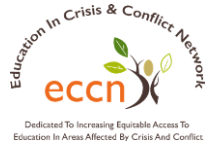# RERA DESK REVIEW

Jim Rogan
ECCN
Nov 30, 2017
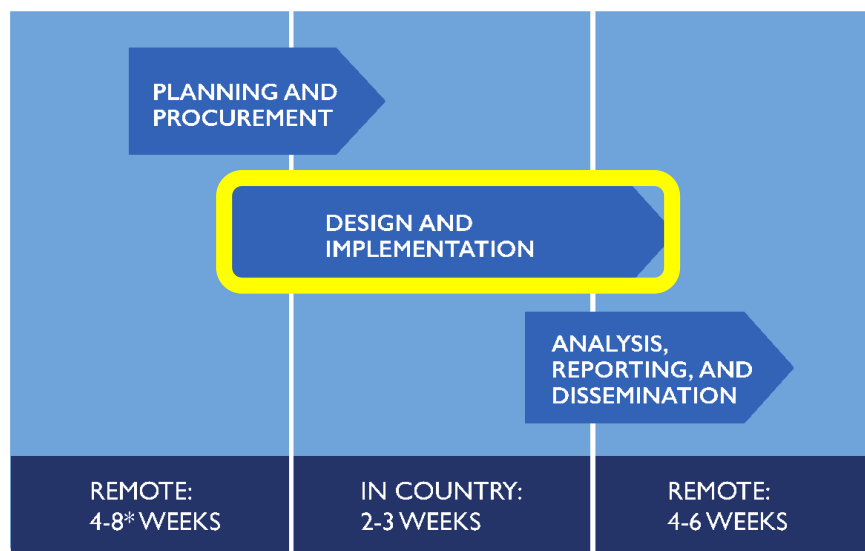
RERA DESK REVIEW

Objective: Participants can articulate the main steps involved in carrying out a desk review for a RERA.
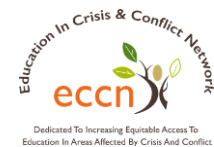
PHASE 2:
DESIGN & IMPLEMENTATION

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
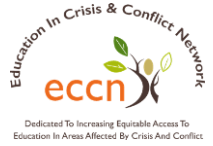
1. Prepare for fieldwork and collect primary data

PLANNING AND PROCUREMENT

DESIGN AND IMPLEMENTATION

ANALYSIS, REPORTING, AND DISSEMINATION

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

USAID ECCN

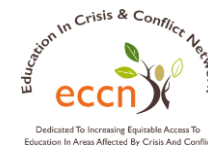# RERA DESK REVIEW

IMPORTANCE

Strategic exercise

Shapes overall RERA investigation

Feeds directly into **final report**

DESK REVIEW: KEY STEPS

Begin remotely, once RERA Team recruited

Select research **questions** (Tool 8: RERA Research Questions)

Identify/List **key informants,** secondary data **sources** (Tool 6: Key Informants and Focus Group Participants Matrix)

Identify/List other **existing tools and analyses*** (Tool 7: Key Documents and Resources Matrix)

Complete Tool 9: School Community Review Scoring Rubric

DESK REVIEW: 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** to risks, particularly in context of education and at school community level

SCHOOL COMMUNITY REVIEW SCORING RUBRIC

TOOL 9
School Community Review Scoring Rubric

73

Risk Category	Specific Issue	Data Source Identify source used to assess level of risk (provide author, article title, and date of publication, or, for expert interviews, provide name, title, and date of discussion)	Level of Risk (1= low; 2= medium; 3 = high)	Justification for score(s)	Total Score for Risk Category (3: low risk; 9: high risk)
D. External: Caught in the crossfire – gang violence	Students and/or teachers face risk of violence from gang members on the way to and from school.				
	Students face risk of recruitment by gang members on the way to and from school.				
	The school is at risk of gang attack or control.				
E. External: Caught in the crossfire – armed conflict	Students and/or teachers face risk of violence by armed groups on the way to and from school.				
	Students and/or teachers face risk of kidnapping or recruitment by armed groups or coercion by criminal groups on the way to and from school.				
	The school itself is at risk of armed group attack or control.				

SCHOOL COMMUNITY SCORING RUBRIC
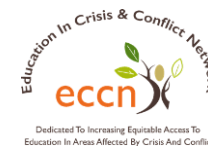
Tool accompanies **desk review**

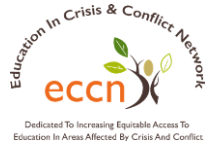**Prioritizes** contextual risks within given geographic area(s)

RERA Team **scores risk categories** as low, medium, high

Helps **define primary data collection** sample, focus group questions

School communities receiving **high scores** should be considered for inclusion in primary data sample

ACTIVITY: SCHOOL COMMUNITY SCORING RUBRIC

1. Choose at one **high-risk area or region** in your country.

2. Select **2 risk categories** that are relevant to that area/region.

3. Assign a **level of risk** for each specific issue.

4. **Calculate** total score for each risk category, for each region/area.

5. Discuss how the scores would affect your decision making if you were conducting a RERA.