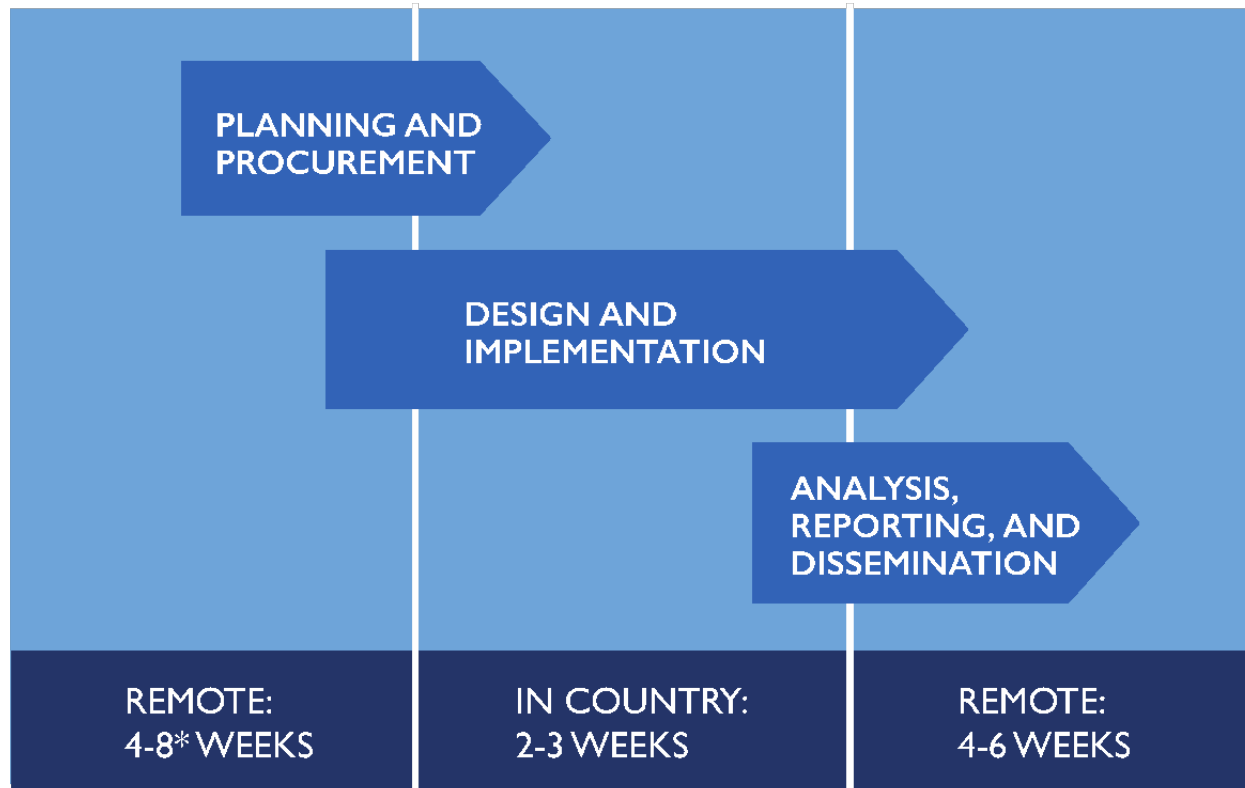Again: A RERA is **fully adaptable** to any context

Adjustable **questions**

Operational factors: **safety, access, budget**

Minimum "footprint": secondary and minimal + remote primary data

Maximum "footprint": secondary and unlimited primary data

RERA PHASES

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

RERA TOOLS

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

How can education worsen the risk of disaster?

Of conflict?

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

What are the causes, characteristics, consequences, and interactions of the main contextual risks in the country?

What is the two-way interaction between contextual risks and the education sector, particularly at the school and community level?

What are the resilience factors that positively influence access to as well as safety and quality of education? How can these factors be strengthened?

What are key risks and opportunities for designing or adapting USAID strategies and programming?

PHASE 1:
PLANNING & PROCUREMENT

1. Develop a Scope of Work to procure a RERA

2. Recruit the RERA Team

3. Conduct a conflict sensitivity self-assessment

4. Set RERA parameters

5. Develop the RERA design plan

6. Agree on RERA Final Report outline

7. Engage key stakeholders
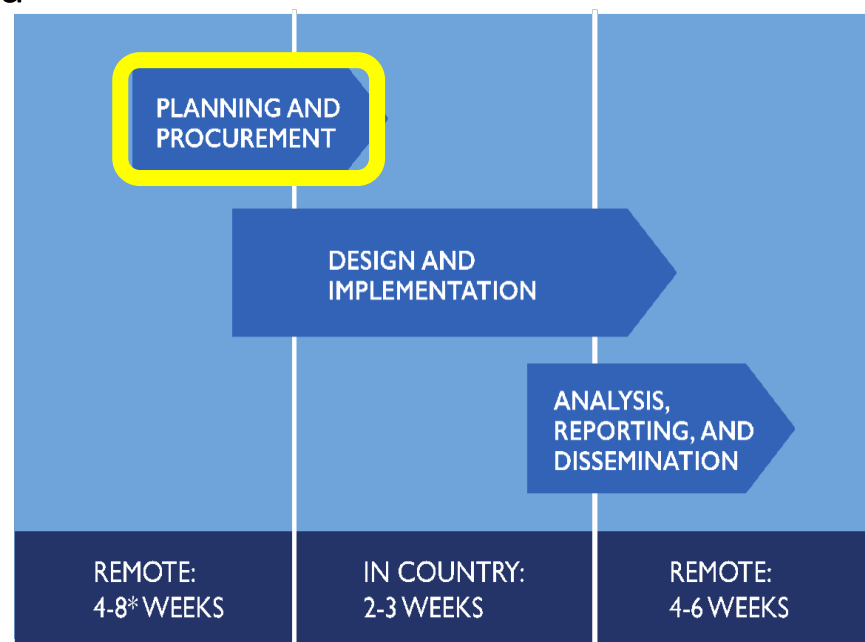
PHASE 1: ACTIVITY

1. Imagine your group is a RERA team in a country.

2. Conduct the RERA team conflict sensitivity self-assessment

3. What did you learn?

15 minutes

TOOL 3
RERA Conflict
Sensitivity
Checklist
39

PHASE 2:
DESIGN & IMPLEMENTATION

1. Select desk review research questions and undertake steps for IRB approval or exemption

2. Identify data sources, informants, and key stakeholders

3. Conduct the desk review

4. Plan primary data collection

5. Decide on and adapt questions for primary data collection

6. Decide on the school community sample for primary data collection

7. Prepare for fieldwork and collect primary data

PLANNING AND PROCUREMENT

DESIGN AND IMPLEMENTATION

ANALYSIS, REPORTING, AND DISSEMINATION

| REMOTE: 4-8* WEEKS | IN COUNTRY: 2-3 WEEKS | REMOTE: 4-6 WEEKS |
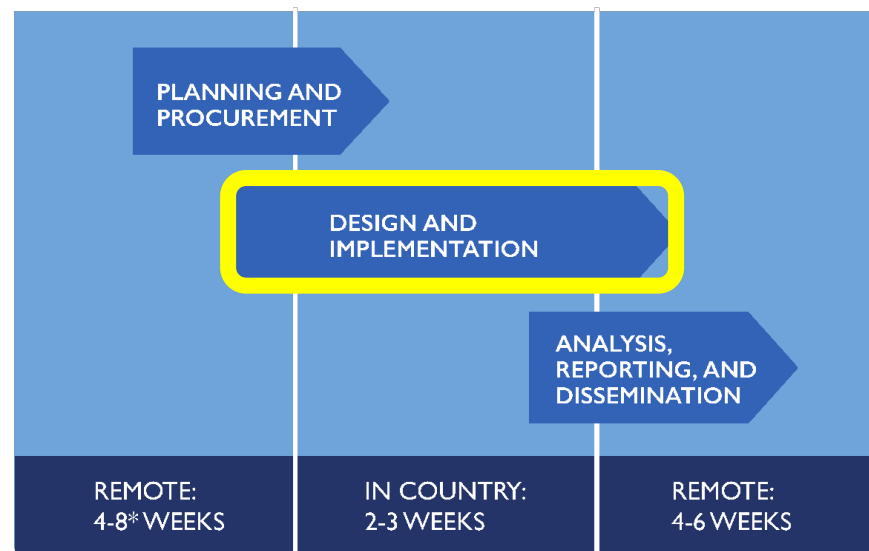
What are some **key stakeholders and partners** that the RERA Team should consult (for secondary sources, interviews, and feedback on preliminary results)?

PHASE 3:
ANALYSIS, REPORTING, DISSEMINATION
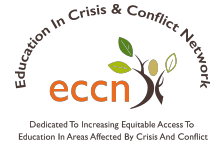
1. Organize and analyze both primary and secondary sources of data to develop findings aligned with the research questions

2. *Use findings to develop conclusions and recommendations

3. Hold validation/consultation meetings with USAID and partners

4. Write Final Report

5. Disseminate Final Report
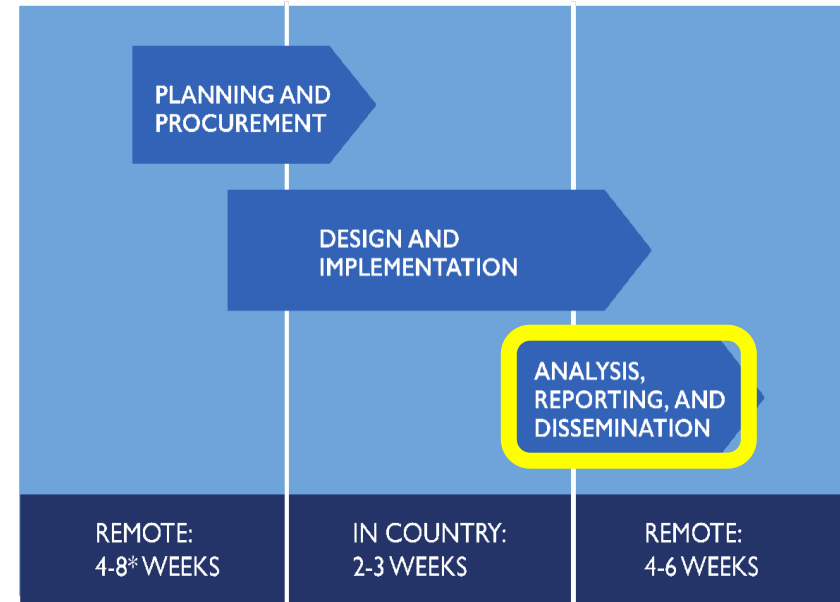
PLENARY QUESTIONS

1. What is the difference between a **finding** and a **conclusion**?

2. What makes a **quality conclusion**?

3. How would you describe a **quality recommendation**?

15 Minute Break

SLE Assessment Toolkit – What is it?

- **Primary research**: Identifies quantitatively and/or qualitatively what are the specific risks and assets to safer learning in **specific program areas,**

- **Diagnostic toolkit** to help inform specific program designs and adaptations.

- **Adaptable** to context, purpose, scope

- **Appropriate for junior** to expert researchers

- **Rapid**: Process can be done within a month

WHEN TO DO AN SLE ASSESSMENT

Project- Level

- Scoping
- Post-award
- Mid-activity, rolling assessment

M&E

- To inform baseline, midline, endline
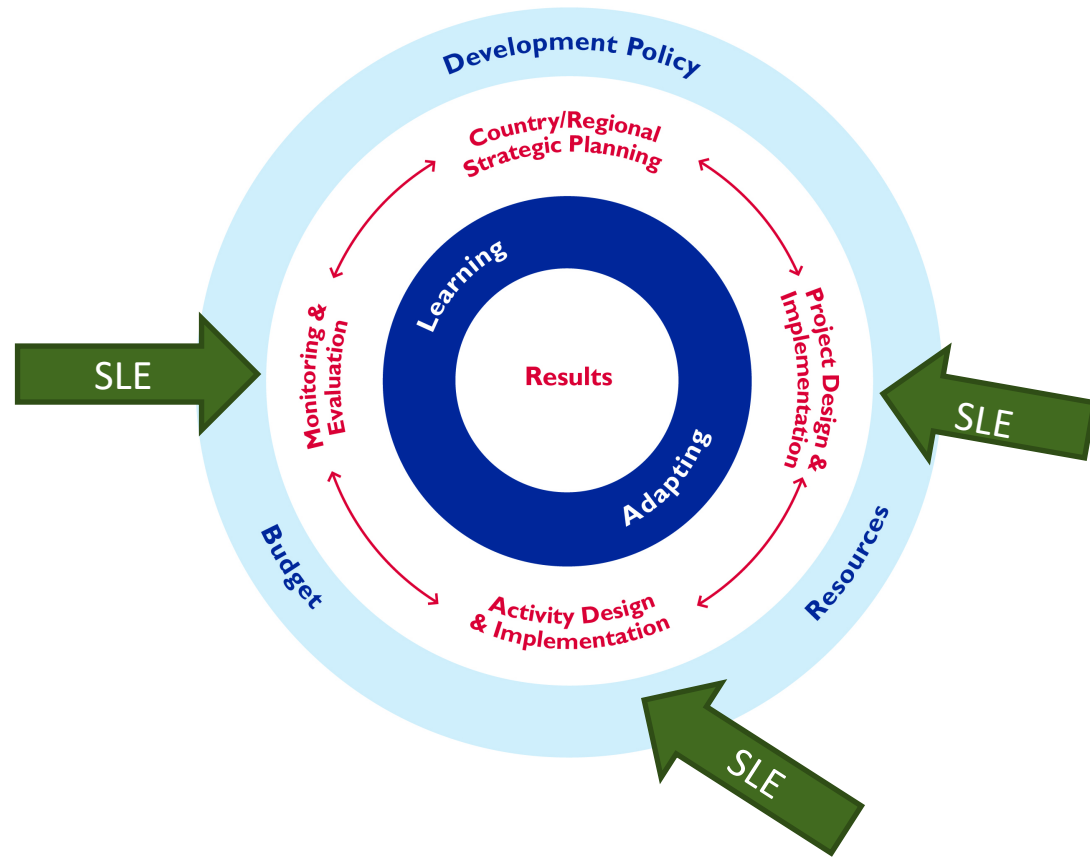
WHERE TO DO AN SLE?
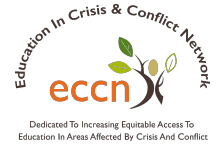
Any **conflict- or crisis-affected** setting

    -Sudden onset or protracted, chronic

<u>Any</u> development setting

SLE Assessments have been conducted in:

- Honduras
- El Salvador
- Liberia
- Jordan

- Lebanon
- Uganda
- Philippines
- Somalia

SLE TOOLKIT PHASES

STEP 0
Adapt the scope of the toolkit for your purpose(s)

STEP 1
Desk research

STEP 2
Completion of risk scoring rubric to determine specific risks

STEP 3
Fieldwork Planning: Establishing ethical protocols; identifying suitable field team

STEP 4
Developing field tools, data collection administering FGDs/KIIs and/or questionnaires) in a sample of project schools

STEP 5
Data analysis and reporting findings, conclusions, recommendations

STEP ZERO

1. Determine purpose and output of work

2. Determine scope

3. Identify skills needed for SLE Team based on output and scope

STEP 0
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STEP ZERO

Figure 3: Determining the degree to which toolkit methodology should be adapted

IF: Team made of junior researchers; led by TL with fair to good knowledge of research	IF: Team led by TL with good to excellent level knowledge of research, no additional technical support on content areas	IF: Team led by TL with expert knowledge of research and also with multiple technical specialists to provide additional support on content areas
THEN: Follow toolkit methodology exactly, adapt and contextualize tools minimally and based on guidance on how to do so	THEN: Follow toolkit guidance broadly and revise methodology as needed; adapt and contextualize tools as is appropriate within TLs expertise	THEN: Pick and choose sections from toolkit as needed, including using only the questionnaires if that is all that is needed

STEPS 1 AND 2

1. Complete desk review and initial (virtual) interviews in order to complete #2

2. Complete risk scoring rubric to identify specific risks present in types of learning environments

STEP 0
Adapt the scope of the toolkit for your purpose(s)

STEP 1
Desk research

STEP 2
Completion of risk scoring rubric to determine specific risks

STEP 3
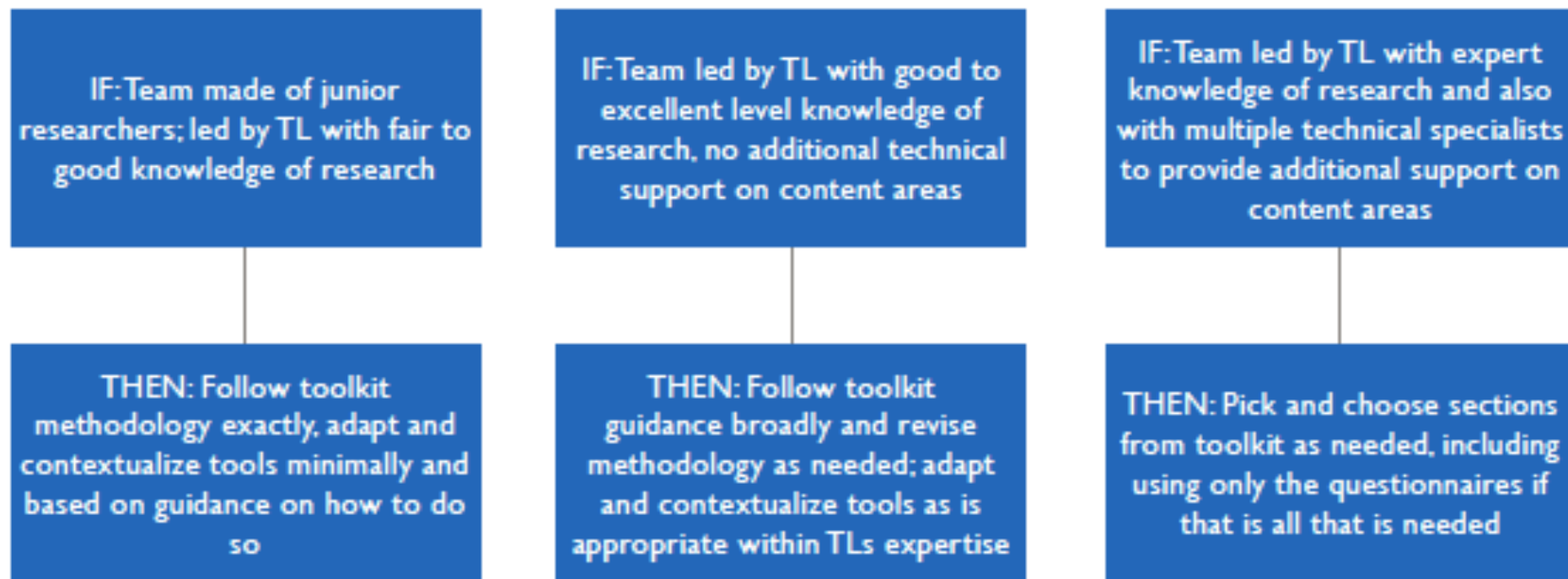Fieldwork Planning: Establishing ethical protocols; identifying suitable field team

STEP 4
Developing field tools, data collection administering FGDs/KIIs and/or questionnaires) in a sample of project schools

STEP 5
Data analysis and reporting findings, conclusions, recommendations

STEPS ONE AND TWO

Risk Category	Specific Issue	Data Source Used to assess level of risk (e.g. Author, Article name, Date of publication, Interview with expert [Name, Title, Date of discussion])	Score 1= low; 2= medium; 3 = high	Total Score for Risk Category (3: low risk; 9: high risk)
A. Internal: School-related gender-based violence (SRGBV)	Students face risk of physical, sexual, or emotional abuse from teachers			
	Students face risk of physical, sexual, or emotional abuse (including bullying from individuals or groups of individuals) from other students			
	Students face risk of or teachers use corporal punishment (hitting, hard labor, standing in sun, etc.)			
B. Internal: Gang or armed group violence	Students face risk of violence from gang members or armed groups in schools			
	Students face risk of recruitment by gang members or armed group in schools			
	Teachers/staff face risk of violence from gang members or armed groups in schools			
C. Internal: Negative and unsupportive school climate	Students and teachers have a generally positive perception of their school (enter 1 if yes, 3 if no).			
	Teachers generally refrain from punitive disciplinary strategies for behavior management, such as corporal punishment, suspension, and expulsion (enter 1 if yes, 3 if no).			
	School has sufficient and adequate chairs, roof, walls, tables, and chalkboards for students; toilets for girls; and a source of potable water (enter 1 if yes, 3 if no).			

STEP 2: SCORING RUBRIC
Assessing Risk

RISK MATRIX

IMPACT		Low	Medium	High
	High	Low	Medium	High
	Medium	Low	Medium	Medium
	Low	Low	Low	Low
		Low	**Medium**	**High**

LIKELIHOOD

STEP 2: SCORING RUBRIC

RISK WORKSHEET

Enter 'X' for each of the risk categories that you have identified to require follow-up primary research	
A. Internal: School-Related Gender Based Violence (SRGBV)	
B. Internal: Gang Violence	
C. Internal: Negative and unsupportive school climate	
D. External: Caught in the crossfire—gang violence	
E. External: Caught in the crossfire—armed conflict	
F. External: Education under attack (ideological/extremist anti-school)	
G. External: Incidental SRGBV and violence to/from school (e.g. from community members or neighboring community members)	
H. Environmental: Earth-Related Hazards (earthquake, landslide, tsunami, volcano)	
I. Environmental: Water-Related Hazards (flood, storm, surge, drought)	
J. Environmental: Fire (wildfires)	
K. Environmental: Wind-Related Hazards (cyclones, windstorms, sandstorms)	
L. Environmental: Chemical/Biological/Radiological/Nuclear Hazards	
M. Environmental: to students and staff: health/epidemics	
N. Environmental: to students and staff: malnutrition/famine	
O. Cross-Cutting: Trauma (related to SGBV e.g., FGM/C, SRGBV)	
P. Cross-Cutting: Trauma (related to conflict, disasters, epidemics (e.g., drought, famine) violence)	

"The focus on breaking 'safety and risk' down into parts has allowed us to explore the theme in a much more in-depth way. It has resulted in confirmation of certain risks, but also the uncovering of unexpected and perceived risks impacting young people in the camps".

ACTIVITY

- 4 groups, each group decide on a country / region and imagine you're implementing an accelerated education project for at-risk youth there.
- Do a 'super rapid desk review' together
- Complete risk scoring rubric / scores
- Determine priority areas for follow-up primary research for that project in that location

STEPS 3 AND 4

1. Field research logistics
2. Establish ethical protocols
3. Finalize methodology
4. Adapt / contextualize tools
5. Train field team
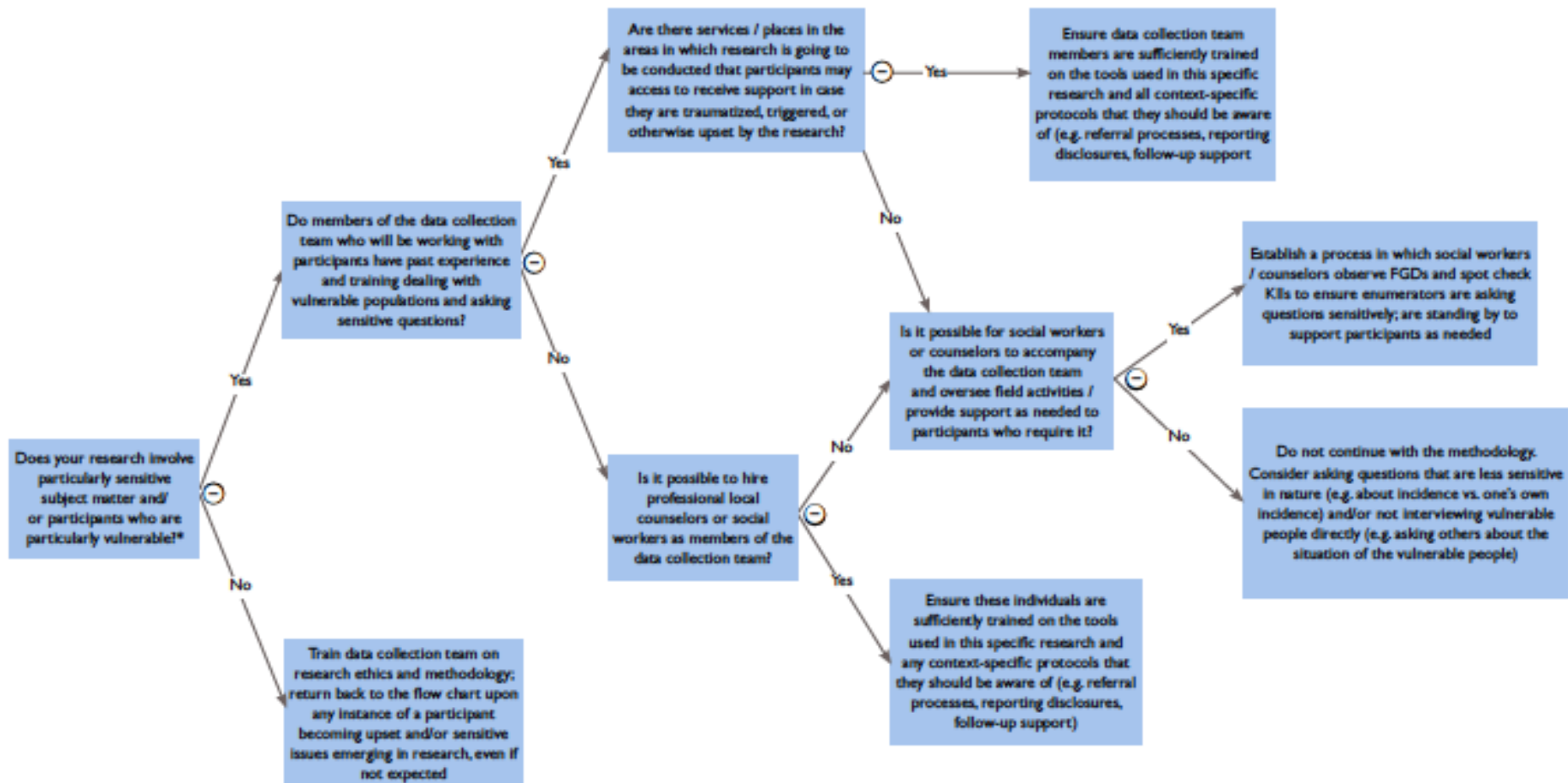6. Conduct field research

STEP 0
Adapt the scope of the toolkit for your purpose(s)

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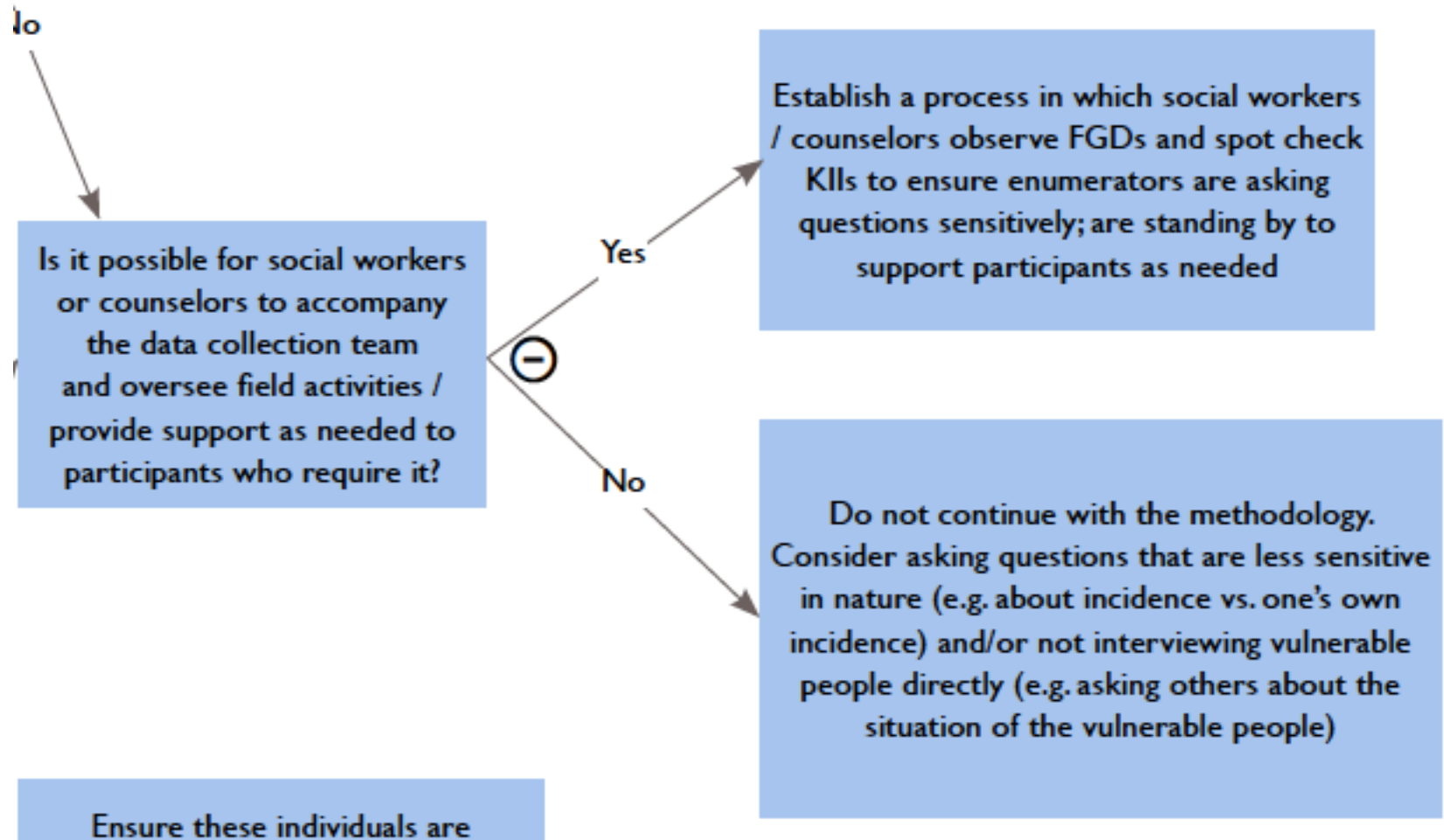
STEP 3 – FIELDWORK PLANNING

- **Finalize methodology**: Qualitative, quantitative, or both

- **Develop initial research ethics plan**: for IRB or similar

  - Conflict sensitivity

  - Informed consent

  - Appropriate field team

  - Referral mechanisms

- **Field visit initial planning**: Reach out early to sites of research

- **Field Planning Checklist**: ensure that Teams are as adequately prepared as possible before going into the detailed methodology and tool development

ETHICAL PROTOCOLS DECISION TREE

- Field team has done this type of research on this topic
- Field team / someone trained to identify traumatized participants
- Known and effective resources / referrals for traumatized participants
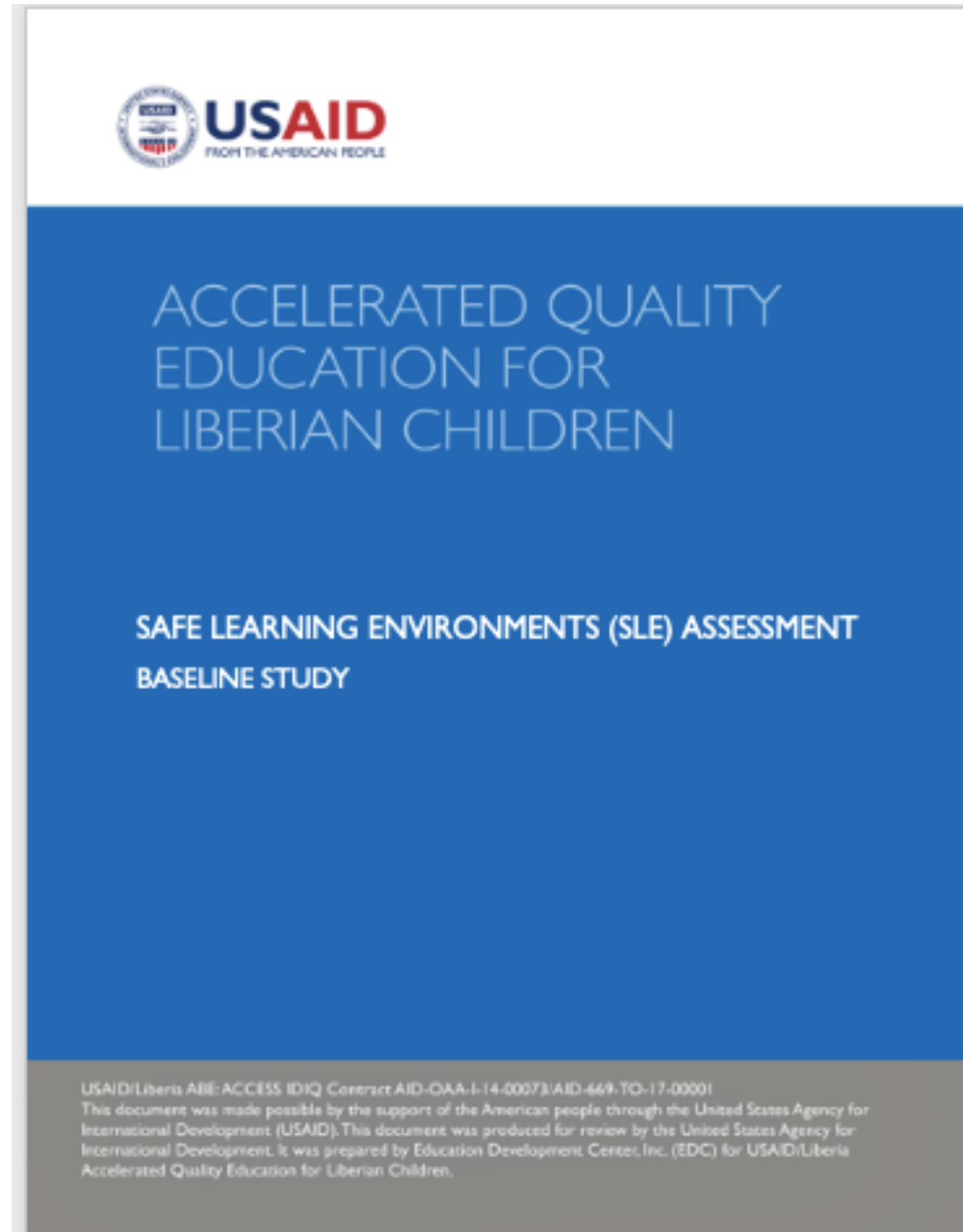- Disclosures process established

Jo

Is it possible for social workers or counselors to accompany the data collection team and oversee field activities / provide support as needed to participants who require it?

Yes

Establish a process in which social workers / counselors observe FGDs and spot check KIIs to ensure enumerators are asking questions sensitively; are standing by to support participants as needed

No

Do not continue with the methodology. Consider asking questions that are less sensitive in nature (e.g. about incidence vs. one's own incidence) and/or not interviewing vulnerable people directly (e.g. asking others about the situation of the vulnerable people)

Ensure these individuals are

EXAMPLE - Liberia

6 months

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ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

SAFE LEARNING ENVIRONMENTS (SLE) ASSESSMENT

BASELINE STUDY

USAID/Liberia ABE: ACCESS IDIQ Contract AID-OAA-I-14-00073/AID-669-TO-17-00001
This document was made possible by the support of the American people through the United States Agency for International Development (USAID). This document was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC) for USAID/Liberia Accelerated Quality Education for Liberian Children.

EXAMPLE - Uganda

1 month

2018

A study on Risks associated with learning environments in Kiryandongo Refugee Settlement, Uganda

Frank Kiyingi, Deus Ampwera &Martin Bugembe
Advocacy for Child Relief (ACR)
www.acrug.org

STEP 3 – FIELDWORK PLANNING

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QUAL QUESTIONS

Enter 'X' for each of the risk categories that you have identified to require follow-up primary research	
A. Internal: School-Related Gender Based Violence (SRGBV)	X
B. Internal: Gang Violence	X
C. Internal: Negative and unsupportive school climate	
D. External: Caught in the crossfire—gang violence	X
E. External: Caught in the crossfire—armed conflict	
F. External: Education under attack (ideological/extremist anti-school)	
G. External: Incidental SRGBV and violence to/from school (e.g. from community members or neighboring community members)	
H. Environmental: Earth-Related Hazards (earthquake, landslide, tsunami, volcano)	X
I. Environmental: Water-Related Hazards (flood, storm, surge, drought)	
J. Environmental: Fire (wildfires)	
K. Environmental: Wind-Related Hazards (cyclones, windstorms, sandstorms)	
L. Environmental: Chemical/Biological/Radiological/Nuclear Hazards	
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Education In Crisis & Conflict Network
eccn
Dedicated To Increasing Equitable Access To
Education In Areas Affected By Crisis And Conflict

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.
A.1	**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.	**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? *[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.]*
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)?** 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.3		**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?

A.1	**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.	**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? *[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.]*	a) Bullying between students (including cyber-bullying) 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		**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
A.3		**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?	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

A.1	**A. Internal: SRGBV:** These questions address issues within the school environment that are gender dependent. Both and girls may experience the 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.	**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? *[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.]*	a) Bullying between students (including cyber-bullying) b) Student sexually abusing another student c) Teachers using corporal punishment/physically abusing students d) Teachers emotionally abusing students e) Teachers sexually abusing students
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)?** 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
A.3		**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?	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

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

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	

Question A.2

Community/School Name: EAST Community, DH School   Respondent type: Female Students

Date 23 OCTOBER 2017   KII   (FGD) (Circle)

Risk Category SRGBV (A)   Question # A.1   If FGD, # participants: _____   # F: 7 # M: _____

Question (in bold on tool):

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?
Is the reporting mechanism different depending on the type of abuse / who is involved? What is the response that is supposed to be taken? What
is the response that is actually taken? What gaps might occur in communication that prevent resolution?

a) Don't report it	b) Complaint box/Anonymous reporting	c) School management committee or similar	d) Police	e) Other	
ll	ll	lll			

NOTES:

a) I worry about repurcussions if I report such a thing people can talk here and then if someone was I reported a fellow Student, they might want to hurt me further – here it is wholly not acceptable to speak out so others are in trouble (x2)

b) This would be better – so voices are heard wout the risk of repurcussions. I heard of such a system in West community and it is working – a friend of mine goes there and She said Since the box was installed, reports are coming in so students are teachers watch themselves. That is making girls to be safer

c) We have this committee and they take our complaint seriously

b) yes, but Sometimes the perpetrators sit in that very committee so who is going to make a report to them

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"*The ethos of the toolkit is that it is aimed at 'non-researchers' and we embraced this… as a professional development opportunity, it has proven very powerful*".

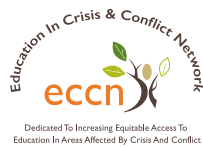# STEP 4 – QUANTITATIVE FIELDWORK

Overview:

Duration: 2–3 days (training in office and field test) + 1–2 weeks (in the field)

Sample: 2-stage cluster sampling; stage 1: communities; stage 2: students and school personnel; recommended total sample = 400 student respondents and 200 school personnel respondents across (roughly) five communities

Data collection approaches: Random selection of students and teachers who will be administered a questionnaire by a data collector

QUANTITATIVE TOOLS

Enter 'X' for each of the risk categories that you have identified to require follow-up primary research	X
	X
A. Internal: School-Related Gender Based Violence (SRGBV)	
B. Internal: Gang Violence	X
C. Internal: Negative and unsupportive school climate	
D. External: Caught in the crossfire—gang violence	
E. External: Caught in the crossfire—armed conflict	
F. External: Education under attack (ideological/extremist anti-school)	
G. External: Incidental SRGBV and violence to/from school (e.g. from community members or neighboring community members)	X
H. Environmental: Earth-Related Hazards (earthquake, landslide, tsunami, volcano)	
I. Environmental: Water-Related Hazards (flood, storm, surge, drought)	
J. Environmental: Fire (wildfires)	
K. Environmental: Wind-Related Hazards (cyclones, windstorms, sandstorms)	
L. Environmental: Chemical/Biological/Radiological/Nuclear Hazards	
M. Environmental: to students and staff: health/epidemics	
N. Environmental: to students and staff: malnutrition/famine	
O. Cross-Cutting: Trauma (related to SGBV e.g., FGM/C, SRGBV)	
P. Cross-Cutting: Trauma (related to conflict, disasters, epidemics (e.g., drought, famine) violence)	

TOOL	Risk type	Title of Tool / Org Link
A	SRGBV	USAID Conceptual Framework for Measuring SRGBV
B	Gangs	National (US) Gang Center Assessment Guide
C	School Climate	USAID Conceptual Framework for Measuring SRGBV
D	Education Under Attack:	Global Education Cluster Joint Education Needs Assessment Toolkit
D		CARE Int'l Knowledge on Fire
D		GCPEA Preventing Military Use of Schools Checklist
H	Environmental – Natural Hazard	RiskRed.org School Disaster Reduction and Readiness Checklist
M	Environmental - Health	WHO KAP Guidance for Oral Cholera Vaccine Stockpile Campaigns
O	Trauma	Global Education Cluster Joint Education Needs Assessment Toolkit
O		National Center for PTSD: Brief Trauma Questionnaire

TOOL	Risk type	Title of Tool / Org Link	Description	Target group(s) for survey	Key page (tool)
A	SRGBV	USAID Conceptual Framework for Measuring SRGBV	Comprehensive tools (qualitative and quantitative) for measuring SRGBV, validated in SSA context. Tools on sexual violence for students age 12-18; others (bullying, corporal punishment) for 8-18.	School staff; students	102 - 122
B	Gangs	National (US) Gang Center Assessment Guide	Detailed document on measuring gang activity (and membership) in the school setting, includes clear guidance, consent forms and questionnaires to use.	School staff; students	60 - 68

Tool Code	Specific Risk Category	SLE Tool Item	Question	Response Options	Source
All	External Gen	46	Is it safe for children to travel to this school?	Yes No Don't know	JANA
All	External Gen	47	What is the furthest distance that you know of that any students travel to this school	___kms	JANA
All	Gen	48	During the past 12 months, how many times were you seriously injured or fell seriously ill (by any means)	#	GSHS
All	Gen	49	What was the source of the serious injury or illness?	In school On way to/from school In community/ neighborhood	xx
SRGBV					
A	SRGBV	50	Bullying Scenario [read]: Mary and Rachel are good friends because they live in the same village in [Town]. Rachel is one year younger than Mary and just started Class [Grade] At first, Rachel liked her new class and told her friend Mary how happy she was to be in Class [Grade] Now Rachel does not like school very much. Every day after school when the two friends walk home together, Rachel tells Mary how mean the girls in her class are. Students in Rachel's class sometimes call her mean names such as "stupid" and "ugly." Sometimes, children on the playground grab at her book pack. Today, Rachel told Mary that the other girls will not let her play with them at break. She said to Mary, "If I try to play with them, they just ignore me." Rachel cried when she told her friend Mary about this.		CFSRGBV
A	SRGBV	51	What is happening in this story? [Note: Talk about the story together. This is an icebreaker and an opportunity to build trust. You might want to share a personal experience with bullying that you experienced or witnessed as a child. You can prompt the student about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.] To summarize, you say, "Rachel used to like school. Now some girls in her class are bothering her. They call her names, grab her book pack, and will not let her play. Rachel is sad." Did the student understand the scenario?	Yes No No response	CFSRGBV

STEP 5

1. Analyze primary data and synthesize with secondary data

2. Prepare short, user-friendly report (or similar) that includes practical, actionable recommendations

3. Disseminate findings (as planned)

STEP 0	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Adapt the scope of the toolkit for your purpose(s)	Desk research	Completion of risk scoring rubric to determine specific risks	Fieldwork Planning: Establishing ethical protocols; identifying suitable field team	Developing field tools, data collection administering FGDs/KIIs and/or questionnaires) in a sample of project schools	Data analysis and reporting findings, conclusions, recommendations

BOX 5: APPROPRIATE INTERPRETATION OF CODING FROM RESPONSE TYPES

You are not dealing with quantitative data! Be careful in how you explain the response distributions!

"In the project, 39% of beneficiaries believe that bullying is the most important risk, which was 16% more than those saying sexual abuse from teachers was the most important. This shows that bullying is the most important issue in the project areas, and sexual abuse is not that big of a concern relatively speaking."

"Nearly half (15 people) of those who participated in the FGDs indicated that bullying was the most important risk; fewer (5) said that teacher sexual abuse was also an issue, but their explanations suggest that it is very serious nonetheless. One female student in Community B explained 'people don't talk too much about it, but I know it [sexual abuse] happens to the girls here. I have heard of a teacher who will offer to help them with studies after school, and then have his way', to which others in the FGD nodded in agreement. Male students, however, had different ideas, as one in Community A said 'I've never heard or seen anything about teachers abusing girls. But I see and have personally faced bullying here. The kids who don't have the clean clothes or the good shoes, they are picked on for being poor. Boys especially". There was one person across all groups, though, with quite a distinct opinion: "The problem here is that the students are out of control. I know one group of boys who are always threatening one teacher. I think it is something gang related, I don't really know, but the teacher is afraid to discipline as a result'."

Table 11: Responses to Student Question, "Have You Been Subjected to Corporal Punishment (CP) Ever in the Previous School Term?

	Male (n=200)	Female (n=200)	Total (n=400)
Yes	60.0%	30.0%	45.0%
No	40.0%	69.0%	54.5%
No response	0%	1%	0.5%

Presenting differences between groups: Statistical significance

	Male (n=200)	Female (n=200)	Total (n=400)
Yes	60.0%	58.0%	59.0%
No	40.0%	41.0%	41.5%
No response	0%	1%	0.5%

Correlation and Causation
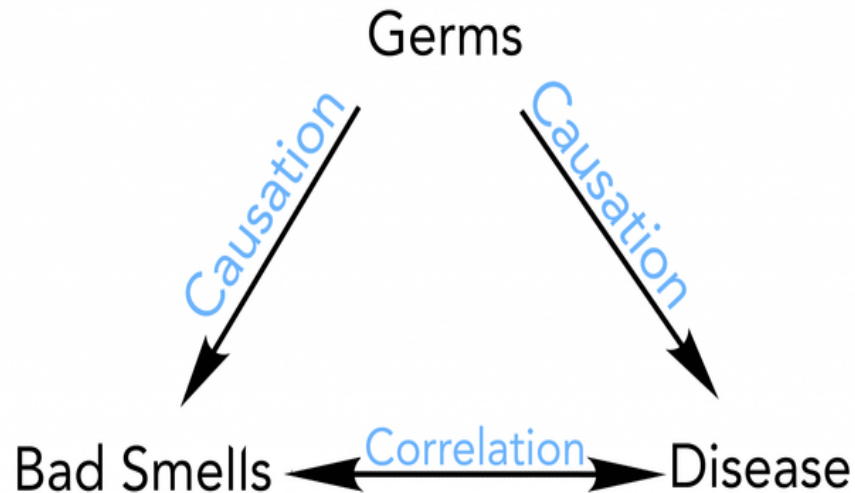
Creating indices from multiple questions

Q#	Question Text	Response Options	Example Scoring
35	Does your family have a radio?	Yes (1) No (0) Don't know (blank)	1
36	Does your family have a television?		0
37	Does your family have a bicycle?		1
38	Does your family have a motor vehicle?		0
39	Does your family have a kitchen inside the home?		0
40	Does your family have a computer?		0
41	Does your family have a refrigerator?		1
42	Does anyone in your family have a mobile telephone?		1
Mean Score (take average of all scores for yes or no responses)		**= 4 / 8 = 0.50**	

STEP 5: REPORT OUTLINE

Suggested Report Outline

Introduction
- Brief country context
- Project description
- Summary of risks identified by Step 2b Scoring Rubric

Methodology
- Describe communities visited, tools used at each visit, and respondent counts (by type and gender)
- Limitations and challenges with fieldwork

Findings
- Scope of risk and implications on students and teachers
- Assets: Existing interventions and methods that try to address risk and foster resilience

Conclusions and Recommendations
- What are the main/most critical risks observed? How might the risks relate to the project as a whole?
- How the project might address the observed risks, and in particular, how the project might take advantage of the assets observed
- Anticipated challenges to addressing the observed risks
- Any recommended modifications to the project as a result of findings

SLE ASSESSMENT REVIEW

Why do we do a SLE Assessment?

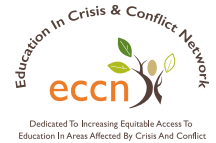**When** can we do a SLE Assessment?

Should we do a SLE Assessment in a **normal** development setting?

What is the key consideration as it relates to research ethics when doing an SLE Assessment?

What are you **still wondering** about the SLE Assessment?

FINAL DISCUSSION

- Under what circumstances, in your present work, can you see yourself doing a RERA and/or and SLE Assessment?
- Compared to other risk and safety assessments you've used in education research, what stands out about these tools?
- What additional support would you need in order to carry out each?
- What in particular do you feel you need to know more about each of the tools?

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- Safe Learning Environments: [Evidence Gap Maps](#) and [Toolkit](#)

- Searchable [Resource Repository](#) (over 900 vetted resources)

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  - [Improving SEL Measurement for Children in Crisis](#)
  - [Measuring Equity of Access to Education in Crisis & Conflict](#)