RERA DESK REVIEW

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Objective: Participants can articulate the main steps involved in carrying out a desk review for a RERA.
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
IMPORTANCE

Strategic exercise

Shapes overall RERA investigation

Feeds directly into final report
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

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Specific Issue</th>
<th>Data Source</th>
<th>Level of Risk</th>
<th>Justification for Risk Category</th>
<th>Total Score for Risk Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. External: Caught in the crossfire – gang violence</td>
<td>Students and/or teachers face risk of violence from gang members on the way to and from school.</td>
<td>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)</td>
<td>2 = medium; 3 = high</td>
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<tr>
<td></td>
<td>Students face risk of recruitment by gang members on the way to and from school.</td>
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<td>The school is at risk of gang attack or control.</td>
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<tr>
<td>E. External: Caught in the crossfire – armed conflict</td>
<td>Students and/or teachers face risk of violence by armed groups on the way to and from school.</td>
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<td>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.</td>
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<td>The school itself is at risk of armed group attack or control.</td>
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</table>
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.