RAPID EDUCATION AND RISK ANALYSIS
Objective: Participants will be able to articulate the main elements of the RERA Toolkit.
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
WHY RERA?

Rapid, flexible feedback loop for volatile contexts

Quality programming

Sustainable results

Conflict sensitivity

Safeguard education investments
Again: A RERA is fully adaptable to any context

Key factors are safety, access, bud

Minimum “footprint”: secondary and remote primary data

Maximum “footprint”: secondary and unlimited primary data
WHO IS INVOLVED IN A RERA

Who procures it?
USAID (or other agency)

Who implements it?
USAID Implementing Partners

Who are key stakeholders?
USAID, Implementing Partners, National and International Partners, other USG agencies

Who is the audience for the RERA Final Report?
• USAID and other USG staff
• USAID Implementing Partners
• National partners (MoE, LNGOs, etc.)
• International partners (UN, World Bank, INGOs, etc.)
WHEN TO DO A RERA

CDCS Level
▪ Pre-design (CDCS)

Project Level
▪ 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

Any development setting

RERAs have been conducted in:

• Mali (2)
• Afghanistan
• El Salvador
• South Sudan
• Liberia
RERA PHASES

PLANNING AND PROCUREMENT

DESIGN AND IMPLEMENTATION

ANALYSIS, REPORTING, AND DISSEMINATION

REMOTE: 4-8* WEEKS
IN COUNTRY: 2-3 WEEKS
REMOTE: 4-6 WEEKS

*Timelines may vary depending on parameters, particularly for RERA Team recruitment.
PHASE 1: PLANNING & PROCUREMENT

1. Develop a Scope of Work to procure a RERA
1. Recruit the RERA Team
1. Conduct a conflict sensitivity self-assessment
1. Set RERA parameters
1. Develop the RERA design plan
1. Agree on RERA Final Report outline
1. Engage key stakeholders
PHASE 2: DESIGN & IMPLEMENTATION

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

1. Identify data sources, informants, and key stakeholders

1. Conduct the desk review

1. Plan primary data collection

2. Decide on and adapt questions for primary data collection

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

1. Prepare for fieldwork and collect primary data
PHASE 3:
ANALYSIS, REPORTING, DISSEMINATION

1. Organize and analyze both primary and secondary sources of data to develop findings aligned with the research questions

1. Use findings to develop conclusions and actionable recommendations

1. Hold validation/consultation meetings with USAID and partners

1. Write Final Report

1. Disseminate Final Report
# RERA Tools

## Tool 1
Sample RERA Scope of Work

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## Tool 2
Sample RERA Consultant Terms of Reference

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## Tool 3
RERA Conflict Sensitivity Checklist

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RERA Parameters Checklist

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## Tool 5
RERA Design Plan Template

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Key Informants and Focus Group Participants Matrix

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## Tool 7
Key Documents and Resources Matrix

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## Tool 8
RERA Research Questions

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## Tool 9
School Community Review Scoring Rubric

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## Tool 10
School Community Fieldwork Tool

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## Tool 11
Sample RERA Final Report Outline

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## Tool 12
Key Partner Education and Risk Analysis Tools

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Why do we do a RERA?

When can we do a RERA?

Should we do a RERA in a normal development setting?

Which RERA phase does not occur during field implementation?

What are you still wondering about the RERA?